

CLINTON PUBLIC SCHOOL DISTRICT

2004-2005 REPORT CARD

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 school performance on state tests.

The Clinton Public School District Report Card for 2004-2005 provides a performance report for each school. This Report Card is a tool for understanding the effectiveness of classroom instruction and how students are performing on state tests. We are very proud to report that no school in the District is identified for school improvement, and student performance on state tests is above the state norm.

High academic achievement is the standard for student performance in the Clinton Public School District. All students are expected to master each course 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.

Tim Martin
Assistant Superintendent

CLINTON PUBLIC SCHOOL DISTRICT 2004-2005 REPORT CARD

Information for the Clinton Public School District Report Card is provided as an evaluation tool. There are five different tests in the Mississippi Curriculum Content Assessment System. These tests provide information needed to determine the effectiveness of classroom instruction and to make decisions regarding ways to improve schools.

A report card is provided for each school. The state test was not given to kindergarten and first grade students; therefore, there are no test data provided for Clinton Park. Other students in grades two through twelve participated in the state assessment system. The school reports contain student performance data at each grade level.

An explanation of key information for tests administered at each grade level is given below.

KEY INFORMATION

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 age 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.

School Improvement: None of the schools in the CPSD is in school improvement.
Teacher Qualification: 98.3% of the 1,199 NCLB core academic classes were taught by a highly qualified teacher.
 98.2% of NCLB core academic subject teachers (based on 219 Full Time Equivalents [FTEs]) were highly qualified.
Test Data: See individual school reports.
Participation Rate: See table below.

Percent of Participation

Subject	ALL	Non-Disabled Only	Disabled Only	Male	Female	Black	White	Asian	Economically Disadvantaged	Non-Economically Disabled
Reading Language Arts	99		99			100	100	99	99	
Mathematics	99		98			99	100	99	99	

The **Mississippi Curriculum Test** was given last spring (2005) to all students in Grades 2-8. 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 4 and 7 Writing Assessment

Students in grades 4 and 7 are administered the Mississippi Writing Assessment on which there is one writing topic per grade. 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.
- **Biology I** measures a student's knowledge of basic biological concepts, the use of science skills, and the application of biology to real-world problem solving and decision making.
- **English II** measures knowledge of language conventions, reading comprehension, and effective writing skills. The test consists of two parts: multiple choice and writing.
- **U.S. History from 1788** measures not only important historical knowledge, but also real-world skills by having students read and interpret statistical data, maps, charts, and tables.

Norm-Referenced Assessment

The Terra Nova Test administered to grade 6 is scored relative to a national norm group. The mean (average) scores are reported in Normal Curve Equivalent (NCE) which is equal-interval scores that result from dividing the normal curve into 99 equal units.

**CLINTON PARK ELEMENTARY SCHOOL
REPORT CARD FOR 2004-2005**

Suzanne Holloway, Principal
Cindy Martin, Assistant Principal
Phone: 601-924-5205
Web:<http://www.clintonpublicschools.com>

Grade K
Grade 1

Enrollment: 329
Enrollment: 340

School Improvement
Not identified for School Improvement

School Performance Classification
Level 5 Superior Performing

Highly Qualified Teachers
100.0% of the 136 NCLB core academic classes taught
100.0% of NCLB core academic subject teachers (based on 33 FTEs)

There are no test data for Clinton Park Elementary since the Mississippi Curriculum Test (MCT) begins at grade two. Clinton Park is designated by the school performance classification of Northside Elementary School into which it feeds.

