

NORWELL PUBLIC SCHOOLS



Office of Instruction
2025 MCAS and Accountability

October 20, 2025

Agenda

- MCAS Results and Trends
- State Accountability Updates and Results
- Takeaways and Next Steps

MCAS - State

- ELA shows a small increase in grades 3-8 from 2024; grade 10 achievement declines
- Math shows relatively unchanged results in most grades, except grade 10 where achievement showed a small decline
- Science shows no change in grade 5 and slight decline in grades 8 and 10
- Civics administered for the first time in 8th grade

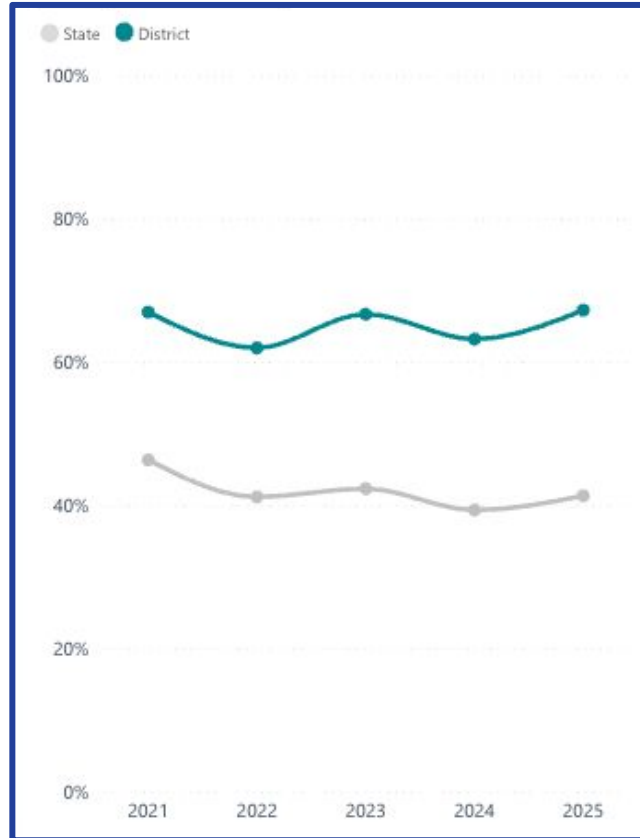
Norwell MCAS ELA Trends Grades 3-8

3-8 ELA

67%

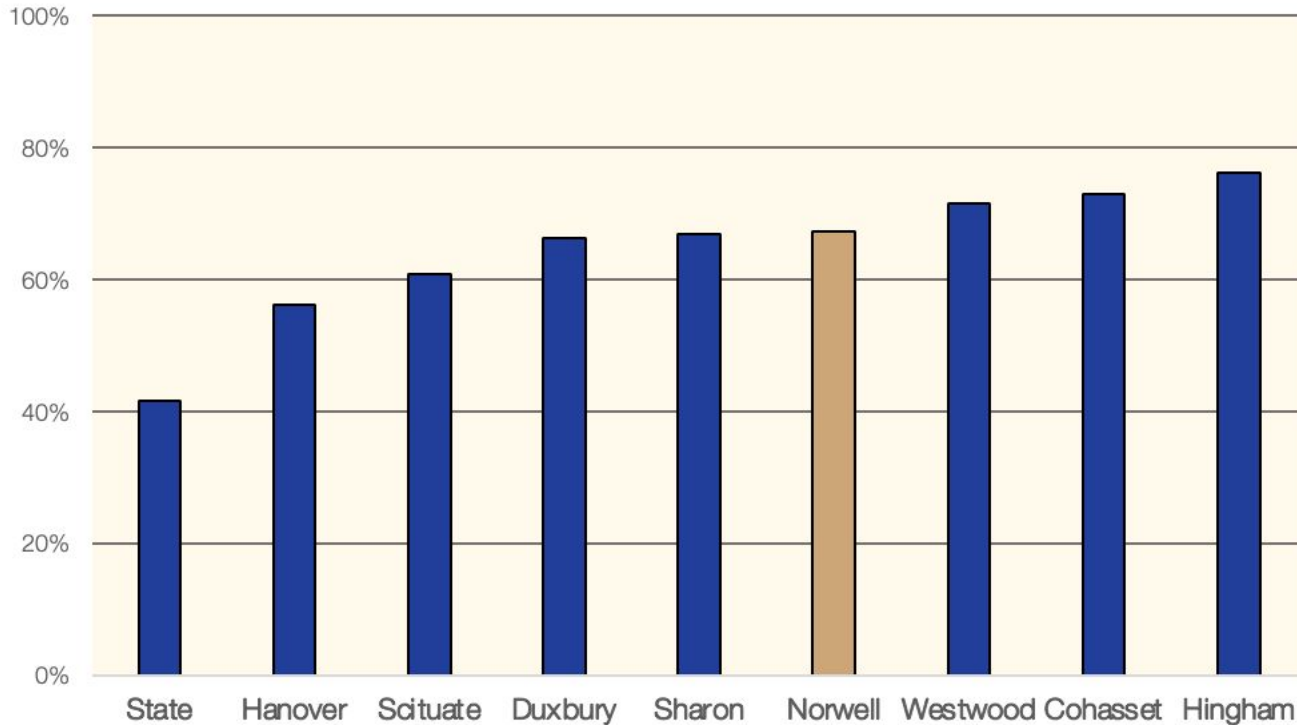
Students Meeting/Exceeding

↑ 4% from 2024
↑ 25% from State



District Comparison - ELA

2025 Grades 3-8 District Comparison for ELA



Norwell MCAS Math Trends Grades 3-8

3-8 Math

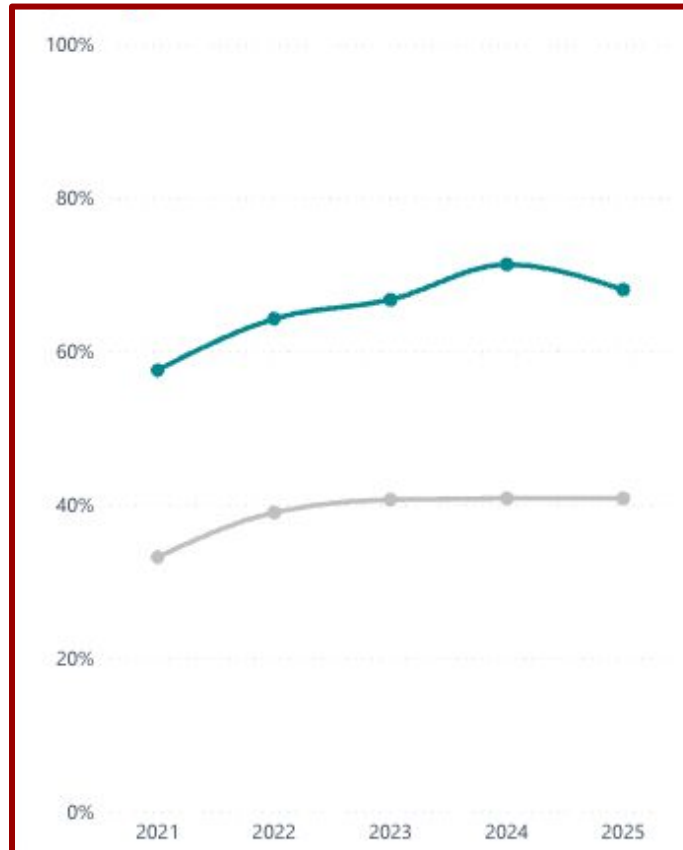
68%

