



Dr. Hank Bounds, State Superintendent

Mississippi Assessment and Accountability Reporting System



2007 –Mississippi Report Card - 2008

Dear Parent(s)/Guardian(s):

The No Child Left Behind Act of 2001 (NCLB) requires school, district, and state report cards containing specific information that falls into three general areas: school improvement, teacher qualifications, and test data. A school that fails to make adequate yearly progress in achievement must be identified for school improvement. The report must contain information about the professional qualifications of teachers in core academic subject areas (English, reading, language arts, science, mathematics, foreign languages, civics, government, arts, history, and geography). Highly qualified teachers are those who have satisfied the NCLB criteria during the school year. The report must also contain achievement data for specific subgroups, two-year achievement trends, and student participation rates. Due to changes with testing, only one year's worth of data is available for the 2007-2008 NCLB report cards.

Mr. Glen V. East, Superintendent - Gulfport School District

"Every Decision! Every Time! What is Best For Children?"

Gulfport School District

**Glen V. East, Superintendent • Mike Tatum, Assistant Superintendent
Carla J. Evers, Director of Instructional Programs**

Mississippi Report Card

No Child Left Behind District Report Card '07-'08

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***A Publication of the Department of Instructional Programs
Title I Parenting Division***

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Mississippi State Level Data

2007-2008 NCLB Report Card

Enrollment by Grade	
Pre-Kindergarten	2798
Special Education Pre-K	1021
Kindergarten	38655
Special Education Kindergarten	304
Elementary Special Education	2970
Grade 1	40709
Grade 2	39964
Grade 3	38296
Grade 4	37261
Grade 5	36685
Grade 6	37063
Grade 7	38919
Grade 8	37910
Grade 9	41764
Grade 10	36421
Grade 11	30851
Grade 12	27506
Secondary Special Education	2980
Secondary GED	1225
Total Enrollment	493302

Enrollment by Subgroup		
Female	241987	49%
Male	251315	51%
Asian	4292	1%
Black	249651	51%
Hispanic	9481	2%
Native American	967	0%
White	228911	46%



NCLB Adequate Yearly Progress and Title I Improvement	
Area	AYP Determination -or- Improvement Status
Reading/Language	Not Met
Mathematics	Not Met
Other Academic Indicators	Met
Title I Improvement Status	

Notes: Minimum N for inclusion of subgroup in AYP model is 40.
 Title I Improvement Status: Improvement Year 1, Improvement Year 2, Corrective Action, Restructuring Plan, Restructuring. Blank means not identified for improvement.

Other Academic Indicator	
Attendance Rate (Percentage)	95
2006/2007 Graduation Rate (Percentage)	87

Notes: Attendance Rate Target = 93% or Increase Over Prior Year.
 Graduation Rate Target = 72% or Increase Over Prior Year.

Adequate Yearly Progress Subgroup Results		
SubGroup	Reading/Language	Mathematics
All Students	YES	YES
Students with Disabilities	NO	NO
Limited English Proficient	YES	YES
Economically Disadvantaged	YES	YES
Asian	YES	YES
Black	YES	YES
Hispanic	YES	YES
Native American	YES	YES
White	YES	YES
Notes: Minimum N for inclusion of subgroup in AYP model is 40. Yes=Met AYP, *Yes=Met by Safe Harbor, No=Not Met.		

NCLB Teacher Quality		
NCLB Measure	Percentage	Teacher FTE or Course Count (Number % is based on)
Core Teachers Who are Highly Qualified	94.10	23199
Emergency/Provisional Certification	3.80	23199
Courses Taught by a Highly Qualified Teacher	93.7	135864
Courses NOT Taught by a Highly Qualified Teacher	6.3	135864
Courses Not Taught by a Highly Qualified Teacher in High and Low Poverty Schools		
Low Poverty	3.4	42165
High Poverty	11.8	25459
Notes: Teacher FTE and course counts reflect NCLB Core Academic Subjects only. These counts represent the denominators for calculating the percentage values.		

