

**ANNUAL REPORT CARD**  
**School Year 2016-17**  
*User's Guide*

<p><b><u>Purpose Statement</u></b></p>	<p>This companion document to the Mississippi Annual Report Card is provided to clarify the report card requirements under Title I, Part A of the <u>Elementary and Secondary Education Act of 1965</u> (ESEA). According to the Section 1111(h)(1) and (h)(2) of the statute, each state and local educational agency must prepare an annual report card about public schools related to student achievement, accountability, and teacher quality.</p>																																				
<p><b><u>Terminology</u></b></p>	<p>The following terms are used throughout the <u>Annual Report Card</u>.</p> <table border="1" data-bbox="349 724 1510 1858"> <thead> <tr> <th data-bbox="349 724 511 787">Term</th> <th data-bbox="511 724 1510 787">Defined</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 787 511 850">ESEA</td> <td data-bbox="511 787 1510 850">Elementary and Secondary Education Act</td> </tr> <tr> <td data-bbox="349 850 511 913">CFR</td> <td data-bbox="511 850 1510 913">Code of Federal Regulations</td> </tr> <tr> <td data-bbox="349 913 511 976">ELA</td> <td data-bbox="511 913 1510 976">English-language arts</td> </tr> <tr> <td data-bbox="349 976 511 1039">GED</td> <td data-bbox="511 976 1510 1039">General Educational Development Diploma</td> </tr> <tr> <td data-bbox="349 1039 511 1102">USED</td> <td data-bbox="511 1039 1510 1102">United States Department of Education</td> </tr> <tr> <td data-bbox="349 1102 511 1165">SEA</td> <td data-bbox="511 1102 1510 1165">State Education Agency</td> </tr> <tr> <td data-bbox="349 1165 511 1228">FTE</td> <td data-bbox="511 1165 1510 1228">Full Time Equivalency</td> </tr> <tr> <td data-bbox="349 1228 511 1291">MDE</td> <td data-bbox="511 1228 1510 1291">Mississippi Department of Education</td> </tr> <tr> <td data-bbox="349 1291 511 1354">PARCC</td> <td data-bbox="511 1291 1510 1354">Partnership for Assessment in Readiness for College and Careers</td> </tr> <tr> <td data-bbox="349 1354 511 1417">MAAP</td> <td data-bbox="511 1354 1510 1417">Mississippi Academic Assessment Program</td> </tr> <tr> <td data-bbox="349 1417 511 1480">MST</td> <td data-bbox="511 1417 1510 1480">Mississippi Science Test</td> </tr> <tr> <td data-bbox="349 1480 511 1543">LEA</td> <td data-bbox="511 1480 1510 1543">Local Education Agency</td> </tr> <tr> <td data-bbox="349 1543 511 1606">MCT2</td> <td data-bbox="511 1543 1510 1606">Mississippi Curriculum Test, Version 2</td> </tr> <tr> <td data-bbox="349 1606 511 1669">SATP2</td> <td data-bbox="511 1606 1510 1669">Subject Area Testing Program, Version 2</td> </tr> <tr> <td data-bbox="349 1669 511 1732">NAEP</td> <td data-bbox="511 1669 1510 1732">National Assessment of Educational Progress</td> </tr> <tr> <td data-bbox="349 1732 511 1795">SWD</td> <td data-bbox="511 1732 1510 1795">Students with Disabilities</td> </tr> <tr> <td data-bbox="349 1795 511 1858">Suppression Rule</td> <td data-bbox="511 1795 1510 1858">When the number of students in a reporting category is less than 10 suppression with ‘**’ will be used. If the percentage is less than 5%, suppression with ‘&lt;5%’ will be used.</td> </tr> </tbody> </table>	Term	Defined	ESEA	Elementary and Secondary Education Act	CFR	Code of Federal Regulations	ELA	English-language arts	GED	General Educational Development Diploma	USED	United States Department of Education	SEA	State Education Agency	FTE	Full Time Equivalency	MDE	Mississippi Department of Education	PARCC	Partnership for Assessment in Readiness for College and Careers	MAAP	Mississippi Academic Assessment Program	MST	Mississippi Science Test	LEA	Local Education Agency	MCT2	Mississippi Curriculum Test, Version 2	SATP2	Subject Area Testing Program, Version 2	NAEP	National Assessment of Educational Progress	SWD	Students with Disabilities	Suppression Rule	When the number of students in a reporting category is less than 10 suppression with ‘**’ will be used. If the percentage is less than 5%, suppression with ‘<5%’ will be used.
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**Section I:  
Accountability  
Performance  
Results**

In accordance with 34 C.F.R. 200.12 and MS Code 37-17-6, the 2015 Mississippi Statewide Accountability System assigns a performance rating of A, B, C, D, or F to each school and district based on established criteria regarding student achievement, individual student growth, graduation rate, participation rate, and other outcome measures. Statewide assessments are used to measure proficiency on end-of-course subject area assessments in English language arts, mathematics, Algebra I, English II, Biology, and U.S. History for students in grades 3-8 and high school. Schools and districts are expected to have an assessment participation rate of 95% or greater, and high schools and districts receive points for their four-year, cohort graduation rate.

The Mississippi Statewide Accountability System rates schools and districts with the letter grades A, B, C, D, or F. At the end of the 2016-17 school year, the Mississippi State Board of Education (SBE) established a new baseline for its accountability system to account for changes in statewide assessments in 2016. The following achievement standards, established in October 2017, were established in state policy as outlined in Section 1 of Mississippi's *Public School Accreditation Standards*:

**For schools with no 12th grade (elementary/middle schools), grades will be determined based on the following cut-points effective with the 2016 - 2017 school year:**

		A	≥	442
377	≤	B	<	442
328	≤	C	<	377
269	≤	D	<	328
		F	<	269

**For schools with a 12th grade, grades will be determined based on the following cut-points effective with the 2016 - 2017 school year:**

		A	≥	787
679	≤	B	<	787
612	≤	C	<	679
547	≤	D	<	612
		F	<	547

**District grades will be determined based on the following cut-points effective with the 2016 - 2017 school year:**

		A	≥	668
599	≤	B	<	668
536	≤	C	<	599
489	≤	D	<	536
		F	<	489

<p><b>Section II: Teacher Qualifications</b></p>	<p>A state educational agency (SEA) must report on the qualifications of all elementary and secondary school teachers in the state (ESEA section 1111(h)(1)(C)(viii)). Specifically, the SEA must report the professional qualifications of those teachers, the percentage of those teachers with emergency or provisional licensure, and the percentage of classes in core academic subjects in the State not taught by highly qualified teachers in the aggregate and disaggregated by high-poverty and low-poverty schools.</p> <p>The term “core academic subject” means English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (ESEA section 9101(11)). ESEA section 9101(23) defines the term “highly qualified” teacher. Section II of the annual report uses the full time equivalency (FTE) metric to report the percentage of teachers that are highly qualified and those teaching under an Emergency/Provisional Certification, as well as the percentage of courses taught by highly qualified teachers in high and low poverty schools. Schools in the top quartile of poverty in the State are considered high-poverty and schools in the bottom quartile of poverty in the State are considered low-poverty (ESEA section 1111(h)(1)(C)(viii)).</p>
<p><b>Section III: Statewide Assessments</b></p>	<p>The Mississippi Academic Assessment Program (MAAP) was implemented during the 2015-16 school year. The <u>Standards for Educational and Psychological Testing</u> (AERA, APA, &amp; NCME, 2014)) were used in developing all aspects of the MAAP, while reflecting the input of Mississippi stakeholders. The MAAP assessments include rigorous measures of student skills and knowledge and results are reported based on five (5) levels of performance (i.e., <i>Minimal, Basic, Pass, Proficient, and Advanced</i>). The English language arts (ELA) and mathematics results also incorporate the results for high school English II and Algebra I assessments. The MDE also administered the Dynamic Learning Maps (DLM) for students with significant cognitive disorders. The DLM was administered to students with significant cognitive disorders based on the DLM <u>Essential Elements for English and Mathematics</u>. In science, the Mississippi Alternate Assessment for Extended Curriculum Frameworks (MAAECF) assessment was administered. The MAAECF was based upon the <u>Mississippi Extended Science Framework</u>.</p> <p>An SEA must report student achievement data based on the state’s reading/language arts, mathematics, and science assessments, including data for students with disabilities who take an alternate assessment based on grade-level, modified, or alternate academic achievement standards (ESEA section 1111(h)(1)(C)(i)). In reporting achievement data, the SEA must include all students in the grades tested, not just those students enrolled for a full academic year as defined by the state. The SEA must report achievement data at each proficiency level for the “all students” group and disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. The SEA or local educational agency (LEA), however, may not report student achievement data if doing so would reveal personally identifiable information about an individual student (ESEA section 1111(h)(1)(C)(i), (h)(2)(D)).</p> <p>An SEA must report the percentage of students who are not tested on the state’s ELA, mathematics, and science assessments and must disaggregate those rates by race, ethnicity,</p>