Students Meeting/Exceeding

+/-

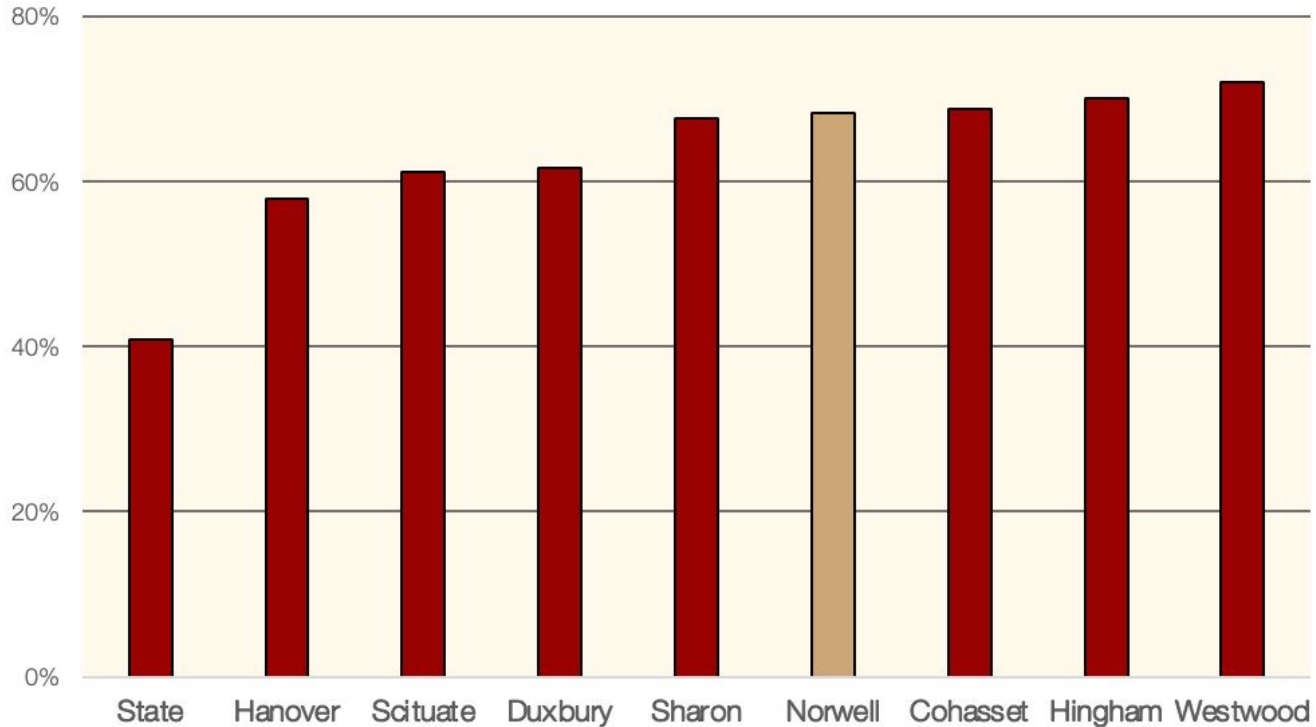
↓ 3% from 2024

↑ 27% from State



District Comparison - Math

2025 Grades 3-8 District Comparison for Math



Norwell MCAS Science Trends Grades 5 & 8

5 & 8 Science

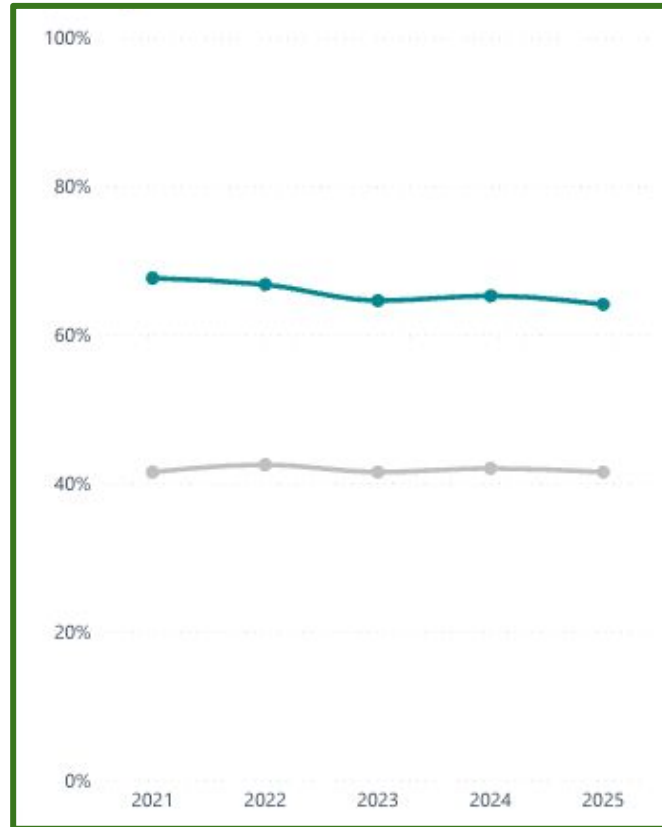
64%

Students Meeting/Exceeding

+/-

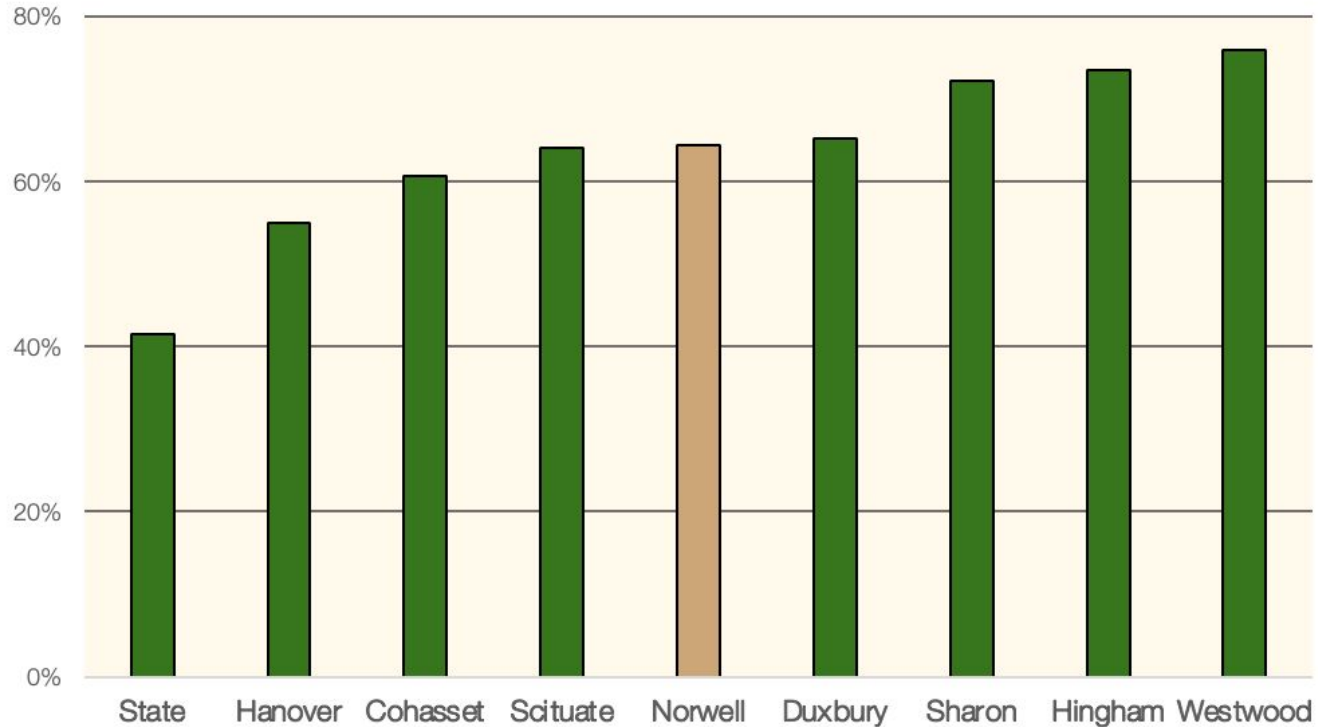
↓ 1% from 2024

↑ 22% from State



District Comparison - Science

2025 Grades 5&8 District Comparison for Science



