



# The New York State Accountability Report 2011-12

<b>SCHOOL:</b>	<b>ROBERT MOSES MIDDLE SCHOOL</b>
<b>SCHOOL ID:</b>	<b>580103030002</b>
<b>DISTRICT:</b>	<b>NORTH BABYLON UNION FREE SCHOOL DISTRICT</b>
<b>DISTRICT ID:</b>	<b>580103030000</b>
<b>PRINCIPAL:</b>	<b>KATHLEEN HARTNETT</b>
<b>SUPERINTENDENT:</b>	<b>PATRICIA GODEK</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: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
DISTRICT: NORTH BABYLON 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): 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: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
DISTRICT: NORTH BABYLON 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	✓	1182	100%
American Indian or Alaska Native	—	4	—
Black or African American	✓	278	100%
Hispanic or Latino	✓	221	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	46	100%
White	✓	630	100%
Multiracial	—	3	—
Students With Disabilities	✓	200	100%
Limited English Proficient	—	39	—
Economically Disadvantaged	✓	382	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 ELA: Performance

SCHOOL: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
DISTRICT: NORTH BABYLON 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: **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	✓	1155	153	147	147
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	270	141	123	123
Hispanic or Latino	✓	209	144	124	124
Asian or Native Hawaiian/Other Pacific Islander	✓	46	174	151	151
White	✗	627	159	160	160
Multiracial	—	1	—	—	—
Students With Disabilities	✗	203†	86†	93	93
Limited English Proficient	✓	44‡	77‡	95	20
Economically Disadvantaged	✓	369	141	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.

‡ 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: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
 DISTRICT: NORTH BABYLON 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	1178	100%
Not Black or African American	904	100%
Not Hispanic or Latino	961	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1136	100%
Not White	552	100%
Not Multiracial	1179	100%
General Education	982	100%
English Proficient	1143	100%
Not Economically Disadvantaged	800	100%
Male	605	100%
Female	577	100%
Migrant	0	—
Not Migrant	1182	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	1153	153
Not Black or African American	885	156
Not Hispanic or Latino	946	154
Not Asian or Native Hawaiian/Other Pacific Islander	1109	152
Not White	528	145
Not Multiracial	1154	153
General Education	958	167
English Proficient	1122	155
Not Economically Disadvantaged	786	158
Male	594	148
Female	561	158
Migrant	0	—
Not Migrant	1155	153

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

# Elementary/Middle-Level Math: AYP

SCHOOL: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
DISTRICT: NORTH BABYLON 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): 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: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
 DISTRICT: NORTH BABYLON 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	✓	1184	100%
American Indian or Alaska Native	—	4	—
Black or African American	✓	278	100%
Hispanic or Latino	✓	221	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	46	100%
White	✓	631	100%
Multiracial	—	4	—
Students With Disabilities	✓	200	99%
Limited English Proficient	—	39	—
Economically Disadvantaged	✓	382	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: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
DISTRICT: NORTH BABYLON 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: **NO**

## 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	✓	1157	161	161	161
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	271	144	135	135
Hispanic or Latino	✓	211	162	142	142
Asian or Native Hawaiian/Other Pacific Islander	✓	46	180	171	171
White	✗	626	168	170	169
Multiracial	—	1	—	—	—
Students With Disabilities	✓	201†	98†	114	97
Limited English Proficient	✗	46‡	100‡	126	105
Economically Disadvantaged	✓	371	148	145	145

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

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

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level Math: Non-AYP Groups

SCHOOL: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
 DISTRICT: NORTH BABYLON 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	1180	100%
Not Black or African American	906	100%
Not Hispanic or Latino	963	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1138	100%
Not White	553	100%
Not Multiracial	1180	100%
General Education	984	100%
English Proficient	1145	100%
Not Economically Disadvantaged	802	100%
Male	607	100%
Female	577	100%
Migrant	0	—
Not Migrant	1184	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	1155	162
Not Black or African American	886	167
Not Hispanic or Latino	946	161
Not Asian or Native Hawaiian/Other Pacific Islander	1111	161
Not White	531	154
Not Multiracial	1156	162
General Education	962	175
English Proficient	1121	164
Not Economically Disadvantaged	786	168
Male	592	161
Female	565	162
Migrant	0	—
Not Migrant	1157	161

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

# Elementary/Middle-Level Science: AYP

SCHOOL: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
DISTRICT: NORTH BABYLON 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): NO**

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Science: Participation

SCHOOL: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
 DISTRICT: NORTH BABYLON 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	✓	397	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	111	100%
Hispanic or Latino	✓	60	100%
Asian or Native Hawaiian/Other Pacific Islander	—	20	—
White	✓	205	100%
Multiracial	—	1	—
Students With Disabilities	✓	58	100%
Limited English Proficient	—	12	—
Economically Disadvantaged	✓	123	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: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
DISTRICT: NORTH BABYLON 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: **NO**

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

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	385	181	173	173
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	107	166	151	151
Hispanic or Latino	✓	53	174	152	152
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—
White	✓	205	189	183	183
Multiracial	—	0	—	—	—
Students With Disabilities	✗	58†	136†	141	141
Limited English Proficient	—	10	—	—	—
Economically Disadvantaged	✓	116	172	158	158

✓ 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: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
 DISTRICT: NORTH BABYLON 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	397	100%
Not Black or African American	286	100%
Not Hispanic or Latino	337	100%
Not Asian or Native Hawaiian/Other Pacific Islander	377	100%
Not White	192	100%
Not Multiracial	396	100%
General Education	339	100%
English Proficient	385	100%
Not Economically Disadvantaged	274	100%
Male	194	100%
Female	203	100%
Migrant	0	—
Not Migrant	397	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	385	181
Not Black or African American	278	186
Not Hispanic or Latino	332	182
Not Asian or Native Hawaiian/Other Pacific Islander	365	180
Not White	180	171
Not Multiracial	385	181
General Education	330	188
English Proficient	375	182
Not Economically Disadvantaged	269	184
Male	188	185
Female	197	176
Migrant	0	—
Not Migrant	385	181

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

# Unweighted Combined ELA and Math PIs

SCHOOL: ROBERT MOSES MIDDLE SCHOOL

SCHOOL ID: 580103030002  
 DISTRICT: NORTH BABYLON 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	153	161	—	—	157
American Indian or Alaska Native	—	—	—	—	—
Black or African American	141	144	—	—	143
Hispanic or Latino	144	162	—	—	153
Asian or Native Hawaiian/Other Pacific Islander	174	180	—	—	177
White	159	168	—	—	164
Multiracial	—	—	—	—	—
Students With Disabilities	86	98	—	—	92
Limited English Proficient	77	100	—	—	89
Economically Disadvantaged	141	148	—	—	145

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