

# 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):	182	176
Growth Status:	Met	Met
5-Year Graduation Rate:	75.1	81.6
High School Completion Index (HSCI):	190	226

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>	Not Met	Not Met	Met
Reading/Language Arts Status:	Not Met	Not Met	Met
Mathematics Status:	Met	Met	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	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Reading/ Language Arts	Mathematics			Prior 4-Year	4-Year	5-Year	
All Students:	Met	Met	Met	Met	73.5	80.0	75.1	96
Students with IEP's:	Not Met	Met	Met	Met	15.1	24.0	39.1	
Limited English Proficient:	Met	< Minimum**						
Economically Disadvantaged:	Met	Met	Met	Met	62.8	70.0	65.2	
Asian:	Met	Met	Met	Met	83.4	84.0	84.2	
Black:	Met	Met	Met	Met	62.4	70.0	64.1	
Hispanic:	Met	Met	Met	Met	67.0	74.0	68.4	
Native American:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
White:	Met	Met	Met	Met	77.4	85.0	79.3	

\*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:	100	231	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	231	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	1383	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	1383	Courses
Courses in the Highest-Poverty Quartile Schools <b>NOT</b> Taught by a Highly Qualified Teacher:		0	
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:	99	98	99
Students with IEP's:	98	97	94
Limited English Proficient:	100	100	100
Economically Disadvantaged:	98	97	99
Asian:	99	99	98
Black:	98	98	99
Hispanic:	98	98	100
Native American:	100	100	100
White:	99	98	99
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	99	99	99
Female:	100	100	99

# 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	376	367	152.3	151.8	8	11	28	29	43	40	21	20
4	351	380	151.8	154.1	9	7	29	23	47	47	15	23
5	331	360	151.7	153.0	7	6	33	23	49	56	11	14
6	347	323	153.7	153.6	6	8	25	22	60	57	9	12
7	347	384	149.9	153.6	12	8	35	27	50	58	4	8
8	410	374	147.7	148.8	16	18	33	32	48	46	3	4

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	376	366	155.0	155.1	6	6	21	25	53	51	19	19
4	354	378	155.1	156.0	8	9	19	16	54	57	20	18
5	332	360	155.6	157.5	7	5	16	13	58	58	18	24
6	346	323	154.9	154.8	9	10	20	20	53	48	18	22
7	348	384	153.3	154.2	12	13	17	16	56	49	15	22
8	411	375	148.9	152.5	22	15	28	24	43	45	8	16

## Grade 5 and Grade 8 Science Tests

5	334	355	562.0	565.7	13	10	36	27	35	48	17	15
8	420	373	862.0	863.3	19	10	29	30	35	44	18	16

## 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
Algebra I	374	431	83	83	655.0	656.0	6	10	20	16	48	45	26	30
Biology I	335	424	96	93	389.0	377.0	6	9	10	9	36	43	48	40
English II	330	363	81	79	652.0	653.0	11	15	28	21	48	39	14	25
U.S. History	331	305	99	97	380.0	379.0	3	5	14	19	53	43	31	33

# 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	33
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	33
8	265	282	54	64	15	25

# Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Language Arts										
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Mathematics										
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male

3	60	40	7	51	80	53	41	67	65	55		
4	70	50	8	64	89	62	61	77	74	67		
5	70	23		64	68	64	69	76	75	64		
6	70	29	9	64	90	59	63	77	78	62		
7	66	24	39	52	92	50	65	73	73	59		
8	50	8	13	38	50	34	38	62	54	46		

3	69	51	36	64	93	60	55	77	72	67		
4	75	58	39	70	89	68	71	79	75	75		
5	82	39		78	86	77	88	85	86	78		
6	70	29	9	64	85	62	69	76	75	66		
7	71	19	69	61	92	55	71	79	76	67		
8	61	15	44	53	73	48	66	67	68	54		

## 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	63	30		51	77	53	52	60	72
8	60	16	19	47	65	37	56	75	56

## High School Subject Area Tests

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

Algebra I	75	31		67	90	62	70	81	75	75
Biology I	93	58		89	96	83	96	96	93	93
English II	64	4		51	78	42	68	74	67	60
U.S. History	96	79		96	96	94	96	96	96	96

Mathematics  
Science  
Language Arts