	<p>gender, disability status, migrant status, English proficiency, and status as economically disadvantaged (ESEA section 1111(h)(1)(C)(iii)). In the alternative, Mississippi reports the percentage of students who are tested, disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged.</p>
<p><b>Section IV: Statewide Achievement 2-Year Trend</b></p>	<p>ESEA section 1111(h)(1)(C)(iv) requires the most recent two-year trend in student achievement in each subject area, and for each grade level, for assessments in ELA, mathematics, and science. Two-year trend data for the 2016-17 report card is based on MAAP assessment data for ELA, mathematics, the Mississippi Science Test, Second Edition (MST2), and the Biology I test for science.</p> <p>The MDE also administered the Dynamic Learning Maps (DLM) for students with significant cognitive disorders. The DLM was administered to students with significant cognitive disorders based on the DLM <u>Essential Elements for English and Mathematics</u>. In science, the Mississippi Alternate Assessment for Extended Curriculum Frameworks (MAAECF) assessment was administered. The MAAECF was based upon the <u>Mississippi Extended Science Framework</u>.</p>
<p><b>Section V: English Learner Exemptions</b></p>	<p>An SEA has the flexibility to exclude English Learners in their first 12 months of schooling in the United States from one administration of the reading/language arts assessment (34 C.F.R. 200.6(b)(4)(i)(A)). If an SEA takes advantage of this flexibility, both the SEA and LEAs must report the number of such exemptions on their report cards (34 C.F.R. 200.6(b)(4)(i)(C)).</p>
<p><b>Section VI: NAEP 2015 Results</b></p>	<p>Under 34 C.F.R. 200.11, an SEA or an LEA must report the most recent available academic achievement results in grades four and eight on the state's NAEP reading and mathematics assessments. Additionally, an SEA or an LEA must report the NAEP participation rates for students with disabilities and for English language learners. NAEP has not yet made the 2017 results available to states; however, those results are expected to be published in the the spring of 2018.</p> <p><u>Reporting Levels</u></p> <ul style="list-style-type: none"> <li>• The percentage of students at each NAEP achievement level (<i>Below Basic, Basic, Proficient, and Advanced</i>) in the aggregate</li> <li>• The percentage of students at each NAEP achievement level (<i>Below Basic, Basic, Proficient, and Advanced</i>) disaggregated by: (a) major racial and ethnic groups, (b) students with disabilities, (c) English learners, and (d) economically disadvantaged students.</li> <li>• Participation Rates for students with disabilities and English learners</li> </ul>

	<p><u>Data Table Legend</u></p> <p>‡ Did not meet reporting requirements. Sample size insufficient to permit a reliable estimate</p> <p># Rounded to zero</p>
<p><b>Section VII: Graduation Rate Subgroups</b></p>	<p>The term “four-year adjusted cohort graduation rate” means the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class (34 C.F.R. 200.19(b)(1)(i)(A)). The term “adjusted cohort,” as used in this definition, means the number of students who enter grade 9 (or the earliest high school grade) and any students who transfer into the cohort in grades 9 through 12 minus any students removed from the cohort for the reasons specified in 34 C.F.R. 200.19(b)(1)(ii)(B), such as exiting to a homeschool program.</p> <p>An SEA and LEA must report a four-year adjusted cohort graduation rate in the aggregate and must disaggregate by race, ethnicity, disability status, English proficiency, and status as economically disadvantaged for any school with a graduating cohort unless doing so would reveal personally identifiable information (34 C.F.R. 200.19 (b)(4)(i)). The graduation rates are lagged one year to allow for sufficient data verification prior to public reporting.</p>



**MISSISSIPPI  
DEPARTMENT OF  
EDUCATION**

Ensuring a bright future for every child

**Mississippi Accountability System**

**ANNUAL REPORT CARD  
School Year 2016-17**

**East Tallahatchie Consol School District**

**SECTION I: ACCOUNTABILITY PERFORMANCE RESULTS**

The Mississippi Statewide Accountability System is a single "A" through "F" school and district accountability system based on the requirements of Mississippi Code 37-17-6 and the federal Elementary and Secondary Education Act of 1965 (ESEA). The accountability system assigns performance classifications based on: (a) student achievement, (b) student growth, (c) graduation rates, (d) participation rate, and (e) other outcome measures.

Accountability Grade	Grade
Current Year	D
Prior Year	D

Proficiency in Subject Area	Percent
English Language Arts	18.8
Mathematics	16.3
Science	51.7
U.S. History	39.2

Overall Growth in Assessment	Percent
English Language Arts	52.2
Mathematics	45.9

Growth in the Lowest 25% in Assessment	Percent
English Language Arts	60.0
Mathematics	60.0

College Measures	Percent
Acceleration	60.9
College & Career Readiness	9.0

Accountability Component	Percent
High School Graduation Rate	88.2

**SECTION II: Teacher Qualifications**

The results below detail the professional qualifications of elementary and secondary school teachers (i.e., the percent highly qualified), the percentage of teachers with emergency or provisional licensure, and the percentage of core academic classes taught by not highly qualified teachers in high-poverty and low-poverty schools.

Highly Qualified Teachers (%)	Teachers with Emergency Credentials (%)	Courses Taught by not Highly Qualified Teachers: High Poverty Schools (%)	Courses Taught by not Highly Qualified Teachers: Low Poverty Schools (%)
98.2	0.0	0.0	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)

**SECTION III: STATEWIDE ASSESSMENTS**  
**English Language Arts**

The results below are based upon the Mississippi Academic Assessment Program (MAAP) English language arts (ELA) assessments (including the state's alternate assessment) in grades 3-8 and high school. The MAAP assessment is aligned to the Mississippi College and Career Readiness Standards. The MAAP performance levels were first established in June 2016 based upon statewide data and educator input.

**District**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.3	<5.0	16.0	36.2	34.1	12.0
Female	99.4	<5.0	16.5	38.8	33.2	8.8
Male	99.1	<5.0	15.4	33.5	35.0	15.1
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	99.4	<5.0	12.6	36.5	35.7	14.1
Hispanic	**	**	**	**	**	**
Multiracial	90.9	**	60.0	**	30.0	10.0
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	99.2	<5.0	25.4	38.5	27.7	<5.0
Economically Disadvantaged	99.1	<5.0	14.1	36.7	35.3	12.1
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	97.6	**	<5.0	12.3	38.3	46.9
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**State**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.1	8.7	26.3	32.9	21.5	10.6
Female	99.3	10.3	28.6	33.6	19.9	7.6
Male	98.8	7.3	24.1	32.3	23.0	13.4
Asian	99.4	23.9	34.3	23.1	10.1	8.6
Native American	98.2	5.3	23.9	39.3	22.1	9.4
Black	99.0	<5.0	17.7	34.8	29.2	14.9
Hispanic	99.1	6.7	24.5	33.6	22.2	13.0
Multiracial	98.6	9.2	32.8	33.0	17.6	7.4
Hawaiian/Pacific Islander	97.9	15.0	29.3	26.4	16.4	12.9
White	99.1	14.6	35.8	31.0	13.1	5.6
Economically Disadvantaged	99.0	<5.0	20.9	34.8	26.3	13.3
Limited English Proficiency	99.0	<5.0	14.9	32.5	29.8	20.1
Students with Disabilities	97.6	<5.0	8.0	19.4	30.7	40.6
Migrant	97.8	<5.0	28.9	25.6	25.6	18.9

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION III: STATEWIDE ASSESSMENTS**  
**Mathematics**

The results below are based upon the Mississippi Academic Assessment Program (MAAP) mathematics assessments (including the state's alternate assessment) in grades 3-8 and high school. The MAAP assessment is aligned to the Mississippi College and Career Readiness Standards. The MAAP performance levels were first established in June 2016 based upon statewide data and educator input.

