

**Hancock County  
School District  
2009-2010**

**Federal Report Card**

October, 2010

Dear Parent,

Hancock County School District (HCSD) is continuing to work hard to ensure that ALL students have an opportunity to learn and grow. We celebrate our growth this year. We are being recognized as a Lantern Award School District based on our overall scores and growth. East Hancock is recognized as a Star School. South Hancock and West Hancock moved up two levels. Hancock Middle School continues to be a High Performing school. Hancock High School and Hancock North Central maintained their successful school status. Our school district continues to work to strengthen areas where improvement is needed.

The enclosed Federal Report Card outlines state, district and school scores on the Mississippi Curriculum Test 2 (MCT2) in grades 3-8 and the Subject Area Testing Program (SATP) in grades 8-11.

As we continue to analyze the test results to determine areas of strength and weakness, we have determined focus areas for the 2010-2011 school year:

- The school district will continue to use the programs that have been proven to enhance student achievement. Classworks, Plato and Virtual Classroom are just a few of the programs we instituted last year.
- District assessments will continue to give our teachers and students feedback and ensure that students are covering all the material necessary.
- Depth of Knowledge (DOK) will continue to be used to determine sophistication and complexity of the objectives. Objectives can be learned at the recall level, basic reasoning using skills and concepts level, complex or strategic thinking level, and extended thinking or reasoning level. The students are required to think and reason beyond basic recall of facts.

No Child Left Behind (NCLB) is a federal law passed in 2001 that regulates many challenging goals. One such goal mandates that all groups of students are tracked by subgroups such as: race, socio-economic status, English Language Learners, and students with disabilities. In order to make Adequate Yearly Progress (AYP), each school and district must satisfactorily perform in all subgroups and over-all. If all subgroups are not meeting the set goals, then we must work harder in those areas to help our students learn and grow.

The challenges continue to arise in public education. Hancock County School District continues to rise to meet these challenges and meet our goal of making today's learner tomorrow's leaders.

Sincerely,



Alan Dedeaux

Note: If you have any questions about the report card, feel free to contact your child's school or the district office.

*Learning today; Leading tomorrow*

# Mississippi Report Card

The No Child Left Behind Act of 2001 (NCLB) requires each state to use a unified accountability model. School, district, and state report cards that contain the following accountability information must be produced and made available publicly.

No Child  
Left Behind  
2009-2010



## State Accountability Information

Mississippi's unified accountability model has both a state and federal component. The state component is not regulated by the requirements of NCLB resulting in some indicators of success in the state component differing from those in the federal, or NCLB, component. Additionally, in some instances the state and federal model use different measures of the same indicators. For example, NCLB requires the use of a 4-year graduation rate, whereas the state component uses a 5-year graduation rate.

Quality of Distribution Index (QDI):	154
5-Year Graduation Rate:	73.5
High School Completion Index (HSCI):	186

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.  
Possible Accountability Status: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

## AYP Other Academic Indicators

Attendance Rate	95		
<b>Graduation Rate</b>	<b>Prior 4-Year</b>	<b>Current 4-Year</b>	<b>5-Year</b>
All Students:	71.3	72.0	73.5
Students with IEP's:	16.4	19.0	29.4
Limited English Proficient:	58.3	69.0	71.2
Economically Disadvantaged:	60.8	62.0	63.3
Asian:	86.4	88.0	89.2
Black:	65.9	66.0	68.8
Hispanic:	67.8	73.0	72.9
Native American:	62.3	62.0	63.9
White:	76.9	78.0	78.2

## AYP Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator
All Students:	Not Met	Met*	Met
Students with IEP's:	Met*	Met*	Met
Limited English Proficient:	Met*	Not Met	Met
Economically Disadvantaged:	Met*	Met*	Met
Asian:	Not Met	Not Met	Met
Black:	Met*	Met*	Met
Hispanic:	Not Met	Met*	Met
Native American:	Not Met	Not Met	Not Met
White:	Not Met	Met*	Met

\*Denotes any group that makes adequate yearly progress by increasing sufficiently over the prior year to meet what is known as "safe harbor".

\*\*Denotes any group with fewer than 40 students in that subgroup of students.

## Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	94	22770	FTE Teachers
Teachers with Emergency/Provisional Certification:	4	22770	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	94	133273	Courses
Courses NOT Taught by a Highly Qualified Teacher:	6	133273	Courses
Percentage of Courses in the Highest-Poverty Quartile Schools NOT Taught by a Highly Qualified Teacher:			12
Percentage of Courses in the Lowest-Poverty Quartile Schools NOT Taught by a Highly Qualified Teacher:			3

Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AYP calculations. For those groups of students used in AYP calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	98	98	98
Students with IEP's:	93	93	90
Limited English Proficient:	99	99	99
Economically Disadvantaged:	98	98	98
Asian:	99	98	99
Black:	98	98	98
Hispanic:	98	98	99
Native American:	97	97	99
White:	99	99	99
<b>Student groups not used in AYP calculations</b>			
Migrant:	100	100	95
Male:	99	99	98
Female:	100	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 language arts scores excluded from AYP calculations:	123
Number of recently-arrived LEP mathematics scores excluded from AYP calculations:	123

