SCHOOL 7 ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	251

ENROLLMENT BY GENDER

MALE		FEMALE	
121	48%	130	52%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	1	0%
BLACK OR AFRICAN AMERICAN	12	5%
HISPANIC OR LATINO	110	44%
WHITE	115	46%
MULTIRACIAL	13	5%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
34	14%	41	16%	168	67%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
PRE-K (HALF DAY)	33	12%
K (FULL DAY)	35	12%
1ST GRADE	41	14%
2ND GRADE	51	18%
3RD GRADE	37	13%
4TH GRADE	42	15%
5TH GRADE	44	15%
UNGRADED ELEMENTARY	1	0%

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH		ELIGIBLE FOR REDUCED-PRICE LUNCH	
137	55%	0	0%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	95%

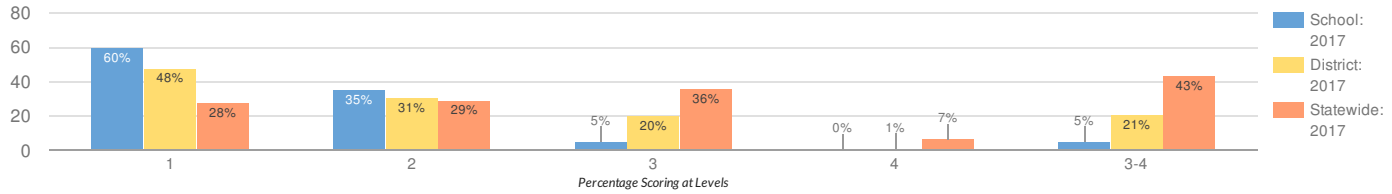
STUDENT SUSPENSIONS (2015 - 16)

0	0%

STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	1
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	3
PARAPROFESSIONALS	0

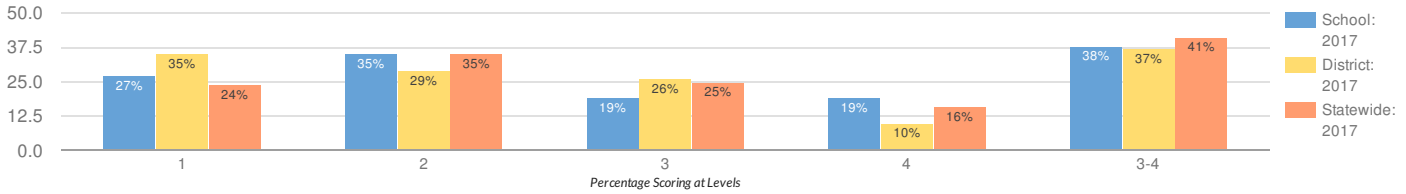
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 278

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	40	5%	24	60%	14	35%	2	5%	0	0%
GENERAL EDUCATION	33	6%	17	52%	14	42%	2	6%	0	0%
STUDENTS WITH DISABILITIES	7	0%	7	100%	0	0%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	_	_	_	_	_	_	_	_
BLACK OR AFRICAN AMERICAN	3	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	24	4%	16	67%	7	29%	1	4%	0	0%
WHITE	12	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	16	6%	8	50%	7	44%	1	6%	0	0%
FEMALE	20	0%	14	70%	6	30%	0	0%	0	0%
MALE	20	10%	10	50%	8	40%	2	10%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	35	6%	22	63%	11	31%	2	6%	0	0%
ENGLISH LANGUAGE LEARNERS	5	0%	2	40%	3	60%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	32	3%	20	63%	11	34%	1	3%	0	0%
NOT ECONOMICALLY DISADVANTAGED	8	13%	4	50%	3	38%	1	13%	0	0%
MIGRANT	1	_%	_	_	_	_	_	_	_	_
NOT MIGRANT	39	_%	_	_	_	_	_	_	_	_

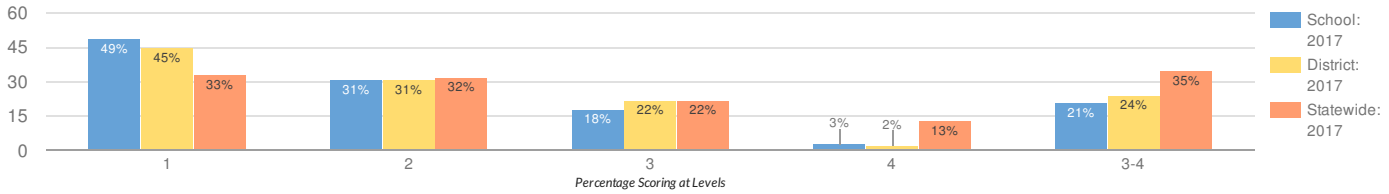
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 304

