

Grenada School District (2220004)

Grenada High

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

No Child

Left Behind

2011-2012

School Report Card



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	B - High Performing	Successful
Quality of Distribution Index (QDI):	200	198
Growth Status:	Not Met	Met
5- Year Graduation Rate:	72.2	63.2
High School Completion Index (HSCI):	186	130

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

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

NCLB Annual Measurable Objective (AMO)

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

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

	Current Year	Last Year
School AMO Status:	Not Met	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Met	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
	Reading/ Language Arts	Mathematics			Prior 4-Year	4-Year	5-Year	
All Students:	Met	Met	Met	Met	68.3	68.7	72.2	94
Students with IEP's:	< Minimum**	< Minimum**			9.3	13.0	9.7	
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Met			59.8	55.7	66.4	
Asian:	< Minimum**	< Minimum**						
Black:	Met	Met			61.3	61.0	67.3	
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Met			76.2	76.7	77.3	

**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:	2	47	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	87	312	Courses
Courses NOT Taught by a Highly Qualified Teacher:	13	312	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	99
Students with IEP's:	100	100	100
Limited English Proficient:			
Economically Disadvantaged:	98	98	98
Asian:	100	100	100
Black:	98	98	98
Hispanic:			
Native American:	100	100	100
White:	100	100	100
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	99
Female:	99	99	99

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

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Mississippi Curriculum Test, 2nd Edition - Mathematics

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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	263	238	85	89	657.0	657.0	6	7	17	10	40	47	38	37
Biology I	230	246	68	80	636.0	652.0	16	14	34	18	39	51	11	17
English II	281	257	80	81	653.0	652.0	15	13	20	24	41	41	25	21
U.S. History	240	256	96	79	370.0	647.0	8	21	25	16	36	45	30	19

National Assessment of Educational Progress

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

2011 Language Arts Results

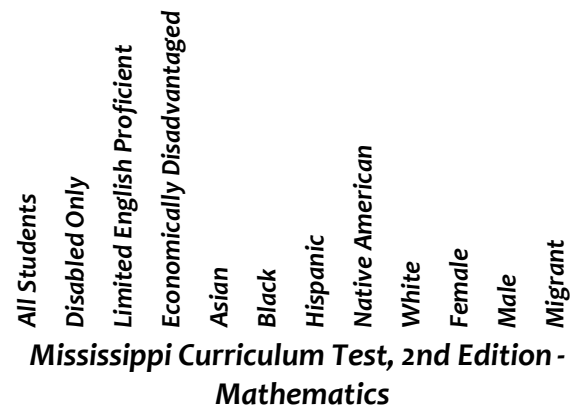
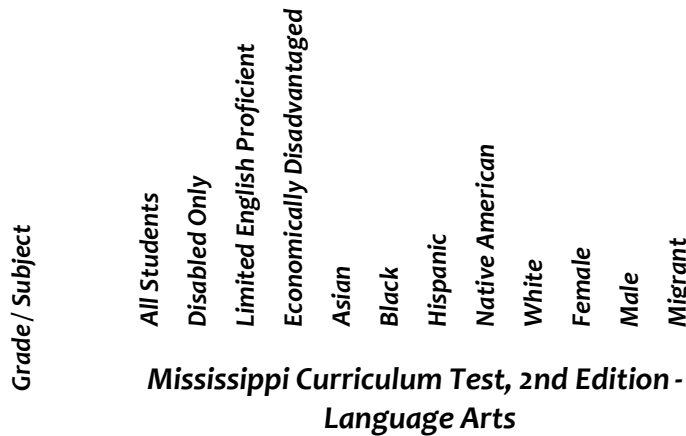
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

2011 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments



3

4

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Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Language Arts

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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

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8

High School Subject Area Tests

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Secondary

Algebra I	84	18	76	74	93	88	80
Biology I	68	10	54	55	80	70	65
English II	63	8	54	47	75	68	57
U.S. History	63	16	49	43	82	62	65

Mathematics
Science
Language Arts

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	241	79	79	235	95	89
Students with IEP's:	2			2		
Limited English Proficient:	0			0		
Economically Disadvantaged:	123	73	71	123	93	85
Asian:	2			2		
Black:	104	70	67	102	92	86
Hispanic:	1			1		
Native American:	0			0		
White:	133	86	89	130	97	92

Grenada School District (2220010)

Grenada Upper 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.

