

Gulfport School District (2421004)  
Anniston Avenue Elem

No Child  
Left Behind  
2011-2012  
School 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.

## 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>	Excellence for All Pilot	Star School
Quality of Distribution Index (QDI):		221
Growth Status:		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: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) 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 AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	ON TARGET	

## AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
					Prior 4-Year	4-Year	5-Year	
All Students:	Not Met	Not Met	Not Met	Met				97
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**					
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**					
Economically Disadvantaged:	Not Met	Not Met	Not Met					
Asian:	< Minimum**	< Minimum**	< Minimum**					
Black:	Not Met	Not Met	Not Met					
Hispanic:	< Minimum**	< Minimum**	< Minimum**					
Native American:	< Minimum**	< Minimum**	< Minimum**					
White:	Not Met	Not Met	Not Met					

\*\*Denotes any group with fewer than 30 students in that subgroup of students.

## Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	27	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	27	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	146	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	146	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 AMO calculations. For those groups of students used in AMO 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	99
Students with IEP's:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	100	98
Asian:	100	100	100
Black:	100	100	100
Hispanic:	100	100	100
Native American:	100	100	
White:	99	100	98
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	100	100	98
Female:	99	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 students exempted from state assessments: 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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	91	92	156.8	154.0	6	7	15	25	43	44	36	25
4	87	94	159.1	156.7	2	9	16	9	40	45	41	38
5	75	101	155.4	155.4	7	4	16	30	60	42	17	25
6												
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	90	92	160.6	156.9	4	7	3	16	60	50	32	27
4	87	95	160.5	160.5	5	4	7	6	60	57	29	33
5	75	101	159.5	157.3	4	7	11	15	45	50	40	29
6												
7												
8												

## Grade 5 and Grade 8 Science Tests

5	77	103	155.0	154.5	9	12	21	21	39	33	31	34
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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
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 grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2011 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	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 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	230	240	72	81	25	39
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

**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
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**Mississippi Curriculum Test, 2nd Edition - Mathematics**

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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3	69		52	56					79	76	63	
4	83	33	77	62					95	84	82	
5	66		55	57					70	82	52	
6												
7												
8												

3	77		71	67					82	78	76	
4	89	42	88	72					96	89	90	
5	78		71	65					83	82	75	
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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8

**Grade 5 and Grade 8 Science Tests**

**Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science**

5	67	8	57	45	80	79	61	73
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

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	260	84	91	261	89	95
Students with IEP's:	27	50		27	67	
Limited English Proficient:	7			7		
Economically Disadvantaged:	135	77	87	136	85	93
Asian:	3			3		
Black:	87	78	85	87	82	93
Hispanic:	20	78		20	93	
Native American:	0			0		
White:	150	89	95	151	92	98

Gulfport School District (2421008)

Bayou View Elem

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No Child

Left Behind

2011-2012

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.

	<b>Current Year</b>	<b>Prior Year</b>
<b>Accountability Status:</b>	Excellence for All Pilot	Star School
Quality of Distribution Index (QDI):		238
Growth Status:		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: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) 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 AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	NO DA LABEL - NOT T1	

## AMO 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:	Not Met	Not Met		Met				97
Students with IEP's:	< Minimum**	< Minimum**						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met						
Asian:	< Minimum**	< Minimum**						
Black:	< Minimum**	< Minimum**						
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Not Met						

\*\*Denotes any group with fewer than 30 students in that subgroup of students.

# Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	26	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	26	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	141	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	141	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 AMO calculations. For those groups of students used in AMO 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 students exempted from state assessments: 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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	96	113	159.4	155.9	2	3	14	20	45	51	40	27
4	84	94	162.0	159.8	4	1	7	10	38	52	51	37
5	99	84	160.9	157.8	2	1	5	18	51	55	42	26
6												
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	96	113	161.6	159.7	2	3	9	9	56	58	32	31
4	85	94	165.4	157.0	1	1	5	10	45	80	49	10
5	99	84	166.1	158.6	2	5	2	11	37	52	59	32
6												
7												
8												

