

MCAS 2025


School Committee Presentation
November 24, 2025





Agenda



- Introduction
 - Accountability Data
 - Data Focus:
 - ELA
 - Civics
 - Math
 - Science
 - Appendix
- 



MCAS 2025

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none">• ELA• Math	<ul style="list-style-type: none">• ELA• Math	<ul style="list-style-type: none">• ELA• Math• Science	<ul style="list-style-type: none">• ELA• Math	<ul style="list-style-type: none">• ELA• Math	<ul style="list-style-type: none">• ELA• Math• Science• Civics





MCAS in Context



MCAS

VOCAL

ACCESS

DIBELS

Unit Screeners

DESSA

Track My Progress

Math Unit Assessments

Connectedness Survey

EL Assessments

Number Corner Assessments

Metrowest Survey

Foundations Assessments

Science Assessments

Formative Assessments

Progress Monitoring

Soc. Studies Assessments

Attendance Data



Terminology



Raw Score = This is the number of items correct out of the total number of items, including rubric scores for essays.

Scaled Score = This is a 3-digit number that takes into account the difficulty of the questions and are adjusted to ensure consistency across different test forms and years.

Achievement = Scaled scores fall in one of 4 achievement categories: Not Meeting Expectation (NM), Partially Meeting Expectation (PM), Meeting Expectations (M) or Exceeding Expectations (E).

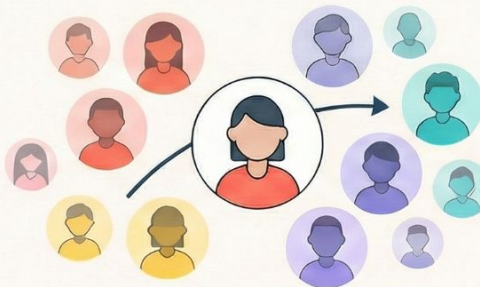
Proficiency = Students that meet or exceed expectation are considered proficient.

SGP (Student Growth Percentile) = The SGP score ranges from 1 to 99 and represents a student's growth relative to other students with a similar test score history and focuses on the amount of academic growth the student made compared to their peers. An SGP score of 50 indicates typical or average growth, meaning the student grew at a rate similar to half of their peers. A score above 50 suggests the student grew faster than most of their peers, while a score below 50 means the student's growth was slower than average. The goal for an SGP is between 40 and 60.

[DESE guide to understanding SGP](#)

More Than a Score: A Guide to Student Growth Percentiles (SGP)

Measures Growth, Not Just Achievement



Academic Peers:
Students statewide with a similar history of MCAS test scores.

SGP tracks a student's progress from one year to the next.



SGPs Range from 1 to 99



A higher number indicates more growth compared to academic peers.

How to Interpret SGP

Two Students, Same Score, Different Growth



Henry

MCAS Score:
Met Expectations

SGP: 25
(Low Growth)



Simone

MCAS Score:
Met Expectations

SGP: 72
(High Growth)



Any Student Can Show High Growth

Growth is possible regardless of a student's achievement level (e.g., Meeting Expectations).

1-20:
Very Low
Growth

21-40:
Low Growth

41-60:
Moderate
Growth


61-80:
High
Growth

81-99:
Very High
Growth

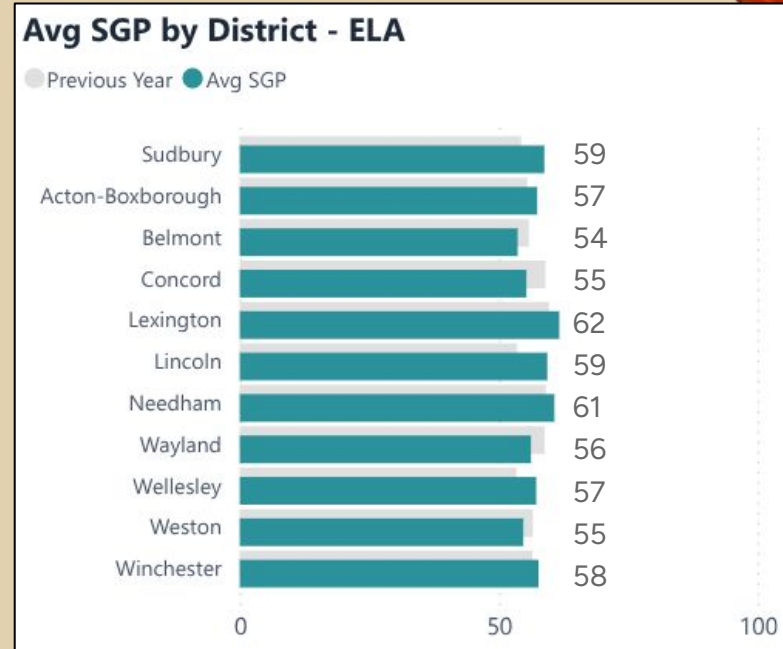
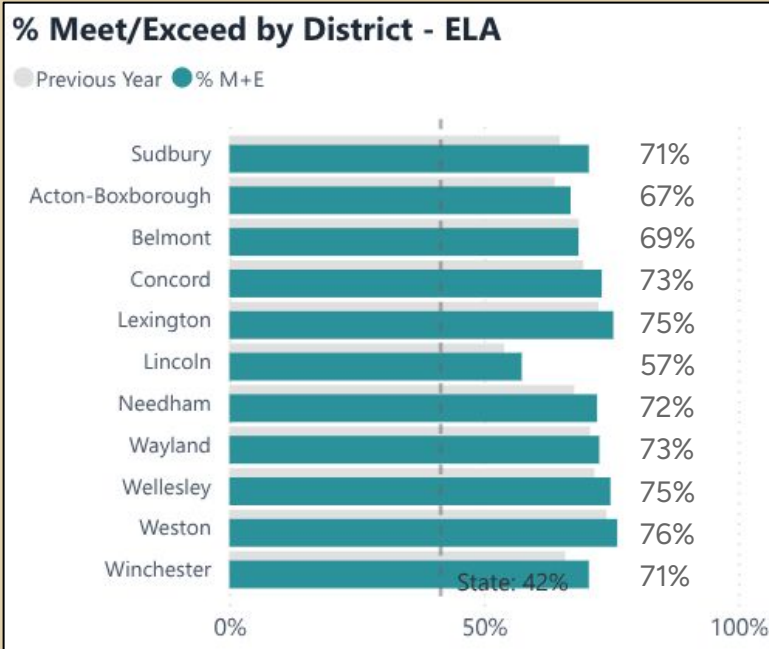


English Language Arts



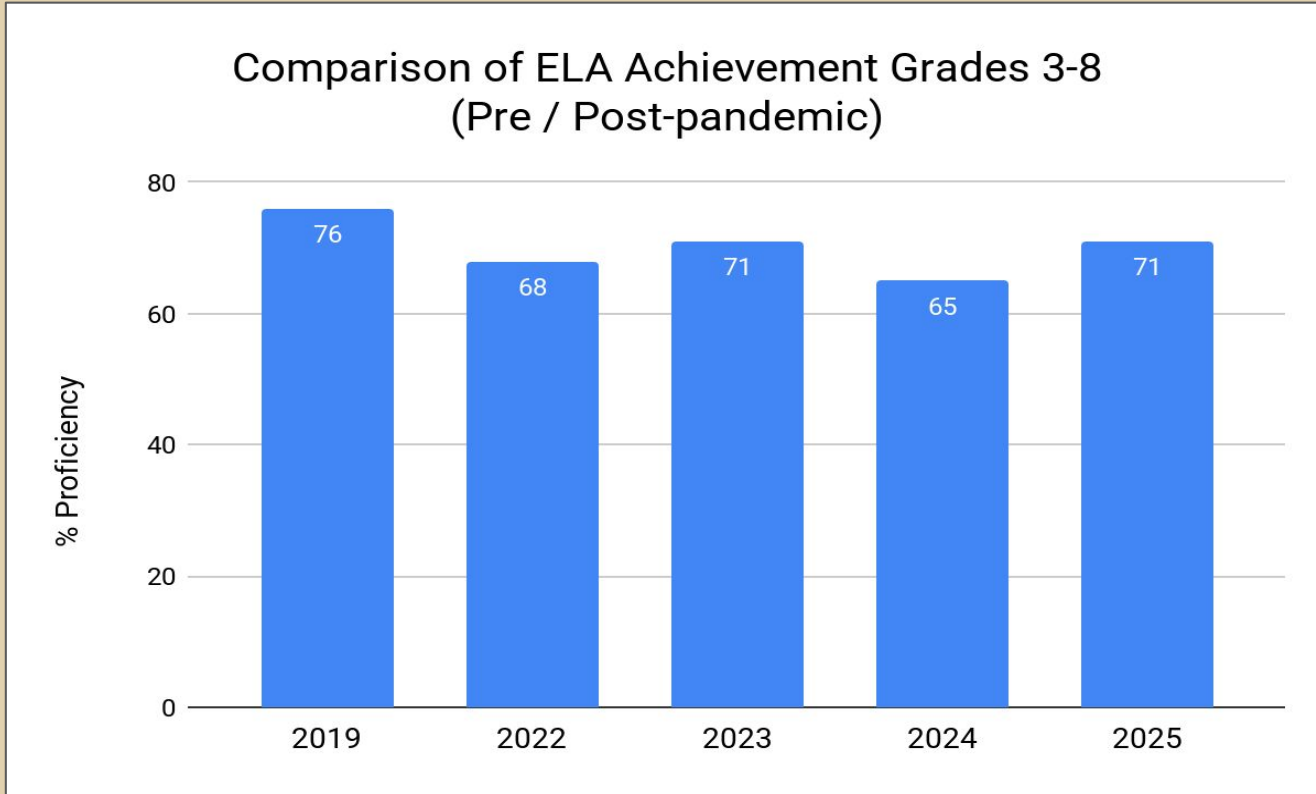
- Achievement Data
 - Student Growth Data
 - Subgroup Data: Students with Disabilities
 - Curriculum Data
 - Summary & Impact
- 

Achievement: Comparable Districts

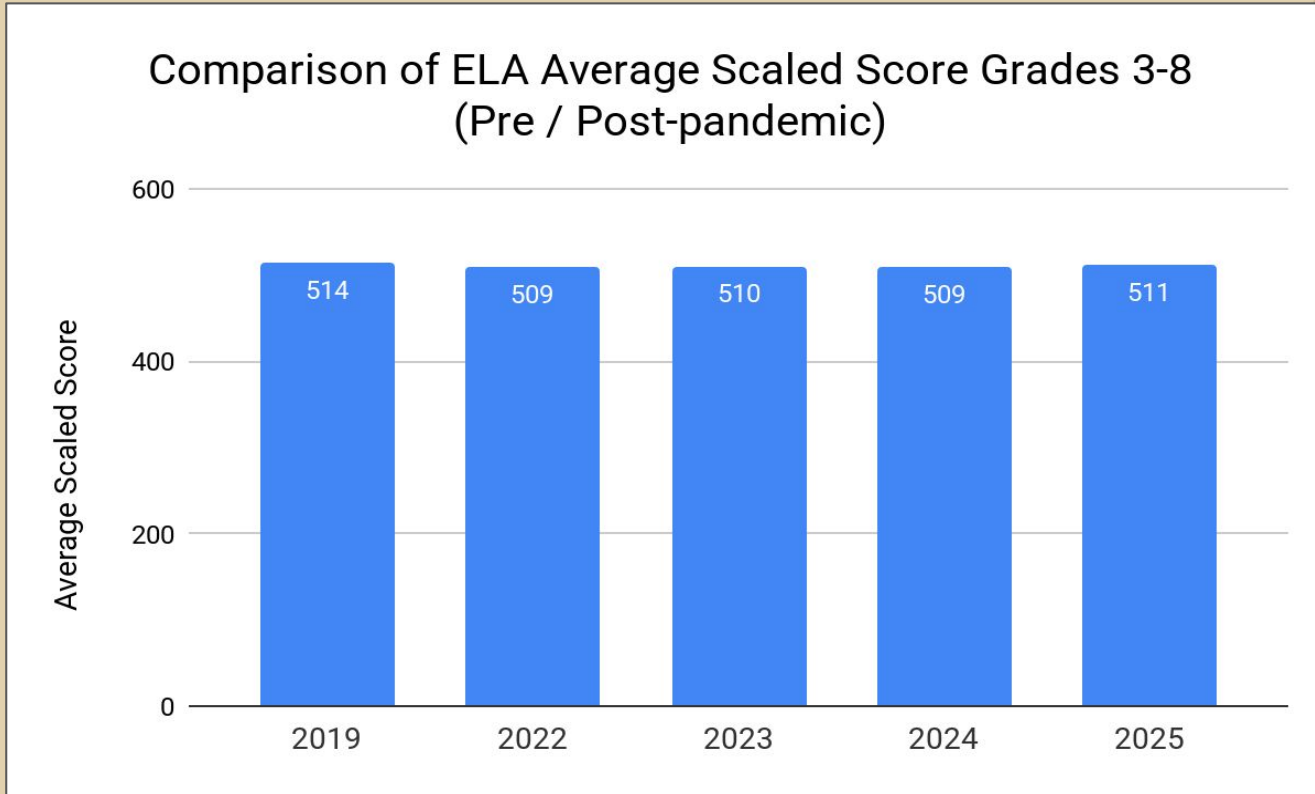


- Overall achievement for SPS is the 5th highest score out of 11 comparable districts.
- SPS has the 7th highest achievement score in the state.
- Overall SGP for SPS is 3rd highest out of 11 comparable districts.
- SPS has the 10th highest SGP score in the state.

