

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.



Mississippi Statewide Accountability System

The Mississippi Statewide Accountability System (MSAS) is a single "A" through "F" school and district accountability system based on the requirements of Federal law under the Elementary and Secondary Education Act Flexibility Request and Mississippi Code 37-17-6. The MSAS assigns performance classifications based on 1) student achievement, 2) student growth, and 3) graduation, if applicable. For the 2013-2014 school year, the U. S. Department of Education granted Mississippi a one-year waiver from school performance classifications due to the implementation of Mississippi's College and Career Readiness Standards. The waiver allowed districts and schools to retain the letter grade received in the 2012-2013 school year if the 2013-2014 grade was lower as a result of assessment results.

| | Current Year | Prior Year |
|--------------------------------|--------------|------------|
| Official Grade: | A | A |
| Without Waiver Grade: | A | ** |
| 4-Year Graduation Rate: | ** | ** |

Notes: Only districts and schools serving grade 1 or higher or higher are eligible to receive a performance classification. The Without Waiver Grade only applies the 2013-2014 school year. Possible Accountability Status: A, B, C, D, F. (N/A – The school did not receive a performance classification due to not having available data.)

ESEA Annual Measurable Objective (AMO)

A district or school is responsible for meeting annual measurable objectives (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 and districts 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 an AMO in any one of the three areas, the district or school is considered to have not met AMOs.

| | Current Year | Prior Year |
|---|----------------------|----------------------|
| District AMO Status: | Not Met | Not Met |
| Reading/Language Arts Status: | Not Met | Not Met |
| Mathematics Status: | Not Met | Not Met |
| Other Academic Indicator Status: | Met | Met |
| Differentiated Accountability Label: | Not a Title I School | Not a Title I School |

AMO Subgroup Results

| Student Groups | Reading/ Language Arts | Mathematics | Other Academic Indicator | Graduation Rate | | Attendance Rate |
|-----------------------------|---------------------------|-------------|--------------------------------|-----------------|---------------|--------------------|
| | | | | Current Year | Prior Year | |
| All Students: | Not Met | Not Met | Met | ** | ** | 95 |
| Students with IEPs: | ** | ** | ** | ** | ** | ** |
| Limited English Proficient: | ** | ** | ** | ** | ** | ** |
| Economically Disadvantaged: | Not Met | Met | ** | ** | ** | ** |
| Asian: | ** | ** | ** | ** | ** | ** |
| Black: | Not Met | Not Met | ** | ** | ** | ** |
| Hispanic: | ** | ** | ** | ** | ** | ** |
| Native American: | ** | ** | ** | ** | ** | ** |
| White: | Not Met | Not Met | ** | ** | ** | ** |

Teacher Quality

| NCLB Measures | Percent | Number percent is based on |
|--|---------|----------------------------|
| Core Teachers Who Are Highly Qualified: | 100 | 40 FTE Teachers |
| Teachers with Emergency/Provisional Certification: | 0 | 40 FTE Teachers |
| Courses Taught by a Highly Qualified Teacher: | 100 | 231 Courses |
| Courses NOT Taught by a Highly Qualified Teacher: | 0 | 231 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 whether a school met its annual measurable objectives (AMOs). 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 AMO calculations | Reading/Language Arts | Mathematics | Science |
|--|-----------------------|-------------|---------|
| All Students: | 95 | 95 | 95 |
| Students with IEPs: | 95 | 95 | 95 |
| Limited English Proficient: | ** | ** | ** |
| Economically Disadvantaged: | 95 | 95 | 95 |
| Asian: | ** | ** | ** |
| Black | 95 | 95 | 95 |
| Hispanic: | ** | ** | ** |
| Native American: | ** | ** | ** |
| White: | 95 | 95 | 95 |
| Student groups not used in AMO calculations | | | |
| Migrant: | ** | ** | ** |
| Male: | 95 | 95 | 95 |
| Female: | 95 | 95 | 95 |

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 limited English proficient (LEP) students. A recently arrived LEP student is defined as an LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months.

