

Clinton Community School District
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2002-2003 Annual Progress Report

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Mission Statement:

The mission of the Clinton Community School District is to educate all students to their highest level of achievement through an engaging curriculum in a caring community.

We believe:

- Education is a collaborative community responsibility using all resources to effectively meet each individual's needs.
- Individuals have the freedom to make choices and are accountable for the outcomes.
- All individuals can learn
- All individuals have worth and value
- Families are the primary influence and are partners in the child's learning.
- Learning takes place best in a safe and health environment.
- Higher results come from realistic expectations
- Change is an opportunity for growth.

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Student Enrollment

Source: Certified Student Enrollment Report
Numbers represent students enrolled on 9/20/2002

16
The number of school districts in Iowa with enrollment counts higher than CCSD.

2
The number of CCSD schools with increasing enrollments in 2003 (CHS and Lincoln).

53
students from other districts open enrolled into CCSD. 159 students in Clinton left for other districts.

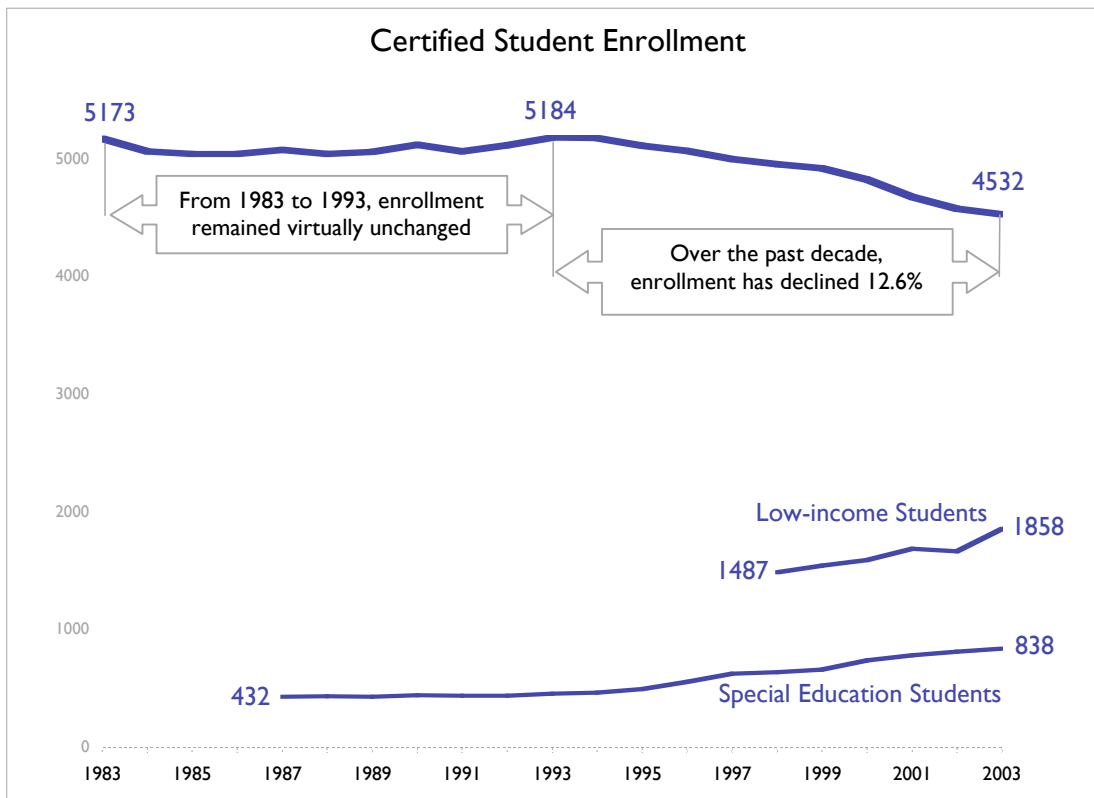
+194%
The increase in special education students from 1986-2003 (19% of CCSD students receive special education services)

-3.2%
Change in population for Clinton County over the last decade

41%
of CCSD students receive free or reduced price meals (up from 31% in 1997)

Total student enrollment in the Clinton Community School District (CCSD) declined 1% from the 2001-02 school year. This decline in enrollment, which is projected to continue, is primarily due to:

- A decline in population for the city and Clinton county
- An increase in the number of students open-enrolling out of CCSD
- Outgoing senior classes larger than incoming kindergarten classes



Graduate Intentions

High school seniors are surveyed each year to determine their post-high school intentions. This year 79.7% of CCSD seniors intend to pursue postsecondary education or training. The following table details the intentions of the class of 2003.

| | 2001-02 | 2002-03 | Change |
|---------------------------|--------------|--------------|--------------|
| Education/Training | 80.4% | 79.7% | -0.7% |
| 4-year Public College | 21.8% | 24.1% | |
| 4-year Private College | 18.4% | 9.7% | |
| Community College | 33.6% | 38.8% | |
| 2-year Private College | 0.6% | 1.7% | |
| Other Training | 6.0% | 5.4% | |
| Employment | 17.7% | 14.3% | -3.4% |
| In state | 17.4% | 14.0% | |
| Out of state | 0.3% | 0.3% | |
| Homemaker | 0.0% | 0.0% | 0.0% |
| Military Service | 1.9% | 4.7% | +2.8% |
| Other | 0.0% | 1.3% | +1.3% |

Source: Graduate Intentions Survey

In order to help students meet their post-high school goals, the district must work to ensure:

- 1) Graduation rates increase and drop-out rates decrease
- 2) Students complete a core curriculum to prepare them for college
- 3) CCSD graduates can compete with other graduates across the nation

Sources: Bureau of the Census. (1994). Educational Attainment of the United States
Iowa Department of Education. (2002) Annual Condition of Education Report
National Center for Education Statistics (1994) Access to Postsecondary Education