**District**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.0	<5.0	14.1	34.3	38.1	12.5
Female	99.7	<5.0	14.7	37.0	39.6	8.1
Male	98.2	<5.0	13.4	31.4	36.6	17.1
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	99.2	<5.0	11.0	34.0	40.8	13.3
Hispanic	**	**	**	**	**	**
Multiracial	90.9	**	50.0	10.0	20.0	20.0
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	98.5	<5.0	21.4	38.2	29.8	9.2
Economically Disadvantaged	99.0	<5.0	13.8	33.2	39.4	12.7
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	97.6	**	<5.0	10.8	36.1	48.2
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**State**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	98.8	9.4	27.1	32.9	22.8	7.8
Female	99.0	9.4	28.7	33.8	21.8	6.3
Male	98.5	9.4	25.5	31.9	23.8	9.3
Asian	99.3	37.3	34.0	18.4	6.8	<5.0
Native American	98.0	8.2	28.8	36.5	21.7	<5.0
Black	98.6	<5.0	18.6	35.3	31.6	11.1
Hispanic	98.7	9.1	30.0	34.0	19.6	7.3
Multiracial	98.6	11.1	31.1	34.2	17.9	5.6
Hawaiian/Pacific Islander	97.2	19.1	36.9	20.6	17.0	6.4
White	98.9	15.4	36.1	30.3	13.7	<5.0
Economically Disadvantaged	98.7	5.0	21.8	35.1	28.2	9.8
Limited English Proficiency	98.8	6.1	24.0	35.4	24.5	10.0
Students with Disabilities	97.6	<5.0	8.4	20.8	36.1	32.7
Migrant	98.9	8.1	16.3	31.4	29.1	15.1

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding



**SECTION III: STATEWIDE ASSESSMENTS**  
**Science**

The results below are based upon the Mississippi Science Test, Second Edition (MST2) and the Biology I test. MST2 is an assessment (including the state's alternate assessment) administered to students in grades 5 and 8 and measures student achievement in science based upon the 2010 Mississippi Science Framework (or Mississippi Extended Science Framework). In high school, the Biology I assessment is a measure of student achievement and is also based on the 2010 Mississippi Science Frameworks.

**District**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.3	8.2	40.5	**	33.8	17.5
Female	98.6	5.8	37.0	**	40.6	16.7
Male	100.0	10.7	44.3	**	26.7	18.3
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	99.5	<5.0	37.0	**	37.9	20.4
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	98.2	17.9	55.4	**	19.6	7.1
Economically Disadvantaged	99.5	6.3	38.0	**	36.6	19.0
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	100.0	**	13.0	**	30.4	56.5
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**State**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	98.5	17.5	41.0	**	26.0	15.5
Female	98.9	16.1	43.1	**	27.2	13.6
Male	98.1	18.8	38.9	**	24.9	17.3
Asian	99.2	43.5	37.3	**	8.7	10.5
Native American	97.2	12.4	41.8	**	26.2	19.5
Black	98.2	7.4	35.0	**	34.4	23.2
Hispanic	98.5	15.9	42.3	**	25.4	16.3
Multiracial	98.1	23.0	44.5	**	21.2	11.2
Hawaiian/Pacific Islander	100.0	27.5	41.2	**	23.5	7.8
White	98.8	28.1	47.6	**	17.3	7.0
Economically Disadvantaged	98.3	10.8	38.0	**	31.1	20.1
Limited English Proficiency	98.6	8.9	32.2	**	31.8	27.1
Students with Disabilities	96.8	<5.0	18.1	**	30.1	47.5
Migrant	100.0	10.9	32.6	**	23.9	32.6

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION IV: STATEWIDE ACHIEVEMENT  
2-Year Trend in Proficiency**

The results below are based upon MAAP assessment results reported in 2017 and 2016 for students scoring Proficient or Advanced (Level 4 or Level 5) in English language arts (ELA), mathematics or science.

Grade-Level	ELA 2017 % Proficient	ELA 2016 % Proficient	Math 2017 % Proficient	Math 2016 % Proficient	Science 2017 % Proficient	Science 2016 % Proficient
3rd Grade	19.7	22.9	23.9	25.7	**	**
4th Grade	17.8	23.2	16.8	13.7	**	**
5th Grade	22.1	9.4	12.6	5.9	38.9	22.9
6th Grade	16.0	13.0	12.3	19.2	**	**
7th Grade	8.6	22.7	18.8	17.3	**	**
8th Grade	24.7	25.0	13.7	26.3	42.5	40.8
High School	15.4	12.2	7.4	7.4	62.4	51.1

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)

**SECTION V: ENGLISH LEARNER EXEMPTION**

The below results are provided to show the number of English learners exempted from statewide testing. ESEA regulations (34 C.F.R. 200.6(b)(4)(i)(A)) affords states the flexibility to exclude English Learners in their first 12 months of schooling in the United States from one administration of the reading/language arts assessment.

Group	Exemptions
English Learners (EL)	**

**SECTION VI: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
2015 Results**

The results below are based upon the National Assessment of Educational Progress (NAEP) 2015 scores on subject-matter achievement tests. 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 (2017 results are not yet available).

**English Language Arts**

Group	ELA Participation 4th Grade %	ELA Participation 8th Grade %
Students with Disabilities	94.0	96.0
English Learners	**	**

Group	Minimum Grade 4 ELA %	Minimum Grade 8 ELA %	Basic Grade 4 ELA %	Basic Grade 8 ELA %	Proficient Grade 4 ELA %	Proficient Grade 8 ELA %	Advanced Grade 4 ELA %	Advanced Grade 8 ELA %
Overall	40.0	37.0	34.0	43.0	21.0	19.0	5.0	1.0
Males	42.0	42.0	34.0	42.0	20.0	15.0	4.0	1.0
Females	37.0	32.0	35.0	44.0	23.0	22.0	5.0	2.0
White	25.0	21.0	37.0	47.0	30.0	30.0	8.0	2.0
Black	54.0	51.0	32.0	41.0	12.0	8.0	2.0	0.0
Hispanic	46.0	**	35.0	**	18.0	**	1.0	**
ED	47.0	45.0	34.0	42.0	17.0	12.0	2.0	1.0
SWD	70.0	82.0	18.0	16.0	10.0	2.0	2.0	0.0
EL	**	**	**	**	**	**	**	**

**Mathematics**

Group	Math Participation 4th Grade %	Math Participation 8th Grade %
Students with Disabilities	95.0	95.0
English Learners	**	**

Group	Minimum Grade 4 Math %	Minimum Grade 8 Math %	Basic Grade 4 Math %	Basic Grade 8 Math %	Proficient Grade 4 Math %	Proficient Grade 8 Math %	Advanced Grade 4 Math %	Advanced Grade 8 Math %
Overall	22.0	40.0	48.0	38.0	27.0	19.0	3.0	3.0
Males	23.0	42.0	47.0	37.0	26.0	17.0	4.0	4.0
Females	21.0	37.0	50.0	41.0	26.0	19.0	3.0	3.0
White	10.0	23.0	46.0	43.0	38.0	29.0	6.0	5.0
Black	35.0	55.0	50.0	35.0	14.0	9.0	1.0	1.0
Hispanic	30.0	41.0	46.0	40.0	22.0	15.0	2.0	4.0
ED	28.0	49.0	51.0	37.0	19.0	12.0	2.0	2.0
SWD	43.0	85.0	40.0	13.0	15.0	2.0	2.0	0.0
EL	**	**	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i).  
ED=Economically Disadvantaged; SWD=Students with Disabilities; EL=English Learners

## SECTION VII: GRADUATION RATES

The results below are provided to show the percentage of students graduating from high school in four years disaggregated by subpopulations of students. The data below are based upon the 2012-13, Grade 9 student cohort that graduated with a standard diploma during the 2015-16 school year (in other words, all graduation rates are lagged one year).