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

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 Year | Curr Year | Prior Year | Curr Year | Prior Year | Curr Year | Prior Year | Curr Year | Prior Year | Curr Year | Prior Year | Curr Year |
| Mississippi Curriculum Test, 2nd Edition – Language Arts | | | | | | | | | | | | |
| 3 | 141 | 164 | 155.8 | 153.9 | 5 | 9 | 19 | 24 | 48 | 41 | 28 | 25 |
| 4 | 109 | 153 | 154.5 | 154.4 | 6 | 5 | 23 | 20 | 47 | 58 | 25 | 18 |
| 5 | 133 | 121 | 158.2 | 156.3 | 5 | 5 | 13 | 20 | 60 | 59 | 26 | 18 |
| 6 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 7 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 8 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |

| | | | | | | | | | | | | |
|--|-----|-----|-------|-------|----|----|----|----|----|----|----|----|
| Mississippi Curriculum Test, 2nd Edition – Mathematics | | | | | | | | | | | | |
| 3 | 141 | 164 | 159.4 | 157.8 | 5 | 5 | 13 | 18 | 55 | 59 | 29 | 21 |
| 4 | 109 | 153 | 159.4 | 157.3 | 5 | 5 | 17 | 9 | 55 | 71 | 27 | 18 |
| 5 | 133 | 121 | 162.3 | 164.1 | 5 | 5 | 8 | 7 | 41 | 33 | 49 | 58 |
| 6 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 7 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 8 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |

| | | | | | | | | | | | | |
|------------------------------------|-----|-----|-----|-------|----|----|----|----|----|----|----|----|
| Grade 5 and 8 Science Tests | | | | | | | | | | | | |
| 5 | 133 | 122 | 161 | 161.9 | 5 | 5 | 6 | 5 | 33 | 37 | 58 | 57 |
| 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 Year | Curr Year | Prior Year | Curr Year | Prior Year | Curr Year | Prior Year | Curr Year | Prior Year | Curr Year | Prior Year | Curr Year | Prior Year | Curr Year |
| 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.

| Grade | 2013 Reading Results | | | | | | 2013 Mathematics Results | | | | | |
|-------|----------------------|------|---------------------------|------|--------------------------------|------|--------------------------|------|---------------------------|------|--------------------------------|------|
| | Mean Scale Score | | Percent At or Above Basic | | Percent At or Above Proficient | | Mean Scale Score | | Percent At or Above Basic | | Percent At or Above Proficient | |
| | MS | U.S. | MS | U.S. | MS | U.S. | MS | U.S. | MS | U.S. | MS | U.S. |
| 4 | 209 | 223 | 43 | 23 | 43 | 23 | 234 | 234 | 23 | 43 | 23 | 21 |
| 8 | 209 | 223 | 43 | 23 | 43 | 23 | 234 | 234 | 23 | 43 | 23 | 21 |