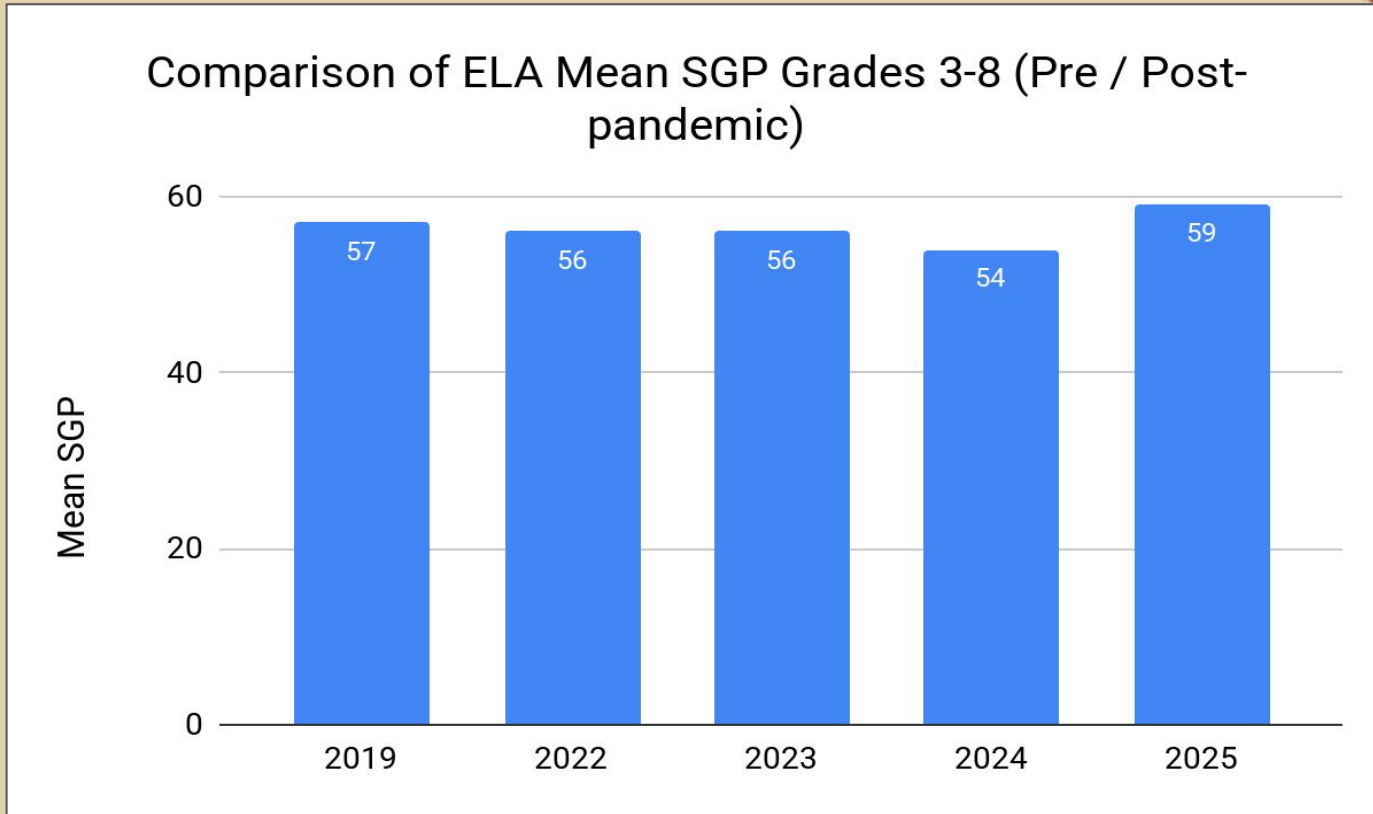
ELA Results: Pre- and Post-Pandemic (3-8)



ELA Results: Pre- and Post-Pandemic (3-8)

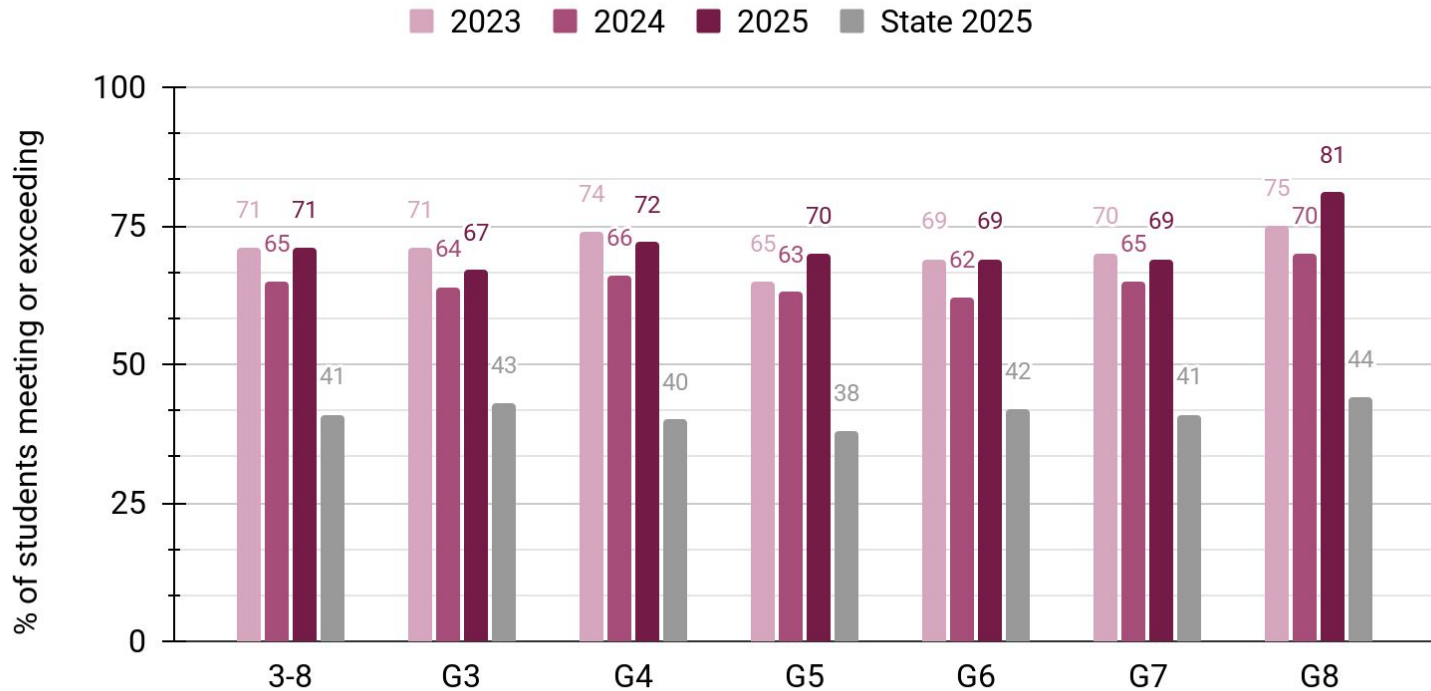


ELA Results: Pre- and Post-Pandemic (3-8)



ELA Results

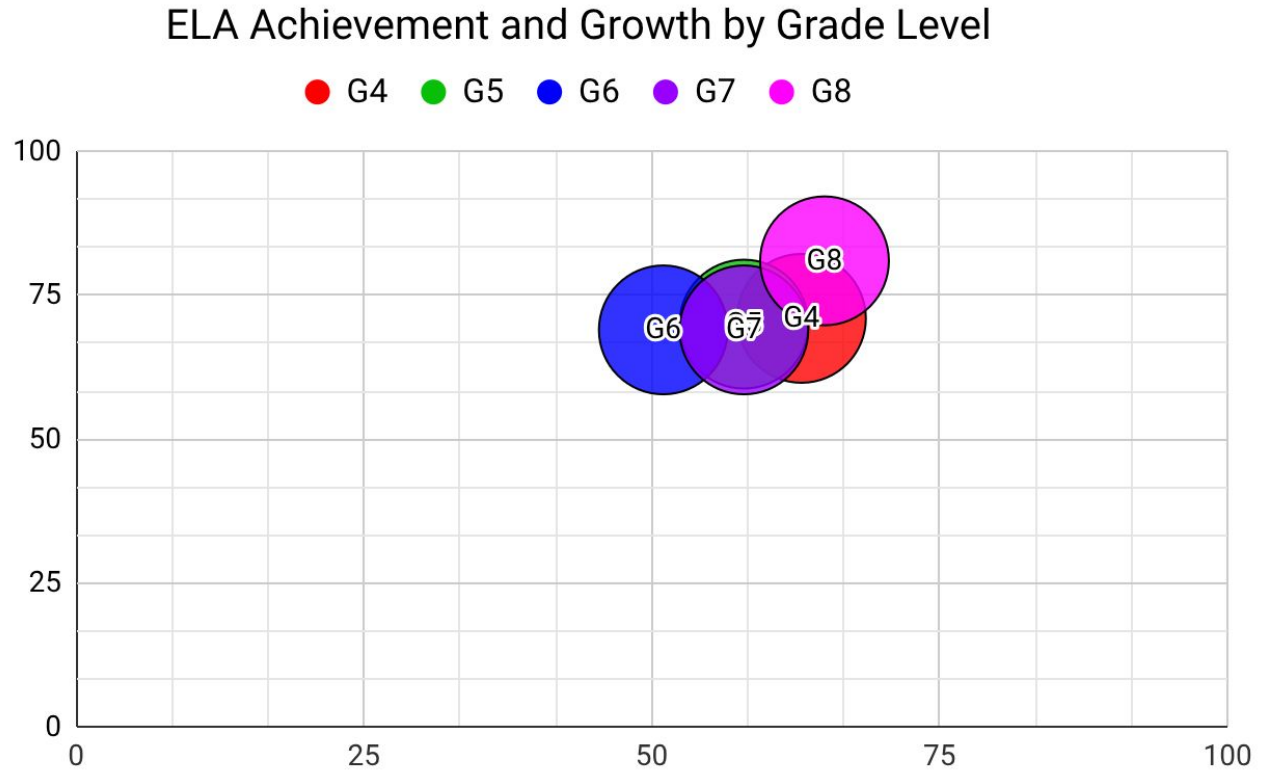
ELA All Students Achievement 2023-2025



ELA Achievement & Growth by Grade

	Mean SGP	% Achievement
G4	63	71
G5	58	70
G6	51	69
G7	58	69
G8	65	81

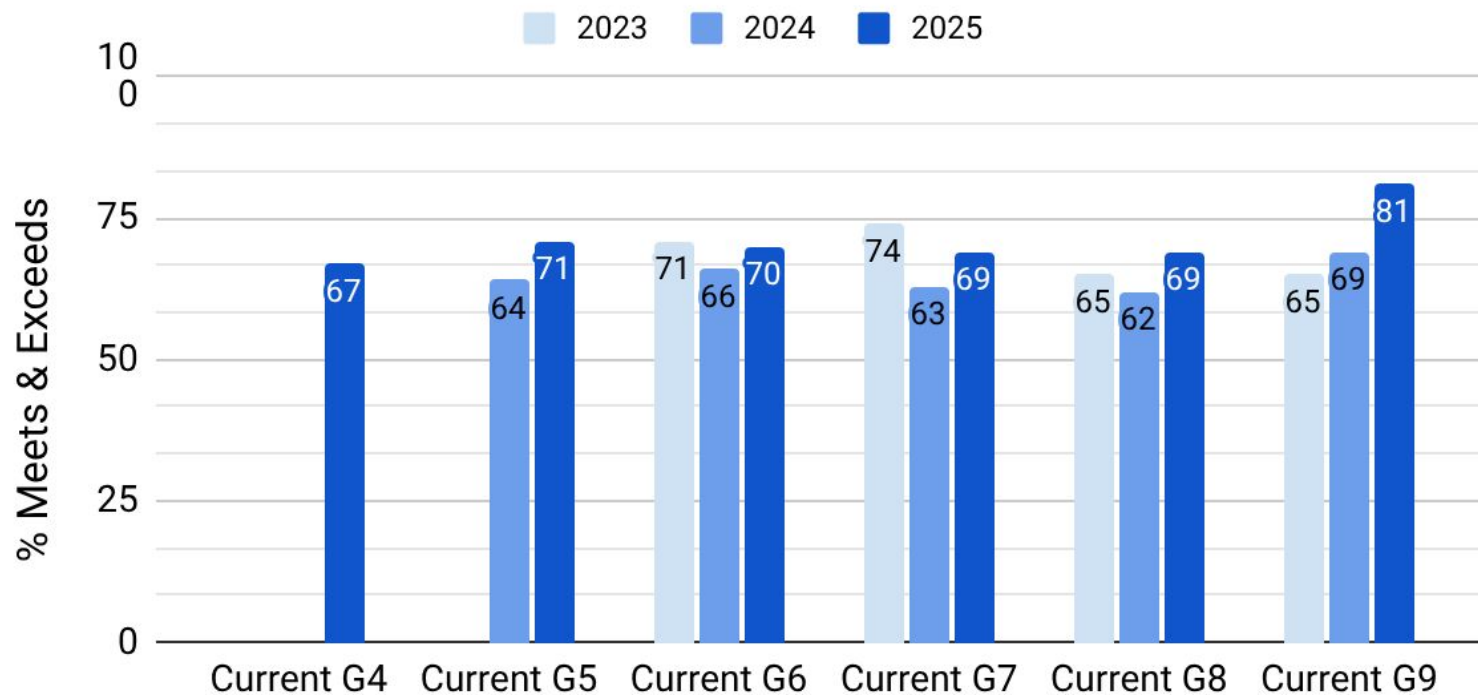
% Meeting or Exceeding Expectations



Overall achievement score for 8th grade is 4th highest in the state.

