

The Massachusetts High School Graduation Initiative (HSGI) ***“MassGrad”***

A project of the federal High School Graduation Initiative

Funding Opportunities – Request for Proposals (RFP) Background Information Packet

Updated January 6, 2011

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Planning Grant – Application Submission Requirements

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Background of the Massachusetts High School Graduation Initiative – *MassGrad*

Massachusetts will receive \$15 million over the next five years¹ through the federal High School Graduation Initiative (“MassGrad”) to support statewide and local efforts for high school dropout prevention, intervention, and recovery. The Massachusetts grant will focus on the 133 high schools (the “*MassGrad School Cohort*”) throughout the Commonwealth that exceeded the statewide annual dropout rate of 2.9 percent in the 2008-09 school year.

The U.S. Department of Education awarded HSGI grants to just 29 projects nationwide out of a total of 184 applicants. Massachusetts and Colorado were the only state education agencies to receive the grant.

In October 2009 the Massachusetts Graduation and Dropout Prevention and Recovery Commission released their recommendations in the report [Making the Connection](#). Included in the Commission’s recommendations was the bold goal of reducing the statewide annual dropout rate to 1.7 percent by the 2013-14 school year.

The purpose of the Massachusetts HSGI project (“MassGrad”) led by the Department of Elementary and Secondary Education (ESE) is to work towards this ambitious statewide dropout rate goal by embracing the local-control elements of the education system in Massachusetts, while also implementing state-level support that adds considerable value to the local activities to substantially increase the number of students who earn a high school diploma. This will be accomplished through a range of activities that promote mutual sharing of needs and promising practices at and across the state and local levels.

The MassGrad grant will engage the 133 targeted high schools in the process of conducting a careful analysis of who their at-risk students are and implementing and strengthening strategic dropout prevention, intervention, and recovery approaches. Massachusetts will collaborate with schools, districts, and community partners to assist them in implementing the highest quality interventions through technical assistance, training, and the exchange of promising practices.

Through the MassGrad grant project the ESE will implement four key activities, which combine local and state-level actions:

- **Key Activity 1: Creation of a State High School Graduation Coalition**. The Department will create an inter-agency, cross-sector State High School Graduation Coalition to facilitate the statewide sharing of promising programs and practices, to engage in a public information campaign on dropout reduction, and to inform and support related state initiatives.

¹ The MassGrad timeframe is the 2010-11 school year through the 2014-15 school year.

- **Key Activity 2: Expansion of the Dropout Prevention and Recovery Work Group**. The Department will considerably expand the existing Work Group to increase the number of participating schools and districts and to broaden the variety and frequency of opportunities for networking and sharing promising approaches among the 133 members of the MassGrad School Cohort.
- **Key Activity 3: Implementation of Research-Based Practices in the MassGrad School Cohort**. The Department will help support target schools in implementing a select menu of research and evidenced-based practices and strategies through a competitive grant process, technical assistance, state guidance, and learning exchanges with support from a new partnership with a state third-party intermediary organization. The categories of practices and strategies supported through these grants are:
 1. Alternative Pathways to meet a range of student needs
 2. Adult advocates for student support
 3. Positive school climate and socio-emotional systems of support
 4. Service-learning and work-based learning models specifically targeting students most likely to not graduate
 5. Credit recovery, credit acceleration, and distance learning expansion
 6. Expansion of the school year/ structured learning time and summer transition programs
 7. Programs and systems specifically designed to serve transient students, including migrant students, ELL student, refugees, immigrants, and other newcomers

All MassGrad School Cohort members will also be eligible to apply for a planning grant to support their deep review of baseline data, mapping of strengths and gaps, and preparation for future programming.

- **Key Activity 4: Establishment of Three New Gateway to College Sites**. The Department will create a new partnership with the Gateway to College National Network to establish the Gateway to College program – an early college model to support at-risk students – at three new sites through targeted funding and technical assistance.

The project will also establish a **MassGrad Leadership Council** that will support and inform the key activities as well as connect the project services with new and ongoing efforts across the state. A broad range of state agencies and community, statewide, and national organizations will be represented on this Leadership Council.

Competitive Grant Opportunities Overview

There are three competitive grant opportunities associated with this project:

- 1) Implementation grants for a select-menu of research-based projects
- 2) Planning grants to undergo a thorough planning, mapping, and needs assessment process
- 3) Implementation grants for the Gateway to College program model

Please see the sections below for details about these three competitive grant opportunities.

Eligibility:

Per the Federal requirements, only *schools* with a dropout rate exceeding our statewide average in the most recent year of available data are eligible to receive MassGrad grant funds. The Massachusetts statewide rate for the 2008-09 school year (most recent year available) is 2.9%. Districts with high schools with [dropout rates](#) exceeding the state average in school year 2008-09 will be eligible to apply for up to three eligible high schools beginning with school year 2010-11.

The 133 schools that exceed the Massachusetts statewide rate in 2008-09 are listed below, and these schools are referred to as the “MassGrad School Cohort.” All schools in the MassGrad School Cohort are eligible for:

- Participation in MassGrad technical assistance and training events
- Participation in the MassGrad State Coalition
- Applying for a competitive planning grant (\$5,000-15,000)
- Applying for a competitive Gateway to College grant (in partnership with an institution of higher education)

Depending on the school’s number of dropouts in 2008-09, schools may also be eligible for competitive implementation funds:

- Schools that had at least 40 students that dropped out in 2008-09 are eligible to apply for a competitive implementation grant of up to \$100,000 per year.
- Schools that had 20-39 students drop out in 2008-09 are eligible to apply for a competitive implementation grant of up to \$50,000 per year.

The Department anticipates awarding *approximately* 30 competitive three-year implementation grants with options for a fourth and fifth year for exemplary programs. A small number of one-year competitive planning grants will also be awarded to schools in need of undergoing a thorough needs assessment and planning process.

A full list of eligible high schools is available below.

MassGrad Eligibility Summary

| Levels of MassGrad School Cohort <i>All 133 schools statewide meet the basic eligibility criteria of an annual rate greater than the state average.</i> | # of Schools in Tier | Eligibility for MassGrad Competitive Award Program |
|---|-----------------------------|--|
| Tier 1 of MassGrad School Cohort <i>Schools with at least 40 annual dropouts</i> | 57 Schools | <i>May apply for:</i> 1) competitive implementation grant up to \$100,000 per year for up to 5 years, 2) a 1-year competitive planning grant of \$5,000-15,000, and/or 3) competitive grant for Gateway to College program planning and start-up implementation. |
| Tier 2 of MassGrad School Cohort <i>Schools with 20-39 annual dropouts</i> | 36 Schools | <i>May apply for:</i> 1) competitive implementation grant up to \$50,000 per year for up to 5 years, 2) a 1-year competitive planning grant of \$5,000-15,000, and/or 3) competitive grant for Gateway to College program planning and start-up implementation. |
| Tier 3 of MassGrad School Cohort <i>Schools with less than 20 annual dropouts</i> | 40 Schools | <i>May apply for:</i> 1) a 1-year competitive planning grant of \$5,000-15,000 and/or 2) a competitive grant for Gateway to College program planning and start-up implementation. |

MassGrad Eligible Schools by Competitive Grants Eligibility

| District | School | 08-09 dropout rate | 08-09 # of dropouts | Competitive grant eligibility |
|--|--------------------------------|--------------------|---------------------|--|
| ELIGIBLE TO APPLY FOR: UP TO \$100,000/ YEAR, PLANNING GRANTS, AND THE GATEWAY TO COLLEGE MODEL | | | | |
| Attleboro | Attleboro High | 5 | 86 | Planning grants, Gateway to College grants, and \$100,000 implementation grants |
| Boston | Charlestown High | 17.4 | 175 | |
| Boston | Brighton High | 9.8 | 122 | |
| Boston | Boston Adult Academy | 43.2 | 120 | |
| Boston | Jeremiah E Burke High | 13.9 | 110 | |
| Boston | Madison Park High | 7.1 | 105 | |
| Boston | East Boston High | 6.6 | 94 | |
| Boston | Monument High School | 15.2 | 55 | |
| Boston | The English High | 5.4 | 45 | |
| Boston | The Engineering School | 13.3 | 41 | |
| Boston | Social Justice Academy | 11.9 | 40 | |
| Boston Evening Academy | | | | |
| HMCS | Boston Day and Evening Academy | 14 | 42 | |
| Brockton | Brockton High | 3.5 | 144 | |
| Brockton | Brockton Champion | 33.3 | 50 | |
| Chelsea | Chelsea High | 9.3 | 132 | |
| Chicopee | Chicopee High | 5.3 | 67 | |
| Chicopee | Chicopee Comprehensive | 4.4 | 61 | |

| District | School | 08-09 dropout rate | 08-09 # of dropouts | Competitive grant eligibility |
|-------------------------|---------------------------|--------------------|---------------------|-------------------------------|
| Everett | Everett High | 3.8 | 65 | |
| Fall River | B M C Durfee High | 3.5 | 81 | |
| Fall River | Resiliency Preparatory | 41.8 | 66 | |
| Fitchburg | Fitchburg High | 3.4 | 43 | |
| Fitchburg | Fitchburg Alt. ED Program | 34.2 | 41 | |
| Gardner | Gardner High | 5.1 | 45 | |
| Haverhill | Haverhill High | 5.2 | 96 | |
| Holyoke | Holyoke High | 7.4 | 93 | |
| Holyoke | Wm J Dean Voc Tech High | 12.4 | 82 | |
| Lawrence | High School Learning | 42.1 | 107 | |
| Lawrence | Business Management | 10.2 | 48 | |
| Lowell | Lowell High | 4.3 | 147 | |
| Lynn | Lynn Voc Tech Institute | 7.5 | 80 | |
| Lynn | Lynn English High | 3.6 | 62 | |
| Lynn | Classical High | 3.3 | 41 | |
| Malden | Malden High | 4.2 | 72 | |
| Methuen | Methuen High | 3.2 | 62 | |
| New Bedford | New Bedford High | 7.4 | 219 | |
| Peabody | Peabody Veterans | 3.8 | 71 | |
| Phoenix Charter Academy | Phoenix Charter Academy | 41.3 | 62 | |
| Quincy | Quincy High | 3.6 | 47 | |
| Randolph | Randolph High | 6.8 | 54 | |
| Revere | Seacoast School | 36.5 | 42 | |
| Salem | Salem High | 4.2 | 53 | |
| Somerville | Somerville High | 3.5 | 49 | |
| Springfield | High School/Science-Tech | 15.7 | 231 | |
| Springfield | High School Of Commerce | 13.1 | 165 | |
| Springfield | Springfield Central High | 4.4 | 91 | |
| Springfield | Putnam Voc Tech High | 5.6 | 89 | |
| Springfield | SAFE | 25.9 | 83 | |
| Taunton | Taunton High | 4.3 | 79 | |
| Waltham | Waltham Senior High | 6.3 | 89 | |
| West Springfield | West Springfield High | 5.2 | 68 | |
| Weymouth | Weymouth High School | 3.8 | 79 | |
| Whitman-Hanson | Whitman Hanson Regional | 3.5 | 44 | |
| Woburn | Woburn High | 3.6 | 50 | |
| Worcester | South High Community | 7.9 | 109 | |
| Worcester | Burncoat Senior High | 7.1 | 86 | |
| Worcester | North High | 6.1 | 68 | |
| Worcester | Doherty Memorial High | 4.2 | 62 | |

Planning grants, Gateway to College grants, and \$100,000 implementation grants

ELIGIBLE TO APPLY FOR: UP TO \$50,000/ YEAR, PLANNING GRANTS, AND THE GATEWAY TO COLLEGE MODEL

| | | | | |
|-----------------|------------|-----|----|--|
| Athol-Royalston | Athol High | 6.2 | 28 | |
|-----------------|------------|-----|----|--|

| District | School | 08-09 dropout rate | 08-09 # of dropouts | Competitive grant eligibility |
|--------------------------|------------------------------|--------------------|---------------------|--|
| Bellingham | Bellingham High School | 3 | 23 | Planning grants, Gateway to College grants, and \$50,000 implementation grants |
| Boston | Odyssey High School | 11 | 39 | |
| Boston | Egleston Comm. High School | 35.3 | 36 | |
| Boston | Excel High School | 7.6 | 30 | |
| Boston | Academy of Public Service | 10.1 | 29 | |
| Boston | Community Academy | 7.5 | 29 | |
| Boston | Media Communications Tech | 6.5 | 23 | |
| Boston | Noonan Business Academy | 9 | 22 | |
| Brockton | BB Russell Alternative | 35.6 | 32 | |
| Chicopee | Chicopee Academy | 32.9 | 24 | |
| Dennis-Yarmouth | Dennis-Yarmouth Regional | 3.7 | 36 | |
| Dighton-Rehoboth | Dighton-Rehoboth Regional | 3.2 | 34 | |
| Lawrence | Health & Human Services | 8.2 | 39 | |
| Lawrence | Performing & Fine Arts | 6.4 | 34 | |
| Lawrence | School for Exceptional | 30.7 | 27 | |
| Lawrence | Math Science & Technology | 5.5 | 27 | |
| Lawrence | International High School | 5.1 | 25 | |
| Lawrence | Humanities & Leadership | 4.4 | 23 | |
| Lowell Middlesex Acad CS | Lowell Middlesex Academy | 30.6 | 34 | |
| Lynn | Fecteau-Leary | 39.8 | 35 | |
| New Bedford | West Side Jr-Sr HS | 37.1 | 23 | |
| New Leadership HMCS | New Leadership CS | 11.5 | 24 | |
| North Adams | Drury High | 5.5 | 27 | |
| Northbridge | Northbridge High | 3.4 | 22 | |
| Pittsfield | Taconic High | 4 | 39 | |
| Pittsfield | Pittsfield High | 3.6 | 36 | |
| Plymouth | Plymouth North High | 3.2 | 33 | |
| Quabbin | Quabbin Regional High School | 3 | 30 | |
| Ralph C Mahar | Ralph C Mahar Regional | 5.3 | 26 | |
| Rockland | Rockland Senior High | 6 | 39 | |
| Southbridge | Southbridge High | 5.2 | 21 | |
| Southwick-Tolland | Southwick-Tolland Regional | 4.5 | 26 | |
| Spencer-E Brookfield | David Prouty High | 3.8 | 21 | |
| Webster | Bartlett Jr Sr High Sch | 4.4 | 25 | |
| Winthrop | Winthrop Sr High | 4 | 22 | |

| District | School | 08-09 dropout rate | 08-09 # of dropouts | Competitive grant eligibility |
|----------|--------|--------------------|---------------------|-------------------------------|
|----------|--------|--------------------|---------------------|-------------------------------|

ELIGIBLE TO APPLY FOR: PLANNING GRANTS AND THE GATEWAY TO COLLEGE MODEL

| | | | |
|-----------------|--------------------|------|----|
| Adams-Cheshire | Hoosac Valley High | 3.6 | 17 |
| Athol-Royalston | Ellen Bigelow | 30.8 | 4 |

| | | | |
|------------------------------------|---------------------------------|------|----|
| Avon | Avon Middle High School | 3.8 | 9 |
| Ayer | Ayer High | 3.1 | 12 |
| Bellingham | Primavera Jr/Sr H S | 15.2 | 5 |
| Boston | Community Academy | 27 | 17 |
| Boston | Brook Farm Business | 5 | 17 |
| Boston | Snowden Int'l High | 4.2 | 17 |
| Boston | Boston International | 6.9 | 12 |
| Boston | William McKinley | 5 | 12 |
| Boston | Urban Science Academy | 3.4 | 11 |
| Boston | Another Course To College | 3.6 | 8 |
| Boston | Quincy Upper School | 3.5 | 7 |
| Boston Preparatory CS | Boston Preparatory Charter | 4.1 | 2 |
| Brockton | Lincoln Alternative | 10 | 3 |
| Codman Academy CS | Codman Academy Charter | 6.9 | 8 |
| Gill-Montague | Turners Fall High | 3.5 | 11 |
| Global Learning Charter | Global Learning Charter | 3.7 | 3 |
| Greenfield | Greenfield High | 4.1 | 16 |
| Greenfield | Poet Seat | 14.3 | 1 |
| Harwich | Harwich High | 3.2 | 12 |
| Haverhill | Haverhill Alternative School | 12.1 | 4 |
| Holbrook | Holbrook Jr Sr High | 4.1 | 10 |
| Holyoke | Center for Excellence | 47.1 | 8 |
| Hull | Hull High | 3 | 11 |
| Lee | Lee Middle/High School | 3.2 | 11 |
| Maynard | Maynard High | 3.7 | 12 |
| Medford | Curtis-Tufts | 16.7 | 5 |
| Mohawk Trail | Mohawk Trail Reg High | 4.6 | 17 |
| Monson | Monson High School | 3.3 | 13 |
| North Central Charter Essential | North Central Charter Essential | 4.2 | 10 |
| Oxford | Oxford High | 3.4 | 19 |
| Palmer | Palmer High | 3.6 | 18 |
| Provincetown | Provincetown High | 25 | 16 |
| Quaboag Regional | Quaboag Regional High | 3.7 | 14 |
| Somerville | Full Circle High School | 28.9 | 13 |
| Ware | Ware Junior/Senior High | 3.6 | 11 |
| Wareham | Wareham Cooperative | 11.8 | 10 |
| Westport | Westport High | 3.7 | 19 |
| Winchendon | Murdock Middle/High | 3.6 | 14 |

Definitions of Dropout Prevention, Intervention, and Recovery:

A federal priority of the High School Graduation Initiative is to implement services and strategies that address dropout prevention, intervention, and recovery. The following are the definitions Massachusetts included in the application to the U.S. Department of Education.

