

Walthall Co. School District (7400004)

Dexter High

The No Child Left Behind Act of 2001 (NCLB) requires each state to use a unified accountability model. School, district, and state report cards that contain the following accountability information must be produced and made available publicly.

No Child

Left Behind

2011-2012

School Report Card



## State Accountability Information

Mississippi's unified accountability model has both a state and federal component. The state component is not regulated by the requirements of NCLB resulting in some indicators of success in the state component differing from those in the federal, or NCLB, component. Additionally, in some instances the state and federal model use different measures of the same indicators. For example, NCLB requires the use of a 4-year graduation rate, whereas the state component uses a 5-year graduation rate.

	Current Year	Prior Year
<b>Accountability Status:</b>	F - Failing	Low Performing
Quality of Distribution Index (QDI):	82	110
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:	86.3	75.1
High School Completion Index (HSCI):	281	204

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.

Possible Accountability Status: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	< Minimum**	< Minimum**
<b>Differentiated Accountability Status:</b>	PRIORITY SCHOOL	

## AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Reading/ Language Arts	Mathematics			Prior 4-Year	4-Year	5-Year	
All Students:	Not Met	Not Met	< Minimum**	65.8	79.4	86.3	96	
Students with IEP's:	< Minimum**	< Minimum**						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met		58.3	75.9	83.3		
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Not Met			74.3			
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Not Met						

\*\*Denotes any group with fewer than 30 students in that subgroup of students.

# Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	97	10	FTE Teachers
Teachers with Emergency/Provisional Certification:	3	10	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	97	58	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	3	58	Courses

Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AMO calculations. For those groups of students used in AMO calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	100	100
Students with IEP's:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	100	100	100
Asian:			
Black:	100	100	100
Hispanic:	100	100	100
Native American:			
White:	100	100	100
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	100
Female:	100	100	100

## Exemption of Recently-Arrived Limited English-Proficient Students from State Assessments

NCLB allows for a one-time exemption of language arts and/or mathematics scores for recently-arrived LEP students. A recently arrived LEP student is defined as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months. (Counts less than 10 students suppressed)

Number of recently-arrived LEP students exempted from state assessments: 0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	16	17	143.1	134.6	44	53	19	47	25	0	13	0
4	23	14	138.9	141.0	39	43	48	36	13	21	0	0
5	20	19	140.2	142.4	35	21	45	58	15	21	5	0
6	14	20	141.9	138.9	14	30	64	60	21	10	0	0
7	17	12	140.0	142.2	29	25	47	42	24	33	0	0
8	15	17	143.1	143.1	33	29	33	59	33	12	0	0

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	16	17	145.3	138.3	31	53	25	41	38	6	6	0
4	23	14	138.2	136.7	57	57	30	36	13	7	0	0
5	20	19	145.9	135.0	25	58	50	32	25	11	0	0
6	14	20	147.8	136.0	29	65	36	35	36	0	0	0
7	17	12	145.1	143.8	35	50	18	25	47	25	0	0
8	15	17	146.7	146.8	20	18	27	59	47	24	7	0

## Grade 5 and Grade 8 Science Tests

5	20	19	139.0	140.4	60	58	30	26	10	16	0	0
8	14	16	148.0	143.9	21	31	29	50	36	19	14	0

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	19	29	58	48	648.0	648.0	26	10	26	52	42	35	5	3
Biology I	23	19	39	53	644.0	644.0	26	32	57	47	17	21	0	0
English II	19	14	79	71	649.0	647.0	11	21	37	36	47	43	5	0
U.S. History	17	14	88	43	332.0	636.0	18	57	41	29	41	14	0	0

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2011 Language Arts Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	230	240	72	81	25	39
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Language Arts										
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Mathematics										
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male

3	4		4								4	
4	21		27									
5	21		25	9							30	
6	10		6	7							8	
7	33											
8	12		8	8								

3	6		7									4
4	7		9									
5	11		13	9								10
6	4		4	4								4
7	25											
8	24		31	25								

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
4
5
6
7
8

## Grade 5 and Grade 8 Science Tests

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5	16	19	9			20
8	19	15	18			

## High School Subject Area Tests

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	38	35	38	39	20	47	Mathematics
Biology I	21	4	4			17	Science
English II	43	50	40				Language Arts
U.S. History	14	15	4				

