

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
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:	A	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

Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Current Year	Prior Year	
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	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year

Mississippi Curriculum Test, 2nd Edition – Language Arts

3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Mississippi Curriculum Test, 2nd Edition – Mathematics

3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Grade 5 and 8 Science Tests

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

High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior 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.

2013 Reading Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	223	43	23	43	23
8	209	223	43	23	43	23

2013 Mathematics Results

	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	234	234	23	43	23	21
	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 – Language Arts													Mississippi Curriculum Test, 2 nd Edition – Mathematics												
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	
Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Language Arts													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Mathematics												
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	
Grades 5 and 8 Science Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Science												
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	
High School Subject Area Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Secondary												
Algebra I	88	33	**	90	**	88	**	**	**	95	81	**	Math	**	**	**	**	**	**	**	**	**	**	**	
Biology I	78	67	**	78	**	78	**	**	**	86	70	**	Science	**	**	**	**	**	**	**	**	**	**	**	
English II	74	33	**	74	**	74	**	**	**	82	68	**	Language Arts	**	**	**	**	**	**	**	**	**	**	**	
U.S. History	95	**	**	95	**	95	**	**	**	95	95	**													

ESEA Annual Measurable Objective

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

	Reading/Language Arts			Mathematics		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All students:	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:	**	**	**	**	**	**

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

Notes:

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

State Accountability Information

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

ESEA Annual Measurable Objective (AMO)

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

Differentiated Accountability Label

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

NCLB Annual Measurable Objective (AMO) Subgroup Results

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

Teacher Quality

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

Courses Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers	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 Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all schools in the State	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 in the Lowest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the State	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
Highly Qualified Teacher	A teacher who holds certification in the course area in which the teacher is providing instruction	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
Full Time Equivalency (FTE)	Full time employees	National Assessment of Educational Progress (NAEP)	
Assessment Participation Rates		Note: The NAEP assessment is a national assessment administered at least once every two years to students in Grades 4 and 8.	
Participation Rate	Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessments	Mean Scale Score	Average scale score earned by students participating in the NAEP reading and mathematics assessments
Exemption of Recently-Arrived Limited English-Proficient Students		Percent At or Above Basic	Percentage of students scoring Basic or above on the NAEP Reading and Mathematics assessments
Number of Recently-Arrived LEP Students Exempted from State Assessments	Number of limited English proficient students who have been attending school within the United States for less than 12 months and had their assessment scores excluded from the state, district, or school accountability results	Percent At or Above Proficient	Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments
State Assessment Number Tested and Performance by Level		Percent of Students Scoring Proficient and Above	
Number Tested	Number of students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	Students Scoring Proficient and Above	Percentage of students within the student subgroup scoring proficient or above on the reading/language arts, mathematics, science and U.S. History assessments
Mean Scale Score	Average scale score earned by students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	ESEA Annual Measurable Objective	
		N-Count	Number of students within the student subgroup who are included in the achievement index calculation
		Achievement Index	Percentage of students moving towards or scoring proficient in reading/language arts and mathematics. The achievement index is the measure used in determining whether the student subgroup met its AMO target.
		ESEA AMO	Elementary and Secondary Education Act (ESEA) Annual Measurable Objective (AMO) is the annual performance target the student subgroup must meet

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

Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Current Year	Prior Year	
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	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year

Mississippi Curriculum Test, 2nd Edition – Language Arts

3	16	21	139.3	142.2	44	38	25	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	32	36	60	5	5
8	59	57	144	142.6	29	28	42	44	24	26	5	5

Mississippi Curriculum Test, 2nd Edition – Mathematics

3	16	21	145.1	149.9	31	10	38	38	31	52	5	5
4	25	23	147	145.5	24	30	36	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	24	44	12	5	6
7	56	50	146	152.2	27	12	25	24	43	50	5	14
8	59	57	146.8	147.1	31	26	25	25	41	46	5	5

Grade 5 and 8 Science Tests

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	36	45	45	7	5

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2013 Reading Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	223	43	23	43	23
8	209	223	43	23	43	23

