

# Lincoln County School District (4300004) No Child

## Bogue Chitto

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.

Left Behind

2011-2012

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.

Accountability Status:	Current Year C - Successful	Prior Year Academic Watch
Quality of Distribution Index (QDI):	144	144
Growth Status:	Met	Not Met
5-Year Graduation Rate:	75.4	85.7
High School Completion Index (HSCI):	198	251

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
<b>School AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Met	Not Met
Other Academic Indicator Status:	Met	< Minimum**
<b>Differentiated Accountability Status:</b>	APPROACHING TARGET	

### 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	
All Students:	Not Met	Met	Met	78.5	77.8	75.4	95
Students with IEP's:	< Minimum**	< Minimum**					
Limited English Proficient:	< Minimum**	< Minimum**					
Economically Disadvantaged:	Not Met	Met		74.9	82.7	74.9	
Asian:	< Minimum**	< Minimum**					
Black:	Met	Met		79.5	82.8	76.5	
Hispanic:	< Minimum**	< Minimum**					
Native American:	< Minimum**	< Minimum**					
White:	Not Met	Met		77.9	74.7	74.6	

\*\*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	28	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	28	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	173	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	173	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	100
Students with IEP's:	97	97	100
Limited English Proficient:			
Economically Disadvantaged:	99	99	100
Asian:			
Black:	98	98	100
Hispanic:	100	100	100
Native American:			
White:	100	100	100
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	100	99	100
Female:	99	99	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	46	60	146.0	145.3	26	27	35	42	26	25	13	7
4	52	37	145.5	149.6	14	5	48	46	33	35	6	14
5	45	53	150.7	145.5	7	15	31	36	56	45	7	4
6	48	49	151.7	150.3	2	6	38	41	54	49	6	4
7	50	59	145.9	143.8	20	24	42	41	38	36	0	0
8	46	40	142.8	150.7	28	10	41	35	30	50	0	5

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	46	60	149.9	148.4	15	13	28	38	41	42	15	7
4	52	37	146.8	151.5	27	11	27	32	44	43	2	14
5	45	53	150.6	151.8	7	17	33	19	56	55	4	9
6	48	49	150.4	149.9	10	16	33	33	50	45	6	6
7	50	59	145.6	151.2	26	10	38	24	34	58	2	9
8	46	39	151.9	156.6	22	5	11	8	57	72	11	15

## Grade 5 and Grade 8 Science Tests

5	45	53	152.0	151.3	9	11	38	21	29	51	24	17
8	46	40	144.0	147.5	39	20	33	33	22	40	7	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	
	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
	<i>Algebra I</i>	38	31	87	81	655.0	653.0	8	13	16	13	47	58	29
<i>Biology I</i>	45	40	56	48	637.0	643.0	22	45	49	23	27	30	2	3
<i>English II</i>	44	39	68	69	647.0	648.0	25	21	23	41	43	31	9	8
<i>U.S. History</i>	28	44	86	75	359.0	638.0	18	25	29	27	29	43	25	5

# 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
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
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
	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
	Mississippi Curriculum Test, 2nd Edition - Mathematics											

3	32		22						35	37	27	
4	49		57		53				45	65	21	
5	49		45		39				54	57	44	
6	53		48						56	42	65	
7	36		41		47				32	44	26	
8	55		59		50				56	75	8	

3	48		43						54	57	40	
4	57		57		67				50	57	57	
5	64		55		50				72	67	63	
6	51		48						51	50	52	
7	66		66		84				58	72	59	
8	87		89		92				84	96	64	

## 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	68	61	50	77	57	75
8	48	41	29	56	50	42

## 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

# 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:	320	64	68	316	75	70
Students with IEP's:	26	27		26	37	
Limited English Proficient:	1			1		
Economically Disadvantaged:	175	65	67	172	71	67
Asian:	1			1		
Black:	90	63	60	88	76	59
Hispanic:	2			2		
Native American:	0			0		
White:	227	64	72	225	75	74



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
<b>Accountability Status:</b>	B - High Performing	Academic Watch
Quality of Distribution Index (QDI):	167	162
Growth Status:	Met	Not Met
5-Year Graduation Rate:	84.2	67.0
High School Completion Index (HSCI):	234	160

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
<b>School AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	APPROACHING TARGET	

## AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
	Prior 4-Year	4-Year			Prior 4-Year	4-Year	
All Students:	Met	Met	Met	85.1	76.5	84.2	94
Students with IEP's:	Met	Met			14.6		
Limited English Proficient:	< Minimum**	< Minimum**					
Economically Disadvantaged:	Met	Met		82.1	61.3	77.6	
Asian:	< Minimum**	< Minimum**					
Black:	Met	Not Met					
Hispanic:	< Minimum**	< Minimum**					
Native American:	< Minimum**	< Minimum**					
White:	Met	Met		83.7	75.8	82.8	

