

New Albany School District (7320008)

New Albany High

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

No Child

Left Behind

2012-2013

School Report Card



## State Accountability Information

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

	Current Year	Prior Year
<b>Accountability Status:</b>	A	Star School
Quality of Distribution Index (QDI):	209	209
Growth Status:	Met	Met
5-Year Graduation Rate:	89.7	76.0
High School Completion Index (HSCI):	256	

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:	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
					Prior 4-Year	4-Year	5-Year	
All Students:	Met	Met	Met	Met	91.7	81.8	89.7	96
Students with IEPs:	< Minimum**	< Minimum**				52.2	38.6	
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Met			89.0	76.1	83.0	
Asian:	< Minimum**	< Minimum**						
Black:	Met	Met			88.6	78.5	90.6	
Hispanic:	< Minimum**	< Minimum**				66.1		
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Met			95.2	86.4	90.9	

\*\*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:	99	24	FTE Teachers
Teachers with Emergency/Provisional Certification:	1	24	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	99	161	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	1	161	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:	97	98	98
Students with IEPs:	71	86	86
Limited English Proficient:	100	100	100
Economically Disadvantaged:	96	98	98
Asian:			
Black:	98	100	100
Hispanic:	100	100	100
Native American:			
White:	99	99	99
Student groups not used in AYP calculations			
Migrant:			
Male:	97	98	98
Female:	100	100	100

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

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

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

# State Assessment Number Tested and Performance by Level

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

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

3  
4  
5  
6  
7  
8

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3  
4  
5  
6  
7  
8

## Grade 5 and Grade 8 Science Tests

5  
8

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	73	84	99	98	659.0	660.0	0	1	4	5	63	49	33	45
Biology I	125	132	94	89	657.0	657.0	2	4	17	21	65	52	16	24
English II	107	135	90	84	655.0	654.0	3	8	23	24	55	46	19	22
U.S. History	137	106	85	97	650.0	654.0	15	3	14	15	54	53	18	29

# National Assessment of Educational Progress

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

## 2012 Language Arts Results

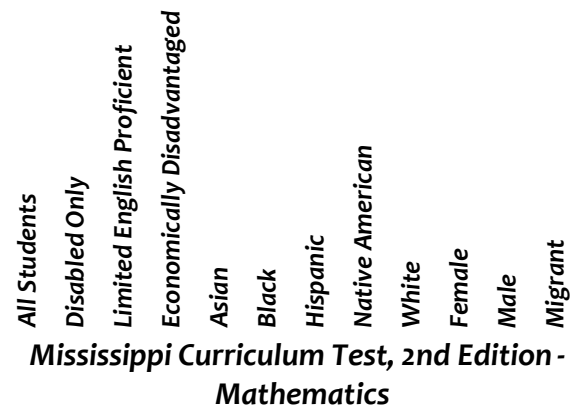
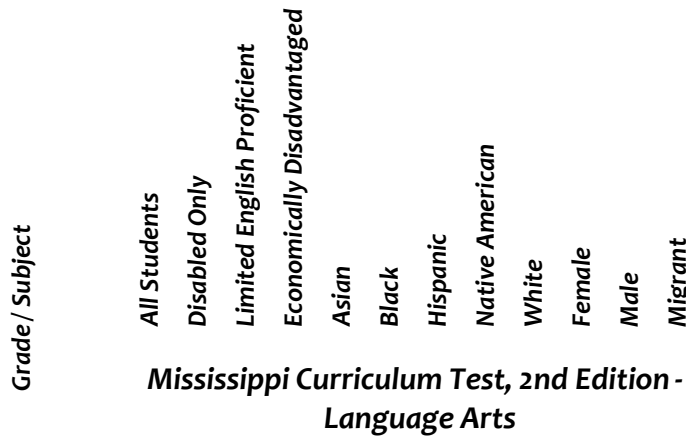
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

## 2012 Mathematic Results

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

# Percent of Students Scoring Proficient and Above

2012 - 2013 Assessments



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

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

## 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	94	96	90	96	95	96	88
Biology I	76	66	55	69	88	76	75
English II	68	51	63	42	75	73	63
U.S. History	82	73	67		88	89	77

Mathematics  
Science  
Language Arts

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

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2011/2012.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	131	81	79	121	98	97
Students with IEPs:	5			5		
Limited English Proficient:	3			2		
Economically Disadvantaged:	56	71	69	52	99	98
Asian:	0			0		
Black:	42	73	68	35	97	96
Hispanic:	12	63		11	100	
Native American:	0			0		
White:	77	88	89	75	97	96

New Albany School District (7320012)

New Albany Elem

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Left Behind

2012-2013

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
Quality of Distribution Index (QDI):	197	197
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:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	FOCUS SCHOOL	

## AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Prior 4-Year	4-Year			5-Year			
All Students:	Met	Met	Met				96	
Students with IEPs:	Not Met	Not Met	Not Met					
Limited English Proficient:	Met	Met	Met					
Economically Disadvantaged:	Met	Not Met	Not Met					
Asian: < Minimum**	< Minimum**	< Minimum**	< Minimum**					
Black:	Met	Not Met	Not Met					
Hispanic:	Not Met	Not Met	Not Met					
Native American: < Minimum**	< 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	48	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	48	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	344	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	344	Courses

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

## Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	100	99
Students with IEPs:	98	98	96
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	99
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	100	100	99
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	160	156	155.6	155.5	3	7	26	17	40	49	31	27
4	172	161	156.0	157.0	7	4	22	19	37	47	34	30
5	148	171	153.0	153.5	7	8	28	23	47	50	18	18
6												
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	160	156	155.4	156.3	4	3	19	24	59	49	18	24
4	170	161	156.4	157.6	8	4	15	9	53	67	25	20
5	149	171	159.0	158.2	6	6	15	17	44	44	35	33
6												
7												
8												

## Grade 5 and Grade 8 Science Tests

5	149	171	154.0	156.3	12	9	13	18	45	36	30	37
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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### 2012 Language Arts Results

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

### 2012 Mathematic Results

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



# Percent of Students Scoring Proficient and Above

2012 - 2013 Assessments

**Mississippi 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
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**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
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3	76	15	64	65	96	54	67		87	88	64	
4	78	59	67	68		71	86		81	84	72	
5	68	33	38	56	67	50	73		79	74	62	
6												
7												
8												

3	73	23	59	60	96	49	63		87	79	67	
4	87	77	96	79		78	96		89	87	87	
5	77	29	63	66	96	58	77		87	81	71	
6												
7												
8												

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

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

3
4
5
6
7
8

**Grade 5 and Grade 8 Science Tests**

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

5	73	33	38	62	67	48	77		86	74	72	
8												

**High School Subject Area Tests**

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

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

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

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2011/2012.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	477	84	83	477	87	87
Students with IEPs:	54	51	61	54	59	63
Limited English Proficient:	35	69		35	81	
Economically Disadvantaged:	270	76	76	270	81	83
Asian:	4			4		
Black:	125	73	72	125	75	78
Hispanic:	61	81	83	61	87	92
Native American:	0			0		
White:	281	89	88	281	93	91

New Albany School District (7320016)  
 New Albany Middle

No Child  
 Left Behind  
 2012-2013  
 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
Quality of Distribution Index (QDI):	192	190
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:	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
	Prior 4-Year	4-Year			5-Year			
All Students:	Met	Met	Met				96	
Students with IEPs:	Not Met	Met						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Met						
Asian:	< Minimum**	< Minimum**						
Black:	Met	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:	93	21	FTE Teachers
Teachers with Emergency/Provisional Certification:	2	21	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	93	126	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	7	126	Courses

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

# Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	100	99
Students with IEPs:	98	98	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	99
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	99
Female:	100	100	100

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

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

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

# State Assessment Number Tested and Performance by Level

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

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

3												
4												
5												
6	184	158	154.0	153.6	4	8	30	27	51	48	15	17
7	157	183	153.0	153.9	7	7	26	23	60	62	7	8
8	138	148	153.6	150.8	9	14	23	25	56	55	12	6

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6	184	158	155.3	155.4	8	8	23	20	43	51	26	22
7	157	183	156.2	158.0	8	6	12	14	58	51	22	30
8	137	148	157.5	156.5	5	10	10	6	59	55	26	29

## Grade 5 and Grade 8 Science Tests

5												
8	138	147	156.0	155.6	9	8	12	15	50	49	28	29

## 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	30	37	100	100	667.0	664.0	0	0	0	0	17	22	83	78
Biology I														
English II														
U.S. History														

# National Assessment of Educational Progress

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# Percent of Students Scoring Proficient and Above

2012 - 2013 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
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**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
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3												
4												
5												
6	65	4	25	56	25	59	77		69	73	57	
7	70	24	75	61	96	57	69		77	83	56	
8	62	7	4	45	4	36	43		79	74	52	

3												
4												
5												
6	73	21	50	62	75	63	77		80	75	71	
7	81	43	75	79	96	75	92		82	91	70	
8	84	14	33	76	4	66	71		96	90	79	

**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												
8	78	21	4	67	4	57	57		93	84	73	

**High School Subject Area Tests**

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

Algebra I	96								96	96	96	
Biology I												
English II												
U.S. History												

Mathematics												
Science												
Language Arts												

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

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2011/2012.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	485	79	78	485	86	81
Students with IEPs:	56	42	43	56	52	48
Limited English Proficient:	16	50		16	66	
Economically Disadvantaged:	244	71	69	244	82	73
Asian:	7			7		
Black:	158	70	65	158	80	71
Hispanic:	41	78	73	41	89	78
Native American:	0			0		
White:	274	85	85	274	90	87