

JACKSON COUNTY
SCHOOL DISTRICT

COMPREHENSIVE NEEDS ASSESSMENT



2020

JACKSON COUNTY SCHOOL DISTRICT

COMPREHENSIVE NEEDS ASSESSMENT 2020

Survey and data analysis conducted and compiled by

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JACKSON COUNTY SCHOOL DISTRICT

Dr. John Strycker, Superintendent

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FEDERAL NEWS AND POLICY UPDATES

ED-FLEX

According to a recent press release from the U. S. Department of Education, “Ed-Flex is a program that allows the Secretary of Education to delegate to states with strong accountability safeguards the authority to waive certain federal education requirements that may, in particular instances, impede local efforts to reform and improve education. It is designed to help districts and schools carry out educational reforms and raise the achievement levels of all children by providing increased flexibility in the implementation of federal education programs in exchange for enhanced accountability for the performance of students. Ed-Flex is not a funding program. Rather, it is a program that delegates to states the authority to grant waivers of certain federal requirements.” Ed-Flex was first enacted in 1994 and was amended by the ESSA in 2015. Massachusetts, North Carolina, Texas, and Vermont were announced in January 2020 as successful applicants for this program.



To qualify for Ed-Flex, states must have “made substantial progress” in implementing “challenging State academic standards and aligned assessments” and produced the report cards required by ESEA. They must submit an application that, among other requirements, describes how they will hold local education associations and schools accountable for meeting the educational goals in local Ed-Flex applications and how they will provide appropriate technical support.

U. S. Department of Education. (Jan. 2020). *U. S. Secretary of Education Betsy DeVos Announces New Flexibility for States to Better Meet the Needs of Students, Local Communities*. Retrieved from <https://www.ed.gov/news/press-releases/us-secretary-education-betsy-devos-announces-new-flexibility-states-better-meet-needs-students-local-communities>

SCHOOL SAFETY DISTRICT GUIDE

In September 2019, the U. S. Department of Education, jointly with the U. S. Departments of Justice, Homeland Security, and Health and Human Services, released a planning guide “to help districts support schools developing and maintaining customized emergency operations plans (EOPs).” The guide was published in response to a recommendation from the Federal Commission on School Safety’s final report.

U.S. Secretary of Education Betsy DeVos stated, “While there is no one-size-fits-all solution, the District Guide is a helpful resource for districts as they work with school planning teams creating Emergency

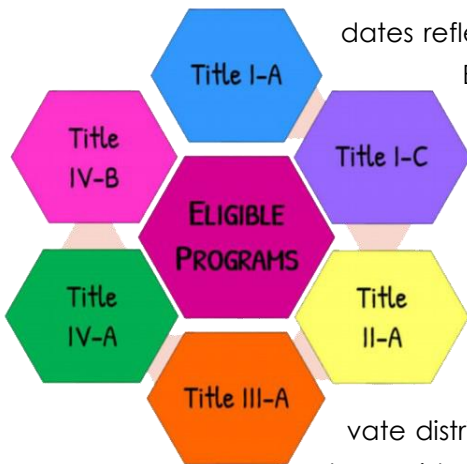
IN THE KNOW

Operations Plans that are unique to their school community. We want local leaders to have the resources and support they need to help prevent school violence and effectively respond and recover should tragedy occur."

U. S. Department of Education. (Sept. 2019). *Trump Administration Releases School Safety District Guide*. Retrieved from <https://www.ed.gov/news/press-releases/trump-administration-releases-school-safety-district-guide>

CLARIFICATION OF TITLE EQUITABLE SERVICES REQUIREMENTS

The DOE released clarifications in October 2019 on "existing statutory obligations of local education agencies (LEAs) to provide equitable educational services to eligible private school students, their teachers, and their families under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). The updates reflect changes to the statutory provisions governing equitable services by ESSA, emphasize collaboration and consultation between public and private school officials to provide needed services to eligible students, and consolidate information previously spread across multiple documents."



Topics updated include clarifications on use of funds, collaboration between public and private schools, and calculations of the share of Title I funds to set aside for equitable services. Revised regulations include descriptions of how Title I funds can be pooled across public and private districts and how religious organizations can serve as third-party contractors to provide equitable services.

U. S. Department of Education. (Oct. 2019). *Secretary DeVos Issues Updates on Equitable Services for Private School Students under ESSA*. Retrieved from <https://www.ed.gov/news/press-releases/secretary-devos-issues-updates-equitable-services-private-school-students-under-essa>

FISCAL YEAR 2020 BUDGET REQUEST


The President's FY2020 budget request for the Department of Education totals \$64 billion dollars, 10% below the 2019 appropriation. It "would implement fundamental reforms aimed at reducing the size and scope of the Federal role in education, while empowering States, communities, and parents to improve the performance of our schools and postsecondary institutions." It eliminates funding for 29 programs that are deemed ineffective or that duplicate other programs.

The President has also proposed to the Department of Treasury a federal tax credit for voluntary donations to State-designed scholarship programs for elementary and secondary students. Available to individuals and domestic businesses, these donations will "empower States to offer scholarships that can be used on a wide range of public and private educational activities. States, not the federal government, will determine family eligibility requirements and allowable uses of scholarship funds."

Among the major initiatives announced for FY2020 are 1) increasing access to school choice; 2) supporting high-need students through essential formula grant programs; 3) promoting safe and secure


schools; 4) elevating the teaching profession through innovation; 5) promoting workforce development for the 21st century; and 6) streamlining and improving postsecondary aid programs.

Specifically, budget proposals applicable to K-12 education include:



School Choice

- \$500 million for charter schools
- \$107 million for magnet schools
- \$50 million for Student-Centered Funding Incentive Grants where funding follows the student
- Raising the Direct Student Services Title I set-aside from 3% to 5% to support public school choice




High-Need Student Support

- \$15.9 billion in Title I grants
- \$1.4 billion for Impact Aid programs to support federally connected children on military bases or Indian lands
- \$13.2 billion for IDEA formula grants to support special education and early intervention services for children with disabilities
- \$225.6 million for competitive grants to support research, technical assistance, and personnel preparation to help special education services




Safe and Secure Schools

- \$200 million to provide grants for states and districts to develop school emergency plans and implement other recommendations from the Federal Commission on School Safety report.



Innovative Teaching

- \$300 million to support a rigorously evaluated demonstration of teacher-driven professional development. Teachers would receive stipends to select training opportunities.
- \$200 million to improve teacher induction and recognize and reward teaching excellence. Supports performance-based compensation systems and human capital management systems that focus on high-quality mentoring for novices and increased compensation for effective teachers in high-need fields.



21st Century Workforce Development

- \$1.3 billion for Career and Technical Education (CTE) State Grants
- \$20 million to improve the quality and effectiveness of CTE programs across states, including by supporting the newly authorized Innovation and Modernization grants that focus on STEM fields, particularly computer science
- \$60 million increase for Adult Education for Fast-Track Pre-Apprenticeships for Low-Skilled Adults

U. S. Department of Education. (2019). *2020 Budget Summary*. Retrieved from www2.ed.gov/about/overview/budget/budget20/summary/20summary.pdf

MISSISSIPPI NEWS AND POLICY UPDATES

2019 RATING FROM QUALITY COUNTS

In the **2019 Quality Counts report card**, produced in three parts spread over the course of a year by *Education Week*, Mississippi finished 47th among the 50 states and the District of Columbia, with an overall score of 68.5 out of 100 points and a grade of D-plus. The nation as a whole posted a grade of C. Mississippi earned a C (72.6) in *Chance-for-Success*, a D (68.8) in *School Finance*, and a D (64.1) in the *K-12 Achievement Index*. The 2020 *Chance-for-Success* index, published in January 2020, shows Mississippi earning 73.9 points, up slightly from 72.6 the prior year.

The Education Week Research Center's *Chance-for-Success Index* examines the role that education plays in promoting positive outcomes across an individual's lifetime. Thirteen indicators include such topics as parent education, preschool enrollment percentages, proficiency in reading and math, and graduation and adult employment rates. *School Finance* indicators include per-pupil spending, the share of total taxable resources spent on education, and equity in funding across school districts. On equity measures, Mississippi received a B+ in 2019. *Achievement Index* indicators include proficiency in reading and math at the 4th- and 8th-grade levels, changes in achievement over time, and achievement gaps for low-income students.

Education Week Research Center. (Sept. 2019). *Quality Counts 2019: Grading the States*. Retrieved from <https://www.edweek.org/ew/collections/quality-counts-2019-state-achievement/index.html>

LEADING THE NATION IN NAEP GAINS

Mississippi's fourth-graders scored above the national average in mathematics and tied the national average in reading on the National Assessment of Educational Progress in 2019. Fourth-graders made the largest scoring gains in both reading and mathematics, while eighth-graders outscored the national average growth in mathematics.



According to the Superintendent's *Mississippi Succeeds Annual Report*, "The 2019 NAEP scores continue Mississippi's 10-year trend of steady increases, as the nation's scores stagnate.... The 2019 NAEP results show that Mississippi students living in poverty are outperforming their peers nationally. Black, white, and Hispanic students from low-income homes in Mississippi achieved higher scores than the national average in all four NAEP subjects."

Mississippi Department of Education. (2020). *2018-2019 Superintendent's Annual Report*. Retrieved from <https://www.mdek12.org/superintendent2019>

SPOTLIGHT ON ENGLISH LEARNERS

MISSISSIPPI TO LEAD EL RESEARCH GROUP

According to a press release from the Mississippi Department of Education, Mississippi will be the lead state in a 2.4 million dollar project to develop and improve ways to measure the progress of English Learners. In partnership with six other states and with national experts, Mississippi will explore ways in which states can 1) effectively measure English learner (EL) growth towards English language proficiency, 2) understand the relationship between English learner progress and EL programs implementation, 3) support states as they develop their own models to measure growth and use data to inform school improvement, and 4) expand understanding of effective measurements of growth toward English language proficiency, providing resources that states can use.



MDE. (Oct. 2019). *Mississippi Awarded \$2.4 Million to Lead Multistate Effort to Better Measure Progress of English Learners*. Retrieved from https://www.mdek12.org/news/2019/10/14/Mississippi-Awarded-2.4-Million-to-Lead-Multistate-Effort-to-Better-Measure-Progress-of-English-Learners_20191014

DIPLOMA ENDORSEMENT FOR BILITERACY

Mississippi students can now be recognized for achieving proficiency in one or more world languages and English by earning a Mississippi Seal of Biliteracy. Districts may choose to participate in the program beginning with the 2019-2020 school year. The purpose of the state policy is to provide districts with minimum standards for student participation and completion.

According to an MDE press release, "The Seal of Biliteracy demonstrates attainment of biliteracy for students, employers, and postsecondary institutions; it also signals a student's readiness for college and career and for engagement as a global citizen."

MDE. (Nov. 2019). *Mississippi Students Can Earn Recognition for Biliteracy*. Retrieved from https://www.mdek12.org/news/2019/11/6/Mississippi-Students-Can-Earn-Recognition-for-Biliteracy_20191106

EL SCORES AND GROWTH A COMPONENT OF ACCOUNTABILITY

English language proficiency for students whose primary language is not English is measured by the student's performance on an English Language Proficiency Test (ELPT). Students who do not meet minimum performance standards on the ELPT receive additional services to become proficient in English. The new English Learner (EL) component of the Mississippi Statewide Accountability System is a requirement under federal law and measures the progress of students toward becoming proficient in English within five years of entering an EL program. This component holds schools and districts accountable for required services provided to these students.

IN THE KNOW

The CTB LAS Links Assessment System is a secure, large-scale, English language proficiency assessment administered to Kindergarten through 12th-graders who have been officially identified as English learners (ELs). This assessment is administered annually to monitor English learners' progress in acquiring academic English.

MDE. (n. d.) *English Language Proficiency Test (ELPT)*. Retrieved from <https://www.mdek12.org/OSA/SP/ELPT>

MISSISSIPPI TO RETAIN U. S. HISTORY EXAM

The **U. S. History End-of-Course assessment** will remain as a component of Mississippi's accountability schema after the Mississippi State Board of Education (SBE) voted on January 16, 2020, to keep it. Their decision comes after the Commission on School Accreditation and the Mississippi Student Testing Task Force requested that the SBE consider elimination of the U.S. History end-of-course assessment. The series of actions was prompted by an opinion poll of secondary education teachers who voted to eliminate the assessment. The U.S. History end-of-course assessment is the only state test not required by federal or state law.

The matter was opened for public comment and handed to the Accountability Task Force (ATF), which recommended that the assessment be eliminated. Nevertheless, the SBE declined to do away with the assessment, citing concerns that such a move would lessen the importance of U. S. History in schools, since it is the only statewide history assessment. Students are required to take the U. S. History test for graduation; however, passing it and other subject area tests is not the only path to earning a diploma.

MDE. (Jan. 2020). *SBE Votes to Keep U.S. History End-of-Course Assessment*. Retrieved from https://www.mdek12.org/news/2020/1/16/SBE-Votes-to-Keep-US-History-End-of-Course-Assessment_20200116

MISSISSIPPI FISCAL YEAR 2021 BUDGET REQUEST

The **Mississippi Department of Education** presented its FY2021 budget request to the legislature on September 13, 2019. In addition to fully funding MAEP (estimated at \$2.5 billion), board spending request priorities for the 2020 legislative session include an overhaul of the Mississippi Student Information System (MSIS) – a 3.5 million dollar request that has gone unfunded for several years. The budget request also includes \$9.9 million for expansion of Early Childhood Education programs and \$16 million for expansion of the Literacy-Based Promotion Act to cover professional development, diagnostic/prescriptive supports for students promoted on Good Cause exemptions, screening assessments, and 15 more literacy coaches.

MDE is also requesting \$895 thousand to expand the state's professional development programming and an additional \$3 million for grants to the Mississippi Community Oriented Policing Services (MCOPS) which help districts provide school resource officers for their schools. Other budget requests include educational services for juvenile detention centers, funding for the Office of Test Security, superintendent's and principals' academies, and an increase of funding for the Mississippi Statewide Assessment System.

MDE. (2019). *FY 2021 Budget Request*. Retrieved from https://www.mdek12.org/sites/default/files/mdek12_fy_21_budget_request-lbo_final.pdf

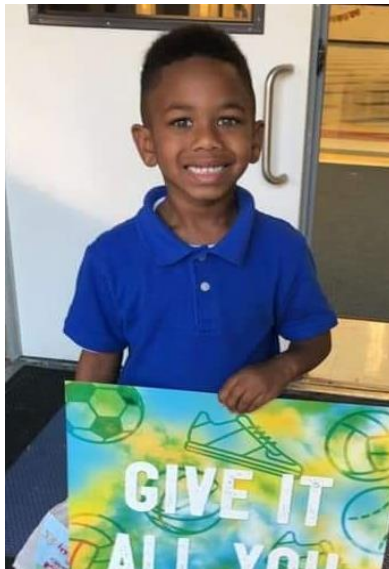
JACKSON COUNTY SCHOOL DISTRICT PROFILE

INTRODUCTION

Jackson County School District's central office is located at 4700 Colonel Vickrey Road in Van-
cleave, Mississippi. In 2019-2020, the district houses nine thousand two hundred four (9,204) stu-
dents in prekindergarten through twelfth grades. Comprised of all the areas outside the municipa-
lities located in Jackson County, the district covers 513.72 square miles of land area and serves the
communities of Vancleave, Latimer, St. Martin, Hurley, Wade, and Big Point.

According to the district website, Jackson County School District includes 3 high schools, 3 middle schools, and 7 elementary schools within three attendance centers. The district also has 1 vocational center, and 1 alternative school. JCSD earned a 2020 Beacon Lighthouse School Leader Award from the Mississippi School Boards Association for achieving an "A" accountability rating.

JCSD's new superintendent Dr. John Strycker states, "We have a very strong school district with excel-
lent staff. However, there is always room for growth and goal setting. Based on the current data, I
believe one of our top priorities should be raising students' ACT scores." Strycker also noted, "Children
are human beings with spiritual, emotional, physical, and intellectual needs. We will focus on our stu-
dents as people. Higher test scores will be the result of educating the whole child. Ultimately, it is about
the students, not the test scores."



PHILOSOPHY

VISION

RAISING THE STANDARD

MISSION

THE MISSION OF THE JACKSON COUNTY SCHOOL DISTRICT IS TO PROVIDE A SAFE, NURTURING ENVIRONMENT CONDUCIVE TO QUALITY EDUCATION WHEREIN ALL STUDENTS HAVE THE OPPORTUNITY TO OBTAIN THE ESSENTIAL SKILLS NECESSARY TO ACHIEVE THE GOALS OF THEIR CHOICE AND TO BECOME RESPONSIBLE, PRODUCTIVE CITIZENS.



GOALS

GOAL 1: DECREASED SAFETY INCIDENTS

GOAL 2: INCREASED STUDENT ACHIEVEMENT

GOAL 3: SOUND FINANCIAL MANAGEMENT

GOAL 4: IMPROVED FACILITIES AND INFRASTRUCTURE

GOAL 5: POSITIVE EDUCATIONAL EXPERIENCE

GOAL 6: EFFECTIVE LEADERSHIP

In addition, the Jackson County School Board endorses the goals established by the Mississippi Board of Education **to improve the reading skills** of all students in the state.

Goal One: All children will exit kindergarten with the appropriate readiness skills.

Goal Two: All first through third grade students will demonstrate a growing proficiency in reading so that they will exit third grade as readers.

Goal Three: All fourth through ninth grade reading scores will increase.

Goal Four: Mississippi students will demonstrate a growing proficiency in reading and reach or exceed the national average in reading within the next decade.

Jackson County School District. (2019). Student Handbook 2019-2020. Retrieved from <https://www.jcsd.ms/cms/lib/MS02210392/Centricity/Domain/22/Student%20Handbook%20WEB%20VERSION%20%20%20072319%20%20080819%20%20080919%2001062020.pdf>



COMMUNITY CHARACTERISTICS

Jackson County is, according to the Jackson County Economic Development Foundation, “a key player in the broader region known as the Mississippi Gulf Coast. The three Mississippi counties on the Gulf of Mexico are home to 175,000 workers whose strength and commitment to excellence has been the cornerstone of the area’s resurgence [since Hurricane Katrina].” A blend of rural and urban areas, the community is home to numerous businesses such as Chevron, Ingalls, off-shore jobs, Singing River Power, Singing River Hospital, MS Power, MS Gulf Coast Community College, local hotels and restaurants, and commercial fisheries. In 2018, Jackson County had an estimated population of 143,277 people with a median household income of \$51,142. The population was most recently reported by the U. S. Census Bureau as 73.3% white, 21.8% black, and 7% Hispanic with other ethnic groups assessed at less than 2% each. About six percent of the people in Jackson County speak a language other than English in the home.

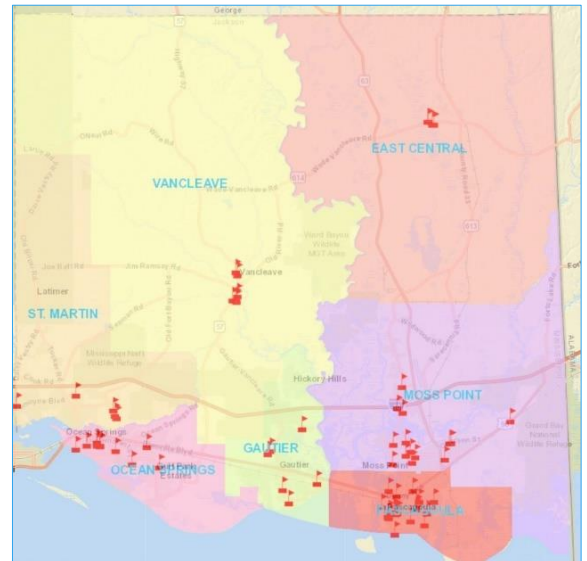


According to the 2018 estimates from the U.S. Census Bureau, the poverty rate for Jackson County is estimated at 17.9%, while 26.5% of children ages 0-17 live in poverty.

MCAPS LEA DEMOGRAPHICS: COMMUNITY CHARACTERISTICS

DISTRICT CHARACTERISTICS

The Jackson County School District is the second-largest district in the southern counties of Mississippi. The district is blended; much of it is rural, but one attendance center has a suburban classification. It has a strong economy with many high-tech industrial plants and small businesses. The district has a diverse demographic composition including Asian, African American, Hispanic, Native American, Pacific Islander, Caucasian, and multi-racial. The district also has a wide diversity in students’ socioeconomic levels and non-English speaking families. In an area that is prone to hurricanes and tropical storms, some portions of the district are still recovering from Hurricane Katrina.



Within Jackson County School District, as reported by the *Small Area Income and Poverty Estimate* from the US Census Bureau, about 22.8% of children ages 5-17 live in poverty-related households.

MCAPS LEA DEMOGRAPHICS: DISTRICT CHARACTERISTICS

ACCOUNTABILITY

2017 ACCOUNTABILITY

The 2016-17 accountability grades were based, in part, on how well students performed and progressed from year to year on the Mississippi Academic Assessment Program (MAAP) tests for English language arts (ELA) and Mathematics. These tests are aligned to the Mississippi College and Career Ready Standards and are administered annually to students in grades 3-8 and in high school.

The accountability system also factored in how well students performed on science tests in grades 5 and 8. Accountability grades for high schools and districts included the four-year graduation rate, student performance on Biology, U.S. History, and ACT tests, and student participation and performance in advanced coursework such as Advanced Placement and dual credit/dual enrollment courses. The accountability system placed an emphasis on the progress students made in ELA and Mathematics from year to year, particularly the lowest-performing twenty-five percent of students.

2017 JACKSON COUNTY SCHOOL DISTRICT ACCOUNTABILITY																						
	2016 Grade		Former Baseline Grade		New Baseline Grade		2017 Official Grade		Total Points	Reading Proficiency	Math Proficiency	US History Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	College/Career Ready	Acceleration	Participation Rate	Grad Rate	
JCSD	A	B	B	B	B	650	50.4	52.8	66.0	75.7	67.6	65.3	61.8	51.6	54.5	51.7	99.3	88.1				
EAST CENTRAL LOWER	B	C	B	B	B	384	53.5	59.3			55.5	61.2	55.3	44.5								
EAST CENTRAL MIDDLE	A	B	A	A	A	446	50.6	63.7		83.5	64.4	73.9	54.8	55.2						99.5		
EAST CENTRAL UPPER	B	B	B	B	B	403	47.5	53.4		77.3	59.1	60.2	59	46.5						99.7		
ST. MARTIN EAST	A	B	B	B	B	405	61.2	64.5			62.8	55.8	57.1	45.2						100		
ST. MARTIN NORTH	A	C	C	C	C	344	42.4	52.1			57.6	54.9	45.6	42.4						100		
ST. MARTIN UPPER	B	B	B	B	B	389	47.8	45.9		67.1	63.3	57.4	58	49.6						99.4		
ST. MARTIN MIDDLE	B	B	B	B	B	385	44	44.5		80	61.3	55.8	54	45.6						99		
VANCLEAVE LOWER	A	B	B	B	B	391	45.9	63.5			62.8	59.2	57.6	46.1								
VANCLEAVE MIDDLE	A	B	B	B	B	430	52.7	59.1		79.3	66.6	70.6	51.4	49.9						99.6		
VANCLEAVE UPPER	B	B	B	B	B	408	50.3	56		74.7	66.2	60.6	53.1	47						99.6		
EAST CENTRAL HIGH	A	A	A	A	A	796	73.8	58.9	61.7	78	97.1	86.1	100	89.9	52.4	47.7	98.7	85.3				
ST. MARTIN HIGH	B	A	B	A	A	766	57.4	46.4	71.5	68.5	90.3	84.4	101.1	88.5	52	50.3	98.9	88.2				
VANCLEAVE HIGH	A	A	B	A	A	785	60.1	50	60	82.4	92.2	75.9	102.6	88	60.5	63.2	99.1	91.5				

Table 1: 2017 Jackson County School District Accountability Ratings

MCAPS LEA PLAN ACCOUNTABILITY DESIGNATION: 2017

2017 Jackson County School District Accountability					
2017 Accountability Rating: B		2016 Accountability Rating: A			
Former Baseline Grade: B		New Baseline Grade: B			
POINTS: 650	Reading	Mathematics	Science	U. S. History	Acceleration
PROFICIENCY	50.4%	52.8%	75.7%	66.0%	51.7%
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>50</i>	<i>50</i>	<i>50</i>
GROWTH ALL STUDENTS	67.6%	65.3%	Participation Rate	Graduation Rate	College and Career Readiness
<i>Possible points</i>	<i>100</i>	<i>100</i>			
GROWTH LOW 25%	61.8%	51.6%	99.3%	88.1%	54.5%
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>200</i>		<i>50</i>

Figure 1: 2017 Jackson County School District Accountability

2018 ACCOUNTABILITY

Schools and districts earn points based on performance in the following areas:

- ✚ Proficiency/Performance on State Assessments – Did the student meet achievement expectations?
- ✚ Growth – Did the student improve as expected?
- ✚ Participation – Did the student participate in assessments/classes?
- ✚ Graduation rates – Did the student graduate high school as expected in four years?
- ✚ College and Career Readiness – Did the student meet the ACT national benchmarks in Math and English?
- ✚ Acceleration – Did the student participate and perform well in accelerated courses, Advanced International Certificate of Education, Advanced Placement, International Baccalaureate, dual credit/dual enrollment and industry certification?

2018 CUT SCORES

Elementary and Middle Schools (700 pts.)

A	≥ 442
B	377
C	328
D	269
F	< 269

High Schools (1,000 pts.)

	ORIGINAL	REVISED
A	≥ 787	≥ 754
B	679	648
C	612	584
D	547	510
F	< 547	< 510

School Districts (1,000 pts.)

A	≥ 668
B	599
C	536
D	489
F	< 489

JACKSON COUNTY SCHOOL DISTRICT PROFILE

2018 accountability scores were based on the same model used in 2017, but cut scores were changed in August of 2017 and again in August of 2018. The new accountability model, which includes English Learner scores, was used for 2019 accountability grades.

2018 JACKSON COUNTY SCHOOL DISTRICT ACCOUNTABILITY																	
	2018 Grade	Total Points	Grade with EL	Total Points with EL	EL Progress	Reading Proficiency	Math Proficiency	History Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	Acceleration	College/ Career Readiness	Participation Rate	Graduation Rate
JCSD	B	661	B	645	68.6	53.2	55.3	62.1	78.2	66.5	67.9	60.2	52	58.7	56.3	99.3	89.1
EAST CENTRAL LOWER	C	361	C	361		67.8	62.1			60.6	49.1	54.8	15.2				
EAST CENTRAL MIDDLE	A	465	A	465		52	69.1		79.9	63.2	80.6	57	62.7			99.8	
EAST CENTRAL UPPER	B	417	B	417		58.4	49.6		76	69.2	53.2	69.3	41			99.8	
ST. MARTIN EAST	B	411	B	410	98.3	58.6	67.8			71.3	64.8	62.2	27.4				
ST. MARTIN NORTH	B	401	B	401	100	55.4	62.5			64	63.8	56.4	41.7				
ST. MARTIN UPPER	B	432	B	421	68	53.8	51.6		78.4	68.8	64	64.6	50.3			99.6	
ST. MARTIN MIDDLE	B	391	C	371	44	46.5	49.8		79.6	59.3	61.2	57.5	36.9			99.5	
VANCLEAVE LOWER	B	434	B	434		62.4	55.6			77.9	71.6	74.3	30.4				
VANCLEAVE MIDDLE	B	411	B	411		50.2	58.9		84.5	59.2	67.8	44.8	45.7			98.9	
VANCLEAVE UPPER	A	457	A	457		57.2	55.5		87.6	72.7	68.8	67.9	47.6			99.4	
EAST CENTRAL HIGH	B	714	B	714		57.4	61.5	63.8	71.6	76.1	83.2	60.4	75	62	53.9	99.4	87.2
ST. MARTIN HIGH	B	704	B	677	45.4	55	42	62	69.1	77.3	77.1	69.6	86.5	51.8	58.1	98.1	88.1
VANCLEAVE HIGH	B	733	B	733		56.5	56.8	60.7	82.2	80.9	76.1	69.6	72	75.3	55.4	99.1	92.3

Table 2: 2018 Jackson County School District Accountability Ratings

MCAPS LEA PLAN ACCOUNTABILITY DESIGNATION: 2018



2018 Jackson County School District Accountability					
Accountability Rating:	B		Accountability Rating with EL		B
Total Points	661		Total Points with EL		645
	Reading	Mathematics	Science	U. S. History	Acceleration
PROFICIENCY	53.2%	55.3%	78.2%	62.1%	58.7%
<i>Possible 2018/2019</i>	100/95	100/95	50/47.5	50/47.5	50/47.5
GROWTH ALL STUDENTS	66.5%	67.9%	EL Progress	Graduation Rate	College and Career Readiness
<i>Possible 2018/2019</i>	100/95	100/95			
GROWTH LOW 25%	60.2%	52.0%	68.6%	89.1%	56.3%
<i>Possible 2018/2019</i>	100/95	100/95	200/190	NA/50	50/47.5

Figure 2: 2018 Jackson County School District Accountability

2019 ACCOUNTABILITY

According to a press release from the Mississippi Department of Education in September 2019, about 75% of the state's schools and about 70% of districts were rated "C" or higher in 2019. The grades show a three-year trend of continuous school and district improvement.

The State Board of Education set a goal in 2016 that all schools and districts be rated C or higher. Since that time, the percentage of schools meeting this goal has risen from 62.4% in 2016 to 73.5% in 2019. The percentage of districts meeting the goal has increased from 62.2% to 69.7%. Over the same period, the number of schools and districts earning an A has more than doubled, with A-rated schools jumping from 88 to 196, and A-rated districts increasing from 14 to 31. The percentage of schools and districts rated D or F dropped significantly since 2016, from 37.6% to 26.2% for schools, and 37.8% to 29.0% for districts.

"Mississippi schools and districts are achieving at higher levels each year, and their grades demonstrate how well they are serving the children in their classrooms," said Dr. Carey Wright, state superintendent of education. "I am extremely proud of our students and their families and every teacher, staff member, and leader who work hard every day in our schools and districts across the state."

MDE. (Sept. 2019). *Three Out of Four Schools, 70% of Districts Rated C or Higher*. Retrieved from https://www.mdek12.org/news/2019/9/17/Three-Out-of-Four-Schools-70%25-of-Districts-Rated-C-or-Higher_20190917

2019 JACKSON COUNTY SCHOOL DISTRICT ACCOUNTABILITY

All figures are percentages except total points.	2019 Grade	Total Points	Reading Proficiency	Math Proficiency	History Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	EL Progress	Acceleration	College/ Career Readiness	Participation Rate	Graduation Rate
	JCSD	A	685	54.8	59.3	70	78.2	66.4	70	58.4	55.7	76.7	65.9	52.2	≥95
EAST CENTRAL LOWER	A	478	60.9	77			80.7	70.3	62.5	58.2					
EAST CENTRAL MIDDLE	A	447	51.4	66.3		79.9	62.8	76.9	56.1	53.6				≥95	
EAST CENTRAL UPPER	A	478	60.7	62.4		76	74.6	77.1	57.1	70.5				≥95	
ST. MARTIN EAST	B	421	80.2	83.1			60.7	53.2	45.8	25	95.4				
ST. MARTIN NORTH	B	401	68.9	66.7			64.2	56.4	48.6	25.8	92.2				
ST. MARTIN UPPER	B	395	53.3	49.2		78.4	65	54.7	48.3	38	70.5			≥95	
ST. MARTIN MIDDLE	B	418	47.2	55.5		79.6	61.6	66.8	56	44.9	71.1			≥95	
VANCLEAVE LOWER	A	442	62.2	56.1			76.8	60.7	72.9	50					
VANCLEAVE MIDDLE	B	439	49.2	59.7		84.5	60.6	71.2	60.7	52.9				≥95	
VANCLEAVE UPPER	A	467	61.7	55.2		87.6	75	71.5	58.8	57.1				≥95	
EAST CENTRAL HIGH	B	746	63.5	71.7	63.4	79.1	79.7	70.6	72.2	71.5		69.6	53.7	≥95	91.8
ST. MARTIN HIGH	B	685	47.3	52.4	70.5	69.1	65.7	79.2	66.4	94.6	29.9	58.2	49.1	≥95	87.5
VANCLEAVE HIGH	A	783	65.6	67	76.2	85.6	81.6	81.7	75	79		83.5	56.4	≥95	91

Table 3: 2019 Jackson County School District Accountability Ratings

COMPREHENSIVE AND TARGETED SCHOOL IMPROVEMENT

MCAPS LEA PLAN SCHOOL ACCOUNTABILITY DESIGNATION

2019 JACKSON COUNTY SCHOOL DISTRICT SCHOOL IMPROVEMENT DESIGNATIONS



East Central Middle School and **St. Martin High School** were designated **Targeted Support and Improvement** in 2019 because scores for students with disabilities fell in the lowest 50% of overall accountability, the lowest quartile in a three-year average gap-to-goal measurement, and the lowest quartile of a three-year improvement toward gap-to-goal closure.

St. Martin Upper Elementary School, Vancleave Middle School, and St. Martin Middle School were designated **Additional Targeted Support and Improvement** in 2019 because the three-year average performance for students with disabilities was at or lower than the bottom 5% of all statewide Title I schools.

All five schools have begun or are continuing evidence-based interventions and strategies aimed at remediating the target group while strengthening the performance of other learners. Schools will be re-evaluated annually.

2019 Jackson County School District Accountability					
Accountability Rating:	A		Total Points		685
	Reading	Mathematics	Science	U. S. History	Acceleration
PROFICIENCY	54.8%	59.3%	78.2%	70.0%	65.9%
<i>Possible Points</i>	95	95	47.5	47.5	47.5
GROWTH ALL STUDENTS	66.4%	70.0%	EL Progress	Graduation Rate	College and Career Readiness
<i>Possible Points</i>	95	95			
GROWTH LOW 25%	58.4%	55.7%	76.7%	89.4%	52.2%
<i>Possible Points</i>	95	95	47.5	50	190

Figure 3: 2019 Jackson County School District Accountability

2019 ACCOUNTABILITY DEMOGRAPHICS

According to the Mississippi Department of Education's suppression rule, designed to comply with ESSA privacy laws, "When the number of students in a reporting category is less than 10, the subgroup data will display "<10". In a graphical representation of the data, the data may not be displayed. Percentages less than 5% or greater than 95% will also be changed to display "<5%" or ">95%" in some categories. If a percentage cannot be displayed and it is part of a series of data, such as levels of performance, the data will be converted to ranges (Ex: "11-20%") to protect other data from being disclosed."

Mississippi Department of Education. *Mississippi Succeeds Annual Report Card School Year 2018-19 User Guide*. Retrieved from <https://msrc.mdek12.org/downloads/MSRCUserGuide.pdf>

2019 JACKSON COUNTY SCHOOL DISTRICT ACCOUNTABILITY BY DEMOGRAPHIC GROUP

Subgroup	MATH			ELA			USH	SCI	CC	GRAD		EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
ALL	59.3	70	55.7	54.8	66.4	58.4	70	71.8	52.2	65.9	89.4	24.2	44	57.69
Female	60.3	72.2	59.4	59.3	69.4	60.5	72	71.1	54.7	68.1	91.3			
Male	58.4	67.9	52.2	50.7	63.5	57	68.4	72.4	49.5	65.5	87.6			
Asian	73.5	80.9	73.5	66.3	74.1	69.2	65.4	90.3	63.5	77.5	100.0			
Black or African American	41.6	57.9	54.6	35.3	51.2	48.9	56.1	47.6	42.1	44.8	84.7			

2019 JACKSON COUNTY SCHOOL DISTRICT ACCOUNTABILITY BY DEMOGRAPHIC GROUP

Subgroup	MATH			ELA			USH	SCI	CC	GRAD		EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
Hispanic or Latino	52.1	68.8	59.6	48.2	61.9	55.4	58.8	54.5	56.7	56.3	100.0			
Native American	43.8	55		31.3	43.3									
Pacific Islander	40			40										
Two or More Races	56.2	62.5	57.5	57.1	67.3	52.9		46.7						
White	61.7	71.5	55.2	57.4	68.5	60.8	72.7	75.5	53.4	69.4	88.9			
Students with Disabilities	18.2	46.6	43.6	15.9	47	48.5	29.7	30.5	21.4	63.5	41.4			
Students w/o Disabilities	65.5	73.4	62.2	60.8	69.3	63.4	72.6	77.2	53.8	67.4	93.4			
Economically Disadvantaged	49.2	63.2	54	45	60.6	57.2	58.7	62.5	37.6	47.1	87.1			
Non Econ. Disadvantaged	67.8	75.7	58.3	63.1	71.2	60.4	77.1	79.3	59.8	73.9	91.3			
English Learners	34.8	62	59.7	26.5	51.9	58.1		31.8		6.3				
Non English Learners	59.7	70.1	55.6	55.2	66.6	58.4	70.6	72.2	52.7	66.1	89.3			
Foster Care	44.4	48.7		51.9	80.3			66.7						
Homeless	31.6	56.8		38.1	50					53.6				
Non Homeless											89.6			
Migrant														
Non Migrant											89.3			
Military Connected														

Table 4: 2019 Jackson County School District Accountability by Demographic Group

2019 ACCOUNTABILITY GOALS

The **Mississippi Succeeds** plan, as required by ESSA, sets measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency for all students and separately for each subgroup of students. For academic achievement and graduation rates, the State's measurements of interim progress take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps. The following table shows 2019 proficiency averages in relation to interim goals, long-term goals, and current state averages.

2019 Jackson County School District Accountability Goals						
	Group	District	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	59.3%	44.1%	57.0%	70.0%	47.0%
	FEMALE	60.3%				48.9%
	MALE	58.4%				45.1%
	ASIAN	73.5%	68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN	41.6%	35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO	52.1%	45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN	43.8%	40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER	40.0%	55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES	56.2%	47.5%	58.7%	70.0%	53.7%
	WHITE	61.7%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES	18.2%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	65.5%				51.1%
	ECONOMICALLY DISADVANTAGED	49.2%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	67.8%				67.7%
	ENGLISH LEARNERS	34.8%	38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	59.7%				47.2%
	FOSTER CARE	44.4%				37.4%
	HOMELESS	31.6%				32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%
ENGLISH PROFICIENCY	ALL	54.8%	45.1%	57.5%	70.0%	41.8%
	FEMALE	59.3%				45.9%
	MALE	50.7%				37.8%
	ASIAN	66.3%	61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN	35.3%	35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO	48.2%	42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN	31.3%	42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER	40.0%	55.9%	63.0%	70.0%	56.8%
	TWO OR MORE RACES	57.1%	48.2%	59.1%	70.0%	48.0%
	WHITE	57.4%	55.0%	62.5%	70.0%	57.0%
	STUDENTS WITH DISABILITIES	15.9%	29.3%	49.6%	70.0%	17.6%
	STUDENTS WITHOUT DISABILITIES	60.8%				45.5%
	ECONOMICALLY DISADVANTAGED	45.0%	39.6%	54.8%	70.0%	32.4%
	NON ECONOMICALLY DISADVANTAGED	63.1%				61.7%
	ENGLISH LEARNERS	26.5%	32.4%	51.2%	70.0%	19.4%
	NON ENGLISH LEARNERS	55.2%				42.2%
	FOSTER CARE	51.9%				36.2%
	HOMELESS	38.1%				30.7%
	MIGRANT					30.7%
	MILITARY CONNECTED					63.9%

Table 5: 2019 Jackson County School District Accountability Goals

4-YEAR GRADUATION RATE

In accordance with 34 C.F.R. 200.19(b) and Miss. Code Ann. §37-17-6, graduation and dropout rates were calculated following the four-year adjusted cohort method. This method determines the high school completion status for students four (4) years after entering Grade 9 for the first time during the school year (SY) 2015 - 2016 (Seniors SY 2018 - 2019) and graduating within the cohort window which ended July 31, 2019. The graduation rates for this cohort will be used in the 2020 Accountability results.

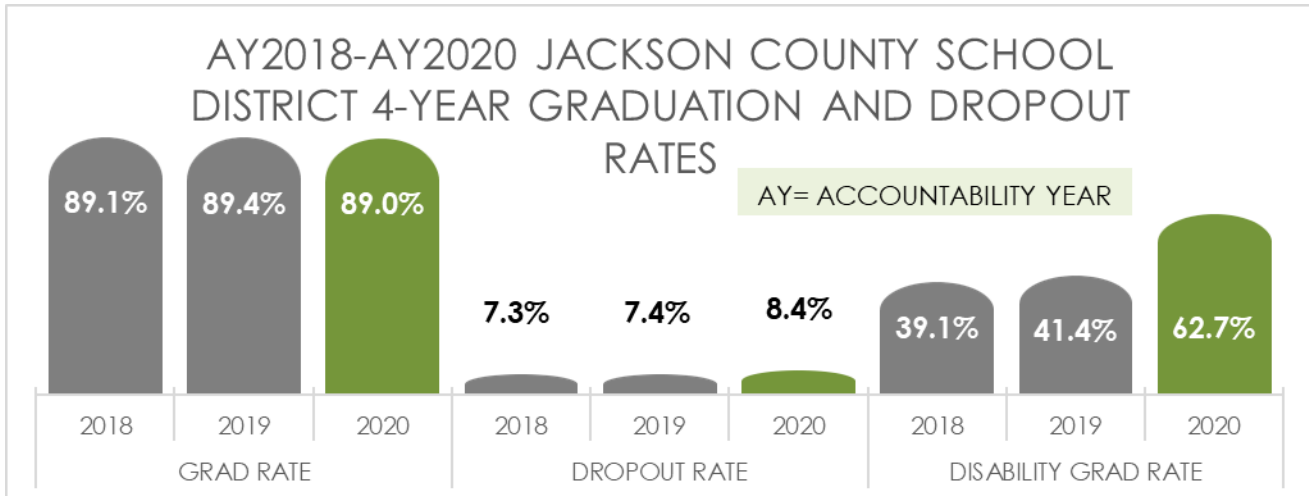


Figure 4: AY2018-2020 Jackson County School District 4-Year Graduation and Dropout Rates

AY2020 (SY2018-2019) GRADUATION RATE BY DEMOGRAPHIC GROUP				
AY= Accountability Year; SY=Senior Year		DISTRICT		STATE
CATEGORY	SUBGROUP	COUNT	%	%
ALL	ALL	693	89.0%	85.0%
GENDER	FEMALE	347	92.2%	89.3%
	MALE	346	85.8%	80.9%
RACE	ASIAN	27	100.0%	92.7%
	BLACK OR AFRICAN AMERICAN	101	87.1%	81.9%
	HISPANIC/LATINO			83.1%
	NATIVE AMERICAN			81.8%
	PACIFIC ISLANDER			83.3%
	TWO OR MORE RACES			85.6%
	WHITE	539	89.1%	88.3%
	DISABILITY	STUDENTS WITH DISABILITIES		
	STUDENTS WITHOUT DISABILITIES			90.1%
ECONOMIC	ECONOMICALLY DISADVANTAGED	331	85.5%	82.2%
	NOT ECONOMICALLY DISADVANTAGED			90.1%
EL	ENGLISH LEARNERS			65.6%
	NATIVE ENGLISH SPEAKER			85.2%
HOMELESS	HOMELESS	12	83.3%	69.9%
	NOT HOMELESS			85.4%
MIGRANT	MIGRANT			**

Table 6: AY2020 (SY2018-2019) Jackson County School District Graduation Rate by Demographic Group

MCAPS LEA PLAN ACCOUNTABILITY DESIGNATION: GRADUATION RATE

ASSESSMENT

Scores for the Mississippi Academic Assessment Program (MAAP) for 2017 through 2019 are included in this report. Also included are the *Literacy-Based Promotion Act (LBPA) Third Grade Reading Summative Assessment* and the *Kindergarten Readiness Assessment*. Districts administer the *Mississippi Academic Assessment Program, Science (MAAP-SCI)* to 5th and 8th graders and the *Mississippi Academic Assessment Program, End of Course (MAAP-EOC)* in Biology I and U. S. History. The state of Mississippi also gives the *American College Test (ACT)* to all juniors in high school.

KINDERGARTEN READINESS

Since 2014 the Mississippi Department of Education has administered the STAR Early Literacy, a diagnostic assessment to identify students' command of literacy skills, as the *Mississippi K-3 Assessment Support System* to evaluate kindergarten readiness. The Kindergarten Readiness Assessment offers parents, teachers, and early childhood providers a common understanding of what children know and are able to do upon entering school. It is also used to measure how well Pre-K programs prepare four-year-olds to be ready for kindergarten based upon the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children*. The primary purpose of the Kindergarten Readiness Assessment is to improve the quality of classroom instruction and other services provided to students from birth to 3rd grade.

KINDERGARTEN READINESS ASSESSMENT: PUBLIC PREKINDERGARTEN										
	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018	Spring 2019	NET GAIN	Fall 2019
JCSD	*	*	*	462	493	31	388	468	80	413
EAST CENTRAL LOWER				*	*	*	*	*	*	*
ST. MARTIN EAST	*	*	*	*	*	*	*	*	*	*
ST. MARTIN NORTH							*	*	*	*
VANCLEAVE LOWER	*	*	*	*	*	*	*	*	*	*

Table 7: Jackson County School District Kindergarten Readiness Assessment Public Prekindergarten

KINDERGARTEN READINESS ASSESSMENT										
	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018	Spring 2019	NET GAIN	Fall 2019
JCSD	508	742	234	508	739	231	480	729	249	502
EAST CENTRAL LOWER	522	758	236	528	744	216	474	718	244	522
ST. MARTIN EAST	483	753	270	507	749	242	481	748	267	508
ST. MARTIN NORTH	524	715	191	491	699	208	477	691	214	490
VANCLEAVE LOWER	503	743	240	500	756	257	487	754	267	484

Table 8: Jackson County School District Kindergarten Readiness Assessment



THIRD GRADE READING ASSESSMENT

According to a press release from the Mississippi Department of Education, “The Literacy-Based Promotion Act (LBPA) requires 3rd graders to pass a reading assessment to qualify for promotion to 4th grade. An amendment to the law in 2016 raised reading-level expectations starting in the 2018-19 school year, requiring 3rd graders to score at level 3 or higher on the reading portion of the Mississippi Academic Assessment Program (MAAP) English Language Arts (ELA) assessment.

In the spring of 2019, statewide, 74.5% (26,057) of 3rd graders met the higher bar (increased to 82.8% after the initial retest). In previous years, the law required 3rd graders to score above the “lowest achievement level.” Under the lower standard, the initial passing rate increased from 85% in 2015 to 93.2% in 2018. The percent of students scoring at level 3 or higher has also increased each year, rising from 69.6% in 2017, to 73.8% in 2018, and to 74.5% in 2019. Level 3 indicates a student is approaching grade-level expectations. Level 4 means a student has mastered grade-level reading standards.

The LBPA requires that students who do not pass the 3rd Grade Reading Assessment be retained in 3rd grade unless the student meets the good cause exemptions specified in the law. Exemptions apply to certain students with disabilities, students learning English, or students who have been previously retained. Local school districts determine which of their students who did not pass qualify for one of the good cause exemptions for promotion to 4th grade. The law requires schools to provide intensive reading intervention services to students retained in the 3rd grade and to students promoted to 4th grade with a good cause exemption.”

Mississippi Department of Education (2019, May 22). *Majority of 3rd Graders Meet Higher Standard to Pass Reading Test*. Retrieved from https://www.mdek12.org/news/2019/5/22/Majority-of-3rd-Graders-Meet-Higher-Standard-to-Pass-Reading-Test_20190522

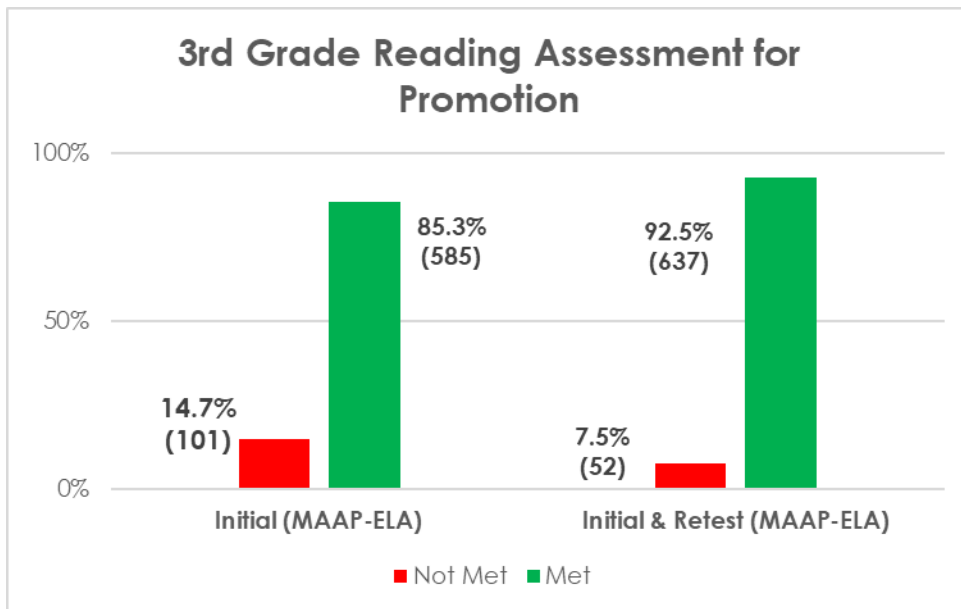


Figure 5: 2019 Jackson County School District 3rd Grade Reading Assessment for Promotion

Students Promoted by Good Cause Exemption

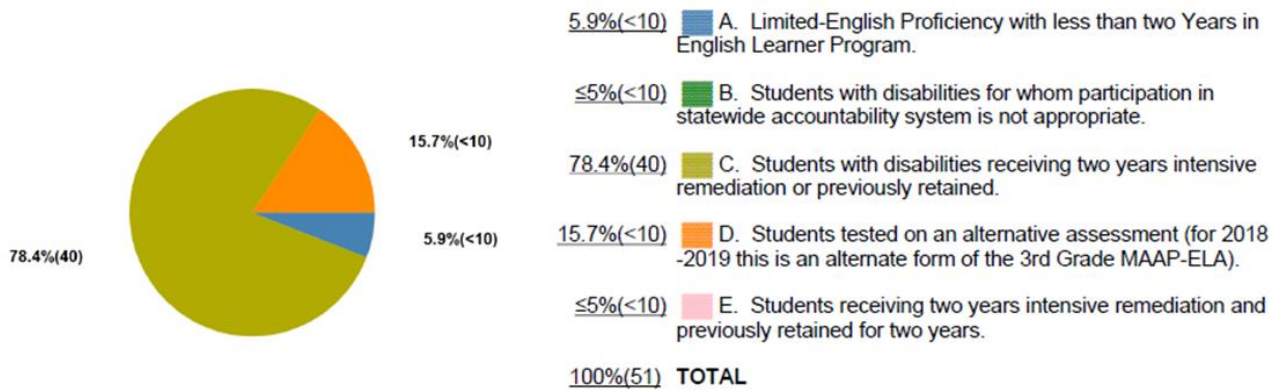


Figure 6: 2019 Jackson County School District Students Promoted by Good Cause Exemption

ACT

In 2014-2015, the Mississippi Department of Education began requiring all students classified as juniors to take the American College Test (ACT®). A fact-sheet linked to the MDE Office of Assessment states, "The ACT, for students in grades 11 and 12, measures students' academic readiness to make successful transitions to college and work after high school. The ACT is the most widely accepted and used test by postsecondary institutions across the U.S. for college admission and course placement."

The average score for juniors statewide decreased from 17.8 in 2018 to 17.6 in 2019. The percentage of juniors meeting the benchmark scores for all four tested ACT subjects remained flat at 9% from 2018 to 2019. (Note: MDE reported only the composite score for juniors in 2015.)

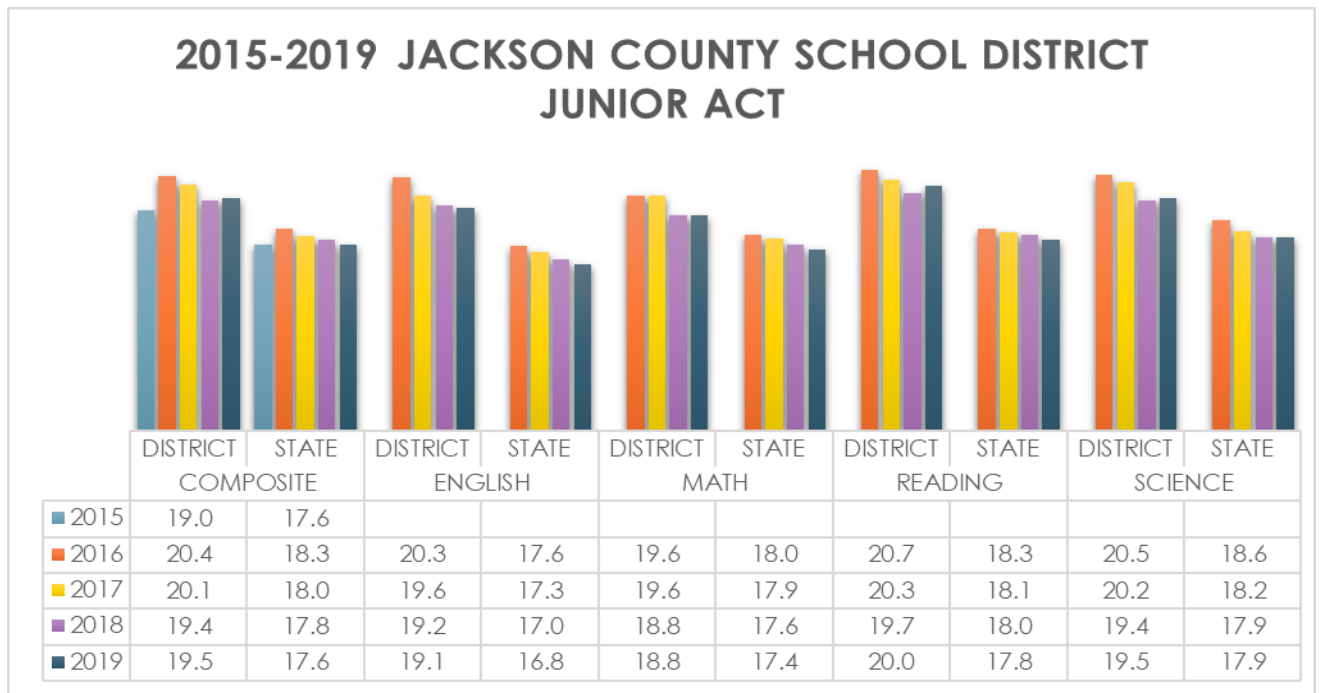


Figure 7: 2015-2019 Jackson County School District Junior ACT

MCAPS LEA PLAN COLLEGE AND CAREER READINESS: 11TH GRADE ACT

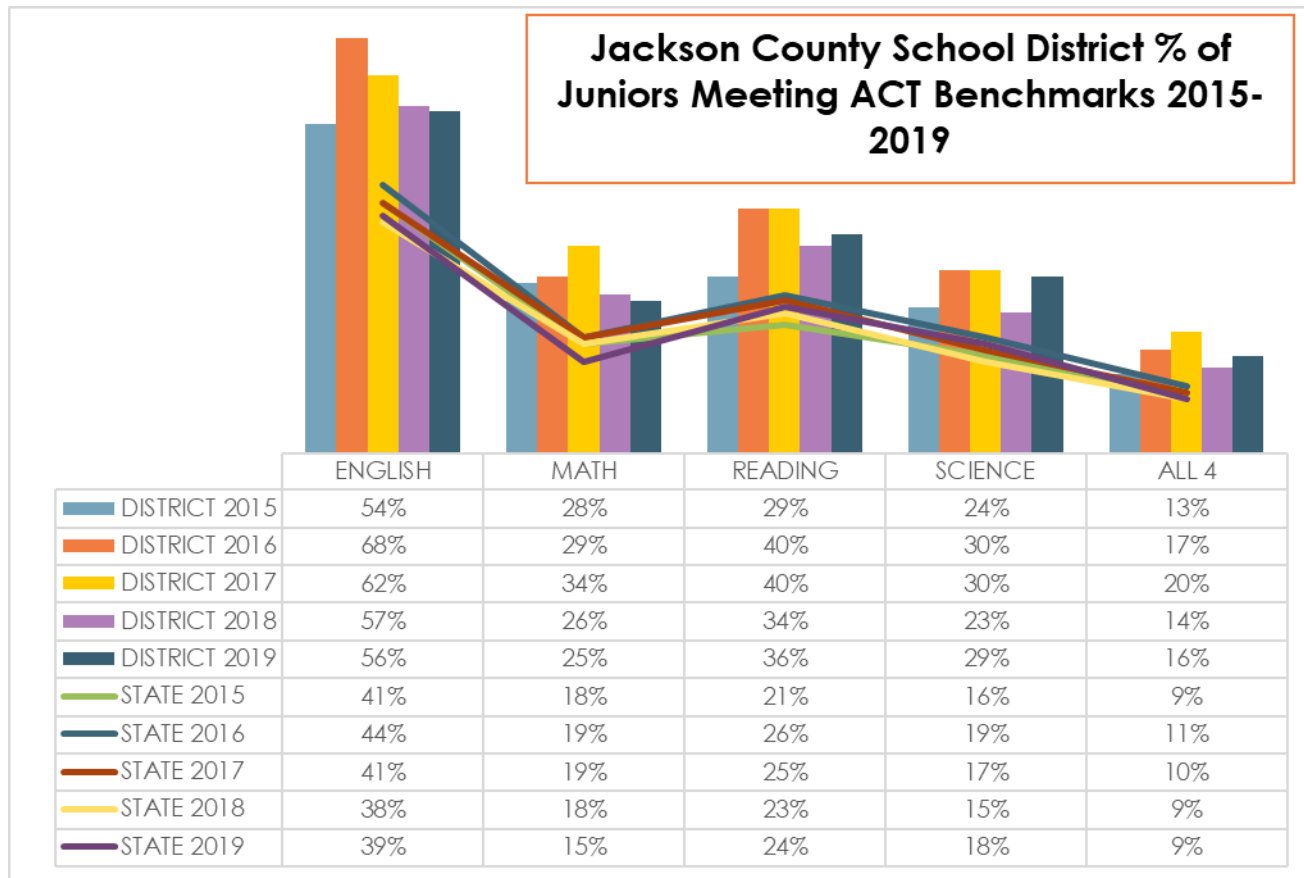


Figure 8: Jackson County School District % of Juniors Meeting ACT Benchmarks 2015-2019

2019 Jackson County School District Average Junior ACT Scores by Race/Ethnicity and Gender						
	English	Math	Reading	Science	Composite	STEM
All Students	19.1	18.8	20	19.5	19.5	19.4
Males	17.8	18.3	19.4	19.2	18.8	19
Females	21	19.4	20.8	19.9	20.3	19.9
Black/African American	14.9	16.6	16.7	16.8	16.4	16.9
American Indian/Alaska Native	19	17	18	17	17.5	17.5
White	19.6	19.1	20.6	20	19.9	19.7
Hispanic/Latino	18	17.9	19.4	19	18.7	18.6
Asian	21.1	21.3	21.5	20.7	21.3	21.3
Native Hawaiian/Other Pacific Islander	9.5	14.5	12	17.5	13.5	16
Two or More Races	20.1	18.9	19.8	19.7	19.7	19.6
Prefer Not to Respond	19	18.6	19.2	19.1	19.1	19.1

Table 9: 2019 Jackson County School District Average Junior ACT Scores by Race/Ethnicity and Gender

2019 Jackson County School District % of Juniors in College and Career Readiness Standards (CCRS) Score Ranges

CCRS	ENGLISH		MATH		READING		SCIENCE	
	2018	2019	2018	2019	2018	2019	2018	2019
33 to 36	3%	3%	0%	0%	2%	3%	0%	1%
28 to 32	4%	6%	2%	4%	6%	8%	3%	3%
24 to 27	15%	12%	16%	12%	12%	14%	13%	17%
20 to 23	25%	24%	13%	16%	29%	25%	31%	26%
16 to 19	23%	22%	50%	47%	29%	26%	36%	36%
13 to 15	21%	20%	18%	20%	13%	16%	12%	11%
01 to 12	10%	12%	1%	1%	9%	8%	5%	6%

Table 10: 2019 Jackson County School District % of Juniors in College and Career Readiness Standards (CCRS) Score Ranges

2018/2019 Jackson County School District % of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity and Gender

	ENGLISH		MATH		READING		SCIENCE		ALL 4		STEM	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
All Students	57 ↓	56	26 ↓	25	34 ↑	36	23 ↑	29	14 ↑	16	7 ↑	9
Males	51 ↓	48	28 ↓	20	29 ↑	31	25 ↑	27	15 ↓	12		
Females	63 ↑	66	24 ↑	30	38 ↑	41	20 ↑	31	13 ↑	20		
Black/African American	35 ↓	26	8 ↑	9	16 ↓	14	1 ↑	7	0 ↑	4	0 →	0
American Indian/ Alaska Native	40 ↑	50	0 →	0	0 →	0	0 →	0	0 →	0	0 →	0
White	61 ↓	60	28 ↓	27	37 ↑	39	27 ↑	32	17 ↑	18	8 ↑	10
Hispanic/Latino	48 ↑	54	20 ↑	21	28 ↑	33	8 ↑	17	4 ↑	13	0 ↑	4
Asian	60 ↑	65	40 ↑	50	28 ↑	55	24 ↑	40	16 ↑	35	24 ↓	20
Native Hawaiian/ Other Pacific Islander	100 ↓	0	0 →	0	0 →	0	0 →	0	0 →	0	0 →	0
Two or More Races	69 →	69	44 ↓	25	47 ↓	28	36 ↓	31	22 ↓	11	11 ↓	8
Prefer Not to Respond	50 ↑	53	14 ↑	17	21 ↑	30	14 ↑	27	7 ↑	13	7 ↑	10

Figure 9: 2019 Jackson County School District % of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity and Gender

MAAP

The Mississippi Academic Assessment Program, (MAAP), is designed to measure student achievement on the Mississippi College- and Career-Readiness Standards (MSCCRS) for English Language Arts and mathematics and to provide valid and reliable results for improving learning through data-driven instruction. The MAAP assesses students in grades 3-8 in English Language Arts and mathematics and students in any grade taking Algebra I or English II. When MAAP was first administered in 2015-16, one-third of students statewide met or exceeded grade-level expectations in ELA and mathematics. In 2018-19, closer to half of students met or exceeded expectations in each subject. ELA achievement has increased from 33.6% to 41.6% of students scoring proficient or advanced. The percentage of students scoring proficient or advanced in mathematics has jumped from 33.0% to 47.3%.

MAAP ELA AND MATH BY GRADE LEVEL

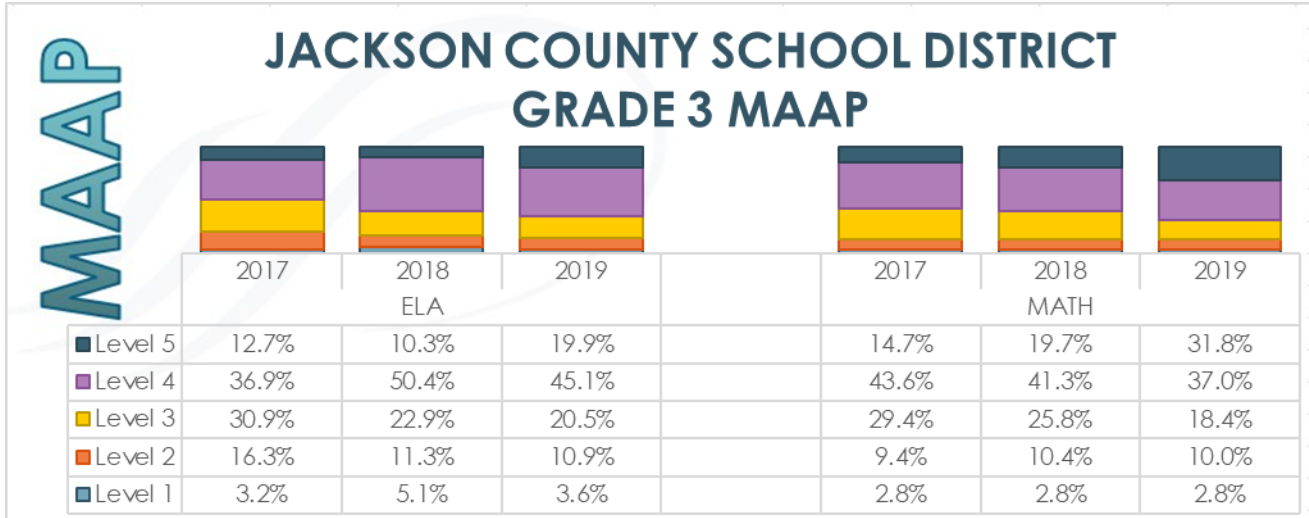


Figure 10: Jackson County School District MAAP Grade 3

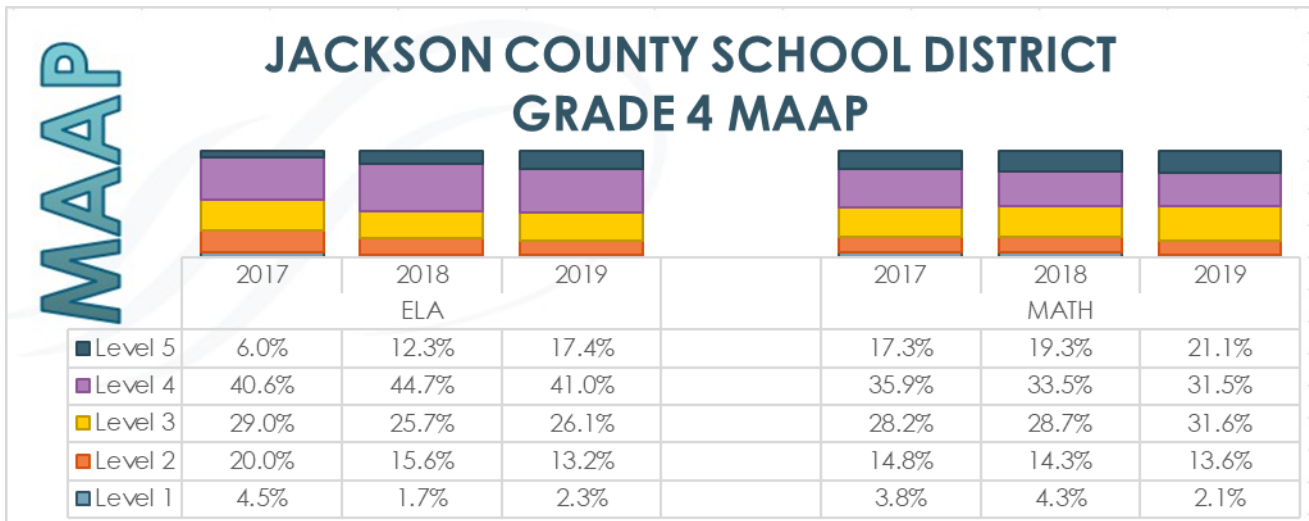


Figure 11: Jackson County School District MAAP Grade 4

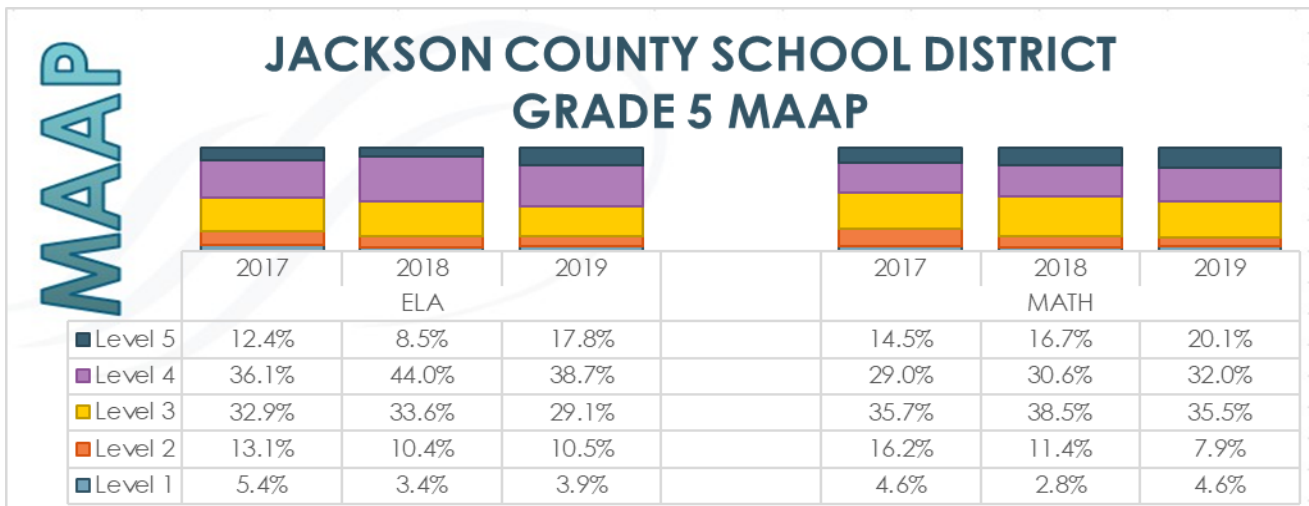


Figure 12: Jackson County School District MAAP Grade 5

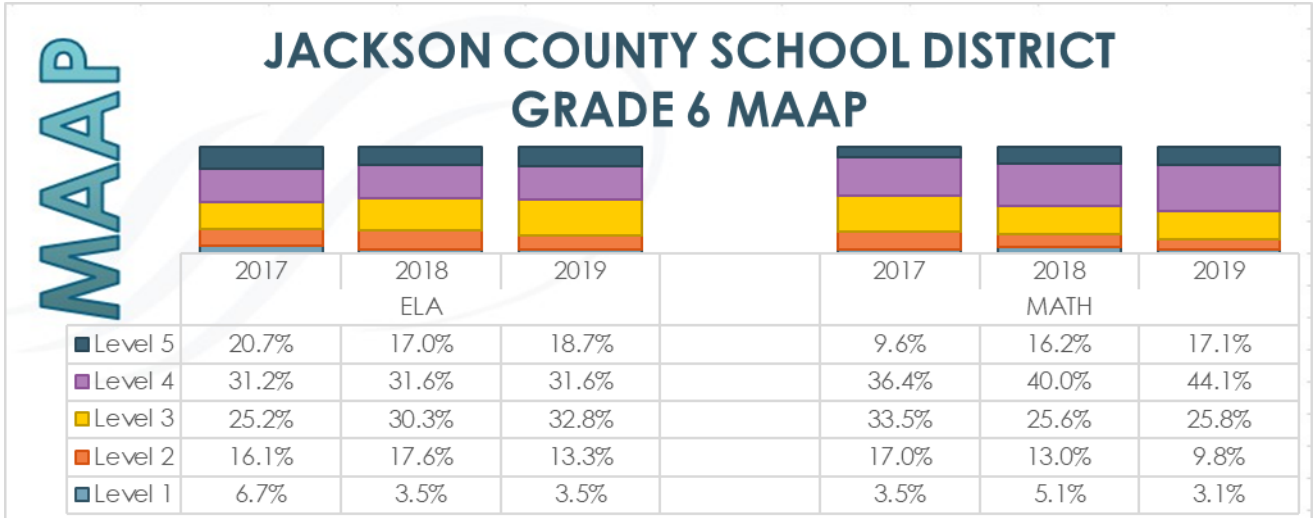


Figure 13: Jackson County School District MAAP Grade 6

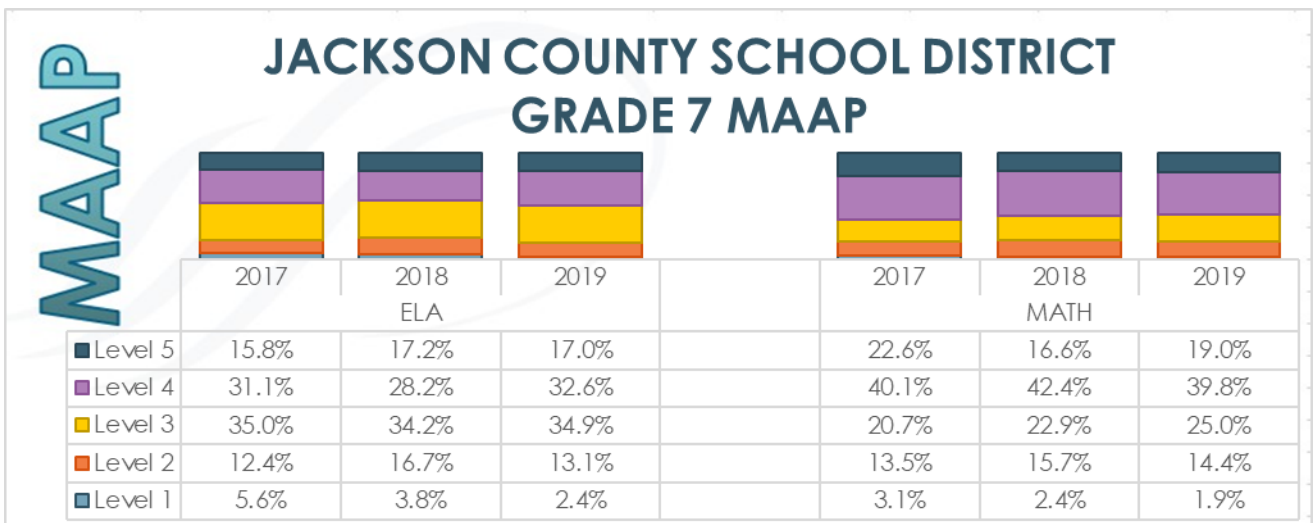


Figure 14: Jackson County School District MAAP Grade 7

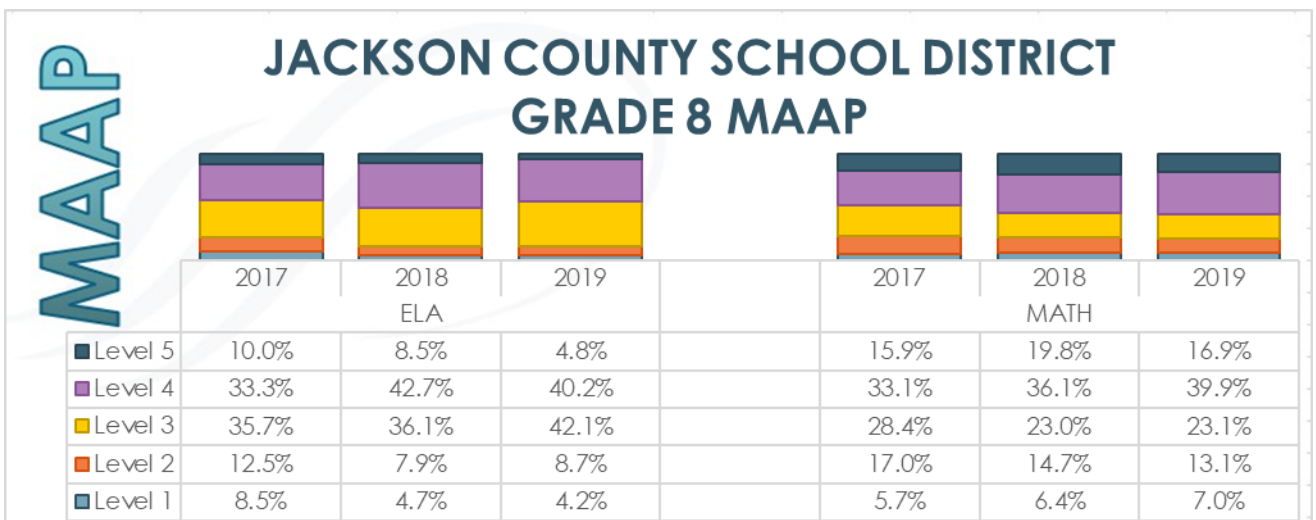


Figure 15: Jackson County School District MAAP Grade 8

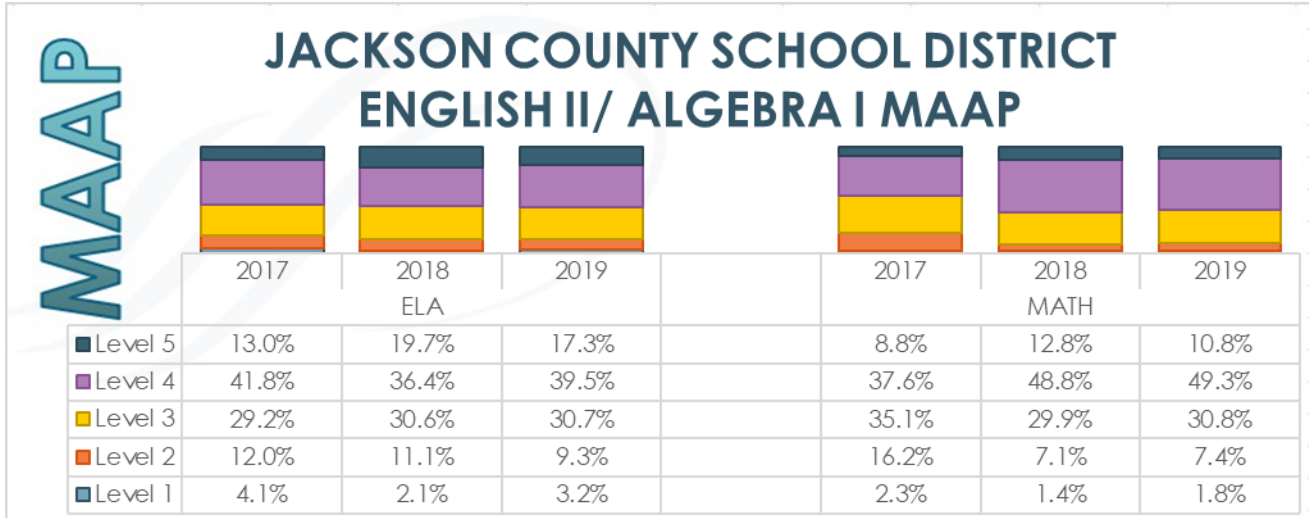


Figure 16: Jackson County School District MAAP English II and Algebra I

MAAP ELA AND MATH BY COHORT

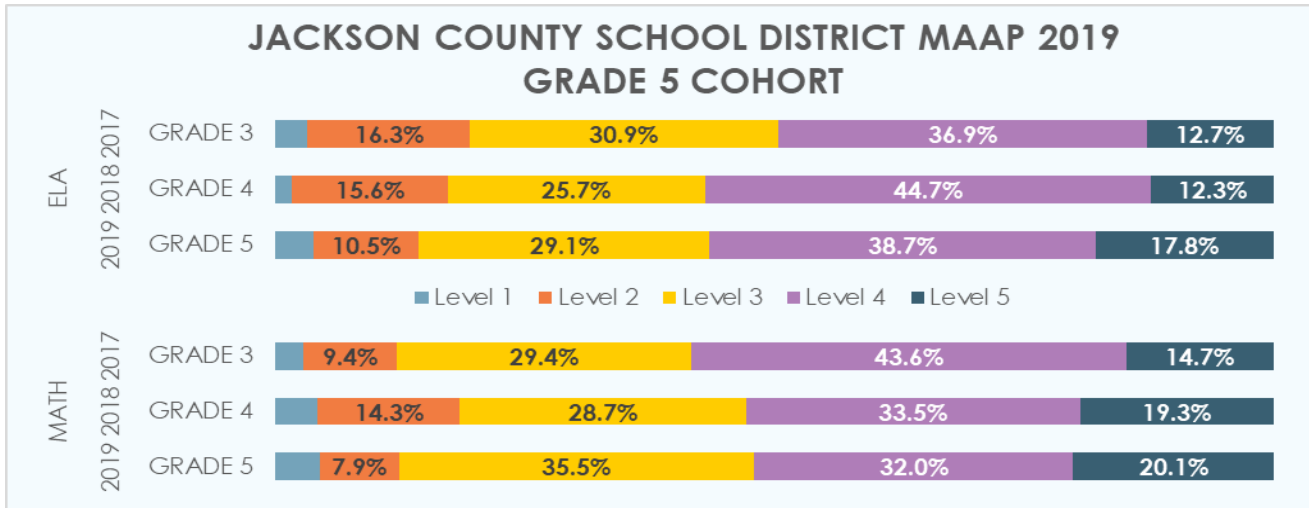


Figure 17: Jackson County School District MAAP 2019 Grade 5 Cohort

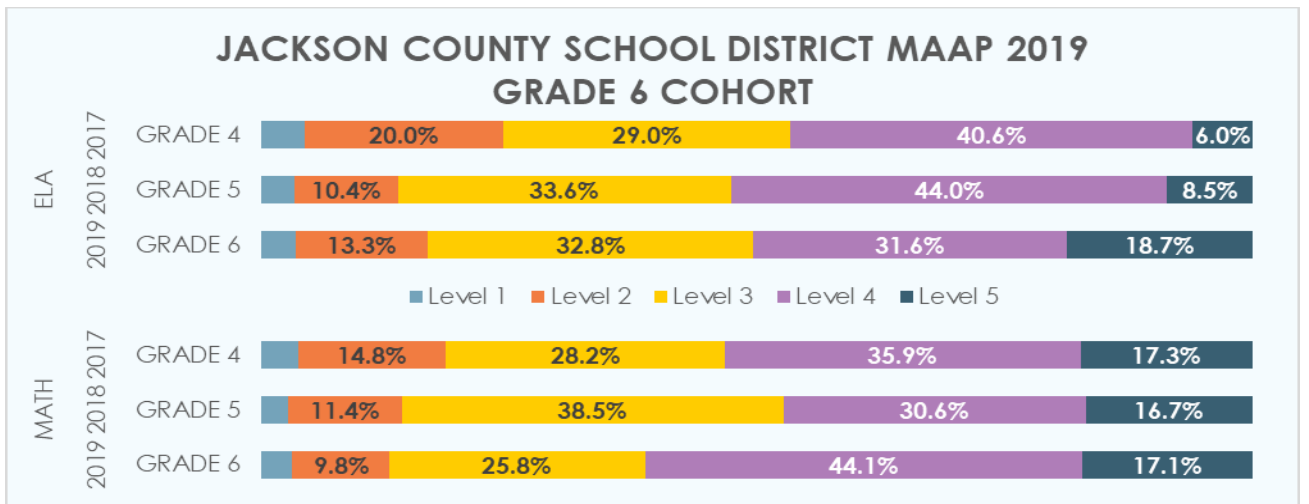


Figure 18: Jackson County School District MAAP 2019 Grade 6 Cohort

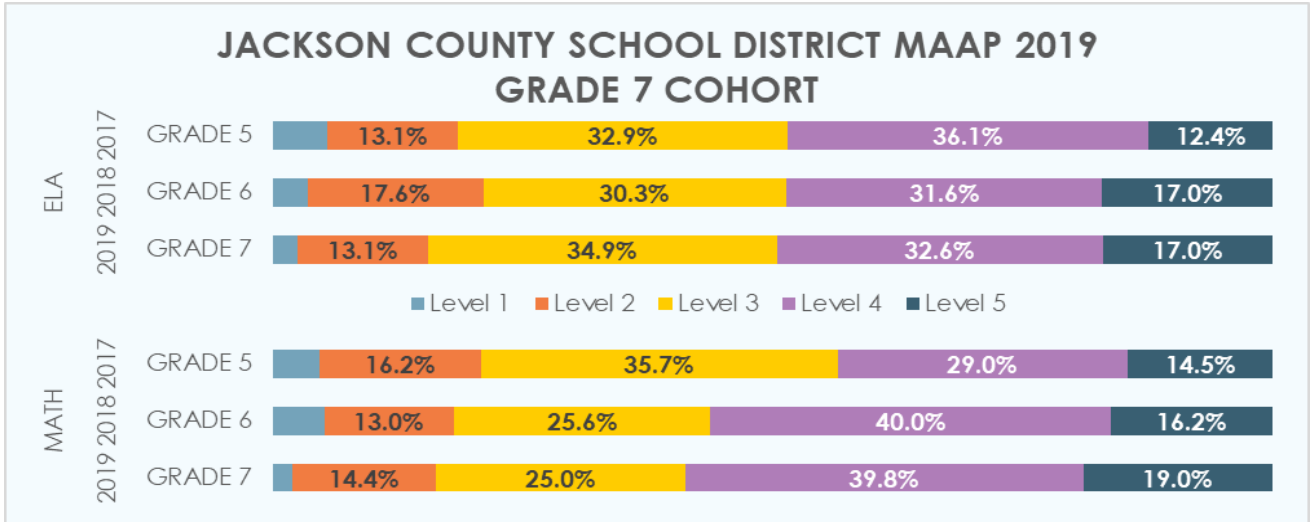


Figure 19: Jackson County School District MAAP 2019 Grade 7 Cohort

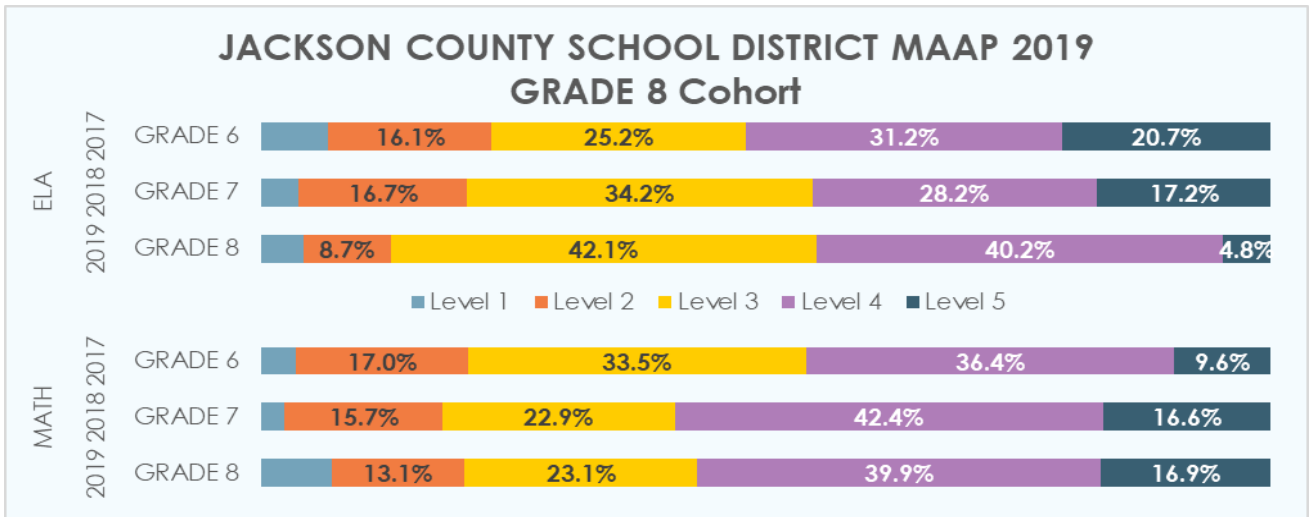


Figure 20: Jackson County School District MAAP 2019 Grade 8 Cohort

MAAP-SCI AND MAAP-EOC

The **Mississippi Academic Assessment Program, Science**, or MAAP-SCI, is an assessment administered to students in grades 5 and 8 that measures student achievement in science. Starting in 2018-2019, all Science assessments are based on the 2018 Mississippi College- and Career-Readiness Standards for Science. The MAAP-SCI is comprised of test questions of varying degrees of difficulty that are aligned to the competencies and objectives in the framework and the academic performance level descriptors. In addition to being used for state accountability purposes in these grades, the MAAP-SCI is designed to allow Mississippi to be in full compliance with the requirements of the federal legislation of the Every Student Succeeds Act.

The Mississippi Academic Assessment Program, End of Course, or MAAP-EOC, exams are end-of-course exams administered to students in Biology I and U.S. History. The Biology I assessment measures student achievement based on the 2018 Mississippi College- and Career-Readiness Standards for Science. The U. S. History assessment measures student achievement based on the 2018 Mississippi College- and

JACKSON COUNTY SCHOOL DISTRICT PROFILE

Career-Readiness Standards for the Social Studies starting in 2018-2019. In September 2019, The Commission on School Accreditation voted to accept a recommendation from the Mississippi Testing Task Force to eliminate the U. S. History exam as a requirement for graduation. However, the State Board of Education reversed that decision in January of 2020, citing concerns that such a move could lessen the importance of U.S. History in schools.

The U.S. History exam is given to high school students upon completion of the course. It is one of four end-of-course assessments that SBE policy requires students to take to graduate. The other tests, in Biology, Algebra I and English II, are required by federal law. Students do not have to pass the subject area tests to graduate, as the SBE offers several options for students to earn a diploma.

Because the versions of both the MAAP-SCI and MAAP-EOC tests are new this year, only 2019 scores are reflected in the following graph.

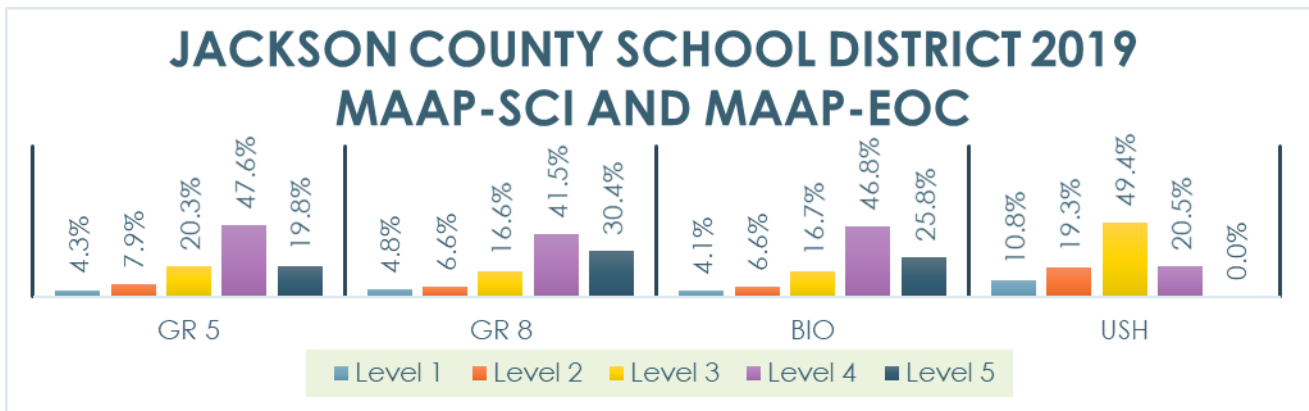


Figure 21: Jackson County School District 2019 MAAP-SCI and MAAP-EOC

MAAP DEMOGRAPHICS

Beginning with the 2017-2018 school year, ESSA regulations require states, school districts, and schools to publicly post report cards containing a variety of data including disaggregated performance on ESSA-required assessments in English Language Arts, mathematics, and science.

MAAP ELA DEMOGRAPHICS

Table 11 shows performance percentages for all MAAP ELA assessments given by the district in 2018-2019, including MAAP ELA 3-8 and MAAP English II.

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
ALL	98.2	98.1	0-10%	6.8	11-20%	19.6	31-40%	33.5	31-40%	28.9	11-20%	11.2
FEMALE	97.5	98.0	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	31-40%	31-40%	11-20%	11-20%

JACKSON COUNTY SCHOOL DISTRICT 2019 MAAP ELA BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
MALE	98.9	98.1	0-10%	8.7	11-20%	22.0	31-40%	33.6	31-40%	26.3	11-20%	9.5
BLACK OR AFRICAN AMERICAN	98.1	98.3	7.5	0-10%	20.3	21-30%	38.9	31-40%	25.1	21-30%	8.3	0-10%
WHITE	98.6	97.8	0-10%	0-10%	11-20%	11-20%	21-30%	21-30%	31-40%	31-40%	11-20%	11-20%
NATIVE AMERICAN	100.0	98.7		0-10%	29.4	21-30%	41.2	31-40%	17.7	21-30%	11.8	0-10%
ASIAN	93.6	95.3	0-10%	6.0	0-10%	9.6	21-30%	21.2	41-50%	36.2	21-30%	27.1
HISPANIC OR LATINO	97.2	98.3	0-10%	9.4	11-20%	19.9	31-40%	34.3	31-40%	28.1	0-10%	8.4
PACIFIC ISLANDER	86.7	96.3	15.4	5.8	15.4	11.7	30.8	28.6	30.8	39.0	7.7	14.9
TWO OR MORE RACES	99.0	98.4	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
ECONOMICALLY DISADVANTAGED	98.3	98.4	5.4	8.9	16.5	24.3	34.6	36.2	33.4	24.1	10.1	6.5
NON ECONOMICALLY DISADVANTAGED	98.2	97.4	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%
MIGRANT		94.4		21-30%		21-30%		21-30%		11-20%		0-10%
HOMELESS	100.0	97.2	0-10%	11.8	31-40%	26.3	31-40%	33.0	21-30%	22.3	0-10%	6.6
FOSTER CARE	100.0	97.6	20.0	8.8	16.7	22.8	23.3	34.4	30.0	27.8	10.0	6.2
STUDENTS WITH DISABILITIES	99.0	97.1	11-20%	21-30%	31-40%	31-40%	31-40%	21-30%	11-20%	0-10%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	98.1	98.2	0-10%	0-10%	0-10%	11-20%	31-40%	31-40%	41-50%	31-40%	11-20%	11-20%
ENGLISH LEARNERS	99.4	98.7	7.6	13.9	19.8	24.5	31.2	33.7	31.2	22.5	10.2	5.5
NON ENGLISH LEARNERS	98.2	98.1	0-10%	6.6	11-20%	19.5	31-40%	33.5	31-40%	29.1	11-20%	11.4
MILITARY CONNECTED		97.3		0-10%		0-10%		21-30%		31-40%		21-30%

Table 11: Jackson County School District 2019 MAAP ELA by Demographic Group

MAAP MATH DEMOGRAPHICS

Table 12 shows performance percentages for all MAAP MATH assessments given by the district in 2018-2019, including MAAP MATH 3- 8, and MAAP MATH Algebra I.

JACKSON COUNTY SCHOOL DISTRICT 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
ALL	99.5	98.7	0-10%	5.6	11-20%	17.7	21-30%	31.2	31-40%	31.3	11-20%	14.1
FEMALE	99.5	99.0	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	31-40%	31-40%	11-20%	11-20%
MALE	99.6	98.4	0-10%	6.7	11-20%	19.4	21-30%	30.7	31-40%	29.4	11-20%	13.8

JACKSON COUNTY SCHOOL DISTRICT 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
BLACK OR AFRICAN AMERICAN	99.7	98.6	6.3	8.3	20.7	25.0	34.5	36.0	29.5	24.3	9.0	6.4
WHITE	99.5	98.9	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%
NATIVE AMERICAN	100.0	98.8		0-10%	22.2	11-20%	38.9	31-40%	33.3	31-40%	5.6	11-20%
ASIAN	100.0	98.8	0-10%	0-10%	0-10%	0-10%	21-30%	11-20%	31-40%	31-40%	31-40%	41-50%
HISPANIC OR LATINO	100.0	98.6	0-10%	5.5	11-20%	16.4	21-30%	30.0	31-40%	34.1	11-20%	14.0
PACIFIC ISLANDER	91.7	96.9		0-10%	9.1	0-10%	54.6	21-30%	36.4	31-40%		21-30%
TWO OR MORE RACES	99.0	98.7	0-10%	0-10%	11-20%	11-20%	31-40%	21-30%	31-40%	31-40%	11-20%	11-20%
ECONOMICALLY DISADVANTAGED	99.5	98.6	5.1	7.2	15.5	22.2	31.3	34.8	35.1	27.3	13.0	8.5
NON ECONOMICALLY DISADVANTAGED	99.5	99.0	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%
MIGRANT		93.2		15.6		21.9		35.4		17.7		9.4
HOMELESS	96.9	96.6	11-20%	10.7	21-30%	25.8	31-40%	32.9	21-30%	23.8	0-10%	6.8
FOSTER CARE	96.8	97.0	6.7	8.7	23.3	20.4	26.7	35.2	36.7	28.0	6.7	7.8
STUDENTS WITH DISABILITIES	98.7	96.8	11-20%	11-20%	31-40%	31-40%	21-30%	21-30%	11-20%	11-20%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	99.6	99.1	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	21-30%	11-20%
ENGLISH LEARNERS	100.0	98.6	0-10%	7.1	11-20%	18.6	21-30%	30.5	31-40%	30.3	11-20%	13.5
NON ENGLISH LEARNERS	99.5	98.7	0-10%	5.6	11-20%	17.7	21-30%	31.3	31-40%	31.4	11-20%	14.1
MILITARY CONNECTED		98.9		0-10%		0-10%		21-30%		31-40%		31-40%

Table 12: Jackson County School District 2019 MAAP MATH by Demographic Group

MAAP-SCI DEMOGRAPHICS

Table 13 shows performance percentages for all MAAP-SCI assessments given by the district in 2017-2019, including MAAP-SCI for grades 5 and 8, and MAAP-EOC for Biology I.

