

Wayne County School District (7700004) No Child

Beat Four Elementary

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.

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):	148	154
Growth Status:	Not 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	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			5-Year			
All Students:	Not Met	Not Met	Met				96	
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	19	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	19	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	123	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	123	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 IEP's:	93	97	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	100
Asian:	100	100	
Black:	99	100	100
Hispanic:	100	100	100
Native American:	100	100	100
White:	99	99	100
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	100
Female:	99	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	36	149.7	148.7	9	17	44	31	33	44	14	8
4	41	52	153.7	146.7	2	14	24	52	54	27	20	8
5	47	42	145.4	152.4	21	0	45	41	32	48	2	12
6	54	48	149.5	150.3	9	10	39	33	46	50	6	6
7	46	53	149.5	146.6	7	15	44	40	48	42	2	4
8	49	46	150.5	147.8	6	20	41	33	49	48	4	0

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	43	36	151.7	152.5	5	6	47	36	35	42	14	17
4	41	52	156.6	146.8	2	25	22	37	59	31	17	8
5	47	42	149.9	152.6	13	5	34	26	45	57	9	12
6	54	48	148.8	148.7	33	23	22	27	33	44	11	6
7	46	53	149.8	145.7	13	30	37	32	46	32	4	6
8	49	46	152.2	147.0	10	26	31	26	49	44	10	4

## Grade 5 and Grade 8 Science Tests

5	47	43	143.0	150.3	32	9	38	30	26	51	4	9
8	49	46	153.0	149.1	10	22	20	26	53	46	16	7

## 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

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant

3	53		45		70				42	65	42	
4	35		30		47				28	46	25	
5	60		61						59	59	60	
6	56		42		31				71	53	59	
7	45		41		35				52	58	35	
8	48		39		29				63	56	37	

3	58		45		70				50	65	53	
4	39		36		53				31	46	32	
5	69		57						72	59	80	
6	50		39		38				58	58	45	
7	38		32		40				36	38	38	
8	48		39		24				67	48	47	

## 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	61		50		50				63	48	75	
8	52		43		38				63	52	53	

## 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:	268	68	73	268	65	73
Students with IEP's:	27	30		27	31	
Limited English Proficient:	2			2		
Economically Disadvantaged:	170	64	69	170	60	68
Asian:	1			1		
Black:	89	62	67	89	57	71
Hispanic:	2			2		
Native American:	2			2		
White:	173	71	76	173	68	73

Wayne County School District (7700012) No Child

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Left Behind

2011-2012

School Report Card



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## 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	Successful
Quality of Distribution Index (QDI):	150	161
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>	ON TARGET	

## 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				96
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:	99	21	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	21	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	99	120	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	1	120	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	99	100
Students with IEP's:	97	93	100
Limited English Proficient:			
Economically Disadvantaged:	100	100	100
Asian:			
Black:	100	99	100
Hispanic:	100	100	100
Native American:			
White:	99	99	100
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	100
Female:	100	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	52	32	148.1	146.8	15	19	42	41	33	28	10	13
4	48	54	149.9	148.6	17	17	15	39	56	32	13	13
5	56	51	144.9	150.1	25	8	30	39	41	45	4	8
6	57	55	148.7	147.9	16	13	30	38	51	47	4	2
7	44	63	149.2	146.4	14	24	36	32	48	41	2	3
8	48	52	152.0	145.6	6	23	29	27	60	50	4	0

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	52	32	154.2	149.0	2	22	40	31	40	38	17	9
4	48	54	150.6	149.5	19	15	31	43	38	35	13	7
5	56	51	149.8	152.7	18	10	27	26	50	59	5	6
6	57	55	151.6	150.2	11	18	39	29	39	42	12	11
7	44	62	155.5	150.8	9	15	18	31	48	42	25	13
8	48	52	154.8	152.6	6	10	17	31	65	48	13	12

## Grade 5 and Grade 8 Science Tests

5	56	51	145.0	147.7	32	18	36	31	29	39	4	12
8	49	52	154.0	146.5	12	23	25	39	37	33	27	6

## 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
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
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	Migrant
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**Mississippi Curriculum Test, 2nd Edition -  
Mathematics**

	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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3	41	41	33						52	18		
4	45	45	36						57	48	39	
5	53	53	42						63	58	48	
6	49	49	43						56	52	46	
7	45	43	41						50	44	45	
8	50	45	41						67	66	30	

3	47	44	38						52	36		
4	43	40	29						61	48	35	
5	65	60	50						79	67	63	
6	53	47	40						68	59	46	
7	55	51	47						65	58	53	
8	60	55	50						78	72	43	

**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	51	48	35						67	46	56
8	39	35	32						50	31	48

**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:	298	66	72	298	70	77
Students with IEP's:	26	40		26	38	
Limited English Proficient:	0			0		
Economically Disadvantaged:	251	64	67	251	67	73
Asian:	0			0		
Black:	176	60	64	176	63	70
Hispanic:	1			1		
Native American:	0			0		
White:	120	74	80	120	81	85

Wayne County School District (7700016) No Child  
Clara Elementary Left Behind



2011-2012  
School Report Card

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### 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.

