

District 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.

No Child
Left Behind
2011-2012



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	B - High Performing	High Performing
Quality of Distribution Index (QDI):	180	176
Growth Status:	Met	Met
5-Year Graduation Rate:	76.5	79.8
High School Completion Index (HSCI):	206	220

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 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 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 their AMO.

	Current Year	Last Year
District AMO Status:	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met

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	77.3	81.0	76.5	96	
Students with IEP's:	Not Met	Met		39.3	30.0	36.0		
Limited English Proficient:	Met	Met						
Economically Disadvantaged:	Met	Met		72.8	72.0	64.5		
Asian: < Minimum**	< Minimum**	< Minimum**						
Black:	Not Met	Not Met		70.4	81.0	70.6		
Hispanic:	Met	Met			77.0			
Native American: < Minimum**	< Minimum**	< Minimum**						
White:	Not Met	Met		80.2	81.0	78.8		

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	99	165	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	165	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	99	1086	Courses
Courses NOT Taught by a Highly Qualified Teacher:	1	1086	Courses
Courses in the Highest-Poverty Quartile Schools NOT Taught by a Highly Qualified Teacher:			
Courses in the Lowest-Poverty Quartile Schools NOT Taught by a Highly Qualified Teacher:		1	

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:	98	98	91
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	99
Asian:	100	100	100
Black:	100	100	99
Hispanic:	99	98	98
Native American:			
White:	100	99	98
Student groups not used in AYP calculations			
Migrant:			
Male:	100	99	98
Female:	100	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	313	299	152.5	153.6	7	3	28	30	45	45	20	22
4	278	315	151.4	150.4	8	10	32	34	45	45	16	11
5	318	276	149.7	152.4	13	6	36	30	44	50	8	14
6	291	339	150.4	151.1	9	9	35	31	52	53	5	7
7	289	290	152.9	151.8	7	8	23	28	64	61	6	3
8	295	304	150.2	151.8	9	9	36	27	51	60	4	4

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	313	298	155.5	157.8	5	2	23	20	54	53	18	26
4	278	315	151.8	155.3	13	4	27	24	50	57	10	16
5	318	276	153.1	154.2	13	10	21	21	47	50	18	19
6	291	337	150.3	151.6	18	15	30	27	45	46	8	12
7	288	287	155.8	153.9	6	10	14	18	60	57	19	15
8	295	302	154.5	156.3	6	2	22	19	53	61	18	18

Grade 5 and Grade 8 Science Tests

5	319	276	152.0	149.0	9	20	30	27	42	39	18	14
8	292	300	157.0	156.2	4	5	18	16	49	56	30	23

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	264	275	97	96	661.0	659.0	1	1	8	7	40	52	51	41
Biology I	209	247	95	93	655.0	657.0	1	2	15	15	66	69	18	14
English II	238	243	88	88	655.0	655.0	6	10	18	17	51	47	25	27
U.S. History	209	218	98	88	383.0	651.0	4	12	19	14	39	53	38	22

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	67	39	78	61	55	78	72	72	60			
4	56	32		51	45	56	63	61	52			
5	64	9	27	56	55	64	70	67	61			
6	60	5		54	47	69	66	67	53			
7	64	27		58	49	82	69	68	60			
8	64	20		57	57	57	68	71	57			

3	78	71	94	73	64	95	84	82	73			
4	73	45		67	65	78	77	77	69			
5	69	36	64	60	53	73	77	72	65			
6	58	14		53	42	75	66	64	53			
7	72	60		68	61	91	74	77	66			
8	79	50		73	71	65	85	83	75			

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	53	9	9	48	33	38	67	53	53
8	79	50		71	65	67	89	77	81

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	92	62		92	89	96	93	93	92
Biology I	83	58		79	77		87	80	86
English II	74	19		69	70	62	77	81	68
U.S. History	74	18		74	68		77	68	81