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	103	43	56	102	36	58
Students with IEP's:	3			3		
Limited English Proficient:	4			4		
Economically Disadvantaged:	91	45	55	90	37	57
Asian:	0			0		
Black:	67	40	51	66	31	56
Hispanic:	4			4		
Native American:	0			0		
White:	32	50	65	32	47	60

Walthall Co. School District (7400008)

Salem High

The No Child Left Behind Act of 2001 (NCLB) requires each state to use a unified accountability model. School, district, and state report cards that contain the following accountability information must be produced and made available publicly.

No Child

Left Behind

2011-2012

School Report Card



## State Accountability Information

Mississippi's unified accountability model has both a state and federal component. The state component is not regulated by the requirements of NCLB resulting in some indicators of success in the state component differing from those in the federal, or NCLB, component. Additionally, in some instances the state and federal model use different measures of the same indicators. For example, NCLB requires the use of a 4-year graduation rate, whereas the state component uses a 5-year graduation rate.

	Current Year	Prior Year
<b>Accountability Status:</b>	D - Academic Watch	Academic Watch
Quality of Distribution Index (QDI):	134	134
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:	81.2	75.7
High School Completion Index (HSCI):	220	168

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.

Possible Accountability Status: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	< Minimum**
<b>Differentiated Accountability Status:</b>	APPROACHING TARGET	

## AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Reading/ Language Arts	Mathematics			Prior 4-Year	4-Year	5-Year	
All Students:	Not Met	Met	Met	78.8	75.6	81.2	96	
Students with IEP's:	< Minimum**	< Minimum**						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met		68.3	74.4	73.5		
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Met			74.1			
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Not Met		87.8	74.7	87.8		

\*\*Denotes any group with fewer than 30 students in that subgroup of students.

# Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	98	22	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	22	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	97	117	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	3	117	Courses

Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).

# Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AMO calculations. For those groups of students used in AMO calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	100	100
Students with IEP's:	100	100	100
Limited English Proficient:	100	100	
Economically Disadvantaged:	99	99	100
Asian:			
Black:	100	100	100
Hispanic:	100	100	100
Native American:	100	100	
White:	99	99	100
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	100
Female:	100	100	100

# Exemption of Recently-Arrived Limited English-Proficient Students from State Assessments

NCLB allows for a one-time exemption of language arts and/or mathematics scores for recently-arrived LEP students. A recently arrived LEP student is defined as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months. (Counts less than 10 students suppressed)

Number of recently-arrived LEP students exempted from state assessments: 0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	43	41	146.4	148.6	14	15	47	34	33	42	7	10
4	44	43	143.9	145.4	21	21	39	35	39	40	2	5
5	42	42	146.0	142.6	17	29	33	41	50	29	0	2
6	43	45	145.9	147.5	19	13	35	38	47	47	0	2
7	37	43	149.2	149.9	8	5	38	42	51	51	3	2
8	43	33	149.8	147.4	12	15	42	42	44	39	2	3

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	43	41	148.2	152.6	14	5	33	49	51	32	2	15
4	44	43	147.6	149.0	25	19	32	30	41	44	2	7
5	42	42	146.4	143.2	17	33	43	41	36	24	5	2
6	43	45	146.4	148.5	23	20	37	24	37	49	2	7
7	37	43	147.0	148.2	30	26	27	33	41	37	3	5
8	43	33	147.8	149.3	33	18	26	27	35	52	7	3

## Grade 5 and Grade 8 Science Tests

5	42	42	148.0	144.8	17	26	38	33	36	36	10	5
8	43	33	149.0	147.4	16	15	30	49	47	36	7	0

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	30	32	77	75	656.0	652.0	7	6	30	22	33	59	30	13
Biology I	35	47	46	57	645.0	646.0	40	32	29	26	26	38	6	4
English II	32	31	75	68	648.0	650.0	25	23	9	23	56	39	9	16
U.S. History	44	21	89	81	357.0	646.0	16	19	21	19	48	48	16	14

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2011 Language Arts Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	230	240	72	81	25	39
8	269	283	58	73	19	34



# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
	Mississippi Curriculum Test, 2nd Edition - Language Arts											

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
	Mississippi Curriculum Test, 2nd Edition - Mathematics											

3	51	44	33	62	52	50						
4	44	46	44	46	50	38						
5	31	22	19	38	44	23						
6	49	52	46	50	48	50						
7	54	58	44	58	63	46						
8	42	47	29	53	56	29						

3	46	40	42	42	62	30
4	51	54	56	50	45	57
5	26	19	19	31	31	23
6	56	38	27	65	48	65
7	42	26	28	50	47	38
8	55	58	43	63	69	41

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
4
5
6
7
8

## Grade 5 and Grade 8 Science Tests

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5	41	30	38	42	38	42
8	36	32	14	53	38	35

## High School Subject Area Tests

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	72	57	62	78	87	59
Biology I	43	40	35	45	52	33
English II	55	33	43	65	63	47
U.S. History	62			75		57

Mathematics  
Science  
Language Arts

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	271	65	68	270	65	63
Students with IEP's:	13	23		13	35	
Limited English Proficient:	3			3		
Economically Disadvantaged:	149	61	64	149	58	61
Asian:	1			1		
Black:	97	59	62	97	57	55
Hispanic:	3			3		
Native American:	1			1		
White:	167	68	72	166	69	70

Walthall Co. School District (7400010)

Tylertown Primary

The No Child Left Behind Act of 2001 (NCLB) requires each state to use a unified accountability model. School, district, and state report cards that contain the following accountability information must be produced and made available publicly.

No Child

Left Behind

2011-2012

School Report Card



## State Accountability Information

Mississippi's unified accountability model has both a state and federal component. The state component is not regulated by the requirements of NCLB resulting in some indicators of success in the state component differing from those in the federal, or NCLB, component. Additionally, in some instances the state and federal model use different measures of the same indicators. For example, NCLB requires the use of a 4-year graduation rate, whereas the state component uses a 5-year graduation rate.

Current Year

Prior Year

### Accountability Status:

Quality of Distribution Index (QDI):

Growth Status:

5-Year Graduation Rate:

High School Completion Index (HSCI):

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.

Possible Accountability Status: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	PRIORITY SCHOOL	

## AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
				Prior 4-Year	4-Year	5-Year	
All Students:	Not Met	Not Met	Met				97
Students with IEP's:	< Minimum**	< Minimum**					
Limited English Proficient:	< Minimum**	< Minimum**					
Economically Disadvantaged:	Not Met	Not Met					
Asian:	< Minimum**	< Minimum**					
Black:	Not Met	Not Met					
Hispanic:	< Minimum**	< Minimum**					
Native American:	< Minimum**	< Minimum**					
White:	Not Met	Not Met					

\*\*Denotes any group with fewer than 30 students in that subgroup of students.

# Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	91	21	FTE Teachers
Teachers with Emergency/Provisional Certification:	5	21	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	96	55	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	4	55	Courses

Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).

# Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AMO calculations. For those groups of students used in AMO calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	100	
Students with IEP's:	100	100	
Limited English Proficient:			
Economically Disadvantaged:	99	99	
Asian:	100	100	
Black:	99	100	
Hispanic:			
Native American:			
White:	100	99	
Student groups not used in AYP calculations			
Migrant:			
Male:			
Female:			

# Exemption of Recently-Arrived Limited English-Proficient Students from State Assessments

NCLB allows for a one-time exemption of language arts and/or mathematics scores for recently-arrived LEP students. A recently arrived LEP student is defined as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months. (Counts less than 10 students suppressed)

Number of recently-arrived LEP students exempted from state assessments: 0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3  
4  
5  
6  
7  
8

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3  
4  
5  
6  
7  
8

## Grade 5 and Grade 8 Science Tests

5  
8

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I														
Biology I														
English II														
U.S. History														

