



Westwood Public Schools

Honoring Tradition, Inspiring Excellence, Shaping the Future

Summary Report of WPS Spring 2025 MCAS Results

Executive Summary

In this year's summary report, we are eager to share data that reflects Westwood's strong academic foundation, and also engage in continued conversation with the School Committee and larger Westwood community to explore how this data informs our curriculum and instruction for students.

Westwood students in the aggregate continue to demonstrate high achievement across Math, English Language Arts (ELA), and Science MCAS assessments. The inaugural Civics data shows relatively weaker performance for our district, compared to our typical achievement in other content areas, though we remain well above the state average performance in that assessment. Westwood performance in comparison to nearby and demographically similar districts remains strong.

While there are many ways to examine the data, we are pleased to report that across most grade levels and content areas, we saw increases in the percentage of students Meeting and Exceeding Expectations. In some areas, percentages Meeting and Exceeding held steady from the prior year, and in Grades 3 and 7 Math, percentages decreased slightly. Student Growth Percentiles measure how student achievement from year to year compares to peers with similar score histories, and in this indicator, we see evidence of very strong student growth in particular pockets of the district.

Finally, the Spring 2025 MCAS administration marks the first year that passing the MCAS is not a graduation requirement for Grade 10 students. As we examine our data from Grade 10, we are pleased to see that our percentages of students Meeting and Exceeding Expectations are remaining steady, despite statewide data showing declining scores.

We are very proud of our students and educators for their efforts and achievements every day in our classrooms and schools. We look forward to the opportunity to engage with our building and department leaders in further data analysis, to inform instruction and programmatic priorities in the year ahead.

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About the MCAS

The Massachusetts Comprehensive Assessment System (MCAS) is a set of statewide standardized tests. Massachusetts students in grades 3-8 and 10 take MCAS tests in ELA and Mathematics; students in grades 5, 8, and 9 or 10 take a Science test. Spring 2025 marked the addition of a Civics test for students in Grade 8. For more information about the MCAS, please visit the [Department of Elementary and Secondary Education website](#).

Key terms:

<i>Not Meeting Expectations, Partially Meeting Expectations, Meeting Expectations, and Exceeding Expectations (often abbreviated NM/PM/M/E)</i>	Student scores fall into one of these four categories on an MCAS assessment.
<i>Student Growth Percentile (SGP)</i>	This percentile describes a student's progress on MCAS compared to the progress of other students with similar MCAS performance histories. An SGP in the range of 40-60% is considered typical growth.
<i>High Needs Subgroup</i>	This subgroup includes students who are English language learners, students with disabilities, and/or are eligible for free- and reduced-price lunch (low income).

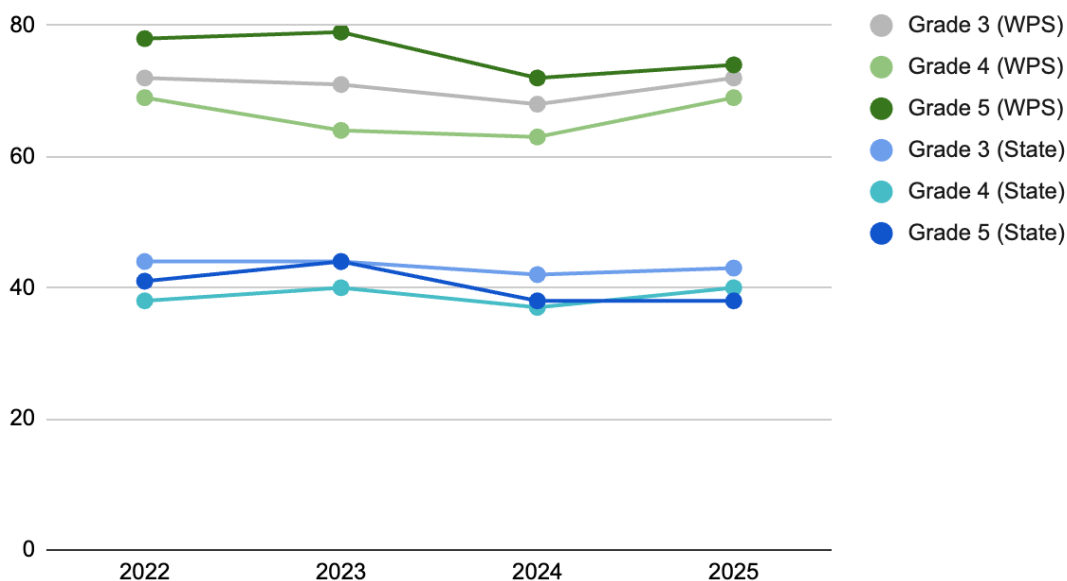
Data Visualizations The charts to follow show:

1. Westwood performance over four years, as compared to the State averages (all assessed grades). These charts are helpful in understanding whether a 2025 score is part of a larger trend over time.
2. Westwood percentage of students Meeting and Exceeding Expectations in comparison to like and nearby districts (see appendix). The districts Westwood uses for comparison includes districts served by The Education Collaborative (TEC), regional high-performing districts, and DART districts, the districts DESE has identified as comparable to Westwood. See the appendix for a [full list of districts used in the comparisons](#).
3. Bubble charts comparing Westwood performance to like and nearby districts in both scaled scores and SGP (grades 5, 8, and 10 shown within report; see appendix for all grade levels). District average scaled score is shown on the horizontal axis, and average SGP on the vertical axis; a district's goal is to demonstrate a high scaled score (strong performance on the assessments) along with strong student growth, moving the bubble into the upper right quadrant of the chart.
4. In the Disaggregated Performance Analysis section, the charts show the gap between district average performance and the performance of the high needs subgroup (which includes students with disabilities, low income students, and English language learners).

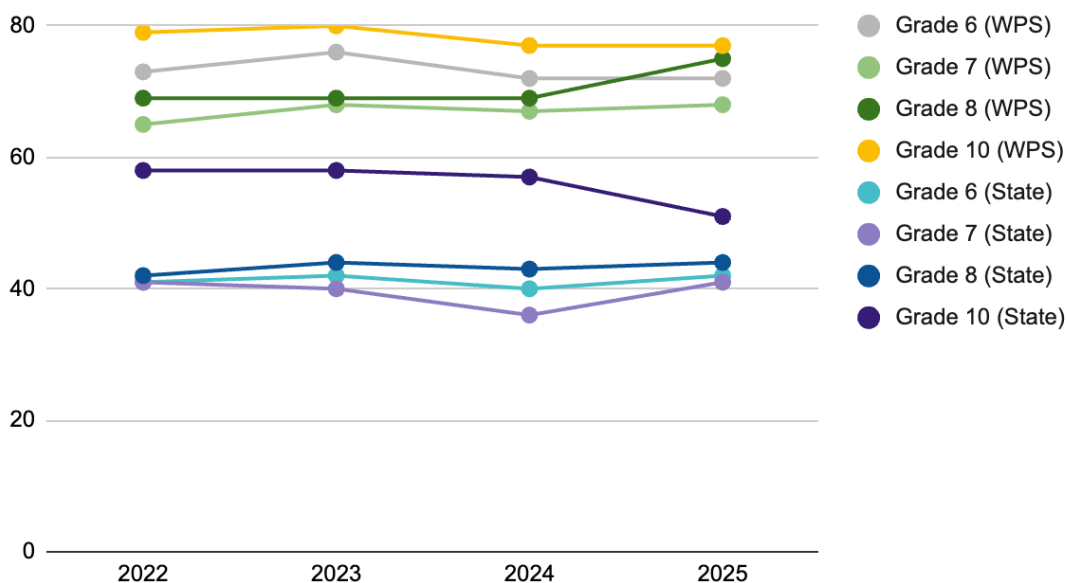
English Language Arts Results

Performance in English Language Arts remained steady or improved in all grade levels from 2024, and continue to demonstrate overall high achievement for the district. Of particular note, grades 5, 8, and 10 had very high percentages of students Meeting or Exceeding Expectations - 74% for Grade 5, 75% for Grade 8, and 77% at Grade 10. Student Growth Percentiles at all grades were in the “typical growth” range, with the exception of grades 4 and 5 - with Student Growth Percentiles of 62 and 63 respectively, these grades demonstrated “high growth” by this measure.

ELA Meeting & Exceeding Expectations Grades 3-5



ELA Meeting & Exceeding Expectations Grades 6-8, 10



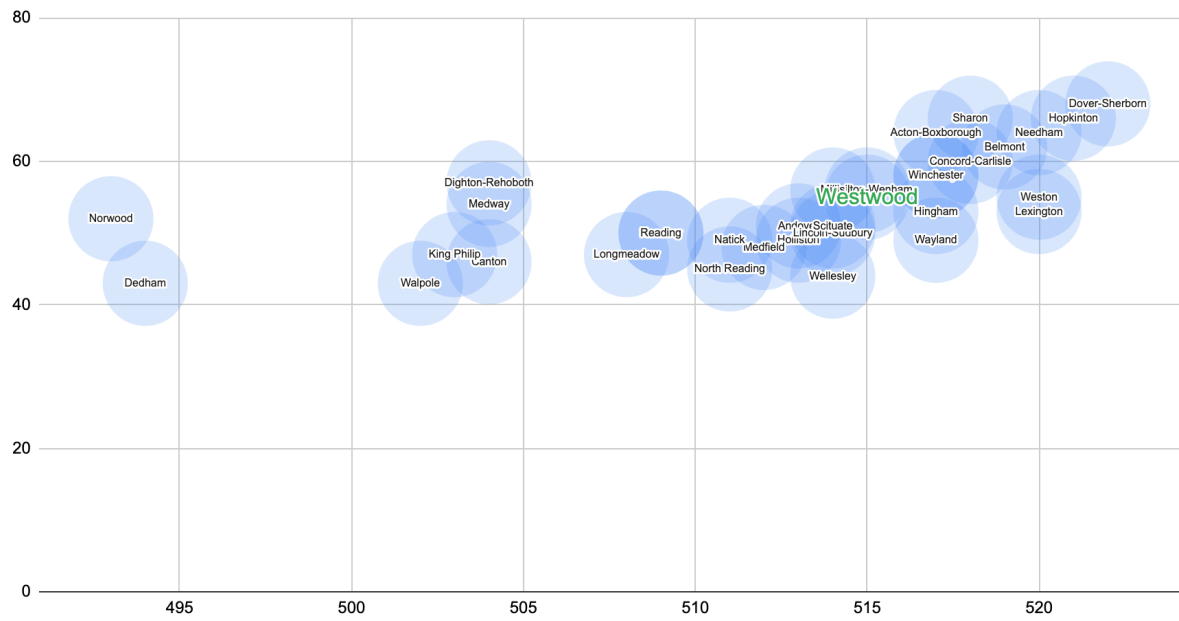
A bubble chart showing the relationship between the number of children (X-axis) and the number of teachers (Y-axis) for various schools. The X-axis ranges from 490 to 520, and the Y-axis ranges from 0 to 80. Bubbles represent different schools, with their size indicating a third variable. The bubble for 'Westwood' is highlighted in green.

School	Children (X)	Teachers (Y)
Millis	490	40
Norwood	492	42
Dedham	498	40
Dighton-Rehoboth	500	55
Longmeadow	500	38
Hanover	502	42
Belmont	505	40
Lincoln	503	58
Holliston	504	58
Reading	504	52
Walpole	505	55
Acton	506	58
Scituate	507	58
Natick	508	58
Andover	509	58
Wayland	509	52
Westwood	510	62
Duxbury	510	58
Lower	510	55
Concord	510	55
Medford	510	55
Sharon	510	52
Hopkinton	510	50
Winchester	510	65
Weston	515	58
Levington	518	62
Wellesley	518	62
North Reading	520	75

The chart displays the following data points (approximate values):

Household	Children in Household (X)	Children's Books (Y)	Relative Size (Number of Children)
Norwood	497	45	Small
Dedham	498	58	Medium
Dighton-Rehoboth	500	48	Small
Walpole	500	45	Small
King Philip	502	48	Medium
Millis	503	55	Medium
Canton	505	42	Medium
Medfield	507	35	Medium
Natick	508	55	Small
Longmeadow	509	58	Small
Medway	509	55	Small
Reading	510	52	Small
Andover	510	48	Small
Duxbury	511	50	Small
Dover-Sherborn	511	55	Small
Sharon	512	60	Small
North Reading	513	68	Medium
Acton-Boxborough	514	60	Small
Wellesley	515	58	Small
Hopkinton	515	52	Small
Westwood	516	55	Medium
Hamilton-Wenham	517	55	Small
Weston	518	58	Small
Winchester	519	65	Medium
Needham	520	60	Medium
Wayland	520	65	Medium
Concord	522	58	Medium

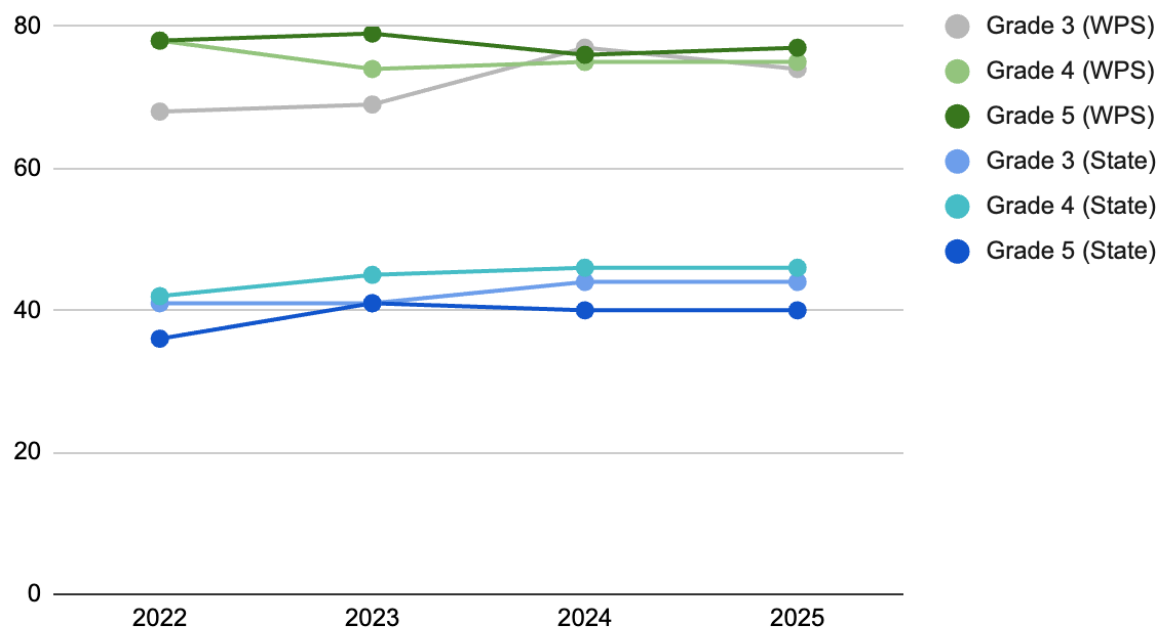
2025 Grade 10 ELA - Scaled Score and SGP



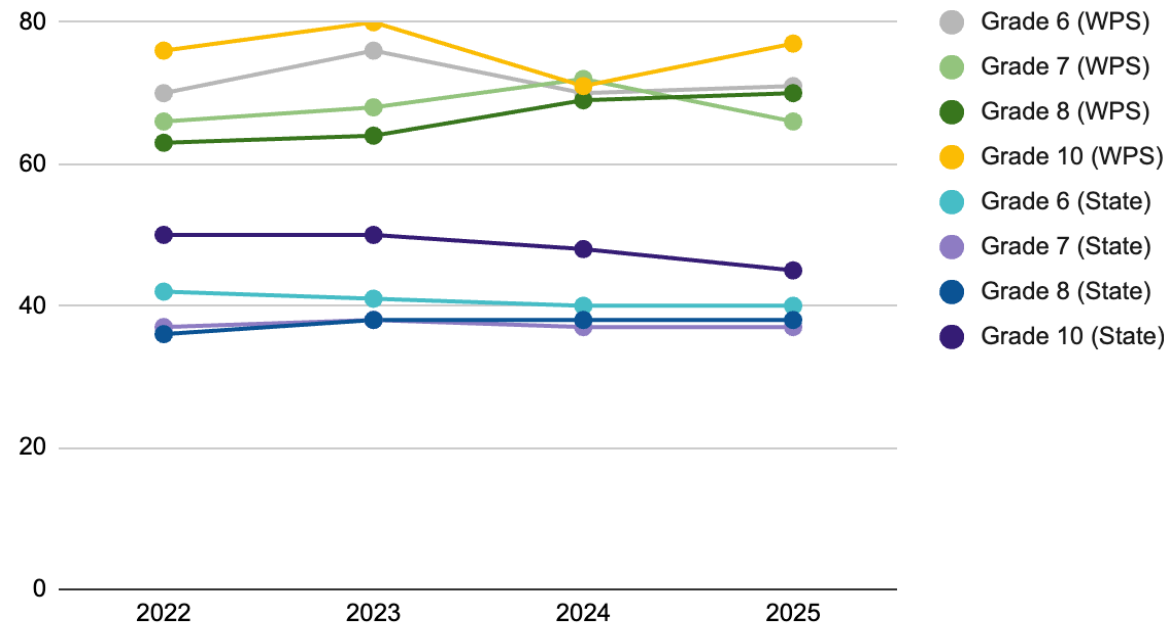
Mathematics Results

Math performance on the 2025 MCAS was largely steady from the prior year. At each assessed grade level in elementary, we see very strong performance, with the percentages of students Meeting and Exceeding Expectations at 74% (Grade 3), 75% (Grade 4), and 77% (Grade 5). In grades 6 and 8, there are modest gains over last year’s performance. Grade 7 achievement scores declined slightly, but the Student Growth Percentile for this grade level indicates that the students in this cohort made greater academic progress than average. After seeing a decline in performance last year, Grade 10 scores appear to have rebounded, from 71% of students Meeting and Exceeding Expectations in 2024 to 77% in 2025.

