Lee County School District (4100)
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 2013-2014 District Report Card

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Mississippi Statewide Accountability System

The Mississippi Statewide Accountability System (MSAS) is a single "A" through "F" school and district accountability system based on the requirements of Federal law under the Elementary and Secondary Education Act Flexibility Request and Mississippi Code 37-17-6. The MSAS assigns performance classifications based on 1) student achievement, 2) student growth, and 3) graduation, if applicable. For the 2013-2014 school year, the U. S. Department of Education granted Mississippi a one-year waiver from school performance classifications due to the implementation of Mississippi's College and Career Readiness Standards. The waiver allowed districts and schools to retain the letter grade received in the 2012-2013 school year if the 2013-2014 grade was lower as a result of assessment results.

	Current Year	Prior Year
Official Grade:	C	C
Without Waiver Grade:	C	**
4-Year Graduation Rate:	66.8	68.3

Notes: Only districts and schools serving grade 1 or higher or higher are eligible to receive a performance classification. The Without Waiver Grade only applies the 2013-2014 school year. Possible Accountability Status: A, B, C, D, F. (N/A – The school did not receive a performance classification due to not having available data.)

ESEA Annual Measurable Objective (AMO)

A district or school is responsible for meeting 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 and districts 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 an AMO in any one of the three areas, the district or school is considered to have not met AMOs.

	Current Year	Prior 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:	Not Met	Met

AMO Subgroup Results

Student Groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Current Year	Prior Year	
All Students:	Not Met	Not Met	Not Met	66.8	68.3	95.0
Students with IEPs:	Not Met	Not Met	**	21.4	11.1	**
Limited English Proficient:	**	**	**	**	**	**
Economically Disadvantaged:	Not Met	Not Met	**	55.9	55.3	**
Asian:	**	**	**	**	**	**
Black:	Not Met	Not Met	**	53.6	58.2	**
Hispanic:	Not Met	Not Met	**	**	**	**
Native American:	**	**	**	**	**	**
White:	Not Met	Not Met	**	73.0	72.7	**

Teacher Quality

NCLB Measures	Percent	Number percent is based on
Core Teachers Who Are Highly Qualified:	98	319 FTE Teachers
Teachers with Emergency/Provisional Certification:	0	319 FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	1891 Courses
Courses NOT Taught by a Highly Qualified Teacher:	2	1891 Courses

Percentage of Courses in the Highest Poverty Quartile Schools NOT Taught by a Highly Qualified Teacher: 1

Percentage of Courses in the Lowest Poverty Quartile Schools NOT 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 whether a school met its annual measurable objectives (AMOs). 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 AMO calculations	Reading/Language Arts	Mathematics	Science
All Students:	95.0	95.0	95.0
Students with IEPs:	95.0	95.0	95.0
Limited English Proficient:	95.0	95.0	**
Economically Disadvantaged:	95.0	95.0	95.0
Asian:	95.0	95.0	**
Black	95.0	95.0	95.0
Hispanic:	95.0	95.0	95.0
Native American:	**	**	**
White:	95.0	95.0	95.0
Student groups not used in AMO calculations			
Migrant:	**	**	**
Male:	95.0	95.0	95.0
Female:	95.0	95.0	95.0

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 limited English proficient (LEP) students. A recently arrived LEP student is defined as an LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months.

Number of recently-arrived LEP students exempted from state assessments: 17

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 Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year
Mississippi Curriculum Test, 2nd Edition – Language Arts												
3	572	555	151.3	151.4	11	12	30	28	41	43	19	18
4	519	592	151.6	150.7	11	9	29	35	45	42	16	14
5	532	501	149.3	149.4	14	14	31	33	47	46	9	8
6	569	529	149.4	148.8	12	12	35	36	46	47	6	5
7	549	586	150.0	149.7	14	14	29	30	54	52	5	5
8	534	541	150.4	149.1	11	14	31	30	54	50	5	6
Mississippi Curriculum Test, 2nd Edition – Mathematics												
3	570	555	156.3	156.0	6	5	20	22	51	54	23	19
4	518	592	153.6	153.4	10	11	24	23	53	52	14	15
5	531	501	151.9	151.0	15	17	24	24	47	46	14	12
6	569	529	151.3	150.1	17	20	25	23	48	50	10	7
7	548	586	152.2	151.5	15	20	20	19	52	44	14	17
8	532	541	156.2	154.5	8	10	15	17	51	54	26	18
Grade 5 and 8 Science Tests												
5	530	497	153.3	151.9	10	12	23	24	40	38	26	27
8	530	536	154.3	152.3	10	10	17	28	51	44	21	18

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 Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year	Prior Year	Curr Year
Algebra I	521	640	90.4	83.8	659.2	656.1	5	9	8	13	38	43	49	34
Biology I	502	551	82.3	81.1	652.6	653.2	9	10	24	21	57	56	10	14
English II	486	508	72.4	75.2	651.2	651.2	20	20	20	19	39	40	22	20
U.S. History	417	414	78.4	80.2	648.1	647.8	22	20	20	23	41	43	18	14

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.

