

Mississippi Report Card for 2000-2001

Report on Mississippi's Public School Districts Mississippi Department of Education

The *Mississippi Report Card for 2000-2001* represents a new era in reporting on Mississippi's public school districts. Originally established and developed through Mississippi Code Annotated, Section 37-3-53, the Report Card is now subject to more extensive reporting requirements on the state and federal levels. In addition, with the Mississippi Department of Education's new accountability system coming on line, there is more accountability and test data to report on the district and school levels.

With this expanded data and additional reporting requirements in mind, the Mississippi Department of Education presents the Report Card in electronic format for the first time. The CD attached inside the front cover of this printed book contains the complete publication; the book itself is an abridged version of the Report Card and does not contain school-level test data. The complete *Mississippi Report Card for 2000-2001* is also available on the web at <http://www.mde.k12.ms.us/account/RC02/RC02.htm>. Further, with the passage of the *No Child Left Behind Act of 2001*, which includes extensive reporting requirements for states and local education agencies, there will be additional changes in content, format, and possibly timing of the Report Card publication in the future.

Opportunities for public school graduates are increasing as our state welcomes new industry, jobs, and educational opportunities. The State Board of Education and the Mississippi Department of Education are dedicated to providing students with the knowledge and skills needed to take advantage of all opportunities and succeed in the avenues they choose. This Report Card is a tool for understanding how school districts are doing in this endeavor. Both demographic and performance data are presented.

I hope you will find this Report Card useful and support our commitment to the continued improvement of public education and the advancement of student achievement in Mississippi.



Judy Rhodes
Director of Educational Accountability

Mississippi Report Card for 2000-2001

The *Mississippi Report Card* is provided as an evaluation tool for Mississippi's 149 school districts and three agricultural high schools. Information included in the Report Card represents data collected for school year 2000-2001. The reporting process is in accordance with MS Code Annotated §37-3-53 and federal Title I requirements.

The format of the Mississippi Report Card is new this year. The CD, *Mississippi Report Card for 2000-2001*, contains the complete publication, including a directory for district demographic information and test data by state, by district, and by school. The complete *Mississippi Report Card for 2000-2001* is also accessible on the web at <http://www.mde.k12.ms.us/account/RC02/RC02.htm>.

There is a printed book of the same name that is abridged and includes only state- and district-level data. The school-level data file is voluminous and can not be accommodated in printed format.

Reporting Process

Many categories of data are ranked. The ranking may indicate (1) size or amount, such as enrollment, or (2) performance level, such as test scores. N/A indicates the item is not ranked. The ranking will be from one to 152, with one representing either the largest in relation to size/amount or the highest ranking in relation to performance. If several districts have the same data, those districts will receive the same ranking and the next district in order will receive a ranking corresponding to the number of districts ahead of it. If several districts tie for last place, the last ranking will not be 152.

School District Name and Number

There are 152 school districts (including three agricultural high schools) in Mississippi. Each district has a four-digit code assignment that corresponds to the county in which it is located. Districts are presented in this report in district code order, which is alphabetical by the counties in the state. An alphabetical listing of school districts regardless of county code is located behind the "Table of Contents" in the front of this book. On the CD, district listings appear alphabetically; a link is provided to a listing by district code order as well.

Demographic Information

2000-2001 Enrollment

The enrollment data provided in this report are taken from the Mississippi Department of Education's *Public School Enrollment 2000-2001 End of First Month* publication. The figures reflect the enrollment as of September 30, 2000.

Student/Teacher Information

Attendance as % of Enrollment

Attendance as a percentage of enrollment is calculated by dividing the first month's average daily attendance by the end of the first month's enrollment.

% Eligible for Free Lunch

The percentage of students eligible for free lunch is based on information reported on the October *School Lunch Monthly Claim for Reimbursement*. The calculation is based on the number of students reported as eligible for free meals (not reduced meals) divided by the total number of students reported as enrolled.

Number of Carnegie Units Taught

The number of Carnegie units taught is taken directly from the *Personnel Report* submitted by each district to the Mississippi Department of Education. Carnegie units are the actual units taught. If more than one teacher teaches the course, the course will be counted only once. The Carnegie unit is an unduplicated count of units taught, including Career/Technical (Vocational) Education units. The state Carnegie unit figure represents an average of Carnegie units taught in the state.