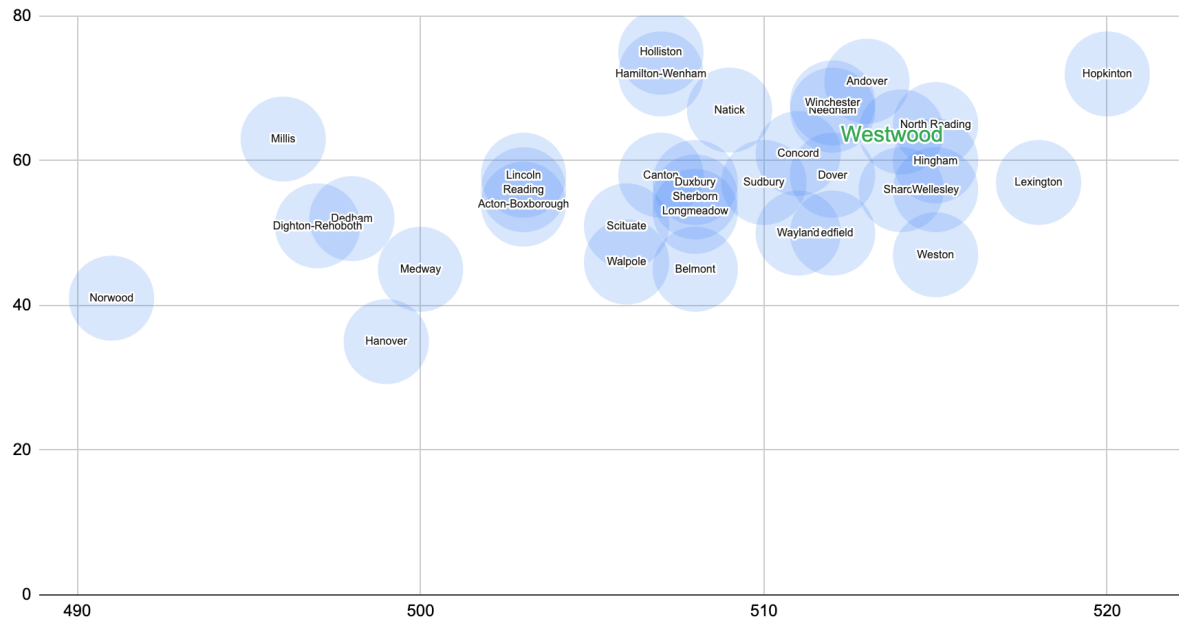
Math Meeting & Exceeding Expectations, Grades 3-5



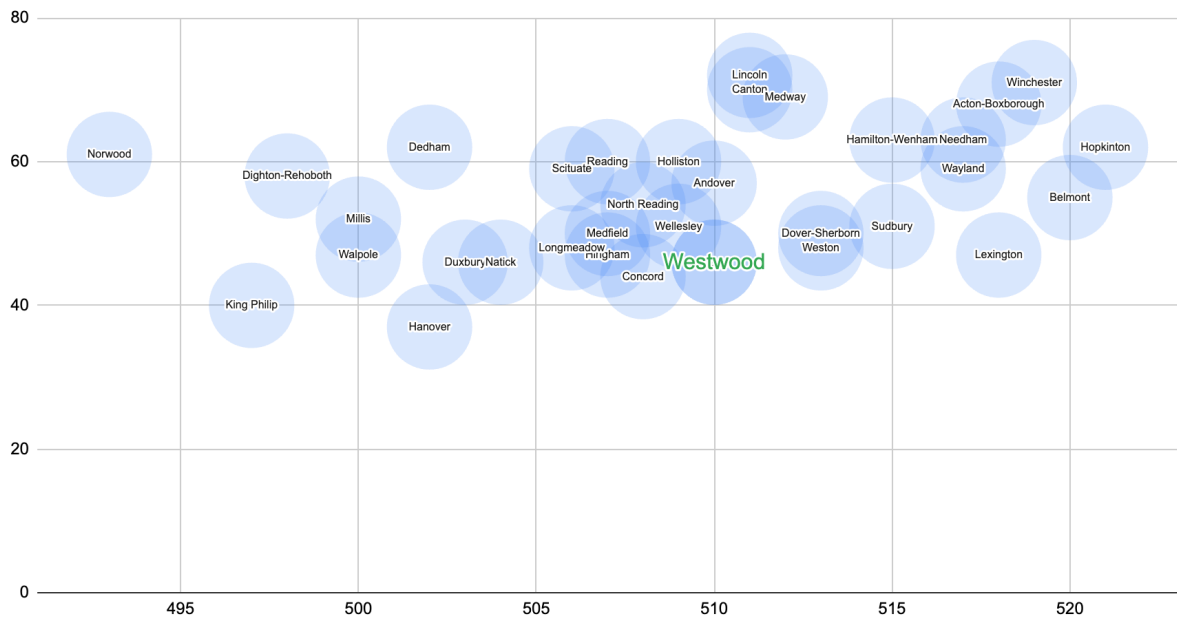
Math Meeting & Exceeding Expectations, Grades 6-8, 10



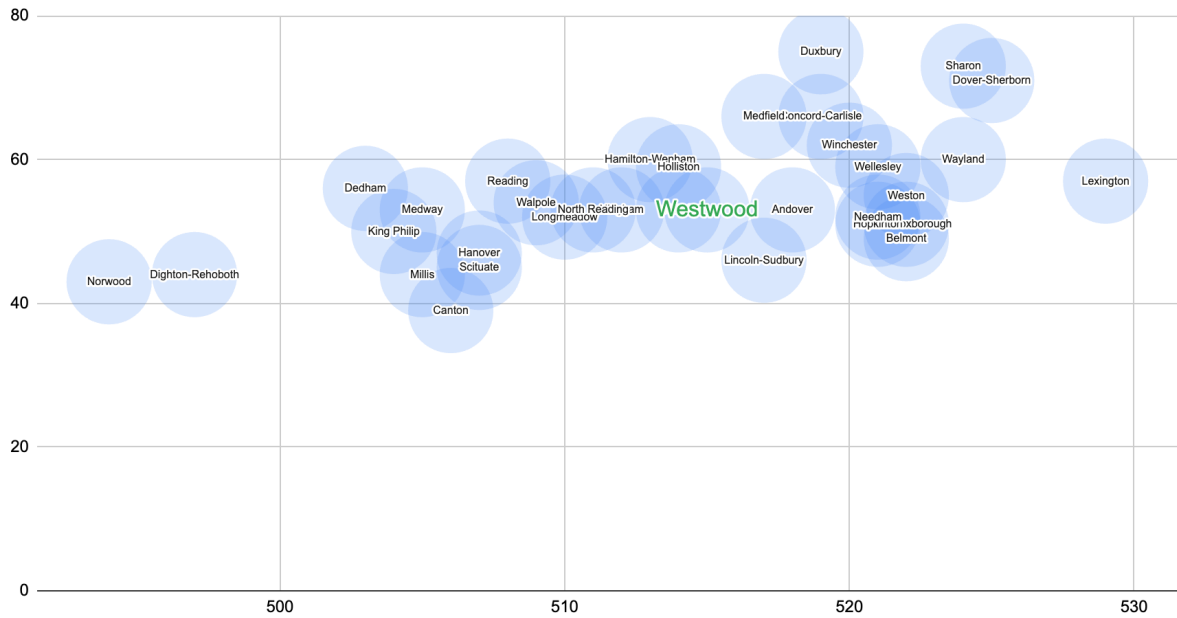
2025 Grade 5 Math - Scaled Score and SGP



2025 Grade 8 Math - Scaled Score and SGP



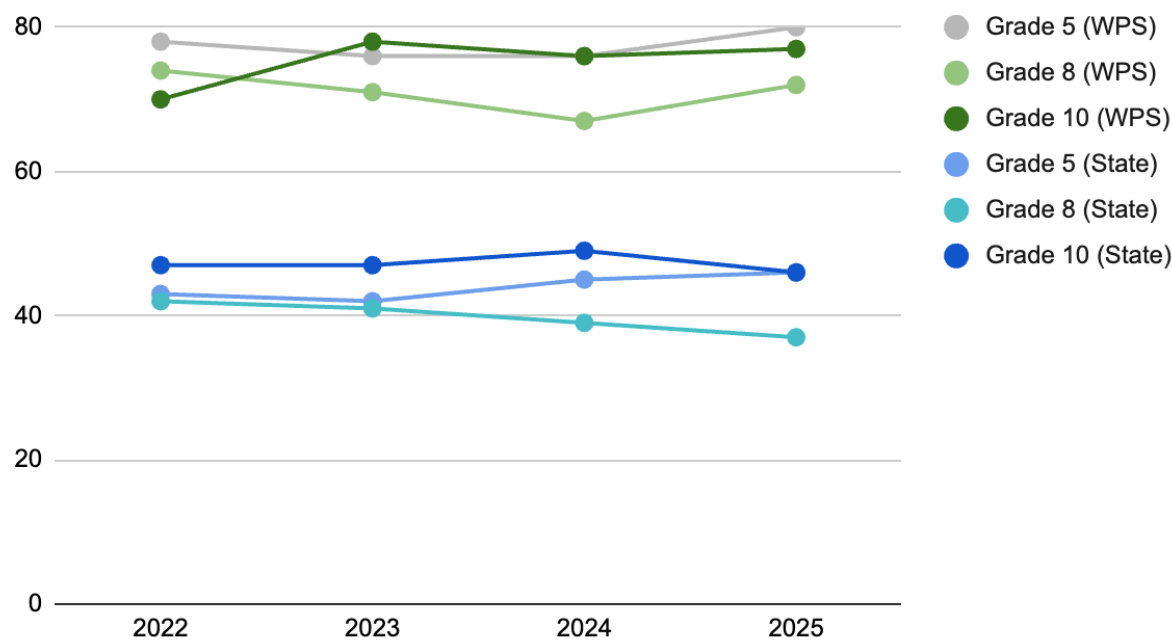
2025 Grade 10 Math - Scaled Score and SGP



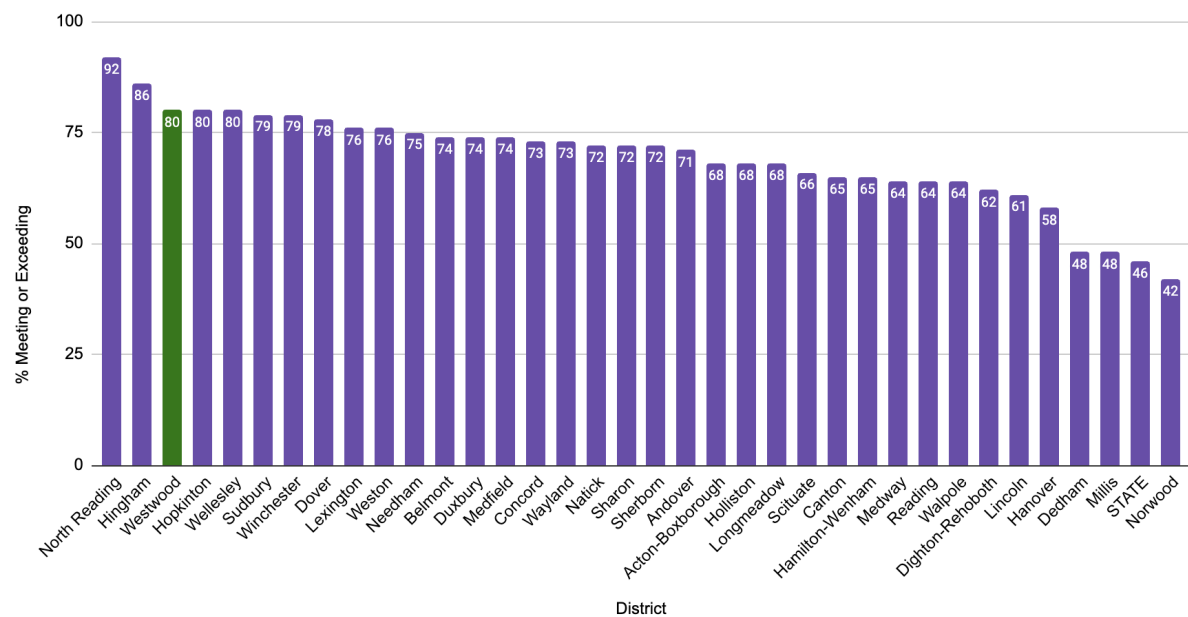
Science Results

Westwood saw performance improve on the Science MCAS assessments in 2025, while the state averages showed mostly declining performance. A particular point of pride is that 80% of Grade 5 students are Meeting or Exceeding Expectations. There is not an SGP calculation for the Science MCAS tests.

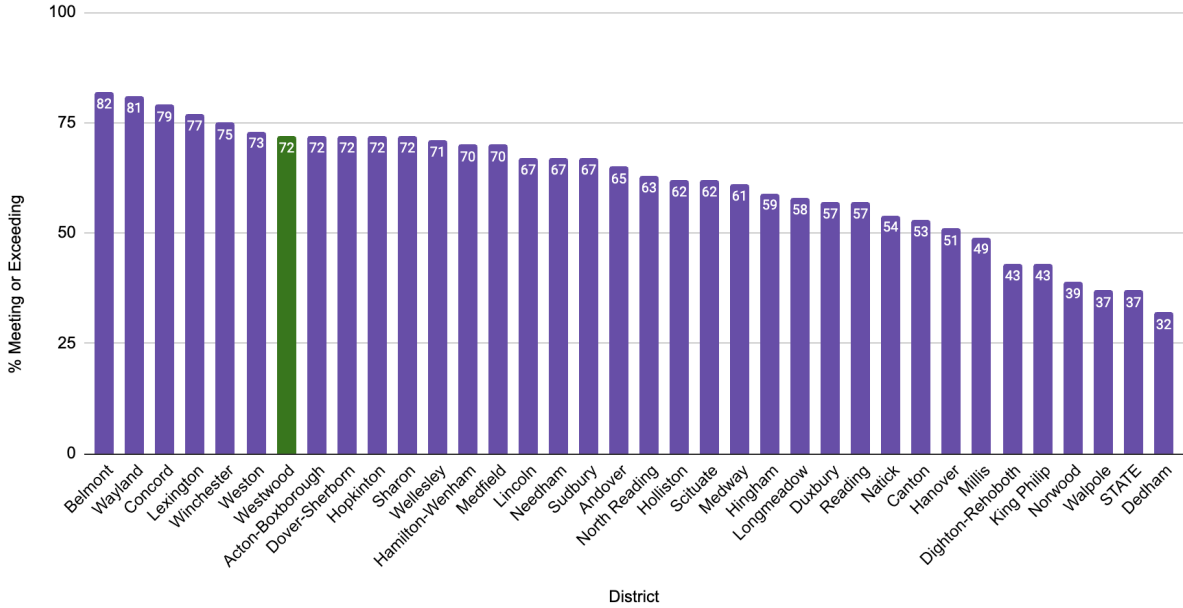
Science Meeting & Exceeding Expectations, Grades 5, 8, 10



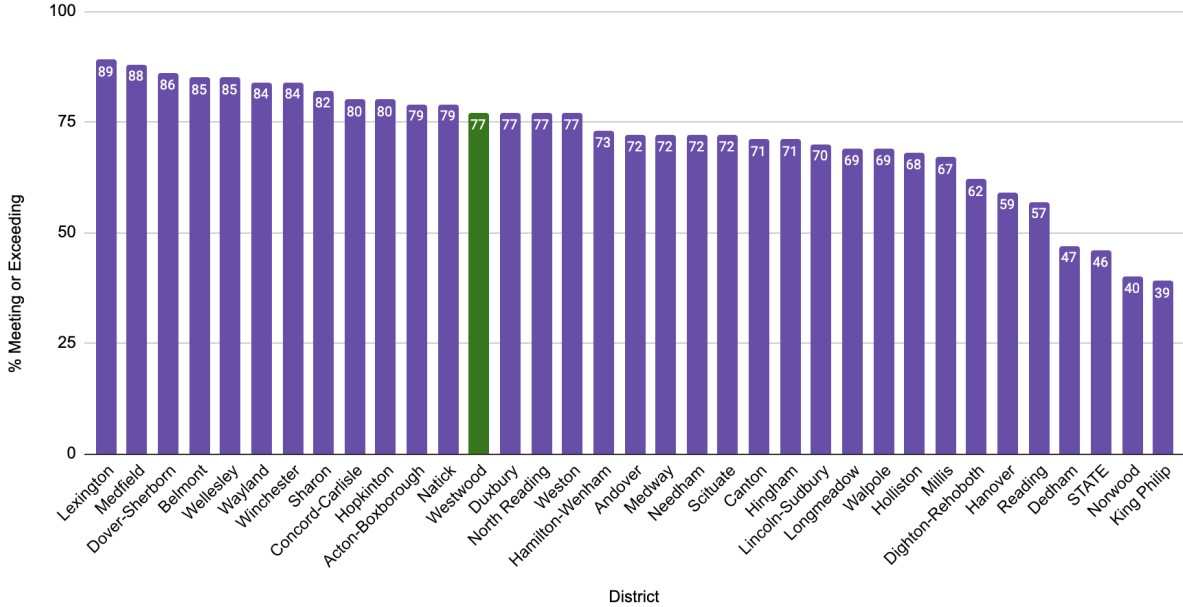
2025 Grade 5 STE Meet + Exceed Comps



2025 Grade 8 STE Meet + Exceed Comps



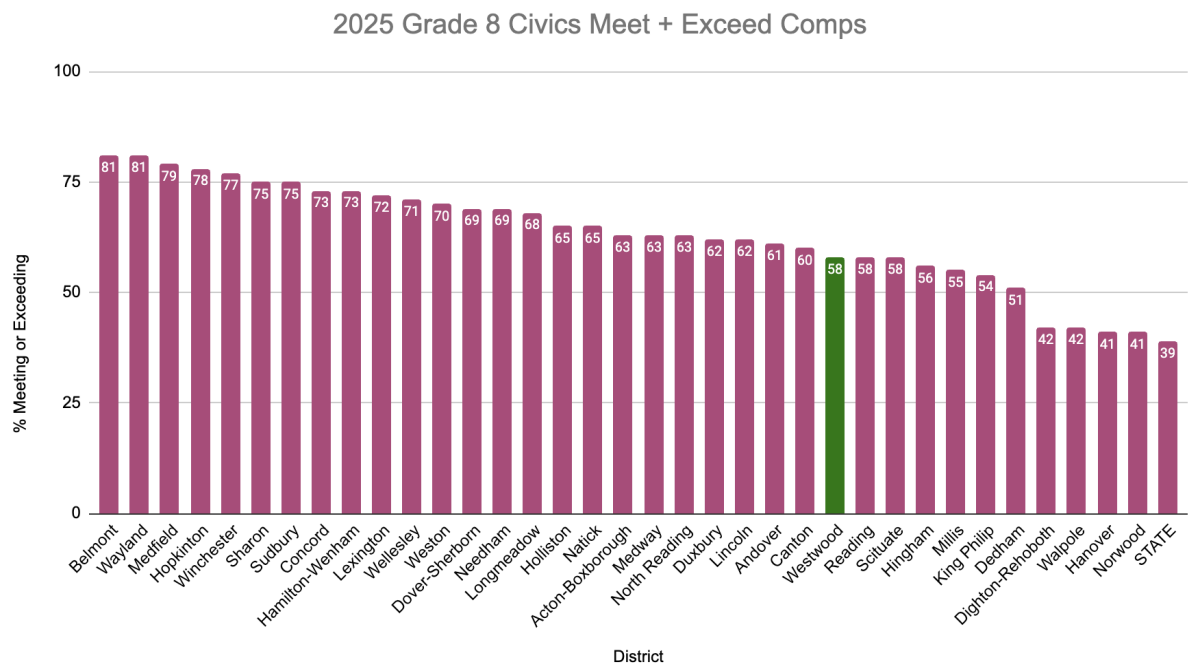
2025 HS Science Meet + Exceed Comps



Civics Results

The Grade 8 Civics MCAS was administered for the first time on a state-wide scale in 2025, and the performance of Westwood students well exceeded the state average. However, especially in comparison to district percentages of students Meeting and Exceeding Expectations in other content areas, we do see room for improvement in this metric. We will be working to examine our detailed MCAS data around content standards to ensure our instructional program is adequately preparing students to demonstrate mastery.

	% of Students Meeting or Exceeding Expectations
WPS	58%
State	39%

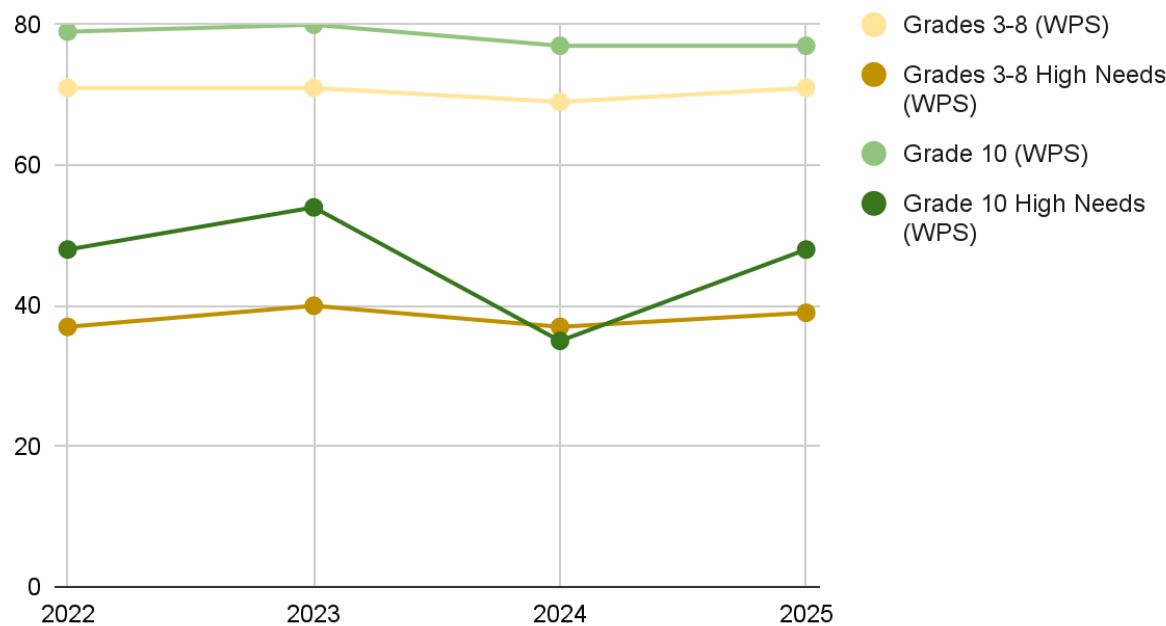


Disaggregated Performance Analysis

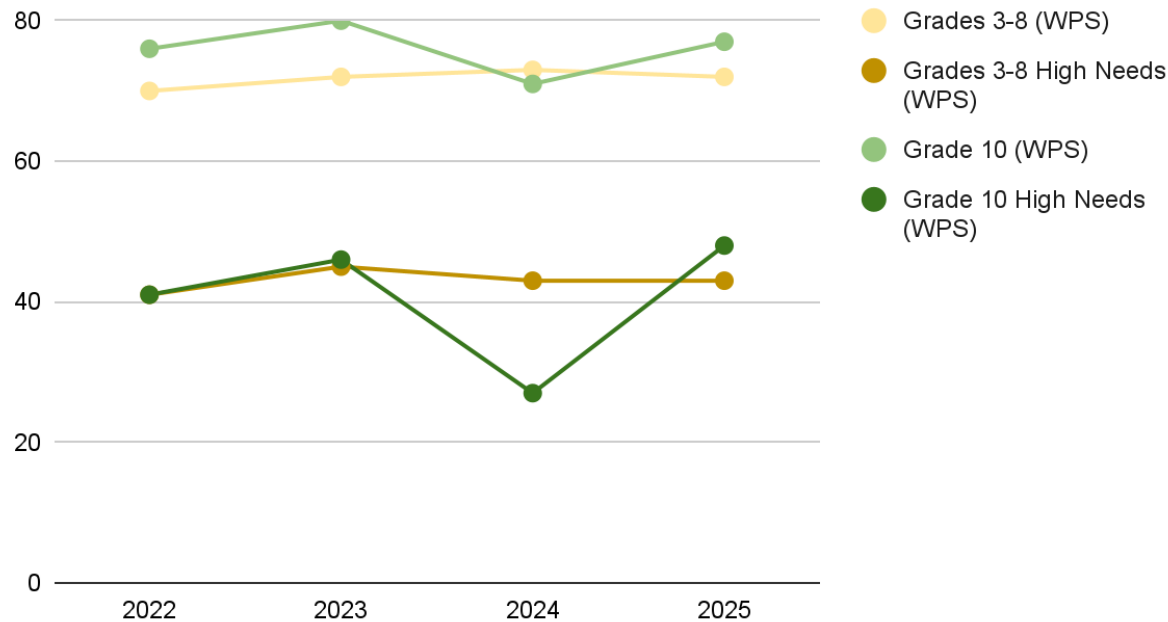
An important element of our data analysis in Westwood is to examine the performance of subgroups of students, in order to identify and work to close achievement gaps. While we are very proud of the exceptional work of our educators and students, the overall high achievement and averages of the district can mask significant disparities for some students. In disaggregating our MCAS data by subgroups, including racial and ethnic groups, gender, and other indicators, we see that there are significant achievement gaps that persist over time, and across content areas. These achievement gaps primarily impact students who are included in the subgroups of: students with disabilities, low income, Hispanic/Latino, African American/Black, and high needs.