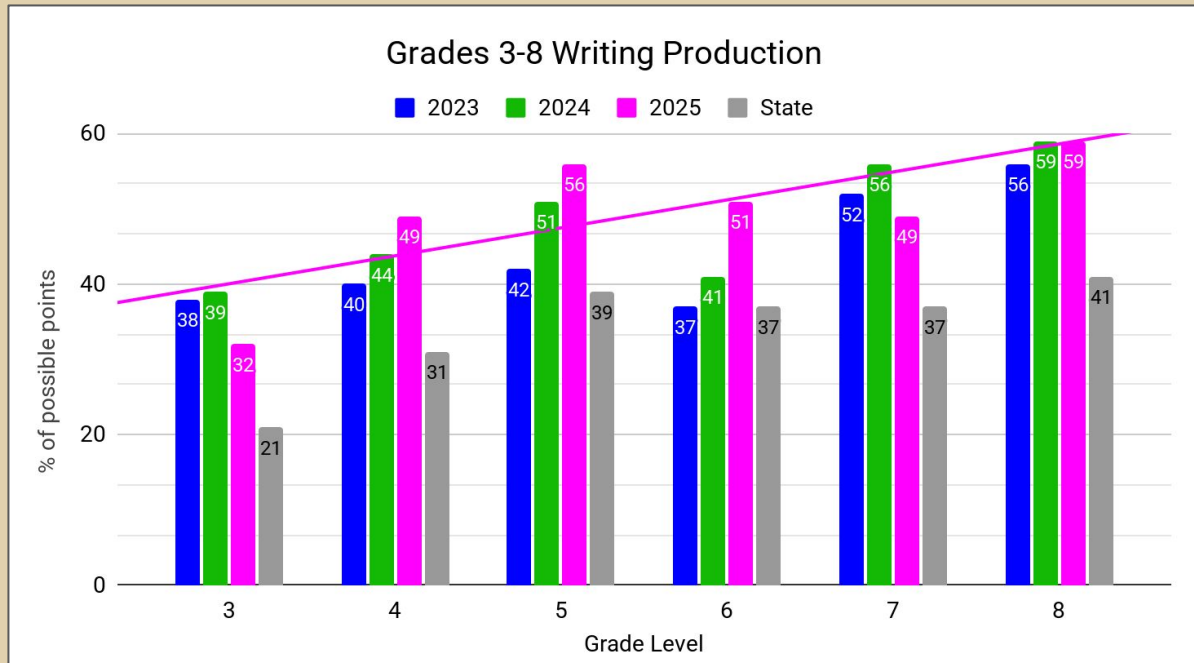
ELA Results

Longitudinal Achievement by Student Cohort



ELA: Curriculum Analysis for Writing

This is the first year that essays were scored using an AI system. Trained readers scored and calibrated samples for each rubric level. Those samples were fed to the AI system to establish an algorithm. 100% of the remaining students' essays are scored using AI, and human scorers provide a confirmation score for 10% of all samples. Several districts in MA received incorrect scores and were delayed in receiving accurate data. Sudbury was not cited as one of those districts.

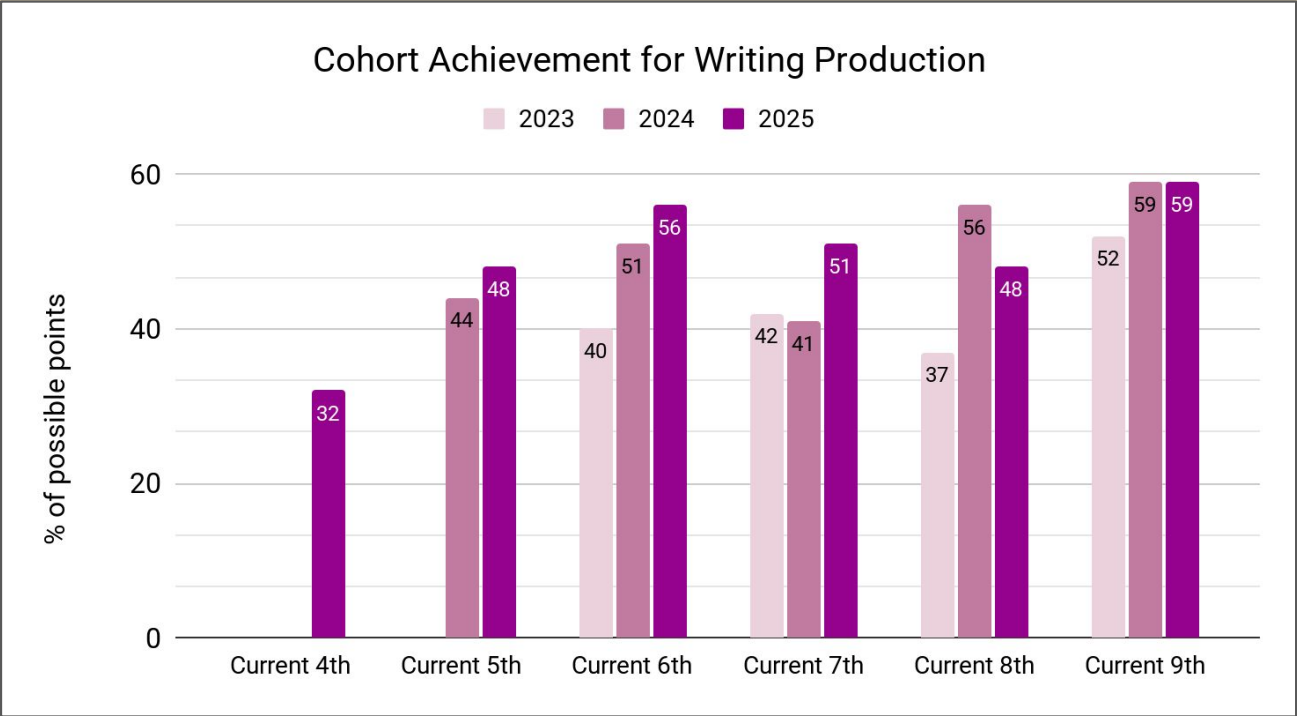


8th graders in Sudbury earned 59%.
Grade 8 in comparable districts:
Weston: 59%
Wellesley: 54%
Lexington: 60%
Concord: 63%

ELA: Curriculum Analysis for Writing



All cohorts increased or maintained their achievement score with the exception of our current 8th grade. However, the trend shows that our 8th graders fare well year over year.



District Summary: ELA

- All grades and all cohorts earned higher achievement scores from last year.
- Overall achievement for SPS is the 5th highest score out of 11 comparable districts, and in the state.
- Eighth graders earned the 4th highest achievement score in the state. Their overall achievement has surpassed pre-Covid levels.
- All schools and all grades meet or exceed growth expectations.
- Overall SGP for SPS is 3rd out of 11 comparable districts.
- SPS has the 7th highest SGP score in the state, surpassing our pre-Covid level.

Impacts on Teaching and Learning

- We are in year one of a new ELA program implementation. Teaching has been impacted by shifting away from a leveled/skill-based curriculum to a knowledge-based curriculum. Reading, language skills, and writing are all incorporated into the core lesson plans.
- We are shifting from a “mile wide and an inch deep” approach to an “inch wide and mile deep” approach. Students spend more time with focus topics of study where they read, think, write, and discuss their reading and writing on a daily basis. All students are exposed to high-quality, complex literature with scaffolds in place to ensure equitable access.
- This shift will have immediate impact. There are many factors outside of the curricular content that affect impact which include: new routines and expectations, instructional time and pacing; teacher learning curve, educator and student skill development, and efficacy with assessment data to name a few. Many studies tell us the full impact of a new program may take up to 3 years to come to fruition.
- Two grade 6 ELA teachers are currently piloting one EL module and are monitoring the impact on teaching and learning to make informed decisions for the future.



Civics & Government



The Civics MCAS has two parts:

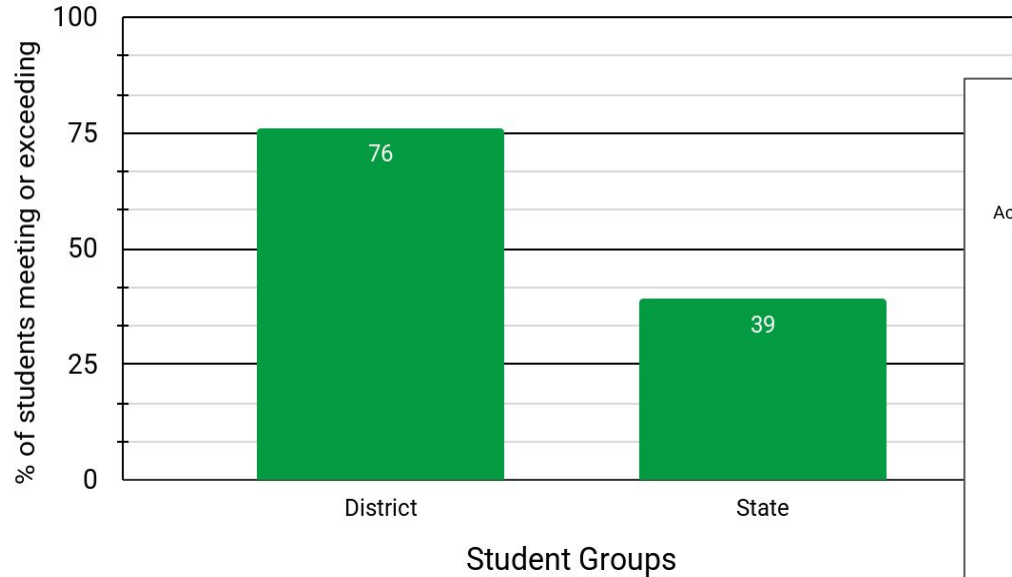
- End-of-Course Test (multiple choice, etc. with data, sources, short passages)
- Performance Task (3 - 4 passages, sources, or data points with series of open response items)