2013 Mathematics Results

	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	234	234	23	43	23	21
	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 – Language Arts													Mississippi Curriculum Test, 2 nd Edition – 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 Extended Curriculum Frameworks – Language Arts													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Mathematics												
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	**
Grades 5 and 8 Science Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Science												
5	29	5	**	30	**	29	**	**	**	28	31	**	5	**	**	**	**	**	**	**	**	**	**	**	**
8	47	5	**	47	**	48	**	**	5	52	42	**	8	95	95	**	95	**	95	**	**	**	**	95	**
High School Subject Area Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Secondary												
Algebra I	**	**	**	**	**	**	**	**	**	**	**	**	Math	**	**	**	**	**	**	**	**	**	**	**	**
Biology I	**	**	**	**	**	**	**	**	**	**	**	**	Science	**	**	**	**	**	**	**	**	**	**	**	**
English II	**	**	**	**	**	**	**	**	**	**	**	**	Language Arts	**	**	**	**	**	**	**	**	**	**	**	**
U.S. History	**	**	**	**	**	**	**	**	**	**	**	**													

ESEA Annual Measurable Objective

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

	Reading/Language Arts			Mathematics		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All students:	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:	**	**	**	**	**	**

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

Notes:

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

State Accountability Information

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

ESEA Annual Measurable Objective (AMO)

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

Differentiated Accountability Label

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

NCLB Annual Measurable Objective (AMO) Subgroup Results

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

Teacher Quality

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

Courses Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers	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 Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all schools in the State	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 in the Lowest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the State	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
Highly Qualified Teacher	A teacher who holds certification in the course area in which the teacher is providing instruction	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
Full Time Equivalency (FTE)	Full time employees	National Assessment of Educational Progress (NAEP)	
Assessment Participation Rates		Note: The NAEP assessment is a national assessment administered at least once every two years to students in Grades 4 and 8.	
Participation Rate	Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessments	Mean Scale Score	Average scale score earned by students participating in the NAEP reading and mathematics assessments
Exemption of Recently-Arrived Limited English-Proficient Students		Percent At or Above Basic	Percentage of students scoring Basic or above on the NAEP Reading and Mathematics assessments
Number of Recently-Arrived LEP Students Exempted from State Assessments	Number of limited English proficient students who have been attending school within the United States for less than 12 months and had their assessment scores excluded from the state, district, or school accountability results	Percent At or Above Proficient	Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments
State Assessment Number Tested and Performance by Level		Percent of Students Scoring Proficient and Above	
Number Tested	Number of students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	Students Scoring Proficient and Above	Percentage of students within the student subgroup scoring proficient or above on the reading/language arts, mathematics, science and U.S. History assessments
Mean Scale Score	Average scale score earned by students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	ESEA Annual Measurable Objective	
		N-Count	Number of students within the student subgroup who are included in the achievement index calculation
		Achievement Index	Percentage of students moving towards or scoring proficient in reading/language arts and mathematics. The achievement index is the measure used in determining whether the student subgroup met its AMO target.
		ESEA AMO	Elementary and Secondary Education Act (ESEA) Annual Measurable Objective (AMO) is the annual performance target the student subgroup must meet

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:	C	C
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

Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Current Year	Prior Year	
All Students:	Not Met	Not Met	Met	**	**	95
Students with IEPs:	**	**	**	**	**	**
Limited English Proficient:	**	**	**	**	**	**
Economically Disadvantaged:	Not Met	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	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year

Mississippi Curriculum Test, 2nd Edition – Language Arts

3	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	**	**	**	**	**	**	**	**	**	**	**	**

Mississippi Curriculum Test, 2nd Edition – Mathematics

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	**	**	**	**	**	**	**	**	**	**	**	**

Grade 5 and 8 Science Tests

5	37	30	150.4	145.2	16	13	24	57	43	27	16	5
8	**	**	**	**	**	**	**	**	**	**	**	**

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2013 Reading Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	223	43	23	43	23
8	209	223	43	23	43	23

2013 Mathematics Results

	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	234	234	23	43	23	21
	234	234	23	43	23	21

