MASSACHUSETTS
Department of Elementary
and Secondary Education
Pedro Martinez | Commissioner

# Spring 2025 MCAS Tests: Summary of State Results

November 2025

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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 2025 administration of MCAS tests in English Language Arts (ELA), Mathematics, Science and Technology/Engineering (STE) in grades 5 and 8, Civics in grade 8, and high school science in grades 9 and 10. The report provides trends in state results and changes in academic achievement gaps between demographic groups. For information on school- and district-level MCAS results, please visit the School and District Profiles website.

## Which MCAS Tests Were Administered in 2025?

In 2025, Massachusetts administered tests in all grades and subjects. The tests are administered primarily via computer, though the Massachusetts Department of Elementary and Secondary Education (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 2025.

**Table 1: Spring 2025 MCAS Tests Administered, by Grade Level**

| Content Area | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 |
|---|---|---|---|---|---|---|---|---|
| English Language Arts | X | X | X | X | X | X | | X |
| Mathematics | X | X | X | X | X | X | | X |
| Science and Technology/Engineering | | | X | | | X | | |
| Civics | | | | | | X[a] | | |
| Biology & Introductory Physics | | | | | | | X[b] | X[b] |

[a] DESE first administered the operational MCAS test in Civics to grade 8 students in 2025. Results are reported alongside other grades and subjects below in this report.

[b] 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 2025?

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 2025, a total of 471,304 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 96 to 99%.

Section IV 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 2025. 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 numbers of students in grades 3–8 and 10 who participated in the MCAS-Alt in 2025 are as follows:

- ELA: 5,580
- Mathematics: 5,665
- Grades 5 and 8 STE: 1,484
- Grade 8 Civics: 692
- High school science: 703

## What Were the Administration Guidelines for the Spring 2025 MCAS Tests?

Table 2 provides information about the spring 2025 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 2025 MCAS Test Administrations**

| Test | Administration Dates | Number of Sessions | Recommended Testing Time for Spring 2025 |
|---|---|---|---|
| ELA Grades 3–8 | March 24–April 18 [a] | 2 | 120–150 minutes per session |
| ELA Grade 10 | March 25–26 | 2 | 90–150 minutes per session |
| Mathematics Grades 3–8 | April 28–May 23 [a] | 2 | 90 minutes per session |
| STE Grades 5 and 8 | April 28–May 23 [a] | 2 | 60–90 minutes per session |
| Civics Grade 8 | April 28–June 6 | 2 | 60 minutes for the state-level performance task;<br>60 minutes for the end-of-course (EOC) test |
| Mathematics Grade 10 | May 20–21 | 2 | 90–120 minutes per session |
| High School Science | June 4–5 | 2 | 90 minutes per session |

[a] 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; the grades 5 and 8 STE tests; the grade 8 Civics test; and the high school science tests in Biology and Introductory Physics.

**Table 3: MCAS Achievement Levels**

| Achievement Level | Scaled Score Range | Definition |
|---|---|---|
| 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 groups.

In section III of this report, average scaled scores are used to summarize and compare student achievement on the MCAS tests.

## How Are MCAS Results Used?

MCAS test results are used for three 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 one of the eligibility requirements for the John and Abigail Adams Scholarship, the Stanley Z. Koplik Certificate of Mastery Award, and the State Seal of Biliteracy

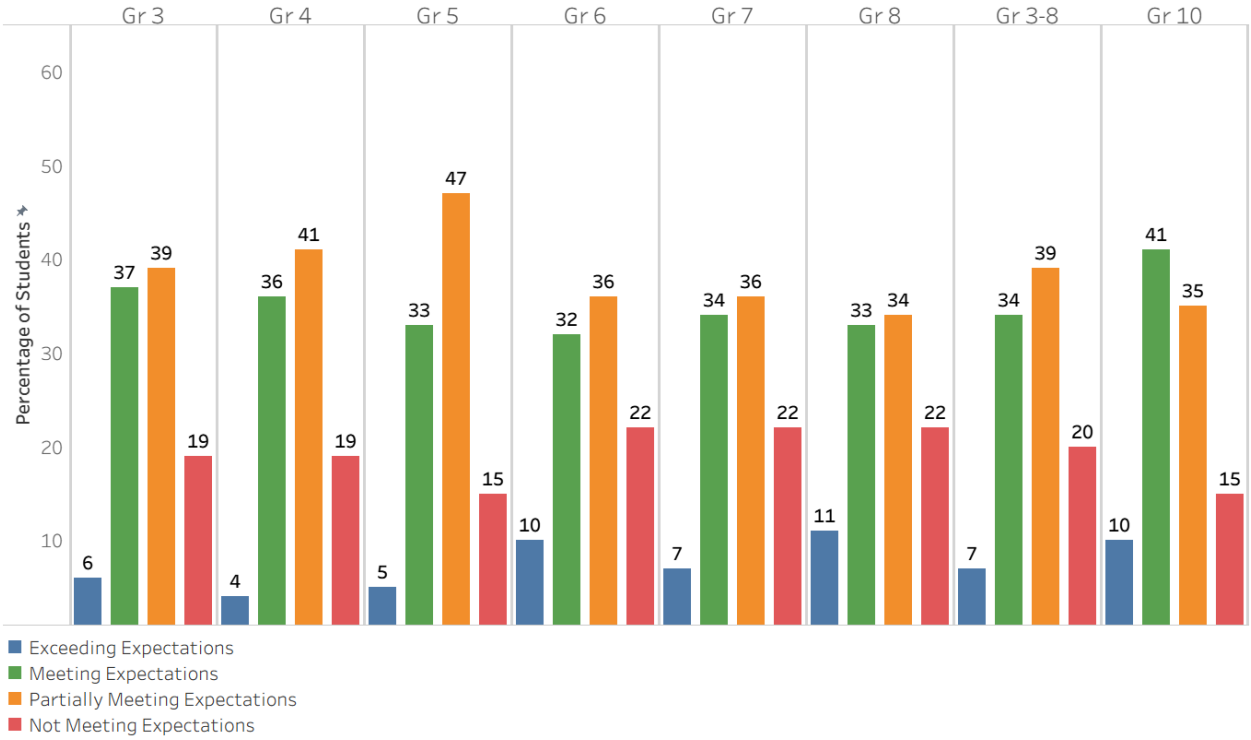
# II. Statewide Achievement Level Results

