


Jackson County School District Accountability Rating <p style="font-size: 2em; text-align: center;">A</p>	Mississippi Accountability System ANNUAL REPORT CARD School Year 2015-16	 MISSISSIPPI DEPARTMENT OF EDUCATION <i>Ensuring a bright future for every child</i>
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SECTION I: ACCOUNTABILITY PERFORMANCE RESULTS

The Mississippi Statewide Accountability System is a single “A” through “F” school and district accountability system based on the requirements of Mississippi Code 37-17-6 and the federal Elementary and Secondary Education Act of 1965 (ESEA). The accountability system assigns performance classifications based on: (a) student achievement, (b) student growth, (c) graduation rates, (d) participation rate, and (e) other outcome measures.

Current Year SY 2015-16	ELA	Math	Other Subjects	Additional Outcomes	Prior Year SY 2014-15
A	Proficiency (100 pts.)	Proficiency (100 pts.)	Science Proficiency (50 pts.)	Graduation Rate (200 pts.)	n/a-New Baseline
689 Pts.	46.7	51.2	37.4	177.0	
	Growth All Students (100 pts.)	Growth All Students (100 pts.)	U.S. History Proficiency (50 pts.)	College & Career Readiness (50 pts.)	
	74.7	75.1	33.1	25.4	
	Growth Lowest 25% (100 pts.)	Growth Lowest 25% (100 pts.)		Acceleration (50pts.)	
	78.1	70.8		20.0	

SECTION II: TEACHER QUALIFICATIONS

The below results are the professional qualifications of elementary and secondary school teachers, the percentage of those teachers with emergency or provisional licensure, and the percentage of classes in core academic subjects not taught by highly qualified teachers in the aggregate and disaggregated by high-poverty compared to low-poverty schools.

	Indicators	FTE (count)	FTE (%)	Courses (count)	Courses (%)
	Total	428	100		
A.	Highly Qualified-Core Teachers	424	99.1		
B.	Emergency/Provisional Certification	2	0.4		
	Total			1969	100
C.	Courses Taught-Highly Qualified Teachers			1947	98.9
D.	Courses Taught-Not Highly Qualified Teachers			22	1.1
E.	Courses Taught-Not Highly Qualified: Highest Poverty Quartile			**	**
F.	Courses Taught- Not Highly Qualified: Lowest Poverty Quartile			18	1.4

SECTION III: DISTRICTWIDE ASSESSMENTS

English-language Arts

The below results are based upon the Mississippi Assessment Program (MAP) ELA assessments (including the state's alternate assessment) in grades 3-8 and high school. The MAP assessment replaced the PARCC assessment. The MAP assessment is aligned to the *Mississippi College and Career Readiness Standards*. The MAP performance levels were first established in June 2016 based upon statewide data and educator input.

Group	Tested (count)	Part. Rate (%)	Advanced (%)	Proficient (%)	Pass (%)	Basic (%)	Minimal (%)
All Students	5,167	96.2	9.7	35.8	34.3	14.5	6.0
Female	2,448	96.9	12.8	38.0	33.4	12.2	<5.0
Male	2,719	95.6	6.9	33.8	35.1	16.6	8.0
Asian	220	97.3	12.7	43.6	28.6	8.6	6.8
Native American	20	90.9	5.0	25.0	31.6	30.0	10.0
Black	606	97.1	<5.0	24.4	41.7	20.6	8.7
Hispanic	139	94.6	9.4	25.9	40.4	16.5	8.6
Multiracial	23	100.0	8.7	43.5	34.8	8.7	<5.0
Hawaiian/Pacific Islander	**	**	**	**	**	**	**
White	4,152	96.1	10.3	37.4	33.3	13.8	5.5
Economically Disadvantaged	2,505	96.2	5.1	30.0	38.4	18.6	8.5
English Learner	120	95.2	<5.0	28.3	37.9	15.0	16.7
Students with Disabilities	531	91.1	<5.0	10.5	23.7	31.6	35.0
Migrant	15	100.0	13.3	33.3	33.3	6.7	13.3

** Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding.

SECTION III: STATEWIDE ASSESSMENTS

English-language Arts

Group	Tested (count)	Part. Rate (%)	Advanced (%)	Proficient (%)	Pass (%)	Basic (%)	Minimal (%)
All Students	263,215	96.6	6.5	26.3	33.6	22.4	11.8
Female	128,409	97.0	7.9	28.8	34.4	20.8	8.6
Male	134,806	96.2	5.2	23.9	32.8	24.0	14.8
Asian	2,790	95.7	19.5	38.3	23.4	10.7	8.4
Native American	660	92.1	<5.0	24.5	36.4	26.1	10.3
Black	130,209	97.0	<5.0	16.9	34.5	29.9	17.1
Hispanic	8,997	95.5	<5.0	23.9	34.1	23.6	14.2
Multiracial	3,386	92.9	7.2	30.0	35.4	19.4	8.6
Hawaiian/Pacific Islander	137	94.5	10.9	38.0	25.0	15.3	10.9
White	117,036	96.4	10.9	36.5	32.7	14.4	6.0
Economically Disadvantaged	180,281	96.9	<5.0	20.1	34.9	27.4	15.0
English Learner	5,917	95.6	<5.0	13.8	30.6	30.9	23.3
Students with Disabilities	32,192	93.5	<5.0	9.8	20.2	31.8	39.5
Migrant	109	90.8	<5.0	12.8	35.2	24.8	24.8

SECTION III: DISTRICTWIDE ASSESSMENTS

Mathematics

The below results are based upon the Mississippi Assessment Program (MAP) mathematics assessments (including the state's alternate assessment) in grades 3-8 and high school. The MAP assessment replaced the PARCC assessment. The MAP assessment is aligned to the *Mississippi College and Career Readiness Standards*. The MAP performance levels were first established in June 2016 based upon statewide data and educator input.

Group	Tested (count)	Part. Rate (%)	Advanced (%)	Proficient (%)	Pass (%)	Basic (%)	Minimal (%)
All Students	5,112	95.9	10.1	36.0	34.4	15.5	<5.0
Female	2,453	96.3	10.3	38.0	35.0	13.6	<5.0
Male	2,659	95.6	9.9	34.2	33.8	17.2	5.4
Asian	205	97.2	20.0	41.5	27.2	7.3	<5.0
Native American	22	95.7	9.1	22.7	28.6	36.4	<5.0
Black	621	96.9	<5.0	23.8	40.1	24.8	8.4
Hispanic	134	94.4	5.2	32.1	36.6	18.7	8.2
Multiracial	24	100.0	<5.0	45.8	25.0	20.8	<5.0
Hawaiian/Pacific Islander	**	**	**	**	**	**	**
White	4,100	95.7	10.8	37.7	33.9	14.3	<5.0
Economically Disadvantaged	2,532	96.0	5.3	30.5	38.0	20.2	6.6
English Learner	120	96.0	6.7	35.0	31.9	15.8	11.7
Students with Disabilities	565	93.7	<5.0	12.0	26.4	36.6	25.8
Migrant	13	100.0	7.7	46.2	38.5	7.7	**

“**” Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding.

SECTION III: STATEWIDE ASSESSMENTS

Mathematics

Group	Tested (count)	Part. Rate (%)	Advanced (%)	Proficient (%)	Pass (%)	Basic (%)	Minimal (%)
All Students	261,639	96.2	6.1	24.8	35.2	26.3	8.2
Female	127,625	96.7	5.9	26.1	36.6	25.2	6.6
Male	134,014	95.8	6.2	23.6	33.9	27.4	9.6
Asian	2,695	95.6	30.5	36.4	21.1	8.5	<5.0
Native American	644	91.6	<5.0	22.0	40.8	29.7	<5.0
Black	129,941	96.7	<5.0	15.6	36.3	35.4	11.5
Hispanic	9,115	95.2	5.6	27.2	36.4	23.6	7.6
Multiracial	3,406	92.6	7.3	28.8	36.0	22.2	6.3
Hawaiian/Pacific Islander	127	94.1	12.6	34.6	33.3	11.8	7.9
White	115,711	96.0	10.0	34.7	34.2	17.0	<5.0
Economically Disadvantaged	180,533	96.5	<5.0	18.8	36.7	32.0	10.2
English Learner	5,983	95.5	<5.0	19.2	36.5	29.2	11.0
Students with Disabilities	33,013	94.1	<5.0	8.5	21.9	39.5	31.0
Migrant	105	90.5	<5.0	21.0	33.7	28.6	15.2

SECTION III: DISTRICTWIDE ASSESSMENTS

Science

The below results are based upon The Mississippi Science Test, Second Edition (MST2) and the Biology I test. MST2 is an assessment (including the state's alternate assessment) administered to students in grades 5 and 8 and measures student achievement in science based upon the *2010 Mississippi Science Framework* (or *Mississippi Extended Science Framework*). In high school, the Biology I assessment is a measure of student achievement and is also based on the *2010 Mississippi Science Frameworks*.

