

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	High Performing
Quality of Distribution Index (QDI):	169	167
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	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Met	Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	APPROACHING TARGET	

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	
All Students:	Not Met	Met	Met			94
Students with IEPs:	< Minimum**	< Minimum**				
Limited English Proficient:	< Minimum**	< Minimum**				
Economically Disadvantaged:	Not Met	Met				
Asian:	< Minimum**	< Minimum**				
Black:	Not Met	Met				
Hispanic:	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**				
White:	Met	Met				

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	94	17	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	17	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	87	124	Courses
Courses NOT Taught by a Highly Qualified Teacher:	13	124	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 IEPs:	100	100	100
Limited English Proficient:			
Economically Disadvantaged:	100	100	100
Asian:			
Black:	100	100	100
Hispanic:			
Native American:			
White:	100	100	100
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	53	46	151.6	155.7	11	7	30	22	32	41	26	30
4	32	52	157.2	151.8	3	8	19	31	53	46	25	15
5	45	39	146.5	152.2	22	10	24	31	49	46	4	13
6	63	44	153.4	150.0	13	5	14	46	62	46	11	5
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	53	46	153.3	155.2	11	7	15	24	59	48	15	22
4	32	52	155.8	152.8	6	12	25	15	50	67	19	6
5	45	39	150.4	151.5	16	18	40	18	27	46	18	18
6	63	44	151.9	152.2	14	21	25	14	46	46	14	21
7												
8												

Grade 5 and Grade 8 Science Tests

5	45	37	146.0	152.6	27	11	38	30	22	32	13	27
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.

2012 Language Arts Results

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

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 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												
3	72	25		55		46			80	74	70	
4	62	4		47		32			83	67	57	
5	59	4		55		64			57	71	44	
6	50	4		27		30			67	58	44	
7												
8												

All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
Mississippi Curriculum Test, 2nd Edition - Mathematics											
70	25		65		64			72	68	70	
73	25		59		50			90	75	71	
64	4		59		64			64	76	50	
66	17		54		50			79	74	60	

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts												
3												
4												
5												
6												
7												
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics											

Grade 5 and Grade 8 Science Tests												
5	59	4		55		50			63	62	56	
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

High School Subject Area Tests												
Algebra I												
Biology I												
English II												
U.S. History												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary											
Mathematics											
Science											
Language Arts											

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	177	76	78	177	77	76
Students with IEPs:	21	33		21	31	
Limited English Proficient:	0			0		
Economically Disadvantaged:	98	65	70	98	68	68
Asian:	0			0		
Black:	63	59	68	63	64	64
Hispanic:	0			0		
Native American:	0			0		
White:	114	86	85	114	84	84

Vicksburg-Warren School District (750000) No Child

Bowmar Avenue

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.

Left Behind

2012-2013

School Report Card



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	B	High Performing
Quality of Distribution Index (QDI):	199	195
Growth Status:	Met	Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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

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

NCLB Annual Measurable Objective (AMO)

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

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

	Current Year	Last Year
School AMO Status:	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	NO DA LABEL - NOT T1	

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	
All Students:	Not Met	Met	Met			97
Students with IEPs:	< 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:	Not Met	Met				

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	15	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	15	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	99	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	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:	99	99	100
Students with IEPs:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	98	98	100
Asian:	100	100	100
Black:	99	99	100
Hispanic:	100	100	100
Native American:			
White:	100	100	100
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	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	55	47	154.6	160.9	2	2	22	6	55	51	22	40
4	49	53	155.4	153.8	4	4	16	36	53	42	27	19
5	48	51	156.0	155.1	2	12	23	12	58	51	17	26
6	48	46	154.1	156.3	2	0	21	20	71	70	6	11
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	55	47	158.5	159.6	0	2	16	9	60	64	24	26
4	49	53	155.5	157.0	4	4	20	17	57	60	18	19
5	48	51	155.1	157.1	6	4	25	18	46	59	23	20
6	48	46	158.4	156.5	0	9	19	11	54	57	27	24
7												
8												

Grade 5 and Grade 8 Science Tests

5	48	51	155.0	156.7	6	4	25	16	44	45	25	35
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.

2012 Language Arts Results

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

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 Assessments

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Language Arts												Mississippi Curriculum Test, 2nd 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	
92																									
3	92			84		87	96		95	96	82		89			90		83	96		95	96	82		
4	60			50	96	43	50		73	73	48		79			58	96	65	96		89	85	74		
5	77	50	4	50	96	71	4		84	85	67		78	50	4	44	96	63	4		96	74	83		
6	81	96		53		68			95	73	90		80	75		59		64			96	81	80		
7																									
8																									
<hr/>																									
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																									
<hr/>																									
Grade 5 and Grade 8 Science Tests												Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science													
5	80	50	4	56	96	71	4		92	82	79														
8																									
<hr/>																									
High School Subject Area Tests												Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary													
Algebra I												Mathematics													
Biology I												Science													
English II												Language Arts													
U.S. History																									

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	195	86	88	195	89	88
Students with IEPs:	6			6		
Limited English Proficient:	1			1		
Economically Disadvantaged:	64	76	78	64	77	82
Asian:	3			3		
Black:	95	81	82	95	80	83
Hispanic:	5			5		
Native American:	0			0		
White:	91	91	93	91	97	93

Vicksburg-Warren School District (7500006) No Child

Beechwood Elementary

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.

