Norwood Public Schools

State Data Overview

October 8, 2025

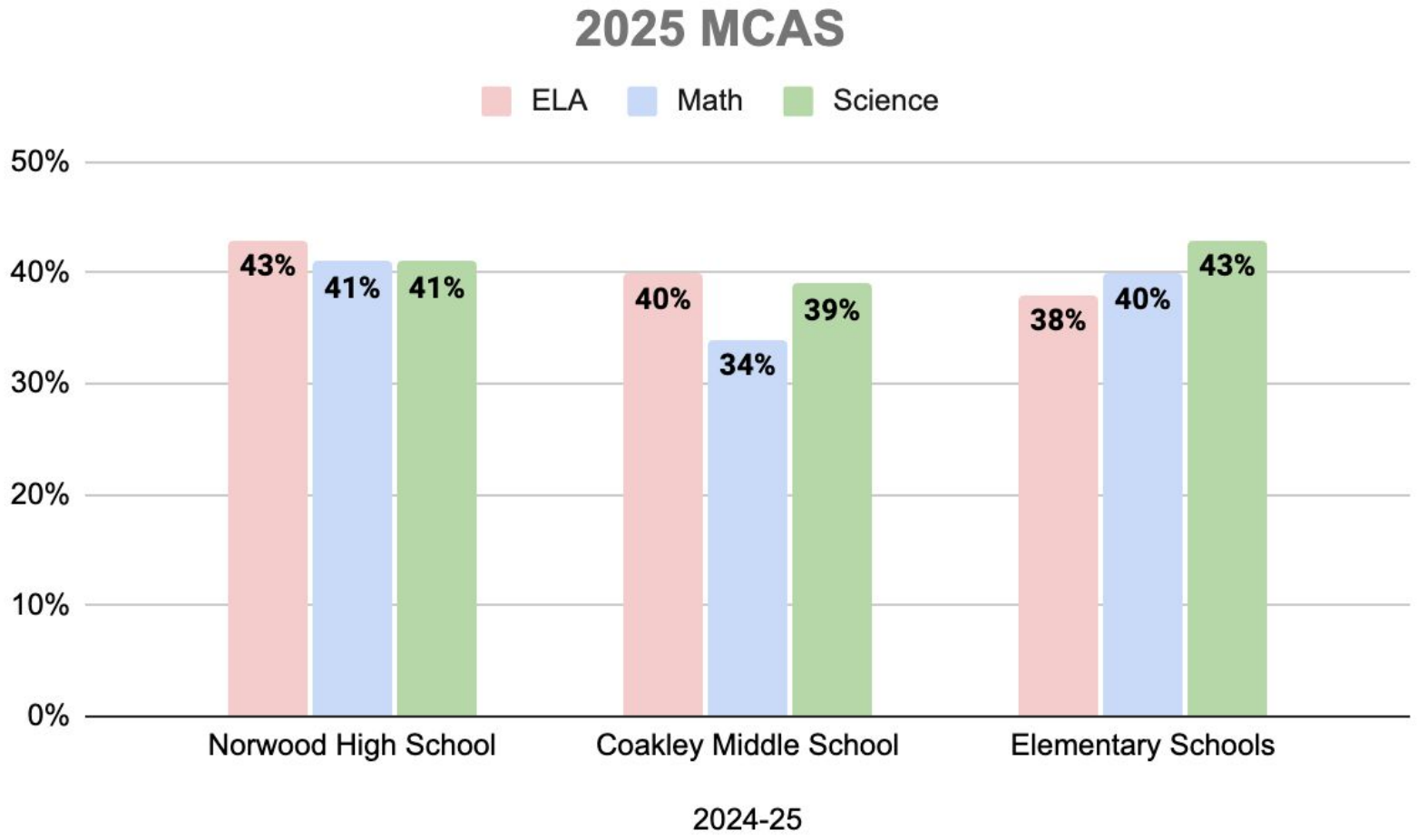
MCAS Levels in grades 3-8

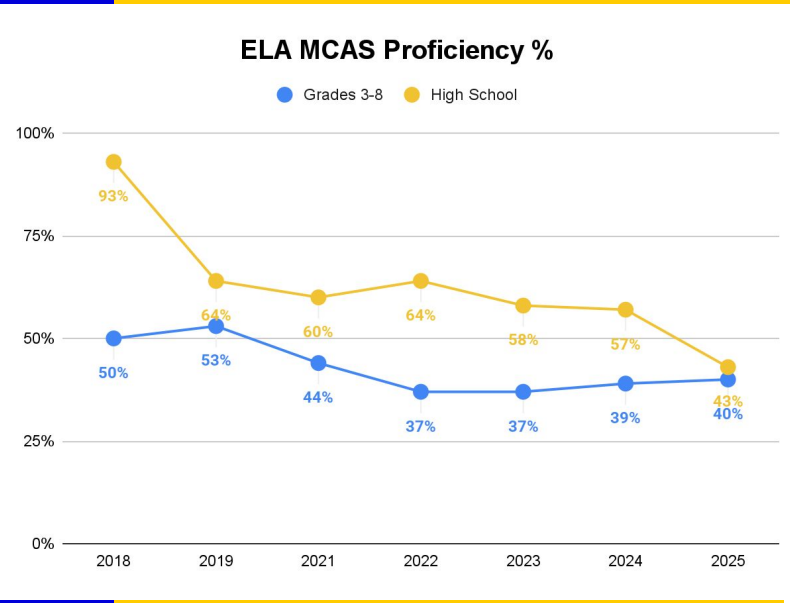
Traditional Grading Scale

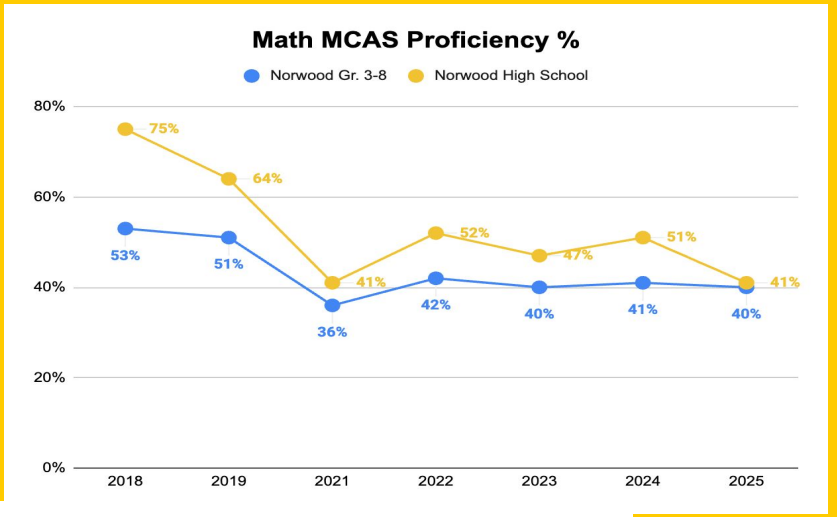
- **A** (100 - 90%)
- **B** (89 - 80%)
- **C** (79 - 70%)
- **D** (69 - 60%)
- **F** (59 - 0%)

Exceeding (91-84%)	Meeting (68-59%)	Partially Meeting (40-30%)	Not Meeting (38-27%)

****Students individual percentage score matching with the categories**

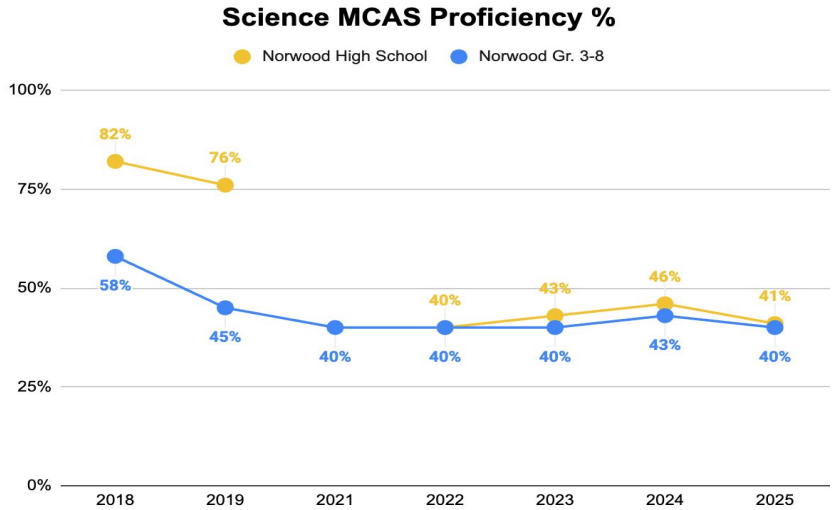

2025 MCAS
ELA
Math
Science
50%
40%
30%
20%
10%
0%
43%
41%
41%
40%
34%
39%
38%
40%
43%
Norwood High School
Coakley Middle School
Elementary Schools
2024-25