## Grade 5 and Grade 8 Science Tests

5	99	84	163.0	162.6	1	2	3	10	33	24	63	64
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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I														
Biology I														
English II														
U.S. History														

# National Assessment of Educational Progress

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### 2011 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	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 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	230	240	72	81	25	39
8	269	283	58	73	19	34



# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

**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
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**Mississippi Curriculum Test, 2nd Edition -  
Mathematics**

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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3	78	60	58	64	80	72	83
4	89	81			92	95	81
5	81	59	64	86	88	75	
6							
7							
8							

3	89	50	75	91	88	86	91
4	89	81			92	90	89
5	85	59	55	90	85	84	
6							
7							
8							

**Mississippi Alternate Assessment of the  
Extended Curriculum Frameworks -  
Language Arts**

**Mississippi Alternate Assessment of the  
Extended Curriculum Frameworks -  
Mathematics**

3
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**Grade 5 and Grade 8 Science Tests**

**Mississippi Alternate Assessment of the  
Extended Curriculum Frameworks -  
Science**

5	88	73	73	96	93	84
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

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	275	91	95	275	93	97
Students with IEP's:	17	65		17	59	
Limited English Proficient:	2			2		
Economically Disadvantaged:	66	83	89	66	83	90
Asian:	5			5		
Black:	28	80	85	28	86	86
Hispanic:	8			8		
Native American:	0			0		
White:	234	93	96	234	94	98

Gulfport School District (2421012)

Bayou View Middle

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Left Behind

2011-2012

School Report Card



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	Current Year	Prior Year
<b>Accountability Status:</b>	Excellence for All Pilot	Star School
Quality of Distribution Index (QDI):		212
Growth Status:		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: A, B, C, D, F.

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A district or school is responsible for making annual measurable objective (AMO) 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 AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	APPROACHING TARGET	

## AMO 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:	Not Met	Not Met	Met				96	
Students with IEP's:	Not Met	Not Met						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met						
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Not Met						
Hispanic:	Met	Met						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Not Met						

\*\*Denotes any group with fewer than 30 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	161	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	161	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 AMO calculations. For those groups of students used in AMO 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:	98	96	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	97
Asian:	100	100	100
Black:	99	99	98
Hispanic:	100	100	100
Native American:	100	100	100
White:	100	99	99
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	99	98	97
Female:	100	100	100

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Number of recently-arrived LEP students exempted from state assessments: 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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3												
4												
5												
6	242	240	158.3	153.9	3	7	13	25	59	54	25	14
7	243	265	156.1	153.7	4	10	20	17	61	66	15	7
8	256	248	153.8	154.5	8	7	25	22	56	59	11	12

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6	242	240	158.0	155.5	5	10	12	18	53	45	30	26
7	243	264	158.6	154.4	9	11	8	16	49	51	34	22
8	256	246	161.7	158.3	2	6	7	11	47	55	43	28

## Grade 5 and Grade 8 Science Tests

5												
8	250	247	157.0	156.8	8	9	18	11	40	46	34	34

## 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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	45		100		673.0		0		0		2		98	
Biology I														
English II														
U.S. History														

# National Assessment of Educational Progress

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## 2011 Language Arts Results

