

2018

JACKSON COUNTY SCHOOL DISTRICT

COMPREHENSIVE NEEDS ASSESSMENT

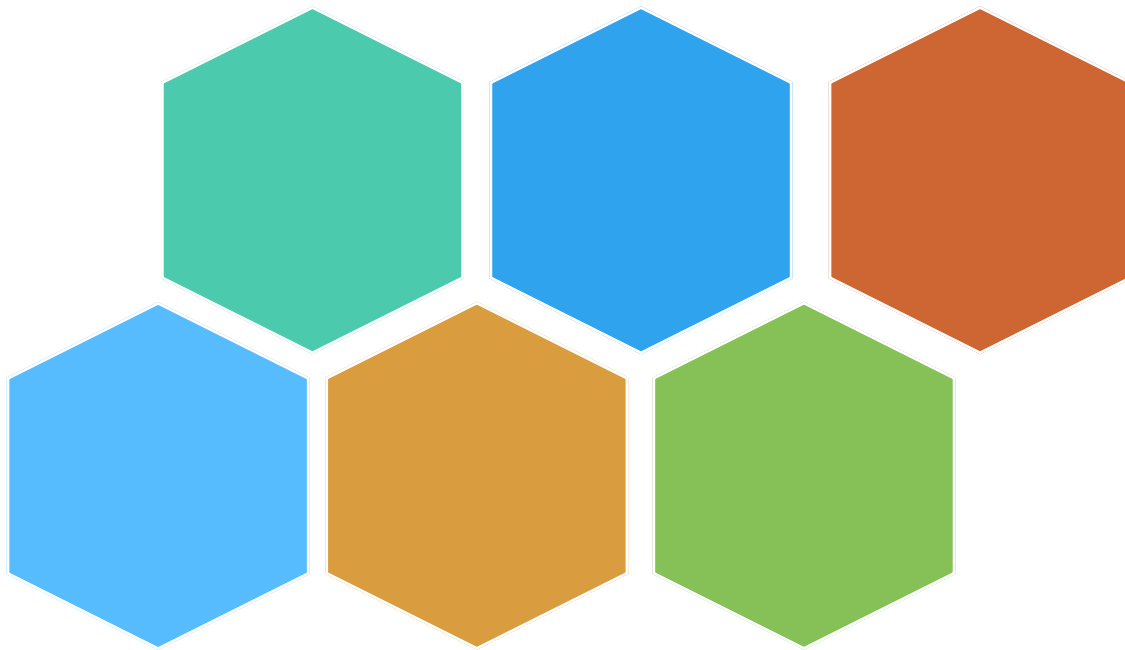


A photograph of a construction site at sunset. The sky is a warm orange and yellow, with the sun low on the horizon. Silhouetted against the bright sky are several construction cranes and the skeletal framework of a building under construction. The scene is captured in a way that emphasizes the industrial and developmental nature of the site.

JACKSON COUNTY SCHOOL DISTRICT

**2018 COMPREHENSIVE NEEDS
ASSESSMENT**

JACKSON COUNTY SCHOOL DISTRICT



COMPREHENSIVE NEEDS ASSESSMENT 2018

JACKSON COUNTY SCHOOL DISTRICT

COMPREHENSIVE NEEDS ASSESSMENT 2018

Survey and data analysis conducted and compiled by

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JACKSON COUNTY SCHOOL DISTRICT

Dr. Barry Amacker, Superintendent

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SCHOOL BOARD



Mr. Kenneth A Fountain
Chairman



Mr. Troy Frisbie
Vice-Chairman



Mr. Glenn A. Dickerson
Member



Mr. J. Keith Lee
Member



Mrs. Amy Dodson
Member



Dr. Barry Amaker
Superintendent of Schools



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SECTION 1

JACKSON COUNTY SCHOOL DISTRICT PROFILE

INTRODUCTION

Jackson County School District is located at 4700 Col Vickrey Road in Vanclave, Mississippi. 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 Vanclave, Latimer, St. Martin, Hurley, Wade, and Big Point.

As the second largest district in the southern counties, Jackson County School District includes 3 high schools, 3 middle schools, and 7 elementary schools in 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.

JCSD follows an instructional management system which includes a tiered instructional model (MTSS) including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.



PHILOSOPHY



MOTTO

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 I: *Increased Student Achievement*

Goal II: *Sound Financial Management*

Goal III: *Improved Facilities and Infrastructure*

Goal IV: *Positive Educational Experience*

Goal V: *Effective Leadership*

Jackson County School District



We are raising the Standard!

ENROLLMENT

Jackson County School District's enrollment for 2017-2018 is approximately nine thousand, two hundred forty-two (9,242) students, pre-kindergarten through twelfth grade, which represents a 1.8% decrease since 2013-2014. The demographic make-up of the district has remained steady over a five-year period. **Table 1** shows enrollment by grade for 2016-2017 and 2017-2018 as reported by the Mississippi Department of Education in January of 2018, while **Table 2** shows demographic enrollment for the same period.

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

Table 1: Jackson County School District Enrollment by Grade

DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	4437	47.8%	4392	47.5%
Male	4841	52.2%	4850	52.5%
Asian	345	3.7%	319	3.5%
Black	1055	11.4%	1037	11.2%
Hispanic	274	3.0%	273	3.0%
Native American	33	0.4%	36	0.4%
White	7469	80.5%	7432	80.4%
Multi Racial	86	0.9%	129	1.4%
Pacific Islander	16	0.2%	16	0.2%
Total	9278	100%	9242	100%

Table 2: Jackson County School District Enrollment by Demographic Group



National Center for Educational Statistics | Source: NCES. https://nces.ed.gov/programs/coe/indicator_cga.asp

PREDICTED U. S. PUBLIC SCHOOL ENROLLMENT 2014-2026

TOTAL ↑ 3%

51.7 million by 2026

Pre-K through 8th ↑ 3%

36.4 million by 2026

9th through 12th ↑ 5% ↓ 3%

15.6 million by 2022
15.4 million by 2026

Mississippi PK-12 ↓ 6%

462 thousand by 2026

INNOVATIONS

Jackson County School District now has access to two new “makerspaces,” a FabLab mobile unit and a similar permanent structure in Vancleave, Mississippi, both offering high tech tools. The \$1.2 million-dollar project is sponsored by Chevron Pascagoula Refinery. “A FABLAB consists of a suite of digital fabrication and rapid prototyping machines, including a large computer numerical control (CNC) router (the Shop-Bot), a vinyl cutter, a laser engraver, an electronics work bench, a 3D printer, and the accompanying computers and software for design, programming, and machine communications. This equipment allows students to use computer-aided design to make almost anything they can imagine. FabLabs across the world share the same foundation of machines and processes and are linked through video conferencing and online tools.”



For more information on makerspaces, see “Redesigned Learning Spaces and Environments” on page 8.



“Opening FABLAB Jackson County increases access to STEM resources for K-12 students and the wider community, connecting people and creating opportunities for learning, experimentation and business,” said Dr. Barry Amacker, Jackson County School District Superintendent. The FabLab will be used by students throughout the Gulf Coast, not just those in the Jackson County School District.

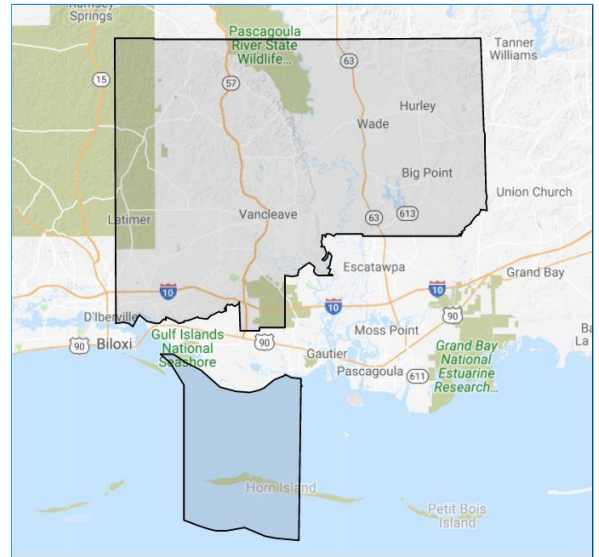
Knowles, L., & Brannon, J. (2018, March 15). FabLab, high tech design facility opens doors in Jackson Co. Retrieved from WLOX: <http://www.wlox.com/story/37731815/jackson-county-fablab-opens-its-doors>



COMMUNITY

Comprised of all the areas outside the municipalities located in Jackson County, the Jackson County School District covers 513.72 square miles of land area and serves the communities of Vancleave, Latimer, St. Martin, Hurley, Wade, and Big Point.

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. 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.



The median household income in 2016 for Jackson County was \$53,288, and the poverty rate was estimated at 17.6%. However, within Jackson County School District, as reported by the *Small Area Income and Poverty Estimate* from the U. S. Census Bureau, about 34.9% of children between ages 5 and 17 live in poverty-related households.

CURRICULUM

Curriculum and instruction at Jackson County School District is guided by the Mississippi College and Career Readiness Standards (CCRS). The CCRS establishes a single set of clear educational standards for kindergarten through 12th grade in English/Language Arts and Mathematics.

THE MISSISSIPPI COLLEGE AND CAREER READINESS STANDARDS (CCRS) ESTABLISHES A SINGLE SET OF CLEAR EDUCATIONAL STANDARDS FOR KINDERGARTEN THROUGH 12TH GRADE IN ENGLISH LANGUAGE ARTS AND MATHEMATICS.

The standards are designed to ensure that students graduating from high school are prepared to enter credit-bearing entry courses in two-year or four-year college programs or enter the workforce. The standards ensure that parents, teachers, and students have a clear understanding of the expectations in reading, writing, speaking, and listening, language and mathematics in school. CCRS provide a consistent, clear understanding of what students are expected to learn (academic benchmarks

at each grade level) so that teachers and parents know what they need to do to ensure success for each student in preparing for college and career readiness.



Jackson County School District teachers, through professional development implemented district-wide, work hard to develop CCRS lessons and determine strategies which ensure success for all students. The district's administrators and principals focus on improving teaching and learning along with professionals supporting every aspect of teacher and student growth. In addition, computer-based programs along with curriculum resources have been adopted for kindergarten through eighth grade to incorporate research-based on-line instruction to support both the teacher and

the student. These programs provide implementation of strategies that will ensure success for a diverse student population, deliver differentiated instruction, and foster learning to maximize individual student growth.

School-level Professional Learning Communities (PLCs), meetings are held to discuss content area goals, as well as to share ideas and best practices. In-depth data review is an on-going part of Jackson County School District's process and serves as a road map for increasing student learning, differentiated instruction, and building motivation.

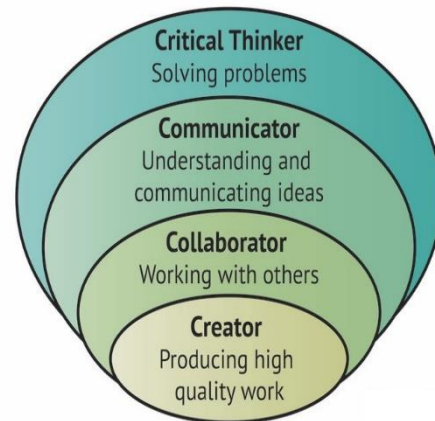
NATIONAL NEWS AND TRENDS

Traditional models of K-12 education are being supplemented and sometimes replaced with fresh, innovative techniques that look to make positive impacts on learners. Some of the new concepts that are shaping U. S. educational systems are detailed below.

THE FOUR C'S OF EDUCATION

The *International Society for Technology in Education* reports that the Four C's of Education (communication, critical thinking, collaboration, and creativity) are concepts that are leading today's educational scene, particularly as, "Next generation online tools are facilitating student collaboration and communication, and allowing students to act as creators of knowledge, rather than just consumers. Collaborative learning models that drive student-centered learning and emphasize interacting, working in groups, developing solutions to real-world problems, and communicating globally are the latest iteration of this trend."

The Four Cs of 21st Century Skills



International Society for Technology in Education. (2017, March 23). 11 hot edtech trends to watch. Retrieved from ISTE: <https://www.iste.org/explore/articleDetail?articleid=865>

FOCUS ON REAL WORLD NEEDS

One trend that is taking hold in education systems across the board is better preparation of learners for the real world. This focus may include community building, technology, or an emphasis on problem solving. Project-based learning centers on real-world problems, particularly in STEM classes. Districts are also redefining their career and technical offerings, creating programs that require high-level academic skills and produce the broad-based transferable skills and technical skills required for participation in the "new economy," where adaptability is key. These high-quality vocational programs are tightly aligned with industry needs, and students spend half to three-quarters of their schooling in work placements.

FAMILY AND COMMUNITY ENGAGEMENT

Districts are placing more emphasis on their policies of family and community engagement, in part encouraged by changes in Title I directives, and in part because of compelling research findings. *Southwestern Educational Development Laboratory (SEDL)*, in conjunction with the U. S. Department of Education, states "partnerships between home and school can only develop and thrive if both families and staff have the requisite collective capacity to engage in partnership. This capacity includes:

1 CAPABILITIES: HUMAN CAPITAL, SKILLS, AND KNOWLEDGE

School and district staff need to be knowledgeable about the assets and funds of knowledge available in the communities where they work. They also need skills in the realms of cultural competency and of building trusting relationship with families. Families need access to knowledge about student learning and the workings of the school system. They also need skills in advocacy and educational support.

2 CONNECTIONS: IMPORTANT RELATIONSHIPS AND NETWORKS—SOCIAL CAPITAL

Staff and families need access to social capital through strong, cross-cultural networks built on trust and respect. These networks should include family–teacher relationships, parent–parent relationships, and connections with community agencies and services.

3 CONFIDENCE: INDIVIDUAL LEVEL OF SELF-EFFICACY

Staff and families need a sense of comfort and self-efficacy related to engaging in partnership activities and working across lines of cultural difference.

Family Roles



Families who, regardless of their racial or ethnic identity, educational background, gender, disability, or socioeconomic status, are prepared to engage in partnerships with school and districts can engage in diverse roles such as:

Supporters of their children's learning and development;

Encouragers of an achievement identity, a positive self image, and a "can do" spirit in their children;

Monitors of their children's time, behavior, boundaries, and resources;

Models of lifelong learning and enthusiasm for education;

Advocates/Activists for improved learning opportunities for their children and at their schools;

Decision-makers/choosers of educational options for their children, the school, and their community;

Collaborators with school staff and other members of the community on issues of school improvement and reform.



4 COGNITION: ASSUMPTIONS, BELIEFS, AND WORLDVIEW

Staff need to be committed to working as partners with families and must believe in the value of such partnerships for improving student learning. Families need to view themselves as partners in their children's education and must construct their roles in their children's learning to include multiple roles."

Mapp, K. L., & Kuttner, P. J. (2013). Partners in education: A dual capacity-building framework for family-school partnerships. Washington, DC: U.S. Department of Education, SEDL. Retrieved from <http://www2.ed.gov/documents/familycommunity/partners-education.pdf>

REDESIGNED LEARNING SPACES AND ENVIRONMENTS

Schools and districts are beginning to recognize the need for changes in the learning environment as they move to new education models such as flipped or blended learning. "Flexible learning environments," as the *International Society for Technology in Education* points out in its list of 2017 education trends, "that take advantage of mobility, agility, and the transparent use of mobile devices in a multiple-device environment" encourage more active learning. Redesigned spaces also make room for more student-centered learning both in the classroom and in new "makerspaces," in which students are provided with an opportunity to explore their own interests; learn to use tools and materials, both physical and virtual; and develop creative projects.

John Phillips, Director of Dell EMC's Global Education Practice, notes:

Makerspaces help students learn how to problem solve by gleaning information and experience from working with tools, collaborating with other students, and taking a role in structuring their own learning. At the same time, students remain in a safe, comfortable, and organized environment where teachers or other makerspace sponsors can ensure learning is infused into every project.

Phillips also lauds other types of student-led learning environments, in which teachers enable students to lead individual lessons using their mobile devices or classroom projectors, stating, "When students take a role in deciding what and how they learn, they are more invested in the curriculum and better understand why the subject matter is important."



International Society for Technology in Education. (2017, March 23). 11 hot edtech trends to watch. Retrieved from ISTE: <https://www.iste.org/explore/articleDetail?articleid=865>

International Society for Technology in Education. (2018, January 1). The 10 hottest topics in ed tech. Retrieved from ISTE: <https://www.iste.org/explore/articleDetail?articleid=674>

Phillips, J. (2017). The 3 Education Trends Preparing the Next Generation of Entrepreneurs. *Entrepreneur*. Retrieved January 1, 2018, from <https://www.entrepreneur.com/article/292511>

SOCIAL AND EMOTIONAL LEARNING (SEL)

Many districts are turning to a more systematic focus on social and emotional learning, which the Collaborative for Academic, Social, and Emotional Learning defines as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

A systematic approach to social and emotional learning may take a variety of forms: free-standing lessons designed to enhance students' social and emotional competence explicitly, teaching practices such as cooperative learning and project-based learning, which promote SEL, integration of SEL and academic curriculum such as language arts, math, social studies, or health, and/or organizational strategies that promote SEL as a schoolwide initiative that creates a climate and culture conducive to learning.



A September, 2017 brief from the Council of Distinguished Scientists under the aegis of the *National Commission on Social, Emotional, and Academic Development* at The Aspen Institute states:

“Compelling research demonstrates what parents have always known—the success of young people in school and beyond is inextricably linked to healthy social and emotional development. **Students who have a sense of belonging and purpose, who can work well with classmates and peers to solve problems, who can plan and set goals, and who can persevere through challenges**— in addition to being literate, numerate, and versed in scientific concepts and ideas—are more likely to maximize their opportunities and reach their full potential. Educators, too, understand the benefits of educating the whole child, and have been calling for more support and fewer barriers in making this vision a reality. Similarly, employers recognize that social and emotional development, along with content knowledge, is **crucial to preparing the future workforce with the life skills employers increasingly need and value.**”

Collaborative for Academic, Social, and Emotional Learning. (2017). What is SEL? Retrieved from CASEL: <https://casel.org/what-is-sel/>

Jones, S. M., & Kahn, J. (2017). The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development. Consensus Statements of Evidence from the Council of Distinguished Scientists. Washington, DC: The Aspen Institute, National Commission on Social, Emotional, and Academic Development. Retrieved January 1, 2018, from https://assets.aspeninstitute.org/content/uploads/2017/09/SEAD-Research-Brief-9.12_updated-web.pdf

EDUCATIONAL CLIMATE






As public entities, schools and districts must make decisions within the context of the political and social realities in which they operate. Chief among those influences, aside from the needs and concerns of the children they serve and of the local populace, are the state and federal policies that govern assessment, accountability, programs, and finance. The following sections summarize the current status of laws and general budgets at state and federal levels. More specific information about district finances can be found in the Finance section of this report.

FEDERAL POLICIES AND FUNDING

Every Student Succeeds Act (ESSA)

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the *Elementary and Secondary Education Act (ESEA)* of 1965 and replacing 2002's *No Child Left Behind*. Under the new law, states have the autonomy to set educational standards and measures of improvement on those standards. However, as Anne T. Henderson, Senior Consultant for the *Annenberg Institute for School Reform* points out, "They must include and give greatest weight to: proficiency on state assessments, another academic indicator (such as student growth rates), and English language proficiency. In addition, they must include at least one nontest indicator, such as student engagement, completion of advanced coursework, postsecondary readiness, etc. High schools will also need to include graduation rates." The federal government still requires states to report progress disaggregated by subgroups (race/ethnicity, income, disabilities, and English learners).

5
Features of the Every Student Succeeds Education Act (ESSA)

1		State-based accountability	builds on State-led innovation in measuring school performance using multiple measures beyond test scores.
2		State-wide assessment	annually in reading and mathematics for grades 3 through 8 and high school, and two science tests between grades 3 and 12.
3		Return to state control	The federal government cannot require a particular set of standards or specific methods for improving struggling schools.
4		Accountability for all students	continues to require disaggregated reporting of results by student subgroup. Targets funds to at-risk and ESL students.
5		Increased teacher quality	States with higher numbers of students in poverty receive more help in teacher training but no federal mandate for teacher evaluations.

Title I Parent and Family Engagement

The purpose of Title I is “To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” With ESSA, the term “parent involvement” has been replaced with “parent and family engagement,” to reflect the modern diversity of the American family structure.

New requirements expand on and modify previous policies. Districts must conduct outreach to *all* parents and family members, while continuing to meaningfully consult and plan with family members to implement programs and activities. Former written policies for parent involvement must be revised to include “parent and family engagement” and “establish the agency’s expectations and objectives for meaningful parent and family involvement.”

The new revisions suggest, but do not mandate *a)* “meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education” and *b)* “establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent and family engagement policy.”

As summarized in a *Quick Brief on Family Engagement in Every Student Succeeds Act (ESSA) of 2015*, produced by the National Education Association, the 1% or more of Title I funds reserved for parent and family engagement must include at least one of the following:

- a. **Professional development:** Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, and other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- b. **Home-based programs:** Supporting programs that reach parents and family members at home, in the community, and at school.
- c. **Disseminating information:** Informing on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

“Family engagement is not a single event. It is a shared responsibility in which regular two-way communication insures that the student is on track to meet grade-level requirements.”

Heather Weiss
Harvard Graduate School of Education

- d. **Collaborating with community-based organizations:** Providing subgrants to schools so they can collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- e. **Other activities:** Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

Henderson, A. T. (2016). Quick Brief on Family Engagement in Every Student Succeeds Act (ESSA) of 2015. Annenberg Institute for School Reform. National Education Association. Retrieved January 3, 2018, from <https://ra.nea.org/wp-content/uploads/2016/06/FCE-in-ESSA-in-Brief.pdf>

Title IV Well-Rounded Education: Student Support and Academic Enrichment (SSAE)

The Student Support and Academic Enrichment (SSAE) grants, newly authorized under Title IV, are designed to assist states, local school districts, and communities in providing all students with access to a well-rounded education, improving school conditions for student learning, and promoting the use of technology in order to improve the academic achievement and digital literacy of all students.

S. 1177-298

“(52) WELL-ROUNDED EDUCATION.—The term ‘well-rounded education’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.”

Source: The Every Student Succeeds Act

U.S. Department of Education, Office of Elementary and Secondary Education, (2016) Non-Regulatory Guidance: Student Support and Academic Achievement Grants, Washington, D.C.

Ways to Use SSAE Funds

1

Safe and Healthy Students

- Promote community and parent engagement
- School-based mental health services and counseling
- Reduce the use of exclusionary discipline and promote supportive school discipline
- Establish or improve dropout prevention
- Support re-entry programs and transition services for justice-involved youth
- Support a healthy, active lifestyle (nutritional and physical education)
- Prevent bullying and harassment
- Recognition and prevention of coercion, violence, or abuse
- Establish community partnerships

2

Well-Rounded Education

- Foreign language instruction, arts, and music education
- College and career counseling
- Improve instruction and student engagement in science, technology, engineering and mathematics (STEM)
- Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools
- Strengthen instruction in American history, civics, economics, geography, government education, and environmental education

3

Effective Use of Technology

- High-quality professional development for educators, school leaders, and administrators
- Build technological capacity and infrastructure
- Innovative blended learning projects
- Provide students in rural, remote, and under-served areas with resources for high-quality digital learning opportunities
- Deliver specialized or rigorous academic courses and curricula using technology

Proposed 2018 Federal Education Budget

In May of 2017, the president released his FY2018 budget proposals for the Department of Education. The following sections of the *FY 2018 Education Budget Fact Sheet* issued by the Department of Education detail some of the areas that particularly affect K12 schools. *[Note: As Congress has not yet enacted an FY2018 budget, the government is operating under short-term continuing resolutions (CR) that keep it running, with funding for federal agencies remaining at similar levels to what was enacted for FY 2017. In other words, the measures below are not yet in place and may be revised or dropped in the final FY2018 budget.]*

Creating New Education Options through School Choice

- \$1 billion increase for Title I for new *Furthering Options for Children to Unlock Success* (FOCUS) grants. FOCUS grants would provide supplemental awards to school districts that adopt student-centered weighted student funding formulas combined with open enrollment systems.
- \$250 million increase for the *Education Innovation and Research* (EIR) program for competitive awards for applicants to provide scholarships for students from low-income families to attend the private school of their parents' choice.
- \$167 million increase for the *Charter Schools Grant* program to strengthen State efforts to start new charter schools or expand and replicate existing high-performing charter schools while providing up to \$100 million to meet the growing demand for charter school facilities.

Maintaining Support for the Nation's Most Vulnerable Students

- \$14.9 billion in level funding for the core Title I Grants to local education agencies (LEAs) program to support State and local efforts to ensure that more than 25 million students in high-poverty schools have access to rigorous coursework and teaching.
- \$12.7 billion to maintain the Federal investment in the IDEA formula grant programs, which help support services to the 6.8 million children with disabilities nationwide and to States in their ongoing work to design and implement program improvement efforts under the Department's Results Driven Accountability framework.
- \$736 million for the English Language Acquisition program to implement effective language instruction educational programs designed to help English learners attain English language proficiency.

Streamlining Existing Programs

- Eliminates funding for *Supporting Effective Instruction State* grants, a reduction of \$2.3 billion. The program is proposed for elimination because evidence shows the program is poorly structured to support activities that have a measurable impact on improving student outcomes and it duplicates other ESEA program funds that may be used for professional development.

- Eliminates funding for the *21st Century Community Learning Centers* program, saving \$1.2 billion. The program lacks strong evidence of meeting its objectives, such as improving student achievement.
- Eliminates *Striving Readers/Comprehensive Literacy Development Grants*, which will save \$190 million. This program has limited impact (only 5-10 State grants are expected in the final cohort) and duplicates activities that may be supported with other Federal, State, local and private funds.

U.S. Department of Education, (2017) FY 2018 Education Budget Fact Sheet, Washington, D.C. Retrieved from <https://www2.ed.gov/about/overview/budget/budget18/index.html>.

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 re-submitting on January 4, 2018. 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 submitted 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	INTERIM		LONG-TERM
	Proficiency/Rate	Targets		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 3: 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 4: 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%
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 5: MDE Interim and Long-Term Goals for Proficiency in Mathematics by Subgroup



GRADUATION RATE				
SUBGROUPS	BASELINE DATA	INTERIM MEASURE	INTERIM MEASURE	LONG-TERM GOAL
	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 6: 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 an A-F accountability system considers student growth and achievement, graduation rates, and advanced coursework participation and outcomes. The following changes and additions to MDE's standards, assessments, and accountability are being implemented:



- ✚ The U. S. Department of Education has indicated that MDE will not have to provide students who take Algebra I in 8th grade with an Algebra II assessment in high school to eliminate current double-testing of these students as was previously specified.
- ✚ English learner (EL) growth to proficiency on the English Language Proficiency Assessment (currently LAS Links) will be added as a new accountability indicator beginning in 2017-18.
- ✚ An accountability task force will be adjusting the accountability model after the 2017-18 school year.

Figure 1 and Figure 2 show the components that make up the Mississippi Accountability Model as revised and approved by the U. S. Department of Education on March 26, 2018.

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 1: MDE Accountability Model – Elementary and Middle 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 2: MDE Accountability Model -- Districts and Schools with 12th Grade

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. Charter schools receive A-F grades in the same manner as traditional public schools.

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

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: MDE Accountability System -- Performance Level Cut Scores

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.

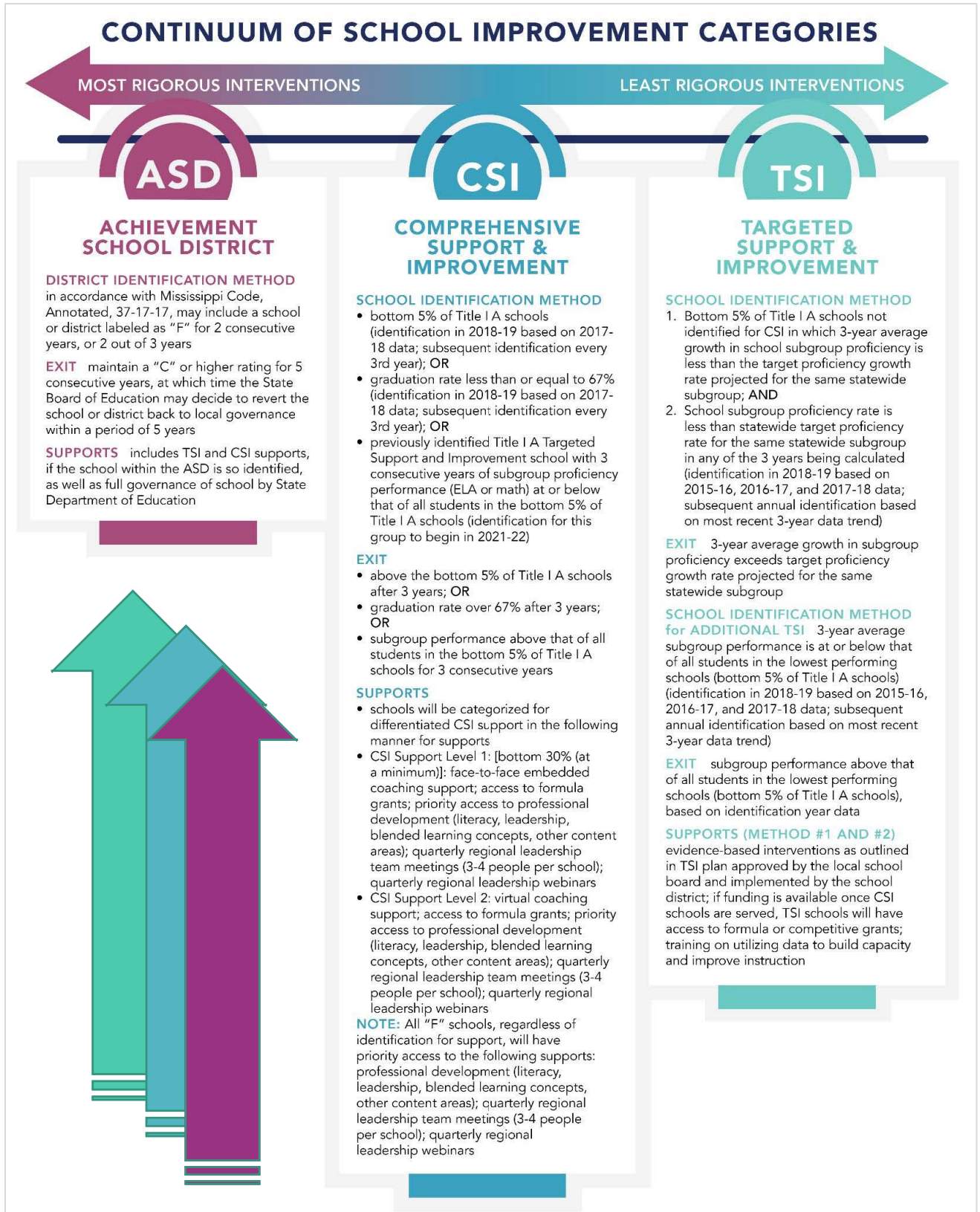










Figure 4: MDE Continuum of School Improvement Categories

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 2008 and is short \$213 million for the current school year. For FY2018, MAEP was funded at \$2.2 billion; \$40.4 million less than FY2017. 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 2009-2018				
FY2018 Full Funding (amount required by law)	FY2018 Funding Per HB 1502	Difference FY2017 to FY2018	FY2018 Amount Below Full Funding	Total MAEP Loss to Schools FY2009-FY2018
\$2,434,858,271	\$2,221,038,133	(\$20,591,041)	(\$213,820,138)	(\$2,090,630,083)

Table 7: MAEP Underfunding 2009-2018

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 but revisited the topic in the 2018 legislative session.

Harrison, B. (2017, December 31) MAEP rewrite likely to resurface in 2018. North Mississippi Daily Journal. Retrieved Jan 8, 2018, from http://www.djournal.com/news/maep-rewrite-likely-to-resurface-in/article_19cbde84-6c60-50d9-9800-78f175b4d9e7.html

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 FY2018 MAEP Allocations and Underfunding for FY2009-FY2018. Retrieved Jan 8, 2018 from http://www.tpcref.org/wp-content/uploads/PERDIST-MAEP_FY09-FY18.pdf

Mississippi Board of Education Budget Requests

Each year, the Mississippi Board of Education presents its budget requests to the legislature. **Figures 5** and **6** from MDE presentations to the legislature summarize funding and funding requests for FY 2018 and FY2019.

FY18 BUDGET REQUEST			
All Sources of Funds			
Funding Source	FY 2017 Appropriation	FY 2018 Request	Requested Inc./(Dec.)
Total General Funds (GF)	\$2,255,231,583	\$2,461,936,960	\$206,705,377
Total Education Enhancement Funds	\$260,810,170	\$260,810,170	\$0
Total Capital Expense Fund	\$116,500	\$0	(\$116,500)
Total Public School Building Fund (Diverted)	\$20,000,000	\$20,000,000	\$0
Total Other State Special Funds	\$1,126,472	\$1,126,472	\$0
Subtotal	\$2,537,284,725	\$2,743,873,602	\$206,588,877
MAEP Special Fund Authority	\$50,000,000	\$50,000,000	\$0
Total State Request	\$2,587,284,725	\$2,793,873,602	\$206,588,877
Total Federal/Special Funds**	\$840,348,798	\$840,348,798	\$0
Total K-12 Funds	\$3,427,633,523	\$3,634,222,400	\$206,588,877

**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 notifications of grant increases are received for Title I , Special Education, Child Nutrition, etc.

Figure 5: MDE FY18 Budget Request



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 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 6: MDE FY19 Budget Request

Board spending request priorities for both FY2018 and FY2019 included an expansion of Early Childhood Education pilot programs, 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. Increased technology for schools, 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.

Mississippi Department of Education. FY 2018 Budget Request. Presented to the House Appropriations Committee. January, 2017. Retrieved 1/14/2018 from http://www.mde.k12.ms.us/docs/budget-and-planning-library/mde-k12-fy-2018-budget-presentation_20170524135344_594129.pdf?sfvrsn=2.

Mississippi Department of Education. FY 2019 Budget Request. Presented to the Joint Legislative Budget Committee. September 21, 2017 Retrieved 1/14/2018 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. Updates from MDE School Financial Services.2017 METIS Conference June 21-23, 2017. Retrieved 1/14/2018 from <http://www.mde.k12.ms.us/OSFS/powerpoint>.

Current Status of Mississippi Educational Funding

During the 2018 legislative session, the Mississippi legislature rejected all proposed efforts to rewrite the MAEP funding formula. The planned redraft, backed by Republican leadership, and based on recommendations from the non-profit group EdBuild, faced fierce opposition from parent groups amid confusion about how much districts might lose or gain and about whether the legislature would be required to provide a standard amount of funding year to year. While it had been possible that the governor could recall the issue in a special session, legislative leaders indicated on March 15, 2018 that no such session would be called. 2018-2019 funding will remain flat at final 2017-2018 levels.

ACCOUNTABILITY

2016 ACCOUNTABILITY RATING

The 2015-16 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 emphasized student academic growth, particularly the lowest performing 25 percent of students. Students met growth if their scores improved from one proficiency level to the next or moved sufficiently within the lower proficiency levels. A school was identified as a School At-Risk and in need of assistance if the school: (a) Did not meet its growth expectation and has a percentage of students functioning below grade level or (b) was identified as an F School as designated by the State Board of Education. Any schools identified as “at-risk” had to be audited and submit a school improvement plan.

The following information from a Mississippi Department of Education publication (http://mdereports.mdek12.org/pdf/a/2016/MS%20A_F%20System%20explainer.pdf) 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.
- Whether a school is performing above expectations.
- How students perform on ACT
- Whether there are significant 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.

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

Table 8 and Figure 7 show 2016 accountability figures for the district and for each school.