## State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced			
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10		
	<b>Mississippi Curriculum Test, 2nd Edition - Language Arts</b>													
3	39165	38571	148.7	149.0	16	15	36	35	34	36	13	13		
4	37514	39392	149.2	149.5	14	12	33	35	39	39	13	14		
5	36497	37553	148.7	148.8	16	14	34	35	43	43	8	9		
6	35975	36434	148.8	149.4	13	14	36	33	46	46	5	7		
7	36690	36563	147.7	149.7	18	13	36	35	44	48	3	4		
8	36791	35842	147.8	147.8	17	17	35	38	45	42	4	4		
<b>Mississippi Curriculum Test, 2nd Edition - Mathematics</b>														
3	39161	38543	151.0	152.1	13	11	30	30	45	45	12	13		
4	37527	39357	151.1	151.5	15	16	28	25	47	49	11	10		
5	36524	37530	150.2	151.3	18	17	27	24	45	45	10	14		
6	35992	36412	149.9	150.5	19	18	29	26	43	44	10	12		
7	36702	36505	150.1	151.1	19	18	26	22	45	48	10	13		
8	36772	35801	149.6	151.5	20	17	26	24	45	47	9	14		
<b>Grade 5 and Grade 8 Science Tests</b>														
5	36521	37311	557.0	557.2	23	23	35	32	31	31	12	14		
8	36781	35641	854.0	854.6	24	19	36	38	30	34	10	9		
<b>High School Subject Area Tests</b>														
Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
	Algebra I	35174	36113	72	80	653.0	655.0	14	12	24	18	39	41	24
Biology I	32889	34179	88	86	356.0	360.0	19	20	18	16	38	35	26	30
English II	32935	33137	69	68	649.0	649.0	20	25	31	25	38	36	11	15
U.S. History	29059	30200	97	93	364.0	361.0	8	13	29	28	42	37	21	21

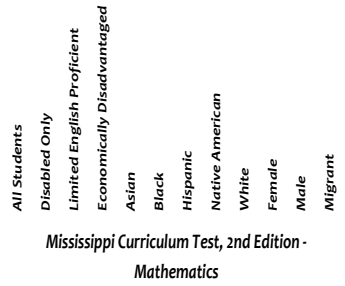
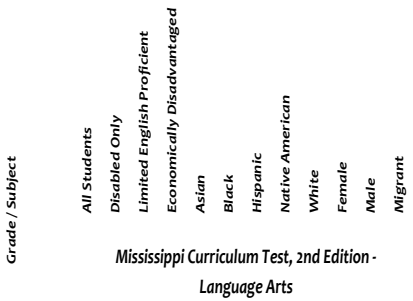
## National Assessment of Educational Progress

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.

Grade	2007 Language Arts Results						2009 Mathematic Results					
	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient		Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.	MS	U.S.	MS	U.S.	MS	U.S.
4	208	220	51	67	19	33	227	239	69	76	22	33
8	250	261	60	74	17	31	265	282	54	64	15	25

# Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments



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

3
4
5
6
7
8

**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**

5	45	22	28	33	70	27	42	45	42	63	17
8	43	14	18	30	71	23	45	46	63	39	30

**High School Subject Area Tests**

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

Algebra I	70	27	65	63	91	60	76	74	82	74	67	67
Biology I	86	46	78	80	96	77	91	84	96	87	86	80
English II	51	8	31	38	76	35	57	46	68	56	46	44
U.S. History	93	76	87	90	96	89	96	96	96	92	94	96

Mathematics
Science
Language Arts

# Schools that are in School Improvement Improvement, Year 1

<u>District</u>	<u>School</u>	<u>District</u>	<u>School</u>
West Bolivar	West Bolivar District Middle	Marshall County	Byhalia High School
Shaw	McEvans School	Marshall County	Marshall Middle School
Carroll County	JZ George High School	Marshall County	H.W. Byers Elementary School
Houston Separate	Houston High School	Holly Springs	Holly Springs Intermediate School
Houston Separate	Houston Middle School	Holly Springs	Holly Springs Primary School
West Point	West Point High School	Aberdeen	Aberdeen Middle School
Coahoma County	Coahoma County Jr/Sr High School	Neshoba County	Neshoba Central Elementary
Coahoma County	Lyon Elementary School	Noxubee County	Noxubee County High School
Clarksdale	Clarksdale High School	Oktibbeha County	West Oktibbeha County High School
Clarksdale	W. A. Higgins Middle School	North Panola	Greenhill Elementary
Covington County	Mt. Olive Attendance Center	North Panola	Crenshaw Elementary
Hattiesburg	N.R. Burger Middle School	South Panola	Batesville Jr. High School
Hattiesburg	Hawkins Elementary School	Picayune	Picayune Jr. High School
Hattiesburg	Woodley Elementary School	Poplarville.	Middle School of Poplarville
Jackson Public	Hardy Middle School	North Pike	North Pike Middle School
Jackson Public	Northwest Middle School	South Pike	South Pike Sr. High School
Jackson Public	Powell Middle School	McComb	Kennedy Elementary School
Jackson Public	Siwell Middle School	McComb	McComb High School
Itawamba County	Mantachie Attendance Center	Quitman County	Quitman County Elementary School
Pascagoula	Gautier Middle School	Sunflower County	Ruleville Middle School
Pascagoula	Pascagoula High	Drew	A. W. James Elementary School
Jefferson County	Jefferson Upper Elementary School	Drew	Drew/Hunter High School
Jones County	East Jones Elementary School	Indianola	Carver Upper Elementary School
Kemper County	West Kemper Elementary School	Indianola	Lockard Elementary School
Oxford	Oxford Middle School	East Tallahatchie	Charleston Middle School
Lumberton	Lumberton High School	West Tallahatchie	R. H. Bearden Elementary School
Meridian	George W Carver Middle School	Union County	East Union Attendance Center
Leake County	Carthage Elementary School	Walshall County	Dexter High School
Leake County	Carthage High School	Walshall County	Tylertown Upper Elementary School
Leake County	South Leake High School	Vicksburg-Warren	Vicksburg Intermediate School
Leflore County	East Elementary School	Hollandale	Sanders Elementary School
Leflore County	Leflore County High School	Western Line	O'Bannon High School
Greenwood	Threadgill Elementary School	Greenville	Greenville-Weston High School
Brookhaven	Alexander Jr. High School	Greenville	Manning Elementary School
Lowndes County	West Lowndes Middle School	Webster County	Eupora Elementary School
Lowndes County	New Hope High School	Yazoo City	McCoy Elementary School
Marion County	East Marion High School	Yazoo City	Webster Street Elementary School
Marion County	West Marion High School	Marion County	West Marion Primary School