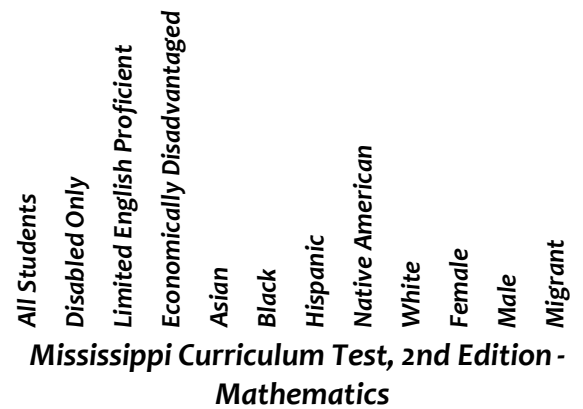
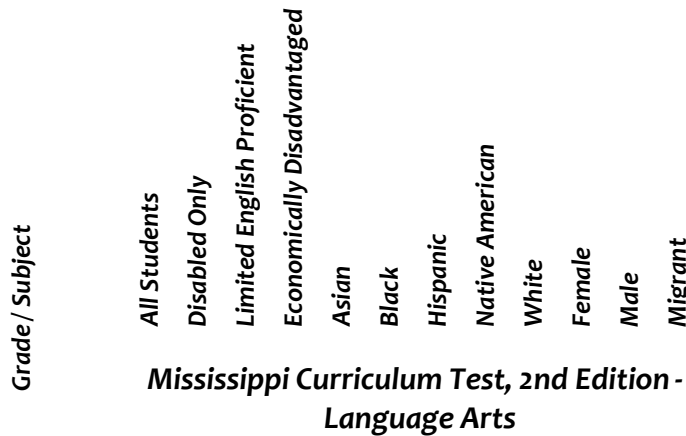
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

## 2011 Mathematic Results

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# Percent of Students Scoring Proficient and Above

2011 - 2012 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

80 71 68 65 90 81 78

**High School Subject Area Tests**

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

Algebra I

Mathematics

Biology I

Science

English II

Language Arts

U.S. History

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	696	83	87	696	85	93
Students with IEP's:	34	38	52	34	35	52
Limited English Proficient:	3			3		
Economically Disadvantaged:	325	75	81	324	78	87
Asian:	9			9		
Black:	233	72	79	233	74	87
Hispanic:	34	84	84	34	93	91
Native American:	2			2		
White:	418	89	93	418	91	95

Gulfport School District (2421014)  
 Central 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.

No Child  
 Left Behind  
 2011-2012  
 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.

	Current Year	Prior Year
<b>Accountability Status:</b>	Excellence for All Pilot	Academic Watch
Quality of Distribution Index (QDI):		154
Growth Status:		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: A, B, C, D, F.

### NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) 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 AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	ON TARGET	

### AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
					Prior 4-Year	4-Year	5-Year	
All Students:	Not Met	Not Met	Not Met	Met				96
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**					
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**					
Economically Disadvantaged:	Not Met	Not Met	Not Met					
Asian:	< Minimum**	< Minimum**	< Minimum**					
Black:	Not Met	Not Met	Not Met					
Hispanic:	< Minimum**	< Minimum**	< Minimum**					
Native American:	< Minimum**	< Minimum**	< Minimum**					
White:	Met	Not Met	Not Met					

\*\*Denotes any group with fewer than 30 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	88	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	88	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 AMO calculations. For those groups of students used in AMO 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	
Economically Disadvantaged:	100	100	100
Asian:			
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 students exempted from state assessments: 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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	56	63	149.2	144.8	18	25	34	38	23	33	25	3
4	47	49	146.8	150.2	15	14	36	31	40	37	9	18
5	46	50	146.3	145.2	22	20	39	38	37	38	2	4
6												
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	57	63	151.1	147.7	12	19	32	35	39	38	18	8
4	47	49	154.0	149.7	6	18	26	29	53	45	15	8
5	46	50	148.9	148.3	20	28	26	28	46	34	9	10
6												
7												
8												

## Grade 5 and Grade 8 Science Tests

5	43	48	146.0	148.0	19	23	56	27	21	35	5	15
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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
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 grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2011 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	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 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	230	240	72	81	25	39
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

**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
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**Mississippi Curriculum Test, 2nd Edition - Mathematics**

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
-----------------	--------------	---------------	----------------------------	----------------------------	-------	-------	----------	-----------------	-------	--------	------	---------

3	37	8	35	29	55	40	33					
4	55		56	58	65	63	42					
5	42	9	37	43				57	31			
6												
7												
8												

3	46	8	42	40	60	50	42					
4	53		56	42	71	60	42					
5	44	9	40	46				62	31			
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	50	49	53	60	43
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

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	130	65	69	130	66	75
Students with IEP's:	22	39		22	36	
Limited English Proficient:	6			6		
Economically Disadvantaged:	115	63	67	115	64	73
Asian:	0			0		
Black:	84	62	69	84	63	69
Hispanic:	15	47		15	53	
Native American:	0			0		
White:	31	82	71	31	79	83

Gulfport School District (2421016)

Gulfport Central Mid

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

2011-2012

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.

