

East Tallahatchie School District (6811004) No Child Charleston 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.

	Current Year	Prior Year
Accountability Status:	Academic Watch	
Quality of Distribution Index (QDI):	139	
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: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

NCLB Adequate Yearly Progress (AYP)

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

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

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

AYP Subgroup Results

Student groups	Reading/ Language Arts	Mathematics	Other Academic Indicator	Graduation Rate		Attendance Rate
				Prior 4-Year	4-Year	5-Year
All Students:	Met	Met	Met			97
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**			
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**			
Economically Disadvantaged:	Met	Met				
Asian:	< Minimum**	< Minimum**	< Minimum**			
Black:	Met	Met				
Hispanic:	< Minimum**	< Minimum**	< Minimum**			
Native American:	< Minimum**	< Minimum**	< Minimum**			
White:	Met	Met				

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

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	96	25	FTE Teachers
Teachers with Emergency/Provisional Certification:	4	25	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	152	Courses
Courses NOT Taught by a Highly Qualified Teacher:	5	152	Courses

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

Assessment Participation Rates

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

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	100	100	
Students with IEP's:	100	100	
Limited English Proficient:	100	100	
Economically Disadvantaged:	100	100	
Asian:			
Black:	100	100	
Hispanic:	100	100	
Native American:			
White:	100	100	
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	
Female:	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:	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	100	102	151.6	149.3	5	8	36	41	43	44	16	7
4		107		143.2		26		44		25		5
5												
6												
7												
8												

Mississippi Curriculum Test, 2nd Edition - Mathematics

3	100	102	157.7	157.1	0	2	16	13	70	71	14	15
4		107		146.2		26		43		28		3
5												
6												
7												
8												

Grade 5 and Grade 8 Science Tests

5												
8												

High School Subject Area Tests

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

National Assessment of Educational Progress

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

2007 Language Arts Results

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

2009 Mathematic Results

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

2009 - 2010 Assessments

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

Mississippi Curriculum Test, 2nd Edition -
Mathematics

**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**

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

Algebra I
Biology I
English II
U.S. History

Mathematics

Science

Language Arts

East Tallahatchie School District (6811008) No Child Charleston 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 At Risk of Failing	Prior Year At Risk of Failing
Quality of Distribution Index (QDI):	113	124
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:	68.8	60.0
High School Completion Index (HSCI):	163	126

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

Possible Accountability Status: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

NCLB Adequate Yearly Progress (AYP)

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

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

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

AYP Subgroup Results

Student groups	Reading/ Language Arts			Other Academic Indicator		Graduation Rate		Attendance Rate
	Mathematics	Prior 4-Year	4-Year	5-Year	Rate			
All Students:	Not Met	Met	Met	67.6	57.0	68.8	94	
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**					
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**					
Economically Disadvantaged:	Not Met	Met	Not Met	60.7	55.0	60.0		
Asian:	< Minimum**	< Minimum**	< Minimum**					
Black:	Met	Met	Not Met	64.9	53.0	64.2		
Hispanic:	< Minimum**	< Minimum**	< Minimum**					
Native American:	< Minimum**	< Minimum**	< Minimum**					
White:	< Minimum**	< Minimum**	< Minimum**	73.5	76.0	78.8		

*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:	88	25	FTE Teachers
Teachers with Emergency/Provisional Certification:	12	25	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	89	159	Courses
Courses NOT Taught by a Highly Qualified Teacher:	11	159	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:	90	92	93
Students with IEP's:	11	33	17
Limited English Proficient:			
Economically Disadvantaged:	85	89	97
Asian:			
Black:	89	93	97
Hispanic:			
Native American:			
White:	92	91	83
Student groups not used in AYP calculations			
Migrant:			
Male:	100	100	95
Female:	98	98	90

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

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Mississippi Curriculum Test, 2nd Edition - Mathematics

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Grade 5 and Grade 8 Science Tests

5
8

High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
Algebra I	118	85	42	45	647.0	644.0	34	38	36	29	22	31	9	2
Biology I	119	65	85	92	340.0	348.0	19	12	24	26	48	39	9	23
English II	94	103	55	49	646.0	644.0	26	43	40	31	32	20	2	6
U.S. History	82	93	92	86	344.0	335.0	15	26	39	46	42	18	5	10

