

Duxbury Public Schools

2025 MCAS Results

Presentation to Duxbury School Committee
November 19, 2025

Dr. Beth Wilcox, Assistant Superintendent
Ms. Allyson McHugh, Humanities Curriculum Supervisor, Grades 6-12
Mr. Mike Murray, STEM Curriculum Supervisor, Grades 6-12
Mrs. Sara Milner, Elementary Curriculum Supervisor, Grades PreK-5



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Alden 14 days total plus 8 days of makeup testing	Grade 3 Grade 4 Grade 5	ELA / Math ELA / Math ELA / Math / STE
Duxbury Middle 16 days total plus 11 days of makeup testing	Grade 6 Grade 7 Grade 8	ELA / Math ELA / Math ELA / Math / STE / Civics
Duxbury High 6 days full testing plus 8 days of makeup testing	Grade 9 Grade 10	Biology ELA / Math

All Tests were Administered Online * District devices prepped * Testing schedules created * Small group locations identified * Specialist schedules adjusted
Lunch schedules adjusted * Special Education / Interventionists schedule adjusted * Training occurs for all staff * Students' impact varies

2025 MCAS Testing Grades / Content Area

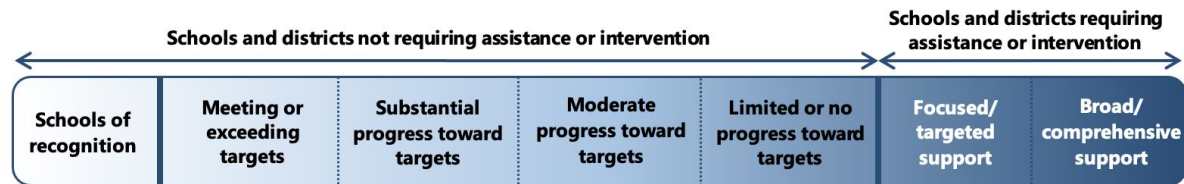
MCAS Updates / Changes in 2025

- Passing score on MCAS is no longer a graduation requirement in the State of Massachusetts
- Grade 8 Civics is no longer a pilot
- Science pilot performance assessment component
- Use of AI to grade



DESE Accountability System

The system sorts schools and districts into categories to recognize success and identify where support is most needed:



For more information, go to <http://www.doe.mass.edu/accountability/lists-tools/>.

Considers:

Achievement / Student Growth / High School Completion / Progress Towards English Proficiency
Chronic Absenteeism / Advanced Coursework Completion

Accountability System / DPS Classifications

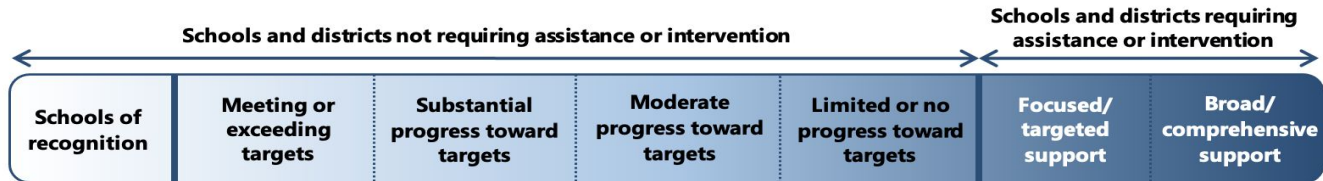
District Classification:

Not Requiring Assistance or Intervention

Progress Towards Improvement Targets:

Substantial Progress Towards Targets

The system sorts schools and districts into categories to recognize success and identify where support is most needed:



For more information, go to <http://www.doe.mass.edu/accountability/lists-tools/>.

Accountability System

Alden School

School Classification:

Not Requiring Assistance or Intervention

Progress Towards Improvement Targets:

Meeting or Exceeding Targets

2025 Official Accountability Report



Accountability System

Duxbury Middle School

School Classification:

Not Requiring Assistance or Intervention

Progress Towards Improvement Targets:

Substantial Progress Towards Targets

2025 Official Accountability Report



Accountability System:

Duxbury High School

School Classification:

Not Requiring Assistance or Intervention

Progress Towards Improvement Targets:

Meeting or Exceeding Targets

2025 Official Accountability Report



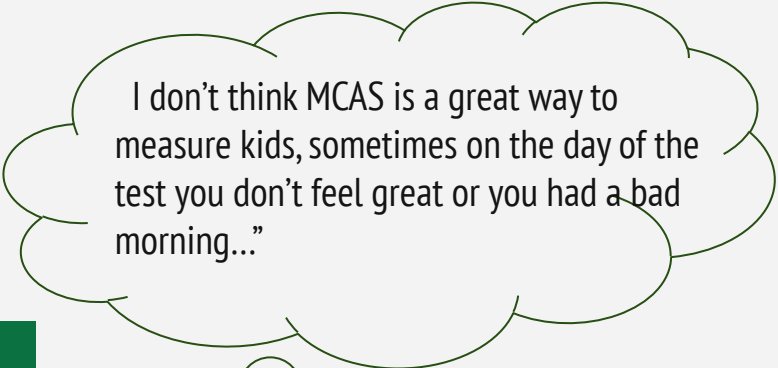
MCAS Data is parallel with Other Data

Additional Student Outcomes:
Content specific formative and summative assessment

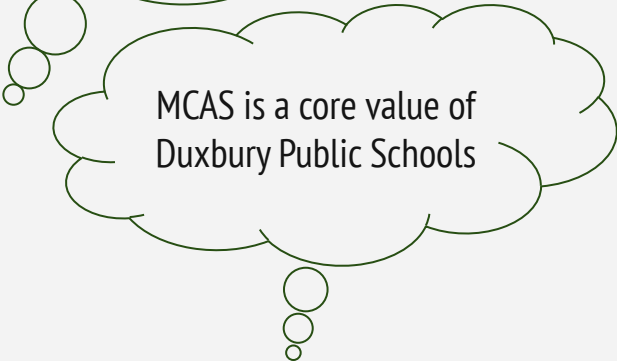
Instructional Data:
Classroom observations, instructional walkthroughs,
availability of high-quality materials

Perspectives Data:
Student surveys, VOCAL data, focus group feedback

Systems and Structures Data:
Results from Curriculum Reviews, Strategic Plan implementation



I don't think MCAS is a great way to measure kids, sometimes on the day of the test you don't feel great or you had a bad morning..."

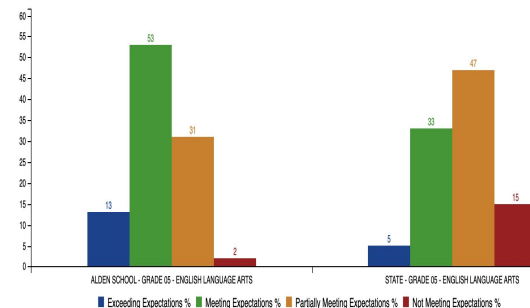
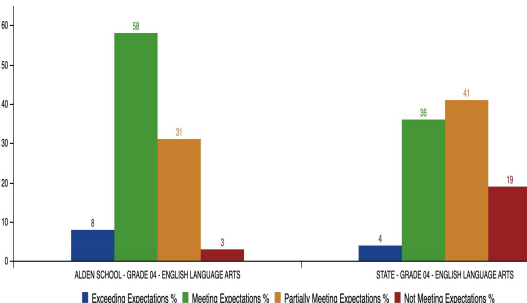
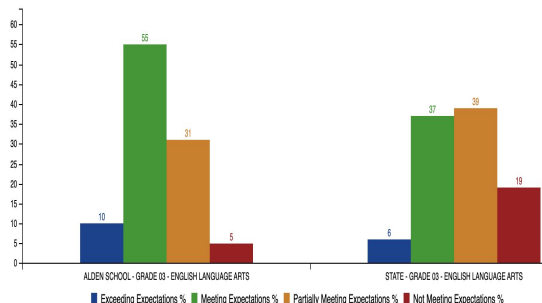
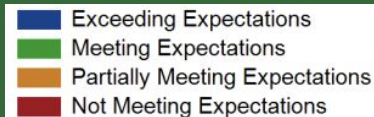


MCAS is a core value of Duxbury Public Schools

Voices of our Students

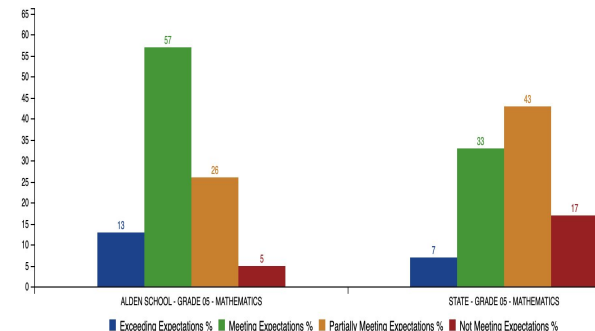
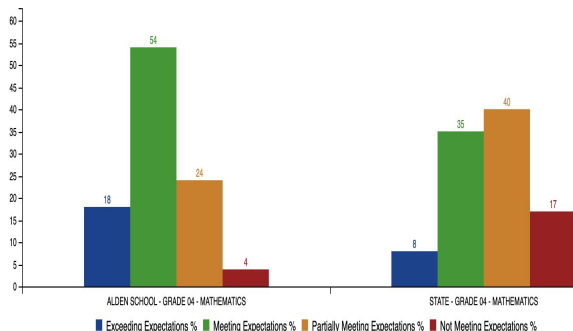
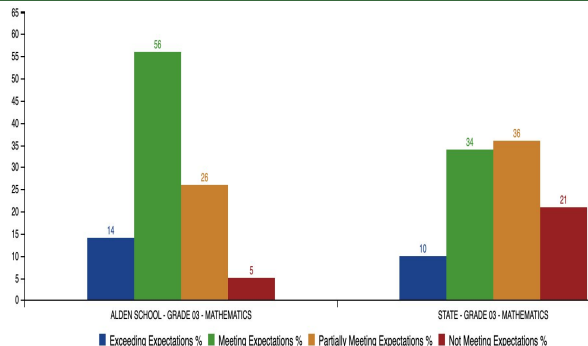
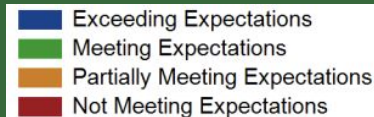
Alden School

Alden ELA



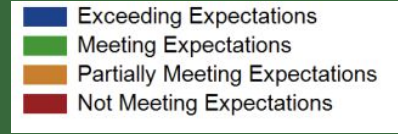
	3rd	4th	5th
Strengths & Celebrations	- Trending upward after a small dip last year - Using key ideas and details from the text to support understanding - Using words in context/determining meaning	- Using key ideas and details from the text to support understanding and make inferences - Character development and traits - Author's point of view - Using words in context/determining meaning	- Growth steadily trending upward in meeting and exceeding over the past four years - Growth in writing meeting and exceeding - Using text features, key ideas and details - Using words in context/determining meaning
Areas of Development	Essay and constructed response continue to be the focus of our work as we develop early writing skills and development.	Essays: Growth in writing conventions, continue to work on idea development and constructed response	Writing: Idea development Citing evidence from a text

Alden MATH

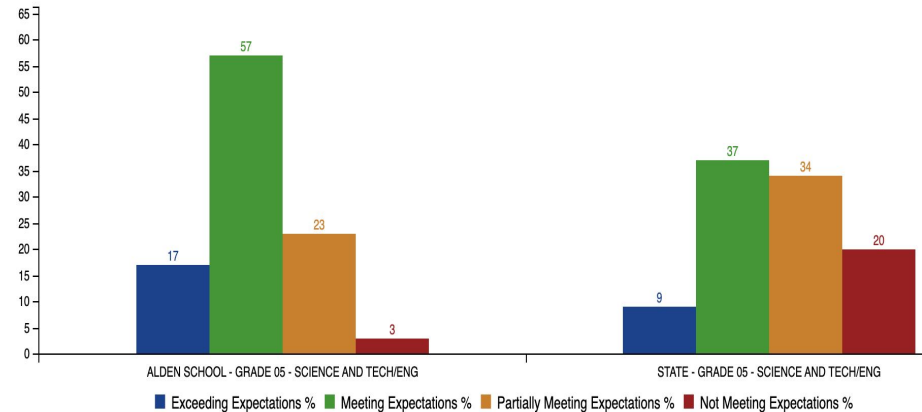


	3rd	4th	5th
Strengths	- Highest scores in recent years. M/E went from 50%-70%. E percentile almost tripled - Growth in fractions - Solving word problems - Using and understanding place value	72% M/E - Problems with fractions - Use knowledge of place value and operations to solve multi-digit equations	- Consistent growth in M/E and decrease in PM, 70% M/E - Increase in geometry - Operations with whole numbers and decimals - Solving word problems
Areas of Development	- Geometry - Multi-step problems	- Geometry - Multi-step problems	- Complex fractions - Multi-step problems

Alden STE

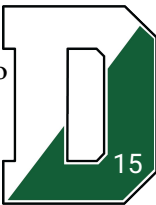


	5th
Strengths	• Above the state in all standards, 74% M/E • Demonstrated growth in life science • Overall strength on Technology/Engineering items
Areas of Development	• Working with models, maps, and diagrams • Using informational text to develop constructed responses