Number of Dropouts

2000-2001 dropout data are provided by school districts through the *Monthly Attendance Summary (MASPRO) System*. Data collection occurred over a nine month period to capture a count of dropouts during the 2000-2001 term. Dropouts returning to school while the term was in session were deleted as dropouts upon re-entry into the system.

% Teachers with Advanced Degrees

The percentage of teachers with advanced degrees is calculated by summing the full-time equivalence (FTE) for all school personnel teaching instructional courses and holding an advanced degree (AAAA, AAA, AA). This value is divided by the total number of personnel teaching instructional courses in the district.

% Emergency Certificates

The percentage of emergency certificates refers to the number of emergency certificates relative to the total number of teachers. These numbers are taken from the Personnel Report each school district submits to the Mississippi Department of Education and includes school personnel with an instructional code "EC" (emergency certificate) in their type of certificate. This count includes only emergency certificates issued prior to the cut-off date for Minimum Program funds for the school year in question (2000-2001).

% Gifted Students (Grades 2-12)

The gifted program, by law, only serves grades 2-12. The percentage of gifted students is a percentage derived by taking the total number of children in the gifted program and dividing it by the district's end of first month enrollment for grades 2-12.

Special Education

% Special Education Students

The percentage of students in special education includes only ages 5-21. It is determined by dividing the *December 1, 2000, IDEA Part B, Child Count Report* data by the enrollment data for month three of the *Average Daily Attendance Report*. In addition, 2,825 students ages 3-4 received special education services, according to the *December 1, 2000, IDEA Part B, Child Count Report*.

% Receiving Diplomas

The percentage of special education students receiving diplomas is determined by dividing the total number of special education students who received regular diplomas by the total number of special education students who graduated (regular diplomas and certificates) as submitted by each district in the *Report of Children and Youth With Disabilities Exiting the Educational System During the 2000-2001 School Year*.

Federal Special Education Expenditure

This information reflects Special Education FY2001 expenditures of federal funds as submitted on financial reports by each school district to the Mississippi Department of Education.

State/Local Special Education Expenditure

This information reflects Special Education FY2001 expenditures of state and local funds as submitted on financial reports by each school district to the Mississippi Department of Education

Career/Technical Education (Vocational Education)

Number of Career/Technical Teachers

The number of career/technical education teachers is the sum of individual full-time equivalent (FTE) indices of career/technical teachers in the district funded by the Office of Vocational and Technical Education for school year 2000-2001. Teacher FTEs at vocational centers are credited to the center's fiscal agent. The data reported as teacher FTEs do not include administrators, guidance counselors, special populations personnel, or special projects coordinators. These staff positions are classified as career/technical administration or career/technical support staff.

% Students in Career/Technical Programs (Grades 7-9)

The percentage of students in career/technical programs in grades 7-9 is computed by dividing the number of career/technical students enrolled in grades 7-9 by the first month enrollment in grades 7-9.

% Students in Career/Technical Programs (Grades 10-12)

The percentage of students in career/technical programs in grades 10-12 is computed by dividing the number of career/technical students enrolled in grades 10-12 by the first month enrollment in grades 10-12. Career/technical students who were enrolled in career/technical programs at vocational centers were counted in the "feeder" school district's enrollment totals.

Finance

Total Per Pupil Expenditure

The total per pupil expenditure is calculated by using the total current expenditures from all sources of revenue divided by the nine months' *Average Daily Attendance*. Current expenditures reflect all costs of school district operations except improvement to 16th section land, facilities acquisition and construction, and debt service.

Estimated State and Local Per Pupil Expenditure

The estimated state and local per pupil expenditure was derived by applying the percentage of state and local revenues for the district against the total per pupil expenditure for each district.

Estimated Federal Per Pupil Expenditure

The estimated federal per pupil expenditure was derived by applying the percentage of federal revenues for the district against the total per pupil expenditure for each district.

