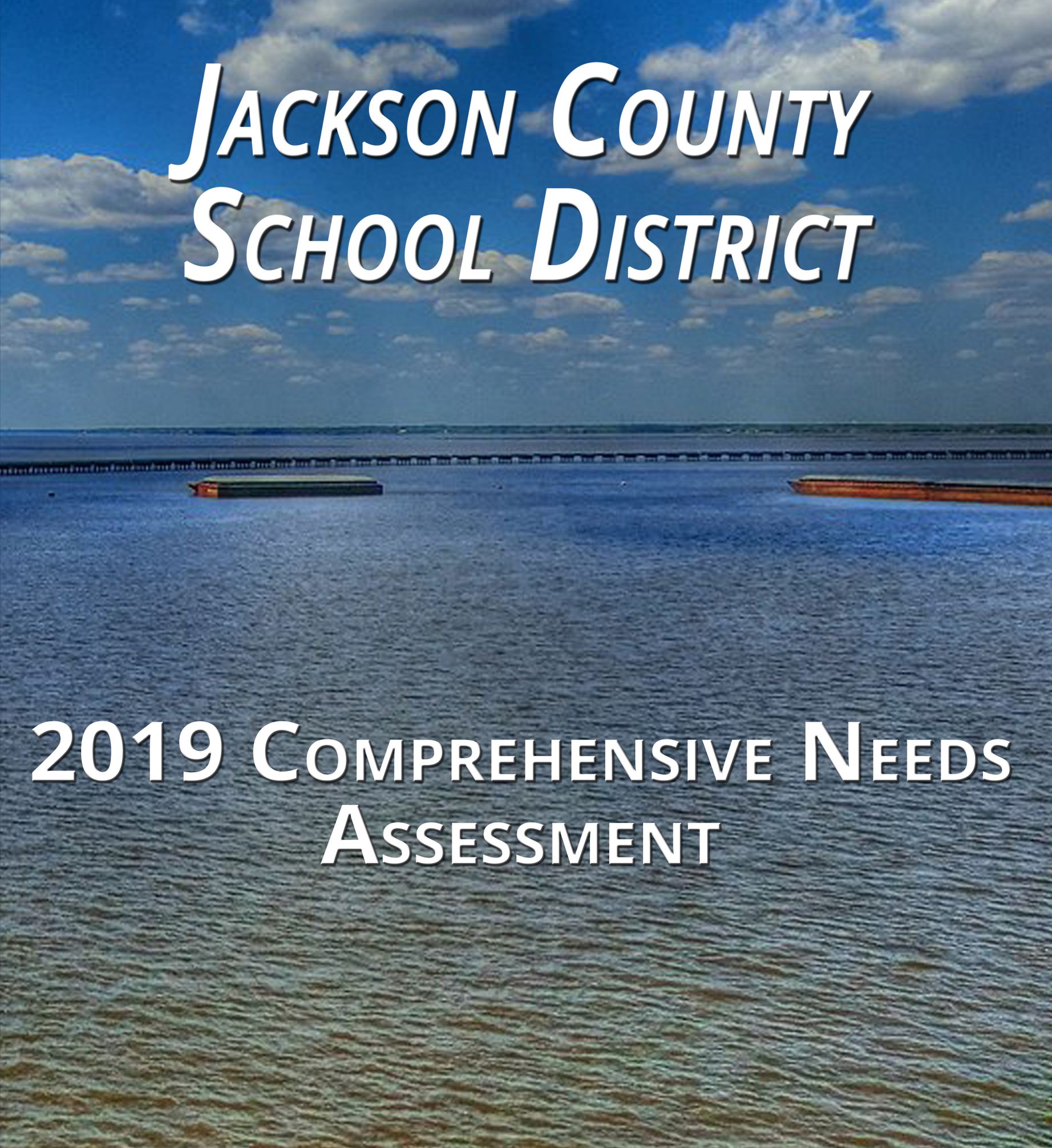
2019

Jackson County School District

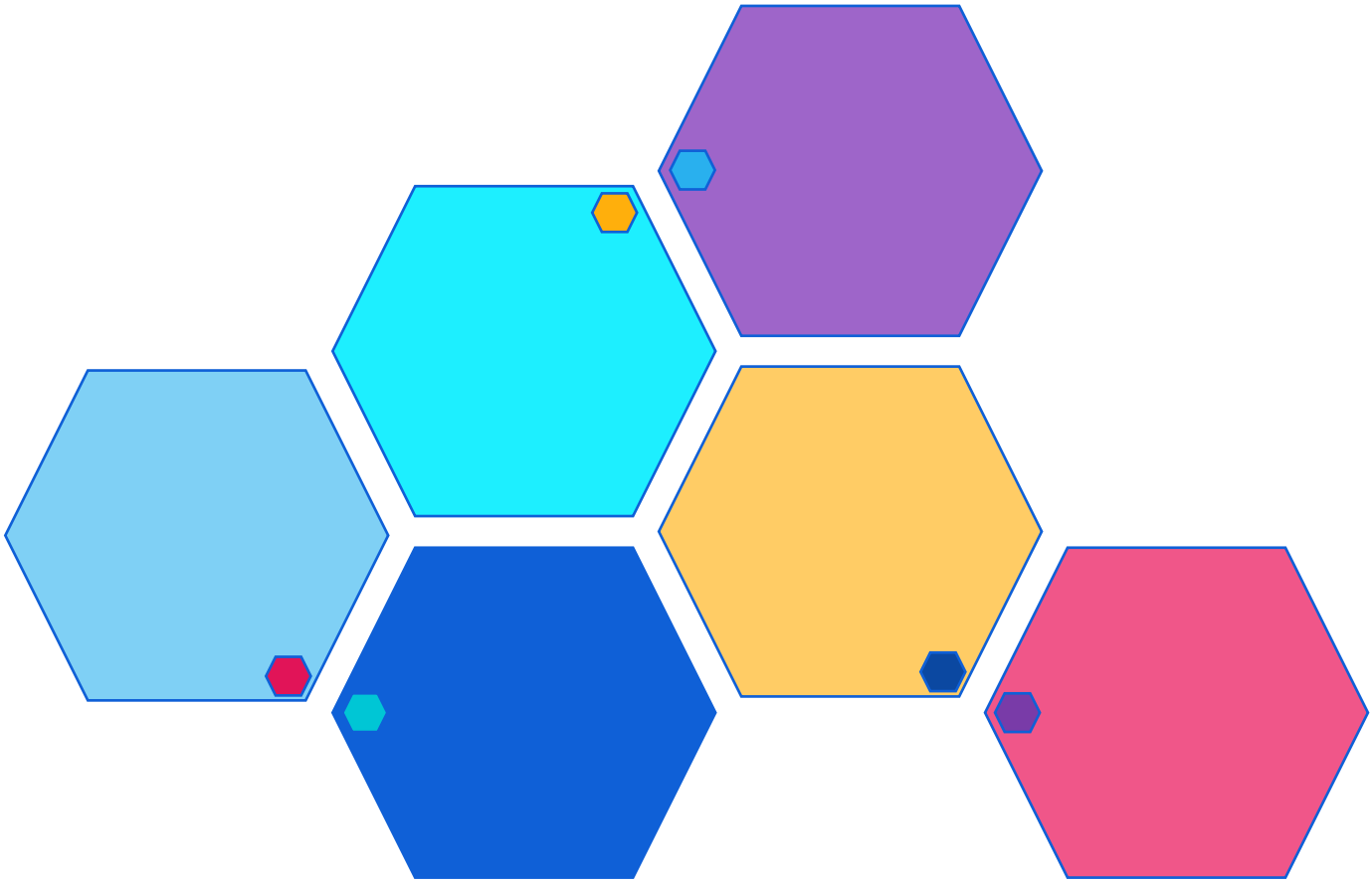
Comprehensive Needs Assessment



Jackson County School District

2019 Comprehensive Needs Assessment

JACKSON COUNTY SCHOOL DISTRICT



COMPREHENSIVE NEEDS ASSESSMENT 2019

JACKSON COUNTY SCHOOL DISTRICT

COMPREHENSIVE NEEDS ASSESSMENT 2019

Survey and data analysis conducted and compiled by

Education Resources, LLC
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JACKSON COUNTY SCHOOL DISTRICT

Dr. Barry Amacker, Superintendent

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Jackson County School District
4700 Col Vickrey Road• Vancleave, MS• 39565
Phone (228) 826-1757

SCHOOL BOARD

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TROY E. FRISBIE, VICE CHAIRMAN

GLENN A. DICKERSON, SECRETARY

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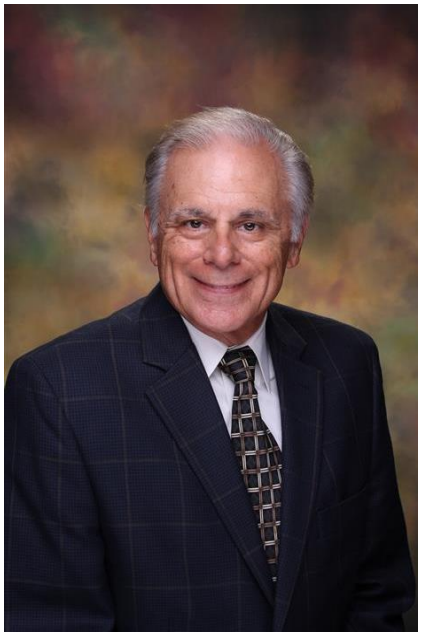

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SECTION 1

JACKSON COUNTY SCHOOL DISTRICT PROFILE

INTRODUCTION

Jackson County School District is located at 4700 Col Vickrey Road in Vancleave, Mississippi. In 2018-2019, the district houses nine thousand two hundred nine (9,209) students in prekindergarten through twelfth grades. Comprised of all the areas outside the municipalities 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 in 2018, as the second largest district in the southern counties, 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. Students attend grades kindergarten through twelve and can receive a broad range of services including Special Education, Gifted Education, and Title I provisions.

Recently, several of the schools within the district received Value Added Awards from PREPS, a statewide educational consortium. In addition, Jackson County School District also received the Lantern Award from the Mississippi School Board Association.

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. (2018). *Strategic Plan*. Retrieved from https://www.jcsd.ms/site/handlers/filedownload.ashx?moduleinstanceid=5875&dataid=8319&FileName=Jackson%20County%20School%20District%20Instructional%20Management%20Plan%20-%2018-19.pdf

Jackson County School District. (2018). *JCSD Student Handbook 2018-2019*. Retrieved from https://www.jcsd.ms/cms/lib/MS02210392/Centricity/Domain/4/Student%20Handbook%202018-2019.pdf

COMMUNITY CHARACTERISTICS

Jackson County is included in the Gulfport-Biloxi-Pascagoula, Mississippi Metropolitan Statistical Area. It is located at the southeastern tip of the state, bordering Alabama on its east side. The county was severely damaged by both Hurricane Camille in August 1969, and Hurricane Katrina on August 29, 2005. According to the Jackson County Economic Development Foundation, "Jackson County is 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. The Mississippi Gulf Coast is home to exceptional businesses who are reaping success by capitalizing on the area's exceptional resources."

The county owns a state-of-the-art hospital system, has excellent schools, a top-rated community college and a university branch within its borders. In the area of further education, "Mississippi Gulf Coast Community College located in Gautier, Mississippi, offers two-year degrees and certification courses in a number of fields. MGCCC also provides critical support to local industry with several training and continuing education offerings developed around the area's specific training needs. The University of Southern Mississippi - Jackson County is also located on the MGCCC campus. This center offers courses and services for the convenience of students in Jackson County."

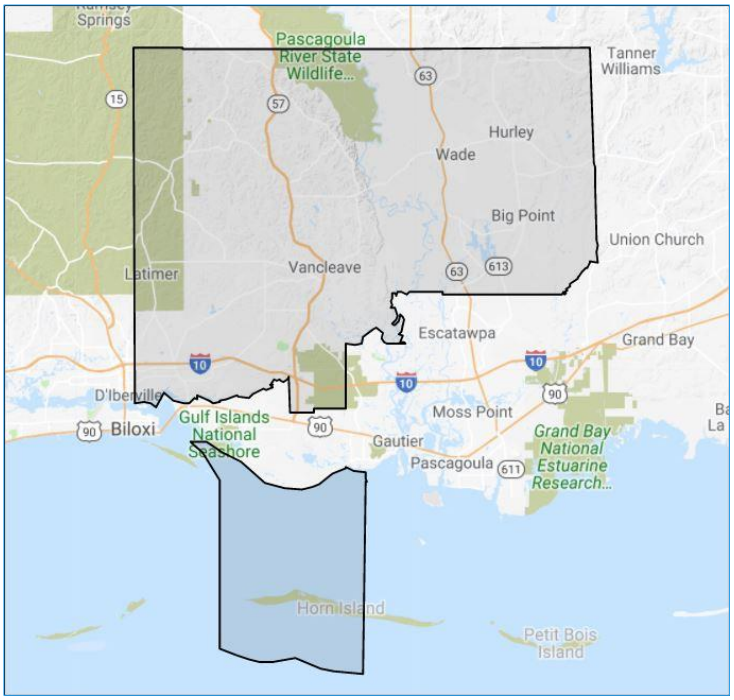
Jackson County is the site of parts of Gulf Islands National Seashore, including Horn Island and Davis Bayou, the Mississippi Sandhill Crane National Wildlife Refuge, and the Pascagoula River Audubon Center.

According to the 2017 estimates from the U.S. Census Bureau, the total population of the community is around 142,152. The poverty rate for Jackson County is estimated at 14.5%. The county itself spans over seven hundred and twenty-two miles.

MCAPS LEA Demographics: Community Characteristics

DISTRICT CHARACTERISTICS

The Jackson County School District is in Vancleave Mississippi and is the second largest district in the southern counties of the state. The district is blended: much of it is rural but one attendance center has a suburban classification. The district has a diverse demographic composition which includes students with the following demographic enrollment: Asian, African American, Hispanic, Native American, Pacific Islander, Caucasian, and multi-racial. The Jackson County School District has students from high poverty families, non-English speaking families as well as students from affluent families.



Centrally located along the Gulf of Mexico, Jackson County offers a strong, skilled workforce and rich diversity. Nationally known for its shipbuilding, petrochemical and aerospace industries, it is also the home of the Port of Pascagoula. The area has numerous businesses that pay high wages 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 the Jackson County School District itself.

Teachers and students of Jackson County School District are provided superior-quality information, tools, and resources that are appropriate and adequate to facilitate the highest levels of student academic achievement. Schools within the district are strong and offer many opportunities for students to be involved in various activities. The JCSD student progression program is accredited and provides individualized computerized tutoring for students, as well as information for teachers and administrators. In addition, the district provides tutors through federal programs and through the district to ensure each child receives exactly what he or she needs.

JCSD personnel maintain consistent efforts to minimize discipline issues through prevention procedures. A Positive Behavior and Intervention System (PBIS) is in place at all schools. Fair and equitable discipline policies are in place and followed by administrators and teachers. This promotes a positive school culture and learning environment, and subsequently, increased student achievement.

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

MCAPS LEA Demographics: District Characteristics

NOTEWORTHY NATIONAL TRENDS IN K12 EDUCATION

INTEGRATED STUDENT SUPPORT

Although not a new idea, the practice of building a foundation of academic success by coordinating community services for students and their families through the schools is growing. Recent research indicates that integrated student support (ISS), also known as community schools or wrap-around supports, has had some success in improving attendance, test scores, and graduation rates, particularly for districts that are predominantly populated by underserved students. Also, as pointed out in an updated study from *Child Trends*, the 2015 ESSA reauthorization has made it possible "to ***incorporate ISS into Title I targeted assistance programs*** for eligible students at risk of failing state academic achievement standards, and into Title IV, Part A activities that support student health and safety. Further, ESSA now makes available new federal formula dollars to states (under Title IV, Part A) to implement models that address student health, which could be utilized to support broader ISS models" (Moore et al., 2017).

Integrated student support models may include a variety of services for students and their families either provided by the schools or coordinated through the schools but provided by other ***community groups like health departments, mental health services, food banks, volunteer organizations, or government-run support systems***. For instance, the Communities in Schools (CIS) model of integrated student supports specifically targets dropout rates; schools provide services in ten categories and at two levels. Level 1 services are general and available to all students, while Level 2 services are more intense and geared toward students at risk of dropping out (Sommers & Haider, 2017). Another example is City Connects, originated in Boston in 1999. This program features counselors or social workers who meet with every teacher to identify the needs and strengths of each at-risk student and then work with other adults in the child's life to create an individualized plan to design and implement a "tailored set of prevention and intervention services and enrichment opportunities in the school and/or community, with the goal of helping every child to be ready to learn and engage in school" (BBA, 2018).

An example of a more intense (and expensive) model of integrated student supports is one that has been established through a partnership between the LeBron James Family Foundation and the Akron Public School System. This approach (costing $2 million the first year) establishes I-Promise, a new school for the district's most at-risk students. It provides uniforms, transportation, breakfast, lunch, snacks, and other incentives, including guaranteed tuition to the University of Akron for every graduate. It also provides services to families, including a food pantry and GED and job placement programs for parents. James is determined to provide those elements without which it is difficult for students from low-income communities to succeed – ***"financial capital to buffer against poverty, human capital like skills and credentials to compete in today's economy, and social capital, or supportive relationships, to help young people get by and get ahead"*** (Fisher, 2018).

BBA. (2018). City Connects (Boston, MA). *Broader, Bolder Approach to Education*. Retrieved from http://www.boldapproach.org/case-study/city-connects-boston-ma

Fisher, J. F. (2018, August 10). LeBron James is Schooling Us on What Education Reform Got Wrong. EdSurge. Retrieved from https://www.edsurge.com/news/2018-08-10-lebron-james-is-schooling-us-on-what-education-reform-got-wrong?utm_content=buffer7171d&utm_medi%E2%80%A6

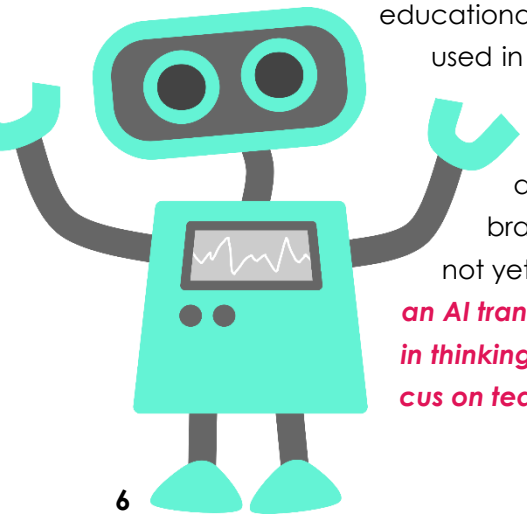
Moore, K.A., Caal, S., Carney, R., Lippman, L., Li, W., et al. (2017). Making the Grade: A Progress Report and Next Steps for Integrated Student Supports. *Child Trends*. Bethesda, MD. Retrieved from https://www.childtrends.org/wp-content/uploads/2017/12/ISS_ChildTrends_February2018.pdf

Somers, M. and Haider, Z. (April, 2017). Using Integrated Student Supports to Keep Kids in School: A Quasi-Experimental Evaluation of Communities in Schools. *MDRC*. Retrieved from https://www.wallacefoundation.org/knowledge-center/Documents/CIS-Using-Integrated-Student-Supports-to-Keep-Kids-in-School.pdf

ARTIFICIAL INTELLIGENCE

Just the words "artificial intelligence" sometimes conjure images of the Terminator threatening to "be back," or of the disturbing robots in *I Robot*. However, the truth is that artificial intelligence is more and more becoming part of people's lives – in the background as search engines, social media sites, and online shopping venues learn and react to user preferences or in the forefront as consumers communicate with artificial intelligence assistants like Siri and Alexa or vacuum their houses with robots. Schools, too, are beginning to be aware of the benefits of using artificial intelligence to enhance and personalize learning, automate tasks, and analyze data.

Christine Nasserghodsi, Director of Innovation at a global education company, predicts a growing educational use for what she calls "bottom-up" artificial intelligence similar to that used in the recent revamp of Google's Translate app. She contrasts this approach with traditional "top-down" models used in personalized learning software that may provide tutoring information or a different question based on a student's answer but ultimately is little more than branched predictive programming. She warns, however, that schools are not yet ready to make use of the most AI has to offer and should ***prepare for an AI transformation through collecting and sharing data, engaging students in in thinking about AI, adding data science to the curriculum, and using AI to focus on teaching by outsourcing administrative tasks*** (Nasserghodsi, 2017).



For instance, AI's use in augmented analytics can assist teachers in data collection, in improved personalized learning programs for students, and in redesigning student assessment, taking some of the burden of data analysis from teachers (Zimmerman, 2018). David Cearley, vice president of IT analyst group Gartner, calls these skills " citizen data science, an emerging set of capabilities and practices that enables users whose main job is outside the field of statistics and analytics to extract predictive and prescriptive insights from data" (Gartner, 2018).

Plenty of experts are issuing warnings, however, about the dangers of taking the use of artificial intelligence for granted. Recent developments involving the AI algorithms used by search engines and social networks have exposed the risk that ***using predictive and intuitive machine learning can lead to exaggerated bias and polarization, can be addictive, and can be manipulated by outside forces.*** For instance, look for one type of video, and predictive services will suggest more with the same perspective and bias; soon that bias looks more and more like fact. Outside forces can use keywords and fake accounts to make consumers believe whatever the manipulators wish. Therefore, conversations around ethics and responsible digital citizenship for educators, parents, and students are essential as schools move into the AI world, as is a greater understanding of how artificial intelligence works (Vander Ark & Barriger, 2019; Surman, 2019).

Gartner, Inc. (2018, Oct. 15). Gartner Identifies the Top 10 Strategic Technology Trends for 2019. [Press release]. Retrieved from https://www.gartner.com/en/newsroom/press-releases/2018-10-15-gartner-identifies-the-top-10-strategic-technology-trends-for-2019

Nasserghodsi, C. (2017, Feb. 17). Artificial Intelligence in Schools is Closer Than You Think. *Forbes*. Retrieved from https://www.forbes.com/sites/forbestechcouncil/2017/02/17/artificial-intelligence-in-schools-is-closer-than-you-think/#69ce9f7c82f4

Surman, M. (2019, Jan. 15). How to keep AI from turning into the Terminator. Op. Ed. *CNN*. Retrieved from https://www.cnn.com/2019/01/15/opinions/artificial-intelligence-ethical-responsible-programming-surman/index.html

Vander Ark, T. & Barriger, K. (2019, Jan. 15). Why Every High School Should Require an AI Course. *Getting Smart*. Retrieved from https://www.gettingsmart.com/2019/01/why-every-high-school-should-require-an-ai-course/#

Zimmerman, E. (2018, Nov. 18). What Gartner's Top Tech Trends for 2019 Mean for Education. *EdTech*. Retrieved from https://edtechmagazine.com/k12/article/2018/11/what-gartners-top-tech-trends-2019-mean-education

INVESTMENT IN EARLY CHILDHOOD EDUCATION

An article from *Education Dive* lists increased public investment in early childhood education as one of six trends to watch for in 2019. Although states are investing as they can, for-profit and non-profit companies like the Lego Foundation and Amazon are providing more funding and pushing the research into more effective models for teaching and guiding young children (Riddell & Campisi, 2019).

Although long-term studies of preschool programs are revealing that the positive impacts of preschool that are seen in kindergarten through third grade students fade out for those in later elementary and middle grades, the ***long-term effects – fewer dropouts, less grade retention, healthier teens – are***

significant. Research shows that children who enter kindergarten unprepared are 25% more likely to drop out of high school, 40% more likely to become a teen parent, 50% more likely to be placed in special education, 60% more likely to never attend college, and 70% more likely to be arrested for violent crime (Hau, Levine, & Glickman, 2018).

In 2015, some 54 percent of 3- and 4-year-olds in the United States were enrolled in school, compared to the average enrollment of 80 percent for the Organization for Economic Co-operation and Development (OECD) countries.

National Center For Education Statistics

The United States ranks 21st in spending for early childhood education compared to others in the 34-country Organization for Economic Cooperation and Development. ***Its total investment in this age group is only 25% of what is spent on K12 education, and philanthropic investment in this area is only 20% of what is spent on higher grades*** (Pritzker, Bradach, & Kaufmann, 2015).

More financing is needed from both public and private sectors to increase early childhood teacher pay, hire more well-educated, well-qualified teachers, seek more parent involvement, and support a smoother transition between preschool and kindergarten (Bustamante, Hirsh-Pasek, Vandell, & Golinkoff, 2017). To make sure that money is spent wisely, the Bridgespan Group, a global non-profit company that works with investors and philanthropists to break cycles of poverty, recommends that states formalize a Quality Rating and Improvement System (QRIS) to evaluate "the quality of early child-care and education providers as measured by categories such as child/staff ratios, teacher credentials, and teacher-child interactions." Such a system should provide child care and early education programs with financial incentives for improving quality, as well as resources with which to do so (Pritzker, et al., 2015).

Investors looking to support early childhood education are advised to seek out programs which strengthen local, state, and federal quality-improvement systems, develop and offer health and developmental screenings, improve training, professional development, and compensation of early childhood educators, support greater access to evidence-based programs that help parents and families to foster their children's development, and promote program innovation (Pritzker, et al., 2015).

Bustamante, A., Hirsh-Pasek, K., Vandell, D. L., & Golinkoff, R. (2017, March 27). Realizing the promise of high quality early childhood education. Brookings Institute. Retrieved from https://www.brookings.edu/blog/education-plus-development/2017/03/27/realizing-the-promise-of-high-quality-early-childhood-education/

Hau, I., Levine, M., & Glickman, M. (2018, Nov. 26) The Time is Now: Investing Early in Our Children's Future. Medium. Retrieved from https://medium.com/positive-returns/the-time-is-now-investing-early-in-our-childrens-future-52729597a723

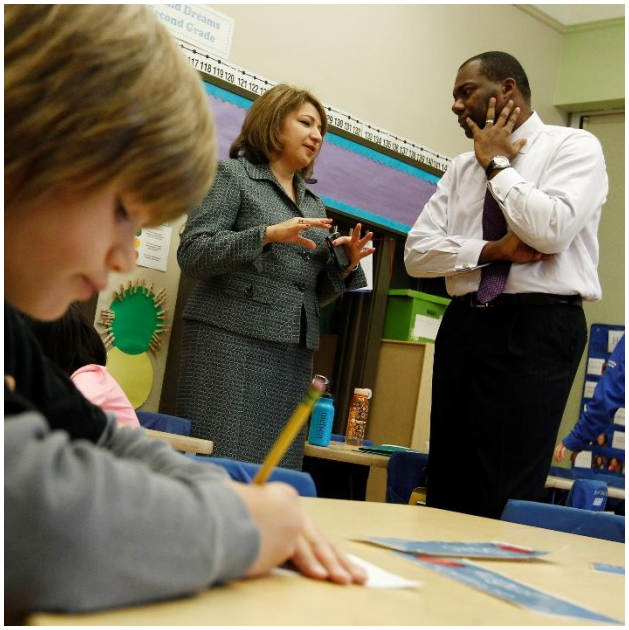
National Center for Education Statistics. (2018, April). Preschool and Kindergarten Enrollment. Retrieved from https://nces.ed.gov/programs/coe/indicator_cfa.asp

Pritzker, J. B., Bradach, J., & Kaufmann, K. (2015, Oct. 20). The Early Childhood Challenge for Philanthropists. The Bridgespan Group. Retrieved from https://www.bridgespan.org/insights/library/children-youth-and-families/the-early-childhood-challenge-for-philanthropists

Riddell, R., Jacobson, L., & Campisi, J. (2019, Jan. 7). 6 K-12 trends to watch in 2019. Education Dive. Retrieved from https://www.educationdive.com/news/6-k-12-trends-to-watch-in-2019/543915/

CHANGING LEADERSHIP

Another of the six trends for 2019 mentioned by *Education Dive* is a focus on ways in which school leadership roles are evolving. Chief among those changes is a renewed focus on providing teachers with more opportunities to lead and with more voice in the decision-making process. Teacher agency, or the ability (and permission) to act, is key to leadership and school improvement, since teachers are the ones most aware of what is needed in the classroom (Riddell et al.,2019).



One leadership innovation at the school level is a move toward ***hiring school business managers to take on administrative tasks*** (purchasing, food service, transportation, etc.) so that principals can concentrate on instruction and building rapport with teachers and students. And, in another move to bolster leadership, larger districts are changing the roles of ***principal supervisors to focus more on supporting principals as instructional leaders*** and less on administrative tasks (Jacobson, 2018).

A study by the University of Chicago Consortium on School Research found that principals have the most influence on student learning when they ***create safe, caring environments*** in which school staff exhibit a shared sense of accountability for success, staff engage in continuous, meaningful examination of student data, and supports were available and consistent for all students. Successful principals also ***foster strong teacher leadership*** programs where teachers collaborate to solve problems, work as teams, and designate specific purposes and goals for meetings (Allensworth & Hart, 2018).

Allensworth, E.M., & Hart, H. (2018). How do principals influence student achievement? Chicago, IL: University of Chicago Consortium on School Research. Retrieved from https://consortium.uchicago.edu/sites/default/files/publications/Leadership%20Snapshot-Mar2018-Consortium.pdf

Jacobson, L. (2018, Oct. 15). School business managers let principals focus on instruction. EducationDive. Retrieved from https://www.educationdive.com/news/school-business-managers-let-principals-focus-on-instruction/539576/

Riddell, R., Jacobson, L., & Campisi, J. (2019, Jan. 7). 6 K-12 trends to watch in 2019. Education Dive. Retrieved from https://www.educationdive.com/news/6-k-12-trends-to-watch-in-2019/543915/

NATIONAL ISSUES IN EDUCATION

School climate, in essence, refers to the context in which learning occurs. While most school climate discussions center around the "norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures" of an individual school, the nation's educational climate also has significant impact on the way schools and districts conduct business. The following pages detail some of the more recent events and issues that are driving decisions that collectively build the national school climate.

Berkowitz, R., Iachini, A., Moore, H., Capp, G., Astor, R. A., Pitner, R., & Benbenishty, R. (2017, Feb.). *School Climate*. Retrieved from Oxford Research Encyclopedia of Education: http://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-89#

SCHOOL SAFETY

On December 18, 2018, the Federal Commission on School Safety presented its final report, making a number of recommendations and suggestions for local education agencies, but not attempting "to provide a single solution to this problem, nor … to mandate uniform policy to every community." The commission was formed in the aftermath of the February 2018, school shooting in Parkland, Florida. In fulfilling its mandate, the commission conducted interviews, meetings, listening sessions, and field visits in communities across the country, speaking with a wide variety of stakeholders including educators, parents and family members, students, community leaders, law enforcement, and healthcare professionals.

The report's executive summary states that the findings and recommendations of the Commission fall into three broad categories: prevention, protection and mitigation, and response and recovery.

Prevention

The commission pinpoints ***character education and the creation of positive school climate*** as key to preventing school violence. It especially points out new efforts to combat cyberbullying, recommending that student-led programs, adequate reporting systems, and "firm and prompt responses to cyberbullying by staff" are necessary. Access to ***school-based mental health services and counseling*** is also important, along with ***positive community involvement and support***. The commission notes a lack of school-based mental health professionals in most school systems and feels, "telephonic and telepsychiatry consultations have the potential to dramatically expand and enhance care."

Alert and informed communities play a role in preventing school violence, according to the commission. However, it cautions that programs designed to report suspicious activity must be careful to protect students' right to privacy as outlined in the Family Educational

> **"Prior to most attacks, other students had concerns about the attacker, yet most did not report what they knew to a parent or other responsible adult."**
>
> **Federal Commission on School Safety**

Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). Schools and districts need to reduce confusion about when student records can be shared to protect health and safety.

Other considerations for prevention of school violence recommended by the commission include local policies for dealing with ***media coverage*** and local and national consideration of the availability of ***violent entertainment*** to children. ***School discipline*** and ***law enforcement*** were two other aspects of prevention cited in the report. The panel rejected recently implemented federal guidelines designed to lessen the disparity in rates of suspension, expulsion, or referral to law enforcement between white students and students of color, stating that such guidelines interfere with local efforts to prevent school violence. The commission also notes that laws governing the age at which citizens can purchase firearms has little to do with school violence, as most school shooters use weapons available from family members.

Protection and Mitigation

All school personnel should take part in ***school safety training***, according to the commission, which also notes the importance of school resource officers or SROs. The panel stops short of giving specific recommendations regarding training, however, stating, "local policies and approaches should reflect their own unique circumstances and needs." A ***troops-to-teachers*** program that encourages former law enforcement officers and military veterans to become teachers is one protection measure mentioned by the commission. Finally, panel members point out that ***building security*** on the campus level should be given high priority, noting that, "A risk assessment can identify vulnerabilities and enable the development of a strategy to address any security gaps."

Response and Recovery

This section of the commission's report centers primarily on ***practiced responses and preparations for an active shooter*** situation on campus. It points out, "The unique characteristics of K–12 school environments, including campus layout and building design, present complex challenges to active shooter planning. Therefore, approaches to address active shooter incidents at schools must be specific to each school's unique environment." Other than the prevention and protection steps mentioned above, the commission recommends that districts incorporate the following in their preparedness plans: conducting training exercises, maintaining effective communication systems, and establishing threat assessment teams.

Federal Commission on School Safety. (2018) *Final Report of the Federal Commission on School Safety*. Washington, D. C.: U. S. Department of Education. Retrieved from https://www2.ed.gov/documents/school-safety/school-safety-report.pdf

TEACHER RECRUITMENT AND RETENTION

An article in *Education Week* reports, "At a broad national level, statistics tell us there is no teacher shortage. In fact, the number of U.S. teachers has grown by 13 percent in four years, far outpacing the 2 percent rise in student enrollment during the same period." However, difficulties in recruiting and retaining good teachers persist in many districts. In particular, there is a critical need for more teachers in subjects like science, mathematics, foreign language, and special education, while efforts to make faculties look more like the populations they serve are thwarted by a short supply of African-American, Latino, and male teachers. ***Problems with a shallow teacher-candidate pool are especially prevalent in rural school districts and in those with high-poverty, high-minority student populations*** (Viadero, 2018).

The front-running issue affecting teacher recruitment and retention is teacher compensation. The gap between what teachers make and what their counterparts make in other fields is growing. *Education Week* reports, ***"U.S. teachers make less than 60 cents for every dollar paid to people with the same level of education in other professions,"*** according to a 2017 report by the Organization for Economic Co-operation and Development. That ratio puts the United States at the bottom of the more than two dozen industrialized nations in the study (Allegretto & Mishel, 2018).

NOTE: These results are based on a September 2017 online survey of a nationally representative sample of more than 500 K-12 teachers. The margin of error is plus or minus 4 percent.

SOURCE: Education Week Research Center

Lack of administrative support is also a key factor driving teacher attrition, according to a report from the *Learning Policy Institute*. Teachers who feel their administrator is not supportive are two-thirds more likely to leave the profession than those who feel supported by administration. Other administrative factors include "professional learning opportunities, instructional leadership, time for collaboration and planning, collegial relationships, and decision-making input" (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

Additional issues driving teachers out of the profession include the stress of the job (which some studies place as twice as high as that in most other professions), lack of resources (most teachers spend up to

$500 of their own money annually on supplies for their classroom), and increasing demands associated with high-stakes testing. ***Beginning teachers who lack adequate preparation are two to three times more likely to leave*** the profession than their more prepared and experienced counterparts (Sutcher et al., 2016).

Allegretto, S. & Mishel, L. (2018, September 5). The teacher pay penalty has hit a new high. *Economic Policy Institute*. Retrieved from https://www.epi.org/publication/teacher-pay-gap-2018/

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016, September 15). A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U. S. *Learning Policy Institute*. Retrieved from https://learningpolicyinstitute.org/product/coming-crisis-teaching

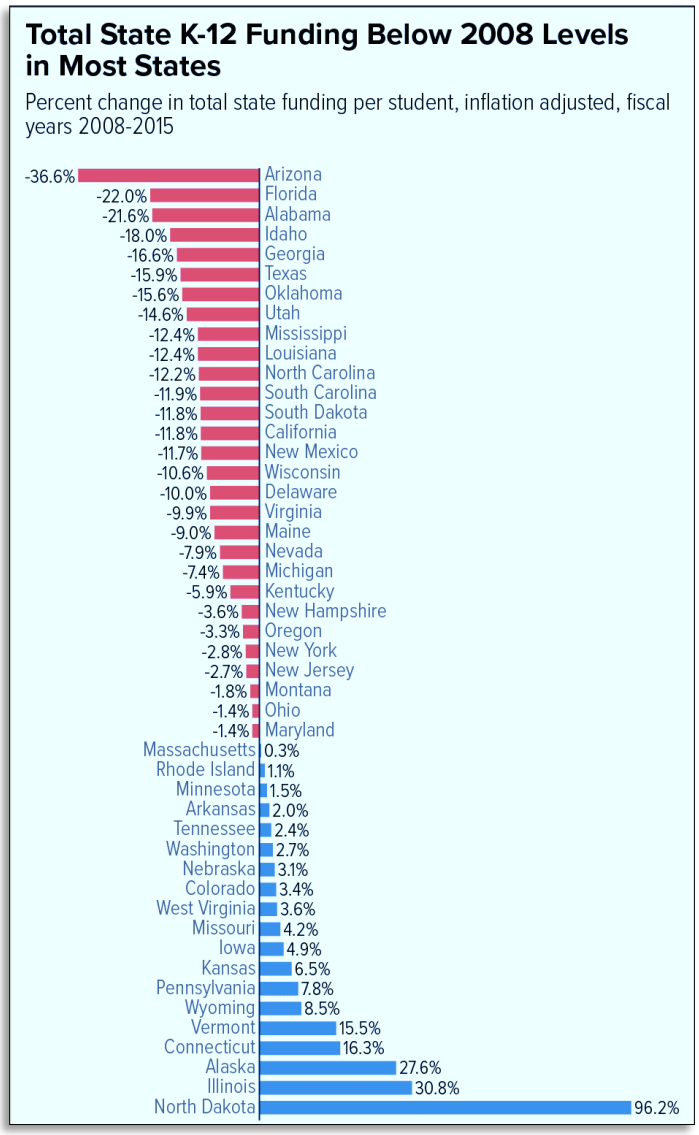
Viadero, D. (2018, January 23). Teacher Recruitment and Retention: It's Complicated. *Education Week*. Retrieved from https://www.edweek.org/ew/articles/2018/01/24/teaching-shortages-many-answers-for-a-complex.html

FUNDING CUTS

According to a recent article from *EdSource*, in reference to a Kids' Share 2018 report released by the Urban Institute, ***federal funding for K12 education is predicted to drop by about 25% by 2028***, as more funding is allocated to other areas of interest to the national budget (Fensterwald, 2019).

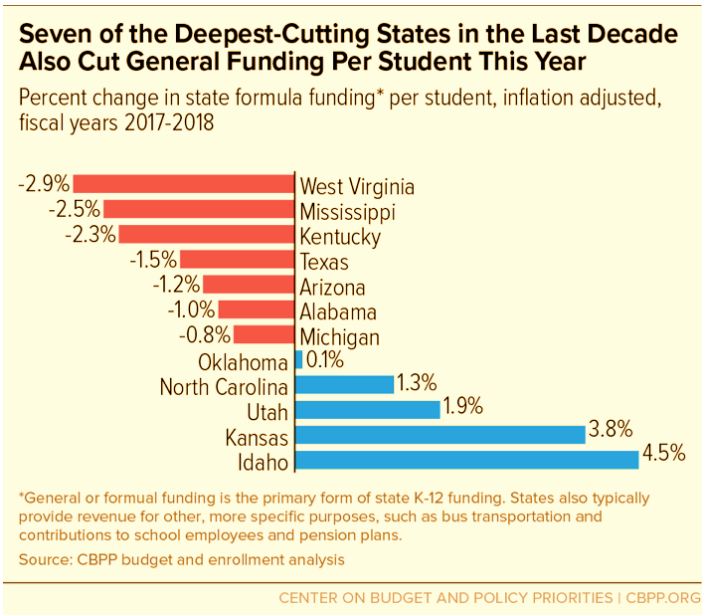
An initial 9% of the funds allocated for federal expenditures was reserved for disbursement to several programs charged with benefitting Americans in their formative years. However, due to fixed increases to programs such as Medicare and Social Security, along with reallocation of federal resources to pay for an ever-increasing national debt, flexible education programs such as Head Start, and other child-welfare focused projects will likely suffer the cost (Fensterwald, 2019).

The report goes on to say that, currently, ***federal funding accounts for roughly 33% of the money spent to support young people in the US***, leaving state and local government to back the other two-thirds. Only about 17% is allocated to early years and K-12 education. The majority of these assets are disbursed



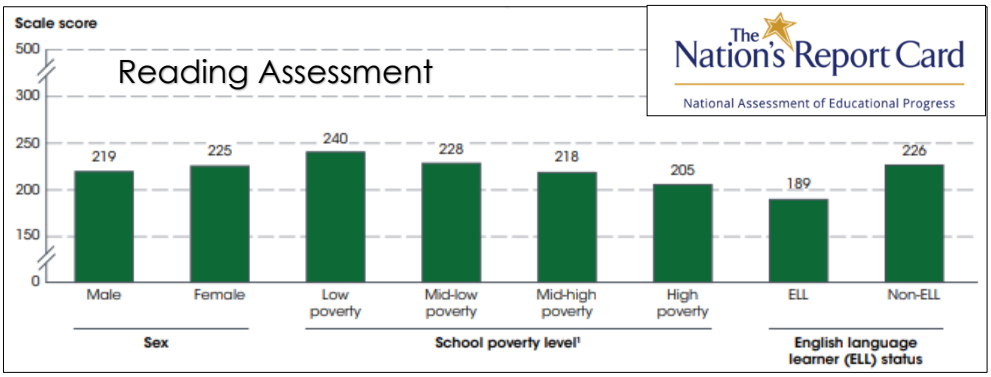
through federal tax breaks that are seen to benefit families with children. However, as things currently stand, many of the reservations put in place to protect those families will see heavy forfeitures in coming years (Fensterwald, 2019).

As an example of things to come, the recent increase of the child tax credit should provide some immediate relief to families with school age children; however, the fixed proportion allocated to the scheme does not rise to meet growing inflation costs and will also come to a close in 2026. Furthermore, the temporary boost given to Title I funding for 2018 and 2019, around $50 million, allowed by a congressional lift on the cap for unrestricted expenditures, will be missed when those caps are restored in 2020-21. While these changes will affect all young learners, it would seem that the decline of a great many of the programs that will most likely see a loss of funding, will have an even larger impact on families in poorer states (Fensterwald, 2019).



In addition to ongoing and projected cuts in federal funding for education, ***state funding has also dropped sharply***, with education budget cuts made during the recession persisting and even exacerbated in some states by cuts to income tax rates and other revenues, making their overall fund base available for education smaller. An article from the Center on Budget and Policy Priorities states, "As of the current 2017-18 school year, at least 12 states have cut "general" or "formula" funding — the primary form of state support for elementary and secondary schools — by 7 percent or more per student over the last decade." With local property taxes also slow to recover from the recession, schools have little recourse other than raising tax rates or lower costs by cutting personnel, cutting services, and/or increasing teacher-student ratios (Leachman, Masterson, & Figueroa, 2017).

Cuts to funding may exacerbate the already increasing gaps in achievement between students living in poverty and their more well-to-do peers. An example of that gap can be found by examining results from the National Assessment of Educational Progress (NAEP) where reading scores for high poverty schools lagged significantly behind the rest (McFarland et al., 2018).



Fensterwald, J. Federal spending on children projected to drop substantially over next decade. (2019). *EdSource*. Retrieved from https://edsource.org/2018/federal-spending-on-children-projected-to-drop-substantially-over-next-decade/600381

Leachman, M., Masterson, K., & Figueroa, E. (2017, Nov. 29) A Punishing Decade for School Funding. *Center on Budget and Policy Priorities*. Retrieved from https://www.cbpp.org/research/state-budget-and-tax/a-punishing-decade-for-school-funding

McFarland, J., Hussar, B., Wang, X., Zhang, J., Wang, K., Rathbun, A., ... Bullock Mann, F. (May 2018). The Condition of Education. *National Center for Education Statistics*. Retrieved from https://nces.ed.gov/programs/coe/pdf/coe_cnb.pdf

TECH SUPPORT

In the last ten years, the race to provide cutting edge technology not only to classrooms but to individual students, has been increasing. Highlighted in a recent article from *Education Week*, districts and superintendents are now forced to consider the rising costs of ***tech support, maintenance, and intensive staff training***. Moreover, in a time where school safety is at the top of everyone's mind, districts are finding an increasing demand to protect themselves against cyber threats, cyber bullying, and a myriad of other potential upheavals (Herold, 2019a).

However, with these new troubles also comes positive change. According to a 2018 report by EducationSuperHighway , a nonprofit broadband advocacy group, roughly only a third of public schools had access to high speed internet in 2013. Compared with 90% in 2018, that's an estimated ***44.7 million*** students now having access. Information has never been more at students' fingertips. This development brings new exciting possibilities to rural areas that previously may have gone unreached. Distance learning, advanced education software, and high-tech gadgetry are all helping to inspire learning in unprecedented ways. But sustaining this change is difficult (Herold, 2019b).

Identify Current Needs	Plan Ahead	Recognize the Maintainers
• Come up with a plan for addressing the maintenance needs • Digital maintinence is a must	• Plan for sustainabillity when making new purchases within the district • Always consider the logistics of taking on the new investment	• Leaders should hire and maintain positive working relationships with the groups and individuals that keep things in working order • Give recognition where is is deserved

According to Evan Marwell, CEO of EducationSuperHighway, "Schools must recognize that innovation and maintenance go hand in hand. … Honestly, the biggest challenge in K-12 is not finding the next innovation. ***It's about doing the fundamentals more effectively***, including identifying the innovations that are already working and spreading them." An article by *Education Week* writer Benjamin Herold, offers three key aspects to consider when attempting to maintain today's complex technology: ***needs assessment, planning, and recognition of technicians*** (Herold, 2019b).

Herold, B. (2019a). Education Has an Innovation Problem. Retrieved from https://www.edweek.org/ew/articles/2019/01/09/education-has-an-innovation-problem.html

Herold, B. (2019b). Schools See 'Incredible Progress' on Internet Connectivity, Report Says. Retrieved from https://www.edweek.org/ew/section/multimedia/schools-see-incredible-progress-on-internet-connectivity.html

FEDERAL POLICIES AND FUNDING

THE EVERY STUDENT SUCCEEDS ACT (ESSA)

The Every Student Succeeds Act (ESSA), the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA), replaced No Child Left Behind (NCLB). The new authorization shifts control back toward states and school districts, lessening the focus on federal authority.

The Department of Education has now approved individual plans for each state that specify how they will use their new flexibility. In those plans, states have designed school ratings and specified how they will determine the lowest performing 5% of Title I schools. They also had the option to specify innovative assessment methods or choose to use the ACT or SAT in lieu of separate high school performance assessments. In addition, states are now free to decide how they will evaluate teachers (National Association of Secondary School Principals (NASSP), n.d.).

However, states still must meet some federal requirements. For instance, assessment and accountability results must be reported for more student subgroups: schools and districts must report results for homeless students, those in foster care, or those whose parents are in the Armed Forces or National Guard, in addition to major racial/ethnic groups, English learners, economically disadvantaged students, and those who have disabilities (Center on Standards and Assessment Implementation (CSAI), 2017). Ninety-five percent of students are still expected to participate in state-wide tests, given in language arts and mathematics annually from 3rd to 8th grades and one grade at the high school level. Science tests must be given once each in elementary, middle, and high school. States also must identify low-performing schools, which then must develop state-approved improvement plans. State officials must track and report distributions of effective teachers (NASSP, n.d.)

THERE ARE 9 TITLES IN ESSA:

- Title I: Improving Basic Programs Operated by State and Local Education Agencies
- Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders
- Title III: Language Instruction for English Learners and Immigrant Students
- Title IV: 21st-Century Schools
- Title V: State Innovation and Local Flexibility
- Title VI: Indian, Native Hawaiian, and Alaska Native Education
- Title VII: Impact Aid
- Title VIII: General Provisions
- Title IX: Education for the Homeless and Other Laws

Center on Standards and Assessment Implementation (CSAI). (2017). Accountability Requirements for Subgroups of Students. Retrieved from http://www.csai-online.org/sites/default/files/CSAI%20Update_Subgroups.pdf

National Association of Secondary School Principals (NASSP). (n.d.) Every Student Succeeds Act (ESSA) Overview. Retrieved from https://www.nassp.org/policy-advocacy-center/resources/essa-toolkit/essa-fact-sheets/every-student-succeeds-act-essa-overview/

2019 FEDERAL EDUCATION BUDGET

In October of 2018, Congress passed public law 115-245, which funds federal education programs through fiscal year 2019. It provides approximately $71.5 billion for the U.S. Department of Education ($1 billion over 2018 levels). Funding for professional development for K-12 teachers remains consistent at $2.1 billion, and federal investment in programs for English Learners remains at $737 million.

According to a news release from the *National School Board Association*:

> Also included in the law is a combined increase of more than $300 million for Title I grants for Disadvantaged Students, Special Education State grants authorized under the Individuals with Disabilities Education Act, Student Support and Academic Enrichment Grants, Magnet Schools Assistance, McKinney-Vento Homeless Assistance grants, and Impact Aid grants (for school districts educating large populations of students whose parents are enlisted in the Armed Forces and for those who reside on Native American trust lands).
>
> The appropriations measure helps address the workforce skills gap by making critical investments in our students and school districts through the Perkins Career and Technical Education (CTE) program, apprenticeship grants, and STEM education to help our states and districts develop, expand and improve workforce readiness programs in high school and post-secondary settings, and to create pathways to success for in-demand jobs and careers.

The law, as enacted, excludes measures to create new school choice programs or cut the overall Education Department budget, both features of the president's budget proposal. Instead, not adjusting for inflation, the $71.5 billion budget is the largest-ever appropriation from Congress for the Education Department. A ban on using *Every Student Succeeds Act* money to pay for arming educators is not included in the deal, despite pressure from some congress members. The legislation also leaves out a proposal to merge the Education and Labor Departments.

2019 Federal Appropriations Highlights for K-12

- ***Title I***, which provides grants to districts for educating disadvantaged children, received a $100 million increase, bringing total funding to $15.9 billion.
- ***Title II***, which supports professional development and salaries for teachers and principals, received level funding at $2.1 billion despite threatened elimination of this program.
- The bill provides $13.5 billion for ***special education***, including a $100 million increase in grants to states.
- ***Title IV***, a block grant which districts can use to support programs in student health and education technology was increased by $70 million, less than the $1.25 billion originally proposed.
- ***Career and technical education*** (Carl D. Perkins CTEA) received a $70 million boost in state grants.
- Funding for ***21st Century Community Learning Centers***, at one time on the federal chopping block, received a $1 million increase to $1.22 billion.
- Education for ***homeless*** children and youths (MVHAA Title VII-B) received an additional $8.5 million.

- Student support and academic enrichment grants ***(SSAE)*** (ESEA IV-A) were funded at $1.17 billion, up $70 million from 2018 levels.
- ***School Safety and Safe Learning Environments*** got a $5 million boost up to $95 million.
- Education ***innovation and research*** (ESEA IV-F-1) is up $10 million to $130 million
- ***American history and civics*** education (ESEA II-B-3) programs that promote innovative instruction, learning strategies, and professional development in American history, civics and government and geography, with an emphasis on activities and programs that benefit low-income students and underserved populations. were funded at $4.8 million, up $1.3 million from 2018 levels.
- Federal ***charter school*** grants received a $40 million increase, bringing total funding to $440 million for fiscal 2019.
- ***Magnet schools*** assistance (ESEA IV-D) was increased $2 million to $107 million.

Blane, C. (2018, October 2) *Recently signed appropriations bill funds federal education programs through fiscal year 2019*. Retrieved December 3, 2018, from National School Boards Association: https://www.nsba.org/newsroom/nsbawire/newly-signed-ppropriations-bill-funds-federal-education-programs-through-fiscal year 2019

Uijifusa, A. (2018, October 1). *See the New Federal Education Budget Signed into Law by Donald Trump*. Retrieved from Education Week: http://blogs.edweek.org/edweek/campaign-k-12/2018/10/donald-trump-education-spending-increase-second-straight-year.html

U. S. Department of Education (2018). *FY2019 Congressional Action for the Department of Education*. Budget Summary. Retrieved from https://www2.ed.gov/about/overview/budget/budget19/19action.pdf

MISSISSIPPI POLICIES AND FUNDING

Mississippi Succeeds

In September of 2017, the Mississippi Department of Education (MDE) submitted to the U.S. Department of Education (DOE) its final state plan, called *Mississippi Succeeds*, to improve outcomes for students in compliance with the Every Student Succeeds Act (ESSA). The DOE reviewed the plan, including a standard peer review, and responded to MDE on December 18, 2017, outlining revisions that should be made before resubmitting on January 4, 2018. Revisions primarily centered around testing for English Learners and the inclusion of those results in district A-F accountability scales. The final revision of the plan was accepted by the DOE on March 26, 2018. The following sections, culled from MDE documents available at *http://www.mde.k12.ms.us/SSE/essa,* detail some of the plan's most prominent features.

Long-term Goals: Student Achievement, Graduation Rate, and English Learners

As long-term goals, Mississippi aims to ***a)*** eliminate the proficiency gap between black students and all students entirely, as the overall student proficiency rate increases to 70% by 2025; ***b)*** close the graduation rate gap to 20% between students with disabilities and all students, as the overall graduation rate increases to 90% by 2025; and ***c)*** have 70% of English learners making expected progress toward English language proficiency by 2025.

MISSISSIPPI SUCCEEDS: LONG-TERM GOALS				
	CURRENT Proficiency/Rate	INTERIM Targets		LONG-TERM Goal
	2015-2016	2018-2019	2021-2022	2024-2025
ELA	32.6%	45.1%	57.5%	70.0%
MATH	31.1%	44.1%	57.0%	70.0%
GRADUATION RATE	82.3%	84.8%	87.4%	90.0%
ENGLISH LEARNERS	48.3%	53.7%	61.9%	70.0%

Table 1: Mississippi Succeeds: Long Term Goals for Achievement, Graduation, and English Learners

STUDENT PROFICIENCY IN READING/LANGUAGE ARTS				
SUBGROUPS	BASELINE DATA	INTERIM MEASURE	INTERIM MEASURE	LONG-TERM GOAL
	2015-2016	2018-2019	2021-2022	2024-2025
All students	32.6%	45.1%	57.5%	70.0%
Economically disadvantaged students	24.4%	39.6%	54.8%	70.0%
Students with disabilities	8.9%	29.3%	49.6%	70.0%
English learners	13.6%	32.4%	51.2%	70.0%
Alaskan Native or Native American	28.0%	42.0%	56.0%	70.0%
Asian	57.7%	61.8%	65.9%	70.0%
Black or African American	18.9%	35.9%	53.0%	70.0%
Hispanic/Latino American	28.4%	42.2%	56.1%	70.0%
Native Hawaiian or Other Pacific Islander American	48.9%	55.9%	63.0%	70.0%
White	47.5%	55.0%	62.5%	70.0%
Two or More Races	37.3%	48.2%	59.1%	70.0%

Table 2: MDE Interim and Long-Term Goals for Proficiency in Reading/Language Arts by Subgroup

STUDENT PROFICIENCY IN MATHEMATICS				
SUBGROUPS	BASELINE DATA	INTERIM MEASURE	INTERIM MEASURE	LONG-TERM GOAL
	2015-2016	2018-2019	2021-2022	2024-2025
All students	31.1%	44.1%	57.0%	70.0%
Economically disadvantaged students	23.1%	38.7%	54.4%	70.0%

STUDENT PROFICIENCY IN MATHEMATICS				
	BASELINE DATA	INTERIM MEASURE	INTERIM MEASURE	LONG-TERM GOAL
SUBGROUPS	2015-2016	2018-2019	2021-2022	2024-2025
Students with disabilities	9.1%	29.4%	49.7%	70.0%
English learners	22.9%	38.6%	54.3%	70.0%
Alaskan Native or Native American	26.2%	40.8%	55.4%	70.0%
Asian	68.3%	68.9%	69.4%	70.0%
Black or African American	17.4%	35.0%	52.5%	70.0%
Hispanic/Latino American	32.9%	45.3%	57.6%	70.0%
Native Hawaiian or Other Pacific Islander American	48.1%	55.4%	62.7%	70.0%
White	45.2%	53.5%	61.7%	70.0%
Two or More Races	36.2%	47.5%	58.7%	70.0%

Table 3: MDE Interim and Long-Term Goals for Proficiency in Mathematics by Subgroup

GRADUATION RATE				
	BASELINE DATA	INTERIM MEASURE	INTERIM MEASURE	LONG-TERM GOAL
SUBGROUPS	2015-2016	2018-2019	2021-2022	2024-2025
All students	82.3%	84.8%	87.4%	90.0%
Economically disadvantaged students	78.8%	82.0%	85.3%	88.5%
Students with disabilities	34.7%	46.5%	58.2%	70.0%
English learners	55.9%	63.6%	71.2%	78.9%
Alaskan Native or Native American	87.5%	89.1%	90.6%	92.2%
Asian	92.6%	93.2%	93.8%	94.3%
Black or African American	78.9%	82.1%	85.4%	88.6%
Hispanic/Latino American	81.8%	84.5%	87.2%	89.8%
Native Hawaiian or Other Pacific Islander American	77.8%	81.2%	84.7%	88.1%
White	85.8%	87.7%	89.6%	91.5%
Two or More Races	78.2%	81.5%	84.9%	88.3%

Table 4: MDE Interim and Long-Term Goals for Graduation Rate by Subgroup

Standards, Assessments, and Accountability

Currently, Mississippi's College and Career Readiness standards prepare students for college and careers; statewide online assessments are aligned to college-and career-readiness standards for English language arts and math for all grades (3-8, HS) and for science in grades 5 and 8. An A-F accountability system considers student growth and achievement, graduation rates, and advanced coursework participation and outcomes.

The Mississippi Accountability System has five performance levels (A, B, C, D, & F). Cut scores differentiating each level of performance were established via a standard setting process. The grading scale will be increased when 65% of schools and/or districts are earning a grade of "B" or higher, to maintain the rigor of the system and have continuous improvement. Districts are assigned grades as one large school. Likewise, the state level is calculated as one district inclusive of the full population.

2016-2018 Accountability Model

Beginning in 2016, the Mississippi Department of Education assigned points to the various components of the statewide accountability system as indicated in ***Figure 1*** and ***Figure 2***. These measurements remained applicable through Accountability Year 2018. ***Figure 3*** and ***Figure 4*** show cut scores for 2016-2017 and 2018, respectively.

ELEMENTARY AND MIDDLE SCHOOLS		
READING	**MATH**	**SCIENCE**
Proficiency 100 PTS	Proficiency 100 PTS	Proficiency 100 PTS
Growth All Students 100 PTS	Growth All Students 100 PTS	
Growth Lowest 25% 100 PTS	Growth Lowest 25% 100 PTS	
700 POINTS POSSIBLE		

Figure 1: 2016-2018 Accountability Components for Elementary and Middle Schools (700 Point Schools)

DISTRICTS AND SCHOOLS WITH 12TH GRADE					
READING	**MATH**	**OTHER SUBJECTS**	**GRADUATION 4-YEAR**	**ACCELERATION**	**COLLEGE & CAREER READINESS**
Proficiency 100 PTS	Proficiency 100 PTS	Science Proficiency 50 PTS	4-year Cohort Rate 200 PTS	Performance 20 PTS (2016-17) 25 PTS (2017 AND BEYOND)	ACT Math Performance 25 PTS
Growth All Students 100 PTS	Growth All Students 100 PTS	U.S. History Proficiency 50 PTS		Participation 30 PTS (2016-17) 25 PTS (2017 AND BEYOND)	ACT Reading or English Performance 25 PTS
Growth Lowest 25% 100 PTS	Growth Lowest 25% 100 PTS				
1000 POINTS POSSIBLE					

Figure 2: 2016-2018 Accountability Components for Schools with Grade 12 (1000 Point Schools)

2016-2017 ACCOUNTABILITY SYSTEM PERFORMANCE LEVEL CUT SCORES			
GRADE	DISTRICTS	ELEMENTARY SCHOOLS	HIGH SCHOOLS
A	≥672	≥455	≥738
B	588	385	626
C	523	330	552
D	464	277	470
F	<464	<277	<470

Figure 3: 2016-2017 Accountability System Performance Level Cut Scores

Mississippi Department of Education (2017). Mississippi Consolidated State Plan. The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act. Retrieved from: http://www.mde.k12.ms.us/docs/state-superintendent/essa-consolidated-state-plan-2017-09-14-signed_20170920140640_133684.pdf?sfvrsn=2

The Mississippi State Board of Education (SBE) voted in August, 2017, to reset cut scores. In August, 2018, they voted to again reset the baseline scores for establishing accountability grades for schools that have a 12th grade. The latter change addresses the lack of comparability to growth scores in prior years and took effect for the 2017-18 accountability results.

2018 ACCOUNTABILITY SYSTEM PERFORMANCE LEVEL CUT SCORES				
GRADE	DISTRICTS	ELEMENTARY SCHOOLS	HIGH SCHOOLS (ORIGINAL)	HIGH SCHOOLS (REVISED)
A	≥ 668	≥ 442	≥ 787	≥ 754
B	599	377	679	648
C	536	328	612	584
D	489	269	547	510
F	< 489	< 269	< 547	< 510

Figure 4: 2018 Accountability System Performance Level Cut Scores (Revised August, 2018)

2019 Accountability Model

After the revisions to the Mississippi Succeeds Plan were approved by the U. S. Department of Education in March of 2018, assessment of English Learners became a component in the accountability model, scheduled to be applied for Accountability Year 2019. However, to provide school districts with preliminary data on how the new accountability model will affect their scores, MDE provided both an official score for 2018 and one which included English Learner results.

"Our state goals aim to ensure that all students are proficient and showing growth," said Dr. Carey Wright, state superintendent of education. "Including an indicator for English learner progress in accountability grades, while federally required, is a natural outgrowth of what we are doing in Mississippi to continue to improve student achievement" (Mississippi Dept. of Education, Oct. 2018).

Figure 5 and ***Figure 6*** show accountability components and points possible in the new model.

Mississippi Department of Education. (Oct. 11, 2018). State Board Approves School, District Performance Grades for 2017-18 School Year. Retrieved from https://www.mdek12.org/ocgr/news/2018/10/11/State-Board-Approves-School-District-Performance-Grades-for-2017-18-School-Year.

Mississippi Department of Education (March, 2018). Mississippi Consolidated State Plan. The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act. Retrieved from https://www.mdek12.org/sites/default/files/documents/SSE/MS-ESSA-Plan-2018.pdf

ELEMENTARY AND MIDDLE SCHOOLS			
READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Proficiency 95 PTS	
Growth All Students 95 PTS	Growth All Students 95 PTS		
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS		
			Progress to Proficiency 35 PTS
700 POINTS POSSIBLE			

Figure 5: 2019 Accountability Components for Elementary and Middle Schools (700 Point Schools)

DISTRICTS AND SCHOOLS WITH 12TH GRADE						
READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Science Proficiency 47.5 PTS	4-year Cohort Rate 190 PTS	Performance 19 PTS (2016-17) 23.75 PTS (2017 AND BEYOND)	ACT Math Performance 23.75 PTS	
Growth All Students 95 PTS	Growth All Students 95 PTS	U.S. History Proficiency 47.5 PTS		Participation 28.5 PTS (2016-17) 23.75 PTS (2017 & BEYOND)	ACT Reading or English Performance 23.75 PTS	
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS					
						Progress to Proficiency 50 PTS
1000 POINTS POSSIBLE						

Figure 6: 2019 Accountability Components for Schools with Grade 12 (1000 Point Schools)

School Improvement

The key principals of the MDE state-wide school improvement plan, as presented in the *ESSA Public Meeting Presentation* regarding *Mississippi Succeeds* in June of 2017, are:

- Providing strong leadership
- Ensuring effective teaching and improved instruction
- Increasing learning time
- Strengthening schools instructional program
- Using data to inform instruction for continuous improvement
- Improving school safety and discipline
- Providing ongoing mechanism for family and community engagement
- Ensuring school receives ongoing assistance and related support

The Mississippi Succeeds plan identifies four categories into which schools and districts in need of improvement can fall:

> In addition to the identification of schools for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) as required under ESSA, the MDE also identifies districts under state law for two distinct categories. Mississippi law has established an Achievement School District (ASD), to be launched in the 2018-19 school year. …. Additionally, Mississippi law allows for a District of Transformation model, wherein the state may assign an interim superintendent to districts where the governor has declared a state of emergency for reasons such as serious violations of accreditation standards, lack of financial resources, or issues with the safety or educational interests of children.

For Accountability Year 2018, two districts in the state designated as Districts of Transformation raised their respective overall accountability scores by two letter grades. Dr. Carey Wright, state superintendent of education said that the two districts "demonstrated that every district has the ability to achieve better outcomes for students. I am proud of the students, teachers, parents and leaders in both of these districts for making a positive difference in children's lives."

Although the Achievement School District (ASD) was set to begin during the 2018-2019 school year, the position of superintendent for that district had not been filled as of November 2018. A decision as to which school districts will be included in the ASD has also been postponed.

Mississippi Department of Education. (Oct. 11, 2018). *State Board Approves School, District Performance Grades for 2017-18 School Year.* Retrieved from https://www.mdek12.org/ocgr/news/ 2018/10/11/State-Board-Approves-School-District-Performance-Grades-for-2017-18-School-Year.

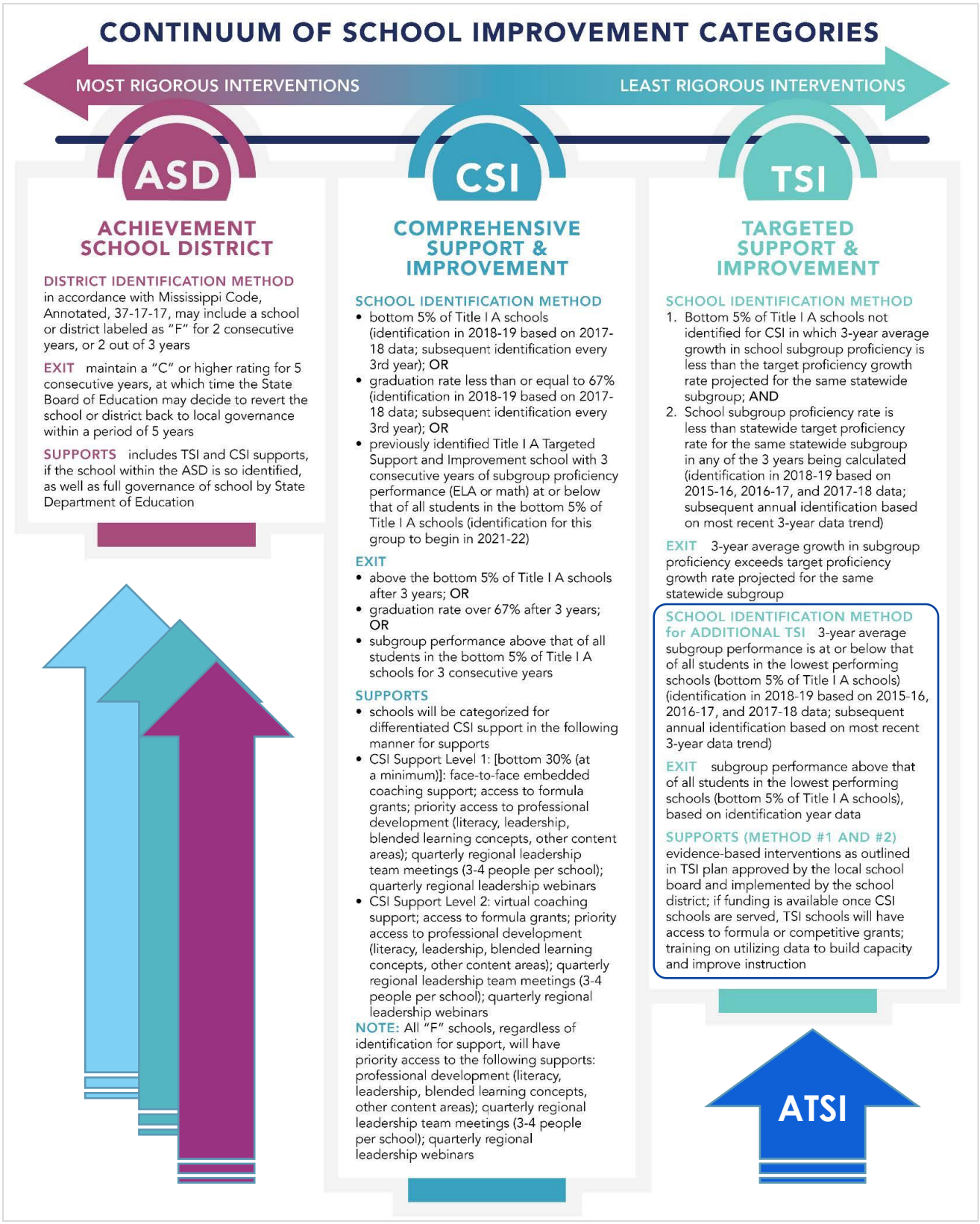


Figure 7: MDE Continuum of School Improvement Categories

Supporting Effective Instruction: Teachers and Leaders

MDE has identified the following priorities for improving instruction and the education workforce in the state:

- Attract and recruit educators through Grow-Your-Own programs
- Increase rigor of educator preparation programs
- Support teacher mentoring and induction programs
- Implement Professional Growth System
- Continue implementation of Professional Development Menu of Services
- Increase diversity in Mississippi's teacher pipeline
- Expand opportunities for teacher leaders
- Improve skills for current teachers

To accomplish these priorities, MDE has initiated a complex set of strategies. First, there will be an enhancement of supports for Teacher Academies and Educator Rising (formerly Future Educators of America) chapters, particularly in critical needs areas. Second, MDE will liaison between educator preparation programs and underserved school districts to guide paraprofessionals, classified staff members, and unlicensed teachers (teachers who are teaching but not licensed to teach in subject area) to earn certification through a traditional or alternate route preparation program. Third, the state will encourage and support community college and educator preparation program collaboratives, which will offer participants of such partnerships streamlined matriculation alternatives and an aligned community college and IHL educator curriculum.

In addition, MDE has partnered with the CEEDAR (Collaboration for Effective Educator Development, Accountability, and Reform) Center. The CEEDAR-MS Project State Leadership Team is made up of a diverse group of educational stakeholders representing General Education, Special Education, Educational Leadership and expanding to include additional members to reflect the diversity of the state. The CEEDAR–MS project focuses on ***a)*** improving teacher and leader preparation programs; ***b)*** revising licensure standards; and ***c)*** aligning policy structures and professional learning systems.

Supporting Struggling Learners

In support of struggling learners, MDE intends to, first, strengthen identification and exit procedures for English Learners (ELs); provide webinars and regional professional development to general education teachers and tutors who work with ELs; and embed EL instructional approaches within teacher preparation programs. Second, MDE will offer collaborative professional development for special education and general education teachers to enhance the content knowledge of all teachers. Third, MDE will continue existing programs and create new ones to focus on ABCs (attendance, behavior, and course performance) to identify students who may need academic or behavioral interventions to be successful in school. Fourth, MDE will ensure that students have access to well-rounded educational opportunities, including pre-K programs, advanced coursework, STEM, and arts programs.

The full *Mississippi Succeeds* plan as approved by the U. S. Department of Education on March 26, 2018, can be downloaded from *http://www.mdek12.org/SSE/essa.*

Mississippi Educational Funding

Mississippi Adequate Education Program

Schools are currently funded from the state under the Mississippi Adequate Education Program (MAEP), the formula established by the Legislature in 1997 "to provide adequate operation funding levels for each school district to meet the accountability scale of "Successful" as established by the State Board of Education regardless of the school district's geographic location." The complex formula, based in part on the spending of districts evaluated to be "successful and efficient," has been controversial since its inception.

Under the formula, each district is expected to contribute $28 for every $1000 of taxable assessed local property wealth in the district to support the schools. The school district's total local contribution is then subtracted from the total allocation the state is required to provide under the MAEP formula. The remaining amount is given to the district by the state. However, the local district's contribution is capped at 27% of the MAEP total.

Fully funded only twice in the twenty years since its passage. MAEP has been underfunded more than $2 billion since 2009 and is short $239 million for the current school year. For FY2019, MAEP was funded at $2.4 billion; $3.12 million more than FY2018. In 2015, a ballot initiative requiring the legislature to fully fund MAEP failed, A lawsuit pursuing the same goal was dismissed by the Mississippi Supreme Court in October of 2017.

The *Parent's Campaign Research and Education Fund* provides the following information related to MAEP underfunding:

MAEP

MAEP is designed to fund:

- Teacher and other district employee salaries, retirement, and insurance
- Textbooks and other instructional materials
- Basic operational costs (utilities, facility maintenance, etc.)
- Transportation (operation of buses)
- Special education
- Vocational education
- Gifted education
- Alternative education

MAEP does not fund:

- Administrator's salaries
- Superintendent's salaries
- Teacher supplies
- The National Board Certification Program
- Early childhood education initiatives
- The Mississippi Department of Education

MAEP UNDERFUNDING 2009-2019

FY2019 Full Funding (amount required by law)	FY2019 Funding Per HB 1592 (actual amount allocated)	Difference FY2018 to FY2019	FY2019 Amount Below Full Funding	Total MAEP Loss FY2009- FY2019
$2,464,069,326	$2,224,163,336	$3,125,203	$239,905,990	-$2,324,764,122

Table 5: MAEP Underfunding 2009-2019

In the meantime, the legislature has made several attempts to rewrite the formula. In 2016, lawmakers hired EdBuild, a New Jersey-based non-profit company to recommend changes. EdBuild recommended a weighted system that would provide a base amount for each student and then add additional funds for certain student groups like special education and students from low-income families. The legislature did not act on those recommendations in 2018, and this controversial issue has not been revisited in the 2019 legislative session.

Mississippi Department of Education. (2012). Mississippi Adequate Education Program Summary Explanation. Retrieved Jan 8, 2018 from http://www.mde.k12.ms.us/docs/school-financial-services-library/maep-summary-explanation.pdf?sfvrsn=2.

The Parent's Campaign Research and Education Fund. (2018). School District FY2019 MAEP Allocations and Underfunding for FY2009-FY2019. Retrieved from http://www.tpcref.org/wp-content/uploads/PERDIST-MAEP_FY09-FY19.pdf.

Mississippi Board of Education Budget Requests

Each year, the Mississippi Board of Education presents its budget requests to the legislature. ***Figures 8*** and ***9*** from MDE presentations to the legislature summarize funding and funding requests for FY 2019 and FY2020.

FY 2019 Summary Budget Request

K-12 ALL SOURCES OF FUNDS

	FY 2019 Total Request	FY 2018 Appropriated	Inc./(Dec.) Over FY 2018
Total General Funds	$2,496,163,025	$2,218,436,262	$277,726,763
Total Re-Appropriated GF Authority	$0	$2,500,000	($2,500,000)
Total Education Enhancement Funds	$260,422,085	$260,422,085	$0
Total Diverted Public School Build Funds	$20,000,000	$20,000,000	$0
Total Other State Special Funds (HCEF, Ed. Trust)	$1,126,472	$1,126,472	$0
Subtotal	**$2,777,711,582**	**$2,502,484,819**	**$275,226,763**
MAEP Special Fund Authority	$50,000,000	$50,000,000	$0
Total State Request	**$2,827,711,582**	**$2,552,484,819**	**$275,226,763**
Total Federal/Other Special Funds**	$869,616,330	$869,616,330	$0
Total K-12 Funds	**$3,697,327,912**	**$3,422,101,149**	**$275,226,763**

**Federal/Special spending authority may be adjuster during the year and requests for escalation will be made to the Departme nt of Finance & Administration (DFA) as notification of grant increases are received for Title programs, Special Education programs, Child Nutrition programs, etc.

Figure 8: MDE FY19 Budget Request

Board spending request priorities for the 2019 legislative session include an expansion of Early Childhood Education programs, additional staffing for the MS Teacher Center and Educator Licensure and to implement the Professional Growth System (PGS), further support for the Literacy Based Promotion Act Initiative, an overhaul of the 20-year-old Mississippi Student Information System (MSIS), and full funding of MAEP. Continued professional development support for teachers, principals, and

superintendents, and high school innovation programs such as dual enrollment/dual credit, advanced placement, multiple graduation pathways, and dropout prevention initiatives were also priorities.

FY 2020 Summary Budget Request

K-12 ALL SOURCES OF FUNDS

	FY 2020 Total Request	FY 2019 Appropriated	Inc./(Dec.) Over FY 2019
Total General Funds	$2,486,134,441	$2,215,564,045	$272,239,517
Total Re-Appropriated GF Authority	$0	$3,000,000	($3,000,000)
Total Education Enhancement Funds	$270,033.470	$270,033,470	$0
Total Diverted Public School Building Funds	$20,000,000	$20,000,000	$0
Total Other State Special Funds (HCEF, Ed. Trust)	$1,126,472	$1,126,472	$0
Subtotal	**$2,777,294,383**	**2,509,723,987**	**$267,570,396**
MAEP Special Fund Authority*	$0	$50,000,000	($50,000,000)
Total State Request	**$2,777,294,383**	**$2,559,723,987**	**$217,570,396**
Total Federal/Other Special Funds**	$855,979,054	$855,979,054	$0
Total K-12 Funds	**$3,633,273,437**	**$3,415,703,041**	**$217,570,396**

MISSISSIPPI DEPARTMENT OF EDUCATION
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*$50M MAEP Special Fund authority decrease is due to the phase-out of the Hancock Bank debt service program in FY18.
**Federal/Special spending authority may be adjusted during the year and requests for escalation will be made to the Department of Finance & Administration (DFA) as notification of grant increases are received for Title programs, Special Education programs, Child Nutrition programs, etc.

Figure 9: MDE FY20 Budget Request

Mississippi Department of Education. FY 2019 Budget Request. Presented to the Joint Legislative Budget Committee. September 21, 2017 Retrieved from http://www.mde.k12.ms.us/ docs/budget-and-planning-library/mde-k12-fy-19-budget-request-lbo_20170921.pdf?sfvrsn=2.

Mississippi Department of Education. FY 2020 Budget Request. Presented to the Joint Legislative Budget Committee. September 17, 2018. Retrieved from https://www.mdek12.org/ sites/default/files/FY2020%20Budget%20Presentation.pdf.

ACCOUNTABILITY

2016 ACCOUNTABILITY

The 2015-16 accountability results marked a new starting point for schools and districts because they were based on a new test and because new measures were included. The accountability system factored in student proficiency, a standards-based growth model and the four-year graduation rate. New high school components included performance on the ACT and participation and performance in advanced coursework such as Advanced Placement and dual credit/dual enrollment courses.

The system also emphasizes student academic growth, particularly the lowest performing 25 percent of students. Students met growth if their scores improve from one proficiency level to the next, or move sufficiently within the lower proficiency levels. The following information from a Mississippi Department of Education publication gives a summary of the ranking system:

What the Grades Represent:

- How well students are performing in math and English language arts on state assessments.
- Whether students in the school are meeting annual expected growth in math and English language arts.
- How well students are performing in U.S. History and Science
- Whether high school students are graduating on time.
- How students perform on ACT
- Whether there are large differences between the achievement levels among students, especially students who receive additional educational services.
- Whether students are participating in and performing well in accelerated coursework, such as Advanced Placement (AP), International Baccalaureate (IB) classes, and dual credit college courses.
- Whether a school is performing above expectations.

2016 GRADING SCALE

Elementary and Middle Schools

700 points

A= 455 to 700 points

B = 385 to 454 points

C = 330 to 384 points

D = 277 to 329 points

F = Less than 277 points

High Schools

1,000 Points

A = 738 to 1,000 points

B = 626 to 737 points

C = 552 to 625 points

D= 470 to 551 points

F = Less than 470 points

School Districts

1,000 Points

A = 672 to 1,000 points

B =588 to 671 points

C = 523 to 587 points

D= 464 to 522 points

F = Less than 464 points

Mississippi Department of Education. (2017). Mississippi School and District Grading System. Retrieved from https://mdek12.org/sites/default/ files/documents/OCGR/MS%20A_F%20System%20explainer.pdf

2016 JACKSON COUNTY SCHOOL DISTRICT ACCOUNTABILITY														
	2016 Official Grade	Total Points	Reading Proficiency	Math Proficiency	History Proficiency	Science Proficiency	Reading Growth	Math Growth	Reading Low Growth	Math Low Growth	Readiness	Acceleration	Participation Rate	Grad Rate
JCSD	A	689	46.7	51.2	66.1	74.8	74.7	75.1	78.1	70.8	50.8	39.9	99.2	88.5
700 POINT SCHOOLS														
East Central Lower Elem.	B	454	50.5	65.1	N/A	N/A	81.5	57.1	93.3	41.1	N/A	N/A	N/A	N/A
East Central Middle	A	481	44.6	57	N/A	79.5	71.1	82.6	66.8	79.2	N/A	N/A	99.4	N/A
East Central Upper Elem.	B	447	45.8	51.5	N/A	71	74.5	65.1	77.1	61.5	N/A	N/A	99.4	N/A
St Martin East Elem.	A	455	51.2	63.9	N/A	N/A	74.1	55.7	92.7	52	N/A	N/A	100	N/A
St Martin N Elem.	A	469	50.3	57.5	N/A	N/A	75.3	65.2	87.5	66.2	N/A	N/A	95.6	N/A
St Martin Upper Elem.	B	424	43.3	41.5	N/A	75.8	75	61.9	73.6	52.7	N/A	N/A	99.5	N/A
St. Martin Middle	B	411	42.1	39.9	N/A	70.5	72.4	62.5	67.6	56.3	N/A	N/A	99.5	N/A
Vancleave Lower Elem.	A	485	41.9	56.6	N/A	N/A	81.4	77.3	84.2	75	N/A	N/A	N/A	N/A
Vancleave Middle	A	462	43.6	56	N/A	80.6	62.7	82.6	60.3	76	N/A	N/A	99.7	N/A
Vancleave Upper Elem.	B	443	47.1	50.2	N/A	67.4	67.9	67.8	69.4	72.7	N/A	N/A	99.4	N/A
1000 POINT SCHOOLS														
East Central High	A	814	61.5	72.8	66.1	76.7	77	97.8	95.7	106	56	28.8	99.1	94.6
St Martin High	B	709	58	65.7	67.9	73.5	63	84	75	81.2	46.6	40.1	98.6	83.9
Vancleave High	A	771	64	68	63.5	81.7	78	89.4	81.6	84.9	52.3	51.9	99.1	90

Table 6: 2016 Jackson County School District Accountability Ratings

2016 JACKSON COUNTY SCHOOL DISTRICT Accountability					
Grade: **A** Total Points: 689	**Reading**	**Mathematics**	**Science**	**U. S. History**	**Acceleration**
PROFICIENCY	**46.7%**	**51.2%**	**74.8%**	**66.1%**	**39.9%**
Points Possible	*100*	*100*	*50*	*50*	*50*
GROWTH ALL STUDENTS	**74.7%**	**75.1%**	**Graduation Rate**	**Participation Rate**	**College and Career Readiness**
Points Possible	*100*	*100*			
GROWTH LOW 25%	**78.1%**	**70.8%**	**88.5%**	**99.2%**	**50.8%**
Points Possible	*100*	*100*	*200*		*50*

Figure 10: 2016 Jackson County School District Accountability

MCAPS LEA Plan Accountability Designation: 2016

2017 ACCOUNTABILITY

The 2016-17 accountability grades are based, in part, on how well students perform and progress 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 factors in how well students perform on science tests in grades 5 and 8. Accountability grades for high schools and districts include 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 places an emphasis on the progress students make in ELA and Mathematics from year to year, particularly the lowest performing 25 percent of students.

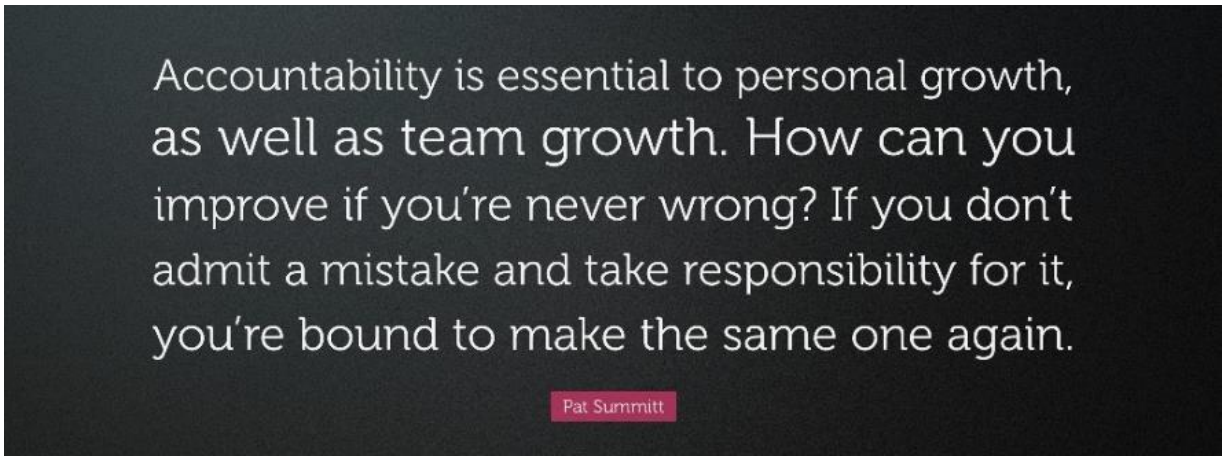
For the 2016-17 accountability grades, districts and schools were awarded the highest grade they were able to achieve based on original thresholds or the new baseline for 2017-18. The highest grade is the official grade, though both possible grades have been published for transparency. ***Table 7*** shows 2017 accountability figures for the district and for each school, while ***Figure 11*** illustrates district totals.

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
Jackson County District	A	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
700 POINT SCHOOLS																	
East Central Lower Elementary	B	C	B	**B**	384	53.5	59.3	N/A	N/A	55.5	61.2	55.3	44.5	N/A	N/A	N/A	N/A
East Central Middle	A	B	A	**A**	446	50.6	63.7	N/A	83.5	64.4	73.9	54.8	55.2	N/A	N/A	99.5	N/A
East Central Upper Elementary	B	B	B	**B**	403	47.5	53.4	N/A	77.3	59.1	60.2	59.0	46.5	N/A	N/A	99.7	N/A
St Martin East Elementary	A	B	B	**B**	405	61.2	64.5	N/A	N/A	62.8	55.8	57.1	45.2	N/A	N/A	100	N/A
St Martin N Elementary	A	C	C	**C**	344	42.4	52.1	N/A	N/A	57.6	54.9	45.6	42.4	N/A	N/A	100	N/A
St Martin Upper Elementary	B	B	B	**B**	389	47.8	45.9	N/A	67.1	63.3	57.4	58.0	49.6	N/A	N/A	99.4	N/A
St. Martin Middle	B	B	B	**B**	385	44.0	44.5	N/A	80.0	61.3	55.8	54.0	45.6	N/A	N/A	99.0	N/A
Vancleave Lower Elementary	A	B	B	**B**	391	45.9	63.5	N/A	N/A	62.8	59.2	57.6	46.1	N/A	N/A	N/A	N/A
Vancleave Middle	A	B	B	**B**	430	52.7	59.1	N/A	79.3	66.6	70.6	51.4	49.9	N/A	N/A	99.6	N/A
Vancleave Upper Elementary	B	B	B	**B**	408	50.3	56.0	N/A	74.7	66.2	60.6	53.1	47.0	N/A	N/A	99.6	N/A
1000 POINT SCHOOLS																	
East Central High	A	A	A	**A**	796	73.8	58.9	61.7	78.0	97.1	86.1	100	89.9	52.4	47.7	98.7	85.3
St Martin High	B	A	B	**A**	766	57.4	46.4	71.5	68.5	90.3	84.4	101	88.5	52.0	50.3	98.9	88.2
Vancleave High	A	A	B	**A**	785	60.1	50.0	60.0	82.4	92.2	75.9	103	88.0	60.5	63.2	99.1	91.5

Table 7: 2017 Jackson County School District Accountability Ratings

MCAPS LEA Plan Accountability Designation: 2017



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

Figure 11: 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

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, will be used for 2019 accountability grades. More information about the Mississippi accountability system and cut scores can be found beginning on *page 20.*

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
700 POINT SCHOOLS																	
East Central Lower Elementary	C	361	C	361	N/A	67.8	62.1	N/A	N/A	60.6	49.1	54.8	15.2	N/A	N/A	N/A	N/A
East Central Middle	A	465	A	465	N/A	52	69.1	N/A	79.9	63.2	80.6	57	62.7	N/A	N/A	99.8	N/A

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
East Central Upper Elementary	B	417	B	417	N/A	58.4	49.6	N/A	76	69.2	53.2	69.3	41	N/A	N/A	99.8	N/A
St Martin East Elementary	B	411	B	410	98.3	58.6	67.8	N/A	N/A	71.3	64.8	62.2	27.4	N/A	N/A	N/A	N/A
St Martin N Elementary	B	401	B	401	100	55.4	62.5	N/A	N/A	64	63.8	56.4	41.7	N/A	N/A	N/A	N/A
St Martin Upper Elementary	B	432	B	421	68.0	53.8	51.6	N/A	78.4	68.8	64	64.6	50.3	N/A	N/A	99.6	N/A
St. Martin Middle	B	391	C	371	44.0	46.5	49.8	N/A	79.6	59.3	61.2	57.5	36.9	N/A	N/A	99.5	N/A
Vancleave Lower Elementary	B	434	B	434	N/A	62.4	55.6	N/A	N/A	77.9	71.6	74.3	30.4	N/A	N/A	N/A	N/A
Vancleave Middle	B	411	B	411	N/A	50.2	58.9	N/A	84.5	59.2	67.8	44.8	45.7	N/A	N/A	98.9	N/A
Vancleave Upper Elementary	A	457	A	457	N/A	57.2	55.5	N/A	87.6	72.7	68.8	67.9	47.6	N/A	N/A	99.4	N/A
1000 POINT SCHOOLS																	
East Central High	B	714	B	714	N/A	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	N/A	56.5	56.8	60.7	82.2	80.9	76.1	69.6	72	75.3	55.4	99.1	92.3

Table 8: 2018 Jackson County School District Accountability

MCAPS LEA Plan Accountability Designation: 2018

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

Figure 12: 2018 Jackson County School District Accountability

COMPREHENSIVE AND TARGETED SCHOOL IMPROVEMENT

CSI -- Comprehensive Support and Improvement

≤ 67% grad rate **OR** bottom 5% Title IA **OR** 3yr ATSI ≤ bottom 5% TitleIA

TSI -- Targeted Support and Improvement

Subgroup in lowest 50% of overall accountability **AND** subgroup in lowest quartile of 3-yr avg. gap to goal **AND** subgroup scores in lowest quartile of 3-yr improvement toward gap-to-goal closure

ATSI -- Additional Targeted Support and Improvement

3 yr avg subgroup performance ≤ bottom 5% Title IA schools

2018 JCSD SCHOOL IMPROVEMENT DESIGNATIONS

East Central Middle School was designated **TSI** due to the performance ratings of the Students with Disabilities subgroup.

St. Martin High School was designated **TSI** due to the performance ratings of the Students with Disabilities subgroup.

St. Martin Upper Elementary School was designated **ATSI** because the Students with Disabillities subgroup was in the bottom 5% of all Title1A schools for 3 consecutive years.

St. Martin Middle School was designated **ATSI** because the Students with Disabillities subgroup was in the bottom 5% of all Title1A schools for 3 consecutive years.

2018 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 2017-18 User Guide. Retrieved from https://msrc.mdek12.org/downloads/MSRCUserGuide.pdf

2018 Jackson County School District ELA Accountability Demographics

Jackson County School District 2018 ELA Accountability by Demographic Group						
Subgroup	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	ELA Level 5	ELA Participation
All	0-10%	11-20%	21-30%	31-40%	11-20%	99.4%
Female	0-10%	11-20%	21-30%	41-50%	11-20%	99.6%
Male	5.0%	16.5%	31.2%	37.2%	10.1%	99.4%
Alaskan Native or Native American	0-10%	11-20%	41-50%	21-30%	0-10%	100%
Asian	0-10%	11-20%	21-30%	31-40%	21-30%	100%
Black or African American	6.9%	22.7%	37.3%	27.9%	5.2%	99.7%
Hispanic or Latino	6.6%	16.1%	31.6%	39.9%	6.0%	100%
Native Hawaiian or Pacific Islander	0-10%	21-30%	41-50%	31-40%	0-10%	<5%
Two or More Races	0-10%	11-20%	21-30%	51-60%	0-10%	100%
White	0-10%	11-20%	21-30%	41-50%	11-20%	99.4%
Economically Disadvantaged	5.4%	18.4%	33.6%	34.5%	8.0%	99.3%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	41-50%	11-20%	99.6%
Students with Disabilities	11-20%	31-40%	21-30%	11-20%	0-10%	98.5%
Students without Disabilities	0-10%	0-10%	31-40%	41-50%	11-20%	99.6%
English Learners	10.4%	24.3%	29.9%	29.9%	5.6%	100%
Non English Learners	0-10%	11-20%	21-30%	31-40%	11-20%	99.4%
Homeless	11-20%	11-20%	31-40%	31-40%	0-10%	100%
Migrant	0-10%	0-10%	41-50%	21-30%	21-30%	<5%
Foster Care	18.8%	6.3%	25.0%	37.5%	12.5%	99.4%

Table 9: Jackson County School District 2018 ELA Accountability by Demographic Group

2018 Jackson County School District Math Accountability Demographics

Jackson County School District 2018 Math Accountability by Demographic Group						
Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All	0-10%	11-20%	21-30%	31-40%	11-20%	99.3%
Female	0-10%	11-20%	21-30%	31-40%	11-20%	99.4%
Male	0-10%	11-20%	21-30%	31-40%	11-20%	99.2%
Alaskan Native or Native American	8.7%	13.0%	47.8%	21.7%	8.7%	100%
Asian	0-10%	0-10%	11-20%	41-50%	21-30%	100%
Black or African American	7.1%	22.1%	35.3%	28.0%	7.5%	99.5%
Hispanic or Latino	7.8%	13.8%	34.1%	34.7%	9.6%	100%
Native Hawaiian or Pacific Islander	10.0%	10.0%	50.0%	20.0%	10.0%	100%
Two or More Races	0-10%	11-20%	31-40%	21-30%	11-20%	100%
White	0-10%	11-20%	21-30%	31-40%	11-20%	99.2%
Economically Disadvantaged	5.6%	17.4%	32.8%	33.5%	10.8%	99.3%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	41-50%	21-30%	99.4%
Students with Disabilities	11-20%	41-50%	21-30%	0-10%	0-10%	98.6%
Students without Disabilities	0-10%	0-10%	21-30%	41-50%	11-20%	99.4%
English Learners	10.0%	15.7%	27.1%	33.6%	13.6%	100%
Non English Learners	0-10%	11-20%	21-30%	31-40%	11-20%	99.3%
Homeless	0-10%	21-30%	31-40%	31-40%	0-10%	100%
Migrant	0-10%	0-10%	41-50%	0-10%	41-50%	<5%
Foster Care	11.1%	22.2%	22.2%	38.9%	5.6%	

Table 10: Jackson County School District 2018 Math Accountability by Demographic Group

2018 Jackson County School District Science Accountability Demographics

Jackson County School District 2018 Science Accountability by Demographic Group					
Subgroup	Science Level 1	Science Level 2	Science Level 3	Science Level 4	Science Participation
All	5.4%	16.0%	48.0%	30.7%	99.4%
Female	0-10%	11-20%	51-60%	21-30%	99.6%
Male	6.0%	15.9%	45.6%	32.4%	99.2%
Alaskan Native or Native American	0-10%	21-30%	51-60%	21-30%	<5%
Asian	0-10%	11-20%	41-50%	31-40%	100%
Black or African American	14.3%	30.2%	40.1%	15.5%	98.8%
Hispanic or Latino	6.7%	26.7%	50.0%	16.7%	100%
Native Hawaiian or Pacific Islander	0-10%	0-10%	71-80%	21-30%	<5%
Two or More Races	0-10%	0-10%	51-60%	41-50%	100%

Jackson County School District 2018 Science Accountability by Demographic Group					
Subgroup	**Science Level 1**	**Science Level 2**	**Science Level 3**	**Science Level 4**	**Science Participation**
White	0-10%	11-20%	41-50%	31-40%	99.5%
Economically Disadvantaged	7.9%	20.6%	48.3%	23.2%	99.4%
Non Economically Disadvantaged	0-10%	11-20%	41-50%	31-40%	99.4%
Students with Disabilities	24.9%	37.6%	28.6%	9.0%	99.6%
Students without Disabilities	0-10%	11-20%	41-50%	31-40%	99.4%
English Learners	19.2%	27.7%	42.6%	10.6%	100%
Non English Learners	5.1%	15.7%	48.1%	31.1%	99.4%
Homeless	11-20%	11-20%	51-60%	0-10%	<5%
Migrant	0-10%	31-40%	31-40%	31-40%	<5%
Foster Care	11-20%	0-10%	71-80%	11-20%	

Table 11: Jackson County School District 2018 Science Accountability by Demographic Group

2018 Accountability Progress Toward 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.

2018 Jackson County School District Accountability Scores Compared to Goals: Math						
	Group	**District**	**2018-19 Goal**	**2021-22 Goal**	**2024-25 Goal**	**State**
MATH PROFICIENCY	All	55.3%	44.1%	57.0%	70.0%	43.2%
	Female	56.9%				44.8%
	Male	53.7%				41.5%
	Black or African American	34.9%	35.0%	52.5%	70.0%	28.6%
	White	58.0%	53.5%	61.7%	70.0%	57.9%
	Alaskan Native or Native American	32.0%	40.8%	55.4%	70.0%	47.7%
	Asian	72.7%	68.9%	69.4%	70.0%	76.9%
	Hispanic or Latino	43.8%	45.3%	57.6%	70.0%	46.2%
	Two or More Races	47.5%	47.5%	58.7%	70.0%	48.7%
	Economically Disadvantaged	44.3%	38.7%	54.4%	70.0%	33.3%
	Non Economically Disadvantaged	65.3%				64.8%
	Foster Care	53.3%				32.1%
	Students with Disabilities	16.4%	29.4%	49.7%	70.0%	17.6%
	Students without Disabilities	60.6%				47.0%
	English Learners	31.2%	38.6%	54.3%	70.0%	31.2%

Table 12: 2018 Jackson County School District Accountability Scores Compared to Goals: Math

2018 Jackson County School District Accountability Scores Compared to Goals: ELA						
	Group	District	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
ELA PROFICIENCY	All	53.2%	45.1%	57.5%	70.0%	39.8%
	Female	58.3%				43.9%
	Male	48.5%				35.8%
	Black or African American	34.9%				25.8%
	White	55.3%	55.0%	62.5%	70.0%	54.6%
	Alaskan Native or Native American	37.5%	42.0%	56.0%	70.0%	38.2%
	Asian	64.8%	61.8%	65.9%	70.0%	65.3%
	Hispanic or Latino	48.6%	42.2%	56.1%	70.0%	36.7%
	Two or More Races	69.5%	48.2%	59.1%	70.0%	47.4%
	Economically Disadvantaged	43.6%	39.6%	54.8%	70.0%	30.4%
	Non Economically Disadvantaged	62.1%				60.3%
	Homeless	40.00%				23.4%
	Foster Care	57.10%				32.2%
	Students with Disabilities	16.90%	29.30%	49.60%	70.00%	15.8%
	Students without Disabilities	58.20%				43.4%
	English Learners	19.70%	32.40%	51.20%	70.00%	18.2%

Table 13: 2018 Jackson County School District Accountability Scores Compared to Goals: ELA

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) 2014 - 2015 (Seniors SY 2017 - 2018) and graduated within the cohort window which ended July 31, 2018. The graduation rates for this cohort will be used in the 2019 Accountability Results.