No Child

Left Behind

2011-2012

School Report Card



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	C - Successful	Academic Watch
Quality of Distribution Index (QDI):	165	154
Growth Status:	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	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			5-Year			
All Students:	Not Met	Met	Met				96	
Students with IEP's:	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:	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	31	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	31	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	162	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	162	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	99
Students with IEP's:	95	98	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	100	99
Asian:	100	100	100
Black:	99	99	99
Hispanic:	100	100	100
Native American:	100	100	100
White:	99	99	99
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	99
Female:	99	100	99

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	363	318	149.1	148.3	11	15	42	35	36	35	11	15
5	314	357	147.6	150.6	20	10	28	36	43	41	9	13
6												
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4	361	318	152.2	152.5	13	13	28	31	49	43	10	14
5	314	358	152.5	155.3	18	9	21	20	41	50	20	21
6												
7												
8												

Grade 5 and Grade 8 Science Tests

5	310	357	150.0	152.0	19	13	24	27	37	39	20	22
8												

High School Subject Area Tests

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

National Assessment of Educational Progress

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2011 Language Arts Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
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2011 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Mississippi Curriculum Test, 2nd Edition - Language Arts

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

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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3												
4	49	30	38	34				62	55	43		
5	54	21	47	41				65	57	51		
6												
7												
8												

	57	37	45	46				65	60	53		
	71	35	66	59				82	73	70		

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3												
4												
5												
6												
7												
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

Grade 5 and Grade 8 Science Tests

5	61	37	55	44				76	60	62		
8												

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

ESEA ANNUAL MEASURABLE OBJECTIVE

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	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	661	70	71	662	77	75
Students with IEP's:	73	45	52	75	49	60
Limited English Proficient:	1			1		
Economically Disadvantaged:	422	63	62	424	72	68
Asian:	2			2		
Black:	304	61	59	305	69	64
Hispanic:	4			4		
Native American:	3			3		
White:	346	78	80	346	84	84

Grenada School District (2220012)

Grenada Middle

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Left Behind

2011-2012

School Report Card



State Accountability Information

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	Current Year	Prior Year
Accountability Status:	B - High Performing	High Performing
Quality of Distribution Index (QDI):	188	181
Growth Status:	Met	Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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

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

NCLB Annual Measurable Objective (AMO)

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

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

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

AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Prior 4-Year	4-Year			5-Year			
All Students:	Met	Not Met	Met				95	
Students with IEP's:	Not Met	Not Met						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met						
Asian:	< Minimum**	< Minimum**						
Black:	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:	96	37	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	37	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	96	211	Courses
Courses NOT Taught by a Highly Qualified Teacher:	4	211	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	98
Students with IEP's:	95	96	100
Limited English Proficient:	100	100	
Economically Disadvantaged:	98	98	98
Asian:	100	100	
Black:	98	98	98
Hispanic:	100	100	
Native American:	100	100	
White:	99	99	98
Student groups not used in AYP calculations			
Migrant:			
Male:	98	98	99
Female:	99	99	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	329	310	151.3	152.3	10	11	31	28	45	43	14	18
7	353	324	151.4	152.2	9	10	33	26	47	57	10	8
8	283	339	151.8	152.4	9	10	31	28	53	51	6	11

Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6	329	310	155.8	157.8	12	10	18	17	42	37	28	37
7	353	324	155.1	155.6	11	11	18	22	51	39	20	28
8	282	339	156.4	156.4	7	7	18	19	48	50	27	25

Grade 5 and Grade 8 Science Tests

5												
8	281	339	156.0	154.6	9	9	13	22	48	43	30	26

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	21	32	100	100	671.0	668.0	0	0	0	0	0	19	100	81
Biology I		1												
English II														
U.S. History														

National Assessment of Educational Progress

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2011 Language Arts Results

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

2011 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Mississippi Curriculum Test, 2nd Edition - Language Arts

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

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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3												
4												
5												
6	61	48	46	45		74	69	54				
7	65	7	55	52		75	72	58				
8	62	11	51	48		75	68	56				

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	69	16	59	55		83	69	70				

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

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

Mathematics
Science
Language Arts

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	949	77	77	950	81	83
Students with IEP's:	74	39	42	75	39	43
Limited English Proficient:	3			3		
Economically Disadvantaged:	573	68	69	574	74	76
Asian:	5			5		
Black:	426	67	67	427	73	75
Hispanic:	2			2		
Native American:	1			1		
White:	506	85	86	506	89	90

Grenada School District (2220032)

Grenada 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.

