DATA REPORT

2025 | MCAS Summary Report

Testing Requirements

The MCAS test is administered to students in grades 3-10.

Students in grades 3-8 take English Language Arts (ELA) and math tests every year.

Students in grades 5 and 8 take the Science and Technology/Engineering test.

Students in grade 9 take Biology and students in grade 10 take ELA and math.

Individual Student Reports

The Department of Elementary and Secondary Education (DESE) provides the individual student reports.

Student reports are available to Parents/Guardians in early October via the DESE site.

MCAS data are one piece of information students, parents/guardians, and educators use to measure academic growth.



MCAS data provide information on a number of essential questions.

- **Student Achievement:** How well are students mastering grade level standards in English Language Arts, math and science?
- **Student Growth:** How well are students and groups of students growing from year to year?
- **District Performance:** How is our district performing in relation to state trends?
- **Resource Allocation:** What do our trends tell us about the effectiveness of our curricular and instructional investments?

It is important to note that this year was the first year where high school students were not required to pass MCAS for graduation.

What are some of the NPS data trends?

When looking at achievement, educators look for areas of strength and weakness. These trends help inform decisions about instructional strategies, curriculum resources, staffing, and professional development.

	Areas of Strength	Areas of Growth
High School	✦ Overall accountability percentile of 87, up from 83 in 2024 ✦ Improved or Exceeded Targets in all categories for achievement in ELA, math and science ✦ Continued to reduce Chronic Absenteeism ✦ Exceeding Typical Growth in most reporting categories for math	✦ Continued focus on increasing the achievement levels of all students across math, ELA and science ✦ Focused attention on increasing the achievement levels of students with disabilities and high needs students ✦ Continued attention to decreasing Chronic Absenteeism and increasing number of students in advanced classes
Middle School	✦ Overall accountability percentile of 72, up from 66 in 2024 ✦ Increased number of students meeting or exceeding expectation in math, ELA and science (grade 8) ✦ Exceeded achievement targets for all students and high needs students in ELA and science	✦ Continued focus on increasing the achievement levels of all students in math, ELA and science ✦ Attention to areas of lower growth including grade 8 math and ELA ✦ Ongoing development of interventions to impact achievement of subgroups (e.g, students with disabilities)
Elementary	✦ Molin overall accountability percentile of 62, up from 59 in 2024. ✦ Continued to reduce Chronic Absenteeism	✦ Enhance K-5 math and literacy Intervention to support foundational skills ✦ Analyze curriculum pacing to ensure key math standards are taught prior to end of year ✦ Strengthen student writing skills through a shared K-5 vertical instructional approach

What actions are we taking?

In addition to teams of administrators and educators reviewing MCAS data, each School Council reviews MCAS and other school data to set goals for improvement. See the School Improvement Plans for goals and actions related to student learning and growth. Below is a brief summary of some actions the district and schools are taking to meet our goals around student achievement and growth.

Goals	Focused Intervention	Curriculum and Instruction	Staff and Budget
✦ Increase the achievement level of all students ✦ Strengthen areas of lower growth ✦ Decrease achievement gaps	✦ Implement Math Recovery intervention K-5 ✦ Evaluate effectiveness of literacy intervention K-5 ✦ Continue middle school intervention for students identified by iReady and MCAS ✦ Pilot NHS math intervention & tutoring ✦ Continue Special Education Program Development	✦ Implement Math Strategic Plan developed in 24-25 ✦ Pilot K-5 ELA curriculum resource ✦ Implement consistent, scheduled monthly grade level data meetings facilitated by instructional coaches and curriculum leaders ✦ Continue ongoing course pacing and vertical K-12 standards alignment	✦ Continue investments in high quality instructional materials ✦ Investment in enhancing teacher leadership for curriculum and data work ✦ Strengthen NPS intervention & coaching model through vertical alignment



Seeing the Whole Child

Our work around belonging ensures every child has a team of adults who know them well. When it comes to looking at data, our educators can put names, faces, and experiences to the story.

For example, in grades 6-8 an average of nine students with disabilities are Not Meeting Expectations. To create effective interventions, we ask ourselves, what do we know about these students?

Using a range of data (e.g., Individual Education Plan progress, classroom participation, achievement on unit tests, iReady diagnostic scores, MCAS scores), we create a plan to monitor and positively impact each child's academic achievement.

In-class small group teaching and small group tutoring with interventionists are a few of the supports in place for *all* students, not just those on an IEP.



Analysis

Overall the district is rated as making substantial progress towards the DESE targets. (See 2025 Official Accountability Report for Newburyport).

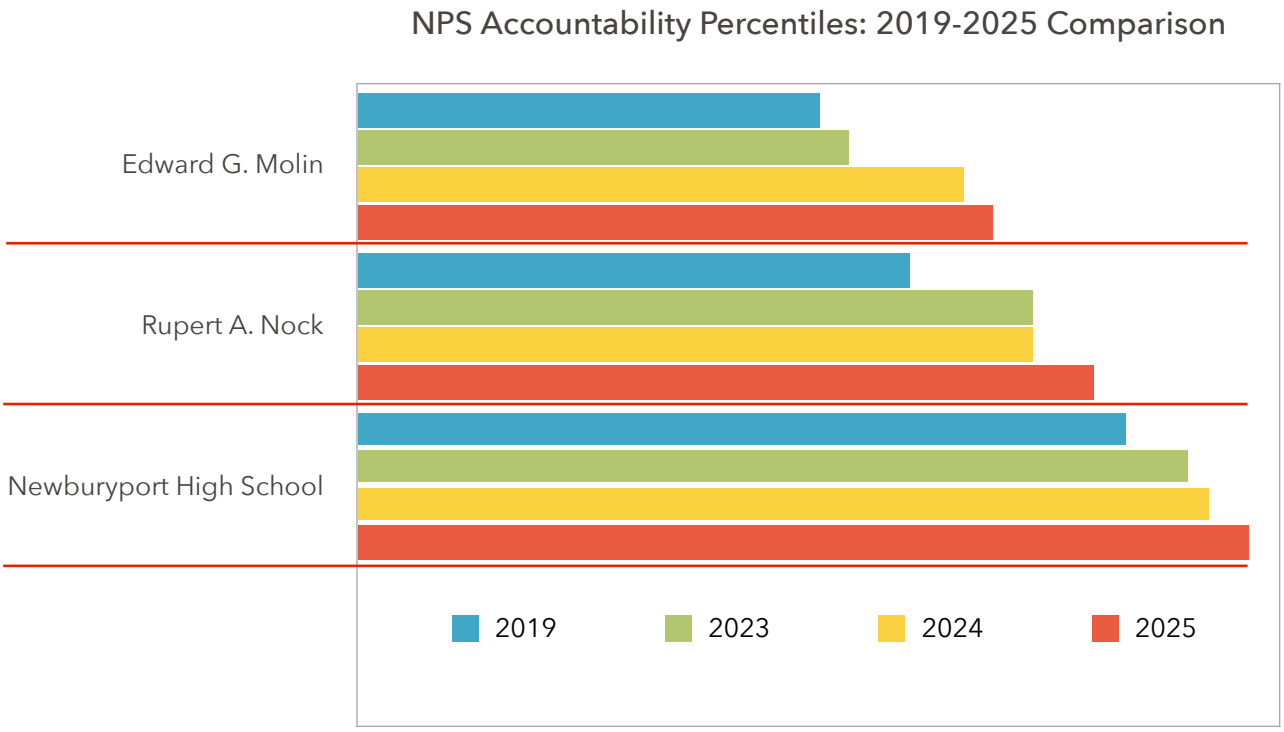
School Accountability Data

Each district and individual school is rated using a range of indicators for all grades:

- Achievement in ELA, math, and science/technology tests
- Growth in ELA and math
- Progress toward English proficiency (for students whose first language is not English)
- Chronic Absenteeism (% of students missing 18 or more days)

Additional indicators are considered for high schools including the four year cohort graduation rate, annual drop out rate and advanced coursework completion.

The accountability percentile shows overall performance relative to other schools.



3-8 Achievement Data Ratings

In **grades 3-8 ELA**, NPS exceeded and met achievement targets for students with disabilities, low income and high needs students. Scores improved for the general population.

For **grades 3-8 math**, although NPS exceeded targets for our English Learner population, achievement scores declined for our general population.

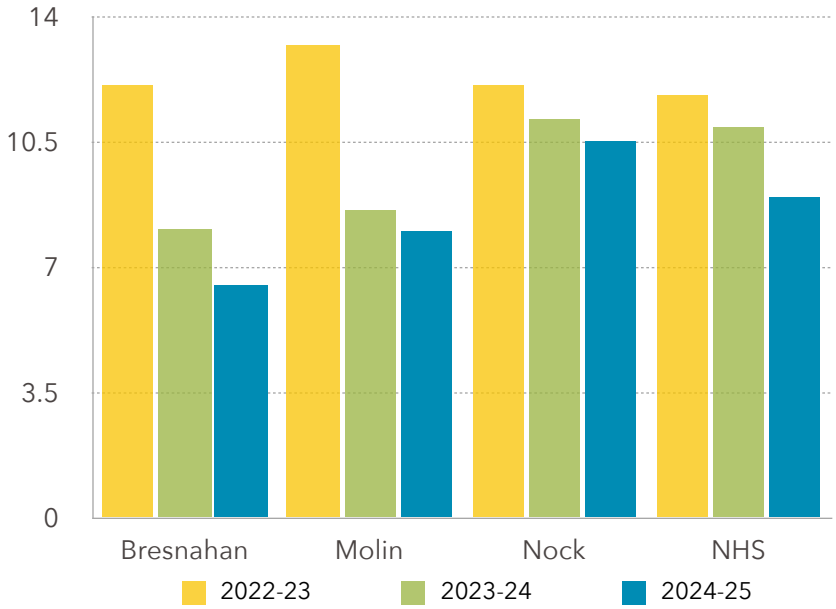
Accountability Data Continued

Attendance

Any student who misses 18 or more school days is considered chronically absent–this includes both excused and unexcused absences.

Our schools continue to make progress in reducing chronic absenteeism – the Bresnahan school reduced chronic absenteeism by almost 50% from 22-23.

See chart for ***Chronic Absence Rates by School.***



Newburyport High School Accountability Ratings

Once again NPS exceeded DESE targets for four-year graduation rate, extended engagement rate, and annual drop out rate.

The four year graduation rate for NHS is 99% *(up from 98.6% in 2024 and 97.7% in 2023), exceeding the state target of 95%.*

The annual drop out rate from 2024 is 0% *(0.2%, in 2023 and 1% in 2022). The rates for students with disabilities, high needs and low income students also exceeded DESE targets.*

The high school continues to improve on its overall rating with an ***accountability percentile of 87%***. This percentile shows how NHS is performing in relation to other schools in Massachusetts.

The high school also met or exceeded almost all DESE targets for student achievement with high needs students Meeting Targets in ELA and Exceeding Targets in math and science.





Understanding Student Growth Percentiles

A growth score shows how much a student's score changed compared to other students who had a similar score the year before.

See table below for understanding high, moderate and low growth.

Growth Level	Percentile Range
Very high	80-99
High	60-79
Typical	40-59
Low	20-39
Very Low	1-19

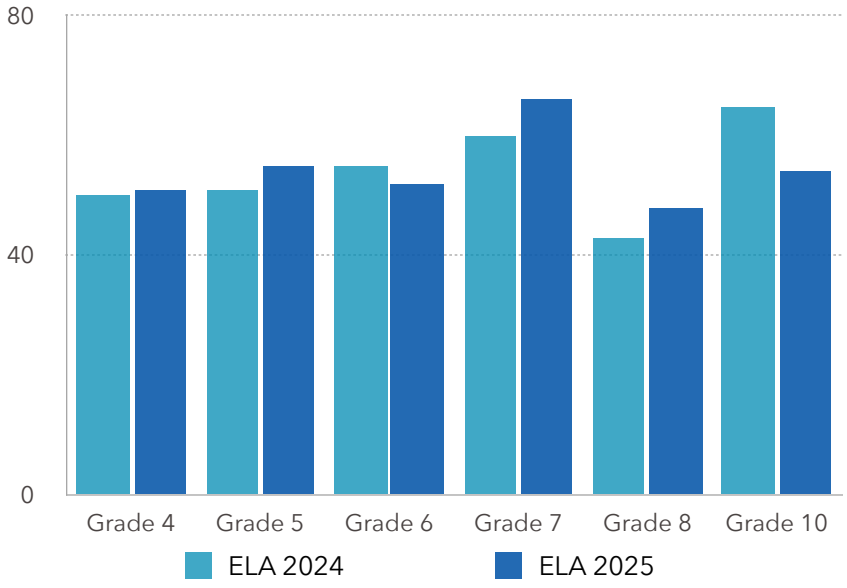
Since grade 3 students are taking the test for the first time, there is no growth percentile for that group.

