Holmes County School District (2600) Williams Sullivan High School (2600004)

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 2013-2014 School Bepart Card



Report Card

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:	Α	F
Without Waiver Grade:	A	**
4-Year Graduation Rate:	58.5	52.5

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:	Met	Not Met
Mathematics Status:	Met	Not Met
Other Academic Indicator Status:	Not Met	Not Met
Differentiated Accountability Label:	Not Meeting AMOs	Approaching Target

AMO Subgroup Results

				Graduatio	on Rate	
Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Current Year	Prior Year	Attendance Rate
All Students:	Met	Met	Not Met	58.5	52.5	95
Students with IEPs:	**	**	**	**	**	**
Limited English Proficient:	**	**	**	**	**	**
Economically Disadvantaged:	Met	Met	**	61.9	54.3	**
Asian:	**	**	**	**	**	**
Black:	Met	Met	**	58.7	52.5	**
Hispanic:	**	**	**	**	**	**
Native American:	**	**	**	**	**	**
White:	**	**	**	**	**	**

Teacher Quality

NCLB Measures	Percent	Number percent is based on
Core Teachers Who Are Highly Qualified:	93	12 FTE Teachers
Teachers with Emergency/Provisional Certification:	0	12 FTE Teachers
Courses Taught by a Highly Qualified Teacher:	92	74 Courses
Courses NOT Taught by a Highly Qualified Teacher:	8	74 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:	**	**	**
Limited English Proficient:	**	**	**
Economically Disadvantaged:	95	95	95
Asian:	**	**	**
Black	95	95	95
Hispanic:	**	**	**
Native American:	**	**	**
White:	**	**	**
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	Numbe	r Tested		Scale ore		t Scoring imal		rcent ng Basic	Percent Profi		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	
		Мі	ssissipp	i Curricu	ulum Te	st, 2 nd E	dition	– Langu	age Art	S			
3	**	**	**	**	**	**	**	**	**	**	**	**	
4	**	**	**	**	**	**	**	**	**	**	**	**	
5	**	**	**	**	**	**	**	**	**	**	**	**	
6	**	**	**	**	**	**	**	**	**	**	**	**	
7	**	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	
		М	ississip	oi Curric	ulum T	est, 2 nd l	Edition	n – Math	ematics	5			
3	**	**	**	**	**	**	**	**	**	**	**	**	
4	**	**	**	**	**	**	**	**	**	**	**	**	

4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Grade 5 and 8 Science Tests

					5							
5	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

High School Subject Area Tests

Subject	Numbe	er Tested	Percent Mean Scal Passing Score				Sco	cent oring iimal	Pero Sco Ba	ring	Sco	cent ring cient	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	40	45	62.5	95	649.8	655	13	5	35	11	48	76	5	11	
Biology I	38	40	52.6	85	645	650.5	24	8	42	15	34	78	5	5	
English II	48	35	35.4	85.7	640.9	651.1	60	6	17	17	19	71	5	6	
U.S. History	53	39	77.4	95	645	655.5	23	5	28	5	47	74	5	26	

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.

		20	013 Readi	ng Resul	2013 Mathematics Results									
	Mean Scale Percent At or Percent At or Score Above Basic Above Proficient						Mean Scale Score				nt At or e Basic	Percent At or Above Proficient		
Grade	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
		Μ	ississ	ippi			n Tes ge Art		Edit	ion –	•				N	lissis	sippi	Curri M	iculu athei			^d Edit	tion -	-	
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
	Mississippi Alternate Assessment of the Mississippi Alternate Assessment of the Extended Curriculum Frameworks –																								
	Extended Curriculum Frameworks – Extended Curriculum Frameworks – Language Arts Mathematics																								
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
				Grad	es 5 :	and §	3 Scie	nce 1	Tests							Γ		ssipp ende							е
																					ence			-	
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
			н	ligh S	choc	ol Suk	oject /	Area	Test	s						r		ssipp ende	d Cui	rricul		rame			5
Algebra I	88	33	**	90	**	88	**	**	**	95	81	**	Math	**	**	**	**	**	**	**	**	**	**	**	**
Biology	78	67	**	78	**	78	**	**	**	86	70	**	Science	**	**	**	**	**	**	**	**	**	**	**	**
	/0	,																							
English II	76	33	**	74	**	74	**	**	**	82	68	**	Language Arts	**	**	**	**	**	**	**	**	**	**	**	**

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.

	Rea	iding/Language A	rts	Mathematics						
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO				
All students:	45	83.3	49	46	92.4	81				
Students with IEPs:	**	**	**	**	**	**				
Limited English Proficient:	**	**	**	**	**	**				
Economically Disadvantaged:	45	83.3	47	46	92.4	81				
Asian:	**	**	**	**	**	**				
Black:	45	83.3	49	46	92.4	81				
Hispanic:	**	**	**	**	**	**				
Native American:	**	**	**	**	**	**				
White:	**	**	**	**	**	**				

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 0
 - The measurement is not applicable to the school, district, or state. 0
- 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

State /	Accountability Information	Differentiated	Federal accountability label assigned to
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-	Accountability Label	Title I schools based on the school's overall performance. This indicator is applied to Title I schools only.
	year waiver which allowed districts and schools to receive the higher performance	NCLB Annu	al Measurable Objective (AMO)
	classification between the 2013 and 2014		Subgroup Results
Without Waiver Grade	results. Performance classification assigned to the district or school before the waiver option	Reading/Language Arts	Indicator of whether the student subgroup met its annual measurable objective in reading/language arts
	being applied Note: This option did not apply to the 2013 Accountability Results.	Mathematics	Indicator of whether the student subgroup met its annual measurable objective in
4-Year Graduation	Percentage of students earning a regular		mathematics
Rate	high school diploma within 4 years after entering the 9 th grade for the first time.	Other Academic Indicator	Indicator of whether the student subgroup met its other academic indicator (OAI) target; For elementary and middle schools,
ESEA Annu	al Measurable Objective (AMO)		the OAI is the attendance rate. For high
ESEA Annual Measurable	Elementary and Secondary Education Act (ESEA) Annual performance targets		schools and districts, the OAI is the graduation rate.
Objective (AMO)	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	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.
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	Attendance Rate	Percentage of students in attendance at school during the school year.
	reading/language arts, mathematics, and the other academic indicator in order to		Teacher Quality
	meet its AMOs	Core Teachers Who Are Highly	Percentage of teachers in core subject area courses (e.g., English, math, science, etc.)
Reading/Language Arts AMO Status	Indicator of whether the district or school met its reading/language arts AMO targets for the school year	Qualified	who met the definition of highly qualified as outlined in NCLB
Mathematics AMO Status	Indicator of whether the district or school met its mathematics AMO targets for the school year	Teachers with Emergency/Provisi onal Certification	Percentage of teachers with emergency or provisional certifications
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.	Courses Taught by a Highly Qualified Teacher	Percentage of courses taught by highly qualified teachers

pjective hin the student led in the lation moving towards or ling/language arts achievement index is ermining whether et its AMO target. ary Education Act ble Objective (AMO) ce target the meet						
hin the student led in the lation moving towards or ling/language arts lichievement index is ermining whether						
hin the student led in the lation						
ojective						
nathematics, assessments						
within the student ent or above on the						
Percent of Students Scoring Proficient and Above						
ts scoring Proficient or ding and ts						
scoring Basic or ding and						
P reading and its						
ssment tudents in Grades 4 ned by students						
Progress (NAEP)						
de level nts scoring J/language arts, nd U.S. History de level						
nts scoring Jlanguage arts, nd U.S. History						
nts scoring basic on ts, mathematics, / assessments at						
nts scoring minimal arts, mathematics, assessments at						

Holmes County School District (2600) Williams-Sullivan Elementary School (2600006)

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 2013-2014 School



Report Card

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:	D	F
Without Waiver Grade:	D	**
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:	Met	Met
Reading/Language Arts Status:	Met	Met
Mathematics Status:	Met	Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Label:	Priority School	Priority School

AMO Subgroup Results

				Graduatio	on Rate	
Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Current Year	Prior Year	Attendance Rate
All Students:	Met	Met	Met	**	**	95
Students with IEPs:	**	**	**	**	**	**
Limited English Proficient:	**	**	**	**	**	**
Economically Disadvantaged:	Met	Met	**	**	**	**
Asian:	**	**	**	**	**	**
Black:	Met	Met	**	**	**	**
Hispanic:	**	**	**	**	**	**
Native American:	**	**	**	**	**	**
White:	**	**	**	**	**	**