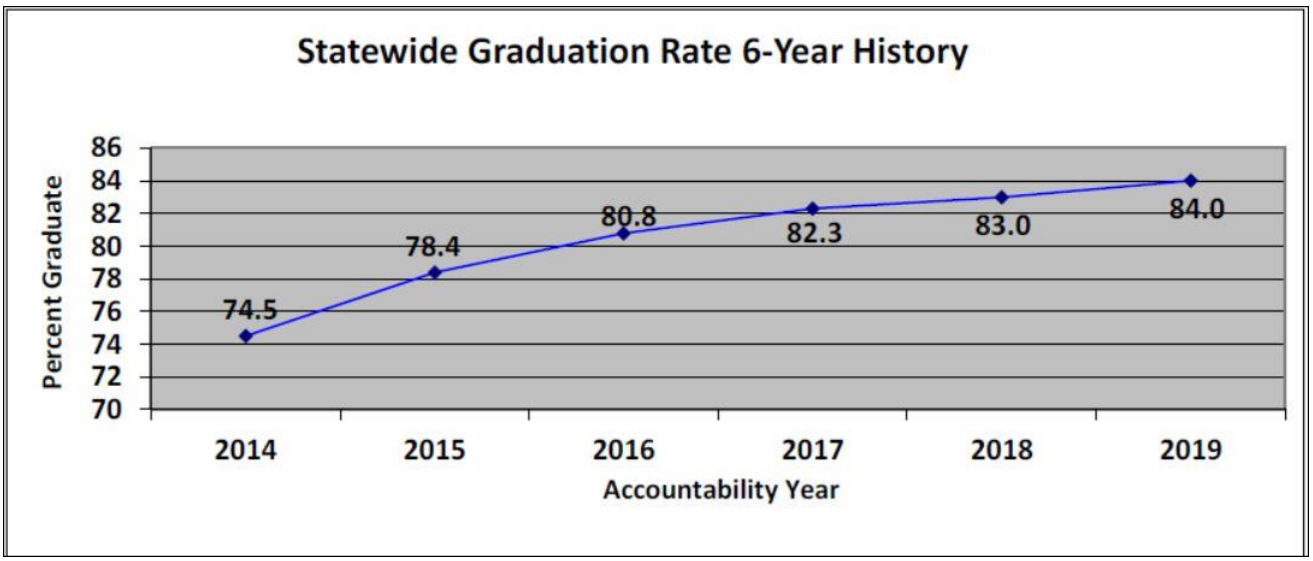
Jackson County School District Graduation and Dropout Rates for Accountability Years 2017-2019									
	4-Year Graduation Rate			4-Year Dropout Rate			4-Year Grad Rate Students with Disabilities		
	2017 SY2015	2018 SY2017	2019 SY2018	2017 SY2015	2018 SY2017	2019 SY2018	2017 SY2015	2018 SY2017	2019 SY2018
District	88.1%	89.1%	89.4%	8.3%	7.3%	7.4%	45.7%	39.1%	41.4%
State	82.3%	83.0%	84.0%	10.8%	10.6%	10.1%	34.7%	36.4%	38.4%

Table 14: Jackson County School District Graduation and Dropout Rates for Accountability Years 2017-2019

JACKSON COUNTY SCHOOL DISTRICT ACCOUNTABILITY YEAR 2018 FOUR-YEAR GRAD RATE DEMOGRAPHIC				
		DISTRICT		STATE
	GROUP	COUNT	%	%
ALL	All	744	89.4%	84.0%
GENDER	Female	357	91.3%	88.5%
	Male	387	87.6%	79.6%
RACE	Asian	37	100.0%	93.4%
	Black or African American	85	84.7%	80.7%
	Hispanic	18	100.0%	79.3%
	White	597	88.9%	87.7%
ECONOMIC	Economically Disadvantaged	340	87.1%	80.8%
DISABILITY	Students with Disabilities	58	41.4%	38.4%

Table 15: Jackson County School District Accountability Year 2018 Four-Year Graduation Rate by Demographic Group (SY2017)

MCAPS LEA Plan Accountability Designation: Graduation Rate



ASSESSMENT

Scores for the Mississippi Academic Assessment Program (MAAP) for 2016 through 2018 are included in this report. Also included are the *MKAS² Third Grade Reading Summative Assessment* and the *MKAS² Kindergarten Readiness Assessment*. Districts administer the *Mississippi Academic Assessment Program, Science* (MAAP-SCI) (formerly MST²) to 5th and 8th graders and the *Mississippi Academic Assessment Program, End of Course (MAAP-EOC)* (formerly SATP²) in Biology I and U. S. History. The state of Mississippi also gives the *American College Test* (ACT) to all juniors in high school.

JACKSON COUNTY SCHOOL DISTRICT MKAS²

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 *MKAS² 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.

MKAS² KINDERGARTEN READINESS PUBLIC PREKINDERGARTEN										
	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018
JCSD	391	441	50	*	*	*	462	493	31	388

Table 16: Jackson County School District MKAS² Kindergarten Readiness Assessment Public Prekindergarten 2015-2018

MKAS² KINDERGARTEN READINESS ASSESSMENT										
	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018
JCSD	521	749	228	508	742	234	508	739	231	480
EAST CENTRAL LOWER	524	755	231	522	758	236	528	744	216	474
ST MARTIN EAST	522	743	221	483	753	270	507	749	242	481
ST MARTIN NORTH	517	732	215	524	715	191	491	699	208	477
VANCLEAVE LOWER	520	765	245	503	743	240	500	756	257	487

Table 17: Jackson County School District MKAS² Kindergarten Readiness Assessment

JACKSON COUNTY SCHOOL DISTRICT MKAS²/MAAP THIRD GRADE READING ASSESSMENT

The April 2015 administration of the *Mississippi K-3 Assessment Support System (MKAS²) 3rd Grade Reading Summative Assessment* determined a cut scale score of 926 for promotion to 4th grade. Each year, students have three opportunities to pass this assessment before being retained in the 3rd grade. Per the Mississippi Department of Education, "The 3rd Grade Reading Summative Assessment scale score of 926 is the minimum score associated with readiness for 4th grade based on the requirements of the Literacy-Based Promotion Act (LBPA). In accordance with Mississippi Code § 37-177-9, students must be above the "lowest achievement level in reading" to be promoted to 4th grade." The LBPA was amended in 2016 and includes changes such as an Individual Reading Plan (IRP) and increased expectations for 3rd grade students beginning in 2018-2019.

In 2016-2017, the Mississippi Department of Education began using the Mississippi Assessment Program or MAP 3rd Grade English/Language Arts assessment (now the Mississippi Academic Assessment Program or MAAP) in lieu of the MKAS² 3rd Grade Reading Summative Assessment to meet the requirements of LBPA. The sub-score consists "exclusively of the operational reading and language items from the 3rd Grade MAAP ELA Assessment (reading literature, reading for information, and language). The maximum possible raw score is 48 points, which makes it worth fewer points than the 3rd Grade MAAP ELA Assessment because the ELA test also includes writing tasks." ***Table 18*** shows the pass/fail rate for 2016 through 2018.

Jackson County School District Third Grade Reading Assessment

	2016		2017		2018	
	PASS	**FAIL**	**PASS**	**FAIL**	**PASS**	**FAIL**
Jackson County Schools	**>=95%**	**<=5%**	**>=95%**	**<=5%**	**94.9%**	**5.1%**
EAST CENTRAL UPPER ELEMENTARY	>=95%	<=5%	>=95%	<=5%	93.9%	6.1%
ST MARTIN EAST ELEMENTARY	>=95%	<=5%	>=95%	<=5%	≥ 95.0%	≤ 5.0%
ST MARTIN NORTH ELEMENTARY	94.0%	6.0%	>=95%	<=5%	≥ 95.0%	≤ 5.0%
VANCLEAVE UPPER ELEMENTARY	>=95%	<=5%	94.3%	5.7%	93.3%	6.7%

Table 18: Jackson County School District Third Grade Reading Assessment

JACKSON COUNTY SCHOOL DISTRICT 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." ***Figure 13*** shows average scores for 2015 through 2018 for the district and the state. *(Note: MDE published only composite scores for 2015.)*

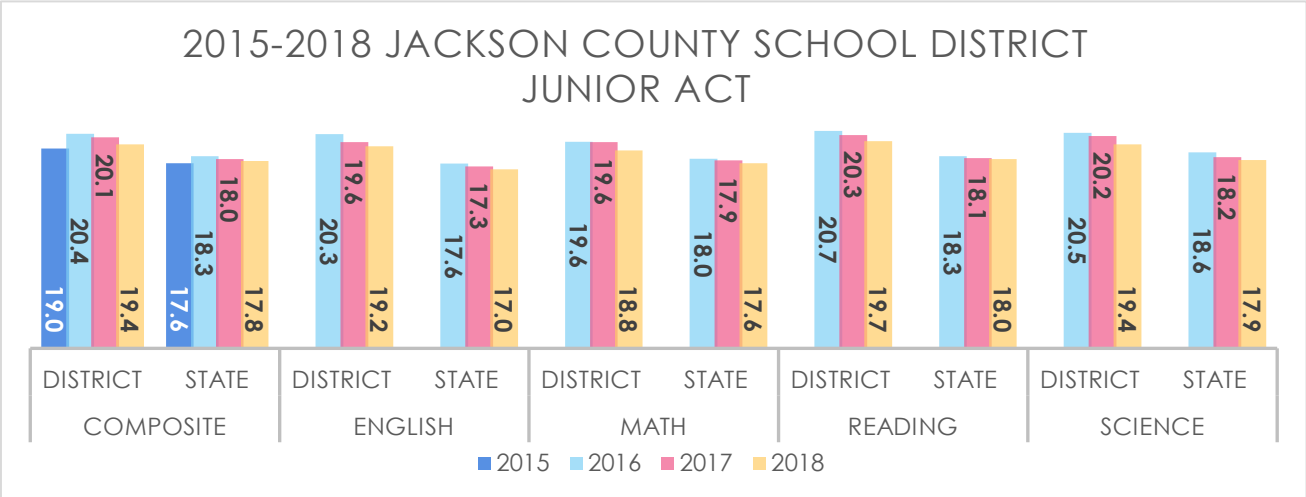


Figure 13: 2015 -2018 Jackson County School District Junior ACT

MCAPS LEA Plan College and Career Readiness: 11th Grade ACT

2018 Jackson County School District Average Junior ACT Scores by Race/Ethnicity and Gender							
	Number	**English**	**Math**	**Reading**	**Science**	**All 4**	**STEM**
All Students	595	19.2	18.8	19.7	19.4	19	19.3
Males	282	18.4	19	19.1	19.5	19.1	19.5
Females	313	20	18.6	20.1	19.4	19.6	19.2
Black/African American	74	16.3	16.7	17.4	16.7	16.9	17
American Indian/Alaska Native	5	14.8	15.6	16	18	16.2	17
White	415	19.7	19	20	20	19.8	19.7
Hispanic/Latino	25	18.5	17.8	18.9	18.3	18.4	18.4
Asian	25	20.2	20.6	19.7	19.5	20.2	20.2
Native Hawaiian/Other Pacific Islander	1	20	16	18	14	17	15
Two or More Races	36	20.4	20.2	21.7	20.7	21	20.8
Prefer Not to Respond	14	18.4	17.7	19	18.8	18.6	18.4

Table 19: 2018 Jackson County School District Average Junior ACT Scores by Race/Ethnicity and Gender

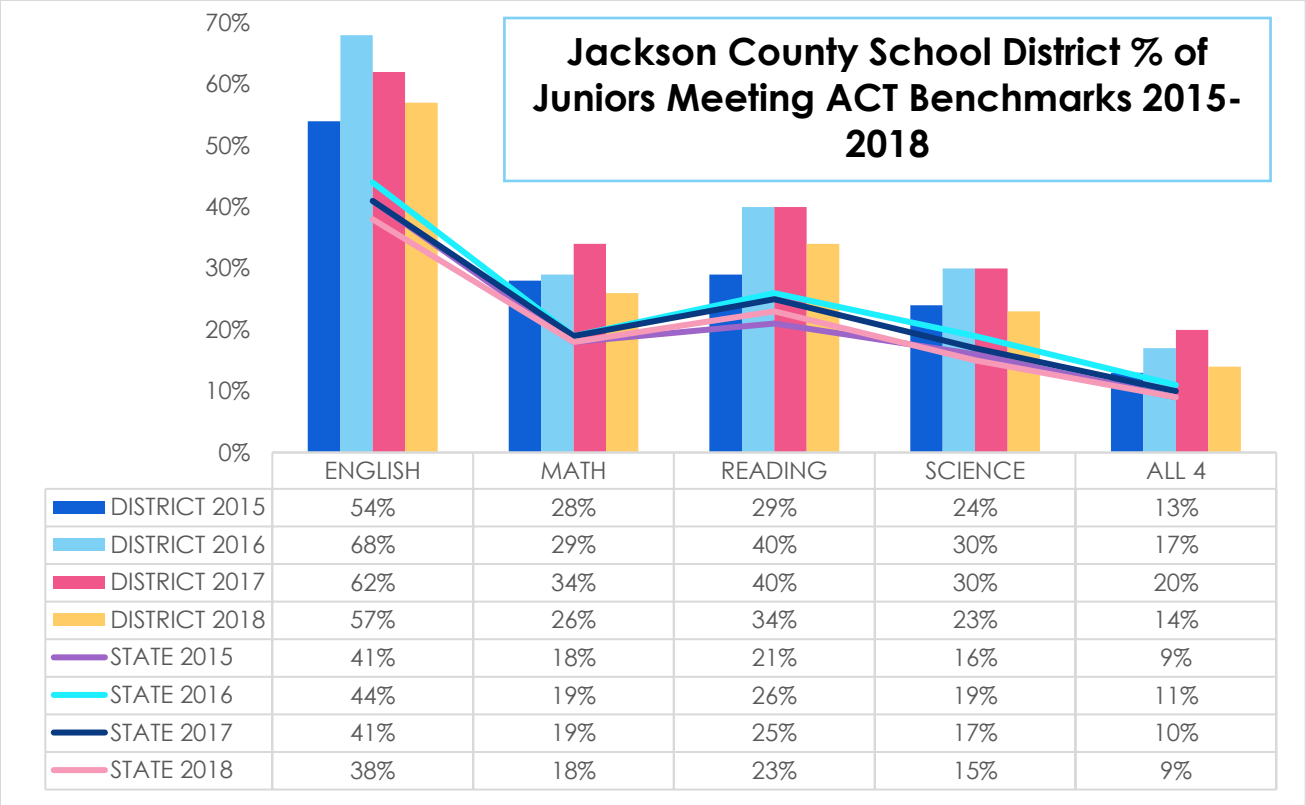


Figure 14: Jackson County School District % of Juniors Meeting ACT Benchmarks 2015-2018

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

	#	ENG	MATH	READ	SCI	ALL 4	STEM
Males		51	28	29	25	15	
Females		63	24	38	20	13	
All Students	595	57	26	34	23	14	7
Black/African American	74	35	8	16	1	0	0
American Indian/Alaska Native.	5	40	0	0	0	0	0
White	415	61	28	37	27	17	8
Hispanic/Latino	25	48	20	28	8	4	0
Asian	25	60	40	28	24	16	24
Native Hawaiian/Other Pacific Islander	1	100	0	0	0	0	0
Two or More Races	36	69	44	47	36	22	11
Prefer Not to Respond	14	50	14	21	14	7	7

Table 20: 2018 Jackson County School District % of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity and Gender

2018 Jackson County School District % of Juniors in College and Career Readiness Standards (CCRS) Score Ranges

	ENGLISH		MATH		READING		SCIENCE	
	#	%	#	%	#	%	#	%
33 to 36	19	3%	2	0%	12	2%	1	0%
28 to 32	22	4%	14	2%	38	6%	20	3%
24 to 27	89	15%	96	16%	72	12%	80	13%
20 to 23	148	25%	76	13%	171	29%	185	31%
16 to 19	136	23%	297	50%	173	29%	213	36%
13 to 15	123	21%	106	18%	76	13%	69	12%
01 to 12	58	10%	4	1%	53	9%	27	5%

Table 21: 2018 Jackson County School District % of Juniors in College and Career Readiness Standards (CCRS) Score Ranges

JACKSON COUNTY SCHOOL DISTRICT 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.

MAAP Performance Levels

❶ Minimal -- "A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance."

❷ Basic -- "Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may have trouble in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards."

❸ Passing -- "Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards."

❹ Proficient -- "Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards."

❺ Advanced -- "Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards."

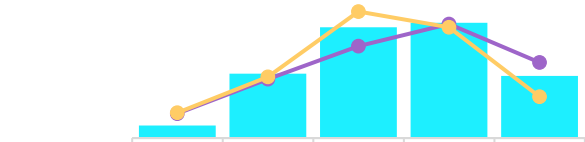
Jackson County School District MAAP ELA

	Level 1	Level 2	Level 3	Level 4	Level 5
2018	5.1%	11.3%	22.9%	50.4%	10.3%
2017	3.2%	16.3%	30.9%	36.9%	12.7%
2016	5.3%	13.7%	33.6%	39.5%	7.9%

	Level 1	Level 2	Level 3	Level 4	Level 5
2018	1.7%	15.6%	25.7%	44.7%	12.3%
2017	4.5%	20.0%	29.0%	40.6%	6.0%
2016	4.4%	16.4%	33.9%	40.5%	4.8%

Figure 15: 2016-2018 Jackson County School District MAAP ELA Grades 3 and 4

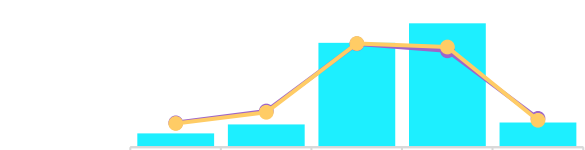
	Level 1	Level 2	Level 3	Level 4	Level 5
2018	3.4%	10.4%	33.6%	44.0%	8.5%
2017	5.4%	13.1%	32.9%	36.1%	12.4%
2016	5.9%	13.8%	35.3%	37.1%	7.9%



	Level 1	Level 2	Level 3	Level 4	Level 5
2018	3.5%	17.6%	30.3%	31.6%	17.0%
2017	6.7%	16.1%	25.2%	31.2%	20.7%
2016	7.0%	16.8%	34.6%	30.3%	11.3%

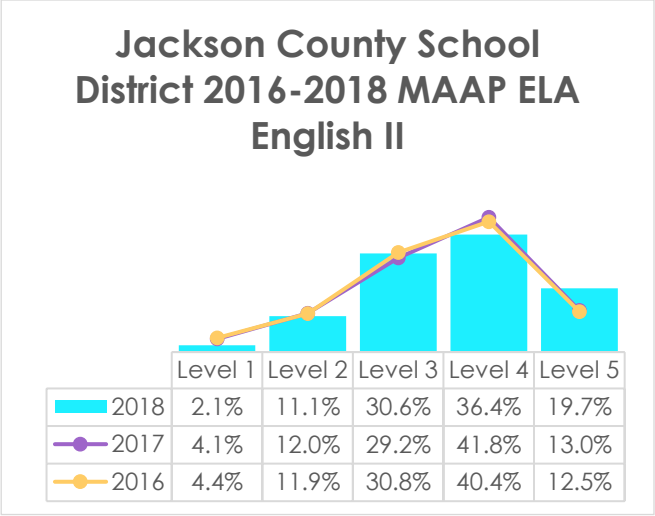
Figure 16: 2016-2018 Jackson County School District MAAP ELA Grades 5 and 6

	Level 1	Level 2	Level 3	Level 4	Level 5
2018	3.8%	16.7%	34.2%	28.2%	17.2%
2017	5.6%	12.4%	35.0%	31.1%	15.8%
2016	5.4%	17.2%	36.0%	27.5%	13.8%



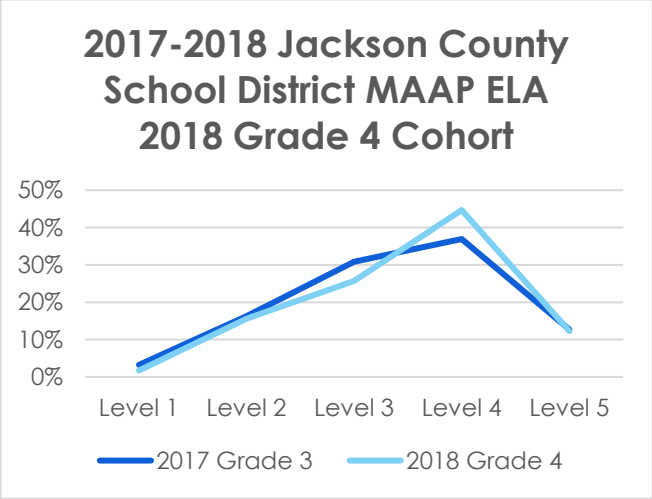
	Level 1	Level 2	Level 3	Level 4	Level 5
2018	4.7%	7.9%	36.1%	42.7%	8.5%
2017	8.5%	12.5%	35.7%	33.3%	10.0%
2016	8.2%	12.1%	35.8%	34.6%	9.3%

Figure 17: 2016-2018 Jackson County School District MAAP ELA Grades 7 and 8



	Level 1	Level 2	Level 3	Level 4	Level 5
2018	2.1%	11.1%	30.6%	36.4%	19.7%
2017	4.1%	12.0%	29.2%	41.8%	13.0%
2016	4.4%	11.9%	30.8%	40.4%	12.5%

Figure 18: 2016-2018 Jackson County School District MAAP ELA English II



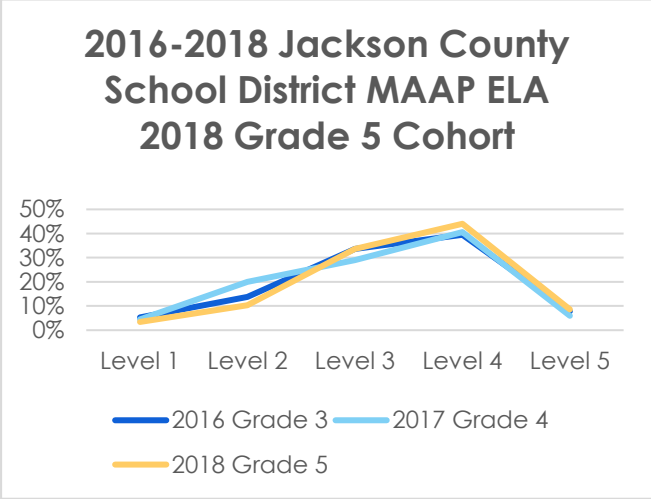
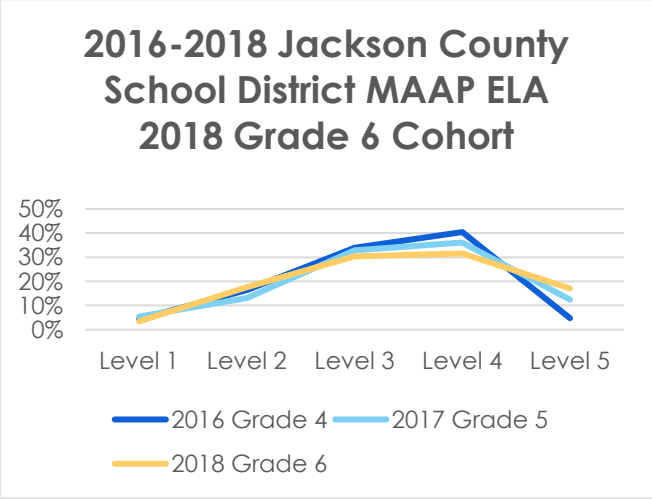


Figure 19: 2016-2018 Jackson County School District MAAP ELA 2018 Grade 4 and Grade 5 Cohorts



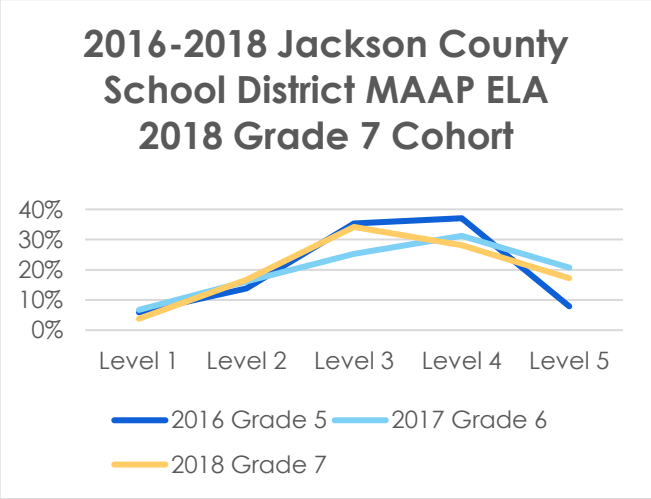
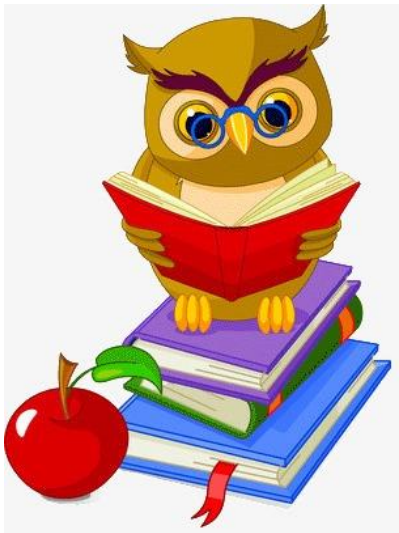


Figure 20: 2016-2018 Jackson County School District MAAP ELA 2018 Grade 6 and Grade 7 Cohorts



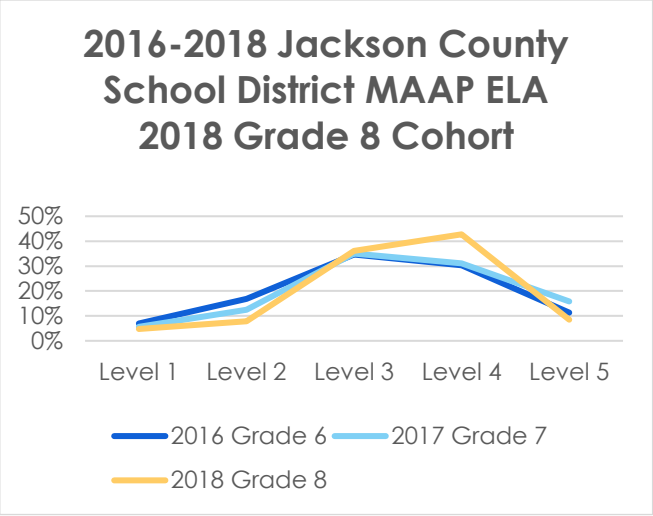
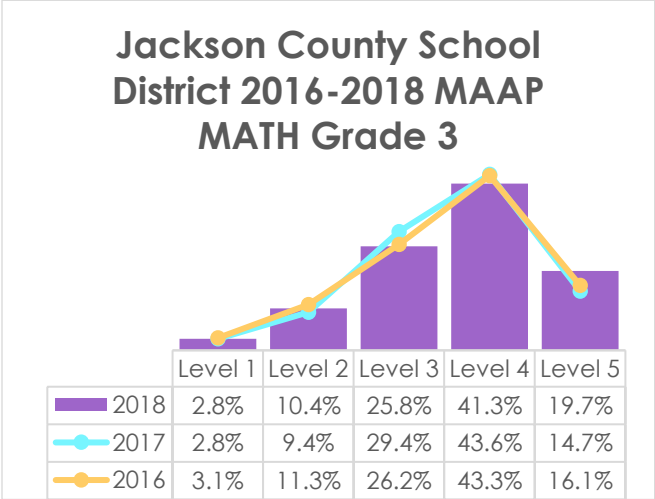
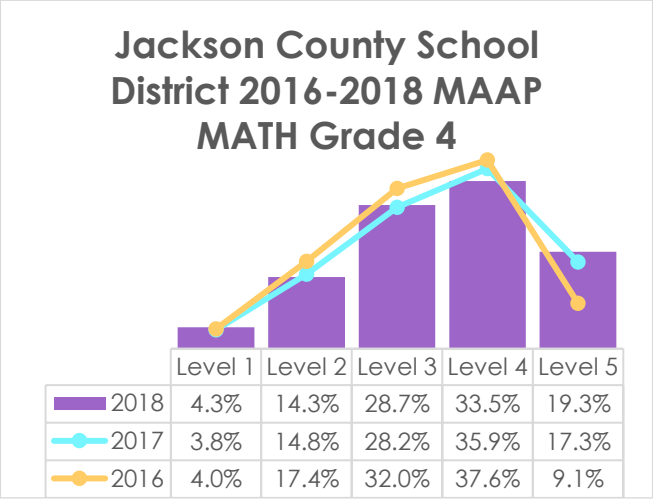


Figure 21: 2016-2018 Jackson County School District MAAP ELA 2018 Grade 8 Cohort

Jackson County School District MAAP MATH

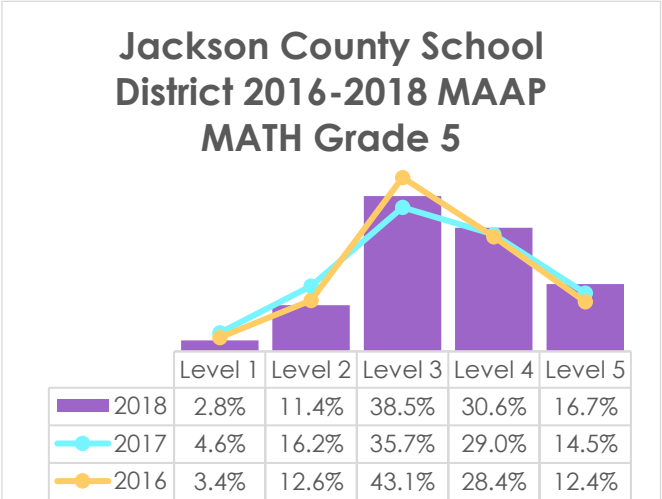


	Level 1	Level 2	Level 3	Level 4	Level 5
2018	2.8%	10.4%	25.8%	41.3%	19.7%
2017	2.8%	9.4%	29.4%	43.6%	14.7%
2016	3.1%	11.3%	26.2%	43.3%	16.1%

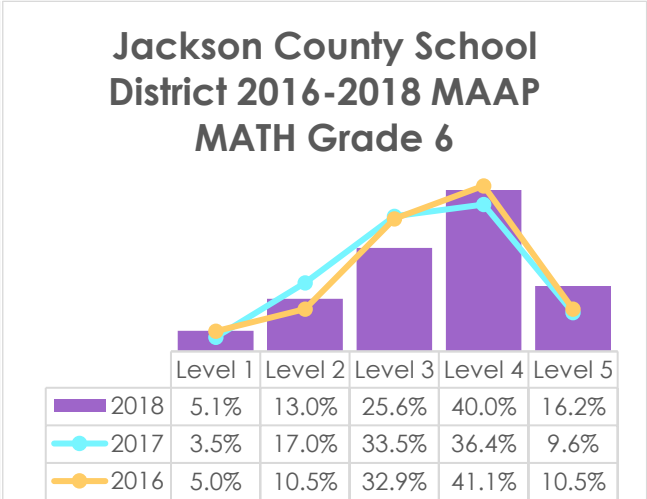


	Level 1	Level 2	Level 3	Level 4	Level 5
2018	4.3%	14.3%	28.7%	33.5%	19.3%
2017	3.8%	14.8%	28.2%	35.9%	17.3%
2016	4.0%	17.4%	32.0%	37.6%	9.1%

Figure 22: 2016-2018 Jackson County School District MAAP MATH Grades 3 and 4

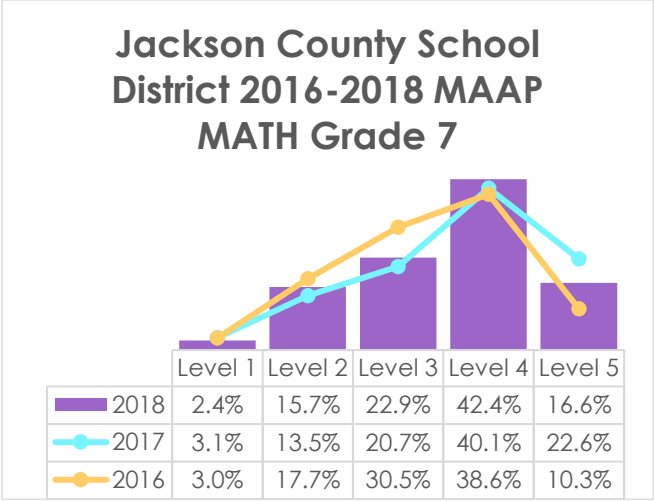


	Level 1	Level 2	Level 3	Level 4	Level 5
2018	2.8%	11.4%	38.5%	30.6%	16.7%
2017	4.6%	16.2%	35.7%	29.0%	14.5%
2016	3.4%	12.6%	43.1%	28.4%	12.4%



	Level 1	Level 2	Level 3	Level 4	Level 5
2018	5.1%	13.0%	25.6%	40.0%	16.2%
2017	3.5%	17.0%	33.5%	36.4%	9.6%
2016	5.0%	10.5%	32.9%	41.1%	10.5%

Figure 23: 2016-2018 Jackson County School District MAAP MATH Grades 5 and 6



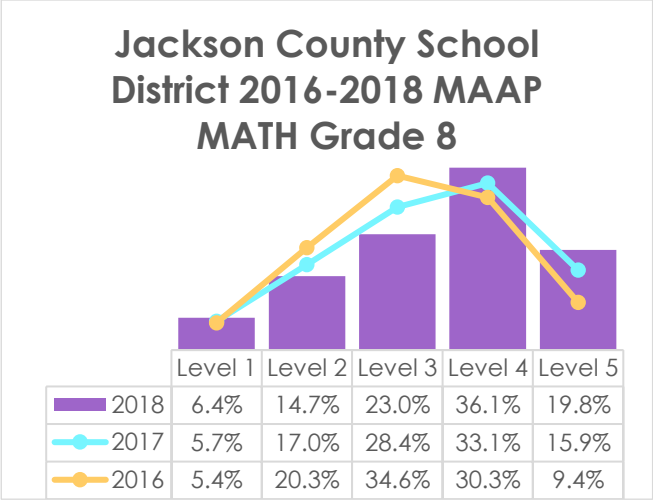
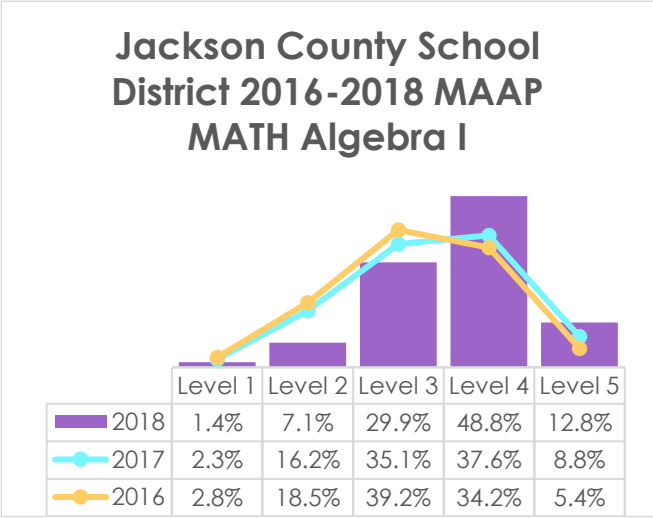


Figure 24: 2016-2018 Jackson County School District MAAP MATH Grades 7 and 8



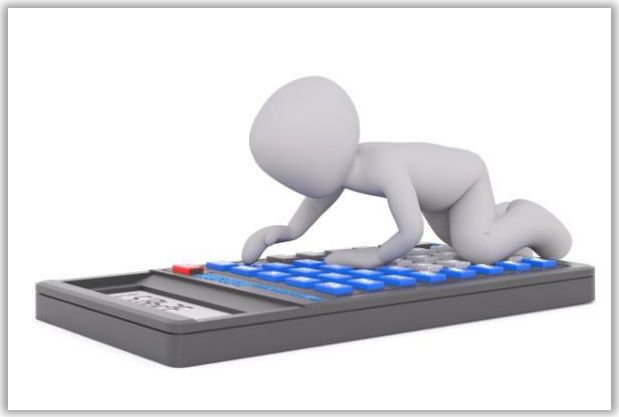
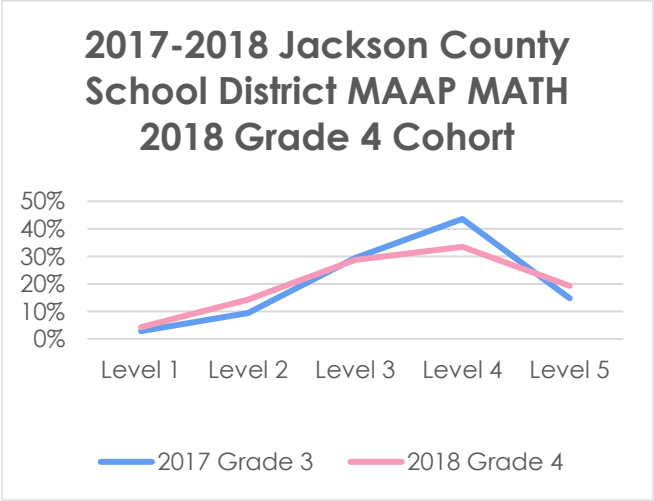


Figure 25: 2016-2018 Jackson County School District MAAP MATH Algebra I



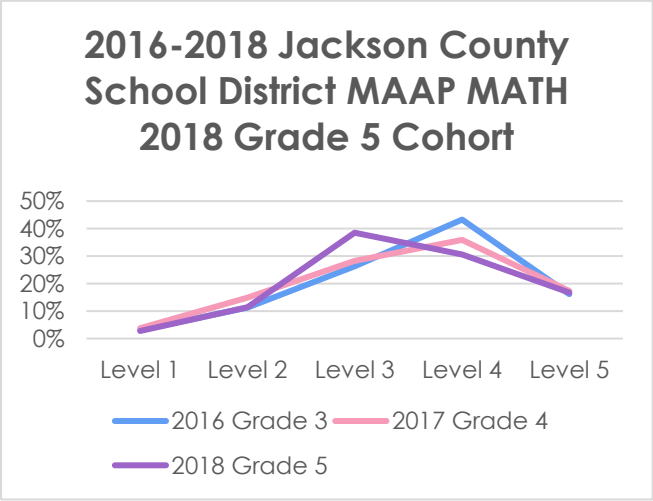
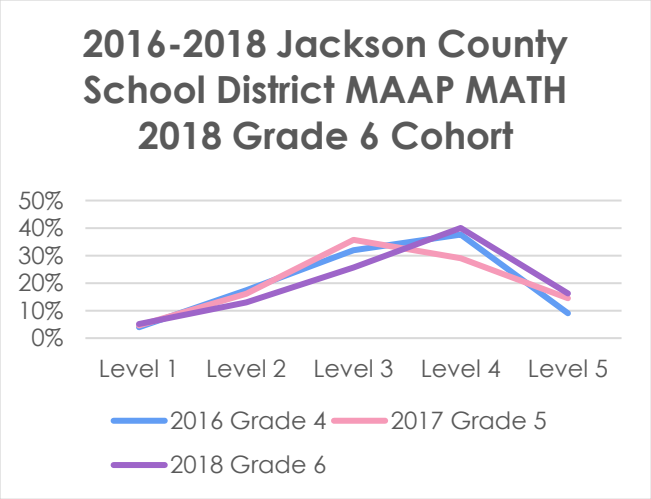


Figure 26: 2016-2018 Jackson County School District MAAP MATH 2018 Grade 4 and Grade 5 Cohorts



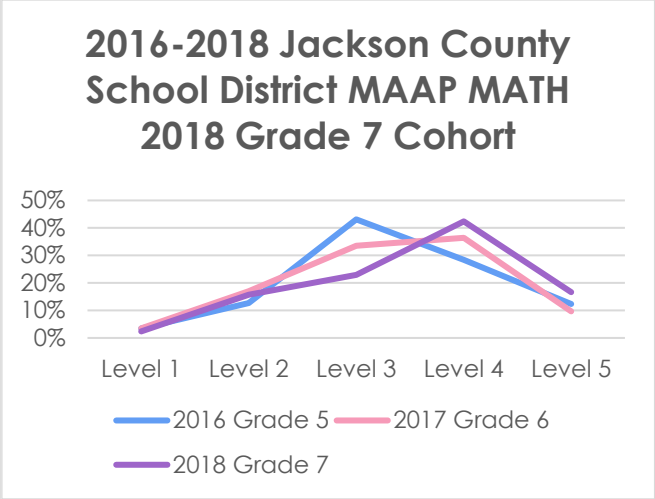


Figure 27: 2016-2018 Jackson County School District MAAP MATH 2018 Grade 6 and Grade 7 Cohorts

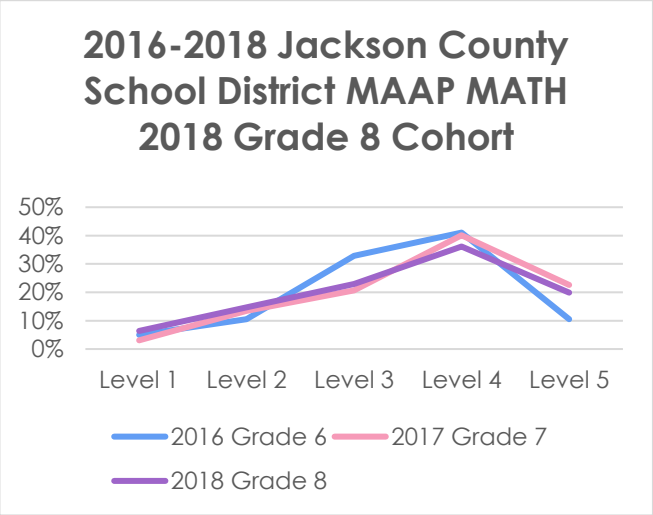
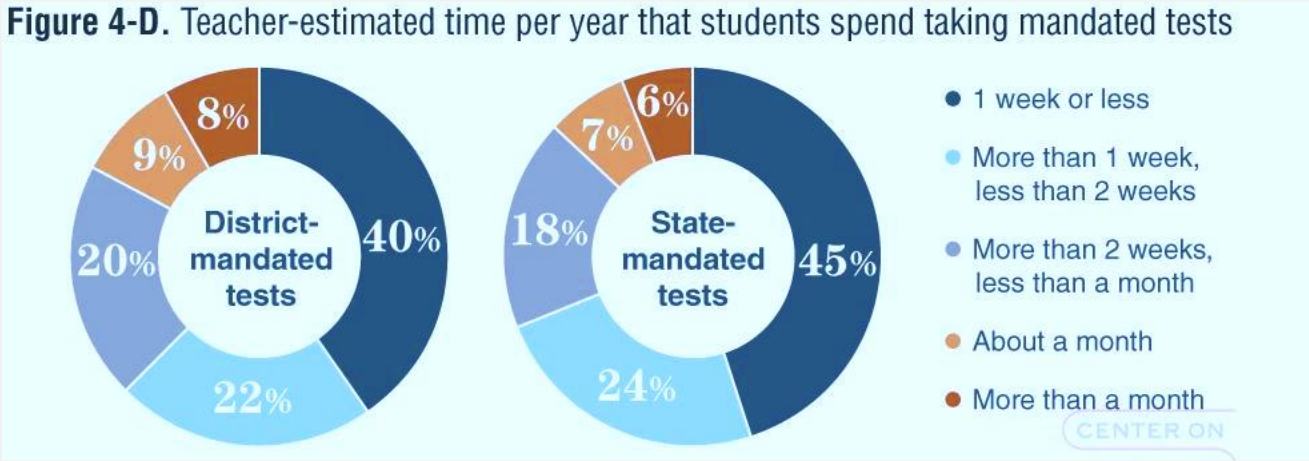


Figure 28: 2016-2018 Jackson County School District MAAP MATH 2018 Grade 8 Cohort



Center on Education Policy. (2016, May 12). Listen to Us: Teacher Views and Voices Tables and Figures. George Washington University. Retrieved from https://www.cep-dc.org//displayDocument.cfm?DocumentID=1458

Jackson County School District MAAP-SCI

The Mississippi Academic Assessment Program, Science, or MAAP-SCI (formerly MST[2]), is an assessment administered to students in grades 5 and 8 that measures student achievement in science based upon the 2010 Mississippi Science Framework. 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.

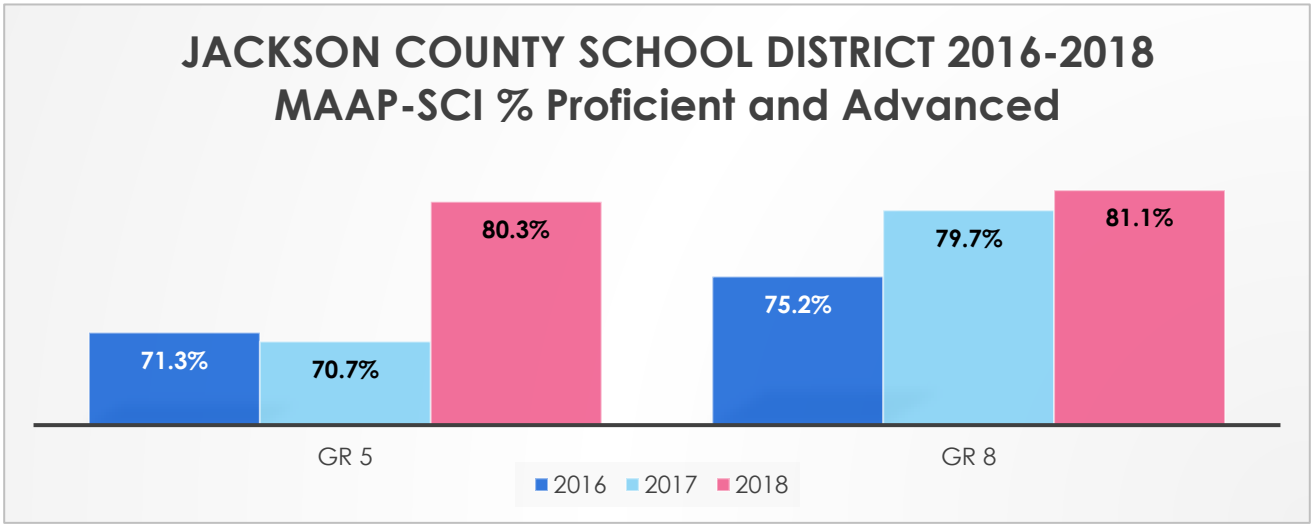


Figure 29: 2016-2018 Jackson County School District MAAP-SCI % Proficient and Advanced

Jackson County School District MAAP-EOC

The Mississippi Academic Assessment Program, End of Course, or MAAP-EOC (formerly SATP[2]), 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 2010 Mississippi Science Framework. The U. S. History assessment measures student achievement based on the 2011 Mississippi Social Studies Framework. Passing the MAAP-EOC exams is one of many pathways to graduation approved by MDE.

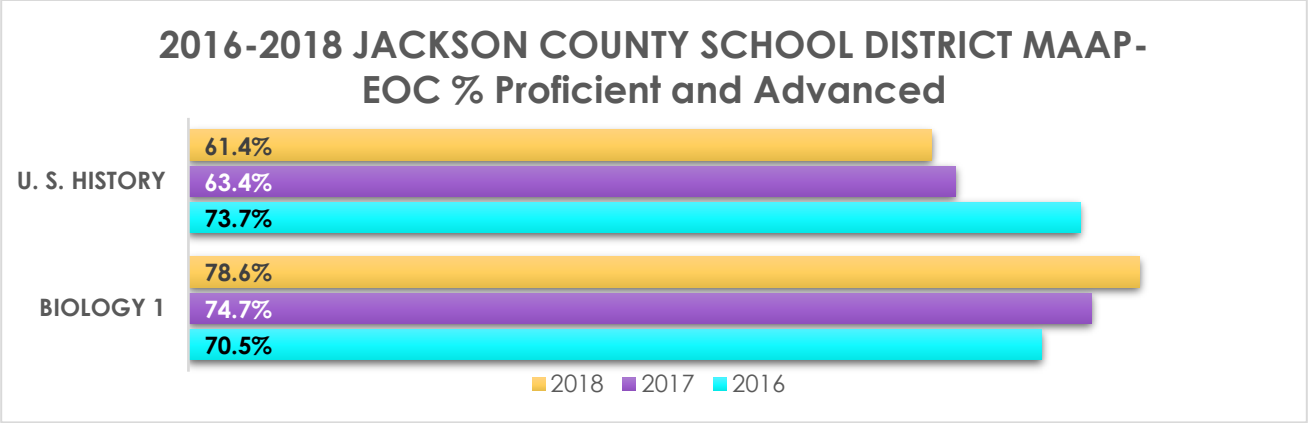


Figure 30: 2016-2018 Jackson County School District MAAP-EOC % Proficient and Advanced

JACKSON COUNTY SCHOOL DISTRICT MAAP DEMOGRAPHICS

Beginning with the 2017-2018 school year, new 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.

Jackson County School District MAAP ELA Demographics

Table 22 shows performance percentages for all MAAP ELA assessments given by the district in 2017-2018, including MAAP ELA 3-8 and MAAP English II.

Jackson County School District 2018 MAAP ELA by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All	99.44	99.04	0-10%	7.44	11-20%	20.44	21-30%	33.68	31-40%	29.03	11-20%	9.41
Female	99.55	99.27	0-10%	5.1	11-20%	17.74	21-30%	34.33	41-50%	31.82	11-20%	11
Male	99.37	98.85	5.03	9.67	16.54	23.01	31.22	33.05	37.15	26.37	10.06	7.89
Asian	100	99.36	0-10%	6.82	11-20%	10.64	21-30%	20.63	31-40%	37.33	21-30%	24.59
Black or African American	99.67	98.97	6.86	11-20%	22.74	21-30%	37.29	31-40%	27.93	21-30%	5.18	0-10%
Hispanic or Latino	100	98.98	6.55	9.08	16.07	20.85	31.55	35.13	39.88	27.45	5.95	7.48
Alaskan Native or Native American	100	98.86	0-10%	5.11	11-20%	20.59	41-50%	37.07	21-30%	30.15	0-10%	7.08
Native Hawaiian or Pacific Islander	<5%	98.72	0-10%	8.44	21-30%	12.99	41-50%	27.27	31-40%	35.06	0-10%	16.23
Two or More Races	100	98.55	0-10%	5.4	11-20%	15.48	21-30%	32.64	51-60%	36.49	0-10%	9.99
White	99.37	99.18	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
Economically Disadvantaged	99.28	98.91	5.37	9.63	18.44	25.29	33.62	36.13	34.54	23.84	8.03	5.11
Non Economically Disadvantaged	99.59	99.33	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	41-50%	11-20%	11-20%
Students without Disabilities	99.58	99.29	0-10%	0-10%	0-10%	11-20%	31-40%	31-40%	41-50%	31-40%	11-20%	11-20%
Students with Disabilities	98.47	97.44	11-20%	21-30%	31-40%	31-40%	21-30%	21-30%	11-20%	0-10%	0-10%	0-10%
English Learners	100	99.03	10.42	11-20%	24.31	21-30%	29.86	31-40%	29.86	21-30%	5.56	0-10%
Non English Learners	99.42	99.05	0-10%	7.22	11-20%	20.26	21-30%	33.65	31-40%	29.28	11-20%	9.58
Foster Care		0	18.75	0-10%	6.25	21-30%	25	31-40%	37.5	21-30%	12.5	0-10%
Homeless	100	97.76	11-20%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	0-10%	0-10%
Migrant	<5%	97.41	0-10%	11-20%	0-10%	21-30%	41-50%	21-30%	21-30%	21-30%	21-30%	0-10%

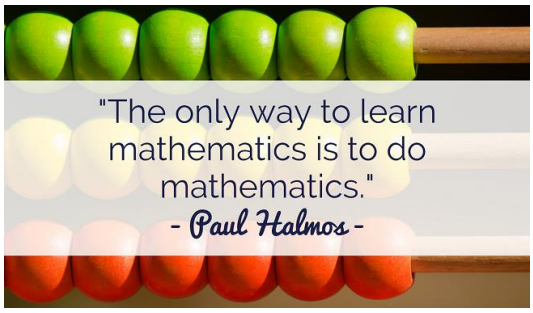
Table 22: 2018 Jackson County School District MAAP ELA by Demographic Group

Jackson County School District MAAP MATH Demographics

Table 23 shows performance percentages for all MAAP MATH assessments given by the district in 2017-2018, including MAAP MATH 3- 8, and MAAP MATH Algebra I.

Jackson County School District 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All	99.32	98.81	0-10%	6.79	11-20%	20.9	21-30%	30.52	31-40%	29.87	11-20%	11.92
Female	99.43	99.09	0-10%	5.45	11-20%	19.36	21-30%	31.3	31-40%	31.67	11-20%	12.23
Male	99.22	98.56	0-10%	8.06	11-20%	22.36	21-30%	29.79	31-40%	28.17	11-20%	11.62
Asian	100	99.15	0-10%	0-10%	0-10%	0-10%	11-20%	11-20%	41-50%	31-40%	21-30%	41-50%
Black or African American	99.49	98.72	7.13	0-10%	22.07	21-30%	35.31	31-40%	28.01	21-30%	7.47	0-10%
Hispanic or Latino	100	98.57	7.78	6.37	13.77	18.38	34.13	30.46	34.73	33.03	9.58	11.77
Alaskan Native or Native American	100	97.91	8.7	0-10%	13.04	11-20%	47.83	31-40%	21.74	31-40%	8.7	11-20%
Native Hawaiian or Pacific Islander	100	98.72	10	5.84	10	12.99	50	24.68	20	31.17	10	25.32
Two or More Races	100	98.52	0-10%	0-10%	11-20%	11-20%	31-40%	21-30%	21-30%	31-40%	11-20%	11-20%
White	99.22	98.96	0-10%	0-10%	11-20%	11-20%	21-30%	21-30%	31-40%	31-40%	11-20%	11-20%
Economically Disadvantaged	99.28	98.69	5.61	8.74	17.35	25.97	32.77	33.3	33.45	25.29	10.82	6.69
Non Economically Disadvantaged	99.35	99.07	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%
Students without Disabilities	99.42	99.05	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
Students with Disabilities	98.64	97.28	11-20%	21-30%	41-50%	31-40%	21-30%	21-30%	0-10%	0-10%	0-10%	0-10%
English Learners	100	98.84	10	8.86	15.71	22.18	27.14	30.79	33.57	28.58	13.57	9.59
Non English Learners	99.3	98.8	0-10%	6.72	11-20%	20.86	21-30%	30.51	31-40%	29.91	11-20%	11.99
Foster Care		0	11.11	9.89	22.22	25.99	22.22	32.98	38.89	25.12	5.56	6.01
Homeless	100	97.31	0-10%	11-20%	21-30%	31-40%	31-40%	21-30%	31-40%	11-20%	0-10%	0-10%
Migrant	<5%	96.58	0-10%	11.5	0-10%	32.74	41-50%	22.12	0-10%	23.01	41-50%	10.62

Table 23: Jackson County School District 2018 MAAP MATH by Demographic Group



Jackson County School District MAAP-SCI Demographics

Table 24 shows performance percentages for all MAAP-SCI assessments given by the district in 2017-2018, including MAAP-SCI (formerly MST[2]) for grades 5 / 8, and MAAP-SCI (formerly SATP[2]) for Biology I.

Jackson County School District 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All	99.38	98.74	5.41	13.57	15.95	24.04	47.97	41.68	30.68	20.71
Female	99.62	99.02	0-10%	12.3	11-20%	24	51-60%	44.07	21-30%	19.63
Male	99.24	98.5	6.04	14.78	15.91	24.08	45.62	39.42	32.43	21.73
Asian	100	99.43	0-10%	9.55	11-20%	9.79	41-50%	35.47	31-40%	45.19
Black or African American	98.82	98.54	14.29	20.88	30.16	32.28	40.08	37.44	15.48	9.4
Hispanic or Latino	100	98.98	6.67	15.02	26.67	24.63	50	41.72	16.67	18.63
Alaskan Native or Native American	<5%	96.47	0-10%	8.42	21-30%	31.87	51-60%	43.96	21-30%	15.75
Native Hawaiian or Pacific Islander	<5%	98.63	0-10%	9.72	0-10%	15.28	71-80%	34.72	21-30%	40.28
Two or More Races	100	98.83	0-10%	8.53	0-10%	18.79	51-60%	43.68	41-50%	29
White	99.45	98.98	0-10%	5.34	11-20%	15.01	41-50%	46.65	31-40%	33.01
Economically Disadvantaged	99.41	98.51	7.93	17.77	20.61	29.26	48.27	39.66	23.19	13.31
Non Economically Disadvantaged	99.35	99.22	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	31-40%	31-40%
Students without Disabilities	99.35	98.93	0-10%	10.3	11-20%	22.47	41-50%	44.31	31-40%	22.92
Students with Disabilities	99.59	97.45	24.9	36.1	37.55	34.84	28.57	23.58	8.98	5.48
English Learners	100	98.89	19.15	24.52	27.66	30.27	42.55	33.93	10.64	11.28
Non English Learners	99.36	98.74	5.11	13.29	15.69	23.88	48.09	41.88	31.11	20.95
Foster Care		0	11-20%	13.77	0-10%	26.49	71-80%	45.71	11-20%	14.03
Homeless	<5%	96.92	11-20%	27.8	11-20%	31.63	51-60%	31.2	0-10%	9.37
Migrant	<5%	94.44	0-10%	31.37	31-40%	25.49	31-40%	27.45	31-40%	15.69

Table 24: Jackson County School District 2018 MAAP-SCI by Demographic Group

Jackson County School District MAAP Achievement Gap Analysis

A**chievement** 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.

The current achievement gap analysis is based on the 2017 and 2018 student assessment data for English Language Arts and Mathematics. To remain consistent with methodology used by other states across the nation, the MDE Office of Student Assessment has modified the gap analysis of the 2017 and 2018 assessment data to include 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 2017 and 2018 Mississippi student performances, the achievement gap in both English and mathematics again widened for African-American students when compared to white students. However, performance disparities remained essentially the same for Hispanic students while narrowing for Asian, multiracial, and Native American students when compared to the performance of white students. In addition, the gap decreased between economically advantaged and economically disadvantaged students and between English speaking students and English learners in both English and 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.

Table 25 shows the percentage difference between subgroups for 2016 through 2018. Subgroups without gap percentages are the groups to which others are compared.

Jackson County School District 2016-2018 MAAP Achievement Gap Analysis

KEY

More than +25% difference
+10% to +25% difference
0% to +10% difference
0% to -10% difference
-10% to -25% difference
More than -25% difference

	2016 % Proficient	2016 Gap	2017 % Proficient	2017 Gap	2016-2017 Gap Difference	2018 % Proficient	2018 Gap	2017-2018 Gap Difference	70% by 2025 2017 Gap	70% by 2025 2018 Gap
ELA										
0 All										
All Students			49.5%	--		53.5%	--	--	-20.5%	-16.5%
1 Gender										
Female	49.8%	9.8%	55.5%	11.6%	1.8%	58.4%	9.5%	-2.1%	-14.5%	-11.6%
Male	40.0%		43.9%	--		48.9%	--	--	-26.1%	-21.1%
2 Race										
African-American	29.7%	-16.9%	32.3%	-19.7%	2.8%	34.6%	-21.4%	1.7%	-37.7%	-35.4%
Asian	57.9%	11.3%	62.5%	10.5%	-0.8%	61.8%	5.9%	-4.6%	-7.5%	-8.2%
Hispanic	34.6%	-11.9%	36.8%	-15.2%	3.3%	47.8%	-8.1%	-7.1%	-33.2%	-22.2%
Multiracial	52.4%	5.8%	46.8%	-5.2%	-0.6%	65.6%	9.7%	4.5%	-23.2%	-4.4%
White	46.6%		52.0%	--		55.9%	--	--	-18.0%	-14.1%
Native American/Pacific Islander	--	--	44.8%	-7.2%	--	38.7%	-17.2%	10.0%	-25.2%	-31.3%

Jackson County School District 2016-2018 MAAP Achievement Gap Analysis

KEY

- More than +25% difference
- +10% to +25% difference
- 0% to +10% difference
- 0% to -10% difference
- -10% to -25% difference
- More than -25% difference

	2016 % Proficient	2016 Gap	2017 % Proficient	2017 Gap	2016-2017 Gap Difference	2018 % Proficient	2018 Gap	2017-2018 Gap Difference	70% by 2025 2017 Gap	70% by 2025 2018 Gap
3 Economic Status										
Economically Disadvantaged	36.0%	-19.8%	40.7%	-19.0%	-0.8%	46.1%	-16.7%	-2.3%	-29.3%	-23.9%
Not Economically Disadvantaged	55.8%		59.8%	--		62.8%	--	--	-10.2%	-7.2%
4 Disability Status										
Students with Disabilities	11.8%	-36.3%	17.9%	-35.4%	-0.9%	20.2%	-37.6%	2.2%	-52.1%	-49.8%
Students without Disabilities	48.1%		53.3%	--		57.8%	--	--	-16.7%	-12.2%
5 English Proficiency Status										
Not Limited English Proficiency	44.9%		50.0%	--		53.9%	--	--	-20.0%	-16.1%
Limited English Proficiency	34.8%	-10.1%	29.2%	-20.9%	10.8%	38.5%	-15.4%	-5.5%	-40.8%	-31.5%
MATH										
0 All										
All Students			51.7%	--		55.2%	--	--	-18.3%	-14.8%
1 Gender										
Female	50.0%	4.6%	54.0%	4.4%	-0.2%	56.6%	2.6%	-1.8%	-16.0%	-13.4%
Male	45.4%		49.6%	--		54.0%	--	--	-20.4%	-16.0%
2 Race										
African-American	26.8%	-23.3%	32.1%	-22.2%	-1.1%	36.3%	-21.7%	-0.5%	-37.9%	-33.7%
Asian	64.1%	14.0%	69.1%	14.8%	0.8%	74.4%	16.4%	1.6%	-0.9%	4.4%
Hispanic	41.4%	-8.7%	40.4%	-13.9%	5.2%	44.7%	-13.2%	-0.7%	-29.6%	-25.3%
Multiracial	52.2%	2.1%	44.7%	-9.6%	7.5%	40.9%	-17.1%	7.5%	-25.3%	-29.1%
White	50.1%		54.3%	--		58.0%	--	--	-15.7%	-12.0%
Native American/Pacific Islander	--	--	36.7%	-17.6%	--	32.3%	-25.7%	8.1%	-33.3%	-37.7%
3 Economic Status										
Economically Disadvantaged	38.3%	-21.1%	43.5%	-18.2%	-2.9%	47.6%	-17.6%	-0.6%	-26.5%	-22.4%
Not Economically Disadvantaged	59.5%		61.7%	--		65.2%	--	--	-8.3%	-4.8%
4 Disability Status										
Students with Disabilities	16.6%	-34.3%	19.5%	-36.0%	1.7%	19.4%	-40.7%	4.7%	-50.5%	-50.6%
Students without Disabilities	50.9%		55.5%	--		60.1%	--	--	-14.5%	-9.9%
5 English Proficiency Status										
Not Limited English Proficiency	47.7%		51.8%	--		55.4%	--	--	-18.2%	-14.6%
Limited English Proficiency	41.6%	-6.2%	47.9%	-3.9%	-2.3%	48.4%	-7.0%	3.1%	-22.1%	-21.6%

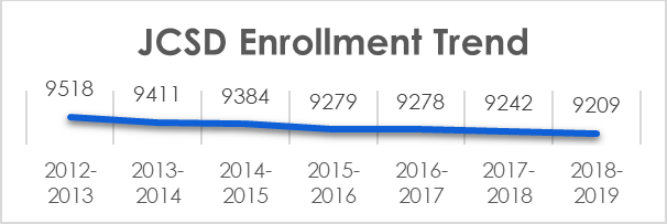
Table 25: Jackson County School District 2016-2018 MAAP Achievement Gap Analysis

ENROLLMENT

Jackson County School District's 2018-2019 enrollment as reported by MDE in January of 2019, is approximately nine thousand two hundred and nine (9,209) students, prekindergarten through twelfth grade, which represents a 1.9% decrease since 2012-2013. The demographic make-up of the district has remained steady over a five-year period. ***Table 26*** shows enrollment by grade for 2016-2017 through 2018-2019, while ***Table 27*** shows demographic enrollment for the same period.

DISTRICT ENROLLMENT BY GRADE	2017	2018	2019
Pre-Kindergarten	16	*	12
SPED Pre-K	25	25	31
Kindergarten	621	588	633
SPED Kindergarten	*	17	*
Elementary SPED	60	60	65
Grade 1	685	671	633
Grade 2	683	682	663
Grade 3	741	706	675
Grade 4	732	755	706
Grade 5	709	752	761
Grade 6	706	715	769
Grade 7	765	713	743
Grade 8	714	743	719
Grade 9	788	737	758
Grade 10	696	734	714
Grade 11	686	620	646
Grade 12	593	659	615
Secondary SPED	44	47	55
Secondary GED	10	*	*
Total	9278	9242	9209

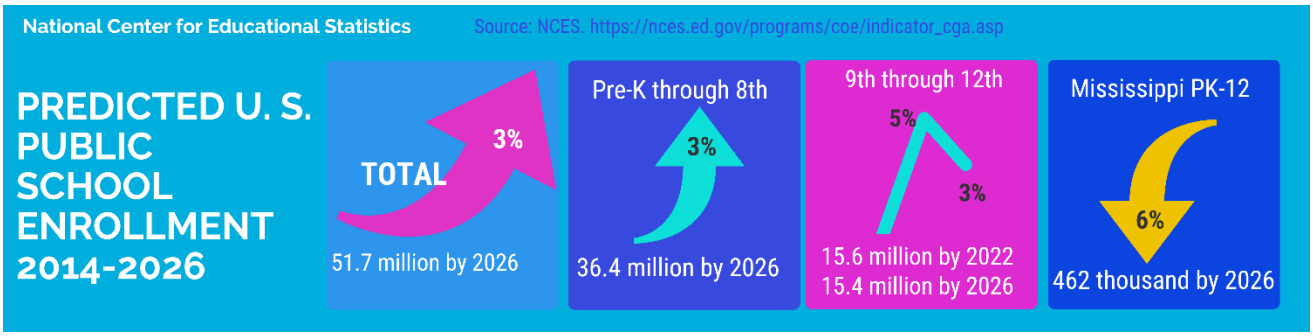
Table 26: 2017-2019 Jackson County School District Enrollment by Grade



DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP	2017		2018		2019	
	#	%	#	%	#	%
Female	4437	47.8%	4392	47.5%	4376	47.5%
Male	4841	52.2%	4850	52.5%	4833	52.5%
Asian	345	3.7%	319	3.5%	307	3.3%
African American	1055	11.4%	1037	11.2%	1044	11.3%
Hispanic or Latino	274	3.0%	273	3.0%	307	3.3%
American Indian	33	0.4%	36	0.4%	30	0.3%
White	7469	80.5%	7432	80.4%	7362	79.9%
Two or More Races	86	0.9%	129	1.4%	141	1.5%
Pacific Islander	16	0.2%	16	0.2%	18	0.2%
Total	9278	100%	9242	100%	9209	100%

Table 27: 2017-2019 Jackson County School District Enrollment by Demographic Group

MCAPS LEA Plan Demographics: Enrollment



FINANCE

JACKSON COUNTY SCHOOL DISTRICT SCHOOL DISTRICT FY2017-2019				
SUMMARY OF MAEP FUNDING SHORTFALL AND BUDGET CUTS				
FY2017 MAEP Full Funding	FY2017 Actual Funding	Governor's Cut Mar 24, 2017 - 0.38% reduction	Revised FY17 MAEP Allocation	FY2017 Amount Below Full Funding
$41,524,883	$38,588,970	-$146,819	$38,250,861	$3,274,022
FY2018 MAEP Full Funding	FY2018 Funding Per HB 1502	Difference FY2017 to FY2018	FY2018 Amount <Full Funding	Total MAEP Loss to District FY2009- FY2019
$42,615,464	$38,873,133	$622,272	$3,742,331	
FY2019 MAEP Full Funding	FY2019 Funding Per HB 1592	Difference FY2018 to FY2019	FY2019 Amount <Full Funding	
$43,487,954	$39,253,893	$380,760	$4,234,061	-$40,889,095

Table 28: Jackson County School District FY2017-2019 Summary of MAEP Funding Shortfall and Budget Cuts

FINANCIAL HIGHLIGHTS from the Independent Auditor's Report on FY2017 (dated April 5, 2018)

- Total net position for 2017 decreased $3,682,542, including a prior period adjustment of $305,721, which represents a 36% decrease from fiscal year 2016. Total net position for 2016 increased $697,808, which represents a 7% increase from fiscal year 2015.
- General revenues amounted to $76,084,666 and $72,870,921, or 88% and 87% of all revenues for fiscal years 2017 and 2016, respectively. Program specific revenues in the form of charges for services and grants and contributions accounted for $10,123,854, or 12% of total revenues for 2017, and $10,462,530, or 13% of total revenues for 2016.
- The School District had $90,196,783 and $82,635,643 in expenses for fiscal years 2017 and 2016; only $10,123,854 for 2017 and $10,462,530 for 2016 of these expenses was offset by program specific charges for services, grants and contributions. General revenues of $76,084,666 for 2017 and $72,870,921 for 2016 were not adequate to provide for these programs.
- Among major funds, the General Fund had $76,150,845 in revenues and $68,531,125 in expenditures for 2017, and $69,522,416 in revenues and $66,635,347 in expenditures in 2016. The General Fund's fund balance increased by $6,865,051 from 2016 to 2017 and increased by $2,721,900 from 2015 to 2016.
- Capital assets, net of accumulated depreciation, decreased by $1,825,528 for 2017 and decreased by $2,451,733 for 2016. The decrease for 2017 was due to the disposal of various furniture and equipment and mobile equipment coupled with the increase in accumulated depreciation.
- Long-term debt decreased by $192,897 for 2017 and decreased by $2,012,117 for 2016. This decrease for 2017 was due primarily to the principal payments on outstanding long-term debt. The liability for compensated absences increased by $119,979 for 2017 and increased by $150,267 for 2016.

JACKSON COUNTY SCHOOL DISTRICT 2017-2018 PER PUPIL EXPENDITURE							
2017-2018 ADA	Per Pupil Expenditure /ADA	State Rank (H-L)	Instructional Expenditure /ADA	State Rank (H-L)	Transported ADA	Transported Expenditure /ADA	State Rank (H-L)
8,681.29	9,137.92	116	6,405.65	90	8,600.76	568.53	72

Table 29: 2017-2018 Jackson County School District Per Pupil Expenditure

JACKSON COUNTY SCHOOL DISTRICT FY2018 REVENUE SOURCES								
REVENUE FROM LOCAL SOURCES			REVENUE FROM STATE SOURCES			REVENUE FROM FEDERAL SOURCES		
Amount	%	% Rank (H to L)	Amount	%	% Rank (H to L)	Amount	%	% Rank (H to L)
$38,905,018.09	44.3%	14	$41,909,722.29	47.7%	104	$7,047,547.50	8.0%	143

REVENUE FROM INTERMEDIATE SOURCES			TOTAL REVENUE ALLSOURCES	
Amount	%	% Rank (H to L)	Amount	% Rank (H to L)
$0.00	0.0%		$87,862,287.88	8

Table 30: Jackson County School District FY2018 Revenue Sources

JACKSON COUNTY SCHOOL DISTRICT FY2018 ADMINISTRATIVE COSTS					
2017-18 TOTAL CURRENT OPERATIONS (All Funds)	CAP 4% PLUS 150,000	2017-18 DISTRICT ADMINISTRATION	PERCENT OF TOTAL CURRENT OPERATIONS	OVER (UNDER) CAP	PERCENT RANK (L TO H)
79,328,994.63	$3,323,159.79	1,942,728.36	2.45%	-1,380,431.43	10

Table 31: Jackson County School District FY2018 Administrative Costs

JACKSON COUNTY SCHOOL DISTRICT FY2018 TAX LEVY					
Assess Value	Homestead Evaluations	Homestead Credit	Current Mills	Voc. Ed. Mills	Other Mills
510,095,565	31,879,819.00	996,243.00	58.83		
Total Curr.	3 Mill	General Obligations	Ad. Val. Shortfall	Other	TOTAL LEVIED
58.83	2.76		1.33		62.92

Table 32: Jackson County School District FY2018 Tax Levy

PERSONNEL

2017-2018 JACKSON COUNTY SCHOOL DISTRICT Average Salaries and Years of Experience

	AVERAGE SALARY	AVERAGE YRS EXPERIENCE	NUMBER
INSTRUCTIONAL	**$32,038.50**	**11.77**	**934**
ASSISTANT	$17,873.48	9.11	155
LIBRARIAN	$51,402.46	18.71	13
OTHER CERTIFIED	$53,285.56	14.36	144
TEACHER	$48,087.53	12.89	622
SUPPORT	**$38,326.16**	**13.13**	**453**
COUNSELOR	$58,610.69	24.33	23
NON-CERTIFIED	$24,161.90	10.26	377
SECRETARIAL	$53,341.71	6.30	49
NURSE	$46,591.25	13.25	4
ADMINISTRATIVE	**$82,980.43**	**21.61**	**56**
CENTRAL OFFICE	$80,878.73	22.15	25
PRINCIPALS	$88,584.98	20.19	31
Grand Total	**$52,751.43**	**15.83**	**1443**

Table 33: 2017-2018 Jackson County School District Average Salaries and Years of Experience

2018 JACKSON COUNTY SCHOOL DISTRICT FULL-TIME EQUIVALENT TEACHERS

	TOTAL #	All Schools		High Poverty Schools		Low Poverty Schools	
		EXPERIENCED					
		#	%	#	%	#	%
JCSD	573.45	**486.54**	**84.84**			**323.17**	**83.78**
East Central Upper Elementary	37.4	33.41	89.31			33.41	89.31
East Central Middle	39.28	32.25	82.1			32.25	82.1
East Central High	46.42	41.6	89.6			41.6	89.6
St Martin N Elementary	38.48	34.48	89.6				
St Martin High	78.24	57.2	73.11			57.2	73.11
St Martin Upper Elementary	42.64	39.65	92.97				
St Martin East Elementary	39.22	34.22	87.25				
Vancleave Upper Elementary	35.63	30.82	86.49			30.82	86.49
Vancleave Middle	38.11	34.71	91.08			34.71	91.08
Vancleave High	48.14	36.7	76.24			36.7	76.24
East Central Lower Elementary	31.31	28.32	90.42			28.32	90.42
St. Martin Middle	67.37	55.02	81.66				
Vancleave Lower Elementary	31.15	28.15	90.37			28.15	90.37

2018 JACKSON COUNTY SCHOOL DISTRICT FULL-TIME EQUIVALENT TEACHERS							
	TOTAL #	All Schools		High Poverty Schools		Low Poverty Schools	
		EMERGENCY PROVISIONAL					
		#	%	#	%	#	%
JCSD	573.45	8.06	1.41			7.28	1.89
East Central Upper Elementary	37.4	0	0			0	0
East Central Middle	39.28	1	2.55			1	2.55
East Central High	46.42	2.72	5.86			2.72	5.86
St Martin N Elementary	38.48	0	0				
St Martin High	78.24	0.9	1.15			0.9	1.15
St Martin Upper Elementary	42.64	0	0				
St Martin East Elementary	39.22	0	0				
Vancleave Upper Elementary	35.63	0	0			0	0
Vancleave Middle	38.11	0.72	1.89			0.72	1.89
Vancleave High	48.14	0.94	1.94			0.94	1.94
East Central Lower Elementary	31.31	1	3.19			1	3.19
St. Martin Middle	67.37	0.79	1.17				
Vancleave Lower Elementary	31.15	0	0			0	0
		TEACHING IN FIELD					
		#	%	#	%	#	%
JCSD	573.45	567.8	99.01			380.82	98.73
East Central Upper Elementary	37.4	36.12	96.56			36.12	96.56
East Central Middle	39.28	39.09	99.49			39.09	99.49
East Central High	46.42	44.99	96.91			44.99	96.91
St Martin N Elementary	38.48	38.48	100				
St Martin High	78.24	77.58	99.15			77.58	99.15
St Martin Upper Elementary	42.64	41.9	98.24				
St Martin East Elementary	39.22	39.22	100				
Vancleave Upper Elementary	35.63	34.64	97.19			34.64	97.19
Vancleave Middle	38.11	38.11	100			38.11	100
Vancleave High	48.14	47.82	99.34			47.82	99.34
East Central Lower Elementary	31.31	31.32	100			31.32	100
St. Martin Middle	67.37	67.37	100				
Vancleave Lower Elementary	31.15	31.15	100			31.15	100

Table 34: 2018 Jackson County School District Full-Time Equivalent Teachers

2018 JACKSON COUNTY SCHOOL DISTRICT SCHOOL PRINCIPALS			
SCHOOL	# PRINCIPALS	# EXPERIENCED	% EXPERIENCED
Jackson County School District	30	28	93.33
East Central Upper Elementary	2	2	100
East Central Middle	2	2	100
East Central High	3	2	66.67
St Martin North Elementary	2	2	100
St Martin High	3	3	100
St Martin Upper Elementary	2	2	100
St Martin East Elementary	2	2	100
Vancleave Upper Elementary	2	2	100
Vancleave Middle	2	2	100
Vancleave High	2	2	100
East Central Lower Elementary	2	2	100
St. Martin Middle	4	4	100
Vancleave Lower Elementary	2	1	50

Table 35: 2018 Jackson County School District School Principals

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%

Table 36: 2016-2018 Jackson County School District Teacher Retention Trends

MCAPS LEA Plan Dimension 2 Curriculum and Instruction: Teacher Retention

2016-2018 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
2015-16	23:1	24:1	24:1	25:1	21:1	22:1	23:1	20:1	18:1
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

Table 37: 2016-2018 Jackson County School District Pupil/Teacher Ratios K-8

MCAPS LEA Plan Dimension 5 School Context and Organization: Pupil/Teacher Ratio

ATTENDANCE

2016-2018 Jackson County School District Average Daily Attendance

YEAR	School Name	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	SECONDARY SPED	SECONDARY GED	TOTAL
2016	DISTRICT	**3.8**	**628.6**	**60.0**	**657.9**	**701.5**	**711.0**	**670.4**	**665.5**	**725.5**	**671.4**	**683.2**	**716.2**	**693.9**	**564.7**	**548.3**	**31.4**	**7.4**	**8740.8**
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**
2016	ECHS												185.7	184.3	169.3	153.9	7.9	2.4	703.6
2017													182.3	162.0	169.2	169.3	9.4	4.4	696.6
2018													178.5	172.6	141.8	172.4	7.5	1.4	674.2
2016	ECLES	0.9	155.3	3.1	193.1	183.0													535.5
2017		2.3	157.3	2.0	174.7	188.2													524.4
2018		3.5	145.9	4.2	164.1	167.1													484.9
2016	ECMS			2.1						210.9	173.8	184.9						0.6	572.4
2017				1.6						200.6	196.9	176.8					1.7	0.9	578.5
2018				2.6						191.2	210.3	196.0					1.8		601.7
2016	ECUES			6.9			201.1	175.6	195.3										578.9
2017				7.1			188.3	203.6	180.1										579.0
2018				2.9			197.7	192.2	205.6										598.4
2016	SMEES		168.7	0.9	159.2	182.8	167.0												678.7
2017			148.7	1.1	184.8	160.4	181.4												676.4
2018			159.2		167.1	171.3	153.6												651.2
2016	SMHS												349.6	334.0	239.9	241.4	10.5	3.4	1178.8
2017													345.8	322.0	309.4	244.3	13.2	3.0	1237.6
2018													307.7	306.1	278.3	311.2	18.4	1.0	1222.6
2016	SMNES	2.8	149.1	18.8	155.6	168.2	174.0												668.5
2017		1.8	142.7	16.7	138.6	151.9	163.8												615.6
2018		5.6	114.7	13.5	158.4	140.7	161.7												594.5

2016-2018 Jackson County School District Average Daily Attendance

YEAR	School Name	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	SECONDARY SPED	SECONDARY GED	TOTAL
2016	SMUES			7.6				330.7	297.9										636.1
2017				12.6				332.0	327.0										671.6
2018				10.8				344.1	338.9										693.8
2016	SMMS			6.1						343.0	304.0	308.4					3.0		964.5
2017				1.3						303.0	338.6	307.1					8.7		958.6
2018				7.2						318.7	287.3	328.2					6.1		947.3
2016	VHS												181.2	175.9	155.7	153.2	5.1	1.3	672.4
2017													197.4	165.7	160.9	159.1	5.1	1.0	689.1
2018													192.3	185.8	153.8	160.8	8.5	1.2	702.4
2016	VLES	0.2	155.4	10.3	149.9	167.5													483.2
2017			140.1	5.9	158.2	149.3													453.4
2018		5.5	136.8	5.8	149.3	168.2													465.6
2016	VMS			2.4						171.6	193.6	189.8					4.8		562.2
2017										172.8	178.4	194.7					3.6		549.5
2018				1.9						173.0	182.4	176.8					1.9		536.0
2016	VUES			1.9			169.0	164.1	172.3										507.3
2017				4.1			168.7	168.9	168.6										510.5
2018				5.0			156.7	173.0	173.9										508.7

Table 38:2016-2018 Jackson County School District Average Daily Attendance

The school-level and district-level chronic absence data released by MDE for 2017-2018 shows that 16.9% of Mississippi students were absent 10% or more of the time enrolled, up from 14.2% the year before. Chronic absenteeism is defined as missing 10% or more of the time enrolled for any reason, which includes excused and unexcused absences and suspensions.

2017 and 2018 JACKSON COUNTY SCHOOL DISTRICT CHRONIC ABSENTEE RATE		
	DISTRICT	STATE
2016-2017		
ALL	13.0%	14.2%
2017-2018		
ALL	15.9%	16.9%
FEMALE	15.7%	16.8%
MALE	16.1%	16.9%
ALASKAN NATIVE OR NATIVE AMERICAN	30.8%	27.2%
ASIAN	5.0%	6.7%
BLACK OR AFRICAN AMERICAN	16.3%	16.0%
HISPANIC OR LATINO	17.5%	12.8%
NATIVE HAWAIIAN OR PACIFIC ISLANDER	15.0%	14.4%
TWO OR MORE RACES	18.0%	18.3%
WHITE	16.1%	18.3%
ENGLISH LEARNERS	12.4%	11.1%
STUDENTS WITH DISABILITIES	21.3%	16.1%
STUDENTS WITHOUT DISABILITIES	15.1%	21.8%

Table 39: 2017 and 2018 Jackson County School District Chronic Absentee Rate

Similar to national trends, Mississippi's chronic absenteeism rate is high in kindergarten (13.6%), tapers off in early elementary years, and increases steadily throughout middle and high school. The rate peaks in grade 12 at 30.1%. Starting as early as preschool and kindergarten, chronic absence can leave 3rd graders unable to read proficiently, 6th graders struggling with coursework, and high school students off track for graduation.

In August, 2018, the Mississippi Department of Education began its "Strive for Less Than Five" campaign to promote regular school attendance. The campaign challenges students to have no more than five absences over the course of the entire school year.

MCAPS LEA Plan Demographics: ADA and Teacher Absence

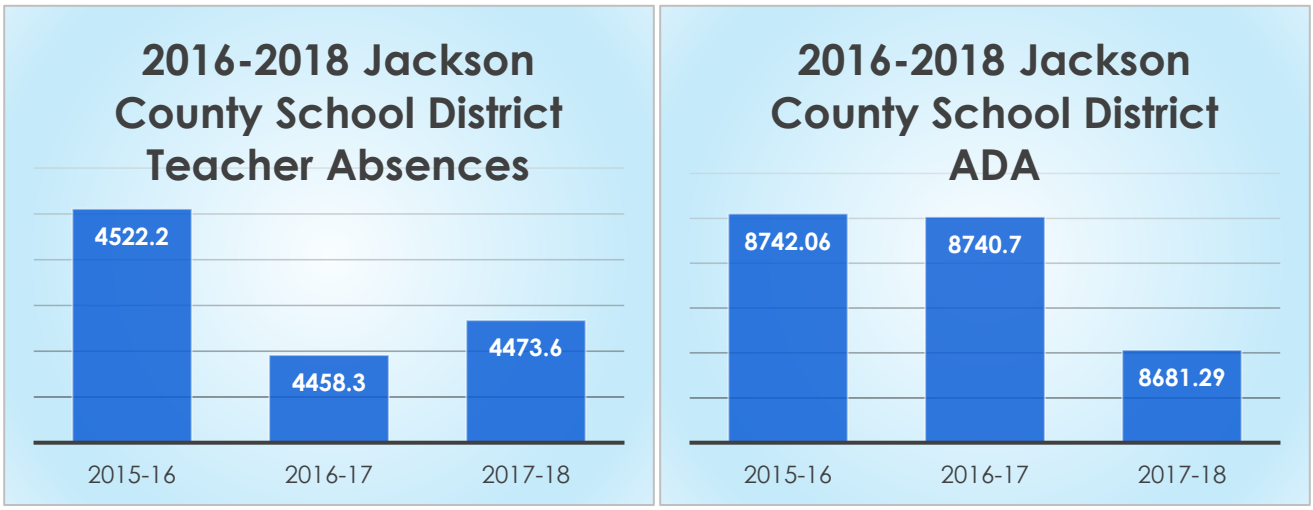


Figure 31: 2016-2018 Jackson County School District ADA and Teacher Absence

PROMOTIONS

2016-2018 Jackson County School District % Students Promoted to Next Grade									
	K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
2015-16	89%	95%	98%	99%	100%	99%	99%	98%	99%
2016-17	93%	95%	95%	100%	98%	99%	99%	97%	97%
2017-18	92%	96%	99%	100%	100%	100%	100%	96%	99%

Table 40: 2016-2018 Jackson County School District Percentage of Students Promoted to Next Grade

MCAPS LEA Plan College and Career Readiness: Promotions

ACCELERATION

2018 Jackson County School District Advanced Courses/Post-Secondary Enrollment			
	Advanced Course Participation		Post-Secondary
Subgroup	#	%	Enrollment %
All	622	45.2%	61.3%
Female	335	49.2%	
Male	287	41.2%	
Alaskan Native or Native American	<10	<5%	<5%
Asian	51	75.0%	65.2%
Black or African American	56	30.8%	54.9%
Hispanic or Latino	18	48.7%	30.0%
Native Hawaiian or Pacific Islander	<10	<5%	
Two or More Races	<10	<5%	
White	490	45.5%	62.8%
Economically Disadvantaged			<5%
Students with Disabilities	12	12.2%	52.2%
Students without Disabilities	610	47.7%	
English Learners	<10	29.4%	<5%
Non English Learners	617	45.4%	

Table 41: 2018 Jackson County School District Advanced Course Participation and Post-Secondary Enrollment

DISCIPLINE

2017-2018 JACKSON COUNTY SCHOOL DISTRICT MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	<5%	<5%	107
Female	<5%	<5%	<5%	16
Male	<5%	<5%	<5%	91
Alaskan Native or Native American				
Asian	<5%	<5%		<10
Black or African American	<5%	9.02	<5%	32
Hispanic or Latino	<5%	<5%		<10
Native Hawaiian or Pacific Islander	5	5		
Two or More Races		<5%		<10
White	<5%	<5%	<5%	69
Economically Disadvantaged				
Non Economically Disadvantaged				
Students with Disabilities	<5%	7.41	<5%	35
Students without Disabilities	<5%	<5%	<5%	72
English Learners		<5%		<10
Non English Learners	<5%	<5%	<5%	106

Table 42: 2017-2018 Jackson County School District MSIS Reported Disciplinary Incidents

2016-2018 Jackson County School District Out-of-School Suspensions (All Schools)						
	2015-16		2016-17		2017-18	
	# Total Days	% Total Days	# Total Days	% Total Days	# Total Days	% Total Days
All	20		51		47	
IEP	0	0%	8	16%	16	34%
EL	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%
Black/African American	0	0%	1	2%	15	32%
Hispanic/Latino	0	0%	3	6%	3	6%
Native American	0	0%	0	0%	0	0%
White	20	100%	44	86%	29	62%

Table 43: 2016-2018 Jackson County School District Out-of-School Suspensions (All Schools)

MCAPS LEA Plan School Climate and Culture: Out of School Suspensions

DISTRIBUTION OF RESPONDENTS

Seven thousand, two hundred sixty-eight (7,268) respondents from five stakeholder groups and fourteen schools responded to the Comprehensive Needs Assessment Survey in 2019. ***Figure 32*** 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.

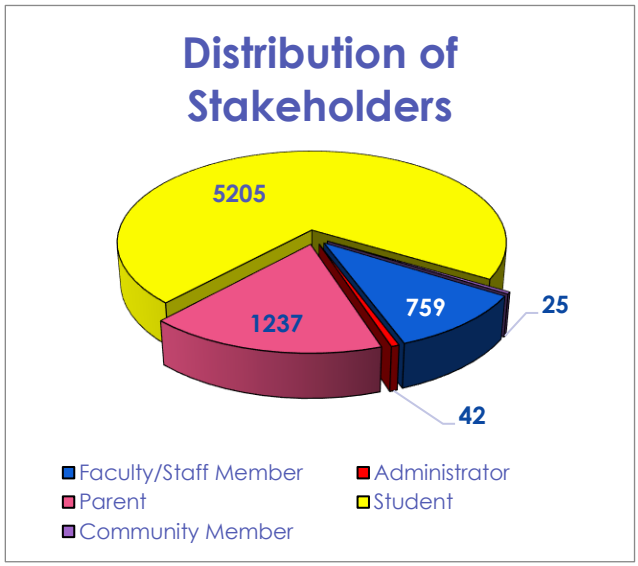


Figure 32: Distribution of Respondents by Stakeholder Group

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, Parent, Community, Student, and Administration) 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 professional development) 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*. Two overall open-ended questions were also included. Data was 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.

