



# The New York State Accountability Report 2011-12

<b>SCHOOL:</b>	<b>VICTOR INTERMEDIATE SCHOOL</b>
<b>SCHOOL ID:</b>	<b>431701060001</b>
<b>DISTRICT:</b>	<b>VICTOR CENTRAL SCHOOL DISTRICT</b>
<b>DISTRICT ID:</b>	<b>431701060000</b>
<b>PRINCIPAL:</b>	<b>MARY SZLOSEK</b>
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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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# 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](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: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL 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): 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 ELA: Participation

SCHOOL: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL SCHOOL DISTRICT

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	✓	987	100%
American Indian or Alaska Native	—	2	—
Black or African American	—	24	—
Hispanic or Latino	—	13	—
Asian or Native Hawaiian/Other Pacific Islander	—	33	—
White	✓	912	100%
Multiracial	—	3	—
Students With Disabilities	✓	111	100%
Limited English Proficient	—	8	—
Economically Disadvantaged	✓	112	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: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL SCHOOL DISTRICT

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) 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	✓	971	175	146	146
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	22	—	—	—
Hispanic or Latino	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	33	179	148	148
White	✓	900	176	160	160
Multiracial	—	3	—	—	—
Students With Disabilities	✓	109	111	91	91
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✓	111	144	124	124

✓ 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.

**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: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL 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	985	100%
Not Black or African American	963	100%
Not Hispanic or Latino	974	100%
Not Asian or Native Hawaiian/Other Pacific Islander	954	100%
Not White	75	100%
Not Multiracial	984	100%
General Education	876	100%
English Proficient	979	100%
Not Economically Disadvantaged	875	100%
Male	522	100%
Female	465	100%
Migrant	0	—
Not Migrant	987	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	969	175
Not Black or African American	949	176
Not Hispanic or Latino	960	176
Not Asian or Native Hawaiian/Other Pacific Islander	938	175
Not White	71	168
Not Multiracial	968	175
General Education	862	184
English Proficient	965	176
Not Economically Disadvantaged	860	179
Male	514	170
Female	457	182
Migrant	0	—
Not Migrant	971	175

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

# Elementary/Middle-Level Math: AYP

SCHOOL: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL 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	✓
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: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL SCHOOL DISTRICT

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	✓	989	100%
American Indian or Alaska Native	—	2	—
Black or African American	—	24	—
Hispanic or Latino	—	13	—
Asian or Native Hawaiian/Other Pacific Islander	—	33	—
White	✓	914	100%
Multiracial	—	3	—
Students With Disabilities	✓	112	100%
Limited English Proficient	—	8	—
Economically Disadvantaged	✓	112	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: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL 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 $\geq$ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	973	179	160	160
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	22	—	—	—
Hispanic or Latino	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	33	173	168	168
White	✓	902	180	170	170
Multiracial	—	3	—	—	—
Students With Disabilities	✓	109	134	112	112
Limited English Proficient	—	7	—	—	—
Economically Disadvantaged	✗	110	139	141	141

✓ 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.

**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: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL 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	987	100%
Not Black or African American	965	100%
Not Hispanic or Latino	976	100%
Not Asian or Native Hawaiian/Other Pacific Islander	956	100%
Not White	75	100%
Not Multiracial	986	100%
General Education	877	100%
English Proficient	981	100%
Not Economically Disadvantaged	877	100%
Male	523	100%
Female	466	100%
Migrant	0	—
Not Migrant	989	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	971	179
Not Black or African American	951	179
Not Hispanic or Latino	962	179
Not Asian or Native Hawaiian/Other Pacific Islander	940	179
Not White	71	163
Not Multiracial	970	179
General Education	864	184
English Proficient	966	179
Not Economically Disadvantaged	863	184
Male	517	180
Female	456	177
Migrant	0	—
Not Migrant	973	179

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

# Elementary/Middle-Level Science: AYP

SCHOOL: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL 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): 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 Science: Participation

SCHOOL: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL 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	✓	318	99%
American Indian or Alaska Native	—	1	—
Black or African American	—	8	—
Hispanic or Latino	—	7	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	✓	293	99%
Multiracial	—	0	—
Students With Disabilities	—	34	—
Limited English Proficient	—	4	—
Economically Disadvantaged	—	36	—

- ✓ 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: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL SCHOOL DISTRICT

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

## 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	✓	309	197	173	173
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	8	—	—	—
Hispanic or Latino	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✓	285	197	185	185
Multiracial	—	0	—	—	—
Students With Disabilities	✓	31	197	137	1
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✓	34	191	151	151

✓ 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.

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

**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: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL 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	317	99%
Not Black or African American	310	99%
Not Hispanic or Latino	311	99%
Not Asian or Native Hawaiian/Other Pacific Islander	309	99%
Not White	25	—
Not Multiracial	318	99%
General Education	284	100%
English Proficient	314	99%
Not Economically Disadvantaged	282	100%
Male	163	99%
Female	155	100%
Migrant	0	—
Not Migrant	318	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	308	197
Not Black or African American	301	197
Not Hispanic or Latino	303	197
Not Asian or Native Hawaiian/Other Pacific Islander	300	197
Not White	24	—
Not Multiracial	309	197
General Education	278	197
English Proficient	306	197
Not Economically Disadvantaged	275	197
Male	159	196
Female	150	198
Migrant	0	—
Not Migrant	309	197

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

# Unweighted Combined ELA and Math PIs

SCHOOL: VICTOR INTERMEDIATE SCHOOL

SCHOOL ID: 431701060001  
DISTRICT: VICTOR CENTRAL 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	175	179	—	—	177
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	179	173	—	—	176
White	176	180	—	—	178
Multiracial	—	—	—	—	—
Students With Disabilities	111	134	—	—	123
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	144	139	—	—	142

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