Percent of Students Scoring Proficient and Above

2013-2014 Assessments

Grade/Subject	Mississippi Curriculum Test, 2 nd Edition – Language Arts												Grade/Subject	Mississippi Curriculum Test, 2 nd Edition – Mathematics											
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant		All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
3	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 Extended Curriculum Frameworks – Language Arts												Mississippi Alternate Assessment of the Extended Curriculum Frameworks – 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	**	**	**	**	**	**	**	**	**	**	**	**
Grades 5 and 8 Science Tests												Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Science													
5	30	5	**	30	**	30	**	**	**	15	41	**	5	95	95	**	95	**	95	**	**	**	**	95	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
High School Subject Area Tests												Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Secondary													
Algebra I	**	**	**	**	**	**	**	**	**	**	**	**	Math	**	**	**	**	**	**	**	**	**	**	**	**
Biology I	**	**	**	**	**	**	**	**	**	**	**	**	Science	**	**	**	**	**	**	**	**	**	**	**	**
English II	**	**	**	**	**	**	**	**	**	**	**	**	Language Arts	**	**	**	**	**	**	**	**	**	**	**	**
U.S. History	**	**	**	**	**	**	**	**	**	**	**	**													

ESEA Annual Measurable Objective

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

	Reading/Language Arts			Mathematics		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All students:	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:	**	**	**	**	**	**

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

Notes:

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

State Accountability Information

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

ESEA Annual Measurable Objective (AMO)

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

Differentiated Accountability Label

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

NCLB Annual Measurable Objective (AMO) Subgroup Results

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

Teacher Quality

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

Courses Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers	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 Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all schools in the State	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 in the Lowest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the State	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
Highly Qualified Teacher	A teacher who holds certification in the course area in which the teacher is providing instruction	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
Full Time Equivalency (FTE)	Full time employees	National Assessment of Educational Progress (NAEP)	
Assessment Participation Rates		Note: The NAEP assessment is a national assessment administered at least once every two years to students in Grades 4 and 8.	
Participation Rate	Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessments	Mean Scale Score	Average scale score earned by students participating in the NAEP reading and mathematics assessments
Exemption of Recently-Arrived Limited English-Proficient Students		Percent At or Above Basic	Percentage of students scoring Basic or above on the NAEP Reading and Mathematics assessments
Number of Recently-Arrived LEP Students Exempted from State Assessments	Number of limited English proficient students who have been attending school within the United States for less than 12 months and had their assessment scores excluded from the state, district, or school accountability results	Percent At or Above Proficient	Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments
State Assessment Number Tested and Performance by Level		Percent of Students Scoring Proficient and Above	
Number Tested	Number of students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	Students Scoring Proficient and Above	Percentage of students within the student subgroup scoring proficient or above on the reading/language arts, mathematics, science and U.S. History assessments
Mean Scale Score	Average scale score earned by students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	ESEA Annual Measurable Objective	
		N-Count	Number of students within the student subgroup who are included in the achievement index calculation
		Achievement Index	Percentage of students moving towards or scoring proficient in reading/language arts and mathematics. The achievement index is the measure used in determining whether the student subgroup met its AMO target.
		ESEA AMO	Elementary and Secondary Education Act (ESEA) Annual Measurable Objective (AMO) is the annual performance target the student subgroup must meet

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

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:	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

Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Current Year	Prior Year	
All Students:	Not Met	Not Met	Met	**	**	95
Students with IEPs:	**	**	**	**	**	**
Limited English Proficient:	**	**	**	**	**	**
Economically Disadvantaged:	Not Met	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	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year

Mississippi Curriculum Test, 2nd Edition – Language Arts

3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	116	109	141.6	144.4	33	24	41	39	26	35	5	5
7	100	118	147.2	144.3	18	24	38	40	40	34	5	5
8	102	108	143.7	144.7	28	26	42	36	28	33	5	5

Mississippi Curriculum Test, 2nd Edition – Mathematics

3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	116	109	142.7	145.2	40	39	33	30	25	25	5	6
7	100	118	145.5	145.5	29	33	30	27	38	32	5	8
8	102	108	148	150.5	28	16	26	26	41	53	6	6

Grade 5 and 8 Science Tests

5	**	**	**	**	**	**	**	**	**	**	**	**
8	102	108	153.8	145	8	23	22	39	53	35	18	5

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2013 Reading Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	223	43	23	43	23
8	209	223	43	23	43	23