Teacher Quality

NCLB Measures	Percent	Number percent is based on
Core Teachers Who Are Highly Qualified:	92	12 FTE Teachers
Teachers with Emergency/Provisional Certification:	0	12 FTE Teachers
Courses Taught by a Highly Qualified Teacher:	96	74 Courses
Courses NOT Taught by a Highly Qualified Teacher:	4	74 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	**
Limited English Proficient:	**	**	**
Economically Disadvantaged:	95	95	95
Asian:	**	**	**
Black	95	95	95
Hispanic:	**	**	**
Native American:	**	**	**
White:	**	**	**
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				n Scale core		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		ng	Percent Scoring Advanced	
	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Pric Yea		Curr Year	Prior Year	Cur Yea		Prior Year	Curr Year
		Mi	ssissip	oi Curricu	ulum Te	est, 2 nd	Editio	on – L	angu	age Ar	ts			
3	16	21	139.3	142.2	44	38	25	5	29	25	24		6	10
4	25	23	150.6	143.3	16	35	20)	35	52	26		12	5
5	15	31	141.5	144	33	19	53	;	48	13	29)	5	5
6	18	17	147.1	140.2	22	24	28	}	53	44	24		6	5
7	56	50	143.7	151.6	32	5	32	2	32	36	60	1	5	5
8	59	57	144	142.6	29	28	42	<u>1</u>	44	24	26		5	5
		Μ	lississip	pi Curric	ulum T	est, 2 nd	Editi	on – I	Math	ematic	S			
3	16	21	145.1	149.9	31	10	38	3	38	31	52		5	5
4	25	23	147	145.5	24	30	36	5	35	36	35		5	5
5	15	31	142.9	142.4	40	42	40)	35	13	19		7	5
6	18	17	146.7	141.4	28	59	28	3	24	44	12		5	6
7	56	50	146	152.2	27	12	25	5	24	43	50		5	14
8	59	57	146.8	147.1	31	26	25	5	25	41	46		5	5
				Gra	de 5 an	d 8 Scie	ence 🛛	Fests						
5	15	31	139.9	144.2	47	29	47	,	42	7	26		5	5
8	58	53	147.1	146.8	26	17	22	2	36	45	45		7	5
				High	School	Subject	t Area	a Test	S					
Subje	ect N	umber Tes	sted	Percent	Mean	Scale	Pere	cent	Pe	rcent	Perc	cent	Per	cent
				Passing	Sce	ore	Sco			oring		ring		oring
	Р	Prior Cu	urr Pr	ior Curr	Prior	Curr	Min Prior	imal _{Curr}	B Prior	asic _{Curr}	Profi Prior	cient _{Curr}	Adv Prior	anced _{Curr}
				ear Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year
Algeb	ral	** *	* *	* **	**	**	**	**	**	**	**	**	**	**
Biolog		** *	* *	* **	**	**	**	**	**	**	**	**	**	**
Englis	hll	** *	* *	* **	**	**	**	**	**	**	**	**	**	**
U.S. His	tory	** *	* *	* **	**	**	**	**	**	**	**	**	**	**

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.

	2013 Mathematics Results												
	Mean Sco		Percen Above		Percent At or Above Proficient			Mean Sco			nt At or e Basic	Percent At or Above Proficient	
Grade	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, 2 nd Edition – Mississippi Curriculum Test, 2 nd Edition – Language Arts Mathematics																								
3	38	5	**	38	**	38	**	**	**	50	27	**	3	57	95	**	57	**	57	**	**	**	50	64	**
4	30	5	**	32	**	30	**	**	**	27	33	**	4	40	25	**	37	**	40	**	**	**	45	33	**
5	37	5	**	37	**	37	**	**	**	24	60	**	5	26	5	**	26	**	26	**	**	**	29	20	**
6	19	5	**	64	**	19	**	**	**	17	20	**	6	19	5	**	19	**	19	**	**	**	17	20	**
7	65	5	**	64	**	67	**	**	5	68	63	**	7	65	5	**	64	**	67	**	**	5	74	59	**
8	26	5	**	27	**	27	**	**	5	32	20	**	8	45	5	**	46	**	46	**	**	5	50	40	**
	Mississippi Alternate Assessment of the Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Extended Curriculum Frameworks –																								
			Exte	nueu		iguag			VUIK	5 –						EXLE	inueu		athe			worr	.5 –		
3	52	5	**	55	**	52	**	**	**	50	55	**	3	**	**	**	**	**	**	**	**	**	**	**	**
4	35	25	**	35	**	35	**	**	**	42	27	**	4	**	**	**	**	**	**	**	**	**	**	**	**
5	23	5	**	23	**	23	**	**	**	28	15	**	5	**	**	**	**	**	**	**	**	**	**	**	**
6	18	5	**	18	**	18	**	**	**	14	20	**	6	**	**	**	**	**	**	**	**	**	**	**	**
7	64	5	**	65	**	65	**	**	5	67	62	**	7	**	**	**	**	**	**	**	**	**	**	**	**
8	50	5	**	51	**	51	**	**	5	53	46	**	8	95	95	**	95	**	95	**	**	**	**	95	**
				Grad	es 5 a	and 8	Scie	nce 1	Fests							ſ	Missi: Ext	•••					ent e wor		e
																					ence				
5	29	5	**	30	**	29	**	**	**	28	31	**	5	**	**	**	**	**	**	**	**	**	**	**	**
8	47	5	**	47	**	48	**	**	5	52	42	**	8	95	95	**	95	**	95	**	**	**	**	95	**
			н	ligh S	ichoc	ol Sub	ject .	Area	Test	s						ſ	Missis Exte	•••	d Cui	rricul	um F	rame	ent e worl		9
Algebra	**	**	**	**	**	**	**	**	**	**	**	**	Math	**	**	**	**	**	**	Seco **	ndary **	y **	**	**	**
l Biology	**	**	**	**	**	**	**	**	**	**	**	**	Science	**	**	**	**	**	**	**	**	**	**	**	**
I English	**	**	**	**	**	**	**	**	**	**	**	**	Language	**	**	**	**	**	**	**	**	**	**	**	**
II U.S. History	**	**	**	**	**	**	**	**	**	**	**	**	Arts												

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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.

	Rea	ding/Language A	rts		Mathematics						
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO					
All students:	179	58.9	56	179	60.6	54					
Students with IEPs:	15	23.3	**	15	26.7	**					
Limited English Proficient:	**	**	**	**	**	**					
Economically Disadvantaged:	178	59.3	56	178	60.4	54					
Asian:	**	**	**	**	**	**					
Black:	177	59	56	177	60.7	54					
Hispanic:	**	**	**	**	**	**					
Native American:	**	**	**	**	**	**					
White:	**	**	**	**	**	**					

Notes:

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- 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 0
 - The measurement is not applicable to the school, district, or state. 0
- 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

State /	Accountability Information	Differentiated	Federal accountability label assigned to
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-	Accountability Label	Title I schools based on the school's overall performance. This indicator is applied to Title I schools only.
	year waiver which allowed districts and schools to receive the higher performance	NCLB Annu	al Measurable Objective (AMO)
	classification between the 2013 and 2014		Subgroup Results
Without Waiver Grade	results. Performance classification assigned to the district or school before the waiver option	Reading/Language Arts	Indicator of whether the student subgroup met its annual measurable objective in reading/language arts
	being applied Note: This option did not apply to the 2013 Accountability Results.	Mathematics	Indicator of whether the student subgroup met its annual measurable objective in
4-Year Graduation	Percentage of students earning a regular		mathematics
Rate	high school diploma within 4 years after entering the 9 th grade for the first time.	Other Academic Indicator	Indicator of whether the student subgroup met its other academic indicator (OAI) target; For elementary and middle schools,
ESEA Annu	al Measurable Objective (AMO)		the OAI is the attendance rate. For high
ESEA Annual Measurable	Elementary and Secondary Education Act (ESEA) Annual performance targets		schools and districts, the OAI is the graduation rate.
Objective (AMO)	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	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.
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	Attendance Rate	Percentage of students in attendance at school during the school year.
	reading/language arts, mathematics, and the other academic indicator in order to		Teacher Quality
	meet its AMOs	Core Teachers Who Are Highly	Percentage of teachers in core subject area courses (e.g., English, math, science, etc.)
Reading/Language Arts AMO Status	Indicator of whether the district or school met its reading/language arts AMO targets for the school year	Qualified	who met the definition of highly qualified as outlined in NCLB
Mathematics AMO Status	Indicator of whether the district or school met its mathematics AMO targets for the school year	Teachers with Emergency/Provisi onal Certification	Percentage of teachers with emergency or provisional certifications
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.	Courses Taught by a Highly Qualified Teacher	Percentage of courses taught by highly qualified teachers

pjective hin the student led in the lation moving towards or ling/language arts achievement index is ermining whether et its AMO target. ary Education Act ble Objective (AMO) ce target the meet
hin the student led in the lation moving towards or ling/language arts lichievement index is ermining whether
hin the student led in the lation
ojective
nathematics, assessments
within the student ent or above on the
ent and Above
ts scoring Proficient or ding and ts
scoring Basic or ding and
P reading and its
ssment tudents in Grades 4 ned by students
Progress (NAEP)
de level nts scoring J/language arts, nd U.S. History de level
nts scoring Jlanguage arts, nd U.S. History
nts scoring basic on ts, mathematics, / assessments at
nts scoring minimal arts, mathematics, assessments at

Holmes County School District (2600) Goodman Pickens Elementary School (2600008)

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 2013-2014 School



Report Card

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:	С	С
Without Waiver Grade:	F	**
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:	Focus School	Focus School

AMO Subgroup Results

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

Teacher Quality

NCLB Measures	Percent	Number percent is based on
Core Teachers Who Are Highly Qualified:	87	13 FTE Teachers
Teachers with Emergency/Provisional Certification:	0	13 FTE Teachers
Courses Taught by a Highly Qualified Teacher:	87	78 Courses
Courses NOT Taught by a Highly Qualified Teacher:	13	78 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	**
Limited English Proficient:	**	**	**
Economically Disadvantaged:	95	95	95
Asian:	**	**	**
Black	95	95	95
Hispanic:	**	**	**
Native American:	**	**	**
White:	**	**	**
Student groups not used in AMO calculations			
Migrant:	**	**	**
Male:	95	95	95
Female:	95	95	92.9

