



The New York State Accountability Report 2011-12

SCHOOL:	LONGWOOD JUNIOR HIGH SCHOOL
SCHOOL ID:	580212060006
DISTRICT:	LONGWOOD CENTRAL SCHOOL DISTRICT
DISTRICT ID:	580212060000
PRINCIPAL:	LEVI MCINTYRE
SUPERINTENDENT:	ALLAN GERSTENLAUER
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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
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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: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006
DISTRICT: LONGWOOD 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: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006

DISTRICT: LONGWOOD 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	✓	1352	99%
American Indian or Alaska Native	—	10	—
Black or African American	✓	266	99%
Hispanic or Latino	✓	263	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	51	98%
White	✓	718	99%
Multiracial	✓	44	98%
Students With Disabilities	✓	228	99%
Limited English Proficient	—	33	—
Economically Disadvantaged	✓	666	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 ELA: Performance

SCHOOL: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006

DISTRICT: LONGWOOD 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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1300	157	147	147
American Indian or Alaska Native	—	10	—	—	—
Black or African American	✓	251	133	123	123
Hispanic or Latino	✓	247	147	125	125
Asian or Native Hawaiian/Other Pacific Islander	✓	49	180	151	151
White	✓	700	168	160	160
Multiracial	✓	43	153	143	143
Students With Disabilities	✓	214†	93†	93	93
Limited English Proficient	—	24	—	—	—
Economically Disadvantaged	✓	630	140	130	130

✓ 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.

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: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006
DISTRICT: LONGWOOD 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	1342	99%
Not Black or African American	1086	99%
Not Hispanic or Latino	1089	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1301	99%
Not White	634	99%
Not Multiracial	1308	99%
General Education	1124	99%
English Proficient	1319	99%
Not Economically Disadvantaged	686	99%
Male	718	99%
Female	634	99%
Migrant	0	—
Not Migrant	1352	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	1290	157
Not Black or African American	1049	163
Not Hispanic or Latino	1053	160
Not Asian or Native Hawaiian/Other Pacific Islander	1251	156
Not White	600	145
Not Multiracial	1257	157
General Education	1087	170
English Proficient	1276	158
Not Economically Disadvantaged	670	173
Male	690	151
Female	610	164
Migrant	0	—
Not Migrant	1300	157

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

Elementary/Middle-Level Math: AYP

SCHOOL: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006
DISTRICT: LONGWOOD 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): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	✓
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006

DISTRICT: LONGWOOD 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	✓	1352	99%
American Indian or Alaska Native	—	10	—
Black or African American	✓	266	99%
Hispanic or Latino	✓	263	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	51	100%
White	✓	718	99%
Multiracial	✓	44	95%
Students With Disabilities	✓	228	98%
Limited English Proficient	—	33	—
Economically Disadvantaged	✓	665	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: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006

DISTRICT: LONGWOOD 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) 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	✓	1299	171	161	161
American Indian or Alaska Native	—	10	—	—	—
Black or African American	✓	251	147	135	135
Hispanic or Latino	✓	246	165	143	143
Asian or Native Hawaiian/Other Pacific Islander	✓	51	178	172	172
White	✓	699	181	170	170
Multiracial	✓	42	164	151	151
Students With Disabilities	✓	212†	117†	114	114
Limited English Proficient	—	26	—	—	—
Economically Disadvantaged	✓	627	156	147	147

✓ 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.

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: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006
DISTRICT: LONGWOOD 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	1342	99%
Not Black or African American	1086	99%
Not Hispanic or Latino	1089	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1301	99%
Not White	634	99%
Not Multiracial	1308	99%
General Education	1124	99%
English Proficient	1319	99%
Not Economically Disadvantaged	687	99%
Male	719	99%
Female	633	99%
Migrant	0	—
Not Migrant	1352	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	1289	170
Not Black or African American	1048	176
Not Hispanic or Latino	1053	172
Not Asian or Native Hawaiian/Other Pacific Islander	1248	170
Not White	600	159
Not Multiracial	1257	171
General Education	1088	181
English Proficient	1273	171
Not Economically Disadvantaged	672	184
Male	690	167
Female	609	175
Migrant	0	—
Not Migrant	1299	171

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

Elementary/Middle-Level Science: AYP

SCHOOL: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006
DISTRICT: LONGWOOD 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: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006

DISTRICT: LONGWOOD 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	✓	678	96%
American Indian or Alaska Native	—	5	—
Black or African American	✓	135	94%
Hispanic or Latino	✓	115	95%
Asian or Native Hawaiian/Other Pacific Islander	—	23	—
White	✓	381	97%
Multiracial	—	19	—
Students With Disabilities	✓	115	88%
Limited English Proficient	—	10	—
Economically Disadvantaged	✓	341	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: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006

DISTRICT: LONGWOOD 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 >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	627	188	175	175
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	120	175	152	152
Hispanic or Latino	✓	103	183	155	155
Asian or Native Hawaiian/Other Pacific Islander	—	22	—	—	—
White	✓	360	193	185	185
Multiracial	—	18	—	—	—
Students With Disabilities	✓	97†	173†	144	144
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	✓	300	179	162	162

✓ 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: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006

DISTRICT: LONGWOOD 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	673	96%
Not Black or African American	543	96%
Not Hispanic or Latino	563	96%
Not Asian or Native Hawaiian/Other Pacific Islander	655	96%
Not White	297	94%
Not Multiracial	659	96%
General Education	563	97%
English Proficient	668	96%
Not Economically Disadvantaged	337	98%
Male	370	94%
Female	308	98%
Migrant	0	—
Not Migrant	678	96%

— 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	623	188
Not Black or African American	507	191
Not Hispanic or Latino	524	189
Not Asian or Native Hawaiian/Other Pacific Islander	605	187
Not White	267	181
Not Multiracial	609	188
General Education	531	191
English Proficient	622	188
Not Economically Disadvantaged	327	196
Male	340	188
Female	287	187
Migrant	0	—
Not Migrant	627	188

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

Unweighted Combined ELA and Math PIs

SCHOOL: LONGWOOD JUNIOR HIGH SCHOOL

SCHOOL ID: 580212060006

DISTRICT: LONGWOOD 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	157	171	—	—	164
American Indian or Alaska Native	—	—	—	—	—
Black or African American	133	147	—	—	140
Hispanic or Latino	147	165	—	—	156
Asian or Native Hawaiian/Other Pacific Islander	180	178	—	—	179
White	168	181	—	—	175
Multiracial	153	164	—	—	159
Students With Disabilities	93	117	—	—	105
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	140	156	—	—	148

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