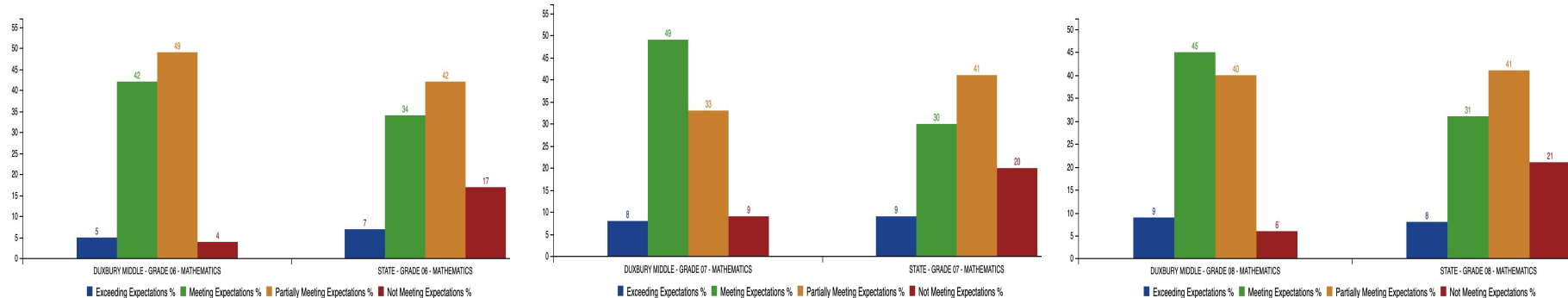
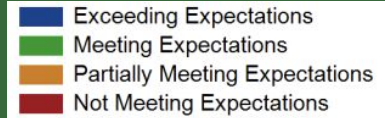
Alden Next Steps

- Focus on supporting all staff through the implementation of CKLA to strengthen Tier 1 core instruction and practices in reading and writing. Classroom teachers and Reading Specialists will continue our work on constructed and essay responses across content areas. CKLA is predicted to positively impact literacy skills, particularly writing, in the coming years.
- Reading Specialists, through the work of CKLA, will support teachers in and out of the classrooms by highlighting best instructional and routine practices.
- Special area teachers and service providers are working to make cross-curricular connections to enhance student knowledge.
- We will continue to follow-up on the math review suggestions focusing on key content/vocabulary at each grade level, adjusting the scope and sequence of units, and regularly using hands-on materials, visuals and engagement strategies aligned with the math practice standards.
- Math intervention teams at both school will continue to work on developing strong foundational skills.
- Classroom teachers will continue to plan and prepare collaboratively to improve grade level coherence and providing a common student experience by being vertically and horizontally aligned.
- To ensure our high needs population can fully access the curriculum and achieve their personal best academic growth we will continue to strengthen co-teaching practices, intervention strategies, and family engagement.



Mathematics 6-12

DMS MATH



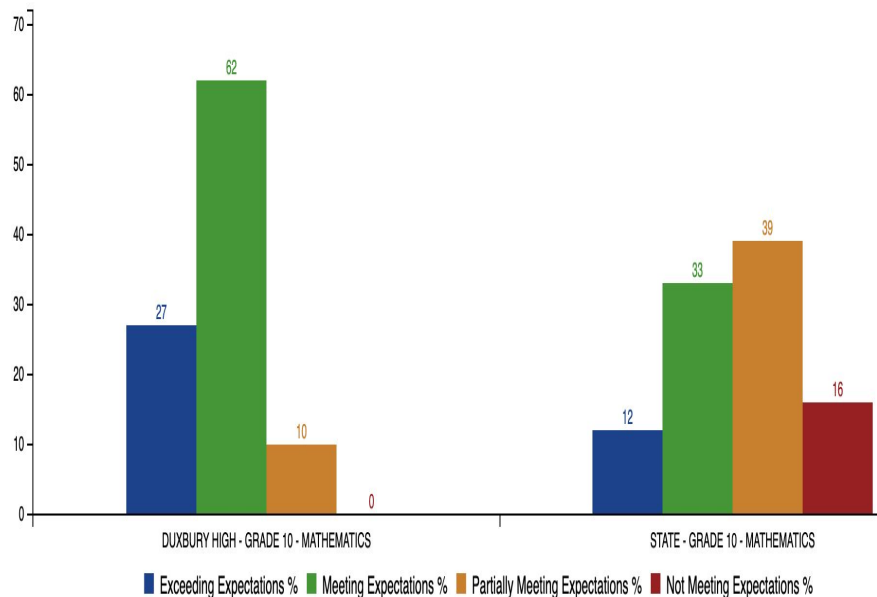
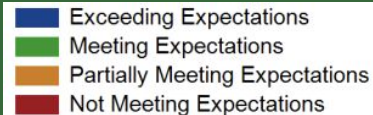
	6th	7th	8th
Strengths	- Outperformed the state in meeting and exceeding expectations - Outperformed the state on 29 out of 40 questions by an average of almost 9%	- Outperformed the state in meeting and exceeding expectations - Outperformed the state on 36 out of 40 questions by an average of over 10%	- Outperformed the state in meeting and exceeding expectations - Outperformed the state on 32 of 40 questions by an average of almost 13%.
Areas of Development	- Five questions averaging 19.6% below the state were in the standard of statistics and probability. - Expressions and equations 3 questions 6% below the state.	Two questions below the state were in statistics and probability one in number sense and ratios and proportions.	5 of 8 questions below the state average were in number system and expressions and equations.

DMS Next Steps MATH

- Stay the course and continue our commitment to the IM program
- Revisit timelines to optimize time in each unit rather than sacrificing later units.
- Strengthen 6th grade statistics & probability and expressions & equations which showed significant gaps from state performance (averaging 19.6% and 6% respectively across 5 and 3 questions).
- Continue to support high quality tier one instruction with a focus on effective collaboration and successful co-teaching models to support the high need students with a 28% gap between the high needs and all students 83%-55%.



DHS MATH (Grade 10)



	10th
Strengths	- No students in not meeting expectations - An increase in both meeting and exceeding expectations. - Outperformed the state average on every single question by an average of 20.67%
Areas of Development	Co-teaching development and rigorous tier one instruction to support our high needs students



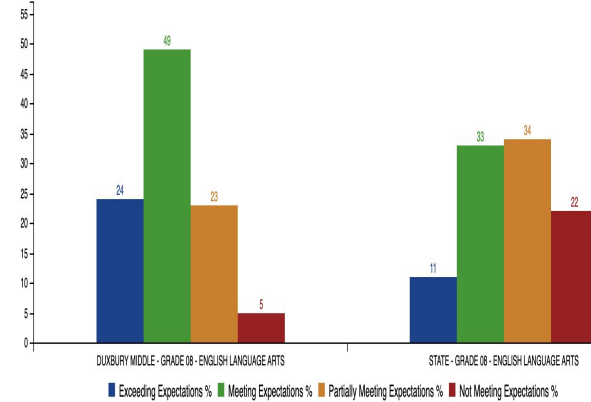
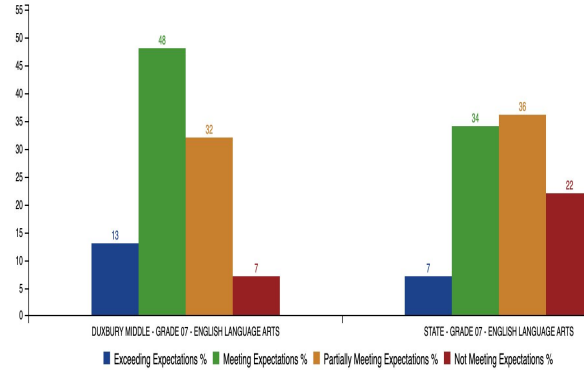
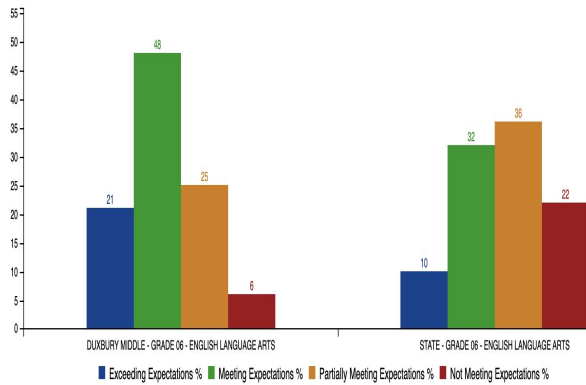
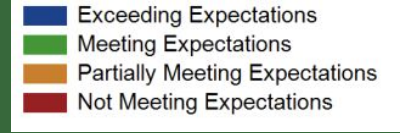
DHS Next Steps MATH

- Continue to support the rigor and instruction for our math program here at DHS
- Implement effective tier 1 co-teaching strategies to support our high needs students 22% partially meeting expectations vs 8% for all students.



Literacy 6-12

DMS ELA



	6th	7th	8th
Strengths	- Consistently outperform the state - SGP edging into strong growth	- Consistently outperform the state - SGP within typical growth	- Consistently outperform the state - SGP within typical growth
Areas of Development	Of the 43 High Needs students in this grade, 21 are partially meeting 11 are not meeting	Of the 54 High Needs students in this grade, 23 are partially meeting 13 are not meeting	Of the 44 High Needs students in this grade, 21 are partially meeting 8 are not meeting

DMS Next Steps ELA

Design at the Margins approach

- Re-structured department time
- Micro-communities:
 - Literacy
 - Making Thinking Visible
 - AI as a Learning Tool
 - My friend, Data

Focus on Deeper Learning

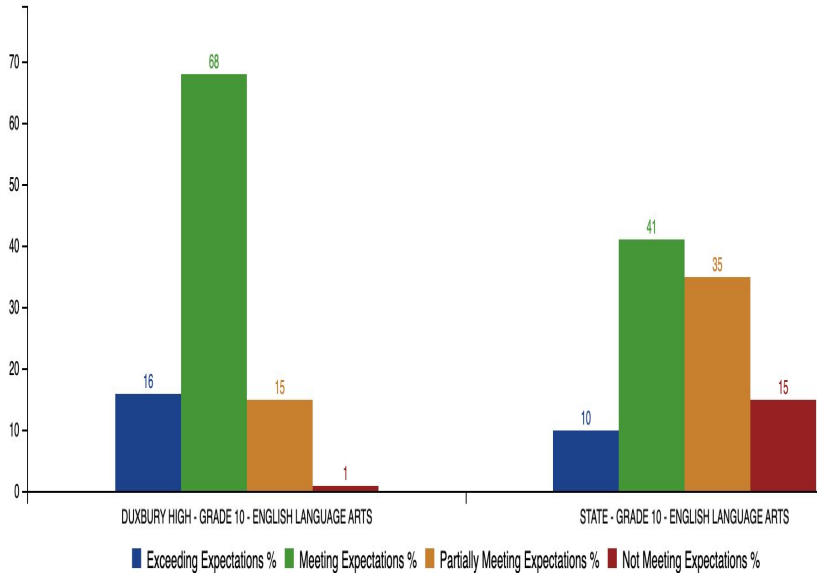
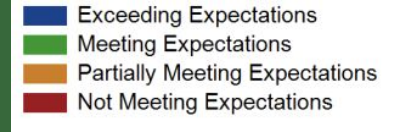
- Deeper learning occurs at the intersection of mastery, creativity, and identity

Wish List Item:

Structured, supported, consistent time to calibrate scoring and feedback protocols



DHS ELA (Grade 10)



	10th
Strengths	- Consistently outperform the state - SGP is at the high end of typical growth (58)
Areas of Development	Of the 29 High Needs students in this grade, 10 are partially meeting 0 are not meeting

DHS Next Steps ELA

Design at the Margins approach

- Re-structured department time
- Micro-communities:
 - Literacy
 - Making Thinking Visible
 - AI as a Learning Tool
 - My friend, Data

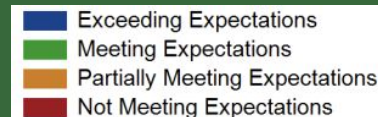
Focus on Deeper Learning

- Deeper learning occurs at the intersection of mastery, creativity, and identity



Science Technology Engineering 6-12

DMS STE

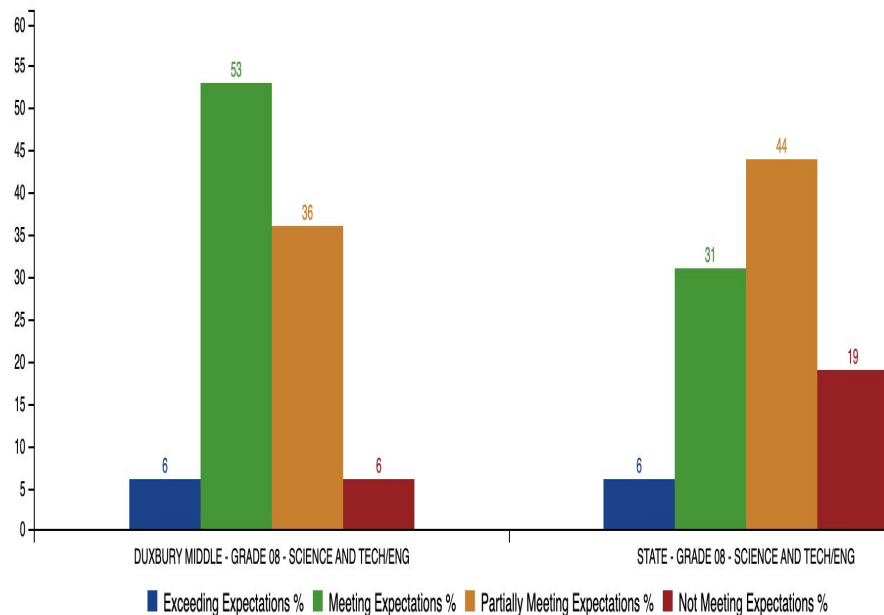


Strengths:

- Outperformed the state in meeting and exceeding expectations
- Outperformed the state in all but three questions with only one question -2% below
- Standards of tech ed and life science were the strongest at 11.5% and 13.1% above the state
- Physical science and earth science still doing well at 9.7 %and 9.2% above the state average

Areas of Development:

- Support for our high needs students in STE
- Implementation of rigorous co-teaching strategies to challenge and support high needs students who were 73% beneath the meeting expectations mark compared to 42% for all students.