This section reports statewide results from the spring 2025 MCAS tests by achievement level.

## Student Achievement on ELA and Mathematics Tests in Grades 3–8 and 10

Figure 1 shows the percentage of students scoring at each achievement level on the 2025 ELA tests.[1] The percentage of students scoring Meeting Expectations or higher ranged from a high of 51% at grade 10 to a low of 38% at grade 5.

**Figure 1: ELA Percentage of Students by Grade and Achievement Level, 2025**




[1] 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, 2024, and 2025. The percentage point change columns illustrate the one- and six-year trends. Results from 2019 are included to establish a baseline for comparing 2025 results to results from before the COVID-19 pandemic.

**Table 4: ELA Percent Meeting and Exceeding Expectations by Grade, 2019 and 2024–2025, with One- and Six-Year Percentage Point Changes**

| Grade | 2019 % M+E | 2024 % M+E | 2025 % M+E | 2024–2025 Percentage Point Change | 2019–2025 Percentage Point Change |
|---|---|---|---|---|---|
| 3 | 56 | 42 | 42 | 0 | -14 |
| 4 | 52 | 37 | 40 | 3 | -12 |
| 5 | 52 | 38 | 38 | 0 | -14 |
| 6 | 53 | 40 | 42 | 2 | -11 |
| 7 | 48 | 36 | 42 | 6 | -6 |
| 8 | 52 | 43 | 44 | 1 | -8 |
| 3–8 | 52 | 39 | 42 | 3 | -10 |
| 10 | 61 | 57 | 51 | -6 | -10 |

Figure 2 shows the changes in ELA achievement from 2019, 2024, and 2025. 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 to 2024 and 2025.