MCAS Civics Grade 8

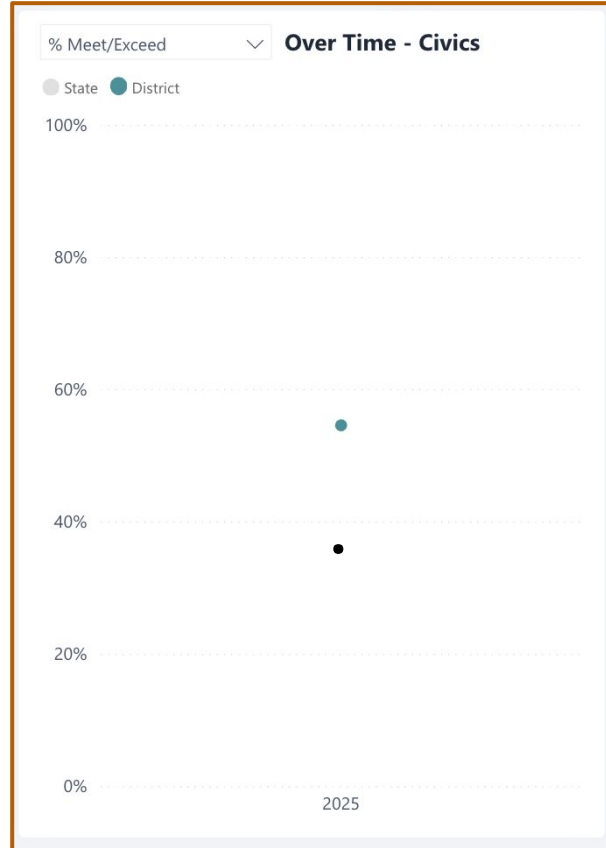
8 Civics

54%

Students Meeting/Exceeding

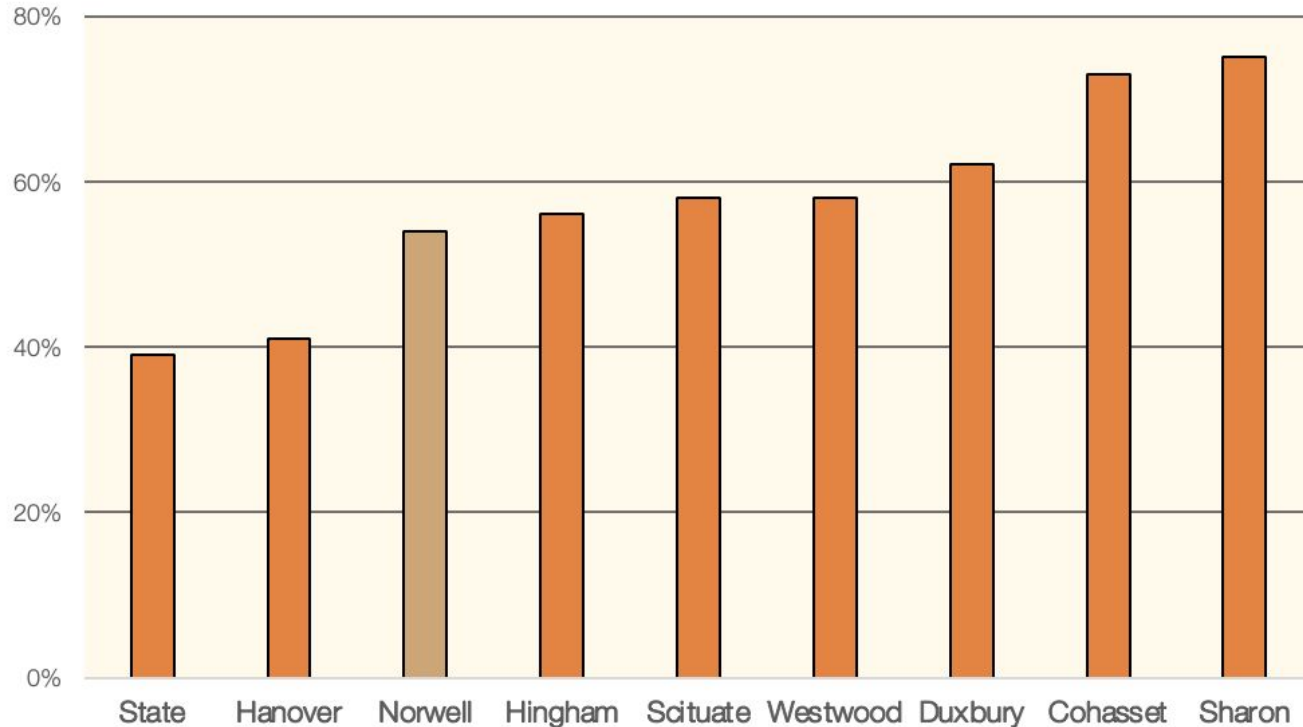
+/-

**first administration*
↑15% from State



District Comparison - Civics

2025 Grade 8 District Comparison for Civics



MCAS ELA Trends Grade 10

Grade 10 ELA

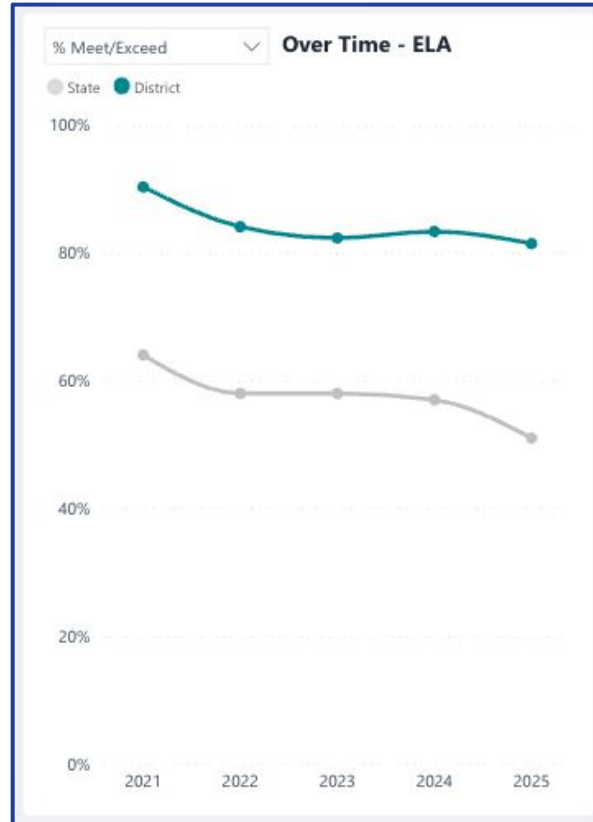
80%

Students Meeting/Exceeding

+/-

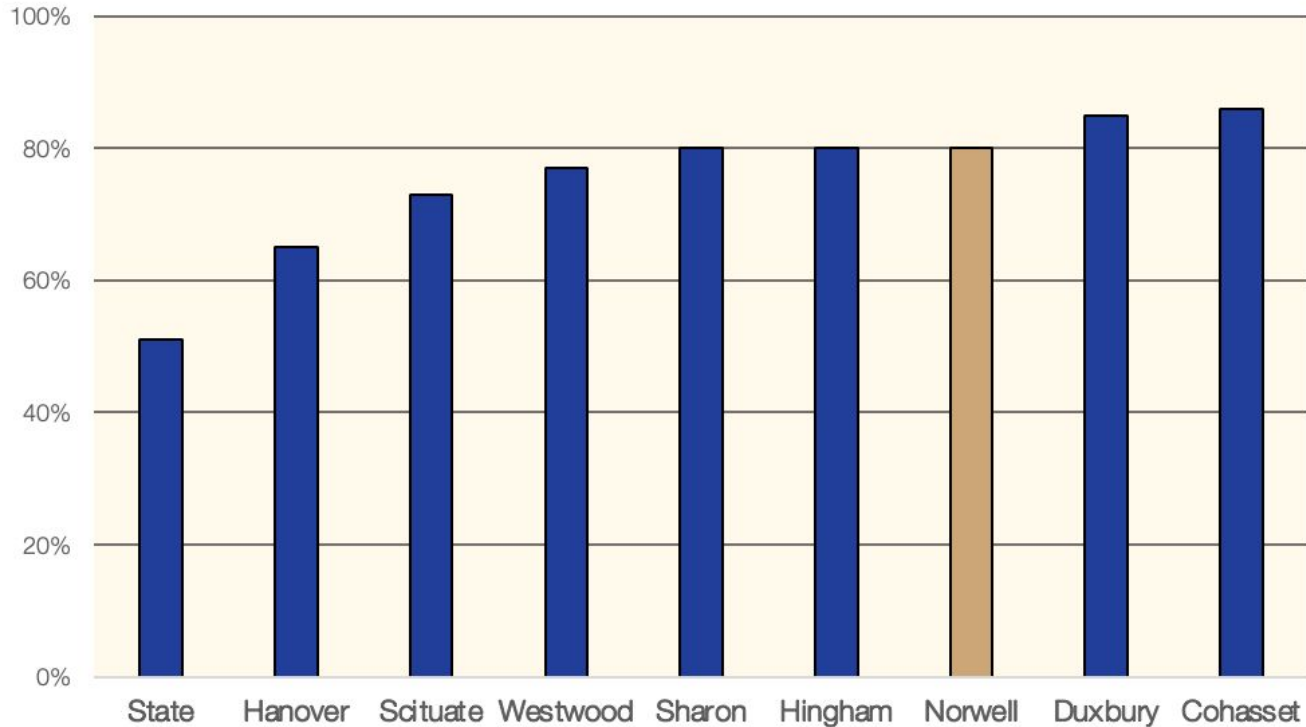
↓ 3% from 2024