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:	1980	78	79	1953	84	83
Students with IEP's:	145	48	53	150	63	55
Limited English Proficient:	52	69	67	51	83	77
Economically Disadvantaged:	1099	74	74	1083	80	77
Asian:	17	88		17	94	
Black:	658	71	72	651	76	77
Hispanic:	130	79	79	125	88	84
Native American:	0			0		
White:	1158	81	84	1143	87	85

Pearl School District (6120004)

Northside Elem

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

No Child

Left Behind

2011-2012

School Report Card



State Accountability Information

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

Current Year

Prior Year

Accountability Status:

Quality of Distribution Index (QDI):

Growth Status:

5-Year Graduation Rate:

High School Completion Index (HSCI):

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

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

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	25	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	25	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	165	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	165	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	
Students with IEP's:	100	100	
Limited English Proficient:	100	100	
Economically Disadvantaged:	99	99	
Asian:	100	100	
Black:	100	99	
Hispanic:	100	100	
Native American:			
White:	99	99	
Student groups not used in AYP calculations			
Migrant:			
Male:	100	99	
Female:	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	313	299	152.5	153.6	7	3	28	30	45	45	20	22
4												
5												
6												
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	313	298	155.5	157.8	5	2	23	20	54	53	18	26
4												
5												
6												
7												
8												

Grade 5 and Grade 8 Science Tests

5												
8												

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2011 Language Arts Results

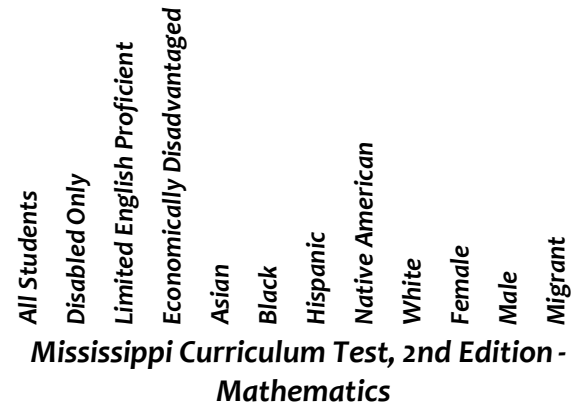
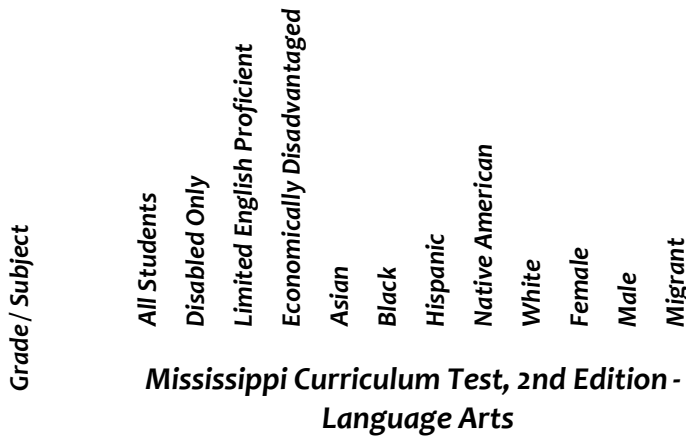
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

2011 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments



Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
4
5
6
7
8

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5
8

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	284	82	81	283	87	85
Students with IEP's:	32	63		32	77	
Limited English Proficient:	19	89		19	95	
Economically Disadvantaged:	170	78	76	169	84	81
Asian:	2			2		
Black:	101	75	74	100	79	81
Hispanic:	19	89		19	95	
Native American:	0			0		
White:	156	85	84	156	91	87

Pearl School District (6120008)

Pearl Lower Elem

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

No Child

Left Behind

2011-2012

School Report Card



State Accountability Information

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

Current Year

Prior Year

Accountability Status:

Quality of Distribution Index (QDI):

Growth Status:

5-Year Graduation Rate:

High School Completion Index (HSCI):

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

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

NCLB Annual Measurable Objective (AMO)

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

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

	Current Year	Last Year
School AMO Status:	Not Met	Met
Reading/Language Arts Status:	Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:		

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				96	
Students with IEP's:	Met	Met						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Met						
Asian:	< Minimum**	< Minimum**						
Black:	Met	Not Met						
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Met	Met						