% District Administration Expenditures

District Administration is defined as expenditures for salaries and fringe benefits paid from all sources of revenue in the following functions of expenditures as defined in the *Mississippi Public School District Financial Accounting Manual*: Board of Education Services, Executive Administration Services, Business Services, and Support Services-Central. The percentage district administration expenditure is calculated by dividing the total expenditures in these functions by the total current expenditures as defined above.

Total Operational Levy

This figure represents the local ad valorem tax levy that supports the basic operation of a school district. The state average operational levy for school year 2000-2001 is 39.75.

Debt Service Levy

This figure represents the levy used to service the debt from bond issues and other notes that primarily provide for capital improvements in a district.

Valuation Per Student in ADA

The valuation per student in ADA is calculated by subtracting the special homestead valuation (over 65 years of age or disabled) from the total assessed valuation and dividing the total by the Average Daily Attendance.

Title I

Title I is a compensatory education program that provides supplementary instruction to students who are achieving below average in comparison to their peers. The intent of the program is to assist students in meeting state achievement standards expected of all children.

Title I Allocation

The total Title I allocation is based on approved 2000-2001 allocations. No carry-over funds are included.

% of Enrollment Served

The percentage of enrollment served is calculated by using an unduplicated count of served students divided by district enrollment. These counts are provided in the initial 2000-2001 project application.

Number of Title I Schools

Individual school sites that actually conduct Title I programs are included in this count.

Other

Number of AP Courses Offered

The number of advanced placement courses (AP) offered is the actual number of AP courses taught in the district.

Graduation Rate

The graduation rate is calculated by dividing the number of graduates by the number of ninth grade students four years earlier. The ninth grade enrollment number has been adjusted to reflect the number of new students entering the system, the number moving out, the number failing, and the number of deaths. Students who were originally coded by the school districts as dropouts who are later determined to be transfer students may not be included in the calculations. Please note, the dropout rate is not the inverse of the graduation rate.

ACT % College Prep

Students are classified as college prep according to the ACT definition of college prep coursework. ACT college prep coursework is defined as four or more years of English, three or more years of mathematics, three or more years of social studies, and three or more years of science. To determine the percentage in ACT college prep, the total number of college prep students is divided by the total number of students enrolled in the 12th grade (end of last month) for each district.

Mississippi Curriculum Content Assessment System

The primary purposes of the *Mississippi Curriculum Content Assessment System* are to provide information needed for state-level decisions about the effectiveness of instructional programs in local school districts and to provide districts with information to be used in improving instruction. The primary goals of the *Mississippi Curriculum Content Assessment System* are to promote instructional improvement in classrooms throughout the state and to provide valid, reliable data for accountability purposes in compliance with MS Code 37-16-1 and SB 2156. Since 1998 Mississippi has been extensively revising the assessment system used for K-12 students. The revised *Mississippi Curriculum Content Assessment System* better fits the needs of students, parents, and schools and will serve as the basis of the state's new accountability system.

The objectives of this program include: assistance in the identification of educational needs at the state, district, and school levels; assessing how well districts and schools are meeting state goals and academic growth standards; providing information to aid in the development of policy issues and concerns; providing a basis for comparisons among schools, districts and between districts, the state, and the nation, where appropriate; and producing data which can be used to aid in the identification of exceptional educational programs or processes.

Mississippi Curriculum Test

The Mississippi Curriculum Test (MCT) is aligned with the Mississippi Curriculum Frameworks. Mississippi teachers reviewed all test items and established the proficiency level standards. The test measures student performance in reading, language, and mathematics at grades 2 through 8. There are four proficiency levels on the MCT: Minimal, Basic, Proficient, and Advanced. The MCT data are reported in terms of the percentage of students scoring in various proficiency levels on the test (Basic and Above; Proficient and Above). Results are reported separately for students taking the MCT at grade level and certain students with disabilities who took the MCT at "instructional level."

Grade 4 and 7 Writing Assessments

These assessments are aligned with the Mississippi Curriculum Frameworks. Mississippi teachers developed the writing prompts and designed the scoring rubrics. Each student responds to two writing prompts: narrative, informative, or persuasive. Each student response is scored on a scale of 0-4. The Writing Assessment data are reported in terms of the percentage of students obtaining certain writing scores (2 and Above; 3 and Above).