80.4%

% of '03 CCSD graduates intending to pursue postsecondary education

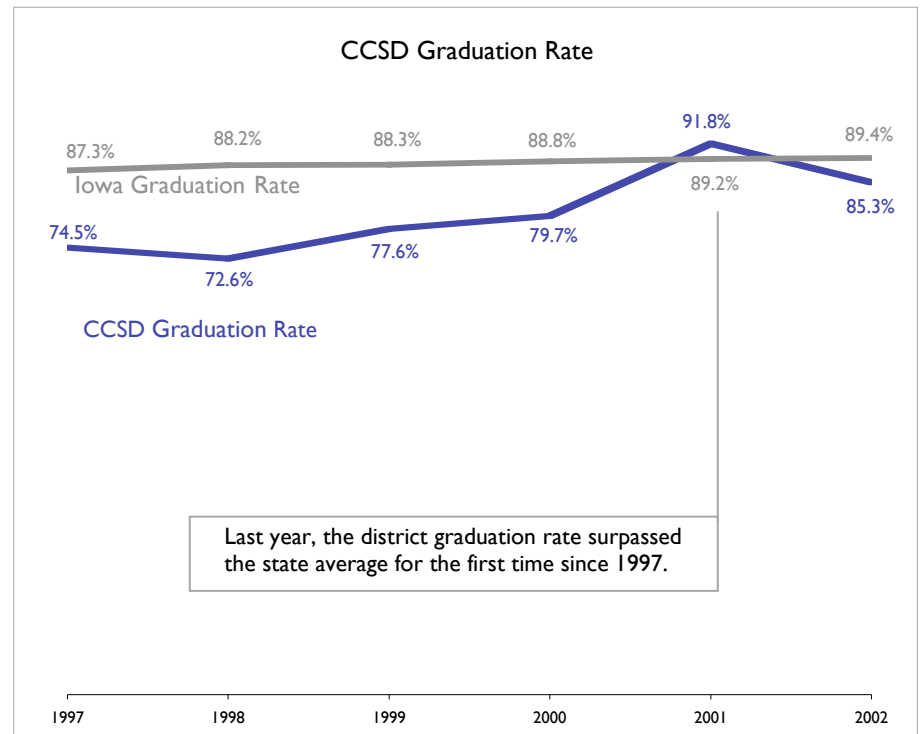
65%

% of 1994 American high school graduates who enrolled in postsecondary education.

Beginning last year, the district began tracking its high school graduation rate. This graduation is calculated by dividing:

$$\frac{(\# \text{ of high school graduates})}{(\# \text{ of graduates}) + (\# \text{ of dropouts in the last four years})}$$

The following graph displays the graduation rates in Clinton along with the average graduation rates in Iowa for the past six years.



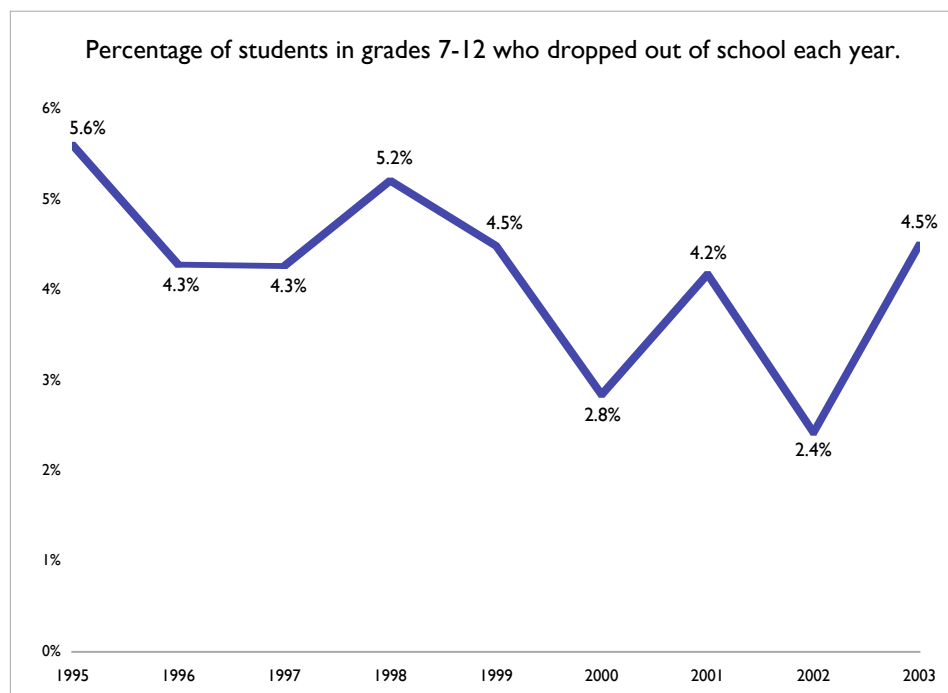
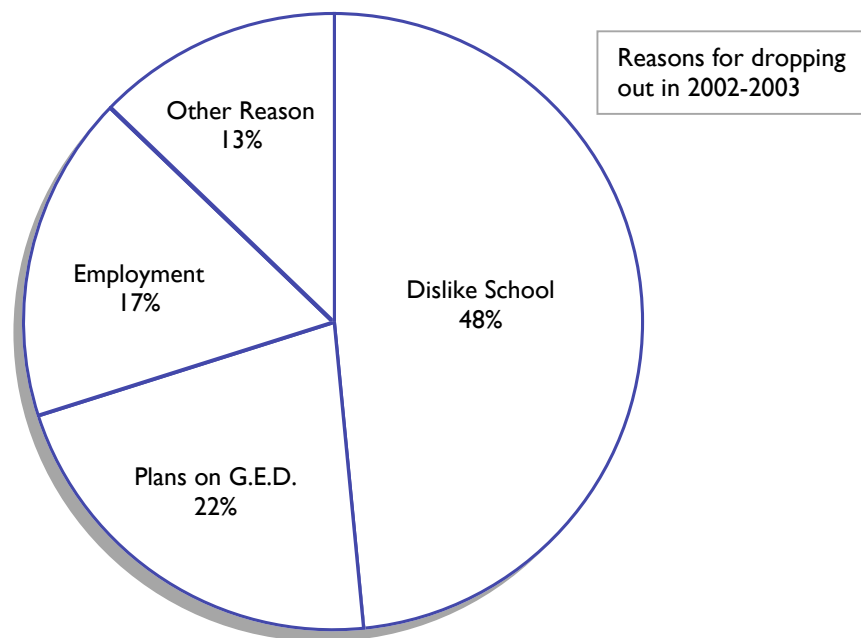
Student Dropouts

The best way to ensure students are prepared for the future is to keep them in school. The following table displays the number of students who dropped out in 2002-2003.

| | Students | Dropouts | Dropout Rate |
|--------------------------|-------------|-----------|--------------|
| All Students | 2099 | 93 | 4.5% |
| Male | 1060 | 56 | 5.3% |
| Female | 1039 | 44 | 4.2% |
| Race | | | |
| Caucasian | 1909 | 91 | 4.8% |
| African-American | 123 | 8 | 6.5% |
| American Indian | 10 | 1 | 10.0% |
| Hispanic | 25 | 0 | 0.0% |
| Asian | 32 | 0 | 0.0% |
| Special Education | 371 | 16 | 4.3% |

93 CCSD students dropped out of school last year. This represents 4.5% of the student population, which is the highest dropout rate since 1999. The graph to the right displays the dropout rate trend over the past nine years.