## Improvement, Year 2

<u>District</u>	<u>School</u>	<u>District</u>	<u>School</u>
Natchez-Adams	Morgantown Elementary School	Jefferson County	Jefferson County Jr. High School
Amite County	Amite County High School	Kemper County	Kemper County High School
Coahoma AHS	Coahoma AHS	Meridian	Magnolia Middle School
Copiah County	Crystal Springs Middle School	Meridian	Meridian High School
Halzlehurst City	Hazlehurst High School	Nettleton	Nettleton Middle School
Covington County	Collins High School	Lincoln County	Enterprise School
Covington County	Carver Middle School	Columbus	Hunt Intermediate School
Covington County	Seminary High School	North Panola	North Panola High School
Covington County	Seminary Middle School	South Panola	Batesville Middle School
Forrest AHS	Forrest County AHS	Smith County	Mize Attendance Center
Hinds County	Utica Elementary/Middle School	Sunflower County	Ruleville Central High School
Jackson Public	Bailey Magnet	Indianola	Gentry High School
Jackson Public	Blackburn Middle School	Wilkinson County	Wilkinson County High School
Holmes County	Williams-Sullivan High School		

## Corrective Action

### District

Benton County  
Hazlehurst City  
Hattiesburg  
Hattiesburg  
Jackson Public

### School

Ashland Middle-High School  
Hazlehurst Middle School  
B.C. Hattiesburg High School  
9th Grade Academy - HHS  
Chastain Middle School

### District

Jackson Public  
Jackson Public  
Moss Point  
Neshoba County  
Forest City

### School

Whitten Middle School  
Wingfield Elementary School  
Magnolia Jr. High School  
Neshoba Central Middle School  
Hawkins Middle School

## Restructuring Planning

### District

Noxubee County

### School

B.F. Liddell Middle School

### District

Yazoo City

### School

B.E. Woolfolk Middle School

## Restructuring Action

### District

Natchez-Adams  
Canton

### School

Robert Lewis Middle School  
Nichols Middle School

### District

Jackson Public  
Yazoo City

### School

Peeples Middle School  
Yazoo City High School

# District Report Card

The No Child Left Behind Act of 2001 (NCLB) requires each state to use a unified accountability model. School, district, and state report cards that contain the following accountability information must be produced and made available publicly.

No Child  
Left Behind  
2009-2010



## State Accountability Information

Mississippi's unified accountability model has both a state and federal component. The state component is not regulated by the requirements of NCLB resulting in some indicators of success in the state component differing from those in the federal, or NCLB, component. Additionally, in some instances the state and federal model use different measures of the same indicators. For example, NCLB requires the use of a 4-year graduation rate, whereas the state component uses a 5-year graduation rate.

	Current Year	Prior Year
<b>Accountability Status</b>	Successful	Successful
Quality of Distribution Index (QDI):	180	167
Growth Status:	Met	Met
5-Year Graduation Rate:	68.0	70.9
High School Completion Index (HSCI):	166	171

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.  
Possible Accountability Status: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

## NCLB Adequate Yearly Progress (AYP)

A district or school is responsible for making adequate yearly progress (AYP) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AYP in any one of the three areas, the district or school is considered to have not met AYP.

	Current Year	Last Year	Two Years Ago
<b>District AYP Status:</b>	Not Met	Not Met	Met
Reading/Language Arts Status:	Met	Not Met	Met
Mathematics Status:	Met	Not Met	Met
Other Academic Indicator Status:	Not Met	Met	Met
<b>Title I Improvement Status:</b>	Not in Improvement	Not In Improvement	Not In Improvement

## AYP Subgroup Results

Student groups	Reading/ Language Arts		Other Academic Indicator	Graduation Rate			Attendance Rate
	Mathematics			Prior 4-Year	4-Year	5-Year	
All Students:	Met	Met	Met	65.8	66.0	68.0	94
Students with IEP's:	Met*	Met*	Met	14.8	21.0	51.1	
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Met	Not Met	54.4	48.0	54.5	
Asian:	< Minimum**	< Minimum**	< Minimum**				
Black:	Met	Met					
Hispanic:	< Minimum**	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**	< Minimum**				
White:	Met	Met	Met	66.0	66.0	67.9	

\*Denotes any group that makes adequate yearly progress by increasing sufficiently over the prior year to meet what is known as "safe harbor".

\*\*Denotes any group with fewer than 40 students in that subgroup of students.

## Teacher Quality

NCLB Measure	Percent	Number percent is based on
Core Teachers Who Are Highly Qualified:	97	191 FTE Teachers
Teachers with Emergency/Provisional Certification:	1	191 FTE Teachers
Courses Taught by a Highly Qualified Teacher:	97	1043 Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	3	1043 Courses
Courses in the Highest-Poverty Quartile Schools <b>NOT</b> Taught by a Highly Qualified Teacher:		
Courses in the Lowest-Poverty Quartile Schools <b>NOT</b> Taught by a Highly Qualified Teacher:		

Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AYP calculations. For those groups of students used in AYP calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	98	98	98
Students with IEP's:	92	92	85
Limited English Proficient:	100	100	100
Economically Disadvantaged:	98	97	98
Asian:	100	100	100
Black:	95	95	100
Hispanic:	100	100	100
Native American:	100	100	100
White:	98	98	98
Student groups not used in AYP calculations			
Migrant:	100	100	100
Male:	100	99	98
Female:	100	100	98

## Exemption of Recently-Arrived Limited English-Proficient Students from State Assessments

NCLB allows for a one-time exemption of language arts and/or mathematics scores for recently-arrived LEP students. A recently arrived LEP student is defined as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months. (Counts less than 10 students suppressed)

Number of recently-arrived LEP language arts scores excluded from AYP calculations:	0
Number of recently-arrived LEP mathematics scores excluded from AYP calculations:	0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10

