



The Madison County Schools REGISTER

Michael D. Kent, Superintendent

October 2006

DISTRICT REPORT CARD

No Child Left Behind

The No Child Left Behind Act of 2001 (NCLB) requires school, district, and state report cards containing certain information. The required information falls into three general areas: school improvement, teacher qualifications and test data. A school that fails to make adequate yearly progress for two consecutive years must be identified for school improvement. The report must contain information about the profes-

sional qualifications of teachers in core academic subject areas (English II, reading, language arts, biology, science, mathematics, Algebra I, and U.S. History). Highly qualified teachers are those who are fully certified and are teaching in their area of endorsement. The report must also contain achievement data for specific subgroups, two-year achievement trends, and student participation rates.

2005 - 2006 Mississippi Statewide Accountability System Results

Code	District/School Name	Accreditation Status	Achievement and Growth			Adequate Yearly Progress (AYP)			
			Growth Status	School Performance Classification	Priority School	AYP Determination			Title I Improver Status
						Read/Lang	Math	Other Ind.	
4500 000	Madison	Accredited				No	No	Yes	
4500 024	Ann Smith Elementary			Not Assigned		Yes	Yes	Yes	
4500 010	Camden Elementary		Exceeded	Level 4 Exemplary		Yes	Yes	Yes	
4500 006	East Flora Elem		Exceeded	Level 4 Exemplary		Yes	Yes	Yes	
4500 008	East Flora Middle		Exceeded	Level 4 Exemplary		Yes	Yes	Yes	
4500 038	Highland Elem		Exceeded	Level 5 Superior-Performing		Yes	Yes	Yes	
4500 004	Luther Branson		Exceeded	Level 4 Exemplary		Yes	Yes	Yes	
4500 032	Madison Av Lower Ele			Not Assigned		Yes	Yes	Yes	
4500 034	Madison Av Upper Ele		Exceeded	Level 5 Superior-Performing		Yes	Yes	Yes	
4500 036	Madison Central High		Not Met	Level 5 Superior-Performing		Yes	Yes	Yes	
4500 028	Madison Middle		Exceeded	Level 5 Superior-Performing		No	No	Yes	
4500 026	Madison Station Elem		Exceeded	Level 5 Superior-Performing		Yes	No	Yes	
4500 014	NE Madison Middle		Not Met	Level 3 Successful		Yes	Yes	Yes	
4500 040	Olde Towne Middle		Not Met	Level 5 Superior-Performing		No	No	Yes	
4500 046	Ridgeland High		Met	Level 5 Superior-Performing		Yes	Yes	Yes	
4500 030	Rosa Scott School		Met	Level 5 Superior-Performing		Yes	Yes	Yes	
4500 016	Velma Jacks on High		Not Met	Level 3 Successful		Yes	Yes	Yes	

Participation Rate (Percent Tested)		
SubGroup	Reading	Mathematics
All Students	98	97
IEP	76	80
Non IEP	99	99
Limited English Proficient	96	96
Economically Disadvantaged	95	96
Non Economically Disadvantaged	98	98
Migrant		
Asian	98	98
Black	97	97
Hispanic	96	96
Native American		
White	98	98
Male	96	96
Female	99	98

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

None of the schools in this district are in school improvement.

Adequate Yearly Progress Subgroup Results		
SubGroup	Reading/Language	Mathematics
All Students	YES	YES
Students with Disabilities	NO	NO
Limited English Proficient	< MIN	< MIN
Economically Disadvantaged	YES	YES
Asian	YES	YES
Black	YES	YES
Hispanic	YES	YES
Native American	< MIN	< MIN
White	YES	YES

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

2004-2005 From the Superintendent



Michael D. Kent
Superintendent of Education

We are providing a district level report card, per the requirements of the No Child Left Behind Act of 2001, to keep you - the public we serve - abreast of teacher quality and student performance in Madison County Schools. As indicated by student Performance on the Spring 2006 state assessment, the Madison County School District remains one of the top performing districts in the state of Mississippi.

While we are proud of that fact, we are always looking for ways to improve what we do and how we do it. We welcome you to be a part of that on-going evaluation process. If you have questions or suggestions about information contained in this report card, please feel free to contact us at any time.