In the charts below, we compare the performance of our High Needs subgroup (including students with disabilities, English language learners, and low income students), to the aggregate performance of all students. As noted in prior years, there exists a persistent gap between achievement levels, and as we analyze this and other district data, we are working to identify opportunities to remove barriers to learning and narrow this achievement gap. We see strong gains in the Grade 10 data sets with students meeting or exceeding expectations, with ELA performance for the High Needs subgroup increasing by 13 percentage points, Math performance increasing by 21 percentage points, and Science performance increasing by 31 percentage points. While we know that one year's performance does not indicate a trend, we are heartened to see this growth and will work to identify the conditions and actions that may have contributed to these gains, so that they can be replicated.

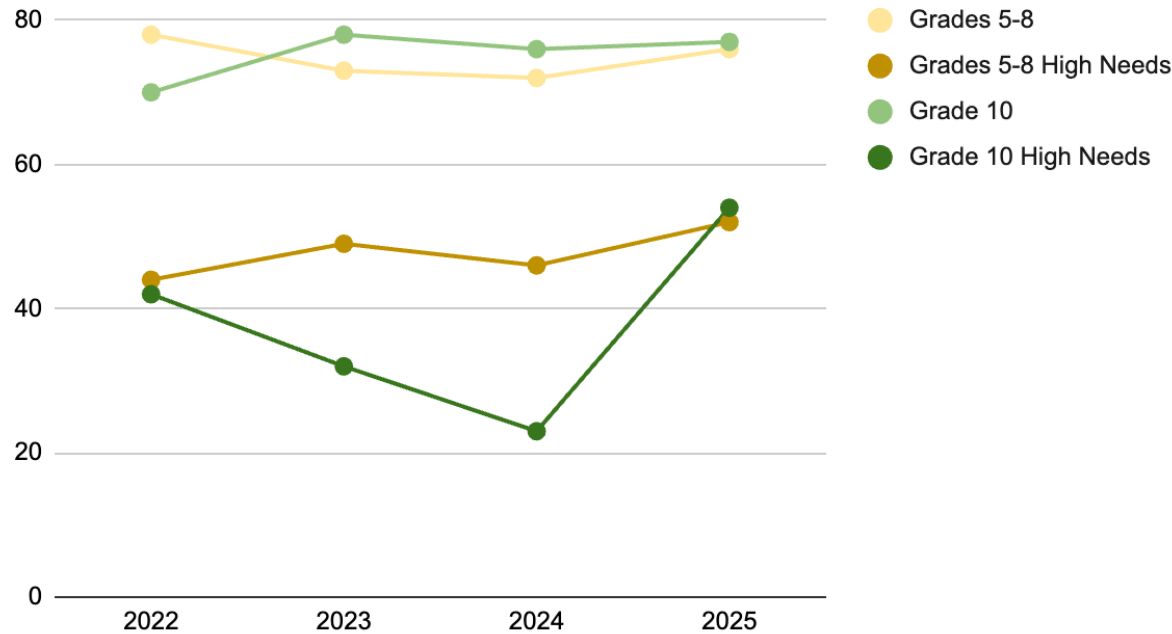
ELA High Needs Comparison



Math Grades 3-8, 10 High Needs Comparison



Science Grades 3-8, 10 High Needs Comparison



Conclusions and Next Steps

As we review the MCAS data, we do always want to keep in mind that this is one measure, of one moment in time for our students, and in making instructional decisions, we would always look to triangulate the information across additional data sets, including local assessments, report card grades, attendance and discipline data, and more. However, this common set of assessments does provide us with a snapshot of our district performance that we can, and do, use to help us understand our strengths and areas for growth.

Our department and school leaders examine our student performance across content standards and test item types, and that data informs instructional decisions over the course of the year. In early conversations with our department and curriculum leaders, we have heard wonderings about how other data sets might interact with what we are learning from MCAS. Consistent with the priorities in our District Strategic Plan that focus on deepening a culture of data-based decision making, we are eager to continue those conversations to see what new insights we might glean.

Finally, we will continue to examine our curriculum, instruction, and programming to reduce barriers to student learning, so that we create and sustain learning environments where each and every student achieves at high levels.

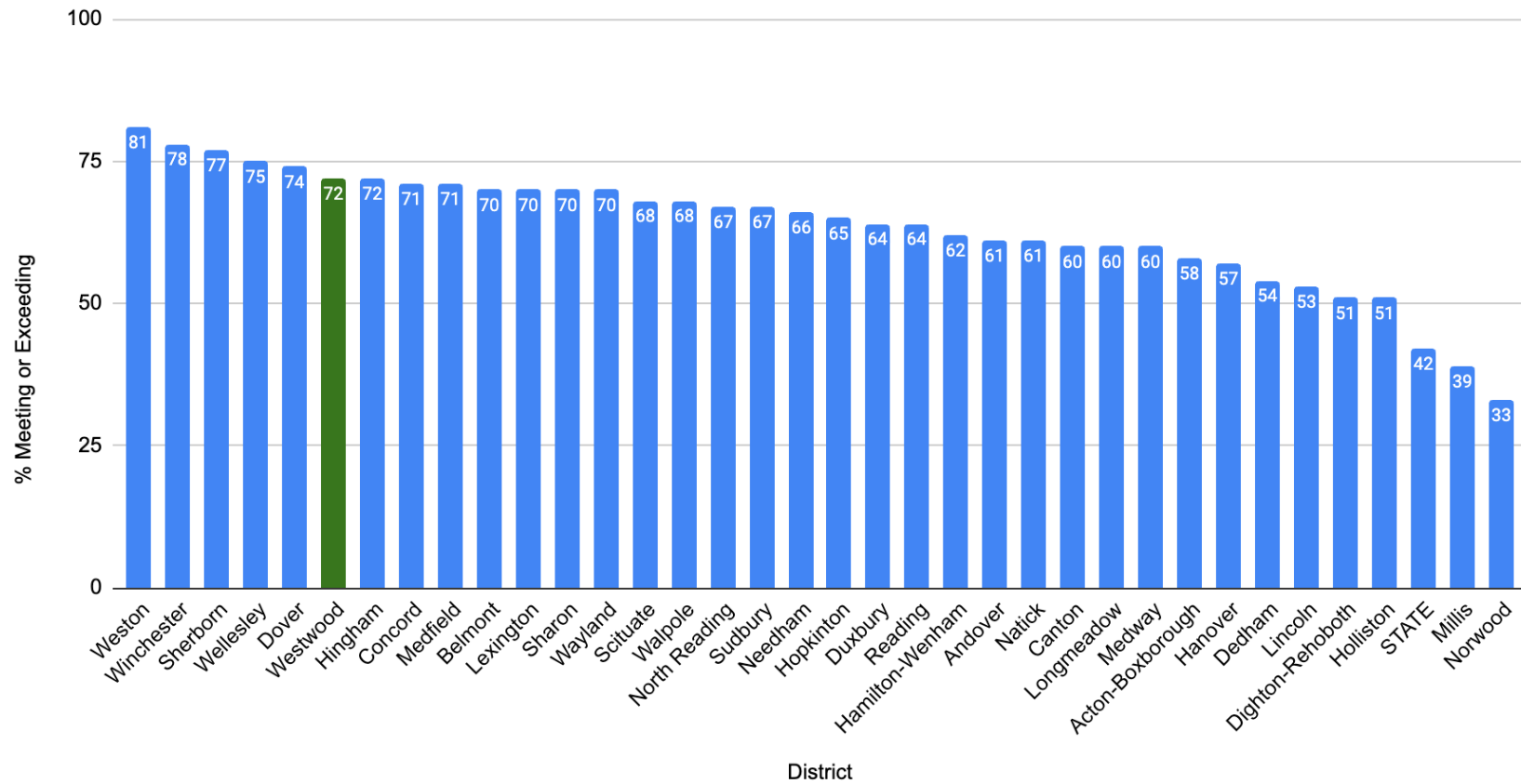
Appendix

Comparison to Like/Nearby Districts Bubble Charts

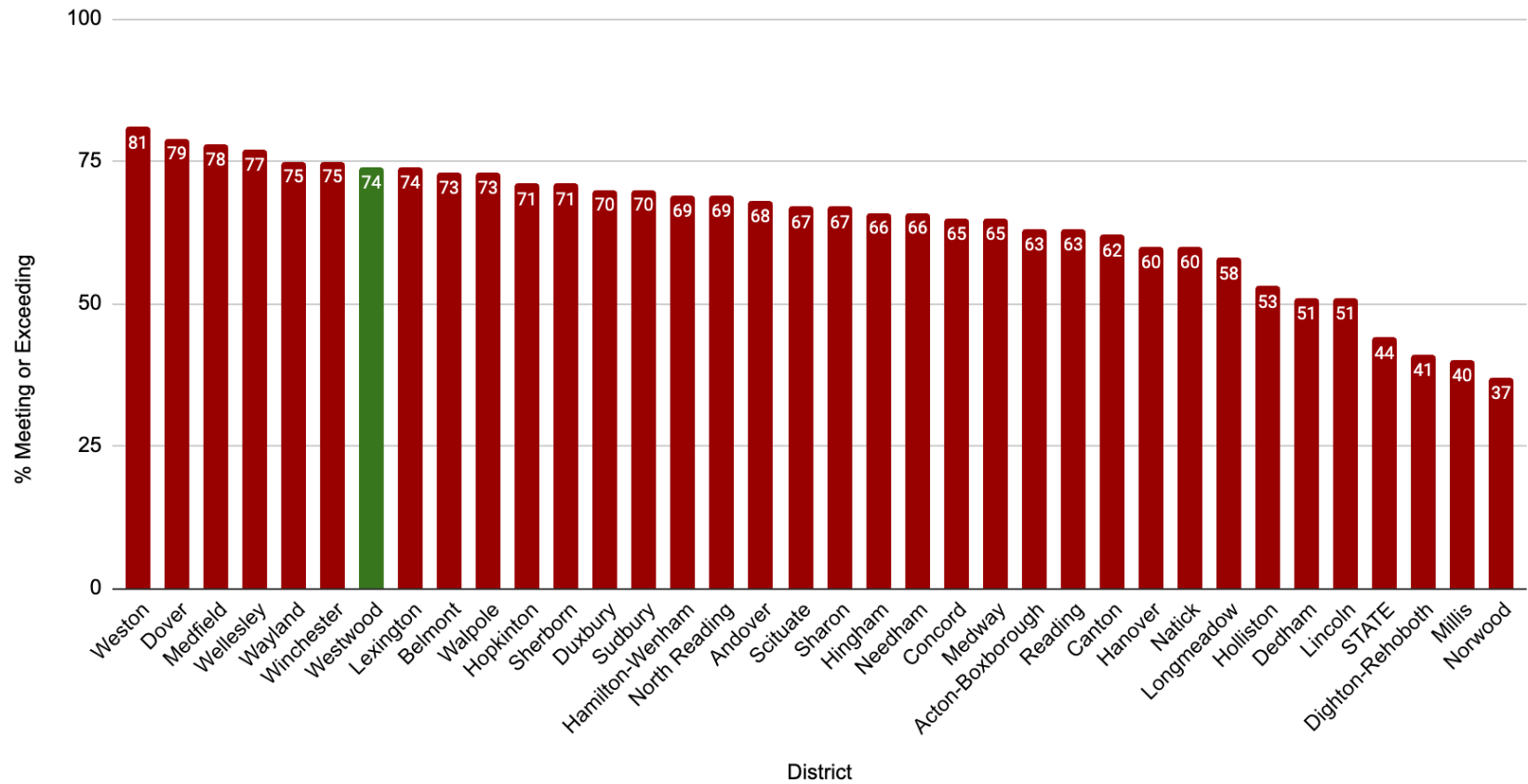
Comparison to Like/Nearby Districts: Westwood percentage of students Meeting and Exceeding Expectations in comparison to like and nearby districts.

Districts Used for Comparison to Westwood Data		
The Education Collaborative (TEC) Districts	High-Performing Districts	DART Districts (selected by DESE)
Canton Dedham Dover-Sherborn Holliston Hopkinton King Philip Medfield Medway Millis Natick Needham Norwood Sharon Walpole Wayland	Acton-Boxborough Andover Belmont Concord-Carlisle Dover-Sherborn Hopkinton Lexington Lincoln Sudbury Needham Sharon Wayland Wellesley Weston Winchester	Dighton-Rehoboth Duxbury Hamilton-Wenham Hanover Hingham Longmeadow North Reading Reading Scituate Wayland