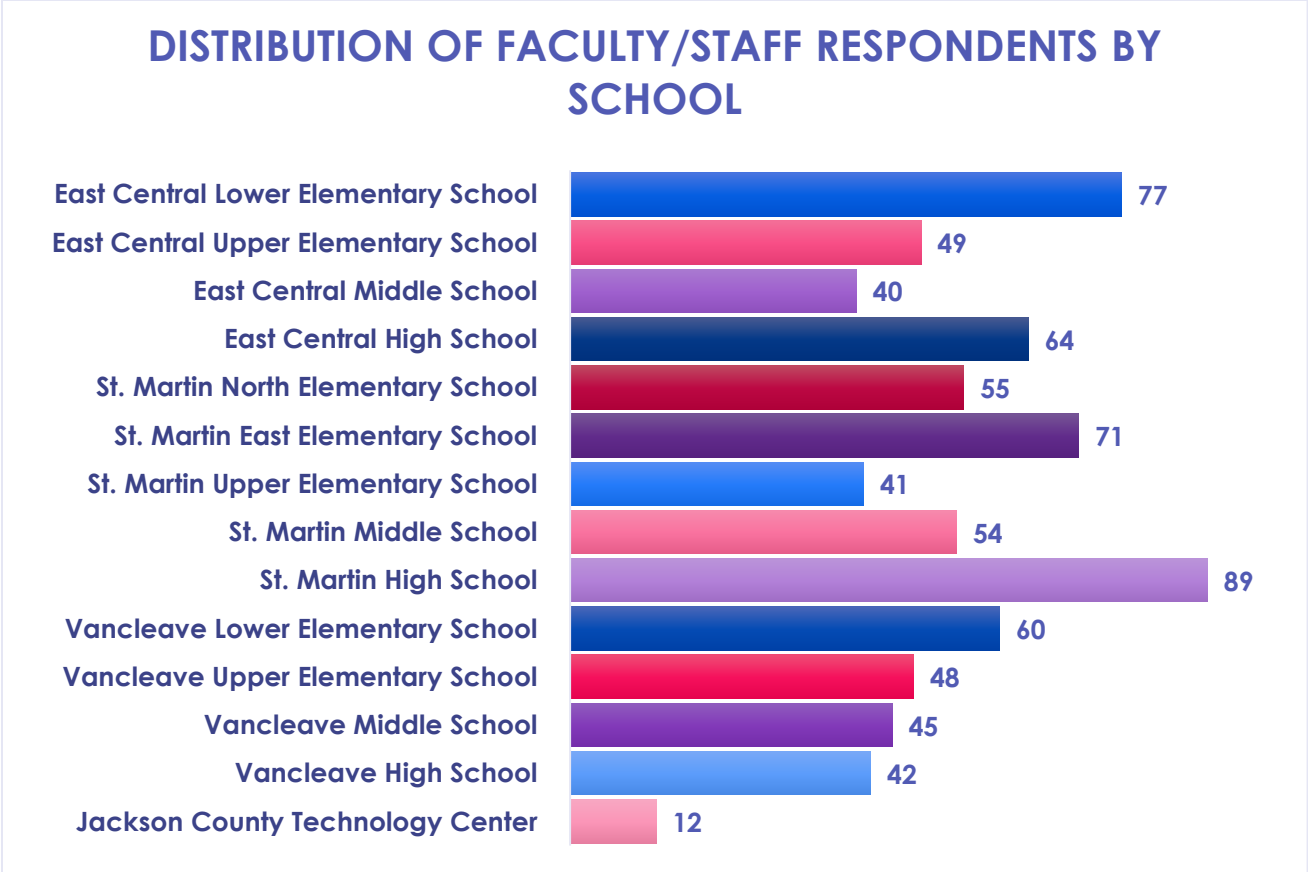


Figure 33: Distribution of Faculty/Staff Respondents by School

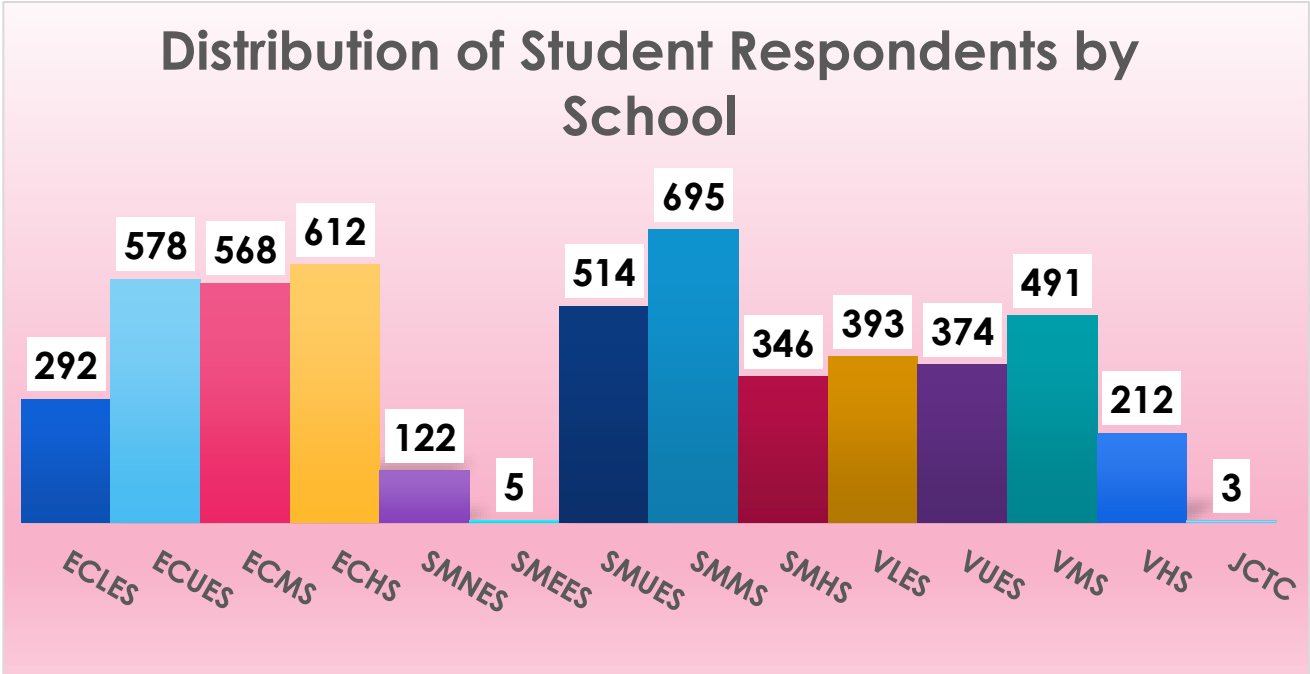


Figure 34: Distribution of Student Respondents by School

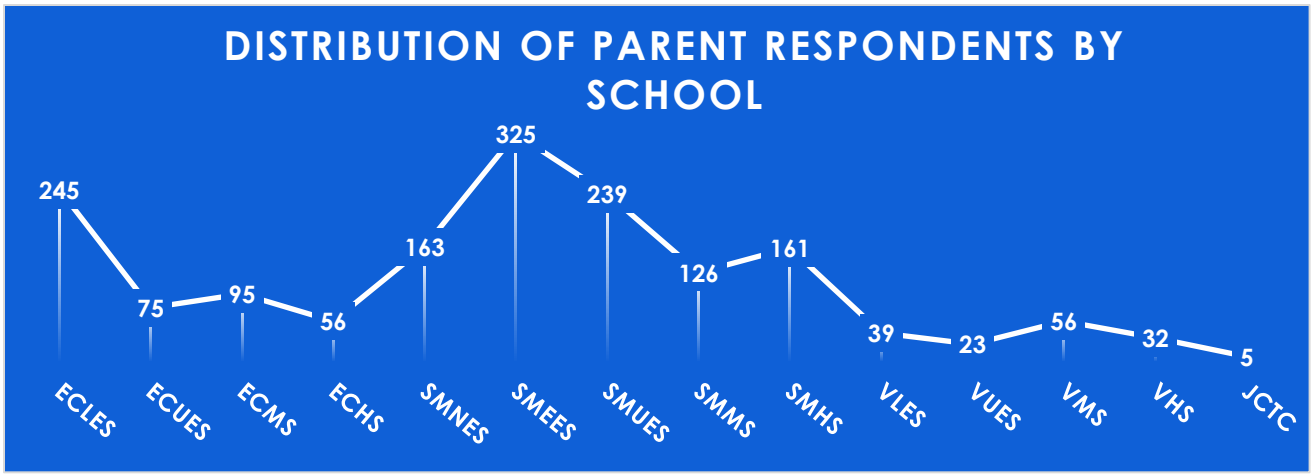


Figure 35: Distribution of Parent Respondents by School

UNIVERSAL QUESTIONS

Faculty, staff, parents, community members, students, and administrators 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

Field summary for FP5		
In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	3902	53.7%
Agree	2890	39.8%
Disagree	147	2.0%
Strongly Disagree	56	0.8%
Not Applicable or No Information	273	3.8%

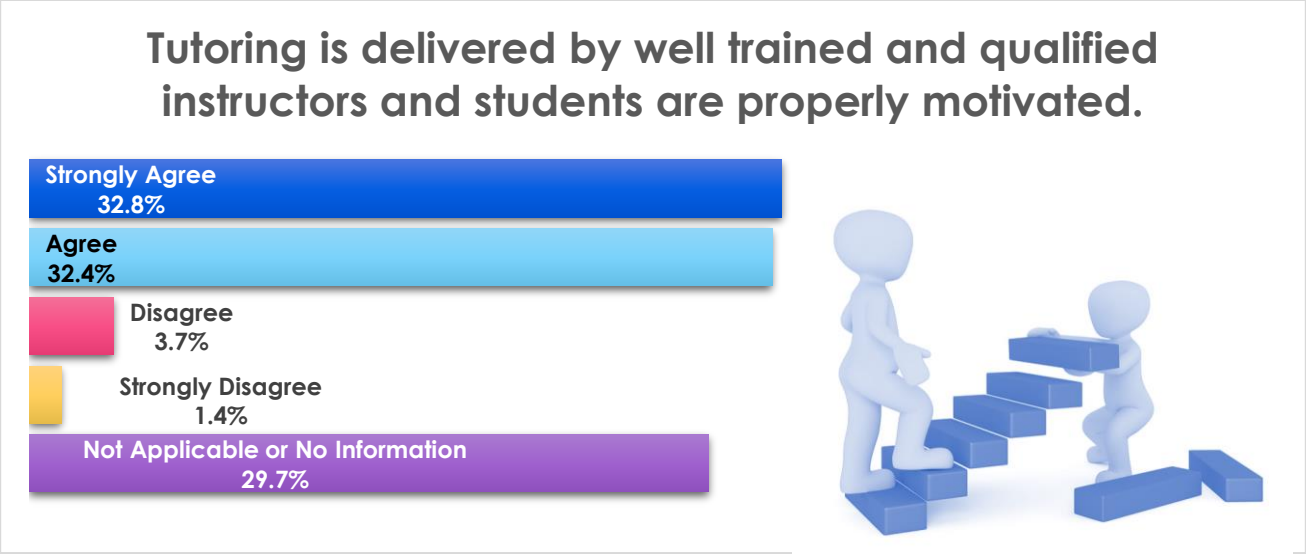


Figure 36: FP7 -- Effective Tutoring

Field summary for FP9		
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	4155	57.2%
Agree	2254	31.0%
Disagree	363	5.0%
Strongly Disagree	158	2.2%
Not Applicable or No Information	338	4.7%

Field summary for FP12		
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	3085	42.4%
Agree	2019	27.8%
Disagree	1018	14.0%
Strongly Disagree	463	6.4%
Not Applicable or No Information	683	9.4%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	2320	31.9%
Agree	2105	29.0%
Disagree	429	5.9%
Strongly Disagree	194	2.7%
Not Applicable or No Information	2220	30.5%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	3564	49.0%
Agree	3081	42.4%
Disagree	319	4.4%
Strongly Disagree	117	1.6%
Not Applicable or No Information	187	2.6%

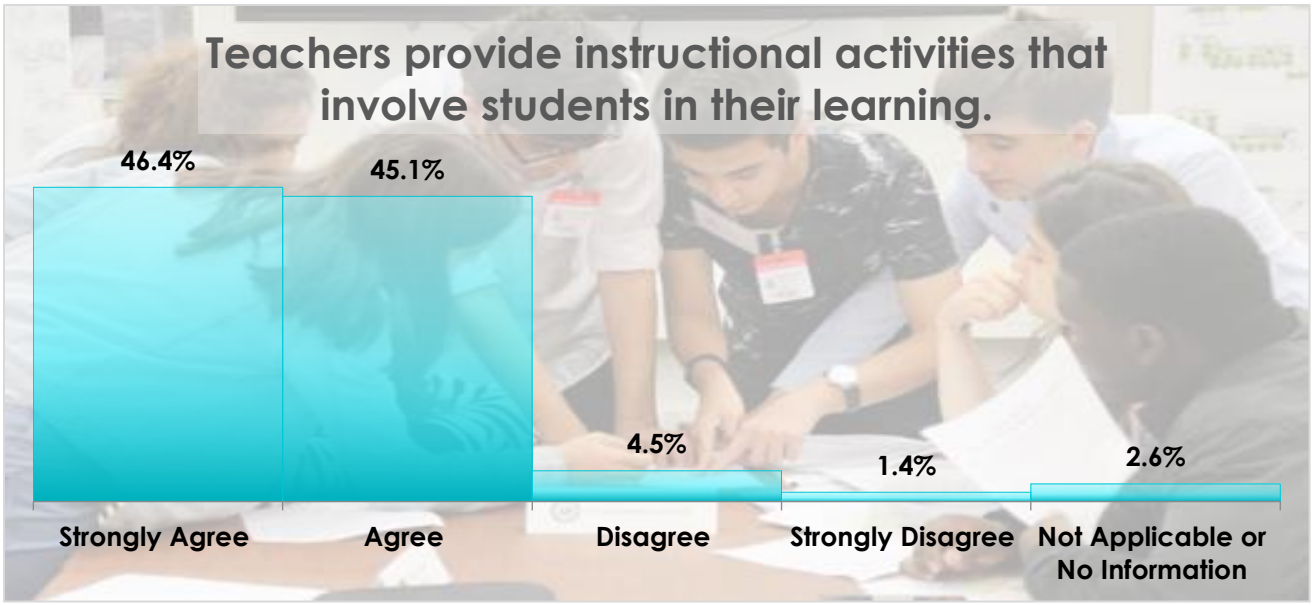


Figure 37: CI7 -- Engaging Instruction

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	3083	42.4%
Agree	3161	43.5%
Disagree	482	6.6%
Strongly Disagree	159	2.2%
Not Applicable or No Information	383	5.3%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	4297	59.1%
Agree	2434	33.5%
Disagree	248	3.4%
Strongly Disagree	91	1.3%
Not Applicable or No Information	198	2.7%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	3199	44.0%
Agree	3168	43.6%
Disagree	482	6.6%
Strongly Disagree	139	1.9%
Not Applicable or No Information	280	3.9%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

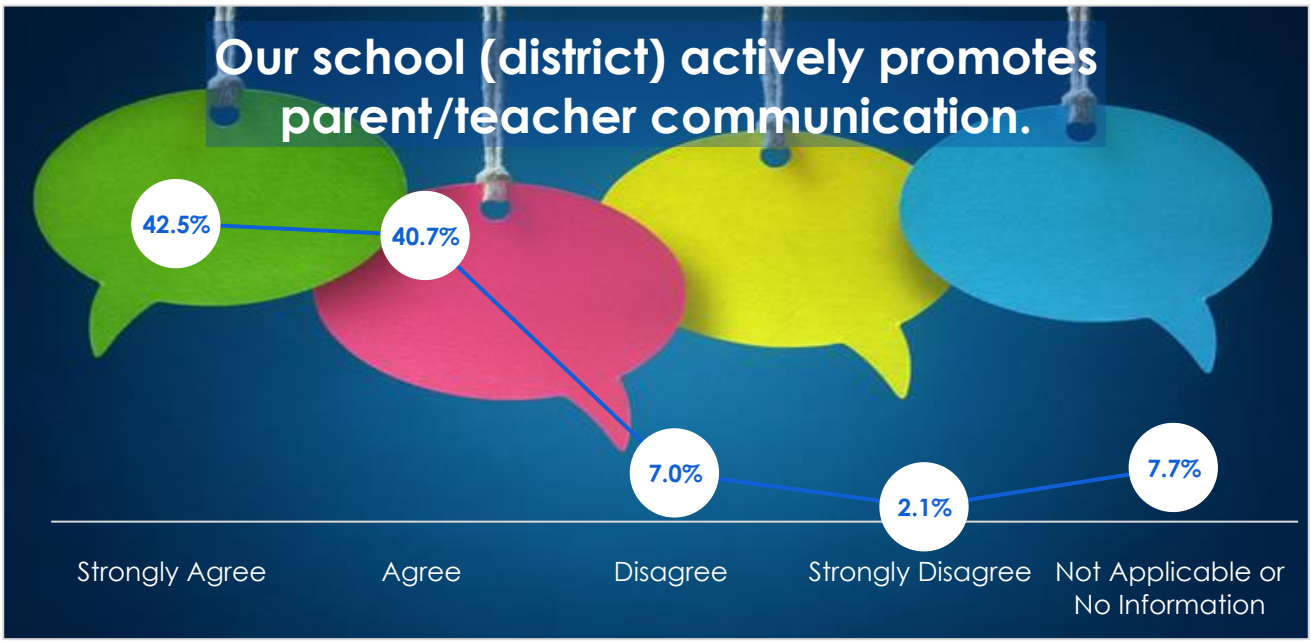


Figure 38: FC39 -- Promoting Parent/Teacher Communication

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	2766	38.1%
Agree	3087	42.5%
Disagree	706	9.7%
Strongly Disagree	201	2.8%
Not Applicable or No Information	508	7.0%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	3079	42.4%
Agree	2933	40.4%
Disagree	362	5.0%
Strongly Disagree	140	1.9%
Not Applicable or No Information	754	10.4%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	2102	32.6%
Agree	2575	40.0%
Disagree	749	11.6%
Strongly Disagree	239	3.7%
Not Applicable or No Information	777	12.1%

Field summary for FC801		
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	458	35.1%
Agree	673	51.6%
Disagree	103	7.9%
Strongly Disagree	15	1.2%
Not Applicable or No Information	55	4.2%

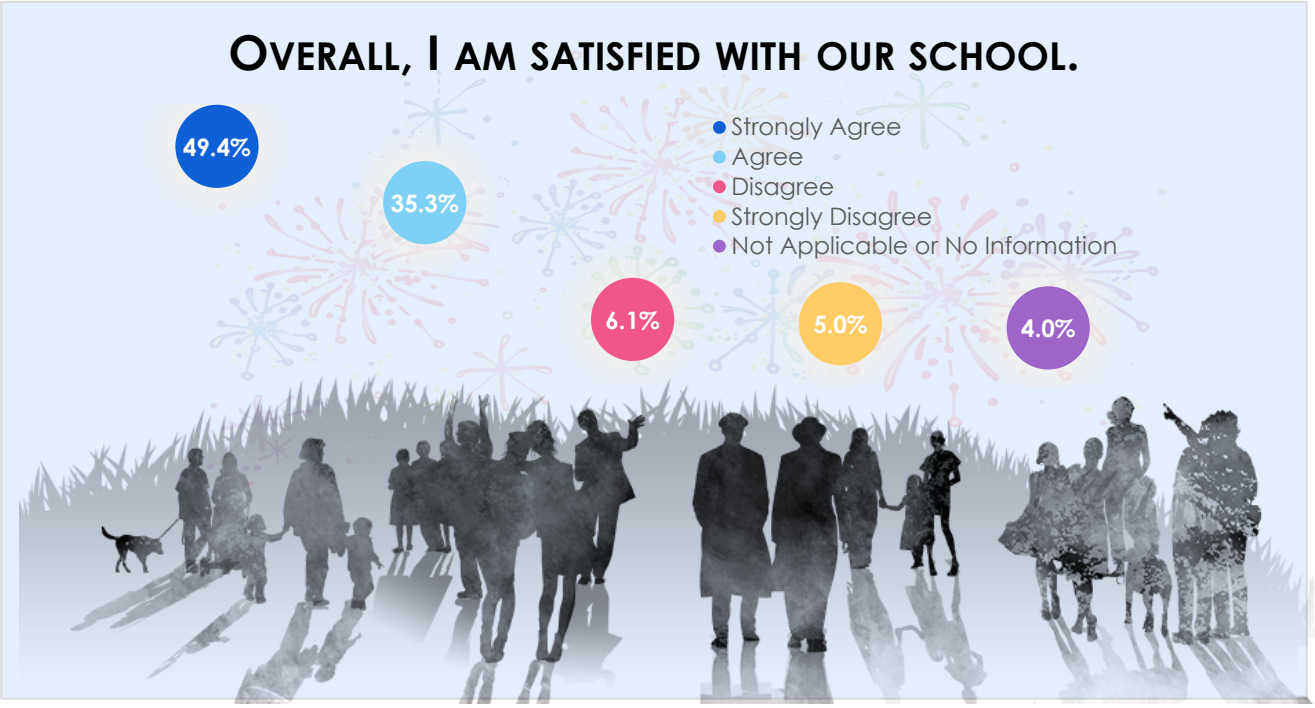


Figure 39: FC91 -- Overall Satisfaction

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	2589	35.6%
Agree	2976	40.9%
Disagree	509	7.0%
Strongly Disagree	210	2.9%
Not Applicable or No Information	984	13.5%

"We are what we repeatedly do. Excellence, then, is *not an act*, but a habit."

Aristotle

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	2090	32.1%
Agree	2729	41.9%
Disagree	494	7.6%
Strongly Disagree	187	2.9%
Not Applicable or No Information	1009	15.5%

Field 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	2934	40.4%
Agree	3312	45.6%
Disagree	380	5.2%
Strongly Disagree	132	1.8%
Not Applicable or No Information	510	7.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	2773	38.4%
Agree	3004	41.6%
Disagree	636	8.8%
Strongly Disagree	220	3.0%
Not Applicable or No Information	593	8.2%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	2225	37.3%
Agree	2368	39.7%
Disagree	332	5.6%
Strongly Disagree	140	2.3%
Not Applicable or No Information	899	15.1%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	3616	49.8%
Agree	2635	36.3%
Disagree	572	7.9%
Strongly Disagree	250	3.4%
Not Applicable or No Information	195	2.7%

Field 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	2971	40.9%
Agree	2505	34.5%
Disagree	559	7.7%
Strongly Disagree	315	4.3%
Not Applicable or No Information	918	12.6%

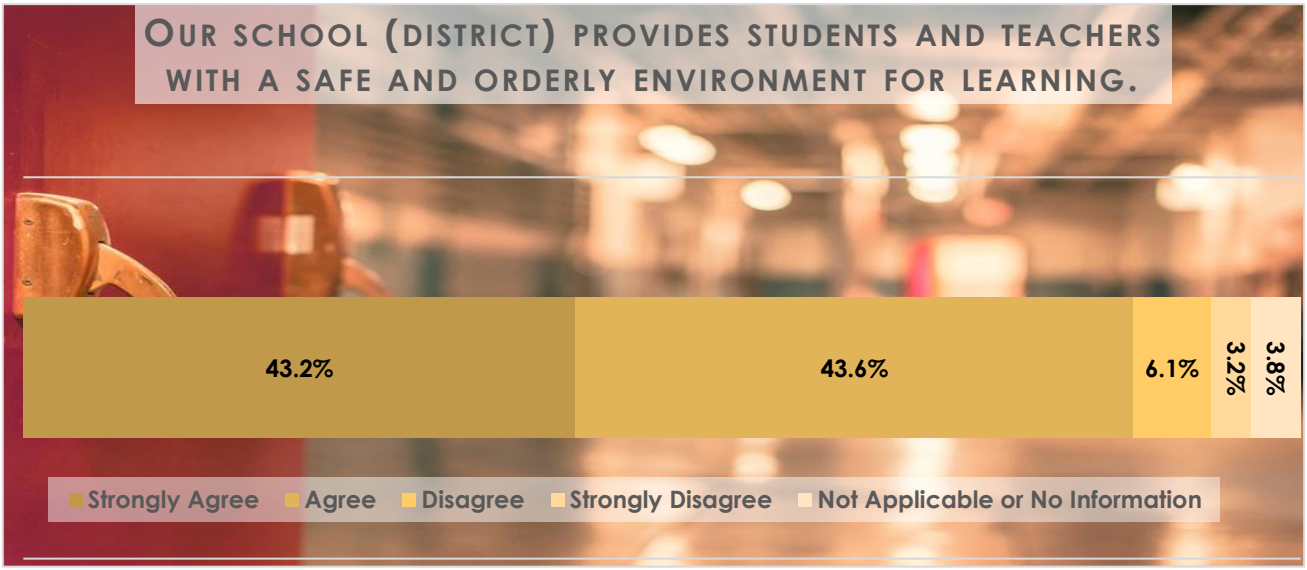


Figure 40: SC48 -- Safe and Orderly Environment

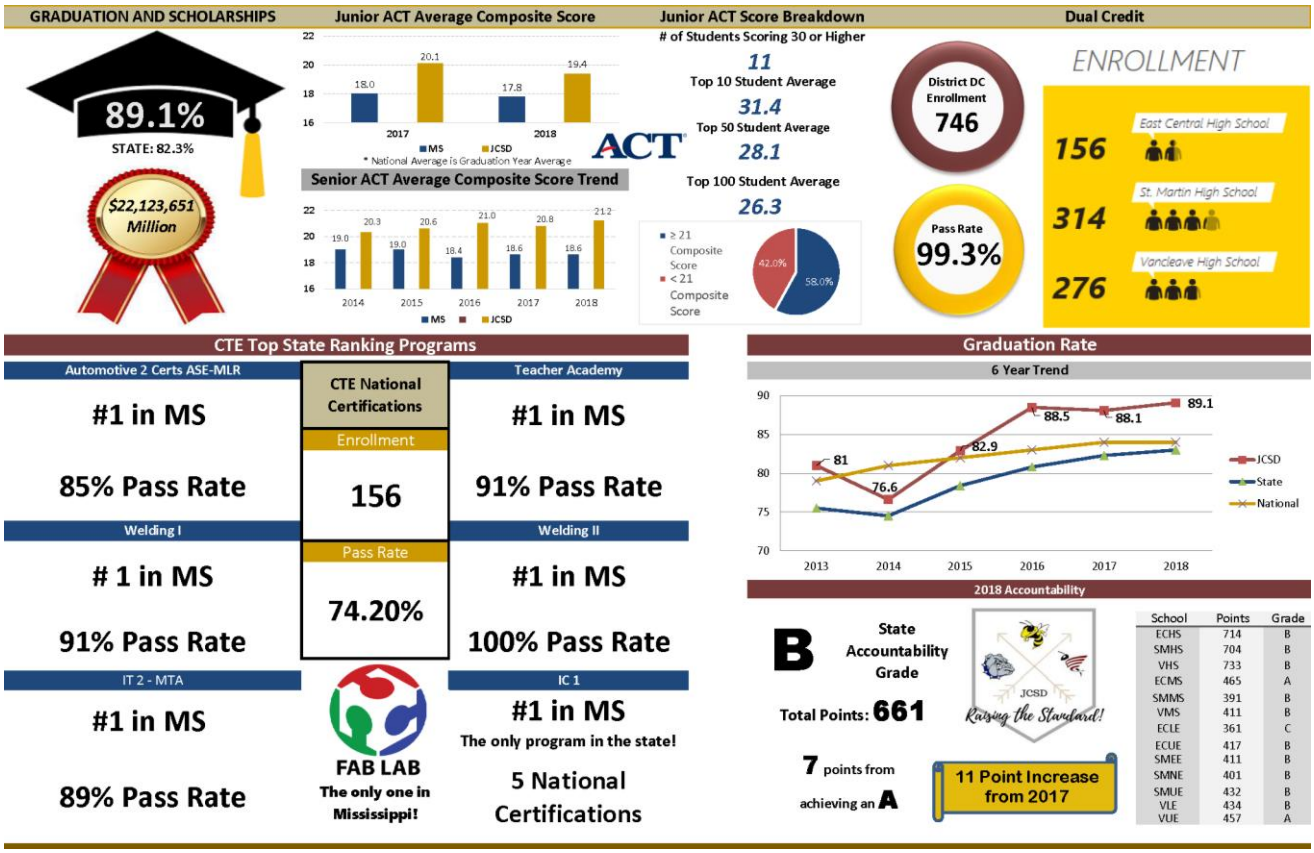
Field summary for SC54		
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	2953	40.6%
Agree	2598	35.7%
Disagree	571	7.9%
Strongly Disagree	353	4.9%
Not Applicable or No Information	793	10.9%

Field 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	3498	48.1%
Agree	3063	42.1%
Disagree	318	4.4%
Strongly Disagree	144	2.0%
Not Applicable or No Information	245	3.4%

Field summary for SC118		
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	2972	40.9%
Agree	3008	41.4%
Disagree	612	8.4%
Strongly Disagree	313	4.3%
Not Applicable or No Information	363	5.0%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	3141	43.2%
Agree	2955	40.7%
Disagree	499	6.9%
Strongly Disagree	205	2.8%
Not Applicable or No Information	468	6.4%

JACKSON COUNTY SCHOOL DISTRICT COLLEGE AND CAREER READINESS 2018



Jackson County School District. (2019). Jackson County School District Accountability Dashboard. Retrieved from https://www.jcsd.ms/cms/lib/MS02210392/Centricity/Domain/4/JCSD%20Accountability%20Dashboard.pdf

SUMMARY OF DISTRICT STRENGTHS AND CHALLENGES

SEVEN THOUSAND, TWO HUNDRED SIXTY-EIGHT STAKEHOLDERS RESPONDED ONLINE TO THE 2019 JACKSON COUNTY SCHOOL DISTRICT COMPREHENSIVE NEEDS ASSESSMENT SURVEY. OVER 70% OF RESPONDENTS WERE STUDENTS. OF ADULT RESPONDENTS, 60% WERE PARENTS, 37% WERE FACULTY AND STAFF MEMBERS, WITH ADMINISTRATORS AND COMMUNITY MEMBERS MAKING UP THE REMAINDER OF ADULT RESPONSES.

Jackson County School District is an established district focused on teaching and learning. District enrollment has decreased by 1.9% over the past five years, although the overall population of the county has increased somewhat during that time. Accountability ratings for the district remained steady at a "B" between 2017 and 2018. Two schools had "A" ratings, one had a "C," and ten had a "B." The graduation rate improved marginally to 89.4%, about 5% above the state average; the rate for students with disabilities improved by 2% and is about 3% better than the state average. Financially, the district's net position decreased in both 2016 and 2017; general revenues were not adequate to cover expenses in either year, primarily due to state and federal budget cuts and shortfalls. However, long-term debt was reduced by about $193,000.

In response to statements about federal programs on the CNA online survey, stakeholders agree that teachers are state-certified and effective, and that school nurses are important. Ninety-three percent of those for whom tutoring is applicable feel that it is delivered by well-trained and qualified instructors and that students are properly motivated. However, only 70.2% believe that lowering the teacher/pupil ratio will raise student achievement. Eighty-eight percent of elementary school stakeholders feel that federal funds are used effectively. Stakeholders had positive reactions to statements about curriculum and instruction, as between 85% and 95% agree that instructional strategies are effective and involve students in their learning, that the educational program is of high quality, and that teachers have high expectations for students and are available to help students when needed.

Between 80% and 85% of stakeholders strongly agree or agree with statements regarding parent, family, and community engagement; these statements include that the school promotes parent/teacher communication, that parents feel welcome in the schools, and that parents understand school and/or district goals. About 73% feel that parents know the school's processes and procedures. Eighty-five percent of stakeholders express overall satisfaction with their schools.

About three-quarters of survey respondents believe that the district is committed to a shared purpose and direction, that there is an established vision for the district, and that there are adequate resources in the district for success. Eighty-five percent feel that assessments are aligned with expectations and clearly defined performance standards.

Statements about school climate and culture also received mostly favorable responses. Students have access to adequate resources, the district provides safe and orderly environments for learning, and stakeholders express satisfaction with the way in which school personnel treat students.

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, ACCESS TO RESOURCES, 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 thirty-seven (1,237) parents responded to the survey. Distribution of parent respondents by school can be found in ***Figure 35*** on page **72.**

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; School Improvement; and School Climate and Culture*. A summary of open-ended question answers is included in each school's parent section.

SURVEY RESULTS

FEDERAL PROGRAMS

Field summary for FP5		
In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	722	58.4%
Agree	461	37.3%
Disagree	23	1.9%
Strongly Disagree	3	0.2%
Not Applicable or No Information	28	2.3%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	431	34.8%
Agree	362	29.3%
Disagree	24	1.9%
Strongly Disagree	10	0.8%
Not Applicable or No Information	410	33.1%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	857	69.3%
Agree	298	24.1%
Disagree	15	1.2%
Strongly Disagree	6	0.5%
Not Applicable or No Information	61	4.9%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	790	63.9%
Agree	374	30.2%
Disagree	35	2.8%
Strongly Disagree	3	0.2%
Not Applicable or No Information	35	2.8%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	447	36.1%
Agree	434	35.1%
Disagree	30	2.4%
Strongly Disagree	13	1.1%
Not Applicable or No Information	313	25.3%

Field 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	412	33.3%
Supporting college and career counseling	384	31.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	708	57.2%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	372	30.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	365	29.5%

Field 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	362	29.3%
Providing school-based mental health services and counseling	446	36.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	220	17.8%
Establishing or improving dropout prevention	232	18.8%
Supporting re-entry programs and transition services for Justice-involved youth	130	10.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	485	39.2%
Implementing systems and practices to prevent bullying and harassment	661	53.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	478	38.6%
Establishing community partnerships	228	18.4%

Field 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	654	52.9%
Building technological capacity and infrastructure	353	28.5%
Carrying out innovative blended learning projects	311	25.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	394	31.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	471	38.1%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	214	17.3%
Computer Classes	335	27.1%
Conflict Resolution	362	29.3%
Discipline	286	23.1%
Drug/Alcohol Awareness	323	26.1%
English as a Second Language	101	8.2%
Health Classes	282	22.8%
Literacy Classes	229	18.5%
Math Classes	335	27.1%
Parent-to-School Relationships	327	26.4%

Field summary for PFP22		
I would like my child's school (district) to offer classes for parents on the following:		
Parent/Child Communication	413	33.4%
Preparing for College	491	39.7%
Parenting Workshops	221	17.9%
Social Media Classes	175	14.1%
Stress/Anger Management	406	32.8%
Understanding College- and Career-Ready Standards	444	35.9%
Other	63	5.1%

Field 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	375	30.3%
Parental advisory committees	88	7.1%
PTO/PTA meetings and activities	58	4.7%
Ways to help at the classroom level	502	40.6%
Other ways to get involved in my school (district)	214	17.3%

Field summary for JCPFP24		
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	308	24.9%
Very likely	471	38.1%
Moderately likely	347	28.1%
Slightly likely	81	6.6%
Not at all likely	30	2.4%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	536	43.3%
Agree	591	47.8%
Disagree	53	4.3%
Strongly Disagree	15	1.2%
Not Applicable or No Information	42	3.4%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	554	44.8%
Agree	594	48.0%
Disagree	42	3.4%
Strongly Disagree	7	0.6%
Not Applicable or No Information	40	3.2%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	561	45.4%
Agree	595	48.1%
Disagree	47	3.8%
Strongly Disagree	10	0.8%
Not Applicable or No Information	24	1.9%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	639	51.7%
Agree	530	42.9%
Disagree	28	2.3%
Strongly Disagree	9	0.7%
Not Applicable or No Information	31	2.5%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	499	40.3%
Agree	569	46.0%
Disagree	89	7.2%
Strongly Disagree	22	1.8%
Not Applicable or No Information	58	4.7%

Field 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	472	38.2%
Agree	581	47.0%
Disagree	61	4.9%
Strongly Disagree	13	1.1%
Not Applicable or No Information	110	8.9%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	526	42.5%
Agree	571	46.2%
Disagree	103	8.3%
Strongly Disagree	21	1.7%
Not Applicable or No Information	16	1.3%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	471	38.1%
Agree	630	50.9%
Disagree	85	6.9%
Strongly Disagree	11	0.9%
Not Applicable or No Information	40	3.2%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	560	45.3%
Agree	572	46.2%
Disagree	72	5.8%
Strongly Disagree	23	1.9%
Not Applicable or No Information	10	0.8%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	487	39.4%
Agree	619	50.0%
Disagree	95	7.7%
Strongly Disagree	16	1.3%
Not Applicable or No Information	20	1.6%

Field summary for FC801		
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	443	35.8%
Agree	639	51.7%
Disagree	97	7.8%
Strongly Disagree	12	1.0%
Not Applicable or No Information	46	3.7%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	654	52.9%
Agree	516	41.7%
Disagree	45	3.6%
Strongly Disagree	9	0.7%
Not Applicable or No Information	13	1.1%

Field summary for CFC241

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

	Count	Percentage
Strongly Agree	392	31.7%
Agree	591	47.8%
Disagree	127	10.3%
Strongly Disagree	37	3.0%
Not Applicable or No Information	90	7.3%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	389	31.5%
Agree	622	50.3%
Disagree	162	13.1%
Strongly Disagree	14	1.1%
Not Applicable or No Information	50	4.0%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	434	35.1%
Agree	590	47.7%
Disagree	161	13.0%
Strongly Disagree	32	2.6%
Not Applicable or No Information	20	1.6%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	427	34.5%
Agree	561	45.4%
Disagree	69	5.6%
Strongly Disagree	11	0.9%
Not Applicable or No Information	169	13.7%

Field summary for PFC91

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	654	52.9%
Checked my child's grades/assignments online	781	63.1%
Been in contact with my child's teacher	1018	82.3%
Received a newsletter from the district, school, or teacher	924	74.7%
Worked with a committee or group on school or district policies	71	5.7%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	360	29.1%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	870	70.3%
Volunteered at my child's school	277	22.4%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	431	34.8%
Agree	662	53.5%
Disagree	40	3.2%
Strongly Disagree	6	0.5%
Not Applicable or No Information	98	7.9%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	407	32.9%
Agree	647	52.3%
Disagree	61	4.9%
Strongly Disagree	5	0.4%
Not Applicable or No Information	117	9.5%

Field 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	403	32.6%
Agree	694	56.1%
Disagree	53	4.3%
Strongly Disagree	9	0.7%
Not Applicable or No Information	78	6.3%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	333	26.9%
Agree	595	48.1%
Disagree	137	11.1%
Strongly Disagree	40	3.2%
Not Applicable or No Information	132	10.7%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	589	47.6%
Agree	564	45.6%
Disagree	46	3.7%
Strongly Disagree	11	0.9%
Not Applicable or No Information	27	2.2%

Field 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	465	37.6%
Agree	516	41.7%
Disagree	38	3.1%
Strongly Disagree	14	1.1%
Not Applicable or No Information	204	16.5%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	597	48.3%
Agree	589	47.6%
Disagree	27	2.2%
Strongly Disagree	9	0.7%
Not Applicable or No Information	15	1.2%

Field 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	520	42.0%
Agree	540	43.7%
Disagree	41	3.3%
Strongly Disagree	8	0.7%
Not Applicable or No Information	128	10.4%

Field 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	508	41.1%
Agree	640	51.7%
Disagree	32	2.6%
Strongly Disagree	9	0.7%
Not Applicable or No Information	48	3.9%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	538	43.5%
Agree	593	47.9%
Disagree	55	4.5%
Strongly Disagree	16	1.3%
Not Applicable or No Information	35	2.8%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	526	42.5%
Agree	605	48.9%
Disagree	47	3.8%
Strongly Disagree	10	0.8%
Not Applicable or No Information	49	4.0%

Field summary for PSC131		
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	503	40.7%
Agree	622	50.3%
Disagree	32	2.6%
Strongly Disagree	8	0.7%
Not Applicable or No Information	72	5.8%

"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. Five thousand, two hundred five (5,205) students responded to the survey. The distribution of students by school can be found in ***Figure 34*** on page ***71.***

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 relevant school's section.

SURVEY RESULTS

FEDERAL PROGRAMS

Field summary for FP5		
In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	2594	49.8%
Agree	2208	42.4%
Disagree	119	2.3%
Strongly Disagree	50	1.0%
Not Applicable or No Information	234	4.5%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	1467	28.2%
Agree	1745	33.5%
Disagree	223	4.3%
Strongly Disagree	87	1.7%
Not Applicable or No Information	1683	32.3%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	2701	51.9%
Agree	1774	34.1%
Disagree	333	6.4%
Strongly Disagree	147	2.8%
Not Applicable or No Information	250	4.8%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	1671	32.1%
Agree	1471	28.3%
Disagree	970	18.6%
Strongly Disagree	455	8.7%
Not Applicable or No Information	638	12.3%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	1549	29.8%
Agree	1460	28.1%
Disagree	388	7.5%
Strongly Disagree	176	3.4%
Not Applicable or No Information	1632	31.4%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	2511	48.2%
Agree	2228	42.8%
Disagree	252	4.8%
Strongly Disagree	100	1.9%
Not Applicable or No Information	114	2.2%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	2304	44.3%
Agree	2413	46.4%
Disagree	277	5.3%
Strongly Disagree	93	1.8%
Not Applicable or No Information	118	2.3%

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	2010	38.6%
Agree	2296	44.1%
Disagree	421	8.1%
Strongly Disagree	148	2.8%
Not Applicable or No Information	330	6.3%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	3122	60.0%
Agree	1643	31.6%
Disagree	211	4.1%
Strongly Disagree	79	1.5%
Not Applicable or No Information	150	2.9%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	2205	42.4%
Agree	2307	44.3%
Disagree	379	7.3%
Strongly Disagree	116	2.2%
Not Applicable or No Information	198	3.8%

Field summary for SCI144		
My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	2794	53.7%
Agree	1865	35.8%
Disagree	332	6.4%
Strongly Disagree	104	2.0%
Not Applicable or No Information	110	2.1%

Field summary for SCI162

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

	Count	Percentage
Strongly Agree	2484	47.7%
Agree	1803	34.6%
Disagree	370	7.1%
Strongly Disagree	256	4.9%
Not Applicable or No Information	292	5.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	2008	38.6%
Agree	2146	41.2%
Disagree	391	7.5%
Strongly Disagree	132	2.5%
Not Applicable or No Information	528	10.1%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	2103	40.4%
Agree	1985	38.1%
Disagree	497	9.6%
Strongly Disagree	175	3.4%
Not Applicable or No Information	445	8.6%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	2072	39.8%
Agree	2029	39.0%
Disagree	270	5.2%
Strongly Disagree	113	2.2%
Not Applicable or No Information	721	13.9%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	1615	31.0%
Agree	1956	37.6%
Disagree	654	12.6%
Strongly Disagree	223	4.3%
Not Applicable or No Information	757	14.5%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	2438	46.8%
Agree	1758	33.8%
Disagree	387	7.4%
Strongly Disagree	351	6.7%
Not Applicable or No Information	271	5.2%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	1695	32.6%
Agree	1990	38.2%
Disagree	453	8.7%
Strongly Disagree	200	3.8%
Not Applicable or No Information	867	16.7%

Field summary for SACS2		
There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	1656	31.8%
Agree	2055	39.5%
Disagree	428	8.2%
Strongly Disagree	180	3.5%
Not Applicable or No Information	886	17.0%

Field 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	2115	40.6%
Agree	2268	43.6%
Disagree	305	5.9%
Strongly Disagree	117	2.3%
Not Applicable or No Information	400	7.7%

Field summary for SACS5		
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	2117	40.7%
Agree	2042	39.2%
Disagree	437	8.4%
Strongly Disagree	168	3.2%
Not Applicable or No Information	441	8.5%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	1854	35.6%
Agree	2030	39.0%
Disagree	310	6.0%
Strongly Disagree	135	2.6%
Not Applicable or No Information	876	16.8%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	2653	51.0%
Agree	1689	32.5%
Disagree	484	9.3%
Strongly Disagree	230	4.4%
Not Applicable or No Information	149	2.9%

Field 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	2126	40.9%
Agree	1635	31.4%
Disagree	500	9.6%
Strongly Disagree	297	5.7%
Not Applicable or No Information	647	12.4%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	2077	39.9%
Agree	2275	43.7%
Disagree	385	7.4%
Strongly Disagree	217	4.2%
Not Applicable or No Information	251	4.8%

Field 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	1953	37.5%
Agree	1761	33.8%
Disagree	514	9.9%
Strongly Disagree	340	6.5%
Not Applicable or No Information	637	12.2%

Field 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	2508	48.2%
Agree	2122	40.8%
Disagree	265	5.1%
Strongly Disagree	128	2.5%
Not Applicable or No Information	182	3.5%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	1960	37.7%
Agree	2104	40.4%
Disagree	538	10.3%
Strongly Disagree	288	5.5%
Not Applicable or No Information	315	6.1%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	2130	40.9%
Agree	2044	39.3%
Disagree	434	8.3%
Strongly Disagree	194	3.7%
Not Applicable or No Information	403	7.7%

Field summary for SSC156

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

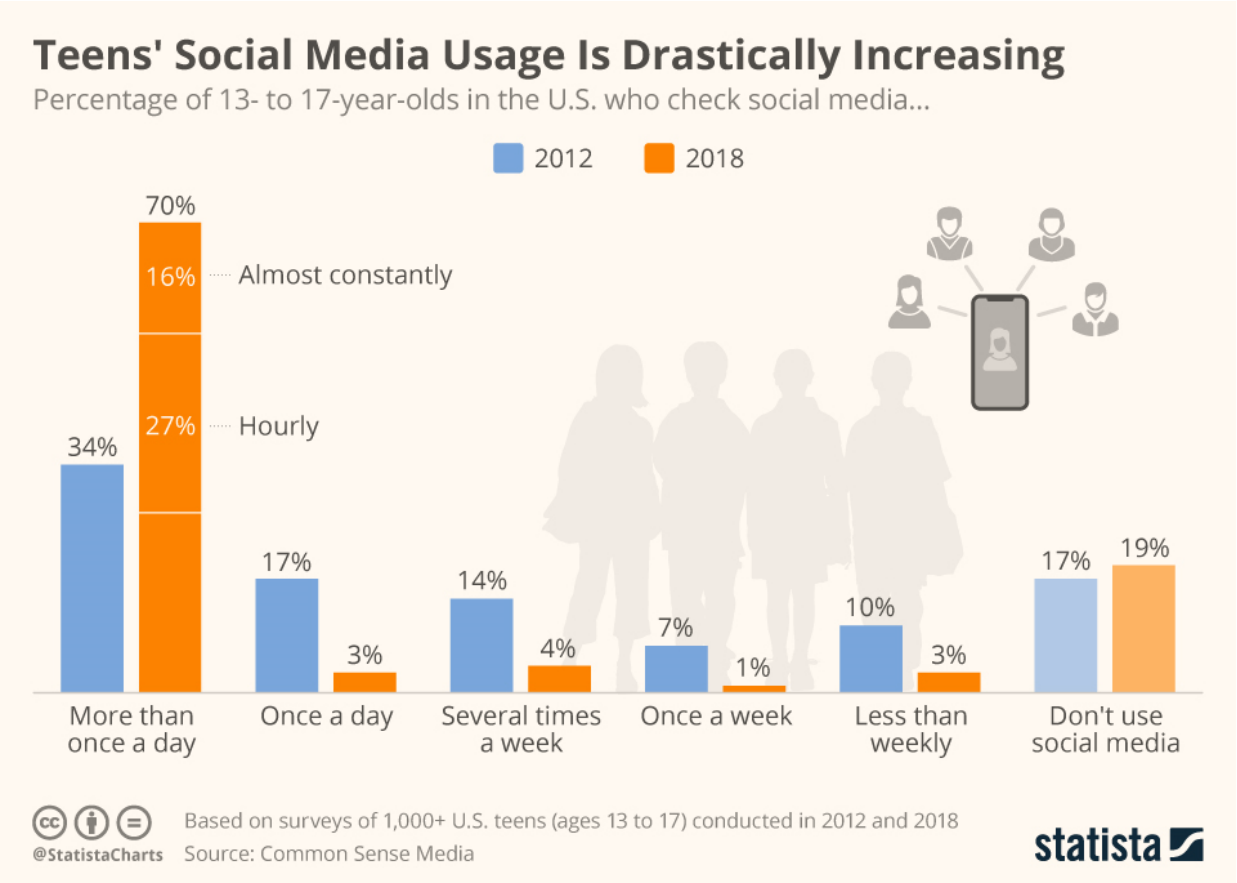
	Count	Percentage
Strongly Agree	2449	47.1%
Agree	2117	40.7%
Disagree	324	6.2%
Strongly Disagree	178	3.4%
Not Applicable or No Information	137	2.6%

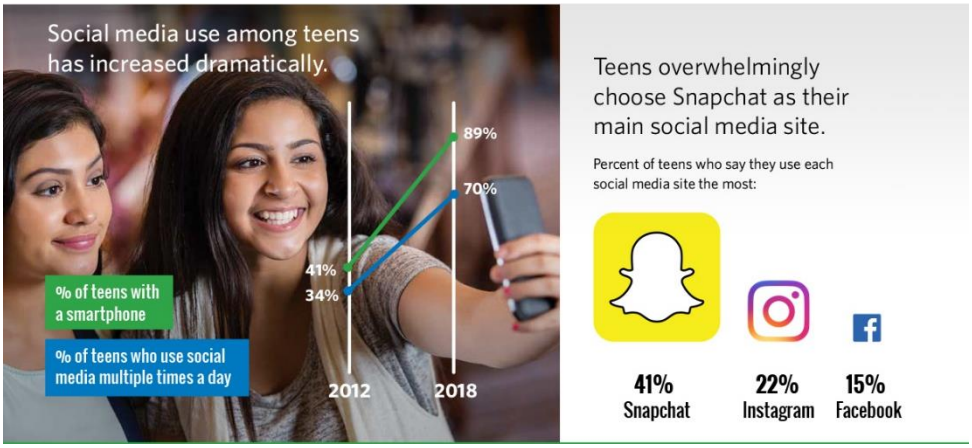
Field summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	2155	41.4%
Agree	2172	41.7%
Disagree	435	8.4%
Strongly Disagree	165	3.2%
Not Applicable or No Information	278	5.3%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	2078	39.9%
Agree	1939	37.3%
Disagree	617	11.9%
Strongly Disagree	252	4.8%
Not Applicable or No Information	319	6.1%





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. Three hundred sixty-four (364) faculty and staff members responded to the survey. The distribution of faculty and staff members by school can be found in ***Figure 33*** on page ***71***.

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

Field summary for FP5		
In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	546	71.9%
Agree	203	26.7%
Disagree	3	0.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	0.9%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	455	59.9%
Agree	232	30.6%
Disagree	18	2.4%
Strongly Disagree	3	0.4%
Not Applicable or No Information	51	6.7%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	555	73.1%
Agree	164	21.6%
Disagree	13	1.7%
Strongly Disagree	5	0.7%
Not Applicable or No Information	22	2.9%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	590	77.7%
Agree	154	20.3%
Disagree	8	1.1%
Strongly Disagree	1	0.1%
Not Applicable or No Information	6	0.8%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	312	41.1%
Agree	190	25.0%
Disagree	8	1.1%
Strongly Disagree	2	0.3%
Not Applicable or No Information	247	32.5%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	477	62.8%
Agree	244	32.1%
Disagree	10	1.3%
Strongly Disagree	1	0.1%
Not Applicable or No Information	27	3.6%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	484	63.8%
Agree	241	31.8%
Disagree	6	0.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	28	3.7%

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	482	63.5%
Agree	241	31.8%
Disagree	11	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	25	3.3%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	496	65.3%
Agree	241	31.8%
Disagree	8	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	1.8%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	464	61.1%
Agree	262	34.5%
Disagree	12	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	21	2.8%

Field summary for TCI6		
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	471	62.1%
Agree	250	32.9%
Disagree	10	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	28	3.7%

Field summary for TCI10

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

	Count	Percentage
Strongly Agree	433	57.0%
Agree	279	36.8%
Disagree	18	2.4%
Strongly Disagree	1	0.1%
Not Applicable or No Information	28	3.7%

Field 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	425	56.0%
Agree	207	27.3%
Disagree	3	0.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	124	16.3%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	298	39.3%
Utilize technology such as class websites, blogs, and videos	456	60.1%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	347	45.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	471	62.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	481	63.4%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	387	51.0%
Use bilingual handouts and cues	93	12.3%
Use visual displays, portable white boards, and posters when giving instructions	466	61.4%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	264	34.8%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	518	68.2%
Agree	221	29.1%
Disagree	10	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	1.3%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	170	22.4%
Agree	438	57.7%
Disagree	118	15.5%
Strongly Disagree	14	1.8%
Not Applicable or No Information	19	2.5%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	414	54.5%
Agree	310	40.8%
Disagree	15	2.0%
Strongly Disagree	3	0.4%
Not Applicable or No Information	17	2.2%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	474	62.5%
Agree	270	35.6%
Disagree	11	1.4%
Strongly Disagree	1	0.1%
Not Applicable or No Information	3	0.4%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	434	57.2%
Agree	302	39.8%
Disagree	9	1.2%
Strongly Disagree	2	0.3%
Not Applicable or No Information	12	1.6%

Field 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	384	50.6%
Agree	329	43.3%
Disagree	17	2.2%
Strongly Disagree	4	0.5%
Not Applicable or No Information	25	3.3%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	318	41.9%
Agree	355	46.8%
Disagree	60	7.9%
Strongly Disagree	10	1.3%
Not Applicable or No Information	16	2.1%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	371	48.9%
Agree	338	44.5%
Disagree	22	2.9%
Strongly Disagree	5	0.7%
Not Applicable or No Information	23	3.0%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	345	45.5%
Agree	355	46.8%
Disagree	37	4.9%
Strongly Disagree	5	0.7%
Not Applicable or No Information	17	2.2%

Field 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	348	45.8%
Agree	332	43.7%
Disagree	16	2.1%
Strongly Disagree	2	0.3%
Not Applicable or No Information	61	8.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	438	57.7%
Agree	283	37.3%
Disagree	24	3.2%
Strongly Disagree	5	0.7%
Not Applicable or No Information	9	1.2%

Field 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	452	59.6%
Agree	273	36.0%
Disagree	10	1.3%
Strongly Disagree	3	0.4%
Not Applicable or No Information	21	2.8%

Field 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	450	59.3%
Agree	277	36.5%
Disagree	16	2.1%
Strongly Disagree	4	0.5%
Not Applicable or No Information	12	1.6%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	442	58.2%
Agree	288	37.9%
Disagree	16	2.1%
Strongly Disagree	3	0.4%
Not Applicable or No Information	10	1.3%

Field summary for SC173

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

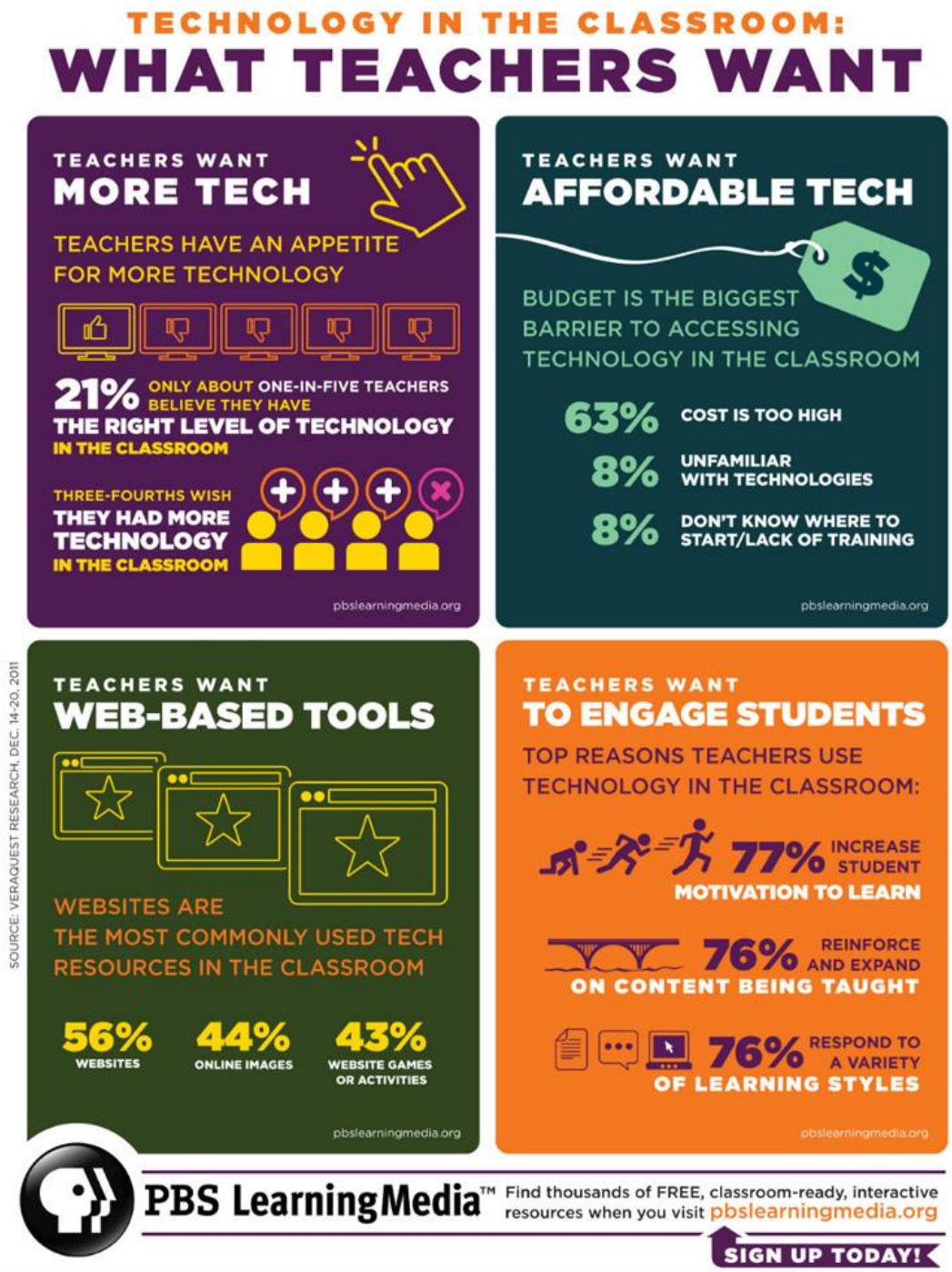
	Count	Percentage
Strongly Agree	449	59.2%
Agree	283	37.3%
Disagree	14	1.8%
Strongly Disagree	1	0.1%
Not Applicable or No Information	12	1.6%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	332	43.7%
Agree	350	46.1%
Disagree	51	6.7%
Strongly Disagree	15	2.0%
Not Applicable or No Information	11	1.4%

Field summary for TSC73		
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	475	62.6%
Agree	235	31.0%
Disagree	17	2.2%
Strongly Disagree	7	0.9%
Not Applicable or No Information	25	3.3%



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-five (25) 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*. Responses to open-ended questions are listed at the end of this section.

SURVEY RESULTS

FEDERAL PROGRAMS

Field summary for FP5		
In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	8	32.0%
Agree	10	40.0%
Disagree	2	8.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	3	12.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	10	40.0%
Agree	6	24.0%
Disagree	2	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	28.0%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	12	48.0%
Agree	9	36.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.0%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	7	28.0%
Agree	10	40.0%
Disagree	4	16.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	2	8.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	1	4.0%
Agree	9	36.0%
Disagree	3	12.0%
Strongly Disagree	3	12.0%
Not Applicable or No Information	9	36.0%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	12	48.0%
Agree	7	28.0%
Disagree	4	16.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	8	32.0%
Agree	12	48.0%
Disagree	4	16.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	7	28.0%
Agree	12	48.0%
Disagree	3	12.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.0%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	13	52.0%
Agree	9	36.0%
Disagree	0	0.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	1	4.0%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	8	32.0%
Agree	13	52.0%
Disagree	2	8.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	1	4.0%

Field summary for CCI211		
Students are receiving instruction in basic skills.		
	Count	Percentage
Strongly Agree	6	24.0%
Agree	12	48.0%
Disagree	2	8.0%
Strongly Disagree	3	12.0%
Not Applicable or No Information	2	8.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	11	44.0%
Agree	7	28.0%
Disagree	1	4.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	5	20.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	8	32.0%
Agree	11	44.0%
Disagree	3	12.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	2	8.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	10	40.0%
Agree	10	40.0%
Disagree	2	8.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	2	8.0%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	4	16.0%
Agree	11	44.0%
Disagree	3	12.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	5	20.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	5	20.0%
Agree	9	36.0%
Disagree	3	12.0%
Strongly Disagree	6	24.0%
Not Applicable or No Information	2	8.0%

Field summary for CFC241

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

	Count	Percentage
Strongly Agree	5	20.0%
Agree	9	36.0%
Disagree	2	8.0%
Strongly Disagree	4	16.0%
Not Applicable or No Information	5	20.0%

Field summary for CFC248

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

	Count	Percentage
Strongly Agree	8	32.0%
Agree	11	44.0%
Disagree	4	16.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	6	24.0%
Agree	8	32.0%
Disagree	4	16.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	6	24.0%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	4	16.0%
Agree	13	52.0%
Disagree	2	8.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	4	16.0%

Field 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	7	28.0%
Agree	8	32.0%
Disagree	4	16.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	4	16.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	5	20.0%
Agree	12	48.0%
Disagree	2	8.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	4	16.0%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	10	40.0%
Agree	9	36.0%
Disagree	1	4.0%
Strongly Disagree	4	16.0%
Not Applicable or No Information	1	4.0%

Field 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	8	32.0%
Agree	8	32.0%
Disagree	4	16.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	3	12.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	8	32.0%
Agree	10	40.0%
Disagree	5	20.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	1	4.0%

Field 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	4	16.0%
Agree	9	36.0%
Disagree	5	20.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	5	20.0%

Field 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	32.0%
Agree	9	36.0%
Disagree	4	16.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	2	8.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	7	28.0%
Agree	9	36.0%
Disagree	1	4.0%
Strongly Disagree	6	24.0%
Not Applicable or No Information	2	8.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	8	32.0%
Agree	11	44.0%
Disagree	3	12.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.0%

Field summary for CSC221

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

	Count	Percentage
Strongly Agree	6	24.0%
Agree	10	40.0%
Disagree	5	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.0%

Field summary for CSC236

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

	Count	Percentage
Strongly Agree	10	40.0%
Agree	10	40.0%
Disagree	2	8.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	2	8.0%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Community members from Jackson County School District feel that the school does a good job in communicating with parents and community members, maintaining school facilities, and enforcing school policies. One community member said "We have outstanding teachers that truly care about their students and their families. They keep us informed and communicate with parents all the time through newsletters, reminder messages, notes, phone calls, weekly folders, and conferences (when needed). They are quick to find a solution and address any concerns we may have. Keep up the great work!!" Respondents expressed concerns about a need for better facilities management, a desire for students to have more extracurricular opportunities, and the need for further enforcement of attendance policies.

NOTES

SECTION 6

JACKSON COUNTY SCHOOL DISTRICT ADMINISTRATORS SURVEY

INTRODUCTION

Administrators from across Jackson County School District were asked to respond to questions about the district and its schools. Forty-two (42) administrators 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*. Responses to open-ended questions are listed at the end of this section.

SURVEY RESULTS

FEDERAL PROGRAMS

Field summary for FP5		
In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	32	76.2%
Agree	8	19.0%
Disagree	0	0.0%
Strongly Disagree	1	2.4%
Not Applicable or No Information	1	2.4%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	24	57.1%
Agree	12	28.6%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	11.9%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	30	71.4%
Agree	9	21.4%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	27	64.3%
Agree	10	23.8%
Disagree	1	2.4%
Strongly Disagree	2	4.8%
Not Applicable or No Information	2	4.8%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	11	26.2%
Agree	12	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	45.2%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	28	66.7%
Agree	11	26.2%
Disagree	0	0.0%
Strongly Disagree	1	2.4%
Not Applicable or No Information	2	4.8%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	23	54.8%
Agree	16	38.1%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	23	54.8%
Agree	17	40.5%
Disagree	0	0.0%
Strongly Disagree	1	2.4%
Not Applicable or No Information	1	2.4%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	27	64.3%
Agree	11	26.2%
Disagree	1	2.4%
Strongly Disagree	1	2.4%
Not Applicable or No Information	2	4.8%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	23	54.8%
Agree	17	40.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

Field summary for CCI211		
Students are receiving instruction in basic skills.		
	Count	Percentage
Strongly Agree	23	54.8%
Agree	13	31.0%
Disagree	1	2.4%
Strongly Disagree	1	2.4%
Not Applicable or No Information	4	9.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	23	54.8%
Agree	16	38.1%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	14	33.3%
Agree	23	54.8%
Disagree	3	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	23	54.8%
Agree	12	28.6%
Disagree	3	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.5%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	11	26.2%
Agree	23	54.8%
Disagree	3	7.1%
Strongly Disagree	1	2.4%
Not Applicable or No Information	4	9.5%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	23	54.8%
Agree	16	38.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.1%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	23	54.8%
Agree	14	33.3%
Disagree	3	7.1%
Strongly Disagree	1	2.4%
Not Applicable or No Information	1	2.4%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	23	54.8%
Agree	14	33.3%
Disagree	3	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

Field 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	59.5%
Agree	13	31.0%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.1%

Field summary for SACS51

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

	Count	Percentage
Strongly Agree	23	54.8%
Agree	16	38.1%
Disagree	2	4.8%
Strongly Disagree	1	2.4%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	19	45.2%
Agree	18	42.9%
Disagree	4	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field 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	24	57.1%
Agree	14	33.3%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.1%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	23	54.8%
Agree	14	33.3%
Disagree	2	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.1%

Field 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	57.1%
Agree	15	35.7%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

Field 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	24	57.1%
Agree	15	35.7%
Disagree	1	2.4%
Strongly Disagree	1	2.4%
Not Applicable or No Information	1	2.4%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	25	59.5%
Agree	14	33.3%
Disagree	2	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	28	66.7%
Agree	12	28.6%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field summary for CSC221		
All students have equal access to quality education in our community.		
	Count	Percentage
Strongly Agree	27	64.3%
Agree	13	31.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

Field summary for CSC236		
All students have an equal opportunity to participate in activities (clubs, musical groups, athletics, etc.)		
	Count	Percentage
Strongly Agree	23	54.8%
Agree	15	35.7%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.1%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Jackson County School District administrators feel that the school does a good job in addressing the needs of the students, providing high quality learning resources, and keeping the district curriculum in line with state standards. One administrator said, "We are focusing on educating ALL students. We build positive relationships and hold high expectations!" Respondents expressed concerns about a need to bring more highly qualified teachers into the district, desire to see greater investments in facilities, and want more professional development opportunities for teachers. Another administrator stated, "I feel the district needs to look at ways to increase pay across the board. The way to attract and keep highly qualified employees is to pay them accordingly."

NOTES

SECTION 7

EAST CENTRAL LOWER ELEMENTARY SCHOOL

INTRODUCTION

East Central Lower Elementary School is located at 5621 Hwy 614 in Moss Point, Mississippi. In 2018-2019, it houses five hundred twenty-seven (527) students in prekindergarten through second grades (PK-2). In 2018, the school website message stated, "At East Central Lower Elementary, our primary objective is to teach and help students achieve purposeful, effective learning in an innovative, traditional environment where students can excel in both academics and personal, social development. We will provide education for children now and prepare them for the 21st century. Our vision is to never diminish the wonder of a child, yet give the child structure, orderliness, and security that comes from knowing what is expected."

"At East Central Lower Elementary School, a major emphasis is placed on the development of students as critical thinkers and problem solvers. Students are encouraged to go beyond traditional requirements to pursue and extend their learning. ECLE also believes that students need to work cooperatively and show concern and respect for others. The curriculum emphasizes creating open-minded, empathetic human beings."

ACCOUNTABILITY

2016 ACCOUNTABILITY

2016 East Central Lower Elementary School Accountability			
Grade: **B** Total Points: 453.8	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Points possible*	**50.5%** *100*	**65.1%** *100*	**N/A** *100*
GROWTH ALL STUDENTS *Points possible*	**81.5%** *100*	**57.1%** *100*	**Participation Rate**
GROWTH LOW 25% *Points possible*	**93.3%** *100*	**41.1%** *100*	**N/A**

Figure 41: 2016 East Central Lower Elementary School Accountability

2017 ACCOUNTABILITY

2017 East Central Lower Elementary School Accountability			
2017 Official Accountability Rating: **B**; 2016 Accountability Rating: **B**; Former Baseline Grade: **C**; New Baseline Grade: **B**			
Grade: **B** Total Points: 383.8	**Reading**	**Mathematics**	**Science**
PROFICIENCY Points possible	**53.5%** 100	**59.3%** 100	**N/A** 100
GROWTH ALL STUDENTS Points possible	**55.5%** 100	**61.2%** 100	**Participation Rate**
GROWTH LOW 25% Points possible	**55.3%** 100	**44.5%** 100	**N/A**

Figure 42: 2017 East Central Lower Elementary School Accountability

2018 ACCOUNTABILITY

2018 East Central Lower Elementary School Accountability			
2018 Accountability Rating: **C**; 2018 Accountability Rating With EL: **C**; Total Points: 361; Total Points with EL: 361			
Grade: C	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Possible points 2018/2019:*	**67.8%** *100/95*	**62.1%** *100/95*	**N/A** *100/95*
GROWTH ALL STUDENTS *Possible points 2018/2019:*	**60.6%** *100/95*	**49.1%** *100/95*	**EL Progress**
GROWTH LOW 25% *Possible points 2018/2019:*	**54.8%** *100/95*	**15.2%** *100/95*	**N/A** *NA/35*

Figure 43: 2018 East Central Lower Elementary School Accountability

2018 EAST CENTRAL LOWER ELEMENTARY SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

East Central Lower Elementary School Accountability Progress Toward Goals

Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	62.1%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	63.6%				56.9%	44.8%
Male	60.7%				53.7%	41.5%
White	62.9%	53.5%	61.7%	70.0%	58.0%	57.9%
Economically Disadvantaged	54.9%	38.7%	54.4%	70.0%	44.3%	33.3%
Non Economically Disadvantaged	68.4%				65.3%	64.8%
Students with Disabilities	15.0%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	68.2%				60.6%	47.0%

East Central Lower Elementary School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
ELA						
All	67.8%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	70.5%				58.3%	43.9%
Male	65.2%				48.5%	35.8%
White	68.3%	55.0%	62.5%	70.0%	55.3%	54.6%
Economically Disadvantaged	63.4%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	71.6%				62.1%	60.3%
Students with Disabilities	35.0%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	72.0%				58.2%	43.4%

Table 44: 2018 East Central Lower Elementary School Accountability Progress Toward Goals

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 43.]

EAST CENTRAL LOWER ELEMENTARY SCHOOL MKAS²

MKAS² PREKINDERGARTEN	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018
							*	*	*	*

Table 45: East Central Lower Elementary School MKAS² Prekindergarten 2015-2018

MKAS² KINDERGARTEN READINESS	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018
	524	755	**231**	522	758	**236**	528	744	**216**	474

Table 46: East Central Lower Elementary School MKAS² Kindergarten 2015-2018

ENROLLMENT

Numbers of students enrolled at East Central Lower Elementary School from 2016-2017 to 2018-2019 are shown in ***Table 47***. East Central Lower Elementary School enrollment remained steady in 2018-2019. Over the past three years, demographic ratios have shifted slightly. ***Table 48***. illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

EAST CENTRAL LOWER ELEMENTARY SCHOOL ENROLLMENT BY GRADE

	2017	2018	2019
PK	*	*	*
PK SPED	*	*	*
K	167	157	169
K SPED	*	*	*
ELEM. SPED	*	*	*
Grade 1	184	172	164
Grade 2	197	177	174
Total	**562**	**527**	**527**

Table 47: East Central Lower Elementary School Enrollment by Grade

EAST CENTRAL LOWER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

	2017		2018		2019	
	#	%	#	%	#	%
Female	258	45.9%	236	44.8%	232	44.0%
Male	304	54.1%	291	55.2%	295	56.0%
Asian	*	0.0%	*	0.0%	*	*
African American	17	3.0%	13	2.5%	12	2.3%
Hispanic or Latino	*	0.0%	*	0.0%	*	*
American Indian or Alaskan Native	*	0.0%	*	0.0%	*	*
White	536	95.4%	506	96.0%	507	96.2%
Two or More Races	*	0.0%	*	0.0%	*	*
Pacific Islander	*	0.0%	*	0.0%	*	*
Total	**562**	**100%**	**527**	**100%**	**527**	**100%**

Table 48: East Central Lower Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2018 EAST CENTRAL LOWER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

	2016	2017	2018
K-SPED	0.91	2.3	3.53
K	155.33	157.25	145.89
ELEM. SPED	3.11	1.99	4.21
GRADE 01	193.14	174.68	164.11
GRADE 02	183.03	188.22	167.14
TOTAL	**535.53**	**524.44**	**484.88**

Table 49: 2016-2018 East Central Lower Elementary School Average Daily Attendance

2017 AND 2018 EAST CENTRAL LOWER ELEMENTARY SCHOOL CHRONIC ABSENTEE RATE

2016-2017	
ALL	11.1%
2017-2018	
ALL	12.4%
FEMALE	12.4%
MALE	12.4%
ALASKAN NATIVE OR NATIVE AMERICAN	0.0%
ASIAN	0.0%
BLACK OR AFRICAN AMERICAN	6.7%
WHITE	12.7%
STUDENTS WITH DISABILITIES	13.7%
STUDENTS WITHOUT DISABILITIES	12.2%

Table 50: 2017 and 2018 East Central Lower Elementary School Chronic Absentee Rate

PERSONNEL

2018 EAST CENTRAL LOWER ELEMENTARY SCHOOL FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 31.31	All		High Poverty		Low Poverty	
EXPERIENCED	#	%	#	%	#	%
	28.32	90.42%			28.32	90.42%
EMERGENCY PROVISIONAL	#	%	#	%	#	%
	1	3.19%			1	3.19%
TEACHING IN FIELD	#	%	#	%	#	%
	31.32	100%			31.32	100%

Table 51: 2018 East Central Lower Elementary School Full-time Equivalent Teachers

DISCIPLINE

2017-2018 EAST CENTRAL LOWER ELEMENTARY SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	<5%	<5%	<10
Female				
Male				
Alaskan Native or Native American				
Asian				
Black or African American				
Hispanic or Latino				
Two or More Races				
White				
Economically Disadvantaged				
Non Economically Disadvantaged				
Students with Disabilities				
Students without Disabilities				
English Learners				
Non English Learners				
Homeless				
Non Homeless				
Non Migrant				

Table 52: 2017-2018 East Central Lower Elementary School MSIS Reported Disciplinary Incidents

East Central Lower Elementary
Raising the Standard

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. Seventy-seven (77) faculty and staff members, two hundred forty-five (245) parents, and two hundred ninety-two (292) students responded to the survey.**

EAST CENTRAL LOWER ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	65	84.4%
Agree	9	11.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.9%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	65	84.4%
Agree	8	10.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.2%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	70	90.9%
Agree	6	7.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

Field summary for FP12		
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	64	83.1%
Agree	11	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.6%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	52	67.5%
Agree	19	24.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	7.8%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	61	79.2%
Agree	10	13.0%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	6.5%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	60	77.9%
Agree	11	14.3%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	6.5%

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	57	74.0%
Agree	14	18.2%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	6.5%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	65	84.4%
Agree	9	11.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.9%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	57	74.0%
Agree	16	20.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.2%

Field summary for TCI6		
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	56	72.7%
Agree	16	20.8%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.2%

Field summary for TCI10		
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	54	70.1%
Agree	18	23.4%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.2%

Field 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	50	64.9%
Agree	15	19.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	15.6%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	32	41.6%
Utilize technology such as class websites, blogs, and videos	39	50.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	28	36.4%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	48	62.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	50	64.9%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	40	51.9%
Use bilingual handouts and cues	10	13.0%
Use visual displays, portable white boards, and posters when giving instructions	52	67.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	44	57.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	58	75.3%
Agree	16	20.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.9%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	26	33.8%
Agree	46	59.7%
Disagree	2	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.9%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	53	68.8%
Agree	22	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.6%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	60	77.9%
Agree	16	20.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	51	66.2%
Agree	23	29.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.9%

Field 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	55.8%
Agree	27	35.1%
Disagree	3	3.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.2%

Field summary for SACS5		
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	47	61.0%
Agree	25	32.5%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.2%

Field summary for SACS21		
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	45	58.4%
Agree	27	35.1%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.2%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	47	61.0%
Agree	27	35.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.9%

Field 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	41	53.2%
Agree	26	33.8%
Disagree	0	0.0%
Strongly Disagree	1	1.3%
Not Applicable or No Information	9	11.7%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	53	68.8%
Agree	19	24.7%
Disagree	2	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.9%

Field 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	58	75.3%
Agree	16	20.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.9%

Field 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	55	71.4%
Agree	18	23.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.2%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	54	70.1%
Agree	21	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.6%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	52	67.5%
Agree	22	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.9%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	46	59.7%
Agree	25	32.5%
Disagree	2	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.2%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	52	67.5%
Agree	19	24.7%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	6.5%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from East Central Lower Elementary School feel that the school does a good job in going above and beyond for their students, maintaining a positive working environment, and encouraging high expectations of the students. One faculty member said, "The staff has a positive morale, and the students enjoy being here every day." Respondents expressed concerns about campus safety procedures, the need for smaller class sizes, and a desire to see more outdoor activity to be made available to students. Another faculty member stated, "A safety feature to secure the building would be great. Currently, our front door remains unlocked at all times."

EAST CENTRAL LOWER ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	193	78.8%
Agree	48	19.6%
Disagree	1	0.4%
Strongly Disagree	1	0.4%
Not Applicable or No Information	2	0.8%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	108	44.1%
Agree	47	19.2%
Disagree	1	0.4%
Strongly Disagree	3	1.2%
Not Applicable or No Information	86	35.1%

Field summary for FP9		
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	202	82.5%
Agree	38	15.5%
Disagree	2	0.8%
Strongly Disagree	1	0.4%
Not Applicable or No Information	2	0.8%

Field summary for FP12		
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	154	62.9%
Agree	75	30.6%
Disagree	5	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	4.5%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	131	53.5%
Agree	75	30.6%
Disagree	3	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	36	14.7%

Field 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	79	32.2%
Supporting college and career counseling	75	30.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	143	58.4%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	90	36.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	75	30.6%

Field 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	84	34.3%
Providing school-based mental health services and counseling	83	33.9%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	42	17.1%
Establishing or improving dropout prevention	49	20.0%
Supporting re-entry programs and transition services for Justice-involved youth	24	9.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	95	38.8%
Implementing systems and practices to prevent bullying and harassment	146	59.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	106	43.3%
Establishing community partnerships	44	18.0%

Field 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	135	55.1%
Building technological capacity and infrastructure	62	25.3%
Carrying out innovative blended learning projects	56	22.9%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	89	36.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	89	36.3%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	56	22.9%
Computer Classes	70	28.6%
Conflict Resolution	84	34.3%
Discipline	57	23.3%
Drug/Alcohol Awareness	75	30.6%
English as a Second Language	19	7.8%
Health Classes	78	31.8%
Literacy Classes	54	22.0%
Math Classes	72	29.4%

Field summary for PFP22		
I would like my child's school (district) to offer classes for parents on the following:		
Parent-to-School Relationships	71	29.0%
Parent/Child Communication	83	33.9%
Preparing for College	91	37.1%
Parenting Workshops	44	18.0%
Social Media Classes	40	16.3%
Stress/Anger Management	80	32.7%
Understanding College- and Career-Ready Standards	84	34.3%
Other [common core, laws for SPED, how to look for signs of bullying/depression, life skills]	12	4.9%

Field 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	65	26.5%
Parental advisory committees	9	3.7%
PTO/PTA meetings and activities	8	3.3%
Ways to help at the classroom level	123	50.2%
Other ways to get involved in my school (district)	40	16.3%

Field summary for JCPFP24		
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	62	25.3%
Very likely	83	33.9%
Moderately likely	75	30.6%
Slightly likely	14	5.7%
Not at all likely	11	4.5%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	143	58.4%
Agree	89	36.3%
Disagree	7	2.9%
Strongly Disagree	2	0.8%
Not Applicable or No Information	4	1.6%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	155	63.3%
Agree	84	34.3%
Disagree	2	0.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	1.6%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	156	63.7%
Agree	83	33.9%
Disagree	5	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.4%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	163	66.5%
Agree	79	32.2%
Disagree	3	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	140	57.1%
Agree	89	36.3%
Disagree	10	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	2.5%

Field 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	130	53.1%
Agree	90	36.7%
Disagree	6	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	7.8%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	140	57.1%
Agree	93	38.0%
Disagree	11	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.4%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	120	49.0%
Agree	115	46.9%
Disagree	5	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	2.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	138	56.3%
Agree	95	38.8%
Disagree	9	3.7%
Strongly Disagree	3	1.2%
Not Applicable or No Information	0	0.0%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	121	49.4%
Agree	114	46.5%
Disagree	8	3.3%
Strongly Disagree	1	0.4%
Not Applicable or No Information	1	0.4%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	111	45.3%
Agree	121	49.4%
Disagree	6	2.5%
Strongly Disagree	1	0.4%
Not Applicable or No Information	6	2.5%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	165	67.4%
Agree	77	31.4%
Disagree	3	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CFC241		
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	75	30.6%
Agree	119	48.6%
Disagree	25	10.2%
Strongly Disagree	6	2.5%
Not Applicable or No Information	20	8.2%

Field summary for PFC79		
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	106	43.3%
Agree	115	46.9%
Disagree	17	6.9%
Strongly Disagree	2	0.8%
Not Applicable or No Information	5	2.0%

Field summary for PFC84		
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	116	47.4%
Agree	106	43.3%
Disagree	21	8.6%
Strongly Disagree	2	0.8%
Not Applicable or No Information	0	0.0%

Field summary for PFC87		
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	110	44.9%
Agree	105	42.9%
Disagree	9	3.7%
Strongly Disagree	1	0.4%
Not Applicable or No Information	20	8.2%

Field summary for PFC91

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	220	89.8%
Checked my child's grades/assignments online	145	59.2%
Been in contact with my child's teacher	221	90.2%
Received a newsletter from the district, school, or teacher	227	92.7%
Worked with a committee or group on school or district policies	20	8.2%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	74	30.2%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	169	69.0%
Volunteered at my child's school	61	24.9%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	115	46.9%
Agree	112	45.7%
Disagree	7	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	4.5%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	93	38.0%
Agree	125	51.0%
Disagree	7	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	20	8.2%

Field 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	104	42.5%
Agree	124	50.6%
Disagree	7	2.9%
Strongly Disagree	1	0.4%
Not Applicable or No Information	9	3.7%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	84	34.3%
Agree	111	45.3%
Disagree	21	8.6%
Strongly Disagree	8	3.3%
Not Applicable or No Information	21	8.6%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	146	59.6%
Agree	96	39.2%
Disagree	3	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	123	50.2%
Agree	86	35.1%
Disagree	5	2.0%
Strongly Disagree	1	0.4%
Not Applicable or No Information	30	12.2%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	149	60.8%
Agree	89	36.3%
Disagree	5	2.0%
Strongly Disagree	1	0.4%
Not Applicable or No Information	1	0.4%

Field 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	138	56.3%
Agree	88	35.9%
Disagree	6	2.5%
Strongly Disagree	1	0.4%
Not Applicable or No Information	12	4.9%

Field 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	131	53.5%
Agree	106	43.3%
Disagree	3	1.2%
Strongly Disagree	2	0.8%
Not Applicable or No Information	3	1.2%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	143	58.4%
Agree	97	39.6%
Disagree	4	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.4%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	126	51.4%
Agree	107	43.7%
Disagree	7	2.9%
Strongly Disagree	1	0.4%
Not Applicable or No Information	4	1.6%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	131	53.5%
Agree	106	43.3%
Disagree	2	0.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	2.5%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents of students from East Central Lower Elementary School feel that the school does a good job in caring for students, communicating with parents, and creating a positive learning environment. One parent said, "The lower elementary puts a lot of effort in helping to make sure the kids are succeeding in their grades." Respondents expressed concerns about facility maintenance issues, a displeasure with common core curriculum, and a desire to see more procedures in place for students with mental health issues. Another parent stated, "I think there should be more security at the schools."

EAST CENTRAL LOWER ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	253	86.6%
Agree	33	11.3%
Disagree	1	0.3%
Strongly Disagree	3	1.0%
Not Applicable or No Information	2	0.7%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	238	81.5%
Agree	44	15.1%
Disagree	1	0.3%
Strongly Disagree	4	1.4%
Not Applicable or No Information	5	1.7%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	282	96.6%
Agree	9	3.1%
Disagree	1	0.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	262	89.7%
Agree	19	6.5%
Disagree	1	0.3%
Strongly Disagree	6	2.1%
Not Applicable or No Information	4	1.4%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	261	89.4%
Agree	28	9.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.0%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	259	88.7%
Agree	32	11.0%
Disagree	1	0.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	261	89.4%
Agree	30	10.3%
Disagree	0	0.0%
Strongly Disagree	1	0.3%
Not Applicable or No Information	0	0.0%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	254	87.0%
Agree	35	12.0%
Disagree	1	0.3%
Strongly Disagree	1	0.3%
Not Applicable or No Information	1	0.3%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	286	98.0%
Agree	5	1.7%
Disagree	0	0.0%
Strongly Disagree	1	0.3%
Not Applicable or No Information	0	0.0%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	258	88.4%
Agree	32	11.0%
Disagree	1	0.3%
Strongly Disagree	1	0.3%
Not Applicable or No Information	0	0.0%

Field summary for SCI144		
My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	277	94.9%
Agree	15	5.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SCI162		
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	265	90.8%
Agree	14	4.8%
Disagree	6	2.1%
Strongly Disagree	6	2.1%
Not Applicable or No Information	1	0.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39		
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	269	92.1%
Agree	23	7.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	268	91.8%
Agree	19	6.5%
Disagree	3	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	0.7%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	268	91.8%
Agree	20	6.9%
Disagree	2	0.7%
Strongly Disagree	1	0.3%
Not Applicable or No Information	1	0.3%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	268	91.8%
Agree	21	7.2%
Disagree	0	0.0%
Strongly Disagree	2	0.7%
Not Applicable or No Information	1	0.3%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	277	94.9%
Agree	10	3.4%
Disagree	2	0.7%
Strongly Disagree	3	1.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	272	93.2%
Agree	16	5.5%
Disagree	1	0.3%
Strongly Disagree	2	0.7%
Not Applicable or No Information	1	0.3%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	242	82.9%
Agree	37	12.7%
Disagree	1	0.3%
Strongly Disagree	3	1.0%
Not Applicable or No Information	9	3.1%

Field 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	271	92.8%
Agree	18	6.2%
Disagree	2	0.7%
Strongly Disagree	1	0.3%
Not Applicable or No Information	0	0.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	258	88.4%
Agree	21	7.2%
Disagree	10	3.4%
Strongly Disagree	1	0.3%
Not Applicable or No Information	2	0.7%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	260	89.0%
Agree	24	8.2%
Disagree	2	0.7%
Strongly Disagree	1	0.3%
Not Applicable or No Information	5	1.7%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	278	95.2%
Agree	14	4.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	269	92.1%
Agree	15	5.1%
Disagree	2	0.7%
Strongly Disagree	4	1.4%
Not Applicable or No Information	2	0.7%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	264	90.4%
Agree	21	7.2%
Disagree	1	0.3%
Strongly Disagree	4	1.4%
Not Applicable or No Information	2	0.7%

Field 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	270	92.5%
Agree	19	6.5%
Disagree	1	0.3%
Strongly Disagree	2	0.7%
Not Applicable or No Information	0	0.0%

Field 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	277	94.9%
Agree	14	4.8%
Disagree	0	0.0%
Strongly Disagree	1	0.3%
Not Applicable or No Information	0	0.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	272	93.2%
Agree	15	5.1%
Disagree	1	0.3%
Strongly Disagree	3	1.0%
Not Applicable or No Information	1	0.3%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	275	94.2%
Agree	12	4.1%
Disagree	2	0.7%
Strongly Disagree	1	0.3%
Not Applicable or No Information	2	0.7%

Field summary for SSC156		
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	280	95.9%
Agree	9	3.1%
Disagree	1	0.3%
Strongly Disagree	1	0.3%
Not Applicable or No Information	1	0.3%

Field summary for SSC157		
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	272	93.2%
Agree	18	6.2%
Disagree	1	0.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.3%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	281	96.2%
Agree	7	2.4%
Disagree	0	0.0%
Strongly Disagree	3	1.0%
Not Applicable or No Information	1	0.3%

GENERAL OPINION

Note: Students from East Central Lower Elementary School did not respond to open-ended questions.

SECTION 8

East Central Upper Elementary School

INTRODUCTION

East Central Upper Elementary School is located at 5400 Hurley-Wade Road in Moss Point, Mississippi. In 2018-2019, it houses five hundred ninety-eight (598) students in third through fifth grades. According to the school website in 2018, East Central Upper Elementary School's mission is "to create a safe and stimulating environment for all students that fosters cooperation, academic excellence, respect and safety."

"East Central Upper Elementary School believes that parents and community leaders are key members of the team. With their support and involvement, ECUE will continue to provide a place where students can excel in a safe and productive learning environment." East Central Upper Elementary is a school-wide Title I school.

ACCOUNTABILITY

2016 ACCOUNTABILITY

2016 East Central Upper Elementary School Accountability			
Grade: **B** Total Points: 447	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Points possible*	**45.8%** *100*	**51.5%** *100*	**71.0%** *100*
GROWTH ALL STUDENTS *Points possible*	**74.5%** *100*	**65.1%** *100*	**Participation Rate**
GROWTH LOW 25% *Points possible*	**77.1%** *100*	**61.5%** *100*	**99.4%**

Figure 44: 2016 East Central Upper Elementary School Accountability

2017 ACCOUNTABILITY

2017 East Central Upper Elementary School Accountability			
2017 Official Accountability Rating: **B**; 2016 Accountability Rating: **B**; Former Baseline Grade: **B**; New Baseline Grade: **B**			
Grade: **B** Total Points: 403	**Reading**	**Mathematics**	**Science**
PROFICIENCY Points possible	**47.5%** 100	**53.4%** 100	**77.3%** 100
GROWTH ALL STUDENTS Points possible	**59.1%** 100	**60.2%** 100	**Participation Rate**
GROWTH LOW 25% Points possible	**59.0%** 100	**46.5%** 100	**99.7%**

Figure 45: 2017 East Central Upper Elementary School Accountability

2018 ACCOUNTABILITY

2018 East Central Upper Elementary School Accountability			
2018 Accountability Rating: **B**; 2018 Accountability Rating With EL: **B**; Total Points: 417; Total Points with EL: 417			
Grade: B	**Reading**	**Mathematics**	**Science**
PROFICIENCY	**58.4%**	**49.6%**	**76.0%**
Possible points 2018/2019:	*100/95*	*100/95*	*100/95*
GROWTH ALL STUDENTS	**69.2%**	**53.2%**	**EL Progress**
Possible points 2018/2019:	*100/95*	*100/95*	
GROWTH LOW 25%	**69.3%**	**41.0%**	**N/A**
Possible points 2018/2019:	*100/95*	*100/95*	*NA/35*

Figure 46: 2018 East Central Upper Elementary School Accountability

2018 East Central Upper Elementary School ELA Accountability Demographics

East Central Upper Elementary School 2018 ELA Accountability by Demographic Group						
Subgroup	**ELA Level 1**	**ELA Level 2**	**ELA Level 3**	**ELA Level 4**	**ELA Level 5**	**ELA Participation**
All	0-10%	0-10%	21-30%	41-50%	0-10%	99.8%
Female	0-10%	0-10%	21-30%	51-60%	11-20%	100%
Male	5.4%	12.6%	28.4%	47.3%	6.3%	99.7%
Alaskan Native or Native American			41-50%	41-50%		<5%
Asian				91-100%		<5%
Black or African American	11-20%	11-20%	31-40%	21-30%	0-10%	100%
Hispanic or Latino		11-20%	21-30%	61-70%		<5%
Native Hawaiian or Pacific Islander			91-100%			<5%
Two or More Races				91-100%		<5%
White	0-10%	0-10%	21-30%	41-50%	0-10%	99.8%
Economically Disadvantaged	6.7%	13.7%	29.6%	44.4%	5.6%	100%

East Central Upper Elementary School 2018 ELA Accountability by Demographic Group						
Subgroup	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	ELA Level 5	ELA Participation
Non Economically Disadvantaged	0-10%	0-10%	21-30%	51-60%	11-20%	99.7%
Students with Disabilities	21-30%	21-30%	11-20%	21-30%	0-10%	100%
Students without Disabilities	0-10%	0-10%	21-30%	51-60%	0-10%	99.8%
English Learners		21-30%	21-30%	41-50%		<5%
Non English Learners	0-10%	0-10%	21-30%	41-50%	0-10%	99.8%
Foster Care	61-70%	31-40%				

Table 53: East Central Upper Elementary School 2018 ELA Accountability by Demographic Group

2018 East Central Upper Elementary School Math Accountability Demographics

East Central Upper Elementary School 2018 Math Accountability by Demographic Group						
Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All	0-10%	11-20%	31-40%	31-40%	11-20%	99.8%
Female	0-10%	11-20%	31-40%	31-40%	11-20%	100%
Male	6.0%	14.2%	33.8%	34.4%	11.7%	99.7%
Alaskan Native or Native American			41-50%	21-30%	21-30%	<5%
Asian					91-100%	<5%
Black or African American	19.1%	9.5%	33.3%	28.6%	9.5%	100%
Hispanic or Latino		31-40%	41-50%	21-30%		<5%
Native Hawaiian or Pacific Islander			91-100%			<5%
Two or More Races		21-30%	71-80%			<5%
White	0-10%	11-20%	31-40%	31-40%	11-20%	99.8%
Economically Disadvantaged	7.0%	20.4%	36.3%	31.0%	5.3%	100%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	31-40%	21-30%	99.7%
Students with Disabilities	21-30%	31-40%	21-30%	11-20%	0-10%	100%
Students without Disabilities	0-10%	11-20%	31-40%	31-40%	11-20%	99.8%
English Learners		41-50%		21-30%	21-30%	<5%
Non English Learners	0-10%	11-20%	31-40%	31-40%	11-20%	99.8%
Foster Care	61-70%	31-40%				

Table 54: East Central Upper Elementary School 2018 Math Accountability by Demographic Group

2018 East Central Upper Elementary School Science Accountability Demographics

East Central Upper Elementary School 2018 Science Accountability by Demographic Group					
Subgroup	Science Level 1	Science Level 2	Science Level 3	Science Level 4	Science Participation
All	0-10%	11-20%	41-50%	31-40%	99.6%
Female	0-10%	21-30%	41-50%	21-30%	100%
Male	0-10%	11-20%	41-50%	31-40%	99.1%
Alaskan Native or Native American			61-70%	31-40%	<5%
Black or African American	31-40%	21-30%	31-40%		<5%
Hispanic or Latino	31-40%	31-40%		31-40%	<5%
White	0-10%	11-20%	41-50%	31-40%	99.5%
Economically Disadvantaged	6.9%	20.7%	48.3%	24.1%	100%
Non Economically Disadvantaged	0-10%	11-20%	41-50%	31-40%	99.3%
Students with Disabilities	21-30%	51-60%	0-10%	11-20%	100%
Students without Disabilities	0-10%	11-20%	41-50%	31-40%	99.5%
English Learners	91-100%				<5%
Non English Learners	0-10%	11-20%	41-50%	31-40%	99.6%

Table 55: East Central Upper Elementary School 2018 Science Accountability by Demographic Group

2018 EAST CENTRAL UPPER ELEMENTARY SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

East Central Upper Elementary School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	49.6%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	51.7%				56.9%	44.8%
Male	47.4%				53.7%	41.5%
Black or African American	40.0%	35.0%	52.5%	70.0%	34.9%	28.6%
White	50.7%	53.5%	61.7%	70.0%	58.0%	57.9%
Economically Disadvantaged	37.1%	38.7%	54.4%	70.0%	44.3%	33.3%
Non Economically Disadvantaged	59.3%				65.3%	64.8%
Students with Disabilities	12.8%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	54.9%				60.6%	47.0%
ELA						
All	58.4%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	63.5%				58.3%	43.9%
Male	53.2%				48.5%	35.8%

East Central Upper Elementary School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
Black or African American	35.0%				34.9%	25.8%
White	58.9%	55.0%	62.5%	70.0%	55.3%	54.6%
Economically Disadvantaged	49.6%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	65.2%				62.1%	60.3%
Students with Disabilities	30.8%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	62.4%				58.2%	43.4%

Table 56: 2018 East Central Upper Elementary School Accountability Progress Toward Goals

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 43.]