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	689.0	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	453.8	50.5	65.1			81.5	57.1	93.3	41.1				
East Central Upper Elem.	B	447.0	45.8	51.5		71	74.5	65.1	77.1	61.5			99.4	
East Central Middle	A	481.0	44.6	57		79.5	71.1	82.6	66.8	79.2			99.4	
St. Martin East Elem.	A	455.0	51.2	63.9			74.1	55.7	92.7	52			100	
St. Martin North Elem.	A	469.0	50.3	57.5			75.3	65.2	87.5	66.2			95.6	
St. Martin Upper Elem.	B	424.0	43.3	41.5		75.8	75	61.9	73.6	52.7			99.5	
St. Martin Middle	B	411.0	42.1	39.9		70.5	72.4	62.5	67.6	56.3			99.5	
Vancleave Lower Elem.	A	485.3	41.9	56.6			81.4	77.3	84.2	75				
Vancleave Upper Elem.	B	443.0	47.1	50.2		67.4	67.9	67.8	69.4	72.7			99.4	
1000 POINT SCHOOLS														
East Central High	A	814.0	61.5	72.8	66.1	76.7	77	97.8	95.7	105.9	56	28.8	99.1	94.6
St. Martin High	B	709.0	58	65.7	67.9	73.5	63	84	75	81.2	46.6	40.1	98.6	83.9
Vancleave High	A	771.0	64	68	63.5	81.7	78	89.4	81.6	84.9	52.3	51.9	99.1	90

Table 8: 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
GROWTH ALL STUDENTS	74.7	75.1	Graduation Rate	Participation Rate	College and Career Readiness
GROWTH LOW 25%	78.1	70.8	88.5	99.2	50.8

Figure 7: 2016 Jackson County School District Accountability

2017 ACCOUNTABILITY RATING

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, aligned to the Mississippi College and Career Ready Standards, are administered annually to students in grades 3-8 and in high school. Statewide, with the exception of 4th grade ELA and English II, student achievement increased from 2016 to 2017.

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.

The 2016-17 accountability data was used to set a new baseline to correct artificially high growth rates included in the 2015-16 grades. For the 2016-17 accountability grades, districts and schools have been awarded the highest grade they were able to achieve based on current thresholds or the new baseline for 2017-18. The highest grade is the official grade, though both possible grades have been published for transparency.

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 and Career Readiness	Acceleration	Participation Rate	Grad Rate
JCSD	A	B	B	B	B	650	50.4	52.8	66	75.7	67.6	65.3	61.8	51.6	54.5	51.7	99.3	88.1
East Central Lower Elem.	B	C	B	B	B	384	53.5	59.3		NA	55.5	61.2	55.3	44.5			NA	
East Central Upper Elem.	B	B	B	B	B	403	47.5	53.4		77.3	59.1	60.2	59	46.5			99.7	
East Central Middle	A	B	A	A	A	446	50.6	63.7		83.5	64.4	73.9	54.8	55.2			99.5	
St. Martin East Elem.	A	B	B	B	B	405	61.2	64.5		NA	62.8	55.8	57.1	45.2			100	
St. Martin North Elem.	A	C	C	C	C	344	42.4	52.1		NA	57.6	54.9	45.6	42.4			100	
St. Martin Upper Elem.	B	B	B	B	B	389	47.8	45.9		67.1	63.3	57.4	58	49.6			99.4	
St. Martin Middle	B	B	B	B	B	385	44	44.5		80	61.3	55.8	54	45.6			99	
Vancleave Lower Elem.	A	B	B	B	B	391	45.9	63.5		NA	62.8	59.2	57.6	46.1			NA	
Vancleave Upper Elem.	B	B	B	B	B	408	50.3	56		74.7	66.2	60.6	53.1	47			99.6	
East Central Lower Elem.	A	B	B	B	B	430	52.7	59.1		79.3	66.6	70.6	51.4	49.9			99.6	
East Central High	A	A	A	A	A	796	73.8	58.9	61.7	78	97.1	86.1	100	89.9	52.4	47.7	98.7	85.3
St. Martin High	B	A	B	A	A	766	57.4	46.4	71.5	68.5	90.3	84.4	101.1	88.5	52	50.3	98.9	88.2
Vancleave High	A	A	B	A	A	785	60.1	50	60	82.4	92.2	75.9	102.6	88	60.5	63.2	99.1	91.5

Table 9: 2017 Jackson County School District Accountability Ratings

2017 Jackson County School District Accountability

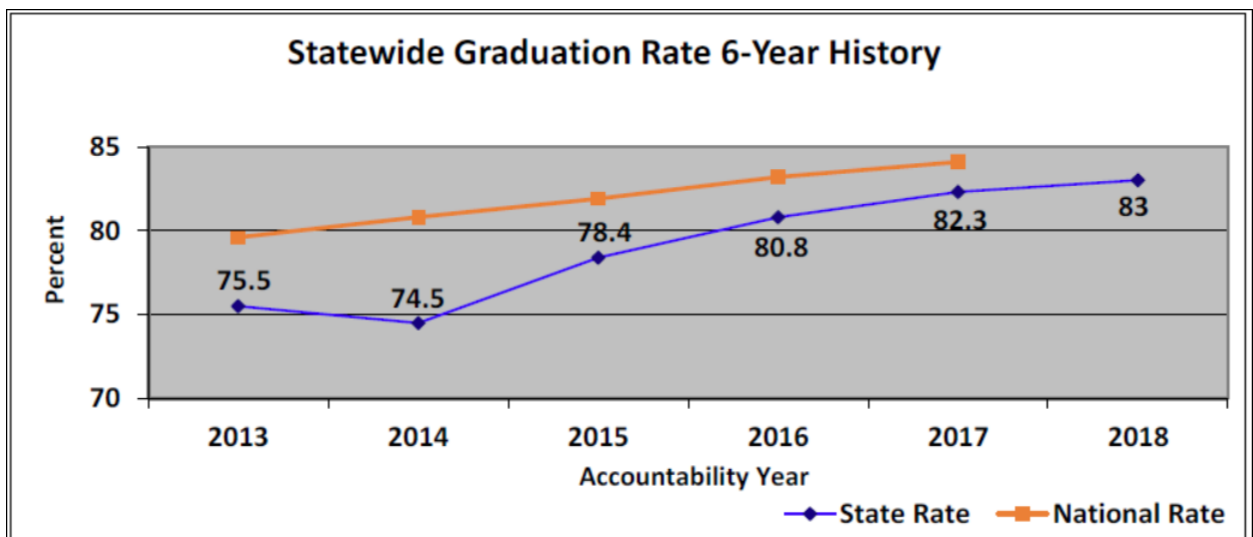
2017 Official Accountability Rating: **B**; 2016 Accountability Rating: **A**;
Former Baseline Grade: **B**; New Baseline Grade: **B**

Grade: B Total Points: 650	Reading	Mathematics	Science	U. S. History	Acceleration
PROFICIENCY	50.4	52.8	75.7	66	51.7
GROWTH ALL STUDENTS	67.6	65.3	Graduation Rate	Participation Rate	College and Career Readiness
GROWTH LOW 25%	61.8	51.6	88.1	99.3	54.5

Figure 8: 2017 Jackson County School District Accountability

4-YEAR GRADUATION RATE

In accordance with 34 C.F.R. 200.19(b) and MS Code 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) 2013 - 14 (Seniors SY 2016 - 2017) and graduated within the cohort window which ended July 31, 2017. The graduation rates for this cohort will be used in the 2018 Accountability results.



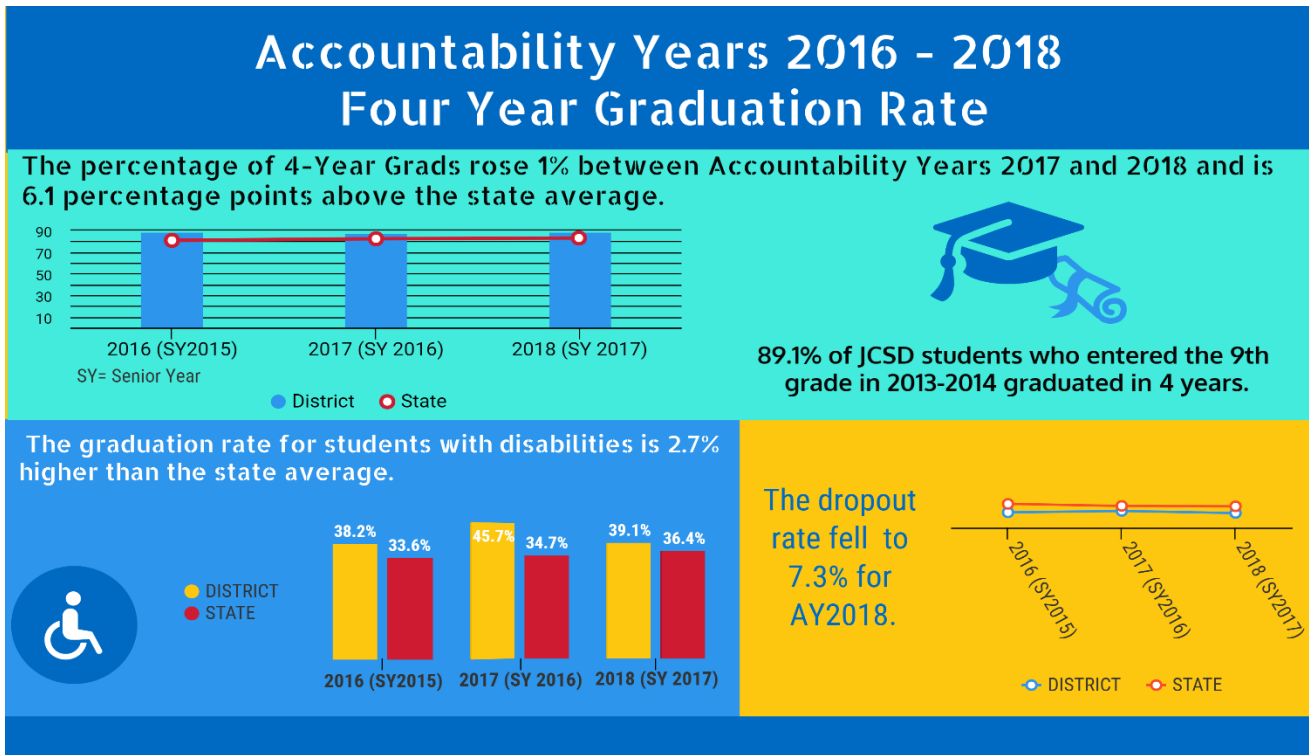


Figure 9: Jackson County School District 2016-2018 Four Year Graduation Rate

Jackson County School District Graduation and Dropout Rates for Accountability Years 2016-2018

	4-Year Graduation Rate			4-Year Dropout Rate			4-Year Grad Rate Students with Disabilities		
	2016 SY2015	2017 SY2016	2018 SY2017	2016 SY2015	2017 SY2016	2018 SY2017	2016 SY2015	2017 SY2016	2018 SY2017
District	88.5%	88.1%	89.1%	7.6%	8.3%	7.3%	38.2%	45.7%	39.1%
State	80.8%	82.3%	83.0%	11.8%	10.8%	10.6%	33.6%	34.7%	36.4%

Table 10: Jackson County School District Graduation and Dropout Rates for Accountability Years 2016 -2018

ACCOUNTABILITY YEAR 2018 4-YEAR GRAD RATE DEMOGRAPHIC				
	GROUP	DISTRICT		STATE
		COUNT	%	%
GENDER	Female	342	93.0%	87.6%
	Male	327	85.0%	78.5%
RACE	Asian	28	100.0%	91.4%
	Black	74	86.5%	79.3%
	Hispanic	18	100.0%	81.0%
	Native American	**	**	79.7%
	Two or More Races	**	**	78.7%
	White	546	88.6%	87.1%
ECONOMIC STATUS	Economically Disadvantaged	294	84.4%	294
ENGLISH PROFICIENCY	English Language Learner	**	**	66.5%

Table 11: Jackson County School District Accountability Year 2018 Four-Year Graduation Rate by Demographic Group (SY2017)

ASSESSMENT

Scores for the Mississippi Academic Assessment Program (MAAP) for 2017 and 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 (MISSISSIPPI K-3 ASSESSMENT SUPPORT SYSTEM)

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.

MKAS ² KINDERGARTEN READINESS ASSESSMENT PUBLIC PREKINDERGARTEN							
	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017
JACKSON COUNTY SCHOOL DISTRICT	391	441	50	*	*	*	452
ST. MARTIN EAST ELEM.	391	441	50	*	*	*	*
VANCLEAVE LOWER ELEM.				*	*	*	*

Table 12 : Jackson County School District MKAS² Kindergarten Readiness Assessment

JACKSON COUNTY SCHOOL DISTRICT MKAS ² KINDERGARTEN READINESS ASSESSMENT							
	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017
JCSD	521	749	228	508	742	234	508
EAST CENTRAL LOWER	524	755	231	522	758	236	526
ST. MARTIN EAST	522	743	221	483	753	270	509
ST. MARTIN NORTH	517	732	215	524	715	191	497
VANCLEAVE LOWER	520	765	245	503	743	240	498

TOP 10 IN THE STATE

Table 13: 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 MAP 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 MAP ELA Assessment because the ELA test also includes writing tasks.”

Table 14 shows the pass/fail rate on the initial administration and all administrations for 2015 and 2016 and the pass/fail rate on the initial administration of the MAP 3rd Grade Reading Assessment for 2017.

Children who aren’t reading at grade level by the end of third grade are **FOUR TIMES** as likely to drop out of high school.



Hernandez, D. (2012). *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation*. Baltimore: The Annie E. Casey Foundation

Jackson County School District Third Grade Reading Assessment Pass Rates 2015-2017						
	2015 INITIAL	2015 ALL	2016 INITIAL	2016 ALL	2017 INITIAL	2017 ALL
JCSD	92.11%	>=95%	94.20%	>=95%	96.22%	96.70%
EAST CENTRAL UPPER	91.33%	>=95%	93.80%	>=95%	96.51%	97.50%
ST. MARTIN EAST	92.05%	>=95%	94.70%	>=95%	97.94%	98.50%
ST. MARTIN NORTH	92.02%	94.55%	92.80%	94.00%	95.90%	96.50%
VANCLEAVE UPPER	93.21%	>=95%	>=95%	>=95%	94.28%	94.80%

Table 14: Jackson County School District MKAS²/MAAP 3rd Grade Reading

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 10** shows ACT scores for 2016-2017 for juniors.

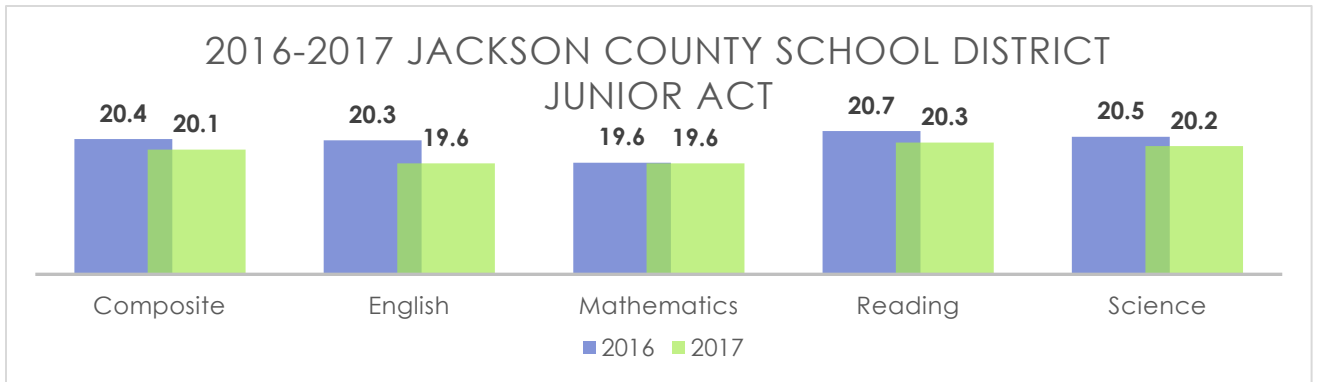


Figure 10: 2016 and 2017 Jackson County School District Junior ACT

Table 15, Figure 11, and Figure 12. illustrate five-year ACT trends for graduating classes. **Figure 11** shows subject specific and composite scores, while **Figure 12** presents the percentage of students taking the ACT who meet ACT college-readiness benchmarks. It also presents the number of students from Jackson County School District taking the ACT before graduation but not necessarily during that year. That is, *N* represents the number of students in that graduating class who took the ACT, whether as juniors or as seniors. Because students in the class of 2016 took the ACT as a state-mandated administration their junior year, including students who did not plan to attend college, the shift from a voluntary to a mandated testing population is important to note when comparing prior scores to those for the class of 2016 and beyond.

JACKSON COUNTY SCHOOL DISTRICT ACT 5-YEAR TRENDS FOR GRADUATING SENIORS					
Year	English	Math	Reading	Science	Composite
2012	20.6	19.5	20.8	20.4	20.4
2013	21.3	19.6	21.2	20.6	20.8
2014	21.1	19.2	21.1	20.9	20.7
2015	20.3	19	20.7	20.2	20.2
2016	19.3	19	19.5	19.5	19.5

Table 15: Jackson County School District ACT 5-Year Trends For Graduating Seniors 2012-2016



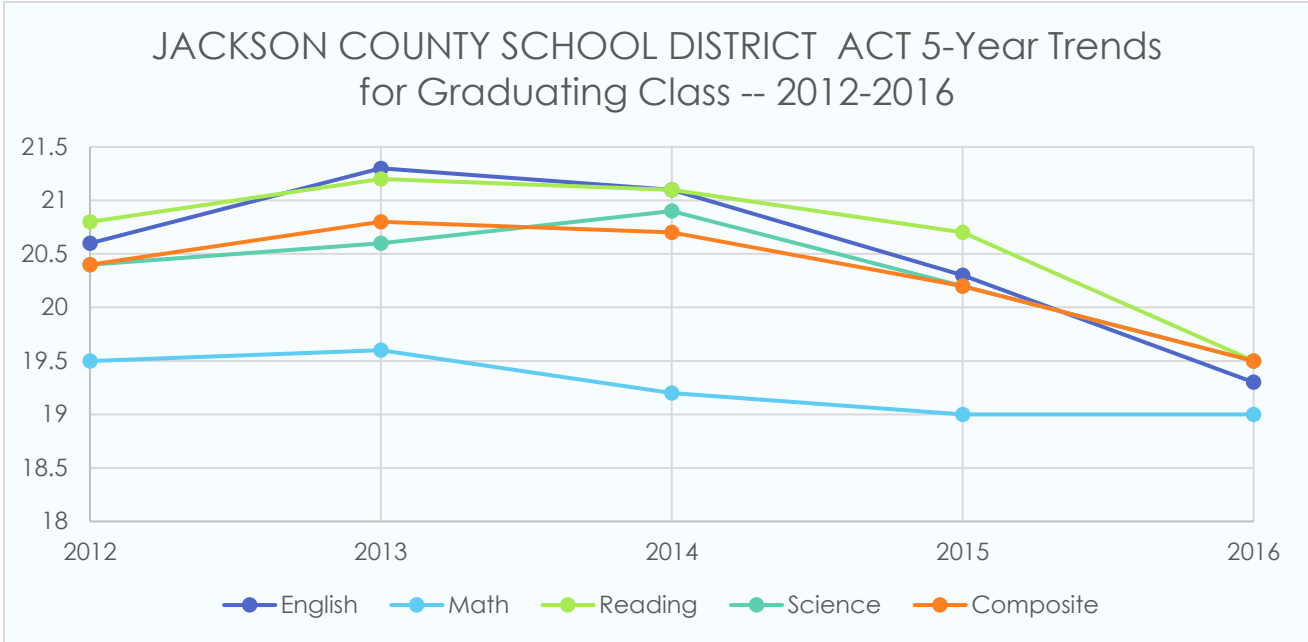


Figure 11: Jackson County School District ACT 5-Year Trends for Graduating Class 2012-2016

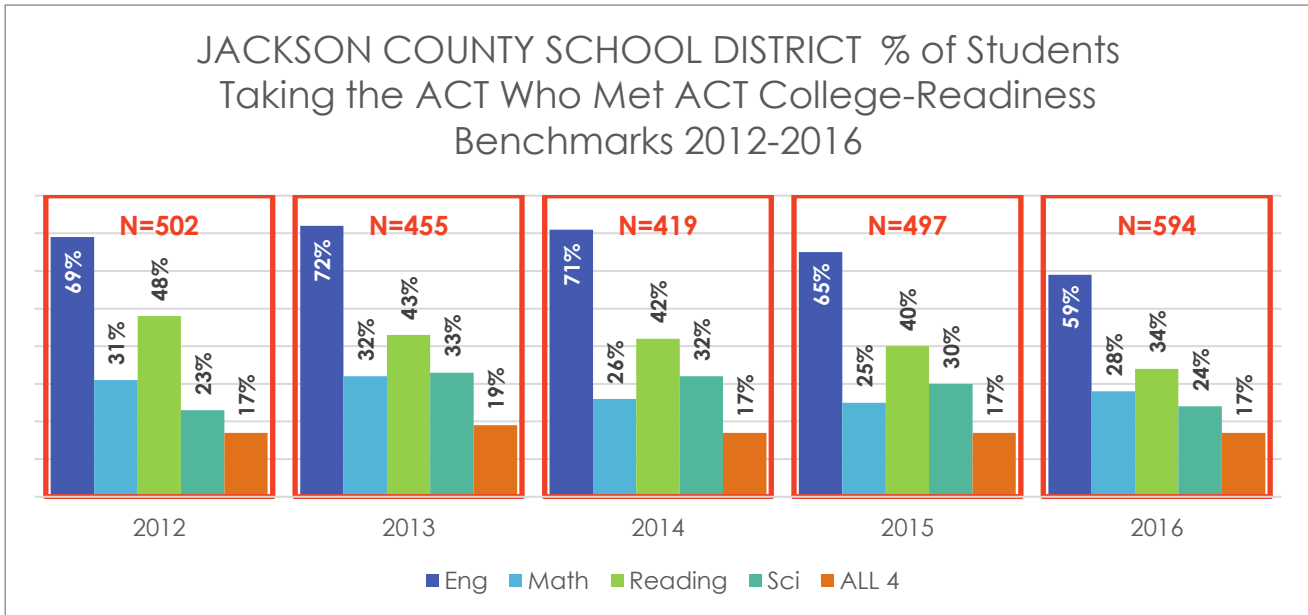


Figure 12: Jackson County School District % of Graduating Students Taking the ACT Who Met ACT College-Readiness Benchmarks 2012-2016

The national average ACT composite score for the 2017 graduating class rose to 21.0 on a 1 to 36 scale after dropping to 20.8 last year. Since 2013, the percentage of ACT-tested graduates who met or surpassed the ACT College Readiness Benchmarks has increased in reading, stayed relatively steady in science, and declined in both English and mathematics. Two in 10 graduates (21%) met or surpassed the ACT STEM Benchmark, which represents readiness for first-year courses typically required for a STEM major.

JACKSON COUNTY SCHOOL DISTRICT MAAP

The *Mississippi Academic Assessment Program*, or MAAP (formerly *Mississippi Assessment Program*, or MAP), 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.

In an explanatory document for parents (<http://www.mde.k12.ms.us/docs/student-assessment/map-overview>), the Mississippi Department of Education points out that "MAAP goes deeper than traditional multiple-choice tests by testing critical thinking and problem-solving skills. Students are required to apply their knowledge and skills to address real-world problems and describe their reasoning – skills they will be required to have in college and the workplace."



MAAP Performance Levels

- 1** Minimal

"A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance."
- 2** 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."
- 3** 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."
- 4** 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."
- 5** 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

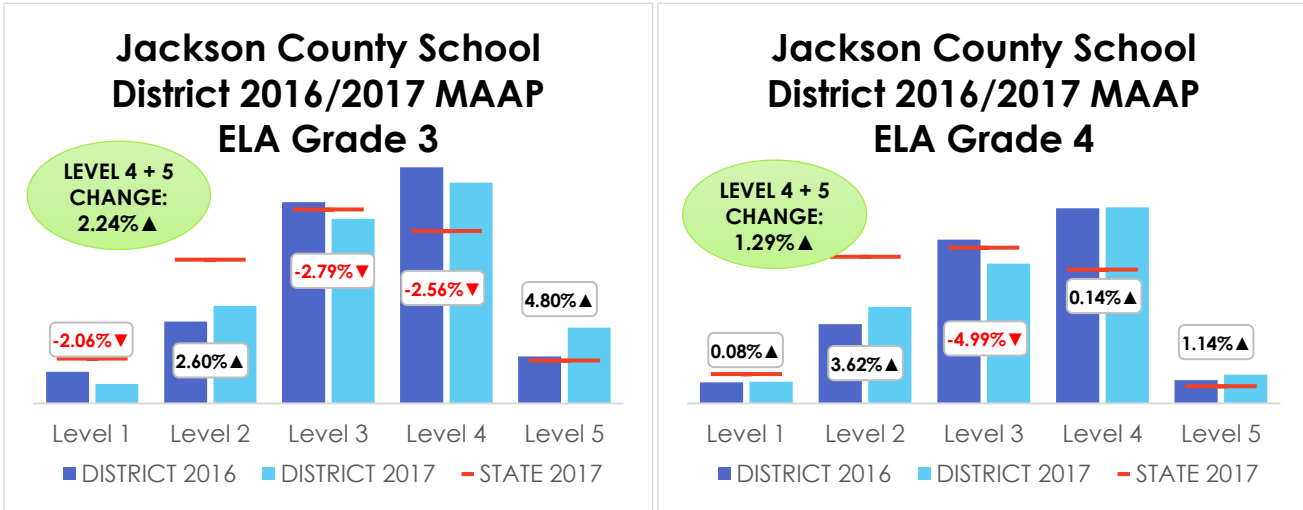


Figure 13: 2016-2017 Jackson County School District MAAP ELA Grades 3 and 4

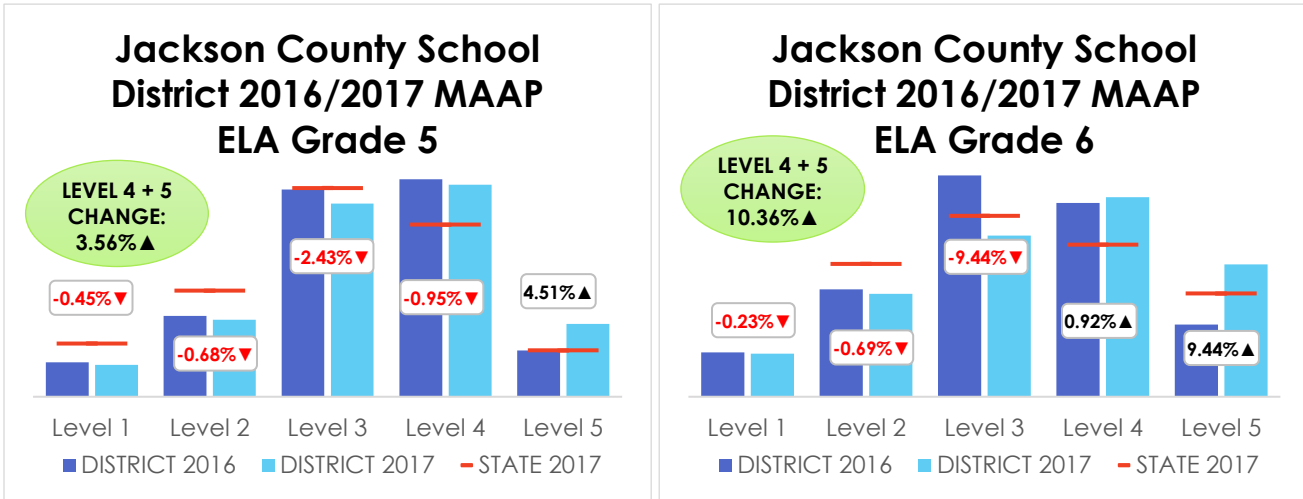


Figure 14: 2016-2017 Jackson County School District MAAP ELA Grades 5 and 6

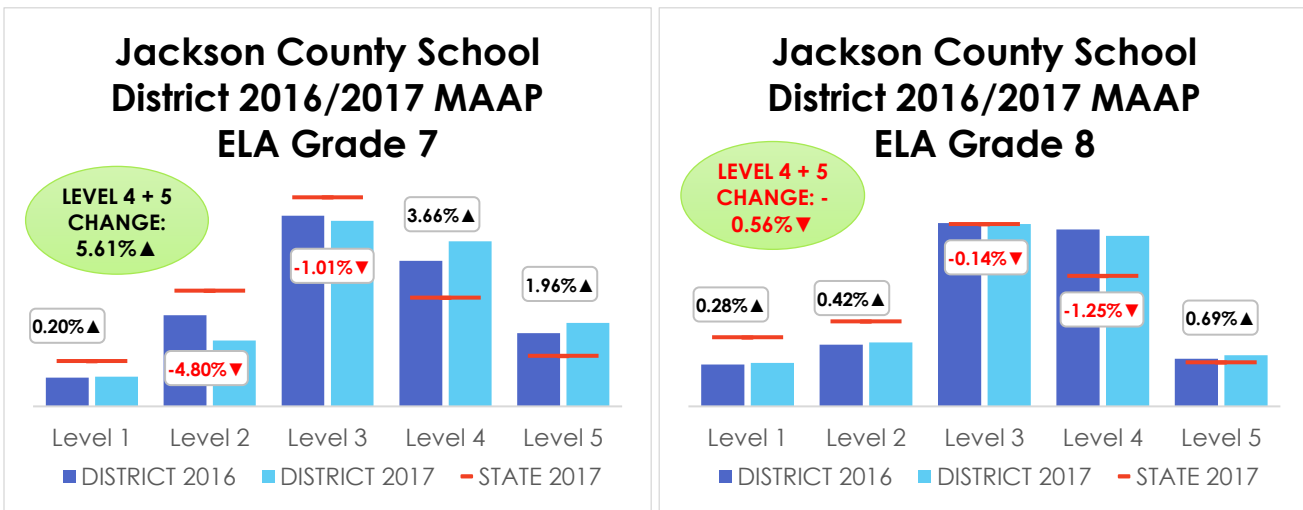


Figure 15: 2016-2017 Jackson County School District MAAP ELA Grades 7 and 8

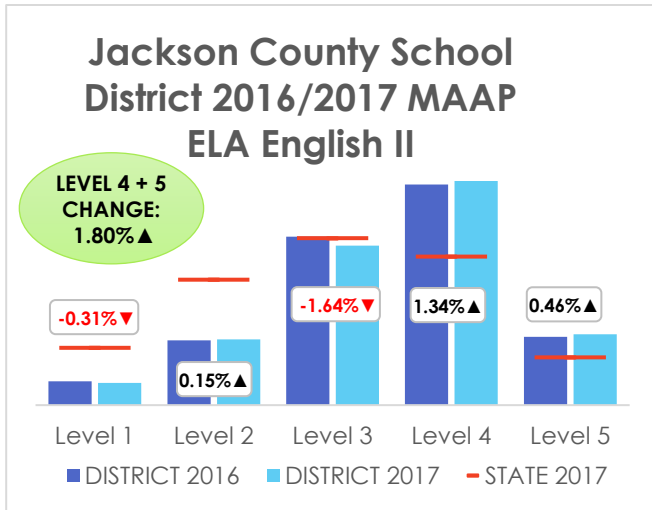


Figure 16: 2016-2017 Jackson County School District MAAP ELA English II

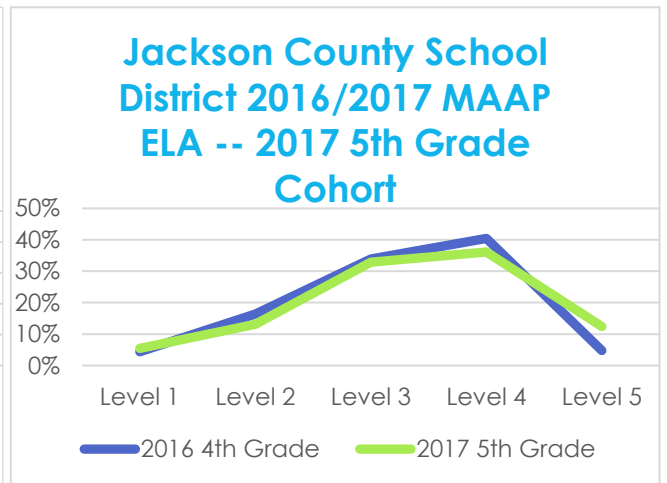
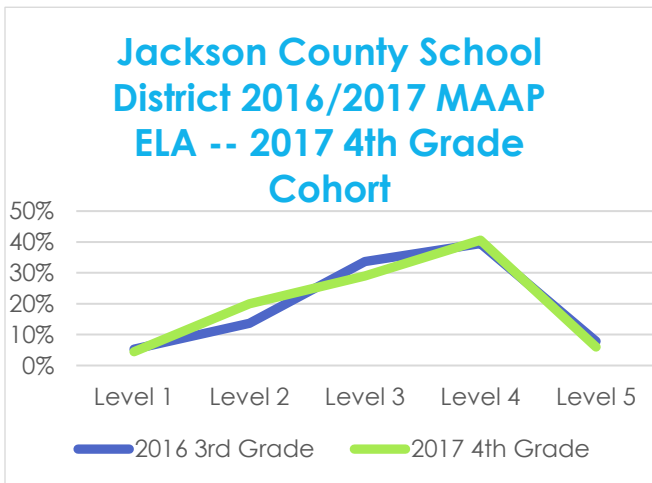


Figure 17: 2016-2017 Jackson County School District MAAP ELA -- 2017 4th and 5th Grade Cohorts

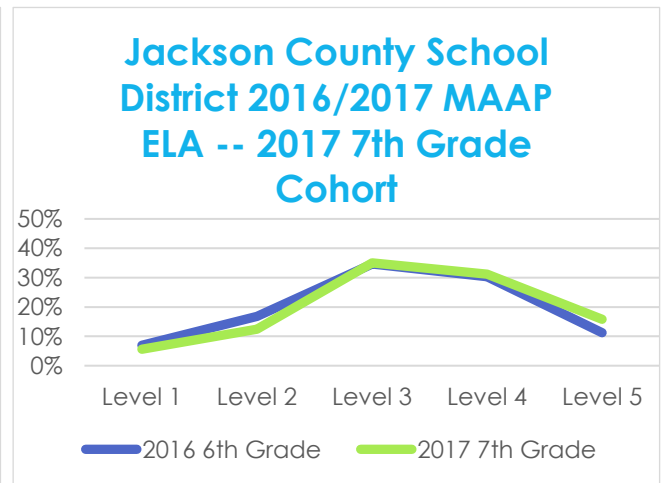
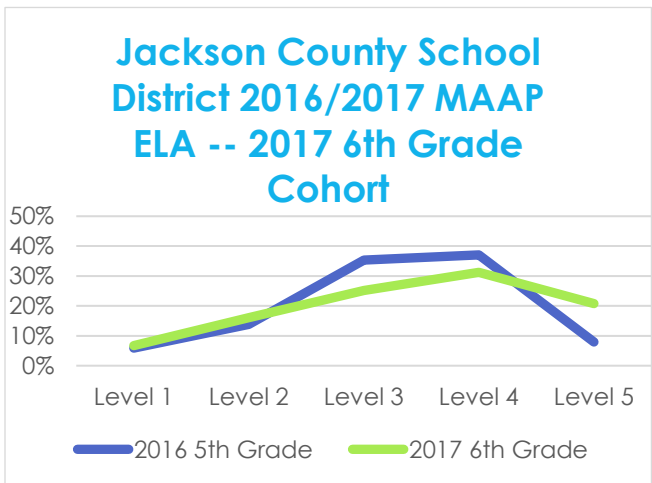


Figure 18: 2016-2017 Jackson County School District MAAP ELA -- 2017 6th and 7th Grade Cohorts

“Literacy is ... the road to human progress and the means through which every man, woman, and child can realize his or her full potential.”