- Achievement Data
- Curriculum Data
- Summary & Impact

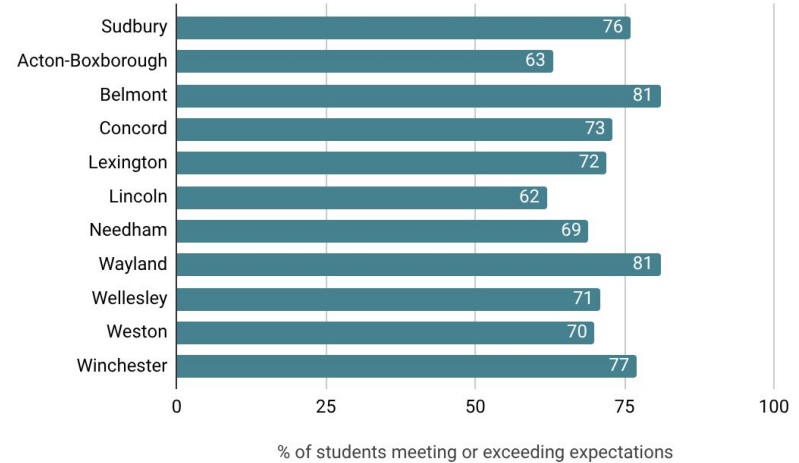


Civics Results

Civics Achievement 2025

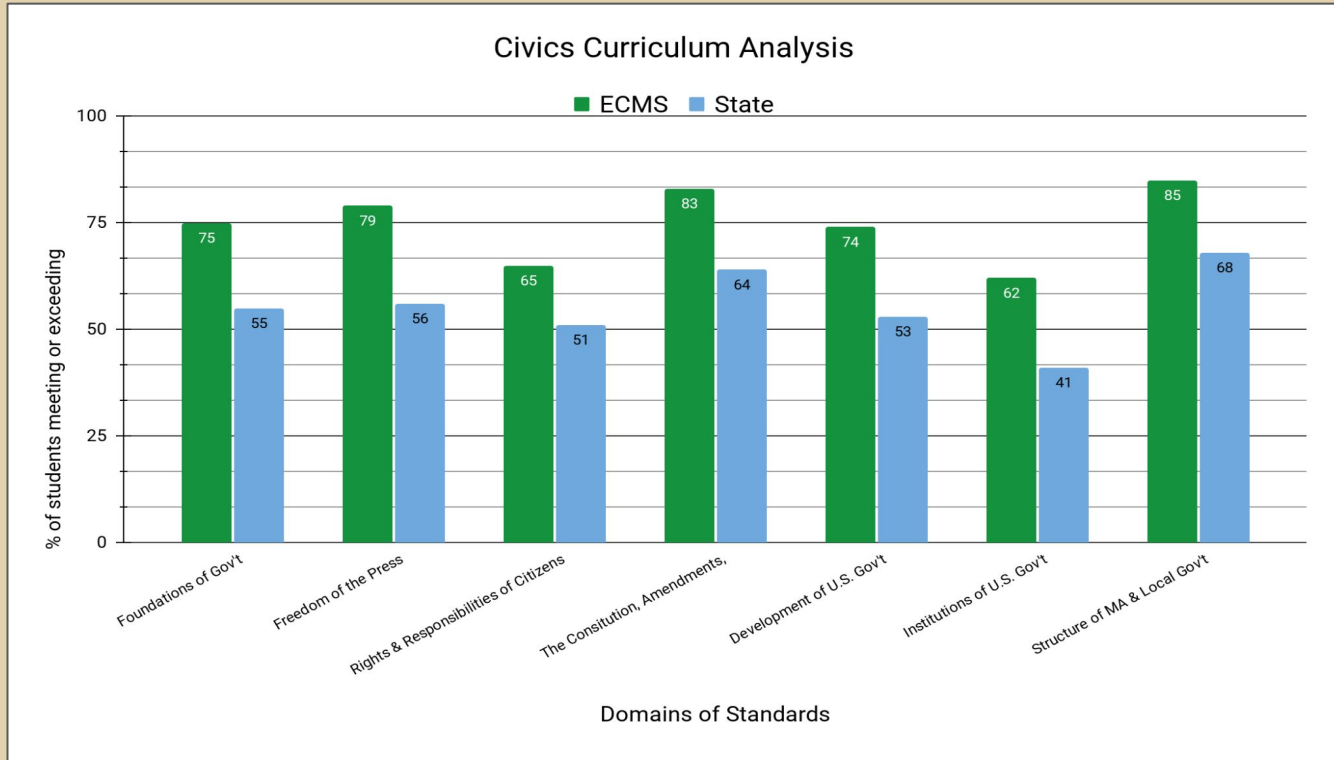


Civics Achievement in Comparable Districts 2025



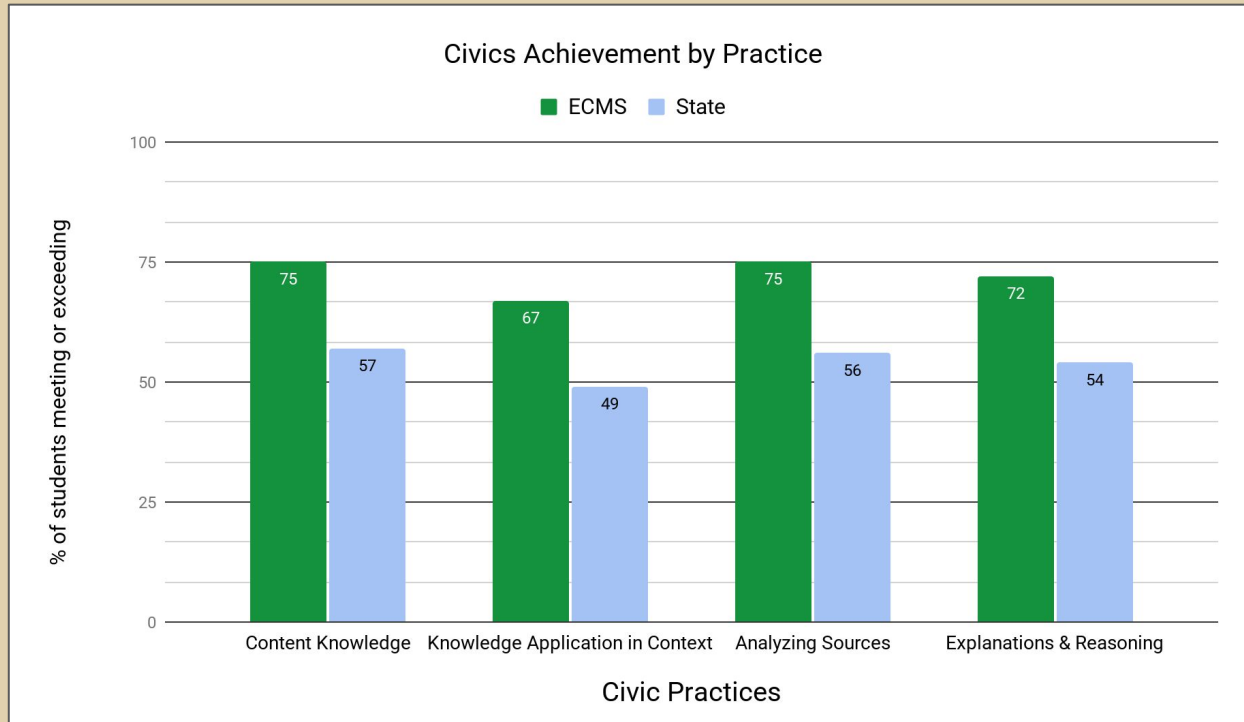
For overall achievement, Sudbury earned the 5th highest score in the state and the 3rd highest amongst comparable districts.

Civics: Curriculum Analysis



- Areas of strength include the Constitution, amendments, and landmark Supreme Court decisions, as well as structures of state and local government.
- Areas for improvement include citizens' rights & responsibilities, as well as the institutions of U.S. government.

Civics: Curriculum Analysis



District Summary: Civics & Government

- Overall achievement for SPS is the 3rd highest score out of 11 comparable districts.
- SPS earned the 5th highest achievement score in the state.
- Areas of strength include the Constitution, amendments, and landmark Supreme Court decisions, as well as structures of state and local government.
- Areas for improvement include citizens' rights & responsibilities, as well as the institutions of U.S. government.
- Content knowledge and analyzing sources are areas of strength. Content application and reasoning are areas of growth.

Impacts on Teaching and Learning



- Teaching content in the context of the real world (when appropriate) has shown to be one effective approach to teaching and learning.
- Analyzing primary and secondary sources continues to be a foundational component of instruction starting in Kindergarten.
- Educators will seek opportunities for building students' knowledge around citizens' rights and institutions of the U.S. government.
- The Civic Action Project is likely to have had a large impact on our high achievement for state and local government.





Mathematics

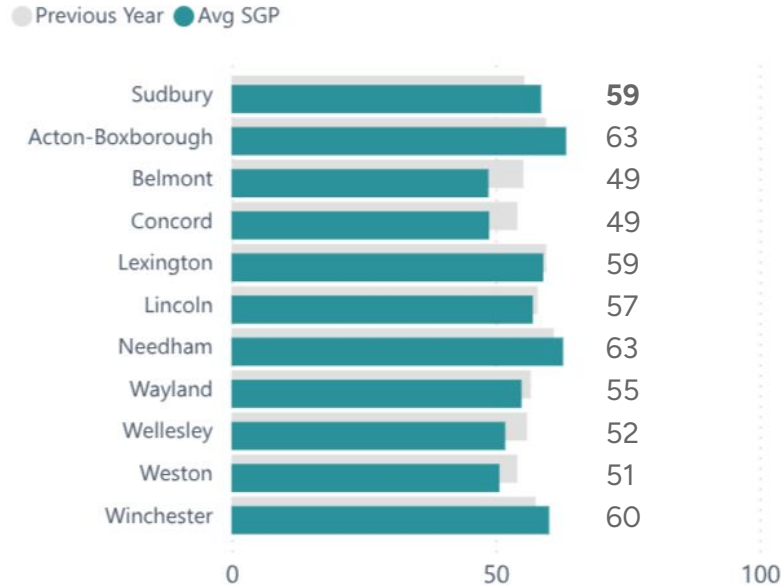


- Achievement Data
- Curriculum Data
- Summary & Impact

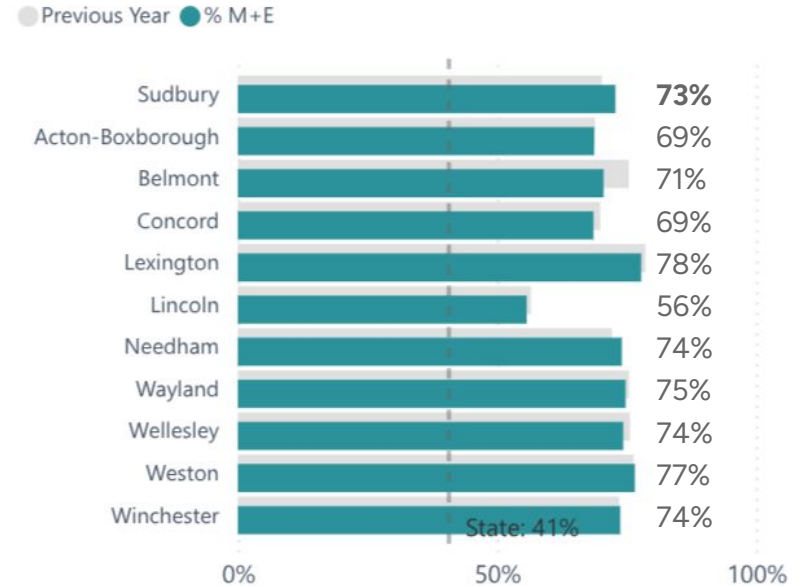


Achievement: Comparable Districts

Avg SGP by District - Math



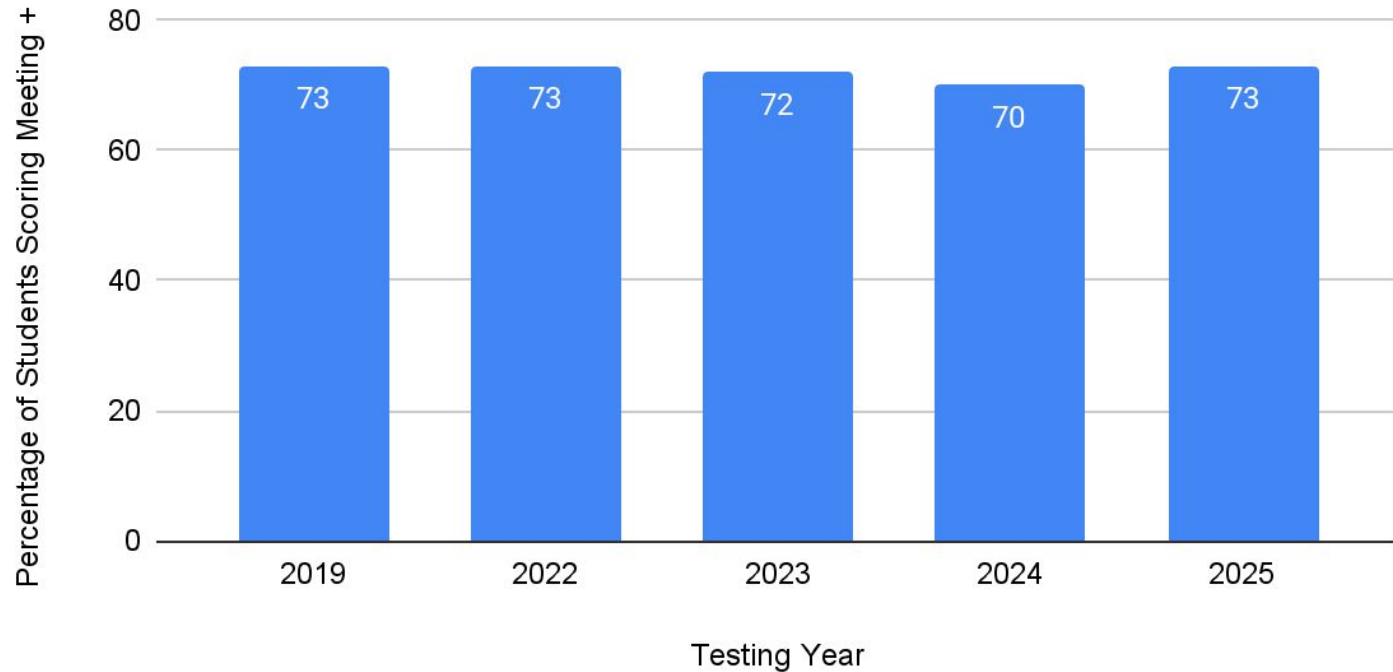
% Meet/Exceed by District - Math



- Overall achievement is 5th highest out of 11 comparable districts
- SPS has the 8th highest achievement level in the state (average 73%)
- Overall SGP for SPS is 3rd highest out of 11 comparable districts
- SPS has the 16th highest SGP in the state (average 58.5)