\*\*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:	97	34	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	34	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	237	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	5	237	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	99	99
Students with IEP's:	100	100	100
Limited English Proficient:			
Economically Disadvantaged:	100	99	99
Asian:			
Black:	100	98	100
Hispanic:			
Native American:			
White:	100	99	99
Student groups not used in AYP calculations			
Migrant:			
Male:	99	98	100
Female:	100	100	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
<b>Mississippi Curriculum Test, 2nd Edition - Language Arts</b>												
3	57	61	156.3	148.4	7	12	19	51	32	23	42	15
4	71	59	152.7	157.7	6	3	28	17	51	39	16	41
5	67	70	152.2	152.6	5	4	30	21	61	63	5	11
6	82	71	150.2	152.6	6	4	37	31	54	62	4	3
7	66	79	146.5	150.1	14	13	47	38	39	46	0	4
8	66	60	144.6	149.5	20	17	42	32	33	45	5	7
<b>Mississippi Curriculum Test, 2nd Edition - Mathematics</b>												
3	56	61	161.4	152.8	4	5	11	33	43	48	43	15
4	71	59	152.9	154.9	6	5	27	24	58	56	10	15
5	67	70	155.0	153.7	5	6	19	24	61	57	15	13
6	82	71	151.7	153.8	10	11	34	18	46	54	10	17
7	66	79	147.2	152.3	26	10	26	24	39	52	9	14
8	66	59	147.8	149.4	23	24	33	25	35	37	9	14
<b>Grade 5 and Grade 8 Science Tests</b>												
5	68	70	152.0	155.5	6	3	22	19	59	56	13	23
8	66	59	149.0	147.8	20	27	32	25	36	37	12	10

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring	
	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	59	59	76	76	652.0	652.0	14	15	20	17	39	48	27	20
Biology I	46	61	76	82	592.0	652.0	15	13	24	20	46	64	15	3
English II	63	54	68	80	647.0	652.0	29	17	22	19	35	48	14	17
U.S. History	49	56	94	77	364.0	640.0	8	23	27	29	41	39	25	9

# 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



# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

**Grade / Subject**

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

	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**

	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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3	38		37						40	38	38	
4	80		69						83	88	70	
5	74		72						75	84	64	
6	65		56						68	67	63	
7	49		35			58			48	57	41	
8	52	4	48						54	56	46	

	62		57						64	69	55	
	71		59						75	72	70	
	70		69						71	70	70	
	70		66						74	81	60	
	66		62			50			69	69	62	
	51	10	45						53	56	44	

**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	79		72						79	70	88	
8	48	20	38						51	46	50	

**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

# 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:	436	75	73	432	78	76
Students with IEP's:	42	32	32	41	37	32
Limited English Proficient:	0			0		
Economically Disadvantaged:	206	69	67	205	74	71
Asian:	0			0		
Black:	40	63	60	40	60	64
Hispanic:	1			1		
Native American:	0			0		
White:	395	77	75	391	80	77



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
<b>Accountability Status:</b>	D - Academic Watch	Successful
Quality of Distribution Index (QDI):	158	165
Growth Status:	Not Met	Met
5-Year Graduation Rate:	84.5	77.3
High School Completion Index (HSCI):	227	190

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
<b>School AMO Status:</b>	Not Met	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	ON TARGET	

## 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	85.9	77.1	84.5	96	
Students with IEP's:	Met	Not Met						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met		76.2	57.8	82.7		
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Not Met		91.7		91.8		
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Not Met		83.3	79.3	82.6		

\*\*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	36	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	36	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	258	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	2	258	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 IEP's:	100	100	100
Limited English Proficient:	100	100	
Economically Disadvantaged:	100	100	100
Asian:			100
Black:	100	100	100
Hispanic:	100	100	
Native American:			
White:	100	100	100
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	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	67	62	154.9	153.8	8	5	21	32	37	40	34	23
4	66	69	152.8	154.5	11	6	18	17	52	49	20	28
5	62	65	148.0	152.9	10	3	47	34	42	54	2	9
6	60	57	151.1	150.2	5	9	33	39	57	47	5	5
7	69	74	149.7	149.0	7	11	42	34	48	53	3	3
8	56	57	152.3	150.1	4	16	34	25	63	53	0	7

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	67	62	157.7	157.6	3	7	18	8	58	65	21	21
4	66	68	154.1	153.4	11	7	26	21	46	71	18	2
5	62	65	151.5	153.4	8	17	26	12	60	51	7	20
6	69	57	149.4	151.3	13	18	36	25	44	47	7	11
7	69	74	147.4	147.4	20	20	39	39	38	35	3	5
8	56	57	151.3	151.2	9	9	30	26	55	65	5	0

## Grade 5 and Grade 8 Science Tests

5	62	65	153.0	152.7	5	15	31	22	48	32	16	31
8	57	57	150.0	147.8	12	16	33	39	49	40	5	5