**NORTHSIDE ELEMENTARY SCHOOL
REPORT CARD FOR 2004-2005**

Pat Bell, Principal
Joy Tyner, Assistant Principal
Phone: 601-924-7531
Web:<http://www.clintonpublicschools.com>

Grade 2
Grade 3
Federal AYP

Enrollment: 351
Enrollment: 368
Met: Yes

School Improvement
Not identified for School Improvement

School Performance Classification
Level 5 Superior-Performing

Highly Qualified Teachers

100.0% of the 180 NCLB core academic classes taught
100.0% of NCLB core academic subject teachers (based on 42 FTEs)

MISSISSIPPI CURRICULUM TEST (Spring 2005)

The Mississippi Curriculum Test measures how well students learned the Mississippi reading, language arts, and mathematics curricula. The chart below shows that in 2nd grade 95.1% of students scored proficient plus advanced in reading, 92.8% in language arts, and 97.1% in mathematics. In 3rd grade 94.4% of students scored proficient plus advanced in reading, 91.3% in language arts, and 96.9% in mathematics. The percent of students at Northside who scored proficient plus advanced in all three areas was higher than the percent of students in the Mississippi State norm group.

**MISSISSIPPI CURRICULUM TEST (MCT)
Spring 2005**

← **Proficiency Level Distribution** →

GRADE SUBJECT	Number	MINIMAL		BASIC		PROFICIENT		ADVANCED	
		District	State	District	State	District	State	District	State
2 Reading	347	1.4%	5.5%	3.5%	6.8%	51.3%	56.3%	43.8%	31.4%
2 Language	347	1.2%	4.6%	6.1%	12.1%	32.0%	31.5%	60.8%	51.7%
2 Mathematics	349	0.3%	1.9%	2.6%	7.1%	45.0%	48.3%	52.1%	42.8%
3 Reading	358	1.1%	6.1%	4.5%	9.5%	49.4%	53.7%	45.0%	30.7%
3 Language	359	0.8%	4.4%	7.8%	12.9%	44.8%	47.1%	46.5%	35.6%
3 Mathematics	358	0.6%	1.8%	2.5%	6.3%	41.9%	51.3%	55.0%	40.6%

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 2nd and 3rd 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 Spring 2005

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
2 Reading	96	95	96	96	96	85	96	93	96	96	96	91	96	96	96	96	96	91	96	96
2 Language	96	93	96	93	96	95	96	90	96	96	96	93	96	94	96	75	96	89	96	95
2 Math	96	96	96	96	96	93	96	96	96	96	96	96	96	96	96	92	96	94	96	96
3 Reading	96	94	96	96	92	75	96	93	96	95	96	91	96	96			96	89	96	96
3 Language	96	91	96	94	96	56	96	90	96	93	96	89	96	93			96	85	96	95
3 Math	96	96	96	96	96	96	96	96	96	96	96	95	96	96			96	92	96	96
% Tested Reading/ Language	99										100		99		100		100			
% Tested Math	99										100		100		100		100			

96 means 96%-100%.

Two-Year Trend

Charting student performance from year to year helps the school to monitor the curriculum and effectiveness of classroom instruction. The chart below reveals that there was an increase in the percentage of students achieving at the level of proficient and above in all 2nd grade areas in 2005 when compared to 2004.

MISSISSIPPI CURRICULUM TEST RESULTS TWO YEAR TREND

GRADE SUBJECT	2003-2004		2004-2005	
	%Basic and Above	%Proficient and Above	%Basic and Above	%Proficient and Above
2 Reading	96	93	96	95
2 Language	96	91	96	93
2 Mathematics	96	94	96	96
3 Reading	96	94	96	94
3 Language	96	92	96	91
3 Mathematics	96	96	96	96

**EASTSIDE ELEMENTARY SCHOOL
REPORT CARD FOR 2004-2005**

Cindy Hamil, Principal
Sylmeika Reed, Assistant Principal
Phone: 601-924-7261
Web:<http://www.clintonpublicschools.com>

Grade 4
Grade 5
Federal AYP

Enrollment: 366
Enrollment: 384
Met: Yes

School Improvement
Not identified for School Improvement

School Performance Classification
Level 4 Exemplary

Highly Qualified Teachers

100.0% of the 209 NCLB core academic classes taught
100.0% of NCLB core academic subject teachers (based on 35 FTEs)

MISSISSIPPI CURRICULUM TEST (Spring 2005)