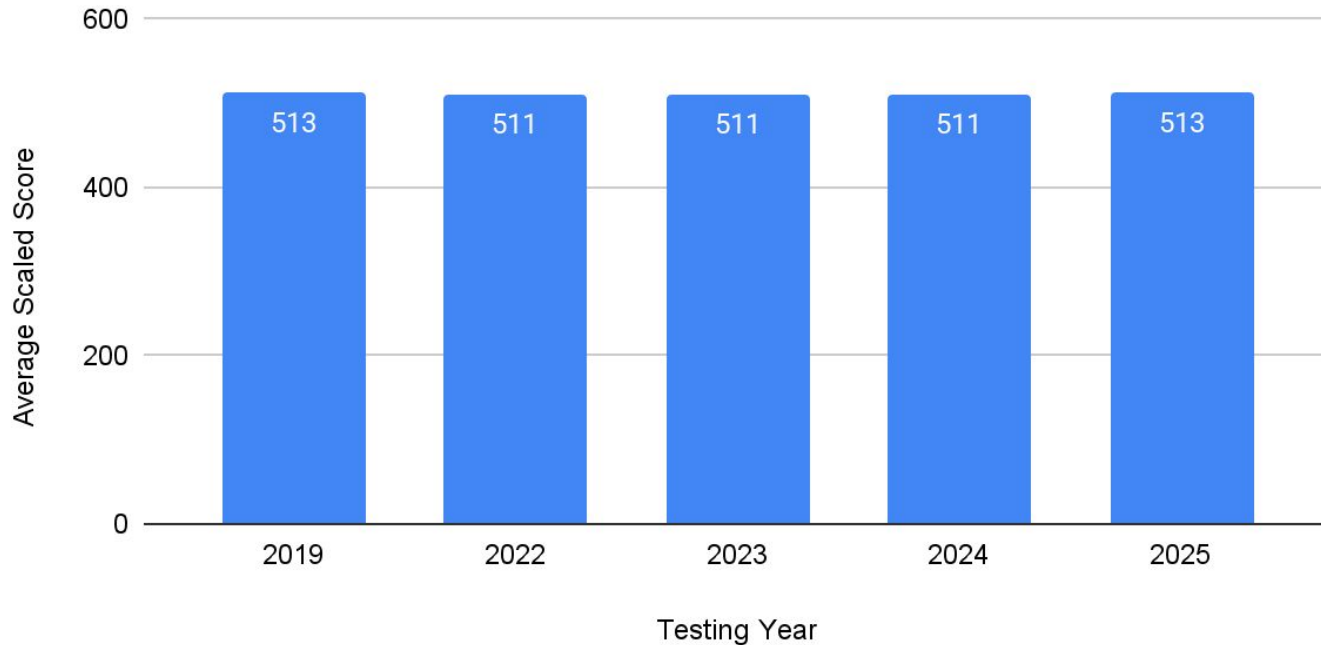
Math Results: Pre- and Post- Pandemic (3-8)

Comparison of Mathematics Achievement in Grades 3-8 (Pre- and Post- Pandemic)



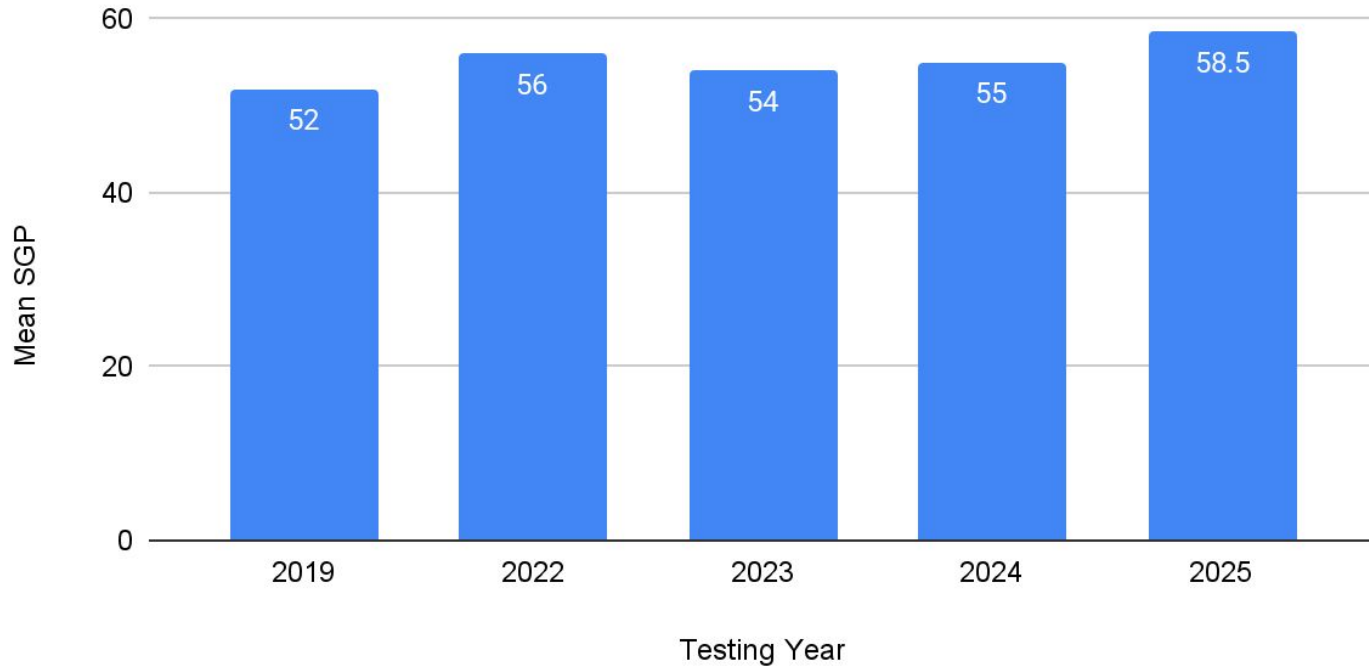
Math Results: Pre- and Post- Pandemic (3-8)

Comparison of Average Scaled Score on the Mathematics MCAS in Grades 3-8 (Pre- and Post- Pandemic)



Math Results: Pre- and Post- Pandemic (3-8)

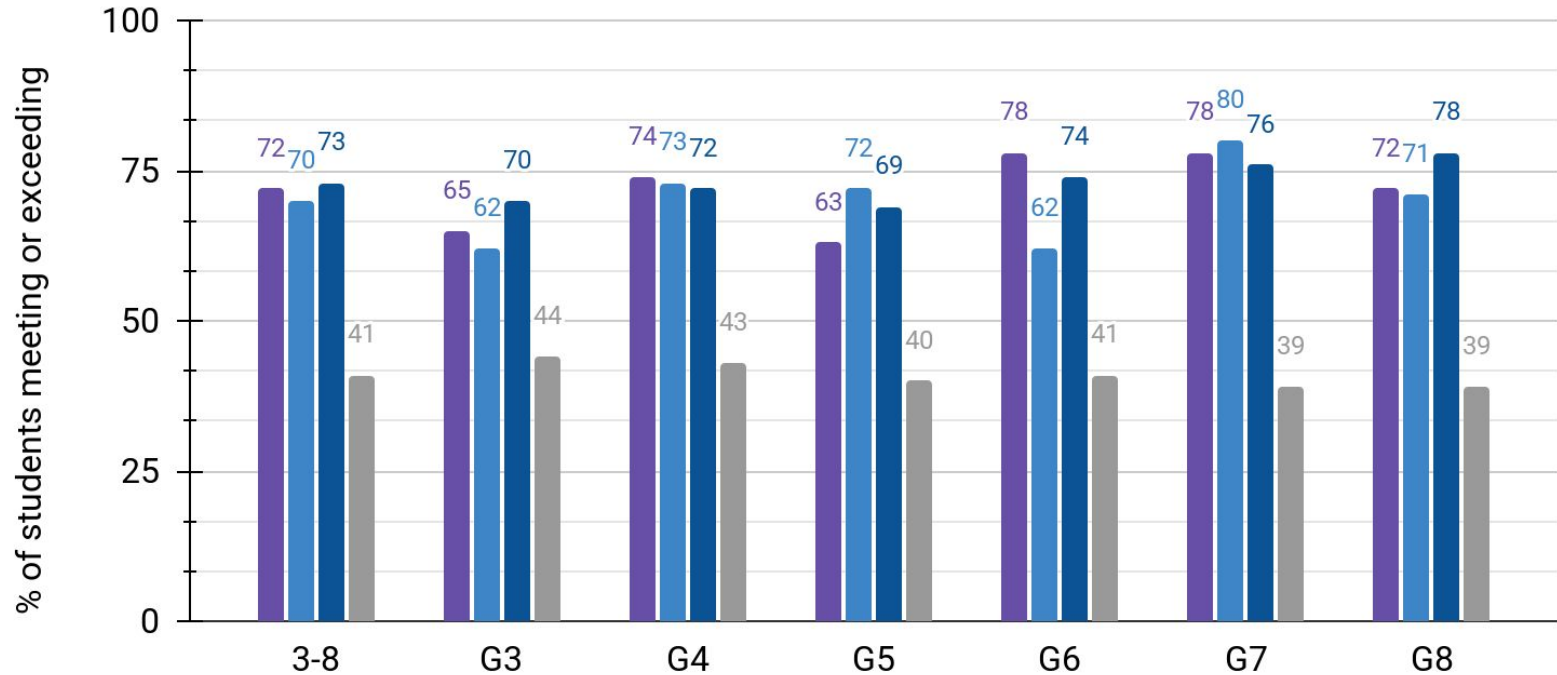
Comparison of Mean SGP on Mathematics MCAS in Grades 3-8 (Pre- and Post- Pandemic)