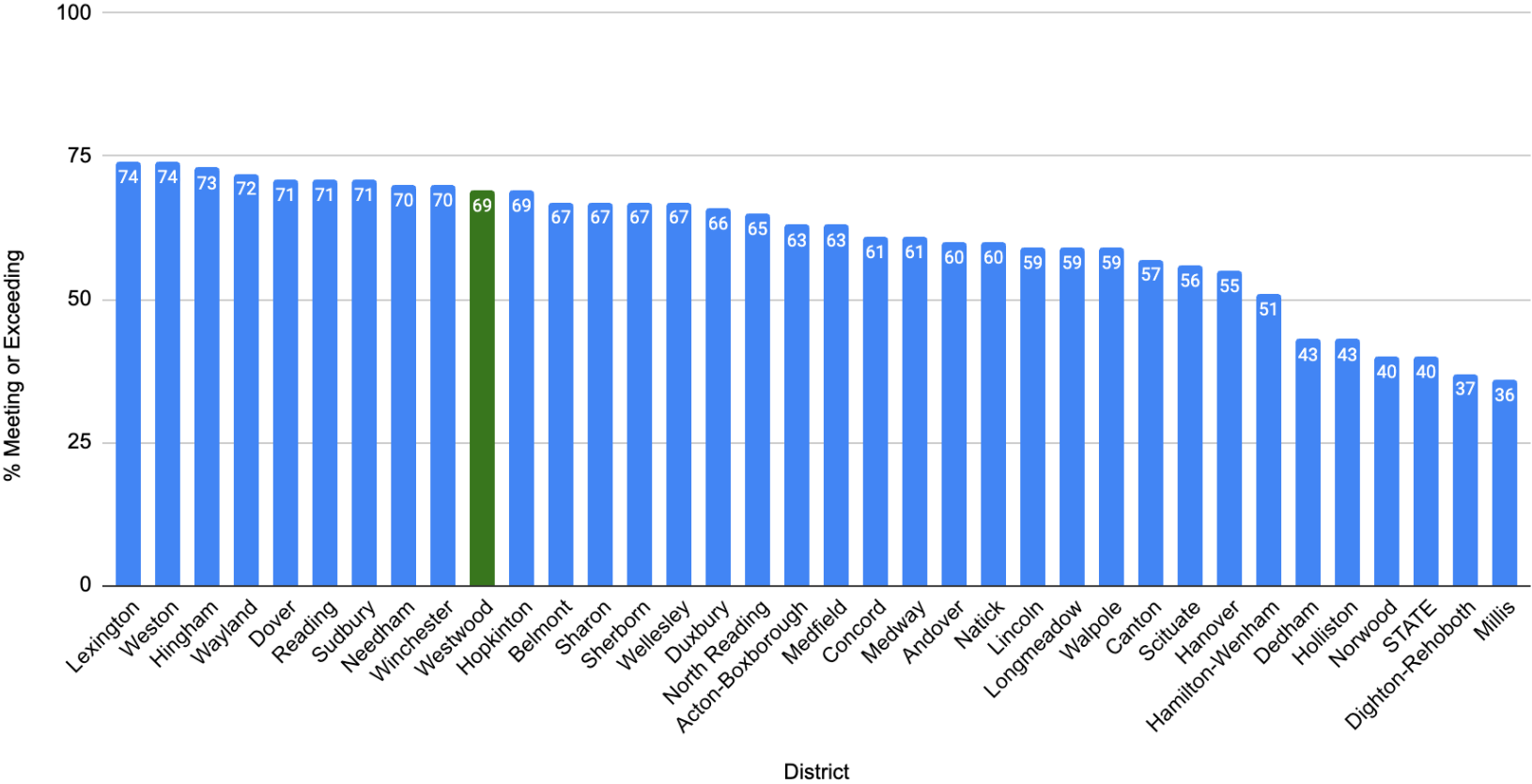
2025 Grade 3 ELA Meet + Exceed Comps



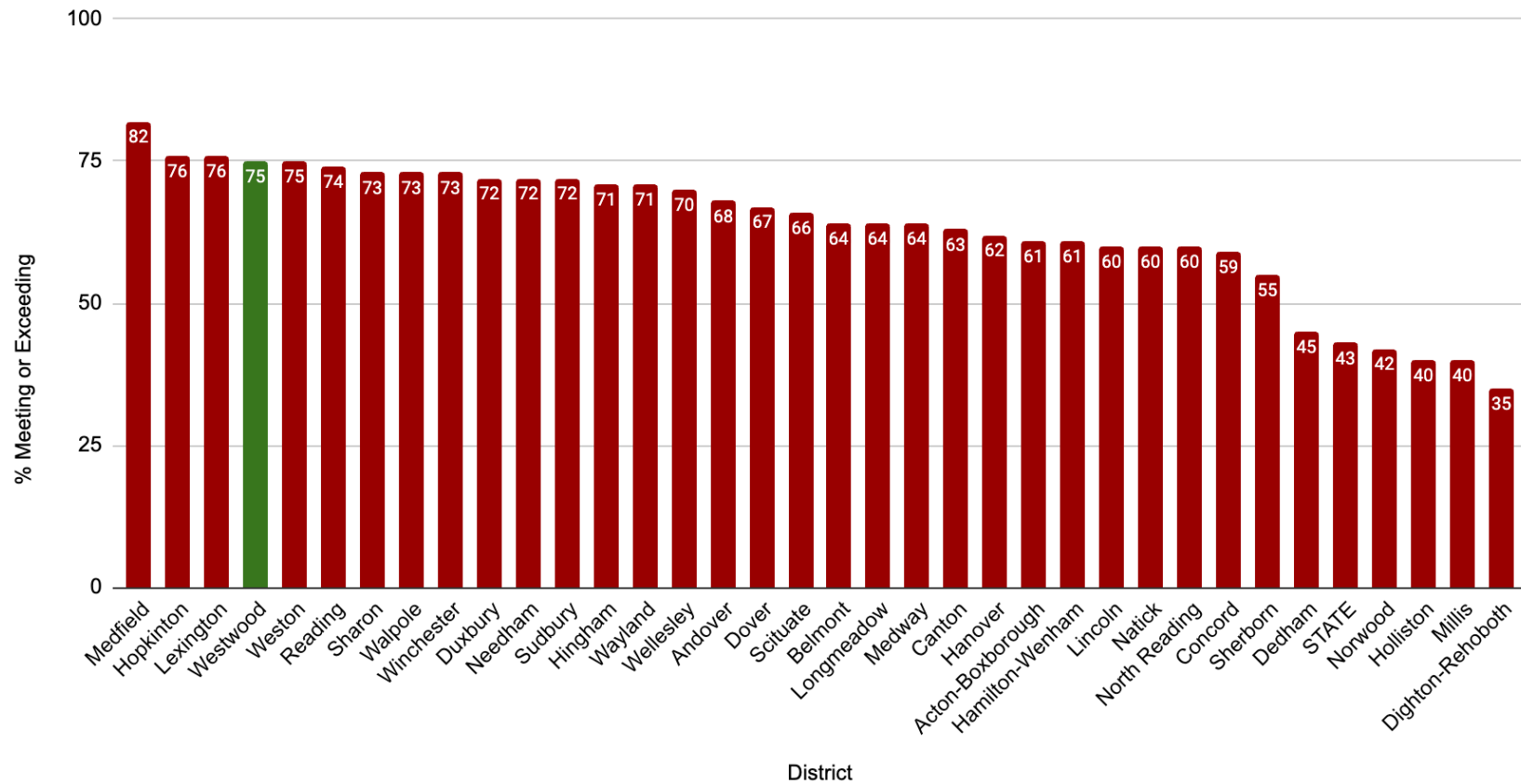
2025 Grade 3 Math Meet + Exceed Comps



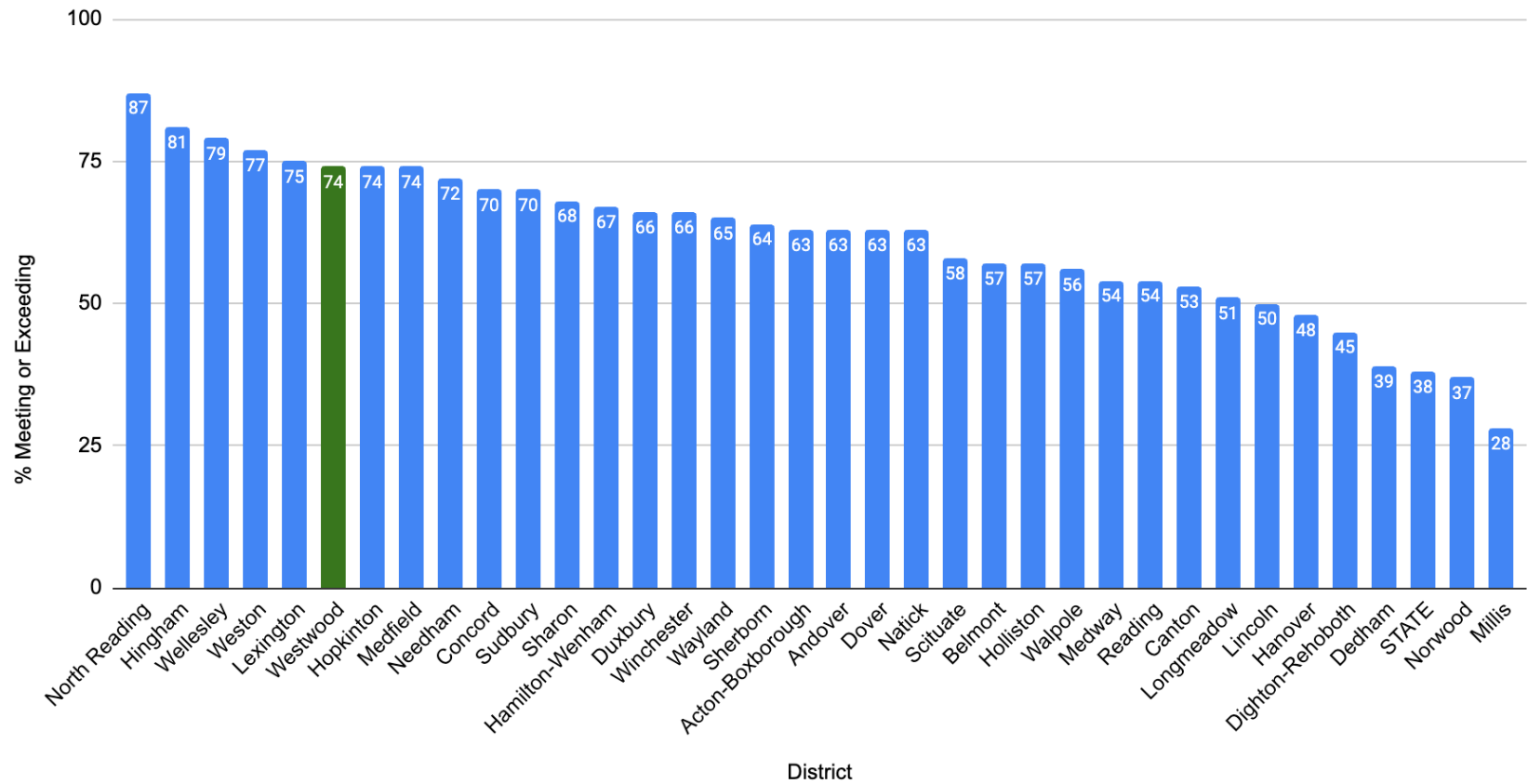
2025 Grade 4 ELA Meet + Exceed Comps



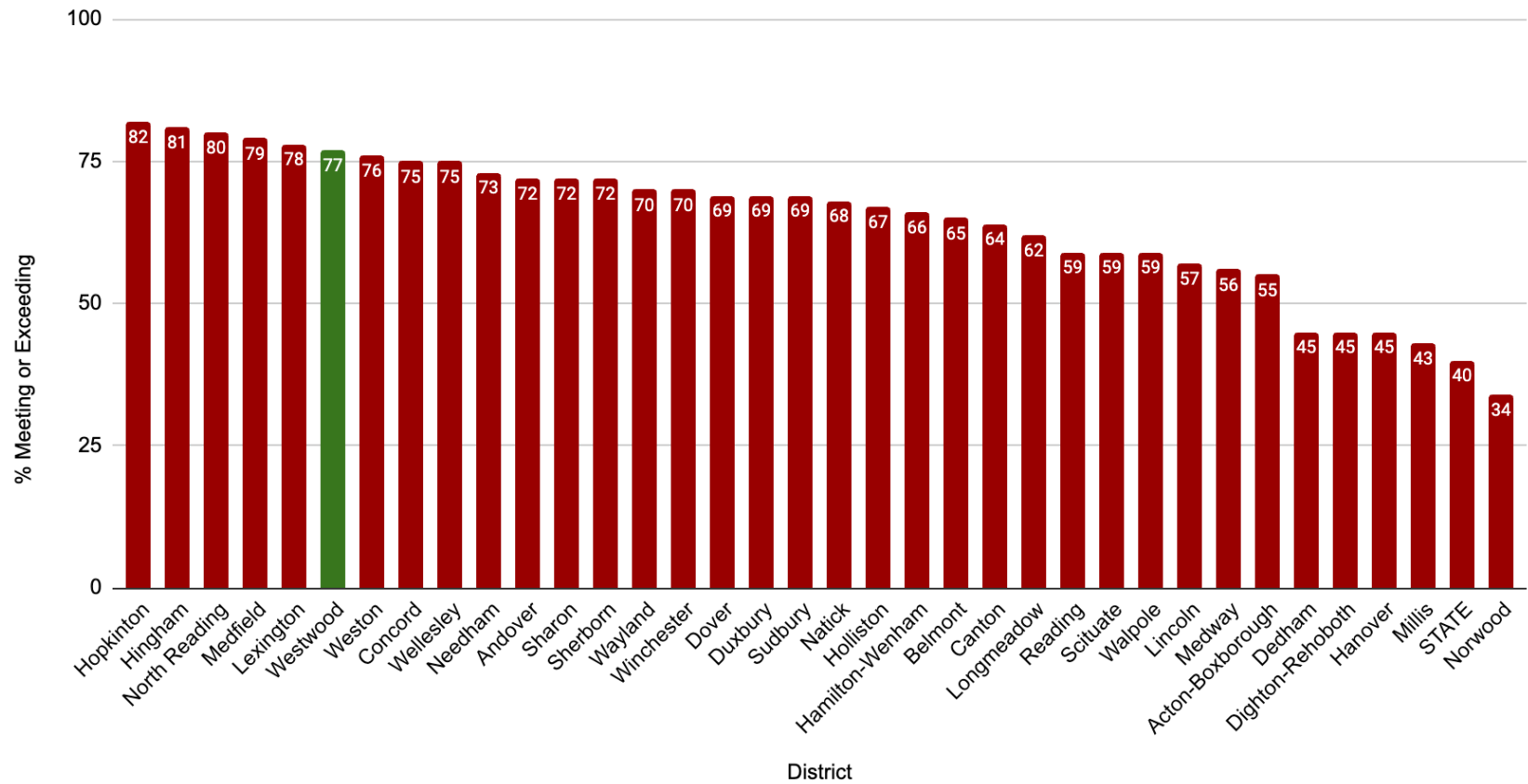
2025 Grade 4 Math Meet + Exceed Comps



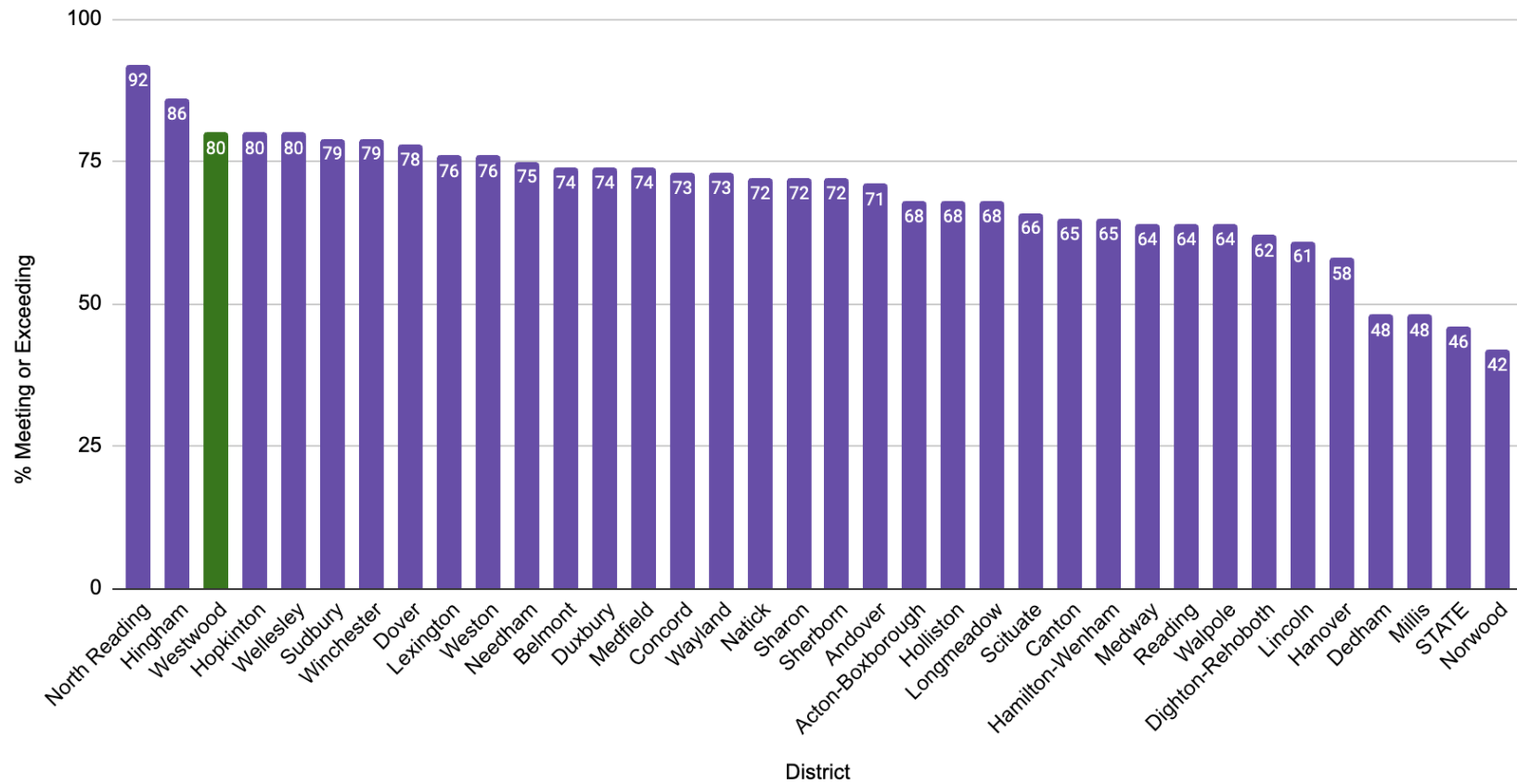
2025 Grade 5 ELA Meet + Exceed Comps



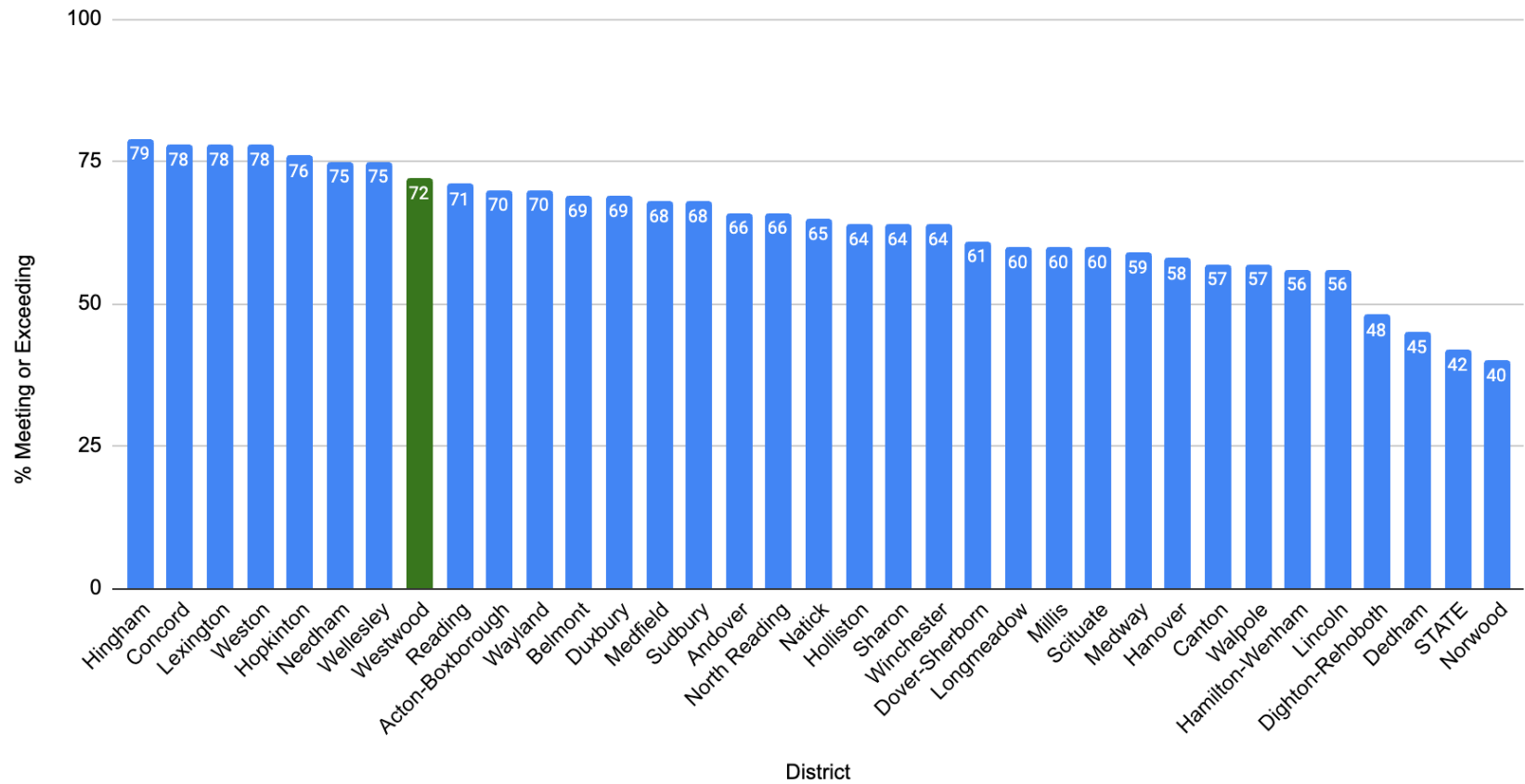
2025 Grade 5 Math Meet + Exceed Comps



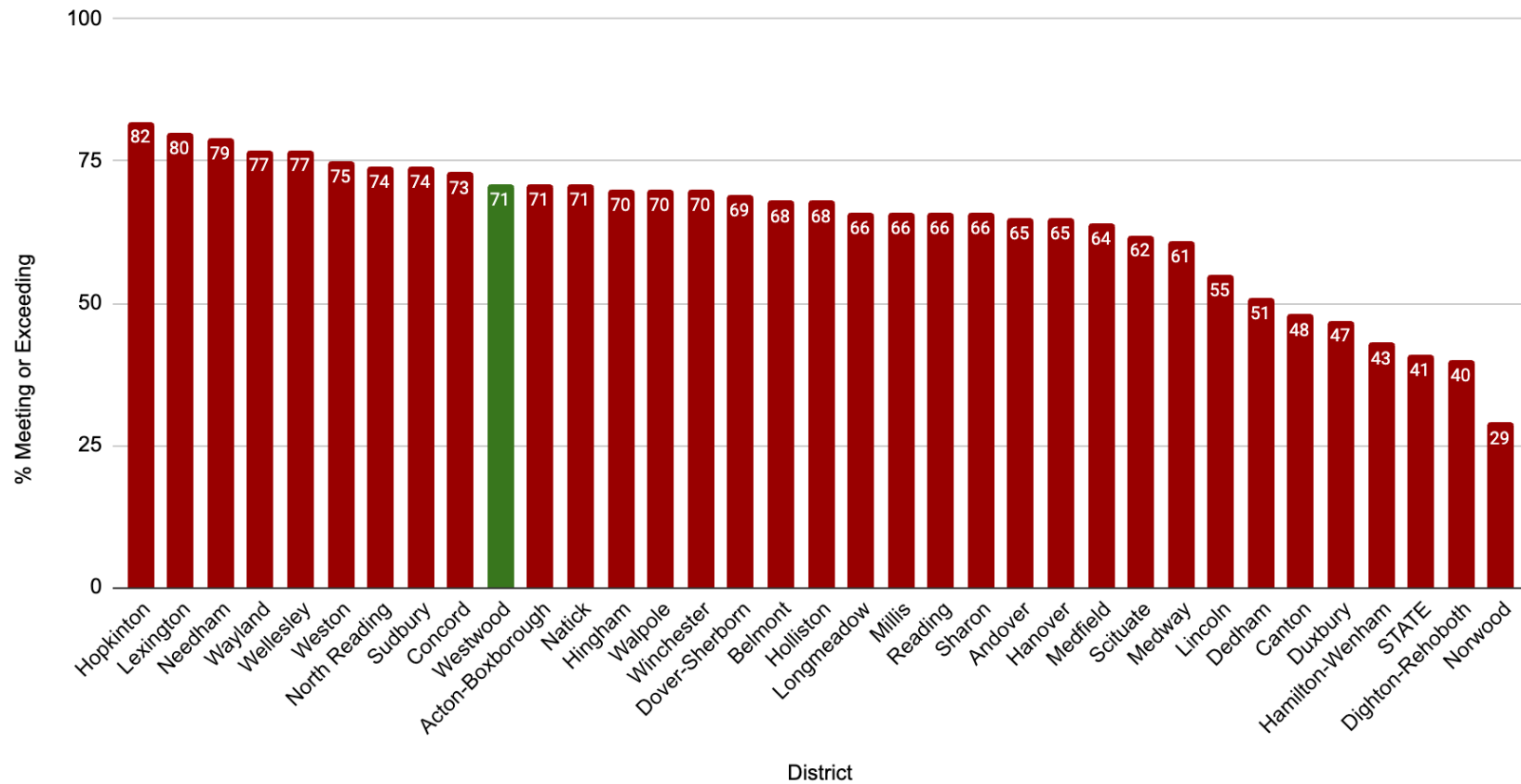
2025 Grade 5 STE Meet + Exceed Comps



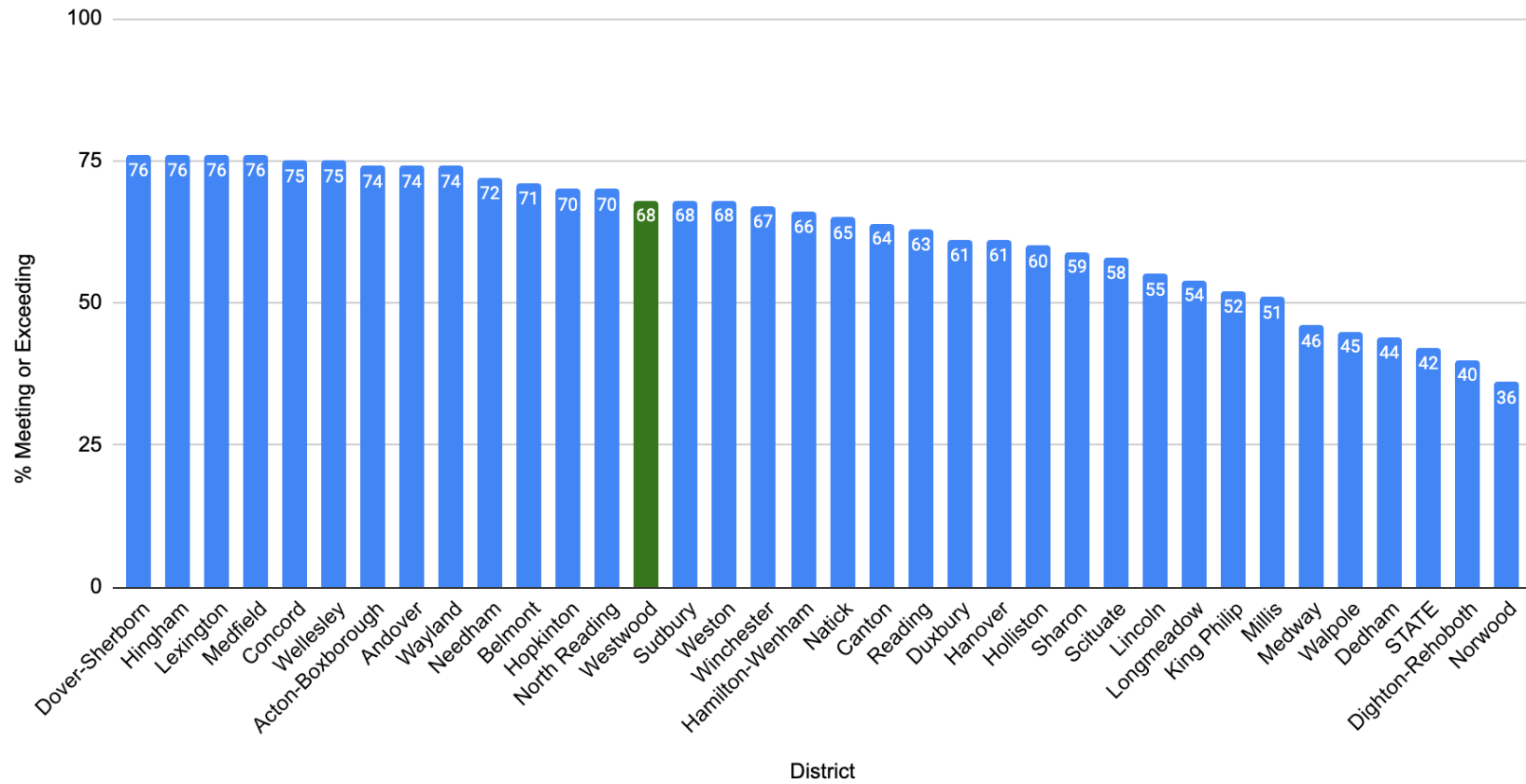
2025 Grade 6 ELA Meet + Exceed Comps



