

Massachusetts School and District Profiles

William A Berkowitz Elementary (00570025)

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This report card contains information required by the federal Elementary and Secondary Education Act (ESEA) for our school and district including: student enrollment and teacher qualifications, student achievement, accountability, and the progress our school is making toward narrowing proficiency gaps for different groups of students.

Enrollment and Educator Data (2014-15 School Year)

[About the Data](#)

	School	District	State
Total Count	570	6,350	955,844
Race/Ethnicity (%)			
African American or Black	7.9	6.4	8.7
Asian	0.9	1.8	6.3
Hispanic or Latino	78.9	83.0	17.9
Multi-race, Non-Hispanic	0.9	0.8	3.1
Native American	0.0	0.2	0.2
Native Hawaiian or Pacific Islander	0.0	0.0	0.1
White	11.4	7.7	63.7
Gender (%)			
Male	50.9	52.2	51.2
Female	49.1	47.8	48.8
Selected Populations (%)			
English Language Learner	13.0	24.1	8.5
Economically Disadvantaged	59.5	47.7	26.3
Students w/Disabilities	12.6	12.5	17.1
First Language Not English	73.2	80.1	18.5

Enrollment (2014-15)

	School	District	State
Total # of Teachers	38.4	417.4	71,886.8
Percentage of Teachers Licensed in Teaching Assignment	100.0	98.8	97.4
Total Number of Classes in Core Academic Areas	113	1,483	346,081
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	99.0	95.4
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	1.0	4.6
Student/Teacher Ratio	14.8 to 1	15.2 to 1	13.3 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.0	0.7

Educator Data (2014-15)

01, 02, 03, 04

Grades Offered:

2015 MCAS Results by Subgroup by Grade and Subject

NOTE: First-year ELL students are not included in achievement level or CPI results. However, first-year ELL students who took the ACCESS for ELLs test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science and Technology/Engineering participants. Please see the [principal's administration manual \(PAM\)](#) for details.

NOTE: Since only a portion of students in grades 3-8 participated in 2015 MCAS in ELA and Mathematics, a representative sample of students from across Massachusetts was used to estimate student achievement at the state level in those subjects.

NOTE: Spring 2015 results in grades 3-8 ELA and Mathematics are not reported because most or all students in this organization participated in the PARCC test. For district assessment decisions, see <http://www.doe.mass.edu/news/news.aspx?id=13541>.

[More about the data](#)

Data Last Updated on September 24, 2015

Data Under Review or Fewer than 10 students were tested.

2015 PARCC Results by Subgroup by Grade and Subject

Achievement Levels:

L5 = Level 5: Exceeded Expectations (varies by grade - 850)

L4 = Level 4: Met Expectations (750 - varies by grade)

L3 = Level 3: Approached Expectations (725-749)

L2 = Level 2: Partially met Expectations (700-724)

L1 = Level 1: Did not meet Expectations (650-699)

Trans. SGP = Transitional Student Growth Percentile

generated using current PARCC and prior MCAS scores

Trans. CPI = Transitional Composite Performance Index

generated using linked PARCC and MCAS scores

NOTE: Since only a portion of students in grades 3-8 participated in 2015 PARCC in ELA/L and Mathematics, a representative sample of students from across Massachusetts was used to estimate student achievement at the state level in those subjects.

NOTE: Students who took the Alternate Assessment are included in Mean CPI, but not in achievement level or growth results.