Left Behind

2012-2013

School Report Card



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	D	Successful
Quality of Distribution Index (QDI):	158	157
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	Not Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	APPROACHING TARGET	

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	
All Students:	Not Met	Not Met	Met			95
Students with IEPs:	< 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:	Not Met	Not Met				

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	22	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	22	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	155	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	155	Courses

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

Assessment Participation Rates

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

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

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

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

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

State Assessment Number Tested and Performance by Level

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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3	65	71	152.1	150.7	12	10	31	28	34	45	23	17
4	68	63	148.8	150.3	13	11	32	41	44	27	10	21
5	61	68	153.3	147.0	3	18	25	40	62	38	10	4
6	68	61	151.3	152.2	10	12	28	21	54	54	7	13
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	65	71	154.8	153.2	6	9	31	25	45	48	19	18
4	68	63	151.0	152.2	19	8	25	32	49	46	7	14
5	60	68	147.0	145.8	28	25	30	38	35	31	7	6
6	68	61	152.9	153.5	13	12	28	26	47	43	12	20
7												
8												

Grade 5 and Grade 8 Science Tests

5	63	72	150.0	147.4	19	24	19	29	43	32	19	15
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.

2012 Language Arts Results

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

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 Assessments

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Language Arts												Mississippi Curriculum Test, 2nd 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		
62																										
3	62			51	96	55			66	55	67		66			54	96	65		66	66	67				
4	48	4		44	96	52			42	65	31		60	4		56	96	52		67	68	53				
5	43			33	96	27			53	44	41		37			30	96	20		47	38	35				
6	67	4		61		65			68	68	67		62	4		47		54		68	56	70				
7																										
8																										
<hr/>																										
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																										
<hr/>																										
Grade 5 and Grade 8 Science Tests												Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science														
5	47	4		40	96	31			60	56	40															
8																										
<hr/>																										
High School Subject Area Tests												Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary														
Algebra I													Mathematics													
Biology I													Science													
English II													Language Arts													
U.S. History																										

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	250	73	76	250	72	75
Students with IEPs:	5			5		
Limited English Proficient:	0			0		
Economically Disadvantaged:	153	68	69	153	64	67
Asian:	4			4		
Black:	111	71	73	111	65	69
Hispanic:	0			0		
Native American:	0			0		
White:	133	73	79	133	76	79

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:

Quality of Distribution Index (QDI):

Growth Status:

5-Year Graduation Rate:

High School Completion Index (HSCI):

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	
All Students:	Met	Not Met	Met			95
Students with IEPs: < Minimum**	< Minimum**	< Minimum**				
Limited English Proficient: < Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Not Met				
Asian: < Minimum**	< Minimum**	< Minimum**				
Black:	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:	91	23	FTE Teachers
Teachers with Emergency/Provisional Certification:	9	23	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	143	Courses
Courses NOT Taught by a Highly Qualified Teacher:	5	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:	97	97	100
Students with IEPs:	100	100	100
Limited English Proficient:			
Economically Disadvantaged:	97	97	100
Asian:			
Black:	100	100	100
Hispanic:	100	100	
Native American:			
White:	86	86	
Student groups not used in AYP calculations			
Migrant:			
Male:	95	95	100
Female:	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	73	61	148.1	151.7	21	12	27	21	40	41	12	26
4												
5												
6												
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	72	61	149.5	150.9	14	16	32	34	50	28	4	21
4												
5												
6												
7												
8												

Grade 5 and Grade 8 Science Tests

5												
8												

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2012 Language Arts Results

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

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 Assessments

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Language Arts												Mississippi Curriculum Test, 2nd 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	
67 4																									
3	67 4		61		63 96			82 63 72					49 4		39		41 96			82 47 52					
4																									
5																									
6																									
7																									
8																									
<hr/>																									
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																									
<hr/>																									
Grade 5 and Grade 8 Science Tests												Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science													
5																									
8																									
<hr/>																									
High School Subject Area Tests												Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary													
Algebra I													Mathematics												
Biology I													Science												
English II													Language Arts												
U.S. History																									

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	61	78	69	61	66	73
Students with IEPs:	5		38	5		45
Limited English Proficient:	0			0		
Economically Disadvantaged:	51	74	65	51	60	68
Asian:	0			0		
Black:	49	76	68	49	61	68
Hispanic:	1			1		
Native American:	0			0		
White:	11	86		11	86	

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
Quality of Distribution Index (QDI):	138	144
Growth Status:	Met	Met
5- Year Graduation Rate:		
High School Completion Index (HSCI):		