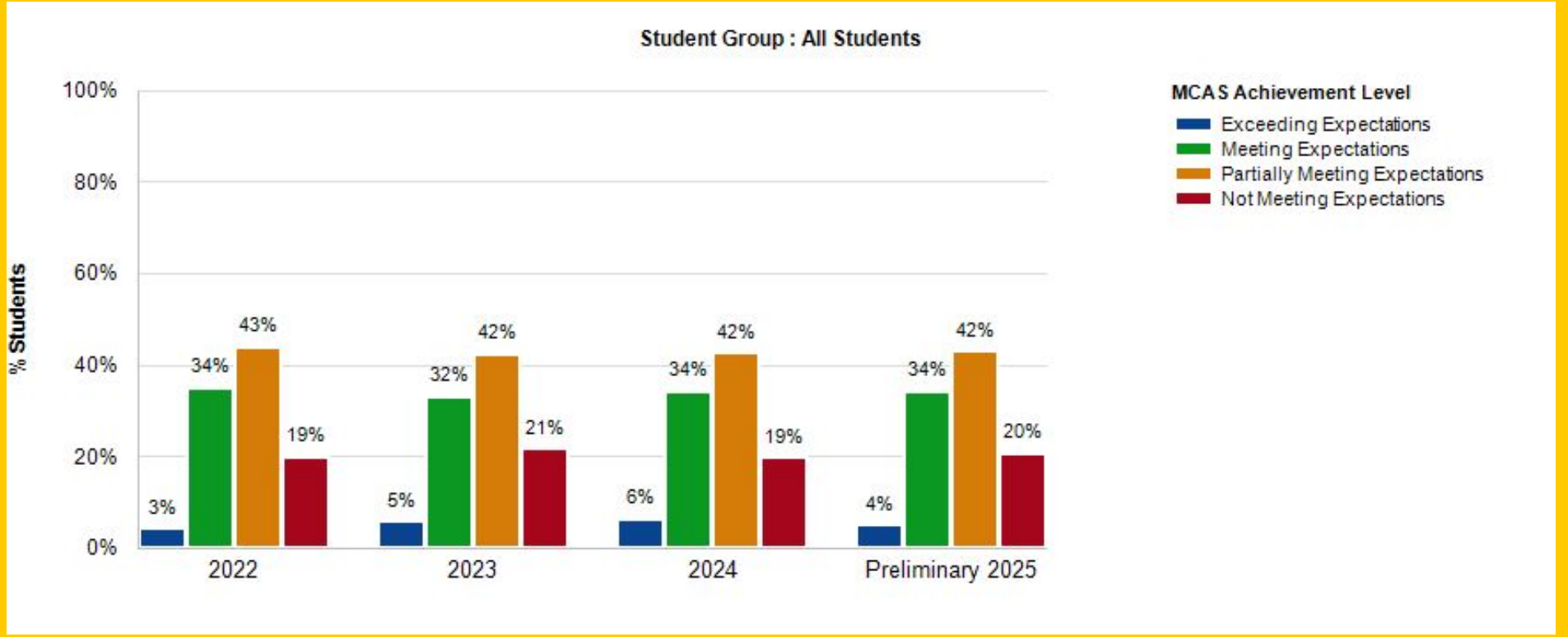


MCAS Proficiency

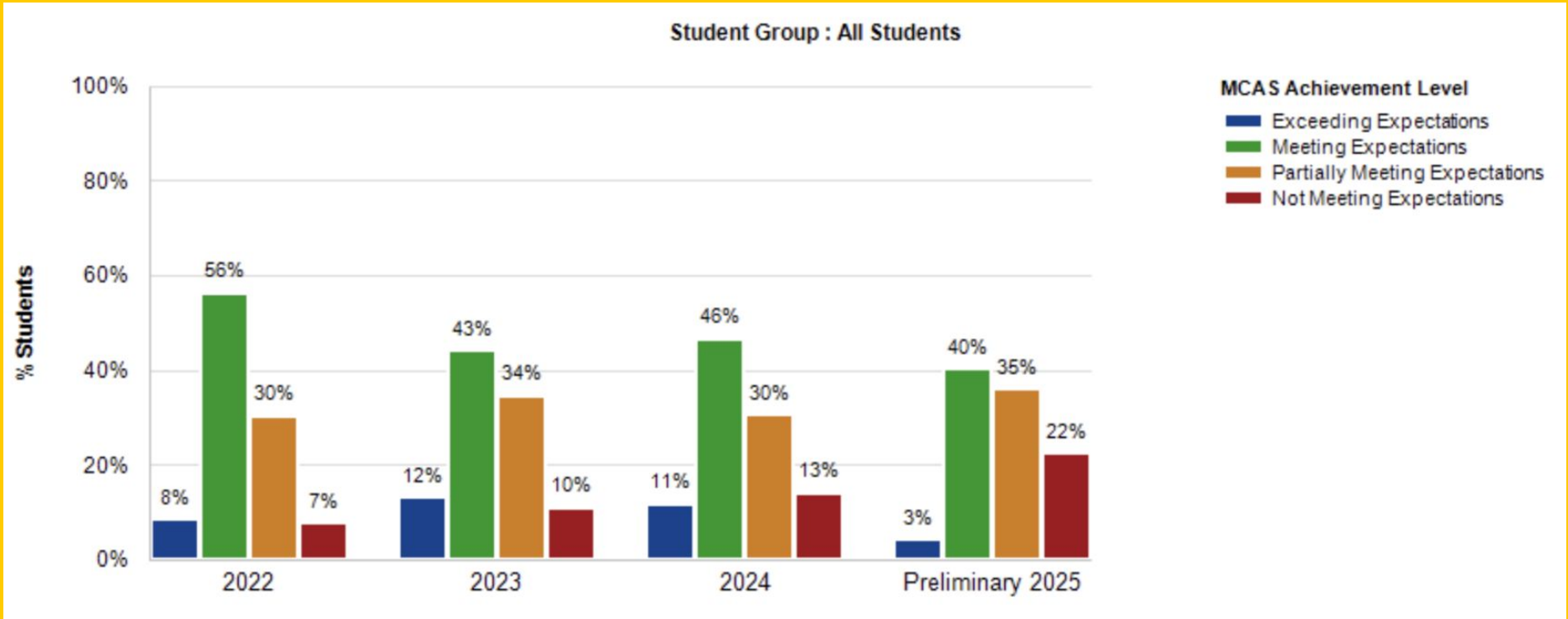
*Proficiency = meets or exceeds on MCAS



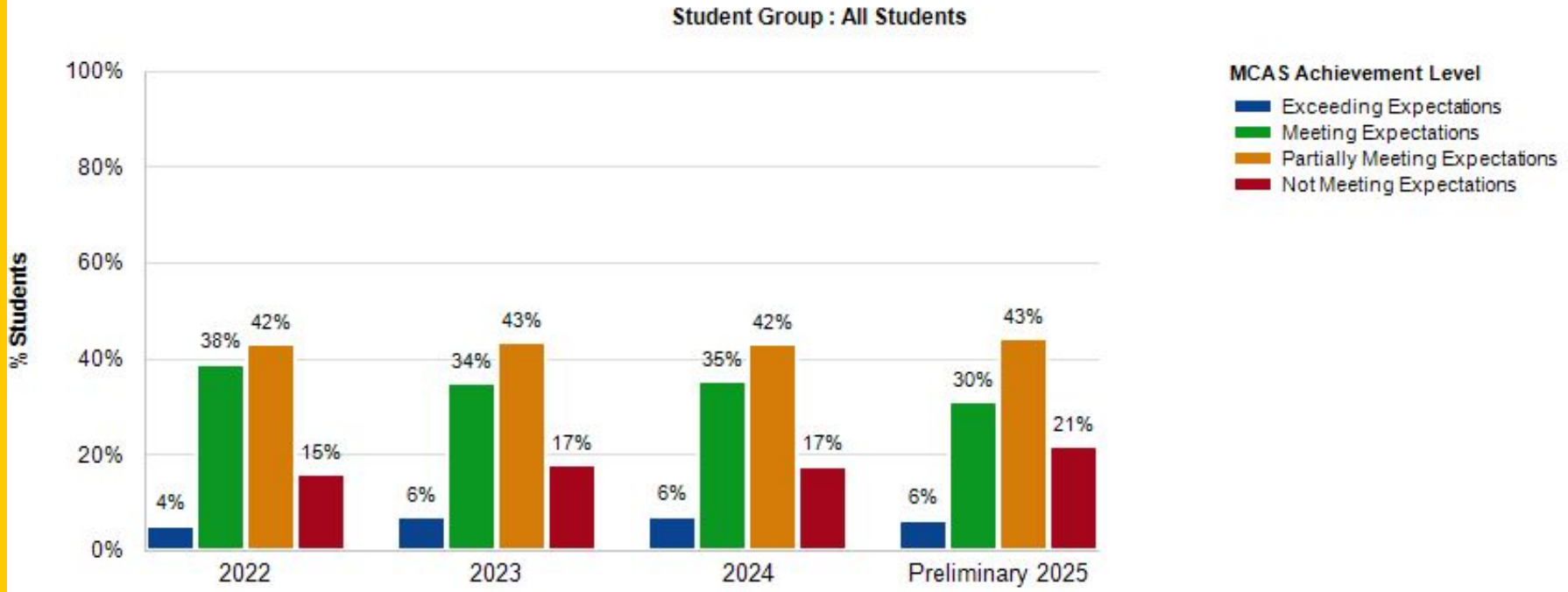
ELA MCAS Grades 3-8



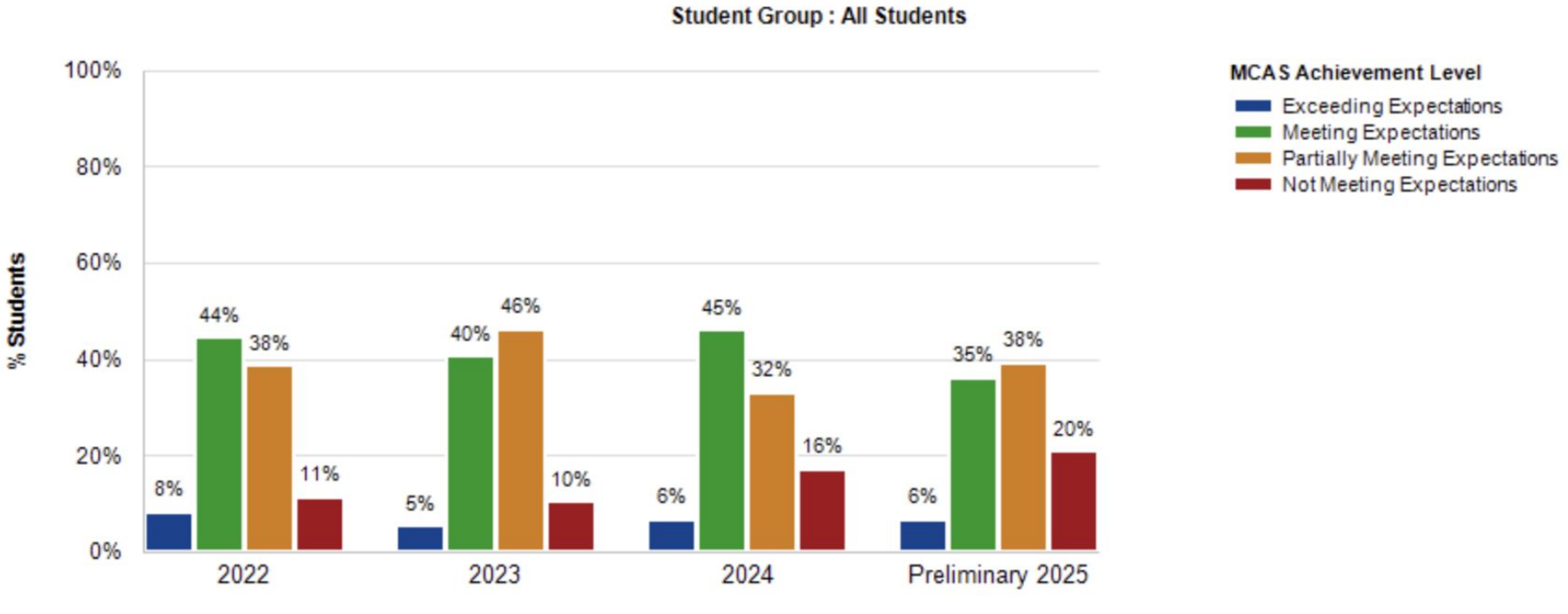
ELA MCAS High School



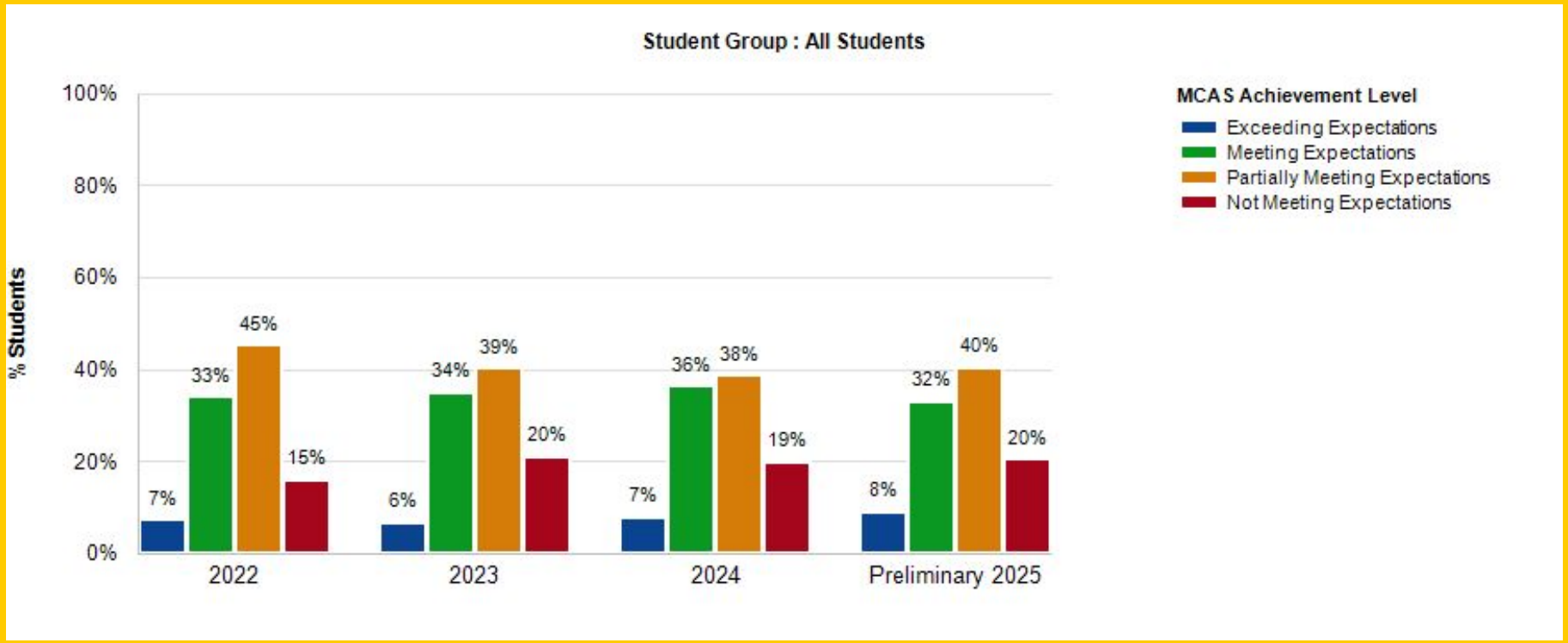
Math MCAS Grades 3-8



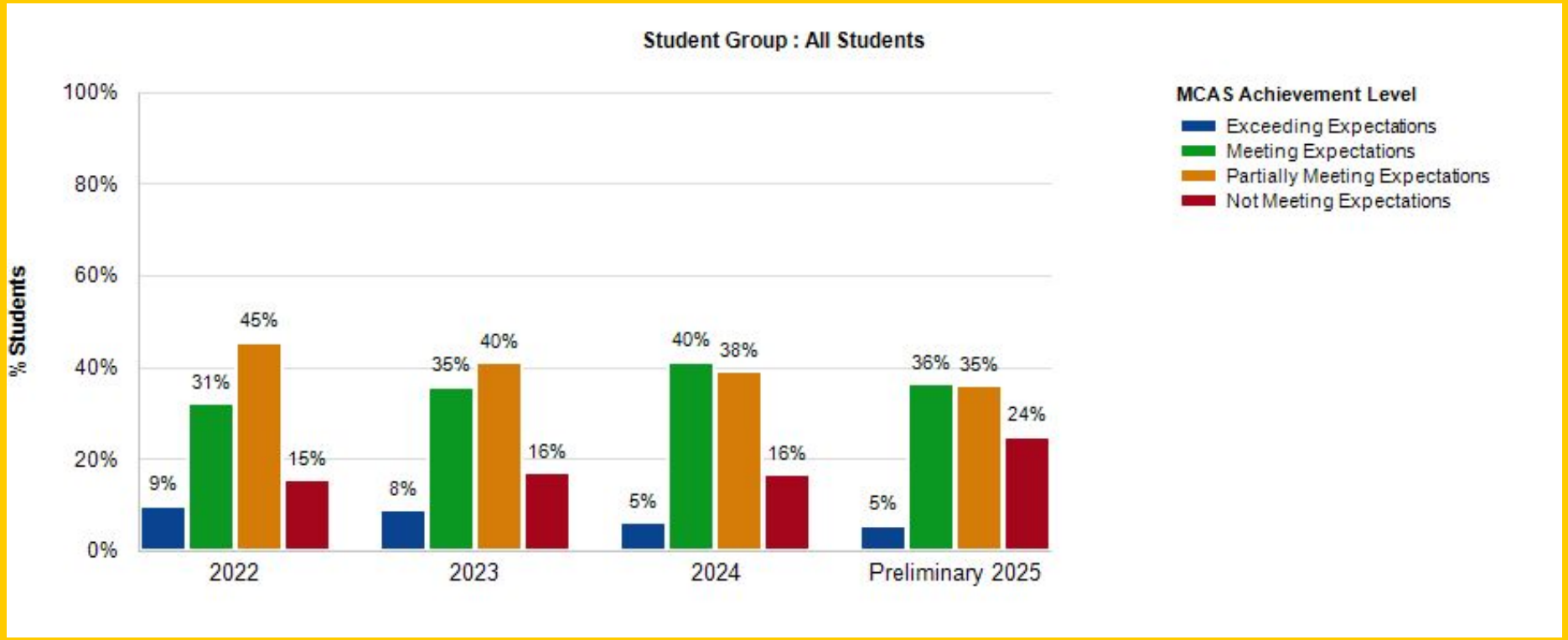
Math MCAS High School



Science MCAS Grades 5, 8



Science MCAS Grade 10



Norwood vs State Results

Grade 3	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
English Language Arts				
All items	44	46%	48%	-2
Question Type				
Constructed Response	3	37%	38%	-1
Essay	7	22%	24%	-2
Selected Response	34	57%	59%	-2
Domain / Cluster				
Language	**12**	**53%**	**54%**	**-1**
Conventions of Standard English	7	46%	48%	-2
Knowledge of Language	1	73%	75%	-2
Vocabulary Acquisition and Use	4	60%	60%	0
Reading	**28**	**53%**	**56%**	**-3**
Craft and Structure	8	55%	58%	-3
Integration of Knowledge and Ideas	5	61%	65%	-4
Key Ideas and Details	15	49%	51%	-2
Writing	**4**	**19%**	**21%**	**-2**
Production and Distribution of Writing	4	19%	21%	-2

Norwood vs State Results

Grade 4	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
English Language Arts				
All items	44	54%	55%	-1
Question Type				
Constructed Response	3	39%	40%	-1
Essay	7	30%	35%	-6
Selected Response	34	65%	65%	0
Domain / Cluster				