**Figure 2: ELA Percentage Point Change in Meeting and Exceeding Expectations by Grade, 2019, 2024, and 2025**

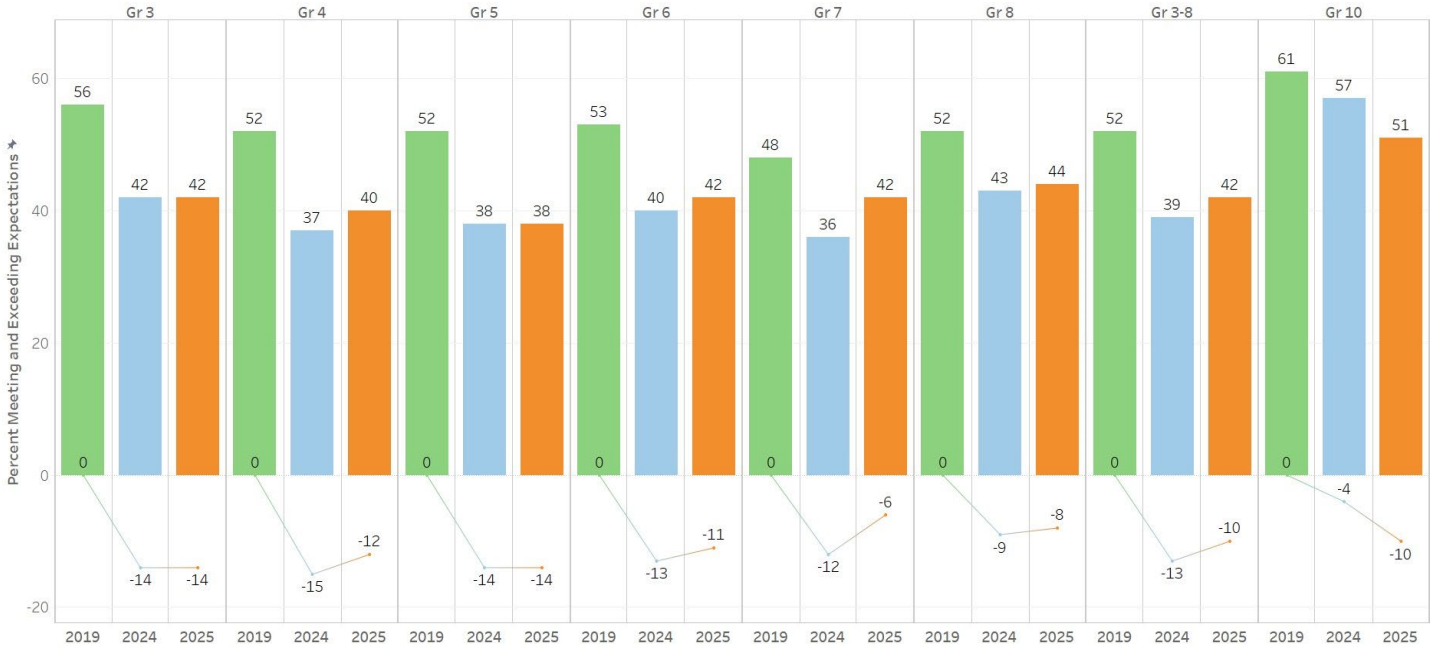



Figure 3 shows the percentage of students scoring at each achievement level on the 2025 Mathematics tests. The percentage of students scoring Meeting Expectations or higher ranged from a high of 45% at grade 10 to a low of 38% at grade 8.

**Figure 3: Mathematics Percentage of Students by Grade and Achievement Level, 2025**

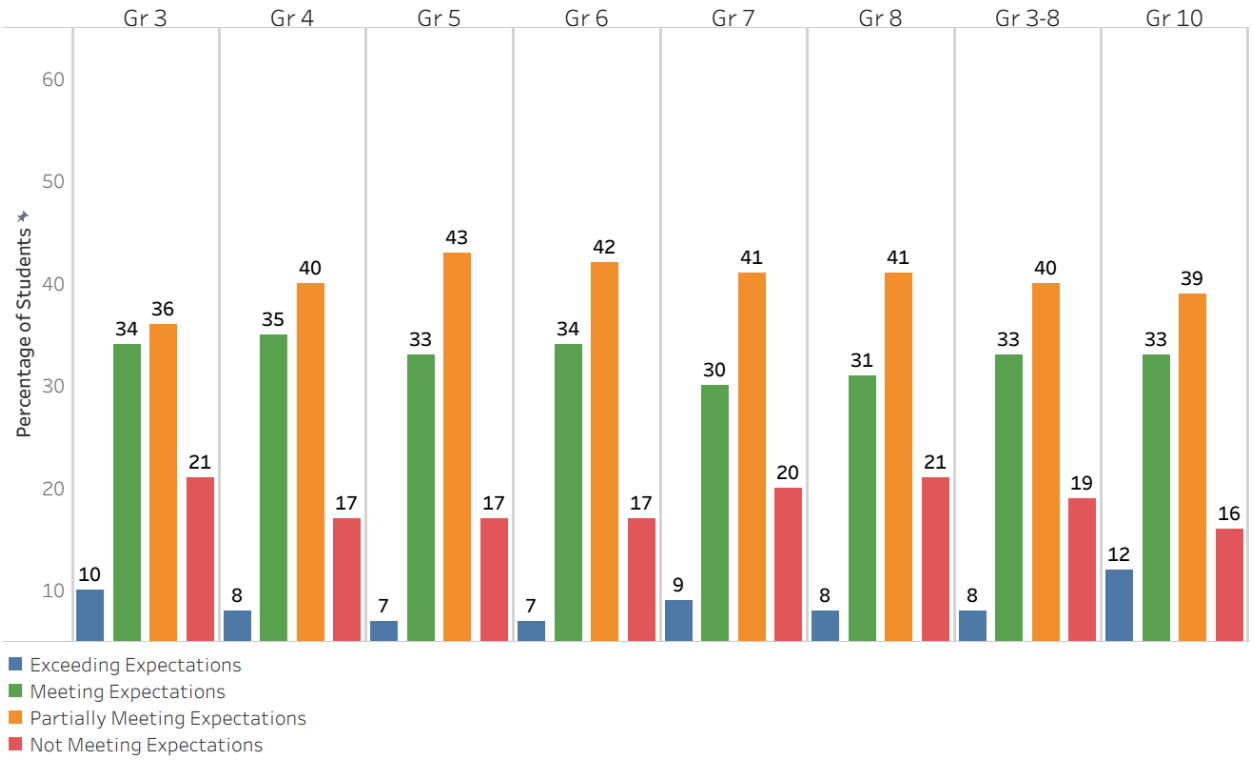



Table 5 summarizes changes in the percentage of students scoring Meeting Expectations or higher on the Mathematics tests in 2019, 2024 and 2025. The percentage point change columns illustrate the one- and six-year trends.

**Table 5: Mathematics Percent Meeting and Exceeding Expectations by Grade, 2019 and 2024–2025 with One- and Six-Year Percentage Point Changes**

| Grade | 2019 % M+E | 2024 % M+E | 2025 % M+E | 2024–2025 Percentage Point Change | 2019–2025 Percentage Point Change |
|---|---|---|---|---|---|
| 3 | 49 | 44 | 44 | 0 | -5 |
| 4 | 50 | 46 | 43 | -3 | -7 |
| 5 | 48 | 40 | 40 | 0 | -8 |
| 6 | 52 | 40 | 41 | 1 | -11 |
| 7 | 48 | 37 | 39 | 2 | -9 |
| 8 | 46 | 38 | 38 | 0 | -8 |
| 3–8 | 49 | 41 | 41 | 0 | -8 |
| 10 | 59 | 48 | 45 | -3 | -14 |

Figure 4 shows the changes in mathematics achievement from 2019, 2024, and 2025. 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 to 2024 and 2025.