Accountability Status:	Current Year C - Successful	Prior Year High Performing
Quality of Distribution Index (QDI):	168	184
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
School AMO Status:	Not Met	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	ON TARGET	

### 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				96	
Students with IEP's:	< Minimum**	< Minimum**						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met						
Asian:	< Minimum**	< Minimum**						
Black:	Met	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:	99	23	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	23	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	99	140	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	1	140	Courses

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Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	99	99	98
Students with IEP's:	100	100	100
Limited English Proficient:			
Economically Disadvantaged:	99	99	97
Asian:			
Black:	100	100	100
Hispanic:			
Native American:	100	100	
White:	99	99	98
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	100
Female:	99	99	95

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

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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	45	50	152.6	148.9	18	12	24	40	27	32	31	16
4	54	46	152.4	146.5	11	15	19	50	50	28	20	7
5	57	51	152.9	154.0	11	8	23	22	49	47	18	24
6	47	48	153.5	152.3	11	13	17	23	66	50	6	15
7	50	42	151.4	154.9	10	12	34	7	50	76	6	5
8	53	45	151.6	150.2	11	16	32	31	47	44	9	9

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	45	50	156.9	152.0	0	6	24	30	49	58	27	6
4	54	46	154.6	149.4	13	17	17	37	57	39	13	7
5	57	51	156.4	155.1	7	4	14	18	58	65	21	14
6	47	48	155.6	154.1	9	8	17	21	55	52	19	19
7	50	42	153.2	154.0	4	7	32	21	52	62	12	10
8	53	45	155.5	152.4	6	11	17	31	59	44	19	13

## Grade 5 and Grade 8 Science Tests

5	57	50	157.0	158.5	2	4	19	10	42	38	37	48
8	52	45	150.0	150.3	17	11	25	42	50	38	8	9

## 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

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### 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
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
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	48		52						56	56	39	
4	35		26	10					42	45	27	
5	71		64						71	78	67	
6	65		50						69	82	50	
7	81		72						82	91	70	
8	53		35						60	73	26	

3	64		68						68	67	61	
4	46		30	20					53	60	35	
5	78		86						78	78	79	
6	71		58						76	91	54	
7	71		61						74	82	60	
8	58		35						65	73	37	

## 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	86	95	85	88	85
8	47	29	53	58	32

## 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:	275	73	79	275	78	86
Students with IEP's:	24	35		24	46	
Limited English Proficient:	0			0		
Economically Disadvantaged:	129	67	71	129	74	82
Asian:	0			0		
Black:	31	48		31	56	
Hispanic:	0			0		
Native American:	1			1		
White:	243	77	80	243	81	86

Wayne County School District (7700020) No Child  
Waynesboro Middle Left Behind



2011-2012  
School Report Card

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.

### 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):	126	140
Growth Status:	Not 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	5-Year	
All Students:	Not Met	Not Met	Not Met	Met				96
Students with IEP's:	Not Met	Not Met	Not Met					
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:	96	23	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	23	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	123	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	5	123	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 IEP's:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	100	100	99
Asian:	100	100	100
Black:	100	100	99
Hispanic:	100	100	100
Native American:			
White:	100	100	98
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	100
Female:	100	100	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	131	118	145.6	144.0	23	25	44	47	27	23	7	6
6	128	127	148.1	148.5	15	16	37	38	43	39	6	8
7	138	129	148.4	147.7	12	21	46	32	40	43	2	5
8	115	141	151.8	147.3	5	20	37	36	54	42	4	3

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5	129	118	146.1	143.8	28	36	34	35	34	25	4	4
6	128	127	147.9	145.9	25	32	31	35	40	28	4	5
7	138	129	148.0	143.3	28	43	25	25	40	30	7	2
8	115	141	154.0	150.4	9	14	25	33	52	45	14	8

## Grade 5 and Grade 8 Science Tests

5	131	117	144.0	144.8	31	31	38	35	23	30	8	4
8	115	139	150.0	148.2	17	23	32	30	39	38	11	9

