

Oxford School District (3620010)

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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

2009-2010

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 | Prior Year |
|--------------------------------------|-----------------|-----------------|
| | High Performing | High Performing |
| Quality of Distribution Index (QDI): | 182 | 172 |
| Growth Status: | Met | Met |
| 5-Year Graduation Rate: | | |
| High School Completion Index (HSCI): | | |

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.

Possible Accountability Status: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

NCLB Adequate Yearly Progress (AYP)

A district or school is responsible for making adequate yearly progress (AYP) 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 AYP in any one of the three areas, the district or school is considered to have not met AYP.

| | Current Year | Last Year | Two Years Ago |
|------------------------------------|--------------------|--------------------|--------------------|
| District AYP Status: | Met | Not Met | Met |
| Reading/Language Arts Status: | Met | Not Met | Met |
| Mathematics Status: | Met | Not Met | Met |
| Other Academic Indicator Status: | Met | Met | Met |
| Title I Improvement Status: | Not In Improvement | Not In Improvement | Not In Improvement |

AYP Subgroup Results

| Student groups | AYP Status | | | Graduation Rate | | | Attendance Rate |
|-----------------------------|---------------------------|-------------|--------------------------------|-----------------|--------|--------|-----------------|
| | Reading/ Language Arts | Mathematics | Other Academic Indicator | Prior 4-Year | 4-Year | 5-Year | |
| All Students: | Met | Met | Met | | | | 96 |
| Students with IEP's: | < Minimum** | < Minimum** | < Minimum** | | | | |
| Limited English Proficient: | < Minimum** | < Minimum** | < Minimum** | | | | |
| Economically Disadvantaged: | Met | Met | | | | | |
| Asian: | < Minimum** | < Minimum** | < Minimum** | | | | |
| Black: | Met | Met | | | | | |
| Hispanic: | < Minimum** | < Minimum** | < Minimum** | | | | |
| Native American: | < Minimum** | < Minimum** | < Minimum** | | | | |
| White: | Met | Met | | | | | |

*Denotes any group that makes adequate yearly progress by increasing sufficiently over the prior year to meet what is known as "safe harbor".

**Denotes any group with fewer than 40 students in that subgroup of students.

Teacher Quality

| NCLB Measure | Percent | Number percent is based on | |
|--|---------|----------------------------|--------------|
| Core Teachers Who Are Highly Qualified: | 100 | 30 | FTE Teachers |
| Teachers with Emergency/Provisional Certification: | 0 | 30 | FTE Teachers |
| Courses Taught by a Highly Qualified Teacher: | 100 | 145 | Courses |
| Courses NOT Taught by a Highly Qualified Teacher: | 0 | 145 | 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 AYP calculations. For those groups of students used in AYP 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 | 98 |
| Students with IEP's: | 100 | 100 | 96 |
| Limited English Proficient: | 86 | 86 | 100 |
| Economically Disadvantaged: | 99 | 99 | 98 |
| Asian: | 92 | 92 | 100 |
| Black: | 99 | 100 | 97 |
| Hispanic: | 100 | 100 | 100 |
| Native American: | | | |
| White: | 100 | 100 | 99 |
| Student groups not used in AYP calculations | | | |
| Migrant: | | | |
| Male: | 100 | 100 | 99 |
| Female: | 100 | 100 | 98 |

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 language arts scores excluded from AYP calculations: 0

Number of recently-arrived LEP mathematics scores excluded from AYP calculations: 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 | |
|-------------|---------------|---------|------------------|---------|-------------------------|---------|-----------------------|---------|----------------------------|---------|--------------------------|---------|
| | 2008/09 | 2009/10 | 2008/09 | 2009/10 | 2008/09 | 2009/10 | 2008/09 | 2009/10 | 2008/09 | 2009/10 | 2008/09 | 2009/10 |

Mississippi Curriculum Test, 2nd Edition - Language Arts

| | | | | | | | | | | | | |
|---|-----|-----|-------|-------|----|----|----|----|----|----|----|----|
| 3 | | | | | | | | | | | | |
| 4 | 266 | 271 | 151.8 | 152.0 | 15 | 10 | 21 | 32 | 38 | 31 | 26 | 27 |
| 5 | 235 | 272 | 150.7 | 150.9 | 14 | 14 | 30 | 28 | 41 | 42 | 16 | 17 |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |

Mississippi Curriculum Test, 2nd Edition - Mathematics

| | | | | | | | | | | | | |
|---|-----|-----|-------|-------|----|----|----|----|----|----|----|----|
| 3 | | | | | | | | | | | | |
| 4 | 265 | 271 | 154.8 | 158.3 | 12 | 6 | 21 | 16 | 43 | 50 | 25 | 28 |
| 5 | 234 | 272 | 153.0 | 155.7 | 15 | 10 | 21 | 15 | 44 | 53 | 21 | 22 |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |

Grade 5 and Grade 8 Science Tests

| | | | | | | | | | | | | |
|---|-----|-----|-------|-------|----|----|----|----|----|----|----|----|
| 5 | 236 | 266 | 560.0 | 562.9 | 19 | 16 | 34 | 28 | 31 | 38 | 17 | 18 |
| 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 Advanced | |
|--------------|---------------|---------|-----------------|---------|------------------|---------|-------------------------|---------|-----------------------|---------|----------------------------|---------|--------------------------|---------|
| | 2008/09 | 2009/10 | 2008/09 | 2009/10 | 2008/09 | 2009/10 | 2008/09 | 2009/10 | 2008/09 | 2009/10 | 2008/09 | 2009/10 | 2008/09 | 2009/10 |
| Algebra I | | | | | | | | | | | | | | |
| Biology I | | | | | | | | | | | | | | |
| English II | | | | | | | | | | | | | | |
| U.S. History | | | | | | | | | | | | | | |

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 grade 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

2007 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 | 208 | 220 | 51 | 67 | 19 | 33 |
| 8 | 250 | 261 | 60 | 74 | 17 | 31 |

2009 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 | 227 | 239 | 69 | 76 | 22 | 33 |
| 8 | 265 | 282 | 54 | 64 | 15 | 25 |

Percent of Students Scoring Proficient and Above

2009 - 2010 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 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 58 | 31 | 35 | 36 | | | | 78 | 59 | 56 | 78 | 69 | 67 | 66 | | | | | 88 | 75 | 80 | | |
| 5 | 59 | 10 | 34 | 60 | 29 | | | 83 | 65 | 54 | 75 | 10 | 56 | 80 | 54 | | | | | 92 | 81 | 69 | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | |

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
4
5
6
7
8

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5
8

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