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 this site are based on those reported by schools and districts to the State as of July 18, 2016 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 the NYSED press release.

Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates.

### 2015

**ALL STUDENTS**

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Tested</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>102</td>
<td>48%</td>
</tr>
<tr>
<td>Level 2</td>
<td>77</td>
<td>36%</td>
</tr>
<tr>
<td>Level 3</td>
<td>28</td>
<td>13%</td>
</tr>
<tr>
<td>Level 4</td>
<td>4</td>
<td>2%</td>
</tr>
</tbody>
</table>

**PROFICIENT**

- Total test: 211
- 32 (15%)

### 2016

**ALL STUDENTS**

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Tested</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>72</td>
<td>35%</td>
</tr>
<tr>
<td>Level 2</td>
<td>79</td>
<td>39%</td>
</tr>
<tr>
<td>Level 3</td>
<td>48</td>
<td>23%</td>
</tr>
<tr>
<td>Level 4</td>
<td>6</td>
<td>3%</td>
</tr>
</tbody>
</table>

**PROFICIENT**

- Total test: 205
- 54 (26%)

---

**Percentage Scoring at Levels**

<table>
<thead>
<tr>
<th>Year</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>48%</td>
<td>36%</td>
<td>13%</td>
<td>2%</td>
</tr>
<tr>
<td>2016</td>
<td>35%</td>
<td>39%</td>
<td>23%</td>
<td>3%</td>
</tr>
</tbody>
</table>
BY GENDER

**FEMALE**

PROFICIENT

- 18 (17%)

TOTAL TESTED: 107

LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4
---|---|---|---
52 | 37 | 16 | 2
49% | 35% | 15% | 2%

**MALE**

PROFICIENT

- 14 (13%)

TOTAL TESTED: 104

LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4
---|---|---|---
50 | 40 | 12 | 2
48% | 38% | 12% | 2%
BY ETHNICITY

MULTIRACIAL

PROFICIENT

TOTAL TESTED: 0

LEVEL 1
0 0%
LEVEL 2
0 0%
LEVEL 3
0 0%
LEVEL 4
0 0%

AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT

TOTAL TESTED: 5

LEVEL 1
2 40%
LEVEL 2
2 40%
LEVEL 3
1 20%
LEVEL 4
0 0%

AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT

TOTAL TESTED: 6

LEVEL 1
2 33%
LEVEL 2
3 50%
LEVEL 3
1 17%
LEVEL 4
0 0%
PROFICIENT

BLACK OR AFRICAN AMERICAN
TOTAL TESTED: 91
LEVEL 1 | LEVEL 2
44 | 36
48% | 40%
LEVEL 3 | LEVEL 4
10 | 1
11% | 1%

LEVEL 1 | LEVEL 2
20 | 42
24% | 51%
LEVEL 3 | LEVEL 4
19 | 2
23% | 2%

LEVEL 1 | LEVEL 2
39 | 26
45% | 30%
LEVEL 3 | LEVEL 4
18 | 3
21% | 3%

LEVEL 1 | LEVEL 2
45 | 27
53% | 32%
LEVEL 3 | LEVEL 4
11 | 2
13% | 2%

LEVEL 1 | LEVEL 2
13 | 21
15% | 24%
LEVEL 3 | LEVEL 4
11 | 2
12% | 25%
OTHER GROUPS

GENERAL-EDUCATION STUDENTS

TOTAL TESTED: 176

LEVEL 1: 77 (44%), LEVEL 2: 70 (40%), LEVEL 3: 25 (14%), LEVEL 4: 4 (2%)

PROFICIENT: 29 (16%)

TOTAL TESTED: 180

LEVEL 1: 57 (32%), LEVEL 2: 71 (39%), LEVEL 3: 46 (26%), LEVEL 4: 6 (3%)

PROFICIENT: 52 (29%)

STUDENTS WITH DISABILITIES

TOTAL TESTED: 35

LEVEL 1: 25 (71%), LEVEL 2: 7 (20%), LEVEL 3: 3 (9%), LEVEL 4: 0 (0%)

PROFICIENT: 3 (9%)

TOTAL TESTED: 25

LEVEL 1: 15 (60%), LEVEL 2: 8 (32%), LEVEL 3: 2 (8%), LEVEL 4: 0 (0%)

PROFICIENT: 2 (8%)
### Non-English Language Learners

**Total Tested: 182**

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficient</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>76</td>
<td>42%</td>
</tr>
<tr>
<td>Level 2</td>
<td>75</td>
<td>41%</td>
</tr>
<tr>
<td>Level 3</td>
<td>27</td>
<td>15%</td>
</tr>
<tr>
<td>Level 4</td>
<td>4</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Total Tested: 165**

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficient</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>40</td>
<td>24%</td>
</tr>
<tr>
<td>Level 2</td>
<td>71</td>
<td>43%</td>
</tr>
<tr>
<td>Level 3</td>
<td>48</td>
<td>29%</td>
</tr>
<tr>
<td>Level 4</td>
<td>6</td>
<td>4%</td>
</tr>
</tbody>
</table>

### English Language Learners

**Total Tested: 29**

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficient</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>26</td>
<td>90%</td>
</tr>
<tr>
<td>Level 2</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Level 3</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Level 4</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Total Tested: 40**

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficient</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>32</td>
<td>80%</td>
</tr>
<tr>
<td>Level 2</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>Level 3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Level 4</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
### Not Economically Disadvantaged

**Total Tested: 33**

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>15</td>
<td>12</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Proficient</td>
<td>6</td>
<td>7</td>
<td>26</td>
<td>47</td>
</tr>
</tbody>
</table>

### Economically Disadvantaged

**Total Tested: 178**

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>87</td>
<td>65</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>Proficient</td>
<td>26</td>
<td>47</td>
<td>41</td>
<td>8</td>
</tr>
</tbody>
</table>

---

**Total Tested: 171**

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>57</td>
<td>67</td>
<td>41</td>
<td>6</td>
</tr>
<tr>
<td>Proficient</td>
<td>47</td>
<td>8</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>