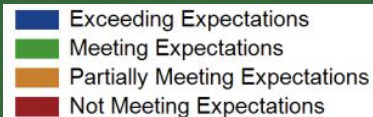


DMS Next Steps STE

- A continued focus on the science practices.
- Department working groups to investigate strategies on informational text as a tool to advance students abilities to access using resources from the SEPUP curriculum.
- Work with students to prepare for the development & implementation of the Massachusetts Science Performance Assessment.
- Continue to support high quality tier one instruction with a focus on effective collaboration and successful co-teaching models.



DHS STE (Biology)



Strengths:

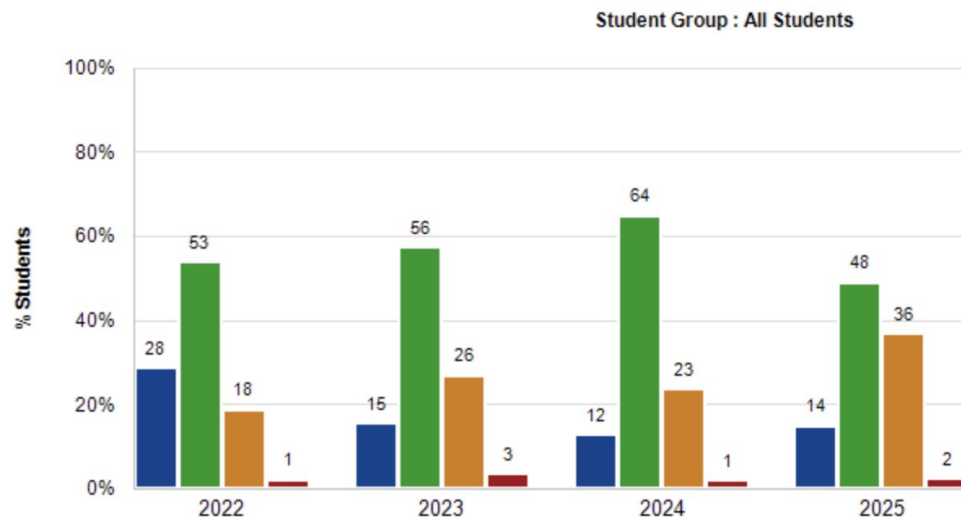
- Exceeded the state average on every question except 18, crossing over, 19 protein synthesis and polygenes
- DHS students outpaced the state in meeting expectations and above
- Duxbury students only scored below not below the state average on 2 questions: Protein synthesis modeling and Polygenes

Areas of Development:

- More work on the science practice of modeling in the classroom.
- Typically polygenic traits are reserved for higher grades, move these types of problems to the ninth grade HS-LS3-4.
- Focus on effective collaboration and successful co-teaching models. To support our high needs students that are 14% higher in partially meeting expectations.



PE305 School Achievement Distribution by Year
HS Biology HS (09,10)



DHS Next Steps STE

- Continue the good work in science with a deeper look at more advanced genetics problems
- Examine ways to help learners with needs through various co-teaching and strong tier 1 instruction that supports students with problem solving and informational text strategies.



Civics, Grade 8

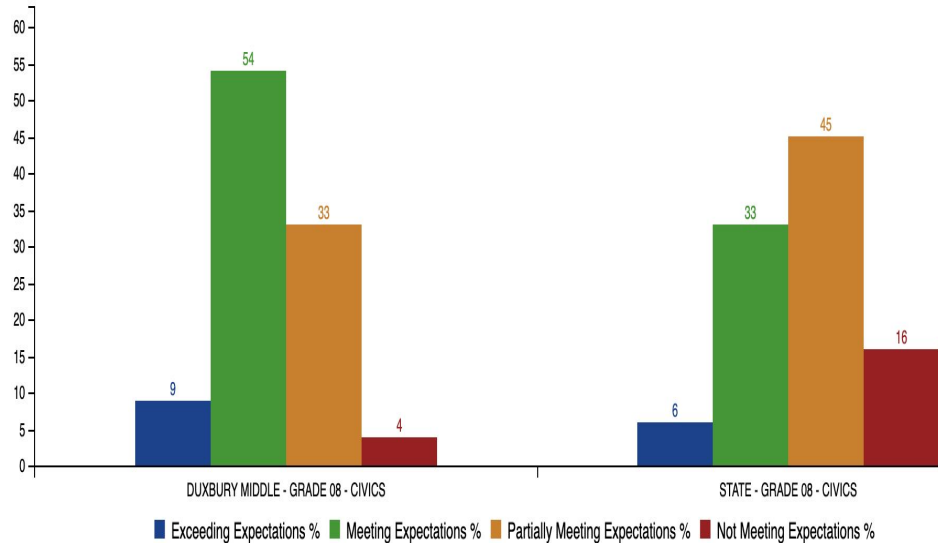
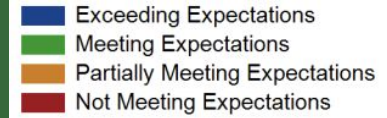
DMS Grade 8 Civics

2025 Civics MCAS

- Two components:
 - **State-level Performance Task**: constructed & selected responses based on primary and secondary sources on one civic topic
 - **End-of-Course Test**: selected responses based on breadth of the civics standards



DMS Grade 8 Civics



Next Steps

- Investigating curricular resources through Democratic Knowledge Project
- Creating cross-curricular learning opportunities for the Civics Project



Budget Implications

- Prioritizing staffing to ensure adequate class size
- Ensuring students have options and opportunities
- Administrator staffing to support students, teachers, and families

Questions / Comments



The mission of the Duxbury Public Schools is to provide each student with equitable access to achieve personal and academic excellence.

Portrait of A Graduate:

A District's Collective Vision for Student Success



Additional Resources

- [DESE Accountability System](#)

MCAS Scoring Guide

Next Generation MCAS Achievement Level	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
Next Generation MCAS Scaled Score Range	440-470	470-500	500-530	530-560
	Student did not meet grade level expectations, school in coordination with family should implement academic support and/or additional instruction in subject	Student partially met grade level expectations, school and family should consult to determine if student needs additional support in the subject	Students met grade level expectations and is academically on track to succeed in the current grade in the subject	Students exceeded grade level expectations by demonstrating mastery of subject matter

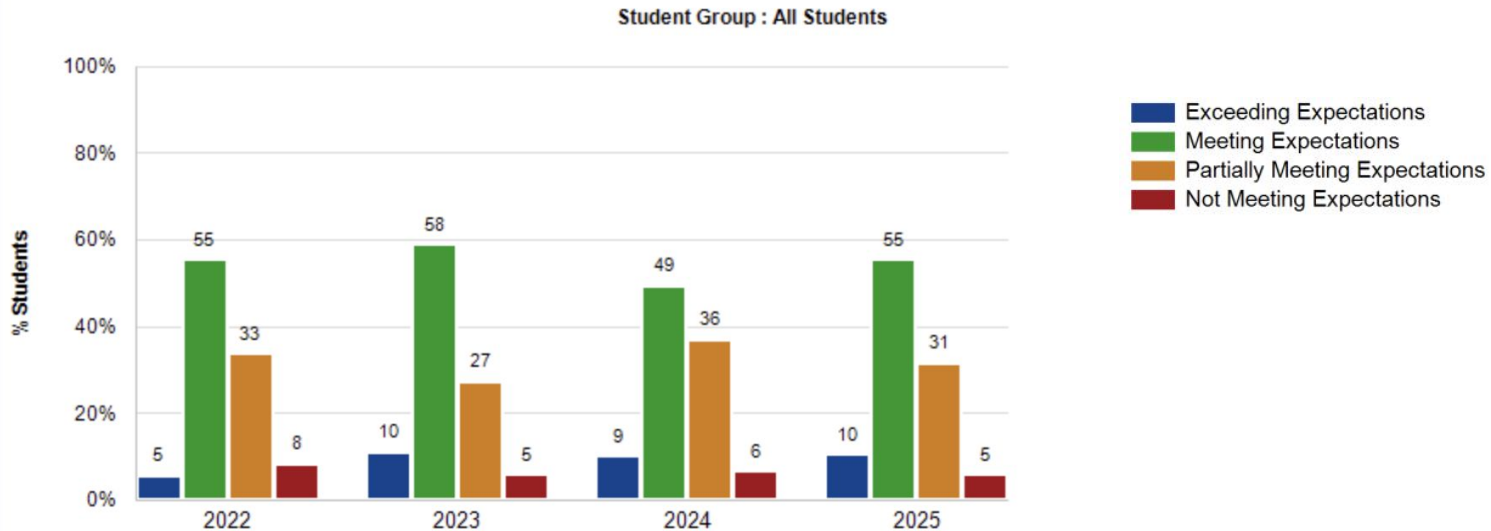
Historical Achievement Distribution

English Language Arts

Achievement Distribution by Year: Gr 3 ELA



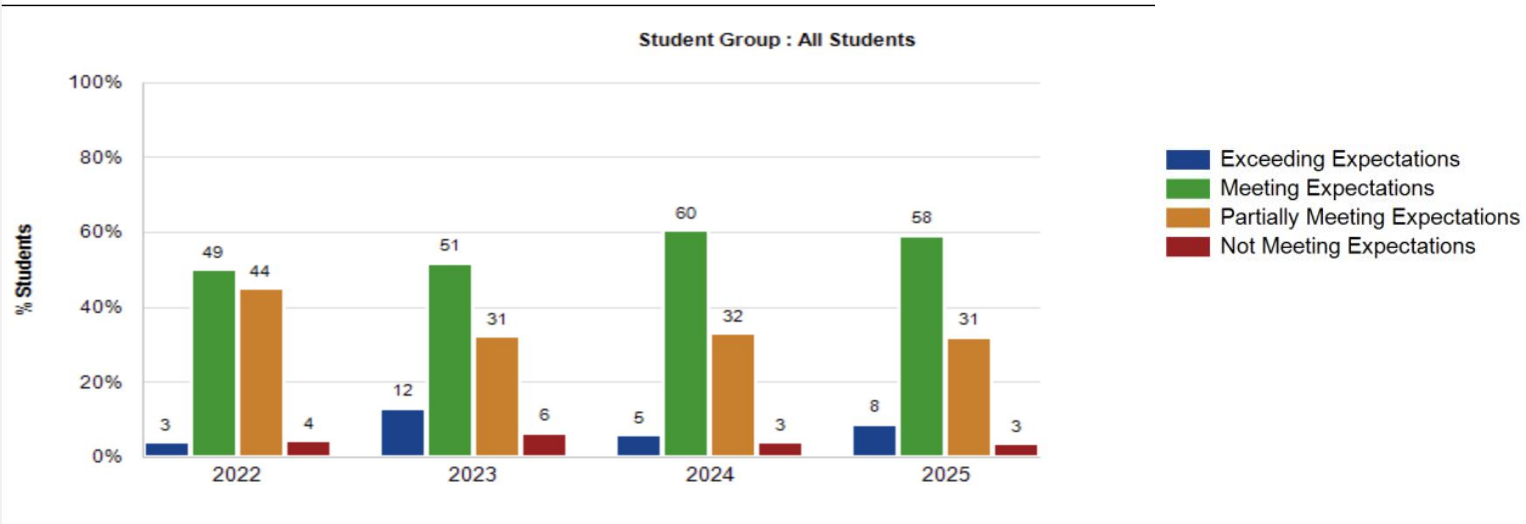
PE305 District Achievement Distribution by Year English Language Arts Grade 3



