



Boston Public Schools

2025 State Assessment & Accountability Results

Office of Data & Accountability
Fall 2025



MA Accountability System Components

Indicator	Description	Non-HS Wt	HS Wt
Achievement	MCAS scores in ELA, math, and science	60%	40%
Student Growth	Student growth percentiles in ELA and math	20%	20%
High School Completion	Four-year cohort grad rate, Extended engagement rate, annual dropout rate	0%	20%
Progress Towards English Proficiency	Percent of English learners meeting annual targets in order to reach English proficiency in six years	10%	10%
Chronic Absenteeism	Percentage of students missing 10% or more of the days they were enrolled at a given school	10%	5%
Advanced Coursework Completion	Percentage of 11th and 12th graders completing advanced coursework	0%	5%



Accountability Highlights

- ❖ Chronic Absenteeism decreased for nearly all grade levels and student groups.
- ❖ Making progress towards Language Proficiency rates reached the highest level in the last 5 years.
- ❖ The district is classified as making moderate progress towards targets.



Accountability Classifications

All schools and districts are classified into two broad categories: requiring assistance and not requiring assistance. They are then placed into one of the below seven groups:

Not requiring assistance or intervention

Schools of Recognition	Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward targets
Recognized for high achievement, high growth, or exceeding targets	Cumulative criterion-referenced target percentage 75-100	Cumulative criterion-referenced target percentage 50-74	Cumulative criterion-referenced target percentage 25-49	Cumulative criterion-referenced target percentage 0-24

Requiring assistance or intervention

Focused/targeted support	Broad/comprehensive support
<ul style="list-style-type: none">Percentiles 1-10 and/or,Low graduation rate and/or,Low performing groups and/orLow participation rate	<ul style="list-style-type: none">Underperforming schoolsChronically underperforming schools



Accountability Classifications

Six schools have been named a School of Recognition for high achievement, high growth, and meeting or exceeding targets. This is the highest number of schools of recognition in the district in recent history.

Schools of Recognition

Recognized for high achievement, high growth, or exceeding targets



Boston Latin Academy



Boston Latin School



New Mission



Grew Elementary



PJ Kennedy Elementary



Philbrick Elementary



2025 Boston Accountability Wins

BPS met or exceeded our accountability target in the following areas:

- English language proficiency, non-HS and HS grades
- Chronic absenteeism, non-HS and HS grades
- Math achievement, non-HS lowest performing students
- Math growth, HS grades all students
- ELA and Math growth, HS lowest performing students

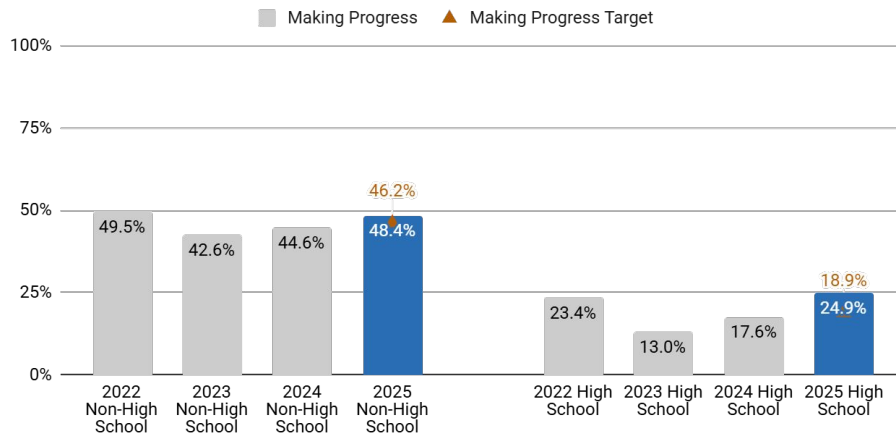
Indicator		All students (Non-high school grades)			Lowest-performing students (Non-high school grades)			All students (High school grades)			Lowest-performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-	2	4	-	0	4	-	0	4	-
	Mathematics achievement	2	4	-	4	4	-	0	4	-	0	4	-
	Science achievement	2	4	-	-	-	-	0	4	-	-	-	-
	Achievement total	6	12	60.0%	6	8	67.5%	0	12	40.0%	0	8	67.5%
Growth	English language arts growth	2	4	-	2	4	-	2	4	-	3	4	-
	Mathematics growth	2	4	-	2	4	-	3	4	-	3	4	-
	Growth total	4	8	20.0%	4	8	22.5%	5	8	20.0%	6	8	22.5%
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	0	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	0	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	1	4	-	-	-	-
	High school completion rate	-	-	-	-	-	-	1	12	20.0%	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0%	-	-	-	4	4	10.0%	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	4	4	-	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-	3	4	-	-	-	-
	Additional indicators total	3	4	10.0%	4	4	10.0%	7	8	10.0%	4	4	10.0%



Progress for Multilingual Learners

- As part of the Inclusive Education Plan, the majority of multilingual learners are now served in inclusive SEI classrooms. Beyond inclusive SEI classrooms, ML students are also served in Dual Language, Transitional Bilingual Education, SLIFE, and Newcomer programs.
- The percentage of multilingual learners making progress increased by 3.8 ppts for non-high school grades and 7.3 ppts for high school grades. These increases are across different ML program types.

Percent Students Making Progress by School Type
SY2021-22 to SY 24-25





2025 Boston Accountability Focus Areas

BPS did not meet our accountability target in the following areas:

- ELA, Math, and Science achievement, HS All Students
- ELA, Math, and Science achievement, HS lowest performing students
- Graduation Rate
- Extended Engagement Rate
- Dropout Rate

Indicator		All students (Non-high school grades)			Lowest-performing students (Non-high school grades)			All students (High school grades)			Lowest-performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-	2	4	-	0	4	-	0	4	-
	Mathematics achievement	2	4	-	4	4	-	0	4	-	0	4	-
	Science achievement	2	4	-	-	-	-	0	4	-	-	-	-
	Achievement total	6	12	60.0%	6	8	67.5%	0	12	40.0%	0	8	67.5%
Growth	English language arts growth	2	4	-	2	4	-	2	4	-	3	4	-
	Mathematics growth	2	4	-	2	4	-	3	4	-	3	4	-
	Growth total	4	8	20.0%	4	8	22.5%	5	8	20.0%	6	8	22.5%
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	0	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	0	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	1	4	-	-	-	-
	High school completion rate	-	-	-	-	-	-	1	12	20.0%	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0%	-	-	-	4	4	10.0%	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	4	4	-	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-	3	4	-	-	-	-
	Additional indicators total	3	4	10.0%	4	4	10.0%	7	8	10.0%	4	4	10.0%



MCAS Highlights

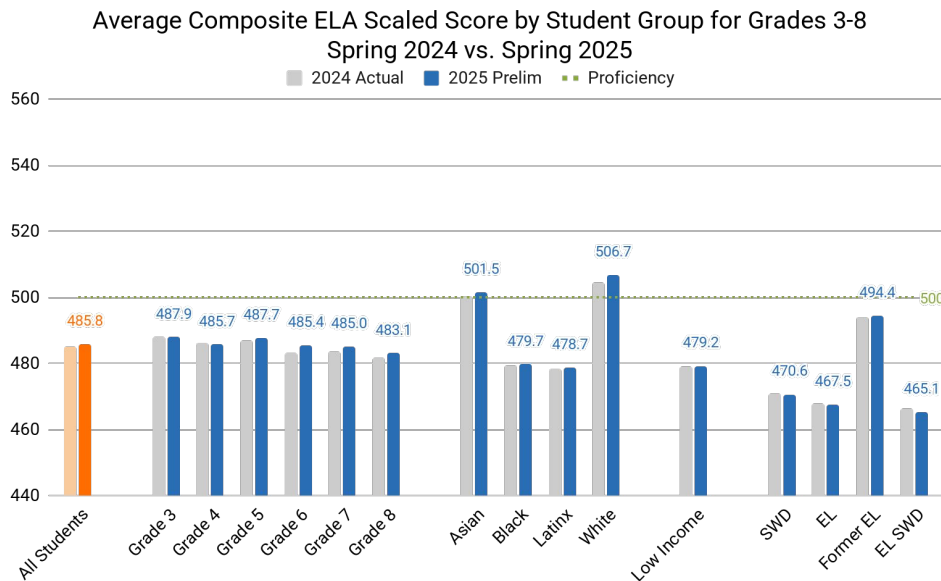
- ❖ Non-high school Math performance increased for a third year in a row.
- ❖ Non-high school ELA performance achievement returned to 2023 levels.
- ❖ High school achievement remained steady in Math and declined in ELA and Science (less than state and comparable districts), following the elimination of MCAS as a high school graduation requirement.



Grades 3-8 ELA MCAS Achievement Over Time

Percent Meeting and Exceeding Expectations					
Student Group	2022	2023	2024	2025	1-yr Trend
All Students	29%	29%	27%	29%	2.4
Grade 3	30%	32%	30%	31%	1.0
Grade 4	24%	26%	27%	28%	0.6
Grade 5	28%	32%	27%	28%	0.9
Grade 6	29%	30%	27%	30%	2.7
Grade 7	32%	26%	25%	31%	6.5
Grade 8	30%	30%	25%	28%	2.7
Asian	51%	56%	51%	54%	2.5
Black	19%	18%	16%	18%	1.9
Latinx	18%	19%	16%	19%	2.2
White	60%	60%	59%	63%	4.1
Low Income	20%	19%	17%	19%	1.9
SWD	9%	7%	6%	7%	0.8
EL	5%	5%	4%	4%	0.5
Former EL	39%	39%	36%	39%	2.3
EL SWD	2%	2%	2%	1%	-0.5

All grades and student groups (except EL SWDs) experienced 1-year increases in percent meeting/exceeding expectations. However, Black, Latinx, SWD, and EL students met/exceeded expectations at a lower rate than the district average.



Results include performance for all students, including students participating in MCAS Alt. For accountability reporting purposes, MCAS ALT performance levels are converted to "Not Meeting Expectations." *Rates for English Learners with Disabilities (ELSWD) are internally calculated



Grades 3-8 State and Urban District Comparison

Boston experienced improvement similar to comparable urban districts in ELA performance (+2 pts) and greater improvement Math performance (+2 pts). In Science, Boston and the state at large saw no change in performance where several districts saw declines.

District	ELA % Meeting/Exceeding Expectations				Math % Meeting/Exceeding Expectations				Science % Meeting/Exceeding Expectations			
	2024	2025			2024	2025			2024	2025		
	% meet/ exceeds	# included	% meet/ exceeds	1-yr change	% meet/ exceeds	# included	% meet/ exceeds	1-yr change	% meet/ exceeds	# included	% meet/ exceeds	1-yr change
Boston	27%	12,618	29%	2	26%	12,832	28%	2	22%	5,756	22%	0
Worcester	23%	10,170	26%	3	23%	10,148	24%	1	21%	3,344	24%	3
Springfield	19%	9,341	22%	3	16%	9,321	17%	1	21%	3,012	21%	0
Lynn	15%	6,775	17%	2	14%	6,776	14%	0	23%	2,164	19%	-4
Lowell	23%	6,753	28%	5	29%	6,773	31%	2	22%	2,156	21%	-1
Brockton	21%	6,381	21%	0	20%	6,380	19%	-1	19%	2,073	18%	-1
Lawrence	15%	5,843	18%	3	18%	5,847	19%	1	16%	1,970	17%	1
State	39%	396,309	42%	3	41%	396,348	41%	0	42%	132,011	42%	0



Equitable Literacy and Achievement

- ❖ 2025 ELA results align to evidence seen in classrooms observations.
- ❖ For all classrooms there was increased use of HQIM use.
- ❖ Elementary classrooms showcased higher rates of EQL elements as compared to high school classrooms.