**Figure 4: Mathematics Percentage Point Change in Meeting and Exceeding Expectations by Grade, 2019, 2024, and 2025**

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

Figure 5 shows the percentage of students at each achievement level on the science tests. In 2025, 46% of students statewide scored Meeting Expectations or higher on the grade 5 STE test, 37% scored Meeting Expectations or higher on the grade 8 STE test, and 46% 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, 2025**

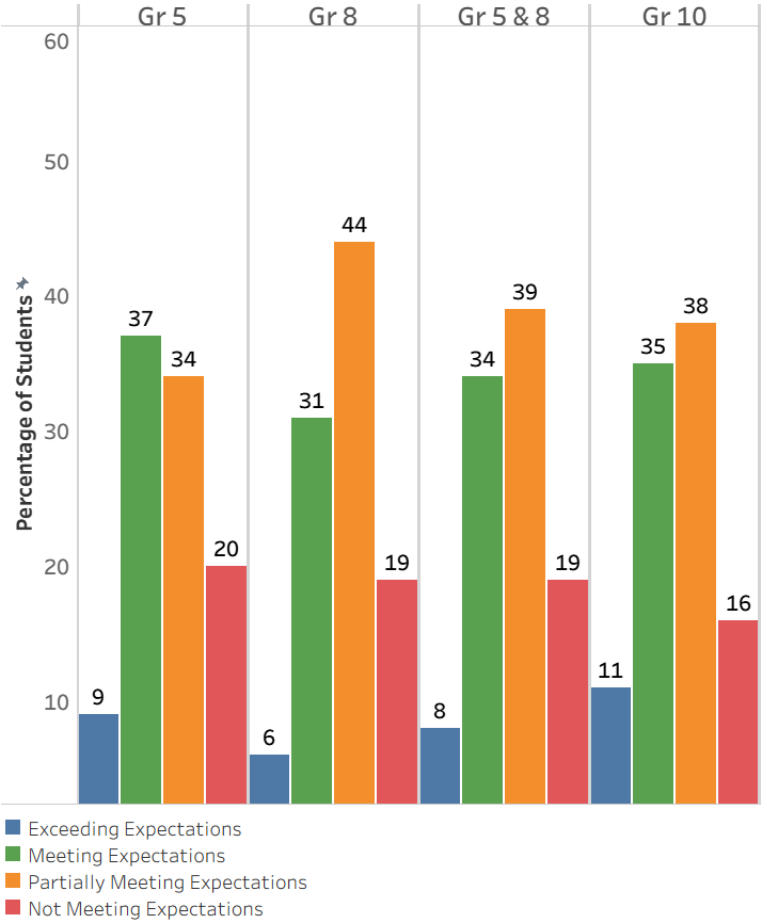



Table 6 summarizes changes in the percentage of students scoring Meeting Expectations or higher on the grades 5 and 8 STE tests and the grade 10 high school science tests in 2019, 2024, and 2025. The percentage point change columns illustrate the one- and six-year trend for grades 5 and 8. Grade 10 figures include students in the class of 2027 who participated in one of the high school tests in grade 9 in 2024 or grade 10 in 2025; 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 2024–2025, with One- and Six-Year Percentage Point Changes**

| Grade | 2019 % M+E | 2024 % M+E | 2025 % M+E | 2024–2025 Percentage Point Change | 2019–2025 Percentage Point Change |
|---|---|---|---|---|---|
| 8 | 46 | 39 | 37 | -2 | -9 |

[2] Grade 10 STE results for 2019 are not provided because grade 10 students participated in legacy MCAS tests, which are reported on a different scale and cannot be summarized with results from the next generation MCAS tests. Information about high school science results in 2019 is available here.

Figure 6 shows the changes in grades 5 and 8 science achievement from 2019, 2024, and 2025. 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 to 2024 and 2025.

**Figure 6: Science Percentage Point Change in Meeting and Exceeding Expectations, 2019–2025**

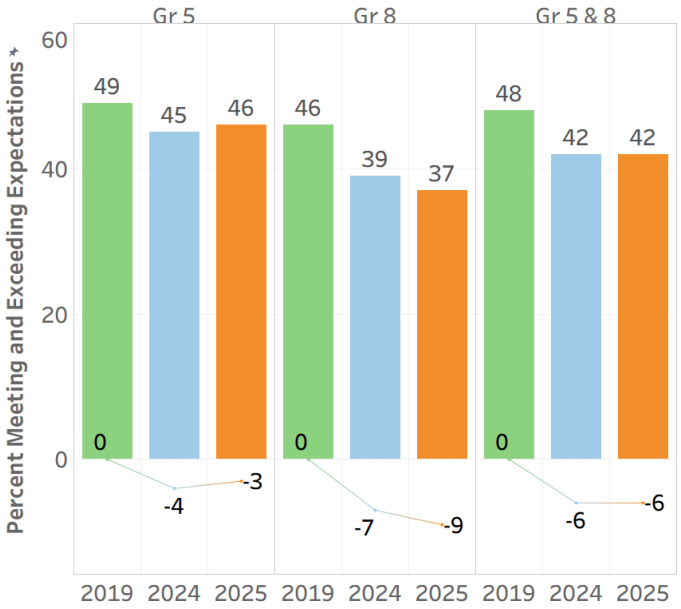
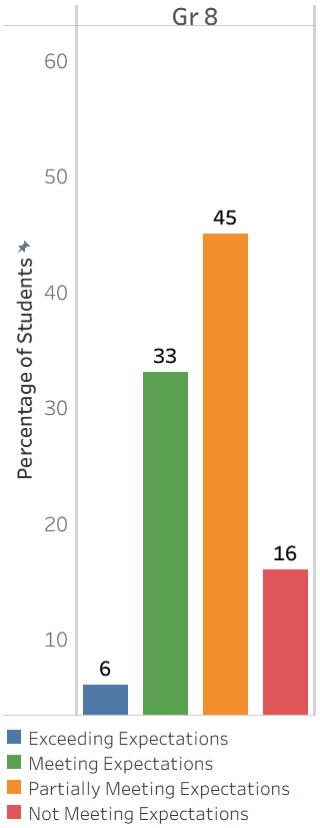