### District

Group	Adjusted Graduation Rate
All Students	88.2
Asian	**
Native American	**
Black	88.1
Hispanic	**
Multiracial	**
Hawaiian/Pacific Islander	**
White	88.4
Economically Disadvantaged	88.8
Limited English Proficiency	**
Students with Disabilities	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)

### State

Group	Adjusted Graduation Rate
All Students	82.3
Asian	92.6
Native American	87.5
Black	78.9
Hispanic	81.8
Multiracial	78.2
Hawaiian/Pacific Islander	**
White	85.8
Economically Disadvantaged	78.8
Limited English Proficiency	65.4
Students with Disabilities	34.7

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)



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School Year 2016-17**

**Charleston Elementary School  
(East Tallahatchie Consol School District)**

**SECTION I: ACCOUNTABILITY PERFORMANCE RESULTS**

The Mississippi Statewide Accountability System is a single "A" through "F" school and district accountability system based on the requirements of Mississippi Code 37-17-6 and the federal Elementary and Secondary Education Act of 1965 (ESEA). The accountability system assigns performance classifications based on: (a) student achievement, (b) student growth, (c) graduation rates, (d) participation rate, and (e) other outcome measures (N/A indicates measure is not applicable).

<b>Accountability Grade</b>	<b>Grade</b>
Current Year	F
Prior Year	F

<b>Proficiency in Subject Area</b>	<b>Percent</b>
English Language Arts	18.8
Mathematics	20.2
Science	N/A
U.S. History	N/A

<b>Overall Growth in Assessment</b>	<b>Percent</b>
English Language Arts	42.9
Mathematics	35.0

<b>Growth in the Lowest 25% in Assessment</b>	<b>Percent</b>
English Language Arts	64.3
Mathematics	42.3

<b>College Measures</b>	<b>Percent</b>
Acceleration	N/A
College & Career Readiness	N/A

<b>Accountability Component</b>	<b>Percent</b>
High School Graduation Rate	N/A

## SECTION II: Teacher Qualifications

The results below detail the professional qualifications of elementary and secondary school teachers (i.e., the percent highly qualified), the percentage of teachers with emergency or provisional licensure, and the percentage of core academic classes taught by not highly qualified teachers in high-poverty and low-poverty schools.

Highly Qualified Teachers (%)	Teachers with Emergency Credentials (%)	Courses Taught by not Highly Qualified Teachers: High Poverty Schools (%)	Courses Taught by not Highly Qualified Teachers: Low Poverty Schools (%)
100.0	0.0	0.0	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)

## SECTION III: STATEWIDE ASSESSMENTS English Language Arts

The results below are based upon the Mississippi Academic Assessment Program (MAAP) English language arts (ELA) assessments (including the state's alternate assessment) in grades 3-8 and high school. The MAAP assessment is aligned to the Mississippi College and Career Readiness Standards. The MAAP performance levels were first established in June 2016 based upon statewide data and educator input.

### School

Group	Part. Rate (%)	Advanced (%)	Proficient (%)	Passing (%)	Basic (%)	Minimal (%)
All Students	99.1	<5.0	17.5	35.0	39.5	6.7
Female	100.0	<5.0	17.1	36.9	38.7	5.4
Male	98.2	<5.0	17.9	33.0	40.2	8.0
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	98.9	<5.0	14.9	36.6	40.0	8.0
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	100.0	5.4	24.3	35.1	35.1	**
Economically Disadvantaged	99.0	<5.0	17.3	36.1	38.5	6.7
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	94.3	**	<5.0	18.2	54.5	24.2
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION III: STATEWIDE ASSESSMENTS**  
**English Language Arts**

(continued)

**District**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.3	<5.0	16.0	36.2	34.1	12.0
Female	99.4	<5.0	16.5	38.8	33.2	8.8
Male	99.1	<5.0	15.4	33.5	35.0	15.1
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	99.4	<5.0	12.6	36.5	35.7	14.1
Hispanic	**	**	**	**	**	**
Multiracial	90.9	**	60.0	**	30.0	10.0
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	99.2	<5.0	25.4	38.5	27.7	<5.0
Economically Disadvantaged	99.1	<5.0	14.1	36.7	35.3	12.1
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	97.6	**	<5.0	12.3	38.3	46.9
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**State**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.1	8.7	26.3	32.9	21.5	10.6
Female	99.3	10.3	28.6	33.6	19.9	7.6
Male	98.8	7.3	24.1	32.3	23.0	13.4
Asian	99.4	23.9	34.3	23.1	10.1	8.6
Native American	98.2	5.3	23.9	39.3	22.1	9.4
Black	99.0	<5.0	17.7	34.8	29.2	14.9
Hispanic	99.1	6.7	24.5	33.6	22.2	13.0
Multiracial	98.6	9.2	32.8	33.0	17.6	7.4
Hawaiian/Pacific Islander	97.9	15.0	29.3	26.4	16.4	12.9
White	99.1	14.6	35.8	31.0	13.1	5.6
Economically Disadvantaged	99.0	<5.0	20.9	34.8	26.3	13.3
Limited English Proficiency	99.0	<5.0	14.9	32.5	29.8	20.1
Students with Disabilities	97.6	<5.0	8.0	19.4	30.7	40.6
Migrant	97.8	<5.0	28.9	25.6	25.6	18.9

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION III: STATEWIDE ASSESSMENTS**  
**Mathematics**

The results below are based upon the Mississippi Academic Assessment Program (MAAP) mathematics assessments (including the state's alternate assessment) in grades 3-8 and high school. The MAAP assessment is aligned to the Mississippi College and Career Readiness Standards. The MAAP performance levels were first established in June 2016 based upon statewide data and educator input.

**School**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.1	<5.0	17.9	35.4	30.9	13.0
Female	100.0	<5.0	20.7	40.5	30.6	6.3
Male	98.2	<5.0	15.2	30.4	31.3	19.6
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	98.9	<5.0	15.4	36.6	32.6	12.6
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	100.0	<5.0	24.3	35.1	24.3	13.5
Economically Disadvantaged	99.0	<5.0	18.3	35.6	30.3	13.5
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	94.3	**	6.1	18.2	30.3	45.5
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**District**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.0	<5.0	14.1	34.3	38.1	12.5
Female	99.7	<5.0	14.7	37.0	39.6	8.1
Male	98.2	<5.0	13.4	31.4	36.6	17.1
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	99.2	<5.0	11.0	34.0	40.8	13.3
Hispanic	**	**	**	**	**	**
Multiracial	90.9	**	50.0	10.0	20.0	20.0
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	98.5	<5.0	21.4	38.2	29.8	9.2
Economically Disadvantaged	99.0	<5.0	13.8	33.2	39.4	12.7
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	97.6	**	<5.0	10.8	36.1	48.2
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding



**SECTION III: STATEWIDE ASSESSMENTS  
Mathematics**

(continued)

**State**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	98.8	9.4	27.1	32.9	22.8	7.8
Female	99.0	9.4	28.7	33.8	21.8	6.3
Male	98.5	9.4	25.5	31.9	23.8	9.3
Asian	99.3	37.3	34.0	18.4	6.8	<5.0
Native American	98.0	8.2	28.8	36.5	21.7	<5.0
Black	98.6	<5.0	18.6	35.3	31.6	11.1
Hispanic	98.7	9.1	30.0	34.0	19.6	7.3
Multiracial	98.6	11.1	31.1	34.2	17.9	5.6
Hawaiian/Pacific Islander	97.2	19.1	36.9	20.6	17.0	6.4
White	98.9	15.4	36.1	30.3	13.7	<5.0
Economically Disadvantaged	98.7	5.0	21.8	35.1	28.2	9.8
Limited English Proficiency	98.8	6.1	24.0	35.4	24.5	10.0
Students with Disabilities	97.6	<5.0	8.4	20.8	36.1	32.7
Migrant	98.9	8.1	16.3	31.4	29.1	15.1

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION IV: STATEWIDE ACHIEVEMENT  
2-Year Trend in Proficiency**

The results below are based upon MAAP assessment results reported in 2017 and 2016 for students scoring Proficient or Advanced (Level 4 or Level 5) in English language arts (ELA), mathematics or science.