2013 Mathematics Results

	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	234	234	23	43	23	21
	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 – Language Arts													Mississippi Curriculum Test, 2 nd Edition – Mathematics												
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	**
Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Language Arts													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Mathematics												
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	**
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	**	**	**	**	**	**	**	**	**	**	**	**
Grades 5 and 8 Science Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Science												
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	**
8	38	5	**	38	33	38	5	**	**	37	39	**	8	**	**	**	**	**	**	**	**	**	**	**	**
High School Subject Area Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Secondary												
Algebra I	**	**	**	**	**	**	**	**	**	**	**	**	Math	**	**	**	**	**	**	**	**	**	**	**	**
Biology I	**	**	**	**	**	**	**	**	**	**	**	**	Science	**	**	**	**	**	**	**	**	**	**	**	**
English II	**	**	**	**	**	**	**	**	**	**	**	**	Language Arts	**	**	**	**	**	**	**	**	**	**	**	**
U.S. History	**	**	**	**	**	**	**	**	**	**	**	**													

ESEA Annual Measurable Objective

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

	Reading/Language Arts			Mathematics		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All students:	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:	**	**	**	**	**	**

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

Notes:

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

State Accountability Information

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

ESEA Annual Measurable Objective (AMO)

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

Differentiated Accountability Label

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

NCLB Annual Measurable Objective (AMO) Subgroup Results

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

Teacher Quality

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

Courses Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers	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 Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all schools in the State	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 in the Lowest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the State	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
Highly Qualified Teacher	A teacher who holds certification in the course area in which the teacher is providing instruction	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
Full Time Equivalency (FTE)	Full time employees	National Assessment of Educational Progress (NAEP)	
Assessment Participation Rates		Note: The NAEP assessment is a national assessment administered at least once every two years to students in Grades 4 and 8.	
Participation Rate	Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessments	Mean Scale Score	Average scale score earned by students participating in the NAEP reading and mathematics assessments
Exemption of Recently-Arrived Limited English-Proficient Students		Percent At or Above Basic	Percentage of students scoring Basic or above on the NAEP Reading and Mathematics assessments
Number of Recently-Arrived LEP Students Exempted from State Assessments	Number of limited English proficient students who have been attending school within the United States for less than 12 months and had their assessment scores excluded from the state, district, or school accountability results	Percent At or Above Proficient	Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments
State Assessment Number Tested and Performance by Level		Percent of Students Scoring Proficient and Above	
Number Tested	Number of students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	Students Scoring Proficient and Above	Percentage of students within the student subgroup scoring proficient or above on the reading/language arts, mathematics, science and U.S. History assessments
Mean Scale Score	Average scale score earned by students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	ESEA Annual Measurable Objective	
		N-Count	Number of students within the student subgroup who are included in the achievement index calculation
		Achievement Index	Percentage of students moving towards or scoring proficient in reading/language arts and mathematics. The achievement index is the measure used in determining whether the student subgroup met its AMO target.
		ESEA AMO	Elementary and Secondary Education Act (ESEA) Annual Measurable Objective (AMO) is the annual performance target the student subgroup must meet

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:	C	F
Without Waiver Grade:	C	**
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

Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Current Year	Prior Year	
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		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year

Mississippi Curriculum Test, 2nd Edition – Language Arts

3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Mississippi Curriculum Test, 2nd Edition – Mathematics

3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Grade 5 and 8 Science Tests

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

High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior 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.

2013 Reading Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	223	43	23	43	23
8	209	223	43	23	43	23

2013 Mathematics Results

	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	234	234	23	43	23	21
	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 – Language Arts													Mississippi Curriculum Test, 2 nd Edition – Mathematics												
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	
Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Language Arts													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Mathematics												
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	
Grades 5 and 8 Science Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Science												
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	
High School Subject Area Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Secondary												
Algebra I	69	33	**	69	**	69	**	**	**	73	65	**	Math	95	95	**	95	**	95	**	**	**	95	**	**
Biology I	44	17	**	44	**	44	**	**	**	39	50	**	Science	5	5	**	5	**	5	**	**	**	5	**	**
English II	57	5	**	57	**	57	**	**	**	58	56	**	Language Arts	95	95	**	95	**	95	**	**	**	95	**	**
U.S. History	45	5	**	45	**	45	**	**	**	39	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.

