

Mississippi Assessment and Accountability Reporting System

SCHOOL: Twenty-eighth Street Elementary

YEAR: 2004/2005

Enrollment by Grade	
Kindergarten	64
Elementary Special Education	8
Grade 1	69
Grade 2	61
Grade 3	55
Grade 4	45
Grade 5	50
Total Enrollment	352

Enrollment by Subgroup		
Female	179	51%
Male	173	49%
Asian	2	1%
Black	292	83%
Hispanic	8	2%
Native American	0	0%
White	50	14%

Mississippi Curriculum Test						
Grade Level	Number Tested	Mean Scale Score	% Minimal	% Basic	% Proficient	% Advanced
Reading						
2	62	458.3	11.3	11.3	56.5	21.0
3	51	481.4	11.8	3.9	64.7	19.6
4	48	495.6	8.3	2.1	83.3	6.3
5	44	515.3	9.1	6.8	61.4	22.7
Language						
2	62	456.9	16.1	11.3	38.7	33.9
3	51	491.6	11.8	5.9	58.8	23.5
4	48	497.8	6.3	45.8	33.3	14.6
5	44	525.2	6.8	31.8	45.5	15.9
Mathematics						
2	62	441.4	6.5	9.7	51.6	32.3
3	51	483.8	7.8	5.9	56.9	29.4
4	48	512.9	6.3	16.7	52.1	25.0
5	44	529.2	11.4	22.7	54.5	11.4

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

TWO-YEAR TREND IN ACHIEVEMENT

2005 Mississippi Curriculum Test 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
Reading														
2	89	93		80	96	88	91					86		
3	88	96		89	88	86						88		
4	92	95	82	88	96	93						93		
5	91	96		94	89	89						89		
Language														
2	84	89		71	96	83	82					80		
3	88	96		89	88	86						86		
4	94	96	82	92	95	95						95		
5	93	96		94	93	92						92		
Mathematics														
2	94	96		91	96	94	91					92		
3	92	96		93	92	91						91		
4	94	95	91	89	96	95						95		
5	89	94		94	86	86						86		

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

2004 Mississippi Curriculum Test 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
Reading														
2	93	94		89	96	92						92		
3	85	96	46	81	88	83						88		
4	91	96		92	91	90						93	80	
5	86	96	47	80	91	85						85		
Language														
2	93	92		92	96	93						92		
3	85	96	46	77	92	83						86		
4	86	92		88	85	83						89	70	
5	87	96	53	83	91	86						87		
Mathematics														
2	96	96		96	96	96						96		
3	94	96	77	92	96	94						95		
4	82	85		75	88	79						84	70	
5	81	92	47	77	85	79						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.

TWO-YEAR TREND IN ACHIEVEMENT

2005 Mississippi Curriculum Test 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
Reading														
2	78	84		68	89	75	82					73		
3	84	96		82	88	82						83		
4	90	95	73	85	96	91						90		
5	84	94		88	82	81						81		
Language														
2	73	80		65	82	73	64					67		
3	82	96		82	83	80						81		
4	48	57	18	50	45	45						49		
5	61	74		63	61	57						57		
Mathematics														
2	84	91		74	96	81	91					80		
3	86	96		81	92	84						86		
4	77	84	55	69	86	76						78		
5	66	77		50	75	59						59		

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

2004 Mississippi Curriculum Test 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
Reading														
2	80	84		80	81	79						79		
3	67	77	39	73	62	65						69		
4	86	94		83	88	83						80	80	
5	81	94	40	80	82	79						79		
Language														
2	77	82		72	86	76						73		
3	65	72	46	69	62	63						67		
4	46	51		38	53	42						45	40	
5	51	63	13	50	52	50						49		
Mathematics														
2	88	92		89	86	89						85		
3	77	82	62	77	77	74						81		
4	64	77		54	72	58						64	60	
5	52	63	20	57	49	50						51		

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

TWO-YEAR TREND IN ACHIEVEMENT

2005 Grade 4 Writing Assessment							
Grade Level	Number Tested	Mean Writing Score	% Score=0	% Score=1	% Score=2	% Score=3	% Score=4
4	47	2.5	0	2	55	34	9

Notes: Minimum N-count for reporting is 10 students.
Writing scores range from 0 to 4.

2005 Percentage with Writing Scores of 2 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
4	96	96	96	96	96	96						96		s

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

2005 Percentage with Writing Scores of 3 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
4	43	44	36	50	34	41						42		

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

2004 Grade 4 Writing Assessment							
Grade Level	Number Tested	Mean Writing Score	% Score=0	% Score=1	% Score=2	% Score=3	% Score=4
4	55	2.4	0	7	56	25	11

Notes: Minimum N-count for reporting is 10 students.
Writing scores range from 0 to 4.

2004 Percentage with Writing Scores of 2 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
4	92	95		92	93	91						90	96	

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

2004 Percentage with Writing Scores of 3 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
4	36	43		25	45	37						31	50	

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

Achievement and Growth Models	
School Performance Classification	Level 3 Successful
Achievement Level	3
Growth Status	Met
Priority School?	No

Notes: Applies only to schools and only if a school serves grade 3 or higher.
School Performance Classification: Level 5 Superior Performing, Level 4 Exemplary,
Level 3 Successful, Level 2 Under Performing, Level 1 Low Performing.

NCLB Adequate Yearly Progress and Title I Improvement	
Area	AYP Determination -or- Improvement Status
Reading/Language	Met
Mathematics	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)	96
Graduation Rate(Percentage)	NOT APPLICABLE

Notes: Attendance Rate Target = 93% or Increase Over Prior Year.
Graduation Rate Target = 72% or Increase Over Prior Year.

Adequate Yearly Progress Subgroup Results		
Subgroup	Reading/Language	Mathematics
All Students	YES	YES
Students with Disabilities	< MIN	< MIN
Limited English Proficient	< MIN	< MIN
Economically Disadvantaged	YES	YES
Asian	< MIN	< MIN
Black	YES	YES
Hispanic	< MIN	< MIN
Native American	< MIN	< MIN
White	< MIN	< MIN

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

NCLB Teacher Quality		
NCLB Measure	Percentage	Teacher FTE or Course Count (Number % is based on)
Core Teachers Who are Highly Qualified	100	24
Emergency/Provisional Certification	0	24
Courses Taught by a Highly Qualified Teacher	100.0	112
Courses NOT Taught by a Highly Qualified Teacher	0	112

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
All Students	99	99
IEP	99	99
Limited English Proficient		
Economically Disadvantaged	99	99
Asian	100	100
Black	99	99
Hispanic	88	88
Native American		
White	100	100

Notes: AYP target is 95%.
Minimum N-count for reporting is 40 students.