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 91.7% of students scored proficient plus advanced in reading, 79.2% in language arts, and 85.4% in mathematics. In 5th grade, 91.8% of students scored proficient and above in reading, 83.8% in language arts, and 79.6% 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 2005**

← Proficiency Level Distribution →

GRADE SUBJECT	Number	MINIMAL		BASIC		PROFICIENT		ADVANCED	
		District	State	District	State	District	State	District	State
4 Reading	362	2.5%	4.8%	5.8%	6.3%	53.3%	61.2%	38.4%	27.6%
4 Language	361	5.3%	6.8%	15.5%	18.8%	42.1%	44.5%	37.1%	29.9%
4 Mathematics	362	3.6%	7.2%	11.0%	14.0%	34.3%	40.1%	51.1%	38.8%
5 Reading	364	3.0%	7.4%	5.2%	7.8%	50.0%	57.1%	41.8%	27.7%
5 Language	364	3.6%	6.6%	12.6%	19.9%	51.9%	55.0%	31.9%	18.5%
5 Mathematics	362	5.0%	11.2%	15.5%	19.6%	43.1%	42.6%	36.5%	26.7%

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	92	90	87	96	88	96	95	95	85	96	96	96	96	96	85	96	96
4 Language	95	79	95	81	96	62	93	71	96	87	92	64	96	94	96	96	92	67	96	85
4 Mathematics	96	85	96	85	93	87	94	81	96	90	94	76	96	94	96	96	94	81	96	88
5 Reading	96	92	96	92	95	85	96	88	96	96	95	86	96	96			94	84	96	95
5 Language	96	84	96	84	85	75	95	78	96	90	94	73	96	93			94	69	96	90
5 Mathematics	95	80	95	79	94	83	94	79	96	81	90	65	96	91			91	64	96	86
% Tested Reading and Language	100				99						100		100		97		100			
% Tested Mathematics	100				97						100		100		97		100			
4 Writing	96	69	96	69	96	65	96	63	96	75	96	62	96	75	96	84	95	54	96	76

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 a decrease in the percentage of students achieving at the level of proficient and above in 4th and 5th grade in all areas except 5th grade language in 2005 when compared to 2004. The percentage of students achieving proficient and above in 4th grade writing increased significantly by 27.78%.

MISSISSIPPI CURRICULUM TEST RESULTS TWO YEAR TREND

GRADE SUBJECT	2003-2004		2004-2005	
	%Basic	%Proficient	%Basic	%Proficient
4 Reading	96	95	96	92
4 Language	96	84	95	79
4 Mathematics	96	93	96	85
5 Reading	96	96	96	92
5 Language	96	83	96	84
5 Mathematics	96	83	95	80
4 Writing	96	54	96	69

**LOVETT ELEMENTARY SCHOOL
REPORT CARD FOR 2004-2005**

Tim Willis, Principal
Phone: 601-924-5664
Web: <http://www.clintonpublicschools.com>

**Grade 6
Federal AYP**

**Enrollment: 428
Met: Yes**

School Improvement

Not identified for School Improvement

School Performance Classification

Level 5 Superior-Performing

Highly Qualified Teachers

97.4% of the 114 NCLB core academic classes taught
99.1% of NCLB core academic subject teachers (based on 20 FTEs)

MISSISSIPPI CURRICULUM TEST (Spring 2005)

The Mississippi Curriculum Test measures how well students learned the Mississippi reading, language arts, and mathematics curricula. The chart below shows that in 6th grade 89.2% of students scored proficient plus advanced in reading, 82.8% in language arts, and 81.5% in mathematics. The percent of students at Lovett who scored proficient or advanced was higher than the percent of students in the Mississippi State norm group.

