



# The New York State Accountability Report 2011-12

<b>SCHOOL:</b>	<b>CHURCHVILLE-CHILI MIDDLE SCHOOL</b>
<b>SCHOOL ID:</b>	<b>261501060008</b>
<b>DISTRICT:</b>	<b>CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT</b>
<b>DISTRICT ID:</b>	<b>261501060000</b>
<b>PRINCIPAL:</b>	<b>GIULIO BOSCO</b>
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**Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.**

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

**More Information:**  
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# Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see [http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

## Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

## Standards for English Language Arts, Mathematics, and Science

**Participation:** In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

**Performance:** In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

## Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

# Elementary/Middle-Level ELA: AYP

SCHOOL: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
DISTRICT: CHURCHVILLE-CHILI 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: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
DISTRICT: CHURCHVILLE-CHILI 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	✓	1280	99%
American Indian or Alaska Native	—	1	—
Black or African American	✓	107	98%
Hispanic or Latino	✓	52	98%
Asian or Native Hawaiian/Other Pacific Islander	✓	40	100%
White	✓	1072	99%
Multiracial	—	8	—
Students With Disabilities	✓	164	96%
Limited English Proficient	—	14	—
Economically Disadvantaged	✓	345	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.

### 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: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
 DISTRICT: CHURCHVILLE-CHILI 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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1239	160	147	147
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	101	132	120	120
Hispanic or Latino	✓	46	137	118	118
Asian or Native Hawaiian/Other Pacific Islander	✗	40	143	150	150
White	✓	1043	165	161	161
Multiracial	—	8	—	—	—
Students With Disabilities	✗	149†	79†	92	92
Limited English Proficient	—	10	—	—	—
Economically Disadvantaged	✓	332	135	128	128

✓ 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: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
 DISTRICT: CHURCHVILLE-CHILI 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	1279	99%
Not Black or African American	1173	99%
Not Hispanic or Latino	1228	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1240	99%
Not White	208	99%
Not Multiracial	1272	99%
General Education	1116	99%
English Proficient	1266	99%
Not Economically Disadvantaged	935	99%
Male	651	98%
Female	629	99%
Migrant	0	—
Not Migrant	1280	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	1238	160
Not Black or African American	1138	163
Not Hispanic or Latino	1193	161
Not Asian or Native Hawaiian/Other Pacific Islander	1199	161
Not White	196	135
Not Multiracial	1231	161
General Education	1091	171
English Proficient	1229	161
Not Economically Disadvantaged	907	169
Male	624	154
Female	615	167
Migrant	0	—
Not Migrant	1239	160

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

# Elementary/Middle-Level Math: AYP

SCHOOL: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
DISTRICT: CHURCHVILLE-CHILI CENTRAL SCHOOL  
DISTRICT

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Math: Participation

SCHOOL: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
DISTRICT: CHURCHVILLE-CHILI 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	✓	1281	100%
American Indian or Alaska Native	—	1	—
Black or African American	✓	107	100%
Hispanic or Latino	✓	52	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	40	100%
White	✓	1073	99%
Multiracial	—	8	—
Students With Disabilities	✓	164	99%
Limited English Proficient	—	14	—
Economically Disadvantaged	✓	345	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: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
 DISTRICT: CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1249	175	161	161
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	103	145	132	132
Hispanic or Latino	✓	47	162	136	136
Asian or Native Hawaiian/Other Pacific Islander	✓	40	178	170	170
White	✓	1050	179	171	171
Multiracial	—	8	—	—	—
Students With Disabilities	✗	154†	99†	114	114
Limited English Proficient	—	11	—	—	—
Economically Disadvantaged	✓	338	151	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.

**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: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
 DISTRICT: CHURCHVILLE-CHILI 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	1280	100%
Not Black or African American	1174	99%
Not Hispanic or Latino	1229	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1241	100%
Not White	208	100%
Not Multiracial	1273	100%
General Education	1117	100%
English Proficient	1267	100%
Not Economically Disadvantaged	936	100%
Male	651	100%
Female	630	100%
Migrant	0	—
Not Migrant	1281	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	1248	175
Not Black or African American	1146	178
Not Hispanic or Latino	1202	176
Not Asian or Native Hawaiian/Other Pacific Islander	1209	175
Not White	199	156
Not Multiracial	1241	175
General Education	1096	186
English Proficient	1238	176
Not Economically Disadvantaged	911	184
Male	630	170
Female	619	180
Migrant	0	—
Not Migrant	1249	175

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

# Elementary/Middle-Level Science: AYP

SCHOOL: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
DISTRICT: CHURCHVILLE-CHILI 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: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
 DISTRICT: CHURCHVILLE-CHILI 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	✓	304	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	24	—
Hispanic or Latino	—	11	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
White	✓	262	100%
Multiracial	—	3	—
Students With Disabilities	—	36	—
Limited English Proficient	—	4	—
Economically Disadvantaged	✓	75	100%

- ✓ 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: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
 DISTRICT: CHURCHVILLE-CHILI CENTRAL SCHOOL  
 DISTRICT

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

## Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI $\geq$ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	293	193	173	173
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	23	—	—	—
Hispanic or Latino	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	254	195	184	184
Multiracial	—	3	—	—	—
Students With Disabilities	✓	31	155	137	134
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✓	74	178	157	157

✓ 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: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
 DISTRICT: CHURCHVILLE-CHILI 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	303	100%
Not Black or African American	280	100%
Not Hispanic or Latino	293	100%
Not Asian or Native Hawaiian/Other Pacific Islander	301	100%
Not White	42	100%
Not Multiracial	301	100%
General Education	268	100%
English Proficient	300	100%
Not Economically Disadvantaged	229	100%
Male	152	99%
Female	152	100%
Migrant	0	—
Not Migrant	304	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	292	193
Not Black or African American	270	196
Not Hispanic or Latino	284	193
Not Asian or Native Hawaiian/Other Pacific Islander	290	193
Not White	39	177
Not Multiracial	290	193
General Education	262	197
English Proficient	290	194
Not Economically Disadvantaged	219	198
Male	144	196
Female	149	190
Migrant	0	—
Not Migrant	293	193

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

# Unweighted Combined ELA and Math PIs

SCHOOL: CHURCHVILLE-CHILI MIDDLE SCHOOL

SCHOOL ID: 261501060008  
 DISTRICT: CHURCHVILLE-CHILI 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	160	175	—	—	168
American Indian or Alaska Native	—	—	—	—	—
Black or African American	132	145	—	—	139
Hispanic or Latino	137	162	—	—	150
Asian or Native Hawaiian/Other Pacific Islander	143	178	—	—	161
White	165	179	—	—	172
Multiracial	—	—	—	—	—
Students With Disabilities	79	99	—	—	89
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	135	151	—	—	143

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