



New York State 3-8 Assessments [2014 - 15]

NAME: EXCELLENCE BOYS CHAR SCH-BED STUY

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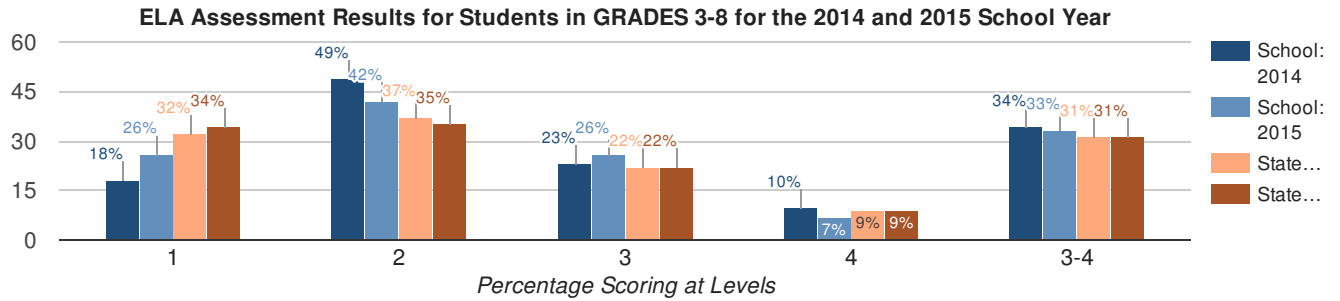
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The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on data.nysed.gov are based on those reported by schools and districts to the State as of July 6, 2015 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

**For more information and additional files, please view
<http://www.p12.nysed.gov/irs/pressRelease/2015800/home.html>**

EXCELLENCE BOYS CHAR SCH-BED STUY 3-8 ELA Assessments (2014 - 15)



Results by Student Group	2014 GRADES 3-8						2015 GRADES 3-8					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	350	18	49	23	10	34	409	26	42	26	7	33
Female	—	—	—	—	—	—	—	—	—	—	—	—
Male	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	324	18	47	24	10	35	376	27	42	25	6	31
Hispanic or Latino	17	18	65	0	18	18	18	22	44	28	6	33
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	10	10	30	40	20	60
White	0	0	0	0	0	0	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—
General-Education Students	294	13	48	27	12	38	336	21	40	30	8	38
Students with Disabilities	56	41	50	7	2	9	73	47	48	5	0	5
English Proficient	—	—	—	—	—	—	—	—	—	—	—	—
Limited English Proficient	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	98	14	48	24	13	38	120	18	44	28	10	38
Economically Disadvantaged	252	19	49	23	9	32	289	29	40	25	5	30
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—