

# District 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.

No Child  
Left Behind  
2009-2010



## 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.

	Current Year	Prior Year
<b>Accountability Status:</b>	High Performing	High Performing
Quality of Distribution Index (QDI):	183	173
Growth Status:	Met	Met
5-Year Graduation Rate:	87.0	86.3
High School Completion Index (HSCI):	253	249

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.

Possible Accountability Status: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

## NCLB Adequate Yearly Progress (AYP)

A district or school is responsible for making adequate yearly progress (AYP) 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 AYP in any one of the three areas, the district or school is considered to have not met AYP.

	Current Year	Last Year	Two Years Ago
<b>District AYP Status:</b>	Met	Not Met	Not Met
Reading/Language Arts Status:	Met	Not Met	Met
Mathematics Status:	Met	Not Met	Not Met
Other Academic Indicator Status:	Met	Met	Met
<b>Title I Improvement Status:</b>	Not in Improvement	Not In Improvement	Not In Improvement

## AYP Subgroup Results

Student groups	Other Academic Indicator			Graduation Rate			Attendance Rate
	Reading/ Language Arts	Mathematics	Other Academic Indicator	Prior 4-Year	4-Year	5-Year	
All Students:	Met	Met	Met	86.0	83.0	87.0	96
Students with IEP's:	Met*	Met*	Met	27.3	52.0	49.9	
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Met	Met	62.6	65.0	64.7	
Asian:	Met	Met					
Black:	Met	Met	Met	69.2	71.0	70.3	
Hispanic:	Met	Met					
Native American:	< Minimum**	< Minimum**	< Minimum**				
White:	Met	Met	Met	95.2	91.0	95.9	

\*Denotes any group that makes adequate yearly progress by increasing sufficiently over the prior year to meet what is known as "safe harbor".

\*\*Denotes any group with fewer than 40 students in that subgroup of students.

# Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	99	172	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	172	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	99	939	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	2	939	Courses
Courses in the Highest-Poverty Quartile Schools <b>NOT</b> Taught by a Highly Qualified Teacher:			
Courses in the Lowest-Poverty Quartile Schools <b>NOT</b> Taught by a Highly Qualified Teacher:			

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 AYP calculations. For those groups of students used in AYP 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:	98	99	98
Students with IEP's:	97	97	98
Limited English Proficient:	85	85	100
Economically Disadvantaged:	97	98	98
Asian:	95	95	100
Black:	98	99	98
Hispanic:	93	93	100
Native American:	100	100	
White:	99	99	98
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	99
Female:	100	100	98

## 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 language arts scores excluded from AYP calculations:	0
Number of recently-arrived LEP mathematics scores excluded from AYP calculations:	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	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	265	285	150.5	151.6	12	12	39	28	29	39	20	21
4	266	271	151.8	152.0	15	10	21	32	38	31	26	27
5	235	272	150.7	150.9	14	14	30	28	41	42	16	17
6	231	254	152.4	152.9	8	11	29	29	54	45	10	15
7	213	232	150.0	152.5	18	8	25	29	46	56	11	7
8	273	202	152.6	151.5	9	14	25	27	57	47	9	12

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	265	284	153.3	153.5	8	11	32	26	43	44	18	19
4	265	271	154.8	158.3	12	6	21	16	43	50	25	28
5	234	272	153.0	155.7	15	10	21	15	44	53	21	22
6	230	256	155.0	154.2	9	13	23	22	49	44	19	22
7	213	233	152.8	154.2	15	14	24	19	44	44	18	24
8	274	202	153.7	154.7	12	11	21	19	50	46	16	24

## Grade 5 and Grade 8 Science Tests

5	236	266	560.0	562.9	19	16	34	28	31	38	17	18
8	273	200	869.0	867.8	13	14	28	27	37	36	23	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	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
	<i>Algebra I</i>	222	211	77	88	656.0	662.0	14	6	19	8	40	33	28
<i>Biology I</i>	195	228	94	93	369.0	387.0	10	11	18	11	36	29	35	49
<i>English II</i>	204	195	90	75	656.0	652.0	3	16	27	23	41	36	29	26
<i>U.S. History</i>	198	200	99	99	379.0	389.0	6	7	20	15	43	34	30	44

# 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.

### 2007 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	208	220	51	67	19
8	250	261	60	74	17	31

### 2009 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	227	239	69	76	22
8	265	282	54	64	15	25

# Percent of Students Scoring Proficient and Above

2009 - 2010 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											

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											

3	59	35	40	35	82	62	57					
4	58	31	35	36	78	59	56					
5	59	10	34	60	29	83	65	54				
6	60	11	29	34	82	62	59					
7	63	8	39	39	84	67	59					
8	59	5	29	28	87	59	59					

3	63	35	50	41	84	64	62					
4	78	69	67	66	88	75	80					
5	75	10	56	80	54	92	81	69				
6	66	10	43	48	79	69	63					
7	67	15	47	44	88	72	63					
8	70	10	47	45	94	69	70					

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
4
5
6
7
8

## Grade 5 and Grade 8 Science Tests

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5	56	16	33	72	23	55	81
8	60	4	31	29	88	54	

## High School Subject Area Tests

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	86	27	69	70	96	90	82
Biology I	93	31	85	93	82	96	96
English II	61	4	36	37	83	66	57
U.S. History	96		94	96	96	96	96

Mathematics  
Science  
Language Arts