

Jones County School District (3400012)  
 Glade Elementary

No Child  
 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>	B - High Performing	High Performing
Quality of Distribution Index (QDI):	187	167
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
<b>School AMO Status:</b>	Met	Met
Reading/Language Arts Status:	Met	Met
Mathematics Status:	Met	Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	HIGH PROGRESS REWARD	

### 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:	Met	Met	Met				95	
Students with IEP's:	< Minimum**	< Minimum**						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Met						
Asian:	< Minimum**	< Minimum**						
Black:	Met	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:	99	23	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	23	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	120	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	3	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	100	100
Students with IEP's:	100	100	100
Limited English Proficient:			
Economically Disadvantaged:	100	100	100
Asian:			
Black:	100	100	100
Hispanic:	100	100	100
Native American:	100	100	
White:	99	99	100
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	100
Female:	100	100	100

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

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

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

# State Assessment Number Tested and Performance by Level

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

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

3	51	46	149.4	150.5	16	7	39	37	29	48	16	9
4	66	51	150.8	155.4	9	2	32	28	46	43	14	28
5	47	62	151.8	152.9	9	5	32	27	47	63	13	5
6	72	46	152.8	154.4	10	2	24	26	58	63	8	9
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	51	46	154.3	151.2	10	2	22	46	51	37	18	15
4	66	51	152.7	156.2	15	4	14	16	64	63	8	18
5	47	62	156.0	158.3	6	7	13	8	66	50	15	36
6	72	46	152.6	156.2	11	2	26	17	49	63	14	17
7												
8												

## Grade 5 and Grade 8 Science Tests

5	47	63	154.0	154.1	4	14	28	11	45	46	23	29
8												

## High School Subject Area Tests

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

# National Assessment of Educational Progress

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

### 2011 Language Arts Results

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

### 2011 Mathematic Results

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

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

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	Migrant
3	57		45					59	38	72		52		45					54	48	56			
4	71		62					74	69	72		80		69					86	73	88			
5	68		71		50			71	71	64		86		85		67			90	85	86			
6	72		58					76	78	68		80		81					81	83	79			
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 75 72 50 80 66 86  
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:	197	82	76	197	87	82
Students with IEP's:	14	46		14	79	
Limited English Proficient:	0			0		
Economically Disadvantaged:	117	77	73	117	85	80
Asian:	0			0		
Black:	30	67	64	30	73	71
Hispanic:	2			2		
Native American:	1			1		
White:	161	84	80	161	89	85

Jones County School District (3400016)  
Moselle Elementary

No Child  
Left Behind  
2011-2012  
School Report Card



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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>	B - High Performing	Successful
Quality of Distribution Index (QDI):	169	159
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
<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:	Met	Met	Met				95	
Students with IEP's:	Not Met	Met						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Not Met						
Asian:	< Minimum**	< Minimum**						
Black:	< Minimum**	< Minimum**						
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	28	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	28	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	149	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	149	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:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	100	100	100
Asian:	100	100	
Black:	100	100	100
Hispanic:	100	100	100
Native American:	100	100	100
White:	99	99	100
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	99	99	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	62	76	149.0	148.4	15	20	36	33	37	37	13	11
4	85	72	147.3	150.3	20	13	39	26	27	47	14	14
5	69	79	150.0	151.7	15	10	28	28	46	48	12	14
6	57	74	155.3	156.3	2	8	19	14	74	54	5	24
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	62	76	152.1	150.9	8	12	26	30	58	47	8	11
4	85	72	146.5	146.6	29	19	27	40	40	36	4	4
5	69	79	151.3	149.8	20	23	20	19	38	48	22	10
6	57	74	157.5	159.2	4	12	9	3	70	39	18	46
7												
8												

## Grade 5 and Grade 8 Science Tests

5	68	79	150.0	148.4	7	25	37	25	44	39	12	10
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

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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	32
8	254	264	65	75	21	32