Group	Tested (count)	Part. Rate (%)	Advanced (%)	Proficient (%)	Basic (%)	Minimal (%)
All Students	2,225	96.6	24.7	46.3	21.3	7.7
Female	1,073	97.3	23.5	47.9	21.6	7.0
Male	1,152	96.0	25.9	44.8	21.0	8.3
Asian	87	96.7	35.6	47.1	11.5	5.7
Native American	10	100.0	10.0	80.0	**	10.0
Black	302	97.4	14.6	36.4	33.1	15.9
Hispanic	60	96.8	15.0	55.0	15.0	15.0
Multiracial	11	100.0	18.2	54.5	27.3	**
Hawaiian/Pacific Islander	**	**	**	**	**	**
White	1,753	96.4	26.4	47.4	20.1	6.2
Economically Disadvantaged	1,091	96.5	16.9	45.6	26.6	11.0
English Learner	41	93.2	14.6	41.5	24.4	19.5
Students with Disabilities	216	93.1	5.1	24.1	34.3	36.6
Migrant	11	100.0	18.2	36.4	18.2	27.3

“**” Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding.

SECTION III: STATEWIDE ASSESSMENTS

Science

Group	Tested (count)	Part. Rate (%)	Advanced (%)	Proficient (%)	Basic (%)	Minimal (%)
All Students	111,765	96.2	16.9	38.5	29.1	15.6
Female	54,860	96.8	15.5	40.2	30.1	14.2
Male	56,905	95.7	18.2	36.8	28.2	16.9
Asian	1,179	96.6	43.8	35.0	12.9	8.3
Native American	253	89.7	12.3	39.9	34.0	13.8
Black	56,012	96.3	7.1	31.4	37.9	23.6
Hispanic	3,529	95.5	17.4	39.4	27.6	15.6
Multiracial	1,107	92.8	24.0	38.8	26.5	10.7
Hawaiian/Pacific Islander	44	91.7	25.0	45.5	18.2	11.4
White	49,641	96.3	27.1	46.4	19.6	6.8
Economically Disadvantaged	75,179	96.2	10.2	34.9	34.7	20.2
English Learner	2,030	95.1	9.1	28.7	34.9	27.3
Students with Disabilities	12,792	93.5	<5.0	18.6	35.2	41.9
Migrant	47	94.0	14.9	36.2	19.1	29.8

**SECTION IV: DISTRICTWIDE ACHIEVEMENT
2-YEAR TREND: English-language arts**

The below results are based upon both MAP and PARCC assessment results reported in 2016 and 2015, respectively, for students scoring *Proficient* or *Advanced* (i.e., *Level 4* or *Level 5*) in ELA. The MAP and PARCC results are provided because comparisons between the two assessments are technically supported; however, some unique features (i.e., scaling) of each assessment must be taken into consideration. Further, although both assessments have similar test specification, item difficulty, and other technical properties, implementation issues associated with PARCC in 2015 confounded the results in some individual cases.

Grade-Level	Tested-2016 (count)	Tested-2015 (count)	<i>Proficient or Advanced-2016</i> (%)	<i>Proficient or Advanced-2015</i> (%)
3 rd Grade	748	711	47.1	33.6
4 th Grade	715	707	44.9	33.9
5 th Grade	700	769	44.7	36.5
6 th Grade	768	708	41.7	32.2
7 th Grade	708	760	41.5	31.2
8 th Grade	725	738	44.1	33.6
High School	803	664	53.8	59.6

“***” Data are redacted following 34 C.F.R. 200.2(b)(4) and percentage totals may not be 100% due to rounding.