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	Numbe	r Tested	Mean Sco			: Scoring imal		Percent Scoring Basic		Scoring cient	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	
		Mi	ssissipp	i Curricu	Jum Te	st, 2 nd E	dition -	- Langu	age Arl	S			
3	42	41	144.4	141.2	24	39	38	41	31	12	7	7	
4	35	40	148.9	140	23	35	26	40	34	20	17	5	
5	37	31	145.6	137.5	30	52	35	35	24	13	11	5	
6	29	39	152.7	139.3	7	38	21	41	69	21	5	5	
7	**	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	
		М	ississipp	oi Curric	ulum T	est, 2 nd l	Edition	– Math	ematic	5			
3	42	41	145.9	143.7	21	27	43	49	31	24	5	5	
4	35	40	148.9	144.1	26	38	23	33	43	30	9	5	
5	37	31	146.1	139.8	22	52	43	29	27	16	8	5	
6	29	39	150.5	142.3	14	36	21	38	62	23	5	5	
7	**	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	
				Gra	de 5 an	d 8 Scier	nce Test	ts					
5	37	30	150.4	145.2	16	13	24	57	43	27	16	5	
8	**	**	**	**	**	**	**	**	**	**	**	**	
				High	School	Subject	Area Te	ests					
Subje	ect Nu	umber Tes		ercent assing	Mean Sco		Percent Scoring Minimal	Sc	ercent oring	Percent Scoring Proficient	Sc	rcent oring	

				2			Min	imal	Ba	sic	Profi	cient	Adva	inced
	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.

	2013 Mathematics Results												
	Mean Sco		Percen Above		Percen Above P		Mean Scale Score				nt At or e Basic	or A	ent At bove icient
Grade	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
		Μ	ississ	ippi (n Tes ge Art		¹ Edit	ion –	-				N	lissis	sippi		iculu athe			^{1d} Edi	tion -	-	
3	21	5	**	22	**	21	**	**	**	37	5	**	3	23	5	**	24	**	23	**	**	**	37	10	**
4	21	5	**	22	**	21	**	**	**	23	19	**	4	29	5	**	30	**	29	**	**	**	32	25	**
5	13	5	**	13	**	13	**	**	**	14	11	**	5	19	5	**	19	**	19	**	**	**	21	17	**
6	21	5	**	**	**	21	**	**	**	19	23	**	6	26	5	**	26	**	26	**	**	**	25	27	**
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
	Mississippi Alternate Assessment of the Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Extended Curriculum Frameworks – Language Arts Mathematics																								
3	24	5	**	24	**	24	**	**	**	38	10	**	3	67	67	**	67	**	67	**	**	**	**	67	**
4	30	5	**	31	**	30	**	**	**	30	29	**	4	**	**	**	**	**	**	**	**	**	**	**	**
5	19	5	**	19	**	19	**	**	**	21	18	**	5	5	5	**	5	**	5	**	**	**	**	5	**
6	26	5	**	26	**	26	**	**	**	25	26	**	6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
				Grad	es 5 a	and 8	8 Scie	nce 1	ſests							I		•••		rricul			ewor		e
5	30	5	**	30	**	30	**	**	**	15	41	**	5	95	95	**	95	**	95	**	**	**	**	95	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
			F	ligh S	ichoc	ol Suł	oject /	Area	Test	S						Γ		•••	d Cu	rricul		rame	ent e eworl		e
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.

	Rea	iding/Language A	rts		Mathematics	
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All students:	146	40.1	69	146	44.5	74
Students with IEPs:	20	27.5	**	20	30	**
Limited English Proficient:	**	**	**	**	**	**
Economically Disadvantaged:	146	40.1	69	146	44.5	72
Asian:	**	**	**	**	**	**
Black:	146	40.1	69	146	44.5	74
Hispanic:	**	**	**	**	**	**
Native American:	**	**	**	**	**	**
White:	**	**	**	**	**	**

Notes:

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- 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 0
 - The measurement is not applicable to the school, district, or state. 0
- 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

State /	Accountability Information	Differentiated	Federal accountability label assigned to					
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-	Accountability Label	Title I schools based on the school's overall performance. This indicator is applied to Title I schools only.					
	year waiver which allowed districts and schools to receive the higher performance	NCLB Annual Measurable Objective (AMO)						
	classification between the 2013 and 2014		Subgroup Results					
Without Waiver Grade	results. Performance classification assigned to the district or school before the waiver option	Reading/Language Arts	Indicator of whether the student subgroup met its annual measurable objective in reading/language arts					
	being applied Note: This option did not apply to the 2013 Accountability Results.	Mathematics	Indicator of whether the student subgroup met its annual measurable objective in					
4-Year Graduation	Percentage of students earning a regular		mathematics					
Rate	high school diploma within 4 years after entering the 9 th grade for the first time.	Other Academic Indicator	Indicator of whether the student subgroup met its other academic indicator (OAI) target; For elementary and middle schools,					
ESEA Annu	al Measurable Objective (AMO)		the OAI is the attendance rate. For high					
ESEA Annual Measurable	Elementary and Secondary Education Act (ESEA) Annual performance targets		schools and districts, the OAI is the graduation rate.					
Objective (AMO)	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	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.					
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	Attendance Rate	Percentage of students in attendance at school during the school year.					
	reading/language arts, mathematics, and the other academic indicator in order to		Teacher Quality					
	meet its AMOs	Core Teachers Who Are Highly	Percentage of teachers in core subject area courses (e.g., English, math, science, etc.)					
Reading/Language Arts AMO Status	Indicator of whether the district or school met its reading/language arts AMO targets for the school year	Qualified	who met the definition of highly qualified as outlined in NCLB					
Mathematics AMO Status	Indicator of whether the district or school met its mathematics AMO targets for the school year	Teachers with Emergency/Provisi onal Certification	Percentage of teachers with emergency or provisional certifications					
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.	Courses Taught by a Highly Qualified Teacher	Percentage of courses taught by highly qualified teachers					

pjective hin the student led in the lation moving towards or ling/language arts achievement index is ermining whether et its AMO target. ary Education Act ble Objective (AMO) ce target the meet
hin the student led in the lation moving towards or ling/language arts lichievement index is ermining whether
hin the student led in the lation
ojective
nathematics, assessments
within the student ent or above on the
ent and Above
ts scoring Proficient or ding and ts
scoring Basic or ding and
P reading and its
ssment tudents in Grades 4 ned by students
Progress (NAEP)
de level nts scoring J/language arts, nd U.S. History de level
nts scoring Jlanguage arts, nd U.S. History
nts scoring basic on ts, mathematics, / assessments at
nts scoring minimal arts, mathematics, assessments at

Holmes County School District (2600) J. J. McClain Middle School (2600012)

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No Chíld Left Behínd 2013-2014 School



Report Card

Mississippi Statewide Accountability System

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	Current Year	Prior Year
Official Grade:	D	F
Without Waiver Grade:	D	**
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:	Focus School	Focus School

AMO Subgroup Results

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

Teacher Quality

NCLB Measures	Percent	Number percent is based on
Core Teachers Who Are Highly Qualified:	93	12 FTE Teachers
Teachers with Emergency/Provisional Certification:	0	12 FTE Teachers
Courses Taught by a Highly Qualified Teacher:	93	70 Courses
Courses NOT Taught by a Highly Qualified Teacher:	7	70 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	**
Limited English Proficient:	**	**	**
Economically Disadvantaged:	95	95	95
Asian:	**	**	**
Black	95	95	95
Hispanic:	**	**	**
Native American:	**	**	**
White:	**	**	**
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	Numbe	r Tested	Me	ean Sc Score			t Scoring nimal		Percen coring B		Percen Prof	t Scori ficient	ng	Perco Scor Advar	ing										
	Prior Year	Curr Year	Prior Year		Curr Year	Prior Year	Curr Year	Pri Ye		Curr Year	Prior Year	Cur Yea		Prior Year	Curr Year										
		М	ssissi	ppi C	Urricu	Jum To	est, 2 nd	Editi	on – L	angua	age Ar	ts													
3	**	**	**		**	**	**	*	*	**	**	**		**	**										
4	**	**	**		**	**	**	*	*	**	**	**		**	**										
5	**	**	**		**	**	**	*	*	**	**	**		**	**										
6	116	109	141.	6 :	144.4	33	24	4	1	39	26	35		5	5										
7	100	118	147.:	2 :	144.3	18	24	3	8	40	40	34	+	5	5										
8	102	108	143.	7 :	144.7	28	26	4	2	36	28	33	,	5	5										
		N	lississ	ippi (Curric	ulum T	est, 2 nd	¹ Edit	ion – I	Mathe	ematic	S													
3	**	**	**		**	**	**	*		**	**	**		**	**										
4	**	**	**		**	**	**	*	*	**	**	**		**	**										
5	**	**	**		**	**	**	*	*	**	**	**	•	**	**										
6	116	109	142.	7 :	145.2	40	39	3	3	30	25	25	5	5	6										
7	100	118	145.	5 3	145.5	29	33	3	0	27	38	32		5	8										
8	102	108	148	:	150.5	28	16	2	6	26	41	53	;	6	6										
					Gra	de 5 an	d 8 Sci	ence	Tests																
5	**	**	**		**	**	**	*	** **		** **		** **		** **		** **		** **		**	**		**	**
8	102	108	153.	3	145	8	23	2	2	39	53	35		18	5										
					High	School	Subjec	t Are	a Test	s															
Subje	ect N	umber Te	sted	Perc	-		Scale		cent		cent	Per	cent	Per	cent										
-				Pass	sing	Sc	ore		oring		ring		ring		oring										
	P	Prior C	urr	Prior	Curr	Prior	Curr	Mir Prior	nimal _{Curr}	Ba Prior	I sic Curr	Profi Prior	cient _{Curr}	Adva Prior	anced _{Curr}										
			ear	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year										
Algeb	ral	** *	**	**	**	**	**	**	**	**	**	**	**	**	**										
Biolog	gy I	** *	**	**	**	**	**	**	**	**	**	**	**	**	**										
Englis	h II	** *	**	**	**	**	**	**	**	**	**	**	**	**	**										
U.S. His	story	** *	**	**	**	**	**	**	**	**	**	**	**	**	**										

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.

