

Differentiated Accountability Performance: Not Meeting AMOs

Table 1: AMOs for Reading & Language Arts

Group	Proficiency		AMO Goals		Participation		Met AMO
	%	n	%	Met	Rate	Met	
All	70.8 %	173	80 %	N	99.8 %	Y ^b	N
American Indian or Alaskan Native							
Asian		<10		<10		N/A	
Black or African American		<10		<10	100.0 %	N/A	
Hispanic or Latino		<10		<10	100.0 %	N/A	
Native Hawaiian or Pacific Islander [†]							
Two or More Races [†]							
White	71.6 %	169	81 %	N	99.8 %	Y ^b	N
Female [†]	74.5 %	92		N/A	99.7 %	Y ^b	
Male [†]	66.7 %	81		N/A	100.0 %	Y ^a	
Economically Disadvantaged	60.2 %	83	73 %	N	99.6 %	Y ^b	N
Limited English Proficiency							
Students w/Disabilities	35.4 %	24		N/A	98.6 %	Y ^b	
Met RLA AMO							N

[†] Not Included in DA Model; Shown for informational purposes only; ^a 2-Year Average; ^b 3-Year Average.

Table 2: AMOs for Math

Group	Proficiency		AMO Goals		Participation		Met AMO
	%	n	%	Met	Rate	Met	
All	75.3 %	174	84 %	N	100.0 %	Y ^a	N
American Indian or Alaskan Native							
Asian		<10		<10		N/A	
Black or African American		<10		<10	100.0 %	N/A	
Hispanic or Latino		<10		<10	100.0 %	N/A	
Native Hawaiian or Pacific Islander [†]							
Two or More Races [†]							
White	75.0 %	170	84 %	N	100.0 %	Y ^a	N
Female [†]	75.8 %	93		N/A	100.0 %	Y ^a	
Male [†]	74.7 %	81		N/A	100.0 %	Y ^a	
Economically Disadvantaged	71.4 %	84	79 %	N	100.0 %	Y ^a	N
Limited English Proficiency							
Students w/Disabilities	54.0 %	25		N/A	100.0 %	Y ^a	
Met Math AMO							N

[†] Not Included in DA Model; Shown for informational purposes only

Table 3: AMOs for Other Indicators

Previous	Attendance		Graduation Rate			AMO Met	Overall AMOs
	Current	Goal	Previous	Current	Goal		
96.3 %	98.8 %	93 %				Y	N

CHALYBEATE ELEMENTARY SCHOOL — NORTH TIPPAH SCHOOL DIST
School Year 2012-2013: B School Year 2013-2014 w/o Waiver: D School Year 2013-2014 w/ Waiver: B
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Grade: D Total Points: 366	READING	MATHEMATICS	SCIENCE
PROFICIENCY	53.2	60.3	74.5
GROWTH ALL STUDENTS	48.9	65.0	PARTICIPATION RATE ↓
GROWTH LOW 25%	24.4	40.0	99.8



The colors above indicate in which quintile the individual component is in compared to other schools in the MS Statewide Accountability System.