~ Kofi Annan

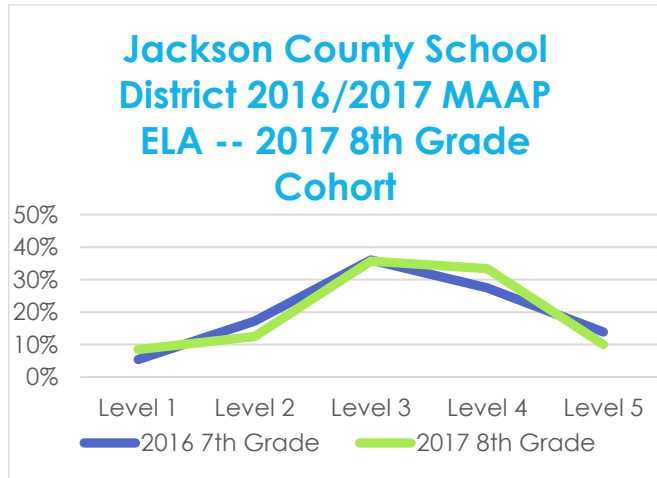


Figure 19: 2016-2017 Jackson County School District MAAP ELA -- 2017 8th Grade Cohort

Jackson County School District MAAP MATH

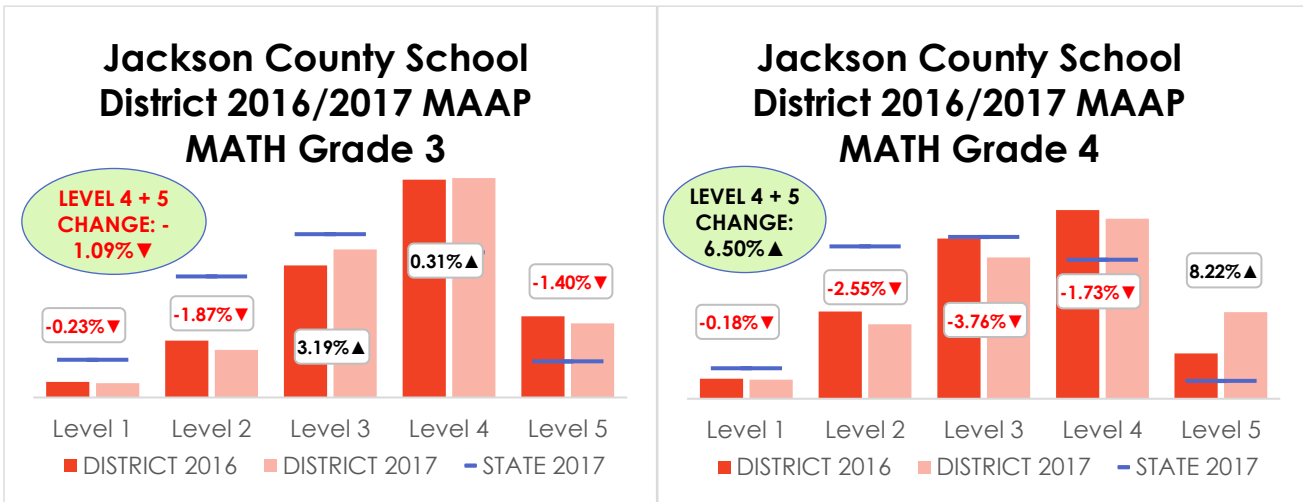


Figure 20: 2016-2017 Jackson County School District MAAP Mathematics Grades 3 and 4

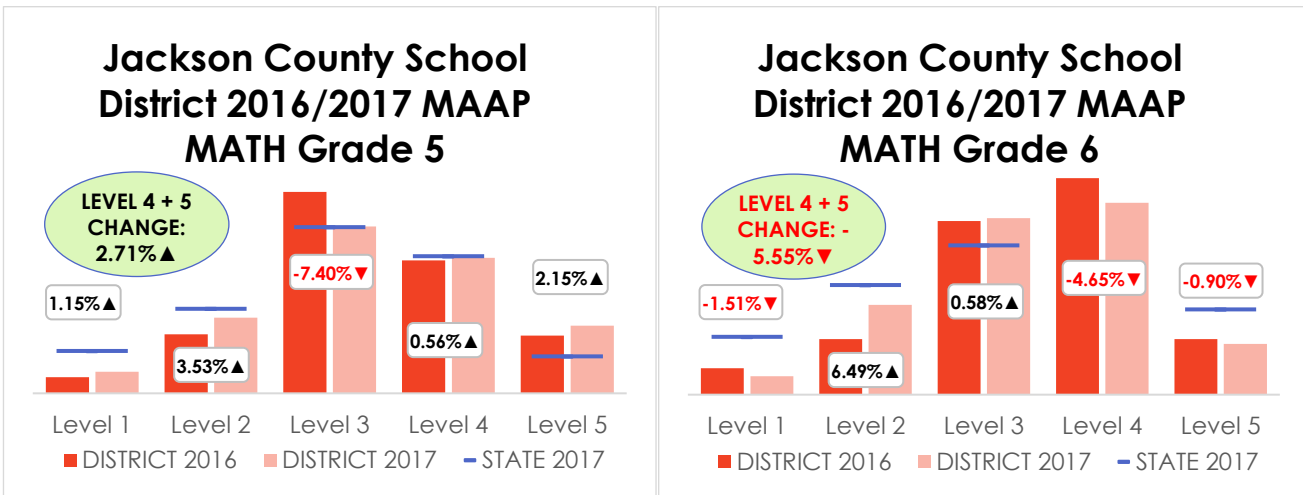


Figure 21: 2016-2017 Jackson County School District MAAP Mathematics Grades 5 and 6

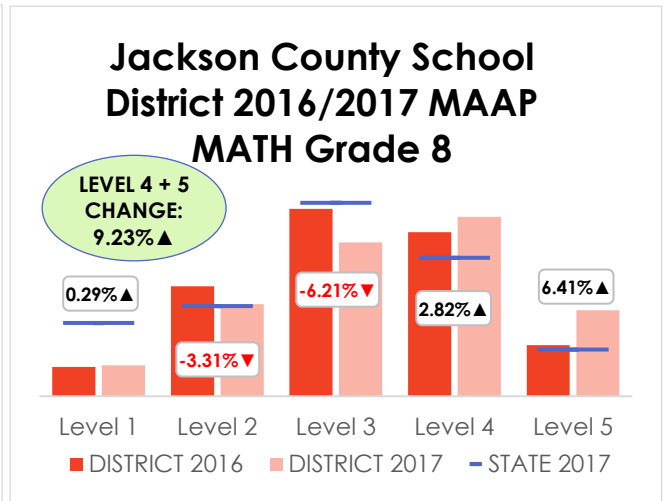
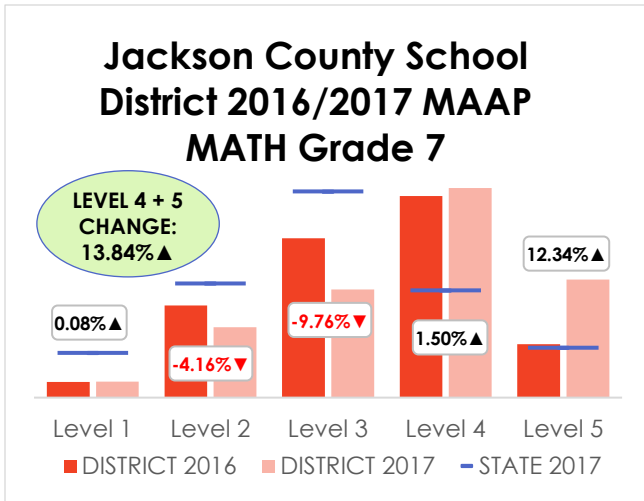


Figure 22: 2016-2017 Jackson County School District MAAP Mathematics Grades 7 and 8

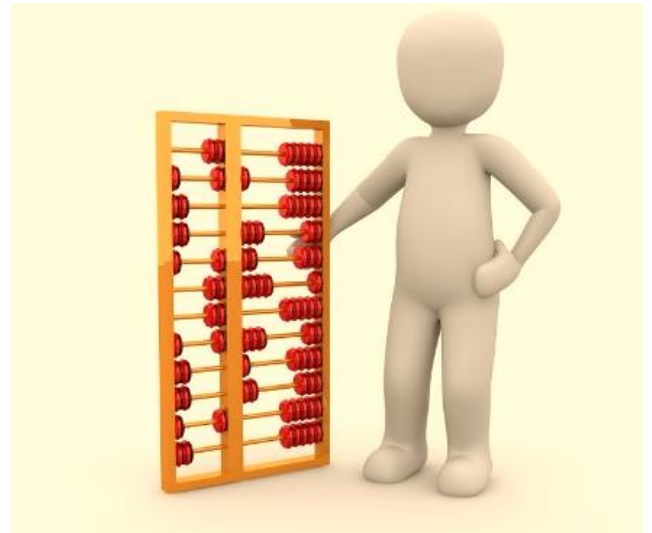
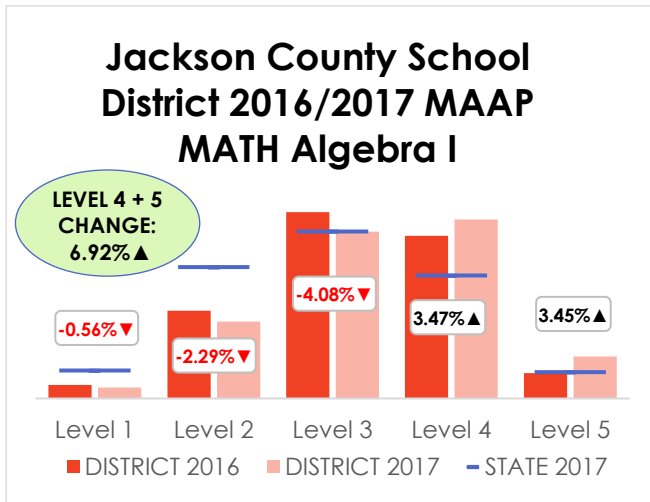


Figure 23: 2016-2017 Jackson County School District MAAP Mathematics Grade 8

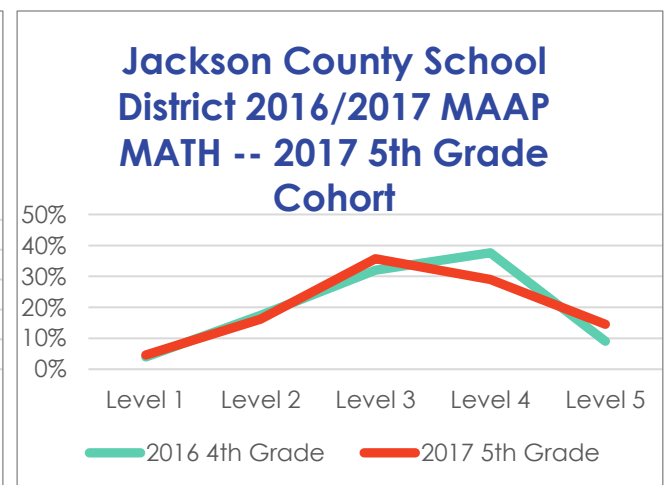
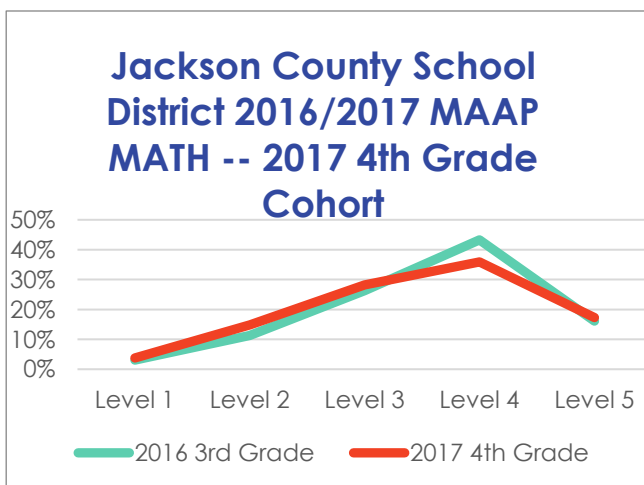


Figure 24: 2016-2017 Jackson County School District MAAP Math 2017 4th and 5th Grade Cohorts

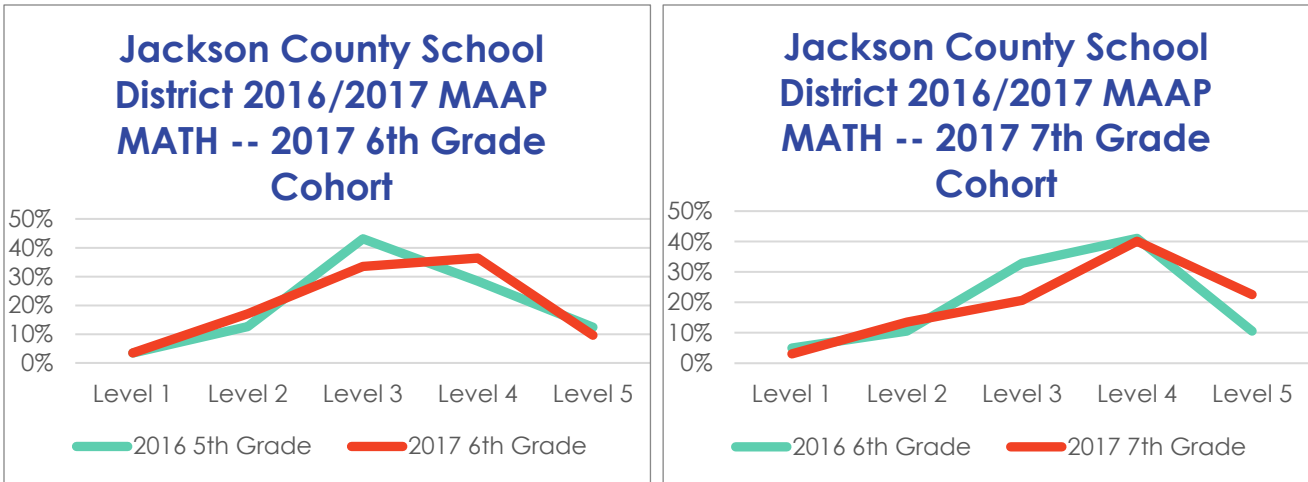


Figure 25: 2016-2017 Jackson County School District MAAP Math 2017 6th and 7th Grade Cohort

MATHEMATICS
 is not about
 numbers, equations,
 computations, or
 algorithms:
 it is about
UNDERSTANDING.

William Paul Thurston

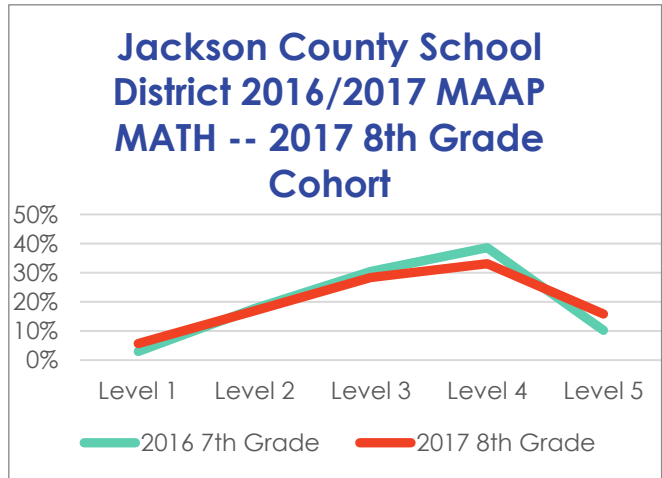
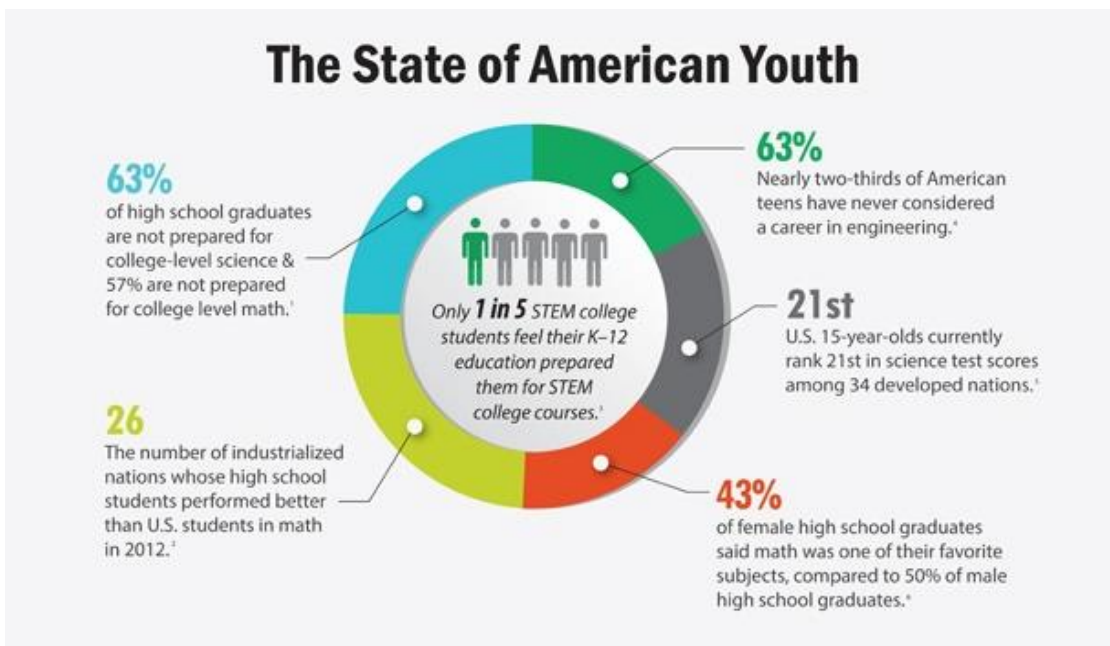


Figure 26: 2016-2017 Jackson County School District MAAP Math 2017 8th Grade Cohort



Jackson County School District MAAP-SCI

The Mississippi Academic Assessment Program, Science, or MAAP-SCI (formerly MST²), 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.

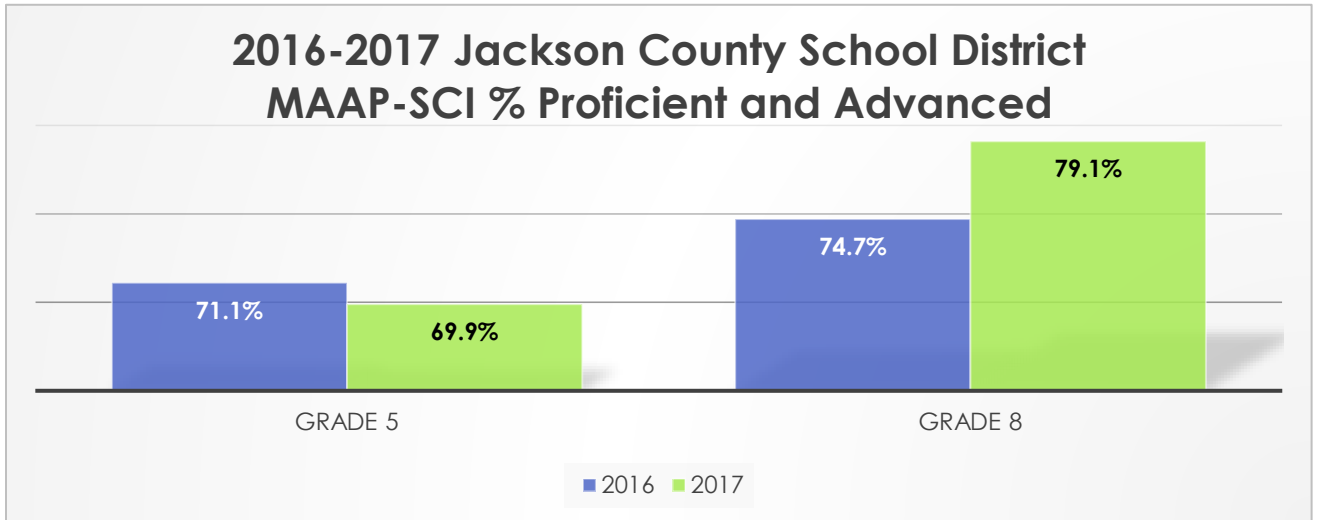


Figure 27: 2016-2017 Jackson County School District MAAP-SCI % Proficient and Advanced

Jackson County School District MAAP-EOC

The Mississippi Academic Assessment Program, End of Course, or MAAP-EOC (formerly SATP²), 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.

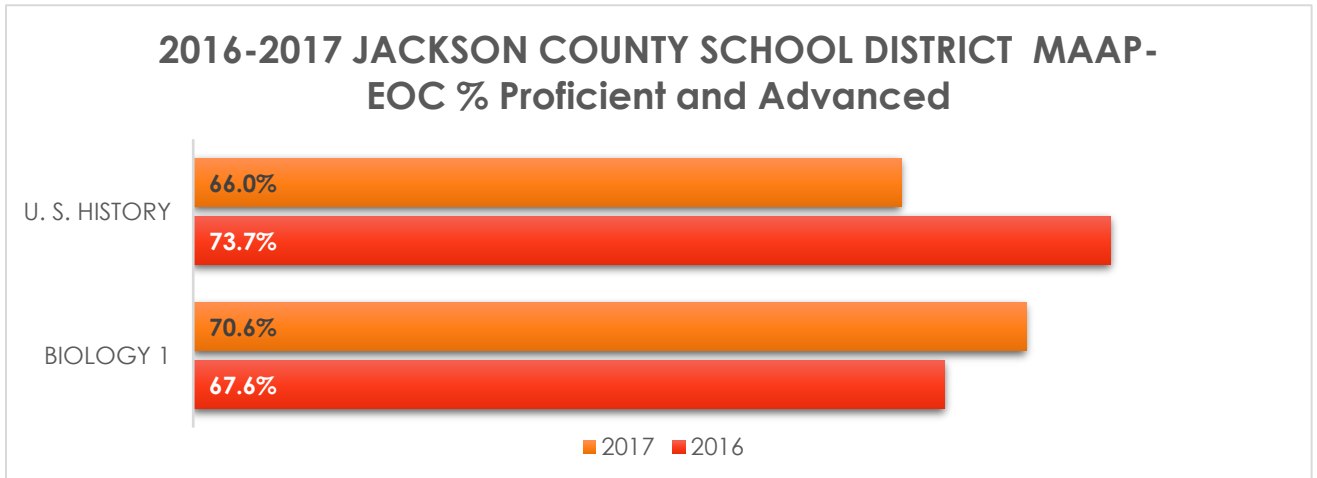


Figure 28: 2016-2017 Jackson County School District MAAP-EOC % Proficient and Advanced

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. Mississippi has made report cards available for 2016-2017 data.

Jackson County School District MAAP ELA (Demographic)

Table 16 shows performance percentages for all MAAP ELA assessments given by the district in 2016-2017, including MAAP ELA 3-8 and MAAP English II.

Jackson County School District 2017 MAAP ELA by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	99.4	99.1	12.9	8.7	35.8	26.3	30.8	32.9	14.3	21.5	6.3	10.6	
Female	99.4	99.3	15.8	10.3	39.1	28.6	29.2	33.6	12.3	19.9	<5.0	7.6	
Male	99.3	98.8	10.1	7.3	32.7	24.1	32.2	32.3	16.1	23.0	8.9	13.4	
Asian	99.5	99.4	17.6	23.9	43.9	34.3	24.1	23.1	9.1	10.1	5.3	8.6	
Native American	100.0	98.2	<5.0	5.3	36.4	23.9	50.0	39.3	**	22.1	9.1	9.4	
Black	99.7	99.0	5.4	<5.0	25.9	17.7	35.6	34.8	22.3	29.2	10.8	14.9	
Hispanic	100.0	99.1	9.7	6.7	26.5	24.5	38.1	33.6	14.8	22.2	11.0	13.0	
Multiracial	98.0	98.6	8.3	9.2	37.5	32.8	33.3	33.0	16.7	17.6	<5.0	7.4	
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9	
White	99.3	99.1	14.0	14.6	37.2	35.8	30.0	31.0	13.3	13.1	5.6	5.6	
Economically Disadvantaged	99.3	99.0	8.5	<5.0	29.6	20.9	34.3	34.8	18.5	26.3	9.1	13.3	
Limited English Proficient	99.2	99.0	<5.0	<5.0	23.0	14.9	37.7	32.5	19.7	29.8	14.8	20.1	
Students with Disabilities	97.8	97.6	<5.0	<5.0	10.8	8.0	21.5	19.4	29.3	30.7	37.1	40.6	
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9	

Table 16: 2017 Jackson County School District MAAP ELA by Demographic Group



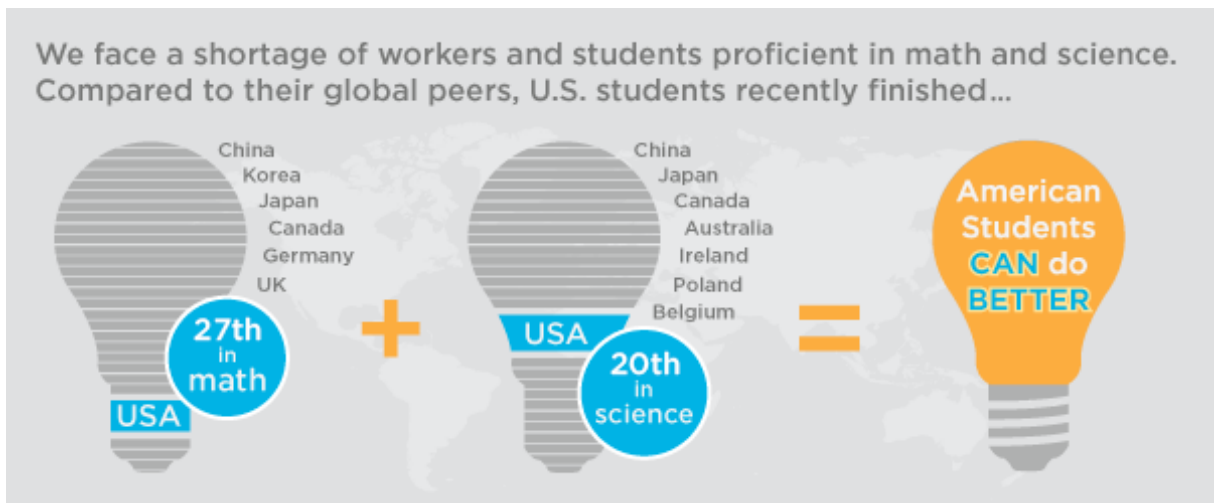
English/Language Arts

Jackson County School District MAAP MATH (Demographic)

Table 17 shows performance percentages for all MAAP MATH assessments given by the district in 2016-2017, including MAAP MATH 3- 8, and MAAP MATH Algebra I.

Jackson County School District 2017 MAAP MATH by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	99.2	98.8	14.4	9.4	36.1	27.1	30.3	32.9	14.6	22.8	<5.0	7.8	
Female	99.1	99.0	15.1	9.4	38.1	28.7	30.6	33.8	12.8	21.8	<5.0	6.3	
Male	99.3	98.5	13.8	9.4	34.4	25.5	30.0	31.9	16.2	23.8	5.7	9.3	
Asian	99.4	99.3	22.8	37.3	45.6	34.0	23.3	18.4	5.6	6.8	<5.0	<5.0	
Native American	95.8	98.0	<5.0	8.2	21.7	28.8	47.8	36.5	13.0	21.7	13.0	<5.0	
Black	99.7	98.6	6.5	<5.0	24.2	18.6	34.1	35.3	25.5	31.6	9.7	11.1	
Hispanic	100.0	98.7	7.4	9.1	31.5	30.0	38.3	34.0	15.4	19.6	7.4	7.3	
Multiracial	98.0	98.6	**	11.1	43.8	31.1	41.7	34.2	12.5	17.9	<5.0	5.6	
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4	
White	99.2	98.9	15.6	15.4	37.6	36.1	29.5	30.3	13.4	13.7	<5.0	<5.0	
Economically Disadvantaged	99.0	98.7	8.7	5.0	31.5	21.8	33.9	35.1	19.2	28.2	6.7	9.8	
Limited English Proficient	99.2	98.8	7.3	6.1	38.2	24.0	30.1	35.4	14.6	24.5	9.8	10.0	
Students with Disabilities	98.4	97.6	<5.0	<5.0	10.7	8.4	25.1	20.8	35.0	36.1	26.7	32.7	
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1	

Table 17: Jackson County School District 2017 MAAP MATH by Demographic Group



Jackson County School District MAAAP-SCI (Demographic)

Table 18 shows performance percentages for all MAAAP-SCI assessments given by the district in 2016-2017, including MAAAP-SCI (formerly MST²) for grades 5 / 8, and MAAAP-SCI (formerly SATP²) for Biology I.

Jackson County School District 2017 MAAAP-SCI by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	99.3	98.5	24.1	17.5	49.1	41.0	**	**	19.0	26.0	7.9	15.5	
Female	99.6	98.9	22.2	16.1	50.4	43.1	**	**	20.5	27.2	6.9	13.6	
Male	99.0	98.1	25.8	18.8	47.9	38.9	**	**	17.5	24.9	8.8	17.3	
Asian	100.0	99.2	36.0	43.5	47.7	37.3	**	**	11.6	8.7	<5.0	10.5	
Native American	**	97.2	**	12.4	**	41.8	**	**	**	26.2	**	19.5	
Black	99.3	98.2	11.2	7.4	42.1	35.0	**	**	31.9	34.4	14.7	23.2	
Hispanic	100.0	98.5	13.3	15.9	46.7	42.3	**	**	26.7	25.4	13.3	16.3	
Multiracial	100.0	98.1	30.0	23.0	50.0	44.5	**	**	10.0	21.2	10.0	11.2	
Hawaiian/Pacific Islander	**	100.0	**	27.5	**	41.2	**	**	**	23.5	**	7.8	
White	99.3	98.8	26.1	28.1	50.3	47.6	**	**	17.0	17.3	6.6	7.0	
Economically Disadvantaged	99.1	98.3	16.8	10.8	48.1	38.0	**	**	25.3	31.1	9.7	20.1	
Limited English Proficient	100.0	98.6	10.4	8.9	39.6	32.2	**	**	31.3	31.8	18.8	27.1	
Students with Disabilities	97.9	96.8	<5.0	<5.0	22.0	18.1	**	**	35.3	30.1	38.8	47.5	
Migrant	**	100.0	**	10.9	**	32.6	**	**	**	23.9	**	32.6	

Table 18: Jackson County School District 2017 MAAAP-SCI by Demographic Group

Jackson County School District MAAAP Achievement Gap Analysis

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

Based on the analysis of Mississippi student performance, the achievement gap in both English and mathematics widened for African-American and Hispanic students when compared to white students, but the gap narrowed between Asian and multiracial students when compared to white students. In addition, the gap a) increased between economically advantaged and economically

disadvantaged students in both English and mathematics, b) widened in English between English speaking students and English learners but narrowed in mathematics, c) narrowed between male and female students in English but widened in mathematics, and d) increased in both English and mathematics between students without disabilities and students with disabilities.

Table 19, below, shows the percentage difference between subgroups for Jackson County School District for 2016 and 2017. Subgroups without gap percentages are the groups to which others are compared.

Jackson County School District MAAP Achievement Gap Analysis										
	ELA					MATH				
	2016	2016 Gap	2017	2017 Gap	Gap Increase/Decrease	2016	2016 Gap	2017	2017 Gap	Gap Increase/Decrease
1 Gender										
Female	55.5%	11.6%	49.8%	9.8%	1.8%	54.0%	4.40%	50.0%	4.60%	-0.20%
Male	43.9%		40.0%			49.6%		45.4%		
2 Race										
African-American	32.3%	-19.7%	29.7%	-16.9%	2.8%	32.1%	22.20%	26.8%	23.30%	-1.10%
Asian	62.5%	10.5%	57.9%	11.3%	-0.8%	69.1%	14.8%	64.1%	14.0%	0.8%
Hispanic	36.8%	-15.2%	34.6%	-11.9%	3.3%	40.4%	-13.9%	41.4%	-8.7%	5.2%
Multiracial	46.8%	-5.2%	52.4%	5.8%	-0.6%	44.7%	-9.6%	52.2%	2.1%	7.5%
Native American/ Pacific Islander	44.8%	-7.2%	*	*	*	36.7%	-17.6%	*	*	*
White	52.0%		46.6%			54.3%		50.1%		
3 Economic Status										
Economically Disadvantaged	40.7%	-19.0%	36.0%	-19.8%	-0.8%	43.5%	-18.2%	38.3%	-21.1%	-2.9%
Not Economically Disadvantaged	59.8%		55.8%			61.7%		59.5%		
4 Disability Status										
Students with Disabilities	17.9%	-35.4%	11.8%	-36.3%	-0.9%	19.5%	-36.0%	16.6%	-34.3%	1.7%
Students without Disabilities	53.3%		48.1%			55.5%		50.9%		
5 English Proficiency Status										
Limited English Proficiency	29.2%	-20.9%	34.8%	-10.1%	10.8%	47.9%	-3.9%	41.6%	-6.20%	-2.3%
Not Limited English Proficiency	50.0%		44.9%			51.8%		47.7%		

Table 19: Jackson County School District 2016-2017 MAAP Achievement Gap Analysis

FINANCE

JACKSON COUNTY SCHOOL DISTRICT FY2017-2018 SUMMARY OF MAEP FUNDING SHORTFALL AND BUDGET CUTS				
FY2017 Full Funding	FY2017 Actual Funding Before Cuts	Revised FY17 MAEP Allocation - after March Budget Cut	FY2017 Amount Below Full Funding	Total MAEP Loss to District FY2009-FY2017
\$41,524,883	\$38,588,970	\$38,250,861	(\$2,935,913)	(\$32,574,594)
FY2018 Full Funding	FY2018 Funding Per HB 1502	Difference FY2017 to FY2018	FY2018 Amount Below Full Funding	Total MAEP Loss to District FY2009-FY2018
\$42,615,464	\$38,873,133	\$622,272	(\$3,742,331)	(\$36,655,034)

Table 20: Jackson County School District FY2017-2018 Summary of MAEP Funding Shortfall and Budget Cuts

**FINANCIAL HIGHLIGHTS from the Independent Auditor’s Report on FY2016
(dated December 23, 2016 – Latest Available from State Auditor)**

- 💰 Total net position for 2016 increased \$697,808, which represents a 7% increase from fiscal year 2015. Total net position for 2015 decreased \$84,302,303, including a prior period adjustment of (\$85,516,045), which represents a 90% decrease from fiscal year 2014.
- 💰 General revenues amounted to \$72,870,921 and \$66,506,995, or 87% and 87% of all revenues for fiscal years 2016 and 2015, respectively. Program specific revenues in the form of charges for services and grants and contributions accounted for \$10,462,530, or 13% of total revenues for 2016, and \$9,787,854, or 13% of total revenues for 2015.
- 💰 The District had \$82,635,643 and \$75,081,017 in expenses for fiscal years 2016 and 2015; only \$10,462,530 for 2016 and \$9,787,854 for 2015 of these expenses was offset by program specific charges for services, grants, and contributions. General revenues of \$72,870,921 for 2016 were adequate to provide for these programs and \$66,506,995 for 2015 were adequate to provide for these programs.
- 💰 Among major funds, the General Fund had \$69,522,416 in revenues and \$66,635,347 in expenditures for 2016, and \$65,503,279 in revenues and \$63,440,598 in expenditures in 2015. The General Fund’s fund balance increased by \$2,721,900 from 2015 to 2016 and increased by \$689,846 from 2014 to 2015.
- 💰 Capital assets, net of accumulated depreciation, decreased by \$2,451,733 for 2016 and decreased by \$2,242,657 for 2015. The decrease for 2016 was due to current year additions coupled with the increase in accumulated depreciation.
- 💰 Long-term debt decreased by \$2,012,117 for 2016 and decreased by \$1,396,601 for 2015. This decrease for 2016 was due primarily to principal payments on outstanding long-term debt. The liability for compensated absences increased by \$150,267 for 2016 and increased by \$269 for 2015.