SY24-25 Equitable Literacy Observation Results		
Observation Focus Area	Elementary (3-8)	High School (9-12)
Alignment to Grade Level	82%	71%
Explicit Use of High Quality Instructional Materials (HQIM)	77%	43%
Students 'Doing the Heavy Lift'	70%	59%

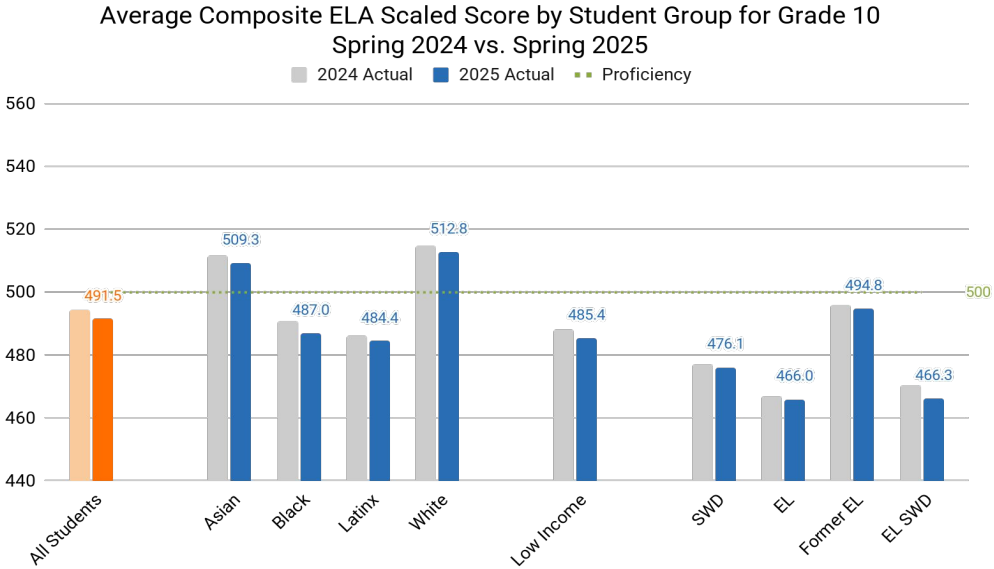
Data Source: Internal analysis of Equitable Literacy dashboard data as of February 2025



Grade 10 ELA MCAS Achievement Over Time

While some student groups saw increases in percent meeting or exceeding expectations (SWDs +2.4 pts, EL SWDs +1.7 pts), all students and student groups experienced year over year declines in average scaled scores, in particular EL SWDs (-4 pts) and Black students (-3.8 pts).

Percent Meeting and Exceeding Expectations					
Student Group	2022	2023	2024	2025	1-yr Trend
All Students	47%	47%	42%	40%	-2.3
Asian	71%	75%	70%	70%	0.2
Black	39%	38%	34%	31%	-3.0
Latinx	38%	37%	30%	29%	-1.0
White	77%	77%	75%	75%	0.3
Low Income	38%	36%	33%	30%	-3.1
SWD	13%	14%	11%	13%	2.3
EL	6%	5%	2%	3%	0.8
Former EL	53%	51%	39%	39%	0.3
EL SWD*	2%	5%	1%	3%	1.6



MCAS ALT performance levels are converted to "Not Meeting Expectations" in the green table on the left. For accountability purposes, MCAS Alt performance levels are converted to scaled scores and are included in the chart on the right. *Rates for English Learners with Disabilities (ELSWD) are internally calculated



Grade 10 State and Urban District Comparison

In grade 10 ELA and Science, Boston experienced smaller declines in performance than the state with higher performance levels than comparable urban districts. In Math, Boston saw no change while the state declined (-3 ppts).

District	ELA % Meeting/Exceeding Expectations				Math % Meeting/Exceeding Expectations				Science % Meeting/Exceeding Expectations			
	2024	2025			2024	2025			2024	2025		
	% meet/ exceeds	# included	% meet/ exceeds	1-yr change	% meet/ exceeds	# included	% meet/ exceeds	1-yr change	% meet/ exceeds	# included	% meet/ exceeds	1-yr change
Boston	42%	3,078	40%	-2	38%	3,012	38%	0	34%	2,672	33%	-1
Worcester	40%	1,849	33%	-7	27%	1,827	24%	-3	28%	1,545	27%	-1
Springfield	31%	1,525	28%	-3	17%	1,500	18%	1	17%	1,355	15%	-2
Lynn	34%	1,248	28%	-6	18%	1,238	16%	-2	23%	1,032	20%	-3
Lowell	40%	826	30%	-10	32%	821	23%	-9	34%	719	17%	-17
Brockton	38%	728	29%	-9	18%	722	18%	0	21%	642	19%	-2
Lawrence	21%	771	17%	-4	14%	754	11%	-3	13%	623	14%	1
State	57%	67,825	51%	-6	48%	67,096	45%	-3	49%	64,735	46%	-3



ELA & Math MCAS Results vs. Chronic Absenteeism

Chronically absent students perform lower, on average, compared to Not Chronically Absent students in both ELA and Math MCAS. This trend is similar to statewide performance.

ELA	2025 Average Composite Scaled Score			2025 % Meeting or Exceeding Expectations		
	Not Chronically Absent	Chronically Absent	Difference	Not Chronically Absent	Chronically Absent	Difference
Grades 3-8	489	477	-12	34%	16%	-18
Grade 10	497	482	-15	48%	25%	-24

Math	2025 Average Composite Scaled Score			2025 % Meeting or Exceeding Expectations		
	Not Chronically Absent	Chronically Absent	Difference	Not Chronically Absent	Chronically Absent	Difference
Grades 3-8	489	474	-15	33%	11%	-22
Grade 10	499	482	-16	47%	21%	-26

District-level Chronic Absenteeism/MCAS analysis is internally calculated using DESE methodology. Results include performance for all students, including students participating in MCAS Alt. For accountability reporting purposes, MCAS ALT performance levels are converted to scaled score equivalents.

Chronic Absenteeism is defined as the percentage of students who were absent 10% or more of their total number of days of membership in a school. For example: A student who enrolled in a school for 180 days and missed 18 days is counted as absent for missing 10% or more that school year.



Key Takeaways

- ❖ Boston will continue to focus on Chronic Absenteeism in order to ensure continued improvement in achievement.
- ❖ Boston will monitor and strengthen the implementation of inclusive education strategy to ensure all learners, like English Learners, receive consistent access to Tier I instruction.
- ❖ This year's data provides evidence that Equitable Literacy strategy is beginning to positively impact ELA achievement.
- ❖ As graduation requirements change, Boston will focus on supporting students to ensure that they have what they need to successfully move on to college/career.

Appendix



Glossary of Important Terms

Progress towards Targets	<i>One component of the state accountability system. Represents the proportion (%) of points earned out of the total points possible towards school-specific metric targets set by DESE. Schools earn 4 points for exceeding the target, 3 for meeting it, 2 for improving below target, 1 for staying the same, and 0 for declining. Schools can earn between 0 and 100% of the total possible points.</i>
Accountability Percentile	<i>Second component of state accountability system. Schools are ranked against other schools within their grade span across the same metrics as progress towards targets to determine their school accountability percentile (1-99).</i>
Chronic Absenteeism	<i>Defined as missing 10% or more of school days enrolled with a 20 day enrollment minimum. End-of-year (EOY) rate from DESE's website excludes students whose enrollment changed between Oct 1 enrollment snapshot and end of year snapshot (although they are included in the EOY district rate).</i>
MCAS Meet & Exceed Expectations (M+E)	<i>Defined as scoring 500-560 on the MCAS Next Generation ELA, Math, or Science summative assessments. This report shows the proportion of students by school who met or exceeded expectations on MCAS. MCAS is taken each year in the Spring.</i>
MCAS Average Composite Scaled Score (CSS)	<i>From DESE's website: The average composite scaled score ranges from 440 to 560, is reported at the district, school, and student group level, and is calculated by averaging the scaled scores for all students who participated in MCAS and MCAS-Alt assessments in that subject.</i>
MCAS Student Growth Percentile (SGP)	<i>From DESE's website: At the school or student group level, DESE reports the mean SGP, which represents the average student growth percentile for that school or student group, using growth results for each student who was enrolled in the school as of October 1 of the same school year. For growth results to be reported, there must be SGP data for at least 20 students in each grade span.</i>

2025 Accountability Results



MA Accountability System Classification & Gradespans

The accountability system is made up of two components:

Criterion-Referenced Component (Targets)

Measures the district's or school's progress towards their **individual** improvement targets; reported as a percentage

Normative Component (Accountability Percentile)

Measures the performance of all students in a school **compared to other schools** that serve similar grades; reported as a percentile (1-99)

For accountability percentile only: Schools are grouped and compared based on the grades served in 2025:

Non-High Schools

Serving only a combination of grades 3-8

Middle/High/K-12 Schools

Serving grade 10 and at least one other grade 3-8

High Schools

Schools in which the only tested grade is grade 10

All schools and districts are classified into two broad categories: requiring assistance and not requiring assistance. They are then placed into one of the below seven groups:

← Not requiring assistance or intervention

← Requiring assistance or intervention →

Schools of Recognition	Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward targets	Focused/targeted support	Broad/comprehensive support
Recognized for high achievement, high growth, or exceeding targets	Cumulative criterion-referenced target percentage 75-100	Cumulative criterion-referenced target percentage 50-74	Cumulative criterion-referenced target percentage 25-49	Cumulative criterion-referenced target percentage 0-24	<ul style="list-style-type: none"> Percentiles 1-10 and/or, Low graduation rate and/or, Low performing groups and/or Low participation rate 	<ul style="list-style-type: none"> Underperforming schools Chronically underperforming schools



MA Accountability System Components

Indicator	Description	Non-HS Wt	HS Wt
Achievement	MCAS scores in ELA, math, and science	60%	40%
Student Growth	Student growth percentiles in ELA and math	20%	20%
High School Completion	Four-year cohort grad rate, Extended engagement rate, annual dropout rate	0%	20%
Progress Towards English Proficiency	Percent of English learners meeting annual targets in order to reach English proficiency in six years	10%	10%
Chronic Absenteeism	Percentage of students missing 10% or more of the days they were enrolled at a given school	10%	5%
Advanced Coursework Completion	Percentage of 11th and 12th graders completing advanced coursework	0%	5%



Accountability Classifications

2025 District Accountability Classification	
Overall Classification	Not requiring assistance or intervention
Reason for Classification	Moderate progress toward targets
Progress toward improvement target	48%

