

Lincoln County School District (4300)

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
Accountability Status:	B - High Performing	Successful
Quality of Distribution Index (QDI):	168	167
Growth Status:	Met	Not Met
5-Year Graduation Rate:	82.1	76.0
High School Completion Index (HSCI):	220	189

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
District 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

AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Reading/ Language Arts	Mathematics			Prior 4-Year	4-Year	5-Year	
All Students:	Met	Met	Met	82.9	77.0	82.1	95	
Students with IEP's:	Met	Not Met		23.4	16.0	22.0		
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Met		76.6	66.0	78.5		
Asian:	< Minimum**	< Minimum**						
Black:	Met	Met		88.4	77.0	87.4		
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Met		81.3	77.0	80.9		

**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	131	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	131	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	892	Courses
Courses NOT Taught by a Highly Qualified Teacher:	2	892	Courses
Courses in the Highest-Poverty Quartile Schools NOT Taught by a Highly Qualified Teacher:			
Courses in the Lowest-Poverty Quartile Schools NOT Taught by a Highly Qualified Teacher: 3			

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 IEP's:	99	99	100
Limited English Proficient:	100	100	
Economically Disadvantaged:	100	99	100
Asian:			100
Black:	99	99	100
Hispanic:	100	100	100
Native American:	100	100	100
White:	100	100	100
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	100
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	228	241	152.8	151.3	12	11	25	37	34	32	29	20
4	241	223	152.9	154.9	8	4	25	22	47	46	20	28
5	230	244	150.5	152.0	8	7	34	25	52	57	6	12
6	254	237	152.4	151.9	4	5	32	34	57	56	8	5
7	242	278	149.2	149.5	12	13	37	32	47	51	3	4
8	212	217	147.8	150.8	15	13	37	28	46	52	2	8

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	226	243	156.6	154.5	6	7	19	22	50	53	25	18
4	241	222	154.0	155.3	11	5	22	20	52	62	16	13
5	230	244	154.0	154.5	6	11	23	16	58	53	14	21
6	263	238	152.4	153.1	10	12	29	23	49	51	12	14
7	242	278	149.5	151.8	19	11	29	26	42	51	10	12
8	212	216	150.9	153.0	17	11	23	21	51	57	10	12

Grade 5 and Grade 8 Science Tests

5	231	244	153.0	154.9	6	9	26	17	50	45	18	30
8	213	217	149.0	149.3	19	20	30	27	40	42	11	11

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	194	201	84	79	655.0	653.0	9	13	18	15	41	50	31	22
Biology I	202	208	70	70	631.0	650.0	15	20	34	28	40	44	11	8
English II	211	188	77	75	650.0	651.0	19	17	21	27	44	40	17	17
U.S. History	160	197	94	76	369.0	643.0	9	24	24	24	38	40	29	12

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:	1589	76	76	1587	80	79
Students with IEP's:	138	38	35	141	38	39
Limited English Proficient:	3			3		
Economically Disadvantaged:	708	69	70	706	74	73
Asian:	1			1		
Black:	236	64	63	234	69	64
Hispanic:	5			5		
Native American:	2			2		
White:	1345	78	79	1345	82	81