Dropout prevention is founded on research-based strategies to identify and address common or school-wide issues that may cause students to become disengaged and drop out. A focus here will be on increasing the effectiveness of overall school climate to encourage students to become more engaged in their education, as well as building engaging and high-quality programming for subgroups (e.g., limited English proficient students, Special Education students, students with mental health needs) that may be more likely to drop out.

The second layer is **dropout intervention**. Dropout intervention is a more targeted approach of serving students who are in danger of dropping out. Key indicators include students being under-credited or over-aged in high school, students who are struggling academically, students that have had many absences, and students with behavioral health issues. The intervention-focused services target students who remain somewhat engaged in school but may have significant risk factors that put them in grave danger of never earning their high school diploma.

The third layer is the most challenging of the strategies, **dropout recovery**. Prevention and intervention will lead to higher graduation rates over time; however, in the meantime, the Commonwealth cannot afford to give up on those young people who have already dropped out of high school. This layer is based on targeting students who have already exited school without obtaining a high school diploma. It involves the most arduous student-by-student efforts to recover students who have already left and have often become completely disengaged with the educational process. Thus, the MassGrad activities will address the reengagement of students that dropped out and the implementation of targeted services these students often need when they return to school. Dropout outreach is a key element that can drive systemic changes for both returning dropouts and students who are at risk of dropping out through the creation of supports that are mutually beneficial to both keeping students in school as well as supporting student that return to school. In Massachusetts, school and district leaders report that dropout outreach and reenrollment (recovery) of dropouts is often the weakest and most difficult element of their current work to increase the number of students who earn a high school diploma. This is often due to the students' complete disconnection from school and the extensive range of services often needed to support their reenrollment and success in school.

Technical Assistance for Grant Applications:

Webinars: Technical assistance webinars are planned for January 18th and 20th. If you are interested in participating in a webinar, please register online here:

<http://www.doe.mass.edu/conference/?ConferenceID=1027>

MassGrad inquiries: Please submit general inquiries about any of the MassGrad competitive grant programs (or about the MassGrad initiative in general) via the survey monkey form available here:

<https://www.surveymonkey.com/s/97M5P3Z>

If the question is specific to the context of a particular school or district Department staff will follow-up directly with the contact person listed in the inquiry form. If the inquiry is general in nature, responses will be provided in supplemental guidance and posted on the Department's website here: <http://www.doe.mass.edu/dropout/reduction.html>

Grant Selection Process:

Grant applications will be reviewed and scored by the Department, in partnership with the project Leadership Council (state-level external partners that will inform the entire MassGrad initiative), as well as the Department's contracted partners for this project. This includes the contracted partners that will be responsible for disbursing grants to districts selected for grant awards (see "Grant Disbursements" section below).

The scoring rubric that the grant reviewers will use will be made available by mid-January. Point values for each section of the grant application requirements are also noted within the "Implementation Grant – Application Submission Requirements" and "Planning Grant – Application Submission Requirements" documents.

The Gateway to College competitive application process contains several steps, one of which is completing the "Gateway to College Grant – Supplementary Application Form." After submission of this form, applicants will be informed of the next steps in the application process.

Grant Disbursements:

Due to the federal restrictions on the High School Graduation Initiative project, the Department is not permitted to directly sub-grant funds to districts. The U.S. Department of Education approved the Department's plan to disburse grant awards via third party intermediary organizations in order to adhere to the federal restrictions. The Department will work closely with the intermediary organizations to oversee the fiscal management of grants among awardees. All grant applicants must commit to working with the intermediary organization(s) to ensure the smooth delivery of grant awards. Specific instructions on this grant disbursement process will be provided to awarded applicants.

Background information on the implementation grants for a select-menu of research-based projects

NOTE: the implementation grant application form is available in a separate document: “Implementation Grant – Application Submission Requirements”

The Massachusetts High School Graduation Initiative will focus the “implementation grant” award process and facilitation of technical assistance on a select, narrow menu of research-based practices and strategies. The eligible options cover a range of dropout prevention, intervention, and recovery strategies (some options address multiple layers of strategies, e.g., both intervention and recovery). The eligible options were selected based on available research, feedback from local education leaders, recent state and local efforts and plans, and the likelihood that the efforts made through the MassGrad would be sustainable after the five-year grant period.

Implementation grant award eligibility levels are provided in the table above, and are based on the number of annual dropouts from the 2008-09 school year (most recent year of available data). Three-year implementation grants will be available on a competitive basis (with annual continuation applications) with the option of a fourth and fifth year for exemplary practices. Districts may apply for funding for one to three of their eligible schools for up to three of the following options. The seven research-based program and services options are:

- 1) Alternative Pathways to meet a range of student needs
- 2) Adult advocates for student support
- 3) Positive school climate and socio-emotional systems of support – including implementation of the Massachusetts Behavioral Health and Public Schools Framework
- 4) Service-learning and work-based learning models specifically targeting students most likely to not graduate
- 5) Credit recovery, credit acceleration, and distance learning expansion through development of courses/modules, pilot implementation of courses/modules, and training of staff
- 6) Expansion of the school year/ structured learning time and summer transition programs
- 7) Programs and systems specifically designed to serve transient students, including migrant students, ELL student, refugees, immigrants, and other newcomers

More information about each of these seven research-based options is available below.

We recommend reviewing the following before completing the implementation grant application:

1. School-level annual dropout and cohort graduation rate reports:
 - [Annual dropout rates reports](#)
 - [Cohort graduation rates reports](#)

2. School-level trajectory estimates to move the state towards the overall annual dropout rate goal of 1.7% by the 2013-14 school year (see below)
3. Early Warning Indicator Index (EWII) – student level and aggregate reports (see below for information about the EWII and how to access the data)

Details about the seven research-based program and services options:

1) *Alternative pathways to meet a range of student needs.* Schools may apply for seed money and implementation funds for new, high-quality models for alternative pathways to a high school diploma, including the development of new programs or new schools (including Innovation Schools² and charter schools). For at-risk students, alternative education pathways have the potential to offer a smaller and more personalized environment in which to learn and form strong connections with school staff and peers (Rennie Center for Education Research and Policy, 2009). Alternative education may present a different pathway in which to achieve educational success and to earn a high school diploma (The Urban Institute, 2010).

Alternative education programs/schools may also enable schools to maximize their use of teachers who are skilled in and dedicated to educating at-risk students. Furthermore, schools and districts are able to better meet the needs of their community, to the extent that alternative education programs and schools assist students who need smaller and more tailored environments to address specific needs by utilizing, for example, positive behavioral supports.

The development of alternative pathways is one of the most universally acknowledged dropout reduction strategies, and in Massachusetts, demand for these types of programs far exceeds supply. There are currently 186 public alternative schools and programs across the state, enrolling approximately 5,000 middle and high school students. However, school districts often cite the need for increased capacity and quality among existing sites, and the need for new alternative pathways options as one of their greatest barriers related to best serving students most likely to drop out and to reengage former dropouts. Students who return to school after dropping out may be especially in need of an alternative pathway that is carefully constructed to support their unique needs.

Existing alternative education programs/schools pathways in Massachusetts include those targeted to very specific populations (e.g., parenting teens, expelled students, students retained in grade nine), as well as more general enrollment that includes a broader base of students that have risk factors for dropping out of school. They may be established within the traditional school during the regular school day; within the traditional school after the regular

² A Massachusetts Innovation School is an in-district public school that may use increased autonomy and flexibility in six areas (curriculum, budget, schedule and calendar, staffing, professional development, and district policies), and is authorized by the local school committee.

school day; or in a separate, off-site location – including at community-based organizations. Districts may also elect to create a separate official school devoted to alternative education.

Program implementation funds will provide support and infrastructure to increase the number of alternative pathway options available to students who need to reconnect to a pathway to graduation. A particular need in the state is to further diversify the portfolio of programs/schools that are designed to meet particular population needs. Specifically, there is a need for increased alternative education pathways for students eligible for school expulsion or long-term suspension (Rennie Center for Education Research and Policy, 2009), migrant and immigrant students, students that are “over-aged and under-credited” compared with their peers, pregnant and parenting teens (Massachusetts Alliance on Teen Pregnancy, 2010), Special Education students, and students with extended absences due to illness or disability.

2) Adult advocates for student support. MassGrad School Cohort members will be eligible to apply to support two types of counseling/professional staff to support positive student outcomes through the support prevention, intervention, and recovery efforts at the local level: 1) graduation/readiness coaches and 2) reengagement/recovery coaches. These staff and associated programming assist students in meeting personal and academic needs through a meaningful and sustained personal relationship with a trained adult. National research has shown the importance of skilled, caring adults in the lives of students (Institute of Education Sciences, 2008 and Bridgeland, et al., 2006). Youth focus groups conducted in Massachusetts demonstrated the importance of these relationships in keeping students connected with school (Massachusetts Department of Elementary and Secondary Education, 2007). The adult should be responsible for addressing academic and social needs, communicating with families, and advocating for the student. Training for adults serving students is integral to this design to ensure that they have the depth of expertise to effectively support at-risk students. Coaches can act as a case manager and monitor beyond the current capacity of the district to provide academic and personal counseling and can focus on the coordination of academic and social resources for students at risk of not obtaining a high school diploma. These staff can assist with parent and family engagement strategies and individualized plans for graduation and beyond.

2a) Graduation/Readiness Coaches. Graduation/readiness coaches focus specifically on graduation strategies for at-risk students. This program concept is based on the Georgia High School Graduation Coach Initiative that began in 2006. The coach’s primary responsibility will be to identify at-risk students through early indicator data and other sources, and help them succeed in school by keeping them on track academically before they consider dropping out. Coaches identify, recruit, and engage parents and concerned adults, organizations, and government agencies to serve in a variety of supplementary roles.

The Georgia state graduation rate has increased from 69.5 percent in 2006 to 75.4 percent in 2008. According to staff from the Georgia Governor’s Office, the improvement is largely attributed to the Graduation Coach Initiative (Bridgeland, et al., 2006). The Massachusetts graduation/readiness coaches will work with teachers, students, and families in a guidance

function to tap a range of resources available within a particular community – from tutoring to family support to internships and apprenticeships.

2b) Re-Engagement/Recovery Coaches. Re-Engagement/Recovery Coaches operate as dropout outreach workers and are a critical component of a system of student support. These coaches offer support for students who have already dropped out of school and act as a conduit back to school by providing the necessary support for students once they return to school, particularly for those students who are over-aged and under-credited.

Dropout outreach is a key element that can drive systemic changes for both returning dropouts and students who are at risk of dropping out. In Massachusetts, Boston Public Schools is using the active recovery model through Project Reconnect. Project Reconnect was piloted in Boston by its workforce investment board, the Boston Private Industry Council, in partnership with the Boston Public Schools. Over the last three years, two outreach workers, former dropouts themselves, have re-enrolled over 800 dropouts in school.

A critical early finding of this project was that many students wanted to return to school, but did not realize they could until someone reached out to them. This high-leverage project has had a significant impact in a short amount of time. It has resulted in changes in thinking, policy, and programming in the Boston Public Schools, as well as a decrease in the dropout rate. A new re-engagement center recently opened in Boston to organize the district's efforts to re-enroll dropouts, and one high school has opened an in-house alternative program which adds to the portfolio of alternative options for Boston students. An additional benefit of the project is getting a more nuanced understanding why students left school, which is helping to better target assistance for dropout prevention and intervention efforts.

By building programming, Massachusetts will be able to effectively support MassGrad School Cohort members using implementation funds to support recovery coaches across the Commonwealth to reach out to disconnected youth. The ESE will work collectively with these new coaches to provide technical assistance and sharing of good practice in order to improve the coaches' skills and services to students.

3) Positive school climate and socio-emotional systems of support – including implementation of the Massachusetts Behavioral Health and Public Schools Framework. Many issues with disengaged students and those who may be at risk of dropping out are not academic in nature and therefore require non-academic systems of support. Students' behavioral health is intricately connected to academic, social, and emotional success at school. Establishing a school climate that promotes students' behavioral health can also help promote positive and productive functioning and school success (UCLA Center, 2008). Behavioral health refers to the social, emotional, and behavioral well-being of all students, including students with mental health needs.

MassGrad School Cohort members can apply for funds to assist students to identify, understand, and self-regulate their emotions and interactions with peers and adults. These skills can help to mitigate problematic and disruptive behavior both in and out of the classroom by teaching students how to positively interact and communicate. This programming will also be used to teach students strategies to strengthen problem solving and decision-making skills.

Funds may be used to establish partnerships with community based program providers and other agencies such as social services, child welfare, mental health, and law enforcement. The intent of this programming will be to address the root causes of problematic classroom and school behavior or mental health needs for students who are at risk of dropping out. This work may also address external social factors such as family concerns or substance abuse issues.

Schools may also use grant awards to increase their capacity to implement the Behavioral Health and Public Schools Framework (Framework) recently created by the Behavioral Health and Public Schools Task Force (established in Massachusetts through Section 19 of Chapter 321 of the Acts of 2008). The recommendations of this Framework are based on a substantial compilation of state and national research and are not required activities; rather the Framework serves as a roadmap of potential activities for school to implement. The Framework emphasizes the importance of establishing and enhancing the three levels of behavioral health, which mirror the layered approach of dropout prevention, intervention, and recovery described above. The three levels of activities included in the Framework are: 1) *supportive school environments* that promote the behavioral health of all students through whole-school supportive environments, 2) *early interventions* that provide collaborative approaches to identify and address behavioral health symptoms early, and 3) *intensive services* that coordinate intensive interventions for students with significant needs.

Grant funds can be used to establish or support a professional learning community (PLC) in the school to convene for reflection and discussion, and to move forward school practices that promote students' behavioral health. Reflection and goal setting can be done through the Behavioral Health and Public Schools Assessment Tool that was created by the Task Force, based on the recommendations included in the Framework. Areas that can be reviewed and addressed through the Behavioral Health and Public Schools Assessment Tool include school leadership practices; professional development; student access to resources and services; academic and non-academic approaches that enable all students to learn; policies, procedures, and protocols; and collaboration with families.

4) Service-learning and work-based learning models specifically targeting students most likely to not graduate. MassGrad School Cohort members can develop and implement service-learning programs, internships, and work-based learning opportunities, each of which can be a key dropout reduction strategy, through which students demonstrate the knowledge and skills required by various state curriculum frameworks, the Common Core of Learning, and 21st century skills.