### 2011 Mathematic Results

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



# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Language Arts										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	Migrant
3	47	19	37					48	51	43		58	31	49						57	56	60		
4	61		52					65	78	51		40		35						42	41	40		
5	62		50					59	71	52		58		46						61	52	66		
6	78		68					78	90	71		85		80						84	93	80		
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 49 40 49 50 49  
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:	283	76	74	283	73	73
Students with IEP's:	38	43	51	38	47	44
Limited English Proficient:	12	63		12	83	
Economically Disadvantaged:	178	68	67	178	65	68
Asian:	1			1		
Black:	24	71		24	65	
Hispanic:	18	69		18	78	
Native American:	2			2		
White:	238	77	74	238	74	74

Jones County School District (3400022)

East Jones Elem Sch

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No Child

Left Behind

2011-2012

School Report Card



## State Accountability Information

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	Current Year	Prior Year
<b>Accountability Status:</b>	C - Successful	Successful
Quality of Distribution Index (QDI):	160	148
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
<b>School AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Met	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:	Met	Met	Met				94	
Students with IEP's:	Met	Met						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Met						
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	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	48	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	48	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	250	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	250	Courses

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## 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:	98	98	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	100	100	100
Asian:	100	100	
Black:	100	100	100
Hispanic:	100	100	100
Native American:	100	100	100
White:	100	100	100
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	100	100	100
Female:	100	100	100

## 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
<b>Mississippi Curriculum Test, 2nd Edition - Language Arts</b>												
3	111	122	149.3	148.4	16	20	31	34	39	34	14	12
4	135	112	145.5	151.7	20	9	39	30	33	41	8	20
5	152	132	148.3	149.0	15	11	40	34	36	49	10	5
6	126	155	150.1	150.8	10	8	36	36	49	51	5	5
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	112	122	152.0	151.0	9	13	30	28	46	51	15	8
4	135	112	147.9	152.3	24	12	35	29	34	47	7	13
5	152	132	150.6	150.6	13	16	32	23	44	53	12	8
6	126	155	153.5	154.1	7	8	23	19	57	57	13	15
7												
8												

## Grade 5 and Grade 8 Science Tests

5	152	133	148.0	146.8	20	21	36	38	35	34	9	7
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

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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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# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

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

3	46	35	40	19	53	47	45					
4	61		53	47	65	66	55					
5	55	4	46	45	58	59	50					
6	56	13	43	54	27	58	62	51				
7												
8												

3	59	47	56	31	63	64	55					
4	60		52	59	60	63	57					
5	61	15	51	40	67	67	56					
6	72	25	63	85	72	75	70					
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	41	4	35	20	45	46	36
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:	503	72	69	503	77	73
Students with IEP's:	54	52	43	54	57	51
Limited English Proficient:	5			5		
Economically Disadvantaged:	280	66	62	280	72	69
Asian:	2			2		
Black:	61	57	58	61	68	60
Hispanic:	9			9		
Native American:	28	57		28	66	
White:	401	75	72	401	78	76

Jones County School District (3400024)  
 Northeast Jones High

No Child  
 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.

Accountability Status:	Current Year	Prior Year
	B - High Performing	Successful
Quality of Distribution Index (QDI):	172	174
Growth Status:	Met	Met
5-Year Graduation Rate:	80.4	69.6
High School Completion Index (HSCI):	218	199

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	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	81.5	76.6	80.4	93	
Students with IEP's:	Met	Not Met		20.1	22.5	19.2		
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met		78.1	64.4	75.2		
Asian:	< Minimum**	< Minimum**						
Black:	Met	Not Met		78.0	72.3	75.3		
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Not Met		83.4	79.7	82.9		

\*\*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:	95	50	FTE Teachers
Teachers with Emergency/Provisional Certification:	1	50	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	315	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	5	315	Courses

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

# Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	99	99	99
Students with IEP's:	95	95	91
Limited English Proficient:			
Economically Disadvantaged:	99	99	99
Asian:	100	100	100
Black:	98	97	97
Hispanic:	100	100	100
Native American:	100	100	100
White:	100	100	99
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	184	201	152.6	150.8	5	12	29	29	64	53	3	6
8	176	166	148.6	150.8	14	14	42	28	40	55	4	2