Reason for Classification	Number of MA Districts	% of MA Districts
Meeting or exceeding targets	41	10.4%
Substantial progress toward targets	120	30.3%
Moderate progress toward targets	193	48.7%
Limited or no progress toward targets	4	1.0%
In need of focused/targeted support	27	6.8%
In need of broad/comprehensive support	2	0.5%
Insufficient data	9	2.3%
Total	396	



Overall Shifts in Accountability since 2024

		2024		2025	
		N	%	N	%
Not requiring assistance or intervention	School of Recognition*	3	2.8%	6	5.6%
	Meeting or exceeding targets	5	4.6%	7	6.5%
	Substantial progress toward targets	29	26.6%	17	15.7%
	Moderate progress toward targets	15	13.8%	20	18.5%
	Limited or no progress toward targets	1	0.9%	2	1.9%
Requiring assistance or intervention	Focused/targeted support	38	34.9%	39	36.1%
	Broad/comprehensive support	6	5.5%	6	5.6%
Insufficient data		12	11.0%	11	10.2%
Total		109	100.0%	108**	100.0%

*2025 Schools of Recognition include: New Mission High School, Boston Latin Academy, Boston Latin School, Patrick J. Kennedy, Grew Elementary, and Philbrick Elementary

**Shaw-Taylor Elementary School merged accountability data in SY 24-25.



Progress toward Attaining English Language Proficiency

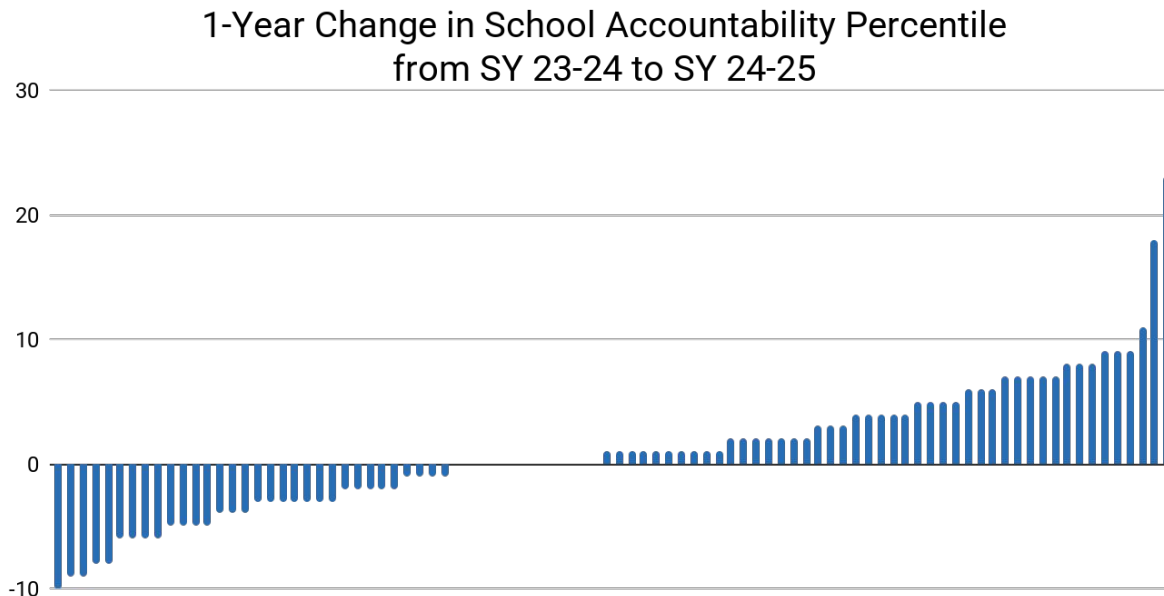
Both non-high school and high school groups showed notable improvement in English Language proficiency, meeting (+3.8 ppt) and exceeding targets (+7.3 ppt) respectively. Compared to other accountability domains, progress towards attaining English Language proficiency represented a district-wide strength.

Progress toward attaining English language proficiency							
Group	Grade span	2024 Rate (%)	2025 Rate (%)	Change	Target (%)	N	Points
All Students	Non-High School	44.6	48.4	3.8	46.2	7,578	3
All Students	High School	17.6	24.9	7.3	18.9	2,940	4



School Accountability Percentiles

Of 108 schools, 46 schools improved their accountability percentile with increases ranging from 1 to 24 percentage points. 32 schools declined and 12 schools remained the same.





9 Schools increased their accountability percentile for three consecutive years

22 schools improved their accountability percentile over two consecutive years. Of those 22, nine had three-year consecutive improvement with 2025 percentiles ranging from the 4th to 85th percentile. The five-year improvements for these schools range from 2 to 64 percentile points.

School	Region	2022	2023	2024	2025	1-Yr Diff
Higginson-Lewis K-8 School [^]	4	1	2	3	4	+1
Greenwood Sarah K-8 School [^]	3	3	7	8	9	+1
TechBoston Academy [^]	9	5	8	9	14	+5
Dearborn 6-12 STEM Academy [^]	9	2	10	14	16	+2
Otis Elementary School	1	42	45	53	58	+5
Alighieri Dante Montessori School ^{**}	1	52	54	72	79	+7
Perry Elementary School	2	29	67	82	85	+3
Warren-Prescott K-8 School	1	72	76	80	84	+4
Eliot K-8 Innovation School	1	83	86	87	90	+3

*** 2024 School of Recognition, defined by DESE as having high achievement, high growth, and met/exceeded targets*

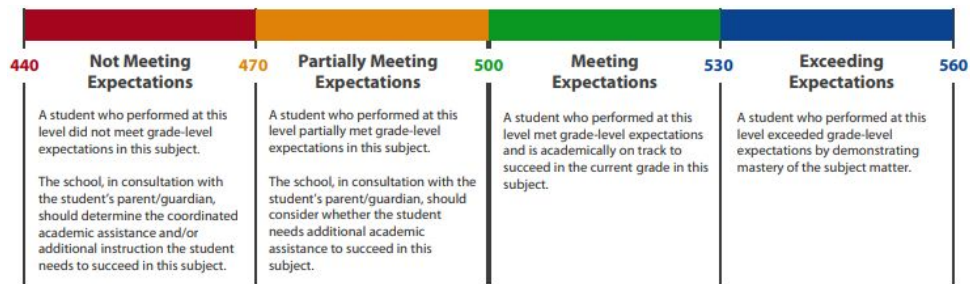
[^] SY24-25 Transformation school

2025 MCAS Results



About the Data

- MCAS results for Horace Mann Charter Schools are not included in this deck.
- Scaled Score & Performance Level Cut Points
 - Average Scaled Score & Percent of students at performance levels



- Average Student Growth Percentile

1.0 – 29.9	30.0 – 39.9	40.0 – 49.9	50.0 – 59.9	60.0+
Very Low Growth	Low Growth	Typical Growth – Low	Typical Growth – High	Exceeded Typical Growth



Grade 3-8 MCAS Achievement

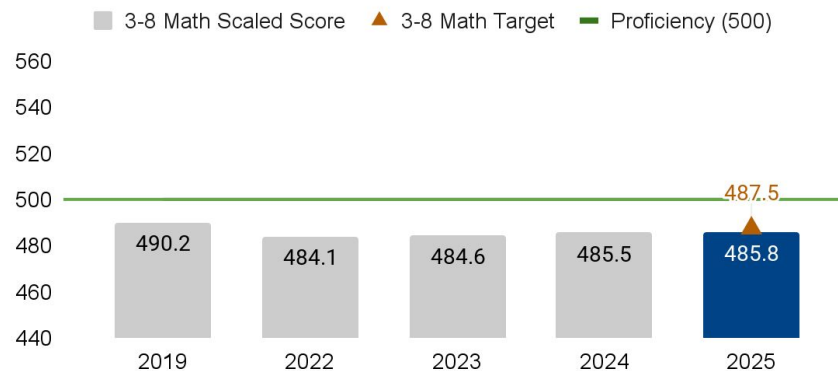
Summary

- Grades 3-8 ELA performance **increased** by **0.7 scaled score points** and fell **below** the 2025 Recovery Path Accountability Target of 487.9
 - The state increased by 0.5 points and fell below its Path Forward target of 495.9
- Grades 3-8 Math performance **increased** by **0.3 scaled score points** and fell **below** the 2025 Recovery Path Accountability Target of 487.5
 - The state declined by 0.3 points and fell below its Path Forward target of 497.3

Gr 3-8 ELA Average Composite Scaled Score over Time



Gr 3-8 Math Average Composite Scaled Score over Time





Grade 10 MCAS Achievement

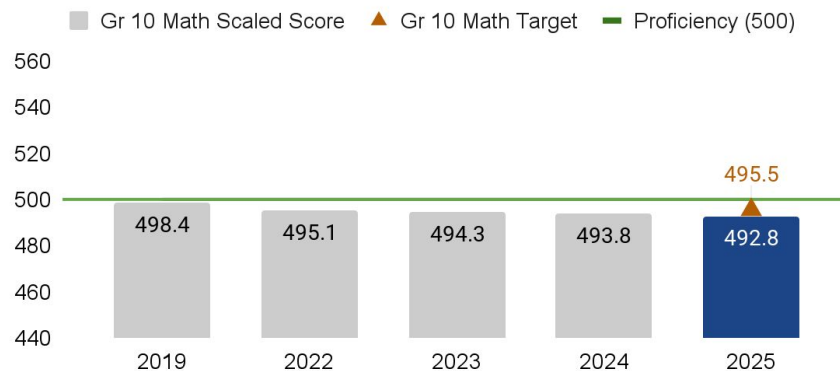
Summary

- Grade 10 ELA performance **decreased** by **2.9 scaled score points** and fell **below** the 2025 Path Forward Accountability Target of 497.0
 - The state decreased by 4.7 points and fell below its Path Forward target of 504.2
- Grade 10 Math performance **decreased** by **1.0 scaled score points** and fell **below** the 2025 Recovery Path Accountability Target of 495.5
 - The state decreased by 2.6 points and fell below its Path Forward target of 503.3

Gr 10 ELA Average Composite Scaled Score over Time



Gr 10 Math Average Composite Scaled Score over Time



**Grades 3-8
ELA
MCAS Results by
Student Group**



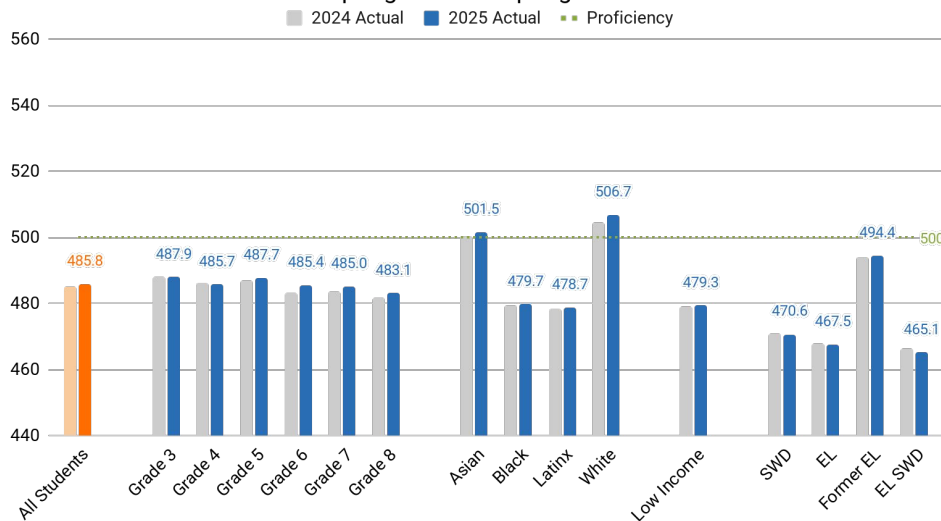
Grades 3-8 ELA MCAS Achievement Over Time