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	
All Students:	Met	Met	Met			94
Students with IEPs:	Not Met	Not Met				
Limited English Proficient:	< Minimum**	< Minimum**				
Economically Disadvantaged:	Not Met	Not Met				
Asian:	< Minimum**	< Minimum**				
Black:	Met	Met				
Hispanic:	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**				
White:	Not Met	Not Met				

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	99	28	FTE Teachers
Teachers with Emergency/Provisional Certification:	1	28	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	191	Courses
Courses NOT Taught by a Highly Qualified Teacher:	2	191	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:	99	99	100
Students with IEPs:	94	94	100
Limited English Proficient:	100	100	
Economically Disadvantaged:	99	99	100
Asian:	100	100	100
Black:	99	99	100
Hispanic:	100	100	100
Native American:			
White:	97	97	100
Student groups not used in AYP calculations			
Migrant:			
Male:	98	98	100
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	98	81	146.5	148.2	15	16	46	32	32	41	7	11
4	183	151	146.2	147.1	17	20	42	36	33	33	8	11
5	170	171	147.0	145.5	12	23	47	39	39	34	1	5
6	183	132	149.5	150.0	16	7	30	39	48	50	7	5
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	98	81	151.4	150.7	5	10	36	35	52	48	7	7
4	183	150	146.7	149.0	18	14	43	32	37	53	2	1
5	170	171	149.1	148.1	14	20	33	30	49	42	4	8
6	182	132	151.1	153.0	17	11	24	21	48	57	11	11
7												
8												

Grade 5 and Grade 8 Science Tests

5	166	169	144.0	145.7	36	27	37	38	24	27	4	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 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.

2012 Language Arts Results

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

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 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												
3	52	4	96	46		49	96		64	68	37	
4	44	4		42	96	41	96		50	49	39	
5	39	7		33	50	37	50		44	43	35	
6	55	4		47		52	33		86	61	50	
7												
8												

All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
Mississippi Curriculum Test, 2nd Edition - Mathematics											
56	4	96	52		50	96		82	63	49	
54	8		50	96	51	50		65	61	48	
50	4		46	75	46	96		59	45	54	
68	4		66		64	96		93	66	70	

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts												
3												
4												
5												
6												
7												
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics											

Grade 5 and Grade 8 Science Tests												
5	36	4		29	96	28	50		62	30	41	
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

High School Subject Area Tests												
Algebra I												
Biology I												
English II												
U.S. History												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary											
Mathematics											
Science											
Language Arts											

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	525	64	64	524	70	70
Students with IEPs:	43	26	35	42	20	31
Limited English Proficient:	1			1		
Economically Disadvantaged:	436	61	62	437	67	68
Asian:	5			5		
Black:	434	63	62	434	68	68
Hispanic:	10	75		9		
Native American:	0			0		
White:	75	68	77	75	78	82

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:	D	Academic Watch
Quality of Distribution Index (QDI):	164	164
Growth Status:	Not Met	Not Met
5- Year Graduation Rate:		
High School Completion Index (HSCI):		

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	
All Students:	Not Met	Not Met	Met			96
Students with IEPs:	< 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:	Not Met	Not Met				

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	21	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	21	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	155	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	155	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 IEPs:	100	100	100
Limited English Proficient:	100	100	
Economically Disadvantaged:	100	100	100
Asian:			
Black:	100	100	100
Hispanic:	100	100	
Native American:			
White:	100	100	100
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	67	57	155.0	154.6	2	7	33	19	40	44	25	30
4	69	71	146.1	149.9	16	11	49	38	30	45	4	6
5	66	63	149.8	145.4	12	25	30	33	46	38	12	3
6	48	67	151.6	153.2	2	9	31	21	65	58	2	12
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	67	57	159.9	156.6	0	7	16	19	57	44	27	30
4	69	71	147.7	151.8	17	6	44	31	35	58	4	6
5	66	63	150.4	153.3	18	5	20	30	49	51	14	14
6	48	67	150.0	152.3	21	13	13	21	58	54	8	12
7												
8												

Grade 5 and Grade 8 Science Tests

5	66	63	150.0	149.7	17	14	27	35	46	38	11	13
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.

