

Popp's Ferry Elementary School Report Card

BILOXI PUBLIC SCHOOLS

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.

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

1 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 ****

2 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 4 proficiency levels:

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 Proficient or Advanced.

3 What is AYP? Adequate Yearly Progress (AYP) is based on a statistical model of predicted student academic growth. Actual student academic growth is measured by the difference in student test scores from one year to the next. If 95% of the students in a subgroup do not meet their predicted academic growth, the school does not meet AYP for that subgroup. Additionally, at least 95% of the students in each subgroup must be tested annually. Failure to test at least 95% will result in a school's designation as "A school in program improvement."

THERE ARE NO BILOXI SCHOOLS IN PROGRAM IMPROVEMENT.

4 The **participation rates** are calculated separately for reading/language arts and mathematics. They are based on students enrolled in grades 3-8 and students with disabilities coded as ungraded who were the same age as students in those grades. All students who took an MCT at grade level, at instructional level or an alternate assessment were counted as tested.

5 **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

6 **Basic & Above** - The percentage of students that, at the very least, demonstrate partial mastery of the content area knowledge and skills required for success at the next grade. Remediation may be necessary for these students.

Proficient & Above - The percentage of students that, at the very least, 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.

7 **Less Than Ten/Forty** - At the school level, grades with less than ten students tested in a particular subgroup will not show an average assessment score for that subgroup. At the district level, grades with less than forty students tested in a particular subgroup will not show an average assessment score for that subgroup.

None Tested - Grades with no students tested in a particular subgroup.

8 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.

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