



## Spring 2024 MCAS Tests: Summary of State Results

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December 2024

This document was prepared by the Massachusetts Department of Elementary and Secondary Education.

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## I. Introduction

The Massachusetts Comprehensive Assessment System (MCAS) is the Commonwealth’s standards-based student assessment program. This report summarizes the state-level results from the spring 2024 administration of MCAS tests in English Language Arts (ELA), Mathematics, Science and Technology/Engineering (STE) in grades 5 and 8, and high school science in grades 9 and 10. For information on school- and district-level MCAS results, please visit the [School and District Profiles website](#).

### Which MCAS Tests Were Administered in 2024?

In 2024, Massachusetts administered tests in all grades and subjects. The tests are administered primarily via computer, though DESE offers paper-based tests on an ongoing basis as an accommodation for certain students.

Table 1 shows the MCAS tests that were administered at each grade level in spring 2024.

**Table 1: Spring 2024 MCAS Tests Administered, by Grade Level**

Content Area	Grade Level							
	3	4	5	6	7	8	9	10
English Language Arts	X	X	X	X	X	X		X
Mathematics	X	X	X	X	X	X		X
Science and Technology/Engineering			X			X		
Biology & Introductory Physics							X <sup>a</sup>	X <sup>a</sup>

<sup>a</sup>Students in grade 9 or 10 were able to take one of the high school science tests in Biology and Introductory Physics. Grade 10 science results are reported based on students’ best performance on any test taken in grade 9 or grade 10; only students continuously enrolled in the state from fall of grade 9 through spring of grade 10 are included in state results.

### Who Participated in MCAS in 2024?

All students who are enrolled in the tested grades and who are educated at public expense are required by state and federal law to participate in MCAS testing. In spring 2024, a total of 473,330 students in grades 3–8 and 10 participated in at least one MCAS test and are included in these summaries. On individual tests, the percentage of enrolled students who participated was consistently high, ranging from 98 to 99%.

Section V of this report provides detailed information about the demographics of the student population that was enrolled and participated in MCAS testing and summarizes changes to the population between 2019 and 2024. For additional information on state-level MCAS participation, go to the [Assessment section of the State Profile](#) on the School and District Profiles website and select “MCAS Participation Report.”

### MCAS-Alt Participation

Students with significant cognitive disabilities who are unable to take the standard MCAS tests, even with accommodations, are required to participate in the [MCAS Alternate Assessment](#) (MCAS-Alt). The MCAS-Alt enables these students to submit portfolios of their work that demonstrate their performance on the curriculum framework learning standards.

The number of students in grades 3–8 and 10 who participated in the MCAS-Alt in 2024 is as follows:

- ELA: 5,725 students
- Math: 5,839 students
- Grades 5 and 8 STE and high school science: 2,510 students

### What Were the Administration Guidelines for the Spring 2024 MCAS Tests?

Table 2 provides information about the spring 2024 test administrations, including administration dates, numbers of sessions, and recommended testing times. All MCAS test administrations are untimed. DESE provides recommended session lengths to assist schools with planning.

**Table 2: Spring 2024 MCAS Test Administrations**

Test	Administration Dates	Number of Sessions	Recommended Testing Time for Spring 2024
ELA Grades 3–8	March 25–April 26 <sup>a</sup>	2	120–150 minutes per session
ELA Grade 10	March 26–27	2	90–150 minutes per session
Mathematics Grades 3–8	April 23–May 24 <sup>a</sup>	2	90 minutes per session
Mathematics Grade 10	May 21–22	2	90–120 minutes per session
STE Grades 5 and 8	April 23–May 24 <sup>a</sup>	2	60–90 minutes per session
High School Science	June 4–5	2	90 minutes per session

<sup>a</sup> At grades 3–8, schools scheduled tests within a testing window.

MCAS test sessions are composed of a variety of question types, and the number of questions and score points vary by grade and subject. See the [MCAS test designs](#) for detailed information.

### How Are MCAS Results Reported?

Student results on the MCAS tests are reported using scaled scores and achievement levels. Students receive a separate score and attain a separate achievement level in each subject area. In this report, performance at the state level is summarized using the average scaled score and the percentage of students attaining each achievement level. The sections below provide more information about these metrics.

#### **Achievement Levels**

The achievement levels are designed to provide an indication of whether a student is on track to succeed in the subject matter and whether extra academic assistance may be needed for the student.

Table 3 presents the achievement levels and scaled scores for the ELA and Mathematics tests at grades 3–8 and 10 and the high school science tests in Biology and Introductory Physics.

**Table 3: MCAS Achievement Levels**

<b>Achievement Level</b>	<b>Scaled Score Range</b>	<b>Definition</b>
Exceeding Expectations	530–560	A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.
Meeting Expectations	500–529	A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.
Partially Meeting Expectations	470–499	A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student’s parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.
Not Meeting Expectations	440–469	A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student’s parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

### **Average Scaled Scores**

As shown in Table 3, students receive a scaled score between 440 and 560 for each test they take. The scaled scores for a group of students can be used to calculate an average (mean) scaled score, which indicates average performance for the group. Average scaled scores can be calculated at the classroom, school, district, or state level, and for student subgroups.

In section III of this report, average scaled scores are used to summarize and compare student achievement on the MCAS tests. A benefit of using average scaled scores is that the performance of *all* students in the group contributes to the measure.

### **How Are MCAS Results Used?**

MCAS test results are used for four primary purposes:

- to inform and improve curriculum and instruction
- to evaluate student, school, and district performance according to the Massachusetts curriculum framework content standards and MCAS performance standards
- at the high school level, to determine whether a student has met the state requirements for the Competency Determination (i.e., whether a student is eligible for a high school diploma)
- at the high school level, to determine whether a student has met one of the eligibility requirements for the John and Abigail Adams Scholarship and the Stanley Z. Koplik Certificate of Mastery Award

See information on the Department’s website about [high school graduation requirements](#); Competency Determination attainment in 2024 is presented in section V of this report.

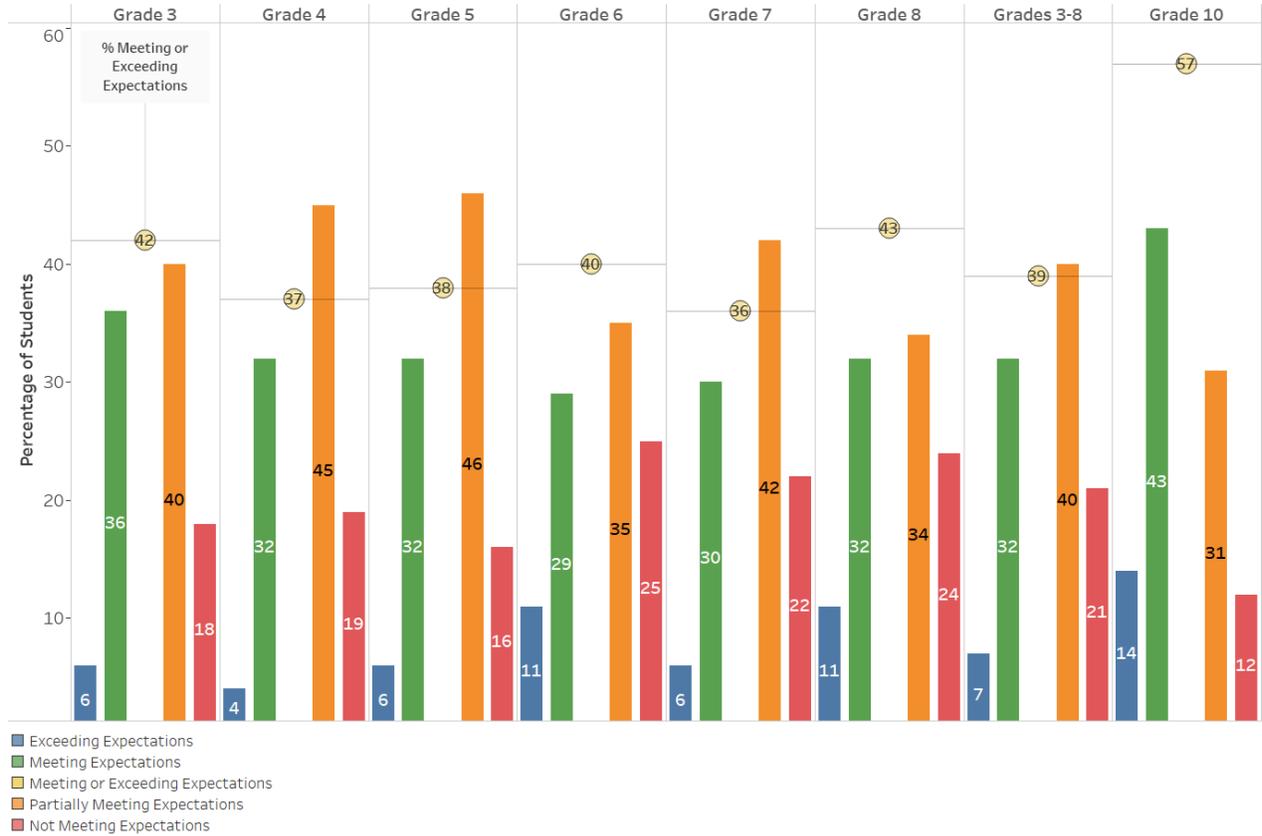
## II. Statewide Achievement Level Results

This section reports statewide results from the spring 2024 MCAS tests by achievement level.

