

# District 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.

No Child  
Left Behind  
2011-2012



## 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
<b>Accountability Status:</b>	B - High Performing	High Performing
Quality of Distribution Index (QDI):	196	197
Growth Status:	Met	Met
5-Year Graduation Rate:	85.8	86.4
High School Completion Index (HSCI):	236	234

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 Annual Measurable Objectives (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 their AMO.

	Current Year	Last Year
<b>District AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met

## 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	85.3	84.6	85.8	97
Students with IEP's:	Not Met	Not Met		41.6	43.0	42.8	
Limited English Proficient:	Met	Not Met					
Economically Disadvantaged:	Not Met	Not Met		74.1	76.0	77.2	
Asian:	Not Met	Met		95.0	89.0	95.0	
Black:	Met	Not Met		80.4	82.0	81.4	
Hispanic:	Not Met	Not Met			75.0		
Native American: < Minimum**	< Minimum**	< Minimum**					
White:	Not Met	Met		89.3	86.0	89.2	

\*\*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	577	FTE Teachers
Teachers with Emergency/Provisional Certification:	1	577	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	3583	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	2	3583	Courses
Courses in the Highest-Poverty Quartile Schools <b>NOT</b> Taught by a Highly Qualified Teacher:		2	
Courses in the Lowest-Poverty Quartile Schools <b>NOT</b> Taught by a Highly Qualified Teacher:		2	

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

## Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	99	99
Students with IEP's:	96	96	89
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	98
Asian:	99	99	100
Black:	99	99	98
Hispanic:	99	99	100
Native American:	100	100	
White:	100	99	99
<b>Student groups not used in AYP calculations</b>			
Migrant:	100	100	100
Male:	99	99	98
Female:	100	100	100

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

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

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

# State Assessment Number Tested and Performance by Level

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

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	875	892	156.0	155.0	4	6	23	23	44	44	30	28
4	948	915	153.5	154.5	6	5	27	24	46	47	21	24
5	943	972	153.3	152.7	7	9	26	27	52	48	15	16
6	942	981	153.7	155.5	7	6	24	20	56	57	13	17
7	939	947	156.4	156.7	5	8	20	13	59	63	16	17
8	856	948	155.3	155.5	7	7	21	19	58	60	14	14

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	873	890	160.6	160.2	2	3	12	11	54	52	31	34
4	948	914	156.3	156.6	7	4	19	18	53	58	20	20
5	943	971	156.7	156.4	7	8	16	18	51	47	26	27
6	941	981	154.1	156.1	13	10	18	15	50	50	18	25
7	939	945	158.4	157.6	6	9	13	13	49	47	32	32
8	858	948	159.3	159.7	6	5	10	10	46	48	38	37

## Grade 5 and Grade 8 Science Tests

5	940	967	156.0	155.6	7	9	19	21	39	36	35	35
8	855	948	158.0	157.2	8	6	12	14	43	47	37	34

## 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	913	893	91	90	661.0	661.0	4	3	13	12	37	36	47	48
Biology I	959	928	87	85	656.0	655.0	6	8	19	20	49	54	26	18
English II	863	911	84	87	656.0	656.0	10	8	15	18	40	39	35	35
U.S. History	770	819	98	87	398.0	652.0	3	13	15	9	31	46	51	32

# National Assessment of Educational Progress

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

### 2011 Language Arts Results

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

### 2011 Mathematic Results

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



## ESEA ANNUAL MEASURABLE OBJECTIVE

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

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	6473	83	84	6429	87	87
Students with IEP's:	508	43	51	506	49	57
Limited English Proficient:	70	59	59	68	76	77
Economically Disadvantaged:	1896	69	71	1887	75	76
Asian:	196	91	92	195	96	95
Black:	2533	73	73	2525	78	79
Hispanic:	132	73	74	131	81	84
Native American:	2			1		
White:	3588	90	91	3555	93	93