Percent Meeting and Exceeding Expectations

Student Group	2022	2023	2024	2025	1-yr Trend
All Students	29%	29%	27%	29%	2.4
Grade 3	30%	32%	30%	31%	1.0
Grade 4	24%	26%	27%	28%	0.6
Grade 5	28%	32%	27%	28%	0.9
Grade 6	29%	30%	27%	30%	2.7
Grade 7	32%	26%	25%	31%	6.5
Grade 8	30%	30%	25%	28%	2.7
Asian	51%	56%	51%	54%	2.5
Black	19%	18%	16%	18%	1.9
Latinx	18%	19%	16%	19%	2.2
White	60%	60%	59%	63%	4.1
Low Income	20%	19%	17%	19%	1.9
SWD	9%	7%	6%	7%	0.8
EL	5%	5%	4%	4%	0.5
Former EL	39%	39%	36%	39%	2.3
EL SWD*	2%	2%	2%	1%	-0.5

All grades and student groups (except EL SWDs) experienced 1-year increases in percent meeting/exceeding expectations. Some student groups, including, Black, Latinx, SWD, and EL students, met/exceeded expectations at a lower rate than the district average.

Average Composite ELA Scaled Score by Student Group for Grades 3-8
Spring 2024 vs. Spring 2025



MCAS ALT performance levels are converted to "Not Meeting Expectations" in the green table on the left. For accountability purposes, MCAS Alt performance levels are converted to scaled scores and are included in the chart on the right. *Rates for English Learners with Disabilities (ELSWD) are internally calculated



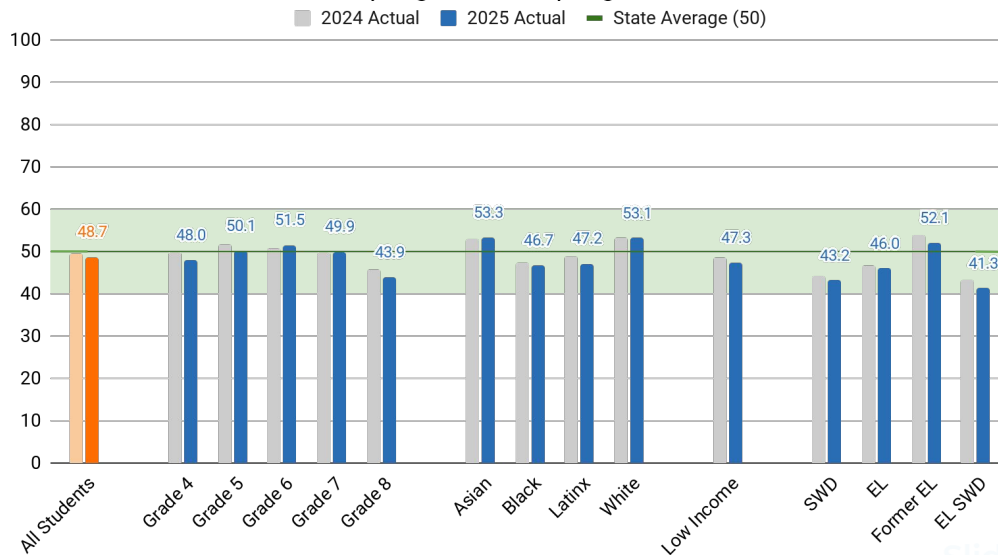
Grades 3-8 ELA MCAS Growth Over Time

Average Student Growth Percentile				
Student Group	2023	2024	2025	1-yr Trend
All Students	49.2	49.6	48.7	-0.9
Grade 3	--	--	--	--
Grade 4	48.4	49.9	48.0	-1.9
Grade 5	54.2	51.6	50.1	-1.5
Grade 6	52.8	50.9	51.5	0.6
Grade 7	45.1	49.8	49.9	0.1
Grade 8	45.8	45.8	43.9	-1.9
Asian	55.2	52.9	53.3	0.4
Black	45.5	47.4	46.7	-0.7
Latinx	48.6	48.9	47.2	-1.7
White	53.7	53.2	53.1	-0.1
Low Income	47.7	48.6	47.3	-1.3
SWD	42.8	44.2	43.2	-1.0
EL	46.7	46.7	46.0	-0.7
Former EL	52.8	53.9	52.1	-1.8
EL SWD*	43.2	43.3	41.3	-2.0

SGP calculations exclude scores from MCAS ALT assessments

While growth is in the typical range (40–60) across all grade levels and student groups, there were 1-year decreases for all students (-0.9), and in particular for Grade 8 (-1.9), Latinx students (-1.7), and English Learners with Disabilities (-2.0).

Average ELA Student Growth Percentile by Student Group for Grades 3-8
Spring 2024 vs. Spring 2025



Grades 3-8 Math MCAS Results by Student Group



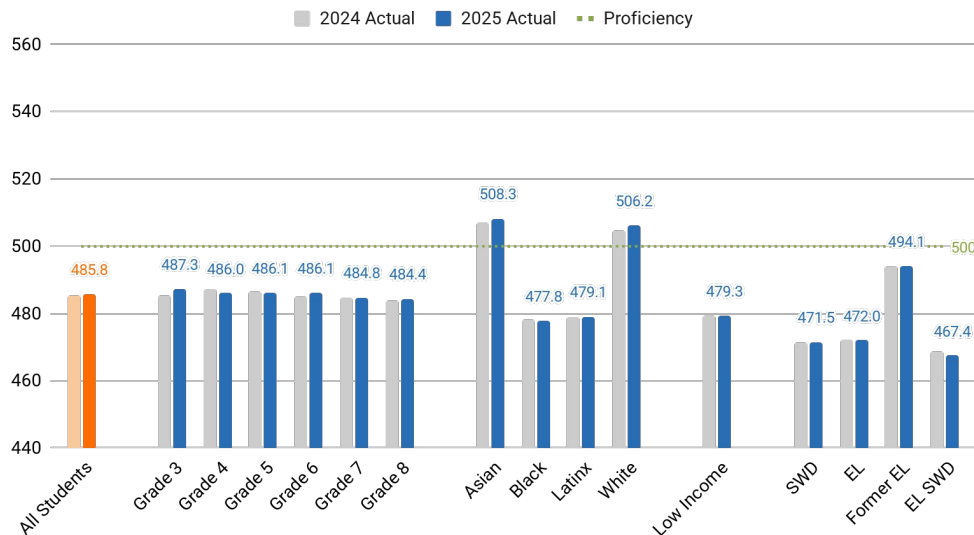
Grades 3-8 Math MCAS Achievement Over Time

Percent Meeting and Exceeding Expectations

Student Group	2022	2023	2024	2025	1-yr Trend
All Students	24%	26%	26%	28%	1.3
Grade 3	28%	28%	30%	31%	1.2
Grade 4	26%	28%	32%	29%	-2.9
Grade 5	21%	25%	24%	27%	2.6
Grade 6	24%	26%	26%	26%	0.4
Grade 7	24%	23%	24%	28%	3.7
Grade 8	23%	24%	22%	25%	3.0
Asian	61%	63%	62%	64%	2.4
Black	12%	12%	14%	15%	1.3
Latinx	13%	15%	15%	16%	1.1
White	55%	57%	59%	61%	1.5
Low Income	15%	16%	16%	17%	0.9
SWD	8%	7%	7%	7%	0.0
EL	8%	7%	8%	8%	0.1
Former EL	34%	36%	36%	38%	1.9
EL SWD	3%	3%	3%	3%	-0.6

Across all grades and student groups, math performance improved overall, with the exception of Grade 4 and EL SWDs. Notable gains were seen in Grade 7 (+3.7 ppts), Grade 8 (+3.0 ppts), and Grade 5 (+2.6 ppts).

Average Composite Math Scaled Score by Student Group for Grades 3-8 Spring 2024 vs. Spring 2025



MCAS ALT performance levels are converted to "Not Meeting Expectations" in the green table on the left. For accountability purposes, MCAS Alt performance levels are converted to scaled scores and are included in the chart on the right. *Rates for English Learners with Disabilities (ELSWD) are internally calculated

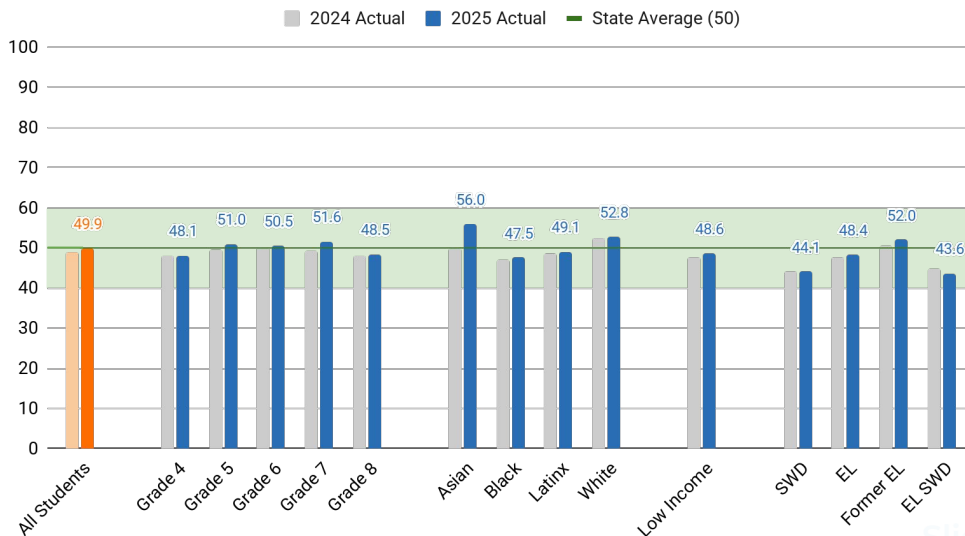


Grades 3-8 Math MCAS Growth Over Time

Average Student Growth Percentile				
Student Group	2023	2024	2025	1-yr Trend
All Students	47.5	49.0	49.9	0.9
Grade 3	--	--	--	--
Grade 4	42.5	48.0	48.1	0.1
Grade 5	49.3	49.7	51.0	1.3
Grade 6	51.8	50.2	50.5	0.3
Grade 7	48.1	49.3	51.6	2.3
Grade 8	46.4	47.9	48.5	0.6
Asian	53.8	49.8	56.0	6.2
Black	43.3	46.9	47.5	0.6
Latinx	47.5	48.7	49.1	0.4
White	51.3	52.6	52.8	0.2
Low Income	46.2	47.7	48.6	0.9
SWD	41.4	44.2	44.1	-0.1
EL	44.8	47.7	48.4	0.7
Former EL	52.1	50.7	52.0	1.3
EL SWD	41.0	44.8	43.6	-1.2

Overall, all students increased by 0.9 points, with most groups showing 1-yr improvement. The largest gains were observed for Asian students (+6.2), Grade 7 (+2.3), Grade 5 (+1.3), and Former ELs (+1.3). Students with disabilities (-0.1) and English learners with disabilities (-1.2) showed slight declines.