### Student Achievement in Grades 3–8 and 10

Figure 1 shows the percentage of students scoring at each achievement level on the 2024 ELA tests.<sup>1</sup> The percentage of students scoring Meeting Expectations or higher ranged from a high of 57% at grade 10 to a low of 36% at grade 7.

**Figure 1: ELA Percentage of Students by Grade and Achievement Level, 2024**



<sup>1</sup> Due to rounding at individual achievement levels, the percentages in this figure, and in other figures in this report, may not add up to 100%. For the same reason, when percentages for Meeting Expectations and Exceeding Expectations are aggregated to report the percentage of students at “Meeting or Exceeding Expectations,” the sum of the percentages for the individual achievement levels may not equal the aggregated total.

Table 4 summarizes changes in the percentage of students scoring Meeting Expectations or higher on the ELA tests in 2019, 2022, 2023, and 2024. The percentage point change columns illustrate the two- and five-year trends. Results from 2019 are included to establish a baseline for comparing 2024 results to results from before the COVID-19 pandemic.

**Table 4: ELA Percent Meeting and Exceeding Expectations by Grade, 2019 and 2022–2024 with One- and Five-Year Percentage Point Changes**

Grade	Percentage of Students Scoring Meeting Expectations or Higher in ELA				2023 to 2024 Percentage Point Change	2019 to 2024 Percentage Point Change
	2019	2022	2023	2024		
Grade 3	56	44	44	42	-2	-14
Grade 4	52	38	40	37	-3	-15
Grade 5	52	41	44	38	-6	-14
Grade 6	53	41	42	40	-2	-13
Grade 7	48	41	40	36	-4	-12
Grade 8	52	42	44	43	-1	-9
Grades 3–8	52	41	42	39	-3	-13
Grade 10	61	58	58	57	-1	-4

Figure 2 shows the changes in ELA achievement from 2022 through 2024, as well as a comparison to 2019. Bars represent the percentage of students in the Meeting and Exceeding Expectations achievement levels. The line graph below each grade shows the percentage change from 2019 for 2022 and the percentage change from the previous year for 2023 and 2024.

**Figure 2: ELA Percentage Point Change in Meeting and Exceeding Expectations, 2019 and 2022–2024**

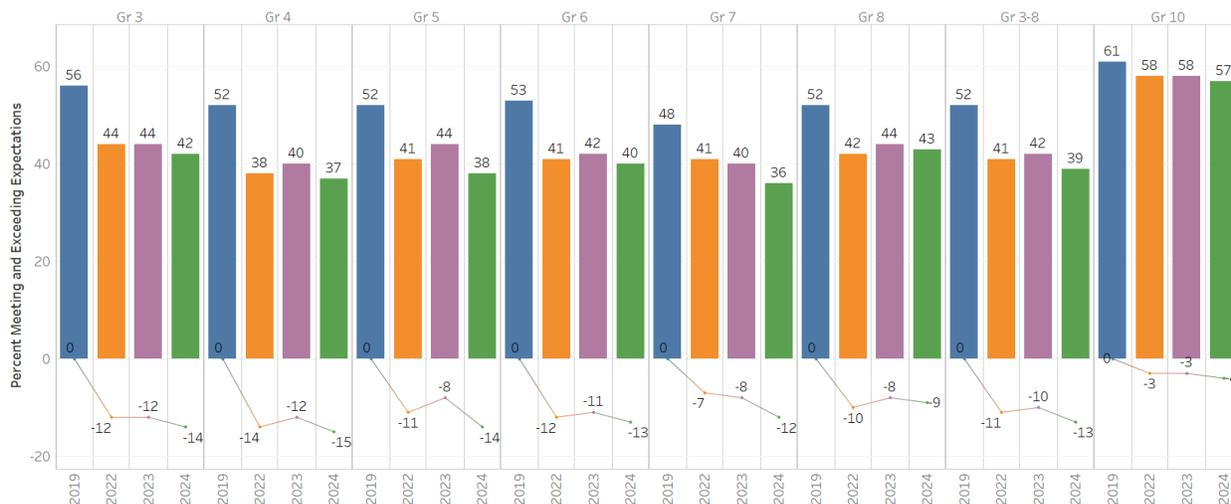


Figure 3 shows the percentage of students scoring at each achievement level on the 2024 Mathematics tests. The percentage of students scoring Meeting Expectations or higher ranged from a high of 48% at grade 10 to a low of 37% at grade 7.