**MISSISSIPPI CURRICULUM TEST (MCT)
Spring 2005**

Proficiency Level Distribution

GRADE SUBJECT	Number	MINIMAL		BASIC		PROFICIENT		ADVANCED	
		District	State	District	State	District	State	District	State
6 Reading	405	4.0%	11.0%	6.9%	14.2%	69.4%	63.6%	19.8%	11.2%
6 Language	405	2.2%	6.1%	15.1%	28.8%	51.4%	48.1%	31.4%	17%
6 Mathematics	405	5.4%	14.5%	13.1%	17.6%	23.2%	30.7%	58.3%	37.2%

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 6th 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		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
6 Reading	96	89	96	91	77	55	94	86	96	92	94	81	96	96	91	76	96	95
6 Language	96	83	96	84	96	59	96	78	96	88	96	72	96	93	96	71	96	88
6 Mathematics	95	82	96	82	77	73	92	80	96	83	93	70	96	92	92	67	96	88
% Tested Reading and Language	99				100						99		100		99			
% Tested Mathematics	99				100						99		100		99			

96 means 96%-100%

Terra Nova Survey Battery

The Terra Nova Survey Battery, a norm-reference test, compares the performance of 6th grade students at Lovett Elementary to a national sample group of 6th graders. The chart below shows the normal curve equivalent (NCE) score of Lovett Elementary 6th graders.

TERRA NOVA (NCE SCORE)

Grade Subject	ALL	Non-Disabled Only	Disabled Only	Male	Female	Black	White	Economically Disadvantaged	Non-Economically Disabled
6 Reading	60.1	60.7	49.6	58.1	62.4	53.6	66.6	52.2	64.1
6 Language	61.7	62.4	50.4	60.1	63.5	56.1	66.9	53.5	65.8
6 Mathematics	60.2	60.9	47.0	61.1	59.1	51.6	68.1	50.5	64.8

Two-Year Trend

Charting student performance from year to year helps the school to monitor the curriculum and effectiveness of classroom instruction. The chart below reveals that there was an increase in the percentage of students achieving at the level of proficient and above in 6th grade language in 2005 when compared to the 2004.

MISSISSIPPI CURRICULUM TEST RESULTS TWO-YEAR TREND

GRADE SUBJECT	2003-2004		2004-2005	
	%Basic	%Proficient	%Basic	%Proficient
6 Reading	96	92	96	89
6 Language	96	77	96	83
6 Mathematics	93	82	95	82

**CLINTON JR. HIGH SCHOOL
REPORT CARD FOR 2004-2005**

Anthony Goins, Principal
 Blake Brewer, Assistant Principal Brian Huskey, Assistant Principal
 Phone: 601-924-0619
 Web: <http://www.clintonpublicschools.com>

Grade 7
Grade 8
Federal AYP

Enrollment: 406
Enrollment: 441
Met: Yes

School Improvement
 Not identified for School Improvement

School Performance Classification
 Level 5 Superior-Performing

Highly Qualified Teachers

93.7% of the 189 NCLB core academic classes taught
 91.0% of NCLB core academic subject teachers (based on 33 FTEs)

MISSISSIPPI CURRICULUM TEST (Spring 2005)

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. Clinton Jr. High has many students who scored proficient or advanced. 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 2005**

← Proficiency Level Distribution →

GRADE SUBJECT	Number	MINIMAL		BASIC		PROFICIENT		ADVANCED	
		District	State	District	State	District	State	District	State
7 Reading	379	6.9%	15.0%	13.5%	22.1%	50.4%	46.0%	29.3%	16.9%
7 Language	380	4.5%	7.8%	25.8%	38.1%	46.6%	40.6%	23.2%	13.5%
7 Mathematics	379	7.1%	24.2%	10.6%	16.3%	34.3%	31.3%	48.0%	28.1%
8 Reading	399	9.5%	19.0%	15.3%	24.2%	50.1%	45.2%	25.1%	11.6%
8 Language	398	1.8%	6.9%	21.6%	38.1%	55.3%	43.9%	21.4%	11.2%
8 Mathematics	398	6.8%	22.4%	16.8%	24.5%	30.9%	29.2%	45.5%	23.9%