Grade-Level	ELA 2017 % Proficient	ELA 2016 % Proficient	Math 2017 % Proficient	Math 2016 % Proficient	Science 2017 % Proficient	Science 2016 % Proficient
3rd Grade	19.7	23.1	23.9	26.0	**	**
4th Grade	17.9	23.2	17.0	13.7	**	**
5th Grade	**	**	**	**	**	**
6th Grade	**	**	**	**	**	**
7th Grade	**	**	**	**	**	**
8th Grade	**	**	**	**	**	**
High School	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)

**SECTION V: ENGLISH LEARNER EXEMPTION**

The below results are provided to show the number of English learners exempted from statewide testing. ESEA regulations (34 C.F.R. 200.6(b)(4)(i)(A)) affords states the flexibility to exclude English Learners in their first 12 months of schooling in the United States from one administration of the reading/language arts assessment.

Group	Exemptions
English Learners (EL)	**

**SECTION VI: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
2015 Results**

The results below are based upon the National Assessment of Educational Progress (NAEP) 2015 scores on subject-matter achievement tests. 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 (2017 results are not yet available).

**English Language Arts**

Group	ELA Participation 4th Grade %	ELA Participation 8th Grade %
Students with Disabilities	94.0	96.0
English Learners	**	**

Group	Minimum Grade 4 ELA %	Minimum Grade 8 ELA %	Basic Grade 4 ELA %	Basic Grade 8 ELA %	Proficient Grade 4 ELA %	Proficient Grade 8 ELA %	Advanced Grade 4 ELA %	Advanced Grade 8 ELA %
Overall	40.0	37.0	34.0	43.0	21.0	19.0	5.0	1.0
Males	42.0	42.0	34.0	42.0	20.0	15.0	4.0	1.0
Females	37.0	32.0	35.0	44.0	23.0	22.0	5.0	2.0
White	25.0	21.0	37.0	47.0	30.0	30.0	8.0	2.0
Black	54.0	51.0	32.0	41.0	12.0	8.0	2.0	0.0
Hispanic	46.0	**	35.0	**	18.0	**	1.0	**
ED	47.0	45.0	34.0	42.0	17.0	12.0	2.0	1.0
SWD	70.0	82.0	18.0	16.0	10.0	2.0	2.0	0.0
EL	**	**	**	**	**	**	**	**

**Mathematics**

Group	Math Participation 4th Grade %	Math Participation 8th Grade %
Students with Disabilities	95.0	95.0
English Learners	**	**

Group	Minimum Grade 4 Math %	Minimum Grade 8 Math %	Basic Grade 4 Math %	Basic Grade 8 Math %	Proficient Grade 4 Math %	Proficient Grade 8 Math %	Advanced Grade 4 Math %	Advanced Grade 8 Math %
Overall	22.0	40.0	48.0	38.0	27.0	19.0	3.0	3.0
Males	23.0	42.0	47.0	37.0	26.0	17.0	4.0	4.0
Females	21.0	37.0	50.0	41.0	26.0	19.0	3.0	3.0
White	10.0	23.0	46.0	43.0	38.0	29.0	6.0	5.0
Black	35.0	55.0	50.0	35.0	14.0	9.0	1.0	1.0
Hispanic	30.0	41.0	46.0	40.0	22.0	15.0	2.0	4.0
ED	28.0	49.0	51.0	37.0	19.0	12.0	2.0	2.0
SWD	43.0	85.0	40.0	13.0	15.0	2.0	2.0	0.0
EL	**	**	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i).  
ED=Economically Disadvantaged; SWD=Students with Disabilities; EL=English Learners



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**Charleston Middle School  
(East Tallahatchie Consol School District)**

**SECTION I: ACCOUNTABILITY PERFORMANCE RESULTS**

The Mississippi Statewide Accountability System is a single "A" through "F" school and district accountability system based on the requirements of Mississippi Code 37-17-6 and the federal Elementary and Secondary Education Act of 1965 (ESEA). The accountability system assigns performance classifications based on: (a) student achievement, (b) student growth, (c) graduation rates, (d) participation rate, and (e) other outcome measures (N/A indicates measure is not applicable).

<b>Accountability Grade</b>	<b>Grade</b>
Current Year	D
Prior Year	F

<b>Proficiency in Subject Area</b>	<b>Percent</b>
English Language Arts	17.8
Mathematics	14.4
Science	41.3
U.S. History	N/A

<b>Overall Growth in Assessment</b>	<b>Percent</b>
English Language Arts	47.3
Mathematics	45.5

<b>Growth in the Lowest 25% in Assessment</b>	<b>Percent</b>
English Language Arts	54.0
Mathematics	56.9

<b>College Measures</b>	<b>Percent</b>
Acceleration	N/A
College & Career Readiness	N/A

<b>Accountability Component</b>	<b>Percent</b>
High School Graduation Rate	N/A

**SECTION II: Teacher Qualifications**

The results below detail the professional qualifications of elementary and secondary school teachers (i.e., the percent highly qualified), the percentage of teachers with emergency or provisional licensure, and the percentage of core academic classes taught by not highly qualified teachers in high-poverty and low-poverty schools.

Highly Qualified Teachers (%)	Teachers with Emergency Credentials (%)	Courses Taught by not Highly Qualified Teachers: High Poverty Schools (%)	Courses Taught by not Highly Qualified Teachers: Low Poverty Schools (%)
100.0	0.0	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)

**SECTION III: STATEWIDE ASSESSMENTS  
English Language Arts**

The results below are based upon the Mississippi Academic Assessment Program (MAAP) English language arts (ELA) assessments (including the state's alternate assessment) in grades 3-8 and high school. The MAAP assessment is aligned to the Mississippi College and Career Readiness Standards. The MAAP performance levels were first established in June 2016 based upon statewide data and educator input.

**School**

Group	Part. Rate (%)	Advanced (%)	Proficient (%)	Passing (%)	Basic (%)	Minimal (%)
All Students	99.7	<5.0	15.6	36.0	31.2	15.0
Female	99.4	<5.0	15.6	36.9	33.0	11.2
Male	100.0	<5.0	15.6	35.1	29.2	19.5
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	100.0	<5.0	12.5	35.0	32.3	18.3
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	100.0	<5.0	22.7	42.4	28.8	<5.0
Economically Disadvantaged	99.6	<5.0	13.1	35.2	33.3	16.1
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	100.0	**	<5.0	9.8	29.3	58.5
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION III: STATEWIDE ASSESSMENTS  
English Language Arts**

(continued)

**District**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.3	<5.0	16.0	36.2	34.1	12.0
Female	99.4	<5.0	16.5	38.8	33.2	8.8
Male	99.1	<5.0	15.4	33.5	35.0	15.1
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	99.4	<5.0	12.6	36.5	35.7	14.1
Hispanic	**	**	**	**	**	**
Multiracial	90.9	**	60.0	**	30.0	10.0
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	99.2	<5.0	25.4	38.5	27.7	<5.0
Economically Disadvantaged	99.1	<5.0	14.1	36.7	35.3	12.1
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	97.6	**	<5.0	12.3	38.3	46.9
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**State**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.1	8.7	26.3	32.9	21.5	10.6
Female	99.3	10.3	28.6	33.6	19.9	7.6
Male	98.8	7.3	24.1	32.3	23.0	13.4
Asian	99.4	23.9	34.3	23.1	10.1	8.6
Native American	98.2	5.3	23.9	39.3	22.1	9.4
Black	99.0	<5.0	17.7	34.8	29.2	14.9
Hispanic	99.1	6.7	24.5	33.6	22.2	13.0
Multiracial	98.6	9.2	32.8	33.0	17.6	7.4
Hawaiian/Pacific Islander	97.9	15.0	29.3	26.4	16.4	12.9
White	99.1	14.6	35.8	31.0	13.1	5.6
Economically Disadvantaged	99.0	<5.0	20.9	34.8	26.3	13.3
Limited English Proficiency	99.0	<5.0	14.9	32.5	29.8	20.1
Students with Disabilities	97.6	<5.0	8.0	19.4	30.7	40.6
Migrant	97.8	<5.0	28.9	25.6	25.6	18.9

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION III: STATEWIDE ASSESSMENTS  
Mathematics**

The results below are based upon the Mississippi Academic Assessment Program (MAAP) mathematics assessments (including the state's alternate assessment) in grades 3-8 and high school. The MAAP assessment is aligned to the Mississippi College and Career Readiness Standards. The MAAP performance levels were first established in June 2016 based upon statewide data and educator input.