The pie chart on the top right of the page shows that nearly half of all dropouts left because they “dislike school.”



\$6,415
Average annual loss in wages due to dropping out of high school

4.2%
The average annual district dropout rate over the past nine years

Graduate Preparation

The district tracks four measures to ensure graduates are adequately prepared for postsecondary education or training. First, the district tracks the percentage of students who complete a core curriculum in high school. Research has shown that “core completers” are more likely to successfully complete college. The following table shows that just over half of all CCSD graduates complete a core curriculum:

| | 2000 | 2001 | 2002 | 2003 |
|-----------------|-------|-------|-------|--------------|
| Core Completers | 57.4% | 50.2% | 51.1% | 50.8% |

The second measure tracked by the district is the percentage of high school students who earn a “probable success” score on the ACT exam. The following table displays the percentage of CCSD ACT-takers who earned a probable success score in 2003:

| | ACT Probable Success Indicator | | |
|-------------------|--------------------------------|------------|------------|
| | CCSD | Iowa | Nation |
| Composite | 60% | 61% | 58% |
| English | 51% | 55% | 54% |
| Mathematics | 53% | 54% | 50% |
| Reading | 58% | 61% | 58% |
| Science Reasoning | 67% | 63% | 59% |

Percentage of students scoring above 20 on the ACT.

In addition to the “probable success” score, the district tracks the average ACT exam scores over time. The table at the top of the next column compares district ACT scores with the state average for the past five years.

4

Years of language arts a *Core Completer* has completed in addition to 3 years of math, science, and social studies.

3

The difference in ACT scores between students who complete a core curriculum and those who do not.

| | Average ACT Score | | | | |
|-----------|-------------------|------|------|------|------|
| | 1999 | 2000 | 2001 | 2002 | 2003 |
| Composite | 22.7 | 22.0 | 22.9 | 21.5 | 21.9 |
| vs. Iowa | +0.7 | 0.0 | +0.9 | -0.5 | -0.1 |
| English | 22.1 | 21.4 | 22.0 | 20.8 | 21.2 |
| vs. Iowa | +0.6 | +0.1 | +0.7 | -0.4 | -0.2 |
| Reading | 22.9 | 22.2 | 23.1 | 21.4 | 22.1 |
| vs. Iowa | +0.7 | -0.1 | +0.8 | -1.0 | -0.3 |
| Math | 22.6 | 21.7 | 23.0 | 21.7 | 21.5 |
| vs. Iowa | +1.0 | +0.1 | +1.4 | 0.0 | -0.1 |
| Science | 22.7 | 21.9 | 23.0 | 21.8 | 22.3 |
| vs. Iowa | +0.6 | -0.2 | +0.8 | -0.4 | +0.2 |

The third measure of graduate preparation tracked by the district is student performance on AP exams, which are tests given to some students who take Advanced Placement (AP) courses. Generally, students who earn an AP score of 3 or above are given college credit for the AP course they complete in high school. The following table displays the AP exam scores for CCSD students in 2002.

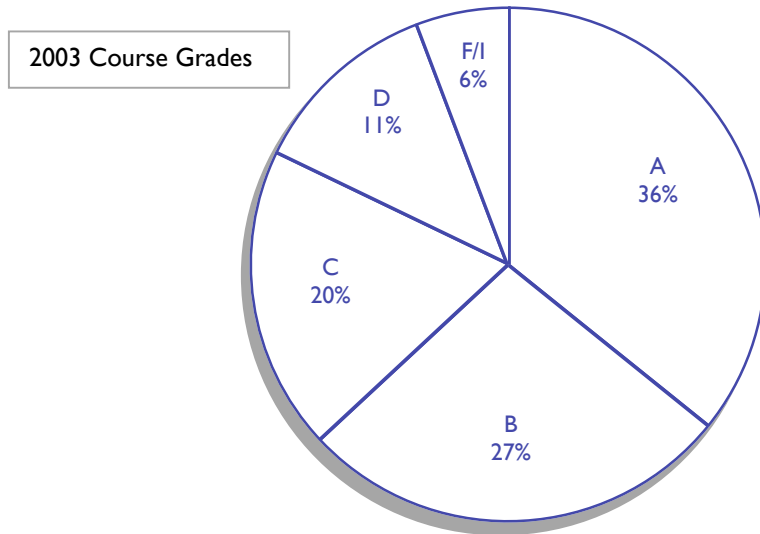
| Advanced Placement Exam Scores | |
|--------------------------------|------------------|
| AP Exam Score | % of AP Students |
| 5 | 8% |
| 4 | 22% |
| 3 | 43% |
| 2 | 24% |
| 1 | 3% |

54%

Percent of CCSD graduates taking the ACT tests in 2003

Course Grades

The district also tracks high school course grades in order to measure graduate preparation. The following chart displays the distribution of grades in 2003.

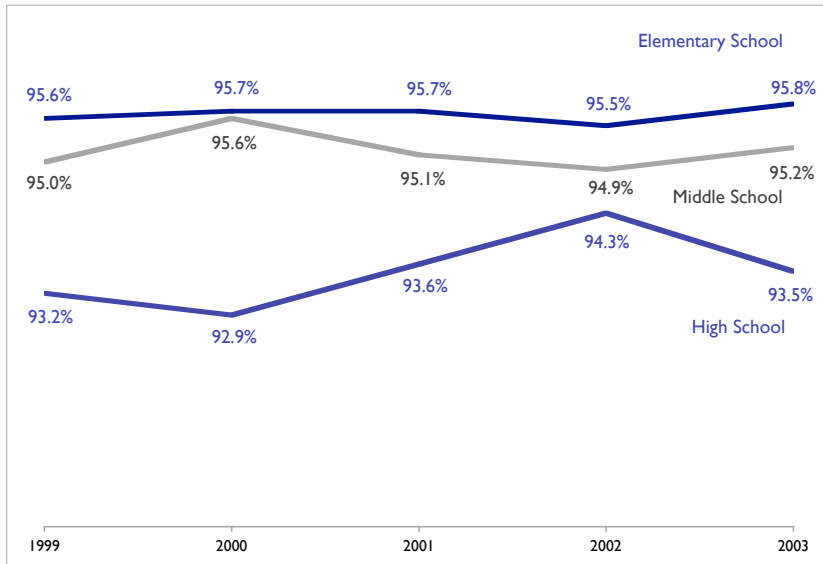


| | A | B | C | D | F/I |
|----------------------|-------|-------|-------|-------|-------|
| Language Arts | | | | | |
| 2001 | 30.4% | 32.1% | 20.0% | 10.6% | 6.1% |
| 2002 | 31.1% | 31.0% | 20.1% | 11.9% | 4.8% |
| 2003 | 30.0% | 30.3% | 20.4% | 12.4% | 5.9% |
| Mathematics | | | | | |
| 2001 | 24.0% | 30.1% | 23.2% | 11.0% | 10.2% |
| 2002 | 22.4% | 25.5% | 25.2% | 13.0% | 11.6% |
| 2003 | 23.3% | 27.8% | 23.6% | 17.4% | 7.4% |
| Science. | | | | | |
| 2001 | 26.3% | 33.5% | 19.8% | 11.1% | 7.7% |
| 2002 | 26.6% | 32.3% | 19.2% | 13.0% | 7.5% |
| 2003 | 24.0% | 30.8% | 22.8% | 15.4% | 6.5% |