↑ 29% from State



District Comparison - ELA

2025 Grade 10 District Comparison for ELA



MCAS Math Trends Grade 10

Grade 10 Math

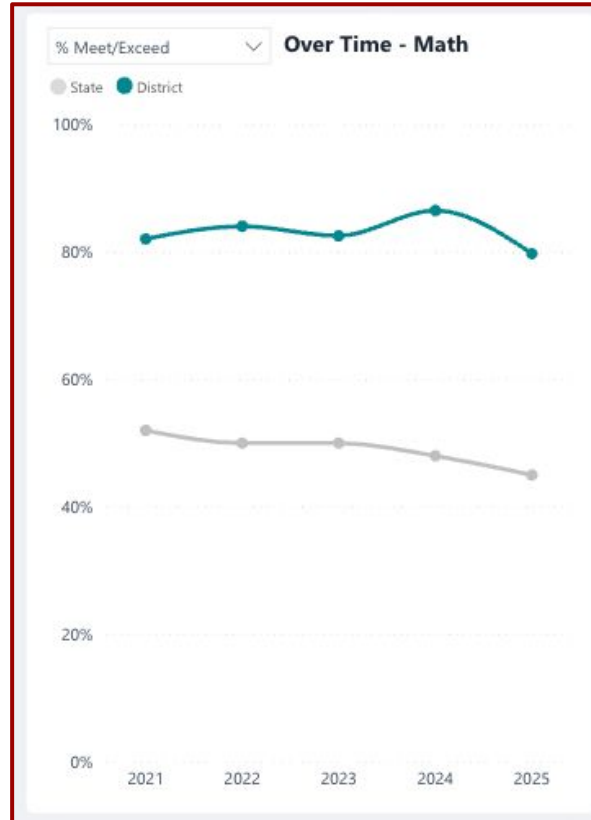
80%

Students Meeting/Exceeding

+/-

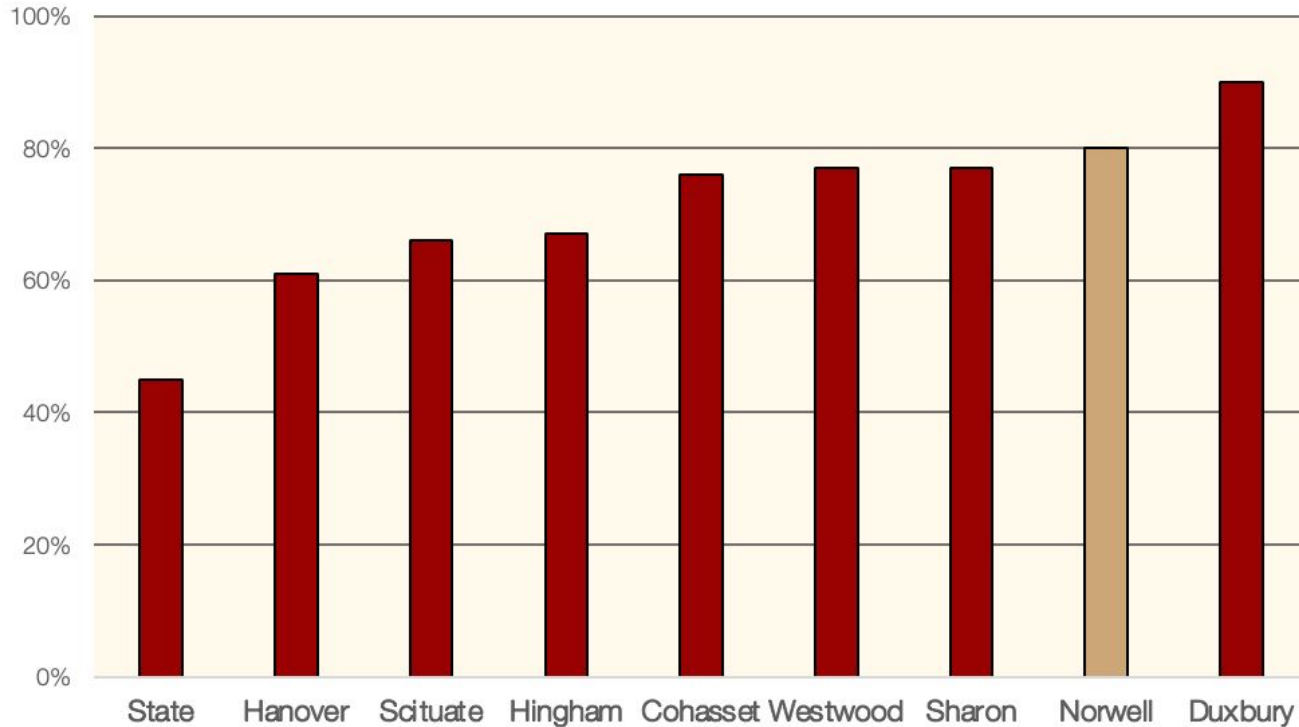
↓ 7% from 2024

↑ 35% from
State



District Comparison - Math

2025 Grade 10 District Comparison for Math



MCAS Science Trends Grade 10

Grade 10 Science

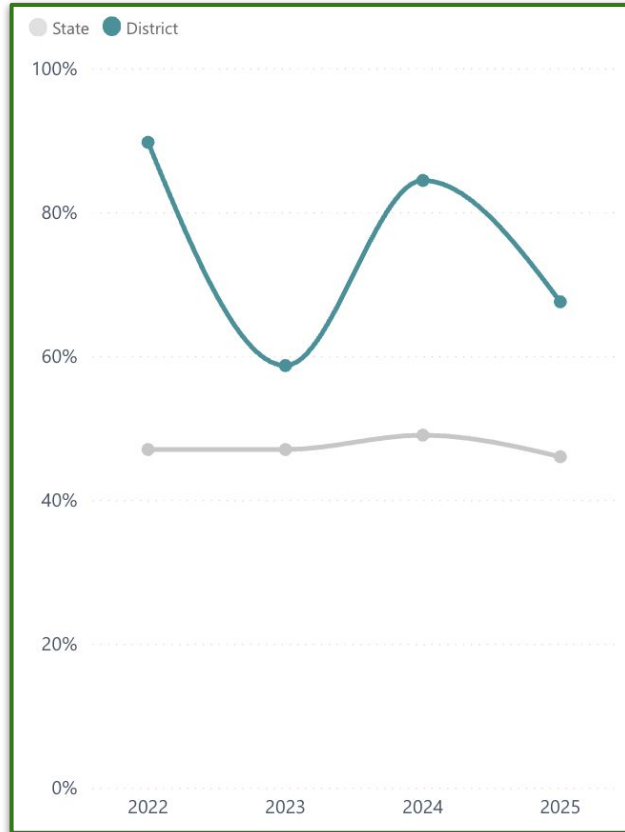