Language	**9**	**51%**	**54%**	**-3**
Conventions of Standard English	5	42%	46%	-4
Knowledge of Language	2	63%	65%	-2
Vocabulary Acquisition and Use	2	59%	61%	-2
Reading	**31**	**64%**	**64%**	**0**
Craft and Structure	4	57%	54%	3
Integration of Knowledge and Ideas	4	54%	56%	-2
Key Ideas and Details	23	67%	67%	0
Writing	**4**	**26%**	**31%**	**-5**
Production and Distribution of Writing	4	26%	31%	-5

Norwood vs State Results

Grade 5	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
English Language Arts				
All items	48	51%	53%	-2
Question Type				
Essay	14	39%	43%	-4
Selected Response	34	60%	60%	0
Domain / Cluster				
Language	**12**	**57%**	**60%**	**-3**
Conventions of Standard English	7	43%	47%	-4
Vocabulary Acquisition and Use	5	76%	79%	-3
Reading	**28**	**58%**	**58%**	**0**
Craft and Structure	8	63%	61%	2
Integration of Knowledge and Ideas	4	63%	62%	1
Key Ideas and Details	16	54%	56%	-2
Writing	**8**	**35%**	**39%**	**-4**
Production and Distribution of Writing	8	35%	39%	-4

Norwood vs State Results

Grade 6	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
English Language Arts				
All items	50	54%	54%	0
Question Type				
Essay	16	46%	45%	1
Selected Response	34	61%	63%	-2
Domain / Cluster				
Language	**12**	**55%**	**57%**	**-2**
Conventions of Standard English	10	56%	56%	0
Vocabulary Acquisition and Use	2	54%	59%	-5
Reading	**28**	**63%**	**65%**	**-2**