JACKSON COUNTY SCHOOL DISTRICT 2016-2017 PER PUPIL EXPENDITURE							
2016-2017 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)
8,740.72	\$8,801.10	123	\$6,103.17	103	8,993.89	\$578.22	59

Table 21: 2016-2017 Jackson County School District Per Pupil Expenditure



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
OTHER CERTIFIED	\$53,285.56	14.36	144
TEACHER	\$48,087.53	12.89	622
LIBRARIAN	\$51,402.46	18.71	13
SUPPORT	\$38,326.16	13.13	453
NON-CERTIFIED	\$24,161.90	10.26	377
SECRETARIAL	\$53,341.71	6.30	49
NURSE	\$46,591.25	13.25	4
COUNSELOR	\$58,610.69	24.33	23
ADMINISTRATIVE	\$82,980.43	21.61	56
CENTRAL OFFICE	\$80,878.73	22.15	25
PRINCIPALS	\$88,584.98	20.19	31
TOTAL AVERAGE	\$52,751.43	15.83	1443

Table 22: 2017-2018 Jackson County School District Average Salaries and Years of Experience

ATTENDANCE

2016-2017 JACKSON COUNTY SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE

	JCSD	ECHS	ECLES	ECMS	ECUES	SMEES	SMHS	SMNES	SMUES	SMMS	VHS	VLES	VMS	VUES
K-SPED	4.1		2.3					1.8						
K	588.7		157.3			148.7		142.7				140.1		
ELEM. SPED	52.4		2.0	1.6	7.1	1.1		16.7	12.6	1.3		5.9		4.1
GRADE 01	656.3		174.7			184.8		138.6				158.2		
GRADE 02	649.8		188.2			160.4		151.9				149.3		
GRADE 03	702.3				188.3	181.4		163.8						168.7
GRADE 04	704.5				203.6				332.0					168.9
GRADE 05	675.7				180.1				327.0					168.6
GRADE 06	676.4			200.6						303.0				172.8
GRADE 07	713.8			196.9						338.6				178.4
GRADE 08	678.6			176.8						307.1				194.7
GRADE 09	725.5	182.3					345.8				197.4			
GRADE 10	649.7	162.0					322.0				165.7			
GRADE 11	639.4	169.2					309.4				160.9			

2016-2017 JACKSON COUNTY SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE

	JCSD	ECHS	ECLES	ECMS	ECUES	SMEES	SMHS	SMNES	SMUES	SMMS	VHS	VLES	VMS	VUES
GRADE 12	572.6	169.3					244.3				159.1			
SECONDARY SPED	41.6	9.4		1.7			13.2			8.7	5.1		3.6	
SECONDARY GED	9.3	4.4		0.9			3.0				1.0			
TOTAL	8740.7	696.6	524.4	578.5	579.0	676.4	1237.6	615.6	671.6	958.6	689.1	453.4	549.5	510.5

Table 23: 2016-2017 Jackson County School District Average Daily Attendance

The most recent school- and district-level chronic absence data released by the Mississippi Department of Education shows that 14.2% of Mississippi students were absent 10% or more of the time enrolled during the 2016-17 school year. The rate is slightly lower than the state’s first report of chronic absence in 2015, which revealed 15% of students were chronically absent in the 2013-14 school year. Chronic absenteeism is defined as missing 10% or more of the time enrolled for any reason, which includes excused and unexcused absences and suspensions.

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.

2016-2017 Jackson County School District Chronic Absentee Rate

	# of Students Chronically Absent	# of Students Enrolled	Chronic Absenteeism Rate
JACKSON COUNTY SCHOOL DISTRICT	1273	9816	12.97%
EAST CENTRAL HIGH	98	771	12.71%
EAST CENTRAL LOWER ELEMENTARY	66	594	11.11%
EAST CENTRAL MIDDLE	57	630	9.05%
EAST CENTRAL UPPER ELEMENTARY	93	639	14.55%
ST. MARTIN EAST ELEMENTARY	98	799	12.27%
ST. MARTIN HIGH	229	1390	16.47%
ST. MARTIN NORTH ELEMENTARY	109	736	14.81%
ST. MARTIN UPPER ELEMENTARY	74	747	9.91%
ST. MARTIN MIDDLE	169	1092	15.48%
VANCLEAVE HIGH	130	761	17.08%
VANCLEAVE LOWER ELEMENTARY	75	537	13.97%
VANCLEAVE MIDDLE	75	612	12.25%

Table 24: 2016-2017 Jackson County School District Chronic Absentee Rate

DISTRIBUTION OF RESPONDENTS

Three thousand eight hundred forty-three (3,843) respondents from five stakeholder groups and fourteen schools responded to the Comprehensive Needs Assessment Survey in 2018. **Figure 29**, 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.

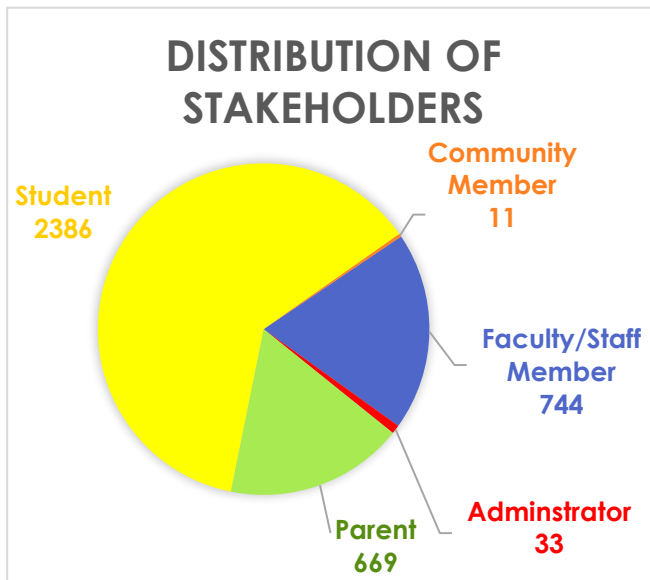


Figure 29: Distribution of Respondents by Stakeholder Group

DATA COLLECTION

Some information for this report was gathered through a district-wide Comprehensive Needs Assessment Survey administered online. Respondents from five stakeholder groups (Faculty/Staff, Administrator, Parent, Community, and Student) 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, Family and Community, School Improvement, and School Context and Organization*. 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.



DISTRIBUTION OF FACULTY/STAFF RESPONDENTS BY SCHOOL

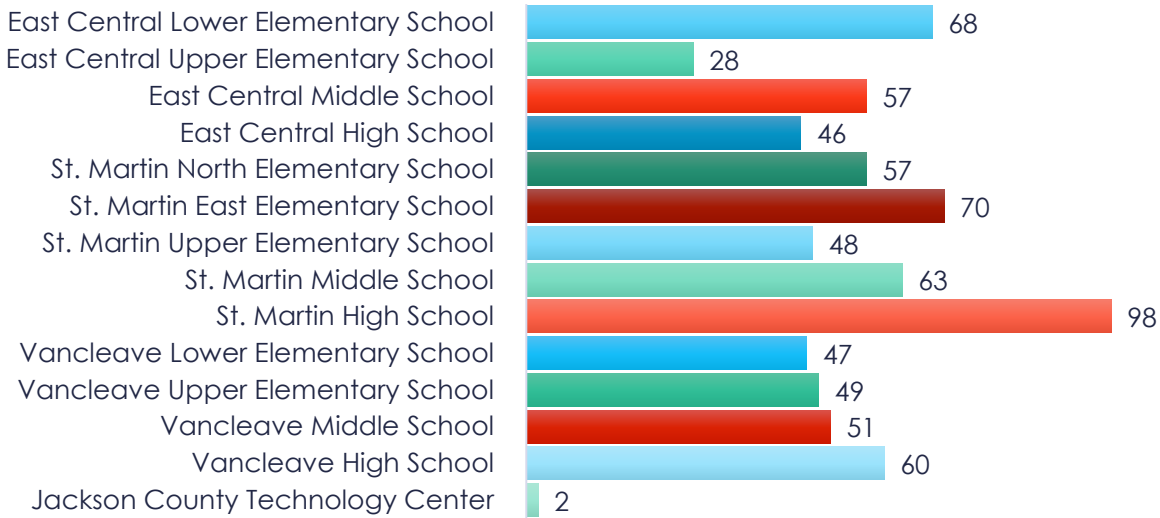


Figure 30: Distribution of Faculty/Staff Respondents by School

Distribution of Student Respondents by School*

*Schools with fewer than 10 student respondents not shown.

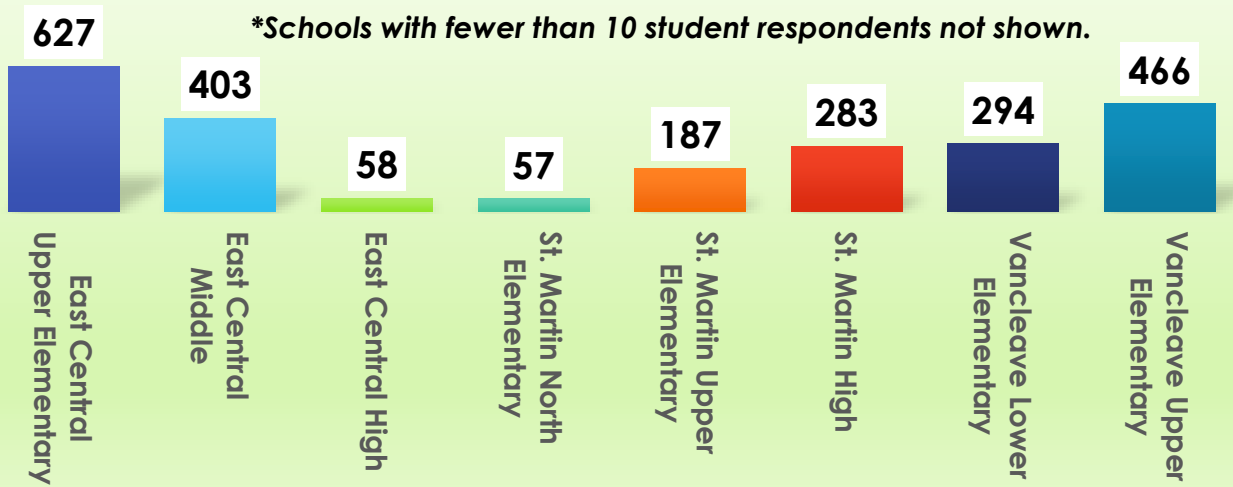


Figure 31: Distribution of Student Respondents by School



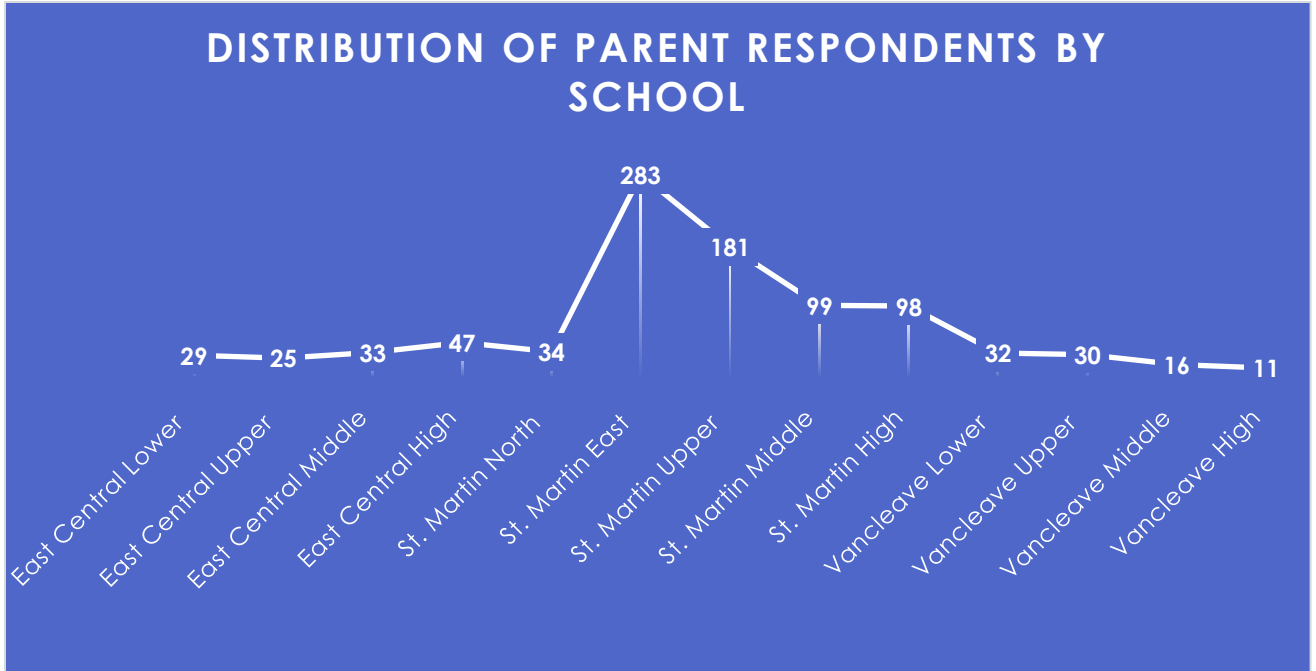


Figure 32: Distribution of Parent Respondents by School

UNIVERSAL QUESTIONS

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

FEDERAL PROGRAMS

Field summary for FP5

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

	Count	Percentage
Strongly Agree	2223	57.9%
Agree	1429	37.2%
Disagree	50	1.3%
Strongly Disagree	29	0.8%
Not Applicable or No Information	112	2.9%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	1258	32.7%
Agree	1217	31.7%
Disagree	120	3.1%
Strongly Disagree	38	1.0%
Not Applicable or No Information	1210	31.5%

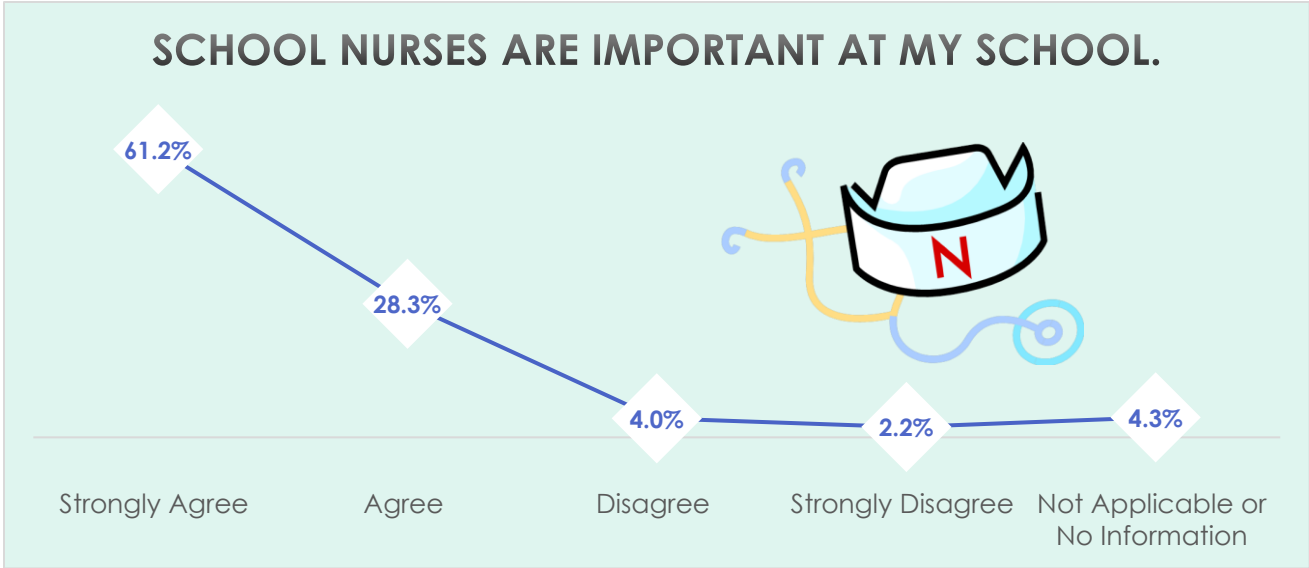


Figure 33: FP9 -- Importance of School Nurses

Field summary for FP12

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

	Count	Percentage
Strongly Agree	1791	46.6%
Agree	1002	26.1%
Disagree	496	12.9%
Strongly Disagree	234	6.1%
Not Applicable or No Information	320	8.3%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	1228	32.0%
Agree	1081	28.1%
Disagree	179	4.7%
Strongly Disagree	103	2.7%
Not Applicable or No Information	1252	32.6%

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	1992	51.8%
Agree	1559	40.6%
Disagree	155	4.0%
Strongly Disagree	52	1.4%
Not Applicable or No Information	85	2.2%

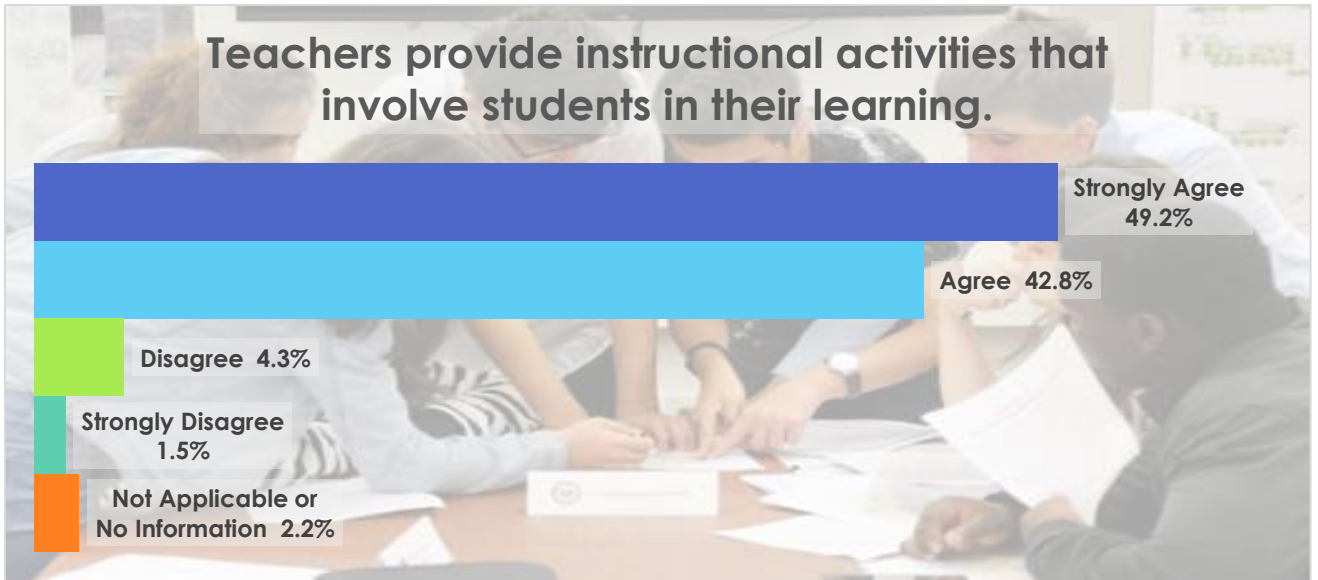


Figure 34: C17 -- Involving Students in Learning

Field summary for CI26

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

	Count	Percentage
Strongly Agree	1808	47.1%
Agree	1639	42.7%
Disagree	176	4.6%
Strongly Disagree	87	2.3%
Not Applicable or No Information	133	3.5%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	2476	64.4%
Agree	1154	30.0%
Disagree	112	2.9%
Strongly Disagree	36	0.9%
Not Applicable or No Information	65	1.7%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	1765	45.9%
Agree	1692	44.0%
Disagree	189	4.9%
Strongly Disagree	94	2.5%
Not Applicable or No Information	103	2.7%

FAMILY AND COMMUNITY

Our school actively promotes parent/teacher communication.



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable or No Information

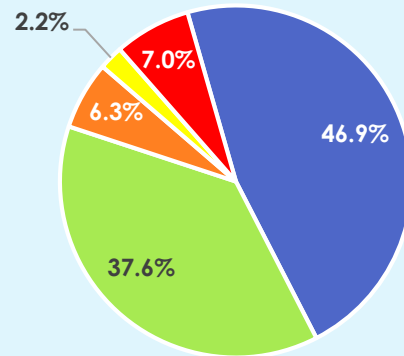


Figure 35: FC39 -- Parent-Teacher Communication

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	1462	38.0%
Agree	1647	42.9%
Disagree	377	9.8%
Strongly Disagree	108	2.8%
Not Applicable or No Information	249	6.5%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	1725	44.9%
Agree	1541	40.1%
Disagree	182	4.7%
Strongly Disagree	82	2.1%
Not Applicable or No Information	313	8.1%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	992	32.5%
Agree	1201	39.3%
Disagree	304	10.0%
Strongly Disagree	116	3.8%
Not Applicable or No Information	442	14.5%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	221	31.0%
Agree	387	54.3%
Disagree	68	9.5%
Strongly Disagree	22	3.1%
Not Applicable or No Information	15	2.1%

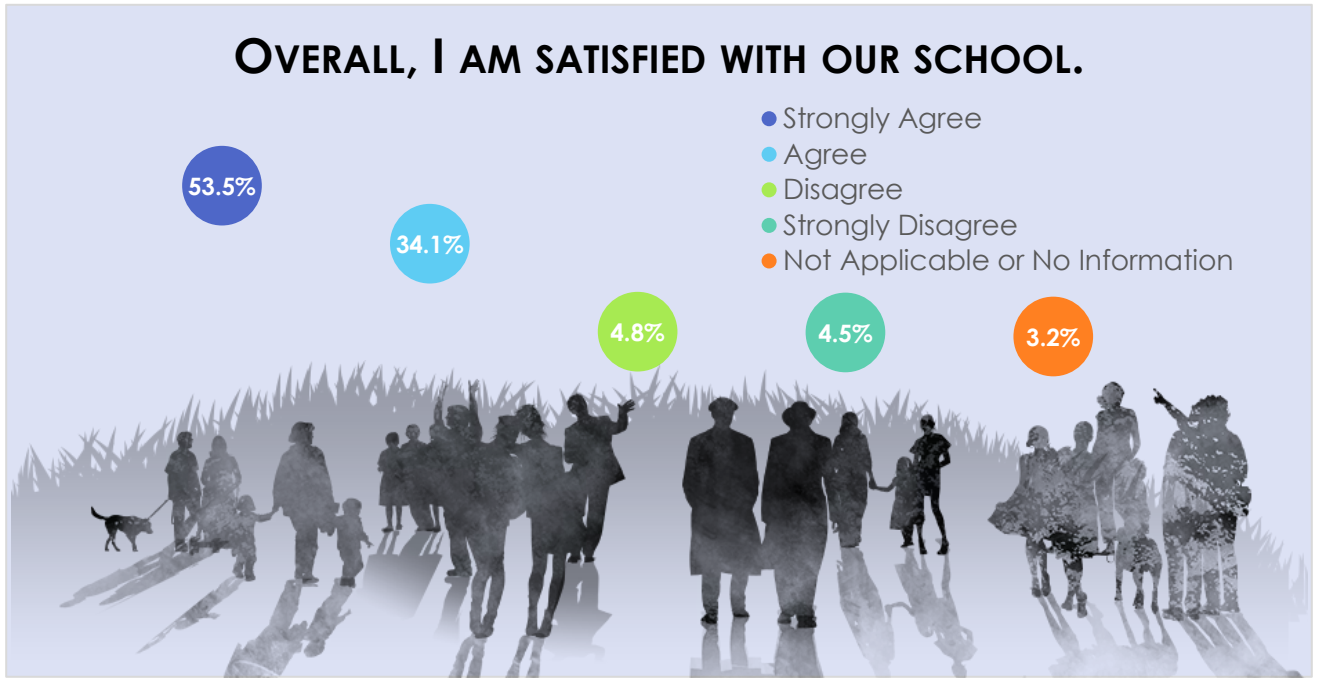


Figure 36: FC91 -- Overall Satisfaction with Schools

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	1550	40.3%
Agree	1485	38.6%
Disagree	241	6.3%
Strongly Disagree	100	2.6%
Not Applicable or No Information	467	12.2%



Field summary for SACS2

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

	Count	Percentage
Strongly Agree	1007	32.5%
Agree	1210	39.0%
Disagree	247	8.0%
Strongly Disagree	94	3.0%
Not Applicable or No Information	541	17.5%

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	1784	46.4%
Agree	1622	42.2%
Disagree	165	4.3%
Strongly Disagree	69	1.8%
Not Applicable or No Information	203	5.3%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	1503	39.5%
Agree	1566	41.1%
Disagree	313	8.2%
Strongly Disagree	128	3.4%
Not Applicable or No Information	300	7.9%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	1207	38.6%
Agree	1270	40.6%
Disagree	141	4.5%
Strongly Disagree	69	2.2%
Not Applicable or No Information	443	14.2%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	2026	52.7%
Agree	1389	36.1%
Disagree	261	6.8%
Strongly Disagree	89	2.3%
Not Applicable or No Information	78	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	1693	44.1%
Agree	1312	34.1%
Disagree	207	5.4%
Strongly Disagree	107	2.8%
Not Applicable or No Information	524	13.6%

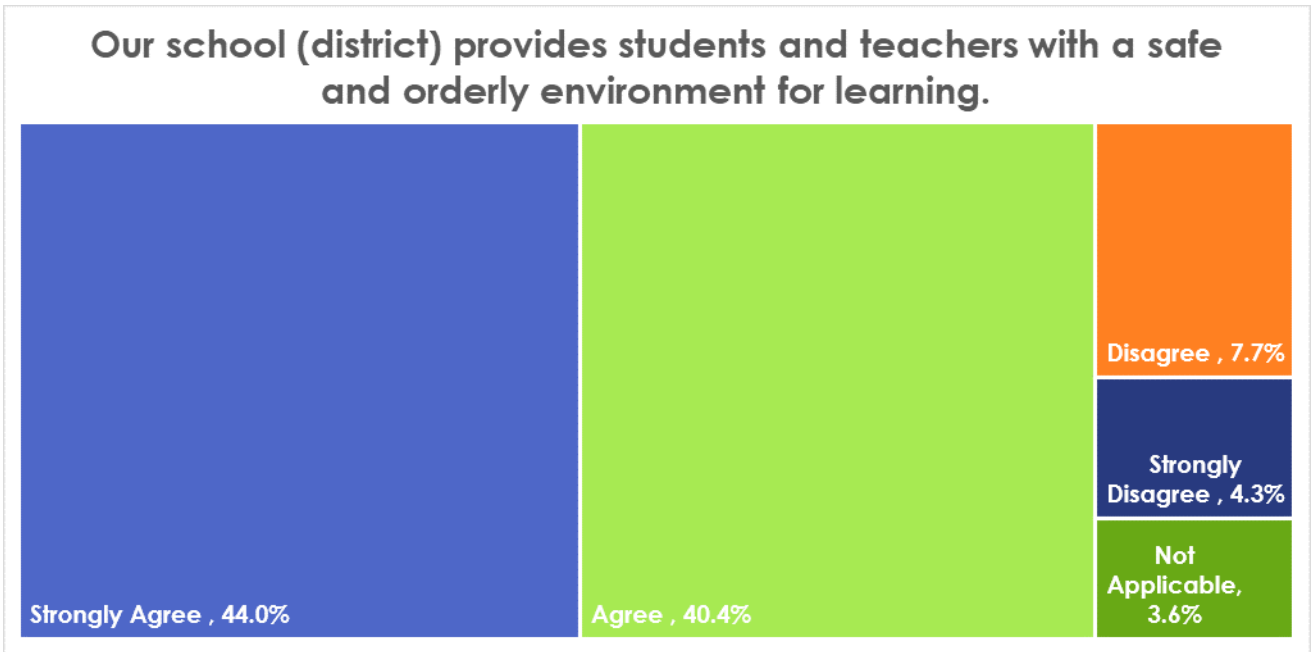


Figure 37: SC48 -- Safe and Orderly Schools

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	1657	43.1%
Agree	1410	36.7%
Disagree	250	6.5%
Strongly Disagree	195	5.1%
Not Applicable or No Information	331	8.6%



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	1974	51.4%
Agree	1553	40.4%
Disagree	152	4.0%
Strongly Disagree	78	2.0%
Not Applicable or No Information	86	2.2%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	1691	44.0%
Agree	1579	41.1%
Disagree	254	6.6%
Strongly Disagree	141	3.7%
Not Applicable or No Information	178	4.6%

THIS SCHOOL (DISTRICT) RECOGNIZES ALL TYPES OF HIGH ACHIEVEMENT DEMONSTRATED BY STUDENTS.

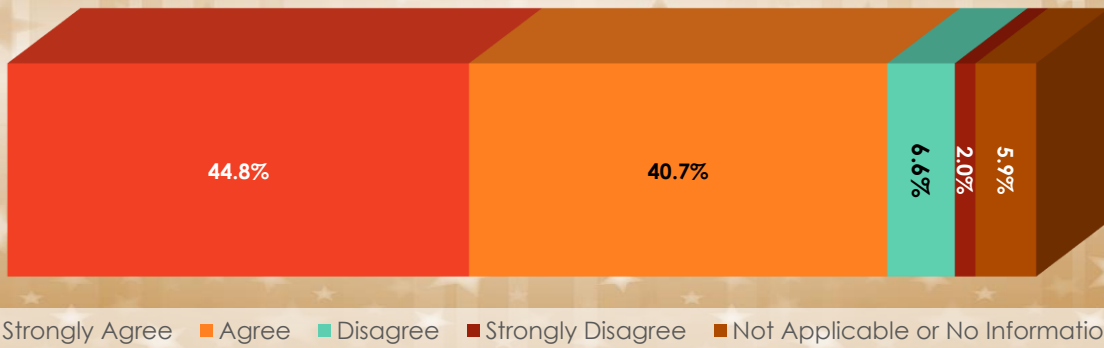


Figure 38: SC173 -- Recognition of Achievements



SUMMARY OF DISTRICT STRENGTHS AND CHALLENGES

THREE THOUSAND EIGHT HUNDRED FORTY-THREE STAKEHOLDERS COMPLETED THE 2018 JACKSON COUNTY SCHOOL DISTRICT COMPREHENSIVE NEEDS ASSESSMENT SURVEY ONLINE. STUDENTS MADE UP 62% OF THOSE RESPONDENTS. FACULTY AND STAFF MEMBERS CONSISTED OVER 50% OF ADULT PARTICIPANTS, WHILE PARENTS MADE UP 45% OF ADULT RESPONDENTS.

Jackson County School District is established, successful, and innovative. Despite a U. S. Census-estimated poverty rate of almost 35% for children in the district, JCSD has continued to maintain a high accountability rate from the Mississippi Department of Education. The district earned an overall "B" accountability rating based on new criteria in 2017; four schools earned "A" ratings. Enrollment is down by 1.8% over the past five years, and the district's rate of chronic absenteeism was 12.97% for 2016-2017. Graduation rates have increased to 89.1%, while the dropout rate has fallen to 7.3%. The district remains financially sound amid state and federal revenue budget cuts and shortfalls.

Through a grant from the Chevron Pascagoula Refinery, Jackson County School District has opened both a mobile and a permanent "FabLab," a facility that allows students and others to use computer-aided design to create their own projects and products, thus strengthening STEM skills.

In response to statements on the survey regarding federal programs, ninety-five percent of stakeholders feel their teachers are state certified and effective, while 89.5% believe that school nurses are important. A majority also believe that tutoring is delivered by well-qualified instructors and that lowering class size will help raise student achievement. Sixty percent indicated that federal funds are being used effectively at the elementary level; 32.6% felt the question was not applicable or they had no information about the topic.

Statements about curriculum and instruction received the highest marks on the survey. Ninety percent or higher of all responding stakeholders agreed that teachers involve students in their learning, that the educational program is of high quality, that teachers have high expectations for students, and that teachers are available to assist students when needed.

Family and community matters are also perceived as positive. Parent-teacher communication is promoted; parents are involved and feel welcome in the schools and are knowledgeable about school processes, procedures, and goals. Eighty-eight percent (87.6%) of stakeholders expressed satisfaction with their schools.

School improvement, context, and organization received positive response from survey participants as well. Students are seen as motivated, and stakeholders understand the district's vision, purpose, and direction. Eighty percent feel the district has enough resources to allow students to be successful, while 84% think that the schools are safe and orderly.

OVERALL, ALTHOUGH THE SURVEY REVEALS SOME AREAS THAT WILL BEAR FURTHER ANALYSIS, STAKEHOLDER GROUPS RESPONDED POSITIVELY TO QUESTIONS ABOUT JACKSON COUNTY SCHOOL DISTRICT, ESPECIALLY ABOUT MAJOR ISSUES SUCH AS CURRICULUM AND INSTRUCTION, PARENT AND FAMILY ENGAGEMENT, AND SAFE AND ORDERLY SCHOOLS.

NOTES

A series of 13 horizontal light blue bars stacked vertically, intended for writing notes. The bars are separated by small gaps and are positioned below a thin black line.