68%

+/-

Students Meeting/Exceeding

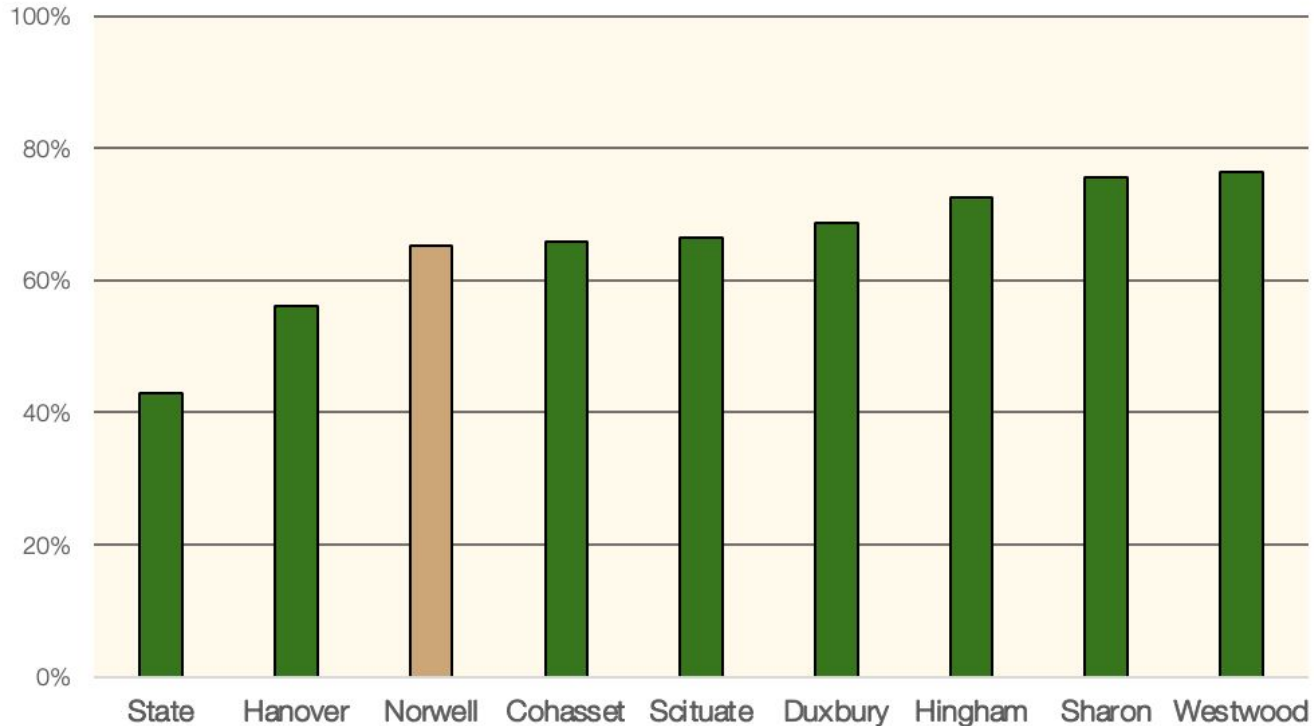
↓ 16% from 2024

↑ 22% from
State



District Comparison - Science

2025 Grade 10 District Comparison for Science



MCAS - Norwell

- Exceeded pre-pandemic achievement in
 - grade 4 ELA & Math
 - grade 5 science
- Narrowed the gap between regular and special education in
 - ELA: grades 3-6
 - Math: grades 5, 6, and 8
 - Science: grade 5

Accountability

Accountability

The MA DESE **accountability system** is:

the set of policies and practices that a **state** uses to measure and hold schools and districts responsible for raising student achievement for all students.

Every school receives two ratings

*How do we compare
to ourselves?*

**Progress toward
targets**

(criterion referenced)



*How do we compare
to others?*

Percentiles

(normative)



1

The Massachusetts accountability system consists of two components...