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6												
7	184	201	154.8	152.8	11	12	17	22	52	51	20	14
8	178	166	152.5	154.4	7	8	28	21	58	58	8	13

## Grade 5 and Grade 8 Science Tests

5												
8	179	165	153.0	152.5	15	12	23	23	42	47	20	18

## 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	196	149	96	85	658.0	655.0	1	4	8	17	58	60	33	20
Biology I	177	146	72	88	651.0	656.0	12	5	34	25	42	50	12	20
English II	149	149	77	78	651.0	653.0	18	16	21	18	43	42	18	24
U.S. History	150	133	92	77	363.0	646.0	12	23	23	25	40	42	25	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

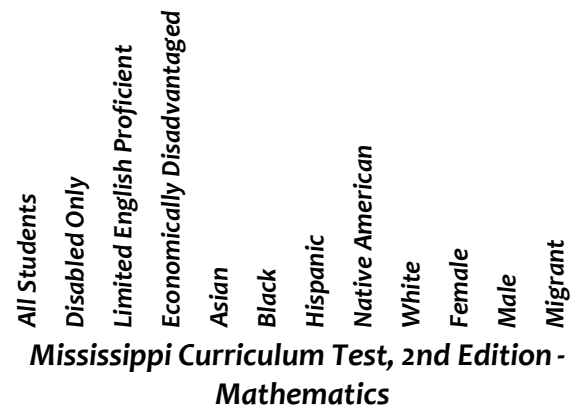
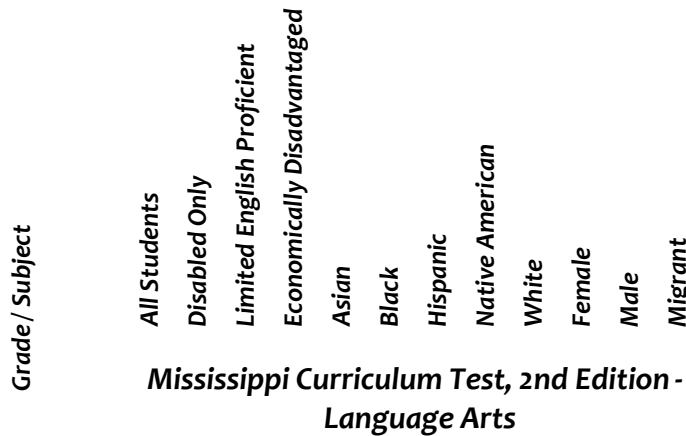
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

### 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**

3  
4  
5  
6  
7  
8

**Grade 5 and Grade 8 Science Tests**

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

5  
8

66 36 55 57 69 59 70

**High School Subject Area Tests**

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

Algebra I	79	76	71	80	83	76
Biology I	70	63	43	76	75	65
English II	66	54	43	72	72	60
U.S. History	52	41	27	60	45	59

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:	498	74	75	495	84	85
Students with IEP's:	38	42	40	39	58	62
Limited English Proficient:	0			0		
Economically Disadvantaged:	264	68	70	263	79	80
Asian:	1			0		
Black:	102	66	59	100	79	79
Hispanic:	3			3		
Native American:	6			5		
White:	385	76	80	386	86	87

Jones County School District (3400026)

North Jones Elem Sch

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

No Child

Left Behind

2011-2012

School Report Card



## State Accountability Information

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

<b>Accountability Status:</b>	<b>Current Year</b>	<b>Prior Year</b>
	C - Successful	Successful
Quality of Distribution Index (QDI):	159	157
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.

	<b>Current Year</b>	<b>Last Year</b>
<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

<b>Student groups</b>	<b>Reading/ Language Arts</b>	<b>Mathematics</b>	<b>Other Academic Indicator</b>	<b>Graduation Rate</b>			<b>Attendance Rate</b>
				<b>Prior 4-Year</b>	<b>4-Year</b>	<b>5-Year</b>	
All Students:	Not Met	Met	Met				96
Students with IEP's:	Not Met	Not Met					
Limited English Proficient:	< Minimum**	< Minimum**					
Economically Disadvantaged:	Not Met	Met					
Asian:	< Minimum**	< Minimum**					
Black:	Not Met	Not Met					
Hispanic:	Met	Met					
Native American:	< Minimum**	< Minimum**					
White:	Not 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	43	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	43	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	232	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	232	Courses