2004-2005

Mississippi Curriculum Test						
Grade Level	Number Tested	Mean Scale Score	% Minimal	% Basic	% Proficient	% Advanced
Reading						
2	717	487.7	3.6	5.4	46.7	44.2
3	809	508.5	3.3	5.3	49.2	42.2
4	789	529.3	1.7	3.4	51.6	43.3
5	758	545.9	2.8	5.1	47.0	45.1
6	746	551.6	3.2	8.6	66.2	22.0
7	771	569.9	6.1	13.6	47.7	32.6
8	794	579.3	8.4	16.0	52.6	22.9
Language						
2	714	490.7	3.9	7.7	27.6	60.8
3	809	513.8	3.3	8.8	44.3	43.6
4	770	535.3	3.1	11.7	42.2	43.0
5	758	553.5	2.6	11.6	54.2	31.5
6	747	562.3	2.3	20.3	48.3	29.0
7	780	583.3	2.7	20.9	47.7	28.7
8	799	585.8	2.4	22.5	50.3	24.8
Mathematics						
2	712	470.9	1.1	3.9	39.9	55.1
3	817	519.9	1.3	4.2	38.7	55.8
4	775	540.9	3.4	7.9	32.5	56.3
5	769	562.9	5.2	9.9	39.7	45.3
6	748	580.8	7.8	11.2	30.1	50.9
7	778	595.3	10.9	9.8	34.3	45.0
8	797	613.2	12.5	15.3	28.4	43.8

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

2005-2006

Mississippi Curriculum Test						
Grade Level	Number Tested	Mean Scale Score	% Minimal	% Basic	% Proficient	% Advanced
Reading						
2	813	485.3	2.8	4.6	45.6	47.0
3	760	513.0	3.7	4.9	50.1	41.3
4	826	533.0	2.3	3.4	51.3	43.0
5	828	551.0	3.7	3.9	45.2	47.2
6	810	560.0	3.0	8.0	58.9	30.1
7	806	564.6	8.1	15.5	48.9	29.5
8	805	589.6	5.7	14.3	52.2	27.8
Language						
2	812	491.2	3.3	8.1	25.7	62.8
3	760	519.0	3.8	7.4	33.8	55.0
4	826	538.2	3.0	9.3	41.5	46.1
5	826	567.6	2.9	10.8	45.0	41.3
6	809	566.6	1.6	17.3	50.3	30.8
7	805	571.0	3.1	23.9	53.2	19.9
8	803	588.6	2.7	19.4	55.9	21.9
Mathematics						
2	808	476.5	1.0	3.7	54.7	40.6
3	761	526.3	0.8	3.0	34.7	61.5
4	827	548.3	1.8	5.4	34.2	58.5
5	828	572.5	3.5	8.0	37.3	51.2
6	817	581.0	7.7	7.6	25.0	59.7
7	805	594.4	13.5	12.2	28.6	45.7
8	802	617.0	8.5	12.0	30.4	49.1

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

Proficiency Level	General Descriptor
Advanced	Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade.
Proficient	Students at the proficient level 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 well prepared to begin work on even more challenging material that is required at the next grade.
Basic	Students at the basic level 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 at the minimal level are below basic and 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.

2004-2005

Mississippi Curriculum Test Percentage Scoring Basic or Above															
Grade Level	2003/2004 Students	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	96	96	96	79	95	96	93	96	96			92	91	96	
3	96	96	96	87	96	96	92	96	95				91	96	
4	96	96	96	89	96	96	96	96	96				96	96	
5	96	96	96	89	96	96	94	96	96				93	96	
6	96	96	96	94	96	96	93	96	94				90	96	
7	93	94	94	67	93	94	87	96	96	75			84	96	
8	93	92	92	71	91	92	83	96	96				80	95	
Language															
2	96	96	96	83	95	96	92	96	96			92	88	96	
3	96	96	96	88	95	96	93	96	95				91	96	
4	96	96	96	78	96	96	94	96	96				95	96	
5	96	96	96	79	96	96	94	96	96				94	96	
6	96	96	96	86	96	96	96	96	96				94	96	
7	96	96	96	86	96	96	94	96	96	92			94	96	
8	96	96	96	77	96	96	96	96	96				95	96	
Mathematics															
2	96	96	96	94	96	96	96	96	96			92	96	96	
3	96	96	96	93	96	96	96	96	96				96	96	
4	96	96	96	81	96	96	92	96	96				94	96	
5	96	95	96	77	95	95	89	96	96				89	96	
6	94	92	93	84	92	93	83	96	96				78	96	
7	82	89	90	57	89	90	79	96	96	83			73	95	
8	91	88	89	50	88	87	74	95	96				73	92	