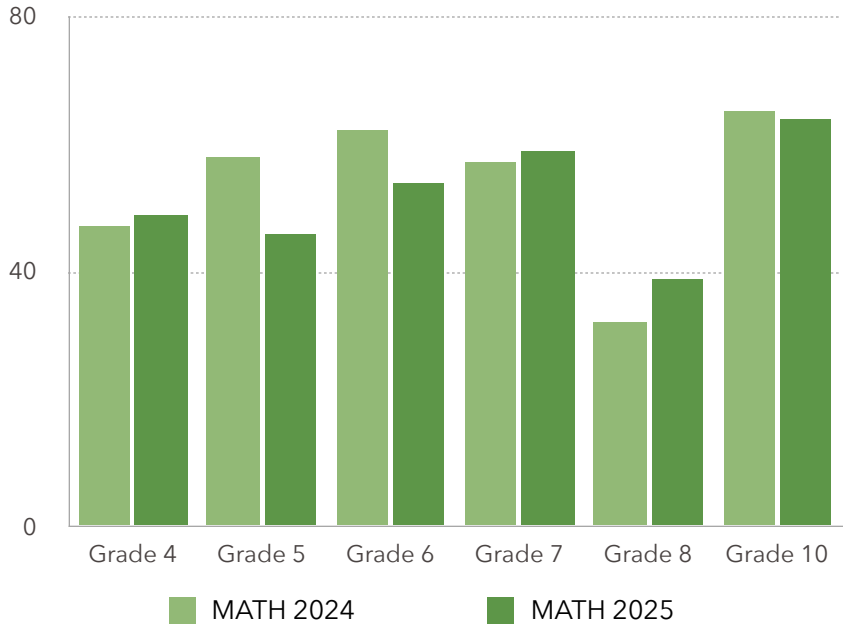
There are also no student growth percentiles for the grades 5, 8, and 10 science tests.

Student Growth Data

Growth scores allow us to see how groups of students are doing in relation to other students across the state.

NPS students continue to show typical to high growth across most grade levels. Although there is some variability from year to year, growth scores remain relatively steady. We are seeing positive trends in grade 8 for both ELA and math.





What is a subgroup?

The district evaluates progress for the following DESE defined subgroups:

Students with Disabilities: students who have an Individualized Education Program (IEP).

English Learners (EL): students whose first language is a language other than English who are unable to perform ordinary classroom work in English.

Low Income: students who participated in one or more state-administered programs, as well as students identified by districts as homeless.

High Needs: students who are designated as either low income, economically disadvantaged, EL/ former EL, or a student with disabilities.

High Growth is the Goal

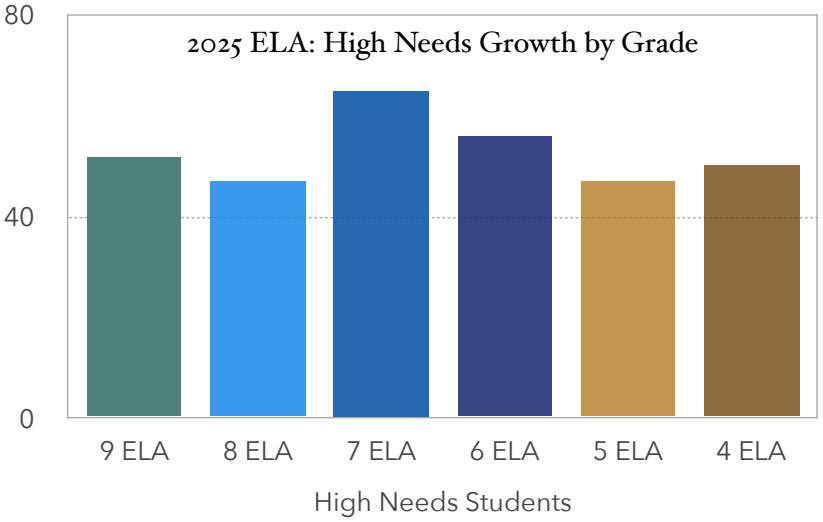
NPS has a team of educators with expertise in working with students who are learning English, students who may be experiencing mental health issues, and students with disabilities.

These educators work collaboratively with general education teachers to ensure every student has effective instructional support.

NPS Subgroup Growth Scores

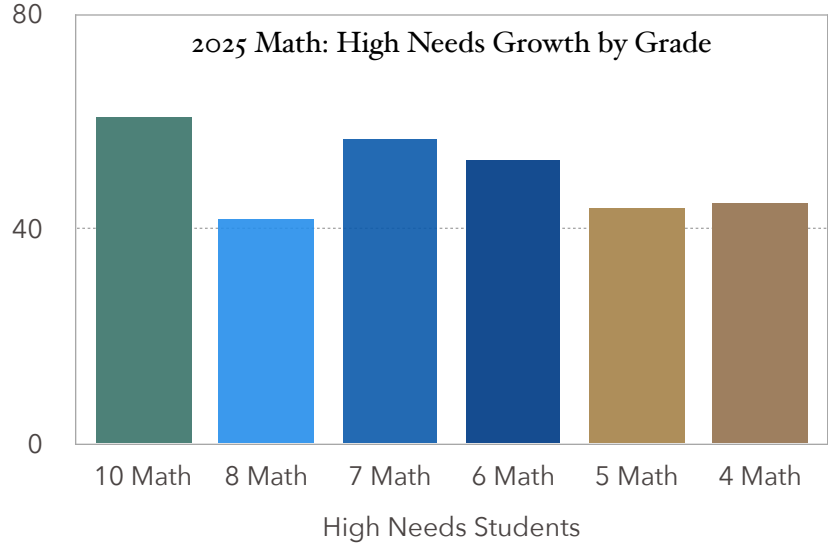
English Language Arts

- All subgroups showed typical growth.
- In 7th grade, students with disabilities & high needs students had high growth (over 60).



Math

- Similar to ELA, all subgroups are growing within the typical range.
- Grade 10 high needs and grade 6 low income students have high growth (over 60).





Understanding Student Achievement Scores

Student achievement is measured on four levels on the MCAS Tests.

Achievement Level	Scaled Score
Exceeding Expectations	530-560
Meeting Expectations	500-529
Partially Meeting Expectations	470-499
Not Meeting Expectations	440-469

Newburyport High School Average Scaled Score

Test	Average
ELA	513
Math	508
Biology	512

Student Achievement Data

The percent of students district-wide meeting or exceeding expectations continues to exceed the state. In some areas, we have begun to reach or exceed 2019 (pre-pandemic) achievement levels (e.g., grade 5, 6, 7 math and grade 6, 7 ELA).

Trends Impact Curriculum and Instruction

When looking at achievement data, educators examine trends across grade levels to identify areas of strength and weakness in content area standards.

For example, in 2025 95% of Newburyport 6th graders correctly answered this question that measures rations and proportional relationships:

3 A student has 8 marbles.

- 3 of the marbles are green.
- All the other marbles are yellow.

The relationships between the different colors of marbles can be represented as ratios. Which of the following sentences about the ratios are true?

Select the **three** correct answers.

Ⓐ The ratio of green marbles to yellow marbles is 8:3.

Ⓑ The ratio of green marbles to yellow marbles is 3:5.

Ⓒ The ratio of yellow marbles to all marbles is 3:5.

Ⓓ The ratio of yellow marbles to all marbles is 5:8.

Ⓔ The ratio of all marbles to green marbles is 8:3.

Ⓕ The ratio of all marbles to green marbles is 5:8.

This data indicates that the curriculum has addressed this standard. However, educators may also see areas where most students could *not* answer a question. They use this information to evaluate what instructional or curriculum changes should be made.