Achievement Distribution by Year: Gr 4 ELA



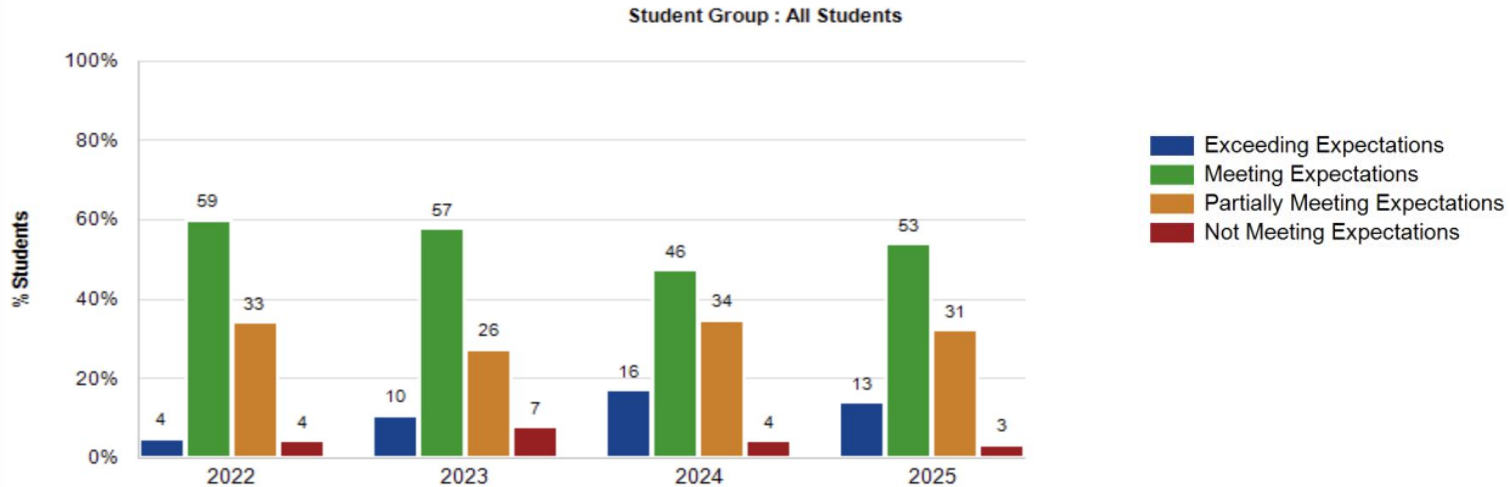
PE305 District Achievement Distribution by Year English Language Arts Grade 4



Achievement Distribution by Year: Gr 5 ELA



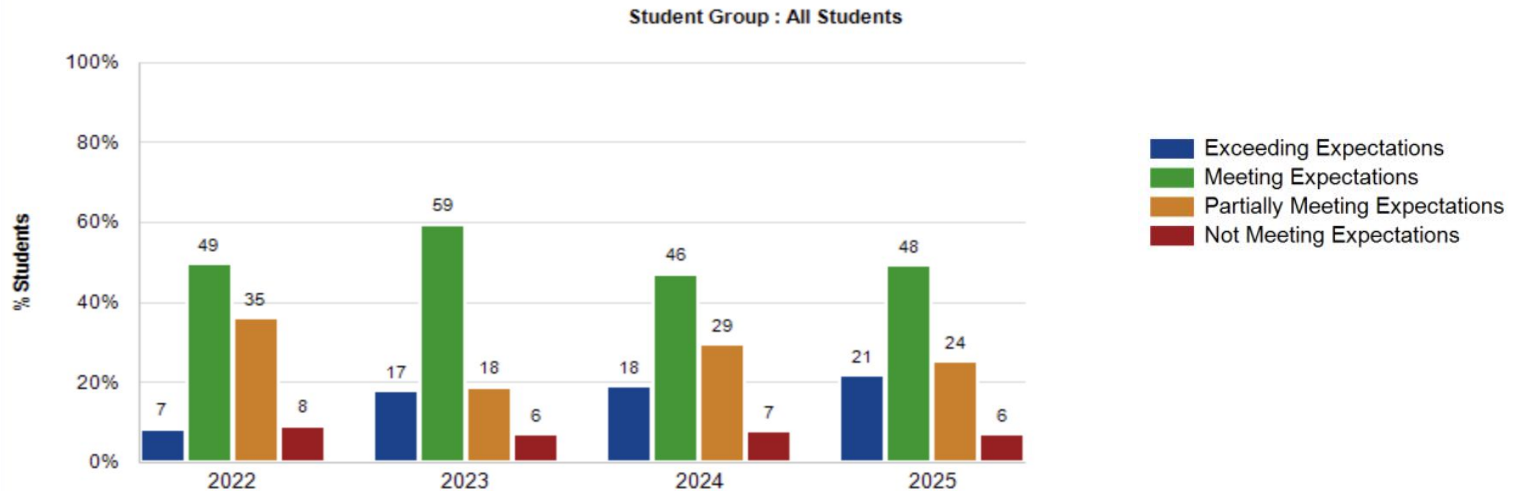
PE305 District Achievement Distribution by Year English Language Arts Grade 5



Achievement Distribution by Year: Gr 6 ELA



PE305 District Achievement Distribution by Year English Language Arts Grade 6

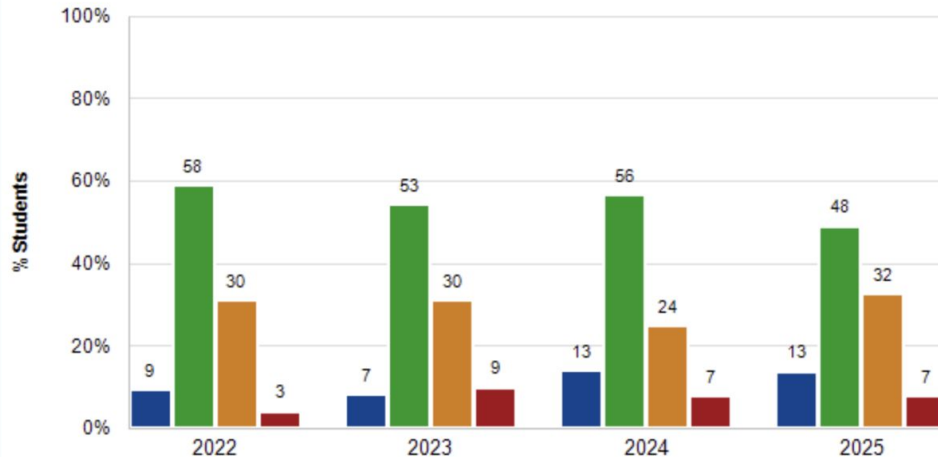


Achievement Distribution by Year: Gr 7 ELA



PE305 School Achievement Distribution by Year English Language Arts Grade 7

Student Group : All Students

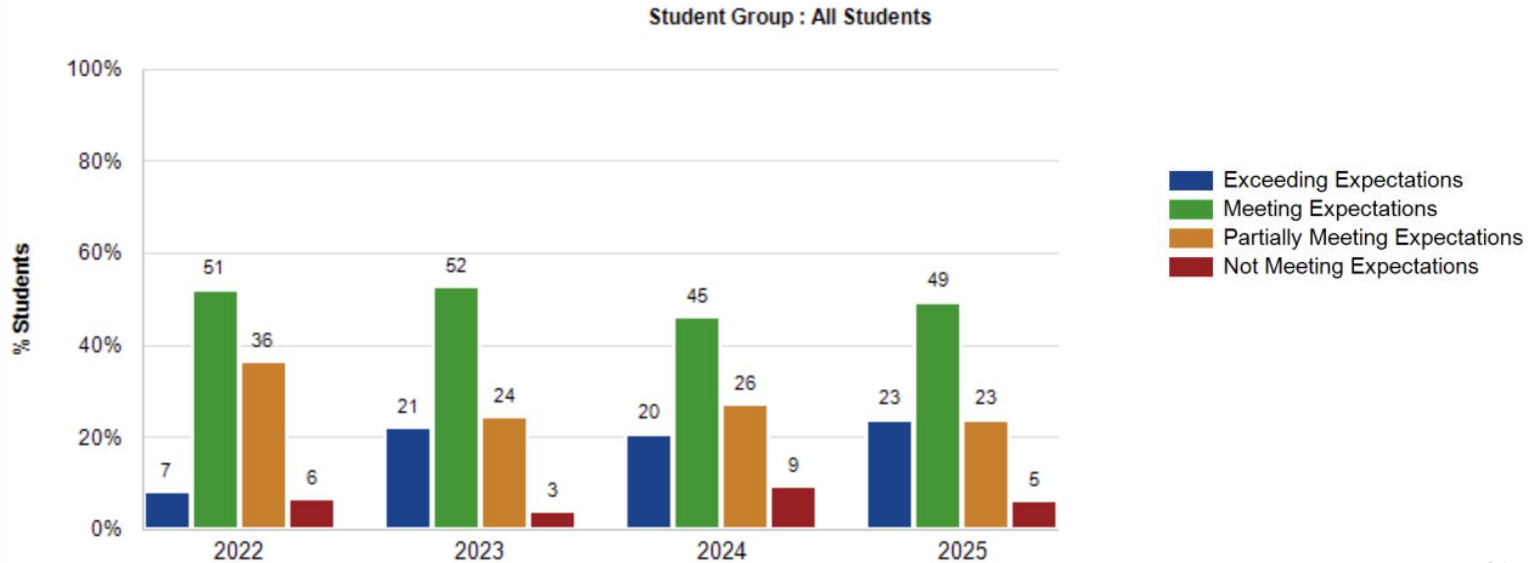


- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Achievement Distribution by Year: Gr 8 ELA



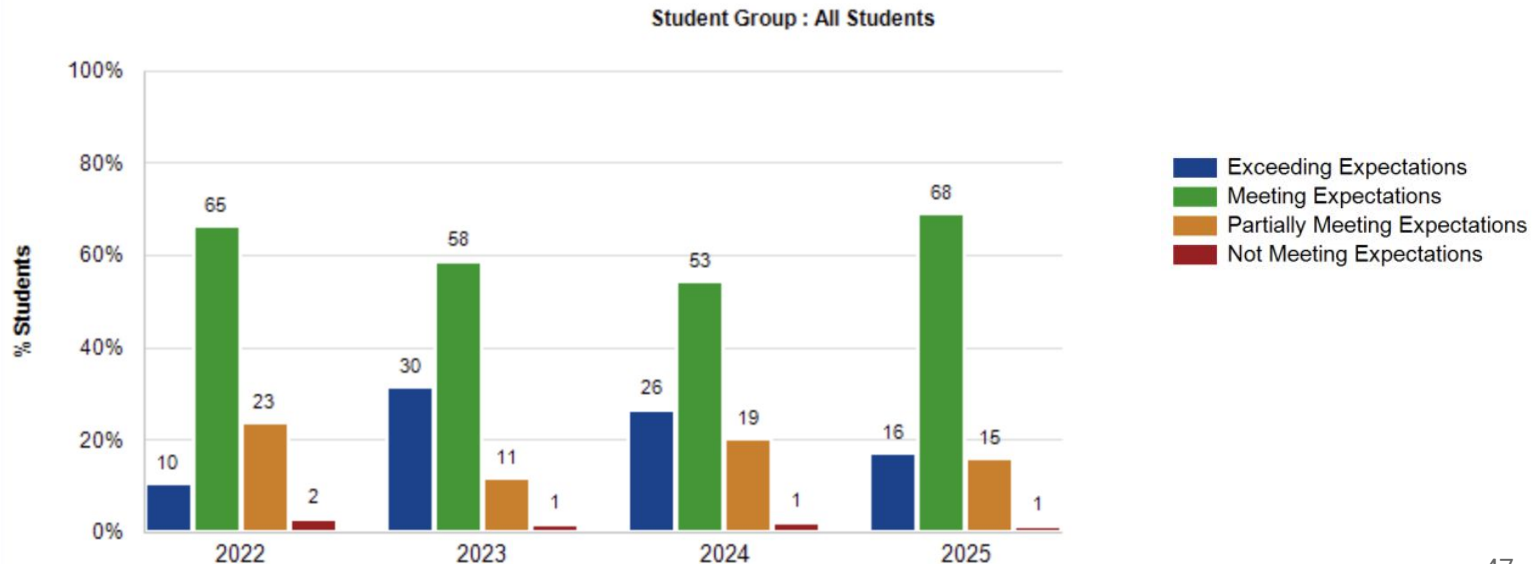
PE305 District Achievement Distribution by Year English Language Arts Grade 8