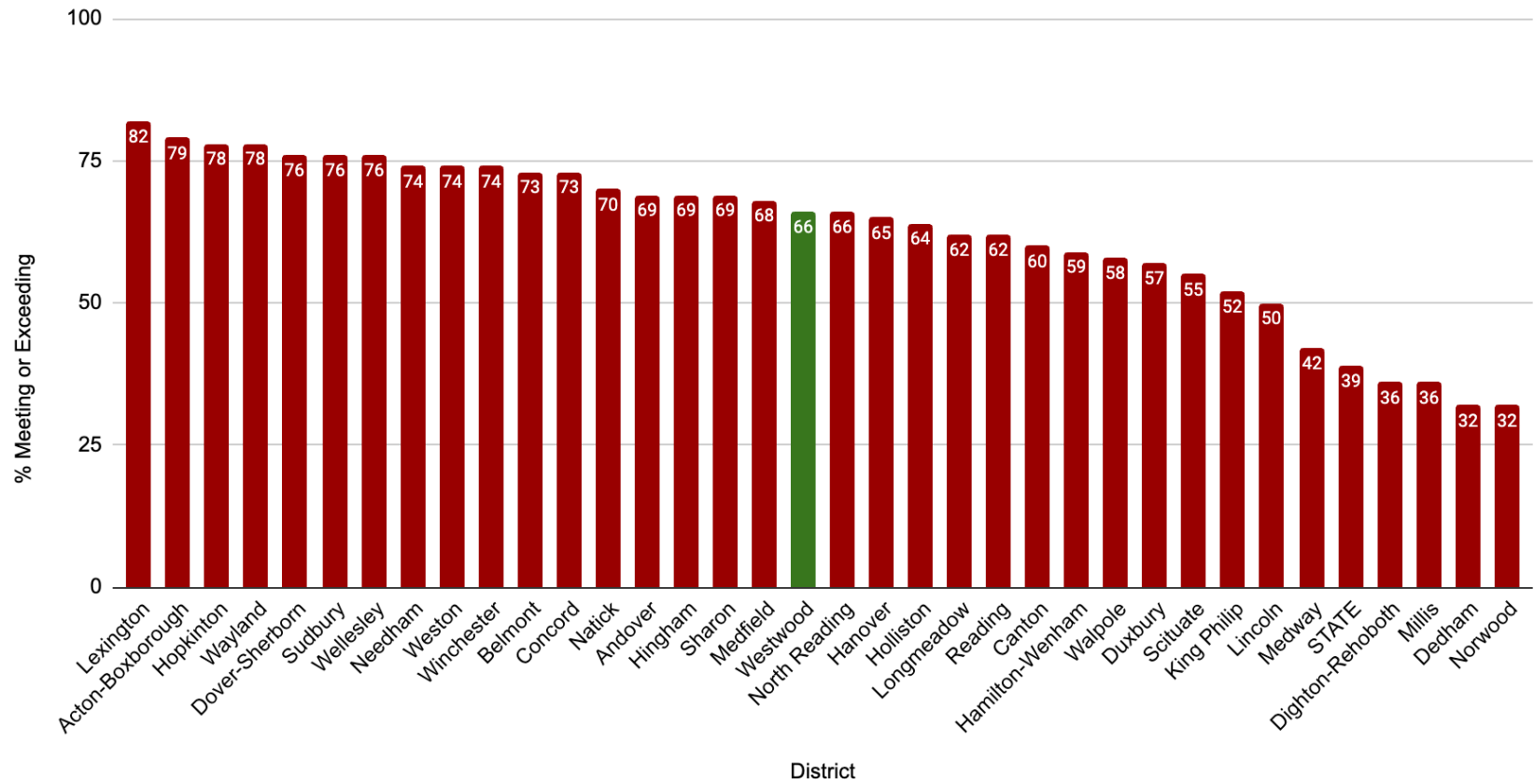
2025 Grade 6 Math Meet + Exceed Comps



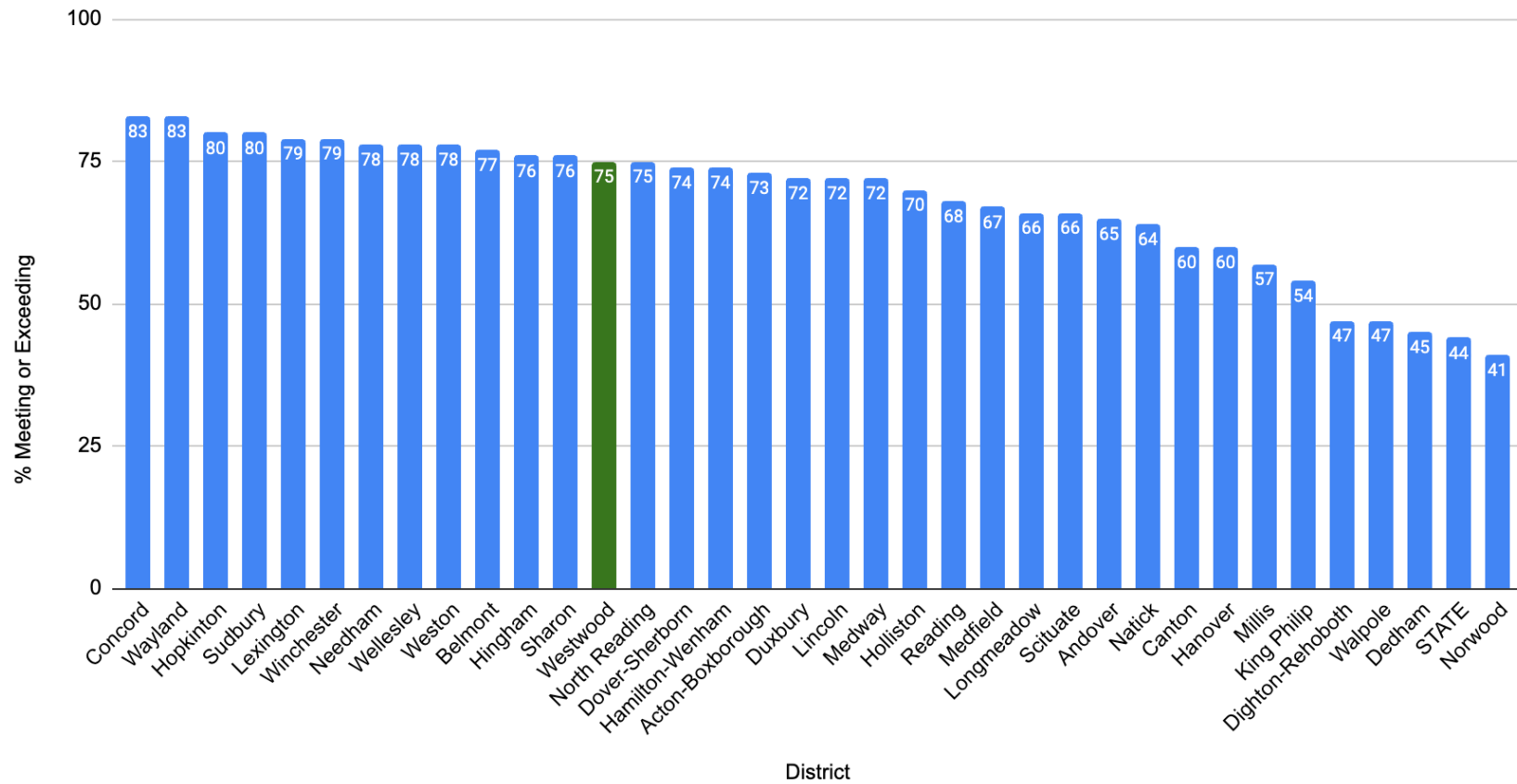
2025 Grade 7 ELA Meet + Exceed Comps



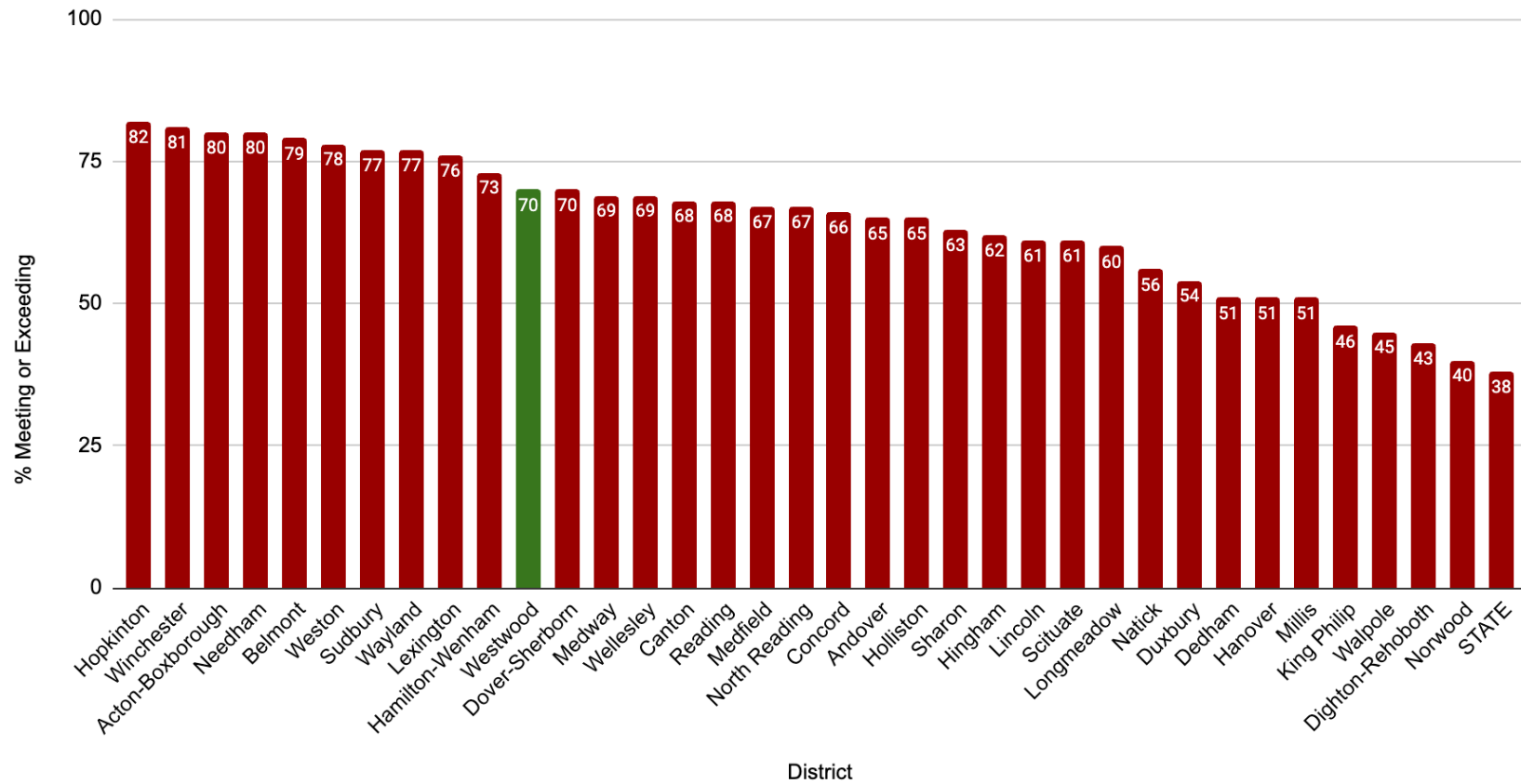
2025 Grade 7 Math Meet + Exceed Comps



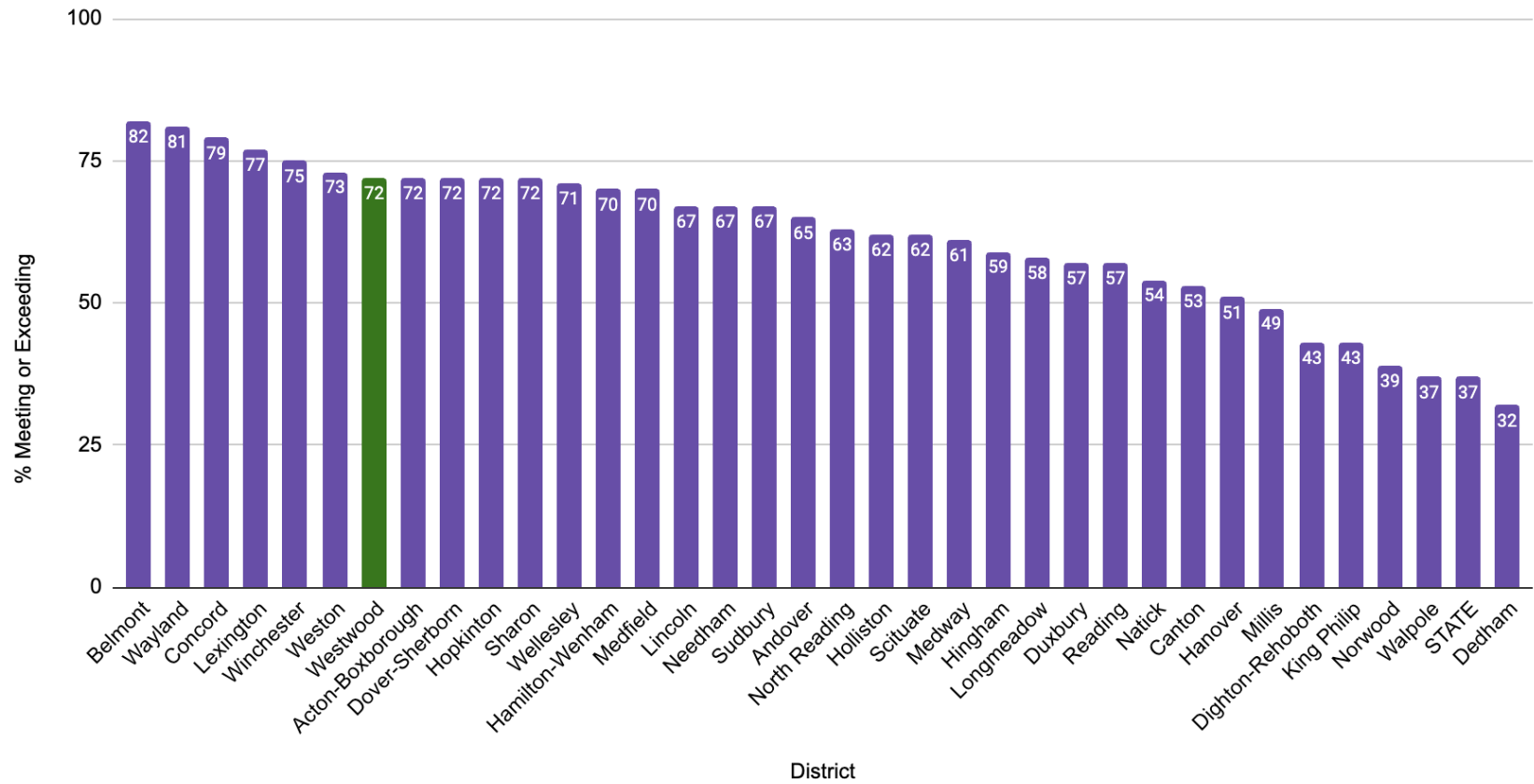
2025 Grade 8 ELA Meet + Exceed Comps



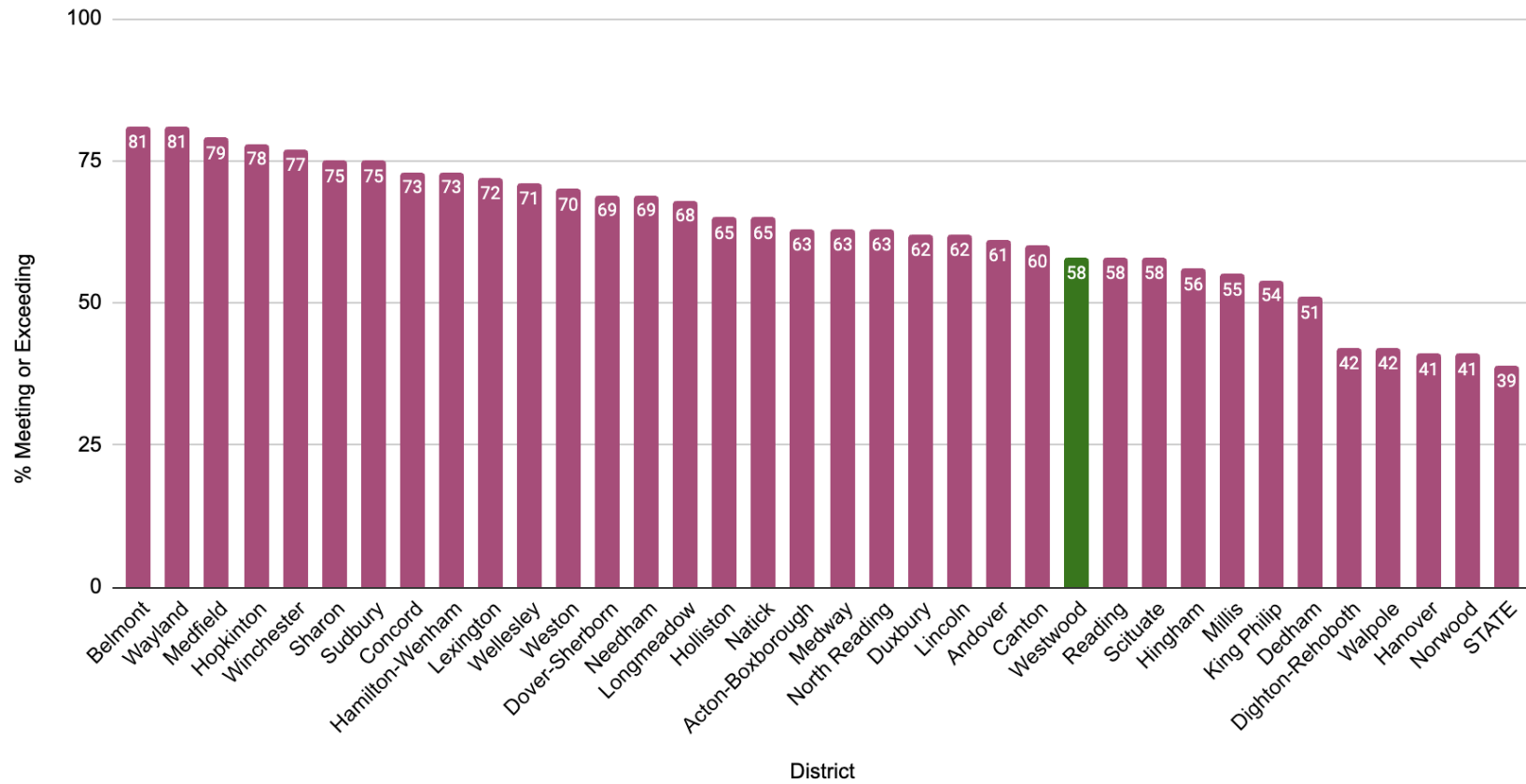
2025 Grade 8 Math Meet + Exceed Comps



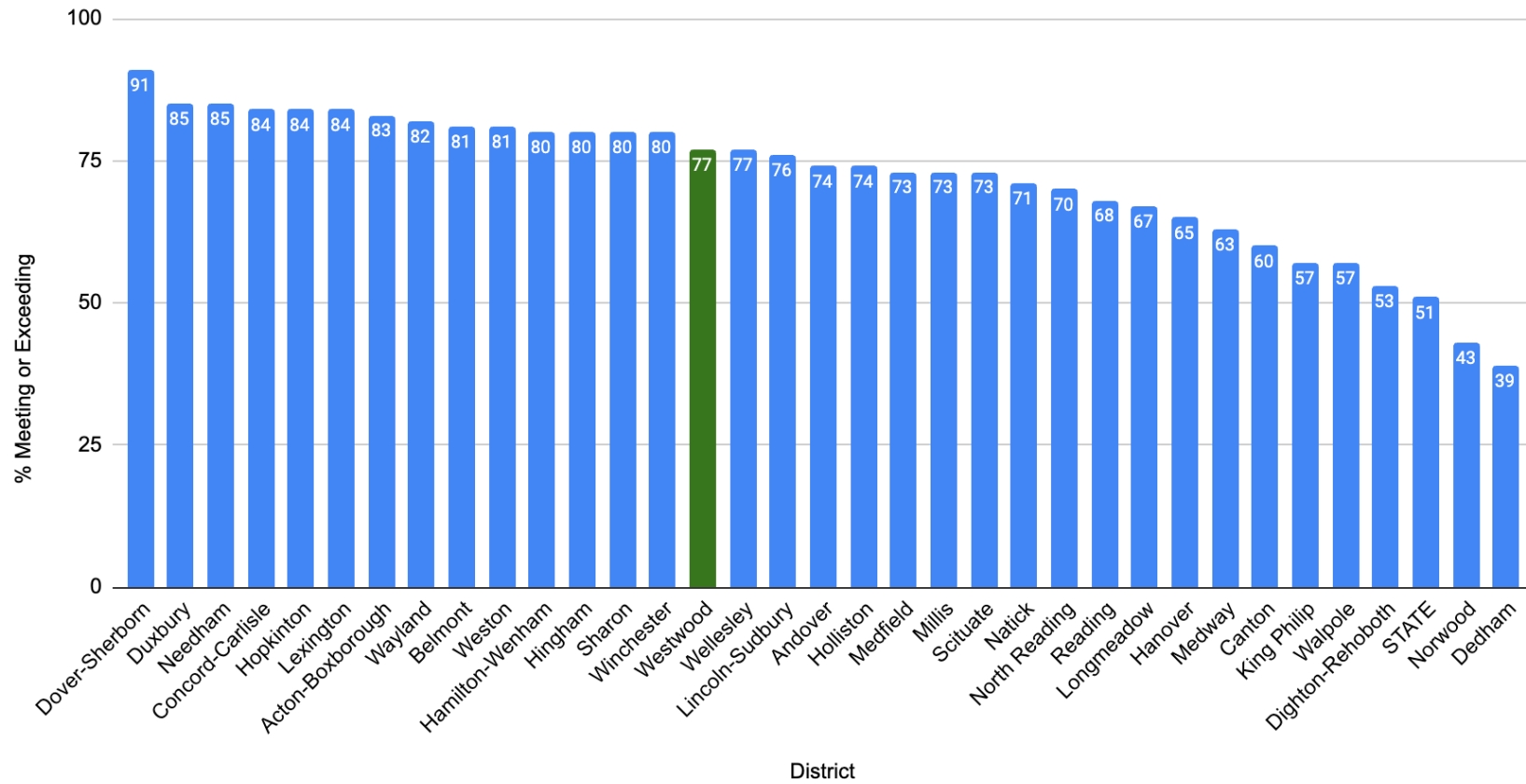
2025 Grade 8 STE Meet + Exceed Comps



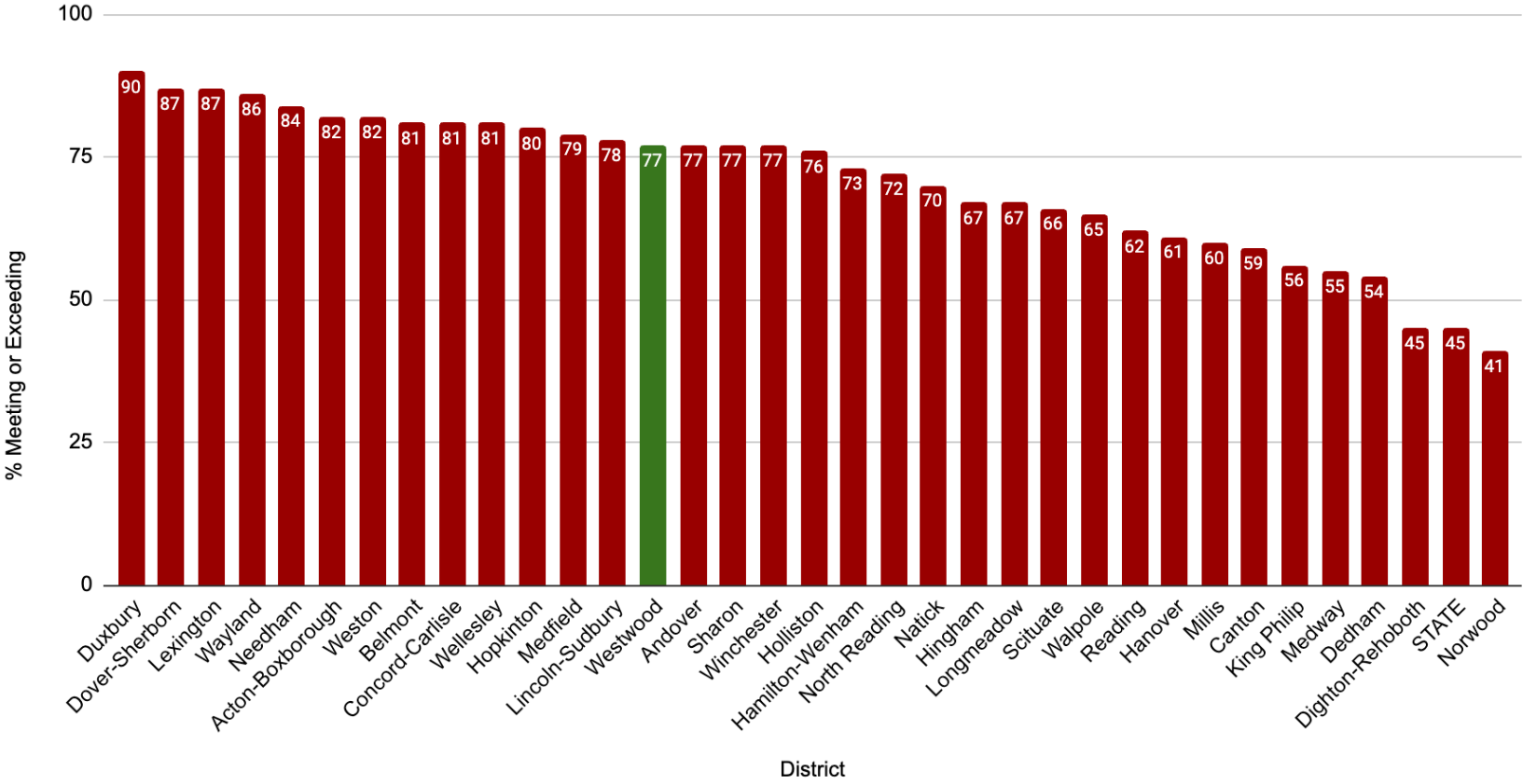
2025 Grade 8 Civics Meet + Exceed Comps



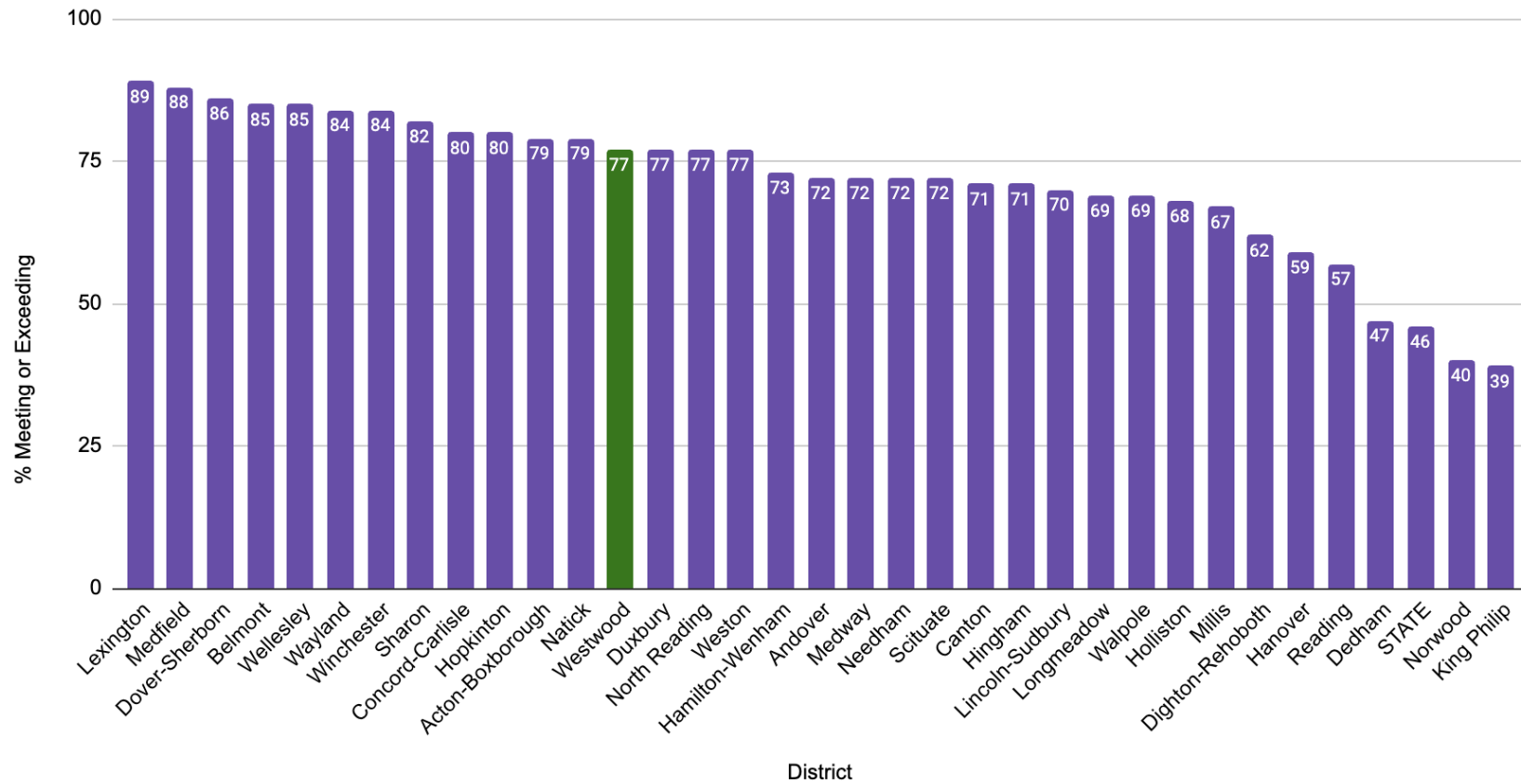
2025 Grade 10 ELA Meet + Exceed Comps