Normative Component (Accountability Percentile)

measures the performance of all students in a school **compared to other schools** in the state that serve similar grades, and is reported as a **percentile** from 1 to 99

Criterion-Referenced Component (Targets)

measures progress towards improvement targets set for **one's own school or district**, and is reported as a **percentage**

- 2 ...that measure performance of groups, schools, and districts on specific indicators...

Achievement

Student Growth

English Learner Proficiency

Attendance/Absenteeism

High School Completion

Advanced Coursework

3

...and are used to categorize schools and districts as requiring or not requiring assistance/intervention.

Schools of recognition	Not requiring assistance or intervention				Requiring assistance or intervention	
	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 •Low graduation rate •Low performing group(s) •Low participation 	<ul style="list-style-type: none"> •Underperforming schools •Chronically underperforming schools
ES/MS	15.1%	46.1%	35.6%	3.1%		
HS	7.2%	23.3%	60.2%	9.3%		

82%

18%

What is a Target?

A quantitative goal for improvement, based on the prior year's performance, determined for each particular indicator

Example 1

Chronic absenteeism - Non-high school							About the Data
Group	2023 Rate (%)	2024 Rate (%)	Change	Target	N	Points	Reason
All Students	7.9	5.4	-2.5	6.9	1,390	4	Exceeded Target

Example 2

Mathematics achievement - MCAS average composite scaled score - High school							About the Data
Group	2023 Achievement	2024 Achievement	Change	2024 Target	N	Points	Reason
All Students	513.4	517.7	4.3	514.5	139	4	Path Forward: Exceeded Target



2025 Official Accountability Report - Norwell

Organization Information

DISTRICT NAME Norwell (02190000)	TITLE I STATUS Title I District
REGION Coastal	GRADES SERVED PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Accountability Information

Overall classification Not requiring assistance or intervention 1

Reason for classification

Meeting or exceeding targets 3

Progress toward improvement targets	Accountability percentile
78% - Meeting or exceeding targets	- 2

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR	SCHOOLS IN THIS DISTRICT
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Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	79%	77%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	78%	
	Meeting or exceeding targets	

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Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification

Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
78% - Meeting or exceeding targets	-

OVERALL RESULTS

STUDENT GROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

SCHOOLS IN THIS DISTRICT

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	79%	77%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	78%	
	Meeting or exceeding targets	

Norwell High School

Overall classification Not requiring assistance or intervention

Reason for classification

Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
76% - Meeting or exceeding targets	89

	2024	2025
Annual criterion-referenced target percentage	87%	69%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	76%	
	Meeting or exceeding targets	

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	3	4	-
	Mathematics achievement	3	4	-	3	4	-
	Science achievement	3	4	-	0	4	-
	Achievement total	9	12	47.5	6	12	67.5
Growth	English language arts growth	3	4	-	4	4	-
	Mathematics growth	2	4	-	4	4	-
	Growth total	5	8	22.5	8	8	22.5
High school completion	Four-year cohort graduation rate	4	4	-	-	-	-
	Extended engagement rate	4	4	-	-	-	-
	Annual dropout rate	3	4	-	-	-	-
	High school completion total	11	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	4	4	-
	Advanced coursework completion	4	4	-	-	-	-
	Additional indicators total	7	8	10.0	4	4	10.0
Weighted total		8.3	10.7	-	6.3	10.3	-
Percentage of possible points		78%		-	61%		-
2025 Annual criterion-referenced target percentage		69%					

Norwell Middle School

Overall classification Not requiring assistance or intervention

Reason for classification

Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
66% - Substantial progress toward targets	86

	2024	2025
Annual criterion-referenced target percentage	70%	63%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	66%	
	Substantial progress toward targets	

Grace Farrar Cole Elementary

Overall classification Not requiring assistance or intervention

Reason for classification

Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
71% - Substantial progress toward targets	84

	2024	2025
Annual criterion-referenced target percentage	64%	76%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	71%	
	Substantial progress toward targets	

William G. Vinal Elementary

Overall classification Not requiring assistance or intervention

Reason for classification

Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
90% - Meeting or exceeding targets	90

	2024	2025
Annual criterion-referenced target percentage	100%	83%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	90%	
	Meeting or exceeding targets	

Takeaways

Highlights

All schools are *meeting or exceeding* or *making substantial progress towards targets*

Exceeding Targets Non-High School:

- ELA Achievement for Lowest 25%

Exceeding Targets High School:

- ELA and Math Growth for Lowest 25%
- Chronic Absenteeism in both groups
- Percentage of students taking Advanced Coursework

Areas of Focus

- Cole earned a 13% increase from 2024 to 2025. All targets were met.
- Norwell Middle School continues to have some areas that do not meet targets, e.g. the lowest 25% subgroup, → math/science/chronic absenteeism
- The accountability percentile at NMS moved from 87% → 86%, indicating that most middle schools declined across the Commonwealth
- There may be a correlation between the fact that middle school students were in grades 1-3 when COVID began
- NHS → Science for Lowest 25%; math growth

In the Works and Moving Forward

NPS Strategic Plan

- Teaching and Learning
- Safety, Belonging, and Well Being
- Learning Opportunities

Norwell Tiered System of Support (NTSS)

- Continue to refine for more coherence and consistency
- Core instruction and support for learners

Universal Design for Learning

- Accessible for all learners while maintaining a high level of rigor

Questions
