

Tunica County School District (7200)

District Report Card

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

No Child
Left Behind
2011-2012



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	D - Academic Watch	Successful
Quality of Distribution Index (QDI):	138	141
Growth Status:	Not Met	Met
5-Year Graduation Rate:	50.0	52.7
High School Completion Index (HSCI):	96	85

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Reading/ Language Arts	Mathematics			Prior 4-Year	4-Year	5-Year	
All Students:	Met	Not Met	Met	50.2	57.4	50.0	96	
Students with IEP's:	Not Met	Not Met		0.0	0.0	0.0		
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Not Met		51.3	58.0	50.5		
Asian:	< Minimum**	< Minimum**						
Black:	Met	Not Met		50.0	60.0	50.0		
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	< Minimum**	< Minimum**						

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	96	95	FTE Teachers
Teachers with Emergency/Provisional Certification:	1	95	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	96	569	Courses
Courses NOT Taught by a Highly Qualified Teacher:	4	569	Courses
Courses in the Highest-Poverty Quartile Schools NOT Taught by a Highly Qualified Teacher:		4	
Courses in the Lowest-Poverty Quartile Schools NOT Taught by a Highly Qualified Teacher:			

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

Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	99	99	99
Students with IEP's:	98	98	97
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	99
Asian:			
Black:	99	99	99
Hispanic:	100	100	100
Native American:			
White:	92	92	100
Student groups not used in AYP calculations			
Migrant:			
Male:	98	98	98
Female:	99	99	100

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

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

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

State Assessment Number Tested and Performance by Level

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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3	190	173	149.3	145.8	11	23	41	38	35	32	13	7
4	186	195	148.6	147.2	14	19	33	34	45	41	8	7
5	157	177	148.2	147.9	16	16	34	32	45	44	5	7
6	167	145	145.2	147.5	16	13	49	41	35	43	1	3
7	172	152	145.9	147.2	17	15	47	38	36	47	1	1
8	128	158	141.7	146.2	27	18	45	45	27	35	1	2

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	190	172	153.0	151.7	6	8	33	30	51	56	10	6
4	186	196	152.7	147.5	9	21	30	39	53	36	8	4
5	157	177	153.7	153.1	13	14	20	22	48	48	19	18
6	167	144	148.5	148.4	22	19	31	35	44	38	4	8
7	172	152	149.4	151.8	16	9	30	19	50	69	4	3
8	130	157	152.0	152.6	10	12	22	19	60	62	9	8

Grade 5 and Grade 8 Science Tests

5	157	177	147.0	147.7	20	23	36	28	34	38	9	11
8	126	158	148.0	145.4	18	30	33	29	45	37	3	3

High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	153	163	84	52	654.0	648.0	8	23	18	37	55	29	20	10
Biology I	132	169	55	52	645.0	644.0	28	30	41	41	31	28	0	1
English II	143	133	42	59	642.0	647.0	46	28	26	31	26	35	3	7
U.S. History	114	118	93	56	342.0	640.0	18	44	39	29	37	26	6	1

National Assessment of Educational Progress

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

2011 Language Arts Results

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

2011 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
	Mississippi Curriculum Test, 2nd Edition - Language Arts											

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
	Mississippi Curriculum Test, 2nd Edition - Mathematics											

3	39	9	39	38					47	31		
4	47		48	47					59	37		
5	51	17	51	51					58	45		
6	46	8	46	47					56	36		
7	47	9	48	47					60	34		
8	37		37	37					42	32		

3	62	40	61	62					61	64		
4	39		39	39					46	33		
5	65	28	65	65					68	63		
6	46	8	47	45					50	42		
7	72	17	73	72					81	62		
8	70		70	70					74	66		

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
4
5
6
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8

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5	49	24	49	48					47	52		
8	41		41	40					42	40		

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	40	4	39	41					47	34		
Biology I	29	4	30	29					29	29		
English II	41		41	42					44	38		
U.S. History	27		25	27					19	36		

Mathematics
Science
Language Arts

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	1100	64	63	1096	72	76
Students with IEP's:	80	29	30	86	32	34
Limited English Proficient:	7			7		
Economically Disadvantaged:	1029	64	62	1027	72	76
Asian:	0			0		
Black:	1081	64	62	1077	72	76
Hispanic:	12	83		12	92	
Native American:	0			0		
White:	5			5		

Tunica County School District (7200004) No Child

Tunica Elementary

Left Behind

2011-2012

School Report Card



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

State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	F - Low Performing	Academic Watch
Quality of Distribution Index (QDI):	126	129
Growth Status:	Not Met	Met
5- Year Graduation Rate:		
High School Completion Index (HSCI):		