		20	013 Readi	ng Resul	ts		2013 Mathematics Results Mean Scale Percent At or Or Above Score Above Basic Proficie						
	Mean Sco		Percen Above		Percent Above Pr							bove	
Grade	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
		M	ississ	sippi (culur nguag			^d Edit	ion –					N	lissis	sippi		iculu athei		st, 2" cs	^d Edi	tion -	-	
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
6	37	5	**	37	**	37	**	**	**	48	28	**	6	31	5	**	32	**	31	**	**	**	40	25	**
7	37	7	**	37	**	37	**	**	**	62	18	**	7	40	14	**	40	**	40	**	**	**	50	33	**
8	38	5	5	37	5	39	**	**	**	43	31	**	8	58	33	33	57	33	58	**	**	**	60	55	**
					Curr	rnate riculu	m Fra	amev							N			d Cur	riculu	um F	essm rame			1	
	**	**	**	**	Lan	iguag **	e Art	:S **	**	**	**	**		**	**	**	**	WI **	athe **	matio	CS **	**	**	**	**
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
6	31	5	**	32	**	31	**	**	**	40	25	**	6	67	67	**	67	**	67	**	**	**	**	67	**
7	40	13	**	40	**	40	**	**	**	48	33	**	7	**	**	**	**	**	**	**	**	**	**	**	**
8	58	33	**	57	33	59	5	**	**	61	56	**	8	**	**	**	**	**	**	**	**	**	**	**	**
				Grad	es 5 a	and 8	Scie	nce 1	Fests							1		•••		rricu	e Ass lum F ence				e
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
8	38	5	**	38	33	38	5	**	**	37	39	**	8	**	**	**	**	**	**	**	**	**	**	**	**
			н	ligh S	ichoc	ol Sub	ject	Area	Test	s						Γ		•••	d Cui	rricul	e Ass lum F ndary	rame			9
Algebra I	**	**	**	**	**	**	**	**	**	**	**	**	Math	**	**	**	**	**	**	**	**	**	**	**	**
Biology	**	**	**	**	**	**	**	**	**	**	**	**	Science	**	**	**	**	**	**	**	**	**	**	**	**
English II	**	**	**	**	**	**	**	**	**	**	**	**	Language Arts	**	**	**	**	**	**	**	**	**	**	**	**
U.S. History	**	**	**	**	**	**	**	**	**	**	**	**										_			

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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.

	Rea	iding/Language A	rts	Mathematics						
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO				
All students:	325	56.3	68	325	57.1	68				
Students with IEPs:	30	23.3	**	30	25	**				
Limited English Proficient:	**	**	**	**	**	**				
Economically Disadvantaged:	325	56.3	67	325	57.1	67				
Asian:	**	**	**	**	**	**				
Black:	322	56.8	68	322	57.3	68				
Hispanic:	**	**	**	**	**	**				
Native American:	**	**	**	**	**	**				
White:	**	**	**	**	**	**				

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 0
 - The measurement is not applicable to the school, district, or state. 0
- 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

State /	Accountability Information	Differentiated	Federal accountability label assigned to				
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-	Accountability Label	Title I schools based on the school's overall performance. This indicator is applied to Title I schools only.				
	year waiver which allowed districts and schools to receive the higher performance	NCLB Annu	al Measurable Objective (AMO)				
	classification between the 2013 and 2014		Subgroup Results				
Without Waiver Grade	results. Performance classification assigned to the district or school before the waiver option	Reading/Language Arts	Indicator of whether the student subgroup met its annual measurable objective in reading/language arts				
	being applied Note: This option did not apply to the 2013 Accountability Results.	Mathematics	Indicator of whether the student subgroup met its annual measurable objective in				
4-Year Graduation	Percentage of students earning a regular		mathematics				
Rate	high school diploma within 4 years after entering the 9 th grade for the first time.	Other Academic Indicator	Indicator of whether the student subgroup met its other academic indicator (OAI) target; For elementary and middle schools,				
ESEA Annu	al Measurable Objective (AMO)		the OAI is the attendance rate. For high				
ESEA Annual Measurable	Elementary and Secondary Education Act (ESEA) Annual performance targets		schools and districts, the OAI is the graduation rate.				
Objective (AMO)	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	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.				
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	Attendance Rate	Percentage of students in attendance at school during the school year.				
	reading/language arts, mathematics, and the other academic indicator in order to		Teacher Quality				
	meet its AMOs	Core Teachers Who Are Highly	Percentage of teachers in core subject area courses (e.g., English, math, science, etc.)				
Reading/Language Arts AMO Status	Indicator of whether the district or school met its reading/language arts AMO targets for the school year	Qualified	who met the definition of highly qualified as outlined in NCLB				
Mathematics AMO Status	Indicator of whether the district or school met its mathematics AMO targets for the school year	Teachers with Emergency/Provisi onal Certification	Percentage of teachers with emergency or provisional certifications				
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.	Courses Taught by a Highly Qualified Teacher	Percentage of courses taught by highly qualified teachers				

pjective hin the student led in the lation moving towards or ling/language arts achievement index is ermining whether et its AMO target. ary Education Act ble Objective (AMO) ce target the meet
hin the student led in the lation moving towards or ling/language arts lichievement index is ermining whether
hin the student led in the lation
ojective
nathematics, assessments
within the student ent or above on the
ent and Above
ts scoring Proficient or ding and ts
scoring Basic or ding and
P reading and its
ssment tudents in Grades 4 ned by students
Progress (NAEP)
de level nts scoring J/language arts, nd U.S. History de level
nts scoring Jlanguage arts, nd U.S. History
nts scoring basic on ts, mathematics, / assessments at
nts scoring minimal arts, mathematics, assessments at

Holmes County School District (2600) J. J. McClain High School (2600014)

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 2013-2014 School



Report Card

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:	С	F
Without Waiver Grade:	С	**
4-Year Graduation Rate:	78.8	67.5

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:	Met	Not Met
Reading/Language Arts Status:	Met	Not Met
Mathematics Status:	Met	Not Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Label:	Meeting AMOs	Approaching Target

AMO Subgroup Results

				Graduatio	on Rate	
Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Current Year	Prior Year	Attendance Rate
All Students:	Met	Met	Met	78.8	67.5	95
Students with IEPs:	**	**	**	**	**	**
Limited English Proficient:	**	**	**	**	**	**
Economically Disadvantaged:	Met	Met	**	79.8	69.2	**
Asian:	**	**	**	**	**	**
Black:	Met	Met	**	79.6	68.2	**
Hispanic:	**	**	**	**	**	**
Native American:	**	**	**	**	**	**
White:	**	**	**	**	**	**

Teacher Quality

NCLB Measures	Percent	Number percent is based on
Core Teachers Who Are Highly Qualified:	88	17 FTE Teachers
Teachers with Emergency/Provisional Certification:	12	17 FTE Teachers
Courses Taught by a Highly Qualified Teacher:	90	119 Courses
Courses NOT Taught by a Highly Qualified Teacher:	10	119 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:	**	**	**
Limited English Proficient:	**	**	**
Economically Disadvantaged:	95	95	95
Asian:	**	**	**
Black	95	95	95
Hispanic:	**	**	**
Native American:	**	**	**
White:	**	**	**
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		Curr Prior Cu			Scoring imal		rcent Ig Basic _{Curr}		Scoring cient	Percent Scoring Advanced Prior Curr		
	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	
		Mi	ssissipp	i Curricu	lum Te	st, 2 nd E	dition	– Langu	age Art	:S			
3	**	**	**	**	**	**	**	**	**	**	**	**	
4	**	**	**	**	**	**	**	**	**	**	**	**	
5	**	**	**	**	**	**	**	**	**	**	**	**	
6	**	**	**	**	**	**	**	**	**	**	**	**	
7	**	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	
		М	ississipp	oi Curric	ulum T	est, 2 nd l	Edition	– Math	ematics	5			
3	**	**	**	**	**	**	**	**	**	**	**	**	

4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Grade 5 and 8 Science Tests

					5							
5	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

High School Subject Area Tests

Subject	Numbe	er Tested	ested Percent Passing			Scale ore	Percent Scoring Minimal		Percent Scoring Basic		Sco	cent ring cient	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	90	66	58.9	77.3	648.5	653.2	26	6	29	21	33	53	12	20	
Biology I	107	89	51.4	64	643.5	648	30	17	37	43	30	31	5	9	
English II	93	58	37.6	74.1	639.9	649.6	54	14	25	28	18	52	5	7	
U.S. History	81	67	60.5	68.7	642.5	642.8	40	31	25	24	30	39	6	6	

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.

		20	013 Readi	ng Resul	2013 Mathematics Results									
	Mean Scale Percent At or Percent At or Score Above Basic Above Proficient						Mean Scale Score				nt At or e Basic	Percent At or Above Proficient		
Grade	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

Percent of Students Scoring Proficient and Above 2013-2014 Assessments																								
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
	Μ	ississ	ippi (Edit	ion –	•				Μ	lissis	sippi					^d Edit	tion -	-	
**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	**
**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	**
**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	**
**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	**
**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
														Ν									•	
Extended Curriculum Frameworks – Extended Curriculum Frameworks – Language Arts Mathematics																								
**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	**
**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	**
**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	**
**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	**
**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
			Grad	es 5 a	and 8	8 Scie	nce 1	ſests							Γ		•••		rricul	lum F				e
**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
		н	ligh S	ichoc	ol Sut	oject /	Area	Test	s						Ν			d Cur	rricul	um F	rame			9
69	33	**	69	**	69	**	**	**	73	65	**	Math	95	95	**	95	**	95	**	**	**	95	**	**
	17	**	44	**	44	**	**	**	39	50	**	Science	5	5	**	5	**	5	**	**	**	5	**	**
44	'																							
44 57	5	**	57	**	57	**	**	**	58	56	**	Language Arts	95	95	**	95	**	95	**	**	**	95	**	**
	** ** ** ** ** ** ** ** ** **	*** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** *** ***	** ** ** ** ** **	*** *** *** *** *** *	SolutionSolutionSolution111	And ConstructionAnd 	Image: series of the series	Image: series of the series	Mpin Mpin	Image: state of the state	Image: sector of the sector	Image: sector of the sector	Image: second state Image: second state	Image: second state s	Image: sector of the	1 1	1 1	9 9	900 001 001 001 001 001 001 001 001 001	900 00100 100 0000 <t< th=""><th>unit unit unit</th><th>Image: 1 Image: 1 <th< th=""><th></th><th>1 1</th></th<></th></t<>	unit unit	Image: 1 Image: 1 <th< th=""><th></th><th>1 1</th></th<>		1 1

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.