## 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

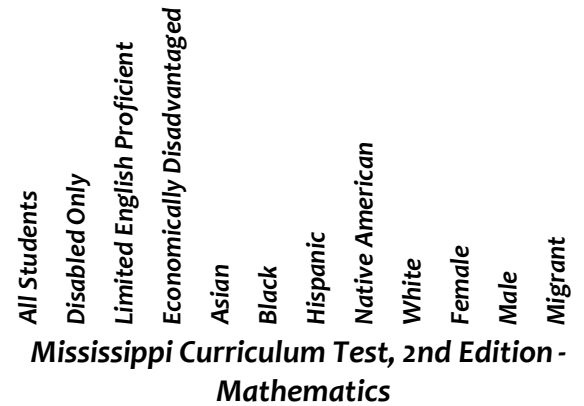
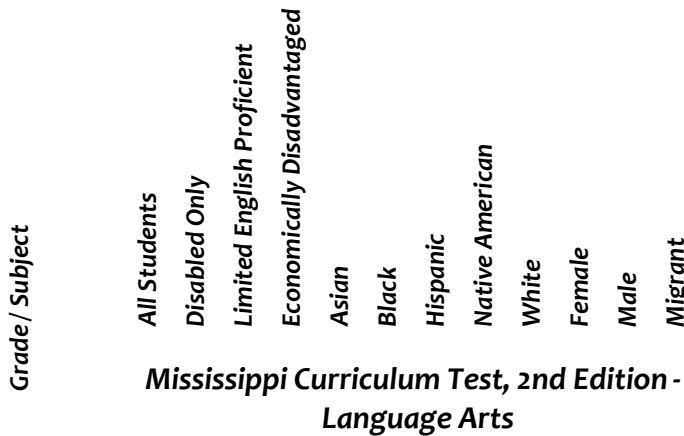
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

### 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	34	4	28	28	63	33	35
8	48		39	42	67	42	52

**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:	507	61	68	507	53	66
Students with IEP's:	39	28	57	39	21	58
Limited English Proficient:	1			1		
Economically Disadvantaged:	433	57	65	433	48	62
Asian:	1			1		
Black:	408	57	64	408	49	62
Hispanic:	2			2		
Native American:	0			0		
White:	93	73	80	93	72	83

Wayne County School District (7700024) No Child  
Waynesboro Elem

Left Behind

2011-2012

School Report Card



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.

## 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	Successful
Quality of Distribution Index (QDI):	160	160
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>	ON 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	Not Met	Met				96	
Students with IEP's:	Met	Met						
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:	Met	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	32	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	32	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	207	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	207	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	
Students with IEP's:	100	100	
Limited English Proficient:	100	100	
Economically Disadvantaged:	99	100	
Asian:			
Black:	100	100	
Hispanic:	100	100	
Native American:			
White:	98	100	
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	100	100	
Female:	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	139	129	149.6	149.4	14	12	35	39	33	37	19	12
4	123	128	150.0	149.0	11	15	35	34	42	39	12	13
5												
6												
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	139	130	151.9	152.3	9	7	34	32	47	52	10	10
4	123	129	152.8	151.9	9	14	27	26	54	45	11	15
5												
6												
7												
8												

## Grade 5 and Grade 8 Science Tests

5		3										
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

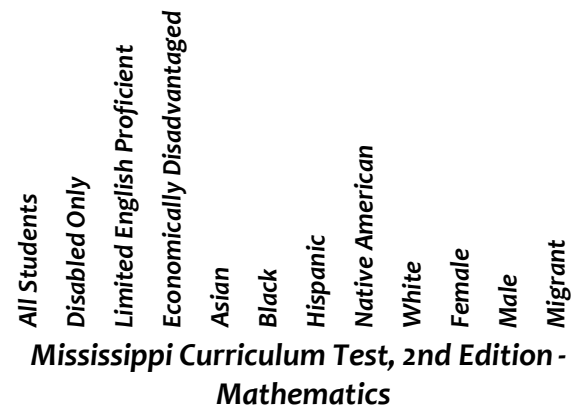
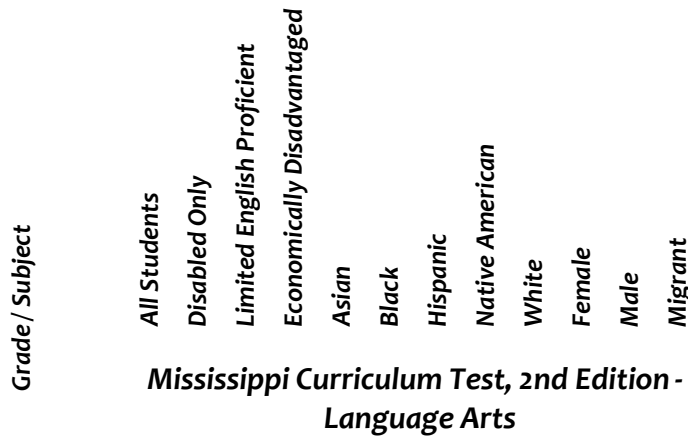
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
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## 2011 Mathematic Results

