

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.



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.

Accountability Status:	Current Year	Prior Year
	High Performing	High Performing
Quality of Distribution Index (QDI):	182	183
Growth Status:	Met	Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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
District AYP Status:	Met	Met	Met
Reading/Language Arts Status:	Met	Met	Met
Mathematics Status:	Met	Met	Met
Other Academic Indicator Status:	Met	Met	Met
Title I Improvement Status:	Not In Improvement	Not In Improvement	Not In Improvement

AYP Subgroup Results

Student groups	Reading/ Language Arts			Other Academic Indicator	Graduation Rate		Attendance Rate
	Reading/ Language Arts	Mathematics			Prior 4-Year	4-Year	
All Students:	Met	Met		Met			96
Students with IEP's:	< Minimum**	< Minimum**		< Minimum**			
Limited English Proficient:	< Minimum**	< Minimum**		< Minimum**			
Economically Disadvantaged:	Met	Met					
Asian:	< Minimum**	< Minimum**		< Minimum**			
Black:	Met	Met					
Hispanic:	< Minimum**	< Minimum**		< Minimum**			
Native American:	< Minimum**	< Minimum**		< Minimum**			
White:	Met	Met					

*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	20	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	20	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	97	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	97	Courses

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:	100	100	100
Students with IEP's:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	100	100	100
Asian:	100	100	100
Black:	100	100	100
Hispanic:	100	100	100
Native American:			
White:	100	100	100
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	100
Female:	100	100	100

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 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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3	59	55	153.0	154.3	5	9	27	16	48	47	20	27
4	53	56	150.8	151.6	8	9	34	25	47	55	11	11
5	55	46	153.4	151.0	4	4	24	28	58	63	15	4
6	49		154.5		0		27		65		8	
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	59	55	154.4	156.8	3	7	24	13	58	55	15	26
4	53	56	154.4	152.2	4	11	21	23	64	61	11	5
5	55	46	156.2	157.7	4	4	15	4	66	76	16	15
6	48		154.5		6		23		60		10	
7												
8												

Grade 5 and Grade 8 Science Tests

5	54	44	565.0	564.7	15	7	28	25	41	57	17	11
8												

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													
Biology I														
English II														
U.S. History														

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 grade 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	Mississippi Curriculum Test, 2nd Edition - Language Arts										Mississippi Curriculum Test, 2nd Edition - Mathematics													
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
3	75		69		72			75	73	76		80		77		83			78	80	80			
4	66		58		58			71	71	63		66		64		47			74	72	63			
5	67		58		56			79	78	57		91		85		94			92	96	87			
6																								
7																								
8																								

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

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Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5
8

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

Biloxi School District (2420006)

Biloxi Junior High

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No Child

Left Behind

2009-2010

School Report Card



State Accountability Information

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Accountability Status:	Current Year Successful	Prior Year Successful
Quality of Distribution Index (QDI):	172	171
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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
District AYP Status:	Met	Not Met	Met
Reading/Language Arts Status:	Met	Not Met	Met
Mathematics Status:	Met	Not Met	Met
Other Academic Indicator Status:	Met	Met	Met
Title I Improvement Status:	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	56.7	66.0	59.1	95
Students with IEP's:	Met*	Met*						
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Met	Met	Met	45.0	52.0	49.5	
Asian:	Met	Met						
Black:	Met	Met	Met	Met	44.0	54.0	47.1	
Hispanic:	Met	Met						
Native American:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
White:	Met	Met	Met	Met	63.9	74.0	66.5	

*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	36	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	36	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	99	240	Courses
Courses NOT Taught by a Highly Qualified Teacher:	1	240	Courses

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:	96	96	98
Students with IEP's:	97	97	97
Limited English Proficient:	100	100	100
Economically Disadvantaged:	94	94	98
Asian:	96	96	95
Black:	95	95	97
Hispanic:	95	95	100
Native American:			
White:	98	98	99
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	98
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 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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3												
4												
5												
6												
7		384		153.6		8		27		58		8
8	410	374	147.7	148.8	16	18	33	32	48	46	3	4

Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6												
7		384		154.2		13		16		49		22
8	411	375	148.9	152.5	22	15	28	24	43	45	8	16

Grade 5 and Grade 8 Science Tests

5												
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	170	46	90	100	660.0	668.0	5	0	11	2	41	17	43	80
Biology I	158		100		422.0		0		3		20		77	
English II														
U.S. History														

National Assessment of Educational Progress

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2007 Language Arts Results

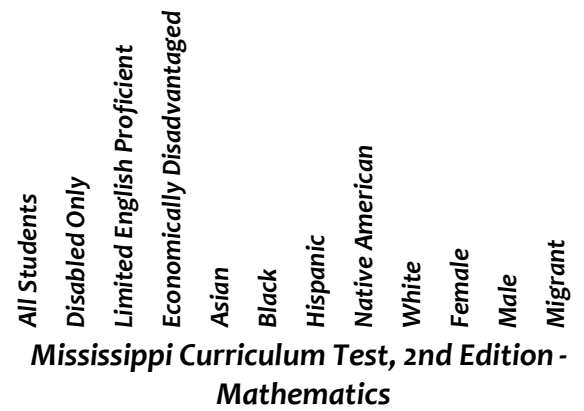
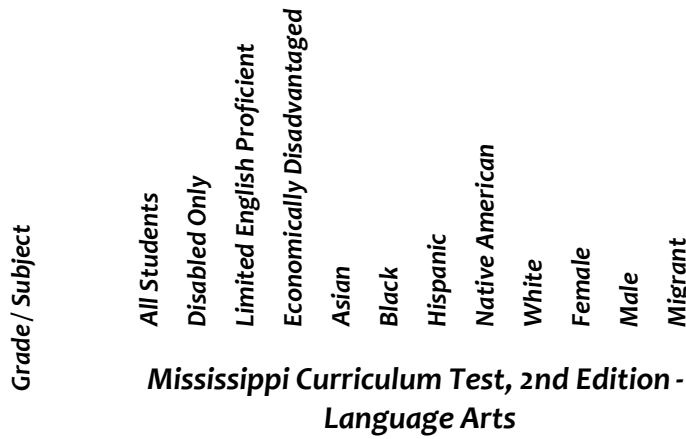
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	208	220	51	67	19	33
8	250	261	60	74	17	31

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



3

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66	24	39	52	92	50	65	73	73	59
50	8	13	38	50	34	38	62	54	46

71	19	69	61	92	55	71	79	76	67
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

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Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

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High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I 96 96 96 96

Biology I 96 96 96 96

English II 96 96 96 96

U.S. History 96 96 96 96

Mathematics

Science

Language Arts

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Accountability Status:	Current Year	Prior Year
	High Performing	
Quality of Distribution Index (QDI):	198	
Growth Status:	Met	
5-Year Graduation Rate:	82.1	
High School Completion Index (HSCI):	223	

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
District AYP Status:	Met	Met	Met
Reading/Language Arts Status:	Met	Met	Met
Mathematics Status:	Met	Met	Met
Other Academic Indicator Status:	Met	Met	Met
Title I Improvement Status:	Not In Improvement	Not In Improvement	Not In Improvement

AYP Subgroup Results

Student groups	Reading/ Language Arts			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	80.9	84.0	82.1	95	
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**	19.1	31.0	41.3		
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**					
Economically Disadvantaged:	Met	Met	Met	72.0	77.0	73.0		
Asian:	< Minimum**	< Minimum**	< Minimum**	89.3	87.0	89.6		
Black:	Met	Met	Met	72.1	75.0	73.0		
Hispanic:	< Minimum**	< Minimum**	< Minimum**		83.0			
Native American:	< Minimum**	< Minimum**	< Minimum**					
White:	Met	Met	Met	82.8	89.0	84.3		

*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:	99	55	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	55	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	99	397	Courses
Courses NOT Taught by a Highly Qualified Teacher:	1	397	Courses