2012 Language Arts Results

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

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 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											
3	74	43	96	65		58	96		80	68	79	
4	51	4		36		30			58	53	49	
5	41	29		33		23			51	47	36	
6	70	17		62		44	96		79	76	67	
7												
8												

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	74	43	4	58		47	4		91	61	86	
4	63	50		48		45			70	66	62	
5	65	29		56		50			73	75	55	
6	66	17		49		39	96		74	60	69	
7												
8												

	Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts											
3												
4												
5												
6												
7												
8												

	Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics											
3												
4												
5												
6												
7												
8												

	Grade 5 and Grade 8 Science Tests											
5	51	43		36		27			63	50	52	
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

	High School Subject Area Tests											
Algebra I												
Biology I												
English II												
U.S. History												

	Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary											
Mathematics												
Science												
Language Arts												

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	246	73	76	246	80	88
Students with IEPs:	26	44		26	58	
Limited English Proficient:	1			1		
Economically Disadvantaged:	127	65	69	127	71	83
Asian:	0			0		
Black:	72	55	62	72	65	78
Hispanic:	3			3		
Native American:	0			0		
White:	168	80	82	168	86	91

Vicksburg-Warren School District (750002) No Child Sherman Ave Elem

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

Left Behind

2012-2013

School Report Card



State Accountability Information

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

Current Year

Prior Year

Accountability Status:

Quality of Distribution Index (QDI):

Growth Status:

5-Year Graduation Rate:

High School Completion Index (HSCI):

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	
All Students:	Not Met	Not Met	Met			95
Students with IEPs:	< Minimum**	< Minimum**				
Limited English Proficient:	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Not Met				
Asian:	< Minimum**	< Minimum**				
Black:	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:	98	20	FTE Teachers
Teachers with Emergency/Provisional Certification:	3	20	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	141	Courses
Courses NOT Taught by a Highly Qualified Teacher:	2	141	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:	99	99	
Students with IEPs:	89	89	
Limited English Proficient:			
Economically Disadvantaged:	100	100	
Asian:			
Black:	98	98	
Hispanic:			
Native American:			
White:	100	100	
Student groups not used in AYP calculations			
Migrant:			
Male:	98	98	
Female:	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	77	70	148.8	147.0	14	16	44	44	20	31	22	9
4												
5												
6												
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	76	70	151.3	149.0	11	19	38	33	37	40	15	9
4												
5												
6												
7												
8												

Grade 5 and Grade 8 Science Tests

5												
8												

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2012 Language Arts Results

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

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 Assessments

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Language Arts												Mississippi Curriculum Test, 2nd 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	40	4		34		36			64	44	37		49	17		43		44		73	47	50			
4																									
5																									
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																									
8																									
	High School Subject Area Tests												Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary												
Algebra I													Mathematics												
Biology I													Science												
English II													Language Arts												
U.S. History																									

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	70	63	65	70	66	81
Students with IEPs:	9			9		
Limited English Proficient:	0			0		
Economically Disadvantaged:	61	58	58	61	62	78
Asian:	0			0		
Black:	60	58	53	60	63	75
Hispanic:	0			0		
Native American:	0			0		
White:	9		76	9		87

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	Academic Watch
Quality of Distribution Index (QDI):	133	119
Growth Status:	Met	Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

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

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	29	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	29	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	199	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	199	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:	99	99	100
Students with IEPs:	96	96	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	100
Asian:	100	100	100
Black:	99	99	100
Hispanic:	100	100	100
Native American:			
White:	99	99	100
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	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	77	93	143.1	146.5	33	22	39	40	21	29	8	10
4	163	142	146.5	150.5	19	13	37	26	36	47	9	14
5	173	154	142.3	146.2	28	21	44	32	24	42	4	5
6	159	169	143.7	144.6	24	21	44	48	28	27	4	4
7		1		123.0								
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	75	94	147.5	146.3	17	20	40	43	36	33	7	4
4	163	141	147.4	150.1	21	19	34	23	43	50	3	8
5	173	154	145.5	149.3	29	18	34	27	32	49	5	7
6	159	169	146.5	148.0	30	23	30	31	33	38	6	8
7		1		116.0								
8												

Grade 5 and Grade 8 Science Tests

5	172	153	139.0	146.8	49	20	36	37	13	33	2	9
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.

2012 Language Arts Results

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

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 Assessments

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Language Arts												Mississippi Curriculum Test, 2nd 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	39	4		36	96	36			55	47	31		37	4		36	96	32		73	38	37			
4	61	25		61		58	96		68	72	51		57	25		53		53	96	71	61	54			
5	47	7	96	42	96	37	75		77	54	41		56	13	96	51	96	48	75	83	61	52			
6	31	19	4	24	4	23			59	38	25		46	19	96	42	96	42		59	46	46			
7	4	4		4					4	4			4	4		4				4	4				
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	43	8	4	36	50	30	75		84	44	41														
8																									
High School Subject Area Tests												Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary													
Algebra I													Mathematics												
Biology I													Science												
English II													Language Arts												
U.S. History																									

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	531	62	58	531	64	56
Students with IEPs:	62	28	39	62	27	33
Limited English Proficient:	2			2		
Economically Disadvantaged:	425	59	55	425	61	53
Asian:	4			4		
Black:	417	58	56	417	60	54
Hispanic:	4			4		
Native American:	0			0		
White:	106	77	68	106	79	63

Vicksburg-Warren School District (750002) No Child South Park Elem

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

Left Behind

2012-2013

School Report Card



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	C	Successful
Quality of Distribution Index (QDI):	158	155
Growth Status:	Met	Met
5- Year Graduation Rate:		
High School Completion Index (HSCI):		