Craft and Structure	9	58%	59%	-1
Key Ideas and Details	19	65%	67%	-2
Writing	**10**	**38%**	**37%**	**1**
Production and Distribution of Writing	10	38%	37%	1

Norwood vs State Results

Grade 7	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
English Language Arts				
All items	50	53%	54%	-1
Question Type				
Essay	16	46%	46%	0
Selected Response	34	59%	62%	-3
Domain / Cluster				
Language	**12**	**57%**	**58%**	**-1**
Conventions of Standard English	8	58%	60%	-2
Vocabulary Acquisition and Use	4	53%	56%	-3
Reading	**28**	**61%**	**63%**	**-2**
Craft and Structure	11	62%	63%	-1
Integration of Knowledge and Ideas	5	62%	65%	-3
Key Ideas and Details	12	59%	63%	-4
Writing	**10**	**37%**	**37%**	**0**
Production and Distribution of Writing	10	37%	37%	0

Norwood vs State Results

Grade 8	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
English Language Arts				
All items	50	57%	57%	0
Question Type				
Essay	16	48%	49%	-1
Selected Response	34	64%	65%	-1
Domain / Cluster				
Language	**11**	**64%**	**65%**	**-1**
Conventions of Standard English	8	60%	61%	-1
Vocabulary Acquisition and Use	3	75%	76%	-1
Reading	**29**	**64%**	**65%**	**-1**
Craft and Structure	13	61%	63%	-2
Integration of Knowledge and Ideas	4	64%	65%	-1
Key Ideas and Details	12	67%	67%	0
Writing	**10**	**40%**	**41%**	**-1**
Production and Distribution of Writing	10	40%	41%	-1