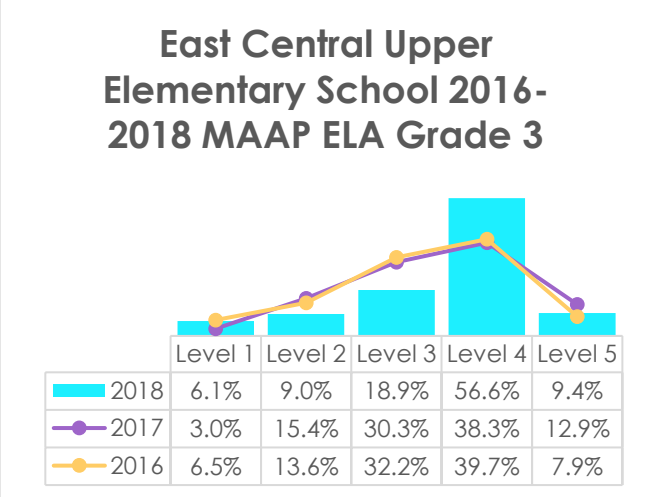
EAST CENTRAL UPPER ELEMENTARY SCHOOL THIRD GRADE READING

EAST CENTRAL UPPER ELEMENTARY SCHOOL THIRD GRADE READING						
	2016		2017		2018	
	PASS	FAIL	PASS	FAIL	PASS	FAIL
EAST CENTRAL UPPER ELEMENTARY	>=95%	<=5%	>=95%	<=5%	93.9%	6.1%

Table 57: 2016-2018 East Central Upper Elementary School Third Grade Reading

EAST CENTRAL UPPER ELEMENTARY SCHOOL MAAP

East Central Upper Elementary School MAAP ELA



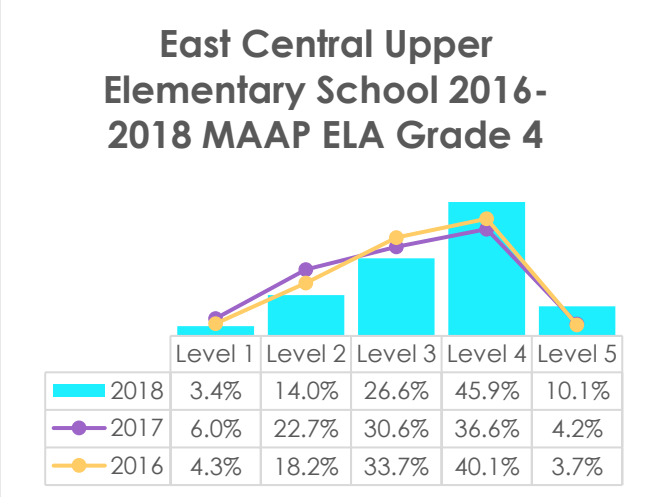
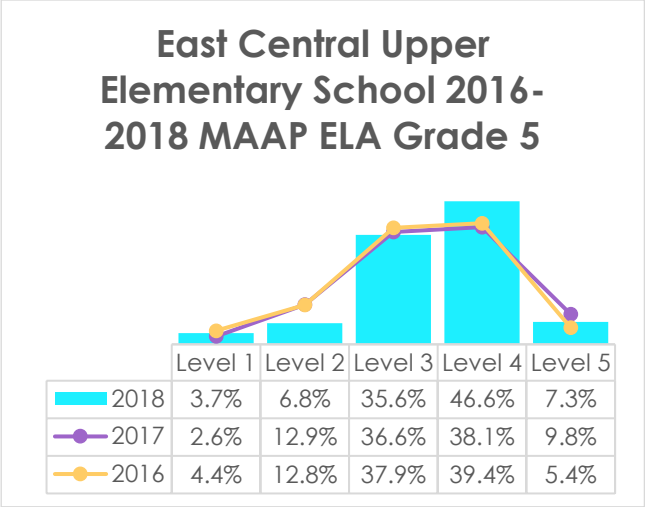
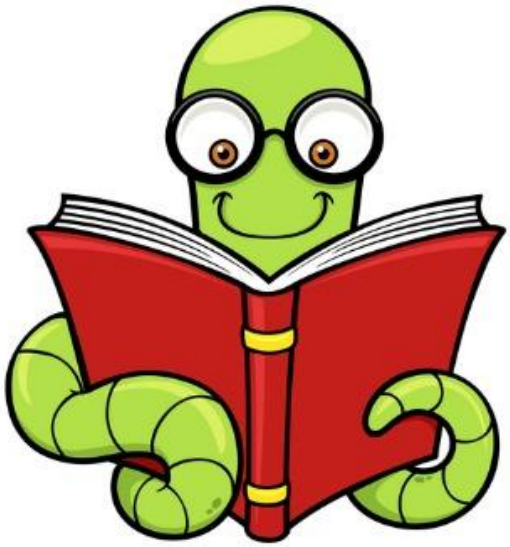


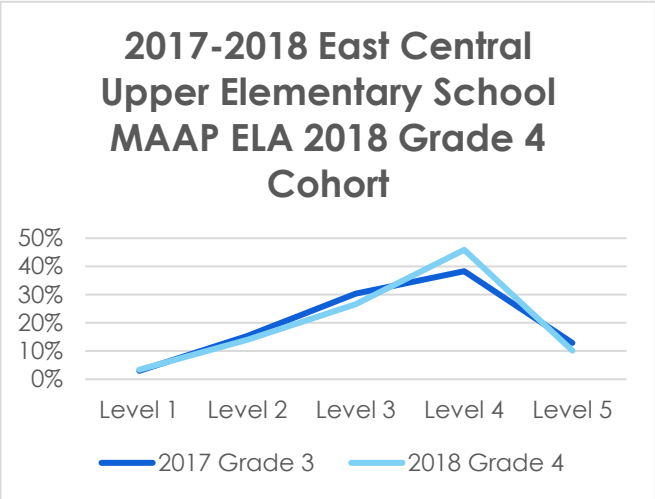
Figure 47: 2016-2018 East Central Upper Elementary School MAAP ELA Grades 3 and 4



	Level 1	Level 2	Level 3	Level 4	Level 5
2018	3.7%	6.8%	35.6%	46.6%	7.3%
2017	2.6%	12.9%	36.6%	38.1%	9.8%
2016	4.4%	12.8%	37.9%	39.4%	5.4%

Figure 48: 2016-2018 East Central Upper Elementary School MAAP ELA Grade 5





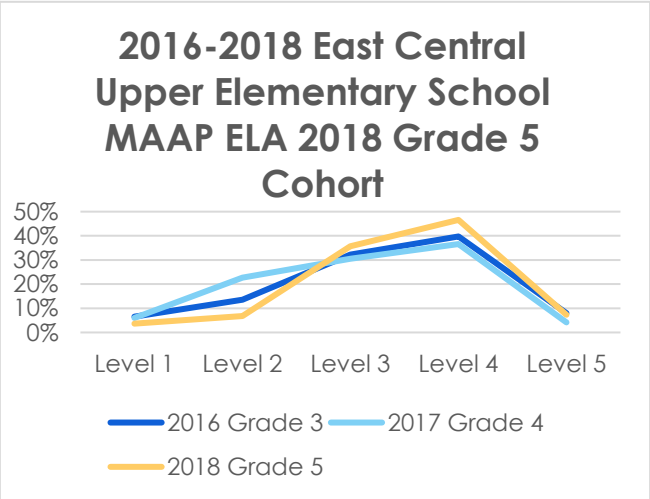
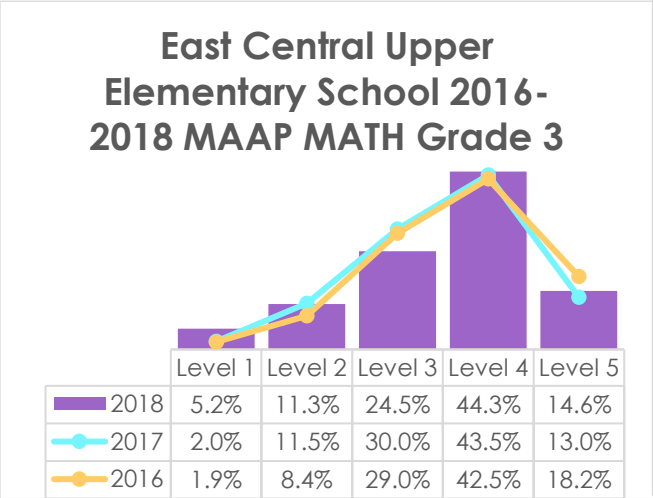
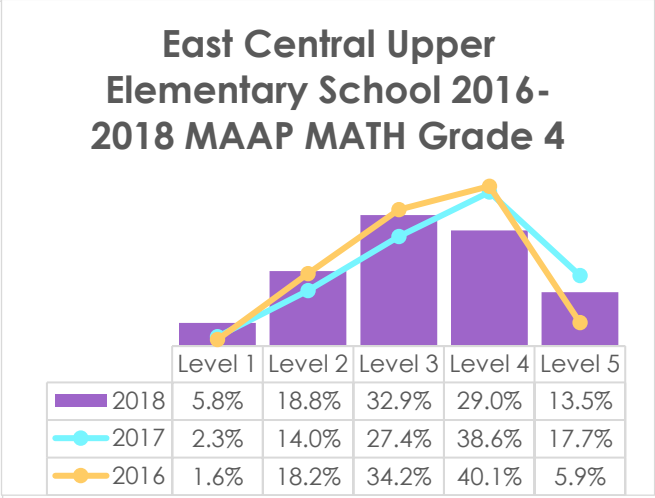


Figure 49: 2016-2018 East Central Upper Elementary School MAAP ELA 2018 Grade 4 and Grade 5 Cohorts

East Central Upper Elementary School MAAP MATH



	Level 1	Level 2	Level 3	Level 4	Level 5
2018	5.2%	11.3%	24.5%	44.3%	14.6%
2017	2.0%	11.5%	30.0%	43.5%	13.0%
2016	1.9%	8.4%	29.0%	42.5%	18.2%



	Level 1	Level 2	Level 3	Level 4	Level 5
2018	5.8%	18.8%	32.9%	29.0%	13.5%
2017	2.3%	14.0%	27.4%	38.6%	17.7%
2016	1.6%	18.2%	34.2%	40.1%	5.9%

Figure 50: 2016-2018 East Central Upper Elementary School MAAP MATH Grades 3 and 4

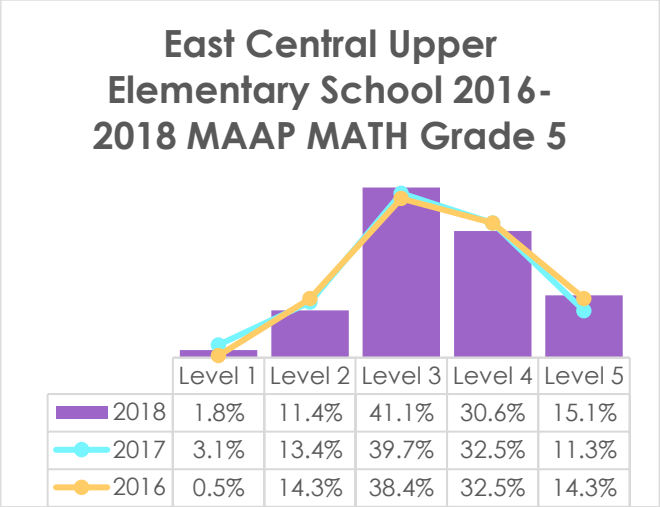
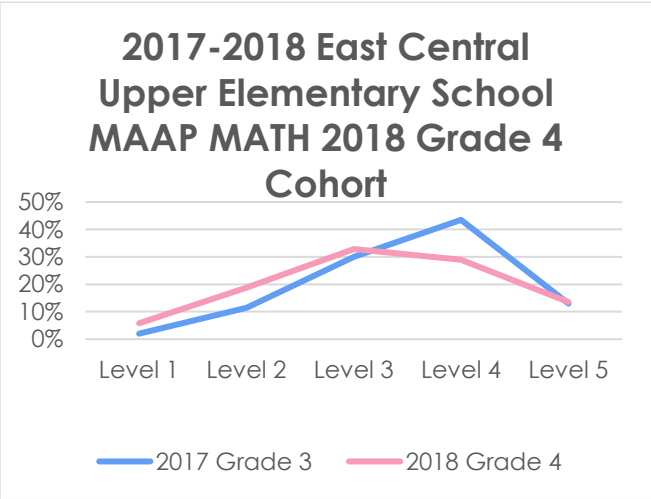


Figure 51: 2016-2018 East Central Upper Elementary School MAAP MATH Grade 5



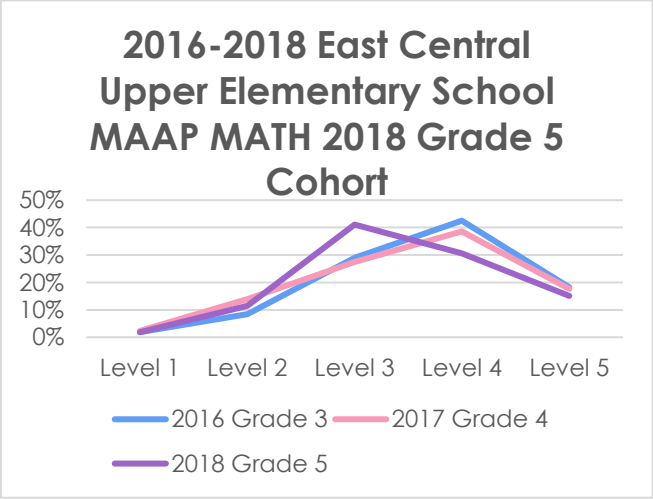


Figure 52: 2016-2018 East Central Upper Elementary School MAAP MATH 2018 Grade 4 and Grade 5 Cohorts

East Central Upper Elementary School MAAP-SCI

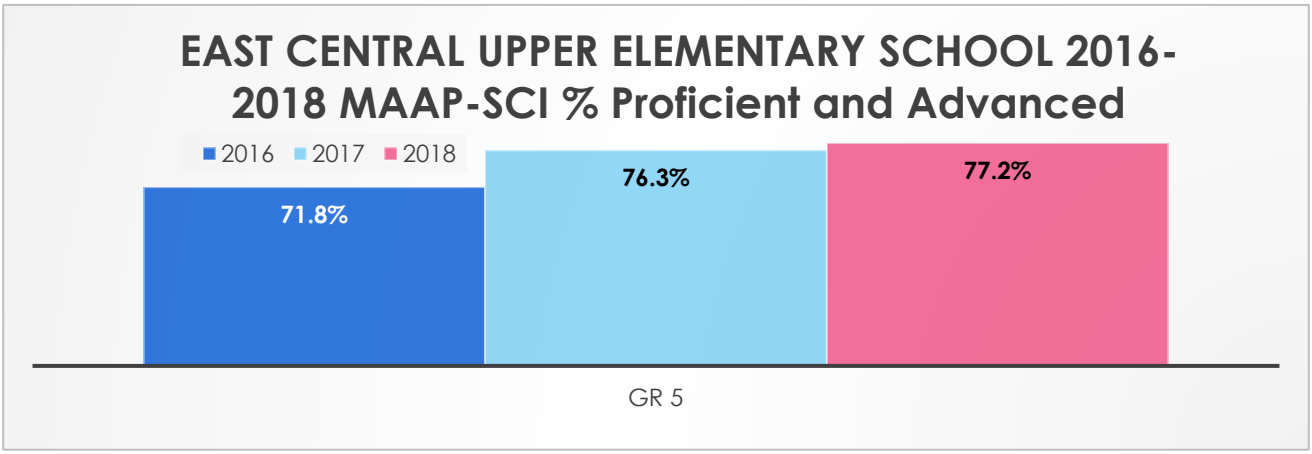


Figure 53: 2016-2018 East Central Upper Elementary School MAAP-SCI % Proficient and Advanced

2018 EAST CENTRAL UPPER ELEMENTARY MAAP DEMOGRAPHICS

2018 East Central Upper Elementary School MAAP ELA

East Central Upper Elementary School 2018 MAAP ELA by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.84	99.04	0-10%	7.44	0-10%	20.44	21-30%	33.68	41-50%	29.03	0-10%	9.41
Female	100	99.27	0-10%	5.1	0-10%	17.74	21-30%	34.33	51-60%	31.82	11-20%	11
Male	99.69	98.85	5.36	9.67	12.62	23.01	28.39	33.05	47.32	26.37	6.31	7.89
Asian	<5%	99.36		6.82		10.64		20.63	91-100	37.33		24.59
Black or African American	100	98.97	11-20%	11-20%	11-20%	21-30%	31-40%	31-40%	21-30%	21-30%	0-10%	0-10%
Hispanic or Latino	<5%	98.98		9.08	11-20%	20.85	21-30%	35.13	61-70%	27.45		7.48
Alaskan Native or Native American	<5%	98.86		5.11		20.59	41-50%	37.07	41-50%	30.15		7.08
Native Hawaiian or Pacific Islander	<5%	98.72		8.44		12.99	91-100	27.27		35.06		16.23
Two or More Races	<5%	98.55		5.4		15.48		32.64	91-100	36.49		9.99
White	99.83	99.18	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	0-10%	11-20%
Economically Disadvantaged	100	98.91	6.69	9.63	13.73	25.29	29.58	36.13	44.37	23.84	5.63	5.11
Non Economically Disadvantaged	99.72	99.33	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	51-60%	41-50%	11-20%	11-20%
Students without Disabilities	99.82	99.29	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	51-60%	31-40%	0-10%	11-20%
Students with Disabilities	100	97.44	21-30%	21-30%	21-30%	31-40%	11-20%	21-30%	21-30%	0-10%	0-10%	0-10%
English Learners	<5%	99.03		11-20%	21-30%	21-30%	21-30%	31-40%	41-50%	21-30%		0-10%
Non English Learners	99.84	99.05	0-10%	7.22	0-10%	20.26	21-30%	33.65	41-50%	29.28	0-10%	9.58
Foster Care		0	61-70%	0-10%	31-40%	21-30%		31-40%		21-30%		0-10%

Table 58: 2018 East Central Upper Elementary School MAAP ELA by Demographic Group

2018 East Central Upper Elementary School MAAP MATH

East Central Upper Elementary School 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.84	98.81	0-10%	6.79	11-20%	20.9	31-40%	30.52	31-40%	29.87	11-20%	11.92
Female	100	99.09	0-10%	5.45	11-20%	19.36	31-40%	31.3	31-40%	31.67	11-20%	12.23

East Central Upper Elementary School 2018 MAAP MATH by Demographic Group

Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Male	99.69	98.56	5.99	8.06	14.2	22.36	33.75	29.79	34.38	28.17	11.67	11.62
Asian	<5%	99.15		0-10%		0-10%		11-20%		31-40%	91-100	41-50%
Black or African American	100	98.72	19.05	0-10%	9.52	21-30%	33.33	31-40%	28.57	21-30%	9.52	0-10%
Hispanic or Latino	<5%	98.57		6.37	31-40%	18.38	41-50%	30.46	21-30%	33.03		11.77
Alaskan Native or Native American	<5%	97.91		0-10%		11-20%	41-50%	31-40%	21-30%	31-40%	21-30%	11-20%
Native Hawaiian or Pacific Islander	<5%	98.72		5.84		12.99	91-100	24.68		31.17		25.32
Two or More Races	<5%	98.52		0-10%	21-30%	11-20%	71-80%	21-30%		31-40%		11-20%
White	99.83	98.96	0-10%	0-10%	11-20%	11-20%	31-40%	21-30%	31-40%	31-40%	11-20%	11-20%
Economically Disadvantaged	100	98.69	7.04	8.74	20.42	25.97	36.27	33.3	30.99	25.29	5.28	6.69
Non Economically Disadvantaged	99.72	99.07	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%
Students without Disabilities	99.82	99.05	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
Students with Disabilities	100	97.28	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%	11-20%	0-10%	0-10%	0-10%
English Learners	<5%	98.84		8.86	41-50%	22.18		30.79	21-30%	28.58	21-30%	9.59
Non English Learners	99.84	98.8	0-10%	6.72	11-20%	20.86	31-40%	30.51	31-40%	29.91	11-20%	11.99
Foster Care		0	61-70%	9.89	31-40%	25.99		32.98		25.12		6.01

Table 59: 2018 East Central Upper Elementary School MAAP MATH by Demographic Group

2018 East Central Upper Elementary School MAAP-SCI

East Central Upper Elementary School 2018 MAAP-SCI by Demographic Group

Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.55	98.74	0-10%	13.57	11-20%	24.04	41-50%	41.68	31-40%	20.71
Female	100	99.02	0-10%	12.3	21-30%	24	41-50%	44.07	21-30%	19.63
Male	99.09	98.5	0-10%	14.78	11-20%	24.08	41-50%	39.42	31-40%	21.73
Asian		99.43		9.55		9.79		35.47		45.19
Black or African American	<5%	98.54	31-40%	20.88	21-30%	32.28	31-40%	37.44		9.4
Hispanic or Latino	<5%	98.98	31-40%	15.02	31-40%	24.63		41.72	31-40%	18.63
Native American	<5%	96.47		8.42		31.87	61-70%	43.96	31-40%	15.75

East Central Upper Elementary School 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
White	99.52	98.98	0-10%	5.34	11-20%	15.01	41-50%	46.65	31-40%	33.01
Economically Disadvantaged	100	98.51	6.9	17.77	20.69	29.26	48.28	39.66	24.14	13.31
Non Economically Disadvantaged	99.26	99.22	0-10%	0-10%	11-20%	11-20%	41-50%	41-50%	31-40%	31-40%
Students without Disabilities	99.49	98.93	0-10%	10.3	11-20%	22.47	41-50%	44.31	31-40%	22.92
Students with Disabilities	100	97.45	21-30%	36.1	51-60%	34.84	0-10%	23.58	11-20%	5.48
English Learners	<5%	98.89	91-100	24.52		30.27		33.93		11.28
Non English Learners	99.55	98.74	0-10%	13.29	11-20%	23.88	41-50%	41.88	31-40%	20.95

Table 60: 2018 East Central Upper Elementary School MAAP-SCI by Demographic Group

ENROLLMENT

Numbers of students enrolled at East Central Upper Elementary School from 2016-2017 to 2018-2019 are shown in ***Table 61***. East Central Upper Elementary School enrollment decreased in 2018-2019. Over the past three years, demographic ratios have remained steady. ***Table 62*** illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

EAST CENTRAL UPPER ELEMENTARY SCHOOL ENROLLMENT BY GRADE			
	2017	2018	2019
ELEM. SPED	*	*	*
Grade 3	201	208	*
Grade 4	214	*	206
Grade 5	191	217	207
Total	**614**	**630**	**598**

Table 61: East Central Upper Elementary School Enrollment by Grade

EAST CENTRAL UPPER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
	2017		2018		2019	
	#	%	#	%	#	%
Female	307	50.0%	316	50.2%	297	49.7%
Male	307	50.0%	314	49.8%	301	50.3%
Asian	*	0.0%	*	0.0%	*	*
African American	22	3.6%	19	3.0%	19	3.2%
Hispanic or Latino	*	0.0%	*	0.0%	*	*
American Indian or Alaskan Native	*	0.0%	*	0.0%	*	*
White	577	94.0%	592	94.0%	566	94.7%
Two or More Races	*	0.0%	*	0.0%	*	*
Pacific Islander	*	0.0%	*	0.0%	*	*
Total	**614**	**100%**	**630**	**100%**	**598**	**100%**

Table 62: East Central Upper Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2018 EAST CENTRAL UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2016	2017	2018
ELEM. SPED	6.87	7.07	2.91
GRADE 03	201.06	188.29	197.70
GRADE 04	175.63	203.59	192.15
GRADE 05	195.31	180.06	205.60
TOTAL	578.87	579.01	598.36

Table 63: 2016-2018 East Central Upper Elementary School Average Daily Attendance

East Central Upper Elementary
Raising the Standard

2017 AND 2018 EAST CENTRAL UPPER ELEMENTARY SCHOOL CHRONIC ABSENTEE RATE	
2016-2017	
ALL	14.6%
2017-2018	
ALL	13.7%
FEMALE	15.2%
MALE	12.2%
ASIAN	<5%
BLACK OR AFRICAN AMERICAN	<5%
HISPANIC OR LATINO	<5%
ALASKAN NATIVE OR NATIVE AMERICAN	<5%
NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5%
TWO OR MORE RACES	<5%
WHITE	14.0%
STUDENTS WITHOUT DISABILITIES	13.4%
STUDENTS WITH DISABILITIES	15.3%
ENGLISH LEARNERS	<5%

Table 64: 2017 and 2018 East Central Upper Elementary School Chronic Absentee Rate

PERSONNEL

2018 EAST CENTRAL UPPER ELEMENTARY SCHOOL FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 37.4	All		High Poverty		Low Poverty	
EXPERIENCED	#	%	#	%	#	%
	33.41	89.31%			33.41	89.31%
EMERGENCY PROVISIONAL	#	%	#	%	#	%
	0	0%			0	0%
TEACHING IN FIELD	#	%	#	%	#	%
	36.12	96.56%			36.12	96.56%

Table 65: 2018 East Central Upper Elementary School Full-time Equivalent Teachers

DISCIPLINE

2017-2018 EAST CENTRAL UPPER ELEMENTARY SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	<5%	<5%	<10
Female				
Male		<5%		
Black or African American		<5%		
White		<5%		

2017-2018 EAST CENTRAL UPPER ELEMENTARY SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
Students with Disabilities		<5%		
Students without Disabilities		<5%		
English Learners				
Non English Learners		<5%		
Foster Care				

Table 66: 2017-2018 East Central Upper Elementary School MSIS Reported Disciplinary Incidents

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, seventy-five (75) parents, and five hundred seventy-eight (578) students responded to the survey.**

EAST CENTRAL UPPER ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5		
In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	38	77.6%
Agree	11	22.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	25	51.0%
Agree	20	40.8%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.1%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	46	93.9%
Agree	3	6.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP12

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

	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%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	33	67.4%
Agree	13	26.5%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.1%

CURRICULUM AND INSTRUCTION

Field 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	11	22.5%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	35	71.4%
Agree	11	22.5%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Field 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	13	26.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.1%

Field summary for CI27		
Teachers have high expectations for students.		
	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%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	27	55.1%
Agree	20	40.8%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Field summary for TCI6		
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	34	69.4%
Agree	12	24.5%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Field summary for TCI10

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

	Count	Percentage
Strongly Agree	32	65.3%
Agree	13	26.5%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Field 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	32	65.3%
Agree	10	20.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	14.3%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	21	42.9%
Utilize technology such as class websites, blogs, and videos	36	73.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	21	42.9%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	27	55.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	32	65.3%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	32	65.3%
Use bilingual handouts and cues	3	6.1%
Use visual displays, portable white boards, and posters when giving instructions	33	67.3%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	18	36.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	39	79.6%
Agree	10	20.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	17	34.7%
Agree	30	61.2%
Disagree	0	0.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	1	2.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	27	55.1%
Agree	22	44.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	29	59.2%
Agree	20	40.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	24	49.0%
Agree	23	46.9%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Field 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	57.1%
Agree	19	38.8%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	23	46.9%
Agree	19	38.8%
Disagree	4	8.2%
Strongly Disagree	2	4.1%
Not Applicable or No Information	1	2.0%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	19	38.8%
Agree	25	51.0%
Disagree	1	2.0%
Strongly Disagree	2	4.1%
Not Applicable or No Information	2	4.1%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	27	55.1%
Agree	19	38.8%
Disagree	1	2.0%
Strongly Disagree	2	4.1%
Not Applicable or No Information	0	0.0%

Field 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	44.9%
Agree	20	40.8%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.2%

Field 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%

Field 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	26	53.1%
Agree	22	44.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Field 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	53.1%
Agree	21	42.9%
Disagree	0	0.0%
Strongly Disagree	2	4.1%
Not Applicable or No Information	0	0.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	29	59.2%
Agree	20	40.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	26	53.1%
Agree	20	40.8%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.1%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	20	40.8%
Agree	23	46.9%
Disagree	3	6.1%
Strongly Disagree	2	4.1%
Not Applicable or No Information	1	2.0%

Field summary for TSC73		
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	20	40.8%
Agree	24	49.0%
Disagree	1	2.0%
Strongly Disagree	2	4.1%
Not Applicable or No Information	2	4.1%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from East Central Upper Elementary School feel that the school does a good job in motivating students, providing a welcoming atmosphere, and welcoming parent involvement. One faculty member said, "The teachers at my school are highly qualified and have high expectations for student learning." Respondents expressed concerns about facility maintenance, reaching the students who are struggling academically, and a desire to see less focus on standardized testing. Another faculty member stated, "I feel like our school should be more secure and safe for students and teachers. I also feel like our school buildings are severely outdated and need to be updated."

EAST CENTRAL UPPER ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5		
In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	56	74.7%
Agree	18	24.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	21	28.0%
Agree	19	25.3%
Disagree	0	0.0%
Strongly Disagree	1	1.3%
Not Applicable or No Information	34	45.3%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	53	70.7%
Agree	19	25.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.0%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	47	62.7%
Agree	24	32.0%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.7%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	32	42.7%
Agree	29	38.7%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	16.0%

Field 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	22	29.3%
Supporting college and career counseling	18	24.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	42	56.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	24	32.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	23	30.7%

Field 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	27	36.0%
Providing school-based mental health services and counseling	26	34.7%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	14	18.7%
Establishing or improving dropout prevention	18	24.0%
Supporting re-entry programs and transition services for Justice-involved youth	7	9.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	31	41.3%
Implementing systems and practices to prevent bullying and harassment	46	61.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	36	48.0%
Establishing community partnerships	14	18.7%

Field 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	40	53.3%
Building technological capacity and infrastructure	17	22.7%
Carrying out innovative blended learning projects	20	26.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	30	40.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	27	36.0%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	17	22.7%
Computer Classes	22	29.3%
Conflict Resolution	28	37.3%
Discipline	13	17.3%
Drug/Alcohol Awareness	21	28.0%
English as a Second Language	8	10.7%
Health Classes	21	28.0%
Literacy Classes	17	22.7%
Math Classes	21	28.0%
Parent-to-School Relationships	20	26.7%
Parent/Child Communication	29	38.7%

Field summary for PFP22		
I would like my child's school (district) to offer classes for parents on the following:		
Preparing for College	35	46.7%
Parenting Workshops	13	17.3%
Social Media Classes	18	24.0%
Stress/Anger Management	29	38.7%
Understanding College- and Career-Ready Standards	31	41.3%
Other [common core, budget, basic life skills]	4	5.3%

Field 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	22	29.3%
Parental advisory committees	4	5.3%
PTO/PTA meetings and activities	3	4.0%
Ways to help at the classroom level	33	44.0%
Other ways to get involved in my school (district)	13	17.3%

Field 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	26.7%
Very likely	23	30.7%
Moderately likely	23	30.7%
Slightly likely	3	4.0%
Not at all likely	6	8.0%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	35	46.7%
Agree	34	45.3%
Disagree	2	2.7%
Strongly Disagree	1	1.3%
Not Applicable or No Information	3	4.0%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	41	54.7%
Agree	28	37.3%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.3%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	39	52.0%
Agree	33	44.0%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	45	60.0%
Agree	28	37.3%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	35	46.7%
Agree	32	42.7%
Disagree	5	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.0%

Field 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	31	41.3%
Agree	35	46.7%
Disagree	3	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	8.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	35	46.7%
Agree	33	44.0%
Disagree	6	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	29	38.7%
Agree	42	56.0%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.7%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	38	50.7%
Agree	34	45.3%
Disagree	3	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	31	41.3%
Agree	40	53.3%
Disagree	3	4.0%
Strongly Disagree	1	1.3%
Not Applicable or No Information	0	0.0%

Field summary for FC801		
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	30	40.0%
Agree	39	52.0%
Disagree	3	4.0%
Strongly Disagree	1	1.3%
Not Applicable or No Information	2	2.7%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	46	61.3%
Agree	28	37.3%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CFC241

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

	Count	Percentage
Strongly Agree	24	32.0%
Agree	35	46.7%
Disagree	7	9.3%
Strongly Disagree	1	1.3%
Not Applicable or No Information	8	10.7%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	25	33.3%
Agree	37	49.3%
Disagree	7	9.3%
Strongly Disagree	1	1.3%
Not Applicable or No Information	5	6.7%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	28	37.3%
Agree	37	49.3%
Disagree	9	12.0%
Strongly Disagree	1	1.3%
Not Applicable or No Information	0	0.0%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	27	36.0%
Agree	38	50.7%
Disagree	4	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	8.0%

Field summary for PFC91

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	62	82.7%
Checked my child's grades/assignments online	54	72.0%
Been in contact with my child's teacher	67	89.3%
Received a newsletter from the district, school, or teacher	70	93.3%
Worked with a committee or group on school or district policies	7	9.3%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	29	38.7%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	54	72.0%
Volunteered at my child's school	25	33.3%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	27	36.0%
Agree	40	53.3%
Disagree	3	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	6.7%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	21	28.0%
Agree	42	56.0%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	13.3%

Field 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	29.3%
Agree	45	60.0%
Disagree	6	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.7%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	18	24.0%
Agree	35	46.7%
Disagree	10	13.3%
Strongly Disagree	3	4.0%
Not Applicable or No Information	9	12.0%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	44	58.7%
Agree	29	38.7%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	33	44.0%
Agree	29	38.7%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	16.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	38	50.7%
Agree	33	44.0%
Disagree	2	2.7%
Strongly Disagree	1	1.3%
Not Applicable or No Information	1	1.3%

Field 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	37	49.3%
Agree	29	38.7%
Disagree	4	5.3%
Strongly Disagree	1	1.3%
Not Applicable or No Information	4	5.3%

Field 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	34	45.3%
Agree	37	49.3%
Disagree	3	4.0%
Strongly Disagree	1	1.3%
Not Applicable or No Information	0	0.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	36	48.0%
Agree	35	46.7%
Disagree	4	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	34	45.3%
Agree	37	49.3%
Disagree	2	2.7%
Strongly Disagree	1	1.3%
Not Applicable or No Information	1	1.3%

Field summary for PSC131		
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	35	46.7%
Agree	38	50.7%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents from East Central Upper Elementary School feel that the school does a good job in striving for excellence, communicating with parents, and offering a variety of classes and activities for students. One parent said, "Our teachers are fantastic and deserve more pay. Also, special education needs more support with extra teachers and assistants to support the needs of the students." Respondents expressed concerns about bullying incidents, facility maintenance needs, and parking and pick-up procedures. Another parent stated, "I do not feel like my children are protected while at school. I worry daily about their safety. There are not any camera systems in place nor are there any entry procedures to any buildings."

EAST CENTRAL UPPER ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	341	59.0%
Agree	183	31.7%
Disagree	13	2.3%
Strongly Disagree	5	0.9%
Not Applicable or No Information	36	6.2%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	133	23.0%
Agree	112	19.4%
Disagree	10	1.7%
Strongly Disagree	8	1.4%
Not Applicable or No Information	315	54.5%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	431	74.6%
Agree	126	21.8%
Disagree	6	1.0%
Strongly Disagree	6	1.0%
Not Applicable or No Information	9	1.6%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	155	26.8%
Agree	135	23.4%
Disagree	94	16.3%
Strongly Disagree	100	17.3%
Not Applicable or No Information	94	16.3%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	288	49.8%
Agree	150	26.0%
Disagree	19	3.3%
Strongly Disagree	9	1.6%
Not Applicable or No Information	112	19.4%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	307	53.1%
Agree	230	39.8%
Disagree	18	3.1%
Strongly Disagree	11	1.9%
Not Applicable or No Information	12	2.1%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	302	52.3%
Agree	238	41.2%
Disagree	21	3.6%
Strongly Disagree	8	1.4%
Not Applicable or No Information	9	1.6%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	301	52.1%
Agree	200	34.6%
Disagree	28	4.8%
Strongly Disagree	13	2.3%
Not Applicable or No Information	36	6.2%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	448	77.5%
Agree	115	19.9%
Disagree	6	1.0%
Strongly Disagree	1	0.2%
Not Applicable or No Information	8	1.4%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	285	49.3%
Agree	212	36.7%
Disagree	36	6.2%
Strongly Disagree	14	2.4%
Not Applicable or No Information	31	5.4%

Field summary for SCI144		
My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	404	69.9%
Agree	154	26.6%
Disagree	8	1.4%
Strongly Disagree	2	0.4%
Not Applicable or No Information	10	1.7%

Field summary for SCI162		
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	378	65.4%
Agree	90	15.6%
Disagree	24	4.2%
Strongly Disagree	41	7.1%
Not Applicable or No Information	45	7.8%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39		
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	246	42.6%
Agree	187	32.4%
Disagree	31	5.4%
Strongly Disagree	19	3.3%
Not Applicable or No Information	95	16.4%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	279	48.3%
Agree	172	29.8%
Disagree	35	6.1%
Strongly Disagree	15	2.6%
Not Applicable or No Information	77	13.3%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	272	47.1%
Agree	181	31.3%
Disagree	15	2.6%
Strongly Disagree	9	1.6%
Not Applicable or No Information	101	17.5%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	225	38.9%
Agree	172	29.8%
Disagree	42	7.3%
Strongly Disagree	17	2.9%
Not Applicable or No Information	122	21.1%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	335	58.0%
Agree	123	21.3%
Disagree	23	4.0%
Strongly Disagree	48	8.3%
Not Applicable or No Information	49	8.5%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	135	23.4%
Agree	93	16.1%
Disagree	116	20.1%
Strongly Disagree	64	11.1%
Not Applicable or No Information	170	29.4%

Field summary for SACS2		
There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	124	21.5%
Agree	131	22.7%
Disagree	103	17.8%
Strongly Disagree	42	7.3%
Not Applicable or No Information	178	30.8%

Field 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	332	57.4%
Agree	200	34.6%
Disagree	16	2.8%
Strongly Disagree	7	1.2%
Not Applicable or No Information	23	4.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	307	53.1%
Agree	136	23.5%
Disagree	21	3.6%
Strongly Disagree	21	3.6%
Not Applicable or No Information	93	16.1%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	233	40.3%
Agree	152	26.3%
Disagree	19	3.3%
Strongly Disagree	13	2.3%
Not Applicable or No Information	161	27.9%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	425	73.5%
Agree	122	21.1%
Disagree	14	2.4%
Strongly Disagree	7	1.2%
Not Applicable or No Information	10	1.7%

Field 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	329	56.9%
Agree	126	21.8%
Disagree	21	3.6%
Strongly Disagree	16	2.8%
Not Applicable or No Information	86	14.9%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	217	37.5%
Agree	205	35.5%
Disagree	63	10.9%
Strongly Disagree	41	7.1%
Not Applicable or No Information	52	9.0%

Field 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	254	43.9%
Agree	136	23.5%
Disagree	57	9.9%
Strongly Disagree	56	9.7%
Not Applicable or No Information	75	13.0%

Field 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	371	64.2%
Agree	173	29.9%
Disagree	12	2.1%
Strongly Disagree	8	1.4%
Not Applicable or No Information	14	2.4%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	247	42.7%
Agree	196	33.9%
Disagree	43	7.4%
Strongly Disagree	44	7.6%
Not Applicable or No Information	48	8.3%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	226	39.1%
Agree	199	34.4%
Disagree	58	10.0%
Strongly Disagree	24	4.2%
Not Applicable or No Information	71	12.3%

Field summary for SSC156		
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	361	62.5%
Agree	191	33.0%
Disagree	9	1.6%
Strongly Disagree	9	1.6%
Not Applicable or No Information	8	1.4%

Field summary for SSC157		
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	278	48.1%
Agree	193	33.4%
Disagree	46	8.0%
Strongly Disagree	31	5.4%
Not Applicable or No Information	30	5.2%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	278	48.1%
Agree	191	33.0%
Disagree	41	7.1%
Strongly Disagree	29	5.0%
Not Applicable or No Information	39	6.8%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

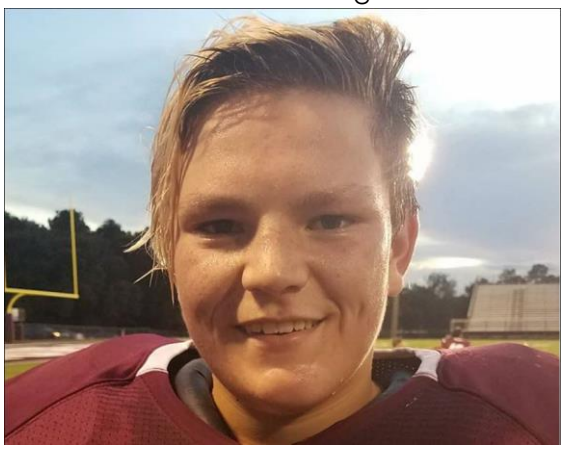
Students from East Central Upper Elementary School feel that the school does a good job in creating a positive learning environment, promoting school clubs and activities, and helping students to succeed. One student said, "Our school does very well with teaching us new things, and I love all the enrichments." Respondents expressed concerns about cafeteria options, issues with the dress code policy, and a desire for more time dedicated to active play. Another student stated, "I really wish we could get a new sidewalk roof when we're walking to the buses and to school, because when it's raining there are holes in the roof, and it leaks on us! "

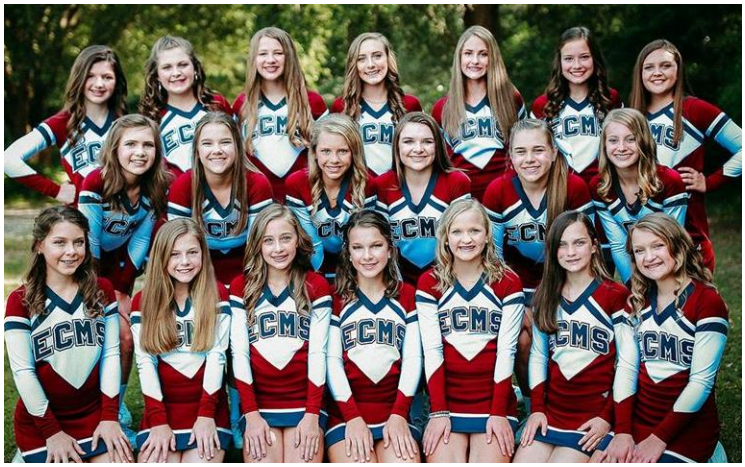
SECTION 9

EAST CENTRAL MIDDLE SCHOOL

INTRODUCTION

East Central Middle School is located at 21725 Slider Road in Moss Point, Mississippi. In 2018-2019, it houses six hundred fifty-eight (658) students in sixth through eighth grades (6-8). East Central Middle School is "dedicated to helping students reach their full potential by developing skills, knowledge, and attitudes with which they can responsibly participate in a global society." Its 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. The school earned an A accountability rating from MDE for the third consecutive year and received a PREPS Value-Added award for Algebra.





ACCOUNTABILITY

2016 ACCOUNTABILITY

2016 East Central Middle School Accountability			
Grade: **A** Total Points: 481	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Points possible*	**44.6%** *100*	**57.0%** *100*	**79.5%** *100*
GROWTH ALL STUDENTS *Points possible*	**71.1%** *100*	**82.6%** *100*	**Participation Rate**
GROWTH LOW 25% *Points possible*	**66.8%** *100*	**79.2%** *100*	**99.4%**

Figure 54: 2016 East Central Middle School Accountability

2017 ACCOUNTABILITY

2017 East Central Middle School Accountability			
2017 Official Accountability Rating: **A**; 2016 Accountability Rating: **A**; Former Baseline Grade: **B**; New Baseline Grade: **A**			
Grade: **A** Total Points: 446	**Reading**	**Mathematics**	**Science**
PROFICIENCY Points possible	**50.6%** 100	**63.7%** 100	**83.5%** 100
GROWTH ALL STUDENTS Points possible	**64.4%** 100	**73.9%** 100	**Participation Rate**
GROWTH LOW 25% Points possible	**54.8%** 100	**55.2%** 100	**99.5%**

Figure 55: 2017 East Central Middle School Accountability

2018 ACCOUNTABILITY

2018 East Central Middle School Accountability			
2018 Accountability Rating: **A**; 2018 Accountability Rating With EL: **A**; Total Points: 465; Total Points with EL: 465			
Grade: A	**Reading**	**Mathematics**	**Science**
PROFICIENCY	**52.0%**	**69.1%**	**79.9%**
Possible points 2018/2019:	*100/95*	*100/95*	*100/95*
GROWTH ALL STUDENTS	**63.2%**	**80.6%**	**EL Progress**
Possible points 2018/2019:	*100/95*	*100/95*	
GROWTH LOW 25%	**57.0%**	**62.7%**	**N/A**
Possible points 2018/2019:	*100/95*	*100/95*	*NA/35*

Figure 56: 2018 East Central Middle School Accountability

2018 East Central Middle School ELA Accountability Demographics

East Central Middle School 2018 ELA Accountability by Demographic Group						
Subgroup	**ELA Level 1**	**ELA Level 2**	**ELA Level 3**	**ELA Level 4**	**ELA Level 5**	**ELA Participation**
All	0-10%	11-20%	31-40%	31-40%	11-20%	99.5%
Female	0-10%	0-10%	31-40%	31-40%	21-30%	99.7%
Male	0-10%	11-20%	31-40%	31-40%	11-20%	99.7%
Alaskan Native or Native American			41-50%	41-50%		<5%
Black or African American	11.8%	23.5%	29.4%	35.3%		100%
Hispanic or Latino		11-20%	51-60%	11-20%		<5%
Native Hawaiian or Pacific Islander		41-50%		41-50%		<5%
Two or More Races						
White	0-10%	11-20%	31-40%	31-40%	11-20%	99.7%
Economically Disadvantaged	6.8%	15.6%	37.1%	31.7%	8.9%	99.6%
Non Economically Disadvantaged	0-10%	0-10%	31-40%	31-40%	21-30%	99.5%
Students with Disabilities	21-30%	41-50%	21-30%	0-10%		98.3%
Students without Disabilities	0-10%	0-10%	31-40%	31-40%	11-20%	99.7%
Non English Learners						99.5%

Table 67: East Central Middle School 2018 ELA Accountability by Demographic Group

2018 East Central Middle School Math Accountability Demographics

East Central Middle School 2018 Math Accountability by Demographic Group						
Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All	0-10%	0-10%	11-20%	41-50%	21-30%	99.8%
Female	0-10%	0-10%	11-20%	41-50%	21-30%	99.7%
Male	0-10%	11-20%	21-30%	41-50%	11-20%	100%
Alaskan Native or Native American		41-50%	41-50%			<5%
Black or African American	5.9%	17.7%	41.2%	23.5%	11.8%	100%
Hispanic or Latino		11-20%	31-40%	31-40%		<5%
Native Hawaiian or Pacific Islander			41-50%		41-50%	<5%
Two or More Races						
White	0-10%	0-10%	11-20%	41-50%	21-30%	99.8%
Economically Disadvantaged	0-10%	11-20%	21-30%	41-50%	11-20%	100%
Non Economically Disadvantaged	0-10%	0-10%	11-20%	41-50%	21-30%	99.8%
Students with Disabilities	17.0%	52.5%	18.6%	11.9%		100%
Students without Disabilities	0-10%	0-10%	11-20%	41-50%	21-30%	99.8%
Non English Learners						99.8%
Foster Care		91-100%				

Table 68: East Central Middle School 2018 Math Accountability by Demographic Group

2018 East Central Middle School Science Accountability Demographics

East Central Middle School 2018 Science Accountability by Demographic Group					
Subgroup	Science Level 1	Science Level 2	Science Level 3	Science Level 4	Science Participation
All	6.3%	13.7%	41.0%	39.0%	100%
Female	7.6%	14.2%	41.5%	36.8%	100%
Male	5.1%	13.1%	40.4%	41.4%	100%
Alaskan Native or Native American		91-100%			<5%
Black or African American	21-30%	21-30%	21-30%	21-30%	<5%
Hispanic or Latino				91-100%	<5%
Native Hawaiian or Pacific Islander				91-100%	<5%
White	5.7%	12.9%	42.3%	39.2%	100%
Economically Disadvantaged	11.9%	16.7%	44.1%	27.4%	100%
Non Economically Disadvantaged	0-10%	11-20%	31-40%	41-50%	100%
Students with Disabilities	58.3%	33.3%	8.3%		100%
Students without Disabilities	0-10%	11-20%	41-50%	41-50%	100%
Non English Learners					100%

Table 69: East Central Middle School 2018 Science Accountability by Demographic Group

2018 EAST CENTRAL MIDDLE SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

East Central Middle School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	69.1%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	72.2%				56.9%	44.8%
Male	66.0%				53.7%	41.5%
Black or African American	35.3%	35.0%	52.5%	70.0%	34.9%	28.6%
White	70.6%	53.5%	61.7%	70.0%	58.0%	57.9%
Economically Disadvantaged	55.0%	38.7%	54.4%	70.0%	44.3%	33.3%
Non Economically Disadvantaged	77.4%				65.3%	64.8%
Students with Disabilities	14.0%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	74.6%				60.6%	47.0%
ELA						
All	52.0%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	55.2%				58.3%	43.9%
Male	48.9%				48.5%	35.8%
Black or African American	35.3%				34.9%	25.8%
White	52.8%	55.0%	62.5%	70.0%	55.3%	54.6%
Economically Disadvantaged	39.8%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	59.2%				62.1%	60.3%
Students with Disabilities	3.5%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	56.9%				58.2%	43.4%

Table 70: 2018 East Central Middle School Accountability Progress Toward Goals

ASSESSMENT

EAST CENTRAL MIDDLE SCHOOL MAAP

East Central Middle School MAAP ELA

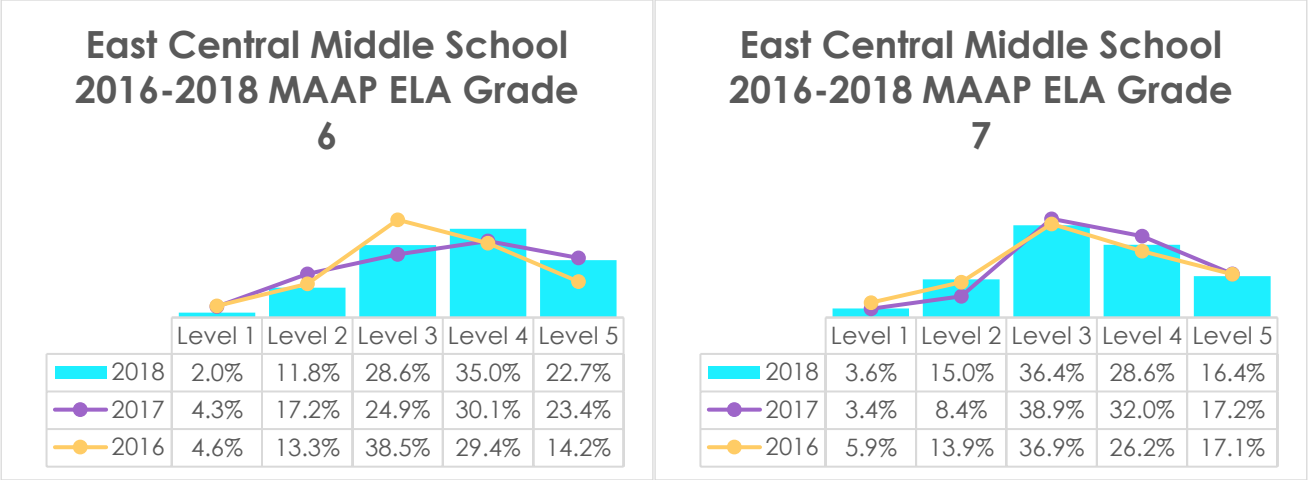


Figure 57: 2016-2018 East Central Middle School MAAP ELA Grades 6 and 7

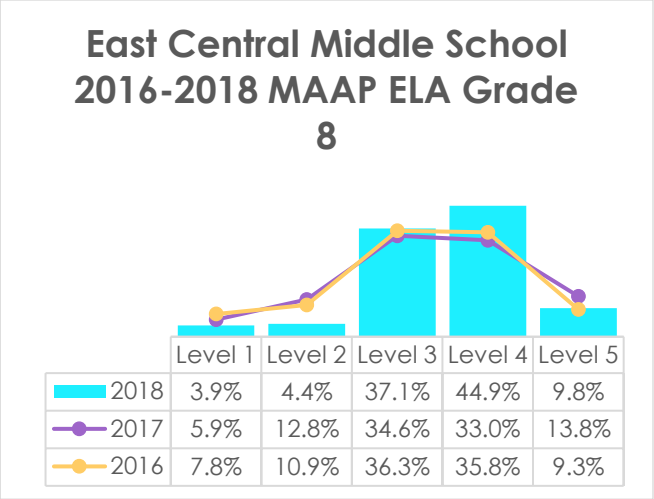
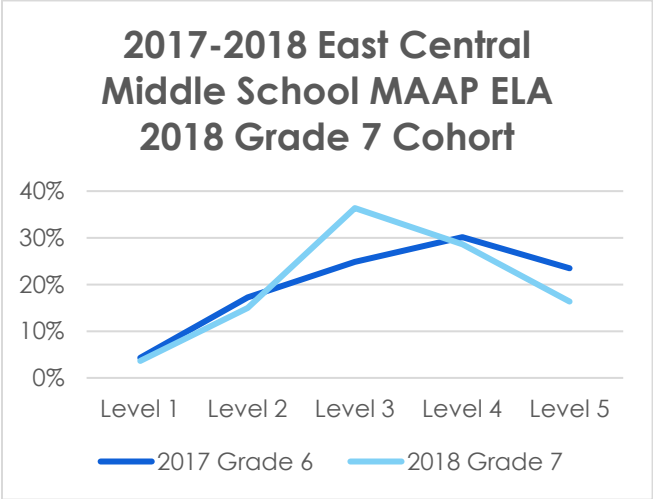


Figure 58: 2016-2018 East Central Middle School MAAP ELA Grade 8



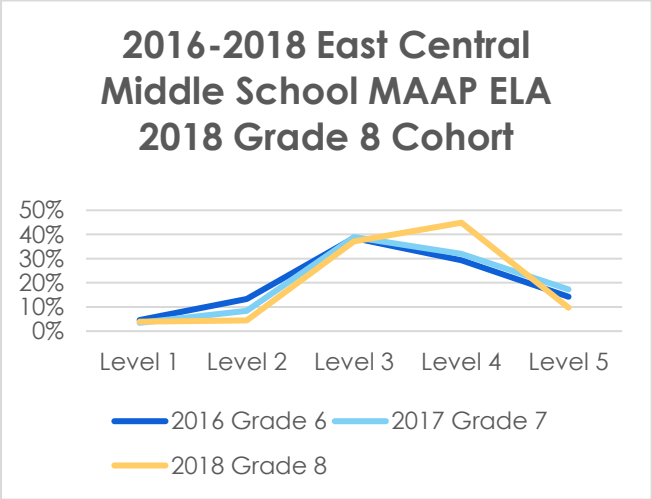
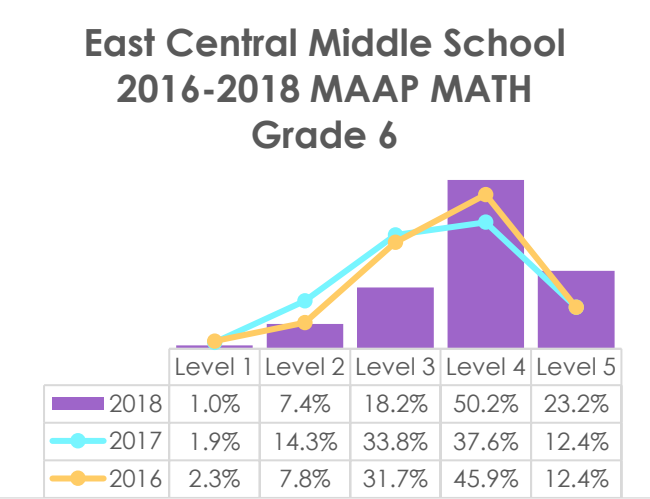


Figure 59: 2016-2018 East Central Middle School MAAP ELA 2018 Grade 7 and Grade 8 Cohorts

East Central Middle School MAAP MATH



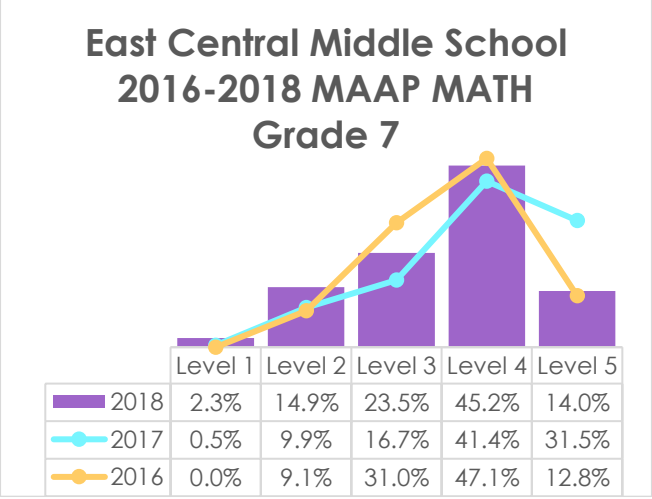
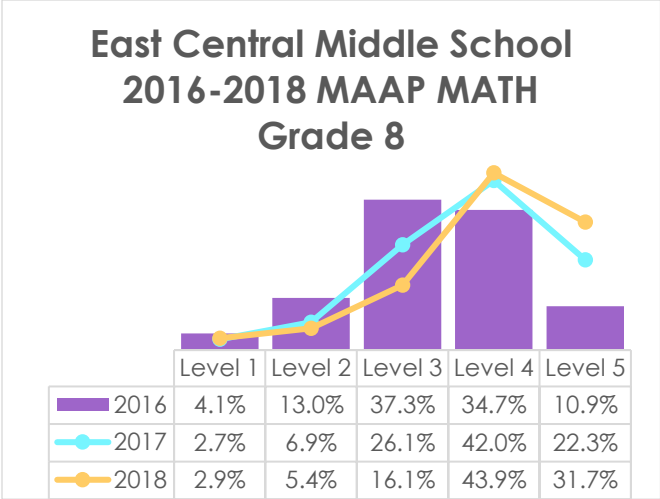


Figure 60: 2016-2018 East Central Middle School MAAP MATH Grades 6 and 7



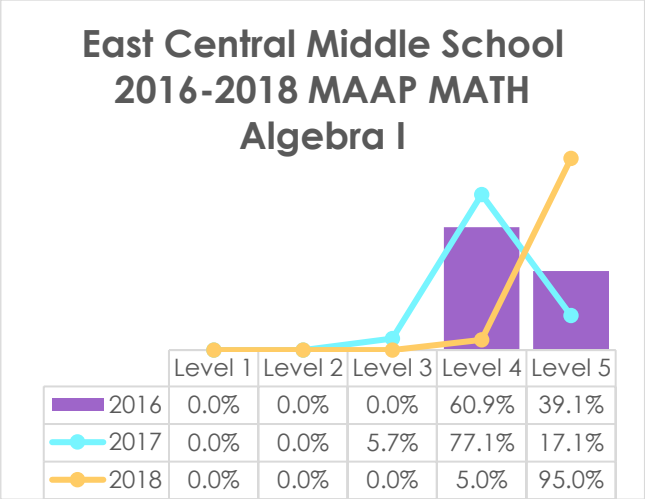
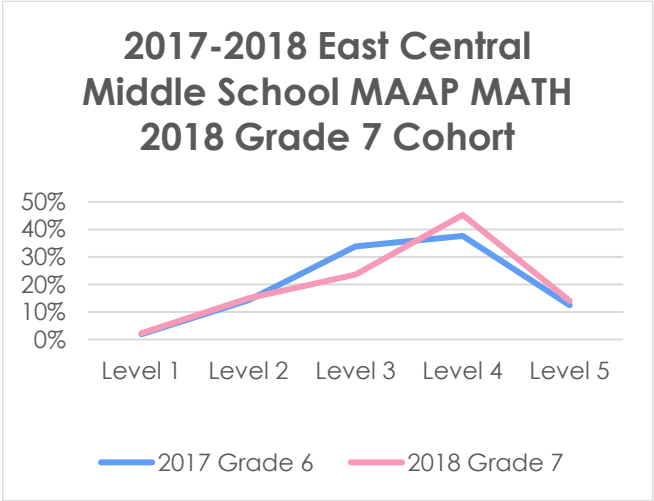


Figure 61: 2016-2018 East Central Middle School MAAP MATH Grade 8 and Algebra I



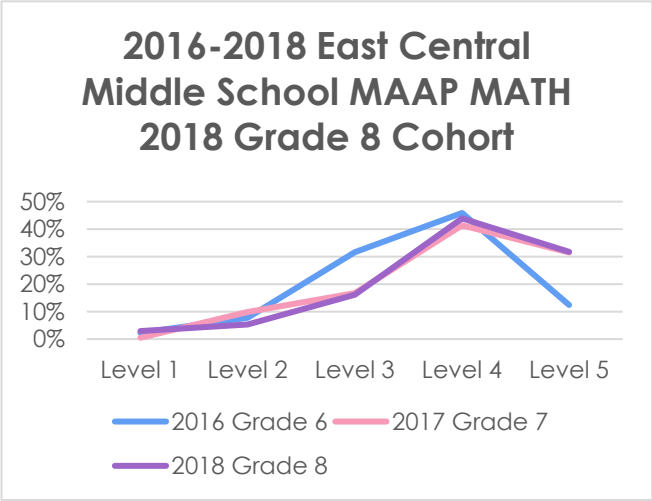


Figure 62: 2016-2018 East Central Middle School MAAP MATH 2018 Grade 7 and Grade 8 Cohorts

East Central Middle School MAAP-SCI

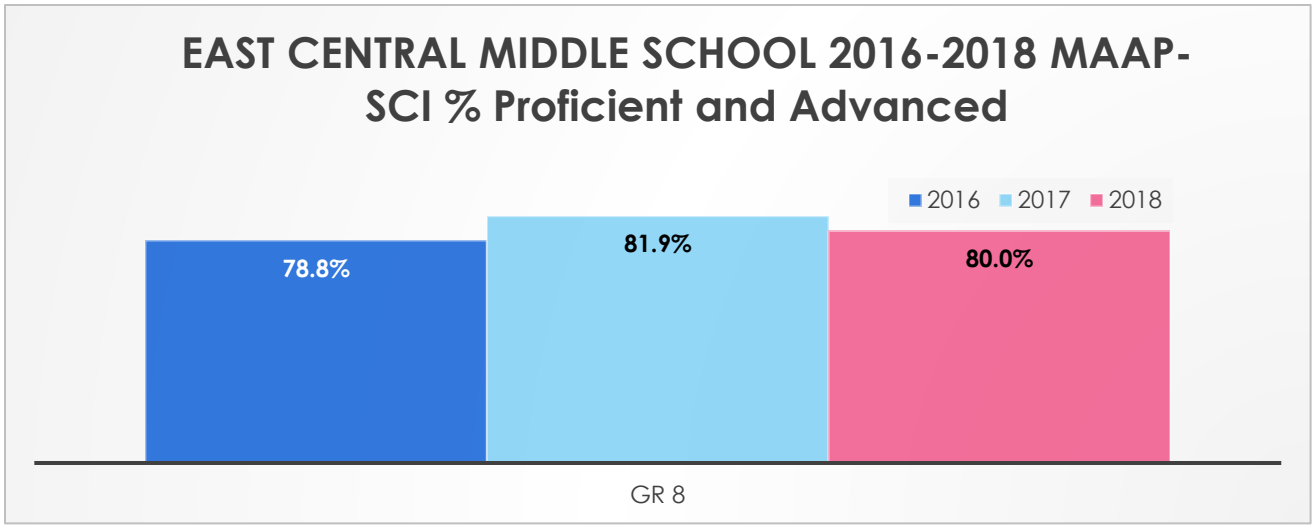


Figure 63: 2016-2018 East Central Middle School MAAP-SCI % Proficient and Advanced

2018 EAST CENTRAL MIDDLE SCHOOL MAAP DEMOGRAPHICS

2018 East Central Middle School MAAP ELA

East Central Middle School 2018 MAAP ELA by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.53	99.04	0-10%	7.44	11-20%	20.44	31-40%	33.68	31-40%	29.03	11-20%	9.41
Female	99.68	99.27	0-10%	5.1	0-10%	17.74	31-40%	34.33	31-40%	31.82	21-30%	11
Male	99.69	98.85	0-10%	9.67	11-20%	23.01	31-40%	33.05	31-40%	26.37	11-20%	7.89
Black or African American	100	98.97	11.76	11-20%	23.53	21-30%	29.41	31-40%	35.29	21-30%		0-10%
Hispanic or Latino	<5%	98.98		9.08	11-20%	20.85	51-60%	35.13	11-20%	27.45		7.48
Alaskan Native or Native American	<5%	98.86		5.11		20.59	41-50%	37.07	41-50%	30.15		7.08
Native Hawaiian or Pacific Islander	<5%	98.72		8.44	41-50%	12.99		27.27	41-50%	35.06		16.23
Two or More Races		98.55		5.4		15.48		32.64		36.49		9.99
White	99.67	99.18	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
Economically Disadvantaged	99.58	98.91	6.75	9.63	15.61	25.29	37.13	36.13	31.65	23.84	8.86	5.11
Non Economically Disadvantaged	99.5	99.33	0-10%	0-10%	0-10%	0-10%	31-40%	21-30%	31-40%	41-50%	21-30%	11-20%
Students without Disabilities	99.65	99.29	0-10%	0-10%	0-10%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
Students with Disabilities	98.31	97.44	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%	0-10%	0-10%		0-10%
Non English Learners		0		0-10%		21-30%		31-40%		21-30%		0-10%

Table 71: 2018 East Central Middle School MAAP ELA by Demographic Group

2018 East Central Middle School MAAP MATH

East Central Middle School 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.84	98.81	0-10%	6.79	0-10%	20.9	11-20%	30.52	41-50%	29.87	21-30%	11.92
Female	99.68	99.09	0-10%	5.45	0-10%	19.36	11-20%	31.3	41-50%	31.67	21-30%	12.23
Male	100	98.56	0-10%	8.06	11-20%	22.36	21-30%	29.79	41-50%	28.17	11-20%	11.62
Black or African American	100	98.72	5.88	0-10%	17.65	21-30%	41.18	31-40%	23.53	21-30%	11.76	0-10%

East Central Middle School 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Hispanic or Latino	<5%	98.57		6.37	11-20%	18.38	31-40%	30.46	31-40%	33.03		11.77
Native American	<5%	97.91		0-10%	41-50%	11-20%	41-50%	31-40%		31-40%		11-20%
Pacific Islander	<5%	98.72		5.84		12.99	41-50%	24.68		31.17	41-50%	25.32
White	99.84	98.96	0-10%	0-10%	0-10%	11-20%	11-20%	21-30%	41-50%	31-40%	21-30%	11-20%
Economically Disadvantaged	100	98.69	0-10%	8.74	11-20%	25.97	21-30%	33.3	41-50%	25.29	11-20%	6.69
Non Economically Disadvantaged	99.75	99.07	0-10%	0-10%	0-10%	0-10%	11-20%	21-30%	41-50%	31-40%	21-30%	21-30%
Students without Disabilities	99.83	99.05	0-10%	0-10%	0-10%	11-20%	11-20%	31-40%	41-50%	31-40%	21-30%	11-20%
Students with Disabilities	100	97.28	16.95	21-30%	52.54	31-40%	18.64	21-30%	11.86	0-10%		0-10%
Non English Learners	99.84	98.8		6.72		20.86		30.51		29.91		11.99
Foster Care		0		9.89	91-100	25.99		32.98		25.12		6.01

Table 72: 2018 East Central Middle School MAAP MATH by Demographic Group

2018 East Central Middle School MAAP-SCI

East Central Middle School 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	100	98.74	6.34	13.57	13.66	24.04	40.98	41.68	39.02	20.71
Female	100	99.02	7.55	12.3	14.15	24	41.51	44.07	36.79	19.63
Male	100	98.5	5.05	14.78	13.13	24.08	40.4	39.42	41.41	21.73
Black or African American	<5%	98.54	21-30%	20.88	21-30%	32.28	21-30%	37.44	21-30%	9.4
Hispanic or Latino	<5%	98.98		15.02		24.63		41.72	91-100	18.63
Native American	<5%	96.47		8.42	91-100	31.87		43.96		15.75
Pacific Islander	<5%	98.63		9.72		15.28		34.72	91-100	40.28
White	100	98.98	5.67	5.34	12.89	15.01	42.27	46.65	39.18	33.01
Economically Disadvantaged	100	98.51	11.9	17.77	16.67	29.26	44.05	39.66	27.38	13.31
Non Economically Disadvantaged	100	99.22	0-10%	0-10%	11-20%	11-20%	31-40%	41-50%	41-50%	31-40%
Students without Disabilities	100	98.93	0-10%	10.3	11-20%	22.47	41-50%	44.31	41-50%	22.92
Students with Disabilities	100	97.45	58.33	36.1	33.33	34.84	8.33	23.58		5.48
Non English Learners	100	98.74		13.29		23.88		41.88		20.95

Table 73: 2018 East Central Middle School MAAP-SCI by Demographic Group

ENROLLMENT

Numbers of students enrolled at East Central Middle School from 2016-2017 to 2018-2019 are shown in ***Table 74***. East Central Middle School enrollment increased in 2018-2019. Over the past three years, demographic ratios have remained steady. ***Table 75*** illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

EAST CENTRAL MIDDLE SCHOOL ENROLLMENT BY GRADE			
	2017	2018	2019
ELEM. SPED	*	*	*
Grade 6	211	198	232
Grade 7	213	222	202
Grade 8	187	206	219
SEC. SPED	*	*	*
Total	**616**	**631**	**658**

Table 74: East Central Middle School Enrollment by Grade

EAST CENTRAL MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
	2017		2018		2019	
	#	%	#	%	#	%
Female	301	48.9%	312	49.4%	321	48.8%
Male	315	51.1%	319	50.6%	337	51.2%
Asian	*	0.0%	0	0.0%	*	*
African American	18	2.9%	18	2.9%	15	2.3%
Hispanic or Latino	*	0.0%	*	0.0%	*	*
American Indian or Alaskan Native	*	0.0%	*	0.0%	*	*
White	588	95.5%	604	95.7%	630	95.7%
Two or More Races	*	0.0%	0	0.0%	*	0.0%
Pacific Islander	*	0.0%	*	0.0%	*	*
Total	**616**	**100%**	**631**	**100%**	**658**	**100%**

Table 75: East Central Middle School Enrollment by Demographic Group

ATTENDANCE

2016-2018 EAST CENTRAL MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE			
	2016	2017	2018
ELEM. SPED	2.13	1.58	2.55
GRADE 06	210.92	200.62	191.17
GRADE 07	173.83	196.89	210.25
GRADE 08	184.93	176.76	196.00
SEC. SPED	0	1.74	1.76
SEC. GED	0.58	0.91	0
TOTAL	572.39	578.5	601.74

Table 76: 2016-2018 East Central Middle School Average Daily Attendance

2017 AND 2018 EAST CENTRAL MIDDLE SCHOOL CHRONIC ABSENTEE RATE	
2016-2017	
ALL	9.1%
2017-2018	
ALL	11.4%
FEMALE	11.4%
MALE	11.5%
BLACK OR AFRICAN AMERICAN	5.0%
HISPANIC OR LATINO	20.0%
WHITE	11.7%
STUDENTS WITH DISABILITIES	25.0%
STUDENTS WITHOUT DISABILITIES	10.0%

Table 77: 2017 and 2018 East Central Middle School Chronic Absentee Rate

PERSONNEL

2018 EAST CENTRAL MIDDLE SCHOOL FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 39.28	All		High Poverty		Low Poverty	
EXPERIENCED	#	%	#	%	#	%
	32.25	82.1%			32.25	82.1%
EMERGENCY PROVISIONAL	#	%	#	%	#	%
	1	2.55%			1	2.55%
TEACHING IN FIELD	#	%	#	%	#	%
	39.09	99.49%			39.09	99.49%

Table 78: 2018 East Central Middle School Full-time Equivalent Teachers

DISCIPLINE

2017-2018 EAST CENTRAL MIDDLE SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	5.26	<5%	10
Female		<5%	<5%	<10
Male		8.54		<10
Alaskan Native or Native American				
Black or African American		5.56		
Hispanic or Latino		<5%		
Native Hawaiian or Pacific Islander		<5%		
Two or More Races				
White		5.01	<5%	10
Economically Disadvantaged				
Non Economically Disadvantaged				
Students with Disabilities		18.33	<5%	<10
Students without Disabilities		<5%		<10
Non English Learners		5.26	<5%	10

Table 79: 2017-2018 East Central Middle School MSIS Reported Disciplinary Incidents

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. Forty (40) faculty and staff members, ninety-five (95) parents, and five hundred sixty-eight (568) students responded to the survey.**

EAST CENTRAL MIDDLE SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	35	87.5%
Agree	5	12.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	30	75.0%
Agree	9	22.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	34	85.0%
Agree	6	15.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	31	77.5%
Agree	9	22.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	11	27.5%
Agree	5	12.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	23	57.5%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	31	77.5%
Agree	9	22.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	30	75.0%
Agree	10	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	30	75.0%
Agree	10	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	32	80.0%
Agree	8	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	29	72.5%
Agree	10	25.0%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TCI6

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

	Count	Percentage
Strongly Agree	31	77.5%
Agree	8	20.0%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TCI10

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

	Count	Percentage
Strongly Agree	29	72.5%
Agree	10	25.0%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	24	60.0%
Agree	12	30.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.0%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	14	35.0%
Utilize technology such as class websites, blogs, and videos	27	67.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	22	55.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	26	65.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	29	72.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	23	57.5%
Use bilingual handouts and cues	6	15.0%
Use visual displays, portable white boards, and posters when giving instructions	27	67.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	12	30.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	30	75.0%
Agree	9	22.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	14	35.0%
Agree	20	50.0%
Disagree	6	15.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	24	60.0%
Agree	16	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	31	77.5%
Agree	9	22.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	31	77.5%
Agree	9	22.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	60.0%
Agree	16	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	15	37.5%
Agree	21	52.5%
Disagree	4	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	23	57.5%
Agree	17	42.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	16	40.0%
Agree	21	52.5%
Disagree	3	7.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	21	52.5%
Agree	17	42.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	33	82.5%
Agree	6	15.0%
Disagree	0	0.0%
Strongly Disagree	1	2.5%
Not Applicable or No Information	0	0.0%

Field 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	32	80.0%
Agree	7	17.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	65.0%
Agree	12	30.0%
Disagree	1	2.5%
Strongly Disagree	1	2.5%
Not Applicable or No Information	0	0.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	33	82.5%
Agree	7	17.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	31	77.5%
Agree	9	22.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	14	35.0%
Agree	20	50.0%
Disagree	4	10.0%
Strongly Disagree	2	5.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	38	95.0%
Agree	2	5.0%
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, 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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from East Central Middle School feel that the school does a good job in working together as a collective, using a variety of instructional strategies, and actively involving teachers in the decisions made within the district. One faculty member said, "The principals at East Central Middle School are phenomenal. They support a very talented staff that works hard to support and educate our students. I think we are also doing a good job focusing on helping students understand how the school is a path to college." Respondents expressed concerns about high levels of traffic near the school, a need for updated software and technology, and a desire to reach out to more of the parents within the district. Another faculty member stated, "Our district needs to adopt an unstoppable spirit in finding a way to fund teacher salary increases to correspond with our excellent school rating. We are paid far less than teachers that are teaching in schools with much lower achievement ratings."

EAST CENTRAL MIDDLE SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	59	62.1%
Agree	32	33.7%
Disagree	1	1.1%
Strongly Disagree	1	1.1%
Not Applicable or No Information	2	2.1%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	32	33.7%
Agree	33	34.7%
Disagree	2	2.1%
Strongly Disagree	3	3.2%
Not Applicable or No Information	25	26.3%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	69	72.6%
Agree	20	21.1%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	5.3%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	69	72.6%
Agree	22	23.2%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.2%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	36	37.9%
Agree	32	33.7%
Disagree	3	3.2%
Strongly Disagree	3	3.2%
Not Applicable or No Information	21	22.1%

Field 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	36.8%
Supporting college and career counseling	46	48.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	49	51.6%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	30	31.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	29	30.5%

Field 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	29	30.5%
Providing school-based mental health services and counseling	33	34.7%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	19	20.0%
Establishing or improving dropout prevention	14	14.7%
Supporting re-entry programs and transition services for Justice-involved youth	11	11.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	33	34.7%
Implementing systems and practices to prevent bullying and harassment	48	50.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	39	41.1%
Establishing community partnerships	23	24.2%

Field 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	56.8%
Building technological capacity and infrastructure	28	29.5%
Carrying out innovative blended learning projects	23	24.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	29	30.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	41	43.2%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	17	17.9%
Computer Classes	24	25.3%
Conflict Resolution	25	26.3%
Discipline	20	21.1%
Drug/Alcohol Awareness	19	20.0%
English as a Second Language	6	6.3%
Health Classes	10	10.5%
Literacy Classes	13	13.7%
Math Classes	21	22.1%
Parent-to-School Relationships	24	25.3%
Parent/Child Communication	27	28.4%
Preparing for College	53	55.8%
Parenting Workshops	17	17.9%
Social Media Classes	18	18.9%
Stress/Anger Management	27	28.4%
Understanding College- and Career-Ready Standards	38	40.0%
Other [autism, foreign language, understanding common core, budget]	5	5.3%

Field 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	31	32.6%
Parental advisory committees	7	7.4%
PTO/PTA meetings and activities	5	5.3%
Ways to help at the classroom level	39	41.1%
Other ways to get involved in my school (district)	13	13.7%

Field summary for JCPFP24

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

	Count	Percentage
Completely likely	24	25.3%
Very likely	29	30.5%
Moderately likely	29	30.5%
Slightly likely	8	8.4%
Not at all likely	5	5.3%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	38	40.0%
Agree	48	50.5%
Disagree	7	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.1%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	42	44.2%
Agree	46	48.4%
Disagree	4	4.2%
Strongly Disagree	1	1.1%
Not Applicable or No Information	2	2.1%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	45	47.4%
Agree	45	47.4%
Disagree	2	2.1%
Strongly Disagree	1	1.1%
Not Applicable or No Information	2	2.1%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	52	54.7%
Agree	41	43.2%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.1%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	34	35.8%
Agree	50	52.6%
Disagree	8	8.4%
Strongly Disagree	1	1.1%
Not Applicable or No Information	2	2.1%

Field 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	32	33.7%
Agree	54	56.8%
Disagree	5	5.3%
Strongly Disagree	2	2.1%
Not Applicable or No Information	2	2.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	36	37.9%
Agree	47	49.5%
Disagree	10	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.1%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	27	28.4%
Agree	57	60.0%
Disagree	8	8.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.2%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	34	35.8%
Agree	51	53.7%
Disagree	8	8.4%
Strongly Disagree	1	1.1%
Not Applicable or No Information	1	1.1%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	29	30.5%
Agree	55	57.9%
Disagree	10	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.1%

Field summary for FC801		
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	26	27.4%
Agree	59	62.1%
Disagree	10	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	50	52.6%
Agree	40	42.1%
Disagree	3	3.2%
Strongly Disagree	1	1.1%
Not Applicable or No Information	1	1.1%

Field summary for CFC241		
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	33	34.7%
Agree	38	40.0%
Disagree	13	13.7%
Strongly Disagree	4	4.2%
Not Applicable or No Information	7	7.4%

Field summary for PFC79		
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	27	28.4%
Agree	43	45.3%
Disagree	17	17.9%
Strongly Disagree	1	1.1%
Not Applicable or No Information	7	7.4%

Field summary for PFC84		
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	28	29.5%
Agree	42	44.2%
Disagree	22	23.2%
Strongly Disagree	1	1.1%
Not Applicable or No Information	2	2.1%

Field summary for PFC87		
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	25	26.3%
Agree	52	54.7%
Disagree	7	7.4%
Strongly Disagree	1	1.1%
Not Applicable or No Information	10	10.5%

Field summary for PFC91		
In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	55	57.9%
Checked my child's grades/assignments online	80	84.2%
Been in contact with my child's teacher	82	86.3%
Received a newsletter from the district, school, or teacher	74	77.9%
Worked with a committee or group on school or district policies	5	5.3%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	19	20.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	69	72.6%
Volunteered at my child's school	20	21.1%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	30	31.6%
Agree	55	57.9%
Disagree	4	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	6.3%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	24	25.3%
Agree	64	67.4%
Disagree	3	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	4.2%

Field 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	26	27.4%
Agree	60	63.2%
Disagree	7	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.1%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	20	21.1%
Agree	59	62.1%
Disagree	9	9.5%
Strongly Disagree	2	2.1%
Not Applicable or No Information	5	5.3%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	33	34.7%
Agree	53	55.8%
Disagree	6	6.3%
Strongly Disagree	3	3.2%
Not Applicable or No Information	0	0.0%

Field 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	26.3%
Agree	50	52.6%
Disagree	4	4.2%
Strongly Disagree	2	2.1%
Not Applicable or No Information	14	14.7%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	41	43.2%
Agree	53	55.8%
Disagree	0	0.0%
Strongly Disagree	1	1.1%
Not Applicable or No Information	0	0.0%

Field 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	41	43.2%
Agree	43	45.3%
Disagree	3	3.2%
Strongly Disagree	2	2.1%
Not Applicable or No Information	6	6.3%

Field 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	35	36.8%
Agree	50	52.6%
Disagree	2	2.1%
Strongly Disagree	4	4.2%
Not Applicable or No Information	4	4.2%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	33	34.7%
Agree	53	55.8%
Disagree	6	6.3%
Strongly Disagree	1	1.1%
Not Applicable or No Information	2	2.1%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	37	39.0%
Agree	51	53.7%
Disagree	3	3.2%
Strongly Disagree	2	2.1%
Not Applicable or No Information	2	2.1%

Field summary for PSC131		
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	34	35.8%
Agree	54	56.8%
Disagree	3	3.2%
Strongly Disagree	1	1.1%
Not Applicable or No Information	3	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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents from East Central Middle School feel that the school does a good job in communicating with parents, setting clear goals, and acknowledging student success. One parent said, "Our school does a great job helping students better themselves in certain subjects that they may need more help with." Respondents expressed concerns about a lack of classroom resources, a need for more extracurricular activities, and a desire to see better communication between administration and parents. Another parent stated, "Our school seems to lack in teaching and preparing students for state testing and exams. My son has a very hard time with state testing and exams."

EAST CENTRAL MIDDLE SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5		
In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	247	43.5%
Agree	269	47.4%
Disagree	16	2.8%
Strongly Disagree	2	0.4%
Not Applicable or No Information	34	6.0%

Field summary for FP7		
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	118	20.8%
Agree	177	31.2%
Disagree	24	4.2%
Strongly Disagree	8	1.4%
Not Applicable or No Information	241	42.4%

Field summary for FP9		
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	273	48.1%
Agree	217	38.2%
Disagree	38	6.7%
Strongly Disagree	20	3.5%
Not Applicable or No Information	20	3.5%

Field summary for FP12		
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	162	28.5%
Agree	144	25.4%
Disagree	147	25.9%
Strongly Disagree	49	8.6%
Not Applicable or No Information	66	11.6%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	64	11.3%
Agree	174	30.6%
Disagree	47	8.3%
Strongly Disagree	21	3.7%
Not Applicable or No Information	262	46.1%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	238	41.9%
Agree	278	48.9%
Disagree	29	5.1%
Strongly Disagree	12	2.1%
Not Applicable or No Information	11	1.9%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	197	34.7%
Agree	299	52.6%
Disagree	42	7.4%
Strongly Disagree	14	2.5%
Not Applicable or No Information	16	2.8%

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	199	35.0%
Agree	262	46.1%
Disagree	42	7.4%
Strongly Disagree	18	3.2%
Not Applicable or No Information	47	8.3%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	322	56.7%
Agree	193	34.0%
Disagree	19	3.4%
Strongly Disagree	8	1.4%
Not Applicable or No Information	26	4.6%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	188	33.1%
Agree	286	50.4%
Disagree	54	9.5%
Strongly Disagree	16	2.8%
Not Applicable or No Information	24	4.2%

Field summary for SCI144		
My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	267	47.0%
Agree	233	41.0%
Disagree	38	6.7%
Strongly Disagree	14	2.5%
Not Applicable or No Information	16	2.8%

Field summary for SCI162		
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	262	46.1%
Agree	229	40.3%
Disagree	28	4.9%
Strongly Disagree	20	3.5%
Not Applicable or No Information	29	5.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39		
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	180	31.7%
Agree	261	46.0%
Disagree	51	9.0%
Strongly Disagree	20	3.5%
Not Applicable or No Information	56	9.9%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	191	33.6%
Agree	229	40.3%
Disagree	74	13.0%
Strongly Disagree	23	4.1%
Not Applicable or No Information	51	9.0%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	170	29.9%
Agree	228	40.1%
Disagree	38	6.7%
Strongly Disagree	14	2.5%
Not Applicable or No Information	118	20.8%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	131	23.1%
Agree	223	39.3%
Disagree	92	16.2%
Strongly Disagree	27	4.8%
Not Applicable or No Information	95	16.7%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	249	43.8%
Agree	212	37.3%
Disagree	51	9.0%
Strongly Disagree	32	5.6%
Not Applicable or No Information	24	4.2%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	175	30.8%
Agree	248	43.7%
Disagree	27	4.8%
Strongly Disagree	11	1.9%
Not Applicable or No Information	107	18.8%

Field summary for SACS2		
There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	196	34.5%
Agree	254	44.7%
Disagree	27	4.8%
Strongly Disagree	4	0.7%
Not Applicable or No Information	87	15.3%

Field 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	169	29.8%
Agree	265	46.7%
Disagree	49	8.6%
Strongly Disagree	17	3.0%
Not Applicable or No Information	68	12.0%

Field summary for SACS5		
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	185	32.6%
Agree	267	47.0%
Disagree	47	8.3%
Strongly Disagree	16	2.8%
Not Applicable or No Information	53	9.3%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	198	34.9%
Agree	238	41.9%
Disagree	37	6.5%
Strongly Disagree	13	2.3%
Not Applicable or No Information	82	14.4%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	220	38.7%
Agree	218	38.4%
Disagree	72	12.7%
Strongly Disagree	31	5.5%
Not Applicable or No Information	27	4.8%

Field 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	32.2%
Agree	202	35.6%
Disagree	62	10.9%
Strongly Disagree	37	6.5%
Not Applicable or No Information	84	14.8%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	249	43.8%
Agree	257	45.3%
Disagree	29	5.1%
Strongly Disagree	13	2.3%
Not Applicable or No Information	20	3.5%

Field 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	172	30.3%
Agree	193	34.0%
Disagree	59	10.4%
Strongly Disagree	42	7.4%
Not Applicable or No Information	102	18.0%

Field 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	36.6%
Agree	270	47.5%
Disagree	46	8.1%
Strongly Disagree	19	3.4%
Not Applicable or No Information	25	4.4%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	187	32.9%
Agree	229	40.3%
Disagree	75	13.2%
Strongly Disagree	45	7.9%
Not Applicable or No Information	32	5.6%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	255	44.9%
Agree	221	38.9%
Disagree	41	7.2%
Strongly Disagree	18	3.2%
Not Applicable or No Information	33	5.8%

Field summary for SSC156

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

	Count	Percentage
Strongly Agree	197	34.7%
Agree	256	45.1%
Disagree	59	10.4%
Strongly Disagree	38	6.7%
Not Applicable or No Information	18	3.2%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

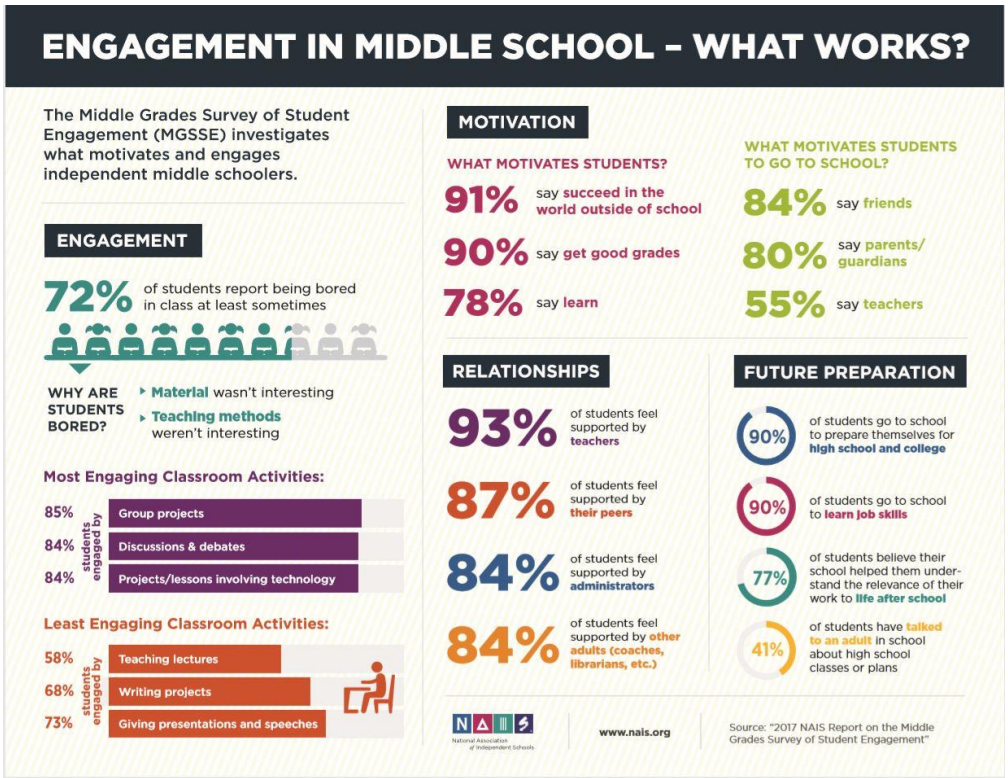
	Count	Percentage
Strongly Agree	185	32.6%
Agree	280	49.3%
Disagree	53	9.3%
Strongly Disagree	17	3.0%
Not Applicable or No Information	33	5.8%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	168	29.6%
Agree	222	39.1%
Disagree	85	15.0%
Strongly Disagree	42	7.4%
Not Applicable or No Information	51	9.0%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Students from East Central Middle School feel that the school does a good job in encouraging students to learn, providing a wide variety of elective activities, and recognizing student achievement. One student said, "My school is doing well in the program of the principal's honor roll which is getting more students motivated to work harder. Our principal said if we raise it up ten percent, we get extra break. I think it made students work harder." Respondents expressed concerns about issues with the I-Ready program, disagree with the policy concerning personal electronics, and want changes within the school dress code. Another student stated, "I think our school should allow us to wear our regular clothes. Uniform clothes are just another expense, and they are very uncomfortable to wear during the day."



NOTES

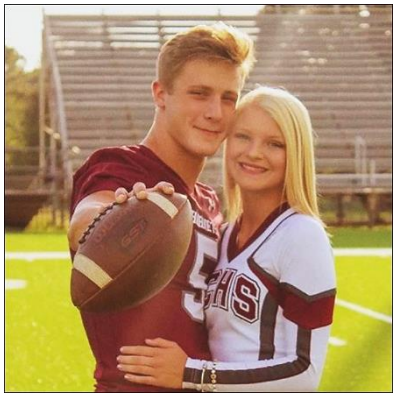
SECTION 10

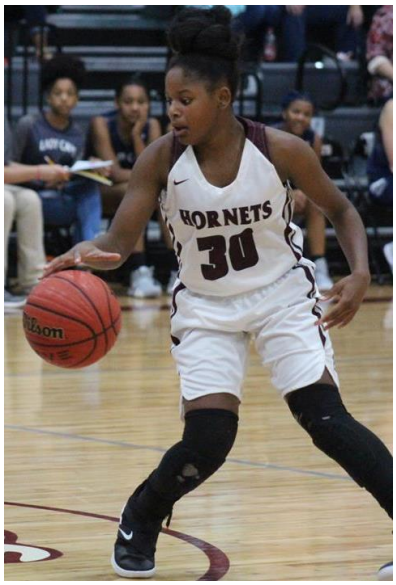
EAST CENTRAL HIGH SCHOOL

INTRODUCTION

East Central High School is located at 5500 Hurley-Wade Road in Moss Point, Mississippi. In 2018-2019, it houses seven hundred forty-one (741) students in ninth through twelfth grades (9-12). ECHS 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 school is in rural northeast Jackson County, Mississippi, between the Hurley and Wade communities. Students are bused 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.





