

Biloxi Junior High School Report Card

BILOXI PUBLIC SCHOOLS

GRADES 8 AND 9

DECEMBER, 2007

The *No Child Left Behind Act of 2001* requires school districts to publish report cards containing certain information. The required information falls into three general areas: (1) school improvement, (2) teacher qualifications, and (3) test data.

1 A school that fails to make adequate yearly progress in achievement must be identified for school improvement.

The report must contain information about the professional qualifications of teachers in core academic subject areas. (English, reading, language arts, science, mathematics, foreign languages, civics and government, arts, history, and geography)

Highly qualified teachers are those who held full state certification during the 2006-2007 school year.

The report must also contain achievement data for specific subgroups, two-year trends, and student participation rates.

** Please contact the principal of your child's school if you have questions about this report. **

**** Scores for all schools in Biloxi Public Schools may be found at www.biloxischools.net ****

The **Mississippi Subject Area Testing Program (SATP)** consists of end-of-course tests in four subject areas: Algebra I, Biology I, English II, and U.S. History from 1877. When the subject area tests are fully implemented, assessment results will be used to determine high school graduation eligibility. Harcourt Educational Measurement is the contractor for the Mississippi Subject Area Testing Program. Additional information may be found at www.mde.k12.ms.us/ACAD/osa/satp.html

2 The State of Mississippi has established academic achievement goals based on projected achievement growth rates and measures progress toward these achievement goals using tests aligned to state standards. Schools are identified as needing improvement if they are not meeting these goals. **Schools that don't demonstrate adequate yearly progress (AYP) for two consecutive years are identified as needing improvement** and subject to immediate interventions - beginning with technical assistance and then more serious corrective actions if the school continues not to make adequate yearly progress. Parents of children in schools in need of improvement may choose to have their children attend another public school in the school district or request supplemental services for their child. Subject Area Test Scores (SATP) are reported as scale scores. Scale scores are computed from raw scores, that is, the number of test items answered correctly. A scale score of 300 has been established by the Mississippi Department of Education as a minimum passing score for individual students.

3 **Subgroups** defined:
All Students- Average score of all students taking the test(s)
Non-Disabled Students- Average score of students with no disabilities
Disabled Students- Average score of disabled students
Male Students- Average score of male students
Female Students- Average score of female students
Economically Disadvantaged- Average score of students whose school lunch status is "Free"
Non-Economically Disadvantaged- Average score of students whose lunch status is "Reduced" or "Regular" only; these students pay some amount for their lunch at school
Black Students- Average score of black students
White Students- Average score of white students
Asian Students- Average score of Asian students
Hispanic Students- Average score of Hispanic students
Native American Students- Average score of Native American students
Emerging Language Learners- Average score of students whose native language is not English
Migrant Students- Average score of students whose parent is a migratory agricultural/fisher worker and who has moved from one school district to another in the preceding 36 months

4 The **Algebra I Subject Area Test** measures a student's knowledge of, and skill level in, applied algebra. The test consists of multiple choice and open-ended items. Many enhanced multiple choice items contain charts, graphs, or diagrams that the student will use to determine the correct answer. The open-ended items require the student to analyze a question and respond in writing. Students may be asked to sketch a graph when responding to an open-ended item. Questions from the following assessment strands are distributed throughout the test: Patterns, Relations, and Functions; Equations and Inequalities; Polynomials; Formulas in Problem Solving; Slope; and Probability.

5 The **Biology I Subject Area Test** measures a student's knowledge of basic biological concepts, the use of science skills, and the application of biology to real-world problem solving and decision making. Students will interpret data, apply concepts, draw conclusions, and explain their own ideas. The test consists of 85 multiple choice items which may include charts, diagrams, or graphs, and two open-ended items. The open-ended items may require either a written or an illustrated response.

View test scores for all Mississippi schools at
<http://orsap.mde.k12.ms.us:8080/MAARS/indexProcessor.jsp>

6 The **Mississippi Curriculum Test (MCT)** provides information regarding how well a student has demonstrated mastery of the skills and content outlined in the Mississippi Curriculum Frameworks.
Student scores on the MCT fall within four (4) proficiency levels:
Advanced = 4 Proficient = 3 Basic = 2 Minimal = 1
Advanced - Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade.
Proficient - Students at the Proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. Students who perform at this level are well prepared to begin work on even more challenging material that is required at the next grade.
Basic - Students at the Basic level demonstrate partial mastery of the content area knowledge and skills required for success at the next grade. Remediation may be necessary for these students.
Minimal - Students at the Minimal level are below Basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills that are necessary for success at the grade tested.
The goal is for all students to perform at the Proficient level or above.
Note: The MCT Writing test is given and reported in grades 4 and 7 only.

7 For schools that do not include grade 12, the **Other Academic Indicator** refers to student attendance rate. Ninety-three percent (93%) or higher indicates that this school has met the requirements of this indicator.