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 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		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
7 Reading	93	80	94	81	69	44	92	77	94	82	88	69	96	90	87	68	96	85
7 Language	96	70	96	71	63	31	93	63	96	76	94	54	96	83	93	53	96	77
7 Mathematics	93	82	94	84	60	40	94	82	92	83	89	73	96	91	88	72	95	86
8 Reading	91	75	93	77	31	25	88	73	93	77	85	59	95	87	83	51	93	82
8 Language	96	77	96	79	81	19	96	72	96	81	96	64	96	85	95	60	96	81
8 Mathematics	93	76	94	78	75	31	93	76	93	77	89	61	96	88	93	55	94	82
% Tested Reading/Language	99				100						99		100		99			
% Tested Mathematics	99				98						99		99		98			
7 Writing	96	75	96	78	92	21	96	71	96	81	96	66	96	85	96	64	96	81

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

MISSISSIPPI CURRICULUM TEST RESULTS TWO YEAR TREND

GRADE SUBJECT	2003-2004		2004-2005	
	%Basic	%Proficient	%Basic	%Proficient
7 Reading	93	82	93	80
7 Language	96	82	96	70
7 Mathematics	88	76	93	82
8 Reading	93	80	91	75
8 Language	96	72	96	77
8 Mathematics	95	83	93	76
7 Writing	96	73	96	75

The MCT chart above reveals that there was an increase in the percentage of students achieving at the level of proficient and above in 7th grade math and writing, and 8th grade language 2005 when compared to 2004.

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. **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	76	447.0	100.0

Two-Year Trend

Charting student performance from year to year helps the school to monitor the curriculum and effectiveness of classroom instruction. The Subject-Area Test chart indicates a significant increase in the 2005 mean scale score in Algebra I when compared to 2004.

SUBJECT-AREA TEST TWO YEAR TREND

GRADE/SUBJECT	YEAR	MEAN
8 Algebra I	2004	441.0
8 Algebra I	2005	447.0

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

**SUMNER HILL JR. HIGH SCHOOL
REPORT CARD FOR 2004-2005**

Willie McInnis, Principal
Teresa Duke, Assistant Principal
Phone: 601-924-5510
Web:<http://www.clintonpublicschools.com>

**Grade 9
Federal AYP**

**Enrollment: 397
Met: Yes**

School Improvement
Not identified for School Improvement

School Performance Classification
Level 5 Superior Performing

Highly Qualified Teachers
100.0% of the 98 NCLB core academic classes taught
100.0% of NCLB core academic subject teachers (based on 13 FTEs)

Subject-Area Testing Program

The Mississippi Algebra I Subject-Area Test and the Mississippi Biology I Subject-Area Test were given to 9th grade students at Sumner Hill Jr. High School. All 9th grade students **must pass** these tests in order to graduate from high school.

**SUBJECT-AREA TESTS
(Mean Scale Score)**

Subject	Number Tested	Mean Scale Scores	% Passing
Algebra I	137	385.7	100.0
Biology I	382	376.4	95.3

Two-Year Trend

Charting student performance from year to year helps the school to monitor the curriculum and effectiveness of classroom instruction. The chart below reveals that there was an increase in the mean scale scores in Algebra I and a significant increase in Biology I when compared to the performance in 2003-2004.

**MISSISSIPPI CURRICULUM TEST RESULTS
TWO YEAR TREND**

SUBJECT	2003-2004	2004-2005
Algebra I	381.1	385.7
Biology I	366.1	376.4

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 9, the proficient cut-score is 335 and for Biology I, the proficient cut-score is 348. The chart below

indicates the percentage scoring the basic cut-score versus the percentage scoring the proficient cut-score.