JACKSON COUNTY SCHOOL DISTRICT 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
ALL	99.2	98.7	0-10%	10.3	0-10%	13.6	11-20%	23.4	41-50%	36.0	21-30%	16.7
FEMALE	99.2	99.1	0-10%	9.2	0-10%	13.3	11-20%	24.3	41-50%	37.4	21-30%	15.8
MALE	99.2	98.4	5.3	11.4	7.5	13.9	18.1	22.5	44.5	34.7	24.8	17.5

JACKSON COUNTY SCHOOL DISTRICT 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
BLACK OR AFRICAN AMERICAN	98.5	98.5	12.3	16.3	16.7	19.8	26.4	28.1	30.9	28.8	13.8	7.0
WHITE	99.3	98.9	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	21-30%	21-30%
NATIVE AMERICAN	100.0	98.7	8.3	11.0		15.4	16.7	25.1	58.3	35.8	16.7	12.7
ASIAN	98.6	99.4	0-10%	5.9	0-10%	6.2	0-10%	10.7	41-50%	33.4	31-40%	43.7
HISPANIC OR LATINO	100.0	98.9	6.8	12.4	13.5	13.3	23.0	23.0	36.5	37.0	20.3	14.4
PACIFIC ISLANDER	<5%	98.5	11-20%	7.5	11-20%	7.5	31-40%	20.9	21-30%	29.9	11-20%	34.3
TWO OR MORE RACES	97.0	98.0	15.6	7.5	9.4	9.1	28.1	22.2	31.3	41.0	15.6	20.3
ECONOMICALLY DISADVANTAGED	98.6	98.5	8.1	13.8	10.5	17.2	21.1	26.6	42.3	32.4	18.0	10.1
NON ECONOMICALLY DISADVANTAGED	99.6	99.2	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	21-30%	21-30%
MIGRANT		100.0		21-30%		11-20%		41-50%		11-20%		0-10%
HOMELESS	100.0	96.5	9.1	18.3	18.2	18.4	9.1	24.8	54.6	30.6	9.1	7.9
FOSTER CARE	93.3	97.2	21.4	12.7	7.1	12.5	21.4	26.0	35.7	36.1	14.3	12.7
STUDENTS WITH DISABILITIES	97.9	96.8	22.4	21-30%	25.3	21-30%	25.6	21-30%	21.7	11-20%	5.1	0-10%
STUDENTS WITHOUT DISABILITIES	99.4	99.0	0-10%	7.5	0-10%	11.7	11-20%	23.2	41-50%	39.2	21-30%	18.6
ENGLISH LEARNERS	100.0	98.6	13.8	19.7	13.8	17.1	19.0	24.6	36.2	29.6	17.2	8.9
NON ENGLISH LEARNERS	99.2	98.7	0-10%	10.1	0-10%	13.5	11-20%	23.3	41-50%	36.2	21-30%	16.9
MILITARY CONNECTED		99.5		0-10%		0-10%		11-20%		41-50%		31-40%

Table 13: Jackson County School District 2019 MAAP-SCI by Demographic Group

MAAP ACHIEVEMENT GAP ANALYSIS

Achievement gap analysis identifies any disparity in academic performance between sub-groups of Mississippi’s students in 3rd through 12th grade. Proficiency is considered meeting or exceeding expectations for what a student should know or be able to do in a grade or course. Overall, Mississippi has significant achievement gaps even with slight improvements among some sub-groups.

To remain consistent with methodology used by other states across the nation, the MDE Office of Student Assessment includes only the assessment information on the first attempt of the subject area exam for each student, each year. For 8th-grade students double testing in 8th-grade math and Algebra I, only the 8th-grade math assessment information is used.

Based on a comparison of average 2018 and 2019 Mississippi student performances, the achievement gap between African-American students and white students narrowed considerably in English/language arts while showing little change in mathematics. Performance levels for Asian, Hispanic,

JACKSON COUNTY SCHOOL DISTRICT PROFILE

multiracial, and Native American students surpassed those of their white classmates in language arts in 2019; mathematics performances remained at last year's levels. The gap decreased between economically advantaged and economically disadvantaged students in English while increasing in mathematics. Female students outperformed their male counterparts in both subjects, while achievement gaps widened in both subjects between students with disabilities and their non-disabled peers. Finally, perhaps because more English language learners are being identified and tested than in previous years, the gap between their performance and that of native English speakers widened sharply in 2019 in both subjects.

Jackson County School District MAAP Achievement Gap Analysis											
KEY											
No gap (0) or subgroup higher than reference						Gap between -10.1 and -25					
Gap between -10 and -.01						Gap greater than -25					
	2017 % Prof.	2017 Gap	2018 % Prof.	2018 Gap	2017-2018 Gap Diff.	2019 % Prof.	2019 Gap	2018-2019 Gap Diff.	70% by 2025 2017 Gap	70% by 2025 2018 Gap	70% by 2025 2019 Gap
ELA											
ALL	49.5		49.5			54.4			-20.5	-16.5	-15.6
FEMALE	55.5	11.6	55.5	9.5	-2.1	58.5	7.9	1.7	-14.5	-11.6	-11.5
MALE	43.9		43.9			50.6			-26.1	-21.1	-19.4
AFRICAN-AMERICAN	32.3	-19.7	32.3	-21.4	1.7				-37.7	-35.4	
ASIAN	62.5	10.5	62.5	5.9	-4.6	65.1	8.0	1.6	-7.5	-8.2	-4.9
HISPANIC	36.8	-15.2	36.8	-8.1	-7.1	46.1	-11.0	2.4	-33.2	-22.2	-23.9
MULTIRACIAL	46.8	-5.2	46.8	9.7	4.5	56.1	-1.0	9.1	-23.2	-4.4	-13.9
NATIVE AMERICAN/ PACIFIC ISLANDER	44.8	-7.2	44.8	-17.2	10.0	34.4	-22.8	4.7	-25.2	-31.3	-35.6
WHITE	52.0		52.0			57.1			-18.0	-14.1	-12.9
ECONOMICALLY DISADVANTAGED	40.7	-19.0	40.7	-16.7	-2.3	46.9	-17.0	1.9	-29.3	-23.9	-23.1
NOT ECONOMICALLY DISADVANTAGED	59.8		59.8			64.0			-10.2	-7.2	-6.0
STUDENTS WITH DISABILITIES	17.9	-35.4	17.9	-37.6	2.2	15.1	-45.0	3.5	-52.1	-49.8	-54.9
STUDENTS WITHOUT DISABILITIES	53.3		53.3			60.0			-16.7	-12.2	-10.0
LIMITED ENGLISH PROFICIENCY	29.2	-20.9	29.2	-15.4	-5.5	23.8	-31.1	6.1	-40.8	-31.5	-46.2
NOT LIMITED ENGLISH PROFICIENCY	50.0		50.0			54.9			-20.0	-16.1	-15.1

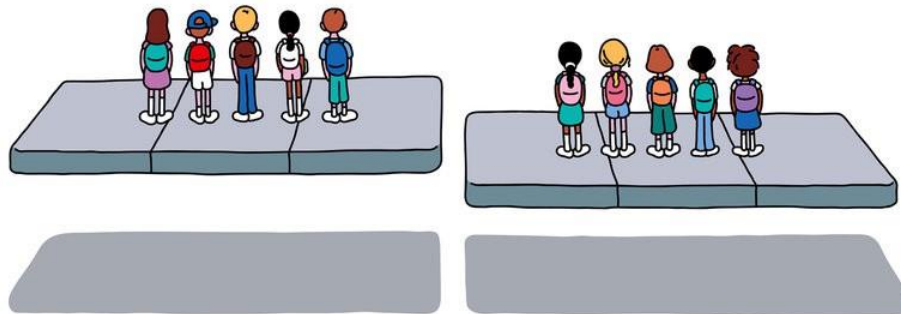
Jackson County School District MAAP Achievement Gap Analysis

KEY

	No gap (0) or subgroup higher than reference		Gap between -10.1 and -25
	Gap between -10 and -.01		Gap greater than -25

	2017 % Prof.	2017 Gap	2018 % Prof.	2018 Gap	2017-2018 Gap Diff.	2019 % Prof.	2019 Gap	2018-2019 Gap Diff.	70% by 2025 2017 Gap	70% by 2025 2018 Gap	70% by 2025 2019 Gap
MATH											
ALL	51.7		51.7			58.5			-18.3	-14.8	-11.5
FEMALE	54.0	4.4	54.0	2.6	-1.8	59.5	2.0	0.8	-16.0	-13.4	-10.5
MALE	49.6		49.6			57.5			-20.4	-16.0	-12.5
AFRICAN-AMERICAN	32.1	-22.2	32.1	-21.7	-0.5				-37.9	-33.7	
ASIAN	69.1	14.8	69.1	16.4	1.6	68.5	7.2	9.3	-0.9	4.4	-1.5
HISPANIC	40.4	-13.9	40.4	-13.2	-0.7	52.3	-9.0	4.0	-29.6	-25.3	-17.7
MULTIRACIAL	44.7	-9.6	44.7	-17.1	7.5	54.6	-6.7	12.4	-25.3	-29.1	-15.4
NATIVE AMERICAN/ PACIFIC ISLANDER	36.7	-17.6	36.7	-25.7	8.1	38.7	-22.6	0.7	-33.3	-37.7	-31.3
WHITE	54.3		54.3			61.3			-15.7	-12.0	-8.7
ECONOMICALLY DISADVANTAGED	43.5	-18.2	43.5	-17.6	-0.6	51.4	-16.3	4.0	-26.5	-22.4	-18.6
NOT ECONOMICALLY DISADVANTAGED	61.7		61.7			67.7			-8.3	-4.8	-2.3
STUDENTS WITH DISABILITIES	19.5	-36.0	19.5	-40.7	4.7	17.8	-46.5	0.7	-50.5	-50.6	-52.2
STUDENTS WITHOUT DISABILITIES	55.5		55.5			64.4			-14.5	-9.9	-5.6
LIMITED ENGLISH PROFICIENCY	47.9	-3.9	47.9	-7.0	3.1	34.8	-24.2	1.1	-22.1	-21.6	-35.2
NOT LIMITED ENGLISH PROFICIENCY	51.8		51.8			59.0			-18.2	-14.6	-11.0

Table 14: Jackson County School District MAAP Achievement Gap Analysis



ENROLLMENT

Jackson County School District's 2019-2020 enrollment as reported by MDE in January of 2020, is approximately nine thousand two hundred four (9,204) students, prekindergarten through twelfth grade, which represents less than a 1% decrease since 2015-2016. The demographic make-up of the district has remained steady over a five-year period.

JACKSON COUNTY SCHOOL DISTRICT ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP											
BY GRADE				BY DEMOGRAPHIC GROUP							
	2018	2019	2020	2018		2019		2020			
				#	%	#	%	#	%		
PK	*	12	*								
PK SPED	25	31	44	GENDER							
K	588	633	626	FEMALE		4392	47.5%	4376	47.5%	4349	47.3%
K SPED	17	*	*	MALE		4850	52.5%	4833	52.5%	4855	52.8%
ELEM. SPED	60	65	60	RACE							
GR 1	671	633	683	AFRICAN AMERICAN		1037	11.2%	1044	11.3%	1015	11.0%
GR 2	682	663	626	ASIAN		319	3.5%	307	3.3%	304	3.3%
GR 3	706	675	679	HISPANIC OR LATINO		273	3.0%	307	3.3%	284	3.1%
GR 4	755	706	673	NATIVE AMERICAN		36	0.4%	30	0.3%	28	0.3%
GR 5	752	761	701	PACIFIC ISLANDER		16	0.2%	18	0.2%	24	0.3%
GR 6	715	769	763	TWO OR MORE RACES		129	1.4%	141	1.5%	246	2.7%
GR 7	713	743	771	WHITE		7432	80.4%	7362	79.9%	7303	79.4%
GR 8	743	719	752	2019 PRESCHOOL ENROLLMENT							
GR 9	737	758	730	#	%			#	%		
GR 10	734	714	751	75	<5%	HISPANIC OR LATINO		<10	<5%		
GR 11	620	646	660	21	<5%	NATIVE AMERICAN					
GR 12	659	615	608	54	<5%	PACIFIC ISLANDER					
SEC. SPED	47	55	59	10	<5%	TWO OR MORE RACES		<10	<5%		
SEC. GED	*	*		<10	<5%	WHITE		59	<5%		
TOTAL	9242	9209	9204	<i>As reported on the Mississippi Succeeds Report Card: % of total group enrollment</i>							

Table 15: Jackson County School District Enrollment by Grade and Demographic Group

MCAPS LEA PLAN DEMOGRAPHICS: ENROLLMENT

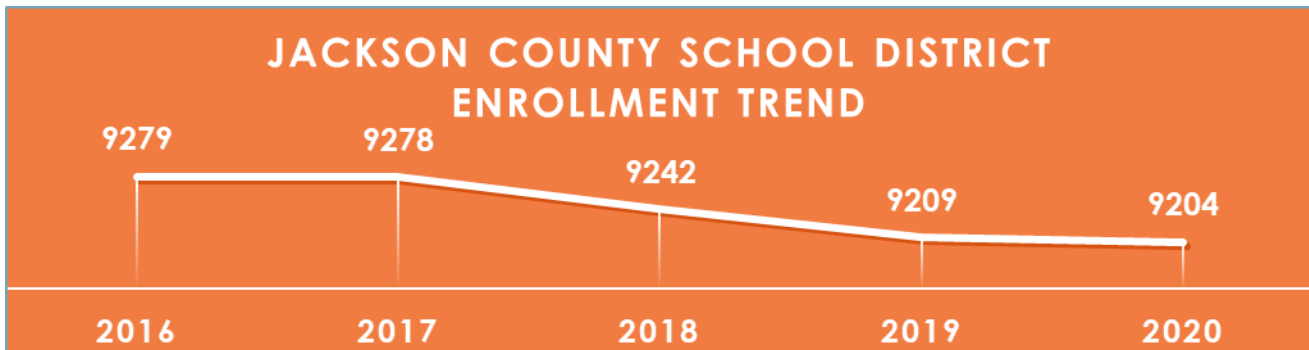


Figure 22: Jackson County School District Enrollment Trend

FINANCE

GENERAL FUNDING

FY18-FY20 MISSISSIPPI ADEQUATE EDUCATION PROGRAM ALLOCATIONS								
YEAR	MAEP FULL FUNDING	ACTUAL LEGISLATIVE ALLOCATION	% DIFFERENCE	LOCAL FUNDING REQUIRED	LOCAL INCREASE/ DECREASE			CHICKASAW ALLOCATION
FY18	\$42,615,464	\$38,873,133	8.8%	\$12,897,056	\$59,410			
FY19	\$43,487,954	\$39,253,893	9.7%	\$13,151,301	\$254,245			
FY20	\$44,728,497	\$40,658,429	9.1%	\$13,330,391	\$179,090			

Table 16: Jackson County School District FY2018-2020 Summary of MAEP Funding

FINANCIAL HIGHLIGHTS from the Independent Auditor’s Report on FY2019 (dated October 23, 2019)

- 💰 Total net position for 2019 decreased \$(267,670), including a prior period adjustment of \$7,655, which represents a (23)% decrease from fiscal year 2018. Total net position for 2018 decreased \$(7,754,096), including a prior period adjustment of \$(6,391,012) which represents a 117% decrease from fiscal year 2017.
- 💰 General revenues amounted to \$78,097,376 and \$77,191,893, or 87% and 88% of all revenues for fiscal years 2019 and 2018, respectively. Program specific revenues in the form of charges for services and grants and contributions accounted for \$11,402,712, or 13% of total revenues for 2019, and \$10,900,908, or 12% of total revenues for 2018.
- 💰 The School District had \$89,775,413 and \$89,455,885 in expenses for fiscal years 2019 and 2018; only \$11,402,712 for 2019 and \$10,900,908 for 2018 of these expenses was offset by program specific charges for services, grants and contributions. General revenues of \$78,097,376 for 2019 and \$77,191,893 for 2018 were not adequate to provide for these programs.
- 💰 Among major funds, the General Fund had \$77,495,572 in revenues and \$70,581,523 in expenditures for 2019, and \$76,954,393 in revenues and \$69,103,488 in expenditures in 2018. The General Fund’s fund balance decreased by \$(3,442,282), including a prior period adjustment of \$(6,082) from 2018 to 2019, and increased by \$1,885,846 including a prior period adjustment of \$236,825 from 2017 to 2018.
- 💰 Capital assets, net of accumulated depreciation, increased by \$1,853,744 for 2019 and \$3,852,860 for 2018. The increase for 2019 was due primarily to the addition of several construction in progress projects.
- 💰 Long-term debt decreased by \$(1,610,014) for 2019 and increased by \$446,814 for 2018. This decrease for 2019 was due to principal payments on outstanding long-term debt. The liability for compensated absences increased by \$43,978 for 2019 and decreased by \$(13,176) for 2018.
- 💰 The School District’s total revenues for the fiscal years ended June 30, 2019 and June 30, 2018 were \$89,500,088 and \$88,092,801, respectively. The total cost of all programs and services was \$89,775,413 for 2019 and \$89,455,885 for 2018.

JACKSON COUNTY SCHOOL DISTRICT PROFILE

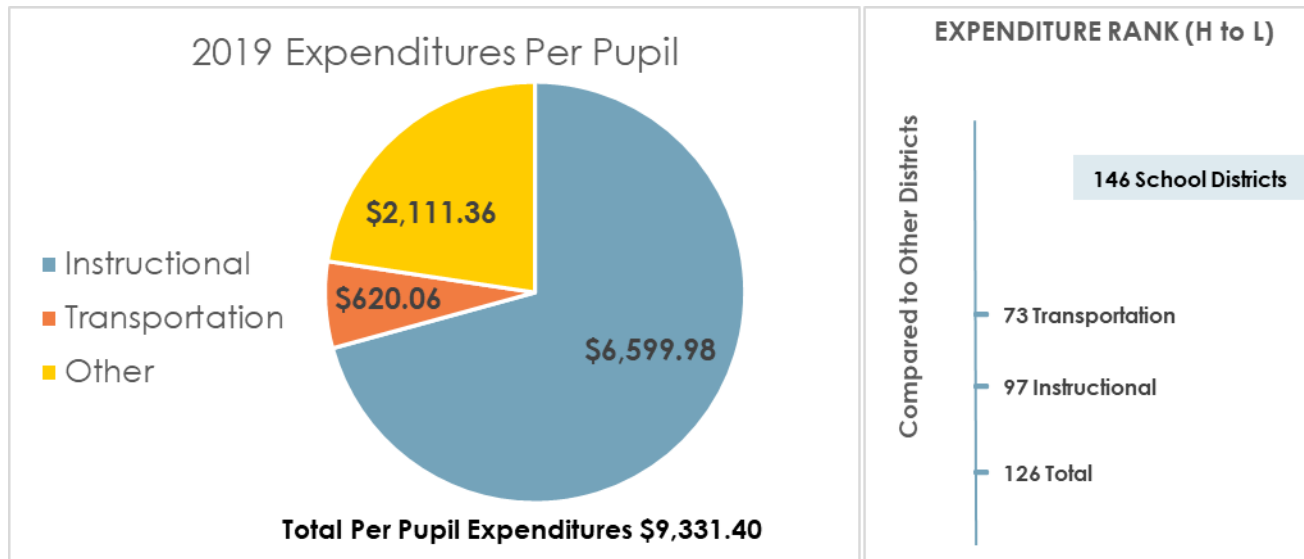


Figure 23: 2019 Jackson County School District Per Pupil Expenditures

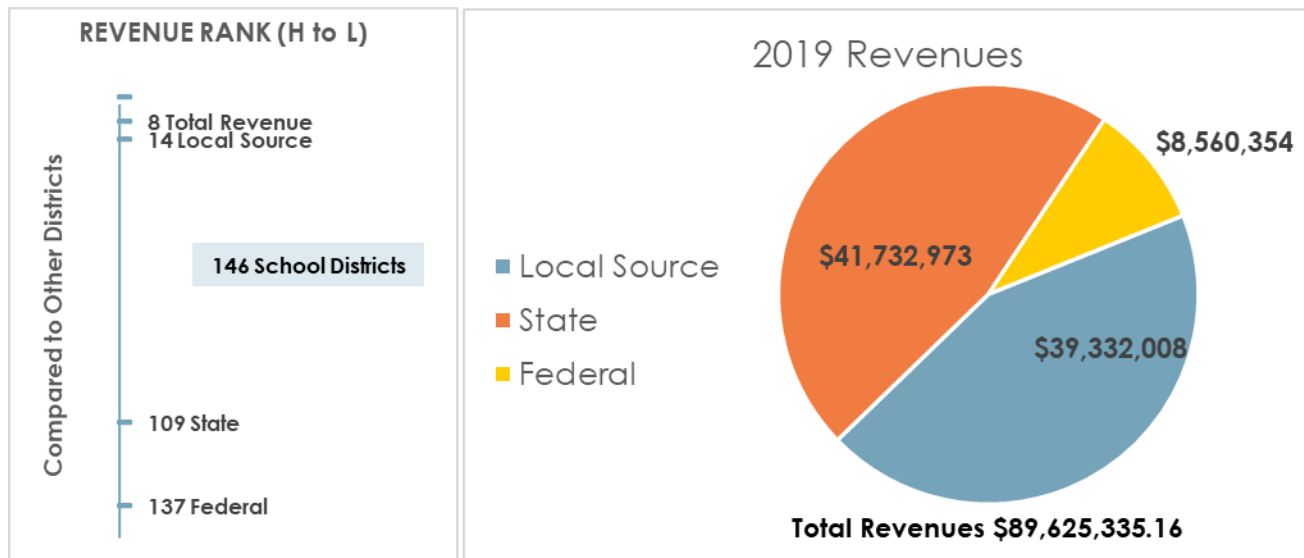


Figure 24: 2019 Jackson County School District Revenues

JACKSON COUNTY SCHOOL DISTRICT FY2019 ADMINISTRATIVE COSTS

2018-19 TOTAL OPERATIONS \$	CAP 4% PLUS \$150,000	2018-19 ADMINISTRATION COST	PERCENT OF TOTAL OPERATIONS	OVER (UNDER) CAP	PERCENT RANK (L TO H)
\$80,640,836.76	\$3,375,633.47	\$2,122,933.81	2.63%	(\$1,252,699.66)	18

Table 17: Jackson County School District FY2019 Administrative Costs

JACKSON COUNTY SCHOOL DISTRICT FY2019 TAX LEVY

Assess Value	Homestead Evaluations	Homestead Credit	Current Mills	Voc. Ed. Mills	Other Mills
\$522,862,751	\$32,748,057.0	\$995,586.0	56.81		
Total Curr.	3 Mill	General Obligations	Ad. Val. Shortfall	Other	TOTAL LEVIED
56.81	2.72		1.31		60.84

Table 18: Jackson County School District FY2019 Tax Levy

FEDERAL TITLE PROGRAMS

TITLE I

According to the U. S. Department of Education, “**Title I, Part A** (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards” (Office of State Support, 2020). A portion of Title I, Part A funds, the **Title I, Part A Neglected Reservation**, must be reserved for services to students who reside in eligible institutions for neglected children within the district’s boundaries. It is only required if there are students in an eligible institution for neglected children and youth and if these neglected children and youth attend a non-Title I school. **Title I Part D Subpart 2** funds are awarded by the state to districts with high numbers of children and youth in locally-operated juvenile correctional facilities (Office of Safe and Healthy Students, 2019).

OTHER TITLE PROGRAMS

Title II funds are intended to increase student success through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. These funds can be used in recruiting, preparing, training and developing teachers and school leaders. One eligible expenditure of Title II funds, for instance, might be “to provide evidence-based professional development activities that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused” (Pearson, 2020).

Title IV, Part A of the ESEA is the Student Support and Academic Enrichment (SSAE) program. The SSAE program is intended “to improve students’ academic achievement by increasing the capacity of educational agencies and communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students” (Office of Safe and Healthy Students, 2017). **Title V, Part B**—the Rural Education Initiative—is designed to help states and districts meet the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for federal competitive grants, and receive formula funds in amounts too small to be effective in meeting their intended purposes (MDE, n. d.)

Finally, the **1% Equitable Service Reserve**, or ESEA section 1117 requires participating LEAs, in consultation with appropriate private school officials, to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families (Office of State Support, 2020).



JACKSON COUNTY SCHOOL DISTRICT PROFILE

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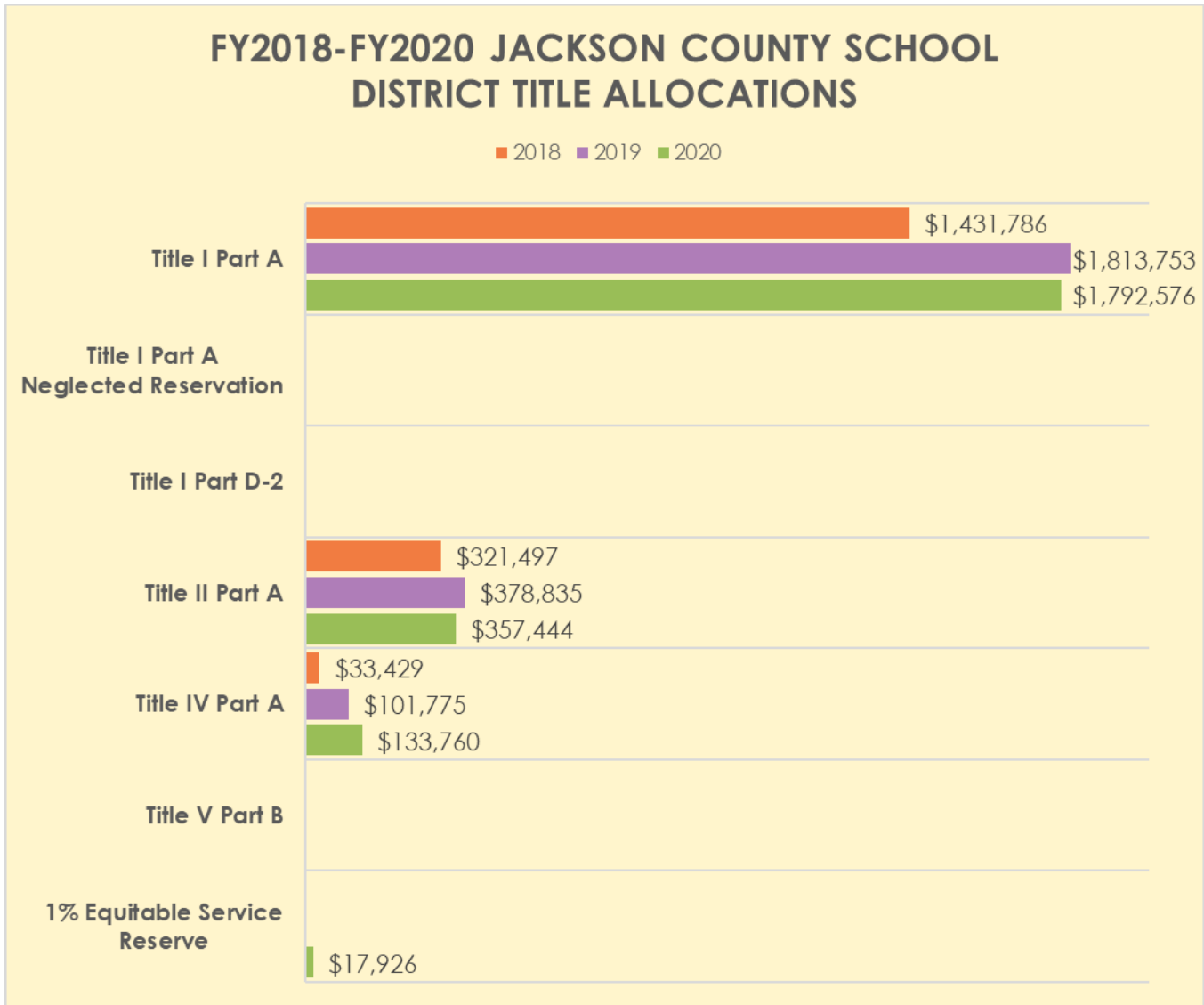


Figure 25: FY2018-FY2020 Jackson County School District Title Allocations

PERSONNEL

2019 JACKSON COUNTY SCHOOL DISTRICT INSTRUCTIONAL PERSONNEL CHARACTERISTICS				
TEACHERS	TOTAL		#	566.54
	EXPERIENCED	ALL	#	497.48
			%	87.8%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	370.99
			%	87.8%
	EMERGENCY PROVISIONAL	ALL	#	2.59
			%	0.5%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	1.86
			%	0.4%
	TEACHING IN FIELD	ALL	#	560.81
			%	99.0%
HIGH POVERTY SCHOOL		#		
		%		
LOW POVERTY SCHOOL		#	418.44	
		%	99.1%	
PRINCIPALS		TOTAL	#	30
		EXPERIENCED	#	29
			%	96.7%

Table 19: 2019 Jackson County School District Instructional Personnel Characteristics

2018-2019 JACKSON COUNTY SCHOOL DISTRICT INSTRUCTIONAL PERSONNEL NUMBER AND SALARIES			
		NUMBER	AVG SAL
Principals	Grade K-12	3.0	\$87,873
	Secondary	3.0	\$92,594
	Elementary	6.9	\$92,738
Assistant Principals	Grade K-12	5.0	\$80,500
	Secondary	6.0	\$79,554
	Elementary	5.8	\$82,990
	Supervisors	3.0	\$71,378
	Guidance & Psych	23.2	\$59,480
	Librarians	12.7	\$54,904
Teachers	Secondary	277.4	\$49,996
	Elementary	309.2	\$48,222
	Total Classroom Teachers	587.0	\$49,061
	Pupils in ADA Per Classroom Teacher	14.7	
Total Instructional Personnel		655.1	\$51,301

Table 20: 2018-2019 Jackson County School District Instructional Personnel Number and Salaries

2016-2018 Jackson County School District Teacher Retention Trends

	0 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2015-16	115	91.3%	174	90.8%	133	89.5%	622	91.3%
2016-17	99	93.9%	185	92.4%	208	95.7%	137	87.6%
2017-18	85	89.4%	189	95.2%	210	95.2%	135	83.0%

Table 21: 2016-2018 Jackson County School District Teacher Retention Trends

MCAPS LEA PLAN DIMENSION 2 CURRICULUM AND INSTRUCTION: TEACHER RETENTION

2017-2019 Jackson County School District Pupil/Teacher Ratios K-8

	K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
2016-17	23:1	23:1	23:1	23:1	21:1	23:1	23:1	23:1	23:1
2017-18	23:1	23:1	23:1	23:1	21:1	22:1	23:1	21:1	21:1
2018-19	24:1	24:1	24:1	24:1	24:1	24:1	21:1	21:1	21:1

Table 22: 2017-2019 Jackson County School District Pupil/Teacher Ratios K-8

MCAPS LEA PLAN DIMENSION 5 SCHOOL CONTEXT AND ORGANIZATION: PUPIL/TEACHER RATIO

ATTENDANCE

AVERAGE DAILY ATTENDANCE

Average Daily Attendance (ADA) is a “snapshot” for a specified period in the academic school year which is usually an average of months 2 (October) and 3 (November). An average of month 1 (August/September) and month 9 (May) of the previous school year may be used if higher daily attendance is attained. ADA is used as a funding mechanism for public school allocations.

2017-2019 Jackson County School District Average Daily Attendance

YEAR	K-SPED	K	ELEM. SPED	GRADE 01	GRADE 02	GRADE 03	GRADE 04	GRADE 05	GRADE 06	GRADE 07	GRADE 08	GRADE 09	GRADE 10	GRADE 11	GRADE 12	SEC. SPED	SEC. GED	TOTAL
2017	4.1	588.7	52.4	656.3	649.8	702.3	704.5	675.7	676.4	713.8	678.6	725.5	649.7	639.4	572.6	41.6	9.3	8740.7
2018	14.6	556.6	53.8	638.9	647.3	669.7	709.3	718.4	682.9	679.9	701.0	678.5	664.5	573.9	644.3	44.1	3.7	8681.3
2019	9.5	607.0	57.2	603.6	633.0	643.4	667.2	717.8	727.4	699.5	673.4	709.1	655.7	595.9	587.8	52.6	1.9	8641.9

Table 23: 2017-2019 Jackson County School District Average Daily Attendance

Best ADA JCSD Overall School Award:

Vancleave Middle School

Best ADA JCSD Overall Attendance Center Award:

Vancleave Attendance Center



2018-2019 JACKSON COUNTY SCHOOL DISTRICT MONTHLY ADA% BY SCHOOL

	Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
ECLE	95.61	95.3	93.25	94.67	95.72	92.22	94.33	95.79	93.94
ECUE	96.57	94.92	92.91	94.59	94.13	92	93.83	95.59	91.01
ECMS	96.91	95.54	94.93	91.69	94.84	92.41	93.91	96.07	92.63
ECHS	96.1	94.7	94.61	89.59	94.61	92.83	94.84	93.9	92.15
SMEE	95.84	94.87	94.9	94.27	96.07	92.47	94.63	95.67	93.14
SMNE	94.53	95.03	93.34	94.44	93.83	89.14	93.22	94.47	91.19
SMUE	95.4	95.31	95.67	94.72	95.1	90.01	95.61	95.5	95.81
SMMS	94.57	95.38	94.32	94.81	95.12	90.2	94.2	94.3	95.81
SMHS	95.66	94.63	94.32	94.4	94.31	93.11	93.64	94.43	95.08
VLE	96.42	95.33	94.27	94.9	96.13	94.01	94.64	95.21	92.57
VUE	96.05	95.28	94.56	93.76	94.56	94.27	94.24	94.35	90.52
VMS	95.37	96.76	95.35	95.73	93.62	94.79	94.49	94.8	95.68
VHS	95.34	94.72	94.37	95.69	95.17	93.11	94.06	94.59	96.55
DISTRICT	95.66	95.66	95.66	94.09	94.83	92.31	94.25	94.9	93.68

Table 24: 2018-2019 Jackson County School District Monthly ADA % by School

2018-2019 JACKSON COUNTY SCHOOL DISTRICT ATTENDANCE AWARD WINNERS -- STUDENT ADA

	Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	YEAR
HIGHEST	ECMS	VMS	SMUE	VMS	VLE	VMS	SMUE	ECMS	VHS	VMS
BEST ECAC	ECMS	ECMS	ECMS	ECLE	ECLE	ECHS	ECHS	ECMS	ECLE	ECMS
BEST SMAC	SMEE	SMMS	SMUE	SMMS	SMEE	SMHS	SMUE	SMEE	SMUE	SMEE
BEST VCAC	VLE	VMS	VMS	VMS	VLE	VMS	VLE	VLE	VHS	VLE
BEST LOWER	VLE	VLE	SMEE	VLE	VLE	VLE	VLE	ECLE	ECLE	VLE
BEST UPPER	ECUE	SMUE	SMUE	SMUE	SMUE	VUE	SMUE	ECUE	SMUE	SMUE
BEST MIDDLE	ECMS	VMS	VMS	VMS	SMMS	VMS	VMS	ECMS	SMUE	VMS
BEST HIGH	ECHS	VHS	ECHS	VHS	VHS	SMHS	ECHS	VHS	VHS	VHS
BEST AC	ECAC	VCAC	VCAC	VCAC	VCAC	VCAC	VCAC	ECAC	SMAC	VCAC

Table 25: 2018-2019 Jackson County School District Attendance Award Winners -- Student ADA

2018-2019 JACKSON COUNTY SCHOOL DISTRICT ATTENDANCE AWARD WINNERS -- TEACHER ADA

	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	YEAR
BEST ECAC	ECUE	ECLE	ECLE	ECLE	ECHS	ECLE	ECLE	ECUE	ECLE	ECMS	ECLE
BEST SMAC	SMNE	SMHS	SMNE	SMNE	SMNE	SMUE	SMNE	SMEE	SMHS	SMUE	SMNE
BEST VCAC	VLE	VLE	VLE	VLE	VHS	VLE	VHS	VLE	VLE	VLE	VLE

Table 26: 2018-2019 Jackson County School District Attendance Award Winners -- Teacher ADA

CHRONIC ABSENTEEISM

According to a press release from September 2019, the Mississippi Department of Education reports that 13.05% of Mississippi students were absent 10% or more of the 2018-19 school year, the lowest rate since the MDE has been calculating and reporting chronic absenteeism rates.

JACKSON COUNTY SCHOOL DISTRICT PROFILE

Chronic absenteeism is defined as missing 10% (18 days) of the school year for any reason, which includes excused and unexcused absences and suspensions. During the 2018-19 school year, 63,226 Mississippi students were chronically absent, which is a decrease of 19,746 students from the previous school year.

“Our declining chronic absenteeism rate is encouraging, and it corresponds to rising student achievement statewide,” said Dr. Carey Wright, state superintendent of education. “Students who attend school regularly perform better academically.”



The MDE launched a statewide attendance awareness campaign in 2018 to encourage regular school attendance. The *Strive for Less than Five* campaign challenges students and school districts to reduce individual absences to no more than five absences over the course of the entire school year. Mississippi's campaign is part of a national movement to reduce chronic absenteeism.

2017-2019 JACKSON COUNTY SCHOOL DISTRICT CHRONIC ABSENTEE RATES				
CATEGORY	YEAR	SUBGROUP	DISTRICT	STATE
ALL	2017	ALL	13.0%	14.2%
	2018		15.9%	16.9%
	2019		13.0%	13.1%
GENDER	2018	FEMALE	15.7%	16.8%
	2019		13.2%	12.7%
	2018	MALE	16.1%	16.9%
	2019		12.9%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		27.2%
	2019			20.2%
	2018	ASIAN	5.0%	6.7%
	2019		<5%	5.2%
	2018	BLACK OR AFRICAN AMERICAN	16.3%	16.0%
	2019		14.3%	13.4%
	2018	HISPANIC OR LATINO	17.5%	12.8%
	2019		11.9%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER	15.0%	
	2019		11.5%	
	2018	TWO OR MORE RACES	18.0%	18.3%
	2019		15.1%	13.7%
	2018	WHITE	16.1%	18.3%
	2019		13.2%	13.1%
DISABILITY	2018	STUDENTS WITH DISABILITIES	21.3%	21.8%
	2019		19.6%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	15.1%	16.1%
	2019		12.0%	12.4%
EL	2018	ENGLISH LEARNERS	12.4%	11.1%
	2019		9.3%	9.1%

Table 27: 2017-2019 Jackson County School District Chronic Absentee Rates

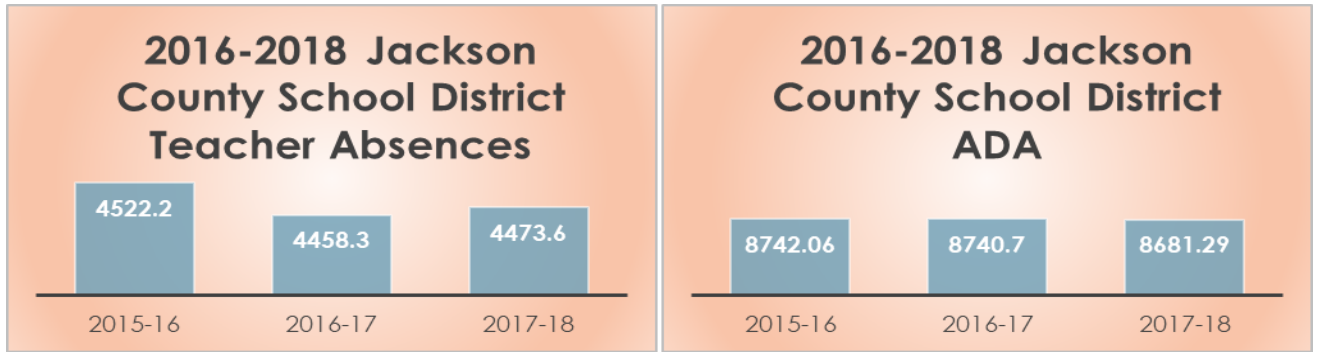


Figure 26: 2016-2018 Jackson County School District ADA and Teacher Absence

MCAPS LEA PLAN DEMOGRAPHICS: ADA AND TEACHER ABSENCE

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	<5%	<5%	107		
2019		<5%	<5%	<5%	124	<5%	<5%
2018	FEMALE	<5%	<5%	<5%	16		
2019		<5%	<5%		31	<5%	<5%
2018	MALE	<5%	<5%	<5%	91		
2019		<5%	5.3	<5%	93	<5%	<5%
2018	NATIVE AMERICAN						
2019			12.5		<10	<5%	<5%
2018	ASIAN	<5%	<5%		<10		
2019			<5%		<10	<5%	<5%
2018	BLACK OR AFRICAN AMERICAN	<5%	9.0	<5%	32		
2019		<5%	9.1	<5%	52	<5%	<5%
2018	HISPANIC OR LATINO	<5%	<5%		<10		
2019			<5%		<10	<5%	<5%
2018	PACIFIC ISLANDER	5	5.0				
2019						<5%	<5%
2018	TWO OR MORE RACES		<5%		<10		
2019		<5%	<5%		<10	<5%	<5%
2018	WHITE	<5%	<5%	<5%	69		
2019		<5%	<5%		65	<5%	<5%
2018	STUDENTS WITH DISABILITIES	<5%	7.4	<5%	35		
2019		<5%	6.8	<5%	33	<5%	<5%
2018	STUDENTS WITHOUT DISABILITIES	<5%	<5%	<5%	72		
2019		<5%	<5%	<5%	91	<5%	<5%
2018	ENGLISH LEARNERS		<5%		<10		
2019			<5%		<10	<5%	<5%
2018	NON ENGLISH LEARNERS	<5%	<5%	<5%	106		
2019		<5%	<5%	<5%	123	<5%	<5%

Table 28: 2018-2019 Jackson County School District MSIS Reported Disciplinary Incidents

2016-2018 Jackson County School District Out-of-School Suspensions						
	2015-16		2016-17		2017-18	
	# Total Days	% Total Days	# Total Days	% Total Days	# Total Days	% Total Days
All	767		849		1058	
IEP	175	23%	250	29%	334	32%
EL	2	0%	14	2%	14	1%
Asian	3	0%	4	0%	15	1%
Black/African American	173	23%	258	30%	315	30%
Hispanic/Latino	12	2%	26	3%	23	2%
Native American	1	0%	0	0%	0	0%
White	577	75%	540	64%	694	66%

Table 29: 2016-2018 Jackson County School District Out-of-School Suspensions (All Schools)

MCAPS LEA PLAN SCHOOL CLIMATE AND CULTURE: OUT OF SCHOOL SUSPENSIONS

2015-2019 JACKSON COUNTY SCHOOL DISTRICT DISCIPLINARY DISPENSATIONS BY RACE AND GENDER														
[KEY: BL -BLACK/AFRICAN AMERICAN; WH -WHITE; AS -ASIAN; HS -HISPANIC/LATINO; 2+ -TWO OR MORE RACES; NA -NATIVE AMERICAN; PI -PACIFIC ISLANDER; EXPULSION+ -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]														
RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
EAST CENTRAL UPPER ELEM.	4		68	4						1				77
SUSPENSION														
2015-16			13											13
2016-17	1		20	2										23
2017-18	1		9											10
2018-19	2		26	2					1					31
EAST CENTRAL MIDDLE	4	1	208	19			2	3			2		1	240
ALTERNATIVE SCHOOL														
2015-16			3											3
2016-17			8											8
2017-18			5	2										7
2018-19		1		5										6
EXPULSION														
2015-16			1											1
2016-17			1											1
SUSPENSION														
2015-16	2		73	3										78
2016-17	1		55	3										59
2017-18	1		44	5				1					1	52
2018-19			15				2	2		2				21
EXPULSION +														
2016-17			3											3
2017-18				1										1

2015-2019 JACKSON COUNTY SCHOOL DISTRICT DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+** -TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
EAST CENTRAL HIGH	5	1	75	17			1			1				100
ALTERNATIVE SCHOOL														
2015-16			7	2										9
2016-17			3											3
2017-18			5											5
2018-19	1	1	7	2						1				12
EXPULSION														
2015-16			2											2
2016-17			1											1
2017-18			2											2
SUSPENSION														
2015-16	1		8	2			1							12
2016-17			16											16
2017-18	1		6	1										8
2018-19	2		12	7										21
EXPULSION +														
2015-16			2											2
JUVENILE DETENTION														
2015-16			1											1
2016-17			2											2
2017-18			1	3										4
ST. MARTIN EAST ELEM.	51	13	113	20			8		24	2		1		232
IN-SCHOOL SUSPENSION														
2015-16	1	1	2	1										5
SUSPENSION														
2015-16	11		22	2								1		36
2016-17	5	2	23	2					2	2				36
2017-18	20	6	29	12										67
2018-19	14	4	37	3			8		22					88
ST. MARTIN NORTH ELEM.	1									2				3
SUSPENSION														
2017-18	1									2				3
ST. MARTIN UPPER ELEM.	50	4	34	5	2		2		3			1		101
ALTERNATIVE SCHOOL														
2016-17			1											1
CORPORAL PUNISHMENT														
2017-18				1										1

2015-2019 JACKSON COUNTY SCHOOL DISTRICT DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+** -TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
IN-SCHOOL SUSPENSION														
2015-16	4		1						1					6
2016-17	4	1	3											8
2017-18	6	1	4	1	1		1							14
2018-19	6		1						1					8
SUSPENSION														
2015-16	9	1	5		1									16
2016-17	6	1	6											13
2017-18	11		11				1							23
2018-19	4		2	3					1			1		11
ST. MARTIN MIDDLE														
	145	44	136	34	6	2	8	1	3	1	7			387
ALTERNATIVE SCHOOL														
2016-17	15	2	7											24
2017-18	1	1	9	5										16
2018-19	1	3	5	2			1				1			13
EXPULSION														
2017-18				1										1
SUSPENSION														
2015-16	27	6	18	5			1							57
2016-17	8		4		1				1					14
2017-18	35	12	42	11	1	1	2		1	1				106
2018-19	58	20	51	10	4	1	4	1	1		6			156
ST. MARTIN HIGH														
	123	68	231	93	17	3	24	2	12					573
ALTERNATIVE SCHOOL														
2015-16	3	1	3	4										11
2016-17	11	5	10	11										37
2017-18	1	1	10	4	1		1							18
2018-19	3	5	6	1										15
EXPULSION														
2015-16			1											1
2016-17	4	1		1										6
IN-SCHOOL SUSPENSION														
2015-16	1		2											3
2016-17	1					1								2
2017-18	2			1					1					4
2018-19			1	1										2
SUSPENSION														
2015-16		12	26	11	1		2		1					53
2016-17		24	57	26			11	1	1					120

2015-2019 JACKSON COUNTY SCHOOL DISTRICT DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+**-TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

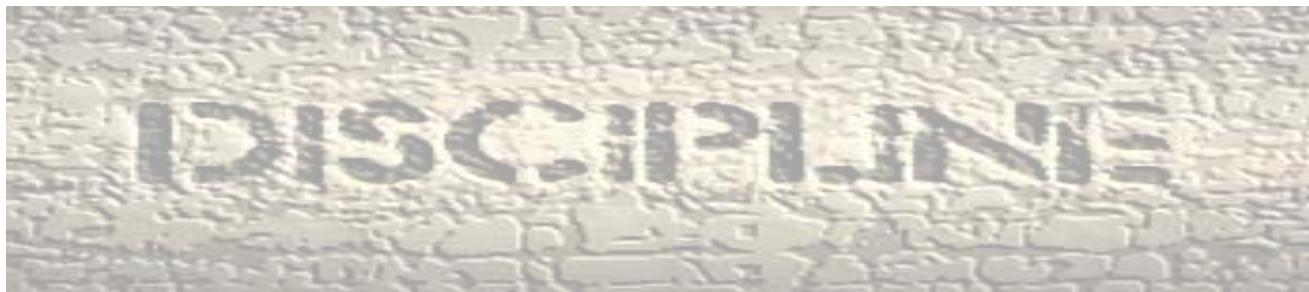
RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
2017-18	44	15	66	19	15	2	6		7					174
2018-19	48	4	46	13			4	1	2					118
EXPULSION +														
2018-19	1													1
JUVENILE DETENTION														
2015-16			1											1
2016-17	4		2	1										7
VANCLEAVE LOWER ELEM.	6		127	13	1				1				1	149
CORPORAL PUNISHMENT														
2015-16			1											1
IN-SCHOOL SUSPENSION														
2017-18	1		43	3									1	48
SUSPENSION														
2015-16	1		24	7					1					33
2016-17	4		17	1	1									23
2017-18			34	2										36
2018-19			8											8
VANCLEAVE UPPER ELEM.	2		2	1										5
IN-SCHOOL SUSPENSION														
2015-16	1													1
SUSPENSION														
2015-16	1		1											2
2016-17			1											1
2017-18				1										1
VANCLEAVE MIDDLE	15	1	191	45			1		5					258
ALTERNATIVE SCHOOL														
2015-16			14	3					2					19
2016-17			10	3										13
2017-18	1		3											4
2018-19	2		7	6										15
CORPORAL PUNISHMENT														
2015-16			1											1
EXPULSION														
2015-16			1											1
2016-17			1											1
2017-18	1													1

2015-2019 JACKSON COUNTY SCHOOL DISTRICT DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+** -TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
IN-SCHOOL SUSPENSION														
2016-17	1		1	3										5
2017-18			2	2			1							5
2018-19				1										1
SUSPENSION														
2015-16	5	1	102	17					3					128
2016-17	3		19	3										25
2017-18	2		27	6										35
2018-19			2											2
JUVENILE DETENTION														
2015-16			1	1										2
VANCLEAVE HIGH														
	15	9	51	25			2							102
ALTERNATIVE SCHOOL														
2015-16	1			1										2
2016-17			2	1										3
2017-18	4		12	2										18
2018-19	1		2	3										6
EXPULSION														
2016-17			1											1
2017-18	3		2											5
IN-SCHOOL SUSPENSION														
2016-17			1											1
SUSPENSION														
2015-16	4	1	10	10										25
2016-17	1	8	5	4			1							19
2017-18	1		5	1			1							8
2018-19			10	3										13
EXPULSION +														
2015-16			1											1
TOTAL	421	141	1236	276	26	5	48	6	49	6	9	2	2	2227

Table 30: 2015-2019 Jackson County School District Disciplinary Dispensations by Race and Gender



ACCELERATION

2019 JACKSON COUNTY SCHOOL DISTRICT ACCELERATION, ADVANCED COURSE PARTICIPATION, AND POST-SECONDARY ENROLLMENT

Subgroup	College/Career Readiness	Acceleration	Advanced Course Participation		Post-Secondary Enrollment
			#	%	%
ALL	52.2%	65.9%	672.2	50.6%	60.8%
FEMALE	54.7%	68.1%	382.4	60.9%	
MALE	49.5%	65.9%	289.8	41.3%	
ASIAN	63.5%	77.5%	49.2	87.9%	69.2%
BLACK OR AFRICAN AMERICAN	42.1%	65.5%	67	34.5%	57.1%
HISPANIC OR LATINO	56.7%	56.3%	20.3	59.7%	55.0%
NATIVE AMERICAN		44.8%	<10	<5%	<5%
PACIFIC ISLANDER			<10	<5%	
TWO OR MORE RACES			<10	<5%	
WHITE	53.4%	69.4%	532.1	51.5%	61.2%
STUDENTS WITH DISABILITIES	21.4%		11.2	10.2%	50.0%
STUDENTS WITHOUT DISABILITIES	53.8%	67.4%	661	54.2%	
ECONOMICALLY DISADVANTAGED	37.6%	63.5%			<5%
NON ECONOMICALLY DISADVANTAGED	59.8%	73.9%			
ENGLISH LEARNERS		47.1%	<10	12.5%	<5%
NON ENGLISH LEARNERS	52.7%	66.1%	670.2	51.0%	
FOSTER CARE		6.3%			
HOMELESS		53.6%			
MILITARY CONNECTED					

Table 31: 2019 Jackson County School District Acceleration, Advanced Course Participation, and Post-Secondary Enrollment



DISTRIBUTION OF RESPONDENTS

Six thousand eight hundred forty-eight (6,848) respondents from five stakeholder groups and fourteen schools responded to the Comprehensive Needs Assessment Survey in 2020. The figure below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in the subsequent graphs and charts. Responses from all groups were totaled and divided by the number of survey respondents to calculate district-wide percentage distributions. Additional graphs detail the responses disaggregated by stakeholder group, school, and grade where appropriate.

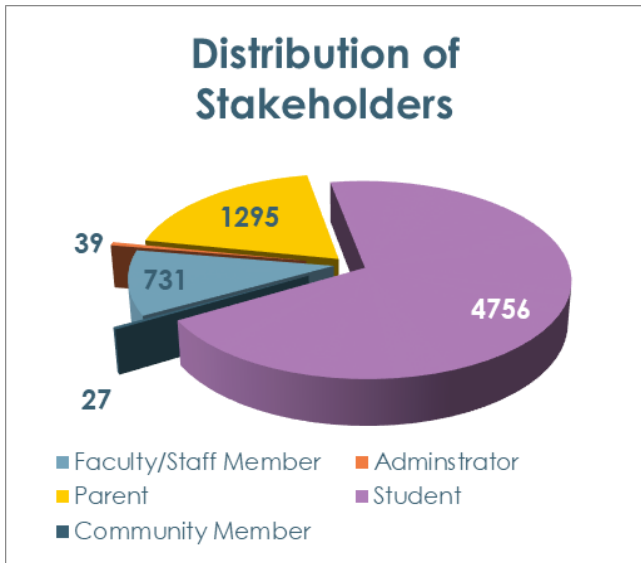


Figure 27: Distribution of Respondents by Stakeholder Group

DATA COLLECTION

Some information for this report was gathered through a district-wide Comprehensive Needs Assessment Survey administered online. Respondents from five stakeholder groups (Faculty/Staff, Administrator, Parent, Student, and Community) were asked to express an opinion on statements using a 5-point Likert scale, indicating “Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree,” or “Not Applicable or No Information.” Some questions asked respondents to choose among a variety of options, to rank choices (i.e. topics of interest) or to write in responses to open-ended statements. The survey items were divided into the following sections: *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture.* Some overall open-ended questions were also included. Data were compiled by school and by stakeholder group, then combined to create a district summary.

Test scores and demographic data were obtained from the Mississippi Department of Education and Jackson County School District.



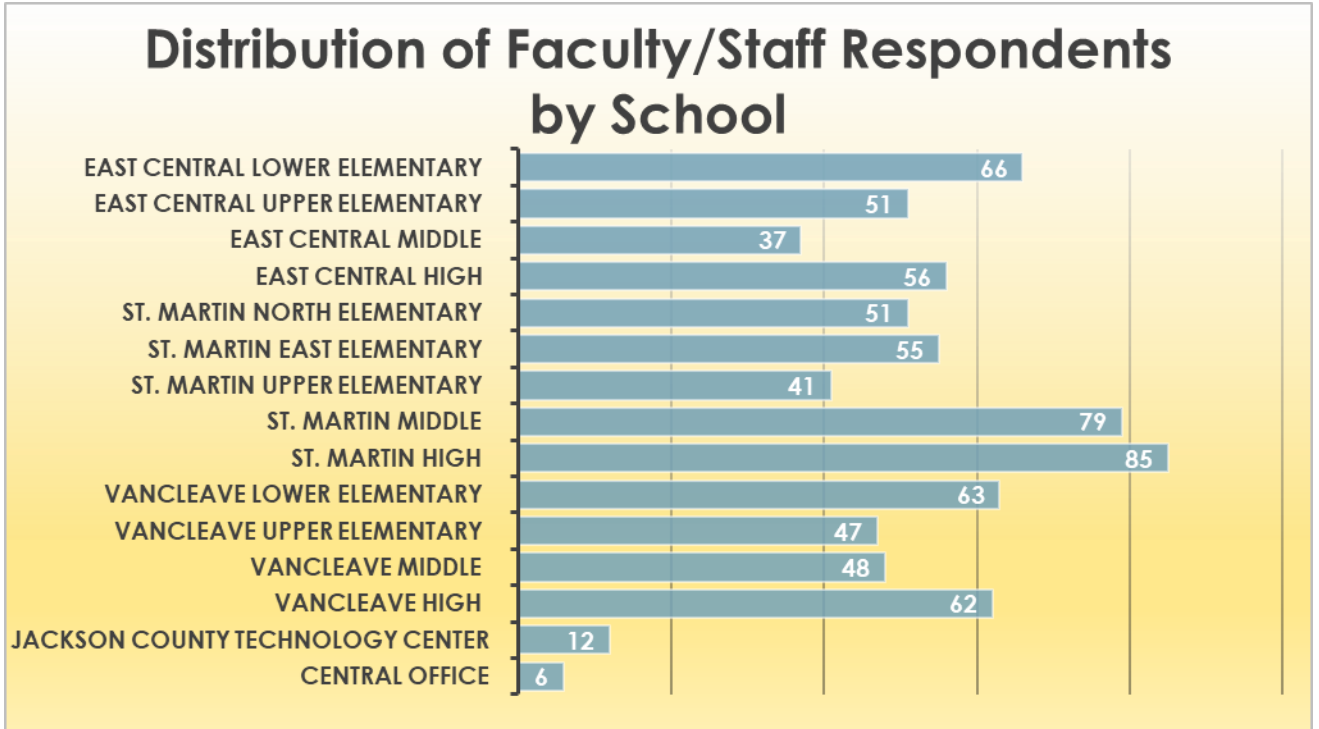


Figure 28: Distribution of Faculty/Staff Respondents by School

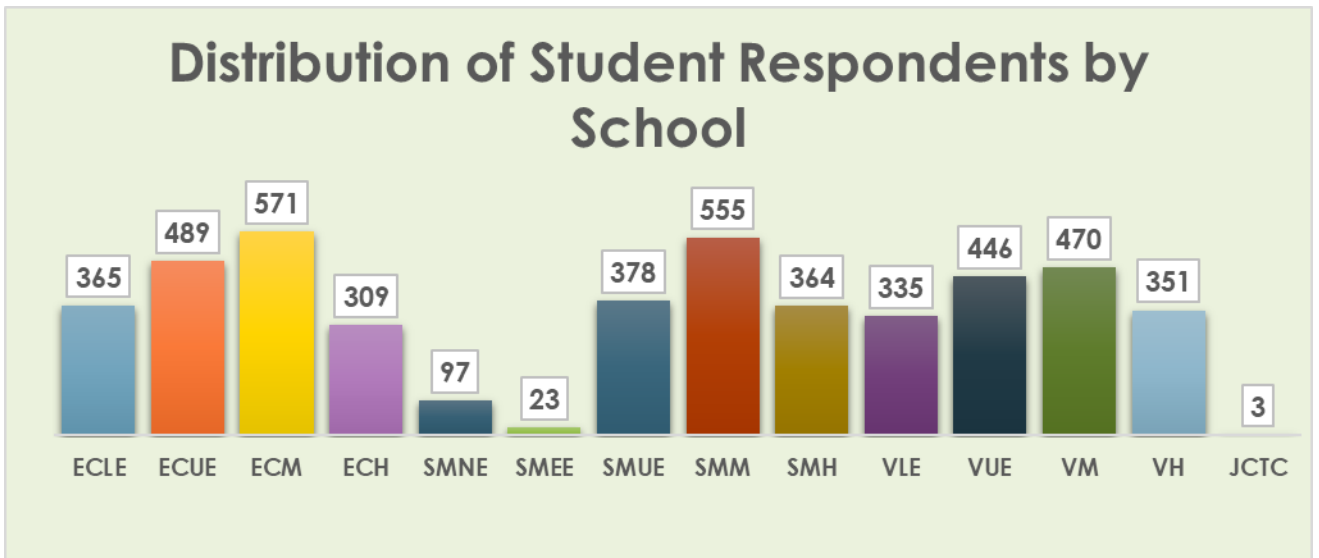


Figure 29: Distribution of Student Respondents by School



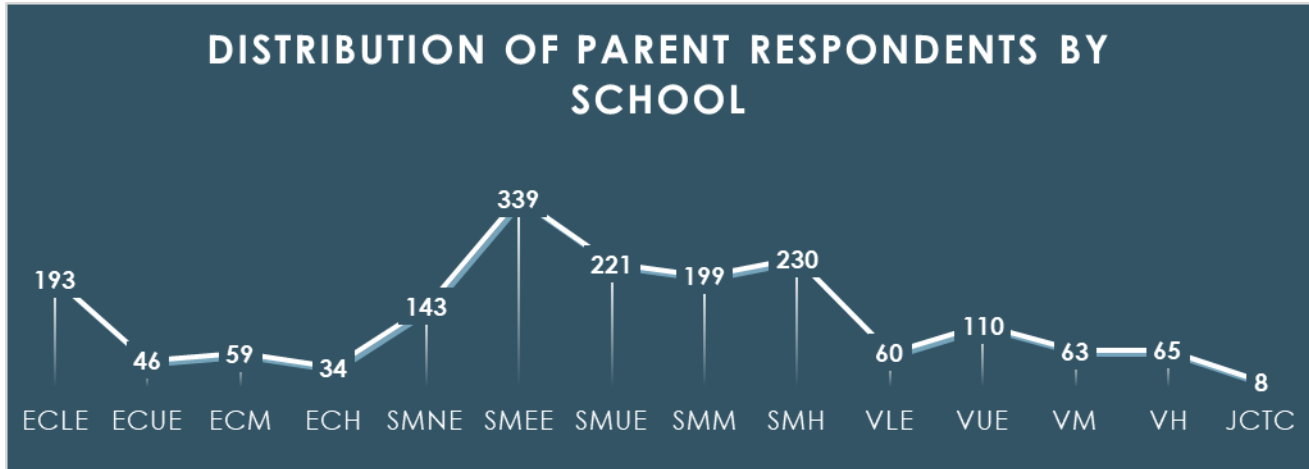


Figure 30: Distribution of Parent Respondents by School

UNIVERSAL QUESTIONS

Faculty, administrators, staff, parents, community members, and students responded to several questions in common so that a consensus might be ascertained for the whole district. Individual stakeholder group responses are recorded in other sections of this report for comparison purposes.

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	3757	54.9%
Agree	2686	39.2%
Disagree	154	2.3%
Strongly Disagree	70	1.0%
Not Applicable or No Information	181	2.6%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	2625	38.3%
Agree	2332	34.1%
Disagree	308	4.5%
Strongly Disagree	101	1.5%
Not Applicable or No Information	1482	21.6%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	3988	58.2%
Agree	1981	28.9%
Disagree	395	5.8%
Strongly Disagree	205	3.0%
Not Applicable or No Information	279	4.1%

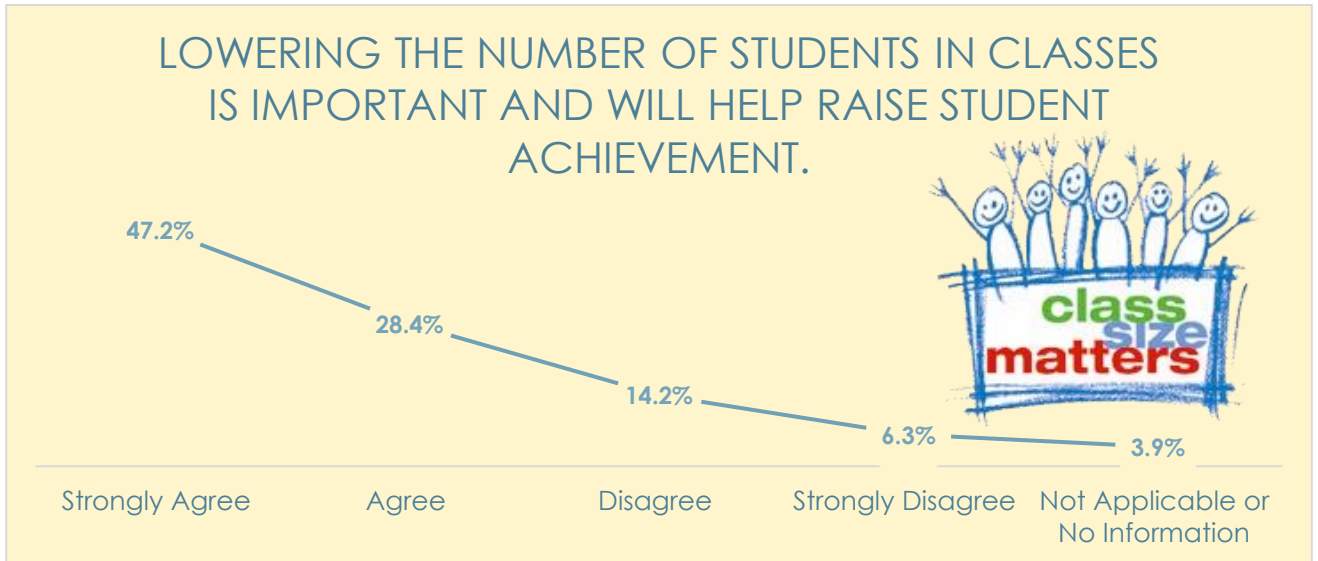


Figure 31: FP12 -- Lowering Class Sizes

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	2529	36.9%
Agree	2050	29.9%
Disagree	438	6.4%
Strongly Disagree	198	2.9%
Not Applicable or No Information	1633	23.9%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	3406	49.7%
Agree	2923	42.7%
Disagree	313	4.6%
Strongly Disagree	95	1.4%
Not Applicable or No Information	111	1.6%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	3095	45.2%
Agree	3171	46.3%
Disagree	364	5.3%
Strongly Disagree	87	1.3%
Not Applicable or No Information	131	1.9%

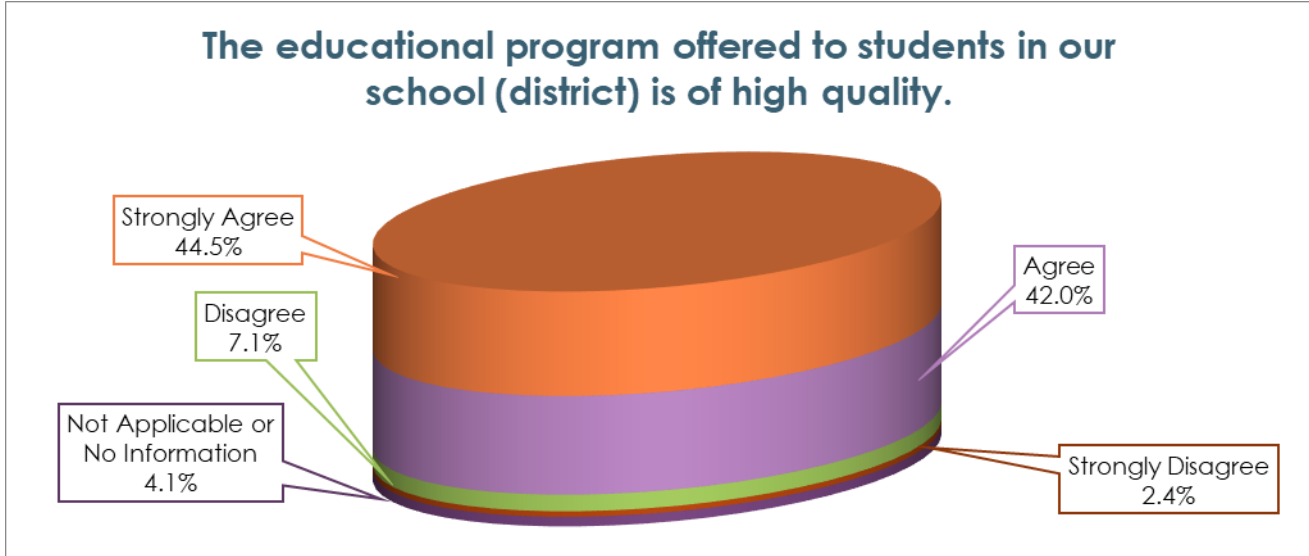


Figure 32: CI26 -- High Quality Educational Program

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	3694	53.9%
Agree	2606	38.1%
Disagree	286	4.2%
Strongly Disagree	109	1.6%
Not Applicable or No Information	153	2.2%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	2898	42.3%
Agree	3116	45.5%
Disagree	527	7.7%
Strongly Disagree	128	1.9%
Not Applicable or No Information	179	2.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	3122	45.6%
Agree	2824	41.2%
Disagree	480	7.0%
Strongly Disagree	125	1.8%
Not Applicable or No Information	297	4.3%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	2588	37.8%
Agree	3026	44.2%
Disagree	818	12.0%
Strongly Disagree	172	2.5%
Not Applicable or No Information	244	3.6%

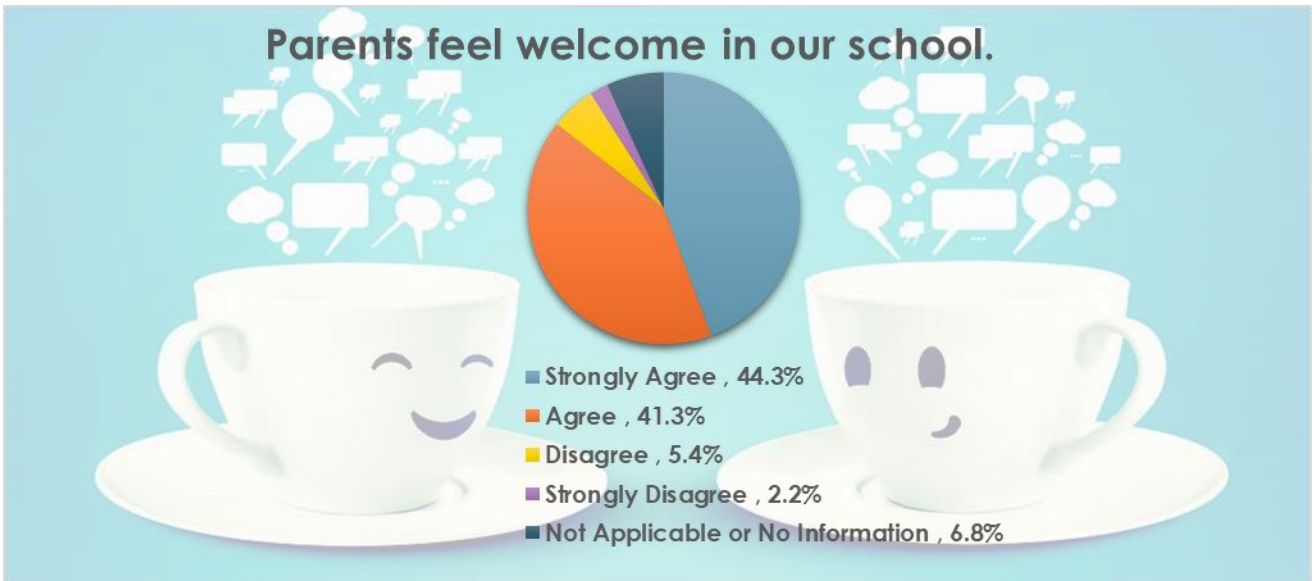


Figure 33: FC59 -- Welcoming to Parents

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	2212	36.6%
Agree	2514	41.6%
Disagree	749	12.4%
Strongly Disagree	212	3.5%
Not Applicable or No Information	364	6.0%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	481	35.3%
Agree	709	52.1%
Disagree	125	9.2%
Strongly Disagree	13	1.0%
Not Applicable or No Information	33	2.4%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	3181	46.5%
Agree	2636	38.5%
Disagree	583	8.5%
Strongly Disagree	310	4.5%
Not Applicable or No Information	138	2.0%

SCHOOL IMPROVEMENT

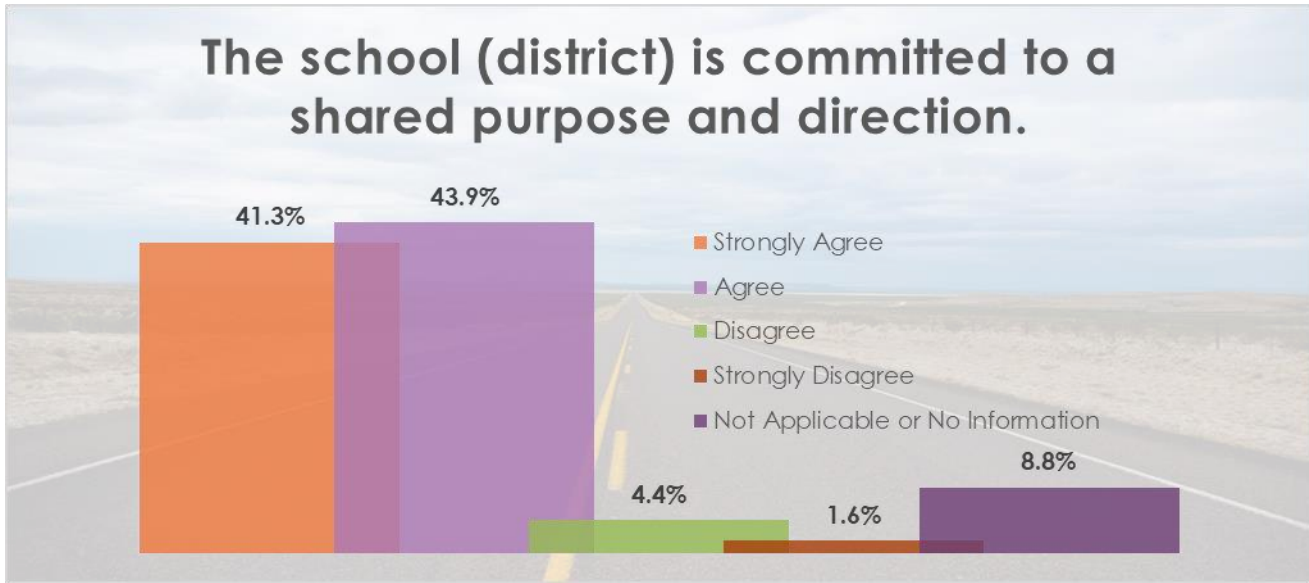


Figure 34: SACS1 -- Shared Purpose and Direction

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	2448	40.0%
Agree	2678	43.8%
Disagree	316	5.2%
Strongly Disagree	99	1.6%
Not Applicable or No Information	576	9.4%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	2790	40.7%
Agree	3067	44.8%
Disagree	435	6.4%
Strongly Disagree	139	2.0%
Not Applicable or No Information	417	6.1%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	2709	39.8%
Agree	3039	44.6%
Disagree	625	9.2%
Strongly Disagree	177	2.6%
Not Applicable or No Information	259	3.8%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	2252	41.0%
Agree	2165	39.5%
Disagree	354	6.5%
Strongly Disagree	133	2.4%
Not Applicable or No Information	583	10.6%

SCHOOL CLIMATE AND CULTURE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	3039	44.4%
Agree	2684	39.2%
Disagree	720	10.5%
Strongly Disagree	249	3.6%
Not Applicable or No Information	156	2.3%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	2522	36.8%
Agree	2470	36.1%
Disagree	690	10.1%
Strongly Disagree	332	4.9%
Not Applicable or No Information	834	12.2%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	3128	45.7%
Agree	3098	45.2%
Disagree	350	5.1%
Strongly Disagree	148	2.2%
Not Applicable or No Information	124	1.8%

JACKSON COUNTY SCHOOL DISTRICT PROFILE

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	2805	41.0%
Agree	2631	38.4%
Disagree	442	6.5%
Strongly Disagree	343	5.0%
Not Applicable or No Information	627	9.2%

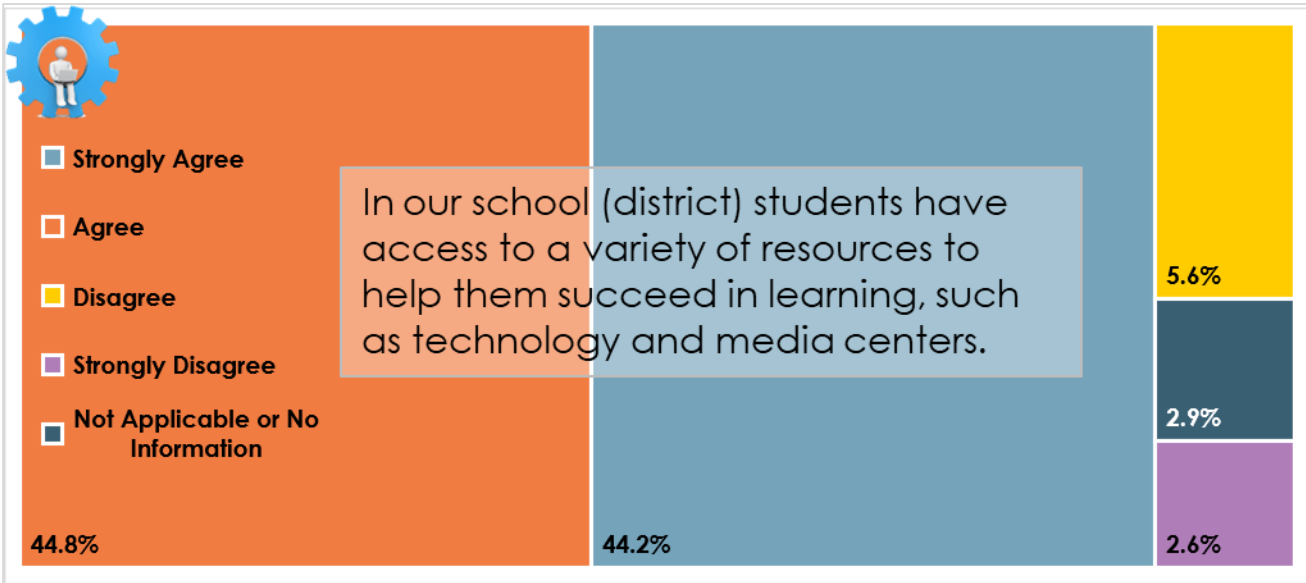


Figure 35: SC99 -- Access to Resources

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	2843	41.5%
Agree	2856	41.7%
Disagree	663	9.7%
Strongly Disagree	306	4.5%
Not Applicable or No Information	180	2.6%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	3033	44.3%
Agree	2863	41.8%
Disagree	512	7.5%
Strongly Disagree	177	2.6%
Not Applicable or No Information	263	3.8%

SUMMARY OF DISTRICT STRENGTHS AND CHALLENGES

SIX THOUSAND EIGHT HUNDRED FORTY-EIGHT (6,848) STAKEHOLDERS FROM FOURTEEN SCHOOLS RESPONDED TO THE 2020 JACKSON COUNTY SCHOOL DISTRICT COMPREHENSIVE NEEDS ASSESSMENT SURVEY ONLINE. STUDENTS COMPRISE 69.5% OF THE TOTAL. FACULTY/STAFF MEMBERS REPRESENT 36.8% OF THE ADULT RESPONSE, WITH PARENTS ACCOUNTING FOR 61.9%. COMMUNITY MEMBERS MAKE UP 1.3% OF THE ADULT RESPONSE OR LESS THAN 1% OF THE TOTAL.

JACKSON COUNTY SCHOOL DISTRICT IS A SUCCESSFUL DISTRICT FOCUSED ON TEACHING AND LEARNING. District enrollment has decreased by less than 1% since 2015-2016. Accountability ratings for the district rose to an "A" in 2019; accountability points increased by 40, even when taking English Learner scores into account. All schools scored either an A or a B; five schools increased their ratings to an A, one of which was East Central Lower Elementary which bettered its score by two letter grades. Two schools were designated Targeted Support and Improvement, while three were designated Additional Targeted Support and Improvement for low performance in their Students with Disabilities sub-groups. Graduation rates for students with disabilities, however, rose 21.3 percentage points, although overall graduation rates dipped slightly.

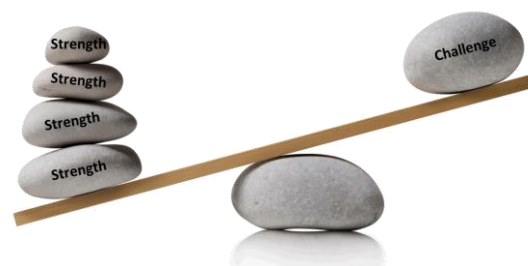
In response to statements on the comprehensive needs survey about federal programs, stakeholders indicate that they believe teachers are state certified and effective and that school nurses are important. Participants who had knowledge of the tutoring program found it helpful. About three-quarters of respondents agree that lowering the number of students in classes will help raise student achievement. Eighty-eight percent of stakeholders to whom the question applied feel that federal funds are used effectively at elementary schools.

As in past years, responses to statements about curriculum and instruction were strongly positive. Stakeholders feel that teachers use appropriate strategies to help students achieve and to engage them in the learning process. Eighty-seven percent feel that the educational program is of high quality, and 92% think teachers have high expectations for students. Teachers are seen as being available to students when they need assistance.

A majority of respondents agree with positive statements about parent and family engagement. The district actively promotes parent-teacher communication. Eighty-two percent of stakeholders believe that parents are involved in their children's education, although fewer think parents are aware of school processes and procedures. About 85% agree that parents feel welcome and express overall satisfaction with their schools. All statements regarding school improvement also garnered about an 85% approval rating.

Finally, stakeholders are also mostly positive about issues involving school climate and culture. Over 80% think students are motivated, environments are safe and orderly, and student access to resources is adequate. Participants think schools recognize all types of student achievement and express satisfaction with the way students are treated by school staff. Respondents are still positive but slightly less enthusiastic about district efforts at preventing students from dropping out and about the level of racial sensitivity demonstrated by students, teachers, and administrators.

Overall, although the survey reveals some areas that will bear further analysis, stakeholder groups responded positively to questions about Jackson County School District, especially about major issues such as curriculum and instruction, parent-teacher communication, and school climate and culture.



SECTION 2

JACKSON COUNTY SCHOOL DISTRICT PARENT SURVEY

INTRODUCTION

Parents from across Jackson County School District were asked to respond to questions about the school or schools their children attend. One thousand, two hundred ninety-five (1,295) parents responded to the survey. Distribution of parent respondents by school can be found in **Figure 30** on **page 46**.

The following tables detail responses to the Comprehensive Needs Assessment Survey from parents in the categories of *Federal Programs*; *Curriculum and Instruction*; *Parent, Family, and Community Engagement*; and *School Climate and Culture*. A summary of open-ended question answers is included in each school's parent section.



SURVEY RESULTS

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	750	57.9%
Agree	497	38.4%
Disagree	17	1.3%
Strongly Disagree	8	0.6%
Not Applicable or No Information	23	1.8%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	445	34.4%
Agree	397	30.7%
Disagree	52	4.0%
Strongly Disagree	13	1.0%
Not Applicable or No Information	388	30.0%

JACKSON COUNTY SCHOOL DISTRICT PARENT SURVEY

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	872	67.3%
Agree	330	25.5%
Disagree	15	1.2%
Strongly Disagree	10	0.8%
Not Applicable or No Information	68	5.3%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	863	66.6%
Agree	371	28.7%
Disagree	34	2.6%
Strongly Disagree	5	0.4%
Not Applicable or No Information	22	1.7%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	440	34.0%
Agree	488	37.7%
Disagree	41	3.2%
Strongly Disagree	6	0.5%
Not Applicable or No Information	320	24.7%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	426	32.9%
Supporting college and career counseling	451	34.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	775	59.8%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	379	29.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	386	29.8%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	405	31.3%
Providing school-based mental health services and counseling	580	44.8%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	239	18.5%
Establishing or improving dropout prevention	280	21.6%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Supporting re-entry programs and transition services for Justice-involved youth	157	12.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	506	39.1%
Implementing systems and practices to prevent bullying and harassment	664	51.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	504	38.9%
Establishing community partnerships	262	20.2%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	687	53.1%
Building technological capacity and infrastructure	416	32.1%
Carrying out innovative blended learning projects	385	29.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	427	33.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	442	34.1%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	198	15.3%
Computer Classes	270	20.8%
Conflict Resolution	323	24.9%
Discipline	299	23.1%
Drug/Alcohol Awareness	270	20.8%
English as a Second Language	114	8.8%
Health Classes	238	18.4%
Literacy Classes	150	11.6%
Math Classes	282	21.8%
Parent-to-School Relationships	380	29.3%
Parent/Child Communication	484	37.4%
Preparing for College	462	35.7%
Parenting Workshops	238	18.4%
Social Media Classes	205	15.8%
Stress/Anger Management	375	29.0%
Understanding College- and Career-Ready Standards	395	30.5%
Other	50	3.9%

JACKSON COUNTY SCHOOL DISTRICT PARENT SURVEY

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	435	33.6%
Parental advisory committees	103	8.0%
PTO/PTA meetings and activities	80	6.2%
Ways to help at the classroom level	455	35.1%
Other ways to get involved in my school (district)	222	17.1%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	383	29.6%
Very likely	451	34.8%
Moderately likely	358	27.6%
Slightly likely	81	6.3%
Not at all likely	22	1.7%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	548	42.3%
Agree	653	50.4%
Disagree	54	4.2%
Strongly Disagree	11	0.9%
Not Applicable or No Information	29	2.2%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	538	41.5%
Agree	666	51.4%
Disagree	45	3.5%
Strongly Disagree	5	0.4%
Not Applicable or No Information	41	3.2%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	557	43.0%
Agree	624	48.2%
Disagree	68	5.3%
Strongly Disagree	20	1.5%
Not Applicable or No Information	26	2.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	624	48.2%
Agree	590	45.6%
Disagree	44	3.4%
Strongly Disagree	10	0.8%
Not Applicable or No Information	27	2.1%

Summary for CI28

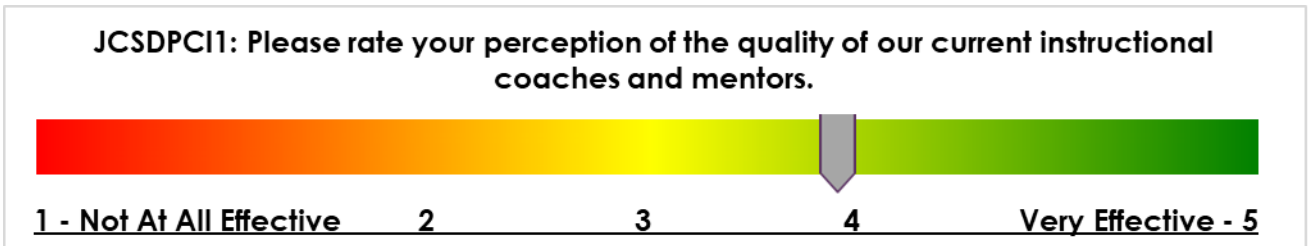
Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	474	36.6%
Agree	606	46.8%
Disagree	120	9.3%
Strongly Disagree	25	1.9%
Not Applicable or No Information	70	5.4%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	470	36.3%
Agree	589	45.5%
Disagree	74	5.7%
Strongly Disagree	13	1.0%
Not Applicable or No Information	149	11.5%



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	521	40.2%
Agree	635	49.0%
Disagree	106	8.2%
Strongly Disagree	23	1.8%
Not Applicable or No Information	10	0.8%

JACKSON COUNTY SCHOOL DISTRICT PARENT SURVEY

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	457	35.3%
Agree	683	52.7%
Disagree	117	9.0%
Strongly Disagree	15	1.2%
Not Applicable or No Information	23	1.8%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	565	43.6%
Agree	630	48.7%
Disagree	70	5.4%
Strongly Disagree	25	1.9%
Not Applicable or No Information	5	0.4%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	499	38.5%
Agree	657	50.7%
Disagree	109	8.4%
Strongly Disagree	15	1.2%
Not Applicable or No Information	15	1.2%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	459	35.4%
Agree	672	51.9%
Disagree	122	9.4%
Strongly Disagree	12	0.9%
Not Applicable or No Information	30	2.3%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	633	48.9%
Agree	571	44.1%
Disagree	63	4.9%
Strongly Disagree	15	1.2%
Not Applicable or No Information	13	1.0%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	427	33.0%
Agree	596	46.0%
Disagree	153	11.8%
Strongly Disagree	59	4.6%
Not Applicable or No Information	60	4.6%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	375	29.0%
Agree	689	53.2%
Disagree	162	12.5%
Strongly Disagree	20	1.5%
Not Applicable or No Information	49	3.8%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	469	36.2%
Agree	593	45.8%
Disagree	177	13.7%
Strongly Disagree	44	3.4%
Not Applicable or No Information	12	0.9%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	466	36.0%
Agree	575	44.4%
Disagree	71	5.5%
Strongly Disagree	24	1.9%
Not Applicable or No Information	159	12.3%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	470	36.3%
Agree	693	53.5%
Disagree	31	2.4%
Strongly Disagree	9	0.7%
Not Applicable or No Information	92	7.1%

JACKSON COUNTY SCHOOL DISTRICT PARENT SURVEY

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	485	37.5%
Agree	683	52.7%
Disagree	38	2.9%
Strongly Disagree	5	0.4%
Not Applicable or No Information	84	6.5%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	440	34.0%
Agree	685	52.9%
Disagree	59	4.6%
Strongly Disagree	8	0.6%
Not Applicable or No Information	103	8.0%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	407	31.4%
Agree	682	52.7%
Disagree	118	9.1%
Strongly Disagree	22	1.7%
Not Applicable or No Information	66	5.1%

SCHOOL CLIMATE AND CULTURE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	546	42.2%
Agree	624	48.2%
Disagree	94	7.3%
Strongly Disagree	15	1.2%
Not Applicable or No Information	16	1.2%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	382	29.5%
Agree	522	40.3%
Disagree	75	5.8%
Strongly Disagree	15	1.2%
Not Applicable or No Information	301	23.2%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	564	43.6%
Agree	665	51.4%
Disagree	34	2.6%
Strongly Disagree	12	0.9%
Not Applicable or No Information	20	1.5%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	466	36.0%
Agree	594	45.9%
Disagree	44	3.4%
Strongly Disagree	26	2.0%
Not Applicable or No Information	165	12.7%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	477	36.8%
Agree	696	53.8%
Disagree	55	4.3%
Strongly Disagree	13	1.0%
Not Applicable or No Information	54	4.2%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	517	39.9%
Agree	667	51.5%
Disagree	80	6.2%
Strongly Disagree	13	1.0%
Not Applicable or No Information	18	1.4%

Summary for SC173

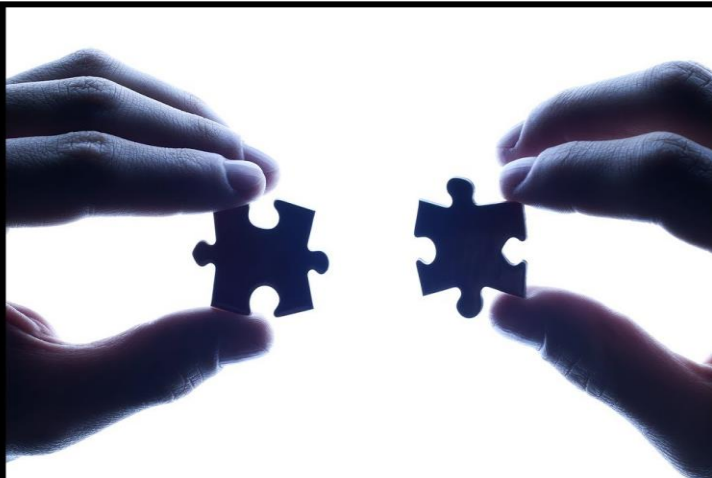
This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	510	39.4%
Agree	641	49.5%
Disagree	68	5.3%
Strongly Disagree	16	1.2%
Not Applicable or No Information	60	4.6%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	498	38.5%
Agree	673	52.0%
Disagree	53	4.1%
Strongly Disagree	10	0.8%
Not Applicable or No Information	61	4.7%



“Nevertheless, no school can work well for children if parents and teachers do not act in partnership on behalf of the children’s best interests. Parents have every right to understand what is happening to their children at school, and teachers have the responsibility to share that information without prejudicial judgment.... Such communication, which can only be in a child’s interest, is not possible without mutual trust between parent and teacher.”

~DOROTHY H COHEN

SECTION 3

JACKSON COUNTY SCHOOL DISTRICT STUDENT SURVEY

INTRODUCTION

Students from across Jackson County School District were asked to respond to questions about the schools they attend. Four thousand seven hundred fifty-six (4,756) students responded to the survey. The distribution of students by school can be found in **Figure 29** on page **45**.



The following tables detail responses to the Comprehensive Needs Assessment Survey from students in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. A summary of responses to open-ended questions is included in each school's student section.

SURVEY RESULTS

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	2423	51.0%
Agree	1984	41.7%
Disagree	135	2.8%
Strongly Disagree	61	1.3%
Not Applicable or No Information	153	3.2%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	1710	36.0%
Agree	1668	35.1%
Disagree	240	5.1%
Strongly Disagree	82	1.7%
Not Applicable or No Information	1056	22.2%

JACKSON COUNTY SCHOOL DISTRICT STUDENT SURVEY

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	2525	53.1%
Agree	1494	31.4%
Disagree	357	7.5%
Strongly Disagree	189	4.0%
Not Applicable or No Information	191	4.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	1710	36.0%
Agree	1455	30.6%
Disagree	927	19.5%
Strongly Disagree	423	8.9%
Not Applicable or No Information	241	5.1%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	1767	37.2%
Agree	1380	29.0%
Disagree	387	8.1%
Strongly Disagree	189	4.0%
Not Applicable or No Information	1033	21.7%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	2342	49.2%
Agree	2005	42.2%
Disagree	250	5.3%
Strongly Disagree	84	1.8%
Not Applicable or No Information	75	1.6%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	2056	43.2%
Agree	2228	46.9%
Disagree	311	6.5%
Strongly Disagree	79	1.7%
Not Applicable or No Information	82	1.7%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	1965	41.3%
Agree	2003	42.1%
Disagree	401	8.4%
Strongly Disagree	140	2.9%
Not Applicable or No Information	247	5.2%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	2542	53.5%
Agree	1769	37.2%
Disagree	229	4.8%
Strongly Disagree	98	2.1%
Not Applicable or No Information	118	2.5%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	1981	41.7%
Agree	2181	45.9%
Disagree	392	8.2%
Strongly Disagree	102	2.1%
Not Applicable or No Information	100	2.1%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	2499	52.5%
Agree	1759	37.0%
Disagree	312	6.6%
Strongly Disagree	112	2.4%
Not Applicable or No Information	74	1.6%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	2350	49.4%
Agree	1771	37.2%
Disagree	354	7.4%
Strongly Disagree	134	2.8%
Not Applicable or No Information	147	3.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	2084	43.8%
Agree	1927	40.5%
Disagree	363	7.6%
Strongly Disagree	99	2.1%
Not Applicable or No Information	283	6.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	1987	41.8%
Agree	1886	39.7%
Disagree	530	11.1%
Strongly Disagree	142	3.0%
Not Applicable or No Information	211	4.4%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	2049	43.1%
Agree	1864	39.2%
Disagree	277	5.8%
Strongly Disagree	121	2.5%
Not Applicable or No Information	445	9.4%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	1713	36.0%
Agree	1857	39.1%
Disagree	640	13.5%
Strongly Disagree	197	4.1%
Not Applicable or No Information	349	7.3%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	2069	43.5%
Agree	1771	37.2%
Disagree	502	10.6%
Strongly Disagree	291	6.1%
Not Applicable or No Information	123	2.6%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	1952	41.0%
Agree	1952	41.0%
Disagree	254	5.3%
Strongly Disagree	97	2.0%
Not Applicable or No Information	501	10.5%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	1926	40.5%
Agree	1972	41.5%
Disagree	273	5.7%
Strongly Disagree	94	2.0%
Not Applicable or No Information	491	10.3%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	1948	41.0%
Agree	2041	42.9%
Disagree	348	7.3%
Strongly Disagree	126	2.7%
Not Applicable or No Information	293	6.2%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	2004	42.1%
Agree	1984	41.7%
Disagree	439	9.2%
Strongly Disagree	145	3.1%
Not Applicable or No Information	184	3.9%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	1922	40.4%
Agree	1835	38.6%
Disagree	319	6.7%
Strongly Disagree	128	2.7%
Not Applicable or No Information	552	11.6%

SCHOOL CLIMATE AND CULTURE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	2185	45.9%
Agree	1652	34.7%
Disagree	555	11.7%
Strongly Disagree	229	4.8%
Not Applicable or No Information	135	2.8%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	1816	38.2%
Agree	1564	32.9%
Disagree	592	12.5%
Strongly Disagree	314	6.6%
Not Applicable or No Information	470	9.9%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	2128	44.7%
Agree	2104	44.2%
Disagree	290	6.1%
Strongly Disagree	132	2.8%
Not Applicable or No Information	102	2.1%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	1881	39.6%
Agree	1734	36.5%
Disagree	383	8.1%
Strongly Disagree	314	6.6%
Not Applicable or No Information	444	9.3%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	2160	45.4%
Agree	2010	42.3%
Disagree	291	6.1%
Strongly Disagree	159	3.3%
Not Applicable or No Information	136	2.9%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	1883	39.6%
Agree	1864	39.2%
Disagree	562	11.8%
Strongly Disagree	291	6.1%
Not Applicable or No Information	156	3.3%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	2085	43.8%
Agree	1912	40.2%
Disagree	404	8.5%
Strongly Disagree	158	3.3%
Not Applicable or No Information	197	4.1%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	2090	43.9%
Agree	1920	40.4%
Disagree	416	8.8%
Strongly Disagree	219	4.6%
Not Applicable or No Information	111	2.3%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	2103	44.2%
Agree	2032	42.7%
Disagree	327	6.9%
Strongly Disagree	128	2.7%
Not Applicable or No Information	166	3.5%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	1903	40.0%
Agree	1798	37.8%
Disagree	610	12.8%
Strongly Disagree	246	5.2%
Not Applicable or No Information	199	4.2%

NOTES

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SECTION 4

JACKSON COUNTY SCHOOL DISTRICT FACULTY/STAFF SURVEY

INTRODUCTION

Faculty and staff from across Jackson County School District were asked to respond to questions about the schools in which they work. Seven hundred thirty-one (731) faculty and staff members responded to the survey. The distribution of faculty and staff members by school can be found in **Figure 28** on page **45**.



The following tables detail responses to the Comprehensive Needs Assessment Survey from faculty and staff members in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family and Community Engagement; School Improvement; and School Climate and Culture*. A summary of open-ended question responses is included in each school's faculty/staff section.