	Rea	ding/Language A	rts	Mathematics							
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO					
All students:	58	72.4	52	76	80.9	72					
Students with IEPs:	**	**	**	**	**	**					
Limited English Proficient:	**	**	**	**	**	**					
Economically Disadvantaged:	58	72.4	51	76	80.9	70					
Asian:	**	**	**	**	**	**					
Black:	58	72.4	52	76	80.9	72					
Hispanic:	**	**	**	**	**	**					
Native American:	**	**	**	**	**	**					
White:	**	**	**	**	**	**					

Notes:

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- 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 0
 - The measurement is not applicable to the school, district, or state. 0
- 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

State /	Accountability Information	Differentiated	Federal accountability label assigned to		
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	Accountability Label	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			
Without Waiver Grade	results. 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.	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		
4-Year Graduation	Percentage of students earning a regular high school diploma within 4 years after entering the 9 th grade for the first time.		mathematics		
Rate		Other Academic Indicator	Indicator of whether the student subgroup met its other academic indicator (OAI) target; For elementary and middle schools,		
ESEA Annu	al Measurable Objective (AMO)		the OAI is the attendance rate. For high		
ESEA Annual Measurable	le (ESEA) Annual performance targets		schools and districts, the OAI is the graduation rate.		
Objective (AMO)	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	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.		
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	Attendance Rate	Percentage of students in attendance at school during the school year.		
			Teacher Quality		
	meet its AMOs	Core Teachers Who Are Highly Qualified	Percentage of teachers in core subject area courses (e.g., English, math, science, etc.)		
Reading/Language Arts AMO Status	Indicator of whether the district or schools AMO Statusfor the school year		who met the definition of highly qualified as outlined in NCLB		
Mathematics AMO Status	Indicator of whether the district or school met its mathematics AMO targets for the school year	Teachers with Emergency/Provisi onal Certification	Percentage of teachers with emergency or provisional certifications		
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.	Courses Taught by a Highly Qualified Teacher	Percentage of courses taught by highly qualified teachers		

science, and U.S. History assessments at each grade level Average scale score earned by students participating in the reading/language arts, mathematics, science, and U.S. History	ESEA AMO	Elementary and Secondary Education Act (ESEA) Annual Measurable Objective (AMO) is the annual performance target the student subgroup must meet			
science, and U.S. History assessments at					
nt Number Tested and Performance by Level Number of students participating in the reading/language arts, mathematics,	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.			
excluded from the state, district, or school accountability results	N-Count	Number of students within the student subgroup who are included in the achievement index calculation			
months and had their assessment scores	ESEA A	Annual Measurable Objective			
Number of limited English proficient students who have been attending school	Above	reading/language arts, mathematics, science and U.S. History assessments			
Recently-Arrived Limited English- Proficient Students	Students Scoring Proficient and	Percentage of students within the student subgroup scoring proficient or above on the			
	e assessments Percent of Stude				
Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and	Percent At or Above Proficient	Mathematics assessments Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments			
quivalency (FTE) Assessment Participation Rates Above Basic		Percentage of students scoring Basic or above on the NAEP Reading and			
Full time employees		participating in the NAEP reading and mathematics assessments			
A teacher who holds certification in the course area in which the teacher is providing instruction		P assessment is a national assessment least once every two years to students in Grades 4 ore Average scale score earned by students			
	National Assess	National Assessment of Educational Progress (NAEP)			
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	Percent Scoring Advanced	assessments at each grade level The percentage of students scoring advanced on the reading/language arts, mathematics, science, and U.S. History assessments at each grade level			
schools in the State	Percent Scoring Proficient	The percentage of students scoring proficient on the reading/language arts, mathematics, science, and U.S. History			
Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all	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			
Percentage of courses not taught by highly qualified teachers	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			
	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 not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the State A teacher who holds certification in the course area in which the teacher is providing instruction Full time employees sment Participation Rates Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessments Recently-Arrived Limited English- Proficient Students 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 Number of students participating in the	qualified teachersMinimalPercentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all schools in the StatePercent Scoring BasicPercentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the StatePercent Scoring AdvancedPercentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the StatePercent Scoring AdvancedA teacher who holds certification in the course area in which the teacher is providing instructionNote: The NAEP as: administered at least and 8. Mean Scale ScoreFull time employeesPercent At or Above BasicPercentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessmentsPercent of StuNumber 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 resultsESEA / Achievement IndexNumber of students participating in theAchievement IndexAchievement Index			

Holmes County School District (2600) Lexington Elementary School (2600016)

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 2013-2014 School Benat Caud



Report Card

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:	D	F
Without Waiver Grade:	D	**
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:	Focus School	Focus School

AMO Subgroup Results

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

Teacher Quality

NCLB Measures	Percent	Number percent is based on
Core Teachers Who Are Highly Qualified:	92	24 FTE Teachers
Teachers with Emergency/Provisional Certification:	1	24 FTE Teachers
Courses Taught by a Highly Qualified Teacher:	92	169 Courses
Courses NOT Taught by a Highly Qualified Teacher:	8	169 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	**
Limited English Proficient:	**	**	**
Economically Disadvantaged:	95	95	95
Asian:	**	**	**
Black	95	95	95
Hispanic:	**	**	**
Native American:	**	**	**
White:	**	**	**
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	Level		So	core N		Minimal Scori		coring Basic			ficient		Percent Scoring Advanced	
	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Pri Ye		Curr Year	Prior Year	Cur Yea		Prior Year	Curr Year
	Mississippi Curriculum Test, 2 nd Edition — Language Arts													
3	108	123	145.4	141.6	30	37	2	8	33	32	20)	11	10
4	114	104	143.4	148.8	29	13	4	0	33	24	46	5	7	9
5	103	114	144.9	146.8	26	15	3	2	45	37	37	7	5	5
6	**	**	**	**	**	**	*	*	**	**	**	.	**	**
7	**	**	**	**	**	**	*	*	**	**	**	۲	**	**
8	**	**	**	**	**	**	*	*	**	**	**	۲	**	**
	Mississippi Curriculum Test, 2 nd Edition – Mathematics													
3	107	123	147.6	144.6	19	27	3	4	36	39	36	5	8	5
4	114	104	144.8	148.5	34	18	3	1	34	26	43	3	9	5
5	103	114	141.9	146.5	36	22	3	9	47	21	27	,	5	5
6	**	**	**	**	**	**	*	*	**	**	**	•	**	**
7	**	**	**	**	**	**	*	*	**	**	**	7	**	**
8	**	**	**	**	**	**	*	*	**	**	**		**	**
				Gra	de 5 an	d 8 Sci	ence	Tests						
5	104	114	146.7	145.5	22	22	4	0	40	31	30)	7	8
8	**	**	**	**	**	**	*	*	**	**	**	r	**	**
				High	School	Subjec	t Are	a Test	ts					
Subje	ect N	umber Te	sted F	Percent	Mean	Scale	Per	cent	Per	cent	Per	cent	Per	cent
2			F	Passing	Sco	ore	Sco	oring	Sco	oring	Sco	ring	Sco	oring
				Current Current	Dular	C		nimal		isic		cient		anced
			urr Pri ear Ye		Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year
Algeb	ral	** *	* *	* **	**	**	**	**	**	**	**	**	**	**
Biolog	gy I	** *	** *	* **	**	**	**	**	**	**	**	**	**	**
Englis	h II	** *	** *	* **	**	**	**	**	**	**	**	**	**	**
U.S. His	story	** *	** *	* **	**	**	**	**	**	**	**	**	**	**

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.

2013 Reading Results						2013 Mathematics Results							
	Mean Scale Score		Percen Above		Percent At or Above Proficient			Mean Sco			nt At or e Basic	or A	ent At bove icient
Grade	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

	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, 2 nd Edition – Mississippi Curriculum Test, 2 nd Edition – Language Arts Mathematics																									
3	30	38	5	30	5	30	**	**	50	34	27	**	3	38	50	5	37	5	38	**	**	50	40	36	**
4	57	36	**	57	**	57	**	**	5	51	60	**	4	51	36	**	51	**	51	**	**	5	41	57	**
5	41	5	**	42	**	41	**	**	95	47	36	**	5	30	5	**	31	**	30	**	**	95	32	29	**
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
Mississippi Alternate Assessment of the Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Extended Curriculum Frameworks –																									
			LALC	nueu			e Art		VOIK	3							index		athe						
3	37	50	**	37	5	38	**	**	50	39	36	**	3	50	50	**	50	**	50	**	**	**	5	95	**
4	48	33	**	49	**	49	**	**	5	40	54	**	4	**	**	**	**	**	**	**	**	**	**	**	**
5	31	5	**	31	**	30	**	**	5	33	28	**	5	50	50	**	50	**	50	**	**	**	50	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
				Grad	es 5	and 8	8 Scie	nce 1	ſests							ĺ				rricu			ewor	of the ks –	e
5	38	5	**	38	**	37	**	**	5	41	35	**	5	50	50	**	50	**	50	**	**	**	50	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
			Н	ligh S	Schoo	ol Sub	oject /	Area	Test	S						r		•••	d Cu	rricu		rame	ent e worl	of the ks –	е
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.