Individual Data Impacts Intervention Planning

Educators also look at the individual students who are not meeting or partially meeting expectations. Using a range of information, intervention plans are created. **The goal is to accelerate the growth of these students so they can be in the Meeting or Exceeding categories by grade 10.**

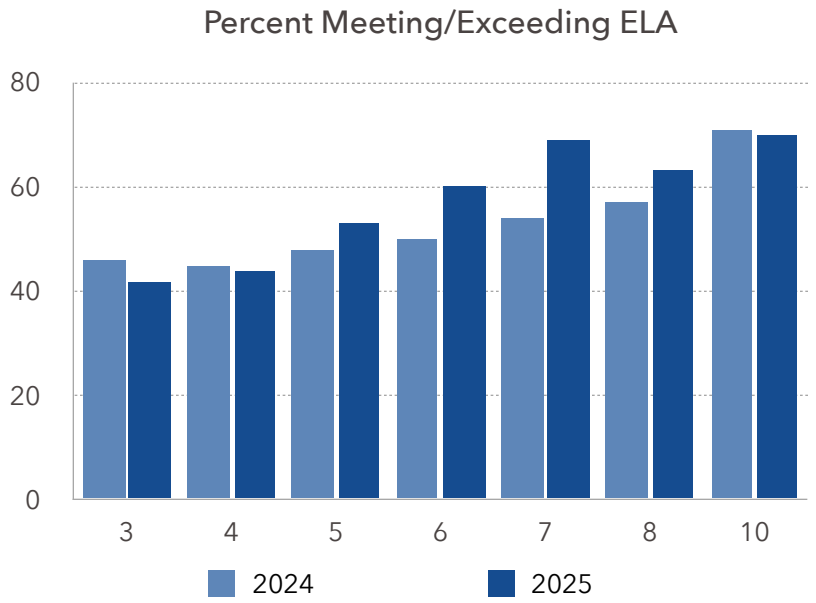
Achievement Summary

In addition to an analysis of how each grade achieved on the standards, educators also look at individual and subgroup performance.

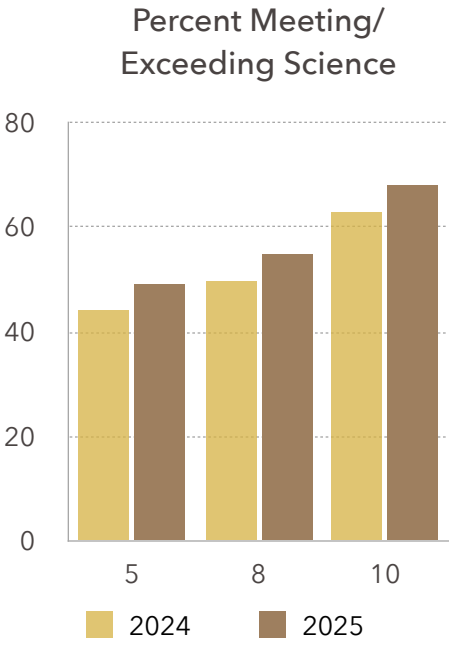
We note strong progress for our middle school as a whole. Our science achievement is also trending in a positive direction.

The 2025 MCAS test was not a requirement for graduation — high school achievement scores were down across the state.

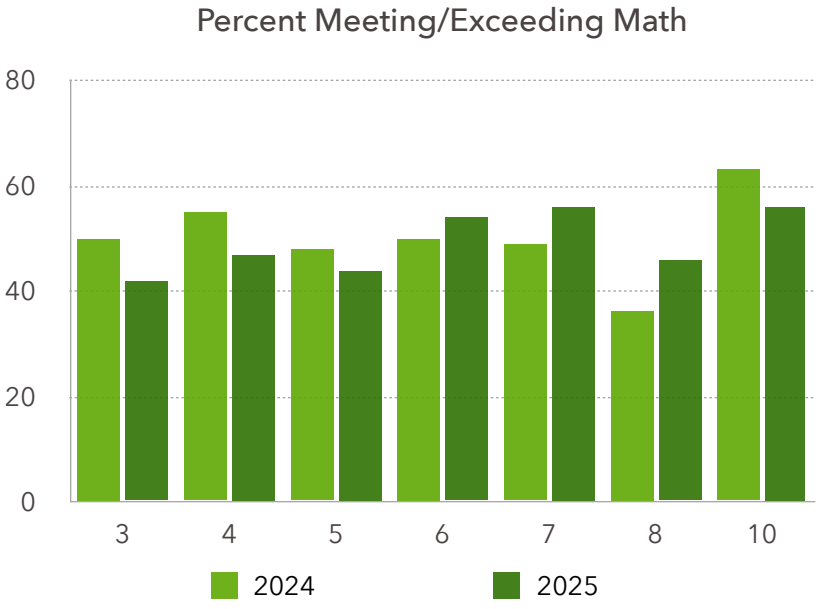
Please see the pages that follow for detailed grade-level data.



We are seeing strong growth in student achievement in grades 5, 6, 7, & 8. Slight declines in grades 3 and 4 partially reflect a need to strengthen student writing skills. At the high school level, a slight decline was anticipated due to MCAS not being required for graduation.



All three grades saw an increase in student achievement in science.



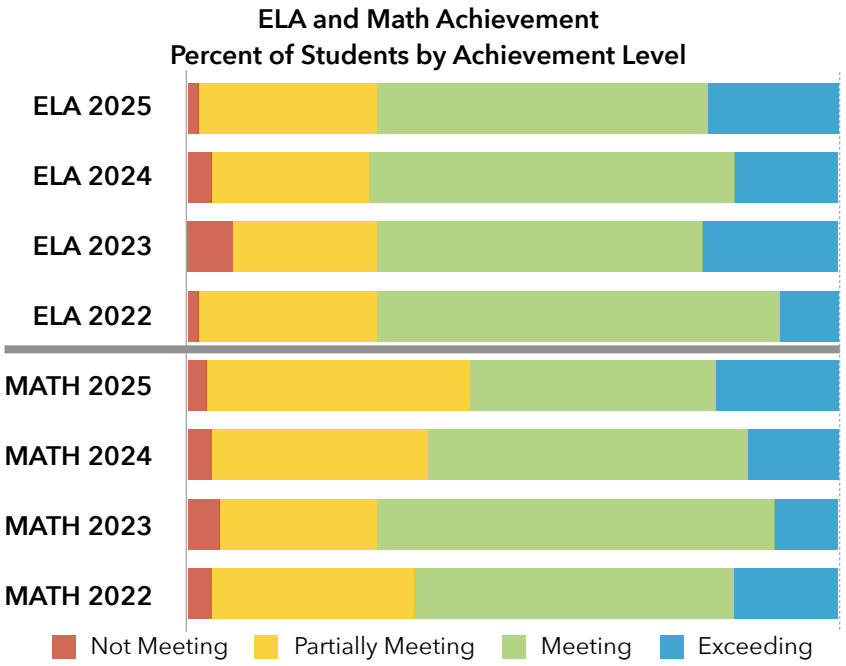
Student math achievement is increasing in grades 6-8. Analysis of elementary declines partially reflects implementation and pacing of our Ready Math curriculum resource. As noted above, similar to all high schools across MA, NHS saw a decline.