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

3	366	335	151.4	152.4	9	10	36	30	35	39	21	22
4	325	372	149.4	151.8	13	9	34	29	40	45	13	17
5	320	315	149.5	150.7	13	10	33	31	48	47	6	12
6	340	310	149.3	153.8	10	8	37	22	49	58	5	12
7	357	340	150.4	152.9	13	7	32	29	50	56	5	8
8	348	346	151.4	151.0	11	10	23	33	61	49	5	8

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	365	333	154.3	155.7	9	5	23	25	49	48	19	21
4	323	372	149.8	153.0	17	14	28	20	48	55	8	12
5	320	315	152.1	154.0	15	11	25	19	46	50	13	20
6	338	310	153.7	154.0	12	13	21	17	52	51	15	19
7	357	340	154.8	157.0	11	8	15	14	55	52	20	27
8	347	346	152.6	155.0	12	9	20	17	56	53	12	21

## Grade 5 and Grade 8 Science Tests

5	323	312	563.0	561.4	15	16	33	33	36	35	17	16
8	340	346	864.0	863.8	12	10	26	27	46	48	17	15

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
	Algebra I	477	352	82	87	654.0	659.0	12	9	16	8	47	32	26
Biology I	296	339	96	96	379.0	386.0	7	8	9	12	46	32	39	49
English II	355	299	70	69	650.0	650.0	22	21	25	24	41	37	12	19
U.S. History	241	469	98	95	372.0	361.0	5	11	23	29	48	41	25	19

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2007 Language Arts Results

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

### 2009 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	4	227	239	69	76	22
8	265	282	54	64	15	25

# Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments

Grade / Subject

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

3	61	17	52	41	62	66	56	
4	62	24	57	52	64	66	58	
5	59	11	52	33	61	65	54	
6	71	23	60	67	70	74	67	
7	64	13	58	75	63	67	61	
8	57	10	50	44	58	57	63	52

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

## Mississippi Curriculum Test, 2nd Edition - Mathematics

70	40	60	35	71	73	67	
66	39	61	38	69	69	63	
70	29	64	33	73	77	64	
70	23	61	73	69	70	70	
79	42	76	67	79	79	79	
74	31	70	56	83	75	76	72

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

3
4
5
6
7
8

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

## Grade 5 and Grade 8 Science Tests

5	51	22	41	22	48	53	
8	63	32	57	44	50	64	57

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

## High School Subject Area Tests

Algebra I	83	19	85	71	83	86	79
Biology I	96	69	95	60	96	96	94
English II	55	10	49	43	56	61	50
U.S. History	95	85	95	91	95	93	96

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

Mathematics
Science
Language Arts

# Hancock County School District (2300005) No Child

## East Hancock 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.

Left Behind

2009-2010

School Report Card



### State Accountability Information

Mississippi's unified accountability model has both a state and federal component. The state component is not regulated by the requirements of NCLB resulting in some indicators of success in the state component differing from those in the federal, or NCLB, component. Additionally, in some instances the state and federal model use different measures of the same indicators. For example, NCLB requires the use of a 4-year graduation rate, whereas the state component uses a 5-year graduation rate.

Accountability Status:	Current Year Star School	Prior Year High Performing
Quality of Distribution Index (QDI):	201	193
Growth Status:	Met	Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.  
Possible Accountability Status: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

### NCLB Adequate Yearly Progress (AYP)

A district or school is responsible for making adequate yearly progress (AYP) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AYP in any one of the three areas, the district or school is considered to have not met AYP.

	Current Year	Last Year	Two Years Ago
<b>District AYP Status:</b>	Met	Met	Met
Reading/Language Arts Status:	Met	Met	Met
Mathematics Status:	Met	Met	Met
Other Academic Indicator Status:	Met	Met	Met
<b>Title I Improvement Status:</b>	Not In Improvement	Not In Improvement	Not In Improvement

### AYP Subgroup Results

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

\*Denotes any group that makes adequate yearly progress by increasing sufficiently over the prior year to meet what is known as "safe harbor".

\*\*Denotes any group with fewer than 40 students in that subgroup of students.

## Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	25	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	25	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	126	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	126	Courses

Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AYP calculations. For those groups of students used in AYP calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	98	98	100
Students with IEP's:	90	92	100
Limited English Proficient:			
Economically Disadvantaged:	97	98	100
Asian:	100	100	100
Black:	94	94	100
Hispanic:	100	100	100
Native American:	100	100	100
White:	98	98	100
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	99	99	100
Female:	100	99	100

## Exemption of Recently-Arrived Limited English-Proficient Students from State Assessments

NCLB allows for a one-time exemption of language arts and/or mathematics scores for recently-arrived LEP students. A recently arrived LEP student is defined as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months. (Counts less than 10 students suppressed)

Number of recently-arrived LEP language arts scores excluded from AYP calculations:	0
Number of recently-arrived LEP mathematics scores excluded from AYP calculations:	0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
<b>Mississippi Curriculum Test, 2nd Edition - Language Arts</b>												
3	125	100	155.9	157.2	2	4	28	22	37	40	34	34
4	104	128	154.6	156.5	4	3	23	16	49	52	24	28
5	107	96	152.4	151.9	8	7	29	28	51	50	13	15
6												
7		1										
8												
<b>Mississippi Curriculum Test, 2nd Edition - Mathematics</b>												
3	125	99	158.5	160.4	4	1	14	12	55	51	27	36
4	104	128	155.4	157.7	7	4	14	12	60	65	20	20
5	107	96	155.3	154.4	13	12	19	13	43	56	25	20
6												
7		1										
8												
<b>Grade 5 and Grade 8 Science Tests</b>												
5	108	96	574.0	568.7	7	12	20	25	44	38	28	26
8												

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
Algebra I														
Biology I														
English II														
U.S. History														

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grade 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2007 Language Arts Results