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

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

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	96	19	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	19	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	138	Courses
Courses NOT Taught by a Highly Qualified Teacher:	5	138	Courses

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

Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	99	100
Students with IEP's:	100	95	100
Limited English Proficient:			100
Economically Disadvantaged:	100	100	100
Asian:			
Black:	100	99	100
Hispanic:			
Native American:			
White:	100	100	
Student groups not used in AYP calculations			
Migrant:			
Male:	100	98	100
Female:	100	100	100

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

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

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

State Assessment Number Tested and Performance by Level

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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3	90	77	146.1	144.8	16	26	50	38	30	33	4	4
4	83	89	146.8	144.2	16	27	42	38	36	33	6	2
5	66	70	142.7	145.7	24	17	50	43	24	34	2	6
6												
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	90	76	149.8	150.6	11	11	40	33	43	50	6	7
4	83	88	150.2	145.7	10	25	41	40	47	34	2	1
5	66	70	148.1	148.5	23	24	29	30	41	39	8	7
6												
7												
8												

Grade 5 and Grade 8 Science Tests

5	66	70	142.0	146.5	33	27	35	29	27	34	5	10
8												

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2011 Language Arts Results

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

2011 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
	Mississippi Curriculum Test, 2nd Edition - Language Arts											

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
	Mississippi Curriculum Test, 2nd Edition - Mathematics											

3	36	36	36							39	34	
4	35	36	34							54	21	
5	40	40	41							50	31	
6												
7												
8												

3	57	57	57							56	58	
4	35	35	36							41	31	
5	46	46	47							44	47	
6												
7												
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
4
5
6
7
8

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5	44	45	46							38	50	
8												

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	230	58	61	229	63	70
Students with IEP's:	20	48		20	40	
Limited English Proficient:	2			2		
Economically Disadvantaged:	220	58	61	219	63	70
Asian:	0			0		
Black:	227	59	61	226	64	70
Hispanic:	0			0		
Native American:	0			0		
White:	1			1		

Tunica County School District (7200005) No Child

Robinsonville Elem

Left Behind

2011-2012

School Report Card



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State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	D - Academic Watch	High Performing
Quality of Distribution Index (QDI):	150	166
Growth Status:	Not Met	Met
5- Year Graduation Rate:		
High School Completion Index (HSCI):		

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
	Prior 4-Year	4-Year			4-Year	5-Year	
All Students:	Not Met	Not Met	Not Met	Met			97
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**				
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Not Met	Not Met	Not Met				
Asian:	< Minimum**	< Minimum**	< Minimum**				
Black:	Not Met	Not Met	Not Met				
Hispanic:	< Minimum**	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**	< Minimum**				
White:	< Minimum**	< Minimum**	< Minimum**				

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	99	20	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	20	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	126	Courses
Courses NOT Taught by a Highly Qualified Teacher:	2	126	Courses

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

Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	98	99	99
Students with IEP's:	100	100	90
Limited English Proficient:	100	100	
Economically Disadvantaged:	99	100	99
Asian:			
Black:	99	100	99
Hispanic:	100	100	100
Native American:			
White:	83	83	100
Student groups not used in AYP calculations			
Migrant:			
Male:	98	99	98
Female:	98	99	100

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

State Assessment Number Tested and Performance by Level

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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3	76	75	152.1	145.0	9	27	32	41	37	21	22	11
4	77	79	148.5	147.9	17	15	31	34	44	41	8	10
5	64	78	150.6	146.6	11	21	28	32	58	41	3	6
6												
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	76	75	155.3	152.5	3	5	26	25	61	63	11	7
4	77	81	153.6	149.0	10	21	25	36	55	38	10	5
5	64	78	156.3	155.7	6	6	17	17	56	56	20	21
6												
7												
8												

Grade 5 and Grade 8 Science Tests

5	64	78	149.0	148.2	13	21	41	27	34	41	13	12
8												

High School Subject Area Tests

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

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2011 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
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8	269	283	58	73	19	34

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Mississippi Curriculum Test, 2nd Edition - Language Arts

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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Mississippi Curriculum Test, 2nd Edition - Mathematics

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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3	32		31		31					42	22	
4	51		51		51					58	42	
5	47	30	46		46					53	43	
6												
7												
8												

3	69		67		68					63	76	
4	43		43		43					55	30	
5	77	40	76		76					86	69	
6												
7												
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
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Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5	53		51		51					58	48	
8												