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. Six hundred sixty-nine (669) parents responded to the survey. The distribution of parents by school can be found in **Figure 32** on page **49**



The following tables detail responses to the Comprehensive Needs Assessment Survey from parents in the categories of *Federal Programs*, *Curriculum and Instruction*, *Family and Community*, *School Improvement*, and *School Context and Organization*. Participants were also asked to write in responses to two additional open-ended statements. An analysis of those responses is included at the end of 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	357	53.4%
Agree	280	41.9%
Disagree	14	2.1%
Strongly Disagree	4	0.6%
Not Applicable or No Information	14	2.1%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	196	29.3%
Agree	212	31.7%
Disagree	31	4.6%
Strongly Disagree	12	1.8%
Not Applicable or No Information	218	32.6%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	437	65.3%
Agree	171	25.6%
Disagree	17	2.5%
Strongly Disagree	14	2.1%
Not Applicable or No Information	30	4.5%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	430	64.3%
Agree	202	30.2%
Disagree	16	2.4%
Strongly Disagree	3	0.5%
Not Applicable or No Information	18	2.7%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	213	31.8%
Agree	263	39.3%
Disagree	23	3.4%
Strongly Disagree	15	2.2%
Not Applicable or No Information	155	23.2%

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	258	38.6%
Supporting college and career counseling	230	34.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	413	61.7%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	248	37.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	234	35.0%

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	266	39.8%
Providing school-based mental health services and counseling	320	47.8%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	167	25.0%
Establishing or improving dropout prevention	172	25.7%
Supporting re-entry programs and transition services for Justice-involved youth	93	13.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	275	41.1%
Implementing systems and practices to prevent bullying and harassment	389	58.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	323	48.3%
Establishing community partnerships	172	25.7%

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	370	55.3%
Building technological capacity and infrastructure	238	35.6%
Carrying out innovative blended learning projects	221	33.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	220	32.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies & assistive technology	266	39.8%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	113	16.9%
Computer Classes	170	25.4%
Conflict Resolution	200	29.9%
Discipline	203	30.3%
Drug/Alcohol Awareness	189	28.3%
English as a Second Language	64	9.6%
Health Classes	156	23.3%
Literacy Classes	127	19.0%
Math Classes	169	25.3%
Parent-to-School Relationships	224	33.5%
Parent/Child Communication	255	38.1%
Preparing for College	256	38.3%
Parenting Workshops	159	23.8%
Social Media Classes	99	14.8%
Stress/Anger Management	215	32.1%
Understanding College- and Career-Ready Standards	244	36.5%

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	176	26.3%
Parental advisory committees	59	8.8%
PTO/PTA meetings and activities	39	5.8%
Ways to help at the classroom level	244	36.5%
Other ways to get involved in my school (district)	151	22.6%

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	182	27.2%
Very likely	247	36.9%
Moderately likely	174	26.0%
Slightly likely	54	8.1%
Not at all likely	12	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	247	36.9%
Agree	342	51.1%
Disagree	39	5.8%
Strongly Disagree	14	2.1%
Not Applicable or No Information	27	4.0%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	273	40.8%
Agree	331	49.5%
Disagree	30	4.5%
Strongly Disagree	8	1.2%
Not Applicable or No Information	27	4.0%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	262	39.2%
Agree	341	51.0%
Disagree	41	6.1%
Strongly Disagree	16	2.4%
Not Applicable or No Information	9	1.4%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	324	48.4%
Agree	305	45.6%
Disagree	26	3.9%
Strongly Disagree	7	1.1%
Not Applicable or No Information	7	1.1%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	234	35.0%
Agree	318	47.5%
Disagree	55	8.2%
Strongly Disagree	31	4.6%
Not Applicable or No Information	31	4.6%

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	224	33.5%
Agree	309	46.2%
Disagree	46	6.9%
Strongly Disagree	20	3.0%
Not Applicable or No Information	70	10.5%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	260	38.9%
Agree	313	46.8%
Disagree	64	9.6%
Strongly Disagree	26	3.9%
Not Applicable or No Information	6	0.9%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	231	34.5%
Agree	338	50.5%
Disagree	64	9.6%
Strongly Disagree	18	2.7%
Not Applicable or No Information	18	2.7%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	290	43.4%
Agree	298	44.5%
Disagree	48	7.2%
Strongly Disagree	25	3.7%
Not Applicable or No Information	8	1.2%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	233	34.8%
Agree	348	52.0%
Disagree	62	9.3%
Strongly Disagree	16	2.4%
Not Applicable or No Information	10	1.5%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	213	31.8%
Agree	358	53.5%
Disagree	66	9.9%
Strongly Disagree	20	3.0%
Not Applicable or No Information	12	1.8%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	348	52.0%
Agree	275	41.1%
Disagree	30	4.5%
Strongly Disagree	15	2.2%
Not Applicable or No Information	1	0.2%

Field summary for CFC241

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

	Count	Percentage
Strongly Agree	204	30.5%
Agree	315	47.1%
Disagree	75	11.2%
Strongly Disagree	36	5.4%
Not Applicable or No Information	39	5.8%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	175	26.2%
Agree	372	55.6%
Disagree	83	12.4%
Strongly Disagree	20	3.0%
Not Applicable or No Information	19	2.8%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	221	33.0%
Agree	297	44.4%
Disagree	114	17.0%
Strongly Disagree	33	4.9%
Not Applicable or No Information	4	0.6%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	212	31.7%
Agree	296	44.3%
Disagree	41	6.1%
Strongly Disagree	21	3.1%
Not Applicable or No Information	99	14.8%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	215	32.1%
Agree	363	54.3%
Disagree	23	3.4%
Strongly Disagree	11	1.6%
Not Applicable or No Information	57	8.5%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	211	31.5%
Agree	332	49.6%
Disagree	42	6.3%
Strongly Disagree	15	2.2%
Not Applicable or No Information	69	10.3%

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	218	32.6%
Agree	353	52.8%
Disagree	35	5.2%
Strongly Disagree	13	1.9%
Not Applicable or No Information	50	7.5%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	146	21.8%
Agree	332	49.6%
Disagree	112	16.7%
Strongly Disagree	27	4.0%
Not Applicable or No Information	52	7.8%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	288	43.1%
Agree	319	47.7%
Disagree	43	6.4%
Strongly Disagree	9	1.4%
Not Applicable or No Information	10	1.5%

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	229	34.2%
Agree	267	39.9%
Disagree	29	4.3%
Strongly Disagree	10	1.5%
Not Applicable or No Information	134	20.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	286	42.8%
Agree	323	48.3%
Disagree	36	5.4%
Strongly Disagree	14	2.1%
Not Applicable or No Information	10	1.5%

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	244	36.5%
Agree	317	47.4%
Disagree	24	3.6%
Strongly Disagree	17	2.5%
Not Applicable or No Information	67	10.0%

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	246	36.8%
Agree	362	54.1%
Disagree	26	3.9%
Strongly Disagree	7	1.1%
Not Applicable or No Information	28	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	242	36.2%
Agree	347	51.9%
Disagree	42	6.3%
Strongly Disagree	21	3.1%
Not Applicable or No Information	17	2.5%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	265	39.6%
Agree	325	48.6%
Disagree	33	4.9%
Strongly Disagree	11	1.6%
Not Applicable or No Information	35	5.2%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	254	38.0%
Agree	339	50.7%
Disagree	31	4.6%
Strongly Disagree	4	0.6%
Not Applicable or No Information	41	6.1%

NOTES

A series of 15 light blue horizontal bars, stacked vertically, intended for writing notes. Each bar is a uniform light blue color and spans most of the width of the page.

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. Two thousand, three hundred eighty-six (2,386) students responded to the survey. The distribution of students by school can be found in **Figure 31** on page 48.

The following tables detail responses to the Comprehensive Needs Assessment Survey from students in the categories of *Federal Programs, Curriculum and Instruction, Family and Community, School Improvement, and School Context and Organization*. Participants were also asked to write in responses to two additional open-ended statements. An analysis of those responses is included at the end of each school's student 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	1287	53.9%
Agree	945	39.6%
Disagree	35	1.5%
Strongly Disagree	24	1.0%
Not Applicable or No Information	95	4.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	615	25.8%
Agree	722	30.3%
Disagree	73	3.1%
Strongly Disagree	26	1.1%
Not Applicable or No Information	950	39.8%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	1336	56.0%
Agree	754	31.6%
Disagree	120	5.0%
Strongly Disagree	62	2.6%
Not Applicable or No Information	114	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	719	30.1%
Agree	670	28.1%
Disagree	470	19.7%
Strongly Disagree	231	9.7%
Not Applicable or No Information	296	12.4%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	688	28.8%
Agree	631	26.5%
Disagree	136	5.7%
Strongly Disagree	79	3.3%
Not Applicable or No Information	852	35.7%

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	1243	52.1%
Agree	938	39.3%
Disagree	112	4.7%
Strongly Disagree	38	1.6%
Not Applicable or No Information	55	2.3%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	1119	46.9%
Agree	1036	43.4%
Disagree	131	5.5%
Strongly Disagree	48	2.0%
Not Applicable or No Information	52	2.2%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	1025	43.0%
Agree	1044	43.8%
Disagree	126	5.3%
Strongly Disagree	70	2.9%
Not Applicable or No Information	121	5.1%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	1623	68.0%
Agree	599	25.1%
Disagree	80	3.4%
Strongly Disagree	29	1.2%
Not Applicable or No Information	55	2.3%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	1042	43.7%
Agree	1085	45.5%
Disagree	128	5.4%
Strongly Disagree	62	2.6%
Not Applicable or No Information	69	2.9%

Field summary for SC1144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	1421	59.6%
Agree	811	34.0%
Disagree	77	3.2%
Strongly Disagree	35	1.5%
Not Applicable or No Information	42	1.8%

Field summary for SCI162

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

	Count	Percentage
Strongly Agree	1124	47.1%
Agree	722	30.3%
Disagree	183	7.7%
Strongly Disagree	202	8.5%
Not Applicable or No Information	155	6.5%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	1016	42.6%
Agree	888	37.2%
Disagree	163	6.8%
Strongly Disagree	58	2.4%
Not Applicable or No Information	261	10.9%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	1067	44.7%
Agree	858	36.0%
Disagree	178	7.5%
Strongly Disagree	66	2.8%
Not Applicable or No Information	217	9.1%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	1019	42.7%
Agree	910	38.1%
Disagree	110	4.6%
Strongly Disagree	53	2.2%
Not Applicable or No Information	294	12.3%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	759	31.8%
Agree	853	35.8%
Disagree	242	10.1%
Strongly Disagree	100	4.2%
Not Applicable or No Information	432	18.1%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	1226	51.4%
Agree	746	31.3%
Disagree	139	5.8%
Strongly Disagree	156	6.5%
Not Applicable or No Information	119	5.0%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	902	37.8%
Agree	796	33.4%
Disagree	204	8.6%
Strongly Disagree	84	3.5%
Not Applicable or No Information	400	16.8%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	769	32.2%
Agree	862	36.1%
Disagree	205	8.6%
Strongly Disagree	79	3.3%
Not Applicable or No Information	471	19.7%

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	1145	48.0%
Agree	942	39.5%
Disagree	112	4.7%
Strongly Disagree	50	2.1%
Not Applicable or No Information	137	5.7%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	1043	43.7%
Agree	875	36.7%
Disagree	139	5.8%
Strongly Disagree	89	3.7%
Not Applicable or No Information	240	10.1%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	868	36.4%
Agree	927	38.9%
Disagree	109	4.6%
Strongly Disagree	64	2.7%
Not Applicable or No Information	418	17.5%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	1414	59.3%
Agree	672	28.2%
Disagree	158	6.6%
Strongly Disagree	76	3.2%
Not Applicable or No Information	66	2.8%

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	1095	45.9%
Agree	710	29.8%
Disagree	165	6.9%
Strongly Disagree	94	3.9%
Not Applicable or No Information	322	13.5%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	988	41.4%
Agree	918	38.5%
Disagree	214	9.0%
Strongly Disagree	139	5.8%
Not Applicable or No Information	127	5.3%

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	935	39.2%
Agree	810	34.0%
Disagree	212	8.9%
Strongly Disagree	173	7.3%
Not Applicable or No Information	256	10.7%

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	1306	54.7%
Agree	855	35.8%
Disagree	102	4.3%
Strongly Disagree	68	2.9%
Not Applicable or No Information	55	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	978	41.0%
Agree	930	39.0%
Disagree	200	8.4%
Strongly Disagree	118	5.0%
Not Applicable or No Information	160	6.7%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	998	41.8%
Agree	940	39.4%
Disagree	196	8.2%
Strongly Disagree	65	2.7%
Not Applicable or No Information	187	7.8%

Field summary for SSC156

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

	Count	Percentage
Strongly Agree	1237	51.8%
Agree	912	38.2%
Disagree	116	4.9%
Strongly Disagree	63	2.6%
Not Applicable or No Information	58	2.4%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	1080	45.3%
Agree	924	38.7%
Disagree	197	8.3%
Strongly Disagree	70	2.9%
Not Applicable or No Information	115	4.8%

Field summary for SSC166

My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	1098	46.0%
Agree	855	35.8%
Disagree	211	8.8%
Strongly Disagree	91	3.8%
Not Applicable or No Information	131	5.5%



Instruction that meets the needs of today's students will incorporate:

- A variety of learning opportunities and activities
- The use of appropriate technology tools to accomplish learning goals
- Project-and problem-based learning
- Cross-curricular connections
- A focus on inquiry and the student-led investigations
- Collaborative learning environments, both within and beyond the classroom
- High levels of visualization and the use of visuals to increase understanding
- Frequent, formative assessments including the use of self-assessment

SECTION 4

JACKSON COUNTY SCHOOL DISTRICT FACULTY/STAFF SURVEY

INTRODUCTION

Faculty and staff from across Jackson County School District were asked to respond to questions about the schools in which they work. Seven hundred forty-four (744) faculty and staff members responded to the survey. The distribution of faculty and staff members by school can be found in **Figure 30** on page **48**.



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*, *Family and Community*, *School Improvement*, and *School Context and Organization*. Participants were also asked to write in responses to two additional open-ended statements. An analysis of those responses is included at the end of 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	542	72.9%
Agree	198	26.6%
Disagree	1	0.1%
Strongly Disagree	1	0.1%
Not Applicable or No Information	2	0.3%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	419	56.3%
Agree	269	36.2%
Disagree	16	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	40	5.4%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	544	73.1%
Agree	154	20.7%
Disagree	18	2.4%
Strongly Disagree	8	1.1%
Not Applicable or No Information	20	2.7%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	606	81.5%
Agree	124	16.7%
Disagree	9	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	0.7%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	304	40.9%
Agree	179	24.1%
Disagree	18	2.4%
Strongly Disagree	7	0.9%
Not Applicable or No Information	236	31.7%

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	470	63.2%
Agree	268	36.0%
Disagree	3	0.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	0.4%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	472	63.4%
Agree	262	35.2%
Disagree	5	0.7%
Strongly Disagree	2	0.3%
Not Applicable or No Information	3	0.4%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	490	65.9%
Agree	243	32.7%
Disagree	9	1.2%
Strongly Disagree	1	0.1%
Not Applicable or No Information	1	0.1%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	496	66.7%
Agree	240	32.3%
Disagree	6	0.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	0.3%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	461	62.0%
Agree	274	36.8%
Disagree	5	0.7%
Strongly Disagree	1	0.1%
Not Applicable or No Information	3	0.4%

Field summary for TCI6

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

	Count	Percentage
Strongly Agree	463	62.2%
Agree	264	35.5%
Disagree	8	1.1%
Strongly Disagree	2	0.3%
Not Applicable or No Information	7	0.9%

Field summary for TC110

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

	Count	Percentage
Strongly Agree	419	56.3%
Agree	305	41.0%
Disagree	15	2.0%
Strongly Disagree	1	0.1%
Not Applicable or No Information	4	0.5%

Field summary for TC111

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

	Count	Percentage
Strongly Agree	420	56.5%
Agree	226	30.4%
Disagree	5	0.7%
Strongly Disagree	1	0.1%
Not Applicable or No Information	92	12.4%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	497	66.8%
Agree	230	30.9%
Disagree	13	1.8%
Strongly Disagree	1	0.1%
Not Applicable or No Information	3	0.4%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	151	20.3%
Agree	423	56.9%
Disagree	132	17.7%
Strongly Disagree	24	3.2%
Not Applicable or No Information	14	1.9%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	390	52.4%
Agree	316	42.5%
Disagree	23	3.1%
Strongly Disagree	4	0.5%
Not Applicable or No Information	11	1.5%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	446	60.0%
Agree	281	37.8%
Disagree	14	1.9%
Strongly Disagree	2	0.3%
Not Applicable or No Information	1	0.1%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	405	54.4%
Agree	311	41.8%
Disagree	14	1.9%
Strongly Disagree	5	0.7%
Not Applicable or No Information	9	1.2%

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	398	53.5%
Agree	309	41.5%
Disagree	16	2.2%
Strongly Disagree	6	0.8%
Not Applicable or No Information	15	2.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	313	42.1%
Agree	353	47.5%
Disagree	58	7.8%
Strongly Disagree	12	1.6%
Not Applicable or No Information	8	1.1%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	339	45.6%
Agree	343	46.1%
Disagree	32	4.3%
Strongly Disagree	5	0.7%
Not Applicable or No Information	25	3.4%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	301	40.5%
Agree	377	50.7%
Disagree	60	8.1%
Strongly Disagree	4	0.5%
Not Applicable or No Information	2	0.3%

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	347	46.6%
Agree	316	42.5%
Disagree	13	1.8%
Strongly Disagree	3	0.4%
Not Applicable or No Information	65	8.7%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	392	52.7%
Agree	296	39.8%
Disagree	42	5.7%
Strongly Disagree	11	1.5%
Not Applicable or No Information	3	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	451	60.6%
Agree	268	36.0%
Disagree	13	1.8%
Strongly Disagree	5	0.7%
Not Applicable or No Information	7	0.9%

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	395	53.1%
Agree	324	43.6%
Disagree	20	2.7%
Strongly Disagree	3	0.4%
Not Applicable or No Information	2	0.3%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	442	59.4%
Agree	287	38.6%
Disagree	12	1.6%
Strongly Disagree	2	0.3%
Not Applicable or No Information	1	0.1%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	430	57.8%
Agree	284	38.2%
Disagree	24	3.2%
Strongly Disagree	1	0.1%
Not Applicable or No Information	5	0.7%

Field summary for TSC13

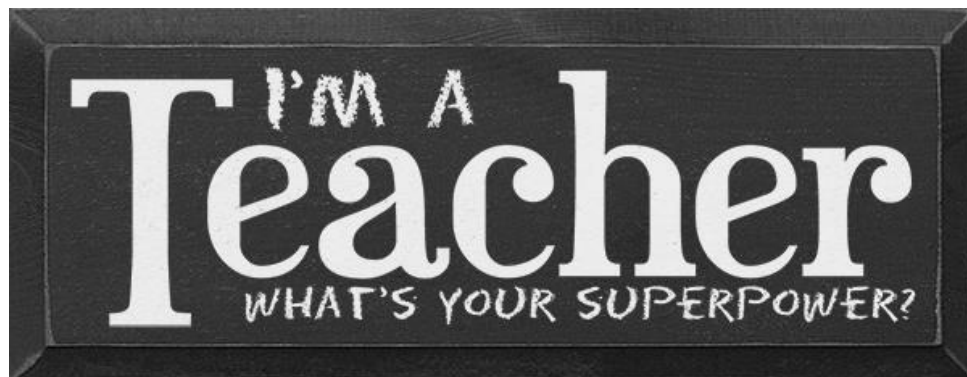
Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	316	42.5%
Agree	341	45.8%
Disagree	68	9.1%
Strongly Disagree	14	1.9%
Not Applicable or No Information	5	0.7%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	422	56.7%
Agree	256	34.4%
Disagree	35	4.7%
Strongly Disagree	12	1.6%
Not Applicable or No Information	19	2.6%



NOTES

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SECTION 5

JACKSON COUNTY SCHOOL DISTRICT ADMINISTRATOR SURVEY

INTRODUCTION

Administrators from across Jackson County School District were asked to respond to questions about the school district. Thirty-three (33) school and central office 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, Family and Community, School Improvement, and School Context and Organization*. Participants were also asked to write in responses to two additional open-ended statements. An analysis of those responses is included 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	31	93.9%
Agree	2	6.1%
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	72.7%
Agree	9	27.3%
Disagree	0	0.0%
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	27	81.8%
Agree	6	18.2%
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	30	90.9%
Agree	2	6.1%
Disagree	1	3.0%
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	20	60.6%
Agree	5	15.2%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	21.2%

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	24	72.7%
Agree	9	27.3%
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	23	69.7%
Agree	10	30.3%
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	27	81.8%
Agree	6	18.2%
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	26	78.8%
Agree	7	21.2%
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	22	66.7%
Agree	11	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CCI211

Students are receiving instruction in basic skills.

	Count	Percentage
Strongly Agree	19	57.6%
Agree	13	39.4%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	24	72.7%
Agree	9	27.3%
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	10	30.3%
Agree	22	66.7%
Disagree	1	3.0%
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	21	63.6%
Agree	12	36.4%
Disagree	0	0.0%
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	7	21.2%
Agree	23	69.7%
Disagree	1	3.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	30	90.9%
Agree	3	9.1%
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	25	75.8%
Agree	8	24.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	25	75.8%
Agree	8	24.2%
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	19	57.6%
Agree	14	42.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SACS51

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

	Count	Percentage
Strongly Agree	18	54.6%
Agree	14	42.4%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	16	48.5%
Agree	17	51.5%
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	20	60.6%
Agree	12	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	22	66.7%
Agree	11	33.3%
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	24	72.7%
Agree	9	27.3%
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	25	75.8%
Agree	8	24.2%
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	24	72.7%
Agree	9	27.3%
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	27	81.8%
Agree	6	18.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CSC221

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

	Count	Percentage
Strongly Agree	24	72.7%
Agree	9	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CSC236

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

	Count	Percentage
Strongly Agree	22	66.7%
Agree	10	30.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

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. Actual responses have been delivered digitally to the appropriate school district officials.

Jackson County School District administrators feel the district is doing well in providing recognition for student achievement, maintaining cohesiveness and a shared vision, and hiring outstanding teachers. Asked what the district could do to increase student achievement more effectively, administrators suggested providing curriculum coordinators to “to help our teachers to develop strategies and ensure that all are testing and teaching the same standards in an effective manner,” lowering the student-teacher ratio, and investing in more quality professional development. Other suggestions were adding Grade 3 teacher assistants, promoting fine arts and STEM in the middle grades, and providing more technology to students.

NOTES

SECTION 6

JACKSON COUNTY SCHOOL DISTRICT COMMUNITY SURVEY

INTRODUCTION

Community members from Jackson County School District were asked to respond to questions about the school district. Eleven (11) 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*, *Family and Community*, *School Improvement*, and *School Context and Organization*. Participants were also asked to write in responses to two additional open-ended statements. An analysis of those responses is included 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	6	54.6%
Agree	4	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	5	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	7	63.6%
Agree	4	36.4%
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	6	54.6%
Agree	4	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	3	27.3%
Agree	3	27.3%
Disagree	1	9.1%
Strongly Disagree	2	18.2%
Not Applicable or No Information	2	18.2%

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	8	72.7%
Agree	2	18.2%
Disagree	1	9.1%
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	5	45.5%
Agree	5	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	5	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	7	63.6%
Agree	3	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	6	54.6%
Agree	4	36.4%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CCI211

Students are receiving instruction in basic skills.

	Count	Percentage
Strongly Agree	6	54.6%
Agree	4	36.4%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

FAMILY AND COMMUNITY

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	1	9.1%
Agree	6	54.6%
Disagree	1	9.1%
Strongly Disagree	1	9.1%
Not Applicable or No Information	2	18.2%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	5	45.5%
Agree	6	54.6%
Disagree	0	0.0%
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	0	0.0%
Agree	5	45.5%
Disagree	2	18.2%
Strongly Disagree	2	18.2%
Not Applicable or No Information	2	18.2%

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	72.7%
Agree	2	18.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	2	18.2%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

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	4	36.4%
Agree	4	36.4%
Disagree	2	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	1	9.1%
Agree	6	54.6%
Disagree	4	36.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	7	63.6%
Agree	4	36.4%
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	2	18.2%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	5	45.5%
Disagree	3	27.3%
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	3	27.3%
Agree	6	54.6%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	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	2	18.2%
Agree	4	36.4%
Disagree	4	36.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	5	45.5%
Agree	6	54.6%
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	3	27.3%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Field summary for CSC221

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	5	45.5%
Disagree	2	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CSC236

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

	Count	Percentage
Strongly Agree	5	45.5%
Agree	5	45.5%
Disagree	1	9.1%
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. Actual responses have been delivered digitally to the appropriate school district officials.

Community members who responded to general opinion questions on the survey expressed concern about the safety of facilities at East Central Upper Elementary, traffic issues, and judicious use of district funds for needed supplies. One respondent feels that there is not enough technology available for student use and recommends a 1:1 type program to provide each student with an iPad or laptop.

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

NOTES

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SECTION 7

EAST CENTRAL LOWER ELEMENTARY SCHOOL

INTRODUCTION

East Central Lower Elementary School is located at 5621 Hwy 614 in Moss Point, Mississippi. In 2017-2018, it housed five hundred twenty-seven (527) students in prekindergarten through second grades (PK-2). 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."



ENROLLMENT

Numbers of students enrolled at East Central Lower Elementary School in 2016-2017 and 2017-2018 are shown in **Table 25**. East Central Lower Elementary School enrollment decreased in 2017-2018. Over the past three years, demographic ratios have remained steady. **Table 26** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

EAST CENTRAL LOWER ELEMENTARY SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Kindergarten	167	157
Kindergarten SPED	*	*
Elementary SPED	*	*
Grade 1	184	172
Grade 2	197	177
Total	562	527

Table 25: East Central Lower Elementary School Enrollment by Grade



EAST CENTRAL LOWER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	258	45.9%	236	44.8%
Male	304	54.1%	291	55.2%
Asian	*	0.0%	*	0.0%
Black	17	3.0%	13	2.5%
Hispanic	*	0.0%	*	0.0%
Native American	*	0.0%	*	0.0%
White	536	95.4%	506	96.0%
Multi Racial	*	0.0%	*	0.0%
Pacific Islander	*	0.0%	*	0.0%
Total	562	100%	527	100%

Table 26: East Central Lower Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2017 EAST CENTRAL LOWER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE					
AVERAGE DAILY ATTENDANCE					
K SPED	K	ELEM. SPED	GR 01	GR 02	TOTAL
2.3	157.25	1.99	174.68	188.22	524.44
CHRONIC ABSENTEEISM					
# ABSENT ≥ 10% DAYS ENROLLED		# ENROLLED		CHRONIC ABSENTEEISM RATE	
66		594		11.11%	

Table 27: 2016-2017 East Central Lower Elementary School Average Daily Attendance and Absentee Rate



ACCOUNTABILITY

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

Figure 39: 2016 East Central Lower Elementary School 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	53.5	59.3	NA
GROWTH ALL STUDENTS	55.5	61.2	Participation Rate
GROWTH LOW 25%	55.3	44.5	NA

Figure 40: 2017 East Central Lower Elementary School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 29.]

EAST CENTRAL LOWER ELEMENTARY SCHOOL MKAS²

MKAS ² KINDERGARTEN READINESS	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017
		524	755	231	522	758	236

Table 28: East Central Lower Elementary School MKAS² 2015-2017

EAST CENTRAL LOWER ELEMENTARY MAAP DEMOGRAPHICS

East Central Lower Elementary MAAP MATH (Demographic)

East Central Lower Elementary School 2017 MAAP MATH by Demographic Group

Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	99.2	98.8	14.4	9.4	36.1	27.1	30.3	32.9	14.6	22.8	<5.0	7.8
Female	99.1	99.0	15.1	9.4	38.1	28.7	30.6	33.8	12.8	21.8	<5.0	6.3
Male	99.3	98.5	13.8	9.4	34.4	25.5	30.0	31.9	16.2	23.8	5.7	9.3
Asian	99.4	99.3	22.8	37.3	45.6	34.0	23.3	18.4	5.6	6.8	<5.0	<5.0
Native American	95.8	98.0	<5.0	8.2	21.7	28.8	47.8	36.5	13.0	21.7	13.0	<5.0
Black	99.7	98.6	6.5	<5.0	24.2	18.6	34.1	35.3	25.5	31.6	9.7	11.1
Hispanic	100.0	98.7	7.4	9.1	31.5	30.0	38.3	34.0	15.4	19.6	7.4	7.3
Multiracial	98.0	98.6	**	11.1	43.8	31.1	41.7	34.2	12.5	17.9	<5.0	5.6
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4
White	99.2	98.9	15.6	15.4	37.6	36.1	29.5	30.3	13.4	13.7	<5.0	<5.0
Economically Disadvantaged	99.0	98.7	8.7	5.0	31.5	21.8	33.9	35.1	19.2	28.2	6.7	9.8
Limited English Proficient	99.2	98.8	7.3	6.1	38.2	24.0	30.1	35.4	14.6	24.5	9.8	10.0
Students with Disabilities	98.4	97.6	<5.0	<5.0	10.7	8.4	25.1	20.8	35.0	36.1	26.7	32.7
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1

Table 29: 2017 East Central Lower Elementary School MAAP MATH by Demographic Group

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, Family and Community, School Improvement, and School Context and Organization. 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-eight (68) faculty and staff members, twenty-nine (29) parents, and three (3) students responded to the survey. Student response was not large enough for disaggregation.

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	61	89.7%
Agree	7	10.3%
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	55	80.9%
Agree	12	17.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	68	100.0%
Agree	0	0.0%
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	63	92.7%
Agree	4	5.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	54	79.4%
Agree	13	19.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

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	57	83.8%
Agree	10	14.7%
Disagree	1	1.5%
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	55	80.9%
Agree	13	19.1%
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	55	80.9%
Agree	13	19.1%
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	62	91.2%
Agree	6	8.8%
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	55	80.9%
Agree	13	19.1%
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	55	80.9%
Agree	12	17.7%
Disagree	1	1.5%
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	53	77.9%
Agree	15	22.1%
Disagree	0	0.0%
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	47	69.1%
Agree	13	19.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	11.8%

FEDERAL PROGRAMS

Field summary for FC39

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

	Count	Percentage
Strongly Agree	57	83.8%
Agree	11	16.2%
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	31	45.6%
Agree	33	48.5%
Disagree	3	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	48	70.6%
Agree	19	27.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	59	86.8%
Agree	9	13.2%
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	67.7%
Agree	21	30.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

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	48	70.6%
Agree	17	25.0%
Disagree	2	2.9%
Strongly Disagree	1	1.5%
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	43	63.2%
Agree	23	33.8%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	39	57.4%
Agree	28	41.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	44	64.7%
Agree	23	33.8%
Disagree	1	1.5%
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	39	57.4%
Agree	19	27.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	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	48	70.6%
Agree	17	25.0%
Disagree	3	4.4%
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	57	83.8%
Agree	10	14.7%
Disagree	0	0.0%
Strongly Disagree	1	1.5%
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	51	75.0%
Agree	17	25.0%
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	58	85.3%
Agree	10	14.7%
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	51	75.0%
Agree	16	23.5%
Disagree	1	1.5%
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	46	67.7%
Agree	20	29.4%
Disagree	2	2.9%
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	55	80.9%
Agree	12	17.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from East Central Lower Elementary School feel that the school has high expectations for students, a supportive administration, and a dedicated teaching staff. One faculty member stated, “Our school does a fantastic job at meeting the needs of all students. The administrators also make sure their staff’s needs are or have been met in order to have successful student achievement.” Respondents suggest increasing safety measures, including a lock-down campus, door buzzer, and cameras, less time on computerized instruction not geared to individual student needs, and less district-wide focus on sports and more on renovating older campus structures. Another faculty member stated that “Our district put funds into media centers this year to bring our non-fiction sections up to date. These new books are so appreciated by all that use our facility. Teachers are able to use the new resources to supplement their teaching in many skills and subject areas. We really have a library to be proud of. Thank you so much.”



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	21	72.4%
Agree	7	24.1%
Disagree	1	3.5%
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	31.0%
Agree	8	27.6%
Disagree	2	6.9%
Strongly Disagree	1	3.5%
Not Applicable or No Information	9	31.0%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	21	72.4%
Agree	8	27.6%
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	22	75.9%
Agree	7	24.1%
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	18	62.1%
Agree	8	27.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.3%

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	11	37.9%
Supporting college and career counseling	8	27.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	24	82.8%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	10	34.5%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	7	24.1%

Field summary for PFP5

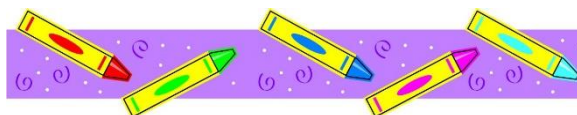
To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	12	41.4%
Providing school-based mental health services and counseling	11	37.9%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	9	31.0%
Establishing or improving dropout prevention	9	31.0%
Supporting re-entry programs and transition services for Justice-involved youth	3	10.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	11	37.9%
Implementing systems and practices to prevent bullying and harassment	16	55.2%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	14	48.3%
Establishing community partnerships	10	34.5%

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	15	51.7%
Building technological capacity and infrastructure	12	41.4%
Carrying out innovative blended learning projects	10	34.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	13	44.8%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	10	34.5%



Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	3	10.3%
Computer Classes	5	17.2%
Conflict Resolution	7	24.1%
Discipline	10	34.5%
Drug/Alcohol Awareness	7	24.1%
English as a Second Language	2	6.9%
Health Classes	7	24.1%
Literacy Classes	5	17.2%
Math Classes	12	41.4%
Parent-to-School Relationships	9	31.0%
Parent/Child Communication	15	51.7%
Preparing for College	12	41.4%
Parenting Workshops	7	24.1%
Social Media Classes	5	17.2%
Stress/Anger Management	9	31.0%
Understanding College- and Career-Ready Standards	10	34.5%
Other [Mother-daughter workshops]	1	3.4%

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	4	13.8%
Parental advisory committees	3	10.3%
PTO/PTA meetings and activities	2	6.9%
Ways to help at the classroom level	16	55.2%
Other ways to get involved in my school (district)	4	13.8%

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	7	24.1%
Very likely	10	34.5%
Moderately likely	8	27.6%
Slightly likely	3	10.3%
Not at all likely	1	3.5%

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	16	55.2%
Agree	10	34.5%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.5%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	15	51.7%
Agree	11	37.9%
Disagree	1	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	17	58.6%
Agree	10	34.5%
Disagree	1	3.5%
Strongly Disagree	1	3.5%
Not Applicable or No Information	0	0.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	14	48.3%
Agree	13	44.8%
Disagree	2	6.9%
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	12	41.4%
Agree	11	37.9%
Disagree	3	10.3%
Strongly Disagree	3	10.3%
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	13	44.8%
Agree	11	37.9%
Disagree	1	3.5%
Strongly Disagree	1	3.5%
Not Applicable or No Information	3	10.3%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	13	44.8%
Agree	11	37.9%
Disagree	4	13.8%
Strongly Disagree	1	3.5%
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	48.3%
Agree	12	41.4%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.5%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	13	44.8%
Agree	14	48.3%
Disagree	2	6.9%
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	10	34.5%
Agree	19	65.5%
Disagree	0	0.0%
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	8	27.6%
Agree	19	65.5%
Disagree	2	6.9%
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	18	62.1%
Agree	9	31.0%
Disagree	1	3.5%
Strongly Disagree	1	3.5%
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	9	31.0%
Agree	14	48.3%
Disagree	3	10.3%
Strongly Disagree	1	3.5%
Not Applicable or No Information	2	6.9%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	8	27.6%
Agree	16	55.2%
Disagree	5	17.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	11	37.9%
Agree	12	41.4%
Disagree	5	17.2%
Strongly Disagree	1	3.5%
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	9	31.0%
Agree	15	51.7%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.3%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	9	31.0%
Agree	14	48.3%
Disagree	1	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	17.2%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	7	24.1%
Agree	17	58.6%
Disagree	1	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.8%

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	10	34.5%
Agree	17	58.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	7	24.1%
Agree	15	51.7%
Disagree	3	10.3%
Strongly Disagree	2	6.9%
Not Applicable or No Information	2	6.9%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	13	44.8%
Agree	15	51.7%
Disagree	1	3.5%
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	11	37.9%
Agree	12	41.4%
Disagree	0	0.0%
Strongly Disagree	1	3.5%
Not Applicable or No Information	5	17.2%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	17	58.6%
Agree	11	37.9%
Disagree	1	3.5%
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	12	41.4%
Agree	13	44.8%
Disagree	1	3.5%
Strongly Disagree	1	3.5%
Not Applicable or No Information	2	6.9%

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	14	48.3%
Agree	14	48.3%
Disagree	1	3.5%
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	12	41.4%
Agree	14	48.3%
Disagree	2	6.9%
Strongly Disagree	1	3.5%
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	11	37.9%
Agree	15	51.7%
Disagree	0	0.0%
Strongly Disagree	1	3.5%
Not Applicable or No Information	2	6.9%

Field summary for PSC131

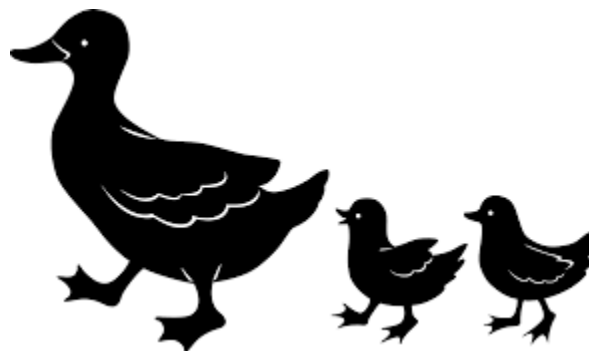
The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	11	37.9%
Agree	16	55.2%
Disagree	2	6.9%
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. Actual responses have been delivered digitally to the appropriate school district officials.

