



The New York State Accountability Report 2011-12

SCHOOL:	JHS 259 WILLIAM MCKINLEY
SCHOOL ID:	332000010259
DISTRICT:	NYC GEOG DIST #20 - BROOKLYN
DISTRICT ID:	332000010000
PRINCIPAL:	JANICE GEARY
SUPERINTENDENT:	KARINA COSTANTINO
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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 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - 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: JHS 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - 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	✓	1475	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	26	—
Hispanic or Latino	✓	401	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	645	99%
White	✓	402	100%
Multiracial	—	1	—
Students With Disabilities	✓	167	99%
Limited English Proficient	✓	325	99%
Economically Disadvantaged	✓	1280	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 ELA: Performance

SCHOOL: JHS 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - 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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1399	149	147	145
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	25	—	—	—
Hispanic or Latino	✓	385	143	126	126
Asian or Native Hawaiian/Other Pacific Islander	✓	605	155	161	151
White	✓	383	145	158	144
Multiracial	—	1	—	—	—
Students With Disabilities	✓	174†	105†	93	93
Limited English Proficient	✗	394‡	101‡	104	104
Economically Disadvantaged	✓	1209	145	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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - 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	1475	100%
Not Black or African American	1449	100%
Not Hispanic or Latino	1074	100%
Not Asian or Native Hawaiian/Other Pacific Islander	830	100%
Not White	1073	99%
Not Multiracial	1474	100%
General Education	1308	100%
English Proficient	1150	100%
Not Economically Disadvantaged	195	99%
Male	792	99%
Female	683	100%
Migrant	0	—
Not Migrant	1475	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	1399	149
Not Black or African American	1374	149
Not Hispanic or Latino	1014	151
Not Asian or Native Hawaiian/Other Pacific Islander	794	144
Not White	1016	150
Not Multiracial	1398	149
General Education	1239	155
English Proficient	1122	167
Not Economically Disadvantaged	190	170
Male	747	138
Female	652	162
Migrant	0	—
Not Migrant	1399	149

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

Elementary/Middle-Level Math: AYP

SCHOOL: JHS 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - 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): 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 Math: Participation

SCHOOL: JHS 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - 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	✓	1475	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	26	—
Hispanic or Latino	✓	402	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	644	100%
White	✓	402	100%
Multiracial	—	1	—
Students With Disabilities	✓	166	100%
Limited English Proficient	✓	325	100%
Economically Disadvantaged	✓	1280	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: JHS 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - BROOKLYN

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

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	✓	1421	175	161	161
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	26	—	—	—
Hispanic or Latino	✓	384	157	144	144
Asian or Native Hawaiian/Other Pacific Islander	✓	621	193	181	181
White	✓	389	168	168	168
Multiracial	—	1	—	—	—
Students With Disabilities	✓	174†	128†	114	114
Limited English Proficient	✓	417‡	167‡	135	135
Economically Disadvantaged	✓	1231	175	148	148

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

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 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - 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	1475	100%
Not Black or African American	1449	100%
Not Hispanic or Latino	1073	100%
Not Asian or Native Hawaiian/Other Pacific Islander	831	99%
Not White	1073	99%
Not Multiracial	1474	100%
General Education	1309	99%
English Proficient	1150	99%
Not Economically Disadvantaged	195	99%
Male	793	99%
Female	682	100%
Migrant	0	—
Not Migrant	1475	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	1421	175
Not Black or African American	1395	176
Not Hispanic or Latino	1037	182
Not Asian or Native Hawaiian/Other Pacific Islander	800	161
Not White	1032	178
Not Multiracial	1420	175
General Education	1261	182
English Proficient	1121	179
Not Economically Disadvantaged	190	179
Male	760	174
Female	661	177
Migrant	0	—
Not Migrant	1421	175

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

Elementary/Middle-Level Science: AYP

SCHOOL: JHS 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - 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	✓
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: JHS 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - 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	✓	493	98%
American Indian or Alaska Native	—	0	—
Black or African American	—	8	—
Hispanic or Latino	✓	130	97%
Asian or Native Hawaiian/Other Pacific Islander	✓	236	99%
White	✓	119	99%
Multiracial	—	0	—
Students With Disabilities	✓	43	98%
Limited English Proficient	✓	114	98%
Economically Disadvantaged	✓	433	98%

- ✓ 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: JHS 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - 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 \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	465	169	174	167
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	8	—	—	—
Hispanic or Latino	✓	122	161	156	156
Asian or Native Hawaiian/Other Pacific Islander	✓	222	177	180	174
White	✗	113	161	181	170
Multiracial	—	0	—	—	—
Students With Disabilities	✗	42†	114†	139	136
Limited English Proficient	✓	124‡	141‡	141	132
Economically Disadvantaged	✓	408	167	163	163

✓ 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.

‡ 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: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

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."

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 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - 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	493	98%
Not Black or African American	485	98%
Not Hispanic or Latino	363	99%
Not Asian or Native Hawaiian/Other Pacific Islander	257	98%
Not White	374	98%
Not Multiracial	493	98%
General Education	450	98%
English Proficient	379	98%
Not Economically Disadvantaged	60	98%
Male	267	97%
Female	226	100%
Migrant	0	—
Not Migrant	493	98%

— 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	465	169
Not Black or African American	457	169
Not Hispanic or Latino	343	171
Not Asian or Native Hawaiian/Other Pacific Islander	243	160
Not White	352	171
Not Multiracial	465	169
General Education	427	174
English Proficient	364	178
Not Economically Disadvantaged	57	177
Male	249	167
Female	216	171
Migrant	0	—
Not Migrant	465	169

— 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 259 WILLIAM MCKINLEY

SCHOOL ID: 332000010259
DISTRICT: NYC GEOG DIST #20 - 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	149	175	—	—	162
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	143	157	—	—	150
Asian or Native Hawaiian/Other Pacific Islander	155	193	—	—	174
White	145	168	—	—	157
Multiracial	—	—	—	—	—
Students With Disabilities	105	128	—	—	117
Limited English Proficient	101	167	—	—	134
Economically Disadvantaged	145	175	—	—	160

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