Subject Area Testing Program (SATP)

This testing program consists of end-of-course, criterion-referenced tests in Algebra I, Biology I, U.S. History from 1877, and English II with a writing component. The SATP provides a meaningful assessment of secondary academic content tied to the Mississippi Curriculum Frameworks and promotes instructional strategies integrating both content and problem solving. It also offers a meaningful tool for accountability of local schools and districts. The SATP is currently being phased in to ultimately replace the FLE as a requirement for graduation. Mississippi teachers from each content area participated in the standard setting process. A scale score of 300 was established as the minimum passing score. The results from the 2000-2001 SATP were used primarily for developing score scales and did not count for graduation. The SATP data are reported as mean scale scores, except for the English II writing component results which are reported as mean raw writing scores (on a scale of 0-4).

Functional Literacy Examination (FLE)

The FLE is the minimum competency test currently required to receive a Mississippi high school diploma. It is initially administered in the 11th grade with repeat testing in the 11th and 12th grades for those not passing. The test includes multiple-choice questions in reading, mathematics and written communications along with a direct writing prompt. The FLE was initially developed and implemented in the mid 1980s. As

the new SATP comes online and students are required to pass each of those tests to receive a high school diploma, the FLE will be phased out. The FLE data are reported as mean scale scores for first-time takers. The percentage of students passing the entire FLE on the first attempt is also reported.

Norm-Referenced Assessment

The norm-referenced assessment (NRT) consists of survey battery tests in mathematics, reading, and language arts. The NRT is the CTBS/5--part of the *TerraNova* assessment series. Student performance on the NRT can be compared to a 1996 national norm group. The NRT is timed and administered under standard conditions. In 2000 and 2001, the norm-referenced test was administered to students in grades 3-8. During the 2001-2002 school year, only students in grades 5 and 8 will be tested. There are no plans for this test to be included in the new accountability system. The NRT data are reported as mean normal curve equivalent (NCE) scores.

ACT

The ACT is not a part of the Mississippi Curriculum Content Assessment System; however, most graduating seniors in Mississippi have taken the ACT at least once. The mean ACT composite scores for the 2000-2001 graduating seniors are reported separately for all students and for students who indicated that they were enrolled in a "core" (college prep) curriculum.

Important Information about the Student Assessment Data

The federal requirements for reporting state assessment results (particularly ESEA/Title I requirements) mandate that the data be reported for each school and school district disaggregated in the following ways: for all students, for students with disabilities as compared to non-disabled students, by gender, by race/ethnicity, by migrant status, by limited English proficiency status, and for economically-disadvantaged students as compared to students who are not economically disadvantaged. The volume of data resulting from those analyses is too great to allow the results for all schools and districts in Mississippi to be presented in a printed document; therefore, the student assessment data have been compiled and presented as follows in the Mississippi Report Card for 2000-2001.

For each of the 149 public school districts and the 3 agricultural high schools, there is one page of assessment data in the abridged Mississippi Report Card (the printed document). The data appearing on that page includes the district level MCT, Writing Assessment, SATP, FLE, and ACT results as well as the NRT results for grades 5 and 8. These results are reported for all the required student subgroups, to the extent possible.

All the student assessment data for each school, each school district, and for the state (disaggregated as required, to the extent possible) are published in HTML (web page) format on the Mississippi Report Card CD and on the Mississippi Report Card web site. The web site is accessible at www.mde.k12.ms.us/account/RC02/RC02.htm.

Codes Used for Identifying Tests, Subgroups, and Certain Data Values

The following codes are used in the Mississippi Report Card to identify information about the tests that are part of the assessment system.