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

2005-2006

Mississippi Curriculum Test Percentage Scoring Basic or Above															
Grade Level	2004/2005 Students	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	96	96	96	86	96	96	95	96	96			91	93	96	
3	96	96	96	75	95	96	94	96	96	82		75	93	96	
4	96	96	96	83	96	96	96	96	95				95	96	
5	96	96	96	78	95	96	91	96	96	92			91	96	
6	96	96	96	79	96	96	94	96	96	90			92	96	
7	94	92	93	78	92	92	84	96	95	90			78	96	
8	92	94	96	49	94	95	89	96	96	92			88	96	
Language															
2	96	96	96	89	95	96	94	96	96			91	91	96	
3	96	96	96	85	95	96	93	96	96	88		88	90	96	
4	96	96	96	80	96	96	96	96	95				94	96	
5	96	96	96	83	96	96	94	96	96	96			93	96	
6	96	96	96	76	96	96	96	96	96	96			95	96	
7	96	96	96	84	96	96	95	96	96	90			94	96	
8	96	96	96	66	96	96	95	96	96	92			94	96	
Mathematics															
2	96	96	96	93	96	96	96	96	96			96	96	96	
3	96	96	96	94	96	96	96	96	96	94		94	96	96	
4	96	96	96	87	96	96	96	96	96				96	96	
5	95	96	96	79	96	96	93	96	96	96			94	96	
6	92	92	94	55	93	92	84	96	96	90			81	96	
7	89	87	88	66	87	86	76	94	96	80			71	92	
8	88	92	94	44	92	91	83	96	96	92			83	95	

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

LEGEND

ALL = All students in the state, the district, or the school

NDO = Non-Disabled Students Only

DO = Only Students with Disabilities under IDEA

MAL = Male

FEM = Female

BLK = Black

WHT = White

ASI = Asian

HIS = Hispanic

NAM = Native American

ELL = English Language Learner

ED = Economically Disadvantaged

NED = Not Economically Disadvantaged

MIG = Migrant

2004-2005

Mississippi Curriculum Test Percentage Scoring Proficient or Above															
Grade Level	2003/2004 Students	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	90	91	94	82	88	94	82	98	88			67	77	96	
3	89	91	92	79	89	94	80	96	95				79	96	
4	96	95	96	76	94	95	90	96	96				90	96	
5	92	92	93	68	91	93	81	96	96				79	96	
6	90	88	88	86	87	89	75	96	94				88	96	
7	77	80	81	53	78	82	61	94	96	42			53	90	
8	78	76	77	29	75	77	54	90	88				42	88	
Language															
2	88	88	90	68	85	92	79	95	91			67	74	94	
3	86	88	90	69	83	93	76	95	95				72	95	
4	82	85	87	59	83	88	71	93	95				67	92	
5	81	86	87	47	82	89	70	95	93				66	93	
6	76	77	78	59	73	82	60	88	94				53	86	
7	79	76	78	23	68	85	59	88	95	50			47	87	
8	69	75	77	18	72	78	57	87	94				49	84	
Mathematics															
2	95	95	96	86	93	96	89	96	96			83	88	96	
3	94	95	96	84	94	95	87	96	96				84	96	
4	90	89	91	57	89	89	78	95	95				76	94	
5	83	85	87	51	86	84	67	94	96				63	93	
6	83	81	82	68	81	81	63	92	94				55	91	
7	70	79	80	48	78	81	59	92	96	67			52	90	
8	74	72	74	23	73	72	52	85	88				42	82	