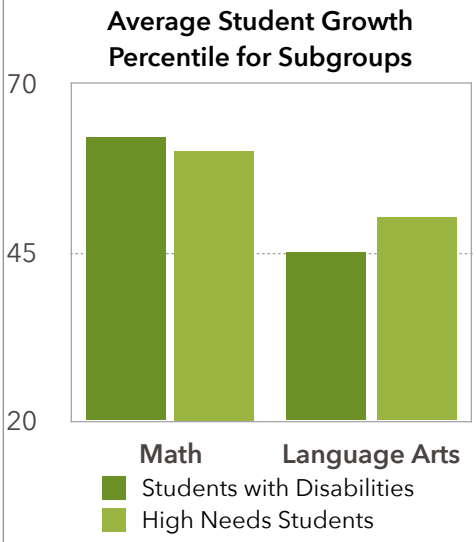
2025 Grade 10 MCAS

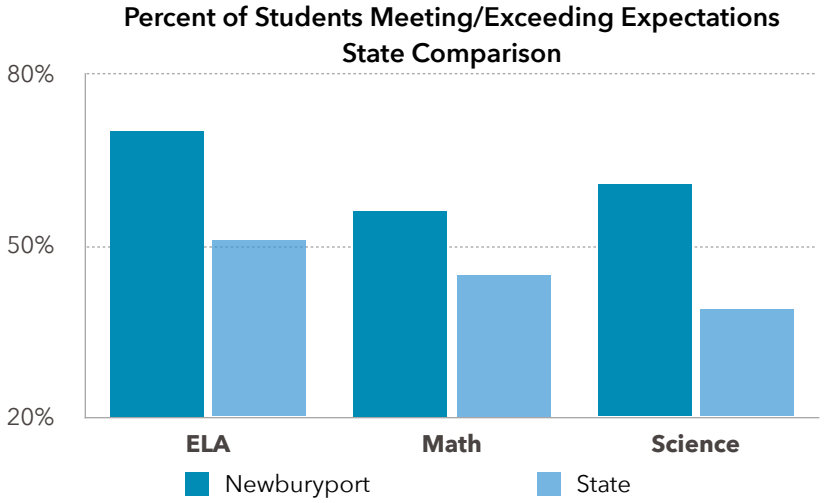
70% **ELA** Met/Exceeding Expectation

56% **MATH** Met/Exceeding Expectation

61% **STE** Met/Exceeding Expectation







Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

	Students with Disabilities (N)		High Needs Students (N)	
	ELA (29)	MATH (30)	ELA (41)	MATH (42)
Meeting/Exceeding	34%	23%	44%	29%
Partially Meeting	55%	63%	46%	60%
Not Meeting	10%	13%	10%	12%

2025 Grade 8 MCAS

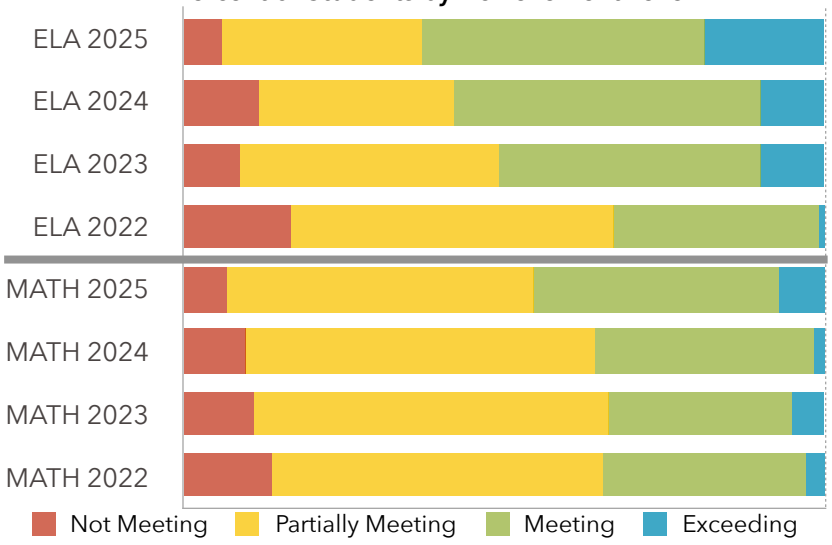
63% **ELA** Met/Exceeding Expectation

46% **MATH** Met/Exceeding Expectation

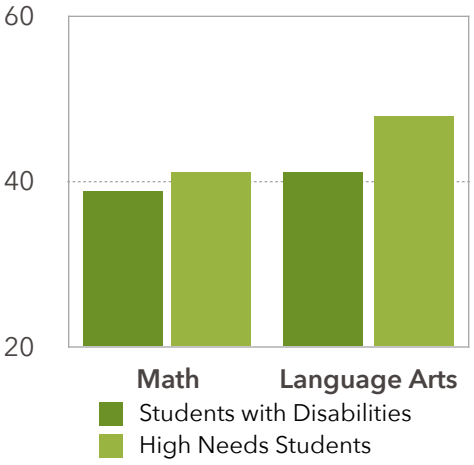
55% **STE** Met/Exceeding Expectation

50% **CIVICS** Met/Exceeding Expectation

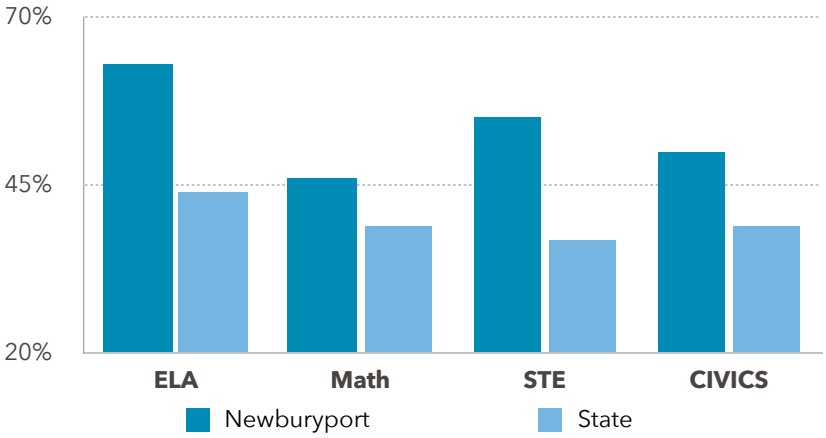
ELA and Math Achievement
Percent of Students by Achievement Level