	Current Year	Prior Year
<b>Accountability Status:</b>	Excellence for All Pilot	Successful
Quality of Distribution Index (QDI):		159
Growth Status:		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: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) 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 AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	APPROACHING TARGET	

## AMO 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:	Not Met	Met	Met				94	
Students with IEP's:	Not Met	Not Met						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met						
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Not Met						
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Met						

\*\*Denotes any group with fewer than 30 students in that subgroup of students.

# Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	90	30	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	30	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	90	154	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	10	154	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 AMO calculations. For those groups of students used in AMO 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	97
Students with IEP's:	100	100	89
Limited English Proficient:	100	100	100
Economically Disadvantaged:	98	99	97
Asian:	100	100	100
Black:	99	99	97
Hispanic:	100	100	100
Native American:	100	100	
White:	98	98	94
Student groups not used in AYP calculations			
Migrant:			
Male:	97	98	96
Female:	100	100	97

# 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 students exempted from state assessments: 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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3												
4												
5												
6	207	184	149.8	147.0	9	15	36	35	50	48	5	2
7	170	192	149.9	150.0	12	8	32	36	54	53	3	3
8	186	155	149.0	147.9	15	18	34	36	50	43	2	4

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5												
6	207	184	148.9	149.0	17	23	33	27	43	40	7	9
7	170	195	151.5	151.2	14	17	24	20	54	51	9	12
8	184	155	151.4	153.5	15	10	28	20	43	55	14	15

## Grade 5 and Grade 8 Science Tests

5												
8	186	153	151.0	150.5	17	20	19	22	47	42	17	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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	32		100		670.0		0		0		13		88	
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 grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2011 Language Arts Results

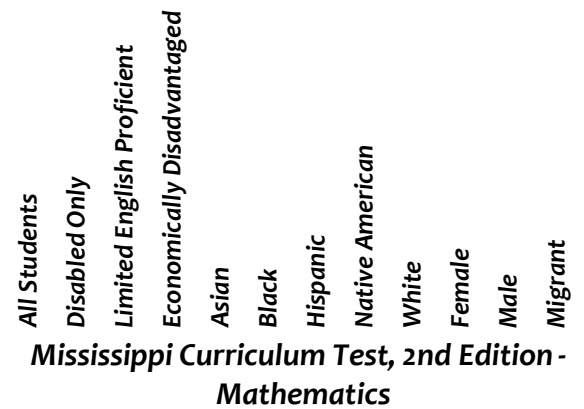
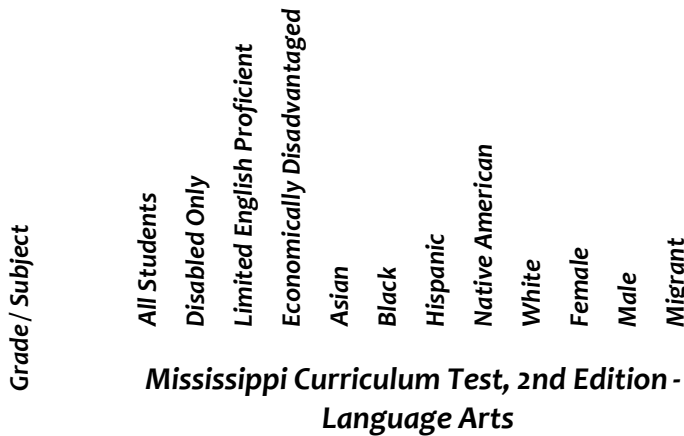
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 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	230	240	72	81	25	39
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 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

58		53	56		67	56	60
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**High School Subject Area Tests**

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

Algebra I

Mathematics

Biology I

Science

English II

Language Arts

U.S. History



# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	497	70	76	500	73	73
Students with IEP's:	54	38	47	54	37	40
Limited English Proficient:	1			1		
Economically Disadvantaged:	407	68	74	410	71	72
Asian:	4			4		
Black:	406	69	74	409	70	72
Hispanic:	9			9		
Native American:	1			1		
White:	76	78	84	76	82	82

Gulfport School District (2421032)

Gaston Point 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.