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

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Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	99	99	99
Students with IEP's:	75	75	83
Limited English Proficient:			100
Economically Disadvantaged:	98	98	97
Asian:	100	100	100
Black:	100	100	99
Hispanic:	100	100	100
Native American:			100
White:	98	98	98
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	99
Female:	98	99	99

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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 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

Mississippi Curriculum Test, 2nd Edition - Language Arts

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Mississippi Curriculum Test, 2nd Edition - Mathematics

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8

Grade 5 and Grade 8 Science Tests

5
8

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	204	385	77	81	652.0	654.0	8	11	27	17	54	48	11	24
Biology I	177	424	92	93	359.0	377.0	11	9	16	9	51	43	23	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

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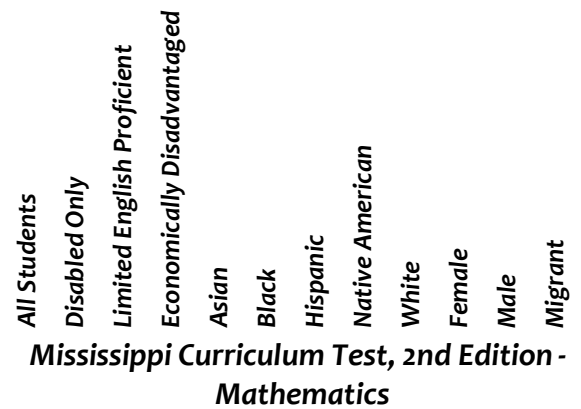
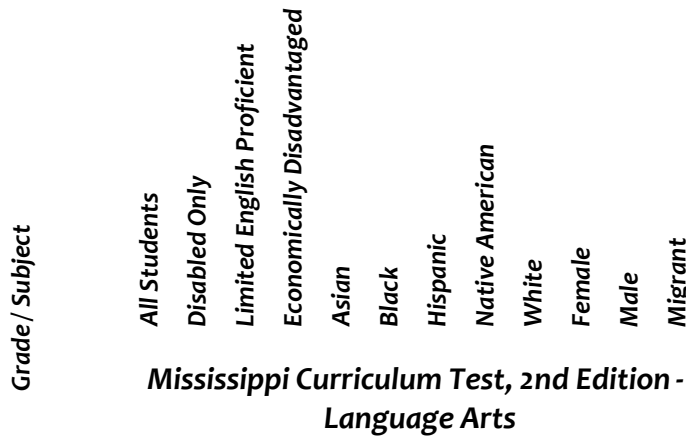
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Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments



Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	72	28	66	87	61	68	78	72	72
Biology I	93	58	89	96	83	96	96	93	93
English II	64	4	51	78	43	68	74	67	60
U.S. History	96	79	96	96	94	96	96	96	96

Mathematics
Science
Language Arts

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Accountability Status:	Current Year Star School	Prior Year High Performing
Quality of Distribution Index (QDI):	202	183
Growth Status:	Met	Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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

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	Current Year	Last Year	Two Years Ago
District AYP Status:	Met	Met	Met
Reading/Language Arts Status:	Met	Met	Met
Mathematics Status:	Met	Met	Met
Other Academic Indicator Status:	Met	Met	Met
Title I Improvement Status:	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
	Prior 4-Year	4-Year	5-Year					
All Students:	Met	Met	Met	Met			97	
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Met	Met	Met				
Asian:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
Black:	Met	Met	Met	Met				
Hispanic:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
White:	Met	Met	Met	Met				

*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	30	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	30	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	152	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	152	Courses

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	99	99
Students with IEP's:	100	95	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	98	100
Asian:	100	100	100
Black:	98	98	100
Hispanic:	100	100	100
Native American:	100	100	
White:	99	99	99
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	98
Female:	100	99	100

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 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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3	113	102	152.5	154.4	8	10	24	22	48	38	20	30
4	112	117	152.8	155.7	8	5	25	17	48	51	19	27
5	105	126	151.8	154.8	7	6	34	16	48	59	11	20
6	111		153.7		8		22		60		11	
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	113	101	154.8	158.6	7	2	22	25	50	47	21	27
4	111	117	155.4	158.6	12	7	14	9	54	59	20	25
5	105	126	154.7	158.5	4	5	22	13	59	52	15	31
6	111		155.9		9		16		53		22	
7												
8												