Average Math Student Growth Percentile by Student Group for Grades 3-8
Spring 2024 vs. Spring 2025



Science MCAS Results by Student Group

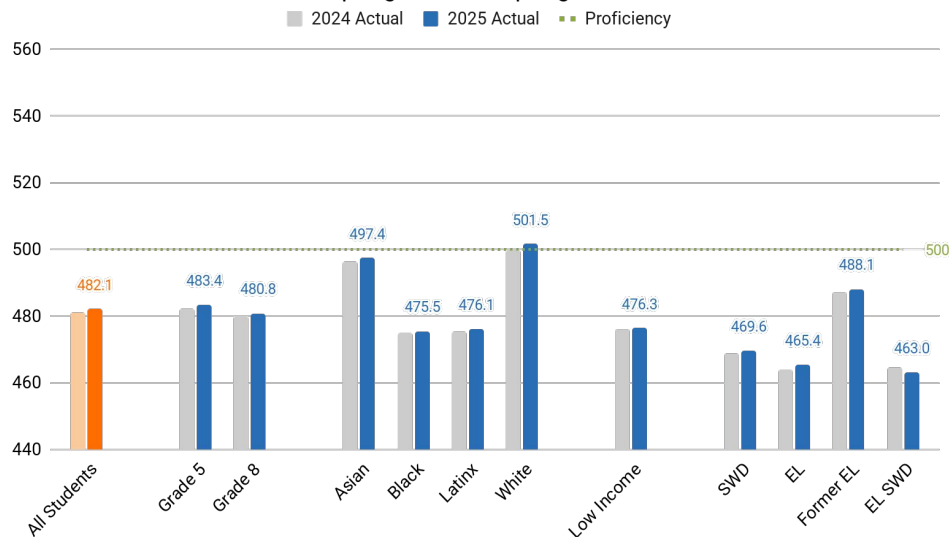


Grades 5 & 8 Science Achievement Over Time

Overall, BPS students experienced slight improvements in year-over-year performance in Science achievement (0.5 ppts). Grade 5 (+2.7 ppts) experienced improvement in the percent of students meeting/exceeding expectations and Grade 8 experienced a (-1.7 ppt) decline. Other gains were observed by SWD (+0.3 ppts) and Former EL (+0.5 ppts) students.

Percent Meeting and Exceeding Expectations				
Student Group	2023	2024	2025	1-yr Trend
All Students	23%	22%	22%	0.5
Grade 5	23%	24%	27%	2.7
Grade 8	23%	19%	17%	-1.7
Asian	53%	45%	46%	0.8
Black	12%	11%	11%	-0.1
Latinx	13%	13%	13%	0.0
White	54%	53%	54%	1.2
Low Income	14%	14%	13%	-0.8
SWD	7%	6%	6%	0.3
EL	2%	2%	2%	0.0
Former EL	26%	24%	25%	0.5
EL SWD*	2%	1%	1%	-0.7

Average Composite Science Scaled Score by Student Group for Grades 3-8
Spring 2024 vs. Spring 2025



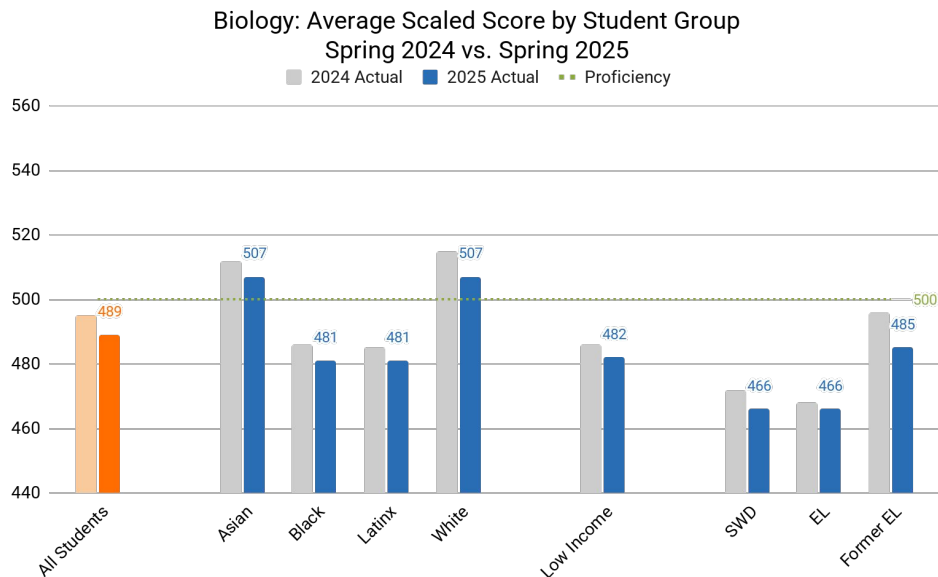
MCAS ALT performance levels are converted to "Not Meeting Expectations" in the green table on the left. For accountability purposes, MCAS Alt performance levels are converted to scaled scores and are included in the chart on the right. *Rates for English Learners with Disabilities (ELSWD) are internally calculated



Biology Achievement Over Time

Across student groups, high schools students testing in **Biology** experienced a large 1-year decline in performance (-12 ppts) with Former EL students experiencing the greatest decline (-21 ppts). English Learners (-2 ppts) and Black (-3 ppts) students experienced the smallest decrease in performance from last year.

Percent Meeting and Exceeding Expectations (Biology)					
Student Group	2022	2023	2024	2025	1-yr Trend
All Students	38%	46%	43%	34%	-12
Asian	76%	76%	72%	59%	-17
Black	20%	26%	30%	23%	-3
Latinx	25%	32%	27%	21%	-11
White	70%	79%	74%	63%	-16
Low Income	25%	31%	31%	23%	-8
SWD	10%	10%	10%	6%	-4
EL	4%	6%	5%	4%	-2
Former EL	39%	44%	45%	23%	-21

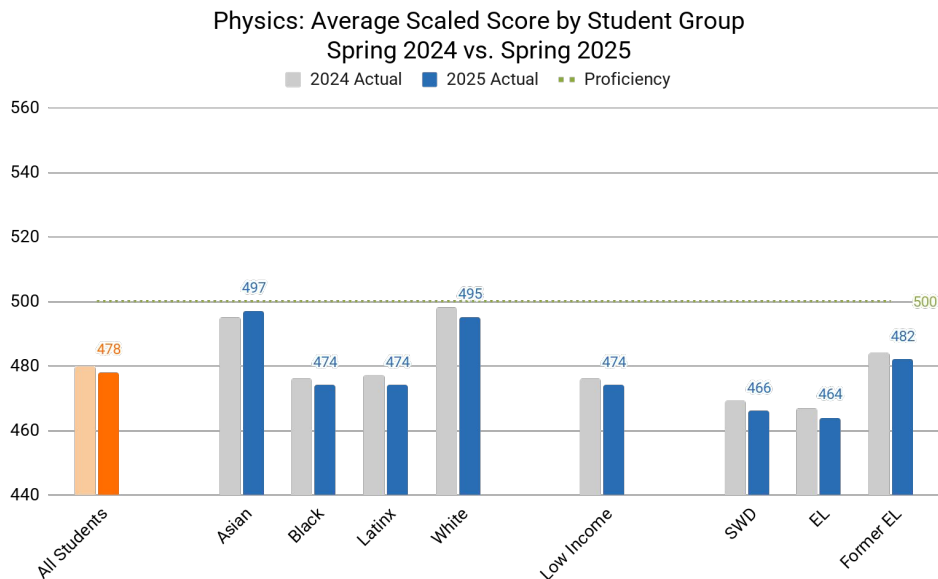




Physics Achievement Over Time

Across student groups, high schools students testing in **Physics** experienced slight 1-year declines in performance (-3 pts), with the largest decline in performance observed for White students (-10 pts) compared to last year. However, Asian students experienced a slight improvement (+1 pts).

Percent Meeting and Exceeding Expectations (Physics)					
Student Group	2022	2023	2024	2025	1-yr Trend
All Students	18%	22%	20%	17%	-3
Asian	50%	55%	45%	46%	1
Black	14%	15%	12%	11%	-1
Latinx	15%	16%	15%	12%	-3
White	39%	51%	51%	41%	-10
Low Income	13%	16%	13%	10%	-3
SWD	5%	6%	6%	4%	-2
EL	3%	3%	4%	2%	-2
Former EL	20%	22%	19%	15%	-4



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Civics

MCAS Results by

Student Group

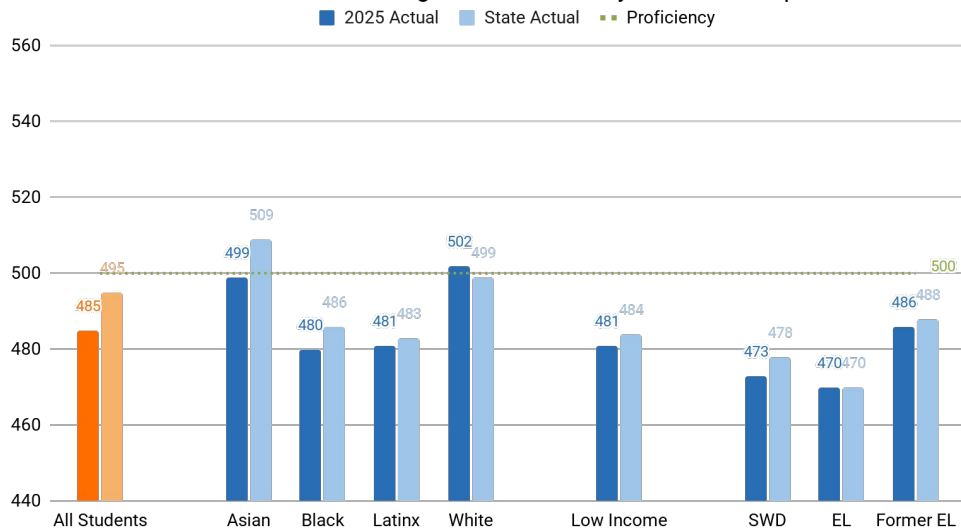


Grade 8 Civics Achievement

For the first year of the Grade 8 civics MCAS requirement, 23% of students met or exceeded expectations. This rate was 16 ppts lower than the state's (39%). Civics achievement mirrored similar achievement gaps across students groups as observed in other subjects.