No Child

Left Behind

2011-2012

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.

	Current Year	Prior Year
<b>Accountability Status:</b>	Excellence for All Pilot	High Performing
Quality of Distribution Index (QDI):		173
Growth Status:		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: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) 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 AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	ON TARGET	

## AMO Subgroup Results

Student groups	Reading/ Language Arts		Mathematics	Other Academic Indicator	Graduation Rate			Attendance Rate
	Prior 4-Year	4-Year			5-Year			
All Students:	Not Met	Not Met	Not Met	Met				96
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**					
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**					
Economically Disadvantaged:	Not Met	Not Met	Not Met					
Asian:	< Minimum**	< Minimum**	< Minimum**					
Black:	Not Met	Not Met	Not Met					
Hispanic:	< Minimum**	< Minimum**	< Minimum**					
Native American:	< Minimum**	< Minimum**	< Minimum**					
White:	< Minimum**	< Minimum**	< Minimum**					

\*\*Denotes any group with fewer than 30 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	80	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	80	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 AMO calculations. For those groups of students used in AMO 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	99	100
Students with IEP's:	100	100	100
Limited English Proficient:			
Economically Disadvantaged:	100	99	100
Asian:			
Black:	100	99	100
Hispanic:			
Native American:			
White:	100	100	100
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	100	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 students exempted from state assessments: 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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	44	47	147.5	142.7	14	34	39	43	43	13	5	11
4	42	36	154.5	145.9	7	25	24	28	45	39	24	8
5	41	38	149.6	148.2	12	13	32	37	49	42	7	8
6												
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	45	47	154.4	144.6	9	28	18	40	60	30	13	2
4	42	35	157.4	148.0	2	29	17	26	67	40	14	6
5	41	38	151.6	150.8	17	13	29	24	39	53	15	11
6												
7												
8												

## Grade 5 and Grade 8 Science Tests

5	42	36	148.0	152.1	14	14	41	22	43	42	2	22
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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I														
Biology I														
English II														
U.S. History														

# National Assessment of Educational Progress

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### 2011 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	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 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	230	240	72	81	25	39
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

**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
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**Mississippi Curriculum Test, 2nd Edition - Mathematics**

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
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3	23	27	22	24					24	23		
4	47		46	46					40	56		
5	50		44	49					59	38		
6												
7												
8												

3	32	9	33	31					47	23		
4	46		44	47					35	60		
5	63		59	64					73	50		
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	64	60	61	55	79
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

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	105	61	77	105	64	84
Students with IEP's:	13	42		13	31	
Limited English Proficient:	0			0		
Economically Disadvantaged:	98	59	76	98	63	84
Asian:	0			0		
Black:	100	61	78	100	64	85
Hispanic:	0			0		
Native American:	0			0		
White:	5			5		

Gulfport School District (2421040)

Gulfport High

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

2011-2012

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.

	Current Year	Prior Year
<b>Accountability Status:</b>	Excellence for All Pilot	Successful
Quality of Distribution Index (QDI):		198
Growth Status:		Met
5-Year Graduation Rate:	70.6	70.8
High School Completion Index (HSCI):	174	179

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

Possible Accountability Status: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) 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 AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Not Met
Other Academic Indicator Status:	Met	Not Met
<b>Differentiated Accountability Status:</b>	NO DA LABEL - NOT T1	

## AMO 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:	Not Met	Not Met	Met	69.9	71.5	70.6	94	
Students with IEP's:	Not Met	Not Met		10.7	23.3	10.5		
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met		63.1	65.4	63.2		
Asian:	< Minimum**	< Minimum**						
Black:	Not Met	Not Met		59.4	61.9	61.0		
Hispanic:	< Minimum**	< Minimum**		37.9		37.9		
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Not Met		82.7	84.4	82.6		

\*\*Denotes any group with fewer than 30 students in that subgroup of students.

# Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	94	63	FTE Teachers
Teachers with Emergency/Provisional Certification:	3	63	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	452	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	6	452	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 AMO calculations. For those groups of students used in AMO 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	99	99
Students with IEP's:	100	95	96
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	99
Asian:	100	100	100
Black:	99	99	99
Hispanic:	100	100	100
Native American:			
White:	100	100	99
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	99
Female:	99	99	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 students exempted from state assessments: 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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
<b>Mississippi Curriculum Test, 2nd Edition - Language Arts</b>												
3												
4												
5												
6												
7												
8												
<b>Mississippi Curriculum Test, 2nd Edition - Mathematics</b>												
3												
4												
5												
6												
7												
8												
<b>Grade 5 and Grade 8 Science Tests</b>												
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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
Algebra I	328	476	87	57	658.0	649.0	10	26	8	28	41	32	42	14
Biology I	349	689	78	66	648.0	648.0	12	20	27	33	46	40	15	7
English II	385	408	78	74	652.0	651.0	16	19	22	21	42	38	21	23
U.S. History	326	320	95	80	374.0	649.0	10	20	21	18	37	44	33	18

# 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.

### 2011 Language Arts Results

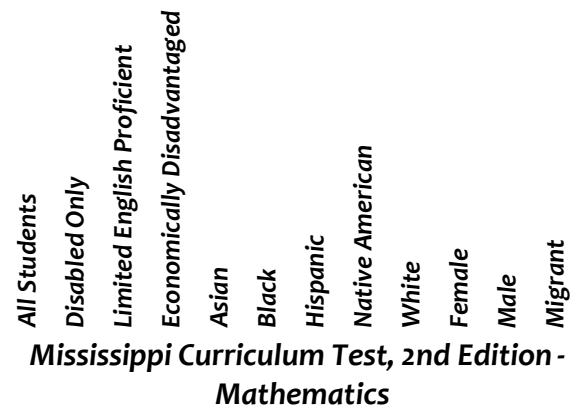
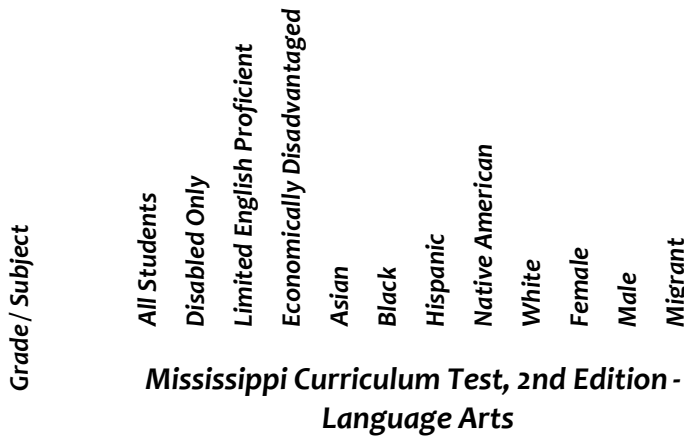
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 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	230	240	72	81	25	39
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 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	46	9	38	40	56	55	38	
Biology I	47	15	37	34	50	67	48	46
English II	60	16	52	48	79	75	69	50
U.S. History	62	24	46	45	80	83	58	67

Mathematics  
Science  
Language Arts

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	393	71	76	380	78	89
Students with IEP's:	44	22	30	37	35	41
Limited English Proficient:	1			1		
Economically Disadvantaged:	247	63	67	246	71	84
Asian:	2			2		
Black:	217	61	65	211	71	82
Hispanic:	13	81		13	88	
Native American:	0			0		
White:	159	85	90	150	87	98

Gulfport School District (2421060)

Pass Road 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.

No Child

Left Behind

2011-2012

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.