Data Last Updated on September 24, 2015

GRADE 3 ELA/L																														
Student Group	School									District						State														
	Included	Part.	% at Each					Trans.	Trans.	Incl.	Included	Part.	% at Each				Trans.	Trans.	Incl.											
	#	%	L5	L4	L3	L2	L1	CPI	SGP	in SGP (#)	#	%	L5	L4	L3	L2	L1	CPI	SGP	in SGP (#)										
Subgroups																														
High needs	108	100	1	25	20	21	32	64.0	--	--	401	100	0	22	21	28	29	63.3	--	--	12,932	99	2	31	26	23	18	72.0	--	--
Econ. disadvantaged	97	100	1	24	22	22	32	64.5	--	--	353	100	1	22	22	28	27	64.2	--	--	9,162	99	2	32	26	23	18	72.2	--	--
ELL/Formerly ELL	26	100	0	27	15	23	35	61.5	--	--	129	100	0	14	18	32	36	55.5	--	--	3,297	99	2	29	25	24	20	70.1	--	--
Students w/disabilities	20	100	0	15	10	15	60	42.9	--	--	65	100	0	11	8	29	52	46.1	--	--	4,570	98	1	19	24	27	30	63.1	--	--
Afr. Amer./Black	10	100	0	30	0	20	50	57.5	--	--	28	100	0	21	32	18	29	66.1	--	--	2,314	99	2	31	25	23	19	71.4	--	--
Asian	1								--	--	5								--	--	1,562	100	15	57	16	7	4	90.3	--	--
Hispanic/Latino	106	100	0	20	24	25	31	62.9	--	--	465	100	0	22	24	27	26	64.5	--	--	4,955	99	2	30	25	23	20	71.0	--	--
Multi-race, Non-Hisp./Lat.	1								--	--	2								--	--	1,013	99	8	46	21	15	9	82.9	--	--
White	23	100	4	35	26	22	13	77.2	--	--	50	100	2	38	20	22	18	74.5	--	--	18,137	99	8	53	21	12	6	86.4	--	--
Male	69	100	1	22	26	25	26	65.4	--	--	296	100	0	23	24	26	26	64.3	--	--	14,367	99	4	45	23	16	11	80.4	--	--
Female	72	100	0	25	18	25	32	64.6	--	--	255	100	1	24	25	26	24	67.3	--	--	13,699	99	9	49	21	13	8	84.8	--	--
Title I	141	100	1	23	22	25	29	65.0	--	--	550	100	1	24	24	26	25	65.6	--	--	12,021	99	3	34	26	21	16	74.1	--	--
Non-Disabled	121	100	1	25	24	26	24	68.8	--	--	486	100	1	25	27	26	22	68.5	--	--	23,496	99	8	53	22	12	6	86.6	--	--
Non-Econ. disadvantaged	44	100	0	23	23	32	23	65.9	--	--	198	100	1	27	28	23	21	68.3	--	--	18,904	99	9	55	20	10	6	87.6	--	--
ELL	15	100	0	7	13	40	40	53.3	--	--	102	100	0	10	16	35	39	52.9	--	--	2,791	98	1	24	26	26	23	67.2	--	--
Former ELL	11	100	0	55	18	0	27	72.7	--	--	30	100	0	30	23	17	30	63.3	--	--	811	99	6	53	24	11	6	86.3	--	--
Ever ELL	57	100	0	25	21	30	25	65.9	--	--	274	100	0	20	22	31	27	62.0	--	--	3,589	99	2	30	25	23	20	70.8	--	--
All Students																														
2015	141	100	1	23	22	25	29	65.0	--	--	551	100	1	24	24	26	25	65.6	--	--	28,066	99	7	47	22	14	10	82.5	--	--

