



The New York State Accountability Report 2011-12

SCHOOL:	JHS 226 VIRGIL I GRISSOM
SCHOOL ID:	342700010226
DISTRICT:	NYC GEOG DIST #27 - QUEENS
DISTRICT ID:	342700010000
PRINCIPAL:	RUSHELL WHITE
SUPERINTENDENT:	MICHELLE LLOYD-BEY
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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: JHS 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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	✓	1351	99%
American Indian or Alaska Native	✓	96	99%
Black or African American	✓	538	99%
Hispanic or Latino	✓	290	98%
Asian or Native Hawaiian/Other Pacific Islander	✓	414	99%
White	—	13	—
Multiracial	—	0	—
Students With Disabilities	✓	247	97%
Limited English Proficient	✓	93	100%
Economically Disadvantaged	✓	1124	98%

✓ 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 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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	✓	1212	125	147	124
American Indian or Alaska Native	✗	69	122	125	125
Black or African American	✓	493	115	125	111
Hispanic or Latino	✗	255	121	125	125
Asian or Native Hawaiian/Other Pacific Islander	✓	387	142	159	136
White	—	8	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✓	226†	81†	94	79
Limited English Proficient	✓	77‡	78‡	99	78
Economically Disadvantaged	✓	1001	125	131	122

✓ 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: JHS 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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	1255	98%
Not Black or African American	813	99%
Not Hispanic or Latino	1061	99%
Not Asian or Native Hawaiian/Other Pacific Islander	937	98%
Not White	1338	99%
Not Multiracial	1351	99%
General Education	1104	99%
English Proficient	1258	98%
Not Economically Disadvantaged	227	100%
Male	719	99%
Female	632	98%
Migrant	0	—
Not Migrant	1351	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	1143	126
Not Black or African American	719	132
Not Hispanic or Latino	957	127
Not Asian or Native Hawaiian/Other Pacific Islander	825	118
Not White	1204	126
Not Multiracial	1212	125
General Education	993	136
English Proficient	1149	128
Not Economically Disadvantaged	211	128
Male	640	118
Female	572	133
Migrant	0	—
Not Migrant	1212	125

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

Elementary/Middle-Level Math: AYP

SCHOOL: JHS 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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: JHS 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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	✓	1356	99%
American Indian or Alaska Native	✓	96	98%
Black or African American	✓	539	99%
Hispanic or Latino	✓	290	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	418	99%
White	—	13	—
Multiracial	—	0	—
Students With Disabilities	✓	248	99%
Limited English Proficient	✓	96	100%
Economically Disadvantaged	✓	1128	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 Math: Performance

SCHOOL: JHS 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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	✗	1225	136	161	142
American Indian or Alaska Native	✗	70	136	141	141
Black or African American	✗	499	123	137	125
Hispanic or Latino	✗	258	128	143	143
Asian or Native Hawaiian/Other Pacific Islander	✗	390	156	179	157
White	—	8	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✗	230†	92†	115	93
Limited English Proficient	✗	83‡	106‡	129	112
Economically Disadvantaged	✗	1015	134	148	142

✓ 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: JHS 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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	1260	99%
Not Black or African American	817	99%
Not Hispanic or Latino	1066	99%
Not Asian or Native Hawaiian/Other Pacific Islander	938	99%
Not White	1343	99%
Not Multiracial	1356	99%
General Education	1108	99%
English Proficient	1260	99%
Not Economically Disadvantaged	228	99%
Male	722	99%
Female	634	99%
Migrant	0	—
Not Migrant	1356	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	1155	136
Not Black or African American	726	144
Not Hispanic or Latino	967	138
Not Asian or Native Hawaiian/Other Pacific Islander	835	126
Not White	1217	136
Not Multiracial	1225	136
General Education	1002	146
English Proficient	1156	138
Not Economically Disadvantaged	210	143
Male	646	135
Female	579	137
Migrant	0	—
Not Migrant	1225	136

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

Elementary/Middle-Level Science: AYP

SCHOOL: JHS 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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	✓	512	92%
American Indian or Alaska Native	✓	42	88%
Black or African American	✓	191	92%
Hispanic or Latino	✓	101	93%
Asian or Native Hawaiian/Other Pacific Islander	✓	175	93%
White	—	3	—
Multiracial	—	0	—
Students With Disabilities	✓	101	86%
Limited English Proficient	—	37	—
Economically Disadvantaged	✓	414	93%

✓ 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 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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	✓	428	130	174	125
American Indian or Alaska Native	—	26	—	—	—
Black or African American	✓	162	112	153	110
Hispanic or Latino	✗	85	127	154	130
Asian or Native Hawaiian/Other Pacific Islander	✓	154	151	179	141
White	—	1	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✓	84†	82†	143	82
Limited English Proficient	—	25	—	—	—
Economically Disadvantaged	✓	349	128	162	124

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

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 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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	470	93%
Not Black or African American	321	93%
Not Hispanic or Latino	411	92%
Not Asian or Native Hawaiian/Other Pacific Islander	337	92%
Not White	509	92%
Not Multiracial	512	92%
General Education	411	94%
English Proficient	475	92%
Not Economically Disadvantaged	98	88%
Male	273	90%
Female	239	95%
Migrant	0	—
Not Migrant	512	92%

— 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	402	131
Not Black or African American	266	141
Not Hispanic or Latino	343	131
Not Asian or Native Hawaiian/Other Pacific Islander	274	119
Not White	427	130
Not Multiracial	428	130
General Education	345	142
English Proficient	403	135
Not Economically Disadvantaged	79	141
Male	227	129
Female	201	132
Migrant	0	—
Not Migrant	428	130

— 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 226 VIRGIL I GRISSOM

SCHOOL ID: 342700010226
DISTRICT: NYC GEOG DIST #27 - QUEENS

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	125	136	—	—	131
American Indian or Alaska Native	122	136	—	—	129
Black or African American	115	123	—	—	119
Hispanic or Latino	121	128	—	—	125
Asian or Native Hawaiian/Other Pacific Islander	142	156	—	—	149
White	—	—	—	—	—
Multiracial	—	—	—	—	—
Students With Disabilities	81	92	—	—	87
Limited English Proficient	78	106	—	—	92
Economically Disadvantaged	125	134	—	—	130

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