Research shows service-learning (Bridgeland, et al., 2008) can be a powerful tool to help address many of the primary factors that lead to dropping out and in turn increase student engagement. Service-learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. By connecting service to academic coursework, students are afforded the chance to apply newly acquired knowledge and skills to make a difference in their communities, making learning more relevant. Through service-learning, students build 21st century skills like global awareness, entrepreneurship, leadership, and teamwork as they work together to discover needs/problems in their communities and identify and implement solutions to address them. By its nature, service-learning provides opportunities for students to practice and demonstrate their learning in varied ways, often very different from the traditional classroom. Using this methodology, students who have been unsuccessful with traditional teaching and learning can tap into their strengths and feel more successful in school. Service-learning also engages various community partners and local businesses to provide additional support from adults in the community, helping students to feel more connected.

When students recognize the connection between their schooling and the impact that it has on their success in the workforce, they tend to become more focused and engaged learners. Research on dropout reduction shows that one of the most common reasons that students give for leaving school is that their classes are not interesting and that access to more real-world learning opportunities would have improved their chances of graduating (Bridgeland, et al., 2006 and Massachusetts Department of Elementary and Secondary Education, 2007). A recent study by Northeastern University's Center for Labor Market Studies cites research that found that teens from economically disadvantaged backgrounds, particularly black and Hispanic teens, are less likely to drop out of high school if they participate in a paid work experience (Sum, et al., 2006).

The ESE, through expansion of its Connecting Activities initiative (Westrich & Leonard, 2009) will work in collaboration with the Executive Office of Labor and Workforce Development and local workforce investment boards in Massachusetts to help MassGrad School Cohort members fund worksite experiences for students within their respective regions and support students who are most in need by integrating structured work and learning programming with academic teaching and learning. Connecting Activities links students and teachers with local employers to create applied learning opportunities through structured internships and career exploration activities.

5) Credit recovery, credit acceleration, and distance learning expansion through development of courses/modules, pilot implementation of courses/modules, and training of staff. Credit recovery and acceleration is a key strategy in recovering dropouts and preventing students from dropping out. Many students are in danger of not receiving a high school diploma because they are over the traditional high school age or are behind in high school credits and skills. In many cases this can be due to long term truancy, repeated course failures or attendance issues, and is often especially true for students who are recovered after dropping out. For other

students, particularly those early in their high school careers, it provides some acceleration towards graduation, bringing the reality of graduating from high school closer within reach, particularly for those students with the greatest risk factors as designated by our early indicator system. In essence, it provides some light at the end of the tunnel for those students who may face the largest struggles in earning a high school diploma (National Governor's Association, 2009).

Grant funds can be used to accelerate learning and credit accumulation by making meaningful instructional hours outside of the traditional classroom or beyond the typical school day count toward graduation. These opportunities could include distance learning opportunities such as those courses that are being developed through our state's *Title II-D Technology Competitive Grant Program: Online Courses and Modules Grant for At-Risk High School Students*. Through this effort, local educators are in the process of creating dozens of thoughtfully-designed courses and course modules in high-need content areas that can be utilized to help students recover and accelerate high school credit.

Funds may also provide extra study time and opportunities for credit recovery and accumulation through after school, Saturday school, or summer enrichment programs. These programs may offer students engaging, personalized opportunities to improve academic skills and accelerate credit accumulation.

6) Expansion of the school year/ structured learning time and summer transition programs.

Many students who are in danger of dropping out or have been recovered have severe academic deficits, such as being undercredited toward high school graduation or lacking literacy, numeracy, and other academic skills – all necessary to be successful in class work and to meet high academic standards. Research has shown that the transition to high school (Abrams & Haney, 2004) is a tenuous time for many students and it is during this time that many students may fall behind and begin to disengage from high school. Summer, particularly in the summer previous to ninth grade, provides an opportunity to address core academic skills that students may be lacking while allowing time to adjust to the realities of high school that can differ greatly from the more nurturing nature of the middle school experience (Neild & Balfanz, 2006). From a developmental and motivational perspective, eighth and ninth grades are critical times for transition supports designed to assure *all* students have an equal opportunity to succeed at school (UCLA Center, 2008).

MassGrad School Cohort members may apply for funds to select students to participate in summer, weekend, extended day, or vacation programming aimed at providing support to develop academic skills accelerate learning or earn credits toward graduation (Allensworth & Easton, 2005). These expanded learning time opportunities may also provide enrichment and socio-emotional supports for students to increase school engagement and prepare students for academic success. These interventions should be designed to promote and maintain positive attitudes during the transition, anticipate and prevent problems and provide special assistance to those whose problems may manifest themselves more greatly at the high school level. The

intent of these programs is to provide a bridge toward what can often be a more complex and less nurturing high school environment and provide students at-risk for dropping out with tools and support to be successful.

7) Programs and systems specifically designed to serve transient students, including migrant students, ELL students, refugees, immigrants, and other newcomers. Funding will be available for MassGrad School Cohort members to implement or enhance programming for students who tend to be highly mobile due to recent immigration, migrant work, homelessness, or economic factors beyond their control. Among the fundable models will be programming that serves English Language Learner students with low English proficiency, particularly for those students who may have little or no literacy in their first language (Short & Boyson, 2010). These programs are intended to accelerate English language acquisition, develop academic content vocabulary and higher level thinking skills, promote the development of social and academic skills that students will need when entering district high schools, build a foundation for long-term academic and socio-cultural success, and serve as a learning site for best practices in educating secondary school English Language Learners who have interrupted schooling or gaps in their formal education.

There is strong evidence that mobility during high school diminishes the prospects for graduation for all students. Massachusetts cohort graduation rate data shows striking differences between students that attend one high school versus students that attend more than one Massachusetts high school. Students that attend one high school have a cohort graduation rate of 85.9 percent, compared to students that attend two high schools (62.4 percent), students that attend three high schools (39.8 percent), and students that attend four or more high schools (24.9 percent) (Massachusetts Department of Elementary and Secondary Education, 2010). Residential mobility for economic, family, migratory, or other (often undesirable) reasons can cause severe interruptions in student academic and support services – leading towards a disconnect with schooling and the inherent social supports that may be available. Funds may be awarded for specialized programming and policies that target highly mobile and transient student populations and ensures that they are on a route to graduation (Rumberger & Larson, 1998).

Planning grants to undergo a thorough planning, mapping, and needs assessment process

NOTE: the planning grant application form is available in a separate document: “Planning Grant – Application Submission Requirements”

Competitive planning grants (for \$5,000 to \$15,000) will be awarded to eligible schools to work with early indicator data, and other data sources, and conduct planning to determine the best strategies to serve students who are in danger of not earning a high school diploma. The planning grants may also be used to fund “action-research” pilot projects to inform future programming.

All members of the MassGrad School Cohort are eligible to apply for a planning grant. Planning grants will be targeted at those schools that make the best case for the need for a planning grant and the quality of the proposed planning, needs assessment, and pilot activities. Schools receiving planning funds will be required to work with other members of the MassGrad “Dropout Prevention and Recovery Work Group” to identify promising strategies to engage students and increase graduation rates and to create a comprehensive action plan for dropout prevention, intervention, and recovery.

Timeline for the planning grants:

- **February 18, 2011** – Due date for submitting the planning grant application
- **April 1, 2011 – September 30, 2011** – Grant period

Implementation grants for the Gateway to College program model

NOTE: the Gateway to College grant application form is available in a separate document: “Gateway to College Site Required Form.” Completing this form is the 1st step in the application process.

Through MassGrad, Massachusetts is creating a formal partnership with the [Gateway to College National Network](#), a national nonprofit organization that is addressing the dropout crisis through community college based programs. In collaboration with the Gateway to College National Network, Massachusetts will fund three new Gateway to College sites through MassGrad funding.

The Gateway to College program is designed to help high school dropouts and students on the verge of dropping out to earn a high school diploma while also earning college credits. Gateway to College is a proven early college model that reconnects struggling students with their education. The program serves students between the ages of 16 and 21 and enables them to complete their diploma requirements while attending their local community college. Credits are transferred to a partnering high school’s transcript each semester, and students supplement their coursework with career exploration and support from a small cohort of peers and advisors.

Across the country there are 24 colleges in 14 states that are partnering with 111 school districts to offer this program to students, and the program is yielding promising results. Despite struggling with very poor attendance in traditional high schools, Gateway to College students have an average attendance rate of 87 percent while enrolled in the program. Nationwide, Gateway to College students passed 78 percent of nearly 47,000 college courses (with a C or better) and earned an average of 41 college semester credits, putting them well on their way to earning an associate's degree.

There are currently three Gateway to College programs operating in Massachusetts, located at Massasoit Community College, Mt. Wachusett Community College, and Holyoke Community College. To date, 524 students have participated in Massachusetts Gateway to College programs. The expertise from these sites will be employed to provide technical assistance to the three new program locations.

Timeline for Gateway to College grants in 2010-11 and 2011-12 school year:

- **February 18, 2011** – Due date for submitting the “HSGI Gateway to College Site Required Form” – for communities interested in beginning student enrollment in fall 2012. The form is available at: <http://www.doe.mass.edu/dropout/reduction.html>
- **February–April 2011** – information sessions for communities interested in learning more about the Gateway to College program and the full application process (for student enrollment beginning in fall 2012 or beyond).

Resources on Promising Practices and Research

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Massachusetts Department of Elementary and Secondary Education. (2010). *Interim Report to the Legislature: The Behavioral Health and Public Schools Task Force*.

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Massachusetts General Court. (2009). *An Act To Improve Dropout Prevention And Reporting Of Graduation Rates* <http://www.mass.gov/legis/bills/senate/185/st00pdf/st00290.pdf>

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Early Warning Indicator Index

The Early Warning Indicator Index (EWII) assigns students who were enrolled in eighth grade at the end of the 2009-2010 school year one of five risk levels (Very High Risk, High Risk, Borderline, At Risk, or Low Risk) based on their grade 8 MCAS results, grade 8 attendance rate, age as of September 1, 2010, and number of in- and out-of-school suspensions in the 2009-2010 school year. The EWII can be used by the district as a starting point for identifying and supporting students who may be at risk of not graduating on time from high school.

Detailed rosters for these students-the majority of whom are likely to be high school freshmen in the district in the 2010-2011 school year-are provided to all districts in a Microsoft Excel workbook via its Accountability 2010 Drop Box in the Massachusetts Department of Elementary and Secondary Education's (ESE's) online Security Portal. A tool that automatically calculates risk levels for students who are not listed on the roster-the "EWII Risk Calculator"- is also available below.

Research is clear that a variety of factors contribute to a student's likelihood of not graduating on time. Because the EWII risk levels are calculated using statewide data, the district should also use local data to identify and support students, including, but not limited to, information on course grades, course completion rates, and freshman year attendance rates.

EWII Guidance, General Information, and Information on Data Access:

<http://www.doe.mass.edu/dropout/EWIIGuidance.pdf>

EWII Risk Calculator (1st tab) and Summary Data by District (3rd tab):

<http://www.doe.mass.edu/dropout/EWIICalculator.xls>

Dropout Rate and Number Target Trajectories by School

In October 2009 the inter-agency Massachusetts Graduation and Dropout Prevention and Recovery Commission released their recommendations in the report [Making the Connection](#). Included in the Commission's recommendations was the ambitious, bold goal of reducing the statewide annual dropout rate to 1.7 percent by the 2013-14 school year. The table below outlines a target trajectory for every high school in the Commonwealth to reach the overall state goal of 1.7 percent.

| School Code | District Name | School Name | 2008-09 Annual Dropout Data (most recent year currently available) | | | Annual Dropout Rate and Number – Ideal Trajectory Targets Over the Next Five Years to Reach the Overall State Dropout Rate Goal of 1.7% | | | | | | | | | | Total change over 5 years* |
|----------------------|---------------------------|-------------------------------|---|---------------|-------------------------|---|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|----------------------------|
| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| STATE TARGETS | | | 2.9% | 8,349 | 1.00000 | 2.6% | 7,673 | 2.4% | 6,997 | 2.2% | 6,321 | 1.9% | 5,645 | 1.7% | 4,970 | -3,379 |
| 04450105 | Abby Kelley Foster Reg CS | Abby Kelley Foster Charter | 0.9 | 2 | 0.00024 | 0.8% | 2 | 0.7% | 2 | 0.7% | 2 | 0.6% | 1 | 0.5% | 1 | -1 |
| 00010505 | Abington | Abington High | 2.1 | 12 | 0.00144 | 1.9% | 11 | 1.7% | 10 | 1.6% | 9 | 1.4% | 8 | 1.2% | 7 | -5 |
| 04150505 | Acad/Strategic Learn HMCS | Academy of Strategic Learning | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 04120530 | Academy Of Pacific Rim CS | Academy Of the Pacific Rim | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 06000505 | Acton-Boxborough | Acton-Boxborough Reg High | 0.3 | 6 | 0.00072 | 0.3% | 6 | 0.3% | 5 | 0.2% | 5 | 0.2% | 4 | 0.2% | 4 | -2 |
| 06030505 | Adams-Cheshire | Hoosac Valley High | 3.6 | 17 | 0.00204 | 3.3% | 16 | 3.0% | 14 | 2.8% | 13 | 2.5% | 11 | 2.2% | 10 | -7 |
| 04300305 | Advanced Math & Science C | Advanced Math and Science | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 00050505 | Agawam | Agawam High | 2.2 | 29 | 0.00347 | 2.0% | 27 | 1.8% | 24 | 1.6% | 22 | 1.5% | 20 | 1.3% | 17 | -12 |
| 00070505 | Amesbury | Amesbury High | 1.6 | 11 | 0.00132 | 1.5% | 10 | 1.4% | 9 | 1.2% | 8 | 1.1% | 7 | 1.0% | 7 | -4 |
| 06050505 | Amherst-Pelham | Amherst Regional High | 0.8 | 10 | 0.00120 | 0.8% | 9 | 0.7% | 8 | 0.6% | 8 | 0.6% | 7 | 0.5% | 6 | -4 |
| 00090505 | Andover | Andover High | 0.6 | 11 | 0.00132 | 0.6% | 10 | 0.5% | 9 | 0.5% | 8 | 0.4% | 7 | 0.4% | 7 | -4 |
| 00100505 | Arlington | Arlington High | 1.5 | 17 | 0.00204 | 1.4% | 16 | 1.3% | 14 | 1.1% | 13 | 1.0% | 11 | 0.9% | 10 | -7 |

* The number in the last column represents the target decrease in the # of students that will drop out in the 2013-14 school year, when compared to the number of annual dropouts in the 2008-09 school year. It does not represent the cumulative total number of dropouts reduced over the five years, rather it is a straightforward comparison between the most recent year of available data and the 2013-14 school year.