**Figure 3: Mathematics Percentage of Students by Grade and Achievement Level, 2024**

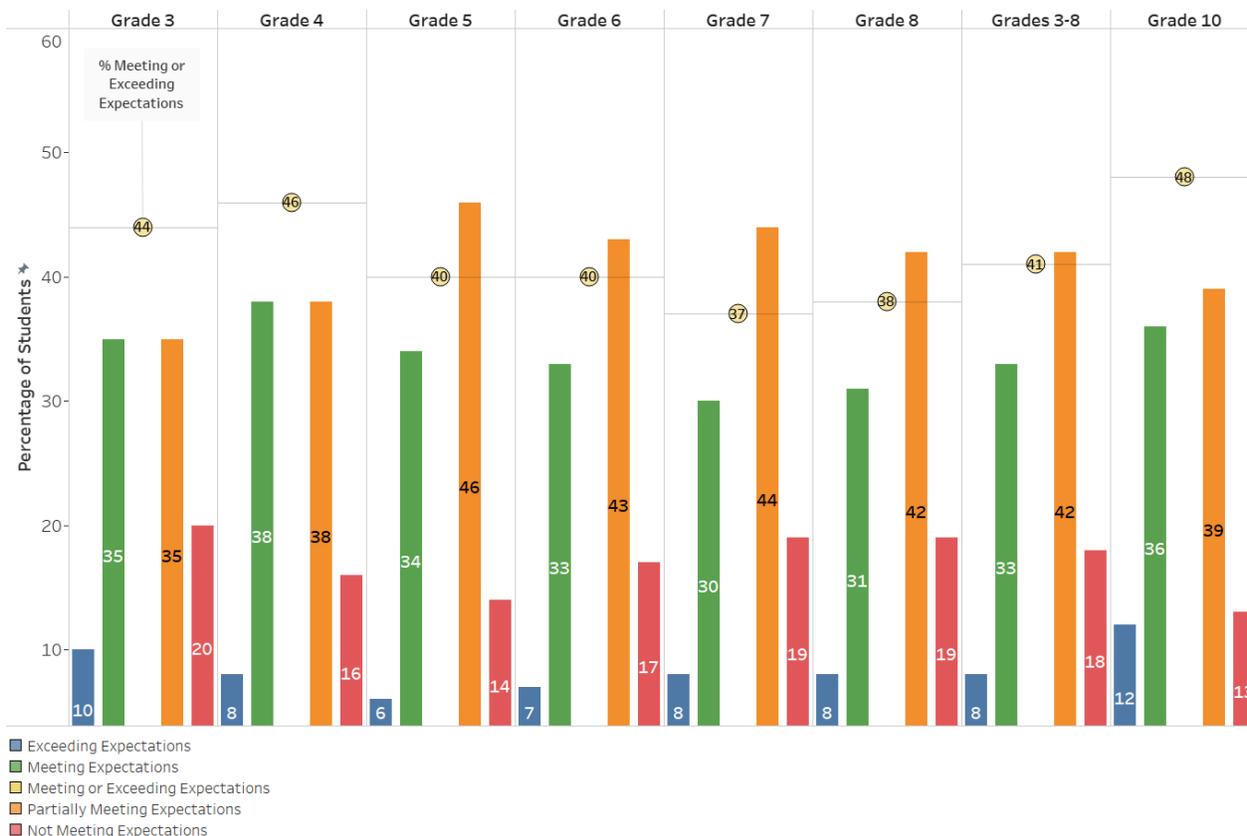


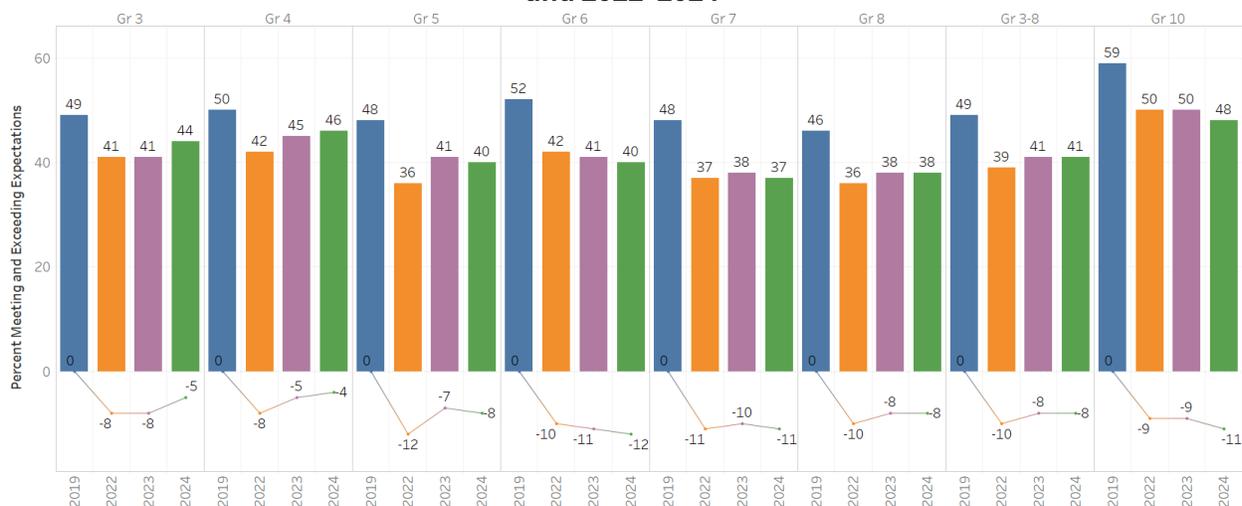
Table 5 summarizes changes in the percentage of students scoring Meeting Expectations or higher on the Mathematics tests in 2019, 2022, 2023 and 2024. The percentage point change columns illustrate the two- and five-year trends.

**Table 5: Mathematics Percent Meeting and Exceeding Expectations by Grade, 2019 and 2022–2024 with One- and Five-Year Percentage Point Changes**

Grade	Percentage of Students Scoring Meeting Expectations or Higher in Mathematics				2023 to 2024 Percentage Point Change	2019 to 2024 Percentage Point Change
	2019	2022	2023	2024		
Grade 3	49	41	41	44	3	-5
Grade 4	50	42	45	46	1	-4
Grade 5	48	36	41	40	-1	-8
Grade 6	52	42	41	40	-1	-12
Grade 7	48	37	38	37	-1	-11
Grade 8	46	36	38	38	0	-8
Grades 3–8	49	39	41	41	0	-8
Grade 10	59	50	50	48	-2	-11

Figure 4 shows the changes in mathematics achievement from 2022 through 2024, as well as a comparison to 2019. Bars represent the percentage of students in the Meeting and Exceeding Expectations achievement levels. The line graph below each grade shows the percentage change from 2019 for 2022 and the percentage change from the previous year for 2023 and 2024.

**Figure 4: Mathematics Percentage Point Change in Meeting and Exceeding Expectations, 2019 and 2022–2024**



### Student Achievement on STE Tests in Grades 5 and 8 and High School Science in Grade 10

Figure 5 shows the percentage of students at each achievement level on the science tests. In 2024, 45% of students statewide scored Meeting Expectations or higher on the grade 5 STE test, 39% scored Meeting Expectations or higher on the grade 8 STE test, and 49% scored Meeting Expectations or higher on one of the high school science tests taken by grade 10 students.

**Figure 5: Science Percentage of Students by Grade and Achievement Level, 2024**

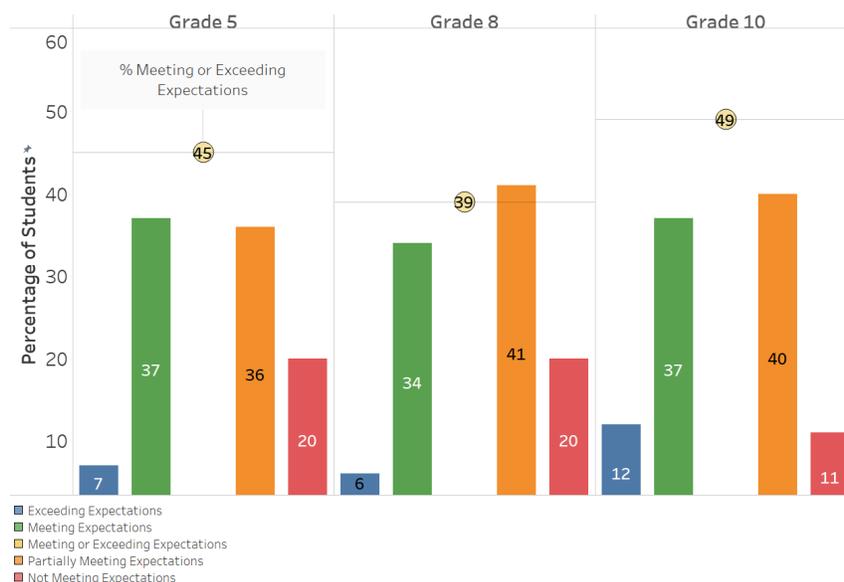


Table 6 summarizes changes in the percentage of students scoring Meeting Expectations or higher on the grades 5 and 8 STE tests and the grade 10 high school science tests in 2019, 2022, 2023, and 2024. The percentage point change columns illustrate the two- and three-year trend for grades 5 and 8. Grade 10 figures include students in the class of 2026 who participated in one of the high

school tests in grade 9 in 2023 or grade 10 in 2024; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included in the grade 10 high school science results.

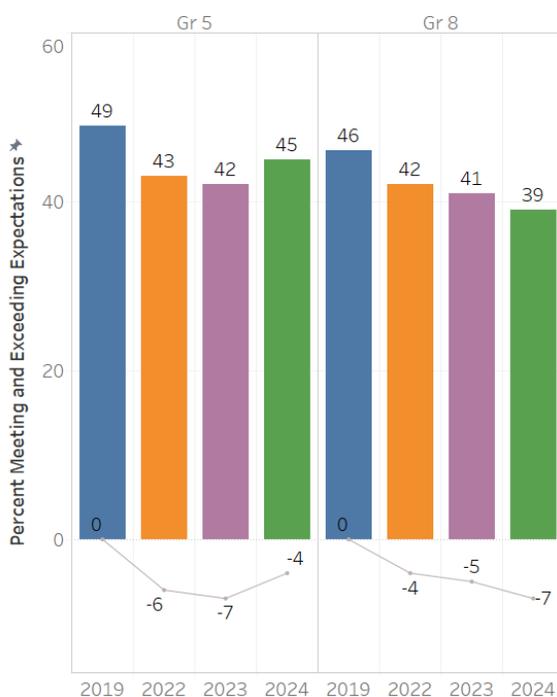
**Table 6: Science Percent Meeting and Exceeding Expectations by Grade, 2019 and 2022–2024 with One- and Five-Year Percentage Point Changes**

Grade	Percentage of Students Scoring Meeting Expectations or Higher in STE and High School Science				2023 to 2024 Percentage Point Change	2019 to 2024 Percentage Point Change
	2019	2022	2023	2024		
Grade 5	49	43	42	45	3	-4
Grade 8	46	42	41	39	-2	-7
Grade 10 <sup>a</sup>	n/a	47	47	49	2	n/a

<sup>a</sup>Grade 10 high school science results for 2019 are not provided because the legacy MCAS tests administered that year are reported on a different scale and cannot be summarized with MCAS results from next-generation tests.

Figure 6 shows the changes in STE achievement from 2022 through 2024, as well as a comparison to 2019. Bars represent the percentage of students in the Meeting and Exceeding Expectations achievement levels. The line graph below each grade shows the percentage change from 2019 for 2022 and the percentage change from the previous year for 2023 and 2024. In 2024, the percentage of students in the highest achievement levels increased by 3% in grade 5 and declined by 2% in grade 8.

**Figure 6: Science Percentage Point Change in Meeting and Exceeding Expectations, 2019–2024**



### III. Statewide Scaled Score Results

This section reports state-level results from the spring 2024 MCAS tests by average scaled score. As described on page 6, students receive a scaled score between 440 and 560 for each test they take. The scaled scores for a group of students can be used to calculate an average (mean) scaled score, which indicates average performance for the group.<sup>2</sup> By comparing the average scaled score to the score ranges for the achievement levels, shown in table 7, a determination can be made about whether, on average, the students in the group are meeting grade-level expectations.

**Table 7: Achievement Levels and Scaled Scores**

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

#### Average Scaled Scores

Table 8 shows the average scaled score for all students in the state, by grade, in ELA, mathematics, STE, and high school science. The average scaled scores ranged from a low of 491 in ELA at grade 7 and a high of 504 in ELA at grade 10.