| | A | B | C | D | F/I | Other |
|--------------------------------|-------|-------|-------|-------|-------|-------|
| Social Studies | | | | | | |
| 2001 | 32.4% | 25.6% | 21.5% | 12.4% | 7.3% | 0.9% |
| 2002 | 36.3% | 24.2% | 22.2% | 10.6% | 5.1% | 1.6% |
| 2003 | 41.2% | 25.2% | 19.9% | 9.0% | 4.4% | 0.3% |
| Business | | | | | | |
| 2001 | 26.5% | 21.7% | 21.0% | 12.2% | 7.0% | 11.6% |
| 2002 | 27.2% | 26.2% | 24.9% | 10.5% | 8.7% | 2.5% |
| 2003 | 28.0% | 28.2% | 20.4% | 17.4% | 4.9% | 1.1% |
| Foreign Lang. | | | | | | |
| 2001 | 37.4% | 36.9% | 19.1% | 4.7% | 1.7% | 0.2% |
| 2002 | 38.6% | 32.1% | 20.7% | 5.6% | 2.8% | 0.2% |
| 2003 | 33.8% | 33.3% | 19.7% | 10.2% | 2.9% | 0.1% |
| Family/Consumer Science | | | | | | |
| 2001 | 19.3% | 26.7% | 21.6% | 8.7% | 10.3% | 13.4% |
| 2002 | 17.5% | 38.8% | 17.5% | 8.6% | 4.4% | 13.1% |
| 2003 | 30.0% | 40.0% | 17.3% | 6.6% | 3.0% | 3.1% |
| Vocational | | | | | | |
| 2001 | 31.3% | 24.0% | 18.0% | 10.5% | 8.2% | 8.0% |
| 2002 | 35.8% | 26.5% | 13.9% | 5.2% | 5.1% | 13.4% |
| 2003 | 32.4% | 29.9% | 18.9% | 10.7% | 6.6% | 1.5% |
| Computer | | | | | | |
| 2001 | 25.4% | 26.2% | 27.7% | 14.5% | 4.7% | 1.6% |
| 2002 | 26.7% | 27.5% | 21.3% | 14.3% | 5.8% | 4.2% |
| 2003 | 23.8% | 29.1% | 25.3% | 12.6% | 8.0% | 1.2% |
| Fine Arts | | | | | | |
| 2001 | 62.3% | 17.5% | 9.2% | 6.6% | 4.4% | 0.0% |
| 2002 | 63.3% | 16.8% | 11.6% | 4.5% | 3.8% | 0.0% |
| 2003 | 46.0% | 20.3% | 15.4% | 11.5% | 6.5% | 0.3% |
| Health/PE | | | | | | |
| 2001 | 48.1% | 23.0% | 13.9% | 7.2% | 6.3% | 1.5% |
| 2002 | 45.8% | 21.0% | 14.5% | 7.9% | 8.0% | 2.7% |
| 2003 | 49.0% | 21.6% | 13.7% | 7.6% | 5.3% | 2.8% |

Student Attendance

District attendance declined slightly in 2003. The following graph displays the average daily attendance rate for the elementary, middle school, and high school levels for the past five years.

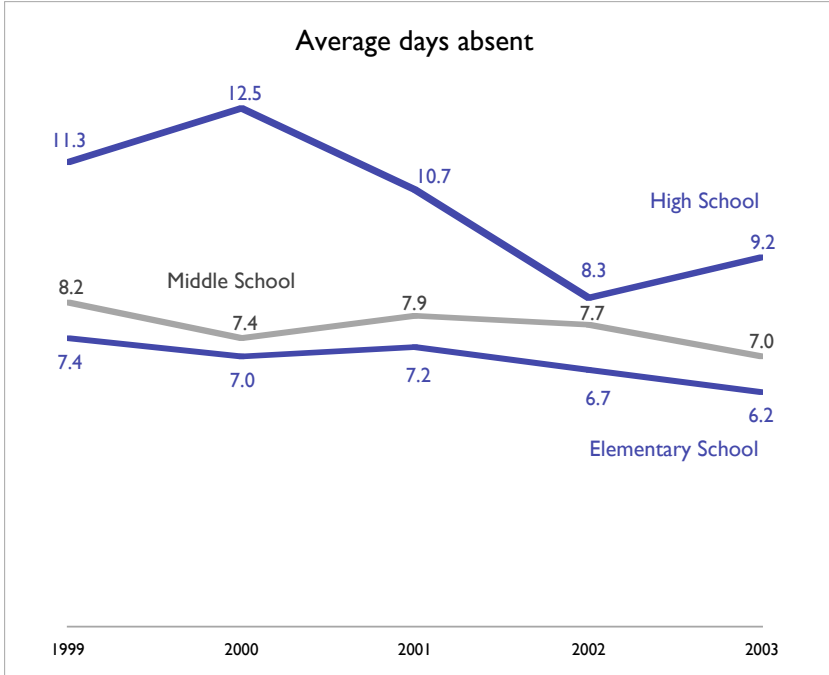


On average, 94.9% of CCSD students showed up for school each day in 2003.

The graph at the top of the next column displays the average number of absences per student in the district. High school students missed an average of 9.2 days in 2003, while elementary school students had an average of 6.2 absences per student.

97%
District's long-term average daily attendance rate goal

7.4
Average number of absences for a CCSD student in 2003



Internal research demonstrates that students who miss five or more days of school in a given year have lower standardized test scores and GPAs than students with less than five absences. The goal of the district is to continually increase the percentage of students with fewer than five absences each year. The following table displays the percentage of students who had fewer than five absences in 2003.

| | Percent of Students With <5 Absences (Higher % is better) | | |
|-------------------|---|-------|-------|
| | 2001 | 2002 | 2003 |
| All Students | 45.8% | 43.6% | 78.3% |
| Male | 46.4% | 44.2% | 79.4% |
| Female | 45.1% | 43.1% | 77.1% |
| Caucasian | 46.7% | 43.7% | 78.5% |
| Minority | 38.3% | 42.9% | 72.0% |
| Low-Income | 32.6% | 32.3% | 67.7% |
| Special Education | 32.2% | 32.5% | 68.9% |

No Child Left Behind

No Child Left Behind, a reauthorization of the *Elementary and Secondary Education Act* enacted in 1965, was signed into law on January 8, 2002. Its goal is to improve overall student achievement while closing achievement gaps between disadvantaged students and their peers by redefining the federal government's role in education.