**SUBJECT-AREA TESTS
Basic and Above versus Proficient and Above**

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	90	96	90			96	94	96	87	96	88	96	91	96	74	96	93
Biology I	92	80	93	81	67	50	93	83	91	78	86	69	96	89	82	57	95	87

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

**SUBJECT-AREA TESTS
Percentage Proficient and Above
Clinton versus Mississippi**

Subject	ALL		Non-Disabled Only		Disabled Only		Male		Female		Black		White		Economically Disadvantaged		Non-Economically Disabled	
	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Algebra I	90	59	90	60			94	58	87	60	88	44	91	72	74	47	93	70
Biology I	80	70	81	71	50	42	83	73	78	67	69	53	89	85	57	56	87	81

**CLINTON HIGH SCHOOL
REPORT CARD FOR 2004-2005**

J. Reeves, Principal
Kelly Heath, Assistant Principal
Kevin Gilbert, Assistant Principal
Phone: 601-924-5656

Web:<http://www.clintonpublicschools.com>

Grade 10
Grade 11
Grade 12
Federal AYP

Enrollment: 379
Enrollment: 359
Enrollment: 282
Met: Yes

School Improvement

Not identified for School Improvement

School Performance Classification

Level 5 Superior-Performing

Highly Qualified Teachers

99.1% of the 221 NCLB core academic classes taught
99.2% of NCLB core academic subject teachers (based on 36 FTEs)

Graduation Rate

85%

Subject-Area Testing Program

The U.S. History From 1877 and English II Subject-Area Tests were given to students at Clinton High School. All students **must pass** these tests in order to graduate from high school.

SUBJECT-AREA TEST RESULTS

Mean Scale Score

Subject	Number Tested	Mean Scale Scores	% Passing
Algebra I	129	362.8	94.6
U.S. History	327	383.5	98.8
Biology I	14	351.8	92.9
English II Multiple Choice	338	342.2	87.3

SUBJECT-AREA TEST RESULTS

Mean Scale Score Two-Year Trend

SUBJECT	2003-2004	2004-2005
Algebra I	363.7	362.8
Biology I	355.7	383.5
US History	391.9	351.8
English II Multiple Choice	346.6	342.2

The passing score for each subject-area test is 300 which represents the basic level; however, only proficient level scores contribute to the school Performance Classification Achievement Level. The proficient cut-scores by grade and subject are as follows:
 Grade 10 314-Algebra I; 327-Biology I; 33-1English II Multiple Choice; 337-U.S.History
 Grade 11 308-Algebra I; 320-Biology I; 315-English II Multiple Choice; 365-U.S. History
 Grade 12 314-Algebra I; 331-Biology I; 352-U.S. History

**SUBJECT-AREA TESTS
 Basic and Above versus Proficient and Above**

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	92	74	93	75			89	75	95	73	90	66	93	85	96	73	90	75
U.S. History	95	76	96	76			96	82	93	70	90	59	96	86	93	60	96	79
Biology I	86	79	86	79														
English II Multiple Choice	77	46	79	47			76	44	78	48	61	23	89	62	53	24	83	51

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

**SUBJECT-AREA TESTS
 Percentage Proficient and Above
 Clinton versus Mississippi**

Subject	ALL		Non-Disabled Only		Disabled Only		Male		Female		Black		White		Economically Disadvantaged		Non-Economically Disabled	
	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Algebra I	74.0	59.0	75.0	60.0			75.0	58.0	73.0	60.0	66.0	44.0	85.0	72.0	73.0	47.0	75.0	70.0
US History	76.0	63.0	76.0	64.0			82.0	69.0	70.0	59.0	59.0	50.0	86.0	76.0	60.0	51.0	79.0	73.0
Biology I	79	70	79	71														
English II	46.0	36.0	47.0	37.0			44.0	33.0	48.0	39.0	23.0	20.0	62.0	51.0	24.0	22.0	51.0	48.0

**WRITING ASSESSMENT – ENGLISH II
 FY05 Writing Score Mean
 Clinton versus Mississippi**

Subject	Mean Scale Scores		% Passing	
	District	State	District	State
Narrative	2.0	1.9	87.4	87.8
Informative	2.2	2.1	89.4	91.0

**WRITING ASSESSMENT – ENGLISH II
 Mean Scale Score
 Two-Year Trend**

SUBJECT	2003-2004	2004-2005
Narrative	2.0	2.0
Informative	2.3	2.2