

Union County School District (7300004)

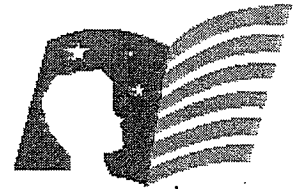
No Child

East Union Att Ctr

Left Behind

2012-2013

School 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.

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 |
|--------------------------------------|--------------|-----------------|
| | B | High Performing |
| Quality of Distribution Index (QDI): | 182 | 173 |
| Growth Status: | Met | Met |
| 5-Year Graduation Rate: | 88.7 | 79.4 |
| High School Completion Index (HSCI): | 267 | |

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 |
|---------------------------------------|--------------------|-----------|
| School AMO Status: | Not Met | Not Met |
| Reading/Language Arts Status: | Not Met | Not Met |
| Mathematics Status: | Met | Not Met |
| Other Academic Indicator Status: | Met | Met |
| Differentiated Accountability Status: | 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 | 5-Year | |
| All Students: | Not Met | Met | Met | 85.9 | 86.5 | 88.7 | 96 | |
| Students with IEPs: | Not Met | Met | | | | | | |
| Limited English Proficient: | < Minimum** | < Minimum** | | | | | | |
| Economically Disadvantaged: | Not Met | Met | | 87.5 | 87.8 | 92.5 | | |
| Asian: | < Minimum** | < Minimum** | | | | | | |
| Black: | < Minimum** | < Minimum** | | | | | | |
| Hispanic: | < Minimum** | < Minimum** | | | | | | |
| Native American: | < Minimum** | < Minimum** | | | | | | |
| White: | Not Met | Met | | 86.7 | 85.0 | 87.8 | | |

**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: | 98 | 36 | FTE Teachers |
| Teachers with Emergency/Provisional Certification: | 0 | 36 | FTE Teachers |
| Courses Taught by a Highly Qualified Teacher: | 96 | 217 | Courses |
| Courses NOT Taught by a Highly Qualified Teacher: | 4 | 217 | 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 IEPs: | 100 | 100 | 100 |
| Limited English Proficient: | 100 | 100 | |
| Economically Disadvantaged: | 100 | 99 | 100 |
| Asian: | | | |
| Black: | 100 | 100 | 100 |
| Hispanic: | 100 | 100 | 100 |
| Native American: | | | |
| White: | 100 | 100 | 100 |
| Student groups not used in AYP calculations | | | |
| Migrant: | | | |
| Male: | 100 | 99 | 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 | 79 | 150.2 | 151.3 | 12 | 9 | 43 | 28 | 30 | 49 | 15 | 14 |
| 4 | 70 | 68 | 154.2 | 151.3 | 6 | 9 | 26 | 34 | 44 | 40 | 24 | 18 |
| 5 | 67 | 68 | 148.9 | 149.9 | 9 | 12 | 39 | 32 | 51 | 50 | 2 | 6 |
| 6 | 75 | 64 | 149.8 | 150.3 | 12 | 11 | 31 | 36 | 51 | 44 | 7 | 9 |
| 7 | 58 | 78 | 153.9 | 151.3 | 16 | 9 | 10 | 26 | 53 | 63 | 21 | 3 |
| 8 | 73 | 64 | 151.6 | 151.6 | 4 | 13 | 37 | 27 | 53 | 45 | 6 | 16 |
| Mississippi Curriculum Test, 2nd Edition - Mathematics | | | | | | | | | | | | |
| 3 | 67 | 79 | 156.8 | 159.2 | 2 | 3 | 24 | 9 | 57 | 62 | 18 | 27 |
| 4 | 70 | 67 | 155.6 | 154.9 | 6 | 2 | 20 | 27 | 54 | 57 | 20 | 15 |
| 5 | 66 | 68 | 157.4 | 158.0 | 2 | 3 | 12 | 15 | 64 | 60 | 23 | 22 |
| 6 | 75 | 64 | 152.3 | 156.8 | 11 | 8 | 24 | 11 | 51 | 63 | 15 | 19 |
| 7 | 58 | 78 | 156.3 | 153.0 | 12 | 6 | 12 | 23 | 38 | 63 | 38 | 8 |
| 8 | 73 | 63 | 156.2 | 157.6 | 4 | 8 | 14 | 8 | 66 | 49 | 16 | 35 |
| Grade 5 and Grade 8 Science Tests | | | | | | | | | | | | |
| 5 | 67 | 68 | 157.0 | 156.6 | 2 | 6 | 19 | 19 | 42 | 35 | 37 | 40 |
| 8 | 73 | 64 | 152.0 | 153.6 | 12 | 13 | 19 | 20 | 58 | 42 | 11 | 25 |