Math Results

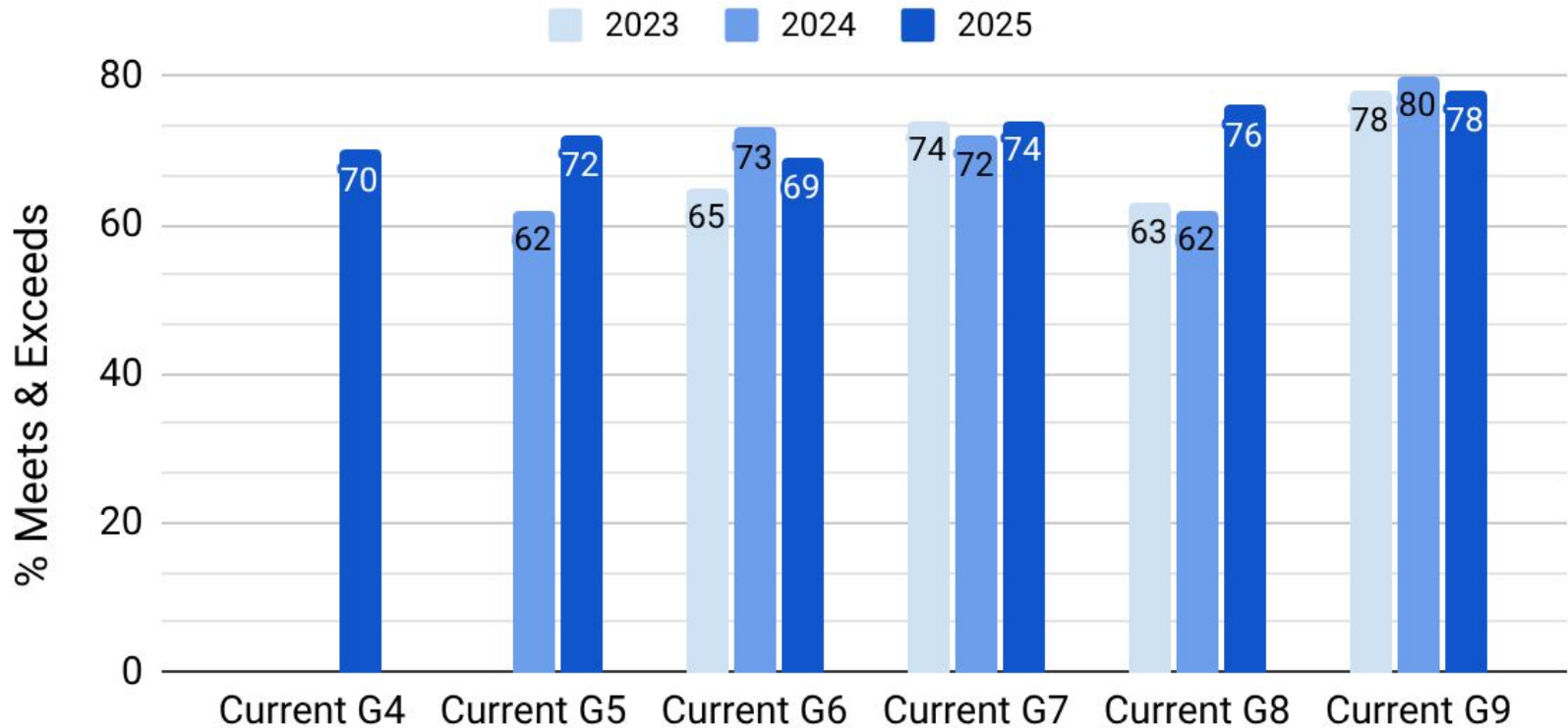
MATH All Students Achievement 2023-2025

2023 2024 2025 State 2025



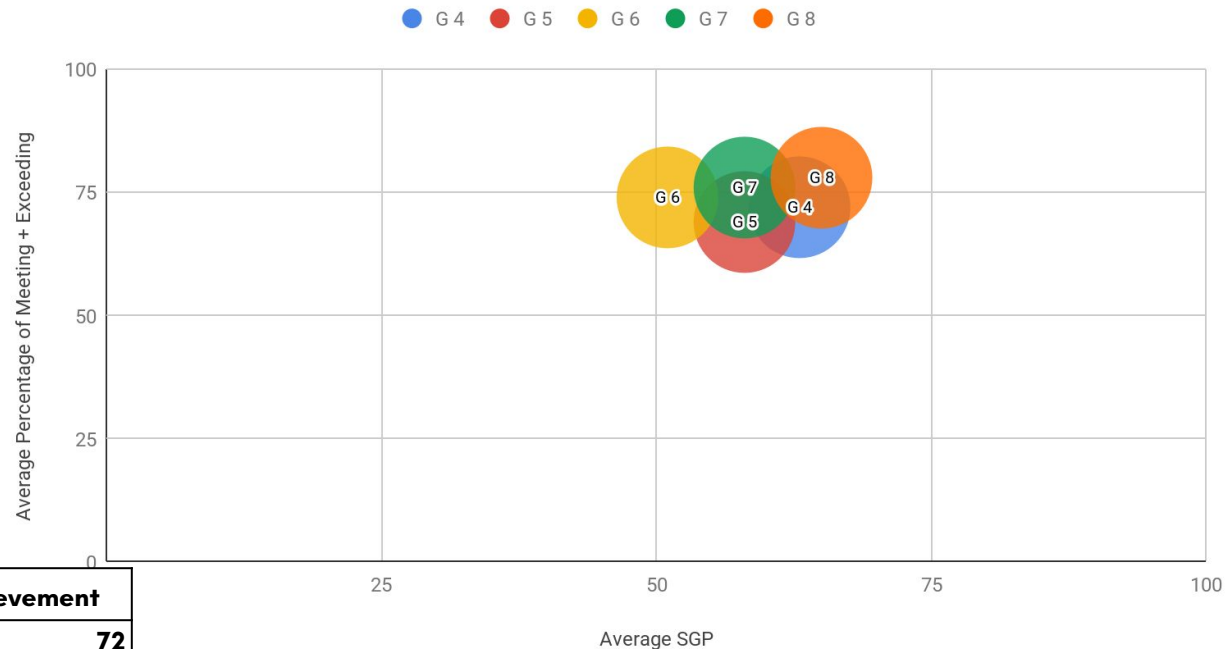
Math Results

Longitudinal Achievement by Student Cohort



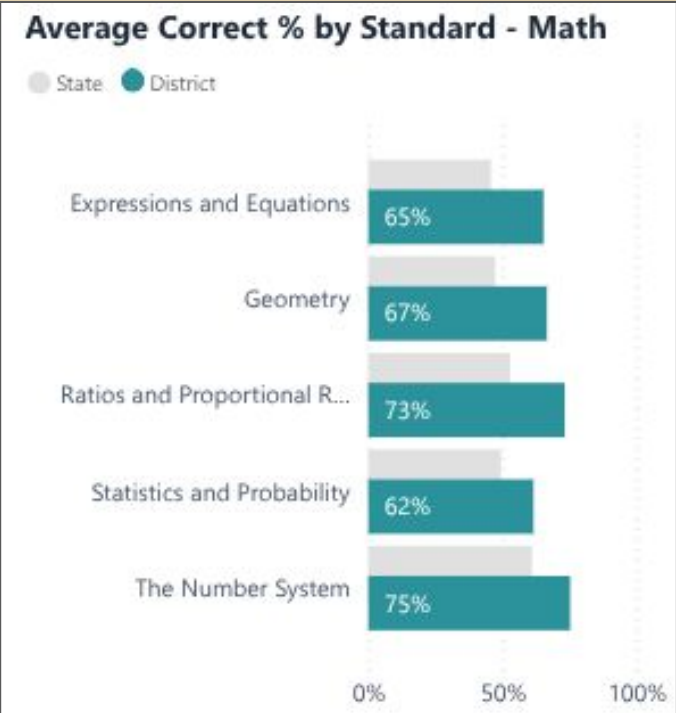
Math Achievement & Growth by Grade

Math Achievement and Growth by Grade Level



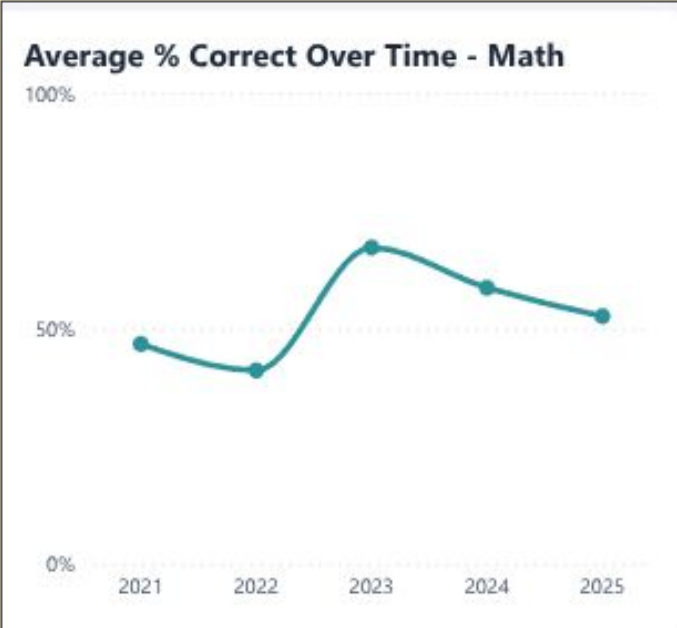
	SGP	Achievement
G 4	63	72
G 5	58	69
G 6	51	74
G 7	58	76
G 8	65	78

Math Curriculum Analysis and Spotlight



Domains in Grade 6

Statistics and Probability - Statistical Variability



 6.SP.A.1

08. Distinguish statistical questions from non-statistical questions.

20. Identify multiple statistical questions.

A student made a list of questions to gather data about a local movie theater. She will ask a sample of her classmates to answer the questions. Which of the following are statistical questions?

Select the **three** statistical questions.

Hide All

- A** What is the address of the theater?
- B** How many action movies did you watch last month?
- C** At what time did the first movie begin last Saturday?
- D** What is the total number of movies you saw at the theater last year?
- E** What kind of snack did you buy the last time you went to the theater?

Math Summary

- We have been commended by the Commissioner of Education for reaching our pre-pandemic levels in 3-8 MCAS Math. Our Achievement and Scaled Scores match our 2019 rates and our SGP surpassed our 2019 rate.
- Our current 8th grade cohort increased their scores from 62% to 76% Meeting or Exceeding Standards.
- Grade 3, 6, and 8 all had increases of at least 7 percentage points from the previous year.

Impact on Teaching & Learning

- Data discussions are taking place within schools, teams, and teachers.
- Continuing to increase fractions instruction in grade 3 - PD for that grade level in January
- Some shifts in scope & sequence at Curtis to move content closer to the beginning of the year and then reinforce it throughout. For example, Grade 6 moved their Statistics Unit to the fall instead of in April. Additionally, Grade 7 moved their work with integers to the beginning of the school year to help the transition of our students from 6th to 7th grade.
- Intervention support is available at each school through data meetings, IST, and the intervention referral process at Curtis.



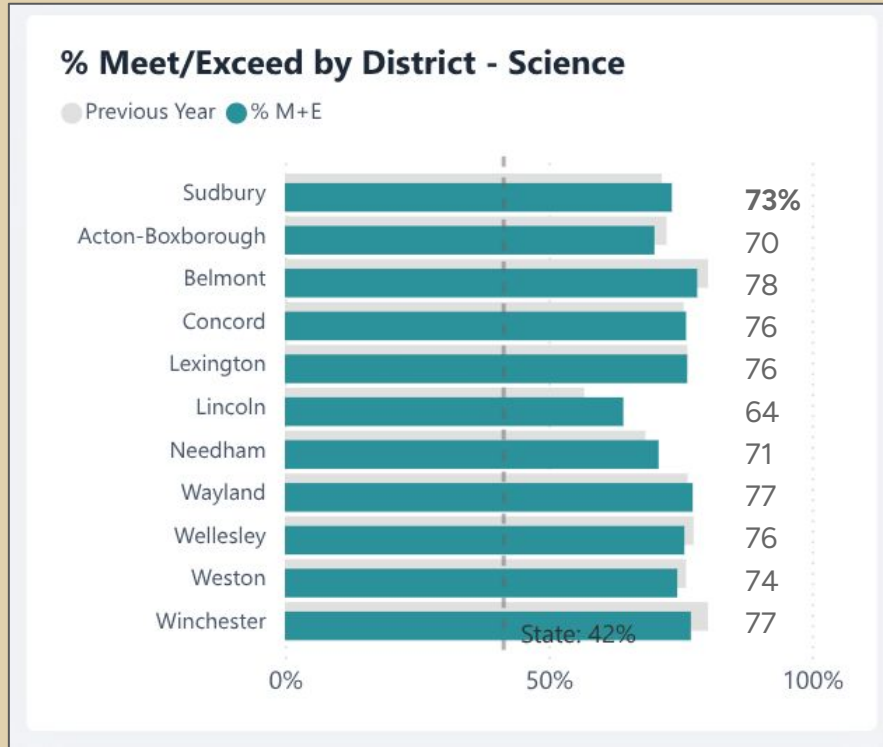
Science Technology and Engineering



- Achievement Data
- Curriculum Data
- Summary & Impact

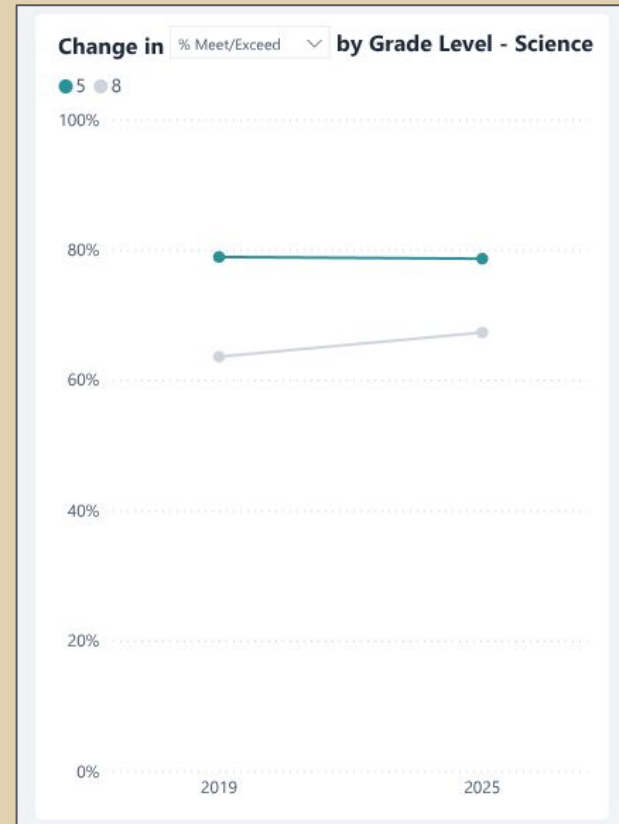


District achievement in STE - comparable districts



- Grade 5 has the 8th highest achievement level in the state (average 79%)
- Grade 8 has the 13th highest achievement level in the state (average 67%)

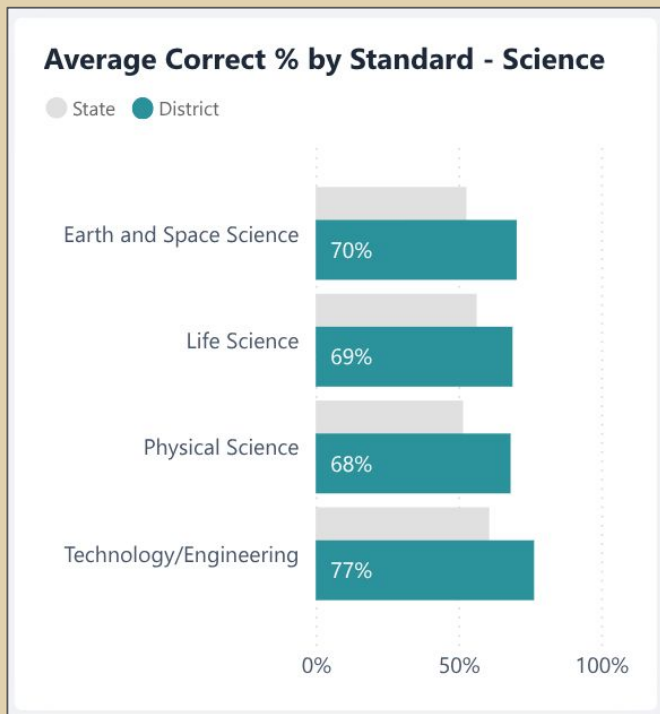
District achievement compared with pre-pandemic levels



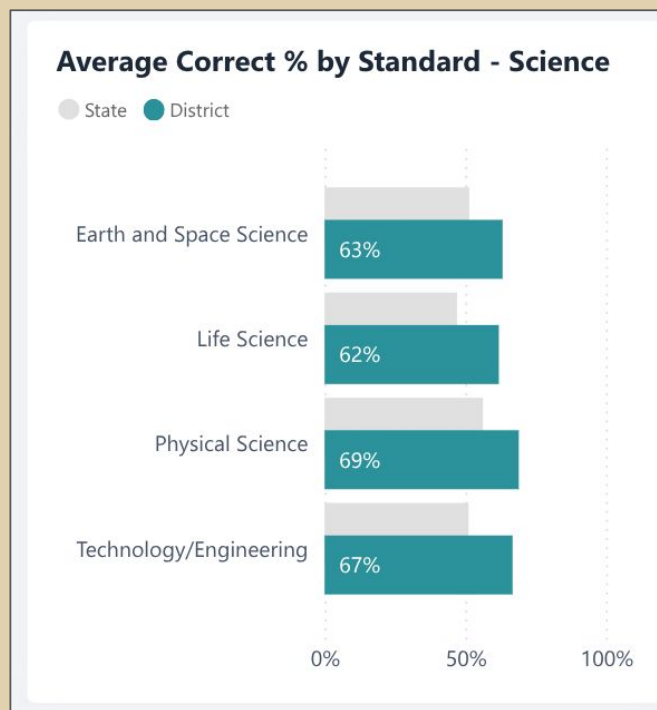
Overall growth compared with 2019 is approximately +3%

Curriculum Focus

Grade 5



Grade 8



District Summary and Impact on Learning for Science

- SPS students outperformed students in the Commonwealth.
- We have met or exceeded pre-pandemic achievement levels.
- Item analysis: The questions with the greatest inconsistency in scores focused on using science practices, problem solving and constructing responses with evidence.
- MCAS is undergoing significant changes and scores in coming years will likely reflect a time of “calibration”.
- Review and revision of K-5 curriculum as well as 3 year implementation of Open Sci Ed curriculum in grades 6-8 is aimed to address inconsistency in scores and the changing focus at the state level.