Grade 5 and Grade 8 Science Tests

5	107	124	561.0	567.9	11	10	37	24	36	49	15	17
8												

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														
Biology I														
English II														
U.S. History														

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 grade 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	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	69		53		58				74	79	58	
4	78	42	79		75	80		78	82	74		
5	79		73		74			82	85	72		
6												
7												
8												

3	73		64		48				85	77	70	
4	84	58	85		88	70		83	80	86		
5	83		77		74			87	86	78		
6												
7												
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
4
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Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

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8

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

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.



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.

Accountability Status:	Current Year Successful	Prior Year Successful
Quality of Distribution Index (QDI):	179	185
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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
District AYP Status:	Met	Met	Met
Reading/Language Arts Status:	Met	Met	Met
Mathematics Status:	Met	Met	Met
Other Academic Indicator Status:	Met	Met	Met
Title I Improvement Status:	Not In Improvement	Not In Improvement	Not In Improvement

AYP Subgroup Results

Student groups	Reading/ Language Arts			Other Academic Indicator	Graduation Rate			Attendance Rate
	Mathematics	Prior 4-Year	4-Year		5-Year			
All Students:	Met	Met	Met	Met				96
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Met						
Asian:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
Black:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
Hispanic:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**	< Minimum**	< Minimum**				
White:	Met	Met						

*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	16	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	16	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	87	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	87	Courses

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	99	98
Students with IEP's:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	100
Asian:	100	100	100
Black:	99	99	100
Hispanic:	100	100	100
Native American:	100	100	
White:	99	99	96
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	96
Female:	100	97	100

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 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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3	41	58	155.5	152.2	5	12	22	29	49	36	24	22
4	42	49	153.3	157.1	7	2	29	25	45	41	19	33
5	24	59	152.3	151.0	8	9	29	31	46	46	17	15
6	36		154.9		3		28		58		11	
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	41	58	158.1	155.7	5	3	17	22	49	55	29	19
4	45	47	153.8	155.5	4	11	27	17	53	53	16	19
5	25	59	153.2	153.4	20	10	8	24	56	56	16	10
6	38		152.0		13		29		42		16	
7												
8												

Grade 5 and Grade 8 Science Tests

5	24	57	569.0	565.4	4	14	38	18	33	54	25	14
8												

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													
Biology I														
English II														
U.S. History														

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 grade 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	Mississippi Curriculum Test, 2nd Edition - Language Arts										Mississippi Curriculum Test, 2nd Edition - Mathematics													
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
3	59		46		57			58	56	61		74		58		43			83	68	79			
4	74		57		65			83	76	71		72		50		63			78	69	75			
5	61		52		45			68	71	50		66		56		45			71	77	54			
6																								
7																								
8																								

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
4
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Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5
8

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

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.



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.

Accountability Status:	Current Year	Prior Year
	High Performing	High Performing
Quality of Distribution Index (QDI):	181	181
Growth Status:	Met	Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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
District AYP Status:	Met	Met	Met
Reading/Language Arts Status:	Met	Met	Met
Mathematics Status:	Met	Met	Met
Other Academic Indicator Status:	Met	Met	Met
Title I Improvement Status:	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	Other Academic Indicator	Prior 4-Year	4-Year	5-Year	Prior 4-Year	4-Year	5-Year	Prior 4-Year	4-Year	5-Year	Rate	Rate
All Students:	Met	Met	Met											96
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**											
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**											
Economically Disadvantaged:	Met	Met												
Asian:	< Minimum**	< Minimum**	< Minimum**											
Black:	Met	Met												
Hispanic:	< Minimum**	< Minimum**	< Minimum**											
Native American:	< Minimum**	< Minimum**	< Minimum**											
White:	< Minimum**	< Minimum**	< Minimum**											

*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	15	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	15	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	73	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	73	Courses