**Table 8: 2024 Average State-Level Scaled Scores by Grade**

Grade	ELA Average Scaled Score	ELA Number of Students	Math Average Scaled Score	Math Number of Students	STE/High School Science Average Scaled Score	STE/High School Science Number of Students
Grade 3	495	63,639	495	63,671		
Grade 4	492	65,107	497	65,182		
Grade 5	494	66,200	495	66,290	495	66,150
Grade 6	493	65,999	495	66,019		
Grade 7	491	66,692	493	66,639		
Grade 8	494	67,028	494	66,953	493	66,743
Grades 3–8	493	394,665	495	394,754	494	132,893
Grade 10	504	69,975	500	69,538	500	66,920 <sup>a</sup>

<sup>a</sup> Grade 10 high school science results include students in the class of 2026 who participated in the Biology or Introductory Physics tests in grade 9 in 2023 or grade 10 in 2024; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

#### Average Scaled Scores by Grade for State’s Largest Racial/Ethnic Groups

Table 9 shows the average scaled scores for 2019, 2022, 2023, and 2024, by grade, in ELA, mathematics, STE, and high school science, for the state’s largest racial/ethnic reporting groups. The data illustrate the change in performance for each group and allow for comparisons between groups and between grade levels. Grades 3–8 and 10 results for other student groups, including

<sup>2</sup> Due to rounding, average scaled scores in this report may differ in some instances by one point from average scaled scores reported in DESE’s online systems.

grade-level results, are available in the statewide [MCAS Achievement Results Report](#) on the School and District Profiles website.

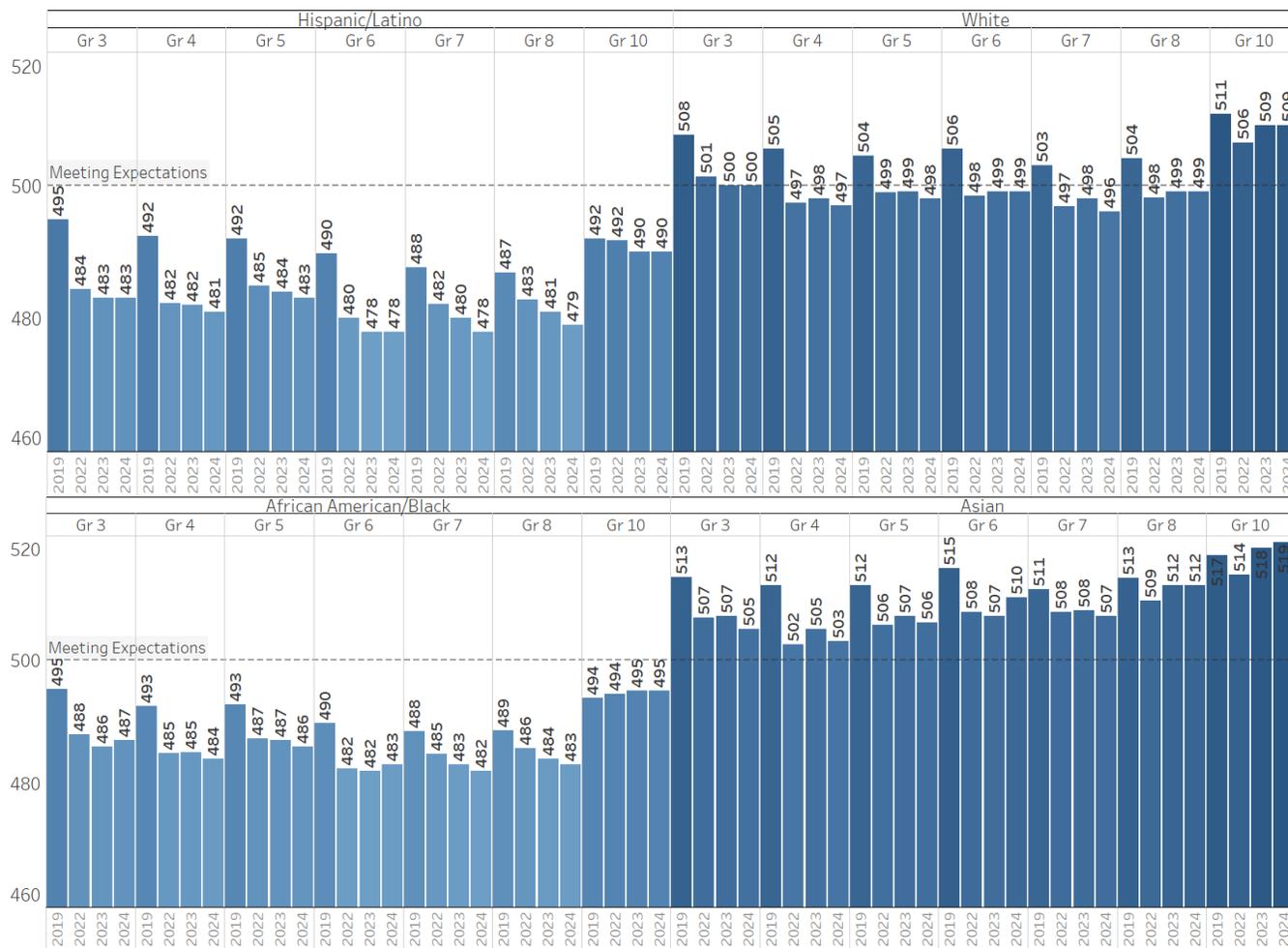
**Table 9: Average Scaled Score by Grade for Largest Racial/Ethnic Groups, 2019 and 2022–2024**

Grade	Student Group	ELA				Mathematics				STE/High School Science			
		2019	2022	2023	2024	2019	2022	2023	2024	2019	2022	2023	2024
Grade 3	African American/Black	495	488	486	487	488	481	482	483				
	Asian	513	507	507	505	514	511	511	513				
	Hispanic/Latin	495	484	483	483	489	480	481	482				
	White	508	501	500	500	503	498	499	500				
Grade 4	African American/Black	493	485	485	484	488	482	483	485				
	Asian	512	502	505	503	515	511	513	515				
	Hispanic/Latin	492	482	482	481	489	481	483	484				
	White	505	497	498	497	503	499	501	502				
Grade 5	African American/Black	493	487	487	486	489	483	485	485	487	482	482	483
	Asian	512	506	507	506	514	510	512	512	510	508	508	508
	Hispanic/Latin	492	485	484	483	489	481	484	484	487	481	481	481
	White	504	499	499	498	502	497	499	499	504	501	500	501
Grade 6	African American/Black	490	482	482	483	489	483	483	484				
	Asian	515	508	507	510	519	514	513	515				
	Hispanic/Latin	490	480	478	478	490	483	481	483				
	White	506	498	499	499	504	499	499	500				
Grade 7	African American/Black	488	485	483	482	485	480	480	482				
	Asian	511	508	508	507	518	514	514	515				
	Hispanic/Latin	488	482	480	478	486	479	478	480				
	White	503	497	498	496	502	497	497	498				
Grade 8	African American/Black	489	486	484	483	488	482	482	483	485	482	482	481
	Asian	513	509	512	512	518	514	516	516	509	509	509	507
	Hispanic/Latin	487	483	481	479	487	481	481	481	485	481	481	479
	White	504	498	499	499	502	497	497	498	503	499	499	498
Grades 3–8	African American/Black	491	485	485	484	488	482	483	484	486	482	482	482
	Asian	513	507	508	507	516	512	513	514	510	508	509	507
	Hispanic/Latin	491	483	481	480	488	481	481	482	486	481	481	480
	White	505	498	499	498	503	498	499	500	503	500	499	500
Grade 10 <sup>a</sup>	African American/Black	494	494	495	495	492	488	489	488	n/a	468	487	488
	Asian	517	514	518	519	523	521	521	523	n/a	498	517	518
	Hispanic/Latin	492	492	490	490	491	488	487	486	n/a	473	485	486
	White	511	506	509	509	509	505	505	505	n/a	491	504	505