ACCOUNTABILTY

2016 EAST CENTRAL HIGH SCHOOL ACCOUNTABILITY

2016 EAST CENTRAL HIGH SCHOOL Accountability					
Grade: **A** Total Points: 814	**Reading**	**Mathematics**	**Science**	**U. S. History**	**Acceleration**
PROFICIENCY *Points Possible*	**61.5%** *100*	**72.8%** *100*	**76.7%** *50*	**66.1%** *50*	**28.8%** *50*
GROWTH ALL STUDENTS *Points Possible*	**77.0%** *100*	**97.8%** *100*	**Graduation Rate**	**Participation Rate**	**College and Career Readiness**
GROWTH LOW 25% *Points Possible*	**95.7%** *100*	**105.9%** *100*	**94.6%** *200*	**99.1%**	**56.0%** *50*

Figure 64: 2016 East Central High School Accountability

2017 EAST CENTRAL HIGH SCHOOL ACCOUNTABILITY

2017 East Central High School Accountability					
2017 Official Accountability Rating: **A**; 2016 Accountability Rating: **A**; Former Baseline Grade: **A**; New Baseline Grade: **A**					
Grade: **A** Total Points: 796	**Reading**	**Mathematics**	**Science**	**U. S. History**	**Acceleration**
PROFICIENCY *Possible points*	**73.8%** *100*	**58.9%** *100*	**78.0%** *50*	**61.7%** *50*	**47.7%** *50*
GROWTH ALL STUDENTS *Possible points*	**97.1%** *100*	**86.1%** *100*	**Graduation Rate**	**Participation Rate**	**College and Career Readiness**
GROWTH LOW 25% *Possible points*	**100.0%** *100*	**89.9%** *100*	**85.3%** *200*	**98.7%**	**52.4%** *50*

Figure 65: 2017 East Central High School Accountability

2018 EAST CENTRAL HIGH SCHOOL ACCOUNTABILITY

2018 East Central High School Accountability					
2018 Accountability Rating: **B**; 2018 Accountability Rating with EL: **B** Total Points: **714**; Total Points with EL: **714**					
Grade: B	**Reading**	**Mathematics**	**Science**	**U. S. History**	**Acceleration**
PROFICIENCY *Possible 2018/2019*	**57.4%** 100/95	**61.5%** 100/95	**71.6%** 50/47.5	**63.8%** 50/47.5	**62.0%** 50/47.5
GROWTH ALL STUDENTS *Possible 2018/2019*	**76.1%** 100/95	**83.2%** 100/95	**Graduation Rate**	**EL Progress**	**College and Career Readiness**
GROWTH LOW 25% *Possible 2018/2019*	**60.4%** 100/95	**75.0%** 100/95	**87.2%** 200/190	**N/A** NA/50	**53.9%** 50/47.5

Figure 66: 2018 East Central High School Accountability

2018 East Central High School ELA Accountability Demographics

East Central High School 2018 ELA Accountability by Demographic Group						
Subgroup	**ELA Level 1**	**ELA Level 2**	**ELA Level 3**	**ELA Level 4**	**ELA Level 5**	**ELA Participation**
All	0-10%	11-20%	21-30%	31-40%	11-20%	99.4%
Female		9.2%	26.4%	33.3%	31.0%	98.9%
Male	0-10%	11-20%	31-40%	31-40%	0-10%	100%
Alaskan Native or Native American			41-50%	41-50%		<5%
Asian					91-100%	<5%
Black or African American		21-30%	51-60%	11-20%		<5%
Hispanic or Latino					91-100%	<5%
White	0-10%	11-20%	21-30%	31-40%	21-30%	99.4%
Economically Disadvantaged		17.2%	43.1%	29.3%	10.3%	98.3%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	31-40%	21-30%	100%
Students with Disabilities	15.0%	45.0%	30.0%	10.0%		100%
Students without Disabilities	0-10%	0-10%	21-30%	31-40%	21-30%	99.4%
English Learners						
Non English Learners						99.4%
Homeless				91-100%		

Table 80: East Central High School 2018 ELA Accountability by Demographic Group

2018 East Central High School Math Accountability Demographics

East Central High School 2018 Math Accountability by Demographic Group						
Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All	0-10%	0-10%	21-30%	41-50%	11-20%	96.6%
Female	0-10%	0-10%	21-30%	51-60%	11-20%	97.4%
Male	0-10%	11-20%	31-40%	41-50%	0-10%	95.9%
Black or African American		21-30%	21-30%	21-30%	11-20%	<5%
Hispanic or Latino			41-50%	41-50%		<5%
Two or More Races			91-100%			<5%
White	0-10%	0-10%	21-30%	41-50%	11-20%	96.3%
Economically Disadvantaged	0-10%	11-20%	31-40%	41-50%	0-10%	94.4%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	41-50%	11-20%	98.1%
Students with Disabilities	11-20%	51-60%	21-30%	0-10%		100%
Students without Disabilities	0-10%	0-10%	21-30%	51-60%	11-20%	96.1%
Non English Learners						96.6%
Homeless			41-50%	41-50%		
Foster Care			91-100%			

Table 81: East Central High School 2018 Math Accountability by Demographic Group

2018 East Central High School Science Accountability Demographics

East Central High School 2018 Science Accountability by Demographic Group					
Subgroup	Science Level 1	Science Level 2	Science Level 3	Science Level 4	Science Participation
All	6.5%	15.7%	64.8%	13.0%	98.7%
Female	0-10%	11-20%	61-70%	11-20%	99.0%
Male	8.5%	15.3%	62.7%	13.6%	98.3%
Alaskan Native or Native American			91-100%		<5%
Asian				91-100%	<5%
Black or African American		41-50%	51-60%		<5%
Hispanic or Latino			91-100%		<5%
White	6.8%	15.1%	65.1%	13.1%	99.0%
Economically Disadvantaged	0-10%	11-20%	61-70%	0-10%	97.2%
Non Economically Disadvantaged	5.4%	13.6%	63.3%	17.7%	99.3%
Students with Disabilities	37.9%	34.5%	27.6%		100%
Students without Disabilities	0-10%	11-20%	71-80%	11-20%	98.5%
English Learners	91-100%				<5%
Non English Learners	6.1%	15.8%	65.1%	13.0%	98.6%
Homeless			91-100%		
Foster Care	31-40%		61-70%		

Table 82: East Central High School 2018 Science Accountability by Demographic Group

2018 EAST CENTRAL HIGH SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

East Central High School Accountability Progress Toward Goals

Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	61.5%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	70.1%				56.9%	44.8%
Male	54.3%				53.7%	41.5%
White	61.5%	53.5%	61.7%	70.0%	58.0%	57.9%
Economically Disadvantaged	47.3%	38.7%	54.4%	70.0%	44.3%	33.3%
Non Economically Disadvantaged	68.4%				65.3%	64.8%
Students with Disabilities	15.0%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	67.8%				60.6%	47.0%
ELA						
All	57.4%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	66.3%				58.3%	43.9%
Male	48.8%				48.5%	35.8%
White	58.5%	55.0%	62.5%	70.0%	55.3%	54.6%
Economically Disadvantaged	41.8%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	64.9%				62.1%	60.3%
Students with Disabilities	11.8%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	62.5%				58.2%	43.4%

Table 83: 2018 East Central High School Accountability Progress Toward Goals

ASSESSMENT

EAST CENTRAL HIGH SCHOOL ACT

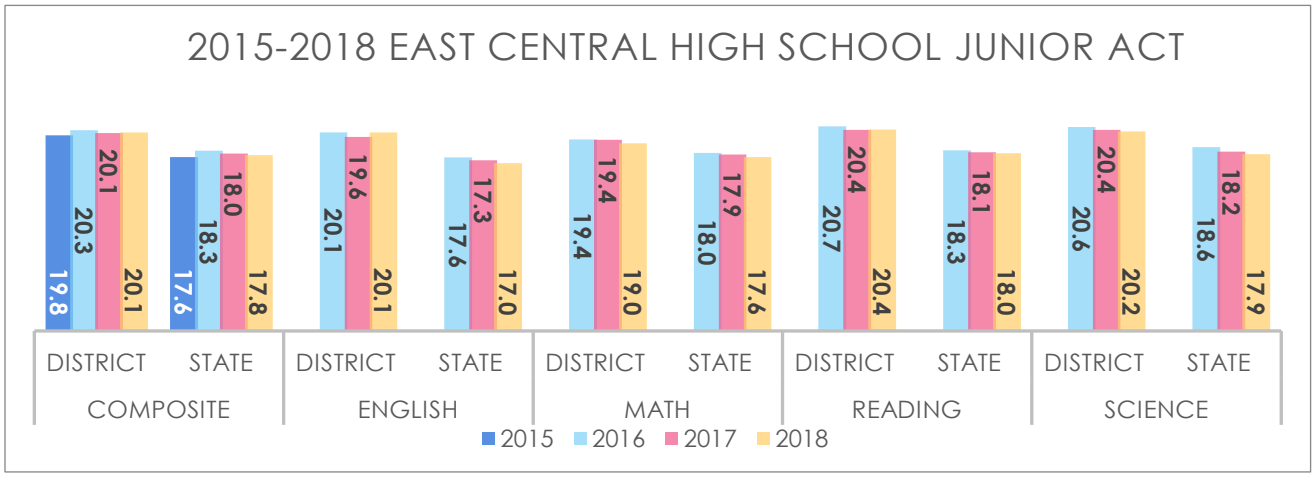


Figure 67: 2015-2018 East Central High School Junior ACT

EAST CENTRAL HIGH SCHOOL MAAP

East Central High School MAAP-EOC

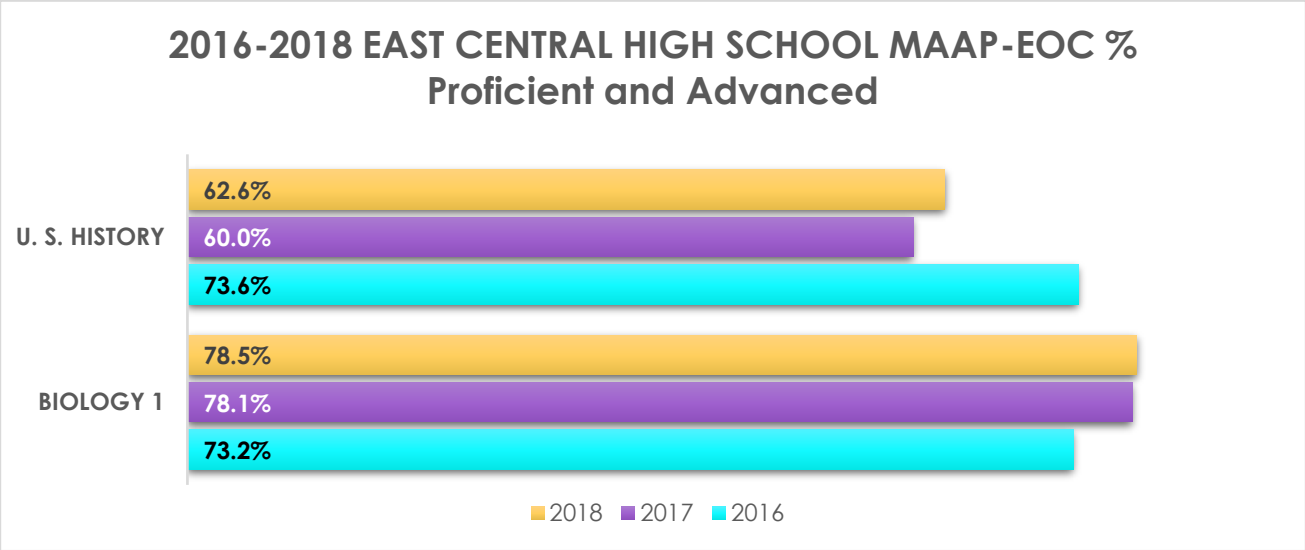
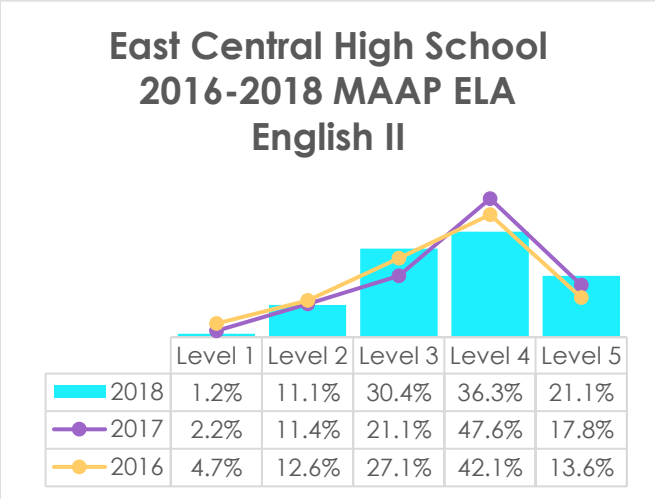


Figure 68: 2016-2018 East Central High School MAAP-EOC % Proficient and Advanced

East Central High School MAAP ELA and MATH



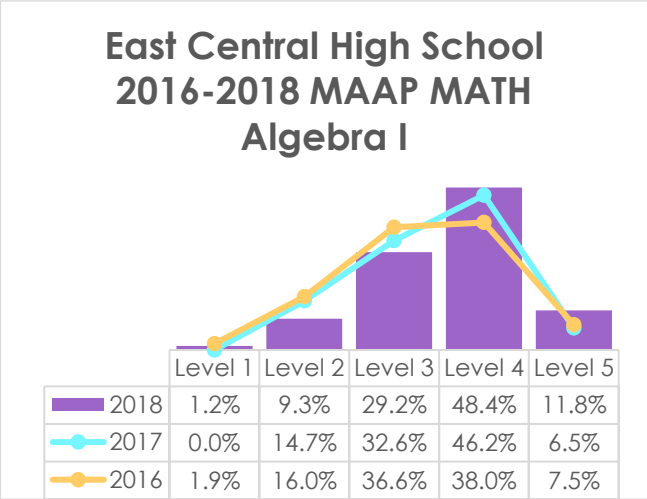


Figure 69: 2016-2018 East Central High School MAAP ELA and MATH English II and Algebra I

2018 EAST CENTRAL HIGH SCHOOL MAAP DEMOGRAPHICS

2018 East Central High MAAP ELA Demographic

East Central High School 2018 MAAP ELA by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.44	99.04	0-10%	7.44	11-20%	20.44	21-30%	33.68	31-40%	29.03	11-20%	9.41
Female	98.86	99.27		5.1	9.2	17.74	26.44	34.33	33.33	31.82	31.03	11
Male	100	98.85	0-10%	9.67	11-20%	23.01	31-40%	33.05	31-40%	26.37	0-10%	7.89
Asian	<5%	99.36		6.82		10.64		20.63		37.33	91-100	24.59
Black or African American	<5%	98.97		11-20%	21-30%	21-30%	51-60%	31-40%	11-20%	21-30%		0-10%
Hispanic or Latino	<5%	98.98		9.08		20.85		35.13		27.45	91-100	7.48
Alaskan Native or Native American	<5%	98.86		5.11		20.59	41-50%	37.07	41-50%	30.15		7.08
Two or More Races		98.55		5.4		15.48		32.64		36.49		9.99
White	99.4	99.18	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	31-40%	31-40%	21-30%	11-20%
Economically Disadvantaged	98.31	98.91		9.63	17.24	25.29	43.1	36.13	29.31	23.84	10.34	5.11
Non Economically Disadvantaged	100	99.33	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	31-40%	41-50%	21-30%	11-20%
Students without Disabilities	99.36	99.29	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	31-40%	31-40%	21-30%	11-20%
Students with Disabilities	100	97.44	15	21-30%	45	31-40%	30	21-30%	10	0-10%		0-10%
English Learners		99.03		11-20%		21-30%		31-40%		21-30%		0-10%
Non English Learners	99.44	99.05		7.22		20.26		33.65		29.28		9.58
Foster Care		0		0-10%		21-30%		31-40%		21-30%		0-10%
Homeless		97.76		11-20%		31-40%		31-40%	91-100	11-20%		0-10%

Table 84: 2018 East Central High School MAAP ELA by Demographic Group

2018 East Central High MAAP MATH Demographic

East Central High 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	96.55	98.81	0-10%	6.79	0-10%	20.9	21-30%	30.52	41-50%	29.87	11-20%	11.92
Female	97.37	99.09	0-10%	5.45	0-10%	19.36	21-30%	31.3	51-60%	31.67	11-20%	12.23

East Central High 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Male	95.88	98.56	0-10%	8.06	11-20%	22.36	31-40%	29.79	41-50%	28.17	0-10%	11.62
Black or African American	<5%	98.72		0-10%	21-30%	21-30%	21-30%	31-40%	21-30%	21-30%	11-20%	0-10%
Hispanic or Latino	<5%	98.57		6.37		18.38	41-50%	30.46	41-50%	33.03		11.77
Two or More Races	<5%	98.52		0-10%		11-20%	91-100	21-30%		31-40%		11-20%
White	96.32	98.96	0-10%	0-10%	0-10%	11-20%	21-30%	21-30%	41-50%	31-40%	11-20%	11-20%
Economically Disadvantaged	94.37	98.69	0-10%	8.74	11-20%	25.97	31-40%	33.3	41-50%	25.29	0-10%	6.69
Non Economically Disadvantaged	98.06	99.07	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	11-20%	21-30%
Students without Disabilities	96.08	99.05	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	51-60%	31-40%	11-20%	11-20%
Students with Disabilities	100	97.28	11-20%	21-30%	51-60%	31-40%	21-30%	21-30%	0-10%	0-10%		0-10%
Non English Learners	96.55	98.8		6.72		20.86		30.51		29.91		11.99
Foster Care		0		9.89		25.99	91-100	32.98		25.12		6.01
Homeless		97.31		11-20%		31-40%	41-50%	21-30%	41-50%	11-20%		0-10%

Table 85: 2018 East Central School District MAAP MATH by Demographic Group

2018 East Central High MAAP-SCI Demographic

East Central High 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	98.65	98.74	6.48	13.57	15.74	24.04	64.81	41.68	12.96	20.71
Female	98.99	99.02	0-10%	12.3	11-20%	24	61-70%	44.07	11-20%	19.63
Male	98.33	98.5	8.47	14.78	15.25	24.08	62.71	39.42	13.56	21.73
Asian	<5%	99.43		9.55		9.79		35.47	91-100	45.19
Black or African American	<5%	98.54		20.88	41-50%	32.28	51-60%	37.44		9.4
Hispanic or Latino	<5%	98.98		15.02		24.63	91-100	41.72		18.63
Native American	<5%	96.47		8.42		31.87	91-100	43.96		15.75
White	99.04	98.98	6.8	5.34	15.05	15.01	65.05	46.65	13.11	33.01
Economically Disadvantaged	97.18	98.51	0-10%	17.77	11-20%	29.26	61-70%	39.66	0-10%	13.31
Non Economically Disadvantaged	99.34	99.22	5.44	0-10%	13.61	11-20%	63.27	41-50%	17.69	31-40%
Students without Disabilities	98.45	98.93	0-10%	10.3	11-20%	22.47	71-80%	44.31	11-20%	22.92
Students with Disabilities	100	97.45	37.93	36.1	34.48	34.84	27.59	23.58		5.48
English Learners	<5%	98.89	91-100	24.52		30.27		33.93		11.28
Non English Learners	98.64	98.74	6.05	13.29	15.81	23.88	65.12	41.88	13.02	20.95

East Central High 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Foster Care		0	31-40%	13.77		26.49	61-70%	45.71		14.03
Homeless		96.92		27.8		31.63	91-100	31.2		9.37

Table 86: 2018 East Central High School MAAP-SCI by Demographic Group

ENROLLMENT

Numbers of students enrolled at East Central High School from 2016-2017 to 2018-2019 are shown in *Table 87*. East Central High School enrollment increased in 2018-2019. Over the past three years, demographic ratios have shifted slightly. *Table 88* illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

EAST CENTRAL HIGH SCHOOL ENROLLMENT BY GRADE	2017	2018	2019
Grade 9	198	191	217
Grade 10	174	187	188
Grade 11	180	151	*
Grade 12	180	183	168
Secondary SPED	10	*	*
Secondary GED	*	*	N/A
Total	**747**	**722**	**741**

Table 87: East Central High School Enrollment by Grade

EAST CENTRAL HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP	2017		2018		2019	
	#	%	#	%	#	%
Female	372	49.8%	356	49.3%	359	48.5%
Male	375	50.2%	366	50.7%	382	51.6%
Asian	*	0.0%	*	0.0%	*	*
African American	29	3.9%	25	3.5%	29	3.9%
Hispanic	*	0.0%	*	0.0%	*	*
American Indian	*	0.0%	*	0.0%	*	*
White	707	94.6%	683	94.6%	697	94.1%
2+ Races	*	0.0%	*	0.0%	*	*
Pacific Islander	*	0.0%	0	0.0%	*	*
Total	**747**	**100%**	**722**	**100%**	**741**	**100%**

Table 88: East Central High School Enrollment by Demographic Group

East Central High School
Raising the Standard
A-Rated School

ATTENDANCE

2016-2018 EAST CENTRAL HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2016	2017	2018
GRADE 09	185.68	182.33	178.49
GRADE 10	184.29	162.04	172.60
GRADE 11	169.34	169.16	141.78
GRADE 12	153.93	169.26	172.36
SEC. SPED	7.94	9.37	7.53
SEC. GED	2.37	4.44	1.45
TOTAL	703.56	696.6	674.20

Table 89: 2016-2018 East Central High School Average Daily Attendance

2017 AND 2018 EAST CENTRAL HIGH SCHOOL CHRONIC ABSENTEE RATE	
2016-2017	
ALL	40.2%
2017-2018	
ALL	21.3%
FEMALE	21.9%
MALE	20.6%
ASIAN	5.0%
BLACK OR AFRICAN AMERICAN	18.0%
HISPANIC OR LATINO	22.2%
WHITE	28.4%
ENGLISH LEARNERS	10.7%
STUDENTS WITH DISABILITIES	23.2%
STUDENTS WITHOUT DISABILITIES	21.1%

Table 90: 2017 and 2018 East Central High School Chronic Absentee Rate

PERSONNEL

2018 EAST CENTRAL HIGH SCHOOL FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 46.42	All		High Poverty		Low Poverty	
	#	%	#	%	#	%
EXPERIENCED	41.6	89.6%			41.6	89.6%
EMERGENCY PROVISIONAL	2.72	5.86%			2.72	5.86%
TEACHING IN FIELD	44.99	96.91%			44.99	96.91%

Table 91: 2018 East Central High School Full-time Equivalent Teachers

ACCELERATION

2018 East Central High School Advanced Courses/Post-Secondary			
Subgroup	Advanced Course Participation #	%	Post-Secondary Enrollment %
All	149	42.5%	69.8%
Female	81	47.1%	
Male	68	38.0%	
Alaskan Native or Native American	<10	<5%	<5%
Asian			<5%
Black or African American	<10	38.5%	<5%
Hispanic or Latino	<10	<5%	<5%
White	142	42.8%	69.9%
Economically Disadvantaged			<5%
Students with Disabilities	<10	8.7%	<5%
Students without Disabilities	147	44.8%	
English Learners			<5%
Non English Learners	149	42.5%	

Table 92: 2018 East Central High School Advanced Course Participation and Post-Secondary Enrollment

DISCIPLINE

2017-2018 EAST CENTRAL HIGH SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	<5%	<5%	<10
Female		<5%		
Male		<5%	<5%	<10
Alaskan Native or Native American				
Asian				
Black or African American		<5%		
Hispanic or Latino				
Two or More Races				
White		<5%	<5%	<10
Economically Disadvantaged				
Non Economically Disadvantaged				
Students with Disabilities		6.67		<10
Students without Disabilities		<5%	<5%	<10
English Learners				
Non English Learners		<5%	<5%	<10

Table 93: 2017-2018 East Central High School MSIS Reported Disciplinary Incidents

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. Sixty-four (64) faculty and staff members, fifty-six (56) parents, and six hundred twelve (612) students responded to the survey.**

EAST CENTRAL HIGH SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	52	81.3%
Agree	11	17.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	47	73.4%
Agree	15	23.4%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	46	71.9%
Agree	17	26.6%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	48	75.0%
Agree	15	23.4%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	15	23.4%
Agree	11	17.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	38	59.4%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	43	67.2%
Agree	20	31.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	**1**	**1.6%**

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	43	67.2%
Agree	19	29.7%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	46	71.9%
Agree	14	21.9%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.7%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	43	67.2%
Agree	18	28.1%
Disagree	2	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	46	71.9%
Agree	17	26.6%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TCI6		
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	43	67.2%
Agree	19	29.7%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Field summary for TCI10		
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	41	64.1%
Agree	17	26.6%
Disagree	3	4.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.7%

Field 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	40	62.5%
Agree	17	26.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	10.9%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	31	48.4%
Utilize technology such as class websites, blogs, and videos	42	65.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	35	54.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	40	62.5%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	49	76.6%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	34	53.1%
Use bilingual handouts and cues	16	25.0%
Use visual displays, portable white boards, and posters when giving instructions	41	64.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	17	26.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	45	70.3%
Agree	19	29.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	18	28.1%
Agree	39	60.9%
Disagree	4	6.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.7%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	41	64.1%
Agree	22	34.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	47	73.4%
Agree	16	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	42	65.6%
Agree	20	31.3%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Field 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	57.8%
Agree	24	37.5%
Disagree	1	1.6%
Strongly Disagree	1	1.6%
Not Applicable or No Information	1	1.6%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	35	54.7%
Agree	28	43.8%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	41	64.1%
Agree	21	32.8%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	26	40.6%
Agree	35	54.7%
Disagree	2	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Field 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	33	51.6%
Agree	30	46.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	43	67.2%
Agree	20	31.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Field 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	42	65.6%
Agree	20	31.3%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

Field 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	44	68.8%
Agree	20	31.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	42	65.6%
Agree	20	31.3%
Disagree	2	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	40	62.5%
Agree	22	34.4%
Disagree	2	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	38	59.4%
Agree	25	39.1%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	44	68.8%
Agree	17	26.6%
Disagree	2	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from East Central High School feel that the school does a good job in recognizing student achievement, having teachers that are committed to the success of their students, and providing students with extracurricular opportunities. One faculty member said, "East Central High School does a great job of maintaining an environment that is conducive to learning for all students. By eliminating distractions such as cellphones and maintaining high expectations for students both academically and behaviorally, teachers are able to provide instruction using a variety of teaching strategies while keeping their students engaged and holding them accountable for their own learning." Respondents expressed concerns about staying current when it comes to technology and software usage, the growing need for better security on campus, and a desire for better communication from the district level. Another faculty member stated, ""We need an attendance policy that is enforced at the school and district level. "

EAST CENTRAL HIGH SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	32	57.1%
Agree	23	41.1%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	21	37.5%
Agree	23	41.1%
Disagree	5	8.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	12.5%

Field summary for FP9		
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	43	76.8%
Agree	8	14.3%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.1%

Field summary for FP12		
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	45	80.4%
Agree	9	16.1%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	19	33.9%
Agree	16	28.6%
Disagree	4	7.1%
Strongly Disagree	2	3.6%
Not Applicable or No Information	15	26.8%

Field 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	33.9%
Supporting college and career counseling	27	48.2%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	29	51.8%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	16	28.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	16	28.6%

Field 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	21	37.5%
Providing school-based mental health services and counseling	22	39.3%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	12	21.4%
Establishing or improving dropout prevention	12	21.4%
Supporting re-entry programs and transition services for Justice-involved youth	9	16.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	19	33.9%
Implementing systems and practices to prevent bullying and harassment	25	44.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	18	32.1%
Establishing community partnerships	14	25.0%

Field 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	55.4%
Building technological capacity and infrastructure	21	37.5%
Carrying out innovative blended learning projects	14	25.0%
Providing students in rural, remote, and underserved areas with the re-sources to benefit from high quality digital learning opportunities	22	39.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies & assistive technology	21	37.5%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	5	8.9%
Computer Classes	15	26.8%
Conflict Resolution	9	16.1%
Discipline	8	14.3%
Drug/Alcohol Awareness	10	17.9%
English as a Second Language	5	8.9%
Health Classes	7	12.5%
Literacy Classes	7	12.5%
Math Classes	10	17.9%
Parent-to-School Relationships	15	26.8%
Parent/Child Communication	10	17.9%
Preparing for College	31	55.4%
Parenting Workshops	6	10.7%

Field summary for PFP22		
I would like my child's school (district) to offer classes for parents on the following:		
Social Media Classes	10	17.9%
Stress/Anger Management	11	19.6%
Understanding College- and Career-Ready Standards	27	48.2%
Other	3	5.4%

Field 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	15	26.8%
Parental advisory committees	9	16.1%
PTO/PTA meetings and activities	3	5.4%
Ways to help at the classroom level	21	37.5%
Other ways to get involved in my school (district)	8	14.3%

Field summary for JCPFP24		
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	18	32.1%
Very likely	16	28.6%
Moderately likely	15	26.8%
Slightly likely	3	5.4%
Not at all likely	4	7.1%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	19	33.9%
Agree	29	51.8%
Disagree	5	8.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.4%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	20	35.7%
Agree	28	50.0%
Disagree	4	7.1%
Strongly Disagree	1	1.8%
Not Applicable or No Information	3	5.4%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	19	33.9%
Agree	32	57.1%
Disagree	4	7.1%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	23	41.1%
Agree	31	55.4%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	18	32.1%
Agree	27	48.2%
Disagree	9	16.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

Field 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	19	33.9%
Agree	29	51.8%
Disagree	6	10.7%
Strongly Disagree	2	3.6%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	21	37.5%
Agree	25	44.6%
Disagree	8	14.3%
Strongly Disagree	2	3.6%
Not Applicable or No Information	0	0.0%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	14	25.0%
Agree	35	62.5%
Disagree	4	7.1%
Strongly Disagree	1	1.8%
Not Applicable or No Information	2	3.6%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	18	32.1%
Agree	28	50.0%
Disagree	8	14.3%
Strongly Disagree	2	3.6%
Not Applicable or No Information	0	0.0%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	17	30.4%
Agree	32	57.1%
Disagree	7	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC801		
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	18	32.1%
Agree	30	53.6%
Disagree	8	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	25	44.6%
Agree	25	44.6%
Disagree	4	7.1%
Strongly Disagree	2	3.6%
Not Applicable or No Information	0	0.0%

Field summary for CFC241

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

	Count	Percentage
Strongly Agree	20	35.7%
Agree	20	35.7%
Disagree	8	14.3%
Strongly Disagree	4	7.1%
Not Applicable or No Information	4	7.1%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	11	19.6%
Agree	28	50.0%
Disagree	13	23.2%
Strongly Disagree	2	3.6%
Not Applicable or No Information	2	3.6%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	16	28.6%
Agree	26	46.4%
Disagree	9	16.1%
Strongly Disagree	5	8.9%
Not Applicable or No Information	0	0.0%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	15	26.8%
Agree	29	51.8%
Disagree	3	5.4%
Strongly Disagree	2	3.6%
Not Applicable or No Information	7	12.5%

Field summary for PFC91

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	33	58.9%
Checked my child's grades/assignments online	42	75.0%
Been in contact with my child's teacher	42	75.0%
Received a newsletter from the district, school, or teacher	30	53.6%
Worked with a committee or group on school or district policies	2	3.6%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	13	23.2%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	41	73.2%
Volunteered at my child's school	10	17.9%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	16	28.6%
Agree	33	58.9%
Disagree	2	3.6%
Strongly Disagree	1	1.8%
Not Applicable or No Information	4	7.1%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	15	26.8%
Agree	34	60.7%
Disagree	4	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.4%

Field 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	26.8%
Agree	33	58.9%
Disagree	5	8.9%
Strongly Disagree	1	1.8%
Not Applicable or No Information	2	3.6%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	8	14.3%
Agree	35	62.5%
Disagree	8	14.3%
Strongly Disagree	3	5.4%
Not Applicable or No Information	2	3.6%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	20	35.7%
Agree	25	44.6%
Disagree	7	12.5%
Strongly Disagree	3	5.4%
Not Applicable or No Information	1	1.8%

Field 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	28.6%
Agree	24	42.9%
Disagree	5	8.9%
Strongly Disagree	1	1.8%
Not Applicable or No Information	10	17.9%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	18	32.1%
Agree	36	64.3%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Field 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	37.5%
Agree	29	51.8%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.1%

Field 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	28.6%
Agree	34	60.7%
Disagree	4	7.1%
Strongly Disagree	1	1.8%
Not Applicable or No Information	1	1.8%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	18	32.1%
Agree	31	55.4%
Disagree	4	7.1%
Strongly Disagree	2	3.6%
Not Applicable or No Information	1	1.8%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	17	30.4%
Agree	32	57.1%
Disagree	4	7.1%
Strongly Disagree	2	3.6%
Not Applicable or No Information	1	1.8%

Field summary for PSC131		
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	17	30.4%
Agree	31	55.4%
Disagree	4	7.1%
Strongly Disagree	2	3.6%
Not Applicable or No Information	2	3.6%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents of students from East Central High School feel that the school does a good job in keeping parents informed, encouraging attendance, and recognizing success. One parent said, "The school does a good job of encouraging attendance & recognizes good grades. The teachers utilize the technology they have access to in order to teach the students to the best of their ability." Respondents expressed concerns about school safety issues, the need for more academic activities and clubs, and a need for better communication methods for parent-teacher contact. Another parent stated, "The class sizes are too large to accommodate every child, and this is across the board at EC. Teachers aren't given the time nor the means to meet every child's needs, especially when you have such a diverse group of children ranging from special needs to high performing students. We are averaging 25-27 to a class, and the rooms can barely accommodate the students much less the learning and teaching materials."

EAST CENTRAL HIGH SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	263	43.0%
Agree	318	52.0%
Disagree	10	1.6%
Strongly Disagree	7	1.1%
Not Applicable or No Information	14	2.3%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	202	33.0%
Agree	301	49.2%
Disagree	34	5.6%
Strongly Disagree	7	1.1%
Not Applicable or No Information	68	11.1%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	194	31.7%
Agree	265	43.3%
Disagree	81	13.2%
Strongly Disagree	24	3.9%
Not Applicable or No Information	48	7.8%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	208	34.0%
Agree	228	37.3%
Disagree	115	18.8%
Strongly Disagree	26	4.3%
Not Applicable or No Information	35	5.7%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	142	23.2%
Agree	213	34.8%
Disagree	65	10.6%
Strongly Disagree	32	5.2%
Not Applicable or No Information	160	26.1%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	210	34.3%
Agree	333	54.4%
Disagree	49	8.0%
Strongly Disagree	9	1.5%
Not Applicable or No Information	**11**	1.8%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	205	33.5%
Agree	330	53.9%
Disagree	55	9.0%
Strongly Disagree	11	1.8%
Not Applicable or No Information	11	1.8%

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	215	35.1%
Agree	316	51.6%
Disagree	48	7.8%
Strongly Disagree	14	2.3%
Not Applicable or No Information	19	3.1%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	268	43.8%
Agree	280	45.8%
Disagree	45	7.4%
Strongly Disagree	10	1.6%
Not Applicable or No Information	9	1.5%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	220	36.0%
Agree	306	50.0%
Disagree	68	11.1%
Strongly Disagree	7	1.1%
Not Applicable or No Information	11	1.8%

Field summary for SCI144		
My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	239	39.1%
Agree	290	47.4%
Disagree	58	9.5%
Strongly Disagree	13	2.1%
Not Applicable or No Information	12	2.0%

Field summary for SCI162		
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	221	36.1%
Agree	299	48.9%
Disagree	63	10.3%
Strongly Disagree	18	2.9%
Not Applicable or No Information	11	1.8%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39		
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	196	32.0%
Agree	289	47.2%
Disagree	83	13.6%
Strongly Disagree	19	3.1%
Not Applicable or No Information	25	4.1%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	189	30.9%
Agree	291	47.6%
Disagree	81	13.2%
Strongly Disagree	31	5.1%
Not Applicable or No Information	20	3.3%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	217	35.5%
Agree	305	49.8%
Disagree	33	5.4%
Strongly Disagree	17	2.8%
Not Applicable or No Information	40	6.5%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	172	28.1%
Agree	291	47.6%
Disagree	98	16.0%
Strongly Disagree	28	4.6%
Not Applicable or No Information	23	3.8%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	225	36.8%
Agree	288	47.1%
Disagree	52	8.5%
Strongly Disagree	37	6.1%
Not Applicable or No Information	10	1.6%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	196	32.0%
Agree	319	52.1%
Disagree	49	8.0%
Strongly Disagree	17	2.8%
Not Applicable or No Information	31	5.1%

Field summary for SACS2		
There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	211	34.5%
Agree	320	52.3%
Disagree	42	6.9%
Strongly Disagree	17	2.8%
Not Applicable or No Information	22	3.6%

Field 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	194	31.7%
Agree	329	53.8%
Disagree	52	8.5%
Strongly Disagree	13	2.1%
Not Applicable or No Information	24	3.9%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	191	31.2%
Agree	322	52.6%
Disagree	59	9.6%
Strongly Disagree	23	3.8%
Not Applicable or No Information	17	2.8%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	190	31.1%
Agree	314	51.3%
Disagree	54	8.8%
Strongly Disagree	18	2.9%
Not Applicable or No Information	36	5.9%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	200	32.7%
Agree	274	44.8%
Disagree	82	13.4%
Strongly Disagree	42	6.9%
Not Applicable or No Information	14	2.3%

Field 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	178	29.1%
Agree	246	40.2%
Disagree	113	18.5%
Strongly Disagree	44	7.2%
Not Applicable or No Information	31	5.1%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	235	38.4%
Agree	326	53.3%
Disagree	33	5.4%
Strongly Disagree	11	1.8%
Not Applicable or No Information	7	1.1%

Field 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	207	33.8%
Agree	288	47.1%
Disagree	56	9.2%
Strongly Disagree	32	5.2%
Not Applicable or No Information	29	4.7%

Field 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	205	33.5%
Agree	333	54.4%
Disagree	41	6.7%
Strongly Disagree	24	3.9%
Not Applicable or No Information	9	1.5%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	203	33.2%
Agree	300	49.0%
Disagree	69	11.3%
Strongly Disagree	29	4.7%
Not Applicable or No Information	11	1.8%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	218	35.6%
Agree	285	46.6%
Disagree	57	9.3%
Strongly Disagree	36	5.9%
Not Applicable or No Information	16	2.6%

Field summary for SSC156		
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	197	32.2%
Agree	315	51.5%
Disagree	62	10.1%
Strongly Disagree	32	5.2%
Not Applicable or No Information	6	1.0%

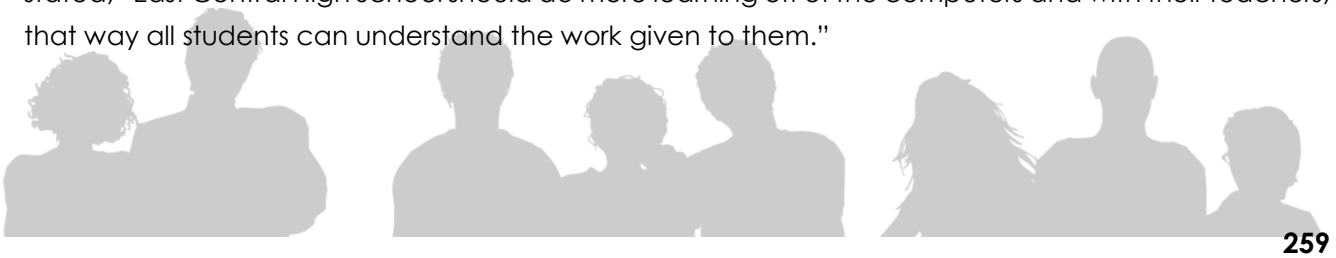
Field summary for SSC157		
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	204	33.3%
Agree	305	49.8%
Disagree	61	10.0%
Strongly Disagree	30	4.9%
Not Applicable or No Information	12	2.0%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	188	30.7%
Agree	294	48.0%
Disagree	87	14.2%
Strongly Disagree	27	4.4%
Not Applicable or No Information	16	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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Students from East Central High School feel that the school does a good job in encouraging students to learn, promoting extracurricular activities, and preparing for standardized tests. One student said, "East Central High School does an excellent job at making sure their students are safe and that none of them get into physical confrontations with others. Every student seems to have a positive attitude upon coming to school every day to learn something new." Respondents expressed concerns about cafeteria options, facility maintenance, and discipline procedures. Another student stated, "East Central High School should do more learning off of the computers and with their teachers; that way all students can understand the work given to them."



NOTES

SECTION 11

ST. MARTIN EAST ELEMENTARY SCHOOL

INTRODUCTION

St. Martin East Elementary School is located at 7508 Rose Farm Road in Ocean Springs, Mississippi. In 2018-2019, it houses seven hundred three (703) students in prekindergarten through third grades (PK-3). The school supports the 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 East Elementary School received a PREPS Value Added Award in Mathematics for 2018. Schools which are deemed as adding value are those performing significantly better than other schools with comparable socioeconomic circumstances.

ACCOUNTABILITY

2016 ACCOUNTABILITY

2016 St. Martin East Elementary School Accountability			
Grade: **A** Total Points: 455	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Points possible*	**51.2%** *100*	**63.9%** *100*	**N/A** *100*
GROWTH ALL STUDENTS *Points possible*	**74.1%** *100*	**55.7%** *100*	**Participation Rate**
GROWTH LOW 25% *Points possible*	**92.7%** *100*	**52.0%** *100*	**100.0%**

Figure 70: 2016 St. Martin East Elementary School Accountability

2017 ACCOUNTABILITY

2017 St. Martin East Elementary School Accountability			
2017 Official Accountability Rating: **B**; 2016 Accountability Rating: **A**; Former Baseline Grade: **B**; New Baseline Grade: **B**			
Grade: **B** Total Points: 404.8	**Reading**	**Mathematics**	**Science**
PROFICIENCY Points possible	**61.2%** 100	**64.5%** 100	**N/A** 100
GROWTH ALL STUDENTS Points possible	**62.8%** 100	**55.8%** 100	**Participation Rate**
GROWTH LOW 25% Points possible	**57.1%** 100	**45.2%** 100	**100.0%**

Figure 71: 2017 St. Martin East Elementary School Accountability

2018 ACCOUNTABILITY

2018 St. Martin East Elementary School Accountability			
2018 Accountability Rating: **B**; 2018 Accountability Rating With EL: **B**; Total Points: 411; Total Points with EL: 410			
Grade: B	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Possible points 2018/2019:*	**58.6%** *100/95*	**67.8%** *100/95*	**N/A** *100/95*
GROWTH ALL STUDENTS *Possible points 2018/2019:*	**71.3%** *100/95*	**64.8%** *100/95*	**EL Progress**
GROWTH LOW 25% *Possible points 2018/2019:*	**62.2%** *100/95*	**27.4%** *100/95*	**98.3%** *NA/35*

Figure 72: 2018 St. Martin East Elementary School Accountability

2018 St. Martin East Elementary School ELA Accountability Demographics

St. Martin East Elementary School 2018 ELA Accountability by Demographic Group						
Subgroup	**ELA Level 1**	**ELA Level 2**	**ELA Level 3**	**ELA Level 4**	**ELA Level 5**	**ELA Participation**
All	0-10%	11-20%	21-30%	41-50%	11-20%	99.4%
Female	0-10%	11-20%	11-20%	41-50%	11-20%	100%
Male	0-10%	11-20%	31-40%	41-50%	11-20%	98.9%
Asian			21-30%	41-50%	21-30%	<5%
Black or African American	0-10%	11-20%	21-30%	41-50%	11-20%	100%
Hispanic or Latino		21-30%	11-20%	61-70%		<5%
Two or More Races		11-20%		21-30%	51-60%	<5%
White	0-10%	11-20%	21-30%	41-50%	11-20%	99.1%
Economically Disadvantaged	0-10%	11-20%	31-40%	31-40%	0-10%	98.9%
Non Economically Disadvantaged	0-10%	0-10%	11-20%	51-60%	21-30%	100%
Students with Disabilities	8.3%	16.7%	37.5%	37.5%		100%

St. Martin East Elementary School 2018 ELA Accountability by Demographic Group						
Subgroup	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	ELA Level 5	ELA Participation
Students without Disabilities	0-10%	11-20%	21-30%	41-50%	11-20%	99.3%
English Learners		21-30%	21-30%	41-50%		<5%
Non English Learners	0-10%	11-20%	21-30%	41-50%	11-20%	99.3%

Table 94: St. Martin East Elementary School 2018 ELA Accountability by Demographic Group

2018 St. Martin East Elementary School Math Accountability Demographics

St. Martin East Elementary School 2018 Math Accountability by Demographic Group						
Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All	0-10%	0-10%	21-30%	31-40%	21-30%	99.4%
Female	0-10%	0-10%	21-30%	31-40%	31-40%	100%
Male		5.8%	22.1%	41.9%	30.2%	98.9%
Asian				71-80%	21-30%	<5%
Black or African American		0-10%	31-40%	51-60%	11-20%	100%
Hispanic or Latino	11-20%		11-20%	41-50%	21-30%	<5%
Two or More Races			11-20%	11-20%	71-80%	<5%
White		8.0%	24.1%	34.8%	33.0%	99.1%
Economically Disadvantaged	0-10%	0-10%	21-30%	31-40%	21-30%	98.9%
Non Economically Disadvantaged	0-10%	0-10%	11-20%	31-40%	41-50%	100%
Students with Disabilities		29.2%	16.7%	41.7%	12.5%	100%
Students without Disabilities	0-10%	0-10%	21-30%	31-40%	31-40%	99.3%
English Learners	11-20%		11-20%	41-50%	21-30%	<5%
Non English Learners	0-10%	0-10%	21-30%	31-40%	21-30%	99.3%

Table 95: St. Martin East Elementary School 2018 Math Accountability by Demographic Group

2018 ST. MARTIN EAST ELEMENTARY SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

St. Martin East Elementary School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	67.8%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	64.7%				56.9%	44.8%
Male	70.2%				53.7%	41.5%
Black or African American	61.5%	35.0%	52.5%	70.0%	34.9%	28.6%
White	66.7%	53.5%	61.7%	70.0%	58.0%	57.9%
Economically Disadvantaged	59.5%	38.7%	54.4%	70.0%	44.3%	33.3%

St. Martin East Elementary School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
Non Economically Disadvantaged	77.9%				65.3%	64.8%
Students with Disabilities	50.0%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	71.1%				60.6%	47.0%
ELA						
All	58.6%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	67.6%				58.3%	43.9%
Male	51.2%				48.5%	35.8%
Black or African American	50.0%				34.9%	25.8%
White	57.4%	55.0%	62.5%	70.0%	55.3%	54.6%
Economically Disadvantaged	47.6%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	72.1%				62.1%	60.3%
Students with Disabilities	37.5%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	62.5%				58.2%	43.4%

Table 96: 2018 St. Martin East Elementary School Accountability Progress Toward Goals

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 43.]

ST. MARTIN EAST ELEMENTARY SCHOOL MKAS²

MKAS² PREKINDERGARTEN	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018
	391	441	50	*	*	*	*	*	*	*

Table 97: St. Martin East Elementary School MKAS² Prekindergarten 2015-2018

MKAS² KINDERGARTEN READINESS	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018
	522	743	**221**	483	753	**270**	507	749	**242**	481

Table 98: St. Martin East Elementary School MKAS² Kindergarten 2015-2018

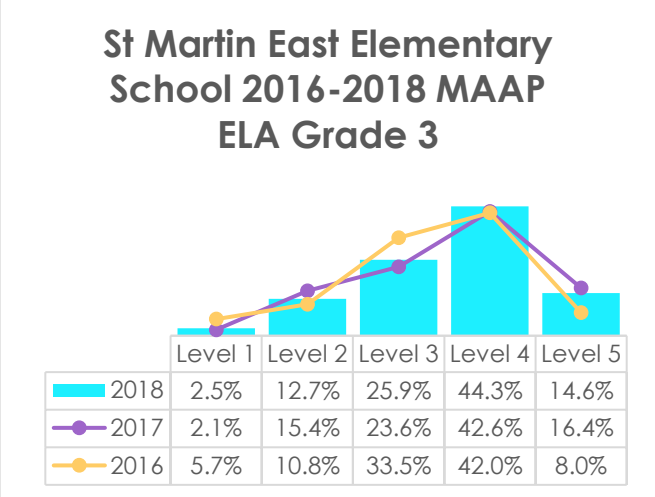
ST. MARTIN EAST ELEMENTARY SCHOOL THIRD GRADE READING

ST. MARTIN EAST ELEMENTARY SCHOOL THIRD GRADE READING						
	2016		2017		2018	
	PASS	FAIL	PASS	FAIL	PASS	FAIL
St. MARTIN EAST ELEMENTARY	>=95%	<=5%	>=95%	<=5%	≥ 95.0%	≤ 5.0%

Table 99: 2016-2018 St. Martin East Elementary School Third Grade Reading

ST. MARTIN EAST ELEMENTARY SCHOOL MAAP

St. Martin East Elementary School MAAP ELA and MATH



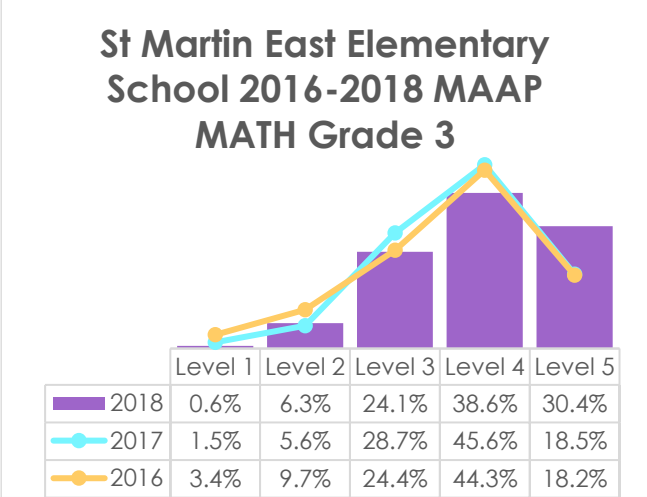


Figure 73: 2016-2018 St. Martin East Elementary School MAAP ELA and MATH Grade 3

2018 ST. MARTIN EAST ELEMENTARY MAAP DEMOGRAPHICS

2018 St. Martin East Elementary School MAAP ELA

St. Martin East Elementary School 2018 MAAP ELA by Demographic Group

Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.37	99.04	0-10%	7.44	11-20%	20.44	21-30%	33.68	41-50%	29.03	11-20%	9.41
Female	100	99.27	0-10%	5.1	11-20%	17.74	11-20%	34.33	41-50%	31.82	11-20%	11
Male	98.85	98.85	0-10%	9.67	11-20%	23.01	31-40%	33.05	41-50%	26.37	11-20%	7.89
Asian	<5%	99.36		6.82		10.64	21-30%	20.63	41-50%	37.33	21-30%	24.59
Black or African American	100	98.97	0-10%	11-20%	11-20%	21-30%	21-30%	31-40%	41-50%	21-30%	11-20%	0-10%
Hispanic or Latino	<5%	98.98		9.08	21-30%	20.85	11-20%	35.13	61-70%	27.45		7.48
Two or More Races	<5%	98.55		5.4	11-20%	15.48		32.64	21-30%	36.49	51-60%	9.99
White	99.12	99.18	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
Economically Disadvantaged	98.89	98.91	0-10%	9.63	11-20%	25.29	31-40%	36.13	31-40%	23.84	0-10%	5.11
Non Economically Disadvantaged	100	99.33	0-10%	0-10%	0-10%	0-10%	11-20%	21-30%	51-60%	41-50%	21-30%	11-20%
Students without Disabilities	99.26	99.29	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%

St. Martin East Elementary School 2018 MAAP ELA by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Students with Disabilities	100	97.44	8.33	21-30%	16.67	31-40%	37.5	21-30%	37.5	0-10%		0-10%
English Learners	<5%	99.03		11-20%	21-30%	21-30%	21-30%	31-40%	41-50%	21-30%		0-10%
Non English Learners	99.34	99.05	0-10%	7.22	11-20%	20.26	21-30%	33.65	41-50%	29.28	11-20%	9.58

Table 100: 2018 St. Martin East Elementary School MAAP ELA by Demographic Group

2018 St. Martin East Elementary School MAAP MATH

St. Martin East Elementary School 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.37	98.81	0-10%	6.79	0-10%	20.9	21-30%	30.52	31-40%	29.87	21-30%	11.92
Female	100	99.09	0-10%	5.45	0-10%	19.36	21-30%	31.3	31-40%	31.67	31-40%	12.23
Male	98.85	98.56		8.06	5.81	22.36	22.09	29.79	41.86	28.17	30.23	11.62
Asian	<5%	99.15		0-10%		0-10%		11-20%	71-80%	31-40%	21-30%	41-50%
Black or African American	100	98.72		0-10%	0-10%	21-30%	31-40%	31-40%	51-60%	21-30%	11-20%	0-10%
Hispanic or Latino	<5%	98.57	11-20%	6.37		18.38	11-20%	30.46	41-50%	33.03	21-30%	11.77
Two or More Races	<5%	98.52		0-10%		11-20%	11-20%	21-30%	11-20%	31-40%	71-80%	11-20%
White	99.12	98.96		0-10%	8.04	11-20%	24.11	21-30%	34.82	31-40%	33.04	11-20%
Economically Disadvantaged	98.89	98.69	0-10%	8.74	0-10%	25.97	21-30%	33.3	31-40%	25.29	21-30%	6.69
Non Economically Disadvantaged	100	99.07	0-10%	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	31-40%	41-50%	21-30%
Students without Disabilities	99.26	99.05	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	31-40%	31-40%	31-40%	11-20%
Students with Disabilities	100	97.28		21-30%	29.17	31-40%	16.67	21-30%	41.67	0-10%	12.5	0-10%
English Learners	<5%	98.84	11-20%	8.86		22.18	11-20%	30.79	41-50%	28.58	21-30%	9.59
Non English Learners	99.34	98.8	0-10%	6.72	0-10%	20.86	21-30%	30.51	31-40%	29.91	21-30%	11.99

Table 101: 2018 St. Martin East Elementary School MAAP MATH by Demographic Group

ENROLLMENT

Numbers of students enrolled at St. Martin East Elementary School from 2016-2017 to 2018-2019 are shown in ***Table 102***. St. Martin East Elementary School enrollment decreased in 2018-2019. Over the past three years, demographic ratios have shifted slightly. ***Table 103***. illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

ST. MARTIN EAST ELEMENTARY SCHOOL ENROLLMENT BY GRADE

	2017	2018	2019
PK	*	*	NA
PK SPED	17	*	*
K	156	167	165
K SPED	*		NA
ELEM. SPED	*		*
Grade 1	195	179	173
Grade 2	170	183	168
Grade 3	192	160	179
Total	**736**	**706**	**703**

Table 102: St. Martin East Elementary School Enrollment by Grade

ST. MARTIN EAST ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

	2017		2018		2019	
	#	%	#	%	#	%
Female	358	48.6%	337	47.7%	353	50.2%
Male	378	51.4%	369	52.3%	350	49.8%
Asian	36	4.9%	32	4.5%	37	5.3%
African American	125	17.0%	118	16.7%	108	15.4%
Hispanic or Latino	35	4.8%	30	4.2%	35	5.0%
American Indian or Alaskan Native	*	0.0%	*	0.0%	*	*
White	518	70.4%	490	69.4%	490	69.7%
Two or More Races	17	2.3%	32	4.5%	30	4.3%
Pacific Islander	*	0.0%	*	0.0%	*	*
Total	**736**	**100%**	**706**	**100%**	**703**	**100%**

Table 103: St. Martin East Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2018 ST. MARTIN EAST ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

	2016	2017	2018
K	168.71	148.74	159.17
ELEM. SPED	0.91	1.07	0
GRADE 01	159.24	184.78	167.13
GRADE 02	182.83	160.41	171.28
GRADE 03	167.02	181.4	153.62
TOTAL	**678.71**	**676.41**	**651.21**

Table 104: 2016-2018 St. Martin East Elementary School Average Daily Attendance

2017 AND 2018 ST. MARTIN EAST ELEMENTARY SCHOOL CHRONIC ABSENTEE RATE

2016-2017	
ALL	12.3%
2017-2018	
ALL	10.5%
FEMALE	11.0%
MALE	10.1%
ASIAN	5.7%
BLACK OR AFRICAN AMERICAN	14.2%
HISPANIC	10.5%
TWO OR MORE RACES	8.1%
WHITE	9.9%
ENGLISH LEARNERS	10.8%
STUDENTS WITH DISABILITIES	7.4%
STUDENTS WITHOUT DISABILITIES	11.0%

Table 105: 2017 and 2018 St. Martin East Elementary School Chronic Absentee Rate

PERSONNEL

2018 ST. MARTIN EAST ELEMENTARY SCHOOL FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 39.22	All		High Poverty		Low Poverty	
EXPERIENCED	#	%	#	%	#	%
	34.22	87.25				
EMERGENCY PROVISIONAL	#	%	#	%	#	%
	0	0%				
TEACHING IN FIELD	#	%	#	%	#	%
	39.22	100%				

Table 106: 2018 St. Martin East Elementary School Full-time Equivalent Teachers

DISCIPLINE

2017-2018 ST. MARTIN EAST ELEMENTARY SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	<5%	<5%	<10
Female		<5%		
Male		5.38		
Black or African American		7.5		
White		<5%		
Students with Disabilities		<5%		
Students without Disabilities		<5%		
Non English Learners		<5%		

Table 107: 2017-2018 St. Martin East Elementary School MSIS Reported Disciplinary Incidents

"Reading changes your life. Reading unlocks worlds unknown or forgotten, taking travelers around the world and through time. Reading helps you escape the confines of school and pursue your own education. Through characters – the saints and the sinners, real or imagined – reading shows you how to be a better human being."

- Donalyn Miller, The Book Whisperer, 2009

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. Seventy-one (71) faculty and staff members, three hundred twenty-five (325) parents, and five (5) students responded to the survey. Student response was not large enough for disaggregation.**

ST. MARTIN EAST ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	54	76.1%
Agree	17	23.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	47	66.2%
Agree	23	32.4%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	58	81.7%
Agree	11	15.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.8%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	49	69.0%
Agree	21	29.6%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	42	59.2%
Agree	24	33.8%
Disagree	2	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.2%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	50	70.4%
Agree	21	29.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	54	76.1%
Agree	17	23.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	54	76.1%
Agree	16	22.5%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	51	71.8%
Agree	20	28.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	48	67.6%
Agree	23	32.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TCI6

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

	Count	Percentage
Strongly Agree	53	74.7%
Agree	18	25.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TCI10

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

	Count	Percentage
Strongly Agree	49	69.0%
Agree	21	29.6%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	43	60.6%
Agree	20	28.2%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	9.9%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	31	43.7%
Utilize technology such as class websites, blogs, and videos	46	64.8%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	27	38.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	51	71.8%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	41	57.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	39	54.9%
Use bilingual handouts and cues	8	11.3%
Use visual displays, portable white boards, and posters when giving instructions	45	63.4%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	34	47.9%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	58	81.7%
Agree	13	18.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	19	26.8%
Agree	37	52.1%
Disagree	13	18.3%
Strongly Disagree	2	2.8%
Not Applicable or No Information	0	0.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	46	64.8%
Agree	24	33.8%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	50	70.4%
Agree	21	29.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	46	64.8%
Agree	24	33.8%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	60.6%
Agree	25	35.2%
Disagree	0	0.0%
Strongly Disagree	1	1.4%
Not Applicable or No Information	2	2.8%

Field summary for SACS5		
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	32	45.1%
Agree	33	46.5%
Disagree	5	7.0%
Strongly Disagree	1	1.4%
Not Applicable or No Information	0	0.0%

Field summary for SACS21		
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	42	59.2%
Agree	26	36.6%
Disagree	2	2.8%
Strongly Disagree	1	1.4%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	53	74.7%
Agree	17	23.9%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	37	52.1%
Agree	27	38.0%
Disagree	2	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	7.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	48	67.6%
Agree	20	28.2%
Disagree	3	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	52	73.2%
Agree	19	26.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	52	73.2%
Agree	18	25.4%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	50	70.4%
Agree	20	28.2%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	50	70.4%
Agree	20	28.2%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	37	52.1%
Agree	30	42.3%
Disagree	3	4.2%
Strongly Disagree	1	1.4%
Not Applicable or No Information	0	0.0%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	52	73.2%
Agree	17	23.9%
Disagree	2	2.8%
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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from St. Martin East Elementary School feel that the school does a good job in involving parents in school activities, maintaining a strong school spirit, and keeping students engaged within the curriculum. One faculty member said, "Our students know that our staff loves them, believes in them, and has a strong desire to help them reach their highest potential." Respondents expressed concerns about campus safety, overcrowded classrooms, and facility maintenance issues. Another faculty member stated, "Obtaining substitutes is an issue in this district without sub services. Those that we have established relationships with frequently can't sub when we need them due to their reaching a max number of days."

ST. MARTIN EAST ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	194	59.7%
Agree	117	36.0%
Disagree	8	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	1.9%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	117	36.0%
Agree	90	27.7%
Disagree	2	0.6%
Strongly Disagree	1	0.3%
Not Applicable or No Information	115	35.4%

Field summary for FP9		
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	234	72.0%
Agree	75	23.1%
Disagree	2	0.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	4.3%

Field summary for FP12		
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	197	60.6%
Agree	108	33.2%
Disagree	10	3.1%
Strongly Disagree	1	0.3%
Not Applicable or No Information	9	2.8%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	122	37.5%
Agree	125	38.5%
Disagree	5	1.5%
Strongly Disagree	2	0.6%
Not Applicable or No Information	71	21.9%

Field 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	121	37.2%
Supporting college and career counseling	79	24.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	200	61.5%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	74	22.8%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	81	24.9%

Field 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	83	25.5%
Providing school-based mental health services and counseling	112	34.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	55	16.9%
Establishing or improving dropout prevention	54	16.6%
Supporting re-entry programs and transition services for Justice-involved youth	28	8.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	132	40.6%
Implementing systems and practices to prevent bullying and harassment	174	53.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	120	36.9%
Establishing community partnerships	55	16.9%

Field 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	163	50.2%
Building technological capacity and infrastructure	97	29.8%
Carrying out innovative blended learning projects	94	28.9%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	94	28.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	114	35.1%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	55	16.9%
Computer Classes	95	29.2%
Conflict Resolution	101	31.1%
Discipline	81	24.9%
Drug/Alcohol Awareness	87	26.8%
English as a Second Language	24	7.4%
Health Classes	80	24.6%
Literacy Classes	60	18.5%
Math Classes	93	28.6%
Parent-to-School Relationships	87	26.8%
Parent/Child Communication	114	35.1%

Field summary for PFP22		
I would like my child's school (district) to offer classes for parents on the following:		
Preparing for College	98	30.2%
Parenting Workshops	59	18.2%
Social Media Classes	48	14.8%
Stress/Anger Management	110	33.8%
Understanding College- and Career-Ready Standards	105	32.3%
Other [Life skills, Resources available to help parents support academic achievement and support teachers in the classroom, Home economics, Healthy coping mechanisms for parents/students, Parents of special needs class, How to help prepare for the future, Parenting gifted children/children with different abilities, Nutrition, Parent-child coping with divorce, Spanish]	18	5.5%

Field 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	109	33.5%
Parental advisory committees	21	6.5%
PTO/PTA meetings and activities	5	1.5%
Ways to help at the classroom level	142	43.7%
Other ways to get involved in my school (district)	48	14.8%

Field summary for JCPFP24		
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	75	23.1%
Very likely	129	39.7%
Moderately likely	98	30.2%
Slightly likely	19	5.9%
Not at all likely	4	1.2%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	158	48.6%
Agree	139	42.8%
Disagree	11	3.4%
Strongly Disagree	2	0.6%
Not Applicable or No Information	15	4.6%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	164	50.5%
Agree	140	43.1%
Disagree	4	1.2%
Strongly Disagree	1	0.3%
Not Applicable or No Information	16	4.9%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	169	52.0%
Agree	136	41.9%
Disagree	10	3.1%
Strongly Disagree	3	0.9%
Not Applicable or No Information	7	2.2%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	196	60.3%
Agree	113	34.8%
Disagree	5	1.5%
Strongly Disagree	1	0.3%
Not Applicable or No Information	10	3.1%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	152	46.8%
Agree	131	40.3%
Disagree	20	6.2%
Strongly Disagree	5	1.5%
Not Applicable or No Information	17	5.2%

Field 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	144	44.3%
Agree	129	39.7%
Disagree	12	3.7%
Strongly Disagree	1	0.3%
Not Applicable or No Information	39	12.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	157	48.3%
Agree	133	40.9%
Disagree	21	6.5%
Strongly Disagree	8	2.5%
Not Applicable or No Information	6	1.9%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	145	44.6%
Agree	157	48.3%
Disagree	15	4.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	2.5%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	164	50.5%
Agree	143	44.0%
Disagree	11	3.4%
Strongly Disagree	6	1.9%
Not Applicable or No Information	1	0.3%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	144	44.3%
Agree	156	48.0%
Disagree	19	5.9%
Strongly Disagree	2	0.6%
Not Applicable or No Information	4	1.2%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	129	39.7%
Agree	161	49.5%
Disagree	19	5.9%
Strongly Disagree	2	0.6%
Not Applicable or No Information	14	4.3%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	189	58.2%
Agree	127	39.1%
Disagree	3	0.9%
Strongly Disagree	2	0.6%
Not Applicable or No Information	4	1.2%

Field summary for CFC241

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

	Count	Percentage
Strongly Agree	124	38.2%
Agree	149	45.9%
Disagree	21	6.5%
Strongly Disagree	10	3.1%
Not Applicable or No Information	21	6.5%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	125	38.5%
Agree	154	47.4%
Disagree	28	8.6%
Strongly Disagree	2	0.6%
Not Applicable or No Information	16	4.9%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	122	37.5%
Agree	158	48.6%
Disagree	32	9.9%
Strongly Disagree	6	1.9%
Not Applicable or No Information	7	2.2%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	123	37.9%
Agree	135	41.5%
Disagree	22	6.8%
Strongly Disagree	3	0.9%
Not Applicable or No Information	42	12.9%

Field summary for PFC91

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	143	44.0%
Checked my child's grades/assignments online	184	56.6%
Been in contact with my child's teacher	280	86.2%
Received a newsletter from the district, school, or teacher	239	73.5%
Worked with a committee or group on school or district policies	19	5.8%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	103	31.7%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	235	72.3%
Volunteered at my child's school	80	24.6%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	126	38.8%
Agree	161	49.5%
Disagree	8	2.5%
Strongly Disagree	1	0.3%
Not Applicable or No Information	29	8.9%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	124	38.2%
Agree	148	45.5%
Disagree	17	5.2%
Strongly Disagree	1	0.3%
Not Applicable or No Information	35	10.8%

Field 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	116	35.7%
Agree	175	53.9%
Disagree	10	3.1%
Strongly Disagree	2	0.6%
Not Applicable or No Information	22	6.8%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	101	31.1%
Agree	143	44.0%
Disagree	34	10.5%
Strongly Disagree	10	3.1%
Not Applicable or No Information	37	11.4%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	178	54.8%
Agree	134	41.2%
Disagree	4	1.2%
Strongly Disagree	1	0.3%
Not Applicable or No Information	8	2.5%

Field 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	139	42.8%
Agree	127	39.1%
Disagree	2	0.6%
Strongly Disagree	3	0.9%
Not Applicable or No Information	54	16.6%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	175	53.9%
Agree	141	43.4%
Disagree	5	1.5%
Strongly Disagree	2	0.6%
Not Applicable or No Information	2	0.6%

Field 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	150	46.2%
Agree	124	38.2%
Disagree	11	3.4%
Strongly Disagree	2	0.6%
Not Applicable or No Information	38	11.7%

Field 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	149	45.9%
Agree	156	48.0%
Disagree	7	2.2%
Strongly Disagree	1	0.3%
Not Applicable or No Information	12	3.7%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	157	48.3%
Agree	136	41.9%
Disagree	17	5.2%
Strongly Disagree	3	0.9%
Not Applicable or No Information	12	3.7%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	164	50.5%
Agree	143	44.0%
Disagree	6	1.9%
Strongly Disagree	1	0.3%
Not Applicable or No Information	11	3.4%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	150	46.2%
Agree	150	46.2%
Disagree	2	0.6%
Strongly Disagree	2	0.6%
Not Applicable or No Information	21	6.5%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents of students from St. Martin East Elementary School feel that the school does a good job in celebrating student success, communicating with parents, and encouraging students to do their best. One parent said, "The school does a great job providing students with different learning style techniques to obtain lessons." Respondents expressed concerns about an excessive number of fundraisers, issues with the suitability of the iReady program for all students, and a desire to see better safety procedures on buses. Another parent stated, "It would be nice if more opportunities were available for PTO/PTA meetings or other activities in which parents can participate. Not all parents work 9am-5pm, so daytime opportunities would be nice to hopefully include more parents."

NOTES

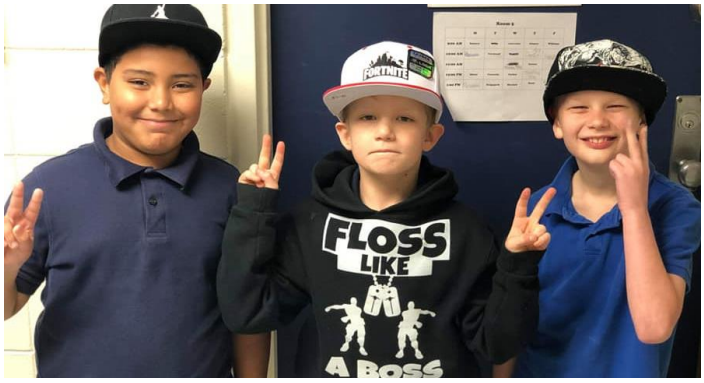
SECTION 12

St. Martin North Elementary School

INTRODUCTION

St. Martin North Elementary School is located at 16308 Lemoyne Boulevard in Biloxi, Mississippi. In 2018-2019, it houses six hundred eight (608) students in prekindergarten through third grades (PK-3). Its mission is "to lead our students to their highest levels academically to enable them to make positive contributions to the future, to encourage students and teachers to be happy, eager learners, and to take pride in what they are accomplishing and becoming."

The Program of Research and Evaluation for Public Schools (PREPS, Inc.), Mississippi's only statewide educational consortium, has announced that St. Martin North Elementary School is a recipient of 2019 Value-Added Awards both for reading and for mathematics. PREPS and the Mississippi Association of Partners in Education (MAPE) celebrate achievements and collaborations in schools. Schools deemed as adding value are those performing significantly better than other schools with comparable socioeconomic circumstances.



ACCOUNTABILITY

2016 ACCOUNTABILITY

2016 St. Martin North Elementary School Accountability			
Grade: **A** Total Points: 469	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Points possible*	**50.3%** *100*	**57.5%** *100*	**N/A** *100*
GROWTH ALL STUDENTS *Points possible*	**75.3%** *100*	**65.2%** *100*	**Participation Rate**
GROWTH LOW 25% *Points possible*	**87.5%** *100*	**66.2%** *100*	**95.6%**

Figure 74: 2016 St. Martin North Elementary School Accountability

2017 ACCOUNTABILITY

2017 St. Martin North Elementary School Accountability			
2017 Official Accountability Rating: **C**; 2016 Accountability Rating: **A**; Former Baseline Grade: **C**; New Baseline Grade: **C**			
Grade: **C** Total Points: 344.2	**Reading**	**Mathematics**	**Science**
PROFICIENCY Points possible	**42.4%** 100	**52.1%** 100	**N/A** 100
GROWTH ALL STUDENTS Points possible	**57.6%** 100	**54.9%** 100	**Participation Rate**
GROWTH LOW 25% Points possible	**45.6%** 100	**42.4%** 100	**100.0%**

Figure 75: 2017 St. Martin North Elementary School Accountability

2018 ACCOUNTABILITY

2018 St. Martin North Elementary School Accountability			
2018 Accountability Rating: **B**; 2018 Accountability Rating With EL: **B**; Total Points: 401; Total Points with EL: 401			
Grade: B	**Reading**	**Mathematics**	**Science**
PROFICIENCY	**55.4%**	**62.5%**	**N/A**
Possible points 2018/2019:	*100/95*	*100/95*	*100/95*
GROWTH ALL STUDENTS	**64.0%**	**63.8%**	**EL Progress**
Possible points 2018/2019:	*100/95*	*100/95*	
GROWTH LOW 25%	**56.4%**	**41.7%**	**100.0%**
Possible points 2018/2019:	*100/95*	*100/95*	*NA/35*

Figure 76: 2018 St. Martin North Elementary School Accountability

2018 St. Martin North Elementary School ELA Accountability Demographics

St. Martin North Elementary School 2018 ELA Accountability by Demographic Group						
Subgroup	**ELA Level 1**	**ELA Level 2**	**ELA Level 3**	**ELA Level 4**	**ELA Level 5**	**ELA Participation**
All	0-10%	11-20%	21-30%	41-50%	0-10%	0-10%
Female	0-10%	21-30%	11-20%	41-50%	0-10%	0-10%
Male	0-10%	11-20%	21-30%	41-50%	0-10%	0-10%
Alaskan Native or Native American		41-50%	41-50%			
Asian			41-50%	41-50%		
Black or African American	0-10%	11-20%	41-50%	31-40%	0-10%	0-10%
Hispanic or Latino	21-30%	11-20%		61-70%		21-30%
Two or More Races	11-20%	11-20%		71-80%		11-20%
White	0-10%	11-20%	21-30%	41-50%	0-10%	0-10%
Economically Disadvantaged	0-10%	21-30%	21-30%	41-50%	0-10%	0-10%
Non Economically Disadvantaged	0-10%	11-20%	11-20%	51-60%	11-20%	0-10%
Students with Disabilities	0-10%	51-60%	11-20%	11-20%	0-10%	0-10%

St. Martin North Elementary School 2018 ELA Accountability by Demographic Group						
Subgroup	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	ELA Level 5	ELA Participation
Students without Disabilities	0-10%	11-20%	21-30%	51-60%	0-10%	0-10%
English Learners	21-30%	11-20%	11-20%	41-50%		21-30%
Non English Learners	0-10%	11-20%	21-30%	41-50%	0-10%	0-10%
Homeless	91-100%					91-100%
Foster Care				91-100%		

Table 108: St. Martin North Elementary School 2018 ELA Accountability by Demographic Group

2018 St. Martin North Elementary School Math Accountability Demographics

St. Martin North Elementary School 2018 Math Accountability by Demographic Group						
Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All	0-10%	11-20%	21-30%	41-50%	11-20%	99.4%
Female	0-10%	11-20%	31-40%	31-40%	11-20%	98.8%
Male	0-10%	0-10%	21-30%	41-50%	21-30%	100%
Alaskan Native or Native American			91-100%			<5%
Asian		11-20%	11-20%	21-30%	41-50%	<5%
Black or African American	0-10%	0-10%	31-40%	31-40%	11-20%	96.9%
Hispanic or Latino		11-20%	21-30%	31-40%	31-40%	<5%
Two or More Races		11-20%	21-30%	41-50%	11-20%	<5%
White	0-10%	11-20%	21-30%	41-50%	11-20%	100%
Economically Disadvantaged	0-10%	0-10%	31-40%	31-40%	11-20%	99.1%
Non Economically Disadvantaged	0-10%	11-20%	11-20%	41-50%	21-30%	100%
Students with Disabilities	0-10%	21-30%	31-40%	21-30%	0-10%	100%
Students without Disabilities	0-10%	0-10%	21-30%	41-50%	21-30%	99.4%
English Learners		11-20%	21-30%	11-20%	41-50%	<5%
Non English Learners	0-10%	11-20%	21-30%	41-50%	11-20%	99.4%
Homeless		91-100%				
Foster Care				91-100%		

Table 109: St. Martin North Elementary School 2018 Math Accountability by Demographic Group

2018 ST. MARTIN NORTH ELEMENTARY SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

St. Martin North Elementary School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	62.5%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	53.1%				56.9%	44.8%

St. Martin North Elementary School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
Male	71.3%				53.7%	41.5%
Black or African American	54.8%	35.0%	52.5%	70.0%	34.9%	28.6%
White	62.4%	53.5%	61.7%	70.0%	58.0%	57.9%
Economically Disadvantaged	56.7%	38.7%	54.4%	70.0%	44.3%	33.3%
Non Economically Disadvantaged	71.9%				65.3%	64.8%
Students with Disabilities	43.5%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	65.5%				60.6%	47.0%
ELA						
All	55.4%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	55.6%				58.3%	43.9%
Male	55.2%				48.5%	35.8%
Black or African American	38.7%				34.9%	25.8%
White	57.3%	55.0%	62.5%	70.0%	55.3%	54.6%
Economically Disadvantaged	46.2%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	70.3%				62.1%	60.3%
Students with Disabilities	30.4%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	59.3%				58.2%	43.4%

Table 110: 2018 St. Martin North Elementary School Accountability Progress Toward Goals

ASSESSMENT

ST. MARTIN NORTH ELEMENTARY MKAS²

MKAS² PREKINDERGARTEN	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018
										*

Table 111: St. Martin North Elementary School MKAS² Prekindergarten 2015-2018

MKAS² KINDERGARTEN READINESS	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018
	517	732	**215**	524	715	**191**	491	699	**208**	477

Table 112: St. Martin North Elementary School MKAS² Kindergarten 2015-2018

ST. MARTIN NORTH ELEMENTARY THIRD GRADE READING

ST. MARTIN NORTH ELEMENTARY SCHOOL THIRD GRADE READING						
	2016		2017		2018	
	PASS	FAIL	PASS	FAIL	PASS	FAIL
ST. MARTIN NORTH ELEMENTARY	94.0%	6.0%	>=95%	<=5%	≥ 95.0%	≤ 5.0%

Table 113: 2016-2018 St. Martin North Elementary School Third Grade Reading

ST. MARTIN NORTH ELEMENTARY SCHOOL MAAP

St. Martin North Elementary School MAAP ELA and MATH

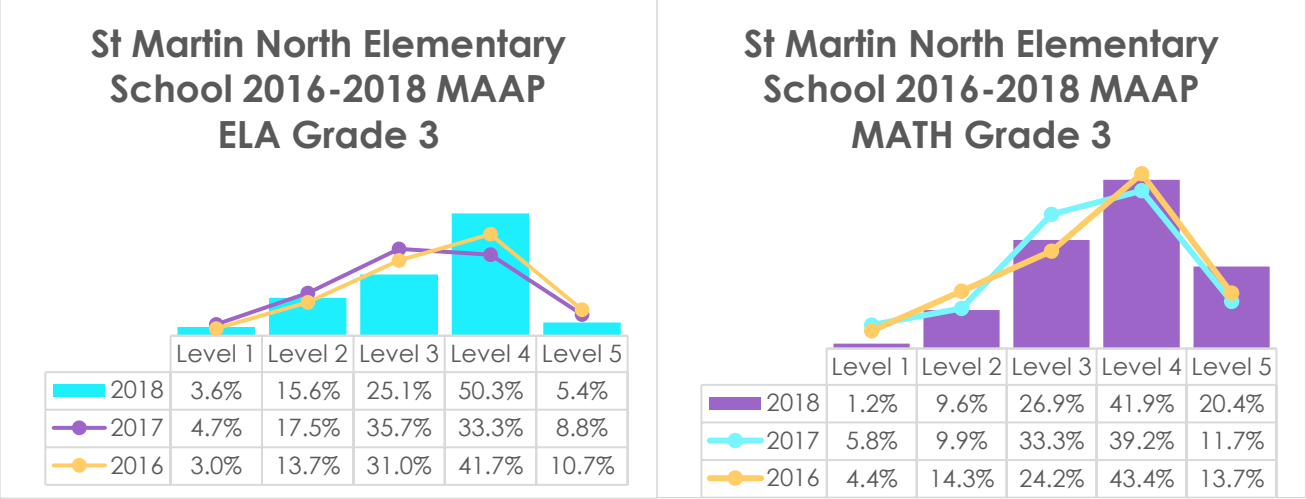


Figure 77: 2016-2018 St. Martin North Elementary School MAAP ELA and MATH Grade 3

2018 ST. MARTIN NORTH ELEMENTARY MAAP DEMOGRAPHICS

2018 St. Martin North Elementary School MAAP ELA

St. Martin North Elementary School 2018 MAAP ELA by Demographic Group

Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.43	99.04	0-10%	7.44	11-20%	20.44	21-30%	33.68	41-50%	29.03	0-10%	9.41
Female	98.84	99.27	0-10%	5.1	21-30%	17.74	11-20%	34.33	41-50%	31.82	0-10%	11
Male	100	98.85	0-10%	9.67	11-20%	23.01	21-30%	33.05	41-50%	26.37	0-10%	7.89
Asian	<5%	99.36		6.82		10.64	41-50%	20.63	41-50%	37.33		24.59
Black or African American	96.88	98.97	0-10%	11-20%	11-20%	21-30%	41-50%	31-40%	31-40%	21-30%	0-10%	0-10%
Hispanic or Latino	<5%	98.98	21-30%	9.08	11-20%	20.85		35.13	61-70%	27.45		7.48
Native American	<5%	98.86		5.11	41-50%	20.59	41-50%	37.07		30.15		7.08
Two or More Races	<5%	98.55	11-20%	5.4	11-20%	15.48		32.64	71-80%	36.49		9.99
White	100	99.18	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	31-40%	0-10%	11-20%
Economically Disadvantaged	99.07	98.91	0-10%	9.63	21-30%	25.29	21-30%	36.13	41-50%	23.84	0-10%	5.11
Non Economically Disadvantaged	100	99.33	0-10%	0-10%	11-20%	0-10%	11-20%	21-30%	51-60%	41-50%	11-20%	11-20%
Students without Disabilities	99.35	99.29	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	51-60%	31-40%	0-10%	11-20%

St. Martin North Elementary School 2018 MAAP ELA by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Students with Disabilities	100	97.44	0-10%	21-30%	51-60%	31-40%	11-20%	21-30%	11-20%	0-10%	0-10%	0-10%
English Learners	<5%	99.03	21-30%	11-20%	11-20%	21-30%	11-20%	31-40%	41-50%	21-30%		0-10%
Non English Learners	99.4	99.05	0-10%	7.22	11-20%	20.26	21-30%	33.65	41-50%	29.28	0-10%	9.58
Foster Care		0		0-10%		21-30%		31-40%	91-100	21-30%		0-10%
Homeless		97.76	91-100	11-20%		31-40%		31-40%		11-20%		0-10%

Table 114: 2018 St. Martin North Elementary School MAAP ELA by Demographic Group

2018 St. Martin North Elementary School MAAP MATH

St. Martin North Elementary School 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.43	98.81	0-10%	6.79	11-20%	20.9	21-30%	30.52	41-50%	29.87	11-20%	11.92
Female	98.84	99.09	0-10%	5.45	11-20%	19.36	31-40%	31.3	31-40%	31.67	11-20%	12.23
Male	100	98.56	0-10%	8.06	0-10%	22.36	21-30%	29.79	41-50%	28.17	21-30%	11.62
Asian	<5%	99.15		0-10%	11-20%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	41-50%
Black or African American	96.88	98.72	0-10%	0-10%	0-10%	21-30%	31-40%	31-40%	31-40%	21-30%	11-20%	0-10%
Hispanic or Latino	<5%	98.57		6.37	11-20%	18.38	21-30%	30.46	31-40%	33.03	31-40%	11.77
Native American	<5%	97.91		0-10%		11-20%	91-100	31-40%		31-40%		11-20%
Two or More Races	<5%	98.52		0-10%	11-20%	11-20%	21-30%	21-30%	41-50%	31-40%	11-20%	11-20%
White	100	98.96	0-10%	0-10%	11-20%	11-20%	21-30%	21-30%	41-50%	31-40%	11-20%	11-20%
Economically Disadvantaged	99.07	98.69	0-10%	8.74	0-10%	25.97	31-40%	33.3	31-40%	25.29	11-20%	6.69
Non Economically Disadvantaged	100	99.07	0-10%	0-10%	11-20%	0-10%	11-20%	21-30%	41-50%	31-40%	21-30%	21-30%
Students without Disabilities	99.35	99.05	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	21-30%	11-20%
Students with Disabilities	100	97.28	0-10%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%	0-10%	0-10%	0-10%
English Learners	<5%	98.84		8.86	11-20%	22.18	21-30%	30.79	11-20%	28.58	41-50%	9.59
Non English Learners	99.4	98.8	0-10%	6.72	11-20%	20.86	21-30%	30.51	41-50%	29.91	11-20%	11.99
Foster Care		0		9.89		25.99		32.98	91-100	25.12		6.01
Homeless		97.31		11-20%	91-100	31-40%		21-30%		11-20%		0-10%

Table 115: 2018 St. Martin North Elementary School MAAP MATH by Demographic Group

ENROLLMENT

Numbers of students enrolled at St. Martin North Elementary School from 2016-2017 to 2018-2019 are shown in ***Table 116***. St. Martin North Elementary School enrollment decreased in 2018-2019. Over the past three years, demographic ratios have shifted slightly. ***Table 117*** illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

ST. MARTIN NORTH ELEMENTARY SCHOOL ENROLLMENT BY GRADE

	2017	2018	2019
PK	*		*
PK SPED	*		10
K	150	120	143
K SPED	*	*	*
ELEM. SPED	17	*	*
Grade 1	143	163	136
Grade 2	159	148	164
Grade 3	172	172	139
Total	**643**	**624**	**608**

Table 116: St. Martin North Elementary School Enrollment by Grade

ST. MARTIN NORTH ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

	2017		2018		2019	
	#	%	#	%	#	%
Female	291	45.3%	295	47.3%	268	44.1%
Male	352	54.7%	329	52.7%	340	55.9%
Asian	41	6.4%	35	5.6%	39	6.4%
African American	114	17.7%	113	18.1%	120	19.7%
Hispanic or Latino	30	4.7%	29	4.6%	30	4.9%
American Indian or Alaskan Native	*	0.0%	*	0.0%	*	*
White	430	66.9%	411	65.9%	390	64.1%
Two or More Races	26	4.0%	32	5.1%	*	*
Pacific Islander	*	0.0%	*	0.0%	*	*
Total	**643**	**100%**	**624**	**100%**	**608**	**100%**

Table 117: St. Martin North Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2018 ST. MARTIN NORTH ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

	2016	2017	2018
K	2.77	1.83	5.56
ELEM. SPED	149.13	142.65	114.73
GRADE 01	18.77	16.73	13.46
GRADE 02	155.62	138.62	158.45
GRADE 03	168.23	151.89	140.65
TOTAL	**668.52**	**615.57**	**594.52**

Table 118: 2016-2018 St. Martin North Elementary School Average Daily Attendance

2017 AND 2018 ST. MARTIN NORTH ELEMENTARY SCHOOL CHRONIC ABSENTEE RATE

2016-2017	
ALL	14.8%
2017-2018	
ALL	20.2%
FEMALE	19.7%
MALE	20.7%
ASIAN	9.8%
BLACK OR AFRICAN AMERICAN	20.4%
HISPANIC	22.9%
TWO OR MORE RACES	22.5%
WHITE	20.6%
ENGLISH LEARNERS	14.6%
STUDENTS WITH DISABILITIES	29.8%
STUDENTS WITHOUT DISABILITIES	18.3%

Table 119: 2017 and 2018 St. Martin North Elementary School Chronic Absentee Rate

PERSONNEL

2018 ST. MARTIN NORTH ELEMENTARY SCHOOL FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 38.48	All		High Poverty		Low Poverty	
EXPERIENCED	#	%	#	%	#	%
	34.48	89.6%				
EMERGENCY PROVISIONAL	#	%	#	%	#	%
	0	0%				
TEACHING IN FIELD	#	%	#	%	#	%
	38.48	100%				

Table 120: 2018 St. Martin North Elementary School Full-time Equivalent Teachers

DISCIPLINE

2017-2018 ST. MARTIN NORTH ELEMENTARY SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	<5%	<5%	<10
Female		<5%		
Male		<5%		
Black or African American		<5%		
Two or More Races		<5%		
Students without Disabilities		<5%		
Non English Learners		<5%		

Table 121: 2017-2018 St. Martin North Elementary School MSIS Reported Disciplinary Incidents

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. Fifty-five (55) faculty and staff members, one hundred sixty-three (163) parents, and one hundred twenty-two (122) students responded to the survey.**

ST. MARTIN NORTH ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	43	78.2%
Agree	12	21.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	35	63.6%
Agree	12	21.8%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	12.7%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	33	60.0%
Agree	9	16.4%
Disagree	2	3.6%
Strongly Disagree	3	5.5%
Not Applicable or No Information	8	14.6%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	47	85.5%
Agree	7	12.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	33	60.0%
Agree	18	32.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.3%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	41	74.6%
Agree	13	23.6%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	43	78.2%
Agree	12	21.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	41	74.6%
Agree	13	23.6%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	43	78.2%
Agree	12	21.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	38	69.1%
Agree	15	27.3%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TCI6

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

	Count	Percentage
Strongly Agree	41	74.6%
Agree	14	25.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TCI10

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

	Count	Percentage
Strongly Agree	41	74.6%
Agree	13	23.6%
Disagree	0	0.0%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

Field 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	39	70.9%
Agree	11	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	9.1%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	27	49.1%
Utilize technology such as class websites, blogs, and videos	34	61.8%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	28	50.9%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	43	78.2%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	39	70.9%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	33	60.0%
Use bilingual handouts and cues	12	21.8%
Use visual displays, portable white boards, and posters when giving instructions	41	74.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	32	58.2%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	32	58.2%
Agree	20	36.4%
Disagree	3	5.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	11	20.0%
Agree	32	58.2%
Disagree	9	16.4%
Strongly Disagree	2	3.6%
Not Applicable or No Information	1	1.8%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	23	41.8%
Agree	23	41.8%
Disagree	4	7.3%
Strongly Disagree	3	5.5%
Not Applicable or No Information	2	3.6%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	34	61.8%
Agree	19	34.6%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	35	63.6%
Agree	18	32.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

Field 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	34	61.8%
Agree	21	38.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	27	49.1%
Agree	25	45.5%
Disagree	1	1.8%
Strongly Disagree	2	3.6%
Not Applicable or No Information	0	0.0%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	30	54.6%
Agree	22	40.0%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	32	58.2%
Agree	21	38.2%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

Field 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	27	49.1%
Agree	20	36.4%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	12.7%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	35	63.6%
Agree	18	32.7%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Field 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	61.8%
Agree	19	34.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

Field 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	36	65.5%
Agree	18	32.7%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	36	65.5%
Agree	17	30.9%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	35	63.6%
Agree	18	32.7%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	30	54.6%
Agree	22	40.0%
Disagree	2	3.6%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	22	40.0%
Agree	22	40.0%
Disagree	5	9.1%
Strongly Disagree	3	5.5%
Not Applicable or No Information	3	5.5%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from St. Martin North Elementary School feel that the school does a good job in recognizing student success, utilizing teacher input, and providing a positive learning environment. One faculty member said, "St. Martin North Elementary is welcoming to students, teachers and staff. Everyone is so positive and upbeat. The faculty and staff work well together to make sure all students needs are met." Respondents expressed concerns about a need for a full time nurse, want a better teacher to student ratio, and see a need for more staff development opportunities. Another faculty member notes a "need for education for classroom teachers in modes of instruction, using more than one avenue to teach something."

ST. MARTIN NORTH ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	90	55.2%
Agree	66	40.5%
Disagree	2	1.2%
Strongly Disagree	1	0.6%
Not Applicable or No Information	4	2.5%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	48	29.5%
Agree	46	28.2%
Disagree	4	2.5%
Strongly Disagree	1	0.6%
Not Applicable or No Information	64	39.3%

Field summary for FP9		
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	104	63.8%
Agree	42	25.8%
Disagree	3	1.8%
Strongly Disagree	1	0.6%
Not Applicable or No Information	13	8.0%

Field summary for FP12		
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	96	58.9%
Agree	55	33.7%
Disagree	3	1.8%
Strongly Disagree	1	0.6%
Not Applicable or No Information	8	4.9%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	55	33.7%
Agree	69	42.3%
Disagree	5	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	34	20.9%

Field 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	56	34.4%
Supporting college and career counseling	48	29.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	108	66.3%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	65	39.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	59	36.2%

Field 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	54	33.1%
Providing school-based mental health services and counseling	68	41.7%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	27	16.6%
Establishing or improving dropout prevention	41	25.2%
Supporting re-entry programs and transition services for Justice-involved youth	21	12.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	74	45.4%
Implementing systems and practices to prevent bullying and harassment	95	58.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	76	46.6%
Establishing community partnerships	37	22.7%

Field 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	103	63.2%
Building technological capacity and infrastructure	49	30.1%
Carrying out innovative blended learning projects	50	30.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	49	30.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	78	47.9%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	39	23.9%
Computer Classes	53	32.5%
Conflict Resolution	55	33.7%
Discipline	46	28.2%
Drug/Alcohol Awareness	47	28.8%
English as a Second Language	14	8.6%
Health Classes	50	30.7%
Literacy Classes	43	26.4%
Math Classes	56	34.4%
Parent-to-School Relationships	57	35.0%
Parent/Child Communication	68	41.7%
Preparing for College	63	38.7%

Field summary for PFP22		
I would like my child's school (district) to offer classes for parents on the following:		
Parenting Workshops	35	21.5%
Social Media Classes	15	9.2%
Stress/Anger Management	63	38.7%
Understanding College- and Career-Ready Standards	53	32.5%
Other [bullying prevention, Bible study, life skills, Spanish]	11	6.7%

Field 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	50	30.7%
Parental advisory committees	7	4.3%
PTO/PTA meetings and activities	5	3.1%
Ways to help at the classroom level	74	45.4%
Other ways to get involved in my school (district)	27	16.6%

Field summary for JCPFP24		
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	43	26.4%
Very likely	61	37.4%
Moderately likely	43	26.4%
Slightly likely	14	8.6%
Not at all likely	2	1.2%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	60	36.8%
Agree	85	52.2%
Disagree	7	4.3%
Strongly Disagree	4	2.5%
Not Applicable or No Information	7	4.3%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	63	38.7%
Agree	87	53.4%
Disagree	6	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	4.3%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	59	36.2%
Agree	87	53.4%
Disagree	6	3.7%
Strongly Disagree	2	1.2%
Not Applicable or No Information	9	5.5%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	71	43.6%
Agree	76	46.6%
Disagree	4	2.5%
Strongly Disagree	3	1.8%
Not Applicable or No Information	9	5.5%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	56	34.4%
Agree	79	48.5%
Disagree	13	8.0%
Strongly Disagree	1	0.6%
Not Applicable or No Information	14	8.6%

Field 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	49	30.1%
Agree	84	51.5%
Disagree	6	3.7%
Strongly Disagree	2	1.2%
Not Applicable or No Information	22	13.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	59	36.2%
Agree	85	52.2%
Disagree	14	8.6%
Strongly Disagree	4	2.5%
Not Applicable or No Information	1	0.6%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	60	36.8%
Agree	84	51.5%
Disagree	12	7.4%
Strongly Disagree	1	0.6%
Not Applicable or No Information	6	3.7%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	71	43.6%
Agree	70	42.9%
Disagree	14	8.6%
Strongly Disagree	6	3.7%
Not Applicable or No Information	2	1.2%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	62	38.0%
Agree	83	50.9%
Disagree	12	7.4%
Strongly Disagree	4	2.5%
Not Applicable or No Information	2	1.2%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	57	35.0%
Agree	82	50.3%
Disagree	17	10.4%
Strongly Disagree	2	1.2%
Not Applicable or No Information	5	3.1%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	82	50.3%
Agree	68	41.7%
Disagree	8	4.9%
Strongly Disagree	1	0.6%
Not Applicable or No Information	4	2.5%

Field summary for CFC241

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

	Count	Percentage
Strongly Agree	54	33.1%
Agree	76	46.6%
Disagree	15	9.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	18	11.0%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	48	29.5%
Agree	82	50.3%
Disagree	24	14.7%
Strongly Disagree	3	1.8%
Not Applicable or No Information	6	3.7%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	60	36.8%
Agree	77	47.2%
Disagree	19	11.7%
Strongly Disagree	4	2.5%
Not Applicable or No Information	3	1.8%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	62	38.0%
Agree	68	41.7%
Disagree	8	4.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	25	15.3%

Field summary for PFC91

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	79	48.5%
Checked my child's grades/assignments online	82	50.3%
Been in contact with my child's teacher	136	83.4%
Received a newsletter from the district, school, or teacher	129	79.1%
Worked with a committee or group on school or district policies	7	4.3%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	34	20.9%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	123	75.5%
Volunteered at my child's school	38	23.3%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	51	31.3%
Agree	89	54.6%
Disagree	3	1.8%
Strongly Disagree	1	0.6%
Not Applicable or No Information	19	11.7%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	44	27.0%
Agree	85	52.2%
Disagree	10	6.1%
Strongly Disagree	1	0.6%
Not Applicable or No Information	23	14.1%

Field 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	46	28.2%
Agree	95	58.3%
Disagree	5	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	10.4%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	36	22.1%
Agree	75	46.0%
Disagree	21	12.9%
Strongly Disagree	2	1.2%
Not Applicable or No Information	29	17.8%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	83	50.9%
Agree	72	44.2%
Disagree	4	2.5%
Strongly Disagree	2	1.2%
Not Applicable or No Information	2	1.2%

Field 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.		
	62	38.0%
Strongly Agree	63	38.7%
Agree	5	3.1%
Disagree	1	0.6%
Strongly Disagree	32	19.6%
Not Applicable or No Information		

Field summary for SC48		
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	79	48.5%
Strongly Agree	76	46.6%
Agree	3	1.8%
Disagree	0	0.0%
Strongly Disagree	5	3.1%
Not Applicable or No Information		

Field summary for SC54		
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	69	42.3%
Strongly Agree	71	43.6%
Agree	5	3.1%
Disagree	0	0.0%
Strongly Disagree	18	11.0%
Not Applicable or No Information		

Field 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.		
	65	39.9%
Strongly Agree	88	54.0%
Agree	1	0.6%
Disagree	1	0.6%
Strongly Disagree	8	4.9%
Not Applicable or No Information		

Field summary for SC118		
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	72	44.2%
Strongly Agree	79	48.5%
Agree	3	1.8%
Disagree	2	1.2%
Strongly Disagree	7	4.3%
Not Applicable or No Information	62	38.0%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	63	38.7%
Agree	74	45.4%
Disagree	9	5.5%
Strongly Disagree	3	1.8%
Not Applicable or No Information	14	8.6%

Field summary for PSC131		
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	64	39.3%
Agree	83	50.9%
Disagree	2	1.2%
Strongly Disagree	2	1.2%
Not Applicable or No Information	12	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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents of students from St. Martin North Elementary School feel that the school does a good job in creating a positive learning environment, addressing bullying instances, and going above and beyond to reach student needs. One parent said, "Our school is very good with all their students, and it really shows. Anyone would be proud to be a Yellow Jacket!" Respondents expressed concerns about a displeasure with the uniform system, a need for more hands-on learning experiences, and a desire to see better facility maintenance. Another parent stated, ""My first grader only has recess once a week. I feel that that is ridiculous and that children need time outside to run and play."

> "Parents create the environments and experiences in which learning happens, which makes them the first teachers their children will ever have."

ST. MARTIN NORTH ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	114	93.4%
Agree	6	4.9%
Disagree	1	0.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.8%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	110	90.2%
Agree	11	9.0%
Disagree	0	0.0%
Strongly Disagree	1	0.8%
Not Applicable or No Information	0	0.0%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	114	93.4%
Agree	7	5.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.8%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	80	65.6%
Agree	34	27.9%
Disagree	5	4.1%
Strongly Disagree	2	1.6%
Not Applicable or No Information	1	0.8%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	107	87.7%
Agree	13	10.7%
Disagree	1	0.8%
Strongly Disagree	1	0.8%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	111	91.0%
Agree	10	8.2%
Disagree	1	0.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	**0**	0.0%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	108	88.5%
Agree	13	10.7%
Disagree	1	0.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	113	92.6%
Agree	8	6.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.8%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	113	92.6%
Agree	7	5.7%
Disagree	0	0.0%
Strongly Disagree	1	0.8%
Not Applicable or No Information	1	0.8%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	101	82.8%
Agree	20	16.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.8%

Field summary for SCI144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	114	93.4%
Agree	7	5.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.8%

Field summary for SCI162

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

	Count	Percentage
Strongly Agree	109	89.3%
Agree	7	5.7%
Disagree	3	2.5%
Strongly Disagree	2	1.6%
Not Applicable or No Information	1	0.8%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	112	91.8%
Agree	10	8.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	106	86.9%
Agree	14	11.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.6%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	93	76.2%
Agree	24	19.7%
Disagree	0	0.0%
Strongly Disagree	1	0.8%
Not Applicable or No Information	4	3.3%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	105	86.1%
Agree	13	10.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	3.3%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	108	88.5%
Agree	9	7.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	4.1%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	109	89.3%
Agree	12	9.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.8%

Field summary for SACS2		
There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	109	89.3%
Agree	12	9.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.8%

Field 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	106	86.9%
Agree	15	12.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.8%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	111	91.0%
Agree	8	6.6%
Disagree	1	0.8%
Strongly Disagree	1	0.8%
Not Applicable or No Information	1	0.8%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	106	86.9%
Agree	11	9.0%
Disagree	0	0.0%
Strongly Disagree	1	0.8%
Not Applicable or No Information	4	3.3%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	113	92.6%
Agree	8	6.6%
Disagree	0	0.0%
Strongly Disagree	1	0.8%
Not Applicable or No Information	0	0.0%

Field 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	113	92.6%
Agree	7	5.7%
Disagree	1	0.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.8%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	111	91.0%
Agree	10	8.2%
Disagree	1	0.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	86.1%
Agree	15	12.3%
Disagree	1	0.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.8%

Field 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	110	90.2%
Agree	12	9.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	105	86.1%
Agree	14	11.5%
Disagree	1	0.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.6%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	110	90.2%
Agree	9	7.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	2.5%

Field summary for SSC156		
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	109	89.3%
Agree	12	9.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.8%

Field summary for SSC157		
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	94	77.1%
Agree	24	19.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	3.3%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	112	91.8%
Agree	6	4.9%
Disagree	1	0.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	2.5%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Students from St. Martin North Elementary School feel that the school does a good job in teaching core subjects, helping students learn, and utilizing technology in the classroom. One student said, "My school treats everybody the same and teaches everyone EVERYTHING they need to learn. I love my school!" Respondents expressed concerns about a need for more playground equipment and want a longer recess and more field trips.

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 2018-2019, it houses seven hundred fourteen (714) 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."

ACCOUNTABILITY

2016 ACCOUNTABILITY

2016 St. Martin Upper Elementary School Accountability			
Grade: **B** Total Points: 424	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Points possible*	**43.3%** *100*	**41.5%** *100*	**75.8%** *100*
GROWTH ALL STUDENTS *Points possible*	**75.0%** *100*	**61.9%** *100*	**Participation Rate**
GROWTH LOW 25% *Points possible*	**73.6%** *100*	**52.7%** *100*	**99.5%**

Figure 78: 2016 St. Martin Upper Elementary School Accountability

2017 ACCOUNTABILITY

2017 St. Martin Upper Elementary School Accountability			
2017 Official Accountability Rating: **B**; 2016 Accountability Rating: **B**; Former Baseline Grade: **B**; New Baseline Grade: **B**			
Grade: **B** Total Points: 389	**Reading**	**Mathematics**	**Science**
PROFICIENCY Points possible	**47.8%** 100	**45.9%** 100	**67.1%** 100
GROWTH ALL STUDENTS Points possible	**63.3%** 100	**57.4%** 100	**Participation Rate**
GROWTH LOW 25% Points possible	**58.0%** 100	**49.6%** 100	**99.4%**

Figure 79: 2017 St. Martin Upper Elementary School Accountability

2018 ACCOUNTABILITY

2018 St. Martin Upper Elementary School Accountability			
2018 Accountability Rating: **B**; 2018 Accountability Rating With EL: **B**; Total Points: 432; Total Points with EL: 421			
Grade: B	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Possible points 2018/2019:*	**53.8%** *100/95*	**51.6%** *100/95*	**78.4%** *100/95*
GROWTH ALL STUDENTS *Possible points 2018/2019:*	**68.8%** *100/95*	**64.0%** *100/95*	**EL Progress**
GROWTH LOW 25% *Possible points 2018/2019:*	**64.6%** *100/95*	**50.3%** *100/95*	**68.0%** *NA/35*

Figure 80: 2018 St. Martin Upper Elementary School Accountability

2018 St. Martin Upper Elementary School ELA Accountability Demographics

St. Martin Upper Elementary School 2018 ELA Accountability by Demographic Group						
Subgroup	**ELA Level 1**	**ELA Level 2**	**ELA Level 3**	**ELA Level 4**	**ELA Level 5**	**ELA Participation**
All	0-10%	11-20%	21-30%	41-50%	11-20%	99.6%
Female	0-10%	11-20%	21-30%	41-50%	11-20%	100%
Male	0-10%	11-20%	21-30%	41-50%	0-10%	99.2%
Alaskan Native or Native American			21-30%	41-50%	21-30%	<5%
Asian	0-10%	0-10%	21-30%	51-60%	11-20%	100%
Black or African American	0-10%	21-30%	31-40%	31-40%	0-10%	100%
Hispanic or Latino		21-30%	21-30%	41-50%	0-10%	100%
Two or More Races		11-20%	31-40%	51-60%	0-10%	100%
White	0-10%	11-20%	21-30%	41-50%	11-20%	99.4%
Economically Disadvantaged	0-10%	11-20%	21-30%	41-50%	0-10%	99.8%
Non Economically Disadvantaged	0-10%	11-20%	21-30%	41-50%	11-20%	99.3%

St. Martin Upper Elementary School 2018 ELA Accountability by Demographic Group						
Subgroup	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	ELA Level 5	ELA Participation
Students with Disabilities	11.6%	44.2%	27.9%	16.3%		98.9%
Students without Disabilities	0-10%	11-20%	21-30%	41-50%	11-20%	99.7%
English Learners	0-10%	21-30%	31-40%	41-50%	0-10%	100%
Non English Learners	0-10%	11-20%	21-30%	41-50%	11-20%	99.6%
Homeless		31-40%	61-70%			
Foster Care			41-50%	41-50%		

Table 122: St. Martin Upper Elementary School 2018 ELA Accountability by Demographic Group

2018 St. Martin Upper Elementary School Math Accountability Demographics

St. Martin Upper Elementary School 2018 Math Accountability by Demographic Group						
Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All	0-10%	11-20%	31-40%	31-40%	11-20%	99.6%
Female	0-10%	11-20%	31-40%	31-40%	11-20%	100%
Male	0-10%	11-20%	31-40%	31-40%	11-20%	99.2%
Alaskan Native or Native American			21-30%	41-50%	21-30%	<5%
Asian	0-10%	0-10%	21-30%	31-40%	31-40%	100%
Black or African American	0-10%	21-30%	31-40%	21-30%	0-10%	100%
Hispanic or Latino	11-20%	0-10%	41-50%	21-30%	11-20%	100%
Two or More Races	0-10%	11-20%	41-50%	11-20%	11-20%	100%
White	0-10%	11-20%	31-40%	31-40%	11-20%	99.4%
Economically Disadvantaged	0-10%	11-20%	31-40%	31-40%	11-20%	99.8%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	31-40%	21-30%	99.3%
Students with Disabilities	22.1%	26.7%	32.6%	12.8%	5.8%	98.9%
Students without Disabilities	0-10%	11-20%	31-40%	31-40%	11-20%	99.7%
English Learners	11.8%	8.8%	35.3%	29.4%	14.7%	100%
Non English Learners	0-10%	11-20%	31-40%	31-40%	11-20%	99.6%
Homeless			61-70%	31-40%		
Foster Care				71-80%	21-30%	

Table 123: St. Martin Upper Elementary School 2018 Math Accountability by Demographic Group

2018 St. Martin Upper Elementary School Science Accountability Demographics

St. Martin Upper Elementary School 2018 Science Accountability by Demographic Group					
Subgroup	Science Level 1	Science Level 2	Science Level 3	Science Level 4	Science Participation
All	6.1%	15.4%	38.8%	39.7%	99.5%
Female	7.8%	16.3%	40.4%	35.5%	100%
Male	0-10%	11-20%	31-40%	41-50%	99.0%
Alaskan Native or Native American				91-100%	<5%
Asian	0-10%	0-10%	51-60%	31-40%	100%
Black or African American	12.3%	32.9%	34.3%	20.6%	100%
Hispanic or Latino	6.7%	26.7%	46.7%	20.0%	100%
Two or More Races			41-50%	51-60%	<5%
White	0-10%	11-20%	31-40%	41-50%	99.2%
Economically Disadvantaged	7.7%	18.7%	38.8%	34.9%	100%
Non Economically Disadvantaged	0-10%	11-20%	31-40%	41-50%	98.7%
Students with Disabilities	29.3%	31.7%	22.0%	17.1%	97.6%
Students without Disabilities	0-10%	11-20%	41-50%	41-50%	99.7%
English Learners	12.5%	12.5%	62.5%	12.5%	100%
Non English Learners	5.8%	15.6%	37.8%	40.9%	99.4%
Homeless		91-100%			

Table 124: St. Martin Upper Elementary School 2018 Science Accountability by Demographic Group

2018 ST. MARTIN UPPER ELEMENTARY SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

St. Martin Upper Elementary School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	51.6%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	52.0%				56.9%	44.8%
Male	51.2%				53.7%	41.5%
Black or African American	34.0%	35.0%	52.5%	70.0%	34.9%	28.6%
White	56.2%	53.5%	61.7%	70.0%	58.0%	57.9%
Asian	70.3%	68.9%	69.4%	70.0%	72.7%	76.9%
Hispanic or Latino	38.7%	45.3%	57.6%	70.0%	43.8%	46.2%
Two or More Races	45.5%	47.5%	58.7%	70.0%	47.5%	48.7%
Economically Disadvantaged	44.2%	38.7%	54.4%	70.0%	44.3%	33.3%
Non Economically Disadvantaged	62.5%				65.3%	64.8%
Students with Disabilities	22.6%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	55.4%				60.6%	47.0%
English Learners	25.0%	38.6%	54.3%	70.0%	31.2%	31.2%

St. Martin Upper Elementary School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
			ELA			
All	53.8%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	57.5%				58.3%	43.9%
Male	50.7%				48.5%	35.8%
Black or African American	37.6%				34.9%	25.8%
White	57.1%	55.0%	62.5%	70.0%	55.3%	54.6%
Asian	67.6%	61.8%	65.9%	70.0%	64.8%	65.3%
Hispanic or Latino	51.6%	42.2%	56.1%	70.0%	48.6%	36.7%
Two or More Races	63.6%	48.2%	59.1%	70.0%	69.5%	47.4%
Economically Disadvantaged	49.2%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	60.8%				62.1%	60.3%
Students with Disabilities	16.7%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	58.8%				58.2%	43.4%
English Learners	25.0%	32.4%	51.2%	70.0%	19.7%	18.2%

Table 125: 2018 St. Martin Upper Elementary School Accountability Progress Toward Goals

2018 ST. MARTIN UPPER ELEMENTARY SCHOOL TARGETED SUPPORT AND IMPROVEMENT

St. Martin Upper Elementary School received a designation of ***Additional Targeted Support and Improvement*** for 2018 because scores for students with disabilities have fallen in the lowest 5% of statewide Title I schools for three consecutive years. St. Martin Upper Elementary will be implementing a TSI plan utilizing ***evidence-based interventions*** to raise scores for the targeted group. The designation will be re-evaluated annually based on the latest three-year data.

EVIDENCE-BASED INTERVENTIONS

The Mississippi Department of Education supports school district efforts to invest in proven strategies that have an evidence base for effectiveness toward improving outcomes for children in our schools. The factors that undergird the MDE's position include but are not limited to the expectations and requirements bulleted below.

- State law requires that we categorize all programs and activities based on evidence of effectiveness (Mississippi Code 27-103-159).
- Federal law requires that we select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).
- The Mississippi Board of Education has established the expectation that we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.

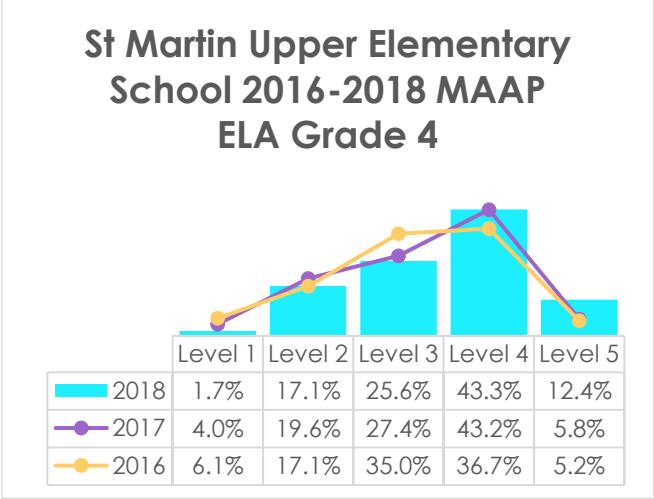
The term 'evidence-based,' when used with respect to a state, district, or school activity, means an activity, strategy, or intervention that has demonstrated a statistically significant effect on improving student outcomes or other relevant outcomes.