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	219	63	74	221	76	84
Students with IEP's:	15	50		15	57	
Limited English Proficient:	1			1		
Economically Disadvantaged:	208	62	73	210	76	84
Asian:	0			0		
Black:	213	62	74	215	76	84
Hispanic:	3			3		
Native American:	0			0		
White:	3			3		

Tunica County School District (7200008)

Rosa Fort High

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

No Child

Left Behind

2011-2012

School Report Card



State Accountability Information

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

Accountability Status:	Current Year	Prior Year
	F - Low Performing	Academic Watch
Quality of Distribution Index (QDI):	117	137
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:	50.0	52.7
High School Completion Index (HSCI):	96	85

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
				Prior 4-Year	4-Year	5-Year	
All Students:	Met	Not Met	Met	50.2	57.4	50.0	94
Students with IEP's:	< Minimum**	< Minimum**		0.0	0.0	0.0	
Limited English Proficient:	< Minimum**	< Minimum**					
Economically Disadvantaged:	Met	Not Met		51.3	57.7	50.5	
Asian:	< Minimum**	< Minimum**					
Black:	Met	Not Met		50.0	59.5	50.0	
Hispanic:	< Minimum**	< Minimum**					
Native American:	< Minimum**	< Minimum**					
White:	< Minimum**	< Minimum**					

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	95	22	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	22	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	94	99	Courses
Courses NOT Taught by a Highly Qualified Teacher:	6	99	Courses

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

Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	99	100
Students with IEP's:	100	100	100
Limited English Proficient:			
Economically Disadvantaged:	100	99	100
Asian:			
Black:	100	99	100
Hispanic:			
Native American:			
White:			
Student groups not used in AYP calculations			
Migrant:			
Male:	100	98	100
Female:	100	100	100

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

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

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

State Assessment Number Tested and Performance by Level

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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3
4
5
6
7
8

Mississippi Curriculum Test, 2nd Edition - Mathematics

3
4
5
6
7
8

Grade 5 and Grade 8 Science Tests

5
8

High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	133	139	82	44	653.0	646.0	9	27	20	44	59	29	12	1
Biology I	132	169	55	52	645.0	644.0	28	30	41	41	31	28	0	1
English II	143	133	42	59	642.0	647.0	46	28	26	31	26	35	3	7
U.S. History	114	118	93	56	342.0	640.0	18	44	39	29	37	26	6	1

National Assessment of Educational Progress

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

2011 Language Arts Results

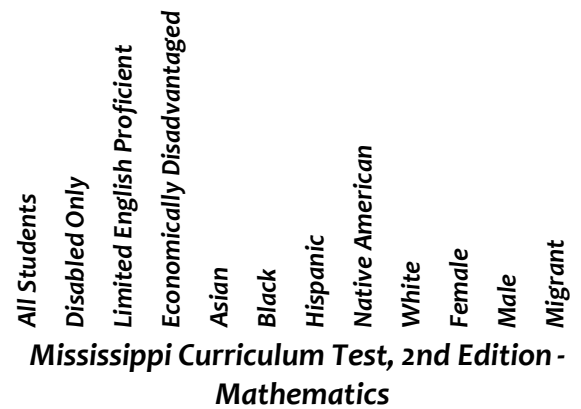
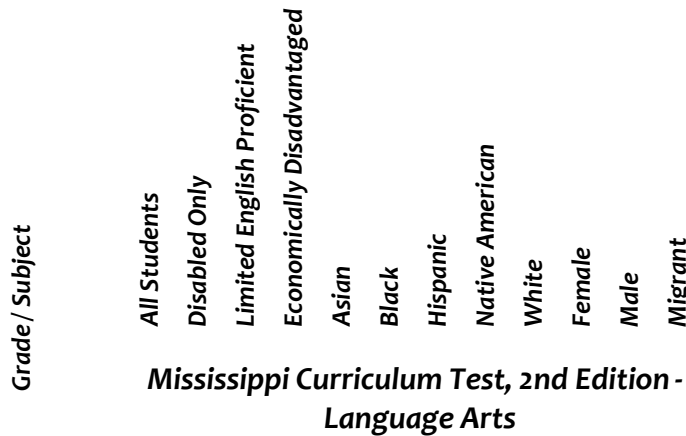
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

2011 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments



Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	30	4	29	30	32	28	Mathematics
Biology I	29	4	30	29	29	29	Science
English II	41		41	42	44	38	Language Arts
U.S. History	27		25	27	19	36	

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	130	57	46	127	67	84
Students with IEP's:	6			11	9	
Limited English Proficient:	1			1		
Economically Disadvantaged:	109	57	45	109	67	84
Asian:	0			0		
Black:	129	58	46	126	67	84
Hispanic:	1			1		
Native American:	0			0		
White:	0			0		

