

Stone County School District (6600004)

Perkinston 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

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):	185	187
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:	APPROACHING TARGET	

AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Prior 4-Year	4-Year			5-Year			
All Students:	Not Met	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	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	26	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	26	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	145	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	145	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 IEPs:	98	98	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	98	100
Asian:	100	100	
Black:	100	100	100
Hispanic:	100	100	100
Native American:			
White:	99	99	99
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	98
Female:	99	98	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	100	76	152.2	151.2	14	13	25	22	32	45	29	20
4	78	103	157.2	152.6	5	11	18	26	36	41	41	22
5	105	82	153.4	155.5	9	9	27	21	45	42	20	29
6												
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	100	76	155.2	152.6	8	9	19	28	53	46	20	17
4	78	102	155.0	156.2	3	6	26	16	62	58	10	21
5	104	82	154.8	157.3	11	7	16	18	53	46	20	28
6												
7												
8												

Grade 5 and Grade 8 Science Tests

5	106	82	154.0	153.7	10	11	24	16	41	49	26	24
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

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

2012 - 2013 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	64	20	4	60	4	53	4	70	68	61		
4	63	11	50	49		58	50	64	67	60		
5	71	4	4	66		64	4	73	76	67		
6												
7												
8												

3	63	20	4	60	4	40	4	71	70	55		
4	78	44	96	67		63	96	81	84	73		
5	74	25	4	72		73	4	76	76	73		
6												
7												
8												

**Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Language Arts**

**Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Mathematics**

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4
5
6
7
8

Grade 5 and Grade 8 Science Tests

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

5	73	8	4	69	46	4	79	74	73
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

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:	256	79	82	256	83	82
Students with IEPs:	40	46	51	40	56	56
Limited English Proficient:	5			5		
Economically Disadvantaged:	145	74	77	145	79	77
Asian:	1			1		
Black:	44	68	78	44	71	73
Hispanic:	5			5		
Native American:	0			0		
White:	205	82	82	205	86	84

Stone County School District (6600008)

Stone 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

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):	189	186
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:	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	Not Met	Met				96	
Students with IEPs:	Not Met	Not Met						
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:	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	34	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	34	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	192	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	192	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	98
Students with IEPs:	100	100	88
Limited English Proficient:	100	100	
Economically Disadvantaged:	100	100	98
Asian:			
Black:	100	100	97
Hispanic:	100	100	100
Native American:	100	100	
White:	100	100	99
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	98
Female:	100	100	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	130	108	152.6	151.3	14	10	26	27	34	49	26	14
4	116	127	154.6	153.9	5	9	26	26	44	42	25	24
5	113	115	153.4	155.7	6	5	29	17	47	55	18	23
6												
7												
8												
Mississippi Curriculum Test, 2nd Edition - Mathematics												
3	131	108	158.6	155.7	3	6	16	19	51	55	30	20
4	116	127	155.7	157.6	7	4	22	13	51	61	21	22
5	113	115	153.1	153.1	12	11	21	28	52	41	14	20
6												
7												
8												
Grade 5 and Grade 8 Science Tests												
5	114	115	151.0	155.0	18	9	25	17	40	44	17	31
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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2012 Language Arts Results

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	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
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2012 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

2012 - 2013 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	63	8	59	50	96	96	65	65	61			
4	65	20	4	57	41	50	77	65	66			
5	77	26	69	56	96		85	80	74			
6												
7												
8												

3	75	46	69	69	96	96	75	72	79			
4	83	50	96	78	64	96	91	76	89			
5	61	26	52	28	96		74	67	53			
6												
7												
8												

**Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Language Arts**

**Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Mathematics**

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Grade 5 and Grade 8 Science Tests

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

5	75	37	63	34	96	90	76	74
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

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:	334	82	78	334	84	86
Students with IEPs:	48	48	52	48	59	65
Limited English Proficient:	1			1		
Economically Disadvantaged:	184	77	72	184	79	82
Asian:	0			0		
Black:	90	70	68	90	72	80
Hispanic:	5			5		
Native American:	1			1		
White:	235	86	82	235	88	88

Stone County School District (6600012)

Stone 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

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):	170	173
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:	78.0	80.2
High School Completion Index (HSCI):	200	

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
	Reading/ Language Arts	Mathematics			Prior 4-Year	4-Year	5-Year	
All Students:	Not Met	Not Met	Met	78.8	79.6	78.0	93	
Students with IEPs: < Minimum**	< Minimum**	< Minimum**		19.3	30.4	19.4		
Limited English Proficient: < Minimum**	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Met		72.9	73.4	69.8		
Asian: < Minimum**	< Minimum**	< Minimum**						
Black:	Not Met	Not Met		71.6	78.5	71.5		
Hispanic: < Minimum**	< Minimum**	< Minimum**						
Native American: < Minimum**	< Minimum**	< Minimum**						
White:	Met	Not Met		81.6	80.3	80.5		