	Reading/Language Arts			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:	**	**	**	**	**	**

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

Notes:

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

State Accountability Information

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

ESEA Annual Measurable Objective (AMO)

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

Differentiated Accountability Label

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

NCLB Annual Measurable Objective (AMO) Subgroup Results

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

Teacher Quality

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

Courses Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers	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 Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all schools in the State	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 in the Lowest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the State	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
Highly Qualified Teacher	A teacher who holds certification in the course area in which the teacher is providing instruction	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
Full Time Equivalency (FTE)	Full time employees	National Assessment of Educational Progress (NAEP)	
Assessment Participation Rates		Note: The NAEP assessment is a national assessment administered at least once every two years to students in Grades 4 and 8.	
Participation Rate	Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessments	Mean Scale Score	Average scale score earned by students participating in the NAEP reading and mathematics assessments
Exemption of Recently-Arrived Limited English-Proficient Students		Percent At or Above Basic	Percentage of students scoring Basic or above on the NAEP Reading and Mathematics assessments
Number of Recently-Arrived LEP Students Exempted from State Assessments	Number of limited English proficient students who have been attending school within the United States for less than 12 months and had their assessment scores excluded from the state, district, or school accountability results	Percent At or Above Proficient	Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments
State Assessment Number Tested and Performance by Level		Percent of Students Scoring Proficient and Above	
Number Tested	Number of students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	Students Scoring Proficient and Above	Percentage of students within the student subgroup scoring proficient or above on the reading/language arts, mathematics, science and U.S. History assessments
Mean Scale Score	Average scale score earned by students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	ESEA Annual Measurable Objective	
		N-Count	Number of students within the student subgroup who are included in the achievement index calculation
		Achievement Index	Percentage of students moving towards or scoring proficient in reading/language arts and mathematics. The achievement index is the measure used in determining whether the student subgroup met its AMO target.
		ESEA AMO	Elementary and Secondary Education Act (ESEA) Annual Measurable Objective (AMO) is the annual performance target the student subgroup must meet

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
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

Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Current Year	Prior Year	
All Students:	Not Met	Not Met	Met	**	**	95
Students with IEPs:	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	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year

Mississippi Curriculum Test, 2nd Edition – Language Arts

3	108	123	145.4	141.6	30	37	28	33	32	20	11	10
4	114	104	143.4	148.8	29	13	40	33	24	46	7	9
5	103	114	144.9	146.8	26	15	32	45	37	37	5	5
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Mississippi Curriculum Test, 2nd Edition – Mathematics

3	107	123	147.6	144.6	19	27	34	36	39	36	8	5
4	114	104	144.8	148.5	34	18	31	34	26	43	9	5
5	103	114	141.9	146.5	36	22	39	47	21	27	5	5
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Grade 5 and 8 Science Tests

5	104	114	146.7	145.5	22	22	40	40	31	30	7	8
8	**	**	**	**	**	**	**	**	**	**	**	**

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2013 Reading Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	223	43	23	43	23
8	209	223	43	23	43	23

2013 Mathematics Results

	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	234	234	23	43	23	21
	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 – Language Arts													Mississippi Curriculum Test, 2 nd Edition – 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 Extended Curriculum Frameworks – Language Arts													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Mathematics												
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	**	**	**	**	**	**	**	**	**	**	**	**
Grades 5 and 8 Science Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Science												
5	38	5	**	38	**	37	**	**	5	41	35	**	5	50	50	**	50	**	50	**	**	**	50	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
High School Subject Area Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Secondary												
Algebra I	**	**	**	**	**	**	**	**	**	**	**	**	Math	**	**	**	**	**	**	**	**	**	**	**	**
Biology I	**	**	**	**	**	**	**	**	**	**	**	**	Science	**	**	**	**	**	**	**	**	**	**	**	**
English II	**	**	**	**	**	**	**	**	**	**	**	**	Language Arts	**	**	**	**	**	**	**	**	**	**	**	**
U.S. History	**	**	**	**	**	**	**	**	**	**	**	**													

ESEA Annual Measurable Objective

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

	Reading/Language Arts			Mathematics		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All students:	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:	**	**	**	**	**	**

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

Notes:

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

State Accountability Information

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

ESEA Annual Measurable Objective (AMO)

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

Differentiated Accountability Label

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

NCLB Annual Measurable Objective (AMO) Subgroup Results

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

Teacher Quality

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

Courses Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers	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 Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all schools in the State	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 in the Lowest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the State	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
Highly Qualified Teacher	A teacher who holds certification in the course area in which the teacher is providing instruction	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
Full Time Equivalency (FTE)	Full time employees	National Assessment of Educational Progress (NAEP)	
Assessment Participation Rates		Note: The NAEP assessment is a national assessment administered at least once every two years to students in Grades 4 and 8.	
Participation Rate	Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessments	Mean Scale Score	Average scale score earned by students participating in the NAEP reading and mathematics assessments
Exemption of Recently-Arrived Limited English-Proficient Students		Percent At or Above Basic	Percentage of students scoring Basic or above on the NAEP Reading and Mathematics assessments
Number of Recently-Arrived LEP Students Exempted from State Assessments	Number of limited English proficient students who have been attending school within the United States for less than 12 months and had their assessment scores excluded from the state, district, or school accountability results	Percent At or Above Proficient	Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments
State Assessment Number Tested and Performance by Level		Percent of Students Scoring Proficient and Above	
Number Tested	Number of students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	Students Scoring Proficient and Above	Percentage of students within the student subgroup scoring proficient or above on the reading/language arts, mathematics, science and U.S. History assessments
Mean Scale Score	Average scale score earned by students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	ESEA Annual Measurable Objective	
		N-Count	Number of students within the student subgroup who are included in the achievement index calculation
		Achievement Index	Percentage of students moving towards or scoring proficient in reading/language arts and mathematics. The achievement index is the measure used in determining whether the student subgroup met its AMO target.
		ESEA AMO	Elementary and Secondary Education Act (ESEA) Annual Measurable Objective (AMO) is the annual performance target the student subgroup must meet

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

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:	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

Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Current Year	Prior Year	
All Students:	Not Met	Not Met	Met	**	**	95
Students with IEPs:	**	**	**	**	**	**
Limited English Proficient:	**	**	**	**	**	**
Economically Disadvantaged:	Not Met	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	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year

Mississippi Curriculum Test, 2nd Edition – Language Arts

3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	62	43	145.1	147.7	21	16	47	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	51	39	22	5	5

Mississippi Curriculum Test, 2nd Edition – Mathematics

3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
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	5	6
8	67	73	148.2	147	21	32	27	26	52	38	5	5

Grade 5 and 8 Science Tests

5	**	**	**	**	**	**	**	**	**	**	**	**
8	67	73	147.2	144.6	27	27	28	43	42	27	5	5

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2013 Reading Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	223	43	23	43	23
8	209	223	43	23	43	23

2013 Mathematics Results

	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	234	234	23	43	23	21
	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 – Language Arts													Mississippi Curriculum Test, 2 nd Edition – 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 Extended Curriculum Frameworks – Language Arts													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Mathematics												
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	**	**
Grades 5 and 8 Science Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Science												
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	
8	30	5	**	30	**	30	**	**	**	35	26	**	8	95	95	**	95	**	95	**	**	**	95	**	**
High School Subject Area Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Secondary												
Algebra I	**	**	**	**	**	**	**	**	**	**	**	**	Math	**	**	**	**	**	**	**	**	**	**	**	
Biology I	**	**	**	**	**	**	**	**	**	**	**	**	Science	**	**	**	**	**	**	**	**	**	**	**	
English II	**	**	**	**	**	**	**	**	**	**	**	**	Language Arts	**	**	**	**	**	**	**	**	**	**	**	
U.S. History	**	**	**	**	**	**	**	**	**	**	**	**													

ESEA Annual Measurable Objective

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

	Reading/Language Arts			Mathematics		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All students:	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:	**	**	**	**	**	**

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

Notes:

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

State Accountability Information

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

ESEA Annual Measurable Objective (AMO)

