

Grenada School District (2220004)

Grenada High

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

No Child

Left Behind

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):	169	167
Growth Status:	Not Met	Not Met
5-Year Graduation Rate:	63.0	66.8
High School Completion Index (HSCI):	136	157

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	59.3	62.0	63.0	94
Students with IEP's:	< Minimum**	< Minimum**	< Minimum**	0.0	6.0		
Limited English Proficient:	< Minimum**	< Minimum**	< Minimum**				
Economically Disadvantaged:	Met	Met	Met	47.0	50.0	49.9	
Asian:	< Minimum**	< Minimum**	< Minimum**				
Black:	Met	Met	Met	52.5	55.0	57.2	
Hispanic:	< Minimum**	< Minimum**	< Minimum**				
Native American:	< Minimum**	< Minimum**	< Minimum**				
White:	Met	Met	Met	67.7	71.0	70.2	

*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:	86	50	FTE Teachers
Teachers with Emergency/Provisional Certification:	4	50	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	84	340	Courses
Courses NOT Taught by a Highly Qualified Teacher:	17	340	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	98	98
Students with IEP's:	88	88	92
Limited English Proficient:			
Economically Disadvantaged:	98	97	98
Asian:	100	100	100
Black:	98	98	97
Hispanic:	100	100	
Native American:			100
White:	99	99	100
Student groups not used in AYP calculations			
Migrant:			
Male:	98	98	98
Female:	99	99	99

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

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

Number of recently-arrived LEP 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
6
7
8

Mississippi Curriculum Test, 2nd Edition - Mathematics

3
4
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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	342	269	71	78	651.0	653.0	14	10	30	24	46	42	10	23
Biology I	232	352	91	83	360.0	351.0	16	24	18	15	40	37	26	25
English II	307	300	68	68	649.0	648.0	22	25	34	28	34	31	10	16
U.S. History	264	258	100	95	376.0	368.0	2	9	21	23	50	46	28	22

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

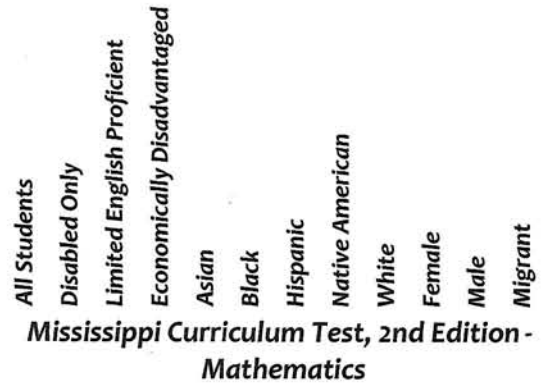
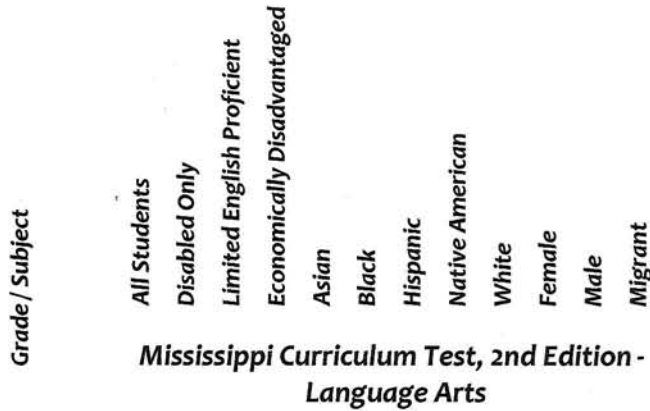
Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
4	208	220	51	67	19	33
8	250	261	60	74	17	31

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

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4
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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	65	13	59	59	71	68	62
Biology I	83	23	77	75	90	84	82
English II	47	4	33	29	63	54	38
U.S. History	95		90	91	96	95	95

Mathematics
Science
Language Arts