



The New York State Accountability Report 2011-12

SCHOOL:	RIVERHEAD MIDDLE SCHOOL
SCHOOL ID:	580602040006
DISTRICT:	RIVERHEAD CENTRAL SCHOOL DISTRICT
DISTRICT ID:	580602040000
PRINCIPAL:	ANDREA PEKAR
SUPERINTENDENT:	NANCY CARNEY
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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: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006
DISTRICT: RIVERHEAD 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): 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: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006

DISTRICT: RIVERHEAD 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	✓	706	98%
American Indian or Alaska Native	—	6	—
Black or African American	✓	132	96%
Hispanic or Latino	✓	179	98%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
White	✓	375	99%
Multiracial	—	7	—
Students With Disabilities	✓	145*	95%*
Limited English Proficient	✓	85*	95%*
Economically Disadvantaged	✓	329	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: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006

DISTRICT: RIVERHEAD 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) 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	✗	680	138	146	142
American Indian or Alaska Native	—	6	—	—	—
Black or African American	✗	125	112	121	118
Hispanic or Latino	✗	167	116	124	123
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
White	✗	369	157	158	158
Multiracial	—	6	—	—	—
Students With Disabilities	✓	69†	103†	89	89
Limited English Proficient	✓	65‡	80‡	98	20
Economically Disadvantaged	✗	315	115	128	119

✓ 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: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006

DISTRICT: RIVERHEAD 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	700	98%
Not Black or African American	574	99%
Not Hispanic or Latino	527	98%
Not Asian or Native Hawaiian/Other Pacific Islander	699	98%
Not White	331	97%
Not Multiracial	699	98%
General Education	634	99%
English Proficient	661	99%
Not Economically Disadvantaged	377	99%
Male	374	97%
Female	332	99%
Migrant	12	—
Not Migrant	694	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	674	139
Not Black or African American	555	144
Not Hispanic or Latino	513	146
Not Asian or Native Hawaiian/Other Pacific Islander	673	138
Not White	311	116
Not Multiracial	674	138
General Education	612	142
English Proficient	641	143
Not Economically Disadvantaged	365	159
Male	356	134
Female	324	143
Migrant	10	—
Not Migrant	670	139

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

Elementary/Middle-Level Math: AYP

SCHOOL: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006
DISTRICT: RIVERHEAD 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: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006

DISTRICT: RIVERHEAD 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	✓	710	98%
American Indian or Alaska Native	—	6	—
Black or African American	✓	267*	96%*
Hispanic or Latino	✓	180	98%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
White	✓	376	99%
Multiracial	—	8	—
Students With Disabilities	✓	72	96%
Limited English Proficient	✓	45	98%
Economically Disadvantaged	✓	329	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: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006

DISTRICT: RIVERHEAD 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	✓	681	168	160	160
American Indian or Alaska Native	—	6	—	—	—
Black or African American	✓	123	153	133	133
Hispanic or Latino	✓	168	156	142	142
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
White	✓	371	179	168	168
Multiracial	—	6	—	—	—
Students With Disabilities	✓	70†	127†	111	111
Limited English Proficient	✓	69‡	145‡	128	128
Economically Disadvantaged	✓	314	153	145	145

✓ 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: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006

DISTRICT: RIVERHEAD 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	704	98%
Not Black or African American	443	100%
Not Hispanic or Latino	530	98%
Not Asian or Native Hawaiian/Other Pacific Islander	703	98%
Not White	334	97%
Not Multiracial	702	98%
General Education	638	98%
English Proficient	665	98%
Not Economically Disadvantaged	381	99%
Male	376	99%
Female	334	98%
Migrant	12	—
Not Migrant	698	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	675	168
Not Black or African American	558	172
Not Hispanic or Latino	513	172
Not Asian or Native Hawaiian/Other Pacific Islander	674	168
Not White	310	155
Not Multiracial	675	168
General Education	612	173
English Proficient	639	171
Not Economically Disadvantaged	367	181
Male	361	166
Female	320	170
Migrant	10	—
Not Migrant	671	169

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

Elementary/Middle-Level Science: AYP

SCHOOL: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006
DISTRICT: RIVERHEAD 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): 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: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006

DISTRICT: RIVERHEAD 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	✓	352	98%
American Indian or Alaska Native	—	4	—
Black or African American	✓	65	97%
Hispanic or Latino	✓	89	99%
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
White	✓	185	97%
Multiracial	—	4	—
Students With Disabilities	—	34	—
Limited English Proficient	—	23	—
Economically Disadvantaged	✓	163	98%

✓ 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: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006

DISTRICT: RIVERHEAD CENTRAL 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	✗	337	167	173	173
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✗	63	138	149	149
Hispanic or Latino	✗	84	143	154	154
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✓	178	188	183	183
Multiracial	—	3	—	—	—
Students With Disabilities	✓	31	152	137	137
Limited English Proficient	—	21	—	—	—
Economically Disadvantaged	✗	157	147	160	160

✓ 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: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006

DISTRICT: RIVERHEAD 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	348	98%
Not Black or African American	287	98%
Not Hispanic or Latino	263	97%
Not Asian or Native Hawaiian/Other Pacific Islander	347	98%
Not White	167	98%
Not Multiracial	348	98%
General Education	318	98%
English Proficient	329	98%
Not Economically Disadvantaged	189	97%
Male	191	97%
Female	161	99%
Migrant	8	—
Not Migrant	344	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	333	168
Not Black or African American	274	174
Not Hispanic or Latino	253	175
Not Asian or Native Hawaiian/Other Pacific Islander	332	167
Not White	159	144
Not Multiracial	334	167
General Education	306	169
English Proficient	316	173
Not Economically Disadvantaged	180	185
Male	179	172
Female	158	163
Migrant	7	—
Not Migrant	330	169

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

Unweighted Combined ELA and Math PIs

SCHOOL: RIVERHEAD MIDDLE SCHOOL

SCHOOL ID: 580602040006

DISTRICT: RIVERHEAD 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	138	168	—	—	153
American Indian or Alaska Native	—	—	—	—	—
Black or African American	112	153	—	—	133
Hispanic or Latino	116	156	—	—	136
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	157	179	—	—	168
Multiracial	—	—	—	—	—
Students With Disabilities	103	127	—	—	115
Limited English Proficient	80	145	—	—	113
Economically Disadvantaged	115	153	—	—	134

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