Questions





Appendix

- Accountability Data by School
 - Accountability Data by Subgroup
 - Subgroup Data
- 

School Accountability Percentiles

School Accountability Information		About the Data
School	Accountability Information	School accountability percentile
Ephraim Curtis Middle	Not requiring assistance or intervention	94 +1
General John Nixon Elementary	Not requiring assistance or intervention	97 +1
Israel Loring School	Not requiring assistance or intervention	83 -3
Josiah Haynes	Not requiring assistance or intervention	97 +5
Peter Noyes	Not requiring assistance or intervention	95 +6

SPS: District-Based Accountability



	2024		2025
Annual criterion-referenced target percentage	85%		91%
Weight	40%	(+4)	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	88%		
	Meeting or exceeding targets		

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	60.0	7	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	4	4	-
	Growth total	6	8	20.0	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	3	4	10.0
Weighted total		9.1	9.6	-	6.6	7.6	-
Percentage of possible points		95%		-	87%		-
2025 Annual criterion-referenced target percentage					91%		

Accountability:
Progress
Toward
Improvement
Targets

School-based Accountability: Curtis

	2024	2025
Annual criterion-referenced target percentage	76%	88%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	83%	
	Meeting or exceeding targets	

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	11	12	67.5	7	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	4	4	-
	Growth total	6	8	22.5	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	3	4	10.0
Weighted total		9.1	10.3	-	6.6	7.6	-
Percentage of possible points		88%		-	87%		-
2025 Annual criterion-referenced target percentage		88%					

School-based Accountability: Haynes

	2024	2025
Annual criterion-referenced target percentage	89%	100%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	96%	
	Meeting or exceeding targets	

025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	67.5	8	8	67.5
Growth	English language arts growth	4	4	-	4	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	8	8	22.5	8	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		10.3	10.3	-	7.6	7.6	-
Percentage of possible points		100%			100%		
2025 Annual criterion-referenced target percentage		100%					

School-based Accountability: Loring

		2024	2025				
Annual criterion-referenced target percentage		80%	60%				
Weight		40%	60%				
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)		68%					
Substantial progress toward targets							
025 Points awarded							
2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	4	4	-
	Mathematics achievement	3	4	-	3	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	3	12	67.5	7	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	6	8	22.5	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	3	4	10.0
Weighted total		3.7	10.3	-	6.4	7.6	-
Percentage of possible points		36%		-	84%		-
2025 Annual criterion-referenced target percentage		60%					

School-based Accountability: Nixon

	2024	2025
Annual criterion-referenced target percentage	93%	89%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	90%	
	Meeting or exceeding targets	

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	67.5	6	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	7	8	22.5	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		10.1	10.3	-	6.0	7.6	-
Percentage of possible points		98%		-	79%		-
2025 Annual criterion-referenced target percentage		89%					

School-based Accountability: Noyes

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

025 Points awarded

2025 Progress toward Improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	67.5	6	8	67.5
Growth	English language arts growth	4	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	7	8	22.5	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	3	4	10.0
Weighted total		10.1	10.3	-	5.7	7.6	-
Percentage of possible points		98%		-	75%		-
2025 Annual criterion-referenced target percentage		87%					

Subgroup-based Accountability: Students with Disabilities

Students with Disabilities				
Overall progress toward improvement targets				
	2024	2025		
Annual criterion-referenced target percentage	72%	75%		
Weight	40%	60%		
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	74%			
	Substantial progress toward targets			
2025 Points awarded				
2025 Progress toward improvement targets				
Indicator	Students with Disabilities Student Group (Non-high school grades)			
	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	3	4	-
	Mathematics achievement	3	4	-
	Science achievement	3	4	-
	Achievement total	9	12	67.5
Growth	English language arts growth	3	4	-
	Mathematics growth	3	4	-
	Growth total	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-
Additional indicators	Chronic absenteeism	3	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	3	4	10.0
Weighted total	7.7	10.3	-	
Percentage of possible points	75%		-	
2025 Annual criterion-referenced target percentage	75%			

Subgroup-based Accountability: Low Income

Low Income

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	57%	74%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	67%	
	Substantial progress toward targets	

2025 Points awarded

2025 Progress toward improvement targets				
Indicator		Low Income Student Group (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-
	Mathematics achievement	4	4	-
	Science achievement	2	4	-
	Achievement total	9	12	67.5
Growth	English language arts growth	2	4	-
	Mathematics growth	3	4	-
	Growth total	5	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-
Additional indicators	Chronic absenteeism	4	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	4	4	10.0
Weighted total		7.6	10.3	-
Percentage of possible points		74%		-
2025 Annual criterion-referenced target percentage		74%		

Subgroup-based Accountability: EL / Former EL

English Learners and Former English Learners ▾				
Overall progress toward improvement targets				
		2024	2025	
Annual criterion-referenced target percentage		33%	51%	
Weight		40%	60%	
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)		44%		
Moderate progress toward targets				
2025 Points awarded				
2025 Progress toward improvement targets				
Indicator		English Learners and Former English Learners Student Group (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-
	Mathematics achievement	2	4	-
	Science achievement	3	4	-
	Achievement total	5	12	60.0
Growth	English language arts growth	3	4	-
	Mathematics growth	3	4	-
	Growth total	6	8	20.0
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0
Additional indicators	Chronic absenteeism	4	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	4	4	10.0
Weighted total		4.9	9.6	-
Percentage of possible points		51%		-
2025 Annual criterion-referenced target percentage		51%		

ELA Results by Subgroup



The greatest gaps in achievement lie with our students with disabilities (39 pts.)

However in Sudbury, students with disabilities have the 2nd highest achievement score out of 11 comparable districts.

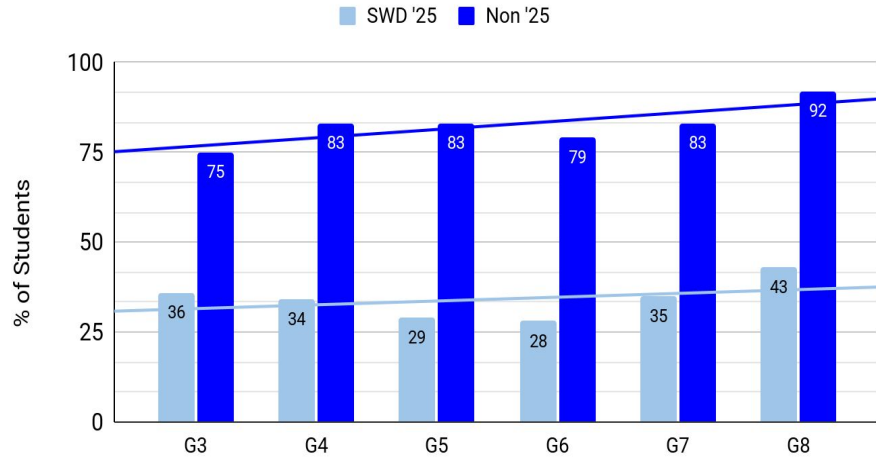
By cohort, all groups improved their overall achievement since last year. One cohort (current G7) is recovering from a large decrease when they were in grade 5.

SGP: For cohorts of students with disabilities, all but our current 6th graders increased their SGP from the previous year, and SPS earned the 3rd highest SGP out of 11 comparable districts.

Grades 3-8 - English Language Arts										
	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Students Included	Participation Rate %	Mean SGP	N Included in Mean SGP
All Students										
All Students	71	18	52	24	5	511	1,865	99	59	1,334
Low Income Status										
Low Income	35	8	30	38	23	452	185	98	47	130
Non-Low Income	74	19	55	22	3	513	1,499	99	60	1,204
Disability Status										
Students with Disabilities	34	3	31	46	20	450	407	98	53	324
Students without Disabilities	82	23	59	17	1	517	1,257	100	61	1,010
English Learners Status										
English Learners	17	0	17	38	65	475	24	98		11
Non-English Learners	71	18	53	24	5	511	1,840	99	59	1,323
Race/Ethnicity										
Black or African American	42	5	35	28	29	491	55	100	48	46
American Indian or Alaska Native	0	0	0	0	0	0	2	0		2
Asian	82	33	49	14	4	521	184	99	64	134
Hispanic or Latino	44	5	39	42	14	457	118	98	58	87
Multi-Race, Not Hispanic or Latino	75	27	45	21	4	515	124	99	61	93
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	1	0		1
White	72	17	55	24	4	511	1,200	99	59	971
Gender										
Male	69	15	54	25	6	509	828	100	60	656
Female	72	21	51	23	5	512	833	99	58	665
Nonbinary	0	0	0	0	0	0	3	0		3
Title I Status										
Title I	35	1	33	55	10	455	89	98	48	84
Non-Title I	72	19	53	23	5	511	1,595	99	59	1,270
High Needs Status										
High Needs	41	5	35	43	15	454	930	99	53	416
Non-High Needs	85	24	60	15	0	518	1,134	99	62	818
Former English Learners Status										
Former English Learners	51	6	45	45	5	500	85	98	57	55
Former English Learners Year 1	44	8	35	52	4	498	25	0		17
Former English Learners Year 2	47	5	42	42	11	498	19	0		19
Former English Learners Year 3	80	5	55	40	0	507	20	0		18
Former English Learners Year 4	0	0	0	0	0	0	1	0		1
English Learners and Former English Learners Status										
English Learners and Former English Learners	42	4	37	43	15	493	89	98	56	66
Ever English Learners Status										
Ever English Learners	47	6	41	38	14	487	112	98	55	88
Other Subgroups										
Foster Care	0	0	0	0	0	0	1	0		1
Homeless	0	0	0	0	0	0	5	0		3
Military	30	10	20	60	10	490	10	100		7

ELA Results: SWD Cohort

Meets/Exceeds by Subgroup (SWD) 2025



This group shows a pattern of decreased achievement through elementary school then increased achievement through middle school.

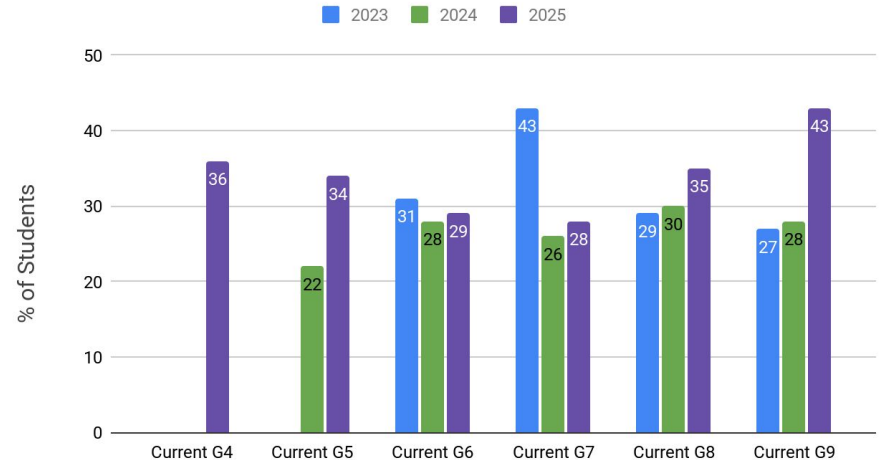
By cohort, all groups improved their overall achievement since last year. One cohort (current G7) is recovering from a large decrease when they were in grade 5.

In Sudbury, students with disabilities have the 2nd highest achievement level out of 11 comparable districts.