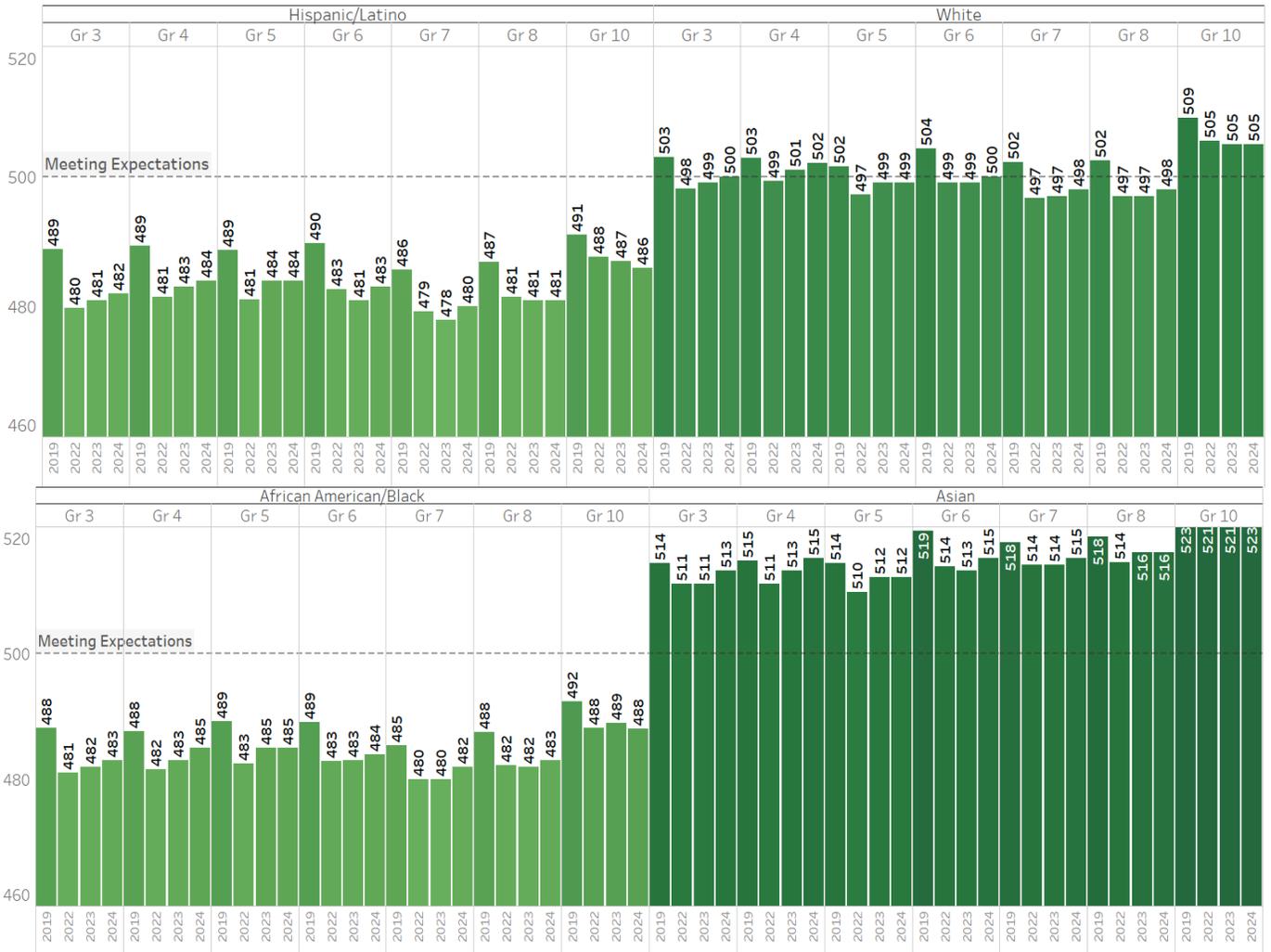
<sup>a</sup>Grade 10 high school science results for 2019 are not provided because the legacy MCAS tests administered that year are reported on a different scale and cannot be summarized with MCAS results from next-generation tests.

Figures 7–9 show the average scaled scores in ELA, mathematics, and grades 5 and 8 STE in 2019, 2022, 2023 and to 2024, for the state’s largest student racial/ethnic reporting groups. In the figures, darker-shaded bars represent higher average scaled scores; lighter-shaded bars represent lower average scaled scores. The 500 scaled score reference line represents the threshold of the Meeting Expectations achievement level.

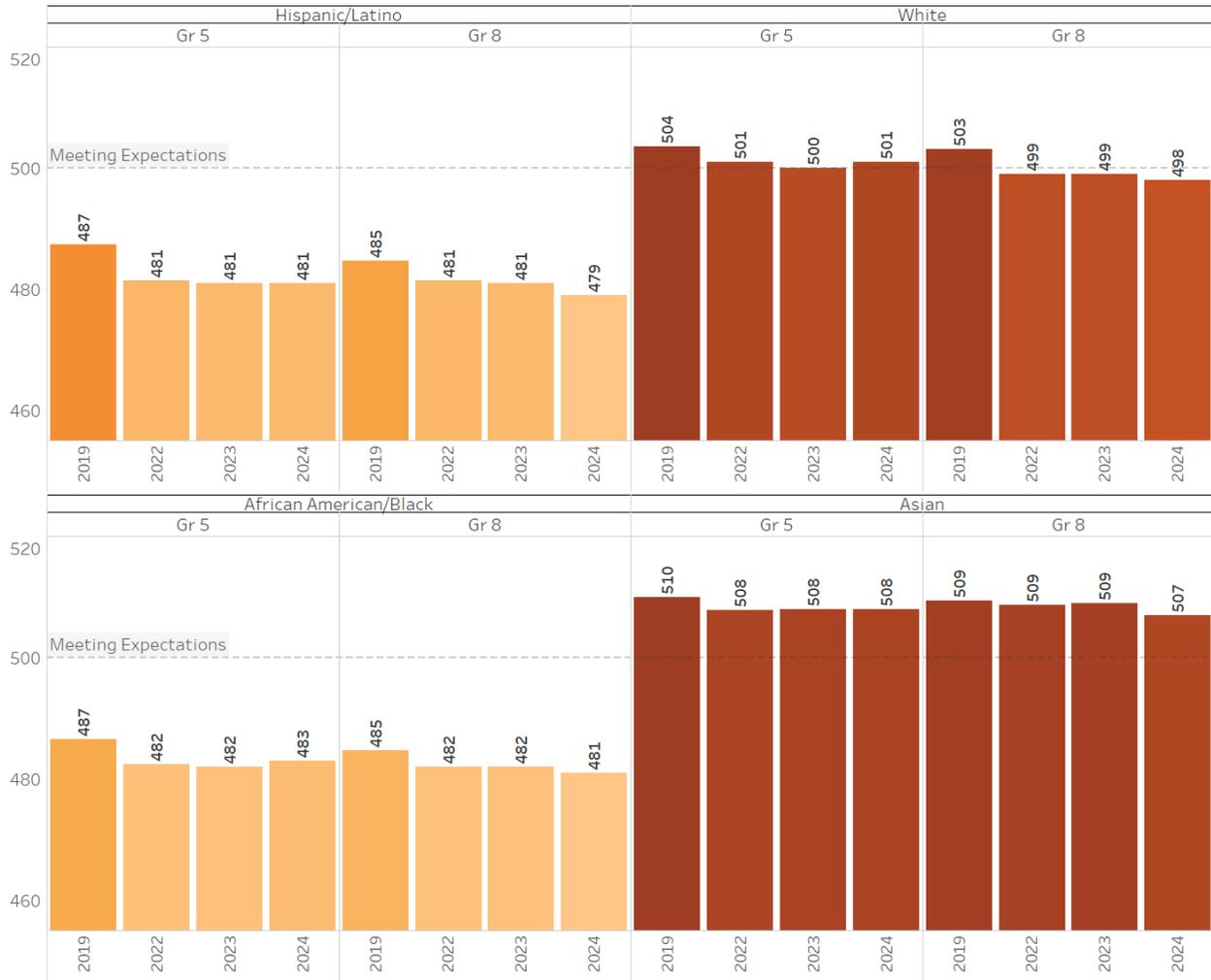
**Figure 7: ELA Grades 3–8 and 10 Average Scaled Score, 2019 and 2022–2024  
Among Four Largest Racial/Ethnic Groups**



**Figure 8: Mathematics Grades 3–8 and 10 Average Scaled Score, 2019 and 2022–2024  
Among Four Largest Racial/Ethnic Groups**



**Figure 9: STE Grades 5 & 8 Average Scaled Score, 2019 and 2022-2024  
Among Four Largest Racial/Ethnic Groups**



## Average Scaled Score by Grade for Special Populations

Table 10 presents the average scaled scores in 2019, 2022, 2023, and 2024, by grade, in ELA, Mathematics, STE, and high school science among English learners (EL), former ELs, students with disabilities, and in 2022–2024 among low-income students. The data illustrate the change in performance for each group and allow for comparisons between groups and between grade levels. Grades 3–8 and 10 results for other student groups, including grade-level results, are available in the statewide [MCAS Achievement Results Report](#) on the School and District Profiles website.