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	
All Students:	Not Met	Met	Met			95
Students with IEPs:	< Minimum**	< Minimum**				
Limited English Proficient:	< Minimum**	< Minimum**				
Economically Disadvantaged:	Not Met	Met				
Asian:	< Minimum**	< Minimum**				
Black:	Met	Met				
Hispanic:	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**				
White:	Not Met	Not Met				

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	95	20	FTE Teachers
Teachers with Emergency/Provisional Certification:	5	20	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	143	Courses
Courses NOT Taught by a Highly Qualified Teacher:	5	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:	100	99	100
Students with IEPs:	100	89	100
Limited English Proficient:			
Economically Disadvantaged:	100	100	100
Asian:			
Black:	100	100	100
Hispanic:	100	50	
Native American:	100	100	
White:	100	99	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	68	61	150.6	153.4	10	7	43	26	31	48	16	20
4	59	66	151.4	151.8	12	8	31	32	37	39	20	21
5	58	50	147.2	149.4	12	18	40	26	45	46	3	10
6	58	48	154.1	145.7	5	19	22	40	64	42	9	0
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	68	61	152.3	153.5	7	5	32	31	50	43	10	21
4	59	66	147.2	151.8	20	15	39	24	37	52	3	9
5	58	50	147.0	147.4	22	20	33	42	41	32	3	6
6	58	48	153.0	151.0	5	15	28	23	62	54	5	8
7												
8												

Grade 5 and Grade 8 Science Tests

5	58	50	148.0	148.6	21	24	36	22	33	34	10	20
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.

2012 Language Arts Results

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

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 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											
3	67	4		58		52			81	73	61	
4	61	4		53		42	96	96	75	65	56	
5	56	4		50		41			74	61	52	
6	42	4		28		37		4	53	41	42	
7												
8												

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	64	25		58		45			81	70	58	
4	61	4		51		48	96	4	72	62	59	
5	38	25		28		26			52	30	44	
6	63	4		63		57			71	59	65	
7												
8												

	Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts											
3												
4												
5												
6												
7												
8												

	Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics											
3												
4												
5												
6												
7												
8												

	Grade 5 and Grade 8 Science Tests											
5	54	4		45		38			71	57	52	
8												

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

	High School Subject Area Tests											
Algebra I												
Biology I												
English II												
U.S. History												

	Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary											
Mathematics												
Science												
Language Arts												

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	213	74	74	212	72	71
Students with IEPs:	16	41		15	33	
Limited English Proficient:	0			0		
Economically Disadvantaged:	136	67	68	136	67	65
Asian:	0			0		
Black:	110	65	63	110	66	61
Hispanic:	1			1		
Native American:	2			2		
White:	99	82	87	98	79	81

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	Academic Watch
Quality of Distribution Index (QDI):	126	133
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:	60.5	55.7
High School Completion Index (HSCI):	87	

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

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

NCLB Annual Measurable Objective (AMO)

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

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

	Current Year	Last Year
School AMO Status:	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Not Met	Not Met
Differentiated Accountability Status:	NO DA LABEL - NOT T1	

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
				Prior 4-Year	4-Year	5-Year	
All Students:	Not Met	Not Met	Not Met	55.6	54.6	60.5	94
Students with IEPs:		< Minimum**		59.0	6.0	61.2	
Limited English Proficient:	< Minimum**	< Minimum**					
Economically Disadvantaged:	Not Met	Not Met		58.9	43.4	58.0	
Asian:	< Minimum**	< Minimum**					
Black:	Not Met	Not Met		53.2	52.8	58.3	
Hispanic:	< Minimum**	< Minimum**					
Native American:	< Minimum**	< Minimum**					
White:	Not Met	Not Met		63.8	59.8	68.3	

**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:	90	47	FTE Teachers
Teachers with Emergency/Provisional Certification:	3	47	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	91	286	Courses
Courses NOT Taught by a Highly Qualified Teacher:	9	286	Courses

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

Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	97	96	98
Students with IEPs:	100	100	100
Limited English Proficient:			
Economically Disadvantaged:	99	99	100
Asian:	100	100	100
Black:	99	99	100
Hispanic:	100	100	100
Native American:			
White:	100	100	100
Student groups not used in AYP calculations			
Migrant:			
Male:	99	100	100
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
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	177	196	61	70	648.0	650.0	18	13	38	31	40	51	4	5
Biology I	210	266	53	46	644.0	643.0	30	30	38	42	30	27	3	1
English II	238	251	63	49	648.0	644.0	29	38	24	26	33	28	13	8
U.S. History	226	225	65	71	643.0	644.0	35	29	22	24	36	41	7	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.