| School Code | District Name | School Name | 2008-09 Annual Dropout Data (most recent year currently available) | | | Annual Dropout Rate and Number – Ideal Trajectory Targets Over the Next Five Years to Reach the Overall State Dropout Rate Goal of 1.7% | | | | | | | | | | Total change over 5 years* |
|-------------|--------------------------|-------------------------------|---|---------------|-------------------------|---|----|---------|----|---------|----|---------|----|---------|----|----------------------------|
| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 06100505 | Ashburnham-Westminster | Oakmont Regional H S | 1.1 | 8 | 0.00096 | 1.0% | 7 | 0.9% | 7 | 0.8% | 6 | 0.7% | 5 | 0.6% | 5 | -3 |
| 00140505 | Ashland | Ashland High | 0.8 | 6 | 0.00072 | 0.8% | 6 | 0.7% | 5 | 0.6% | 5 | 0.6% | 4 | 0.5% | 4 | -2 |
| 08010605 | Assabet Valley | Assabet Valley Voc HS | 1.5 | 14 | 0.00168 | 1.4% | 13 | 1.3% | 12 | 1.1% | 11 | 1.0% | 9 | 0.9% | 8 | -6 |
| 06150505 | Athol-Royalston | Athol High | 6.2 | 28 | 0.00335 | 5.7% | 26 | 5.2% | 23 | 4.7% | 21 | 4.2% | 19 | 3.7% | 17 | -11 |
| 06150005 | Athol-Royalston | Ellen Bigelow | 30.8 | 4 | 0.00048 | 28.3% | 4 | 25.8% | 3 | 23.3% | 3 | 20.8% | 3 | 18.3% | 2 | -2 |
| 00160505 | Attleboro | Attleboro High | 5.0 | 86 | 0.01030 | 4.6% | 79 | 4.2% | 72 | 3.8% | 65 | 3.4% | 58 | 3.0% | 51 | -35 |
| 00170505 | Auburn | Auburn Senior High | 1.1 | 8 | 0.00096 | 1.0% | 7 | 0.9% | 7 | 0.9% | 6 | 0.8% | 5 | 0.7% | 5 | -3 |
| 00180510 | Avon | Avon Middle High School | 3.8 | 9 | 0.00108 | 3.5% | 8 | 3.2% | 8 | 2.9% | 7 | 2.6% | 6 | 2.3% | 5 | -4 |
| 00190510 | Ayer | Ayer High | 3.1 | 12 | 0.00144 | 2.9% | 11 | 2.6% | 10 | 2.4% | 9 | 2.1% | 8 | 1.9% | 7 | -5 |
| 00200505 | Barnstable | Barnstable High | 2.5 | 42 | 0.00503 | 2.3% | 39 | 2.1% | 35 | 1.9% | 32 | 1.7% | 28 | 1.5% | 25 | -17 |
| 00230505 | Bedford | Bedford High | 0.9 | 7 | 0.00084 | 0.8% | 6 | 0.8% | 6 | 0.7% | 5 | 0.6% | 5 | 0.5% | 4 | -3 |
| 00240505 | Belchertown | Belchertown High | 1.3 | 10 | 0.00120 | 1.2% | 9 | 1.1% | 8 | 1.0% | 8 | 0.9% | 7 | 0.8% | 6 | -4 |
| 00250505 | Bellingham | Bellingham High School | 3.0 | 23 | 0.00275 | 2.8% | 21 | 2.5% | 19 | 2.3% | 17 | 2.0% | 16 | 1.8% | 14 | -9 |
| 00250510 | Bellingham | Primavera Jr/Sr H S | 15.2 | 5 | 0.00060 | 13.9% | 5 | 12.7% | 4 | 11.5% | 4 | 10.2% | 3 | 9.0% | 3 | -2 |
| 00260505 | Belmont | Belmont High | 0.8 | 9 | 0.00108 | 0.7% | 8 | 0.6% | 8 | 0.6% | 7 | 0.5% | 6 | 0.5% | 5 | -4 |
| 04140305 | Berkshire Arts & Tech CS | Berkshire Arts and Technology | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 06180505 | Berkshire Hills | Monument Mt Reg High | 1.4 | 9 | 0.00108 | 1.3% | 8 | 1.2% | 8 | 1.1% | 7 | 1.0% | 6 | 0.9% | 5 | -4 |
| 06200505 | Berlin-Boylston | Tahanto Reg High | 0.3 | 1 | 0.00012 | 0.3% | 1 | 0.3% | 1 | 0.2% | 1 | 0.2% | 1 | 0.2% | 1 | 0 |
| 00300505 | Beverly | Beverly High | 2.0 | 24 | 0.00287 | 1.8% | 22 | 1.7% | 20 | 1.5% | 18 | 1.3% | 16 | 1.2% | 14 | -10 |
| 00310505 | Billerica | Billerica Memorial High | 2.5 | 37 | 0.00443 | 2.3% | 34 | 2.1% | 31 | 1.9% | 28 | 1.7% | 25 | 1.5% | 22 | -15 |
| 08050605 | Blackstone Valley Reg | Blackstone Valley | 0.3 | 3 | 0.00036 | 0.2% | 3 | 0.2% | 3 | 0.2% | 2 | 0.2% | 2 | 0.2% | 2 | -1 |
| 06220505 | Blackstone-Millville | Blackstone Millville RHS | 1.9 | 11 | 0.00132 | 1.8% | 10 | 1.6% | 9 | 1.5% | 8 | 1.3% | 7 | 1.1% | 7 | -4 |
| 08060605 | Blue Hills Voc | Blue Hills Reg Voc Tech | 0.9 | 8 | 0.00096 | 0.9% | 7 | 0.8% | 7 | 0.7% | 6 | 0.6% | 5 | 0.6% | 5 | -3 |
| 00350502 | Boston | Academy of Public Service | 10.1 | 29 | 0.00347 | 9.3% | 27 | 8.5% | 24 | 7.7% | 22 | 6.9% | 20 | 6.0% | 17 | -12 |

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|-------------|---------------|---------------------------|---|---------------|-------------------------|---|-----|---------|-----|---------|-----|---------|-----|---------|-----|----------------------------|
| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 00350541 | Boston | Another Course To College | 3.6 | 8 | 0.00096 | 3.3% | 7 | 3.0% | 7 | 2.7% | 6 | 2.4% | 5 | 2.2% | 5 | -3 |
| 00350548 | Boston | Boston Adult Academy | 43.2 | 120 | 0.01437 | 39.7% | 110 | 36.2% | 101 | 32.7% | 91 | 29.2% | 81 | 25.7% | 71 | -49 |
| 00350546 | Boston | Boston Arts Academy | 2.0 | 8 | 0.00096 | 1.8% | 7 | 1.7% | 7 | 1.5% | 6 | 1.4% | 5 | 1.2% | 5 | -3 |
| 00350558 | Boston | Boston Community Leader | 1.2 | 5 | 0.00060 | 1.1% | 5 | 1.0% | 4 | 0.9% | 4 | 0.8% | 3 | 0.7% | 3 | -2 |
| 00350507 | Boston | Boston International | 6.9 | 12 | 0.00144 | 6.3% | 11 | 5.8% | 10 | 5.2% | 9 | 4.7% | 8 | 4.1% | 7 | -5 |
| 00350560 | Boston | Boston Latin | 0.1 | 2 | 0.00024 | 0.1% | 2 | 0.1% | 2 | 0.1% | 2 | 0.1% | 1 | 0.1% | 1 | -1 |
| 00350545 | Boston | Boston Latin Academy | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 00350505 | Boston | Brighton High | 9.8 | 122 | 0.01461 | 9.0% | 112 | 8.2% | 102 | 7.4% | 92 | 6.6% | 82 | 5.8% | 73 | -49 |
| 00350576 | Boston | Brook Farm Business | 5.0 | 17 | 0.00204 | 4.6% | 16 | 4.2% | 14 | 3.8% | 13 | 3.4% | 11 | 3.0% | 10 | -7 |
| 00350036 | Boston | Carter Developmental | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 00350515 | Boston | Charlestown High | 17.4 | 175 | 0.02096 | 16.0% | 161 | 14.5% | 147 | 13.1% | 132 | 11.7% | 118 | 10.3% | 104 | -71 |
| 00350518 | Boston | Community Academy | 27.0 | 17 | 0.00204 | 24.8% | 16 | 22.6% | 14 | 20.4% | 13 | 18.2% | 11 | 16.1% | 10 | -7 |
| 00350581 | Boston | Community Academy | 7.5 | 29 | 0.00347 | 6.9% | 27 | 6.3% | 24 | 5.7% | 22 | 5.1% | 20 | 4.5% | 17 | -12 |
| 00350530 | Boston | East Boston High | 6.6 | 94 | 0.01126 | 6.1% | 86 | 5.5% | 79 | 5.0% | 71 | 4.5% | 64 | 3.9% | 56 | -38 |
| 00350543 | Boston | Egleston Comm High School | 35.3 | 36 | 0.00431 | 32.4% | 33 | 29.6% | 30 | 26.7% | 27 | 23.9% | 24 | 21.0% | 21 | -15 |
| 00350522 | Boston | Excel High School | 7.6 | 30 | 0.00359 | 6.9% | 28 | 6.3% | 25 | 5.7% | 23 | 5.1% | 20 | 4.5% | 18 | -12 |
| 00350540 | Boston | Fenway High School | 1.0 | 3 | 0.00036 | 1.0% | 3 | 0.9% | 3 | 0.8% | 2 | 0.7% | 2 | 0.6% | 2 | -1 |
| 00350750 | Boston | Horace Mann School | 2.9 | 1 | 0.00012 | 2.6% | 1 | 2.4% | 1 | 2.2% | 1 | 1.9% | 1 | 1.7% | 1 | 0 |
| 00350525 | Boston | Jeremiah E Burke High | 13.9 | 110 | 0.01318 | 12.8% | 101 | 11.7% | 92 | 10.5% | 83 | 9.4% | 74 | 8.3% | 65 | -45 |
| 00350537 | Boston | Madison Park High | 7.1 | 105 | 0.01258 | 6.5% | 96 | 5.9% | 88 | 5.4% | 79 | 4.8% | 71 | 4.2% | 63 | -42 |

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|-------------|--------------------------|--------------------------------|---|---------------|-------------------------|---|----|---------|----|---------|----|---------|----|---------|----|----------------------------|
| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 00350578 | Boston | Media Communications Tech | 6.5 | 23 | 0.00275 | 6.0% | 21 | 5.4% | 19 | 4.9% | 17 | 4.4% | 16 | 3.9% | 14 | -9 |
| 00350538 | Boston | Monument High School | 15.2 | 55 | 0.00659 | 14.0% | 51 | 12.8% | 46 | 11.5% | 42 | 10.3% | 37 | 9.1% | 33 | -22 |
| 00350542 | Boston | New Mission High School | 1.2 | 3 | 0.00036 | 1.1% | 3 | 1.0% | 3 | 0.9% | 2 | 0.8% | 2 | 0.7% | 2 | -1 |
| 00350524 | Boston | Noonan Business Academy | 9.0 | 22 | 0.00264 | 8.3% | 20 | 7.5% | 18 | 6.8% | 17 | 6.1% | 15 | 5.3% | 13 | -9 |
| 00350575 | Boston | O'Bryant Sch Math/Science | 1.2 | 12 | 0.00144 | 1.1% | 11 | 1.0% | 10 | 0.9% | 9 | 0.8% | 8 | 0.7% | 7 | -5 |
| 00350577 | Boston | Odyssey High School | 11.0 | 39 | 0.00467 | 10.1% | 36 | 9.2% | 33 | 8.3% | 30 | 7.4% | 26 | 6.5% | 23 | -16 |
| 00350574 | Boston | Parkway Academy of Tech. | 2.9 | 9 | 0.00108 | 2.7% | 8 | 2.5% | 8 | 2.2% | 7 | 2.0% | 6 | 1.7% | 5 | -4 |
| 00350565 | Boston | Quincy Upper School | 3.5 | 7 | 0.00084 | 3.2% | 6 | 2.9% | 6 | 2.6% | 5 | 2.3% | 5 | 2.1% | 4 | -3 |
| 00350690 | Boston | Snowden Int'l High | 4.2 | 17 | 0.00204 | 3.9% | 16 | 3.5% | 14 | 3.2% | 13 | 2.9% | 11 | 2.5% | 10 | -7 |
| 00350583 | Boston | Social Justice Academy | 11.9 | 40 | 0.00479 | 10.9% | 37 | 10.0% | 34 | 9.0% | 30 | 8.0% | 27 | 7.1% | 24 | -16 |
| 00350539 | Boston | Tech Boston Academy | 1.3 | 5 | 0.00060 | 1.2% | 5 | 1.1% | 4 | 1.0% | 4 | 0.9% | 3 | 0.8% | 3 | -2 |
| 00350582 | Boston | The Engineering School | 13.3 | 41 | 0.00491 | 12.2% | 38 | 11.1% | 34 | 10.0% | 31 | 9.0% | 28 | 7.9% | 24 | -17 |
| 00350535 | Boston | The English High | 5.4 | 45 | 0.00539 | 5.0% | 41 | 4.5% | 38 | 4.1% | 34 | 3.7% | 30 | 3.2% | 27 | -18 |
| 00350579 | Boston | Urban Science Academy | 3.4 | 11 | 0.00132 | 3.1% | 10 | 2.8% | 9 | 2.5% | 8 | 2.3% | 7 | 2.0% | 7 | -4 |
| 00350363 | Boston | William McKinley | 5.0 | 12 | 0.00144 | 4.6% | 11 | 4.2% | 10 | 3.8% | 9 | 3.4% | 8 | 3.0% | 7 | -5 |
| 04490305 | Boston Collegiate CS | Boston Collegiate Charter | 0.7 | 1 | 0.00012 | 0.7% | 1 | 0.6% | 1 | 0.5% | 1 | 0.5% | 1 | 0.4% | 1 | 0 |
| 04240505 | Boston Evening Acad HMCS | Boston Day and Evening Academy | 14.0 | 42 | 0.00503 | 12.8% | 39 | 11.7% | 35 | 10.6% | 32 | 9.4% | 28 | 8.3% | 25 | -17 |
| 04160305 | Boston Preparatory CS | Boston Preparatory Charter | 4.1 | 2 | 0.00024 | 3.8% | 2 | 3.4% | 2 | 3.1% | 2 | 2.8% | 1 | 2.4% | 1 | -1 |
| 00360505 | Bourne | Bourne High | 1.7 | 11 | 0.00132 | 1.6% | 10 | 1.4% | 9 | 1.3% | 8 | 1.2% | 7 | 1.0% | 7 | -4 |
| 00400505 | Braintree | Braintree High | 0.5 | 8 | 0.00096 | 0.5% | 7 | 0.5% | 7 | 0.4% | 6 | 0.4% | 5 | 0.3% | 5 | -3 |

