

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
Accountability Status:	At Risk of Failing	At Risk of Failing
Quality of Distribution Index (QDI):	113	119
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:	68.7	61.3
High School Completion Index (HSCI):	198	88

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:	Not Met	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met	Not Met
Mathematics Status:	Not Met	Not Met	Not Met
Other Academic Indicator Status:	Met	Not Met	Met
Title I Improvement Status:	Not in Improvement	Not in Improvement	Improvement, Year 2

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	64.2	61.0	68.7	94
Students with IEP's:	Not Met	Not Met	Met	14.0	34.0		
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Met	Met	64.3	61.0	68.2	
Asian:	< Minimum**	< Minimum**	< Minimum**				
Black:	Met	Met	Met	64.2	61.0	68.7	
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:	92	142	FTE Teachers
Teachers with Emergency/Provisional Certification:	7	142	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	92	978	Courses
Courses NOT Taught by a Highly Qualified Teacher:	8	978	Courses
Courses in the Highest-Poverty Quartile Schools NOT Taught by a Highly Qualified Teacher:		6	
Courses in the Lowest-Poverty Quartile Schools NOT 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	98	99
Students with IEP's:	94	92	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	98	99
Asian:	0	0	100
Black:	98	98	99
Hispanic:	78	78	100
Native American:			
White:	86	86	100
Student groups not used in AYP calculations			
Migrant:			
Male:	98	98	98
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	
	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	263	283	152.8	148.8	5	17	30	32	48	40	17	11
4	213	274	148.6	146.8	17	16	32	38	37	39	14	7
5	258	215	143.4	147.8	26	16	42	36	30	42	2	6
6	280	269	141.3	138.4	30	43	46	37	22	20	2	0
7	209	272	142.0	145.9	31	20	43	46	26	34	0	1
8	239	199	142.7	143.3	30	28	43	45	26	26	1	2

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	264	284	154.3	151.5	4	12	27	34	55	40	14	15
4	215	274	148.2	149.8	22	19	30	26	41	50	7	5
5	265	216	145.9	147.7	26	28	34	26	38	38	2	9
6	280	270	140.4	140.4	50	50	28	33	22	16	0	1
7	208	269	147.7	149.5	24	15	30	33	41	48	4	4
8	239	199	146.9	147.5	28	27	29	28	39	39	4	6

Grade 5 and Grade 8 Science Tests

5	266	215	544.0	545.7	37	37	43	36	17	23	3	5
8	239	198	838.0	839.0	45	40	39	42	15	17	1	1

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>	227	232	50	44	646.0	643.0	25	39	42	30	30	24	3
<i>Biology I</i>	256	245	76	49	325.0	304.0	38	63	24	20	34	15	4	2
<i>English II</i>	211	288	56	38	645.0	640.0	29	54	45	26	24	17	2	3
<i>U.S. History</i>	215	226	93	81	339.0	329.0	18	31	48	43	27	22	7	4

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	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	51	24	51	51					58	45		
4	46	4	46	47					52	39		
5	48		47	48					52	44		
6	20	4	18	20					22	19		
7	35	4	33	35					39	31		
8	27	4	27	27					35	19		

3	55	29	54	54					62	48		
4	55	30	55	55					59	50		
5	46		45	46					48	44		
6	17	4	16	17					20	14		
7	52	21	51	53					58	47		
8	45	4	44	45					53	36		

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	28		27	27		25
8	18	4	18	18		16

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	31	5	30	31		40	22
Biology I	49	8	47	49		51	47
English II	21	4	19	21		24	17
U.S. History	81	20	80	80		82	78

Mathematics
Science
Language Arts