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

2005-2006

Mississippi Curriculum Test Percentage Scoring Proficient or Above															
Grade Level	2004/2005 Students	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	91	93	95	73	90	95	86	96	96			67	83	96	
3	91	91	95	60	88	95	86	96	91	77		56	83	95	
4	95	94	96	68	92	96	89	96	96				89	96	
5	92	92	94	65	90	95	85	96	96	85			84	96	
6	88	89	91	42	90	88	77	96	94	70			71	95	
7	80	76	77	61	74	79	56	91	85	80			47	86	
8	76	80	82	30	78	82	62	92	96	77			58	88	
Language															
2	88	89	90	73	85	92	79	94	96			78	75	94	
3	88	89	91	63	85	93	79	96	91	77		56	75	95	
4	85	88	90	55	83	92	78	93	91				76	93	
5	86	86	88	50	82	90	76	92	96	92			73	91	
6	77	81	84	18	79	83	66	92	81	50			61	88	
7	76	73	75	41	67	79	58	84	90	60			49	81	
8	75	78	80	25	73	83	63	88	96	54			55	87	
Mathematics															
2	95	96	96	82	94	96	89	96	96			91	88	96	
3	95	96	96	86	95	96	93	96	96	88			81	92	96
4	89	93	95	67	91	94	87	96	96				86	96	
5	85	89	90	62	88	89	79	94	96	77			78	93	
6	81	86	87	38	86	83	70	96	94	70			66	91	
7	79	74	76	50	74	75	55	88	96	50			48	84	
8	72	80	81	34	78	81	61	92	96	69			60	87	

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

2004-2005

MCT Instructional Level Testing Percentage Scoring Basic or Above															
Test Level	2003/2004 Students	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Reading															
L12	79	80		79	79	82	73	96					79	80	
L13	92	74		74	71	80	72						74	73	
L14	90	90		90	91	88	82	95					90	90	
L15		96		96											
Language															
L12	79	88		86	90	80	83	96					91	83	
L13	85	85		85	90	70	84						86	85	
L14	86	84		84	88	80	88	81					90	75	
Mathematics															
L12	75	73		72	77		76						86	60	
L13	95	91		91	93		89						88		
L14	74	74		74	73	75	70	79					68	80	
L15		63		63	55		50						64		

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

2005-2006

MCT Instructional Level Testing Percentage Scoring Basic or Above															
Test Level	2004/2005 Students	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Reading															
L12	80	69		69	69		79						80		
L13	74	62		62	67		65						55	75	
L14	90	68		68	64			80					60		
Language															
L12	88	70		70	62		78						84		
L13	85	79		79	83		81						88	64	
L14	84	74		74	69			80					70		
L15		70		70											
Mathematics															
L12	73	73		73	81		87						91		
L13	91	91		91	94		93						93		
L14	74	70		70	75		69						55		

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

2004-2005

MCT Instructional Level Testing Percentage Scoring Proficient or Above															
Test Level	2003/2004 Students	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Reading															
L12	57	58		57	59	55	45	92					50	70	
L13	75	61		61	64	50	55						56	73	
L14	90	77		77	86	65	71	82					79	75	
L15		60		60											
Language															
L12	54	58		54	60	50	48	82					52	67	
L13	57	49		49	45	60	45						39	69	
L14	48	47		47	53	40	38	56					40	58	
Mathematics															
L12	42	62		60	65		67						86	40	
L13	78	57		57	67		56						56		
L14	53	44		44	45	42	35	57					32	60	
L15		21		21	9		8						9		

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

2005-2006

MCT Instructional Level Testing Percentage Scoring Proficient or Above															
Test Level	2004/2005 Students	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Reading															
L12	58	46		46	37		53						60		
L13	61	41		41	44		38						27	67	
L14	77	58		58	50			70					50		
Language															
L12	58	30		30	33		30						32		
L13	49	46		46	48		43						41	55	
L14	47	32		32	25			60					10		
L15		50		50											
Mathematics															
L12	62	41		41	44		47						46		
L13	57	73		73	75		79						86		
L14	44	35		35	38		23						27		

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

The corresponding Special Services MCT test levels and grade levels are: Level 12=Grade 2, Level 13=Grade 3, etc.