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| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 06250505 | Bridgewater-Raynham | Bridgewater-Raynham Reg | 0.5 | 8 | 0.00096 | 0.5% | 7 | 0.4% | 7 | 0.4% | 6 | 0.4% | 5 | 0.3% | 5 | -3 |
| 09100705 | Bristol County Agr | Bristol County Agr High | 0.5 | 2 | 0.00024 | 0.4% | 2 | 0.4% | 2 | 0.4% | 2 | 0.3% | 1 | 0.3% | 1 | -1 |
| 08100605 | Bristol-Plymouth Voc Tech | Bristol-Plymouth Voc Tech | 0.7 | 8 | 0.00096 | 0.6% | 7 | 0.6% | 7 | 0.5% | 6 | 0.5% | 5 | 0.4% | 5 | -3 |
| 00440080 | Brockton | B B Russell Alternative | 35.6 | 32 | 0.00383 | 32.7% | 29 | 29.8% | 27 | 26.9% | 24 | 24.0% | 22 | 21.2% | 19 | -13 |
| 00440515 | Brockton | Brockton Champion | 33.3 | 50 | 0.00599 | 30.6% | 46 | 27.9% | 42 | 25.2% | 38 | 22.5% | 34 | 19.8% | 30 | -20 |
| 00440505 | Brockton | Brockton High | 3.5 | 144 | 0.01725 | 3.2% | 132 | 3.0% | 121 | 2.7% | 109 | 2.4% | 97 | 2.1% | 86 | -58 |
| 00440400 | Brockton | Lincoln Alternative | 10.0 | 3 | 0.00036 | 9.2% | 3 | 8.4% | 3 | 7.6% | 2 | 6.8% | 2 | 6.0% | 2 | -1 |
| 00460505 | Brookline | Brookline High | 1.0 | 18 | 0.00216 | 0.9% | 17 | 0.9% | 15 | 0.8% | 14 | 0.7% | 12 | 0.6% | 11 | -7 |
| 00480505 | Burlington | Burlington High | 0.9 | 9 | 0.00108 | 0.8% | 8 | 0.8% | 8 | 0.7% | 7 | 0.6% | 6 | 0.5% | 5 | -4 |
| 00490506 | Cambridge | Cambridge Rindge and Latin | 1.3 | 20 | 0.00240 | 1.2% | 18 | 1.1% | 17 | 1.0% | 15 | 0.9% | 14 | 0.8% | 12 | -8 |
| 00500505 | Canton | Canton High | 0.7 | 6 | 0.00072 | 0.7% | 6 | 0.6% | 5 | 0.6% | 5 | 0.5% | 4 | 0.4% | 4 | -2 |
| 08150605 | Cape Cod Region Voc Tech | Cape Cod Region Voc Tech | 2.3 | 16 | 0.00192 | 2.1% | 15 | 1.9% | 13 | 1.7% | 12 | 1.5% | 11 | 1.4% | 10 | -6 |
| 00520505 | Carver | Carver High School | 2.6 | 14 | 0.00168 | 2.4% | 13 | 2.2% | 12 | 2.0% | 11 | 1.8% | 9 | 1.6% | 8 | -6 |
| 06350505 | Central Berkshire | Wahconah Regional High | 1.4 | 9 | 0.00108 | 1.3% | 8 | 1.1% | 8 | 1.0% | 7 | 0.9% | 6 | 0.8% | 5 | -4 |
| 00550505 | Chatham | Chatham High | 0.5 | 1 | 0.00012 | 0.5% | 1 | 0.4% | 1 | 0.4% | 1 | 0.3% | 1 | 0.3% | 1 | 0 |
| 00560505 | Chelmsford | Chelmsford High | 1.1 | 18 | 0.00216 | 1.0% | 17 | 0.9% | 15 | 0.8% | 14 | 0.7% | 12 | 0.7% | 11 | -7 |
| 00570505 | Chelsea | Chelsea High | 9.3 | 132 | 0.01581 | 8.6% | 121 | 7.8% | 111 | 7.1% | 100 | 6.3% | 89 | 5.6% | 79 | -53 |
| 00610021 | Chicopee | Chicopee Academy | 32.9 | 24 | 0.00287 | 30.2% | 22 | 27.6% | 20 | 24.9% | 18 | 22.2% | 16 | 19.6% | 14 | -10 |
| 00610510 | Chicopee | Chicopee Comprehensive | 4.4 | 61 | 0.00731 | 4.1% | 56 | 3.7% | 51 | 3.4% | 46 | 3.0% | 41 | 2.6% | 36 | -25 |
| 00610505 | Chicopee | Chicopee High | 5.3 | 67 | 0.00802 | 4.9% | 62 | 4.5% | 56 | 4.0% | 51 | 3.6% | 45 | 3.2% | 40 | -27 |
| 04370505 | City On A Hill CS | City On A Hill Charter | 2.6 | 7 | 0.00084 | 2.3% | 6 | 2.1% | 6 | 1.9% | 5 | 1.7% | 5 | 1.5% | 4 | -3 |
| 00640505 | Clinton | Clinton Senior High | 2.5 | 13 | 0.00156 | 2.3% | 12 | 2.1% | 11 | 1.9% | 10 | 1.7% | 9 | 1.5% | 8 | -5 |
| 04380505 | Codman Academy CS | Codman Academy Charter | 6.9 | 8 | 0.00096 | 6.3% | 7 | 5.8% | 7 | 5.2% | 6 | 4.7% | 5 | 4.1% | 5 | -3 |
| 00650505 | Cohasset | Cohasset Middle/High | 0.8 | 3 | 0.00036 | 0.7% | 3 | 0.7% | 3 | 0.6% | 2 | 0.5% | 2 | 0.5% | 2 | -1 |

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| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 04360305 | Community CS Cambridge | Community Charter School | 0.6 | 1 | 0.00012 | 0.6% | 1 | 0.5% | 1 | 0.5% | 1 | 0.4% | 1 | 0.4% | 1 | 0 |
| 06400505 | Concord-Carlisle | Concord Carlisle High | 0.2 | 2 | 0.00024 | 0.1% | 2 | 0.1% | 2 | 0.1% | 2 | 0.1% | 1 | 0.1% | 1 | -1 |
| 00710505 | Danvers | Danvers High | 1.4 | 14 | 0.00168 | 1.3% | 13 | 1.2% | 12 | 1.1% | 11 | 1.0% | 9 | 0.8% | 8 | -6 |
| 00720505 | Dartmouth | Dartmouth High | 1.2 | 14 | 0.00168 | 1.1% | 13 | 1.0% | 12 | 0.9% | 11 | 0.8% | 9 | 0.7% | 8 | -6 |
| 00730505 | Dedham | Dedham High | 1.2 | 9 | 0.00108 | 1.1% | 8 | 1.0% | 8 | 0.9% | 7 | 0.8% | 6 | 0.7% | 5 | -4 |
| 06450505 | Dennis-Yarmouth | Dennis-Yarmouth Reg High | 3.7 | 36 | 0.00431 | 3.4% | 33 | 3.1% | 30 | 2.8% | 27 | 2.5% | 24 | 2.2% | 21 | -15 |
| 06500505 | Dighton-Rehoboth | Dighton-Rehoboth Rhs | 3.2 | 34 | 0.00407 | 3.0% | 31 | 2.7% | 28 | 2.5% | 26 | 2.2% | 23 | 1.9% | 20 | -14 |
| 00770505 | Douglas | Douglas High School | 1.5 | 7 | 0.00084 | 1.4% | 6 | 1.3% | 6 | 1.2% | 5 | 1.0% | 5 | 0.9% | 4 | -3 |
| 06550505 | Dover-Sherborn | Dover-Sherborn Reg High | 0.2 | 1 | 0.00012 | 0.2% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0 |
| 00790505 | Dracut | Dracut Senior High | 2.4 | 29 | 0.00347 | 2.2% | 27 | 2.0% | 24 | 1.8% | 22 | 1.6% | 20 | 1.4% | 17 | -12 |
| 06580505 | Dudley-Charlton Reg | Shepherd Hill Reg High | 2.0 | 25 | 0.00299 | 1.8% | 23 | 1.7% | 21 | 1.5% | 19 | 1.3% | 17 | 1.2% | 15 | -10 |
| 00820505 | Duxbury | Duxbury High | 0.1 | 1 | 0.00012 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0 |
| 00830505 | East Bridgewater | East Bridgewater High | 2.1 | 13 | 0.00156 | 2.0% | 12 | 1.8% | 11 | 1.6% | 10 | 1.4% | 9 | 1.3% | 8 | -5 |
| 00870505 | East Longmeadow | East Longmeadow High | 0.6 | 6 | 0.00072 | 0.6% | 6 | 0.5% | 5 | 0.5% | 5 | 0.4% | 4 | 0.4% | 4 | -2 |
| 00860505 | Easthampton | Easthampton High | 2.0 | 10 | 0.00120 | 1.8% | 9 | 1.7% | 8 | 1.5% | 8 | 1.4% | 7 | 1.2% | 6 | -4 |
| 00880505 | Easton | Oliver Ames High | 0.8 | 9 | 0.00108 | 0.7% | 8 | 0.6% | 8 | 0.6% | 7 | 0.5% | 6 | 0.5% | 5 | -4 |
| 09130705 | Essex Agr Tech | Essex Agr and Tech Inst | 1.8 | 8 | 0.00096 | 1.7% | 7 | 1.5% | 7 | 1.4% | 6 | 1.2% | 5 | 1.1% | 5 | -3 |
| 00930505 | Everett | Everett High | 3.8 | 65 | 0.00779 | 3.5% | 60 | 3.2% | 54 | 2.8% | 49 | 2.5% | 44 | 2.2% | 39 | -26 |
| 00940505 | Fairhaven | Fairhaven High | 2.9 | 18 | 0.00216 | 2.6% | 17 | 2.4% | 15 | 2.2% | 14 | 1.9% | 12 | 1.7% | 11 | -7 |
| 00950505 | Fall River | B M C Durfee High | 3.5 | 81 | 0.00970 | 3.2% | 74 | 2.9% | 68 | 2.6% | 61 | 2.4% | 55 | 2.1% | 48 | -33 |
| 00950325 | Fall River | Resiliency Preparatory | 41.8 | 66 | 0.00791 | 38.4% | 61 | 35.0% | 55 | 31.6% | 50 | 28.2% | 45 | 24.9% | 39 | -27 |
| 00960505 | Falmouth | Falmouth High | 2.6 | 26 | 0.00311 | 2.4% | 24 | 2.2% | 22 | 2.0% | 20 | 1.8% | 18 | 1.5% | 15 | -11 |
| 00970510 | Fitchburg | Fitchburg Alt. ED Program | 34.2 | 41 | 0.00491 | 31.4% | 38 | 28.6% | 34 | 25.9% | 31 | 23.1% | 28 | 20.3% | 24 | -17 |
| 00970505 | Fitchburg | Fitchburg High | 3.4 | 43 | 0.00515 | 3.1% | 40 | 2.8% | 36 | 2.5% | 33 | 2.3% | 29 | 2.0% | 26 | -17 |

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| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 04130505 | Four Rivers CS | Four Rivers Charter | 0.8 | 1 | 0.00012 | 0.7% | 1 | 0.7% | 1 | 0.6% | 1 | 0.5% | 1 | 0.5% | 1 | 0 |
| 04460550 | Foxboro Regional CS | Foxborough Regional Charter | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 00990505 | Foxborough | Foxborough High | 0.3 | 3 | 0.00036 | 0.3% | 3 | 0.3% | 3 | 0.3% | 2 | 0.2% | 2 | 0.2% | 2 | -1 |
| 01000515 | Framingham | Framingham H S | 2.6 | 57 | 0.00683 | 2.4% | 52 | 2.2% | 48 | 2.0% | 43 | 1.8% | 39 | 1.6% | 34 | -23 |
| 04780505 | Francis W Parker CS | Francis W. Parker Charter | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 01010505 | Franklin | Franklin High | 0.3 | 5 | 0.00060 | 0.3% | 5 | 0.3% | 4 | 0.2% | 4 | 0.2% | 3 | 0.2% | 3 | -2 |
| 08180605 | Franklin County | Franklin County Tech | 1.4 | 7 | 0.00084 | 1.2% | 6 | 1.1% | 6 | 1.0% | 5 | 0.9% | 5 | 0.8% | 4 | -3 |
| 06650505 | Freetown-Lakeville | Apponequet Regional High | 1.6 | 14 | 0.00168 | 1.5% | 13 | 1.4% | 12 | 1.2% | 11 | 1.1% | 9 | 1.0% | 8 | -6 |
| 06700505 | Frontier | Frontier Reg | 1.8 | 8 | 0.00096 | 1.6% | 7 | 1.5% | 7 | 1.3% | 6 | 1.2% | 5 | 1.1% | 5 | -3 |
| 01030505 | Gardner | Gardner High | 5.1 | 45 | 0.00539 | 4.7% | 41 | 4.3% | 38 | 3.8% | 34 | 3.4% | 30 | 3.0% | 27 | -18 |
| 06720505 | Gateway | Gateway Reg High | 2.4 | 8 | 0.00096 | 2.2% | 7 | 2.0% | 7 | 1.8% | 6 | 1.6% | 5 | 1.4% | 5 | -3 |
| 01050505 | Georgetown | Georgetown Middle/High | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 06740505 | Gill-Montague | Turners Fall High | 3.5 | 11 | 0.00132 | 3.2% | 10 | 2.9% | 9 | 2.6% | 8 | 2.3% | 7 | 2.1% | 7 | -4 |
| 04960305 | Global Learning Charter | Global Learning Charter | 3.7 | 3 | 0.00036 | 3.4% | 3 | 3.1% | 3 | 2.8% | 2 | 2.5% | 2 | 2.2% | 2 | -1 |
| 01070505 | Gloucester | Gloucester High | 2.6 | 29 | 0.00347 | 2.4% | 27 | 2.2% | 24 | 2.0% | 22 | 1.8% | 20 | 1.6% | 17 | -12 |
| 01100505 | Grafton | Grafton Memorial Senior | 1.5 | 10 | 0.00120 | 1.4% | 9 | 1.2% | 8 | 1.1% | 8 | 1.0% | 7 | 0.9% | 6 | -4 |
| 01110505 | Granby | Granby Jr Sr High Sch | 2.0 | 7 | 0.00084 | 1.8% | 6 | 1.6% | 6 | 1.5% | 5 | 1.3% | 5 | 1.2% | 4 | -3 |
| 08210605 | Greater Fall River | Diman Reg Voc Tech High | 1.0 | 13 | 0.00156 | 0.9% | 12 | 0.8% | 11 | 0.7% | 10 | 0.6% | 9 | 0.6% | 8 | -5 |
| 08230605 | Greater Lawrence RVT | Gr Lawrence Reg Voc Tech | 2.8 | 33 | 0.00395 | 2.6% | 30 | 2.4% | 28 | 2.1% | 25 | 1.9% | 22 | 1.7% | 20 | -13 |
| 08280605 | Greater Lowell Voc Tec | Gr Lowell Reg Voc Tech | 0.7 | 13 | 0.00156 | 0.6% | 12 | 0.6% | 11 | 0.5% | 10 | 0.5% | 9 | 0.4% | 8 | -5 |
| 08250605 | Greater New Bedford | Gr New Bedford Voc Tech | 0.7 | 14 | 0.00168 | 0.6% | 13 | 0.6% | 12 | 0.5% | 11 | 0.5% | 9 | 0.4% | 8 | -6 |
| 01140505 | Greenfield | Greenfield High | 4.1 | 16 | 0.00192 | 3.7% | 15 | 3.4% | 13 | 3.1% | 12 | 2.8% | 11 | 2.4% | 10 | -6 |
| 01140045 | Greenfield | Poet Seat | 14.3 | 1 | 0.00012 | 13.1% | 1 | 12.0% | 1 | 10.8% | 1 | 9.7% | 1 | 8.5% | 1 | 0 |

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|-------------|---------------------|---------------------------|---|---------------|-------------------------|---|----|---------|----|---------|----|---------|----|---------|----|----------------------------|
| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 06730505 | Groton-Dunstable | Groton Dunstable Regional | 0.5 | 4 | 0.00048 | 0.4% | 4 | 0.4% | 3 | 0.4% | 3 | 0.3% | 3 | 0.3% | 2 | -2 |
| 01170505 | Hadley | Hopkins Academy | 1.0 | 2 | 0.00024 | 1.0% | 2 | 0.9% | 2 | 0.8% | 2 | 0.7% | 1 | 0.6% | 1 | -1 |
| 06750505 | Hamilton-Wenham | Hamilton-Wenham Reg High | 0.4 | 3 | 0.00036 | 0.4% | 3 | 0.3% | 3 | 0.3% | 2 | 0.3% | 2 | 0.2% | 2 | -1 |
| 06800505 | Hampden-Wilbraham | Minnechaug Reg High | 0.7 | 9 | 0.00108 | 0.7% | 8 | 0.6% | 8 | 0.5% | 7 | 0.5% | 6 | 0.4% | 5 | -4 |
| 06830505 | Hampshire | Hampshire Reg High | 1.9 | 10 | 0.00120 | 1.7% | 9 | 1.6% | 8 | 1.4% | 8 | 1.3% | 7 | 1.1% | 6 | -4 |
| 01220505 | Hanover | Hanover High | 0.2 | 1 | 0.00012 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0 |
| 01250505 | Harvard | Bromfield | 0.2 | 1 | 0.00012 | 0.2% | 1 | 0.2% | 1 | 0.2% | 1 | 0.2% | 1 | 0.1% | 1 | 0 |
| 01260505 | Harwich | Harwich High | 3.2 | 12 | 0.00144 | 2.9% | 11 | 2.7% | 10 | 2.4% | 9 | 2.2% | 8 | 1.9% | 7 | -5 |
| 01270505 | Hatfield | Smith Academy | 2.5 | 3 | 0.00036 | 2.3% | 3 | 2.1% | 3 | 1.9% | 2 | 1.7% | 2 | 1.5% | 2 | -1 |
| 01280033 | Haverhill | Haverhill Alternative Sch | 12.1 | 4 | 0.00048 | 11.1% | 4 | 10.2% | 3 | 9.2% | 3 | 8.2% | 3 | 7.2% | 2 | -2 |
| 01280505 | Haverhill | Haverhill High | 5.2 | 96 | 0.01150 | 4.7% | 88 | 4.3% | 80 | 3.9% | 73 | 3.5% | 65 | 3.1% | 57 | -39 |
| 01280073 | Haverhill | TEACH | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 04520505 | Health Careers Acad | Health Careers Academy CS | 0.5 | 1 | 0.00012 | 0.4% | 1 | 0.4% | 1 | 0.4% | 1 | 0.3% | 1 | 0.3% | 1 | 0 |
| 01310505 | Hingham | Hingham High | 0.5 | 5 | 0.00060 | 0.4% | 5 | 0.4% | 4 | 0.4% | 4 | 0.3% | 3 | 0.3% | 3 | -2 |
| 01330505 | Holbrook | Holbrook Jr Sr High | 4.1 | 10 | 0.00120 | 3.7% | 9 | 3.4% | 8 | 3.1% | 8 | 2.7% | 7 | 2.4% | 6 | -4 |
| 01360505 | Holliston | Holliston High | 0.4 | 4 | 0.00048 | 0.4% | 4 | 0.4% | 3 | 0.3% | 3 | 0.3% | 3 | 0.3% | 2 | -2 |
| 01370525 | Holyoke | Center for Excellence | 47.1 | 8 | 0.00096 | 43.2% | 7 | 39.4% | 7 | 35.6% | 6 | 31.8% | 5 | 28.0% | 5 | -3 |
| 01370505 | Holyoke | Holyoke High | 7.4 | 93 | 0.01114 | 6.8% | 85 | 6.2% | 78 | 5.6% | 70 | 5.0% | 63 | 4.4% | 55 | -38 |
| 01370605 | Holyoke | Wm J Dean Voc Tech High | 12.4 | 82 | 0.00982 | 11.4% | 75 | 10.4% | 69 | 9.4% | 62 | 8.4% | 55 | 7.4% | 49 | -33 |
| 01380505 | Hopedale | Hopedale Jr Sr High | 0.9 | 3 | 0.00036 | 0.9% | 3 | 0.8% | 3 | 0.7% | 2 | 0.6% | 2 | 0.6% | 2 | -1 |
| 01390505 | Hopkinton | Hopkinton High | 0.1 | 1 | 0.00012 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0 |
| 01410505 | Hudson | Hudson High | 1.5 | 14 | 0.00168 | 1.4% | 13 | 1.3% | 12 | 1.2% | 11 | 1.0% | 9 | 0.9% | 8 | -6 |
| 01420505 | Hull | Hull High | 3.0 | 11 | 0.00132 | 2.7% | 10 | 2.5% | 9 | 2.2% | 8 | 2.0% | 7 | 1.8% | 7 | -4 |
| 01440505 | Ipswich | Ipswich High | 1.0 | 7 | 0.00084 | 1.0% | 6 | 0.9% | 6 | 0.8% | 5 | 0.7% | 5 | 0.6% | 4 | -3 |
| 06900505 | King Philip | King Philip Reg High | 1.4 | 18 | 0.00216 | 1.3% | 17 | 1.2% | 15 | 1.1% | 14 | 1.0% | 12 | 0.8% | 11 | -7 |
| 01490530 | Lawrence | Business Management | 10.2 | 48 | 0.00575 | 9.4% | 44 | 8.6% | 40 | 7.7% | 36 | 6.9% | 32 | 6.1% | 29 | -19 |