NCLB is based upon four principles:

1) Increased flexibility:

States and school districts are given greater discretion in using federal education funds to meet the specific needs of their students.

2) Emphasis on research-based methods:

In addition to providing funding for further research in education, the law ensures funds will only be awarded to programs that have demonstrated effectiveness in improving student achievement. The law also provides funding to promote teacher quality through training and recruitment.

3) Expanded options for parents and low-income families:

Parents of children enrolled in low-performing schools will be allowed to transfer their children to higher-achieving public schools. Low-performing schools will also be required to provide supplemental services to students from low-income families.

4) Accountability for student achievement:

Schools, school districts, and states are required to report student achievement results each year to the public. Schools failing to meet established goals for increasing student achievement will face federal sanctions.

The Clinton Community School District is working towards meeting the accountability requirements of NCLB:

- CCSD continues to develop challenging academic standards and grade-level expectations for all students in all subject areas.
- CCSD administers the *Iowa Tests of Basic Skills (ITBS)* and the *Iowa Tests of Educational Development (ITED)* to all students in grades K-9, and 11. The *EXPLORE*, *PLAN*, and *WorkKeys* assessments from ACT, Inc. are administered to students in grades 8, 10, and 12.
- CCSD has reviewed all assessments administered to students in order to ensure the assessments align with the district curriculum.
- CCSD analyzes achievement data from these assessments and other sources in order to meet the *Adequate Yearly Progress (AYP)* goals of NCLB. This means that the district is working to ensure student achievement remains above the state average each year and is on track for 100% proficiency in reading and math by the year 2014. For an example of what these goals may look like, turn to page 9.
- CCSD reports all student achievement results to the public through the Annual Progress Report, school report cards, presentations at school board meetings, and other district publications.
- As required by NCLB, the district will notify parents if any CCSD school does not meet its student achievement goals. Currently, no school in the district has been labeled as a "school in need of improvement."

40

The percent of the *norming group* (students who took the test in 2000) a student must outscore in order to earn a proficient score

Student Achievement

No Child Left Behind requires schools to test at least 95% of all students in reading and math. Through the Iowa Tests of Basic Skills, the Iowa Tests of Educational Development, and the state's Alternative Assessment for special education students, CCSD tested over 98% of all students in grades 3-9 and 11. The following table displays the percentage of students tested in three key grade levels:

| | Assessment Participation Rates | | |
|---------------------|--------------------------------|------------|------------|
| | Grade 4 | Grade 8 | Grade 11 |
| All Students | 99% | 97% | 95% |
| Male | 99% | 96% | 95% |
| Female | 99% | 98% | 95% |
| Race | | | |
| Amer. Indian | 100% | 100% | 100% |
| Asian | 100% | 100% | 100% |
| African American | 95% | 95% | 95% |
| Caucasian | 97% | 97% | 95% |
| Hispanic | 96% | 96% | 95% |
| Status | | | |
| Low-income | 97% | 95% | 95% |
| Special Education | 95% | 97% | 95% |

Results from these assessments are reported in this Annual Progress Report. Since several key details of NCLB must still be worked out by the Iowa Department of Education, the district cannot state whether it has met its Adequate Yearly Progress goals established under NCLB. This information will be reported to the public as soon as it becomes available to the district.

Until then, a meaningful way to evaluate student performance in the Clinton Community School District is to compare district proficiency with the proficiency rates of the state and nation. The tables to the right display this information.

| | 4 th Grade 2002-2003 ITBS Proficiency | | |
|---------|--|-------|--------|
| | CCSD | Iowa | Nation |
| Reading | 71.6% | 69.0% | 60.0% |
| Math | 67.4% | 72.4% | 60.0% |
| Science | 76.4% | * | 60.0% |

| | 8 th Grade 2002-2003 ITBS Proficiency | | |
|---------|--|-------|--------|
| | CCSD | Iowa | Nation |
| Reading | 58.0% | 69.4% | 60.0% |
| Math | 58.0% | 73.1% | 60.0% |
| Science | 71.9% | * | 60.0% |

| | 11 th Grade 2002-2003 Proficiency | | |
|---------|--|-------|--------|
| | CCSD | Iowa | Nation |
| Reading | 73.6% | 77.1% | 60.0% |
| Math | 76.5% | 81.3% | 60.0% |
| Science | 77.0% | * | 60.0% |

* Iowa's science proficiency is not available

The district's early intervention goal was to increase the percentage of students from second to third grade earning proficient score in reading comprehension and math as measured by the ITBS. The following table demonstrates that the district met its early intervention goal for math, but not for reading comprehension in 2003.

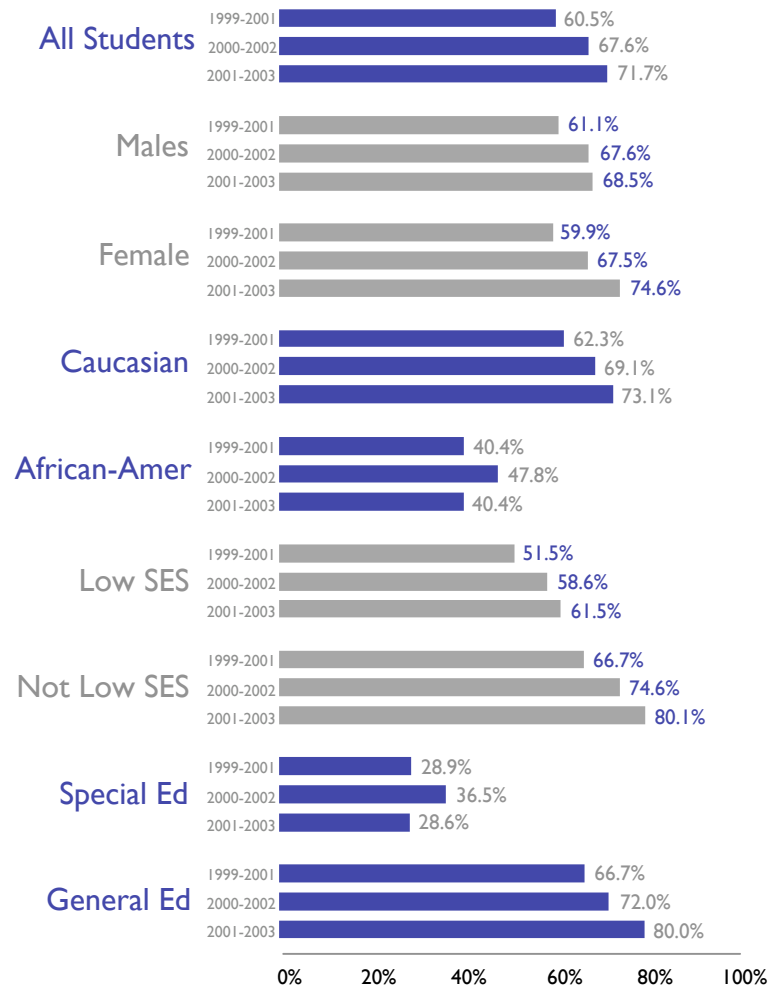
| | % of Proficient Students (ITBS) | | |
|-----------------------|---------------------------------|----------------------------|--------|
| | 2 nd Grade 2002 | 3 rd Grade 2003 | Change |
| Reading Comprehension | 68.7% | 62.2% | - 6.5% |
| Mathematics | 59.1% | 59.4% | + 0.3% |