**School**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.4	**	14.2	32.2	38.9	14.8
Female	99.4	**	13.4	31.8	43.6	11.2
Male	99.4	**	15.0	32.7	33.3	19.0
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	100.0	**	10.3	31.2	41.8	16.7
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	98.5	**	24.6	38.5	29.2	7.7
Economically Disadvantaged	99.6	**	13.1	30.0	41.9	15.0
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	100.0	**	<5.0	7.3	34.1	56.1
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**District**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.0	<5.0	14.1	34.3	38.1	12.5
Female	99.7	<5.0	14.7	37.0	39.6	8.1
Male	98.2	<5.0	13.4	31.4	36.6	17.1
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	99.2	<5.0	11.0	34.0	40.8	13.3
Hispanic	**	**	**	**	**	**
Multiracial	90.9	**	50.0	10.0	20.0	20.0
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	98.5	<5.0	21.4	38.2	29.8	9.2
Economically Disadvantaged	99.0	<5.0	13.8	33.2	39.4	12.7
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	97.6	**	<5.0	10.8	36.1	48.2
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION III: STATEWIDE ASSESSMENTS  
Mathematics**

(continued)

**State**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	98.8	9.4	27.1	32.9	22.8	7.8
Female	99.0	9.4	28.7	33.8	21.8	6.3
Male	98.5	9.4	25.5	31.9	23.8	9.3
Asian	99.3	37.3	34.0	18.4	6.8	<5.0
Native American	98.0	8.2	28.8	36.5	21.7	<5.0
Black	98.6	<5.0	18.6	35.3	31.6	11.1
Hispanic	98.7	9.1	30.0	34.0	19.6	7.3
Multiracial	98.6	11.1	31.1	34.2	17.9	5.6
Hawaiian/Pacific Islander	97.2	19.1	36.9	20.6	17.0	6.4
White	98.9	15.4	36.1	30.3	13.7	<5.0
Economically Disadvantaged	98.7	5.0	21.8	35.1	28.2	9.8
Limited English Proficiency	98.8	6.1	24.0	35.4	24.5	10.0
Students with Disabilities	97.6	<5.0	8.4	20.8	36.1	32.7
Migrant	98.9	8.1	16.3	31.4	29.1	15.1

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION III: STATEWIDE ASSESSMENTS  
Science**

The below results are based upon the Mississippi Science Test, Second Edition (MST2) and the Biology I test. MST2 is an assessment (including the state's alternate assessment) administered to students in grades 5 and 8 and measures student achievement in science based upon the 2010 Mississippi Science Framework (or Mississippi Extended Science Framework). In high school, the Biology I assessment is a measure of student achievement and is also based on the 2010 Mississippi Science Frameworks.

**School**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	100.0	8.8	31.2	**	38.8	21.2
Female	100.0	5.1	33.3	**	43.4	18.2
Male	100.0	14.1	28.2	**	32.4	25.4
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	100.0	5.1	27.5	**	43.5	23.9
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	100.0	22.6	48.4	**	19.4	9.7
Economically Disadvantaged	100.0	7.5	28.4	**	42.5	21.6
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	100.0	**	12.5	**	25.0	62.5
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding



**SECTION III: STATEWIDE ASSESSMENTS  
Science**

(continued)

**District**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.3	8.2	40.5	**	33.8	17.5
Female	98.6	5.8	37.0	**	40.6	16.7
Male	100.0	10.7	44.3	**	26.7	18.3
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	99.5	<5.0	37.0	**	37.9	20.4
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	98.2	17.9	55.4	**	19.6	7.1
Economically Disadvantaged	99.5	6.3	38.0	**	36.6	19.0
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	100.0	**	13.0	**	30.4	56.5
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**State**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	98.5	17.5	41.0	**	26.0	15.5
Female	98.9	16.1	43.1	**	27.2	13.6
Male	98.1	18.8	38.9	**	24.9	17.3
Asian	99.2	43.5	37.3	**	8.7	10.5
Native American	97.2	12.4	41.8	**	26.2	19.5
Black	98.2	7.4	35.0	**	34.4	23.2
Hispanic	98.5	15.9	42.3	**	25.4	16.3
Multiracial	98.1	23.0	44.5	**	21.2	11.2
Hawaiian/Pacific Islander	100.0	27.5	41.2	**	23.5	7.8
White	98.8	28.1	47.6	**	17.3	7.0
Economically Disadvantaged	98.3	10.8	38.0	**	31.1	20.1
Limited English Proficiency	98.6	8.9	32.2	**	31.8	27.1
Students with Disabilities	96.8	<5.0	18.1	**	30.1	47.5
Migrant	100.0	10.9	32.6	**	23.9	32.6

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION IV: STATEWIDE ACHIEVEMENT  
2-Year Trend in Proficiency**

The results below are based upon MAAP assessment results reported in 2017 and 2016 for students scoring Proficient or Advanced (Level 4 or Level 5) in English language arts (ELA), mathematics or science.

Grade-Level	ELA 2017 % Proficient	ELA 2016 % Proficient	Math 2017 % Proficient	Math 2016 % Proficient	Science 2017 % Proficient	Science 2016 % Proficient
3rd Grade	**	**	**	**	**	**
4th Grade	**	**	**	**	**	**
5th Grade	22.1	9.4	12.6	5.9	38.9	22.9
6th Grade	16.0	13.0	12.3	19.2	**	**
7th Grade	8.6	22.7	18.8	17.3	**	**
8th Grade	24.7	25.0	13.7	26.3	42.5	40.8
High School	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)

**SECTION V: ENGLISH LEARNER EXEMPTION**

The below results are provided to show the number of English learners exempted from statewide testing. ESEA regulations (34 C.F.R. 200.6(b)(4)(i)(A)) affords states the flexibility to exclude English Learners in their first 12 months of schooling in the United States from one administration of the reading/language arts assessment.

Group	Exemptions
English Learners (EL)	**

**SECTION VI: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
2015 Results**

The results below are based upon the National Assessment of Educational Progress (NAEP) 2015 scores on subject-matter achievement tests. 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 (2017 results are not yet available).

**English Language Arts**

Group	ELA Participation 4th Grade %	ELA Participation 8th Grade %
Students with Disabilities	94.0	96.0
English Learners	**	**

Group	Minimum Grade 4 ELA %	Minimum Grade 8 ELA %	Basic Grade 4 ELA %	Basic Grade 8 ELA %	Proficient Grade 4 ELA %	Proficient Grade 8 ELA %	Advanced Grade 4 ELA %	Advanced Grade 8 ELA %
Overall	40.0	37.0	34.0	43.0	21.0	19.0	5.0	1.0
Males	42.0	42.0	34.0	42.0	20.0	15.0	4.0	1.0
Females	37.0	32.0	35.0	44.0	23.0	22.0	5.0	2.0
White	25.0	21.0	37.0	47.0	30.0	30.0	8.0	2.0
Black	54.0	51.0	32.0	41.0	12.0	8.0	2.0	0.0
Hispanic	46.0	**	35.0	**	18.0	**	1.0	**
ED	47.0	45.0	34.0	42.0	17.0	12.0	2.0	1.0
SWD	70.0	82.0	18.0	16.0	10.0	2.0	2.0	0.0
EL	**	**	**	**	**	**	**	**

**Mathematics**

Group	Math Participation 4th Grade %	Math Participation 8th Grade %
Students with Disabilities	95.0	95.0
English Learners	**	**