SURVEY RESULTS

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	541	74.0%
Agree	183	25.0%
Disagree	2	0.3%
Strongly Disagree	1	0.1%
Not Applicable or No Information	4	0.6%



JACKSON COUNTY SCHOOL DISTRICT FACULTY/STAFF SURVEY

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	433	59.2%
Agree	247	33.8%
Disagree	15	2.1%
Strongly Disagree	5	0.7%
Not Applicable or No Information	31	4.2%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	546	74.7%
Agree	139	19.0%
Disagree	21	2.9%
Strongly Disagree	6	0.8%
Not Applicable or No Information	19	2.6%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	614	84.0%
Agree	105	14.4%
Disagree	7	1.0%
Strongly Disagree	2	0.3%
Not Applicable or No Information	3	0.4%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	292	40.0%
Agree	167	22.9%
Disagree	7	1.0%
Strongly Disagree	2	0.3%
Not Applicable or No Information	263	36.0%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	235	0.0%
Supporting college and career counseling	249	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	404	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	203	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	205	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	264	36.1%
Providing school-based mental health services and counseling	393	53.8%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	147	20.1%
Establishing or improving dropout prevention	134	18.3%
Supporting re-entry programs and transition services for Justice-involved youth	81	11.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	248	33.9%
Implementing systems and practices to prevent bullying and harassment	259	35.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	265	36.3%
Establishing community partnerships	218	29.8%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	374	51.2%
Building technological capacity and infrastructure	343	46.9%
Carrying out innovative blended learning projects	173	23.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	241	33.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	209	28.6%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	287	39.3%
Expedited evaluation services for students with limited English	138	18.9%
Expedited evaluation services for gifted and talented students	116	15.9%
Additional academic support	374	51.2%
Tutoring	295	40.4%
Enrichment educational services	145	19.8%
Counseling	393	53.8%
Mentors	322	44.0%
School supplies	436	59.6%
School uniforms	424	58.0%
Dental referrals	251	34.3%
Medical referrals	269	36.8%
Bullying assistance	149	20.4%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	477	65.3%
Agree	239	32.7%
Disagree	9	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	0.8%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	463	63.3%
Agree	251	34.3%
Disagree	7	1.0%
Strongly Disagree	3	0.4%
Not Applicable or No Information	7	1.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	485	66.4%
Agree	226	30.9%
Disagree	15	2.1%
Strongly Disagree	1	0.1%
Not Applicable or No Information	4	0.6%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	486	66.5%
Agree	226	30.9%
Disagree	12	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	1.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	408	55.8%
Agree	304	41.6%
Disagree	12	1.6%
Strongly Disagree	1	0.1%
Not Applicable or No Information	6	0.8%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	443	60.6%
Agree	261	35.7%
Disagree	16	2.2%
Strongly Disagree	2	0.3%
Not Applicable or No Information	9	1.2%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

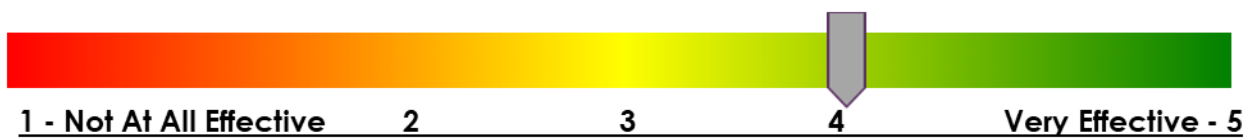
	Count	Percentage
Strongly Agree	403	55.1%
Agree	292	40.0%
Disagree	23	3.2%
Strongly Disagree	3	0.4%
Not Applicable or No Information	10	1.4%

Summary for TCI11

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	430	58.8%
Agree	215	29.4%
Disagree	6	0.8%
Strongly Disagree	1	0.1%
Not Applicable or No Information	79	10.8%

JCSDTCI1: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	481	65.8%
Agree	234	32.0%
Disagree	10	1.4%
Strongly Disagree	3	0.4%
Not Applicable or No Information	3	0.4%

JACKSON COUNTY SCHOOL DISTRICT FACULTY/STAFF SURVEY

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	130	17.8%
Agree	413	56.5%
Disagree	165	22.6%
Strongly Disagree	14	1.9%
Not Applicable or No Information	9	1.2%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	381	52.1%
Agree	310	42.4%
Disagree	20	2.7%
Strongly Disagree	2	0.3%
Not Applicable or No Information	18	2.5%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	440	60.2%
Agree	269	36.8%
Disagree	17	2.3%
Strongly Disagree	3	0.4%
Not Applicable or No Information	2	0.3%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	375	51.3%
Agree	330	45.1%
Disagree	16	2.2%
Strongly Disagree	6	0.8%
Not Applicable or No Information	4	0.6%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	373	51.0%
Agree	313	42.8%
Disagree	26	3.6%
Strongly Disagree	4	0.6%
Not Applicable or No Information	15	2.1%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	289	39.5%
Agree	362	49.5%
Disagree	64	8.8%
Strongly Disagree	9	1.2%
Not Applicable or No Information	7	1.0%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	330	45.1%
Agree	330	45.1%
Disagree	35	4.8%
Strongly Disagree	5	0.7%
Not Applicable or No Information	31	4.2%

SCHOOL CLIMATE AND CULTURE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	279	38.2%
Agree	375	51.3%
Disagree	67	9.2%
Strongly Disagree	5	0.7%
Not Applicable or No Information	5	0.7%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	291	39.8%
Agree	358	49.0%
Disagree	21	2.9%
Strongly Disagree	3	0.4%
Not Applicable or No Information	58	7.9%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	398	54.5%
Agree	306	41.9%
Disagree	22	3.0%
Strongly Disagree	3	0.4%
Not Applicable or No Information	2	0.3%

JACKSON COUNTY SCHOOL DISTRICT FACULTY/STAFF SURVEY

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	425	58.1%
Agree	279	38.2%
Disagree	11	1.5%
Strongly Disagree	2	0.3%
Not Applicable or No Information	14	1.9%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	354	48.4%
Agree	338	46.2%
Disagree	32	4.4%
Strongly Disagree	3	0.4%
Not Applicable or No Information	4	0.6%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	403	55.1%
Agree	304	41.6%
Disagree	19	2.6%
Strongly Disagree	2	0.3%
Not Applicable or No Information	3	0.4%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	402	55.0%
Agree	282	38.6%
Disagree	40	5.5%
Strongly Disagree	2	0.3%
Not Applicable or No Information	5	0.7%

Summary for TSC13

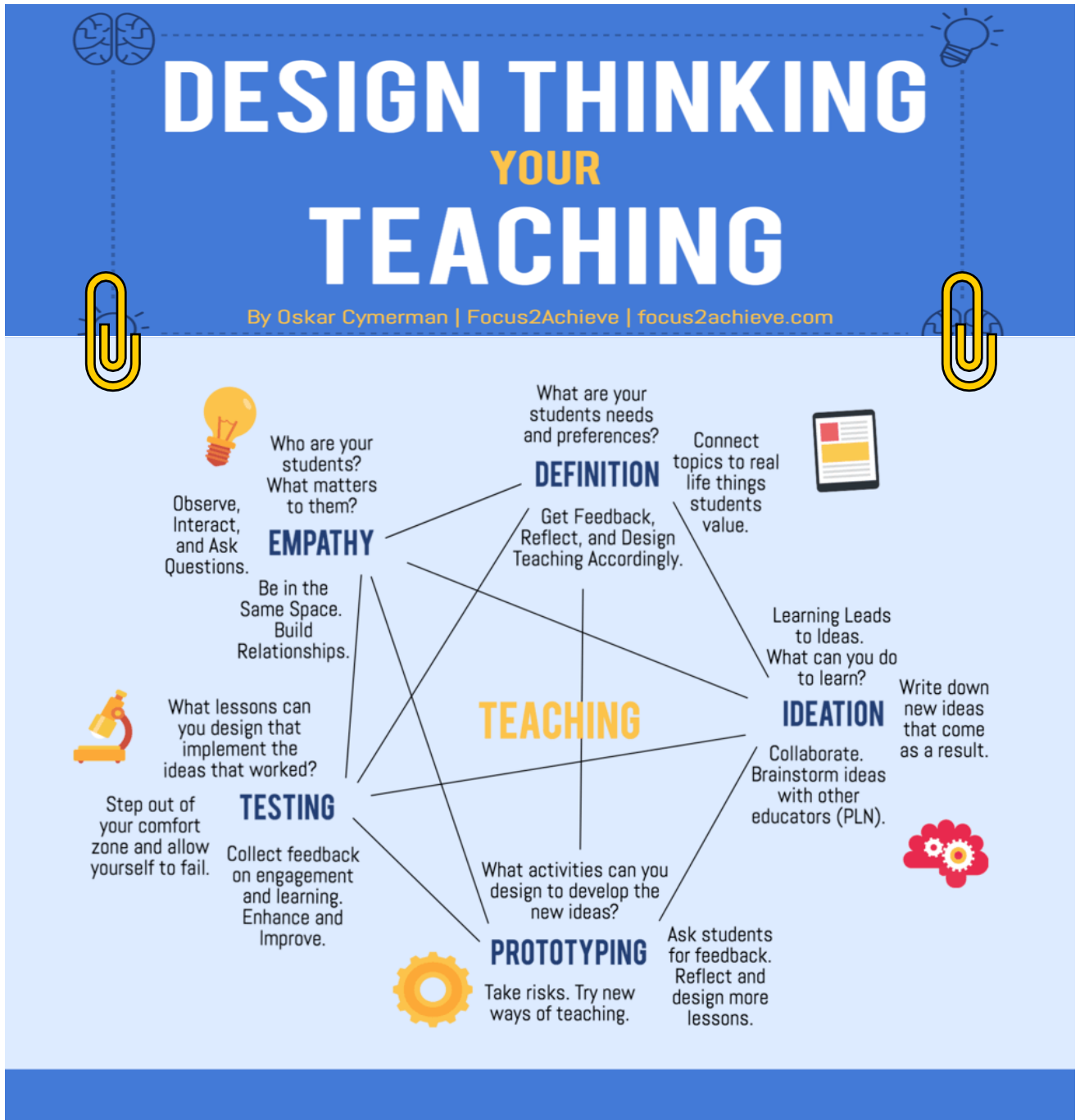
Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	263	36.0%
Agree	356	48.7%
Disagree	88	12.0%
Strongly Disagree	17	2.3%
Not Applicable or No Information	7	1.0%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	443	60.6%
Agree	238	32.6%
Disagree	26	3.6%
Strongly Disagree	8	1.1%
Not Applicable or No Information	16	2.2%



SECTION 5

JACKSON COUNTY SCHOOL DISTRICT COMMUNITY SURVEY

INTRODUCTION

Community members from across Jackson County School District were asked to respond to questions about the district and its schools. Twenty-seven (27) community members responded to the survey.

The following tables detail responses to the Comprehensive Needs Assessment Survey from community members in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. A summary of open-ended question responses is included at the end of this section.



SURVEY RESULTS

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	16	59.3%
Agree	11	40.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

JACKSON COUNTY SCHOOL DISTRICT COMMUNITY SURVEY

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	10	37.0%
Agree	9	33.3%
Disagree	1	3.7%
Strongly Disagree	1	3.7%
Not Applicable or No Information	6	22.2%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	14	51.9%
Agree	10	37.0%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	18	66.7%
Agree	6	22.2%
Disagree	2	7.4%
Strongly Disagree	1	3.7%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	7	25.9%
Agree	8	29.6%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	40.7%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	15	55.6%
Agree	12	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	14	51.9%
Agree	12	44.4%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	12	44.4%
Agree	14	51.9%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	14	51.9%
Agree	12	44.4%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

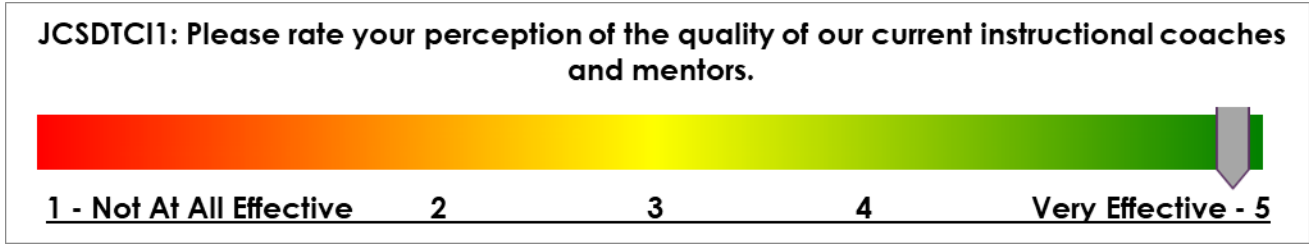
Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	12	44.4%
Agree	11	40.7%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.4%

Summary for CCI211

Students are receiving instruction in basic skills.

	Count	Percentage
Strongly Agree	12	44.4%
Agree	14	51.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	12	44.4%
Agree	14	51.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	7	25.9%
Agree	15	55.6%
Disagree	3	11.1%
Strongly Disagree	1	3.7%
Not Applicable or No Information	1	3.7%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	15	55.6%
Agree	10	37.0%
Disagree	1	3.7%
Strongly Disagree	1	3.7%
Not Applicable or No Information	0	0.0%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	8	29.6%
Agree	15	55.6%
Disagree	1	3.7%
Strongly Disagree	1	3.7%
Not Applicable or No Information	2	7.4%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	12	44.4%
Agree	14	51.9%
Disagree	0	0.0%
Strongly Disagree	1	3.7%
Not Applicable or No Information	0	0.0%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	11	40.7%
Agree	12	44.4%
Disagree	1	3.7%
Strongly Disagree	1	3.7%
Not Applicable or No Information	2	7.4%

Summary for CFC248

The amount of money spent to support the schools in our community is worth the investment.

	Count	Percentage
Strongly Agree	14	51.9%
Agree	10	37.0%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	7	25.9%
Agree	16	59.3%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.4%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	11	40.7%
Agree	13	48.2%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%

JACKSON COUNTY SCHOOL DISTRICT COMMUNITY SURVEY

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	8	29.6%
Agree	13	48.2%
Disagree	1	3.7%
Strongly Disagree	1	3.7%
Not Applicable or No Information	4	14.8%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	9	33.3%
Agree	11	40.7%
Disagree	4	14.8%
Strongly Disagree	1	3.7%
Not Applicable or No Information	2	7.4%

SCHOOL CLIMATE AND CULTURE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	11	40.7%
Agree	13	48.2%
Disagree	3	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	11	40.7%
Agree	11	40.7%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	11.1%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	14	51.9%
Agree	11	40.7%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	11	40.7%
Agree	11	40.7%
Disagree	3	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.4%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	10	37.0%
Agree	14	51.9%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	11	40.7%
Agree	12	44.4%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	11.1%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	11	40.7%
Agree	14	51.9%
Disagree	0	0.0%
Strongly Disagree	1	3.7%
Not Applicable or No Information	1	3.7%

Summary for CSC221

All students have equal access to quality education in our community.

	Count	Percentage
Strongly Agree	15	55.6%
Agree	9	33.3%
Disagree	1	3.7%
Strongly Disagree	1	3.7%
Not Applicable or No Information	1	3.7%

Summary for CSC236

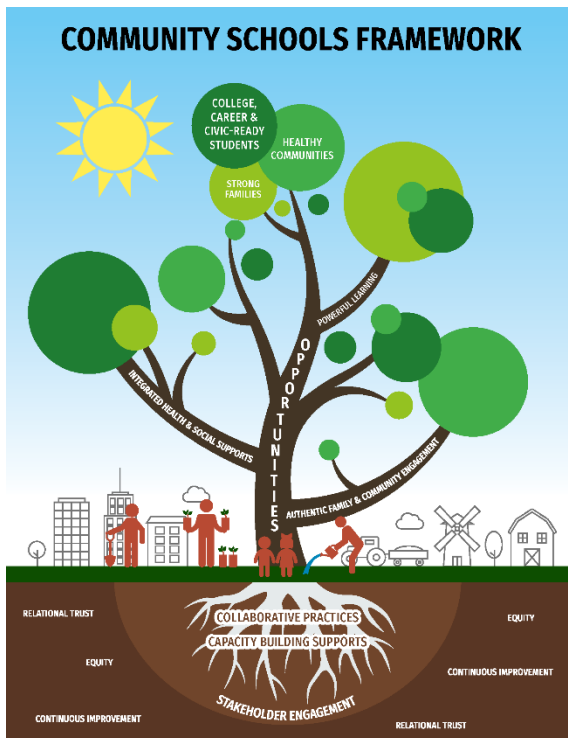
All students have an equal opportunity to participate in activities (clubs, musical groups, athletics, etc.).

	Count	Percentage
Strongly Agree	12	44.4%
Agree	9	33.3%
Disagree	3	11.1%
Strongly Disagree	1	3.7%
Not Applicable or No Information	2	7.4%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Community members from Jackson County School District feel that the school district does a good job in fostering positive learning environments, engaging students in interactive learning, and encouraging community involvement. One community member said, “Our school does a great job with offering tutoring and showing support to all students.” Respondents expressed concerns about early childhood education options, school safety, and professionalism among the staff in some school offices. One respondent believes that intervention programs like i-Ready are not effective, stating that they “are not adequate in helping students who are struggling to understand daily curriculum. These programs are required, and students do not enjoy or perform well on them. These types of programs don’t produce good results.”



"No other investment yields as great a return as the investment in education. An educated workforce is the foundation of every community and the future of every economy."

~ Brad Henry

SECTION 6

JACKSON COUNTY SCHOOL DISTRICT ADMINISTRATOR SURVEY

INTRODUCTION

Administrators from across Jackson County School District were asked to respond to questions about the district and its schools. Thirty-nine (39) administrative staff members from school campuses and the district central office responded to the survey.



The following tables detail responses to the Comprehensive

Needs Assessment Survey from administrators in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. A summary of open-ended question responses is included at the end of this section.

SURVEY RESULTS

DEMOGRAPHICS

Summary for I3

Please indicate the school in which you teach or work. If you have multiple teaching assignments, please choose your primary workplace.

	Count	Percentage
East Central Lower Elementary School	1	3.6%
East Central Upper Elementary School	2	7.1%
East Central Middle School	1	3.6%
East Central High School	1	3.6%
St. Martin North Elementary School	2	7.1%
St. Martin East Elementary School	2	7.1%
St. Martin Upper Elementary School	3	10.7%
St. Martin Middle School	4	14.3%

JACKSON COUNTY SCHOOL DISTRICT ADMINISTRATOR SURVEY

Summary for I3

Please indicate the school in which you teach or work. If you have multiple teaching assignments, please choose your primary workplace.

	Count	Percentage
St. Martin High School	2	7.1%
Vancleave Lower Elementary School	2	7.1%
Vancleave Upper Elementary School	3	10.7%
Vancleave Middle School	0	0.0%
Vancleave High School	3	10.7%
Jackson County Technology Center	0	0.0%
Central Office	2	7.1%

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	27	69.2%
Agree	11	28.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	27	69.2%
Agree	11	28.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	31	79.5%
Agree	8	20.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	28	71.8%
Agree	9	23.1%
Disagree	1	2.6%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	23	59.0%
Agree	7	18.0%
Disagree	2	5.1%
Strongly Disagree	1	2.6%
Not Applicable or No Information	6	15.4%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	14	35.9%
Supporting college and career counseling	16	41.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	20	51.3%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	13	33.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	4	10.3%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	9	23.1%
Providing school-based mental health services and counseling	24	61.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	10	25.6%
Establishing or improving dropout prevention	9	23.1%
Supporting re-entry programs and transition services for Justice-involved youth	4	10.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	7	17.9%
Implementing systems and practices to prevent bullying and harassment	9	23.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	17.9%
Establishing community partnerships	7	17.9%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	18	46.2%
Building technological capacity and infrastructure	16	41.0%

JACKSON COUNTY SCHOOL DISTRICT ADMINISTRATOR SURVEY

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	11	28.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	9	23.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies & assistive technology	9	23.1%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	24	61.5%
Agree	14	35.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	24	61.5%
Agree	14	35.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	28	71.8%
Agree	9	23.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.1%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	28	71.8%
Agree	9	23.1%
Disagree	0	0.0%
Strongly Disagree	1	2.6%
Not Applicable or No Information	1	2.6%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	23	59.0%
Agree	14	35.9%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Summary for CCI211

Students are receiving instruction in basic skills.

	Count	Percentage
Strongly Agree	22	56.4%
Agree	14	35.9%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.1%

JCSDTC11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	24	61.5%
Agree	14	35.9%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	7	18.0%
Agree	29	74.4%
Disagree	3	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

JACKSON COUNTY SCHOOL DISTRICT ADMINISTRATOR SURVEY

Summary for FC59

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	24	61.5%
Agree	14	35.9%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC801

Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	14	35.9%
Agree	22	56.4%
Disagree	2	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Summary for FC91

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	27	69.2%
Agree	11	28.2%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	24	61.5%
Agree	15	38.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS2

There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	26	66.7%
Agree	10	25.6%
Disagree	3	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	21	53.9%
Agree	15	38.5%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.1%

Summary for SACS51

My school (district) has the resources available to enable all students to learn.

	Count	Percentage
Strongly Agree	18	46.2%
Agree	18	46.2%
Disagree	3	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	18	46.2%
Agree	20	51.3%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	22	56.4%
Agree	15	38.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.1%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	24	61.5%
Agree	12	30.8%
Disagree	2	5.1%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

JACKSON COUNTY SCHOOL DISTRICT ADMINISTRATOR SURVEY

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	22	56.4%
Agree	13	33.3%
Disagree	1	2.6%
Strongly Disagree	1	2.6%
Not Applicable or No Information	2	5.1%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	27	69.2%
Agree	11	28.2%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	29	74.4%
Agree	9	23.1%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	25	64.1%
Agree	14	35.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CSC221

All students have equal access to quality education in our community.

	Count	Percentage
Strongly Agree	28	71.8%
Agree	9	23.1%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Summary for CSC236

All students have an equal opportunity to participate in activities (clubs, musical groups, athletics, etc.).

	Count	Percentage
Strongly Agree	27	69.2%
Agree	12	30.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Note: In response to two open-ended questions, administrators were invited to comment about what the district is doing well to positively impact student achievement and what the district could do to more effectively increase student achievement. Those responses are summarized below.

Administrators for Jackson County School District believe the district is positively impacting student achievement through hiring and retaining excellent personnel, recognizing and rewarding all types of achievement, and providing assistance for at-risk students. One administrator commented, "I think that improvement of school culture and environment is having a positive impact at the elementary and even middle/high schools. Examples include classroom/wing/school themes, music at entry, teacher/student dress up, focus on rewarding behavior just as much as achievement, celebrating test week, "brain breaks", move to learn, etc." Most suggestions for effectively increasing student achievement fell into three categories: 1) improving aging technology and infrastructure while increasing student access through one-to-one technology; 2) decreasing the student-teacher ratio through the hiring of more teachers and teacher assistants; and 3) increasing the number and presence of curriculum coaches and providing additional support and resources for special education, inclusion, and EL. Additionally, one administrator suggested, "Consider changing the use of i-Ready at the middle school level to be for remedial purposes only -- middle schoolers are not motivated by it. They dread using it -- causes a struggle for the teachers to follow the directive of using it."



A leader is someone who demonstrates what's possible.

— Mark Yarnell —

NOTES

EAST CENTRAL LOWER ELEMENTARY SCHOOL

INTRODUCTION

East Central Lower Elementary School is located at 5621 Hwy 614 in Moss Point, Mississippi. In 2019-2020, it houses five hundred forty-eight (548) students in prekindergarten through second grade (PK-2). It has an active Parent-Teacher Organization that features planned parent volunteer workdays at the school and numerous projects, events, and fundraisers that benefit teachers and students. Proceeds from fundraisers this year will go towards playground equipment and replacing old rain gear for teachers to use while they escort children safely into the school.

East Central Lower Elementary School supports the JCSD mission statement to "provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens." ECLE is a school-wide Title I school.



ENROLLMENT

EAST CENTRAL LOWER ELEMENTARY SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP

BY GRADE				BY DEMOGRAPHIC GROUP						
	2018	2019	2020	2018		2019		2020		
				#	%	#	%	#	%	
PK	*	*	*							
PK SPED	*	*	*	GENDER						
K	157	169	186	FEMALE	236	44.8%	232	44.0%	252	46.0%
K SPED	*	*	*	MALE	291	55.2%	295	56.0%	296	54.0%
ELEM. SPED	*	*	*	RACE						
GR 1	172	164	179	AFRICAN AMERICAN	13	2.5%	12	2.3%	15	2.7%
GR 2	177	174	164	ASIAN	*	*				
GR 3				HISPANIC OR LATINO	*	*	*	*	*	*
GR 4				NATIVE AMERICAN	*	*	*	*	*	*
GR 5				PACIFIC ISLANDER						
GR 6				TWO OR MORE RACES	*	*	*	*	10	1.8%
GR 7				WHITE	506	96.0%	507	96.2%	514	93.8%
GR 8				2019 PRESCHOOL ENROLLMENT						
GR 9				#	%			#	%	
GR 10				ALL	20	<5%	HISPANIC OR LATINO			
GR 11				FEMALE	<10	<5%	NATIVE AMERICAN			
GR 12				MALE	12	<5%	PACIFIC ISLANDER			
SEC. SPED				AFRICAN AMERICAN	<10	6.67	TWO OR MORE RACES			
SEC. GED				ASIAN			WHITE	19	<5%	
TOTAL	527	527	548	<i>From the Mississippi Succeed Report Card -- % of total subgroup enrollment.</i>						

Table 32: East Central Lower Elementary School Enrollment by Grade and Demographic Group

ATTENDANCE

EAST CENTRAL LOWER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

GRADE	2017	2018	2019	GRADE	2017	2018	2019
K-SPED	2.3	3.5	2.4	GRADE_07			
K	157.3	145.9	162.5	GRADE_08			
ELEM. SPED	2.0	4.2	6.3	GRADE_09			
GRADE_01	174.7	164.1	155.9	GRADE_10			
GRADE_02	188.2	167.1	163.7	GRADE_11			
GRADE_03				GRADE_12			
GRADE_04				SEC. SPED			
GRADE_05				SEC. GED			
GRADE_06				TOTAL	524.4	484.9	490.8

Table 33: East Central Lower Elementary School Average Daily Attendance

2018-2019 East Central Lower Elementary ADA by Month

Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
95.61	95.3	93.25	94.67	95.72	92.22	94.33	95.79	93.94

Table 34: 2018-2019 East Central Lower Elementary School ADA by Month

Best ADA in East Central Award:

December 2018, January 2019, May 2019

Best ADA JCSD Lower Elementary Award:

December 2018, April 2019, May 2019



ECLE FACULTY ADA AWARDS:

Best ADA in East Central Award

September 2018

November 2018

February 2019

October 2018

January 2019

April 2019

2017-2019 EAST CENTRAL LOWER ELEMENTARY SCHOOL CHRONIC ABSENTEE RATES

CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	11.1%	14.2%
	2018		12.4%	16.9%
	2019		9.5%	13.1%
GENDER	2018	FEMALE	12.4%	16.8%
	2019		13.3%	12.7%
	2018	MALE	12.4%	16.9%
	2019		6.4%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		
	2019			20.2%
	2018	ASIAN	<5%	6.7%
	2019			5.2%
	2018	BLACK OR AFRICAN AMERICAN	6.7%	16.0%
	2019		16.7%	13.4%
	2018	HISPANIC OR LATINO	<5%	
	2019		<5%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER		
	2019			
	2018	TWO OR MORE RACES	<5%	18.3%
	2019		<5%	13.7%
	2018	WHITE	12.7%	18.3%
	2019		9.2%	13.1%
DISABILITY	2018	STUDENTS WITH DISABILITIES	13.7%	21.8%
	2019		11.2%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	12.2%	16.1%
	2019		9.1%	12.4%
EL	2018	ENGLISH LEARNERS		11.1%
	2019		<5%	9.1%

Table 35: 2017-2019 East Central Lower Elementary School Chronic Absentee Rates

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	<5%	<5%	<10		
2019		<5%	<5%	<5%	<10	<5%	<5%
2018	FEMALE						
2019						<5%	<5%
2018	MALE						
2019						<5%	<5%
2018	NATIVE AMERICAN						
2019						<5%	<5%
2018	ASIAN						
2019						<5%	<5%
2018	BLACK OR AFRICAN AMERICAN						
2019						<5%	<5%
2018	HISPANIC OR LATINO						
2019						<5%	<5%
2018	PACIFIC ISLANDER						
2019						<5%	<5%
2018	TWO OR MORE RACES						
2019						<5%	<5%
2018	WHITE						
2019						<5%	<5%
2018	STUDENTS WITH DISABILITIES						
2019						<5%	<5%
2018	STUDENTS WITHOUT DISABILITIES						
2019						<5%	<5%
2018	ENGLISH LEARNERS						
2019							
2018	NON ENGLISH LEARNERS						
2019						<5%	<5%

Table 36: 2018-2019 East Central Lower Elementary School MSIS Reported Disciplinary Incidents

PERSONNEL

2019 EAST CENTRAL LOWER ELEMENTARY SCHOOL INSTRUCTIONAL PERSONNEL CHARACTERISTICS			
TEACHERS	TOTAL		# 29.01
	EXPERIENCED	ALL	# 28.01
			% 96.6%
		HIGH POVERTY SCHOOL	#
			%
		LOW POVERTY SCHOOL	# 28.01

2019 EAST CENTRAL LOWER ELEMENTARY SCHOOL INSTRUCTIONAL PERSONNEL CHARACTERISTICS				
	EMERGENCY PROVISIONAL		%	96.6%
		ALL	#	0
			%	0.0%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	0
	TEACHING IN FIELD		%	0.0%
		ALL	#	29.01
			%	100.0%
		HIGH POVERTY SCHOOL	#	
		%		
LOW POVERTY SCHOOL		#	29.01	
PRINCIPALS		TOTAL	#	2
		EXPERIENCED	#	2
			%	100.0%

Table 37: 2019 East Central Lower Elementary School Instructional Personnel Characteristics

ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 East Central Lower Elementary School Accountability			
2017 Accountability Rating: B		2016 Accountability Rating: B	
Former Baseline Grade: C		New Baseline Grade: B	
POINTS: 383.8	Reading	Mathematics	Science
PROFICIENCY	53.5%	59.3%	
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>50</i>
GROWTH ALL STUDENTS	55.5%	61.2%	Participation Rate
<i>Possible points</i>	<i>100</i>	<i>100</i>	
GROWTH LOW 25%	55.3%	44.5%	
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>200</i>

Figure 36: 2017 East Central Lower Elementary School Accountability

2018 ACCOUNTABILITY

2018 East Central Lower Elementary School Accountability			
Accountability Rating:	C	Accountability Rating with EL	C
Total Points	361	Total Points with EL	361
	Reading	Mathematics	Science
PROFICIENCY <i>Possible 2018/2019</i>	67.8% 100/95	62.1% 100/95	50/47.5
GROWTH ALL STUDENTS <i>Possible 2018/2019</i>	60.6% 100/95	49.1% 100/95	EL Progress
GROWTH LOW 25% <i>Possible 2018/2019</i>	54.8% 100/95	15.2% 100/95	200/190

Figure 37: 2018 East Central Lower Elementary School Accountability

2019 ACCOUNTABILITY

2019 East Central Lower Elementary School Accountability			
Accountability Rating:	A	Total Points	478
	Reading	Mathematics	Science
PROFICIENCY <i>Possible Points</i>	60.9% 95	77.0% 95	47.5
GROWTH ALL STUDENTS <i>Possible Points</i>	80.7% 95	70.3% 95	EL Progress
GROWTH LOW 25% <i>Possible Points</i>	62.5% 95	58.2% 95	47.5

Figure 38: 2019 East Central Lower Elementary School Accountability

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 EAST CENTRAL LOWER ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP														
Subgroup	MATH			ELA			USH	SCI	CC	GRAD		EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
ALL	77	70.3	58.2	60.9	80.7	62.5								<5%
Female	73.7	74.7	64.4	61.8	83	76.3								
Male	80	65.7	50	60	78.3	51								
Asian														
Black or African American														
Hispanic or Latino														
Native American														
Pacific Islander														
Two or More Races														
White	77	70.6	60.4	61.2	80.6	62.2								
Students with Disabilities	31.6	55.3	61.7	26.3	75	71.4								
Students w/o Disabilities	83.1	72.2	56.5	65.5	81.5	58.3								
Economically Disadvantaged	64.4	63.2	56.8	49.3	78.9	59.1								
Non Econ. Disadvantaged	87.5	75.3	59.4	70.5	82	65.9								
English Learners														
Non English Learners	77	70.3	58.2	60.9	80.7	62.5								
Foster Care														
Homeless														
Non Homeless														
Migrant														
Non Migrant														
Military Connected														

Table 38: 2018-2019 East Central Lower Elementary School Accountability by Demographic Group



2019 ACCOUNTABILITY GOALS

2019 East Central Lower Elementary School Accountability Goals						
	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	77.0%	44.1%	57.0%	70.0%	47.0%
	FEMALE	73.7%				48.9%
	MALE	80.0%				45.1%
	ASIAN		68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN		35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO		45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES		47.5%	58.7%	70.0%	53.7%
	WHITE	77.0%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES	31.6%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	83.1%				51.1%
	ECONOMICALLY DISADVANTAGED	64.4%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	87.5%				67.7%
	ENGLISH LEARNERS		38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	77.0%				47.2%
	FOSTER CARE					37.4%
	HOMELESS					32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%
ENGLISH PROFICIENCY	ALL	60.9%	45.1%	57.5%	70.0%	41.8%
	FEMALE	61.8%				45.9%
	MALE	60.0%				37.8%
	ASIAN		61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN		35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO		42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN		42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER		55.9%	63.0%	70.0%	56.8%
	TWO OR MORE RACES		48.2%	59.1%	70.0%	48.0%
	WHITE	61.2%	55.0%	62.5%	70.0%	57.0%
	STUDENTS WITH DISABILITIES	26.3%	29.3%	49.6%	70.0%	17.6%
	STUDENTS WITHOUT DISABILITIES	65.5%				45.5%
	ECONOMICALLY DISADVANTAGED	49.3%	39.6%	54.8%	70.0%	32.4%
	NON ECONOMICALLY DISADVANTAGED	70.5%				61.7%
	ENGLISH LEARNERS		32.4%	51.2%	70.0%	19.4%
	NON ENGLISH LEARNERS	60.9%				42.2%
	FOSTER CARE					36.2%
	HOMELESS					30.7%
	MIGRANT					30.7%
	MILITARY CONNECTED					63.9%

Table 39: 2019 East Central Lower Elementary School Accountability Goals

ASSESSMENT

EAST CENTRAL LOWER ELEMENTARY SCHOOL KINDERGARTEN READINESS

East Central Lower Elementary School Kindergarten Readiness
Public Prekindergarten and Kindergarten

	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018	Spring 2019	NET GAIN	Fall 2019
PREKINDERGARTEN				*	*	*	*	*	*	*
KINDERGARTEN	522	758	236	528	744	216	474	718	244	522

Table 40: East Central Lower Elementary School Kindergarten Readiness Assessment Prekindergarten and Kindergarten



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at East Central Lower Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Sixty-five (65) faculty and staff members, one hundred ninety-three (193) parents, and three hundred sixty-five (365) students responded to the survey.

EAST CENTRAL LOWER ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	61	93.9%
Agree	4	6.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	57	87.7%
Agree	8	12.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	64	98.5%
Agree	1	1.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	60	92.3%
Agree	5	7.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	48	73.9%
Agree	17	26.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	16	0.0%
Supporting college and career counseling	24	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	43	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	18	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	19	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	20	30.8%
Providing school-based mental health services and counseling	29	44.6%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	12	18.5%
Establishing or improving dropout prevention	14	21.5%
Supporting re-entry programs and transition services for Justice-involved youth	7	10.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	22	33.8%
Implementing systems and practices to prevent bullying and harassment	30	46.2%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	22	33.8%
Establishing community partnerships	24	36.9%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	31	47.7%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Building technological capacity and infrastructure	22	33.8%
Carrying out innovative blended learning projects	12	18.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	28	43.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	20	30.8%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	34	52.3%
Expedited evaluation services for students with limited English	11	16.9%
Expedited evaluation services for gifted and talented students	14	21.5%
Additional academic support	29	44.6%
Tutoring	42	64.6%
Enrichment educational services	14	21.5%
Counseling	37	56.9%
Mentors	25	38.5%
School supplies	38	58.5%
School uniforms	38	58.5%
Dental referrals	24	36.9%
Medical referrals	24	36.9%
Bullying assistance	12	18.5%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	55	84.6%
Agree	10	15.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	53	81.5%
Agree	11	16.9%
Disagree	0	0.0%
Strongly Disagree	1	1.5%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	53	81.5%
Agree	11	16.9%
Disagree	0	0.0%
Strongly Disagree	1	1.5%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	59	90.8%
Agree	5	7.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	47	72.3%
Agree	18	27.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	50	76.9%
Agree	14	21.5%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

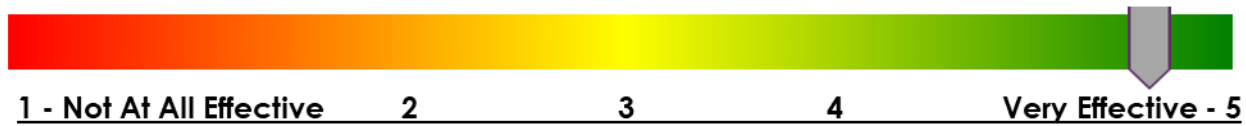
	Count	Percentage
Strongly Agree	46	70.8%
Agree	18	27.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Summary for TC111

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	39	60.0%
Agree	20	30.8%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	7.7%

JCSDTC11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	53	81.5%
Agree	11	16.9%
Disagree	0	0.0%
Strongly Disagree	1	1.5%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	20	30.8%
Agree	38	58.5%
Disagree	7	10.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	45	69.2%
Agree	18	27.7%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	47	72.3%
Agree	17	26.2%
Disagree	0	0.0%
Strongly Disagree	1	1.5%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	44	67.7%
Agree	20	30.8%
Disagree	0	0.0%
Strongly Disagree	1	1.5%
Not Applicable or No Information	0	0.0%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	37	56.9%
Agree	21	32.3%
Disagree	5	7.7%
Strongly Disagree	2	3.1%
Not Applicable or No Information	0	0.0%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	40	61.5%
Agree	23	35.4%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	40	61.5%
Agree	22	33.9%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.1%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	38	58.5%
Agree	25	38.5%
Disagree	1	1.5%
Strongly Disagree	1	1.5%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	35	53.9%
Agree	23	35.4%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	9.2%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	44	67.7%
Agree	20	30.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	48	73.9%
Agree	15	23.1%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	43	66.2%
Agree	20	30.8%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	50	76.9%
Agree	14	21.5%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	41	63.1%
Agree	20	30.8%
Disagree	3	4.6%
Strongly Disagree	1	1.5%
Not Applicable or No Information	0	0.0%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	36	55.4%
Agree	26	40.0%
Disagree	2	3.1%
Strongly Disagree	1	1.5%
Not Applicable or No Information	0	0.0%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	45	69.2%
Agree	17	26.2%
Disagree	1	1.5%
Strongly Disagree	1	1.5%
Not Applicable or No Information	1	1.5%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from East Central Lower Elementary School feel the school has an excellent administration, communicates well with stakeholders, and maintains a safe, caring environment for students. One faculty member said, “We have great teachers who love their students and strive to meet their needs. Teachers are prepared and put forth much time and effort.”

Respondents expressed concerns about the i-Ready testing and Ready curriculum, class sizes, and inadequate technology. Another faculty member stated, "I feel all students who have worked so hard all year and have earned all A's or A/B's should be recognized at the award ceremony at the end of the year."

EAST CENTRAL LOWER ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	152	78.8%
Agree	38	19.7%
Disagree	2	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	92	47.7%
Agree	41	21.2%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	59	30.6%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	165	85.5%
Agree	26	13.5%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	136	70.5%
Agree	46	23.8%
Disagree	6	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	2.6%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	97	50.3%
Agree	67	34.7%
Disagree	4	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	25	13.0%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	62	32.1%
Supporting college and career counseling	69	35.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	118	61.1%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	76	39.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	66	34.2%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	67	34.7%
Providing school-based mental health services and counseling	86	44.6%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	36	18.7%
Establishing or improving dropout prevention	47	24.4%
Supporting re-entry programs and transition services for Justice-involved youth	24	12.4%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	85	44.0%
Implementing systems and practices to prevent bullying and harassment	123	63.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	83	43.0%
Establishing community partnerships	40	20.7%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	111	57.5%
Building technological capacity and infrastructure	60	31.1%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	55	28.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	85	44.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	77	39.9%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	24	12.4%
Computer Classes	38	19.7%
Conflict Resolution	41	21.2%
Discipline	37	19.2%
Drug/Alcohol Awareness	42	21.8%
English as a Second Language	11	5.7%
Health Classes	31	16.1%
Literacy Classes	17	8.8%
Math Classes	38	19.7%
Parent-to-School Relationships	52	26.9%
Parent/Child Communication	74	38.3%
Preparing for College	66	34.2%
Parenting Workshops	32	16.6%
Social Media Classes	24	12.4%
Stress/Anger Management	51	26.4%
Understanding College- and Career-Ready Standards	73	37.8%
Other	6	3.1%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	51	26.4%
Parental advisory committees	16	8.3%
PTO/PTA meetings and activities	11	5.7%
Ways to help at the classroom level	83	43.0%
Other ways to get involved in my school (district)	32	16.6%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	52	26.9%
Very likely	65	33.7%
Moderately likely	60	31.1%
Slightly likely	11	5.7%
Not at all likely	5	2.6%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	111	57.5%
Agree	74	38.3%
Disagree	3	1.6%
Strongly Disagree	2	1.0%
Not Applicable or No Information	3	1.6%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	109	56.5%
Agree	77	39.9%
Disagree	3	1.6%
Strongly Disagree	1	0.5%
Not Applicable or No Information	3	1.6%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	117	60.6%
Agree	66	34.2%
Disagree	5	2.6%
Strongly Disagree	4	2.1%
Not Applicable or No Information	1	0.5%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	116	60.1%
Agree	74	38.3%
Disagree	2	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	88	45.6%
Agree	84	43.5%
Disagree	9	4.7%
Strongly Disagree	3	1.6%
Not Applicable or No Information	9	4.7%

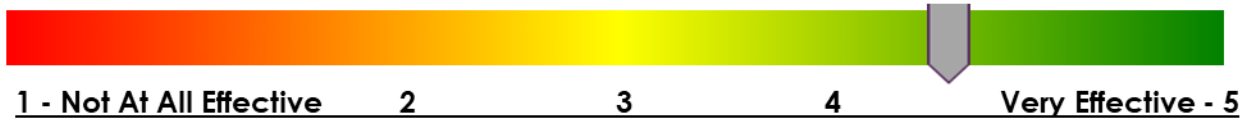
EAST CENTRAL LOWER ELEMENTARY SCHOOL

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	84	43.5%
Agree	76	39.4%
Disagree	4	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	29	15.0%

JCSDPCI1: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	110	57.0%
Agree	74	38.3%
Disagree	7	3.6%
Strongly Disagree	2	1.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	94	48.7%
Agree	90	46.6%
Disagree	9	4.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	123	63.7%
Agree	63	32.6%
Disagree	5	2.6%
Strongly Disagree	2	1.0%
Not Applicable or No Information	0	0.0%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	98	50.8%
Agree	86	44.6%
Disagree	6	3.1%
Strongly Disagree	2	1.0%
Not Applicable or No Information	1	0.5%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	93	48.2%
Agree	92	47.7%
Disagree	8	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	122	63.2%
Agree	66	34.2%
Disagree	3	1.6%
Strongly Disagree	1	0.5%
Not Applicable or No Information	1	0.5%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	66	34.2%
Agree	87	45.1%
Disagree	25	13.0%
Strongly Disagree	9	4.7%
Not Applicable or No Information	6	3.1%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	87	45.1%
Agree	89	46.1%
Disagree	13	6.7%
Strongly Disagree	1	0.5%
Not Applicable or No Information	3	1.6%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	103	53.4%
Agree	75	38.9%
Disagree	12	6.2%
Strongly Disagree	3	1.6%
Not Applicable or No Information	0	0.0%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	102	52.9%
Agree	71	36.8%
Disagree	7	3.6%
Strongly Disagree	1	0.5%
Not Applicable or No Information	12	6.2%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	92	47.7%
Agree	88	45.6%
Disagree	1	0.5%
Strongly Disagree	1	0.5%
Not Applicable or No Information	11	5.7%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	98	50.8%
Agree	85	44.0%
Disagree	3	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	3.6%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	94	48.7%
Agree	83	43.0%
Disagree	3	1.6%
Strongly Disagree	2	1.0%
Not Applicable or No Information	11	5.7%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	89	46.1%
Agree	84	43.5%
Disagree	11	5.7%
Strongly Disagree	1	0.5%
Not Applicable or No Information	8	4.2%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	107	55.4%
Agree	77	39.9%
Disagree	9	4.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	71	36.8%
Agree	63	32.6%
Disagree	9	4.7%
Strongly Disagree	2	1.0%
Not Applicable or No Information	48	24.9%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	108	56.0%
Agree	83	43.0%
Disagree	2	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	89	46.1%
Agree	69	35.8%
Disagree	6	3.1%
Strongly Disagree	2	1.0%
Not Applicable or No Information	27	14.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	99	51.3%
Agree	88	45.6%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	2.6%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	102	52.9%
Agree	85	44.0%
Disagree	5	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	101	52.3%
Agree	80	41.5%
Disagree	5	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	3.6%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	103	53.4%
Agree	81	42.0%
Disagree	6	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.6%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from East Central Lower Elementary School feel the school does a good job in communicating with parents, providing a caring, safe environment for students, and having teachers who emphasize learning without ceasing to be nurturing and involved with students.

One parent said, “Parental involvement is excellent. Parent/teacher communication is exceptional. Our experience at ECLE has been amazing.” Respondents expressed concerns about “common core” curriculum, particularly in math, too much computerized instruction, and bullying. Another parent stated, “As parents, we are asked to send in money or some type of food item every month. I do not believe it is fair to ask this of parents. Some parents live paycheck-to-paycheck and should not be expected to send money or snacks to the school so often.”

EAST CENTRAL LOWER ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	340	93.2%
Agree	21	5.8%
Disagree	1	0.3%
Strongly Disagree	3	0.8%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	358	98.1%
Agree	2	0.6%
Disagree	2	0.6%
Strongly Disagree	2	0.6%
Not Applicable or No Information	1	0.3%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	359	98.4%
Agree	4	1.1%
Disagree	1	0.3%
Strongly Disagree	1	0.3%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	354	97.0%
Agree	4	1.1%
Disagree	3	0.8%
Strongly Disagree	4	1.1%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	356	97.5%
Agree	6	1.6%
Disagree	0	0.0%
Strongly Disagree	1	0.3%
Not Applicable or No Information	2	0.6%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	362	99.2%
Agree	2	0.6%
Disagree	0	0.0%
Strongly Disagree	1	0.3%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	358	98.1%
Agree	6	1.6%
Disagree	1	0.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	359	98.4%
Agree	6	1.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	364	99.7%
Agree	1	0.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	352	96.4%
Agree	12	3.3%
Disagree	1	0.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	358	98.1%
Agree	7	1.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	358	98.1%
Agree	7	1.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	361	98.9%
Agree	4	1.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	361	98.9%
Agree	4	1.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	362	99.2%
Agree	3	0.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	362	99.2%
Agree	2	0.6%
Disagree	1	0.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	358	98.1%
Agree	6	1.6%
Disagree	0	0.0%
Strongly Disagree	1	0.3%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	360	98.6%
Agree	4	1.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.3%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	361	98.9%
Agree	3	0.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.3%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	363	99.5%
Agree	1	0.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.3%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	362	99.2%
Agree	2	0.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.3%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	362	99.2%
Agree	2	0.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.3%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	360	98.6%
Agree	5	1.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	361	98.9%
Agree	4	1.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	361	98.9%
Agree	4	1.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	360	98.6%
Agree	4	1.1%
Disagree	1	0.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	360	98.6%
Agree	4	1.1%
Disagree	0	0.0%
Strongly Disagree	1	0.3%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	358	98.1%
Agree	5	1.4%
Disagree	1	0.3%
Strongly Disagree	1	0.3%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	360	98.6%
Agree	3	0.8%
Disagree	1	0.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.3%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	363	99.5%
Agree	1	0.3%
Disagree	1	0.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	363	99.5%
Agree	2	0.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	363	99.5%
Agree	1	0.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.3%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from East Central Lower Elementary School for the most part, did not respond to the optional open-ended questions. One student stated that the school has good staff and teachers, while another student felt that students should be able to bring phones to school.



NOTES

This section contains 20 horizontal bars for writing notes, arranged vertically from top to bottom.

SECTION 8

EAST CENTRAL UPPER ELEMENTARY SCHOOL

INTRODUCTION

East Central Upper Elementary School is located at 5404 Hurley-Wade Road in Moss Point, Mississippi. For the 2019-2020 school year, it houses five hundred sixty-nine (569) students in third through fifth grade. (3-5). According to the school website, the students and staff recently met with State Superintendent of Education, Carey M. Wright, to celebrate the achievement of reaching an "A" status.



ENROLLMENT

EAST CENTRAL UPPER ELEMENTARY SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP


BY GRADE				BY DEMOGRAPHIC GROUP						
	2018	2019	2020	2018		2019		2020		
				#	%	#	%	#	%	
PK										
PK SPED				GENDER						
K				FEMALE	316	50.2%	297	49.7%	271	47.6%
K SPED				MALE	314	49.8%	301	50.3%	298	52.4%
ELEM. SPED	*	*	*	RACE						
GR 1				AFRICAN AMERICAN	19	3.0%	19	3.2%	21	3.7%
GR 2				ASIAN	*	*				
GR 3	208	*	*	HISPANIC OR LATINO	*	*	*	*	*	*
GR 4	*	206	180	NATIVE AMERICAN	*	*	*	*	*	*
GR 5	217	207	212	PACIFIC ISLANDER	*	*	*	*		
GR 6				TWO OR MORE RACES	*	*	*	*	*	*
GR 7				WHITE	592	94.0%	566	94.7%	538	94.6%
GR 8										
GR 9										
GR 10										
GR 11										
GR 12										
SEC. SPED										
SEC. GED										
TOTAL	630	598	569							

Table 41: East Central Upper Elementary School Enrollment by Grade and Demographic Group

ATTENDANCE

EAST CENTRAL UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

GRADE	2017	2018	2019	GRADE	2017	2018	2019
K-SPED				GRADE_07			
K				GRADE_08			
ELEM. SPED	7.1	2.9	3.8	GRADE_09			
GRADE_01				GRADE_10			
GRADE_02				GRADE_11			
GRADE_03	188.3	197.7	176.6	GRADE_12			
GRADE_04	203.6	192.2	198.6	SEC. SPED			
GRADE_05	180.1	205.6	196.3	SEC. GED			
GRADE_06				TOTAL	579.0	598.4	575.4

Table 42: East Central Upper Elementary School Average Daily Attendance

2018-2019 East Central Upper Elementary ADA by Month

Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
96.57	94.92	92.91	94.59	94.13	92	93.83	95.59	91.01

Table 43: 2018-2019 East Central Upper Elementary School ADA by Month

Best ADA JCSD Upper Elementary Award:

September 2018, April 2019



ECUE FACULTY ADA AWARDS:

Best ADA in East Central Award

August 2018

March 2019

2017-2019 EAST CENTRAL UPPER ELEMENTARY SCHOOL CHRONIC ABSENTEE RATES

CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	14.5%	14.2%
	2018		13.7%	16.9%
	2019		10.4%	13.1%
GENDER	2018	FEMALE	15.2%	16.8%
	2019		9.7%	12.7%
	2018	MALE	12.2%	16.9%
	2019		11.1%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		
	2019			20.2%
	2018	ASIAN	<5%	6.7%
	2019			5.2%
	2018	BLACK OR AFRICAN AMERICAN	<5%	16.0%
	2019		8.3%	13.4%
	2018	HISPANIC OR LATINO	<5%	
	2019		<5%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5%	
	2019		<5%	
	2018	TWO OR MORE RACES	<5%	18.3%
	2019		<5%	13.7%
2018	WHITE	14.0%	18.3%	
2019		10.7%	13.1%	
DISABILITY	2018	STUDENTS WITH DISABILITIES	15.3%	21.8%
	2019		14.5%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	13.4%	16.1%
	2019		9.8%	12.4%
EL	2018	ENGLISH LEARNERS	<5%	11.1%
	2019		<5%	9.1%

Table 44: 2017-2019 East Central Upper Elementary School Chronic Absentee Rates

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	<5%	<5%	<10		
2019		<5%	<5%	<5%	<10	<5%	<5%
2018	FEMALE						
2019			<5%			<5%	<5%
2018	MALE		<5%				
2019			5.7			<5%	<5%
2018	NATIVE AMERICAN						
2019						<5%	<5%
2018	ASIAN						
2019							
2018	BLACK OR AFRICAN AMERICAN		<5%				
2019			10.0			<5%	<5%
2018	HISPANIC OR LATINO						
2019						<5%	<5%
2018	PACIFIC ISLANDER						
2019						<5%	<5%
2018	TWO OR MORE RACES						
2019			<5%				
2018	WHITE		<5%				
2019			<5%			<5%	<5%
2018	STUDENTS WITH DISABILITIES		<5%				
2019			8.6			<5%	<5%
2018	STUDENTS WITHOUT DISABILITIES		<5%				
2019			<5%			<5%	<5%
2018	ENGLISH LEARNERS						
2019							
2018	NON ENGLISH LEARNERS		<5%				
2019			<5%			<5%	<5%

Table 45: 2018-2019 East Central Upper Elementary School MSIS Reported Disciplinary Incidents

2015-2019 ECUES DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+**-TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
EAST CENTRAL UPPER ELEM.	4		68	4					1					77
SUSPENSION														
2015-16			13											13
2016-17	1		20	2										23
2017-18	1		9											10
2018-19	2		26	2					1					31

Table 46: 2015-2019 East Central Upper Elementary School Disciplinary Dispensations by Race and Gender

PERSONNEL

2019 EAST CENTRAL UPPER ELEMENTARY SCHOOL INSTRUCTIONAL PERSONNEL CHARACTERISTICS				
TEACHERS	TOTAL		#	38.33
	EXPERIENCED	ALL	#	35.53
			%	92.7%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	35.53
			%	92.7%
	EMERGENCY PROVISIONAL	ALL	#	0
			%	0.0%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	0
			%	0.0%
	TEACHING IN FIELD	ALL	#	38.05
			%	99.3%
HIGH POVERTY SCHOOL		#		
		%		
LOW POVERTY SCHOOL		#	38.05	
		%	99.3%	
PRINCIPALS	TOTAL	#	2	
	EXPERIENCED	#	2	
		%	100.0%	

Table 47: 2019 East Central Upper Elementary School Instructional Personnel Characteristics

ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 East Central Upper Elementary School Accountability			
2017 Accountability Rating: B		2016 Accountability Rating: B	
Former Baseline Grade: B		New Baseline Grade: B	
POINTS: 524	Reading	Mathematics	Science
PROFICIENCY	47.5%	53.4%	77.3%
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>50</i>
GROWTH ALL STUDENTS	59.1%	60.2%	Participation Rate
<i>Possible points</i>	<i>100</i>	<i>100</i>	
GROWTH LOW 25%	59.0%	46.5%	99.7%
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>200</i>

Figure 39: 2017 East Central Upper Elementary School Accountability

2018 ACCOUNTABILITY

2018 East Central Upper Elementary School Accountability			
Accountability Rating:	B	Accountability Rating with EL	B
Total Points	417	Total Points with EL	417
	Reading	Mathematics	Science
PROFICIENCY <i>Possible 2018/2019</i>	58.4% 100/95	49.6% 100/95	76.0% 50/47.5
GROWTH ALL STUDENTS <i>Possible 2018/2019</i>	69.2% 100/95	53.2% 100/95	EL Progress
GROWTH LOW 25% <i>Possible 2018/2019</i>	69.3% 100/95	41.0% 100/95	200/190

Figure 40: 2018 East Central Upper Elementary School Accountability

2019 ACCOUNTABILITY

2019 East Central Upper Elementary School Accountability			
Accountability Rating:	A	Total Points	478
	Reading	Mathematics	Science
PROFICIENCY <i>Possible Points</i>	60.7% 95	62.4% 95	76.0% 47.5
GROWTH ALL STUDENTS <i>Possible Points</i>	74.6% 95	77.1% 95	EL Progress
GROWTH LOW 25% <i>Possible Points</i>	57.1% 95	70.5% 95	47.5

Figure 41: 2019 East Central Upper Elementary School Accountability

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 EAST CENTRAL UPPER ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP															
Subgroup	MATH			ELA			USH	SCI	CC	GRAD			EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth	
ALL	55.2	71.5	57.1	61.7	75	58.8		74.7							
Female	49.8	68	61.1	60.2	75.2	55.9		67.9							
Male	60.2	74.7	52.6	63.2	74.9	62.5		80.9							
Asian															
Black or African American	29.4	73.2		29.4	53.6										
Hispanic or Latino	68.8	95		68.8	82.5										
Native American															
Pacific Islander															
Two or More Races															
White	55.9	70.9	54.8	63.1	75.8	62.2		77.6							
Students with Disabilities	19.3	51.8	50.6	19.3	57	56.7		28.6							
Students w/o Disabilities	62.3	75.6	63.1	70	78.8	60.8		86							
Economically Disadvantaged	43.1	66.3	50.5	53.6	70.8	53.2		65.3							
Non Econ. Disadvantaged	63.8	75.5	68.5	67.4	78.2	68.5		81.6							
English Learners															
Non English Learners	55.6	71.7	57.1	62.1	75.2	58.8		74.7							
Foster Care															
Homeless															
Non Homeless															
Migrant															
Non Migrant															
Military Connected															

Table 48: 2018-2019 East Central Upper Elementary School Accountability by Demographic Group



2019 ACCOUNTABILITY GOALS

2019 East Central Upper Elementary School Accountability Goals						
	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	62.4%	44.1%	57.0%	70.0%	47.0%
	FEMALE	63.4%				48.9%
	MALE	61.5%				45.1%
	ASIAN		68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN	63.2%	35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO		45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES		47.5%	58.7%	70.0%	53.7%
	WHITE	62.6%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES	25.0%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	67.9%				51.1%
	ECONOMICALLY DISADVANTAGED	54.1%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	68.3%				67.7%
	ENGLISH LEARNERS		38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	62.4%				47.2%
	FOSTER CARE					37.4%
	HOMELESS					32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%
ENGLISH PROFICIENCY	ALL	60.7%	45.1%	57.5%	70.0%	41.8%
	FEMALE	66.1%				45.9%
	MALE	55.5%				37.8%
	ASIAN		61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN	47.4%	35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO		42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN		42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER		55.9%	63.0%	70.0%	56.8%
	TWO OR MORE RACES		48.2%	59.1%	70.0%	48.0%
	WHITE	60.9%	55.0%	62.5%	70.0%	57.0%
	STUDENTS WITH DISABILITIES	28.9%	29.3%	49.6%	70.0%	17.6%
	STUDENTS WITHOUT DISABILITIES	65.4%				45.5%
	ECONOMICALLY DISADVANTAGED	50.0%	39.6%	54.8%	70.0%	32.4%
	NON ECONOMICALLY DISADVANTAGED	68.3%				61.7%
	ENGLISH LEARNERS		32.4%	51.2%	70.0%	19.4%
	NON ENGLISH LEARNERS	60.7%				42.2%
	FOSTER CARE					36.2%
	HOMELESS					30.7%
	MIGRANT					30.7%
	MILITARY CONNECTED					63.9%

Table 49: 2019 East Central Upper Elementary School Accountability Goals

ASSESSMENT

EAST CENTRAL UPPER ELEMENTARY SCHOOL THIRD GRADE READING

EAST CENTRAL UPPER ELEMENTARY SCHOOL THIRD GRADE READING

	2017		2018		2019☀	
	PASS	FAIL	PASS	FAIL	PASS	FAIL
EAST CENTRAL UPPER ELEMENTARY	≥ 95.0%	≤5%	93.9%	6.1%	81.0%	19.0%

☀ *Required scoring level raised to Level 3*

Table 50: East Central Upper Elementary School Third Grade Reading

EAST CENTRAL UPPER ELEMENTARY SCHOOL MAAP

EAST CENTRAL UPPER ELEMENTARY SCHOOL MAAP ELA AND MATH

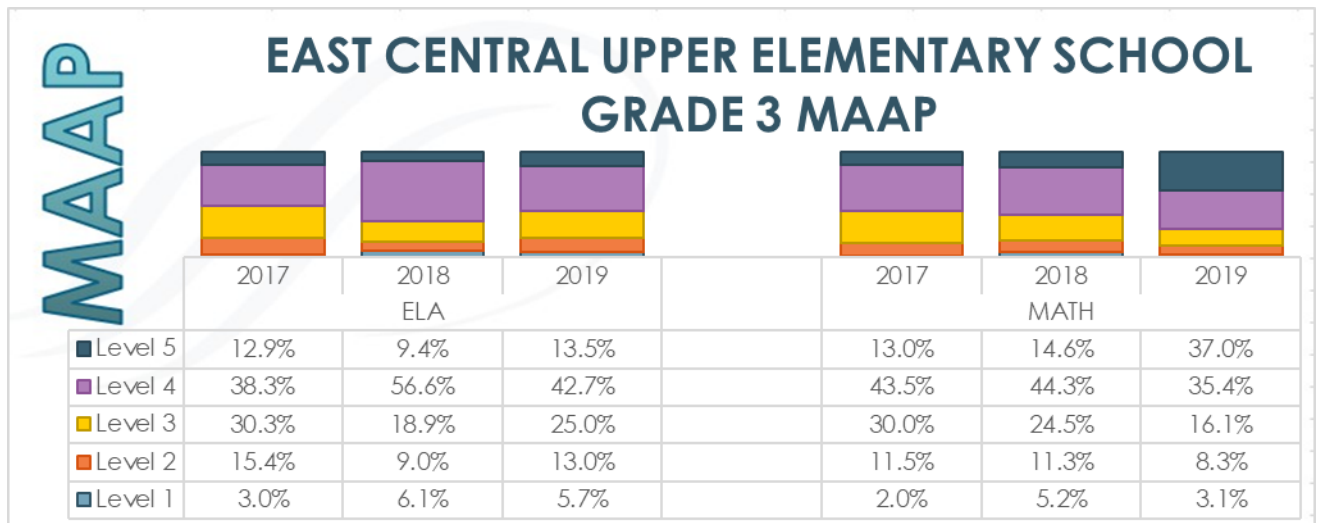


Figure 42: East Central Upper Elementary School MAAP Grade 3

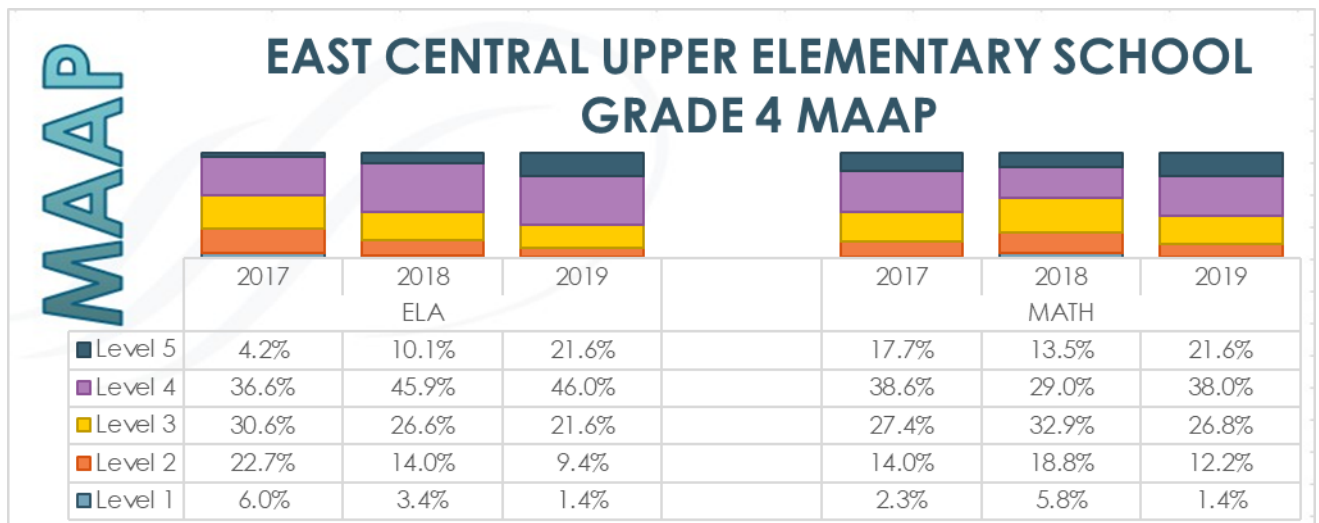


Figure 43: East Central Upper Elementary School MAAP Grade 4

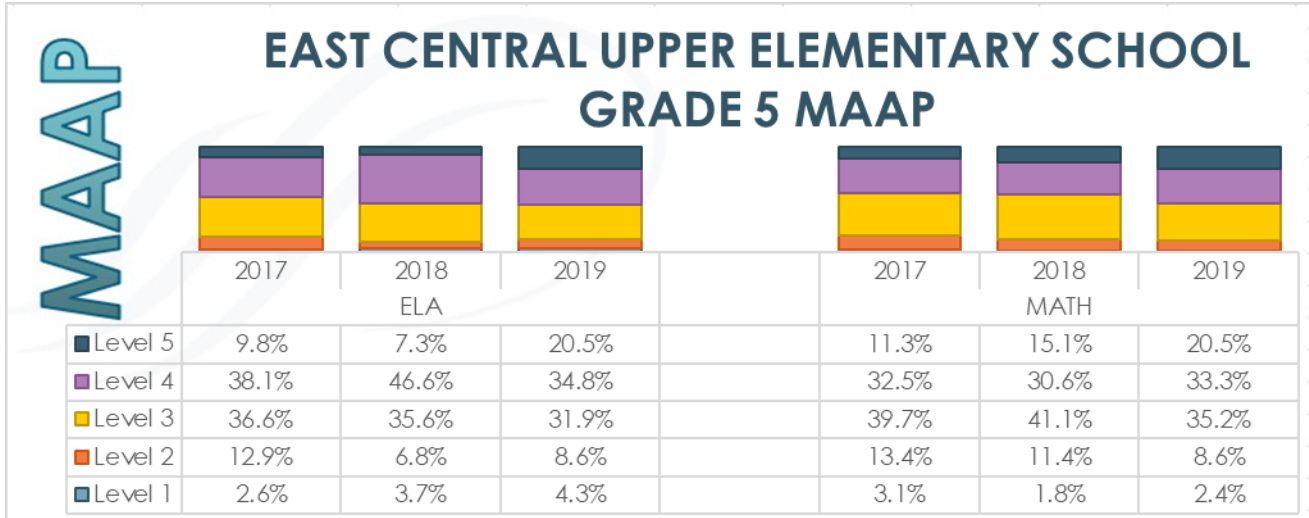


Figure 44: East Central Upper Elementary School MAAP Grade 5

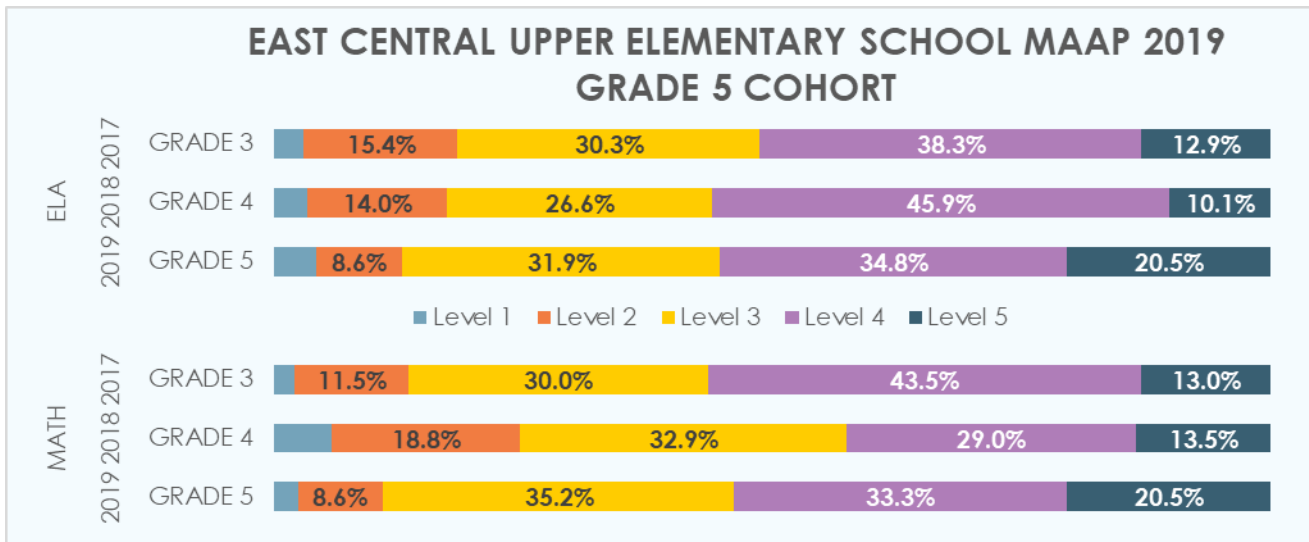


Figure 45: East Central Upper Elementary School MAAP 2019 Grade 5 Cohort

EAST CENTRAL UPPER ELEMENTARY SCHOOL MAAP-SCI

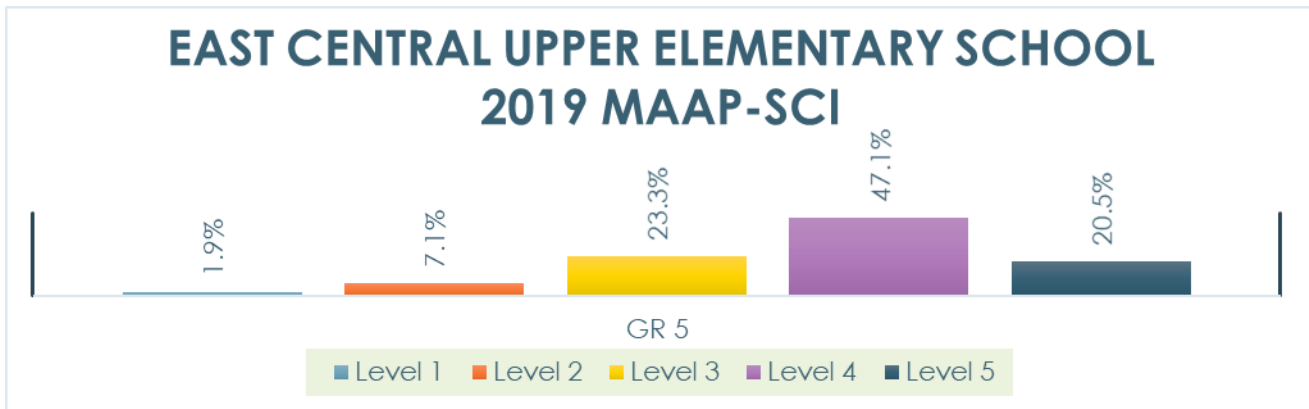


Figure 46: East Central Upper Elementary School MAAP-SCI Grade 5

EAST CENTRAL UPPER ELEMENTARY SCHOOL MAAP
DEMOGRAPHICS

EAST CENTRAL UPPER ELEMENTARY SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP													
	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5		
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	
ALL	99.5	98.1	0-10%	6.8	11-20%	19.6	21-30%	33.5	41-50%	28.9	11-20%	11.2	
FEMALE	99.0	98.0	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%	
MALE	100.0	98.1	0-10%	8.7	11-20%	22.0	21-30%	33.6	31-40%	26.3	11-20%	9.5	
BLACK OR AFRICAN AMERICAN	100.0	98.3	15.0	0-10%	15.0	21-30%	25.0	31-40%	30.0	21-30%	15.0	0-10%	
WHITE	99.7	97.8	0-10%	0-10%	11-20%	11-20%	21-30%	21-30%	41-50%	31-40%	11-20%	11-20%	
NATIVE AMERICAN	<5%	98.7		0-10%		21-30%		31-40%		21-30%	91-100	0-10%	
ASIAN		95.3		6.0		9.6		21.2		36.2		27.1	
HISPANIC OR LATINO	<5%	98.3		9.4		19.9	11-20%	34.3	81-90%	28.1		8.4	
PACIFIC ISLANDER	<5%	96.3		5.8		11.7	91-100	28.6		39.0		14.9	
TWO OR MORE RACES	<5%	98.4		0-10%		11-20%	31-40%	31-40%	61-70%	31-40%		11-20%	
ECONOMICALLY DISADVANTAGED	98.9	98.4	6.9	8.9	14.2	24.3	29.9	36.2	37.6	24.1	11.5	6.5	
NON ECONOMICALLY DISADVANTAGED	100.0	97.4	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%	
MIGRANT		94.4		21-30%		21-30%		21-30%		11-20%		0-10%	
HOMELESS		97.2		11.8		26.3		33.0		22.3		6.6	
FOSTER CARE		97.6		8.8		22.8	61-70%	34.4	31-40%	27.8		6.2	
STUDENTS WITH DISABILITIES	100.0	97.1	21-30%	21-30%	31-40%	31-40%	11-20%	21-30%	21-30%	0-10%	0-10%	0-10%	
STUDENTS WITHOUT DISABILITIES	99.5	98.2	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	21-30%	11-20%	
ENGLISH LEARNERS	<5%	98.7		13.9		24.5	41-50%	33.7	41-50%	22.5		5.5	
NON ENGLISH LEARNERS	99.5	98.1	0-10%	6.6	11-20%	19.5	21-30%	33.5	41-50%	29.1	11-20%	11.4	
MILITARY CONNECTED		97.3		0-10%		0-10%		21-30%		31-40%		21-30%	

Table 51: East Central Upper Elementary School 2019 MAAP ELA by Demographic Group

EAST CENTRAL UPPER ELEMENTARY SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP													
	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5		
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	
ALL	99.5	98.7	0-10%	5.6	0-10%	17.7	21-30%	31.2	31-40%	31.3	21-30%	14.1	
FEMALE	99.0	99.0	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	31-40%	31-40%	21-30%	11-20%	
MALE	100.0	98.4	0-10%	6.7	11-20%	19.4	21-30%	30.7	31-40%	29.4	21-30%	13.8	
BLACK OR AFRICAN AMERICAN	100.0	98.6	10.0	8.3	20.0	25.0	10.0	36.0	35.0	24.3	25.0	6.4	
WHITE	99.7	98.9	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%	

EAST CENTRAL UPPER ELEMENTARY SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
NATIVE AMERICAN	<5%	98.8		0-10%		11-20%		31-40%	91-100	31-40%		11-20%
ASIAN		98.8		0-10%		0-10%		11-20%		31-40%		41-50%
HISPANIC OR LATINO	<5%	98.6	5.5	11-20%	16.4	41-50%	30.0	31-40%	34.1			14.0
PACIFIC ISLANDER	<5%	96.9		0-10%		0-10%	91-100	21-30%		31-40%		21-30%
TWO OR MORE RACES	<5%	98.7		0-10%		11-20%	31-40%	21-30%	61-70%	31-40%		11-20%
ECONOMICALLY DISADVANTAGED	98.9	98.6	0-10%	7.2	11-20%	22.2	21-30%	34.8	31-40%	27.3	11-20%	8.5
NON ECONOMICALLY DISADVANTAGED	100.0	99.0	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	31-40%	31-40%	31-40%	21-30%
MIGRANT		93.2		15.6		21.9		35.4		17.7		9.4
HOMELESS		96.6		10.7		25.8		32.9		23.8		6.8
FOSTER CARE		97.0		8.7		20.4	61-70%	35.2	31-40%	28.0		7.8
STUDENTS WITH DISABILITIES	100.0	96.8	11-20%	11-20%	31-40%	31-40%	21-30%	21-30%	11-20%	11-20%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	99.5	99.1	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	31-40%	31-40%	21-30%	11-20%
ENGLISH LEARNERS	<5%	98.6		7.1		18.6	41-50%	30.5	41-50%	30.3		13.5
NON ENGLISH LEARNERS	99.5	98.7	0-10%	5.6	0-10%	17.7	21-30%	31.3	31-40%	31.4	21-30%	14.1
MILITARY CONNECTED		98.9		0-10%		0-10%		21-30%		31-40%		31-40%

Table 52: East Central Upper Elementary School 2019 MAAP MATH by Demographic Group

EAST CENTRAL UPPER ELEMENTARY SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.1	98.7	0-10%	10.3	0-10%	13.6	21-30%	23.4	41-50%	36.0	11-20%	16.7
FEMALE	98.3	99.1		9.2	8.0	13.3	25.0	24.3	50.0	37.4	17.0	15.8
MALE	100.0	98.4	0-10%	11.4	0-10%	13.9	21-30%	22.5	41-50%	34.7	21-30%	17.5
BLACK OR AFRICAN AMERICAN	<5%	98.5		16.3	21-30%	19.8		28.1	71-80%	28.8		7.0
WHITE	99.5	98.9	0-10%	0-10%	0-10%	0-10%	21-30%	11-20%	41-50%	41-50%	11-20%	21-30%
NATIVE AMERICAN	<5%	98.7		11.0		15.4		25.1		35.8	91-100	12.7
ASIAN		99.4		5.9		6.2		10.7		33.4		43.7
HISPANIC OR LATINO	<5%	98.9		12.4		13.3	91-100	23.0		37.0		14.4
PACIFIC ISLANDER	<5%	98.5		7.5	91-100	7.5		20.9		29.9		34.3
TWO OR MORE RACES		98.0		7.5		9.1		22.2		41.0		20.3
ECONOMICALLY DISADVANTAGED	97.7	98.5	0-10%	13.8	0-10%	17.2	21-30%	26.6	41-50%	32.4	11-20%	10.1
NON ECONOMICALLY DISADVANTAGED	100.0	99.2	0-10%	0-10%	0-10%	0-10%	21-30%	11-20%	41-50%	41-50%	21-30%	21-30%
MIGRANT		100.0		21-30%		11-20%		41-50%		11-20%		0-10%

EAST CENTRAL UPPER ELEMENTARY SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
HOMELESS		96.5		18.3		18.4		24.8		30.6		7.9
FOSTER CARE		97.2		12.7		12.5		26.0		36.1		12.7
STUDENTS WITH DISABILITIES	100.0	96.8	7.1	21-30%	21.4	21-30%	25.0	21-30%	46.4	11-20%		0-10%
STUDENTS WITHOUT DISABILITIES	98.9	99.0	0-10%	7.5	0-10%	11.7	21-30%	23.2	41-50%	39.2	21-30%	18.6
ENGLISH LEARNERS	<5%	98.6		19.7		17.1	91-100	24.6		29.6		8.9
NON ENGLISH LEARNERS	99.1	98.7	0-10%	10.1	0-10%	13.5	21-30%	23.3	41-50%	36.2	11-20%	16.9
MILITARY CONNECTED		99.5		0-10%		0-10%		11-20%		41-50%		31-40%

Table 53: East Central Upper Elementary School 2019 MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at East Central Upper Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-nine (49) faculty and staff members, forty-six (46) parents, and four hundred eighty-nine (489) students responded to the survey.

EAST CENTRAL UPPER ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	37	75.5%
Agree	12	24.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	31	63.3%
Agree	15	30.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.1%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	45	91.8%
Agree	4	8.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	44	89.8%
Agree	5	10.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	33	67.4%
Agree	14	28.6%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	0	0.0%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	13	0.0%
Supporting college and career counseling	16	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	27	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	9	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	7	14.3%
Providing school-based mental health services and counseling	26	53.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	8	16.3%
Establishing or improving dropout prevention	6	12.2%
Supporting re-entry programs and transition services for Justice-involved youth	3	6.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	19	38.8%
Implementing systems and practices to prevent bullying and harassment	19	38.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	19	38.8%
Establishing community partnerships	12	24.5%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	26	53.1%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Building technological capacity and infrastructure	22	44.9%
Carrying out innovative blended learning projects	11	22.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	16	32.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	11	22.4%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	22	44.9%
Expedited evaluation services for students with limited English	5	10.2%
Expedited evaluation services for gifted and talented students	7	14.3%
Additional academic support	31	63.3%
Tutoring	24	49.0%
Enrichment educational services	10	20.4%
Counseling	27	55.1%
Mentors	16	32.7%
School supplies	28	57.1%
School uniforms	23	46.9%
Dental referrals	12	24.5%
Medical referrals	15	30.6%
Bullying assistance	8	16.3%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	32	65.3%
Agree	16	32.7%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	33	67.4%
Agree	15	30.6%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	34	69.4%
Agree	14	28.6%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	37	75.5%
Agree	12	24.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	24	49.0%
Agree	24	49.0%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	30	61.2%
Agree	18	36.7%
Disagree	0	0.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	0	0.0%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

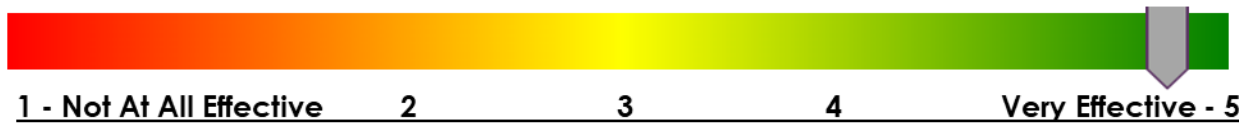
	Count	Percentage
Strongly Agree	29	59.2%
Agree	18	36.7%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	0	0.0%

Summary for TC111

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	32	65.3%
Agree	11	22.5%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.2%

JCSDTC11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	42	85.7%
Agree	7	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	12	24.5%
Agree	35	71.4%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	27	55.1%
Agree	21	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	27	55.1%
Agree	21	42.9%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	20	40.8%
Agree	26	53.1%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS4		
My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	30	61.2%
Agree	16	32.7%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS5		
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	20	40.8%
Agree	28	57.1%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS21		
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	19	38.8%
Agree	27	55.1%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	20	40.8%
Agree	29	59.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	19	38.8%
Agree	28	57.1%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	21	42.9%
Agree	23	46.9%
Disagree	4	8.2%
Strongly Disagree	1	2.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	25	51.0%
Agree	24	49.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	22	44.9%
Agree	26	53.1%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	28	57.1%
Agree	20	40.8%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	24	49.0%
Agree	22	44.9%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	21	42.9%
Agree	24	49.0%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	22	44.9%
Agree	21	42.9%
Disagree	4	8.2%
Strongly Disagree	2	4.1%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from East Central Upper Elementary School feel the school has a great environment, makes students feel safe and loved, and has improved technology access for students. One faculty member said, “We collaborate to provide high quality instruction! Technology is easily accessible for our students. Our principals are readily available for the students’ and teachers’

needs.” Respondents primarily expressed concerns about the ongoing construction. They feel that continuing to have an open campus, in which students must travel from building to building in inclement weather is unhealthy and unsafe, that current construction while students and teachers are present is a health hazard, and that existing safety measures are not adequate.

EAST CENTRAL UPPER ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	31	67.4%
Agree	12	26.1%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	16	34.8%
Agree	12	26.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	18	39.1%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	32	69.6%
Agree	13	28.3%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	37	80.4%
Agree	7	15.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.4%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	19	41.3%
Agree	19	41.3%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	6	13.0%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	20	43.5%
Supporting college and career counseling	13	28.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	32	69.6%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	16	34.8%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	22	47.8%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	12	26.1%
Providing school-based mental health services and counseling	19	41.3%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	7	15.2%
Establishing or improving dropout prevention	11	23.9%
Supporting re-entry programs and transition services for Justice-involved youth	7	15.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	26	56.5%
Implementing systems and practices to prevent bullying and harassment	31	67.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	24	52.2%
Establishing community partnerships	9	19.6%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	22	47.8%
Building technological capacity and infrastructure	15	32.6%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	16	34.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	20	43.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	22	47.8%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	3	6.5%
Computer Classes	11	23.9%
Conflict Resolution	10	21.7%
Discipline	10	21.7%
Drug/Alcohol Awareness	11	23.9%
English as a Second Language	2	4.3%
Health Classes	11	23.9%
Literacy Classes	8	17.4%
Math Classes	12	26.1%
Parent-to-School Relationships	8	17.4%
Parent/Child Communication	19	41.3%
Preparing for College	18	39.1%
Parenting Workshops	9	19.6%
Social Media Classes	9	19.6%
Stress/Anger Management	9	19.6%
Understanding College- and Career-Ready Standards	18	39.1%
Other	0	0.0%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	14	30.4%
Parental advisory committees	2	4.4%
PTO/PTA meetings and activities	3	6.5%
Ways to help at the classroom level	17	37.0%
Other ways to get involved in my school (district)	10	21.7%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	11	23.9%
Very likely	15	32.6%
Moderately likely	18	39.1%
Slightly likely	2	4.4%
Not at all likely	0	0.0%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	23	50.0%
Agree	20	43.5%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	23	50.0%
Agree	20	43.5%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	24	52.2%
Agree	15	32.6%
Disagree	3	6.5%
Strongly Disagree	4	8.7%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	26	56.5%
Agree	19	41.3%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	19	41.3%
Agree	21	45.7%
Disagree	1	2.2%
Strongly Disagree	2	4.4%
Not Applicable or No Information	3	6.5%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	13	28.3%
Agree	22	47.8%
Disagree	2	4.4%
Strongly Disagree	1	2.2%
Not Applicable or No Information	8	17.4%

JCSDPCI1: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	23	50.0%
Agree	21	45.7%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	20	43.5%
Agree	23	50.0%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	24	52.2%
Agree	19	41.3%
Disagree	2	4.4%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	19	41.3%
Agree	23	50.0%
Disagree	4	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	21	45.7%
Agree	22	47.8%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	25	54.4%
Agree	19	41.3%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	12	26.1%
Agree	21	45.7%
Disagree	9	19.6%
Strongly Disagree	3	6.5%
Not Applicable or No Information	1	2.2%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	18	39.1%
Agree	23	50.0%
Disagree	3	6.5%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	18	39.1%
Agree	22	47.8%
Disagree	4	8.7%
Strongly Disagree	2	4.4%
Not Applicable or No Information	0	0.0%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	20	43.5%
Agree	20	43.5%
Disagree	3	6.5%
Strongly Disagree	1	2.2%
Not Applicable or No Information	2	4.4%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	18	39.1%
Agree	24	52.2%
Disagree	0	0.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	3	6.5%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	19	41.3%
Agree	24	52.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.5%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	19	41.3%
Agree	22	47.8%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.4%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	18	39.1%
Agree	20	43.5%
Disagree	3	6.5%
Strongly Disagree	2	4.4%
Not Applicable or No Information	3	6.5%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	18	39.1%
Agree	25	54.4%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	12	26.1%
Agree	18	39.1%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	28.3%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	22	47.8%
Agree	22	47.8%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	19	41.3%
Agree	19	41.3%
Disagree	1	2.2%
Strongly Disagree	2	4.4%
Not Applicable or No Information	5	10.9%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	17	37.0%
Agree	26	56.5%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	19	41.3%
Agree	23	50.0%
Disagree	4	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	20	43.5%
Agree	22	47.8%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.4%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	20	43.5%
Agree	23	50.0%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from East Central Upper Elementary School feel the school has a strong faculty that supports and encourages students and that the school offers enriching activities like programs, musical plays, and field trips. One parent said, "I like some of the reward programs

that are set up to encourage attendance, participation, and positive attitudes. The field trips that my children have been on are high quality and fun ways to educate them on subjects that are not necessarily available in their classrooms." Respondents expressed concerns about computerized lessons, homework policies, testing pressure, and favoritism. Another parent commented, "Homework is assigned after a subject is taught before being tested. I feel teaching, then homework to reinforce what a student has learned, then testing for a better test grade. It is now subject is taught, student is tested, then homework is assigned! I strongly disagree with this strategy."

EAST CENTRAL UPPER ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	457	93.5%
Agree	24	4.9%
Disagree	1	0.2%
Strongly Disagree	6	1.2%
Not Applicable or No Information	1	0.2%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	451	92.2%
Agree	27	5.5%
Disagree	4	0.8%
Strongly Disagree	5	1.0%
Not Applicable or No Information	2	0.4%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	374	76.5%
Agree	107	21.9%
Disagree	4	0.8%
Strongly Disagree	4	0.8%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	123	25.2%
Agree	115	23.5%
Disagree	113	23.1%
Strongly Disagree	137	28.0%
Not Applicable or No Information	1	0.2%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	435	89.0%
Agree	47	9.6%
Disagree	4	0.8%
Strongly Disagree	1	0.2%
Not Applicable or No Information	2	0.4%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	382	78.1%
Agree	96	19.6%
Disagree	6	1.2%
Strongly Disagree	5	1.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	306	62.6%
Agree	151	30.9%
Disagree	21	4.3%
Strongly Disagree	9	1.8%
Not Applicable or No Information	2	0.4%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	345	70.6%
Agree	113	23.1%
Disagree	23	4.7%
Strongly Disagree	6	1.2%
Not Applicable or No Information	2	0.4%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	349	71.4%
Agree	113	23.1%
Disagree	13	2.7%
Strongly Disagree	12	2.5%
Not Applicable or No Information	2	0.4%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	308	63.0%
Agree	150	30.7%
Disagree	17	3.5%
Strongly Disagree	13	2.7%
Not Applicable or No Information	1	0.2%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	442	90.4%
Agree	40	8.2%
Disagree	5	1.0%
Strongly Disagree	1	0.2%
Not Applicable or No Information	1	0.2%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	364	74.4%
Agree	95	19.4%
Disagree	17	3.5%
Strongly Disagree	13	2.7%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	337	68.9%
Agree	132	27.0%
Disagree	11	2.3%
Strongly Disagree	8	1.6%
Not Applicable or No Information	1	0.2%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	329	67.3%
Agree	125	25.6%
Disagree	25	5.1%
Strongly Disagree	9	1.8%
Not Applicable or No Information	1	0.2%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	365	74.6%
Agree	106	21.7%
Disagree	6	1.2%
Strongly Disagree	8	1.6%
Not Applicable or No Information	4	0.8%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	364	74.4%
Agree	96	19.6%
Disagree	18	3.7%
Strongly Disagree	10	2.0%
Not Applicable or No Information	1	0.2%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	342	69.9%
Agree	104	21.3%
Disagree	29	5.9%
Strongly Disagree	12	2.5%
Not Applicable or No Information	2	0.4%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	406	83.0%
Agree	74	15.1%
Disagree	3	0.6%
Strongly Disagree	2	0.4%
Not Applicable or No Information	4	0.8%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	390	79.8%
Agree	94	19.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	1.0%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	393	80.4%
Agree	92	18.8%
Disagree	2	0.4%
Strongly Disagree	2	0.4%
Not Applicable or No Information	0	0.0%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	416	85.1%
Agree	66	13.5%
Disagree	3	0.6%
Strongly Disagree	2	0.4%
Not Applicable or No Information	2	0.4%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	417	85.3%
Agree	64	13.1%
Disagree	4	0.8%
Strongly Disagree	1	0.2%
Not Applicable or No Information	3	0.6%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	338	69.1%
Agree	119	24.3%
Disagree	21	4.3%
Strongly Disagree	11	2.3%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	405	82.8%
Agree	65	13.3%
Disagree	6	1.2%
Strongly Disagree	8	1.6%
Not Applicable or No Information	5	1.0%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	331	67.7%
Agree	123	25.2%
Disagree	25	5.1%
Strongly Disagree	10	2.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	394	80.6%
Agree	55	11.3%
Disagree	12	2.5%
Strongly Disagree	24	4.9%
Not Applicable or No Information	4	0.8%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	413	84.5%
Agree	68	13.9%
Disagree	4	0.8%
Strongly Disagree	3	0.6%
Not Applicable or No Information	1	0.2%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	329	67.3%
Agree	126	25.8%
Disagree	25	5.1%
Strongly Disagree	8	1.6%
Not Applicable or No Information	1	0.2%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	420	85.9%
Agree	60	12.3%
Disagree	5	1.0%
Strongly Disagree	3	0.6%
Not Applicable or No Information	1	0.2%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	387	79.1%
Agree	91	18.6%
Disagree	5	1.0%
Strongly Disagree	6	1.2%
Not Applicable or No Information	0	0.0%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	393	80.4%
Agree	92	18.8%
Disagree	3	0.6%
Strongly Disagree	1	0.2%
Not Applicable or No Information	0	0.0%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	357	73.0%
Agree	99	20.3%
Disagree	24	4.9%
Strongly Disagree	8	1.6%
Not Applicable or No Information	1	0.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from East Central Upper Elementary School feel the school staff is knowledgeable, supportive, and caring, and respondents are appreciative of the efforts to improve facilities and provide incentives for attendance, achievement, and attitude. One student stated, “I think our school provides a safe and healthy area. We are provided with centers and other fun activities. I personally feel very welcome at our school. We are always being encouraged to try our best, and if we mess up, to move on. Overall, I believe our school is amazing, but still with difficulties.” Students expressed concerns about the state of the bathrooms, particularly for 4th and 5th graders, ongoing problems with bullying, and having to walk to other buildings in wet weather. They would also like a longer recess, more opportunities for physical activity, and a return of “free-dress Fridays.”

NOTES

Blank lined area for notes, consisting of 20 horizontal light blue lines.

EAST CENTRAL MIDDLE SCHOOL

INTRODUCTION

East Central Middle School is located at 21725 Slider Road in Moss Point, Mississippi. In 2019-2020, it houses six hundred fifty-five (655) students in sixth through eighth grades (6-8). East Central Middle School's vision is "to empower our students to be highly educated, responsible, independent thinkers who will be productive members of our community." The school offers a variety of extra-curricular activities: the website lists eleven sports, Band, Chorus, Junior Beta Club, Student Council, and Robotics.

East Central Middle School supports the JCSD mission statement to "provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens."



ENROLLMENT

EAST CENTRAL MIDDLE SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP										
BY GRADE				BY DEMOGRAPHIC GROUP						
	2018	2019	2020		2018		2019		2020	
					#	%	#	%	#	%
PK										
PK SPED				GENDER						
K				FEMALE	312	49.5%	321	48.8%	329	50.2%
K SPED				MALE	319	50.6%	337	51.2%	326	49.8%
ELEM. SPED	*	*	*	RACE						
GR 1				AFRICAN AMERICAN	18	2.9%	15	2.3%	18	2.8%
GR 2				ASIAN						
GR 3				HISPANIC OR LATINO	*	*	*	*	*	*
GR 4				NATIVE AMERICAN	*	*	*	*	*	*
GR 5				PACIFIC ISLANDER	*	*	*	*	*	*
GR 6	198	232	221	TWO OR MORE RACES					*	*
GR 7	222	202	224	WHITE	604	95.7%	630	95.7%	622	95.0%
GR 8	206	219	203							
GR 9										
GR 10										
GR 11										
GR 12										
SEC. SPED	*	*	*							
SEC. GED										
TOTAL	631	658	655							



Table 54: East Central Middle School Enrollment by Grade and Demographic Group

ATTENDANCE

EAST CENTRAL MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE								
GRADE	2017	2018	2019	GRADE	2017	2018	2019	
K-SPED				GRADE_07	196.9	210.3	193.5	
K				GRADE_08	176.8	196.0	204.8	
ELEM. SPED	1.6	2.6	2.0	GRADE_09				
GRADE_01				GRADE_10				
GRADE_02				GRADE_11				
GRADE_03				GRADE_12				
GRADE_04				SEC. SPED	1.7	1.8	2.7	
GRADE_05				SEC. GED	0.9			
GRADE_06	200.6	191.2	219.2	TOTAL	578.5	601.7	622.1	

Table 55: East Central Middle School Average Daily Attendance

2018-2019 East Central Middle ADA by Month								
Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
96.91	95.54	94.93	91.69	94.84	92.41	93.91	96.07	92.63

Table 56: 2018-2019 East Central Middle School ADA by Month

Best ADA in East Central Award:

September 2018, October 2018, November 2018, April 2019

Best ADA JCSD Middle School Award:

September 2018, April 2019



Best ADA JCSD Overall Award:

September 2018, April 2019



ECMS FACULTY ADA AWARDS:

Best ADA in East Central Award

May 2019

2017-2019 EAST CENTRAL MIDDLE SCHOOL CHRONIC ABSENTEE RATES

CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	9.1%	14.2%
	2018		11.4%	16.9%
	2019		13.4%	13.1%
GENDER	2018	FEMALE	11.4%	16.8%
	2019		13.9%	12.7%
	2018	MALE	11.5%	16.9%
	2019		12.8%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		
	2019			20.2%
	2018	ASIAN		6.7%
	2019			5.2%
	2018	BLACK OR AFRICAN AMERICAN	5.0%	16.0%
	2019		23.8%	13.4%
	2018	HISPANIC OR LATINO	<5%	
	2019		<5%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5%	
	2019		<5%	
	2018	TWO OR MORE RACES	<5%	18.3%
	2019			13.7%
2018	WHITE	11.7%	18.3%	
2019		13.0%	13.1%	
DISABILITY	2018	STUDENTS WITH DISABILITIES	25.0%	21.8%
	2019		21.3%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	10.0%	16.1%
	2019		12.4%	12.4%
EL	2018	ENGLISH LEARNERS		11.1%
	2019		<5%	9.1%

Table 57: 2017-2019 East Central Middle School Chronic Absentee Rates

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	5.3	<5%	10		
2019		<5%	6.8	<5%	13	<5%	<5%
2018	FEMALE		<5%	<5%	<10		
2019			<5%		<10	<5%	<5%
2018	MALE		8.5		<10		
2019				9.4		<10	<5%
2018	NATIVE AMERICAN						
2019			<5%				<5%
2018	ASIAN						
2019						<5%	<5%
2018	BLACK OR AFRICAN AMERICAN		5.6				
2019						<10	<5%
2018	HISPANIC OR LATINO		<5%				
2019			<5%				<5%
2018	PACIFIC ISLANDER		<5%				
2019							<5%
2018	TWO OR MORE RACES						
2019							<5%
2018	WHITE		5.0	<5%	10		
2019				6.6		12	<5%
2018	STUDENTS WITH DISABILITIES		18.3	<5%	<10		
2019				13.0		<10	<5%
2018	STUDENTS WITHOUT DISABILITIES		<5%		<10		
2019				6.0		12	<5%
2018	ENGLISH LEARNERS						
2019							
2018	NON ENGLISH LEARNERS		5.3	<5%	10		
2019				6.9		13	<5%

Table 58: 2018-2019 East Central Middle School MSIS Reported Disciplinary Incidents

2015-2019 EAST CENTRAL MIDDLE SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+**-TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
EAST CENTRAL MIDDLE	4	1	208	19			2	3			2		1	240
ALTERNATIVE SCHOOL														
2015-16			3											3
2016-17			8											8
2017-18			5	2										7

2015-2019 EAST CENTRAL MIDDLE SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+** -TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
2018-19		1		5										6
EXPULSION														
2015-16			1											1
2016-17			1											1
SUSPENSION														
2015-16	2		73	3										78
2016-17	1		55	3										59
2017-18	1		44	5				1					1	52
2018-19			15				2	2			2			21
EXPULSION +														
2016-17			3											3
2017-18				1										1

Table 59: 2015-2019 East Central Middle School Disciplinary Dispositions by Race and Gender

PERSONNEL

2019 EAST CENTRAL MIDDLE SCHOOL INSTRUCTIONAL PERSONNEL CHARACTERISTICS				
TEACHERS	TOTAL		#	42.37
	EXPERIENCED	ALL	#	34.89
			%	82.3%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	34.89
			%	82.3%
	EMERGENCY PROVISIONAL	ALL	#	0
			%	0.0%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	0
			%	0.0%
	TEACHING IN FIELD	ALL	#	42.18
			%	99.5%
HIGH POVERTY SCHOOL		#		
		%		
LOW POVERTY SCHOOL		#	42.18	
		%	99.5%	
PRINCIPALS	TOTAL	#	2	
	EXPERIENCED	#	2	
		%	100.0%	

Table 60: 2019 East Central Middle School Instructional Personnel Characteristics

ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 East Central Middle School Accountability				
2017 Accountability Rating:		A	2016 Accountability Rating:	A
Former Baseline Grade:		B	New Baseline Grade:	A
POINTS: 446	Reading	Mathematics	Science	
PROFICIENCY	50.6%	63.7%	83.5%	
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>50</i>	
GROWTH ALL STUDENTS	64.4%	73.9%	Participation Rate	
<i>Possible points</i>	<i>100</i>	<i>100</i>		
GROWTH LOW 25%	54.8%	55.2%	99.5%	
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>200</i>	

Figure 47: 2017 East Central Middle School Accountability

2018 ACCOUNTABILITY

2018 East Central Middle School Accountability			
Accountability Rating:	A	Accountability Rating with EL	A
Total Points	465	Total Points with EL	465
	Reading	Mathematics	Science
PROFICIENCY	52.0%	69.1%	79.9%
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>50/47.5</i>
GROWTH ALL STUDENTS	63.2%	80.6%	EL Progress
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	
GROWTH LOW 25%	57.0%	62.7%	
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>200/190</i>

Figure 48: 2018 East Central Middle School Accountability

2019 ACCOUNTABILITY

2019 East Central Middle School Accountability			
Accountability Rating:	A	Total Points	447
	Reading	Mathematics	Science
PROFICIENCY	51.4%	66.3%	79.9%
<i>Possible Points</i>	95	95	47.5
GROWTH ALL STUDENTS	62.8%	76.9%	EL Progress
<i>Possible Points</i>	95	95	
GROWTH LOW 25%	56.1%	53.6%	47.5
<i>Possible Points</i>	95	95	

Figure 49: 2019 East Central Middle School Accountability

2019 TARGETED SUPPORT AND IMPROVEMENT

East Central Middle School was assigned a designation of **Targeted Support and Improvement** in 2019 because scores for **Students with Disabilities** fell in the lowest 50% of overall accountability, were in the lowest quartile of a three-year average gap-to-goal measurement, and were in the lowest quartile of a three-year improvement toward gap-to-goal closure when compared with all statewide Title I schools. The school has begun implementation of a school improvement plan targeting those subgroups using evidence-based interventions. The school's status will be re-evaluated annually.