2012 Language Arts Results

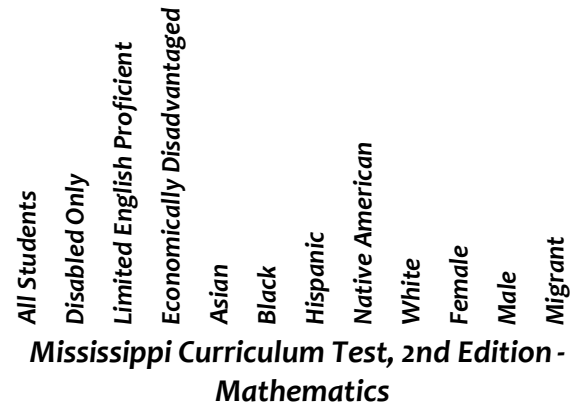
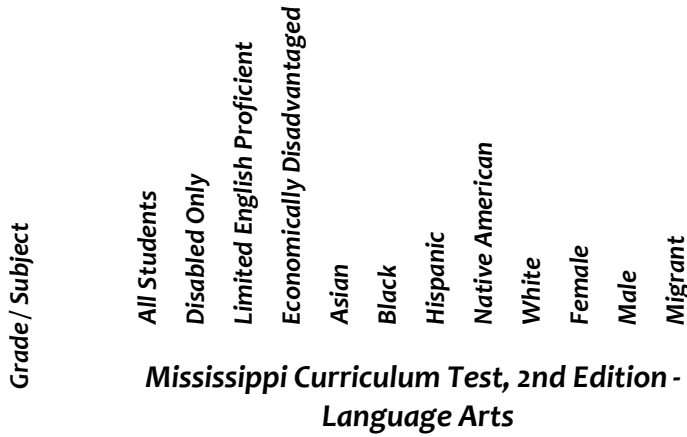
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 Assessments



Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Language Arts

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Mathematics

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Science

High School Subject Area Tests

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Secondary

Algebra I	56	8	52	53	68	62	51	Mathematics
Biology I	29	4	25	21	59	28	29	Science
English II	36	4	28	25	57	36	35	Language Arts
U.S. History	47	4	40	36	71	44	50	

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	240	49	65	208	74	79
Students with IEPs:	33	3		20	23	
Limited English Proficient:	0			0		
Economically Disadvantaged:	168	42	58	142	69	75
Asian:	6			5		
Black:	170	39	61	146	68	75
Hispanic:	0			0		
Native American:	0			0		
White:	60	70	76	54	91	93

Vicksburg-Warren School District (750002) No Child Vicksburg Jr 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.

Left Behind

2012-2013

School Report Card



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	D	Successful
Quality of Distribution Index (QDI):	144	146
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	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	NO DA LABEL - NOT T1	

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	
All Students:	Met	Met	Met			94
Students with IEPs:	Not Met	Met				
Limited English Proficient:	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Met				
Asian:	< Minimum**	< Minimum**				
Black:	Met	Met				
Hispanic:	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**				
White:	Not Met	Not Met				

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	91	32	FTE Teachers
Teachers with Emergency/Provisional Certification:	6	32	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	90	179	Courses
Courses NOT Taught by a Highly Qualified Teacher:	10	179	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:	99	98	96
Students with IEPs:	98	98	84
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	97	96
Asian:	100	100	100
Black:	99	99	98
Hispanic:	100	100	100
Native American:	100	100	
White:	99	94	92
Student groups not used in AYP calculations			
Migrant:			
Male:	99	97	96
Female:	99	98	96

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	354	334	147.0	147.2	21	19	33	31	44	48	2	2
8	279	321	147.8	146.5	17	22	36	34	45	40	3	4

Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6												
7	352	328	150.5	151.9	19	17	20	18	47	52	13	13
8	278	319	150.2	148.7	17	22	27	26	49	46	7	6

Grade 5 and Grade 8 Science Tests

5												
8	278	313	148.0	148.0	22	21	30	33	38	36	10	10

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	48	61	100	97	663.0	661.0	0	2	0	3	52	51	48	44
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.

2012 Language Arts Results

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

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 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

4

5

6

7

8

50 4 4 44 83 46 96 96 57 55 46
44 4 4 35 96 37 50 66 49 39

66 11 96 61 96 62 96 96 75 72 60
52 5 4 44 96 48 50 62 52 52

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3

4

5

6

7

8

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5

8

46 6 4 36 96 37 67 72 45 46

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I

95

92

92

96

91

96

Mathematics

Biology I

Science

English II

Language Arts

U.S. History

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	636	64	62	630	71	63
Students with IEPs:	51	18	27	51	24	21
Limited English Proficient:	1			1		
Economically Disadvantaged:	492	59	58	487	66	58
Asian:	7			7		
Black:	481	61	57	480	69	58
Hispanic:	9			9		
Native American:	0			0		
White:	138	74	76	133	76	77

Vicksburg-Warren School District (750002) No Child Warren Central 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.