Participation Rate (Percent Tested)			
SubGroup	Reading	Mathematics	Science
All Students	98	98	95
IEP	93	93	53
Non IEP	99	99	100
Limited English Proficient	99	99	98
Economically Disadvantaged	98	98	92
Non Economically Disadvantaged	99	99	98
Migrant	98	98	
Asian	99	98	99
Black	98	98	94
Hispanic	98	98	96
Native American	97	97	
White	99	99	97
Male	98	98	93
Female	99	99	97
Notes: AYP target is 95%.for Reading and Mathematics SCIENCE PARTICAPTION RATE WAS NOT PART OF THE AYP MODEL! Minimum N-count for reporting is 40 students.			

MCT, 2nd Edition

Mississippi Curriculum Test, 2nd Edition						
Grade Level	Number Tested	Mean Scale Score	% Minimal	% Basic	% Proficient	% Advanced
Language Arts						
3	37857	149.3	13.0	36.2	38.2	12.7
4	36893	148.8	15.2	35.3	36.6	12.9
5	36453	148.5	14.8	37.4	40.4	7.4
6	36378	147.6	14.9	40.1	40.1	4.9
7	37999	147.0	18.0	39.0	40.2	2.8
8	37080	146.6	17.7	38.1	41.4	2.8
Mathematics						
3	37827	150.6	13.9	28.6	48.3	9.2
4	36871	150.5	18.4	26.4	46.5	8.7
5	36426	149.8	17.9	30.0	43.1	9.0
6	36376	149.3	21.7	26.4	43.8	8.1
7	38022	148.7	24.7	25.1	42.0	8.2
8	37098	148.3	26.0	25.4	41.2	7.4
Note: Minimum N-count for reporting is 10 students.						

Mississippi Curriculum Test, 2nd Edition Percentage Scoring Basic or Above															
Grade Level	2006/2007 Students	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Language Arts															
3		87	89	67	85	90	81	93	96	87	91	84	83	94	85
4		85	88	58	82	88	78	91	95	84	84	78	79	93	78
5		85	89	51	82	88	79	92	94	86	92	80	80	93	75
6		85	89	48	82	89	79	91	96	84	89	77	80	93	85
7		82	86	45	79	86	75	89	95	82	89	73	76	91	73
8		82	87	39	79	86	75	91	93	83	79	72	76	91	80
Mathematics															
3		86	88	69	84	88	80	92	96	90	92	89	82	94	91
4		82	84	56	80	83	74	89	95	84	93	80	76	91	78
5		82	86	50	80	84	75	89	95	86	89	82	76	91	76
6		78	83	37	77	80	69	87	96	83	83	78	71	90	82
7		75	80	33	70	80	68	84	94	76	76	65	68	86	72
8		74	79	29	71	78	64	85	95	82	72	75	65	86	72
Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%. Minimum N-count for reporting is 10 students.															

Mississippi Curriculum Test, 2nd Edition Percentage Scoring Proficient or Above															
Grade Level	2006/2007 Students	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Language Arts															
3		51	53	28	47	55	38	64	75	50	60	45	40	68	48
4		50	53	21	46	54	36	63	73	47	45	36	37	68	45
5		48	51	17	44	52	34	62	75	47	46	36	35	66	38
6		45	49	10	41	49	32	59	70	48	33	31	33	63	32
7		43	47	8	38	48	30	58	73	43	56	27	30	61	28
8		44	48	7	41	48	29	61	72	45	43	26	31	62	37
Mathematics															
3		58	60	38	55	60	46	69	85	66	55	63	48	73	65
4		55	58	30	54	56	42	68	84	59	61	55	44	72	44
5		52	55	21	50	54	40	65	81	57	52	50	41	68	51
6		52	56	14	51	53	38	66	86	58	56	45	40	69	47
7		50	54	13	46	55	39	63	82	54	53	43	40	66	47
8		49	53	10	46	52	35	64	87	60	51	50	37	65	40
Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%. Minimum N-count for reporting is 10 students.															

Subject Area Test

Subject Area Test Percentage Scoring Basic or Above															
Test	2006/2007 Students	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
U.S. History	88	89	89	73	91	87	82	95	96	89	96	76	82	94	93
Biology	87	82	84	46	83	81	70	94	94	86	80	70	73	91	81
Algebra I (M07)	83	86	87	51	84	87	78	93	96	90	92	86	80	92	90
Engl II MC (L06)	65	82	85	36	79	85	72	92	92	81	90	61	73	91	65
Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%. Minimum N-count for reporting is 10 students.															