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	26	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	26	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	177	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	177	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	
Students with IEP's:	100	100	
Limited English Proficient:	100	100	
Economically Disadvantaged:	99	99	
Asian:	100	100	
Black:	100	99	
Hispanic:	100	100	
Native American:			
White:	99	99	
Student groups not used in AYP calculations			
Migrant:			
Male:			
Female:			

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

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

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

State Assessment Number Tested and Performance by Level

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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3
4
5
6
7
8

Mississippi Curriculum Test, 2nd Edition - Mathematics

3
4
5
6
7
8

Grade 5 and Grade 8 Science Tests

5
8

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2011 Language Arts Results

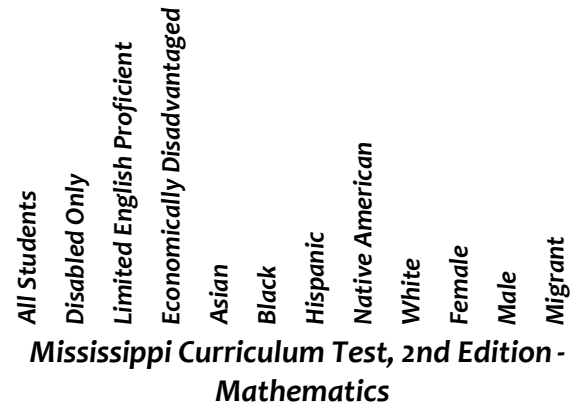
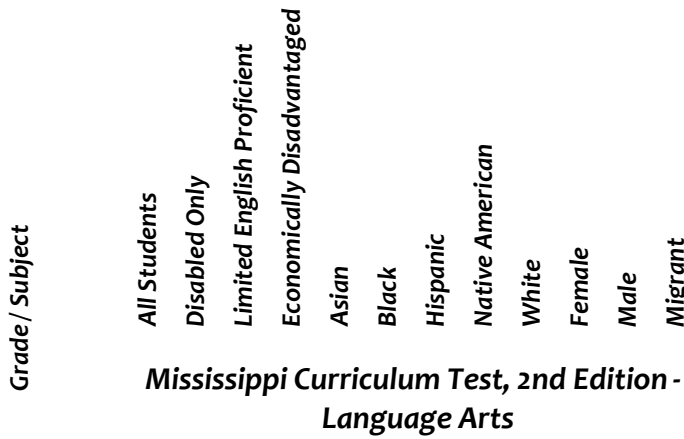
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

2011 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments



Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
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:	284	82	81	283	87	85
Students with IEP's:	32	63		32	77	
Limited English Proficient:	19	89		19	95	
Economically Disadvantaged:	170	78	76	169	84	81
Asian:	2			2		
Black:	101	75	74	100	79	81
Hispanic:	19	89		19	95	
Native American:	0			0		
White:	156	85	84	156	91	87

Pearl School District (6120010)

Pearl Upper School

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

No Child

Left Behind

2011-2012

School Report Card



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	B - High Performing	High Performing
Quality of Distribution Index (QDI):	175	169
Growth Status:	Met	Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Prior 4-Year	4-Year			5-Year			
All Students:	Met	Met	Met				96	
Students with IEP's:	Met	Met						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Met						
Asian:	< Minimum**	< Minimum**						
Black:	Met	Met						
Hispanic:	Not Met	Met						
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	22	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	22	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	153	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	153	Courses

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

Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	100	99
Students with IEP's:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	99
Asian:	100	100	100
Black:	100	100	100
Hispanic:	100	100	95
Native American:			
White:	99	99	99
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	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
Mississippi Curriculum Test, 2nd Edition - Language Arts												
3												
4	278	315	151.4	150.4	8	10	32	34	45	45	16	11
5	318	276	149.7	152.4	13	6	36	30	44	50	8	14
6												
7												
8												
Mississippi Curriculum Test, 2nd Edition - Mathematics												
3												
4	278	315	151.8	155.3	13	4	27	24	50	57	10	16
5	318	276	153.1	154.2	13	10	21	21	47	50	18	19
6												
7												
8												
Grade 5 and Grade 8 Science Tests												
5	319	276	152.0	149.0	9	20	30	27	42	39	18	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