	Current Year	Prior Year
<b>Accountability Status:</b>	Excellence for All Pilot	High Performing
Quality of Distribution Index (QDI):		190
Growth Status:		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: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) 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 AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Met
Reading/Language Arts Status:	Not Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	ON TARGET	

## AMO 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	Not Met	Met				97	
Students with IEP's:	< Minimum**	< Minimum**						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Not Met						
Asian:	< Minimum**	< Minimum**						
Black:	Met	Not Met						
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Not Met	Not Met						

\*\*Denotes any group with fewer than 30 students in that subgroup of students.

# Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	94	17	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	17	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	95	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	5	95	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 AMO calculations. For those groups of students used in AMO 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:			
Economically Disadvantaged:	100	100	100
Asian:			
Black:	100	100	100
Hispanic:	100	100	100
Native American:	100	100	
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 students exempted from state assessments: 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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	65	55	150.5	153.2	9	9	35	24	46	46	9	22
4	44	65	156.7	154.5	5	5	18	17	46	60	32	19
5	49	44	152.8	155.0	8	7	27	18	55	57	10	18
6												
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	65	55	156.6	154.4	3	2	22	27	54	58	22	13
4	45	65	157.3	151.6	9	9	11	29	47	57	33	5
5	49	44	158.1	157.0	4	5	16	14	51	55	29	27
6												
7												
8												

## Grade 5 and Grade 8 Science Tests

5	53	49	153.0	153.2	13	10	15	25	51	29	21	37
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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
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 grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2011 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	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 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	230	240	72	81	25	39
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 Assessments

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant

Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant

3	67		67		65				64	69	66	
4	79		79		76				85	87	67	
5	75		74		62				94	73	78	
6												
7												
8												

3	71		73		68				73	69	72	
4	62		61		57				70	63	59	
5	82		77		69				96	85	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	65	20	59	47	94	69	61
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

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	137	83	81	137	83	88
Students with IEP's:	14	36		14	50	
Limited English Proficient:	0			0		
Economically Disadvantaged:	118	81	78	118	81	88
Asian:	0			0		
Black:	90	79	74	90	79	84
Hispanic:	5			5		
Native American:	2			2		
White:	38	91	92	38	89	95



Gulfport School District (2421064)  
West 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  
2011-2012  
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.

	Current Year	Prior Year
<b>Accountability Status:</b>	Excellence for All Pilot	Successful
Quality of Distribution Index (QDI):		167
Growth Status:		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: A, B, C, D, F.

### NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) 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 AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Met
Reading/Language Arts Status:	Met	Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	ON TARGET	

### AMO 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	Not Met		Met				97
Students with IEP's:	< Minimum**	< Minimum**						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Met	Not Met						
Asian:	< Minimum**	< Minimum**						
Black:	Met	Not Met						
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	Met	Met						

\*\*Denotes any group with fewer than 30 students in that subgroup of students.

# Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	19	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	19	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	101	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	101	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 AMO calculations. For those groups of students used in AMO 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	100	100
Students with IEP's:	100	100	100
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	100	100
Asian:	100	100	100
Black:	99	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:	99	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 students exempted from state assessments: 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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	67	54	151.0	150.2	12	4	30	43	46	44	12	9
4	56	54	151.6	156.5	11	2	27	20	41	48	21	30
5	64	49	148.1	149.1	14	16	36	31	44	45	6	8
6												
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	67	55	156.6	153.2	3	9	22	26	54	51	21	15
4	56	54	154.4	157.6	9	0	16	22	68	52	7	26
5	64	49	150.9	150.0	14	18	28	27	47	47	11	8
6												
7												
8												

## Grade 5 and Grade 8 Science Tests

5	62	47	152.0	152.3	7	11	36	28	42	45	16	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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
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 grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2011 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	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 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	230	240	72	81	25	39
8	269	283	58	73	19	34

# Percent of Students Scoring Proficient and Above

2011 - 2012 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	54	53	46	64	53	54
4	78	75	78	75	81	74
5	53	48	46	64	68	41
6						
7						
8						

3	65	67	61	71	63	67
4	78	75	76	83	74	82
5	55	50	49	64	68	44
6						
7						
8						

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

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

3
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## Grade 5 and Grade 8 Science Tests

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

5	62	57	49	91	59	64
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

# ESEA ANNUAL MEASURABLE OBJECTIVE

The NCLB requires the reporting of the results of a district or school in meeting annual measurable objective (AMO) in Reading/Language Arts and Mathematics by subgroup. The results are shown below. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and a half point for students scoring Basic. The AMOs were established based on student performance in 2010/2011.