GRADE 3 Math																														
Student Group	School									District						State														
	Included	Part.	% at Each					Trans.	Trans.	Incl.	Included	Part.	% at Each					Trans.	Trans.	Incl.	Included	Part.	% at Each					Trans.	Trans.	Incl.
	#	%	L5	L4	L3	L2	L1	CPI	SGP	in SGP (#)	#	%	L5	L4	L3	L2	L1	CPI	SGP	in SGP (#)	#	%	L5	L4	L3	L2	L1	CPI	SGP	in SGP (#)
Subgroups																														
High needs	108	100	2	27	36	29	6	75.2	--	--	402	100	4	32	34	23	7	78.7	--	--	12,960	99	5	31	30	23	11	75.4	--	--
Econ. disadvantaged	97	100	1	25	39	29	6	75.0	--	--	354	100	4	33	34	23	6	79.2	--	--	9,189	99	4	31	30	23	11	75.4	--	--
ELL/Formerly ELL	26	100	4	31	27	31	8	74.0	--	--	130	99	2	31	35	22	11	76.1	--	--	3,312	99	7	30	29	22	12	75.7	--	--
Students w/disabilities	20	100	0	5	45	35	15	61.9	--	--	66	100	2	14	38	29	18	65.4	--	--	4,584	98	3	20	27	30	19	66.5	--	--
Afr. Amer./Black	10	100	0	20	30	40	10	65.0	--	--	28	100	0	36	43	18	4	80.4	--	--	2,324	99	4	31	29	23	12	74.2	--	--
Asian	1								--	--	5								--	--	1,561	99	33	46	14	6	1	95.1	--	--
Hispanic/Latino	106	100	1	28	35	28	8	74.5	--	--	466	100	5	35	33	21	6	80.6	--	--	4,973	99	4	30	31	23	12	74.7	--	--
Multi-race, Non-Hisp./Lat.	1								--	--	2								--	--	1,008	98	16	38	25	15	6	85.0	--	--
White	22	96	5	41	45	9	0	89.8	--	--	49	98	8	37	31	20	4	82.1	--	--	18,127	99	13	48	24	11	3	88.9	--	--
Male	68	99	1	34	35	25	4	77.9	--	--	296	99	6	35	32	22	5	80.9	--	--	14,377	99	12	43	25	14	6	85.1	--	--
Female	72	100	3	25	36	28	8	74.7	--	--	255	100	5	35	35	20	6	80.8	--	--	13,702	99	11	43	26	15	5	85.5	--	--
Title I	140	99	2	29	36	26	6	76.2	--	--	550	100	5	35	33	21	6	80.8	--	--	12,049	99	6	33	30	21	10	77.6	--	--
Non-Disabled	120	99	3	33	34	25	5	78.8	--	--	485	100	6	38	33	20	4	83.1	--	--	23,495	99	14	47	25	11	3	89.3	--	--
Non-Econ. disadvantaged	43	98	5	40	28	21	7	79.1	--	--	197	99	8	39	32	17	5	83.8	--	--	18,890	99	16	49	23	10	3	90.2	--	--
ELL	15	100	0	13	40	40	7	68.3	--	--	102	99	2	28	39	23	8	77.2	--	--	2,805	99	4	27	31	23	14	73.4	--	--
Former ELL	11	100	9	55	9	18	9	81.8	--	--	31	100	3	35	19	23	19	71.1	--	--	813	99	19	44	22	11	4	89.0	--	--
Ever ELL	57	100	4	25	35	30	7	75.0	--	--	275	100	4	34	35	20	8	80.1	--	--	3,604	99	8	31	28	21	12	76.4	--	--
All Students																														
2015	140	99	2	29	36	26	6	76.2	--	--	551	100	5	35	33	21	6	80.9	--	--	28,079	99	12	43	25	14	6	85.3	--	--