Parents of students from East Central Lower Elementary School feel that the school does a good job in caring about students, communicating with parents, and maintaining a structured, consistent learning environment. One parent stated, “The ECLE beats all schools in the state in the quality of instruction, parent communication, and timely entering of grades.” Respondents suggest reducing the student-teacher ratio, more recognition and incentives for students who do well but are not the “top,” and building a new school. Another parent stated that “As a parent, I would really like to see student safety go to another level at ECLE. Currently, there are no cameras or buzz in system. In my opinion, this is not adequate considering everything that is going on in our country right now.”



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 2017-2018, it housed six hundred thirty (630) students in third through fifth grades. 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.



ENROLLMENT

Numbers of students enrolled at East Central Upper Elementary School in 2016-2017 and 2017-2018 are shown in **Table 36**. East Central Upper Elementary School enrollment increased in 2017-2018. Over the past three years, demographic ratios have also remained steady. **Table 37** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

EAST CENTRAL UPPER ELEMENTARY SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Elementary SPED	*	*
Grade 3	201	208
Grade 4	214	*
Grade 5	191	217
Total	614	630

Table 36: East Central Upper Elementary School Enrollment by Grade



EAST CENTRAL UPPER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	307	50.0%	316	50.2%
Male	307	50.0%	314	49.8%
Asian	*	0.0%	*	0.0%
Black	22	3.6%	19	3.0%
Hispanic	*	0.0%	*	0.0%
Native American	*	0.0%	*	0.0%
White	577	94.0%	592	94.0%
Multi Racial	*	0.0%	*	0.0%
Pacific Islander	*	0.0%	*	0.0%
Total	614	100%	630	100%

Table 37: East Central Upper Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2017 EAST CENTRAL UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE				
AVERAGE DAILY ATTENDANCE				
ELEM. SPED	GR 03	GR 04	GR 05	TOTAL
7.07	188.29	203.59	180.06	579.01
CHRONIC ABSENTEEISM				
# ABSENT ≥ 10% DAYS ENROLLED	# ENROLLED		CHRONIC ABSENTEEISM RATE	
93	639		14.55%	

Table 38: 2016-2017 East Central Upper Elementary School Average Daily Attendance and Absentee Rate

Attendance

ACCOUNTABILITY

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

Figure 44: 2016 East Central Upper Elementary School 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	47.5	53.4	77.3
GROWTH ALL STUDENTS	59.1	60.2	Participation Rate
GROWTH LOW 25%	59.0	46.5	99.7

Figure 45: 2017 East Central Upper Elementary School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 28.]

EAST CENTRAL UPPER ELEMENTARY SCHOOL 3RD GRADE READING

East Central Upper Elementary School Third Grade Reading Assessment Pass Rates 2015-2017

	2015 INITIAL	2015 ALL	2016 INITIAL	2016 ALL	2017 INITIAL	2017 ALL
ECUES	91.33%	>=95%	93.80%	>=95%	96.51%	97.50%

Table 39: 2015-2017 East Central Upper Elementary School 3rd Grade Reading Assessment

EAST CENTRAL UPPER ELEMENTARY SCHOOL MAAP

East Central Upper Elementary School MAAP-SCI

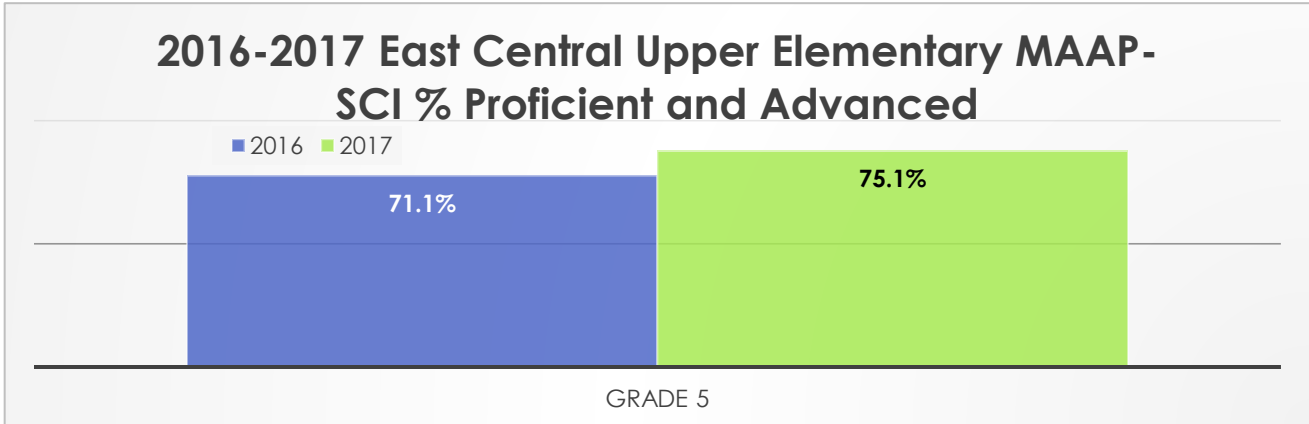


Figure 46: 2016-2017 East Central Upper Elementary School MAAP-SCI Grade 5

East Central Upper Elementary School MAAP ELA

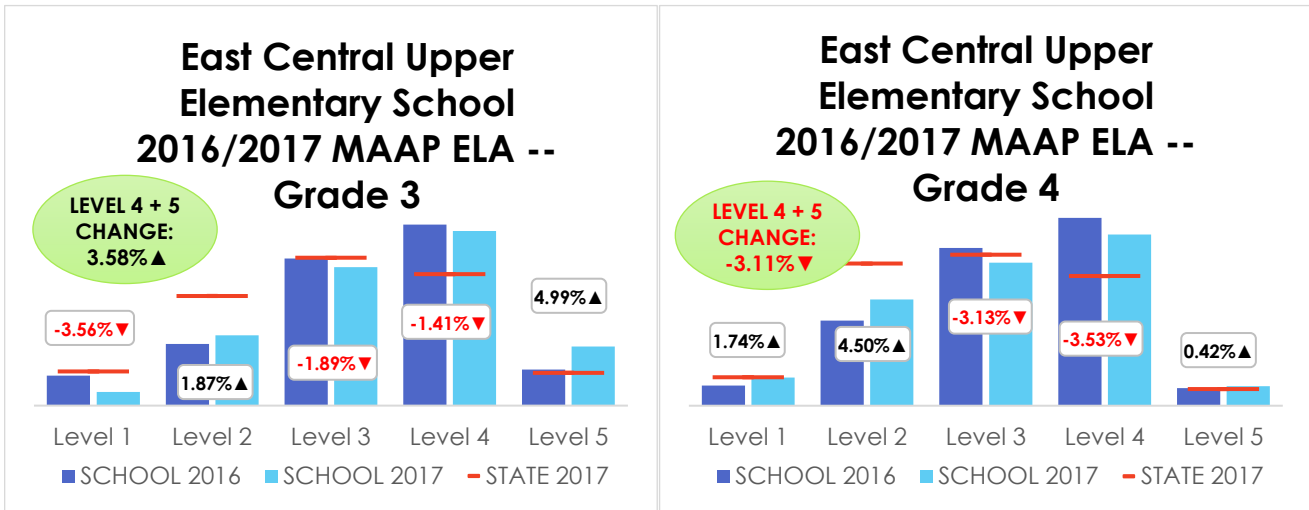


Figure 47: 2016-2017 East Central Upper Elementary School MAAP ELA Grades 3 and 4

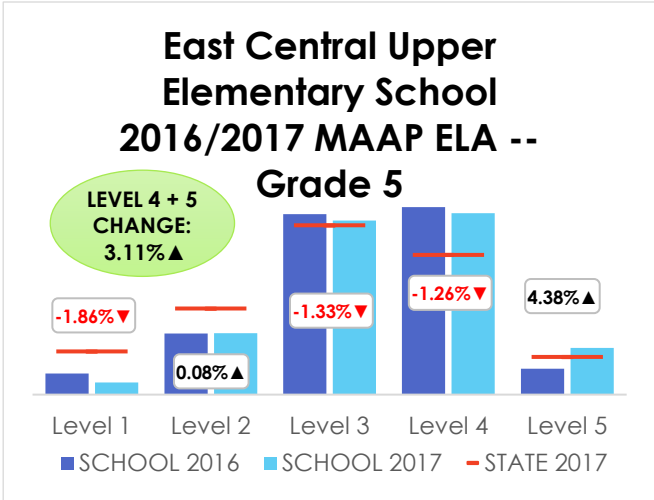


Figure 48: 2016-2017 East Central Upper Elementary School MAAP ELA Grade 5

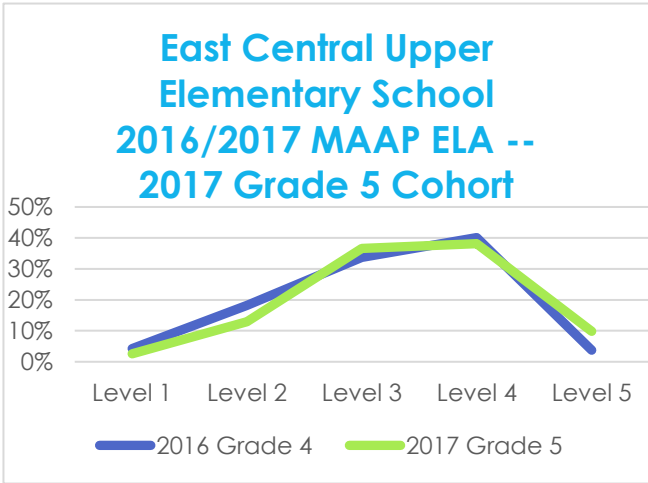
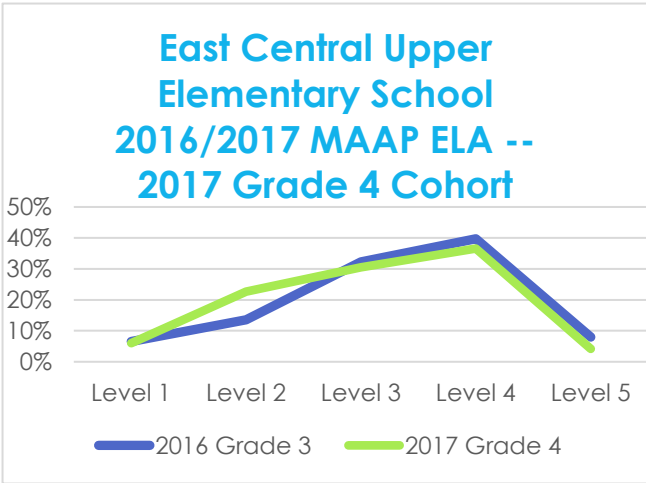


Figure 49: 2016-2017 East Central Upper Elementary School MAAP ELA Grade 4 and Grade 5 Cohorts

East Central Upper Elementary School MAAP MATH

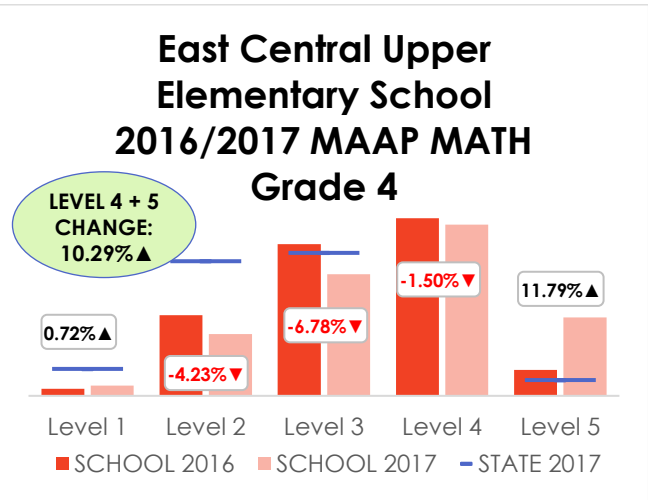
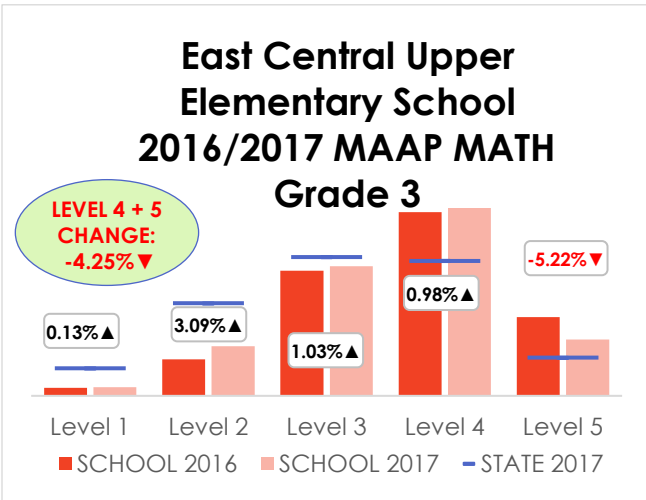


Figure 50: 2016-2017 East Central Upper Elementary School MAAP MATH Grades 3 and 4

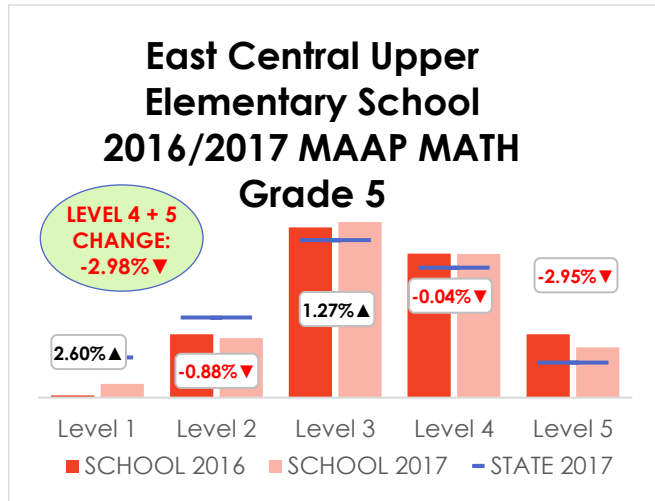
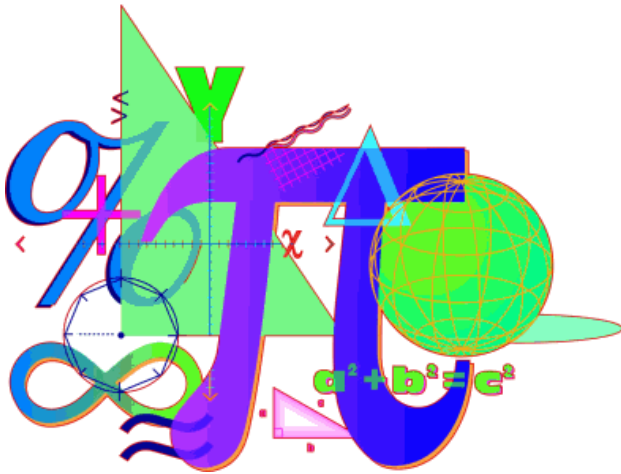


Figure 51: 2016-2017 East Central Upper Elementary School MAAP MATH Grade 5

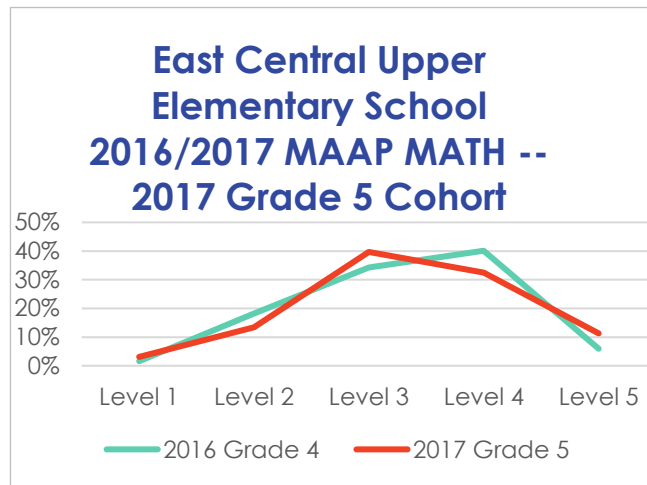
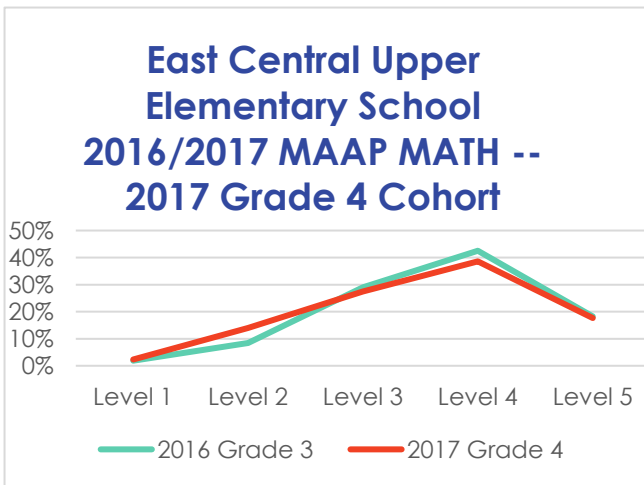


Figure 52: 2016-2017 East Central Upper Elementary School MAAP MATH Grade 4 and Grade 5 Cohorts

EAST CENTRAL UPPER ELEMENTARY MAAP DEMOGRAPHICS

East Central Upper Elementary MAAP ELA (Demographic)

East Central Upper Elementary School 2017 MAAP ELA by Demographic Group

Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	99.8	99.1	8.7	8.7	37.4	26.3	32.0	32.9	17.0	21.5	<5.0	10.6
Female	100.0	99.3	11.0	10.3	40.5	28.6	33.0	33.6	12.3	19.9	<5.0	7.6
Male	99.7	98.8	6.5	7.3	34.3	24.1	31.1	32.3	21.7	23.0	6.5	13.4
Asian	**	99.4	**	23.9	**	34.3	**	23.1	**	10.1	**	8.6

East Central Upper Elementary School 2017 MAAP ELA by Demographic Group

Group	Participation Rate		%		%		%		%		%	
			Advanced		Proficient		Passing		Basic		Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
Native American	**	98.2	**	5.3	**	23.9	**	39.3	**	22.1	**	9.4
Black	100.0	99.0	**	<5.0	21.7	17.7	43.5	34.8	26.1	29.2	8.7	14.9
Hispanic	**	99.1	**	6.7	**	24.5	**	33.6	**	22.2	**	13.0
Multiracial	**	98.6	**	9.2	**	32.8	**	33.0	**	17.6	**	7.4
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9
White	99.8	99.1	9.3	14.6	37.3	35.8	31.8	31.0	16.7	13.1	<5.0	5.6
Economically Disadvantaged	100.0	99.0	<5.0	<5.0	32.8	20.9	35.9	34.8	22.3	26.3	5.9	13.3
Limited English Proficient	**	99.0	**	<5.0	**	14.9	**	32.5	**	29.8	**	20.1
Students with Disabilities	100.0	97.6	**	<5.0	11.7	8.0	22.1	19.4	36.4	30.7	29.9	40.6
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9

Table 40: 2017 East Central Upper Elementary School MAAP ELA by Demographic Group

East Central Upper Elementary MAAP MATH (Demographic)

East Central Upper Elementary School 2017 MAAP MATH by Demographic Group

Group	Participation Rate		%		%		%		%		%	
			Advanced		Proficient		Passing		Basic		Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	99.5	98.8	14.1	9.4	37.8	27.1	31.8	32.9	12.8	22.8	<5.0	7.8
Female	99.7	99.0	16.2	9.4	39.9	28.7	29.5	33.8	12.3	21.8	<5.0	6.3
Male	99.4	98.5	12.0	9.4	35.7	25.5	34.1	31.9	13.3	23.8	<5.0	9.3
Asian	**	99.3	**	37.3	**	34.0	**	18.4	**	6.8	**	<5.0
Native American	**	98.0	**	8.2	**	28.8	**	36.5	**	21.7	**	<5.0
Black	100	98.6	8.7	<5.0	13.0	18.6	43.5	35.3	30.4	31.6	<5.0	11.1
Hispanic	**	98.7	**	9.1	**	30.0	**	34.0	**	19.6	**	7.3
Multiracial	**	98.6	**	11.1	**	31.1	**	34.2	**	17.9	**	5.6
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4
White	99.5	98.9	14.5	15.4	38.5	36.1	31.3	30.3	12.3	13.7	<5.0	<5.0
Economically Disadvantaged	99.2	98.7	6.7	5.0	30.7	21.8	37.4	35.1	20.9	28.2	<5.0	9.8
Limited English Proficient	**	98.8	**	6.1	**	24.0	**	35.4	**	24.5	**	10.0
Students with Disabilities	100	97.6	<5.0	<5.0	18.2	8.4	28.6	20.8	29.9	36.1	22.1	32.7
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1


Table 41: 2017 East Central Upper Elementary School MAAP MATH by Demographic Group

East Central Upper Elementary MAAP-SCI (Demographic)

East Central Upper Elementary School 2017 MAAP-SCI by Demographic Group												
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All Students	99.3	98.5	24.1	17.5	49.1	41.0	**	**	19.0	26.0	7.9	15.5
Female	99.6	98.9	22.2	16.1	50.4	43.1	**	**	20.5	27.2	6.9	13.6
Male	99.0	98.1	25.8	18.8	47.9	38.9	**	**	17.5	24.9	8.8	17.3
Asian	100.0	99.2	36.0	43.5	47.7	37.3	**	**	11.6	8.7	<5.0	10.5
Native American	**	97.2	**	12.4	**	41.8	**	**	**	26.2	**	19.5
Black	99.3	98.2	11.2	7.4	42.1	35.0	**	**	31.9	34.4	14.7	23.2
Hispanic	100.0	98.5	13.3	15.9	46.7	42.3	**	**	26.7	25.4	13.3	16.3
Multiracial	100.0	98.1	30.0	23.0	50.0	44.5	**	**	10.0	21.2	10.0	11.2
Hawaiian/Pacific Islander.	**	100.0	**	27.5	**	41.2	**	**	**	23.5	**	7.8
White	99.3	98.8	26.1	28.1	50.3	47.6	**	**	17.0	17.3	6.6	7.0
Economically Disadvantaged	99.1	98.3	16.8	10.8	48.1	38.0	**	**	25.3	31.1	9.7	20.1
Limited English Proficient	100.0	98.6	10.4	8.9	39.6	32.2	**	**	31.3	31.8	18.8	27.1
Students with Disabilities	97.9	96.8	<5.0	<5.0	22.0	18.1	**	**	35.3	30.1	38.8	47.5
Migrant	**	100.0	**	10.9	**	32.6	**	**	**	23.9	**	32.6
	99.3	98.5	24.1	17.5	49.1	41.0	**	**	19.0	26.0	7.9	15.5

Table 42: 2017 East Central Upper Elementary School MAAP-SCI by Demographic Group

Just **1 in 4** fourth graders from low-income backgrounds are **proficient in math**, and just **1 in 6** are **proficient in science**.



8,000,000
STEM JOBS BY 2018

By 2018, eight million STEM jobs will be available in the United States, **but the vast majority of U.S. students will be unprepared to fill them.**

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, Family and Community, School Improvement, and School Context and Organization. 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. Twenty-eight (28) faculty and staff members, twenty-five (25) parents, and six hundred twenty-seven (627) 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	21	75.0%
Agree	6	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	16	57.1%
Agree	10	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.1%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	26	92.9%
Agree	2	7.1%
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	22	78.6%
Agree	6	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	17	60.7%
Agree	9	32.1%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

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	19	67.9%
Agree	9	32.1%
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	19	67.9%
Agree	9	32.1%
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	20	71.4%
Agree	8	28.6%
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	20	71.4%
Agree	7	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	15	53.6%
Agree	12	42.9%
Disagree	0	0.0%
Strongly Disagree	1	3.6%
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	15	53.6%
Agree	12	42.9%
Disagree	0	0.0%
Strongly Disagree	1	3.6%
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	12	42.9%
Agree	15	53.6%
Disagree	1	3.6%
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	15	53.6%
Agree	6	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	25.0%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	19	67.9%
Agree	8	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	11	39.3%
Agree	14	50.0%
Disagree	1	3.6%
Strongly Disagree	1	3.6%
Not Applicable or No Information	1	3.6%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	19	67.9%
Agree	8	28.6%
Disagree	1	3.6%
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	17	60.7%
Agree	10	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	10	35.7%
Agree	14	50.0%
Disagree	2	7.1%
Strongly Disagree	1	3.6%
Not Applicable or No Information	1	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	11	39.3%
Agree	15	53.6%
Disagree	0	0.0%
Strongly Disagree	1	3.6%
Not Applicable or No Information	1	3.6%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	11	39.3%
Agree	16	57.1%
Disagree	1	3.6%
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	9	32.1%
Agree	16	57.1%
Disagree	2	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	13	46.4%
Agree	14	50.0%
Disagree	1	3.6%
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	12	42.9%
Agree	9	32.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	25.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	10	35.7%
Agree	9	32.1%
Disagree	5	17.9%
Strongly Disagree	3	10.7%
Not Applicable or No Information	1	3.6%

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	15	53.6%
Agree	10	35.7%
Disagree	0	0.0%
Strongly Disagree	1	3.6%
Not Applicable or No Information	2	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	12	42.9%
Agree	15	53.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	17	60.7%
Agree	11	39.3%
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	14	50.0%
Agree	13	46.4%
Disagree	1	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	12	42.9%
Agree	14	50.0%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	16	57.1%
Agree	10	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	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. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from East Central Upper Elementary School feel that the school does a good job in having high expectations for students and staff, integrating technology into lessons, and using data to drive instruction. One faculty member stated, “We encourage the kids daily to try their best, and parents are always welcome on our campus.” Most respondents are very concerned about the state of the building, citing its age and lack of security. Another faculty member pointed out, “Most schools in the JCSD have new or acceptable buildings with the exception of ECUE. The students get wet on the sidewalk due to leaks in the covering. Also, the students get soaked when it rains, and the wind is blowing while they walk to the cafeteria. Most importantly, security is an issue for me. The school has multiple buildings with many entrances. The security of our children should be a priority, NOT a turf football field.”



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	13	52.0%
Agree	12	48.0%
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	9	36.0%
Agree	9	36.0%
Disagree	3	12.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	3	12.0%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	13	52.0%
Agree	8	32.0%
Disagree	2	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	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	17	68.0%
Agree	7	28.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	5	20.0%
Agree	14	56.0%
Disagree	1	4.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	4	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	4	16.0%
Supporting college and career counseling	9	36.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	15	60.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	4	16.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	6	24.0%

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	6	24.0%
Providing school-based mental health services and counseling	9	36.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	8	32.0%
Establishing or improving dropout prevention	6	24.0%
Supporting re-entry programs and transition services for Justice-involved youth	2	8.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	5	20.0%
Implementing systems and practices to prevent bullying and harassment	13	52.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	13	52.0%
Establishing community partnerships	5	20.0%

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	14	56.0%
Building technological capacity and infrastructure	8	32.0%
Carrying out innovative blended learning projects	6	24.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	9	36.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	9	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	5	20.0%
Computer Classes	3	12.0%
Conflict Resolution	9	36.0%
Discipline	13	52.0%
Drug/Alcohol Awareness	8	32.0%
English as a Second Language	2	8.0%
Health Classes	6	24.0%
Literacy Classes	5	20.0%
Math Classes	7	28.0%
Parent-to-School Relationships	10	40.0%
Parent/Child Communication	10	40.0%
Preparing for College	11	44.0%
Parenting Workshops	5	20.0%
Social Media Classes	4	16.0%
Stress/Anger Management	8	32.0%
Understanding College- and Career-Ready Standards	13	52.0%
Other	1	4.0%

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	7	28.0%
Parental advisory committees	4	16.0%
PTO/PTA meetings and activities	2	8.0%
Ways to help at the classroom level	10	40.0%
Other ways to get involved in my school (district)	2	8.0%

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	36.0%
Very likely	10	40.0%
Moderately likely	6	24.0%
Slightly likely	0	0.0%
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	6	24.0%
Agree	16	64.0%
Disagree	1	4.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	1	4.0%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	7	28.0%
Agree	17	68.0%
Disagree	0	0.0%
Strongly Disagree	1	4.0%
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	4	16.0%
Agree	18	72.0%
Disagree	1	4.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	1	4.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	8	32.0%
Agree	16	64.0%
Disagree	1	4.0%
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	4	16.0%
Agree	14	56.0%
Disagree	3	12.0%
Strongly Disagree	4	16.0%
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	4	16.0%
Agree	12	48.0%
Disagree	4	16.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	3	12.0%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	7	28.0%
Agree	12	48.0%
Disagree	5	20.0%
Strongly Disagree	1	4.0%
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	36.0%
Agree	13	52.0%
Disagree	2	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	10	40.0%
Agree	10	40.0%
Disagree	3	12.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	0	0.0%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	7	28.0%
Agree	14	56.0%
Disagree	4	16.0%
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	4	16.0%
Agree	16	64.0%
Disagree	4	16.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	10	40.0%
Agree	14	56.0%
Disagree	1	4.0%
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	16.0%
Agree	9	36.0%
Disagree	8	32.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.0%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	5	20.0%
Agree	16	64.0%
Disagree	3	12.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	6	24.0%
Agree	13	52.0%
Disagree	4	16.0%
Strongly Disagree	2	8.0%
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	5	20.0%
Agree	15	60.0%
Disagree	3	12.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	1	4.0%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	5	20.0%
Agree	16	64.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.0%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	5	20.0%
Agree	15	60.0%
Disagree	2	8.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	2	8.0%

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	3	12.0%
Agree	17	68.0%
Disagree	2	8.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	2	8.0%

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	11	44.0%
Disagree	6	24.0%
Strongly Disagree	3	12.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	8	32.0%
Agree	12	48.0%
Disagree	5	20.0%
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	7	28.0%
Agree	12	48.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	20.0%

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	14	56.0%
Disagree	2	8.0%
Strongly Disagree	1	4.0%
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	10	40.0%
Agree	10	40.0%
Disagree	3	12.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%

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	5	20.0%
Agree	19	76.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	5	20.0%
Agree	16	64.0%
Disagree	3	12.0%
Strongly Disagree	1	4.0%
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	8	32.0%
Agree	13	52.0%
Disagree	1	4.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	2	8.0%

Field summary for PSC131

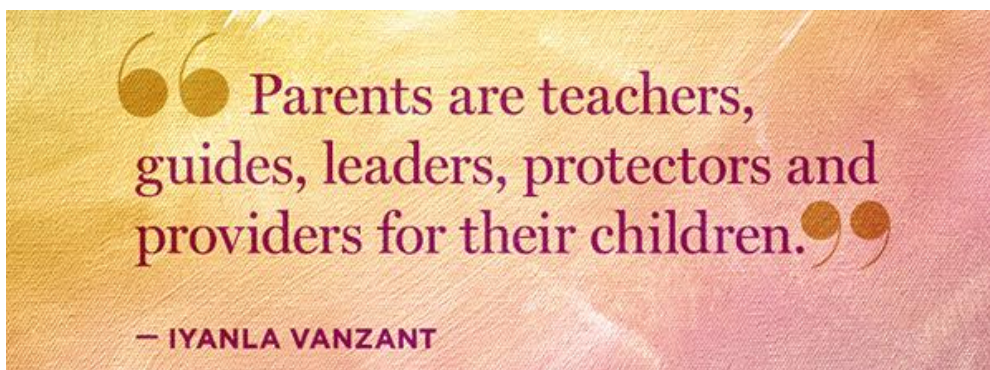
The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	5	20.0%
Agree	13	52.0%
Disagree	7	28.0%
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. Actual responses have been delivered digitally to the appropriate school district officials.

Parents of students from East Central Upper Elementary School feel that the school does a good job in teaching, caring about students, and recognizing students for achievement. One parent stated, "The entire staff really cares about the students' well being as well as their emotional and intellectual needs." Respondents suggest building a new school, examining causes behind excess need for tutoring services, and bringing back the arts program. Another parent stated that "I feel as if the school doesn't focus on teaching the children anything other than what's on the end of the year tests. I feel like they should be teaching them for them to learn not just pass a test."