Achievement Distribution by Year: Gr 10 ELA



PE305 School Achievement Distribution by Year
English Language Arts Grade 10



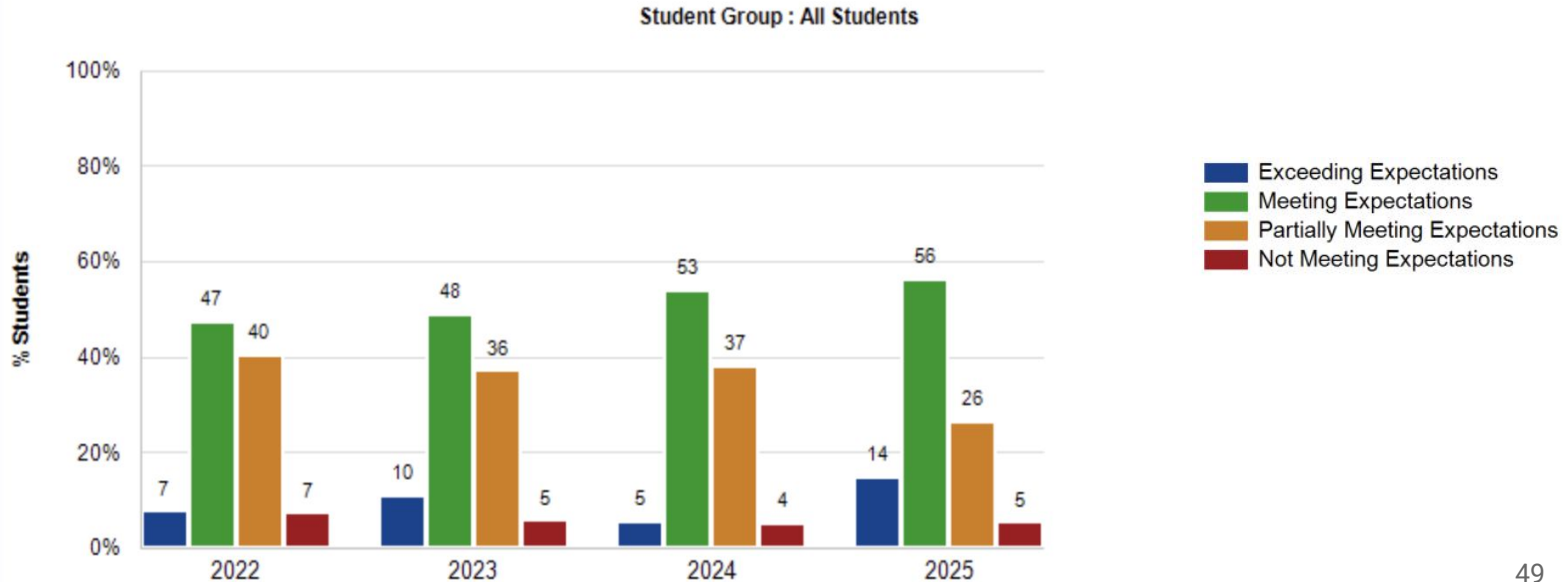
Historical Achievement Distribution

Mathematics

Achievement Distribution by Year: Gr 3 Math



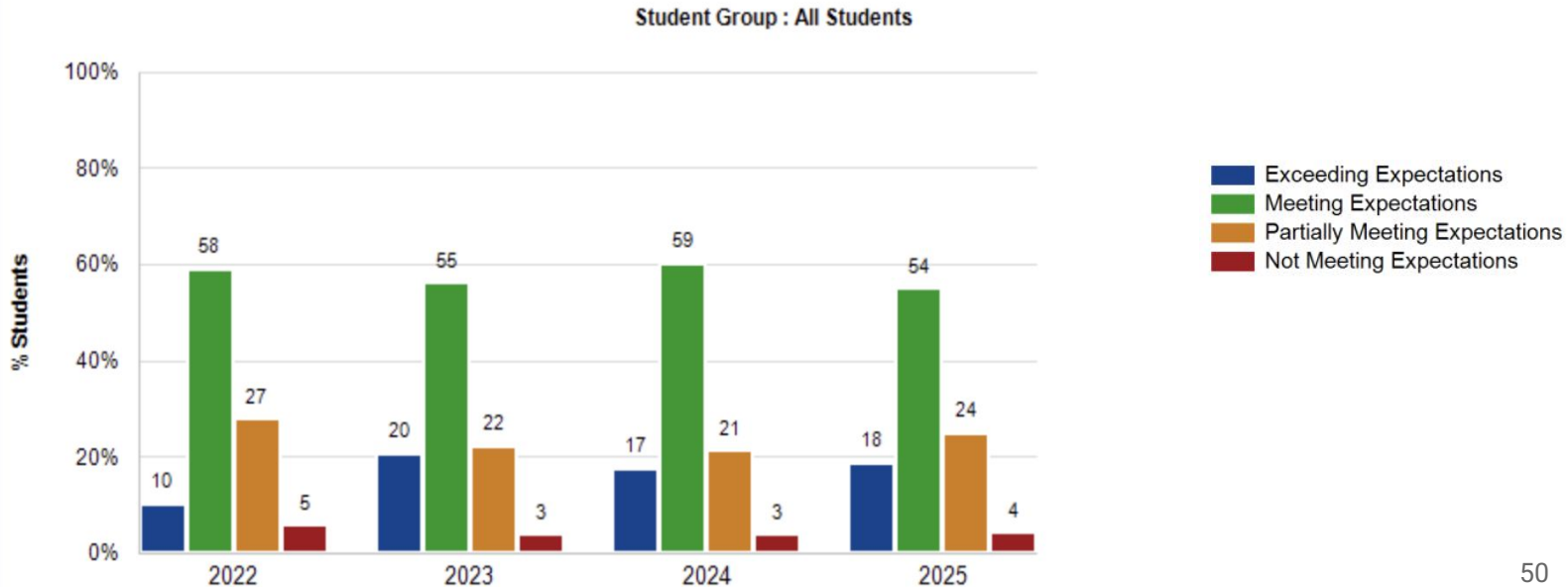
PE305 School Achievement Distribution by Year Mathematics Grade 3



Achievement Distribution by Year: Gr 4 Math



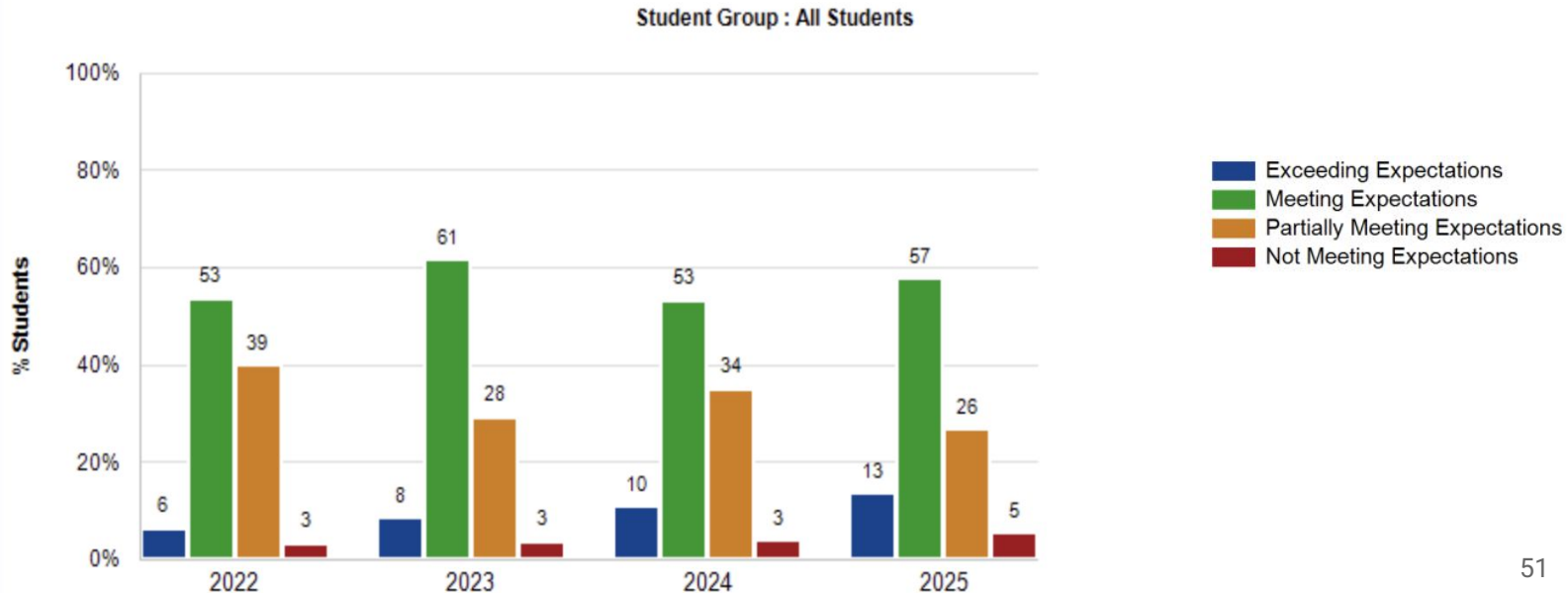
PE305 School Achievement Distribution by Year Mathematics Grade 4



Achievement Distribution by Year: Gr 5 Math



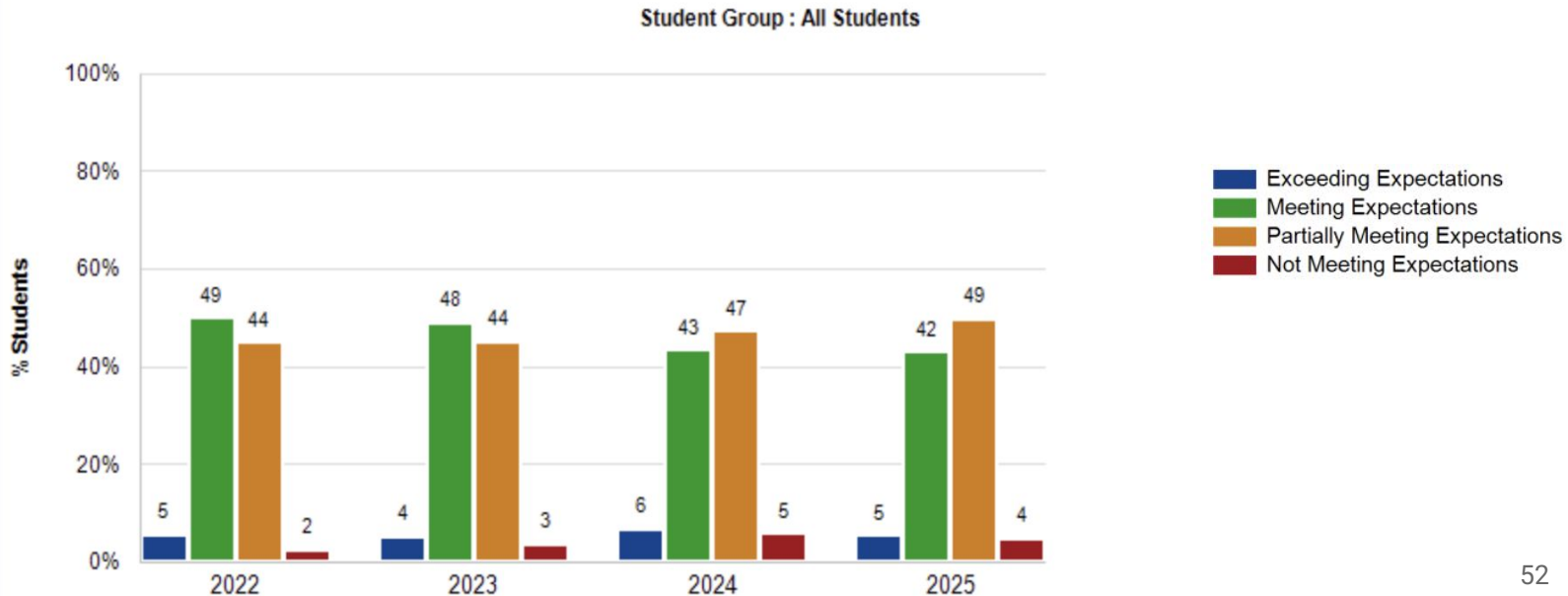
PE305 School Achievement Distribution by Year Mathematics Grade 5



Achievement Distribution by Year: Gr 6 Math



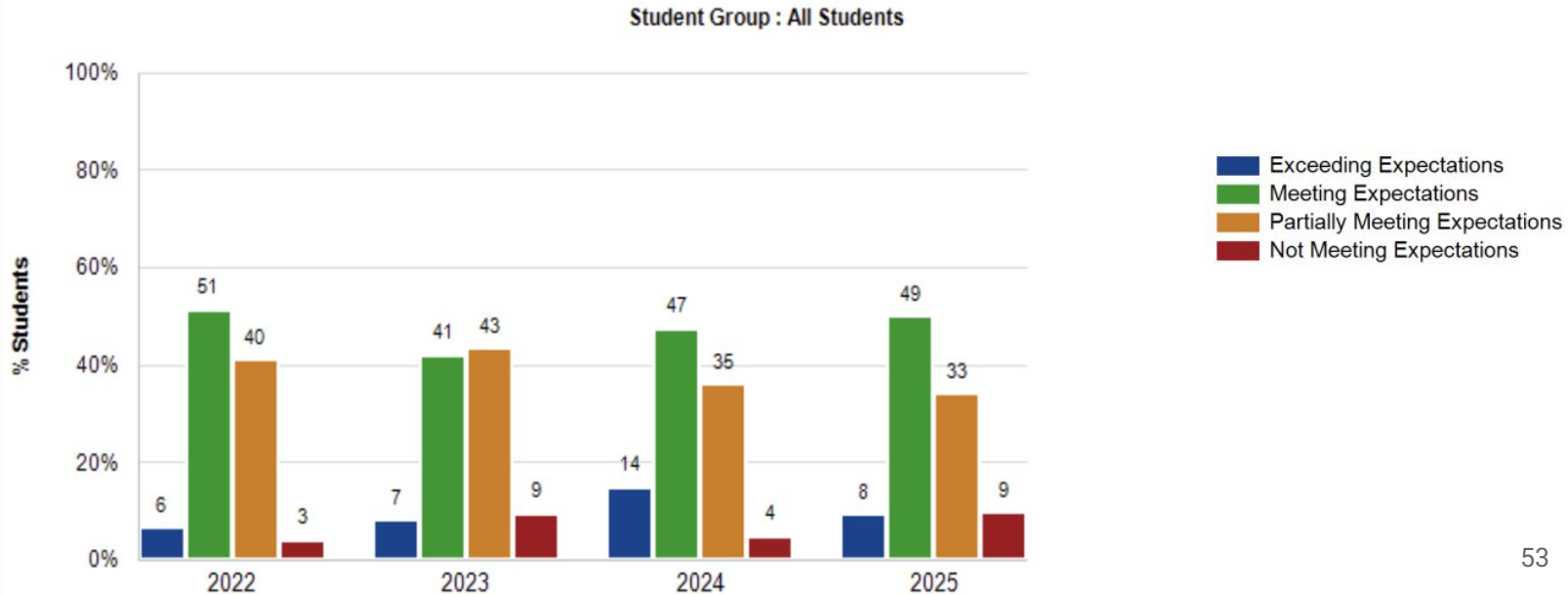
PE305 School Achievement Distribution by Year Mathematics Grade 6