GRADE 4 Math																														
Student Group	School									District									State											
	Included	Part.	% at Each					Trans.	Trans.	Incl.	Included	Part.	% at Each					Trans.	Trans.	Incl.	Included	Part.	% at Each					Trans.	Trans.	Incl.
	#	%	L5	L4	L3	L2	L1	CPI	SGP	in SGP (#)	#	%	L5	L4	L3	L2	L1	CPI	SGP	in SGP (#)	#	%	L5	L4	L3	L2	L1	CPI	SGP	in SGP (#)
Subgroups																														
High needs	88	98	1	22	30	39	9	64.6	41.0	87	354	99	1	34	34	24	6	72.2	49.0	249	14,006	99	2	27	33	28	10	67.1	44.0	13,105
Econ. disadvantaged	79	98	1	23	30	38	8	65.4	39.0	78	292	99	1	35	36	22	5	73.1	48.0	208	9,649	99	2	28	33	28	10	66.9	44.0	9,070
ELL/Formerly ELL	15	94	0	13	20	53	13	53.3	--	15	99	98	1	30	32	27	9	68.3	49.0	67	4,038	99	3	28	32	27	10	67.1	50.0	3,639
Students w/disabilities	13	100	0	15	8	31	46	54.7	--	13	62	99	3	26	19	31	21	64.9	47.0	40	5,251	98	1	17	29	36	17	59.5	38.0	4,980
Afr. Amer./Black	9	90							--	8	28	97	4	21	29	39	7	66.4	45.0	21	2,883	99	2	24	34	30	11	65.1	45.0	2,663
Asian	1								--	1	9	100							--	7	1,797	100	24	54	14	5	2	91.5	69.0	1,640
Hispanic/Latino	89	99	0	21	29	40	9	63.3	38.0	89	403	99	1	39	33	21	6	74.3	49.0	281	5,217	99	2	28	33	28	10	66.6	44.0	4,843
Multi-race, Non-Hisp./Lat.	1								--	1	4								--	3	1,066	98	8	41	27	18	6	77.0	46.0	1,000
White	9								--	9	40	100	5	53	25	15	3	81.7	46.0	27	16,794	99	7	47	28	15	3	80.9	51.0	16,046
Male	59	100	0	24	31	42	3	67.3	42.0	59	249	100	1	40	30	25	4	74.3	47.0	179	14,189	99	7	41	28	19	6	76.6	48.0	13,347
Female	50	96	2	24	26	34	14	62.0	36.0	49	238	98	3	39	34	17	7	75.5	54.0	163	13,671	99	6	42	30	18	5	77.6	52.0	12,943
Title I	109	98	1	24	28	39	8	65.0	39.0	108	487	99	2	39	32	21	6	74.9	51.0	342	12,433	99	3	30	32	27	9	68.8	46.0	11,598
Non-Disabled	96	98	1	25	31	40	3	66.7	39.0	95	425	99	2	41	34	20	3	76.8	51.0	302	22,609	99	8	47	29	14	3	81.6	53.0	21,310
Non-Econ. disadvantaged	30	100	0	27	23	40	10	63.7	39.0	30	195	99	3	46	26	19	6	77.6	54.0	134	18,211	99	9	48	27	13	3	82.5	53.0	17,220
ELL	8								--	8	67	99	1	24	34	28	12	64.9	49.0	50	2,796	99	1	21	32	33	13	61.3	48.0	2,435
Former ELL	7								--	7	32	97	0	44	28	25	3	75.0	--	17	1,455	100	5	44	33	15	3	79.8	54.0	1,406
Ever ELL	31	97	0	23	23	45	10	62.1	45.0	31	172	99	1	38	29	25	7	72.6	55.0	112	4,555	99	4	30	31	26	9	68.6	51.0	4,117
All Students																														
2015	109	98	1	24	28	39	8	65.0	39.0	108	487	99	2	39	32	21	6	74.9	51.0	342	27,860	99	6	41	29	18	5	77.1	50.0	26,290

2015 Accountability Data - William A Berkowitz Elementary

Accountability Information	
Accountability and Assistance Level	
Level 3	Among lowest performing 20% of schools
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:	

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			
	Less progress	More progress		
All students		■	36	Did Not Meet Target
High needs		■	37	Did Not Meet Target
Econ. Disadvantaged			-	
ELL and Former ELL			-	
Students w/disabilities		■	30	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-	
Asian			-	
Afr. Amer./Black			-	
Hispanic/Latino		■	33	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-	
Nat. Haw. or Pacif. Isl.			-	
White			-	

Asian	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-

2015 English Language Arts Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2014 % Advanced	2015 % Advanced	N	PPI Points	2014 % Warning/Failing	2015 % Warning/Failing	N	PPI Points
All students	3.9	1.2	255	0	23.5	25.5	255	0
High needs	1.9	1.0	201	0	23.9	29.4	201	0
Econ. Disadvantaged	-	1.1	180	-	-	27.2	180	-
ELL and Former ELL	-	-	41	-	-	-	41	-
Students w/disabilities	.0	0.0	37	0	58.5	67.6	37	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	2	-	-	-	2	-
Afr. Amer./Black	-	-	20	-	-	-	20	-
Hispanic/Latino	2.1	0.0	199	0	25.4	28.6	199	0
Multi-race, Non-Hisp./Lat.	-	-	2	-	-	-	2	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	-	-	32	-	-	-	32	-

