

**Mississippi Statewide Accountability System: Summary Tables for 2003  
November 21, 2003**

<b>District Accreditation Statuses for 2003-2004</b>		
Status	# Districts	% Districts
Accredited	145	95%
Advised	4	3%
Probation	3	2%
Withdrawn	0	

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

**Summary of revisions approved by State Board of Education**

There were no changes in district accreditation statuses.

The school performance classifications for 15 schools increased by one level. The achievement level increased for one school.

Six additional schools met AYP in reading/language arts and six additional schools met AYP in mathematics.

Using attendance rate as the other academic indicator for elementary and middle schools, 304 additional schools met AYP on the OAI and 218 more schools met AYP in all three areas.

<b>Cross-Tabulation of Achievement Level and Growth Status from the 2003 Achievement and Growth Models</b>			
Achievement Level	Growth Status		
	Not Met	Met	Exceeded
5	32 3.9%	48 5.8%	72 8.8%
4	82 10.0%	68 8.3%	31 3.8%
3	212 25.8%	69 8.4%	43 5.2%
2	106 12.9%	11 1.3%	13 1.6%
1	31 3.8%	3 0.4%	1 0.1%

Note: A total of 822 schools are included in the above table and were assigned a school performance classification in 2003.

<b>School Performance Classifications for 2003-2004</b>		
Classification	# Schools	% Schools
Level 5 Superior-Performing	153	18.6%
Level 4 Exemplary	223	27.1%
Level 3 Successful	309	37.6%
Level 2 Under-Performing	106	12.9%
Level 1 Low-Performing <sup>1</sup>	31	3.8%

<sup>1</sup>10 of these schools are Priority Schools

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The following tables present the number of districts and schools that met Adequate Yearly Progress in 2003.

<b>Adequate Yearly Progress – District Level</b>	
<b>AYP Variable</b>	<b>Number of Districts Meeting AYP in 2003 (%)</b>
Reading/Language Arts	106 (70%)
Mathematics	104 (69%)
Other Academic Indicators	106 (70%)

Notes: (a) The results for reading/language arts and other academic indicators are based on 152 districts. The mathematics results are based on 150 districts.  
(b) 70 districts (46%) met AYP in all three areas (reading/language arts, mathematics, and other academic indicators).

<b>Adequate Yearly Progress – School Level</b>	
<b>AYP Variable</b>	<b>Number of Schools Meeting AYP in 2003 (%)</b>
Reading/Language Arts	758 (87%)
Mathematics	690 (85%)
Other Academic Indicators	771 (89%)

Notes: (a) The results for reading/language arts and other academic indicators are based on 870 schools. The mathematics results are based on 816 schools.  
(b) 650 schools (75%) met AYP in all three areas (reading/language arts, mathematics, and other academic indicators).

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The following tables present the total number of schools that did not meet Adequate Yearly Progress in 2003. The tables also show the number of schools that did not meet AYP for the first time in 2003 ("1st Year") and the number that have not met AYP for two or three consecutive years. This information is necessary because the identification of a Title I school for improvement, corrective action, or restructuring is based on the number of consecutive years that a school does not meet AYP in a particular area – reading/language arts, mathematics, or other academic indicators.

Title I schools not meeting AYP for two consecutive years are identified for Improvement (Year 1) and must offer school choice. Title I schools not meeting AYP for three consecutive years are identified for Improvement (Year 2) and must offer supplemental services in addition to school choice. Title I schools not meeting AYP for four consecutive years are identified for Corrective Action and must continue offering school choice and supplemental services and must develop a corrective action plan.

<b>Adequate Yearly Progress – School Level</b>				
AYP Variable	Number of Schools Not Meeting AYP in 2003 (%)			
	Total	1st Year	2nd Year	3rd Year <sup>1</sup>
Reading/Language Arts	112 (13%)	105 (12%)	3 (<1%)	4 (<1%)
Mathematics	126 (15%)	119 (15%)		
Other Academic Indicator	99 (11%)	99 (11%)	N/A	N/A

<b>Title I Schools in Some Level of Improvement Under the No Child Left Behind Act of 2001</b>	
Improvement Level	Number
Improvement (Year 1)	3
Improvement (Year 2)	1
Corrective Action	3

Notes: (a) The results for reading/language arts and other academic indicators are based on 870 schools. Mathematics results are based on 816.

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

<sup>1</sup>All of the schools in this column missed AYP under the NCLB model in 2003 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.