4th Grade Achievement

The bars represent the percentage of fourth grade students earning a proficient score on the ITBS reading comprehension, math, and science tests. Each bar represents a *biennium average*, that is, the average percentage of proficient students over a two-year period.

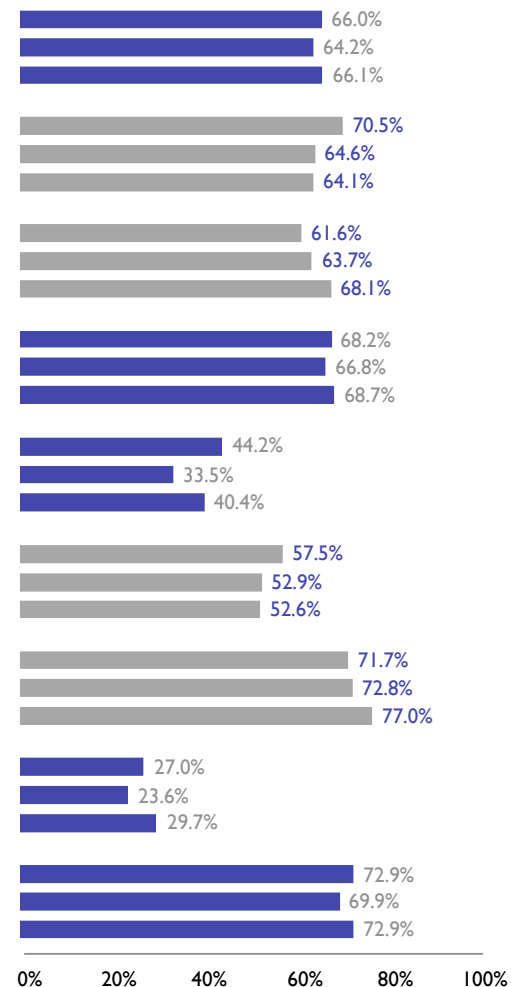
Reading proficiency increased for all subgroups except African-American and special education students.

Reading



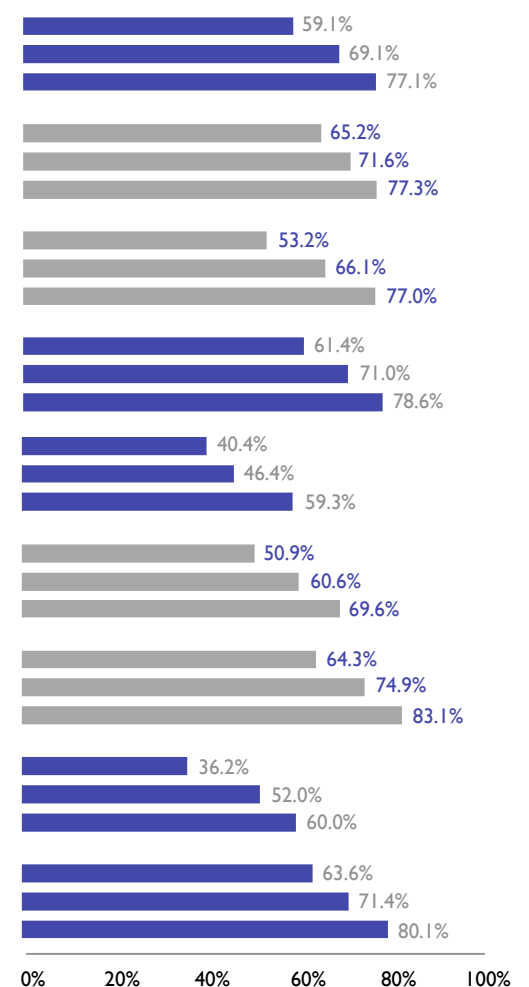
Math proficiency increased for all subgroups except male and low-income students.

Math



Science proficiency has continually increased for all student subgroups.

Science



8th Grade Achievement

The bars represent the percentage of eighth grade students earning a proficient score on the ITBS reading comprehension, math, and science tests. Each bar represents a *biennium average*, that is, the average percentage of proficient students over a two-year period.

Reading proficiency declined slightly for all subgroups except female students.