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:	100	100	100
Students with IEP's:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	100	100	100
Asian:	100	100	100
Black:	100	100	100
Hispanic:	100	100	100
Native American:			
White:	100	100	100
Student groups not used in AYP calculations			
Migrant:			
Male:	98	98	100
Female:	100	100	100

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 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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3	16	42	149.7	148.7	6	10	50	41	19	43	25	7
4	22	39	152.7	153.2	0	5	36	28	59	46	5	21
5	17	43	153.3	151.8	6	5	29	26	59	65	6	5
6	17		155.5		12		6		65		18	
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	16	42	152.7	153.0	6	2	25	33	56	50	13	14
4	23	39	155.0	155.7	0	5	26	26	57	51	17	18
5	17	43	159.1	156.3	0	0	6	9	88	74	6	16
6	17		158.3		18		6		29		47	
7												
8												

Grade 5 and Grade 8 Science Tests

5	18	43	550.0	554.5	28	14	44	44	22	42	6	0
8												

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													
Biology I														
English II														
U.S. History														

National Assessment of Educational Progress

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Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
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	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	50	46	46	60	48	52						
4	67	63	38	96	71	64						
5	70	64	70	80	68	73						
6												
7												
8												

3	64	59	54	70	57	71						
4	69	70	50	94	71	68						
5	91	89	87	96	89	93						
6												
7												
8												

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
4
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6
7
8

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5
8

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

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Accountability Status:	Current Year	Prior Year
	High Performing	Academic Watch
Quality of Distribution Index (QDI):	180	162
Growth Status:	Met	Not Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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
District AYP Status:	Met	Met	Met
Reading/Language Arts Status:	Met	Met	Met
Mathematics Status:	Met	Met	Met
Other Academic Indicator Status:	Met	Met	Met
Title I Improvement Status:	Not In Improvement	Not In Improvement	Not In Improvement

AYP Subgroup Results

Student groups	Reading/ Language Arts			Other Academic Indicator	Graduation Rate			Attendance Rate
	Reading/ Language Arts	Mathematics			Prior 4-Year	4-Year	5-Year	
All Students:	Met	Met		Met				96
Students with IEP's:	< Minimum**	< Minimum**		< Minimum**				
Limited English Proficient:	< Minimum**	< Minimum**		< Minimum**				
Economically Disadvantaged:	Met	Met						
Asian:	< Minimum**	< Minimum**		< Minimum**				
Black:	Met	Met						
Hispanic:	< Minimum**	< Minimum**		< Minimum**				
Native American:	< Minimum**	< Minimum**		< Minimum**				
White:	Met	Met						

*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	20	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	20	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	129	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	129	Courses

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	99	
Students with IEP's:	98	98	
Limited English Proficient:	100	100	
Economically Disadvantaged:	97	97	
Asian:	100	100	
Black:	99	99	
Hispanic:	100	100	
Native American:	100	100	
White:	98	98	
Student groups not used in AYP calculations			
Migrant:			
Male:	99	99	
Female:	100	100	

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 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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3												
4												
5												
6		323		153.6		8		22		57		12
7	347		149.9		12		35		50		4	
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6		323		154.8		10		20		48		22
7	348		153.3		12		17		56		15	
8												

Grade 5 and Grade 8 Science Tests

5												
8												

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														
Biology I														
English II														
U.S. History														

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 grade 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