Percent of Students Scoring Proficient and Above

2013-2014 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 |
|---|--------------|---------------|----------------------------|----------------------------|-------|-------|----------|-----------------|-------|--------|------|---------|---|--------------|---------------|----------------------------|----------------------------|-------|-------|----------|-----------------|-------|--------|------|---------|
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mississippi Curriculum Test, 2nd Edition – Language Arts | | | | | | | | | | | | | Mississippi Curriculum Test, 2nd Edition – Mathematics | | | | | | | | | | | | |
| 3 | 66 | 22 | ** | 64 | 95 | 38 | 50 | ** | 73 | 74 | 59 | ** | 3 | 81 | 78 | ** | 86 | 95 | 65 | 50 | ** | 85 | 83 | 79 | ** |
| 4 | 77 | 22 | ** | 64 | 95 | 62 | 95 | ** | 82 | 82 | 71 | ** | 4 | 90 | 67 | ** | 91 | 95 | 85 | 95 | ** | 92 | 88 | 92 | ** |
| 5 | 77 | 13 | ** | 55 | 95 | 52 | ** | ** | 85 | 82 | 72 | ** | 5 | 91 | 38 | ** | 82 | 95 | 86 | ** | ** | 92 | 95 | 86 | ** |
| 6 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | 6 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 7 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | 7 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 8 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | 8 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Language Arts | | | | | | | | | | | | | Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Mathematics | | | | | | | | | | | | |
| 3 | 80 | 78 | 5 | 86 | 95 | 65 | 50 | ** | 84 | 80 | 80 | ** | 3 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 4 | 88 | 60 | ** | 83 | 95 | 84 | 5 | ** | 90 | 87 | 90 | ** | 4 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 5 | 91 | 38 | ** | 82 | 95 | 86 | ** | ** | 92 | 95 | 87 | ** | 5 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 6 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | 6 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 7 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | 7 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 8 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | 8 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Grades 5 and 8 Science Tests | | | | | | | | | | | | | Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Science | | | | | | | | | | | | |
| 5 | 94 | 88 | ** | 82 | 95 | 89 | ** | ** | 95 | 93 | 95 | ** | 5 | 95 | 95 | ** | ** | ** | 95 | ** | ** | 95 | ** | 95 | ** |
| 8 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | 8 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| High School Subject Area Tests | | | | | | | | | | | | | Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Secondary | | | | | | | | | | | | |
| Algebra I | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | Math | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| Biology I | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | Science | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| English II | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | Language Arts | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| U.S. History | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | | | | | | | | | | | | | |

ESEA Annual Measurable Objective

NCLB requires the reporting of the results of a district or school in meeting annual measurable objectives (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns one 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: | 416 | 83.5 | 92 | 416 | 92.4 | 96 |
| Students with IEPs: | 26 | 42.3 | ** | 26 | 73.1 | ** |
| Limited English Proficient: | ** | ** | ** | ** | ** | ** |
| Economically Disadvantaged: | 35 | 68.6 | 82 | 35 | 91.4 | 90 |
| Asian: | ** | ** | ** | ** | ** | ** |
| Black: | 99 | 70.2 | 90 | 99 | 86.9 | 96 |
| Hispanic: | ** | ** | ** | ** | ** | ** |
| Native American: | ** | ** | ** | ** | ** | ** |
| White: | 303 | 87.5 | 93 | 303 | 94.1 | 97 |

2013-2014 No Child Left Behind (NCLB) Report Card User Guide

Notes:

- Current Year (Curr Year) represents the results of the 2013-2014 school year.
- Prior Year represents the results of the 2012-2013 school year.
- The asterisks (**) indicate no data is being reported in the section due to one of the following:
 - Small n-size (<10 students in the measure) or
 - The measurement is not applicable to the school, district, or state.
- Data has been suppressed for values that are less than five percent (<5%) and greater than ninety-five percent (>95%). These values are reported as 5% and 95%, respectively. The sum of data reported in percentages may not equal to one hundred percent (100%) due to suppression rules applied.

State Accountability Information

| | |
|-------------------------------|--|
| Official Grade | Official performance classification (A, B, C, D, or F) assigned to the district or school Note: For the 2014 school year, the U.S. Department of Education approved a one-year waiver which allowed districts and schools to receive the higher performance classification between the 2013 and 2014 results. |
| Without Waiver Grade | Performance classification assigned to the district or school before the waiver option being applied Note: This option did not apply to the 2013 Accountability Results. |
| 4-Year Graduation Rate | Percentage of students earning a regular high school diploma within 4 years after entering the 9 th grade for the first time. |

ESEA Annual Measurable Objective (AMO)

| | |
|---|--|
| ESEA Annual Measurable Objective (AMO) | Elementary and Secondary Education Act (ESEA) Annual performance targets districts and schools must meet in order to ensure students are on a timeline for scoring 100 percent (100%) proficient by the 2019-2020 school year |
| District/School AMO Status | Indicator of whether the district or school met its AMO targets for the school year. The district or school must meet AMOs in reading/language arts, mathematics, and the other academic indicator in order to meet its AMOs |
| Reading/Language Arts AMO Status | Indicator of whether the district or school met its reading/language arts AMO targets for the school year |
| Mathematics AMO Status | Indicator of whether the district or school met its mathematics AMO targets for the school year |
| Other Academic Indicator Status | Indicator of whether the school or district met its other academic indicator (OAI) target for the school year. For elementary and middle schools, the OAI target is the attendance rate. For high schools and districts, the OAI is the graduation rate. |

Differentiated Accountability Label

Federal accountability label assigned to Title I schools based on the school's overall performance. This indicator is applied to Title I schools only.