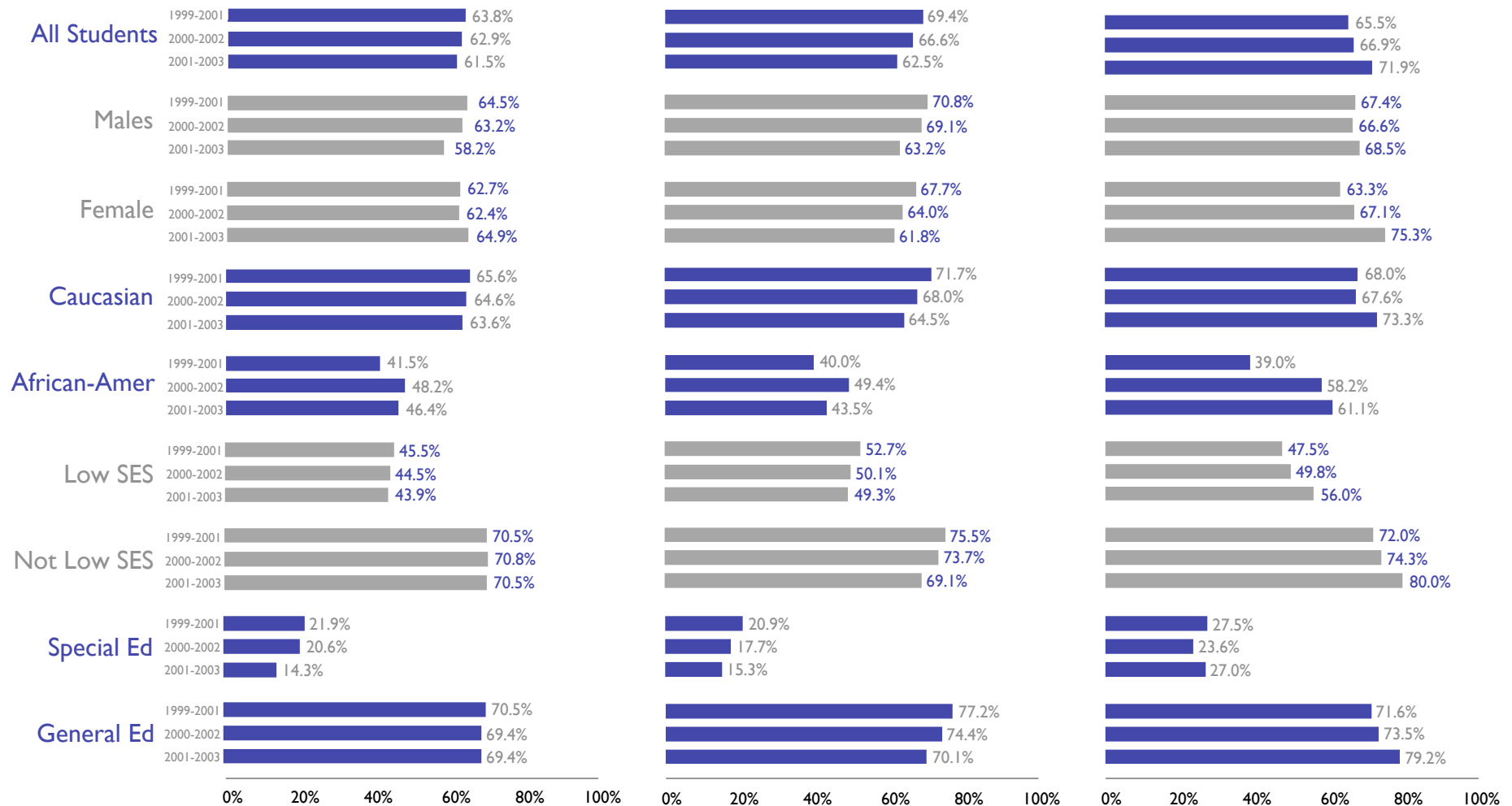
Math proficiency declined for all 8th grade student subgroups.

Science proficiency increased for all 8th grade student subgroups in the latest biennium.

Reading

Math

Science

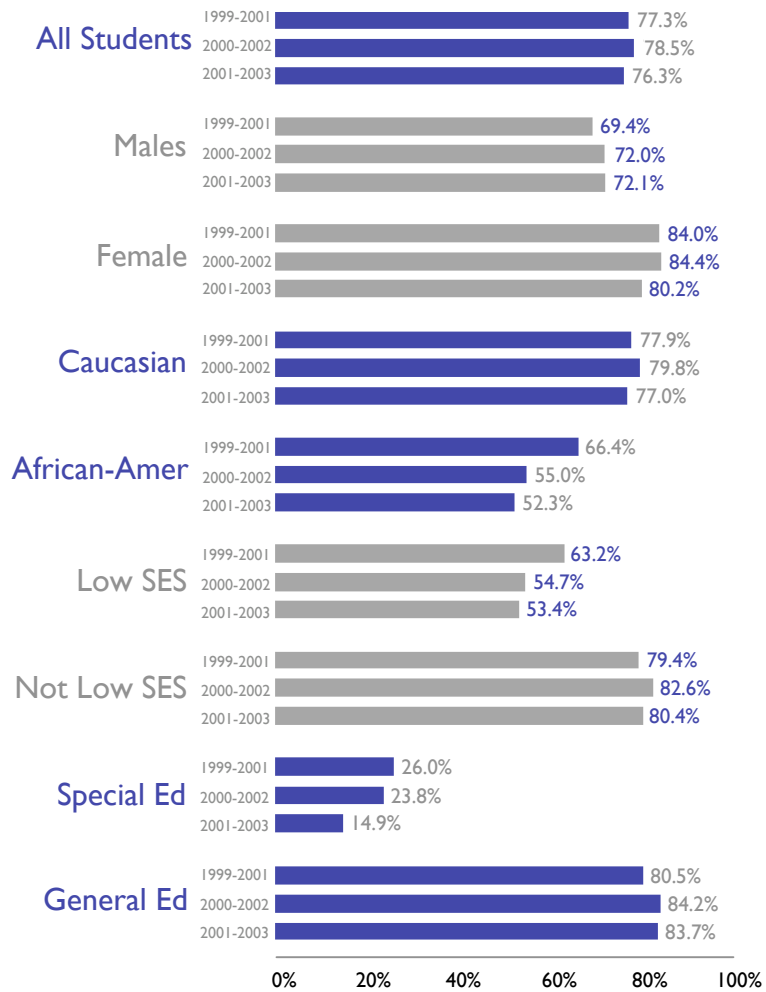


11th Grade Achievement

The bars represent the percentage of eleventh grade students earning a proficient score on the ITBS reading comprehension, math, and science tests. Each bar represents a *biennium average*, that is, the average percentage of proficient students over a two-year period.

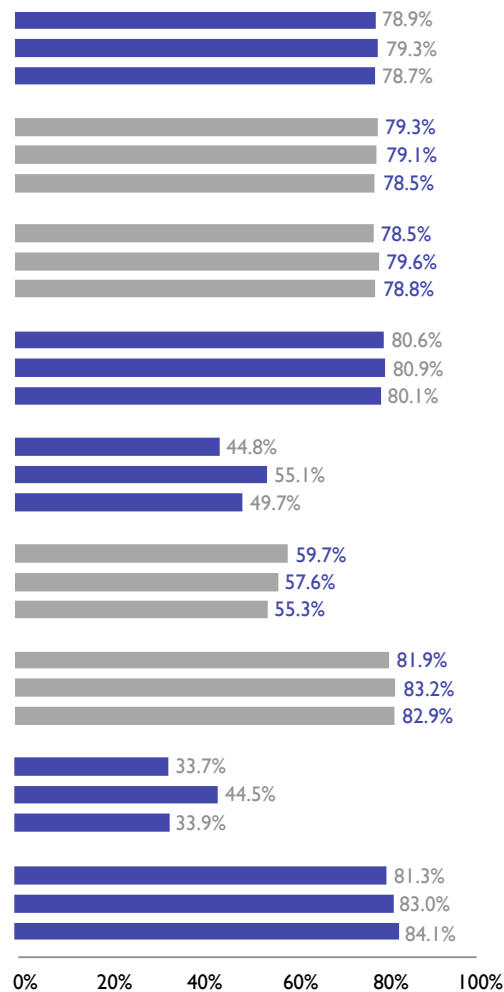
Reading proficiency declined slightly for all subgroups except male students.