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|-------------|--------------------------|---------------------------|---|---------------|-------------------------|---|-----|---------|-----|---------|-----|---------|----|---------|----|----------------------------|
| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 01490531 | Lawrence | Health & Human Services | 8.2 | 39 | 0.00467 | 7.5% | 36 | 6.8% | 33 | 6.2% | 30 | 5.5% | 26 | 4.9% | 23 | -16 |
| 01490536 | Lawrence | High School Learning | 42.1 | 107 | 0.01282 | 38.7% | 98 | 35.3% | 90 | 31.9% | 81 | 28.5% | 72 | 25.1% | 64 | -43 |
| 01490532 | Lawrence | Humanities & Leadership | 4.4 | 23 | 0.00275 | 4.0% | 21 | 3.7% | 19 | 3.3% | 17 | 3.0% | 16 | 2.6% | 14 | -9 |
| 01490534 | Lawrence | International High School | 5.1 | 25 | 0.00299 | 4.7% | 23 | 4.3% | 21 | 3.9% | 19 | 3.5% | 17 | 3.0% | 15 | -10 |
| 01490533 | Lawrence | Math Science & Technology | 5.5 | 27 | 0.00323 | 5.0% | 25 | 4.6% | 23 | 4.1% | 20 | 3.7% | 18 | 3.3% | 16 | -11 |
| 01490535 | Lawrence | Performing & Fine Arts | 6.4 | 34 | 0.00407 | 5.9% | 31 | 5.3% | 28 | 4.8% | 26 | 4.3% | 23 | 3.8% | 20 | -14 |
| 01490537 | Lawrence | School for Exceptional | 30.7 | 27 | 0.00323 | 28.2% | 25 | 25.7% | 23 | 23.2% | 20 | 20.7% | 18 | 18.3% | 16 | -11 |
| 01500505 | Lee | Lee Middle/High School | 3.2 | 11 | 0.00132 | 2.9% | 10 | 2.7% | 9 | 2.4% | 8 | 2.2% | 7 | 1.9% | 7 | -4 |
| 01510505 | Leicester | Leicester High | 2.4 | 13 | 0.00156 | 2.2% | 12 | 2.0% | 11 | 1.8% | 10 | 1.6% | 9 | 1.4% | 8 | -5 |
| 01520505 | Lenox | Lenox Memorial High | 0.4 | 1 | 0.00012 | 0.3% | 1 | 0.3% | 1 | 0.3% | 1 | 0.3% | 1 | 0.2% | 1 | 0 |
| 01530605 | Leominster | Leominster Ctr Tech Educ | 0.9 | 6 | 0.00072 | 0.8% | 6 | 0.8% | 5 | 0.7% | 5 | 0.6% | 4 | 0.6% | 4 | -2 |
| 01530505 | Leominster | Leominster Senior High | 1.9 | 22 | 0.00264 | 1.8% | 20 | 1.6% | 18 | 1.4% | 17 | 1.3% | 15 | 1.1% | 13 | -9 |
| 01550505 | Lexington | Lexington High | 0.2 | 3 | 0.00036 | 0.1% | 3 | 0.1% | 3 | 0.1% | 2 | 0.1% | 2 | 0.1% | 2 | -1 |
| 06950505 | Lincoln-Sudbury | Lincoln-Sudbury Reg High | 0.3 | 5 | 0.00060 | 0.3% | 5 | 0.3% | 4 | 0.2% | 4 | 0.2% | 3 | 0.2% | 3 | -2 |
| 01580505 | Littleton | Littleton High School | 1.6 | 7 | 0.00084 | 1.5% | 6 | 1.4% | 6 | 1.2% | 5 | 1.1% | 5 | 1.0% | 4 | -3 |
| 01590505 | Longmeadow | Longmeadow High | 0.5 | 5 | 0.00060 | 0.5% | 5 | 0.4% | 4 | 0.4% | 4 | 0.3% | 3 | 0.3% | 3 | -2 |
| 01600505 | Lowell | Lowell High | 4.3 | 147 | 0.01761 | 4.0% | 135 | 3.6% | 123 | 3.3% | 111 | 2.9% | 99 | 2.6% | 88 | -59 |
| 04580505 | Lowell Middlesex Acad CS | Lowell Middlesex Academy | 30.6 | 34 | 0.00407 | 28.2% | 31 | 25.7% | 28 | 23.2% | 26 | 20.7% | 23 | 18.2% | 20 | -14 |
| 01610505 | Ludlow | Ludlow Senior High | 0.8 | 8 | 0.00096 | 0.7% | 7 | 0.7% | 7 | 0.6% | 6 | 0.5% | 5 | 0.5% | 5 | -3 |
| 01620505 | Lunenburg | Lunenburg High | 2.1 | 12 | 0.00144 | 1.9% | 11 | 1.8% | 10 | 1.6% | 9 | 1.4% | 8 | 1.3% | 7 | -5 |
| 01630505 | Lynn | Classical High | 3.3 | 41 | 0.00491 | 3.1% | 38 | 2.8% | 34 | 2.5% | 31 | 2.3% | 28 | 2.0% | 24 | -17 |
| 01630525 | Lynn | Fecteau-Leary | 39.8 | 35 | 0.00419 | 36.6% | 32 | 33.3% | 29 | 30.1% | 26 | 26.9% | 24 | 23.7% | 21 | -14 |

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| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 01630510 | Lynn | Lynn English High | 3.6 | 62 | 0.00743 | 3.3% | 57 | 3.0% | 52 | 2.8% | 47 | 2.5% | 42 | 2.2% | 37 | -25 |
| 01630605 | Lynn | Lynn Voc Tech Institute | 7.5 | 80 | 0.00958 | 6.9% | 74 | 6.3% | 67 | 5.7% | 61 | 5.1% | 54 | 4.5% | 48 | -32 |
| 01640505 | Lynnfield | Lynnfield High | 0.3 | 2 | 0.00024 | 0.3% | 2 | 0.3% | 2 | 0.2% | 2 | 0.2% | 1 | 0.2% | 1 | -1 |
| 04680505 | Ma Academy/Math & Science | Ma Academy for Math and Science | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 01650505 | Malden | Malden High | 4.2 | 72 | 0.00862 | 3.8% | 66 | 3.5% | 60 | 3.2% | 55 | 2.8% | 49 | 2.5% | 43 | -29 |
| 06980510 | Manchester Essex Regional | Manchester Essex Regional | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 01670505 | Mansfield | Mansfield High | 1.3 | 19 | 0.00228 | 1.2% | 17 | 1.1% | 16 | 1.0% | 14 | 0.9% | 13 | 0.8% | 11 | -8 |
| 01680505 | Marblehead | Marblehead High | 0.8 | 8 | 0.00096 | 0.8% | 7 | 0.7% | 7 | 0.6% | 6 | 0.6% | 5 | 0.5% | 5 | -3 |
| 01700505 | Marlborough | Marlborough High | 2.7 | 31 | 0.00371 | 2.5% | 28 | 2.3% | 26 | 2.1% | 23 | 1.9% | 21 | 1.6% | 18 | -13 |
| 01710505 | Marshfield | Marshfield High | 0.8 | 11 | 0.00132 | 0.7% | 10 | 0.7% | 9 | 0.6% | 8 | 0.5% | 7 | 0.5% | 7 | -4 |
| 07000505 | Marthas Vineyard | Marthas Vineyard Reg High | 0.8 | 6 | 0.00072 | 0.8% | 6 | 0.7% | 5 | 0.6% | 5 | 0.6% | 4 | 0.5% | 4 | -2 |
| 04660550 | Martha's Vineyard CS | Martha's Vineyard Charter | 2.6 | 1 | 0.00012 | 2.4% | 1 | 2.2% | 1 | 2.0% | 1 | 1.8% | 1 | 1.6% | 1 | 0 |
| 07050505 | Masconomet | Masconomet Regional HS | 0.2 | 3 | 0.00036 | 0.2% | 3 | 0.2% | 3 | 0.2% | 2 | 0.1% | 2 | 0.1% | 2 | -1 |
| 01720505 | Mashpee | Mashpee High | 1.3 | 7 | 0.00084 | 1.2% | 6 | 1.1% | 6 | 1.0% | 5 | 0.9% | 5 | 0.8% | 4 | -3 |
| 01740505 | Maynard | Maynard High | 3.7 | 12 | 0.00144 | 3.4% | 11 | 3.1% | 10 | 2.8% | 9 | 2.5% | 8 | 2.2% | 7 | -5 |
| 01750505 | Medfield | Medfield Senior High | 0.1 | 1 | 0.00012 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0 |
| 01760510 | Medford | Curtis-Tufts | 16.7 | 5 | 0.00060 | 15.3% | 5 | 14.0% | 4 | 12.6% | 4 | 11.3% | 3 | 9.9% | 3 | -2 |
| 01760505 | Medford | Medford High | 1.3 | 16 | 0.00192 | 1.2% | 15 | 1.1% | 13 | 1.0% | 12 | 0.9% | 11 | 0.8% | 10 | -6 |
| 01760605 | Medford | Medford Voc Tech High | 2.4 | 6 | 0.00072 | 2.2% | 6 | 2.0% | 5 | 1.8% | 5 | 1.6% | 4 | 1.4% | 4 | -2 |
| 04690505 | Media & Tech CS | MATCH Charter Public High | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 01770505 | Medway | Medway High | 0.4 | 3 | 0.00036 | 0.3% | 3 | 0.3% | 3 | 0.3% | 2 | 0.2% | 2 | 0.2% | 2 | -1 |
| 01780505 | Melrose | Melrose High | 0.4 | 4 | 0.00048 | 0.4% | 4 | 0.4% | 3 | 0.3% | 3 | 0.3% | 3 | 0.3% | 2 | -2 |
| 07100510 | Mendon-Upton | Nipmuc Regional High | 0.7 | 5 | 0.00060 | 0.6% | 5 | 0.6% | 4 | 0.5% | 4 | 0.4% | 3 | 0.4% | 3 | -2 |
| 01810505 | Methuen | Methuen High | 3.2 | 62 | 0.00743 | 3.0% | 57 | 2.7% | 52 | 2.4% | 47 | 2.2% | 42 | 1.9% | 37 | -25 |
| 01820505 | Middleborough | Middleborough High | 1.9 | 17 | 0.00204 | 1.8% | 16 | 1.6% | 14 | 1.5% | 13 | 1.3% | 11 | 1.2% | 10 | -7 |
| 01850505 | Milford | Milford High | 2.1 | 24 | 0.00287 | 1.9% | 22 | 1.8% | 20 | 1.6% | 18 | 1.4% | 16 | 1.2% | 14 | -10 |

