



The New York State Accountability Report 2011-12

SCHOOL:	FRAZER K-8 SCHOOL
SCHOOL ID:	421800010022
DISTRICT:	SYRACUSE CITY SCHOOL DISTRICT
DISTRICT ID:	421800010000
PRINCIPAL:	DEBRA MASTROPAOLO
SUPERINTENDENT:	SHARON CONTRERAS
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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:
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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: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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	X
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: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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) 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	✓	604	97%
American Indian or Alaska Native	—	12	—
Black or African American	✓	215	100%
Hispanic or Latino	✗	119*	92%*
Asian or Native Hawaiian/Other Pacific Islander	✓	165	98%
White	✓	143	96%
Multiracial	—	7	—
Students With Disabilities	✓	141	97%
Limited English Proficient	✓	158	96%
Economically Disadvantaged	✓	553	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: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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	543	86	145	106
American Indian or Alaska Native	—	9	—	—	—
Black or African American	X	195	78	122	102
Hispanic or Latino	X	50	60	119	82
Asian or Native Hawaiian/Other Pacific Islander	X	155	114	157	121
White	X	127	74	155	106
Multiracial	—	7	—	—	—
Students With Disabilities	X	142†	55†	92	83
Limited English Proficient	X	177‡	68‡	102	88
Economically Disadvantaged	X	498	84	129	105

✓ 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: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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	97%
Not Black or African American	389	96%
Not Hispanic or Latino	485	98%
Not Asian or Native Hawaiian/Other Pacific Islander	439	97%
Not White	461	98%
Not Multiracial	597	97%
General Education	463	97%
English Proficient	446	98%
Not Economically Disadvantaged	51	94%
Male	319	97%
Female	285	97%
Migrant	0	—
Not Migrant	604	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	534	86
Not Black or African American	348	91
Not Hispanic or Latino	493	89
Not Asian or Native Hawaiian/Other Pacific Islander	388	76
Not White	416	90
Not Multiracial	536	86
General Education	411	98
English Proficient	400	100
Not Economically Disadvantaged	45	113
Male	287	79
Female	256	94
Migrant	0	—
Not Migrant	543	86

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

Elementary/Middle-Level Math: AYP

SCHOOL: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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	X
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: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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	✓	606	97%
American Indian or Alaska Native	—	12	—
Black or African American	✓	217	99%
Hispanic or Latino	✗	119*	92%*
Asian or Native Hawaiian/Other Pacific Islander	✓	165	99%
White	✓	143	96%
Multiracial	—	7	—
Students With Disabilities	✓	142	96%
Limited English Proficient	✓	158	97%
Economically Disadvantaged	✓	555	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: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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	544	90	159	115
American Indian or Alaska Native	—	8	—	—	—
Black or African American	X	195	72	134	106
Hispanic or Latino	X	51	61	137	92
Asian or Native Hawaiian/Other Pacific Islander	X	156	128	177	142
White	X	127	81	165	103
Multiracial	—	7	—	—	—
Students With Disabilities	X	142†	64†	113	94
Limited English Proficient	X	178‡	88‡	132	105
Economically Disadvantaged	X	498	88	146	111

✓ 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: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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	594	97%
Not Black or African American	389	96%
Not Hispanic or Latino	487	98%
Not Asian or Native Hawaiian/Other Pacific Islander	441	96%
Not White	463	98%
Not Multiracial	599	97%
General Education	464	97%
English Proficient	448	97%
Not Economically Disadvantaged	51	94%
Male	319	97%
Female	287	97%
Migrant	0	—
Not Migrant	606	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	536	90
Not Black or African American	349	100
Not Hispanic or Latino	493	93
Not Asian or Native Hawaiian/Other Pacific Islander	388	75
Not White	417	93
Not Multiracial	537	90
General Education	413	99
English Proficient	400	96
Not Economically Disadvantaged	46	115
Male	288	88
Female	256	92
Migrant	0	—
Not Migrant	544	90

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

Elementary/Middle-Level Science: AYP

SCHOOL: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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	✓	224	94%
American Indian or Alaska Native	—	8	—
Black or African American	✓	75	97%
Hispanic or Latino	—	19	—
Asian or Native Hawaiian/Other Pacific Islander	✓	64	98%
White	✓	57	89%
Multiracial	—	1	—
Students With Disabilities	✓	49	94%
Limited English Proficient	✓	61	93%
Economically Disadvantaged	✓	205	94%

✓ 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: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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	✓	189	127	171	127
American Indian or Alaska Native	—	5	—	—	—
Black or African American	✓	65	114	149	114
Hispanic or Latino	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✗	59	144	174	151
White	✗	46	115	177	132
Multiracial	—	1	—	—	—
Students With Disabilities	✗	46†	87†	140	94
Limited English Proficient	✗	59‡	107‡	137	116
Economically Disadvantaged	✗	171	123	160	125

✓ 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: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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	216	94%
Not Black or African American	149	93%
Not Hispanic or Latino	205	95%
Not Asian or Native Hawaiian/Other Pacific Islander	160	93%
Not White	167	96%
Not Multiracial	223	94%
General Education	175	94%
English Proficient	163	94%
Not Economically Disadvantaged	19	—
Male	124	94%
Female	100	95%
Migrant	0	—
Not Migrant	224	94%

— 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	184	126
Not Black or African American	124	134
Not Hispanic or Latino	176	126
Not Asian or Native Hawaiian/Other Pacific Islander	130	119
Not White	143	131
Not Multiracial	188	127
General Education	146	141
English Proficient	139	140
Not Economically Disadvantaged	18	—
Male	107	122
Female	82	133
Migrant	0	—
Not Migrant	189	127

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

Unweighted Combined ELA and Math PIs

SCHOOL: FRAZER K-8 SCHOOL

SCHOOL ID: 421800010022
DISTRICT: SYRACUSE CITY SCHOOL DISTRICT

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	86	90	—	—	88
American Indian or Alaska Native	—	—	—	—	—
Black or African American	78	72	—	—	75
Hispanic or Latino	60	61	—	—	61
Asian or Native Hawaiian/Other Pacific Islander	114	128	—	—	121
White	74	81	—	—	78
Multiracial	—	—	—	—	—
Students With Disabilities	55	64	—	—	60
Limited English Proficient	68	88	—	—	78
Economically Disadvantaged	84	88	—	—	86

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