Group	Minimum Grade 4 Math %	Minimum Grade 8 Math %	Basic Grade 4 Math %	Basic Grade 8 Math %	Proficient Grade 4 Math %	Proficient Grade 8 Math %	Advanced Grade 4 Math %	Advanced Grade 8 Math %
Overall	22.0	40.0	48.0	38.0	27.0	19.0	3.0	3.0
Males	23.0	42.0	47.0	37.0	26.0	17.0	4.0	4.0
Females	21.0	37.0	50.0	41.0	26.0	19.0	3.0	3.0
White	10.0	23.0	46.0	43.0	38.0	29.0	6.0	5.0
Black	35.0	55.0	50.0	35.0	14.0	9.0	1.0	1.0
Hispanic	30.0	41.0	46.0	40.0	22.0	15.0	2.0	4.0
ED	28.0	49.0	51.0	37.0	19.0	12.0	2.0	2.0
SWD	43.0	85.0	40.0	13.0	15.0	2.0	2.0	0.0
EL	**	**	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i).  
ED=Economically Disadvantaged; SWD=Students with Disabilities; EL=English Learners



**MISSISSIPPI  
DEPARTMENT OF  
EDUCATION**

Ensuring a bright future for every child

**Mississippi Accountability System**

**ANNUAL REPORT CARD  
School Year 2016-17**

**Charleston High School  
(East Tallahatchie Consol School District)**

**SECTION I: ACCOUNTABILITY PERFORMANCE RESULTS**

The Mississippi Statewide Accountability System is a single "A" through "F" school and district accountability system based on the requirements of Mississippi Code 37-17-6 and the federal Elementary and Secondary Education Act of 1965 (ESEA). The accountability system assigns performance classifications based on: (a) student achievement, (b) student growth, (c) graduation rates, (d) participation rate, and (e) other outcome measures (N/A indicates measure is not applicable).

<b>Accountability Grade</b>	<b>Grade</b>
Current Year	B
Prior Year	D

<b>Proficiency in Subject Area</b>	<b>Percent</b>
English Language Arts	22.5
Mathematics	13.3
Science	73.1
U.S. History	39.2

<b>Overall Growth in Assessment</b>	<b>Percent</b>
English Language Arts	84.3
Mathematics	63.9

<b>Growth in the Lowest 25% in Assessment</b>	<b>Percent</b>
English Language Arts	80.0
Mathematics	97.9

<b>College Measures</b>	<b>Percent</b>
Acceleration	61.1
College & Career Readiness	9.0

<b>Accountability Component</b>	<b>Percent</b>
High School Graduation Rate	88.2

## SECTION II: Teacher Qualifications

The results below detail the professional qualifications of elementary and secondary school teachers (i.e., the percent highly qualified), the percentage of teachers with emergency or provisional licensure, and the percentage of core academic classes taught by not highly qualified teachers in high-poverty and low-poverty schools.

Highly Qualified Teachers (%)	Teachers with Emergency Credentials (%)	Courses Taught by not Highly Qualified Teachers: High Poverty Schools (%)	Courses Taught by not Highly Qualified Teachers: Low Poverty Schools (%)
93.2	0.0	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)

## SECTION III: STATEWIDE ASSESSMENTS English Language Arts

The results below are based upon the Mississippi Academic Assessment Program (MAAP) English language arts (ELA) assessments (including the state's alternate assessment) in grades 3-8 and high school. The MAAP assessment is aligned to the Mississippi College and Career Readiness Standards. The MAAP performance levels were first established in June 2016 based upon statewide data and educator input.

### School

Group	Part. Rate (%)	Advanced (%)	Proficient (%)	Passing (%)	Basic (%)	Minimal (%)
All Students	98.4	<5.0	14.0	38.8	32.2	13.2
Female	98.0	<5.0	18.0	50.0	22.0	8.0
Male	98.6	<5.0	11.3	31.0	39.4	16.9
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	98.9	**	8.5	40.4	37.2	13.8
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	96.4	7.4	33.3	33.3	14.8	11.1
Economically Disadvantaged	97.7	<5.0	9.3	43.0	33.7	12.8
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION III: STATEWIDE ASSESSMENTS  
English Language Arts**

(continued)

**District**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.3	<5.0	16.0	36.2	34.1	12.0
Female	99.4	<5.0	16.5	38.8	33.2	8.8
Male	99.1	<5.0	15.4	33.5	35.0	15.1
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	99.4	<5.0	12.6	36.5	35.7	14.1
Hispanic	**	**	**	**	**	**
Multiracial	90.9	**	60.0	**	30.0	10.0
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	99.2	<5.0	25.4	38.5	27.7	<5.0
Economically Disadvantaged	99.1	<5.0	14.1	36.7	35.3	12.1
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	97.6	**	<5.0	12.3	38.3	46.9
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**State**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.1	8.7	26.3	32.9	21.5	10.6
Female	99.3	10.3	28.6	33.6	19.9	7.6
Male	98.8	7.3	24.1	32.3	23.0	13.4
Asian	99.4	23.9	34.3	23.1	10.1	8.6
Native American	98.2	5.3	23.9	39.3	22.1	9.4
Black	99.0	<5.0	17.7	34.8	29.2	14.9
Hispanic	99.1	6.7	24.5	33.6	22.2	13.0
Multiracial	98.6	9.2	32.8	33.0	17.6	7.4
Hawaiian/Pacific Islander	97.9	15.0	29.3	26.4	16.4	12.9
White	99.1	14.6	35.8	31.0	13.1	5.6
Economically Disadvantaged	99.0	<5.0	20.9	34.8	26.3	13.3
Limited English Proficiency	99.0	<5.0	14.9	32.5	29.8	20.1
Students with Disabilities	97.6	<5.0	8.0	19.4	30.7	40.6
Migrant	97.8	<5.0	28.9	25.6	25.6	18.9

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION III: STATEWIDE ASSESSMENTS  
Mathematics**

The results below are based upon the Mississippi Academic Assessment Program (MAAP) mathematics assessments (including the state's alternate assessment) in grades 3-8 and high school. The MAAP assessment is aligned to the Mississippi College and Career Readiness Standards. The MAAP performance levels were first established in June 2016 based upon statewide data and educator input.

**School**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	97.5	<5.0	6.7	37.8	49.6	5.0
Female	100.0	**	7.1	46.4	44.6	<5.0
Male	95.5	<5.0	6.3	30.2	54.0	7.9
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	97.8	**	<5.0	37.1	53.9	<5.0
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	96.7	<5.0	10.3	41.4	37.9	6.9
Economically Disadvantaged	96.8	**	5.5	37.4	52.7	<5.0
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**District**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.0	<5.0	14.1	34.3	38.1	12.5
Female	99.7	<5.0	14.7	37.0	39.6	8.1
Male	98.2	<5.0	13.4	31.4	36.6	17.1
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	99.2	<5.0	11.0	34.0	40.8	13.3
Hispanic	**	**	**	**	**	**
Multiracial	90.9	**	50.0	10.0	20.0	20.0
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	98.5	<5.0	21.4	38.2	29.8	9.2
Economically Disadvantaged	99.0	<5.0	13.8	33.2	39.4	12.7
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	97.6	**	<5.0	10.8	36.1	48.2
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION III: STATEWIDE ASSESSMENTS  
Mathematics**

(continued)

**State**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	98.8	9.4	27.1	32.9	22.8	7.8
Female	99.0	9.4	28.7	33.8	21.8	6.3
Male	98.5	9.4	25.5	31.9	23.8	9.3
Asian	99.3	37.3	34.0	18.4	6.8	<5.0
Native American	98.0	8.2	28.8	36.5	21.7	<5.0
Black	98.6	<5.0	18.6	35.3	31.6	11.1
Hispanic	98.7	9.1	30.0	34.0	19.6	7.3
Multiracial	98.6	11.1	31.1	34.2	17.9	5.6
Hawaiian/Pacific Islander	97.2	19.1	36.9	20.6	17.0	6.4
White	98.9	15.4	36.1	30.3	13.7	<5.0
Economically Disadvantaged	98.7	5.0	21.8	35.1	28.2	9.8
Limited English Proficiency	98.8	6.1	24.0	35.4	24.5	10.0
Students with Disabilities	97.6	<5.0	8.4	20.8	36.1	32.7
Migrant	98.9	8.1	16.3	31.4	29.1	15.1

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION III: STATEWIDE ASSESSMENTS  
Science**

The below results are based upon the Mississippi Science Test, Second Edition (MST2) and the Biology I test. MST2 is an assessment (including the state's alternate assessment) administered to students in grades 5 and 8 and measures student achievement in science based upon the 2010 Mississippi Science Framework (or Mississippi Extended Science Framework). In high school, the Biology I assessment is a measure of student achievement and is also based on the 2010 Mississippi Science Frameworks.