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

Differentiated Accountability Label

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

NCLB Annual Measurable Objective (AMO) Subgroup Results

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

Teacher Quality

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

Courses Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers	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 Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all schools in the State	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 in the Lowest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the State	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
Highly Qualified Teacher	A teacher who holds certification in the course area in which the teacher is providing instruction	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
Full Time Equivalency (FTE)	Full time employees	National Assessment of Educational Progress (NAEP)	
Assessment Participation Rates		Note: The NAEP assessment is a national assessment administered at least once every two years to students in Grades 4 and 8.	
Participation Rate	Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessments	Mean Scale Score	Average scale score earned by students participating in the NAEP reading and mathematics assessments
Exemption of Recently-Arrived Limited English-Proficient Students		Percent At or Above Basic	Percentage of students scoring Basic or above on the NAEP Reading and Mathematics assessments
Number of Recently-Arrived LEP Students Exempted from State Assessments	Number of limited English proficient students who have been attending school within the United States for less than 12 months and had their assessment scores excluded from the state, district, or school accountability results	Percent At or Above Proficient	Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments
State Assessment Number Tested and Performance by Level		Percent of Students Scoring Proficient and Above	
Number Tested	Number of students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	Students Scoring Proficient and Above	Percentage of students within the student subgroup scoring proficient or above on the reading/language arts, mathematics, science and U.S. History assessments
Mean Scale Score	Average scale score earned by students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	ESEA Annual Measurable Objective	
		N-Count	Number of students within the student subgroup who are included in the achievement index calculation
		Achievement Index	Percentage of students moving towards or scoring proficient in reading/language arts and mathematics. The achievement index is the measure used in determining whether the student subgroup met its AMO target.
		ESEA AMO	Elementary and Secondary Education Act (ESEA) Annual Measurable Objective (AMO) is the annual performance target the student subgroup must meet

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:	C	C
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

Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Current Year	Prior Year	
All Students:	Not Met	Not Met	Met	**	**	95
Students with IEPs:	**	**	**	**	**	**
Limited English Proficient:	**	**	**	**	**	**
Economically Disadvantaged:	Not Met	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	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year

Mississippi Curriculum Test, 2nd Edition – Language Arts

3	62	58	147	145.5	18	31	45	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	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Mississippi Curriculum Test, 2nd Edition – Mathematics

3	62	58	149.3	145.2	13	19	31	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	14	43	64	32	10	5
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Grade 5 and 8 Science Tests

5	51	53	146.2	143.5	22	25	33	42	39	30	6	5
8	**	**	**	**	**	**	**	**	**	**	**	**

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2013 Reading Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	223	43	23	43	23
8	209	223	43	23	43	23

2013 Mathematics Results

	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	234	234	23	43	23	21
	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 – Language Arts													Mississippi Curriculum Test, 2 nd Edition – Mathematics												
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	**	**	**	**	**	**	**	**	**	**	**	**
Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Language Arts													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Mathematics												
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	**	**	**	**	**	**	**	**	**	**	**	**
Grades 5 and 8 Science Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Science												
5	34	5	**	31	**	34	**	**	**	30	37	**	5	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	**
High School Subject Area Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Secondary												
Algebra I	**	**	**	**	**	**	**	**	**	**	**	**	Math	**	**	**	**	**	**	**	**	**	**	**	**
Biology I	**	**	**	**	**	**	**	**	**	**	**	**	Science	**	**	**	**	**	**	**	**	**	**	**	**
English II	**	**	**	**	**	**	**	**	**	**	**	**	Language Arts	**	**	**	**	**	**	**	**	**	**	**	**
U.S. History	**	**	**	**	**	**	**	**	**	**	**	**													

ESEA Annual Measurable Objective

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

	Reading/Language Arts			Mathematics		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All students:	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:	**	**	**	**	**	**

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

Notes:

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

State Accountability Information

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

ESEA Annual Measurable Objective (AMO)

