

**Mississippi Report Card for 2010/2011
(No Child Left Behind Act of 2001)**

**DISTRICT: (4420) - Columbus
SCHOOL: (024) - Cook Elementary
YEAR: 2010/2011**

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

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| Achievement and Growth Models | |
|--------------------------------------|----------------|
| Accountability Status | ACADEMIC WATCH |
| Quality of Distribution Index(QDI) | 136 |
| Growth Status | NOT MET |
| Graduation Rate | |
| High School Completion Index(HSCI) | |

Notes: Applies to Districts and Schools only if grades 4 or higher are served.
 Accountability Status: Star School, High Performing, Successful, Academic Watch,
 Low Performing, At Risk of Failing, Failing.

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

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

| Other Academic Indicator | |
|---------------------------------|----------------|
| Attendance Rate (Percentage) | 95 |
| 4-Year Cohort Graduation Rate | NOT APPLICABLE |

Notes: Attendance Rate Target = 93% or Increase Over Prior Year.
 Graduation Rate Target = 63% or Increase Over Prior Year.

| Adequate Yearly Progress Subgroup Results | | |
|--|------------------|-------------|
| SubGroup | Reading/Language | Mathematics |
| All Students | NO | NO |
| Students with Disabilities | NO | NO |
| Limited English Proficient | < MIN | < MIN |
| Economically Disadvantaged | NO | NO |
| Asian | < MIN | < MIN |
| Black | NO | NO |
| Hispanic | < MIN | < MIN |
| Native American | < MIN | < MIN |
| White | YES | YES |

Notes: Minimum N for inclusion of subgroup in AYP model is 40.
 Yes=Met AYP, *Yes=Met by Safe Harbor, No=Not Met.

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| NCLB Teacher Quality | | |
|---|-------------------|---|
| NCLB Measure | Percentage | Teacher FTE or Course Count (Number % is based on) |
| Core Teachers Who are Highly Qualified | 100 | 42 |
| Emergency/Provisional Certification | 0 | 42 |
| Courses Taught by a Highly Qualified Teacher | 100.0 | 227 |
| Courses NOT Taught by a Highly Qualified Teacher | 0 | 227 |

Notes: Teacher FTE and course counts reflect NCLB Core Academic Subjects only.
 These counts represent the denominators for calculating the percentage values.

| Participation Rate (Percent Tested) | | | |
|--|----------------|--------------------|----------------|
| SubGroup | Reading | Mathematics | Science |
| All Students | 99 | 99 | 98 |
| IEP | 100 | 100 | |
| Non IEP | 99 | 99 | 98 |
| Limited English Proficient | | | |
| Economically Disadvantaged | 99 | 99 | 98 |
| Non Economically Disadvantaged | 100 | 100 | |
| Migrant | | | |
| Asian | | | |
| Black | 99 | 99 | 98 |
| Hispanic | | | |
| Native American | | | |
| White | 100 | 100 | |
| Male | 99 | 99 | 98 |
| Female | 100 | 100 | 99 |

Notes: AYP target is 95%.for Reading and Mathematics
Reading/Language Arts and Mathematics participation was included in the calculation of AYP.
Science participation rate was not used in the calculation of AYP.
 Minimum N-count for reporting is 40 students.

| Mississippi Curriculum Test, 2nd Edition | | | | | | |
|---|---------------|------------------|-----------|---------|--------------|------------|
| Grade Level | Number Tested | Mean Scale Score | % Minimal | % Basic | % Proficient | % Advanced |
| Language Arts | | | | | | |
| 3 | 124 | 146.4 | 20.2 | 40.3 | 31.5 | 8.1 |
| 4 | 119 | 149.5 | 10.9 | 31.9 | 46.2 | 10.9 |
| 5 | 125 | 145.8 | 20.8 | 40.0 | 35.2 | 4.0 |
| Mathematics | | | | | | |
| 3 | 123 | 150.7 | 13.8 | 27.6 | 51.2 | 7.3 |
| 4 | 119 | 150.8 | 13.4 | 30.3 | 51.3 | 5.0 |
| 5 | 126 | 145.6 | 31.7 | 32.5 | 27.8 | 7.9 |

