



The New York State Accountability Report 2011-12

SCHOOL:	JHS 217 ROBERT A VAN WYCK
SCHOOL ID:	342800010217
DISTRICT:	NYC GEOG DIST #28 - QUEENS
DISTRICT ID:	342800010000
PRINCIPAL:	PATRICK BURNS
SUPERINTENDENT:	JEANNETTE REED
PHONE:	718-657-1120

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 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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	✓	1637	98%
American Indian or Alaska Native	—	15	—
Black or African American	✓	290	97%
Hispanic or Latino	✓	649	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	598	99%
White	✓	84	95%
Multiracial	—	1	—
Students With Disabilities	✓	455*	96%*
Limited English Proficient	✓	265	99%
Economically Disadvantaged	✓	1637	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.

* 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 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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	✓	1538	140	147	138
American Indian or Alaska Native	—	13	—	—	—
Black or African American	✓	264	134	123	123
Hispanic or Latino	✓	615	131	128	128
Asian or Native Hawaiian/Other Pacific Islander	✓	569	153	160	152
White	✓	76	136	153	130
Multiracial	—	1	—	—	—
Students With Disabilities	✗	230†	87†	94	94
Limited English Proficient	✓	346‡	94‡	104	92
Economically Disadvantaged	✓	1538	140	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: JHS 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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	1622	98%
Not Black or African American	1347	99%
Not Hispanic or Latino	988	98%
Not Asian or Native Hawaiian/Other Pacific Islander	1039	98%
Not White	1553	98%
Not Multiracial	1636	98%
General Education	1390	99%
English Proficient	1372	98%
Not Economically Disadvantaged	0	—
Male	813	98%
Female	824	99%
Migrant	0	—
Not Migrant	1637	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	1525	140
Not Black or African American	1274	141
Not Hispanic or Latino	923	146
Not Asian or Native Hawaiian/Other Pacific Islander	969	132
Not White	1462	140
Not Multiracial	1537	140
General Education	1319	149
English Proficient	1305	152
Not Economically Disadvantaged	0	—
Male	750	134
Female	788	145
Migrant	0	—
Not Migrant	1538	140

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

Elementary/Middle-Level Math: AYP

SCHOOL: JHS 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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	✓	1638	99%
American Indian or Alaska Native	—	15	—
Black or African American	✓	291	99%
Hispanic or Latino	✓	649	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	598	100%
White	✓	84	98%
Multiracial	—	1	—
Students With Disabilities	✓	248	98%
Limited English Proficient	✓	265	100%
Economically Disadvantaged	✓	1638	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 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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	✗	1568	154	161	156
American Indian or Alaska Native	—	13	—	—	—
Black or African American	✓	272	138	135	135
Hispanic or Latino	✓	625	147	146	146
Asian or Native Hawaiian/Other Pacific Islander	✗	577	169	180	171
White	✓	80	156	163	150
Multiracial	—	1	—	—	—
Students With Disabilities	✗	241†	102†	115	115
Limited English Proficient	✓	360‡	132‡	134	125
Economically Disadvantaged	✓	1568	154	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: $\frac{(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

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 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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	1623	99%
Not Black or African American	1347	99%
Not Hispanic or Latino	989	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1040	99%
Not White	1554	99%
Not Multiracial	1637	99%
General Education	1390	99%
English Proficient	1373	99%
Not Economically Disadvantaged	0	—
Male	814	99%
Female	824	99%
Migrant	0	—
Not Migrant	1638	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	1555	154
Not Black or African American	1296	157
Not Hispanic or Latino	943	159
Not Asian or Native Hawaiian/Other Pacific Islander	991	145
Not White	1488	154
Not Multiracial	1567	154
General Education	1338	163
English Proficient	1320	161
Not Economically Disadvantaged	0	—
Male	770	153
Female	798	155
Migrant	0	—
Not Migrant	1568	154

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

Elementary/Middle-Level Science: AYP

SCHOOL: JHS 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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	✓	598	95%
American Indian or Alaska Native	—	6	—
Black or African American	✓	95	94%
Hispanic or Latino	✓	230	93%
Asian or Native Hawaiian/Other Pacific Islander	✓	237	98%
White	—	29	—
Multiracial	—	1	—
Students With Disabilities	✓	90	92%
Limited English Proficient	✓	93	91%
Economically Disadvantaged	✓	598	95%

✓ 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 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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	✗	550	149	174	152
American Indian or Alaska Native	—	5	—	—	—
Black or African American	✗	85	144	150	146
Hispanic or Latino	✗	210	140	157	143
Asian or Native Hawaiian/Other Pacific Islander	✗	224	162	180	165
White	—	25	—	—	—
Multiracial	—	1	—	—	—
Students With Disabilities	✗	89†	91†	143	109
Limited English Proficient	✗	107‡	84‡	140	91
Economically Disadvantaged	✗	550	149	163	152

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

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: JHS 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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	592	95%
Not Black or African American	503	95%
Not Hispanic or Latino	368	96%
Not Asian or Native Hawaiian/Other Pacific Islander	361	93%
Not White	569	95%
Not Multiracial	597	95%
General Education	508	95%
English Proficient	505	95%
Not Economically Disadvantaged	0	—
Male	321	94%
Female	277	96%
Migrant	0	—
Not Migrant	598	95%

— 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	545	149
Not Black or African American	465	150
Not Hispanic or Latino	340	155
Not Asian or Native Hawaiian/Other Pacific Islander	326	140
Not White	525	150
Not Multiracial	549	149
General Education	469	160
English Proficient	469	164
Not Economically Disadvantaged	0	—
Male	291	151
Female	259	147
Migrant	0	—
Not Migrant	550	149

— 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 217 ROBERT A VAN WYCK

SCHOOL ID: 342800010217
DISTRICT: NYC GEOG DIST #28 - 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	140	154	—	—	147
American Indian or Alaska Native	—	—	—	—	—
Black or African American	134	138	—	—	136
Hispanic or Latino	131	147	—	—	139
Asian or Native Hawaiian/Other Pacific Islander	153	169	—	—	161
White	136	156	—	—	146
Multiracial	—	—	—	—	—
Students With Disabilities	87	102	—	—	95
Limited English Proficient	94	132	—	—	113
Economically Disadvantaged	140	154	—	—	147

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