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  
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:	263	68	73	265	74	78
Students with IEP's:	38	37		38	34	
Limited English Proficient:	4			4		
Economically Disadvantaged:	228	67	70	230	72	74
Asian:	0			0		
Black:	198	62	70	199	70	74
Hispanic:	5			5		
Native American:	0			0		
White:	60	88	84	61	89	89

Wayne County School District (7700026) No Child

Wayne County High

Left Behind

2011-2012

School Report Card



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.

## 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	Successful
Quality of Distribution Index (QDI):	165	181
Growth Status:	Not Met	Met
5-Year Graduation Rate:	69.1	68.2
High School Completion Index (HSCI):	193	186

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>	NO DA LABEL - NOT T1	

## 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	70.3	69.0	69.1	96	
Students with IEP's:	< Minimum**	< Minimum**		14.0	15.4	12.9		
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met		67.7	67.1	67.3		
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Not Met		64.3	64.5	62.9		
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Not Met		79.3	77.0	78.8		

\*\*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:	100	46	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	46	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	228	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	228	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:	96	100	100
Limited English Proficient:			
Economically Disadvantaged:	100	100	100
Asian:			
Black:	100	100	100
Hispanic:			
Native American:			
White:	99	100	100
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	99	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  
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	219	239	91	80	661.0	657.0	4	11	13	14	32	35	52	40
Biology I	199	226	86	72	653.0	646.0	5	18	28	27	53	46	15	10
English II	216	232	75	69	652.0	649.0	20	24	19	26	38	34	22	16
U.S. History	227	198	90	70	351.0	645.0	21	30	31	22	34	38	14	10

# 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

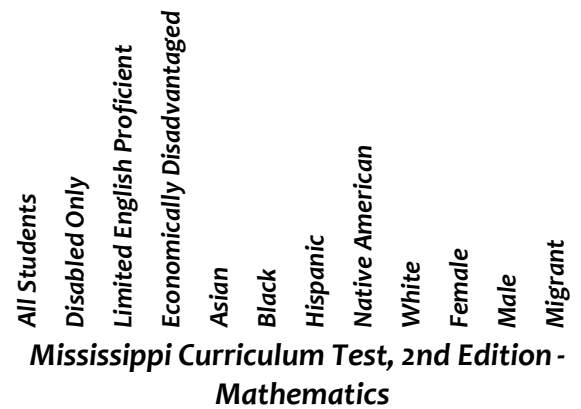
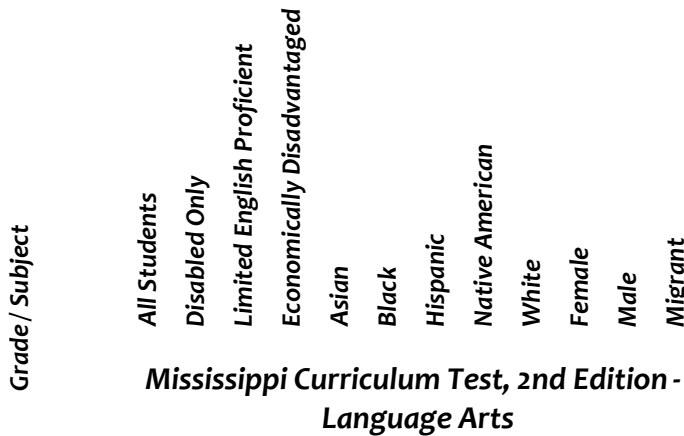
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

## 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

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	75	17	68	66	84	84	66
Biology I	55	9	43	38	75	60	51
English II	50	4	42	33	68	56	44
U.S. History	48		37	34	68	43	54

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	63	73	218	83	92
Students with IEP's:	23	7		22	20	
Limited English Proficient:	1			1		
Economically Disadvantaged:	155	56	67	144	79	90
Asian:	0			0		
Black:	119	50	64	109	77	88
Hispanic:	1			1		
Native American:	2			1		
White:	110	77	87	107	89	96