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

| Mississippi Curriculum Test, 2nd Edition Percentage Scoring Basic or Above | | | | | | | | | | | | | | | | |
|---|--------------|--------------|---------------|------|--------|-------|-------|-------|----------|-----------------|---------|----|-----|----|----|-----------------|
| Grade Level | All Students | Non Disabled | Disabled Only | Male | Female | Black | White | Asian | Hispanic | Native American | ELL/LEP | ED | NED | PI | MR | Migrant Student |
| Language Arts | | | | | | | | | | | | | | | | |
| 3 | 80 | 82 | 62 | 81 | 79 | 78 | 90 | | 96 | | 96 | 77 | 92 | | | |
| 4 | 89 | 95 | 53 | 82 | 95 | 90 | 87 | | 67 | | 96 | 87 | 96 | | | |
| 5 | 79 | 81 | 50 | 71 | 86 | 77 | 93 | 96 | 96 | | 96 | 76 | 96 | | | |
| Mathematics | | | | | | | | | | | | | | | | |
| 3 | 86 | 90 | 54 | 89 | 85 | 84 | 95 | | 96 | | 96 | 84 | 96 | | | |
| 4 | 87 | 95 | 35 | 80 | 92 | 87 | 87 | | 67 | | 96 | 87 | 83 | | | |
| 5 | 68 | 72 | 13 | 66 | 70 | 68 | 73 | 50 | 96 | | 96 | 66 | 83 | | | |

Notes: Percentages 0-4% are reported as 4% and percentages 96-100% are reported as 96%.

Minimum N-count for reporting is 10 students.

ED - Economically Disadvantaged.

NED - Not Economically Disadvantaged.

PI - Pacific Island.

MR - Multi Racial.

| Mississippi Curriculum Test, 2nd Edition Percentage Scoring Proficient or Above | | | | | | | | | | | | | | | | |
|--|--------------|--------------|---------------|------|--------|-------|-------|-------|----------|-----------------|---------|----|-----|----|----|-----------------|
| Grade Level | All Students | Non Disabled | Disabled Only | Male | Female | Black | White | Asian | Hispanic | Native American | ELL/LEP | ED | NED | PI | MR | Migrant Student |
| Language Arts | | | | | | | | | | | | | | | | |
| 3 | 40 | 42 | 15 | 34 | 43 | 37 | 53 | | 50 | | 4 | 33 | 67 | | | |
| 4 | 57 | 62 | 29 | 43 | 70 | 55 | 73 | | 33 | | 96 | 54 | 71 | | | |
| 5 | 39 | 42 | 4 | 35 | 43 | 34 | 73 | 50 | 96 | | 96 | 34 | 65 | | | |
| Mathematics | | | | | | | | | | | | | | | | |
| 3 | 59 | 63 | 23 | 65 | 55 | 55 | 74 | | 96 | | 96 | 54 | 79 | | | |
| 4 | 56 | 60 | 35 | 54 | 59 | 55 | 73 | | 33 | | 96 | 52 | 75 | | | |
| 5 | 36 | 37 | 13 | 41 | 31 | 32 | 60 | 50 | 96 | | 96 | 28 | 70 | | | |

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| Subject Area Test Percentage Passing | | | | | | | | | | | | | | | | |
|---|--------------|--------------|---------------|------|--------|-------|-------|-------|----------|-----------------|---------|----|-----|----|----|-----------------|
| Test | All Students | Non Disabled | Disabled Only | Male | Female | Black | White | Asian | Hispanic | Native American | ELL/LEP | ED | NED | PI | MR | Migrant Student |

