

Mississippi Statewide Accountability System: Summary Tables for 2005

District Accreditation Statuses for 2005-2006		
Status	# Districts	% Districts
Accredited	143	94%
Advised	7	5%
Probation	2	1%
Withdrawn	0	0%

Notes: The percentages above are based on 152 school districts.

The 2005 Results from the Achievement, Growth, and AYP models presented in this summary were mailed to districts on August 26, 2005. The results were approved by the State Board of Education on September 9, 2005.

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Cross-Tabulation of Achievement Level and Growth Status from the 2005 Achievement and Growth Models			
Achievement Level	Growth Status		
	Not Met	Met	Exceeded
5	108 13%	73 9%	43 5%
4	159 19%	23 3%	17 2%
3	279 33%	35 4%	15 2%
2	73 9%	3 <1%	2 <1%
1	8 1%	0 0%	0 0%

Notes: A total of 838 schools are included in the above table and were assigned a school performance classification in 2005.

School Performance Classifications for 2005-2006		
Classification	# Schools	% Schools
Level 5 Superior-Performing	224	27%
Level 4 Exemplary	214	26%
Level 3 Successful	319	38%
Level 2 Under-Performing	73	9%
Level 1 Low-Performing ¹	8	1%

Notes: ¹These 8 schools are Priority Schools.

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The following tables present the number of districts and schools that met Adequate Yearly Progress in 2005.

Adequate Yearly Progress – District Level	
AYP Variable	Number of Districts Meeting AYP in 2005 (%)
Reading/Language Arts	146 (96% of 152)
Mathematics	125 (82% of 152)
Other Academic Indicators	143 (94% of 152)

Note: 117 districts (77% of 152) met AYP in all three areas (reading/language arts, mathematics, and other academic indicators).

Adequate Yearly Progress – School Level	
AYP Variable	Number of Schools Meeting AYP in 2005 (%)
Reading/Language Arts	850 (97% of 878)
Mathematics	808 (92% of 874)
Other Academic Indicators	858 (98% of 878)

Note: 782 schools (89% of 878) met AYP in all three areas (reading/language arts, mathematics, and other academic indicators).

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Adequate Yearly Progress – District Level (152 Districts)					
AYP Variable	Number of Districts Not Meeting AYP in 2005				
	Total	1st Year	2nd Year	3rd Year	4th Year
Reading/Language Arts	6	1	3	2	N/A
Mathematics	27	11	8	8	N/A
Other Academic Indicators	9	8	1	0	N/A

Districts in Some Level of Improvement Under NCLB	
Improvement Level	Number (%)
Improvement (Year 1)	35 (23%)
Improvement (Year 2)	1 (1%)
Corrective Action	0 (0%)

Notes: Based on 152 districts.

Adequate Yearly Progress – School Level						
AYP Variable	Number of Schools Not Meeting AYP in 2005					
	Total	1st Year	2nd Year	3rd Year	4th Year	5th Year ¹
Reading/Language Arts	28	16	5	7	0	0
Mathematics	66	29	18	18	0	1
Other Academic Indicators	20	19	1	0	N/A	N/A

Title I Schools in Some Level of Improvement Under NCLB	
Improvement Level	Number (%)
Improvement (Year 1)	54 (6%)
Improvement (Year 2)	24 (3%)
Corrective Action	0 (0%)
Restructuring Plan	1 (<1%)
Restructuring	1 (<1%)

Notes: (a) The results for reading/language arts are based on 878 schools; the mathematics results are based on 874 schools; and the results for other academic indicators are based on 878 schools. The improvement statistics are based on 878 schools.

(b) The state's transitional AYP calculations were based on data from reading, language, and mathematics combined. The 2003, 2004 and 2005 NCLB AYP model produced separate AYP determinations for reading/language arts, and other academic indicators.

¹All of the schools in this column missed AYP in the same area under the NCLB model in 2004 and 2005 and missed AYP under the state's transitional AYP calculations in 2001 and 2002. However, in 2002, the USDE required the state to treat six schools as not meeting AYP for three consecutive years.