Average Student Growth Percentile for Subgroups



Percent of Students Meeting/Exceeding Expectations
State Comparison



Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

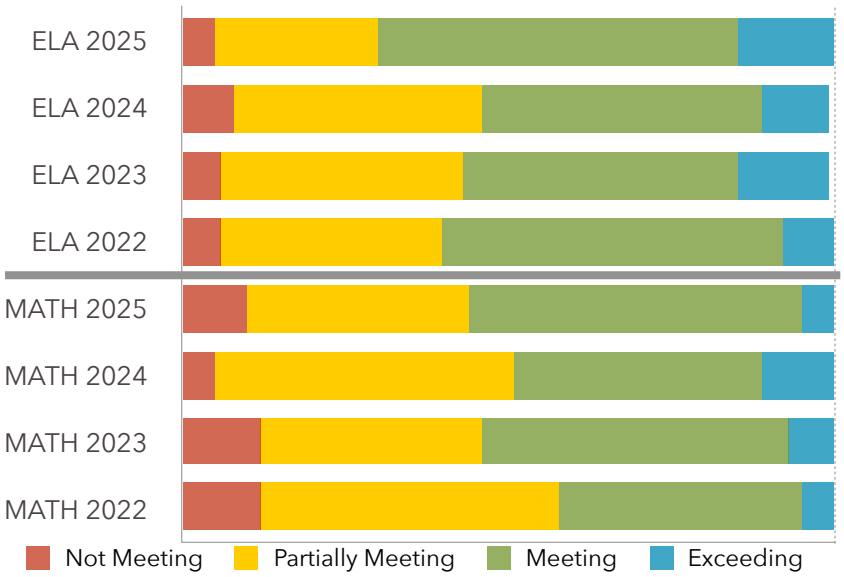
	Students with Disabilities (36)		High Needs Students (55)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	33%	17%	38%	22%
Partially Meeting	47%	64%	45%	62%
Not Meeting	19%	19%	16%	16%

2025 Grade 7 MCAS

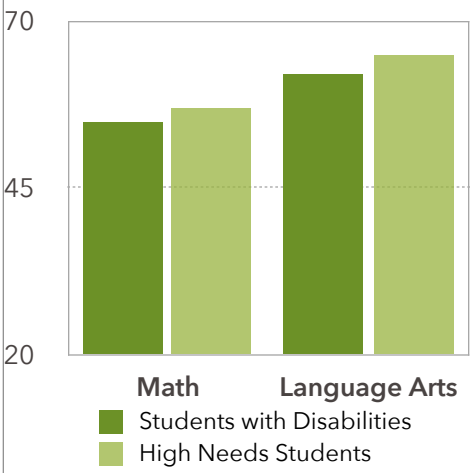
70% **ELA** Met/Exceeding Expectation

56% **MATH** Met/Exceeding Expectation

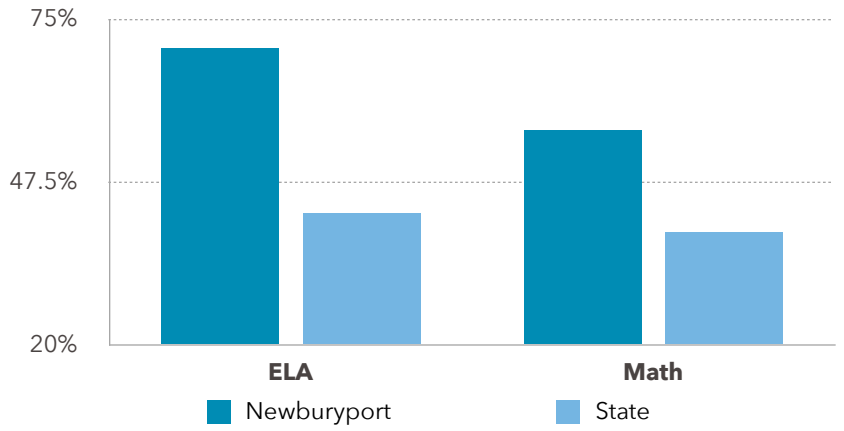
ELA and Math Achievement
Percent of Students by Achievement Level



Average Student Growth Percentile for Subgroups



Percent of Students Meeting/Exceeding Expectations State Comparison



Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

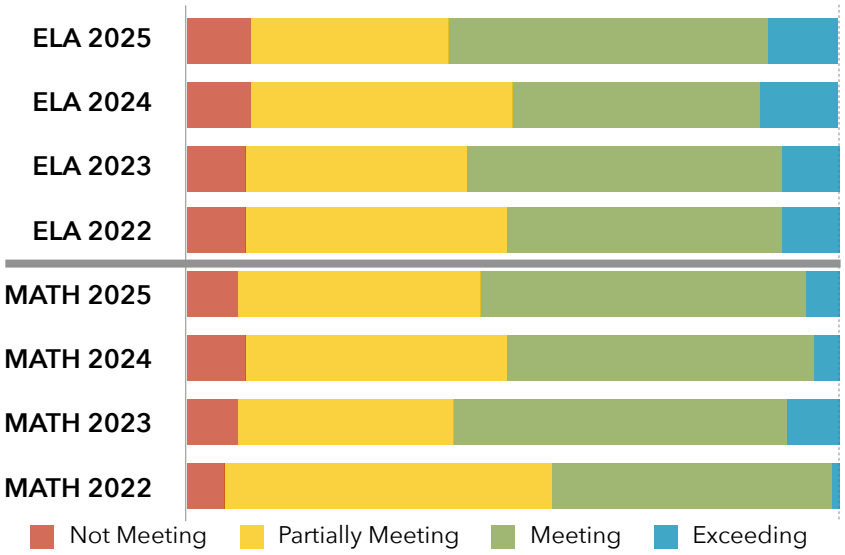
	Students with Disabilities (40)		High Needs Students (55)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	40%	30%	44%	35%
Partially Meeting	43%	38%	42%	41%
Not Meeting	18%	33%	15%	24%