Student Group	Average Scaled Score	Percent M+E %
All Students	485	23%
Asian	499	46%
Black	480	16%
Latinx	481	14%
White	502	50%
Low Income	481	15%
SWD	473	8%
EL	470	2%
Former EL	486	17%

Spring 2025 Boston Public Schools Compared to State Results
Grade 8 Civics Average Scaled Score by Student Group



Results exclude students participating in MCAS Alt.

Grade 10 ELA MCAS Results by Student Group

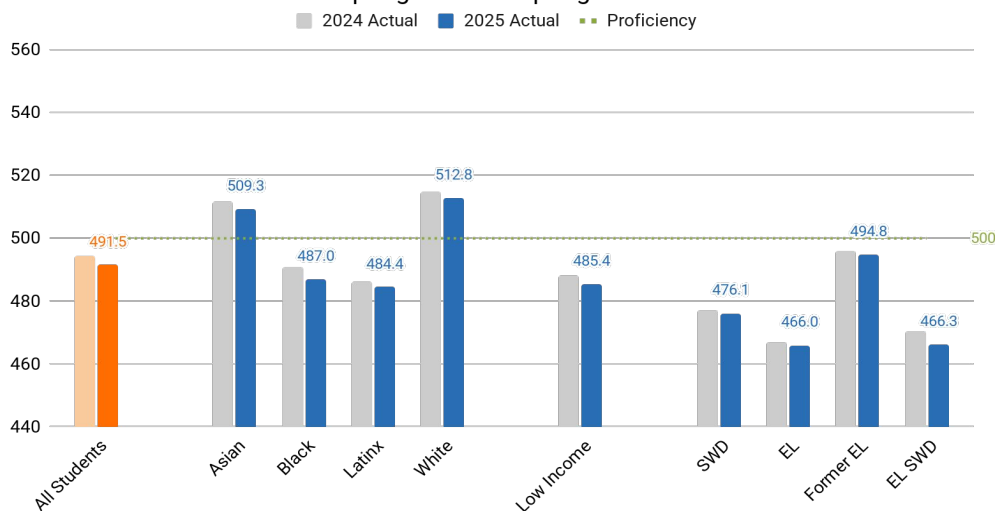


Grade 10 ELA MCAS Achievement Over Time

While some student groups saw increases in percent meeting or exceeding expectations (SWDs +2.3 pts, EL SWDs +1.6 pts), all students experienced year over year decline in average scaled scores (-2.3 pts). Additionally, Black students (-3.0 pts) and Low Income (-3.1 pts) students experienced the largest 1-year decline.

Percent Meeting and Exceeding Expectations					
Student Group	2022	2023	2024	2025	1-yr Trend
All Students	47%	47%	42%	40%	-2.3
Asian	71%	75%	70%	70%	0.2
Black	39%	38%	34%	31%	-3.0
Latinx	38%	37%	30%	29%	-1.0
White	77%	77%	75%	75%	0.3
Low Income	38%	36%	33%	30%	-3.1
SWD	13%	14%	11%	13%	2.3
EL	6%	5%	2%	3%	0.8
Former EL	53%	51%	39%	39%	0.3
EL SWD*	2%	5%	1%	3%	1.6

Average Composite ELA Scaled Score by Student Group for Grade 10
Spring 2024 vs. Spring 2025



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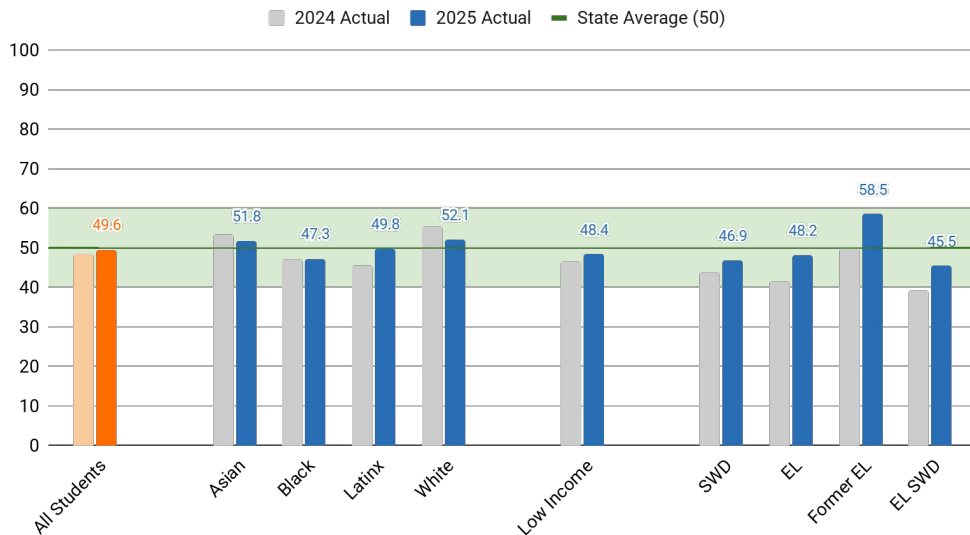


Grade 10 ELA MCAS Growth Over Time

Growth for Grade 10 ELA increased for all students (+1.1) and is in the typical range (40-60), with Former EL students (+8.8), current EL students (+6.6), ELSWDs (+6.3), and Latinx students (+4.3) experiencing the greatest year over year increases in SGP.

Average Student Growth Percentile				
Student Group	2023	2024	2025	1-yr Trend
All Students	50.1	48.5	49.6	1.1
Asian	58.9	53.4	51.8	-1.6
Black	46.5	47.2	47.3	0.1
Latinx	47.0	45.5	49.8	4.3
White	59.7	55.4	52.1	-3.3
Low Income	46.6	46.5	48.4	1.9
SWD	39.8	43.8	46.9	3.1
EL	40.7	41.6	48.2	6.6
Former EL	53.1	49.7	58.5	8.8
EL SWD*	41.1	39.2	45.5	6.3

Average ELA Student Growth Percentile by Student Group for Grade 10
Spring 2024 vs. Spring 2025



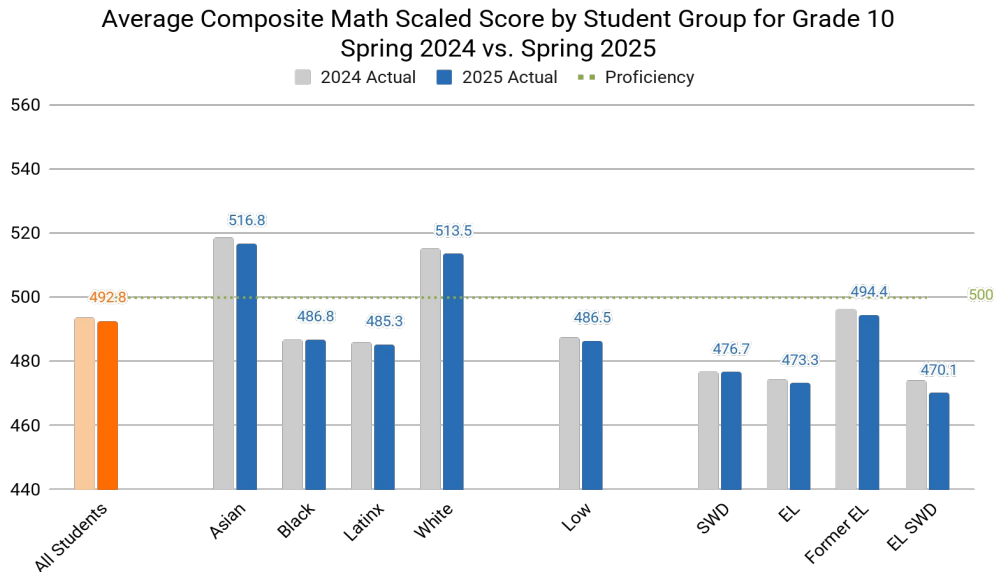
Grade 10 Math MCAS Results by Student Group



Grade 10 Math MCAS Achievement Over Time

BPS overall performance remained similar to last year. The percentage of students meeting expectations increased for Latinx (+2.5 ppts), Black (+1.5 ppts), SWD (+3.7 ppts), Low Income (+0.9 ppts), and EL (+0.8 ppts) students. In contrast, declines were observed among Asian (-2.5 ppts), White (-6.3 ppts), Former EL (-2.0 ppts), and ELSWD (-1.4 ppts) students.

Percent Meeting and Exceeding Expectations					
Student Group	2022	2023	2024	2025	1-yr Trend
All Students	41%	39%	38%	38%	-0.1
Asian	82%	81%	79%	76%	-2.5
Black	28%	27%	25%	27%	1.5
Latinx	31%	28%	25%	27%	2.5
White	74%	75%	77%	70%	-6.3
Low Income	31%	28%	27%	27%	0.9
SWD	10%	8%	7%	11%	3.7
EL	7%	6%	6%	7%	0.8
Former EL	43%	40%	43%	41%	-2.0
EL SWD	5%	3%	3%	2%	-1.4



MCAS ALT performance levels are converted to "Not Meeting Expectations" in the green table on the left. For accountability purposes, MCAS Alt performance levels are converted to scaled scores and are included in the chart on the right. *Rates for English Learners with Disabilities (ELSWD) are internally calculated

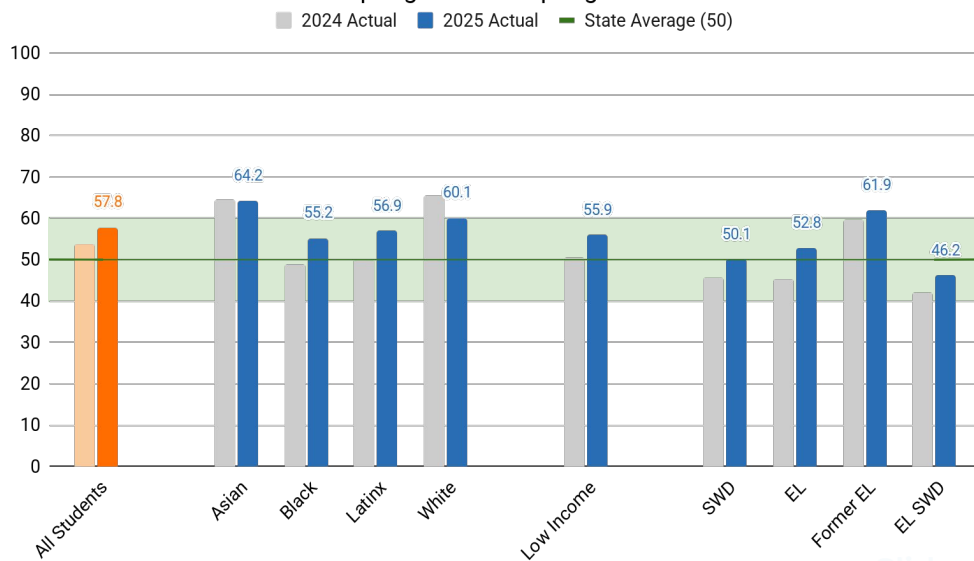


Grade 10 Math MCAS Growth Over Time

Across student groups, Grade 10 Math growth was in the typical range (SGP 40–60), increasing by 3.9 points from last year and 7 points in the last 2 years, to levels above pre-pandemic results in 2019. Black students (+6.2), Latinx students (+6.8), and students with disabilities (+4.6) all showed notable gains, with English learners (EL) experiencing the greatest increase (+7.6).

