

# CLINTON SCHOOLS BOAST OUTSTANDING TEST SCORES

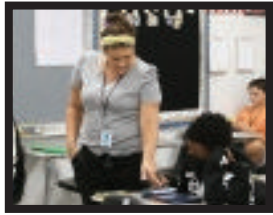
Special to The Clinton Courier

Clinton students have, once again, found themselves ranked in the top tier with the Mississippi Department of Education's student performance data, the Mississippi Academic Assessment Program (MAAP), known more casually by students as "state tests."

As a district, Clinton Public Schools ranked first statewide in mathematics and fifth in English-Language Arts (ELA). Teachers and students at Clinton Junior High School (CJHS) found themselves at the very top of the mathematics rankings, as did fourth graders at Eastside Elementary School, while Eastside Elementary School's fifth graders were ranked second on the science test and third in the state in math, and CJHS seventh graders ranked second in ELA.

Other top-notch rankings include Eastside fourth graders and Lovett Elementary sixth graders ranking seventh in the state in ELA, Eastside fifth graders ranking eighth in the state in ELA, CJHS students in eighth grade ranking seventh in the state for science (which is tested only in fifth and eighth grades) and ninth in the state for ELA, and seventh grade ranking fourth in mathematics.

Clinton High School found their English II scores ranked them ninth in the state, and their U.S. History scores ranked them in the top fifteen.



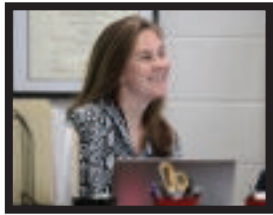
Emma Jones, math, CJHS

Clinton Junior High School's principal Tamikia Billings said the success seen on the MAAP student performance data at her school mirrors the success she sees daily in the classrooms.

"We have an amazing group of teachers and leaders that go above and beyond to build positive relationships with students and provide the best education possible to seventh and eighth graders," Billings said. "I'm very proud of our success as one of the top junior high schools in Mississippi."

"Students worked so hard last year catching up on their math skills," eighth grade math teacher Emma Johnson said. "Students were successful because they took pride in their work and wanted to do their best."

Seventh grade math teacher Garrett Rushing also said the relationship-building aspect of in-person instruction had a large impact on student performance.



Elizabeth Gibson, ELA, CJHS

"The relationships the administration establishes with the students and teachers is important," he said. "Our administrators are continuously checking in with teachers about academic performance and personal well-being. When the teachers know their administration truly cares about them, they love coming to work each day."

Elizabeth Gibson and Kimberly Lawes, seventh grade ELA teachers, said collaboration inside their department impacted not only the teachers, but the students, as well.

"Over the course of the year, students had the opportunity to learn from all of our seventh grade ELA instructors," Gibson said.

"I think the students liked knowing that we were all working together, rooting for them to be successful and modeling those expectations as one collective department," Lawes said.

"Our department truly works together as a team," CJHS science teacher Dallas Smith said. "We look at the whole picture, the whole department, instead of just worrying about ourselves and our classroom."

"We work together using best practices, rigorous instruction and assessment and structured additional support to help students at all levels grow and be successful," CJHS science teacher Derek Hart said.

Connor Hart said the science team works collectively to educate students and to build positive relationships with them, as well.

"We meet students where they are," she said, "but we also challenge them through higher order thinking and real-world application. When students rise to that challenge, it encourages them to do their best."



Connor Hart, science, CJHS

The effectiveness of teamwork has been proven during the planning and teaching phases at Eastside, as well.

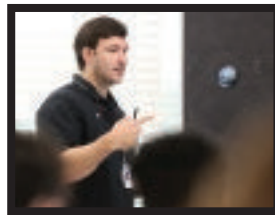
"The teachers at Eastside are intentional about growing students academically and behaviorally through high expectations and aligned instruction," Eastside principal Mandy Taylor said. "Being diligent and intentional make a significant impact on student achievement."

Fifth grade science teacher Christy Perdeye said the success stemmed from teachers' efforts to better adapt their curriculum to align with state standards.