Achievement Distribution by Year: Gr 7 Math



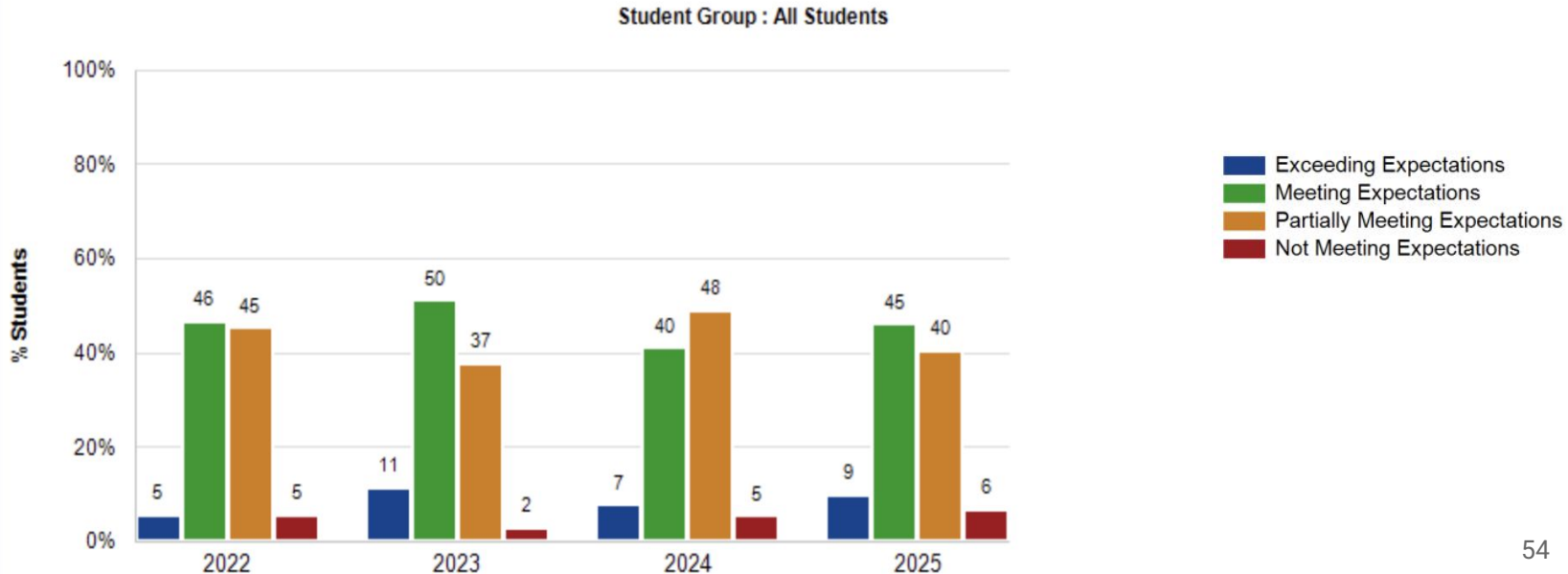
PE305 School Achievement Distribution by Year Mathematics Grade 7



Achievement Distribution by Year: Gr 8 Math



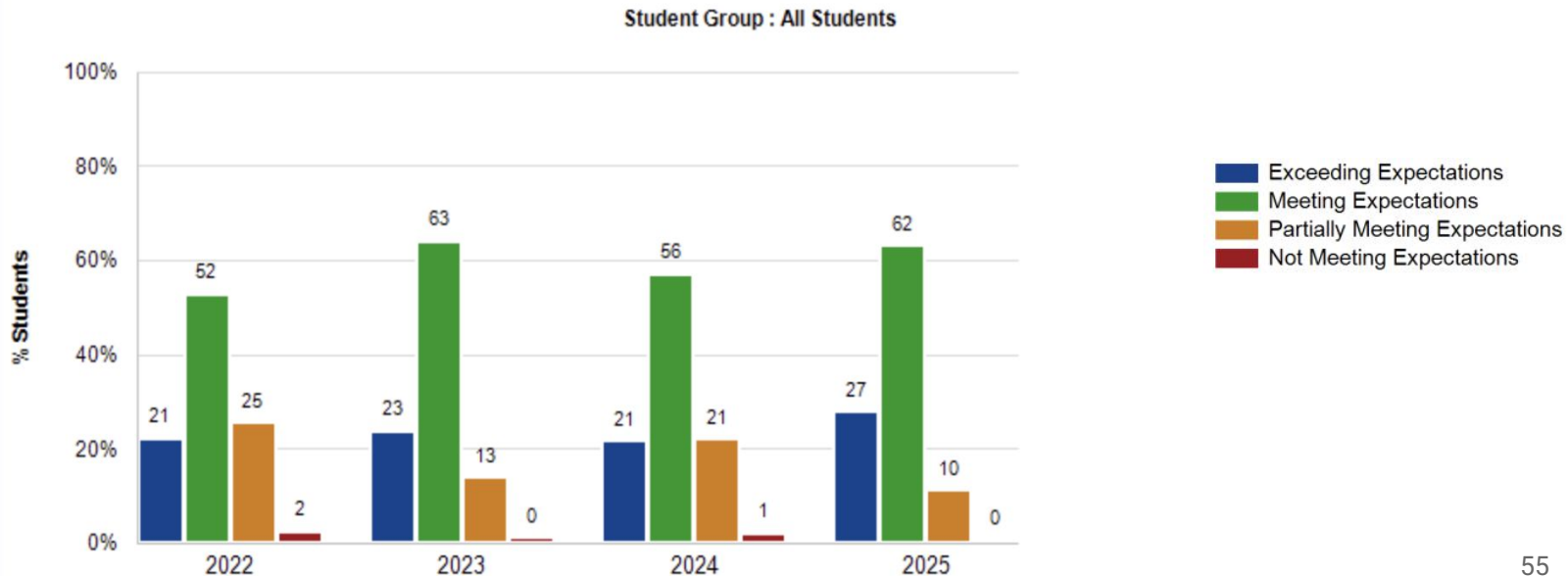
PE305 School Achievement Distribution by Year Mathematics Grade 8



Achievement Distribution by Year: Gr 10 Math



PE305 School Achievement Distribution by Year Mathematics Grade 10



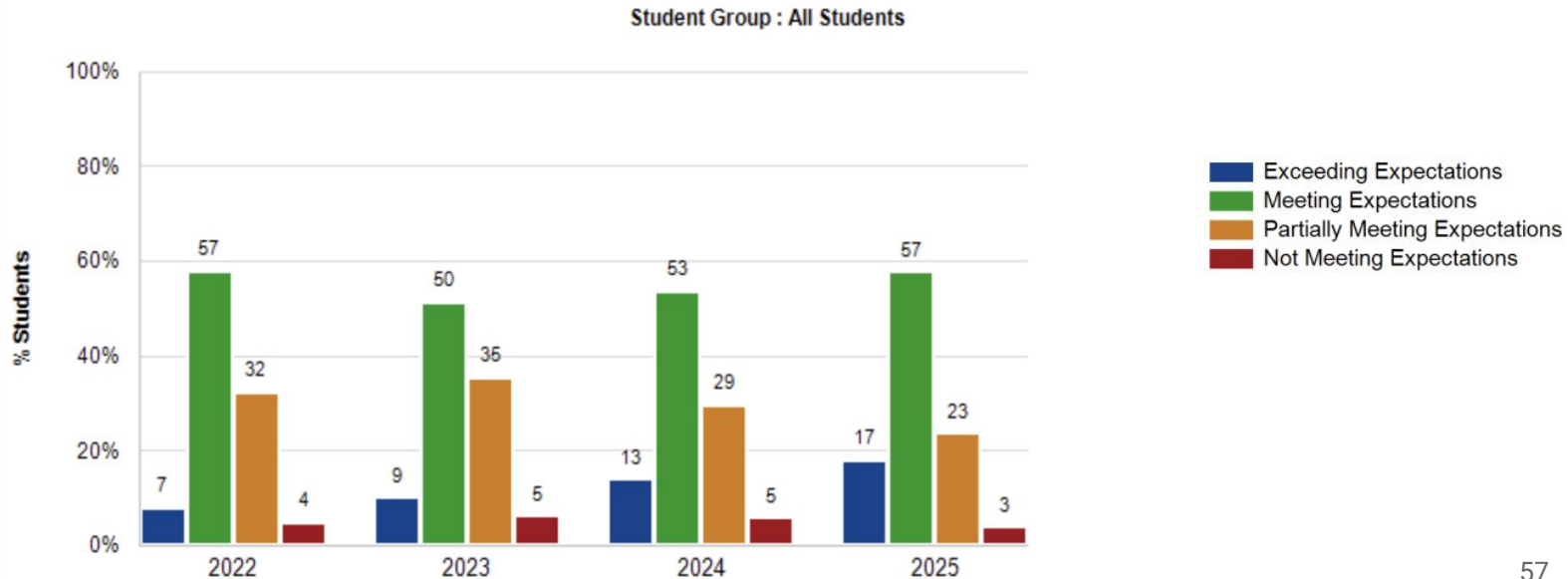
Historical Achievement Distribution

Science / Technology / Engineering
Biology

Achievement Distribution by Year: Gr 5 STE



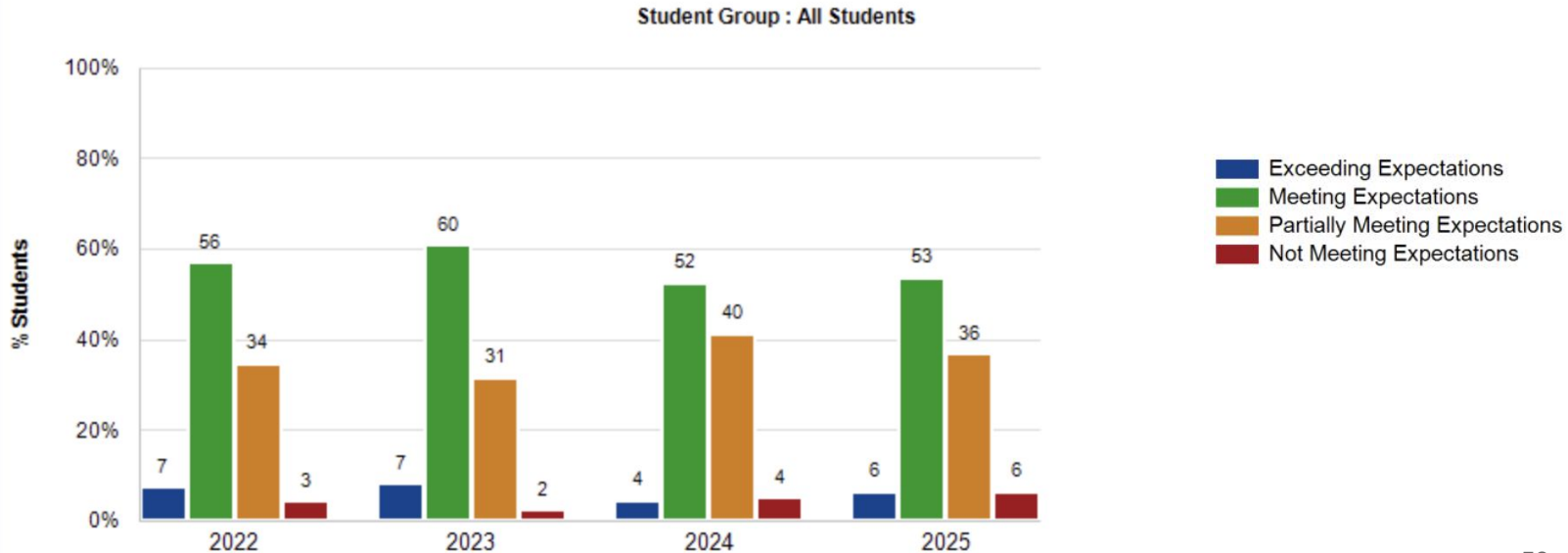
PE305 School Achievement Distribution by Year Science and Technology/Engineering Grade 5