**Table 10: Average Scaled Score by Grade for Special Populations, 2019 and 2022–2024**

Grade	Student Group	ELA				Mathematics				STE/High School Science			
		2019	2022	2023	2024	2019	2022	2023	2024	2019	2022	2023	2024
Grade 3	English Learner	488	478	476	476	485	476	477	477				
	Former EL	510	502	502	502	506	500	503	504				
	Low Income <sup>a</sup>		487	484	484		482	482	483				
	SwD	486	480	479	478	481	475	476	477				
	All Students	504	497	495	495	499	493	494	495				
Grade 4	English Learner	484	474	473	471	483	475	476	477				
	Former EL	507	497	500	499	506	501	503	506				
	Low Income <sup>a</sup>		484	484	482		483	484	485				
	SwD	484	477	476	476	480	476	477	478				
	All Students	502	493	494	492	499	494	496	497				
Grade 5	English Learner	479	473	470	468	480	473	475	475	474	468	466	467
	Former EL	503	497	496	495	500	494	496	496	499	495	493	494
	Low Income <sup>a</sup>		486	485	484		483	485	485		484	482	483
	SwD	483	479	477	476	480	477	479	479	481	478	477	477
	All Students	501	495	495	494	499	493	495	495	499	495	494	495
Grade 6	English Learner	470	461	457	458	478	470	469	471				
	Former EL	500	490	489	489	500	493	492	493				
	Low Income <sup>a</sup>		482	480	479		484	483	483				
	SwD	478	472	469	470	480	477	476	477				
	All Students	501	493	493	493	501	495	494	495				
Grade 7	English Learner	472	463	462	460	474	466	466	468				
	Former EL	497	489	488	487	495	487	487	487				
	Low Income <sup>a</sup>		484	481	479		481	480	481				
	SwD	478	473	473	470	477	473	473	474				
	All Students	499	493	493	491	498	492	492	493				
Grade 8	English Learner	468	461	457	459	475	469	468	469	469	465	466	464
	Former EL	494	489	487	486	495	488	487	488	490	487	486	485
	Low Income <sup>a</sup>		484	482	480		483	482	482		483	482	481
	SwD	477	472	470	471	478	474	474	475	480	476	476	476
	All Students	500	494	494	494	499	493	493	494	498	494	494	493
Grades 3–8	English Learner	479	470	468	467	480	473	473	474	472	467	466	465
	Former EL	501	493	493	492	500	493	494	494	495	491	490	490
	Low Income <sup>a</sup>		484	483	482		483	483	483		483	482	482
	SwD	481	475	474	474	480	475	476	477	481	477	476	476
	All Students	501	494	494	493	499	493	494	495	499	495	494	494
Grade 10 <sup>b</sup>	English Learner	468	470	465	465	476	473	474	472	n/a	455	468	467
	Former EL	496	496	496	495	497	493	494	493	n/a	480	490	491
	Low Income <sup>a</sup>		493	492	492		490	489	488	n/a	475	487	488
	SwD	486	485	484	483	484	482	483	481	n/a	473	481	481
	All Students	506	503	504	504	505	501	500	500	n/a	484	499	500

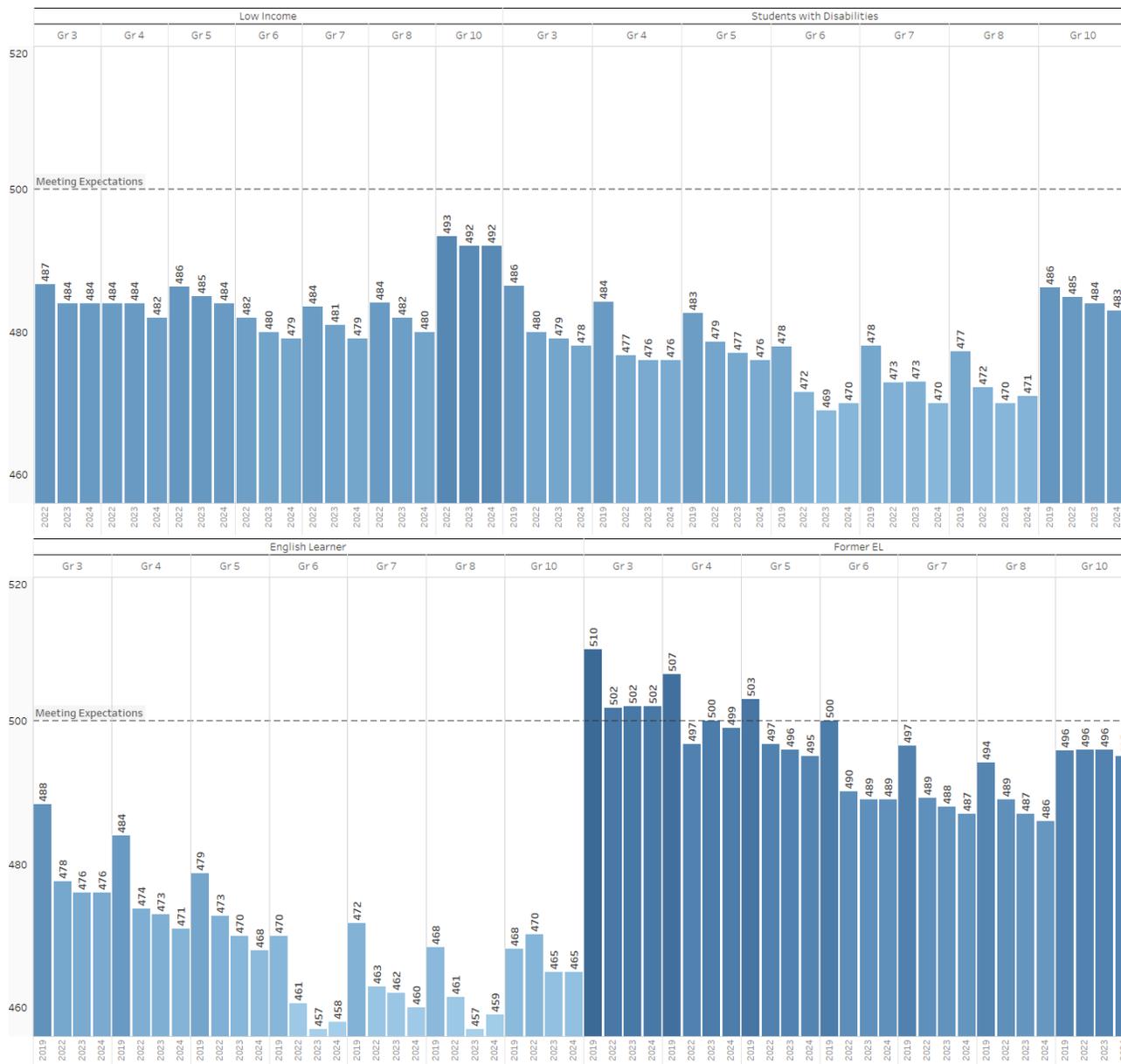
<sup>a</sup> Beginning in 2022, DESE replaced the Economically Disadvantaged student group with the Low Income student group. See [more information about this change](#).

<sup>b</sup> Grade 10 high school science results for 2019 are not provided because the legacy MCAS tests administered that year are reported on a different scale and cannot be summarized with MCAS results from next-generation tests.

Figures 10–12 show the change in average scaled scores in ELA, mathematics, and grades 5 and 8 STE in 2019, 2022, 2023 and 2024 among ELs, former ELs, and students with disabilities, and in 2022–2024 among low-income students. In the figures, darker-shaded bars represent higher

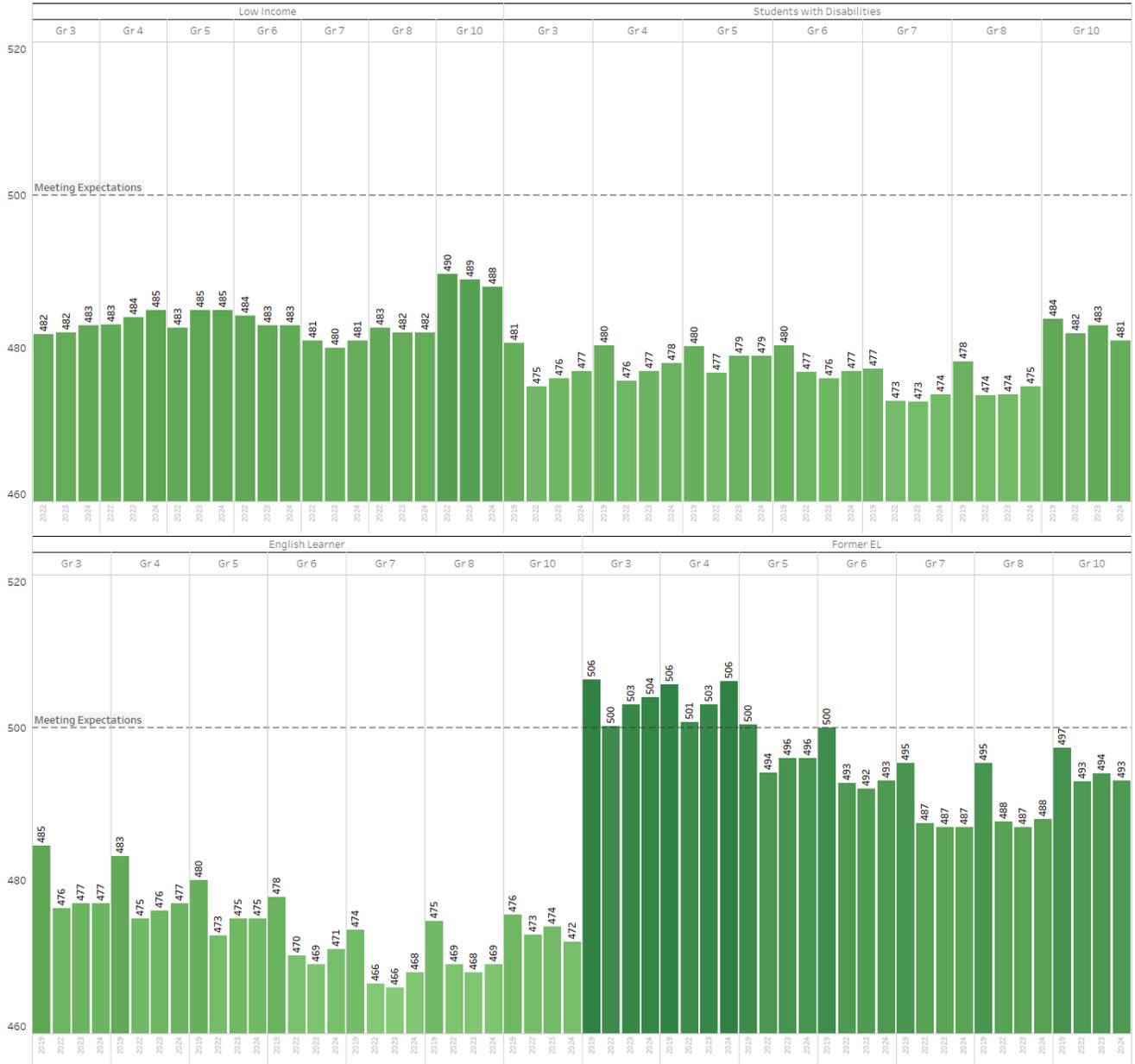
average scaled scores; lighter-shaded bars represent lower average scaled scores. The 500 scaled score reference line represents the threshold of the Meeting Expectations achievement level.