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 EAST CENTRAL MIDDLE SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP														
Subgroup	MATH			ELA			USH	SCI	CC	GRAD		EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
ALL	66.3	76.9	53.6	51.4	62.8	56.1		70.3						<5%
Female	71.3	80.8	59.5	54.5	65.1	55.4		65						
Male	61.6	73.1	49.2	48.5	60.6	56.5		75						
Asian														

2018-2019 EAST CENTRAL MIDDLE SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP

Subgroup	MATH			ELA			USH	SCI	CC	GRAD		EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
Black or African American	35.7	51.8	47.7	28.6	46.4									
Hispanic or Latino														
Native American														
Pacific Islander														
Two or More Races														
White	68	78.3	54.2	52.3	63.4	56.3		70.5						
Students with Disabilities	20.5	41.3	30.7	4.1	36.8	44.1		26.9						
Students w/o Disabilities	72.2	81.5	64.5	57.5	66.2	61.4		76.3						
Economically Disadvantaged	52.1	67.1	54.7	37.7	58	56.6		60.3						
Non Econ. Disadvantaged	74.6	82.7	52.1	59.5	65.6	55.4		76.1						
English Learners														
Non English Learners	66.4	76.8	53.4	51.5	62.9	56.4		70.3						
Foster Care														
Homeless														
Non Homeless														
Migrant														
Non Migrant														
Military Connected														

Table 61: 2018-2019 East Central Middle School Accountability by Demographic Group



2019 ACCOUNTABILITY GOALS

2019 East Central Middle School Accountability Goals						
	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	66.3%	44.1%	57.0%	70.0%	47.0%
	FEMALE	71.3%				48.9%
	MALE	61.6%				45.1%
	ASIAN		68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN	35.7%	35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO		45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES		47.5%	58.7%	70.0%	53.7%
	WHITE	68.0%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES	20.5%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	72.2%				51.1%
	ECONOMICALLY DISADVANTAGED	52.1%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	74.6%				67.7%
	ENGLISH LEARNERS		38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	66.4%				47.2%
	FOSTER CARE					37.4%
	HOMELESS					32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%
ENGLISH PROFICIENCY	ALL	51.4%	45.1%	57.5%	70.0%	41.8%
	FEMALE	54.5%				45.9%
	MALE	48.5%				37.8%
	ASIAN		61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN	28.6%	35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO		42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN		42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER		55.9%	63.0%	70.0%	56.8%
	TWO OR MORE RACES		48.2%	59.1%	70.0%	48.0%
	WHITE	52.3%	55.0%	62.5%	70.0%	57.0%
	STUDENTS WITH DISABILITIES	4.1%	29.3%	49.6%	70.0%	17.6%
	STUDENTS WITHOUT DISABILITIES	57.5%				45.5%
	ECONOMICALLY DISADVANTAGED	37.7%	39.6%	54.8%	70.0%	32.4%
	NON ECONOMICALLY DISADVANTAGED	59.5%				61.7%
	ENGLISH LEARNERS		32.4%	51.2%	70.0%	19.4%
	NON ENGLISH LEARNERS	51.5%				42.2%
	FOSTER CARE					36.2%
	HOMELESS					30.7%
	MIGRANT					30.7%
	MILITARY CONNECTED					63.9%

Table 62: 2019 East Central Middle School Accountability Goals

ASSESSMENT

EAST CENTRAL MIDDLE SCHOOL MAAP

EAST CENTRAL MIDDLE SCHOOL MAAP ELA AND MATH

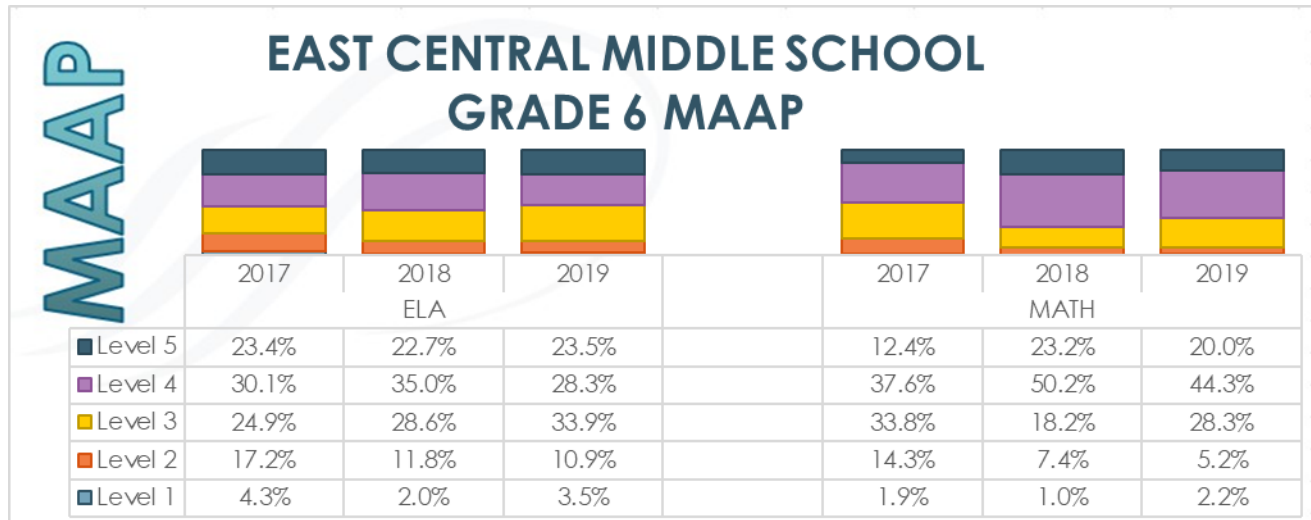


Figure 50: East Central Middle School MAAP Grade 6

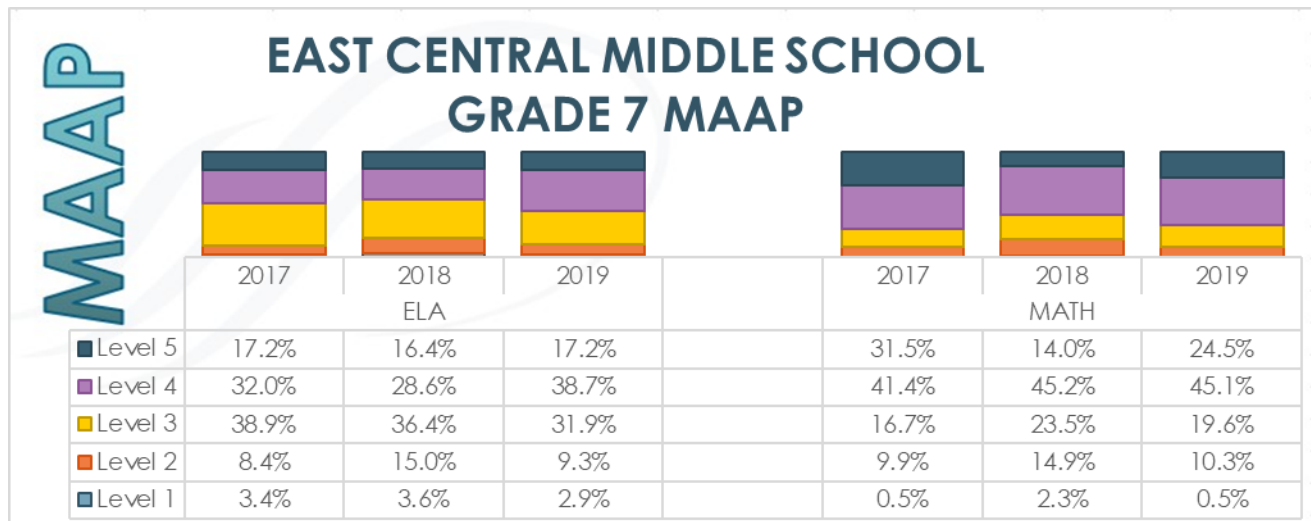
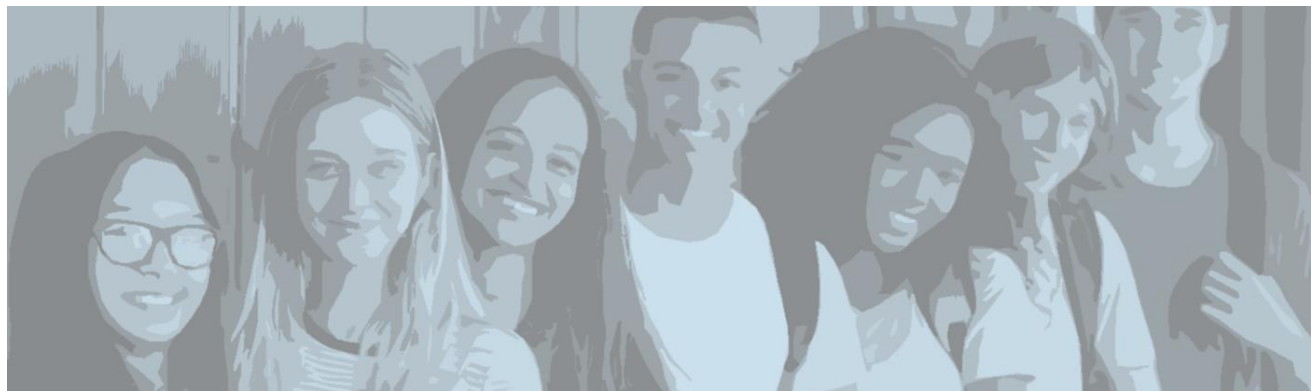


Figure 51: East Central Middle School MAAP Grade 7



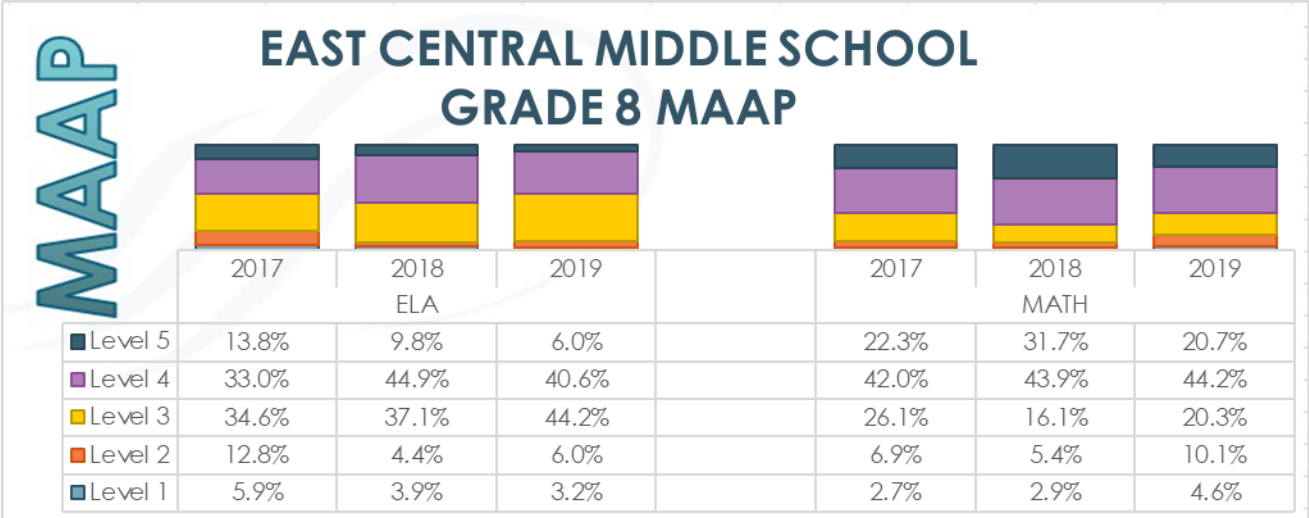


Figure 52: East Central Middle School MAAP Grade 8

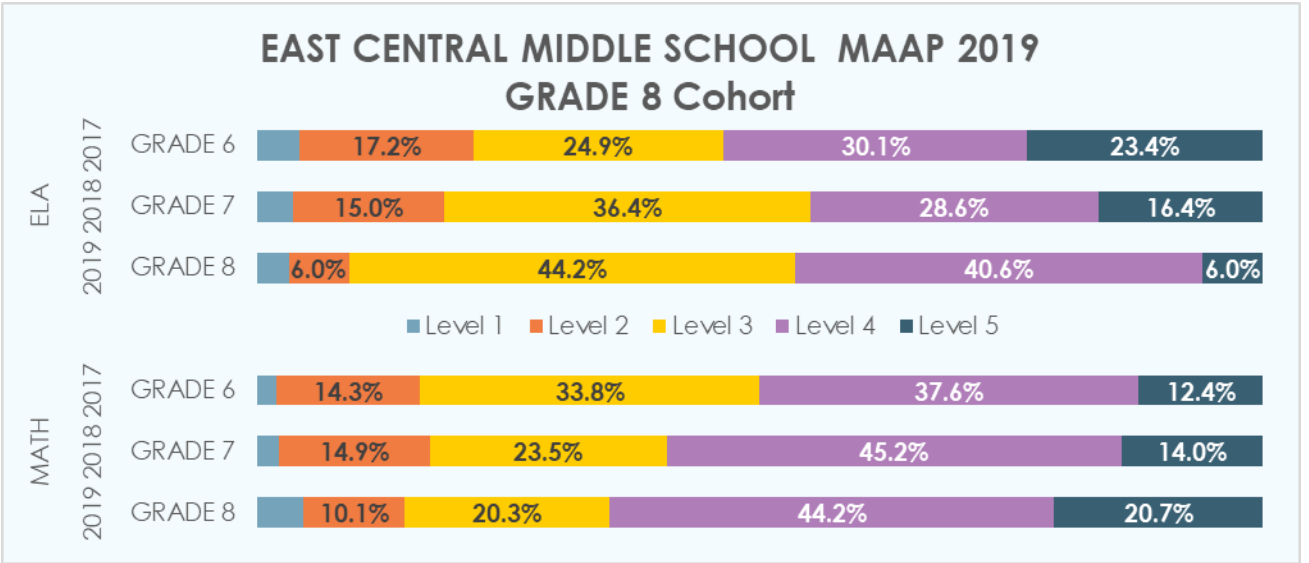


Figure 53: East Central Middle School MAAP 2019 Grade 8 Cohort

EAST CENTRAL MIDDLE SCHOOL MAAP-SCI

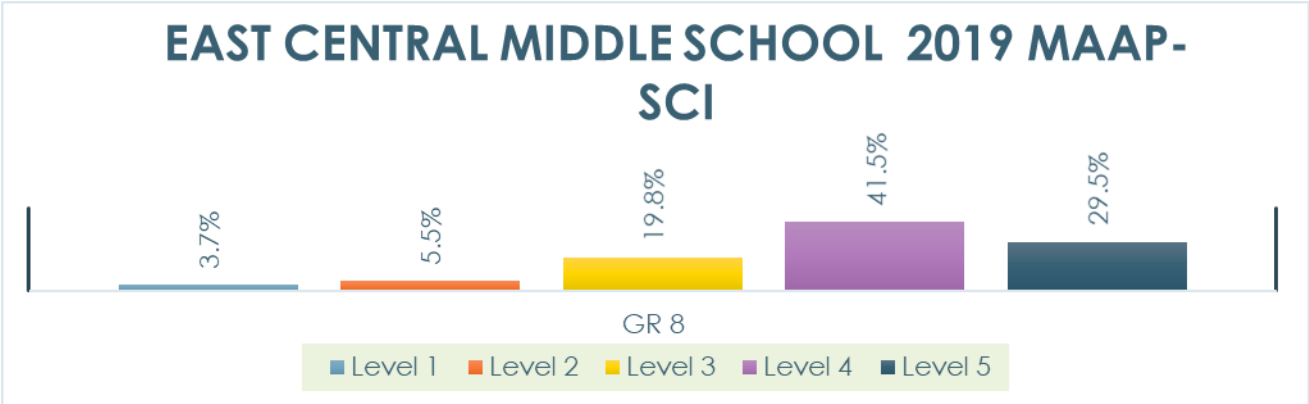


Figure 54: East Central Middle School MAAP-SCI Grade 8

EAST CENTRAL MIDDLE SCHOOL MAAP DEMOGRAPHICS

EAST CENTRAL MIDDLE SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP												
	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.4	98.1	0-10%	6.8	0-10%	19.6	31-40%	33.5	31-40%	28.9	11-20%	11.2
FEMALE	99.1	98.0	0-10%	0-10%	0-10%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
MALE	99.7	98.1	0-10%	8.7	11-20%	22.0	31-40%	33.6	31-40%	26.3	11-20%	9.5
BLACK OR AFRICAN AMERICAN	100.0	98.3	15.8	0-10%	21.1	21-30%	36.8	31-40%	21.1	21-30%	5.3	0-10%
WHITE	99.4	97.8	0-10%	0-10%	0-10%	11-20%	31-40%	21-30%	31-40%	31-40%	11-20%	11-20%
NATIVE AMERICAN	<5%	98.7		0-10%	21-30%	21-30%	21-30%	31-40%	21-30%	21-30%	21-30%	0-10%
ASIAN		95.3		6.0		9.6		21.2		36.2		27.1
HISPANIC OR LATINO	<5%	98.3		9.4	21-30%	19.9	41-50%	34.3	21-30%	28.1		8.4
PACIFIC ISLANDER	<5%	96.3		5.8		11.7	91-100	28.6		39.0		14.9
TWO OR MORE RACES		98.4		0-10%		11-20%		31-40%		31-40%		11-20%
ECONOMICALLY DISADVANTAGED	99.2	98.4	0-10%	8.9	11-20%	24.3	41-50%	36.2	21-30%	24.1	11-20%	6.5
NON ECONOMICALLY DISADVANTAGED	99.5	97.4	0-10%	0-10%	0-10%	0-10%	31-40%	21-30%	41-50%	31-40%	11-20%	21-30%
MIGRANT		94.4		21-30%		21-30%		21-30%		11-20%		0-10%
HOMELESS		97.2		11.8	41-50%	26.3		33.0	41-50%	22.3		6.6
FOSTER CARE		97.6	91-100	8.8		22.8		34.4		27.8		6.2
STUDENTS WITH DISABILITIES	100.0	97.1	21-30%	21-30%	41-50%	31-40%	31-40%	21-30%	0-10%	0-10%		0-10%
STUDENTS WITHOUT DISABILITIES	99.3	98.2	0-10%	0-10%	0-10%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
ENGLISH LEARNERS	<5%	98.7		13.9	41-50%	24.5	41-50%	33.7		22.5		5.5
NON ENGLISH LEARNERS	99.4	98.1	0-10%	6.6	0-10%	19.5	31-40%	33.5	31-40%	29.1	11-20%	11.4
MILITARY CONNECTED		97.3		0-10%		0-10%		21-30%		31-40%		21-30%

Table 63: East Central Middle School 2019 MAAP ELA by Demographic Group

EAST CENTRAL MIDDLE SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP												
	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.4	98.7	0-10%	5.6	0-10%	17.7	21-30%	31.2	41-50%	31.3	21-30%	14.1
FEMALE	99.1	99.0	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	21-30%	11-20%
MALE	99.7	98.4	0-10%	6.7	0-10%	19.4	21-30%	30.7	41-50%	29.4	11-20%	13.8

EAST CENTRAL MIDDLE SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
BLACK OR AFRICAN AMERICAN	100.0	98.6		8.3	36.8	25.0	31.6	36.0	31.6	24.3		6.4
WHITE	99.4	98.9	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%
NATIVE AMERICAN	<5%	98.8		0-10%		11-20%	71-80%	31-40%		31-40%	21-30%	11-20%
ASIAN		98.8		0-10%		0-10%		11-20%		31-40%		41-50%
HISPANIC OR LATINO	<5%	98.6		5.5		16.4	81-90%	30.0	11-20%	34.1		14.0
PACIFIC ISLANDER	<5%	96.9		0-10%		0-10%	91-100	21-30%		31-40%		21-30%
TWO OR MORE RACES		98.7		0-10%		11-20%		21-30%		31-40%		11-20%
ECONOMICALLY DISADVANTAGED	99.2	98.6	0-10%	7.2	11-20%	22.2	21-30%	34.8	41-50%	27.3	11-20%	8.5
NON ECONOMICALLY DISADVANTAGED	99.5	99.0	0-10%	0-10%	0-10%	0-10%	11-20%	21-30%	41-50%	31-40%	21-30%	21-30%
MIGRANT		93.2		15.6		21.9		35.4		17.7		9.4
HOMELESS		96.6		10.7		25.8	41-50%	32.9	41-50%	23.8		6.8
FOSTER CARE		97.0		8.7	91-100	20.4		35.2		28.0		7.8
STUDENTS WITH DISABILITIES	100.0	96.8	11-20%	11-20%	41-50%	31-40%	11-20%	21-30%	11-20%	11-20%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	99.3	99.1	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	21-30%	11-20%
ENGLISH LEARNERS	<5%	98.6		7.1		18.6	41-50%	30.5	41-50%	30.3		13.5
NON ENGLISH LEARNERS	99.4	98.7	0-10%	5.6	0-10%	17.7	21-30%	31.3	41-50%	31.4	21-30%	14.1
MILITARY CONNECTED		98.9		0-10%		0-10%		21-30%		31-40%		31-40%

Table 64: East Central Middle School 2019 MAAP MATH by Demographic Group

EAST CENTRAL MIDDLE SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.1	98.7	0-10%	10.3	0-10%	13.6	11-20%	23.4	41-50%	36.0	21-30%	16.7
FEMALE	98.1	99.1	0-10%	9.2	0-10%	13.3	21-30%	24.3	31-40%	37.4	21-30%	15.8
MALE	100.0	98.4	0-10%	11.4	0-10%	13.9	11-20%	22.5	41-50%	34.7	31-40%	17.5
BLACK OR AFRICAN AMERICAN	<5%	98.5		16.3	31-40%	19.8	61-70%	28.1		28.8		7.0
WHITE	99.1	98.9	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	21-30%	21-30%
NATIVE AMERICAN	<5%	98.7		11.0		15.4		25.1	91-100	35.8		12.7
ASIAN		99.4		5.9		6.2		10.7		33.4		43.7
HISPANIC OR LATINO	<5%	98.9		12.4		13.3	41-50%	23.0	41-50%	37.0		14.4

EAST CENTRAL MIDDLE SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
PACIFIC ISLANDER	<5%	98.5		7.5		7.5		20.9	91-100	29.9		34.3
TWO OR MORE RACES		98.0		7.5		9.1		22.2		41.0		20.3
ECONOMICALLY DISADVANTAGED	97.6	98.5	8.5	13.8	8.5	17.2	19.5	26.6	43.9	32.4	19.5	10.1
NON ECONOMICALLY DISADVANTAGED	100.0	99.2	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	31-40%	41-50%	31-40%	21-30%
MIGRANT		100.0		21-30%		11-20%		41-50%		11-20%		0-10%
HOMELESS		96.5		18.3		18.4		24.8		30.6		7.9
FOSTER CARE		97.2		12.7		12.5		26.0		36.1		12.7
STUDENTS WITH DISABILITIES	100.0	96.8	23.1	21-30%	23.1	21-30%	26.9	21-30%	19.2	11-20%	7.7	0-10%
STUDENTS WITHOUT DISABILITIES	99.0	99.0	0-10%	7.5	0-10%	11.7	11-20%	23.2	41-50%	39.2	31-40%	18.6
ENGLISH LEARNERS		98.6		19.7		17.1		24.6		29.6		8.9
NON ENGLISH LEARNERS	99.1	98.7		10.1		13.5		23.3		36.2		16.9
MILITARY CONNECTED		99.5		0-10%		0-10%		11-20%		41-50%		31-40%

Table 65: East Central Middle School 2019 MAAP-SCI by Demographic Group

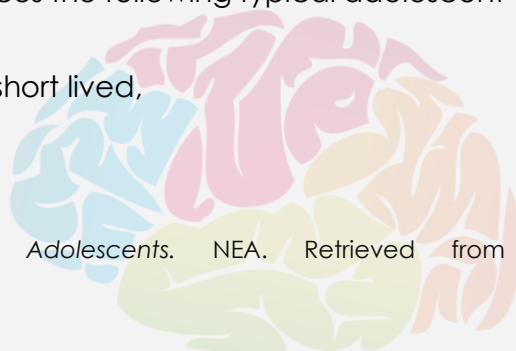
Adolescence is a critical time for brain growth...

“This period of brain growth marks the beginning of a person's ability to do problem solving, think critically, plan, and control impulses. This brain development cycle also impacts short-term memory. A middle school student can generally retain from 5 to 7 bits of information at one time, so teachers should not try to cram too much information into one lesson. The more engaged and "rich" the new information, the more likely it is that the new information will be retained.

Some of these changes manifest themselves in behaviors that are observable and stereotypical of middle school students. Taken in concert with the other major development issues at this age, brain development reinforces the following typical adolescent behaviors:

- Engaging in strong, intense interests, often short lived,
- Preferring interactions with their peers, and
- Preferring active to passive learning.”

Lorain, P. (n.d.). *Brain Development in Young Adolescents*. NEA. Retrieved from <http://www.nea.org/tools/16653.htm>



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at East Central Middle School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Thirty-six (36) faculty and staff members, fifty-nine (59) parents, and five hundred seventy-one (571) students responded to the survey.

EAST CENTRAL MIDDLE SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	29	80.6%
Agree	6	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	24	66.7%
Agree	10	27.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	29	80.6%
Agree	7	19.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	27	75.0%
Agree	9	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	10	27.8%
Agree	6	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	20	55.6%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	18	0.0%
Supporting college and career counseling	10	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	11	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	13	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	14	38.9%
Providing school-based mental health services and counseling	17	47.2%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	6	16.7%
Establishing or improving dropout prevention	9	25.0%
Supporting re-entry programs and transition services for Justice-involved youth	4	11.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	11	30.6%
Implementing systems and practices to prevent bullying and harassment	8	22.2%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	13	36.1%
Establishing community partnerships	12	33.3%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	15	41.7%
Building technological capacity and infrastructure	19	52.8%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	5	13.9%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	14	38.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	11	30.6%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	14	38.9%
Expedited evaluation services for students with limited English	1	2.8%
Expedited evaluation services for gifted and talented students	9	25.0%
Additional academic support	20	55.6%
Tutoring	14	38.9%
Enrichment educational services	8	22.2%
Counseling	13	36.1%
Mentors	15	41.7%
School supplies	22	61.1%
School uniforms	20	55.6%
Dental referrals	11	30.6%
Medical referrals	11	30.6%
Bullying assistance	8	22.2%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	21	58.3%
Agree	15	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	22	61.1%
Agree	13	36.1%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	25	69.4%
Agree	9	25.0%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	24	66.7%
Agree	12	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	19	52.8%
Agree	15	41.7%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	23	63.9%
Agree	13	36.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

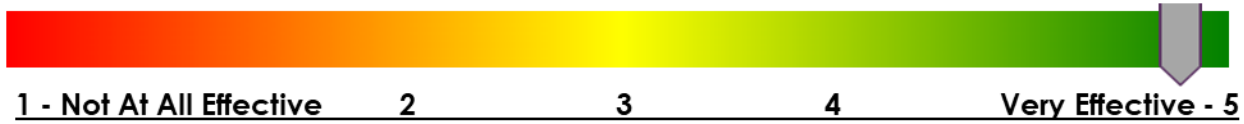
	Count	Percentage
Strongly Agree	21	58.3%
Agree	15	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TC111

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	18	50.0%
Agree	10	27.8%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	19.4%

JCSDTC11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	28	77.8%
Agree	8	22.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	9	25.0%
Agree	19	52.8%
Disagree	8	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	19	52.8%
Agree	17	47.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	25	69.4%
Agree	11	30.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	24	66.7%
Agree	11	30.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	21	58.3%
Agree	14	38.9%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	15	41.7%
Agree	17	47.2%
Disagree	4	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	17	47.2%
Agree	18	50.0%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	13	36.1%
Agree	16	44.4%
Disagree	7	19.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	9	25.0%
Agree	24	66.7%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	25	69.4%
Agree	11	30.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	23	63.9%
Agree	11	30.6%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	20	55.6%
Agree	14	38.9%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	26	72.2%
Agree	10	27.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	24	66.7%
Agree	9	25.0%
Disagree	3	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	10	27.8%
Agree	21	58.3%
Disagree	5	13.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	26	72.2%
Agree	9	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from East Central Middle School feel the school has strong community involvement, a top-notch administration, and a safe environment conducive to learning. One faculty member said, "Parents are included in all aspects of their student's education here at ECMS. Measures are taken in situations that would include a child falling behind with implementing a

plan to help the student with growth and improvement. Tutoring is provided twice a week with transportation in the event a student does not have any. Parents are encouraged to be a strong part of their student's education with programs set up for parental involvement - Parent nights, family-involved activities after school hours, and, of course, educational conferences." Respondents expressed concerns about the over-use of computerized interventions and the need for a performing arts center. They also feel that the school needs more SPED inclusion teachers, not only in math and ELA, but also in science and social studies.

EAST CENTRAL MIDDLE SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	44	74.6%
Agree	12	20.3%
Disagree	1	1.7%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	27	45.8%
Agree	18	30.5%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	22.0%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	47	79.7%
Agree	10	17.0%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	41	69.5%
Agree	13	22.0%
Disagree	3	5.1%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	22	37.3%
Agree	16	27.1%
Disagree	2	3.4%
Strongly Disagree	1	1.7%
Not Applicable or No Information	18	30.5%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	21	35.6%
Supporting college and career counseling	31	52.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	34	57.6%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	32	54.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	23	39.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	23	39.0%
Providing school-based mental health services and counseling	27	45.8%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	15	25.4%
Establishing or improving dropout prevention	15	25.4%
Supporting re-entry programs and transition services for Justice-involved youth	9	15.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	29	49.2%
Implementing systems and practices to prevent bullying and harassment	38	64.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	31	52.5%
Establishing community partnerships	16	27.1%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	37	62.7%
Building technological capacity and infrastructure	20	33.9%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	22	37.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	24	40.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	23	39.0%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	10	16.9%
Computer Classes	9	15.3%
Conflict Resolution	12	20.3%
Discipline	14	23.7%
Drug/Alcohol Awareness	16	27.1%
English as a Second Language	1	1.7%
Health Classes	8	13.6%
Literacy Classes	10	16.9%
Math Classes	15	25.4%
Parent-to-School Relationships	18	30.5%
Parent/Child Communication	24	40.7%
Preparing for College	31	52.5%
Parenting Workshops	12	20.3%
Social Media Classes	14	23.7%
Stress/Anger Management	18	30.5%
Understanding College- and Career-Ready Standards	23	39.0%
Other	2	3.4%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	20	33.9%
Parental advisory committees	4	6.8%
PTO/PTA meetings and activities	4	6.8%
Ways to help at the classroom level	15	25.4%
Other ways to get involved in my school (district)	16	27.1%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	19	32.2%
Very likely	17	28.8%
Moderately likely	16	27.1%
Slightly likely	4	6.8%
Not at all likely	3	5.1%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	34	57.6%
Agree	20	33.9%
Disagree	3	5.1%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	31	52.5%
Agree	26	44.1%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	37	62.7%
Agree	18	30.5%
Disagree	1	1.7%
Strongly Disagree	3	5.1%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	34	57.6%
Agree	23	39.0%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for CI28

Teachers are available to help students when they need additional assistance.

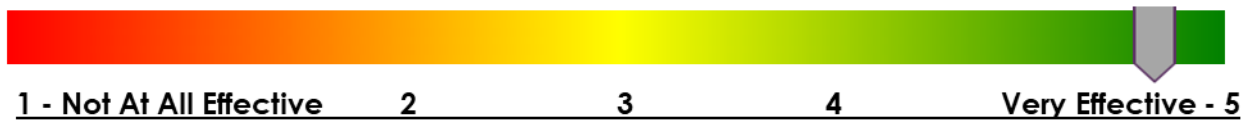
	Count	Percentage
Strongly Agree	27	45.8%
Agree	25	42.4%
Disagree	4	6.8%
Strongly Disagree	1	1.7%
Not Applicable or No Information	2	3.4%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	22	37.3%
Agree	30	50.9%
Disagree	1	1.7%
Strongly Disagree	1	1.7%
Not Applicable or No Information	5	8.5%

JCSDPCI1: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	29	49.2%
Agree	25	42.4%
Disagree	5	8.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	22	37.3%
Agree	27	45.8%
Disagree	8	13.6%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	30	50.9%
Agree	24	40.7%
Disagree	5	8.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	21	35.6%
Agree	32	54.2%
Disagree	5	8.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	21	35.6%
Agree	34	57.6%
Disagree	4	6.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	34	57.6%
Agree	22	37.3%
Disagree	1	1.7%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	18	30.5%
Agree	20	33.9%
Disagree	13	22.0%
Strongly Disagree	6	10.2%
Not Applicable or No Information	2	3.4%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	22	37.3%
Agree	28	47.5%
Disagree	6	10.2%
Strongly Disagree	1	1.7%
Not Applicable or No Information	2	3.4%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	24	40.7%
Agree	25	42.4%
Disagree	7	11.9%
Strongly Disagree	2	3.4%
Not Applicable or No Information	1	1.7%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	22	37.3%
Agree	28	47.5%
Disagree	1	1.7%
Strongly Disagree	1	1.7%
Not Applicable or No Information	7	11.9%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	24	40.7%
Agree	30	50.9%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	6.8%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	24	40.7%
Agree	32	54.2%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.4%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	23	39.0%
Agree	30	50.9%
Disagree	2	3.4%
Strongly Disagree	1	1.7%
Not Applicable or No Information	3	5.1%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	22	37.3%
Agree	25	42.4%
Disagree	5	8.5%
Strongly Disagree	3	5.1%
Not Applicable or No Information	4	6.8%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	26	44.1%
Agree	27	45.8%
Disagree	6	10.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	19	32.2%
Agree	22	37.3%
Disagree	3	5.1%
Strongly Disagree	1	1.7%
Not Applicable or No Information	14	23.7%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	26	44.1%
Agree	31	52.5%
Disagree	2	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	21	35.6%
Agree	28	47.5%
Disagree	3	5.1%
Strongly Disagree	2	3.4%
Not Applicable or No Information	5	8.5%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	21	35.6%
Agree	32	54.2%
Disagree	3	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.1%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	27	45.8%
Agree	25	42.4%
Disagree	7	11.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	24	40.7%
Agree	29	49.2%
Disagree	3	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.1%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	24	40.7%
Agree	28	47.5%
Disagree	6	10.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from East Central Middle School feel the school does well in being supportive of students, communicating with parents, especially through the Remind app, and providing opportunities for family involvement. One parent said, “We have an amazing group of staff at

East Central. Everyone from the administration, bus drivers, cafeteria staff, custodians, teachers and everyone else who plays a part in our children's lives have been amazing during our time at EC." Respondents expressed concerns about too much computerized testing, the need for lockers, and costs for essential items like project supplies and earphones for poorer students. Another parent commented, "School needs to provide more tutoring opportunities. My children are failing in math, and I can't find anyone to tutor them... many teachers have been asked, and now I'm trying high school children."

EAST CENTRAL MIDDLE SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	257	45.0%
Agree	259	45.4%
Disagree	10	1.8%
Strongly Disagree	2	0.4%
Not Applicable or No Information	43	7.5%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	96	16.8%
Agree	206	36.1%
Disagree	26	4.6%
Strongly Disagree	5	0.9%
Not Applicable or No Information	238	41.7%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	305	53.4%
Agree	201	35.2%
Disagree	32	5.6%
Strongly Disagree	20	3.5%
Not Applicable or No Information	13	2.3%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	145	25.4%
Agree	171	30.0%
Disagree	149	26.1%
Strongly Disagree	63	11.0%
Not Applicable or No Information	43	7.5%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	98	17.2%
Agree	179	31.4%
Disagree	51	8.9%
Strongly Disagree	29	5.1%
Not Applicable or No Information	214	37.5%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	224	39.2%
Agree	284	49.7%
Disagree	44	7.7%
Strongly Disagree	9	1.6%
Not Applicable or No Information	10	1.8%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	223	39.1%
Agree	291	51.0%
Disagree	37	6.5%
Strongly Disagree	10	1.8%
Not Applicable or No Information	10	1.8%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	202	35.4%
Agree	242	42.4%
Disagree	36	6.3%
Strongly Disagree	22	3.9%
Not Applicable or No Information	69	12.1%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	325	56.9%
Agree	202	35.4%
Disagree	23	4.0%
Strongly Disagree	5	0.9%
Not Applicable or No Information	16	2.8%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	190	33.3%
Agree	296	51.8%
Disagree	62	10.9%
Strongly Disagree	14	2.5%
Not Applicable or No Information	9	1.6%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	283	49.6%
Agree	227	39.8%
Disagree	45	7.9%
Strongly Disagree	10	1.8%
Not Applicable or No Information	6	1.1%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	257	45.0%
Agree	235	41.2%
Disagree	45	7.9%
Strongly Disagree	10	1.8%
Not Applicable or No Information	24	4.2%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	197	34.5%
Agree	260	45.5%
Disagree	44	7.7%
Strongly Disagree	12	2.1%
Not Applicable or No Information	58	10.2%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	192	33.6%
Agree	272	47.6%
Disagree	60	10.5%
Strongly Disagree	17	3.0%
Not Applicable or No Information	30	5.3%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	164	28.7%
Agree	229	40.1%
Disagree	41	7.2%
Strongly Disagree	18	3.2%
Not Applicable or No Information	119	20.8%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	117	20.5%
Agree	254	44.5%
Disagree	97	17.0%
Strongly Disagree	28	4.9%
Not Applicable or No Information	75	13.1%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	225	39.4%
Agree	229	40.1%
Disagree	70	12.3%
Strongly Disagree	36	6.3%
Not Applicable or No Information	11	1.9%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	130	22.8%
Agree	272	47.6%
Disagree	25	4.4%
Strongly Disagree	9	1.6%
Not Applicable or No Information	135	23.6%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	143	25.0%
Agree	268	46.9%
Disagree	34	6.0%
Strongly Disagree	7	1.2%
Not Applicable or No Information	119	20.8%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	163	28.6%
Agree	269	47.1%
Disagree	54	9.5%
Strongly Disagree	19	3.3%
Not Applicable or No Information	66	11.6%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	150	26.3%
Agree	300	52.5%
Disagree	58	10.2%
Strongly Disagree	17	3.0%
Not Applicable or No Information	46	8.1%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	133	23.3%
Agree	235	41.2%
Disagree	42	7.4%
Strongly Disagree	17	3.0%
Not Applicable or No Information	144	25.2%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	195	34.2%
Agree	225	39.4%
Disagree	95	16.6%
Strongly Disagree	25	4.4%
Not Applicable or No Information	31	5.4%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	140	24.5%
Agree	188	32.9%
Disagree	78	13.7%
Strongly Disagree	47	8.2%
Not Applicable or No Information	118	20.7%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	219	38.4%
Agree	304	53.2%
Disagree	27	4.7%
Strongly Disagree	7	1.2%
Not Applicable or No Information	14	2.5%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	163	28.6%
Agree	200	35.0%
Disagree	58	10.2%
Strongly Disagree	43	7.5%
Not Applicable or No Information	107	18.7%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	187	32.8%
Agree	276	48.3%
Disagree	56	9.8%
Strongly Disagree	27	4.7%
Not Applicable or No Information	25	4.4%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	154	27.0%
Agree	254	44.5%
Disagree	88	15.4%
Strongly Disagree	46	8.1%
Not Applicable or No Information	29	5.1%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	196	34.3%
Agree	256	44.8%
Disagree	63	11.0%
Strongly Disagree	19	3.3%
Not Applicable or No Information	37	6.5%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	178	31.2%
Agree	281	49.2%
Disagree	64	11.2%
Strongly Disagree	29	5.1%
Not Applicable or No Information	19	3.3%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	180	31.5%
Agree	290	50.8%
Disagree	47	8.2%
Strongly Disagree	14	2.5%
Not Applicable or No Information	40	7.0%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	142	24.9%
Agree	253	44.3%
Disagree	102	17.9%
Strongly Disagree	38	6.7%
Not Applicable or No Information	36	6.3%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from East Central Middle School feel the school's teaching staff is excellent, appreciate the awards and incentives offered for achievement, attendance, and behavior, and enjoy the extra-curricular programs the school offers. They also feel the school provides a safe environment. One student stated, "My school is doing well on making sure that every student is reaching the standard and doing what they should." Students would like to do away with school uniforms, be allowed to use their phones in school, and have better cafeteria food. One student made a point about lockers: "I think that the school should give students lockers (just the middle school). To meet teachers' supply needs, students are forced to carry around a lot of stuff, resulting in a painful back most of the time. Lockers could be beneficial to both the students and the school."

EAST CENTRAL HIGH SCHOOL

INTRODUCTION

East Central High School is located at 5500 Hurley-Wade Road in Moss Point, Mississippi. In 2019-2020, it houses seven hundred seventy-one (771) students in ninth through twelfth grades (9-12). The school is in rural northeast Jackson County, Mississippi, between the Hurley and Wade communities. Students are transported in from many different communities including Hurley, Wade, Harleston, Polktown, Big Point, Helena, and Three Rivers. A variety of extra-curricular activities are offered to students, including over sixteen varsity sports and organizations such as Art Club, Robotics and Engineering, Beta Club, Chorus, Spanish Club, Theatre, Yearbook, and Student Council.

**WE ARE ONE
WE ARE FAMILY
WE ARE EC
HORNET PRIDE**
East Central High School

The Program of Research and Evaluation for Public Schools (PREPS) recently announced its 2020 Value-Added Awards, which identify PREPS member schools deemed as adding value by performing significantly better than other schools with comparable socioeconomic circumstances. ECHS won five of these awards – for ACT, Algebra I, Biology I, English II, and U. S. History.



ENROLLMENT

EAST CENTRAL HIGH SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP										
BY GRADE				BY DEMOGRAPHIC GROUP						
	2018	2019	2020		2018		2019		2020	
					#	%	#	%	#	%
PK										
PK SPED				GENDER						
K				FEMALE	356	49.3%	359	48.5%	372	48.3%
K SPED				MALE	366	50.7%	382	51.6%	399	51.8%
ELEM. SPED				RACE						
GR 1				AFRICAN AMERICAN	25	3.5%	29	3.9%	29	3.8%
GR 2				ASIAN	*	*	*	*	*	*
GR 3				HISPANIC OR LATINO	*	*	*	*	*	*
GR 4				NATIVE AMERICAN	*	*	*	*	*	*
GR 5				PACIFIC ISLANDER			*	*	*	*
GR 6				TWO OR MORE RACES	*	*	*	*	*	*
GR 7				WHITE	683	94.6%	697	94.1%	723	93.8%
GR 8										
GR 9	191	217	223							
GR 10	187	188	203							
GR 11	151	*	*							
GR 12	183	168	166							
SEC. SPED	*	*	*							
SEC. GED	*									
TOTAL	722	741	771							



Table 66: East Central High School Enrollment by Grade and Demographic Group

ATTENDANCE

EAST CENTRAL HIGH SCHOOL AVERAGE DAILY ATTENDANCE								
GRADE	2017	2018	2019	GRADE	2017	2018	2019	
K-SPED				GRADE_07				
K				GRADE_08				
ELEM. SPED				GRADE_09	182.3	178.5	199.8	
GRADE_01				GRADE_10	162.0	172.6	171.5	
GRADE_02				GRADE_11	169.2	141.8	152.2	
GRADE_03				GRADE_12	169.3	172.4	152.8	
GRADE_04				SEC. SPED	9.4	7.5	6.1	
GRADE_05				SEC. GED	4.4	1.4	0.2	
GRADE_06				TOTAL	696.6	674.2	682.6	

Table 67: East Central High School Average Daily Attendance

2018-2019 East Central High ADA by Month								
Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
96.1	94.7	94.61	89.59	94.61	92.83	94.84	93.9	92.15

Table 68: 2018-2019 East Central High School ADA by Month

Best ADA in East Central Award:

February 2019, March 2019

Best ADA JCSD High School Award:

September 2018, November 2018, March 2019

**ECHS FACULTY ADA AWARDS:****Best ADA in East Central Award**

December 2018

2017-2019 EAST CENTRAL HIGH SCHOOL CHRONIC ABSENTEE RATES

CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	12.7%	14.2%
	2018		18.0%	16.9%
	2019		15.1%	13.1%
GENDER	2018	FEMALE	19.9%	16.8%
	2019		14.6%	12.7%
	2018	MALE	16.1%	16.9%
	2019		15.5%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		20.2%
	2019			
	2018	ASIAN	<5%	6.7%
	2019		<5%	5.2%
	2018	BLACK OR AFRICAN AMERICAN	6.9%	16.0%
	2019		10.0%	13.4%
	2018	HISPANIC OR LATINO	<5%	
	2019		<5%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER		
	2019		<5%	
	2018	TWO OR MORE RACES	<5%	18.3%
	2019		<5%	13.7%
	2018	WHITE	18.3%	18.3%
	2019		15.4%	13.1%
DISABILITY	2018	STUDENTS WITH DISABILITIES	33.3%	21.8%
	2019		41.5%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	16.6%	16.1%
	2019		12.6%	12.4%
EL	2018	ENGLISH LEARNERS	<5%	11.1%
	2019		<5%	9.1%

Table 69: 2017-2019 East Central High School Chronic Absentee Rates

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	<5%	<5%	<10		
2019		<5%	<5%	<5%	15	<5%	<5%
2018	FEMALE		<5%				
2019			<5%		<10	<5%	<5%
2018	MALE		<5%	<5%	<10		
2019			<5%		11	<5%	<5%
2018	NATIVE AMERICAN						
2019						<5%	<5%
2018	ASIAN						
2019							
2018	BLACK OR AFRICAN AMERICAN		<5%				
2019			<5%		<10	<5%	<5%
2018	HISPANIC OR LATINO						
2019						<5%	<5%
2018	PACIFIC ISLANDER						
2019							
2018	TWO OR MORE RACES						
2019			<5%				
2018	WHITE		<5%	<5%	<10		
2019			<5%		14	<5%	<5%
2018	STUDENTS WITH DISABILITIES		6.7		<10		
2019				11.3		<10	<5%
2018	STUDENTS WITHOUT DISABILITIES		<5%	<5%	<10		
2019			<5%		<10	<5%	<5%
2018	ENGLISH LEARNERS						
2019							
2018	NON ENGLISH LEARNERS		<5%	<5%	<10		
2019			<5%		15	<5%	<5%

Table 70: 2018-2019 East Central High School MSIS Reported Disciplinary Incidents

2015-2019 ECHS DISCIPLINARY DISPENSATIONS BY RACE AND GENDER														
[KEY: BL-BLACK/AFRICAN AMERICAN; WH-WHITE; AS-ASIAN; HS-HISPANIC/LATINO; 2+ -TWO OR MORE RACES; NA-NATIVE AMERICAN; PI-PACIFIC ISLANDER; EXPULSION+ -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]														
RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
EAST CENTRAL HIGH	5	1	75	17			1			1				100
ALTERNATIVE SCHOOL														
2015-16			7	2										9
2016-17			3											3
2017-18			5											5
2018-19	1	1	7	2						1				12

2015-2019 ECHS DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+** -TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
EXPULSION														
2015-16			2											2
2016-17			1											1
2017-18			2											2
SUSPENSION														
2015-16	1		8	2			1							12
2016-17			16											16
2017-18	1		6	1										8
2018-19	2		12	7										21
EXPULSION +														
2015-16			2											2
JUVENILE DETENTION														
2015-16			1											1
2016-17			2											2
2017-18			1	3										4

Table 71: 2015-2019 East Central High School Disciplinary Dispensations by Race and Gender

PERSONNEL

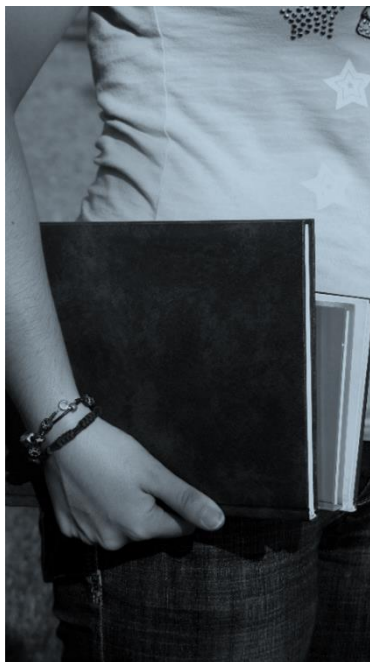
2019 EAST CENTRAL HIGH SCHOOL INSTRUCTIONAL PERSONNEL				
TEACHERS	TOTAL		#	44.02
	EXPERIENCED	ALL	#	39.2
			%	89.0%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	39.2
			%	89.0%
	EMERGENCY PROVISIONAL	ALL	#	1
			%	2.3%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	1
			%	2.3%
	TEACHING IN FIELD	ALL	#	43.2
			%	98.1%
HIGH POVERTY SCHOOL		#		
		%		
LOW POVERTY SCHOOL		#	43.2	
		%	98.1%	
PRINCIPALS	TOTAL	#	2	
	EXPERIENCED	#	1	
		%	50.0%	

Table 72: 2019 East Central High School Instructional Personnel Characteristics

ACCELERATION

2019 EAST CENTRAL HIGH SCHOOL ACCELERATION					
Subgroup	College/Career Readiness	Acceleration	Advanced Course Participation		Post-Secondary Enrollment
			#	%	%
ALL	53.7%	69.6%	145.4	42.5%	65.9%
FEMALE	57.5%	73.0%	90.5	55.5%	
MALE	49.3%	69.6%	54.9	30.7%	
ASIAN			<10	<5%	<5%
BLACK OR AFRICAN AMERICAN		69.4%	<10	45.0%	90.0%
HISPANIC OR LATINO			<10	<5%	<5%
NATIVE AMERICAN		79.2%	<10	<5%	<5%
PACIFIC ISLANDER					
TWO OR MORE RACES			<10	<5%	
WHITE	53.5%	69.4%	136	42.5%	64.2%
STUDENTS WITH DISABILITIES			<10	<5%	<5%
STUDENTS WITHOUT DISABILITIES	55.7%	71.4%	145.4	46.2%	
ECONOMICALLY DISADVANTAGED	36.8%				<5%
NON ECONOMICALLY DISADVANTAGED	59.5%	73.1%			
ENGLISH LEARNERS		60.4%	<10	<5%	<5%
NON ENGLISH LEARNERS	53.7%	69.7%	145.4	42.6%	
FOSTER CARE					
HOMELESS					
MILITARY CONNECTED					

Table 73: 2019 East Central High School Acceleration



ADVANCED CLASSES

BENEFITS OF ADVANCED COURSES/ACADEMIES

- Potential for FREE college credit
- GPA/Class rank boost
- Credit towards advanced degrees
- Experience with college level material
- Potential to save time and money in college
- Increase competitiveness of college applications

ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 East Central High School Accountability							
2017 Accountability Rating:		A		2016 Accountability Rating:		A	
Former Baseline Grade:		A		New Baseline Grade:		A	
POINTS: 796	Reading	Mathematics	Science	U. S. History	Acceleration		
PROFICIENCY	73.8%	58.9%	78.0%	61.7%	47.7%		
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>50</i>	<i>50</i>	<i>50</i>		
GROWTH ALL STUDENTS	97.1%	86.1%	Participation Rate	Graduation Rate	College and Career Readiness		
<i>Possible points</i>	<i>100</i>	<i>100</i>					
GROWTH LOW 25%	100.0%	89.9%	98.7%	85.3%	52.4%		
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>200</i>		<i>50</i>		

Figure 55: 2017 East Central High School Accountability

2018 ACCOUNTABILITY

2018 East Central High School Accountability							
Accountability Rating:		B		Accountability Rating with EL		B	
Total Points		714		Total Points with EL		714	
	Reading	Mathematics	Science	U. S. History	Acceleration		
PROFICIENCY	57.4%	61.5%	71.6%	63.8%	62.0%		
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>50/47.5</i>	<i>50/47.5</i>	<i>50/47.5</i>		
GROWTH ALL STUDENTS	76.1%	83.2%	EL Progress	Graduation Rate	College and Career Readiness		
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>					
GROWTH LOW 25%	60.4%	75.0%		87.2%	53.9%		
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>200/190</i>	<i>NA/50</i>	<i>50/47.5</i>		

Figure 56: 2018 East Central High School Accountability



2019 ACCOUNTABILITY

2019 East Central High School Accountability					
Accountability Rating:	B		Total Points		746
	Reading	Mathematics	Science	U. S. History	Acceleration
PROFICIENCY	63.5%	71.7%	79.1%	63.4%	69.6%
<i>Possible Points</i>	95	95	47.5	47.5	47.5
GROWTH ALL STUDENTS	79.7%	70.6%	EL Progress	Graduation Rate	College and Career Readiness
<i>Possible Points</i>	95	95			
GROWTH LOW 25%	72.2%	71.5%		91.8%	53.7%
<i>Possible Points</i>	95	95	47.5	50	190

Figure 57: 2019 East Central High School Accountability

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 EAST CENTRAL HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP														
Subgroup	MATH			ELA			USH	SCI	CC	GRAD		EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
ALL	71.7	70.6	71.5	63.5	79.7	72.2	63.4	79.1	53.7	69.6	91.8			<5%
Female	74.1	78.4	83	73.3	87	85.9	65.3	75.3	57.5	73	93.7			
Male	69.3	62.8	55.6	54.3	72.6	64.3	61.6	82.8	49.3	69.4	90.0			
Asian														
Black or African American										79.2				
Hispanic or Latino														
Native American														
Pacific Islander														
Two or More Races														
White	73.3	73	74.4	64.1	80.3	75	62.9	78.9	53.5	69.4	91.8			
Students with Disabilities							27.3				42.9			
Students w/o Disabilities	75	71.8	77.1	67.7	80.7	75	66	81.8	55.7	71.4	95.6			

2018-2019 EAST CENTRAL HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP

Subgroup	MATH			ELA			USH	SCI	CC		GRAD	EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
Economically Disadvantaged	58	65.3	66.3	52.8	79.4	77.1	51.9	69.4	36.8	60.4	89.2			
Non Econ. Disadvantaged	77.2	72.8	76.1	68	79.8	66.3	68.8	82.9	59.5	73.1	93.8			
English Learners														
Non English Learners	71.7	70.6	71.5	63.8	79.7	72.2	63.8	79.1	53.7	69.7	91.8			
Foster Care														
Homeless														
Non Homeless											91.8			
Migrant														
Non Migrant											91.8			
Military Connected														

Table 74: 2018-2019 East Central High School Accountability by Demographic Group

2019 ACCOUNTABILITY GOALS

2019 East Central High School Accountability Goals						
	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	71.7%	44.1%	57.0%	70.0%	47.0%
	FEMALE	74.1%				48.9%
	MALE	69.3%				45.1%
	ASIAN		68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN		35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO		45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES		47.5%	58.7%	70.0%	53.7%
	WHITE	73.3%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES		29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	75.0%				51.1%
	ECONOMICALLY DISADVANTAGED	58.0%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	77.2%				67.7%
	ENGLISH LEARNERS		38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	71.7%				47.2%
	FOSTER CARE					37.4%
	HOMELESS					32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%

2019 East Central High School Accountability Goals						
	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
ENGLISH PROFICIENCY	ALL	63.5%	45.1%	57.5%	70.0%	41.8%
	FEMALE	73.3%				45.9%
	MALE	54.3%				37.8%
	ASIAN		61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN		35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO		42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN		42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER		55.9%	63.0%	70.0%	56.8%
	TWO OR MORE RACES		48.2%	59.1%	70.0%	48.0%
	WHITE	64.1%	55.0%	62.5%	70.0%	57.0%
	STUDENTS WITH DISABILITIES		29.3%	49.6%	70.0%	17.6%
	STUDENTS WITHOUT DISABILITIES	67.7%				45.5%
	ECONOMICALLY DISADVANTAGED	52.8%	39.6%	54.8%	70.0%	32.4%
	NON ECONOMICALLY DISADVANTAGED	68.0%				61.7%
	ENGLISH LEARNERS		32.4%	51.2%	70.0%	19.4%
	NON ENGLISH LEARNERS	63.8%				42.2%
	FOSTER CARE					36.2%
	HOMELESS					30.7%
	MIGRANT					30.7%
	MILITARY CONNECTED					63.9%

Table 75: 2019 East Central High School Accountability Goals

ASSESSMENT

EAST CENTRAL HIGH SCHOOL ACT

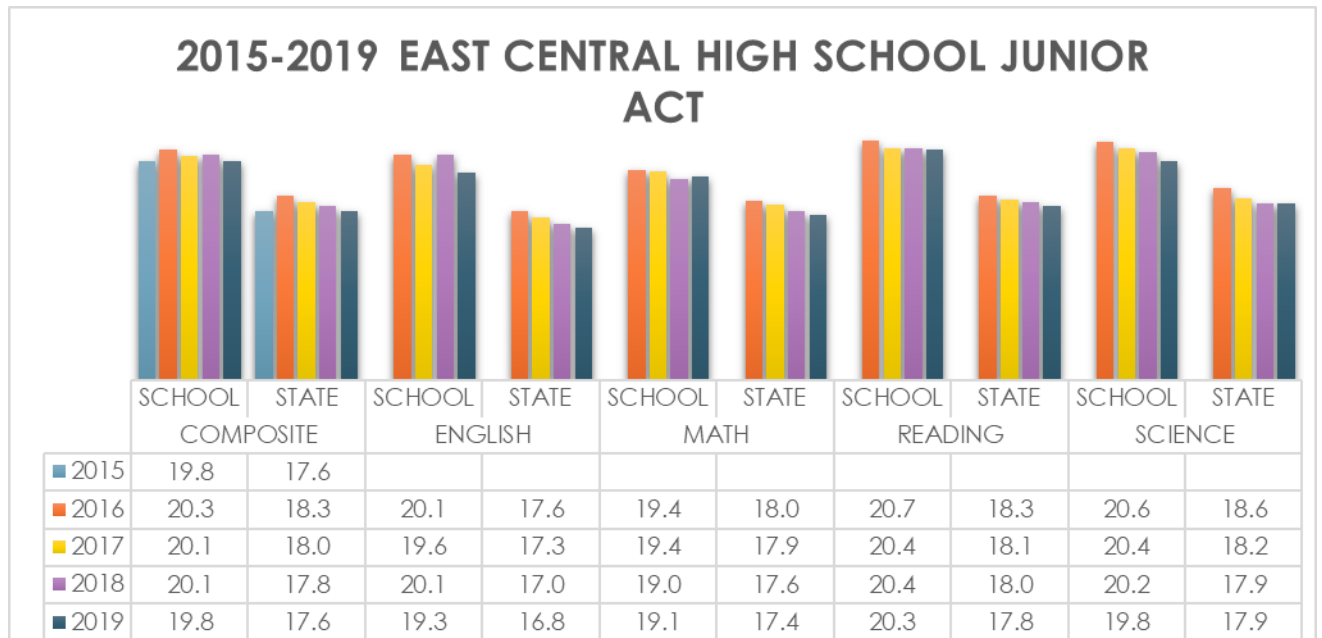


Figure 58: 2016-2019 East Central High School Junior ACT

EAST CENTRAL HIGH SCHOOL MAAP

EAST CENTRAL HIGH SCHOOL ELA AND MATH

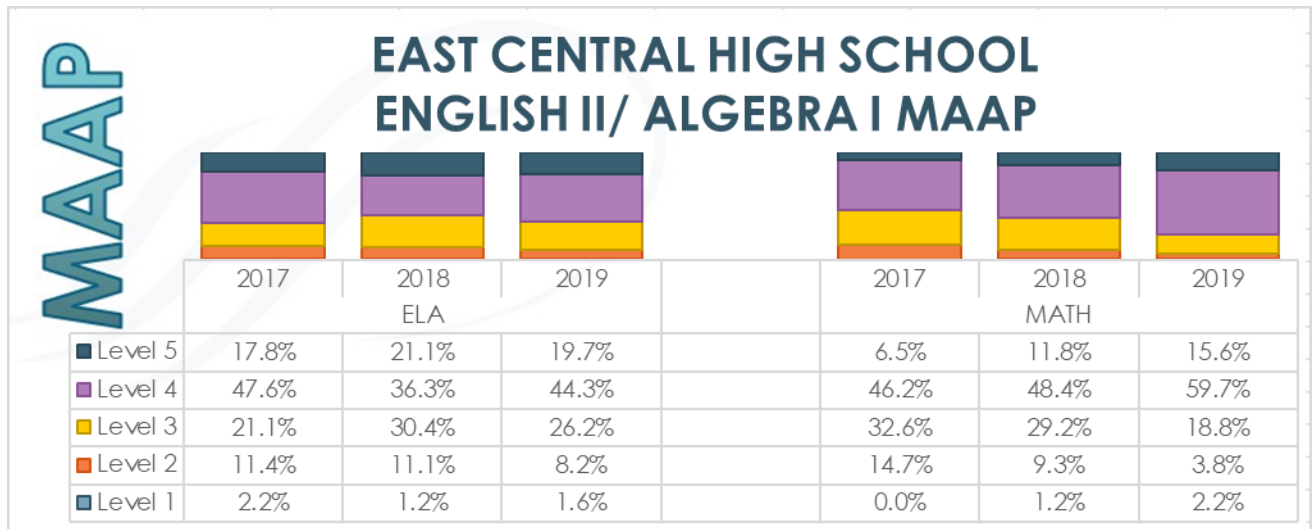


Figure 59: East Central High School MAAP English II / Algebra I

EAST CENTRAL HIGH SCHOOL MAAP-SCI AND MAAP-EOC

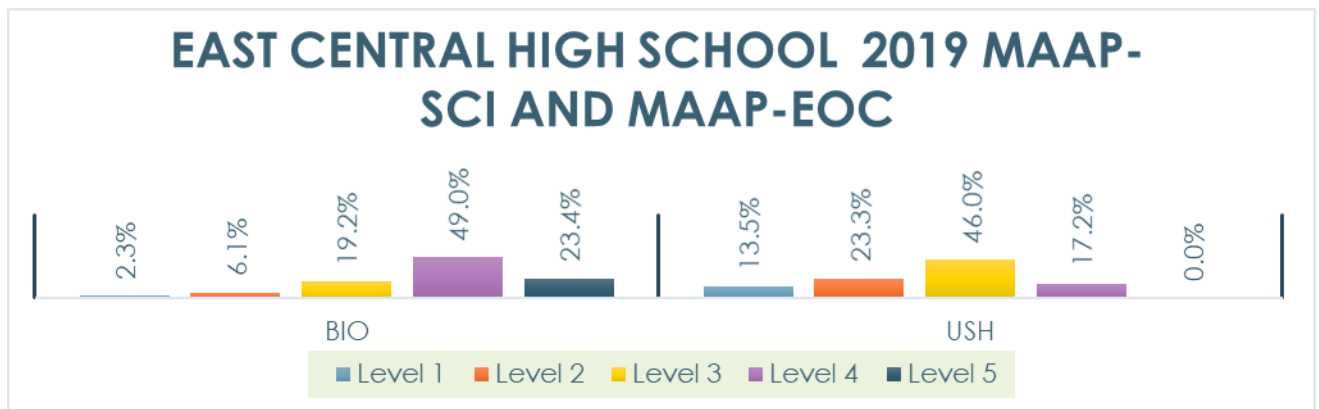


Figure 60: East Central High School MAAP-SCI and MAAP-EOC Biology I and U. S. History

EAST CENTRAL HIGH SCHOOL MAAP DEMOGRAPHICS

EAST CENTRAL HIGH SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP													
	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5		
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	
ALL	100.0	98.1	0-10%	6.8	0-10%	19.6	21-30%	33.5	41-50%	28.9	11-20%	11.2	
FEMALE	100.0	98.0		0-10%	7.7	11-20%	19.8	31-40%	50.6	31-40%	22.0	11-20%	
MALE	100.0	98.1	0-10%	8.7	11-20%	22.0	31-40%	33.6	31-40%	26.3	11-20%	9.5	

EAST CENTRAL HIGH SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
BLACK OR AFRICAN AMERICAN	<5%	98.3		0-10%	31-40%	21-30%	21-30%	31-40%	41-50%	21-30%		0-10%
WHITE	100.0	97.8	0-10%	0-10%	0-10%	11-20%	21-30%	21-30%	41-50%	31-40%	11-20%	11-20%
NATIVE AMERICAN		98.7		0-10%		21-30%		31-40%		21-30%		0-10%
ASIAN	<5%	95.3		6.0		9.6		21.2	91-100	36.2		27.1
HISPANIC OR LATINO	<5%	98.3		9.4	41-50%	19.9		34.3		28.1	41-50%	8.4
PACIFIC ISLANDER		96.3		5.8		11.7		28.6		39.0		14.9
TWO OR MORE RACES	<5%	98.4		0-10%		11-20%	91-100	31-40%		31-40%		11-20%
ECONOMICALLY DISADVANTAGED	100.0	98.4	0-10%	8.9	11-20%	24.3	31-40%	36.2	41-50%	24.1	0-10%	6.5
NON ECONOMICALLY DISADVANTAGED	100.0	97.4	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%
MIGRANT		94.4		21-30%		21-30%		21-30%		11-20%		0-10%
HOMELESS		97.2		11.8		26.3		33.0		22.3		6.6
FOSTER CARE		97.6		8.8		22.8	91-100	34.4		27.8		6.2
STUDENTS WITH DISABILITIES	100.0	97.1	18.8	21-30%	43.8	31-40%	37.5	21-30%		0-10%		0-10%
STUDENTS WITHOUT DISABILITIES	100.0	98.2	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
ENGLISH LEARNERS	<5%	98.7		13.9	91-100	24.5		33.7		22.5		5.5
NON ENGLISH LEARNERS	100.0	98.1	0-10%	6.6	0-10%	19.5	21-30%	33.5	41-50%	29.1	11-20%	11.4
MILITARY CONNECTED		97.3		0-10%		0-10%		21-30%		31-40%		21-30%

Table 76: East Central High School 2019 MAAP ELA by Demographic Group

EAST CENTRAL HIGH SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.0	98.7	0-10%	5.6	0-10%	17.7	11-20%	31.2	51-60%	31.3	11-20%	14.1
FEMALE	99.0	99.0		0-10%	0-10%	11-20%	11-20%	31-40%	61-70%	31-40%	11-20%	11-20%
MALE	99.0	98.4	5.2	6.7	7.2	19.4	20.6	30.7	51.6	29.4	15.5	13.8
BLACK OR AFRICAN AMERICAN	100.0	98.6	10.0	8.3	20.0	25.0	40.0	36.0	10.0	24.3	20.0	6.4
WHITE	98.9	98.9	0-10%	0-10%	0-10%	0-10%	11-20%	21-30%	61-70%	31-40%	11-20%	21-30%
NATIVE AMERICAN		98.8		0-10%		11-20%		31-40%		31-40%		11-20%
ASIAN	<5%	98.8		0-10%		0-10%	91-100	11-20%		31-40%		41-50%
HISPANIC OR LATINO	<5%	98.6		5.5	41-50%	16.4	41-50%	30.0		34.1		14.0

EAST CENTRAL HIGH SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
PACIFIC ISLANDER		96.9		0-10%		0-10%		21-30%		31-40%		21-30%
TWO OR MORE RACES		98.7		0-10%		11-20%		21-30%		31-40%		11-20%
ECONOMICALLY DISADVANTAGED	100.0	98.6	0-10%	7.2	0-10%	22.2	21-30%	34.8	51-60%	27.3	11-20%	8.5
NON ECONOMICALLY DISADVANTAGED	98.4	99.0	0-10%	0-10%	0-10%	0-10%	11-20%	21-30%	61-70%	31-40%	11-20%	21-30%
MIGRANT		93.2		15.6		21.9		35.4		17.7		9.4
HOMELESS		96.6		10.7		25.8		32.9		23.8		6.8
FOSTER CARE		97.0		8.7		20.4		35.2	91-100	28.0		7.8
STUDENTS WITH DISABILITIES	100.0	96.8	23.1	11-20%	46.2	31-40%	23.1	21-30%	7.7	11-20%		0-10%
STUDENTS WITHOUT DISABILITIES	98.9	99.1	0-10%	0-10%	0-10%	11-20%	11-20%	31-40%	61-70%	31-40%	11-20%	11-20%
ENGLISH LEARNERS	<5%	98.6		7.1	91-100	18.6		30.5		30.3		13.5
NON ENGLISH LEARNERS	99.0	98.7	0-10%	5.6	0-10%	17.7	11-20%	31.3	51-60%	31.4	11-20%	14.1
MILITARY CONNECTED		98.9		0-10%		0-10%		21-30%		31-40%		31-40%

Table 77: East Central High School 2019 MAAP MATH by Demographic Group

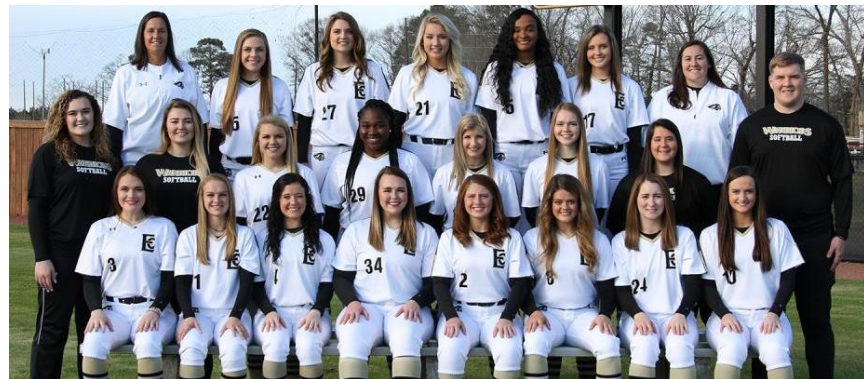
EAST CENTRAL HIGH SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	98.2	98.7	0-10%	10.3	0-10%	13.6	11-20%	23.4	41-50%	36.0	21-30%	16.7
FEMALE	99.3	99.1	0-10%	9.2	0-10%	13.3	21-30%	24.3	41-50%	37.4	21-30%	15.8
MALE	97.1	98.4	0-10%	11.4	0-10%	13.9	11-20%	22.5	41-50%	34.7	21-30%	17.5
BLACK OR AFRICAN AMERICAN	100.0	98.5		16.3		19.8	33.3	28.1	33.3	28.8	33.3	7.0
WHITE	98.0	98.9	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	21-30%	21-30%
NATIVE AMERICAN		98.7		11.0		15.4		25.1		35.8		12.7
ASIAN	<5%	99.4		5.9		6.2		10.7	91-100	33.4		43.7
HISPANIC OR LATINO	<5%	98.9		12.4		13.3		23.0	91-100	37.0		14.4
PACIFIC ISLANDER	<5%	98.5		7.5		7.5		20.9		29.9	91-100	34.3
TWO OR MORE RACES	<5%	98.0		7.5		9.1	91-100	22.2		41.0		20.3
ECONOMICALLY DISADVANTAGED	97.9	98.5	0-10%	13.8	0-10%	17.2	21-30%	26.6	41-50%	32.4	11-20%	10.1
NON ECONOMICALLY DISADVANTAGED	98.3	99.2	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	21-30%	21-30%
MIGRANT		100.0		21-30%		11-20%		41-50%		11-20%		0-10%

EAST CENTRAL HIGH SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
HOMELESS		96.5		18.3		18.4		24.8		30.6		7.9
FOSTER CARE		97.2		12.7		12.5		26.0		36.1		12.7
STUDENTS WITH DISABILITIES	87.5	96.8	21.4	21-30%	21.4	21-30%	42.9	21-30%	14.3	11-20%		0-10%
STUDENTS WITHOUT DISABILITIES	98.8	99.0	0-10%	7.5	0-10%	11.7	11-20%	23.2	41-50%	39.2	21-30%	18.6
ENGLISH LEARNERS		98.6		19.7		17.1		24.6		29.6		8.9
NON ENGLISH LEARNERS	98.2	98.7		10.1		13.5		23.3		36.2		16.9
MILITARY CONNECTED		99.5		0-10%		0-10%		11-20%		41-50%		31-40%

Table 78: East Central High School 2019 MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at East Central High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Fifty-five (55) faculty and staff members, thirty-four (34) parents, and three hundred nine (309) students responded to the survey.

EAST CENTRAL HIGH SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	42	76.4%
Agree	13	23.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	27	49.1%
Agree	23	41.8%
Disagree	3	5.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	44	80.0%
Agree	9	16.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	45	81.8%
Agree	10	18.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	3	5.5%
Agree	15	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	37	67.3%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	14	0.0%
Supporting college and career counseling	24	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	32	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	19	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	14	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	16	29.1%
Providing school-based mental health services and counseling	22	40.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	8	14.5%
Establishing or improving dropout prevention	11	20.0%
Supporting re-entry programs and transition services for Justice-involved youth	3	5.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	11	20.0%
Implementing systems and practices to prevent bullying and harassment	18	32.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	26	47.3%
Establishing community partnerships	14	25.5%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	29	52.7%
Building technological capacity and infrastructure	27	49.1%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	15	27.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	18	32.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	21	38.2%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	16	29.1%
Expedited evaluation services for students with limited English	7	12.7%
Expedited evaluation services for gifted and talented students	11	20.0%
Additional academic support	28	50.9%
Tutoring	26	47.3%
Enrichment educational services	10	18.2%
Counseling	29	52.7%
Mentors	22	40.0%
School supplies	28	50.9%
School uniforms	28	50.9%
Dental referrals	17	30.9%
Medical referrals	17	30.9%
Bullying assistance	15	27.3%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	33	60.0%
Agree	22	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	34	61.8%
Agree	21	38.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	31	56.4%
Agree	24	43.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	27	49.1%
Agree	27	49.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	23	41.8%
Agree	32	58.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	26	47.3%
Agree	26	47.3%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

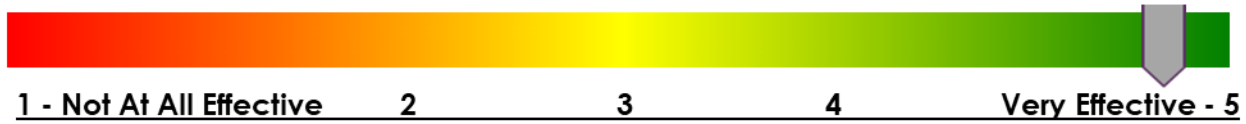
	Count	Percentage
Strongly Agree	25	45.5%
Agree	26	47.3%
Disagree	3	5.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Summary for TC11

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	28	50.9%
Agree	22	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	9.1%

JCSDTC11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	29	52.7%
Agree	26	47.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	10	18.2%
Agree	30	54.6%
Disagree	12	21.8%
Strongly Disagree	2	3.6%
Not Applicable or No Information	1	1.8%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	18	32.7%
Agree	35	63.6%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	26	47.3%
Agree	27	49.1%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	20	36.4%
Agree	34	61.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	15	27.3%
Agree	38	69.1%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	14	25.5%
Agree	33	60.0%
Disagree	7	12.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	13	23.6%
Agree	36	65.5%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.3%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	13	23.6%
Agree	33	60.0%
Disagree	9	16.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	16	29.1%
Agree	33	60.0%
Disagree	4	7.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	21	38.2%
Agree	30	54.6%
Disagree	3	5.5%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	25	45.5%
Agree	26	47.3%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	15	27.3%
Agree	35	63.6%
Disagree	5	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	21	38.2%
Agree	30	54.6%
Disagree	3	5.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	21	38.2%
Agree	29	52.7%
Disagree	5	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	15	27.3%
Agree	28	50.9%
Disagree	12	21.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	25	45.5%
Agree	26	47.3%
Disagree	3	5.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from East Central High School feel the school has a safe environment conducive to learning, a hard-working staff, and administrators who are visibly present during the day at break, lunch, pep rallies, etc. One faculty member said, "Our teachers are working very hard to teach students and to help students be successful." Respondents want better communication

among administration, faculty, parents, and students, see the need for improved technology, and feel the school should be a more inviting place for parents. Respondents are primarily concerned about a perceived loosening of the disciplinary standards at the school. One teacher stated, "Our students are not held to high behavioral standards. At the high school level, a student who is sent to the office for disrupting class should be held accountable for their behavior and should receive some sort of disciplinary action as their disruptive behavior negatively affects the other students in the classroom. We no longer have an expectation of excellent behavior; we are accepting excuses rather than holding students accountable."

EAST CENTRAL HIGH SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	17	50.0%
Agree	17	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	14	41.2%
Agree	16	47.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.8%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	23	67.7%
Agree	10	29.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	27	79.4%
Agree	7	20.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	13	38.2%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	32.4%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	11	32.4%
Supporting college and career counseling	23	67.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	19	55.9%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	12	35.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	13	38.2%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	11	32.4%
Providing school-based mental health services and counseling	15	44.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	7	20.6%
Establishing or improving dropout prevention	9	26.5%
Supporting re-entry programs and transition services for Justice-involved youth	6	17.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	12	35.3%
Implementing systems and practices to prevent bullying and harassment	17	50.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	12	35.3%
Establishing community partnerships	10	29.4%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	16	47.1%
Building technological capacity and infrastructure	14	41.2%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	9	26.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	18	52.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	15	44.1%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	6	17.6%
Computer Classes	11	32.4%
Conflict Resolution	8	23.5%
Discipline	12	35.3%
Drug/Alcohol Awareness	12	35.3%
English as a Second Language	3	8.8%
Health Classes	5	14.7%
Literacy Classes	6	17.6%
Math Classes	8	23.5%
Parent-to-School Relationships	8	23.5%
Parent/Child Communication	10	29.4%
Preparing for College	21	61.8%
Parenting Workshops	10	29.4%
Social Media Classes	12	35.3%
Stress/Anger Management	11	32.4%
Understanding College- and Career-Ready Standards	12	35.3%
Other	2	5.9%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	16	47.1%
Parental advisory committees	4	11.8%
PTO/PTA meetings and activities	2	5.9%
Ways to help at the classroom level	5	14.7%
Other ways to get involved in my school (district)	7	20.6%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	9	26.5%
Very likely	13	38.2%
Moderately likely	4	11.8%
Slightly likely	5	14.7%
Not at all likely	3	8.8%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	24	70.6%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	25	73.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	23	67.7%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	11	32.4%
Agree	23	67.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

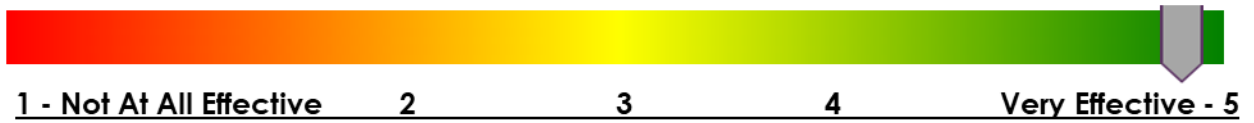
	Count	Percentage
Strongly Agree	11	32.4%
Agree	20	58.8%
Disagree	3	8.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	6	17.7%
Agree	23	67.7%
Disagree	4	11.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

JCSDPCI1: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	10	29.4%
Agree	20	58.8%
Disagree	4	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	7	20.6%
Agree	21	61.8%
Disagree	3	8.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	2	5.9%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	10	29.4%
Agree	22	64.7%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	11	32.4%
Agree	16	47.1%
Disagree	6	17.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	7	20.6%
Agree	23	67.7%
Disagree	4	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	10	29.4%
Agree	22	64.7%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	7	20.6%
Agree	18	52.9%
Disagree	7	20.6%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	6	17.7%
Agree	19	55.9%
Disagree	6	17.7%
Strongly Disagree	1	2.9%
Not Applicable or No Information	2	5.9%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	17	50.0%
Disagree	6	17.7%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	16	47.1%
Disagree	4	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	14.7%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	10	29.4%
Agree	21	61.8%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	7	20.6%
Agree	26	76.5%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	25	73.5%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	6	17.7%
Agree	20	58.8%
Disagree	6	17.7%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	20	58.8%
Disagree	6	17.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	7	20.6%
Agree	16	47.1%
Disagree	4	11.8%
Strongly Disagree	2	5.9%
Not Applicable or No Information	5	14.7%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	11	32.4%
Agree	21	61.8%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	19	55.9%
Disagree	3	8.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.8%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	22	64.7%
Disagree	4	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	18	52.9%
Disagree	7	20.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	23	67.7%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	7	20.6%
Agree	18	52.9%
Disagree	7	20.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from East Central High School feel the school does well in keeping parents informed by using social media and technology, providing a variety of classes and learning environments for students, and encouraging students to be involved in extra-curricular activities.

One parent commented, “I like the ACT wall that highlights the students who reach the goal of 25 or higher on their ACT.” Respondents expressed concerns about difficulties in communicating with the guidance counseling department regarding college preparation, dual credit courses, and college scholarships. Parents also feel that more technology should be available for East Central students. Another parent commented, “I am not happy with the decision to include college courses in the final score to determine rank in graduation. The dual credit and college courses are set up to be separate than the High School. These grades are not included in the report cards or shared information with parents. Dual Credit/College courses should not be used to determine rank in high school.”

EAST CENTRAL HIGH SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	80	25.9%
Agree	201	65.1%
Disagree	20	6.5%
Strongly Disagree	7	2.3%
Not Applicable or No Information	1	0.3%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	53	17.2%
Agree	158	51.1%
Disagree	48	15.5%
Strongly Disagree	8	2.6%
Not Applicable or No Information	42	13.6%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	79	25.6%
Agree	107	34.6%
Disagree	65	21.0%
Strongly Disagree	32	10.4%
Not Applicable or No Information	26	8.4%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	111	35.9%
Agree	110	35.6%
Disagree	59	19.1%
Strongly Disagree	10	3.2%
Not Applicable or No Information	19	6.2%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	28	9.1%
Agree	108	35.0%
Disagree	56	18.1%
Strongly Disagree	25	8.1%
Not Applicable or No Information	92	29.8%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	68	22.0%
Agree	177	57.3%
Disagree	51	16.5%
Strongly Disagree	10	3.2%
Not Applicable or No Information	3	1.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	55	17.8%
Agree	181	58.6%
Disagree	61	19.7%
Strongly Disagree	8	2.6%
Not Applicable or No Information	4	1.3%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	54	17.5%
Agree	183	59.2%
Disagree	51	16.5%
Strongly Disagree	12	3.9%
Not Applicable or No Information	9	2.9%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	100	32.4%
Agree	161	52.1%
Disagree	33	10.7%
Strongly Disagree	8	2.6%
Not Applicable or No Information	7	2.3%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	64	20.7%
Agree	173	56.0%
Disagree	52	16.8%
Strongly Disagree	11	3.6%
Not Applicable or No Information	9	2.9%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	88	28.5%
Agree	180	58.3%
Disagree	28	9.1%
Strongly Disagree	11	3.6%
Not Applicable or No Information	2	0.7%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	70	22.7%
Agree	147	47.6%
Disagree	63	20.4%
Strongly Disagree	21	6.8%
Not Applicable or No Information	8	2.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	58	18.8%
Agree	160	51.8%
Disagree	58	18.8%
Strongly Disagree	16	5.2%
Not Applicable or No Information	17	5.5%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	50	16.2%
Agree	139	45.0%
Disagree	81	26.2%
Strongly Disagree	23	7.4%
Not Applicable or No Information	16	5.2%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	45	14.6%
Agree	182	58.9%
Disagree	44	14.2%
Strongly Disagree	18	5.8%
Not Applicable or No Information	20	6.5%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	39	12.6%
Agree	134	43.4%
Disagree	84	27.2%
Strongly Disagree	36	11.7%
Not Applicable or No Information	16	5.2%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	51	16.5%
Agree	154	49.8%
Disagree	63	20.4%
Strongly Disagree	32	10.4%
Not Applicable or No Information	9	2.9%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	41	13.3%
Agree	175	56.6%
Disagree	57	18.5%
Strongly Disagree	14	4.5%
Not Applicable or No Information	22	7.1%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	48	15.5%
Agree	175	56.6%
Disagree	54	17.5%
Strongly Disagree	16	5.2%
Not Applicable or No Information	16	5.2%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	43	13.9%
Agree	184	59.6%
Disagree	46	14.9%
Strongly Disagree	19	6.2%
Not Applicable or No Information	17	5.5%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	43	13.9%
Agree	170	55.0%
Disagree	69	22.3%
Strongly Disagree	21	6.8%
Not Applicable or No Information	6	1.9%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	41	13.3%
Agree	166	53.7%
Disagree	55	17.8%
Strongly Disagree	25	8.1%
Not Applicable or No Information	22	7.1%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	54	17.5%
Agree	136	44.0%
Disagree	78	25.2%
Strongly Disagree	35	11.3%
Not Applicable or No Information	6	1.9%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	32	10.4%
Agree	133	43.0%
Disagree	77	24.9%
Strongly Disagree	45	14.6%
Not Applicable or No Information	22	7.1%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	58	18.8%
Agree	198	64.1%
Disagree	37	12.0%
Strongly Disagree	13	4.2%
Not Applicable or No Information	3	1.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	60	19.4%
Agree	153	49.5%
Disagree	42	13.6%
Strongly Disagree	30	9.7%
Not Applicable or No Information	24	7.8%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	50	16.2%
Agree	191	61.8%
Disagree	42	13.6%
Strongly Disagree	19	6.2%
Not Applicable or No Information	7	2.3%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	48	15.5%
Agree	142	46.0%
Disagree	78	25.2%
Strongly Disagree	35	11.3%
Not Applicable or No Information	6	1.9%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	50	16.2%
Agree	163	52.8%
Disagree	66	21.4%
Strongly Disagree	24	7.8%
Not Applicable or No Information	6	1.9%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	43	13.9%
Agree	159	51.5%
Disagree	73	23.6%
Strongly Disagree	31	10.0%
Not Applicable or No Information	3	1.0%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	42	13.6%
Agree	197	63.8%
Disagree	48	15.5%
Strongly Disagree	16	5.2%
Not Applicable or No Information	6	1.9%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	37	12.0%
Agree	146	47.3%
Disagree	84	27.2%
Strongly Disagree	28	9.1%
Not Applicable or No Information	14	4.5%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from East Central High School feel the school provides a pleasant, safe environment for learning, is making an effort to improve school climate and culture, and has an outstanding faculty and staff. One student stated, "In general, I believe that most of the staff genuinely care about us students. While there will always be room for improvement, compassion is something my school does well." Students would like to do away with school uniforms, be allowed to use their phones in school, and have better cafeteria food. They are very concerned about class sizes, overcrowded classrooms, and the lack of adequate technology. A number of students feel that not enough is done to prevent bullying and racial tensions.

ST. MARTIN EAST ELEMENTARY SCHOOL

INTRODUCTION

St. Martin East Elementary School is located at 7508 Rose Farm Road in Ocean Springs, Mississippi. In 2019-2020, it houses six hundred eighty-three (683) students in prekindergarten through third grades (PK-3). St. Martin East Elementary School students are organized into five houses -- Alastar, Benecio, Mahalo, Onesto, and Umsebenzi. Each house is represented by a different language, culture, and concept. Throughout the school year, students earn points for their houses for good behavior, special accomplishments, and more. The fact that each house includes students from multiple grades fosters a sense of community throughout the school.

The Program of Research and Evaluation for Public Schools (PREPS) recently announced its 2020 Value-Added Awards, which identify PREPS member schools deemed as adding value by performing significantly better than other schools with comparable socioeconomic circumstances. SMEE won awards for both math and English/language arts.