Figure 7 shows the percentage of students at each achievement level on the Civics test beginning in 2025, the first year the Civics test was administered. In 2025, 39% of students statewide scored Meeting Expectations or higher.

**Figure 7: Civics Percentage of Students by Achievement Level, 2025**




## III. Statewide Scaled Score Results

This section reports state-level results from the spring 2025 MCAS tests by average scaled score. As described 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.[2] 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.

[2] 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.

**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

Tables 8a and 8b show the average scaled score for all students in the state, by grade, in ELA, mathematics, STE, civics, and high school science. The average scaled scores ranged from a low of 493 in ELA grades 4 and 7 and a low of 493 in mathematics at grades 7 and 8, to a high of 499 and 498, in ELA and mathematics, respectively, at grade 10.

**Table 8a: 2025 Average ELA and Mathematics State-Level Scaled Scores by Grade**

| Grade | ELA Average Scaled Score | ELA Number of Students | Math Average Scaled Score | Math Number of Students |
|---|---|---|---|---|
| 3 | 494 | 66,312 | 496 | 66,361 |
| 4 | 493 | 64,549 | 495 | 64,630 |
| 5 | 494 | 65,783 | 494 | 65,859 |
| 6 | 494 | 66,414 | 495 | 66,404 |
| 7 | 493 | 66,349 | 493 | 66,237 |
| 8 | 494 | 66,902 | 493 | 66,857 |
| 3–8 | 494 | 396,309 | 494 | 396,348 |
| 10 | 499 | 67,825 | 498 | 67,096 |

**Table 8b: 2025 Average STE and Civics State-Level Scaled Scores by Grade**

| Grade | STE Average Scaled Score | STE Number of Students | Civics Average Scaled Score | Civics Number of Students |
|---|---|---|---|---|
| 5 | 495 | 65,656 | N/A | N/A |
| 8 | 492 | 66,355 | 495 | 66,345 |
| 5 & 8 | 494 | 132,011 | N/A | N/A |
| 10 | 497 | 64,735 [a] | N/A | N/A |

[a] Grade 10 high school science results include students in the class of 2027 who participated in the Biology or Introductory Physics tests in grade 9 in 2024 or grade 10 in 2025; 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

Tables 9a and 9b show the average scaled scores for 2019, 2024, and 2025, by grade, in ELA, mathematics, STE, and Civics, 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 grade-level results, are available in the statewide MCAS Achievement Results Report on DESE's School and District Profiles website.

## Table 9a: Average ELA and Math Scaled Score by Grade for Largest Racial/Ethnic Groups, 2019, 2024, and 2025

| Grade | Student Group | ELA 2019 | ELA 2024 | ELA 2025 | Math 2019 | Math 2024 | Math 2025 |
|---|---|---|---|---|---|---|---|
| 3 | Black or African American | 495 | 487 | 485 | 488 | 483 | 484 |
| 3 | Asian | 513 | 505 | 503 | 514 | 513 | 513 |
| 3 | Hispanic or Latino | 495 | 483 | 482 | 489 | 482 | 483 |
| 3 | White | 508 | 500 | 499 | 503 | 500 | 501 |
| 4 | Black or African American | 493 | 484 | 484 | 488 | 485 | 484 |
| 4 | Asian | 512 | 503 | 506 | 515 | 515 | 514 |
| 4 | Hispanic or Latino | 492 | 481 | 482 | 489 | 484 | 483 |
| 4 | White | 505 | 497 | 498 | 503 | 502 | 500 |
| 5 | Black or African American | 493 | 486 | 485 | 489 | 485 | 483 |
| 5 | Asian | 512 | 506 | 507 | 514 | 512 | 513 |
| 5 | Hispanic or Latino | 492 | 483 | 483 | 489 | 484 | 483 |
| 5 | White | 504 | 498 | 499 | 502 | 499 | 499 |
| 6 | Black or African American | 490 | 483 | 484 | 489 | 484 | 484 |
| 6 | Asian | 515 | 510 | 510 | 519 | 515 | 514 |
| 6 | Hispanic or Latino | 490 | 478 | 480 | 490 | 483 | 483 |
| 6 | White | 506 | 499 | 499 | 504 | 500 | 500 |
| 7 | Black or African American | 488 | 482 | 483 | 485 | 482 | 481 |
| 7 | Asian | 511 | 507 | 508 | 518 | 515 | 515 |
| 7 | Hispanic or Latino | 488 | 478 | 480 | 486 | 480 | 480 |
| 7 | White | 503 | 496 | 498 | 502 | 498 | 498 |
| 8 | Black or African | 489 | 483 | 483 | 488 | 483 | 483 |
| 8 | Asian | 513 | 512 | 512 | 518 | 516 | 516 |
| 8 | Hispanic or Latino | 487 | 479 | 480 | 487 | 481 | 481 |
| 8 | White | 504 | 499 | 500 | 502 | 498 | 498 |
| 3–8 | Black or African American | 491 | 484 | 484 | 488 | 484 | 483 |
| 3–8 | Asian | 513 | 507 | 508 | 516 | 514 | 514 |
| 3–8 | Hispanic or Latino | 491 | 480 | 481 | 488 | 482 | 482 |
| 3–8 | White | 505 | 498 | 499 | 503 | 500 | 499 |
| 10 | Black or African | 494 | 495 | 490 | 492 | 488 | 487 |
| 10 | Asian | 517 | 519 | 515 | 523 | 523 | 521 |
| 10 | Hispanic or Latino | 492 | 490 | 486 | 491 | 486 | 484 |
| 10 | White | 511 | 509 | 504 | 509 | 505 | 502 |

