

Walthall Co. School District (7400004)

Dexter Att Center

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

2012-2013

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:	D	Failing
Quality of Distribution Index (QDI):	103	82
Growth Status:	Met	Not Met
5-Year Graduation Rate:	80.2	86.3
High School Completion Index (HSCI):	234	

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
School AMO Status:	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	< Minimum**	< Minimum**
Differentiated Accountability Status:	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**	79.4	91.5	80.2	97	
Students with IEPs:	< Minimum**	< Minimum**						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met		75.9	96.8	76.9		
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Not Met		74.3	100.0	75.3		
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	11	FTE Teachers
Teachers with Emergency/Provisional Certification:	3	11	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	97	67	Courses
Courses NOT Taught by a Highly Qualified Teacher:	3	67	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	98
Students with IEPs:	100	100	100
Limited English Proficient:	100	100	
Economically Disadvantaged:	99	99	97
Asian:			
Black:	99	99	97
Hispanic:	100	100	
Native American:			
White:	100	100	100
Student groups not used in AYP calculations			
Migrant:			
Male:	98	98	96
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	17	17	134.6	148.2	53	12	47	53	0	18	0	18
4	14	16	141.0	140.8	43	44	36	31	21	25	0	0
5	19	18	142.4	141.3	21	33	58	39	21	28	0	0
6	20	19	138.9	142.2	30	32	60	37	10	32	0	0
7	12	17	142.2	144.9	25	29	42	29	33	41	0	0
8	17	13	143.1	148.5	29	15	59	46	12	39	0	0

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	17	17	138.3	151.9	53	24	41	24	6	35	0	18
4	14	16	136.7	141.6	57	44	36	31	7	25	0	0
5	19	18	135.0	135.6	58	61	32	22	11	17	0	0
6	20	19	136.0	144.9	65	21	35	53	0	26	0	0
7	12	17	143.8	140.9	50	53	25	35	25	12	0	0
8	17	13	146.8	142.4	18	31	59	31	24	39	0	0

Grade 5 and Grade 8 Science Tests

5	19	18	140.0	139.4	58	50	26	28	16	11	0	11
8	16	14	144.0	146.1	31	21	50	50	19	29	0	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
	<i>Algebra I</i>	29	16	48	44	648.0	648.0	10	19	52	44	35	31	3
<i>Biology I</i>	19	26	53	69	644.0	648.0	32	12	47	46	21	39	0	4
<i>English II</i>	14	17	71	47	647.0	646.0	21	35	36	35	43	24	0	6
<i>U.S. History</i>	14	14	43	62	636.0	644.0	57	36	29	14	14	36	0	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.

2012 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
8	254	264	65	75	21	32

2012 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
8	269	283	58	73	19	34

Percent of Students Scoring Proficient and Above

2012 - 2013 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	35	50	4	33	33	4	40	29	67			
4	25	33		21	20		33	33	20			
5	28			15	10		50	33	22			
6	32	4		29	31		33	33	30			
7	41	4	4	27	42	4	50	50	33			
8	39	4		33	29		50	60	25			

3	53	50	96	50	50	96	50	50	67			
4	25	67		21	20		33	33	20			
5	17			8	10		25	22	11			
6	26	50		29	8		67	11	40			
7	12	4	4	4	17	4	4	4	22			
8	39	4		22	14		67	40	38			

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

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Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5	22		8	4	50	22	22
8	29	96	30	14	43	40	22

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	38		31	27	50		Mathematics
Biology I	42		32	38	29	58	Science
English II	29		15		40	36	Language Arts
U.S. History	50						

Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%.

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 2011/2012.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	110	51	60	111	45	62
Students with IEPs:	12	38		11	46	
Limited English Proficient:	2			2		
Economically Disadvantaged:	86	47	59	87	39	61
Asian:	0			0		
Black:	64	47	56	64	38	60
Hispanic:	2			2		
Native American:	0			0		
White:	44	57	68	45	53	63

Walthall Co. School District (7400008)

Salem Att Center

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

2012-2013

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:	D	Academic Watch
Quality of Distribution Index (QDI):	143	134
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:	71.6	81.2
High School Completion Index (HSCI):	150	

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
School AMO Status:	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	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	75.6	81.9	71.6	96	
Students with IEPs:	< Minimum**	< Minimum**						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met		74.4	77.1	64.3		
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Met		74.1	74.9	74.1		
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Not Met		74.7	89.0	68.5		