Average Student Growth Percentile				
Student Group	2023	2024	2025	1-Yr Trend
All Students	50.8	53.9	57.8	3.9
Asian	62.8	64.4	64.2	-0.2
Black	44.1	49.0	55.2	6.2
Latinx	46.6	50.1	56.9	6.8
White	67.5	65.6	60.1	-5.5
Low Income	46.2	50.6	55.9	5.3
SWD	37.3	45.5	50.1	4.6
EL	41.3	45.2	52.8	7.6
Former EL	50.0	59.5	61.9	2.4
EL SWD	39.0	41.9	46.2	4.3

Average Math Student Growth Percentile by Student Group for Grade 10
Spring 2024 vs. Spring 2025



MCAS State Context



Grades 3-8 ELA & Math: State Context

Student Group	ELA MCAS % Meeting/Exceeding Expectations Grades 3-8 (Non-HS)						Math MCAS % Meeting/Exceeding Expectations Grades 3-8 (Non-HS)					
	Boston Public Schools			MA STATE			Boston Public Schools			MA STATE		
	2025	1-yr Trend	5-yr Trend	2025	1-yr Trend	5-yr Trend	2025	1-yr Trend	5-yr Trend	2025	1-yr Trend	5-yr Trend
All Students	29%	2	-6	42%	3	-10	28%	1	-5	41%	0	-8
Grade 3	31%	1	-8	42%	0	-14	31%	1	-3	44%	0	-5
Grade 4	28%	1	-5	40%	3	-12	29%	-3	-3	43%	-3	-7
Grade 5	28%	1	-10	38%	0	-14	27%	3	-7	40%	0	-8
Grade 6	30%	3	-6	42%	2	-11	26%	0	-5	41%	1	-11
Grade 7	31%	6	0	42%	6	-6	28%	4	-5	39%	2	-9
Grade 8	28%	3	-7	44%	1	-8	25%	3	-9	38%	0	-8
Asian	54%	3	-9	64%	2	-8	64%	2	-9	71%	0	-5
Black	18%	2	-7	26%	2	-7	15%	1	-6	22%	0	-6
Latinx	19%	2	-9	22%	2	-11	16%	1	-7	20%	0	-9
White	63%	4	0	50%	3	-9	61%	2	-1	49%	0	-7
Low Income	19%	2	-7	23%	2	N/A	17%	1	-6	21%	0	N/A
SWD	7%	1	-3	12%	1	-4	7%	0	-3	13%	0	-2
EL	4%	1	-11	5%	0	-10	8%	0	-9	9%	-1	-8
Former EL	39%	2	-18	38%	5	-13	38%	2	-15	39%	2	-10

Source: [MA DESE](#)

DESE does not calculate rates for English Learners with Disabilities (ELSWD)

In **Grades 3-8**, BPS saw a **similar improvement** to the state in **ELA**. Grade 7 and White students saw similar or larger improvements in BPS than statewide, but all grades and student groups saw minimums of 1 ppt improvements where the state saw minimum of no change for some groups.

In **Math**, BPS saw a **greater 1-year improvements** than the state for nearly all student groups. Grade 4 saw -3 ppts change for both the district and the state. Grades 5, 7, 8 and Asian students all saw improvements greater than 2 ppts.



Grade 10 ELA & Math: State Context

Student Group	ELA MCAS % Meeting/Exceeding Expectations Grades 10 (HS)						Math MCAS % Meeting/Exceeding Expectations Grades 10 (HS)					
	Boston Public Schools			MA STATE			Boston Public Schools			MA STATE		
	2025	1-yr Trend	5-yr Trend	2025	1-yr Trend	5-yr Trend	2025	1-yr Trend	5-yr Trend	2025	1-yr Trend	5-yr Trend
All Students	40%	-2	-5	51%	-6	-10	38%	0	-9	45%	-3	-14
Asian	70%	0	-4	76%	-2	-2	76%	-3	-9	78%	-1	-4
Black	31%	-3	-3	35%	-7	-3	27%	1	-8	26%	-1	-9
Latinx	29%	-1	-5	31%	-5	-6	27%	3	-7	23%	-2	-10
White	75%	0	-1	59%	-6	-10	70%	-6	-8	53%	-5	-14
Low Income	30%	-3	-3	31%	-7	N/A	27%	1	-9	24%	-3	N/A
SWD	13%	2	0	17%	-4	-5	11%	4	-3	12%	-2	-6
EL	3%	1	-1	2%	-1	-1	7%	1	-6	5%	0	-4
Former EL	39%	0	-5	33%	-6	-4	41%	-2	-11	31%	-3	-11

In **Grade 10 ELA**, BPS saw a **smaller decline** to the state. Statewide, the percent of students meeting/exceeding declined -6 ppt while BPS experienced a -2 ppt decline. All student groups experienced a smaller decline than the state, highlighting SWD and ELs with positive improvement.

In Grade 10 **Math**, BPS saw **no change** where the state saw -3 ppt decline. Asian and White students experienced larger declines than the state while Latinx students (+3 ppts) and SWD (+4 ppts) experienced a slight increase compared to the state (-2 ppts).

Source: [MA DESE](#)

DESE does not calculate rates for English Learners with Disabilities (ELSWD). Starting in 2022, DESE changed the definition of Low Income therefore, we cannot make 5-year comparisons for this student group.



Grades 5 & 8 and 10 STE: State Context

Student Group	STE MCAS % Meeting/Exceeding Expectations All Grades					
	Boston Public Schools			MA STATE		
	2025	1-yr Trend	5-yr Trend	2025	1-yr Trend	5-yr Trend
Grade 5	27%	3	3	46%	1	-3
Grade 8	17%	-2	-7	37%	-2	-9
Grade 5 & 8	22%	1	-2	42%	0	-6
Grade 10	33%	-1	N/A	46%	-3	N/A

Compared to statewide trends, Boston experienced **larger improvements** and **smaller declines** in Science.

In **Grade 5**, BPS saw a 3 ppt increase in the percent of students meeting/exceeding, whereas the state only saw a 1 ppt increase.

In **Grade 8**, BPS experienced the same 1 year decline (-2 ppts) to the state.

In **Grade 10**, BPS experienced a smaller 1 year decline (-1 ppt) than the state (-3 ppts).

Source: [MA DESE](#)

For Grade 10, the highest achievement in Grade 9 or Grade 10 science is included in accountability results.



Grades 3-8 State and Urban District Comparison

Boston experienced improvement similar to comparable urban districts in ELA performance (+2 pts) and greater improvement Math performance (+2 pts). In Science, Boston and the state at large saw no change in performance where several districts saw declines.

District	ELA % Meeting/Exceeding Expectations				Math % Meeting/Exceeding Expectations				Science % Meeting/Exceeding Expectations			
	2024	2025			2024	2025			2024	2025		
	% meet/ exceeds	# included	% meet/ exceeds	1-yr change	% meet/ exceeds	# included	% meet/ exceeds	1-yr change	% meet/ exceeds	# included	% meet/ exceeds	1-yr change
Boston	27%	12,618	29%	2	26%	12,832	28%	2	22%	5,756	22%	0
Worcester	23%	10,170	26%	3	23%	10,148	24%	1	21%	3,344	24%	3
Springfield	19%	9,341	22%	3	16%	9,321	17%	1	21%	3,012	21%	0
Lynn	15%	6,775	17%	2	14%	6,776	14%	0	23%	2,164	19%	-4
Lowell	23%	6,753	28%	5	29%	6,773	31%	2	22%	2,156	21%	-1
Brockton	21%	6,381	21%	0	20%	6,380	19%	-1	19%	2,073	18%	-1
Lawrence	15%	5,843	18%	3	18%	5,847	19%	1	16%	1,970	17%	1
State	39%	396,309	42%	3	41%	396,348	41%	0	42%	132,011	42%	0



Grade 10 State and Urban District Comparison

In Grade 10 ELA, Boston experienced a smaller decline in performance (-2 pts) than the state (-6 ppt) and comparable districts. In Math, Boston saw no change while the state declined (-3 pts). In Science, Boston saw smaller declines than the state and comparable districts.

District	ELA % Meeting/Exceeding Expectations				Math % Meeting/Exceeding Expectations				Science % Meeting/Exceeding Expectations			
	2024	2025			2024	2025			2024	2025		
	% meet/ exceeds	# included	% meet/ exceeds	1-yr change	% meet/ exceeds	# included	% meet/ exceeds	1-yr change	% meet/ exceeds	# included	% meet/ exceeds	1-yr change
Boston	42%	3,078	40%	-2	38%	3,012	38%	0	34%	2,672	33%	-1
Worcester	40%	1,849	33%	-7	27%	1,827	24%	-3	28%	1,545	27%	-1
Springfield	31%	1,525	28%	-3	17%	1,500	18%	1	17%	1,355	15%	-2
Lynn	34%	1,248	28%	-6	18%	1,238	16%	-2	23%	1,032	20%	-3
Lowell	40%	826	30%	-10	32%	821	23%	-9	34%	719	17%	-17
Brockton	38%	728	29%	-9	18%	722	18%	0	21%	642	19%	-2
Lawrence	21%	771	17%	-4	14%	754	11%	-3	13%	623	14%	1
State	57%	67,825	51%	-6	48%	67,096	45%	-3	49%	64,735	46%	-3

2025 ACCESS Results

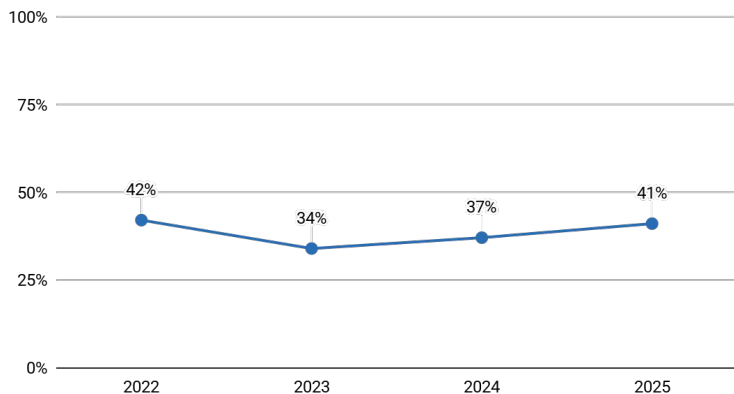


Districtwide ACCESS Achievement

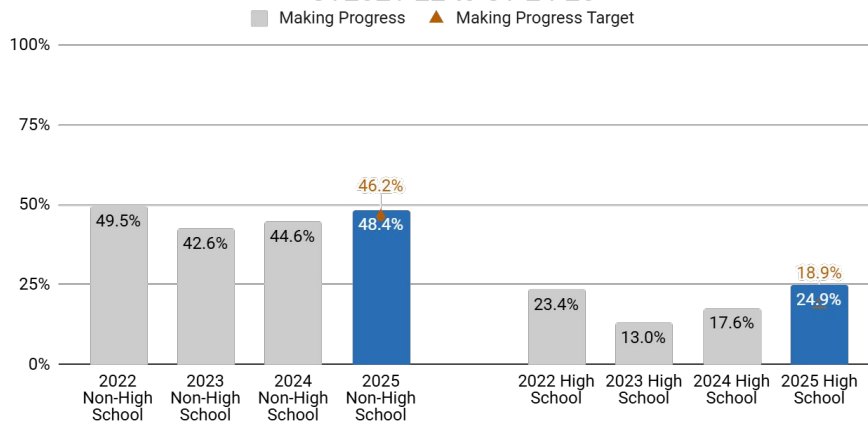
Summary

- The overall percent of students making progress **increased by 7 percentage points** between 2024 and 2025.
- The Non-High School making progress rate **increased by 3.8 points** from 2024 and **exceeded** the 2025 Accountability target of 46.2%.
 - The state Non-High School rate increased by 1.5 points to 51% and was within its target of 52.2%
- The High School making progress rate **increased by 7.3 pts** from 2024 and **exceeded** the 2025 Accountability target of 18.9%
 - The state High School making progress rate increased by 5.5 points to 24.5% and exceeded its target of 20.3%

District Overall Rate of ELs Making Progress on ACCESS
Year-over-Year



Percent Students Making Progress by School Type
SY2021-22 to SY 24-25



The Making Progress calculation includes students participating in the ACCESS ALT test, as well as any student who was absent.