**School**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	98.0	7.1	56.6	**	25.3	11.1
Female	95.1	7.7	46.2	**	33.3	12.8
Male	100.0	6.7	63.3	**	20.0	10.0
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	98.6	<5.0	54.8	**	27.4	13.7
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	96.2	12.0	64.0	**	20.0	<5.0
Economically Disadvantaged	98.6	<5.0	56.3	**	25.4	14.1
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding



**SECTION III: STATEWIDE ASSESSMENTS  
Science**

(continued)

**District**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	99.3	8.2	40.5	**	33.8	17.5
Female	98.6	5.8	37.0	**	40.6	16.7
Male	100.0	10.7	44.3	**	26.7	18.3
Asian	**	**	**	**	**	**
Native American	**	**	**	**	**	**
Black	99.5	<5.0	37.0	**	37.9	20.4
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	98.2	17.9	55.4	**	19.6	7.1
Economically Disadvantaged	99.5	6.3	38.0	**	36.6	19.0
Limited English Proficiency	**	**	**	**	**	**
Students with Disabilities	100.0	**	13.0	**	30.4	56.5
Migrant	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**State**

<b>Group</b>	<b>Part. Rate (%)</b>	<b>Advanced (%)</b>	<b>Proficient (%)</b>	<b>Passing (%)</b>	<b>Basic (%)</b>	<b>Minimal (%)</b>
All Students	98.5	17.5	41.0	**	26.0	15.5
Female	98.9	16.1	43.1	**	27.2	13.6
Male	98.1	18.8	38.9	**	24.9	17.3
Asian	99.2	43.5	37.3	**	8.7	10.5
Native American	97.2	12.4	41.8	**	26.2	19.5
Black	98.2	7.4	35.0	**	34.4	23.2
Hispanic	98.5	15.9	42.3	**	25.4	16.3
Multiracial	98.1	23.0	44.5	**	21.2	11.2
Hawaiian/Pacific Islander	100.0	27.5	41.2	**	23.5	7.8
White	98.8	28.1	47.6	**	17.3	7.0
Economically Disadvantaged	98.3	10.8	38.0	**	31.1	20.1
Limited English Proficiency	98.6	8.9	32.2	**	31.8	27.1
Students with Disabilities	96.8	<5.0	18.1	**	30.1	47.5
Migrant	100.0	10.9	32.6	**	23.9	32.6

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding

**SECTION IV: STATEWIDE ACHIEVEMENT  
2-Year Trend in Proficiency**

The results below are based upon MAAP assessment results reported in 2017 and 2016 for students scoring Proficient or Advanced (Level 4 or Level 5) in English language arts (ELA), mathematics or science.

Grade-Level	ELA 2017 % Proficient	ELA 2016 % Proficient	Math 2017 % Proficient	Math 2016 % Proficient	Science 2017 % Proficient	Science 2016 % Proficient
3rd Grade	**	**	**	**	**	**
4th Grade	**	**	**	**	**	**
5th Grade	**	**	**	**	**	**
6th Grade	**	**	**	**	**	**
7th Grade	**	**	**	**	**	**
8th Grade	**	**	**	**	**	**
High School	15.7	12.2	7.6	7.4	63.6	51.1

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)

**SECTION V: ENGLISH LEARNER EXEMPTION**

The below results are provided to show the number of English learners exempted from statewide testing. ESEA regulations (34 C.F.R. 200.6(b)(4)(i)(A)) affords states the flexibility to exclude English Learners in their first 12 months of schooling in the United States from one administration of the reading/language arts assessment.

Group	Exemptions
English Learners (EL)	**

**SECTION VI: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
2015 Results**

The results below are based upon the National Assessment of Educational Progress (NAEP) 2015 scores on subject-matter achievement tests. 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 (2017 results are not yet available).

**English Language Arts**

Group	ELA Participation 4th Grade %	ELA Participation 8th Grade %
Students with Disabilities	94.0	96.0
English Learners	**	**

Group	Minimum Grade 4 ELA %	Minimum Grade 8 ELA %	Basic Grade 4 ELA %	Basic Grade 8 ELA %	Proficient Grade 4 ELA %	Proficient Grade 8 ELA %	Advanced Grade 4 ELA %	Advanced Grade 8 ELA %
Overall	40.0	37.0	34.0	43.0	21.0	19.0	5.0	1.0
Males	42.0	42.0	34.0	42.0	20.0	15.0	4.0	1.0
Females	37.0	32.0	35.0	44.0	23.0	22.0	5.0	2.0
White	25.0	21.0	37.0	47.0	30.0	30.0	8.0	2.0
Black	54.0	51.0	32.0	41.0	12.0	8.0	2.0	0.0
Hispanic	46.0	**	35.0	**	18.0	**	1.0	**
ED	47.0	45.0	34.0	42.0	17.0	12.0	2.0	1.0
SWD	70.0	82.0	18.0	16.0	10.0	2.0	2.0	0.0
EL	**	**	**	**	**	**	**	**

**Mathematics**

Group	Math Participation 4th Grade %	Math Participation 8th Grade %
Students with Disabilities	95.0	95.0
English Learners	**	**

Group	Minimum Grade 4 Math %	Minimum Grade 8 Math %	Basic Grade 4 Math %	Basic Grade 8 Math %	Proficient Grade 4 Math %	Proficient Grade 8 Math %	Advanced Grade 4 Math %	Advanced Grade 8 Math %
Overall	22.0	40.0	48.0	38.0	27.0	19.0	3.0	3.0
Males	23.0	42.0	47.0	37.0	26.0	17.0	4.0	4.0
Females	21.0	37.0	50.0	41.0	26.0	19.0	3.0	3.0
White	10.0	23.0	46.0	43.0	38.0	29.0	6.0	5.0
Black	35.0	55.0	50.0	35.0	14.0	9.0	1.0	1.0
Hispanic	30.0	41.0	46.0	40.0	22.0	15.0	2.0	4.0
ED	28.0	49.0	51.0	37.0	19.0	12.0	2.0	2.0
SWD	43.0	85.0	40.0	13.0	15.0	2.0	2.0	0.0
EL	**	**	**	**	**	**	**	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i).  
ED=Economically Disadvantaged; SWD=Students with Disabilities; EL=English Learners

## SECTION VII: GRADUATION RATES

The results below are provided to show the percentage of students graduating from high school in four years disaggregated by subpopulations of students. The data below are based upon the 2012-13, Grade 9 student cohort that graduated with a standard diploma during the 2015-16 school year (in other words, all graduation rates are lagged one year).

### School

Group	Adjusted Graduation Rate
All Students	88.2
Asian	**
Native American	**
Black	88.1
Hispanic	**
Multiracial	**
Hawaiian/Pacific Islander	**
White	88.4
Economically Disadvantaged	88.8
Limited English Proficiency	**
Students with Disabilities	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)

### District

Group	Adjusted Graduation Rate
All Students	88.2
Asian	**
Native American	**
Black	88.1
Hispanic	**
Multiracial	**
Hawaiian/Pacific Islander	**
White	88.4
Economically Disadvantaged	88.8
Limited English Proficiency	**
Students with Disabilities	**

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)

### State

Group	Adjusted Graduation Rate
All Students	82.3
Asian	92.6
Native American	87.5
Black	78.9
Hispanic	81.8
Multiracial	78.2
Hawaiian/Pacific Islander	**
White	85.8
Economically Disadvantaged	78.8
Limited English Proficiency	65.4
Students with Disabilities	34.7

\*\*Data are suppressed following ESEA Section 1111(h)(1)(C)(i)