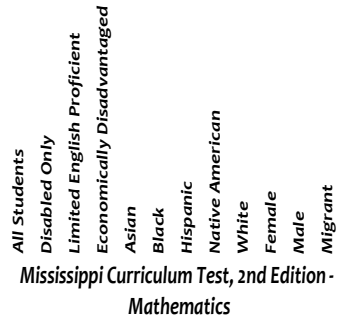
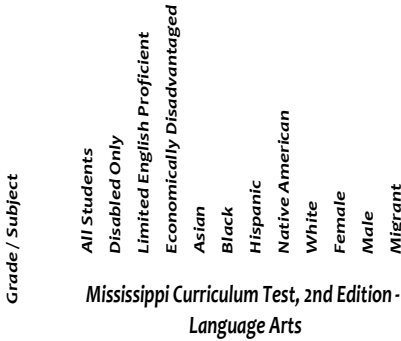
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	208	220	51	67	19	33
8	250	261	60	74	17	31

### 2009 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	227	239	69	76	22	33
8	265	282	54	64	15	25

# Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments



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

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

3  
4  
5  
6  
7  
8

## Grade 5 and Grade 8 Science Tests

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

5  
8

## High School Subject Area Tests

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

Algebra I

Biology I

English II

U.S. History

Mathematics

Science

Language Arts

Hancock County School District (2300006) No Child

Hancock N Central EL

Left Behind

2009-2010

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.

Accountability Status:	Current Year	Prior Year
	Successful	Successful
Quality of Distribution Index (QDI):	166	172
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth. Possible Accountability Status: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

### NCLB Adequate Yearly Progress (AYP)

A district or school is responsible for making adequate yearly progress (AYP) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AYP in any one of the three areas, the district or school is considered to have not met AYP.

	Current Year	Last Year	Two Years Ago
<b>District AYP Status:</b>	Met	Met	Met
Reading/Language Arts Status:	Met	Met	Met
Mathematics Status:	Met	Met	Met
Other Academic Indicator Status:	Met	Met	Met
<b>Title I Improvement Status:</b>	Not In Improvement	Not In Improvement	Not In Improvement

### AYP Subgroup Results

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

\*Denotes any group that makes adequate yearly progress by increasing sufficiently over the prior year to meet what is known as "safe harbor".  
 \*\*Denotes any group with fewer than 40 students in that subgroup of students.

## Teacher Quality

NCLB Measure	Percent	Number	percent is based on
Core Teachers Who Are Highly Qualified:	97	21	FTE Teachers
Teachers with Emergency/Provisional Certification:	1	21	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	97	106	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	3	106	Courses

Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AYP calculations. For those groups of students used in AYP calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	99	99	100
Students with IEP's:	96	96	100
Limited English Proficient:	100	100	
Economically Disadvantaged:	99	99	100
Asian:	100	100	100
Black:	100	100	
Hispanic:	100	100	
Native American:	100	100	
White:	99	99	100
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	100	99	100
Female:	100	100	100

## Exemption of Recently-Arrived Limited English-Proficient Students from State Assessments

NCLB allows for a one-time exemption of language arts and/or mathematics scores for recently-arrived LEP students. A recently arrived LEP student is defined as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months. (Counts less than 10 students suppressed)

Number of recently-arrived LEP language arts scores excluded from AYP calculations: 0

Number of recently-arrived LEP mathematics scores excluded from AYP calculations: 0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
	<b>Mississippi Curriculum Test, 2nd Edition - Language Arts</b>											
3	87	65	154.3	149.7	5	17	31	26	39	37	25	20
4	61	86	149.6	149.6	13	13	31	35	43	40	13	13
5	61	69	150.0	153.5	13	10	26	25	56	48	5	17
6												
7												
8												
<b>Mississippi Curriculum Test, 2nd Edition - Mathematics</b>												
3	87	64	158.0	155.5	7	11	9	16	56	52	28	22
4	61	86	149.8	151.0	15	17	28	24	54	54	3	5
5	61	69	151.5	154.4	10	12	25	17	62	45	3	26
6												
7												
8												
<b>Grade 5 and Grade 8 Science Tests</b>												
5	64	69	555.0	553.9	16	20	48	41	30	32	6	7
8												

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
	Algebra I													
Biology I														
English II														
U.S. History														

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grade 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

## 2007 Language Arts Results

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

## 2009 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	4	227	239	69	76	22
8	265	282	54	64	15	25

# Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Language Arts										Mississippi Curriculum Test, 2nd Edition - Mathematics														
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant	
3	57	29	48					56	65	48		74	43	67						73	74	73			
4	52	36	56					53	63	42		58	55	62						58	68	49			
5	65		59					65	85	47		71		63						71	88	56			
6																									
7																									
8																									

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

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

3  
4  
5  
6  
7  
8

## Grade 5 and Grade 8 Science Tests

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

5  
8

## High School Subject Area Tests

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

Algebra I

Biology I

English II

U.S. History

Mathematics

Science

Language Arts

Hancock County School District (2300004) No Child

South Hancock Elem

Left Behind

2009-2010

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.

Accountability Status:	Current Year Successful	Prior Year At Risk of Failing
Quality of Distribution Index (QDI):	146	123
Growth Status:	Met	Not Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.  
Possible Accountability Status: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

### NCLB Adequate Yearly Progress (AYP)

A district or school is responsible for making adequate yearly progress (AYP) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AYP in any one of the three areas, the district or school is considered to have not met AYP.

	Current Year	Last Year	Two Years Ago
<b>District AYP Status:</b>	Met	Not Met	Met
Reading/Language Arts Status:	Met	Met	Met
Mathematics Status:	Met	Not Met	Met
Other Academic Indicator Status:	Met	Met	Met
<b>Title I Improvement Status:</b>	Not In Improvement	Not In Improvement	Not In Improvement

### AYP Subgroup Results

Student groups	Reading/ Language Arts		Other Academic Indicator	Graduation Rate		Attendance Rate
	Mathematics	Prior 4-Year		4-Year	5-Year	
All Students:	Met	Met	Met			94
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**			
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**			
Economically Disadvantaged:	Met	Met				
Asian:	< Minimum**	< Minimum**	< Minimum**			
Black:	< Minimum**	< Minimum**	< Minimum**			
Hispanic:	< Minimum**	< Minimum**	< Minimum**			
Native American:	< Minimum**	< Minimum**	< Minimum**			
White:	Met	Met				

\*Denotes any group that makes adequate yearly progress by increasing sufficiently over the prior year to meet what is known as "safe harbor".  
\*\*Denotes any group with fewer than 40 students in that subgroup of students.