ASSESSMENT

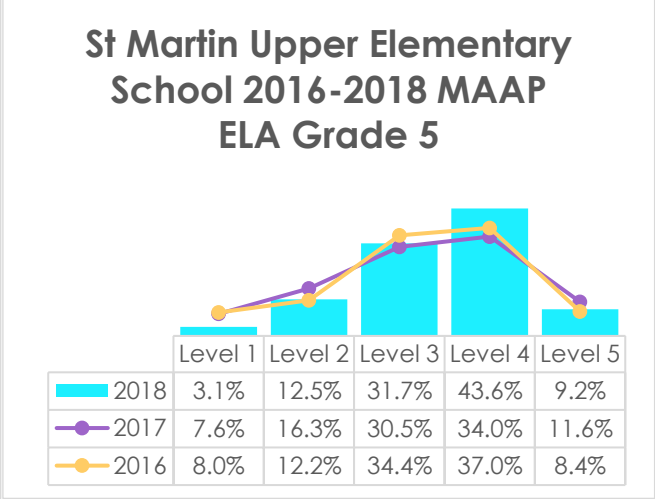
[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 43.]

ST. MARTIN UPPER ELEMENTARY SCHOOL MAAP

St. Martin Upper Elementary School MAAP ELA



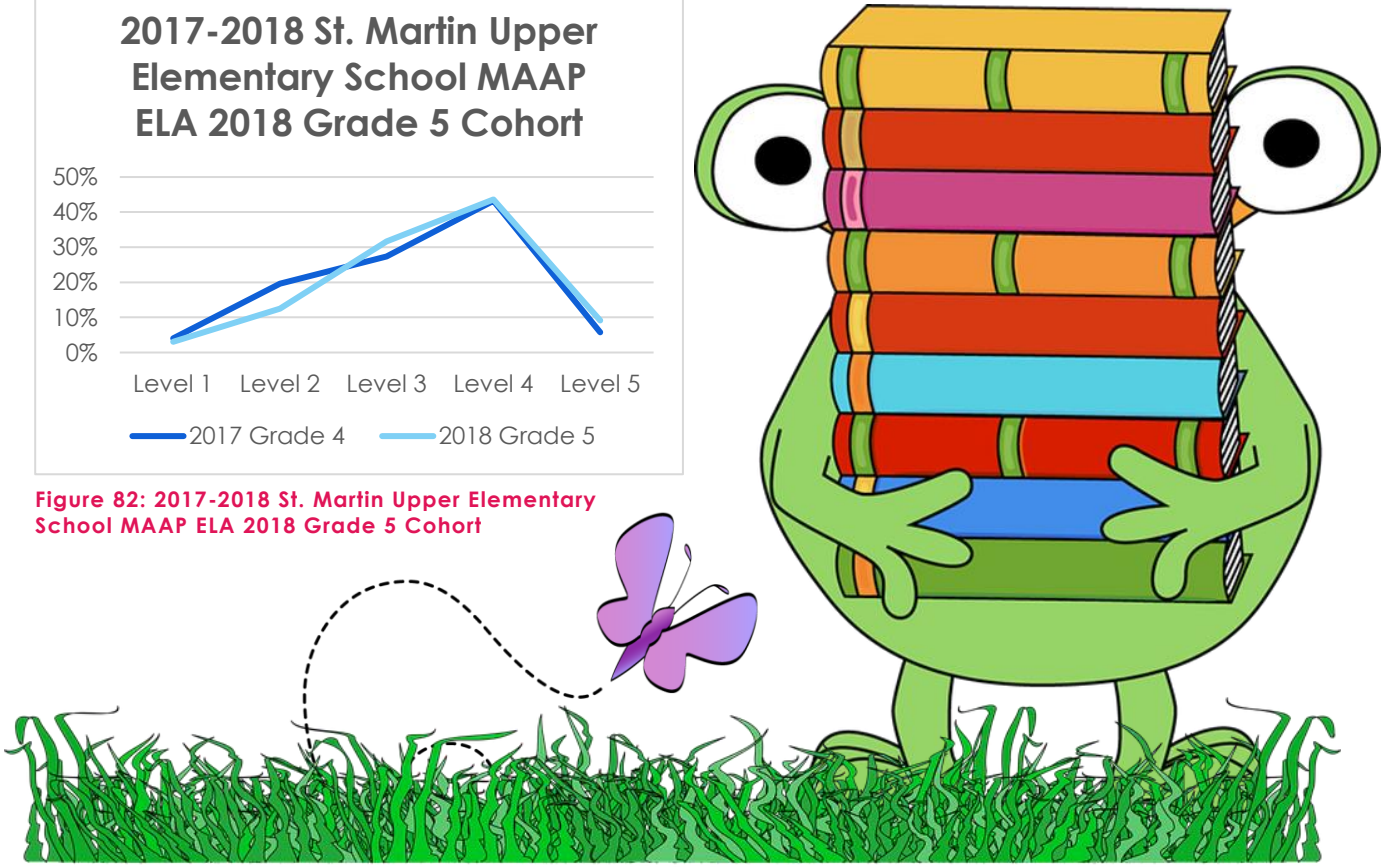
	Level 1	Level 2	Level 3	Level 4	Level 5
2018	1.7%	17.1%	25.6%	43.3%	12.4%
2017	4.0%	19.6%	27.4%	43.2%	5.8%
2016	6.1%	17.1%	35.0%	36.7%	5.2%



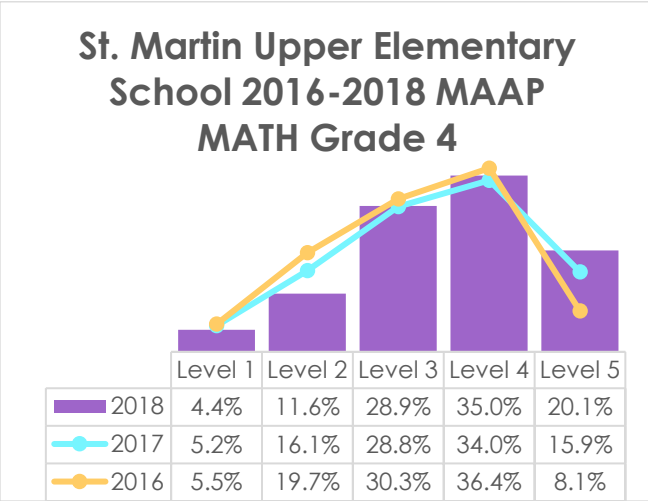
	Level 1	Level 2	Level 3	Level 4	Level 5
2018	3.1%	12.5%	31.7%	43.6%	9.2%
2017	7.6%	16.3%	30.5%	34.0%	11.6%
2016	8.0%	12.2%	34.4%	37.0%	8.4%

Figure 81: 2016-2018 St. Martin Upper Elementary School MAAP ELA Grades 4 and 5

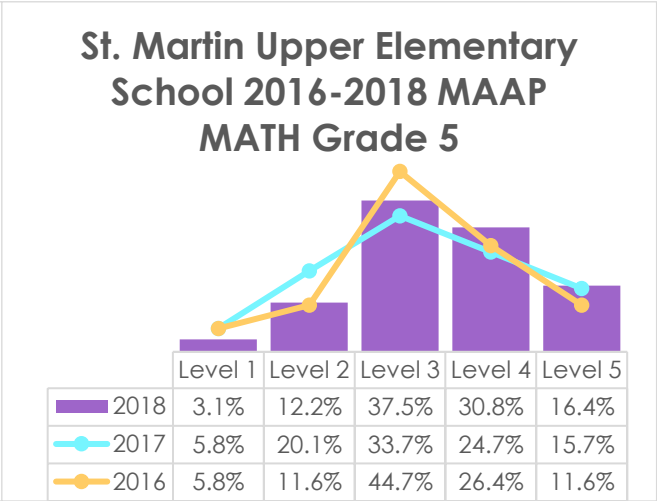
Figure 82: 2017-2018 St. Martin Upper Elementary School MAAP ELA 2018 Grade 5 Cohort



St. Martin Upper Elementary School MAAP MATH



	Level 1	Level 2	Level 3	Level 4	Level 5
2018	4.4%	11.6%	28.9%	35.0%	20.1%
2017	5.2%	16.1%	28.8%	34.0%	15.9%
2016	5.5%	19.7%	30.3%	36.4%	8.1%



	Level 1	Level 2	Level 3	Level 4	Level 5
2018	3.1%	12.2%	37.5%	30.8%	16.4%
2017	5.8%	20.1%	33.7%	24.7%	15.7%
2016	5.8%	11.6%	44.7%	26.4%	11.6%

Figure 83: 2016-2018 St. Martin Upper Elementary School MAAP MATH Grades 4 and 5

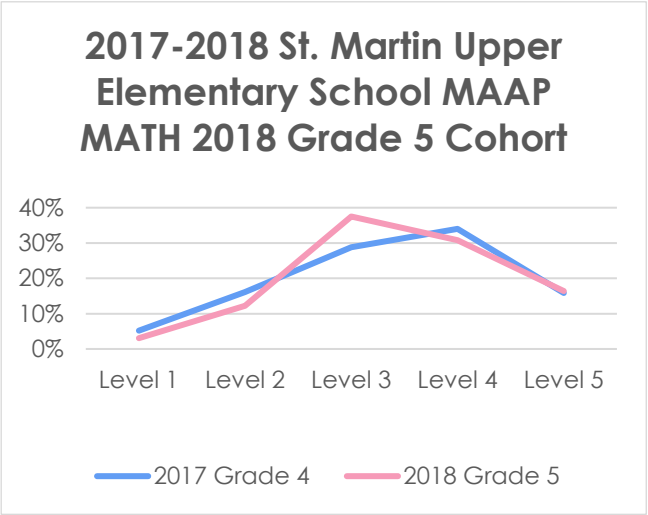


Figure 84: 2017-2018 St. Martin Upper Elementary School MAAP MATH 2018 Grade 5 Cohort

St. Martin Upper Elementary School MAAP-SCI

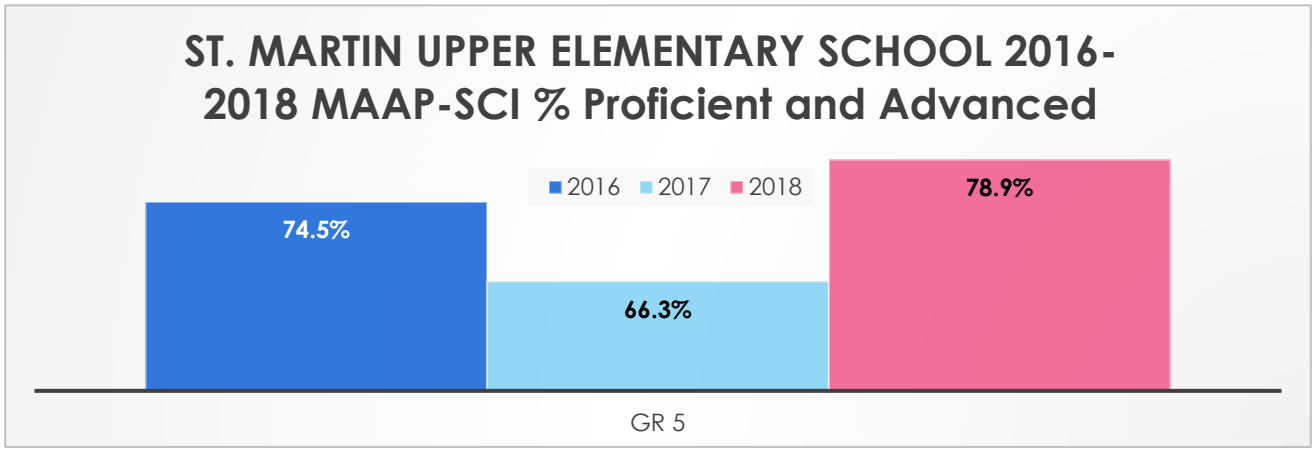


Figure 85: 2016-2018 St. Martin Upper Elementary School MAAP-SCI % Proficient and Advanced

2018 ST. MARTIN UPPER ELEMENTARY MAAP DEMOGRAPHICS

2018 St. Martin Upper Elementary School MAAP ELA

St. Martin Upper Elementary School 2018 MAAP ELA by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.59	99.04	0-10%	7.44	11-20%	20.44	21-30%	33.68	41-50%	29.03	11-20%	9.41
Female	100	99.27	0-10%	5.1	11-20%	17.74	21-30%	34.33	41-50%	31.82	11-20%	11
Male	99.24	98.85	0-10%	9.67	11-20%	23.01	21-30%	33.05	41-50%	26.37	0-10%	7.89
Asian	100	99.36	0-10%	6.82	0-10%	10.64	21-30%	20.63	51-60%	37.33	11-20%	24.59
Black or African American	100	98.97	0-10%	11-20%	21-30%	21-30%	31-40%	31-40%	31-40%	21-30%	0-10%	0-10%
Hispanic or Latino	100	98.98		9.08	21-30%	20.85	21-30%	35.13	41-50%	27.45	0-10%	7.48
Alaskan Native or Native American	<5%	98.86		5.11		20.59	21-30%	37.07	41-50%	30.15	21-30%	7.08
Two or More Races	100	98.55		5.4	11-20%	15.48	31-40%	32.64	51-60%	36.49	0-10%	9.99
White	99.39	99.18	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
Economically Disadvantaged	99.77	98.91	0-10%	9.63	11-20%	25.29	21-30%	36.13	41-50%	23.84	0-10%	5.11
Non Economically Disadvantaged	99.34	99.33	0-10%	0-10%	11-20%	0-10%	21-30%	21-30%	41-50%	41-50%	11-20%	11-20%
Students without Disabilities	99.69	99.29	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
Students with Disabilities	98.85	97.44	11.63	21-30%	44.19	31-40%	27.91	21-30%	16.28	0-10%		0-10%
English Learners	100	99.03	0-10%	11-20%	21-30%	21-30%	31-40%	31-40%	41-50%	21-30%	0-10%	0-10%
Non English Learners	99.58	99.05	0-10%	7.22	11-20%	20.26	21-30%	33.65	41-50%	29.28	11-20%	9.58
Foster Care		0		0-10%		21-30%	41-50%	31-40%	41-50%	21-30%		0-10%
Homeless		97.76		11-20%	31-40%	31-40%	61-70%	31-40%		11-20%		0-10%

Table 126: 2018 St. Martin Upper Elementary School MAAP ELA by Demographic Group

2018 St. Martin Upper Elementary School MAAP MATH

St. Martin Upper Elementary School 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.59	98.81	0-10%	6.79	11-20%	20.9	31-40%	30.52	31-40%	29.87	11-20%	11.92
Female	100	99.09	0-10%	5.45	11-20%	19.36	31-40%	31.3	31-40%	31.67	11-20%	12.23
Male	99.24	98.56	0-10%	8.06	11-20%	22.36	31-40%	29.79	31-40%	28.17	11-20%	11.62

St. Martin Upper Elementary School 2018 MAAP MATH by Demographic Group

Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Asian	100	99.15	0-10%	0-10%	0-10%	0-10%	21-30%	11-20%	31-40%	31-40%	31-40%	41-50%
Black or African American	100	98.72	0-10%	0-10%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%	0-10%	0-10%
Hispanic or Latino	100	98.57	11-20%	6.37	0-10%	18.38	41-50%	30.46	21-30%	33.03	11-20%	11.77
Alaskan Native or Native American	<5%	97.91		0-10%		11-20%	21-30%	31-40%	41-50%	31-40%	21-30%	11-20%
Two or More Races	100	98.52	0-10%	0-10%	11-20%	11-20%	41-50%	21-30%	11-20%	31-40%	11-20%	11-20%
White	99.39	98.96	0-10%	0-10%	11-20%	11-20%	31-40%	21-30%	31-40%	31-40%	11-20%	11-20%
Economically Disadvantaged	99.77	98.69	0-10%	8.74	11-20%	25.97	31-40%	33.3	31-40%	25.29	11-20%	6.69
Non Economically Disadvantaged	99.34	99.07	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%
Students without Disabilities	99.69	99.05	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
Students with Disabilities	98.85	97.28	22.09	21-30%	26.74	31-40%	32.56	21-30%	12.79	0-10%	5.81	0-10%
English Learners	100	98.84	11.76	8.86	8.82	22.18	35.29	30.79	29.41	28.58	14.71	9.59
Non English Learners	99.58	98.8	0-10%	6.72	11-20%	20.86	31-40%	30.51	31-40%	29.91	11-20%	11.99
Foster Care		0		9.89		25.99		32.98	71-80%	25.12	21-30%	6.01
Homeless		97.31		11-20%		31-40%	61-70%	21-30%	31-40%	11-20%		0-10%

Table 127: 2018 St. Martin Upper Elementary School MAAP MATH by Demographic Group

2018 St. Martin Upper Elementary School MAAP-SCI

St. Martin Upper Elementary School 2018 MAAP-SCI by Demographic Group

Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.45	98.74	6.06	13.57	15.43	24.04	38.84	41.68	39.67	20.71
Female	100	99.02	7.83	12.3	16.27	24	40.36	44.07	35.54	19.63
Male	98.99	98.5	0-10%	14.78	11-20%	24.08	31-40%	39.42	41-50%	21.73
Asian	100	99.43	0-10%	9.55	0-10%	9.79	51-60%	35.47	31-40%	45.19
Black or African American	100	98.54	12.33	20.88	32.88	32.28	34.25	37.44	20.55	9.4
Hispanic or Latino	100	98.98	6.67	15.02	26.67	24.63	46.67	41.72	20	18.63
Native American	<5%	96.47		8.42		31.87		43.96	91-100	15.75
Two or More Races	<5%	98.83		8.53		18.79	41-50%	43.68	51-60%	29

St. Martin Upper Elementary School 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
White	99.18	98.98	0-10%	5.34	11-20%	15.01	31-40%	46.65	41-50%	33.01
Economically Disadvantaged	100	98.51	7.66	17.77	18.66	29.26	38.76	39.66	34.93	13.31
Non Economically Disadvantaged	98.72	99.22	0-10%	0-10%	11-20%	11-20%	31-40%	41-50%	41-50%	31-40%
Students without Disabilities	99.69	98.93	0-10%	10.3	11-20%	22.47	41-50%	44.31	41-50%	22.92
Students with Disabilities	97.62	97.45	29.27	36.1	31.71	34.84	21.95	23.58	17.07	5.48
English Learners	100	98.89	12.5	24.52	12.5	30.27	62.5	33.93	12.5	11.28
Non English Learners	99.43	98.74	5.76	13.29	15.56	23.88	37.75	41.88	40.92	20.95
Homeless		96.92		27.8	91-100	31.63		31.2		9.37

Table 128: 2018 St. Martin Upper Elementary School MAAP-SCI by Demographic Group

ENROLLMENT

Numbers of students enrolled at St. Martin Upper Elementary School from 2016-2017 to 2018-2019 are shown in ***Table 129.*** St. Martin Upper Elementary School enrollment decreased in 2018-2019. Over the past three years, demographic ratios have remained steady. ***Table 130*** illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

ST. MARTIN UPPER ELEMENTARY SCHOOL ENROLLMENT BY GRADE			
	2017	2018	2019
ELEM. SPED	14	14	13
Grade 4	344	367	331
Grade 5	343	352	370
Total	**701**	**733**	**714**

Table 129: St. Martin Upper Elementary School Enrollment by Grade

ST. MARTIN UPPER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
	2017		2018		2019	
	#	%	#	%	#	%
Female	327	46.6%	336	45.8%	332	46.5%
Male	374	53.4%	397	54.2%	382	53.5%
Asian	55	7.8%	39	5.3%	*	*
African American	135	19.3%	146	19.9%	143	20.0%
Hispanic or Latino	38	5.4%	31	4.2%	37	5.2%
American Indian or Alaskan Native	*	0.0%	*	0.0%	*	*
White	458	65.3%	490	66.8%	467	65.4%
Two or More Races	10	1.4%	*	0.0%	34	4.8%
Pacific Islander	*	0.0%	*	0.0%	*	*
Total	**701**	**100%**	**733**	**100%**	**714**	**100%**

Table 130: St. Martin Upper Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2018 ST. MARTIN UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2016	2017	2018
ELEM. SPED	7.56	12.58	10.80
GRADE 04	330.68	331.99	344.11
GRADE 05	297.87	327.01	338.87
TOTAL	636.11	671.58	693.78

Table 131: 2016-2018 St. Martin Upper Elementary School Average Daily Attendance

2017 AND 2018 ST. MARTIN UPPER ELEMENTARY SCHOOL CHRONIC ABSENTEE RATE	
2016-2017	
ALL	9.9%
2017-2018	
ALL	17.9%
FEMALE	17.5%
MALE	18.2%
BLACK OR AFRICAN AMERICAN	16.6%
HISPANIC OR LATINO	15.2%
TWO OR MORE RACES	15.4%
WHITE	19.7%
ENGLISH LEARNERS	5.9%
STUDENTS WITH DISABILITIES	23.2%

Table 132: 2017 and 2018 St. Martin Upper Elementary School Chronic Absentee Rate

PERSONNEL

2018 ST. MARTIN UPPER ELEMENTARY FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 42.64	All		High Poverty		Low Poverty	
	#	%	#	%	#	%
EXPERIENCED	39.65	92.97%				
EMERGENCY PROVISIONAL	0	0%				
TEACHING IN FIELD	41.9	98.24%				

Table 133: 2018 St. Martin Upper Elementary School Full-time Equivalent Teachers

DISCIPLINE

2017-2018 ST. MARTIN UPPER ELEMENTARY SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	<5%	<5%	25
Female	<5%			<10
Male	<5%	<5%		23
Asian	<5%			<10
Black or African American	<5%	<5%		12
Hispanic or Latino	<5%	<5%		<10
White	<5%	<5%		10
Students with Disabilities	<5%	7.78		<10
Students without Disabilities	<5%	<5%		17
English Learners		5		<10
Non English Learners	<5%	<5%		24

Table 134: 2017-2018 St. Martin Upper Elementary School MSIS Reported Disciplinary Incidents

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-one (41) faculty and staff members, two hundred thirty-nine (239) parents, and five hundred fourteen (514) students responded to the survey.**

ST. MARTIN UPPER ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	31	75.6%
Agree	9	22.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	28	68.3%
Agree	10	24.4%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.9%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	27	65.9%
Agree	10	24.4%
Disagree	2	4.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.9%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	38	92.7%
Agree	3	7.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	28	68.3%
Agree	12	29.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	27	65.9%
Agree	12	29.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.9%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	29	70.7%
Agree	11	26.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	26	63.4%
Agree	11	26.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.8%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	28	68.3%
Agree	12	29.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	23	56.1%
Agree	17	41.5%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TCI6

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

	Count	Percentage
Strongly Agree	26	63.4%
Agree	12	29.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.3%

Field summary for TCI10

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

	Count	Percentage
Strongly Agree	22	53.7%
Agree	18	43.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field 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	61.0%
Agree	8	19.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	19.5%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	19	46.3%
Utilize technology such as class websites, blogs, and videos	23	56.1%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	23	56.1%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	30	73.2%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	32	78.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	24	58.5%
Use bilingual handouts and cues	7	17.1%
Use visual displays, portable white boards, and posters when giving instructions	27	65.9%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	13	31.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	30	73.2%
Agree	11	26.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	4	9.8%
Agree	22	53.7%
Disagree	9	22.0%
Strongly Disagree	4	9.8%
Not Applicable or No Information	2	4.9%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	21	51.2%
Agree	20	48.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	24	58.5%
Agree	17	41.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	32	78.1%
Agree	9	22.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	58.5%
Agree	14	34.2%
Disagree	2	4.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	19	46.3%
Agree	16	39.0%
Disagree	4	9.8%
Strongly Disagree	1	2.4%
Not Applicable or No Information	1	2.4%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	27	65.9%
Agree	13	31.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	16	39.0%
Agree	20	48.8%
Disagree	3	7.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.9%

Field 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	39.0%
Agree	19	46.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	14.6%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	21	51.2%
Agree	19	46.3%
Disagree	0	0.0%
Strongly Disagree	1	2.4%
Not Applicable or No Information	0	0.0%

Field 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	65.9%
Agree	13	31.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field 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	24	58.5%
Agree	14	34.2%
Disagree	2	4.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	21	51.2%
Agree	18	43.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.9%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	24	58.5%
Agree	16	39.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	16	39.0%
Agree	17	41.5%
Disagree	6	14.6%
Strongly Disagree	1	2.4%
Not Applicable or No Information	1	2.4%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	29	70.7%
Agree	11	26.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from St. Martin Upper Elementary School feel that the school does a good job in engaging all students, collaborating among subject areas, and implementing multiple teaching strategies. One faculty member said, "Our school is working diligently to improve academic performance and attendance. Our school is using great incentives to get kids motivated and engaged." Respondents expressed concerns about student teacher ratio, facility maintenance needs, and a need for more behavioral support. Another faculty member stated, "Our school district needs to make sure we have enough computer technicians to handle this district and its growing technology needs."

ST. MARTIN UPPER ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	124	51.9%
Agree	102	42.7%
Disagree	5	2.1%
Strongly Disagree	1	0.4%
Not Applicable or No Information	7	2.9%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	75	31.4%
Agree	65	27.2%
Disagree	7	2.9%
Strongly Disagree	3	1.3%
Not Applicable or No Information	89	37.2%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	146	61.1%
Agree	73	30.5%
Disagree	2	0.8%
Strongly Disagree	4	1.7%
Not Applicable or No Information	14	5.9%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	149	62.3%
Agree	73	30.5%
Disagree	9	3.8%
Strongly Disagree	1	0.4%
Not Applicable or No Information	7	2.9%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	82	34.3%
Agree	95	39.8%
Disagree	5	2.1%
Strongly Disagree	3	1.3%
Not Applicable or No Information	54	22.6%

Field 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	73	30.5%
Supporting college and career counseling	67	28.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	141	59.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	63	26.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	73	30.5%

Field 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	72	30.1%
Providing school-based mental health services and counseling	99	41.4%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	39	16.3%

Field 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:		
Establishing or improving dropout prevention	48	20.1%
Supporting re-entry programs and transition services for Justice-involved youth	31	13.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	100	41.8%
Implementing systems and practices to prevent bullying and harassment	126	52.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	91	38.1%
Establishing community partnerships	43	18.0%

Field 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	132	55.2%
Building technological capacity and infrastructure	54	22.6%
Carrying out innovative blended learning projects	65	27.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	79	33.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies & assistive technology	91	38.1%

Field summary for PFP22		
I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	46	19.2%
Computer Classes	69	28.9%
Conflict Resolution	87	36.4%
Discipline	68	28.5%
Drug/Alcohol Awareness	73	30.5%
English as a Second Language	25	10.5%
Health Classes	57	23.8%
Literacy Classes	40	16.7%
Math Classes	68	28.5%
Parent-to-School Relationships	62	25.9%
Parent/Child Communication	90	37.7%
Preparing for College	97	40.6%
Parenting Workshops	46	19.2%
Social Media Classes	36	15.1%
Stress/Anger Management	101	42.3%
Understanding College- and Career-Ready Standards	84	35.1%
Other { Parents of special needs: how to help prepare for the future, preventing bullying, bus safety/rules, financial literacy, coping with divorce,]	11	4.6%

Field 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	81	33.9%
Parental advisory committees	14	5.9%
PTO/PTA meetings and activities	16	6.7%
Ways to help at the classroom level	86	36.0%
Other ways to get involved in my school (district)	42	17.6%

Field summary for JCPFP24

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

	Count	Percentage
Completely likely	68	28.5%
Very likely	84	35.2%
Moderately likely	65	27.2%
Slightly likely	17	7.1%
Not at all likely	5	2.1%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	105	43.9%
Agree	107	44.8%
Disagree	12	5.0%
Strongly Disagree	5	2.1%
Not Applicable or No Information	10	4.2%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	106	44.4%
Agree	112	46.9%
Disagree	11	4.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	4.2%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	95	39.8%
Agree	128	53.6%
Disagree	9	3.8%
Strongly Disagree	4	1.7%
Not Applicable or No Information	3	1.3%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	114	47.7%
Agree	105	43.9%
Disagree	8	3.4%
Strongly Disagree	2	0.8%
Not Applicable or No Information	10	4.2%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	79	33.1%
Agree	122	51.1%
Disagree	20	8.4%
Strongly Disagree	11	4.6%
Not Applicable or No Information	7	2.9%

Field 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	83	34.7%
Agree	118	49.4%
Disagree	16	6.7%
Strongly Disagree	4	1.7%
Not Applicable or No Information	18	7.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	98	41.0%
Agree	113	47.3%
Disagree	18	7.5%
Strongly Disagree	8	3.4%
Not Applicable or No Information	2	0.8%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	90	37.7%
Agree	120	50.2%
Disagree	14	5.9%
Strongly Disagree	5	2.1%
Not Applicable or No Information	10	4.2%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	101	42.3%
Agree	119	49.8%
Disagree	12	5.0%
Strongly Disagree	6	2.5%
Not Applicable or No Information	1	0.4%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	93	38.9%
Agree	116	48.5%
Disagree	20	8.4%
Strongly Disagree	5	2.1%
Not Applicable or No Information	5	2.1%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	86	36.0%
Agree	118	49.4%
Disagree	23	9.6%
Strongly Disagree	4	1.7%
Not Applicable or No Information	8	3.4%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	115	48.1%
Agree	107	44.8%
Disagree	13	5.4%
Strongly Disagree	2	0.8%
Not Applicable or No Information	2	0.8%

Field summary for CFC241

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

	Count	Percentage
Strongly Agree	66	27.6%
Agree	123	51.5%
Disagree	25	10.5%
Strongly Disagree	8	3.4%
Not Applicable or No Information	17	7.1%

Field summary for PFC79		
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	64	26.8%
Agree	133	55.7%
Disagree	30	12.6%
Strongly Disagree	6	2.5%
Not Applicable or No Information	6	2.5%

Field summary for PFC84		
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	81	33.9%
Agree	109	45.6%
Disagree	37	15.5%
Strongly Disagree	9	3.8%
Not Applicable or No Information	3	1.3%

Field summary for PFC87		
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	73	30.5%
Agree	107	44.8%
Disagree	16	6.7%
Strongly Disagree	5	2.1%
Not Applicable or No Information	38	15.9%

Field summary for PFC91		
In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	110	46.0%
Checked my child's grades/assignments online	133	55.6%
Been in contact with my child's teacher	193	80.8%
Received a newsletter from the district, school, or teacher	168	70.3%
Worked with a committee or group on school or district policies	9	3.8%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	62	25.9%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	154	64.4%
Volunteered at my child's school	45	18.8%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	76	31.8%
Agree	135	56.5%
Disagree	9	3.8%
Strongly Disagree	3	1.3%
Not Applicable or No Information	16	6.7%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	75	31.4%
Agree	126	52.7%
Disagree	15	6.3%
Strongly Disagree	3	1.3%
Not Applicable or No Information	20	8.4%

Field 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	78	32.6%
Agree	134	56.1%
Disagree	4	1.7%
Strongly Disagree	3	1.3%
Not Applicable or No Information	20	8.4%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	67	28.0%
Agree	108	45.2%
Disagree	21	8.8%
Strongly Disagree	11	4.6%
Not Applicable or No Information	32	13.4%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	108	45.2%
Agree	112	46.9%
Disagree	9	3.8%
Strongly Disagree	3	1.3%
Not Applicable or No Information	7	2.9%

Field 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	80	33.5%
Agree	105	43.9%
Disagree	8	3.4%
Strongly Disagree	4	1.7%
Not Applicable or No Information	42	17.6%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	111	46.4%
Agree	113	47.3%
Disagree	8	3.4%
Strongly Disagree	4	1.7%
Not Applicable or No Information	3	1.3%

Field 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	94	39.3%
Agree	99	41.4%
Disagree	9	3.8%
Strongly Disagree	4	1.7%
Not Applicable or No Information	33	13.8%

Field 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	86	36.0%
Agree	131	54.8%
Disagree	9	3.8%
Strongly Disagree	2	0.8%
Not Applicable or No Information	11	4.6%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	93	38.9%
Agree	114	47.7%
Disagree	12	5.0%
Strongly Disagree	7	2.9%
Not Applicable or No Information	13	5.4%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	99	41.4%
Agree	113	47.3%
Disagree	12	5.0%
Strongly Disagree	4	1.7%
Not Applicable or No Information	11	4.6%

Field summary for PSC131		
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	97	40.6%
Agree	108	45.2%
Disagree	13	5.4%
Strongly Disagree	2	0.8%
Not Applicable or No Information	19	8.0%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents of students from St. Martin Upper Elementary School feel that the school does a good job in encouraging students to learn, providing a safe learning environment, and communicating with parents. One parent said, "The administrative team at St. Martin Upper is fantastic. They go above and beyond to be sure every child has everything they need and more. They are very passionate in caring for students. The students have much respect for the principal and vice principal. They also provide a parent-school partnership." Respondents expressed concerns about tutoring needs and facility maintenance issues, and desire more parent activities within the school. Another parent stated, "Our school needs to focus on the safety of our students by installing doors that can only be opened with a magnetic ID card from the outside or some way that parents/visitors have to be buzzed in to be allowed on campus. Student safety should always be our top priority. It is too easy for visitors to enter onto our campuses."

ST. MARTIN UPPER ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	326	63.4%
Agree	167	32.5%
Disagree	6	1.2%
Strongly Disagree	4	0.8%
Not Applicable or No Information	11	2.1%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	139	27.0%
Agree	152	29.6%
Disagree	12	2.3%
Strongly Disagree	4	0.8%
Not Applicable or No Information	207	40.3%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	268	52.1%
Agree	178	34.6%
Disagree	25	4.9%
Strongly Disagree	12	2.3%
Not Applicable or No Information	31	6.0%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	163	31.7%
Agree	151	29.4%
Disagree	84	16.3%
Strongly Disagree	60	11.7%
Not Applicable or No Information	56	10.9%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	232	45.1%
Agree	176	34.2%
Disagree	18	3.5%
Strongly Disagree	7	1.4%
Not Applicable or No Information	81	15.8%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	312	60.7%
Agree	167	32.5%
Disagree	16	3.1%
Strongly Disagree	9	1.8%
Not Applicable or No Information	**10**	2.0%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	283	55.1%
Agree	209	40.7%
Disagree	11	2.1%
Strongly Disagree	6	1.2%
Not Applicable or No Information	5	1.0%

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	220	42.8%
Agree	235	45.7%
Disagree	26	5.1%
Strongly Disagree	12	2.3%
Not Applicable or No Information	21	4.1%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	399	77.6%
Agree	100	19.5%
Disagree	6	1.2%
Strongly Disagree	2	0.4%
Not Applicable or No Information	7	1.4%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	249	48.4%
Agree	213	41.4%
Disagree	25	4.9%
Strongly Disagree	10	2.0%
Not Applicable or No Information	17	3.3%

Field summary for SCI144		
My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	376	73.2%
Agree	127	24.7%
Disagree	6	1.2%
Strongly Disagree	3	0.6%
Not Applicable or No Information	2	0.4%

Field summary for SCI162		
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	311	60.5%
Agree	129	25.1%
Disagree	26	5.1%
Strongly Disagree	22	4.3%
Not Applicable or No Information	26	5.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39		
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	227	44.2%
Agree	202	39.3%
Disagree	24	4.7%
Strongly Disagree	6	1.2%
Not Applicable or No Information	55	10.7%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	251	48.8%
Agree	191	37.2%
Disagree	35	6.8%
Strongly Disagree	11	2.1%
Not Applicable or No Information	26	5.1%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	239	46.5%
Agree	179	34.8%
Disagree	19	3.7%
Strongly Disagree	9	1.8%
Not Applicable or No Information	68	13.2%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	162	31.5%
Agree	206	40.1%
Disagree	40	7.8%
Strongly Disagree	12	2.3%
Not Applicable or No Information	94	18.3%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	272	52.9%
Agree	136	26.5%
Disagree	32	6.2%
Strongly Disagree	28	5.5%
Not Applicable or No Information	46	9.0%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	166	32.3%
Agree	151	29.4%
Disagree	63	12.3%
Strongly Disagree	19	3.7%
Not Applicable or No Information	115	22.4%

Field summary for SACS2		
There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	150	29.2%
Agree	171	33.3%
Disagree	59	11.5%
Strongly Disagree	22	4.3%
Not Applicable or No Information	112	21.8%

Field 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	284	55.3%
Agree	197	38.3%
Disagree	13	2.5%
Strongly Disagree	5	1.0%
Not Applicable or No Information	15	2.9%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	271	52.7%
Agree	157	30.5%
Disagree	32	6.2%
Strongly Disagree	11	2.1%
Not Applicable or No Information	43	8.4%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	184	35.8%
Agree	182	35.4%
Disagree	15	2.9%
Strongly Disagree	7	1.4%
Not Applicable or No Information	126	24.5%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	342	66.5%
Agree	138	26.9%
Disagree	9	1.8%
Strongly Disagree	11	2.1%
Not Applicable or No Information	14	2.7%

Field 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	265	51.6%
Agree	112	21.8%
Disagree	9	1.8%
Strongly Disagree	9	1.8%
Not Applicable or No Information	119	23.2%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	181	35.2%
Agree	224	43.6%
Disagree	49	9.5%
Strongly Disagree	24	4.7%
Not Applicable or No Information	36	7.0%

Field 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	225	43.8%
Agree	137	26.7%
Disagree	62	12.1%
Strongly Disagree	43	8.4%
Not Applicable or No Information	47	9.1%

Field 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	326	63.4%
Agree	163	31.7%
Disagree	15	2.9%
Strongly Disagree	6	1.2%
Not Applicable or No Information	4	0.8%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	221	43.0%
Agree	199	38.7%
Disagree	28	5.5%
Strongly Disagree	22	4.3%
Not Applicable or No Information	44	8.6%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	237	46.1%
Agree	190	37.0%
Disagree	31	6.0%
Strongly Disagree	15	2.9%
Not Applicable or No Information	41	8.0%

Field summary for SSC156		
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	297	57.8%
Agree	191	37.2%
Disagree	11	2.1%
Strongly Disagree	9	1.8%
Not Applicable or No Information	6	1.2%

Field summary for SSC157		
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	245	47.7%
Agree	188	36.6%
Disagree	54	10.5%
Strongly Disagree	8	1.6%
Not Applicable or No Information	19	3.7%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	270	52.5%
Agree	174	33.9%
Disagree	30	5.8%
Strongly Disagree	12	2.3%
Not Applicable or No Information	28	5.5%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Students from St. Martin Upper Elementary School feel that the school does a good job in teaching core subjects, keeping students safe, and celebrating student success. One student said, "Our school keeps us safe and prepares us for the real world by teaching us in all different subjects." Respondents want more safety measures in the school, see a need for better facility maintenance, and would like more technology in the classroom.

SECTION 14

St. Martin Middle School

INTRODUCTION

St. Martin Middle School is located at 10800 Yellowjacket Boulevard in Ocean Springs, Mississippi. In 2018-2019, it housed one thousand twenty-nine (1,029) 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 received a PREPS Value Added award for Algebra I in 2018. This award is for performing significantly better than other schools with comparable socioeconomic circumstances.

ACCOUNTABILITY

2016 ACCOUNTABILITY

2016 St. Martin Middle School Accountability			
Grade: **B** Total Points: 411	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Points possible*	**42.1%** *100*	**39.9%** *100*	**70.5%** *100*
GROWTH ALL STUDENTS *Points possible*	**72.4%** *100*	**62.5%** *100*	**Participation Rate**
GROWTH LOW 25% *Points possible*	**67.6%** *100*	**56.3%** *100*	**99.5%**

Figure 86: 2016 St. Martin Middle School Accountability

2017 ACCOUNTABILITY

2017 St. Martin Middle School Accountability			
2017 Official Accountability Rating: **B**; 2016 Accountability Rating: **B**; Former Baseline Grade: **B**; New Baseline Grade: **B**			
Grade: **B** Total Points: 385	**Reading**	**Mathematics**	**Science**
PROFICIENCY Points possible	**44.0%** 100	**44.5%** 100	**80.0%** 100
GROWTH ALL STUDENTS Points possible	**61.3%** 100	**55.8%** 100	**Participation Rate**
GROWTH LOW 25% Points possible	**54.0%** 100	**45.6%** 100	**99.0%**

Figure 87: 2017 St. Martin Middle School Accountability

2018 ACCOUNTABILITY

2018 St. Martin Middle School Accountability			
2018 Accountability Rating: **B**; 2018 Accountability Rating With EL: **C**; Total Points: 391; Total Points with EL: 371			
Grade: B	**Reading**	**Mathematics**	**Science**
PROFICIENCY	**46.5%**	**49.8%**	**79.6%**
Possible points 2018/2019:	*100/95*	*100/95*	*100/95*
GROWTH ALL STUDENTS	**59.3%**	**61.2%**	**EL Progress**
Possible points 2018/2019:	*100/95*	*100/95*	
GROWTH LOW 25%	**57.5%**	**36.9%**	**44.0%**
Possible points 2018/2019:	*100/95*	*100/95*	*NA/35*

Figure 88: 2018 St. Martin Middle School Accountability

2018 St. Martin Middle School ELA Accountability Demographics

St. Martin Middle School 2018 ELA Accountability by Demographic Group						
Subgroup	**ELA Level 1**	**ELA Level 2**	**ELA Level 3**	**ELA Level 4**	**ELA Level 5**	**ELA Participation**
All	0-10%	11-20%	31-40%	31-40%	11-20%	99.7%
Female	0-10%	11-20%	31-40%	31-40%	11-20%	99.8%
Male	6.4%	20.4%	34.4%	30.3%	8.5%	99.6%
Alaskan Native or Native American		41-50%	11-20%	11-20%	11-20%	<5%
Asian	0-10%	11-20%	21-30%	31-40%	21-30%	100%
Black or African American	0-10%	21-30%	41-50%	21-30%	0-10%	99.5%
Hispanic or Latino	11.3%	13.2%	43.4%	26.4%	5.7%	100%
Native Hawaiian or Pacific Islander			91-100%			<5%
Two or More Races			46.2%	46.2%	7.7%	100%
White	0-10%	11-20%	31-40%	31-40%	11-20%	99.7%
Economically Disadvantaged	6.4%	20.0%	38.8%	27.5%	7.3%	99.6%
Non Economically Disadvantaged	0-10%	11-20%	21-30%	41-50%	11-20%	99.8%

St. Martin Middle School 2018 ELA Accountability by Demographic Group						
Subgroup	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	ELA Level 5	ELA Participation
Students with Disabilities	21-30%	41-50%	21-30%	0-10%	0-10%	99.2%
Students without Disabilities	0-10%	11-20%	31-40%	31-40%	11-20%	99.8%
English Learners	10.5%	28.4%	31.3%	22.4%	7.5%	100%
Non English Learners	0-10%	11-20%	31-40%	31-40%	11-20%	99.7%
Homeless	41-50%			41-50%		
Migrant			91-100%			<5%
Foster Care	21-30%			41-50%	21-30%	

Table 135: St. Martin Middle School 2018 ELA Accountability by Demographic Group

2018 St. Martin Middle School Math Accountability Demographics

St. Martin Middle School 2018 Math Accountability by Demographic Group						
Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All	7.2%	18.4%	26.2%	33.8%	14.4%	99.6%
Female	6.1%	16.0%	27.0%	33.3%	17.5%	99.6%
Male	8.1%	20.6%	25.5%	34.2%	11.5%	99.6%
Alaskan Native or Native American	31-40%	11-20%	11-20%	31-40%		<5%
Asian	5.3%	6.3%	19.0%	42.1%	27.4%	100%
Black or African American	13.3%	30.8%	26.2%	23.6%	6.2%	99.0%
Hispanic or Latino	7.6%	17.0%	43.4%	22.6%	9.4%	100%
Native Hawaiian or Pacific Islander			91-100%			<5%
Two or More Races		15.4%	46.2%	38.5%		100%
White	5.5%	16.7%	25.5%	36.6%	15.8%	99.7%
Economically Disadvantaged	10.5%	22.3%	28.7%	30.0%	8.6%	99.6%
Non Economically Disadvantaged	0-10%	11-20%	21-30%	31-40%	21-30%	99.6%
Students with Disabilities	31-40%	41-50%	11-20%	0-10%	0-10%	99.2%
Students without Disabilities	0-10%	11-20%	21-30%	31-40%	11-20%	99.7%
English Learners	10.5%	19.4%	28.4%	31.3%	10.5%	100%
Non English Learners	6.9%	18.4%	26.1%	34.0%	14.6%	99.6%
Homeless		41-50%			41-50%	
Migrant					91-100%	<5%
Foster Care		41-50%		41-50%		

Table 136: St. Martin Middle School 2018 Math Accountability by Demographic Group

2018 St. Martin Middle School Science Accountability Demographics

St. Martin Middle School 2018 Science Accountability by Demographic Group					
Subgroup	Science Level 1	Science Level 2	Science Level 3	Science Level 4	Science Participation
All	99.6%	0-10%	11-20%	41-50%	31-40%
Female	99.6%	0-10%	11-20%	41-50%	31-40%
Male	99.6%	7.1%	15.9%	43.4%	33.5%
Alaskan Native or Native American	<5%		91-100%		
Asian	100%		21.4%	42.9%	35.7%
Black or African American	99.0%	13.1%	27.9%	39.3%	19.7%
Hispanic or Latino	100%		14.3%	78.6%	7.1%
Native Hawaiian or Pacific Islander	<5%				
Two or More Races	100%			91-100%	
White	99.7%	0-10%	11-20%	41-50%	31-40%
Economically Disadvantaged	99.6%	6.3%	21.3%	48.3%	24.1%
Non Economically Disadvantaged	99.6%	0-10%	0-10%	41-50%	41-50%
Students with Disabilities	99.2%	16.7%	47.2%	27.8%	8.3%
Students without Disabilities	99.7%	0-10%	11-20%	41-50%	31-40%
English Learners	100%	6.3%	37.5%	37.5%	18.8%
Non English Learners	99.6%	0-10%	11-20%	41-50%	31-40%
Migrant	<5%				91-100%
Foster Care				41-50%	41-50%

Table 137: St. Martin Middle School 2018 Science Accountability by Demographic Group

2018 ST. MARTIN MIDDLE SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

St. Martin Middle School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	49.8%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	53.6%				56.9%	44.8%
Male	46.5%				53.7%	41.5%
Black or African American	31.8%	35.0%	52.5%	70.0%	34.9%	28.6%
White	53.1%	53.5%	61.7%	70.0%	58.0%	57.9%
Asian	75.0%	68.9%	69.4%	70.0%	72.7%	76.9%
Hispanic or Latino	34.9%	45.3%	57.6%	70.0%	43.8%	46.2%
Two or More Races	40.0%	47.5%	58.7%	70.0%	47.5%	48.7%
Economically Disadvantaged	39.4%	38.7%	54.4%	70.0%	44.3%	33.3%
Non Economically Disadvantaged	61.6%				65.3%	64.8%
Students with Disabilities	6.8%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	55.1%				60.6%	47.0%
English Learners	29.0%	38.6%	54.3%	70.0%	31.2%	31.2%

St. Martin Middle School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
ELA						
All	46.5%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	53.5%				58.3%	43.9%
Male	40.3%				48.5%	35.8%
Black or African American	26.1%				34.9%	25.8%
White	51.3%	55.0%	62.5%	70.0%	55.3%	54.6%
Asian	60.7%	61.8%	65.9%	70.0%	64.8%	65.3%
Hispanic or Latino	32.6%	42.2%	56.1%	70.0%	48.6%	36.7%
Two or More Races	70.0%	48.2%	59.1%	70.0%	69.5%	47.4%
Economically Disadvantaged	35.7%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	58.8%				62.1%	60.3%
Students with Disabilities	10.7%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	50.9%				58.2%	43.4%
English Learners	6.5%	32.4%	51.2%	70.0%	19.7%	18.2%

Table 138: 2018 St. Martin Middle School Accountability Progress Toward Goals

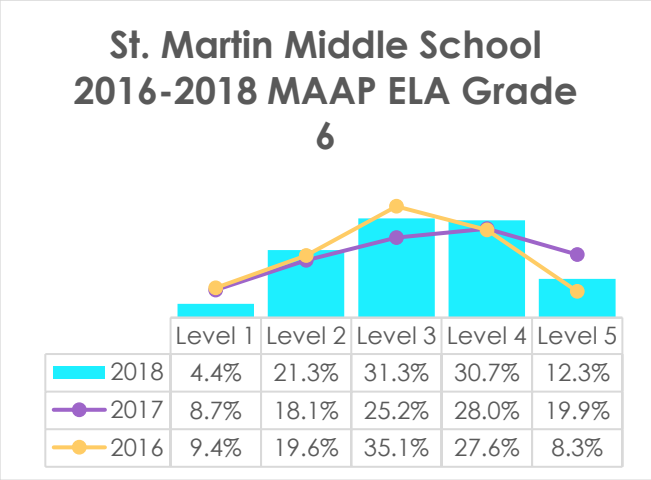
2018 ST. MARTIN MIDDLE SCHOOL TARGETED SUPPORT AND IMPROVEMENT

St. Martin Middle School received a designation of ***Additional Targeted Support and Improvement*** for 2018 because scores for students with disabilities have fallen in the lowest 5% of statewide Title I schools for three consecutive years. St. Martin Middle will be implementing a TSI plan utilizing ***evidence-based interventions*** to raise scores for the targeted group. The designation will be re-evaluated annually based on the latest three-year data.

ASSESSMENT

ST. MARTIN MIDDLE SCHOOL MAAP

St. Martin Middle School MAAP ELA



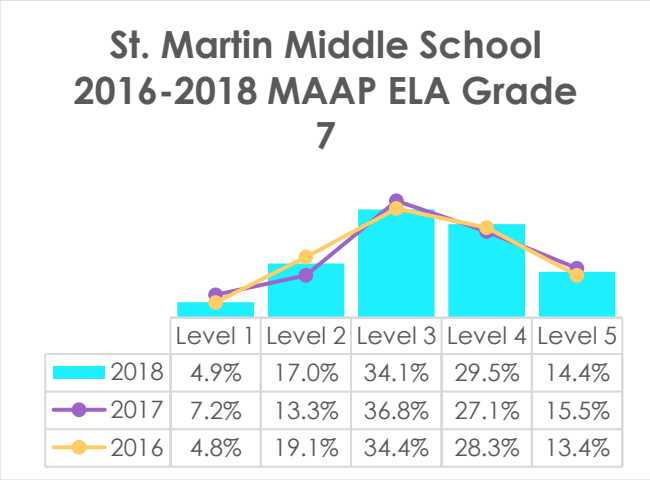
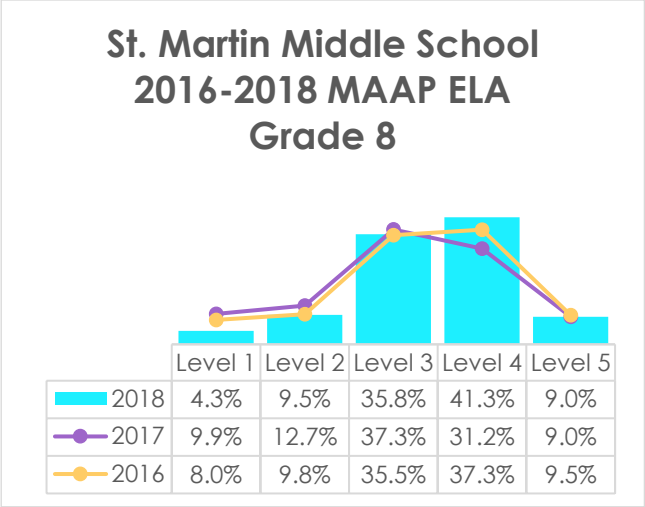
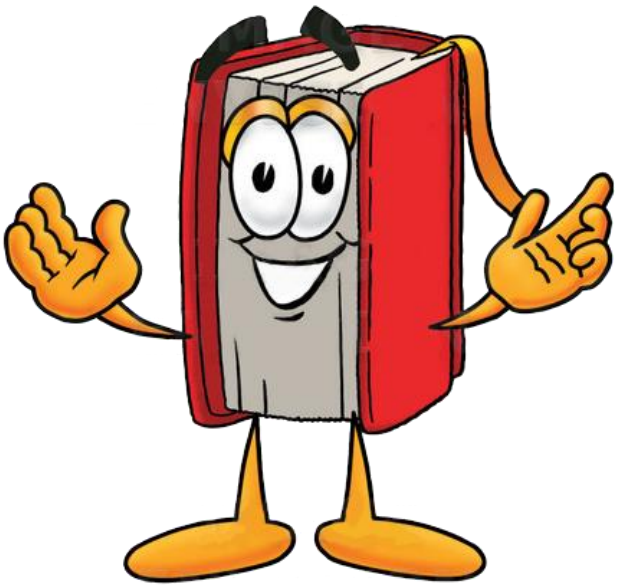


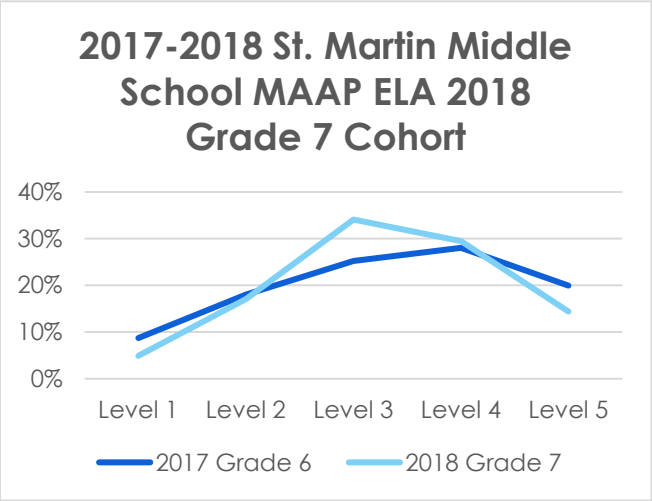
Figure 89: 2016-2018 St. Martin Middle School MAAP ELA Grades 6 and 7



	Level 1	Level 2	Level 3	Level 4	Level 5
2018	4.3%	9.5%	35.8%	41.3%	9.0%
2017	9.9%	12.7%	37.3%	31.2%	9.0%
2016	8.0%	9.8%	35.5%	37.3%	9.5%

Figure 90: 2016-2018 St. Martin Middle School MAAP ELA Grade 8





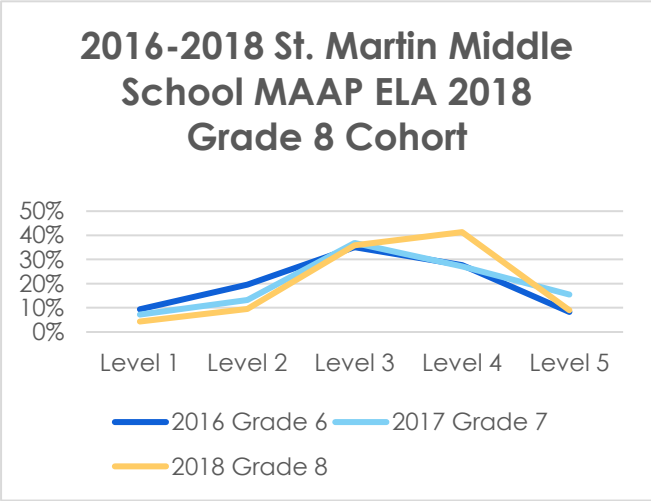
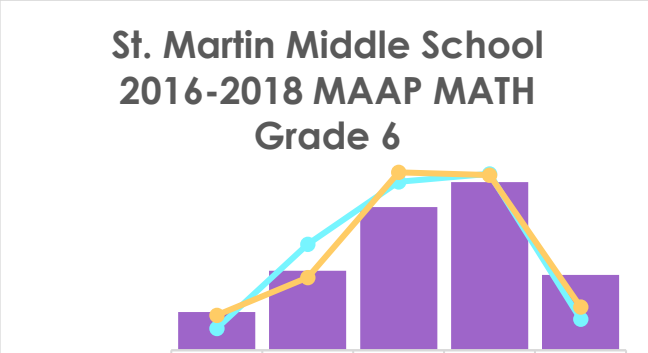
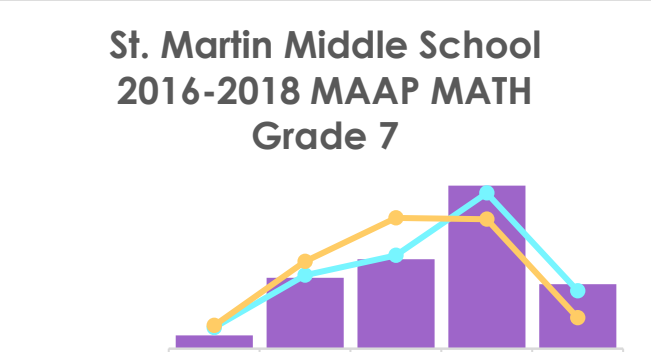


Figure 91: 2016-2018 St. Martin Middle School MAAP ELA 2018 Grade 7 and Grade 8 Cohorts

St. Martin Middle School MAAP MATH

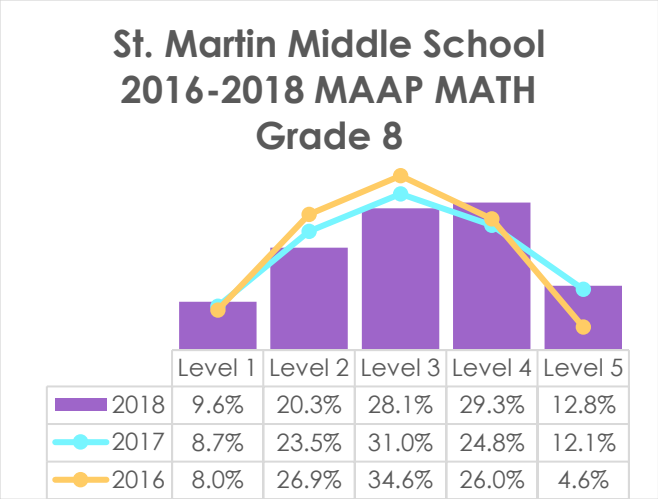


	Level 1	Level 2	Level 3	Level 4	Level 5
2018	7.6%	15.8%	28.4%	33.3%	14.9%
2017	4.3%	21.1%	33.4%	35.0%	6.2%
2016	6.9%	14.4%	35.3%	34.7%	8.6%



	Level 1	Level 2	Level 3	Level 4	Level 5
2018	3.3%	17.7%	22.3%	40.7%	16.1%
2017	5.3%	18.3%	23.3%	38.8%	14.4%
2016	5.8%	21.7%	32.6%	32.3%	7.7%

Figure 92: 2016-2018 St. Martin Middle School MAAP MATH Grades 6 and 7



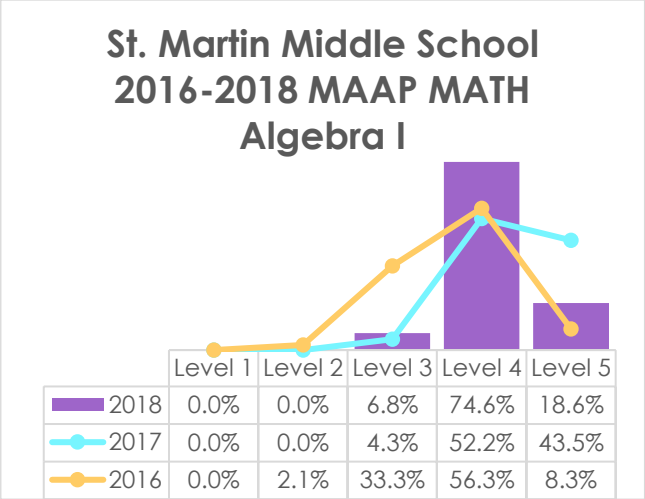
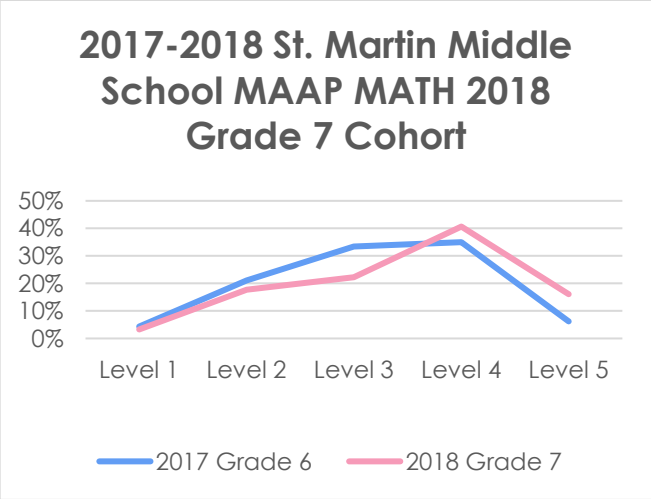


Figure 93: 2016-2018 St. Martin Middle School MAAP MATH Grade 8 and Algebra I



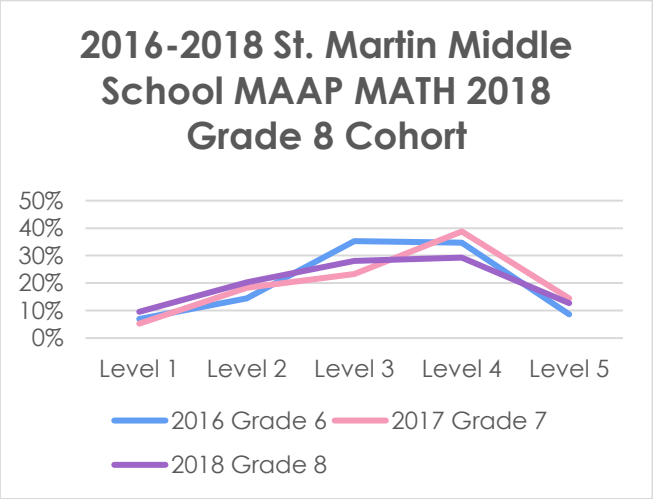


Figure 94: 2016-2018 St. Martin Middle School MAAP MATH 2018 Grade 7 and Grade 8 Cohorts

St. Martin Middle School MAAP-SCI

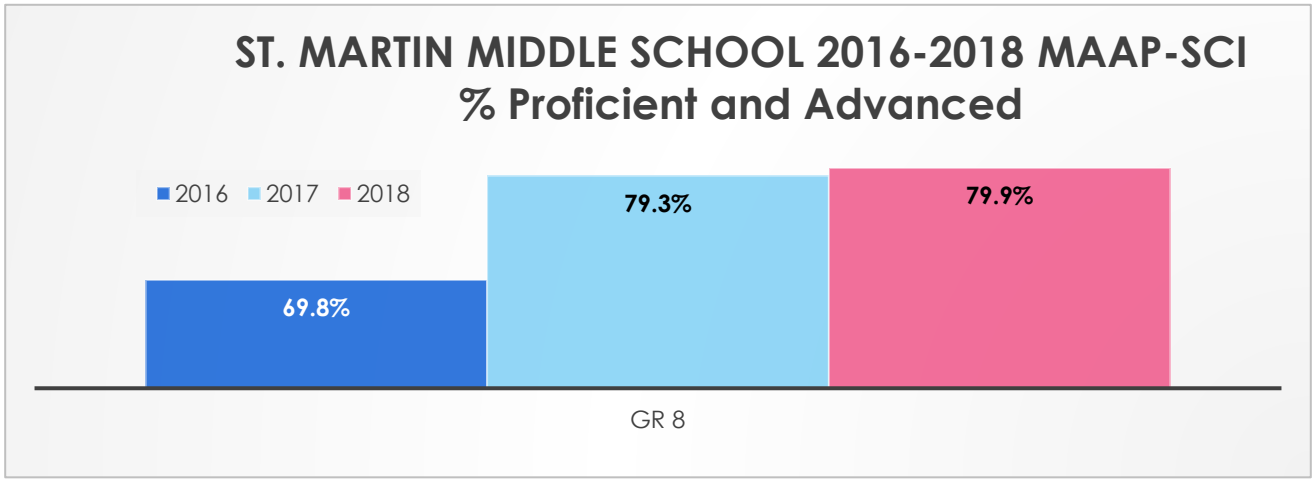


Figure 95: 2016-2018 St. Martin Middle School MAAP-SCI % Proficient and Advanced

2018 ST. MARTIN MIDDLE SCHOOL MAAP DEMOGRAPHICS

2018 St. Martin Middle School MAAP ELA

St. Martin Middle School 2018 MAAP ELA by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.7	99.04	0-10%	7.44	11-20%	20.44	31-40%	33.68	31-40%	29.03	11-20%	9.41
Female	99.79	99.27	0-10%	5.1	11-20%	17.74	31-40%	34.33	31-40%	31.82	11-20%	11
Male	99.62	98.85	6.43	9.67	20.42	23.01	34.4	33.05	30.25	26.37	8.51	7.89
Asian	100	99.36	0-10%	6.82	11-20%	10.64	21-30%	20.63	31-40%	37.33	21-30%	24.59
Black or African American	99.49	98.97	0-10%	11-20%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%	0-10%	0-10%
Hispanic or Latino	100	98.98	11.32	9.08	13.21	20.85	43.4	35.13	26.42	27.45	5.66	7.48
Native American	<5%	98.86		5.11	41-50%	20.59	11-20%	37.07	11-20%	30.15	11-20%	7.08
Pacific Islander	<5%	98.72		8.44		12.99	91-100	27.27		35.06		16.23
Two or More Races	100	98.55		5.4		15.48	46.15	32.64	46.15	36.49	7.69	9.99
White	99.69	99.18	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
Economically Disadvantaged	99.63	98.91	6.37	9.63	20.04	25.29	38.76	36.13	27.53	23.84	7.3	5.11
Non Economically Disadvantaged	99.79	99.33	0-10%	0-10%	11-20%	0-10%	21-30%	21-30%	41-50%	41-50%	11-20%	11-20%
Students without Disabilities	99.78	99.29	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
Students with Disabilities	99.17	97.44	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%	0-10%	0-10%	0-10%	0-10%
English Learners	100	99.03	10.45	11-20%	28.36	21-30%	31.34	31-40%	22.39	21-30%	7.46	0-10%
Non English Learners	99.68	99.05	0-10%	7.22	11-20%	20.26	31-40%	33.65	31-40%	29.28	11-20%	9.58
Foster Care		0	21-30%	0-10%		21-30%		31-40%	41-50%	21-30%	21-30%	0-10%
Homeless		97.76	41-50%	11-20%		31-40%		31-40%	41-50%	11-20%		0-10%
Migrant	<5%	97.41		11-20%		21-30%	91-100	21-30%		21-30%		0-10%

Table 139: 2018 St. Martin Middle School MAAP ELA by Demographic Group

2018 St. Martin Middle School MAAP MATH

St. Martin Middle School 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.6	98.81	7.18	6.79	18.44	20.9	26.22	30.52	33.8	29.87	14.36	11.92
Female	99.58	99.09	6.12	5.45	16.03	19.36	27	31.3	33.33	31.67	17.51	12.23

St. Martin Middle School 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Male	99.62	98.56	8.13	8.06	20.6	22.36	25.52	29.79	34.22	28.17	11.53	11.62
Asian	100	99.15	5.26	0-10%	6.32	0-10%	18.95	11-20%	42.11	31-40%	27.37	41-50%
Black or African American	98.98	98.72	13.33	0-10%	30.77	21-30%	26.15	31-40%	23.59	21-30%	6.15	0-10%
Hispanic or Latino	100	98.57	7.55	6.37	16.98	18.38	43.4	30.46	22.64	33.03	9.43	11.77
Native American	<5%	97.91	31-40%	0-10%	11-20%	11-20%	11-20%	31-40%	31-40%	31-40%		11-20%
Pacific Islander	<5%	98.72		5.84		12.99	91-100	24.68		31.17		25.32
Two or More Races	100	98.52		0-10%	15.38	11-20%	46.15	21-30%	38.46	31-40%		11-20%
White	99.69	98.96	5.47	0-10%	16.72	11-20%	25.47	21-30%	36.56	31-40%	15.78	11-20%
Economically Disadvantaged	99.63	98.69	10.49	8.74	22.28	25.97	28.65	33.3	29.96	25.29	8.61	6.69
Non Economically Disadvantaged	99.58	99.07	0-10%	0-10%	11-20%	0-10%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%
Students without Disabilities	99.66	99.05	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	31-40%	31-40%	11-20%	11-20%
Students with Disabilities	99.17	97.28	31-40%	21-30%	41-50%	31-40%	11-20%	21-30%	0-10%	0-10%	0-10%	0-10%
English Learners	100	98.84	10.45	8.86	19.4	22.18	28.36	30.79	31.34	28.58	10.45	9.59
Non English Learners	99.58	98.8	6.94	6.72	18.38	20.86	26.07	30.51	33.97	29.91	14.64	11.99
Foster Care		0		9.89	41-50%	25.99		32.98	41-50%	25.12		6.01
Homeless		97.31		11-20%	41-50%	31-40%		21-30%		11-20%	41-50%	0-10%
Migrant	<5%	96.58		11.5		32.74		22.12		23.01	91-100	10.62

Table 140: 2018 St. Martin Middle School MAAP MATH by Demographic Group

2018 St. Martin Middle School MAAP-SCI

St. Martin Middle School 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	98.87	98.74	0-10%	13.57	11-20%	24.04	41-50%	41.68	31-40%	20.71
Female	98.8	99.02	0-10%	12.3	11-20%	24	41-50%	44.07	31-40%	19.63
Male	98.91	98.5	7.14	14.78	15.93	24.08	43.41	39.42	33.52	21.73
Asian	100	99.43		9.55	21.43	9.79	42.86	35.47	35.71	45.19
Black or African American	98.39	98.54	13.11	20.88	27.87	32.28	39.34	37.44	19.67	9.4
Hispanic or Latino	100	98.98		15.02	14.29	24.63	78.57	41.72	7.14	18.63
Native American	<5%	96.47		8.42	91-100	31.87		43.96		15.75
Two or More Races	<5%	98.83		8.53		18.79	91-100	43.68		29

St. Martin Middle School 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
White	98.77	98.98	0-10%	5.34	11-20%	15.01	41-50%	46.65	31-40%	33.01
Economically Disadvantaged	99.43	98.51	6.32	17.77	21.26	29.26	48.28	39.66	24.14	13.31
Non Economically Disadvantaged	98.31	99.22	0-10%	0-10%	0-10%	11-20%	41-50%	41-50%	41-50%	31-40%
Students without Disabilities	98.74	98.93	0-10%	10.3	11-20%	22.47	41-50%	44.31	31-40%	22.92
Students with Disabilities	100	97.45	16.67	36.1	47.22	34.84	27.78	23.58	8.33	5.48
English Learners	100	98.89	6.25	24.52	37.5	30.27	37.5	33.93	18.75	11.28
Non English Learners	98.81	98.74	0-10%	13.29	11-20%	23.88	41-50%	41.88	31-40%	20.95
Foster Care		0		13.77		26.49	41-50%	45.71	41-50%	14.03
Migrant	<5%	94.44		31.37		25.49		27.45	91-100	15.69

Table 141: 2018 St. Martin Middle School MAAP-SCI by Demographic Group

ENROLLMENT

Numbers of students enrolled at St. Martin Middle School from 2016-2017 to 2018-2019 are shown in *Table 142*. St. Martin Middle School enrollment increased in 2018-2019. Over the past three years, demographic ratios have remained steady. *Table 143* illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

ST. MARTIN MIDDLE SCHOOL ENROLLMENT BY GRADE			
	2017	2018	2019
ELEM. SPED	*	*	*
Grade 6	316	335	356
Grade 7	363	300	349
Grade 8	322	351	313
SEC. SPED	*	*	*
Total	**1011**	**1000**	**1029**

Table 142: St. Martin Middle School Enrollment by Grade

ST. MARTIN MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
	2017		2018		2019	
	#	%	#	%	#	%
Female	463	45.8%	467	46.7%	483	46.9%
Male	548	54.2%	533	53.3%	546	53.1%
Asian	83	8.2%	89	8.9%	90	8.8%
African American	197	19.5%	196	19.6%	225	21.9%
Hispanic or Latino	40	4.0%	45	4.5%	53	5.2%
American Indian or Alaskan Native	*	0.0%	*	0.0%	*	*
White	680	67.3%	655	65.5%	635	61.7%
Two or More Races	*	0.0%	*	0.0%	19	1.9%
Pacific Islander	*	0.0%	*	0.0%	*	*
Total	**1011**	**100%**	**1000**	**100%**	**1029**	**100%**

Table 143: St. Martin Middle School Enrollment by Demographic Group

ATTENDANCE

2016-2018 ST. MARTIN MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE			
	2016	2017	2018
ELEM. SPED	6.09	1.34	7.16
GRADE 06	342.98	302.98	318.71
GRADE 07	304.02	338.59	287.27
GRADE 08	308.44	307.06	328.15
SEC. SPED	3.00	8.65	6.05
TOTAL	964.54	958.62	947.34

Table 144: 2016-2018 St. Martin Middle School Average Daily Attendance

2017 AND 2018 ST. MARTIN MIDDLE SCHOOL CHRONIC ABSENTEE RATE	
2016-2017	
ALL	15.5%
2017-2018	
ALL	17.6%
FEMALE	17.2%
MALE	17.9%
BLACK OR AFRICAN AMERICAN	15.7%
HISPANIC OR LATINO	15.5%
TWO OR MORE RACES	38.5%
WHITE	19.8%
ENGLISH LEARNERS	9.0%
STUDENTS WITH DISABILITIES	31.0%
STUDENTS WITHOUT DISABILITIES	15.6%

Table 145: 2017 and 2018 St. Martin Middle School Chronic Absentee Rate

PERSONNEL

2018 ST. MARTIN MIDDLE SCHOOL FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 67.37	All		High Poverty		Low Poverty	
EXPERIENCED	#	%	#	%	#	%
	55.02	81.66%				
EMERGENCY PROVISIONAL	#	%	#	%	#	%
	0.79	1.17%				
TEACHING IN FIELD	#	%	#	%	#	%
	67.37	100%				

Table 146: 2018 St. Martin Middle School Full-time Equivalent Teachers

DISCIPLINE

2017-2018 ST. MARTIN MIDDLE SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	8.25	<5%	10
Female		<5%	<5%	<10
Male		11.9		<10
Alaskan Native or Native American				
Asian		<5%		
Black or African American		17.96		<10
Hispanic or Latino		<5%		

Native Hawaiian or Pacific Islander				
Two or More Races		15.38		<10
White		6.3	<5%	<10
Economically Disadvantaged				
Non Economically Disadvantaged				
Students with Disabilities		13.43		<10
Students without Disabilities		7.49	<5%	<10
English Learners		<5%		
Non English Learners		8.47	<5%	10

Table 147: 2017-2018 St. Martin Middle School MSIS Reported Disciplinary Incidents

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. Fifty-four (54) faculty and staff members, one hundred twenty-six (126) parents, and six hundred ninety-five (695) students responded to the survey.**

ST. MARTIN MIDDLE SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	27	50.0%
Agree	24	44.4%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.7%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	22	40.7%
Agree	15	27.8%
Disagree	7	13.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	18.5%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	37	68.5%
Agree	16	29.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	42	77.8%
Agree	9	16.7%
Disagree	2	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	8	14.8%
Agree	12	22.2%
Disagree	2	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	32	59.3%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	25	46.3%
Agree	23	42.6%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	**5**	9.3%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	25	46.3%
Agree	22	40.7%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	11.1%

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	22	40.7%
Agree	25	46.3%
Disagree	2	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	9.3%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	24	44.4%
Agree	26	48.2%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.6%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	22	40.7%
Agree	26	48.2%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	9.3%

Field summary for TCI6		
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	24	44.4%
Agree	25	46.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	9.3%

Field summary for TCI10		
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	25	46.3%
Agree	23	42.6%
Disagree	3	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.6%

Field 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	24	44.4%
Agree	18	33.3%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	20.4%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	21	38.9%
Utilize technology such as class websites, blogs, and videos	34	63.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	34	63.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	33	61.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	39	72.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	26	48.1%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	33	61.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	20	37.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	27	50.0%
Agree	22	40.7%
Disagree	2	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.6%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	8	14.8%
Agree	25	46.3%
Disagree	18	33.3%
Strongly Disagree	1	1.9%
Not Applicable or No Information	2	3.7%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	24	44.4%
Agree	22	40.7%
Disagree	4	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.4%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	20	37.0%
Agree	27	50.0%
Disagree	6	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	21	38.9%
Agree	29	53.7%
Disagree	2	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.7%

Field 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	20	37.0%
Agree	25	46.3%
Disagree	5	9.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.4%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	19	35.2%
Agree	23	42.6%
Disagree	8	14.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.4%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	21	38.9%
Agree	27	50.0%
Disagree	2	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.4%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	13	24.1%
Agree	25	46.3%
Disagree	12	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.4%

Field 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	33.3%
Agree	21	38.9%
Disagree	4	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	20.4%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	22	40.7%
Agree	24	44.4%
Disagree	6	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.7%

Field 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	26	48.2%
Agree	25	46.3%
Disagree	2	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

Field 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	46.3%
Agree	18	33.3%
Disagree	7	13.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.4%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	24	44.4%
Agree	23	42.6%
Disagree	5	9.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.7%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	24	44.4%
Agree	25	46.3%
Disagree	2	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.6%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	18	33.3%
Agree	22	40.7%
Disagree	9	16.7%
Strongly Disagree	2	3.7%
Not Applicable or No Information	3	5.6%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	34	63.0%
Agree	17	31.5%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.7%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from St. Martin Middle School feel that the school does a good job in using data to drive instruction, offering high quality extracurricular activities, and continuing improvement across the district. One faculty member said, "We have an outstanding principal at our school who knows how to effectively motivate her staff and who promotes positive interaction between staff and students." Respondents expressed concerns about a need for more open communication, want more safety features, and would like a better allocation of resources to classrooms. Another faculty member stated, "ALL teachers need to be held accountable by administration, and the administration needs to be held accountable. Flow of communication from administration to teachers needs to improve as well."

ST. MARTIN MIDDLE SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	61	48.4%
Agree	58	46.0%
Disagree	4	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	2.4%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	35	27.8%
Agree	51	40.5%
Disagree	3	2.4%
Strongly Disagree	1	0.8%
Not Applicable or No Information	36	28.6%

Field summary for FP9		
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	77	61.1%
Agree	33	26.2%
Disagree	6	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	7.9%

Field summary for FP12		
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	82	65.1%
Agree	38	30.2%
Disagree	5	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.8%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	38	30.2%
Agree	47	37.3%
Disagree	3	2.4%
Strongly Disagree	1	0.8%
Not Applicable or No Information	37	29.4%

Field 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	54	42.9%
Supporting college and career counseling	52	41.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	77	61.1%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	46	36.5%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	40	31.7%

Field 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	38	30.2%
Providing school-based mental health services and counseling	55	43.7%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	31	24.6%
Establishing or improving dropout prevention	22	17.5%
Supporting re-entry programs and transition services for Justice-involved youth	11	8.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	44	34.9%
Implementing systems and practices to prevent bullying and harassment	74	58.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	55	43.7%
Establishing community partnerships	20	15.9%

Field 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	72	57.1%
Building technological capacity and infrastructure	34	27.0%
Carrying out innovative blended learning projects	32	25.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	32	25.4%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	49	38.9%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	17	13.5%
Computer Classes	29	23.0%
Conflict Resolution	30	23.8%
Discipline	23	18.3%
Drug/Alcohol Awareness	29	23.0%
English as a Second Language	11	8.7%
Health Classes	23	18.3%
Literacy Classes	15	11.9%

Field summary for PFP22		
I would like my child's school (district) to offer classes for parents on the following:		
Math Classes	31	24.6%
Parent-to-School Relationships	28	22.2%
Parent/Child Communication	36	28.6%
Preparing for College	70	55.6%
Parenting Workshops	28	22.2%
Social Media Classes	22	17.5%
Stress/Anger Management	38	30.2%
Understanding College- and Career-Ready Standards	53	42.1%
Other [Parenting children with mental health issues]	6	4.8%

Field 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	40	31.8%
Parental advisory committees	13	10.3%
PTO/PTA meetings and activities	8	6.4%
Ways to help at the classroom level	38	30.2%
Other ways to get involved in my school (district)	27	21.4%

Field 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	22.2%
Very likely	50	39.7%
Moderately likely	35	27.8%
Slightly likely	10	7.9%
Not at all likely	3	2.4%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	40	31.8%
Agree	71	56.4%
Disagree	5	4.0%
Strongly Disagree	3	2.4%
Not Applicable or No Information	7	5.6%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	40	31.8%
Agree	76	60.3%
Disagree	5	4.0%
Strongly Disagree	2	1.6%
Not Applicable or No Information	3	2.4%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	44	34.9%
Agree	75	59.5%
Disagree	3	2.4%
Strongly Disagree	1	0.8%
Not Applicable or No Information	3	2.4%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	54	42.9%
Agree	63	50.0%
Disagree	3	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	4.8%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	41	32.5%
Agree	66	52.4%
Disagree	8	6.4%
Strongly Disagree	3	2.4%
Not Applicable or No Information	8	6.4%

Field 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	30.2%
Agree	66	52.4%
Disagree	9	7.1%
Strongly Disagree	2	1.6%
Not Applicable or No Information	11	8.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	44	34.9%
Agree	67	53.2%
Disagree	10	7.9%
Strongly Disagree	3	2.4%
Not Applicable or No Information	2	1.6%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	37	29.4%
Agree	70	55.6%
Disagree	11	8.7%
Strongly Disagree	3	2.4%
Not Applicable or No Information	5	4.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	47	37.3%
Agree	69	54.8%
Disagree	8	6.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.6%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	40	31.8%
Agree	69	54.8%
Disagree	10	7.9%
Strongly Disagree	4	3.2%
Not Applicable or No Information	3	2.4%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	36	28.6%
Agree	71	56.4%
Disagree	10	7.9%
Strongly Disagree	3	2.4%
Not Applicable or No Information	6	4.8%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	55	43.7%
Agree	64	50.8%
Disagree	3	2.4%
Strongly Disagree	1	0.8%
Not Applicable or No Information	3	2.4%

Field summary for CFC241		
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	39	31.0%
Agree	57	45.2%
Disagree	14	11.1%
Strongly Disagree	2	1.6%
Not Applicable or No Information	14	11.1%

Field summary for PFC79		
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	28	22.2%
Agree	65	51.6%
Disagree	24	19.1%
Strongly Disagree	2	1.6%
Not Applicable or No Information	7	5.6%

Field summary for PFC84		
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	35	27.8%
Agree	71	56.4%
Disagree	15	11.9%
Strongly Disagree	3	2.4%
Not Applicable or No Information	2	1.6%

Field summary for PFC87		
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	34	27.0%
Agree	58	46.0%
Disagree	12	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	22	17.5%

Field summary for PFC91		
In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	53	42.1%
Checked my child's grades/assignments online	102	81.0%
Been in contact with my child's teacher	98	77.8%
Received a newsletter from the district, school, or teacher	86	68.3%
Worked with a committee or group on school or district policies	9	7.1%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	32	25.4%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	91	72.2%
Volunteered at my child's school	28	22.2%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	38	30.2%
Agree	72	57.1%
Disagree	5	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	8.7%

Field summary for SACS2		
There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	35	27.8%
Agree	67	53.2%
Disagree	9	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	15	11.9%

Field 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	23.8%
Agree	75	59.5%
Disagree	9	7.1%
Strongly Disagree	1	0.8%
Not Applicable or No Information	11	8.7%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	25	19.8%
Agree	64	50.8%
Disagree	17	13.5%
Strongly Disagree	4	3.2%
Not Applicable or No Information	16	12.7%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	41	32.5%
Agree	74	58.7%
Disagree	8	6.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	2.4%

Field 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	33	26.2%
Agree	59	46.8%
Disagree	6	4.8%
Strongly Disagree	1	0.8%
Not Applicable or No Information	27	21.4%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	48	38.1%
Agree	71	56.4%
Disagree	3	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	3.2%

Field 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	37	29.4%
Agree	65	51.6%
Disagree	4	3.2%
Strongly Disagree	1	0.8%
Not Applicable or No Information	19	15.1%

Field 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	37	29.4%
Agree	77	61.1%
Disagree	3	2.4%
Strongly Disagree	1	0.8%
Not Applicable or No Information	8	6.4%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	42	33.3%
Agree	67	53.2%
Disagree	9	7.1%
Strongly Disagree	1	0.8%
Not Applicable or No Information	7	5.6%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	44	34.9%
Agree	68	54.0%
Disagree	5	4.0%
Strongly Disagree	1	0.8%
Not Applicable or No Information	8	6.4%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	38	30.2%
Agree	73	57.9%
Disagree	5	4.0%
Strongly Disagree	2	1.6%
Not Applicable or No Information	8	6.4%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents of students from St. Martin Middle School feel that the school does a good job in gaining student interest, rewarding achievement, and communicating with parents. One parent said, "My child comes home excited and happy. She loves going to school and all her teachers. I believe they make it a fun and exciting place to learn." Respondents expressed concerns about school safety, building renovation needs, and a desire to see reduced class sizes. Another parent stated, "I think that the school and teachers should focus more on kids' education and less on their attire; especially seeing as the teachers are free to dress however they please."

ST. MARTIN MIDDLE SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	219	31.5%
Agree	400	57.6%
Disagree	23	3.3%
Strongly Disagree	8	1.2%
Not Applicable or No Information	45	6.5%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	134	19.3%
Agree	296	42.6%
Disagree	56	8.1%
Strongly Disagree	17	2.5%
Not Applicable or No Information	192	27.6%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	306	44.0%
Agree	294	42.3%
Disagree	45	6.5%
Strongly Disagree	18	2.6%
Not Applicable or No Information	32	4.6%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	148	21.3%
Agree	212	30.5%
Disagree	180	25.9%
Strongly Disagree	68	9.8%
Not Applicable or No Information	87	12.5%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	109	15.7%
Agree	217	31.2%
Disagree	92	13.2%
Strongly Disagree	32	4.6%
Not Applicable or No Information	245	35.3%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	264	38.0%
Agree	359	51.7%
Disagree	47	6.8%
Strongly Disagree	10	1.4%
Not Applicable or No Information	**15**	2.2%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	218	31.4%
Agree	412	59.3%
Disagree	33	4.8%
Strongly Disagree	17	2.5%
Not Applicable or No Information	15	2.2%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	127	18.3%
Agree	367	52.8%
Disagree	101	14.5%
Strongly Disagree	39	5.6%
Not Applicable or No Information	61	8.8%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	288	41.4%
Agree	312	44.9%
Disagree	50	7.2%
Strongly Disagree	20	2.9%
Not Applicable or No Information	25	3.6%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	208	29.9%
Agree	381	54.8%
Disagree	64	9.2%
Strongly Disagree	20	2.9%
Not Applicable or No Information	22	3.2%

Field summary for SCI144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	256	36.8%
Agree	322	46.3%
Disagree	75	10.8%
Strongly Disagree	23	3.3%
Not Applicable or No Information	19	2.7%

Field summary for SCI162

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

	Count	Percentage
Strongly Agree	236	34.0%
Agree	328	47.2%
Disagree	60	8.6%
Strongly Disagree	29	4.2%
Not Applicable or No Information	42	6.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	183	26.3%
Agree	346	49.8%
Disagree	58	8.4%
Strongly Disagree	15	2.2%
Not Applicable or No Information	93	13.4%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	210	30.2%
Agree	321	46.2%
Disagree	76	10.9%
Strongly Disagree	29	4.2%
Not Applicable or No Information	59	8.5%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	172	24.8%
Agree	336	48.4%
Disagree	52	7.5%
Strongly Disagree	17	2.5%
Not Applicable or No Information	118	17.0%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	126	18.1%
Agree	325	46.8%
Disagree	111	16.0%
Strongly Disagree	38	5.5%
Not Applicable or No Information	95	13.7%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	185	26.6%
Agree	336	48.4%
Disagree	82	11.8%
Strongly Disagree	66	9.5%
Not Applicable or No Information	26	3.7%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	118	17.0%
Agree	381	54.8%
Disagree	52	7.5%
Strongly Disagree	22	3.2%
Not Applicable or No Information	122	17.6%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	132	19.0%
Agree	358	51.5%
Disagree	52	7.5%
Strongly Disagree	21	3.0%
Not Applicable or No Information	132	19.0%

Field 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	166	23.9%
Agree	370	53.2%
Disagree	55	7.9%
Strongly Disagree	25	3.6%
Not Applicable or No Information	79	11.4%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	145	20.9%
Agree	365	52.5%
Disagree	89	12.8%
Strongly Disagree	30	4.3%
Not Applicable or No Information	66	9.5%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	149	21.4%
Agree	353	50.8%
Disagree	49	7.1%
Strongly Disagree	16	2.3%
Not Applicable or No Information	128	18.4%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	241	34.7%
Agree	290	41.7%
Disagree	102	14.7%
Strongly Disagree	33	4.8%
Not Applicable or No Information	29	4.2%

Field 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	179	25.8%
Agree	280	40.3%
Disagree	101	14.5%
Strongly Disagree	56	8.1%
Not Applicable or No Information	79	11.4%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	192	27.6%
Agree	375	54.0%
Disagree	64	9.2%
Strongly Disagree	30	4.3%
Not Applicable or No Information	34	4.9%

Field 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	160	23.0%
Agree	281	40.4%
Disagree	83	11.9%
Strongly Disagree	42	6.0%
Not Applicable or No Information	129	18.6%

Field 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	31.2%
Agree	359	51.7%
Disagree	60	8.6%
Strongly Disagree	21	3.0%
Not Applicable or No Information	38	5.5%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	156	22.5%
Agree	341	49.1%
Disagree	111	16.0%
Strongly Disagree	40	5.8%
Not Applicable or No Information	47	6.8%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	174	25.0%
Agree	353	50.8%
Disagree	82	11.8%
Strongly Disagree	28	4.0%
Not Applicable or No Information	58	8.4%

Field summary for SSC156		
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	225	32.4%
Agree	356	51.2%
Disagree	58	8.4%
Strongly Disagree	30	4.3%
Not Applicable or No Information	26	3.7%

Field summary for SSC157		
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	189	27.2%
Agree	356	51.2%
Disagree	78	11.2%
Strongly Disagree	18	2.6%
Not Applicable or No Information	54	7.8%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	141	20.3%
Agree	319	45.9%
Disagree	132	19.0%
Strongly Disagree	51	7.3%
Not Applicable or No Information	52	7.5%

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 St. Martin Middle School feel that the school does a good job in helping students to achieve their goals, encouraging extracurricular activities, and addressing bullying situations. One student said, "My school is doing good in things like treating us kids correctly and nice and most of the time have a good attitude and personality." Respondents expressed concerns about long lunch lines, a lack of break time, and a displeasure with the uniform policy.

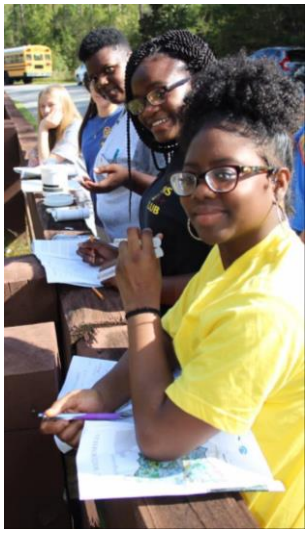
SECTION 15

St. Martin High School

INTRODUCTION

St. Martin High School is located at 11300 Yellowjacket Boulevard in Ocean Springs, Mississippi. In 2018-2019, it houses one thousand three hundred two (1,302) 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."

St. Martin High School's vision is "St. Martin High School, along with its stakeholders, will provide a quality education for all students so that they may achieve academically to complete their individual graduation requirement and become responsible citizens." At St Martin High School, students have the opportunity to take any of thirteen different Advanced Placement® courses or choose from nine different dual credit college courses given on campus. They may also pursue a Mississippi Scholars or Mississippi Tech Masters graduation endorsement.



ACCOUNTABILTY

2016 ST. MARTIN HIGH SCHOOL ACCOUNTABILITY

2016 ST. MARTIN HIGH SCHOOL Accountability					
Grade: **B** Total Points: 709	**Reading**	**Mathematics**	**Science**	**U. S. History**	**Acceleration**
PROFICIENCY	**58.0%**	**65.7%**	**73.5%**	**67.9%**	**40.1%**
Points Possible	*100*	*100*	*50*	*50*	*50*
GROWTH ALL STUDENTS	**63.0%**	**84.0%**	**Graduation Rate**	**Participation Rate**	**College and Career Readiness**
Points Possible	*100*	*100*			
GROWTH LOW 25%	**75.0%**	**81.2%**	**83.9%**	**98.6%**	**46.6%**
Points Possible	*100*	*100*	*200*		*50*

Figure 96: 2016 St. Martin High School Accountability

2017 ST. MARTIN HIGH SCHOOL ACCOUNTABILITY

2017 St. Martin High School Accountability					
2017 Official Accountability Rating: **A**; 2016 Accountability Rating: **B**; Former Baseline Grade: **A**; New Baseline Grade: **B**					
Grade: **A** Total Points: 766	**Reading**	**Mathematics**	**Science**	**U. S. History**	**Acceleration**
PROFICIENCY	**57.4%**	**46.4%**	**68.5%**	**71.5%**	**50.3%**
Possible points	*100*	*100*	*50*	*50*	*50*
GROWTH ALL STUDENTS	**90.3%**	**84.4%**	**Graduation Rate**	**Participation Rate**	**College and Career Readiness**
Possible points	*100*	*100*			
GROWTH LOW 25%	**101.1%**	**88.5%**	**88.2%**	**98.9%**	**52.0%**
Possible points	*100*	*100*	*200*		*50*

Figure 97: 2017 St. Martin High School Accountability

2018 ST. MARTIN HIGH SCHOOL ACCOUNTABILITY

2018 St. Martin High School Accountability					
2018 Accountability Rating: **B**; 2018 Accountability Rating with EL: **B** Total Points: **704**; Total Points with EL: **677**					
Grade: B	**Reading**	**Mathematics**	**Science**	**U. S. History**	**Acceleration**
PROFICIENCY	**55.0%**	**42.0%**	**69.1%**	**62.0%**	**51.8%**
Possible 2018/2019	100/95	100/95	50/47.5	50/47.5	50/47.5
GROWTH ALL STUDENTS	**77.3%**	**77.1%**	**Graduation Rate**	**EL Progress**	**College and Career Readiness**
Possible 2018/2019	100/95	100/95			
GROWTH LOW 25%	**69.6%**	**86.5%**	**88.1%**	**45.4%**	**58.1%**
Possible 2018/2019	100/95	100/95	200/190	NA/50	50/47.5

Figure 98: 2018 St. Martin High School Accountability

2018 St. Martin High ELA Accountability Demographics

St. Martin High School 2018 ELA Accountability by Demographic Group						
Subgroup	**ELA Level 1**	**ELA Level 2**	**ELA Level 3**	**ELA Level 4**	**ELA Level 5**	**ELA Participation**
All	0-10%	11-20%	31-40%	31-40%	11-20%	99.1%
Female	0-10%	0-10%	31-40%	31-40%	21-30%	99.4%
Male	6.5%	17.7%	31.2%	33.3%	11.3%	98.9%
Asian	10.0%	10.0%	20.0%	23.3%	36.7%	100%
Black or African American	8.4%	20.0%	36.8%	25.3%	9.5%	100%
Hispanic or Latino	7.1%	21.4%	21.4%	35.7%	14.3%	100%
Native Hawaiian or Pacific Islander				91-100%		<5%
White	0-10%	11-20%	31-40%	31-40%	11-20%	98.5%
Economically Disadvantaged	6.3%	19.3%	31.8%	32.4%	10.2%	98.3%
Non Economically Disadvantaged	0-10%	0-10%	31-40%	31-40%	21-30%	100%
Students with Disabilities	21-30%	41-50%	21-30%	0-10%		97.2%
Students without Disabilities	0-10%	11-20%	31-40%	31-40%	11-20%	99.4%
English Learners	30.8%	23.1%	30.8%	15.4%		100%
Non English Learners	0-10%	11-20%	31-40%	31-40%	11-20%	99.1%
Homeless			91-100%			
Migrant			31-40%	31-40%	31-40%	<5%
Foster Care				41-50%	41-50%	

Table 148: St. Martin High School 2018 ELA Accountability by Demographic Group

2018 St. Martin High Math Accountability Demographics

St. Martin High School 2018 Math Accountability by Demographic Group						
Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All	0-10%	11-20%	31-40%	31-40%	0-10%	99.1%
Female	0-10%	0-10%	31-40%	41-50%	0-10%	98.6%
Male	0-10%	21-30%	31-40%	21-30%	0-10%	99.4%
Asian			17.7%	76.5%	5.9%	100%
Black or African American	0-10%	21-30%	41-50%	21-30%	0-10%	100%
Hispanic or Latino	6.7%	13.3%	33.3%	46.7%		100%
Native Hawaiian or Pacific Islander	41-50%		41-50%			<5%
Two or More Races	91-100%					<5%
White	0-10%	11-20%	31-40%	31-40%	0-10%	98.5%
Economically Disadvantaged	0-10%	11-20%	31-40%	31-40%	0-10%	98.9%
Non Economically Disadvantaged	0-10%	11-20%	31-40%	41-50%	0-10%	99.3%
Students with Disabilities	12.5%	60.0%	17.5%	10.0%		97.6%
Students without Disabilities	0-10%	0-10%	41-50%	41-50%	0-10%	99.3%
English Learners		18.2%	36.4%	45.5%		100%
Non English Learners	0-10%	11-20%	31-40%	31-40%	0-10%	99.1%
Homeless				91-100%		
Migrant			91-100%			<5%

Table 149: St. Martin High School 2018 Math Accountability by Demographic Group

2018 St. Martin High School Science Accountability Demographics

St. Martin High School 2018 Science Accountability by Demographic Group					
Subgroup	Science Level 1	Science Level 2	Science Level 3	Science Level 4	Science Participation
All	9.4%	23.8%	52.8%	14.1%	100%
Female	8.6%	23.0%	54.7%	13.7%	100%
Male	10.0%	24.4%	51.3%	14.4%	100%
Asian	0-10%	21-30%	41-50%	21-30%	100%
Black or African American	17.7%	35.3%	41.2%	5.9%	100%
Hispanic or Latino	6.7%	46.7%	46.7%		100%
Native Hawaiian or Pacific Islander			91-100%		<5%
White	7.3%	18.2%	57.8%	16.7%	100%
Economically Disadvantaged	13.6%	30.5%	48.7%	7.1%	100%
Non Economically Disadvantaged	0-10%	11-20%	51-60%	21-30%	100%
Students with Disabilities	33.3%	40.7%	25.9%		100%

St. Martin High School 2018 Science Accountability by Demographic Group					
Subgroup	Science Level 1	Science Level 2	Science Level 3	Science Level 4	Science Participation
Students without Disabilities	7.0%	22.1%	55.5%	15.4%	100%
English Learners	31-40%	41-50%	21-30%		<5%
Non English Learners	8.6%	23.1%	53.8%	14.5%	100%
Homeless	41-50%		41-50%		
Migrant		41-50%	41-50%		<5%
Foster Care			91-100%		

Table 150: St. Martin High School 2018 Science Accountability by Demographic Group

2018 ST. MARTIN HIGH SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

St. Martin High School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	42.0%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	45.3%				56.9%	44.8%
Male	39.1%				53.7%	41.5%
Black or African American	21.1%	35.0%	52.5%	70.0%	34.9%	28.6%
White	48.9%	53.5%	61.7%	70.0%	58.0%	57.9%
Asian	53.8%	68.9%	69.4%	70.0%	72.7%	76.9%
Hispanic or Latino	27.3%	45.3%	57.6%	70.0%	43.8%	46.2%
Economically Disadvantaged	31.1%	38.7%	54.4%	70.0%	44.3%	33.3%
Non Economically Disadvantaged	53.5%				65.3%	64.8%
Students with Disabilities	0.0%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	45.2%				60.6%	47.0%
ELA						
All	55.0%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	60.0%				58.3%	43.9%
Male	50.6%				48.5%	35.8%
Black or African American	43.4%				34.9%	25.8%
White	57.9%	55.0%	62.5%	70.0%	55.3%	54.6%
Asian	66.7%	61.8%	65.9%	70.0%	64.8%	65.3%
Hispanic or Latino	53.8%	42.2%	56.1%	70.0%	48.6%	36.7%
Economically Disadvantaged	47.5%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	63.1%				62.1%	60.3%
Students with Disabilities	4.3%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	59.2%				58.2%	43.4%

Table 151: 2018 St. Martin High School Accountability Progress Toward Goals

2018 ST. MARTIN HIGH SCHOOL TARGETED SUPPORT AND IMPROVEMENT

St. Martin High School received a designation of ***Targeted Support and Improvement (TSI)*** for 2018 because the Students with Disabilities subgroup's performance fell in the lowest 50% of overall accountability and was in the lowest quartile of gap-to-goal measurements. SMHS has formulated a school improvement plan that incorporates ***evidence-based strategies*** to bring the targeted subgroup's 3-year growth up to state averages.

