



The New York State Accountability Report 2011-12

SCHOOL: JHS 302 RAFAEL CORDERO
SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 -
BROOKLYN
DISTRICT ID: 331900010000
PRINCIPAL: LISA LINDER
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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
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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: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - 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	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	X
White	—
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - 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	✓	911	97%
American Indian or Alaska Native	—	8	—
Black or African American	✓	299	98%
Hispanic or Latino	✓	541	98%
Asian or Native Hawaiian/Other Pacific Islander	✓	101*	96%*
White	—	14	—
Multiracial	—	0	—
Students With Disabilities	✓	127	95%
Limited English Proficient	✓	179	98%
Economically Disadvantaged	✓	911	97%

✓ 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.

* The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - 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	X	796	105	146	115
American Indian or Alaska Native	—	8	—	—	—
Black or African American	X	264	106	123	115
Hispanic or Latino	X	472	104	127	114
Asian or Native Hawaiian/Other Pacific Islander	X	42	117	150	128
White	—	10	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	X	117†	76†	91	80
Limited English Proficient	X	167‡	62‡	102	78
Economically Disadvantaged	X	796	105	130	115

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

X 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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - 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	903	97%
Not Black or African American	612	97%
Not Hispanic or Latino	370	97%
Not Asian or Native Hawaiian/Other Pacific Islander	810	98%
Not White	897	98%
Not Multiracial	911	97%
General Education	784	98%
English Proficient	732	97%
Not Economically Disadvantaged	0	—
Male	481	98%
Female	430	97%
Migrant	0	—
Not Migrant	911	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	788	105
Not Black or African American	532	104
Not Hispanic or Latino	324	106
Not Asian or Native Hawaiian/Other Pacific Islander	754	104
Not White	786	105
Not Multiracial	796	105
General Education	683	110
English Proficient	661	116
Not Economically Disadvantaged	0	—
Male	420	98
Female	376	113
Migrant	0	—
Not Migrant	796	105

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

Elementary/Middle-Level Math: AYP

SCHOOL: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - 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	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	X
White	—
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - BROOKLYN

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **NO**

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	✓	917	97%
American Indian or Alaska Native	—	8	—
Black or African American	✓	299	97%
Hispanic or Latino	✓	545	97%
Asian or Native Hawaiian/Other Pacific Islander	✗	103*	94%*
White	—	14	—
Multiracial	—	0	—
Students With Disabilities	✓	127	95%
Limited English Proficient	✓	185	96%
Economically Disadvantaged	✓	917	97%

✓ 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.

* The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - 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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	806	109	160	124
American Indian or Alaska Native	—	8	—	—	—
Black or African American	X	262	103	135	117
Hispanic or Latino	X	481	111	145	125
Asian or Native Hawaiian/Other Pacific Islander	X	43	140	170	157
White	—	12	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	X	118†	66†	112	83
Limited English Proficient	X	180‡	88‡	132	98
Economically Disadvantaged	X	806	109	147	124

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

X 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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - 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	909	97%
Not Black or African American	618	96%
Not Hispanic or Latino	372	96%
Not Asian or Native Hawaiian/Other Pacific Islander	814	97%
Not White	903	97%
Not Multiracial	917	97%
General Education	790	97%
English Proficient	732	97%
Not Economically Disadvantaged	0	—
Male	485	97%
Female	432	96%
Migrant	0	—
Not Migrant	917	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	798	109
Not Black or African American	544	112
Not Hispanic or Latino	325	107
Not Asian or Native Hawaiian/Other Pacific Islander	763	107
Not White	794	110
Not Multiracial	806	109
General Education	692	116
English Proficient	658	116
Not Economically Disadvantaged	0	—
Male	425	103
Female	381	117
Migrant	0	—
Not Migrant	806	109

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

Elementary/Middle-Level Science: AYP

SCHOOL: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - 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): NO

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - BROOKLYN

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **NO**

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	X	706*	79%*
American Indian or Alaska Native	—	4	—
Black or African American	X	228*	79%*
Hispanic or Latino	X	428*	79%*
Asian or Native Hawaiian/Other Pacific Islander	—	21	—
White	—	3	—
Multiracial	—	0	—
Students With Disabilities	X	90*	71%*
Limited English Proficient	✓	67	81%
Economically Disadvantaged	X	706*	79%*

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

X 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.

* The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - BROOKLYN

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

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	✓	238	116	172	113
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	83	107	150	102
Hispanic or Latino	✓	135	120	156	115
Asian or Native Hawaiian/Other Pacific Islander	—	14	—	—	—
White	—	2	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	29	—	—	—
Limited English Proficient	✗	48‡	85‡	136	86
Economically Disadvantaged	✓	238	116	161	113

✓ 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 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 four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}]) \times 100$

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: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - 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	702	79%
Not Black or African American	478	79%
Not Hispanic or Latino	278	78%
Not Asian or Native Hawaiian/Other Pacific Islander	685	79%
Not White	703	79%
Not Multiracial	706	79%
General Education	616	80%
English Proficient	563	77%
Not Economically Disadvantaged	0	—
Male	367	77%
Female	339	81%
Migrant	0	—
Not Migrant	706	79%

— 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	234	116
Not Black or African American	155	120
Not Hispanic or Latino	103	110
Not Asian or Native Hawaiian/Other Pacific Islander	224	114
Not White	236	116
Not Multiracial	238	116
General Education	209	121
English Proficient	195	123
Not Economically Disadvantaged	0	—
Male	116	112
Female	122	119
Migrant	0	—
Not Migrant	238	116

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

Unweighted Combined ELA and Math PIs

SCHOOL: JHS 302 RAFAEL CORDERO

SCHOOL ID: 331900010302
DISTRICT: NYC GEOG DIST #19 - 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	105	109	—	—	107
American Indian or Alaska Native	—	—	—	—	—
Black or African American	106	103	—	—	105
Hispanic or Latino	104	111	—	—	108
Asian or Native Hawaiian/Other Pacific Islander	117	140	—	—	129
White	—	—	—	—	—
Multiracial	—	—	—	—	—
Students With Disabilities	76	66	—	—	71
Limited English Proficient	62	88	—	—	75
Economically Disadvantaged	105	109	—	—	107

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