**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	23	FTE Teachers
Teachers with Emergency/Provisional Certification:	3	23	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	96	118	Courses
Courses NOT Taught by a Highly Qualified Teacher:	4	118	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	98	99
Students with IEPs:	93	93	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	98	100
Asian:	100	100	100
Black:	99	98	100
Hispanic:	100	100	100
Native American:	100	100	
White:	99	98	98
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	100
Female:	98	98	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	41	42	148.6	151.9	15	10	34	19	42	60	10	12
4	43	43	145.4	147.2	21	19	35	37	40	30	5	14
5	42	46	142.6	146.2	29	22	41	39	29	39	2	0
6	45	33	147.5	143.6	13	27	38	36	47	36	2	0
7	43	46	149.9	151.3	5	11	42	20	51	63	2	7
8	33	38	147.4	146.3	15	24	42	37	39	34	3	5

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	41	42	152.6	153.3	5	5	49	29	32	60	15	7
4	43	43	149.0	153.5	19	12	30	21	44	51	7	16
5	42	46	143.2	146.3	33	17	41	37	24	44	2	2
6	45	33	148.5	144.9	20	30	24	30	49	36	7	3
7	43	45	148.2	147.8	26	27	33	27	37	42	5	4
8	33	38	149.3	147.3	18	29	27	24	52	45	3	3

Grade 5 and Grade 8 Science Tests

5	42	46	145.0	147.4	26	22	33	28	36	37	5	13
8	33	39	147.0	150.4	15	13	49	36	36	39	0	13

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	32	38	75	87	652.0	652.0	6	13	22	8	59	66	13	13
Biology I	47	23	57	100	646.0	655.0	32	0	26	13	38	83	4	4
English II	31	38	68	63	650.0	646.0	23	29	23	16	39	50	16	5
U.S. History	21	29	81	72	646.0	648.0	19	28	19	14	48	52	14	7

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.

2012 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

2012 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

2012 - 2013 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	71	20	67	58	77	88	62					
4	44	4	50	46	36	50	4	48	63	21		
5	39	4	4	30	4	33	96	43	35	45		
6	36	4	29	25	43	42	33					
7	70	4	55	46	77	68	71					
8	40	4	43	29	45	47	32					

3	67	20	54	42	77	69	65					
4	68	25	50	67	64	50	96	69	79	53		
5	46	4	4	43	4	47	96	47	39	55		
6	39	20	24	50	33	33	43					
7	47	4	38	18	56	43	50					
8	47	4	48	41	50	37	58					

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

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Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

Grade 5 and Grade 8 Science Tests

5	50	4	4	53	4	47	4	54	38	65
8	51	4	48	47	52	42	60			

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

High School Subject Area Tests

Algebra I	79	71	79	79	86	71
Biology I	87	96	88	85	90	
English II	55	48	46	58	76	29
U.S. History	59	53	58	56	50	67

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Mathematics
Science
Language Arts

Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%.

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 2011/2012.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	278	66	71	278	68	67
Students with IEPs:	26	21		25	30	
Limited English Proficient:	3			3		
Economically Disadvantaged:	160	61	68	160	63	64
Asian:	1			1		
Black:	89	56	65	88	59	59
Hispanic:	4			4		
Native American:	1			1		
White:	181	71	74	182	72	73

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

2012-2013

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
School AMO Status:	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	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 IEPs:	< 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:	91	22	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	22	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	90	57	Courses
Courses NOT Taught by a Highly Qualified Teacher:	11	57	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 IEPs:	100	100	
Limited English Proficient:	100	100	
Economically Disadvantaged:	100	100	
Asian:			
Black:	100	100	
Hispanic:	100	100	
Native American:			
White:	100	100	
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

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Mississippi Curriculum Test, 2nd Edition - Mathematics

3
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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.

2012 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

2012 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

2012 - 2013 Assessments



3
4
5
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7
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Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
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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

Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%.

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 2011/2012.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	203	59	63	203	57	65
Students with IEPs:	23	24		23	28	
Limited English Proficient:	2			2		
Economically Disadvantaged:	170	56	59	170	55	63
Asian:	0			0		
Black:	137	56	58	137	51	62
Hispanic:	2			2		
Native American:	0			0		
White:	62	67	74	62	69	71

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

2012-2013

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:	D	Academic Watch
Quality of Distribution Index (QDI):	124	118
Growth Status:	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
School AMO Status:	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	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 IEPs:	< 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:	100	11	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	11	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	74	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	74	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 IEPs:	100	100	
Limited English Proficient:	100	100	
Economically Disadvantaged:	100	100	
Asian:			
Black:	100	100	
Hispanic:	100	100	
Native American:			
White:	100	100	
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	
Female:	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	120	103	141.8	143.6	34	25	38	38	21	32	8	5
4	118	105	147.4	146.3	17	27	38	26	34	35	11	12
5												
6												
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	121	103	143.6	146.3	31	27	37	36	28	28	3	9
4	117	105	147.6	146.3	15	26	44	36	39	33	3	5
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.