	Rea	iding/Language A	rts		Mathematics					
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO				
All students:	329	60	63	329	58.7	63				
Students with IEPs:	39	46.2	43	39	56.4	41				
Limited English Proficient:	**	**	**	**	**	**				
Economically Disadvantaged:	328	60.1	62	328	58.7	63				
Asian:	**	**	**	**	**	**				
Black:	325	60.3	63	325	58.9	63				
Hispanic:	**	**	**	**	**	**				
Native American:	**	**	**	**	**	**				
White:	**	**	**	**	**	**				

Notes:

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- 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:
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State /	Accountability Information	Differentiated	Federal accountability label assigned to		
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-	Accountability Label	Title I schools based on the school's overall performance. This indicator is applied to Title I schools only.		
	year waiver which allowed districts and schools to receive the higher performance	NCLB Annu	al Measurable Objective (AMO)		
	classification between the 2013 and 2014		Subgroup Results		
Without Waiver Grade	results. Performance classification assigned to the district or school before the waiver option	Reading/Language Arts	Indicator of whether the student subgroup met its annual measurable objective in reading/language arts		
	being applied Note: This option did not apply to the 2013 Accountability Results.	Mathematics	Indicator of whether the student subgroup met its annual measurable objective in		
4-Year Graduation	Percentage of students earning a regular		mathematics		
Rate	high school diploma within 4 years after entering the 9 th grade for the first time.	Other Academic Indicator	Indicator of whether the student subgroup met its other academic indicator (OAI) target; For elementary and middle schools,		
ESEA Annu	al Measurable Objective (AMO)		the OAI is the attendance rate. For high		
ESEA Annual Measurable	Elementary and Secondary Education Act (ESEA) Annual performance targets		schools and districts, the OAI is the graduation rate.		
Objective (AMO)	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	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.		
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	Attendance Rate	Percentage of students in attendance at school during the school year.		
	reading/language arts, mathematics, and the other academic indicator in order to		Teacher Quality		
	meet its AMOs	Core Teachers Who Are Highly	Percentage of teachers in core subject area courses (e.g., English, math, science, etc.)		
Reading/Language Arts AMO Status	Indicator of whether the district or school met its reading/language arts AMO targets for the school year	Qualified	who met the definition of highly qualified as outlined in NCLB		
Mathematics AMO Status	Indicator of whether the district or school met its mathematics AMO targets for the school year	Teachers with Emergency/Provisi onal Certification	Percentage of teachers with emergency or provisional certifications		
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.	Courses Taught by a Highly Qualified Teacher	Percentage of courses taught by highly qualified teachers		

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hin the student led in the lation					
ojective					
nathematics, assessments					
within the student ent or above on the					
Percent of Students Scoring Proficient and Above					
ts scoring Proficient or ding and ts					
scoring Basic or ding and					
P reading and its					
ssment tudents in Grades 4 ned by students					
National Assessment of Educational Progress (NAEP)					
de level nts scoring J/language arts, nd U.S. History de level					
nts scoring Jlanguage arts, nd U.S. History					
nts scoring basic on ts, mathematics, / assessments at					
nts scoring minimal arts, mathematics, assessments at					

Holmes County School District (2600) Mileston Middle School (2600020)

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	Current Year	Prior Year
Official Grade:	D	F
Without Waiver Grade:	D	**
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:	Focus School	Focus School

AMO Subgroup Results

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

Teacher Quality

NCLB Measures	Percent	Number percent is based on
Core Teachers Who Are Highly Qualified:	100	9 FTE Teachers
Teachers with Emergency/Provisional Certification:	0	9 FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	51 Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	51 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	**
Limited English Proficient:	**	**	**
Economically Disadvantaged:	95	95	95
Asian:	**	**	**
Black	95	95	95
Hispanic:	**	**	**
Native American:	**	**	**
White:	**	**	**
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	Numbe	r Tested		an Scale Score		nt Scoring nimal		Percen oring B		Percent Scorin Proficient			Percent Scoring Advanced	
	Year	Year	Year	Year	Year	Year	Yea		/ear	Year	Yea		Year	Year
		Mi	ssissip	pi Curric	ulum Te	est, 2 nd	Editio	on – L	angu	age Ar	ts			
3	**	**	**	**	**	**	**		**	**	**		**	**
4	**	**	**	**	**	**	**	*	**	**	**		**	**
5	**	**	**	**	**	**	**	۲	**	**	**	;	**	**
6	62	43	145.1	147.7	21	16	47	1	35	32	47	,	5	5
7	75	64	144.3	149.4	29	11	40)	38	28	50)	5	5
8	67	73	145.8	144.3	24	22	36	5	51	39	22	1	5	5
Mississippi Curriculum Test, 2 nd Edition – Mathematics														
3	**	**	**	**	**	**	**		**	**	**	:	**	**
4	**	**	**	**	**	**	**	4	**	**	**		**	**
5	**	**	**	**	**	**	**	۲	**	**	**	;	**	**
6	62	43	146.3	146.2	31	23	31		37	34	37	,	5	5
7	74	64	144.7	149.2	37	17	31	-	28	28	48	3	5	6
8	67	73	148.2	147	21	32	27	7	26	52	38	;	5	5
				Gra	ide 5 an	id 8 Scie	ence 🛛	Гests						
5	**	**	**	**	**	**	**	4	**	**	**	;	**	**
8	67	73	147.2	144.6	27	27	28	3	43	42	27	,	5	5
				High	School	Subject	t Area	a Test	S					
Subje	ect N	umber Te	sted	Percent	Mean	Scale	Pere	cent	Pe	rcent	Per	cent	Pe	rcent
-				Passing	Sc	ore		ring		oring		ring		oring .
	P	Prior C	urr F	Prior Curr	Prior	Curr	Min Prior	imal _{Curr}	Ba Prior	asic _{Curr}	Profi Prior	cient _{Curr}		anced _{Curr}
				fear Year	Year	Year	Year	Year	Year	Year	Year	Yea		Year
Algeb	ral	** *	**	** **	**	**	**	**	**	**	**	**	**	**
Biolog	gy I	** *	**	** **	**	**	**	**	**	**	**	**	**	**
Englis	hll	** *	**	** **	**	**	**	**	**	**	**	**	**	**
U.S. His	tory	** *	**	** **	**	**	**	**	**	**	**	**	**	**

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.

2013 Reading Results								2013 Mathematics Results						
	Mean Sco		Percen Above		Percent Above Pr			Mean Scale Score			nt At or e Basic	Percent At or Above Proficient		
Grade	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

	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, 2 nd Edition – Mississippi Curriculum Test, 2 nd Edition – Language Arts Mathematics																									
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
6	48	5	**	51	**	48	**	**	**	54	40	**	6	41	5	**	41	**	41	**	**	**	33	50	**
7	52	40	**	51	**	52	**	**	**	59	43	**	7	55	5	**	54	**	55	**	**	**	62	47	**
8	29	5	**	29	**	29	**	**	**	41	20	**	8	42	5	**	42	**	42	**	**	**	47	39	**
Mississippi Alternate Assessment of the Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Extended Curriculum Frameworks –																									
			Exte	nueu		iculu iguag			WOTK:	> –						EXLE	nue		athe			WOIF	.5 –		
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
6	40	5	**	40	**	40	**	**	**	33	47	**	6	95	95	**	95	**	95	**	**	**	95	**	**
7	55	5	**	54	**	55	**	**	**	62	47	**	7	95	95	**	95	**	95	**	**	**	95	**	**
8	42	5	**	42	**	42	**	**	**	48	38	**	8	95	95	**	95	**	95	**	**	**	95	**	**
				Grad	es 5 a	and 8	Scie	nce 1	rests							ſ		•••					nent (eworl		e
																					ence				
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
8	30	5	**	30	**	30	**	**	**	35	26	**	8	95	95	**	95	**	95	**	**	**	95	**	**
			н	ligh S	choo	ol Sub	ject	Area	Test	S						ſ		•••	d Cui	rricul	lum F	rame	ent o worl		9
Algebra	**	**	**	**	**	**	**	**	**	**	**	**	Math	**	**	**	**	**	**	Seco	ndary	/	**	**	**
l Biology																-		_		-		-		_	
I English	**	**	**	**	**	**	**	**	**	**	**	**	Science Language	**	**	**	**	**	**	**	**	**	**	**	**
П	**	**	**	**	**	**	**	**	**	**	**	**	Arts	**	**	**	**	**	**	**	**	**	**	**	**
U.S. History	**	**	**	**	**	**	**	**	**	**	**	**													

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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.