ASSESSMENT

ST. MARTIN HIGH SCHOOL ACT

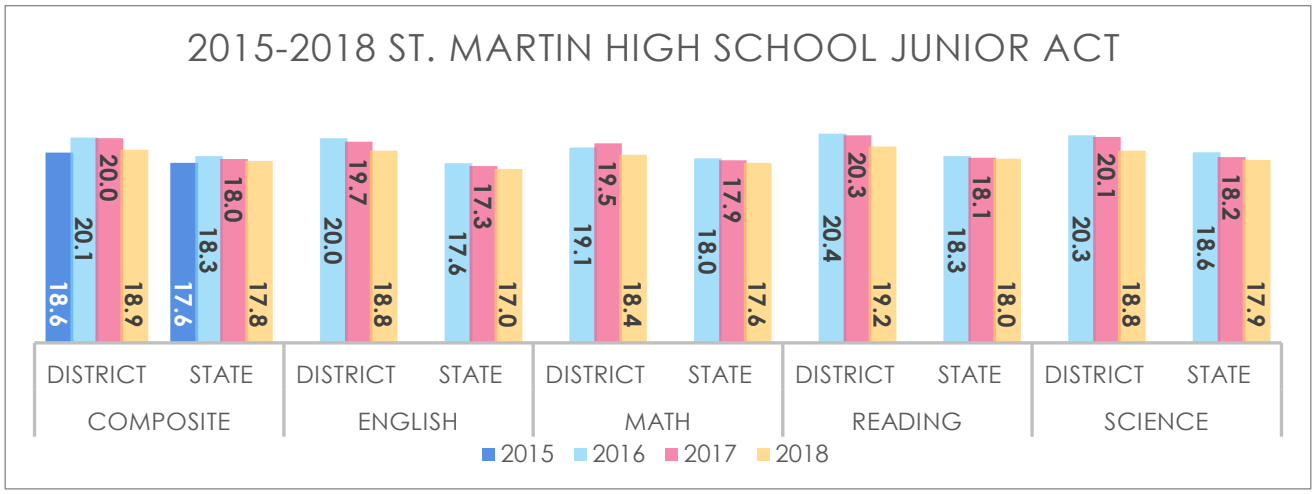


Figure 99: 2015-2018 St. Martin High School Junior ACT

ST. MARTIN HIGH SCHOOL MAAP

St. Martin High School MAAP-EOC

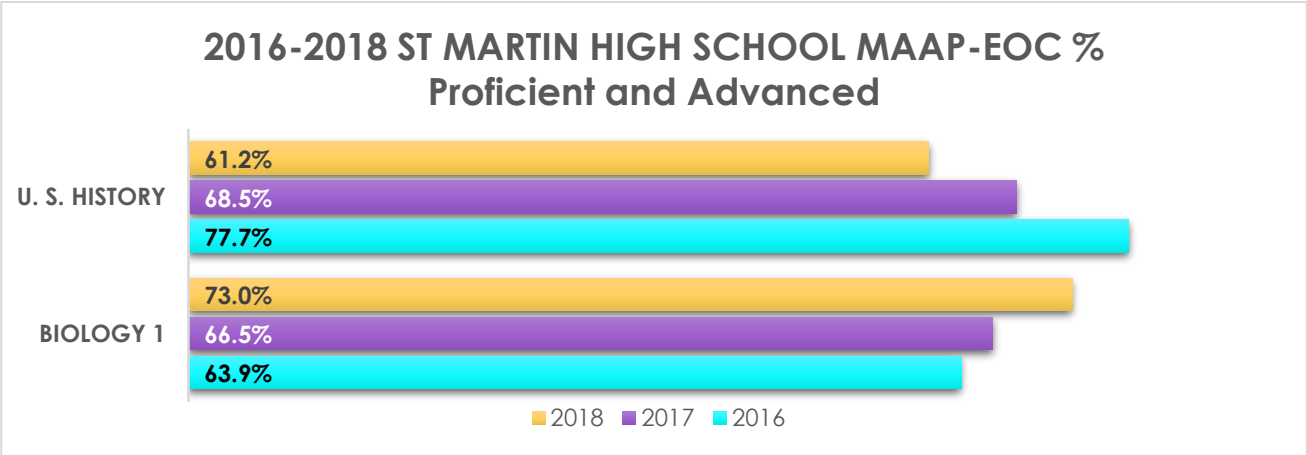


Figure 100: 2016-2018 St. Martin High School MAAP-EOC % Proficient and Advanced

2018 ST. MARTIN HIGH SCHOOL MAAP DEMOGRAPHICS

2018 St. Martin High MAAP ELA Demographic

St. Martin High School 2018 MAAP ELA by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.13	99.04	0-10%	7.44	11-20%	20.44	31-40%	33.68	31-40%	29.03	11-20%	9.41
Female	99.35	99.27	0-10%	5.1	0-10%	17.74	31-40%	34.33	31-40%	31.82	21-30%	11
Male	98.94	98.85	6.45	9.67	17.74	23.01	31.18	33.05	33.33	26.37	11.29	7.89
Asian	100	99.36	10	6.82	10	10.64	20	20.63	23.33	37.33	36.67	24.59
Black or African American	100	98.97	8.42	11-20%	20	21-30%	36.84	31-40%	25.26	21-30%	9.47	0-10%
Hispanic or Latino	100	98.98	7.14	9.08	21.43	20.85	21.43	35.13	35.71	27.45	14.29	7.48
Pacific Islander	<5%	98.72		8.44		12.99		27.27	91-100	35.06		16.23
White	98.51	99.18	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
Economically Disadvantaged	98.32	98.91	6.25	9.63	19.32	25.29	31.82	36.13	32.39	23.84	10.23	5.11
Non Economically Disadvantaged	100	99.33	0-10%	0-10%	0-10%	0-10%	31-40%	21-30%	31-40%	41-50%	21-30%	11-20%
Students without Disabilities	99.35	99.29	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
Students with Disabilities	97.22	97.44	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%	0-10%	0-10%		0-10%
English Learners	100	99.03	30.77	11-20%	23.08	21-30%	30.77	31-40%	15.38	21-30%		0-10%
Non English Learners	99.09	99.05	0-10%	7.22	11-20%	20.26	31-40%	33.65	31-40%	29.28	11-20%	9.58
Foster Care		0		0-10%		21-30%		31-40%	41-50%	21-30%	41-50%	0-10%
Homeless		97.76		11-20%		31-40%	91-100	31-40%		11-20%		0-10%
Migrant	<5%	97.41		11-20%		21-30%	31-40%	21-30%	31-40%	21-30%	31-40%	0-10%

Table 152: 2018 St. Martin High School MAAP ELA by Demographic Group

2018 St. Martin High MAAP MATH Demographic

St. Martin High 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.08	98.81	0-10%	6.79	11-20%	20.9	31-40%	30.52	31-40%	29.87	0-10%	11.92
Female	98.64	99.09	0-10%	5.45	0-10%	19.36	31-40%	31.3	41-50%	31.67	0-10%	12.23
Male	99.44	98.56	0-10%	8.06	21-30%	22.36	31-40%	29.79	21-30%	28.17	0-10%	11.62
Asian	100	99.15		0-10%		0-10%	17.65	11-20%	76.47	31-40%	5.88	41-50%

St. Martin High 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Black or African American	100	98.72	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%	0-10%	0-10%
Hispanic or Latino	100	98.57	6.67	6.37	13.33	18.38	33.33	30.46	46.67	33.03		11.77
Pacific Islander	<5%	98.72	41-50%	5.84		12.99	41-50%	24.68		31.17		25.32
Two or More Races	<5%	98.52	91-100	0-10%		11-20%		21-30%		31-40%		11-20%
White	98.51	98.96	0-10%	0-10%	11-20%	11-20%	31-40%	21-30%	31-40%	31-40%	0-10%	11-20%
Economically Disadvantaged	98.92	98.69	0-10%	8.74	11-20%	25.97	31-40%	33.3	31-40%	25.29	0-10%	6.69
Non Economically Disadvantaged	99.29	99.07	0-10%	0-10%	11-20%	0-10%	31-40%	21-30%	41-50%	31-40%	0-10%	21-30%
Students without Disabilities	99.3	99.05	0-10%	0-10%	0-10%	11-20%	41-50%	31-40%	41-50%	31-40%	0-10%	11-20%
Students with Disabilities	97.56	97.28	12.5	21-30%	60	31-40%	17.5	21-30%	10	0-10%		0-10%
English Learners	100	98.84		8.86	18.18	22.18	36.36	30.79	45.45	28.58		9.59
Non English Learners	99.05	98.8	0-10%	6.72	11-20%	20.86	31-40%	30.51	31-40%	29.91	0-10%	11.99
Foster Care		0		9.89		25.99		32.98		25.12		6.01
Homeless		97.31		11-20%		31-40%		21-30%	91-100	11-20%		0-10%
Migrant	<5%	96.58		11.5		32.74	91-100	22.12		23.01		10.62

Table 153: 2018 St. Martin School District MAAP MATH by Demographic Group

2018 St. Martin High MAAP-SCI Demographic

St. Martin High 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	100	98.74	9.36	13.57	23.75	24.04	52.84	41.68	14.05	20.71
Female	100	99.02	8.63	12.3	23.02	24	54.68	44.07	13.67	19.63
Male	100	98.5	10	14.78	24.38	24.08	51.25	39.42	14.37	21.73
Asian	100	99.43	0-10%	9.55	21-30%	9.79	41-50%	35.47	21-30%	45.19
Black or African American	100	98.54	17.65	20.88	35.29	32.28	41.18	37.44	5.88	9.4
Hispanic or Latino	100	98.98	6.67	15.02	46.67	24.63	46.67	41.72		18.63
Pacific Islander	<5%	98.63		9.72		15.28	91-100	34.72		40.28
Two or More Races		98.83		8.53		18.79		43.68		29
White	100	98.98	7.29	5.34	18.23	15.01	57.81	46.65	16.67	33.01
Economically Disadvantaged	100	98.51	13.64	17.77	30.52	29.26	48.7	39.66	7.14	13.31

St. Martin High 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Non Economically Disadvantaged	100	99.22	0-10%	0-10%	11-20%	11-20%	51-60%	41-50%	21-30%	31-40%
Students without Disabilities	100	98.93	6.99	10.3	22.06	22.47	55.51	44.31	15.44	22.92
Students with Disabilities	100	97.45	33.33	36.1	40.74	34.84	25.93	23.58		5.48
English Learners	<5%	98.89	31-40%	24.52	41-50%	30.27	21-30%	33.93		11.28
Non English Learners	100	98.74	8.62	13.29	23.1	23.88	53.79	41.88	14.48	20.95
Foster Care		0		13.77		26.49	91-100	45.71		14.03
Homeless		96.92	41-50%	27.8		31.63	41-50%	31.2		9.37
Migrant	<5%	94.44		31.37	41-50%	25.49	41-50%	27.45		15.69

Table 154: 2018 St. Martin High School MAAP-SCI by Demographic Group

ENROLLMENT

Numbers of students enrolled at St. Martin High School from 2016-2017 to 2018-2019 are shown in *Table 155*. St. Martin High School enrollment remained steady in 2018-2019. Over the past three years, demographic ratios have shifted slightly. *Table 156* illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

ST. MARTIN HIGH SCHOOL ENROLLMENT BY GRADE			
	2017	2018	2019
Grade 9	376	334	350
Grade 10	347	337	330
Grade 11	332	300	303
Grade 12	250	312	293
Secondary SPED	15	*	*
Secondary GED	*	*	*
Total	**1323**	**1303**	**1302**

Table 155: St. Martin High School Enrollment by Grade

ST. MARTIN HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
	2017		2018		2019	
	#	%	#	%	#	%
Female	643	48.6%	622	47.7%	632	48.5%
Male	680	51.4%	681	52.3%	670	51.5%
Asian	111	8.4%	107	8.2%	99	7.6%
African American	302	22.8%	305	23.4%	292	22.4%
Hispanic	61	4.6%	55	4.2%	58	4.5%
American Indian	*	0.0%	*	0.0%	*	*
White	843	63.7%	829	63.6%	844	64.8%
2+ Races	*	0.0%	*	0.0%	*	*
Pacific Islander	*	0.0%	*	0.0%	*	*
Total	**1323**	**100%**	**1303**	**100%**	**1302**	**100%**

Table 156: St. Martin High School Enrollment by Demographic Group

ATTENDANCE

2016-2018 ST. MARTIN HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2016	2017	2018
GRADE 09	349.59	345.78	307.72
GRADE 10	334.04	321.96	306.10
GRADE 11	239.93	309.37	278.25
GRADE 12	241.36	244.28	311.16
SEC. SPED	10.53	13.16	18.35
SEC. GED	3.37	3.01	0.99
TOTAL	1178.82	1237.56	1222.57

Table 157: 2016-2018 St. Martin High School Average Daily Attendance

2017 AND 2018 ST. MARTIN HIGH SCHOOL CHRONIC ABSENTEE RATE	
2016-2017	
ALL	16.5%
2017-2018	
ALL	19.5%
FEMALE	17.2%
MALE	21.6%
ASIAN	5.4%
BLACK OR AFRICAN AMERICAN	17.5%
HISPANIC OR LATINO	22.6%
WHITE	19.7%
ENGLISH LEARNERS	5.9%
STUDENTS WITH DISABILITIES	23.2%
STUDENTS WITHOUT DISABILITIES	17.2%

Table 158: 2017 and 2018 St. Martin High School Chronic Absentee Rate

PERSONNEL

2018 ST. MARTIN HIGH SCHOOL FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 78.24	All		High Poverty		Low Poverty	
	#	%	#	%	#	%
EXPERIENCED	57.2	73.11%			57.2	73.11%
EMERGENCY PROVISIONAL	0.9	1.15%			0.9	1.15%
TEACHING IN FIELD	77.58	99.15%			77.58	99.15%

Table 159: 2018 St. Martin High School Full-time Equivalent Teachers

ACCELERATION

2018 St. Martin High School Advanced Courses/Post-Secondary			
Subgroup	Advanced Course Participation #	%	Post-Secondary Enrollment %
All	319	47.3%	52.4%
Female	178	52.8%	
Male	141	41.8%	
Asian	48	75.0%	65.2%
Black or African American	44	28.8%	50.8%
Hispanic or Latino	15	55.6%	<5%
Two or More Races	<10	<5%	
White	208	49.1%	52.8%
Economically Disadvantaged			<5%
Students with Disabilities	<10	8.7%	50.0%
Students without Disabilities	315	50.2%	
English Learners	<10	29.4%	<5%
Non English Learners	314	47.8%	

Table 160: 2018 St. Martin High School Advanced Course Participation and Post-Secondary Enrollment

DISCIPLINE

2017-2018 ST. MARTIN HIGH SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	6.57	<5%	16
Female	<5%	<5%		<10
Male	<5%	9.08		12
Alaskan Native or Native American				
Asian		<5%		
Black or African American	<5%	12.34		11
Hispanic or Latino		<5%		
Native Hawaiian or Pacific Islander				
Two or More Races				
White	<5%	5.35		<10
Economically Disadvantaged				
Non Economically Disadvantaged				
Students with Disabilities		18.02		<10
Students without Disabilities	<5%	5.54		11
English Learners		6.67		
Non English Learners	<5%	6.57		16
Non English Learners	<5%	6.57		16

Table 161: 2017-2018 St. Martin High School MSIS Reported Disciplinary Incidents

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-nine (89) faculty and staff members, one hundred sixty-one (161) parents, and three hundred forty-six (346) students responded to the survey.**

ST. MARTIN HIGH SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	57	64.0%
Agree	30	33.7%
Disagree	2	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	54	60.7%
Agree	31	34.8%
Disagree	2	2.3%
Strongly Disagree	1	1.1%
Not Applicable or No Information	1	1.1%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	57	64.0%
Agree	29	32.6%
Disagree	2	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.1%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	63	70.8%
Agree	25	28.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.1%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	11	12.4%
Agree	15	16.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	63	70.8%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	45	50.6%
Agree	38	42.7%
Disagree	2	2.3%
Strongly Disagree	1	1.1%
Not Applicable or No Information	**3**	3.4%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	45	50.6%
Agree	40	44.9%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.4%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	54	60.7%
Agree	33	37.1%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.1%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	49	55.1%
Agree	35	39.3%
Disagree	3	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.3%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	56	62.9%
Agree	31	34.8%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.1%

Field summary for TCI6

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

	Count	Percentage
Strongly Agree	47	52.8%
Agree	37	41.6%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	4.5%

Field summary for TCI10

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

	Count	Percentage
Strongly Agree	39	43.8%
Agree	44	49.4%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	5.6%

Field 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	43	48.3%
Agree	28	31.5%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	19.1%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	29	32.6%
Utilize technology such as class websites, blogs, and videos	52	58.4%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	42	47.2%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	57	64.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	49	55.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	38	42.7%
Use bilingual handouts and cues	9	10.1%
Use visual displays, portable white boards, and posters when giving instructions	47	52.8%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	8	9.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	65	73.0%
Agree	23	25.8%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	13	14.6%
Agree	50	56.2%
Disagree	24	27.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.3%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	47	52.8%
Agree	37	41.6%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	4.5%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	56	62.9%
Agree	31	34.8%
Disagree	2	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	44	49.4%
Agree	42	47.2%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.3%

Field 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	41.6%
Agree	44	49.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	9.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	27	30.3%
Agree	45	50.6%
Disagree	13	14.6%
Strongly Disagree	2	2.3%
Not Applicable or No Information	2	2.3%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	43	48.3%
Agree	41	46.1%
Disagree	2	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.4%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	31	34.8%
Agree	44	49.4%
Disagree	11	12.4%
Strongly Disagree	1	1.1%
Not Applicable or No Information	2	2.3%

Field 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	51.7%
Agree	39	43.8%
Disagree	2	2.3%
Strongly Disagree	1	1.1%
Not Applicable or No Information	1	1.1%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	52	58.4%
Agree	34	38.2%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.3%

Field 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	43	48.3%
Agree	37	41.6%
Disagree	4	4.5%
Strongly Disagree	1	1.1%
Not Applicable or No Information	4	4.5%

Field 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	40	44.9%
Agree	44	49.4%
Disagree	3	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.3%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	44	49.4%
Agree	39	43.8%
Disagree	3	3.4%
Strongly Disagree	1	1.1%
Not Applicable or No Information	2	2.3%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	53	59.6%
Agree	33	37.1%
Disagree	3	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	18	20.2%
Agree	56	62.9%
Disagree	10	11.2%
Strongly Disagree	4	4.5%
Not Applicable or No Information	1	1.1%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	56	62.9%
Agree	29	32.6%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from St. Martin High School feel that the school does a good job in creating a positive work environment, reaching lower performing students, and improving technology within the district. One faculty member said, "St. Martin has a positive environment where teachers' opinions are valued and taken seriously." Respondents expressed concerns about behavioral support needs and technology maintenance, and desire to recognize student success. Another faculty member stated, "We desperately need more space for classes."

ST. MARTIN HIGH SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	80	49.7%
Agree	73	45.3%
Disagree	3	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	3.1%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	67	41.6%
Agree	72	44.7%
Disagree	2	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	20	12.4%

Field summary for FP9		
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	98	60.9%
Agree	44	27.3%
Disagree	3	1.9%
Strongly Disagree	1	0.6%
Not Applicable or No Information	15	9.3%

Field summary for FP12		
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	108	67.1%
Agree	45	28.0%
Disagree	8	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	42	26.1%
Agree	58	36.0%
Disagree	2	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	59	36.7%

Field 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	56	34.8%
Supporting college and career counseling	78	48.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	71	44.1%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	49	30.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	46	28.6%

Field 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	28.6%
Providing school-based mental health services and counseling	65	40.4%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	33	20.5%
Establishing or improving dropout prevention	34	21.1%
Supporting re-entry programs and transition services for Justice-involved youth	21	13.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	58	36.0%
Implementing systems and practices to prevent bullying and harassment	75	46.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	62	38.5%
Establishing community partnerships	33	20.5%

Field 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	89	55.3%
Building technological capacity and infrastructure	49	30.4%
Carrying out innovative blended learning projects	34	21.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	49	30.4%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	71	44.1%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	30	18.6%
Computer Classes	34	21.1%
Conflict Resolution	39	24.2%
Discipline	32	19.9%
Drug/Alcohol Awareness	43	26.7%
English as a Second Language	17	10.6%
Health Classes	19	11.8%
Literacy Classes	19	11.8%
Math Classes	32	19.9%

Field summary for PFP22		
I would like my child's school (district) to offer classes for parents on the following:		
Parent-to-School Relationships	30	18.6%
Parent/Child Communication	41	25.5%
Preparing for College	91	56.5%
Parenting Workshops	24	14.9%
Social Media Classes	21	13.0%
Stress/Anger Management	49	30.4%
Understanding College- and Career-Ready Standards	67	41.6%
Other [GED classes, parenting children with mental health issues, time management]	8	5.0%

Field 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	60	37.3%
Parental advisory committees	18	11.2%
PTO/PTA meetings and activities	15	9.3%
Ways to help at the classroom level	44	27.3%
Other ways to get involved in my school (district)	24	14.9%

Field summary for JCPFP24		
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	39	24.2%
Very likely	58	36.0%
Moderately likely	53	32.9%
Slightly likely	10	6.2%
Not at all likely	1	0.6%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	53	32.9%
Agree	100	62.1%
Disagree	2	1.2%
Strongly Disagree	2	1.2%
Not Applicable or No Information	4	2.5%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	52	32.3%
Agree	98	60.9%
Disagree	4	2.5%
Strongly Disagree	1	0.6%
Not Applicable or No Information	6	3.7%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	62	38.5%
Agree	89	55.3%
Disagree	7	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.9%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	65	40.4%
Agree	84	52.2%
Disagree	6	3.7%
Strongly Disagree	2	1.2%
Not Applicable or No Information	4	2.5%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	50	31.1%
Agree	96	59.6%
Disagree	8	5.0%
Strongly Disagree	2	1.2%
Not Applicable or No Information	5	3.1%

Field 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	61	37.9%
Agree	87	54.0%
Disagree	8	5.0%
Strongly Disagree	1	0.6%
Not Applicable or No Information	4	2.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	60	37.3%
Agree	86	53.4%
Disagree	9	5.6%
Strongly Disagree	2	1.2%
Not Applicable or No Information	4	2.5%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	52	32.3%
Agree	91	56.5%
Disagree	9	5.6%
Strongly Disagree	3	1.9%
Not Applicable or No Information	6	3.7%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	72	44.7%
Agree	82	50.9%
Disagree	3	1.9%
Strongly Disagree	2	1.2%
Not Applicable or No Information	2	1.2%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	60	37.3%
Agree	90	55.9%
Disagree	6	3.7%
Strongly Disagree	4	2.5%
Not Applicable or No Information	1	0.6%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	54	33.5%
Agree	96	59.6%
Disagree	6	3.7%
Strongly Disagree	3	1.9%
Not Applicable or No Information	2	1.2%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	80	49.7%
Agree	76	47.2%
Disagree	4	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.6%

Field summary for CFC241

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

	Count	Percentage
Strongly Agree	44	27.3%
Agree	81	50.3%
Disagree	26	16.2%
Strongly Disagree	2	1.2%
Not Applicable or No Information	8	5.0%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	45	28.0%
Agree	91	56.5%
Disagree	19	11.8%
Strongly Disagree	2	1.2%
Not Applicable or No Information	4	2.5%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	46	28.6%
Agree	87	54.0%
Disagree	20	12.4%
Strongly Disagree	4	2.5%
Not Applicable or No Information	4	2.5%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	51	31.7%
Agree	87	54.0%
Disagree	4	2.5%
Strongly Disagree	1	0.6%
Not Applicable or No Information	18	11.2%

Field summary for PFC91		
In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	69	42.9%
Checked my child's grades/assignments online	128	79.5%
Been in contact with my child's teacher	118	73.3%
Received a newsletter from the district, school, or teacher	112	69.6%
Worked with a committee or group on school or district policies	5	3.1%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	59	36.6%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	108	67.1%
Volunteered at my child's school	32	19.9%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	50	31.1%
Agree	103	64.0%
Disagree	4	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	2.5%

Field summary for SACS2		
There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	64	39.8%
Agree	89	55.3%
Disagree	3	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	3.1%

Field 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	52	32.3%
Agree	93	57.8%
Disagree	8	5.0%
Strongly Disagree	2	1.2%
Not Applicable or No Information	6	3.7%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	46	28.6%
Agree	92	57.1%
Disagree	13	8.1%
Strongly Disagree	5	3.1%
Not Applicable or No Information	5	3.1%

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	68	42.2%
Agree	80	49.7%
Disagree	9	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	2.5%

Field 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	62	38.5%
Agree	74	46.0%
Disagree	4	2.5%
Strongly Disagree	2	1.2%
Not Applicable or No Information	19	11.8%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	71	44.1%
Agree	88	54.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.2%

Field 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	61	37.9%
Agree	83	51.6%
Disagree	4	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	8.1%

Field 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	59	36.7%
Agree	91	56.5%
Disagree	3	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	5.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	59	36.7%
Agree	88	54.7%
Disagree	8	5.0%
Strongly Disagree	2	1.2%
Not Applicable or No Information	4	2.5%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	66	41.0%
Agree	87	54.0%
Disagree	4	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	2.5%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	56	34.8%
Agree	91	56.5%
Disagree	4	2.5%
Strongly Disagree	1	0.6%
Not Applicable or No Information	9	5.6%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents of students from St. Martin High School feel that the school does a good job in preparing students for college, communicating with parents, and motivating students to learn. One parent said, "I love SMHS! From day 1, my nervous freshman has felt motivated, welcomed, and excited to go to school because of the school environment. He knows the importance of grades and absences." Respondents expressed concerns about school safety measures, desire more dual credit classes, and want more parental involvement in school processes. Another parent stated, "I would like to see more opportunities for working parents to be involved in the school such as PTO meetings, etc. They are always before I can make it from work and on the one night that I cannot attend. Maybe consider an occasional weekend meeting or different day and time for other parents to have the opportunity to participate. Also, awards ceremonies, etc. maybe be at other times during the work day or evening as some parents do not work close to the school and cannot make it."

ST. MARTIN MIDDLE SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	87	25.1%
Agree	233	67.3%
Disagree	14	4.1%
Strongly Disagree	2	0.6%
Not Applicable or No Information	10	2.9%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	90	26.0%
Agree	182	52.6%
Disagree	28	8.1%
Strongly Disagree	5	1.5%
Not Applicable or No Information	41	11.9%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	101	29.2%
Agree	142	41.0%
Disagree	48	13.9%
Strongly Disagree	24	6.9%
Not Applicable or No Information	31	9.0%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	90	26.0%
Agree	130	37.6%
Disagree	77	22.3%
Strongly Disagree	20	5.8%
Not Applicable or No Information	29	8.4%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	42	12.1%
Agree	128	37.0%
Disagree	39	11.3%
Strongly Disagree	12	3.5%
Not Applicable or No Information	125	36.1%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	92	26.6%
Agree	204	59.0%
Disagree	34	9.8%
Strongly Disagree	11	3.2%
Not Applicable or No Information	5	1.5%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	87	25.1%
Agree	214	61.9%
Disagree	37	10.7%
Strongly Disagree	4	1.2%
Not Applicable or No Information	4	1.2%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	65	18.8%
Agree	209	60.4%
Disagree	54	15.6%
Strongly Disagree	9	2.6%
Not Applicable or No Information	9	2.6%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	125	36.1%
Agree	164	47.4%
Disagree	34	9.8%
Strongly Disagree	9	2.6%
Not Applicable or No Information	14	4.1%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	104	30.1%
Agree	187	54.1%
Disagree	35	10.1%
Strongly Disagree	9	2.6%
Not Applicable or No Information	11	3.2%

Field summary for SCI144		
My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	111	32.1%
Agree	170	49.1%
Disagree	47	13.6%
Strongly Disagree	12	3.5%
Not Applicable or No Information	6	1.7%

Field summary for SCI162		
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	89	25.7%
Agree	182	52.6%
Disagree	44	12.7%
Strongly Disagree	20	5.8%
Not Applicable or No Information	11	3.2%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39		
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	79	22.8%
Agree	179	51.7%
Disagree	51	14.7%
Strongly Disagree	11	3.2%
Not Applicable or No Information	26	7.5%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	68	19.7%
Agree	166	48.0%
Disagree	71	20.5%
Strongly Disagree	18	5.2%
Not Applicable or No Information	23	6.7%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	85	24.6%
Agree	179	51.7%
Disagree	23	6.7%
Strongly Disagree	10	2.9%
Not Applicable or No Information	49	14.2%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	64	18.5%
Agree	153	44.2%
Disagree	73	21.1%
Strongly Disagree	28	8.1%
Not Applicable or No Information	28	8.1%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	106	30.6%
Agree	168	48.6%
Disagree	33	9.5%
Strongly Disagree	21	6.1%
Not Applicable or No Information	18	5.2%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	82	23.7%
Agree	199	57.5%
Disagree	29	8.4%
Strongly Disagree	9	2.6%
Not Applicable or No Information	27	7.8%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	91	26.3%
Agree	190	54.9%
Disagree	27	7.8%
Strongly Disagree	8	2.3%
Not Applicable or No Information	30	8.7%

Field 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	68	19.7%
Agree	204	59.0%
Disagree	39	11.3%
Strongly Disagree	11	3.2%
Not Applicable or No Information	24	6.9%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	96	27.8%
Agree	167	48.3%
Disagree	60	17.3%
Strongly Disagree	10	2.9%
Not Applicable or No Information	13	3.8%

SCHOOL CLIMATE AND CULTURE

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	69	19.9%
Agree	178	51.5%
Disagree	45	13.0%
Strongly Disagree	12	3.5%
Not Applicable or No Information	42	12.1%

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	82	23.7%
Agree	148	42.8%
Disagree	74	21.4%
Strongly Disagree	35	10.1%
Not Applicable or No Information	7	2.0%

Field 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	65	18.8%
Agree	146	42.2%
Disagree	66	19.1%
Strongly Disagree	33	9.5%
Not Applicable or No Information	36	10.4%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	86	24.9%
Agree	210	60.7%
Disagree	26	7.5%
Strongly Disagree	14	4.1%
Not Applicable or No Information	10	2.9%

Field 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	20.8%
Agree	171	49.4%
Disagree	49	14.2%
Strongly Disagree	29	8.4%
Not Applicable or No Information	25	7.2%

Field 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	104	30.1%
Agree	203	58.7%
Disagree	22	6.4%
Strongly Disagree	10	2.9%
Not Applicable or No Information	7	2.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	71	20.5%
Agree	191	55.2%
Disagree	45	13.0%
Strongly Disagree	24	6.9%
Not Applicable or No Information	15	4.3%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	90	26.0%
Agree	187	54.1%
Disagree	41	11.9%
Strongly Disagree	13	3.8%
Not Applicable or No Information	15	4.3%

Field summary for SSC156		
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	107	30.9%
Agree	176	50.9%
Disagree	41	11.9%
Strongly Disagree	11	3.2%
Not Applicable or No Information	11	3.2%

Field summary for SSC157		
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	96	27.8%
Agree	190	54.9%
Disagree	39	11.3%
Strongly Disagree	8	2.3%
Not Applicable or No Information	13	3.8%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	81	23.4%
Agree	158	45.7%
Disagree	73	21.1%
Strongly Disagree	19	5.5%
Not Applicable or No Information	15	4.3%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Students from St. Martin High School feel that the school does a good job in preparing students for college, communicating with the student body, and taking time to help students in areas where they struggle academically. One student said, "My school is doing well at preparing the students for state testing and ACT's." Respondents expressed concerns about campus safety, disapproval of

the uniform policy, and a desire to see more support for students with mental health concerns. Another student stated, "The lack of technology and crowding of the school limits its progress which causes teachers to not be able to personalize each of their students to their needs. The technology would be a better addition to assist this problem because the technology will both fit that person's needs and assist in their education."

NOTES

SECTION 16

VANCLEAVE LOWER ELEMENTARY SCHOOL

INTRODUCTION

Vancleave Lower Elementary School is located at 12602 Highway 57 in Vancleave, Mississippi. In 2018-2019, it houses four hundred ninety-four (494) 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."

Vancleave Lower Elementary School is dedicated to maintaining a safe, secure, and educationally sound environment for the students and staff. It is a school-wide Title I school.

ACCOUNTABILITY

2016 ACCOUNTABILITY

2016 Vancleave Lower Elementary School Accountability			
Grade: **A** Total Points: 485.3	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Points possible*	**41.9%** *100*	**56.6%** *100*	**N/A** *100*
GROWTH ALL STUDENTS *Points possible*	**81.4%** *100*	**77.3%** *100*	**Participation Rate**
GROWTH LOW 25% *Points possible*	**84.2%** *100*	**75.0%** *100*	**N/A**

Figure 101: 2016 Vancleave Lower Elementary School Accountability

2017 ACCOUNTABILITY

2017 Vancleave Lower Elementary School Accountability			
2017 Official Accountability Rating: **B**; 2016 Accountability Rating: **B**; Former Baseline Grade: **A**; New Baseline Grade: **B**			
Grade: **B** Total Points: 390.8	**Reading**	**Mathematics**	**Science**
PROFICIENCY Points possible	**45.9%** 100	**63.5%** 100	**N/A** 100
GROWTH ALL STUDENTS Points possible	**62.8%** 100	**59.2%** 100	**Participation Rate**
GROWTH LOW 25% Points possible	**57.6%** 100	**46.1%** 100	**N/A**

Figure 102: 2017 Vancleave Lower Elementary School Accountability

2018 ACCOUNTABILITY

2018 Vancleave Lower Elementary School Accountability			
2018 Accountability Rating: **B**; 2018 Accountability Rating With EL: **B**; Total Points: 434; Total Points with EL: 434			
Grade: B	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Possible points 2018/2019:*	**62.4%** *100/95*	**55.6%** *100/95*	**N/A** *100/95*
GROWTH ALL STUDENTS *Possible points 2018/2019:*	**77.9%** *100/95*	**71.6%** *100/95*	**EL Progress**
GROWTH LOW 25% *Possible points 2018/2019:*	**74.3%** *100/95*	**30.4%** *100/95*	**N/A** *NA/35*

Figure 103: 2018 Vancleave Lower Elementary School Accountability

2018 VANCLEAVE LOWER ELEMENTARY SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

Vancleave Lower Elementary School Accountability Progress Toward Goals

Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	55.6%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	48.5%				56.9%	44.8%
Male	62.7%				53.7%	41.5%
White	57.0%	53.5%	61.7%	70.0%	58.0%	57.9%
Economically Disadvantaged	54.0%	38.7%	54.4%	70.0%	44.3%	33.3%
Non Economically Disadvantaged	57.1%				65.3%	64.8%
Students with Disabilities	29.2%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	61.5%				60.6%	47.0%

Vancleave Lower Elementary School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
ELA						
All	62.4%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	59.1%				58.3%	43.9%
Male	65.7%				48.5%	35.8%
White	63.6%	55.0%	62.5%	70.0%	55.3%	54.6%
Economically Disadvantaged	57.1%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	67.1%				62.1%	60.3%
Students with Disabilities	25.0%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	70.6%				58.2%	43.4%

Table 162: 2018 Vancleave Lower Elementary School Accountability Progress Toward Goals

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 43.]

VANCLEAVE LOWER ELEMENTARY SCHOOL MKAS²

MKAS² PREKINDERGARTEN	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018
				*	*	*	*	*	*	*

Table 163: Vancleave Lower Elementary School MKAS² Prekindergarten 2015-2018

MKAS² KINDERGARTEN READINESS	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017	Spring 2018	NET GAIN	Fall 2018
	520	765	**245**	503	743	**240**	500	756	**257**	487

Table 164: Vancleave Lower Elementary School MKAS² Kindergarten 2015-2018

ENROLLMENT

Numbers of students enrolled at Vancleave Lower Elementary School from 2016-2017 to 2018-2019 are shown in ***Table 165***. Vancleave Lower Elementary School enrollment remained steady in 2018-2019. Over the past three years, demographic ratios have shifted slightly. ***Table 166*** illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

VANCLEAVE LOWER ELEMENTARY SCHOOL ENROLLMENT BY GRADE

	2017	2018	2019
PK	*	*	*
PK SPED	*	*	*
K	148	144	156
K SPED	*	*	*
ELEM. SPED	*	*	*
Grade 1	163	157	160
Grade 2	157	174	157
Total	**484**	**496**	**494**

Table 165: Vancleave Lower Elementary School Enrollment by Grade

VANCLEAVE LOWER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

	2017		2018		2019	
	#	%	#	%	#	%
Female	232	47.9%	220	44.4%	217	43.9%
Male	252	52.1%	276	55.6%	277	56.1%
Asian	*	*	*	*	*	*
African American	16	3.3%	*	*	*	*
Hispanic or Latino	13	2.7%	14	2.8%	12	2.4%
American Indian or Alaskan Native	*	*	*	*	*	*
White	443	91.5%	461	*	469	94.9%
Two or More Races	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Total	**484**	**100%**	**496**	**100%**	**494**	**100%**

Table 166: Vancleave Lower Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2018 VANCLEAVE LOWER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

	2016	2017	2018
K-SPED	0.16	0	5.51
K	155.43	140.05	136.79
ELEM. SPED	10.30	5.91	5.79
GRADE 01	149.87	158.17	149.25
GRADE 02	167.45	149.3	168.24
TOTAL	**483.22**	**453.43**	**465.58**

Table 167: 2016-2018 Vancleave Lower Elementary School Average Daily Attendance

2017 AND 2018 VANCLEAVE LOWER ELEMENTARY SCHOOL CHRONIC ABSENTEE RATE

2016-2017	
ALL	14.0%
2017-2018	
ALL	13.7%
FEMALE	15.6%
MALE	12.2%
BLACK OR AFRICAN AMERICAN	16.7%
HISPANIC OR LATINO	23.5%
TWO OR MORE RACES	20.0%
WHITE	13.2%
ENGLISH LEARNERS	0.0%
STUDENTS WITH DISABILITIES	15.9%
STUDENTS WITHOUT DISABILITIES	13.2%

Table 168: 2017 and 2018 Vancleave Lower Elementary School Chronic Absentee Rate

PERSONNEL

2018 VANCLEAVE LOWER ELEMENTARY SCHOOL FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 31.15	All		High Poverty		Low Poverty	
EXPERIENCED	#	%	#	%	#	%
	28.15	90.37%			28.15	90.37%
EMERGENCY PROVISIONAL	#	%	#	%	#	%
	0	0%			0	0%
TEACHING IN FIELD	#	%	#	%	#	%
	31.15	100%			31.15	100%

Table 169: 2018 Vancleave Lower Elementary School Full-time Equivalent Teachers

DISCIPLINE

2017-2018 VANCLEAVE LOWER ELEMENTARY SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	<5%	<5%	<10
Female	<5%	<5%		
Male	5.12	<5%		<10
Alaskan Native or Native American				
Asian				
Black or African American	10			
Hispanic or Latino				
Native Hawaiian or Pacific Islander	<5%			
Two or More Races				
White	<5%	<5%		<10
Economically Disadvantaged				
Non Economically Disadvantaged				
Students with Disabilities	8.82	8.82		
Students without Disabilities	<5%	<5%		<10
English Learners				
Non English Learners	<5%	<5%		<10

Table 170: 2017-2018 Vancleave Lower Elementary School MSIS Reported Disciplinary Incidents

SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at Vancleave 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 (60) faculty and staff members, thirty-nine (39) parents, and three hundred ninety-three (393) students responded to the survey.**

VANCLEAVE LOWER ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	36	60.0%
Agree	24	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	23	38.3%
Agree	20	33.3%
Disagree	0	0.0%
Strongly Disagree	1	1.7%
Not Applicable or No Information	16	26.7%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	55	91.7%
Agree	5	8.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	37	61.7%
Agree	15	25.0%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	11.7%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	28	46.7%
Agree	26	43.3%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.3%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	28	46.7%
Agree	28	46.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	6.7%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	28	46.7%
Agree	30	50.0%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	36	60.0%
Agree	21	35.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.0%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	28	46.7%
Agree	26	43.3%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.3%

Field summary for TCI6

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

	Count	Percentage
Strongly Agree	31	51.7%
Agree	26	43.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.0%

Field summary for TCI10

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

	Count	Percentage
Strongly Agree	26	43.3%
Agree	30	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	6.7%

Field 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	34	56.7%
Agree	15	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	18.3%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	17	28.3%
Utilize technology such as class websites, blogs, and videos	32	53.3%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	16	26.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	37	61.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	35	58.3%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	32	53.3%
Use bilingual handouts and cues	6	10.0%
Use visual displays, portable white boards, and posters when giving instructions	38	63.3%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	32	53.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	35	58.3%
Agree	22	36.7%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.3%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	12	20.0%
Agree	34	56.7%
Disagree	11	18.3%
Strongly Disagree	1	1.7%
Not Applicable or No Information	2	3.3%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	25	41.7%
Agree	32	53.3%
Disagree	3	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	36	60.0%
Agree	24	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	32	53.3%
Agree	28	46.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	40.0%
Agree	30	50.0%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	6.7%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	23	38.3%
Agree	29	48.3%
Disagree	5	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.0%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	25	41.7%
Agree	32	53.3%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.3%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	27	45.0%
Agree	29	48.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	6.7%

Field 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	48.3%
Agree	23	38.3%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	10.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	35	58.3%
Agree	25	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	60.0%
Agree	21	35.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.0%

Field 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	36	60.0%
Agree	22	36.7%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	33	55.0%
Agree	26	43.3%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	32	53.3%
Agree	26	43.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.3%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	25	41.7%
Agree	32	53.3%
Disagree	3	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	27	45.0%
Agree	31	51.7%
Disagree	1	1.7%
Strongly Disagree	1	1.7%
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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from Vancleave Lower Elementary School feel that the school does a good job in encouraging students, creating a safe learning environment, and providing feedback to students and parents. One faculty member said, "I like the way our school recognizes students' achievements regularly. This motivates the students to try their best at all times." Respondents expressed concerns about a need for more parental involvement, a desire to see more professional development, and a need for a better teacher-student ratio in some classes. Another faculty member stated, "There needs to be a basal reading series to support the Ready reading book. According to one of the representatives from Ready, it was never meant to be used as a stand-alone reading instruction as it lacks phonics instruction. First grade especially needs a basal series."

VANCLEAVE LOWER ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	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%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	13	33.3%
Agree	7	18.0%
Disagree	0	0.0%
Strongly Disagree	1	2.6%
Not Applicable or No Information	18	46.2%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	32	82.1%
Agree	6	15.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	25	64.1%
Agree	13	33.3%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	16	41.0%
Agree	11	28.2%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	28.2%

Field 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	28.2%
Supporting college and career counseling	7	17.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	27	69.2%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	11	28.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	8	20.5%

Field 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	13	33.3%
Providing school-based mental health services and counseling	15	38.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	5	12.8%
Establishing or improving dropout prevention	5	12.8%
Supporting re-entry programs and transition services for Justice-involved youth	2	5.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	17	43.6%
Implementing systems and practices to prevent bullying and harassment	23	59.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	13	33.3%
Establishing community partnerships	5	12.8%

Field 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	59.0%
Building technological capacity and infrastructure	13	33.3%
Carrying out innovative blended learning projects	8	20.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	7	17.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	16	41.0%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	5	12.8%
Computer Classes	10	25.6%
Conflict Resolution	13	33.3%
Discipline	10	25.6%
Drug/Alcohol Awareness	7	17.9%
English as a Second Language	3	7.7%
Health Classes	9	23.1%
Literacy Classes	7	17.9%
Math Classes	8	20.5%

Field summary for PFP22		
I would like my child's school (district) to offer classes for parents on the following:		
Parent-to-School Relationships	12	30.8%
Parent/Child Communication	17	43.6%
Preparing for College	16	41.0%
Parenting Workshops	8	20.5%
Social Media Classes	6	15.4%
Stress/Anger Management	12	30.8%
Understanding College- and Career-Ready Standards	18	46.2%
Other [common core]	1	2.6%

Field 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	11	28.2%
Parental advisory committees	8	20.5%
PTO/PTA meetings and activities	1	2.6%
Ways to help at the classroom level	13	33.3%
Other ways to get involved in my school (district)	6	15.4%

Field summary for JCPFP24		
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	10	25.6%
Very likely	17	43.6%
Moderately likely	10	25.6%
Slightly likely	2	5.1%
Not at all likely	0	0.0%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	20	51.3%
Agree	15	38.5%
Disagree	3	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	18	46.2%
Agree	21	53.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	19	48.7%
Agree	15	38.5%
Disagree	4	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Field summary for CI27

Teachers have high expectations for students.

	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%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	18	46.2%
Agree	13	33.3%
Disagree	2	5.1%
Strongly Disagree	1	2.6%
Not Applicable or No Information	5	12.8%

Field 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	15	38.5%
Agree	12	30.8%
Disagree	3	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	23.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	17	43.6%
Agree	17	43.6%
Disagree	5	12.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	19	48.7%
Agree	17	43.6%
Disagree	3	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	17	43.6%
Agree	16	41.0%
Disagree	5	12.8%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	18	46.2%
Agree	18	46.2%
Disagree	2	5.1%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	14	35.9%
Agree	20	51.3%
Disagree	3	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.1%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	21	53.9%
Agree	15	38.5%
Disagree	1	2.6%
Strongly Disagree	1	2.6%
Not Applicable or No Information	1	2.6%

Field summary for CFC241		
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	16	41.0%
Agree	19	48.7%
Disagree	0	0.0%
Strongly Disagree	1	2.6%
Not Applicable or No Information	3	7.7%

Field summary for PFC79		
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	9	23.1%
Agree	23	59.0%
Disagree	4	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.7%

Field summary for PFC84		
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	15	38.5%
Agree	20	51.3%
Disagree	3	7.7%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

Field summary for PFC87		
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	16	41.0%
Agree	15	38.5%
Disagree	2	5.1%
Strongly Disagree	1	2.6%
Not Applicable or No Information	5	12.8%

Field summary for PFC91

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	16	41.0%
Checked my child's grades/assignments online	23	59.0%
Been in contact with my child's teacher	37	94.9%
Received a newsletter from the district, school, or teacher	39	100.0%
Worked with a committee or group on school or district policies	6	15.4%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	18	46.2%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	33	84.6%
Volunteered at my child's school	17	43.6%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	14	35.9%
Agree	18	46.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	18.0%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	14	35.9%
Agree	15	38.5%
Disagree	2	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	20.5%

Field 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	13	33.3%
Agree	24	61.5%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	8	20.5%
Agree	18	46.2%
Disagree	6	15.4%
Strongly Disagree	2	5.1%
Not Applicable or No Information	5	12.8%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	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%

Field 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	17	43.6%
Agree	12	30.8%
Disagree	2	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	20.5%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	23	59.0%
Agree	13	33.3%
Disagree	2	5.1%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

Field 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	46.2%
Agree	10	25.6%
Disagree	3	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	20.5%

Field 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	43.6%
Agree	20	51.3%
Disagree	2	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	15	38.5%
Agree	22	56.4%
Disagree	1	2.6%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	15	38.5%
Agree	20	51.3%
Disagree	2	5.1%
Strongly Disagree	1	2.6%
Not Applicable or No Information	1	2.6%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	20	51.3%
Agree	16	41.0%
Disagree	2	5.1%
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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents of students from Vancleave Lower Elementary School feel that the school does a good job in creating a positive learning environment, communicating with parents, and recognizing student achievement. One parent said, "My child loves the nice people at her school. The teachers, librarian and cafeteria staff are great. We love the clean facility, festive hallways and school spirit throughout the hallways and cafeteria." Respondents expressed concerns about building renovation needs, car line procedures, and a need for more parent teacher conferences. Another parent stated, "The sometimes over-complicated methods of Common Core make it very difficult for me to help my children when there's no understanding of the teaching methods. Overall, I just want an understanding of what's expected of my children."

VANCLEAVE LOWER ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	270	68.7%
Agree	62	15.8%
Disagree	7	1.8%
Strongly Disagree	9	2.3%
Not Applicable or No Information	45	11.5%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	108	27.5%
Agree	47	12.0%
Disagree	13	3.3%
Strongly Disagree	11	2.8%
Not Applicable or No Information	214	54.5%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	279	71.0%
Agree	67	17.1%
Disagree	12	3.1%
Strongly Disagree	11	2.8%
Not Applicable or No Information	24	6.1%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	136	34.6%
Agree	52	13.2%
Disagree	25	6.4%
Strongly Disagree	28	7.1%
Not Applicable or No Information	152	38.7%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	175	44.5%
Agree	57	14.5%
Disagree	14	3.6%
Strongly Disagree	18	4.6%
Not Applicable or No Information	129	32.8%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	270	68.7%
Agree	75	19.1%
Disagree	13	3.3%
Strongly Disagree	11	2.8%
Not Applicable or No Information	24	6.1%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	250	63.6%
Agree	87	22.1%
Disagree	15	3.8%
Strongly Disagree	9	2.3%
Not Applicable or No Information	32	8.1%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	205	52.2%
Agree	92	23.4%
Disagree	22	5.6%
Strongly Disagree	7	1.8%
Not Applicable or No Information	67	17.1%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	271	69.0%
Agree	64	16.3%
Disagree	18	4.6%
Strongly Disagree	11	2.8%
Not Applicable or No Information	29	7.4%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	205	52.2%
Agree	99	25.2%
Disagree	27	6.9%
Strongly Disagree	15	3.8%
Not Applicable or No Information	47	12.0%

Field summary for SCI144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	264	67.2%
Agree	74	18.8%
Disagree	21	5.3%
Strongly Disagree	10	2.5%
Not Applicable or No Information	24	6.1%

Field summary for SCI162

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

	Count	Percentage
Strongly Agree	193	49.1%
Agree	58	14.8%
Disagree	34	8.7%
Strongly Disagree	43	10.9%
Not Applicable or No Information	65	16.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	227	57.8%
Agree	96	24.4%
Disagree	11	2.8%
Strongly Disagree	13	3.3%
Not Applicable or No Information	46	11.7%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	199	50.6%
Agree	67	17.1%
Disagree	14	3.6%
Strongly Disagree	14	3.6%
Not Applicable or No Information	99	25.2%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	210	53.4%
Agree	86	21.9%
Disagree	23	5.9%
Strongly Disagree	10	2.5%
Not Applicable or No Information	64	16.3%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	147	37.4%
Agree	68	17.3%
Disagree	29	7.4%
Strongly Disagree	20	5.1%
Not Applicable or No Information	129	32.8%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	258	65.7%
Agree	53	13.5%
Disagree	19	4.8%
Strongly Disagree	25	6.4%
Not Applicable or No Information	38	9.7%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	182	46.3%
Agree	62	15.8%
Disagree	31	7.9%
Strongly Disagree	21	5.3%
Not Applicable or No Information	97	24.7%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	169	43.0%
Agree	72	18.3%
Disagree	23	5.9%
Strongly Disagree	25	6.4%
Not Applicable or No Information	104	26.5%

Field 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	202	51.4%
Agree	83	21.1%
Disagree	19	4.8%
Strongly Disagree	15	3.8%
Not Applicable or No Information	74	18.8%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	235	59.8%
Agree	59	15.0%
Disagree	21	5.3%
Strongly Disagree	14	3.6%
Not Applicable or No Information	64	16.3%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	199	50.6%
Agree	77	19.6%
Disagree	13	3.3%
Strongly Disagree	17	4.3%
Not Applicable or No Information	87	22.1%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	281	71.5%
Agree	58	14.8%
Disagree	13	3.3%
Strongly Disagree	21	5.3%
Not Applicable or No Information	20	5.1%

Field 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	217	55.2%
Agree	64	16.3%
Disagree	15	3.8%
Strongly Disagree	23	5.9%
Not Applicable or No Information	74	18.8%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	234	59.5%
Agree	73	18.6%
Disagree	23	5.9%
Strongly Disagree	27	6.9%
Not Applicable or No Information	36	9.2%

Field 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	191	48.6%
Agree	61	15.5%
Disagree	35	8.9%
Strongly Disagree	22	5.6%
Not Applicable or No Information	84	21.4%

Field 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	257	65.4%
Agree	59	15.0%
Disagree	25	6.4%
Strongly Disagree	17	4.3%
Not Applicable or No Information	35	8.9%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	205	52.2%
Agree	86	21.9%
Disagree	25	6.4%
Strongly Disagree	24	6.1%
Not Applicable or No Information	53	13.5%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	247	62.9%
Agree	75	19.1%
Disagree	17	4.3%
Strongly Disagree	16	4.1%
Not Applicable or No Information	38	9.7%

Field summary for SSC156		
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	246	62.6%
Agree	81	20.6%
Disagree	18	4.6%
Strongly Disagree	14	3.6%
Not Applicable or No Information	34	8.7%

Field summary for SSC157		
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	210	53.4%
Agree	80	20.4%
Disagree	28	7.1%
Strongly Disagree	20	5.1%
Not Applicable or No Information	55	14.0%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	241	61.3%
Agree	61	15.5%
Disagree	20	5.1%
Strongly Disagree	20	5.1%
Not Applicable or No Information	51	13.0%

GENERAL OPINION

Note: Students from Vancleave Lower Elementary School did not respond to open-ended questions.

SECTION 17

VANCLEAVE UPPER ELEMENTARY SCHOOL

INTRODUCTION

Vancleave Upper Elementary School is located at 13901 Highway 75 in Vancleave, Mississippi. In 2018-2019, it houses five hundred thirty-eight (538) students in third through fifth grades. Vancleave 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."

In March of 2019, Vancleave Upper Elementary School will begin operating on a house system which allows students to form relationships in a smaller, family-like group. Houses at VUES include Coraggio (Bravery), Fidelite (Loyalty), Honestidad (Honesty), Jukomo (Responsibility), and Ikana (Kindness). Their motto will be "Five Houses: One Family."

ACCOUNTABILITY

2016 ACCOUNTABILITY

2016 Vancleave Upper Elementary School Accountability			
Grade: **B** Total Points: 443	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Points possible*	**47.1%** *100*	**50.2%** *100*	**67.4%** *100*
GROWTH ALL STUDENTS *Points possible*	**67.9%** *100*	**67.8%** *100*	**Participation Rate** **99.4%**
GROWTH LOW 25% *Points possible*	**69.4%** *100*	**72.7%** *100*	

Figure 104: 2016 Vancleave Upper Elementary School Accountability

2017 ACCOUNTABILITY

2017 Vancleave Upper Elementary School Accountability			
2017 Official Accountability Rating: **B**; 2016 Accountability Rating: **B**; Former Baseline Grade: **B**; New Baseline Grade: **B**			
Grade: **B** Total Points: 408	**Reading**	**Mathematics**	**Science**
PROFICIENCY Points possible	**50.3%** 100	**56.0%** 100	**74.7%** 100
GROWTH ALL STUDENTS Points possible	**66.2%** 100	**60.6%** 100	**Participation Rate** **99.6%**
GROWTH LOW 25% Points possible	**53.1%** 100	**47.0%** 100	

Figure 105: 2017 Vancleave Upper Elementary School Accountability

2018 ACCOUNTABILITY

2018 Vancleave Upper Elementary School Accountability			
2018 Accountability Rating: **A**; 2018 Accountability Rating With EL: **A**; Total Points: 447; Total Points with EL: 447			
Grade: A	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Possible points 2018/2019:*	**57.2%** *100/95*	**55.5%** *100/95*	**87.6%** *100/95*
GROWTH ALL STUDENTS *Possible points 2018/2019:*	**72.7%** *100/95*	**68.8%** *100/95*	**EL Progress**
GROWTH LOW 25% *Possible points 2018/2019:*	**67.9%** *100/95*	**47.6%** *100/95*	**N/A** *NA/35*

Figure 106: 2018 Vancleave Upper Elementary School Accountability

2018 Vancleave Upper Elementary School ELA Accountability Demographics

Vancleave Upper Elementary School 2018 ELA Accountability by Demographic Group						
Subgroup	**ELA Level 1**	**ELA Level 2**	**ELA Level 3**	**ELA Level 4**	**ELA Level 5**	**ELA Participation**
All	0-10%	11-20%	21-30%	41-50%	11-20%	99.3%
Female	0-10%	0-10%	21-30%	41-50%	11-20%	100%
Male	5.4%	12.5%	25.7%	45.0%	11.4%	98.6%
Black or African American	0-10%	21-30%	31-40%	31-40%		100%
Hispanic or Latino	9.1%		18.2%	63.6%	9.1%	100%
Native Hawaiian or Pacific Islander			91-100%			<5%
Two or More Races		11-20%	21-30%	41-50%	11-20%	<5%
White	0-10%	11-20%	21-30%	41-50%	11-20%	99.2%
Economically Disadvantaged	5.2%	15.9%	31.9%	39.0%	8.0%	99.2%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	51-60%	11-20%	99.3%
Students with Disabilities	11-20%	31-40%	31-40%	11-20%	0-10%	97.8%

Vancleave Upper Elementary School 2018 ELA Accountability by Demographic Group						
Subgroup	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	ELA Level 5	ELA Participation
Students without Disabilities	0-10%	0-10%	21-30%	51-60%	11-20%	99.6%
English Learners	21-30%		21-30%	21-30%	21-30%	<5%
Non English Learners	0-10%	11-20%	21-30%	41-50%	11-20%	99.3%
Homeless		31-40%	31-40%	31-40%		
Foster Care			91-100%			

Table 171: Vancleave Upper Elementary School 2018 ELA Accountability by Demographic Group

2018 Vancleave Upper Elementary School Math Accountability Demographics

Vancleave Upper Elementary School 2018 Math Accountability by Demographic Group						
Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All	99.3%	0-10%	11-20%	21-30%	31-40%	11-20%
Female	100%	0-10%	11-20%	31-40%	31-40%	11-20%
Male	98.6%	0-10%	11-20%	21-30%	31-40%	21-30%
Black or African American	100%		11-20%	51-60%	21-30%	0-10%
Hispanic or Latino	100%	9.1%	18.2%		72.7%	
Native Hawaiian or Pacific Islander	<5%			91-100%		
Two or More Races	<5%		21-30%	21-30%	21-30%	11-20%
White	99.2%	0-10%	11-20%	21-30%	31-40%	21-30%
Economically Disadvantaged	99.2%	0-10%	11-20%	31-40%	31-40%	11-20%
Non Economically Disadvantaged	99.3%	0-10%	0-10%	21-30%	31-40%	21-30%
Students with Disabilities	97.8%	13.3%	36.7%	35.6%	5.6%	8.9%
Students without Disabilities	99.6%	0-10%	0-10%	21-30%	41-50%	21-30%
English Learners	<5%	21-30%			71-80%	
Non English Learners	99.3%	0-10%	11-20%	21-30%	31-40%	11-20%
Homeless			31-40%	31-40%	31-40%	
Foster Care				91-100%		

Table 172: Vancleave Upper Elementary School 2018 Math Accountability by Demographic Group

2018 Vancleave Upper Elementary School Science Accountability Demographics

Vancleave Upper Elementary School 2018 Science Accountability by Demographic Group					
Subgroup	Science Level 1	Science Level 2	Science Level 3	Science Level 4	Science Participation
All	0-10%	0-10%	31-40%	41-50%	100%
Female	0-10%	11-20%	31-40%	41-50%	100%
Male	0-10%	0-10%	31-40%	51-60%	100%
Black or African American	11-20%	11-20%	51-60%	21-30%	<5%
Hispanic or Latino	31-40%		61-70%		<5%
White	0-10%	0-10%	31-40%	51-60%	100%
Economically Disadvantaged	0-10%	11-20%	41-50%	41-50%	100%
Non Economically Disadvantaged	0-10%	0-10%	31-40%	51-60%	100%
Students with Disabilities	9.1%	18.2%	60.6%	12.1%	100%
Students without Disabilities	0-10%	0-10%	31-40%	51-60%	100%
English Learners	41-50%		41-50%		<5%
Non English Learners	0-10%	0-10%	31-40%	51-60%	100%
Foster Care			91-100%		

Table 173: Vancleave Upper Elementary School 2018 Science Accountability by Demographic Group

2018 VANCLEAVE UPPER ELEMENTARY SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

Vancleave Upper Elementary School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	55.5%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	49.2%				56.9%	44.8%
Male	61.2%				53.7%	41.5%
Black or African American	28.6%	35.0%	52.5%	70.0%	34.9%	28.6%
White	56.4%	53.5%	61.7%	70.0%	58.0%	57.9%
Hispanic or Latino	80.0%	45.3%	57.6%	70.0%	43.8%	46.2%
Economically Disadvantaged	47.9%	38.7%	54.4%	70.0%	44.3%	33.3%
Non Economically Disadvantaged	62.2%				65.3%	64.8%
Students with Disabilities	17.0%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	63.4%				60.6%	47.0%
ELA						
All	57.2%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	57.0%				58.3%	43.9%

Vancleave Upper Elementary School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
Male	57.5%				48.5%	35.8%
Black or African American	38.1%				34.9%	25.8%
White	57.7%	55.0%	62.5%	70.0%	55.3%	54.6%
Hispanic or Latino	80.0%	42.2%	56.1%	70.0%	48.6%	36.7%
Economically Disadvantaged	47.9%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	65.6%				62.1%	60.3%
Students with Disabilities	18.2%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	65.3%				58.2%	43.4%

Table 174: 2018 Vancleave Upper Elementary School Accountability Progress Toward Goals

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 43.]

VANCLEAVE UPPER ELEMENTARY SCHOOL THIRD GRADE READING

VANCLEAVE UPPER ELEMENTARY SCHOOL THIRD GRADE READING						
	2016		2017		2018	
	PASS	FAIL	PASS	FAIL	PASS	FAIL
VANCLEAVE UPPER ELEMENTARY	>=95%	<=5%	94.3%	5.7%	93.3%	6.7%

Table 175: 2016-2018 Vancleave Upper Elementary School Third Grade Reading

VANCLEAVE UPPER ELEMENTARY SCHOOL MAAP

Vancleave Upper Elementary School MAAP ELA

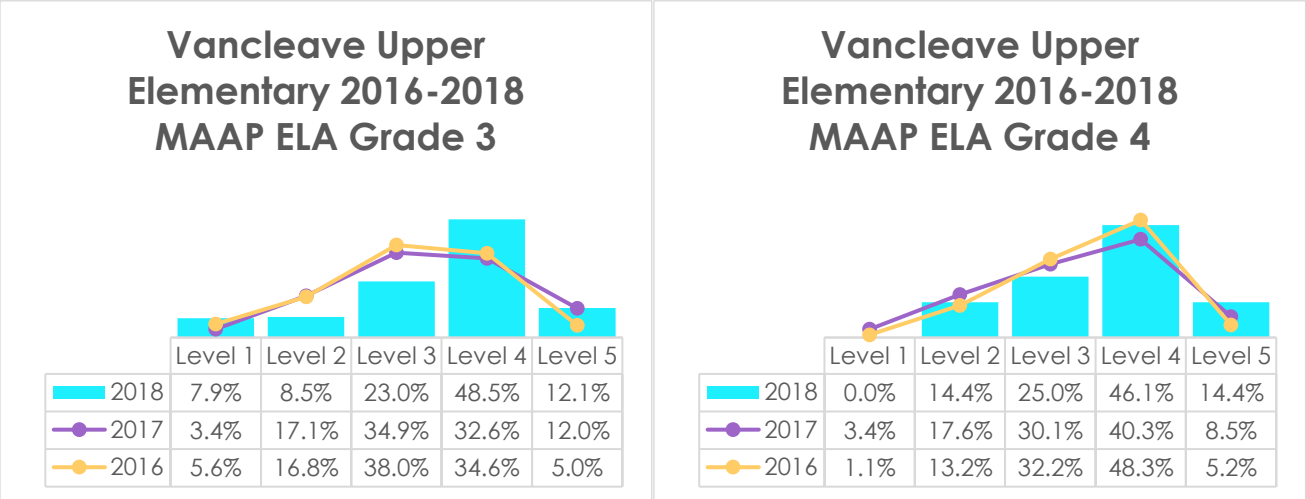


Figure 107: 2016-2018 Vancleave Upper Elementary School MAAP ELA Grades 3 and 4

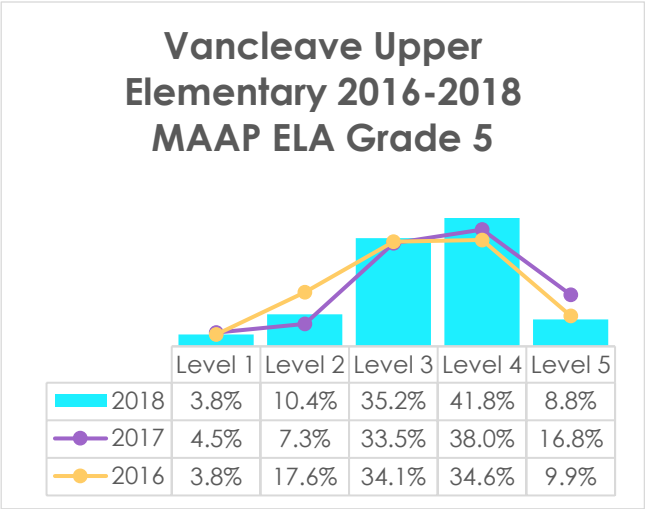
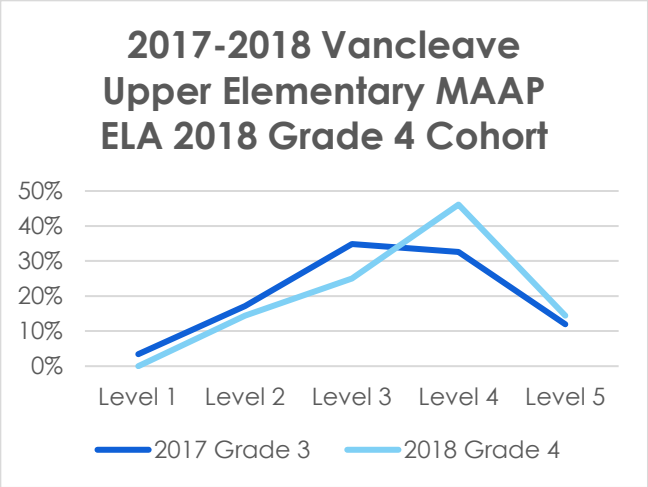


Figure 108: 2016-2018 Vancleave Upper Elementary School MAAP ELA Grade 5



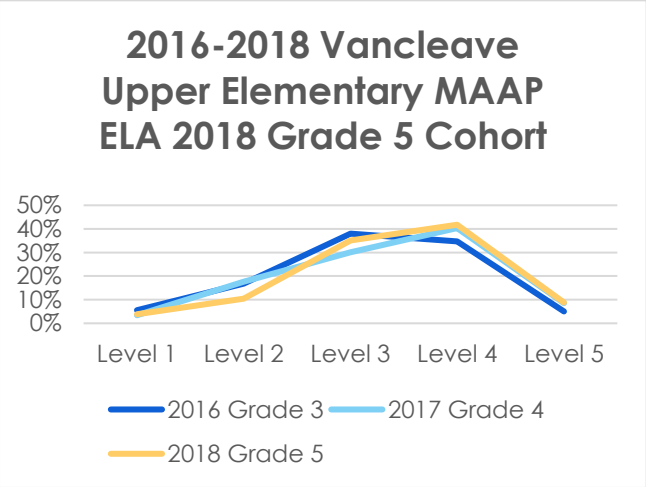
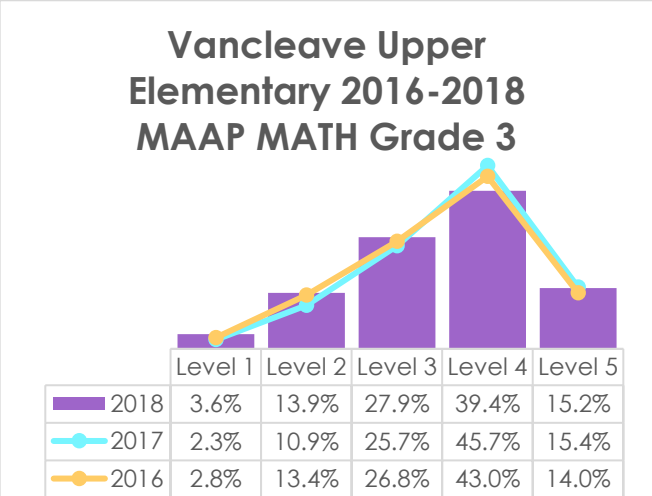


Figure 109: 2016-2018 Vancleave Upper Elementary School MAAP ELA 2018 Grade 4 and Grade 5 Cohorts

Vancleave Upper Elementary School MAAP MATH



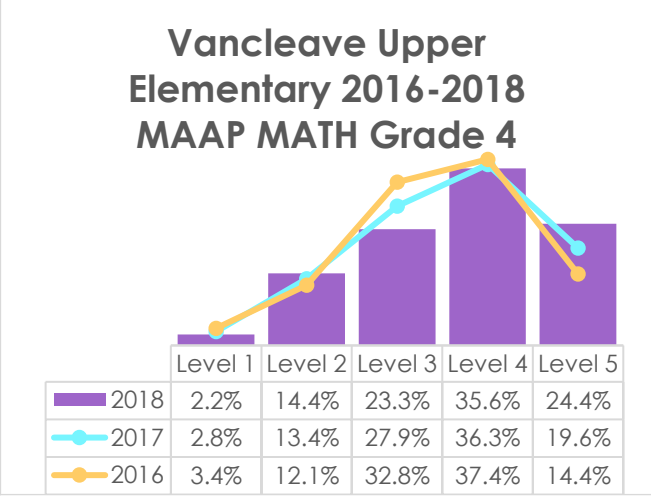


Figure 110: 2016-2018 Vancleave Upper Elementary School MAAP MATH Grades 3 and 4

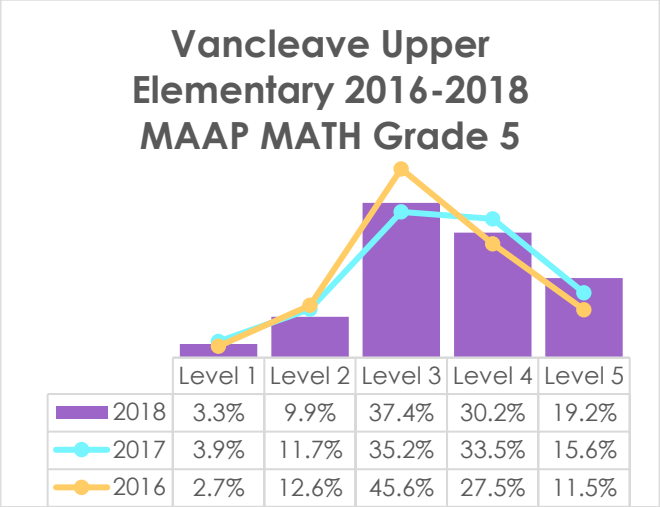


Figure 111: 2016-2018 Vancleave Upper Elementary School MAAP MATH Grade 5

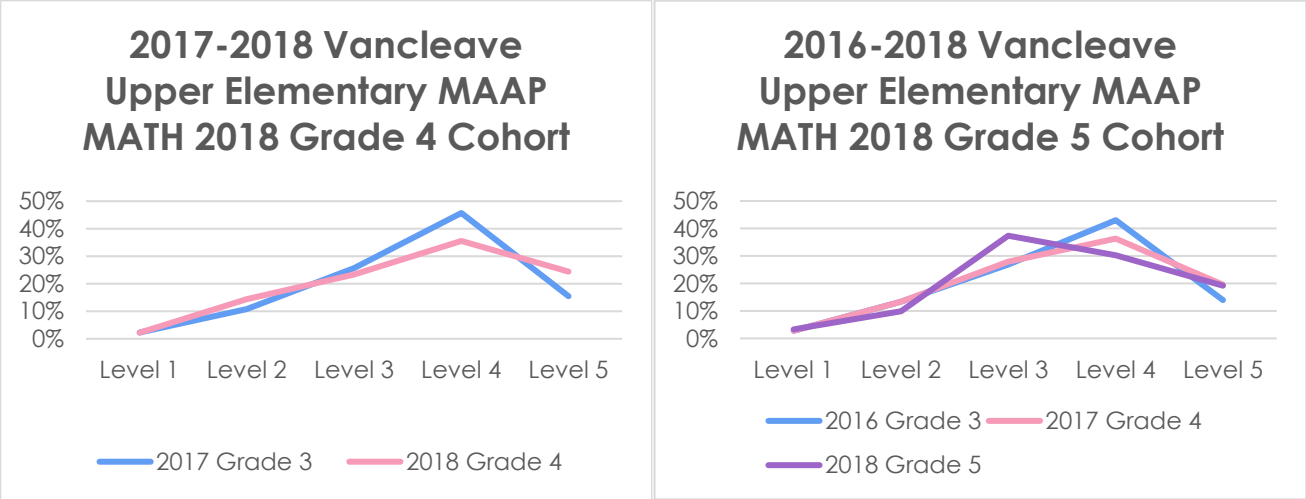


Figure 112: 2016-2018 Vancleave Upper Elementary School MAAP MATH 2018 Grade 4 and Grade 5 Cohorts

Vancleave Upper Elementary School MAAP-SCI

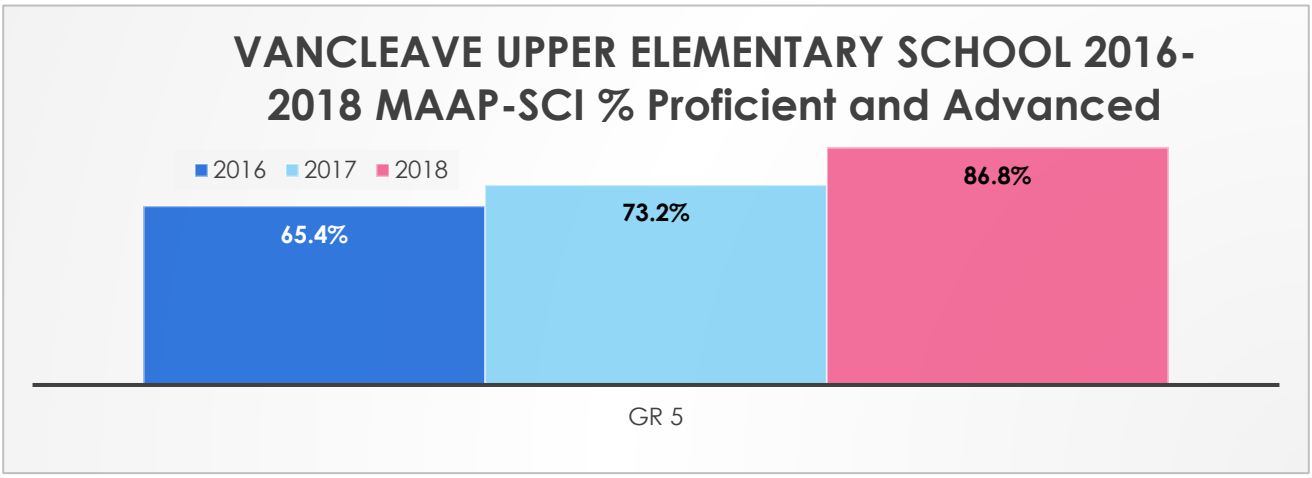


Figure 113: 2016-2018 Vancleave Upper Elementary School MAAP-SCI % Proficient and Advanced

2018 VANCLEAVE UPPER ELEMENTARY MAAP DEMOGRAPHICS

2018 Vancleave Upper Elementary School MAAP ELA

Vancleave Upper Elementary School 2018 MAAP ELA by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.25	99.04	0-10%	7.44	11-20%	20.44	21-30%	33.68	41-50%	29.03	11-20%	9.41
Female	100	99.27	0-10%	5.1	0-10%	17.74	21-30%	34.33	41-50%	31.82	11-20%	11
Male	98.59	98.85	5.36	9.67	12.5	23.01	25.71	33.05	45	26.37	11.43	7.89
Black or African American	100	98.97	0-10%	11-20%	21-30%	21-30%	31-40%	31-40%	31-40%	21-30%		0-10%
Hispanic or Latino	100	98.98	9.09	9.08		20.85	18.18	35.13	63.64	27.45	9.09	7.48
Native Hawaiian or Pacific Islander	<5%	98.72		8.44		12.99	91-100	27.27		35.06		16.23
Two or More Races	<5%	98.55		5.4	11-20%	15.48	21-30%	32.64	41-50%	36.49	11-20%	9.99
White	99.18	99.18	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
Economically Disadvantaged	99.21	98.91	5.18	9.63	15.94	25.29	31.87	36.13	39.04	23.84	7.97	5.11
Non Economically Disadvantaged	99.29	99.33	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	51-60%	41-50%	11-20%	11-20%
Students without Disabilities	99.55	99.29	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	51-60%	31-40%	11-20%	11-20%
Students with Disabilities	97.83	97.44	11-20%	21-30%	31-40%	31-40%	31-40%	21-30%	11-20%	0-10%	0-10%	0-10%
English Learners	<5%	99.03	21-30%	11-20%		21-30%	21-30%	31-40%	21-30%	21-30%	21-30%	0-10%
Non English Learners	99.25	99.05	0-10%	7.22	11-20%	20.26	21-30%	33.65	41-50%	29.28	11-20%	9.58
Foster Care		0		0-10%		21-30%	91-100	31-40%		21-30%		0-10%
Homeless		97.76		11-20%	31-40%	31-40%	31-40%	31-40%	31-40%	11-20%		0-10%

Table 176: 2018 Vancleave Upper Elementary School MAAP ELA by Demographic Group

2018 Vancleave Upper Elementary School MAAP MATH

Vancleave Upper Elementary School 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.25	98.81	0-10%	6.79	11-20%	20.9	21-30%	30.52	31-40%	29.87	11-20%	11.92
Female	100	99.09	0-10%	5.45	11-20%	19.36	31-40%	31.3	31-40%	31.67	11-20%	12.23

Vancleave Upper Elementary School 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Male	98.59	98.56	0-10%	8.06	11-20%	22.36	21-30%	29.79	31-40%	28.17	21-30%	11.62
Black or African American	100	98.72		0-10%	11-20%	21-30%	51-60%	31-40%	21-30%	21-30%	0-10%	0-10%
Hispanic or Latino	100	98.57	9.09	6.37	18.18	18.38		30.46	72.73	33.03		11.77
Pacific Islander	<5%	98.72		5.84		12.99	91-100	24.68		31.17		25.32
Two or More Races	<5%	98.52		0-10%	21-30%	11-20%	21-30%	21-30%	21-30%	31-40%	11-20%	11-20%
White	99.18	98.96	0-10%	0-10%	11-20%	11-20%	21-30%	21-30%	31-40%	31-40%	21-30%	11-20%
Economically Disadvantaged	99.21	98.69	0-10%	8.74	11-20%	25.97	31-40%	33.3	31-40%	25.29	11-20%	6.69
Non Economically Disadvantaged	99.29	99.07	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	31-40%	31-40%	21-30%	21-30%
Students without Disabilities	99.55	99.05	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	21-30%	11-20%
Students with Disabilities	97.83	97.28	13.33	21-30%	36.67	31-40%	35.56	21-30%	5.56	0-10%	8.89	0-10%
English Learners	<5%	98.84	21-30%	8.86		22.18		30.79	71-80%	28.58		9.59
Non English Learners	99.25	98.8	0-10%	6.72	11-20%	20.86	21-30%	30.51	31-40%	29.91	11-20%	11.99
Foster Care		0		9.89		25.99	91-100	32.98		25.12		6.01
Homeless		97.31		11-20%	31-40%	31-40%	31-40%	21-30%	31-40%	11-20%		0-10%

Table 177: 2018 Vancleave Upper Elementary School MAAP MATH by Demographic Group

2018 Vancleave Upper Elementary School MAAP-SCI

Vancleave Upper Elementary School 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	100	98.74	0-10%	13.57	0-10%	24.04	31-40%	41.68	41-50%	20.71
Female	100	99.02	0-10%	12.3	11-20%	24	31-40%	44.07	41-50%	19.63
Male	100	98.5	0-10%	14.78	0-10%	24.08	31-40%	39.42	51-60%	21.73
Black or African American	<5%	98.54	11-20%	20.88	11-20%	32.28	51-60%	37.44	21-30%	9.4
Hispanic or Latino	<5%	98.98	31-40%	15.02		24.63	61-70%	41.72		18.63
White	100	98.98	0-10%	5.34	0-10%	15.01	31-40%	46.65	51-60%	33.01
Economically Disadvantaged	100	98.51	0-10%	17.77	11-20%	29.26	41-50%	39.66	41-50%	13.31

Vancleave Upper Elementary School 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Non Economically Disadvantaged	100	99.22	0-10%	0-10%	0-10%	11-20%	31-40%	41-50%	51-60%	31-40%
Students without Disabilities	100	98.93	0-10%	10.3	0-10%	22.47	31-40%	44.31	51-60%	22.92
Students with Disabilities	100	97.45	9.09	36.1	18.18	34.84	60.61	23.58	12.12	5.48
English Learners	<5%	98.89	41-50%	24.52		30.27	41-50%	33.93		11.28
Non English Learners	100	98.74	0-10%	13.29	0-10%	23.88	31-40%	41.88	51-60%	20.95

Table 178: 2018 Vancleave Upper Elementary School MAAP-SCI by Demographic Group

ENROLLMENT

Numbers of students enrolled at Vancleave Upper Elementary School from 2016-2017 to 2018-2019 are shown in ***Table 179***. Vancleave Upper Elementary School enrollment decreased in 2018-2019. Over the past three years, demographic ratios have shifted slightly. ***Table 180*** illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

VANCLEAVE UPPER ELEMENTARY SCHOOL ENROLLMENT BY GRADE			
	2017	2018	2019
ELEM. SPED	*	*	*
Grade 3	176	*	176
Grade 4	174	186	*
Grade 5	175	183	184
Total	**532**	**541**	**538**

Table 179: Vancleave Upper Elementary School Enrollment by Grade

VANCLEAVE UPPER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
	2017		2018		2019	
	#	%	#	%	#	%
Female	250	47.0%	256	47.3%	253	47.0%
Male	282	53.0%	285	52.7%	285	53.0%
Asian	*	0.0%	*	0.0%	*	*
African American	22	4.1%	21	3.9%	20	3.7%
Hispanic or Latino	10	1.9%	12	2.2%	16	3.0%
American Indian or Alaskan Native	*	0.0%	*	0.0%	486	90.3%
White	493	92.7%	497	91.9%	14	2.6%
Two or More Races	*	0.0%	*	0.0%	*	*
Pacific Islander	*	0.0%	*	0.0%	253	47.0%
Total	**532**	**100%**	**541**	**100%**	**538**	**100%**

Table 180: Vancleave Upper Elementary School Enrollment by Demographic Group

Vancleave Upper Elementary
Raising the Standard

ATTENDANCE

2016-2018 VANCLEAVE UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2016	2017	2018
ELEM. SPED	1.90	4.14	4.99
GRADE 03	168.97	168.74	156.70
GRADE 04	164.06	168.93	173.02
GRADE 05	172.33	168.63	173.94
TOTAL	507.26	510.45	508.66

Table 181: 2016-2018 Vancleave Upper Elementary School Average Daily Attendance

2017 AND 2018 VANCLEAVE UPPER ELEMENTARY SCHOOL CHRONIC ABSENTEE RATE	
2016-2017	
ALL	9.5%
2017-2018	
ALL	12.4%
FEMALE	10.1%
MALE	14.4%
BLACK OR AFRICAN AMERICAN	<5% %
HISPANIC OR LATINO	7.1%
NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5% %
TWO OR MORE RACES	<5% %
WHITE	13.2%
STUDENTS WITHOUT DISABILITIES	11.7%
STUDENTS WITH DISABILITIES	16.0%

Table 182: 2017 and 2018 Vancleave Upper Elementary School Chronic Absentee Rate

PERSONNEL

2018 VANCLEAVE UPPER ELEMENTARY SCHOOL FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 35.63	All		High Poverty		Low Poverty	
EXPERIENCED	#	%	#	%	#	%
	30.82	86.49%			30.82	86.49%
EMERGENCY PROVISIONAL	#	%	#	%	#	%
	0	0%			0	0%
TEACHING IN FIELD	#	%	#	%	#	%
	34.64	97.19%			34.64	97.19%

Table 183: 2018 Vancleave Upper Elementary School Full-time Equivalent Teachers

DISCIPLINE

2017-2018 VANCLEAVE UPPER ELEMENTARY SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	<5%	<5%	<10
Female		<5%		<10
Male				
Black or African American				
Hispanic or Latino				

Native Hawaiian or Pacific Islander				
Two or More Races				
White		<5%		<10
Economically Disadvantaged				
Non Economically Disadvantaged				
Students with Disabilities				
Students without Disabilities		<5%		<10
English Learners				
Non English Learners		<5%		<10

Table 184: 2017-2018 Vancleave Upper Elementary School MSIS Reported Disciplinary Incidents

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-eight (48) faculty and staff members, twenty-three (23) parents, and three hundred seventy-four (374) students responded to the survey.**

VANCLEAVE UPPER ELEMENTARY SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5		
In my experience, teachers in my school (district) are state certified and effective.		
	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%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	24	50.0%
Agree	22	45.8%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	27	56.3%
Agree	17	35.4%
Disagree	4	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	35	72.9%
Agree	10	20.8%
Disagree	2	4.2%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	24	50.0%
Agree	21	43.8%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	2	4.2%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	28	58.3%
Agree	20	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	26	54.2%
Agree	21	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	23	47.9%
Agree	22	45.8%
Disagree	3	6.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI27

Teachers have high expectations for students.

	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%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	23	47.9%
Agree	23	47.9%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TCI6

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

	Count	Percentage
Strongly Agree	24	50.0%
Agree	23	47.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for TCI10

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

	Count	Percentage
Strongly Agree	23	47.9%
Agree	24	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field 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	24	50.0%
Agree	18	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	12.5%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	19	39.6%
Utilize technology such as class websites, blogs, and videos	27	56.3%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	22	45.8%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	25	52.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	27	56.3%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	21	43.8%
Use bilingual handouts and cues	7	14.6%
Use visual displays, portable white boards, and posters when giving instructions	29	60.4%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	17	35.4%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	30	62.5%
Agree	18	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	7	14.6%
Agree	29	60.4%
Disagree	10	20.8%
Strongly Disagree	1	2.1%
Not Applicable or No Information	1	2.1%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	24	50.0%
Agree	24	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	23	47.9%
Agree	24	50.0%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	18	37.5%
Agree	29	60.4%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Field 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	20	41.7%
Agree	26	54.2%
Disagree	1	2.1%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	15	31.3%
Agree	28	58.3%
Disagree	4	8.3%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	13	27.1%
Agree	29	60.4%
Disagree	5	10.4%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	16	33.3%
Agree	31	64.6%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Field 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	14	29.2%
Agree	29	60.4%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.3%

Field summary for SC48

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

	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%

Field 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	45.8%
Agree	24	50.0%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	1	2.1%

Field 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	24	50.0%
Agree	23	47.9%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	19	39.6%
Agree	27	56.3%
Disagree	1	2.1%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	18	37.5%
Agree	28	58.3%
Disagree	1	2.1%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	23	47.9%
Agree	21	43.8%
Disagree	2	4.2%
Strongly Disagree	2	4.2%
Not Applicable or No Information	0	0.0%

Field summary for TSC73		
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	27	56.3%
Agree	17	35.4%
Disagree	3	6.3%
Strongly Disagree	1	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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from Vancleave Upper Elementary School feel that the school does a good job in updating technology within the district, working as a cohesive unit, and inspiring students to do their best. One faculty member said, "My team works extremely well together. We all respect one another and share responsibilities to work collaboratively to help our students be as successful as possible." Respondents expressed concerns about a need for better intervention methods, a desire for better facilities management, and a wish for more technology in the classrooms. Another faculty member stated, "I feel having a nurse on campus is essential. I would like to see the nurse visiting the classroom and sharing his/her expertise on health-related issues. (Hand washing, nutrition, hygiene, etc.)"

VANCLEAVE UPPER ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5		
In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	10	43.5%
Agree	10	43.5%
Disagree	1	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	9	39.1%
Agree	6	26.1%
Disagree	1	4.4%
Strongly Disagree	1	4.4%
Not Applicable or No Information	6	26.1%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	17	73.9%
Agree	5	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.4%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	15	65.2%
Agree	7	30.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.4%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	6	26.1%
Agree	9	39.1%
Disagree	0	0.0%
Strongly Disagree	2	8.7%
Not Applicable or No Information	6	26.1%

Field 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	9	39.1%
Supporting college and career counseling	5	21.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	10	43.5%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	6	26.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	10	43.5%

Field 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	4	17.4%
Providing school-based mental health services and counseling	10	43.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	6	26.1%
Establishing or improving dropout prevention	5	21.7%
Supporting re-entry programs and transition services for Justice-involved youth	3	13.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	7	30.4%
Implementing systems and practices to prevent bullying and harassment	7	30.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	6	26.1%
Establishing community partnerships	5	21.7%

Field 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	8	34.8%
Building technological capacity and infrastructure	9	39.1%
Carrying out innovative blended learning projects	6	26.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	9	39.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	8	34.8%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	3	13.0%
Computer Classes	7	30.4%
Conflict Resolution	7	30.4%
Discipline	9	39.1%
Drug/Alcohol Awareness	5	21.7%
English as a Second Language	0	0.0%
Health Classes	4	17.4%
Literacy Classes	7	30.4%
Math Classes	7	30.4%
Parent-to-School Relationships	8	34.8%
Parent/Child Communication	6	26.1%

Field summary for PFP22		
I would like my child's school (district) to offer classes for parents on the following:		
Preparing for College	10	43.5%
Parenting Workshops	5	21.7%
Social Media Classes	3	13.0%
Stress/Anger Management	3	13.0%
Understanding College- and Career-Ready Standards	10	43.5%
Other [common core]	2	8.7%

Field 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	6	26.1%
Parental advisory committees	1	4.4%
PTO/PTA meetings and activities	2	8.7%
Ways to help at the classroom level	9	39.1%
Other ways to get involved in my school (district)	5	21.7%

Field summary for JCPFP24		
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	7	30.4%
Very likely	7	30.4%
Moderately likely	7	30.4%
Slightly likely	1	4.4%
Not at all likely	1	4.4%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	6	26.1%
Agree	11	47.8%
Disagree	3	13.0%
Strongly Disagree	1	4.4%
Not Applicable or No Information	2	8.7%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	6	26.1%
Agree	13	56.5%
Disagree	2	8.7%
Strongly Disagree	2	8.7%
Not Applicable or No Information	0	0.0%

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	4	17.4%
Agree	15	65.2%
Disagree	4	17.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	9	39.1%
Agree	11	47.8%
Disagree	2	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.4%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	8	34.8%
Agree	9	39.1%
Disagree	4	17.4%
Strongly Disagree	1	4.4%
Not Applicable or No Information	1	4.4%

Field 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	5	21.7%
Agree	13	56.5%
Disagree	1	4.4%
Strongly Disagree	1	4.4%
Not Applicable or No Information	3	13.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39		
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	8	34.8%
Agree	9	39.1%
Disagree	4	17.4%
Strongly Disagree	1	4.4%
Not Applicable or No Information	1	4.4%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	5	21.7%
Agree	13	56.5%
Disagree	2	8.7%
Strongly Disagree	1	4.4%
Not Applicable or No Information	2	8.7%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	9	39.1%
Agree	9	39.1%
Disagree	2	8.7%
Strongly Disagree	1	4.4%
Not Applicable or No Information	2	8.7%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	10	43.5%
Agree	7	30.4%
Disagree	3	13.0%
Strongly Disagree	1	4.4%
Not Applicable or No Information	2	8.7%

Field summary for FC801		
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	7	30.4%
Agree	11	47.8%
Disagree	3	13.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	8	34.8%
Agree	9	39.1%
Disagree	5	21.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.4%

Field summary for CFC241

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

	Count	Percentage
Strongly Agree	8	34.8%
Agree	8	34.8%
Disagree	3	13.0%
Strongly Disagree	2	8.7%
Not Applicable or No Information	2	8.7%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	4	17.4%
Agree	13	56.5%
Disagree	4	17.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	5	21.7%
Agree	13	56.5%
Disagree	4	17.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.4%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	6	26.1%
Agree	14	60.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.0%

Field summary for PFC91

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	13	56.5%
Checked my child's grades/assignments online	16	69.6%
Been in contact with my child's teacher	20	87.0%
Received a newsletter from the district, school, or teacher	17	73.9%
Worked with a committee or group on school or district policies	2	8.7%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	11	47.8%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	17	73.9%
Volunteered at my child's school	9	39.1%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	5	21.7%
Agree	13	56.5%
Disagree	2	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.0%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	5	21.7%
Agree	12	52.2%
Disagree	1	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	21.7%

Field 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	4	17.4%
Agree	12	52.2%
Disagree	4	17.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	4	17.4%
Agree	13	56.5%
Disagree	4	17.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	8	34.8%
Agree	10	43.5%
Disagree	2	8.7%
Strongly Disagree	1	4.4%
Not Applicable or No Information	2	8.7%

Field 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	30.4%
Agree	10	43.5%
Disagree	1	4.4%
Strongly Disagree	1	4.4%
Not Applicable or No Information	4	17.4%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	8	34.8%
Agree	10	43.5%
Disagree	3	13.0%
Strongly Disagree	1	4.4%
Not Applicable or No Information	1	4.4%

Field 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	10	43.5%
Agree	10	43.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.0%

Field 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	9	39.1%
Agree	12	52.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	8	34.8%
Agree	9	39.1%
Disagree	4	17.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	8	34.8%
Agree	9	39.1%
Disagree	2	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	17.4%

Field summary for PSC131		
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	5	21.7%
Agree	12	52.2%
Disagree	4	17.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents of students from Vancleave Upper Elementary School feel that the school does a good job in recognizing student achievement, encouraging students in the classroom, and creating a positive learning environment. One parent said, "The PTO communicates well using the Remind app." Respondents expressed concerns about building renovation needs, a desire for better communication during activities involving parents, and a desire to see more security measures on campus. Another parent stated, "The SPED department needs more qualified teachers and assistants in the classrooms. There are assistants that are not qualified to be a special needs teacher."