Norwood vs State Results

Grade 10	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
English Language Arts				
All items	49	61%	66%	-5
Question Type				
Essay	16	56%	60%	-4
Selected Response	33	64%	69%	-5
Domain / Cluster				
Language	**11**	**67%**	**71%**	**-4**
Conventions of Standard English	7	70%	74%	-4
Knowledge of Language	2	52%	56%	-4
Vocabulary Acquisition and Use	2	72%	74%	-2
Reading	**28**	**64%**	**69%**	**-5**
Craft and Structure	14	67%	71%	-4
Integration of Knowledge and Ideas	3	48%	57%	-9
Key Ideas and Details	11	66%	70%	-4
Writing	**10**	**47%**	**52%**	**-5**
Production and Distribution of Writing	10	47%	52%	-5

Norwood vs State Results

Grade 3	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
Mathematics				
All items	48	51%	55%	-4
Question Type				
Constructed Response	12	42%	47%	-5
Short Answer	7	47%	52%	-5
Selected Response	29	56%	59%	-3
Domain / Cluster				
Geometry	**4**	**42%**	**45%**	**-3**
Reason with shapes and their attributes.	4	42%	45%	-3
Measurement and Data	**12**	**49%**	**54%**	**-5**
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	3	39%	47%	-8
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	4	51%	53%	-2
Represent and interpret data.	2	56%	55%	1
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	3	54%	60%	-6
Number and Operations in Base Ten	**8**	**50%**	**52%**	**-2**
Use place value understanding and properties of operations to perform multi-digit arithmetic.	8	50%	52%	-2
Number and Operations—Fractions	**9**	**46%**	**51%**	**-5**
Develop understanding of fractions as numbers for fractions with denominators 2, 3, 4, 6, and 8.	9	46%	51%	-5
Operations and Algebraic Thinking	**15**	**60%**	**63%**	**-3**
Multiply and divide within 100.	2	71%	75%	-4
Represent and solve problems involving multiplication and division.	8	56%	60%	-4
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3	60%	64%	-4
Understand properties of multiplication and the relationship between multiplication and division.	2	59%	63%	-4

Norwood vs State Results

Grade 4	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
Mathematics				
All items	54	55%	55%	0
Question Type				
Constructed Response	16	49%	48%	1
Short Answer	8	58%	53%	5
Selected Response	30	58%	59%	-1
Domain / Cluster				
Geometry	**6**	**47%**	**49%**	**-2**
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	6	47%	49%	-2
Measurement and Data	**11**	**54%**	**56%**	**-2**
Geometric measurement: understand concepts of angle and measure angles.	4	60%	60%	0
Represent and interpret data.	1	47%	49%	-2
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	6	52%	54%	-2
Number and Operations in Base Ten	**10**	**62%**	**61%**	**1**
Generalize place value understanding for multi-digit whole numbers less than or equal to 1,000,000.	5	62%	64%	-2
Use place value understanding and properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.	5	63%	59%	4
Number and Operations—Fractions	**16**	**58%**	**56%**	**2**
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	7	65%	60%	5
Extend understanding of fraction equivalence and ordering for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	4	41%	43%	-2
Understand decimal notation for fractions, and compare decimal fractions.	5	63%	62%	1
Operations and Algebraic Thinking	**11**	**51%**	**51%**	**0**
Gain familiarity with factors and multiples.	2	49%	49%	0
Generate and analyze patterns.	2	60%	60%	0
Use the four operations with whole numbers to solve problems.	7	49%	50%	-1

Norwood vs State Results

Grade 5	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
Mathematics				
All items	54	49%	52%	-3
Question Type				
Constructed Response	16	45%	48%	-3
Short Answer	10	40%	45%	-5
Selected Response	28	54%	57%	-3
Domain / Cluster				
Geometry	**6**	**57%**	**56%**	**1**
Classify two-dimensional figures into categories based on their properties.	4	48%	45%	3
Graph points on the coordinate plane to solve real-world and mathematical problems.	2	74%	79%	-5
Measurement and Data	**10**	**46%**	**49%**	**-3**
Convert like measurement units within a given measurement system.	4	39%	38%	1
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	4	54%	62%	-8
Represent and interpret data.	2	42%	43%	-1
Number and Operations in Base Ten	**16**	**50%**	**53%**	**-3**
Perform operations with multi-digit whole numbers and with decimals to hundredths.	6	51%	53%	-2
Understand the place value system.	10	49%	53%	-4
Number and Operations—Fractions	**14**	**47%**	**52%**	**-5**
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	12	48%	52%	-4
Use equivalent fractions as a strategy to add and subtract fractions.	2	40%	50%	-10
Operations and Algebraic Thinking	**8**	**48%**	**52%**	**-4**
Analyze patterns and relationships.	2	44%	52%	-8
Write and interpret numerical expressions.	6	49%	52%	-3

Norwood vs State Results

Grade 6	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
Mathematics				
All items	54	45%	51%	-6
Question Type				
Constructed Response	16	40%	47%	-7
Short Answer	6	48%	53%	-5
Selected Response	32	48%	53%	-5
Domain / Cluster				
Expressions and Equations	**16**	**38%**	**46%**	**-8**
Apply and extend previous understandings of arithmetic to algebraic expressions.	7	29%	43%	-14
Reason about and solve one-variable equations and inequalities.	6	48%	52%	-4
Represent and analyze quantitative relationships between dependent and independent variables.	3	36%	41%	-5
Geometry	**8**	**39%**	**47%**	**-8**
Solve real-world and mathematical problems involving area, surface area, and volume.	8	39%	47%	-8
Ratios and Proportional Relationships	**11**	**45%**	**53%**	**-8**
Understand ratio and rate concepts and use ratio and rate reasoning to solve problems.	11	45%	53%	-8
Statistics and Probability	**8**	**54%**	**49%**	**5**
Develop understanding of statistical variability.	4	59%	48%	11
Summarize and describe distributions.	4	49%	51%	-2
The Number System	**11**	**56%**	**61%**	**-5**
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	1	47%	59%	-12
Apply and extend previous understandings of numbers to the system of rational numbers.	4	55%	63%	-8
Compute fluently with multi-digit numbers and find common factors and multiples.	6	58%	60%	-2

Norwood vs State Results

Grade 7	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
Mathematics				
All items	54	39%	44%	-5
Question Type				
Constructed Response	16	35%	39%	-4
Short Answer	7	39%	44%	-5
Selected Response	31	42%	47%	-5
Domain / Cluster				
Expressions and Equations	**13**	**32%**	**38%**	**-6**
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	8	33%	36%	-3
Use properties of operations to generate equivalent expressions.	5	31%	41%	-10
Geometry	**8**	**33%**	**38%**	**-5**
Draw, construct, and describe geometrical figures and describe the relationships between them.	6	28%	31%	-3
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	2	47%	60%	-13
Ratios and Proportional Relationships	**11**	**47%**	**53%**	**-6**
Analyze proportional relationships and use them to solve real-world and mathematical problems.	11	47%	53%	-6
Statistics and Probability	**11**	**48%**	**48%**	**0**
Draw informal comparative inferences about two populations.	2	40%	40%	0
Investigate chance processes and develop, use, and evaluate probability models.	7	47%	48%	-1
Use random sampling to draw inferences about a population.	2	59%	55%	4
The Number System	**11**	**36%**	**43%**	**-7**
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	11	36%	43%	-7

Norwood vs State Results

Grade 8	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
Mathematics				
All items	54	51%	50%	1
Question Type				
Constructed Response	16	48%	47%	1
Short Answer	6	33%	34%	-1
Selected Response	32	55%	55%	0
Domain / Cluster				
Expressions and Equations	**17**	**45%**	**44%**	**1**
Analyze and solve linear equations and pairs of simultaneous linear equations.	4	60%	58%	2
Understand the connections between proportional relationships, lines, and linear equations.	4	50%	56%	-6
Work with radicals and integer exponents.	9	37%	34%	3
Functions	**11**	**54%**	**55%**	**-1**
Define, evaluate, and compare functions.	5	60%	58%	2
Use functions to model relationships between quantities.	6	49%	52%	-3
Geometry	**16**	**49%**	**49%**	**0**
Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	3	52%	51%	1
Understand and apply the Pythagorean Theorem.	3	37%	40%	-3
Understand congruence and similarity using physical models, transparencies, or geometry software.	10	52%	50%	2
Statistics and Probability	**6**	**62%**	**63%**	**-1**
Investigate patterns of association in bivariate data.	6	62%	63%	-1
The Number System	**4**	**52%**	**52%**	**0**
Know that there are numbers that are not rational, and approximate them by rational numbers.	4	52%	52%	0