	Rea	iding/Language A	rts		Mathematics					
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO				
All students:	182	63.2	64	182	62.4	72				
Students with IEPs:	12	50	**	12	33.3	**				
Limited English Proficient:	**	**	**	**	**	**				
Economically Disadvantaged:	181	63	64	181	62.2	72				
Asian:	**	**	**	**	**	**				
Black:	182	63.2	64	182	62.4	72				
Hispanic:	**	**	**	**	**	**				
Native American:	**	**	**	**	**	**				
White:	**	**	**	**	**	**				

Notes:

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- 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 0
 - The measurement is not applicable to the school, district, or state. 0
- 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

State /	Accountability Information	Differentiated	Federal accountability label assigned to				
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-	Accountability Label	Title I schools based on the school's overall performance. This indicator is applied to Title I schools only.				
	year waiver which allowed districts and schools to receive the higher performance	NCLB Annual Measurable Objective (AMO)					
	classification between the 2013 and 2014		Subgroup Results				
Without Waiver Grade	results. Performance classification assigned to the district or school before the waiver option	Reading/Language Arts	Indicator of whether the student subgroup met its annual measurable objective in reading/language arts				
	being applied Note: This option did not apply to the 2013 Accountability Results.	Mathematics	Indicator of whether the student subgroup met its annual measurable objective in				
4-Year Graduation	Percentage of students earning a regular		mathematics				
Rate	high school diploma within 4 years after entering the 9 th grade for the first time.	Other Academic Indicator	Indicator of whether the student subgroup met its other academic indicator (OAI) target; For elementary and middle schools,				
ESEA Annu	al Measurable Objective (AMO)		the OAI is the attendance rate. For high				
ESEA Annual Measurable	Elementary and Secondary Education Act (ESEA) Annual performance targets		schools and districts, the OAI is the graduation rate.				
Objective (AMO)	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	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.				
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	Attendance Rate	Percentage of students in attendance at school during the school year.				
	reading/language arts, mathematics, and the other academic indicator in order to		Teacher Quality				
	meet its AMOs	Core Teachers Who Are Highly	Percentage of teachers in core subject area courses (e.g., English, math, science, etc.)				
Reading/Language Arts AMO Status	Indicator of whether the district or school met its reading/language arts AMO targets for the school year	Qualified	who met the definition of highly qualified as outlined in NCLB				
Mathematics AMO Status	Indicator of whether the district or school met its mathematics AMO targets for the school year	Teachers with Emergency/Provisi onal Certification	Percentage of teachers with emergency or provisional certifications				
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.	Courses Taught by a Highly Qualified Teacher	Percentage of courses taught by highly qualified teachers				

pjective hin the student led in the lation moving towards or ling/language arts achievement index is ermining whether et its AMO target. ary Education Act ble Objective (AMO) ce target the meet
hin the student led in the lation moving towards or ling/language arts lichievement index is ermining whether
hin the student led in the lation
ojective
nathematics, assessments
within the student ent or above on the
ent and Above
ts scoring Proficient or ding and ts
scoring Basic or ding and
P reading and its
ssment tudents in Grades 4 ned by students
Progress (NAEP)
de level nts scoring J/language arts, nd U.S. History de level
nts scoring Jlanguage arts, nd U.S. History
nts scoring basic on ts, mathematics, / assessments at
nts scoring minimal arts, mathematics, assessments at

Holmes County School District (2600) S. V. Marshall Elementary School (2600024)

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 2013-2014 School



Report Card

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:	С	С
Without Waiver Grade:	F	**
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	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Label:	Not Meeting AMOs	On Target

AMO Subgroup Results

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

Teacher Quality

NCLB Measures	Percent	Number percent is based on
Core Teachers Who Are Highly Qualified:	96	17 FTE Teachers
Teachers with Emergency/Provisional Certification:	0	17 FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	100 Courses
Courses NOT Taught by a Highly Qualified Teacher:	5	100 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	**
Limited English Proficient:	**	**	**
Economically Disadvantaged:	95	95	95
Asian:	**	**	**
Black	95	95	95
Hispanic:	**	**	**
Native American:	**	**	**
White:	**	**	**
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	Numbe	r Tested	Mean Scale Score			Percent Scoring Minimal		Percen oring B		Percent Scoring Proficient		ng	Percent Scoring Advanced	
	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prie Yea		Curr Year	Prior Year	Cur Yea		Prior Year	Curr Year
		Mi	' ssissipp	i Curricı	i Jum Te	est. 2 nd	Editi	on – L	angu	ade Ar	ts			
3	62	58	147	145.5	18	31	4		33	24	33		13	5
4	50	62	149.2	143.2	14	29	38		50	38	18		10	5
5	50	53	145.8	143.8	20	32	30		40	46	25	;	5	5
6	**	**	**	**	**	**	*7		**	**	**		**	**
7	**	**	**	**	**	**	**	ŧ 👘	**	**	**	;	**	**
8	**	**	**	**	**	**	**	ŧ	**	**	**	;	**	**
		Μ	ississip	oi Curric	Ulum T	est, 2 nd	Edit	ion – I	Mathe	ematic	s			
3	62	58	149.3	145.2	13	19	31	L	45	50	33		7	5
4	50	62	149.4	143.2	16	29	22		45	56	24		6	5
5	50	53	152.4	146.6	12	25	1/		43	64	32		10	5
6	**	**	**	**	**	**	**	ł	**	**	**	;	**	**
7	**	**	**	**	**	**	**	ł	**	**	**	;	**	**
8	**	**	**	**	**	**	**	+	**	**	**	•	**	**
				Gra	de 5 an	d 8 Scie	ence ⁻	Tests						
5	51	53	146.2	143.5	22	25	33	3	42	39	30)	6	5
8	**	**	**	**	**	**	**	*	**	**	**	,	**	**
				High	School	Subjec	t Area	a Test	S					
Subje	ect N	umber Tes	sted P	ercent	Mean	-		cent		cent	Per	cent	Per	cent
,				assing	Sco		Sco	ring		oring		ring		oring
				C.um	Drian	C		imal		asic		cient		anced
			urr Prio ear Yea		Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year
Algeb	ral	** *	* **	* **	**	**	**	**	**	**	**	**	**	**
Biolog		** *	* **	* **	**	**	**	**	**	**	**	**	**	**
Englis		** *	* **	* **	**	**	**	**	**	**	**	**	**	**

National Assessment of Educational Progress

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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.

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U.S. History

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2013 Reading Results								2013 Mathematics Results							
	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient			Mean Sco			nt At or e Basic	Percent At or Above Proficient			
Grade	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

					P	erc	ent	ot	Sti	lde			Oring F 14 Assessm			ent	t ar	nd A	٩pc	ove					
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
		Μ	ississ	ippi			n Tes ge Art	-	¹ Edit	ion –	•				N	lissis	sippi		iculu athe			nd Edi	tion -	-	
3	37	20	**	37	**	37	**	**	**	52	26	**	3	37	40	**	37	**	37	**	**	**	36	38	**
4	20	5	**	20	**	20	**	**	**	23	16	**	4	26	5	**	27	**	26	**	**	**	30	23	**
5	28	5	**	29	**	28	**	**	**	39	19	**	5	31	5	**	33	**	31	**	**	**	35	29	**
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
							Asse								Ν								of the	9	
Extended Curriculum Frameworks – Language Arts												EXLE	endeo		athe			wor	(5 –						
3	36	40	**	36	**	36	**	**	**	36	36	**	3	95	95	**	95	**	95	**	**	**	95	**	**
4	26	5	**	27	**	26	**	**	**	30	23	**	4	**	**	**	**	**	**	**	**	**	**	**	**
5	32	5	**	33	**	32	**	**	**	35	30	**	5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
				Grad		ands	3 Scie	nco T	Tosts							I		•••					nent (ewor		е
				Jiau	C3 J		JUE	iice I	2313								LXL	enue	u cu		ence	iaille		N3 —	
5	34	5	**	31	**	34	**	**	**	30	37	**	5	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
			н	ligh S	Schoo	ol Suk	oject /	Area	Test	s						Γ		•••	d Cu	rricul		rame	nent o eworl		e
Algebra I	**	**	**	**	**	**	**	**	**	**	**	**	Math	**	**	**	**	**	**	**	**	**	**	**	**
Biology	**	**	**	**	**	**	**	**	**	**	**	**	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.

	Rea	ding/Language A	rts	Mathematics					
	N-Count	Achievement Index	ESEA AMO	N-Count Ac	hievement Index	ESEA AMO			
All students:	172	49.1	66	172	54.1	74			
Students with IEPs:	11	27.3	**	11	50	**			
Limited English Proficient:	**	**	**	**	**	**			
Economically Disadvantaged:	169	49.4	66	169	54.1	74			
Asian:	**	**	**	**	**	**			
Black:	172	49.1	66	172	54.1	74			
Hispanic:	**	**	**	**	**	**			
Native American:	**	**	**	**	**	**			
White:	**	**	**	**	**	**			

Notes:

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- 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 0
 - The measurement is not applicable to the school, district, or state. 0
- 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

State /	Accountability Information	Differentiated	Federal accountability label assigned to
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-	Accountability Label	Title I schools based on the school's overall performance. This indicator is applied to Title I schools only.
	year waiver which allowed districts and schools to receive the higher performance	NCLB Annu	al Measurable Objective (AMO)
	classification between the 2013 and 2014		Subgroup Results
Without Waiver Grade	results. Performance classification assigned to the district or school before the waiver option	Reading/Language Arts	Indicator of whether the student subgroup met its annual measurable objective in reading/language arts
	being applied Note: This option did not apply to the 2013 Accountability Results.	Mathematics	Indicator of whether the student subgroup met its annual measurable objective in
4-Year Graduation	Percentage of students earning a regular		mathematics
Rate	high school diploma within 4 years after entering the 9 th grade for the first time.	Other Academic Indicator	Indicator of whether the student subgroup met its other academic indicator (OAI) target; For elementary and middle schools,
ESEA Annu	al Measurable Objective (AMO)		the OAI is the attendance rate. For high
ESEA Annual Measurable	Elementary and Secondary Education Act (ESEA) Annual performance targets		schools and districts, the OAI is the graduation rate.
Objective (AMO)	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	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.
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	Attendance Rate	Percentage of students in attendance at school during the school year.
	reading/language arts, mathematics, and the other academic indicator in order to		Teacher Quality
	meet its AMOs	Core Teachers Who Are Highly	Percentage of teachers in core subject area courses (e.g., English, math, science, etc.)
Reading/Language Arts AMO Status	Indicator of whether the district or school met its reading/language arts AMO targets for the school year	Qualified	who met the definition of highly qualified as outlined in NCLB
Mathematics AMO Status	Indicator of whether the district or school met its mathematics AMO targets for the school year	Teachers with Emergency/Provisi onal Certification	Percentage of teachers with emergency or provisional certifications
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.	Courses Taught by a Highly Qualified Teacher	Percentage of courses taught by highly qualified teachers

pjective hin the student led in the lation moving towards or ling/language arts achievement index is ermining whether et its AMO target. ary Education Act ble Objective (AMO) ce target the meet
hin the student led in the lation moving towards or ling/language arts lichievement index is ermining whether
hin the student led in the lation
ojective
nathematics, assessments
within the student ent or above on the
ent and Above
ts scoring Proficient or ding and ts
scoring Basic or ding and
P reading and its
ssment tudents in Grades 4 ned by students
Progress (NAEP)
de level nts scoring J/language arts, nd U.S. History de level
nts scoring Jlanguage arts, nd U.S. History
nts scoring basic on ts, mathematics, / assessments at
nts scoring minimal arts, mathematics, assessments at