2025 Grade 10 Math Meet + Exceed Comps

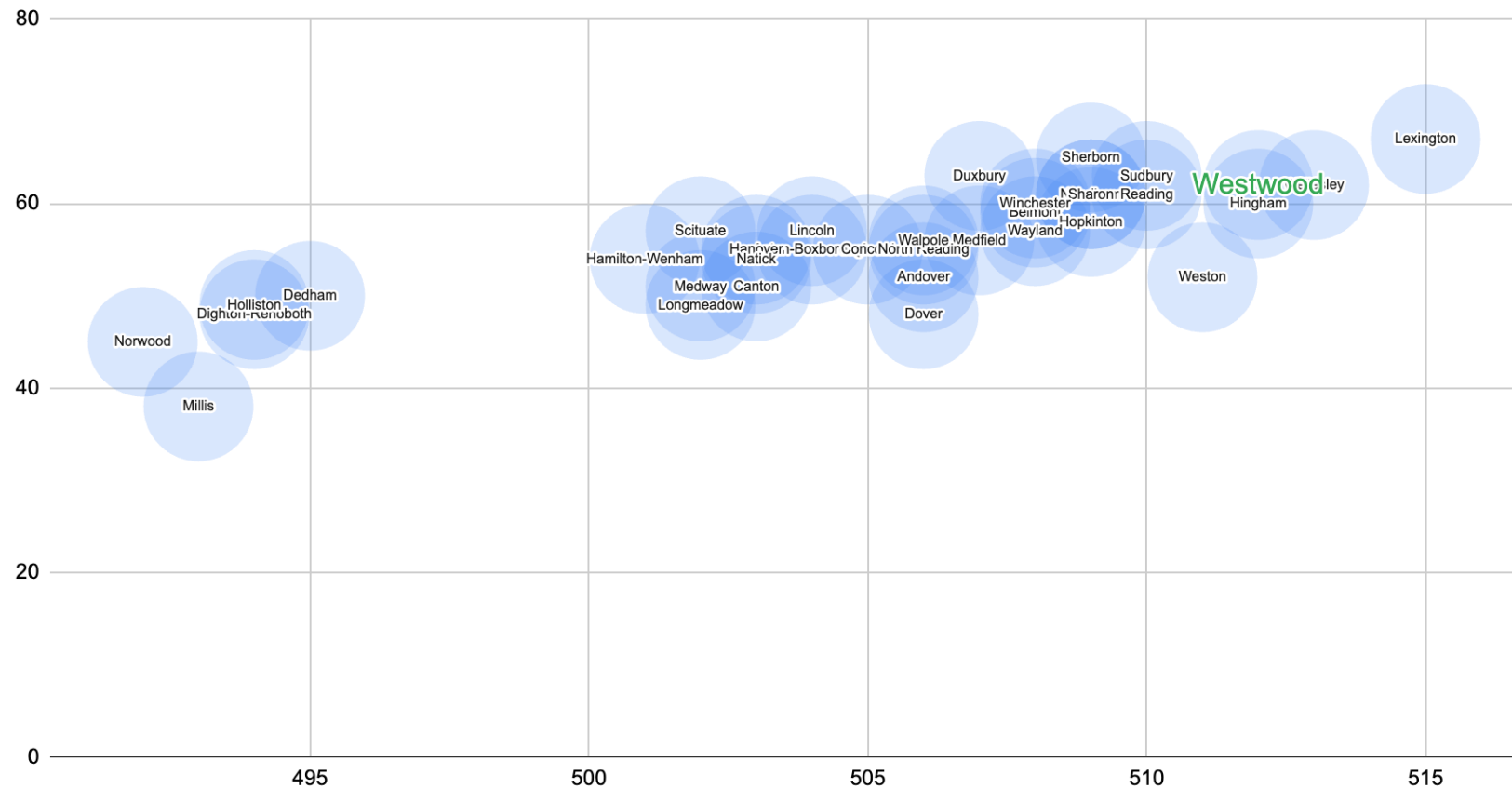


2025 HS Science Meet + Exceed Comps

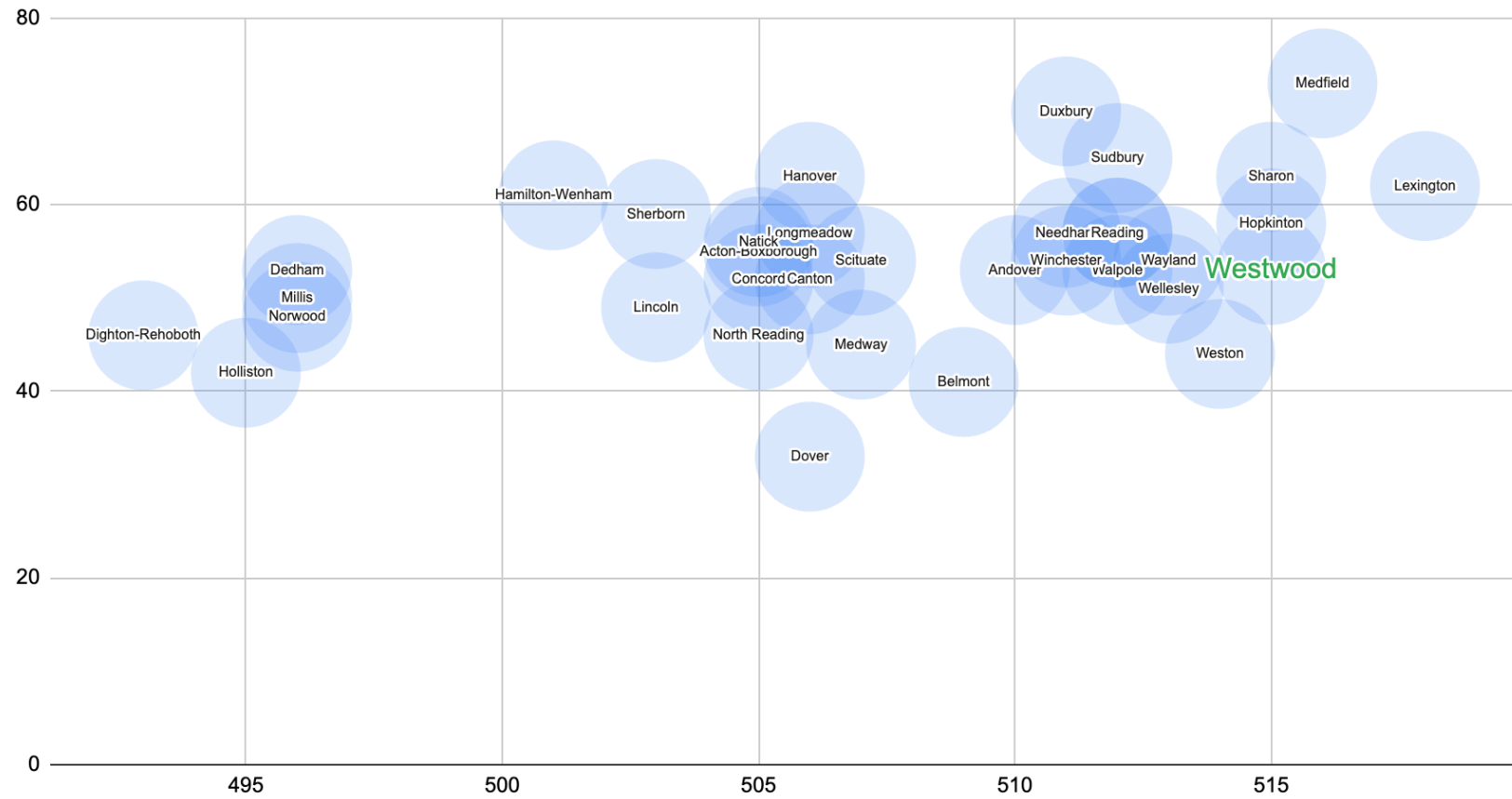


Bubble Charts: comparing Westwood performance to like and nearby districts in both scaled scores and SGP, for ELA and Math grades 4-10 (grade 3, and Science assessments, do not have SGP calculations). District average scaled score is shown on the horizontal axis, and average SGP on the vertical axis; a district's goal is to demonstrate a high scaled score (strong performance on the assessments) along with strong student growth, moving the bubble into the upper right quadrant of the chart.