**SECTION IV: DISTRICTWIDE ACHIEVEMENT
2-YEAR TREND: Mathematics**

The below results are based upon both MAP and PARCC assessment results reported in 2016 and 2015, respectively, for students scoring *Proficient* or *Advanced* (i.e., *Level 4* or *Level 5*) in mathematics. The MAP and PARCC results are provided because comparisons between the two assessments are technically supported; however, some unique features (i.e., scaling) of each assessment must be taken into consideration. Further, although both assessments have similar test specification, item difficulty, and other technical properties, implementation issues associated with PARCC in 2015 confounded the results in some individual cases.

Grade-Level	Tested-2016 (count)	Tested-2015 (count)	<i>Proficient or Advanced-2016</i> (%)	<i>Proficient or Advanced-2015</i> (%)
3 rd Grade	762	711	58.8	47.1
4 th Grade	715	706	46.3	39.8
5 th Grade	700	769	40.7	36.1
6 th Grade	765	709	51.2	33.0
7 th Grade	708	759	48.7	30.6
8 th Grade	726	739	39.4	35.3
High School	736	833	36.7	48.1

“***” Data are redacted following 34 C.F.R. 200.2(b)(4) and percentage totals may not be 100% due to rounding.

**SECTION IV: DISTRICTWIDE ACHIEVEMENT
2-YEAR TREND: Science**

The below results are exclusively MST and Biology assessment results reported in 2016 and 2015 for students scoring either *Advanced* or *Proficient*. The MST and Biology measure the same abilities and skills, used the same content frameworks, item types, and other test specifications. Additionally, the scales and performance levels were established under similar technical specifications that do lend themselves to similar inferences about student achievement. In other words, a direct comparison of the assessment results as required by Section 1111(h)(1)(C)(iv) is appropriate and informative to Mississippi stakeholders.

Grade-Level	Tested-2016 (count)	Tested-2015 (count)	Proficient or Advanced-2016 (%)	Proficient or Advanced-2015 (%)
5 th Grade	698	767	71.1	71.1
8 th Grade	728	726	74.7	68.7
High School	799	935	67.6	71.4

“***” Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding.

SECTION V: ENGLISH LEARNER EXEMPTION

The below results are provided to show the number of English learners exempted from statewide testing. ESEA regulations (34 C.F.R. 200.6(b)(4)(i)(A)) affords states the flexibility to exclude English Learners in their first 12 months of schooling in the United States from one administration of the reading/language arts assessment.

Group	Exemptions
English-learners (EL)	0

**SECTION VI: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
2015 Results**

The below results are based upon the National Assessment of Educational Progress (NAEP) 2015 scores on subject-matter achievement tests. 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.

Math Participation Rates: Students with Disabilities (Grade 4 - 95%; Grade 8 - 95%) English-learners (‡)								
Reading Participation Rates: Students with Disabilities (Grade 4 - 94%; Grade 8 - 96%) English-learners (‡)								
	Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8
	<i>Below Basic</i>	<i>Below Basic</i>	<i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Advanced</i>	<i>Advanced</i>
Math	22%	40%	48%	38%	27%	19%	3%	3%
Reading	40%	37%	34%	43%	21%	19%	5%	1%

“‡” Data did not meet the reporting requirements established by the National Center for Educational Statistics (NCES). The sample size is insufficient to permit a reliable estimate.

“#” Values are rounded to zero.

**SECTION VII: ADDITIONAL FEDERAL REPORTING
GRADUATION RATE SUBGROUPS**

The below results are provided to show the percentage of students graduating from high school in four years disaggregated by subpopulations of students. All graduation rates listed below are lagged one year. The data below are based upon the 2011-12 grade 9 student cohort that graduated with a standard diploma during SY 2014-15, which in turn is reported a year later within this section of the Annual Report Card.

Group	Graduation Rate (%)
All Students	88.5
Native American (American Indian or Alaskan Native)	**
Asian	**
Black (African-American)	86.5
Hispanic	88.4
Hawaiian/Pacific Islander	**
Multiracial	**
White (Non-Hispanic)	88.5
Students with Disabilities	38.2
English Learner	91.0
Economically Disadvantaged	86.5

*** Data are suppressed following ESEA Section 1111(h)(1)(C)(i), and (h)(2)(D)) and percentage totals may not be 100% due to rounding.