	2013 Reading Results						2013 Mathematics Results					
	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient		Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
Grade	MS	U.S.	MS	U.S.	MS	U.S.	MS	U.S.	MS	U.S.	MS	U.S.
4	209	223	43	23	43	23	234	234	23	43	23	21
8	209	223	43	23	43	23	234	234	23	43	23	21

Percent of Students Scoring Proficient and Above

2013-2014 Assessments

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
3	60	35	5	50	67	49	33	**	64	64	56	**
4	56	15	44	45	95	37	46	50	62	64	48	**
5	54	5	25	38	95	31	47	**	62	59	49	**
6	52	14	95	42	50	33	95	**	58	56	48	**
7	55	17	40	42	95	39	50	**	62	64	48	**
8	57	10	50	47	95	42	75	**	62	64	51	**

Mississippi Curriculum Test, 2nd Edition – Mathematics

Grade/Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
3	74	46	67	65	67	65	67	**	77	74	73	**
4	66	27	67	55	95	49	69	95	71	68	64	**
5	58	11	50	42	95	33	53	**	68	61	56	**
6	58	16	75	47	50	36	80	**	66	60	56	**
7	61	22	40	46	67	39	40	**	71	68	56	**
8	73	30	50	65	95	63	75	**	76	78	68	**

Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Language Arts

3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Mathematics

3	**	**	**	**	**	**	**	**	**	**	**	**
4	**	**	**	**	**	**	**	**	**	**	**	**
5	**	**	**	**	**	**	**	**	**	**	**	**
6	**	**	**	**	**	**	**	**	**	**	**	**
7	**	**	**	**	**	**	**	**	**	**	**	**
8	**	**	**	**	**	**	**	**	**	**	**	**

Grades 5 and 8 Science Tests

5	64	20	50	49	95	38	53	**	74	65	64	**
8	63	16	50	55	95	45	95	**	69	65	62	**

Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Science

5	95	95	**	95	**	95	**	**	95	95	95	**
8	83	83	**	95	**	95	**	**	78	67	95	**

High School Subject Area Tests

Algebra I	78	29	**	68	95	58	95	**	86	85	72	**
Biology I	69	14	**	54	95	46	86	**	78	72	67	**
English II	60	5	**	45	67	38	60	**	68	68	50	**
U.S. History	57	19	**	46	95	37	25	**	66	56	59	**

Mississippi Alternate Assessment of the Extended Curriculum Frameworks – Secondary

Math	**	**	**	**	**	**	**	**	**	**	**	**
Science	75	75	**	67	**	67	**	**	95	50	95	**
Language Arts	**	**	**	**	**	**	**	**	**	**	**	**

ESEA Annual Measurable Objective

NCLB requires the reporting of the results of a district or school in meeting annual measurable objectives (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns one 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:	3680	71.6	78	3682	77.8	83
Students with IEPs:	365	33.0	53	363	39.7	54
Limited English Proficient:	27	63.0	**	27	72.2	**
Economically Disadvantaged:	1880	62.7	72	1884	69.5	77
Asian:	19	86.8	**	20	87.5	**
Black:	916	58.0	69	917	63.9	74
Hispanic:	57	68.4	72	56	76.8	83
Native American:	**	**	**	**	**	**
White:	2674	76.3	81	2676	82.5	85

Notes:

- Current Year (Curr Year) represents the results of the 2013-2014 school year.
- Prior Year represents the results of the 2012-2013 school year.
- The asterisks (**) indicate no data is being reported in the section due to one of the following:
  - Small n-size (<10 students in the measure) or
  - The measurement is not applicable to the school, district, or state.
- Data has been suppressed for values that are less than five percent (<5%) and greater than ninety-five percent (>95%). These values are reported as 5% and 95%, respectively. The sum of data reported in percentages may not equal to one hundred percent (100%) due to suppression rules applied.

State Accountability Information

Official Grade	Official performance classification (A, B, C, D, or F) assigned to the district or school Note: For the 2014 school year, the U.S. Department of Education approved a one-year waiver which allowed districts and schools to receive the higher performance classification between the 2013 and 2014 results.
Without Waiver Grade	Performance classification assigned to the district or school before the waiver option being applied Note: This option did not apply to the 2013 Accountability Results.
4-Year Graduation Rate	Percentage of students earning a regular high school diploma within 4 years after entering the 9th grade for the first time.