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| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 01860505 | Millbury | Millbury Jr/Sr High | 2.0 | 12 | 0.00144 | 1.8% | 11 | 1.7% | 10 | 1.5% | 9 | 1.3% | 8 | 1.2% | 7 | -5 |
| 01870505 | Millis | Millis High School | 0.9 | 3 | 0.00036 | 0.8% | 3 | 0.7% | 3 | 0.7% | 2 | 0.6% | 2 | 0.5% | 2 | -1 |
| 01890505 | Milton | Milton High | 0.5 | 5 | 0.00060 | 0.4% | 5 | 0.4% | 4 | 0.4% | 4 | 0.3% | 3 | 0.3% | 3 | -2 |
| 08330605 | Minuteman Voc Tech | Minuteman Regional High | 2.2 | 14 | 0.00168 | 2.1% | 13 | 1.9% | 12 | 1.7% | 11 | 1.5% | 9 | 1.3% | 8 | -6 |
| 07170505 | Mohawk Trail | Mohawk Trail Reg High | 4.6 | 17 | 0.00204 | 4.2% | 16 | 3.8% | 14 | 3.5% | 13 | 3.1% | 11 | 2.7% | 10 | -7 |
| 01910505 | Monson | Monson High School | 3.3 | 13 | 0.00156 | 3.0% | 12 | 2.8% | 11 | 2.5% | 10 | 2.2% | 9 | 2.0% | 8 | -5 |
| 08320605 | Montachusett Voc Tech Reg | Montachusett Reg Voc Tech | 0.9 | 12 | 0.00144 | 0.8% | 11 | 0.7% | 10 | 0.7% | 9 | 0.6% | 8 | 0.5% | 7 | -5 |
| 07150505 | Mount Greylock | Mt Greylock Reg High | 1.2 | 5 | 0.00060 | 1.1% | 5 | 1.0% | 4 | 0.9% | 4 | 0.8% | 3 | 0.7% | 3 | -2 |
| 04350305 | Murdoch Middle Public CS | Innovation Academy Charter | 2.1 | 2 | 0.00024 | 1.9% | 2 | 1.7% | 2 | 1.6% | 2 | 1.4% | 1 | 1.2% | 1 | -1 |
| 04700105 | Mystic Valley Regional CS | Mystic Valley Regional CS | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 01970505 | Nantucket | Nantucket High | 1.7 | 7 | 0.00084 | 1.6% | 6 | 1.5% | 6 | 1.3% | 5 | 1.2% | 5 | 1.0% | 4 | -3 |
| 07200505 | Narragansett | Narragansett Reg High | 2.2 | 10 | 0.00120 | 2.0% | 9 | 1.8% | 8 | 1.7% | 8 | 1.5% | 7 | 1.3% | 6 | -4 |
| 07250505 | Nashoba | Nashoba Regional | 1.1 | 10 | 0.00120 | 1.0% | 9 | 0.9% | 8 | 0.8% | 8 | 0.7% | 7 | 0.6% | 6 | -4 |
| 08520605 | Nashoba Valley Tech | Nashoba Valley Tech H S | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 01980505 | Natick | Natick High | 0.3 | 4 | 0.00048 | 0.3% | 4 | 0.3% | 3 | 0.2% | 3 | 0.2% | 3 | 0.2% | 2 | -2 |
| 06600505 | Nauset | Nauset Regional High | 1.3 | 13 | 0.00156 | 1.2% | 12 | 1.1% | 11 | 1.0% | 10 | 0.9% | 9 | 0.8% | 8 | -5 |
| 01990505 | Needham | Needham High | 0.3 | 4 | 0.00048 | 0.3% | 4 | 0.2% | 3 | 0.2% | 3 | 0.2% | 3 | 0.2% | 2 | -2 |
| 02010505 | New Bedford | New Bedford High | 7.4 | 219 | 0.02623 | 6.8% | 201 | 6.2% | 184 | 5.6% | 166 | 5.0% | 148 | 4.4% | 130 | -89 |
| 02010510 | New Bedford | West Side Jr-Sr Hs | 37.1 | 23 | 0.00275 | 34.1% | 21 | 31.1% | 19 | 28.1% | 17 | 25.1% | 16 | 22.1% | 14 | -9 |
| 04710405 | New Leadership HMCS | New Leadership CS | 11.5 | 24 | 0.00287 | 10.6% | 22 | 9.6% | 20 | 8.7% | 18 | 7.8% | 16 | 6.8% | 14 | -10 |
| 02040505 | Newburyport | Newburyport High | 1.7 | 12 | 0.00144 | 1.5% | 11 | 1.4% | 10 | 1.2% | 9 | 1.1% | 8 | 1.0% | 7 | -5 |
| 02070505 | Newton | Newton North High | 1.3 | 24 | 0.00287 | 1.2% | 22 | 1.1% | 20 | 1.0% | 18 | 0.9% | 16 | 0.8% | 14 | -10 |
| 02070510 | Newton | Newton South High | 0.3 | 5 | 0.00060 | 0.3% | 5 | 0.2% | 4 | 0.2% | 4 | 0.2% | 3 | 0.2% | 3 | -2 |
| 09150705 | Norfolk County Agr | Norfolk County Agr | 0.2 | 1 | 0.00012 | 0.2% | 1 | 0.2% | 1 | 0.2% | 1 | 0.1% | 1 | 0.1% | 1 | 0 |
| 02090505 | North Adams | Drury High | 5.5 | 27 | 0.00323 | 5.0% | 25 | 4.6% | 23 | 4.1% | 20 | 3.7% | 18 | 3.2% | 16 | -11 |

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| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 02110505 | North Andover | North Andover High | 0.5 | 7 | 0.00084 | 0.5% | 6 | 0.4% | 6 | 0.4% | 5 | 0.4% | 5 | 0.3% | 4 | -3 |
| 02120505 | North Attleborough | North Attleboro High | 1.6 | 19 | 0.00228 | 1.5% | 17 | 1.3% | 16 | 1.2% | 14 | 1.1% | 13 | 0.9% | 11 | -8 |
| 02150505 | North Brookfield | North Brookfield High | 1.0 | 2 | 0.00024 | 0.9% | 2 | 0.9% | 2 | 0.8% | 2 | 0.7% | 1 | 0.6% | 1 | -1 |
| 04740505 | North Central Charter Ess | North Central Charter Essential | 4.2 | 10 | 0.00120 | 3.9% | 9 | 3.5% | 8 | 3.2% | 8 | 2.8% | 7 | 2.5% | 6 | -4 |
| 07350505 | North Middlesex | North Middlesex Reg | 1.2 | 14 | 0.00168 | 1.1% | 13 | 1.0% | 12 | 0.9% | 11 | 0.8% | 9 | 0.7% | 8 | -6 |
| 02170505 | North Reading | North Reading High | 1.0 | 7 | 0.00084 | 0.9% | 6 | 0.8% | 6 | 0.7% | 5 | 0.6% | 5 | 0.6% | 4 | -3 |
| 08540605 | North Shore Reg Voc | North Shore Reg Voc | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 02100505 | Northampton | Northampton High | 1.2 | 11 | 0.00132 | 1.1% | 10 | 1.0% | 9 | 0.9% | 8 | 0.8% | 7 | 0.7% | 7 | -4 |
| 04060705 | Northampton-Smith | Smith Voc and Agr High | 2.4 | 11 | 0.00132 | 2.2% | 10 | 2.0% | 9 | 1.8% | 8 | 1.6% | 7 | 1.4% | 7 | -4 |
| 07300505 | Northboro-Southboro | Algonquin Reg High | 0.1 | 1 | 0.00012 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.0% | 1 | 0.0% | 1 | 0 |
| 02140505 | Northbridge | Northbridge High | 3.4 | 22 | 0.00264 | 3.2% | 20 | 2.9% | 18 | 2.6% | 17 | 2.3% | 15 | 2.1% | 13 | -9 |
| 08530605 | Northeast Metro Voc | Northeast Metro Reg Voc | 0.8 | 10 | 0.00120 | 0.7% | 9 | 0.7% | 8 | 0.6% | 8 | 0.5% | 7 | 0.5% | 6 | -4 |
| 08510605 | Northern Berkshire Voc | Charles McCann Voc Tech | 1.0 | 5 | 0.00060 | 0.9% | 5 | 0.8% | 4 | 0.8% | 4 | 0.7% | 3 | 0.6% | 3 | -2 |
| 02180505 | Norton | Norton High | 1.8 | 13 | 0.00156 | 1.7% | 12 | 1.5% | 11 | 1.4% | 10 | 1.2% | 9 | 1.1% | 8 | -5 |
| 02190505 | Norwell | Norwell High | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 02200505 | Norwood | Norwood High | 2.5 | 25 | 0.00299 | 2.3% | 23 | 2.1% | 21 | 1.9% | 19 | 1.7% | 17 | 1.5% | 15 | -10 |
| 08550605 | Old Colony Reg Voc Tech | Old Colony Reg Voc Tech | 0.5 | 3 | 0.00036 | 0.5% | 3 | 0.4% | 3 | 0.4% | 2 | 0.4% | 2 | 0.3% | 2 | -1 |
| 07400505 | Old Rochester | Old Rochester Reg High | 1.3 | 9 | 0.00108 | 1.2% | 8 | 1.1% | 8 | 1.0% | 7 | 0.9% | 6 | 0.8% | 5 | -4 |
| 02260505 | Oxford | Oxford High | 3.4 | 19 | 0.00228 | 3.2% | 17 | 2.9% | 16 | 2.6% | 14 | 2.3% | 13 | 2.1% | 11 | -8 |
| 02270505 | Palmer | Palmer High | 3.6 | 18 | 0.00216 | 3.3% | 17 | 3.0% | 15 | 2.7% | 14 | 2.4% | 12 | 2.2% | 11 | -7 |
| 08600605 | Pathfinder Voc Tech | Pathfinder Voc Tech | 2.8 | 17 | 0.00204 | 2.5% | 16 | 2.3% | 14 | 2.1% | 13 | 1.9% | 11 | 1.6% | 10 | -7 |
| 02290510 | Peabody | Peabody Veterans | 3.8 | 71 | 0.00850 | 3.5% | 65 | 3.2% | 60 | 2.9% | 54 | 2.5% | 48 | 2.2% | 42 | -29 |

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|-------------|--------------------------|---------------------------|---|---------------|-------------------------|---|----|---------|----|---------|----|---------|----|---------|----|----------------------------|
| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 02310505 | Pembroke | Pembroke High School | 1.4 | 13 | 0.00156 | 1.3% | 12 | 1.2% | 11 | 1.1% | 10 | 0.9% | 9 | 0.8% | 8 | -5 |
| 07450505 | Pentucket | Pentucket Reg Sr High | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 04930505 | Phoenix Charter Academy | Phoenix Charter Academy | 41.3 | 62 | 0.00743 | 38.0% | 57 | 34.6% | 52 | 31.3% | 47 | 27.9% | 42 | 24.6% | 37 | -25 |
| 04940205 | Pioneer CS of Science | Pioneer Charter School of | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 07500505 | Pioneer Valley | Pioneer Valley Reg | 2.3 | 7 | 0.00084 | 2.1% | 6 | 1.9% | 6 | 1.7% | 5 | 1.5% | 5 | 1.3% | 4 | -3 |
| 04790505 | Pioneer Valley Perf Arts | Pioneer Valley Performing | 1.3 | 4 | 0.00048 | 1.2% | 4 | 1.1% | 3 | 1.0% | 3 | 0.9% | 3 | 0.8% | 2 | -2 |
| 02360505 | Pittsfield | Pittsfield High | 3.6 | 36 | 0.00431 | 3.3% | 33 | 3.0% | 30 | 2.7% | 27 | 2.4% | 24 | 2.1% | 21 | -15 |
| 02360510 | Pittsfield | Taconic High | 4.0 | 39 | 0.00467 | 3.7% | 36 | 3.4% | 33 | 3.1% | 30 | 2.7% | 26 | 2.4% | 23 | -16 |
| 02390505 | Plymouth | Plymouth North High | 3.2 | 33 | 0.00395 | 2.9% | 30 | 2.6% | 28 | 2.4% | 25 | 2.1% | 22 | 1.9% | 20 | -13 |
| 02390515 | Plymouth | Plymouth South High | 0.9 | 14 | 0.00168 | 0.9% | 13 | 0.8% | 12 | 0.7% | 11 | 0.6% | 9 | 0.6% | 8 | -6 |
| 04870550 | Prospect Hill Academy CS | Prospect Hill Academy CS | 0.4 | 1 | 0.00012 | 0.4% | 1 | 0.3% | 1 | 0.3% | 1 | 0.3% | 1 | 0.2% | 1 | 0 |
| 02420505 | Provincetown | Provincetown High | 25.0 | 16 | 0.00192 | 23.0% | 15 | 21.0% | 13 | 18.9% | 12 | 16.9% | 11 | 14.9% | 10 | -6 |
| 07530505 | Quabbin | Quabbin Regional High Sch | 3.0 | 30 | 0.00359 | 2.7% | 28 | 2.5% | 25 | 2.3% | 23 | 2.0% | 20 | 1.8% | 18 | -12 |
| 07780505 | Quaboag Regional | Quaboag Regional High | 3.7 | 14 | 0.00168 | 3.4% | 13 | 3.1% | 12 | 2.8% | 11 | 2.5% | 9 | 2.2% | 8 | -6 |
| 02430510 | Quincy | North Quincy High | 1.1 | 17 | 0.00204 | 1.0% | 16 | 0.9% | 14 | 0.8% | 13 | 0.7% | 11 | 0.7% | 10 | -7 |
| 02430505 | Quincy | Quincy High | 3.6 | 47 | 0.00563 | 3.3% | 43 | 3.0% | 39 | 2.7% | 36 | 2.4% | 32 | 2.1% | 28 | -19 |
| 07550505 | Ralph C Mahar | Ralph C Mahar Reg | 5.3 | 26 | 0.00311 | 4.8% | 24 | 4.4% | 22 | 4.0% | 20 | 3.6% | 18 | 3.1% | 15 | -11 |
| 02440505 | Randolph | Randolph High | 6.8 | 54 | 0.00647 | 6.3% | 50 | 5.7% | 45 | 5.2% | 41 | 4.6% | 37 | 4.1% | 32 | -22 |
| 02460505 | Reading | Reading Memorial High | 0.9 | 11 | 0.00132 | 0.8% | 10 | 0.8% | 9 | 0.7% | 8 | 0.6% | 7 | 0.5% | 7 | -4 |
| 02480505 | Revere | Revere High | 2.7 | 40 | 0.00479 | 2.5% | 37 | 2.3% | 34 | 2.1% | 30 | 1.8% | 27 | 1.6% | 24 | -16 |
| 02480520 | Revere | Seacoast School | 36.5 | 42 | 0.00503 | 33.6% | 39 | 30.6% | 35 | 27.7% | 32 | 24.7% | 28 | 21.7% | 25 | -17 |
| 02510505 | Rockland | Rockland Senior High | 6.0 | 39 | 0.00467 | 5.5% | 36 | 5.0% | 33 | 4.5% | 30 | 4.0% | 26 | 3.5% | 23 | -16 |
| 02520510 | Rockport | Rockport High | 1.2 | 4 | 0.00048 | 1.1% | 4 | 1.0% | 3 | 0.9% | 3 | 0.8% | 3 | 0.7% | 2 | -2 |

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|-------------|---------------------------|----------------------------|---|---------------|-------------------------|---|----|---------|----|---------|----|---------|----|---------|----|----------------------------|
| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 04410505 | Sabis International CS | Sabis International Chart | 0.2 | 1 | 0.00012 | 0.2% | 1 | 0.2% | 1 | 0.2% | 1 | 0.2% | 1 | 0.1% | 1 | 0 |
| 02580505 | Salem | Salem High | 4.2 | 53 | 0.00635 | 3.8% | 49 | 3.5% | 44 | 3.2% | 40 | 2.8% | 36 | 2.5% | 32 | -21 |
| 04850485 | Salem Academy CS | Salem Academy Charter Sch | 0.0 | 0 | 0.00000 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0 |
| 02610505 | Sandwich | Sandwich High | 1.0 | 10 | 0.00120 | 0.9% | 9 | 0.8% | 8 | 0.7% | 8 | 0.7% | 7 | 0.6% | 6 | -4 |
| 02620505 | Saugus | Saugus High | 2.5 | 21 | 0.00252 | 2.3% | 19 | 2.1% | 18 | 1.9% | 16 | 1.7% | 14 | 1.5% | 13 | -8 |
| 02640505 | Scituate | Scituate High School | 0.5 | 4 | 0.00048 | 0.4% | 4 | 0.4% | 3 | 0.4% | 3 | 0.3% | 3 | 0.3% | 2 | -2 |
| 02650505 | Seekonk | Seekonk High | 2.3 | 15 | 0.00180 | 2.1% | 14 | 1.9% | 13 | 1.8% | 11 | 1.6% | 10 | 1.4% | 9 | -6 |
| 02660505 | Sharon | Sharon High | 0.2 | 2 | 0.00024 | 0.2% | 2 | 0.2% | 2 | 0.1% | 2 | 0.1% | 1 | 0.1% | 1 | -1 |
| 08710605 | Shawsheen Valley Voc Tech | Shawsheen Valley Voc Tech | 0.5 | 6 | 0.00072 | 0.4% | 6 | 0.4% | 5 | 0.4% | 5 | 0.3% | 4 | 0.3% | 4 | -2 |
| 02710505 | Shrewsbury | Shrewsbury Sr High | 0.6 | 10 | 0.00120 | 0.6% | 9 | 0.5% | 8 | 0.5% | 8 | 0.4% | 7 | 0.4% | 6 | -4 |
| 07600505 | Silver Lake | Silver Lake Reg High | 0.7 | 8 | 0.00096 | 0.6% | 7 | 0.6% | 7 | 0.5% | 6 | 0.5% | 5 | 0.4% | 5 | -3 |
| 08290605 | So Middlesex Voc Tech Reg | Joseph P Keefe Tech HS | 1.6 | 10 | 0.00120 | 1.5% | 9 | 1.3% | 8 | 1.2% | 8 | 1.1% | 7 | 0.9% | 6 | -4 |
| 02730505 | Somerset | Somerset High | 0.7 | 7 | 0.00084 | 0.7% | 6 | 0.6% | 6 | 0.6% | 5 | 0.5% | 5 | 0.4% | 4 | -3 |
| 02740510 | Somerville | Full Circle High School | 28.9 | 13 | 0.00156 | 26.5% | 12 | 24.2% | 11 | 21.9% | 10 | 19.5% | 9 | 17.2% | 8 | -5 |
| 02740505 | Somerville | Somerville High | 3.5 | 49 | 0.00587 | 3.2% | 45 | 2.9% | 41 | 2.6% | 37 | 2.4% | 33 | 2.1% | 29 | -20 |
| 02780505 | South Hadley | South Hadley High | 2.0 | 14 | 0.00168 | 1.8% | 13 | 1.6% | 12 | 1.5% | 11 | 1.3% | 9 | 1.2% | 8 | -6 |
| 04880550 | South Shore Cs | South Shore Charter | 0.8 | 1 | 0.00012 | 0.7% | 1 | 0.7% | 1 | 0.6% | 1 | 0.5% | 1 | 0.5% | 1 | 0 |
| 08730605 | South Shore Reg Voc Tech | So Shore Voc Tech High | 0.5 | 3 | 0.00036 | 0.5% | 3 | 0.4% | 3 | 0.4% | 2 | 0.3% | 2 | 0.3% | 2 | -1 |
| 02770505 | Southbridge | Southbridge High | 5.2 | 21 | 0.00252 | 4.7% | 19 | 4.3% | 18 | 3.9% | 16 | 3.5% | 14 | 3.1% | 13 | -8 |
| 08720605 | Southeastern Reg Voc Tech | Southeastern Reg Voc Tech | 1.3 | 16 | 0.00192 | 1.2% | 15 | 1.1% | 13 | 1.0% | 12 | 0.9% | 11 | 0.8% | 10 | -6 |
| 07650505 | Southern Berkshire | Mt Everett Regional | 1.5 | 4 | 0.00048 | 1.4% | 4 | 1.3% | 3 | 1.2% | 3 | 1.0% | 3 | 0.9% | 2 | -2 |
| 08760605 | Southern Worcester Cty VT | Bay Path Reg Voc Tech H S | 1.1 | 12 | 0.00144 | 1.0% | 11 | 0.9% | 10 | 0.8% | 9 | 0.7% | 8 | 0.7% | 7 | -5 |
| 07660505 | Southwick-Tolland | Southwick-Tolland Regional | 4.5 | 26 | 0.00311 | 4.1% | 24 | 3.7% | 22 | 3.4% | 20 | 3.0% | 18 | 2.7% | 15 | -11 |