ENROLLMENT

ST. MARTIN EAST ELEMENTARY SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP


BY GRADE				BY DEMOGRAPHIC GROUP						
	2018	2019	2020	2018		2019		2020		
				#	%	#	%	#	%	
PK	*		*							
PK SPED	*	*	11	GENDER						
K	167	165	149	FEMALE	337	47.7%	353	50.2%	332	48.6%
K SPED				MALE	369	52.3%	350	49.8%	351	51.4%
ELEM. SPED		*	*	RACE						
GR 1	179	173	174	AFRICAN AMERICAN	118	16.7%	108	15.4%	105	15.4%
GR 2	183	168	168	ASIAN	32	4.5%	37	5.3%	36	5.3%
GR 3	160	179	175	HISPANIC OR LATINO	30	4.3%	35	5.0%	*	*
GR 4				NATIVE AMERICAN	*	*	*	*	*	*
GR 5				PACIFIC ISLANDER	*	*	*	*		
GR 6				TWO OR MORE RACES	32	4.5%	30	4.3%	54	7.9%
GR 7				WHITE	490	69.4%	490	69.7%	457	66.9%
GR 8										
GR 9										
GR 10										
GR 11										
GR 12										
SEC. SPED										
SEC. GED										
TOTAL	706	703	683							

Table 79: St. Martin East Elementary School Enrollment by Grade and Demographic Group

ATTENDANCE

ST. MARTIN EAST ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

GRADE	2017	2018	2019	GRADE	2017	2018	2019
K-SPED			0.7	GRADE_07			
K	148.7	159.2	162.6	GRADE_08			
ELEM. SPED	1.1		7.6	GRADE_09			
GRADE_01	184.8	167.1	164.6	GRADE_10			
GRADE_02	160.4	171.3	166.6	GRADE_11			
GRADE_03	181.4	153.6	171.4	GRADE_12			
GRADE_04				SEC. SPED			
GRADE_05				SEC. GED			
GRADE_06				TOTAL	676.4	651.2	673.4

Table 80: St. Martin East Elementary School Average Daily Attendance

2018-2019 St. Martin East Elementary ADA by Month

Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
95.84	94.87	94.9	94.27	96.07	92.47	94.63	95.67	93.14

Table 81: 2018-2019 St. Martin East Elementary School ADA by Month

Best ADA in St. Martin Award:
September 2018, January 2019, April 2019

Best ADA JCSD Lower Elementary Award:
November 2018

Best ADA St. Martin Overall Award



SMEE FACULTY ADA AWARDS:
Best ADA in St. Martin Award
March 2019

2017-2019 ST. MARTIN EAST ELEMENTARY SCHOOL CHRONIC ABSENTEE RATES				
CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	12.3%	14.2%
	2018		10.5%	16.9%
	2019		10.1%	13.1%
GENDER	2018	FEMALE	11.0%	16.8%
	2019		9.9%	12.7%
	2018	MALE	10.1%	16.9%
	2019		10.2%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		
	2019			20.2%
	2018	ASIAN	5.7%	6.7%
	2019		7.5%	5.2%
	2018	BLACK OR AFRICAN AMERICAN	14.2%	16.0%
	2019		16.0%	13.4%
	2018	HISPANIC OR LATINO	10.5%	
	2019		5.3%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5%	
	2019		<5%	
	2018	TWO OR MORE RACES	8.1%	18.3%
	2019		6.3%	13.7%
2018	WHITE	9.9%	18.3%	
2019		9.6%	13.1%	
DISABILITY	2018	STUDENTS WITH DISABILITIES	7.4%	21.8%
	2019		13.2%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	11.0%	16.1%
	2019		9.6%	12.4%
EL	2018	ENGLISH LEARNERS	10.8%	11.1%
	2019		<5%	9.1%

Table 82: 2017-2019 St. Martin East Elementary School Chronic Absentee Rates

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	<5%	<5%	<10		
2019		<5%	<5%	<5%	<10	<5%	<5%
2018	FEMALE		<5%				
2019			<5%			<5%	<5%
2018	MALE		5.4				
2019			7.2		<10	<5%	<5%
2018	NATIVE AMERICAN						
2019						<5%	<5%
2018	ASIAN						
2019						<5%	<5%
2018	BLACK OR AFRICAN AMERICAN		7.5				
2019			7.1		<10	<5%	<5%
2018	HISPANIC OR LATINO						
2019			<5%			<5%	<5%
2018	PACIFIC ISLANDER						
2019						<5%	<5%
2018	TWO OR MORE RACES						
2019			<5%			<5%	<5%
2018	WHITE		<5%				
2019			<5%			<5%	<5%
2018	STUDENTS WITH DISABILITIES		<5%				
2019			8.4		<10	<5%	<5%
2018	STUDENTS WITHOUT DISABILITIES		<5%				
2019			<5%			<5%	<5%
2018	ENGLISH LEARNERS						
2019							
2018	NON ENGLISH LEARNERS		<5%				
2019			<5%		<10	<5%	<5%

Table 83: 2018-2019 St. Martin East Elementary School MSIS Reported Disciplinary Incidents

2015-2019 ST. MARTIN EAST ELEMENTARY SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER														
[KEY: BL-BLACK/AFRICAN AMERICAN; WH-WHITE; AS-ASIAN; HS-HISPANIC/LATINO; 2+ -TWO OR MORE RACES; NA-NATIVE AMERICAN; PI-PACIFIC ISLANDER; EXPULSION+ -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]														
RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
ST. MARTIN EAST ELEM.	51	13	113	20			8		24	2		1		232
IN-SCHOOL SUSPENSION														
2015-16	1	1	2	1										5
SUSPENSION														
2015-16	11		22	2								1		36

2015-2019 ST. MARTIN EAST ELEMENTARY SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+** -TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
2016-17	5	2	23	2					2	2				36
2017-18	20	6	29	12										67
2018-19	14	4	37	3			8		22					88

Table 84: 2015-2019 St. Martin East Elementary School Disciplinary Dispensations by Race and Gender

PERSONNEL

2019 ST. MARTIN EAST ELEMENTARY SCHOOL INSTRUCTIONAL PERSONNEL CHARACTERISTICS

	TOTAL		#	39.48
	TEACHERS	EXPERIENCED	ALL	#
			%	82.3%
HIGH POVERTY SCHOOL			#	
			%	
LOW POVERTY SCHOOL			#	32.49
			%	82.3%
EMERGENCY PROVISIONAL		ALL	#	0
			%	0.0%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	0
			%	0.0%
TEACHING IN FIELD	ALL	#	39.49	
		%	100.0%	
	HIGH POVERTY SCHOOL	#		
		%		
	LOW POVERTY SCHOOL	#	39.49	
		%	100.0%	
PRINCIPALS		TOTAL	#	2
		EXPERIENCED	#	2
			%	100.0%

Table 85: 2019 St. Martin East Elementary School Instructional Personnel Characteristics

“THE ART OF TEACHING IS THE ART OF ASSISTING DISCOVERY.”
 MARK VAN DOREN



ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 St. Martin East Elementary School Accountability			
2017 Accountability Rating: B		2016 Accountability Rating: A	
Former Baseline Grade: B		New Baseline Grade: B	
POINTS: 404.8	Reading	Mathematics	Science
PROFICIENCY	61.2%	64.5%	
<i>Possible points</i>	100	100	50
GROWTH ALL STUDENTS	62.8%	55.8%	Participation Rate
<i>Possible points</i>	100	100	
GROWTH LOW 25%	57.1%	45.2%	100.0%
<i>Possible points</i>	100	100	200

Figure 61: 2017 St. Martin East Elementary School Accountability

2018 ACCOUNTABILITY

2018 St. Martin East Elementary School Accountability			
Accountability Rating:	B	Accountability Rating with EL	B
Total Points	411	Total Points with EL	410
	Reading	Mathematics	Science
PROFICIENCY	58.6%	67.8%	
<i>Possible 2018/2019</i>	100/95	100/95	50/47.5
GROWTH ALL STUDENTS	71.3%	64.8%	EL Progress
<i>Possible 2018/2019</i>	100/95	100/95	
GROWTH LOW 25%	62.2%	27.4%	98.3%
<i>Possible 2018/2019</i>	100/95	100/95	200/190

Figure 62: 2018 St. Martin East Elementary School Accountability

2019 ACCOUNTABILITY

2019 St. Martin East Elementary School Accountability			
Accountability Rating:	B		Total Points
	Reading	Mathematics	Science
PROFICIENCY	80.2%	83.1%	
<i>Possible Points</i>	95	95	47.5
GROWTH ALL STUDENTS	60.7%	53.2%	EL Progress
<i>Possible Points</i>	95	95	
GROWTH LOW 25%	45.8%	25.0%	95.4%
<i>Possible Points</i>	95	95	47.5

Figure 63: 2019 St. Martin East Elementary School Accountability

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 ST. MARTIN EAST ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP														
Subgroup	MATH			ELA			USH	SCI	CC	Acceler	GRAD	EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready		Rate	% Prof.	# Prof.	Growth
ALL	83.1	53.2	25	80.2	60.7	45.8						19	<10	76.47
Female	83.1	43	18.1	82	58.3	42.9								
Male	83.1	60.9	32.8	78.3	62.5	47.7								
Asian	81.8			100										
Black or African American	73.7	46.7		63.2	51.1									
Hispanic or Latino														
Native American														
Pacific Islander														
Two or More Races	100			80										
White	83.9	53.8	20.8	80.6	59.9	48.9								
Students with Disabilities	50	31	20.5	21.4	40.5	41.7								
Students w/o Disabilities	86.1	57.4	27.2	85.4	64.5	47.9								

2018-2019 ST. MARTIN EAST ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP

Subgroup	MATH			ELA			USH	SCI	CC		GRAD	EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
Economically Disadvantaged	76.5	37.7	17.3	74.1	48.1	41								
Non Econ. Disadvantaged	89	68.9		85.7	73.5	56.8								
English Learners														
Non English Learners	84.2	53.9	25.8	80	60.9	47								
Foster Care														
Homeless														
Non Homeless														
Migrant														
Non Migrant														
Military Connected														

Table 86: 2018-2019 St. Martin East Elementary School Accountability by Demographic Group

2019 ACCOUNTABILITY GOALS

2019 St. Martin East Elementary School Accountability Goals

	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	83.1%	44.1%	57.0%	70.0%	47.0%
	FEMALE	83.1%				48.9%
	MALE	83.1%				45.1%
	ASIAN	81.8%	68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN	73.7%	35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO		45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES	100.0%	47.5%	58.7%	70.0%	53.7%
	WHITE	83.9%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES	50.0%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	86.1%				51.1%
	ECONOMICALLY DISADVANTAGED	76.5%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	89.0%				67.7%
	ENGLISH LEARNERS		38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	84.2%				47.2%
	FOSTER CARE					37.4%
	HOMELESS					32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%

2019 St. Martin East Elementary School Accountability Goals

	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
ENGLISH PROFICIENCY	ALL	80.2%	45.1%	57.5%	70.0%	41.8%
	FEMALE	82.0%				45.9%
	MALE	78.3%				37.8%
	ASIAN	100.0%	61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN	63.2%	35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO		42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN		42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER		55.9%	63.0%	70.0%	56.8%
	TWO OR MORE RACES	80.0%	48.2%	59.1%	70.0%	48.0%
	WHITE	80.6%	55.0%	62.5%	70.0%	57.0%
	STUDENTS WITH DISABILITIES	21.4%	29.3%	49.6%	70.0%	17.6%
	STUDENTS WITHOUT DISABILITIES	85.4%				45.5%
	ECONOMICALLY DISADVANTAGED	74.1%	39.6%	54.8%	70.0%	32.4%
	NON ECONOMICALLY DISADVANTAGED	85.7%				61.7%
	ENGLISH LEARNERS		32.4%	51.2%	70.0%	19.4%
	NON ENGLISH LEARNERS	80.0%				42.2%
	FOSTER CARE					36.2%
	HOMELESS					30.7%
	MIGRANT					30.7%
	MILITARY CONNECTED					63.9%

Table 87: 2019 St. Martin East Elementary School Accountability Goals

ASSESSMENT

ST. MARTIN EAST ELEMENTARY SCHOOL KINDERGARTEN READINESS

St. Martin East Elementary School Kindergarten Readiness Public Prekindergarten and Kindergarten											
	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018	Spring 2019	NET GAIN	Fall 2019	
PREKINDERGARTEN	*	*	*	*	*	*	*	*	*	*	
KINDERGARTEN	483	753	270	507	749	242	481	748	267	508	

Table 88: St. Martin East Elementary School Kindergarten Readiness Assessment Prekindergarten and Kindergarten

ST. MARTIN EAST ELEMENTARY SCHOOL THIRD GRADE READING

ST. MARTIN EAST ELEMENTARY	2017		2018		2019☀	
	PASS	FAIL	PASS	FAIL	PASS	FAIL
	≥ 95.0%	≤ 5%	≥ 95.0%	≤ 5.0%	92.2%	7.8%
☀ Required scoring level raised to Level 3						

Table 89: St. Martin East Elementary School Third Grade Reading

ST. MARTIN EAST ELEMENTARY SCHOOL MAAP

ST. MARTIN EAST ELEMENTARY SCHOOL MAAP ELA AND MATH

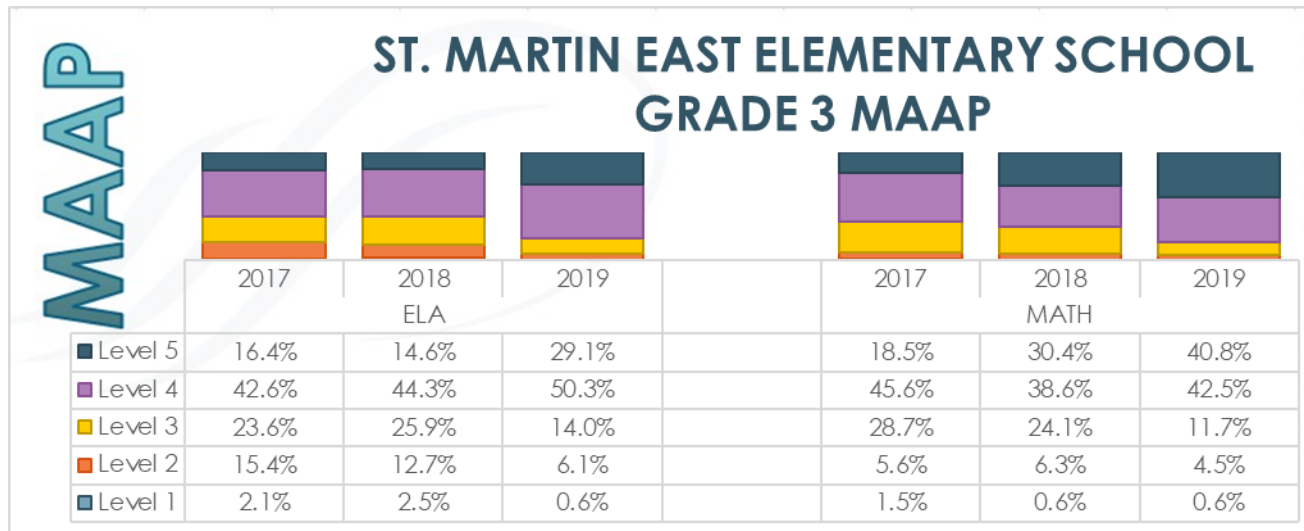


Figure 64: St. Martin East Elementary School MAAP Grade 3

ST. MARTIN EAST ELEMENTARY SCHOOL MAAP DEMOGRAPHICS

ST. MARTIN EAST ELEMENTARY SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	100.0	98.1	0-10%	6.8	0-10%	19.6	11-20%	33.5	41-50%	28.9	21-30%	11.2
FEMALE	100.0	98.0	0-10%	8.5	11-20%	11.7	31-40%	48.9	31-40%	30.9	11-20%	
MALE	100.0	98.1	0-10%	8.7	0-10%	22.0	11-20%	33.6	51-60%	26.3	21-30%	9.5
BLACK OR AFRICAN AMERICAN	100.0	98.3	0-10%	0-10%	21-30%	31-40%	31-40%	31-40%	21-30%	21-30%	0-10%	
WHITE	100.0	97.8	0-10%	7.0	11-20%	12.5	21-30%	52.3	31-40%	28.1	11-20%	
NATIVE AMERICAN		98.7	0-10%		21-30%		31-40%		21-30%		0-10%	
ASIAN	100.0	95.3	8.3	6.0		9.6		21.2	50.0	36.2	41.7	27.1
HISPANIC OR LATINO	<5%	98.3		9.4	11-20%	19.9		34.3	51-60%	28.1	21-30%	8.4
PACIFIC ISLANDER	<5%	96.3		5.8		11.7		28.6		39.0	91-100	14.9
TWO OR MORE RACES	100.0	98.4	0-10%	9.1	11-20%	18.2	31-40%	45.5	31-40%	27.3	11-20%	
ECONOMICALLY DISADVANTAGED	100.0	98.4	0-10%	8.9	0-10%	24.3	11-20%	36.2	41-50%	24.1	21-30%	6.5
NON ECONOMICALLY DISADVANTAGED	100.0	97.4	0-10%	0-10%	0-10%	0-10%	11-20%	21-30%	51-60%	31-40%	31-40%	21-30%
MIGRANT		94.4		21-30%		21-30%		21-30%		11-20%		0-10%
HOMELESS		97.2		11.8	41-50%	26.3	41-50%	33.0		22.3		6.6
FOSTER CARE		97.6		8.8		22.8		34.4	91-100	27.8		6.2
STUDENTS WITH DISABILITIES	100.0	97.1	21-30%	20.0	31-40%	53.3	21-30%	20.0	0-10%	6.7	0-10%	

ST. MARTIN EAST ELEMENTARY SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
STUDENTS WITHOUT DISABILITIES	100.0	98.2	0-10%	0-10%	0-10%	11-20%	0-10%	31-40%	51-60%	31-40%	31-40%	11-20%
ENGLISH LEARNERS	100.0	98.7	6.3	13.9	12.5	24.5		33.7	43.8	22.5	37.5	5.5
NON ENGLISH LEARNERS	100.0	98.1	0-10%	6.6	0-10%	19.5	11-20%	33.5	51-60%	29.1	21-30%	11.4
MILITARY CONNECTED		97.3		0-10%		0-10%		21-30%		31-40%		21-30%

Table 90: St. Martin East Elementary School 2019 MAAP ELA by Demographic Group

ST. MARTIN EAST ELEMENTARY SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	100.0	98.7	0-10%	5.6	0-10%	17.7	11-20%	31.2	41-50%	31.3	41-50%	14.1
FEMALE	100.0	99.0		0-10%	0-10%	11-20%	11-20%	31-40%	41-50%	31-40%	31-40%	11-20%
MALE	100.0	98.4	0-10%	6.7	0-10%	19.4	0-10%	30.7	31-40%	29.4	41-50%	13.8
BLACK OR AFRICAN AMERICAN	100.0	98.6		8.3	0-10%	25.0	21-30%	36.0	51-60%	24.3	11-20%	6.4
WHITE	100.0	98.9	0-10%	0-10%	0-10%	0-10%	0-10%	21-30%	31-40%	31-40%	41-50%	21-30%
NATIVE AMERICAN		98.8		0-10%		11-20%		31-40%		31-40%		11-20%
ASIAN	100.0	98.8		0-10%		0-10%	16.7	11-20%	50.0	31-40%	33.3	41-50%
HISPANIC OR LATINO	<5%	98.6		5.5	11-20%	16.4		30.0	81-90%	34.1		14.0
PACIFIC ISLANDER	<5%	96.9		0-10%		0-10%	91-100	21-30%		31-40%		21-30%
TWO OR MORE RACES	100.0	98.7		0-10%		11-20%	9.1	21-30%	45.5	31-40%	45.5	11-20%
ECONOMICALLY DISADVANTAGED	100.0	98.6		7.2	6.8	22.2	17.1	34.8	52.3	27.3	23.9	8.5
NON ECONOMICALLY DISADVANTAGED	100.0	99.0	0-10%	0-10%	0-10%	0-10%	0-10%	21-30%	31-40%	31-40%	51-60%	21-30%
MIGRANT		93.2		15.6		21.9		35.4		17.7		9.4
HOMELESS		96.6		10.7		25.8	41-50%	32.9	41-50%	23.8		6.8
FOSTER CARE		97.0		8.7		20.4		35.2	91-100	28.0		7.8
STUDENTS WITH DISABILITIES	100.0	96.8	6.7	11-20%	33.3	31-40%	13.3	21-30%	33.3	11-20%	13.3	0-10%
STUDENTS WITHOUT DISABILITIES	100.0	99.1	0-10%	0-10%	0-10%	11-20%	11-20%	31-40%	41-50%	31-40%	41-50%	11-20%
ENGLISH LEARNERS	100.0	98.6		7.1	6.3	18.6	12.5	30.5	62.5	30.3	18.8	13.5
NON ENGLISH LEARNERS	100.0	98.7	0-10%	5.6	0-10%	17.7	11-20%	31.3	31-40%	31.4	41-50%	14.1
MILITARY CONNECTED		98.9		0-10%		0-10%		21-30%		31-40%		31-40%

Table 91: St. Martin East Elementary School 2019 MAAP MATH by Demographic Group

SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at St. Martin East Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Fifty-three (53) faculty and staff members, three hundred thirty-nine (339) parents, and twenty-three (23) students responded to the survey.

ST. MARTIN EAST ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	40	75.5%
Agree	13	24.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	36	67.9%
Agree	17	32.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	44	83.0%
Agree	9	17.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	40	75.5%
Agree	12	22.6%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	33	62.3%
Agree	19	35.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	19	0.0%
Supporting college and career counseling	9	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	36	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	10	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	15	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	19	35.8%
Providing school-based mental health services and counseling	31	58.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	11	20.8%
Establishing or improving dropout prevention	6	11.3%
Supporting re-entry programs and transition services for Justice-involved youth	4	7.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	21	39.6%
Implementing systems and practices to prevent bullying and harassment	23	43.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	22	41.5%
Establishing community partnerships	14	26.4%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	24	45.3%
Building technological capacity and infrastructure	21	39.6%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	14	26.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	22	41.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	15	28.3%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	21	39.6%
Expedited evaluation services for students with limited English	9	17.0%
Expedited evaluation services for gifted and talented students	10	18.9%
Additional academic support	22	41.5%
Tutoring	23	43.4%
Enrichment educational services	9	17.0%
Counseling	25	47.2%
Mentors	25	47.2%
School supplies	29	54.7%
School uniforms	31	58.5%
Dental referrals	15	28.3%
Medical referrals	18	34.0%
Bullying assistance	8	15.1%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	40	75.5%
Agree	13	24.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	39	73.6%
Agree	14	26.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	39	73.6%
Agree	13	24.5%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	39	73.6%
Agree	13	24.5%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	30	56.6%
Agree	23	43.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	38	71.7%
Agree	15	28.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

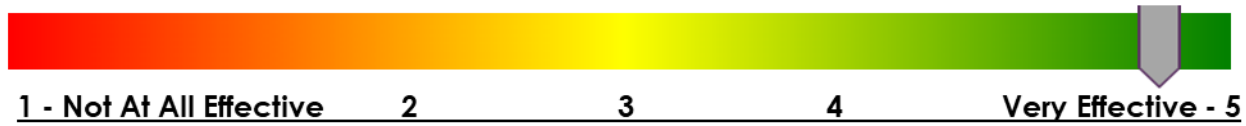
	Count	Percentage
Strongly Agree	36	67.9%
Agree	17	32.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TC111

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	35	66.0%
Agree	15	28.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.7%

JCSDTC11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	39	73.6%
Agree	14	26.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	6	11.3%
Agree	39	73.6%
Disagree	8	15.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	31	58.5%
Agree	22	41.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	38	71.7%
Agree	15	28.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	33	62.3%
Agree	20	37.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	31	58.5%
Agree	20	37.7%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	24	45.3%
Agree	25	47.2%
Disagree	4	7.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	27	50.9%
Agree	23	43.4%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.8%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	25	47.2%
Agree	27	50.9%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	20	37.7%
Agree	22	41.5%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	18.9%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	34	64.2%
Agree	19	35.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	34	64.2%
Agree	17	32.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.8%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	33	62.3%
Agree	20	37.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	30	56.6%
Agree	23	43.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	33	62.3%
Agree	19	35.9%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	28	52.8%
Agree	25	47.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	35	66.0%
Agree	16	30.2%
Disagree	2	3.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from St. Martin East Elementary School feel the school does well in making students feel valued and safe. They think that the house system, a school nurse on campus, and room transformations have enhanced the school culture and climate. One faculty member said, "St. Martin East is an awesome school where we value each student. Our administration,

faculty, and staff work hard to create a fun and safe educational environment for all of our students not only to succeed, but thrive in. The principals at St. Martin East celebrate students whenever possible, and it truly helps our students stay motivated throughout the year." Respondents believe the school should be expanded to accommodate overcrowding, that the atrium should be closed to enhance safety, and that bathrooms should be upgraded. Internet speed is also an issue. Another teacher pointed out, "We need more money to provide more teachers for SPED students. The number of students who are tested into the program is rising, and the staff numbers are not increasing at a rate to keep up and provide the students with what they need."

ST. MARTIN EAST ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	215	63.4%
Agree	115	33.9%
Disagree	3	0.9%
Strongly Disagree	2	0.6%
Not Applicable or No Information	4	1.2%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	123	36.3%
Agree	104	30.7%
Disagree	8	2.4%
Strongly Disagree	4	1.2%
Not Applicable or No Information	100	29.5%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	237	69.9%
Agree	86	25.4%
Disagree	0	0.0%
Strongly Disagree	1	0.3%
Not Applicable or No Information	15	4.4%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	216	63.7%
Agree	107	31.6%
Disagree	10	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	1.8%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	144	42.5%
Agree	135	39.8%
Disagree	9	2.7%
Strongly Disagree	1	0.3%
Not Applicable or No Information	50	14.8%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	116	34.2%
Supporting college and career counseling	85	25.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	231	68.1%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	63	18.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	85	25.1%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	95	28.0%
Providing school-based mental health services and counseling	146	43.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	59	17.4%
Establishing or improving dropout prevention	71	20.9%
Supporting re-entry programs and transition services for Justice-involved youth	38	11.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	142	41.9%
Implementing systems and practices to prevent bullying and harassment	167	49.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	127	37.5%
Establishing community partnerships	61	18.0%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	170	50.1%
Building technological capacity and infrastructure	103	30.4%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	120	35.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	109	32.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	99	29.2%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	50	14.7%
Computer Classes	75	22.1%
Conflict Resolution	90	26.5%
Discipline	82	24.2%
Drug/Alcohol Awareness	60	17.7%
English as a Second Language	38	11.2%
Health Classes	73	21.5%
Literacy Classes	44	13.0%
Math Classes	70	20.6%
Parent-to-School Relationships	102	30.1%
Parent/Child Communication	128	37.8%
Preparing for College	86	25.4%
Parenting Workshops	65	19.2%
Social Media Classes	43	12.7%
Stress/Anger Management	104	30.7%
Understanding College- and Career-Ready Standards	74	21.8%
Other	13	3.8%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	120	35.4%
Parental advisory committees	28	8.3%
PTO/PTA meetings and activities	9	2.7%
Ways to help at the classroom level	142	41.9%
Other ways to get involved in my school (district)	40	11.8%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	94	27.7%
Very likely	128	37.8%
Moderately likely	98	28.9%
Slightly likely	16	4.7%
Not at all likely	3	0.9%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	177	52.2%
Agree	140	41.3%
Disagree	9	2.7%
Strongly Disagree	4	1.2%
Not Applicable or No Information	9	2.7%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	173	51.0%
Agree	149	44.0%
Disagree	6	1.8%
Strongly Disagree	1	0.3%
Not Applicable or No Information	10	3.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	174	51.3%
Agree	145	42.8%
Disagree	8	2.4%
Strongly Disagree	4	1.2%
Not Applicable or No Information	8	2.4%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	188	55.5%
Agree	132	38.9%
Disagree	11	3.2%
Strongly Disagree	1	0.3%
Not Applicable or No Information	7	2.1%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	149	44.0%
Agree	138	40.7%
Disagree	28	8.3%
Strongly Disagree	3	0.9%
Not Applicable or No Information	21	6.2%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	146	43.1%
Agree	133	39.2%
Disagree	9	2.7%
Strongly Disagree	6	1.8%
Not Applicable or No Information	45	13.3%

JCSDPCI1: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	149	44.0%
Agree	163	48.1%
Disagree	18	5.3%
Strongly Disagree	5	1.5%
Not Applicable or No Information	4	1.2%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	140	41.3%
Agree	177	52.2%
Disagree	15	4.4%
Strongly Disagree	2	0.6%
Not Applicable or No Information	5	1.5%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	162	47.8%
Agree	151	44.5%
Disagree	17	5.0%
Strongly Disagree	8	2.4%
Not Applicable or No Information	1	0.3%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	148	43.7%
Agree	159	46.9%
Disagree	23	6.8%
Strongly Disagree	3	0.9%
Not Applicable or No Information	6	1.8%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	140	41.3%
Agree	167	49.3%
Disagree	20	5.9%
Strongly Disagree	2	0.6%
Not Applicable or No Information	10	3.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	198	58.4%
Agree	126	37.2%
Disagree	10	3.0%
Strongly Disagree	2	0.6%
Not Applicable or No Information	3	0.9%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	128	37.8%
Agree	146	43.1%
Disagree	38	11.2%
Strongly Disagree	8	2.4%
Not Applicable or No Information	19	5.6%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	123	36.3%
Agree	175	51.6%
Disagree	24	7.1%
Strongly Disagree	5	1.5%
Not Applicable or No Information	12	3.5%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	134	39.5%
Agree	161	47.5%
Disagree	36	10.6%
Strongly Disagree	7	2.1%
Not Applicable or No Information	1	0.3%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	138	40.7%
Agree	148	43.7%
Disagree	11	3.2%
Strongly Disagree	6	1.8%
Not Applicable or No Information	36	10.6%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	140	41.3%
Agree	173	51.0%
Disagree	6	1.8%
Strongly Disagree	2	0.6%
Not Applicable or No Information	18	5.3%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	149	44.0%
Agree	165	48.7%
Disagree	5	1.5%
Strongly Disagree	2	0.6%
Not Applicable or No Information	18	5.3%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	134	39.5%
Agree	166	49.0%
Disagree	10	3.0%
Strongly Disagree	3	0.9%
Not Applicable or No Information	26	7.7%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	129	38.1%
Agree	170	50.2%
Disagree	18	5.3%
Strongly Disagree	6	1.8%
Not Applicable or No Information	16	4.7%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	180	53.1%
Agree	144	42.5%
Disagree	9	2.7%
Strongly Disagree	3	0.9%
Not Applicable or No Information	3	0.9%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	124	36.6%
Agree	124	36.6%
Disagree	9	2.7%
Strongly Disagree	4	1.2%
Not Applicable or No Information	78	23.0%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	168	49.6%
Agree	157	46.3%
Disagree	4	1.2%
Strongly Disagree	3	0.9%
Not Applicable or No Information	7	2.1%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	133	39.2%
Agree	145	42.8%
Disagree	7	2.1%
Strongly Disagree	5	1.5%
Not Applicable or No Information	49	14.5%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	146	43.1%
Agree	161	47.5%
Disagree	13	3.8%
Strongly Disagree	3	0.9%
Not Applicable or No Information	16	4.7%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	163	48.1%
Agree	156	46.0%
Disagree	13	3.8%
Strongly Disagree	4	1.2%
Not Applicable or No Information	3	0.9%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	162	47.8%
Agree	161	47.5%
Disagree	5	1.5%
Strongly Disagree	3	0.9%
Not Applicable or No Information	8	2.4%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	158	46.6%
Agree	161	47.5%
Disagree	5	1.5%
Strongly Disagree	3	0.9%
Not Applicable or No Information	12	3.5%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from St. Martin East Elementary School are enthusiastic about the welcoming and energetic atmosphere, the outstanding communication between school and home, and the positive recognition students receive for achievement, attendance, and behavior. One

parent commented, "My child is no doubt at the best school ever. The staff and administrators go above and beyond to create a family environment. Learning is fun, engaging, and presented in an amazing way with transformations that take place in all classrooms!" Respondents expressed concerns about small, overcrowded classrooms, the suitability of the Accelerated Reader program for good readers, and the availability of one-on-one tutoring and interventions rather than a computer program. Another parent stated, "St. Martin East is in tremendous need of new facilities; their classrooms and buildings just look old and don't seem to be ready for the technology that students use today."

ST. MARTIN EAST ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	21	91.3%
Agree	2	8.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	17	73.9%
Agree	5	21.7%
Disagree	0	0.0%
Strongly Disagree	1	4.4%
Not Applicable or No Information	0	0.0%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	21	91.3%
Agree	1	4.4%
Disagree	1	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	8	34.8%
Agree	9	39.1%
Disagree	3	13.0%
Strongly Disagree	3	13.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	19	82.6%
Agree	4	17.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	20	87.0%
Agree	3	13.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	18	78.3%
Agree	5	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	17	73.9%
Agree	5	21.7%
Disagree	1	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	22	95.7%
Agree	1	4.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	19	82.6%
Agree	3	13.0%
Disagree	0	0.0%
Strongly Disagree	1	4.4%
Not Applicable or No Information	0	0.0%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	16	69.6%
Agree	5	21.7%
Disagree	2	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	21	91.3%
Agree	2	8.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	19	82.6%
Agree	4	17.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	17	73.9%
Agree	6	26.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	19	82.6%
Agree	3	13.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.4%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	14	60.9%
Agree	5	21.7%
Disagree	2	8.7%
Strongly Disagree	2	8.7%
Not Applicable or No Information	0	0.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	19	82.6%
Agree	3	13.0%
Disagree	0	0.0%
Strongly Disagree	1	4.4%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	20	87.0%
Agree	3	13.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	19	82.6%
Agree	4	17.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	21	91.3%
Agree	2	8.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	21	91.3%
Agree	2	8.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	18	78.3%
Agree	5	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	20	87.0%
Agree	3	13.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	16	69.6%
Agree	4	17.4%
Disagree	1	4.4%
Strongly Disagree	2	8.7%
Not Applicable or No Information	0	0.0%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	18	78.3%
Agree	5	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	18	78.3%
Agree	4	17.4%
Disagree	1	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	20	87.0%
Agree	3	13.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	20	87.0%
Agree	3	13.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	19	82.6%
Agree	4	17.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	18	78.3%
Agree	5	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	19	82.6%
Agree	4	17.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	20	87.0%
Agree	2	8.7%
Disagree	1	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from St. Martin East Elementary School feel the school is “awesome!” They feel that the school makes learning fun, keeps students safe, and helps them learn. One student stated, “I LOVE the way you CELEBRATE!!” Respondents would like more time outside, improved playground and gym equipment, and upgraded bathrooms.



NOTES

SECTION 12

ST. MARTIN NORTH ELEMENTARY SCHOOL

INTRODUCTION

St. Martin North Elementary School is located at 16308 Lemoyne Boulevard in Biloxi, Mississippi. In 2019-2020, it houses five hundred ninety-five (595) students in prekindergarten through third grades (PK-3). St. Martin North Elementary School supports the JCSD mission statement to “provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens.”

The Program of Research and Evaluation for Public Schools (PREPS) recently announced its 2020 Value-Added Awards, which identify PREPS member schools deemed as adding value by performing significantly better than other schools with comparable socioeconomic circumstances. SMNE won an award for English/language arts.



What's buzzing in your hive?

The SMNE Hives is a positive behavior system based on Attendance, Academics, and Accountability. The Hives are named by the Six Pillars of Character. Those positive character traits witnessed in the students of SMNE are celebrated by the entire student body, staff, and faculty of the school! The Hive with the most points becomes the coveted Hive of the Month, hive members are invited to a special celebration, and their colors are displayed throughout the school! It's a BUZZIN' good time here at SMNE!!!

ENROLLMENT

ST. MARTIN NORTH ELEMENTARY SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP

BY GRADE				BY DEMOGRAPHIC GROUP							
	2018	2019	2020	2018		2019		2020			
				#	%	#	%	#	%		
PK		*	*								
PK SPED		10	10	GENDER							
K	120	143	127	FEMALE		295	47.3%	268	44.1%	261	43.9%
K SPED	*	*	*	MALE		329	52.7%	340	55.9%	334	56.1%
ELEM. SPED	*	*	11	RACE							
GR 1	163	136	157	AFRICAN AMERICAN		113	18.1%	120	19.7%	109	18.3%
GR 2	148	164	125	ASIAN		35	5.6%	39	6.4%	34	5.7%
GR 3	172	139	161	HISPANIC OR LATINO		29	4.7%	30	4.9%	*	*
GR 4				NATIVE AMERICAN		*	*				
GR 5				PACIFIC ISLANDER		*	*	*	*	*	*
GR 6				TWO OR MORE RACES		32	5.1%	*	*	44	7.4%
GR 7				WHITE		411	65.9%	390	64.1%	377	63.4%
GR 8											
GR 9											
GR 10											
GR 11											
GR 12											
SEC. SPED											
SEC. GED											
TOTAL	624	608	595								



Table 92: St. Martin North Elementary School Enrollment by Grade and Demographic Group

ATTENDANCE

ST. MARTIN NORTH ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

GRADE	2017	2018	2019	GRADE	2017	2018	2019
K-SPED	1.8	5.6	3.7	GRADE_07			
K	142.7	114.7	132.3	GRADE_08			
ELEM. SPED	16.7	13.5	6.8	GRADE_09			
GRADE_01	138.6	158.4	128.3	GRADE_10			
GRADE_02	151.9	140.7	153.8	GRADE_11			
GRADE_03	163.8	161.7	131.3	GRADE_12			
GRADE_04				SEC. SPED			
GRADE_05				SEC. GED			
GRADE_06				TOTAL	615.6	594.5	556.2

Table 93: St. Martin North Elementary School Average Daily Attendance

2018-2019 St. Martin North Elementary ADA by Month

Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
94.53	95.03	93.34	94.44	93.83	89.14	93.22	94.47	91.19

Table 94: 2018-2019 St. Martin North Elementary School ADA by Month

SMNE FACULTY ADA AWARDS:

Best ADA in St. Martin Award

August 2018, October 2018, November 2018, December 2018, February 2019

2017-2019 ST. MARTIN NORTH ELEMENTARY SCHOOL CHRONIC ABSENTEE RATES

CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	14.8%	14.2%
	2018		20.2%	16.9%
	2019		17.1%	13.1%
GENDER	2018	FEMALE	19.7%	16.8%
	2019		15.9%	12.7%
	2018	MALE	20.7%	16.9%
	2019		17.9%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		
	2019			20.2%
	2018	ASIAN	9.8%	6.7%
	2019		12.5%	5.2%
	2018	BLACK OR AFRICAN AMERICAN	20.4%	16.0%
	2019		17.2%	13.4%
	2018	HISPANIC OR LATINO	22.9%	
	2019		15.2%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5%	
	2019		<5%	
	2018	TWO OR MORE RACES	22.5%	18.3%
	2019		11.4%	13.7%
	2018	WHITE	20.6%	18.3%
	2019		18.0%	13.1%
DISABILITY	2018	STUDENTS WITH DISABILITIES	29.8%	21.8%
	2019		17.7%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	18.3%	16.1%
	2019		16.9%	12.4%
EL	2018	ENGLISH LEARNERS	14.6%	11.1%
	2019		12.5%	9.1%

Table 95: 2017-2019 St. Martin North Elementary School Chronic Absentee Rates



DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	<5%	<5%	<10		
2019		<5%	<5%	<5%	<10	<5%	<5%
2018	FEMALE		<5%				
2019						<5%	<5%
2018	MALE		<5%				
2019						<5%	<5%
2018	NATIVE AMERICAN						
2019						<5%	<5%
2018	ASIAN						
2019						<5%	<5%
2018	BLACK OR AFRICAN AMERICAN		<5%				
2019						<5%	<5%
2018	HISPANIC OR LATINO						
2019						<5%	<5%
2018	PACIFIC ISLANDER						
2019						<5%	<5%
2018	TWO OR MORE RACES		<5%				
2019						<5%	<5%
2018	WHITE						
2019						<5%	<5%
2018	STUDENTS WITH DISABILITIES						
2019						<5%	<5%
2018	STUDENTS WITHOUT DISABILITIES		<5%				
2019						<5%	<5%
2018	ENGLISH LEARNERS						
2019						<5%	<5%
2018	NON ENGLISH LEARNERS		<5%				
2019						<5%	<5%

Table 96: 2018-2019 St. Martin North Elementary School MSIS Reported Disciplinary Incidents

2015-2019 ST. MARTIN NORTH ELEMENTARY SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER														
[KEY: BL -BLACK/AFRICAN AMERICAN; WH -WHITE; AS -ASIAN; HS -HISPANIC/LATINO; 2+ -TWO OR MORE RACES; NA -NATIVE AMERICAN; PI -PACIFIC ISLANDER; EXPULSION+ -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]														
RACE	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
ST. MARTIN NORTH ELEM.	1									2				3
SUSPENSION														
2017-18	1									2				3

Table 97: 2015-2019 St. Martin North Elementary School Disciplinary Dispensations by Race and Gender

PERSONNEL

2019 ST. MARTIN NORTH ELEMENTARY SCHOOL INSTRUCTIONAL PERSONNEL CHARACTERISTICS				
TEACHERS	TOTAL		#	36.57
	EXPERIENCED	ALL	#	29.68
			%	81.1%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	
			%	
	EMERGENCY PROVISIONAL	ALL	#	0
			%	0.0%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	
		%		
	TEACHING IN FIELD	ALL	#	36.58
			%	100.0%
HIGH POVERTY SCHOOL		#		
		%		
LOW POVERTY SCHOOL		#		
	%			
PRINCIPALS		TOTAL	#	2
		EXPERIENCED	#	2
			%	100.0%

Table 98: 2019 St. Martin North Elementary School Instructional Personnel Characteristics

ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 St. Martin North Elementary School Accountability			
2017 Accountability Rating:	C	2016 Accountability Rating:	A
Former Baseline Grade:	C	New Baseline Grade:	C
POINTS: 344.2	Reading	Mathematics	Science
PROFICIENCY	42.4%	52.1%	
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>50</i>
GROWTH ALL STUDENTS	57.6%	54.9%	Participation Rate
<i>Possible points</i>	<i>100</i>	<i>100</i>	
GROWTH LOW 25%	45.6%	42.4%	100.0%
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>200</i>

Figure 65: 2017 St. Martin North Elementary School Accountability

2018 ACCOUNTABILITY

2018 St. Martin North Elementary School Accountability			
Accountability Rating:	B	Accountability Rating with EL	B
Total Points	401	Total Points with EL	401
	Reading	Mathematics	Science
PROFICIENCY <i>Possible 2018/2019</i>	55.4% 100/95	62.5% 100/95	50/47.5
GROWTH ALL STUDENTS <i>Possible 2018/2019</i>	64.0% 100/95	63.8% 100/95	EL Progress
GROWTH LOW 25% <i>Possible 2018/2019</i>	56.4% 100/95	41.7% 100/95	

Figure 66: 2018 St. Martin North Elementary School Accountability

2019 ACCOUNTABILITY

2019 St. Martin North Elementary School Accountability			
Accountability Rating:	B	Total Points	401
	Reading	Mathematics	Science
PROFICIENCY <i>Possible Points</i>	68.9% 95	66.7% 95	47.5
GROWTH ALL STUDENTS <i>Possible Points</i>	64.2% 95	56.4% 95	EL Progress
GROWTH LOW 25% <i>Possible Points</i>	48.6% 95	25.8% 95	

Figure 67: 2019 St. Martin North Elementary School Accountability

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 ST. MARTIN NORTH ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP															
Subgroup	MATH			ELA			USH	SCI	CC	GRAD			EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth	
ALL	66.7	56.4	25.8	68.9	64.2	48.6						4.5	<10	68.75	
Female	65.1	49.3	24	79.4	70.9	53.4									
Male	68.1	63.8		59.7	57.3	40.4									
Asian	90			70											
Black or African American	53.3	44.4	32.5	63.3	53.7	52.5									
Hispanic or Latino															
Native American															
Pacific Islander															
Two or More Races	57.1			92.9											
White	68.5	57.1	18.2	67.1	64.9	46.7									
Students with Disabilities	37.9	28.8		34.5	34.6										
Students w/o Disabilities	74.5	59.5	24	78.3	67.4	56.7									
Economically Disadvantaged	60	46.3	22.9	65.9	53.4	39.1									
Non Econ. Disadvantaged	78	69.4		74	78	66.7									
English Learners	90.9			72.7											
Non English Learners	64.5	55.9	22.7	68.5	63.9	47.1									
Foster Care															
Homeless															
Non Homeless															
Migrant															
Non Migrant															
Military Connected															

Table 99: 2018-2019 St. Martin North Elementary School Accountability by Demographic Group

2019 ACCOUNTABILITY GOALS

2019 St. Martin North Elementary School Accountability Goals						
	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	66.7%	44.1%	57.0%	70.0%	47.0%
	FEMALE	65.1%				48.9%
	MALE	68.1%				45.1%
	ASIAN	90.0%	68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN	53.3%	35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO		45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES	57.1%	47.5%	58.7%	70.0%	53.7%
	WHITE	68.5%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES	37.9%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	74.5%				51.1%
	ECONOMICALLY DISADVANTAGED	60.0%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	78.0%				67.7%
	ENGLISH LEARNERS	90.9%	38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	64.5%				47.2%
	FOSTER CARE					37.4%
	HOMELESS					32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%
ENGLISH PROFICIENCY	ALL	68.9%	45.1%	57.5%	70.0%	41.8%
	FEMALE	79.4%				45.9%
	MALE	59.7%				37.8%
	ASIAN	70.0%	61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN	63.3%	35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO		42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN		42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER		55.9%	63.0%	70.0%	56.8%
	TWO OR MORE RACES	92.9%	48.2%	59.1%	70.0%	48.0%
	WHITE	67.1%	55.0%	62.5%	70.0%	57.0%
	STUDENTS WITH DISABILITIES	34.5%	29.3%	49.6%	70.0%	17.6%
	STUDENTS WITHOUT DISABILITIES	78.3%				45.5%
	ECONOMICALLY DISADVANTAGED	65.9%	39.6%	54.8%	70.0%	32.4%
	NON ECONOMICALLY DISADVANTAGED	74.0%				61.7%
	ENGLISH LEARNERS	72.7%	32.4%	51.2%	70.0%	19.4%
	NON ENGLISH LEARNERS	68.5%				42.2%
	FOSTER CARE					36.2%
	HOMELESS					30.7%
	MIGRANT					30.7%
	MILITARY CONNECTED					63.9%

Table 100: 2019 St. Martin North Elementary School Accountability Goals

ASSESSMENT

ST. MARTIN NORTH ELEMENTARY SCHOOL KINDERGARTEN READINESS

St. Martin North Elementary School Kindergarten Readiness Public Prekindergarten and Kindergarten										
	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018	Spring 2019	NET GAIN	Fall 2019
PREKINDERGARTEN							*	*	*	*
KINDERGARTEN	524	715	191	491	699	208	477	691	214	490

Table 101: St. Martin North Elementary School Kindergarten Readiness Assessment Prekindergarten and Kindergarten

ST. MARTIN NORTH ELEMENTARY SCHOOL THIRD GRADE READING

ST. MARTIN NORTH ELEMENTARY SCHOOL THIRD GRADE READING						
	2017		2018		2019☀	
	PASS	FAIL	PASS	FAIL	PASS	FAIL
ST. MARTIN NORTH ELEMENTARY	≥ 95.0%	≤ 5%	≥ 95.0%	≤ 5.0%	88.1%	11.9%

☀ Required scoring level raised to Level 3

Table 102: St. Martin North Elementary School Third Grade Reading

ST. MARTIN NORTH ELEMENTARY SCHOOL MAAP

ST. MARTIN NORTH ELEMENTARY SCHOOL MAAP ELA AND MATH

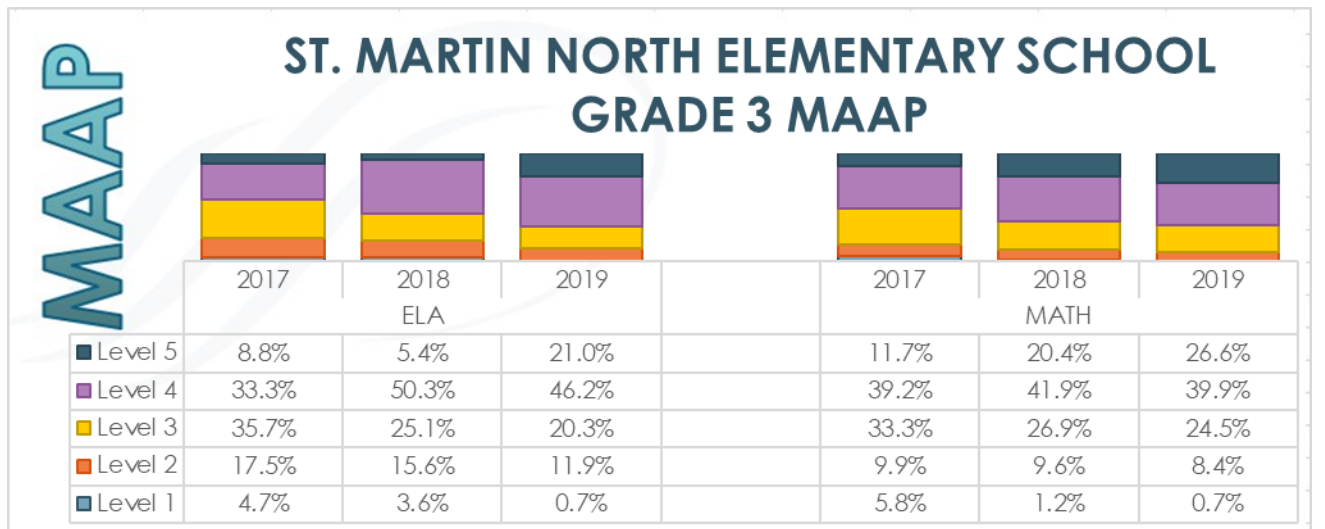


Figure 68: St. Martin North Elementary School MAAP Grade 3



ST. MARTIN NORTH ELEMENTARY SCHOOL MAAP DEMOGRAPHICS

ST. MARTIN NORTH ELEMENTARY SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	100.0	98.1	0-10%	6.8	11-20%	19.6	21-30%	33.5	41-50%	28.9	21-30%	11.2
FEMALE	100.0	98.0		0-10%	10.5	11-20%	13.4	31-40%	47.8	31-40%	28.4	11-20%
MALE	100.0	98.1	0-10%	8.7	11-20%	22.0	21-30%	33.6	41-50%	26.3	11-20%	9.5
BLACK OR AFRICAN AMERICAN	100.0	98.3	0-10%	0-10%	11-20%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%	0-10%
WHITE	100.0	97.8		0-10%	12.5	11-20%	23.8	21-30%	38.8	31-40%	25.0	11-20%
NATIVE AMERICAN		98.7		0-10%		21-30%		31-40%		21-30%		0-10%
ASIAN	100.0	95.3		6.0	10.0	9.6	20.0	21.2	60.0	36.2	10.0	27.1
HISPANIC OR LATINO	<5%	98.3		9.4	11-20%	19.9	11-20%	34.3	51-60%	28.1	11-20%	8.4
PACIFIC ISLANDER	<5%	96.3		5.8	91-100	11.7		28.6		39.0		14.9
TWO OR MORE RACES	100.0	98.4		0-10%	6.3	11-20%	6.3	31-40%	81.3	31-40%	6.3	11-20%
ECONOMICALLY DISADVANTAGED	100.0	98.4	0-10%	8.9	11-20%	24.3	21-30%	36.2	41-50%	24.1	11-20%	6.5
NON ECONOMICALLY DISADVANTAGED	100.0	97.4	0-10%	0-10%	11-20%	0-10%	11-20%	21-30%	31-40%	31-40%	31-40%	21-30%
MIGRANT		94.4		21-30%		21-30%		21-30%		11-20%		0-10%
HOMELESS		97.2		11.8	41-50%	26.3		33.0	41-50%	22.3		6.6
FOSTER CARE		97.6		8.8	41-50%	22.8	41-50%	34.4		27.8		6.2
STUDENTS WITH DISABILITIES	100.0	97.1		21-30%	31-40%	31-40%	31-40%	21-30%	21-30%	0-10%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	100.0	98.2	0-10%	0-10%	0-10%	11-20%	11-20%	31-40%	51-60%	31-40%	21-30%	11-20%
ENGLISH LEARNERS	100.0	98.7		13.9	25.0	24.5		33.7	75.0	22.5		5.5
NON ENGLISH LEARNERS	100.0	98.1	0-10%	6.6	11-20%	19.5	21-30%	33.5	41-50%	29.1	21-30%	11.4
MILITARY CONNECTED		97.3		0-10%		0-10%		21-30%		31-40%		21-30%

Table 103: St. Martin North Elementary School 2019 MAAP ELA by Demographic Group

ST. MARTIN NORTH ELEMENTARY SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	100.0	98.7	0-10%	5.6	0-10%	17.7	21-30%	31.2	31-40%	31.3	21-30%	14.1
FEMALE	100.0	99.0	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	31-40%	31-40%	31-40%	11-20%
MALE	100.0	98.4	0-10%	6.7	0-10%	19.4	21-30%	30.7	41-50%	29.4	21-30%	13.8
BLACK OR AFRICAN AMERICAN	100.0	98.6		8.3	9.4	25.0	37.5	36.0	12.5	24.3	40.6	6.4
WHITE	100.0	98.9	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%

ST. MARTIN NORTH ELEMENTARY SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
NATIVE AMERICAN		98.8		0-10%		11-20%		31-40%		31-40%		11-20%
ASIAN	100.0	98.8		0-10%		0-10%	10.0	11-20%	50.0	31-40%	40.0	41-50%
HISPANIC OR LATINO	<5%	98.6		5.5	11-20%	16.4		30.0	71-80%	34.1	11-20%	14.0
PACIFIC ISLANDER	<5%	96.9		0-10%		0-10%		21-30%	91-100	31-40%		21-30%
TWO OR MORE RACES	100.0	98.7		0-10%	6.3	11-20%	31.3	21-30%	56.3	31-40%	6.3	11-20%
ECONOMICALLY DISADVANTAGED	100.0	98.6	0-10%	7.2	0-10%	22.2	21-30%	34.8	31-40%	27.3	11-20%	8.5
NON ECONOMICALLY DISADVANTAGED	100.0	99.0	0-10%	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	31-40%	31-40%	21-30%
MIGRANT		93.2		15.6		21.9		35.4		17.7		9.4
HOMELESS		96.6		10.7		25.8		32.9	91-100	23.8		6.8
FOSTER CARE		97.0		8.7	41-50%	20.4	41-50%	35.2		28.0		7.8
STUDENTS WITH DISABILITIES	100.0	96.8	6.9	11-20%	17.2	31-40%	44.8	21-30%	24.1	11-20%	6.9	0-10%
STUDENTS WITHOUT DISABILITIES	100.0	99.1	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	31-40%	11-20%
ENGLISH LEARNERS	100.0	98.6		7.1	8.3	18.6		30.5	75.0	30.3	16.7	13.5
NON ENGLISH LEARNERS	100.0	98.7	0-10%	5.6	0-10%	17.7	21-30%	31.3	31-40%	31.4	21-30%	14.1
MILITARY CONNECTED		98.9		0-10%		0-10%		21-30%		31-40%		31-40%

Table 104: St. Martin North Elementary School 2019 MAAP MATH by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at St. Martin North Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-nine (49) faculty and staff members, one hundred forty-three (143) parents, and ninety-seven (97) students responded to the survey.

ST. MARTIN NORTH ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	33	67.4%
Agree	16	32.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	24	49.0%
Agree	21	42.9%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.1%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	31	63.3%
Agree	6	12.2%
Disagree	5	10.2%
Strongly Disagree	1	2.0%
Not Applicable or No Information	6	12.2%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	43	87.8%
Agree	6	12.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	26	53.1%
Agree	20	40.8%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	13	0.0%
Supporting college and career counseling	11	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	36	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	15	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	13	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	20	40.8%
Providing school-based mental health services and counseling	37	75.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	13	26.5%
Establishing or improving dropout prevention	8	16.3%
Supporting re-entry programs and transition services for Justice-involved youth	4	8.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	10	20.4%
Implementing systems and practices to prevent bullying and harassment	20	40.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	13	26.5%
Establishing community partnerships	12	24.5%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	29	59.2%
Building technological capacity and infrastructure	16	32.7%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	8	16.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	16	32.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	13	26.5%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	19	38.8%
Expedited evaluation services for students with limited English	9	18.4%
Expedited evaluation services for gifted and talented students	7	14.3%
Additional academic support	25	51.0%
Tutoring	24	49.0%
Enrichment educational services	9	18.4%
Counseling	27	55.1%
Mentors	23	46.9%
School supplies	21	42.9%
School uniforms	26	53.1%
Dental referrals	10	20.4%
Medical referrals	8	16.3%
Bullying assistance	9	18.4%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	35	71.4%
Agree	13	26.5%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	32	65.3%
Agree	15	30.6%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	33	67.4%
Agree	15	30.6%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	30	61.2%
Agree	17	34.7%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	29	59.2%
Agree	18	36.7%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	31	63.3%
Agree	17	34.7%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

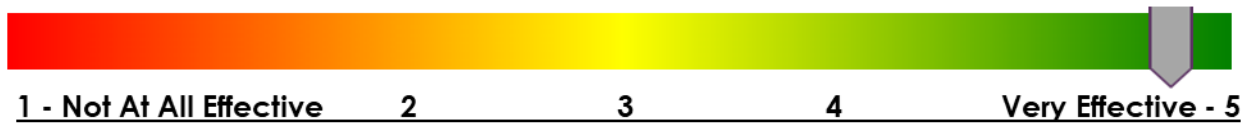
	Count	Percentage
Strongly Agree	30	61.2%
Agree	18	36.7%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TC111

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	32	65.3%
Agree	10	20.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	14.3%

JCSDTCI1: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	23	46.9%
Agree	21	42.9%
Disagree	3	6.1%
Strongly Disagree	2	4.1%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	5	10.2%
Agree	27	55.1%
Disagree	14	28.6%
Strongly Disagree	3	6.1%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	18	36.7%
Agree	23	46.9%
Disagree	5	10.2%
Strongly Disagree	1	2.0%
Not Applicable or No Information	2	4.1%

Summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	19	38.8%
Agree	26	53.1%
Disagree	4	8.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	23	46.9%
Agree	24	49.0%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS4		
My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	25	51.0%
Agree	22	44.9%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Summary for SACS5		
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	21	42.9%
Agree	25	51.0%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Summary for SACS21		
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	21	42.9%
Agree	23	46.9%
Disagree	4	8.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	19	38.8%
Agree	28	57.1%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	18	36.7%
Agree	23	46.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	16.3%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	27	55.1%
Agree	21	42.9%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	24	49.0%
Agree	22	44.9%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	23	46.9%
Agree	25	51.0%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	26	53.1%
Agree	21	42.9%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	25	51.0%
Agree	18	36.7%
Disagree	4	8.2%
Strongly Disagree	1	2.0%
Not Applicable or No Information	1	2.0%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	17	34.7%
Agree	29	59.2%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	14	28.6%
Agree	29	59.2%
Disagree	2	4.1%
Strongly Disagree	3	6.1%
Not Applicable or No Information	1	2.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from St. Martin North Elementary School feel the school does well in working together to support student progress, using technology in the classroom, and caring for students' well-being. One faculty member said, "Our school has a large population of students with tremendous needs. Our teachers are so compassionate and are so willing to do anything that is

ST. MARTIN NORTH ELEMENTARY SCHOOL

necessary to help these children succeed -- extra tutoring, food, uniforms, whatever! I have seen children blossom here with all of the love and compassion that is showered on them." Respondents believe that the school needs a full-time nurse and a behavior specialist and/or behavior modification class. They also feel that class sizes need to be smaller. One faculty member commented, "I think our administration needs to be present in our classrooms to know who is following curriculum guidelines. I think they could observe classroom management and offer solutions and strategies for those teachers who struggle in those areas."

ST. MARTIN NORTH ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	85	59.4%
Agree	53	37.1%
Disagree	3	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.4%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	37	25.9%
Agree	40	28.0%
Disagree	8	5.6%
Strongly Disagree	3	2.1%
Not Applicable or No Information	55	38.5%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	96	67.1%
Agree	31	21.7%
Disagree	2	1.4%
Strongly Disagree	3	2.1%
Not Applicable or No Information	11	7.7%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	104	72.7%
Agree	36	25.2%
Disagree	2	1.4%
Strongly Disagree	1	0.7%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	50	35.0%
Agree	61	42.7%
Disagree	5	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	27	18.9%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	53	37.1%
Supporting college and career counseling	42	29.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	89	62.2%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	51	35.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	42	29.4%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	46	32.2%
Providing school-based mental health services and counseling	67	46.9%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	28	19.6%
Establishing or improving dropout prevention	23	16.1%
Supporting re-entry programs and transition services for Justice-involved youth	12	8.4%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	58	40.6%
Implementing systems and practices to prevent bullying and harassment	77	53.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	61	42.7%
Establishing community partnerships	28	19.6%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	93	65.0%
Building technological capacity and infrastructure	49	34.3%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	43	30.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	56	39.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	44	30.8%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	28	19.6%
Computer Classes	33	23.1%
Conflict Resolution	41	28.7%
Discipline	38	26.6%
Drug/Alcohol Awareness	32	22.4%
English as a Second Language	15	10.5%
Health Classes	29	20.3%
Literacy Classes	23	16.1%
Math Classes	36	25.2%
Parent-to-School Relationships	49	34.3%
Parent/Child Communication	59	41.3%
Preparing for College	50	35.0%
Parenting Workshops	25	17.5%
Social Media Classes	27	18.9%
Stress/Anger Management	53	37.1%
Understanding College- and Career-Ready Standards	31	21.7%
Other	7	4.9%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	54	37.8%
Parental advisory committees	5	3.5%
PTO/PTA meetings and activities	10	7.0%
Ways to help at the classroom level	56	39.2%
Other ways to get involved in my school (district)	18	12.6%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	53	37.1%
Very likely	46	32.2%
Moderately likely	32	22.4%
Slightly likely	9	6.3%
Not at all likely	3	2.1%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	55	38.5%
Agree	81	56.6%
Disagree	5	3.5%
Strongly Disagree	1	0.7%
Not Applicable or No Information	1	0.7%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	55	38.5%
Agree	79	55.2%
Disagree	3	2.1%
Strongly Disagree	1	0.7%
Not Applicable or No Information	5	3.5%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	45	31.5%
Agree	85	59.4%
Disagree	9	6.3%
Strongly Disagree	3	2.1%
Not Applicable or No Information	1	0.7%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	70	49.0%
Agree	66	46.2%
Disagree	3	2.1%
Strongly Disagree	2	1.4%
Not Applicable or No Information	2	1.4%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	46	32.2%
Agree	63	44.1%
Disagree	21	14.7%
Strongly Disagree	3	2.1%
Not Applicable or No Information	10	7.0%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	41	28.7%
Agree	61	42.7%
Disagree	9	6.3%
Strongly Disagree	2	1.4%
Not Applicable or No Information	30	21.0%

JCSDPCI1: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	56	39.2%
Agree	66	46.2%
Disagree	16	11.2%
Strongly Disagree	4	2.8%
Not Applicable or No Information	1	0.7%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	47	32.9%
Agree	80	55.9%
Disagree	10	7.0%
Strongly Disagree	2	1.4%
Not Applicable or No Information	4	2.8%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	61	42.7%
Agree	71	49.7%
Disagree	7	4.9%
Strongly Disagree	4	2.8%
Not Applicable or No Information	0	0.0%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	58	40.6%
Agree	70	49.0%
Disagree	12	8.4%
Strongly Disagree	2	1.4%
Not Applicable or No Information	1	0.7%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	46	32.2%
Agree	74	51.8%
Disagree	16	11.2%
Strongly Disagree	3	2.1%
Not Applicable or No Information	4	2.8%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	64	44.8%
Agree	65	45.5%
Disagree	11	7.7%
Strongly Disagree	2	1.4%
Not Applicable or No Information	1	0.7%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	51	35.7%
Agree	63	44.1%
Disagree	15	10.5%
Strongly Disagree	4	2.8%
Not Applicable or No Information	10	7.0%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	35	24.5%
Agree	74	51.8%
Disagree	22	15.4%
Strongly Disagree	5	3.5%
Not Applicable or No Information	7	4.9%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	48	33.6%
Agree	61	42.7%
Disagree	27	18.9%
Strongly Disagree	4	2.8%
Not Applicable or No Information	3	2.1%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	54	37.8%
Agree	61	42.7%
Disagree	6	4.2%
Strongly Disagree	3	2.1%
Not Applicable or No Information	19	13.3%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	45	31.5%
Agree	79	55.2%
Disagree	4	2.8%
Strongly Disagree	3	2.1%
Not Applicable or No Information	12	8.4%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	43	30.1%
Agree	84	58.7%
Disagree	5	3.5%
Strongly Disagree	2	1.4%
Not Applicable or No Information	9	6.3%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	41	28.7%
Agree	81	56.6%
Disagree	7	4.9%
Strongly Disagree	2	1.4%
Not Applicable or No Information	12	8.4%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	39	27.3%
Agree	80	55.9%
Disagree	13	9.1%
Strongly Disagree	4	2.8%
Not Applicable or No Information	7	4.9%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	58	40.6%
Agree	77	53.9%
Disagree	4	2.8%
Strongly Disagree	2	1.4%
Not Applicable or No Information	2	1.4%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	36	25.2%
Agree	47	32.9%
Disagree	4	2.8%
Strongly Disagree	2	1.4%
Not Applicable or No Information	54	37.8%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	59	41.3%
Agree	79	55.2%
Disagree	3	2.1%
Strongly Disagree	2	1.4%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	51	35.7%
Agree	67	46.9%
Disagree	2	1.4%
Strongly Disagree	3	2.1%
Not Applicable or No Information	20	14.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	54	37.8%
Agree	74	51.8%
Disagree	4	2.8%
Strongly Disagree	3	2.1%
Not Applicable or No Information	8	5.6%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	59	41.3%
Agree	71	49.7%
Disagree	6	4.2%
Strongly Disagree	4	2.8%
Not Applicable or No Information	3	2.1%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	49	34.3%
Agree	68	47.6%
Disagree	10	7.0%
Strongly Disagree	2	1.4%
Not Applicable or No Information	14	9.8%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	50	35.0%
Agree	78	54.6%
Disagree	6	4.2%
Strongly Disagree	3	2.1%
Not Applicable or No Information	6	4.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from St. Martin North Elementary School are pleased with the school-to-home communication network, the warm greeting students receive as they arrive each day, and the resources provided to help students who are struggling. One parent commented, "The teachers

are truly concerned for the children's well-being and success. The teachers use the Remind app to easily communicate with parents and send a weekly newsletter/plan for the week providing good communication. All of the teachers work together as a team. It is nice that you have to be buzzed in the front office to enter the school." Respondents expressed concerns about special education accommodations, overcrowded classrooms, and limited opportunities for parents to be involved. One parent stated, "There need to be increased parental and community involvement opportunities in the school such as tutoring, mentoring, or sponsorship opportunities. Parental advisory committees would allow parents to have a voice in the educational opportunities and direction in the school."

ST. MARTIN NORTH ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	81	83.5%
Agree	14	14.4%
Disagree	1	1.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	67	69.1%
Agree	29	29.9%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	79	81.4%
Agree	18	18.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	54	55.7%
Agree	38	39.2%
Disagree	3	3.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	1	1.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	83	85.6%
Agree	11	11.3%
Disagree	2	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	81	83.5%
Agree	16	16.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	71	73.2%
Agree	25	25.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	76	78.4%
Agree	21	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	78	80.4%
Agree	18	18.6%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	70	72.2%
Agree	26	26.8%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	74	76.3%
Agree	19	19.6%
Disagree	2	2.1%
Strongly Disagree	2	2.1%
Not Applicable or No Information	0	0.0%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	86	88.7%
Agree	10	10.3%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	77	79.4%
Agree	19	19.6%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	64	66.0%
Agree	28	28.9%
Disagree	3	3.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	1	1.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	70	72.2%
Agree	25	25.8%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	63	65.0%
Agree	30	30.9%
Disagree	3	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	65	67.0%
Agree	24	24.7%
Disagree	7	7.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	76	78.4%
Agree	20	20.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	78	80.4%
Agree	15	15.5%
Disagree	0	0.0%
Strongly Disagree	2	2.1%
Not Applicable or No Information	2	2.1%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	70	72.2%
Agree	22	22.7%
Disagree	4	4.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	0	0.0%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	80	82.5%
Agree	17	17.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	77	79.4%
Agree	18	18.6%
Disagree	0	0.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	1	1.0%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	81	83.5%
Agree	13	13.4%
Disagree	2	2.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	73	75.3%
Agree	17	17.5%
Disagree	3	3.1%
Strongly Disagree	4	4.1%
Not Applicable or No Information	0	0.0%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	72	74.2%
Agree	20	20.6%
Disagree	5	5.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitvity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	71	73.2%
Agree	19	19.6%
Disagree	4	4.1%
Strongly Disagree	2	2.1%
Not Applicable or No Information	1	1.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	81	83.5%
Agree	15	15.5%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	73	75.3%
Agree	20	20.6%
Disagree	3	3.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	68	70.1%
Agree	26	26.8%
Disagree	2	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	72	74.2%
Agree	22	22.7%
Disagree	1	1.0%
Strongly Disagree	2	2.1%
Not Applicable or No Information	0	0.0%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	70	72.2%
Agree	23	23.7%
Disagree	3	3.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	0	0.0%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	74	76.3%
Agree	18	18.6%
Disagree	3	3.1%
Strongly Disagree	2	2.1%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from St. Martin North Elementary School love their school and think it does well in letting them have fun while learning. They especially like the field trips offered as AR rewards and are happy about the P. E. program. One student is grateful for “my teachers because they help me learn and never give up. And the library helps me meet my AR goal and reward by going on fun trips and things like that. And just keeping me safe.” Respondents would like to see new playground equipment, a longer recess, a full-time school nurse, and more strawberry milk in the cafeteria.



NOTES

Area with 20 horizontal blue lines for writing notes.

SECTION 13

ST. MARTIN UPPER ELEMENTARY SCHOOL

INTRODUCTION

St. Martin Upper Elementary School is located at 10910 Yellowjacket Boulevard in Ocean Springs, Mississippi. In 2019-2020, it houses six hundred sixty-four (664) students in fourth through fifth grades (4-5). The school supports Jackson County School District's mission, which is "provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens." St. Martin Upper Elementary is a school-wide Title I school.



ENROLLMENT

ST. MARTIN UPPER ELEMENTARY SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP


BY GRADE				BY DEMOGRAPHIC GROUP											
	2018	2019	2020	2018		2019		2020							
				#	%	#	%	#	%						
PK															
PK SPED				GENDER											
K				FEMALE	336	45.8%	332	46.5%	316	47.6%					
K SPED				MALE	397	54.2%	382	53.5%	348	52.4%					
ELEM. SPED	14	13	*	RACE											
GR 1				AFRICAN AMERICAN	146	19.9%	143	20.0%	122	18.4%					
GR 2				ASIAN	39	5.3%	*	*	39	5.9%					
GR 3				HISPANIC OR LATINO	31	4.2%	37	5.2%	25	3.8%					
GR 4	367	331	329	NATIVE AMERICAN	*	*	*	*	*	*					
GR 5	352	370	*	PACIFIC ISLANDER					*	*					
GR 6				TWO OR MORE RACES	*	*	34	4.8%	41	6.2%					
GR 7				WHITE	490	66.9%	467	65.4%	434	65.4%					
GR 8															
GR 9															
GR 10															
GR 11															
GR 12															
SEC. SPED															
SEC. GED															
TOTAL	733	714	664												

Table 105: St. Martin Upper Elementary School Enrollment by Grade and Demographic Group

ATTENDANCE

ST. MARTIN UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE


GRADE	2017	2018	2019	GRADE	2017	2018	2019
K-SPED				GRADE_07			
K				GRADE_08			
ELEM. SPED	12.6	10.8	12.2	GRADE_09			
GRADE_01				GRADE_10			
GRADE_02				GRADE_11			
GRADE_03				GRADE_12			
GRADE_04	332.0	344.1	312.2	SEC. SPED			
GRADE_05	327.0	338.9	349.5	SEC. GED			
GRADE_06				TOTAL	671.6	693.8	673.9


Table 106: St. Martin Upper Elementary School Average Daily Attendance

2018-2019 St. Martin Upper Elementary ADA by Month


Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
95.4	95.31	95.67	94.72	95.1	90.01	95.61	95.5	95.81

Table 107: 2018-2019 St. Martin Upper Elementary School ADA by Month

Best ADA in St. Martin Award: 
November 2018, March 2019, May 2019

Best ADA JCSD Upper Elementary Award: 
October 2018, November 2018, December 2018, January 2019, March 2019, May 2019

Best ADA Upper Elementary Overall Award

 **Best ADA JCSD Overall Award:**  
November 2018, March 2019

SMUE FACULTY ADA AWARDS:

Best ADA in St. Martin Award
January 2019, May 2019

2017-2019 ST. MARTIN UPPER ELEMENTARY SCHOOL CHRONIC ABSENTEE RATES

CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	9.9%	14.2%
	2018		17.9%	16.9%
	2019		10.9%	13.1%
GENDER	2018	FEMALE	17.5%	16.8%
	2019		12.5%	12.7%
	2018	MALE	18.2%	16.9%
	2019		9.5%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		
	2019			20.2%
	2018	ASIAN	<5%	6.7%
	2019		<5%	5.2%
	2018	BLACK OR AFRICAN AMERICAN	16.6%	16.0%
	2019		11.7%	13.4%
	2018	HISPANIC OR LATINO	15.2%	
	2019		<5%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER		
	2019		<5%	
	2018	TWO OR MORE RACES	15.4%	18.3%
	2019		10.5%	13.7%
	2018	WHITE	19.7%	18.3%
	2019		11.8%	13.1%

2017-2019 ST. MARTIN UPPER ELEMENTARY SCHOOL CHRONIC ABSENTEE RATES

CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
DISABILITY	2018	STUDENTS WITH DISABILITIES	23.2%	21.8%
	2019		23.2%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	17.2%	16.1%
	2019		8.8%	12.4%
EL	2018	ENGLISH LEARNERS	5.9%	11.1%
	2019		<5%	9.1%

Table 108: 2017-2019 St. Martin Upper Elementary School Chronic Absentee Rates

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS

YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	<5%	<5%	25		
2019		<5%	<5%	<5%	11	<5%	<5%
2018	FEMALE	<5%			<10		
2019		<5%	<5%			<5%	<5%
2018	MALE	<5%	<5%		23		
2019		<5%	<5%		11	<5%	<5%
2018	NATIVE AMERICAN						
2019			<5%			<5%	<5%
2018	ASIAN	<5%			<10		
2019						<5%	<5%
2018	BLACK OR AFRICAN AMERICAN	<5%	<5%		12		
2019		<5%	<5%		<10	<5%	<5%
2018	HISPANIC OR LATINO	<5%	<5%		<10		
2019						<5%	<5%
2018	PACIFIC ISLANDER						
2019						<5%	<5%
2018	TWO OR MORE RACES						
2019		<5%	<5%		<10	<5%	<5%
2018	WHITE	<5%	<5%		10		
2019		<5%	<5%		<10	<5%	<5%
2018	STUDENTS WITH DISABILITIES	<5%	7.8		<10		
2019		<5%	<5%		<10	<5%	<5%
2018	STUDENTS WITHOUT DISABILITIES	<5%	<5%		17		
2019		<5%	<5%		10	<5%	<5%
2018	ENGLISH LEARNERS		5.0		<10		
2019						<5%	<5%
2018	NON ENGLISH LEARNERS	<5%	<5%		24		
2019		<5%	<5%		11	<5%	<5%

Table 109: 2018-2019 St. Martin Upper Elementary School MSIS Reported Disciplinary Incidents

2015-2019 ST. MARTIN UPPER ELEMENTARY SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+** -TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
ST. MARTIN UPPER ELEM.	50	4	34	5	2		2		3			1		101
ALTERNATIVE SCHOOL														
2016-17			1											1
CORPORAL PUNISHMENT														
2017-18				1										1
IN-SCHOOL SUSPENSION														
2015-16	4		1						1					6
2016-17	4	1	3											8
2017-18	6	1	4	1	1		1							14
2018-19	6		1						1					8
SUSPENSION														
2015-16	9	1	5		1									16
2016-17	6	1	6											13
2017-18	11		11				1							23
2018-19	4		2	3					1			1		11

Table 110: 2015-2019 St. Martin Upper Elementary School Disciplinary Dispensations by Race and Gender

PERSONNEL

2019 ST. MARTIN UPPER ELEMENTARY SCHOOL INSTRUCTIONAL PERSONNEL				
TEACHERS	TOTAL		#	41.44
			#	38.45
	EXPERIENCED		%	92.8%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	
			%	
			%	
	EMERGENCY PROVISIONAL		#	0
			%	0.0%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	
			%	
	TEACHING IN FIELD		#	40.7
		%	98.2%	
HIGH POVERTY SCHOOL		#		
		%		
LOW POVERTY SCHOOL		#		
		%		
PRINCIPALS		#	2	
		#	2	
		%	100.0%	

Table 111: 2019 St. Martin Upper Elementary School Instructional Personnel Characteristics

ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 St. Martin Upper Elementary School Accountability			
2017 Accountability Rating: B		2016 Accountability Rating: B	
Former Baseline Grade: B		New Baseline Grade: B	
POINTS: 389	Reading	Mathematics	Science
PROFICIENCY	47.8%	45.9%	67.1%
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>50</i>
GROWTH ALL STUDENTS	63.3%	57.4%	Participation Rate
<i>Possible points</i>	<i>100</i>	<i>100</i>	
GROWTH LOW 25%	58.0%	49.6%	99.4%
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>200</i>

Figure 69: 2017 St. Martin Upper Elementary School Accountability

2018 ACCOUNTABILITY

2018 St. Martin Upper Elementary School Accountability			
Accountability Rating:	B	Accountability Rating with EL	B
Total Points	432	Total Points with EL	432
	Reading	Mathematics	Science
PROFICIENCY	53.8%	51.6%	78.4%
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>50/47.5</i>
GROWTH ALL STUDENTS	68.8%	64.0%	EL Progress
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	
GROWTH LOW 25%	64.6%	50.3%	68.0%
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>200/190</i>

Figure 70: 2018 St. Martin Upper Elementary School Accountability

2019 ACCOUNTABILITY

2019 St. Martin Upper Elementary School Accountability												
Accountability Rating:			B			Total Points			395			
			Reading			Mathematics			Science			
PROFICIENCY			53.3%			49.2%			78.4%			
<i>Possible Points</i>			95			95			47.5			
GROWTH ALL STUDENTS			65.0%			54.7%			EL Progress			
<i>Possible Points</i>			95			95						
GROWTH LOW 25%			48.3%			38.0%			70.5%			
<i>Possible Points</i>			95			95			47.5			

Figure 71: 2019 St. Martin Upper Elementary School Accountability

2019 TARGETED SUPPORT AND IMPROVEMENT

St. Martin Upper Elementary School was assigned a designation of **Additional Targeted Support and Improvement** in 2019 because the three-year average subgroup performance for **Students with Disabilities** fell in the bottom 5% of all statewide Title I A schools. The school has begun implementation of a school improvement plan targeting that subgroup using evidence-based interventions. The school's status will be re-evaluated annually.

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 ST. MARTIN UPPER ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP															
Subgroup	MATH			ELA			USH	SCI	CC	GRAD			EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth	
ALL	49.2	54.7	38	53.3	65	48.3		64.8				52.6	10	50	
Female	44.9	51.4	35.8	54.8	66.2	49.7		62.7							
Male	53.1	57.6	41.1	52	63.8	47.1		66.7							
Asian	60	65.5		56.7	64.7			81.3							
Black or African American	36.8	45.7	43.5	40.8	54.1	47.9		46.3							
Hispanic or Latino	40.6	46.8		37.5	57.3	41.7		50							
Native American															

2018-2019 ST. MARTIN UPPER ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP														
Subgroup	MATH			ELA			USH	SCI	CC		GRAD	EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
Pacific Islander														
Two or More Races	46.9	58.9		53.1	73.2			50						
White	52.9	56.7	35	57.9	68	51.8		71.4						
Students with Disabilities	17	32.7	25	19.3	39	31.8		22.2						
Students w/o Disabilities	54.2	58	43.4	58.5	68.9	55.1		71						
Economically Disadvantaged	40.6	46.6	34.7	45.4	57.8	44.3		60.3						
Non Econ. Disadvantaged	60.7	65.3	46.4	63.9	74.3	58.5		71.2						
English Learners	31.3	43.3		18.8	50			40						
Non English Learners	49.7	55	39.1	54.2	65.3	49.2		65.5						
Foster Care														
Homeless														
Non Homeless														
Migrant														
Non Migrant														
Military Connected														

Table 112: 2018-2019 St. Martin Upper Elementary School Accountability by Demographic Group

2019 ACCOUNTABILITY GOALS

2019 St. Martin Upper Elementary School Accountability Goals						
	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	49.2%	44.1%	57.0%	70.0%	47.0%
	FEMALE	44.9%				48.9%
	MALE	53.1%				45.1%
	ASIAN	60.0%	68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN	36.8%	35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO	40.6%	45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES	46.9%	47.5%	58.7%	70.0%	53.7%
	WHITE	52.9%	53.5%	61.7%	70.0%	61.6%

2019 St. Martin Upper Elementary School Accountability Goals

	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	STUDENTS WITH DISABILITIES	17.0%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	54.2%				51.1%
	ECONOMICALLY DISADVANTAGED	40.6%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	60.7%				67.7%
	ENGLISH LEARNERS	31.3%	38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	49.7%				47.2%
	FOSTER CARE					37.4%
	HOMELESS					32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%
	ENGLISH PROFICIENCY	ALL	53.3%	45.1%	57.5%	70.0%
FEMALE		54.8%				45.9%
MALE		52.0%				37.8%
ASIAN		56.7%	61.8%	65.9%	70.0%	68.2%
BLACK OR AFRICAN AMERICAN		40.8%	35.9%	53.0%	70.0%	27.3%
HISPANIC OR LATINO		37.5%	42.2%	56.1%	70.0%	39.8%
NATIVE AMERICAN			42.0%	56.0%	70.0%	37.8%
PACIFIC ISLANDER			55.9%	63.0%	70.0%	56.8%
TWO OR MORE RACES		53.1%	48.2%	59.1%	70.0%	48.0%
WHITE		57.9%	55.0%	62.5%	70.0%	57.0%
STUDENTS WITH DISABILITIES		19.3%	29.3%	49.6%	70.0%	17.6%
STUDENTS WITHOUT DISABILITIES		58.5%				45.5%
ECONOMICALLY DISADVANTAGED		45.4%	39.6%	54.8%	70.0%	32.4%
NON ECONOMICALLY DISADVANTAGED		63.9%				61.7%
ENGLISH LEARNERS		18.8%	32.4%	51.2%	70.0%	19.4%
NON ENGLISH LEARNERS		54.2%				42.2%
FOSTER CARE						36.2%
HOMELESS						30.7%
MIGRANT						30.7%
MILITARY CONNECTED						63.9%

Table 113: 2019 St. Martin Upper Elementary School Accountability Goals



ASSESSMENT

ST. MARTIN UPPER ELEMENTARY SCHOOL MAAP

ST. MARTIN UPPER ELEMENTARY SCHOOL MAAP ELA AND MATH

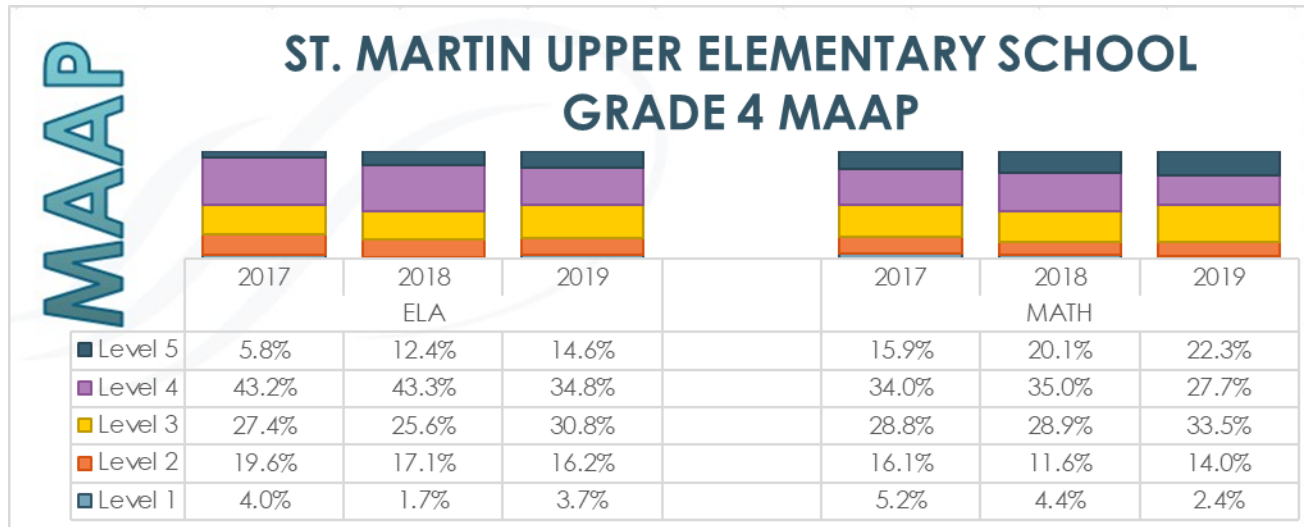


Figure 72: St. Martin Upper Elementary School MAAP Grade 4

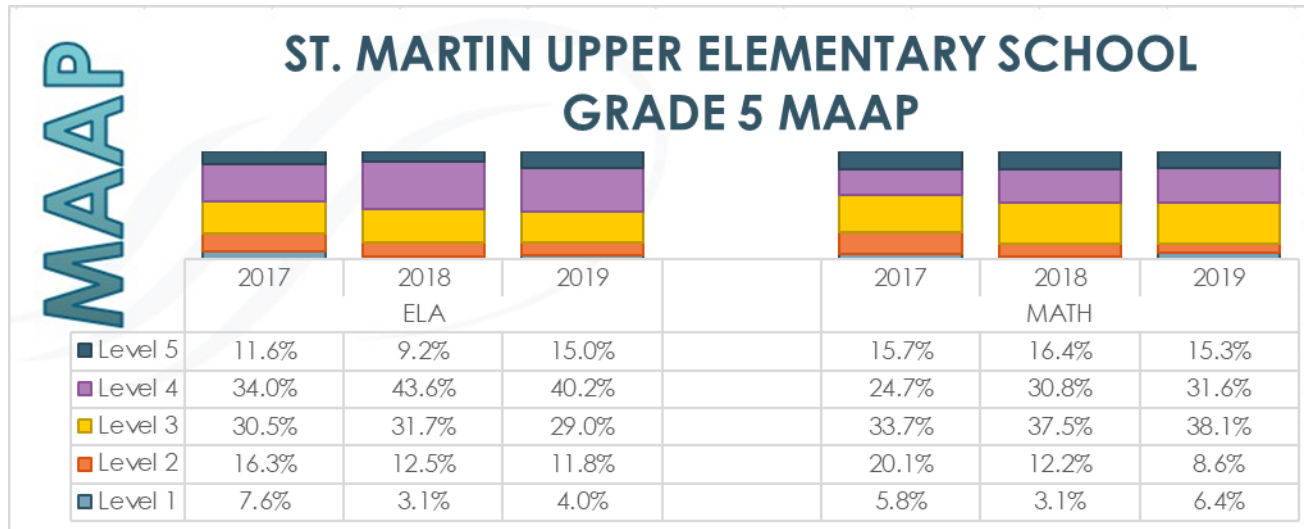


Figure 73: St. Martin Upper Elementary School MAAP Grade 5



ST. MARTIN UPPER ELEMENTARY SCHOOL MAAP-SCI

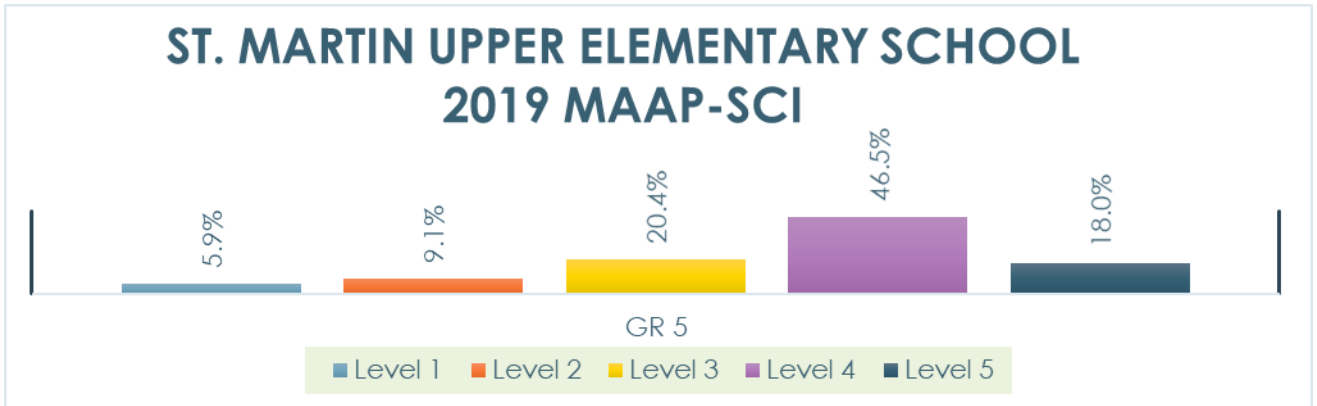


Figure 74: St. Martin Upper Elementary School MAAP-SCI Grade 5

ST. MARTIN UPPER ELEMENTARY SCHOOL MAAP DEMOGRAPHICS

ST. MARTIN UPPER ELEMENTARY SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP												
	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.7	98.1	0-10%	6.8	11-20%	19.6	21-30%	33.5	31-40%	28.9	11-20%	11.2
FEMALE	99.7	98.0	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	31-40%	31-40%	11-20%	11-20%
MALE	99.7	98.1	5.3	8.7	14.1	22.0	31.0	33.6	37.9	26.3	11.7	9.5
BLACK OR AFRICAN AMERICAN	98.6	98.3	7.1	0-10%	20.0	21-30%	32.9	31-40%	30.7	21-30%	9.3	0-10%
WHITE	100.0	97.8	0-10%	0-10%	11-20%	11-20%	21-30%	21-30%	41-50%	31-40%	11-20%	11-20%
NATIVE AMERICAN	<5%	98.7		0-10%		21-30%	61-70%	31-40%	31-40%	21-30%		0-10%
ASIAN	100.0	95.3	6.1	6.0	9.1	9.6	30.3	21.2	33.3	36.2	21.2	27.1
HISPANIC OR LATINO	100.0	98.3	0-10%	9.4	21-30%	19.9	31-40%	34.3	21-30%	28.1	0-10%	8.4
PACIFIC ISLANDER		96.3		5.8		11.7		28.6		39.0		14.9
TWO OR MORE RACES	100.0	98.4	8.8	0-10%	17.7	11-20%	23.5	31-40%	35.3	31-40%	14.7	11-20%
ECONOMICALLY DISADVANTAGED	99.5	98.4	5.8	8.9	17.7	24.3	32.6	36.2	35.1	24.1	8.8	6.5
NON ECONOMICALLY DISADVANTAGED	100.0	97.4	0-10%	0-10%	11-20%	0-10%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%
MIGRANT		94.4		21-30%		21-30%		21-30%		11-20%		0-10%
HOMELESS		97.2	11-20%	11.8	41-50%	26.3	11-20%	33.0	11-20%	22.3		6.6
FOSTER CARE		97.6		8.8	11-20%	22.8	11-20%	34.4	31-40%	27.8	11-20%	6.2
STUDENTS WITH DISABILITIES	99.0	97.1	19.8	21-30%	38.5	31-40%	27.1	21-30%	9.4	0-10%	5.2	0-10%
STUDENTS WITHOUT DISABILITIES	99.8	98.2	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
ENGLISH LEARNERS	100.0	98.7	12.5	13.9	15.6	24.5	43.8	33.7	15.6	22.5	12.5	5.5
NON ENGLISH LEARNERS	99.7	98.1	0-10%	6.6	11-20%	19.5	21-30%	33.5	31-40%	29.1	11-20%	11.4
MILITARY CONNECTED		97.3		0-10%		0-10%		21-30%		31-40%		21-30%

Table 114: St. Martin Upper Elementary School 2019 MAAP ELA by Demographic Group

ST. MARTIN UPPER ELEMENTARY SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.7	98.7	0-10%	5.6	11-20%	17.7	31-40%	31.2	21-30%	31.3	11-20%	14.1
FEMALE	99.7	99.0	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	21-30%	31-40%	11-20%	11-20%
MALE	99.7	98.4	5.6	6.7	10.6	19.4	32.9	30.7	31.3	29.4	19.6	13.8
BLACK OR AFRICAN AMERICAN	98.6	98.6	7.1	8.3	15.7	25.0	42.1	36.0	25.7	24.3	9.3	6.4
WHITE	100.0	98.9	0-10%	0-10%	0-10%	0-10%	31-40%	21-30%	31-40%	31-40%	11-20%	21-30%
NATIVE AMERICAN	<5%	98.8		0-10%	61-70%	11-20%		31-40%	31-40%	31-40%		11-20%
ASIAN	100.0	98.8	0-10%	0-10%	0-10%	0-10%	31-40%	11-20%	11-20%	31-40%	31-40%	41-50%
HISPANIC OR LATINO	100.0	98.6	14.3	5.5	8.6	16.4	40.0	30.0	22.9	34.1	14.3	14.0
PACIFIC ISLANDER		96.9		0-10%		0-10%		21-30%		31-40%		21-30%
TWO OR MORE RACES	100.0	98.7	5.9	0-10%	20.6	11-20%	29.4	21-30%	23.5	31-40%	20.6	11-20%
ECONOMICALLY DISADVANTAGED	99.5	98.6	6.6	7.2	13.9	22.2	40.4	34.8	26.3	27.3	12.9	8.5
NON ECONOMICALLY DISADVANTAGED	100.0	99.0	0-10%	0-10%	0-10%	0-10%	31-40%	21-30%	31-40%	31-40%	21-30%	21-30%
MIGRANT		93.2		15.6		21.9		35.4		17.7		9.4
HOMELESS		96.6	31-40%	10.7	11-20%	25.8	41-50%	32.9		23.8		6.8
FOSTER CARE		97.0		8.7	11-20%	20.4	11-20%	35.2	31-40%	28.0	11-20%	7.8
STUDENTS WITH DISABILITIES	99.0	96.8	21-30%	11-20%	21-30%	31-40%	31-40%	21-30%	0-10%	11-20%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	99.8	99.1	0-10%	0-10%	0-10%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
ENGLISH LEARNERS	100.0	98.6	18.8	7.1	6.3	18.6	31.3	30.5	12.5	30.3	31.3	13.5
NON ENGLISH LEARNERS	99.7	98.7	0-10%	5.6	11-20%	17.7	31-40%	31.3	21-30%	31.4	11-20%	14.1
MILITARY CONNECTED		98.9		0-10%		0-10%		21-30%		31-40%		31-40%

Table 115: St. Martin Upper Elementary School 2019 MAAP MATH by Demographic Group

ST. MARTIN UPPER ELEMENTARY SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.2	98.7	5.8	10.3	10.9	13.6	20.4	23.4	45.2	36.0	17.7	16.7
FEMALE	99.4	99.1	7.3	9.2	11.2	13.3	20.1	24.3	44.1	37.4	17.3	15.8
MALE	99.0	98.4	0-10%	11.4	11-20%	13.9	21-30%	22.5	41-50%	34.7	11-20%	17.5
BLACK OR AFRICAN AMERICAN	97.4	98.5	10.5	16.3	14.5	19.8	31.6	28.1	32.9	28.8	10.5	7.0
WHITE	100.0	98.9	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	11-20%	21-30%
NATIVE AMERICAN	<5%	98.7		11.0		15.4	31-40%	25.1	61-70%	35.8		12.7
ASIAN	94.1	99.4		5.9	6.3	6.2	12.5	10.7	56.3	33.4	25.0	43.7
HISPANIC OR LATINO	100.0	98.9	10.0	12.4	25.0	13.3	15.0	23.0	35.0	37.0	15.0	14.4
PACIFIC ISLANDER		98.5		7.5		7.5		20.9		29.9		34.3

ST. MARTIN UPPER ELEMENTARY SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
TWO OR MORE RACES	100.0	98.0	20.0	7.5	15.0	9.1	15.0	22.2	35.0	41.0	15.0	20.3
ECONOMICALLY DISADVANTAGED	99.1	98.5	7.3	13.8	11.9	17.2	21.5	26.6	43.8	32.4	15.5	10.1
NON ECONOMICALLY DISADVANTAGED	99.4	99.2	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	21-30%	21-30%
MIGRANT		100.0		21-30%		11-20%		41-50%		11-20%		0-10%
HOMELESS		96.5	21-30%	18.3	21-30%	18.4		24.8	41-50%	30.6		7.9
FOSTER CARE		97.2		12.7	21-30%	12.5		26.0	21-30%	36.1	41-50%	12.7
STUDENTS WITH DISABILITIES	98.2	96.8	21-30%	21-30%	31-40%	21-30%	21-30%	21-30%	11-20%	11-20%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	99.4	99.0	0-10%	7.5	0-10%	11.7	11-20%	23.2	41-50%	39.2	11-20%	18.6
ENGLISH LEARNERS	100.0	98.6	18.8	19.7	25.0	17.1	12.5	24.6	31.3	29.6	12.5	8.9
NON ENGLISH LEARNERS	99.2	98.7	5.3	10.1	10.2	13.5	20.7	23.3	45.9	36.2	18.0	16.9
MILITARY CONNECTED		99.5		0-10%		0-10%		11-20%		41-50%		31-40%

Table 116: St. Martin Upper Elementary School 2019 MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at St. Martin Upper Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-nine (38) faculty and staff members, two hundred twenty-one (221) parents, and three hundred seventy-eight (378) students responded to the survey.

ST. MARTIN UPPER ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	28	73.7%
Agree	9	23.7%
Disagree	0	0.0%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	20	52.6%
Agree	17	44.7%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	26	68.4%
Agree	9	23.7%
Disagree	1	2.6%
Strongly Disagree	1	2.6%
Not Applicable or No Information	1	2.6%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	32	84.2%
Agree	5	13.2%
Disagree	0	0.0%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	27	71.1%
Agree	11	29.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	15	0.0%
Supporting college and career counseling	11	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	18	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	6	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	8	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	18	47.4%
Providing school-based mental health services and counseling	24	63.2%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	6	15.8%
Establishing or improving dropout prevention	4	10.5%
Supporting re-entry programs and transition services for Justice-involved youth	2	5.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	12	31.6%
Implementing systems and practices to prevent bullying and harassment	15	39.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	13	34.2%
Establishing community partnerships	13	34.2%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	22	57.9%
Building technological capacity and infrastructure	16	42.1%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	10	26.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	10	26.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	11	28.9%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	20	52.6%
Expedited evaluation services for students with limited English	12	31.6%
Expedited evaluation services for gifted and talented students	4	10.5%
Additional academic support	21	55.3%
Tutoring	14	36.8%
Enrichment educational services	6	15.8%
Counseling	19	50.0%
Mentors	15	39.5%
School supplies	24	63.2%
School uniforms	21	55.3%
Dental referrals	12	31.6%
Medical referrals	11	28.9%
Bullying assistance	6	15.8%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	27	71.1%
Agree	11	29.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	24	63.2%
Agree	13	34.2%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	24	63.2%
Agree	12	31.6%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	28	73.7%
Agree	9	23.7%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	20	52.6%
Agree	17	44.7%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	23	60.5%
Agree	13	34.2%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

	Count	Percentage
Strongly Agree	21	55.3%
Agree	12	31.6%
Disagree	4	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Summary for TC111

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	26	68.4%
Agree	10	26.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.3%

JCSDTC11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	27	71.1%
Agree	8	21.1%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	8	21.1%
Agree	11	29.0%
Disagree	14	36.8%
Strongly Disagree	4	10.5%
Not Applicable or No Information	1	2.6%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	21	55.3%
Agree	14	36.8%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	20	52.6%
Agree	17	44.7%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	24	63.2%
Agree	13	34.2%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	22	57.9%
Agree	14	36.8%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	20	52.6%
Agree	16	42.1%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	23	60.5%
Agree	14	36.8%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	15	39.5%
Agree	18	47.4%
Disagree	5	13.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	18	47.4%
Agree	15	39.5%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.5%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	24	63.2%
Agree	13	34.2%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	28	73.7%
Agree	9	23.7%
Disagree	0	0.0%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	23	60.5%
Agree	13	34.2%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	24	63.2%
Agree	13	34.2%
Disagree	0	0.0%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	23	60.5%
Agree	13	34.2%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	16	42.1%
Agree	18	47.4%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.3%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	29	76.3%
Agree	8	21.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from St. Martin Upper Elementary School feel the school does well in promoting a positive school climate, offering professional development opportunities, and working together to meet student needs. One faculty member said, "I think my school does an excellent job meeting our students' needs educationally and emotionally. Our school encourages parental

participation in their child's education. Our school is always using data and input to help make decisions on instruction and curriculum. Our administrators are knowledgeable, compassionate, and have an open-door policy for all staff and parents." Respondents are concerned about the need for more computer technicians, feel that classes are too large, and see the need for more support staff (tutors, assistants, school nurses) to be hired to work with students at risk. Another faculty member pointed out, "I would like to see our school have more resources for our teachers to use for instruction when teaching ELL students. Our school would also benefit by providing an interpreter when we need to contact their parents or have meetings to discuss their child's educational needs."

ST. MARTIN UPPER ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	121	54.8%
Agree	92	41.6%
Disagree	1	0.5%
Strongly Disagree	1	0.5%
Not Applicable or No Information	6	2.7%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	62	28.1%
Agree	72	32.6%
Disagree	8	3.6%
Strongly Disagree	3	1.4%
Not Applicable or No Information	76	34.4%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	140	63.4%
Agree	55	24.9%
Disagree	3	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	23	10.4%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	146	66.1%
Agree	66	29.9%
Disagree	6	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.4%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	71	32.1%
Agree	97	43.9%
Disagree	6	2.7%
Strongly Disagree	1	0.5%
Not Applicable or No Information	46	20.8%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	77	34.8%
Supporting college and career counseling	76	34.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	139	62.9%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	67	30.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	73	33.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	78	35.3%
Providing school-based mental health services and counseling	106	48.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	44	19.9%
Establishing or improving dropout prevention	59	26.7%
Supporting re-entry programs and transition services for Justice-involved youth	32	14.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	95	43.0%
Implementing systems and practices to prevent bullying and harassment	119	53.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	92	41.6%
Establishing community partnerships	42	19.0%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	130	58.8%
Building technological capacity and infrastructure	77	34.8%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	65	29.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	63	28.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	75	33.9%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	39	17.6%
Computer Classes	51	23.1%
Conflict Resolution	57	25.8%
Discipline	62	28.1%
Drug/Alcohol Awareness	49	22.2%
English as a Second Language	31	14.0%
Health Classes	52	23.5%
Literacy Classes	38	17.2%
Math Classes	72	32.6%
Parent-to-School Relationships	70	31.7%
Parent/Child Communication	84	38.0%
Preparing for College	88	39.8%
Parenting Workshops	40	18.1%
Social Media Classes	44	19.9%
Stress/Anger Management	67	30.3%
Understanding College- and Career-Ready Standards	74	33.5%
Other	13	5.9%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	80	36.2%
Parental advisory committees	9	4.1%
PTO/PTA meetings and activities	16	7.2%
Ways to help at the classroom level	71	32.1%
Other ways to get involved in my school (district)	45	20.4%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	63	28.5%
Very likely	76	34.4%
Moderately likely	59	26.7%
Slightly likely	18	8.1%
Not at all likely	5	2.3%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	81	36.7%
Agree	122	55.2%
Disagree	9	4.1%
Strongly Disagree	1	0.5%
Not Applicable or No Information	8	3.6%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	82	37.1%
Agree	120	54.3%
Disagree	8	3.6%
Strongly Disagree	1	0.5%
Not Applicable or No Information	10	4.5%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	81	36.7%
Agree	111	50.2%
Disagree	17	7.7%
Strongly Disagree	2	0.9%
Not Applicable or No Information	10	4.5%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	94	42.5%
Agree	106	48.0%
Disagree	8	3.6%
Strongly Disagree	2	0.9%
Not Applicable or No Information	11	5.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	71	32.1%
Agree	106	48.0%
Disagree	24	10.9%
Strongly Disagree	5	2.3%
Not Applicable or No Information	15	6.8%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	63	28.5%
Agree	108	48.9%
Disagree	17	7.7%
Strongly Disagree	3	1.4%
Not Applicable or No Information	30	13.6%

JCSDP11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	71	32.1%
Agree	122	55.2%
Disagree	21	9.5%
Strongly Disagree	3	1.4%
Not Applicable or No Information	4	1.8%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	67	30.3%
Agree	125	56.6%
Disagree	21	9.5%
Strongly Disagree	3	1.4%
Not Applicable or No Information	5	2.3%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	84	38.0%
Agree	123	55.7%
Disagree	13	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	73	33.0%
Agree	119	53.9%
Disagree	22	10.0%
Strongly Disagree	3	1.4%
Not Applicable or No Information	4	1.8%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	68	30.8%
Agree	114	51.6%
Disagree	27	12.2%
Strongly Disagree	4	1.8%
Not Applicable or No Information	8	3.6%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	96	43.4%
Agree	109	49.3%
Disagree	11	5.0%
Strongly Disagree	1	0.5%
Not Applicable or No Information	4	1.8%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	75	33.9%
Agree	98	44.3%
Disagree	29	13.1%
Strongly Disagree	12	5.4%
Not Applicable or No Information	7	3.2%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	48	21.7%
Agree	122	55.2%
Disagree	34	15.4%
Strongly Disagree	4	1.8%
Not Applicable or No Information	13	5.9%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	70	31.7%
Agree	109	49.3%
Disagree	31	14.0%
Strongly Disagree	7	3.2%
Not Applicable or No Information	4	1.8%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	66	29.9%
Agree	106	48.0%
Disagree	14	6.3%
Strongly Disagree	6	2.7%
Not Applicable or No Information	29	13.1%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	69	31.2%
Agree	122	55.2%
Disagree	7	3.2%
Strongly Disagree	1	0.5%
Not Applicable or No Information	22	10.0%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	61	27.6%
Agree	130	58.8%
Disagree	7	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	23	10.4%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	56	25.3%
Agree	129	58.4%
Disagree	14	6.3%
Strongly Disagree	1	0.5%
Not Applicable or No Information	21	9.5%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	57	25.8%
Agree	112	50.7%
Disagree	26	11.8%
Strongly Disagree	5	2.3%
Not Applicable or No Information	21	9.5%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	79	35.8%
Agree	119	53.9%
Disagree	15	6.8%
Strongly Disagree	4	1.8%
Not Applicable or No Information	4	1.8%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	51	23.1%
Agree	96	43.4%
Disagree	14	6.3%
Strongly Disagree	3	1.4%
Not Applicable or No Information	57	25.8%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	90	40.7%
Agree	122	55.2%
Disagree	6	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.4%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	71	32.1%
Agree	105	47.5%
Disagree	7	3.2%
Strongly Disagree	4	1.8%
Not Applicable or No Information	34	15.4%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	67	30.3%
Agree	133	60.2%
Disagree	9	4.1%
Strongly Disagree	3	1.4%
Not Applicable or No Information	9	4.1%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	81	36.7%
Agree	117	52.9%
Disagree	14	6.3%
Strongly Disagree	1	0.5%
Not Applicable or No Information	8	3.6%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	76	34.4%
Agree	110	49.8%
Disagree	19	8.6%
Strongly Disagree	2	0.9%
Not Applicable or No Information	14	6.3%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	77	34.8%
Agree	122	55.2%
Disagree	10	4.5%
Strongly Disagree	1	0.5%
Not Applicable or No Information	11	5.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from St. Martin Upper Elementary School feel the school does well with parent-teacher communication, treating students and parents with respect, and providing timely and appropriate services for at-risk students. One parent commented, "It used to be very difficult to

find a tutor for my child, and this year, as soon as I asked for info about it, her math teacher signed her up to come and tutor under her after school. I believe that is a job done well by the teacher and the school." Respondents expressed concerns about excessive standardized testing, bullying (especially on busses), and inadequate or unsafe playgrounds. One parent pointed out, "St Martin Upper needs to have a better Facebook page in order to increase parent communication. The website is outdated, too."