## Table 9b: Average STE and Civics Scaled Score by Grade for Largest Racial/Ethnic Groups, 2019, 2024, 2025

| Grade | Student Group | STE 2019 | STE 2024 | STE 2025 | Civics 2025 |
|---|---|---|---|---|---|
| 5 | Black or African American | 487 | 483 | 482 | N/A |
| 5 | Asian | 510 | 508 | 508 | N/A |
| 5 | Hispanic or Latino | 487 | 481 | 482 | N/A |
| 5 | White | 504 | 501 | 501 | N/A |
| 8 | Black or African American | 485 | 481 | 481 | 486 |
| 8 | Asian | 509 | 507 | 508 | 509 |
| 8 | Hispanic or Latino | 485 | 479 | 480 | 483 |
| 8 | White | 503 | 498 | 498 | 499 |
| 5 & 8 | Black or African American | 486 | 482 | 482 | N/A |
| 5 & 8 | Asian | 510 | 507 | 508 | N/A |
| 5 & 8 | Hispanic or Latino | 486 | 480 | 481 | N/A |
| 5 & 8 | White | 503 | 500 | 499 | N/A |
| 10 | Black or African American | N/A | 488 | 486 | N/A |
| 10 | Asian | N/A | 518 | 516 | N/A |
| 10 | Hispanic or Latino | N/A | 486 | 483 | N/A |
| 10 | White | N/A | 505 | 502 | N/A |

[a] 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.

## Average Scaled Score by Grade for Special Populations

Tables 10a and 10b present the average scaled scores in 2019, 2024, and 2025, by grade, in ELA, mathematics, STE, and civics among English learners (ELs), Former English Learners, students with disabilities, and in 2024 and 2025 among students from low-income families. 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, are available in DESE's statewide MCAS Achievement Results Report.

**Table 10a: Average ELA and Math Scaled Score by Grade for Special Populations 2019, 2024, 2025**

| Grade | Student Group | ELA 2019 | ELA 2024 | ELA 2025 | Math 2019 | Math 2024 | Math 2025 |
|---|---|---|---|---|---|---|---|
| 3 | English Learners | 488 | 476 | 474 | 485 | 477 | 477 |
| 3 | Former English Learners | 510 | 502 | 501 | 506 | 504 | 506 |
| 3 | Low Income [a] | | 484 | 483 | | 483 | 483 |
| 3 | Students with Disabilities | 486 | 478 | 477 | 481 | 477 | 477 |
| 3 | All Students | 504 | 495 | 494 | 499 | 495 | 496 |
| 4 | English Learners | 484 | 471 | 470 | 483 | 477 | 475 |
| 4 | Former English Learners | 507 | 499 | 500 | 506 | 506 | 503 |
| 4 | Low Income [a] | | 482 | 482 | | 485 | 484 |
| 4 | Students with Disabilities | 484 | 476 | 476 | 480 | 478 | 477 |
| 4 | All Students | 502 | 492 | 493 | 499 | 497 | 495 |
| 5 | English Learners | 479 | 468 | 468 | 480 | 475 | 472 |
| 5 | Former English Learners | 503 | 495 | 496 | 500 | 496 | 497 |
| 5 | Low Income [a] | | 484 | 484 | | 485 | 483 |
| 5 | Students with Disabilities | 483 | 476 | 478 | 480 | 479 | 477 |
| 5 | All Students | 501 | 494 | 494 | 499 | 495 | 494 |
| 6 | English Learners | 470 | 458 | 458 | 478 | 471 | 470 |
| 6 | Former English Learners | 500 | 489 | 491 | 500 | 493 | 493 |
| 6 | Low Income [a] | | 479 | 481 | | 483 | 484 |
| 6 | Students with Disabilities | 478 | 470 | 470 | 480 | 477 | 476 |
| 6 | All Students | 501 | 493 | 494 | 501 | 495 | 495 |
| 7 | English Learners | 472 | 460 | 460 | 474 | 468 | 468 |
| 7 | Former English Learners | 497 | 487 | 489 | 495 | 487 | 488 |
| 7 | Low Income [a] | | 479 | 480 | | 481 | 480 |
| 7 | Students with Disabilities | 478 | 470 | 472 | 477 | 474 | 474 |
| 7 | All Students | 499 | 491 | 493 | 498 | 493 | 493 |
| 8 | English Learners | 468 | 459 | 458 | 475 | 469 | 469 |
| 8 | Former English Learners | 494 | 486 | 487 | 495 | 488 | 488 |
| 8 | Low Income [a] | | 480 | 481 | | 482 | 481 |
| 8 | Students with Disabilities | 477 | 471 | 471 | 478 | 475 | 473 |
| 8 | All Students | 500 | 494 | 494 | 499 | 494 | 493 |
| 3–8 | English Learners | 479 | 467 | 466 | 480 | 474 | 473 |
| 3–8 | Former English Learners | 501 | 492 | 493 | 500 | 494 | 495 |
| 3–8 | Low Income [a] | | 482 | 482 | | 483 | 483 |
| 3–8 | Students with Disabilities | 481 | 474 | 474 | 480 | 477 | 476 |
| 3–8 | All Students | 501 | 493 | 494 | 499 | 495 | 494 |
| 10 | English Learners | 468 | 465 | 463 | 476 | 472 | 470 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 10 | Former English Learners | 496 | 495 | 492 | 497 | 493 | 491 |
| 10 | Low Income [a] | | 492 | 487 | | 488 | 485 |
| 10 | Students with Disabilities | 486 | 483 | 479 | 484 | 481 | 478 |
| 10 | All Students | 506 | 504 | 499 | 505 | 500 | 498 |