2004-2005

2005-2006

Subject Area Testing Program			
Subject	Number Tested	Mean Scale Score	% Passing
Algebra I	702	369.2	94.3
U.S History	739	369.1	96.6
Biology I	628	388.0	95.7
English II MC	707	348.1	88.8

Notes: Minimum N-count for reporting is 10 students.
Passing Score = Scale Score of 300 or Above.

Subject Area Testing Program			
Subject	Number Tested	Mean Scale Score	% Passing
Algebra I	743	368.2	94.6
U.S History	637	377.0	98.7
Biology I	801	385.4	97.3
English II MC	743	350.1	89.8

Notes: Minimum N-count for reporting is 10 students.
Passing Score = Scale Score of 300 or Above.

2004-2005

Percentage Passing														
Test	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Algebra I	94.3	94.5		94.2	94.4	92.1	95.4	96				91	95.2	
U.S. History	96	96	90	96	95.2	94.2	96	90.9	90			92.5	96	
Biology	95.7	95.9	84.6	94.4	96	91.2	96	93.8				92.3	96	
Engl II MC	88.8	89.2	66.7	84.3	93.1	78.8	96	90				71.8	94.7	
Narrative Informative	92.1	92.4	75	89.9	94.1	87.7	95.3	96				85.9	94	
	94.4	95	58.3	92.8	96	90.2	96	96				88.7	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.

2005-2006

Percentage Passing														
Test	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Algebra I	94.6	95.5	53.3	94	95.2	89.7	96	96				87.9	96	
U.S. History	96	96		96	96	96	96	96				96	96	
Biology	96	96	96	96	96	93.4	96	96				93.1	96	
Engl II MC	89.8	90.5	58.8	89.2	90.3	78.9	95.9	96				78.1	90.5	
Informative	96	96	75	95.9	96	94.7	96	96				94.4	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.

Percentage Scoring Basic or Above														
Test	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Algebra I	90	90		90	90	85	92	96				80	92	
U.S. History	94	94	80	96	91	89	96	82	80			85	96	
Biology	92	92	77	89	94	81	96	94				85	94	
Engl II MC	81	82	33	77	85	66	92	80				57	90	

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

2004-2005

Percentage Scoring Basic or Above														
Test	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Algebra I	88	89	40	86	91	76	96	96				74	93	
U.S. History	95	95		95	96	91	96	96				90	96	
Biology	94	94	87	95	93	87	96	96				85	96	
Engl II MC	84	85	41	82	85	66	93	93				64	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.

2005-2006

2004-2005

Percentage Scoring Proficient or Above														
Test	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Algebra I	70	70		67	73	53	77	96				41	76	
U.S. History	68	68	60	76	61	52	80	55	70			48	74	
Biology	81	82	46	81	81	57	92	94				54	88	
Engl II MC	53	53	8	48	57	28	69	70				25	62	

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

2005-2006

Percentage Scoring Proficient or Above														
Test	All Students	Non Disabled	Disabled Only	Male	Female	Black	White	Asian	Hispanic	Native American	ELL/LEP	Economically Disadvantaged	Not Econ Disadvantaged	Migrant Student
Algebra I	66	67	7	64	68	42	81	90				36	75	
U.S. History	73	74		76	71	58	83	92				55	79	
Biology	85	86	40	86	84	70	95	96				67	90	
Engl II MC	56	57	18	54	59	31	70	71				26	63	

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

2004-2005

Enrollment by Grade	
Pre-Kindergarten	30
Special Education Pre-K	20
Kindergarten	737
Special Education Kindergarten	14
Elementary Special Education	45
Grade 1	825
Grade 2	718
Grade 3	824
Grade 4	797
Grade 5	789
Grade 6	806
Grade 7	817
Grade 8	837
Grade 9	848
Grade 10	765
Grade 11	783
Grade 12	570
Secondary Special Education	21
Secondary GED	19
Total Enrollment	10265