ST. MARTIN UPPER ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	231	61.1%
Agree	120	31.8%
Disagree	8	2.1%
Strongly Disagree	3	0.8%
Not Applicable or No Information	16	4.2%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	123	32.5%
Agree	103	27.3%
Disagree	10	2.7%
Strongly Disagree	5	1.3%
Not Applicable or No Information	137	36.2%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	245	64.8%
Agree	96	25.4%
Disagree	14	3.7%
Strongly Disagree	5	1.3%
Not Applicable or No Information	18	4.8%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	192	50.8%
Agree	87	23.0%
Disagree	58	15.3%
Strongly Disagree	31	8.2%
Not Applicable or No Information	10	2.7%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	224	59.3%
Agree	108	28.6%
Disagree	22	5.8%
Strongly Disagree	6	1.6%
Not Applicable or No Information	18	4.8%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	239	63.2%
Agree	117	31.0%
Disagree	5	1.3%
Strongly Disagree	11	2.9%
Not Applicable or No Information	6	1.6%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	221	58.5%
Agree	140	37.0%
Disagree	13	3.4%
Strongly Disagree	1	0.3%
Not Applicable or No Information	3	0.8%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	168	44.4%
Agree	153	40.5%
Disagree	24	6.4%
Strongly Disagree	5	1.3%
Not Applicable or No Information	28	7.4%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	252	66.7%
Agree	100	26.5%
Disagree	12	3.2%
Strongly Disagree	7	1.9%
Not Applicable or No Information	7	1.9%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	156	41.3%
Agree	178	47.1%
Disagree	34	9.0%
Strongly Disagree	5	1.3%
Not Applicable or No Information	5	1.3%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	229	60.6%
Agree	123	32.5%
Disagree	14	3.7%
Strongly Disagree	8	2.1%
Not Applicable or No Information	4	1.1%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	227	60.1%
Agree	130	34.4%
Disagree	7	1.9%
Strongly Disagree	2	0.5%
Not Applicable or No Information	12	3.2%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	206	54.5%
Agree	141	37.3%
Disagree	14	3.7%
Strongly Disagree	3	0.8%
Not Applicable or No Information	14	3.7%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	195	51.6%
Agree	137	36.2%
Disagree	29	7.7%
Strongly Disagree	5	1.3%
Not Applicable or No Information	12	3.2%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	200	52.9%
Agree	131	34.7%
Disagree	9	2.4%
Strongly Disagree	4	1.1%
Not Applicable or No Information	34	9.0%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	156	41.3%
Agree	142	37.6%
Disagree	37	9.8%
Strongly Disagree	12	3.2%
Not Applicable or No Information	31	8.2%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	179	47.4%
Agree	142	37.6%
Disagree	33	8.7%
Strongly Disagree	17	4.5%
Not Applicable or No Information	7	1.9%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	158	41.8%
Agree	135	35.7%
Disagree	11	2.9%
Strongly Disagree	12	3.2%
Not Applicable or No Information	62	16.4%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	175	46.3%
Agree	138	36.5%
Disagree	6	1.6%
Strongly Disagree	2	0.5%
Not Applicable or No Information	57	15.1%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	189	50.0%
Agree	162	42.9%
Disagree	5	1.3%
Strongly Disagree	3	0.8%
Not Applicable or No Information	19	5.0%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	187	49.5%
Agree	154	40.7%
Disagree	19	5.0%
Strongly Disagree	7	1.9%
Not Applicable or No Information	11	2.9%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	176	46.6%
Agree	133	35.2%
Disagree	15	4.0%
Strongly Disagree	4	1.1%
Not Applicable or No Information	50	13.2%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	221	58.5%
Agree	122	32.3%
Disagree	20	5.3%
Strongly Disagree	7	1.9%
Not Applicable or No Information	8	2.1%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	146	38.6%
Agree	90	23.8%
Disagree	16	4.2%
Strongly Disagree	12	3.2%
Not Applicable or No Information	114	30.2%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	211	55.8%
Agree	139	36.8%
Disagree	13	3.4%
Strongly Disagree	9	2.4%
Not Applicable or No Information	6	1.6%

Summary for SC54

Sensitvity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	157	41.5%
Agree	110	29.1%
Disagree	24	6.4%
Strongly Disagree	26	6.9%
Not Applicable or No Information	61	16.1%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	217	57.4%
Agree	135	35.7%
Disagree	10	2.7%
Strongly Disagree	7	1.9%
Not Applicable or No Information	9	2.4%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	192	50.8%
Agree	128	33.9%
Disagree	34	9.0%
Strongly Disagree	17	4.5%
Not Applicable or No Information	7	1.9%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	192	50.8%
Agree	145	38.4%
Disagree	16	4.2%
Strongly Disagree	4	1.1%
Not Applicable or No Information	21	5.6%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	197	52.1%
Agree	141	37.3%
Disagree	16	4.2%
Strongly Disagree	13	3.4%
Not Applicable or No Information	11	2.9%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	194	51.3%
Agree	148	39.2%
Disagree	18	4.8%
Strongly Disagree	6	1.6%
Not Applicable or No Information	12	3.2%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	176	46.6%
Agree	126	33.3%
Disagree	48	12.7%
Strongly Disagree	12	3.2%
Not Applicable or No Information	16	4.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from St. Martin Upper Elementary School love their school, feel that it is kept clean, and that they are safe and cared for. One student commented, "I think all the teachers and other staff members are doing well at this school. When I see them, they make me smile. The staff members and teachers are super fun and amazing." Respondents are concerned about bullying, would like updated bathrooms, and think they should not have to wear uniforms. One student commented, "Well, on the playground the swings sound like dying elephants when you're swinging on them! The teacher computers are just bad in my opinion. They shut off like every day!"

NOTES

A large area of the page is filled with horizontal light blue lines, providing space for students to take notes. The lines are evenly spaced and extend across most of the width of the page.

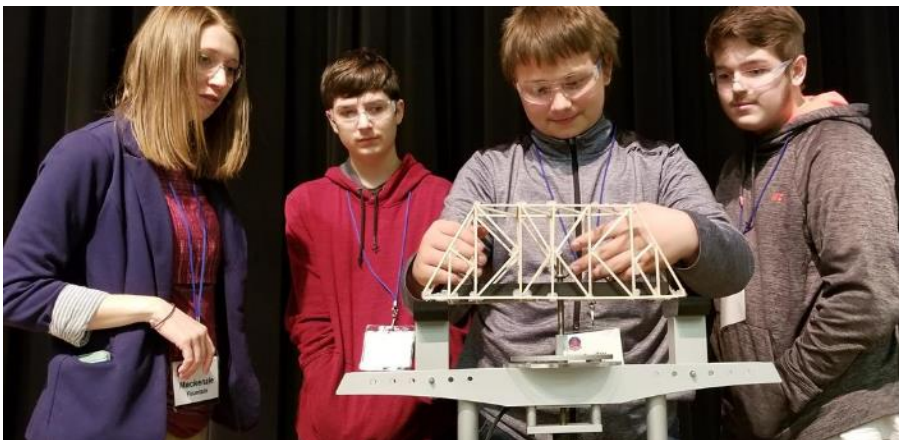
ST. MARTIN MIDDLE SCHOOL

INTRODUCTION

St. Martin Middle School is located at 10800 Yellowjacket Boulevard in Ocean Springs, Mississippi. In 2019-2020, it houses one thousand ninety-one (1,091) students in sixth through eighth grades (6-8). St. Martin Middle School supports the Jackson County School District's mission, which is "to provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens."

SMMS students recently had a chance to experience some hands-on engineering thanks to a grant written by Project Lead the Way teacher Cecil Murphy. This grant allowed students to design their own dragsters with 3D software and then use a CNC router to cut the dragsters. SMMS hosted a race to see which design was the fastest (Anzuini, 2020).

Anzuini, K. (2020) St. Martin Students Get Hands-On Engineering Experience. Retrieved from <https://www.wxxv25.com/2020/01/22/st-martin-students-get-hands-engineering-experience/>



ENROLLMENT

ST. MARTIN MIDDLE SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP										
BY GRADE				BY DEMOGRAPHIC GROUP						
	2018	2019	2020		2018		2019		2020	
					#	%	#	%	#	%
PK										
PK SPED				GENDER						
K				FEMALE	467	46.7%	483	46.9%	520	47.7%
K SPED				MALE	533	53.3%	546	53.1%	571	52.3%
ELEM. SPED	*	*	*	RACE						
GR 1				AFRICAN AMERICAN	196	19.6%	225	21.9%	238	21.8%
GR 2				ASIAN	89	8.9%	90	8.8%	72	6.6%
GR 3				HISPANIC OR LATINO	45	4.5%	53	5.2%	54	5.0%
GR 4				NATIVE AMERICAN	*	*	*	*	*	*
GR 5				PACIFIC ISLANDER	*	*	*	*	*	*
GR 6	335	356	360	TWO OR MORE RACES	*	*	19	1.9%	38	3.5%
GR 7	300	349	359	WHITE	655	65.5%	635	61.7%	683	62.6%
GR 8	351	313	356							
GR 9										
GR 10										
GR 11										
GR 12										
SEC. SPED	*	*	*							
SEC. GED										
TOTAL	1000	1029	1091							



Table 117: St. Martin Middle School Enrollment by Grade and Demographic Group

ATTENDANCE

ST. MARTIN MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE								
GRADE	2017	2018	2019	GRADE	2017	2018	2019	
K-SPED				GRADE_07	338.6	287.3	325.1	
K				GRADE_08	307.1	328.2	294.0	
ELEM. SPED	1.3	7.2	3.4	GRADE_09				
GRADE_01				GRADE_10				
GRADE_02				GRADE_11				
GRADE_03				GRADE_12				
GRADE_04				SEC. SPED	8.7	6.1	7.0	
GRADE_05				SEC. GED				
GRADE_06	303.0	318.7	336.6	TOTAL	958.6	947.3	966.1	

Table 118: St. Martin Middle School Average Daily Attendance

2018-2019 St. Martin Middle ADA by Month								
Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
94.57	95.38	94.32	94.81	95.12	90.2	94.2	94.3	95.81

Table 119: 2018-2019 St. Martin Middle School ADA by Month

Best ADA in St. Martin Award:
October 2018, December 2018

Best ADA JCSD Middle School Award:
January 2019




2017-2019 ST. MARTIN MIDDLE SCHOOL CHRONIC ABSENTEE RATES

CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	15.5%	14.2%
	2018		17.6%	16.9%
	2019		14.2%	13.1%
GENDER	2018	FEMALE	17.2%	16.8%
	2019		13.3%	12.7%
	2018	MALE	17.9%	16.9%
	2019		15.1%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		
	2019			20.2%
	2018	ASIAN	<5%	6.7%
	2019		<5%	5.2%
	2018	BLACK OR AFRICAN AMERICAN	15.7%	16.0%
	2019		14.1%	13.4%
	2018	HISPANIC OR LATINO	15.5%	
	2019		13.0%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5%	
	2019		<5%	
	2018	TWO OR MORE RACES	38.5%	18.3%
	2019		28.6%	13.7%
2018	WHITE	19.8%	18.3%	
2019		15.5%	13.1%	
DISABILITY	2018	STUDENTS WITH DISABILITIES	31.0%	21.8%
	2019		25.5%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	15.5%	16.1%
	2019		12.5%	12.4%
EL	2018	ENGLISH LEARNERS	9.0%	11.1%
	2019		<5%	9.1%

Table 120: 2017-2019 St. Martin Middle School Chronic Absentee Rates

 Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school.

 Over 8 million U.S. students miss nearly a month of school each year.

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	8.3	<5%	10		
2019		<5%	9.9	<5%	58	<5%	<5%
2018	FEMALE		<5%	<5%	<10		
2019			5.1		14	<5%	<5%
2018	MALE		11.9		<10		
2019			14.3		44	<5%	<5%
2018	NATIVE AMERICAN						
2019			<5%		<10	<5%	<5%
2018	ASIAN		<5%				
2019			5.6		<10	<5%	<5%
2018	BLACK OR AFRICAN AMERICAN		18.0		<10		
2019			20.9		33	<5%	<5%
2018	HISPANIC OR LATINO		<5%				
2019			7.7		<10	<5%	<5%
2018	PACIFIC ISLANDER						
2019						<5%	<5%
2018	TWO OR MORE RACES		15.4		<10		
2019							
2018	WHITE		6.3	<5%	<10		
2019			6.9		21	<5%	<5%
2018	STUDENTS WITH DISABILITIES		13.4		<10		
2019			18.0		15	<5%	<5%
2018	STUDENTS WITHOUT DISABILITIES		7.5	<5%	<10		
2019			8.7		43	<5%	<5%
2018	ENGLISH LEARNERS		<5%				
2019			<5%		<10	<5%	<5%
2018	NON ENGLISH LEARNERS		8.5	<5%	10		
2019			10.1		57	<5%	<5%

Table 121: 2018-2019 St. Martin Middle School MSIS Reported Disciplinary Incidents

2015-2019 ST. MARTIN MIDDLE SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+**-TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+**-EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
ST. MARTIN MIDDLE	145	44	136	34	6	2	8	1	3	1	7			387
ALTERNATIVE SCHOOL														
2016-17	15	2	7											24
2017-18	1	1	9	5										16
2018-19	1	3	5	2			1				1			13

2015-2019 ST. MARTIN MIDDLE SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+** -TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
EXPULSION														
2017-18				1										1
SUSPENSION														
2015-16	27	6	18	5			1							57
2016-17	8		4		1				1					14
2017-18	35	12	42	11	1	1	2		1	1				106
2018-19	58	20	51	10	4	1	4	1	1		6			156

Table 122: 2015-2019 St. Martin Middle School Disciplinary Dispensations by Race and Gender

PERSONNEL

2019 ST. MARTIN MIDDLE SCHOOL INSTRUCTIONAL PERSONNEL CHARACTERISTICS

TEACHERS	TOTAL		#	66.33
	EXPERIENCED	ALL	#	58.35
			%	88.0%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	
			%	
	EMERGENCY PROVISIONAL	ALL	#	0.73
			%	1.1%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	
			%	
	TEACHING IN FIELD	ALL	#	65.09
			%	98.1%
HIGH POVERTY SCHOOL		#		
		%		
LOW POVERTY SCHOOL		#		
		%		
PRINCIPALS	TOTAL	#	4	
	EXPERIENCED	#	4	
		%	100.0%	

Table 123: 2019 St. Martin Middle School Instructional Personnel Characteristics



ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 St. Martin Middle School Accountability				
2017 Accountability Rating:		B	2016 Accountability Rating:	B
Former Baseline Grade:		B	New Baseline Grade:	B
POINTS: 385	Reading	Mathematics	Science	
PROFICIENCY	44.0%	44.5%	80.0%	
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>50</i>	
GROWTH ALL STUDENTS	61.3%	55.8%	Participation Rate	
<i>Possible points</i>	<i>100</i>	<i>100</i>		
GROWTH LOW 25%	54.0%	45.6%	99.0%	
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>200</i>	

Figure 75: 2017 St. Martin Middle School Accountability

2018 ACCOUNTABILITY

2018 St. Martin Middle School Accountability			
Accountability Rating:	B	Accountability Rating with EL	C
Total Points	391	Total Points with EL	371
	Reading	Mathematics	Science
PROFICIENCY	46.5%	49.8%	79.6%
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>50/47.5</i>
GROWTH ALL STUDENTS	59.3%	61.2%	EL Progress
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	
GROWTH LOW 25%	57.5%	36.9%	44.0%
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>200/190</i>

Figure 76: 2018 St. Martin Middle School Accountability

2019 ACCOUNTABILITY

2019 St. Martin Middle School Accountability			
Accountability Rating:	B	Total Points	418
	Reading	Mathematics	Science
PROFICIENCY	47.2%	55.5%	79.6%
<i>Possible Points</i>	95	95	47.5
GROWTH ALL STUDENTS	61.6%	66.8%	EL Progress
<i>Possible Points</i>	95	95	
GROWTH LOW 25%	56.0%	44.9%	71.1%
<i>Possible Points</i>	95	95	47.5

Figure 77: 2019 St. Martin Middle School Accountability

2019 TARGETED SUPPORT AND IMPROVEMENT

St. Martin Middle School was assigned a designation of **Additional Targeted Support and Improvement** in 2019 because scores for **Students with Disabilities** fell in the lowest 5% of all statewide Title I A schools. The school has begun implementation of a school improvement plan targeting those subgroups using evidence-based interventions. The school's status will be re-evaluated annually.

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 ST. MARTIN MIDDLE SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP														
Subgroup	MATH			ELA			USH	SCI	CC	GRAD	EL			
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready		Acceler	Rate	% Prof.	# Prof.
ALL	55.5	66.8	44.9	47.2	61.6	56		73.3				58.6	17	58.82
Female	58.6	69.5	46	53.4	65.1	59.8		77.2						
Male	52.7	64.3	44	41.6	58.4	53.8		69.7						
Asian	70.6	84.9		64.7	73.3	73.5		93.5						
Black or African American	40.1	54.1	42.5	28.8	49.5	48.5		51.6						

2018-2019 ST. MARTIN MIDDLE SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP

Subgroup	MATH			ELA			USH	SCI	CC	GRAD		EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
Hispanic or Latino	52.9	71.9	48.1	34	58	50		53.3						
Native American														
Pacific Islander														
Two or More Races	47.1	51.6		41.2	51.6									
White	59.2	68.4	44	52.6	64.9	59.5		79.7						
Students with Disabilities	11.6	41.5	37.8	9.1	42	45.5		21.9						
Students w/o Disabilities	61.8	70.3	48.7	52.6	64.3	60.9		79.5						
Economically Disadvantaged	48.1	61.2	44.8	38.2	58	57.7		62.9						
Non Econ. Disadvantaged	63.6	73	45.1	57	65.5	53.3		85.1						
English Learners	16.7	61.1	66.1		49.1	61.3								
Non English Learners	56.5	67	43.6	48.4	61.9	55.6		74.4						
Foster Care														
Homeless														
Non Homeless														
Migrant														
Non Migrant														
Military Connected														

Table 124: 2018-2019 St. Martin Middle School Accountability by Demographic Group

ACCOUNTABILITY

It is not only what we do,
but also what we do not do,
for which we are accountable.

[Moliere]

2019 ACCOUNTABILITY GOALS

2019 St. Martin Middle School Accountability Goals						
	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	55.5%	44.1%	57.0%	70.0%	47.0%
	FEMALE	58.6%				48.9%
	MALE	52.7%				45.1%
	ASIAN	70.6%	68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN	40.1%	35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO	52.9%	45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES	47.1%	47.5%	58.7%	70.0%	53.7%
	WHITE	59.2%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES	11.6%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	61.8%				51.1%
	ECONOMICALLY DISADVANTAGED	48.1%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	63.6%				67.7%
	ENGLISH LEARNERS	16.7%	38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	56.5%				47.2%
	FOSTER CARE					37.4%
	HOMELESS					32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%
ENGLISH PROFICIENCY	ALL	47.2%	45.1%	57.5%	70.0%	41.8%
	FEMALE	53.4%				45.9%
	MALE	41.6%				37.8%
	ASIAN	64.7%	61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN	28.8%	35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO	34.0%	42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN		42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER		55.9%	63.0%	70.0%	56.8%
	TWO OR MORE RACES	41.2%	48.2%	59.1%	70.0%	48.0%
	WHITE	52.6%	55.0%	62.5%	70.0%	57.0%
	STUDENTS WITH DISABILITIES	9.1%	29.3%	49.6%	70.0%	17.6%
	STUDENTS WITHOUT DISABILITIES	52.6%				45.5%
	ECONOMICALLY DISADVANTAGED	38.2%	39.6%	54.8%	70.0%	32.4%
	NON ECONOMICALLY DISADVANTAGED	57.0%				61.7%
	ENGLISH LEARNERS		32.4%	51.2%	70.0%	19.4%
	NON ENGLISH LEARNERS	48.4%				42.2%
	FOSTER CARE					36.2%
	HOMELESS					30.7%
	MIGRANT					30.7%
	MILITARY CONNECTED					63.9%

Table 125: 2019 St. Martin Middle School Accountability Goals

ASSESSMENT

ST. MARTIN MIDDLE SCHOOL MAAP

ST. MARTIN MIDDLE SCHOOL MAAP ELA AND MATH

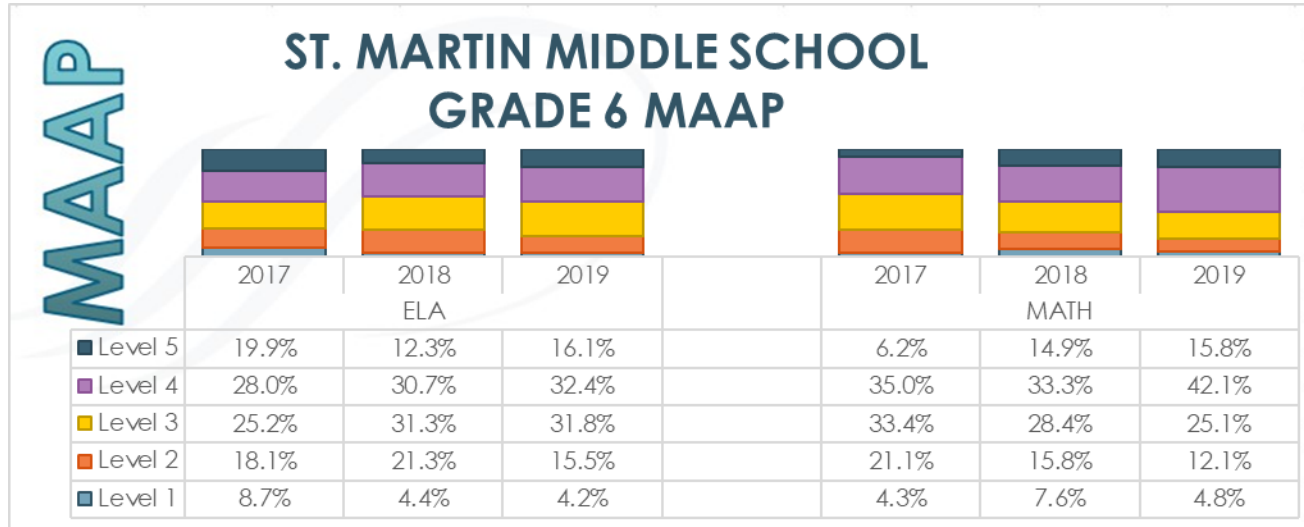


Figure 78: St. Martin Middle School MAAP Grade 6

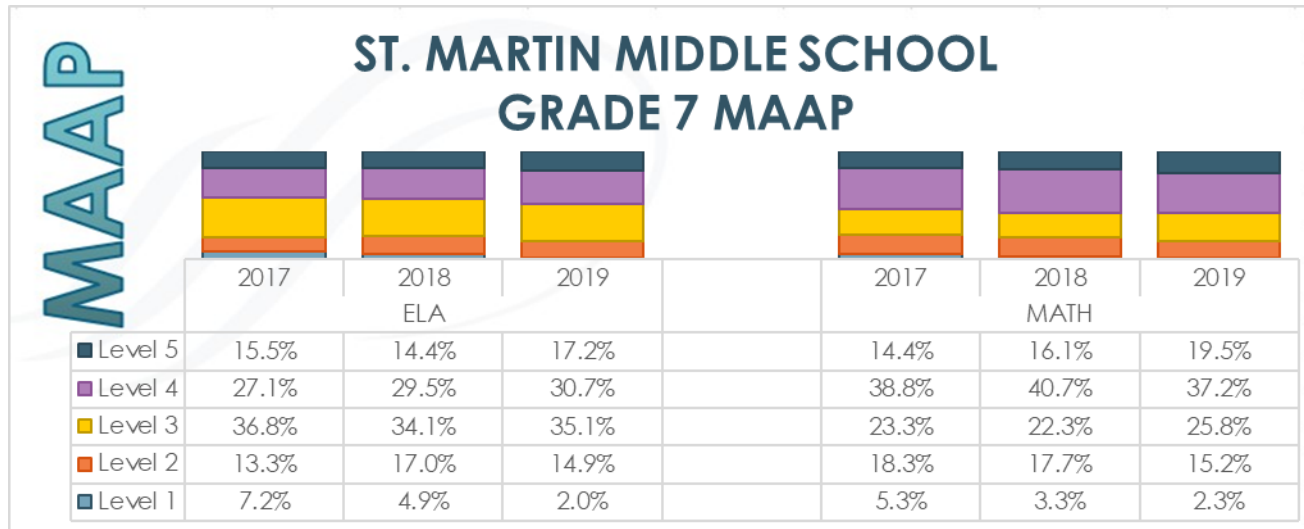


Figure 79: St. Martin Middle School MAAP Grade 7



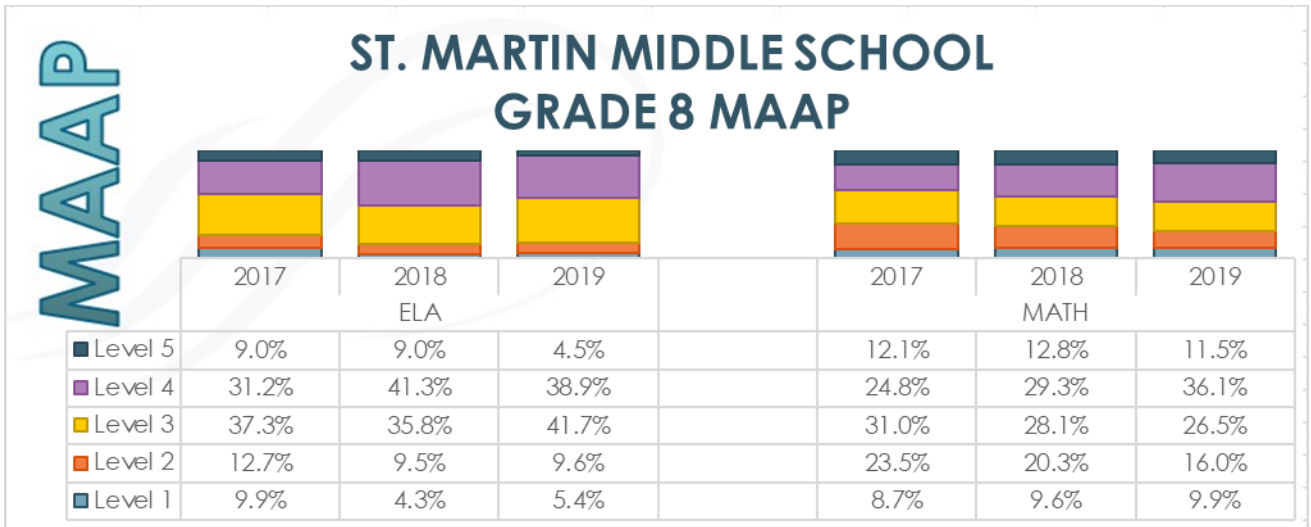


Figure 80: St. Martin Middle School MAAP Grade 8

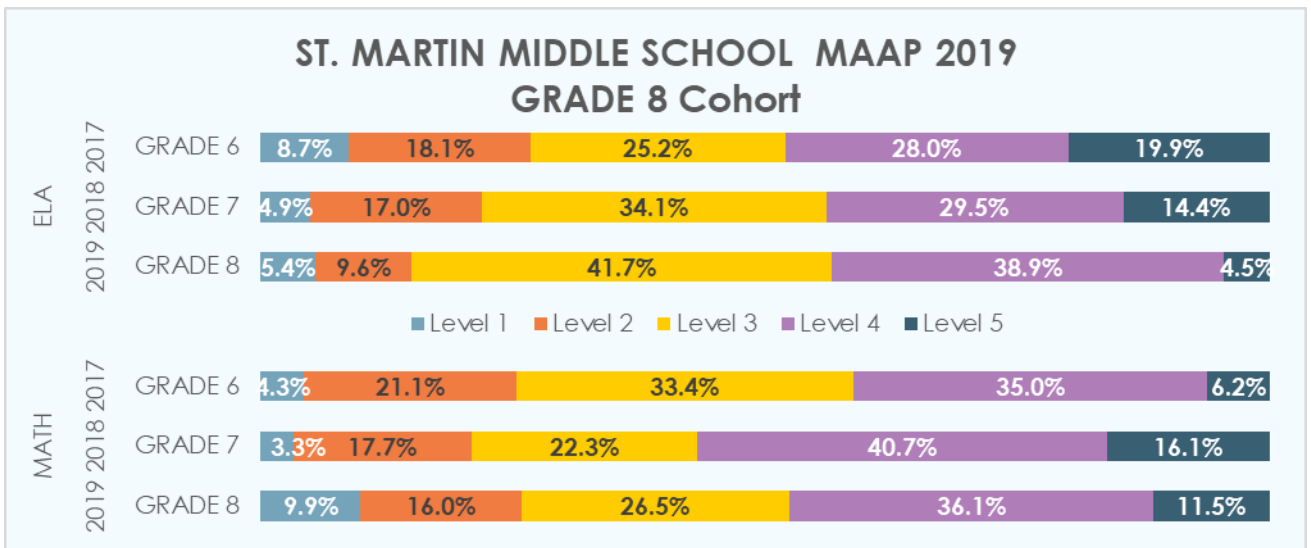


Figure 81: St. Martin Middle School MAAP 2019 Grade 8 Cohort

ST. MARTIN MIDDLE SCHOOL MAAP-SCI

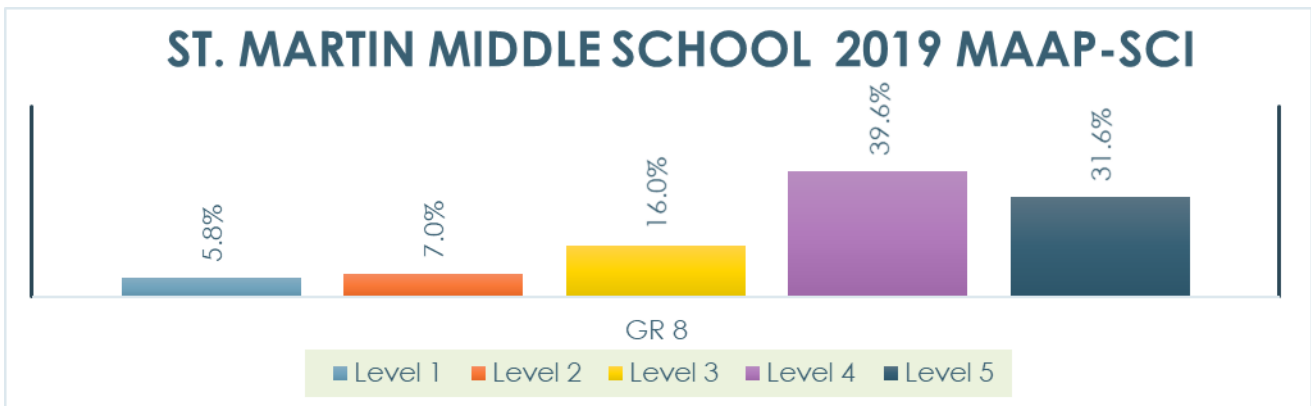


Figure 82: St. Martin Middle School MAAP-SCI Grade 8

ST. MARTIN MIDDLE SCHOOL MAAP DEMOGRAPHICS

ST. MARTIN MIDDLE SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.6	98.1	0-10%	6.8	11-20%	19.6	31-40%	33.5	31-40%	28.9	11-20%	11.2
FEMALE	99.4	98.0	0-10%	0-10%	0-10%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
MALE	99.8	98.1	0-10%	8.7	11-20%	22.0	31-40%	33.6	31-40%	26.3	0-10%	9.5
BLACK OR AFRICAN AMERICAN	100.0	98.3	0-10%	0-10%	11-20%	21-30%	41-50%	31-40%	21-30%	21-30%	0-10%	0-10%
WHITE	99.5	97.8	0-10%	0-10%	11-20%	11-20%	31-40%	21-30%	31-40%	31-40%	11-20%	11-20%
NATIVE AMERICAN	<5%	98.7		0-10%	31-40%	21-30%	41-50%	31-40%	11-20%	21-30%		0-10%
ASIAN	100.0	95.3	0-10%	6.0	0-10%	9.6	21-30%	21.2	41-50%	36.2	21-30%	27.1
HISPANIC OR LATINO	98.0	98.3	0-10%	9.4	11-20%	19.9	41-50%	34.3	21-30%	28.1	0-10%	8.4
PACIFIC ISLANDER	<5%	96.3		5.8		11.7	41-50%	28.6	41-50%	39.0		14.9
TWO OR MORE RACES	100.0	98.4		0-10%		11-20%	57.9	31-40%	36.8	31-40%	5.3	11-20%
ECONOMICALLY DISADVANTAGED	100.0	98.4	5.4	8.9	16.7	24.3	40.3	36.2	29.2	24.1	8.4	6.5
NON ECONOMICALLY DISADVANTAGED	99.2	97.4	0-10%	0-10%	11-20%	0-10%	31-40%	21-30%	31-40%	31-40%	11-20%	21-30%
MIGRANT		94.4		21-30%		21-30%		21-30%		11-20%		0-10%
HOMELESS		97.2		11.8	31-40%	26.3	51-60%	33.0	11-20%	22.3		6.6
FOSTER CARE		97.6	21-30%	8.8	11-20%	22.8	21-30%	34.4	21-30%	27.8		6.2
STUDENTS WITH DISABILITIES	98.5	97.1	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%	0-10%	0-10%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	99.8	98.2	0-10%	0-10%	0-10%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
ENGLISH LEARNERS	100.0	98.7	0-10%	13.9	11-20%	24.5	31-40%	33.7	31-40%	22.5	0-10%	5.5
NON ENGLISH LEARNERS	99.6	98.1	0-10%	6.6	11-20%	19.5	31-40%	33.5	31-40%	29.1	11-20%	11.4
MILITARY CONNECTED		97.3		0-10%		0-10%		21-30%		31-40%		21-30%

Table 126: St. Martin Middle School 2019 MAAP ELA by Demographic Group

ST. MARTIN MIDDLE SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.5	98.7	5.5	5.6	14.9	17.7	25.6	31.2	38.4	31.3	15.6	14.1
FEMALE	99.4	99.0	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
MALE	99.6	98.4	6.3	6.7	15.7	19.4	26.5	30.7	36.4	29.4	15.1	13.8

ST. MARTIN MIDDLE SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
BLACK OR AFRICAN AMERICAN	100.0	98.6	0-10%	8.3	21-30%	25.0	21-30%	36.0	31-40%	24.3	0-10%	6.4
WHITE	99.2	98.9	5.2	0-10%	12.9	0-10%	24.1	21-30%	40.6	31-40%	17.1	21-30%
NATIVE AMERICAN	<5%	98.8		0-10%	31-40%	11-20%	11-20%	31-40%	41-50%	31-40%		11-20%
ASIAN	100.0	98.8		0-10%	0-10%	0-10%	21-30%	11-20%	31-40%	31-40%	31-40%	41-50%
HISPANIC OR LATINO	100.0	98.6	0-10%	5.5	11-20%	16.4	21-30%	30.0	31-40%	34.1	11-20%	14.0
PACIFIC ISLANDER	<5%	96.9		0-10%		0-10%	41-50%	21-30%	41-50%	31-40%		21-30%
TWO OR MORE RACES	100.0	98.7		0-10%	15.8	11-20%	36.8	21-30%	42.1	31-40%	5.3	11-20%
ECONOMICALLY DISADVANTAGED	99.8	98.6	7.7	7.2	18.6	22.2	27.0	34.8	37.5	27.3	9.2	8.5
NON ECONOMICALLY DISADVANTAGED	99.2	99.0	0-10%	0-10%	11-20%	0-10%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%
MIGRANT		93.2		15.6		21.9		35.4		17.7		9.4
HOMELESS		96.6	11-20%	10.7	51-60%	25.8	21-30%	32.9	11-20%	23.8		6.8
FOSTER CARE		97.0		8.7	31-40%	20.4	11-20%	35.2	41-50%	28.0		7.8
STUDENTS WITH DISABILITIES	97.8	96.8	31-40%	11-20%	31-40%	31-40%	21-30%	21-30%	0-10%	11-20%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	99.8	99.1	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
ENGLISH LEARNERS	100.0	98.6	0-10%	7.1	0-10%	18.6	31-40%	30.5	31-40%	30.3	11-20%	13.5
NON ENGLISH LEARNERS	99.5	98.7	5.8	5.6	15.2	17.7	24.9	31.3	38.8	31.4	15.4	14.1
MILITARY CONNECTED		98.9		0-10%		0-10%		21-30%		31-40%		31-40%

Table 127: St. Martin Middle School 2019 MAAP MATH by Demographic Group

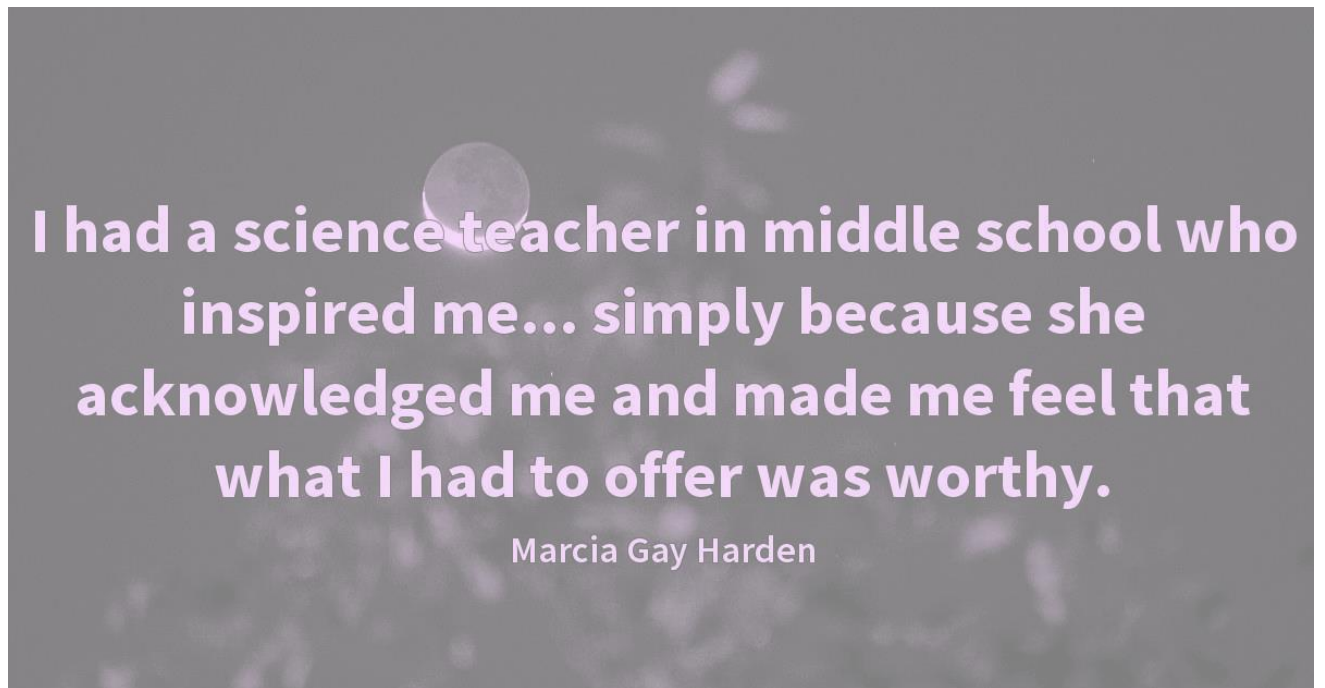
ST. MARTIN MIDDLE SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.7	98.7	5.7	10.3	7.0	13.6	16.2	23.4	39.7	36.0	31.4	16.7
FEMALE	100.0	99.1	0-10%	9.2	0-10%	13.3	11-20%	24.3	31-40%	37.4	31-40%	15.8
MALE	99.4	98.4	6.8	11.4	6.8	13.9	19.6	22.5	39.3	34.7	27.6	17.5
BLACK OR AFRICAN AMERICAN	98.5	98.5	13.6	16.3	13.6	19.8	22.7	28.1	34.9	28.8	15.2	7.0
WHITE	100.0	98.9	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	31-40%	21-30%
NATIVE AMERICAN	<5%	98.7		11.0		15.4		25.1	41-50%	35.8	41-50%	12.7
ASIAN	100.0	99.4	0-10%	5.9	0-10%	6.2	0-10%	10.7	31-40%	33.4	51-60%	43.7
HISPANIC OR LATINO	100.0	98.9	6.7	12.4	13.3	13.3	26.7	23.0	33.3	37.0	20.0	14.4

ST. MARTIN MIDDLE SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
PACIFIC ISLANDER	<5%	98.5		7.5		7.5	91-100	20.9		29.9		34.3
TWO OR MORE RACES	<5%	98.0		7.5		9.1	41-50%	22.2	11-20%	41.0	31-40%	20.3
ECONOMICALLY DISADVANTAGED	99.4	98.5	10.2	13.8	9.6	17.2	19.8	26.6	35.3	32.4	25.2	10.1
NON ECONOMICALLY DISADVANTAGED	100.0	99.2	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	31-40%	21-30%
MIGRANT		100.0		21-30%		11-20%		41-50%		11-20%		0-10%
HOMELESS		96.5		18.3	91-100	18.4		24.8		30.6		7.9
FOSTER CARE		97.2	21-30%	12.7		12.5	21-30%	26.0	41-50%	36.1		12.7
STUDENTS WITH DISABILITIES	100.0	96.8	32.4	21-30%	18.9	21-30%	32.4	21-30%	8.1	11-20%	8.1	0-10%
STUDENTS WITHOUT DISABILITIES	99.6	99.0	0-10%	7.5	0-10%	11.7	11-20%	23.2	41-50%	39.2	31-40%	18.6
ENGLISH LEARNERS	100.0	98.6	14.3	19.7	9.5	17.1	14.3	24.6	28.6	29.6	33.3	8.9
NON ENGLISH LEARNERS	99.7	98.7	5.1	10.1	6.8	13.5	16.3	23.3	40.5	36.2	31.3	16.9
MILITARY CONNECTED		99.5		0-10%		0-10%		11-20%		41-50%		31-40%

Table 128: St. Martin Middle School 2019 MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at St. Martin Middle School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Seventy-five (75) faculty and staff members, one hundred ninety-nine (199) parents, and five hundred fifty-five (555) students responded to the survey.

ST. MARTIN MIDDLE SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	42	56.0%
Agree	32	42.7%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	36	48.0%
Agree	32	42.7%
Disagree	4	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.0%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	56	74.7%
Agree	15	20.0%
Disagree	3	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	63	84.0%
Agree	9	12.0%
Disagree	3	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	14	18.7%
Agree	10	13.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	51	68.0%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	35	0.0%
Supporting college and career counseling	25	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	38	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	20	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	25	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	32	42.7%
Providing school-based mental health services and counseling	38	50.7%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	20	26.7%
Establishing or improving dropout prevention	13	17.3%
Supporting re-entry programs and transition services for Justice-involved youth	12	16.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	32	42.7%
Implementing systems and practices to prevent bullying and harassment	32	42.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	25	33.3%
Establishing community partnerships	25	33.3%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	34	45.3%
Building technological capacity and infrastructure	42	56.0%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	17	22.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	23	30.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	23	30.7%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	27	36.0%
Expedited evaluation services for students with limited English	16	21.3%
Expedited evaluation services for gifted and talented students	8	10.7%
Additional academic support	37	49.3%
Tutoring	24	32.0%
Enrichment educational services	18	24.0%
Counseling	38	50.7%
Mentors	34	45.3%
School supplies	51	68.0%
School uniforms	51	68.0%
Dental referrals	31	41.3%
Medical referrals	35	46.7%
Bullying assistance	19	25.3%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	37	49.3%
Agree	32	42.7%
Disagree	6	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	40	53.3%
Agree	33	44.0%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	37	49.3%
Agree	32	42.7%
Disagree	6	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	37	49.3%
Agree	33	44.0%
Disagree	4	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	32	42.7%
Agree	41	54.7%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	40	53.3%
Agree	28	37.3%
Disagree	5	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.7%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

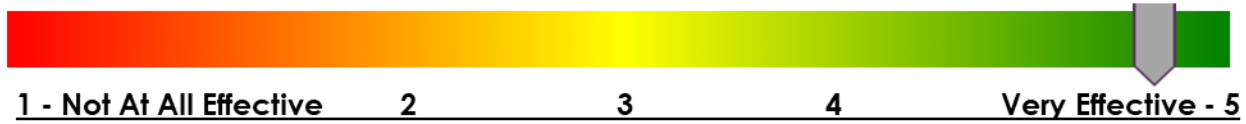
	Count	Percentage
Strongly Agree	33	44.0%
Agree	34	45.3%
Disagree	7	9.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

Summary for TC11

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	42	56.0%
Agree	24	32.0%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	9.3%

JCSDTC11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	39	52.0%
Agree	33	44.0%
Disagree	3	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	6	8.0%
Agree	35	46.7%
Disagree	33	44.0%
Strongly Disagree	1	1.3%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	30	40.0%
Agree	37	49.3%
Disagree	4	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.3%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	34	45.3%
Agree	33	44.0%
Disagree	6	8.0%
Strongly Disagree	1	1.3%
Not Applicable or No Information	1	1.3%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	33	44.0%
Agree	35	46.7%
Disagree	4	5.3%
Strongly Disagree	1	1.3%
Not Applicable or No Information	2	2.7%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	39	52.0%
Agree	29	38.7%
Disagree	3	4.0%
Strongly Disagree	1	1.3%
Not Applicable or No Information	3	4.0%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	16	21.3%
Agree	38	50.7%
Disagree	18	24.0%
Strongly Disagree	2	2.7%
Not Applicable or No Information	1	1.3%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	28	37.3%
Agree	34	45.3%
Disagree	8	10.7%
Strongly Disagree	1	1.3%
Not Applicable or No Information	4	5.3%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	20	26.7%
Agree	39	52.0%
Disagree	13	17.3%
Strongly Disagree	2	2.7%
Not Applicable or No Information	1	1.3%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	22	29.3%
Agree	41	54.7%
Disagree	3	4.0%
Strongly Disagree	2	2.7%
Not Applicable or No Information	7	9.3%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	31	41.3%
Agree	39	52.0%
Disagree	4	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	36	48.0%
Agree	33	44.0%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	6.7%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	25	33.3%
Agree	39	52.0%
Disagree	11	14.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	31	41.3%
Agree	41	54.7%
Disagree	2	2.7%
Strongly Disagree	1	1.3%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	38	50.7%
Agree	29	38.7%
Disagree	6	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.7%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	15	20.0%
Agree	32	42.7%
Disagree	19	25.3%
Strongly Disagree	8	10.7%
Not Applicable or No Information	1	1.3%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	50	66.7%
Agree	16	21.3%
Disagree	7	9.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.7%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from St. Martin Middle School feel the school has an excellent, supportive administration, has improved school culture, and gives students many different areas in which to excel. One faculty member said, "All of our administrators are fantastic. They are diligent, supportive, caring, and some of the best problem solvers I have ever worked with. The teachers at our

school genuinely care about students and do their best to develop positive relationships with each one." Respondents are concerned about the difficulty in procuring substitute teachers, not having enough bandwidth to run all technology, and faulty air conditioning. One faculty member suggested, "At the very least, we need a set of Chromebooks in every classroom. I'm actually getting tired of making this suggestion. We need EFFECTIVE workshops held in the schools or at the district office, and the workshops need to change. We don't need to attend the same workshop three times."

ST. MARTIN MIDDLE SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	91	45.7%
Agree	98	49.3%
Disagree	3	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	3.5%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	58	29.2%
Agree	66	33.2%
Disagree	14	7.0%
Strongly Disagree	2	1.0%
Not Applicable or No Information	59	29.7%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	115	57.8%
Agree	63	31.7%
Disagree	4	2.0%
Strongly Disagree	4	2.0%
Not Applicable or No Information	13	6.5%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	133	66.8%
Agree	58	29.2%
Disagree	2	1.0%
Strongly Disagree	1	0.5%
Not Applicable or No Information	5	2.5%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	42	21.1%
Agree	81	40.7%
Disagree	11	5.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	65	32.7%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	67	33.7%
Supporting college and career counseling	90	45.2%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	105	52.8%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	62	31.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	61	30.7%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	57	28.6%
Providing school-based mental health services and counseling	103	51.8%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	50	25.1%
Establishing or improving dropout prevention	53	26.6%
Supporting re-entry programs and transition services for Justice-involved youth	23	11.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	70	35.2%
Implementing systems and practices to prevent bullying and harassment	100	50.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	78	39.2%
Establishing community partnerships	39	19.6%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	101	50.8%
Building technological capacity and infrastructure	67	33.7%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	60	30.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	61	30.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	73	36.7%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	33	16.6%
Computer Classes	45	22.6%
Conflict Resolution	55	27.6%
Discipline	56	28.1%
Drug/Alcohol Awareness	45	22.6%
English as a Second Language	17	8.5%
Health Classes	41	20.6%
Literacy Classes	20	10.1%
Math Classes	41	20.6%
Parent-to-School Relationships	63	31.7%
Parent/Child Communication	82	41.2%
Preparing for College	87	43.7%
Parenting Workshops	37	18.6%
Social Media Classes	34	17.1%
Stress/Anger Management	68	34.2%
Understanding College- and Career-Ready Standards	66	33.2%
Other	6	3.0%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	76	38.2%
Parental advisory committees	15	7.5%
PTO/PTA meetings and activities	13	6.5%
Ways to help at the classroom level	53	26.6%
Other ways to get involved in my school (district)	42	21.1%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	56	28.1%
Very likely	73	36.7%
Moderately likely	55	27.6%
Slightly likely	12	6.0%
Not at all likely	3	1.5%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	63	31.7%
Agree	116	58.3%
Disagree	14	7.0%
Strongly Disagree	2	1.0%
Not Applicable or No Information	4	2.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	63	31.7%
Agree	112	56.3%
Disagree	15	7.5%
Strongly Disagree	2	1.0%
Not Applicable or No Information	7	3.5%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	65	32.7%
Agree	102	51.3%
Disagree	20	10.1%
Strongly Disagree	6	3.0%
Not Applicable or No Information	6	3.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	77	38.7%
Agree	100	50.3%
Disagree	17	8.5%
Strongly Disagree	2	1.0%
Not Applicable or No Information	3	1.5%

Summary for CI28

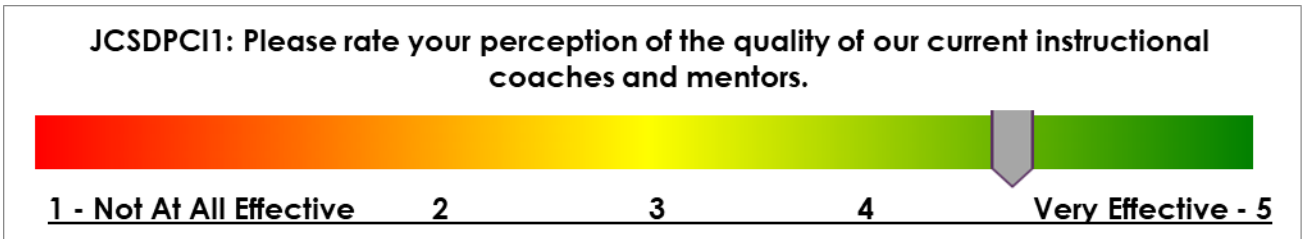
Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	56	28.1%
Agree	98	49.3%
Disagree	26	13.1%
Strongly Disagree	6	3.0%
Not Applicable or No Information	13	6.5%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	55	27.6%
Agree	97	48.7%
Disagree	19	9.6%
Strongly Disagree	4	2.0%
Not Applicable or No Information	24	12.1%



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	67	33.7%
Agree	102	51.3%
Disagree	24	12.1%
Strongly Disagree	5	2.5%
Not Applicable or No Information	1	0.5%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	49	24.6%
Agree	116	58.3%
Disagree	27	13.6%
Strongly Disagree	2	1.0%
Not Applicable or No Information	5	2.5%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	71	35.7%
Agree	114	57.3%
Disagree	11	5.5%
Strongly Disagree	3	1.5%
Not Applicable or No Information	0	0.0%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	68	34.2%
Agree	102	51.3%
Disagree	26	13.1%
Strongly Disagree	3	1.5%
Not Applicable or No Information	0	0.0%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	58	29.2%
Agree	101	50.8%
Disagree	32	16.1%
Strongly Disagree	1	0.5%
Not Applicable or No Information	7	3.5%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	79	39.7%
Agree	94	47.2%
Disagree	20	10.1%
Strongly Disagree	1	0.5%
Not Applicable or No Information	5	2.5%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	52	26.1%
Agree	101	50.8%
Disagree	29	14.6%
Strongly Disagree	7	3.5%
Not Applicable or No Information	10	5.0%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	40	20.1%
Agree	109	54.8%
Disagree	35	17.6%
Strongly Disagree	3	1.5%
Not Applicable or No Information	12	6.0%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	57	28.6%
Agree	94	47.2%
Disagree	30	15.1%
Strongly Disagree	15	7.5%
Not Applicable or No Information	3	1.5%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	59	29.7%
Agree	103	51.8%
Disagree	12	6.0%
Strongly Disagree	4	2.0%
Not Applicable or No Information	21	10.6%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	55	27.6%
Agree	120	60.3%
Disagree	3	1.5%
Strongly Disagree	1	0.5%
Not Applicable or No Information	20	10.1%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	53	26.6%
Agree	116	58.3%
Disagree	8	4.0%
Strongly Disagree	1	0.5%
Not Applicable or No Information	21	10.6%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	44	22.1%
Agree	121	60.8%
Disagree	12	6.0%
Strongly Disagree	3	1.5%
Not Applicable or No Information	19	9.6%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	44	22.1%
Agree	109	54.8%
Disagree	30	15.1%
Strongly Disagree	4	2.0%
Not Applicable or No Information	12	6.0%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	63	31.7%
Agree	107	53.8%
Disagree	22	11.1%
Strongly Disagree	7	3.5%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	46	23.1%
Agree	90	45.2%
Disagree	14	7.0%
Strongly Disagree	3	1.5%
Not Applicable or No Information	46	23.1%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	61	30.7%
Agree	120	60.3%
Disagree	9	4.5%
Strongly Disagree	2	1.0%
Not Applicable or No Information	7	3.5%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	50	25.1%
Agree	101	50.8%
Disagree	16	8.0%
Strongly Disagree	9	4.5%
Not Applicable or No Information	23	11.6%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	56	28.1%
Agree	119	59.8%
Disagree	10	5.0%
Strongly Disagree	4	2.0%
Not Applicable or No Information	10	5.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	54	27.1%
Agree	119	59.8%
Disagree	18	9.1%
Strongly Disagree	3	1.5%
Not Applicable or No Information	5	2.5%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	56	28.1%
Agree	108	54.3%
Disagree	15	7.5%
Strongly Disagree	5	2.5%
Not Applicable or No Information	15	7.5%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	55	27.6%
Agree	114	57.3%
Disagree	16	8.0%
Strongly Disagree	2	1.0%
Not Applicable or No Information	12	6.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from St. Martin Middle School feel the school does well in keeping students safe, offering challenging and interesting classes, and communicating with parents. One parent commented, "I am very pleased with the way the staff and administration handled all of the

problems they have come across this year. I really appreciate their keeping the parents informed. I am also really glad that they went ahead with their day not letting the children who were making the threats take over." Respondents expressed concerns about Learning Strategies as a required elective, providing STEM opportunities outside the gifted program, and needed monitoring of student behavior on busses. Having adequate resources to help with homework was a worry for many respondents.

ST. MARTIN MIDDLE SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	135	24.3%
Agree	333	60.0%
Disagree	37	6.7%
Strongly Disagree	12	2.2%
Not Applicable or No Information	38	6.9%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	99	17.8%
Agree	232	41.8%
Disagree	31	5.6%
Strongly Disagree	15	2.7%
Not Applicable or No Information	178	32.1%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	216	38.9%
Agree	243	43.8%
Disagree	44	7.9%
Strongly Disagree	26	4.7%
Not Applicable or No Information	26	4.7%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	128	23.1%
Agree	164	29.6%
Disagree	158	28.5%
Strongly Disagree	47	8.5%
Not Applicable or No Information	58	10.5%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	87	15.7%
Agree	198	35.7%
Disagree	64	11.5%
Strongly Disagree	27	4.9%
Not Applicable or No Information	179	32.3%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	184	33.2%
Agree	297	53.5%
Disagree	40	7.2%
Strongly Disagree	16	2.9%
Not Applicable or No Information	18	3.2%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	163	29.4%
Agree	317	57.1%
Disagree	43	7.8%
Strongly Disagree	16	2.9%
Not Applicable or No Information	16	2.9%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	93	16.8%
Agree	284	51.2%
Disagree	87	15.7%
Strongly Disagree	38	6.9%
Not Applicable or No Information	53	9.6%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	229	41.3%
Agree	248	44.7%
Disagree	38	6.9%
Strongly Disagree	20	3.6%
Not Applicable or No Information	20	3.6%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	149	26.9%
Agree	304	54.8%
Disagree	63	11.4%
Strongly Disagree	16	2.9%
Not Applicable or No Information	23	4.1%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	209	37.7%
Agree	253	45.6%
Disagree	63	11.4%
Strongly Disagree	18	3.2%
Not Applicable or No Information	12	2.2%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	168	30.3%
Agree	262	47.2%
Disagree	62	11.2%
Strongly Disagree	27	4.9%
Not Applicable or No Information	36	6.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	144	26.0%
Agree	281	50.6%
Disagree	58	10.5%
Strongly Disagree	19	3.4%
Not Applicable or No Information	53	9.6%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	155	27.9%
Agree	251	45.2%
Disagree	82	14.8%
Strongly Disagree	27	4.9%
Not Applicable or No Information	40	7.2%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	131	23.6%
Agree	255	46.0%
Disagree	52	9.4%
Strongly Disagree	23	4.1%
Not Applicable or No Information	94	16.9%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	90	16.2%
Agree	250	45.1%
Disagree	111	20.0%
Strongly Disagree	31	5.6%
Not Applicable or No Information	73	13.2%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	131	23.6%
Agree	247	44.5%
Disagree	93	16.8%
Strongly Disagree	62	11.2%
Not Applicable or No Information	22	4.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	107	19.3%
Agree	294	53.0%
Disagree	48	8.7%
Strongly Disagree	18	3.2%
Not Applicable or No Information	88	15.9%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	115	20.7%
Agree	261	47.0%
Disagree	47	8.5%
Strongly Disagree	18	3.2%
Not Applicable or No Information	114	20.5%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	110	19.8%
Agree	305	55.0%
Disagree	65	11.7%
Strongly Disagree	24	4.3%
Not Applicable or No Information	51	9.2%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	128	23.1%
Agree	274	49.4%
Disagree	87	15.7%
Strongly Disagree	28	5.1%
Not Applicable or No Information	38	6.9%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	115	20.7%
Agree	271	48.8%
Disagree	50	9.0%
Strongly Disagree	23	4.1%
Not Applicable or No Information	96	17.3%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	146	26.3%
Agree	248	44.7%
Disagree	79	14.2%
Strongly Disagree	49	8.8%
Not Applicable or No Information	33	6.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	105	18.9%
Agree	215	38.7%
Disagree	120	21.6%
Strongly Disagree	55	9.9%
Not Applicable or No Information	60	10.8%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	124	22.3%
Agree	304	54.8%
Disagree	69	12.4%
Strongly Disagree	39	7.0%
Not Applicable or No Information	19	3.4%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	114	20.5%
Agree	233	42.0%
Disagree	58	10.5%
Strongly Disagree	46	8.3%
Not Applicable or No Information	104	18.7%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	146	26.3%
Agree	278	50.1%
Disagree	60	10.8%
Strongly Disagree	42	7.6%
Not Applicable or No Information	29	5.2%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	111	20.0%
Agree	253	45.6%
Disagree	108	19.5%
Strongly Disagree	55	9.9%
Not Applicable or No Information	28	5.1%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	126	22.7%
Agree	300	54.1%
Disagree	64	11.5%
Strongly Disagree	33	6.0%
Not Applicable or No Information	32	5.8%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	165	29.7%
Agree	266	47.9%
Disagree	64	11.5%
Strongly Disagree	43	7.8%
Not Applicable or No Information	17	3.1%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	132	23.8%
Agree	285	51.4%
Disagree	69	12.4%
Strongly Disagree	28	5.1%
Not Applicable or No Information	41	7.4%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	117	21.1%
Agree	248	44.7%
Disagree	99	17.8%
Strongly Disagree	51	9.2%
Not Applicable or No Information	40	7.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from St. Martin Middle School feel the school does a good job of teaching core subjects, keeping students safe, and offering interesting electives. One student commented, "My school is doing well with how open it is to new students and how well they communicate with parents." Respondents would like to do away with uniforms, be able to use their phones at school, and eliminate i-Ready. One student commented, "I think we should make an improvement to more busses and classrooms, because there are too many kids in one classroom and too many kids on one bus."



ST. MARTIN HIGH SCHOOL

INTRODUCTION

St. Martin High School is located at 11300 Yellowjacket Boulevard in Ocean Springs, Mississippi. In 2019-2020, it houses one thousand two hundred eighty-four (1,284) students in ninth through twelfth grades (9-12). SMHS supports the district mission, which is “to provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens.”

The Program of Research and Evaluation for Public Schools (PREPS) recently announced its 2020 Value-Added Awards, which identify PREPS member schools deemed as adding value by performing significantly better than other schools with comparable socioeconomic circumstances. SMHS won five of these awards – for ACT, Algebra I, Biology I, English II, and U. S. History.



ENROLLMENT

ST. MARTIN HIGH SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP										
BY GRADE				BY DEMOGRAPHIC GROUP						
	2018	2019	2020		2018		2019		2020	
					#	%	#	%	#	%
PK										
PK SPED				GENDER						
K				FEMALE	622	47.7%	632	48.5%	606	47.2%
K SPED				MALE	681	52.3%	670	51.5%	678	52.8%
ELEM. SPED				RACE						
GR 1				AFRICAN AMERICAN	305	23.4%	292	22.4%	278	21.7%
GR 2				ASIAN	107	8.2%	99	7.6%	111	8.6%
GR 3				HISPANIC OR LATINO	55	4.2%	58	4.5%	55	4.3%
GR 4				NATIVE AMERICAN			*	*	*	*
GR 5				PACIFIC ISLANDER	*	*	*	*	*	*
GR 6				TWO OR MORE RACES	*	*	*	*	14	1.1%
GR 7				WHITE	829	63.6%	844	64.8%	819	63.8%
GR 8										
GR 9	334	350	319							
GR 10	337	330	350							
GR 11	300	303	307							
GR 12	312	293	283							
SEC. SPED	*	*	25							
SEC. GED	*	*								
TOTAL	1303	1302	1284							



Table 129: St. Martin High School Enrollment by Grade and Demographic Group

ATTENDANCE

ST. MARTIN HIGH SCHOOL AVERAGE DAILY ATTENDANCE							
GRADE	2017	2018	2019	GRADE	2017	2018	2019
K-SPED				GRADE_07			
K				GRADE_08			
ELEM. SPED				GRADE_09	345.8	307.7	329.4
GRADE_01				GRADE_10	322.0	306.1	303.5
GRADE_02				GRADE_11	309.4	278.3	277.7
GRADE_03				GRADE_12	244.3	311.2	284.0
GRADE_04				SEC. SPED	13.2	18.4	24.8
GRADE_05				SEC. GED	3.0	1.0	0.7
GRADE_06				TOTAL	1237.6	1222.6	1220.1

Table 130: St. Martin High School Average Daily Attendance

2018-2019 St. Martin High ADA by Month								
Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
95.66	94.63	94.32	94.4	94.31	93.11	93.64	94.43	95.08

Table 131: 2018-2019 St. Martin High School ADA by Month

Best ADA in St. Martin Award:

February 2019

Best ADA JCSD High School Award:

February 2019



SMHS FACULTY ADA AWARDS:

Best ADA in St. Martin Award

September 2018, April 2019

2017-2019 ST. MARTIN HIGH SCHOOL CHRONIC ABSENTEE RATES

CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	16.5%	14.2%
	2018		19.5%	16.9%
	2019		16.9%	13.1%
GENDER	2018	FEMALE	17.2%	16.8%
	2019		17.0%	12.7%
	2018	MALE	21.6%	16.9%
	2019		16.7%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		
	2019			20.2%
	2018	ASIAN	5.4%	6.7%
	2019		<5%	5.2%
	2018	BLACK OR AFRICAN AMERICAN	17.5%	16.0%
	2019		14.2%	13.4%
	2018	HISPANIC OR LATINO	22.6%	
	2019		21.3%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5%	
	2019		<5%	
	2018	TWO OR MORE RACES	<5%	18.3%
	2019		<5%	13.7%
	2018	WHITE	21.6%	18.3%
	2019		19.1%	13.1%
DISABILITY	2018	STUDENTS WITH DISABILITIES	29.1%	21.8%
	2019		20.5%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	18.6%	16.1%
	2019		16.5%	12.4%
EL	2018	ENGLISH LEARNERS	20.9%	11.1%
	2019		17.0%	9.1%

Table 132: 2017-2019 St. Martin High School Chronic Absentee Rates

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	6.6	<5%	16		
2019		<5%	6.1	<5%	18	<5%	<5%
2018	FEMALE	<5%	<5%		<10		
2019		<5%	<5%		<10	<5%	<5%
2018	MALE	<5%	9.1		12		
2019		<5%	9.8	<5%	14	<5%	<5%
2018	NATIVE AMERICAN						
2019						<5%	<5%
2018	ASIAN		<5%				
2019						<5%	<5%
2018	BLACK OR AFRICAN AMERICAN	<5%	12.3		11		
2019			11.7	<5%	<10	<5%	<5%
2018	HISPANIC OR LATINO		<5%				
2019			8.2		<10	<5%	<5%
2018	PACIFIC ISLANDER						
2019						<5%	<5%
2018	TWO OR MORE RACES						
2019			<5%			<5%	<5%
2018	WHITE	<5%	5.4		<10		
2019		<5%	<5%		<10	<5%	<5%
2018	STUDENTS WITH DISABILITIES		18.0		<10		
2019			17.4		<10	<5%	<5%
2018	STUDENTS WITHOUT DISABILITIES	<5%	5.5		11		
2019		<5%	5.0	<5%	10	<5%	<5%
2018	ENGLISH LEARNERS		6.7				
2019						<5%	<5%
2018	NON ENGLISH LEARNERS	<5%	6.6		16		
2019		<5%	6.3	<5%	18	<5%	<5%

Table 133: 2018-2019 St. Martin High School MSIS Reported Disciplinary Incidents

2015-2019 ST. MARTIN HIGH SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+**-TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
ST. MARTIN HIGH	123	68	231	93	17	3	24	2	12					573
ALTERNATIVE SCHOOL														
2015-16	3	1	3	4										11
2016-17	11	5	10	11										37
2017-18	1	1	10	4	1		1							18

2015-2019 ST. MARTIN HIGH SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+** -TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
2018-19	3	5	6	1										15
EXPULSION														
2015-16			1											1
2016-17	4	1		1										6
IN-SCHOOL SUSPENSION														
2015-16	1		2											3
2016-17	1					1								2
2017-18	2			1					1					4
2018-19			1	1										2
SUSPENSION														
2015-16		12	26	11	1		2		1					53
2016-17		24	57	26			11	1	1					120
2017-18	44	15	66	19	15	2	6		7					174
2018-19	48	4	46	13			4	1	2					118
EXPULSION +														
2018-19	1													1
JUVENILE DETENTION														
2015-16			1											1
2016-17	4		2	1										7

Table 134: 2015-2019 St. Martin High School Disciplinary Dispensations by Race and Gender

PERSONNEL

2019 ST. MARTIN HIGH SCHOOL INSTRUCTIONAL PERSONNEL				
TEACHERS	TOTAL		#	77.46
	EXPERIENCED	ALL	#	64.3
			%	83.0%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	64.3
			%	83.0%
	EMERGENCY PROVISIONAL	ALL	#	0.22
			%	0.3%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	0.22
			%	0.3%
	TEACHING IN FIELD	ALL	#	76.21
			%	98.4%
HIGH POVERTY SCHOOL		#		
		%		
LOW POVERTY SCHOOL		#	76.21	
		%	98.4%	

2019 ST. MARTIN HIGH SCHOOL INSTRUCTIONAL PERSONNEL				
PRINCIPALS		TOTAL	#	5
		EXPERIENCED	#	5
			%	100.0%

Table 135: 2019 St. Martin High School Instructional Personnel Characteristics

ACCELERATION

2019 ST. MARTIN HIGH SCHOOL ACCELERATION					
Subgroup	College/Career Readiness	Acceleration	Advanced Course Participation		Post-Secondary Enrollment
			#	%	
ALL	49.1%	58.2%	354.3	55.7%	54.0%
FEMALE	50.7%	65.0%	211.8	69.2%	
MALE	47.4%	58.2%	142.5	43.2%	
ASIAN	62.0%	77.2%	47.1	87.2%	68.0%
BLACK OR AFRICAN AMERICAN	40.8%	52.0%	55.2	34.5%	45.8%
HISPANIC OR LATINO	60.0%	60.3%	16.8	73.0%	50.0%
NATIVE AMERICAN		40.5%			<5%
PACIFIC ISLANDER			<10	<5%	
TWO OR MORE RACES			<10	<5%	
WHITE	50.3%	61.5%	234	59.1%	54.6%
STUDENTS WITH DISABILITIES	20.0%		<10	10.6%	<5%
STUDENTS WITHOUT DISABILITIES	50.2%	60.2%	349.3	59.3%	
ECONOMICALLY DISADVANTAGED	37.5%	5.3%			<5%
NON ECONOMICALLY DISADVANTAGED	57.5%	68.8%			
ENGLISH LEARNERS		41.7%	<10	15.4%	<5%
NON ENGLISH LEARNERS	50.2%	58.7%	352.3	56.6%	
FOSTER CARE		7.7%			
HOMELESS					
MILITARY CONNECTED					

Table 136: 2019 St. Martin High School Acceleration



ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 St. Martin High School Accountability							
2017 Accountability Rating:		A		2016 Accountability Rating:		B	
Former Baseline Grade:		A		New Baseline Grade:		B	
POINTS: 766	Reading	Mathematics	Science	U. S. History	Acceleration		
PROFICIENCY	57.4%	46.4%	68.5%	71.5%	50.3%		
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>50</i>	<i>50</i>	<i>50</i>		
GROWTH ALL STUDENTS	90.3%	84.4%	Participation Rate	Graduation Rate	College and Career Readiness		
<i>Possible points</i>	<i>100</i>	<i>100</i>					
GROWTH LOW 25%	101.1%	88.5%	98.9%	88.2%	52.0%		
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>200</i>		<i>50</i>		

Figure 83: 2017 St. Martin High School Accountability

2018 ACCOUNTABILITY

2018 St. Martin High School Accountability							
Accountability Rating:		B		Accountability Rating with EL		B	
Total Points		704		Total Points with EL		677	
	Reading	Mathematics	Science	U. S. History	Acceleration		
PROFICIENCY	55.0%	42.0%	69.1%	62.0%	51.8%		
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>50/47.5</i>	<i>50/47.5</i>	<i>50/47.5</i>		
GROWTH ALL STUDENTS	77.3%	77.1%	EL Progress	Graduation Rate	College and Career Readiness		
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>					
GROWTH LOW 25%	69.6%	86.5%	45.4%	88.1%	58.1%		
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>200/190</i>	<i>NA/50</i>	<i>50/47.5</i>		

Figure 84: 2018 St. Martin High School Accountability

2019 ACCOUNTABILITY

2019 St. Martin High School Accountability					
Accountability Rating:	B		Total Points		685
	Reading	Mathematics	Science	U. S. History	Acceleration
PROFICIENCY	47.3%	52.4%	69.1%	70.5%	58.2%
<i>Possible Points</i>	95	95	47.5	47.5	47.5
GROWTH ALL STUDENTS	65.7%	79.2%	EL Progress	Graduation Rate	College and Career Readiness
<i>Possible Points</i>	95	95			
GROWTH LOW 25%	66.4%	94.6%	29.9%	87.5%	49.1%
<i>Possible Points</i>	95	95	47.5	50	190

Figure 85: 2019 St. Martin High School Accountability

2019 TARGETED SUPPORT AND IMPROVEMENT

St. Martin High School was assigned a designation of **Targeted Support and Improvement** in 2019 because scores for **Students with Disabilities** fell in the lowest 50% of overall accountability, were in the lowest quartile of a three-year average gap-to-goal measurement, and were in the lowest quartile of a three-year improvement toward gap-to-goal closure when compared with all statewide Title I schools. The school has begun implementation of a school improvement plan targeting those subgroups using evidence-based interventions. The school's status will be re-evaluated annually.

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 ST. MARTIN HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP															
Subgroup	MATH			ELA			USH	SCI	CC	GRAD			EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth	
ALL	52.4	79.2	94.6	47.3	65.7	66.4	70.5	65.4	49.1	58.2	87.5	17.2	<10	15.38	
Female	55.9	79.4	98.6	47.6	64.1	71.4	71.1	66	50.7	65	89.5				
Male	49	79	91	47	67.3	63.3	69.9	64.9	47.4	52	85.6				
Asian	90.5	86.9		68.2	83		64	90.5	62	77.2	100.0				
Black or African American	41.8	90.5	103.9	26.9	49.1	49	55.2	40	40.8	40.5	84.5				

2018-2019 ST. MARTIN HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP

Subgroup	MATH			ELA			USH	SCI	CC	GRAD		EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
Hispanic or Latino	57.1	85.4		45.5			63.6	46.2	60	60.3	100.0			
Native American														
Pacific Islander														
Two or More Races														
White	52.1	74.9	90	52.6	69.5	74.4	77.4	74.3	50.3	61.5	85.8			
Students with Disabilities	16.7	77.5	82.1	12	59.2	58.3	20	25.9	20	5.3	30.0			
Students w/o Disabilities	55.6	79.4	97.5	50.6	66.2	68.5	73.3	69.4	50.2	60.2	92.7			
Economically Disadvantaged	49.7	83.3	97.3	40.1	58.8	62.5	58.6	57.4	37.5	41.7	87.0			
Non Econ. Disadvantaged	55.3	74.8	89.8	54.4	72.7	72.4	82.3	74.3	57.5	68.8	88.0			
English Learners										7.7				
Non English Learners	52.8	79.1	94.5	47.5	65.5	65.6	71.3	65.5	50.2	58.7	87.3			
Foster Care														
Homeless														
Non Homeless											87.9			
Migrant														
Non Migrant											87.3			
Military Connected														

Table 137: 2018-2019 St. Martin High School Accountability by Demographic Group



2019 ACCOUNTABILITY GOALS

2019 St. Martin High School Accountability Goals						
	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	52.4%	44.1%	57.0%	70.0%	47.0%
	FEMALE	55.9%				48.9%
	MALE	49.0%				45.1%
	ASIAN	90.5%	68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN	41.8%	35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO	57.1%	45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES		47.5%	58.7%	70.0%	53.7%
	WHITE	52.1%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES	16.7%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	55.6%				51.1%
	ECONOMICALLY DISADVANTAGED	49.7%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	55.3%				67.7%
	ENGLISH LEARNERS		38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	52.8%				47.2%
	FOSTER CARE					37.4%
	HOMELESS					32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%
ENGLISH PROFICIENCY	ALL	47.3%	45.1%	57.5%	70.0%	41.8%
	FEMALE	47.6%				45.9%
	MALE	47.0%				37.8%
	ASIAN	68.2%	61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN	26.9%	35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO	45.5%	42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN		42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER		55.9%	63.0%	70.0%	56.8%
	TWO OR MORE RACES		48.2%	59.1%	70.0%	48.0%
	WHITE	52.6%	55.0%	62.5%	70.0%	57.0%
	STUDENTS WITH DISABILITIES	12.0%	29.3%	49.6%	70.0%	17.6%
	STUDENTS WITHOUT DISABILITIES	50.6%				45.5%
	ECONOMICALLY DISADVANTAGED	40.1%	39.6%	54.8%	70.0%	32.4%
	NON ECONOMICALLY DISADVANTAGED	54.4%				61.7%
	ENGLISH LEARNERS		32.4%	51.2%	70.0%	19.4%
	NON ENGLISH LEARNERS	47.5%				42.2%
	FOSTER CARE					36.2%
	HOMELESS					30.7%
	MIGRANT					30.7%
	MILITARY CONNECTED					63.9%

Table 138: 2019 St. Martin High School Accountability Goals

ASSESSMENT

ST. MARTIN HIGH SCHOOL ACT

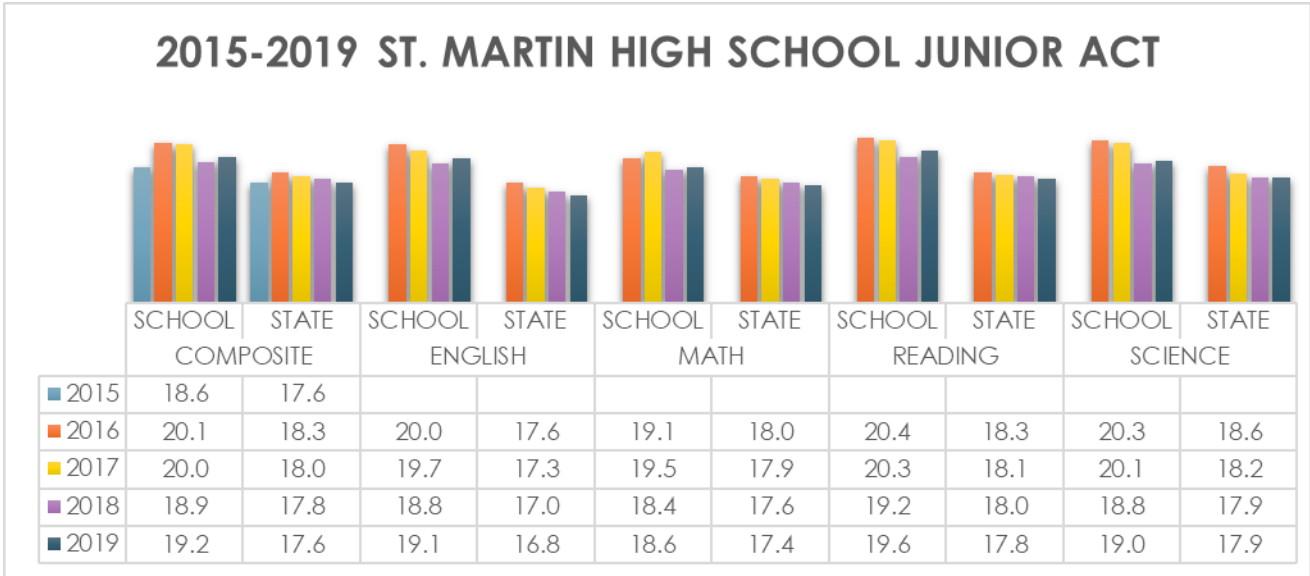


Figure 86: 2016-2019 St. Martin High School Junior ACT

ST. MARTIN HIGH SCHOOL MAAP

ST. MARTIN HIGH SCHOOL ELA AND MATH

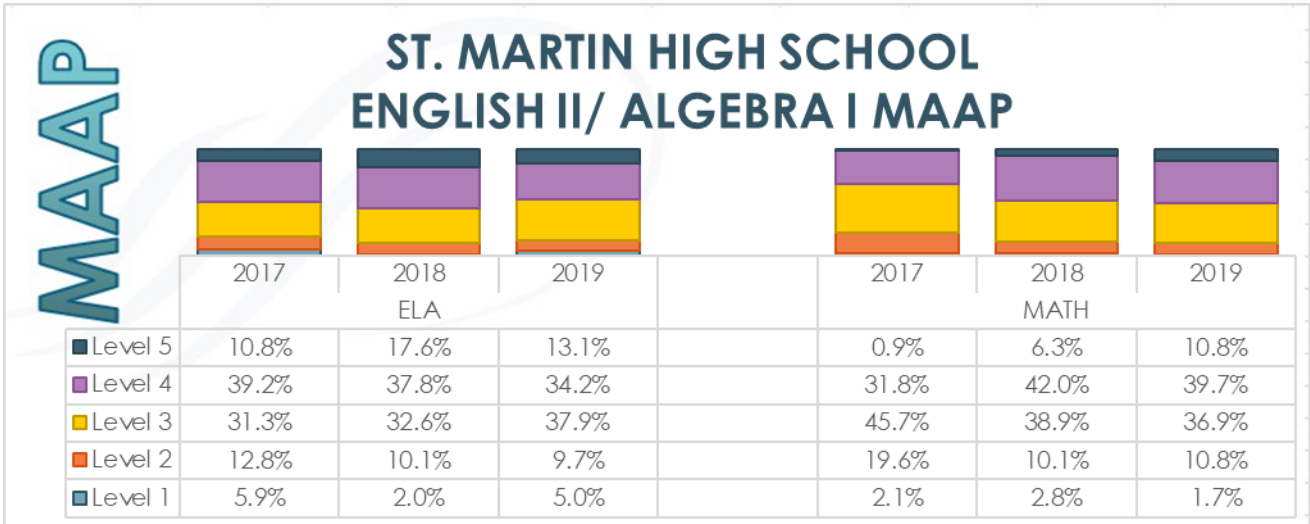


Figure 87: St. Martin High School MAAP English II / Algebra I



ST. MARTIN HIGH SCHOOL MAAP-SCI AND MAAP-EOC

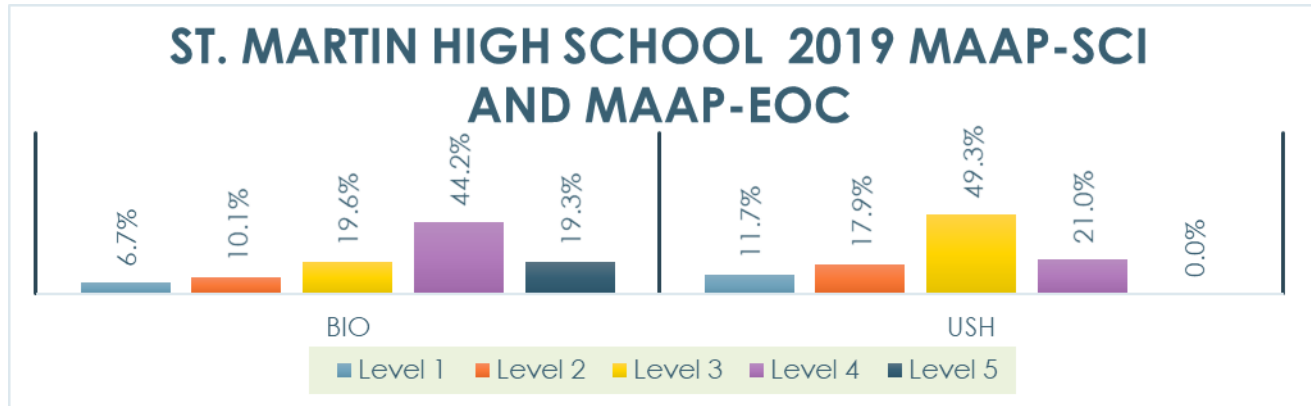


Figure 88: St. Martin High School MAAP-SCI and MAAP-EOC Biology I and U. S. History

ST. MARTIN HIGH SCHOOL MAAP DEMOGRAPHICS

ST. MARTIN HIGH SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP													
	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5		
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	
ALL	82.3	98.1	6.3	6.8	16.5	19.6	35.0	33.5	30.5	28.9	11.7	11.2	
FEMALE	75.6	98.0	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	0-10%	11-20%	
MALE	89.3	98.1	8.5	8.7	18.2	22.0	33.0	33.6	27.3	26.3	13.1	9.5	
BLACK OR AFRICAN AMERICAN	89.3	98.3	10.8	0-10%	28.9	21-30%	38.6	31-40%	14.5	21-30%	7.2	0-10%	
WHITE	82.2	97.8	0-10%	0-10%	11-20%	11-20%	31-40%	21-30%	31-40%	31-40%	11-20%	11-20%	
NATIVE AMERICAN		98.7		0-10%		21-30%		31-40%		21-30%		0-10%	
ASIAN	68.4	95.3	11-20%	6.0	0-10%	9.6	21-30%	21.2	41-50%	36.2	11-20%	27.1	
HISPANIC OR LATINO	77.8	98.3	7.1	9.4	28.6	19.9	28.6	34.3	35.7	28.1		8.4	
PACIFIC ISLANDER	<5%	96.3	41-50%	5.8		11.7		28.6	41-50%	39.0		14.9	
TWO OR MORE RACES	<5%	98.4	91-100	0-10%		11-20%		31-40%		31-40%		11-20%	
ECONOMICALLY DISADVANTAGED	85.4	98.4	8.6	8.9	20.6	24.3	37.1	36.2	25.7	24.1	8.0	6.5	
NON ECONOMICALLY DISADVANTAGED	79.1	97.4	0-10%	0-10%	11-20%	0-10%	31-40%	21-30%	31-40%	31-40%	11-20%	21-30%	
MIGRANT		94.4		21-30%		21-30%		21-30%		11-20%		0-10%	
HOMELESS		97.2		11.8		26.3	91-100	33.0		22.3		6.6	
FOSTER CARE		97.6	91-100	8.8		22.8		34.4		27.8		6.2	
STUDENTS WITH DISABILITIES	100.0	97.1	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%	0-10%	0-10%	0-10%	0-10%	
STUDENTS WITHOUT DISABILITIES	80.4	98.2	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%	
ENGLISH LEARNERS	91.7	98.7	36.4	13.9	18.2	24.5	27.3	33.7	18.2	22.5		5.5	
NON ENGLISH LEARNERS	82.0	98.1	5.3	6.6	16.4	19.5	35.3	33.5	31.0	29.1	12.1	11.4	
MILITARY CONNECTED		97.3		0-10%		0-10%		21-30%		31-40%		21-30%	

Table 139: St. Martin High School 2019 MAAP ELA by Demographic Group

ST. MARTIN HIGH SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.4	98.7	0-10%	5.6	11-20%	17.7	31-40%	31.2	31-40%	31.3	0-10%	14.1
FEMALE	100.0	99.0	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	41-50%	31-40%	0-10%	11-20%
MALE	98.8	98.4	0-10%	6.7	11-20%	19.4	41-50%	30.7	31-40%	29.4	0-10%	13.8
BLACK OR AFRICAN AMERICAN	100.0	98.6	0-10%	8.3	21-30%	25.0	31-40%	36.0	31-40%	24.3	0-10%	6.4
WHITE	99.0	98.9	0-10%	0-10%	0-10%	0-10%	31-40%	21-30%	31-40%	31-40%	11-20%	21-30%
NATIVE AMERICAN		98.8		0-10%		11-20%		31-40%		31-40%		11-20%
ASIAN	100.0	98.8		0-10%	5.6	0-10%	33.3	11-20%	33.3	31-40%	27.8	41-50%
HISPANIC OR LATINO	100.0	98.6		5.5	23.5	16.4	29.4	30.0	47.1	34.1		14.0
PACIFIC ISLANDER		96.9		0-10%		0-10%		21-30%		31-40%		21-30%
TWO OR MORE RACES	<5%	98.7		0-10%		11-20%	91-100	21-30%		31-40%		11-20%
ECONOMICALLY DISADVANTAGED	99.4	98.6	0-10%	7.2	11-20%	22.2	31-40%	34.8	31-40%	27.3	0-10%	8.5
NON ECONOMICALLY DISADVANTAGED	99.4	99.0	0-10%	0-10%	0-10%	0-10%	31-40%	21-30%	31-40%	31-40%	11-20%	21-30%
MIGRANT		93.2		15.6		21.9		35.4		17.7		9.4
HOMELESS		96.6		10.7		25.8	41-50%	32.9		23.8	41-50%	6.8
FOSTER CARE		97.0	21-30%	8.7		20.4	41-50%	35.2	21-30%	28.0		7.8
STUDENTS WITH DISABILITIES	94.9	96.8	11-20%	11-20%	41-50%	31-40%	31-40%	21-30%	11-20%	11-20%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	100.0	99.1	0-10%	0-10%	0-10%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
ENGLISH LEARNERS	100.0	98.6		7.1	29.4	18.6	29.4	30.5	23.5	30.3	17.7	13.5
NON ENGLISH LEARNERS	99.3	98.7	0-10%	5.6	11-20%	17.7	31-40%	31.3	31-40%	31.4	0-10%	14.1
MILITARY CONNECTED		98.9		0-10%		0-10%		21-30%		31-40%		31-40%

Table 140: St. Martin High School 2019 MAAP MATH by Demographic Group

ST. MARTIN HIGH SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.2	98.7	8.6	10.3	12.3	13.6	19.8	23.4	41.3	36.0	18.1	16.7
FEMALE	100.0	99.1	7.6	9.2	12.8	13.3	18.0	24.3	43.0	37.4	18.6	15.8
MALE	98.3	98.4	9.6	11.4	11.9	13.9	21.5	22.5	39.6	34.7	17.5	17.5
BLACK OR AFRICAN AMERICAN	98.9	98.5	17.1	16.3	25.0	19.8	23.9	28.1	23.9	28.8	10.2	7.0
WHITE	99.1	98.9	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	21-30%	21-30%
NATIVE AMERICAN	<5%	98.7	91-100	11.0		15.4		25.1		35.8		12.7

ST. MARTIN HIGH SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ASIAN	100.0	99.4	0-10%	5.9	0-10%	6.2	0-10%	10.7	61-70%	33.4	21-30%	43.7
HISPANIC OR LATINO	100.0	98.9	13.3	12.4	13.3	13.3	26.7	23.0	46.7	37.0		14.4
PACIFIC ISLANDER	<5%	98.5	91-100	7.5		7.5		20.9		29.9		34.3
TWO OR MORE RACES	<5%	98.0	41-50%	7.5		9.1	41-50%	22.2		41.0		20.3
ECONOMICALLY DISADVANTAGED	98.2	98.5	14.5	13.8	17.0	17.2	22.0	26.6	37.1	32.4	9.4	10.1
NON ECONOMICALLY DISADVANTAGED	100.0	99.2	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	21-30%	21-30%
MIGRANT		100.0		21-30%		11-20%		41-50%		11-20%		0-10%
HOMELESS		96.5		18.3		18.4	21-30%	24.8	71-80%	30.6		7.9
FOSTER CARE		97.2	31-40%	12.7		12.5	61-70%	26.0		36.1		12.7
STUDENTS WITH DISABILITIES	95.1	96.8	30.8	21-30%	33.3	21-30%	15.4	21-30%	15.4	11-20%	5.1	0-10%
STUDENTS WITHOUT DISABILITIES	99.7	99.0	5.8	7.5	9.7	11.7	20.3	23.2	44.5	39.2	19.7	18.6
ENGLISH LEARNERS	100.0	98.6	14.3	19.7	7.1	17.1	14.3	24.6	64.3	29.6		8.9
NON ENGLISH LEARNERS	99.1	98.7	8.4	10.1	12.5	13.5	20.0	23.3	40.3	36.2	18.8	16.9
MILITARY CONNECTED		99.5		0-10%		0-10%		11-20%		41-50%		31-40%

Table 141: St. Martin High School 2019 MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at St. Martin High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Eighty-three (83) faculty and staff members, two hundred thirty (230) parents, and three hundred sixty-four (364) students responded to the survey.

ST. MARTIN HIGH SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	54	65.1%
Agree	27	32.5%
Disagree	1	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.2%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	58	69.9%
Agree	22	26.5%
Disagree	0	0.0%
Strongly Disagree	1	1.2%
Not Applicable or No Information	2	2.4%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	57	68.7%
Agree	23	27.7%
Disagree	2	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.2%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	67	80.7%
Agree	13	15.7%
Disagree	2	2.4%
Strongly Disagree	1	1.2%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	13	15.7%
Agree	7	8.4%
Disagree	1	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	62	74.7%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	34	0.0%
Supporting college and career counseling	40	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	38	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	26	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	21	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	35	42.2%
Providing school-based mental health services and counseling	54	65.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	16	19.3%
Establishing or improving dropout prevention	18	21.7%
Supporting re-entry programs and transition services for Justice-involved youth	18	21.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	30	36.1%
Implementing systems and practices to prevent bullying and harassment	25	30.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	34	41.0%
Establishing community partnerships	24	28.9%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	39	47.0%
Building technological capacity and infrastructure	45	54.2%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	22	26.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	26	31.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	23	27.7%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	32	38.6%
Expedited evaluation services for students with limited English	27	32.5%
Expedited evaluation services for gifted and talented students	16	19.3%
Additional academic support	43	51.8%
Tutoring	28	33.7%
Enrichment educational services	17	20.5%
Counseling	51	61.4%
Mentors	37	44.6%
School supplies	56	67.5%
School uniforms	52	62.7%
Dental referrals	39	47.0%
Medical referrals	43	51.8%
Bullying assistance	22	26.5%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	50	60.2%
Agree	31	37.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.4%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	49	59.0%
Agree	30	36.1%
Disagree	1	1.2%
Strongly Disagree	1	1.2%
Not Applicable or No Information	2	2.4%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	59	71.1%
Agree	22	26.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.4%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	47	56.6%
Agree	32	38.6%
Disagree	3	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.2%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	54	65.1%
Agree	28	33.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.2%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	49	59.0%
Agree	28	33.7%
Disagree	3	3.6%
Strongly Disagree	1	1.2%
Not Applicable or No Information	2	2.4%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

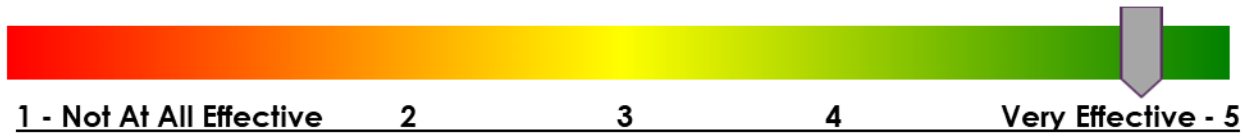
	Count	Percentage
Strongly Agree	45	54.2%
Agree	33	39.8%
Disagree	1	1.2%
Strongly Disagree	2	2.4%
Not Applicable or No Information	2	2.4%

Summary for TCI11

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	48	57.8%
Agree	26	31.3%
Disagree	0	0.0%
Strongly Disagree	1	1.2%
Not Applicable or No Information	8	9.6%

JCSDTCI1: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	61	73.5%
Agree	21	25.3%
Disagree	1	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	6	7.2%
Agree	44	53.0%
Disagree	28	33.7%
Strongly Disagree	2	2.4%
Not Applicable or No Information	3	3.6%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	42	50.6%
Agree	34	41.0%
Disagree	1	1.2%
Strongly Disagree	1	1.2%
Not Applicable or No Information	5	6.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	55	66.3%
Agree	28	33.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	43	51.8%
Agree	37	44.6%
Disagree	0	0.0%
Strongly Disagree	3	3.6%
Not Applicable or No Information	0	0.0%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	44	53.0%
Agree	33	39.8%
Disagree	1	1.2%
Strongly Disagree	1	1.2%
Not Applicable or No Information	4	4.8%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	28	33.7%
Agree	41	49.4%
Disagree	9	10.8%
Strongly Disagree	4	4.8%
Not Applicable or No Information	1	1.2%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	39	47.0%
Agree	37	44.6%
Disagree	2	2.4%
Strongly Disagree	3	3.6%
Not Applicable or No Information	2	2.4%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	23	27.7%
Agree	44	53.0%
Disagree	15	18.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.2%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	43	51.8%
Agree	33	39.8%
Disagree	5	6.0%
Strongly Disagree	1	1.2%
Not Applicable or No Information	1	1.2%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	45	54.2%
Agree	34	41.0%
Disagree	4	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	48	57.8%
Agree	34	41.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.2%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	42	50.6%
Agree	37	44.6%
Disagree	2	2.4%
Strongly Disagree	1	1.2%
Not Applicable or No Information	1	1.2%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	45	54.2%
Agree	35	42.2%
Disagree	3	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	48	57.8%
Agree	31	37.4%
Disagree	4	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	23	27.7%
Agree	38	45.8%
Disagree	16	19.3%
Strongly Disagree	5	6.0%
Not Applicable or No Information	1	1.2%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	53	63.9%
Agree	28	33.7%
Disagree	0	0.0%
Strongly Disagree	1	1.2%
Not Applicable or No Information	1	1.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from St. Martin High School feel the school has positive leadership, excellent college prep and advanced opportunities for students, and strong support for struggling students. One faculty member said, “I believe my school works hard to praise students and their achievements. My school is truly a place where diversity is celebrated. I also believe ACT prep

and college/ career readiness activities/ workshops are being adequately executed." Respondents are concerned about overcrowded special education and EL classrooms, think district funds should be distributed based on campus needs, and believe students should have more access to mental health resources. One faculty member noted, "I think that communication within the school system is not as open as it should be. Decisions are often made, but then teachers are unaware. Teachers are repeatedly told of the necessity of communication with parents and students, but the same standard is not in place for all levels of administration and teachers."