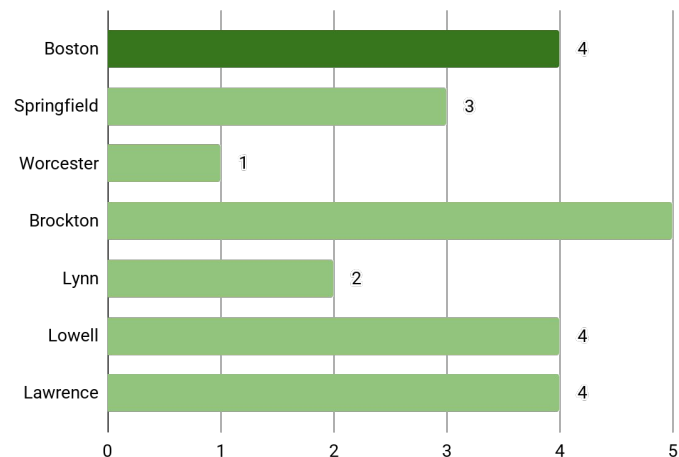


State and Urban District Comparison

Overall, the percent of students making progress increased from 37% in 2024 to 41% in 2025. This one year improvement is similar to that of other large urban districts across Massachusetts.

ACCESS						
Percentage of Students Making Progress						
District	# Included in Progress	2023	# Included in Progress	2024	# Included in Progress	2025
Boston	9,992	34%	10,142	37%	10,997	41%
Springfield	2,913	34%	2,938	39%	3,051	42%
Worcester	5,810	32%	5,909	35%	6,231	36%
Brockton	3,287	32%	3,379	33%	3,669	38%
Lynn	4,791	33%	5,193	37%	5,722	39%
Lowell	3,075	35%	3,112	37%	3,306	41%
Lawrence	3,772	26%	3,948	27%	4,392	31%
State	81,235	38%	87,465	42%	93,778	44%

1-Year Change in Percent Students Making Progress by MA District

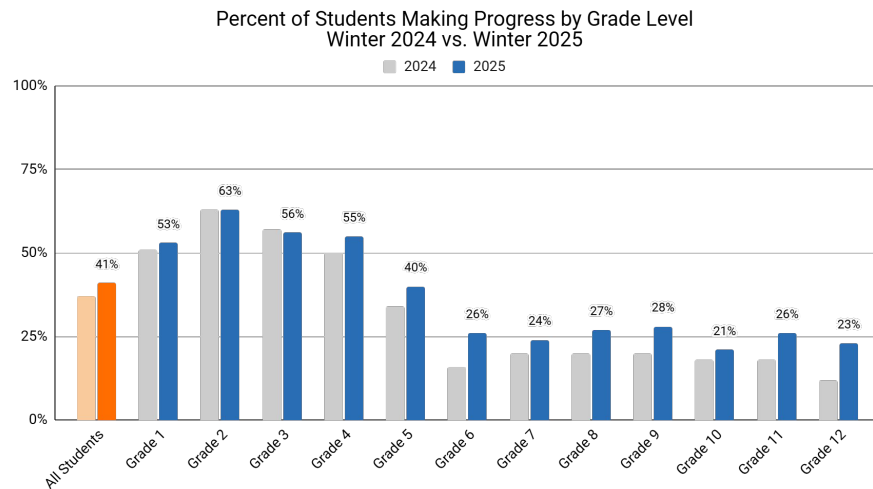




Making Progress by Grade Level

Across grade levels, the district saw a 1-year improvement (+3 pts) in the rate of students making progress. The largest improvement was in Grade 11 (+8 pts) and 3 (-7 pts). Grades 4 and 6 experienced -5 pts and -1 pts decreases respectively.

Percent of Students Making Progress							
Student Group	2020	2022	2023	2024	2025	1-yr Trend	5-yr Trend
All Students	44%	42%	34%	37%	41%	3	-7
Grade 1	52%	51%	50%	51%	53%	1	-1
Grade 2	66%	60%	57%	63%	63%	6	-3
Grade 3	66%	62%	50%	57%	56%	7	-9
Grade 4	64%	65%	55%	50%	55%	-5	-14
Grade 5	51%	45%	33%	34%	40%	1	-17
Grade 6	24%	25%	17%	16%	26%	-1	-8
Grade 7	32%	26%	16%	20%	24%	4	-12
Grade 8	33%	25%	19%	20%	27%	1	-13
Grade 9	28%	26%	16%	20%	28%	4	-8
Grade 10	25%	27%	17%	18%	21%	1	-7
Grade 11	17%	20%	10%	18%	26%	8	1
Grade 12	17%	21%	9%	12%	23%	3	-5



MCAS Target Summary



Achievement Targets: Two Paths

MA DESE measures progress towards targets separately for ELA, Math, and Science MCAS achievement using the average composite scaled score (CSS) for all grade levels and subject areas.

Beginning in 2023, each student group, school, and district is assigned one of two paths depending on how their 2022 achievement compared to 2019:

Recovery Path

- 2022 Achievement was lower than 2019 Achievement

Path Forward

- 2022 Achievement was higher than or equal to 2019 Achievement, *or*
- Recovery Path increment is less rigorous than 2019 increment

Additional information: [MA DESE](#)



Grade 3-8 MCAS ELA & Math Target Summary

Summary

- Across subject areas, performance in Grades 3-8 fell below state accountability targets, with larger gaps for ELA performance (**-2.1 scaled score points**) than Math performance (**-1.7 scaled score points**).
- ELA performance gaps are smallest for Asian (-0.8) and White students (-1.3) and largest for Latinx (-3.3) and Low income (-2.6) students.
- Math performance gaps are smallest for White (-0.6) and Asian students (-1.6) and largest for Black (-2.7) students and Students with disabilities (-2.7).

ELA MCAS Grades 3-8 (Non-HS)			
Student Group	Target Summary		
	2025	2025 Target	Target Gap
All Students	485.8	487.9	-2.1
Asian	501.5	502.3	-0.8
Black	479.7	482.1	-2.4
Latinx	478.7	482.0	-3.3
White	506.7	508.0	-1.3
Low Income	479.3	481.9	-2.6
SWD	470.6	472.7	-2.1
ELs and Former ELs	477.2	481.1	-3.9

Math MCAS Grades 3-8 (Non-HS)			
Student Group	Target Summary		
	2025	2025 Target	Target Gap
All Students	485.8	487.5	-1.7
Asian	508.3	509.9	-1.6
Black	477.8	480.5	-2.7
Latinx	479.1	481.3	-2.2
White	506.2	506.8	-0.6
Low Income	479.3	481.5	-2.2
SWD	470.8	473.5	-2.7
ELs and Former ELs	479.9	482.8	-2.9



Grade 10 MCAS ELA & Math Target Summary

Summary

- Across subject areas, Grade 10 performance fell below accountability targets with greater gaps in ELA (**-5.5 scaled score points**) than in Math (**-2.7 scaled score points**).
- In ELA, gaps are smallest for White students (-4.4) and students with disabilities (-3.8) and greatest for Asian (-7.2) and Low income students (-6.8).
- In Math, target gaps are widest for Asian (-6.3) and Low income students (-5.4) and smallest for Black students (-3.8).

ELA MCAS Grade 10 (HS)			
Student Group	Target Summary		
	2025	2025 Target	Target Gap
All Students	491.5	497.0	-5.5
Asian	509.3	516.5	-7.2
Black	487.0	493.3	-6.3
Latinx	484.4	489.5	-5.1
White	512.8	517.2	-4.4
Low Income	485.4	492.2	-6.8
SWD	476.1	479.9	-3.8
ELs and Former ELs	471.7	478.8	-7.1

Math MCAS Grade 10 (HS)			
Student Group	Target Summary		
	2025	2025 Target	Target Gap
All Students	492.8	495.5	-2.7
Asian	516.8	523.1	-6.3
Black	486.8	490.6	-3.8
Latinx	485.3	489.9	-4.6
White	513.5	517.7	-4.2
Low Income	486.5	491.9	-5.4
SWD	476.7	480.1	-3.4
ELs and Former ELs	478.5	486.2	-7.7



Grades 5 & 8 and HS MCAS Science Target Summary

Summary

- Across grade levels, performance on Science fell below state accountability targets with smaller gaps in Grades 5 & 8 (**-1.7 scaled score points**) than in Grade 10 (**-5.1 scaled score points**).
- White (-0.7) and Latinx students (-0.9) saw the smallest gaps in Grades 5&8 while saw the largest gaps in Grade 10 student groups.
- Students with Disabilities experienced larger target gaps in Grade 10 (-2.6) than in Grades 5 & 8 (-4.0).

Science MCAS Grades 5 & 8 (Non-HS)			
Student Group	Target Summary		
	2025	2025 Target	Target Gap
All Students	482.1	483.8	-1.7
Asian	497.4	500.0	-2.6
Black	475.5	476.5	-1.0
Latinx	476.1	477.0	-0.9
White	501.5	502.2	-0.7
Low Income	476.3	479.3	-3.0
SWD	469.6	472.2	-2.6
ELs and Former ELs	474.0	475.6	-1.6

Bio/Physics MCAS Grade 10 (HS)			
Student Group	Target Summary		
	2025	2025 Target	Target Gap
All Students	489.4	494.5	-5.1
Asian	508.8	513.2	-4.4
Black	483.0	487.5	-4.5
Latinx	481.9	488.2	-6.3
White	509.8	515.2	-5.4
Low Income	483.0	488.0	-5.0
SWD	473.2	477.2	-4.0
ELs and Former ELs	473.8	480.2	-6.4

More information on DESE Accountability Targets can be found [here](#).