**Figure 10: ELA Grades 3–8 and 10 Average Scaled Score 2019 and 2022–2024 Among English Learners (EL), Former ELs, Students with Disabilities and 2022–2024 Among Low Income Students<sup>a</sup>**



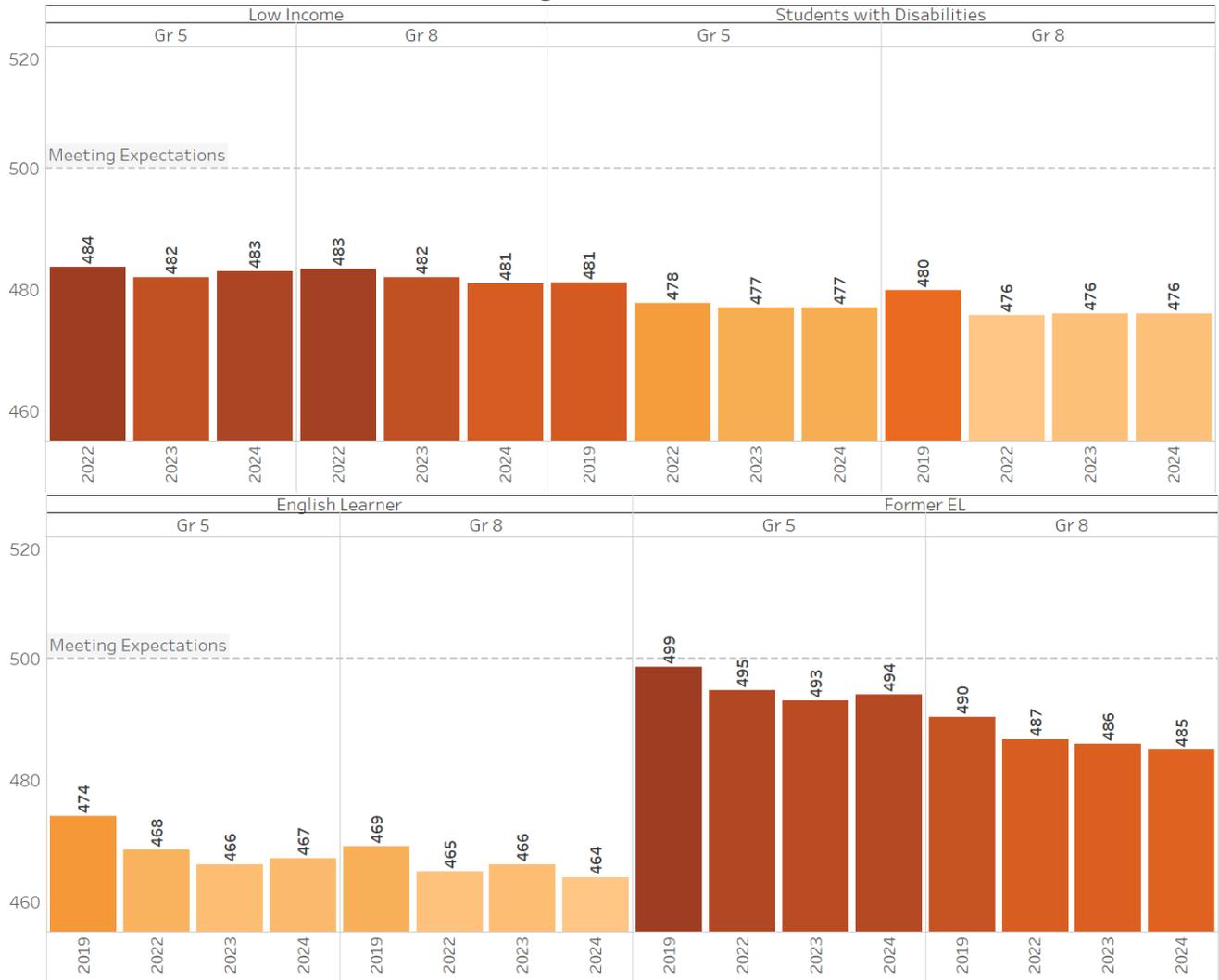
<sup>a</sup> Beginning in 2022, DESE replaced the Economically Disadvantaged student group with the Low Income student group. See [more information about this change](#).

**Figure 11: Mathematics Grades 3–8 and 10 Average Scaled Score  
2019 and 2022–2024 Among English Learners (EL), Former ELs, Students with Disabilities and  
2022–2024 Among Low Income Students<sup>a</sup>**



<sup>a</sup> Beginning in 2022, DESE replaced the Economically Disadvantaged student group with the Low Income student group. See [more information about this change](#).

**Figure 12: STE Grades 5 & 8 Average Scaled Score  
2019 and 2022–2024 Among English Learners (EL), Former ELs, Students with Disabilities and  
2022–2024 Among Low Income Students<sup>a</sup>**



<sup>a</sup> Beginning in 2022, DESE replaced the Economically Disadvantaged student group with the Low Income student group. See [more information about this change](#).

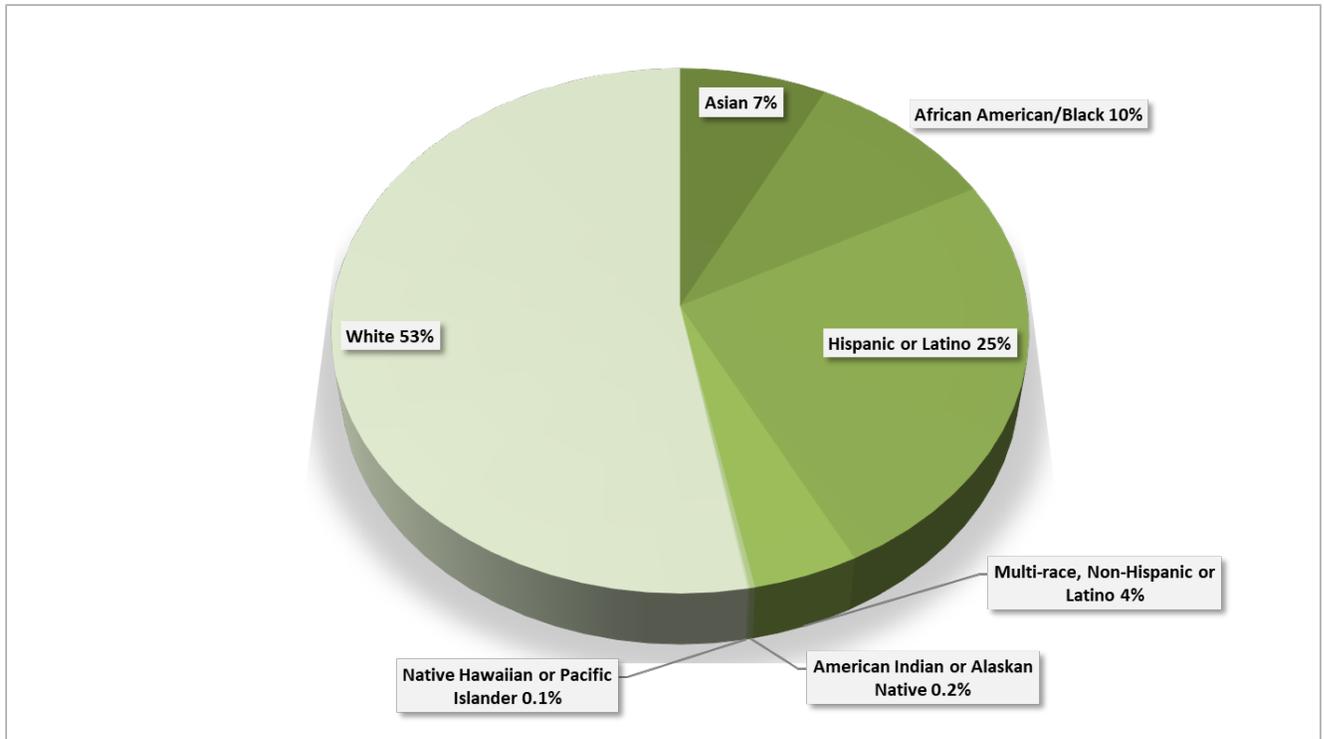
## IV. Student Enrollment and Participation

This section profiles the enrolled student population and summarizes changes to the population between 2023 and 2024 and between 2019 and 2024.