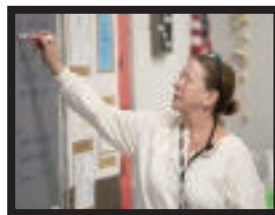
"We are constantly working on our labs and how we present material to the students to ensure a deeper understanding of the content," Perdeye said. "Our students really enjoy their science class and really rise to our higher expectations."

Khadijah Nobles said the power that came from the collection of teachers collaborating played a large role in instilling various methods of differentiated instruction.

"We used data to follow up on the standards that needed extra



Garrett Rushing, math, CJHS



Kimberly Lawes, ELA, CJHS



Dallas Smith, science, CJHS



Khadijah Nobles, science, Eastside

attention," Nobles said. "We realized the more we made the material relatable to show how it applies to the real world, the more they understood it."

Clinton High School's collaborative efforts among teachers paid off, as well.

"I am extremely proud of the hard work and dedication displayed by both our English II and U.S. History students and teachers," Clinton High School principal Brett Robinson said. "Our English II teachers worked intensely all year, evaluating their curriculum and pacing in an effort to make sure our instruction was aligned with state standards. Test data proved that the countless hours of meeting and planning as a team paid off."

English II teacher Hannah Rachel Smith said the need to regroup as a department and encourage the students to get back into a normal school routine played a large role in overhauling their efforts towards instruction.

"We spent a lot of time revamping our pacing guide and selecting more relevant, engaging texts for our students, like nonfiction texts that examined the prevalence of technology in our lives that allowed students to take ownership of their learning, really homing in on specific strengths and weaknesses," she said.

Smith said the English II teachers were intentional as well when it came to remediation and reinforcement of state standards.

"Our students felt a healthy pressure to give their best efforts in class and on the state assessment," she said.

"Our U.S. History teachers worked diligently as a team by reviewing instruction, pouring over data and making sound decisions that were in the best interest of students," Robinson said. "Not only did we rank in the top fifteen when it came to proficiency, but ninety-six percent of our students passed the assessment."

AP U.S. History teacher Kyle Nichols praised the work ethic of the students as well as the partnerships exhibited amongst the U.S. History teachers.

"Our students did not use the uncertainties of the previous two years as an excuse," he said.

In similar fashion to the English II teachers, Nichols said his department pushed the students to own more of their learning.

"We put more of an emphasis on student-led learning, allowing students to have more autonomy in the learning process."

He said the goal of the department is to achieve a proficiency mark of at least eighty percent, so to score eighty-six percent proficient or advanced was an amazing accomplishment.



Hannah Rachel Smith, English, CHS



Kyle Nichols, AP U.S. History, CHS

## TOP CPSD TEST SCORES INCLUDE:

SCHOOL	GRADE	RANKING	TEST
Eastside	4th grade	1st	Math
	4th grade	7th	ELA
	5th grade	2nd	Science
	5th grade	3rd	Math
Lovett	5th grade	8th	ELA
	6th grade	7th	ELA
	7th grade	2nd	ELA
	7th grade	4th	Math
CJHS	8th grade	1st	Math
	8th grade	7th	Science
	8th grade	9th	ELA
	10th grade	9th	English II
CHS	11th grade	Top 15	U.S. History

**CPSD is 1st in the state overall in Math, and 5th overall in the state in ELA.**

"It is also a great opportunity to see a chance for more student growth as we strive for higher success this school year," Nichols said.

Both the English II and U.S. History teachers said a key factor to Clinton High School's success was their efforts to build meaningful relationships within their classrooms.

"It is our goal at Clinton High School to serve as a leader among Mississippi high schools," Robinson said, "and once again, our students and teachers have risen to that challenge."

"Our teachers did an exceptional job designing instruction where challenges were readily accepted by students, despite the obstacles schools faced over the course of last year," Clinton Public School District's Superintendent Dr. Andy Schoggin said. "The intentional focus on student support and success, from both teachers and school administrators, is proof of their dedication to the students of the Clinton community."

The annual MAAP assessments measure student knowledge, skills and academic growth from elementary through high school. The assessments are designed to inform parents about how their student is progressing and allow districts to make informed decisions on instructional focuses.