



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

NAME: EXCELLENCE BOYS CHAR SCH-BED STUY

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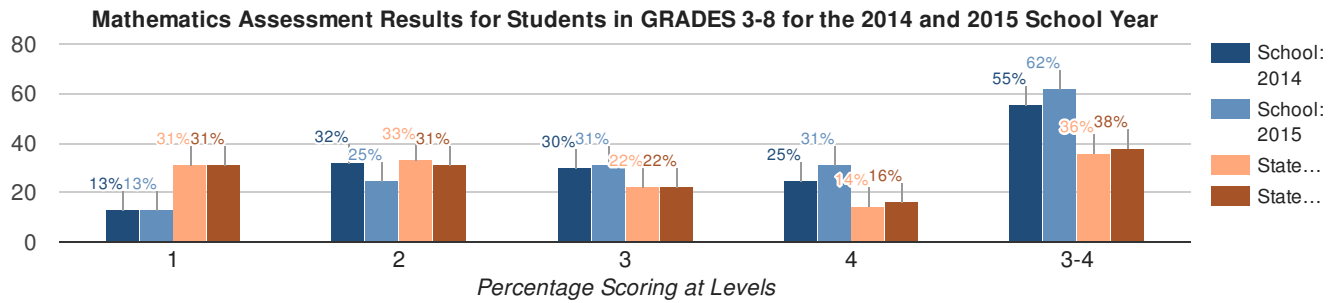
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The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. 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 Mathematics 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	351	13	32	30	25	55	371	13	25	31	31	62
Female	—	—	—	—	—	—	—	—	—	—	—	—
Male	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	325	13	32	30	25	55	341	13	27	30	30	60
Hispanic or Latino	17	18	24	29	29	59	17	24	6	41	29	71
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	8	0	0	25	75	100
White	0	0	0	0	0	0	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—
General-Education Students	295	8	32	32	28	60	301	9	24	33	34	67
Students with Disabilities	56	39	32	20	9	29	70	33	29	21	17	39
English Proficient	—	—	—	—	—	—	—	—	—	—	—	—
Limited English Proficient	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	99	10	28	32	29	62	104	13	18	32	37	68
Economically Disadvantaged	252	14	33	29	24	53	267	13	28	30	29	59
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—