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2011 Language Arts Results

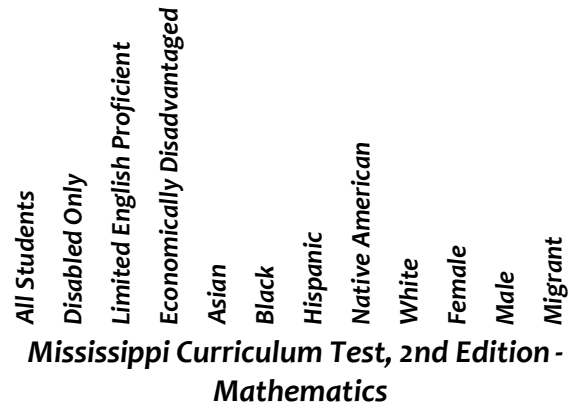
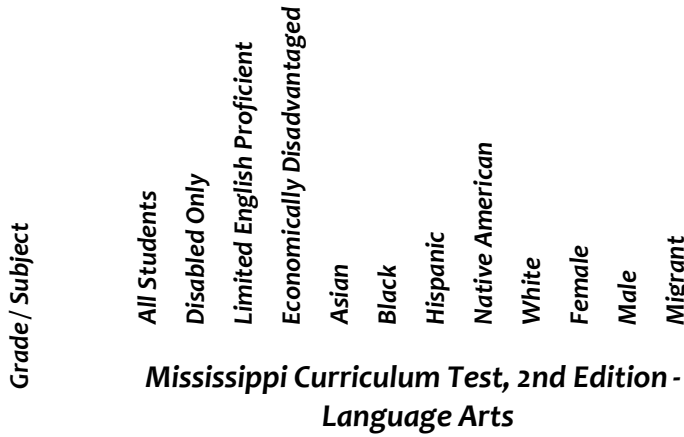
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	230	240	72	81	25	39
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments




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**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts**

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**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics**

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**Grade 5 and Grade 8 Science Tests**

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**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science**

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**High School Subject Area Tests**

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**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary**

Algebra I  
Biology I  
English II  
U.S. History

Mathematics  
Science  
Language Arts

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	232	56	60	232	56	62
Students with IEP's:	27	22		27	35	
Limited English Proficient:	0			0		
Economically Disadvantaged:	176	49	55	176	49	59
Asian:	1			1		
Black:	151	51	54	152	52	58
Hispanic:	0			0		
Native American:	0			0		
White:	77	64	72	76	63	68

Walthall Co. School District (7400012)

Tylertown Lower Elem

The No Child Left Behind Act of 2001 (NCLB) requires each state to use a unified accountability model. School, district, and state report cards that contain the following accountability information must be produced and made available publicly.

No Child

Left Behind

2011-2012

School Report Card



## State Accountability Information

Mississippi's unified accountability model has both a state and federal component. The state component is not regulated by the requirements of NCLB resulting in some indicators of success in the state component differing from those in the federal, or NCLB, component. Additionally, in some instances the state and federal model use different measures of the same indicators. For example, NCLB requires the use of a 4-year graduation rate, whereas the state component uses a 5-year graduation rate.

	Current Year	Prior Year
<b>Accountability Status:</b>	D - Academic Watch	Low Performing
Quality of Distribution Index (QDI):	118	119
Growth Status:	Met	Not Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.

Possible Accountability Status: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	APPROACHING TARGET	

## AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	
All Students:	Not Met	Not Met	Met			97
Students with IEP's:	< Minimum**	< Minimum**				
Limited English Proficient:	< Minimum**	< Minimum**				
Economically Disadvantaged:	Not Met	Not Met				
Asian:	< Minimum**	< Minimum**				
Black:	Not Met	Not Met				
Hispanic:	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**				
White:	Not Met	Not Met				

\*\*Denotes any group with fewer than 30 students in that subgroup of students.



## Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	12	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	12	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	77	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	77	Courses

*Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).*

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AMO calculations. For those groups of students used in AMO calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	100	
Students with IEP's:	100	100	
Limited English Proficient:			
Economically Disadvantaged:	99	99	
Asian:	100	100	
Black:	99	100	
Hispanic:			
Native American:			
White:	100	99	
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	99	100	
Female:	100	99	

## Exemption of Recently-Arrived Limited English-Proficient Students from State Assessments

NCLB allows for a one-time exemption of language arts and/or mathematics scores for recently-arrived LEP students. A recently arrived LEP student is defined as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months. (Counts less than 10 students suppressed)