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|-------------|-------------------------|---------------------------|---|---------------|-------------------------|---|-----|---------|-----|---------|-----|---------|-----|---------|-----|----------------------------|
| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 07670505 | Spencer-E Brookfield | David Prouty High | 3.8 | 21 | 0.00252 | 3.5% | 19 | 3.2% | 18 | 2.9% | 16 | 2.6% | 14 | 2.3% | 13 | -8 |
| 02810510 | Springfield | High School Of Commerce | 13.1 | 165 | 0.01976 | 12.0% | 152 | 11.0% | 138 | 9.9% | 125 | 8.9% | 112 | 7.8% | 98 | -67 |
| 02810530 | Springfield | High School/Science-Tech | 15.7 | 231 | 0.02767 | 14.4% | 212 | 13.2% | 194 | 11.9% | 175 | 10.6% | 156 | 9.4% | 138 | -93 |
| 02810620 | Springfield | Putnam Voc Tech High Sch | 5.6 | 89 | 0.01066 | 5.2% | 82 | 4.7% | 75 | 4.2% | 67 | 3.8% | 60 | 3.3% | 53 | -36 |
| 02810506 | Springfield | SAFE | 25.9 | 83 | 0.00994 | 23.8% | 76 | 21.7% | 70 | 19.6% | 63 | 17.5% | 56 | 15.4% | 49 | -34 |
| 02810500 | Springfield | Springfield Central High | 4.4 | 91 | 0.01090 | 4.0% | 84 | 3.7% | 76 | 3.3% | 69 | 3.0% | 62 | 2.6% | 54 | -37 |
| 02810205 | Springfield | The Springfield Renaissan | 2.2 | 6 | 0.00072 | 2.0% | 6 | 1.8% | 5 | 1.6% | 5 | 1.5% | 4 | 1.3% | 4 | -2 |
| 02840505 | Stoneham | Stoneham High | 2.3 | 18 | 0.00216 | 2.1% | 17 | 2.0% | 15 | 1.8% | 14 | 1.6% | 12 | 1.4% | 11 | -7 |
| 02850505 | Stoughton | Stoughton High | 2.8 | 33 | 0.00395 | 2.6% | 30 | 2.4% | 28 | 2.1% | 25 | 1.9% | 22 | 1.7% | 20 | -13 |
| 04890505 | Sturgis CS | Sturgis Charter School | 0.5 | 2 | 0.00024 | 0.5% | 2 | 0.5% | 2 | 0.4% | 2 | 0.4% | 1 | 0.3% | 1 | -1 |
| 02900510 | Sutton | Sutton High School | 1.6 | 6 | 0.00072 | 1.4% | 6 | 1.3% | 5 | 1.2% | 5 | 1.1% | 4 | 0.9% | 4 | -2 |
| 02910505 | Swampscott | Swampscott High | 0.7 | 5 | 0.00060 | 0.6% | 5 | 0.6% | 4 | 0.5% | 4 | 0.5% | 3 | 0.4% | 3 | -2 |
| 02920505 | Swansea | Joseph Case High | 1.0 | 6 | 0.00072 | 1.0% | 6 | 0.9% | 5 | 0.8% | 5 | 0.7% | 4 | 0.6% | 4 | -2 |
| 07700505 | Tantasqua | Tantasqua Reg Sr High | 2.2 | 20 | 0.00240 | 2.0% | 18 | 1.8% | 17 | 1.6% | 15 | 1.5% | 14 | 1.3% | 12 | -8 |
| 07700605 | Tantasqua | Tantasqua Reg Voc | 1.0 | 3 | 0.00036 | 0.9% | 3 | 0.8% | 3 | 0.7% | 2 | 0.6% | 2 | 0.6% | 2 | -1 |
| 02930505 | Taunton | Taunton High | 4.3 | 79 | 0.00946 | 4.0% | 73 | 3.6% | 66 | 3.3% | 60 | 2.9% | 53 | 2.6% | 47 | -32 |
| 02950505 | Tewksbury | Tewksbury Memorial High | 1.3 | 14 | 0.00168 | 1.2% | 13 | 1.1% | 12 | 1.0% | 11 | 0.9% | 9 | 0.8% | 8 | -6 |
| 08780605 | Tri County | Tri County Reg Voc Tech | 1.1 | 10 | 0.00120 | 1.0% | 9 | 0.9% | 8 | 0.8% | 8 | 0.7% | 7 | 0.6% | 6 | -4 |
| 07730505 | Triton | Triton Regional High | 2.5 | 22 | 0.00264 | 2.3% | 20 | 2.1% | 18 | 1.9% | 17 | 1.7% | 15 | 1.5% | 13 | -9 |
| 03010505 | Tyngsborough | Tyngsborough High School | 0.8 | 4 | 0.00048 | 0.7% | 4 | 0.6% | 3 | 0.6% | 3 | 0.5% | 3 | 0.5% | 2 | -2 |
| 08790605 | Upper Cape Cod Voc Tech | Upper Cape Cod Voc Tech | 0.5 | 3 | 0.00036 | 0.4% | 3 | 0.4% | 3 | 0.4% | 2 | 0.3% | 2 | 0.3% | 2 | -1 |

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|-------------|------------------|--------------------------|---|---------------|-------------------------|---|----|---------|----|---------|----|---------|----|---------|----|----------------------------|
| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 03040505 | Uxbridge | Uxbridge High | 1.1 | 5 | 0.00060 | 1.0% | 5 | 0.9% | 4 | 0.8% | 4 | 0.7% | 3 | 0.7% | 3 | -2 |
| 07750505 | Wachusett | Wachusett Regional High | 1.1 | 21 | 0.00252 | 1.0% | 19 | 0.9% | 18 | 0.8% | 16 | 0.7% | 14 | 0.7% | 13 | -8 |
| 03050505 | Wakefield | Wakefield Memorial High | 0.4 | 4 | 0.00048 | 0.4% | 4 | 0.3% | 3 | 0.3% | 3 | 0.3% | 3 | 0.2% | 2 | -2 |
| 03070505 | Walpole | Walpole High | 1.3 | 14 | 0.00168 | 1.2% | 13 | 1.1% | 12 | 1.0% | 11 | 0.9% | 9 | 0.8% | 8 | -6 |
| 03080505 | Waltham | Waltham Sr High | 6.3 | 89 | 0.01066 | 5.7% | 82 | 5.2% | 75 | 4.7% | 67 | 4.2% | 60 | 3.7% | 53 | -36 |
| 03090505 | Ware | Ware Junior/Senior High | 3.6 | 11 | 0.00132 | 3.3% | 10 | 3.0% | 9 | 2.7% | 8 | 2.4% | 7 | 2.1% | 7 | -4 |
| 03100315 | Wareham | Wareham Cooperative | 11.8 | 10 | 0.00120 | 10.8% | 9 | 9.9% | 8 | 8.9% | 8 | 8.0% | 7 | 7.0% | 6 | -4 |
| 03100505 | Wareham | Wareham Senior High | 2.0 | 17 | 0.00204 | 1.9% | 16 | 1.7% | 14 | 1.5% | 13 | 1.4% | 11 | 1.2% | 10 | -7 |
| 03140505 | Watertown | Watertown High | 2.4 | 16 | 0.00192 | 2.2% | 15 | 2.0% | 13 | 1.8% | 12 | 1.6% | 11 | 1.4% | 10 | -6 |
| 03150505 | Wayland | Wayland High School | 0.1 | 1 | 0.00012 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0 |
| 03160505 | Webster | Bartlett Jr Sr High Sch | 4.4 | 25 | 0.00299 | 4.1% | 23 | 3.7% | 21 | 3.3% | 19 | 3.0% | 17 | 2.6% | 15 | -10 |
| 03170505 | Wellesley | Wellesley Sr High | 0.3 | 4 | 0.00048 | 0.3% | 4 | 0.3% | 3 | 0.2% | 3 | 0.2% | 3 | 0.2% | 2 | -2 |
| 03220505 | West Boylston | West Boylston Jr-Sr High | 0.3 | 1 | 0.00012 | 0.3% | 1 | 0.2% | 1 | 0.2% | 1 | 0.2% | 1 | 0.2% | 1 | 0 |
| 03230505 | West Bridgewater | West Bridgewater Jr-Sr | 0.3 | 1 | 0.00012 | 0.2% | 1 | 0.2% | 1 | 0.2% | 1 | 0.2% | 1 | 0.2% | 1 | 0 |
| 03320505 | West Springfield | West Springfield High | 5.2 | 68 | 0.00814 | 4.8% | 62 | 4.4% | 57 | 4.0% | 51 | 3.5% | 46 | 3.1% | 40 | -28 |
| 03210505 | Westborough | Westborough High | 0.5 | 6 | 0.00072 | 0.5% | 6 | 0.5% | 5 | 0.4% | 5 | 0.4% | 4 | 0.3% | 4 | -2 |
| 03250505 | Westfield | Westfield High | 2.2 | 35 | 0.00419 | 2.0% | 32 | 1.8% | 29 | 1.7% | 26 | 1.5% | 24 | 1.3% | 21 | -14 |
| 03250605 | Westfield | Westfield Voc Tech High | 2.9 | 14 | 0.00168 | 2.7% | 13 | 2.4% | 12 | 2.2% | 11 | 2.0% | 9 | 1.7% | 8 | -6 |
| 03260505 | Westford | Westford Academy | 0.2 | 3 | 0.00036 | 0.2% | 3 | 0.2% | 3 | 0.1% | 2 | 0.1% | 2 | 0.1% | 2 | -1 |
| 03300505 | Weston | Weston High | 0.1 | 1 | 0.00012 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0.1% | 1 | 0 |
| 03310505 | Westport | Westport High | 3.7 | 19 | 0.00228 | 3.4% | 17 | 3.1% | 16 | 2.8% | 14 | 2.5% | 13 | 2.2% | 11 | -8 |
| 03350505 | Westwood | Westwood High | 0.2 | 2 | 0.00024 | 0.2% | 2 | 0.2% | 2 | 0.2% | 2 | 0.2% | 1 | 0.1% | 1 | -1 |
| 03360505 | Weymouth | Weymouth High School | 3.8 | 79 | 0.00946 | 3.5% | 73 | 3.2% | 66 | 2.9% | 60 | 2.6% | 53 | 2.2% | 47 | -32 |

| School Code | District Name | School Name | 2008-09 Annual Dropout Data (most recent year currently available) | | | Annual Dropout Rate and Number – Ideal Trajectory Targets Over the Next Five Years to Reach the Overall State Dropout Rate Goal of 1.7% | | | | | | | | | | Total change over 5 years * |
|-------------|----------------|--------------------------|---|---------------|-------------------------|---|-----|---------|----|---------|----|---------|----|---------|----|-----------------------------|
| | | | Dropout rate | Dropout Count | % of all state dropouts | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | |
| | | | | | | % | # | % | # | % | # | % | # | % | # | |
| 07800505 | Whitman-Hanson | Whitman Hanson Regional | 3.5 | 44 | 0.00527 | 3.2% | 40 | 2.9% | 37 | 2.6% | 33 | 2.3% | 30 | 2.1% | 26 | -18 |
| 08850605 | Whittier Voc | Whittier Reg Voc | 0.8 | 10 | 0.00120 | 0.8% | 9 | 0.7% | 8 | 0.6% | 8 | 0.6% | 7 | 0.5% | 6 | -4 |
| 03420505 | Wilmington | Wilmington High | 1.5 | 15 | 0.00180 | 1.4% | 14 | 1.3% | 13 | 1.2% | 11 | 1.0% | 10 | 0.9% | 9 | -6 |
| 03430505 | Winchendon | Murdock Middle/High | 3.6 | 14 | 0.00168 | 3.3% | 13 | 3.0% | 12 | 2.7% | 11 | 2.4% | 9 | 2.1% | 8 | -6 |
| 03440505 | Winchester | Winchester High School | 0.2 | 2 | 0.00024 | 0.2% | 2 | 0.2% | 2 | 0.1% | 2 | 0.1% | 1 | 0.1% | 1 | -1 |
| 03460505 | Winthrop | Winthrop Sr High | 4.0 | 22 | 0.00264 | 3.7% | 20 | 3.3% | 18 | 3.0% | 17 | 2.7% | 15 | 2.4% | 13 | -9 |
| 03470505 | Woburn | Woburn High | 3.6 | 50 | 0.00599 | 3.3% | 46 | 3.0% | 42 | 2.8% | 38 | 2.5% | 34 | 2.2% | 30 | -20 |
| 03480503 | Worcester | Burncoat Senior High | 7.1 | 86 | 0.01030 | 6.5% | 79 | 6.0% | 72 | 5.4% | 65 | 4.8% | 58 | 4.2% | 51 | -35 |
| 03480350 | Worcester | Claremont Academy | 2.3 | 5 | 0.00060 | 2.1% | 5 | 1.9% | 4 | 1.7% | 4 | 1.6% | 3 | 1.4% | 3 | -2 |
| 03480512 | Worcester | Doherty Memorial High | 4.2 | 62 | 0.00743 | 3.9% | 57 | 3.5% | 52 | 3.2% | 47 | 2.9% | 42 | 2.5% | 37 | -25 |
| 03480515 | Worcester | North High | 6.1 | 68 | 0.00814 | 5.6% | 62 | 5.1% | 57 | 4.6% | 51 | 4.1% | 46 | 3.6% | 40 | -28 |
| 03480520 | Worcester | South High Community | 7.9 | 109 | 0.01306 | 7.3% | 100 | 6.6% | 91 | 6.0% | 83 | 5.4% | 74 | 4.7% | 65 | -44 |
| 03480285 | Worcester | University Pk Campus | 0.7 | 1 | 0.00012 | 0.6% | 1 | 0.6% | 1 | 0.5% | 1 | 0.5% | 1 | 0.4% | 1 | 0 |
| 03480605 | Worcester | Worcester Technical High | 1.0 | 13 | 0.00156 | 0.9% | 12 | 0.8% | 11 | 0.7% | 10 | 0.7% | 9 | 0.6% | 8 | -5 |