

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.

Clinton Jr. High School is very proud to share with you the Report Card for 2006-2007. 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 Clinton Jr. High 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.

Anthony Goins
Principal

CLINTON JR. HIGH SCHOOL 2006-2007 REPORT CARD

The Clinton Jr. High School Report Card contains information about second and third 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 (2007) to all students in grades 7-8. 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 7 Writing Assessment

Students in grade 7 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.

Subject-Area Testing Program (SATP)

- **Algebra I** measures a student's knowledge of, and skill level in, applied algebra. There are 63 multiple choice items and two open-ended items.

**CLINTON JR. HIGH SCHOOL
REPORT CARD FOR 2006-2007**

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Grade 7
Grade 8
Federal AYP

Enrollment: 410
Enrollment: 438
Met: Yes

School Improvement
 Not identified for School Improvement

School Performance Classification
 Level 5 Superior-Performing

Highly Qualified Teachers

95.5% of the 178 NCLB core academic classes taught
 95.7% of NCLB core academic subject teachers (based on 30 FTEs)

MISSISSIPPI CURRICULUM TEST (Spring 2007)

The Mississippi Curriculum Test measures how well students learned the Mississippi reading, language arts, and mathematics curriculums. The chart below shows the percent of seventh and eighth grade students at each level of proficiency. The percent of students at Clinton Jr. High who scored proficient or advanced was significantly higher than the percent of students in the Mississippi State norm group.

**MISSISSIPPI CURRICULUM TEST (MCT)
Spring 2007**

← Proficiency Level Distribution →

GRADE SUBJECT	Number	MINIMAL		BASIC		PROFICIENT		ADVANCED	
		District	State	District	State	District	State	District	State
7 Reading	388	8.8%	16.9%	17.0%	25.1%	42.5%	38.7%	31.7%	19.3%
7 Language	387	3.1%	9.7%	24.5%	36.3%	52.5%	40.9%	19.9%	13.1%
7 Math	385	7.5%	21.9%	10.4%	15.0%	27.8%	30.4%	54.3%	32.7%
8 Reading	421	13.8%	19.9%	16.9%	28.4%	45.1%	38.7%	24.2%	12.9%
8 Language	421	4.8%	7.4%	24.7%	36.7%	42.8%	42.5%	27.8%	13.3%
8 Math	420	11.9%	21.6%	16.7%	24.6%	28.3%	29.5%	43.1%	24.3%

Performance for Specific Groups of Students

The District strives to provide opportunities so that all students, regardless of gender, race, socioeconomic level, or disability, are able to achieve proficiency in reading, language arts, and mathematics. The chart below shows the percent of 7th and 8th 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
7 Reading	91	74	93	76	39	23	92	76	91	73	88	59	96	90	58	58	84	49	94	85
7 Language	96	72	96	74	62	31	96	69	96	76	96	64	96	81	83	67	95	57	96	80
7 Math	93	82	95	84	31	31	92	82	93	82	87	73	96	92	92	83	84	67	96	88
8 Reading	86	69	90	73	39	22	83	68	90	71	74	50	96	87	96	91	71	46	93	80
8 Language	95	71	96	74	61	25	92	65	96	76	92	53	96	86	96	91	92	46	96	82
8 Math	88	71	92	75	36	18	84	68	93	75	80	53	96	88	82	82	78	51	92	80
% Tested Reading and Language	100		100		100		99		100		99		100				99		100	
% Tested Math	99		99		99		99		100		98		100				98		100	

The percentages 0-4% are reported as 4% and the percentages 96%-100% are reported as 96%.

MISSISSIPPI CURRICULUM TEST RESULTS TWO YEAR TREND

GRADE SUBJECT	2005-2006		2006-2007	
	%Basic	%Proficient	%Basic	%Proficient
7 Reading	94	78	91	74
7 Language	96	75	96	72
7 Mathematics	87	75	93	82
8 Reading	92	73	86	69
8 Language	96	66	95	71
8 Mathematics	89	76	88	71
7 Writing	-	-	96	75

Subject-Area Testing Program

The Mississippi Algebra I Subject-Area Test was given to 8th grade Algebra I students at Clinton Jr. High School. All 8th grade students **must pass** this test in order to graduate from high school. The number taking Algebra I increased by 58.2% from 67 students in 2006 to 106 students in 2007. 100% of CJHS students passed the Algebra I test and achieved above the State mean scale score.

SUBJECT-AREA TESTS (Mean Scale Score)

Subject	Number Tested	Mean Scale Scores	% Passing
Algebra I	106	439.1	100.0

Two-Year Trend

Charting student performance from year to year helps the school to monitor the curriculum and effectiveness of classroom instruction.

SUBJECT-AREA TEST TWO YEAR TREND

GRADE/SUBJECT	YEAR	MEAN
8 Algebra I	2006	438.8
8 Algebra I	2007	439.1

The passing score for each subject-area test is 300 and counts as basic; however, only proficient scores contribute to the school Performance Classification Achievement Level. In grade 8, the proficient cut-score for Algebra I is 367. The chart below indicates the percentage scoring the basic cut-score versus the percentage scoring the proficient cut-score.

SUBJECT-AREA TESTS

Subject	ALL		Non-Disabled Only		Disabled Only		Male		Female		Black		White		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
Algebra I	96	96	96	96			96	96	96	96	96	96	96	96			96	96