ESEA Annual Measurable Objective (AMO)

ESEA Annual Measurable Objective (AMO)	Elementary and Secondary Education Act (ESEA) Annual performance targets districts and schools must meet in order to ensure students are on a timeline for scoring 100 percent (100%) proficient by the 2019-2020 school year
District/School AMO Status	Indicator of whether the district or school met its AMO targets for the school year. The district or school must meet AMOs in reading/language arts, mathematics, and the other academic indicator in order to meet its AMOs
Reading/Language Arts AMO Status	Indicator of whether the district or school met its reading/language arts AMO targets for the school year
Mathematics AMO Status	Indicator of whether the district or school met its mathematics AMO targets for the school year
Other Academic Indicator Status	Indicator of whether the school or district met its other academic indicator (OAI) target for the school year. For elementary and middle schools, the OAI target is the attendance rate. For high schools and districts, the OAI is the graduation rate.
Differentiated Accountability Label	Federal accountability label assigned to Title I schools based on the school's overall performance. This indicator is applied to Title I schools only.

NCLB Annual Measurable Objective (AMO) Subgroup Results

Reading/Language Arts	Indicator of whether the student subgroup met its annual measurable objective in reading/language arts
Mathematics	Indicator of whether the student subgroup met its annual measurable objective in mathematics
Other Academic Indicator	Indicator of whether the student subgroup met its other academic indicator (OAI) target; For elementary and middle schools, the OAI is the attendance rate. For high schools and districts, the OAI is the graduation rate.
Graduation Rate (4-Year Graduation Rate)	Percentage of students earning a regular high school diploma within 4 years after entering the 9th grade for the first time.
Attendance Rate	Percentage of students in attendance at school during the school year.

Teacher Quality

Core Teachers Who Are Highly Qualified	Percentage of teachers in core subject area courses (e.g., English, math, science, etc.) who met the definition of highly qualified as outlined in NCLB
Teachers with Emergency/Provisional Certification	Percentage of teachers with emergency or provisional certifications
Courses Taught by a Highly Qualified Teacher	Percentage of courses taught by highly qualified teachers

Courses Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers
Percentage of Courses in the Highest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the top 25% of all schools in the State
Percentage of Courses in the Lowest-Poverty Quartile Schools Not Taught by a Highly Qualified Teacher	Percentage of courses not taught by highly qualified teachers in schools where the poverty level ranked in the lowest 25% of all schools in the State
Highly Qualified Teacher	A teacher who holds certification in the course area in which the teacher is providing instruction
Full Time Equivalency (FTE)	Full time employees

Assessment Participation Rates

Participation Rate	Percentage of students within the student subgroup who participated in the reading/language arts, mathematics, and science assessments

Exemption of Recently-Arrived Limited English-Proficient Students

Number of Recently-Arrived LEP Students Exempted from State Assessments	Number of limited English proficient students who have been attending school within the United States for less than 12 months and had their assessment scores excluded from the state, district, or school accountability results

State Assessment Number Tested and Performance by Level

Number Tested	Number of students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level
Mean Scale Score	Average scale score earned by students participating in the reading/language arts, mathematics, science, and U.S. History assessments at each grade level
Percent Scoring Minimal	The percentage of students scoring minimal on the reading/language arts, mathematics, science, and U.S. History assessments at each grade level
Percent Scoring Basic	The percentage of students scoring basic on the reading/language arts, mathematics, science, and U.S. History assessments at each grade level
Percent Scoring Proficient	The percentage of students scoring proficient on the reading/language arts, mathematics, science, and U.S. History assessments at each grade level
Percent Scoring Advanced	The percentage of students scoring advanced on the reading/language arts, mathematics, science, and U.S. History assessments at each grade level

National Assessment of Educational Progress (NAEP)

Note: The NAEP assessment is a national assessment administered at least once every two years to students in Grades 4 and 8.

Mean Scale Score	Average scale score earned by students participating in the NAEP reading and mathematics assessments
Percent At or Above Basic	Percentage of students scoring Basic or above on the NAEP Reading and Mathematics assessments
Percent At or Above Proficient	Percentage of students scoring Proficient or above on the NAEP Reading and Mathematics assessments

Percent of Students Scoring Proficient and Above

Students Scoring Proficient and Above	Percentage of students within the student subgroup scoring proficient or above on the reading/language arts, mathematics, science and U.S. History assessments

ESEA Annual Measurable Objective

N-Count	Number of students within the student subgroup who are included in the achievement index calculation
Achievement Index	Percentage of students moving towards or scoring proficient in reading/language arts and mathematics. The achievement index is the measure used in determining whether the student subgroup met its AMO target.
ESEA AMO	Elementary and Secondary Education Act (ESEA) Annual Measurable Objective (AMO) is the annual performance target the student subgroup must meet