Left Behind

2012-2013

School Report Card



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	C	Academic Watch
Quality of Distribution Index (QDI):	156	162
Growth Status:	Met	Not Met
5-Year Graduation Rate:	61.5	59.0
High School Completion Index (HSCI):	109	

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

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

NCLB Annual Measurable Objective (AMO)

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

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

	Current Year	Last Year
School AMO Status:	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Not Met
Differentiated Accountability Status:	NO DA LABEL - NOT T1	

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
				Prior 4-Year	4-Year	5-Year	
All Students:	Not Met	Not Met	Met	56.7	64.1	61.5	92
Students with IEPs:		< Minimum**		8.6	14.9	8.9	
Limited English Proficient:	< Minimum**	< Minimum**					
Economically Disadvantaged:	Not Met	Not Met		49.7	52.0	54.1	
Asian:	< Minimum**	< Minimum**					
Black:	Not Met	Not Met		52.6	56.8	59.6	
Hispanic:	< Minimum**	< Minimum**					
Native American:	< Minimum**	< Minimum**					
White:	Not Met	Met		62.5	72.4	64.9	

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	98	47	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	47	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	283	Courses
Courses NOT Taught by a Highly Qualified Teacher:	3	283	Courses

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

Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	97	97	98
Students with IEPs:	93	93	93
Limited English Proficient:			
Economically Disadvantaged:	99	100	100
Asian:	100	100	100
Black:	99	100	100
Hispanic:	100	100	100
Native American:			
White:	98	98	98
Student groups not used in AYP calculations			
Migrant:			
Male:	97	98	98
Female:	100	100	100

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

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

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

State Assessment Number Tested and Performance by Level

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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3
4
5
6
7
8

Mississippi Curriculum Test, 2nd Edition - Mathematics

3
4
5
6
7
8

Grade 5 and Grade 8 Science Tests

5
8

High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	221	238	85	85	655.0	654.0	5	8	17	16	53	58	25	18
Biology I	267	294	73	71	646.0	649.0	18	15	29	31	48	46	5	8
English II	261	321	70	62	649.0	647.0	23	28	23	26	40	35	14	12
U.S. History	206	259	72	75	646.0	646.0	28	25	18	21	39	38	14	16

National Assessment of Educational Progress

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

2012 Language Arts Results

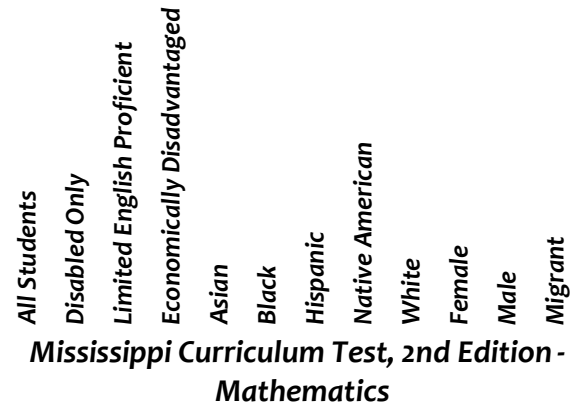
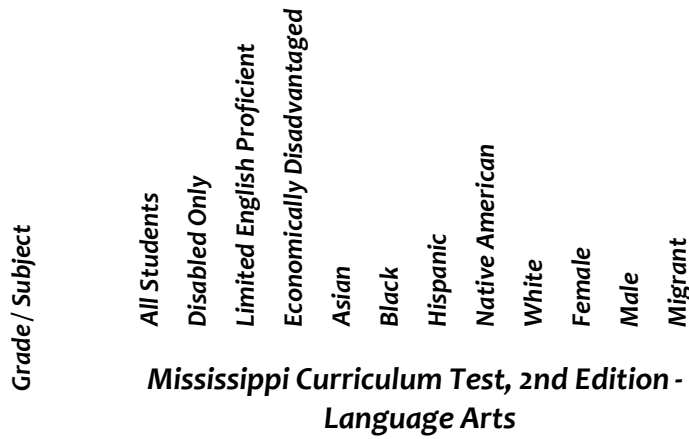
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 Assessments



Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Language Arts

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Mathematics

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Science

High School Subject Area Tests

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Secondary

Algebra I	76	28	70	69	85	82	68	Mathematics
Biology I	53	5	38	32	75	50	57	Science
English II	46	4	33	28	65	49	43	Language Arts
U.S. History	54	6	40	38	70	46	64	

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	311	60	72	274	87	90
Students with IEPs:	42	5		23	37	
Limited English Proficient:	0			1		
Economically Disadvantaged:	179	48	59	153	82	89
Asian:	2			3		
Black:	159	44	61	138	81	88
Hispanic:	1			1		
Native American:	1			1		
White:	147	76	81	130	93	92

Vicksburg-Warren School District (750003) No Child Warren Central Jr Hi

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.