VANCLEAVE UPPER ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	222	59.4%
Agree	132	35.3%
Disagree	6	1.6%
Strongly Disagree	3	0.8%
Not Applicable or No Information	11	2.9%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	57	15.2%
Agree	75	20.1%
Disagree	5	1.3%
Strongly Disagree	3	0.8%
Not Applicable or No Information	234	62.6%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	212	56.7%
Agree	142	38.0%
Disagree	9	2.4%
Strongly Disagree	3	0.8%
Not Applicable or No Information	8	2.1%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	106	28.3%
Agree	109	29.1%
Disagree	54	14.4%
Strongly Disagree	47	12.6%
Not Applicable or No Information	58	15.5%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	40	10.7%
Agree	50	13.4%
Disagree	13	3.5%
Strongly Disagree	8	2.1%
Not Applicable or No Information	263	70.3%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	194	51.9%
Agree	156	41.7%
Disagree	9	2.4%
Strongly Disagree	5	1.3%
Not Applicable or No Information	10	2.7%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	188	50.3%
Agree	167	44.7%
Disagree	7	1.9%
Strongly Disagree	5	1.3%
Not Applicable or No Information	7	1.9%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	160	42.8%
Agree	175	46.8%
Disagree	16	4.3%
Strongly Disagree	9	2.4%
Not Applicable or No Information	14	3.7%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	281	75.1%
Agree	81	21.7%
Disagree	5	1.3%
Strongly Disagree	3	0.8%
Not Applicable or No Information	4	1.1%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	178	47.6%
Agree	182	48.7%
Disagree	4	1.1%
Strongly Disagree	3	0.8%
Not Applicable or No Information	7	1.9%

Field summary for SCI144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	252	67.4%
Agree	111	29.7%
Disagree	3	0.8%
Strongly Disagree	2	0.5%
Not Applicable or No Information	6	1.6%

Field summary for SCI162

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

	Count	Percentage
Strongly Agree	186	49.7%
Agree	96	25.7%
Disagree	23	6.2%
Strongly Disagree	36	9.6%
Not Applicable or No Information	33	8.8%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	112	30.0%
Agree	176	47.1%
Disagree	13	3.5%
Strongly Disagree	9	2.4%
Not Applicable or No Information	64	17.1%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	161	43.1%
Agree	149	39.8%
Disagree	15	4.0%
Strongly Disagree	9	2.4%
Not Applicable or No Information	40	10.7%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	143	38.2%
Agree	133	35.6%
Disagree	13	3.5%
Strongly Disagree	7	1.9%
Not Applicable or No Information	78	20.9%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	90	24.1%
Agree	148	39.6%
Disagree	43	11.5%
Strongly Disagree	18	4.8%
Not Applicable or No Information	75	20.1%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	184	49.2%
Agree	111	29.7%
Disagree	15	4.0%
Strongly Disagree	36	9.6%
Not Applicable or No Information	28	7.5%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	127	34.0%
Agree	122	32.6%
Disagree	31	8.3%
Strongly Disagree	13	3.5%
Not Applicable or No Information	81	21.7%

Field summary for SACS2		
There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	74	19.8%
Agree	124	33.2%
Disagree	48	12.8%
Strongly Disagree	14	3.7%
Not Applicable or No Information	114	30.5%

Field 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	183	48.9%
Agree	171	45.7%
Disagree	2	0.5%
Strongly Disagree	2	0.5%
Not Applicable or No Information	16	4.3%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	166	44.4%
Agree	142	38.0%
Disagree	10	2.7%
Strongly Disagree	15	4.0%
Not Applicable or No Information	41	11.0%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	117	31.3%
Agree	133	35.6%
Disagree	9	2.4%
Strongly Disagree	10	2.7%
Not Applicable or No Information	105	28.1%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	272	72.7%
Agree	91	24.3%
Disagree	5	1.3%
Strongly Disagree	4	1.1%
Not Applicable or No Information	2	0.5%

Field 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	169	45.2%
Agree	125	33.4%
Disagree	8	2.1%
Strongly Disagree	14	3.7%
Not Applicable or No Information	58	15.5%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	118	31.6%
Agree	144	38.5%
Disagree	51	13.6%
Strongly Disagree	35	9.4%
Not Applicable or No Information	26	7.0%

Field 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	135	36.1%
Agree	130	34.8%
Disagree	33	8.8%
Strongly Disagree	22	5.9%
Not Applicable or No Information	54	14.4%

Field 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	225	60.2%
Agree	133	35.6%
Disagree	2	0.5%
Strongly Disagree	5	1.3%
Not Applicable or No Information	9	2.4%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	131	35.0%
Agree	170	45.5%
Disagree	33	8.8%
Strongly Disagree	16	4.3%
Not Applicable or No Information	24	6.4%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	104	27.8%
Agree	150	40.1%
Disagree	29	7.8%
Strongly Disagree	15	4.0%
Not Applicable or No Information	76	20.3%

Field summary for SSC156		
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	228	61.0%
Agree	140	37.4%
Disagree	1	0.3%
Strongly Disagree	3	0.8%
Not Applicable or No Information	2	0.5%

Field summary for SSC157		
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	171	45.7%
Agree	158	42.3%
Disagree	21	5.6%
Strongly Disagree	9	2.4%
Not Applicable or No Information	15	4.0%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	157	42.0%
Agree	168	44.9%
Disagree	22	5.9%
Strongly Disagree	8	2.1%
Not Applicable or No Information	19	5.1%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Students from Vancleave Upper Elementary School feel that the school does a good job in teaching core subjects, helping students to learn, and recognizing student achievement. One student said, "My school does really well in having good teachers that help us learn about stuff we need to know" Respondents expressed concerns about cell phone policies, a need for better school cleanliness and maintenance, and a desire for a larger playground.

SECTION 18

VANCLEAVE MIDDLE SCHOOL

INTRODUCTION

Vancleave Middle School is located at 4725 Bulldog Lane in Vancleave, Mississippi. In 2018-2019, it houses five hundred sixty-four (564) students in sixth through eighth grades (6-8). Vancleave 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."

Vancleave Middle School's mission is to provide "a safe, nurturing environment that will prepare students to successfully function in a continually changing world and emerge in a Hi-Tech Global Community in pursuit of personal excellence." In 2018, VMS received a PREPS Value Added Award for Algebra. Schools receive this award for performing significantly better than other schools with students in similar socio-economic circumstances.

ACCOUNTABILITY

2016 ACCOUNTABILITY

2016 Vancleave Middle School Accountability			
Grade: **A** Total Points: 462	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Points possible*	**43.6%** *100*	**56.0%** *100*	**80.6%** *100*
GROWTH ALL STUDENTS *Points possible*	**62.7%** *100*	**82.6%** *100*	**Participation Rate** **99.7%**
GROWTH LOW 25% *Points possible*	**60.3%** *100*	**76.0%** *100*	

Figure 114: 2016 Vancleave Middle School Accountability

2017 ACCOUNTABILITY

2017 Vancleave Middle School Accountability			
2017 Official Accountability Rating: **B**; 2016 Accountability Rating: **A**; Former Baseline Grade: **B**; New Baseline Grade: **B**			
Grade: **B** Total Points: 430	**Reading**	**Mathematics**	**Science**
PROFICIENCY Points possible	**52.7%** 100	**59.1%** 100	**79.3%** 100
GROWTH ALL STUDENTS Points possible	**66.6%** 100	**70.6%** 100	**Participation Rate** **99.6%**
GROWTH LOW 25% Points possible	**51.4%** 100	**49.9%** 100	

Figure 115: 2017 Vancleave Middle School Accountability

2018 ACCOUNTABILITY

2018 Vancleave Middle School Accountability			
2018 Accountability Rating: **B**; 2018 Accountability Rating With EL: **B**; Total Points: 411; Total Points with EL: 411			
Grade: B	**Reading**	**Mathematics**	**Science**
PROFICIENCY *Possible points 2018/2019:*	**50.2%** *100/95*	**58.9%** *100/95*	**84.5%** *100/95*
GROWTH ALL STUDENTS *Possible points 2018/2019:*	**59.2%** *100/95*	**67.8%** *100/95*	**EL Progress**
GROWTH LOW 25% *Possible points 2018/2019:*	**44.8%** *100/95*	**45.7%** *100/95*	**N/A** *NA/35*

Figure 116: 2018 Vancleave Middle School Accountability

2018 Vancleave Middle School ELA Accountability Demographics

Vancleave Middle School 2018 ELA Accountability by Demographic Group						
Subgroup	**ELA Level 1**	**ELA Level 2**	**ELA Level 3**	**ELA Level 4**	**ELA Level 5**	**ELA Participation**
All	0-10%	11-20%	31-40%	31-40%	11-20%	98.8%
Female	0-10%	11-20%	31-40%	31-40%	11-20%	97.8%
Male	6.1%	16.0%	34.5%	31.0%	12.5%	99.7%
Alaskan Native or Native American			91-100%			<5%
Asian				91-100%		<5%
Black or African American	0-10%	11-20%	31-40%	21-30%	11-20%	100%
Hispanic or Latino	5.3%	21.1%	31.6%	31.6%	10.5%	100%
Native Hawaiian or Pacific Islander		41-50%	41-50%			<5%
Two or More Races		61-70%		31-40%		<5%
White	0-10%	11-20%	31-40%	31-40%	11-20%	98.6%
Economically Disadvantaged	6.4%	20.9%	38.0%	23.1%	11.5%	97.9%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	31-40%	11-20%	99.4%
Students with Disabilities	21-30%	41-50%	21-30%	0-10%	0-10%	96.4%
Students without Disabilities	0-10%	0-10%	31-40%	31-40%	11-20%	99.2%
English Learners		31-40%	11-20%	31-40%	11-20%	<5%
Non English Learners	0-10%	11-20%	31-40%	31-40%	11-20%	98.7%

Table 185: Vancleave Middle School 2018 ELA Accountability by Demographic Group

2018 Vancleave Middle School Math Accountability Demographics

Vancleave Middle School 2018 Math Accountability by Demographic Group						
Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All	0-10%	11-20%	21-30%	41-50%	11-20%	98.8%
Female	0-10%	11-20%	21-30%	41-50%	11-20%	97.8%
Male	0-10%	11-20%	21-30%	31-40%	11-20%	99.7%
Alaskan Native or Native American			91-100%			<5%
Asian				91-100%		<5%
Black or African American	0-10%	0-10%	41-50%	31-40%	0-10%	100%
Hispanic or Latino	5.3%	21.1%	15.8%	47.4%	10.5%	100%
Native Hawaiian or Pacific Islander		41-50%		41-50%		<5%
Two or More Races		61-70%	31-40%			<5%
White	0-10%	11-20%	21-30%	41-50%	11-20%	98.6%
Economically Disadvantaged	5.1%	20.1%	27.8%	35.5%	11.5%	97.9%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	41-50%	21-30%	99.4%
Students with Disabilities	11-20%	41-50%	11-20%	0-10%	0-10%	96.4%
Students without Disabilities	0-10%	0-10%	21-30%	41-50%	11-20%	99.2%
English Learners	11-20%	11-20%		41-50%	11-20%	<5%
Non English Learners	0-10%	11-20%	21-30%	41-50%	11-20%	98.7%

Table 186: Vancleave Middle School 2018 Math Accountability by Demographic Group

2018 Vancleave Middle School Science Accountability Demographics

Vancleave Middle School 2018 Science Accountability by Demographic Group					
Subgroup	Science Level 1	Science Level 2	Science Level 3	Science Level 4	Science Participation
All	0-10%	11-20%	41-50%	31-40%	99.5%
Female		12.2%	54.9%	32.9%	98.8%
Male	6.6%	12.3%	42.5%	38.7%	100%
Alaskan Native or Native American			91-100%		<5%
Asian				91-100%	<5%
Black or African American	11-20%		51-60%	31-40%	<5%
Hispanic or Latino		11-20%	31-40%	41-50%	<5%
White	0-10%	11-20%	41-50%	31-40%	99.4%
Economically Disadvantaged	5.2%	18.2%	52.0%	24.7%	98.7%
Non Economically Disadvantaged	0-10%	0-10%	41-50%	41-50%	100%
Students with Disabilities	21.7%	26.1%	39.1%	13.0%	100%
Students without Disabilities	0-10%	0-10%	41-50%	31-40%	99.4%
Non English Learners					99.5%

Table 187: Vancleave Middle School 2018 Science Accountability by Demographic Group

2018 VANCLEAVE MIDDLE SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

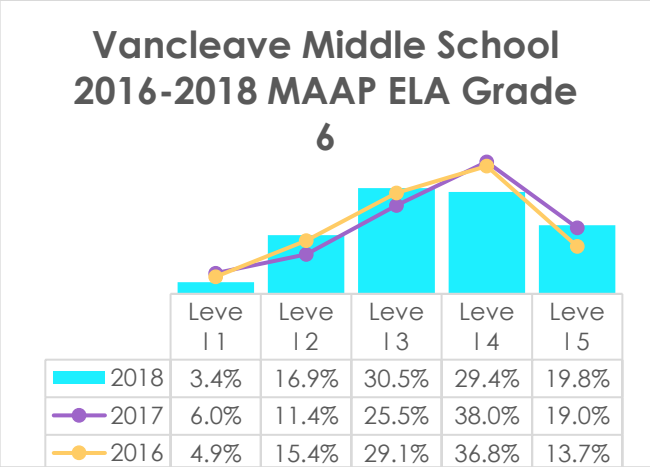
Vancleave Middle School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	58.9%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	62.5%				56.9%	44.8%
Male	55.6%				53.7%	41.5%
Black or African American	52.6%	35.0%	52.5%	70.0%	34.9%	28.6%
White	59.7%	53.5%	61.7%	70.0%	58.0%	57.9%
Hispanic or Latino	53.3%	45.3%	57.6%	70.0%	43.8%	46.2%
Economically Disadvantaged	47.5%	38.7%	54.4%	70.0%	44.3%	33.3%
Non Economically Disadvantaged	67.1%				65.3%	64.8%
Students with Disabilities	12.7%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	67.0%				60.6%	47.0%
ELA						
All	50.2%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	56.3%				58.3%	43.9%
Male	44.5%				48.5%	35.8%
Black or African American	47.4%				34.9%	25.8%
White	50.8%	55.0%	62.5%	70.0%	55.3%	54.6%
Hispanic or Latino	40.0%	42.2%	56.1%	70.0%	48.6%	36.7%
Economically Disadvantaged	35.5%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	60.6%				62.1%	60.3%
Students with Disabilities	11.5%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	56.9%				58.2%	43.4%

Table 188: 2018 Vancleave Middle School Accountability Progress Toward Goals

ASSESSMENT

VANCLEAVE MIDDLE SCHOOL MAAP

Vancleave Middle School MAAP ELA



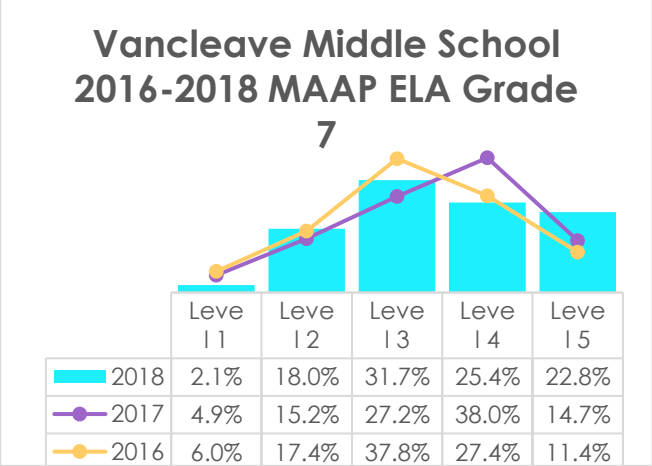
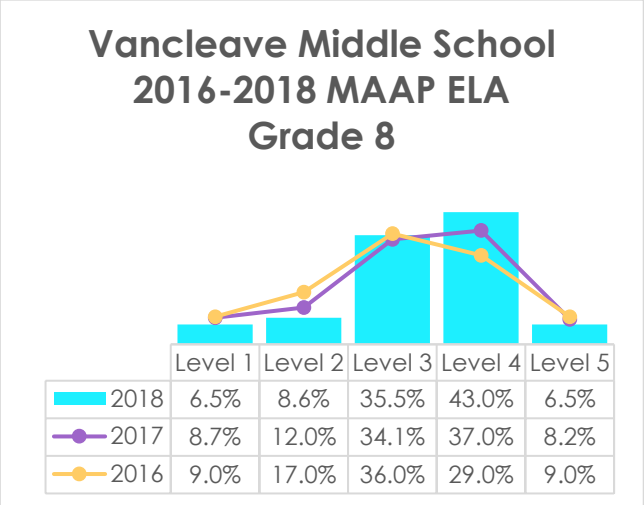


Figure 117: 2016-2018 Vancleave Middle School MAAP ELA Grades 6 and 7



	Level 1	Level 2	Level 3	Level 4	Level 5
2018	6.5%	8.6%	35.5%	43.0%	6.5%
2017	8.7%	12.0%	34.1%	37.0%	8.2%
2016	9.0%	17.0%	36.0%	29.0%	9.0%

Figure 118: 2016-2018 Vancleave Middle School MAAP ELA Grade 8

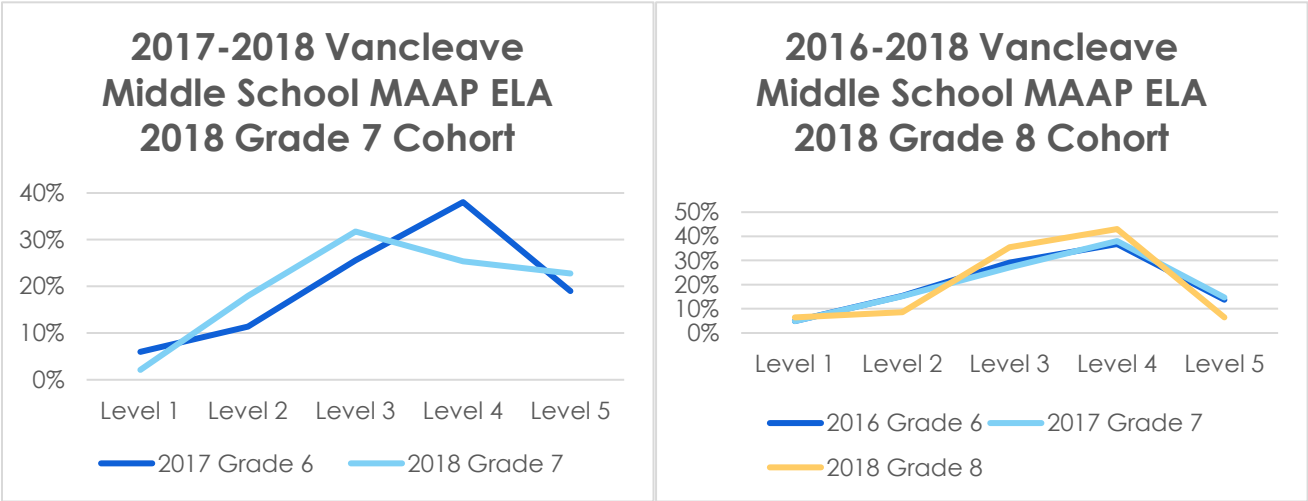
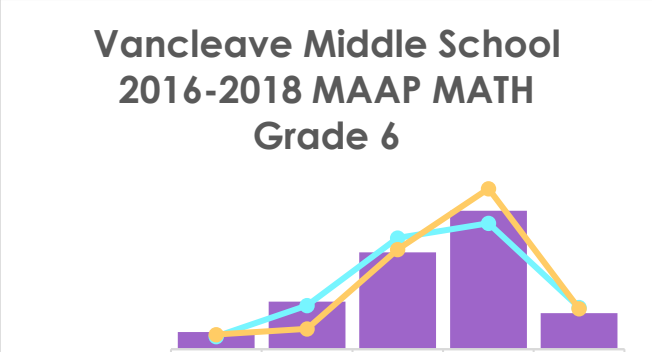
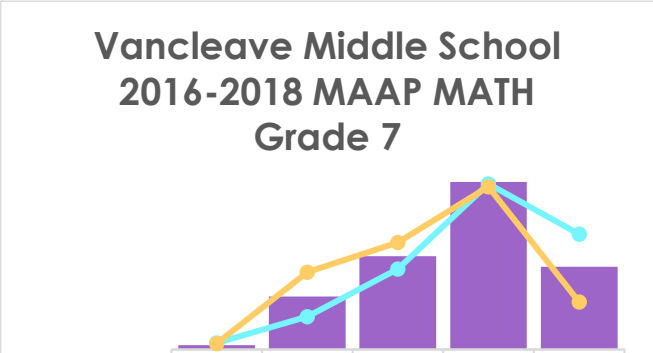


Figure 119: 2016-2018 Vancleave Middle School MAAP ELA 2018 Grade 7 and Grade 8 Cohorts

Vancleave Middle School MAAP MATH

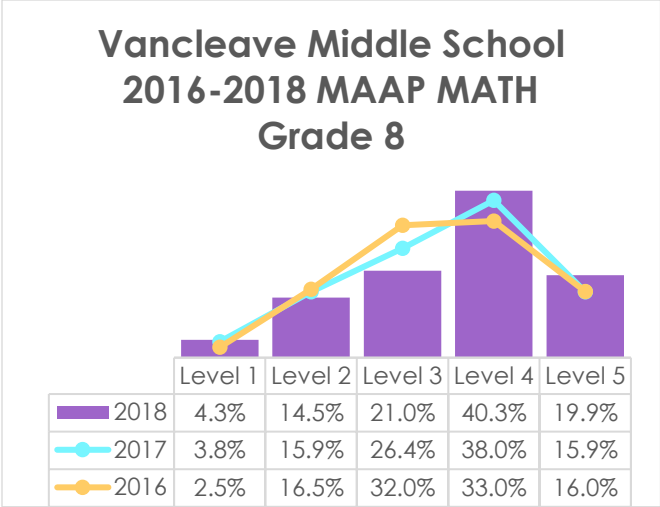


	Level 1	Level 2	Level 3	Level 4	Level 5
2018	5.1%	14.1%	28.8%	41.2%	10.7%
2017	3.8%	13.0%	33.2%	37.5%	12.5%
2016	4.4%	6.0%	29.7%	47.8%	12.1%



	Level 1	Level 2	Level 3	Level 4	Level 5
2018	1.1%	13.2%	23.3%	41.8%	20.6%
2017	1.6%	8.2%	20.1%	41.3%	28.8%
2016	1.5%	19.3%	26.7%	40.6%	11.9%

Figure 120: 2016-2018 Vancleave Middle School MAAP MATH Grades 6 and 7



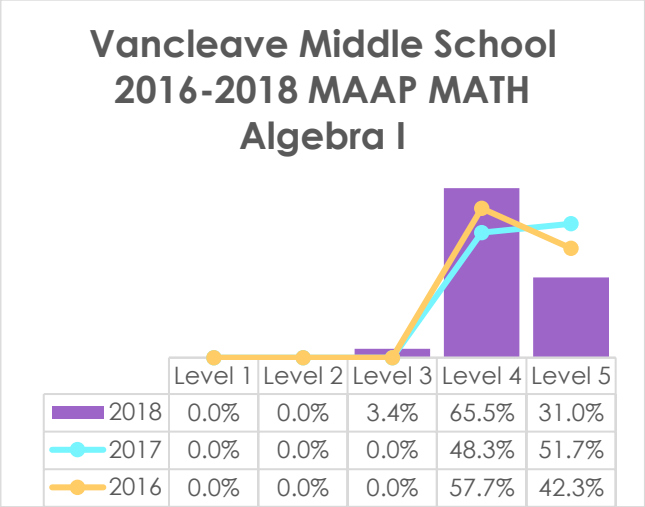
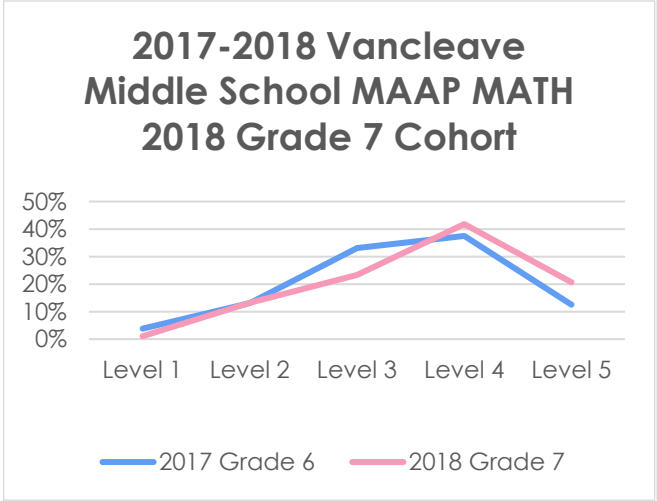


Figure 121: 2016-2018 Vancleave Middle School MAAP MATH Grade 8 and Algebra I



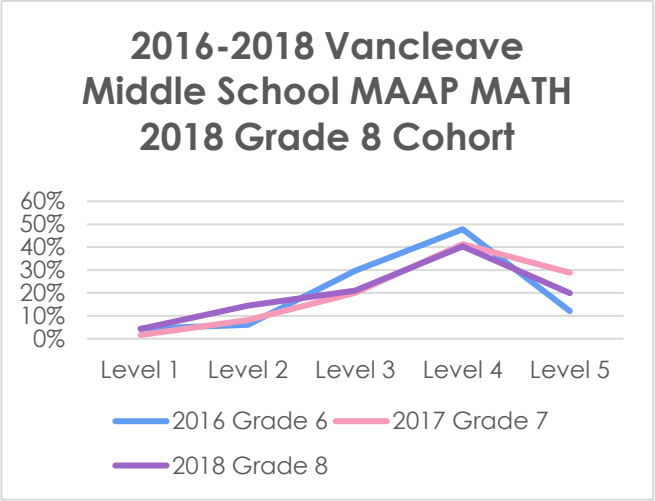


Figure 122: 2016-2018 Vancleave Middle School MAAP MATH 2018 Grade 7 and Grade 8 Cohorts

Vancleave Middle School MAAP-SCI

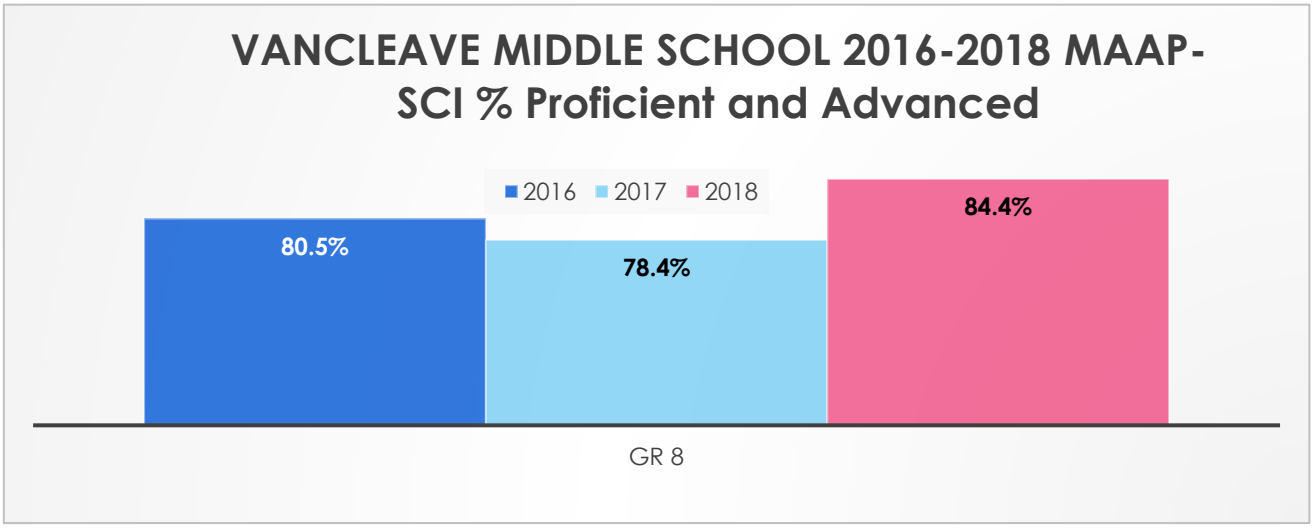


Figure 123: 2016-2018 Vancleave Middle School MAAP-SCI % Proficient and Advanced

2018 VANCLEAVE MIDDLE SCHOOL MAAP DEMOGRAPHICS

2018 Vancleave Middle School MAAP ELA

Vancleave Middle 2018 MAAP ELA by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	98.75	99.04	0-10%	7.44	11-20%	20.44	31-40%	33.68	31-40%	29.03	11-20%	9.41
Female	97.84	99.27	0-10%	5.1	11-20%	17.74	31-40%	34.33	31-40%	31.82	11-20%	11
Male	99.65	98.85	6.05	9.67	16.01	23.01	34.52	33.05	30.96	26.37	12.46	7.89
Asian	<5%	99.36		6.82		10.64		20.63	91-100	37.33		24.59
Black or African American	100	98.97	0-10%	11-20%	11-20%	21-30%	31-40%	31-40%	21-30%	21-30%	11-20%	0-10%
Hispanic or Latino	100	98.98	5.26	9.08	21.05	20.85	31.58	35.13	31.58	27.45	10.53	7.48
Native American	<5%	98.86		5.11		20.59	91-100	37.07		30.15		7.08
Pacific Islander	<5%	98.72		8.44	41-50%	12.99	41-50%	27.27		35.06		16.23
Two or More Races	<5%	98.55		5.4	61-70%	15.48		32.64	31-40%	36.49		9.99
White	98.63	99.18	0-10%	0-10%	11-20%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
Economically Disadvantaged	97.91	98.91	6.41	9.63	20.94	25.29	38.03	36.13	23.08	23.84	11.54	5.11
Non Economically Disadvantaged	99.38	99.33	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	31-40%	41-50%	11-20%	11-20%
Students without Disabilities	99.16	99.29	0-10%	0-10%	0-10%	11-20%	31-40%	31-40%	31-40%	31-40%	11-20%	11-20%
Students with Disabilities	96.39	97.44	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%	0-10%	0-10%	0-10%	0-10%
English Learners	<5%	99.03		11-20%	31-40%	21-30%	11-20%	31-40%	31-40%	21-30%	11-20%	0-10%
Non English Learners	98.74	99.05	0-10%	7.22	11-20%	20.26	31-40%	33.65	31-40%	29.28	11-20%	9.58

Table 189: 2018 Vancleave Middle School MAAP ELA by Demographic Group

2018 Vancleave Middle School MAAP MATH

Vancleave Middle 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	98.75	98.81	0-10%	6.79	11-20%	20.9	21-30%	30.52	41-50%	29.87	11-20%	11.92
Female	97.84	99.09	0-10%	5.45	11-20%	19.36	21-30%	31.3	41-50%	31.67	11-20%	12.23
Male	99.65	98.56	0-10%	8.06	11-20%	22.36	21-30%	29.79	31-40%	28.17	11-20%	11.62
Asian	<5%	99.15		0-10%		0-10%		11-20%	91-100	31-40%		41-50%
Black or African American	100	98.72	0-10%	0-10%	0-10%	21-30%	41-50%	31-40%	31-40%	21-30%	0-10%	0-10%
Hispanic or Latino	100	98.57	5.26	6.37	21.05	18.38	15.79	30.46	47.37	33.03	10.53	11.77

Vancleave Middle 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Native American	<5%	97.91		0-10%		11-20%	91-100	31-40%		31-40%		11-20%
Pacific Islander	<5%	98.72		5.84	41-50%	12.99		24.68	41-50%	31.17		25.32
Two or More Races	<5%	98.52		0-10%	61-70%	11-20%	31-40%	21-30%		31-40%		11-20%
White	98.63	98.96	0-10%	0-10%	11-20%	11-20%	21-30%	21-30%	41-50%	31-40%	11-20%	11-20%
Economically Disadvantaged	97.91	98.69	5.13	8.74	20.09	25.97	27.78	33.3	35.47	25.29	11.54	6.69
Non Economically Disadvantaged	99.38	99.07	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	41-50%	31-40%	21-30%	21-30%
Students without Disabilities	99.16	99.05	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	41-50%	31-40%	11-20%	11-20%
Students with Disabilities	96.39	97.28	11-20%	21-30%	41-50%	31-40%	11-20%	21-30%	0-10%	0-10%	0-10%	0-10%
English Learners	<5%	98.84	11-20%	8.86	11-20%	22.18		30.79	41-50%	28.58	11-20%	9.59
Non English Learners	98.74	98.8	0-10%	6.72	11-20%	20.86	21-30%	30.51	41-50%	29.91	11-20%	11.99

Table 190: 2018 Vancleave Middle School MAAP MATH by Demographic Group

2018 Vancleave Middle School MAAP-SCI

Vancleave Middle School 2018 MAAP-SCI by Demographic Group										
Group	Participa-tion Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.47	98.74	0-10%	13.57	11-20%	24.04	41-50%	41.68	31-40%	20.71
Female	98.8	99.02		12.3	12.2	24	54.88	44.07	32.93	19.63
Male	100	98.5	6.6	14.78	12.26	24.08	42.45	39.42	38.68	21.73
Asian	<5%	99.43		9.55		9.79		35.47	91-100	45.19
Black or African American	<5%	98.54	11-20%	20.88		32.28	51-60%	37.44	31-40%	9.4
Hispanic or Latino	<5%	98.98		15.02	11-20%	24.63	31-40%	41.72	41-50%	18.63
Native American	<5%	96.47		8.42		31.87	91-100	43.96		15.75
White	99.42	98.98	0-10%	5.34	11-20%	15.01	41-50%	46.65	31-40%	33.01
Economically Disadvantaged	98.72	98.51	5.19	17.77	18.18	29.26	51.95	39.66	24.68	13.31
Non Economically Disadvantaged	100	99.22	0-10%	0-10%	0-10%	11-20%	41-50%	41-50%	41-50%	31-40%
Students without Disabilities	99.4	98.93	0-10%	10.3	0-10%	22.47	41-50%	44.31	31-40%	22.92
Students with Disabilities	100	97.45	21.74	36.1	26.09	34.84	39.13	23.58	13.04	5.48
Non English Learners	99.47	98.74		13.29		23.88		41.88		20.95

Table 191: 2018 Vancleave Middle School MAAP-SCI by Demographic Group

ENROLLMENT

Numbers of students enrolled at Vancleave Middle School from 2016-2017 to 2018-2019 are shown in ***Table 192***. Vancleave Middle School enrollment remained steady in 2018-2019. Over the past three years, demographic ratios have also stayed level. ***Table 193*** illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

VANCLEAVE MIDDLE SCHOOL ENROLLMENT BY GRADE			
	2017	2018	2019
ELEM. SPED	*	*	*
Grade 6	179	182	181
Grade 7	189	191	192
Grade 8	205	186	187
SEC. SPED	*	*	*
Total	**577**	**563**	**564**

Table 192: Vancleave Middle School Enrollment by Grade

VANCLEAVE MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
	2017		2018		2019	
	#	%	#	%	#	%
Female	280	48.5%	276	49.0%	288	51.1%
Male	297	51.5%	287	51.0%	276	48.9%
Asian	*	0.0%	*	0.0%	21	3.7%
African American	21	3.6%	21	3.7%	21	3.7%
Hispanic or Latino	*	0.0%	16	2.8%	*	*
American Indian or Alaskan Native	*	0.0%	*	0.0%	515	91.3%
White	534	92.5%	517	91.8%	*	*
Two or More Races	*	0.0%	*	0.0%	*	*
Pacific Islander	*	0.0%	*	0.0%	288	51.1%
Total	**577**	**100%**	**563**	**100%**	**564**	**100%**

Table 193: Vancleave Middle School Enrollment by Demographic Group

ATTENDANCE

2016-2018 VANCLEAVE MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE			
	2016	2017	2018
ELEM. SPED	2.40	0	1.88
GRADE 06	171.58	172.77	173.02
GRADE 07	193.58	178.35	182.36
GRADE 08	189.81	194.74	176.85
SEC. SPED	4.84	3.64	1.93
TOTAL	562.21	549.5	536.03

Table 194: 2016-2018 Vancleave Middle School Average Daily Attendance

2017 AND 2018 VANCLEAVE MIDDLE SCHOOL CHRONIC ABSENTEE RATE	
2016-2017	
ALL	12.3%
2017-2018	
ALL	13.3%
FEMALE	12.5%
MALE	14.1%
ASIAN	<5% %
BLACK OR AFRICAN AMERICAN	20.8%
HISPANIC OR LATINO	18.2%
ALASKAN NATIVE OR NATIVE AMERICAN	<5% %
NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5% %
TWO OR MORE RACES	<5% %
WHITE	12.7%
STUDENTS WITHOUT DISABILITIES	13.1%
STUDENTS WITH DISABILITIES	14.4%
ENGLISH LEARNERS	<5% %

Table 195: 2017 and 2018 Vancleave Middle School Chronic Absentee Rate

PERSONNEL

2018 VANCLEAVE MIDDLE SCHOOL FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 38.11	All		High Poverty		Low Poverty	
EXPERIENCED	#	%	#	%	#	%
	34.71	91.08%			34.71	91.08%
EMERGENCY PROVISIONAL	#	%	#	%	#	%
	0.72	1.89%			0.72	1.89%
TEACHING IN FIELD	#	%	#	%	#	%
	38.11	100%			38.11	100%

Table 196: 2018 Vancleave Middle School Full-time Equivalent Teachers

DISCIPLINE

2017-2018 VANCLEAVE MIDDLE SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	5.7	<5%	28
Female	<5%	<5%		<10
Male	<5%	9.28	<5%	26
Black or African American		9.09	<5%	<10
Hispanic or Latino	5			<10
Native Hawaiian or Pacific Islander				
Two or More Races				
White	<5%	5.87		25
Economically Disadvantaged				
Non Economically Disadvantaged				
Students with Disabilities	<5%	16.47		10
Students without Disabilities	<5%	<5%	<5%	18
English Learners				
Non English Learners	<5%	5.72	<5%	28

Table 197: 2017-2018 Vancleave Middle School MSIS Reported Disciplinary Incidents

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-five (45) faculty and staff members, fifty-six (56) parents, and four hundred ninety-one (491) students responded to the survey.**

VANCLEAVE MIDDLE SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	34	75.6%
Agree	11	24.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	24	53.3%
Agree	19	42.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.4%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	38	84.4%
Agree	7	15.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	34	75.6%
Agree	9	20.0%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	9	20.0%
Agree	13	28.9%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	21	46.7%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	30	66.7%
Agree	12	26.7%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	32	71.1%
Agree	12	26.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	32	71.1%
Agree	13	28.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	29	64.4%
Agree	15	33.3%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	31	68.9%
Agree	13	28.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Field summary for TCI6		
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	31	68.9%
Agree	11	24.4%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Field summary for TCI10		
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	24	53.3%
Agree	17	37.8%
Disagree	3	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Field 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	18	40.0%
Agree	15	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	26.7%

Field summary for TCI31		
I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	15	33.3%
Utilize technology such as class websites, blogs, and videos	28	62.2%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	22	48.9%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	22	48.9%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	25	55.6%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	19	42.2%
Use bilingual handouts and cues	2	4.4%
Use visual displays, portable white boards, and posters when giving instructions	27	60.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	5	11.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39		
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	32	71.1%
Agree	13	28.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	9	20.0%
Agree	31	68.9%
Disagree	4	8.9%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	26	57.8%
Agree	19	42.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	32	71.1%
Agree	13	28.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	26	57.8%
Agree	18	40.0%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	48.9%
Agree	23	51.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	14	31.1%
Agree	27	60.0%
Disagree	3	6.7%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	14	31.1%
Agree	25	55.6%
Disagree	3	6.7%
Strongly Disagree	1	2.2%
Not Applicable or No Information	2	4.4%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	19	42.2%
Agree	24	53.3%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	15	33.3%
Agree	28	62.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.4%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	27	60.0%
Agree	17	37.8%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	51.1%
Agree	21	46.7%
Disagree	0	0.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%

Field 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	46.7%
Agree	24	53.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	25	55.6%
Agree	18	40.0%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	28	62.2%
Agree	16	35.6%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	22	48.9%
Agree	21	46.7%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	34	75.6%
Agree	9	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.4%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from Vancleave Middle School feel that the school does a good job in working together as a team, creating a welcoming atmosphere, and implementing a variety of learning techniques. One faculty member said, "Our school is a wonderful place for students to learn. We have a strong "family" feeling, and I truly believe every teacher loves the students and works to his/her best ability. It is also a wonderful place to work." Respondents expressed concerns about accountability for attendance, want more security measures on campus, and feel there is a need for better facility maintenance. Another faculty member stated, "Even more focus should be put on academic achievement, and students should be held to a higher standard of responsibility."

VANCLEAVE MIDDLE SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	25	44.6%
Agree	29	51.8%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	13	23.2%
Agree	18	32.1%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	24	42.9%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	38	67.9%
Agree	16	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	35	62.5%
Agree	20	35.7%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	10	17.9%
Agree	17	30.4%
Disagree	5	8.9%
Strongly Disagree	2	3.6%
Not Applicable or No Information	22	39.3%

Field 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	37.5%
Supporting college and career counseling	24	42.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	30	53.6%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	18	32.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	18	32.1%

Field 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	13	23.2%
Providing school-based mental health services and counseling	17	30.4%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	9	16.1%
Establishing or improving dropout prevention	12	21.4%
Supporting re-entry programs and transition services for Justice-involved youth	5	8.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	19	33.9%
Implementing systems and practices to prevent bullying and harassment	29	51.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	21	37.5%
Establishing community partnerships	10	17.9%

Field 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	42.9%
Building technological capacity and infrastructure	21	37.5%
Carrying out innovative blended learning projects	8	14.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	21	37.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	18	32.1%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	9	16.1%
Computer Classes	10	17.9%
Conflict Resolution	14	25.0%
Discipline	11	19.6%
Drug/Alcohol Awareness	12	21.4%
English as a Second Language	3	5.4%
Health Classes	7	12.5%
Literacy Classes	9	16.1%
Math Classes	12	21.4%
Parent-to-School Relationships	13	23.2%
Parent/Child Communication	22	39.3%
Preparing for College	28	50.0%
Parenting Workshops	9	16.1%
Social Media Classes	11	19.6%
Stress/Anger Management	17	30.4%
Understanding College- and Career-Ready Standards	30	53.6%
Other [autism, foreign language, understanding common core, budget]	2	3.6%

Field 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	9	16.1%
Parental advisory committees	9	16.1%
PTO/PTA meetings and activities	2	3.6%
Ways to help at the classroom level	19	33.9%
Other ways to get involved in my school (district)	17	30.4%

Field 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	23.2%
Very likely	23	41.1%
Moderately likely	16	28.6%
Slightly likely	3	5.4%
Not at all likely	1	1.8%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	15	26.8%
Agree	36	64.3%
Disagree	3	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	12	21.4%
Agree	37	66.1%
Disagree	4	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.4%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	13	23.2%
Agree	37	66.1%
Disagree	5	8.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	15	26.8%
Agree	39	69.6%
Disagree	0	0.0%
Strongly Disagree	1	1.8%
Not Applicable or No Information	1	1.8%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	14	25.0%
Agree	30	53.6%
Disagree	6	10.7%
Strongly Disagree	2	3.6%
Not Applicable or No Information	4	7.1%

Field 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	9	16.1%
Agree	38	67.9%
Disagree	4	7.1%
Strongly Disagree	1	1.8%
Not Applicable or No Information	4	7.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	16	28.6%
Agree	31	55.4%
Disagree	6	10.7%
Strongly Disagree	2	3.6%
Not Applicable or No Information	1	1.8%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	9	16.1%
Agree	35	62.5%
Disagree	9	16.1%
Strongly Disagree	1	1.8%
Not Applicable or No Information	2	3.6%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	22	39.3%
Agree	29	51.8%
Disagree	4	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	13	23.2%
Agree	31	55.4%
Disagree	9	16.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.4%

Field summary for FC801		
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	8	14.3%
Agree	36	64.3%
Disagree	7	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.9%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	21	37.5%
Agree	29	51.8%
Disagree	6	10.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CFC241		
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	12	21.4%
Agree	31	55.4%
Disagree	10	17.9%
Strongly Disagree	1	1.8%
Not Applicable or No Information	2	3.6%

Field summary for PFC79		
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	11	19.6%
Agree	30	53.6%
Disagree	8	14.3%
Strongly Disagree	1	1.8%
Not Applicable or No Information	6	10.7%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	9	16.1%
Agree	33	58.9%
Disagree	10	17.9%
Strongly Disagree	4	7.1%
Not Applicable or No Information	0	0.0%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	11	19.6%
Agree	32	57.1%
Disagree	3	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	17.9%

Field summary for PFC91

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	24	42.9%
Checked my child's grades/assignments online	49	87.5%
Been in contact with my child's teacher	41	73.2%
Received a newsletter from the district, school, or teacher	39	69.6%
Worked with a committee or group on school or district policies	3	5.4%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	25	44.6%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	42	75.0%
Volunteered at my child's school	17	30.4%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	9	16.1%
Agree	38	67.9%
Disagree	3	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	10.7%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	11	19.6%
Agree	36	64.3%
Disagree	4	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.9%

Field 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	9	16.1%
Agree	37	66.1%
Disagree	6	10.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.1%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	7	12.5%
Agree	29	51.8%
Disagree	10	17.9%
Strongly Disagree	4	7.1%
Not Applicable or No Information	6	10.7%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	14	25.0%
Agree	33	58.9%
Disagree	4	7.1%
Strongly Disagree	1	1.8%
Not Applicable or No Information	4	7.1%

Field 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	16.1%
Agree	31	55.4%
Disagree	3	5.4%
Strongly Disagree	1	1.8%
Not Applicable or No Information	12	21.4%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	15	26.8%
Agree	39	69.6%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

Field 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	13	23.2%
Agree	34	60.7%
Disagree	0	0.0%
Strongly Disagree	1	1.8%
Not Applicable or No Information	8	14.3%

Field 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	13	23.2%
Agree	33	58.9%
Disagree	5	8.9%
Strongly Disagree	1	1.8%
Not Applicable or No Information	4	7.1%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	15	26.8%
Agree	37	66.1%
Disagree	2	3.6%
Strongly Disagree	1	1.8%
Not Applicable or No Information	1	1.8%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	11	19.6%
Agree	39	69.6%
Disagree	4	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

Field summary for PSC131		
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	10	17.9%
Agree	41	73.2%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.1%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents of students from Vancleave Middle School feel that the school does a good job in creating a positive learning environment, welcoming parent communication, and promoting school morale. One parent said, "The middle school staff is extremely positive and encouraging. My child 'wants' to do his best for them." Respondents expressed concerns about uniform policy, building maintenance, and renovation needs, and desire to see more technology in the classrooms. Another parent stated, "Vancleave has been ignored for too long! We need everything updated. Media centers, computers, adequate staffing to reduce student numbers in classrooms so our beloved teachers have a moment to attend to the struggling student. Our teachers need a pay raise and more funding for supplies,"

VANCLEAVE MIDDLE SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5		
In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	186	37.9%
Agree	266	54.2%
Disagree	10	2.0%
Strongly Disagree	7	1.4%
Not Applicable or No Information	22	4.5%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	89	18.1%
Agree	240	48.9%
Disagree	22	4.5%
Strongly Disagree	16	3.3%
Not Applicable or No Information	124	25.3%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	194	39.5%
Agree	242	49.3%
Disagree	30	6.1%
Strongly Disagree	8	1.6%
Not Applicable or No Information	17	3.5%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	105	21.4%
Agree	165	33.6%
Disagree	140	28.5%
Strongly Disagree	43	8.8%
Not Applicable or No Information	38	7.7%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	60	12.2%
Agree	184	37.5%
Disagree	44	9.0%
Strongly Disagree	19	3.9%
Not Applicable or No Information	184	37.5%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	188	38.3%
Agree	253	51.5%
Disagree	19	3.9%
Strongly Disagree	18	3.7%
Not Applicable or No Information	13	2.7%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	145	29.5%
Agree	291	59.3%
Disagree	26	5.3%
Strongly Disagree	15	3.1%
Not Applicable or No Information	14	2.9%

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	93	18.9%
Agree	274	55.8%
Disagree	59	12.0%
Strongly Disagree	19	3.9%
Not Applicable or No Information	46	9.4%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	234	47.7%
Agree	214	43.6%
Disagree	13	2.7%
Strongly Disagree	11	2.2%
Not Applicable or No Information	19	3.9%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	144	29.3%
Agree	278	56.6%
Disagree	40	8.2%
Strongly Disagree	16	3.3%
Not Applicable or No Information	13	2.7%

Field summary for SCI144		
My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	168	34.2%
Agree	250	50.9%
Disagree	45	9.2%
Strongly Disagree	19	3.9%
Not Applicable or No Information	9	1.8%

Field summary for SCI162		
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	167	34.0%
Agree	261	53.2%
Disagree	30	6.1%
Strongly Disagree	12	2.4%
Not Applicable or No Information	21	4.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39		
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	134	27.3%
Agree	255	51.9%
Disagree	36	7.3%
Strongly Disagree	12	2.4%
Not Applicable or No Information	54	11.0%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	139	28.3%
Agree	234	47.7%
Disagree	65	13.2%
Strongly Disagree	17	3.5%
Not Applicable or No Information	36	7.3%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	142	28.9%
Agree	239	48.7%
Disagree	31	6.3%
Strongly Disagree	14	2.9%
Not Applicable or No Information	65	13.2%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	84	17.1%
Agree	226	46.0%
Disagree	84	17.1%
Strongly Disagree	20	4.1%
Not Applicable or No Information	77	15.7%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	178	36.3%
Agree	214	43.6%
Disagree	47	9.6%
Strongly Disagree	33	6.7%
Not Applicable or No Information	19	3.9%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	83	16.9%
Agree	266	54.2%
Disagree	31	6.3%
Strongly Disagree	17	3.5%
Not Applicable or No Information	94	19.1%

Field summary for SACS2		
There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	101	20.6%
Agree	266	54.2%
Disagree	25	5.1%
Strongly Disagree	19	3.9%
Not Applicable or No Information	80	16.3%

Field 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	95	19.4%
Agree	277	56.4%
Disagree	41	8.4%
Strongly Disagree	17	3.5%
Not Applicable or No Information	61	12.4%

Field summary for SACS5		
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	106	21.6%
Agree	269	54.8%
Disagree	58	11.8%
Strongly Disagree	19	3.9%
Not Applicable or No Information	39	7.9%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	101	20.6%
Agree	250	50.9%
Disagree	39	7.9%
Strongly Disagree	20	4.1%
Not Applicable or No Information	81	16.5%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	150	30.6%
Agree	224	45.6%
Disagree	67	13.7%
Strongly Disagree	28	5.7%
Not Applicable or No Information	22	4.5%

Field 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	118	24.0%
Agree	214	43.6%
Disagree	65	13.2%
Strongly Disagree	32	6.5%
Not Applicable or No Information	62	12.6%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	133	27.1%
Agree	293	59.7%
Disagree	30	6.1%
Strongly Disagree	14	2.9%
Not Applicable or No Information	21	4.3%

Field 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	112	22.8%
Agree	226	46.0%
Disagree	50	10.2%
Strongly Disagree	33	6.7%
Not Applicable or No Information	70	14.3%

Field 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	29.7%
Agree	274	55.8%
Disagree	25	5.1%
Strongly Disagree	14	2.9%
Not Applicable or No Information	32	6.5%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	116	23.6%
Agree	250	50.9%
Disagree	65	13.2%
Strongly Disagree	27	5.5%
Not Applicable or No Information	33	6.7%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	127	25.9%
Agree	252	51.3%
Disagree	52	10.6%
Strongly Disagree	20	4.1%
Not Applicable or No Information	40	8.2%

Field summary for SSC156

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

	Count	Percentage
Strongly Agree	129	26.3%
Agree	276	56.2%
Disagree	43	8.8%
Strongly Disagree	25	5.1%
Not Applicable or No Information	18	3.7%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

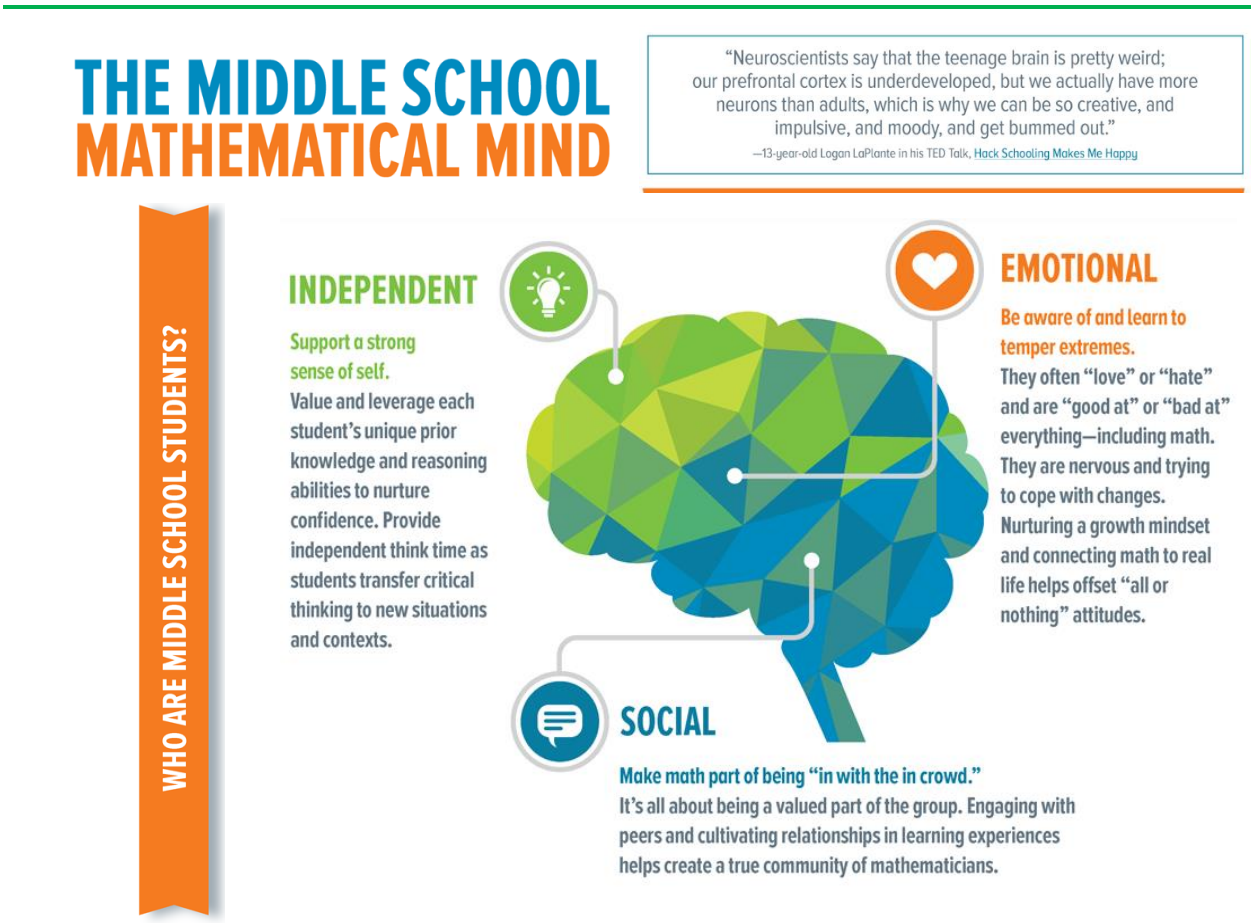
	Count	Percentage
Strongly Agree	133	27.1%
Agree	266	54.2%
Disagree	37	7.5%
Strongly Disagree	18	3.7%
Not Applicable or No Information	37	7.5%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	115	23.4%
Agree	227	46.2%
Disagree	88	17.9%
Strongly Disagree	28	5.7%
Not Applicable or No Information	33	6.7%

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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Students from Vancleave Middle School feel that the school does a good job in teaching core subjects, offering tutoring programs, and providing a safe place to learn. One student said, "My school is doing very well with making school fun and entertaining." Respondents expressed concerns about lunch choices, a need for more classroom resources and supplies, and a desire to have longer breaks. Another student stated, "I think that school staff should be able to clearly identify bullying/harassment before it gets out of hand."



NOTES

SECTION 19

VANCLEAVE HIGH SCHOOL

INTRODUCTION

Vancleave High School is located at 12424 Highway 57 in Vancleave, Mississippi. In 2018-2019, it houses seven hundred thirty-three (733) 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 principal's message on the school website states, "I believe we as educators have been called to change the world for the better through our work every day by building positive relationships with the children in our schools. If we treat them as unique flowers and nourish their individual needs, they will blossom and achieve all their dreams. Our schools and classrooms are gardens growing the future of our world, and the future depends on us."

ACCOUNTABILTY

2016 VANCLEAVE HIGH SCHOOL ACCOUNTABILITY

2016 VANCLEAVE HIGH SCHOOL Accountability					
Grade: **A** Total Points: 771	**Reading**	**Mathematics**	**Science**	**U. S. History**	**Acceleration**
PROFICIENCY	**64.0%**	**68.0%**	**81.7%**	**63.5%**	**51.9%**
Points Possible	*100*	*100*	*50*	*50*	*50*
GROWTH ALL STUDENTS	**78.0%**	**89.4%**	**Graduation Rate**	**Participation Rate**	**College and Career Readiness**
Points Possible	*100*	*100*			
GROWTH LOW 25%	**81.6%**	**84.9%**	**90.0%**	**99.1%**	**52.3%**
Points Possible	*100*	*100*	*200*		*50*

Figure 124: 2016 Vancleave High School Accountability

2017 VANCLEAVE HIGH SCHOOL ACCOUNTABILITY

2017 Vancleave High School Accountability					
2017 Official Accountability Rating: **A**; 2016 Accountability Rating: **A**; Former Baseline Grade: **A**; New Baseline Grade: **B**					
Grade: **A** Total Points: 785	**Reading**	**Mathematics**	**Science**	**U. S. History**	**Acceleration**
PROFICIENCY	**60.1%**	**50.0%**	**82.4%**	**60.0%**	**63.2%**
Possible points	*100*	*100*	*50*	*50*	*50*
GROWTH ALL STUDENTS	**92.2%**	**75.9%**	**Graduation Rate**	**Participation Rate**	**College and Career Readiness**
Possible points	*100*	*100*			
GROWTH LOW 25%	**102.6%**	**88.0%**	**91.5%**	**99.1%**	**60.5%**
Possible points	*100*	*100*	*200*		*50*

Figure 125: 2017 Vancleave High School Accountability

2018 VANCLEAVE HIGH SCHOOL ACCOUNTABILITY

2018 Vancleave High School Accountability					
2018 Accountability Rating: **B**; 2018 Accountability Rating with EL: **B** Total Points: **733**; Total Points with EL: **733**					
Grade: B	**Reading**	**Mathematics**	**Science**	**U. S. History**	**Acceleration**
PROFICIENCY	**56.5%**	**56.8%**	**82.2%**	**60.7%**	**75.3%**
Possible 2018/2019	100/95	100/95	50/47.5	50/47.5	50/47.5
GROWTH ALL STUDENTS	**80.9%**	**76.1%**	**Graduation Rate**	**EL Progress**	**College and Career Readiness**
Possible 2018/2019	100/95	100/95			
GROWTH LOW 25%	**69.6%**	**72.0%**	**92.3%**	**N/A**	**55.4%**
Possible 2018/2019	100/95	100/95	200/190	NA/50	50/47.5

Figure 126: 2018 Vancleave High School Accountability

2018 Vancleave High School ELA Accountability Demographics

Vancleave High School 2018 ELA Accountability by Demographic Group						
Subgroup	**ELA Level 1**	**ELA Level 2**	**ELA Level 3**	**ELA Level 4**	**ELA Level 5**	**ELA Participation**
All	0-10%	11-20%	21-30%	31-40%	21-30%	99.5%
Female	0-10%	11-20%	11-20%	41-50%	21-30%	100%
Male	5.3%	18.6%	35.4%	24.8%	15.9%	99.1%
Alaskan Native or Native American			91-100%			<5%
Black or African American	18.2%	27.3%	27.3%	27.3%		100%
Hispanic or Latino		11-20%	51-60%	11-20%		<5%
Native Hawaiian or Pacific Islander				91-100%		<5%
Two or More Races				91-100%		<5%
White	0-10%	11-20%	21-30%	31-40%	21-30%	99.4%
Economically Disadvantaged	8.6%	28.6%	20.0%	30.0%	12.9%	98.6%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	31-40%	21-30%	100%
Students with Disabilities	16.0%	56.0%	12.0%	16.0%		100%
Students without Disabilities	0-10%	0-10%	21-30%	31-40%	21-30%	99.4%
English Learners			41-50%	41-50%		<5%
Non English Learners	0-10%	11-20%	21-30%	31-40%	21-30%	99.5%
Homeless				91-100%		

Table 198: Vancleave High School 2018 ELA Accountability by Demographic Group

2018 Vancleave High School Math Accountability Demographics

Vancleave High School 2018 Math Accountability by Demographic Group						
Subgroup	Math Level 1	Math Level 2	Math Level 3	Math Level 4	Math Level 5	Math Participation
All	0-10%	0-10%	31-40%	41-50%	0-10%	98.2%
Female	0-10%	0-10%	21-30%	61-70%	0-10%	100%
Male	0-10%	11-20%	31-40%	31-40%	0-10%	96.7%
Alaskan Native or Native American		41-50%	41-50%			<5%
Asian				91-100%		<5%
Black or African American		11-20%	41-50%	31-40%		<5%
Hispanic or Latino			41-50%	41-50%		<5%
Native Hawaiian or Pacific Islander				91-100%		<5%
White	0-10%	0-10%	31-40%	41-50%	0-10%	98.0%
Economically Disadvantaged	0-10%	11-20%	31-40%	31-40%	0-10%	100%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	51-60%	11-20%	96.8%
Students with Disabilities	11-20%	31-40%	41-50%	0-10%		100%
Students without Disabilities	0-10%	0-10%	21-30%	51-60%	0-10%	97.9%
Homeless			91-100%			
Foster Care			41-50%	41-50%		

Table 199: Vancleave High School 2018 Math Accountability by Demographic Group

2018 Vancleave High School Science Accountability Demographics

Vancleave High School 2018 Science Accountability by Demographic Group					
Subgroup	Science Level 1	Science Level 2	Science Level 3	Science Level 4	Science Participation
All	0-10%	11-20%	61-70%	21-30%	98.5%
Female		9.5%	69.5%	21.1%	100%
Male	0-10%	11-20%	51-60%	21-30%	98.1%
Asian			61-70%	31-40%	<5%
Black or African American		31-40%	51-60%	11-20%	<5%
Hispanic or Latino		41-50%		41-50%	<5%
Native Hawaiian or Pacific Islander			91-100%		<5%
White	0-10%	11-20%	61-70%	21-30%	99.5%
Economically Disadvantaged	0-10%	21-30%	61-70%	11-20%	97.3%
Non Economically Disadvantaged	0-10%	0-10%	61-70%	21-30%	99.2%
Students with Disabilities	10.5%	52.6%	26.3%	10.5%	100%
Students without Disabilities	0-10%	0-10%	61-70%	21-30%	98.4%
English Learners		41-50%	41-50%		<5%
Non English Learners	0-10%	11-20%	61-70%	21-30%	98.5%
Homeless			91-100%		
Foster Care			91-100%		

Table 200: Vancleave High School 2018 Science Accountability by Demographic Group

2018 VANCLEAVE HIGH SCHOOL ACCOUNTABILITY PROGRESS TOWARD GOALS

Vancleave High School Accountability Progress Toward Goals						
Group	Score	2018-19 Goal	2021-22 Goal	2024-25 Goal	District	State
MATH						
All	56.8%	44.1%	57.0%	70.0%	55.3%	43.2%
Female	67.9%				56.9%	44.8%
Male	48.6%				53.7%	41.5%
White	59.6%	53.5%	61.7%	70.0%	58.0%	57.9%
Economically Disadvantaged	36.5%	38.7%	54.4%	70.0%	44.3%	33.3%
Non Economically Disadvantaged	67.2%				65.3%	64.8%
Students with Disabilities	5.9%	29.4%	49.7%	70.0%	16.4%	17.6%
Students without Disabilities	61.9%				60.6%	47.0%
ELA						
All	56.5%	45.1%	57.5%	70.0%	53.2%	39.8%
Female	74.7%				58.3%	43.9%
Male	43.0%				48.5%	35.8%
White	59.2%	55.0%	62.5%	70.0%	55.3%	54.6%
Economically Disadvantaged	48.3%	39.6%	54.8%	70.0%	43.6%	30.4%
Non Economically Disadvantaged	60.3%				62.1%	60.3%
Students with Disabilities	20.0%	29.3%	49.6%	70.0%	16.9%	15.8%
Students without Disabilities	60.8%				58.2%	43.4%

Table 201: 2018 Vancleave High School Accountability Progress Toward Goals

ASSESSMENT

VANCLEAVE HIGH SCHOOL ACT

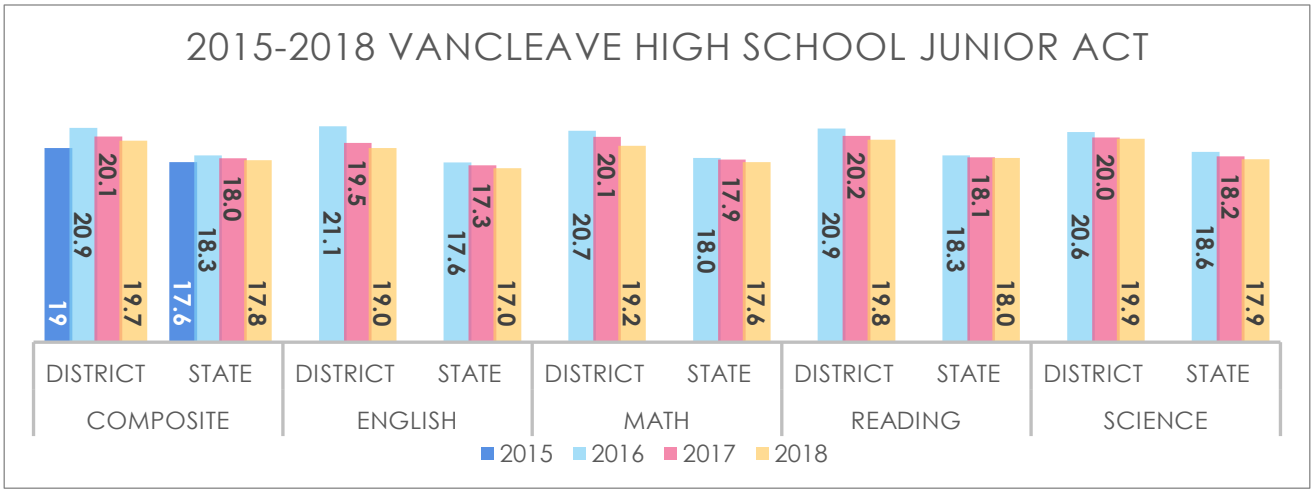


Figure 127: 2015-2018 Vancleave High School Junior ACT

VANCLEAVE HIGH SCHOOL MAAP

Vancleave High School MAAP-EOC

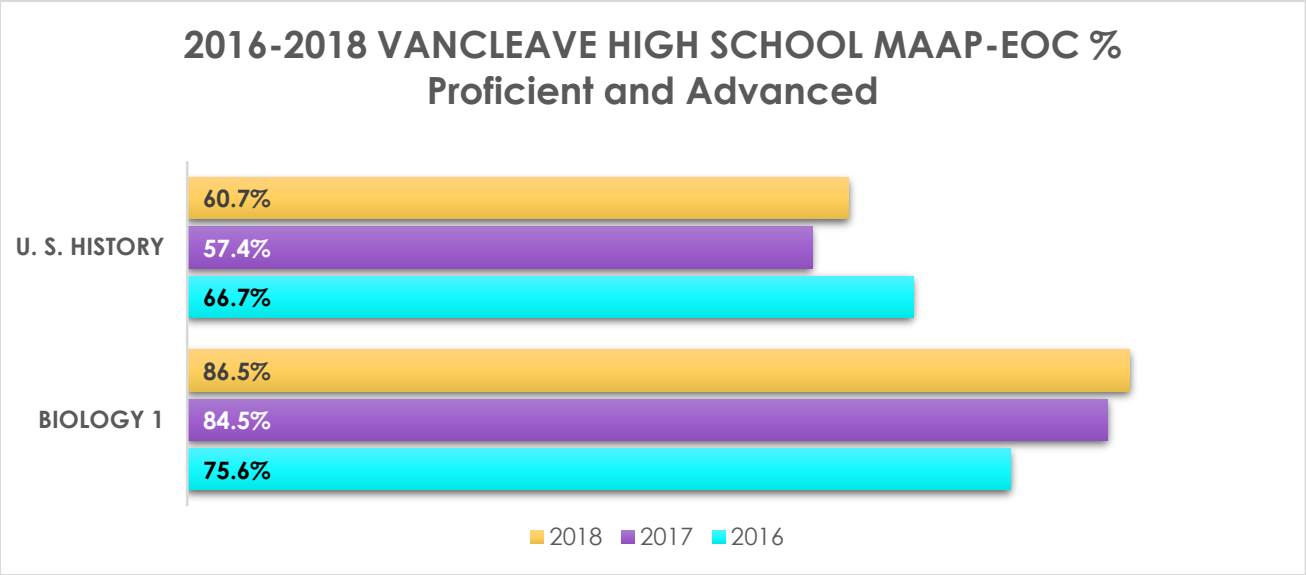


Figure 128: 2016-2018 Vancleave High School MAAP-EOC % Proficient and Advanced

Vancleave High School MAAP ELA and MATH

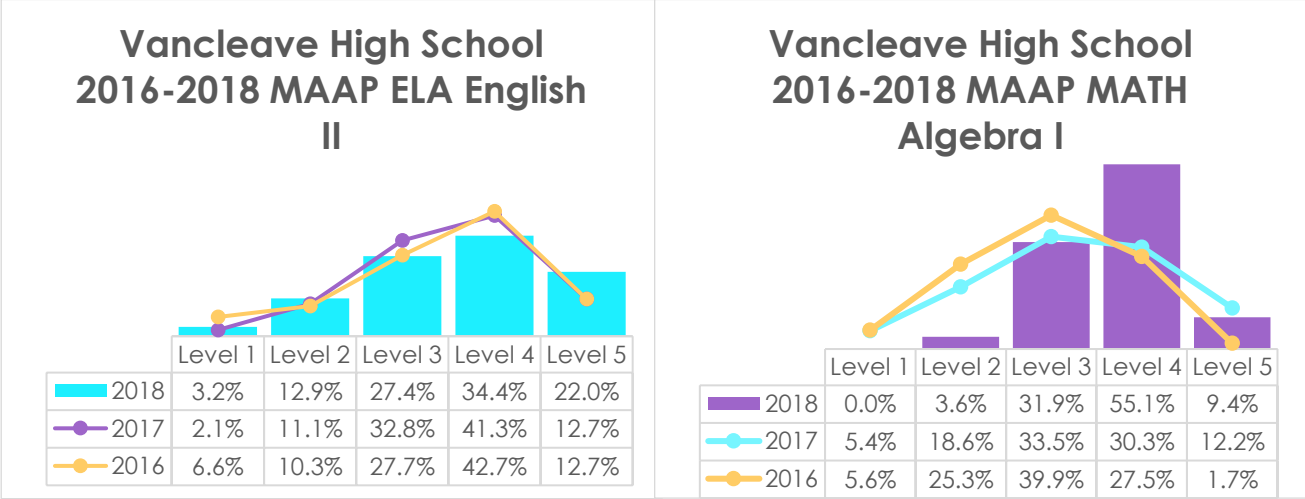


Figure 129: 2016-2018 Vancleave High School MAAP ELA and MATH English II and Algebra I

2018 VANCLEAVE HIGH SCHOOL MAAP DEMOGRAPHICS

2018 Vancleave High MAAP ELA Demographic

Vancleave High School 2018 MAAP ELA by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	99.5	99.04	0-10%	7.44	11-20%	20.44	21-30%	33.68	31-40%	29.03	21-30%	9.41
Female	100	99.27	0-10%	5.1	11-20%	17.74	11-20%	34.33	41-50%	31.82	21-30%	11
Male	99.12	98.85	5.31	9.67	18.58	23.01	35.4	33.05	24.78	26.37	15.93	7.89
Asian		99.36		6.82		10.64		20.63		37.33		24.59
Black or African American	100	98.97	18.18	11-20%	27.27	21-30%	27.27	31-40%	27.27	21-30%		0-10%
Hispanic or Latino	<5%	98.98		9.08	11-20%	20.85	51-60%	35.13	11-20%	27.45		7.48
Native American	<5%	98.86		5.11		20.59	91-100	37.07		30.15		7.08
Pacific Islander	<5%	98.72		8.44		12.99		27.27	91-100	35.06		16.23
Two or More Races	<5%	98.55		5.4		15.48		32.64	91-100	36.49		9.99
White	99.44	99.18	0-10%	0-10%	11-20%	11-20%	21-30%	31-40%	31-40%	31-40%	21-30%	11-20%
Economically Disadvantaged	98.59	98.91	8.57	9.63	28.57	25.29	20	36.13	30	23.84	12.86	5.11
Non Economically Disadvantaged	100	99.33	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	31-40%	41-50%	21-30%	11-20%
Students without Disabilities	99.43	99.29	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	31-40%	31-40%	21-30%	11-20%
Students with Disabilities	100	97.44	16	21-30%	56	31-40%	12	21-30%	16	0-10%		0-10%
English Learners	<5%	99.03		11-20%		21-30%	41-50%	31-40%	41-50%	21-30%		0-10%
Non English Learners	99.49	99.05	0-10%	7.22	11-20%	20.26	21-30%	33.65	31-40%	29.28	21-30%	9.58
Homeless		97.76		11-20%		31-40%		31-40%	91-100	11-20%		0-10%

Table 202: 2018 Vancleave High School MAAP ELA by Demographic Group

2018 Vancleave High MAAP MATH Demographic

Vancleave High 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	98.17	98.81	0-10%	6.79	0-10%	20.9	31-40%	30.52	41-50%	29.87	0-10%	11.92
Female	100	99.09	0-10%	5.45	0-10%	19.36	21-30%	31.3	61-70%	31.67	0-10%	12.23
Male	96.7	98.56	0-10%	8.06	11-20%	22.36	31-40%	29.79	31-40%	28.17	0-10%	11.62
Asian	<5%	99.15		0-10%		0-10%		11-20%	91-100	31-40%		41-50%

Vancleave High 2018 MAAP MATH by Demographic Group												
Group	Participation Rate		% Minimal		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Black or African American	<5%	98.72		0-10%	11-20%	21-30%	41-50%	31-40%	31-40%	21-30%		0-10%
Hispanic or Latino	<5%	98.57		6.37		18.38	41-50%	30.46	41-50%	33.03		11.77
Native American	<5%	97.91		0-10%	41-50%	11-20%	41-50%	31-40%		31-40%		11-20%
Pacific Islander	<5%	98.72		5.84		12.99		24.68	91-100	31.17		25.32
White	97.95	98.96	0-10%	0-10%	0-10%	11-20%	31-40%	21-30%	41-50%	31-40%	0-10%	11-20%
Economically Disadvantaged	100	98.69	0-10%	8.74	11-20%	25.97	31-40%	33.3	31-40%	25.29	0-10%	6.69
Non Economically Disadvantaged	96.81	99.07	0-10%	0-10%	0-10%	0-10%	21-30%	21-30%	51-60%	31-40%	11-20%	21-30%
Students without Disabilities	97.86	99.05	0-10%	0-10%	0-10%	11-20%	21-30%	31-40%	51-60%	31-40%	0-10%	11-20%
Students with Disabilities	100	97.28	11-20%	21-30%	31-40%	31-40%	41-50%	21-30%	0-10%	0-10%		0-10%
Non English Learners	98.17	98.8		6.72		20.86		30.51		29.91		11.99
Foster Care		0		9.89		25.99	41-50%	32.98	41-50%	25.12		6.01

Table 203: 2018 Vancleave School District MAAP MATH by Demographic Group

2018 Vancleave High MAAP-SCI Demographic

Vancleave High 2018 MAAP-SCI by Demographic Group										
Group	Participation Rate		% Basic		% Passing		% Proficient		% Advanced	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All	98.52	98.74	0-10%	13.57	11-20%	24.04	61-70%	41.68	21-30%	20.71
Female	100	99.02		12.3	9.47	24	69.47	44.07	21.05	19.63
Male	98.1	98.5	0-10%	14.78	11-20%	24.08	51-60%	39.42	21-30%	21.73
Asian	<5%	99.43		9.55		9.79	61-70%	35.47	31-40%	45.19
Black or African American	<5%	98.54		20.88	31-40%	32.28	51-60%	37.44	11-20%	9.4
Hispanic or Latino	<5%	98.98		15.02	41-50%	24.63		41.72	41-50%	18.63
Pacific Islander	<5%	98.63		9.72		15.28	91-100	34.72		40.28
White	99.45	98.98	0-10%	5.34	11-20%	15.01	61-70%	46.65	21-30%	33.01
Economically Disadvantaged	97.26	98.51	0-10%	17.77	21-30%	29.26	61-70%	39.66	11-20%	13.31
Non Econ. Disadvantaged	99.23	99.22	0-10%	0-10%	0-10%	11-20%	61-70%	41-50%	21-30%	31-40%
Students without Disabilities	98.37	98.93	0-10%	10.3	0-10%	22.47	61-70%	44.31	21-30%	22.92
Students with Disabilities	100	97.45	10.53	36.1	52.63	34.84	26.32	23.58	10.53	5.48
English Learners	<5%	98.89		24.52	41-50%	30.27	41-50%	33.93		11.28
Non English Learners	98.51	98.74	0-10%	13.29	11-20%	23.88	61-70%	41.88	21-30%	20.95
Foster Care		0		13.77		26.49	91-100	45.71		14.03
Homeless		96.92		27.8		31.63	91-100	31.2		9.37

Table 204: 2018 Vancleave High School MAAP-SCI by Demographic Group

ENROLLMENT

Numbers of students enrolled at Vancleave High School from 2016-2017 to 2018-2019 are shown in ***Table 205***. Vancleave High School enrollment decreased in 2018-2019. Over the past three years, demographic ratios have shifted slightly. ***Table 206*** illustrates the number of students enrolled disaggregated by subgroups for 2017, 2018, and 2019.

VANCLEAVE HIGH SCHOOL ENROLLMENT BY GRADE			
	2017	2018	2019
Grade 9	214	212	191
Grade 10	175	210	196
Grade 11	174	169	182
Grade 12	163	164	154
SEC. SPED	*	*	*
SEC. GED	*	*	*
Total	**732**	**766**	**733**

Table 205: Vancleave High School Enrollment by Grade

VANCLEAVE HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
	2017		2018		2019	
	#	%	#	%	#	%
Female	355	48.5%	363	47.4%	341	46.5%
Male	377	51.5%	403	52.6%	392	53.5%
Asian	*	0.0%	*	0.0%	*	*
African American	37	5.1%	33	4.3%	33	4.5%
Hispanic or Latino	16	2.2%	16	2.1%	18	2.5%
American Indian or Alaskan Native	*	0.0%	*	0.0%	*	*
White	662	90.4%	697	91.0%	666	90.9%
Two or More Races	*	0.0%	*	0.0%	*	*
Pacific Islander	*	0.0%	*	0.0%	*	*
Total	**732**	**100%**	**766**	**100%**	**733**	**100%**

Table 206: Vancleave High School Enrollment by Demographic Group

ATTENDANCE

2016-2018 VANCLEAVE HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2016	2017	2018
GRADE 09	181.23	197.36	192.26
GRADE 10	175.88	165.7	185.84
GRADE 11	155.65	160.9	153.84
GRADE 12	153.18	159.06	160.76
SEC. SPED	5.08	5.08	8.51
SEC. GED	1.34	0.95	1.21
TOTAL	672.35	689.06	702.42

Table 207: 2016-2018 Vancleave High School Average Daily Attendance

2017 AND 2018 VANCLEAVE HIGH SCHOOL CHRONIC ABSENTEE RATE	
2016-2017	
ALL	17.1%
2017-2018	
ALL	19.8%
FEMALE	19.6%
MALE	19.9%
ASIAN	<5% %
BLACK OR AFRICAN AMERICAN	28.6%
HISPANIC OR LATINO	43.8%
ALASKAN NATIVE OR NATIVE AMERICAN	<5% %
NATIVE HAWAIIAN OR PACIFIC ISLANDER	<5% %
TWO OR MORE RACES	<5% %
WHITE	19.0%
STUDENTS WITHOUT DISABILITIES	18.6%
STUDENTS WITH DISABILITIES	29.6%
ENGLISH LEARNERS	<5% %

Table 208: 2017 and 2018 Vancleave High School Chronic Absentee Rate

PERSONNEL

2018 VANCLEAVE HIGH SCHOOL FULL-TIME EQUIVALENT TEACHERS						
TOTAL FTE TEACHERS: 46.14	All		High Poverty		Low Poverty	
	#	%	#	%	#	%
EXPERIENCED	36.7	76.24%			36.7	76.24%
EMERGENCY PROVISIONAL	0.94	1.94%			0.94	1.94%
TEACHING IN FIELD	47.82	99.34%			47.82	99.34%

Table 209: 2018 Vancleave High School Full-time Equivalent Teachers

ACCELERATION

2018 Vancleave High School Advanced Courses/Post-Secondary			
Subgroup	Advanced Course Participation #	%	Post-Secondary Enrollment %
All	154	43.8%	67.7%
Female	76	44.2%	
Male	78	43.3%	
Alaskan Native or Native American	<10	<5%	<5%
Asian	<10	<5%	<5%
Black or African American	<10	43.8%	<5%
Hispanic or Latino	<10	<5%	<5%
Native Hawaiian or Pacific Islander	<10	<5%	
White	140	43.6%	67.1%
Economically Disadvantaged			<5%
Students with Disabilities	<10	20.7%	60.0%
Students without Disabilities	148	45.8%	
English Learners			<5%
Non English Learners	154	43.8%	

Table 210: 2018 Vancleave High School Advanced Course Participation and Post-Secondary Enrollment

DISCIPLINE

2017-2018 VANCLEAVE HIGH SCHOOL MSIS REPORTED DISCIPLINARY INCIDENTS				
Subgroup	In-School Suspension	Out-of-School Suspension	Expulsions	Incidents of Violence
All	<5%	<5%	<5%	<10
Female		<5%		<10
Male		<5%	<5%	<10
Black or African American		<5%	8.82	<10
Hispanic or Latino		6.25		<10
White		<5%	<5%	<10
Students with Disabilities		<5%	<5%	<10
Students without Disabilities		<5%	<5%	<10

Table 211: 2017-2018 Vancleave High School MSIS Reported Disciplinary Incidents

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. Forty-two (42) faculty and staff members, Thirty-two (32) parents, and two hundred twelve (212) students responded to the survey.**

VANCLEAVE HIGH SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	29	69.1%
Agree	13	31.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	19	45.2%
Agree	20	47.6%
Disagree	1	2.4%
Strongly Disagree	1	2.4%
Not Applicable or No Information	1	2.4%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	14	33.3%
Agree	19	45.2%
Disagree	2	4.8%
Strongly Disagree	2	4.8%
Not Applicable or No Information	5	11.9%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	33	78.6%
Agree	9	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	4	9.5%
Agree	6	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	32	76.2%

CURRICULUM AND INSTRUCTION

Field summary for CI5

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

	Count	Percentage
Strongly Agree	23	54.8%
Agree	18	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	24	57.1%
Agree	16	38.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	21	50.0%
Agree	18	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.1%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	23	54.8%
Agree	18	42.9%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	26	61.9%
Agree	15	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field summary for TCI6

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

	Count	Percentage
Strongly Agree	19	45.2%
Agree	21	50.0%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field summary for TCI10

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

	Count	Percentage
Strongly Agree	18	42.9%
Agree	21	50.0%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

Field 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	22	52.4%
Agree	14	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	14.3%

Field summary for TCI31

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	18	42.9%
Utilize technology such as class websites, blogs, and videos	26	61.9%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	21	50.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	24	57.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	23	54.8%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	20	47.6%
Use bilingual handouts and cues	4	9.5%
Use visual displays, portable white boards, and posters when giving instructions	19	45.2%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	7	16.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	25	59.5%
Agree	15	35.7%
Disagree	2	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	8	19.1%
Agree	28	66.7%
Disagree	5	11.9%
Strongly Disagree	1	2.4%
Not Applicable or No Information	0	0.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	25	59.5%
Agree	15	35.7%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	19	45.2%
Agree	22	52.4%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	19	45.2%
Agree	20	47.6%
Disagree	1	2.4%
Strongly Disagree	1	2.4%
Not Applicable or No Information	1	2.4%

Field 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	50.0%
Agree	19	45.2%
Disagree	1	2.4%
Strongly Disagree	1	2.4%
Not Applicable or No Information	0	0.0%

Field summary for SACS5		
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	15	35.7%
Agree	22	52.4%
Disagree	5	11.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SACS21		
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	19	45.2%
Agree	19	45.2%
Disagree	2	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	14	33.3%
Agree	27	64.3%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	21	50.0%
Agree	19	45.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.8%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	24	57.1%
Agree	17	40.5%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field 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	20	47.6%
Agree	18	42.9%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.1%

Field 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	28	66.7%
Agree	14	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	22	52.4%
Agree	20	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	23	54.8%
Agree	18	42.9%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	18	42.9%
Agree	20	47.6%
Disagree	4	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	31	73.8%
Agree	11	26.2%
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, 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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Faculty and staff members from Vancleave High School feel that the school does a good job in building a positive learning community, recognizing teacher and student success, and having a leadership that cares about the wellbeing of the staff as well as the students. One faculty member said, "Our school is creating a climate that recognizes all members of the staff/faculty as important to the school climate. Our students are becoming more engaged and enthusiastic about school." Respondents expressed concerns about a need for more professional development, facility and resource maintenance issues, and needed updates to safety and security. Another faculty member stated, "We need funds to provide after-school tutoring buses for students who have no other transportation; this is why not many come to tutoring."

VANCLEAVE HIGH SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	13	40.6%
Agree	18	56.3%
Disagree	1	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	9	28.1%
Agree	14	43.8%
Disagree	3	9.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	18.8%

Field summary for FP9		
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	21	65.6%
Agree	9	28.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.3%

Field summary for FP12		
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	25	78.1%
Agree	7	21.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	5	15.6%
Agree	6	18.8%
Disagree	1	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	20	62.5%

Field 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	46.9%
Supporting college and career counseling	17	53.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	12	37.5%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	7	21.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	17	53.1%

Field 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	8	25.0%
Providing school-based mental health services and counseling	13	40.6%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	10	31.3%
Establishing or improving dropout prevention	7	21.9%
Supporting re-entry programs and transition services for Justice-involved youth	4	12.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	5	15.6%
Implementing systems and practices to prevent bullying and harassment	16	50.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	13	40.6%
Establishing community partnerships	9	28.1%

Field 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	19	59.4%
Building technological capacity and infrastructure	8	25.0%
Carrying out innovative blended learning projects	6	18.8%
Providing students in rural, remote, and underserved areas with the re-sources to benefit from high quality digital learning opportunities	12	37.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies & assistive technology	6	18.8%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	5	15.6%
Computer Classes	9	28.1%
Conflict Resolution	10	31.3%
Discipline	8	25.0%
Drug/Alcohol Awareness	6	18.8%
English as a Second Language	2	6.3%
Health Classes	1	3.1%
Literacy Classes	1	3.1%
Math Classes	2	6.3%
Parent-to-School Relationships	8	25.0%
Parent/Child Communication	9	28.1%
Preparing for College	20	62.5%
Parenting Workshops	4	12.5%

Field summary for PFP22		
I would like my child's school (district) to offer classes for parents on the following:		
Social Media Classes	4	12.5%
Stress/Anger Management	9	28.1%
Understanding College- and Career-Ready Standards	17	53.1%
Other [Life skills]	1	3.1%

Field 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	6	18.8%
Parental advisory committees	4	12.5%
PTO/PTA meetings and activities	3	9.4%
Ways to help at the classroom level	8	25.0%
Other ways to get involved in my school (district)	11	34.4%

Field 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	28.1%
Very likely	10	31.3%
Moderately likely	12	37.5%
Slightly likely	1	3.1%
Not at all likely	0	0.0%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	5	15.6%
Agree	23	71.9%
Disagree	3	9.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	5	15.6%
Agree	22	68.8%
Disagree	3	9.4%
Strongly Disagree	1	3.1%
Not Applicable or No Information	1	3.1%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	5	15.6%
Agree	24	75.0%
Disagree	2	6.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	7	21.9%
Agree	25	78.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	5	15.6%
Agree	21	65.6%
Disagree	4	12.5%
Strongly Disagree	2	6.3%
Not Applicable or No Information	0	0.0%

Field 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	3	9.4%
Agree	28	87.5%
Disagree	1	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39

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

	Count	Percentage
Strongly Agree	5	15.6%
Agree	22	68.8%
Disagree	5	15.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	2	6.3%
Agree	20	62.5%
Disagree	8	25.0%
Strongly Disagree	1	3.1%
Not Applicable or No Information	1	3.1%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	11	34.4%
Agree	18	56.3%
Disagree	2	6.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	5	15.6%
Agree	18	56.3%
Disagree	7	21.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.3%

Field summary for FC801		
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	5	15.6%
Agree	19	59.4%
Disagree	6	18.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.3%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	9	28.1%
Agree	22	68.8%
Disagree	1	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CFC241

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

	Count	Percentage
Strongly Agree	4	12.5%
Agree	16	50.0%
Disagree	7	21.9%
Strongly Disagree	5	15.6%
Not Applicable or No Information	0	0.0%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	3	9.4%
Agree	22	68.8%
Disagree	6	18.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	3	9.4%
Agree	18	56.3%
Disagree	11	34.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	6	18.8%
Agree	19	59.4%
Disagree	3	9.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	12.5%

Field summary for PFC91

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	15	46.9%
Checked my child's grades/assignments online	27	84.4%
Been in contact with my child's teacher	27	84.4%
Received a newsletter from the district, school, or teacher	19	59.4%
Worked with a committee or group on school or district policies	3	9.4%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	21	65.6%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	29	90.6%
Volunteered at my child's school	10	31.3%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	6	18.8%
Agree	20	62.5%
Disagree	3	9.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.4%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	7	21.9%
Agree	23	71.9%
Disagree	1	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%

Field 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	3	9.4%
Agree	24	75.0%
Disagree	2	6.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.4%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	2	6.3%
Agree	20	62.5%
Disagree	5	15.6%
Strongly Disagree	2	6.3%
Not Applicable or No Information	3	9.4%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	7	21.9%
Agree	18	56.3%
Disagree	4	12.5%
Strongly Disagree	1	3.1%
Not Applicable or No Information	2	6.3%

Field 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	4	12.5%
Agree	20	62.5%
Disagree	1	3.1%
Strongly Disagree	1	3.1%
Not Applicable or No Information	6	18.8%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	8	25.0%
Agree	20	62.5%
Disagree	3	9.4%
Strongly Disagree	1	3.1%
Not Applicable or No Information	0	0.0%

Field 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	9	28.1%
Agree	18	56.3%
Disagree	2	6.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.4%

Field 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	9	28.1%
Agree	19	59.4%
Disagree	2	6.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.3%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	7	21.9%
Agree	21	65.6%
Disagree	4	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC173		
This school (district) recognizes all types of high achievement demonstrated by students.		
	Count	Percentage
Strongly Agree	4	12.5%
Agree	24	75.0%
Disagree	3	9.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%

Field summary for PSC131		
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	4	12.5%
Agree	21	65.6%
Disagree	5	15.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Parents of students from Vancleave High School feel that the school does a good job in preparing students for college, communicating with parents, and encouraging students to succeed. One parent said, "The teachers have a positive impact on student achievement. Students have great role models to look up to. Also, teachers do an exceptional job of parent communication." Respondents expressed concerns about support for career and technical students beyond ACT prep, a need to address the uniform policy, and a need for more qualified professionals in the SPED department. Another parent stated, "I very strongly think that we do not need to be wasting money on a field that was not needed when we have students that can't afford school clothes, and teachers that can't get new books and supplies for their students. If our main priority is the school, we need to act like it."

VANCLEAVE HIGH SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	60	28.3%
Agree	138	65.1%
Disagree	11	5.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.4%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	42	19.8%
Agree	107	50.5%
Disagree	18	8.5%
Strongly Disagree	3	1.4%
Not Applicable or No Information	42	19.8%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	41	19.3%
Agree	83	39.2%
Disagree	38	17.9%
Strongly Disagree	21	9.9%
Not Applicable or No Information	29	13.7%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	50	23.6%
Agree	90	42.5%
Disagree	48	22.6%
Strongly Disagree	6	2.8%
Not Applicable or No Information	18	8.5%

Field summary for FP18		
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	23	10.9%
Agree	69	32.6%
Disagree	36	17.0%
Strongly Disagree	17	8.0%
Not Applicable or No Information	67	31.6%

CURRICULUM AND INSTRUCTION

Field summary for CI5		
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	59	27.8%
Agree	130	61.3%
Disagree	16	7.6%
Strongly Disagree	4	1.9%
Not Applicable or No Information	3	1.4%

Field summary for CI7		
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	53	25.0%
Agree	122	57.6%
Disagree	29	13.7%
Strongly Disagree	3	1.4%
Not Applicable or No Information	5	2.4%

Field summary for CI26		
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	51	24.1%
Agree	122	57.6%
Disagree	24	11.3%
Strongly Disagree	7	3.3%
Not Applicable or No Information	8	3.8%

Field summary for CI27		
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	80	37.7%
Agree	107	50.5%
Disagree	15	7.1%
Strongly Disagree	2	0.9%
Not Applicable or No Information	8	3.8%

Field summary for CI28		
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	60	28.3%
Agree	109	51.4%
Disagree	25	11.8%
Strongly Disagree	5	2.4%
Not Applicable or No Information	13	6.1%

Field summary for SCI144		
My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	60	28.3%
Agree	111	52.4%
Disagree	31	14.6%
Strongly Disagree	5	2.4%
Not Applicable or No Information	5	2.4%

Field summary for SCI162		
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	61	28.8%
Agree	109	51.4%
Disagree	29	13.7%
Strongly Disagree	6	2.8%
Not Applicable or No Information	7	3.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Field summary for FC39		
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	36	17.0%
Agree	121	57.1%
Disagree	33	15.6%
Strongly Disagree	8	3.8%
Not Applicable or No Information	14	6.6%

Field summary for FC42		
Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	37	17.5%
Agree	129	60.9%
Disagree	28	13.2%
Strongly Disagree	8	3.8%
Not Applicable or No Information	10	4.7%

Field summary for FC59		
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	55	25.9%
Agree	117	55.2%
Disagree	21	9.9%
Strongly Disagree	4	1.9%
Not Applicable or No Information	15	7.1%

Field summary for FC80		
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	35	16.5%
Agree	109	51.4%
Disagree	42	19.8%
Strongly Disagree	12	5.7%
Not Applicable or No Information	14	6.6%

Field summary for FC91		
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	56	26.4%
Agree	96	45.3%
Disagree	31	14.6%
Strongly Disagree	22	10.4%
Not Applicable or No Information	7	3.3%

SCHOOL IMPROVEMENT

Field summary for SACS1		
The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	45	21.2%
Agree	119	56.1%
Disagree	22	10.4%
Strongly Disagree	5	2.4%
Not Applicable or No Information	21	9.9%

Field summary for SACS2		
There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	53	25.0%
Agree	118	55.7%
Disagree	20	9.4%
Strongly Disagree	5	2.4%
Not Applicable or No Information	16	7.6%

Field 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	18.4%
Agree	137	64.6%
Disagree	17	8.0%
Strongly Disagree	4	1.9%
Not Applicable or No Information	15	7.1%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	40	18.9%
Agree	127	59.9%
Disagree	29	13.7%
Strongly Disagree	7	3.3%
Not Applicable or No Information	9	4.3%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	42	19.8%
Agree	116	54.7%
Disagree	28	13.2%
Strongly Disagree	7	3.3%
Not Applicable or No Information	19	9.0%

SCHOOL CLIMATE AND CULTURE

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	43	20.3%
Agree	102	48.1%
Disagree	46	21.7%
Strongly Disagree	17	8.0%
Not Applicable or No Information	4	1.9%

Field 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	17.0%
Agree	97	45.8%
Disagree	37	17.5%
Strongly Disagree	28	13.2%
Not Applicable or No Information	14	6.6%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	51	24.1%
Agree	135	63.7%
Disagree	15	7.1%
Strongly Disagree	4	1.9%
Not Applicable or No Information	7	3.3%

Field 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	44	20.8%
Agree	103	48.6%
Disagree	28	13.2%
Strongly Disagree	16	7.6%
Not Applicable or No Information	21	9.9%

Field 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	26.4%
Agree	127	59.9%
Disagree	17	8.0%
Strongly Disagree	3	1.4%
Not Applicable or No Information	9	4.3%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	40	18.9%
Agree	111	52.4%
Disagree	42	19.8%
Strongly Disagree	14	6.6%
Not Applicable or No Information	5	2.4%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	61	28.8%
Agree	109	51.4%
Disagree	24	11.3%
Strongly Disagree	8	3.8%
Not Applicable or No Information	10	4.7%

Field summary for SSC156		
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	67	31.6%
Agree	112	52.8%
Disagree	21	9.9%
Strongly Disagree	6	2.8%
Not Applicable or No Information	6	2.8%

Field summary for SSC157		
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	72	34.0%
Agree	112	52.8%
Disagree	17	8.0%
Strongly Disagree	6	2.8%
Not Applicable or No Information	5	2.4%

Field summary for SSC166		
My teachers give me personal encouragement in my school work.		
	Count	Percentage
Strongly Agree	40	18.9%
Agree	110	51.9%
Disagree	38	17.9%
Strongly Disagree	13	6.1%
Not Applicable or No Information	11	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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis.

Students from Vancleave High School feel that the school does a good job in encouraging students to do their best, creating a friendly learning environment, and excelling in sports and other extracurricular activities. One student said, "Vancleave High School is allowing students to choose what they want. Students are not forced to take hard classes, but the students who strive to succeed have access to classes that are challenging and help boost their skills." Respondents expressed concerns about the school dress code policy, wish for vending machines on campus, and want to have more college prep courses . Another student stated, "Students need the ability to talk to the leaders more often, such as assemblies where we can discuss topics rather than just be told important information."

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MCAPS TABLES

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/Pacific
2015-16	9279	4431	4848	346	1012	247	27	7584	50	5391	911	71	0	27	2	9279
2016-17	9278	4437	4841	340	1054	273	31	7449	117	5385	1005	174	2	18	0	9278
2017-18	9242	4393	4849	317	1041	274	36	7421	135	5313	1061	157	1	12	30	9242

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	0	0	0
2017-18	0	0	0	0

LEA Accountability Designation		
Year	**4 Year Graduation Rate**	**Letter Grade**
2015-16	84	C
2016-17	86.6	C
2017-18	86.1	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	89%	95%	98%	99%	100%	99%	99%	98%	99%
2016-17	93%	95%	95%	100%	98%	99%	99%	97%	97%
2017-18	92%	96%	99%	100%	100%	100%	100%	96%	99%

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	20		51		47	
IEP	0	0%	8	16%	16	34%
EL	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%
BLK/AA	0	0%	1	2%	15	32%
His/Lat	0	0%	3	6%	3	6%
NAM	0	0%	0	0%	0	0%
White	20	100%	44	86%	29	62%

LEA PLAN DIMENSION 2: CURRICULUM AND INSTRUCTION

Teacher Retention Trends								
	0 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
Year	#	%	#	%	#	%	#	%
2015-16	25	22	32	28	35	31	22	19
2016-17	25	25	37	37	19	19	19	19
2017-18	26	26.8	31	31.9	23	23.7	17	17.5

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 Surveys
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	24:1	24:1	25:1	21:1	22:1	23:1	20:1	18:1
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

LEA PLAN IMMIGRANT CHILDREN AND YOUTH

LEA Plan - Immigrant Children and Youth
Immigrant children and youth are: aged 3 through 21; were not born in any state or U.S. territory; and have not been attending one or more schools in any one or more states for more than three full academic years.
Language Data - Indicate the number of immigrant children and youth and the number of languages represented as well as the name of those languages.
Not a recipient of Title III - Immigrant Children and Youth grant

Jackson County School District

2019

Photo: Pascagoula, Mississippi

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