Reading



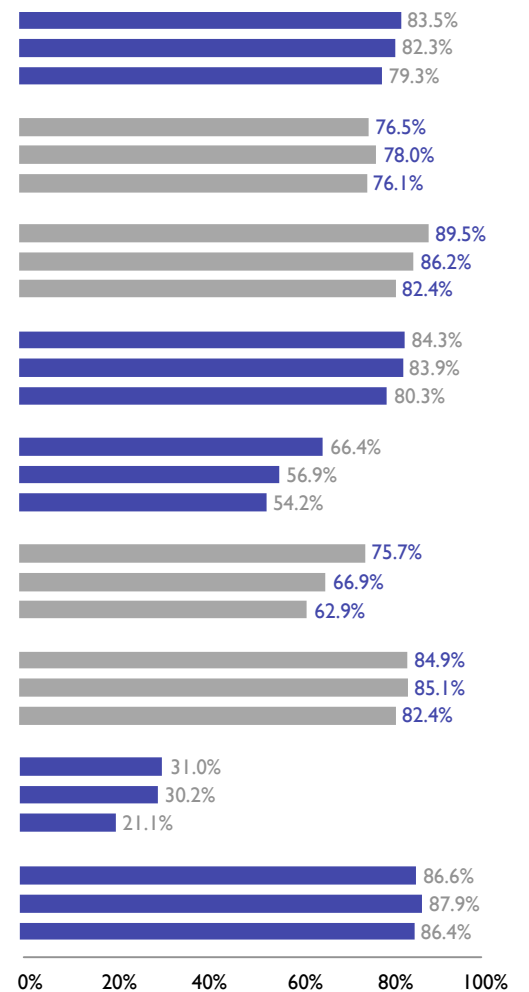
Math proficiency declined for all 11th grade student subgroups.

Math



Science proficiency decreased for all 11th grade student subgroups in the latest biennium.

Science



Secondary Measures

In addition to the Iowa Tests of Basic Skills and Iowa Tests of Educational Development, the district also tracks student achievement on other standardized assessments. Eighth grade students take reading, math, and science tests as part of the EXPLORE test developed by ACT, Inc. The following table displays the scores from the EXPLORE test.

8th Grade EXPLORE Scores

| | | Low (1-11) | Intermediate (12-19) | High (20-25) |
|---------|------|------------|----------------------|--------------|
| Reading | 2002 | 22.0% | 71.7% | 6.3% |
| | 2003 | 33.0% | 58.5% | 8.5% |
| Math | 2002 | 16.7% | 74.4% | 8.9% |
| | 2003 | 18.8% | 74.8% | 6.4% |
| Science | 2002 | 1.2% | 90.2% | 8.6% |
| | 2003 | 2.1% | 86.9% | 11.0% |

10th grade CCSD students are administered the PLAN test, which is also developed by ACT, Inc. Much like the EXPLORE results, the district tracks the percentage of 10th grade students earning low, intermediate, and high scores on the PLAN test. The table at the top of the next column displays this information.

0.40%

The percent of public school funds spent on assessment and accountability in Delaware. All other states spend even less on testing.

10th Grade PLAN Scores

| | | Low (1-11) | Intermediate (12-19) | High (20-25) |
|---------|------|------------|----------------------|--------------|
| Reading | 2002 | 43.2% | 48.3% | 8.6% |
| | 2003 | 41.0% | 49.9% | 9.1% |
| Math | 2002 | 39.4% | 50.5% | 10.1% |
| | 2003 | 42.0% | 49.5% | 8.5% |
| Science | 2002 | 20.5% | 75.0% | 4.5% |
| | 2003 | 25.8% | 66.7% | 7.5% |

0.77%

The maximum percentage of instructional time spent on standardized testing in the Clinton Community School District.

High school seniors take an employment skills test -- the WorkKeys assessment developed by ACT, Inc. The following table displays the 2003 WorkKeys scores earned by CCSD seniors.

12th Grade WorkKeys Scores

| | | 1-2 | 3-4 | 5-6 | 7 |
|------------------|------|------|-------|-------|-------|
| Reading for Info | 2002 | 1.7% | 38.6% | 54.6% | 5.1% |
| | 2003 | 1.3% | 29.7% | 61.6% | 7.4% |
| Applied Math | 2002 | 2.8% | 30.8% | 58.1% | 5.0% |
| | 2003 | 4.6% | 33.3% | 49.4% | 12.7% |
| Locating Info | 2002 | 5.1% | 62.0% | 32.9% | n/a |
| | 2003 | 6.7% | 60.9% | 32.4% | n/a |

Science Achievement

While *No Child Left Behind* sets goals for reading and math proficiency goals, it is up to the district to set and monitor goals for science proficiency.

Long Range Science Goals:

Increase the percentage of students in grades K-12 proficient in science.

2002-03 Annual Science Improvement Goal:

Increase the percentage of cohort students in grades 4-8 and 11 earning a proficient score on the ITBS science test.

The following table displays the change in science proficiency for cohort students in grades 4-8 and 11. Proficiency increased for grades 4 and 7; proficiency decreased for grades 5, 6, 8, and 11. The annual science goal was not met.

| | Percent of Students Proficient in Science | | |
|------------------------|---|---------|---------------|
| | 2001-02 | 2002-03 | Gain |
| 4 th Grade | 76.0% | 76.4% | +0.4% |
| 5 th Grade | 77.8% | 76.6% | -1.2% |
| 6 th Grade | 75.4% | 60.5% | -14.9% |
| 7 th Grade | 67.2% | 70.6% | +3.4% |
| 8 th Grade | 72.2% | 71.9% | -0.3% |
| 11 th Grade | 81.4% | 77.0% | -4.4% |

In order to meet next year’s goals in science achievement, the district will implement a corrective plan:

Corrective Actions to Address Science Proficiency:

- 1) Review and revise science curriculum (K-12)
- 2) Target low-achieving students for tutoring
- 3) Analyze achievement data to identify opportunities for improvement
- 4) Continued staff development

0.77%

The maximum percentage of instructional time spent on standardized testing in the Clinton Community School District.

2003-04 Annual Science Improvement Goal:

Increase the percentage of cohort students in grades 4-8 and 11 earning a proficient score on the ITBS science test.