## Table 10b: Average ELA and Math Scaled Score by Grade for Special Populations, 2019 and 2024–2025

| Grade | Student Group | STE 2019 [b] | STE 2024 | STE 2025 | 2025 Civics |
|---|---|---|---|---|---|
| 5 | English Learners | 474 | 467 | 467 | N/A |
| 5 | Former English Learners | 499 | 494 | 495 | N/A |
| 5 | Low Income [a] | | 483 | 483 | N/A |
| 5 | Students with Disabilities | 481 | 477 | 478 | N/A |
| 5 | All Students | 499 | 495 | 495 | N/A |
| 8 | English Learners | 469 | 464 | 466 | 470 |
| 8 | Former English Learners | 490 | 485 | 485 | 488 |
| 8 | Low Income [a] | | 481 | 481 | 484 |
| 8 | Students with Disabilities | 480 | 476 | 475 | 478 |
| 8 | All Students | 498 | 493 | 492 | 495 |
| 5 & 8 | English Learners | 472 | 465 | 466 | N/A |
| 5 & 8 | Former English Learners | 495 | 490 | 491 | N/A |
| 5 & 8 | Low Income [a] | | 482 | 482 | N/A |
| 5 & 8 | Students with Disabilities | 481 | 476 | 476 | N/A |
| 5 & 8 | All Students | 499 | 494 | 494 | N/A |
| 10 | English Learners | | 467 | 465 | N/A |
| 10 | Former English Learners | | 491 | 489 | N/A |
| 10 | Low Income [a] | | 488 | 484 | N/A |
| 10 | Students with Disabilities | | 481 | 478 | N/A |
| 10 | All Students | | 500 | 497 | N/A |

[a] Beginning in 2022, DESE replaced the Economically Disadvantaged student group with the Low Income student group. See more information about this change.

[b] 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.

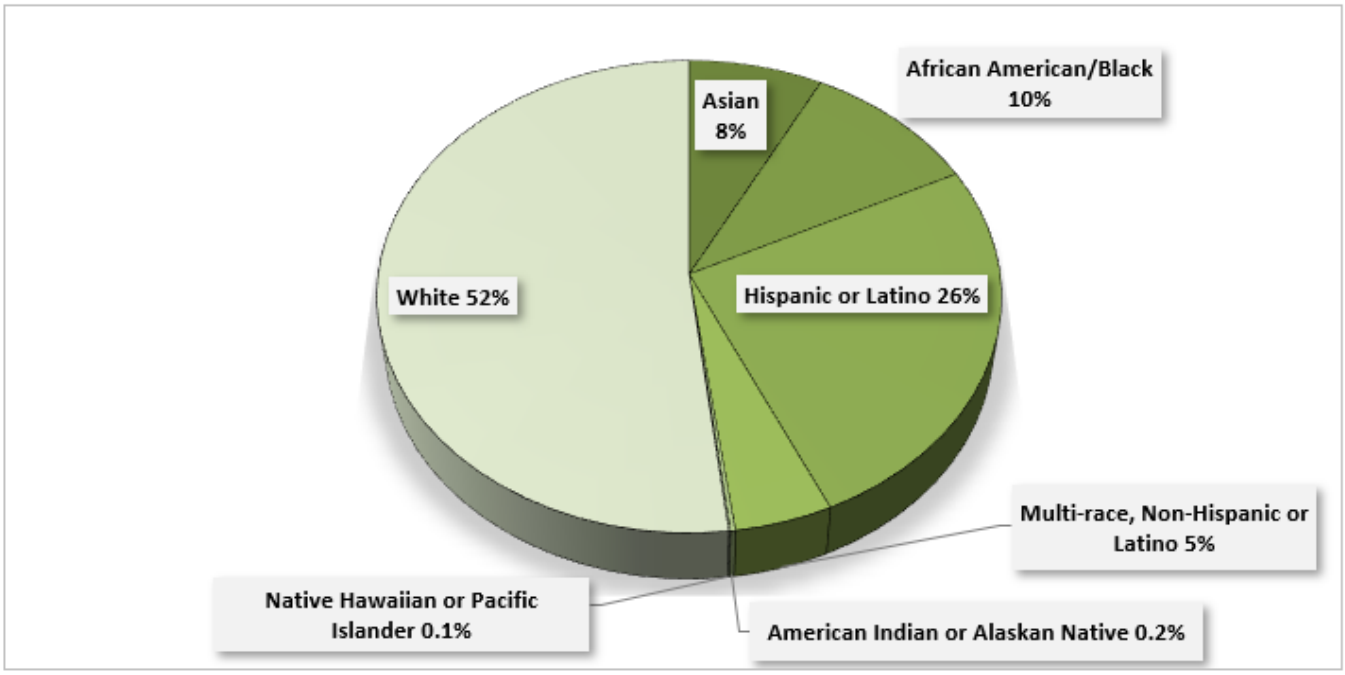
# IV. Student Enrollment and Participation