Tunica County School District (7200012) No Child

Tunica Middle

Left Behind

2011-2012

School Report Card



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

State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	C - Successful	Successful
Quality of Distribution Index (QDI):	142	137
Growth Status:	Met	Met
5- Year Graduation Rate:		
High School Completion Index (HSCI):		

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

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

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	94	24	FTE Teachers
Teachers with Emergency/Provisional Certification:	4	24	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	94	143	Courses
Courses NOT Taught by a Highly Qualified Teacher:	6	143	Courses

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

Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	98	98	98
Students with IEP's:	95	98	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	98	98	98
Asian:			
Black:	98	98	98
Hispanic:	100	100	100
Native American:			
White:	100	100	100
Student groups not used in AYP calculations			
Migrant:			
Male:	97	97	96
Female:	100	99	100

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

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

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

State Assessment Number Tested and Performance by Level

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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3												
4												
5												
6	167	145	145.2	147.5	16	13	49	41	35	43	1	3
7	172	152	145.9	147.2	17	15	47	38	36	47	1	1
8	128	158	141.7	146.2	27	18	45	45	27	35	1	2

Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6	167	144	148.5	148.4	22	19	31	35	44	38	4	8
7	172	152	149.4	151.8	16	9	30	19	50	69	4	3
8	130	157	152.0	152.6	10	12	22	19	60	62	9	8

Grade 5 and Grade 8 Science Tests

5												
8	126	158	148.0	145.4	18	30	33	29	45	37	3	3

High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	20	24	100	100	664.0	664.0	0	0	0	0	30	33	70	67
Biology I														
English II														
U.S. History														

National Assessment of Educational Progress

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

2011 Language Arts Results

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

2011 Mathematic Results

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	440	64	61	438	75	72
Students with IEP's:	36	13	24	37	24	26
Limited English Proficient:	1			1		
Economically Disadvantaged:	413	65	60	410	75	71
Asian:	0			0		
Black:	437	64	60	435	75	72
Hispanic:	3			3		
Native American:	0			0		
White:	0			0		

Tunica County School District (7200014) No Child
 Dundee Elementary Left Behind



2011-2012
 School Report Card

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

State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	B - High Performing	Star School
Quality of Distribution Index (QDI):	182	203
Growth Status:	Met	Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
	Prior 4-Year	4-Year			Prior 4-Year	4-Year	
All Students:	Met	Met	Not Met	Met			97
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**				
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Met	Not Met				
Asian:	< Minimum**	< Minimum**	< Minimum**				
Black:	Met	Met	Not Met				
Hispanic:	< Minimum**	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**	< Minimum**				
White:	< Minimum**	< Minimum**	< Minimum**				

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	9	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	9	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	63	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	63	Courses

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

Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	100	100
Students with IEP's:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	100	100	100
Asian:			
Black:	100	100	100
Hispanic:	100	100	100
Native American:			
White:			
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	100
Female:	100	100	100

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

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

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

State Assessment Number Tested and Performance by Level

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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3	24	21	152.8	152.3	0	0	33	24	50	71	17	5
4	26	27	155.1	155.3	0	0	12	22	77	67	12	11
5	27	29	155.9	156.8	7	3	11	7	67	76	15	14
6												
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	24	21	157.8	153.1	0	5	29	38	46	52	25	5
4	26	27	157.7	149.2	4	11	12	48	65	33	19	7
5	27	29	161.2	157.2	4	7	4	14	48	45	44	35
6												
7												
8												

Grade 5 and Grade 8 Science Tests

5	27	29	151.0	148.9	7	17	30	31	52	41	11	10
8												

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2011 Language Arts Results

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

2011 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Mississippi Curriculum Test, 2nd Edition - Language Arts

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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Mississippi Curriculum Test, 2nd Edition - Mathematics

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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3	76	75	74						85			
4	78	81	78						71	85		
5	90	90	88						88	92		
6												
7												
8												

3	57	55	58						69			
4	41	42	41						36	46		
5	79	79	77						75	85		
6												
7												
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3												
4												
5												
6												
7												
8												

3												
4												
5												
6												
7												
8												

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5	52	52	46						38	69		
8												

5												
8												

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	71	92	90	71	76	91
Students with IEP's:	3			3		
Limited English Proficient:	2			2		
Economically Disadvantaged:	69	93	90	69	76	91
Asian:	0			0		
Black:	66	92	89	66	75	90
Hispanic:	5			5		
Native American:	0			0		
White:	0			0		