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	37	38%	10	27%	13	35%	7	19%	7	19%
GENERAL EDUCATION	33	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	4	_%	_	_	_	_	_	_	_	_
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	15	_%	_	_	_	_	_	_	_	_
WHITE	20	50%	3	15%	7	35%	6	30%	4	20%
MULTIRACIAL	1	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	17	24%	7	41%	6	35%	1	6%	3	18%
FEMALE	21	43%	5	24%	7	33%	4	19%	5	24%
MALE	16	31%	5	31%	6	38%	3	19%	2	13%
NON-ENGLISH LANGUAGE LEARNERS	33	_%	_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	4	_%	_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	24	33%	9	38%	7	29%	4	17%	4	17%
NOT ECONOMICALLY DISADVANTAGED	13	46%	1	8%	6	46%	3	23%	3	23%
NOT MIGRANT	37	38%	10	27%	13	35%	7	19%	7	19%

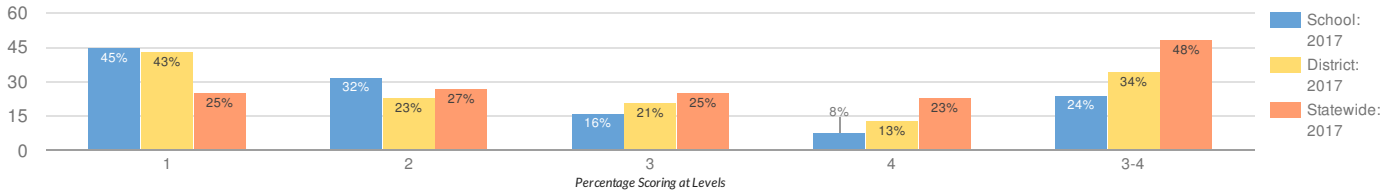
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 290

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	39	21%	19	49%	12	31%	7	18%	1	3%
GENERAL EDUCATION	35	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	4	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	13	_%	_	_	_	_	_	_	_	_
WHITE	23	30%	6	26%	10	43%	6	26%	1	4%
MULTIRACIAL	3	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	16	6%	13	81%	2	13%	1	6%	0	0%
FEMALE	22	27%	9	41%	7	32%	5	23%	1	5%
MALE	17	12%	10	59%	5	29%	2	12%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	33	24%	15	45%	10	30%	7	21%	1	3%
ENGLISH LANGUAGE LEARNERS	6	0%	4	67%	2	33%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	24	17%	14	58%	6	25%	4	17%	0	0%
NOT ECONOMICALLY DISADVANTAGED	15	27%	5	33%	6	40%	3	20%	1	7%
NOT MIGRANT	39	21%	19	49%	12	31%	7	18%	1	3%

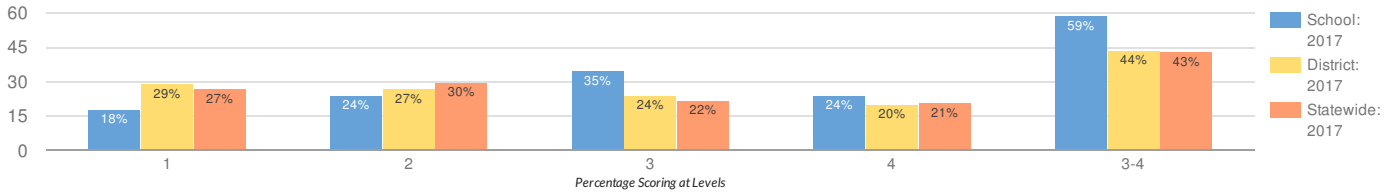
GRADE 3 MATHEMATICS



MEAN SCORE: 291

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	38	24%	17	45%	12	32%	6	16%	3	8%
GENERAL EDUCATION	33	27%	12	36%	12	36%	6	18%	3	9%
STUDENTS WITH DISABILITIES	5	0%	5	100%	0	0%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	_	_	_	_	_	_	_	_
BLACK OR AFRICAN AMERICAN	2	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	23	13%	12	52%	8	35%	1	4%	2	9%
WHITE	12	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	15	40%	5	33%	4	27%	5	33%	1	7%
FEMALE	19	11%	11	58%	6	32%	0	0%	2	11%
MALE	19	37%	6	32%	6	32%	6	32%	1	5%
NON-ENGLISH LANGUAGE LEARNERS	31	29%	11	35%	11	35%	6	19%	3	10%
ENGLISH LANGUAGE LEARNERS	7	0%	6	86%	1	14%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	29	24%	13	45%	9	31%	4	14%	3	10%
NOT ECONOMICALLY DISADVANTAGED	9	22%	4	44%	3	33%	2	22%	0	0%
NOT MIGRANT	38	24%	17	45%	12	32%	6	16%	3	8%