2025 Grade 6 MCAS

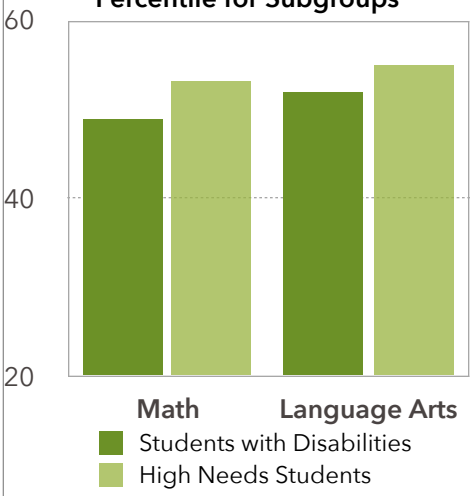
61% **ELA** Met/Exceeding Expectation

55% **MATH** Met/Exceeding Expectation

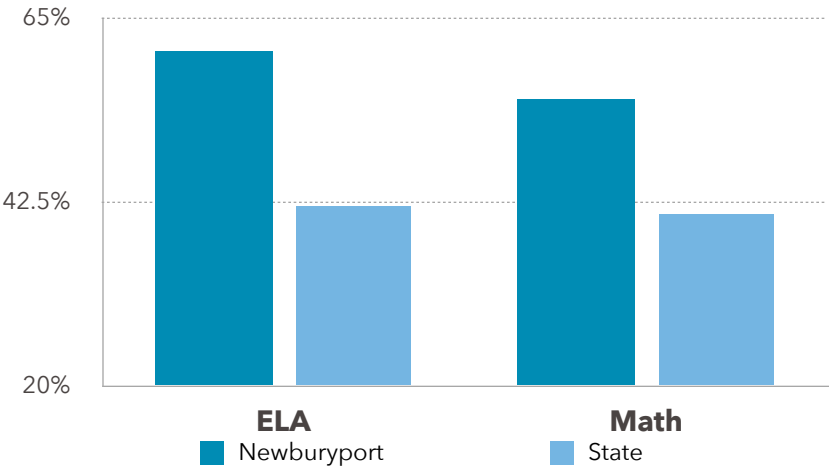
ELA and Math Achievement
Percent of Students by Achievement



Average Student Growth Percentile for Subgroups



Percent of Students Meeting/Exceeding Expectations
State Comparison



Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

	Students with Disabilities (42)		High Needs Students (60)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	33%	17%	37%	27%
Partially Meeting	38%	62%	42%	55%
Not Meeting	28%	21%	22%	18%

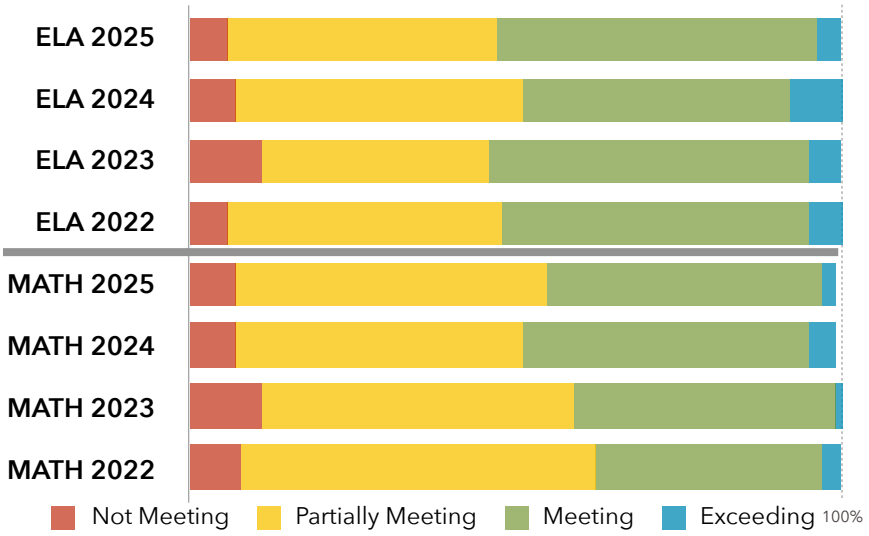
2025 Grade 5 MCAS

54% **ELA** Met/Exceeding Expectation

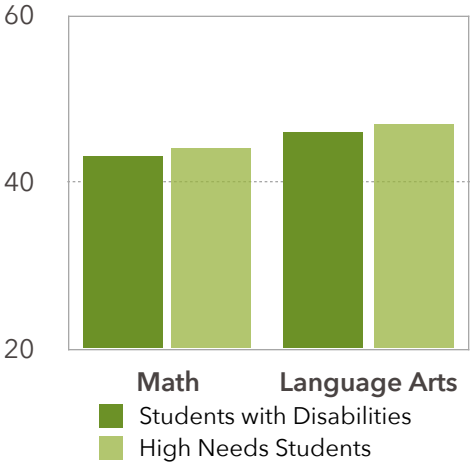
44% **MATH** Met/Exceeding Expectation

49% **STE** Met/Exceeding Expectation

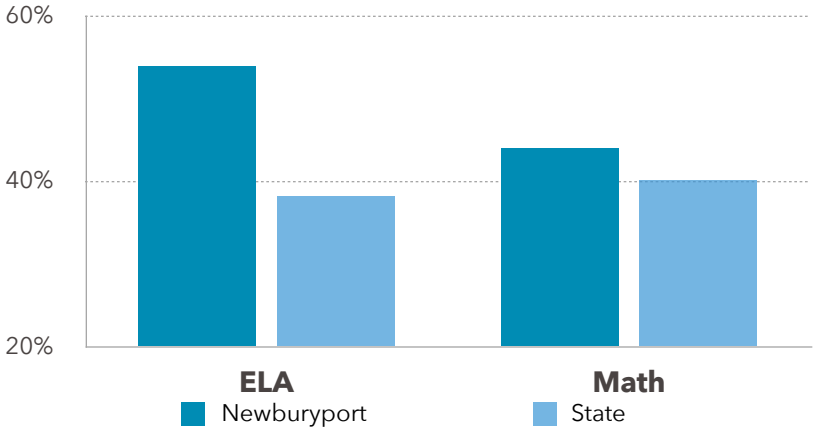
ELA and Math Achievement
Percent of Students by Achievement Level



Average Student Growth Percentile for Subgroups



Percent of Students Meeting/Exceeding Expectations
State Comparison



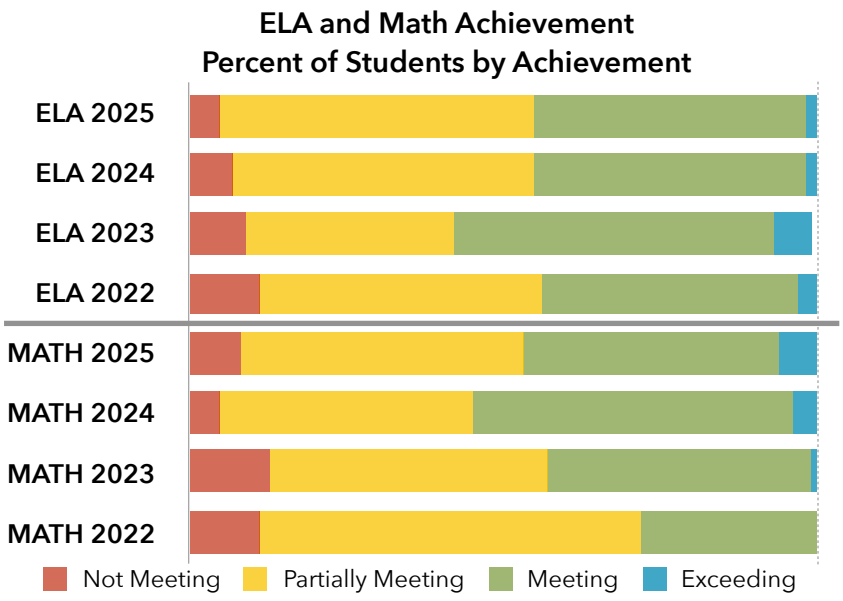
Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