Grade 10	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
Mathematics				
All items	60	47%	50%	-3
Question Type				
Constructed Response	16	46%	48%	-2
Short Answer	11	42%	46%	-4
Selected Response	33	49%	52%	-3
Domain / Cluster				
Arithmetic with Polynomials and Rational Expressions	**2**	**48%**	**45%**	**3**
Perform arithmetic operations on polynomials.	2	48%	45%	3
Building Functions	**2**	**48%**	**48%**	**0**
Build a function that models a relationship between two quantities.	1	62%	56%	6
Build new functions from existing functions.	1	35%	41%	-6
Circles	**2**	**57%**	**62%**	**-5**
Find arc lengths and areas of sectors of circles.	1	44%	46%	-2
Understand and apply theorems about circles.	1	71%	77%	-6
Conditional Probability and the Rules of Probability	**2**	**38%**	**45%**	**-7**
Understand independence and conditional probability and use them to interpret data from simulations or experiments.	1	59%	66%	-7
Use the rules of probability to compute probabilities of compound events in a uniform probability model.	1	17%	25%	-8
Congruence	**6**	**49%**	**56%**	**-7**
Experiment with transformations in the plane.	2	47%	56%	-9
Make geometric constructions.	1	53%	59%	-6
Prove geometric theorems and, when appropriate, the converse of theorems.	2	40%	44%	-4
Understand congruence in terms of rigid motions.	1	69%	77%	-8
Creating Equations	**1**	**47%**	**51%**	**-4**
Create equations that describe numbers or relationships.	1	47%	51%	-4
Expressing Geometric Properties with Equations	**3**	**33%**	**39%**	**-6**
Translate between the geometric description and the equation for a conic section.	1	27%	41%	-14
Use coordinates to prove simple geometric theorems algebraically.	2	36%	39%	-3
Geometric Measurement and Dimension	**3**	**34%**	**37%**	**-3**
Explain volume formulas and use them to solve problems.	3	34%	37%	-3
Interpreting Categorical and Quantitative Data	**7**	**49%**	**50%**	**-1**

Norwood vs State Results

Grade 5	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
Science and Technology/Engineering				
All items	54	54%	55%	-1
Question Type				
Constructed Response	16	35%	36%	-1
Selected Response	38	62%	63%	-1
Domain / Cluster				
Earth and Space Sciences	**17**	**55%**	**55%**	**0**
Earth and Human Activity	6	67%	66%	1
Earth's Place in the Universe	2	65%	67%	-2
Earth's Systems	9	44%	44%	0
Life Science	**12**	**58%**	**59%**	**-1**
Biological Evolution: Unity and Diversity	3	65%	65%	0
Ecosystems: Interactions, Energy, and Dynamics	6	53%	56%	-3
From Molecules to Organisms: Structures and Processes	2	50%	55%	-5
Heredity: Inheritance and Variation of Traits	1	75%	69%	6
Physical Science	**17**	**50%**	**51%**	**-1**
Energy	9	44%	45%	-1
Matter and Its Interactions	3	60%	59%	1
Motion and Stability: Forces and Interactions	3	48%	50%	-2
Waves and Their Applications in Technologies for Information Transfer	2	66%	66%	0
Technology/Engineering	**8**	**57%**	**59%**	**-2**
Engineering Design	6	55%	56%	-1
Technological Systems	2	64%	68%	-4
Science Practices				
Science Practices	47	52%	53%	-1

Norwood vs State Results

Grade 8	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
Science and Technology/Engineering				
All items	54	54%	51%	3
Question Type				
Constructed Response	16	38%	33%	5
Selected Response	38	60%	59%	1
Domain / Cluster				
Earth and Space Sciences	**14**	**53%**	**51%**	**2**
Earth and Human Activity	2	66%	62%	4
Earth's Place in the Universe	6	53%	55%	-2
Earth's Systems	6	49%	44%	5
Life Science	**14**	**52%**	**47%**	**5**
Biological Evolution: Unity and Diversity	5	47%	47%	0
Ecosystems: Interactions, Energy, and Dynamics	4	62%	53%	9
From Molecules to Organisms: Structures and Processes	4	48%	40%	8
Heredity: Inheritance and Variation of Traits	1	46%	46%	0
Physical Science	**14**	**60%**	**56%**	**4**
Energy	6	54%	50%	4
Matter and Its Interactions	4	60%	56%	4
Motion and Stability: Forces and Interactions	3	62%	61%	1
Waves and Their Applications in Technologies for Information Transfer	1	85%	80%	5
Technology/Engineering	**12**	**49%**	**51%**	**-2**
Engineering Design	3	48%	52%	-4
Materials, Tools, and Manufacturing	2	56%	59%	-3
Technological Systems	7	48%	48%	0
Science Practices				
Science Practices	44	54%	51%	3

Norwood vs State Results

Grades 9-10	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
HS Biology				
All items	58	50%	51%	-1
Question Type				
Constructed Response	16	45%	46%	-1
Selected Response	42	51%	52%	-1
Domain / Cluster				
Biology	**58**	**50%**	**51%**	**-1**
Ecology	10	50%	55%	-5
Evolution	12	49%	52%	-3
Heredity	15	53%	53%	0
Molecules to Organisms	21	47%	47%	0
Science Practices				
Science Practices	46	48%	50%	-2

Norwood vs State Results

Grade 8	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
Civics				
All items	50	56%	54%	2
Question Type				
Constructed Response	7	42%	38%	4
Selected Response	43	59%	57%	2
Domain / Cluster				
Foundations of Government	14	57%	54%	3
Government Structures	16	56%	54%	2
Rights and Responsibilities	20	55%	54%	1
Civics Practices				
Civic Knowledge	12	60%	57%	3
Civic-based Questioning	9	51%	49%	2
Analyzing Sources	11	58%	56%	2
Explanations and Reasoning	18	55%	54%	1

Refresher: MA Accountability System 101

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 a district's or school's progress towards improvement targets, and is reported as a percentage

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

- **Achievement**
- **Student Growth**
- **High School Completion**
- **English Learner Proficiency**
- **Additional Indicators**

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

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	•Percentiles 1-10 •Low graduation rate •Low performing group(s) •Low participation	•Underperforming schools •Chronically underperforming schools

Progress Towards Targets

60% of schools in MA made substantial progress towards, met, or exceeded their accountability targets

Grade Span	Number of Schools	0-24% Limited or No Progress Towards Targets		25-49% Moderate Progress Towards Targets		50-74% Substantial Progress Towards Targets		75-100% Meeting or Exceeding Targets	
		2023	2024	2023	2024	2023	2024	2023	2024
ES/MS	1,231	6.0%	2.4%	30.2%	35.4%	41.6%	47.0%	22.2%	15.2%
MS/HS	117	4.9%	8.5%	46.6%	50.4%	40.8%	35.0%	7.8%	6.0%
HS only	240	8.8%	2.9%	34.9%	37.1%	28.6%	45.0%	27.7%	15.0%
Total	1,588	6.5%	3.0%	31.7%	36.8%	39.8%	45.8%	22.1%	14.5%

Embargoed until September 24, 2024

District

2025 Preliminary Accountability Report - Norwood

Organization Information	
DISTRICT NAME Norwood (02200000)	**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

Reason for classification
Moderate progress toward targets

Progress toward improvement targets	Accountability percentile
37% - Moderate progress toward 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	57%	24%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	37% Moderate progress toward targets	

2025 Preliminary Accountability Report

School	2024 40%	2025 60%	Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	Accountability Percentile
Balch	52	55	54	23
Callahan	30	9	18	46
Cleveland	59	24	38	51
Oldham	65	44	52	46
Prescott	24	14	18	42
Coakley	56	38	45	27
High School	66	24	41	42