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

# Assessment Participation Rates

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

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

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

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

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

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
<b>Mississippi Curriculum Test, 2nd Edition - Language Arts</b>												
3	118	108	151.4	149.1	10	12	36	44	34	30	20	15
4	125	106	150.7	151.7	10	9	30	28	42	43	19	19
5	101	118	149.1	149.4	13	17	35	28	45	45	8	10
6	127	102	153.9	153.5	6	9	25	23	58	58	10	11
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	118	108	150.5	153.7	11	5	35	29	48	51	7	16
4	125	106	147.9	148.7	22	15	36	38	37	44	5	3
5	100	118	149.7	151.2	19	20	28	21	44	45	9	14
6	127	102	154.2	154.2	8	10	23	19	56	56	13	16
7												
8												

## Grade 5 and Grade 8 Science Tests

5	100	118	149.0	147.1	15	25	43	33	29	29	13	14
8												

## High School Subject Area Tests

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

# National Assessment of Educational Progress

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

### 2011 Language Arts Results

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

### 2011 Mathematic Results

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

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

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

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

3	44	43	50	37	19	50	59	63	33			
4	62	25		52	34		78	67	57			
5	55	9		39	38		65	58	51			
6	69	8		63	55		79	72	66			
7												
8												

3	67	79	90	61	54	83	71	81	58			
4	47	17		38	29		59	49	45			
5	59	18		44	35		70	61	55			
6	72	17		66	58		79	70	73			
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	42	18	32	20	57	37	49
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

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	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	419	73	77	419	74	73
Students with IEP's:	67	50	60	67	55	64
Limited English Proficient:	23	76		23	83	
Economically Disadvantaged:	276	66	72	276	67	66
Asian:	10	100		10	100	
Black:	146	59	67	146	60	61
Hispanic:	33	77		33	83	
Native American:	0			0		
White:	226	81	84	226	80	79

Jones County School District (3400034)  
 South Jones Elem Sch

No Child  
 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.

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Accountability Status:	Current Year	Prior Year
	C - Successful	Successful
Quality of Distribution Index (QDI):	162	162
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)

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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:	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	Met	Met				95	
Students with IEP's:	Met	Met						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Met						
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Met						
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not 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	51	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	51	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	272	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	272	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	99
Students with IEP's:	97	97	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	99
Asian:	100	100	
Black:	99	99	100
Hispanic:	100	100	100
Native American:	100	100	
White:	100	99	98
<b>Student groups not used in AYP calculations</b>			
Migrant:	100	100	100
Male:	100	100	99
Female:	99	99	98

## 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
<b>Mississippi Curriculum Test, 2nd Edition - Language Arts</b>												
3	145	139	151.9	148.2	10	14	32	42	39	37	19	7
4	144	142	148.2	149.6	14	11	38	37	38	37	11	14
5	182	149	148.5	149.5	16	15	32	32	43	42	9	12
6	130	168	154.8	151.6	4	6	24	34	59	51	14	9
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	145	138	155.8	153.5	3	6	24	26	58	55	15	13
4	144	141	150.2	153.7	18	7	29	28	45	53	8	13
5	182	149	151.9	153.1	13	14	30	23	44	44	13	19
6	130	168	155.3	151.4	9	13	25	27	45	48	22	13
7												
8												

## Grade 5 and Grade 8 Science Tests

5	179	148	148.0	147.1	17	22	36	31	37	35	10	12
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

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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	32
8	254	264	65	75	21	32

### 2011 Mathematic Results

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

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

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

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

3	45	39	38	28	50	51	39					
4	51	13	36	39	57	53	48					
5	54	29	40	36	60	61	48					
6	60		48	47	63	64	57					
7												
8												

3	68	39	65	62	71	71	66					
4	65	19	54	65	66	62	70					
5	63	36	53	45	70	66	61					
6	61		51	44	66	59	63					
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	47	29	37	19	56	42	50
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:	588	71	75	586	78	78
Students with IEP's:	58	53	47	58	56	53
Limited English Proficient:	13	42		13	54	
Economically Disadvantaged:	322	62	68	322	71	71
Asian:	1			1		
Black:	120	58	64	120	68	68
Hispanic:	19	53		19	58	
Native American:	2			2		
White:	445	76	79	443	81	81

Jones County School District (3400036)  
South Jones High

No Child  
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.

