



The New York State Accountability Report 2011-12

SCHOOL:	CARRIE PALMER WEBER MIDDLE SCHOOL
SCHOOL ID:	280404030008
DISTRICT:	PORT WASHINGTON UNION FREE SCHOOL DISTRICT
DISTRICT ID:	280404030000
PRINCIPAL:	MARILYN RODAHAN
SUPERINTENDENT:	GEOFFREY GORDON
PHONE:	516-767-5505

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:
Office of Accountability
New York State Education Department
55 Hanson Place
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: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
DISTRICT: PORT WASHINGTON UNION FREE 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: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
DISTRICT: PORT WASHINGTON UNION FREE 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	✓	1191	98%
American Indian or Alaska Native	—	0	—
Black or African American	—	35	—
Hispanic or Latino	✓	179	98%
Asian or Native Hawaiian/Other Pacific Islander	✓	273*	97%*
White	✓	822	100%
Multiracial	—	6	—
Students With Disabilities	✓	169	99%
Limited English Proficient	✓	100*	97%*
Economically Disadvantaged	✓	173	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: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
 DISTRICT: PORT WASHINGTON UNION FREE 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	✓	1159	177	147	147
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	31	129	113	113
Hispanic or Latino	✓	169	149	124	124
Asian or Native Hawaiian/Other Pacific Islander	✓	138	177	156	156
White	✓	817	185	160	160
Multiracial	—	4	—	—	—
Students With Disabilities	✓	195†	129†	93	93
Limited English Proficient	✓	66‡	118‡	98	98
Economically Disadvantaged	✓	162	141	126	126

✓ 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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
 DISTRICT: PORT WASHINGTON UNION FREE 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	1191	98%
Not Black or African American	1156	99%
Not Hispanic or Latino	1012	98%
Not Asian or Native Hawaiian/Other Pacific Islander	918	99%
Not White	369	95%
Not Multiracial	1185	98%
General Education	1022	98%
English Proficient	1140	99%
Not Economically Disadvantaged	1018	98%
Male	598	98%
Female	593	98%
Migrant	0	—
Not Migrant	1191	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	1159	177
Not Black or African American	1128	178
Not Hispanic or Latino	990	182
Not Asian or Native Hawaiian/Other Pacific Islander	1021	177
Not White	342	159
Not Multiracial	1155	177
General Education	992	187
English Proficient	1119	180
Not Economically Disadvantaged	997	183
Male	584	173
Female	575	181
Migrant	0	—
Not Migrant	1159	177

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

Elementary/Middle-Level Math: AYP

SCHOOL: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
DISTRICT: PORT WASHINGTON UNION FREE 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: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
 DISTRICT: PORT WASHINGTON UNION FREE 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	✓	1191	98%
American Indian or Alaska Native	—	0	—
Black or African American	—	35	—
Hispanic or Latino	✓	179	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	273*	96%*
White	✓	822	99%
Multiracial	—	6	—
Students With Disabilities	✓	169	96%
Limited English Proficient	✓	51	96%
Economically Disadvantaged	✓	173	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 Math: Performance

SCHOOL: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
 DISTRICT: PORT WASHINGTON UNION FREE 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	✓	1161	187	161	161
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	31	171	125	125
Hispanic or Latino	✓	173	162	142	142
Asian or Native Hawaiian/Other Pacific Islander	✓	138	192	176	176
White	✓	815	192	170	170
Multiracial	—	4	—	—	—
Students With Disabilities	✓	191†	157†	114	114
Limited English Proficient	✓	72‡	150‡	129	129
Economically Disadvantaged	✓	165	158	143	143

✓ 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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
 DISTRICT: PORT WASHINGTON UNION FREE 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	1191	98%
Not Black or African American	1156	98%
Not Hispanic or Latino	1012	98%
Not Asian or Native Hawaiian/Other Pacific Islander	918	99%
Not White	369	96%
Not Multiracial	1185	98%
General Education	1022	98%
English Proficient	1140	98%
Not Economically Disadvantaged	1018	98%
Male	599	98%
Female	592	98%
Migrant	0	—
Not Migrant	1191	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	1161	187
Not Black or African American	1130	187
Not Hispanic or Latino	988	191
Not Asian or Native Hawaiian/Other Pacific Islander	1023	186
Not White	346	175
Not Multiracial	1157	187
General Education	998	193
English Proficient	1116	189
Not Economically Disadvantaged	996	192
Male	583	185
Female	578	188
Migrant	0	—
Not Migrant	1161	187

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

Elementary/Middle-Level Science: AYP

SCHOOL: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
DISTRICT: PORT WASHINGTON UNION FREE 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: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
 DISTRICT: PORT WASHINGTON UNION FREE 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	✓	406	98%
American Indian or Alaska Native	—	0	—
Black or African American	—	16	—
Hispanic or Latino	✓	67	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	45	96%
White	✓	275	99%
Multiracial	—	3	—
Students With Disabilities	✓	63	97%
Limited English Proficient	—	15	—
Economically Disadvantaged	✓	60	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: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
DISTRICT: PORT WASHINGTON UNION FREE 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	✓	395	189	173	173
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	14	—	—	—
Hispanic or Latino	✓	64	173	153	153
Asian or Native Hawaiian/Other Pacific Islander	✓	43	193	172	172
White	✓	272	194	184	184
Multiracial	—	2	—	—	—
Students With Disabilities	✓	70†	156†	143	143
Limited English Proficient	—	13	—	—	—
Economically Disadvantaged	✓	56	171	155	155

✓ 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: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

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: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
 DISTRICT: PORT WASHINGTON UNION FREE 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	406	98%
Not Black or African American	390	98%
Not Hispanic or Latino	339	98%
Not Asian or Native Hawaiian/Other Pacific Islander	361	99%
Not White	131	96%
Not Multiracial	403	99%
General Education	343	99%
English Proficient	391	98%
Not Economically Disadvantaged	346	98%
Male	189	98%
Female	217	99%
Migrant	0	—
Not Migrant	406	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	395	189
Not Black or African American	381	191
Not Hispanic or Latino	331	192
Not Asian or Native Hawaiian/Other Pacific Islander	352	189
Not White	123	178
Not Multiracial	393	189
General Education	334	197
English Proficient	382	191
Not Economically Disadvantaged	339	192
Male	183	188
Female	212	191
Migrant	0	—
Not Migrant	395	189

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

Unweighted Combined ELA and Math PIs

SCHOOL: CARRIE PALMER WEBER MIDDLE SCHOOL

SCHOOL ID: 280404030008
 DISTRICT: PORT WASHINGTON UNION FREE 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	177	187	—	—	182
American Indian or Alaska Native	—	—	—	—	—
Black or African American	129	171	—	—	150
Hispanic or Latino	149	162	—	—	156
Asian or Native Hawaiian/Other Pacific Islander	177	192	—	—	185
White	185	192	—	—	189
Multiracial	—	—	—	—	—
Students With Disabilities	129	157	—	—	143
Limited English Proficient	118	150	—	—	134
Economically Disadvantaged	141	158	—	—	150

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