District

2025 Points awarded

2025 Progress toward improvement targets

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	0	4	-	2	4	-	0	4	-	0	4	-
	Mathematics achievement	0	4	-	0	4	-	0	4	-	0	4	-
	Science achievement	1	4	-	-	-	-	0	4	-	-	-	-
	Achievement total	**1**	**12**	**60.0**	**2**	**8**	**67.5**	**0**	**12**	**40.0**	**0**	**8**	**67.5**
Growth	English language arts growth	2	4	-	2	4	-	3	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-	2	4	-	1	4	-
	Growth total	**4**	**8**	**20.0**	**4**	**8**	**22.5**	**5**	**8**	**20.0**	**3**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	3	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	4	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**	**11**	**12**	**20.0**	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**1**	**4**	**10.0**	**-**	**-**	**-**	**4**	**4**	**10.0**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	1	4	-	0	4	-	0	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-	3	4	-	-	-	-
	Additional indicators total	**1**	**4**	**10.0**	**0**	**4**	**10.0**	**3**	**8**	**10.0**	**0**	**4**	**10.0**
Weighted total		1.6	9.6	-	2.3	7.6	-	3.9	10.0	-	0.7	7.6	-
Percentage of possible points		17%		-	30%		-	39%		-	9%		-
Percentage of possible points by gradespan		24% Weight of non-high school results:70%						24% Weight of high school results:30%					
2025 Annual criterion-referenced target percentage		**24%**											

Special Education

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	50%	11%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	26%	
	Moderate progress toward targets	

2025 Points awarded

2025 Progress toward improvement targets							
Indicator		Students with Disabilities Student Group (Non-high school grades)			Students with Disabilities Student Group (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	0	4	-
	Mathematics achievement	0	4	-	0	4	-
	Science achievement	0	4	-	0	4	-
	Achievement total	**0**	**12**	**67.5**	**0**	**12**	**47.5**
Growth	English language arts growth	1	4	-	2	4	-
	Mathematics growth	1	4	-	1	4	-
	Growth total	**2**	**8**	**22.5**	**3**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	3	4	-
	Extended engagement rate	-	-	-	0	4	-
	Annual dropout rate	-	-	-	4	4	-
	High school completion total	**-**	**-**	**-**	**7**	**12**	**20.0**
Progress toward attaining English language proficiency	**English language proficiency total**	**-**	**-**	**-**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	0	4	-	0	4	-
	Advanced coursework completion	-	-	-	4	4	-
	Additional indicators total	**0**	**4**	**10.0**	**4**	**8**	**10.0**
Weighted total		0.5	10.3	-	2.5	10.7	-
Percentage of possible points		5%		-	23%		-
Percentage of possible points by gradespan		5% Weight of non-high school results:70%			23% Weight of high school results:30%		
2025 Annual criterion-referenced target percentage		**11%**					

English Learner & Former English Learners Education

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	50%	14%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	28%	
	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)			English Learners and Former English Learners Student Group (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	0	4	-
	Mathematics achievement	0	4	-	0	4	-
	Science achievement	0	4	-	0	4	-
	Achievement total	**0**	**12**	**60.0**	**0**	**12**	**40.0**
Growth	English language arts growth	2	4	-	-	-	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	**4**	**8**	**20.0**	**2**	**4**	**20.0**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	4	4	-
	High school completion total	**-**	**-**	**-**	**4**	**4**	**20.0**
Progress toward attaining English language proficiency	**English language proficiency total**	**1**	**4**	**10.0**	**4**	**4**	**10.0**
Additional indicators	Chronic absenteeism	0	4	-	2	4	-
	Advanced coursework completion	-	-	-	1	4	-
	Additional indicators total	**0**	**4**	**10.0**	**3**	**8**	**10.0**
Weighted total		0.9	9.6	-	1.9	7.6	-
Percentage of possible points		9%		-	25%		-
Percentage of possible points by gradespan		9% Weight of non-high school results:70%			25% Weight of high school results:30%		
2025 Annual criterion-referenced target percentage		**14%**					

District

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	492.9	491.6	-1.3	495.1	1,590	0	Recovery Path: Declined
Lowest Performing	466.0	466.4	0.4	471.1	286	2	Path Forward: Improved Below Target
High Needs	483.6	481.5	-2.1	485.5	934	0	Recovery Path: Declined
English Learners and Former English Learners	482.1	480.0	-2.1	484.2	390	0	Path Forward: Declined
Low Income	482.7	481.2	-1.5	485.3	676	0	Recovery Path: Declined
Students with Disabilities	474.4	471.6	-2.8	476.4	398	0	Recovery Path: Declined
American Indian or Alaska Native	-	-	-	-	3	-	-
Asian	504.0	499.4	-4.6	506.4	94	0	Path Forward: Declined
Black or African American	483.0	480.1	-2.9	485.7	208	0	Recovery Path: Declined
Hispanic or Latino	481.3	480.3	-1.0	483.9	332	0	Recovery Path: Declined
Multi-Race, Not Hispanic or Latino	493.1	496.0	2.9	495.0	55	4	Path Forward: Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	17	-	-
White	498.2	497.7	-0.5	500.8	881	1	Recovery Path: No Change

Mathematics achievement - MCAS average composite scaled score - High school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	496.8	494.1	-2.7	498.5	234	0	Recovery Path: Declined
Lowest Performing	476.2	468.6	-7.6	481.3	44	0	Path Forward: Declined
High Needs	487.2	480.4	-6.8	491.0	124	0	Path Forward: Declined
English Learners and Former English Learners	486.1	478.2	-7.9	491.2	32	0	Path Forward: Declined
Low Income	487.9	480.1	-7.8	492.4	86	0	Path Forward: Declined
Students with Disabilities	477.8	474.9	-2.9	481.2	65	0	Path Forward: Declined
American Indian or Alaska Native	-	-	-	-	2	-	-
Asian	-	-	-	-	4	-	-
Black or African American	490.7	483.0	-7.7	493.7	29	0	Recovery Path: Declined
Hispanic or Latino	484.2	485.5	1.3	486.9	52	2	Recovery Path: Improved Below Target
Multi-Race, Not Hispanic or Latino	-	-	-	-	5	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	501.6	499.1	-2.5	502.8	142	0	Recovery Path: Declined

District

English language arts growth - High school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	51.8	196	3	Typical Growth - High
Lowest Performing	47.5	44	2	Typical Growth - Low
High Needs	46.3	96	2	Typical Growth - Low
English Learners and Former English Learners	-	18	-	-
Low Income	44.0	66	2	Typical Growth - Low
Students with Disabilities	41.0	54	2	Typical Growth - Low
American Indian or Alaska Native	-	1	-	-
Asian	-	4	-	-
Black or African American	36.2	20	1	Low Growth
Hispanic or Latino	49.1	42	2	Typical Growth - Low
Multi-Race, Not Hispanic or Latino	-	5	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	55.7	124	3	Typical Growth - High

Mathematics growth - Non-high school				About the Data
Group	2025 Mean SGP	N	Points	Reason
All Students	43.3	1,235	2	Typical Growth - Low
Lowest Performing	41.1	285	2	Typical Growth - Low
High Needs	42.0	692	2	Typical Growth - Low
English Learners and Former English Learners	45.9	276	2	Typical Growth - Low
Low Income	41.6	494	2	Typical Growth - Low
Students with Disabilities	38.6	285	1	Low Growth
American Indian or Alaska Native	-	2	-	-
Asian	49.1	68	2	Typical Growth - Low
Black or African American	39.3	154	1	Low Growth
Hispanic or Latino	43.9	246	2	Typical Growth - Low
Multi-Race, Not Hispanic or Latino	43.2	37	2	Typical Growth - Low
Native Hawaiian or Other Pacific Islander	-	11	-	-
White	43.5	717	2	Typical Growth - Low

District

Progress toward attaining English language proficiency - Non-high school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	53.9	51.5	-2.4	56.6	336	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High Needs	-	-	-	-	-	-	-
English Learners and Former English Learners	53.9	51.5	-2.4	56.6	336	1	No Change
Low Income	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