2007 Language Arts Results

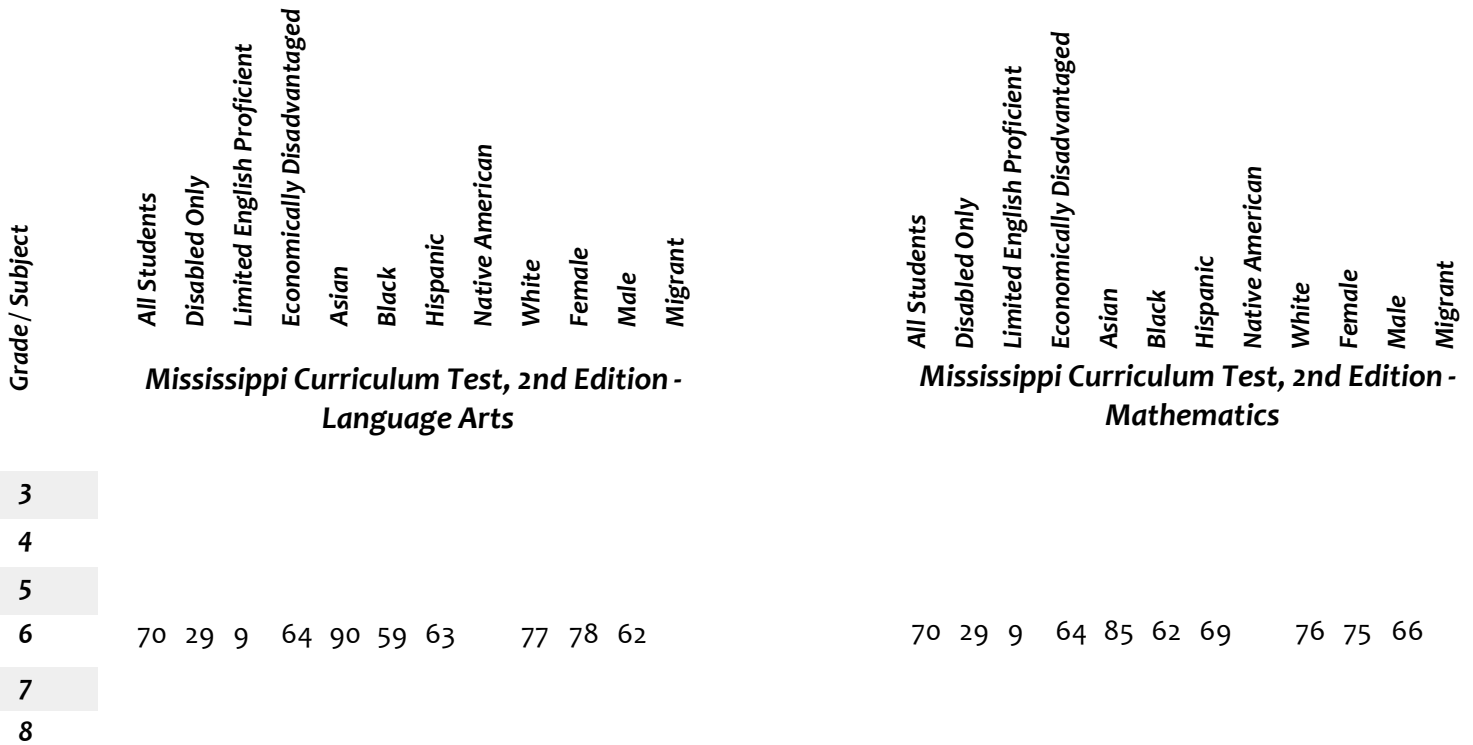
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	208	220	51	67	19	33
8	250	261	60	74	17	31

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



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
8

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

Biloxi School District (2420042)

Nichols Elementary

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

School Report Card



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.

Accountability Status:	Current Year Star School	Prior Year Star School
Quality of Distribution Index (QDI):	211	215
Growth Status:	Met	Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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
District AYP Status:	Met	Met	Met
Reading/Language Arts Status:	Met	Met	Met
Mathematics Status:	Met	Met	Met
Other Academic Indicator Status:	Met	Met	Met
Title I Improvement Status:	Not In Improvement	Not In Improvement	Not In Improvement

AYP Subgroup Results

Student groups	AYP Status			Graduation Rate			Attendance Rate
	Reading/ Language Arts	Mathematics	Other Academic Indicator	Prior 4-Year	4-Year	5-Year	
All Students:	Met	Met	Met				96
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**				
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Met					
Asian:	< Minimum**	< Minimum**	< Minimum**				
Black:	Met	Met					
Hispanic:	< Minimum**	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**	< Minimum**				
White:	< Minimum**	< Minimum**	< Minimum**				