## Teacher Quality

NCLB Measure	Percent	Number	percent is based on
Core Teachers Who Are Highly Qualified:	95	24	FTE Teachers
Teachers with Emergency/Provisional Certification:	4	24	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	93	122	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	7	122	Courses

Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AYP calculations. For those groups of students used in AYP calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	98	97	99
Students with IEP's:	95	95	100
Limited English Proficient:	100	100	
Economically Disadvantaged:	98	97	100
Asian:	100	100	
Black:	100	100	100
Hispanic:	100	100	
Native American:	100	100	100
White:	98	97	99
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	100	100	100
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 language arts scores excluded from AYP calculations: 0
- Number of recently-arrived LEP mathematics scores excluded from AYP calculations: 0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
<b>Mississippi Curriculum Test, 2nd Edition - Language Arts</b>												
3	82	100	144.5	149.1	27	12	35	40	29	35	9	13
4	83	90	146.0	146.4	21	18	39	41	37	32	4	9
5	86	82	146.5	146.7	19	17	41	34	40	44	1	5
6		1										
7												
8												
<b>Mississippi Curriculum Test, 2nd Edition - Mathematics</b>												
3	81	100	145.8	151.5	22	8	46	41	28	42	4	9
4	83	90	146.2	147.9	24	27	33	29	42	38	1	7
5	86	82	149.2	152.1	16	12	31	22	49	57	4	9
6		1										
7												
8												
<b>Grade 5 and Grade 8 Science Tests</b>												
5	87	81	558.0	560.4	21	16	33	33	32	40	14	11
8												

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
Algebra I														
Biology I														
English II														
U.S. History														

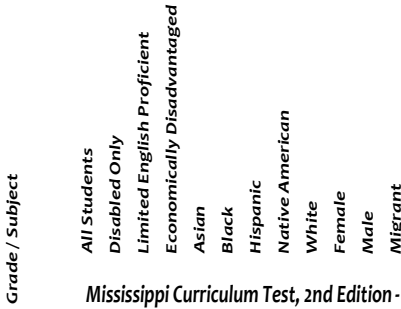
# National Assessment of Educational Progress

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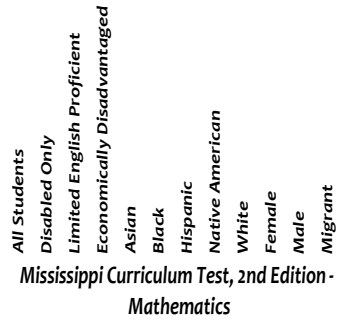
Grade	2007 Language Arts Results						2009 Mathematic Results					
	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient		Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.	MS	U.S.	MS	U.S.	MS	U.S.
4	208	220	51	67	19	33	227	239	69	76	22	33
8	250	261	60	74	17	31	265	282	54	64	15	25

# Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments



Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
3	48	47	30	50	61	32						
4	41	8	38	40	45	49	33					
5	49	40	40	51	58	43						
6												
7												
8												



Grade / Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
3	51	52	30	53	57	43						
4	45	25	38	20	50	42	47					
5	66	62	40	69	73	61						
6												
7												
8												

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

3
4
5
6
7
8

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

3
4
5
6
7
8

## Grade 5 and Grade 8 Science Tests

5
8

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

## High School Subject Area Tests

Algebra I
Biology I
English II
U.S. History

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

Mathematics
Science
Language Arts

# Hancock County School District (2300014) No Child

West Hancock Elem

Left Behind

2009-2010

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.

Accountability Status:	Current Year High Performing	Prior Year Academic Watch
Quality of Distribution Index (QDI):	179	135
Growth Status:	Met	Not Met
5- Year Graduation Rate:		
High School Completion Index (HSCI):		

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.  
Possible Accountability Status: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

## NCLB Adequate Yearly Progress (AYP)

A district or school is responsible for making adequate yearly progress (AYP) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AYP in any one of the three areas, the district or school is considered to have not met AYP.

	Current Year	Last Year	Two Years Ago
<b>District AYP Status:</b>	Met	Met	
Reading/Language Arts Status:	Met	Met	
Mathematics Status:	Met	Met	
Other Academic Indicator Status:	Met	Met	
<b>Title I Improvement Status:</b>	Not In Improvement	Not In Improvement	

## AYP Subgroup Results

Student groups	Reading/ Language Arts		Other Academic Indicator	Graduation Rate		Attendance Rate
	Mathematics			Prior 4-Year	4-Year	
All Students:	Met	Met	Met			94
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**			
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**			
Economically Disadvantaged:	Met	Met				
Asian:	< Minimum**	< Minimum**	< Minimum**			
Black:	< Minimum**	< Minimum**	< Minimum**			
Hispanic:	< Minimum**	< Minimum**	< Minimum**			
Native American:	< Minimum**	< Minimum**	< Minimum**			
White:	Met	Met				

\*Denotes any group that makes adequate yearly progress by increasing sufficiently over the prior year to meet what is known as "safe harbor".

\*\*Denotes any group with fewer than 40 students in that subgroup of students.

## Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	100	18	FTE Teachers
Teachers with Emergency/Provisional Certification:	0	18	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	100	92	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	0	92	Courses

Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AYP calculations. For those groups of students used in AYP calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	100	100
Students with IEP's:	100	100	100
Limited English Proficient:			
Economically Disadvantaged:	100	100	100
Asian:	100	100	
Black:	100	100	100
Hispanic:	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 language arts scores excluded from AYP calculations:	0
Number of recently-arrived LEP mathematics scores excluded from AYP calculations:	0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
	<b>Mississippi Curriculum Test, 2nd Edition - Language Arts</b>											
3	72	70	148.0	152.6	8	7	54	29	32	46	6	19
4	77	68	145.8	152.8	18	4	47	29	29	53	7	13
5	65	68	148.3	151.1	15	6	37	37	45	44	3	13
6												
7												
8												
<b>Mississippi Curriculum Test, 2nd Edition - Mathematics</b>												
3	72	70	152.0	155.5	6	1	32	30	50	51	13	17
4	75	68	146.0	153.2	24	12	41	18	33	59	1	12
5	65	68	151.2	155.1	23	7	28	28	32	38	17	27
6												
7												
8												
<b>Grade 5 and Grade 8 Science Tests</b>												
5	63	66	557.0	559.6	18	20	38	36	32	29	13	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	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
	Algebra I													
Biology I														
English II														
U.S. History														

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grade 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

## 2007 Language Arts Results

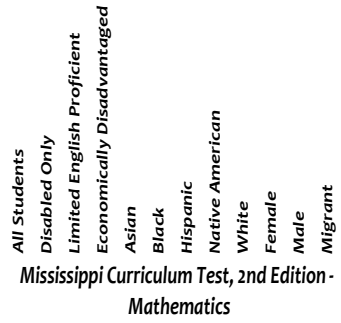
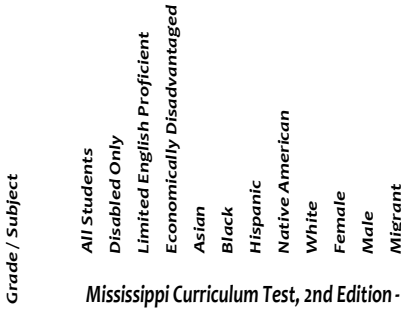
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	4	208	220	51	67	19
8	250	261	60	74	17	31

## 2009 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	4	227	239	69	76	22
8	265	282	54	64	15	25

# Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments



Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3  
4  
5  
6  
7  
8

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5  
8

High School Subject Area Tests

Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I

Biology I

English II

U.S. History

Mathematics

Science

Language Arts

# Hancock County School District (2300009) No Child

## Hancock Middle

Left Behind

2009-2010

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.

Accountability Status:	Current Year	Prior Year
	High Performing	High Performing
Quality of Distribution Index (QDI):	186	169
Growth Status:	Met	Met
5-Year Graduation Rate:		
High School Completion Index (HSCI):		

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.  
Possible Accountability Status: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

### NCLB Adequate Yearly Progress (AYP)

A district or school is responsible for making adequate yearly progress (AYP) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AYP in any one of the three areas, the district or school is considered to have not met AYP.

	Current Year	Last Year	Two Years Ago
<b>District AYP Status:</b>	Met	Not Met	Met
Reading/Language Arts Status:	Met	Not Met	Met
Mathematics Status:	Met	Not Met	Met
Other Academic Indicator Status:	Met	Met	Met
<b>Title I Improvement Status:</b>	Not In Improvement	Not In Improvement	Not In Improvement

### AYP Subgroup Results

Student groups	Reading/ Language Arts		Other Academic Indicator	Graduation Rate		Attendance Rate
	Mathematics	Prior 4-Year		4-Year	5-Year	
All Students:	Met	Met	Met			94
Students with IEP's:	Met*	Met				
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**			
Economically Disadvantaged:	Met	Met				
Asian:	< Minimum**	< Minimum**	< Minimum**			
Black:	Met	Met				
Hispanic:	< Minimum**	< Minimum**	< Minimum**			
Native American:	< Minimum**	< Minimum**	< Minimum**			
White:	Met	Met				

\*Denotes any group that makes adequate yearly progress by increasing sufficiently over the prior year to meet what is known as "safe harbor".  
\*\*Denotes any group with fewer than 40 students in that subgroup of students.

## Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	96	49	FTE Teachers
Teachers with Emergency/Provisional Certification:	2	49	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	97	265	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	3	265	Courses

*Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).*

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AYP calculations. For those groups of students used in AYP calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	99	99	99
Students with IEP's:	97	97	98
Limited English Proficient:	100	100	100
Economically Disadvantaged:	99	99	100
Asian:	100	100	100
Black:	94	94	100
Hispanic:	100	100	100
Native American:	100	100	100
White:	99	99	99
<b>Student groups not used in AYP calculations</b>			
Migrant:	100	100	100
Male:	100	100	100
Female:	100	100	98

## Exemption of Recently-Arrived Limited English-Proficient Students from State Assessments

NCLB allows for a one-time exemption of language arts and/or mathematics scores for recently-arrived LEP students. A recently arrived LEP student is defined as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months. (Counts less than 10 students suppressed)

Number of recently-arrived LEP language arts scores excluded from AYP calculations: 0

Number of recently-arrived LEP mathematics scores excluded from AYP calculations: 0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10

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

3												
4												
5	1											
6	340	309	149.3	153.9	10	7	37	22	49	59	5	12
7	357	339	150.4	152.9	13	7	32	29	50	56	5	8
8	348	346	151.4	151.0	11	10	23	33	61	49	5	8

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4												
5	1											
6	338	309	153.7	154.2	12	13	21	17	52	51	15	19
7	357	339	154.8	157.0	11	8	15	13	55	52	20	27
8	347	346	152.6	155.0	12	9	20	17	56	53	12	21

## Grade 5 and Grade 8 Science Tests

5	1											
8	340	346	864.0	863.8	12	10	26	27	46	48	17	15

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
	Algebra I	69	58	99	100	667.0	669.0	0	0	1	0	25	16	74
Biology I														
English II														
U.S. History														

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grade 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2007 Language Arts Results