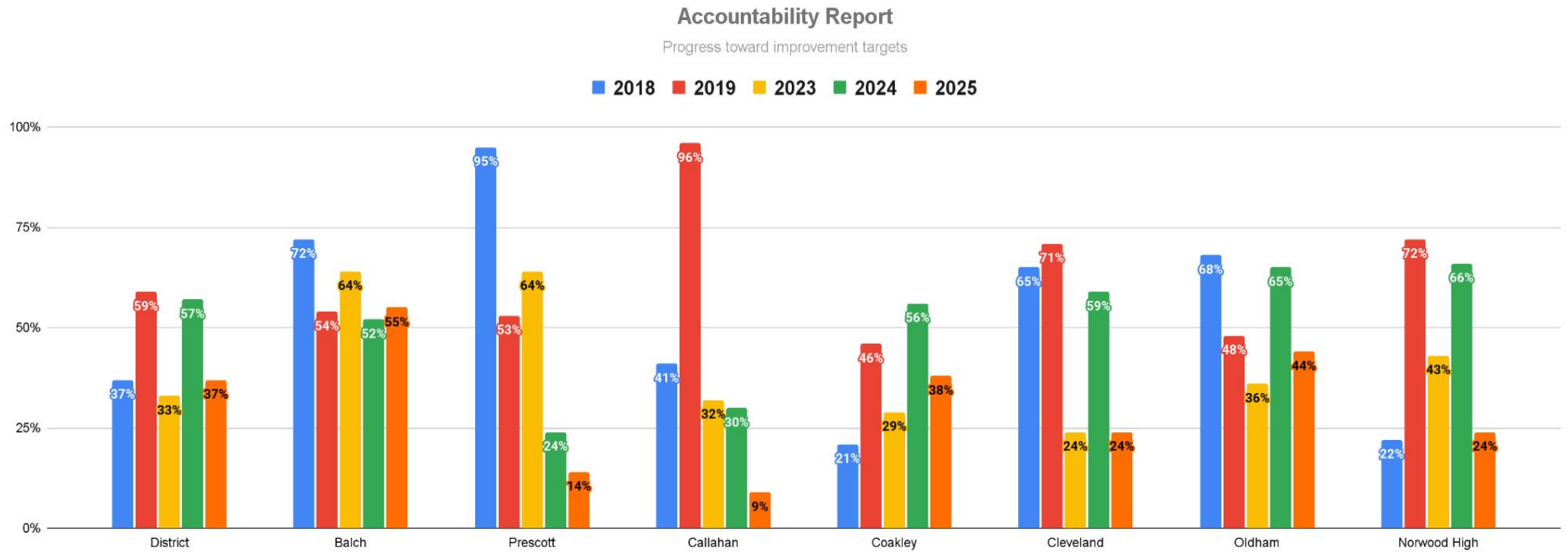
Progress toward attaining English language proficiency - High school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	17.6	27.0	9.4	18.9	89	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High Needs	-	-	-	-	-	-	-
English Learners and Former English Learners	17.6	27.0	9.4	18.9	89	4	Exceeded Target
Low Income	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	-	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

District

Chronic absenteeism - Non-high school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	23.6	23.6	0.0	22.6	2,334	1	No Change
Lowest Performing	35.8	38.1	2.3	33.7	286	0	Declined
High Needs	31.8	32.8	1.0	30.0	1,429	0	Declined
English Learners and Former English Learners	27.7	29.3	1.6	25.2	659	0	Declined
Low Income	36.8	37.8	1.0	34.4	1,066	0	Declined
Students with Disabilities	31.3	34.4	3.1	28.9	532	0	Declined
American Indian or Alaska Native	-	-	-	-	8	-	-
Asian	18.2	22.0	3.8	16.1	164	0	Declined
Black or African American	34.7	33.3	-1.4	32.2	336	2	Improved Below Target
Hispanic or Latino	39.1	41.4	2.3	36.2	526	0	Declined
Multi-Race, Not Hispanic or Latino	20.3	17.0	-3.3	19.3	88	4	Exceeded Target
Native Hawaiian or Other Pacific Islander	-	-	-	-	24	-	-
White	15.3	13.6	-1.7	14.1	1,188	3	Met Target

Chronic absenteeism - High school							About the Data
Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	26.3	27.3	1.0	24.7	1,026	0	Declined
Lowest Performing	25.7	50.0	24.3	20.4	44	0	Declined
High Needs	38.5	40.2	1.7	35.6	579	0	Declined
English Learners and Former English Learners	42.6	39.2	-3.4	38.5	171	2	Improved Below Target
Low Income	41.7	41.8	0.1	37.2	447	1	No Change
Students with Disabilities	41.1	44.7	3.6	37.6	228	0	Declined
American Indian or Alaska Native	-	-	-	-	3	-	-
Asian	-	-	-	-	42	-	-
Black or African American	35.7	36.6	0.9	32.0	145	0	Declined
Hispanic or Latino	42.0	43.5	1.5	37.6	237	0	Declined
Multi-Race, Not Hispanic or Latino	-	-	-	-	30	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	4	-	-
White	17.8	19.5	1.7	16.0	565	0	Declined

DESE Accountability



ACCESS 2025

Met Targets!	# of FELs	4 Domains
37%	65	• Listening • Reading • Speaking • Writing

Number of students that took the ACCESS: **581**

WIDA™
ACCESS for ELLs

Bourgeois (5/15/2025)

ELP Averages by Domain

Grade Level Clusters	# of students	Listening	# of students	Reading	# of students	Speaking	# of students	Writing
Kindergarten	61	4.4	61	1.8	61	4.2	61	2.0
Grade 1-2	179	4.3	178	3.4	179	2.9	179	2.6
Grade 3-5	150	4.5	135	3.4	150	3.2	150	3.4
Grade 6-8	88	4.1	76	2.4	88	2.9	88	2.9
Grade 9-12	103	4.0	101	3.4	103	2.5	103	2.8
K-12	581	4.3	551	3.1	581	3.0	581	2.8

Bourgeois (5/15/2025)

DIBELS EOY (Grade 1) Correlation

BOY – Proficiency Level	Above Benchmark EOY	At Benchmark EOY	Below Benchmark EOY	Well Below Benchmark EOY
Above Benchmark BOY 62	58	4		
Below Benchmark BOY 57	4	33	18	2
Well Below Benchmark BOY 81	1	16	18	46
At Benchmark BOY 92	46	43	3	

DIBELS EOY (Grades K-3) Correlation

BOY - Proficiency Level	BOY Total Students	Above Benchmark EOY	At Benchmark EOY	Below Benchmark EOY	Well Below Benchmark EOY	No Data EOY
Above Benchmark BOY	360	284	53	4		19
At Benchmark BOY	276	100	137	26	7	6
Below Benchmark BOY	166	10	62	69	15	10
Well Below Benchmark BOY	320	5	42	40	193	40

DIBELS EOY Correlation Grade 1

Ignite	Proficiency Level	Above Benchmark EOY	At Benchmark EOY	Below Benchmark EOY	Well Below Benchmark EOY
Ignite Reading	Above Benchmark				
Ignite Reading	Above Benchmark				
Ignite Reading	At Benchmark				
Ignite Reading 10	At Benchmark	3	7		
Ignite Reading	Below Benchmark				
Ignite Reading 23	Below Benchmark	2	14	6	1
Ignite Reading	Well Below Benchmark				
Ignite Reading 53	Well Below Benchmark		12	15	26
Non Ignite	Above Benchmark				
Non Ignite 62	Above Benchmark	58	4		
Non Ignite	At Benchmark				
Non Ignite 82	At Benchmark	43	36	3	
Non Ignite	Below Benchmark				
Non Ignite	Below Benchmark	2	19	12	1
Non Ignite	Well Below Benchmark				
Non Ignite 28	Well Below Benchmark	1	4	3	20

STAR vs MCAS
ELA

School	STAR Winter 24-25	STAR Spring 24-25	MCAS 24-25
Balch	30.5%	32.3%	30%
Callahan	43.6%	38%	34%
Cleveland	56.4%	52.2%	46%
Oldham	47.1%	46%	40%
Prescott	43.4%	41.6%	40%
Coakley	39.6%	36.9%	41%

STAR vs MCAS
Math

School	STAR Winter 24-25	STAR Spring 24-25	MCAS 24-25
Balch	33.2%	30.7%	26%
Callahan	42.1%	40.5%	42%
Cleveland	49.8%	48.3%	50%
Oldham	39.2%	42.7%	38%
Prescott	40%	40.3%	40%
Coakley	44.7%	39.2%	35%

Chronic Absenteeism

LMPA	Willett	Balch	Callahan	Cleveland	Oldham	Prescott	Coakley	High School
25.2%	26.6%	24.3%	22.0%	12.4%	16.6%	24.6%	29.2%	26.8%

Thank you to all our educators and school leaders!