2005-2006

Enrollment by Grade	
Pre-Kindergarten	30
Special Education Pre-K	23
Kindergarten	823
Special Education Kindergarten	8
Elementary Special Education	36
Grade 1	856
Grade 2	823
Grade 3	765
Grade 4	851
Grade 5	859
Grade 6	849
Grade 7	815
Grade 8	838
Grade 9	872
Grade 10	816
Grade 11	687
Grade 12	722
Secondary Special Education	21
Secondary GED	12
Total Enrollment	10706

NCLB Teacher Quality		
NCLB Measure	Percentage	Teacher FTE or Course Count (Number % is based on)
Core Teachers Who are Highly Qualified	93.40	559
Emergency/Provisional Certification	3.40	559
Courses Taught by a Highly Qualified Teacher	93.4	3195
Courses NOT Taught by a Highly Qualified Teacher	6.6	3195

Notes: Teacher FTE and course counts reflect NCLB Core Academic Subjects only. These counts represent the denominators for calculating the percentage values.

NCLB Teacher Quality		
NCLB Measure	Percentage	Teacher FTE or Course Count (Number % is based on)
Core Teachers Who are Highly Qualified	96.30	444
Emergency/Provisional Certification	0.60	444
Courses Taught by a Highly Qualified Teacher	96.1	2610
Courses NOT Taught by a Highly Qualified Teacher	3.9	2610

Notes: Teacher FTE and course counts reflect NCLB Core Academic Subjects only. These counts represent the denominators for calculating the percentage values.

*Achievement Data 2004-2005

	District	State	Rank
Graduation Rate	96.54%	85.12%	17
<i>Madison Central</i>	92.53		
<i>Ridgeland High</i>	98.48		
<i>Velma Jackson</i>	98.61		
AP Classes Offered	10	54	N/A
ACT % College Prep	48.50%	36.80%	13

Other Academic Indicator	
Attendance Rate (Percentage)	96
2004/2005 Graduation Rate (Percentage)	95

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

*2005-2006 Achievement Data is not yet available.

MADISON COUNTY SCHOOL DISTRICT

Elementary Schools

Ann Smith - K-2

Kathy Rigsby, Principal
Phone: 601-856-6621

East Flora - K-5

Christi Hollingshed, Principal
Phone: 601-879-8724

Highland - 3-5

Dr. Cheryl Stone, Principal
Phone: 601-853-8103

Luther Branson - K-5

Marilyn Naron, Principal
Phone: 601-859-2743

Madison Avenue Lower - K-2

Brenda Jones, Principal
Phone: 601-856-2951

Madison Avenue Upper - 3-5

Rick Ross, Principal
Phone: 601-856-6609

Madison Crossing - K-5

Dr. Martha D'Amico, Principal
Phone: 601-856-2951

Madison Station - K-5

Beverly Johnston, Principal
Phone: 601-856-6246

Camden - K-5

Susan Adam, Principal
Phone: 662-468-2833

Middle Schools

Flora - 6-8

William Carter, Principal
Phone: 601-879-3809

Madison Crossing - 6-8

Brad Peets, Principal
Phone: 601-605-4171

Madison Middle - 6-8

Ron Morrison, Principal
Phone: 601-605-4171

Northeast Madison Middle - 6-8

Dr. Earnest Ward, Principal
Phone: 601-855-2406

Olde Towne - 6-8

Allen Lawrence, Principal
Phone: 601-898-8730

High Schools

Rosa Scott - 9

Ted Poore, Principal
Phone: 601-605-0054

Madison Central - 9-12

Edith Mitchell, Principal
Phone: 601-856-7121

Ridgeland - 9-12

Lee Boozer, Principal
Phone: 601-898-5023

Velma Jackson Magnet - 9-12

Reginald Barnes, Principal
Phone: 662-468-2531

Alternative School - K-12

Dr. Abbey Webley, Principal
Phone: 601-859-0367

Career and Technical Center - 9-12

Mike Thomas, Director
Phone: 601-859-0368



Madison County School District
Partner in Education

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Pollia F. Griffin, Ed.D., *Assistant Superintendent*

P. O. Box 159, Flora, MS 39071 / Phone: 601-879-3025 / Fax: 601-879-9761

Send all submissions to: Kimberly D. Davis, kdowedavis@madison.k12.ms.us