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	373	59.5%
Agree	212	33.8%
Disagree	10	1.6%
Strongly Disagree	6	1.0%
Not Applicable or No Information	26	4.2%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	103	16.4%
Agree	95	15.2%
Disagree	15	2.4%
Strongly Disagree	6	1.0%
Not Applicable or No Information	408	65.1%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	432	68.9%
Agree	156	24.9%
Disagree	16	2.6%
Strongly Disagree	8	1.3%
Not Applicable or No Information	15	2.4%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	135	21.5%
Agree	127	20.3%
Disagree	146	23.3%
Strongly Disagree	90	14.4%
Not Applicable or No Information	129	20.6%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	204	32.5%
Agree	172	27.4%
Disagree	39	6.2%
Strongly Disagree	31	4.9%
Not Applicable or No Information	181	28.9%

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	334	53.3%
Agree	222	35.4%
Disagree	34	5.4%
Strongly Disagree	15	2.4%
Not Applicable or No Information	22	3.5%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	320	51.0%
Agree	252	40.2%
Disagree	29	4.6%
Strongly Disagree	11	1.8%
Not Applicable or No Information	15	2.4%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	291	46.4%
Agree	243	38.8%
Disagree	32	5.1%
Strongly Disagree	18	2.9%
Not Applicable or No Information	43	6.9%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	507	80.9%
Agree	95	15.2%
Disagree	6	1.0%
Strongly Disagree	3	0.5%
Not Applicable or No Information	16	2.6%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	295	47.1%
Agree	262	41.8%
Disagree	25	4.0%
Strongly Disagree	20	3.2%
Not Applicable or No Information	25	4.0%

Field summary for SCI144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	438	69.9%
Agree	163	26.0%
Disagree	7	1.1%
Strongly Disagree	9	1.4%
Not Applicable or No Information	10	1.6%

Field summary for SCI162

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

	Count	Percentage
Strongly Agree	326	52.0%
Agree	131	20.9%
Disagree	42	6.7%
Strongly Disagree	80	12.8%
Not Applicable or No Information	48	7.7%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	234	37.3%
Agree	226	36.0%
Disagree	35	5.6%
Strongly Disagree	19	3.0%
Not Applicable or No Information	113	18.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	317	50.6%
Agree	197	31.4%
Disagree	25	4.0%
Strongly Disagree	19	3.0%
Not Applicable or No Information	69	11.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	281	44.8%
Agree	219	34.9%
Disagree	15	2.4%
Strongly Disagree	15	2.4%
Not Applicable or No Information	97	15.5%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	193	30.8%
Agree	186	29.7%
Disagree	46	7.3%
Strongly Disagree	24	3.8%
Not Applicable or No Information	178	28.4%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	366	58.4%
Agree	155	24.7%
Disagree	20	3.2%
Strongly Disagree	46	7.3%
Not Applicable or No Information	40	6.4%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	168	26.8%
Agree	140	22.3%
Disagree	85	13.6%
Strongly Disagree	52	8.3%
Not Applicable or No Information	182	29.0%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	164	26.2%
Agree	172	27.4%
Disagree	70	11.2%
Strongly Disagree	32	5.1%
Not Applicable or No Information	189	30.1%

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	354	56.5%
Agree	211	33.7%
Disagree	11	1.8%
Strongly Disagree	11	1.8%
Not Applicable or No Information	40	6.4%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	311	49.6%
Agree	182	29.0%
Disagree	20	3.2%
Strongly Disagree	16	2.6%
Not Applicable or No Information	98	15.6%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	228	36.4%
Agree	208	33.2%
Disagree	24	3.8%
Strongly Disagree	16	2.6%
Not Applicable or No Information	151	24.1%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	465	74.2%
Agree	123	19.6%
Disagree	11	1.8%
Strongly Disagree	11	1.8%
Not Applicable or No Information	17	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	325	51.8%
Agree	159	25.4%
Disagree	15	2.4%
Strongly Disagree	17	2.7%
Not Applicable or No Information	111	17.7%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	284	45.3%
Agree	203	32.4%
Disagree	62	9.9%
Strongly Disagree	28	4.5%
Not Applicable or No Information	50	8.0%

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	285	45.5%
Agree	146	23.3%
Disagree	63	10.1%
Strongly Disagree	52	8.3%
Not Applicable or No Information	81	12.9%

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	402	64.1%
Agree	186	29.7%
Disagree	11	1.8%
Strongly Disagree	13	2.1%
Not Applicable or No Information	15	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	277	44.2%
Agree	210	33.5%
Disagree	57	9.1%
Strongly Disagree	30	4.8%
Not Applicable or No Information	53	8.5%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	251	40.0%
Agree	230	36.7%
Disagree	58	9.3%
Strongly Disagree	14	2.2%
Not Applicable or No Information	74	11.8%

Field summary for SSC156

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

	Count	Percentage
Strongly Agree	380	60.6%
Agree	222	35.4%
Disagree	7	1.1%
Strongly Disagree	9	1.4%
Not Applicable or No Information	9	1.4%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	296	47.2%
Agree	218	34.8%
Disagree	53	8.5%
Strongly Disagree	24	3.8%
Not Applicable or No Information	36	5.7%

Field summary for SSC166

My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	315	50.2%
Agree	214	34.1%
Disagree	39	6.2%
Strongly Disagree	19	3.0%
Not Applicable or No Information	40	6.4%

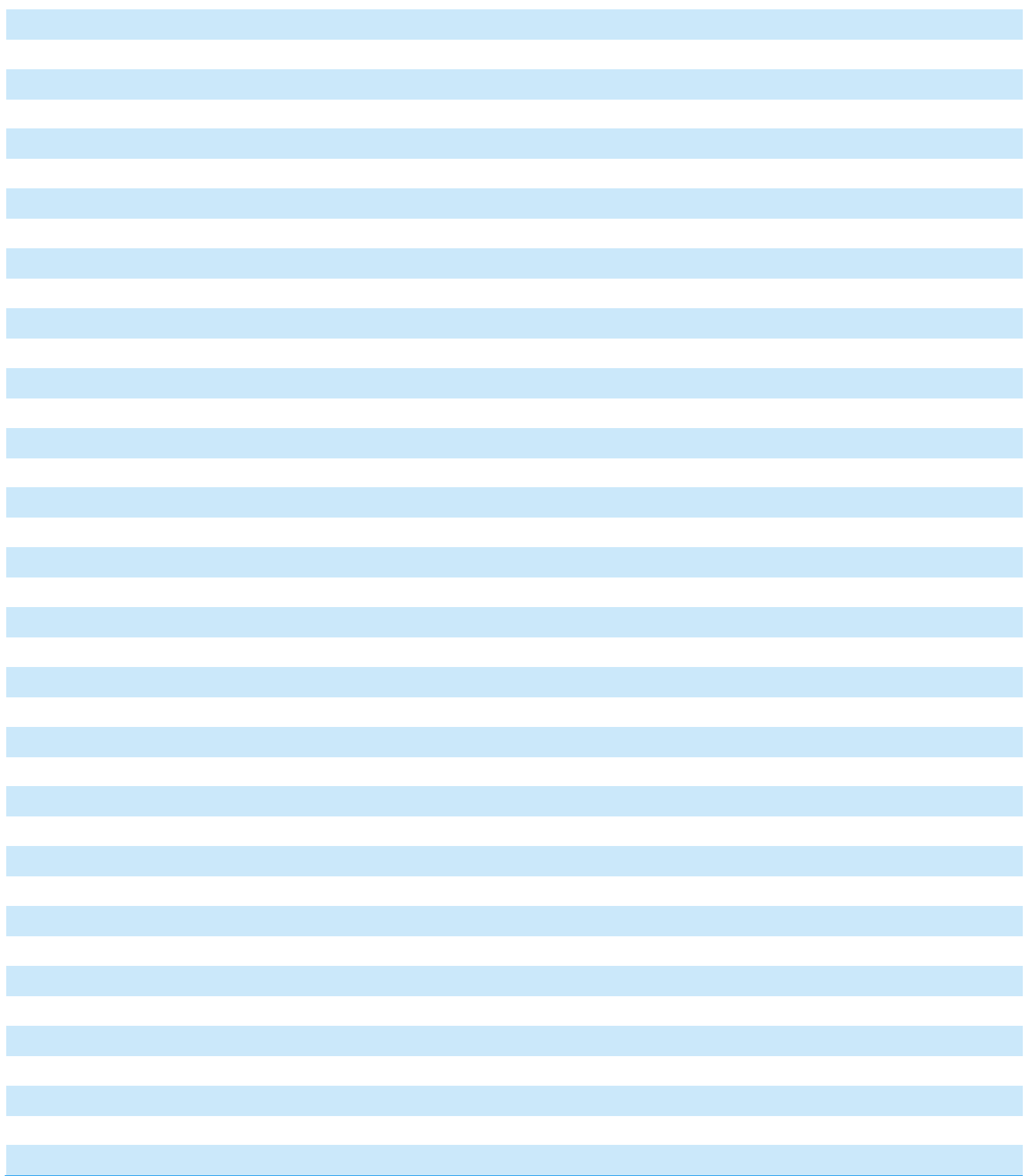
GENERAL OPINION

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. Actual responses have been delivered digitally to the appropriate school district officials.

Students from East Central Upper Elementary School feel that the school does a good job in teaching core subjects, preventing bullying, and making sure the school is clean. One student stated "I love how there is Hornet Club to help our community like picking up trash and participating in games for the school. I also love how we have enrichment to help accelerate reading, drawing, playing instruments, running and being active, and typing." Respondents suggest purchasing more playground equipment, upgrading the school facilities, and providing more technology for student use. Another student stated that "The tin roof on the sidewalk needs work, because when it rains it leaks through the roof."



NOTES



SECTION 9

EAST CENTRAL MIDDLE SCHOOL

INTRODUCTION

East Central Middle School is located at 21725 Slider Road in Moss Point, Mississippi. In 2017-2018, it housed six hundred thirty-one (631) students in sixth through eighth grades (6-8). East Central Middle 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." ECMS earned an "A" rating from MDE again in 2018.



ENROLLMENT

Numbers of students enrolled at East Central Middle School in 2016-2017 and 2017-2018 are shown in **Table 43**. East Central Middle School enrollment increased in 2017-2018. Over the past three years, demographic ratios have remained steady. **Table 44** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

EAST CENTRAL MIDDLE SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Elementary SPED	*	*
Grade 6	211	198
Grade 7	213	222
Grade 8	187	206
Secondary SPED	*	*
Total	616	631

Table 43: East Central Middle School Enrollment by Grade



EAST CENTRAL MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	301	48.9%	312	49.4%
Male	315	51.1%	319	50.6%
Asian	*	0.0%	0	0.0%
Black	18	2.9%	18	2.9%
Hispanic	*	0.0%	*	0.0%
Native American	*	0.0%	*	0.0%
White	588	95.5%	604	95.7%
Multi Racial	*	0.0%	0	0.0%
Pacific Islander	*	0.0%	*	0.0%
Total	616	100%	631	100%

Table 44: East Central Middle School Enrollment by Demographic Group



ATTENDANCE

2016-2017 EAST CENTRAL MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE						
AVERAGE DAILY ATTENDANCE						
ELEM. SPED	GR 06	GR 07	GR 08	SEC. SPED	SEC. GED	TOTAL
1.58	200.62	196.89	176.76	1.74	0.91	578.5
CHRONIC ABSENTEEISM						
# ABSENT ≥ 10% DAYS ENROLLED		# ENROLLED		CHRONIC ABSENTEEISM RATE		
57		630		9.05%		

Table 45: 2016-2017 East Central Middle School Average Daily Attendance and Absentee Rate

ACCOUNTABILITY

2016 East Central Middle School Accountability			
Grade: A Total Points: 481	Reading	Mathematics	Science
PROFICIENCY	44.6	57.0	79.5
GROWTH ALL STUDENTS	71.1	82.6	Participation Rate
GROWTH LOW 25%	66.8	79.2	99.4

Figure 53: 2016 East Central Middle School 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	50.6	63.7	83.5
GROWTH ALL STUDENTS	64.4	73.9	Participation Rate
GROWTH LOW 25%	54.8	55.2	99.5

Figure 54: 2017 East Central Middle School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 29.]

EAST CENTRAL MIDDLE SCHOOL MAAP

East Central Middle School MAAP-SCI

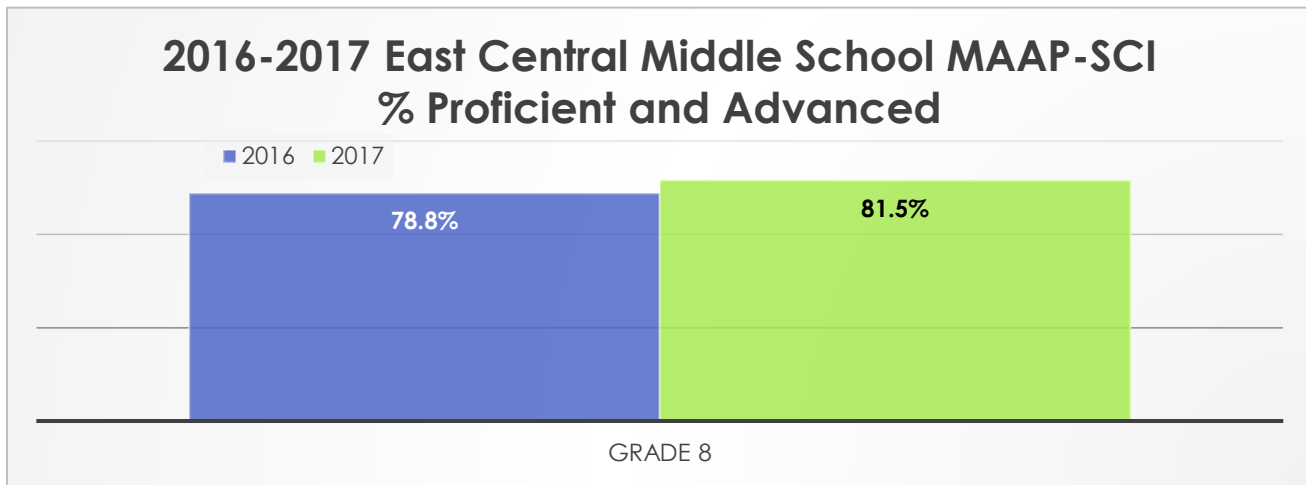


Figure 55: 2016-2017 East Central Middle School MAAP-SCI % Proficient and Advanced

East Central Middle School MAAP ELA

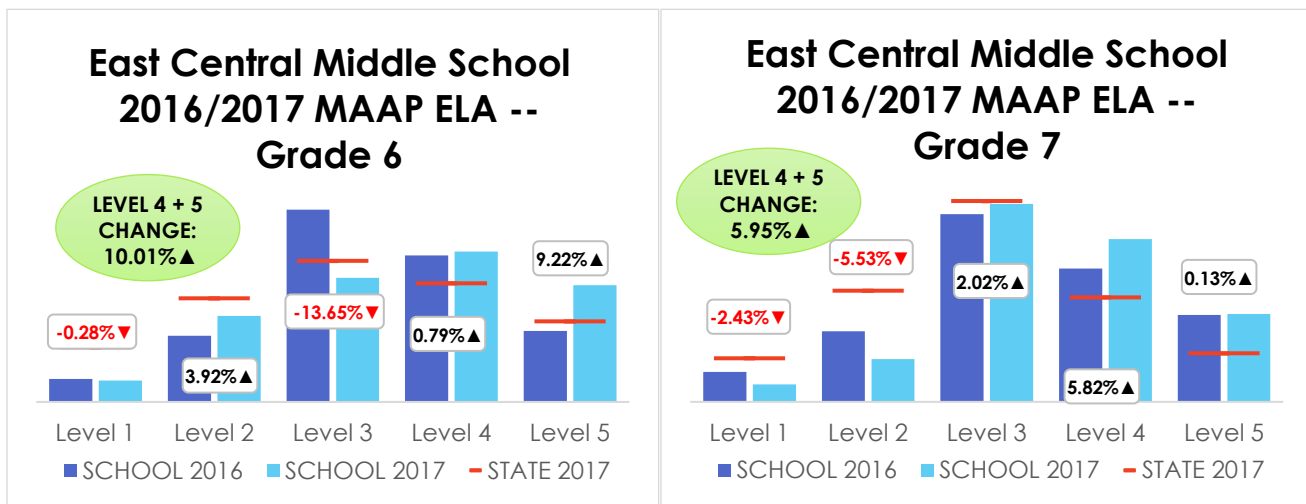


Figure 56: 2016/2017 East Central Middle School MAAP ELA Grades 7 and 8



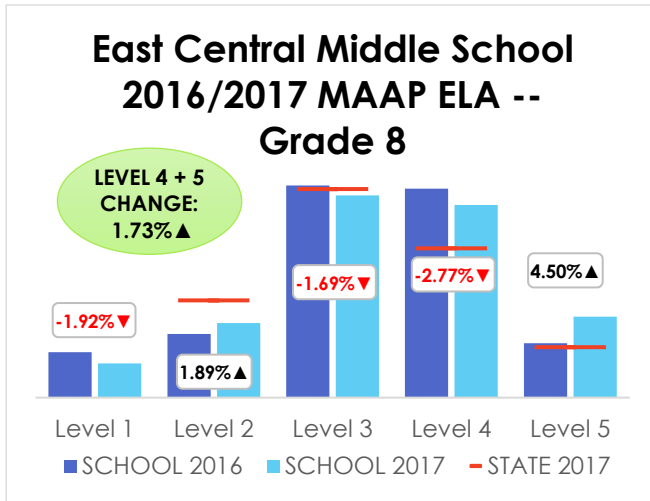


Figure 57: 2016-2017 East Central Middle School MAAP ELA Grade 8 Cohort

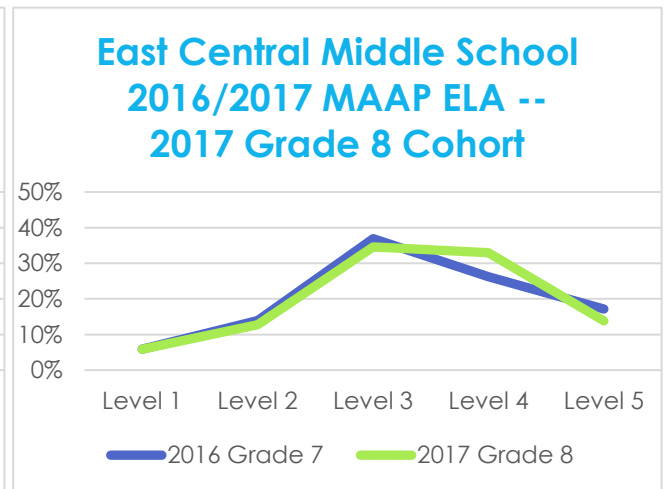
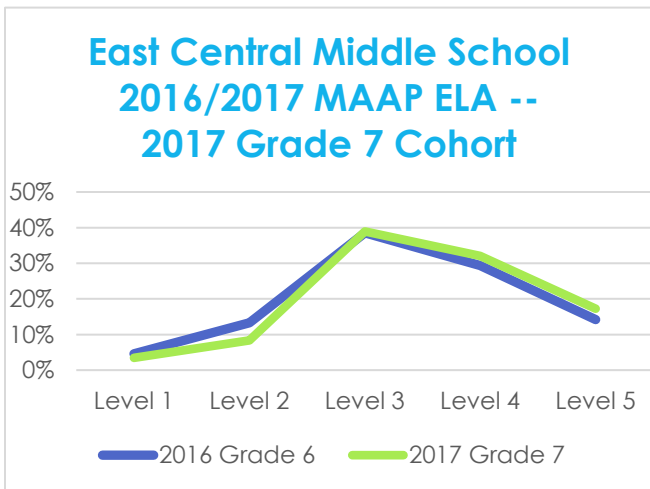


Figure 58: 2016-2017 East Central Middle School MAAP ELA Grade 7 and Grade 8 Cohorts

East Central Middle School MAAP MATH

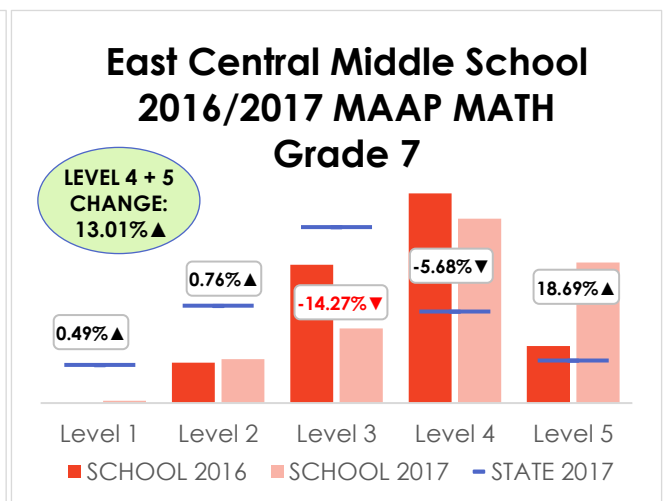
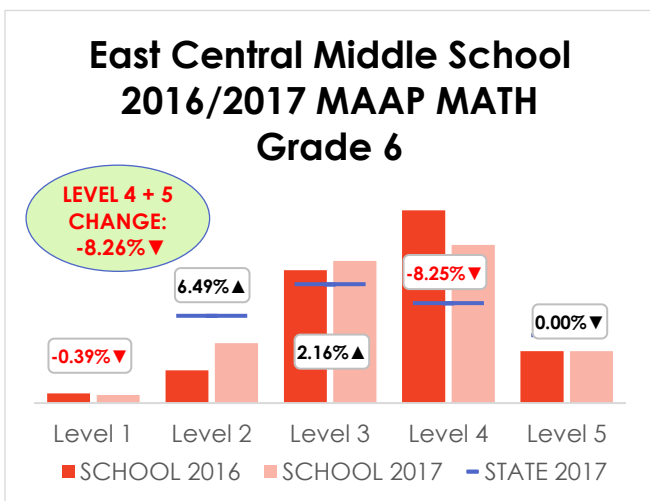


Figure 59: 2016/2017 East Central Middle School MAAP MATH Grades 6 and 7

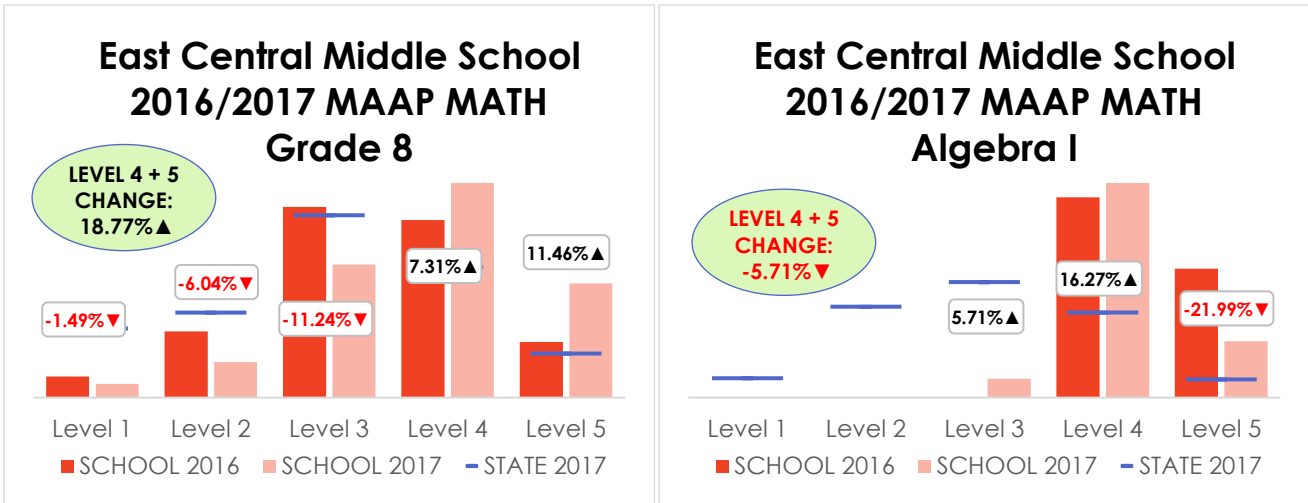


Figure 60: 2016-2017 East Central Middle School MAAP MATH Grade 8 and Algebra I

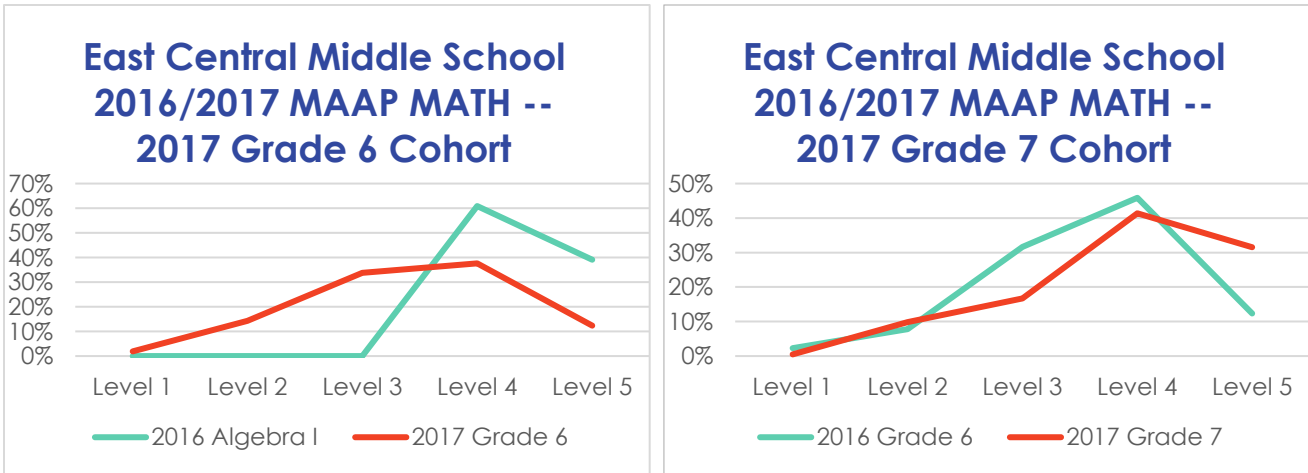


Figure 61: 2016-2017 East Central Middle School MAAP MATH Grade 7 and Grade 8 Cohorts

EAST CENTRAL MIDDLE SCHOOL MAAP DEMOGRAPHICS

East Central Middle School MAAP ELA (Demographic)

East Central Middle School 2017 MAAP ELA by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	99.5	99.1	18.3	8.7	31.4	26.3	32.4	32.9	12.7	21.5	5.1	10.6	
Female	99.7	99.3	23.3	10.3	32.6	28.6	31.6	33.6	9.6	19.9	<5.0	7.6	
Male	99.3	98.8	13.5	7.3	30.3	24.1	33.2	32.3	15.8	23.0	7.2	13.4	
Asian	**	99.4	**	23.9	**	34.3	**	23.1	**	10.1	**	8.6	

East Central Middle School 2017 MAAP ELA by Demographic Group

Group	Participation Rate		%		%		%		%		%	
	Rate		Advanced		Proficient		Passing		Basic		Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
Native American	**	98.2	**	5.3	**	23.9	**	39.3	**	22.1	**	9.4
Black	100	99.0	<5.0	<5.0	14.3	17.7	57.1	34.8	14.3	29.2	9.5	14.9
Hispanic	**	99.1	**	6.7	**	24.5	**	33.6	**	22.2	**	13.0
Multiracial	**	98.6	**	9.2	**	32.8	**	33.0	**	17.6	**	7.4
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9
White	99.5	99.1	19.0	14.6	32.1	35.8	31.6	31.0	12.4	13.1	<5.0	5.6
Economically Disadvantaged	99.6	99.0	11.0	<5.0	24.1	20.9	38.6	34.8	17.5	26.3	8.8	13.3
Limited English Proficient	**	99.0	**	<5.0	**	14.9	**	32.5	**	29.8	**	20.1
Students with Disabilities	100	97.6	**	<5.0	8.3	8.0	16.7	19.4	27.1	30.7	47.9	40.6
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9

Table 46: 2017 East Central Middle School MAAP ELA by Demographic Group

East Central Middle School MAAP MATH (Demographic)

East Central Middle School 2017 MAAP MATH by Demographic Group

Group	Participation Rate		%		%		%		%		%	
	Rate		Advanced		Proficient		Passing		Basic		Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	99.7	98.8	21.9	9.4	39.9	27.1	25.4	32.9	10.4	22.8	<5.0	7.8
Female	99.7	99.0	24.3	9.4	39.5	28.7	25.2	33.8	9.3	21.8	<5.0	6.3
Male	99.7	98.5	19.7	9.4	40.3	25.5	25.6	31.9	11.5	23.8	<5.0	9.3
Asian	**	99.3	**	37.3	**	34.0	**	18.4	**	6.8	**	<5.0
Native American	**	98.0	**	8.2	**	28.8	**	36.5	**	21.7	**	<5.0
Black	100	98.6	19.0	<5.0	23.8	18.6	19.0	35.3	38.1	31.6	**	11.1
Hispanic	**	98.7	**	9.1	**	30.0	**	34.0	**	19.6	**	7.3
Multiracial	**	98.6	**	11.1	**	31.1	**	34.2	**	17.9	**	5.6
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4
White	99.7	98.9	22.1	15.4	40.9	36.1	25.3	30.3	9.4	13.7	<5.0	<5.0
Economically Disadvantaged	99.6	98.7	13.6	5.0	35.1	21.8	32.9	35.1	15.4	28.2	<5.0	9.8
Limited English Proficient	**	98.8	**	6.1	**	24.0	**	35.4	**	24.5	**	10.0
Students with Disabilities	100	97.6	<5.0	<5.0	12.5	8.4	16.7	20.8	43.8	36.1	25.0	32.7
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1

Table 47: 2017 East Central Middle School MAAP MATH by Demographic Group

East Central Middle School MAAP-SCI (Demographic)

East Central Middle School 2017 MAAP-SCI by Demographic Group													
Group	Participation		%		%		%		%		%		
	Rate		Advanced		Proficient		Passing		Basic		Minimal		
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	
All Students	100	98.5	25.4	17.5	56.1	41.0	**	**	13.2	26.0	5.3	15.5	
Female	100	98.9	19.8	16.1	59.3	43.1	**	**	17.6	27.2	<5.0	13.6	
Male	100	98.1	30.6	18.8	53.1	38.9	**	**	9.2	24.9	7.1	17.3	
Asian	**	99.2	**	43.5	**	37.3	**	**	**	8.7	**	10.5	
Native American	**	97.2	**	12.4	**	41.8	**	**	**	26.2	**	19.5	
Black	**	98.2	**	7.4	**	35.0	**	**	**	34.4	**	23.2	
Hispanic	**	98.5	**	15.9	**	42.3	**	**	**	25.4	**	16.3	
Multiracial	**	98.1	**	23.0	**	44.5	**	**	**	21.2	**	11.2	
Hawaiian/Pacific Islander.	**	100	**	27.5	**	41.2	**	**	**	23.5	**	7.8	
White	100	98.8	25.7	28.1	56.6	47.6	**	**	13.1	17.3	<5.0	7.0	
Economically Disadvantaged	100	98.3	14.8	10.8	57.4	38.0	**	**	19.7	31.1	8.2	20.1	
Limited English Proficient	**	98.6	**	8.9	**	32.2	**	**	**	31.8	**	27.1	
Students with Disabilities	100	96.8	**	<5.0	8.3	18.1	**	**	33.3	30.1	58.3	47.5	
Migrant	**	100	**	10.9	**	32.6	**	**	**	23.9	**	32.6	

Table 48: 2017 East Central Middle School MAAP-SCI by Demographic Group

NURTURING THE MIDDLE SCHOOL MATHEMATICAL MIND

WHO ARE MIDDLE SCHOOL STUDENTS?

INDEPENDENT

Support a strong sense of self. Value and leverage each student's unique prior knowledge and reasoning abilities to nurture confidence. Provide independent think time as students transfer critical thinking to new situations and contexts.



EMOTIONAL

Be aware of and learn to temper extremes. They often "love" or "hate" and are "good at" or "bad at" everything—including math. They are nervous and trying to cope with changes. Nurturing a growth mindset and connecting math to real life helps offset "all or nothing" attitudes.

SOCIAL

Make math part of being "in with the in crowd." It's all about being a valued part of the group. Engaging with peers and cultivating relationships in learning experiences helps create a true community of mathematicians.

"Neuroscientists say that the teenage brain is pretty weird; our prefrontal cortex is underdeveloped, but we actually have more neurons than adults, which is why we can be so creative, and impulsive, and moody, and get bummed out."

—13-year-old Logan LaPlante in his TED Talk, Hack Schooling Makes Me Happy

HOW DO THEY LEARN?



COLLABORATIVELY
Honor, hear, and discuss every student's personal ideas, strategies, and contributions.

INDIVIDUALLY
Let them work at their own pace and learning style and take ownership of their learning.

TECHNOLOGICALLY
Leverage blended learning that takes advantage of new interfaces which encourage students to explore new ideas.

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, Family and Community, School Improvement, and School Context and Organization*. 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-seven (57) faculty and staff members, thirty-three (33) parents, and four hundred three (403) 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	42	73.7%
Agree	14	24.6%
Disagree	0	0.0%
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	34	59.7%
Agree	22	38.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	44	77.2%
Agree	13	22.8%
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	41	71.9%
Agree	16	28.1%
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	19	33.3%
Agree	15	26.3%
Disagree	3	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	20	35.1%

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	36	63.2%
Agree	21	36.8%
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	38	66.7%
Agree	19	33.3%
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	40	70.2%
Agree	17	29.8%
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	37	64.9%
Agree	20	35.1%
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	36	63.2%
Agree	19	33.3%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Field summary for TCI6

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

	Count	Percentage
Strongly Agree	34	59.7%
Agree	23	40.4%
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	33	57.9%
Agree	24	42.1%
Disagree	0	0.0%
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	28	49.1%
Agree	21	36.8%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	12.3%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	36	63.2%
Agree	21	36.8%
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	19	33.3%
Agree	30	52.6%
Disagree	5	8.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	2	3.5%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	30	52.6%
Agree	25	43.9%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	35	61.4%
Agree	22	38.6%
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	27	47.4%
Agree	27	47.4%
Disagree	0	0.0%
Strongly Disagree	1	1.8%
Not Applicable or No Information	2	3.5%

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	29	50.9%
Agree	24	42.1%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.3%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	20	35.1%
Agree	32	56.1%
Disagree	3	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.5%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	26	45.6%
Agree	25	43.9%
Disagree	2	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.0%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	23	40.4%
Agree	30	52.6%
Disagree	4	7.0%
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	25	43.9%
Agree	32	56.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	34	59.7%
Agree	21	36.8%
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	37	64.9%
Agree	19	33.3%
Disagree	1	1.8%
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	24	42.1%
Agree	32	56.1%
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	37	64.9%
Agree	19	33.3%
Disagree	1	1.8%
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	33	57.9%
Agree	21	36.8%
Disagree	3	5.3%
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	20	35.1%
Agree	30	52.6%
Disagree	6	10.5%
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	39	68.4%
Agree	16	28.1%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from East Central Middle School feel that the school does a good job in providing a safe and caring environment, supporting and encouraging teachers and students, and communicating expectations to students and parents. One faculty member stated “Our school weekly recognizes students that help others when they see a need, help themselves by academically doing the best they can, and those who give their best to represent our school in athletic competitions. Our administration monthly recognizes teachers who are giving their all using best practices in the classroom. Our teachers are using data to tutor students in their areas of weakness to build proficiency in academic skills.” Respondents suggest hiring more inclusion teachers for subjects other than English and math, increasing safety features for the building, and replacing iReady with a more student-friendly and effective program. Another faculty member stated that “I think it is time that we do away with dress/uniform codes.”



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	23	69.7%
Agree	8	24.2%
Disagree	2	6.1%
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	10	30.3%
Agree	8	24.2%
Disagree	4	12.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	10	30.3%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	27	81.8%
Agree	5	15.2%
Disagree	1	3.0%
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	27	81.8%
Agree	6	18.2%
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	11	33.3%
Agree	11	33.3%
Disagree	0	0.0%
Strongly Disagree	2	6.1%
Not Applicable or No Information	9	27.3%

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	12	36.4%
Supporting college and career counseling	13	39.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	24	72.7%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	16	48.5%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	33.3%

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:

	Count	Percentage
Promoting community and parent involvement in schools	9	27.3%
Providing school-based mental health services and counseling	17	51.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	11	33.3%
Establishing or improving dropout prevention	11	33.3%
Supporting re-entry programs and transition services for Justice-involved youth	3	9.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	7	21.2%
Implementing systems and practices to prevent bullying and harassment	17	51.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	15	45.5%
Establishing community partnerships	6	18.2%

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	18	54.5%
Building technological capacity and infrastructure	10	30.3%
Carrying out innovative blended learning projects	8	24.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	13	39.4%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	18	54.5%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	3	9.1%
Computer Classes	6	18.2%
Conflict Resolution	9	27.3%
Discipline	12	36.4%
Drug/Alcohol Awareness	7	21.2%
English as a Second Language	1	3.0%
Health Classes	4	12.1%
Literacy Classes	4	12.1%
Math Classes	11	33.3%
Parent-to-School Relationships	8	24.2%
Parent/Child Communication	11	33.3%
Preparing for College	16	48.5%
Parenting Workshops	9	27.3%
Social Media Classes	4	12.1%
Stress/Anger Management	13	39.4%
Understanding College- and Career-Ready Standards	15	45.5%
Other	1	3.0%

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	7	21.2%
Parental advisory committees	6	18.2%
PTO/PTA meetings and activities	1	3.0%
Ways to help at the classroom level	11	33.3%
Other ways to get involved in my school (district)	8	24.2%

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	21.2%
Very likely	15	45.5%
Moderately likely	7	21.2%
Slightly likely	4	12.1%
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	12	36.4%
Agree	15	45.5%
Disagree	2	6.1%
Strongly Disagree	2	6.1%
Not Applicable or No Information	2	6.1%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	12	36.4%
Agree	17	51.5%
Disagree	1	3.0%
Strongly Disagree	2	6.1%
Not Applicable or No Information	1	3.0%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	14	42.4%
Agree	14	42.4%
Disagree	3	9.1%
Strongly Disagree	2	6.1%
Not Applicable or No Information	0	0.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	13	39.4%
Agree	19	57.6%
Disagree	1	3.0%
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	4	12.1%
Agree	21	63.6%
Disagree	2	6.1%
Strongly Disagree	4	12.1%
Not Applicable or No Information	2	6.1%

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	12	36.4%
Agree	17	51.5%
Disagree	0	0.0%
Strongly Disagree	3	9.1%
Not Applicable or No Information	1	3.0%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	11	33.3%
Agree	15	45.5%
Disagree	4	12.1%
Strongly Disagree	2	6.1%
Not Applicable or No Information	1	3.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	12	36.4%
Agree	16	48.5%
Disagree	4	12.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	0	0.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	13	39.4%
Agree	14	42.4%
Disagree	4	12.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	9	27.3%
Agree	21	63.6%
Disagree	2	6.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	0	0.0%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	5	15.2%
Agree	24	72.7%
Disagree	3	9.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	16	48.5%
Agree	15	45.5%
Disagree	0	0.0%
Strongly Disagree	2	6.1%
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	7	21.2%
Agree	16	48.5%
Disagree	6	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	12.1%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	6	18.2%
Agree	18	54.6%
Disagree	6	18.2%
Strongly Disagree	1	3.0%
Not Applicable or No Information	2	6.1%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	8	24.2%
Agree	14	42.4%
Disagree	7	21.2%
Strongly Disagree	4	12.1%
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	7	21.2%
Agree	19	57.6%
Disagree	3	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	12.1%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	5	15.2%
Agree	22	66.7%
Disagree	1	3.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	4	12.1%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	6	18.2%
Agree	21	63.6%
Disagree	2	6.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	3	9.1%

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	5	15.2%
Agree	18	54.6%
Disagree	4	12.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	5	15.2%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	5	15.2%
Agree	19	57.6%
Disagree	8	24.2%
Strongly Disagree	1	3.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	8	24.2%
Agree	22	66.7%
Disagree	2	6.1%
Strongly Disagree	1	3.0%
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	3	9.1%
Agree	21	63.6%
Disagree	0	0.0%
Strongly Disagree	2	6.1%
Not Applicable or No Information	7	21.2%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	12	36.4%
Agree	20	60.6%
Disagree	1	3.0%
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	8	24.2%
Agree	21	63.6%
Disagree	2	6.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

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	27.3%
Agree	21	63.6%
Disagree	3	9.1%
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	8	24.2%
Agree	20	60.6%
Disagree	4	12.1%
Strongly Disagree	1	3.0%
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	9	27.3%
Agree	21	63.6%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	6	18.2%
Agree	23	69.7%
Disagree	3	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

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. Actual responses have been delivered digitally to the appropriate school district officials.