2015 Mathematics Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2014 % Advanced	2015 % Advanced	N	PPI Points	2014 % Warning/Failing	2015 % Warning/Failing	N	PPI Points
All students	13.5	11.1	253	0	12.7	15.4	253	0
High needs	10.4	10.0	200	0	12.3	15.5	200	0
Econ. Disadvantaged	-	9.5	179	-	-	15.1	179	-
ELL and Former ELL	10.0	12.2	41	-	26.7	19.5	41	-
Students w/disabilities	2.4	0.0	37	0	26.8	32.4	37	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	2	-	-	-	2	-
Afr. Amer./Black	-	-	19	-	-	-	19	-
Hispanic/Latino	12.6	8.5	199	0	13.7	17.1	199	0
Multi-race, Non-Hisp./Lat.	-	-	2	-	-	-	2	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	-	-	31	-	-	-	31	-

2015 Science Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2014 % Advanced	2015 % Advanced	N	PPI Points	2014 % Warning/Failing	2015 % Warning/Failing	N	PPI Points
All students	-	-	-	-	-	-	-	-
High needs	-	-	-	-	-	-	-	-
Econ. Disadvantaged	-	-	-	-	-	-	-	-
ELL and Former ELL	-	-	-	-	-	-	-	-
Students w/disabilities	-	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-

2015 English Language Arts Growth										
	0 10 20 30 40 50 60 70 80 90 100	2014 SGP	2015 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students		39.5	23.5	-16.0	51.0	No	110	0	Below Target	
High needs		38.0	24.0	-14.0	51.0	No	89	0	Below Target	
Econ. Disadvantaged		-	-	-	51.0	-	80	-	-	
ELL and Former ELL		-	-	-	51.0	-	15	-	-	
Students w/disabilities		-	-	-	51.0	-	15	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		-	-	-	51.0	-	1	-	-	
Afr. Amer./Black		-	-	-	51.0	-	9	-	-	
Hispanic/Latino		37.0	23.0	-14.0	51.0	No	90	0	Below Target	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	1	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		-	-	-	51.0	-	9	-	-	

2015 Mathematics Growth										
	0 10 20 30 40 50 60 70 80 90 100	2014 SGP	2015 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students		52.5	38.5	-14.0	51.0	No	108	25	Below Target	
High needs		50.0	41.0	-9.0	51.0	No	87	50	Below Target	
Econ. Disadvantaged		-	-	-	51.0	-	78	-	-	
ELL and Former ELL		-	-	-	51.0	-	15	-	-	
Students w/disabilities		-	-	-	51.0	-	13	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		-	-	-	51.0	-	1	-	-	
Afr. Amer./Black		-	-	-	51.0	-	8	-	-	
Hispanic/Latino		49.5	38.0	-11.5	51.0	No	89	25	Below Target	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	1	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		-	-	-	51.0	-	9	-	-	

2015 Extra credit for English language proficiency growth				
	2015 SGPA	2015 Target	SGPA N Included	PPI Points
All students	64	60	73	25
High needs	64	60	73	25
ELL and Former ELL	64	60	73	-

2015 Assessment Participation												
	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All students	264	264	100	Yes	264	261	99	Yes	-	-	-	-
High needs	209	209	100	Yes	209	207	99	Yes	-	-	-	-
Econ. Disadvantaged	187	187	100	Yes	187	185	99	Yes	-	-	-	-
ELL and Former ELL	47	47	100	Yes	47	46	98	Yes	-	-	-	-
Students w/disabilities	39	39	100	Yes	39	39	100	Yes	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	2	-	-	-	2	-	-	-	-	-	-	-
Afr. Amer./Black	20	-	-	-	20	-	-	-	-	-	-	-
Hispanic/Latino	206	206	100	Yes	206	205	100	Yes	-	-	-	-
Multi-race, Non-Hisp./Lat.	4	-	-	-	4	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	32	32	100	Yes	32	31	97	Yes	-	-	-	-

2015 Massachusetts and Nationwide NAEP Results by Student Group

Average Scaled Scores and Percentages of Students at Each Achievement Level

About the Data

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States that allows you to compare the performance of students in Massachusetts with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a small sample of students across Massachusetts, not the population of Massachusetts students. For more information, please visit <http://www.doe.mass.edu/mcas/naep/faq.html>.