Accountability Status:	Current Year C - Successful	Prior Year High Performing
Quality of Distribution Index (QDI):	170	176
Growth Status:	Not Met	Met
5-Year Graduation Rate:	76.1	77.9
High School Completion Index (HSCI):	197	182

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>	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:	Met	Not Met	Met	76.0	77.9	76.1	92	
Students with IEP's:	Not Met	Not Met		5.6	13.0	6.9		
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Not Met		64.4	73.2	64.8		
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Not Met		83.4	70.8	84.4		
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Met	Not Met		75.4	79.1	75.3		

\*\*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	57	FTE Teachers
Teachers with Emergency/Provisional Certification:	2	57	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	351	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	5	351	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 IEP's:	96	92	93
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	97	98
Asian:			
Black:	100	99	100
Hispanic:	100	100	100
Native American:			
White:	99	97	99
Student groups not used in AYP calculations			
Migrant:			
Male:	99	97	99
Female:	99	98	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	233	212	150.4	152.7	12	8	30	26	55	58	4	9
8	231	236	148.4	149.1	17	15	27	35	52	45	4	4

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6												
7	232	208	154.1	155.4	10	11	16	15	60	50	15	25
8	231	236	154.7	155.1	8	9	19	17	55	56	19	18

## Grade 5 and Grade 8 Science Tests

5												
8	230	236	152.0	149.5	14	21	27	26	45	39	14	14

## 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	205	252	94	71	657.0	652.0	1	14	18	25	52	40	30	21
Biology I	223	181	70	84	650.0	653.0	15	11	36	20	43	56	6	13
English II	185	174	74	75	651.0	652.0	21	15	17	25	38	36	23	24
U.S. History	168	169	95	85	382.0	651.0	7	15	18	14	36	47	39	24

# National Assessment of Educational Progress

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

### 2011 Language Arts Results

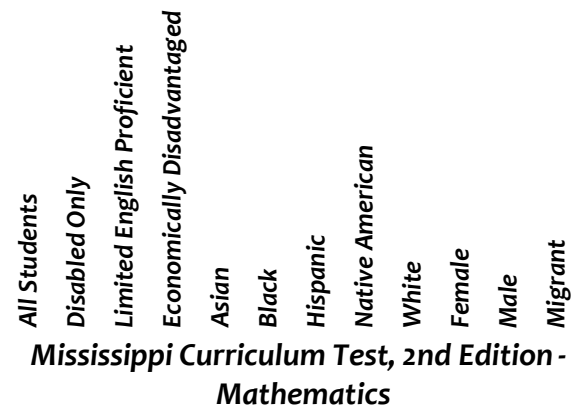
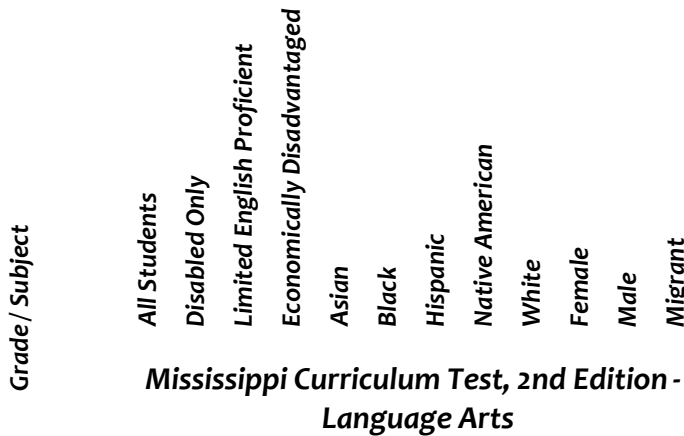
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 Mathematic Results