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| Subject Area Test Percentage Scoring Basic or Above | | | | | | | | | | | | | | | | |
|--|--------------|--------------|---------------|------|--------|-------|-------|-------|----------|-----------------|---------|----|-----|----|----|-----------------|
| Test | All Students | Non Disabled | Disabled Only | Male | Female | Black | White | Asian | Hispanic | Native American | ELL/LEP | ED | NED | PI | MR | Migrant Student |

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| Subject Area Test Percentage Scoring Proficient or Above | | | | | | | | | | | | | | | | |
|---|--------------|--------------|---------------|------|--------|-------|-------|-------|----------|-----------------|---------|----|-----|----|----|-----------------|
| Test | All Students | Non Disabled | Disabled Only | Male | Female | Black | White | Asian | Hispanic | Native American | ELL/LEP | ED | NED | PI | MR | Migrant Student |

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| Alternate Assessment (MAAECF) Percentage Scoring Basic or Above | | | | | | | | | | | | | | | | |
|--|--------------|--------------|---------------|------|--------|-------|-------|-------|----------|-----------------|---------|----|-----|----|----|-----------------|
| Grade Level | All Students | Non Disabled | Disabled Only | Male | Female | Black | White | Asian | Hispanic | Native American | ELL/LEP | ED | NED | PI | MR | Migrant Student |

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| Alternate Assessment (MAAECF) Percentage Scoring Proficient or Above | | | | | | | | | | | | | | | | |
|---|--------------|--------------|---------------|------|--------|-------|-------|-------|----------|-----------------|---------|----|-----|----|----|-----------------|
| Grade Level | All Students | Non Disabled | Disabled Only | Male | Female | Black | White | Asian | Hispanic | Native American | ELL/LEP | ED | NED | PI | MR | Migrant Student |

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| Grade 5 & 8 Science Test | | | | | | |
|-------------------------------------|----------------------|-------------------------|------------------|----------------|---------------------|------------------|
| Grade Level | Number Tested | Mean Scale Score | % Minimal | % Basic | % Proficient | % Advance |
| 5 | 125 | 142.9 | 38.4 | 40.8 | 14.4 | 6.4 |

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

| Percentage Scoring Basic or Above | | | | | | | | | | | | | | |
|--|---------------------|---------------------|----------------------|-------------|---------------|--------------|--------------|--------------|-----------------|------------------------|----------------|-----------------------------------|-------------------------------|------------------------|
| Grade Level | All Students | Non Disabled | Disabled Only | Male | Female | Black | White | Asian | Hispanic | Native American | ELL/LEP | Economically Disadvantaged | Not Econ Disadvantaged | Migrant Student |
| 5 | 62 | 63 | | 68 | 57 | 57 | 87 | | | | | 56 | 87 | |

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

| Percentage Scoring Proficient or Above | | | | | | | | | | | | | | |
|---|---------------------|---------------------|----------------------|-------------|---------------|--------------|--------------|--------------|-----------------|------------------------|----------------|-----------------------------------|-------------------------------|------------------------|
| Grade Level | All Students | Non Disabled | Disabled Only | Male | Female | Black | White | Asian | Hispanic | Native American | ELL/LEP | Economically Disadvantaged | Not Econ Disadvantaged | Migrant Student |
| 5 | 21 | 22 | | 27 | 16 | 12 | 73 | | | | | 10 | 70 | |

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| Quality of Distribution Index Ranking | | | | | | | |
|--|----------------------|---------------------|------------|--------------------------|--------------------|------------|---------------------------|
| Rank | District Name | School Name | QDI | Reading-Languages | Mathematics | OAI | Improvement Status |
| 1 | Columbus | Sale Elementary | 179 | Met | Met | Met | |
| 2 | Columbus | Fairview Elementary | 148 | Met | Met | Met | |
| 3 | Columbus | Stokes Beard Elem | 147 | Not Met | Met | Met | |
| 4 | Columbus | Columbus High | 147 | Not Met | Not Met | Not Met | |
| 5 | Columbus | Franklin Academy | 139 | Met | Met | Met | |
| 6 | Columbus | Cook Elementary | 136 | Not Met | Not Met | Met | |