



The New York State Accountability Report 2011-12

SCHOOL:	ALBERT LEONARD MIDDLE SCHOOL
SCHOOL ID:	661100010013
DISTRICT:	NEW ROCHELLE CITY SCHOOL DISTRICT
DISTRICT ID:	661100010000
PRINCIPAL:	VELMA WHITESIDE
SUPERINTENDENT:	RICHARD ORGANISCIAK
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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: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013
DISTRICT: NEW ROCHELLE 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): 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: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013
DISTRICT: NEW ROCHELLE CITY 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	✓	1224	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	338	99%
Hispanic or Latino	✓	288	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	56	100%
White	✓	531	99%
Multiracial	—	11	—
Students With Disabilities	✓	292*	96%*
Limited English Proficient	—	31	—
Economically Disadvantaged	✓	415	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.

* 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: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013

DISTRICT: NEW ROCHELLE 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: **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	✓	1193	165	147	147
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	322	147	124	124
Hispanic or Latino	✓	282	150	126	126
Asian or Native Hawaiian/Other Pacific Islander	✓	56	188	152	152
White	✓	522	181	159	159
Multiracial	—	11	—	—	—
Students With Disabilities	✓	147†	103†	92	92
Limited English Proficient	—	26	—	—	—
Economically Disadvantaged	✓	403	139	129	129

✓ 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: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013
DISTRICT: NEW ROCHELLE 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	1224	99%
Not Black or African American	886	99%
Not Hispanic or Latino	936	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1168	99%
Not White	693	99%
Not Multiracial	1213	99%
General Education	1072	100%
English Proficient	1193	99%
Not Economically Disadvantaged	809	99%
Male	632	98%
Female	592	100%
Migrant	0	—
Not Migrant	1224	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	1193	165
Not Black or African American	871	171
Not Hispanic or Latino	911	169
Not Asian or Native Hawaiian/Other Pacific Islander	1137	164
Not White	671	152
Not Multiracial	1182	165
General Education	1054	173
English Proficient	1167	166
Not Economically Disadvantaged	790	178
Male	612	158
Female	581	171
Migrant	0	—
Not Migrant	1193	165

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

Elementary/Middle-Level Math: AYP

SCHOOL: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013
DISTRICT: NEW ROCHELLE 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): 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: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013
DISTRICT: NEW ROCHELLE CITY 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	✓	1226	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	338	99%
Hispanic or Latino	✓	290	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	56	100%
White	✓	531	100%
Multiracial	—	11	—
Students With Disabilities	✓	152	99%
Limited English Proficient	—	31	—
Economically Disadvantaged	✓	415	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 Math: Performance

SCHOOL: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013

DISTRICT: NEW ROCHELLE 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: **YES**

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	✓	1205	171	161	161
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	326	150	136	136
Hispanic or Latino	✓	285	161	144	144
Asian or Native Hawaiian/Other Pacific Islander	✓	56	195	172	172
White	✓	527	187	169	169
Multiracial	—	11	—	—	—
Students With Disabilities	✓	157†	126†	114	114
Limited English Proficient	—	27	—	—	—
Economically Disadvantaged	✓	408	146	146	146

✓ 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: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013
DISTRICT: NEW ROCHELLE 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	1226	100%
Not Black or African American	888	100%
Not Hispanic or Latino	936	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1170	100%
Not White	695	100%
Not Multiracial	1215	100%
General Education	1074	100%
English Proficient	1195	100%
Not Economically Disadvantaged	811	100%
Male	632	100%
Female	594	100%
Migrant	0	—
Not Migrant	1226	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	1205	171
Not Black or African American	879	179
Not Hispanic or Latino	920	174
Not Asian or Native Hawaiian/Other Pacific Islander	1149	170
Not White	678	158
Not Multiracial	1194	171
General Education	1057	177
English Proficient	1178	172
Not Economically Disadvantaged	797	183
Male	623	168
Female	582	174
Migrant	0	—
Not Migrant	1205	171

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

Elementary/Middle-Level Science: AYP

SCHOOL: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013
DISTRICT: NEW ROCHELLE 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): 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: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013
DISTRICT: NEW ROCHELLE 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	✓	437	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	121	99%
Hispanic or Latino	✓	110	99%
Asian or Native Hawaiian/Other Pacific Islander	—	21	—
White	✓	179	99%
Multiracial	—	6	—
Students With Disabilities	✓	60	98%
Limited English Proficient	—	13	—
Economically Disadvantaged	✓	150	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: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013

DISTRICT: NEW ROCHELLE CITY 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	✓	428	184	174	174
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	116	174	151	151
Hispanic or Latino	✓	108	176	155	155
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—
White	✓	178	194	183	183
Multiracial	—	5	—	—	—
Students With Disabilities	✓	61 †	156 †	142	142
Limited English Proficient	—	10	—	—	—
Economically Disadvantaged	✓	147	169	159	159

✓ 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: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013
DISTRICT: NEW ROCHELLE 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	437	99%
Not Black or African American	316	99%
Not Hispanic or Latino	327	99%
Not Asian or Native Hawaiian/Other Pacific Islander	416	99%
Not White	258	99%
Not Multiracial	431	99%
General Education	377	99%
English Proficient	424	99%
Not Economically Disadvantaged	287	100%
Male	231	99%
Female	206	99%
Migrant	0	—
Not Migrant	437	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	428	184
Not Black or African American	312	188
Not Hispanic or Latino	320	187
Not Asian or Native Hawaiian/Other Pacific Islander	407	183
Not White	250	177
Not Multiracial	423	184
General Education	369	188
English Proficient	418	184
Not Economically Disadvantaged	281	192
Male	227	184
Female	201	184
Migrant	0	—
Not Migrant	428	184

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

Unweighted Combined ELA and Math PIs

SCHOOL: ALBERT LEONARD MIDDLE SCHOOL

SCHOOL ID: 661100010013
DISTRICT: NEW ROCHELLE 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	165	171	—	—	168
American Indian or Alaska Native	—	—	—	—	—
Black or African American	147	150	—	—	149
Hispanic or Latino	150	161	—	—	156
Asian or Native Hawaiian/Other Pacific Islander	188	195	—	—	192
White	181	187	—	—	184
Multiracial	—	—	—	—	—
Students With Disabilities	103	126	—	—	115
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	139	146	—	—	143

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