ST. MARTIN HIGH SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	105	45.7%
Agree	116	50.4%
Disagree	1	0.4%
Strongly Disagree	4	1.7%
Not Applicable or No Information	4	1.7%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	82	35.7%
Agree	109	47.4%
Disagree	12	5.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	27	11.7%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	127	55.2%
Agree	77	33.5%
Disagree	7	3.0%
Strongly Disagree	3	1.3%
Not Applicable or No Information	16	7.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	138	60.0%
Agree	71	30.9%
Disagree	12	5.2%
Strongly Disagree	2	0.9%
Not Applicable or No Information	7	3.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	40	17.4%
Agree	81	35.2%
Disagree	6	2.6%
Strongly Disagree	2	0.9%
Not Applicable or No Information	101	43.9%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	84	36.5%
Supporting college and career counseling	129	56.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	102	44.3%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	82	35.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	69	30.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	70	30.4%
Providing school-based mental health services and counseling	123	53.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	50	21.7%
Establishing or improving dropout prevention	67	29.1%
Supporting re-entry programs and transition services for Justice-involved youth	39	17.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	80	34.8%
Implementing systems and practices to prevent bullying and harassment	102	44.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	92	40.0%
Establishing community partnerships	50	21.7%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	126	54.8%
Building technological capacity and infrastructure	79	34.3%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	64	27.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	67	29.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	86	37.4%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	42	18.3%
Computer Classes	59	25.7%
Conflict Resolution	52	22.6%
Discipline	46	20.0%
Drug/Alcohol Awareness	50	21.7%
English as a Second Language	27	11.7%
Health Classes	36	15.7%
Literacy Classes	21	9.1%
Math Classes	42	18.3%
Parent-to-School Relationships	54	23.5%
Parent/Child Communication	89	38.7%
Preparing for College	119	51.7%
Parenting Workshops	43	18.7%
Social Media Classes	48	20.9%
Stress/Anger Management	66	28.7%
Understanding College- and Career-Ready Standards	90	39.1%
Other	9	3.9%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	80	34.8%
Parental advisory committees	20	8.7%
PTO/PTA meetings and activities	21	9.1%
Ways to help at the classroom level	60	26.1%
Other ways to get involved in my school (district)	49	21.3%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	61	26.5%
Very likely	80	34.8%
Moderately likely	57	24.8%
Slightly likely	25	10.9%
Not at all likely	7	3.0%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	70	30.4%
Agree	144	62.6%
Disagree	10	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	2.6%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	66	28.7%
Agree	146	63.5%
Disagree	11	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	3.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	79	34.4%
Agree	130	56.5%
Disagree	13	5.7%
Strongly Disagree	2	0.9%
Not Applicable or No Information	6	2.6%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	84	36.5%
Agree	129	56.1%
Disagree	10	4.4%
Strongly Disagree	2	0.9%
Not Applicable or No Information	5	2.2%

Summary for CI28

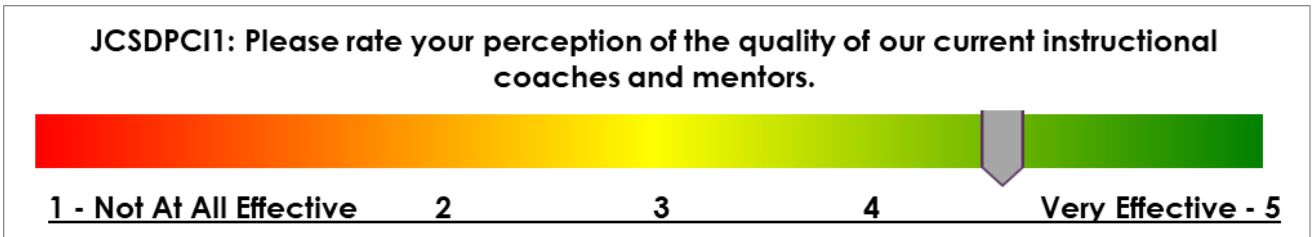
Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	71	30.9%
Agree	130	56.5%
Disagree	22	9.6%
Strongly Disagree	1	0.4%
Not Applicable or No Information	6	2.6%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	76	33.0%
Agree	132	57.4%
Disagree	14	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	3.5%



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	76	33.0%
Agree	135	58.7%
Disagree	17	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	0.9%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	59	25.7%
Agree	135	58.7%
Disagree	30	13.0%
Strongly Disagree	1	0.4%
Not Applicable or No Information	5	2.2%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	83	36.1%
Agree	128	55.7%
Disagree	14	6.1%
Strongly Disagree	4	1.7%
Not Applicable or No Information	1	0.4%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	64	27.8%
Agree	137	59.6%
Disagree	24	10.4%
Strongly Disagree	3	1.3%
Not Applicable or No Information	2	0.9%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	64	27.8%
Agree	131	57.0%
Disagree	25	10.9%
Strongly Disagree	2	0.9%
Not Applicable or No Information	8	3.5%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	91	39.6%
Agree	121	52.6%
Disagree	11	4.8%
Strongly Disagree	2	0.9%
Not Applicable or No Information	5	2.2%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	56	24.4%
Agree	110	47.8%
Disagree	37	16.1%
Strongly Disagree	11	4.8%
Not Applicable or No Information	16	7.0%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	44	19.1%
Agree	144	62.6%
Disagree	30	13.0%
Strongly Disagree	2	0.9%
Not Applicable or No Information	10	4.4%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	57	24.8%
Agree	126	54.8%
Disagree	39	17.0%
Strongly Disagree	5	2.2%
Not Applicable or No Information	3	1.3%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	60	26.1%
Agree	123	53.5%
Disagree	17	7.4%
Strongly Disagree	4	1.7%
Not Applicable or No Information	26	11.3%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	66	28.7%
Agree	142	61.7%
Disagree	4	1.7%
Strongly Disagree	3	1.3%
Not Applicable or No Information	15	6.5%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	76	33.0%
Agree	135	58.7%
Disagree	7	3.0%
Strongly Disagree	1	0.4%
Not Applicable or No Information	11	4.8%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	59	25.7%
Agree	142	61.7%
Disagree	10	4.4%
Strongly Disagree	2	0.9%
Not Applicable or No Information	17	7.4%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	57	24.8%
Agree	139	60.4%
Disagree	22	9.6%
Strongly Disagree	4	1.7%
Not Applicable or No Information	8	3.5%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	73	31.7%
Agree	128	55.7%
Disagree	21	9.1%
Strongly Disagree	2	0.9%
Not Applicable or No Information	6	2.6%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	50	21.7%
Agree	128	55.7%
Disagree	14	6.1%
Strongly Disagree	2	0.9%
Not Applicable or No Information	36	15.7%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	78	33.9%
Agree	139	60.4%
Disagree	6	2.6%
Strongly Disagree	1	0.4%
Not Applicable or No Information	6	2.6%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	72	31.3%
Agree	119	51.7%
Disagree	9	3.9%
Strongly Disagree	7	3.0%
Not Applicable or No Information	23	10.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	67	29.1%
Agree	142	61.7%
Disagree	11	4.8%
Strongly Disagree	3	1.3%
Not Applicable or No Information	7	3.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	62	27.0%
Agree	150	65.2%
Disagree	14	6.1%
Strongly Disagree	2	0.9%
Not Applicable or No Information	2	0.9%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	80	34.8%
Agree	135	58.7%
Disagree	7	3.0%
Strongly Disagree	3	1.3%
Not Applicable or No Information	5	2.2%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	68	29.6%
Agree	133	57.8%
Disagree	10	4.4%
Strongly Disagree	1	0.4%
Not Applicable or No Information	18	7.8%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from St. Martin High School feel the school does well in communicating with parents, offering tutoring to at-risk students, and caring about students as individuals. One parent commented, "I really appreciate the level of communication from the high school and their

involvement in not only educational standards but improving student life. Happy students succeed; run down students lack motivation. There is a great balance at the high school." Respondents expressed concerns about cyberbullying, only teaching to the standardized test, and recognizing all students for accomplishments other than grades and sports. One parent requested "Please make sure all clubs, sports and organizations are represented on the website. Example - bowling can't be found on the website yet regionals and state are approaching. "

ST. MARTIN HIGH SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	103	28.3%
Agree	236	64.8%
Disagree	14	3.9%
Strongly Disagree	5	1.4%
Not Applicable or No Information	6	1.7%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	90	24.7%
Agree	203	55.8%
Disagree	33	9.1%
Strongly Disagree	10	2.8%
Not Applicable or No Information	28	7.7%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	104	28.6%
Agree	163	44.8%
Disagree	47	12.9%
Strongly Disagree	25	6.9%
Not Applicable or No Information	25	6.9%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	84	23.1%
Agree	134	36.8%
Disagree	107	29.4%
Strongly Disagree	19	5.2%
Not Applicable or No Information	20	5.5%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	43	11.8%
Agree	155	42.6%
Disagree	47	12.9%
Strongly Disagree	21	5.8%
Not Applicable or No Information	98	26.9%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	79	21.7%
Agree	233	64.0%
Disagree	33	9.1%
Strongly Disagree	12	3.3%
Not Applicable or No Information	7	1.9%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	80	22.0%
Agree	229	62.9%
Disagree	39	10.7%
Strongly Disagree	8	2.2%
Not Applicable or No Information	8	2.2%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	77	21.2%
Agree	210	57.7%
Disagree	57	15.7%
Strongly Disagree	13	3.6%
Not Applicable or No Information	7	1.9%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	104	28.6%
Agree	187	51.4%
Disagree	48	13.2%
Strongly Disagree	10	2.8%
Not Applicable or No Information	15	4.1%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	93	25.6%
Agree	203	55.8%
Disagree	47	12.9%
Strongly Disagree	11	3.0%
Not Applicable or No Information	10	2.8%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	114	31.3%
Agree	188	51.7%
Disagree	43	11.8%
Strongly Disagree	12	3.3%
Not Applicable or No Information	7	1.9%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	83	22.8%
Agree	199	54.7%
Disagree	56	15.4%
Strongly Disagree	15	4.1%
Not Applicable or No Information	11	3.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	83	22.8%
Agree	194	53.3%
Disagree	53	14.6%
Strongly Disagree	11	3.0%
Not Applicable or No Information	23	6.3%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	80	22.0%
Agree	172	47.3%
Disagree	70	19.2%
Strongly Disagree	20	5.5%
Not Applicable or No Information	22	6.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	83	22.8%
Agree	199	54.7%
Disagree	22	6.0%
Strongly Disagree	14	3.9%
Not Applicable or No Information	46	12.6%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	58	15.9%
Agree	172	47.3%
Disagree	78	21.4%
Strongly Disagree	21	5.8%
Not Applicable or No Information	35	9.6%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	89	24.5%
Agree	184	50.6%
Disagree	50	13.7%
Strongly Disagree	31	8.5%
Not Applicable or No Information	10	2.8%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	61	16.8%
Agree	219	60.2%
Disagree	26	7.1%
Strongly Disagree	17	4.7%
Not Applicable or No Information	41	11.3%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	77	21.2%
Agree	197	54.1%
Disagree	39	10.7%
Strongly Disagree	14	3.9%
Not Applicable or No Information	37	10.2%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	67	18.4%
Agree	196	53.9%
Disagree	54	14.8%
Strongly Disagree	18	5.0%
Not Applicable or No Information	29	8.0%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	81	22.3%
Agree	192	52.8%
Disagree	51	14.0%
Strongly Disagree	26	7.1%
Not Applicable or No Information	14	3.9%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	70	19.2%
Agree	185	50.8%
Disagree	43	11.8%
Strongly Disagree	19	5.2%
Not Applicable or No Information	47	12.9%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	75	20.6%
Agree	160	44.0%
Disagree	81	22.3%
Strongly Disagree	38	10.4%
Not Applicable or No Information	10	2.8%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	72	19.8%
Agree	150	41.2%
Disagree	71	19.5%
Strongly Disagree	44	12.1%
Not Applicable or No Information	27	7.4%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	87	23.9%
Agree	228	62.6%
Disagree	25	6.9%
Strongly Disagree	12	3.3%
Not Applicable or No Information	12	3.3%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	83	22.8%
Agree	170	46.7%
Disagree	45	12.4%
Strongly Disagree	39	10.7%
Not Applicable or No Information	27	7.4%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	93	25.6%
Agree	205	56.3%
Disagree	37	10.2%
Strongly Disagree	14	3.9%
Not Applicable or No Information	15	4.1%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	76	20.9%
Agree	178	48.9%
Disagree	51	14.0%
Strongly Disagree	36	9.9%
Not Applicable or No Information	23	6.3%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	92	25.3%
Agree	182	50.0%
Disagree	46	12.6%
Strongly Disagree	25	6.9%
Not Applicable or No Information	19	5.2%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	89	24.5%
Agree	188	51.7%
Disagree	52	14.3%
Strongly Disagree	25	6.9%
Not Applicable or No Information	10	2.8%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	96	26.4%
Agree	212	58.2%
Disagree	32	8.8%
Strongly Disagree	11	3.0%
Not Applicable or No Information	13	3.6%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	71	19.5%
Agree	174	47.8%
Disagree	74	20.3%
Strongly Disagree	26	7.1%
Not Applicable or No Information	19	5.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from St. Martin High School feel the school has excellent, effective teachers, is welcoming to students from all backgrounds, and maintains a safe environment for learning. One student commented, "SMHS has many teachers that are good at incorporating interesting mediums and ideas to keep their students motivated to learn in class. Incentives are prevalent in this school, and that is something that I think this school is doing well." Respondents think the campus needs a full-time nurse, complain about the WiFi speed and slow computers, and object to having to wear uniforms. One student commented, "The school should really change some of its rules and regulations so that they do not punish those few students that follow them. We should not have restrictions because of someone else's actions. I suggest only those parties be held responsible."

VANCLEAVE LOWER ELEMENTARY SCHOOL

INTRODUCTION

Vancleave Lower Elementary School is located at 12602 Highway 57 in Vancleave, Mississippi. In 2019-2020, it houses five hundred thirty-five (535) students in prekindergarten through second grades (PK-2). Vancleave Lower Elementary School supports the Jackson County School District's mission, which is "to provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens." According to the school website, VLES recently set the following overall goals for the 2019-2020 school year.

- Maintain or increase the number of growth points on the Kindergarten Readiness Assessment (KRA).
- Have 83% of students on or above grade level on the end-of-year i-Ready test
- Continue to decrease the number of office discipline referrals



ENROLLMENT

VANCLEAVE LOWER ELEMENTARY SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP

BY GRADE				BY DEMOGRAPHIC GROUP							
	2018	2019	2020	2018		2019		2020			
				#	%	#	%	#	%		
PK	*	*	*								
PK SPED	*	*	14	GENDER							
K	144	156	164	FEMALE		220	44.4%	217	43.9%	233	43.6%
K SPED	*	*	*	MALE		276	55.7%	277	56.1%	302	56.5%
ELEM. SPED	*	*	*	RACE							
GR 1	157	160	173	AFRICAN AMERICAN		*	*	*	*	12	2.2%
GR 2	174	157	169	ASIAN		*	*	*	*	*	*
GR 3				HISPANIC OR LATINO		14	2.8%	12	2.4%	14	2.6%
GR 4				NATIVE AMERICAN		*	*	*	*	*	*
GR 5				PACIFIC ISLANDER		*	*	*	*	*	*
GR 6				TWO OR MORE RACES		*	*	*	*	16	3.0%
GR 7				WHITE		461	92.9%	469	94.9%	490	91.6%
GR 8				2019 PRESCHOOL ENROLLMENT							
GR 9				#	%					#	%
GR 10				ALL	21	<5%	HISPANIC OR LATINO			<10	6.67
GR 11				FEMALE	<10	<5%	NATIVE AMERICAN				
GR 12				MALE	16	5.46	PACIFIC ISLANDER				
SEC. SPED				AFRICAN AMERICAN	<10	<5%	TWO OR MORE RACES			<10	<5%
SEC. GED				ASIAN			WHITE			17	<5%
TOTAL	496	494	535								

Table 142: Vancleave Lower Elementary School Enrollment by Grade and Demographic Group

ATTENDANCE

VANCLEAVE LOWER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

GRADE	2017	2018	2019	GRADE	2017	2018	2019
K-SPED		5.5	2.7	GRADE_07			
K	140.1	136.8	149.6	GRADE_08			
ELEM. SPED	5.9	5.8	7.1	GRADE_09			
GRADE_01	158.2	149.3	154.8	GRADE_10			
GRADE_02	149.3	168.2	148.8	GRADE_11			
GRADE_03				GRADE_12			
GRADE_04				SEC. SPED			
GRADE_05				SEC. GED			
GRADE_06				TOTAL	453.4	465.6	463.1

Table 143: Vancleave Lower Elementary School Average Daily Attendance

2018-2019 Vancleave Lower Elementary ADA by Month

Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
96.42	95.33	94.27	94.9	96.13	94.01	94.64	95.21	92.57


Table 144: 2018-2019 Vancleave Lower Elementary School ADA by Month

Best ADA in Vancleave Award:
 August 2018, January 2019, March 2019, April 2019, Overall

Best ADA JCSD Lower Elementary Award:
 Aug/Sep 2018, Oct. 2018, Dec. 2018, Jan. 2019, Feb. 2019, Mar. 2019, Apr. 2019

Best ADA Lower Elementary Overall Award

Best ADA JCSD Overall Award:
 January 2019



2017-2019 VANCLEAVE LOWER ELEMENTARY SCHOOL CHRONIC ABSENTEE RATES

CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	14.0%	14.2%
	2018		13.7%	16.9%
	2019		10.7%	13.1%
GENDER	2018	FEMALE	15.6%	16.8%
	2019		10.6%	12.7%
	2018	MALE	12.2%	16.9%
	2019		10.8%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		
	2019			20.2%
	2018	ASIAN	<5%	6.7%
	2019		<5%	5.2%
	2018	BLACK OR AFRICAN AMERICAN	16.7%	16.0%
	2019		<5%	13.4%
	2018	HISPANIC OR LATINO	23.5%	
	2019		13.3%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5%	
	2019		<5%	
	2018	TWO OR MORE RACES	20.0%	18.3%
	2019		<5%	13.7%
	2018	WHITE	13.2%	18.3%
	2019		10.7%	13.1%
DISABILITY	2018	STUDENTS WITH DISABILITIES	15.9%	21.8%
	2019		16.7%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	13.2%	16.1%
	2019		9.3%	12.4%
EL	2018	ENGLISH LEARNERS	<5%	11.1%
	2019		<5%	9.1%

Table 145: 2017-2019 Vancleave Lower Elementary School Chronic Absentee Rates

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	<5%	<5%	<10		
2019		<5%	<5%	<5%	<10	<5%	<5%
2018	FEMALE	<5%	<5%				
2019						<5%	<5%
2018	MALE	5.12	<5%		<10		
2019			<5%			<5%	<5%
2018	NATIVE AMERICAN						
2019						<5%	<5%
2018	ASIAN						
2019						<5%	<5%
2018	BLACK OR AFRICAN AMERICAN	10					
2019						<5%	<5%
2018	HISPANIC OR LATINO						
2019						<5%	<5%
2018	PACIFIC ISLANDER	<5%					
2019						<5%	<5%
2018	TWO OR MORE RACES						
2019						<5%	<5%
2018	WHITE	<5%	<5%		<10		
2019			<5%			<5%	<5%
2018	STUDENTS WITH DISABILITIES	8.82	8.8				
2019			<5%			<5%	<5%
2018	STUDENTS WITHOUT DISABILITIES	<5%	<5%		<10		
2019			<5%			<5%	<5%
2018	ENGLISH LEARNERS						
2019							
2018	NON ENGLISH LEARNERS	<5%	<5%		<10		
2019			<5%			<5%	<5%

Table 146: 2018-2019 Vancleave Lower Elementary School MSIS Reported Disciplinary Incidents

2015-2019 VANCLEAVE LOWER ELEMENTARY SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER														
[KEY: BL-BLACK/AFRICAN AMERICAN; WH-WHITE; AS-ASIAN; HS-HISPANIC/LATINO; 2+ -TWO OR MORE RACES; NA-NATIVE AMERICAN; PI-PACIFIC ISLANDER; EXPULSION+ -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]														
RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
VANCLEAVE LOWER ELEM.	6		127	13	1				1				1	149
CORPORAL PUNISHMENT														
2015-16			1											1
IN-SCHOOL SUSPENSION														
2017-18	1		43	3									1	48

2015-2019 VANCLEAVE LOWER ELEMENTARY SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+** -TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
SUSPENSION														
2015-16	1		24	7					1					33
2016-17	4		17	1	1									23
2017-18			34	2										36
2018-19			8											8

Table 147: 2015-2019 Vancleave Lower Elementary School Disciplinary Dispensations by Race and Gender

PERSONNEL

2019 VANCLEAVE LOWER ELEMENTARY SCHOOL INSTRUCTIONAL PERSONNEL CHARACTERISTICS

TEACHERS	TOTAL		#	31.29
	EXPERIENCED	ALL		#
HIGH POVERTY SCHOOL		%	100.0%	
LOW POVERTY SCHOOL		#		
		%		
LOW POVERTY SCHOOL		#	31.3	
		%	100.0%	
EMERGENCY PROVISIONAL	ALL		#	0
			%	0.0%
	HIGH POVERTY SCHOOL		#	
			%	
	LOW POVERTY SCHOOL		#	0
			%	0.0%
TEACHING IN FIELD	ALL		#	31.3
			%	100.0%
	HIGH POVERTY SCHOOL		#	
			%	
	LOW POVERTY SCHOOL		#	31.3
			%	100.0%
PRINCIPALS	TOTAL		#	1
	EXPERIENCED		#	1
			%	100.0%

Table 148: 2019 Vancleave Lower Elementary School Instructional Personnel Characteristics



ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 Vancleave Lower Elementary School Accountability			
2017 Accountability Rating: B		2016 Accountability Rating: A	
Former Baseline Grade: B		New Baseline Grade: B	
POINTS: 390.8	Reading	Mathematics	Science
PROFICIENCY	45.9%	63.5%	
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>50</i>
GROWTH ALL STUDENTS	62.8%	59.2%	Participation Rate
<i>Possible points</i>	<i>100</i>	<i>100</i>	
GROWTH LOW 25%	57.6%	46.1%	
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>200</i>

Figure 89: 2017 Vancleave Lower Elementary School Accountability

2018 ACCOUNTABILITY

2018 Vancleave Lower Elementary School Accountability			
Accountability Rating:	B	Accountability Rating with EL	B
Total Points	434	Total Points with EL	434
	Reading	Mathematics	Science
PROFICIENCY	62.4%	55.6%	
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>50/47.5</i>
GROWTH ALL STUDENTS	77.9%	71.6%	EL Progress
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	
GROWTH LOW 25%	74.3%	30.4%	
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>200/190</i>

Figure 90: 2018 Vancleave Lower Elementary School Accountability

2019 ACCOUNTABILITY

2019 Vancleave Lower Elementary School Accountability			
Accountability Rating:	A	Total Points	442
	Reading	Mathematics	Science
PROFICIENCY	62.2%	56.1%	
Possible Points	95	95	47.5
GROWTH ALL STUDENTS	76.8%	60.7%	EL Progress
Possible Points	95	95	
GROWTH LOW 25%	72.9%	50.0%	
Possible Points	95	95	47.5

Figure 91: 2019 Vancleave Lower Elementary School Accountability

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 VANCLEAVE LOWER ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP														
Subgroup	MATH			ELA			USH	SCI	CC	ACCELERATION	GRAD	EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready		Rate	% Prof.	# Prof.	Growth
ALL	56.1	60.7	50	62.2	76.8	72.9								<5%
Female	59.2	59.7	51.3	56.3	75	66.7								
Male	53.2	61.7	48.3	67.5	78.8	82.1								
Asian														
Black or African American														
Hispanic or Latino														
Native American														
Pacific Islander														
Two or More Races														
White	56.8	59.2	45	63.3	78.2	75								
Students with Disabilities	29.4	41.3	41.7	29.4	66.3	70.3								

2018-2019 VANCLEAVE LOWER ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP

Subgroup	MATH			ELA			USH	SCI	CC		GRAD	EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
Students w/o Disabilities	59.5	64.5	56.3	66.4	78.9	75								
Economically Disadvantaged	35.8	53.6	45.2	52.8	71.4	64.8								
Non Econ. Disadvantaged	67.4	66.7	57.1	67.4	81.4	86.5								
English Learners														
Non English Learners	56.8	60.7	50	63	76.8	72.9								
Foster Care														
Homeless														
Non Homeless														
Migrant														
Non Migrant														
Military Connected														

Table 149: 2018-2019 Vancleave Lower Elementary School Accountability by Demographic Group

2019 ACCOUNTABILITY GOALS

2019 Vancleave Lower Elementary School Accountability Goals

	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	62.2%	44.1%	57.0%	70.0%	47.0%
	FEMALE	56.3%				48.9%
	MALE	67.5%				45.1%
	ASIAN		68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN		35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO		45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES		47.5%	58.7%	70.0%	53.7%
	WHITE	63.3%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES	29.4%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	66.4%				51.1%
	ECONOMICALLY DISADVANTAGED	52.8%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	67.4%				67.7%
	ENGLISH LEARNERS		38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	63.0%				47.2%

2019 Vancleave Lower Elementary School Accountability Goals

	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
	FOSTER CARE					37.4%
	HOMELESS					32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%
ENGLISH PROFICIENCY	ALL	62.2%	45.1%	57.5%	70.0%	41.8%
	FEMALE	56.3%				45.9%
	MALE	67.5%				37.8%
	ASIAN		61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN		35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO		42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN		42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER		55.9%	63.0%	70.0%	56.8%
	TWO OR MORE RACES		48.2%	59.1%	70.0%	48.0%
	WHITE	63.3%	55.0%	62.5%	70.0%	57.0%
	STUDENTS WITH DISABILITIES	29.4%	29.3%	49.6%	70.0%	17.6%
	STUDENTS WITHOUT DISABILITIES	66.4%				45.5%
	ECONOMICALLY DISADVANTAGED	52.8%	39.6%	54.8%	70.0%	32.4%
	NON ECONOMICALLY DISADVANTAGED	67.4%				61.7%
	ENGLISH LEARNERS		32.4%	51.2%	70.0%	19.4%
	NON ENGLISH LEARNERS	63.0%				42.2%
	FOSTER CARE					36.2%
	HOMELESS					30.7%
	MIGRANT					30.7%
	MILITARY CONNECTED					63.9%

Table 150: 2019 Vancleave Lower Elementary School Accountability Goals

ASSESSMENT

VANCLEAVE LOWER ELEMENTARY SCHOOL KINDERGARTEN READINESS

Vancleave Lower Elementary School Kindergarten Readiness Public Prekindergarten and Kindergarten										
	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018	Spring 2019	NET GAIN	Fall 2019
PREKINDERGARTEN	*	*	*	*	*	*	*	*	*	*
KINDERGARTEN	503	743	240	500	756	257	487	754	267	484

Table 151: Vancleave Lower Elementary School Kindergarten Readiness Assessment Prekindergarten and Kindergarten



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Vanleave Lower Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Sixty-one (61) faculty and staff members, sixty (60) parents, and three hundred thirty-five (335) students responded to the survey.

VANCLEAVE LOWER ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	47	77.1%
Agree	14	23.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	30	49.2%
Agree	18	29.5%
Disagree	3	4.9%
Strongly Disagree	1	1.6%
Not Applicable or No Information	9	14.8%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	52	85.3%
Agree	8	13.1%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	56	91.8%
Agree	4	6.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	39	63.9%
Agree	16	26.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	9.8%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	17	0.0%
Supporting college and career counseling	15	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	29	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	20	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	23	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	19	31.1%
Providing school-based mental health services and counseling	21	34.4%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	12	19.7%
Establishing or improving dropout prevention	12	19.7%
Supporting re-entry programs and transition services for Justice-involved youth	4	6.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	26	42.6%
Implementing systems and practices to prevent bullying and harassment	22	36.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	21	34.4%
Establishing community partnerships	18	29.5%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	35	57.4%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Building technological capacity and infrastructure	29	47.5%
Carrying out innovative blended learning projects	18	29.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	11	18.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	18	29.5%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	27	44.3%
Expedited evaluation services for students with limited English	16	26.2%
Expedited evaluation services for gifted and talented students	12	19.7%
Additional academic support	27	44.3%
Tutoring	19	31.1%
Enrichment educational services	15	24.6%
Counseling	32	52.5%
Mentors	29	47.5%
School supplies	35	57.4%
School uniforms	35	57.4%
Dental referrals	23	37.7%
Medical referrals	26	42.6%
Bullying assistance	11	18.0%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	41	67.2%
Agree	20	32.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	39	63.9%
Agree	22	36.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	40	65.6%
Agree	19	31.2%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	43	70.5%
Agree	18	29.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	27	44.3%
Agree	31	50.8%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	35	57.4%
Agree	26	42.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

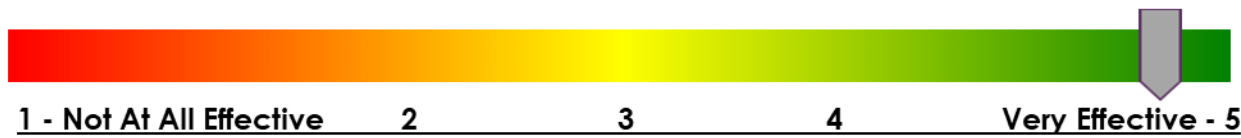
	Count	Percentage
Strongly Agree	32	52.5%
Agree	27	44.3%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TC111

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	35	57.4%
Agree	20	32.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	9.8%

JCSDTC11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	40	65.6%
Agree	20	32.8%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	15	24.6%
Agree	36	59.0%
Disagree	10	16.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	29	47.5%
Agree	28	45.9%
Disagree	3	4.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	37	60.7%
Agree	21	34.4%
Disagree	2	3.3%
Strongly Disagree	1	1.6%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	33	54.1%
Agree	26	42.6%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	28	45.9%
Agree	29	47.5%
Disagree	3	4.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	28	45.9%
Agree	31	50.8%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	33	54.1%
Agree	23	37.7%
Disagree	3	4.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.3%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	31	50.8%
Agree	28	45.9%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	25	41.0%
Agree	28	45.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	13.1%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	32	52.5%
Agree	28	45.9%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	35	57.4%
Agree	26	42.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	33	54.1%
Agree	28	45.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	28	45.9%
Agree	31	50.8%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	34	55.7%
Agree	25	41.0%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	25	41.0%
Agree	29	47.5%
Disagree	7	11.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	29	47.5%
Agree	28	45.9%
Disagree	3	4.9%
Strongly Disagree	1	1.6%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from Vanleave Lower Elementary School feel the school does well in creating a fun and caring environment for students, using technology to enhance learning, and keeping students safe. One faculty member said, "VLE provides extended learning fun through special activities like the Reindeer Run and the Success Rally. These type of experiences enrich student

learning.” Respondents expressed concerns about the need for resources for students with behavioral issues, class sizes, and inadequate technology. Another faculty member stated, “Ready should not be the core instruction. Teachers have to scrounge to find ways to teach when following the pacing guide, often spending personal money to compensate the lack of materials to teach specific skills.”

VANCLEAVE LOWER ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	37	61.7%
Agree	21	35.0%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	20	33.3%
Agree	15	25.0%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	23	38.3%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	42	70.0%
Agree	17	28.3%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	44	73.3%
Agree	16	26.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	30	50.0%
Agree	18	30.0%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	16.7%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	15	25.0%
Supporting college and career counseling	22	36.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	37	61.7%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	16	26.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	18.3%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	20	33.3%
Providing school-based mental health services and counseling	21	35.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	7	11.7%
Establishing or improving dropout prevention	6	10.0%
Supporting re-entry programs and transition services for Justice-involved youth	7	11.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	24	40.0%
Implementing systems and practices to prevent bullying and harassment	36	60.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	24	40.0%
Establishing community partnerships	13	21.7%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	23	38.3%
Building technological capacity and infrastructure	16	26.7%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	15	25.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	22	36.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	17	28.3%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	6	10.0%
Computer Classes	14	23.3%
Conflict Resolution	9	15.0%
Discipline	10	16.7%
Drug/Alcohol Awareness	6	10.0%
English as a Second Language	4	6.7%
Health Classes	9	15.0%
Literacy Classes	7	11.7%
Math Classes	12	20.0%
Parent-to-School Relationships	17	28.3%
Parent/Child Communication	22	36.7%
Preparing for College	14	23.3%
Parenting Workshops	14	23.3%
Social Media Classes	6	10.0%
Stress/Anger Management	11	18.3%
Understanding College- and Career-Ready Standards	14	23.3%
Other	6	10.0%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	17	28.3%
Parental advisory committees	4	6.7%
PTO/PTA meetings and activities	1	1.7%
Ways to help at the classroom level	26	43.3%
Other ways to get involved in my school (district)	12	20.0%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	20	33.3%
Very likely	23	38.3%
Moderately likely	14	23.3%
Slightly likely	1	1.7%
Not at all likely	2	3.3%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	30	50.0%
Agree	25	41.7%
Disagree	3	5.0%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	31	51.7%
Agree	25	41.7%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.3%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	29	48.3%
Agree	23	38.3%
Disagree	8	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	28	46.7%
Agree	31	51.7%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	23	38.3%
Agree	27	45.0%
Disagree	4	6.7%
Strongly Disagree	3	5.0%
Not Applicable or No Information	3	5.0%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	27	45.0%
Agree	25	41.7%
Disagree	4	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	6.7%

JCSDPIC11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	33	55.0%
Agree	19	31.7%
Disagree	5	8.3%
Strongly Disagree	3	5.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	21	35.0%
Agree	35	58.3%
Disagree	2	3.3%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	28	46.7%
Agree	27	45.0%
Disagree	3	5.0%
Strongly Disagree	2	3.3%
Not Applicable or No Information	0	0.0%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	29	48.3%
Agree	23	38.3%
Disagree	6	10.0%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	25	41.7%
Agree	26	43.3%
Disagree	6	10.0%
Strongly Disagree	1	1.7%
Not Applicable or No Information	2	3.3%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	31	51.7%
Agree	25	41.7%
Disagree	4	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	24	40.0%
Agree	23	38.3%
Disagree	8	13.3%
Strongly Disagree	2	3.3%
Not Applicable or No Information	3	5.0%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	19	31.7%
Agree	29	48.3%
Disagree	10	16.7%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	24	40.0%
Agree	27	45.0%
Disagree	5	8.3%
Strongly Disagree	4	6.7%
Not Applicable or No Information	0	0.0%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	19	31.7%
Agree	30	50.0%
Disagree	2	3.3%
Strongly Disagree	1	1.7%
Not Applicable or No Information	8	13.3%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	27	45.0%
Agree	27	45.0%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	6.7%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	25	41.7%
Agree	27	45.0%
Disagree	3	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.3%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	25	41.7%
Agree	23	38.3%
Disagree	5	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	11.7%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	19	31.7%
Agree	32	53.3%
Disagree	8	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	27	45.0%
Agree	32	53.3%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	20	33.3%
Agree	27	45.0%
Disagree	3	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	16.7%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	30	50.0%
Agree	28	46.7%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	22	36.7%
Agree	27	45.0%
Disagree	4	6.7%
Strongly Disagree	1	1.7%
Not Applicable or No Information	6	10.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	23	38.3%
Agree	34	56.7%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.3%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	27	45.0%
Agree	29	48.3%
Disagree	3	5.0%
Strongly Disagree	1	1.7%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	27	45.0%
Agree	25	41.7%
Disagree	6	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.3%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	28	46.7%
Agree	31	51.7%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from Vancleave Lower Elementary School feel the school does a good job in communicating with parents, creating a welcoming, colorful environment, and keeping students safe. One parent said, "I think the reading and comprehension program is pretty good. I

also like that there are plenty of opportunities to participate in things at my kid's school." Respondents expressed concerns about the kindergarten curriculum, drop-off procedures for car riders, and "common core" math. Another parent stated, "I think that the parent note of 2 absences is not enough. We are a low income community that cannot afford to take a child to the doctor every time they get sick. It is not fair to punish the child if they are sick and not able to go to the doctor. Also, the other kids come back too soon from being sick and make everyone sick."

VANCLEAVE LOWER ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	210	62.7%
Agree	106	31.6%
Disagree	4	1.2%
Strongly Disagree	3	0.9%
Not Applicable or No Information	12	3.6%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	125	37.3%
Agree	188	56.1%
Disagree	8	2.4%
Strongly Disagree	1	0.3%
Not Applicable or No Information	13	3.9%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	212	63.3%
Agree	98	29.3%
Disagree	15	4.5%
Strongly Disagree	3	0.9%
Not Applicable or No Information	7	2.1%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	148	44.2%
Agree	148	44.2%
Disagree	16	4.8%
Strongly Disagree	7	2.1%
Not Applicable or No Information	16	4.8%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	174	51.9%
Agree	129	38.5%
Disagree	6	1.8%
Strongly Disagree	6	1.8%
Not Applicable or No Information	20	6.0%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	217	64.8%
Agree	107	31.9%
Disagree	4	1.2%
Strongly Disagree	1	0.3%
Not Applicable or No Information	6	1.8%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	146	43.6%
Agree	161	48.1%
Disagree	7	2.1%
Strongly Disagree	5	1.5%
Not Applicable or No Information	16	4.8%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	191	57.0%
Agree	114	34.0%
Disagree	10	3.0%
Strongly Disagree	7	2.1%
Not Applicable or No Information	13	3.9%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	144	43.0%
Agree	162	48.4%
Disagree	6	1.8%
Strongly Disagree	10	3.0%
Not Applicable or No Information	13	3.9%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	191	57.0%
Agree	114	34.0%
Disagree	13	3.9%
Strongly Disagree	4	1.2%
Not Applicable or No Information	13	3.9%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	158	47.2%
Agree	149	44.5%
Disagree	8	2.4%
Strongly Disagree	4	1.2%
Not Applicable or No Information	16	4.8%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	196	58.5%
Agree	110	32.8%
Disagree	6	1.8%
Strongly Disagree	7	2.1%
Not Applicable or No Information	16	4.8%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	225	67.2%
Agree	85	25.4%
Disagree	9	2.7%
Strongly Disagree	4	1.2%
Not Applicable or No Information	12	3.6%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	140	41.8%
Agree	174	51.9%
Disagree	10	3.0%
Strongly Disagree	4	1.2%
Not Applicable or No Information	7	2.1%

VANCLEAVE LOWER ELEMENTARY SCHOOL

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	201	60.0%
Agree	112	33.4%
Disagree	11	3.3%
Strongly Disagree	5	1.5%
Not Applicable or No Information	6	1.8%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	150	44.8%
Agree	153	45.7%
Disagree	15	4.5%
Strongly Disagree	5	1.5%
Not Applicable or No Information	12	3.6%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	199	59.4%
Agree	105	31.3%
Disagree	11	3.3%
Strongly Disagree	9	2.7%
Not Applicable or No Information	11	3.3%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	223	66.6%
Agree	92	27.5%
Disagree	4	1.2%
Strongly Disagree	4	1.2%
Not Applicable or No Information	12	3.6%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	142	42.4%
Agree	163	48.7%
Disagree	9	2.7%
Strongly Disagree	7	2.1%
Not Applicable or No Information	14	4.2%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	181	54.0%
Agree	125	37.3%
Disagree	16	4.8%
Strongly Disagree	2	0.6%
Not Applicable or No Information	11	3.3%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	162	48.4%
Agree	140	41.8%
Disagree	13	3.9%
Strongly Disagree	8	2.4%
Not Applicable or No Information	12	3.6%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	187	55.8%
Agree	113	33.7%
Disagree	11	3.3%
Strongly Disagree	1	0.3%
Not Applicable or No Information	23	6.9%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	244	72.8%
Agree	77	23.0%
Disagree	6	1.8%
Strongly Disagree	2	0.6%
Not Applicable or No Information	6	1.8%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	136	40.6%
Agree	169	50.5%
Disagree	11	3.3%
Strongly Disagree	7	2.1%
Not Applicable or No Information	12	3.6%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	195	58.2%
Agree	113	33.7%
Disagree	14	4.2%
Strongly Disagree	4	1.2%
Not Applicable or No Information	9	2.7%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	134	40.0%
Agree	168	50.2%
Disagree	12	3.6%
Strongly Disagree	7	2.1%
Not Applicable or No Information	14	4.2%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	184	54.9%
Agree	116	34.6%
Disagree	10	3.0%
Strongly Disagree	8	2.4%
Not Applicable or No Information	17	5.1%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	159	47.5%
Agree	144	43.0%
Disagree	11	3.3%
Strongly Disagree	9	2.7%
Not Applicable or No Information	12	3.6%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	190	56.7%
Agree	109	32.5%
Disagree	11	3.3%
Strongly Disagree	8	2.4%
Not Applicable or No Information	17	5.1%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	144	43.0%
Agree	156	46.6%
Disagree	8	2.4%
Strongly Disagree	9	2.7%
Not Applicable or No Information	18	5.4%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	188	56.1%
Agree	115	34.3%
Disagree	10	3.0%
Strongly Disagree	7	2.1%
Not Applicable or No Information	15	4.5%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	181	54.0%
Agree	128	38.2%
Disagree	8	2.4%
Strongly Disagree	4	1.2%
Not Applicable or No Information	14	4.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from Vanleave Lower Elementary School love their school and are proud to be learning reading, math, and how to stay safe. One student said, "I don't like getting on bad colors."



NOTES

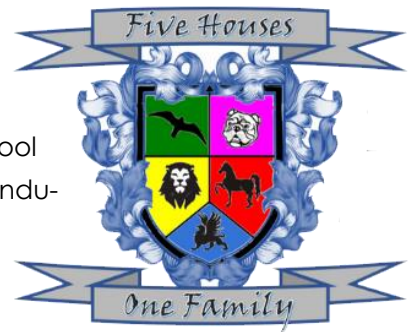
Area containing 20 horizontal light blue lines for taking notes.

SECTION 17

VANCLEAVE UPPER ELEMENTARY SCHOOL

INTRODUCTION

Vancleave Upper Elementary School is located at 13901 Highway 75 in Vanclave, Mississippi. In 2019-2020, it houses five hundred four (504) students in third through fifth grades. Vanclave Upper Elementary School supports the Jackson County School District's mission, which is "to provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens."



VUE operates on a house system. Entering students are assigned to one of five multi-grade houses. Throughout the school year, students earn points for their houses for good behavior, special accomplishments, and more. Similar to organizations found in British schools, houses allow for more student involvement in school decision-making and foster a sense of family or community within the school.



ENROLLMENT

VANCLEAVE UPPER ELEMENTARY SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP


BY GRADE				BY DEMOGRAPHIC GROUP						
	2018	2019	2020	2018		2019		2020		
				#	%	#	%	#	%	
PK										
PK SPED				GENDER						
K				FEMALE	256	47.3%	253	47.0%	236	46.8%
K SPED				MALE	285	52.7%	285	53.0%	268	53.2%
ELEM. SPED	*	*	*	RACE						
GR 1				AFRICAN AMERICAN	21	3.9%	20	3.7%	14	2.8%
GR 2				ASIAN			*	*	*	*
GR 3	*	176	170	HISPANIC OR LATINO	12	2.2%	16	3.0%	17	3.4%
GR 4	186	*	164	NATIVE AMERICAN						
GR 5	183	184	*	PACIFIC ISLANDER	*	*	*	*	*	*
GR 6				TWO OR MORE RACES	*	*	14	2.6%	12	2.4%
GR 7				WHITE	497	91.9%	486	90.3%	456	90.5%
GR 8										
GR 9										
GR 10										
GR 11										
GR 12										
SEC. SPED										
SEC. GED										
TOTAL	541	538	504							

Table 152: Vancleave Upper Elementary School Enrollment by Grade and Demographic Group

ATTENDANCE

VANCLEAVE UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

GRADE	2017	2018	2019	GRADE	2017	2018	2019
K-SPED				GRADE_07			
K				GRADE_08			
ELEM. SPED	4.1	5.0	7.1	GRADE_09			
GRADE_01				GRADE_10			
GRADE_02				GRADE_11			
GRADE_03	168.7	156.7	164.2	GRADE_12			
GRADE_04	168.9	173.0	156.4	SEC. SPED			
GRADE_05	168.6	173.9	171.9	SEC. GED			
GRADE_06				TOTAL	510.5	508.7	499.5

Table 153: Vancleave Upper Elementary School Average Daily Attendance

2018-2019 Vancleave Upper Elementary ADA by Month

Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
96.05	95.28	94.56	93.76	94.56	94.27	94.24	94.35	90.52

Table 154: 2018-2019 Vancleave Upper Elementary School ADA by Month

Best ADA JCSD Upper Elementary Award:

February 2019



2017-2019 VANCLEAVE UPPER ELEMENTARY SCHOOL CHRONIC ABSENTEE RATES

CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	9.5%	14.2%
	2018		12.4%	16.9%
	2019		14.7%	13.1%
GENDER	2018	FEMALE	10.1%	16.8%
	2019		15.1%	12.7%
	2018	MALE	14.4%	16.9%
	2019		14.3%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		
	2019			20.2%
	2018	ASIAN		6.7%
	2019		<5%	5.2%
	2018	BLACK OR AFRICAN AMERICAN	<5%	16.0%
	2019		10.0%	13.4%
	2018	HISPANIC OR LATINO	7.1%	
	2019		22.2%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5%	
	2019		<5%	
	2018	TWO OR MORE RACES	<5%	18.3%
	2019		29.4%	13.7%
	2018	WHITE	13.2%	18.3%
	2019		14.0%	13.1%
DISABILITY	2018	STUDENTS WITH DISABILITIES	16.0%	21.8%
	2019		21.5%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	11.7%	16.1%
	2019		13.1%	12.4%
EL	2018	ENGLISH LEARNERS	<5%	11.1%
	2019		<5%	9.1%

Table 155: 2017-2019 Vancleave Upper Elementary School Chronic Absentee Rates



Attendance Matters

On Time: First Time, Every Time

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	<5%	<5%	<10		
2019		<5%	<5%	<5%	<10	<5%	<5%
2018	FEMALE		<5%		<10		
2019						<5%	<5%
2018	MALE						
2019						<5%	<5%
2018	NATIVE AMERICAN						
2019							
2018	ASIAN						
2019						<5%	<5%
2018	BLACK OR AFRICAN AMERICAN						
2019						<5%	<5%
2018	HISPANIC OR LATINO						
2019						<5%	<5%
2018	PACIFIC ISLANDER						
2019						<5%	<5%
2018	TWO OR MORE RACES						
2019						<5%	<5%
2018	WHITE		<5%		<10		
2019						<5%	<5%
2018	STUDENTS WITH DISABILITIES						
2019						<5%	<5%
2018	STUDENTS WITHOUT DISABILITIES		<5%		<10		
2019						<5%	<5%
2018	ENGLISH LEARNERS						
2019						<5%	<5%
2018	NON ENGLISH LEARNERS		<5%		<10		
2019						<5%	<5%

Table 156: 2018-2019 Vancleave Upper Elementary School MSIS Reported Disciplinary Incidents

2015-2019 VANCLEAVE UPPER ELEMENTARY SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER														
[KEY: BL-BLACK/AFRICAN AMERICAN; WH-WHITE; AS-ASIAN; HS-HISPANIC/LATINO; 2+ -TWO OR MORE RACES; NA-NATIVE AMERICAN; PI-PACIFIC ISLANDER; EXPULSION+ -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]														
RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
VANCLEAVE UPPER ELEM.	2		2	1										5
SUSPENSION														
2015-16	1		1											2
2016-17			1											1
2017-18				1										1

Table 157: 2015-2019 Vancleave Upper Elementary School Disciplinary Dispensations by Race and Gender

PERSONNEL

2019 VANCLEAVE UPPER ELEMENTARY SCHOOL INSTRUCTIONAL PERSONNEL CHARACTERISTICS				
TEACHERS	TOTAL		#	33.72
	EXPERIENCED	ALL	#	32.29
			%	95.8%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	32.29
			%	95.8%
	EMERGENCY PROVISIONAL	ALL	#	0
			%	0.0%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	0
			%	0.0%
	TEACHING IN FIELD	ALL	#	32.72
			%	97.0%
HIGH POVERTY SCHOOL		#		
		%		
LOW POVERTY SCHOOL		#	32.72	
		%	97.0%	
PRINCIPALS	TOTAL	#	2	
	EXPERIENCED	#	2	
		%	100.0%	

Table 158: 2019 Vancleave Upper Elementary School Instructional Personnel Characteristics

ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 Vancleave Upper Elementary School Accountability			
2017 Accountability Rating: B		2016 Accountability Rating: B	
Former Baseline Grade: B		New Baseline Grade: B	
POINTS: 408	Reading	Mathematics	Science
PROFICIENCY	50.3%	56.0%	74.7%
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>50</i>
GROWTH ALL STUDENTS	66.2%	60.6%	Participation Rate
<i>Possible points</i>	<i>100</i>	<i>100</i>	
GROWTH LOW 25%	53.1%	47.0%	99.6%
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>200</i>

Figure 92: 2017 Vancleave Upper Elementary School Accountability

2018 ACCOUNTABILITY

2018 Vancleave Upper Elementary School Accountability			
Accountability Rating:	A	Accountability Rating with EL	A
Total Points	457	Total Points with EL	457
	Reading	Mathematics	Science
PROFICIENCY <i>Possible 2018/2019</i>	57.2% 100/95	55.5% 100/95	87.6% 50/47.5
GROWTH ALL STUDENTS <i>Possible 2018/2019</i>	72.7% 100/95	68.8% 100/95	EL Progress
GROWTH LOW 25% <i>Possible 2018/2019</i>	67.9% 100/95	47.6% 100/95	

Figure 93: 2018 Vancleave Upper Elementary School Accountability

2019 ACCOUNTABILITY

2019 Vancleave Upper Elementary School Accountability			
Accountability Rating:	A	Total Points	467
	Reading	Mathematics	Science
PROFICIENCY <i>Possible Points</i>	61.7% 95	55.2% 95	87.6% 47.5
GROWTH ALL STUDENTS <i>Possible Points</i>	75.0% 95	71.5% 95	EL Progress
GROWTH LOW 25% <i>Possible Points</i>	58.8% 95	57.1% 95	

Figure 94: 2019 Vancleave Upper Elementary School Accountability

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 VANCLEAVE UPPER ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP															
Subgroup	MATH			ELA			USH	SCI	CC	GRAD			EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth	
ALL	55.2	71.5	57.1	61.7	75	58.8		74.7						<5%	
Female	49.8	68	61.1	60.2	75.2	55.9		67.9							
Male	60.2	74.7	52.6	63.2	74.9	62.5		80.9							
Asian															
Black or African American	29.4	73.2		29.4	53.6										
Hispanic or Latino	68.8	95		68.8	82.5										
Native American															
Pacific Islander															
Two or More Races															
White	55.9	70.9	54.8	63.1	75.8	62.2		77.6							
Students with Disabilities	19.3	51.8	50.6	19.3	57	56.7		28.6							
Students w/o Disabilities	62.3	75.6	63.1	70	78.8	60.8		86							
Economically Disadvantaged	43.1	66.3	50.5	53.6	70.8	53.2		65.3							
Non Econ. Disadvantaged	63.8	75.5	68.5	67.4	78.2	68.5		81.6							
English Learners															
Non English Learners	55.6	71.7	57.1	62.1	75.2	58.8		74.7							
Foster Care															
Homeless															
Non Homeless															
Migrant															
Non Migrant															
Military Connected															

Table 159: 2018-2019 Vancleave Upper Elementary School Accountability by Demographic Group

2019 ACCOUNTABILITY GOALS

2019 Vancleave Upper Elementary School Accountability Goals						
	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	55.2%	44.1%	57.0%	70.0%	47.0%
	FEMALE	49.8%				48.9%
	MALE	60.2%				45.1%
	ASIAN		68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN	29.4%	35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO	68.8%	45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES		47.5%	58.7%	70.0%	53.7%
	WHITE	55.9%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES	19.3%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	62.3%				51.1%
	ECONOMICALLY DISADVANTAGED	43.1%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	63.8%				67.7%
	ENGLISH LEARNERS		38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	55.6%				47.2%
	FOSTER CARE					37.4%
	HOMELESS					32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%
ENGLISH PROFICIENCY	ALL	61.7%	45.1%	57.5%	70.0%	41.8%
	FEMALE	60.2%				45.9%
	MALE	63.2%				37.8%
	ASIAN		61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN	29.4%	35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO	68.8%	42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN		42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER		55.9%	63.0%	70.0%	56.8%
	TWO OR MORE RACES		48.2%	59.1%	70.0%	48.0%
	WHITE	63.1%	55.0%	62.5%	70.0%	57.0%
	STUDENTS WITH DISABILITIES	19.3%	29.3%	49.6%	70.0%	17.6%
	STUDENTS WITHOUT DISABILITIES	70.0%				45.5%
	ECONOMICALLY DISADVANTAGED	53.6%	39.6%	54.8%	70.0%	32.4%
	NON ECONOMICALLY DISADVANTAGED	67.4%				61.7%
	ENGLISH LEARNERS		32.4%	51.2%	70.0%	19.4%
	NON ENGLISH LEARNERS	62.1%				42.2%
	FOSTER CARE					36.2%
	HOMELESS					30.7%
	MIGRANT					30.7%
	MILITARY CONNECTED					63.9%

Table 160: 2019 Vancleave Upper Elementary School Accountability Goals

ASSESSMENT

VANCLEAVE UPPER ELEMENTARY SCHOOL THIRD GRADE READING

VANCLEAVE UPPER ELEMENTARY SCHOOL THIRD GRADE READING

	2017		2018		2019☀	
	PASS	FAIL	PASS	FAIL	PASS	FAIL
VANCLEAVE UPPER ELEMENTARY	94.3%	5.7%	93.3%	6.7%	80.6%	19.4%

☀ Required scoring level raised to Level 3

Table 161: Vancleave Upper Elementary School Third Grade Reading

VANCLEAVE UPPER ELEMENTARY SCHOOL MAAP

VANCLEAVE UPPER ELEMENTARY SCHOOL MAAP ELA AND MATH

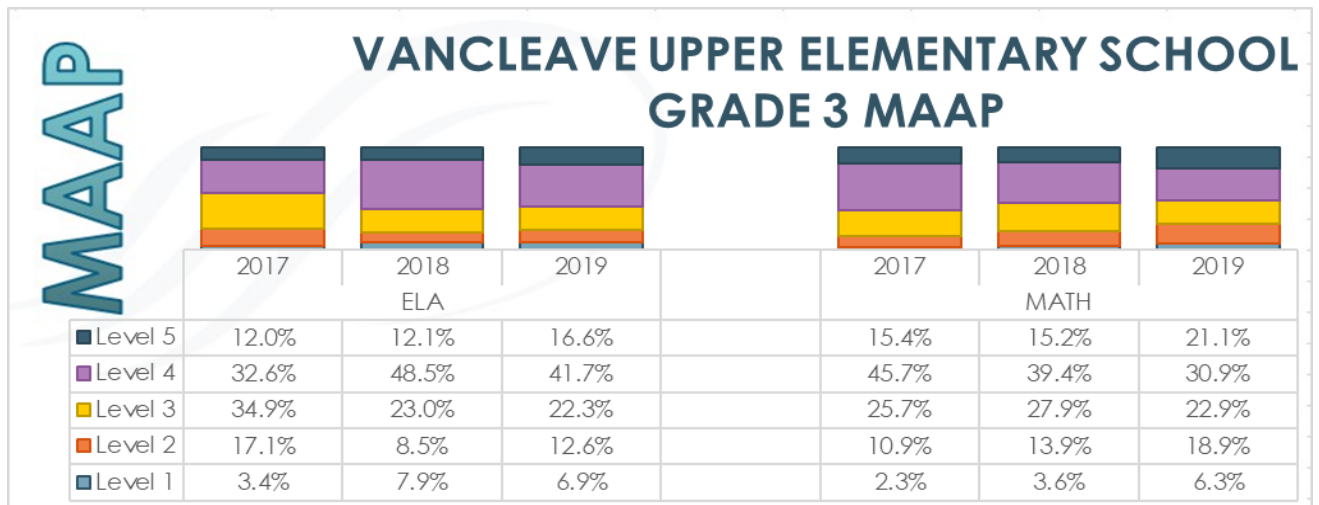


Figure 95: Vancleave Upper Elementary School MAAP Grade 3

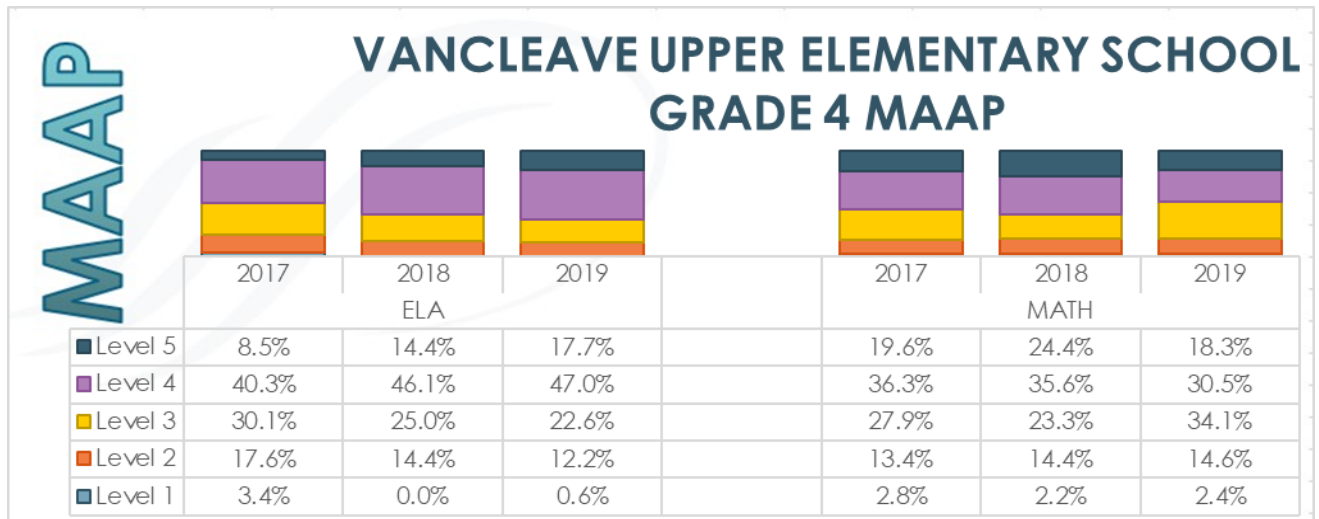


Figure 96: Vancleave Upper Elementary School MAAP Grade 4

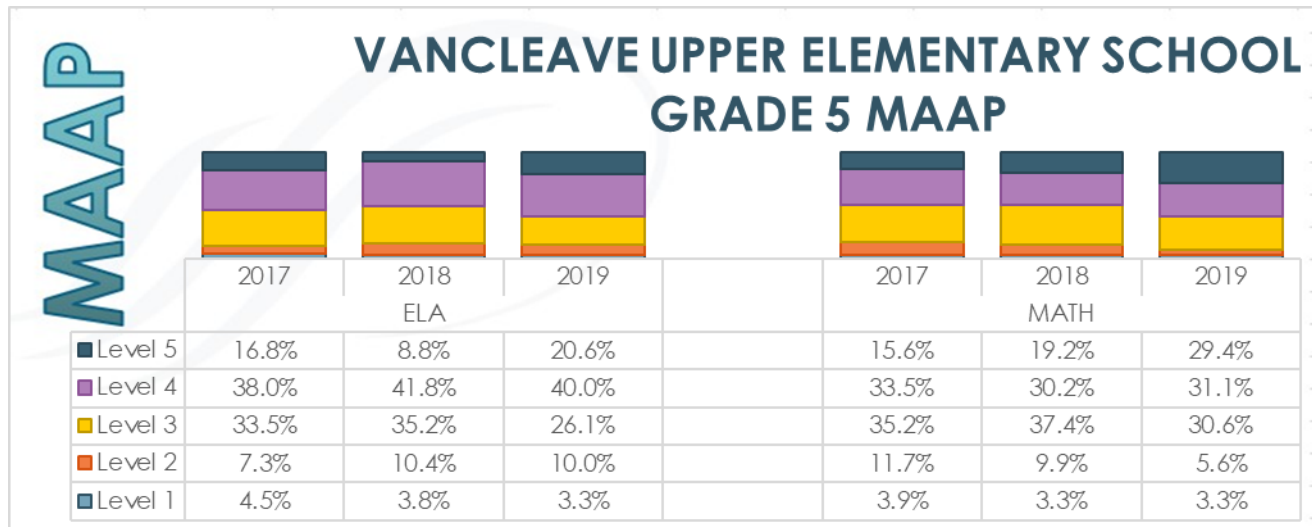


Figure 97: Vancleave Upper Elementary School MAAP Grade 5

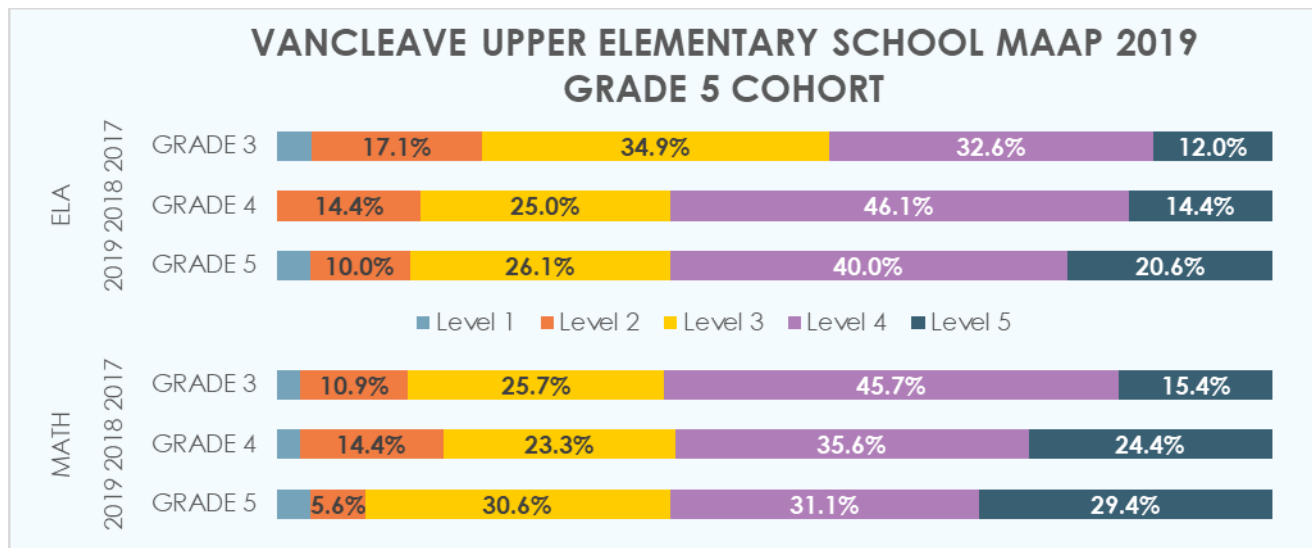


Figure 98: Vancleave Upper Elementary School MAAP 2019 Grade 5 Cohort

VANCLEAVE UPPER ELEMENTARY SCHOOL MAAP-SCI

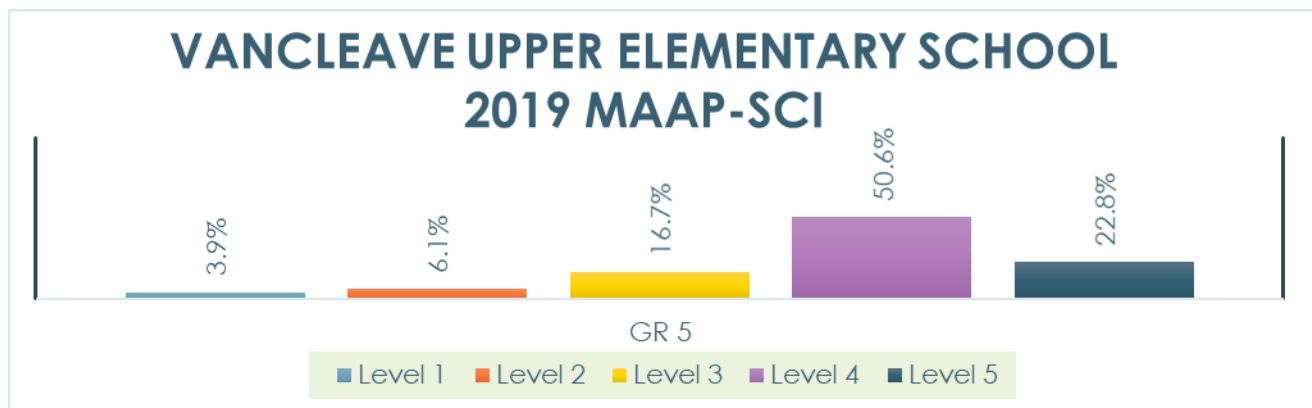


Figure 99: Vancleave Upper Elementary School MAAP-SCI Grade 5

VANCLEAVE UPPER ELEMENTARY SCHOOL MAAP DEMOGRAPHICS

VANCLEAVE UPPER ELEMENTARY SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP												
	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.6	98.1	0-10%	6.8	11-20%	19.6	21-30%	33.5	41-50%	28.9	11-20%	11.2
FEMALE	99.6	98.0	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
MALE	99.6	98.1	5.0	8.7	9.7	22.0	23.7	33.6	43.4	26.3	18.3	9.5
BLACK OR AFRICAN AMERICAN	100.0	98.3		0-10%	33.3	21-30%	38.9	31-40%	16.7	21-30%	11.1	0-10%
WHITE	99.6	97.8	0-10%	0-10%	11-20%	11-20%	21-30%	21-30%	41-50%	31-40%	11-20%	11-20%
NATIVE AMERICAN		98.7		0-10%		21-30%		31-40%		21-30%		0-10%
ASIAN	<5%	95.3		6.0		9.6	91-100	21.2		36.2		27.1
HISPANIC OR LATINO	100.0	98.3		9.4	17.7	19.9	17.7	34.3	47.1	28.1	17.7	8.4
PACIFIC ISLANDER	<5%	96.3	31-40%	5.8	31-40%	11.7		28.6	31-40%	39.0		14.9
TWO OR MORE RACES	<5%	98.4		0-10%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	21-30%	11-20%
ECONOMICALLY DISADVANTAGED	99.5	98.4	6.0	8.9	17.6	24.3	24.1	36.2	37.5	24.1	14.8	6.5
NON ECONOMICALLY DISADVANTAGED	99.7	97.4	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%
MIGRANT		94.4		21-30%		21-30%		21-30%		11-20%		0-10%
HOMELESS		97.2		11.8	31-40%	26.3		33.0	61-70%	22.3		6.6
FOSTER CARE		97.6		8.8		22.8		34.4	41-50%	27.8	41-50%	6.2
STUDENTS WITH DISABILITIES	100.0	97.1	11-20%	21-30%	31-40%	31-40%	31-40%	21-30%	11-20%	0-10%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	99.5	98.2	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	21-30%	11-20%
ENGLISH LEARNERS	<5%	98.7	11-20%	13.9	11-20%	24.5	41-50%	33.7		22.5	11-20%	5.5
NON ENGLISH LEARNERS	99.6	98.1	0-10%	6.6	11-20%	19.5	21-30%	33.5	41-50%	29.1	11-20%	11.4
MILITARY CONNECTED		97.3		0-10%		0-10%		21-30%		31-40%		21-30%

Table 162: Vancleave Upper Elementary School 2019 MAAP ELA by Demographic Group

VANCLEAVE UPPER ELEMENTARY SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP												
	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.6	98.7	0-10%	5.6	11-20%	17.7	21-30%	31.2	31-40%	31.3	21-30%	14.1
FEMALE	99.6	99.0	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	21-30%	31-40%	21-30%	11-20%
MALE	99.6	98.4	0-10%	6.7	0-10%	19.4	21-30%	30.7	31-40%	29.4	21-30%	13.8
BLACK OR AFRICAN AMERICAN	100.0	98.6		8.3	16.7	25.0	55.6	36.0	22.2	24.3	5.6	6.4
WHITE	99.6	98.9	0-10%	0-10%	11-20%	0-10%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%
NATIVE AMERICAN		98.8		0-10%		11-20%		31-40%		31-40%		11-20%
ASIAN	<5%	98.8		0-10%		0-10%	91-100	11-20%		31-40%		41-50%

VANCLEAVE UPPER ELEMENTARY SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
HISPANIC OR LATINO	100.0	98.6		5.5	17.7	16.4	17.7	30.0	35.3	34.1	29.4	14.0
PACIFIC ISLANDER	<5%	96.9		0-10%	31-40%	0-10%	61-70%	21-30%		31-40%		21-30%
TWO OR MORE RACES	<5%	98.7		0-10%	11-20%	11-20%	31-40%	21-30%	21-30%	31-40%	31-40%	11-20%
ECONOMICALLY DISADVANTAGED	99.5	98.6	6.0	7.2	19.4	22.2	32.9	34.8	21.8	27.3	19.9	8.5
NON ECONOMICALLY DISADVANTAGED	99.7	99.0	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%
MIGRANT		93.2		15.6		21.9		35.4		17.7		9.4
HOMELESS		96.6		10.7	31-40%	25.8	61-70%	32.9		23.8		6.8
FOSTER CARE		97.0		8.7		20.4		35.2	41-50%	28.0	41-50%	7.8
STUDENTS WITH DISABILITIES	100.0	96.8	11-20%	11-20%	31-40%	31-40%	21-30%	21-30%	11-20%	11-20%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	99.5	99.1	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	31-40%	31-40%	21-30%	11-20%
ENGLISH LEARNERS	<5%	98.6		7.1	41-50%	18.6	31-40%	30.5		30.3	11-20%	13.5
NON ENGLISH LEARNERS	99.6	98.7	0-10%	5.6	11-20%	17.7	21-30%	31.3	31-40%	31.4	21-30%	14.1
MILITARY CONNECTED		98.9		0-10%		0-10%		21-30%		31-40%		31-40%

Table 163: Vancleave Upper Elementary School 2019 MAAP MATH by Demographic Group

VANCLEAVE UPPER ELEMENTARY SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.5	98.7	0-10%	10.3	0-10%	13.6	11-20%	23.4	41-50%	36.0	21-30%	16.7
FEMALE	98.8	99.1	0-10%	9.2	0-10%	13.3	11-20%	24.3	41-50%	37.4	21-30%	15.8
MALE	100.0	98.4	0-10%	11.4	0-10%	13.9	11-20%	22.5	51-60%	34.7	21-30%	17.5
BLACK OR AFRICAN AMERICAN	<5%	98.5	11-20%	16.3		19.8	51-60%	28.1	11-20%	28.8	11-20%	7.0
WHITE	99.4	98.9	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	51-60%	41-50%	21-30%	21-30%
NATIVE AMERICAN		98.7		11.0		15.4		25.1		35.8		12.7
ASIAN		99.4		5.9		6.2		10.7		33.4		43.7
HISPANIC OR LATINO	<5%	98.9		12.4		13.3	21-30%	23.0	71-80%	37.0		14.4
PACIFIC ISLANDER	<5%	98.5		7.5		7.5	91-100	20.9		29.9		34.3
TWO OR MORE RACES	<5%	98.0		7.5		9.1	91-100	22.2		41.0		20.3
ECONOMICALLY DISADVANTAGED	98.7	98.5	6.7	13.8	6.7	17.2	24.0	26.6	49.3	32.4	13.3	10.1
NON ECONOMICALLY DISADVANTAGED	100.0	99.2	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	51-60%	41-50%	21-30%	21-30%
MIGRANT		100.0		21-30%		11-20%		41-50%		11-20%		0-10%
HOMELESS		96.5		18.3		18.4		24.8		30.6		7.9
FOSTER CARE		97.2		12.7		12.5		26.0		36.1		12.7

VANCLEAVE UPPER ELEMENTARY SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
STUDENTS WITH DISABILITIES	100.0	96.8	13.5	21-30%	21.6	21-30%	37.8	21-30%	27.0	11-20%		0-10%
STUDENTS WITHOUT DISABILITIES	99.3	99.0	0-10%	7.5	0-10%	11.7	11-20%	23.2	51-60%	39.2	21-30%	18.6
ENGLISH LEARNERS	<5%	98.6		19.7		17.1	41-50%	24.6	41-50%	29.6		8.9
NON ENGLISH LEARNERS	99.4	98.7	0-10%	10.1	0-10%	13.5	11-20%	23.3	41-50%	36.2	21-30%	16.9
MILITARY CONNECTED		99.5		0-10%		0-10%		11-20%		41-50%		31-40%

Table 164: Vancleave Upper Elementary School 2019 MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Vancleave Upper Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-four (44) faculty and staff members, one hundred ten (110) parents, and four hundred forty-six (446) students responded to the survey.

VANCLEAVE UPPER ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	33	75.0%
Agree	11	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	25	56.8%
Agree	14	31.8%
Disagree	1	2.3%
Strongly Disagree	3	6.8%
Not Applicable or No Information	1	2.3%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	29	65.9%
Agree	11	25.0%
Disagree	2	4.6%
Strongly Disagree	2	4.6%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	39	88.6%
Agree	5	11.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	24	54.6%
Agree	15	34.1%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.1%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	8	0.0%
Supporting college and career counseling	9	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	32	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	9	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	9	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	19	43.2%
Providing school-based mental health services and counseling	26	59.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	12	27.3%
Establishing or improving dropout prevention	6	13.6%
Supporting re-entry programs and transition services for Justice-involved youth	2	4.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	11	25.0%
Implementing systems and practices to prevent bullying and harassment	9	20.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	10	22.7%
Establishing community partnerships	8	18.2%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	23	52.3%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Building technological capacity and infrastructure	24	54.5%
Carrying out innovative blended learning projects	8	18.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	10	22.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	9	20.5%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	18	40.9%
Expedited evaluation services for students with limited English	7	15.9%
Expedited evaluation services for gifted and talented students	7	15.9%
Additional academic support	22	50.0%
Tutoring	13	29.5%
Enrichment educational services	7	15.9%
Counseling	24	54.5%
Mentors	16	36.4%
School supplies	24	54.5%
School uniforms	25	56.8%
Dental referrals	13	29.5%
Medical referrals	12	27.3%
Bullying assistance	5	11.4%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	30	68.2%
Agree	13	29.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	27	61.4%
Agree	16	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	30	68.2%
Agree	14	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	35	79.6%
Agree	9	20.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	27	61.4%
Agree	14	31.8%
Disagree	2	4.6%
Strongly Disagree	1	2.3%
Not Applicable or No Information	0	0.0%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	26	59.1%
Agree	17	38.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

	Count	Percentage
Strongly Agree	26	59.1%
Agree	16	36.4%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

Summary for TC111

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	27	61.4%
Agree	12	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	11.4%

JCSDTC11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	32	72.7%
Agree	12	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	11	25.0%
Agree	21	47.7%
Disagree	11	25.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	22	50.0%
Agree	21	47.7%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	28	63.6%
Agree	16	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	20	45.5%
Agree	22	50.0%
Disagree	1	2.3%
Strongly Disagree	1	2.3%
Not Applicable or No Information	0	0.0%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	24	54.6%
Agree	20	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	23	52.3%
Agree	17	38.6%
Disagree	3	6.8%
Strongly Disagree	1	2.3%
Not Applicable or No Information	0	0.0%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	18	40.9%
Agree	19	43.2%
Disagree	4	9.1%
Strongly Disagree	1	2.3%
Not Applicable or No Information	2	4.6%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	22	50.0%
Agree	15	34.1%
Disagree	6	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	20	45.5%
Agree	20	45.5%
Disagree	2	4.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.6%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	23	52.3%
Agree	19	43.2%
Disagree	1	2.3%
Strongly Disagree	1	2.3%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	27	61.4%
Agree	16	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	23	52.3%
Agree	20	45.5%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	22	50.0%
Agree	20	45.5%
Disagree	2	4.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	22	50.0%
Agree	18	40.9%
Disagree	4	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	20	45.5%
Agree	19	43.2%
Disagree	5	11.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	32	72.7%
Agree	10	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.6%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from Vanleave Upper Elementary School feel the school has a responsive and caring administration, dedicated teachers, and a friendly, cooperative atmosphere. One faculty member said, “Teacher morale has been amazing the last 2 years. Our principals go above and beyond what is expected for staff and students. I believe my school has an

exceptional standard for rigor, student expectation, and student achievement.” Respondents expressed concerns about student safety due to the open campus, the reliability of existing technology, and difficulties with communication with the central office. Another faculty member stated, “We need more Chromebooks for each classroom. It takes too long to get help from maintenance and the IT department.”

VANCLEAVE UPPER ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	54	49.1%
Agree	51	46.4%
Disagree	3	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.8%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	29	26.4%
Agree	38	34.6%
Disagree	4	3.6%
Strongly Disagree	1	0.9%
Not Applicable or No Information	38	34.6%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	72	65.5%
Agree	37	33.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.9%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	65	59.1%
Agree	41	37.3%
Disagree	3	2.7%
Strongly Disagree	1	0.9%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	35	31.8%
Agree	53	48.2%
Disagree	2	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	20	18.2%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	40	36.4%
Supporting college and career counseling	26	23.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	66	60.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	31	28.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	29	26.4%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	33	30.0%
Providing school-based mental health services and counseling	45	40.9%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	16	14.5%
Establishing or improving dropout prevention	19	17.3%
Supporting re-entry programs and transition services for Justice-involved youth	15	13.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	43	39.1%
Implementing systems and practices to prevent bullying and harassment	52	47.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	42	38.2%
Establishing community partnerships	24	21.8%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	54	49.1%
Building technological capacity and infrastructure	32	29.1%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	31	28.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	35	31.8%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	38	34.5%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	17	15.5%
Computer Classes	18	16.4%
Conflict Resolution	28	25.5%
Discipline	19	17.3%
Drug/Alcohol Awareness	18	16.4%
English as a Second Language	6	5.5%
Health Classes	19	17.3%
Literacy Classes	4	3.6%
Math Classes	18	16.4%
Parent-to-School Relationships	38	34.5%
Parent/Child Communication	40	36.4%
Preparing for College	39	35.5%
Parenting Workshops	20	18.2%
Social Media Classes	16	14.5%
Stress/Anger Management	24	21.8%
Understanding College- and Career-Ready Standards	37	33.6%
Other	4	3.6%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	29	26.4%
Parental advisory committees	11	10.0%
PTO/PTA meetings and activities	5	4.6%
Ways to help at the classroom level	43	39.1%
Other ways to get involved in my school (district)	22	20.0%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	28	25.5%
Very likely	38	34.6%
Moderately likely	35	31.8%
Slightly likely	8	7.3%
Not at all likely	1	0.9%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	34	30.9%
Agree	66	60.0%
Disagree	7	6.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	2.7%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	33	30.0%
Agree	67	60.9%
Disagree	6	5.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	3.6%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	35	31.8%
Agree	66	60.0%
Disagree	7	6.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.8%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	45	40.9%
Agree	58	52.7%
Disagree	3	2.7%
Strongly Disagree	1	0.9%
Not Applicable or No Information	3	2.7%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	30	27.3%
Agree	61	55.5%
Disagree	12	10.9%
Strongly Disagree	3	2.7%
Not Applicable or No Information	4	3.6%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	38	34.6%
Agree	55	50.0%
Disagree	9	8.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	7.3%

JCSDPCI1: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	35	31.8%
Agree	58	52.7%
Disagree	15	13.6%
Strongly Disagree	2	1.8%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	34	30.9%
Agree	65	59.1%
Disagree	8	7.3%
Strongly Disagree	2	1.8%
Not Applicable or No Information	1	0.9%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	35	31.8%
Agree	66	60.0%
Disagree	6	5.5%
Strongly Disagree	2	1.8%
Not Applicable or No Information	1	0.9%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	32	29.1%
Agree	68	61.8%
Disagree	7	6.4%
Strongly Disagree	2	1.8%
Not Applicable or No Information	1	0.9%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	30	27.3%
Agree	64	58.2%
Disagree	13	11.8%
Strongly Disagree	2	1.8%
Not Applicable or No Information	1	0.9%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	42	38.2%
Agree	60	54.6%
Disagree	5	4.6%
Strongly Disagree	3	2.7%
Not Applicable or No Information	0	0.0%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	35	31.8%
Agree	58	52.7%
Disagree	10	9.1%
Strongly Disagree	3	2.7%
Not Applicable or No Information	4	3.6%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	22	20.0%
Agree	68	61.8%
Disagree	15	13.6%
Strongly Disagree	2	1.8%
Not Applicable or No Information	3	2.7%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	31	28.2%
Agree	55	50.0%
Disagree	18	16.4%
Strongly Disagree	5	4.6%
Not Applicable or No Information	1	0.9%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	27	24.6%
Agree	51	46.4%
Disagree	5	4.6%
Strongly Disagree	2	1.8%
Not Applicable or No Information	25	22.7%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	31	28.2%
Agree	70	63.6%
Disagree	1	0.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	7.3%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	33	30.0%
Agree	63	57.3%
Disagree	4	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	9.1%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	31	28.2%
Agree	67	60.9%
Disagree	6	5.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	5.5%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	29	26.4%
Agree	67	60.9%
Disagree	8	7.3%
Strongly Disagree	1	0.9%
Not Applicable or No Information	5	4.6%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	38	34.6%
Agree	59	53.6%
Disagree	11	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.8%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	31	28.2%
Agree	45	40.9%
Disagree	10	9.1%
Strongly Disagree	2	1.8%
Not Applicable or No Information	22	20.0%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	41	37.3%
Agree	64	58.2%
Disagree	2	1.8%
Strongly Disagree	3	2.7%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	31	28.2%
Agree	65	59.1%
Disagree	1	0.9%
Strongly Disagree	1	0.9%
Not Applicable or No Information	12	10.9%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	39	35.5%
Agree	63	57.3%
Disagree	5	4.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	2.7%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	34	30.9%
Agree	63	57.3%
Disagree	10	9.1%
Strongly Disagree	1	0.9%
Not Applicable or No Information	2	1.8%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	38	34.6%
Agree	59	53.6%
Disagree	9	8.2%
Strongly Disagree	2	1.8%
Not Applicable or No Information	2	1.8%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	33	30.0%
Agree	66	60.0%
Disagree	6	5.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	4.6%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from Vancleave Upper Elementary School feel the school does well in encouraging and rewarding students, having high expectations, and handling situations with bullying. One parent said, "There is an obvious feeling of "Bulldog" pride throughout the school and

student community. VUE seems to be making a great effort to incorporate tech training to students via computer classes and learning." Respondents expressed concerns about parent-teacher communication, the need for campus renovations, including closing the campus and fixing the roads, and issues with busses and bus routes. One parent stated, "Communication could use work. We are new to the area and school. I feel like we are expected to know things that haven't been communicated."

VANCLEAVE UPPER ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	229	51.4%
Agree	184	41.3%
Disagree	8	1.8%
Strongly Disagree	7	1.6%
Not Applicable or No Information	18	4.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	97	21.8%
Agree	125	28.0%
Disagree	10	2.2%
Strongly Disagree	12	2.7%
Not Applicable or No Information	202	45.3%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	315	70.6%
Agree	116	26.0%
Disagree	5	1.1%
Strongly Disagree	5	1.1%
Not Applicable or No Information	5	1.1%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	168	37.7%
Agree	206	46.2%
Disagree	40	9.0%
Strongly Disagree	25	5.6%
Not Applicable or No Information	7	1.6%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	131	29.4%
Agree	124	27.8%
Disagree	30	6.7%
Strongly Disagree	18	4.0%
Not Applicable or No Information	143	32.1%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	237	53.1%
Agree	178	39.9%
Disagree	17	3.8%
Strongly Disagree	5	1.1%
Not Applicable or No Information	9	2.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	211	47.3%
Agree	210	47.1%
Disagree	13	2.9%
Strongly Disagree	9	2.0%
Not Applicable or No Information	3	0.7%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	204	45.7%
Agree	198	44.4%
Disagree	22	4.9%
Strongly Disagree	6	1.4%
Not Applicable or No Information	16	3.6%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	240	53.8%
Agree	181	40.6%
Disagree	14	3.1%
Strongly Disagree	7	1.6%
Not Applicable or No Information	4	0.9%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	171	38.3%
Agree	224	50.2%
Disagree	38	8.5%
Strongly Disagree	9	2.0%
Not Applicable or No Information	4	0.9%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	263	59.0%
Agree	142	31.8%
Disagree	22	4.9%
Strongly Disagree	16	3.6%
Not Applicable or No Information	3	0.7%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	269	60.3%
Agree	146	32.7%
Disagree	12	2.7%
Strongly Disagree	12	2.7%
Not Applicable or No Information	7	1.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	185	41.5%
Agree	219	49.1%
Disagree	17	3.8%
Strongly Disagree	4	0.9%
Not Applicable or No Information	21	4.7%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	216	48.4%
Agree	173	38.8%
Disagree	33	7.4%
Strongly Disagree	7	1.6%
Not Applicable or No Information	17	3.8%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	209	46.9%
Agree	192	43.1%
Disagree	21	4.7%
Strongly Disagree	10	2.2%
Not Applicable or No Information	14	3.1%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	142	31.8%
Agree	206	46.2%
Disagree	60	13.5%
Strongly Disagree	19	4.3%
Not Applicable or No Information	19	4.3%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	206	46.2%
Agree	170	38.1%
Disagree	34	7.6%
Strongly Disagree	23	5.2%
Not Applicable or No Information	13	2.9%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	212	47.5%
Agree	195	43.7%
Disagree	7	1.6%
Strongly Disagree	4	0.9%
Not Applicable or No Information	28	6.3%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	211	47.3%
Agree	196	44.0%
Disagree	13	2.9%
Strongly Disagree	5	1.1%
Not Applicable or No Information	21	4.7%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	192	43.1%
Agree	205	46.0%
Disagree	16	3.6%
Strongly Disagree	7	1.6%
Not Applicable or No Information	26	5.8%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	226	50.7%
Agree	179	40.1%
Disagree	25	5.6%
Strongly Disagree	6	1.4%
Not Applicable or No Information	10	2.2%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	167	37.4%
Agree	201	45.1%
Disagree	18	4.0%
Strongly Disagree	8	1.8%
Not Applicable or No Information	52	11.7%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	262	58.7%
Agree	150	33.6%
Disagree	21	4.7%
Strongly Disagree	8	1.8%
Not Applicable or No Information	5	1.1%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	183	41.0%
Agree	182	40.8%
Disagree	44	9.9%
Strongly Disagree	15	3.4%
Not Applicable or No Information	22	4.9%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	248	55.6%
Agree	168	37.7%
Disagree	13	2.9%
Strongly Disagree	10	2.2%
Not Applicable or No Information	7	1.6%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	167	37.4%
Agree	192	43.1%
Disagree	40	9.0%
Strongly Disagree	27	6.1%
Not Applicable or No Information	20	4.5%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	208	46.6%
Agree	213	47.8%
Disagree	10	2.2%
Strongly Disagree	8	1.8%
Not Applicable or No Information	7	1.6%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	185	41.5%
Agree	183	41.0%
Disagree	45	10.1%
Strongly Disagree	27	6.1%
Not Applicable or No Information	6	1.4%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	176	39.5%
Agree	220	49.3%
Disagree	27	6.1%
Strongly Disagree	13	2.9%
Not Applicable or No Information	10	2.2%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	217	48.7%
Agree	170	38.1%
Disagree	42	9.4%
Strongly Disagree	13	2.9%
Not Applicable or No Information	4	0.9%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	192	43.1%
Agree	212	47.5%
Disagree	19	4.3%
Strongly Disagree	12	2.7%
Not Applicable or No Information	11	2.5%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	204	45.7%
Agree	174	39.0%
Disagree	40	9.0%
Strongly Disagree	18	4.0%
Not Applicable or No Information	10	2.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from Vanleave Upper Elementary School think their school does well in teaching core subjects and providing technology. They also like the activities associated with the house system. One student said, “The teachers at our school teach very well and push us to do our best. The teachers at our school also make sure students are safe when we walk around the school and make sure that we are doing what we need to do.” Students would like to do away with uniforms and have better cafeteria food, cleaner bathrooms, and more playground equipment. One student stated, “They need better more healthy lunches. They need to list people that have allergies and make a lunch choice that is allergy-free.”



NOTES

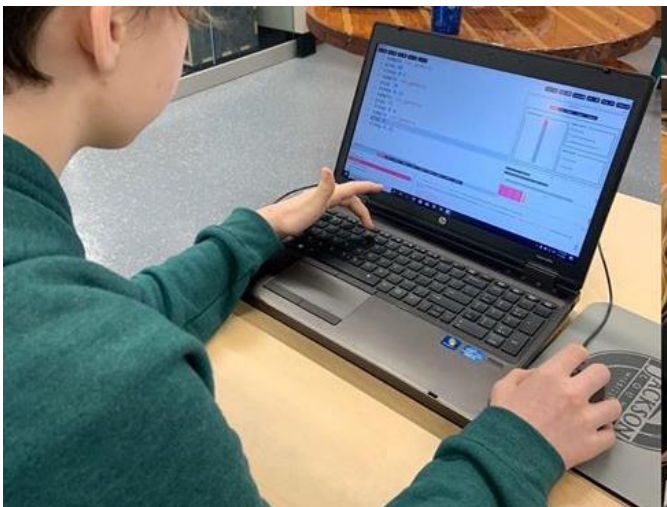
A series of 20 horizontal light blue bars intended for writing notes, stacked vertically below the 'NOTES' header. The bars are uniform in height and width, providing a structured space for students to take their notes.

VANCLEAVE MIDDLE SCHOOL

INTRODUCTION

Vanclave Middle School is located at 4725 Bulldog Lane in Vanclave, Mississippi. In 2018-2019, it houses five hundred sixty-seven (567) students in sixth through eighth grades (6-8). Vanclave Middle School supports the Jackson County School District's mission, which is "to provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens."

According to the school website, "We (VMS) gained over 28 points this year (2019) from Math and Reading Proficiency and Growth...our eyes are on the target for an "A" rating in 2020." VMS has recently implemented course schedule changes to enhance small group instruction in high areas of need.



ENROLLMENT

VANCLEAVE MIDDLE SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP										
BY GRADE				BY DEMOGRAPHIC GROUP						
	2018	2019	2020		2018		2019		2020	
					#	%	#	%	#	%
PK										
PK SPED				GENDER						
K				FEMALE	276	49.0%	288	51.1%	272	48.0%
K SPED				MALE	287	51.0%	276	48.9%	295	52.0%
ELEM. SPED	*	*	*	RACE						
GR 1				AFRICAN AMERICAN	21	3.7%	21	3.7%	23	4.1%
GR 2				ASIAN	*	*	*	*	*	*
GR 3				HISPANIC OR LATINO	16	2.8%	21	3.7%	17	3.0%
GR 4				NATIVE AMERICAN	*	*	*	*	*	*
GR 5				PACIFIC ISLANDER	*	*	*	*	*	*
GR 6	182	181	182	TWO OR MORE RACES	*	*	*	*	*	*
GR 7	191	192	188	WHITE	517	91.8%	515	91.3%	520	91.7%
GR 8	186	187	193							
GR 9										
GR 10										
GR 11										
GR 12										
SEC. SPED	*	*	*							
SEC. GED										
TOTAL	563	564	567							



Table 165: Vancleave Middle School Enrollment by Grade and Demographic Group

ATTENDANCE

VANCLEAVE MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE								
GRADE	2017	2018	2019	GRADE	2017	2018	2019	
K-SPED				GRADE_07	178.4	182.4	181.0	
K				GRADE_08	194.7	176.8	174.6	
ELEM. SPED		1.9	0.8	GRADE_09				
GRADE_01				GRADE_10				
GRADE_02				GRADE_11				
GRADE_03				GRADE_12				
GRADE_04				SEC. SPED	3.6	1.9	3.3	
GRADE_05				SEC. GED				
GRADE_06	172.8	173.0	171.6	TOTAL	549.5	536.0	531.2	

Table 166: Vancleave Middle School Average Daily Attendance

2018-2019 Vancleave Middle ADA by Month								
Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
95.37	96.76	95.35	95.73	93.62	94.79	94.49	94.8	95.68

Table 167: 2018-2019 Vancleave Middle School ADA by Month

Best ADA JCSD Overall Award for the Year!

Best ADA JCSD Middle School Award:
 Oct. 2018, Nov. 2018, Dec. 2018, Feb. 2019, Mar. 2019, OVERALL

Best ADA Vancleave Award:
 October 2018, November 2018, December 2018, February 2019

Best ADA JCSD Overall Award:
 October 2018, December 2018, February 2019

2017-2019 VANCLEAVE MIDDLE SCHOOL CHRONIC ABSENTEE RATES				
CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	12.3%	14.2%
	2018		13.3%	16.9%
	2019		10.5%	13.1%
GENDER	2018	FEMALE	12.5%	16.8%
	2019		11.0%	12.7%
	2018	MALE	14.1%	16.9%
	2019		9.9%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		
	2019			20.2%
	2018	ASIAN	<5%	6.7%
	2019			5.2%
	2018	BLACK OR AFRICAN AMERICAN	20.8%	16.0%
	2019		12.5%	13.4%
	2018	HISPANIC OR LATINO	18.2%	
	2019		18.2%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5%	
	2019		<5%	
	2018	TWO OR MORE RACES	<5%	18.3%
	2019		<5%	13.7%
	2018	WHITE	12.7%	18.3%
	2019		9.7%	13.1%
DISABILITY	2018	STUDENTS WITH DISABILITIES	14.4%	21.8%
	2019		14.6%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	13.1%	16.1%
	2019		9.5%	12.4%
EL	2018	ENGLISH LEARNERS	<5%	11.1%
	2019		<5%	9.1%

Table 168: 2017-2019 Vancleave Middle School Chronic Absentee Rates

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	5.7	<5%	28		
2019		<5%	<5%	<5%	<10	<5%	<5%
2018	FEMALE	<5%	<5%		<10		
2019		<5%			<10	<5%	<5%
2018	MALE	<5%	9.3	<5%	26		
2019			<5%		<10	<5%	<5%
2018	NATIVE AMERICAN						
2019						<5%	<5%
2018	ASIAN						
2019						<5%	<5%
2018	BLACK OR AFRICAN AMERICAN		9.1	<5%	<10		
2019						<5%	<5%
2018	HISPANIC OR LATINO	5			<10		
2019						<5%	<5%
2018	PACIFIC ISLANDER						
2019							
2018	TWO OR MORE RACES						
2019						<5%	<5%
2018	WHITE	<5%	5.9		25		
2019		<5%	<5%		<10	<5%	<5%
2018	STUDENTS WITH DISABILITIES	<5%	16.5		10		
2019		<5%	<5%		<10	<5%	<5%
2018	STUDENTS WITHOUT DISABILITIES	<5%	<5%	<5%	18		
2019		<5%			<10	<5%	<5%
2018	ENGLISH LEARNERS						
2019						<5%	<5%
2018	NON ENGLISH LEARNERS	<5%	5.7	<5%	28		
2019		<5%	<5%		<10	<5%	<5%

Table 169: 2018-2019 VanCleave Middle School MSIS Reported Disciplinary Incidents

2015-2019 VANCLEAVE MIDDLE SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER														
[KEY: BL-BLACK/AFRICAN AMERICAN; WH-WHITE; AS-ASIAN; HS-HISPANIC/LATINO; 2+-TWO OR MORE RACES; NA-NATIVE AMERICAN; PI-PACIFIC ISLANDER; EXPULSION+ -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]														
RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
VANCLEAVE MIDDLE	15	1	191	45			1		5					258
ALTERNATIVE SCHOOL														
2015-16			14	3					2					19
2016-17			10	3										13
2017-18	1		3											4

2015-2019 VANCLEAVE MIDDLE SCHOOL DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+** -TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
2018-19	2		7	6										15
CORPORAL PUNISHMENT														
2015-16			1											1
EXPULSION														
2015-16			1											1
2016-17			1											1
2017-18	1													1
IN-SCHOOL SUSPENSION														
2016-17	1		1	3										5
2017-18			2	2			1							5
2018-19				1										1
SUSPENSION														
2015-16	5	1	102	17					3					128
2016-17	3		19	3										25
2017-18	2		27	6										35
2018-19			2											2
JUVENILE DETENTION														
2015-16			1	1										2

Table 170: 2015-2019 Vancleave Middle School Disciplinary Dispensations by Race and Gender

PERSONNEL

2019 VANCLEAVE MIDDLE SCHOOL INSTRUCTIONAL PERSONNEL CHARACTERISTICS

TEACHERS	TOTAL		#	39.39
	EXPERIENCED	ALL		#
			%	83.4%
HIGH POVERTY SCHOOL			#	
			%	
LOW POVERTY SCHOOL			#	32.87
			%	83.4%
EMERGENCY PROVISIONAL	ALL		#	0
			%	0.0%
	HIGH POVERTY SCHOOL		#	
			%	
	LOW POVERTY SCHOOL		#	0
			%	0.0%
TEACHING IN FIELD	ALL		#	39.39
			%	100.0%
	HIGH POVERTY SCHOOL		#	
			%	
	LOW POVERTY SCHOOL		#	39.39
			%	

2019 VANCLEAVE MIDDLE SCHOOL INSTRUCTIONAL PERSONNEL CHARACTERISTICS				
			%	100.0%
PRINCIPALS		TOTAL	#	2
		EXPERIENCED	#	2
			%	100.0%

Table 171: 2019 Vancleave Middle School Instructional Personnel Characteristics

ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 Vancleave Middle School Accountability				
2017 Accountability Rating: B		2016 Accountability Rating: A		
Former Baseline Grade: B		New Baseline Grade: B		
POINTS: 430	Reading	Mathematics	Science	
PROFICIENCY	52.7%	59.1%	79.3%	
Possible points	100	100	50	
GROWTH ALL STUDENTS	66.6%	70.6%	Participation Rate	
Possible points	100	100		
GROWTH LOW 25%	51.4%	49.9%	99.6%	
Possible points	100	100	200	

Figure 100: 2017 Vancleave Middle School Accountability

ACCOUNTABILITY SYSTEMS – OPPORTUNITIES AND PERIL

“Accountability systems are our main vehicle for communicating expectations and spurring action. They set expectations for what it means to be a good school. And they can — and must — send a clear signal that states, districts, and schools must raise achievement for all groups of students and must make more progress for groups of students who are behind.

But the way accountability systems are designed matters a lot. If these systems create the wrong priorities (shifting the focus away from improving student outcomes, for example), create too many priorities (so schools have to chase 40 priorities instead of just focusing on a few important ones), or set expectations so low as to be meaningless (or so high as to be unachievable), we lose the power that these systems have to drive change.”