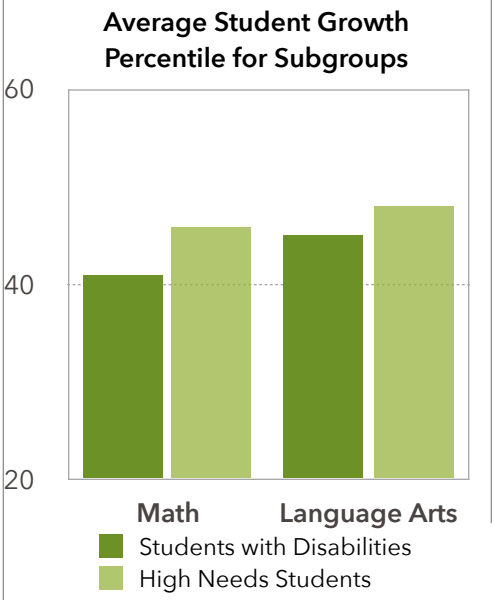
	Students with Disabilities (35)		High Needs Students (50)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	17%	14%	21%	15%
Partially Meeting	61%	61%	62%	63%
Not Meeting	22%	25%	17%	21%

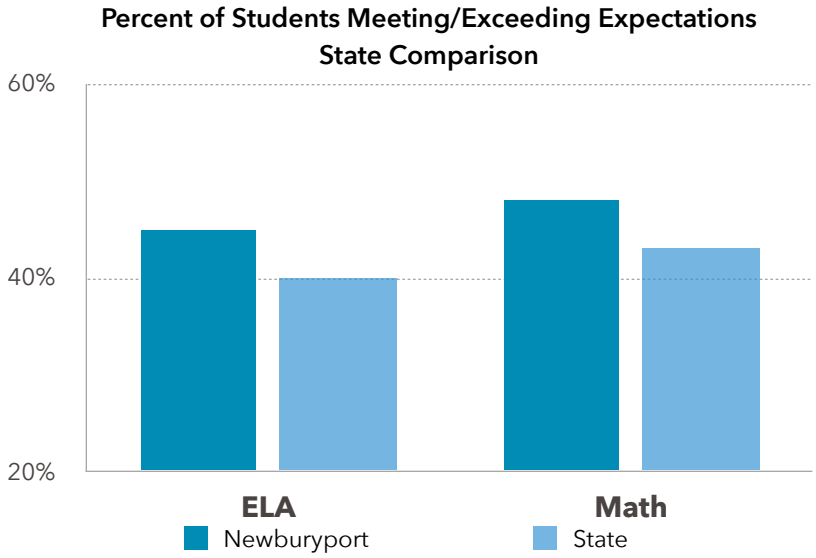
2025 Grade 4 MCAS

45% **ELA** Met/Exceeding Expectation

48% **MATH** Met/Exceeding Expectation







Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

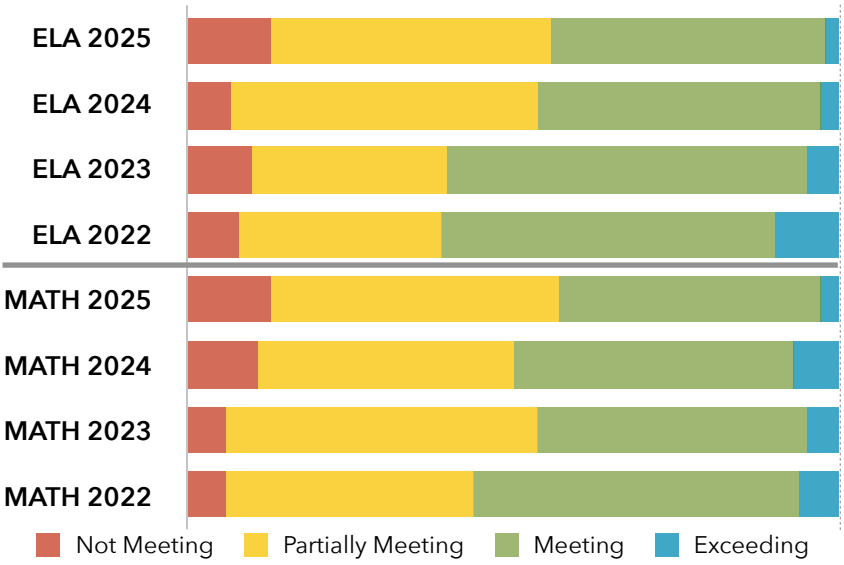
	Students with Disabilities (38)		High Needs Students (51)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	23%	14%	21%	21%
Partially Meeting	60%	60%	66%	60%
Not Meeting	18%	26%	13%	19%

2025 Grade 3 MCAS

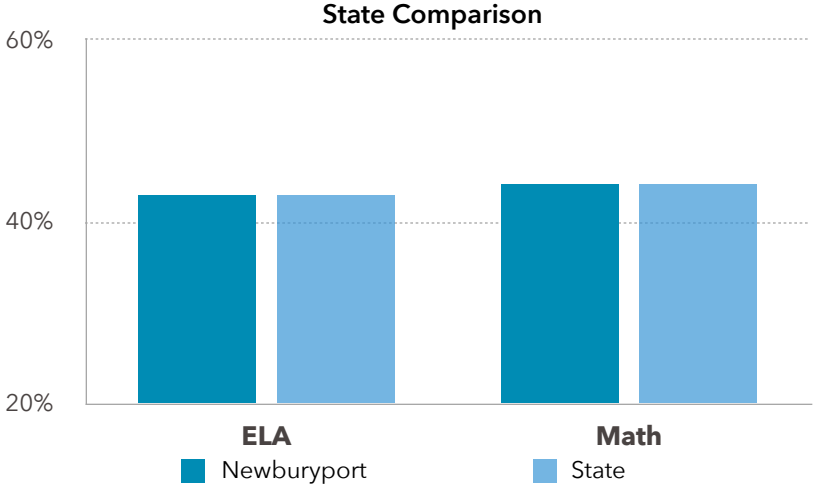
43% **ELA** Met/Exceeding Expectation

44% **MATH** Met/Exceeding Expectation

ELA and Math Achievement
Percent of Students by Achievement Level



Percent of Students Meeting/Exceeding Expectations
State Comparison



Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

	Students with Disabilities (32)		High Needs Students (55)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	19%	16%	21%	19%
Partially Meeting	41%	47%	50%	52%
Not Meeting	41%	38%	29%	29%

Understanding Your Child's Individual MCAS Report

MCAS reports are developed by DESE and mailed to families. If your child took the MCAS in Newburyport in the spring of 2025, you should have received a report.

DESE provides parents with information on how to read the reports and understand the information. Below are a few helpful links:

- Understanding the grade 3-8 report
- Understanding the high school report

You can also reach out to your child's teacher with questions.