Achievement Distribution by Year: Gr 8 STE



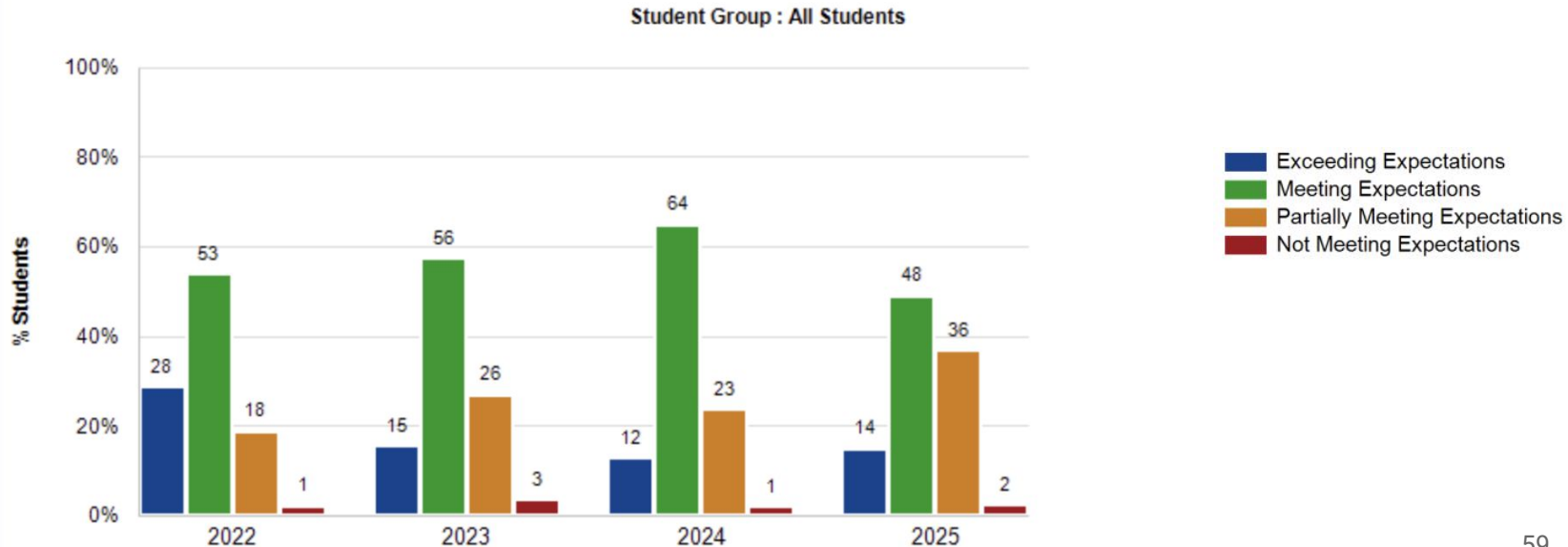
PE305 School Achievement Distribution by Year Science and Technology/Engineering Grade 8



Achievement Distribution by Year: Biology



PE305 School Achievement Distribution by Year
HS Biology HS (09,10)



School / State Standards Results

English Language Arts

School / State ELA Standards Results: Grade 3



CU306 Spring 2025 MCAS District and School Results by Standards
English Language Arts All Students

District: Duxbury (00820000)
School: Alden School (00820004)
Grade: Grade 3

[Contact Us](#)

All Students (195)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	44	60%	59%	48%	12
Question Type					
Constructed Response	3	50%	50%	38%	12
Essay	7	35%	35%	24%	11
Selected Response	34	70%	70%	59%	11
Domain / Cluster					
Language	12	64%	64%	54%	10
Conventions of Standard English	7	57%	56%	48%	9
Knowledge of Language	1	85%	85%	75%	11
Vocabulary Acquisition and Use	4	72%	72%	60%	12
Reading	28	68%	68%	56%	12
Craft and Structure	8	69%	68%	58%	10
Integration of Knowledge and Ideas	5	78%	78%	65%	13
Key Ideas and Details	15	64%	64%	51%	13
Writing	4	31%	31%	21%	10
Production and Distribution of Writing	4	31%	31%	21%	10

School / State ELA Standards Results: Grade 4



CU306 Spring 2025 MCAS District and School Results by Standards
English Language Arts All Students

District: Duxbury (00820000)
School: Alden School (00820004)
Grade: Grade 4

[Contact Us](#)

All Students (224)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	44	68%	68%	55%	13
Question Type					
Constructed Response	3	57%	57%	40%	16
Essay	7	47%	47%	35%	12
Selected Response	34	77%	77%	65%	12
Domain / Cluster					
Language	9	66%	66%	54%	12
Conventions of Standard English	5	58%	58%	46%	12
Knowledge of Language	2	76%	76%	65%	11
Vocabulary Acquisition and Use	2	76%	76%	61%	14
Reading	31	77%	77%	64%	13
Craft and Structure	4	65%	65%	54%	11
Integration of Knowledge and Ideas	4	68%	68%	56%	13
Key Ideas and Details	23	80%	80%	67%	13
Writing	4	42%	42%	31%	10
Production and Distribution of Writing	4	42%	42%	31%	10

School / State ELA Standards Results: Grade 5



CU306 Spring 2025 MCAS District and School Results by Standards English Language Arts All Students

District: Duxbury (00820000)
School: Alden School (00820004)
Grade: Grade 5

[Contact Us](#)

All Students (196)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	48	67%	67%	53%	14
Question Type					
Essay	14	61%	61%	43%	17
Selected Response	34	72%	72%	60%	12
Domain / Cluster					
Language	12	74%	74%	60%	14
Conventions of Standard English	7	64%	64%	47%	17
Vocabulary Acquisition and Use	5	90%	90%	79%	10
Reading	28	70%	70%	58%	12
Craft and Structure	8	75%	75%	61%	13
Integration of Knowledge and Ideas	4	72%	72%	62%	10
Key Ideas and Details	16	68%	68%	56%	13
Writing	8	55%	55%	39%	16
Production and Distribution of Writing	8	55%	55%	39%	16

School / State ELA Standards Results: Grade 6



CU306 Spring 2025 MCAS District and School Results by Standards English Language Arts All Students

District: Duxbury (00820000)
School: Duxbury Middle (00820305)
Grade: Grade 6

[Contact Us](#)

All Students (193)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	50	69%	69%	54%	15
Question Type					
Essay	16	64%	64%	45%	19
Selected Response	34	74%	74%	63%	11
Domain / Cluster					
Language	12	71%	71%	57%	14
Conventions of Standard English	10	72%	71%	56%	15
Vocabulary Acquisition and Use	2	69%	69%	59%	9
Reading	28	76%	76%	65%	11
Craft and Structure	9	70%	70%	59%	10
Key Ideas and Details	19	79%	79%	67%	12
Writing	10	55%	55%	37%	18
Production and Distribution of Writing	10	55%	55%	37%	18

School / State ELA Standards Results: Grade 7



CU306 Spring 2025 MCAS District and School Results by Standards
English Language Arts All Students

District: Duxbury (00820000)
School: Duxbury Middle (00820305)
Grade: Grade 7

[Contact Us](#)

All Students (200)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	50	66%	65%	54%	12
Question Type					
Essay	16	60%	59%	46%	13
Selected Response	34	71%	71%	62%	9
Domain / Cluster					
Language	12	71%	70%	58%	12
Conventions of Standard English	8	76%	75%	60%	16
Vocabulary Acquisition and Use	4	60%	60%	56%	4
Reading	28	73%	73%	63%	10
Craft and Structure	11	73%	73%	63%	10
Integration of Knowledge and Ideas	5	71%	71%	65%	6
Key Ideas and Details	12	73%	73%	63%	10
Writing	10	49%	48%	37%	11
Production and Distribution of Writing	10	49%	48%	37%	11

School / State ELA Standards Results: Grade 8



CU306 Spring 2025 MCAS District and School Results by Standards English Language Arts All Students

District: Duxbury (00820000)
School: Duxbury Middle (00820305)
Grade: Grade 8

[Contact Us](#)

All Students (199)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	50	72%	71%	57%	15
Question Type					
Essay	16	66%	65%	49%	18
Selected Response	34	77%	77%	65%	12
Domain / Cluster					
Language	11	80%	80%	65%	16
Conventions of Standard English	8	79%	78%	61%	18
Vocabulary Acquisition and Use	3	84%	84%	76%	8
Reading	29	78%	77%	65%	12
Craft and Structure	13	75%	75%	63%	12
Integration of Knowledge and Ideas	4	78%	77%	65%	13
Key Ideas and Details	12	80%	79%	67%	13
Writing	10	56%	55%	41%	15
Production and Distribution of Writing	10	56%	55%	41%	15

School / State ELA Standards Results: Grade 10



CU306 Spring 2025 MCAS District and School Results by Standards English Language Arts All Students

District: Duxbury (00820000)
School: All Schools
Grade: Grade 10

All Students (175)

Standards: MA 2017 Standards

	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
English Language Arts				
All items	49	81%	66%	15
Question Type				
Essay	16	78%	60%	18
Selected Response	33	83%	69%	14
Domain / Cluster				
Language	11	87%	71%	16
Conventions of Standard English	7	92%	74%	18
Knowledge of Language	2	69%	56%	13
Vocabulary Acquisition and Use	2	87%	74%	13
Reading	28	84%	69%	15
Craft and Structure	14	84%	71%	13
Integration of Knowledge and Ideas	3	72%	57%	15
Key Ideas and Details	11	85%	70%	15
Writing	10	69%	52%	17
Production and Distribution of Writing	10	69%	52%	17

School / State Standards Results

Mathematics

School / State Math Standards Results: Grade 3



CU306 Spring 2025 MCAS District and School Results by Standards
Mathematics All Students

District: Duxbury (00820000)
School: Alden School (00820004)
Grade: Grade 3

[Contact Us](#)

All Students (197)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All Items	48	69%	69%	55%	14
Question Type					
Constructed Response	12	61%	60%	47%	14
Short Answer	7	67%	66%	52%	15
Selected Response	29	73%	73%	59%	14
Domain / Cluster					
Geometry	4	56%	56%	45%	12
Reason with shapes and their attributes.	4	56%	56%	45%	12
Measurement and Data	12	65%	65%	54%	12
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	3	51%	51%	47%	4
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	4	65%	65%	53%	11
Represent and interpret data.	2	72%	71%	55%	17
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	3	77%	76%	60%	16
Number and Operations in Base Ten	8	73%	73%	52%	22
Use place value understanding and properties of operations to perform multi-digit arithmetic.	8	73%	73%	52%	22
Number and Operations—Fractions	9	63%	63%	51%	13
Develop understanding of fractions as numbers for fractions with denominators 2, 3, 4, 6, and 8.	9	63%	63%	51%	13
Operations and Algebraic Thinking	15	77%	77%	63%	14
Multiply and divide within 100.	2	90%	89%	75%	14
Represent and solve problems involving multiplication and division.	8	74%	74%	60%	14
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3	75%	75%	64%	12
Understand properties of multiplication and the relationship between multiplication and division.	2	78%	78%	63%	15

School / State Math Standards Results: Grade 4

All Students (222)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	54	71%	71%	55%	16
Question Type					
Constructed Response	16	65%	65%	48%	16
Short Answer	8	72%	72%	53%	19
Selected Response	30	74%	74%	59%	14
Domain / Cluster					
Geometry	6	63%	63%	49%	15
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	6	63%	63%	49%	15
Measurement and Data	11	71%	71%	56%	15
Geometric measurement: understand concepts of angle and measure angles.	4	74%	74%	60%	14
Represent and interpret data.	1	71%	71%	49%	21
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	6	69%	69%	54%	15
Number and Operations in Base Ten	10	78%	78%	61%	16
Generalize place value understanding for multi-digit whole numbers less than or equal to 1,000,000.	5	78%	78%	64%	14
Use place value understanding and properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.	5	77%	77%	59%	19
Number and Operations—Fractions	16	72%	72%	56%	16
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	7	75%	75%	60%	15
Extend understanding of fraction equivalence and ordering for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	4	59%	59%	43%	17
Understand decimal notation for fractions, and compare decimal fractions.	5	77%	77%	62%	15
Operations and Algebraic Thinking	11	68%	68%	51%	16
Gain familiarity with factors and multiples.	2	67%	67%	49%	18
Generate and analyze patterns.	2	77%	77%	60%	16
Use the four operations with whole numbers to solve problems.	7	65%	65%	50%	16

School / State Math Standards Results: Grade 5

All Students (196)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	54	67%	67%	52%	15
Question Type					
Constructed Response	16	65%	65%	48%	17
Short Answer	10	60%	60%	45%	15
Selected Response	28	70%	70%	57%	13
Domain / Cluster					
Geometry	6	74%	74%	56%	18
Classify two-dimensional figures into categories based on their properties.	4	70%	70%	45%	24
Graph points on the coordinate plane to solve real-world and mathematical problems.	2	84%	84%	79%	5
Measurement and Data	10	63%	63%	49%	14
Convert like measurement units within a given measurement system.	4	59%	59%	38%	21
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	4	69%	69%	62%	7
Represent and interpret data.	2	58%	58%	43%	14
Number and Operations in Base Ten	16	70%	70%	53%	17
Perform operations with multi-digit whole numbers and with decimals to hundredths.	6	69%	69%	53%	16
Understand the place value system.	10	70%	70%	53%	18
Number and Operations—Fractions	14	63%	63%	52%	11
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	12	64%	64%	52%	11
Use equivalent fractions as a strategy to add and subtract fractions.	2	58%	58%	50%	8
Operations and Algebraic Thinking	8	67%	67%	52%	15
Analyze patterns and relationships.	2	64%	64%	52%	11
Write and interpret numerical expressions.	6	68%	68%	52%	16