Mississippi Curriculum Test, 2nd Edition - Language Arts

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

Mississippi Curriculum Test, 2nd Edition - Mathematics

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

3												
4	56	32	51		45	56		63	61	52		
5	64	9	27	56	55	64		70	67	61		
6												
7												
8												

3												
4	73	45	67		65	78		77	77	69		
5	69	36	64	60	53	73		77	72	65		
6												
7												
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3												
4												
5												
6												
7												
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

Grade 5 and Grade 8 Science Tests

5	53	9	9	48	33	38		67	53	53		
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:	568	76	75	568	82	77
Students with IEP's:	34	44	39	34	60	41
Limited English Proficient:	18	61		18	75	
Economically Disadvantaged:	334	72	72	334	79	73
Asian:	7			7		
Black:	193	70	67	193	75	67
Hispanic:	41	74	82	41	87	87
Native American:	0			0		
White:	320	80	79	320	86	81

Pearl School District (6120012)

Pearl High

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

No Child

Left Behind

2011-2012

School Report Card



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	A - Star School	Star School
Quality of Distribution Index (QDI):	208	218
Growth Status:	Met	Met
5- Year Graduation Rate:	76.5	79.8
High School Completion Index (HSCI):	206	220

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

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

NCLB Annual Measurable Objective (AMO)

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

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

	Current Year	Last Year
School AMO Status:	Not Met	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	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	77.3	81.0	76.5	94	
Students with IEP's:	< Minimum**	< Minimum**		39.3	30.4	36.0		
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met		72.8	72.2	64.5		
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Not Met		70.4	81.4	70.6		
Hispanic:	< Minimum**	< Minimum**			76.7			
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Met		80.2	80.6	78.8		

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	99	46	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	46	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	99	313	Courses
Courses NOT Taught by a Highly Qualified Teacher:	1	313	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:	98	98	98
Students with IEP's:	70	70	60
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	99
Asian:	100	100	100
Black:	99	99	99
Hispanic:	100	100	100
Native American:			
White:	98	98	97
Student groups not used in AYP calculations			
Migrant:			
Male:	98	98	96
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
8

Mississippi Curriculum Test, 2nd Edition - Mathematics

3
4
5
6
7
8

Grade 5 and Grade 8 Science Tests

5
8

High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	217	225	96	96	660.0	658.0	1	1	10	8	45	56	44	35
Biology I	209	247	95	93	655.0	657.0	1	2	15	15	66	69	18	14
English II	238	243	88	88	655.0	655.0	6	10	18	17	51	47	25	27
U.S. History	209	218	98	88	383.0	651.0	4	12	19	14	39	53	38	22

National Assessment of Educational Progress

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

2011 Language Arts Results

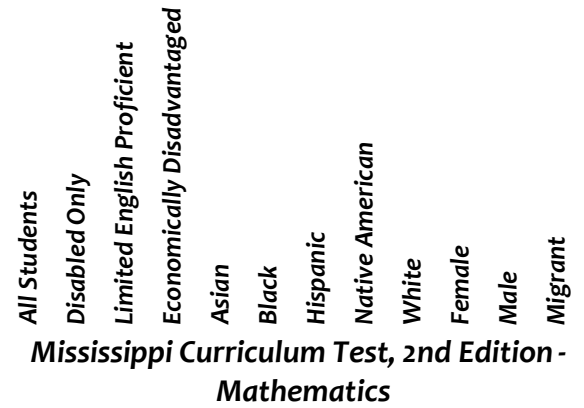
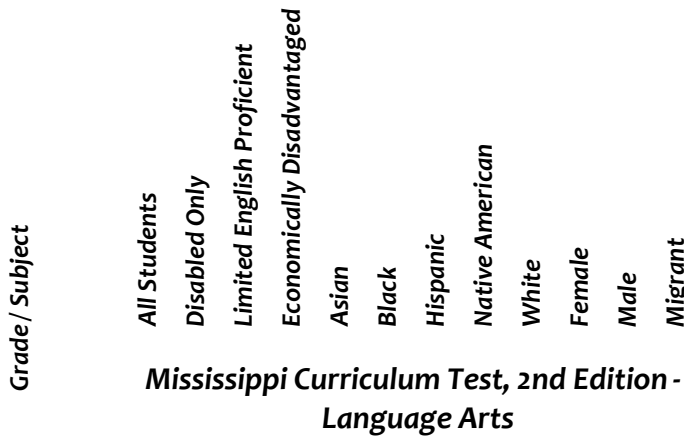
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

