



The New York State Accountability Report 2011-12

SCHOOL:	MS 61 GLADSTONE H ATWELL
SCHOOL ID:	331700010061
DISTRICT:	NYC GEOG DIST #17 - BROOKLYN
DISTRICT ID:	331700010000
PRINCIPAL:	SANDRA TAYLOR
SUPERINTENDENT:	RHONDA HURDLE TAYLOR
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	✗
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1041	99%
American Indian or Alaska Native	—	3	—
Black or African American	✓	940	99%
Hispanic or Latino	✓	76	100%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	—	12	—
Multiracial	—	1	—
Students With Disabilities	✓	107	100%
Limited English Proficient	✓	58	100%
Economically Disadvantaged	✓	1041	99%

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	984	138	147	142
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	895	138	126	126
Hispanic or Latino	✓	67	143	120	120
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	—	11	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✗	114†	88†	91	91
Limited English Proficient	✗	67‡	87‡	98	98
Economically Disadvantaged	✓	984	138	131	131

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

Participation and performance for the following groups are **NOT** used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1038	99%
Not Black or African American	101	99%
Not Hispanic or Latino	965	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1032	100%
Not White	1029	99%
Not Multiracial	1040	99%
General Education	934	99%
English Proficient	983	99%
Not Economically Disadvantaged	0	—
Male	482	99%
Female	559	100%
Migrant	0	—
Not Migrant	1041	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	981	138
Not Black or African American	89	140
Not Hispanic or Latino	917	137
Not Asian or Native Hawaiian/Other Pacific Islander	976	138
Not White	973	138
Not Multiracial	984	138
General Education	879	144
English Proficient	941	142
Not Economically Disadvantaged	0	—
Male	455	131
Female	529	143
Migrant	0	—
Not Migrant	984	138

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✗
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	✗
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1038	100%
American Indian or Alaska Native	—	3	—
Black or African American	✓	938	99%
Hispanic or Latino	✓	76	100%
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
White	—	12	—
Multiracial	—	1	—
Students With Disabilities	✓	107	99%
Limited English Proficient	✓	58	98%
Economically Disadvantaged	✓	1038	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	987	142	161	141
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	894	142	138	138
Hispanic or Latino	✗	71	132	139	139
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	—	11	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✗	113†	103†	112	112
Limited English Proficient	✗	72‡	97‡	129	116
Economically Disadvantaged	✓	987	142	148	141

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

Participation and performance for the following groups are **NOT** used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1035	100%
Not Black or African American	100	100%
Not Hispanic or Latino	962	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1030	100%
Not White	1026	100%
Not Multiracial	1037	100%
General Education	931	100%
English Proficient	980	100%
Not Economically Disadvantaged	0	—
Male	480	99%
Female	558	100%
Migrant	0	—
Not Migrant	1038	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	984	142
Not Black or African American	93	138
Not Hispanic or Latino	916	142
Not Asian or Native Hawaiian/Other Pacific Islander	979	141
Not White	976	141
Not Multiracial	987	142
General Education	883	147
English Proficient	939	145
Not Economically Disadvantaged	0	—
Male	457	137
Female	530	145
Migrant	0	—
Not Migrant	987	142

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	364	97%
American Indian or Alaska Native	—	2	—
Black or African American	✓	336	97%
Hispanic or Latino	—	21	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
White	—	1	—
Multiracial	—	1	—
Students With Disabilities	—	37	—
Limited English Proficient	—	17	—
Economically Disadvantaged	✓	364	97%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	337	121	173	111
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	315	120	155	110
Hispanic or Latino	—	17	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	—	0	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✓	37†	49†	138	1
Limited English Proficient	—	12	—	—	—
Economically Disadvantaged	✓	337	121	162	111

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

Participation and performance for the following groups are **NOT** used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	362	97%
Not Black or African American	28	—
Not Hispanic or Latino	343	97%
Not Asian or Native Hawaiian/Other Pacific Islander	361	97%
Not White	363	97%
Not Multiracial	363	97%
General Education	327	97%
English Proficient	347	97%
Not Economically Disadvantaged	0	—
Male	160	95%
Female	204	98%
Migrant	0	—
Not Migrant	364	97%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	335	121
Not Black or African American	22	—
Not Hispanic or Latino	320	120
Not Asian or Native Hawaiian/Other Pacific Islander	334	121
Not White	337	121
Not Multiracial	337	121
General Education	303	130
English Proficient	325	123
Not Economically Disadvantaged	0	—
Male	146	121
Female	191	121
Migrant	0	—
Not Migrant	337	121

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Unweighted Combined ELA and Math PIs

SCHOOL: MS 61 GLADSTONE H ATWELL

SCHOOL ID: 331700010061
DISTRICT: NYC GEOG DIST #17 - BROOKLYN

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	138	142	—	—	140
American Indian or Alaska Native	—	—	—	—	—
Black or African American	138	142	—	—	140
Hispanic or Latino	143	132	—	—	138
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	—	—	—
Multiracial	—	—	—	—	—
Students With Disabilities	88	103	—	—	96
Limited English Proficient	87	97	—	—	92
Economically Disadvantaged	138	142	—	—	140

— There was not enough students to determine a Performance Index.