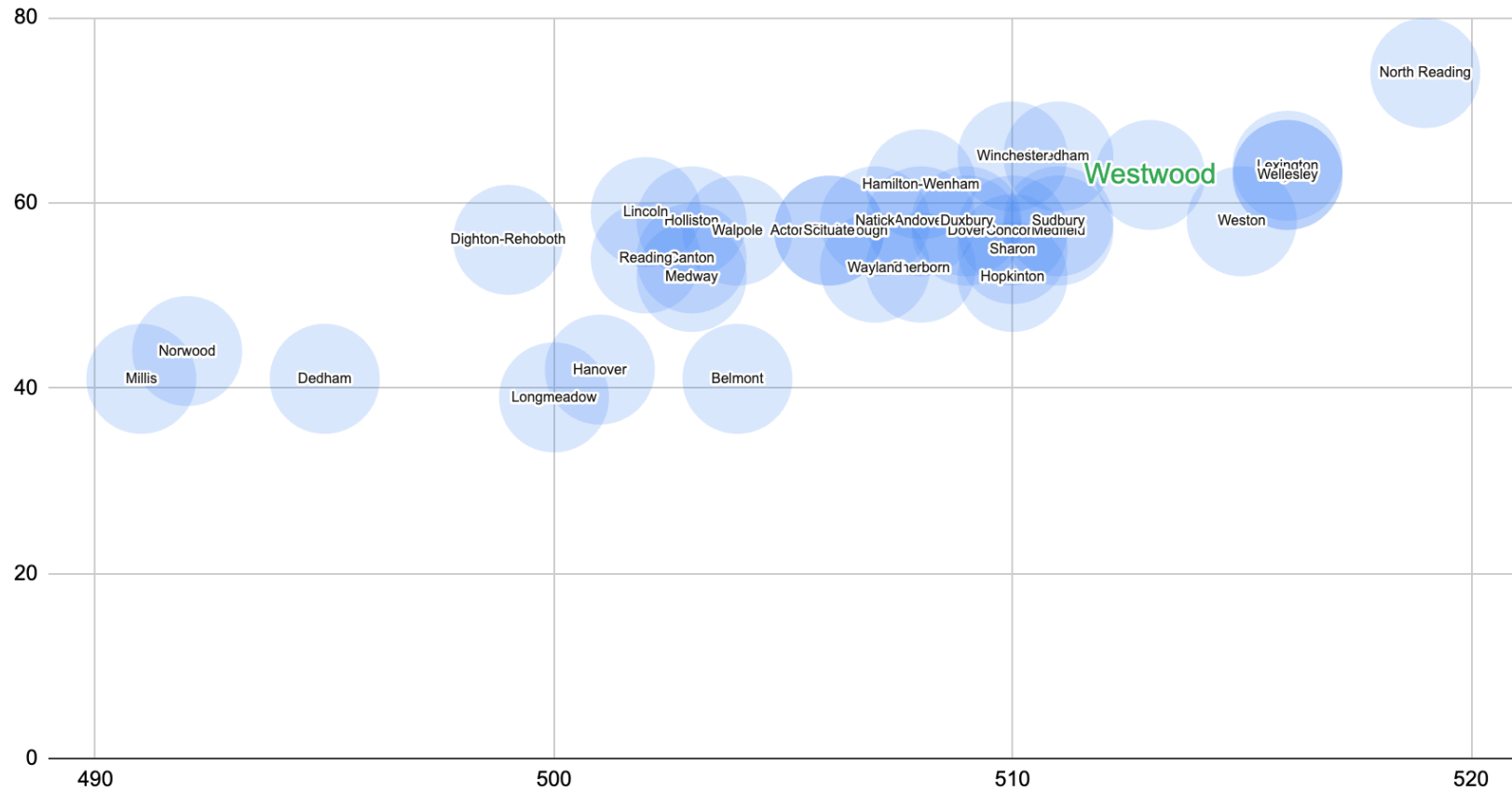
Grade 4 ELA - SGP and Scaled Score



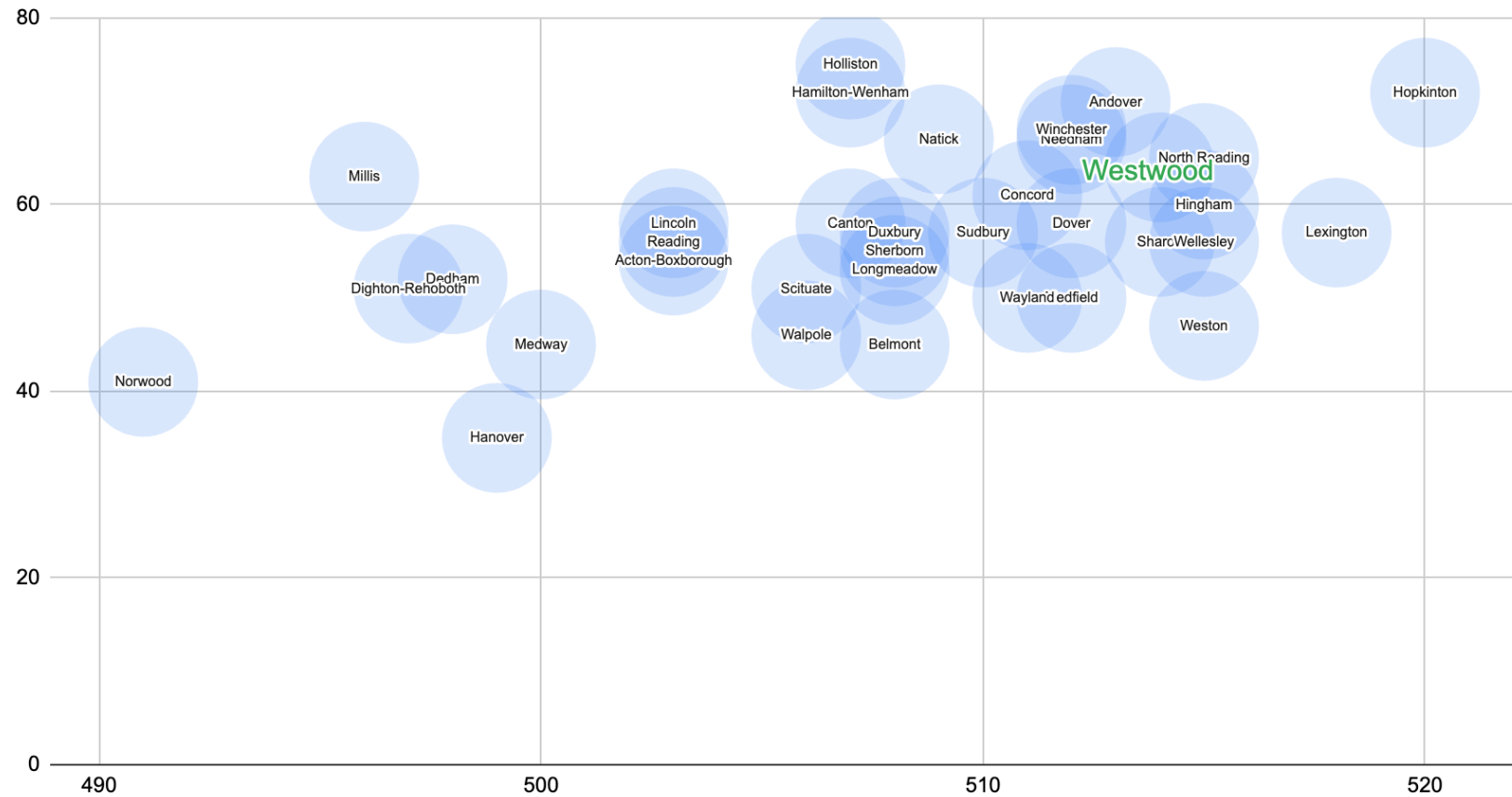
2025 Grade 4 Math - Scaled Score and SGP



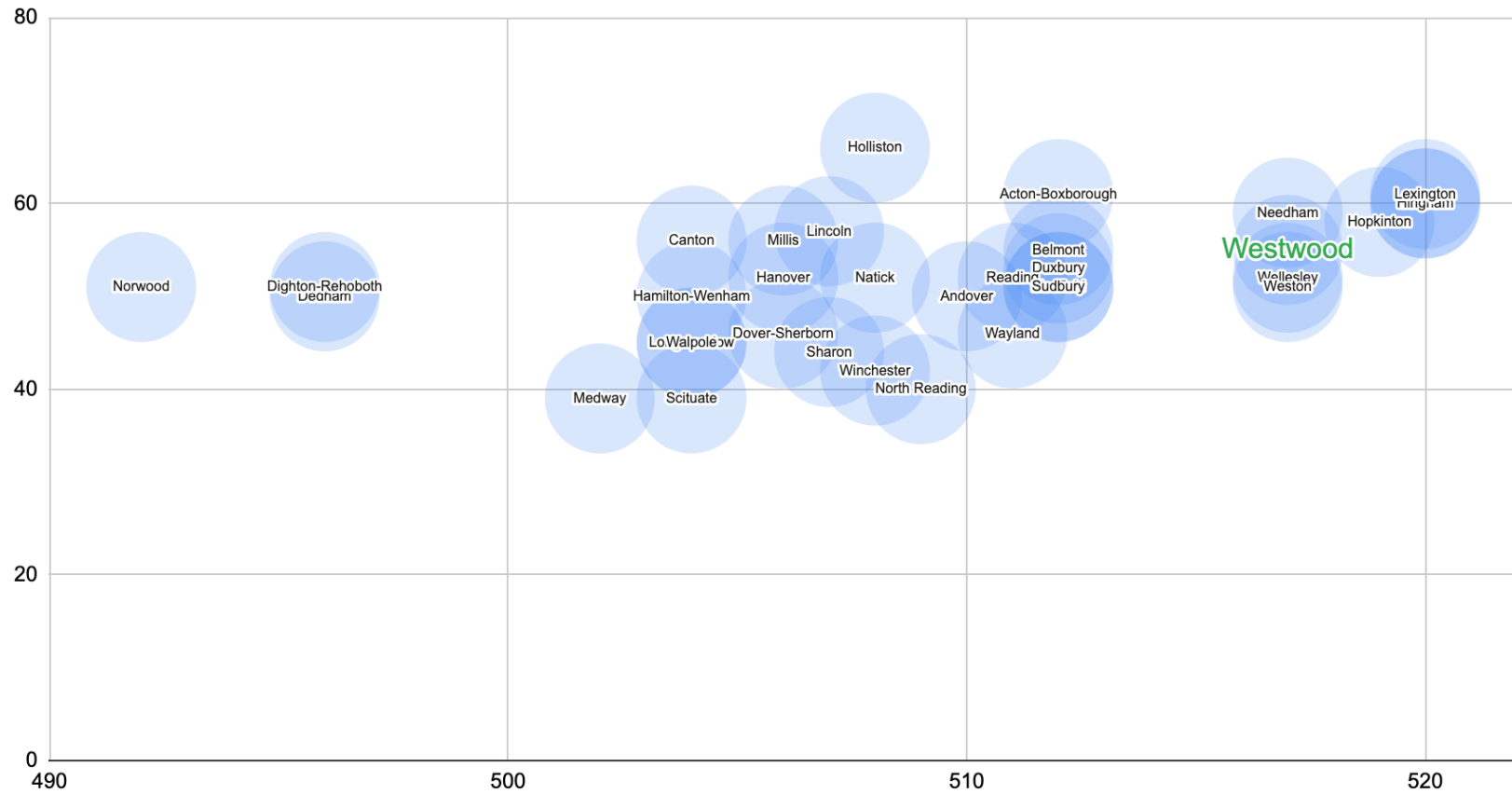
2025 Grade 5 ELA - Scaled Score and SGP



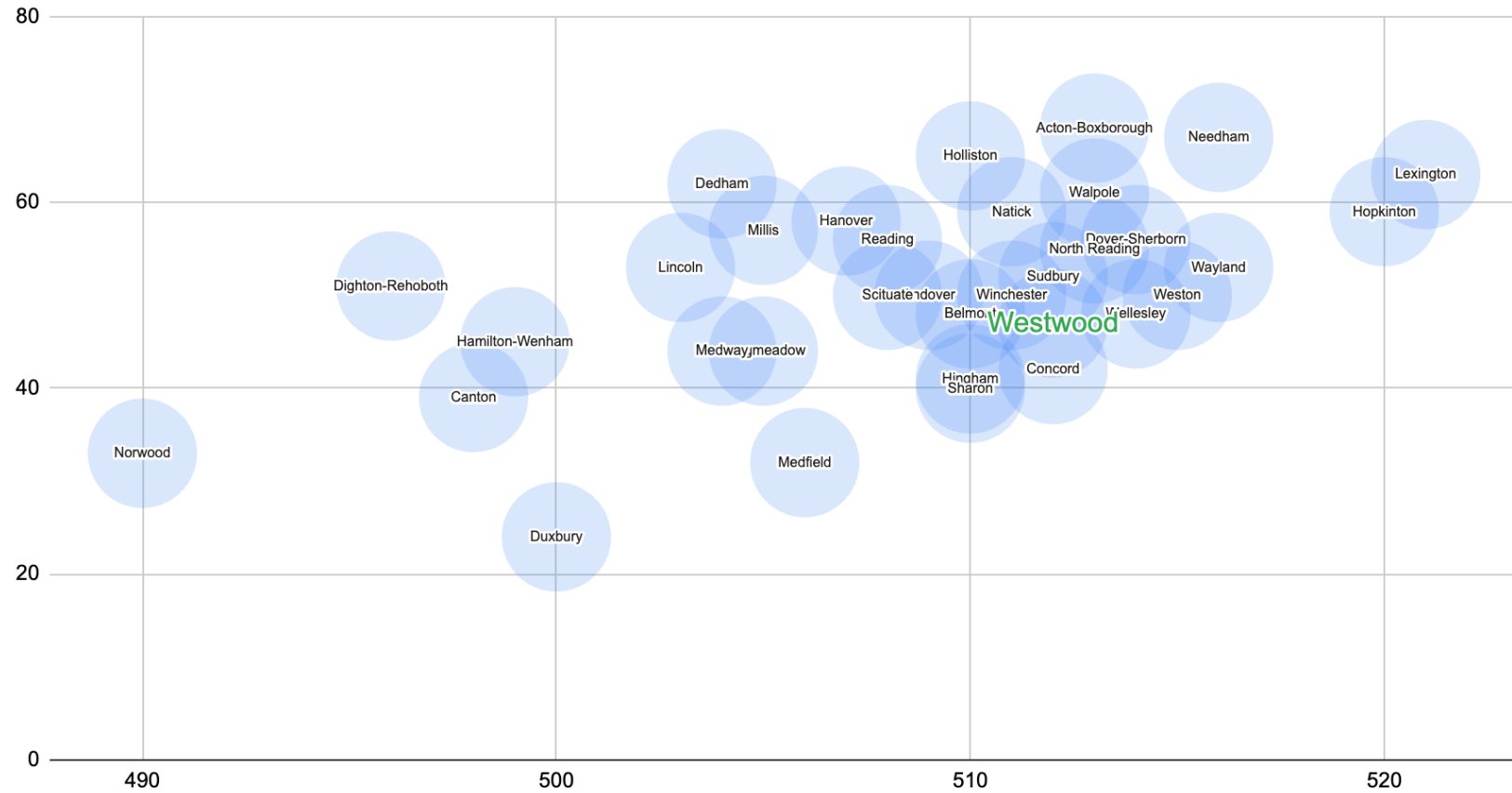
2025 Grade 5 Math - Scaled Score and SGP



