



# The New York State Accountability Report 2011-12

<b>SCHOOL:</b>	<b>ELLENVILLE MIDDLE SCHOOL</b>
<b>SCHOOL ID:</b>	<b>622002060005</b>
<b>DISTRICT:</b>	<b>ELLENVILLE CENTRAL SCHOOL DISTRICT</b>
<b>DISTRICT ID:</b>	<b>622002060000</b>
<b>PRINCIPAL:</b>	<b>ANGELA URBINA</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: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005  
DISTRICT: ELLENVILLE 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: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **NO**

## 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	✓	536	99%
American Indian or Alaska Native	—	1	—
Black or African American	✓	70	97%
Hispanic or Latino	✓	139	99%
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
White	✓	304	98%
Multiracial	—	7	—
Students With Disabilities	✗	189*	94%*
Limited English Proficient	—	12	—
Economically Disadvantaged	✓	305	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: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005

DISTRICT: ELLENVILLE 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	✓	507	130	145	128
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	67	131	118	110
Hispanic or Latino	✓	129	126	123	123
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—
White	✗	290	131	158	133
Multiracial	—	5	—	—	—
Students With Disabilities	✗	85†	67†	90	74
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	✗	284	117	128	119

✓ 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: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005

DISTRICT: ELLENVILLE 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	535	99%
Not Black or African American	466	99%
Not Hispanic or Latino	397	98%
Not Asian or Native Hawaiian/Other Pacific Islander	521	98%
Not White	232	99%
Not Multiracial	529	98%
General Education	439	100%
English Proficient	524	99%
Not Economically Disadvantaged	231	100%
Male	260	98%
Female	276	99%
Migrant	2	—
Not Migrant	534	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	506	130
Not Black or African American	440	130
Not Hispanic or Latino	378	132
Not Asian or Native Hawaiian/Other Pacific Islander	492	129
Not White	217	130
Not Multiracial	502	131
General Education	422	143
English Proficient	502	131
Not Economically Disadvantaged	223	148
Male	241	123
Female	266	137
Migrant	0	—
Not Migrant	507	130

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

# Elementary/Middle-Level Math: AYP

SCHOOL: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005  
DISTRICT: ELLENVILLE 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	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	—
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Math: Participation

SCHOOL: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005

DISTRICT: ELLENVILLE 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	✓	539	98%
American Indian or Alaska Native	—	1	—
Black or African American	✓	69	99%
Hispanic or Latino	✓	140	99%
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
White	✓	307	97%
Multiracial	—	7	—
Students With Disabilities	✓	96	95%
Limited English Proficient	—	12	—
Economically Disadvantaged	✓	308	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 Math: Performance

SCHOOL: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005

DISTRICT: ELLENVILLE 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	X	509	119	159	135
American Indian or Alaska Native	—	1	—	—	—
Black or African American	X	67	99	130	115
Hispanic or Latino	X	133	109	141	124
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—
White	X	288	125	168	141
Multiracial	—	5	—	—	—
Students With Disabilities	X	85†	76†	111	90
Limited English Proficient	—	9	—	—	—
Economically Disadvantaged	X	284	106	145	126

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

X 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: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005

DISTRICT: ELLENVILLE 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	538	98%
Not Black or African American	470	98%
Not Hispanic or Latino	399	97%
Not Asian or Native Hawaiian/Other Pacific Islander	524	98%
Not White	232	99%
Not Multiracial	532	98%
General Education	443	99%
English Proficient	527	98%
Not Economically Disadvantaged	231	100%
Male	260	98%
Female	279	97%
Migrant	2	—
Not Migrant	537	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	508	119
Not Black or African American	442	122
Not Hispanic or Latino	376	122
Not Asian or Native Hawaiian/Other Pacific Islander	494	117
Not White	221	111
Not Multiracial	504	119
General Education	424	127
English Proficient	500	120
Not Economically Disadvantaged	225	135
Male	242	117
Female	267	120
Migrant	0	—
Not Migrant	509	119

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

# Elementary/Middle-Level Science: AYP

SCHOOL: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005  
DISTRICT: ELLENVILLE 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): NO**

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Science: Participation

SCHOOL: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005  
DISTRICT: ELLENVILLE 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	✓	151	91%
American Indian or Alaska Native	—	0	—
Black or African American	—	15	—
Hispanic or Latino	✓	42	90%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
White	✓	83	92%
Multiracial	—	4	—
Students With Disabilities	—	31	—
Limited English Proficient	—	3	—
Economically Disadvantaged	✓	84	88%

- ✓ 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: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005

DISTRICT: ELLENVILLE CENTRAL 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 $\geq$ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	X	133	169	170	170
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	12	—	—	—
Hispanic or Latino	X	37	138	149	149
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
White	✓	74	180	180	180
Multiracial	—	3	—	—	—
Students With Disabilities	—	26	—	—	—
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✓	73	160	157	157

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

X 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: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005

DISTRICT: ELLENVILLE 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	151	91%
Not Black or African American	136	92%
Not Hispanic or Latino	109	91%
Not Asian or Native Hawaiian/Other Pacific Islander	144	90%
Not White	68	90%
Not Multiracial	147	90%
General Education	120	92%
English Proficient	148	91%
Not Economically Disadvantaged	67	94%
Male	64	92%
Female	87	90%
Migrant	0	—
Not Migrant	151	91%

— 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	133	169
Not Black or African American	121	168
Not Hispanic or Latino	96	181
Not Asian or Native Hawaiian/Other Pacific Islander	126	167
Not White	59	156
Not Multiracial	130	169
General Education	107	180
English Proficient	130	172
Not Economically Disadvantaged	60	180
Male	56	166
Female	77	171
Migrant	0	—
Not Migrant	133	169

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

# Unweighted Combined ELA and Math PIs

SCHOOL: ELLENVILLE MIDDLE SCHOOL

SCHOOL ID: 622002060005

DISTRICT: ELLENVILLE 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	130	119	—	—	125
American Indian or Alaska Native	—	—	—	—	—
Black or African American	131	99	—	—	115
Hispanic or Latino	126	109	—	—	118
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	131	125	—	—	128
Multiracial	—	—	—	—	—
Students With Disabilities	67	76	—	—	72
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	117	106	—	—	112

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