	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	147	78	75	148	78	82
Students with IEP's:	17	47		17	59	
Limited English Proficient:	1			1		
Economically Disadvantaged:	119	75	73	120	75	79
Asian:	4			4		
Black:	105	76	73	106	75	77
Hispanic:	3			3		
Native American:	0			0		
White:	33	83		33	86	

Gulfport School District (2421072)  
 Twenty Eight St Elem

No Child  
 Left Behind  
 2011-2012  
 School 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.

## 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>	Excellence for All Pilot	Successful
Quality of Distribution Index (QDI):		150
Growth Status:		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: A, B, C, D, F.

## NCLB Annual Measurable Objective (AMO)

A district or school is responsible for making annual measurable objective (AMO) 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 AMO in any one of the three areas, the district or school is considered to have not met AMO.

	Current Year	Last Year
<b>School AMO Status:</b>	Not Met	Not Met
Reading/Language Arts Status:	Not Met	Not Met
Mathematics Status:	Not Met	Met
Other Academic Indicator Status:	Met	Met
<b>Differentiated Accountability Status:</b>	APPROACHING TARGET	

## AMO 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	Not Met		Met				96
Students with IEP's:	< Minimum**	< Minimum**						
Limited English Proficient:	< Minimum**	< Minimum**						
Economically Disadvantaged:	Not Met	Not Met						
Asian:	< Minimum**	< Minimum**						
Black:	Met	Not Met						
Hispanic:	< Minimum**	< Minimum**						
Native American:	< Minimum**	< Minimum**						
White:	< Minimum**	< Minimum**						

\*\*Denotes any group with fewer than 30 students in that subgroup of students.

## Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	18	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	18	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	95	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	95	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 AMO calculations. For those groups of students used in AMO 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	
Economically Disadvantaged:	100	100	100
Asian:	100	100	100
Black:	100	100	100
Hispanic:	100	100	100
Native American:			
White:	100	100	100
<b>Student groups not used in AYP calculations</b>			
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 students exempted from state assessments: 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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	55	55	144.9	147.6	27	18	31	31	35	40	7	11
4	58	51	153.4	147.2	7	20	33	37	40	35	21	8
5	50	71	144.9	148.6	22	14	34	34	42	49	2	3
6												
7												
8												

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	55	55	148.6	150.5	11	2	35	40	49	51	6	7
4	58	51	155.5	150.0	7	6	14	49	62	35	17	10
5	50	71	150.0	151.2	20	11	28	31	38	49	14	9
6												
7												
8												

## Grade 5 and Grade 8 Science Tests

5	50	69	148.0	152.0	14	10	40	22	36	55	10	13
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	
	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr	Prior Yr	Curr Yr
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 grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2011 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	209	220	55	66	22	32
8	254	264	65	75	21	32

### 2011 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	230	240	72	81	25	39
8	269	283	58	73	19	34



# Percent of Students Scoring Proficient and Above

2011 - 2012 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	51			40		46			60	43		58			53		50			64	53			
4	43			33		36			50	37		45			33		38			38	52			
5	52	10		44		51			49	56		58	50		53		56			57	59			
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 68 62 66 67 70  
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

# ESEA ANNUAL MEASURABLE OBJECTIVE

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	READING/LANGUAGE ARTS			MATHEMATICS		
	N-Count	Achievement Index	ESEA AMO	N-Count	Achievement Index	ESEA AMO
All Students:	158	69	68	158	74	77
Students with IEP's:	18	42		18	64	
Limited English Proficient:	2			2		
Economically Disadvantaged:	124	62	63	124	70	73
Asian:	2			2		
Black:	131	66	65	131	71	74
Hispanic:	8			8		
Native American:	0			0		
White:	17	82		17	88	