The Test

- MCT=Mississippi Curriculum Test (for grades 2-8)
- WRIT=Writing Assessment (for grades 4 and 7)
- SATP=Subject Area Testing Program (for certain courses)
- FLE=Functional Literacy Examination (first administration occurs in grade 11)
- NRT=Norm-Referenced Assessment--the TerraNova Survey (for grades 3-8)
- ACT=ACT Results for 2000/2001 graduating seniors

The Subject Area, Course, or Section of the Test

- READ=Reading
- LANG=Language
- MATH=Mathematics
- ALG1=Algebra I
- BIOL=Biology I
- ENGL=English II
- HIST=U.S. History from 1877
- WRIT=Written Communication
- COMP=Composite (across subjects/sections)
- PASS=Percentage of students passing the test

The Grade (or other information)

- GR2=Grade 2 (same format used for grades 3-8)
- RLC=Reading & Language Conventions component of the English II test
- NAR=Narrative essay on the English II test
- INF=Informative essay on the English II test

- COR=Data for "Core" (or college prep) students on the ACT
- ALL=Data for all students taking the ACT
- L12=Instructional Level Testing at Level 12 (L13=Level 13, etc.)

The **test data values** represent different kinds of measures for different tests. The following data formats are used in the Mississippi Report Card.

- MCT: BB/PP where BB=% Basic & Above, PP=% Proficient & Above
- WRIT: BB/PP where BB=% Scoring 2 & Above, PP=% Scoring 3 & Above

Note: For MCT & WRIT, ** means 100%

- SATP (most): XXX.X = Mean Scale Score
- ENGL NAR & INF: X.X = Mean Writing Assessment Raw Score
- NRT: XX.X = Mean NCE Score
- ACT: XX.X = Mean Scale Score
- For all tests:

"-" means that the student N-Count was 0.

"<" means that the student N-Count was between 1 and 9.

The column is left blank for data that could not be disaggregated.

Special notes concerning the MCT:

There are four proficiency levels on the MCT. They are (from lowest to highest) Minimal, Basic, Proficient, and Advanced. The reporting format used in the Mississippi Report Card allows the maximum amount of information to be reported in the smallest possible space and is consistent with the way most states are now reporting assessment results. This format is compliant with federal Title 1 regulations and is similar to the format used for reporting NAEP results.

The percentage of students "Basic & Above" includes all students scoring in the Basic, Proficient, and Advanced proficiency levels. The percentage of students "Proficient and Above" includes all students scoring in the Proficient and Advanced proficiency levels. The percentage of students in the lowest proficiency level (Minimal) can be determined by subtracting the percentage "Basic and Above" from 100%. The percentage of students in the highest proficiency level (Advanced) cannot be determined from the reported data.

Disaggregation of Subgroups

To the extent possible, all test results reported in the Mississippi Report Card are disaggregated by subgroup as required by federal law. The codes used to label the subgroups are listed below followed by additional information about test data disaggregation.

- ALL=All students in the state, the district, or the school
- NDO=Non-Disabled Students Only
- DO=Only Students with Disabilities under IDEA
- MAL=Male
- FEM=Female
- BLK=Black
- WHT=White
- ASI=Asian
- HIS=Hispanic
- NAM=Native American
- OTH=Other Ethnicity
- ELL=English Language Learner
- ED=Economically Disadvantaged
- NED=Not Economically Disadvantaged
- MIG=Migrant

The determination of a student's classification in the following subgroups was made on the basis of the information that was gridded on the student's test answer document.

- NDO=Non-Disabled Students Only ("IDEA" not bubbled)
- DO=Only Students with Disabilities ("IDEA" bubbled)
- MAL=Male
- FEM=Female
- BLK=Black
- WHT=White
- ASI=Asian
- HIS=Hispanic
- NAM=Native American

- OTH=Other Ethnicity
- ELL=English Language Learner

The initial determination of a student's classification in the following subgroups was made on the basis of the demographic information in the student's MSIS record (MSIS is Mississippi's new statewide student level database). Data for these subgroups represented students whose test data could be accurately matched to the MSIS database. The statewide match rate for the MCT, the Writing Assessment, and the FLE ranged from 78% to 86%, but the match rate for individual districts and schools may have been higher or lower.

None of these subgroups are reported for the Subject Area Testing Program (SATP) because of the small number of test records that contained MSIS ID numbers.

Once it was determined that most school districts had not entered into MSIS the data required to accurately determine a student's economic status, all data for the economically disadvantaged and non-economically disadvantaged groups were deleted from the Report Card for 2000-2001.

- ED=Economically Disadvantaged
- NED=Not Economically Disadvantaged
- MIG=Migrant