*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	14	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	14	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	75	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	75	Courses

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	99	100
Students with IEP's:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	100
Asian:	100	100	100
Black:	98	98	100
Hispanic:	100	100	100
Native American:			
White:	100	100	
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	100
Female:	100	100	100

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 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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3	35	33	153.1	151.0	6	9	26	36	46	46	23	9
4	26	37	157.0	157.0	4	3	12	14	58	51	27	32
5	29	32	157.2	158.4	0	0	28	19	52	53	21	28
6	26		156.8		0		19		73		8	
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	35	33	156.1	156.5	3	3	11	21	66	58	20	18
4	26	37	164.4	161.8	0	0	4	3	42	76	54	22
5	29	32	163.9	164.4	0	0	0	3	59	44	41	53
6	26		157.3		4		15		62		19	
7												
8												

Grade 5 and Grade 8 Science Tests

5	28	31	570.0	571.8	11	3	29	29	29	39	32	29
8												

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													
Biology I														
English II														
U.S. History														

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 grade 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	Mississippi Curriculum Test, 2nd Edition - Language Arts										Mississippi Curriculum Test, 2nd Edition - Mathematics													
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
3	55		52		58				69	41		76		74		75				88	65			
4	84		82		84				94	76		96		96		96				96	95			
5	81		79		77				85	75		96		96		96				95	96			
6																								
7																								
8																								

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
8

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts

Biloxi School District (2420044)

Popps Ferry Elem

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.

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Left Behind

2009-2010

School Report Card



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.

Accountability Status:	Current Year Successful	Prior Year Successful
Quality of Distribution Index (QDI):	159	167
Growth Status:	Met	Not Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

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
District AYP Status:	Met	Met	Met
Reading/Language Arts Status:	Met	Met	Met
Mathematics Status:	Met	Met	Met
Other Academic Indicator Status:	Met	Met	Met
Title I Improvement Status:	Not In Improvement	Not In Improvement	Not In Improvement

AYP Subgroup Results

Student groups	Reading/ Language Arts			Other Academic Indicator	Graduation Rate		Attendance Rate
	Mathematics	Prior 4-Year	4-Year		5-Year		
All Students:	Met	Met	Met				95
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**				
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Met					
Asian:	< Minimum**	< Minimum**	< Minimum**				
Black:	Met	Met					
Hispanic:	< Minimum**	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**	< Minimum**				
White:	Met	Met					

*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	25	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	25	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	133	Courses
Courses NOT Taught by a Highly Qualified Teacher:	0	133	Courses

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	99	100
Students with IEP's:	100	97	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	98	100
Asian:	100	100	100
Black:	99	99	100
Hispanic:	100	100	100
Native American:			
White:	99	98	100
Student groups not used in AYP calculations			
Migrant:			
Male:	98	98	100
Female:	100	100	100

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 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

Mississippi Curriculum Test, 2nd Edition - Language Arts

3	80	77	152.0	148.6	10	14	30	40	40	36	20	9
4	68	82	148.8	150.8	13	15	38	31	38	35	10	20
5	73	54	148.8	150.4	10	13	41	30	44	48	6	9
6	85		150.1		8		34		57		1	
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	80	77	155.1	149.6	9	14	21	34	49	47	21	5
4	68	82	153.4	152.8	13	17	19	22	52	49	16	12
5	73	54	153.8	156.4	11	7	23	17	48	57	18	19
6	83		152.9		8		24		59		8	
7												
8												

Grade 5 and Grade 8 Science Tests

5	72	56	564.0	567.1	11	9	35	30	38	41	17	20
8												

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													
Biology I														
English II														
U.S. History														

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Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Language Arts										Mississippi Curriculum Test, 2nd Edition - Mathematics												
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male
3	46	17	48	40	59	46	45	52	17	60	55	56	62	47									
4	55	46	39	66	54	56	61	52	46	71	62	60											
5	57	47	45	67	56	59	76	63	65	83	74	78											
6																							
7																							
8																							

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
8

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I
Biology I
English II
U.S. History

Mathematics
Science
Language Arts