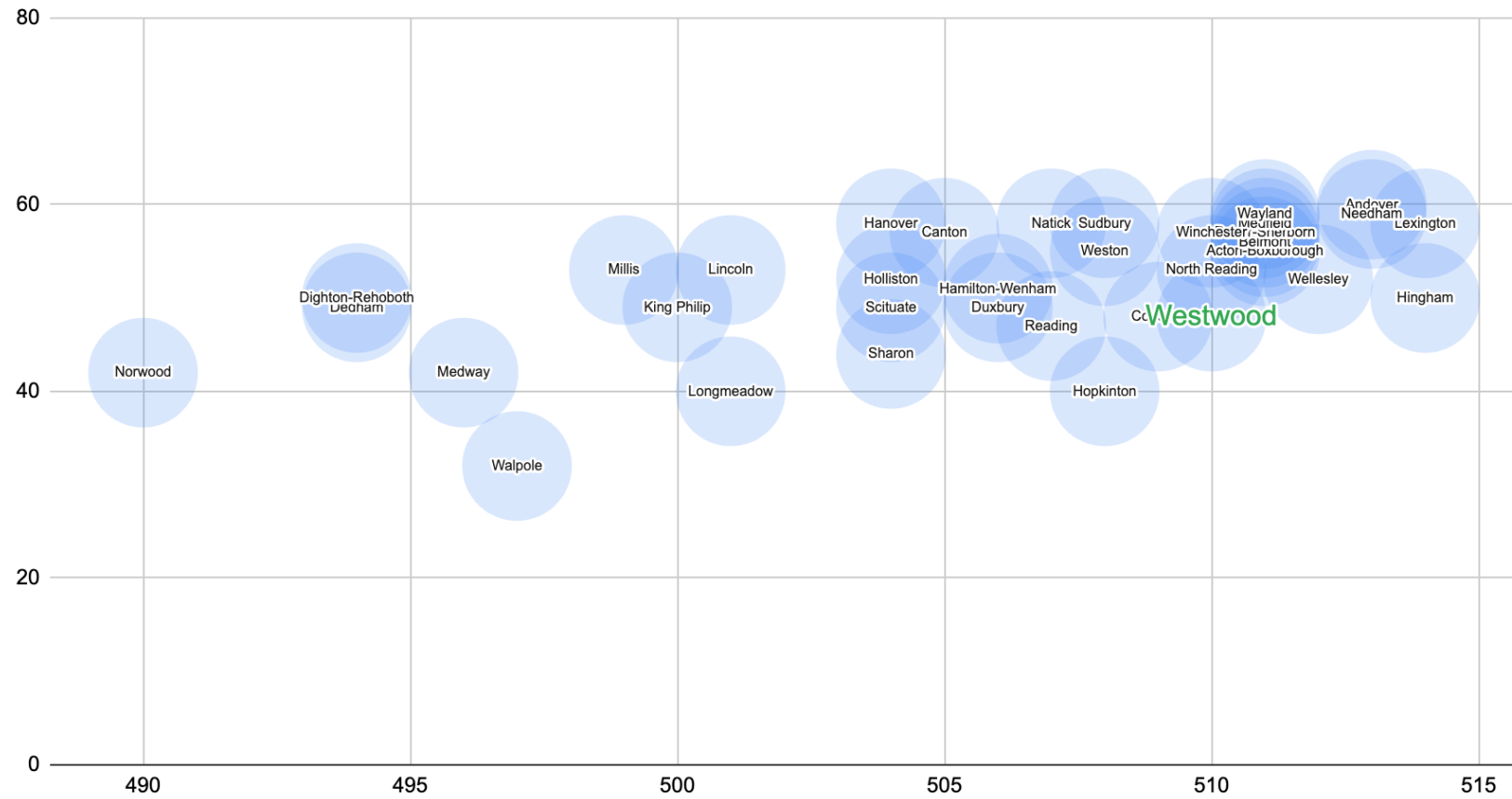
2025 Grade 6 ELA - Scaled Score and SGP



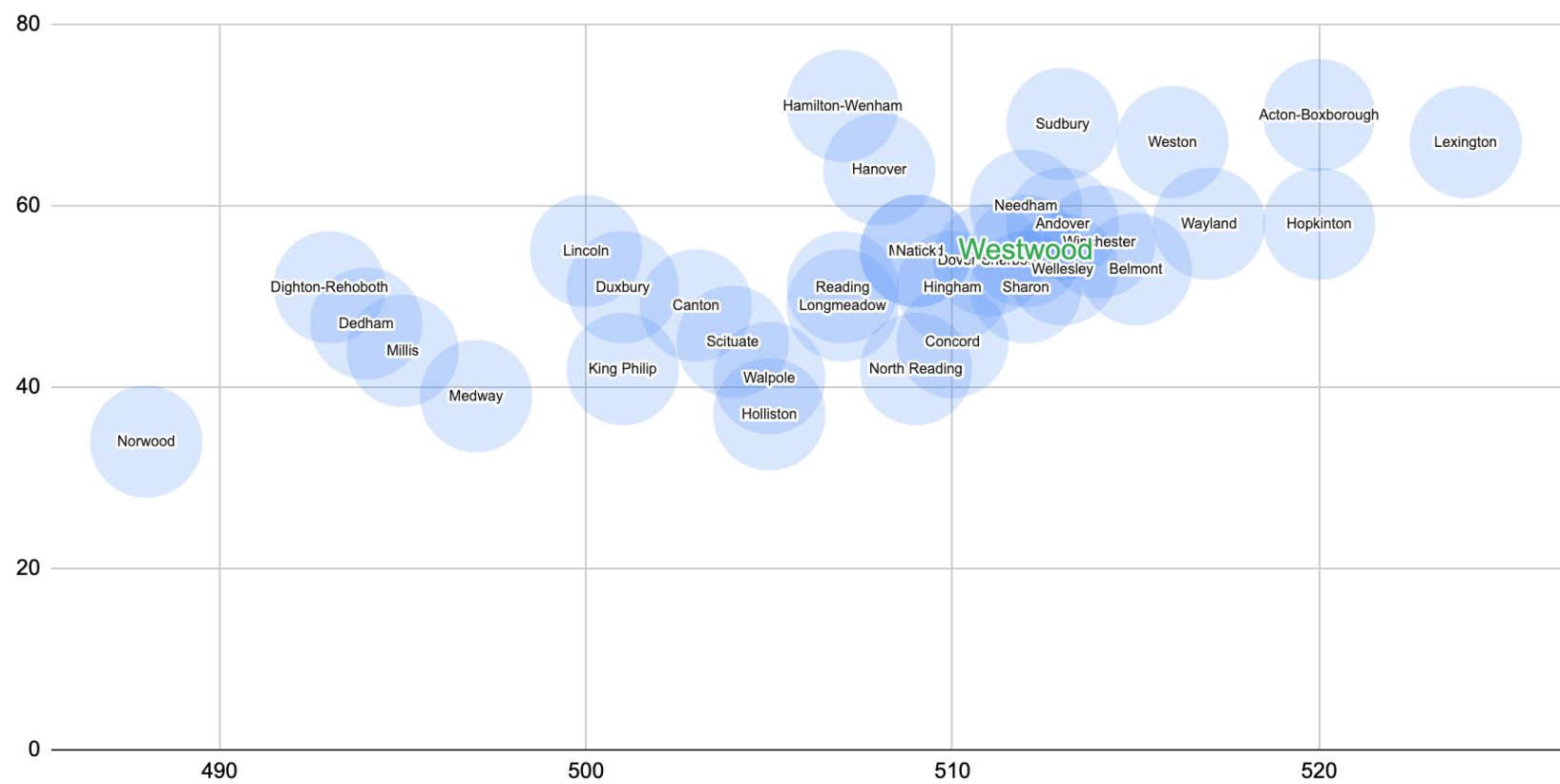
2025 Grade 6 Math - Scaled Score and SGP



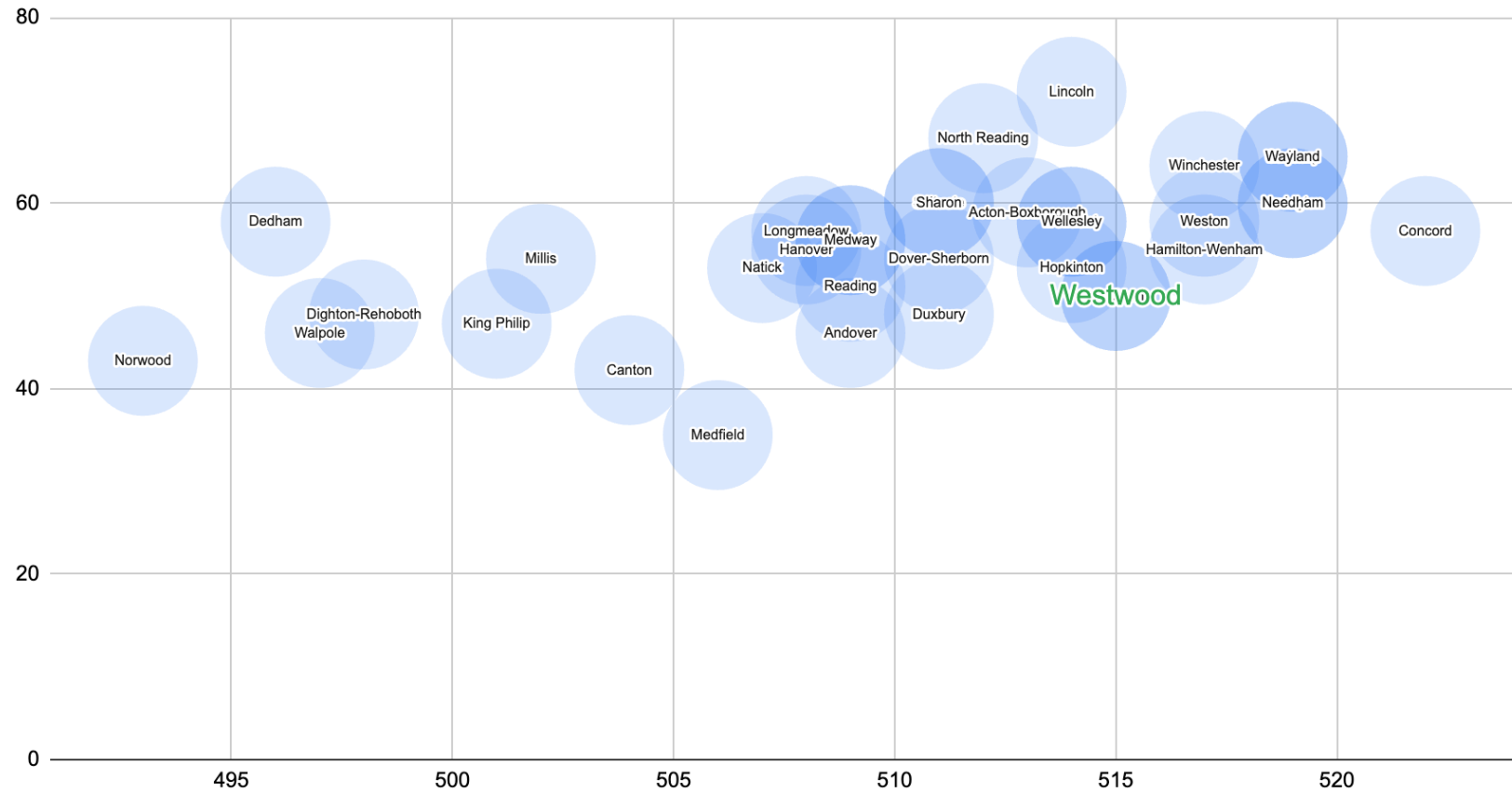
2025 Grade 7 ELA - Scaled Score and SGP



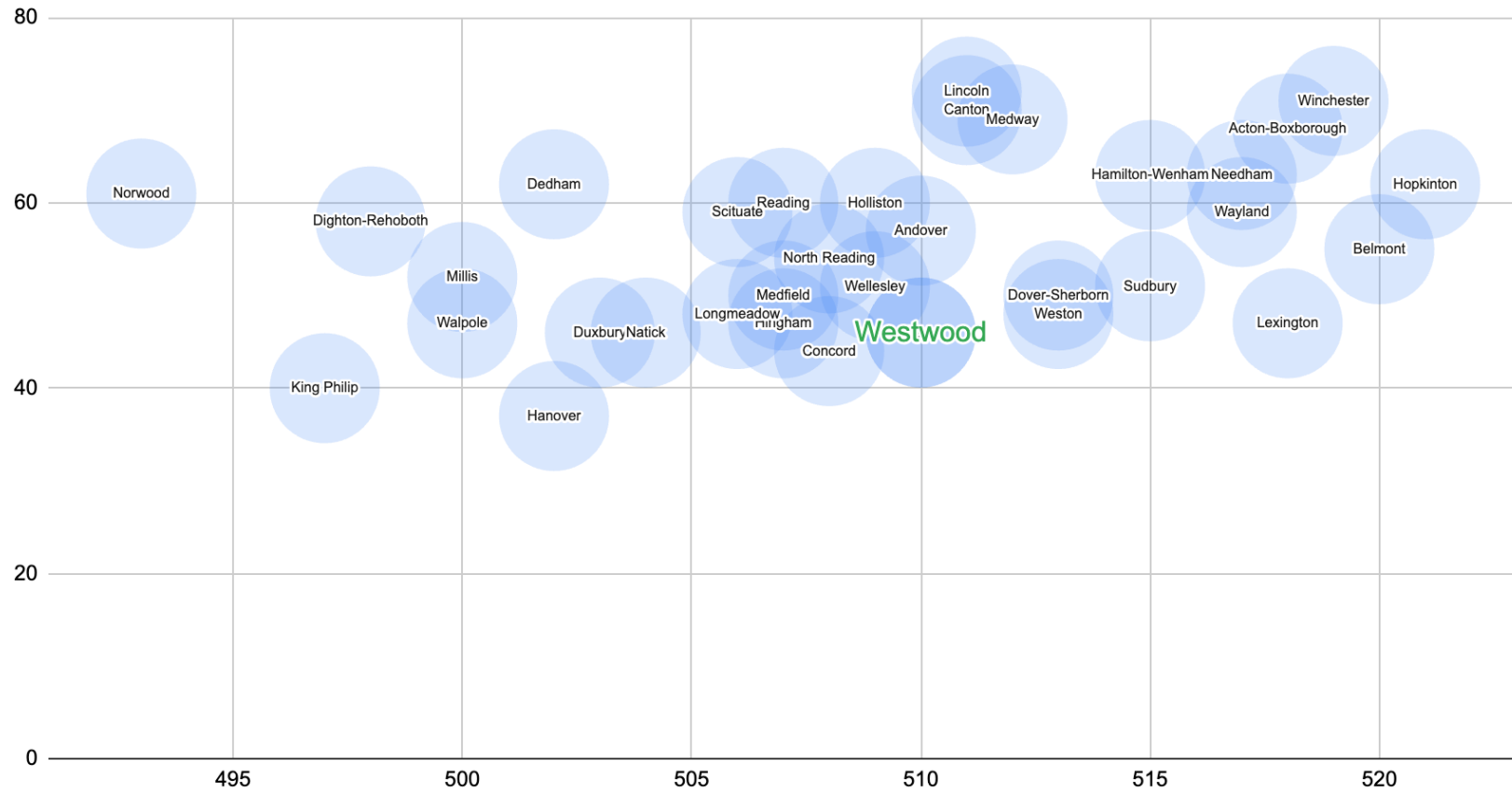
2025 Grade 7 Math - Scaled Score and SGP



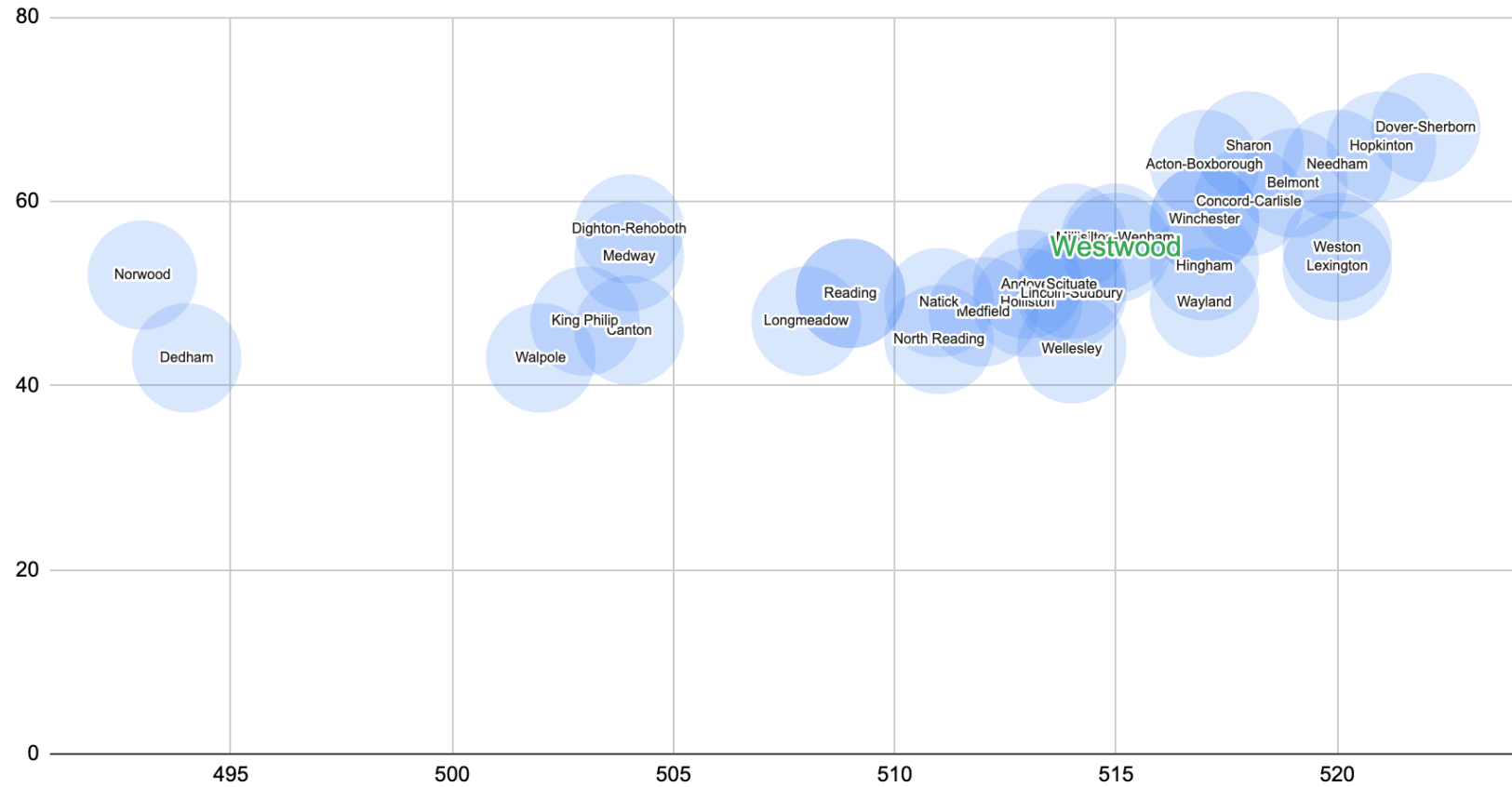
2025 Grade 8 ELA - Scaled Score and SGP



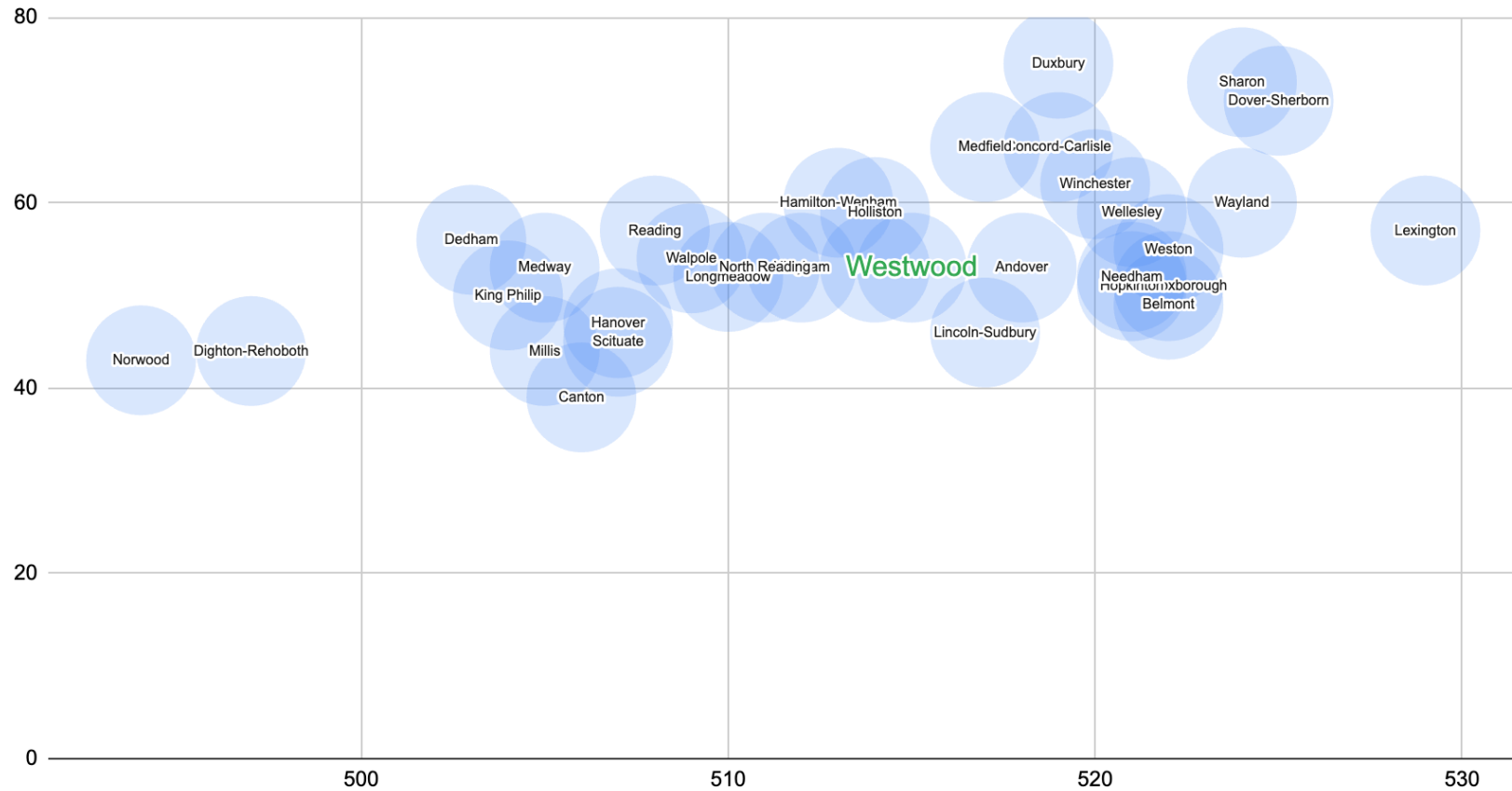
2025 Grade 8 Math - Scaled Score and SGP



2025 Grade 10 ELA - Scaled Score and SGP



2025 Grade 10 Math - Scaled Score and SGP



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