**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	28	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	28	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	177	Courses
Courses NOT Taught by a Highly Qualified Teacher:	2	177	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	99
Students with IEPs:	75	63	75
Limited English Proficient:			
Economically Disadvantaged:	98	96	98
Asian:	100	100	100
Black:	98	96	98
Hispanic:	100	100	100
Native American:			
White:	99	99	99
Student groups not used in AYP calculations			
Migrant:			
Male:	99	97	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

3
4
5
6
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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	166	197	81	76	654.0	652.0	5	7	26	28	51	52	19	13
Biology I	188	264	77	76	652.0	651.0	10	9	29	32	53	55	9	4
English II	153	183	75	80	651.0	652.0	18	15	29	18	35	51	19	16
U.S. History	177	138	89	91	653.0	651.0	11	9	11	19	44	54	34	18

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

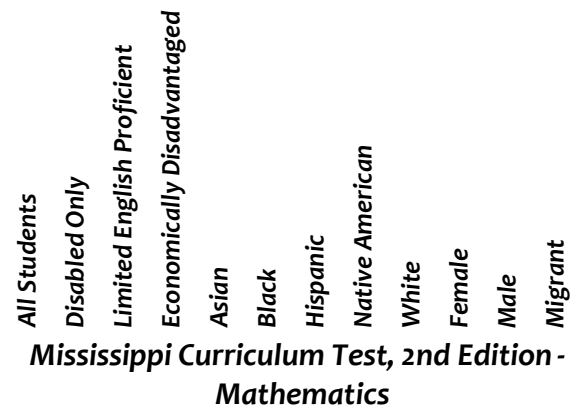
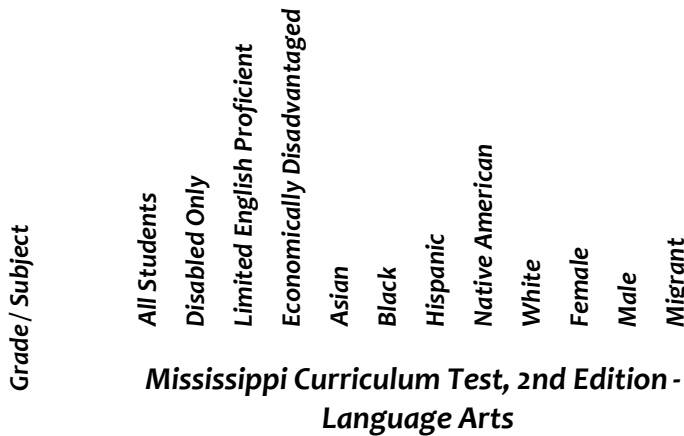
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

2012 Mathematic Results

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4	230	240	72	81	25	39
8	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	65	57	62	61	66	71	59
Biology I	59	15	52	35	66	60	58
English II	67	40	55	45	75	76	57
U.S. History	72		56	38	86	59	85

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:	179	77	78	179	87	88
Students with IEPs:	10	45		10	85	
Limited English Proficient:	0			0		
Economically Disadvantaged:	77	68	68	79	84	81
Asian:	0			0		
Black:	44	61	68	47	78	83
Hispanic:	1			1		
Native American:	1			0		
White:	133	83	82	131	90	91

Stone County School District (6600016)
Stone Middle

No Child

Left Behind

2012-2013

School Report Card



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

State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	B	High Performing
Quality of Distribution Index (QDI):	179	177
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	Met	Met				95	
Students with IEPs:	Not Met	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	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	27	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	27	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	138	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	138	Courses

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

Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	100	100
Students with IEPs:	99	99	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	99
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	99
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	246	220	153.1	153.5	7	9	27	27	53	51	13	13
7	196	241	154.8	156.2	6	7	18	16	68	64	8	14
8	205	201	153.0	152.5	13	11	20	20	54	59	13	10

Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6	246	220	152.7	150.9	11	17	27	23	46	51	15	9
7	195	241	152.4	155.2	9	11	24	15	57	50	10	25
8	205	201	155.2	156.0	8	6	17	10	57	68	19	16

Grade 5 and Grade 8 Science Tests

5												
8	207	200	153.0	154.0	14	9	17	16	50	58	19	19

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	31	17	100	100	661.0	666.0	0	0	3	0	42	18	55	82
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

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

2012 - 2013 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	65	20	4	55	55	4	69	73	56			
7	78	54	96	71	96	67	75	82	89	68		
8	69	9	4	61	65	4	70	74	63			

3												
4												
5												
6	60	12	4	51	43	4	67	62	58			
7	75	36	96	71	96	73	75	76	84	67		
8	85	41	96	80	82	50	86	90	79			

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												
8	76	14	96	67	73	50	78	74	78			

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

High School Subject Area Tests

Algebra I	96						96					
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:	656	81	80	656	81	81
Students with IEPs:	80	45	48	80	42	48
Limited English Proficient:	5			5		
Economically Disadvantaged:	347	76	75	347	77	74
Asian:	2			2		
Black:	167	75	72	167	76	68
Hispanic:	8			8		
Native American:	0			0		
White:	472	84	83	472	83	84