No Child

Left Behind

2011-2012

School Report Card



State Accountability Information

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

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	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
Differentiated Accountability Status:	ON TARGET	

AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Prior 4-Year	4-Year			5-Year			
All Students:	Met	Not Met	Met				95	
Students with IEP's:	Not Met	Not Met						
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:	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	60	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	60	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	451	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	451	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 IEP's:	100	97	
Limited English Proficient:	100	100	
Economically Disadvantaged:	99	98	
Asian:	100	100	
Black:	100	99	
Hispanic:	100	100	
Native American:	100	100	
White:	98	98	
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	
Female:	99	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	305	304	149.5	150.3	15	14	31	29	38	40	16	17
4												
5												
6												
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	304	303	153.8	154.7	7	8	23	26	55	43	16	23
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.

2011 Language Arts Results

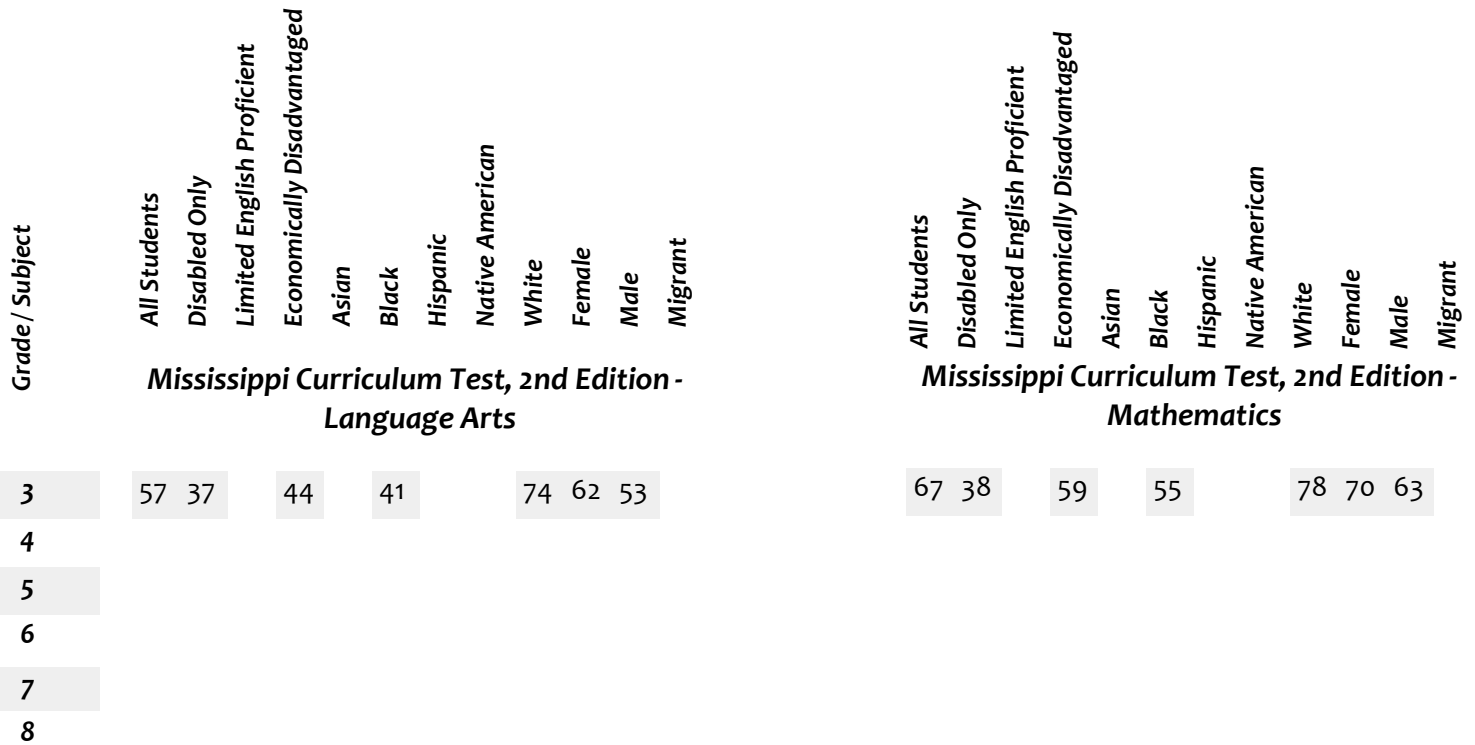
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

2011 Mathematic Results

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

Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments



Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

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
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	294	73	73	293	80	84
Students with IEP's:	35	49	57	34	56	73
Limited English Proficient:	1			1		
Economically Disadvantaged:	201	64	67	200	75	80
Asian:	2			2		
Black:	139	62	67	138	74	80
Hispanic:	2			2		
Native American:	3			3		
White:	147	84	76	147	87	86