Subject Area Test Percentage Scoring Proficient or Above															
Test	2006/2007 Students	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
U.S. History	63	62	63	40	68	57	46	78	82	72	61	58	48	74	83
Biology	69	66	68	29	68	63	48	83	90	72	66	55	52	79	58
Algebra I (M07)	56	58	59	23	56	59	44	71	87	67	65	63	47	68	74
Engl II MC (L06)	31	50	53	10	46	54	32	68	72	53	52	24	35	65	59
Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%. Minimum N-count for reporting is 10 students.															

Mississippi Alternate Assessment

Alternate Assessment (MAAECF) Percentage Scoring Basic or Above															
Grade Level	2006/2007 Students	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Language Arts															
3	95	85		85	89	78	86	85					87	82	
4	93	83		83	87	78	82	85					86	83	
5	92	84		84	85	83	83	87					85	83	
6	93	81		81	81	80	79	85					82	82	
7	92	83		83	84	82	80	89					83	84	
8	93	81		81	84	77	81	81					82	83	
Mathematics															
3	91	82		82	86	76	82	83					84	80	
4	87	82		82	84	77	79	84					85	79	
5	88	79		79	79	78	79	80					82	77	
6	88	76		76	78	74	75	79					78	77	
7	87	78		78	79	76	76	82					79	79	
8	84	78		78	80	75	79	77					80	79	
Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%. Minimum N-count for reporting is 10 students.															

Alternate Assessment (MAAECF) Percentage Scoring Proficient or Above															
Grade Level	2006/2007 Students	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Language Arts															
3	77	60		60	66	49	62	58					64	58	
4	74	69		69	73	63	66	74					71	63	
5	80	65		65	65	67	66	66					68	61	
6	80	62		62	60	66	59	67					63	60	
7	79	63		63	64	62	60	70					64	62	
8	80	61		61	63	59	62	60					66	60	
Mathematics															
3	75	51		51	57	39	51	51					55	47	
4	71	61		61	65	55	61	60					65	51	
5	75	59		59	58	61	61	57					63	49	
6	73	55		55	54	59	53	58					58	49	
7	68	57		57	58	56	56	59					59	51	
8	67	52		52	55	47	55	47					56	48	
Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%. Minimum N-count for reporting is 10 students.															

Mississippi Science Test

Grade 5 & 8 Science Test						
Grade Level	Number Tested	Mean Scale Score	% Minimal	% Basic	% Proficient	% Advance
5	36317	554.4	26.6	32.6	29.4	11.4
8	37067	851.8	24.6	36.1	30.6	8.7

Notes: Minimum N-count for reporting is 10 students.

Percentage Scoring Basic or Above														
Grade Level	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
5	73	76	48	74	73	58	89	88	70	78	51	63	89	50
8	75	79	39	76	75	62	90	90	76	66	66	65	89	65

Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%.
Minimum N-count for reporting is 10 students.

Percentage Scoring Proficient or Above														
Grade Level	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
5	41	43	20	44	38	21	61	61	36	46	24	26	62	16
8	39	43	10	42	36	20	61	71	42	42	30	25	59	23

Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%.
Minimum N-count for reporting is 10 students.

Notes regarding 2007-2008 and 2006-2007 assessment results:

- (1) The MCT2 was a new assessment in 2007-2008, so no 2006-2007 data are reported.
- (2) The Grade 5/8 Science Test is being reported in the NCLB Report Card the first time in 2007-2008.
- (3) The SATP Algebra I and English II MC tests were revised for 2007-2008, so the results of those tests are not directly comparable to results in 2006-2007.
- (4) The proficiency standards on the MAAECF were reset for 2007-2008, so the results on that assessment are not directly comparable to the results in 2006-2007.

Mississippi Board of Education

Two Bold Goals

- 1. Reduce the dropout rate by 50% in the next 5-7 years.***
- 2. Reach the national average on national assessments in the next 5-7 years.***

Five Strategies

- 1. Increase the rigor of the curriculum and assessment system.***
- 2. Increase the quantity and quality of teachers.***
- 3. Increase the quantity and quality of school leaders.***
- 4. Create a culture in Mississippi that understands the value of education.***
- 5. Redesign education for the 21st Century workforce in Mississippi.***