Number of recently-arrived LEP students exempted from state assessments: 0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	119	120	144.3	141.8	25	34	39	38	29	21	7	8
4	140	118	144.3	147.4	28	17	33	38	30	34	9	11
5												
6												
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	119	121	147.0	143.6	15	31	46	37	33	28	6	3
4	140	117	146.4	147.6	27	15	36	44	36	39	1	3
5												
6												
7												
8												

## Grade 5 and Grade 8 Science Tests

5												
8												

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I														
Biology I														
English II														
U.S. History														

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

## 2011 Language Arts Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

## 2011 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	230	240	72	81	25	39
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

**Mississippi Curriculum Test, 2nd Edition - Language Arts**

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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**Mississippi Curriculum Test, 2nd Edition - Mathematics**

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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3	28	4	19	22	41	38	19					
4	45		39	40	56	53	36					
5												
6												
7												
8												

3	31	4	22	23	45	35	29
4	42		35	39	45	53	31
5							
6							
7							
8							

**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts**

**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics**

3
4
5
6
7
8

**Grade 5 and Grade 8 Science Tests**

**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science**

5
8

**High School Subject Area Tests**

**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary**

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	232	56	60	232	56	62
Students with IEP's:	27	22		27	35	
Limited English Proficient:	0			0		
Economically Disadvantaged:	176	49	55	176	49	59
Asian:	1			1		
Black:	151	51	54	152	52	58
Hispanic:	0			0		
Native American:	0			0		
White:	77	64	72	76	63	68

Walthall Co. School District (7400014)

Tylertown Upper Elem

The No Child Left Behind Act of 2001 (NCLB) requires each state to use a unified accountability model. School, district, and state report cards that contain the following accountability information must be produced and made available publicly.

No Child

Left Behind

2011-2012

School Report Card



## State Accountability Information

Mississippi's unified accountability model has both a state and federal component. The state component is not regulated by the requirements of NCLB resulting in some indicators of success in the state component differing from those in the federal, or NCLB, component. Additionally, in some instances the state and federal model use different measures of the same indicators. For example, NCLB requires the use of a 4-year graduation rate, whereas the state component uses a 5-year graduation rate.

	Current Year	Prior Year
<b>Accountability Status:</b>	F - Low Performing	Academic Watch
Quality of Distribution Index (QDI):	112	120
Growth Status:	Not Met	Met
5- Year Graduation Rate:		
High School Completion Index (HSCI):		

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.

Possible Accountability Status: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	FOCUS SCHOOL	

## AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Prior 4-Year	4-Year			5-Year			
All Students:	Not Met	Not Met	Not Met	Met				97
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**					
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**					
Economically Disadvantaged:	Not Met	Not Met	Not Met					
Asian:	< Minimum**	< Minimum**	< Minimum**					
Black:	Not Met	Not Met	Not Met					
Hispanic:	< Minimum**	< Minimum**	< Minimum**					
Native American:	< Minimum**	< Minimum**	< Minimum**					
White:	Not Met	Not Met	Not Met					

\*\*Denotes any group with fewer than 30 students in that subgroup of students.

# Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	88	14	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	14	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	87	83	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	13	83	Courses

Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AMO calculations. For those groups of students used in AMO calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	99	100	99
Students with IEP's:	100	100	100
Limited English Proficient:	100	100	
Economically Disadvantaged:	100	100	98
Asian:	100	100	100
Black:	100	100	99
Hispanic:	100	100	100
Native American:	100	100	
White:	98	100	97
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	99	100	100
Female:	99	99	97

## Exemption of Recently-Arrived Limited English-Proficient Students from State Assessments

NCLB allows for a one-time exemption of language arts and/or mathematics scores for recently-arrived LEP students. A recently arrived LEP student is defined as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months. (Counts less than 10 students suppressed)

Number of recently-arrived LEP students exempted from state assessments: 0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3												
4												
5	132	139	143.0	141.3	27	36	39	34	33	27	2	4
6	137	122	144.9	146.1	17	21	47	32	34	43	2	4
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5	134	140	146.9	142.9	25	41	31	28	35	28	8	3
6	137	122	148.5	147.6	20	25	36	29	38	36	6	10
7												
8												