% Meet/Exceed by District - ELA

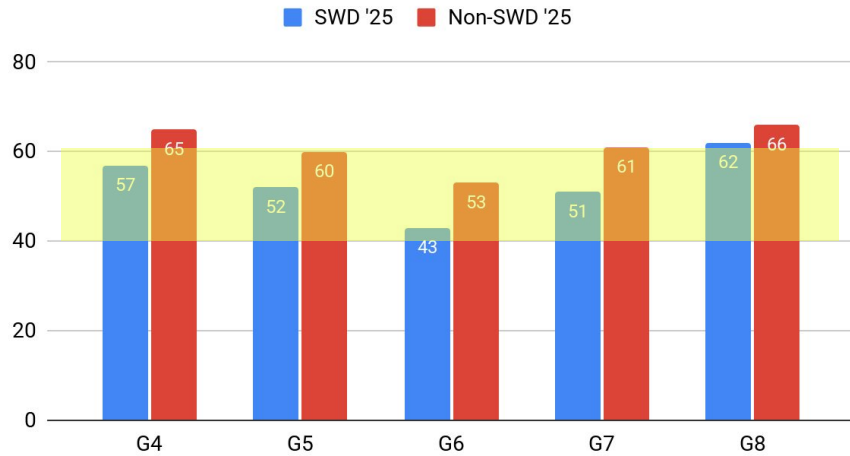


Meets/Exceeds by Cohort: SWD



ELA SGP: SWD Cohort

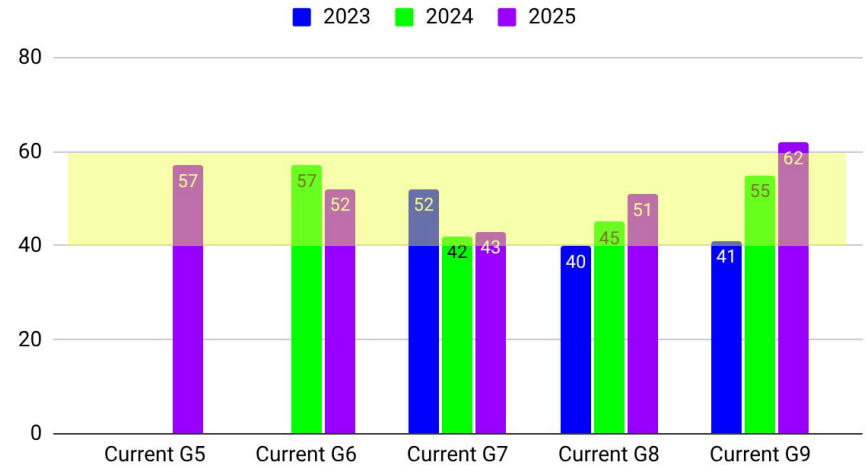
SGP Comparison for SWD



Students with disabilities show a similar growth pattern as their peers. Grades 5 & 6 are within the expected growth range, and grades 4, 7, and 8 exceed growth expectations.

By cohort, all but our current 6th graders increased their SGP from the previous year,

SGP By SWD Cohort



Math Results by Subgroup

Our largest gap in achievement is between Students with Disabilities and Students without Disabilities. (49 point difference)

The growth rate for Students with Disabilities is high, as is our average growth rate for Students without Disabilities. (55 SGP v. 60 SGP respectively)

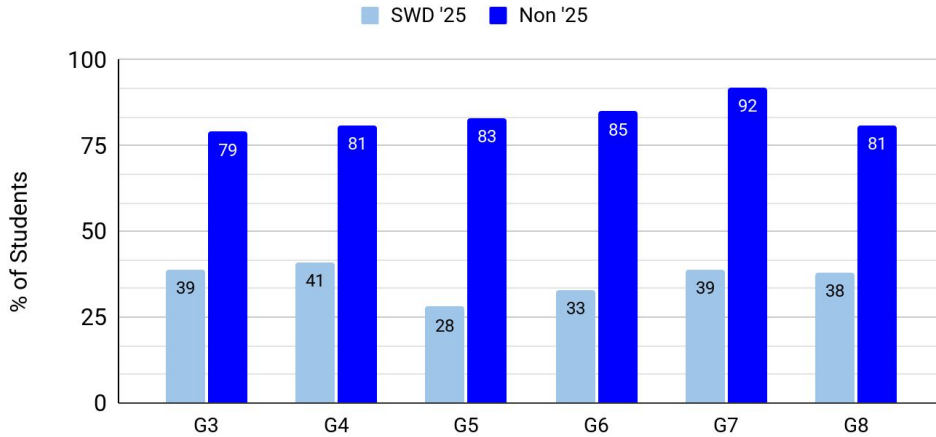
Please note: Students with Disabilities within Sudbury have achievement levels that tied for the highest (with Needham) within our comparable districts.

SGPs for all subgroups listed are 50 or higher. They range from 50-64. Average growth between subgroups is fairly similar and all of our students (on average) are showing strong growth.

Grades 3-8 - Mathematics										
	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	% Students Included	Participation Rate %	Mean SGP	N Included in Mean SGP
All Students										
All Students	73	19	54	23	4	512	1,069	100	58	1,339
Low Income Status										
Low Income	37	10	27	42	21	494	105	99	55	132
Non-Low Income	77	20	57	21	3	514	1,504	100	59	1,207
Disability Status										
Students with Disabilities	36	5	31	47	17	493	407	99	55	326
Students without Disabilities	85	23	61	15	0	519	1,262	100	60	1,013
English Learners Status										
English Learners	29	4	25	38	33	483	24	96	-	12
Non-English Learners	73	19	54	22	4	513	1,645	100	58	1,327
Race/Ethnicity										
Black or African American	35	7	27	44	22	496	95	100	50	66
American Indian or Alaska Native	-	-	-	-	-	-	2	-	-	2
Asian	82	52	40	4	4	531	166	100	63	136
Hispanic or Latino	44	7	37	43	13	497	118	96	59	88
Multi-Race, Not Hispanic or Latino	82	20	62	14	4	517	124	99	64	93
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	1	-	-	1
White	74	16	58	23	3	512	1,203	100	58	973
Gender										
Male	77	21	56	19	4	514	829	100	59	968
Female	69	16	52	26	5	510	837	99	58	968
Nonbinary	-	-	-	-	-	-	3	-	-	3
Title I Status										
Title I	34	0	34	61	4	492	70	100	55	65
Non-Title I	75	20	55	21	4	513	1,599	100	59	1,274
High Needs Status										
High Needs	44	9	35	43	13	497	520	99	57	418
Non-High Needs	86	24	63	13	0	519	1,130	100	59	921
Former English Learners Status										
Former English Learners	65	20	45	27	8	509	96	100	61	56
Former English Learners Year 1	48	12	36	44	8	503	25	-	-	17
Former English Learners Year 2	74	21	53	21	5	513	19	-	-	19
Former English Learners Year 3	76	24	52	14	10	513	21	-	-	19
Former English Learners Year 4	-	-	-	-	-	-	1	-	-	1
English Learners and Former English Learners Status										
English Learners and Former English Learners	54	16	40	30	14	502	90	99	59	68
Ever English Learners Status										
Ever English Learners	61	18	43	26	13	505	113	99	57	90
Other Subgroups										
Foster Care	-	-	-	-	-	-	1	-	-	1
Homeless	-	-	-	-	-	-	5	-	-	4
Military	40	0	40	50	10	494	10	100	-	7

Math Results by Subgroup: SWD

Meets/Exceeds by Subgroup (SWD) 2025



Achievement levels within this subgroup have remained fairly stable throughout the grade levels, with the exception of the decrease between grade 4 and 5.

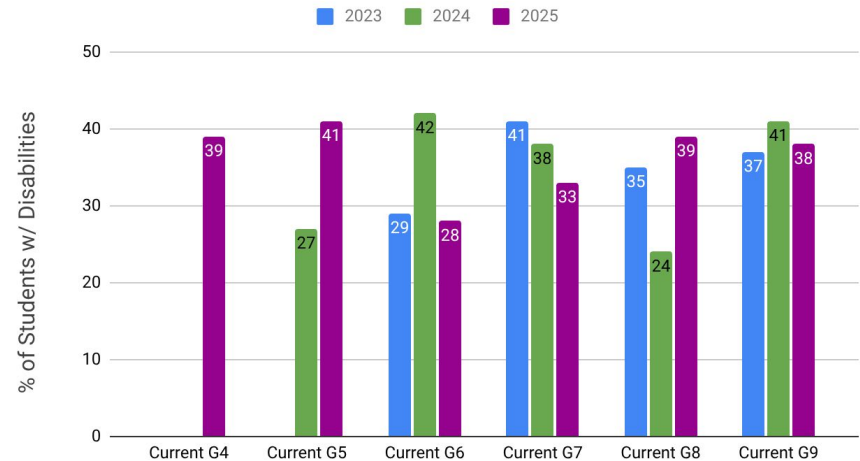
By cohort, all groups have shown inconsistent achievement scores. We have not seen a pattern within their scores.

In Sudbury, students with disabilities have the highest achievement level out of 11 comparable districts, tied with Needham.

% Meet/Exceed by District - Math

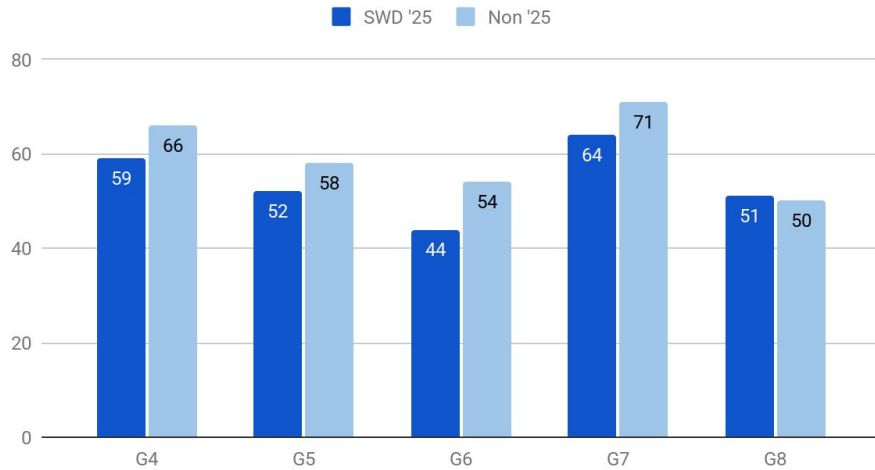


Meets/Exceeds by Cohort: SWD



Math SGP by Subgroup: SWD

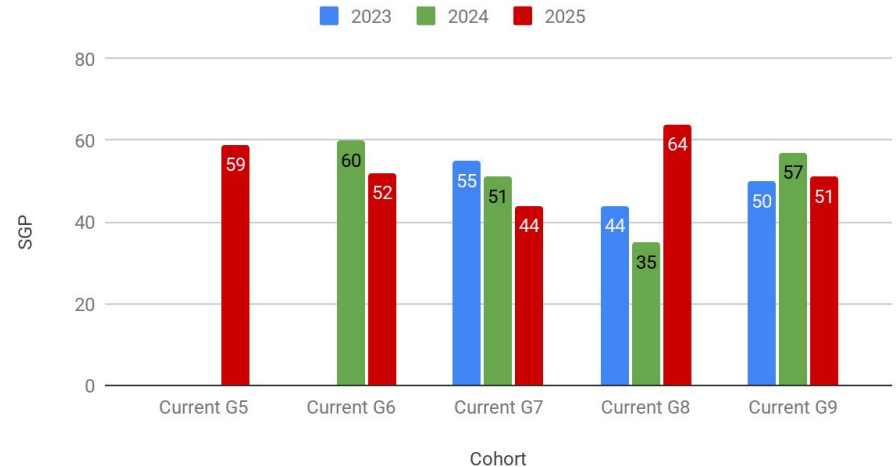
SGP for Students: SWD in 2025



Students with disabilities show a similar growth pattern as their peers. Grades 4, 5, 6, and 8 are within the expected growth range of 40-60. Grade 7 exceeded growth expectations, with an average SGP of 64. In Grade 8, the average SGP for the SWD subgroup was higher than the average growth for those students who are not in the subgroup.

By cohort, our current 8th graders increased their SGP from the previous year, with a 29 point jump.

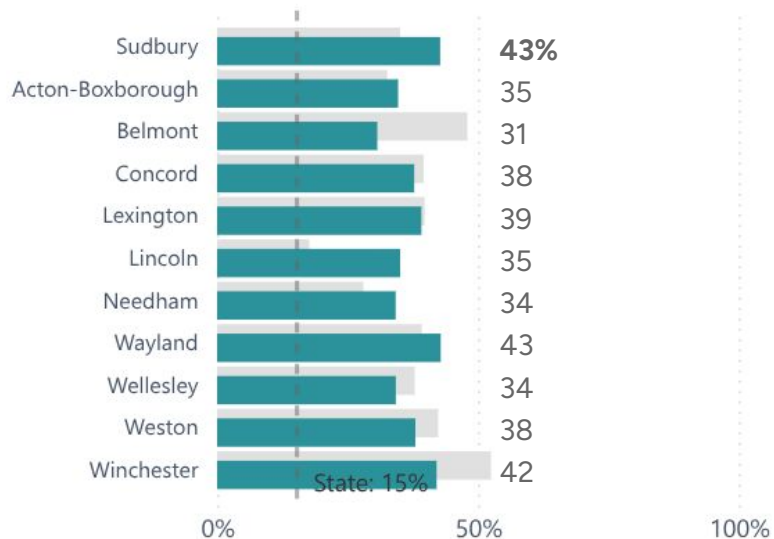
SWD SGP Cohort Data



STE achievement for SWD - Comparable Districts

% Meet/Exceed by District - Science

● Previous Year ● % M+E



District	2021	2022	2023	2024	2025
⊕ Sudbury	38%	44%	36%	35%	43%
⊕ State	15%	15%	14%	15%	15%
⊕ Acton-Boxborough	29%	31%	31%	33%	35%
⊕ Belmont	38%	35%	35%	48%	31%
⊕ Concord	36%	38%	36%	40%	38%
⊕ Lexington	39%	36%	37%	40%	39%
⊕ Lincoln	21%	40%	21%	18%	35%
⊕ Needham	28%	22%	21%	28%	34%
⊕ Wayland	42%	36%	49%	39%	43%
⊕ Wellesley	40%	32%	48%	38%	34%
⊕ Weston	37%	42%	38%	42%	38%
⊕ Winchester	39%	36%	45%	52%	42%

Overall achievement for students with disabilities is at the *highest* level compared with 11 districts.