The Education Trust. (2016). New School Accountability Systems in the States: Both Opportunities and Peril. Retrieved from <https://edtrust.org/new-school-accountability-systems-in-the-states-both-opportunities-and-peril/>

2018 ACCOUNTABILITY

2018 Vanleave Middle School Accountability			
Accountability Rating:	B	Accountability Rating with EL	B
Total Points	411	Total Points with EL	411
	Reading	Mathematics	Science
PROFICIENCY <i>Possible 2018/2019</i>	50.2% 100/95	58.9% 100/95	84.5% 50/47.5
GROWTH ALL STUDENTS <i>Possible 2018/2019</i>	59.2% 100/95	67.8% 100/95	EL Progress
GROWTH LOW 25% <i>Possible 2018/2019</i>	44.8% 100/95	45.7% 100/95	

Figure 101: 2018 Vanleave Middle School Accountability

2019 ACCOUNTABILITY

2019 Vanleave Middle School Accountability			
Accountability Rating:	B	Total Points	439
	Reading	Mathematics	Science
PROFICIENCY <i>Possible Points</i>	49.2% 95	59.7% 95	84.5% 47.5
GROWTH ALL STUDENTS <i>Possible Points</i>	60.6% 95	71.2% 95	EL Progress
GROWTH LOW 25% <i>Possible Points</i>	60.7% 95	52.9% 95	

Figure 102: 2019 Vanleave Middle School Accountability

2019 TARGETED SUPPORT AND IMPROVEMENT

Vancleave Middle School was assigned a designation of **Additional Targeted Support and Improvement** in 2019 because scores for **Students with Disabilities** fell in the lowest 5% of all statewide Title I A schools. The school has begun implementation of a school improvement plan targeting those subgroups using evidence-based interventions. The school's status will be re-evaluated annually.

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 VANCLEAVE MIDDLE SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP

Subgroup	MATH			ELA			USH	SCI	CC	GRAD		EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
ALL	59.7	71.2	52.9	49.2	60.6	60.7		75.3						<5%
Female	60.2	76.1	61.9	57.2	64.5	53.4		76.6						
Male	59.1	66.1	44.3	41	56.5	66.4		73.8						
Asian														
Black or African American	30	43.8		20	38.8									
Hispanic or Latino	55	81.8		60	60.2									
Native American														
Pacific Islander														
Two or More Races														
White	61	71.5	49.8	50.3	61.4	59.6		74.5						
Students with Disabilities	14.6	44.2	43.1	12.5	48.9	53.3		37.5						
Students w/o Disabilities	69.5	76.9	63.8	57.1	63.1	66.7		81.2						
Economically Disadvantaged	47.2	63.8	52.1	36.9	54.8	58.4		61.5						
Non Econ. Disadvantaged	67.9	76.1	54.1	57.3	64.5	64.4		83.2						
English Learners														
Non English Learners	59.8	70.9	51.7	49.3	60.5	60.6		75.3						
Foster Care														
Homeless														
Non Homeless														

2018-2019 VANCLEAVE MIDDLE SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP

Subgroup	MATH			ELA			USH	SCI	CC		GRAD	EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
Migrant														
Non Migrant														
Military Connected														

Table 172: 2018-2019 Vancleave Middle School Accountability by Demographic Group

2019 ACCOUNTABILITY GOALS

2019 Vancleave Middle School Accountability Goals						
	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	49.2%	44.1%	57.0%	70.0%	47.0%
	FEMALE	57.2%				48.9%
	MALE	41.0%				45.1%
	ASIAN		68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN	20.0%	35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO	60.0%	45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES		47.5%	58.7%	70.0%	53.7%
	WHITE	50.3%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES	12.5%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	57.1%				51.1%
	ECONOMICALLY DISADVANTAGED	36.9%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	57.3%				67.7%
	ENGLISH LEARNERS		38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	49.3%				47.2%
	FOSTER CARE					37.4%
	HOMELESS					32.3%
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%
ENGLISH PROFICIENCY	ALL	49.2%	45.1%	57.5%	70.0%	41.8%
	FEMALE	57.2%				45.9%
	MALE	41.0%				37.8%
	ASIAN		61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN	20.0%	35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO	60.0%	42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN		42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER		55.9%	63.0%	70.0%	56.8%

2019 Vancleave Middle School Accountability Goals						
Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State	
TWO OR MORE RACES		48.2%	59.1%	70.0%	48.0%	
WHITE	50.3%	55.0%	62.5%	70.0%	57.0%	
STUDENTS WITH DISABILITIES	12.5%	29.3%	49.6%	70.0%	17.6%	
STUDENTS WITHOUT DISABILITIES	57.1%				45.5%	
ECONOMICALLY DISADVANTAGED	36.9%	39.6%	54.8%	70.0%	32.4%	
NON ECONOMICALLY DISADVANTAGED	57.3%				61.7%	
ENGLISH LEARNERS		32.4%	51.2%	70.0%	19.4%	
NON ENGLISH LEARNERS	49.3%				42.2%	
FOSTER CARE					36.2%	
HOMELESS					30.7%	
MIGRANT					30.7%	
MILITARY CONNECTED					63.9%	

Table 173: 2019 Vancleave Middle School Accountability Goals

ASSESSMENT

VANCLEAVE MIDDLE SCHOOL MAAP

VANCLEAVE MIDDLE SCHOOL MAAP ELA AND MATH

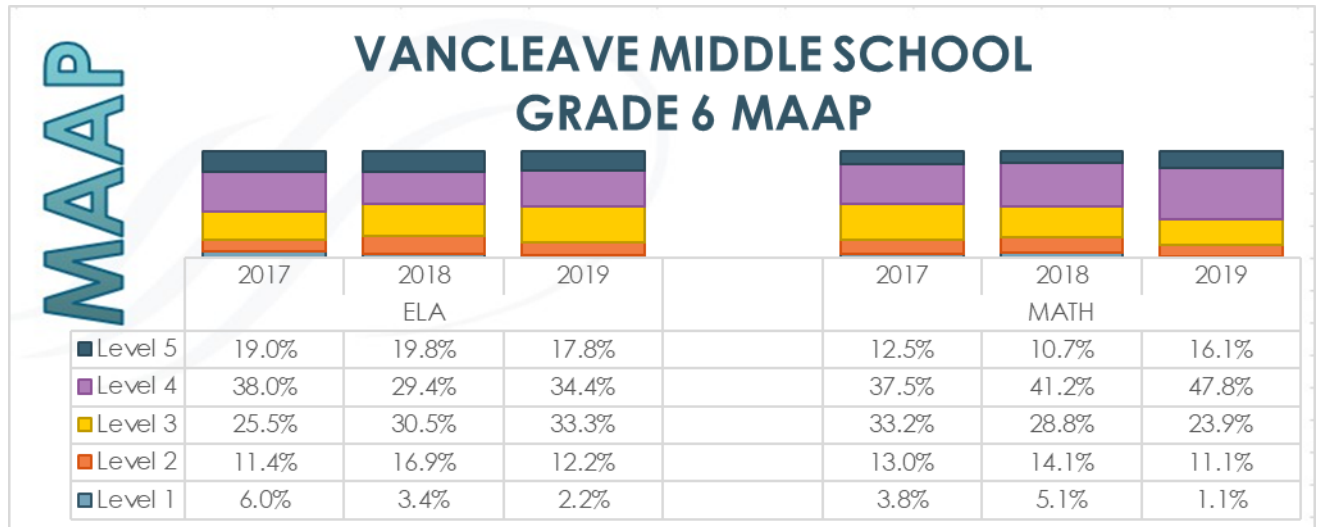


Figure 103: Vancleave Middle School MAAP Grade 6



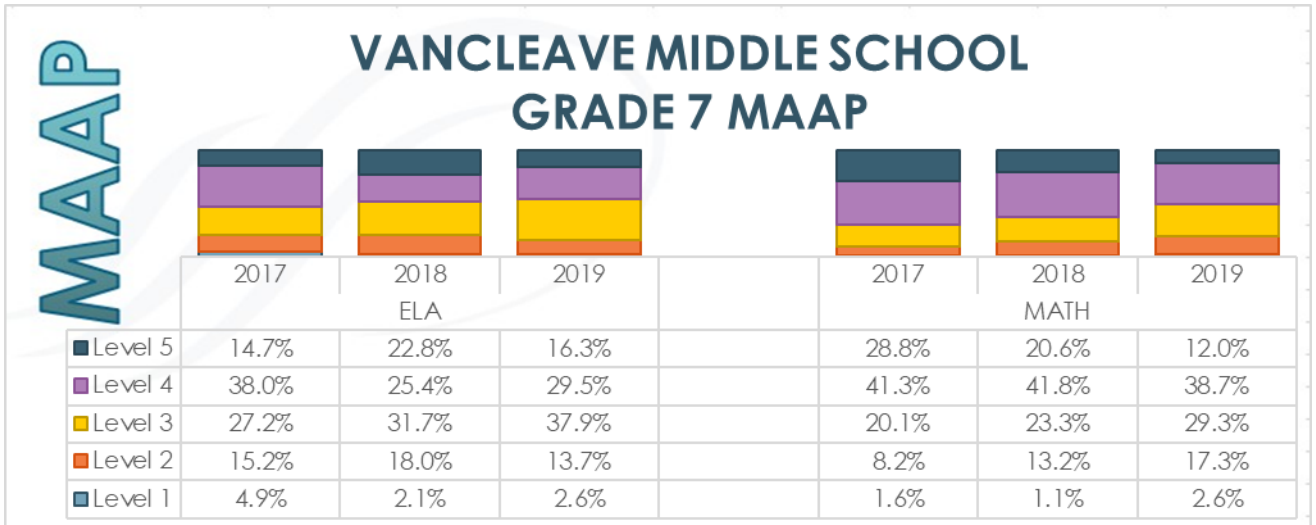


Figure 104: Vanleave Middle School MAAP Grade 7

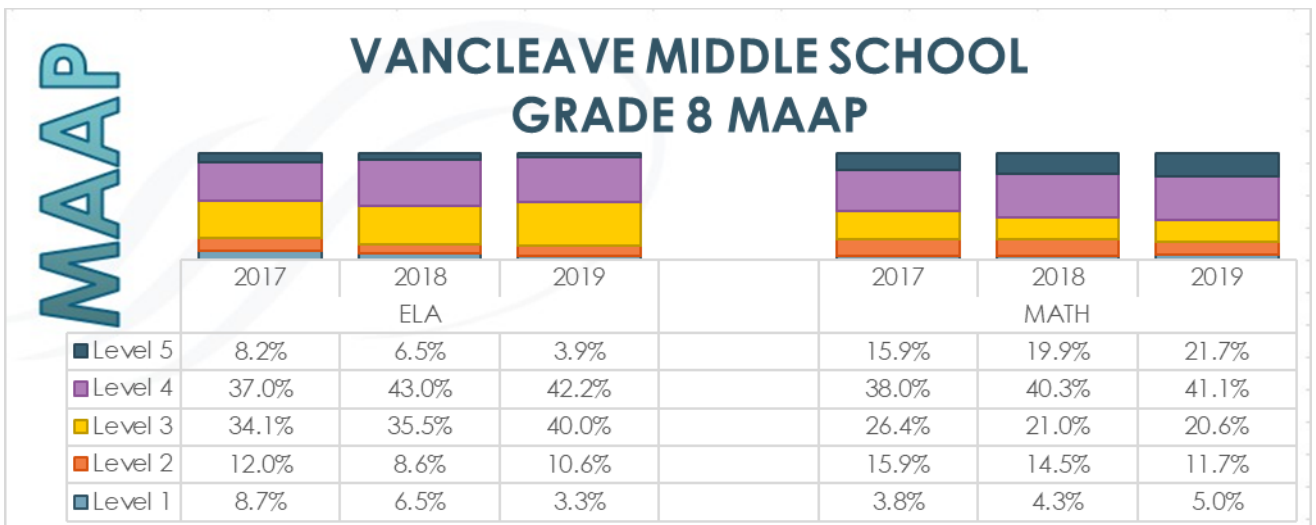


Figure 105: Vanleave Middle School MAAP Grade 8

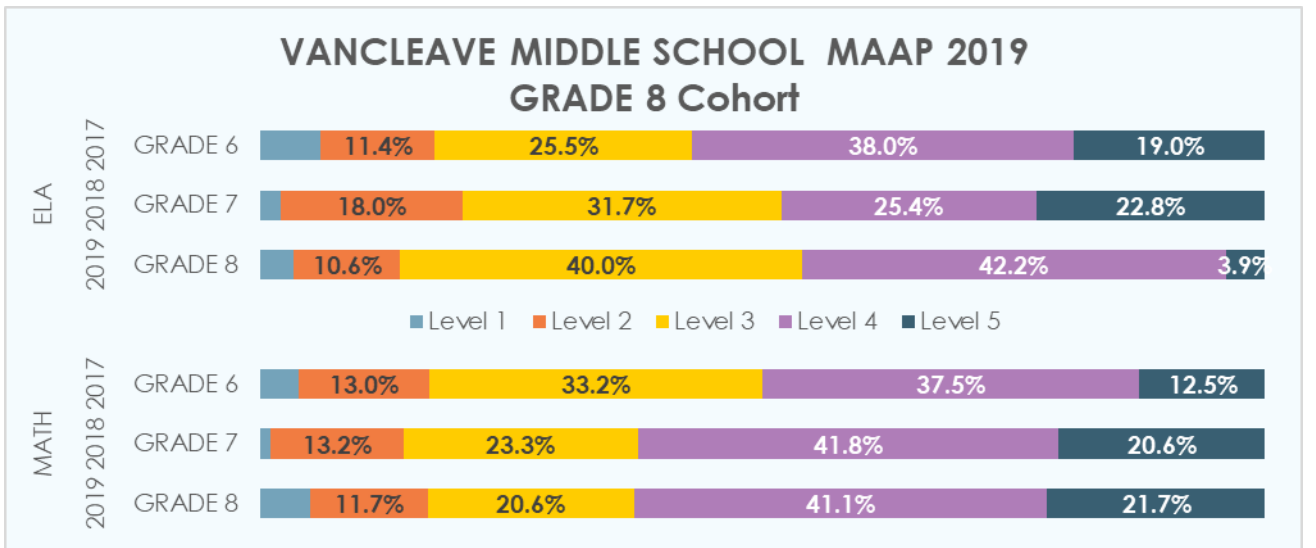


Figure 106: Vanleave Middle School MAAP 2019 Grade 8 Cohort

VANCLEAVE MIDDLE SCHOOL MAAP-SCI

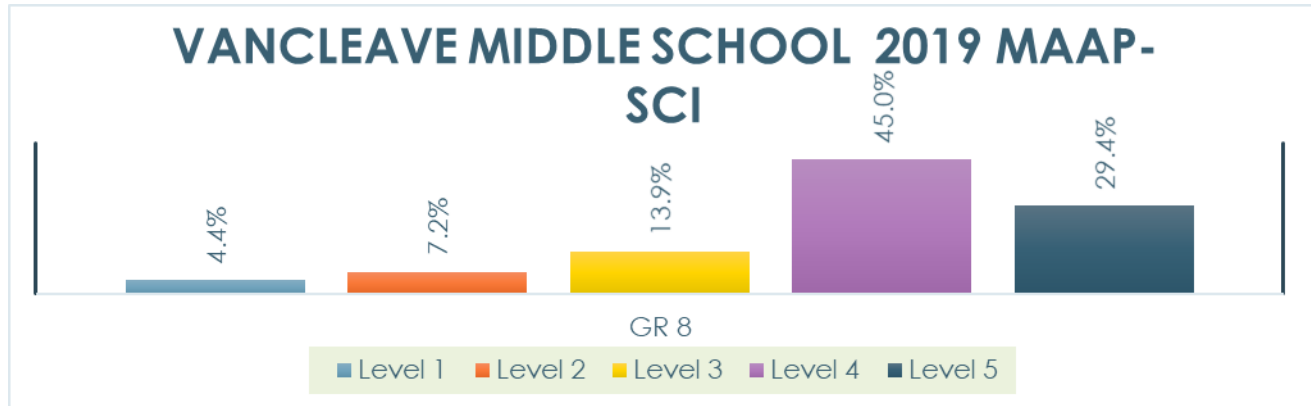


Figure 107: Vanckleave Middle School MAAP-SCI Grade 8

VANCLEAVE MIDDLE SCHOOL MAAP DEMOGRAPHICS

VANCLEAVE MIDDLE SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP												
	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.5	98.1	0-10%	6.8	11-20%	19.6	31-40%	33.5	31-40%	28.9	11-20%	11.2
FEMALE	99.6	98.0	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
MALE	99.3	98.1	0-10%	8.7	11-20%	22.0	41-50%	33.6	21-30%	26.3	0-10%	9.5
BLACK OR AFRICAN AMERICAN	100.0	98.3		0-10%	13.0	21-30%	69.6	31-40%	8.7	21-30%	8.7	0-10%
WHITE	99.6	97.8	0-10%	0-10%	11-20%	11-20%	31-40%	21-30%	31-40%	31-40%	11-20%	11-20%
NATIVE AMERICAN	<5%	98.7	0-10%	41-50%	21-30%	41-50%	31-40%		21-30%			0-10%
ASIAN		95.3		6.0		9.6		21.2		36.2		27.1
HISPANIC OR LATINO	100.0	98.3		9.4	15.0	19.9	35.0	34.3	50.0	28.1		8.4
PACIFIC ISLANDER	<5%	96.3		5.8		11.7	41-50%	28.6	41-50%	39.0		14.9
TWO OR MORE RACES	<5%	98.4		0-10%	21-30%	11-20%	41-50%	31-40%	21-30%	31-40%		11-20%
ECONOMICALLY DISADVANTAGED	100.0	98.4	5.1	8.9	16.5	24.3	42.2	36.2	31.2	24.1	5.1	6.5
NON ECONOMICALLY DISADVANTAGED	99.1	97.4	0-10%	0-10%	0-10%	0-10%	31-40%	21-30%	31-40%	31-40%	11-20%	21-30%
MIGRANT		94.4		21-30%		21-30%		21-30%		11-20%		0-10%
HOMELESS		97.2		11.8		26.3	41-50%	33.0		22.3	41-50%	6.6
FOSTER CARE		97.6		8.8	61-70%	22.8		34.4	31-40%	27.8		6.2
STUDENTS WITH DISABILITIES	97.9	97.1	0-10%	21-30%	31-40%	31-40%	41-50%	21-30%	0-10%	0-10%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	99.8	98.2	0-10%	0-10%	0-10%	11-20%	31-40%	31-40%	41-50%	31-40%	11-20%	11-20%
ENGLISH LEARNERS	<5%	98.7		13.9	21-30%	24.5	21-30%	33.7	41-50%	22.5		5.5
NON ENGLISH LEARNERS	99.5	98.1	0-10%	6.6	11-20%	19.5	31-40%	33.5	31-40%	29.1	11-20%	11.4
MILITARY CONNECTED		97.3		0-10%		0-10%		21-30%		31-40%		21-30%

Table 174: Vanckleave Middle School 2019 MAAP ELA by Demographic Group

VANCLEAVE MIDDLE SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.6	98.7	0-10%	5.6	11-20%	17.7	21-30%	31.2	41-50%	31.3	11-20%	14.1
FEMALE	99.6	99.0	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
MALE	99.6	98.4	0-10%	6.7	11-20%	19.4	21-30%	30.7	41-50%	29.4	11-20%	13.8
BLACK OR AFRICAN AMERICAN	100.0	98.6		8.3	21.7	25.0	47.8	36.0	17.4	24.3	13.0	6.4
WHITE	99.8	98.9	0-10%	0-10%	11-20%	0-10%	21-30%	21-30%	41-50%	31-40%	11-20%	21-30%
NATIVE AMERICAN	<5%	98.8		0-10%		11-20%	41-50%	31-40%	41-50%	31-40%		11-20%
ASIAN		98.8		0-10%		0-10%		11-20%		31-40%		41-50%
HISPANIC OR LATINO	100.0	98.6		5.5	25.0	16.4	15.0	30.0	45.0	34.1	15.0	14.0
PACIFIC ISLANDER	<5%	96.9		0-10%		0-10%		21-30%	91-100	31-40%		21-30%
TWO OR MORE RACES	<5%	98.7		0-10%		11-20%	41-50%	21-30%	41-50%	31-40%		11-20%
ECONOMICALLY DISADVANTAGED	100.0	98.6	0-10%	7.2	21-30%	22.2	21-30%	34.8	31-40%	27.3	0-10%	8.5
NON ECONOMICALLY DISADVANTAGED	99.4	99.0	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%
MIGRANT		93.2		15.6		21.9		35.4		17.7		9.4
HOMELESS		96.6		10.7	41-50%	25.8		32.9	41-50%	23.8		6.8
FOSTER CARE		97.0		8.7	31-40%	20.4	31-40%	35.2	31-40%	28.0		7.8
STUDENTS WITH DISABILITIES	97.9	96.8	11-20%	11-20%	41-50%	31-40%	31-40%	21-30%	11-20%	11-20%	0-10%	0-10%
STUDENTS WITHOUT DISABILITIES	100.0	99.1	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
ENGLISH LEARNERS	<5%	98.6		7.1	21-30%	18.6	11-20%	30.5	41-50%	30.3	11-20%	13.5
NON ENGLISH LEARNERS	99.6	98.7	0-10%	5.6	11-20%	17.7	21-30%	31.3	41-50%	31.4	11-20%	14.1
MILITARY CONNECTED		98.9		0-10%		0-10%		21-30%		31-40%		31-40%

Table 175: Vancleave Middle School 2019 MAAP MATH by Demographic Group

VANCLEAVE MIDDLE SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.5	98.7	0-10%	10.3	0-10%	13.6	11-20%	23.4	41-50%	36.0	21-30%	16.7
FEMALE	98.9	99.1	0-10%	9.2	0-10%	13.3	11-20%	24.3	41-50%	37.4	21-30%	15.8
MALE	100.0	98.4	5.8	11.4	6.9	13.9	13.8	22.5	42.5	34.7	31.0	17.5
BLACK OR AFRICAN AMERICAN	<5%	98.5		16.3	11-20%	19.8	11-20%	28.1	31-40%	28.8	11-20%	7.0
WHITE	100.0	98.9	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	21-30%	21-30%

VANCLEAVE MIDDLE SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
NATIVE AMERICAN	<5%	98.7		11.0		15.4	91-100	25.1		35.8		12.7
ASIAN		99.4		5.9		6.2		10.7		33.4		43.7
HISPANIC OR LATINO	<5%	98.9		12.4		13.3	11-20%	23.0	31-40%	37.0	41-50%	14.4
PACIFIC ISLANDER	<5%	98.5		7.5		7.5		20.9	91-100	29.9		34.3
TWO OR MORE RACES	<5%	98.0		7.5		9.1		22.2	91-100	41.0		20.3
ECONOMICALLY DISADVANTAGED	100.0	98.5	9.4	13.8	9.4	17.2	20.3	26.6	42.2	32.4	18.8	10.1
NON ECONOMICALLY DISADVANTAGED	99.2	99.2	0-10%	0-10%	0-10%	0-10%	0-10%	11-20%	41-50%	41-50%	31-40%	21-30%
MIGRANT		100.0		21-30%		11-20%		41-50%		11-20%		0-10%
HOMELESS		96.5		18.3		18.4		24.8		30.6		7.9
FOSTER CARE		97.2	41-50%	12.7		12.5		26.0	41-50%	36.1		12.7
STUDENTS WITH DISABILITIES	96.0	96.8	29.2	21-30%	12.5	21-30%	20.8	21-30%	29.2	11-20%	8.3	0-10%
STUDENTS WITHOUT DISABILITIES	100.0	99.0	0-10%	7.5	0-10%	11.7	11-20%	23.2	41-50%	39.2	31-40%	18.6
ENGLISH LEARNERS	<5%	98.6		19.7		17.1	41-50%	24.6		29.6	41-50%	8.9
NON ENGLISH LEARNERS	99.4	98.7	0-10%	10.1	0-10%	13.5	11-20%	23.3	41-50%	36.2	21-30%	16.9
MILITARY CONNECTED		99.5		0-10%		0-10%		11-20%		41-50%		31-40%

Table 176: VanCleave Middle School 2019 MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Vancleave Middle School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-eight (48) faculty and staff members, sixty-three (63) parents, and four hundred seventy (470) students responded to the survey.

VANCLEAVE MIDDLE SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	39	81.3%
Agree	9	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	27	56.3%
Agree	21	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	40	83.3%
Agree	8	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	42	87.5%
Agree	5	10.4%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	9	18.8%
Agree	8	16.7%
Disagree	1	2.1%
Strongly Disagree	1	2.1%
Not Applicable or No Information	29	60.4%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	16	0.0%
Supporting college and career counseling	18	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	29	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	8	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	20	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	20	41.7%
Providing school-based mental health services and counseling	30	62.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	14	29.2%
Establishing or improving dropout prevention	9	18.8%
Supporting re-entry programs and transition services for Justice-involved youth	7	14.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	18	37.5%
Implementing systems and practices to prevent bullying and harassment	22	45.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	19	39.6%
Establishing community partnerships	16	33.3%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	28	58.3%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Building technological capacity and infrastructure	23	47.9%
Carrying out innovative blended learning projects	14	29.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	23	47.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	13	27.1%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	17	35.4%
Expedited evaluation services for students with limited English	7	14.6%
Expedited evaluation services for gifted and talented students	5	10.4%
Additional academic support	31	64.6%
Tutoring	21	43.8%
Enrichment educational services	10	20.8%
Counseling	32	66.7%
Mentors	26	54.2%
School supplies	35	72.9%
School uniforms	29	60.4%
Dental referrals	17	35.4%
Medical referrals	20	41.7%
Bullying assistance	12	25.0%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	33	68.8%
Agree	14	29.2%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	31	64.6%
Agree	17	35.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	33	68.8%
Agree	15	31.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	34	70.8%
Agree	13	27.1%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	34	70.8%
Agree	14	29.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	32	66.7%
Agree	15	31.3%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

	Count	Percentage
Strongly Agree	25	52.1%
Agree	21	43.8%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TCI11

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	25	52.1%
Agree	17	35.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	12.5%

JCSDTCI1: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	29	60.4%
Agree	19	39.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	6	12.5%
Agree	31	64.6%
Disagree	9	18.8%
Strongly Disagree	1	2.1%
Not Applicable or No Information	1	2.1%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	32	66.7%
Agree	15	31.3%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	36	75.0%
Agree	11	22.9%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	27	56.3%
Agree	21	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	25	52.1%
Agree	20	41.7%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.2%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	14	29.2%
Agree	28	58.3%
Disagree	4	8.3%
Strongly Disagree	2	4.2%
Not Applicable or No Information	0	0.0%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	25	52.1%
Agree	17	35.4%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.3%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	15	31.3%
Agree	29	60.4%
Disagree	3	6.3%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	12	25.0%
Agree	29	60.4%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.4%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	32	66.7%
Agree	15	31.3%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	31	64.6%
Agree	16	33.3%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	21	43.8%
Agree	22	45.8%
Disagree	3	6.3%
Strongly Disagree	2	4.2%
Not Applicable or No Information	0	0.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	33	68.8%
Agree	14	29.2%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	30	62.5%
Agree	17	35.4%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	13	27.1%
Agree	28	58.3%
Disagree	5	10.4%
Strongly Disagree	2	4.2%
Not Applicable or No Information	0	0.0%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	34	70.8%
Agree	12	25.0%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from Vanleave Middle School feel the school does well in working as a team, caring about students, and providing a safe and nurturing environment. One faculty member said, "I believe that our school does an amazing job with teamwork and making sure ALL students are taken care of and not just on an academic stance. Every teacher here is willing to go

out of their way to help a student and/or co-worker in need. It's an amazing place to work." Respondents feel the school needs to provide more resources for teaching, updated technology, and more opportunities for professional development. One faculty member pointed out, "The situation with substitute teachers is awful. Teachers cannot find a substitute on short notice and are often not able to stay home when they (or their own children) are sick because they cannot find a substitute. If a sub is available, they have often reached their monthly 'limit' on workdays."

VANCLEAVE MIDDLE SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	25	39.7%
Agree	33	52.4%
Disagree	3	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.2%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	15	23.8%
Agree	20	31.8%
Disagree	5	7.9%
Strongly Disagree	2	3.2%
Not Applicable or No Information	21	33.3%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	43	68.3%
Agree	17	27.0%
Disagree	2	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	46	73.0%
Agree	17	27.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	16	25.4%
Agree	23	36.5%
Disagree	2	3.2%
Strongly Disagree	1	1.6%
Not Applicable or No Information	21	33.3%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	16	25.4%
Supporting college and career counseling	24	38.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	40	63.5%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	21	33.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	26	41.3%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	19	30.2%
Providing school-based mental health services and counseling	24	38.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	10	15.9%
Establishing or improving dropout prevention	8	12.7%
Supporting re-entry programs and transition services for Justice-involved youth	4	6.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	28	44.4%
Implementing systems and practices to prevent bullying and harassment	32	50.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	30	47.6%
Establishing community partnerships	20	31.7%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	31	49.2%
Building technological capacity and infrastructure	27	42.9%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	16	25.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	20	31.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	28	44.4%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	9	14.3%
Computer Classes	10	15.9%
Conflict Resolution	14	22.2%
Discipline	8	12.7%
Drug/Alcohol Awareness	14	22.2%
English as a Second Language	2	3.2%
Health Classes	11	17.5%
Literacy Classes	4	6.3%
Math Classes	8	12.7%
Parent-to-School Relationships	19	30.2%
Parent/Child Communication	24	38.1%
Preparing for College	31	49.2%
Parenting Workshops	13	20.6%
Social Media Classes	8	12.7%
Stress/Anger Management	12	19.0%
Understanding College- and Career-Ready Standards	29	46.0%
Other	2	3.2%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	21	33.3%
Parental advisory committees	9	14.3%
PTO/PTA meetings and activities	6	9.5%
Ways to help at the classroom level	16	25.4%
Other ways to get involved in my school (district)	11	17.5%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	19	30.2%
Very likely	24	38.1%
Moderately likely	15	23.8%
Slightly likely	5	7.9%
Not at all likely	0	0.0%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	18	28.6%
Agree	39	61.9%
Disagree	5	7.9%
Strongly Disagree	1	1.6%
Not Applicable or No Information	0	0.0%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	19	30.2%
Agree	39	61.9%
Disagree	2	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.8%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	21	33.3%
Agree	33	52.4%
Disagree	8	12.7%
Strongly Disagree	1	1.6%
Not Applicable or No Information	0	0.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	23	36.5%
Agree	34	54.0%
Disagree	4	6.4%
Strongly Disagree	1	1.6%
Not Applicable or No Information	1	1.6%

Summary for CI28

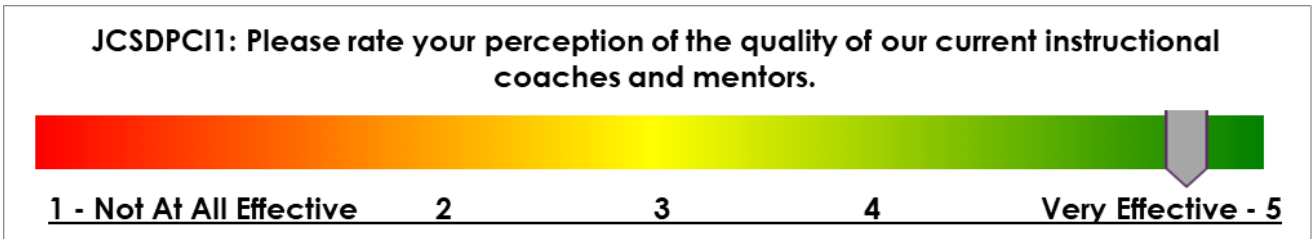
Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	14	22.2%
Agree	35	55.6%
Disagree	7	11.1%
Strongly Disagree	2	3.2%
Not Applicable or No Information	5	7.9%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	21	33.3%
Agree	30	47.6%
Disagree	9	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.8%



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	19	30.2%
Agree	30	47.6%
Disagree	11	17.5%
Strongly Disagree	3	4.8%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	14	22.2%
Agree	38	60.3%
Disagree	11	17.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	16	25.4%
Agree	37	58.7%
Disagree	7	11.1%
Strongly Disagree	2	3.2%
Not Applicable or No Information	1	1.6%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	17	27.0%
Agree	35	55.6%
Disagree	10	15.9%
Strongly Disagree	1	1.6%
Not Applicable or No Information	0	0.0%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	15	23.8%
Agree	41	65.1%
Disagree	5	7.9%
Strongly Disagree	1	1.6%
Not Applicable or No Information	1	1.6%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	24	38.1%
Agree	31	49.2%
Disagree	7	11.1%
Strongly Disagree	1	1.6%
Not Applicable or No Information	0	0.0%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	14	22.2%
Agree	38	60.3%
Disagree	6	9.5%
Strongly Disagree	3	4.8%
Not Applicable or No Information	2	3.2%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	10	15.9%
Agree	37	58.7%
Disagree	13	20.6%
Strongly Disagree	1	1.6%
Not Applicable or No Information	2	3.2%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	15	23.8%
Agree	30	47.6%
Disagree	14	22.2%
Strongly Disagree	4	6.4%
Not Applicable or No Information	0	0.0%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	14	22.2%
Agree	31	49.2%
Disagree	6	9.5%
Strongly Disagree	2	3.2%
Not Applicable or No Information	10	15.9%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	13	20.6%
Agree	44	69.8%
Disagree	5	7.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	13	20.6%
Agree	42	66.7%
Disagree	5	7.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.8%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	11	17.5%
Agree	39	61.9%
Disagree	8	12.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	7.9%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	10	15.9%
Agree	41	65.1%
Disagree	9	14.3%
Strongly Disagree	2	3.2%
Not Applicable or No Information	1	1.6%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	17	27.0%
Agree	35	55.6%
Disagree	11	17.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	13	20.6%
Agree	29	46.0%
Disagree	8	12.7%
Strongly Disagree	1	1.6%
Not Applicable or No Information	12	19.1%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	17	27.0%
Agree	38	60.3%
Disagree	7	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	18	28.6%
Agree	34	54.0%
Disagree	5	7.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	9.5%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	15	23.8%
Agree	39	61.9%
Disagree	7	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.2%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	16	25.4%
Agree	37	58.7%
Disagree	9	14.3%
Strongly Disagree	1	1.6%
Not Applicable or No Information	0	0.0%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	19	30.2%
Agree	36	57.1%
Disagree	3	4.8%
Strongly Disagree	3	4.8%
Not Applicable or No Information	2	3.2%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	13	20.6%
Agree	42	66.7%
Disagree	5	7.9%
Strongly Disagree	1	1.6%
Not Applicable or No Information	2	3.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from Vancleave Middle School feel the school does well in keeping students safe, providing different pathways and opportunities for all students, and preparing students to set goals and achieve them. One parent said, “Vancleave Middle School is the greatest school

on earth. We are sorry to be leaving VMS this year. Great, GREAT faculty & staff there. In a world where middle school is always the hardest and has the most problems, VMS has been an oasis and a beacon. I could not be more pleased with VMS!" Respondents expressed concerns about enforcement of the cell phone policy, supervision of online activity, and lack of opportunities for parents to review graded papers. One parent requested, "Improve Active Parent. Teachers should do better at entering scores online or let the parents know it is a little behind. Involved parents use Active Parent as a tool to determine reward or discipline."

VANCLEAVE MIDDLE SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	175	37.2%
Agree	259	55.1%
Disagree	14	3.0%
Strongly Disagree	8	1.7%
Not Applicable or No Information	14	3.0%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	68	14.5%
Agree	206	43.8%
Disagree	26	5.5%
Strongly Disagree	9	1.9%
Not Applicable or No Information	161	34.3%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	170	36.2%
Agree	228	48.5%
Disagree	44	9.4%
Strongly Disagree	11	2.3%
Not Applicable or No Information	17	3.6%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	100	21.3%
Agree	133	28.3%
Disagree	142	30.2%
Strongly Disagree	56	11.9%
Not Applicable or No Information	39	8.3%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	50	10.6%
Agree	176	37.5%
Disagree	61	13.0%
Strongly Disagree	32	6.8%
Not Applicable or No Information	151	32.1%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	170	36.2%
Agree	267	56.8%
Disagree	18	3.8%
Strongly Disagree	8	1.7%
Not Applicable or No Information	7	1.5%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	134	28.5%
Agree	285	60.6%
Disagree	38	8.1%
Strongly Disagree	6	1.3%
Not Applicable or No Information	7	1.5%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	117	24.9%
Agree	259	55.1%
Disagree	45	9.6%
Strongly Disagree	16	3.4%
Not Applicable or No Information	33	7.0%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	220	46.8%
Agree	196	41.7%
Disagree	20	4.3%
Strongly Disagree	10	2.1%
Not Applicable or No Information	24	5.1%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	138	29.4%
Agree	278	59.2%
Disagree	32	6.8%
Strongly Disagree	10	2.1%
Not Applicable or No Information	12	2.6%

Summary for SCI144

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	176	37.5%
Agree	229	48.7%
Disagree	37	7.9%
Strongly Disagree	17	3.6%
Not Applicable or No Information	11	2.3%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.

	Count	Percentage
Strongly Agree	167	35.5%
Agree	231	49.2%
Disagree	39	8.3%
Strongly Disagree	16	3.4%
Not Applicable or No Information	17	3.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	120	25.5%
Agree	244	51.9%
Disagree	38	8.1%
Strongly Disagree	12	2.6%
Not Applicable or No Information	56	11.9%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	123	26.2%
Agree	233	49.6%
Disagree	61	13.0%
Strongly Disagree	14	3.0%
Not Applicable or No Information	39	8.3%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	123	26.2%
Agree	243	51.7%
Disagree	39	8.3%
Strongly Disagree	6	1.3%
Not Applicable or No Information	59	12.6%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	104	22.1%
Agree	228	48.5%
Disagree	77	16.4%
Strongly Disagree	12	2.6%
Not Applicable or No Information	49	10.4%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	136	28.9%
Agree	222	47.2%
Disagree	54	11.5%
Strongly Disagree	36	7.7%
Not Applicable or No Information	22	4.7%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	101	21.5%
Agree	249	53.0%
Disagree	38	8.1%
Strongly Disagree	9	1.9%
Not Applicable or No Information	73	15.5%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	100	21.3%
Agree	253	53.8%
Disagree	38	8.1%
Strongly Disagree	11	2.3%
Not Applicable or No Information	68	14.5%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	99	21.1%
Agree	276	58.7%
Disagree	43	9.2%
Strongly Disagree	13	2.8%
Not Applicable or No Information	39	8.3%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	90	19.2%
Agree	285	60.6%
Disagree	51	10.9%
Strongly Disagree	17	3.6%
Not Applicable or No Information	27	5.7%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	103	21.9%
Agree	250	53.2%
Disagree	39	8.3%
Strongly Disagree	15	3.2%
Not Applicable or No Information	63	13.4%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	135	28.7%
Agree	216	46.0%
Disagree	76	16.2%
Strongly Disagree	22	4.7%
Not Applicable or No Information	21	4.5%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	103	21.9%
Agree	206	43.8%
Disagree	78	16.6%
Strongly Disagree	31	6.6%
Not Applicable or No Information	52	11.1%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	134	28.5%
Agree	272	57.9%
Disagree	31	6.6%
Strongly Disagree	16	3.4%
Not Applicable or No Information	17	3.6%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	105	22.3%
Agree	235	50.0%
Disagree	45	9.6%
Strongly Disagree	36	7.7%
Not Applicable or No Information	49	10.4%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	125	26.6%
Agree	284	60.4%
Disagree	30	6.4%
Strongly Disagree	17	3.6%
Not Applicable or No Information	14	3.0%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	116	24.7%
Agree	241	51.3%
Disagree	56	11.9%
Strongly Disagree	32	6.8%
Not Applicable or No Information	25	5.3%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	117	24.9%
Agree	254	54.0%
Disagree	52	11.1%
Strongly Disagree	15	3.2%
Not Applicable or No Information	32	6.8%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	138	29.4%
Agree	251	53.4%
Disagree	45	9.6%
Strongly Disagree	21	4.5%
Not Applicable or No Information	15	3.2%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	155	33.0%
Agree	260	55.3%
Disagree	26	5.5%
Strongly Disagree	13	2.8%
Not Applicable or No Information	16	3.4%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	98	20.9%
Agree	248	52.8%
Disagree	64	13.6%
Strongly Disagree	33	7.0%
Not Applicable or No Information	27	5.7%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from Vancleave Middle School are very complimentary of their teachers, stating they are dedicated, hard-working, and care about students. Most respondents feel that VLM middle schoolers are motivated and learning. One student said, "I think my school is doing well regarding most employees that attend the school and their attitudes about/with students. Communication between teachers and students at my school is also well-established, and it's rare that struggling students aren't provided with extra help from staff members and their teachers." Another student noted, "I love the way it notices the little things. I actually have just received a good referral for fixing a carpet when no one else would. It makes me feel noticed in this school." Student would like to do away with uniforms, be able to use their phones, and have better cafeteria food. They also think classes are too large, the school should be renovated, and more and better technology should be purchased.

SECTION 19

VANCLEAVE HIGH SCHOOL

INTRODUCTION

Vancleave High School is located at 12424 Highway 57 in Vancleave, Mississippi. In 2019-2020, it houses seven hundred thirty-eight (738) students in ninth through twelfth grades (9-12). The mission of Vancleave High School is “to ‘Raise the Standard’ in our quest to educate all students to their fullest potential academically, socially, artistically, and physically. In doing so, Vancleave High School will strive to provide a safe, nurturing environment conducive to a quality education.”

The Program of Research and Evaluation for Public Schools (PREPS) recently announced its 2020 Value-Added Awards, which identify PREPS member schools deemed as adding value by performing significantly better than other schools with comparable socioeconomic circumstances. VHS won five of these awards – for ACT, Algebra I, Biology I, English II, and U. S. History.



ENROLLMENT

VANCLEAVE HIGH SCHOOL ENROLLMENT BY GRADE AND DEMOGRAPHIC GROUP										
BY GRADE				BY DEMOGRAPHIC GROUP						
	2018	2019	2020		2018		2019		2020	
					#	%	#	%	#	%
PK										
PK SPED				GENDER						
K				FEMALE	363	47.4%	341	46.5%	349	47.3%
K SPED				MALE	403	52.6%	392	53.5%	389	52.7%
ELEM. SPED				RACE						
GR 1				AFRICAN AMERICAN	33	4.3%	33	4.5%	31	4.2%
GR 2				ASIAN	*	*	*	*	*	*
GR 3				HISPANIC OR LATINO	16	2.1%	18	2.5%	22	3.0%
GR 4				NATIVE AMERICAN	*	*	*	*	*	*
GR 5				PACIFIC ISLANDER	*	*	*	*	*	*
GR 6				TWO OR MORE RACES	*	*	*	*	*	*
GR 7				WHITE	697	91.0%	666	90.9%	670	90.8%
GR 8										
GR 9	212	191	188							
GR 10	210	196	198							
GR 11	169	182	180							
GR 12	164	154	159							
SEC. SPED	*	*	13							
SEC. GED	*	*								
TOTAL	766	733	738							



Table 177: Vancleave High School Enrollment by Grade and Demographic Group

ATTENDANCE

VANCLEAVE HIGH SCHOOL AVERAGE DAILY ATTENDANCE								
GRADE	2017	2018	2019	GRADE	2017	2018	2019	
K-SPED				GRADE_07				
K				GRADE_08				
ELEM. SPED				GRADE_09	197.4	192.3	179.8	
GRADE_01				GRADE_10	165.7	185.8	180.7	
GRADE_02				GRADE_11	160.9	153.8	165.9	
GRADE_03				GRADE_12	159.1	160.8	151.1	
GRADE_04				SEC. SPED	5.1	8.5	8.7	
GRADE_05				SEC. GED	1.0	1.2	1.0	
GRADE_06				TOTAL	689.1	702.4	687.3	

Table 178: Vancleave High School Average Daily Attendance

2018-2019 Vancleave High ADA by Month								
Aug/Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
95.34	94.72	94.37	95.69	95.17	93.11	94.06	94.59	96.55

Table 179: 2018-2019 Vancleave High School ADA by Month

Best ADA in Vancleave Award:
May 2019

Best ADA JCSD High School Award:
October 2018, December 2018, January 2019, April 2019, May 2019, OVERALL

Best ADA JCSD Overall Award:
May 2019

VHS FACULTY ADA AWARDS:

Best ADA in Vancleave Award
December 2018, February 2019

2017-2019 VANCLEAVE HIGH SCHOOL CHRONIC ABSENTEE RATES				
CATEGORY	YEAR	SUBGROUP	SCHOOL	STATE
ALL	2017	ALL	17.1%	14.2%
	2018		19.8%	16.9%
	2019		13.3%	13.1%
GENDER	2018	FEMALE	19.6%	16.8%
	2019		14.9%	12.7%
	2018	MALE	19.9%	16.9%
	2019		11.9%	13.4%
RACE	2018	ALASKAN NATIVE OR NATIVE AMERICAN		
	2019			20.2%
	2018	ASIAN	<5%	6.7%
	2019		<5%	5.2%
	2018	BLACK OR AFRICAN AMERICAN	28.6%	16.0%
	2019		13.9%	13.4%
	2018	HISPANIC OR LATINO	43.8%	
	2019		<5%	9.9%
	2018	NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5%	
	2019		<5%	
	2018	TWO OR MORE RACES	<5%	18.3%
	2019		<5%	13.7%
2018	WHITE	19.0%	18.3%	
2019		13.6%	13.1%	
DISABILITY	2018	STUDENTS WITH DISABILITIES	29.6%	21.8%
	2019		22.1%	17.4%
	2018	STUDENTS WITHOUT DISABILITIES	18.6%	16.1%
	2019		12.2%	12.4%
EL	2018	ENGLISH LEARNERS	<5%	11.1%
	2019		<5%	9.1%

Table 180: 2017-2019 Vancleave High School Chronic Absentee Rates

DISCIPLINE

2018-2019 MSIS REPORTED DISCIPLINARY INCIDENTS							
YEAR	SUBGROUP	ISS	OSS	EXPELLED	INCIDENTS OF VIOLENCE	REFERRED TO LAW ENFORCEMENT	SCHOOL-BASED ARRESTS
2018	ALL	<5%	<5%	<5%	<10		
2019		<5%	<5%	<5%	<10	<5%	<5%
2018	FEMALE		<5%		<10		
2019			<5%		<10	<5%	<5%
2018	MALE		<5%	<5%	<10		
2019			<5%	<5%	<10	<5%	<5%
2018	NATIVE AMERICAN						
2019						<5%	<5%
2018	ASIAN						
2019						<5%	<5%
2018	BLACK OR AFRICAN AMERICAN		<5%	8.82	<10		
2019			<5%	5.71		<5%	<5%
2018	HISPANIC OR LATINO		6.3		<10		
2019						<5%	<5%
2018	PACIFIC ISLANDER						
2019							
2018	TWO OR MORE RACES						
2019						<5%	<5%
2018	WHITE		<5%	<5%	<10		
2019				<5%		<10	<5%
2018	STUDENTS WITH DISABILITIES		<5%	<5%	<10		
2019				<5%		<5%	<5%
2018	STUDENTS WITHOUT DISABILITIES		<5%	<5%	<10		
2019				<5%		<10	<5%
2018	ENGLISH LEARNERS						
2019							
2018	NON ENGLISH LEARNERS		<5%	<5%	<10		
2019				<5%		<10	<5%

Table 181: 2018-2019 Vancleave High School MSIS Reported Disciplinary Incidents

2015-2019 VHS DISCIPLINARY DISPENSATIONS BY RACE AND GENDER														
[KEY: BL -BLACK/AFRICAN AMERICAN; WH -WHITE; AS -ASIAN; HS -HISPANIC/LATINO; 2+ -TWO OR MORE RACES; NA -NATIVE AMERICAN; PI -PACIFIC ISLANDER; EXPULSION+ -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]														
RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
VANCELEAVE HIGH	15	9	51	25			2							102
ALTERNATIVE SCHOOL														
2015-16	1			1										2
2016-17			2	1										3
2017-18	4		12	2										18
2018-19	1		2	3										6

2015-2019 VHS DISCIPLINARY DISPENSATIONS BY RACE AND GENDER

[KEY: **BL**-BLACK/AFRICAN AMERICAN; **WH**-WHITE; **AS**-ASIAN; **HS**-HISPANIC/LATINO; **2+** -TWO OR MORE RACES; **NA**-NATIVE AMERICAN; **PI**-PACIFIC ISLANDER; **EXPULSION+** -EXPULSION WITH CONTINUATION OF EDUCATIONAL SERVICES]

RACE GENDER	BL		WH		AS		HS		2+		NA		PI	TOT
	M	F	M	F	M	F	M	F	M	F	M	F	M	
EXPULSION														
2016-17			1											1
2017-18	3		2											5
IN-SCHOOL SUSPENSION														
2016-17			1											1
SUSPENSION														
2015-16	4	1	10	10										25
2016-17	1	8	5	4			1							19
2017-18	1		5	1			1							8
2018-19			10	3										13
EXPULSION +														
2015-16			1											1

Table 182: 2015-2019 Vancleave High School Disciplinary Dispensations by Race and Gender

PERSONNEL

2019 VANCLEAVE HIGH SCHOOL INSTRUCTIONAL PERSONNEL				
TEACHERS	TOTAL		#	47.05
	EXPERIENCED	ALL	#	40.11
			%	85.2%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	40.11
			%	85.2%
	EMERGENCY PROVISIONAL	ALL	#	0.64
			%	1.4%
		HIGH POVERTY SCHOOL	#	
			%	
		LOW POVERTY SCHOOL	#	0.64
			%	1.4%
	TEACHING IN FIELD	ALL	#	46.89
			%	99.7%
HIGH POVERTY SCHOOL		#		
		%		
LOW POVERTY SCHOOL		#	46.89	
		%	99.7%	
PRINCIPALS	TOTAL	#	2	
	EXPERIENCED	#	2	
		%	100.0%	

Table 183: 2019 Vancleave High School Instructional Personnel Characteristics

ACCELERATION

2019 VANCLEAVE HIGH SCHOOL ACCELERATION					
Subgroup	College/Career Readiness	Acceleration	Advanced Course Participation		Post-Secondary Enrollment
			#	%	%
ALL	56.4%	83.5%	172.5	49.4%	66.1%
FEMALE	59.5%	77.4%	80.1	51.0%	
MALE	53.3%	83.5%	92.4	48.1%	
ASIAN			<10	<5%	<5%
BLACK OR AFRICAN AMERICAN		89.6%	<10	25.6%	75.0%
HISPANIC OR LATINO			<10	<5%	<5%
NATIVE AMERICAN		60.8%	<10	<5%	<5%
PACIFIC ISLANDER			<10	<5%	
TWO OR MORE RACES			<10	<5%	
WHITE	57.0%	85.5%	162.1	51.5%	65.4%
STUDENTS WITH DISABILITIES	25.0%		<10	18.2%	<5%
STUDENTS WITHOUT DISABILITIES	58.6%	84.3%	166.3	52.8%	
ECONOMICALLY DISADVANTAGED	38.4%	84.7%			<5%
NON ECONOMICALLY DISADVANTAGED	63.7%	88.6%			
ENGLISH LEARNERS		68.5%	<10	<5%	<5%
NON ENGLISH LEARNERS	56.4%	83.7%	172.5	49.7%	
FOSTER CARE					
HOMELESS					
MILITARY CONNECTED					

Table 184: 2019 Vancleave High School Acceleration



ACCOUNTABILITY

2017 ACCOUNTABILITY

2017 Vancleave High School Accountability							
2017 Accountability Rating:		A		2016 Accountability Rating:		A	
Former Baseline Grade:		A		New Baseline Grade:		B	
POINTS: 785	Reading	Mathematics	Science	U. S. History	Acceleration		
PROFICIENCY	60.1%	50.0%	82.4%	60.0%	63.2%		
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>50</i>	<i>50</i>	<i>50</i>		
GROWTH ALL STUDENTS	92.2%	75.9%	Participation Rate	Graduation Rate	College and Career Readiness		
<i>Possible points</i>	<i>100</i>	<i>100</i>					
GROWTH LOW 25%	102.6%	88.0%	99.1%	91.5%	60.5%		
<i>Possible points</i>	<i>100</i>	<i>100</i>	<i>200</i>		<i>50</i>		

Figure 108: 2017 Vancleave High School Accountability

2018 ACCOUNTABILITY

2018 Vancleave High School Accountability							
Accountability Rating:		B		Accountability Rating with EL		B	
Total Points		733		Total Points with EL		733	
	Reading	Mathematics	Science	U. S. History	Acceleration		
PROFICIENCY	56.5%	56.8%	82.2%	60.7%	75.3%		
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>	<i>50/47.5</i>	<i>50/47.5</i>	<i>50/47.5</i>		
GROWTH ALL STUDENTS	80.9%	76.1%	EL Progress	Graduation Rate	College and Career Readiness		
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>					
GROWTH LOW 25%	69.6%	72.0%	200/190	92.3%	55.4%		
<i>Possible 2018/2019</i>	<i>100/95</i>	<i>100/95</i>		<i>NA/50</i>	<i>50/47.5</i>		

Figure 109: 2018 Vancleave High School Accountability

2019 ACCOUNTABILITY

2019 Vancleave High School Accountability					
Accountability Rating:	A		Total Points		783
	Reading	Mathematics	Science	U. S. History	Acceleration
PROFICIENCY	65.6%	67.0%	85.6%	76.2%	83.5%
<i>Possible Points</i>	95	95	47.5	47.5	47.5
GROWTH ALL STUDENTS	81.6%	81.7%	EL Progress	Graduation Rate	College and Career Readiness
<i>Possible Points</i>	95	95			
GROWTH LOW 25%	75.0%	79.0%	47.5	91.0%	56.4%
<i>Possible Points</i>	95	95			

Figure 110: 2019 Vancleave High School Accountability

2019 ACCOUNTABILITY DEMOGRAPHICS

2018-2019 VANCLEAVE HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP															
Subgroup	MATH			ELA			USH	SCI	CC	GRAD			EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth	
ALL	67	81.7	79	65.6	81.6	75	76.2	85.6	56.4	83.5	91.0			<5%	
Female	76.5	87	82.1	77.9	89.8	100	80.6	87.6	59.5	77.4	92.2				
Male	58.2	76.7	76.1	54.6	74.5	66.4	72.9	83.7	53.3	89.6	89.9				
Asian															
Black or African American										60.8					
Hispanic or Latino															
Native American															
Pacific Islander															
Two or More Races															
White	68.5	81.9	79.7	67.3	81.1	72.1	77	87	57	85.5	90.8				
Students with Disabilities	5.6	61.7	63.5	31.6	66.2	68.8	45.5	42.1	25	84.7	64.3				

2018-2019 VANCLEAVE HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP

Subgroup	MATH			ELA			USH	SCI	CC		GRAD	EL		
	% Prof.	Growth	Low 25%	% Prof.	Growth	Low 25%	% Prof.	% Prof.	Ready	Acceler	Rate	% Prof.	# Prof.	Growth
Students w/o Disabilities	74.1	83.7	85.5	69.5	83.3	77.1	78.3	90.7	58.6	84.3	93.1			
Economically Disadvantaged	53.6	78.9	79.2	51.8	74	77.1	69	73.3	38.4	68.5	85.9			
Non Econ. Disadvantaged	73.3	82.9	78.8	71.7	84.8	72.8	78.6	91.7	63.7	88.6	93.6			
English Learners														
Non English Learners	67.8	82.1	80.4	65.9	81.5	74.5	76.5	86.6	56.4	83.7	91.0			
Foster Care														
Homeless														
Non Homeless											91.0			
Migrant														
Non Migrant											91.0			
Military Connected														

Table 185: 2018-2019 Vancleave High School Accountability by Demographic Group

2019 ACCOUNTABILITY GOALS

2019 Vancleave High School Accountability Goals

	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
MATH PROFICIENCY	ALL	67.0%	44.1%	57.0%	70.0%	47.0%
	FEMALE	76.5%				48.9%
	MALE	58.2%				45.1%
	ASIAN		68.9%	69.4%	70.0%	80.9%
	BLACK OR AFRICAN AMERICAN		35.0%	52.5%	70.0%	32.3%
	HISPANIC OR LATINO		45.3%	57.6%	70.0%	51.7%
	NATIVE AMERICAN		40.8%	55.4%	70.0%	47.1%
	PACIFIC ISLANDER		55.4%	62.7%	70.0%	63.3%
	TWO OR MORE RACES		47.5%	58.7%	70.0%	53.7%
	WHITE	68.5%	53.5%	61.7%	70.0%	61.6%
	STUDENTS WITH DISABILITIES	5.6%	29.4%	49.7%	70.0%	20.4%
	STUDENTS WITHOUT DISABILITIES	74.1%				51.1%
	ECONOMICALLY DISADVANTAGED	53.6%	38.7%	54.4%	70.0%	37.2%
	NON ECONOMICALLY DISADVANTAGED	73.3%				67.7%
	ENGLISH LEARNERS		38.6%	54.3%	70.0%	34.7%
	NON ENGLISH LEARNERS	67.8%				47.2%
	FOSTER CARE					37.4%
	HOMELESS					32.3%

2019 Vancleave High School Accountability Goals						
	Group	School	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
	MIGRANT					36.5%
	MILITARY CONNECTED					72.0%
ENGLISH PROFICIENCY	ALL	65.6%	45.1%	57.5%	70.0%	41.8%
	FEMALE	77.9%				45.9%
	MALE	54.6%				37.8%
	ASIAN		61.8%	65.9%	70.0%	68.2%
	BLACK OR AFRICAN AMERICAN		35.9%	53.0%	70.0%	27.3%
	HISPANIC OR LATINO		42.2%	56.1%	70.0%	39.8%
	NATIVE AMERICAN		42.0%	56.0%	70.0%	37.8%
	PACIFIC ISLANDER		55.9%	63.0%	70.0%	56.8%
	TWO OR MORE RACES		48.2%	59.1%	70.0%	48.0%
	WHITE	67.3%	55.0%	62.5%	70.0%	57.0%
	STUDENTS WITH DISABILITIES	31.6%	29.3%	49.6%	70.0%	17.6%
	STUDENTS WITHOUT DISABILITIES	69.5%				45.5%
	ECONOMICALLY DISADVANTAGED	51.8%	39.6%	54.8%	70.0%	32.4%
	NON ECONOMICALLY DISADVANTAGED	71.7%				61.7%
	ENGLISH LEARNERS		32.4%	51.2%	70.0%	19.4%
	NON ENGLISH LEARNERS	65.9%				42.2%
	FOSTER CARE					36.2%
	HOMELESS					30.7%
	MIGRANT					30.7%
	MILITARY CONNECTED					63.9%

Table 186: 2019 Vancleave High School Accountability Goals

ASSESSMENT

VANCLEAVE HIGH SCHOOL ACT

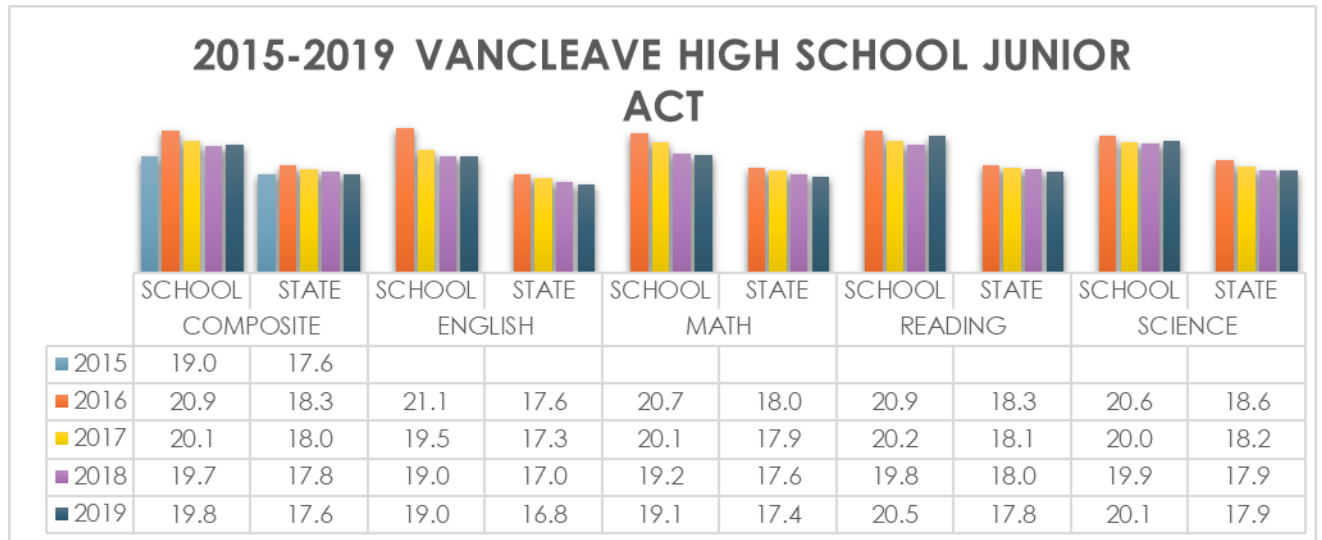


Figure 111: 2016-2019 Vancleave High School Junior ACT

VANCLEAVE HIGH SCHOOL MAAP

VANCLEAVE HIGH SCHOOL ELA AND MATH

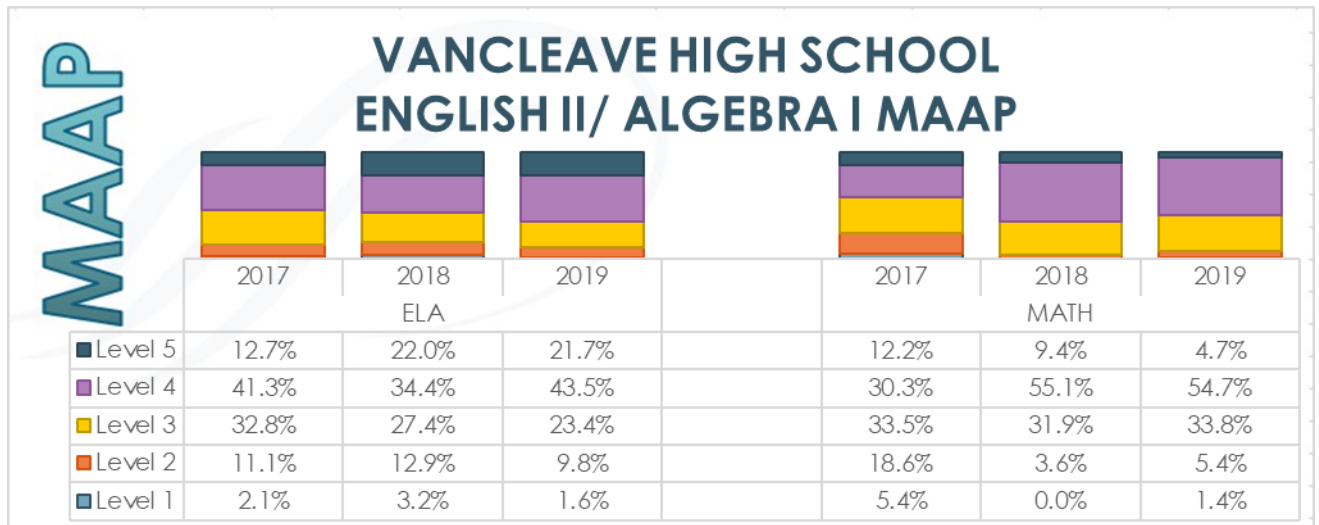


Figure 112: VanCleave High School MAAP English II / Algebra I

VANCLEAVE HIGH SCHOOL MAAP-SCI AND MAAP-EOC

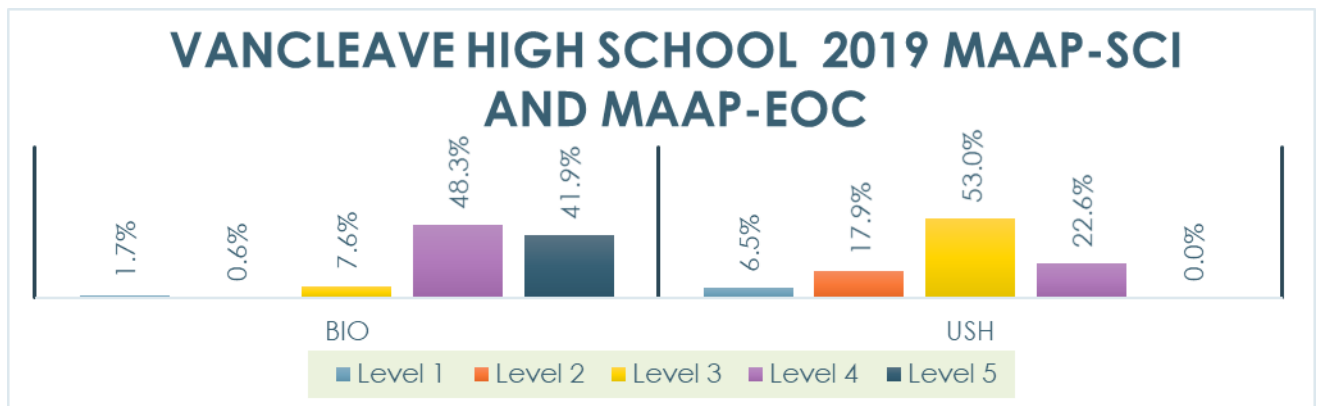


Figure 113: VanCleave High School MAAP-SCI and MAAP-EOC Biology I and U. S. History

VANCLEAVE HIGH SCHOOL MAAP DEMOGRAPHICS

VANCLEAVE HIGH SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.5	98.1	0-10%	6.8	11-20%	19.6	21-30%	33.5	31-40%	28.9	11-20%	11.2
FEMALE	100.0	98.0		0-10%	6.6	11-20%	17.6	31-40%	49.5	31-40%	26.4	11-20%
MALE	99.1	98.1	5.3	8.7	17.7	22.0	31.9	33.6	31.0	26.3	14.2	9.5

VANCLEAVE HIGH SCHOOL 2019 MAAP ELA BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
	BLACK OR AFRICAN AMERICAN	100.0	98.3	20.0	0-10%	20.0	21-30%	30.0	31-40%	20.0	21-30%	10.0
WHITE	99.5	97.8	0-10%	0-10%	11-20%	11-20%	21-30%	21-30%	41-50%	31-40%	11-20%	11-20%
NATIVE AMERICAN	<5%	98.7		0-10%	91-100	21-30%		31-40%		21-30%		0-10%
ASIAN	<5%	95.3		6.0		9.6	31-40%	21.2	31-40%	36.2	31-40%	27.1
HISPANIC OR LATINO	<5%	98.3		9.4	21-30%	19.9	41-50%	34.3		28.1	21-30%	8.4
PACIFIC ISLANDER		96.3		5.8		11.7		28.6		39.0		14.9
TWO OR MORE RACES		98.4		0-10%		11-20%		31-40%		31-40%		11-20%
ECONOMICALLY DISADVANTAGED	98.5	98.4	0-10%	8.9	11-20%	24.3	31-40%	36.2	31-40%	24.1	0-10%	6.5
NON ECONOMICALLY DISADVANTAGED	100.0	97.4	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%
MIGRANT		94.4		21-30%		21-30%		21-30%		11-20%		0-10%
HOMELESS		97.2		11.8		26.3	31-40%	33.0	61-70%	22.3		6.6
FOSTER CARE		97.6		8.8		22.8		34.4	41-50%	27.8	41-50%	6.2
STUDENTS WITH DISABILITIES	96.6	97.1	17.9	21-30%	35.7	31-40%	32.1	21-30%	14.3	0-10%		0-10%
STUDENTS WITHOUT DISABILITIES	100.0	98.2	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	21-30%	11-20%
ENGLISH LEARNERS	<5%	98.7		13.9	91-100	24.5		33.7		22.5		5.5
NON ENGLISH LEARNERS	99.5	98.1	0-10%	6.6	11-20%	19.5	21-30%	33.5	31-40%	29.1	11-20%	11.4
MILITARY CONNECTED		97.3		0-10%		0-10%		21-30%		31-40%		21-30%

Table 187: Vancleave High School 2019 MAAP ELA by Demographic Group

VANCLEAVE HIGH SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
	ALL	98.8	98.7	0-10%	5.6	0-10%	17.7	31-40%	31.2	51-60%	31.3	0-10%
FEMALE	100.0	99.0	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	51-60%	31-40%	0-10%	11-20%
MALE	97.7	98.4	0-10%	6.7	11-20%	19.4	31-40%	30.7	41-50%	29.4	0-10%	13.8
BLACK OR AFRICAN AMERICAN	100.0	98.6	8.3	8.3	8.3	25.0	50.0	36.0	25.0	24.3	8.3	6.4
WHITE	98.6	98.9	0-10%	0-10%	0-10%	0-10%	31-40%	21-30%	51-60%	31-40%	0-10%	21-30%
NATIVE AMERICAN	<5%	98.8		0-10%		11-20%	91-100	31-40%		31-40%		11-20%
ASIAN		98.8		0-10%		0-10%		11-20%		31-40%		41-50%
HISPANIC OR LATINO	<5%	98.6		5.5	21-30%	16.4	11-20%	30.0	61-70%	34.1		14.0
PACIFIC ISLANDER		96.9		0-10%		0-10%		21-30%		31-40%		21-30%

VANCLEAVE HIGH SCHOOL 2019 MAAP MATH BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
TWO OR MORE RACES		98.7		0-10%		11-20%		21-30%		31-40%		11-20%
ECONOMICALLY DISADVANTAGED	98.6	98.6	0-10%	7.2	0-10%	22.2	31-40%	34.8	41-50%	27.3	0-10%	8.5
NON ECONOMICALLY DISADVANTAGED	98.9	99.0	0-10%	0-10%	0-10%	0-10%	31-40%	21-30%	51-60%	31-40%	0-10%	21-30%
MIGRANT		93.2		15.6		21.9		35.4		17.7		9.4
HOMELESS		96.6	31-40%	10.7		25.8	31-40%	32.9	31-40%	23.8		6.8
FOSTER CARE		97.0		8.7		20.4		35.2		28.0		7.8
STUDENTS WITH DISABILITIES	100.0	96.8	5.0	11-20%	50.0	31-40%	40.0	21-30%	5.0	11-20%		0-10%
STUDENTS WITHOUT DISABILITIES	98.6	99.1	0-10%	0-10%	0-10%	11-20%	31-40%	31-40%	51-60%	31-40%	0-10%	11-20%
ENGLISH LEARNERS	<5%	98.6		7.1	91-100	18.6		30.5		30.3		13.5
NON ENGLISH LEARNERS	98.7	98.7	0-10%	5.6	0-10%	17.7	31-40%	31.3	51-60%	31.4	0-10%	14.1
MILITARY CONNECTED		98.9		0-10%		0-10%		21-30%		31-40%		31-40%

Table 188: Vancleave High School 2019 MAAP MATH by Demographic Group

VANCLEAVE HIGH SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
ALL	99.4	98.7	0-10%	10.3	0-10%	13.6	0-10%	23.4	41-50%	36.0	31-40%	16.7
FEMALE	98.9	99.1		9.2	0-10%	13.3	0-10%	24.3	41-50%	37.4	31-40%	15.8
MALE	100.0	98.4	0-10%	11.4	0-10%	13.9	0-10%	22.5	41-50%	34.7	41-50%	17.5
BLACK OR AFRICAN AMERICAN	<5%	98.5		16.3		19.8		28.1	41-50%	28.8	41-50%	7.0
WHITE	99.4	98.9	0-10%	0-10%	0-10%	0-10%	11-20%	41-50%	41-50%	31-40%	21-30%	
NATIVE AMERICAN	<5%	98.7		11.0		15.4		25.1	91-100	35.8		12.7
ASIAN	<5%	99.4		5.9		6.2		10.7		33.4	91-100	43.7
HISPANIC OR LATINO	<5%	98.9		12.4	11-20%	13.3	11-20%	23.0		37.0	71-80%	14.4
PACIFIC ISLANDER		98.5		7.5		7.5		20.9		29.9		34.3
TWO OR MORE RACES		98.0		7.5		9.1		22.2		41.0		20.3
ECONOMICALLY DISADVANTAGED	98.6	98.5	0-10%	13.8	0-10%	17.2	11-20%	26.6	41-50%	32.4	31-40%	10.1
NON ECONOMICALLY DISADVANTAGED	100.0	99.2	0-10%	0-10%	0-10%	0-10%	0-10%	11-20%	41-50%	41-50%	41-50%	21-30%
MIGRANT		100.0		21-30%		11-20%		41-50%		11-20%		0-10%
HOMELESS		96.5		18.3		18.4		24.8	41-50%	30.6	41-50%	7.9
FOSTER CARE		97.2		12.7		12.5		26.0	91-100	36.1		12.7

VANCLEAVE HIGH SCHOOL 2019 MAAP SCIENCE BY DEMOGRAPHIC GROUP

	PARTICIPATION		% Minimal Level 1		% Basic Level 2		% Passing Level 3		% Advanced Level 4		% Proficient Level 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
STUDENTS WITH DISABILITIES	100.0	96.8	15.8	21-30%	26.3	21-30%	15.8	21-30%	26.3	11-20%	15.8	0-10%
STUDENTS WITHOUT DISABILITIES	99.4	99.0	0-10%	7.5	0-10%	11.7	0-10%	23.2	41-50%	39.2	41-50%	18.6
ENGLISH LEARNERS	<5%	98.6		19.7	41-50%	17.1	41-50%	24.6		29.6		8.9
NON ENGLISH LEARNERS	99.4	98.7	0-10%	10.1	0-10%	13.5	0-10%	23.3	41-50%	36.2	41-50%	16.9
MILITARY CONNECTED		99.5		0-10%		0-10%		11-20%		41-50%		31-40%

Table 189: Vancleave High School 2019 MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Vancleave High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; and School Climate and Culture*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Fifty-nine (59) faculty and staff members, sixty-five (65) parents, and three hundred fifty-one (351) students responded to the survey.

VANCLEAVE HIGH SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	47	79.7%
Agree	11	18.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	32	54.2%
Agree	24	40.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.1%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	20	33.9%
Agree	25	42.4%
Disagree	7	11.9%
Strongly Disagree	2	3.4%
Not Applicable or No Information	5	8.5%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	44	74.6%
Agree	14	23.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	8	13.6%
Agree	7	11.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	44	74.6%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	14	0.0%
Supporting college and career counseling	30	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	27	0.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	24	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	0.0%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	17	28.8%
Providing school-based mental health services and counseling	33	55.9%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	7	11.9%
Establishing or improving dropout prevention	14	23.7%
Supporting re-entry programs and transition services for Justice-involved youth	8	13.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	21	35.6%
Implementing systems and practices to prevent bullying and harassment	10	16.9%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	23	39.0%
Establishing community partnerships	20	33.9%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	33	55.9%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Building technological capacity and infrastructure	27	45.8%
Carrying out innovative blended learning projects	15	25.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	17	28.8%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	15	25.4%

Summary for TFP86

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	16	27.1%
Expedited evaluation services for students with limited English	8	13.6%
Expedited evaluation services for gifted and talented students	5	8.5%
Additional academic support	28	47.5%
Tutoring	18	30.5%
Enrichment educational services	9	15.3%
Counseling	31	52.5%
Mentors	31	52.5%
School supplies	39	66.1%
School uniforms	39	66.1%
Dental referrals	22	37.3%
Medical referrals	23	39.0%
Bullying assistance	11	18.6%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	38	64.4%
Agree	20	33.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	33	55.9%
Agree	24	40.7%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	41	69.5%
Agree	17	28.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	40	67.8%
Agree	18	30.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for CI28

Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	35	59.3%
Agree	22	37.3%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for TCI6

Most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	32	54.2%
Agree	25	42.4%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for TCI10

Most teachers here provide students with a variety of ways to demonstrate their learning.

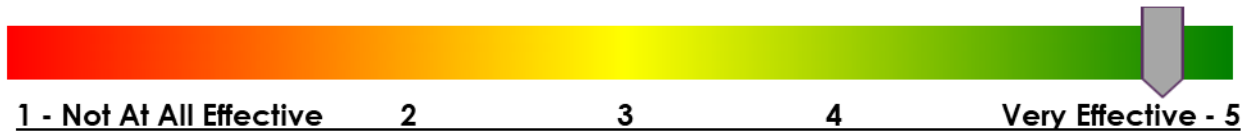
	Count	Percentage
Strongly Agree	28	47.5%
Agree	29	49.2%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for TC111

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	34	57.6%
Agree	15	25.4%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	15.3%

JCSDTC11: Please rate your perception of the quality of our current instructional coaches and mentors.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	33	55.9%
Agree	26	44.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	15	25.4%
Agree	35	59.3%
Disagree	9	15.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	38	64.4%
Agree	20	33.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	41	69.5%
Agree	18	30.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	27	45.8%
Agree	30	50.9%
Disagree	2	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	28	47.5%
Agree	26	44.1%
Disagree	4	6.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	23	39.0%
Agree	29	49.2%
Disagree	5	8.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.4%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	23	39.0%
Agree	28	47.5%
Disagree	2	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	10.2%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	21	35.6%
Agree	35	59.3%
Disagree	2	3.4%
Strongly Disagree	1	1.7%
Not Applicable or No Information	0	0.0%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	29	49.2%
Agree	29	49.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	35	59.3%
Agree	22	37.3%
Disagree	2	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	34	57.6%
Agree	23	39.0%
Disagree	2	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	26	44.1%
Agree	29	49.2%
Disagree	2	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.4%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	33	55.9%
Agree	23	39.0%
Disagree	2	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	35	59.3%
Agree	22	37.3%
Disagree	2	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	19	32.2%
Agree	30	50.9%
Disagree	8	13.6%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

Summary for TSC73

The principal of our school is fair and open with teachers.

	Count	Percentage
Strongly Agree	44	74.6%
Agree	12	20.3%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.4%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Faculty and staff members from Vanleave High School feel the school has exemplary leadership that is fair and professional, provides a positive and inclusive environment for students, and has a committed faculty. One faculty member said, “We make sure to always give praise to the students who are not the typical “star” students. Students that have difficulties at home are also given

several resources to help both while at school and once they leave. Teachers are very aware of struggling students, and these same teachers go above and beyond to help." Respondents see a need for more computer technicians to update and maintain equipment, for a different system of engaging substitute teachers, and for more career classes, guidance, and respect for students who are not college-bound.

VANCLEAVE HIGH SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	22	33.85%
Agree	40	61.54%
Disagree	3	4.62%
Strongly Disagree	0	0.00%
Not Applicable or No Information	0	0.00%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	11	16.92%
Agree	32	49.23%
Disagree	7	10.77%
Strongly Disagree	1	1.54%
Not Applicable or No Information	14	21.54%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	42	64.62%
Agree	19	29.23%
Disagree	0	0.00%
Strongly Disagree	1	1.54%
Not Applicable or No Information	3	4.62%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	44	67.69%
Agree	20	30.77%
Disagree	1	1.54%
Strongly Disagree	0	0.00%
Not Applicable or No Information	0	0.00%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	12	18.46%
Agree	21	32.31%
Disagree	4	6.15%
Strongly Disagree	0	0.00%
Not Applicable or No Information	28	43.08%

Summary for PFP4

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	17	26.15%
Supporting college and career counseling	27	41.54%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	31	47.69%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	22	33.85%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	21	32.31%

Summary for PFP5

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	17	26.15%
Providing school-based mental health services and counseling	31	47.69%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	16	24.62%
Establishing or improving dropout prevention	11	16.92%
Supporting re-entry programs and transition services for Justice-involved youth	9	13.85%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	20	30.77%
Implementing systems and practices to prevent bullying and harassment	33	50.77%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	22	33.85%
Establishing community partnerships	15	23.08%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	32	49.23%
Building technological capacity and infrastructure	21	32.31%

Summary for PFP6

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Carrying out innovative blended learning projects	16	24.62%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	24	36.92%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	28	43.08%

Summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	7	10.77%
Computer Classes	12	18.46%
Conflict Resolution	18	27.69%
Discipline	9	13.85%
Drug/Alcohol Awareness	14	21.54%
English as a Second Language	6	9.23%
Health Classes	6	9.23%
Literacy Classes	6	9.23%
Math Classes	11	16.92%
Parent-to-School Relationships	16	24.62%
Parent/Child Communication	16	24.62%
Preparing for College	31	47.69%
Parenting Workshops	16	24.62%
Social Media Classes	8	12.31%
Stress/Anger Management	16	24.62%
Understanding College- and Career-Ready Standards	32	49.23%
Other	0	0.00%

Summary for JCPFP23

I would like my school (district) to offer more of the following parental involvement opportunities:

	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	23	35.38%
Parental advisory committees	6	9.23%
PTO/PTA meetings and activities	6	9.23%
Ways to help at the classroom level	13	20.00%
Other ways to get involved in my school (district)	17	26.15%

Summary for JCPFP24

How likely would you be to participate in parental involvement activities provided by the school or district?

	Count	Percentage
Completely likely	13	20.00%
Very likely	23	35.38%
Moderately likely	27	41.54%
Slightly likely	2	3.08%
Not at all likely	0	0.00%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	15	23.08%
Agree	45	69.23%
Disagree	5	7.69%
Strongly Disagree	0	0.00%
Not Applicable or No Information	0	0.00%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	13	20.00%
Agree	44	67.69%
Disagree	7	10.77%
Strongly Disagree	0	0.00%
Not Applicable or No Information	1	1.54%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	18	27.69%
Agree	42	64.62%
Disagree	4	6.15%
Strongly Disagree	1	1.54%
Not Applicable or No Information	0	0.00%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	21	32.31%
Agree	38	58.46%
Disagree	3	4.62%
Strongly Disagree	2	3.08%
Not Applicable or No Information	1	1.54%

Summary for CI28

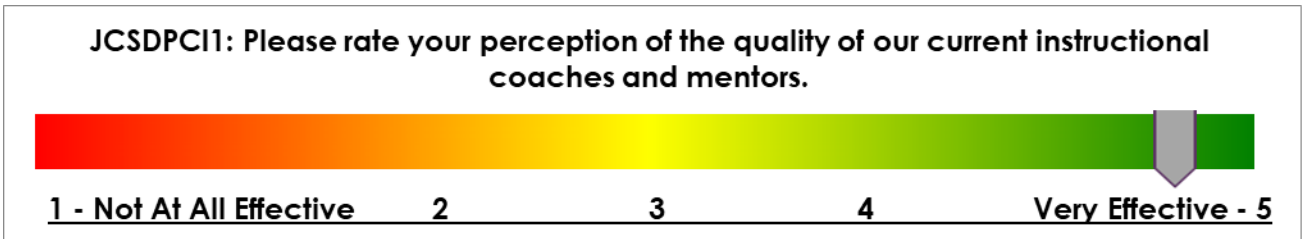
Teachers are available to help students when they need additional assistance.

	Count	Percentage
Strongly Agree	10	15.38%
Agree	44	67.69%
Disagree	8	12.31%
Strongly Disagree	2	3.08%
Not Applicable or No Information	1	1.54%

Summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	17	26.15%
Agree	40	61.54%
Disagree	7	10.77%
Strongly Disagree	0	0.00%
Not Applicable or No Information	1	1.54%



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	18	27.69%
Agree	40	61.54%
Disagree	6	9.23%
Strongly Disagree	1	1.54%
Not Applicable or No Information	0	0.00%

Summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	16	24.62%
Agree	35	53.85%
Disagree	8	12.31%
Strongly Disagree	3	4.62%
Not Applicable or No Information	3	4.62%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	19	29.23%
Agree	37	56.92%
Disagree	6	9.23%
Strongly Disagree	3	4.62%
Not Applicable or No Information	0	0.00%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	18	27.69%
Agree	38	58.46%
Disagree	7	10.77%
Strongly Disagree	1	1.54%
Not Applicable or No Information	1	1.54%

Summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	17	26.15%
Agree	39	60.00%
Disagree	6	9.23%
Strongly Disagree	1	1.54%
Not Applicable or No Information	2	3.08%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	19	29.23%
Agree	43	66.15%
Disagree	1	1.54%
Strongly Disagree	2	3.08%
Not Applicable or No Information	0	0.00%

Summary for CFC241

I do not mind paying more in taxes to help positively impact my child's education.

	Count	Percentage
Strongly Agree	12	18.46%
Agree	37	56.92%
Disagree	7	10.77%
Strongly Disagree	5	7.69%
Not Applicable or No Information	4	6.15%

Summary for PFC79

Our school (district) provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Strongly Agree	12	18.46%
Agree	37	56.92%
Disagree	12	18.46%
Strongly Disagree	1	1.54%
Not Applicable or No Information	3	4.62%

Summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	8	12.31%
Agree	36	55.38%
Disagree	20	30.77%
Strongly Disagree	1	1.54%
Not Applicable or No Information	0	0.00%

Summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	13	20.00%
Agree	37	56.92%
Disagree	6	9.23%
Strongly Disagree	1	1.54%
Not Applicable or No Information	8	12.31%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	15	23.08%
Agree	43	66.15%
Disagree	3	4.62%
Strongly Disagree	0	0.00%
Not Applicable or No Information	4	6.15%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	14	21.54%
Agree	42	64.62%
Disagree	4	6.15%
Strongly Disagree	0	0.00%
Not Applicable or No Information	5	7.69%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	12	18.46%
Agree	40	61.54%
Disagree	5	7.69%
Strongly Disagree	0	0.00%
Not Applicable or No Information	8	12.31%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	11	16.92%
Agree	44	67.69%
Disagree	5	7.69%
Strongly Disagree	1	1.54%
Not Applicable or No Information	4	6.15%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	11	16.92%
Agree	40	61.54%
Disagree	13	20.00%
Strongly Disagree	0	0.00%
Not Applicable or No Information	1	1.54%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	11	16.92%
Agree	35	53.85%
Disagree	9	13.85%
Strongly Disagree	1	1.54%
Not Applicable or No Information	9	13.85%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	19	29.23%
Agree	43	66.15%
Disagree	2	3.08%
Strongly Disagree	1	1.54%
Not Applicable or No Information	0	0.00%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	17	26.15%
Agree	39	60.00%
Disagree	1	1.54%
Strongly Disagree	2	3.08%
Not Applicable or No Information	6	9.23%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	16	24.62%
Agree	40	61.54%
Disagree	5	7.69%
Strongly Disagree	0	0.00%
Not Applicable or No Information	4	6.15%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	12	18.46%
Agree	44	67.69%
Disagree	8	12.31%
Strongly Disagree	0	0.00%
Not Applicable or No Information	1	1.54%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	15	23.08%
Agree	41	63.08%
Disagree	7	10.77%
Strongly Disagree	0	0.00%
Not Applicable or No Information	2	3.08%

Summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	10	15.38%
Agree	49	75.38%
Disagree	4	6.15%
Strongly Disagree	0	0.00%
Not Applicable or No Information	2	3.08%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Parents of students from Vancleave High School feel the school has improved security, gives positive recognition for sports, academics, and behavior, and is organized and inclusive. One parent said, "I like that our district is compliant with state mandates for different graduation tracks

and endorsements starting with my student's graduation year. I like the focus that this gives the students to reach their goals of college or employment." Respondents would like to see more AP, dual-credit, and ACT-prep classes, feel that some classes give too much homework, and see the need for additional counselors.

VANCLEAVE HIGH SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FP5

In my experience, teachers in my school (district) are state certified and effective.

	Count	Percentage
Strongly Agree	102	29.1%
Agree	224	63.8%
Disagree	17	4.8%
Strongly Disagree	4	1.1%
Not Applicable or No Information	4	1.1%

Summary for FP7

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	65	18.5%
Agree	182	51.9%
Disagree	41	11.7%
Strongly Disagree	9	2.6%
Not Applicable or No Information	54	15.4%

Summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	45	12.8%
Agree	111	31.6%
Disagree	85	24.2%
Strongly Disagree	57	16.2%
Not Applicable or No Information	53	15.1%

Summary for FP12

Lowering the number of students in classes is important and will help raise student achievement.

	Count	Percentage
Strongly Agree	95	27.1%
Agree	136	38.8%
Disagree	75	21.4%
Strongly Disagree	19	5.4%
Not Applicable or No Information	26	7.4%

Summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	38	10.8%
Agree	135	38.5%
Disagree	44	12.5%
Strongly Disagree	23	6.6%
Not Applicable or No Information	111	31.6%

CURRICULUM AND INSTRUCTION

Summary for CI5

Teachers use teaching strategies that help students achieve what students are expected to learn.

	Count	Percentage
Strongly Agree	77	21.9%
Agree	227	64.7%
Disagree	32	9.1%
Strongly Disagree	6	1.7%
Not Applicable or No Information	9	2.6%

Summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	69	19.7%
Agree	226	64.4%
Disagree	38	10.8%
Strongly Disagree	6	1.7%
Not Applicable or No Information	12	3.4%

Summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	61	17.4%
Agree	213	60.7%
Disagree	45	12.8%
Strongly Disagree	15	4.3%
Not Applicable or No Information	17	4.8%

Summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	114	32.5%
Agree	198	56.4%
Disagree	20	5.7%
Strongly Disagree	9	2.6%
Not Applicable or No Information	10	2.9%

Summary for CI28

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	78	22.2%
Agree	219	62.4%
Disagree	32	9.1%
Strongly Disagree	8	2.3%
Not Applicable or No Information	14	4.0%

Summary for SCI144

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	88	25.1%
Agree	197	56.1%
Disagree	42	12.0%
Strongly Disagree	12	3.4%
Not Applicable or No Information	12	3.4%

Summary for SCI162

Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	82	23.4%
Agree	196	55.8%
Disagree	46	13.1%
Strongly Disagree	11	3.1%
Not Applicable or No Information	16	4.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for FC39

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	71	20.2%
Agree	183	52.1%
Disagree	59	16.8%
Strongly Disagree	10	2.9%
Not Applicable or No Information	28	8.0%

Summary for FC42

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	64	18.2%
Agree	172	49.0%
Disagree	74	21.1%
Strongly Disagree	15	4.3%
Not Applicable or No Information	26	7.4%

Summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	76	21.7%
Agree	182	51.9%
Disagree	31	8.8%
Strongly Disagree	15	4.3%
Not Applicable or No Information	47	13.4%

Summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	53	15.1%
Agree	184	52.4%
Disagree	56	16.0%
Strongly Disagree	21	6.0%
Not Applicable or No Information	37	10.5%

Summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	67	19.1%
Agree	180	51.3%
Disagree	58	16.5%
Strongly Disagree	31	8.8%
Not Applicable or No Information	15	4.3%

SCHOOL IMPROVEMENT

Summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	56	16.0%
Agree	218	62.1%
Disagree	35	10.0%
Strongly Disagree	8	2.3%
Not Applicable or No Information	34	9.7%

Summary for SACS2

There is an established vision for our school and/or district.

	Count	Percentage
Strongly Agree	66	18.8%
Agree	204	58.1%
Disagree	32	9.1%
Strongly Disagree	12	3.4%
Not Applicable or No Information	37	10.5%

Summary for SACS4

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	56	16.0%
Agree	200	57.0%
Disagree	43	12.3%
Strongly Disagree	18	5.1%
Not Applicable or No Information	34	9.7%

Summary for SACS5

My school (district) has adequate resources that enable all students to be successful.

	Count	Percentage
Strongly Agree	57	16.2%
Agree	201	57.3%
Disagree	63	18.0%
Strongly Disagree	13	3.7%
Not Applicable or No Information	17	4.8%

Summary for SACS21

School (district) leaders have a clear vision with improvement efforts planned.

	Count	Percentage
Strongly Agree	55	15.7%
Agree	191	54.4%
Disagree	42	12.0%
Strongly Disagree	13	3.7%
Not Applicable or No Information	50	14.3%

SCHOOL CULTURE AND CLIMATE

Summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	53	15.1%
Agree	176	50.1%
Disagree	76	21.7%
Strongly Disagree	31	8.8%
Not Applicable or No Information	15	4.3%

Summary for SC38

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	43	12.3%
Agree	140	39.9%
Disagree	86	24.5%
Strongly Disagree	44	12.5%
Not Applicable or No Information	38	10.8%

Summary for SC48

Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	69	19.7%
Agree	224	63.8%
Disagree	31	8.8%
Strongly Disagree	12	3.4%
Not Applicable or No Information	15	4.3%

Summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	54	15.4%
Agree	189	53.9%
Disagree	41	11.7%
Strongly Disagree	34	9.7%
Not Applicable or No Information	33	9.4%

Summary for SC99

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.

	Count	Percentage
Strongly Agree	74	21.1%
Agree	221	63.0%
Disagree	31	8.8%
Strongly Disagree	13	3.7%
Not Applicable or No Information	12	3.4%

Summary for SC118

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	61	17.4%
Agree	186	53.0%
Disagree	61	17.4%
Strongly Disagree	24	6.8%
Not Applicable or No Information	19	5.4%

Summary for SC173

This school (district) recognizes all types of high achievement demonstrated by students.

	Count	Percentage
Strongly Agree	78	22.2%
Agree	189	53.9%
Disagree	50	14.3%
Strongly Disagree	14	4.0%
Not Applicable or No Information	20	5.7%

Summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	78	22.2%
Agree	187	53.3%
Disagree	45	12.8%
Strongly Disagree	27	7.7%
Not Applicable or No Information	14	4.0%

Summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	78	22.2%
Agree	190	54.1%
Disagree	52	14.8%
Strongly Disagree	19	5.4%
Not Applicable or No Information	12	3.4%

Summary for SSC166

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	61	17.4%
Agree	180	51.3%
Disagree	63	18.0%
Strongly Disagree	26	7.4%
Not Applicable or No Information	21	6.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.

Students from Vancleave High School feel that, for the most part, teachers at the school are dedicated, experienced, and interested in seeing students succeed. They are happy with the activities and electives offered and see the school as safe and welcoming. One student stated, “My school is doing well at encouraging students to succeed in anything and everything they set their minds to. Also, more students are being recognized for things that they do succeed at even when it has nothing to do with academics. I think that in doing this, the school is creating a better environment for all students.” Respondents would like to see an end to the uniform policy and feel that additional counselors would help them make better choices earlier in their high school experience. Several students feel that faculty, staff, and students need to be more sensitive to issues of race, ethnicity, religion, and gender.

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LEA PLAN DEMOGRAPHICS

Student Demographics (Enrollment) (Totals for All Schools)

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Native Hawaiian/
2015-16	9279	4431	4848	346	1012	247	27	7584	50	5391	911	71	0	27	2	0
2016-17	9278	4437	4841	340	1054	273	31	7449	117	5385	1005	174	2	18	0	0
2017-18	9242	4393	4849	317	1041	274	36	7421	135	5313	1061	157	1	12	30	0

District Data		
Year	Student ADA	# of Teacher Absences
2015-16	8742.06	4522.2
2016-17	8740.7	4458.3
2017-18	8681.29	4473.6

LEA PLAN ACCOUNTABILITY DATA

School Accountability Designation - Indicate the number of schools for each accountability designation				
Year	Comprehensive Support and Improvement	Targeted Support and Improvement	Focus	Priority
2015-16	0	0	0	0
2016-17	0	4	0	0
2017-18	0	5	0	0

LEA Accountability Designation		
Year	4 Year Graduation Rate	Letter Grade
2015-16	89.1%	B
2016-17	89.4%	B
2017-18	89.0%	A

LEA PLAN COLLEGE AND CAREER READINESS

College and Career Readiness 11th Grade ACT Scores (All Schools)					
Year	Composite	English	Math	Reading	Science
2015-16	20.4	20.3	19.6	20.7	20.5
2016-17	20.1	19.6	19.6	20.3	20.2
2017-18	19.4	19.2	18.8	19.7	19.4

Student Promotion Data (% Promoted) (All Schools)									
Year	K	1	2	3	4	5	6	7	8
2015-16	97.0%	93.0%	97.0%	98.0%	98.0%	98.0%	97.0%	98.0%	97.0%
2016-17	97.0%	93.0%	97.0%	98.0%	98.0%	97.0%	98.0%	97.0%	97.0%
2017-18	97.0%	94.0%	97.0%	98.0%	98.0%	98.0%	98.0%	97.0%	99.0%
2018-19	91.3%	92.1%	≥95%	90.4%	≥95%	≥95%	≥95%	≥95%	≥95%

LEA PLAN SCHOOL CLIMATE AND CULTURE

Out-of-School Suspensions (All Schools)							
	2015-16		2016-17		2017-18		
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	
All	767		849		1058		
IEP	175	23%	250	29%	334	32%	
EL	2	0%	14	2%	14	1%	
Asian	3	0%	4	0%	15	1%	
BLK/AA	173	23%	258	30%	315	30%	
His/Lat	12	2%	26	3%	23	2%	
NAM	1	0%	0	0%	0	0%	
White	577	75%	540	64%	694	66%	

LEA PLAN DIMENSION 2: CURRICULUM AND INSTRUCTION

2016-2018 Teacher Retention Trends								
	0 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2015-16	115	91.3%	174	90.8%	133	89.5%	622	91.3%
2016-17	99	93.9%	185	92.4%	208	95.7%	137	87.6%
2017-18	85	89.4%	189	95.2%	210	95.2%	135	83.0%

LEA PLAN DIMENSION 3: PROFESSIONAL DEVELOPMENT

Professional Development Planning	
Identified Priority Needs	Data Sources
Increase Student Achievement	State Assessments, District Discipline Results
Positive Educational Experience	District Comprehensive Needs Assessment Survey
Effective Leadership	School Ratings by the State, Awards
Sound Financial Management	Clean Audits

LEA PLAN DIMENSION 4: PARENT AND FAMILY ENGAGEMENT

Parent and Family Engagement	
Identified Priority Needs	Data Sources
Actively Involve Families and Stakeholders	CNA Stakeholder Survey, Family Learning Nights

LEA PLAN DIMENSION 5: SCHOOL CONTEXT AND ORGANIZATION

Pupil/Teacher Ratios (Enter response in the format x: y or 25: 1 for example)									
Year	K	1	2	3	4	5	6	7	8
2015-16	23:1	23:1	23:1	23:1	21:1	23:1	23:1	23:1	23:1
2016-17	23:1	23:1	23:1	23:1	21:1	22:1	23:1	21:1	21:1
2017-18	24:1	24:1	24:1	24:1	24:1	24:1	21:1	21:1	21:1