GRADE 4 MATHEMATICS

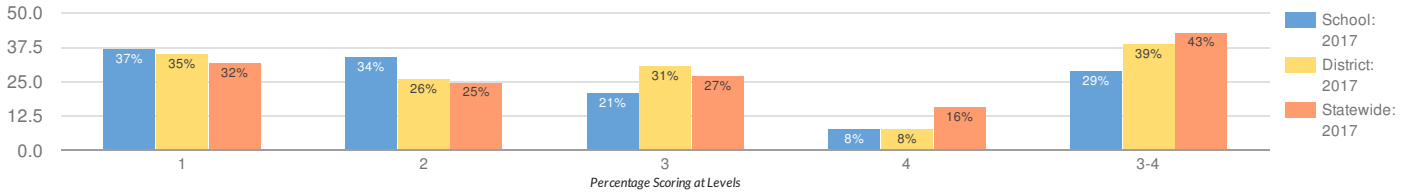


Percentage Scoring at Levels

MEAN SCORE: 312

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	34	59%	6	18%	8	24%	12	35%	8	24%
GENERAL EDUCATION	31	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	3	_%	_	_	_	_	_	_	_	_
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	14	_%	_	_	_	_	_	_	_	_
WHITE	18	83%	2	11%	1	6%	8	44%	7	39%
MULTIRACIAL	1	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	16	31%	4	25%	7	44%	4	25%	1	6%
FEMALE	19	58%	4	21%	4	21%	9	47%	2	11%
MALE	15	60%	2	13%	4	27%	3	20%	6	40%
NON-ENGLISH LANGUAGE LEARNERS	30	_%	_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	4	_%	_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	21	48%	5	24%	6	29%	7	33%	3	14%
NOT ECONOMICALLY DISADVANTAGED	13	77%	1	8%	2	15%	5	38%	5	38%
NOT MIGRANT	34	59%	6	18%	8	24%	12	35%	8	24%

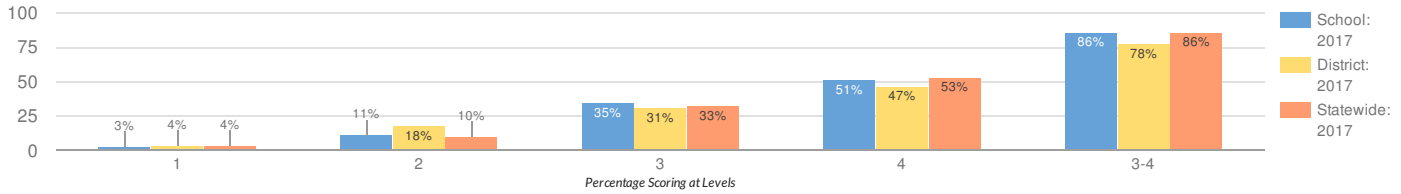
GRADE 5 MATHEMATICS



MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	38	29%	14	37%	13	34%	8	21%	3	8%
GENERAL EDUCATION	34	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	4	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	13	_%	_	_	_	_	_	_	_	_
WHITE	23	48%	3	13%	9	39%	8	35%	3	13%
MULTIRACIAL	2	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	15	0%	11	73%	4	27%	0	0%	0	0%
FEMALE	21	29%	7	33%	8	38%	4	19%	2	10%
MALE	17	29%	7	41%	5	29%	4	24%	1	6%
NON-ENGLISH LANGUAGE LEARNERS	31	35%	8	26%	12	39%	8	26%	3	10%
ENGLISH LANGUAGE LEARNERS	7	0%	6	86%	1	14%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	22	14%	9	41%	10	45%	3	14%	0	0%
NOT ECONOMICALLY DISADVANTAGED	16	50%	5	31%	3	19%	5	31%	3	19%
NOT MIGRANT	38	29%	14	37%	13	34%	8	21%	3	8%

GRADE 4 SCIENCE



MEAN SCORE: 81

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	37	86%	1	3%	4	11%	13	35%	19	51%
GENERAL EDUCATION	33	_%	_	_	_	_	_	_	_	_
STUDENTS WITH DISABILITIES	4	_%	_	_	_	_	_	_	_	_
BLACK OR AFRICAN AMERICAN	1	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	15	_%	_	_	_	_	_	_	_	_
WHITE	20	95%	1	5%	0	0%	5	25%	14	70%
MULTIRACIAL	1	_%	_	_	_	_	_	_	_	_
SMALL GROUP TOTAL	17	76%	0	0%	4	24%	8	47%	5	29%
FEMALE	21	86%	0	0%	3	14%	8	38%	10	48%
MALE	16	88%	1	6%	1	6%	5	31%	9	56%
NON-ENGLISH LANGUAGE LEARNERS	33	_%	_	_	_	_	_	_	_	_
ENGLISH LANGUAGE LEARNERS	4	_%	_	_	_	_	_	_	_	_
ECONOMICALLY DISADVANTAGED	24	79%	1	4%	4	17%	10	42%	9	38%
NOT ECONOMICALLY DISADVANTAGED	13	100%	0	0%	0	0%	3	23%	10	77%
NOT MIGRANT	37	86%	1	3%	4	11%	13	35%	19	51%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE	RECENTLY ARRIVED ELL STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP
GRADE 3	1
GRADE 5	1