Holmes County School District (2600) S. V. Marshall High School (2600026)

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 2013-2014 School



Report Card

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:	D	D
Without Waiver Grade:	D	**
4-Year Graduation Rate:	62.8	71.3

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:	Met	Met
Other Academic Indicator Status:	Not Met	Met
Differentiated Accountability Label:	Not Meeting AMOs	Approaching Target

AMO Subgroup Results

				Graduatio	on Rate	A 11
Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Current Year	Prior Year	Attendance Rate
All Students:	Not Met	Met	Not Met	62.8	71.3	95
Students with IEPs:	**	**	**	**	6.8	**
Limited English Proficient:	**	**	**	**	**	**
Economically Disadvantaged:	Not Met	Met	**	63.8	72.3	**
Asian:	**	**	**	**	**	**
Black:	Not Met	Met	**	62.8	71.3	**
Hispanic:	**	**	**	**	**	**
Native American:	**	**	**	**	**	**
White:	**	**	**	**	**	**

Teacher Quality

NCLB Measures	Percent	Number percent is based on
Core Teachers Who Are Highly Qualified:	93	17 FTE Teachers
Teachers with Emergency/Provisional Certification:	4	17 FTE Teachers
Courses Taught by a Highly Qualified Teacher:	93	111 Courses
Courses NOT Taught by a Highly Qualified Teacher:	7	111 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:	**	**	**
Limited English Proficient:	**	**	**
Economically Disadvantaged:	95	95	95
Asian:	**	**	**
Black	95	95	95
Hispanic:	**	**	**
Native American:	**	**	**
White:	**	**	**
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			Scale ore	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
		Mi	ssissipp	i Curricu	ulum Te	st, 2 nd E	dition	– Langu	uage Art	:S	Į	
3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**
		М	ississipp	oi Curric	ulum T	est, 2 nd l	Edition	– Math	ematics	5		
3	**	**	**	**	**	**	**	**	**	**	**	**
,		**										

4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Grade 5 and 8 Science Tests

					5							
5	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

High School Subject Area Tests

Subject	Numbe	er 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	55	61	85.5	65.6	654.4	648.9	5	18	16	31	64	38	16	13
Biology I	45	65	84.4	66.2	651.6	646.3	7	23	38	34	47	40	9	5
English II	49	66	61.2	51.5	646.7	644	31	39	33	29	27	23	10	9
U.S. History	56	61	76.4	88.5	645.6	647.2	23	11	34	39	38	44	5	5

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.

		20	013 Readi	ng Resul	ts			2013 I	Mathema	atics Res	ults			
	Mean Scale Percent At o Score Above Basi				Percen Above P		Mean Scale Score					Percent At or Above Proficient		
Grade	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

					P	erc	ent	ot	Sti	ude			Oring H 14 Assessn			ent	: an	nd A	٩pc	ove					
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
		Μ	ississ	sippi			n Tes ge Art		¹ Edit	ion -	•				N	lissis	sippi	Curri M	iculu athe			^d Edi	tion -	-	
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
	Mississippi Alternate Assessment of the Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Extended Curriculum Frameworks – Language Arts Mathematics																								
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
				Grad	es 5	and 8	3 Scie	nce 1	Fests							ſ		ssipp ende		rricu					e
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
			Н	ligh S	Schoo	ol Sut	oject .	Area	Test	S						Γ		ssipp ende	d Cu	rricul		rame			9
Algebra I	62	14	**	62	**	62	**	**	**	57	66	**	Math	95	95	**	95	**	95	**	**	**	95	**	**
Biology I	44	14	**	43	**	44	**	**	**	46	43	**	Science	50	50	**	50	**	50	**	**	**	50	**	**
English II	32	29	**	32	**	32	**	**	**	26	36	**	Language Arts	50	50	**	50	**	50	**	**	**	50	**	**
U.S. History	49	50	**	49	**	49	**	**	**	47	52	**													

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.

	Rea	ding/Language A	rts	Mathematics							
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO					
All students:	63	46.8	62	63	73	69					
Students with IEPs:	**	**	**	**	**	**					
Limited English Proficient:	**	**	**	**	**	**					
Economically Disadvantaged:	62	47.6	62	62	72.6	69					
Asian:	**	**	**	**	**	**					
Black:	63	46.8	62	6 ₃	73	69					
Hispanic:	**	**	**	**	**	**					
Native American:	**	**	**	**	**	**					
White:	**	**	**	**	**	**					

Notes:

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- 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 0
 - The measurement is not applicable to the school, district, or state. 0
- 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

State /	Accountability Information	Differentiated	Federal accountability label assigned to
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-	Accountability Label	Title I schools based on the school's overall performance. This indicator is applied to Title I schools only.
	year waiver which allowed districts and schools to receive the higher performance	NCLB Annu	al Measurable Objective (AMO)
	classification between the 2013 and 2014		Subgroup Results
Without Waiver Grade	results. Performance classification assigned to the district or school before the waiver option	Reading/Language Arts	Indicator of whether the student subgroup met its annual measurable objective in reading/language arts
	being applied Note: This option did not apply to the 2013 Accountability Results.	Mathematics	Indicator of whether the student subgroup met its annual measurable objective in
4-Year Graduation	Percentage of students earning a regular		mathematics
Rate	high school diploma within 4 years after entering the 9 th grade for the first time.	Other Academic Indicator	Indicator of whether the student subgroup met its other academic indicator (OAI) target; For elementary and middle schools,
ESEA Annu	al Measurable Objective (AMO)		the OAI is the attendance rate. For high
ESEA Annual Measurable	Elementary and Secondary Education Act (ESEA) Annual performance targets		schools and districts, the OAI is the graduation rate.
Objective (AMO)	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	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.
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	Attendance Rate	Percentage of students in attendance at school during the school year.
	reading/language arts, mathematics, and the other academic indicator in order to		Teacher Quality
	meet its AMOs	Core Teachers Who Are Highly	Percentage of teachers in core subject area courses (e.g., English, math, science, etc.)
Reading/Language Arts AMO Status	Indicator of whether the district or school met its reading/language arts AMO targets for the school year	Qualified	who met the definition of highly qualified as outlined in NCLB
Mathematics AMO Status	Indicator of whether the district or school met its mathematics AMO targets for the school year	Teachers with Emergency/Provisi onal Certification	Percentage of teachers with emergency or provisional certifications
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.	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	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
Percentage of Courses in the Highest-Poverty Quartile Schools	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	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
Not Taught by a Highly Qualified Teacher		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
Percentage of Courses in the Lowest-Poverty Quartile Schools	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	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
Not Taught by a Highly Qualified Teacher		National Assess	ment of Educational Progress (NAEP)
Highly Qualified Teacher	A teacher who holds certification in the course area in which the teacher is providing instruction		sessment is a national assessment t once every two years to students in Grades 4 Average scale score earned by students
Full Time Equivalency (FTE)	Full time employees		participating in the NAEP reading and mathematics assessments
	sment Participation Rates	Percent At or Above Basic	Percentage of students scoring Basic or above on the NAEP Reading and Mathematics assessments
Participation Rate	Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessments	Percent At or Above Proficient	Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments
		Percent of Stu	dents Scoring Proficient and Above
Exemption of	Recently-Arrived Limited English- Proficient Students Number of limited English proficient	Students Scoring Proficient and Above	Percentage of students within the student subgroup scoring proficient or above on the reading/language arts, mathematics,
Recently-Arrived	students who have been attending school		science and U.S. History assessments
LEP Students	within the United States for less than 12		
Exempted from	months and had their assessment scores	ESEA A	nnual Measurable Objective
Exempted from State Assessments	months and had their assessment scores excluded from the state, district, or school accountability results	ESEA A	Number of students within the student subgroup who are included in the achievement index calculation
State Assessments	excluded from the state, district, or school		Number of students within the student subgroup who are included in the achievement index calculation Percentage of students moving towards or scoring proficient in reading/language arts
State Assessments	excluded from the state, district, or school accountability results ent Number Tested and Performance by Level Number of students participating in the reading/language arts, mathematics,	N-Count Achievement	Number of students within the student subgroup who are included in the achievement index calculation Percentage of students moving towards or
State Assessments State Assessme	excluded from the state, district, or school accountability results ent Number Tested and Performance by Level Number of students participating in the	N-Count Achievement	Number of students within the student subgroup who are included in the achievement index calculation 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. Elementary and Secondary Education Act
State Assessments State Assessme	excluded from the state, district, or school accountability results ent Number Tested and Performance by Level Number of students participating in the reading/language arts, mathematics, science, and U.S. History assessments at	N-Count Achievement Index	Number of students within the student subgroup who are included in the achievement index calculation 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.