

Dear Parent,

On January 8, 2002, President Bush signed into law ***The No Child Left Behind Act of 2001 (NCLB)***. One of the requirements of the law is that schools share information with parents and the public regarding school improvement, teacher qualifications, and student performance on state tests.

Eastside Elementary School is very proud to share with you the Report Card for 2005-2006. This Report Card is a tool for understanding the effectiveness of classroom instruction and how students are performing on state tests. We are very happy to report that our students performed well and that we are not identified for school improvement.

High academic achievement is the standard for student performance at Eastside Elementary School. All students are expected to master each subject at the proficient level or above. Administrators, teachers, and support staff are dedicated to providing students with the knowledge and skills to help them be successful.

We hope you will use the information in this Report Card to support our commitment to academic excellence and work with us to help each student reach the highest level of achievement. Together we can accomplish this goal.

Cindy Hamil
Principal

**EASTSIDE ELEMENTARY SCHOOL
2005-2006 REPORT CARD**

The Eastside Elementary School Report Card contains information about fourth and fifth grade student performance on the Mississippi Curriculum Test (MCT). The definitions below will help you understand the information in the Report Card.

KEY DEFINITIONS

School Improvement	A school that fails to make adequate yearly progress in student achievement will be identified for school improvement.
Teacher Qualification	Highly qualified teachers hold full certification during the 2003-2004 school year in core academic subject areas (English, reading, language arts, science, mathematics, foreign languages, civics and government, arts, history, and geography).
Test Data	A report of student achievement data will include data for specific groups of students, student participation rate, and two-year trends.
Participation Rate	This rate is based on all students enrolled in grades 2-8 and students with disabilities coded as ungraded who were the same ages as students in those grades. All students who took an MCT at grade level, an MCT at instructional level, or an alternate assessment were counted as tested.

The **Mississippi Curriculum Test** was given last spring (2006) to all students in grades 4-5. This test measures how well students learned the Mississippi curriculum, which sets standards for what every child should know and learn in reading, language arts, and mathematics. Student achievement is reported on the Mississippi Curriculum Test by proficiency levels which are defined as follows:

Proficiency Level Distribution

Advanced	Students consistently perform in a manner clearly beyond that required to be successful at the next grade.
Proficient	Students demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. Students who perform at this level are prepared to begin work on even more challenging material that is required at the next grade.
Basic	Students demonstrate partial mastery of the content area knowledge and skills required for success at the next grade. Remediation may be necessary for these students.
Minimal	Students below basic do not demonstrate mastery of the content area knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills that are necessary for success at the grade tested.

Grade 4 Writing Assessment

Students in grade 4 are administered the Mississippi Writing Assessment on which there is one writing topic. The score points range from 4 to 0 as defined in a writing rubric developed by Mississippi teachers. A score of 2 is basic and a score of 3 or 4 is proficient or above. Due to Hurricane Katrina, the 4th Writing Assessment was canceled for 2005-2006.

**EASTSIDE ELEMENTARY SCHOOL
REPORT CARD FOR 2005-2006**

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Grade 4
Grade 5
Federal AYP

Enrollment: 367
Enrollment: 367
Met: Yes

School Improvement
Not identified for School Improvement

School Performance Classification
Level 4 Exemplary

Highly Qualified Teachers

98.3% of the 174 NCLB core academic classes taught
98.1% of NCLB core academic subject teachers (based on 29 FTEs)

MISSISSIPPI CURRICULUM TEST (Spring 2006)

The Mississippi Curriculum Test measures how well students learned the Mississippi reading, language arts, and mathematics curricula. The chart below shows that in 4th grade 92.1% of students scored proficient plus advanced in reading, 82.2% in language arts, and 85.8% in mathematics. In 5th grade, 91.2% of students scored proficient and above in reading, 82.1% in language arts, and 77.6% in mathematics. The percent of students at Eastside who scored proficient or advanced in all three areas was higher than the percent of students in the Mississippi State norm group.

**MISSISSIPPI CURRICULUM TEST (MCT)
Spring 2006**

← Proficiency Level Distribution →

GRADE SUBJECT	Number	MINIMAL		BASIC		PROFICIENT		ADVANCED	
		District	State	District	State	District	State	District	State
4 Reading	367	3.0%	6.0%	4.9%	6.2%	54.8%	59.8%	37.3%	28.0%
4 Language	367	5.2%	6.6%	12.5%	15.1%	46.0%	44.4%	36.2%	33.8%
4 Mathematics	367	2.7%	7.2%	11.4%	10.7%	40.6%	38.9%	45.2%	43.1%
5 Reading	366	3.6%	8.8%	5.2%	7.5%	48.6%	55.1%	42.6%	28.6%
5 Language	364	3.3%	7.6%	14.6%	19.3%	46.7%	46.7%	35.4%	26.4%
5 Mathematics	367	6.3%	11.4%	16.1%	17.9%	44.1%	41.4%	33.5%	29.2%

Performance for Specific Groups of Students

The District strives to provide opportunities so that all students, regardless of gender, race, socio-economic level, or disability, are able to achieve proficiency in reading, language arts, and mathematics. The chart below shows the percent of 4th and 5th grade students who achieved at the basic and above (basic + proficient + advanced) level and those who achieved at the proficient and above (proficient + advanced) level.

**MISSISSIPPI CURRICULUM TEST RESULTS
FOR SPECIFIC GROUPS**

Grade Subject	ALL		Non-Disabled Only		Disabled Only		Male		Female		Black		White		Asian		Economically Disadvantaged		Non-Economically Disabled	
	%Basic and Above	%Proficient and Above	%Basic and Above	%Proficient and Above	%Basic and Above	%Proficient and Above	%Basic and Above	%Proficient and Above	%Basic and Above	%Proficient and Above	%Basic and Above	%Proficient and Above	%Basic and Above	%Proficient and Above	%Basic and Above	%Proficient and Above	%Basic and Above	%Proficient and Above	%Basic and Above	%Proficient and Above
4 Reading	96	92	96	94	77	73	96	91	96	93	96	87	96	96	96	96	96	86	96	95
4 Language	95	82	96	84	77	54	94	77	96	87	93	73	96	91	96	96	95	70	95	87
4 Mathematics	96	86	96	86	89	81	96	88	96	84	95	77	96	94	96	96	94	75	96	90
5 Reading	96	91	96	94	81	68	96	89	96	93	94	85	96	96	96	96	93	84	96	95
5 Language	96	82	96	83	90	69	95	76	96	88	95	74	96	91	96	96	94	66	96	90
5 Mathematics	94	78	95	80	78	53	92	77	96	78	89	66	96	91	96	96	89	64	96	85
% Tested Reading and Language	100				99						100		100		97		100			
% Tested Mathematics	100				97						100		100		97		100			

The percentages 96-100% are reported as 96%.

Two-Year Trend

Charting student performance from year to year helps the school to monitor the curriculum and effectiveness of classroom instruction. The MCT chart below reveals that there was an increase in the percentage of students achieving at the level of proficient and above in 4th grade language and mathematics in 2006 when compared to 2005.

**MISSISSIPPI CURRICULUM TEST RESULTS
TWO YEAR TREND**

GRADE SUBJECT	2004-2005		2005-2006	
	%Basic	%Proficient	%Basic	%Proficient
4 Reading	96	92	96	92
4 Language	95	79	95	82
4 Mathematics	96	85	96	86
5 Reading	96	92	96	91
5 Language	96	84	96	82
5 Mathematics	95	80	94	78
4 Writing	96	69	-	-