GRADE	RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSESLAT IN LIEU OF NYSTP
GRADE 3	2
GRADE 5	1

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	10	0%	30%	40%	30%	0%
GENERAL EDUCATION	9	–	–	–	–	–
STUDENTS WITH DISABILITIES	1	–	–	–	–	–

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	33%	33%	17%	17%
GENERAL EDUCATION	3	–	–	–	–	–
STUDENTS WITH DISABILITIES	3	–	–	–	–	–

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	8	13%	13%	25%	38%	13%
GENERAL EDUCATION	6	–	–	–	–	–
STUDENTS WITH DISABILITIES	2	–	–	–	–	–

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	0%	60%	0%	20%	20%
GENERAL EDUCATION	2	–	–	–	–	–
STUDENTS WITH DISABILITIES	3	–	–	–	–	–

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	14%	0%	14%	57%	14%
GENERAL EDUCATION	5	–	–	–	–	–
STUDENTS WITH DISABILITIES	2	–	–	–	–	–

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	260*	90%*	NO	108	77	101	88
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	4	—	—	4	—	—	—
HISPANIC OR LATINO	NO	NO	107*	89%*	NO	48	48	88	64
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	0	—	—	0	—	—	—
WHITE	NO	YES	58	95%	NO	51	108	111	111
MULTIRACIAL	—	—	6	—	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	—	25	—	—	12	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	20	—	—	14	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	180*	89%*	NO	74	64	91	75

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	259*	90%*	107	76
NOT BLACK OR AFRICAN AMERICAN	253*	90%*	104	78
NOT HISPANIC OR LATINO	153*	91%*	60	100
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	260*	90%*	108	77
NOT WHITE	133*	89%*	57	49
NOT MULTIRACIAL	242*	91%*	104	79
GENERAL EDUCATION	105	97%	96	86
ENGLISH PROFICIENT	223*	90%*	94	82
NOT ECONOMICALLY DISADVANTAGED	39	—	34	106
MALE	119*	92%*	49	73
FEMALE	141*	89%*	59	80
MIGRANT	1	—	0	—
NOT MIGRANT	258*	90%*	108	77

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
*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.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	260*	83%*	YES	102	108	99	99
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	4	—	—	3	—	—	—
HISPANIC OR LATINO	NO	NO	107*	81%*	NO	45	64	86	79
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	0	—	—	0	—	—	—
WHITE	NO	NO	127*	88%*	YES	50	146	108	108
MULTIRACIAL	—	—	6	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	—	—	24	—	—	10	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	21	—	—	15	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	179*	79%*	YES	68	91	88	88

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	259*	83%*	101	107
NOT BLACK OR AFRICAN AMERICAN	253*	84%*	99	107
NOT HISPANIC OR LATINO	153*	84%*	57	142
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	260*	83%*	102	108
NOT WHITE	133*	78%*	52	71
NOT MULTIRACIAL	242*	84%*	99	109
GENERAL EDUCATION	206*	89%*	92	116
ENGLISH PROFICIENT	222*	82%*	87	121
NOT ECONOMICALLY DISADVANTAGED	40	95%	34	141
MALE	119*	84%*	46	122
FEMALE	141*	82%*	56	96
MIGRANT	1	—	0	—
NOT MIGRANT	258*	83%*	102	108

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
*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.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	41	90%	YES	35	183	173	173
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	18	—	—	14	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	0	—	—	0	—	—	—
WHITE	—	—	20	—	—	19	—	—	—
MULTIRACIAL	—	—	2	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	—	7	—	—	4	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	5	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	28	—	—	22	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	41	90%	35	183
NOT BLACK OR AFRICAN AMERICAN	40	90%	34	182
NOT HISPANIC OR LATINO	23	—	21	—
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	41	90%	35	183
NOT WHITE	21	—	16	—
NOT MULTIRACIAL	39	—	34	182
GENERAL EDUCATION	34	—	31	194
ENGLISH PROFICIENT	36	—	32	184
NOT ECONOMICALLY DISADVANTAGED	13	—	13	—
MALE	18	—	15	—
FEMALE	23	—	20	—
MIGRANT	0	—	0	—
NOT MIGRANT	41	90%	35	183

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	77	108	—	—	93
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	48	64	—	—	56
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	—	—	0
WHITE	108	146	—	—	127
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	—	—	—	—	0
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	64	91	—	—	78

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

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