2011 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments



Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	91	62	90	87	92	91	90	
Biology I	83	58	79	77	87	80	86	
English II	74	19	69	70	62	77	81	68
U.S. History	74	18	74	68	77	68	81	

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:	236	82	87	217	94	96
Students with IEP's:	16	41		21	74	
Limited English Proficient:	2			1		
Economically Disadvantaged:	98	80	83	90	93	95
Asian:	2			2		
Black:	67	75	78	61	91	94
Hispanic:	13	73		9		
Native American:	0			0		
White:	154	85	92	145	96	96

Pearl School District (6120016)

Pearl Junior High

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

No Child

Left Behind

2011-2012

School Report Card



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	B - High Performing	High Performing
Quality of Distribution Index (QDI):	175	172
Growth Status:	Met	Met
5- Year Graduation Rate:		
High School Completion Index (HSCI):		

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
					Prior 4-Year	4-Year	5-Year	
All Students:	Not Met	Not Met	Not Met	Met				96
Students with IEP's:	Not Met	Not Met	Met					
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**					
Economically Disadvantaged:	Not Met	Not Met	Met					
Asian:	< Minimum**	< Minimum**	< Minimum**					
Black:	Not Met	Not Met	Not Met					
Hispanic:	Met	Met	Met					
Native American:	< Minimum**	< Minimum**	< Minimum**					
White:	Not Met	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:	98	46	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	46	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	278	Courses
Courses NOT Taught by a Highly Qualified Teacher:	2	278	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	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	100	98	98
Asian:	100	100	100
Black:	100	100	98
Hispanic:	98	97	100
Native American:			
White:	100	99	99
Student groups not used in AYP calculations			
Migrant:			
Male:	100	99	97
Female:	100	99	100

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

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

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

State Assessment Number Tested and Performance by Level

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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3												
4												
5												
6	291	339	150.4	151.1	9	9	35	31	52	53	5	7
7	289	290	152.9	151.8	7	8	23	28	64	61	6	3
8	295	304	150.2	151.8	9	9	36	27	51	60	4	4

Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6	291	337	150.3	151.6	18	15	30	27	45	46	8	12
7	288	287	155.8	153.9	6	10	14	18	60	57	19	15
8	295	302	154.5	156.3	6	2	22	19	53	61	18	18

Grade 5 and Grade 8 Science Tests

5												
8	292	300	157.0	156.2	4	5	18	16	49	56	30	23

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	47	50	100	100	667.0	665.0	0	0	0	0	19	32	81	68
Biology I														
English II														
U.S. History														

National Assessment of Educational Progress

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

2011 Language Arts Results

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

2011 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Mississippi Curriculum Test, 2nd Edition - Language Arts

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

Mississippi Curriculum Test, 2nd Edition - Mathematics

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

3												
4												
5												
6	60	5	54	47	69	66	67	53				
7	64	27	58	49	82	69	68	60				
8	64	20	57	57	57	68	71	57				

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	79	50	71	65	67	89	77	81				

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	96		96			96	96	96				
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:	891	77	79	884	80	81
Students with IEP's:	62	45	54	62	54	51
Limited English Proficient:	13	58		13	77	
Economically Disadvantaged:	497	73	74	490	77	75
Asian:	6			6		
Black:	297	70	72	297	73	77
Hispanic:	57	81	77	56	86	76
Native American:	0			0		
White:	527	80	83	521	84	84