2012 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

2012 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

2012 - 2013 Assessments

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

3	37	4	4	32	28	4	59	51	25	37	4	4	36	30	4	56	45	30
4	48	11	4	44	49	4	49	56	40	38	4	4	36	35	4	43	42	34
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	Mathematics
Biology I	Science
English II	Language Arts
U.S. History	

Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%.

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 2011/2012.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	203	59	63	203	57	65
Students with IEPs:	23	24		23	28	
Limited English Proficient:	2			2		
Economically Disadvantaged:	170	56	59	170	55	63
Asian:	0			0		
Black:	137	56	58	137	51	62
Hispanic:	2			2		
Native American:	0			0		
White:	62	67	74	62	69	71

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

2012-2013

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:	D	Low Performing
Quality of Distribution Index (QDI):	129	112
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
School AMO Status:	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	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 IEPs:	< 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:	94	14	FTE Teachers
Teachers with Emergency/Provisional Certification:	1	14	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	94	82	Courses
Courses NOT Taught by a Highly Qualified Teacher:	6	82	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	100
Students with IEPs:	100	100	100
Limited English Proficient:			
Economically Disadvantaged:	99	99	100
Asian:	100	100	
Black:	100	100	100
Hispanic:	100	100	
Native American:			
White:	97	97	100
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	100
Female:	99	99	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												
4												
5	139	112	141.3	145.8	36	18	34	46	27	32	4	5
6	122	141	146.1	147.2	21	19	32	36	43	43	4	3
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5	140	112	142.9	147.2	41	19	28	33	28	44	3	5
6	122	141	147.6	147.3	25	28	29	27	36	40	10	5
7												
8												

Grade 5 and Grade 8 Science Tests

5	138	113	139.0	145.9	52	27	27	32	19	34	2	8
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.

2012 Language Arts Results

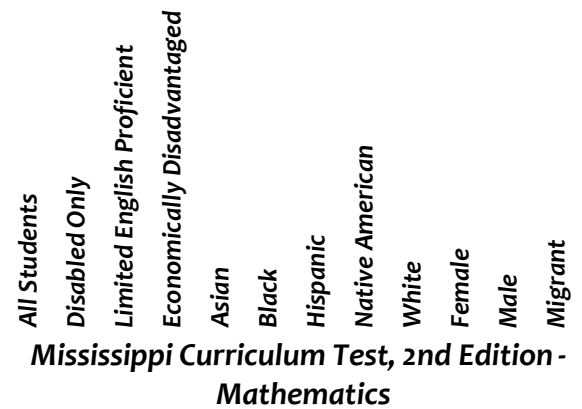
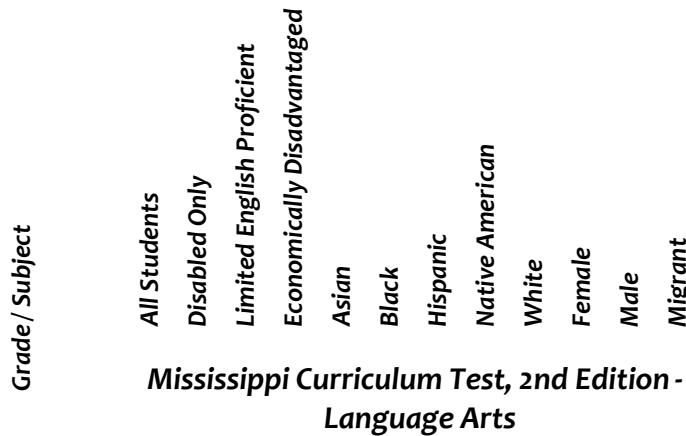
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

2012 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

2012 - 2013 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

Mathematics

Biology I

Science

English II

Language Arts

U.S. History

Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%.