NCLB Annual Measurable Objective (AMO) Subgroup Results

| | |
|---|---|
| Reading/Language Arts | Indicator of whether the student subgroup met its annual measurable objective in reading/language arts |
| Mathematics | Indicator of whether the student subgroup met its annual measurable objective in mathematics |
| Other Academic Indicator | Indicator of whether the student subgroup met its other academic indicator (OAI) target; For elementary and middle schools, the OAI is the attendance rate. For high schools and districts, the OAI is the graduation rate. |
| Graduation Rate (4-Year Graduation Rate) | Percentage of students earning a regular high school diploma within 4 years after entering the 9 th grade for the first time. |
| Attendance Rate | Percentage of students in attendance at school during the school year. |

Teacher Quality

| | |
|--|---|
| Core Teachers Who Are Highly Qualified | Percentage of teachers in core subject area courses (e.g., English, math, science, etc.) who met the definition of highly qualified as outlined in NCLB |
| Teachers with Emergency/Provisional Certification | Percentage of teachers with emergency or provisional certifications |
| Courses Taught by a Highly Qualified Teacher | Percentage of courses taught by highly qualified teachers |

Courses Not Taught by a Highly Qualified Teacher Percentage of courses not taught by highly qualified teachers

Percentage of Courses in the Highest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all schools in the State

Percentage of Courses in the Lowest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the State

Highly Qualified Teacher A teacher who holds certification in the course area in which the teacher is providing instruction

Full Time Equivalency (FTE) Full time employees

Assessment Participation Rates

Participation Rate Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessments

Exemption of Recently-Arrived Limited English-Proficient Students

Number of Recently-Arrived LEP Students Exempted from State Assessments Number of limited English proficient students who have been attending school within the United States for less than 12 months and had their assessment scores excluded from the state, district, or school accountability results

State Assessment Number Tested and Performance by Level

Number Tested Number of students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level

Mean Scale Score Average scale score earned by students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level

Percent Scoring Minimal The percentage of students scoring minimal on the reading/language arts, mathematics, science, and U.S. History assessments at each grade level

Percent Scoring Basic The percentage of students scoring basic on the reading/language arts, mathematics, science, and U.S. History assessments at each grade level

Percent Scoring Proficient The percentage of students scoring proficient on the reading/language arts, mathematics, science, and U.S. History assessments at each grade level

Percent Scoring Advanced The percentage of students scoring advanced on the reading/language arts, mathematics, science, and U.S. History assessments at each grade level

National Assessment of Educational Progress (NAEP)

Note: The NAEP assessment is a national assessment administered at least once every two years to students in Grades 4 and 8.

Mean Scale Score Average scale score earned by students participating in the NAEP reading and mathematics assessments

Percent At or Above Basic Percentage of students scoring Basic or above on the NAEP Reading and Mathematics assessments

Percent At or Above Proficient Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments

Percent of Students Scoring Proficient and Above

Students Scoring Proficient and Above Percentage of students within the student subgroup scoring proficient or above on the reading/language arts, mathematics, science and U.S. History assessments

ESEA Annual Measurable Objective

N-Count Number of students within the student subgroup who are included in the achievement index calculation

Achievement Index Percentage of students moving towards or scoring proficient in reading/language arts and mathematics. The achievement index is the measure used in determining whether the student subgroup met its AMO target.

ESEA AMO Elementary and Secondary Education Act (ESEA) Annual Measurable Objective (AMO) is the annual performance target the student subgroup must meet