School / State Math Standards Results: Grade 6

All Students (192)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	54	55%	55%	51%	4
Question Type					
Constructed Response	16	55%	55%	47%	8
Short Answer	6	56%	56%	53%	3
Selected Response	32	56%	55%	53%	3
Domain / Cluster					
Expressions and Equations	16	53%	53%	46%	8
Apply and extend previous understandings of arithmetic to algebraic expressions.	7	48%	48%	43%	5
Reason about and solve one-variable equations and inequalities.	6	63%	63%	52%	11
Represent and analyze quantitative relationships between dependent and independent variables.	3	49%	49%	41%	8
Geometry	8	52%	51%	47%	4
Solve real-world and mathematical problems involving area, surface area, and volume.	8	52%	51%	47%	4
Ratios and Proportional Relationships	11	58%	58%	53%	5
Understand ratio and rate concepts and use ratio and rate reasoning to solve problems.	11	58%	58%	53%	5
Statistics and Probability	8	38%	38%	49%	-12
Develop understanding of statistical variability.	4	27%	27%	48%	-21
Summarize and describe distributions.	4	48%	48%	51%	-3
The Number System	11	72%	72%	61%	11
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	1	67%	67%	59%	7
Apply and extend previous understandings of numbers to the system of rational numbers.	4	73%	73%	63%	10
Compute fluently with multi-digit numbers and find common factors and multiples.	6	72%	72%	60%	12

School / State Math Standards Results: Grade 7

All Students (200)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All Items	54	52%	52%	44%	8
Question Type					
Constructed Response	16	46%	45%	39%	7
Short Answer	7	55%	55%	44%	11
Selected Response	31	55%	55%	47%	8
Domain / Cluster					
Expressions and Equations	13	45%	45%	38%	7
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	8	42%	41%	36%	5
Use properties of operations to generate equivalent expressions.	5	50%	50%	41%	9
Geometry	8	54%	54%	38%	16
Draw, construct, and describe geometrical figures and describe the relationships between them.	6	49%	48%	31%	17
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	2	72%	71%	60%	12
Ratios and Proportional Relationships	11	62%	62%	53%	9
Analyze proportional relationships and use them to solve real-world and mathematical problems.	11	62%	62%	53%	9
Statistics and Probability	11	51%	51%	48%	3
Draw informal comparative inferences about two populations.	2	41%	40%	40%	1
Investigate chance processes and develop, use, and evaluate probability models.	7	49%	48%	48%	0
Use random sampling to draw inferences about a population.	2	70%	69%	55%	15
The Number System	11	52%	51%	43%	8
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	11	52%	51%	43%	8

School / State Math Standards Results: Grade 8

All Students (199)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	54	60%	60%	50%	10
Question Type					
Constructed Response	16	57%	56%	47%	10
Short Answer	6	44%	44%	34%	10
Selected Response	32	65%	65%	55%	10
Domain / Cluster					
Expressions and Equations	17	49%	49%	44%	5
Analyze and solve linear equations and pairs of simultaneous linear equations.	4	65%	65%	58%	7
Understand the connections between proportional relationships, lines, and linear equations.	4	71%	70%	56%	15
Work with radicals and integer exponents.	9	33%	33%	34%	-1
Functions	11	69%	68%	55%	14
Define, evaluate, and compare functions.	5	69%	68%	58%	11
Use functions to model relationships between quantities.	6	68%	67%	52%	16
Geometry	16	61%	60%	49%	12
Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	3	65%	64%	51%	13
Understand and apply the Pythagorean Theorem.	3	45%	44%	40%	4
Understand congruence and similarity using physical models, transparencies, or geometry software.	10	64%	64%	50%	14
Statistics and Probability	6	79%	79%	63%	16
Investigate patterns of association in bivariate data.	6	79%	79%	63%	16
The Number System	4	56%	56%	52%	4
Know that there are numbers that are not rational, and approximate them by rational numbers.	4	56%	56%	52%	4

School / State Math Standards Results: Grade 10

All Students (173)

Standards: MA 2017 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All Items	60	71%	71%	50%	21
Question Type					
Constructed Response	16	69%	69%	48%	21
Short Answer	11	70%	70%	46%	24
Selected Response	33	72%	72%	52%	20
Domain / Cluster					
Arithmetic with Polynomials and Rational Expressions	2	76%	76%	45%	32
Perform arithmetic operations on polynomials.	2	76%	76%	45%	32
Building Functions	2	62%	62%	48%	14
Build a function that models a relationship between two quantities.	1	77%	78%	56%	22
Build new functions from existing functions.	1	46%	46%	41%	5
Circles	2	78%	78%	62%	16
Find arc lengths and areas of sectors of circles.	1	72%	72%	46%	25
Understand and apply theorems about circles.	1	84%	84%	77%	6
Conditional Probability and the Rules of Probability	2	66%	66%	45%	21
Understand independence and conditional probability and use them to interpret data from simulations or experiments.	1	88%	88%	66%	22
Use the rules of probability to compute probabilities of compound events in a uniform probability model.	1	45%	44%	25%	19
Congruence	6	71%	71%	56%	15
Experiment with transformations in the plane.	2	68%	67%	56%	12
Make geometric constructions.	1	74%	74%	59%	15
Prove geometric theorems and, when appropriate, the converse of theorems.	2	60%	60%	44%	16
Understand congruence in terms of rigid motions.	1	97%	97%	77%	20
Creating Equations	1	84%	84%	51%	33
Create equations that describe numbers or relationships.	1	84%	84%	51%	33
Expressing Geometric Properties with Equations	3	60%	60%	39%	21
Translate between the geometric description and the equation for a conic section.	1	73%	74%	41%	33
Use coordinates to prove simple geometric theorems algebraically.	2	53%	53%	39%	15

School / State Math Standards Results: Grade 10 cont.

Geometric Measurement and Dimension	3	62%	62%	37%	25
Explain volume formulas and use them to solve problems.	3	62%	62%	37%	25
Interpreting Categorical and Quantitative Data	7	64%	64%	50%	14
Interpret linear models.	2	55%	55%	40%	15
Summarize, represent, and interpret data on a single count or measurement variable. Use calculators, spreadsheets, and other technology as appropriate.	1	62%	62%	37%	26
Summarize, represent, and interpret data on two categorical and quantitative variable.	4	69%	69%	59%	10
Interpreting Functions	7	76%	76%	56%	20
Analyze functions using different representations.	2	90%	90%	71%	19
Interpret linear and exponential functions having integer exponents that arise in applications in terms of the context.	1	73%	73%	62%	11
Understand the concept of a function and use function notation.	4	71%	71%	47%	24
Linear, Quadratic, and Exponential Models	2	62%	62%	46%	15
Construct and compare linear and exponential models and solve problems.	1	62%	62%	54%	8
Interpret expressions for functions in terms of the situation they model.	1	61%	61%	39%	22
Quantities	3	75%	75%	55%	20
Reason quantitatively and use units to solve problems.	3	75%	75%	55%	20
Reasoning with Equations and Inequalities	5	78%	78%	50%	28
Represent and solve equations and inequalities graphically.	2	72%	72%	49%	23
Solve equations and inequalities in one variable.	1	84%	84%	60%	24
Solve systems of equations.	1	72%	71%	29%	43
Understand solving equations as a process of reasoning and explain the reasoning.	1	91%	91%	66%	26
Seeing Structure in Expressions	2	87%	87%	55%	32
Interpret the structure of linear and exponential expressions with integer exponents.	1	87%	86%	61%	25
Write expressions in equivalent forms to solve problems.	1	88%	88%	49%	39
Similarity, Right Triangles, and Trigonometry	7	69%	69%	49%	21
Define trigonometric ratios and solve problems involving right triangles.	1	63%	62%	49%	14
Prove theorems involving similarity using a variety of ways of writing proofs, showing validity of underlying reasoning.	4	61%	61%	39%	22
Understand similarity in terms of similarity transformations.	2	89%	89%	68%	21
The Real Number System	6	72%	72%	46%	26
Extend the properties of exponents to rational exponents.	5	78%	78%	48%	30
Use properties of rational and irrational numbers.	1	43%	42%	34%	9

School / State Standards Results

Civics

District & School Civics Standards Results: Grade 8



CU306 Spring 2025 MCAS District and School Results by Standards Civics All Students

[Contact Us](#)

District: Duxbury (00820000)
School: Duxbury Middle (00820305)
Grade: Grade 8

All Students (196)

Standards: MA 2018 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Civics					
All items	50	64%	64%	54%	10
Question Type					
Constructed Response	7	49%	48%	38%	12
Selected Response	43	67%	66%	57%	10
Domain / Cluster					
Foundations of Government	14	65%	64%	54%	11
Government Structures	16	64%	64%	54%	10
Rights and Responsibilities	20	64%	63%	54%	10
Civics Practices					
Civic Knowledge	12	66%	65%	57%	9
Civic-based Questioning	9	56%	55%	49%	7
Analyzing Sources	11	66%	66%	56%	11
Explanations and Reasoning	18	66%	65%	54%	13

School / State Standards Results

Science, Technology, Engineering /
Biology

School / State STE Standards Results: Grade 5



CU306 Spring 2025 MCAS District and School Results by Standards
Science and Technology/Engineering All Students

District: Duxbury (00820000)
School: Alden School (00820004)
Grade: Grade 5

[Contact Us](#)

All Students (196)

Standards: MA 2016 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Science and Technology/Engineering					
All items	54	68%	68%	55%	13
Question Type					
Constructed Response	16	47%	47%	36%	11
Selected Response	38	76%	76%	63%	13
Domain / Cluster					
Earth and Space Sciences	17	68%	68%	55%	13
Earth and Human Activity	6	83%	83%	66%	17
Earth's Place in the Universe	2	81%	81%	67%	15
Earth's Systems	9	55%	55%	44%	11
Life Science	12	71%	71%	59%	12
Biological Evolution: Unity and Diversity	3	74%	74%	65%	9
Ecosystems: Interactions, Energy, and Dynamics	6	68%	68%	56%	12
From Molecules to Organisms: Structures and Processes	2	68%	68%	55%	13
Heredity: Inheritance and Variation of Traits	1	86%	86%	69%	17
Physical Science	17	63%	63%	51%	12
Energy	9	59%	59%	45%	13
Matter and Its Interactions	3	68%	68%	59%	9
Motion and Stability: Forces and Interactions	3	64%	64%	50%	14
Waves and Their Applications in Technologies for Information Transfer	2	74%	74%	66%	9
Technology/Engineering	8	72%	72%	59%	13
Engineering Design	6	68%	68%	56%	12
Technological Systems	2	83%	83%	68%	15
Science Practices					
Science Practices	47	65%	65%	53%	12

School / State STE Standards Results: Grade 8



CU306 Spring 2025 MCAS District and School Results by Standards
Science and Technology/Engineering All Students

District: Duxbury (00820000)
School: Duxbury Middle (00820305)
Grade: Grade 8

[Contact Us](#)

All Students (197)

Standards: MA 2016 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Science and Technology/Engineering					
All Items	54	61%	60%	51%	10
Question Type					
Constructed Response	16	37%	36%	33%	4
Selected Response	38	71%	70%	59%	12
Domain / Cluster					
Earth and Space Sciences	14	59%	59%	51%	8
Earth and Human Activity	2	79%	79%	62%	18
Earth's Place in the Universe	6	63%	62%	55%	8
Earth's Systems	6	49%	48%	44%	4
Life Science	14	58%	58%	47%	11
Biological Evolution: Unity and Diversity	5	53%	52%	47%	5
Ecosystems: Interactions, Energy, and Dynamics	4	69%	68%	53%	16
From Molecules to Organisms: Structures and Processes	4	55%	54%	40%	15
Heredity: Inheritance and Variation of Traits	1	57%	56%	46%	10
Physical Science	14	64%	64%	56%	8
Energy	6	53%	53%	50%	3
Matter and Its Interactions	4	74%	73%	56%	18
Motion and Stability: Forces and Interactions	3	67%	67%	61%	6
Waves and Their Applications in Technologies for Information Transfer	1	82%	82%	80%	2
Technology/Engineering	12	62%	61%	51%	11
Engineering Design	3	67%	66%	52%	15
Materials, Tools, and Manufacturing	2	71%	71%	59%	13
Technological Systems	7	57%	56%	48%	8
Science Practices					
Science Practices	44	61%	60%	51%	9

School / State Biology Standards Results



CU306 Spring 2025 MCAS District and School Results by Standards HS Biology All Students

District: Duxbury (00820000)
School: Duxbury High (00820505)
Grade: HS (09, 10)

[Contact Us](#)

All Students (197)

Standards: MA 2016 Standards

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
HS Biology					
All items	58	64%	63%	51%	13
Question Type					
Constructed Response	16	64%	64%	46%	18
Selected Response	42	64%	63%	52%	11
Domain / Cluster					
Biology	58	64%	63%	51%	13
Ecology	10	66%	66%	55%	12
Evolution	12	62%	62%	52%	11
Heredity	15	64%	64%	53%	11
Molecules to Organisms	21	63%	62%	47%	16
Science Practices					
Science Practices	46	63%	62%	50%	13

Data Resources

Education to Career (E2C) Data Hub

Analyze student achievement data to identify trends and areas for growth.

[Learn more](#)

District Analysis Review Tool (DART)

Compare district statistics and outcomes.

[Learn more](#)

School & District Performance Summary

Analyze enrollment, Assessment, High School Indicators, Accountability Information.

[Learn more](#)

School and District Profiles

Data on enrollment, Demographics, Finance, Assessment, Accountability

[Learn more](#)

Employed Educators

Compare job classifications

[Learn more](#)

Finance

Analyze per pupil expenditures, Chapter 70 Budget spending, average teacher salaries

[Learn more](#)