This section profiles the enrolled student population and summarizes changes to the population between 2024 and 2025 and between 2019 and 2025.

## 2025 Student Enrollment

Figure 13 shows the 2025 statewide student enrollment in grades 3–8 and 10 by race/ethnicity. Tables 11 and 12 show the two- and six-year enrollment changes in those grades for racial/ethnic groups and other student groups.

**Figure 13: 2025 Student Enrollment in Grades 3–8 and 10 by Race/Ethnicity**



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

| Race/Ethnicity | 2019 Enrolled Students | 2024 Enrolled Students | 2025 Enrolled Students | 2024 to 2025 Percent Change | 2019 to 2025 Percent Change |
|---|---|---|---|---|---|
| Asian | 34,938 | 35,943 | 36,424 | 1% | 3% |
| Black or African American | 46,239 | 47,008 | 48,200 | 3% | 2% |
| Hispanic or Latino | 106,426 | 121,222 | 122,507 | 1% | 14% |
| Multi-race, Non-Hispanic/Latino | 19,083 | 21,550 | 22,295 | 3% | 13% |
| American Indian or Alaskan | 1,140 | 1,086 | 1,099 | 1% | -5% |
| Native Hawaiian or Pacific | 418 | 428 | 420 | -2% | 2% |
| White | 297,269 | 254,434 | 248,594 | -2% | -14% |
| **Total** | 505,513 | 481,671 | 479,539 | <1% | -5% |

## 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) | 2024 Enrolled Students (cont'd.) | 2025 Enrolled Students (cont'd.) | 2024 to 2025 Percent Change | 2019 to 2025 Percent Change |
|---|---|---|---|---|---|
| Male | 259,463 | 247,029 | 233,125 | -6% | -10% |
| Female | 245,943 | 233,863 | 245,773 | 5% | 0% |
| Non-Binary | 107 | 779 | 641 | -18% | 499% |
| English Learners | 46,863 | 62,862 | 62,452 | -1% | 33% |
| Low Income [a] | n/a | 219,799 | 213,767 | -3% | n/a |
| Students with Disabilities | 97,429 | 104,873 | 106,348 | 1% | 9% |

[a] Beginning in 2022, DESE replaced the Economically Disadvantaged student group with the Low Income student group. See more information about this change.

## 2025 Participation Rates

Tables 13a and 13b present information on the number and percentage of enrolled students who participated in the spring 2025 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. Participation rates were high, ranging from 96% to 99%.

**Table 13a: ELA and Math Number of Enrolled and Percentage of Tested Students, Spring 2025**

| Grade | ELA Number | ELA Percent | Math Number | Math Percent |
|---|---|---|---|---|
| 3 | 68,036 | 99 | 67,973 | 99 |
| 4 | 66,287 | 99 | 66,267 | 99 |
| 5 | 67,474 | 99 | 67,480 | 99 |
| 6 | 68,290 | 99 | 68,273 | 99 |
| 7 | 68,562 | 98 | 68,567 | 98 |
| 8 | 69,381 | 98 | 69,382 | 98 |
| 10 | 71,038 | 97 | 70,909 | 96 |

**Table 13b: STE and Civics Number of Enrolled and Percentage of Tested Students, Spring 2025**

| Grade | STE Number | STE Percent | Civics Number | Civics Percent |
|---|---|---|---|---|
| 5 | 67,462 | 99 | | |
| 8 | 69,360 | 97 | 69,360 | 97 |
| 10 | 71,026 | 98 | | |

### *How Is Participation Calculated?*

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. English learners 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 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 nonparticipants. 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 nonparticipants 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 Policy Change

In November 2024, Massachusetts voters approved a ballot question that removed the use of MCAS as the sole basis for meeting the requirements of the state's Competency Determination (CD). In accordance with the legislative changes, in May 2025, the Board of Elementary and Secondary Education voted to amend its regulations on the Competency Determination (603 CMR 30.00).

More information about graduation requirements and related guidance is available at www.doe.mass.edu/ccte/graduation.