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring	
	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	51	70	78	71	651.0	651.0	12	17	29	19	51	51	8	13
Biology I	51	74	49	64	630.0	647.0	24	20	61	42	14	37	2	1
English II	64	44	84	59	653.0	648.0	11	25	20	25	48	43	20	7
U.S. History	51	60	98	70	377.0	646.0	4	30	22	18	37	35	37	17

# 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

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Language Arts											Mississippi Curriculum Test, 2nd Edition - Mathematics												
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
3	63		50					65	70	55		86		73					90	82	90			
4	77		57					83	87	65		72		52					75	76	68			
5	63	8	48		40			70	55	70		71	17	59		47			78	62	78			
6	53		43		27			59	56	50		58		57		36			63	60	56			
7	55		38		36			59	72	34		41		21		36			41	50	28			
8	60		32					60	55	65		65		37					68	71	58			

## 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 63 8 44 33 72 48 75  
8 46 26 51 48 42

## 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

# ESEA ANNUAL MEASURABLE OBJECTIVE

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	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	423	75	79	425	75	77
Students with IEP's:	43	47		47	34	38
Limited English Proficient:	2			2		
Economically Disadvantaged:	175	65	73	176	66	71
Asian:	0			0		
Black:	70	59	62	71	58	62
Hispanic:	2			2		
Native American:	0			0		
White:	351	79	83	352	78	80

Lincoln County School District (4300020) No Child

West Lincoln

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.

Left Behind

2011-2012

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
<b>Accountability Status:</b>	A - Star School	High Performing
Quality of Distribution Index (QDI):	201	197
Growth Status:	Met	Met
5-Year Graduation Rate:	80.9	76.5
High School Completion Index (HSCI):	209	168

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
<b>School AMO Status:</b>	Not Met	Met
Reading/Language Arts Status:	Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	ON TARGET	

## 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	Met	79.2	76.6	80.9	96
Students with IEP's:	< Minimum**	< Minimum**						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Met			73.5	59.7	77.6	
Asian:	< Minimum**	< Minimum**						
Black:	Met	Met						
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Met	Not Met			78.0	76.6	80.0	

\*\*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:	97	34	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	34	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	224	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	2	224	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 IEP's:	100	100	100
Limited English Proficient:			
Economically Disadvantaged:	99	100	100
Asian:			
Black:	100	100	100
Hispanic:			
Native American:	100	100	100
White:	100	100	100
Student groups not used in AYP calculations			
Migrant:			
Male:	99	100	100
Female:	99	99	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	58	58	152.5	157.9	10	2	29	21	40	40	21	38
4	52	58	160.7	156.0	4	2	6	19	48	55	42	24
5	56	56	151.1	156.3	11	7	29	7	50	63	11	23
6	64	60	157.2	154.1	2	2	19	27	64	63	16	8
7	57	66	154.7	154.6	11	6	16	15	63	70	11	9
8	44	60	152.2	152.8	7	8	30	22	59	58	5	12

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	57	60	156.1	159.4	4	3	19	10	56	58	21	28
4	52	58	162.7	160.4	2	0	6	7	58	69	35	24
5	56	56	158.3	159.4	4	5	14	5	55	48	27	41
6	64	61	158.3	156.5	5	5	11	18	59	56	25	21
7	57	66	158.1	156.8	5	3	11	15	58	61	26	21
8	44	61	154.0	155.8	11	5	9	20	64	57	16	18

## Grade 5 and Grade 8 Science Tests

5	56	56	154.0	160.1	5	5	16	5	59	39	20	50
8	44	61	154.0	153.4	7	16	21	15	52	49	21	20

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring	
	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	46	41	96	95	664.0	659.0	2	5	4	7	28	44	65	44
Biology I	60	33	93	91	658.0	659.0	2	3	8	18	68	42	22	36
English II	40	51	90	88	654.0	655.0	8	6	18	26	53	37	23	31
U.S. History	32	37	94	84	373.0	648.0	13	16	22	22	41	46	25	16

# 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.

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	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
3	78		73					77	81	75		87		84					85	85	88			
4	79		62					82	88	73		93		85					93	96	91			
5	86		67					87	79	96		89		72					93	88	91			
6	72		58					69	79	67		77		60					77	80	75			
7	79		67					78	84	71		82		87					82	89	71			
8	70		55					70	82	59		75		52					78	86	67			

## 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	89	78	91	85	95
8	69	52	71	71	67

## 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

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	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	397	86	84	400	91	91
Students with IEP's:	27	43		27	46	
Limited English Proficient:	0			0		
Economically Disadvantaged:	142	75	73	142	85	85
Asian:	0			0		
Black:	34	78	78	33	86	84
Hispanic:	0			0		
Native American:	2			2		
White:	361	86	84	365	91	92