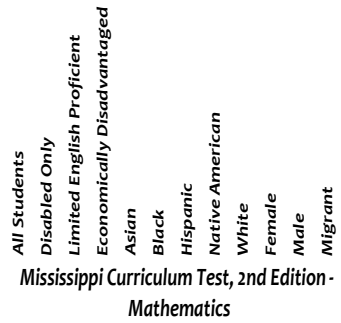
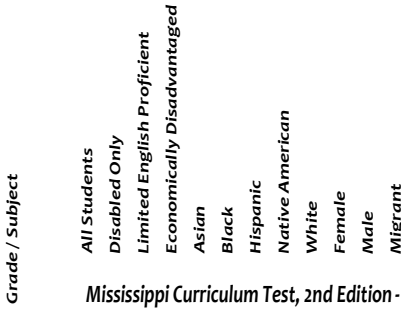
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	4	208	220	51	67	19
8	250	261	60	74	17	31

### 2009 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	4	227	239	69	76	22
8	265	282	54	64	15	25

# Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments



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

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

3  
4  
5  
6  
7  
8

## Grade 5 and Grade 8 Science Tests

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

5  
8

## High School Subject Area Tests

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

Algebra I 96 96  
Biology I 96 96 96  
English II 96 96  
U.S. History 96 96

Mathematics  
Science  
Language Arts

# Hancock County School District (2300008) No Child

## Hancock 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.

Left Behind

2009-2010

School Report Card



### State Accountability Information

Mississippi's unified accountability model has both a state and federal component. The state component is not regulated by the requirements of NCLB resulting in some indicators of success in the state component differing from those in the federal, or NCLB, component. Additionally, in some instances the state and federal model use different measures of the same indicators. For example, NCLB requires the use of a 4-year graduation rate, whereas the state component uses a 5-year graduation rate.

Accountability Status:	Current Year Successful	Prior Year Successful
Quality of Distribution Index (QDI):	192	185
Growth Status:	Met	Met
5-Year Graduation Rate:	68.0	70.9
High School Completion Index (HSCI):	166	171

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth. Possible Accountability Status: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

### NCLB Adequate Yearly Progress (AYP)

A district or school is responsible for making adequate yearly progress (AYP) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AYP in any one of the three areas, the district or school is considered to have not met AYP.

	Current Year	Last Year	Two Years Ago
<b>District AYP Status:</b>	Not Met	Not Met	Not Met
Reading/Language Arts Status:	Met	Not Met	Not Met
Mathematics Status:	Met	Not Met	Not Met
Other Academic Indicator Status:	Not Met	Met	Met
<b>Title I Improvement Status:</b>	Not In Improvement	Not In Improvement	Not In Improvement

### AYP Subgroup Results

Student groups	Other Academic Indicator			Graduation Rate			Attendance Rate
	Reading/ Language Arts	Mathematics	Other Academic Indicator	Prior 4-Year	4-Year	5-Year	
All Students:	Met	Met	Met	65.8	66.0	68.0	93
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**	14.8	21.0	51.1	
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Met	Not Met	54.4	48.0	54.5	
Asian:	< Minimum**	< Minimum**	< Minimum**				
Black:	< Minimum**	< Minimum**	< Minimum**				
Hispanic:	< Minimum**	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**	< Minimum**				
White:	Met	Met	Met	66.0	66.0	67.9	

\*Denotes any group that makes adequate yearly progress by increasing sufficiently over the prior year to meet what is known as "safe harbor".

\*\*Denotes any group with fewer than 40 students in that subgroup of students.

## Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	98	56	FTE Teachers
Teachers with Emergency/Provisional Certification:	1	56	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	98	332	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	2	332	Courses

*Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).*

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AYP calculations. For those groups of students used in AYP calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	93	92	93
Students with IEP's:	28	22	44
Limited English Proficient:			
Economically Disadvantaged:	86	84	88
Asian:	100	100	
Black:	80	80	100
Hispanic:	100	100	100
Native American:			
White:	93	92	93
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	98	98	93
Female:	99	99	95

## Exemption of Recently-Arrived Limited English-Proficient Students from State Assessments

NCLB allows for a one-time exemption of language arts and/or mathematics scores for recently-arrived LEP students. A recently arrived LEP student is defined as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months. (Counts less than 10 students suppressed)

Number of recently-arrived LEP language arts scores excluded from AYP calculations:	0
Number of recently-arrived LEP mathematics scores excluded from AYP calculations:	0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
<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	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
Algebra I	408	294	79	84	652.0	657.0	14	11	18	10	51	35	18	45
Biology I	296	339	96	96	379.0	386.0	7	8	9	12	46	32	39	49
English II	355	299	70	69	650.0	650.0	22	21	25	24	41	37	12	19
U.S. History	241	469	98	95	372.0	361.0	5	11	23	29	48	41	25	19

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grade 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

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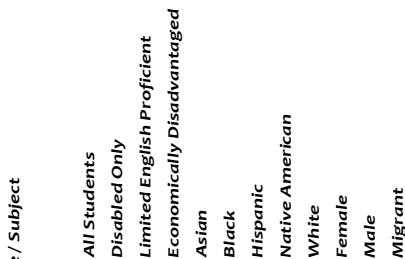
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	208	220	51	67	19	33
8	250	261	60	74	17	31

### 2009 Mathematic Results

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4	227	239	69	76	22	33
8	265	282	54	64	15	25

# Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments



Mississippi Curriculum Test, 2nd Edition -  
Language Arts



Mississippi Curriculum Test, 2nd Edition -  
Mathematics

3  
4  
5  
6  
7  
8

Mississippi Alternate Assessment of the  
Extended Curriculum Frameworks -  
Language Arts

Mississippi Alternate Assessment of the  
Extended Curriculum Frameworks -  
Mathematics

3  
4  
5  
6  
7  
8

Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the  
Extended Curriculum Frameworks -  
Science

5  
8

High School Subject Area Tests

Mississippi Alternate Assessment of the  
Extended Curriculum Frameworks -  
Secondary

Algebra I	80	19	83	65	80	84	75
Biology I	96	69	95	60	96	96	94
English II	55	10	49	43	56	61	50
U.S. History	95	85	95	91	95	93	96

Mathematics  
Science  
Language Arts