## Grade 5 and Grade 8 Science Tests

5	135	138	142.0	138.9	39	52	36	27	20	19	5	2
8		1										

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I														
Biology I														
English II														
U.S. History														

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2011 Language Arts Results

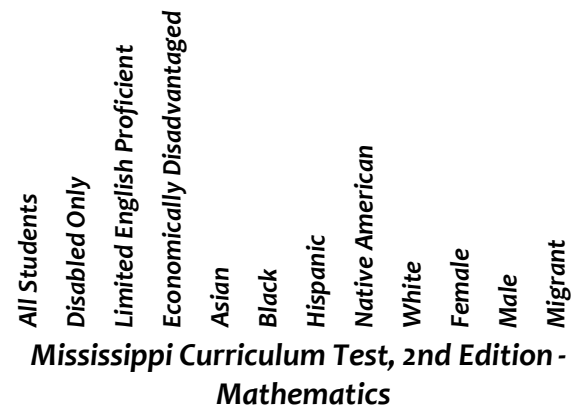
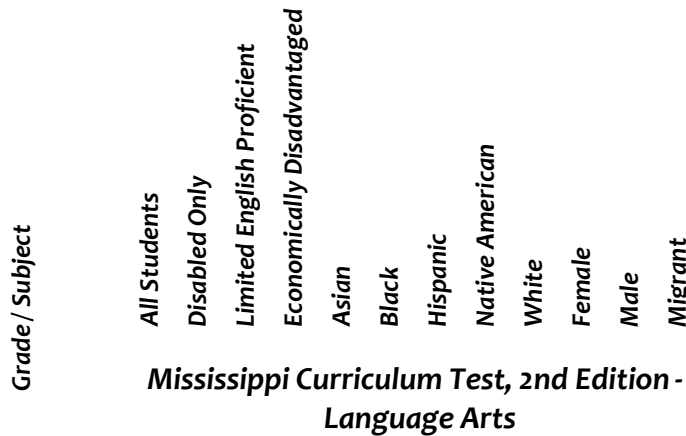
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	230	240	72	81	25	39
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments



## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3  
4  
5  
6  
7  
8

## Grade 5 and Grade 8 Science Tests

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5 21 4 15 13 41 23 19  
8

## High School Subject Area Tests

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I  
Biology I  
English II  
U.S. History

Mathematics  
Science  
Language Arts



# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	246	55	60	247	52	63
Students with IEP's:	21	24		21	17	
Limited English Proficient:	1			1		
Economically Disadvantaged:	194	53	56	195	49	61
Asian:	1			1		
Black:	188	52	57	188	48	60
Hispanic:	2			2		
Native American:	1			1		
White:	52	67	72	53	62	74

Walthall Co. School District (7400016)

Tylertown High

The No Child Left Behind Act of 2001 (NCLB) requires each state to use a unified accountability model. School, district, and state report cards that contain the following accountability information must be produced and made available publicly.

No Child

Left Behind

2011-2012

School Report Card



## State Accountability Information

Mississippi's unified accountability model has both a state and federal component. The state component is not regulated by the requirements of NCLB resulting in some indicators of success in the state component differing from those in the federal, or NCLB, component. Additionally, in some instances the state and federal model use different measures of the same indicators. For example, NCLB requires the use of a 4-year graduation rate, whereas the state component uses a 5-year graduation rate.

	Current Year	Prior Year
<b>Accountability Status:</b>	F - Low Performing	Low Performing
Quality of Distribution Index (QDI):	117	130
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:	85.3	82.2
High School Completion Index (HSCI):	255	231

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.

Possible Accountability Status: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	FOCUS SCHOOL	

## AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Reading/ Language Arts	Mathematics			Prior 4-Year	4-Year	5-Year	
All Students:	Not Met	Not Met	Met	84.0	82.9	85.3	96	
Students with IEP's:	Not Met	Met		15.2	20.9	16.5		
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met		82.7	84.0	83.5		
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Not Met		82.3	83.6	83.0		
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Not Met		88.5	78.1	91.4		

\*\*Denotes any group with fewer than 30 students in that subgroup of students.

# Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	79	36	FTE Teachers
Teachers with Emergency/Provisional Certification:	17	36	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	79	229	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	21	229	Courses

Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AMO calculations. For those groups of students used in AMO calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	99	99	99
Students with IEP's:	97	97	96
Limited English Proficient:			
Economically Disadvantaged:	99	99	99
Asian:			
Black:	99	99	99
Hispanic:	100	100	100
Native American:	100	100	
White:	100	100	98
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	99
Female:	99	99	98

## Exemption of Recently-Arrived Limited English-Proficient Students from State Assessments

NCLB allows for a one-time exemption of language arts and/or mathematics scores for recently-arrived LEP students. A recently arrived LEP student is defined as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months. (Counts less than 10 students suppressed)

Number of recently-arrived LEP students exempted from state assessments: 0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3												
4												
5												
6												
7	132	131	146.5	146.9	15	18	44	34	39	45	2	3
8	133	130	144.5	143.9	23	29	45	35	32	33	1	3

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6												
7	131	131	146.3	143.6	31	39	28	31	37	26	4	4
8	131	130	146.2	144.1	30	35	33	33	34	29	4	3

## Grade 5 and Grade 8 Science Tests

5												
8	134	130	145.0	145.5	31	30	29	38	32	27	8	5

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	125	128	83	70	653.0	650.0	7	14	22	27	55	48	16	11
Biology I	134	110	51	50	643.0	645.0	31	35	38	24	31	37	1	5
English II	125	114	62	50	647.0	644.0	26	37	37	31	27	29	10	4
U.S. History	106	102	93	70	345.0	645.0	20	30	32	25	38	37	10	8

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2011 Language Arts Results

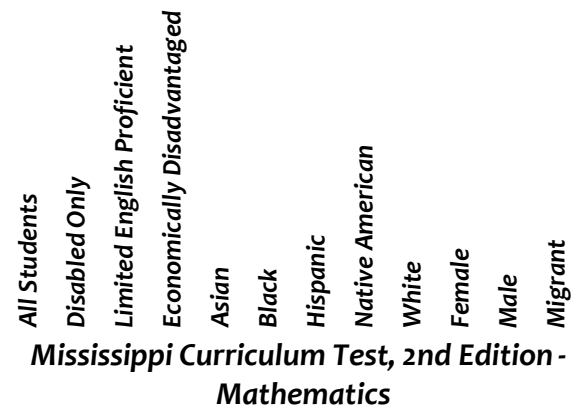
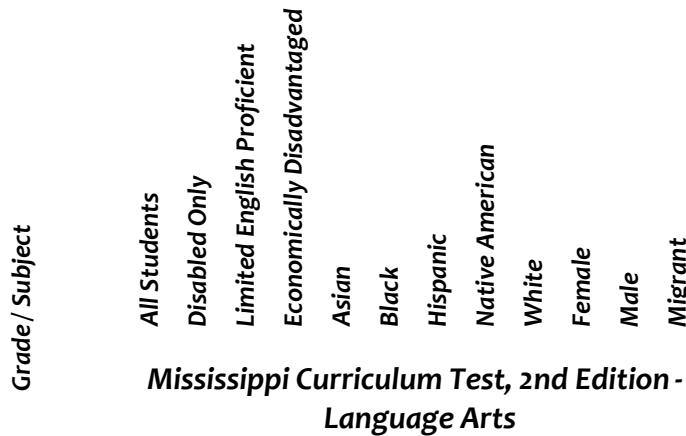
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	230	240	72	81	25	39
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments



**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts**

**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics**

3  
4  
5  
6  
7  
8

**Grade 5 and Grade 8 Science Tests**

**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science**

5  
8

**High School Subject Area Tests**

**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary**

Algebra I	59	13	56	52	74	60	59
Biology I	42	4	36	29	70	38	45
English II	32	4	26	22	59	35	31
U.S. History	45		41	40	63	38	51

Mathematics  
Science  
Language Arts

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	356	57	62	357	56	66
Students with IEP's:	36	19	24	36	21	21
Limited English Proficient:	1			1		
Economically Disadvantaged:	278	52	56	279	50	62
Asian:	1			1		
Black:	254	52	56	254	52	63
Hispanic:	2			2		
Native American:	1			1		
White:	97	68	74	98	62	71