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

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments



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

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

3  
4  
5  
6  
7  
8

**Grade 5 and Grade 8 Science Tests**

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

5  
8

53 10 42 29 58 49 57

**High School Subject Area Tests**

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

Algebra I	61	27	49	42	65	63	60
Biology I	69	30	54	50	74	72	67
English II	60		39	31	68	68	49
U.S. History	70		50	38	79	65	76

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:	605	73	73	601	82	86
Students with IEP's:	44	32	40	44	43	56
Limited English Proficient:	2			2		
Economically Disadvantaged:	310	66	64	307	76	81
Asian:	0			0		
Black:	115	62	64	115	73	78
Hispanic:	19	68		19	76	
Native American:	0			0		
White:	468	76	75	464	84	87

Jones County School District (3400050)

West Jones Elem Sch

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

No Child

Left Behind

2011-2012

School Report Card



## State Accountability Information

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

	Current Year	Prior Year
<b>Accountability Status:</b>	B - High Performing	Successful
Quality of Distribution Index (QDI):	170	162
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
<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:	Met	Met	Met				95	
Students with IEP's:	Not Met	Not Met	Not Met					
Limited English Proficient:	Met	Met	Met					
Economically Disadvantaged:	Met	Met	Met					
Asian: < Minimum**	< Minimum**	< Minimum**						
Black:	Met	Not Met	Not Met					
Hispanic:	Not Met	Met	Met					
Native American: < Minimum**	< Minimum**	< Minimum**						
White:	Met	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	49	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	49	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	264	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	264	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	99
Students with IEP's:	100	98	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	100	99	98
Asian:	100	100	
Black:	100	100	100
Hispanic:	100	100	100
Native American:			
White:	100	99	98
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	100	99	99
Female:	100	100	99

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

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

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

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
<b>Mississippi Curriculum Test, 2nd Edition - Language Arts</b>												
3	157	123	149.9	152.6	16	8	36	26	29	43	19	23
4	148	159	151.3	151.4	10	11	30	33	42	38	18	18
5	155	144	150.4	150.0	14	14	31	27	47	51	8	8
6	130	144	151.4	151.3	8	9	31	29	57	54	5	8
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	157	122	154.1	155.1	8	11	25	17	50	49	18	23
4	148	159	149.7	153.1	19	9	31	24	46	57	4	11
5	155	144	153.5	153.2	9	13	28	21	46	49	17	17
6	129	143	152.1	153.0	10	14	26	22	51	48	12	16
7												
8												

## Grade 5 and Grade 8 Science Tests

5	154	141	151.0	148.6	14	18	29	32	39	38	18	12
8												

## High School Subject Area Tests

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

# National Assessment of Educational Progress

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

### 2011 Language Arts Results

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

### 2011 Mathematic Results

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

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

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

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

3	66	35	55	41	55	73	71	61				
4	56	25	51	42	56	63	56	56				
5	59		47	26	60	65	63	55				
6	62	30	43	50		67	57	66				
7												
8												

3	72	31	64	55	64	77	74	70				
4	67	63	61	47	56	79	64	70				
5	67		55	47	60	70	69	65				
6	64	30	48	37		74	64	65				
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	50	41	21	30	57	53	48
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:	536	75	75	534	79	77
Students with IEP's:	54	53	62	53	56	63
Limited English Proficient:	30	65		30	72	
Economically Disadvantaged:	288	68	68	287	71	71
Asian:	3			3		
Black:	98	62	61	98	62	63
Hispanic:	44	67	69	44	76	73
Native American:	0			0		
White:	385	80	80	383	83	81



Jones County School District (3400052)  
West Jones High Sch

No Child  
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.

Accountability Status:	Current Year C - Successful	Prior Year High Performing
Quality of Distribution Index (QDI):	169	172
Growth Status:	Not Met	Met
5-Year Graduation Rate:	81.9	81.4
High School Completion Index (HSCI):	225	231

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.  
Possible Accountability Status: A, B, C, D, F.