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 2011/2012.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	240	62	63	240	62	67
Students with IEPs:	24	42		24	42	
Limited English Proficient:	0			0		
Economically Disadvantaged:	196	59	60	196	59	64
Asian:	1			1		
Black:	171	59	61	171	57	63
Hispanic:	2			2		
Native American:	0			0		
White:	64	69	74	64	73	77

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

2012-2013

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:	D	Low Performing
Quality of Distribution Index (QDI):	127	117
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:	81.6	85.3
High School Completion Index (HSCI):	223	

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
School AMO Status:	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	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	82.9	77.2	81.6	96	
Students with IEPs:	Not Met	Met		20.9		19.3		
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met		84.0	75.9	81.0		
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Not Met		83.6	77.6	82.9		
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Not Met		78.1	75.5	73.1		

**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:	87	36	FTE Teachers
Teachers with Emergency/Provisional Certification:	8	36	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	87	241	Courses
Courses NOT Taught by a Highly Qualified Teacher:	13	241	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	99
Students with IEPs:	100	100	95
Limited English Proficient:	100	100	
Economically Disadvantaged:	100	100	99
Asian:			
Black:	100	100	99
Hispanic:	100	100	
Native American:	100	100	100
White:	99	99	100
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	99
Female:	99	99	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												
4												
5												
6												
7	131	118	146.9	147.6	18	16	34	36	45	47	3	2
8	130	127	143.9	144.7	29	28	35	39	33	34	3	0

Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6												
7	131	118	143.6	144.7	39	36	31	20	26	38	4	6
8	130	127	144.1	146.0	35	28	33	32	29	37	3	3

Grade 5 and Grade 8 Science Tests

5												
8	130	126	146.0	144.5	30	29	38	37	27	30	5	4

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	128	110	70	84	650.0	654.0	14	6	27	26	48	54	11	16
Biology I	110	63	50	81	645.0	654.0	35	3	24	27	37	60	5	10
English II	114	111	50	66	644.0	648.0	37	22	31	32	29	39	4	7
U.S. History	102	88	70	61	645.0	641.0	30	38	25	31	37	27	8	5

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.

2012 Language Arts Results

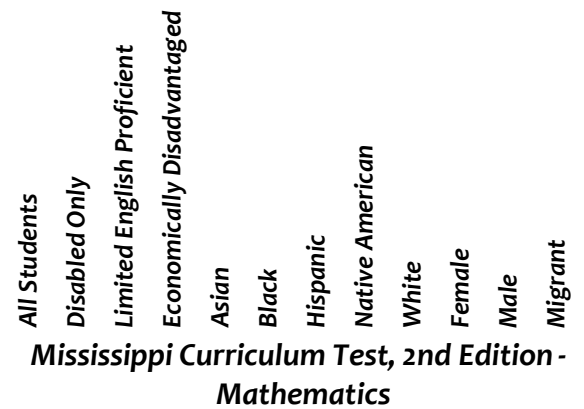
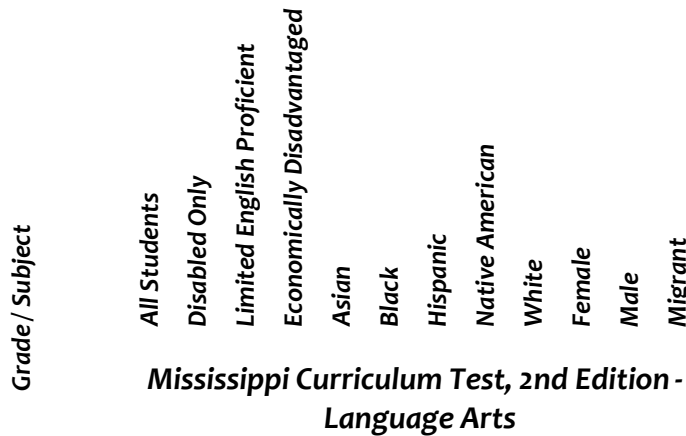
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

2012 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

2012 - 2013 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

34 10 32 31 96 43 36 33

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	69	66	64	80	72	67	Mathematics
Biology I	70	58	54	92	68	72	Science
English II	46	40	36	70	50	42	Language Arts
U.S. History	32	26	20	62	36	28	

Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%.

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 2011/2012.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	349	60	65	350	64	69
Students with IEPs:	34	25	31	34	31	28
Limited English Proficient:	1			1		
Economically Disadvantaged:	292	57	60	290	61	65
Asian:	1			1		
Black:	266	58	60	265	62	67
Hispanic:	1			1		
Native American:	3			3		
White:	76	65	77	78	69	73