The following symbols are used to denote the NAEP achievement levels: **A** for Advanced, **P+** for Proficient and above, **B+** for Basic and above, **BB** for Below Basic. The symbol **"#"** means that the estimated number of students rounds to zero.

GRADE LEVEL 4 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% at Each Level				Avg. Scaled Score	% at Each Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	235	14	50	82	18	100	221	8	35	68	32	100
Stud. w/ Disab	209	2	20	55	45	18	186	2	12	33	67	13
LEP	200	1	12	44	56	9	189	1	8	32	68	11
African American/Black	217	3	25	65	35	7	206	2	18	51	49	15
Asian/Pacific Islander	249	31	68	89	11	6	238	19	53	81	19	5
Hispanic/Latino	215	3	25	61	39	19	208	3	21	54	46	26
White	242	17	58	89	11	65	232	11	46	79	21	49
Econ. Disadvantaged	220	5	29	67	33	42	209	3	21	56	44	55

GRADE LEVEL 4 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% at Each Level				Avg. Scaled Score	% at Each Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	251	13	54	90	10	100	240	7	39	81	19	100
Stud. w/ Disab	231	4	25	74	26	18	217	2	16	54	46	13
LEP	223	2	17	65	35	9	218	1	15	57	43	11
African American/Black	230	1	26	73	27	7	224	1	19	65	35	15
Asian/Pacific Islander	273	38	81	98	2	6	256	22	61	90	10	5
Hispanic/Latino	232	3	28	74	26	19	230	3	26	73	27	26
White	256	15	62	95	5	65	248	10	51	90	10	49
Econ. Disadvantaged	236	4	31	80	20	42	229	2	24	72	28	55

GRADE LEVEL 8 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% at Each Level				Avg. Scaled Score	% at Each Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	274	6	46	83	17	100	264	3	33	75	25	100
Stud. w/ Disab	245	1	15	54	46	18	229	#	8	36	64	12
LEP	225	#	6	35	65	5	223	#	3	28	72	6
African American/Black	252	1	18	63	37	9	247	1	15	58	42	15
Asian/Pacific Islander	290	18	64	90	10	7	279	9	50	85	15	6
Hispanic/Latino	249	#	17	61	39	14	253	1	20	65	35	25
White	281	7	53	90	10	67	273	4	42	84	16	51
Econ. Disadvantaged	260	3	28	71	29	44	253	1	20	64	36	52

GRADE LEVEL 8 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% at Each Level				Avg. Scaled Score	% at Each Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	297	18	51	81	19	100	281	8	32	70	30	100
Stud. w/ Disab	264	3	16	51	49	18	246	1	8	32	68	12
LEP	251	2	10	38	62	6	246	1	5	31	69	6
African American/Black	268	4	22	54	46	9	260	1	12	47	53	15
Asian/Pacific Islander	324	44	73	94	6	7	305	25	58	86	14	6
Hispanic/Latino	271	4	24	61	39	15	269	3	19	60	40	25
White	304	20	59	88	12	66	291	10	42	81	19	51
Econ. Disadvantaged	279	7	31	67	33	43	268	2	18	58	42	52

Participation Rates for Students with Disabilities and for English Language Learner Students

The NAEP program has always endeavored to assess all students selected for testing. In all NAEP schools, accommodations are provided as necessary for students with disabilities and/or English language learners. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Grade/Subject	# in Sample	% of Sample - Students with Disabilities	% of Sample - English Language Learners	% of Students Excluded from Original Sample
Grade 4 Reading	3,100	18	9	3
Grade 4 Mathematics	3,200	18	9	2
Grade 8 Reading	3,000	18	5	2
Grade 8 Mathematics	3,100	18	6	2