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 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 | 52 | 65 | 75 | 91 | 651.0 | 656.0 | 15 | 8 | 25 | 6 | 48 | 59 | 12 | 28 |
| Biology I | 62 | 73 | 87 | 92 | 652.0 | 655.0 | 5 | 6 | 24 | 15 | 68 | 74 | 3 | 6 |
| English II | 68 | 49 | 71 | 88 | 649.0 | 655.0 | 19 | 12 | 34 | 2 | 32 | 61 | 15 | 25 |
| U.S. History | 92 | 44 | 71 | 81 | 644.0 | 649.0 | 29 | 18 | 17 | 18 | 45 | 52 | 9 | 11 |

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.

2012 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 |

2012 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

2012 - 2013 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

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 63 | 40 | 4 | 62 | 96 | 4 | 67 | 68 | 59 | |
| 3 | 63 | 40 | 4 | 62 | 96 | 4 | 67 | 68 | 59 |
| 4 | 57 | 29 | 49 | 4 | 4 | 63 | 70 | 51 | |
| 5 | 56 | 22 | 48 | 25 | 58 | 46 | 69 | | |
| 6 | 53 | 50 | 4 | 47 | 50 | 4 | 54 | 60 | 49 |
| 7 | 65 | 4 | 4 | 57 | 4 | 4 | 71 | 68 | 64 |
| 8 | 61 | 4 | 46 | 33 | 4 | 63 | 64 | 56 | |

| 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

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 89 | 80 | 33 | 87 | 96 | 50 | 90 | 88 | 90 | |
| 3 | 89 | 80 | 33 | 87 | 96 | 50 | 90 | 88 | 90 |
| 4 | 72 | 29 | 56 | 40 | 96 | 74 | 78 | 68 | |
| 5 | 82 | 44 | 74 | 25 | 86 | 74 | 93 | | |
| 6 | 81 | 96 | 96 | 81 | 96 | 96 | 80 | 84 | 79 |
| 7 | 71 | 33 | 50 | 65 | 25 | 50 | 74 | 65 | 75 |
| 8 | 84 | 14 | 85 | 33 | 4 | 88 | 85 | 83 | |

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

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

| | | | | | | | | |
|---|----|----|----|----|----|----|----|----|
| 5 | 75 | 22 | 68 | 25 | 78 | 69 | 83 | |
| 8 | 67 | 4 | 57 | 4 | 4 | 72 | 67 | 68 |

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

| | | | | | | | |
|--------------|----|----|----|----|----|---------------|-------------|
| Algebra I | 86 | 36 | 79 | 85 | 91 | 81 | Mathematics |
| Biology I | 80 | 70 | 79 | 80 | 79 | Science | |
| English II | 86 | 77 | 87 | 86 | 86 | Language Arts | |
| U.S. History | 64 | 47 | 64 | 59 | 67 | | |

Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%.

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 2011/2012.

| | READING/LANGUAGE ARTS | | | MATHEMATICS | | |
|-----------------------------|-----------------------|-------------------|----------|-------------|-------------------|----------|
| | N-Count | Achievement Index | ESEA AMO | N-Count | Achievement Index | ESEA AMO |
| All Students: | 452 | 76 | 79 | 457 | 87 | 83 |
| Students with IEPs: | 45 | 41 | 44 | 49 | 58 | 49 |
| Limited English Proficient: | 7 | | | 7 | | |
| Economically Disadvantaged: | 219 | 70 | 73 | 219 | 84 | 78 |
| Asian: | 0 | | | 0 | | |
| Black: | 20 | 50 | | 21 | 71 | |
| Hispanic: | 11 | 36 | | 11 | 73 | |
| Native American: | 0 | | | 0 | | |
| White: | 418 | 79 | 80 | 422 | 88 | 85 |