### NCLB Annual Measurable Objective (AMO)

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

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

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not 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	Met	Met	81.8	84.8	81.9	95	
Students with IEP's:	Not Met	Not Met		33.6	37.6	32.3		
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Met		66.6	79.4	69.2		
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Met		62.9	79.7	61.8		
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Met		89.1	86.7	90.0		

\*\*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	63	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	63	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	99	399	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	1	399	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:	94	96	97
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	100	99
Asian:	100	100	100
Black:	99	99	99
Hispanic:	100	100	100
Native American:			
White:	100	100	100
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	100
Female:	100	100	99

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

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

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

# State Assessment Number Tested and Performance by Level

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

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

3												
4												
5												
6												
7	217	243	149.8	152.3	14	7	33	28	50	61	3	4
8	246	219	149.5	148.3	14	17	33	32	47	47	6	4

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6												
7	217	243	153.0	154.2	10	6	27	20	50	61	13	13
8	246	219	153.7	153.6	12	8	20	24	50	57	18	11

## Grade 5 and Grade 8 Science Tests

5												
8	244	219	153.0	151.9	14	14	24	24	41	47	21	15

## 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	251	281	92	79	659.0	653.0	2	11	14	19	44	48	40	23
Biology I	241	163	78	81	650.0	654.0	10	9	28	21	49	52	13	18
English II	203	200	86	79	655.0	653.0	9	15	21	21	42	41	28	24
U.S. History	187	182	89	84	353.0	649.0	14	16	33	23	37	45	16	17

# National Assessment of Educational Progress

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

### 2011 Language Arts Results

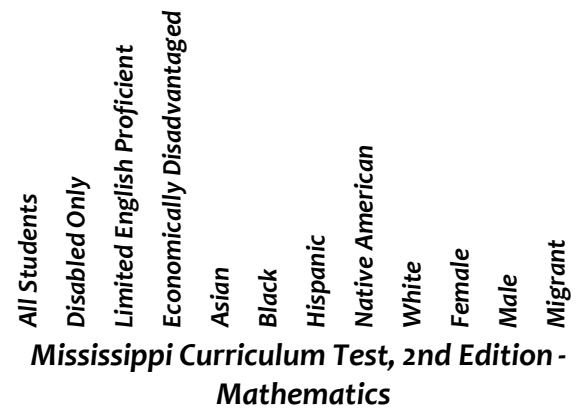
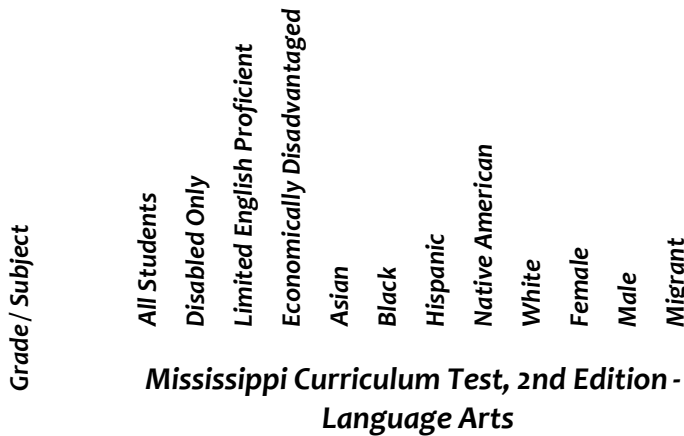
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 Mathematic Results

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

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments



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

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

3  
4  
5  
6  
7  
8

**Grade 5 and Grade 8 Science Tests**

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

5  
8

62 22 48 37 50 73 62 62

**High School Subject Area Tests**

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

Algebra I	71	26	61	54	74	82	62
Biology I	70	25	59	30	78	76	65
English II	64	17	52	45	69	71	58
U.S. History	62		42	43	68	56	66

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:	640	73	75	637	83	83
Students with IEP's:	45	28	36	47	32	46
Limited English Proficient:	7			6		
Economically Disadvantaged:	311	66	67	309	76	74
Asian:	3			3		
Black:	152	59	62	153	71	71
Hispanic:	22	70		21	86	
Native American:	0			0		
White:	462	77	80	459	87	85