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

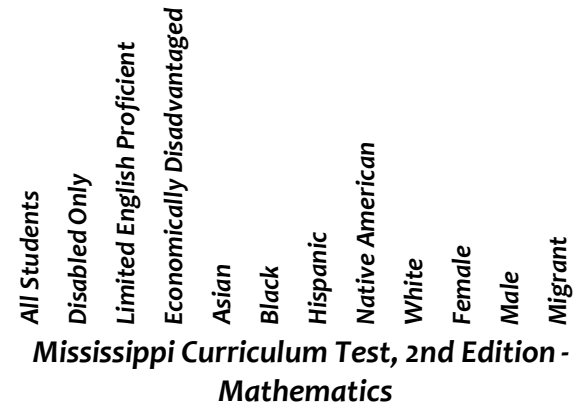
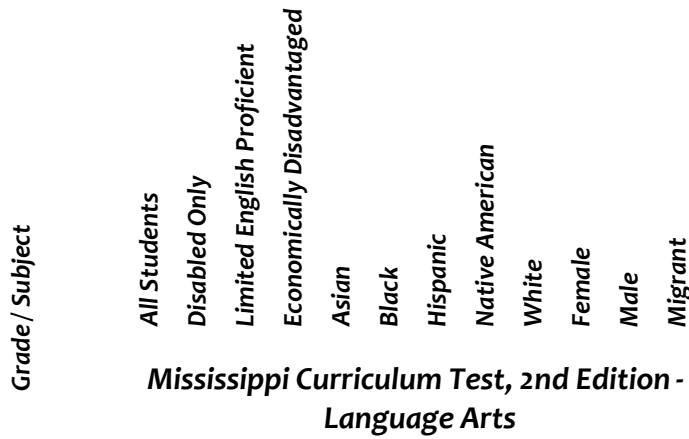
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	208	220	51	67	19	33
8	250	261	60	74	17	31

2009 Mathematic Results

	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	227	239	69	76	22	33
	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

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	33	4	35	34	28	37	29
Biology I	92		93	94	85	96	90
English II	26	4	19	25	29	35	19
U.S. History	86		83	85	90	88	83

Mathematics
Science
Language Arts

East Tallahatchie School District (6811012) No Child Charleston Middle

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Left Behind

2009-2010

School Report Card



State Accountability Information

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

	Current Year	Prior Year
Accountability Status:	Academic Watch	At Risk of Failing
Quality of Distribution Index (QDI):	116	106
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)

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

	Current Year	Last Year	Two Years Ago
District AYP Status:	Met	Not Met	Not Met
Reading/Language Arts Status:	Met	Not Met	Met
Mathematics Status:	Met	Not Met	Not Met
Other Academic Indicator Status:	Met	Met	Met
Title I Improvement Status:	Improvement, Year 1	Improvement, Year 1	Not In Improvement

AYP Subgroup Results

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

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

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

Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	91	22	FTE Teachers
Teachers with Emergency/Provisional Certification:	9	22	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	95	147	Courses
Courses NOT Taught by a Highly Qualified Teacher:	5	147	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	97
Students with IEP's:	98	100	91
Limited English Proficient:	100	100	0
Economically Disadvantaged:	98	99	97
Asian:			
Black:	99	99	98
Hispanic:	100	100	0
Native American:			
White:	99	99	96
Student groups not used in AYP calculations			
Migrant:			
Male:	97	98	96
Female:	99	99	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	105		145.0		31		33		31		6	
5	90	104	142.0	144.1	32	23	44	42	22	31	1	4
6	91	95	144.6	143.9	19	24	45	44	36	30	0	2
7	106	94	142.5	144.2	29	22	44	56	26	20	0	1
8	122	99	143.2	145.3	24	20	46	47	30	33	0	0

Mississippi Curriculum Test, 2nd Edition - Mathematics

3												
4	105		147.2		26		35		35		4	
5	90	105	143.5	146.5	32	31	42	29	24	31	1	11
6	91	95	145.1	147.6	34	22	33	27	30	46	3	4
7	106	94	144.8	145.2	33	30	29	39	37	28	1	3
8	121	99	145.5	149.1	29	17	34	28	36	50	1	5

Grade 5 and Grade 8 Science Tests

5	92	103	545.0	545.7	34	39	45	34	20	24	2	3
8	121	100	837.0	847.9	46	24	46	51	9	20	0	5

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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	265	282	54	64	15	25

Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments

Grade/ Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
	Mississippi Curriculum Test, 2nd Edition - Language Arts											

Grade/ Subject	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male	Migrant
	Mississippi Curriculum Test, 2nd Edition - Mathematics											

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Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Language Arts

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Mathematics

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Grade 5 and Grade 8 Science Tests

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Science

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High School Subject Area Tests

Mississippi Alternate Assessment of the
Extended Curriculum Frameworks -
Secondary

Algebra I

Biology I

English II

U.S. History

Mathematics

Science

Language Arts