Left Behind

2012-2013

School Report Card



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	D	Successful
Quality of Distribution Index (QDI):	147	150
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	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Met	Not Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	NO DA LABEL - NOT T1	

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	
All Students:	Not Met	Met	Met			94
Students with IEPs:	Not Met	Met				
Limited English Proficient:	< Minimum**	< Minimum**				
Economically Disadvantaged:	Not Met	Met				
Asian:	< Minimum**	< Minimum**				
Black:	Not Met	Met				
Hispanic:	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**				
White:	Not Met	Met				

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	96	29	FTE Teachers
Teachers with Emergency/Provisional Certification:	1	29	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	153	Courses
Courses NOT Taught by a Highly Qualified Teacher:	5	153	Courses

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

Assessment Participation Rates

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

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

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	388	386	147.8	146.4	20	21	31	35	45	43	3	2
8	325	349	148.0	147.4	19	18	36	38	41	40	5	4

Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6												
7	388	383	149.8	148.7	21	24	24	24	43	41	12	12
8	325	349	150.4	150.7	16	18	32	24	43	48	9	11

Grade 5 and Grade 8 Science Tests

5												
8	322	348	148.0	147.5	26	24	28	25	37	41	9	10

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	40	62	98	98	659.0	662.0	0	0	5	5	68	44	28	52
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.

2012 Language Arts Results

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

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 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

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

4

5

6

7

8

45 4 4 35 50 34 4 61 47 42
44 5 96 34 67 33 67 96 57 53 35

53 7 96 44 96 44 4 65 52 54
59 14 4 50 96 48 67 96 70 64 53

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Language Arts

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Mathematics

3

4

5

6

7

8

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Science

5

8

51 13 96 39 96 40 96 96 62 52 50

High School Subject Area Tests

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Secondary

Algebra I

95

92

93

96 94 96

Mathematics

Biology I

Science

English II

Language Arts

U.S. History

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	719	63	66	716	68	67
Students with IEPs:	52	23	33	53	30	29
Limited English Proficient:	1			1		
Economically Disadvantaged:	480	56	57	478	61	58
Asian:	7			7		
Black:	408	54	57	407	60	57
Hispanic:	4			4		
Native American:	1			1		
White:	295	74	76	293	79	78

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:	D	Academic Watch
Quality of Distribution Index (QDI):	133	135
Growth Status:	Not Met	Not Met
5- Year Graduation Rate:		
High School Completion Index (HSCI):		

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	
All Students:	Met	Not Met	Met			95
Students with IEPs: < Minimum**	< Minimum**	< Minimum**				
Limited English Proficient: < Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Not Met	Not Met				
Asian: < Minimum**	< Minimum**	< Minimum**				
Black:	Not Met	Not Met				
Hispanic: < Minimum**	< Minimum**	< Minimum**				
Native American: < Minimum**	< Minimum**	< Minimum**				
White:	Met	Not Met				

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	98	19	FTE Teachers
Teachers with Emergency/Provisional Certification:	3	19	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	94	142	Courses
Courses NOT Taught by a Highly Qualified Teacher:	6	142	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 IEPs:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	100	100	100
Asian:	100	100	
Black:	100	100	100
Hispanic:	100	100	100
Native American:			
White:	100	100	100
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	48	42	153.4	154.2	8	10	19	19	52	50	21	21
4	70	51	145.0	150.5	17	12	47	31	33	45	3	12
5	50	66	143.7	144.5	24	23	38	38	36	36	2	3
6	67	52	148.1	147.9	10	10	43	42	40	44	6	4
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	48	42	155.6	152.6	6	5	27	33	46	50	21	12
4	70	51	146.2	150.7	21	12	40	29	39	53	0	6
5	50	66	144.4	141.1	38	47	22	26	38	26	2	2
6	67	52	148.4	149.6	16	14	36	37	40	39	8	12
7												
8												

Grade 5 and Grade 8 Science Tests

5	49	66	145.0	145.9	31	30	37	39	29	24	4	6
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.

2012 Language Arts Results

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

2012 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2012 - 2013 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											
3	71	4	96	76		69	96		78	85	50	
4	57	4	96	49		58	50		56	64	50	
5	39	4	4	35		33	4		67	35	41	
6	48	4		44	96	47	4		46	45	50	
7												
8												

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	62	4	96	67		59	96		67	69	50	
4	59	4	96	57		61	50		56	64	54	
5	27	4	4	25		20	4		53	15	33	
6	50	4		51	50	50	96		46	45	53	
7												
8												

	Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts											
3												
4												
5												
6												
7												
8												

	Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics											
3												
4												
5												
6												
7												
8												

	Grade 5 and Grade 8 Science Tests											
5	30	4	4	33		25	4		53	25	33	
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

	High School Subject Area Tests											
Algebra I												
Biology I												
English II												
U.S. History												

	Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary											
Mathematics												
Science												
Language Arts												

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

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	199	68	68	199	62	66
Students with IEPs:	10	15		10	15	
Limited English Proficient:	3			3		
Economically Disadvantaged:	150	65	66	150	61	62
Asian:	2			2		
Black:	143	66	67	143	59	62
Hispanic:	5			5		
Native American:	0			0		
White:	49	75	73	49	69	70