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

Differentiated Accountability Label

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

NCLB Annual Measurable Objective (AMO) Subgroup Results

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

Teacher Quality

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

Courses Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers	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 Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all schools in the State	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 in the Lowest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the State	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
Highly Qualified Teacher	A teacher who holds certification in the course area in which the teacher is providing instruction	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
Full Time Equivalency (FTE)	Full time employees	National Assessment of Educational Progress (NAEP)	
Assessment Participation Rates		Note: The NAEP assessment is a national assessment administered at least once every two years to students in Grades 4 and 8.	
Participation Rate	Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessments	Mean Scale Score	Average scale score earned by students participating in the NAEP reading and mathematics assessments
Exemption of Recently-Arrived Limited English-Proficient Students		Percent At or Above Basic	Percentage of students scoring Basic or above on the NAEP Reading and Mathematics assessments
Number of Recently-Arrived LEP Students Exempted from State Assessments	Number of limited English proficient students who have been attending school within the United States for less than 12 months and had their assessment scores excluded from the state, district, or school accountability results	Percent At or Above Proficient	Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments
State Assessment Number Tested and Performance by Level		Percent of Students Scoring Proficient and Above	
Number Tested	Number of students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	Students Scoring Proficient and Above	Percentage of students within the student subgroup scoring proficient or above on the reading/language arts, mathematics, science and U.S. History assessments
Mean Scale Score	Average scale score earned by students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level	ESEA Annual Measurable Objective	
		N-Count	Number of students within the student subgroup who are included in the achievement index calculation
		Achievement Index	Percentage of students moving towards or scoring proficient in reading/language arts and mathematics. The achievement index is the measure used in determining whether the student subgroup met its AMO target.
		ESEA AMO	Elementary and Secondary Education Act (ESEA) Annual Measurable Objective (AMO) is the annual performance target the student subgroup must meet

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

Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Current Year	Prior Year	
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		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year

Mississippi Curriculum Test, 2nd Edition – Language Arts

3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Mississippi Curriculum Test, 2nd Edition – Mathematics

3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Grade 5 and 8 Science Tests

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

High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior 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.

2013 Reading Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	223	43	23	43	23
8	209	223	43	23	43	23

2013 Mathematics Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	234	234	23	43	23	21
8	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 – Language Arts													Mississippi Curriculum Test, 2 nd Edition – Mathematics												
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	
Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Language Arts													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Mathematics												
3	**	**	**	**	**	**	**	**	**	**	**	**	3	**	**	**	**	**	**	**	**	**	**	**	
4	**	**	**	**	**	**	**	**	**	**	**	**	4	**	**	**	**	**	**	**	**	**	**	**	
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	
6	**	**	**	**	**	**	**	**	**	**	**	**	6	**	**	**	**	**	**	**	**	**	**	**	
7	**	**	**	**	**	**	**	**	**	**	**	**	7	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	
Grades 5 and 8 Science Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Science												
5	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	**	**	**	**	**	**	**	
8	**	**	**	**	**	**	**	**	**	**	**	**	8	**	**	**	**	**	**	**	**	**	**	**	
High School Subject Area Tests													Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Secondary												
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.

	Reading/Language Arts			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	63	73	69
Hispanic:	**	**	**	**	**	**
Native American:	**	**	**	**	**	**
White:	**	**	**	**	**	**

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

Notes:

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

State Accountability Information

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

ESEA Annual Measurable Objective (AMO)

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

Differentiated Accountability Label

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

NCLB Annual Measurable Objective (AMO) Subgroup Results

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

Teacher Quality

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

Courses Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers
Percentage of Courses in the Highest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all schools in the State
Percentage of Courses in the Lowest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the State
Highly Qualified Teacher	A teacher who holds certification in the course area in which the teacher is providing instruction
Full Time Equivalency (FTE)	Full time employees

Assessment Participation Rates

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

Exemption of Recently-Arrived Limited English-Proficient Students

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

State Assessment Number Tested and Performance by Level

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

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

National Assessment of Educational Progress (NAEP)

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

Mean Scale Score	Average scale score earned by students participating in the NAEP reading and mathematics assessments
Percent At or Above Basic	Percentage of students scoring Basic or above on the NAEP Reading and Mathematics assessments
Percent At or Above Proficient	Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments

Percent of Students Scoring Proficient and Above

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

ESEA Annual Measurable Objective

N-Count	Number of students within the student subgroup who are included in the achievement index calculation
Achievement Index	Percentage of students moving towards or scoring proficient in reading/language arts and mathematics. The achievement index is the measure used in determining whether the student subgroup met its AMO target.
ESEA AMO	Elementary and Secondary Education Act (ESEA) Annual Measurable Objective (AMO) is the annual performance target the student subgroup must meet