### 2024 Student Enrollment

Figure 13 shows the 2024 statewide student enrollment in grades 3–8 and 10 by race/ethnicity. Tables 11 and 12 show the two- and five-year enrollment changes in those grades for racial/ethnic groups and other student groups.

**Figure 13: 2024 Student Enrollment in Grades 3–8 and 10 by Race/Ethnicity**



**Table 11: Two-Year and Five-Year Enrollment Changes in Grades 3–8 and 10 for Race and Ethnicity Groups**

Race/Ethnicity	2019 Enrolled Students	2022 Enrolled Students	2023 Enrolled Students	2024 Enrolled Students	2023 to 2024 Percent Change	2019 to 2024 Percent Change
Asian	34,938	35,157	35,538	35,943	1%	3%
African American/Black	46,239	45,334	45,516	47,008	3%	2%
Hispanic/Latino	106,426	113,943	117,593	121,222	3%	14%
Multi-race, Non-Hispanic/Latino	19,083	20,735	21,218	21,550	2%	13%
American Indian or Alaskan Native	1,140	1,098	1,098	1,086	-1%	-5%
Native Hawaiian or Pacific	418	408	433	428	-1%	2%
White	297,269	267,150	260,767	254,434	-2%	-14%
<b>Total</b>	<b>505,513</b>	<b>483,825</b>	<b>482,163</b>	<b>481,671</b>	<b>&lt;1%</b>	<b>-5%</b>

**Table 12: Two-Year and Five-Year Enrollment Changes in Grades 3–8 and 10 for Other Student Groups**

Other Student Groups	2019 Enrolled Students (cont'd)	2022 Enrolled Students (cont'd.)	2023 Enrolled Students (cont'd.)	2024 Enrolled Students (cont'd.)	2023 to 2024 Percent Change	2019 to 2024 Percent Change
Male	259,463	248,726	247,746	247,029	<1%	-5%
Female	245,943	234,480	233,613	233,863	<1%	-5%
Non-Binary	107	619	804	779	-3%	628%
English Learner	46,863	52,763	56,643	62,862	11%	34%
Low Income <sup>a</sup>	n/a	225,427	211,467	219,799	4%	n/a
Students with Disabilities	97,429	100,766	102,376	104,873	2%	8%

<sup>a</sup> Beginning in 2022, DESE replaced the Economically Disadvantaged student group with the Low Income student group. See [more information about this change](#).

### 2024 Participation Rates

Table 13 presents information on the number and percentage of enrolled students who participated in the spring 2024 MCAS tests. The figures include participation rates for students administered the standard MCAS and the MCAS-Alt; enrolled students educated with public funds, including regular education students; students with disabilities; and ELs. As in previous years, participation rates were very high, ranging from 98% to 99%.

**Table 13: Number of Enrolled and Percentage of Tested Students, Spring 2024**

Grade	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent	Number	Percent	Number	Percent
Grade 3	65,723	99	65,692	99		
Grade 4	67,064	99	67,069	99		
Grade 5	68,268	99	68,271	99	68,253	99
Grade 6	68,172	99	68,199	99		
Grade 7	68,959	99	68,954	99		
Grade 8	69,521	98	69,530	98	69,543	98
Grade 10	72,999	98	72,868	98	73,007	99

***How is participation calculated?***

For ELA and Mathematics in grades 3–8 and 10, participation rates indicate the number of students who participated in standard MCAS tests and the MCAS-Alt divided by the number of students enrolled during the testing window. ELs enrolled in U.S. schools for the first time were not required to take ELA tests; however, they were reported in ELA school and district participation rates based on their participation in the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) tests. DESE used ACCESS for ELLs testing for state and federal accountability purposes, which require that all ELs, except for students for whom an accommodation was not available, participate in the EL assessment.

Students absent during testing, including students not tested for medical reasons, were counted against school and district participation as non-participants. Students who transferred out of their school and/or district during the testing window and did not participate in a subject were excluded from participation calculations for that subject.

***How are absent students treated in MCAS performance results?***

The federal Elementary and Secondary Education Act requires that absent students be counted as non-participants for school and district accountability calculations. Schools are placed in a lower accountability level if their participation rates fall below 95% in the aggregate or for a student group over a two-year period.

## V. Competency Determination Attainment Results

The class of 2003 was the first graduating class in Massachusetts that was required to earn a Competency Determination (in addition to meeting local requirements) to be eligible to graduate from high school. [See more about the graduation requirements.](#)

The class of 2026 is the first graduating class that is required to meet the updated passing standard for the MCAS Competency Determination (CD) requirement in English language arts (ELA), mathematics, and high school science. How students' graduating class is assigned is provided on the [MCAS Standards for Competency Determination](#) laws and regulations page.

The new standard updates the minimum passing scores in all subjects to graduate from high school. Students in the classes of 2026 through 2030 must meet the following requirements to be eligible for a high school diploma (in addition to meeting all local graduation requirements):

- earn a scaled score of 486 or higher on the grade 10 ELA and mathematics tests or retests; **or**
- earn a scaled score of 470–485 on the ELA and mathematics tests or retests and fulfill the requirements of an Educational Proficiency Plan (EPP) in that subject; **and**
- earn a scaled score of 470 or higher on the high school science test in biology or introductory physics

Table 14 displays the cumulative percentage of all students and student groups in the class of 2026 who have already met or partially met the MCAS requirement for graduation by earning a score of 470 or higher in ELA, Mathematics, and high school science through the spring 2024 test administration. In 2024, 77% of students in the class of 2026 met the graduation requirement in all three subjects by the end of grade 10.

**Table 14: Percentage of Students Who Passed the High School MCAS Tests on the First Attempt**

Student Group	Class of 2026 <sup>a</sup>					Class of 2025	Class of 2024
	ELA	Math	ELA and Math	STE	All Three Tests	All Three Tests	All Three Tests
<b>All Students</b>	85	85	79	86	77	82	81
<b>Gender</b>							
Female	87	86	81	87	79	83	83
Male	82	84	77	85	75	81	79
Non-Binary	90	86	84	92	83	88	79
<b>Race/Ethnicity</b>							
African American/Black	78	76	68	78	64	73	68
Asian	93	95	92	94	91	93	91
Native Hawaiian or Pacific Islander	88	87	84	91	81	78	73
Hispanic/Latino	70	70	61	73	57	65	63
Multi-Race, Non-Hispanic/Latino	89	86	83	88	79	84	82
Amer. Ind. or Alaska Nat.	82	86	78	85	75	72	79
White	92	91	88	93	87	90	89
<b>Student Status</b>							
High Needs <sup>b</sup>	74	74	65	76	61	70	68
Non-Disabled	89	90	86	91	84	88	87
Students with Disabilities	65	62	53	67	48	60	55
English Learner (EL)	32	47	24	46	20	33	29
Former EL <sup>c</sup>	89	86	82	88	78	83	80
EL and Former EL	47	57	39	56	35	47	47
Low Income <sup>d</sup>	73	73	65	76	61	70	67

<sup>a</sup>Students in the class of 2026 are required to meet a higher Competency Determination (CD) standard than students in the classes of 2025 and earlier in ELA, mathematics, and high school science. Caution should be used when comparing rates of CD attainment for the graduating classes in the table above, as the higher CD standard for the class of 2026 contributed to in lower CD rates for the class of 2026 (compared to earlier graduating classes).

<sup>b</sup>From 2015 to 2021, the High Needs group included students with disabilities, English learner and former English learner students, and economically disadvantaged students; beginning in 2022, the Low Income student group replaced the Economically Disadvantaged student group.

<sup>c</sup>The Former English Learner group included students who exited EL status over the previous four-year period.

<sup>d</sup>Beginning in 2022, the Low Income student group replaced the Economically Disadvantaged student group.

## Competency Determination Attainment Through Spring 2024

Table 15 shows the number and cumulative percentage of students in the class of 2026 who have fully met the CD standard through the spring administration. In ELA and Mathematics, these students earned a scaled score of 486 or higher; in high school science, these students earned a scaled score of 470 or higher, through the spring 2024 test administration.

**Table 15: Number and Percentage of Students Who Fully Met the CD Standard**

<b>CD Requirement</b>	<b>Class of 2026 Number</b>	<b>Class of 2026 Percentage</b>
Earned CD in all subjects	44,626	60
ELA and Mathematics 486 or Higher	44,846	61
ELA 486 or Higher	53,373	72
Mathematics 486 or Higher	48,708	66
High school science 470 or Higher	63,816	86