Parents from East Central Middle School feel that the school does a good job in having high standards, employing quality teachers, and caring about students as individuals. One parent stated, "Teachers have personal relationships with students and truly seem to care about their success." Respondents suggest providing the same level of resources and facilities at all district campuses, spending available funds on upgrading substandard buildings rather than on athletic facilities, and using methods other than computerized programs such as iReady to provide remediation for students. Another parent stated that "I think that EC Middle School could improve with parent communication. If not for Active Parent, I would not know my child's grades outside of the occasional progress report sent home. I have never been directly informed of my child's strengths, weaknesses, behavior, etc. by a member of the ECMS faculty."



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	177	43.9%
Agree	209	51.9%
Disagree	7	1.7%
Strongly Disagree	2	0.5%
Not Applicable or No Information	8	2.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	111	27.5%
Agree	153	38.0%
Disagree	16	4.0%
Strongly Disagree	11	2.7%
Not Applicable or No Information	112	27.8%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	186	46.2%
Agree	167	41.4%
Disagree	29	7.2%
Strongly Disagree	8	2.0%
Not Applicable or No Information	13	3.2%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	121	30.0%
Agree	127	31.5%
Disagree	91	22.6%
Strongly Disagree	28	7.0%
Not Applicable or No Information	36	8.9%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	69	17.1%
Agree	162	40.2%
Disagree	35	8.7%
Strongly Disagree	16	4.0%
Not Applicable or No Information	121	30.0%

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	151	37.5%
Agree	224	55.6%
Disagree	22	5.5%
Strongly Disagree	3	0.7%
Not Applicable or No Information	3	0.7%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	147	36.5%
Agree	214	53.1%
Disagree	29	7.2%
Strongly Disagree	9	2.2%
Not Applicable or No Information	4	1.0%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	133	33.0%
Agree	214	53.1%
Disagree	26	6.5%
Strongly Disagree	16	4.0%
Not Applicable or No Information	14	3.5%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	219	54.3%
Agree	149	37.0%
Disagree	23	5.7%
Strongly Disagree	5	1.2%
Not Applicable or No Information	7	1.7%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	136	33.8%
Agree	212	52.6%
Disagree	34	8.4%
Strongly Disagree	11	2.7%
Not Applicable or No Information	10	2.5%

Field summary for SCI144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	174	43.2%
Agree	192	47.6%
Disagree	23	5.7%
Strongly Disagree	9	2.2%
Not Applicable or No Information	5	1.2%

Field summary for SCI162

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

	Count	Percentage
Strongly Agree	169	41.9%
Agree	175	43.4%
Disagree	39	9.7%
Strongly Disagree	8	2.0%
Not Applicable or No Information	12	3.0%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	140	34.7%
Agree	200	49.6%
Disagree	35	8.7%
Strongly Disagree	6	1.5%
Not Applicable or No Information	22	5.5%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	126	31.3%
Agree	197	48.9%
Disagree	50	12.4%
Strongly Disagree	11	2.7%
Not Applicable or No Information	19	4.7%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	139	34.5%
Agree	185	45.9%
Disagree	35	8.7%
Strongly Disagree	6	1.5%
Not Applicable or No Information	38	9.4%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	98	24.3%
Agree	189	46.9%
Disagree	64	15.9%
Strongly Disagree	17	4.2%
Not Applicable or No Information	35	8.7%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	179	44.4%
Agree	170	42.2%
Disagree	30	7.4%
Strongly Disagree	18	4.5%
Not Applicable or No Information	6	1.5%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	110	27.3%
Agree	218	54.1%
Disagree	30	7.4%
Strongly Disagree	4	1.0%
Not Applicable or No Information	41	10.2%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	124	30.8%
Agree	221	54.8%
Disagree	20	5.0%
Strongly Disagree	6	1.5%
Not Applicable or No Information	32	7.9%

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	119	29.5%
Agree	222	55.1%
Disagree	33	8.2%
Strongly Disagree	8	2.0%
Not Applicable or No Information	21	5.2%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	123	30.5%
Agree	219	54.3%
Disagree	32	7.9%
Strongly Disagree	14	3.5%
Not Applicable or No Information	15	3.7%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	116	28.8%
Agree	212	52.6%
Disagree	24	6.0%
Strongly Disagree	7	1.7%
Not Applicable or No Information	44	10.9%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	150	37.2%
Agree	167	41.4%
Disagree	55	13.7%
Strongly Disagree	19	4.7%
Not Applicable or No Information	12	3.0%

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	127	31.5%
Agree	166	41.2%
Disagree	54	13.4%
Strongly Disagree	19	4.7%
Not Applicable or No Information	37	9.2%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	148	36.7%
Agree	213	52.9%
Disagree	23	5.7%
Strongly Disagree	15	3.7%
Not Applicable or No Information	4	1.0%

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	129	32.0%
Agree	174	43.2%
Disagree	34	8.4%
Strongly Disagree	23	5.7%
Not Applicable or No Information	43	10.7%

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	135	33.5%
Agree	183	45.4%
Disagree	56	13.9%
Strongly Disagree	18	4.5%
Not Applicable or No Information	11	2.7%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	125	31.0%
Agree	185	45.9%
Disagree	52	12.9%
Strongly Disagree	25	6.2%
Not Applicable or No Information	16	4.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	156	38.7%
Agree	183	45.4%
Disagree	43	10.7%
Strongly Disagree	7	1.7%
Not Applicable or No Information	14	3.5%

Field summary for SSC156

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

	Count	Percentage
Strongly Agree	116	28.8%
Agree	200	49.6%
Disagree	53	13.2%
Strongly Disagree	24	6.0%
Not Applicable or No Information	10	2.5%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	123	30.5%
Agree	189	46.9%
Disagree	59	14.6%
Strongly Disagree	16	4.0%
Not Applicable or No Information	16	4.0%

Field summary for SSC166

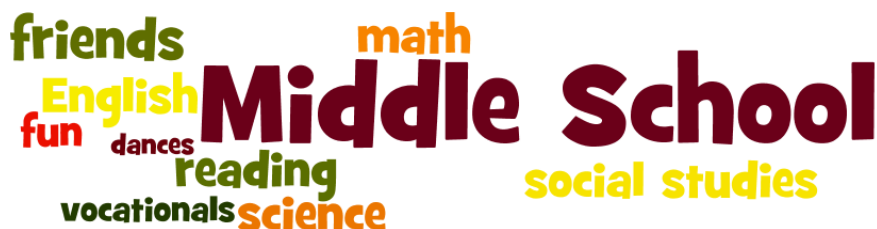
My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	118	29.3%
Agree	180	44.7%
Disagree	67	16.6%
Strongly Disagree	22	5.5%
Not Applicable or No Information	16	4.0%

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. Actual responses have been delivered digitally to the appropriate school district officials.

Students from East Central Middle School feel that the school does a good job in combatting bullying, supporting and encouraging students, and having excellent teachers. One student stated “East Central Middle School staff is always encouraging and kind to each and every student. They do the best they can to stop bullying, and they encourage their students to be the best they can. They also encourage students by having fun activities as rewards for their hard work throughout the year.” Respondents suggest changes to the cell phone use policy, doing away with uniforms, and increasing campus safety measures. Another student stated that “In relation to the stress and discouragement of students, there is an excessive amount of time put into the computer program--IReady--that is interfering with our class time, and teaches us quite the opposite of what our teachers do, which is a serious problem for those struggling in their math and ELA classes because it is toggling with their ability to apply information on a daily basis.”



NOTES

A series of 20 horizontal light blue lines, evenly spaced, intended for writing notes. The lines are contained within a white rectangular area bounded by thin black lines on the top and bottom.

SECTION 10

EAST CENTRAL HIGH SCHOOL

INTRODUCTION

East Central High School is located at 5500 Hurley-Wade Road in Moss Point, Mississippi. In 2017-2018, it housed seven hundred twenty-two (722) 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 on Highway 614, twenty-five miles north of Pascagoula and 20 miles west of Mobile, Alabama. Students are bused in from many different communities, including Hurley, Wade, Harleston, Polktown, Big Point, Helena, and Three Rivers.



ENROLLMENT

Numbers of students enrolled at East Central High School in 2016-2017 and 2017-2018 are shown in **Table 49**. East Central High School enrollment decreased in 2017-2018. Over the past three years, demographic ratios have remained steady. **Table 50** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

EAST CENTRAL HIGH SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Grade 9	198	191
Grade 10	174	187
Grade 11	180	151
Grade 12	180	183
Sec. SPED	10	*
Sec. GED	*	*
Total	747	722

Table 49: East Central High School Enrollment by Grade



EAST CENTRAL HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	372	49.8%	356	49.3%
Male	375	50.2%	366	50.7%
Asian	*	0.0%	*	0.0%
Black	29	3.9%	25	3.5%
Hispanic	*	0.0%	*	0.0%
Native American	*	0.0%	*	0.0%
White	707	94.6%	683	94.6%
Multi Racial	*	0.0%	*	0.0%
Pacific Islander	*	0.0%	0	0.0%
Total	747	100%	722	100%

Table 50: East Central High School Enrollment by Demographic Group

ATTENDANCE

2016-2017 EAST CENTRAL HIGH SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE						
AVERAGE DAILY ATTENDANCE						
GR 9	GR 10	GR 11	GR 12	SEC. SPED	SEC. GED	TOTAL
182.33	162.04	169.16	169.26	9.37	4.44	696.6
CHRONIC ABSENTEEISM						
# ABSENT ≥ 10% DAYS ENROLLED			# ENROLLED	CHRONIC ABSENTEEISM RATE		
98			771	12.71%		

Table 51: 2016-2017 East Central High School Average Daily Attendance and Absentee Rate



ACCOUNTABILITY

2016 East Central High School Accountability

Grade: A Total Points: 814	Reading	Mathematics	Science	U. S. History	Acceleration
PROFICIENCY	61.5	72.8	76.7	66.1	28.8
GROWTH ALL STUDENTS	77.0	97.8	Graduation Rate	Participation Rate	College and Career Readiness
GROWTH LOW 25%	95.7	105.9	94.6	99.1	56.0

Figure 62: 2016 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	73.8	58.9	78.0	61.7	47.7
GROWTH ALL STUDENTS	97.1	86.1	Graduation Rate	Participation Rate	College and Career Readiness
GROWTH LOW 25%	100.0	89.9	85.3	98.7	52.4

Figure 63: 2017 East Central High School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 29.]

EAST CENTRAL HIGH SCHOOL ACT

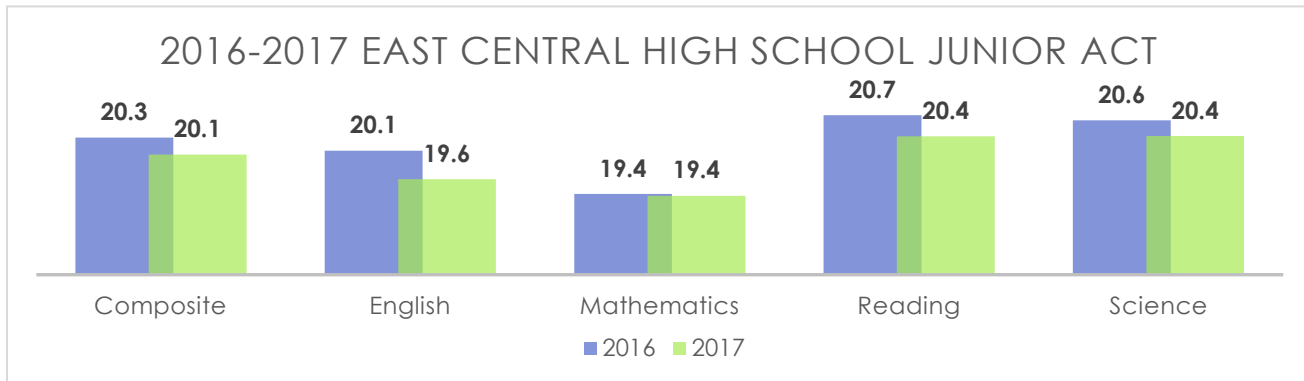


Figure 64: 2016-2017 East Central High School Junior ACT

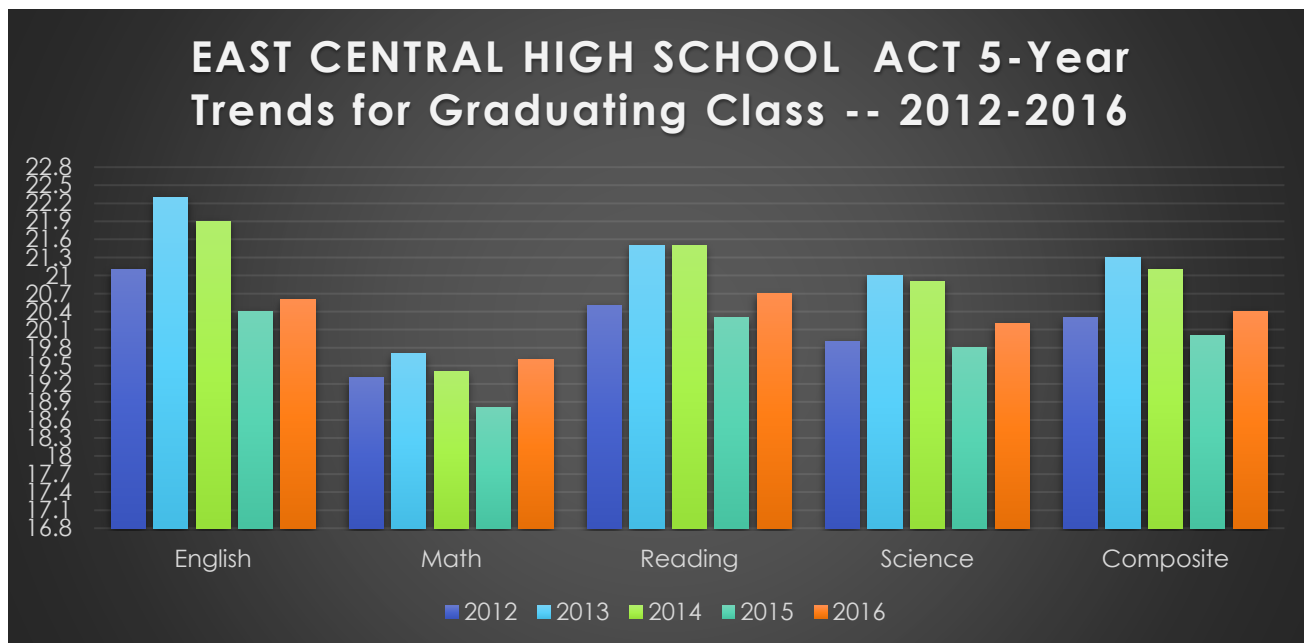


Figure 65: 2012-2016 East Central High School ACT 5-Year Trends for Graduating Class



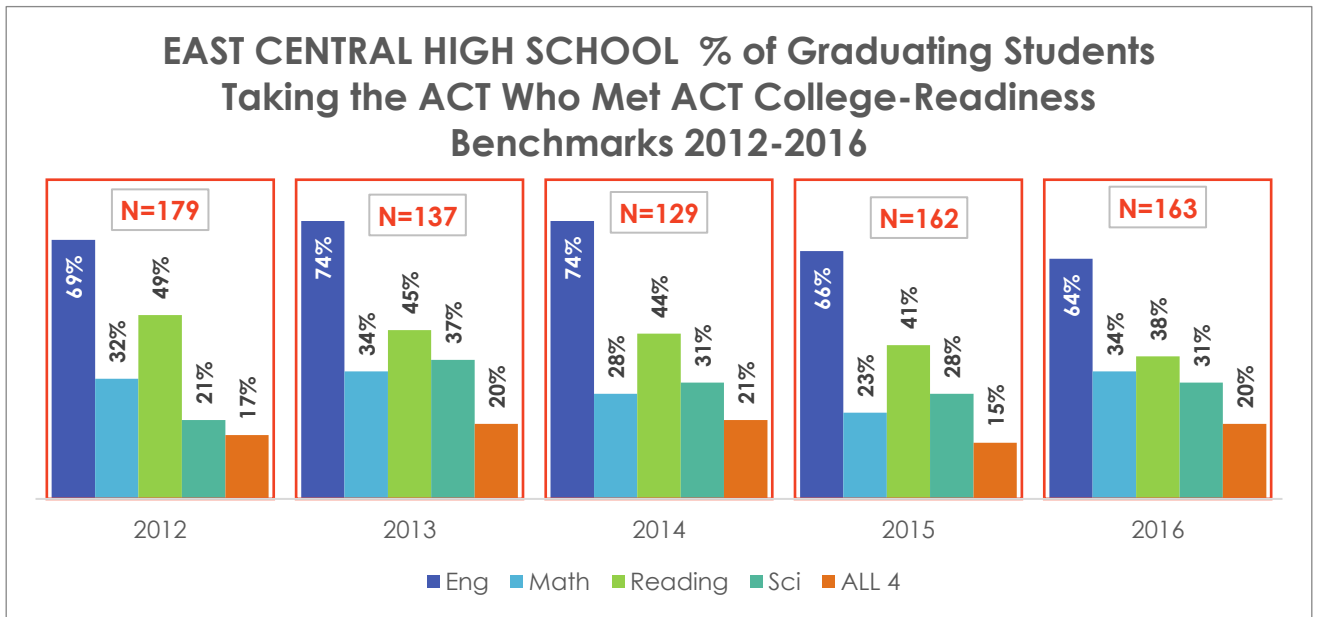


Figure 66: East Central High School ACT 5-Year Trends for Graduating Class -- 2012-2016

EAST CENTRAL HIGH SCHOOL MAAP

East Central High School MAAP EOC

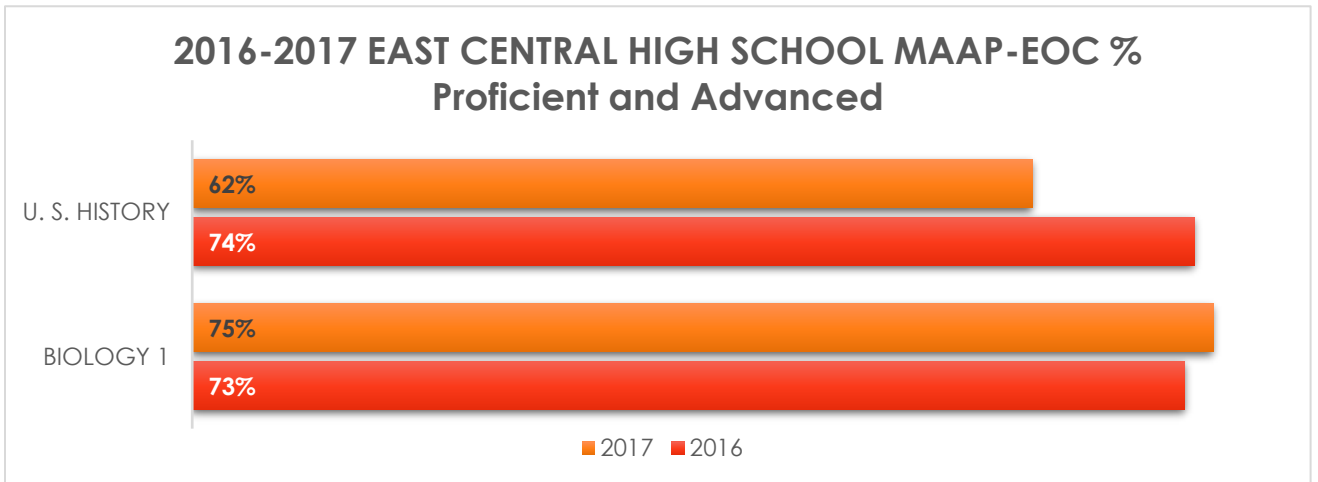


Figure 67: 2016-2017 East Central High School MAAP-EOC % Proficient and Advanced



East Central High School MAAP ELA and MATH

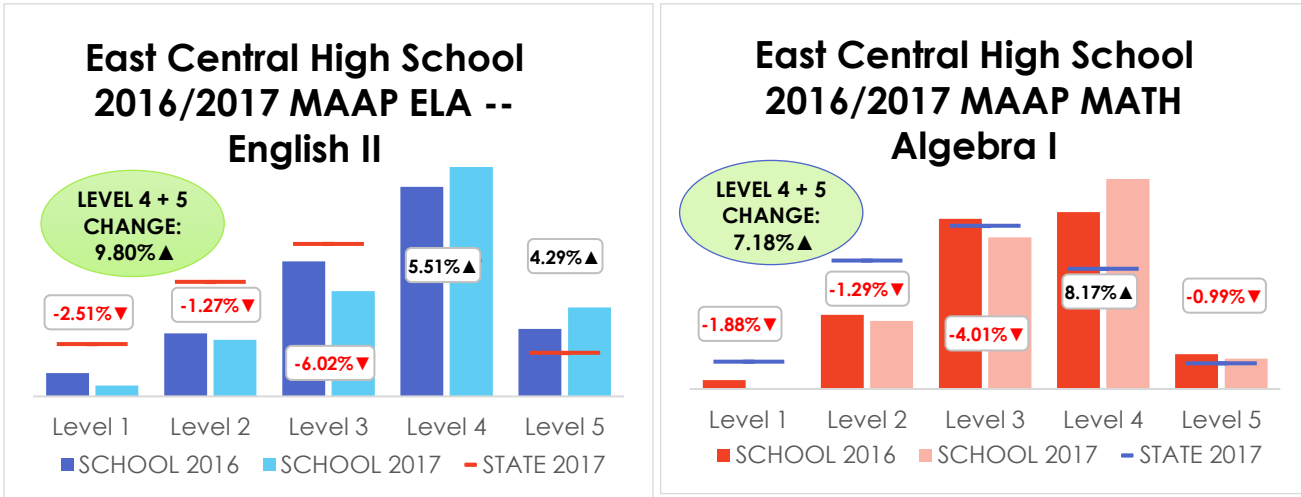


Figure 68: 2016-2017 East Central High School MAAP ELA and MATH English II and Algebra I

EAST CENTRAL HIGH SCHOOL MAAP DEMOGRAPHICS

East Central High School MAAP ELA (Demographic)

East Central High School 2017 MAAP ELA by Demographic Group												
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	98.9	99.1	18.1	8.7	48.4	26.3	20.3	32.9	9.3	21.5	<5.0	10.6
Female	99.0	99.3	19.8	10.3	54.2	28.6	15.6	33.6	9.4	19.9	<5.0	7.6
Male	98.9	98.8	16.3	7.3	41.9	24.1	25.6	32.3	9.3	23.0	7.0	13.4
Asian	**	99.4	**	23.9	**	34.3	**	23.1	**	10.1	**	8.6
Native American	**	98.2	**	5.3	**	23.9	**	39.3	**	22.1	**	9.4
Black	**	99.0	**	<5.0	**	17.7	**	34.8	**	29.2	**	14.9
Hispanic	**	99.1	**	6.7	**	24.5	**	33.6	**	22.2	**	13.0
Multiracial	**	98.6	**	9.2	**	32.8	**	33.0	**	17.6	**	7.4
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9
White	98.9	99.1	18.3	14.6	48.6	35.8	20.6	31.0	8.6	13.1	<5.0	5.6
Economically Disadvantaged	98.5	99.0	22.7	<5.0	33.3	20.9	22.7	34.8	15.2	26.3	6.1	13.3
Limited English Proficient	**	99.0	**	<5.0	**	14.9	**	32.5	**	29.8	**	20.1
Students with Disabilities	96.0	97.6	**	<5.0	8.3	8.0	20.8	19.4	41.7	30.7	29.2	40.6
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9

Table 52: 2017 East Central High School MAAP ELA by Demographic Group

East Central High School MAAP MATH (Demographic)

East Central High School 2017 MAAP MATH by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	99.4	98.8	7.3	9.4	46.6	27.1	30.3	32.9	14.0	22.8	<5.0	7.8	
Female	98.8	99.0	8.9	9.4	51.9	28.7	32.9	33.8	<5.0	21.8	<5.0	6.3	
Male	100.0	98.5	6.1	9.4	42.4	25.5	28.3	31.9	22.2	23.8	<5.0	9.3	
Asian	**	99.3	**	37.3	**	34.0	**	18.4	**	6.8	**	<5.0	
Native American	**	98.0	**	8.2	**	28.8	**	36.5	**	21.7	**	<5.0	
Black	**	98.6	**	<5.0	**	18.6	**	35.3	**	31.6	**	11.1	
Hispanic	**	98.7	**	9.1	**	30.0	**	34.0	**	19.6	**	7.3	
Multiracial	**	98.6	**	11.1	**	31.1	**	34.2	**	17.9	**	5.6	
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4	
White	99.4	98.9	7.1	15.4	46.2	36.1	30.8	30.3	14.2	13.7	<5.0	<5.0	
Economically Disadvantaged	100.0	98.7	7.9	5.0	44.7	21.8	30.3	35.1	14.5	28.2	<5.0	9.8	
Limited English Proficient	**	98.8	**	6.1	**	24.0	**	35.4	**	24.5	**	10.0	
Students with Disabilities	100.0	97.6	**	<5.0	11.5	8.4	30.8	20.8	46.2	36.1	11.5	32.7	
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1	

Table 53: 2017 East Central High School MAAP MATH by Demographic Group

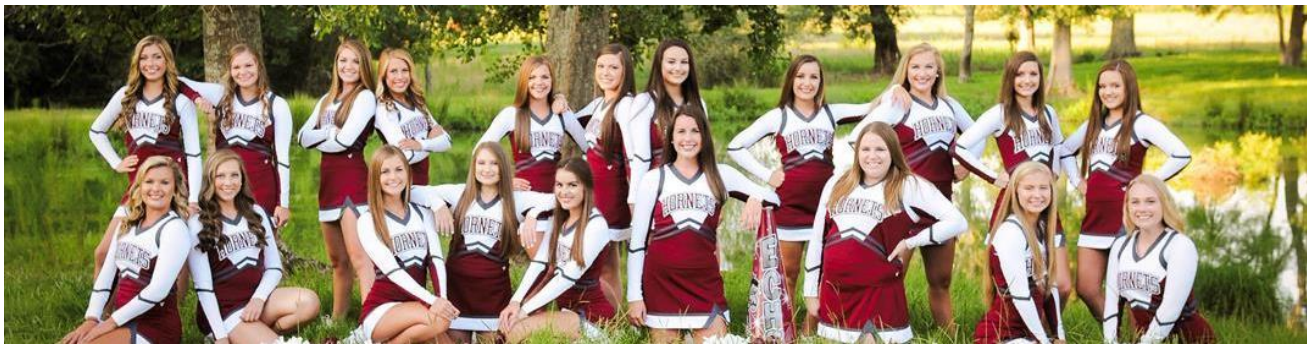
East Central High School MAAP-SCI (Demographic)

East Central High School 2017 MAAP-SCI by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	
All Students	99.1	98.5	12.0	17.5	63.0	41.0	**	**	19.4	26.0	5.6	15.5	
Female	99.2	98.9	11.1	16.1	65.8	43.1	**	**	22.2	27.2	<5.0	13.6	
Male	99.0	98.1	13.1	18.8	59.6	38.9	**	**	16.2	24.9	11.1	17.3	
Asian	**	99.2	**	43.5	**	37.3	**	**	**	8.7	**	10.5	
Native American	**	97.2	**	12.4	**	41.8	**	**	**	26.2	**	19.5	
Black	**	98.2	**	7.4	**	35.0	**	**	**	34.4	**	23.2	
Hispanic	**	98.5	**	15.9	**	42.3	**	**	**	25.4	**	16.3	
Multiracial	**	98.1	**	23.0	**	44.5	**	**	**	21.2	**	11.2	

East Central High School 2017 MAAP-SCI by Demographic Group

Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Hawaiian/Pacific Islander.	**	100.0	**	27.5	**	41.2	**	**	**	23.5	**	7.8
White	99.0	98.8	12.2	28.1	62.0	47.6	**	**	20.5	17.3	5.4	7.0
Economically Disadvantaged	97.3	98.3	11.1	10.8	68.1	38.0	**	**	18.1	31.1	<5.0	20.1
Limited English Proficient	**	98.6	**	8.9	**	32.2	**	**	**	31.8	**	27.1
Students with Disabilities	100.0	96.8	**	<5.0	7.1	18.1	**	**	42.9	30.1	50.0	47.5
Migrant	**	100.0	**	10.9	**	32.6	**	**	**	23.9	**	32.6

Table 54: 2017 East Central High School MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at East Central High School in the categories of Federal Programs, Curriculum and Instruction, Family and Community, School Improvement, and School Context and Organization. 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-six (46) faculty and staff members, forty-seven (47) parents, and fifty-eight (58) students responded to the survey.

EAST CENTRAL HIGH SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAM

Field summary for FP5

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

	Count	Percentage
Strongly Agree	40	87.0%
Agree	6	13.0%
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	36	78.3%
Agree	10	21.7%
Disagree	0	0.0%
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	33	71.7%
Agree	10	21.7%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	32	69.6%
Agree	13	28.3%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	13	28.3%
Agree	7	15.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	26	56.5%

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	32	69.6%
Agree	14	30.4%
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	34	73.9%
Agree	12	26.1%
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	39	84.8%
Agree	7	15.2%
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	38	82.6%
Agree	8	17.4%
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	31	67.4%
Agree	15	32.6%
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	36	78.3%
Agree	10	21.7%
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	28	60.9%
Agree	18	39.1%
Disagree	0	0.0%
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	31	67.4%
Agree	10	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.9%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	33	71.7%
Agree	13	28.3%
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	13	28.3%
Agree	27	58.7%
Disagree	4	8.7%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	32	69.6%
Agree	11	23.9%
Disagree	0	0.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	2	4.4%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	37	80.4%
Agree	9	19.6%
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	31	67.4%
Agree	15	32.6%
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	30	65.2%
Agree	14	30.4%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	24	52.2%
Agree	16	34.8%
Disagree	5	10.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	23	50.0%
Agree	20	43.5%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	22	47.8%
Agree	23	50.0%
Disagree	1	2.2%
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	23	50.0%
Agree	20	43.5%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	32	69.6%
Agree	12	26.1%
Disagree	2	4.4%
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	30	65.2%
Agree	15	32.6%
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	27	58.7%
Agree	17	37.0%
Disagree	2	4.4%
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	33	71.7%
Agree	12	26.1%
Disagree	1	2.2%
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	30	65.2%
Agree	14	30.4%
Disagree	2	4.4%
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	23	50.0%
Agree	18	39.1%
Disagree	3	6.5%
Strongly Disagree	2	4.4%
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	28	60.9%
Agree	15	32.6%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from East Central High School feel that the school does a good job in offering outstanding extra-curricular opportunities and in having concerned, dedicated teachers and a supportive administration. One faculty member stated, "Students are encouraged to succeed. Teachers teach bell to bell. Faculty/Staff care about students' needs. Testing is a priority and is conducted in a highly effective and organized manner." Respondents suggest increased security measures, more strenuous and equitable enforcement of rules, particularly about cell phones and tardies, and improving the WiFi connection to enhance instruction. Another faculty member said that "Faculty that are part of a student organization spend more time out of school working on that organization. They attend conferences on weekends, stay late on weekdays with students. Consider a stipend for those teachers. Consider full time student nurse with the size of this school."



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	26	55.3%
Agree	18	38.3%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	19	40.4%
Agree	16	34.0%
Disagree	4	8.5%
Strongly Disagree	1	2.1%
Not Applicable or No Information	7	14.9%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	33	70.2%
Agree	9	19.2%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.4%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	31	66.0%
Agree	15	31.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	13	27.7%
Agree	16	34.0%
Disagree	0	0.0%
Strongly Disagree	2	4.3%
Not Applicable or No Information	16	34.0%

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	16	34.0%
Supporting college and career counseling	30	63.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	22	46.8%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	18	38.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	12	25.5%

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	16	34.0%
Providing school-based mental health services and counseling	22	46.8%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	7	14.9%
Establishing or improving dropout prevention	7	14.9%
Supporting re-entry programs and transition services for Justice-involved youth	3	6.4%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	10	21.3%
Implementing systems and practices to prevent bullying and harassment	23	48.9%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	21	44.7%
Establishing community partnerships	5	10.6%

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	17	36.2%
Building technological capacity and infrastructure	16	34.0%
Carrying out innovative blended learning projects	8	17.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	13	27.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	18	38.3%



Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	4	8.5%
Computer Classes	6	12.8%
Conflict Resolution	7	14.9%
Discipline	15	31.9%
Drug/Alcohol Awareness	12	25.5%
English as a Second Language	1	2.1%
Health Classes	7	14.9%
Literacy Classes	2	4.3%
Math Classes	8	17.0%
Parent-to-School Relationships	13	27.7%
Parent/Child Communication	12	25.5%
Preparing for College	26	55.3%
Parenting Workshops	7	14.9%
Social Media Classes	8	17.0%
Stress/Anger Management	13	27.7%
Understanding College- and Career-Ready Standards	27	57.4%
Other	1	2.1%

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	8	17.0%
Parental advisory committees	9	19.2%
PTO/PTA meetings and activities	4	8.5%
Ways to help at the classroom level	15	31.9%
Other ways to get involved in my school (district)	11	23.4%

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	11	23.4%
Very likely	25	53.2%
Moderately likely	5	10.6%
Slightly likely	5	10.6%
Not at all likely	1	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	12	25.5%
Agree	31	66.0%
Disagree	1	2.1%
Strongly Disagree	3	6.4%
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	11	23.4%
Agree	31	66.0%
Disagree	3	6.4%
Strongly Disagree	2	4.3%
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	14	29.8%
Agree	29	61.7%
Disagree	3	6.4%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	14	29.8%
Agree	31	66.0%
Disagree	2	4.3%
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	9	19.2%
Agree	29	61.7%
Disagree	4	8.5%
Strongly Disagree	5	10.6%
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	13	27.7%
Agree	24	51.1%
Disagree	5	10.6%
Strongly Disagree	5	10.6%
Not Applicable or No Information	0	0.0%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	11	23.4%
Agree	26	55.3%
Disagree	7	14.9%
Strongly Disagree	3	6.4%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	10	21.3%
Agree	27	57.5%
Disagree	8	17.0%
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	16	34.0%
Agree	21	44.7%
Disagree	5	10.6%
Strongly Disagree	3	6.4%
Not Applicable or No Information	2	4.3%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	9	19.2%
Agree	33	70.2%
Disagree	4	8.5%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	5	10.6%
Agree	35	74.5%
Disagree	5	10.6%
Strongly Disagree	1	2.1%
Not Applicable or No Information	1	2.1%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	18	38.3%
Agree	27	57.5%
Disagree	0	0.0%
Strongly Disagree	2	4.3%
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	9	19.2%
Agree	27	57.5%
Disagree	6	12.8%
Strongly Disagree	1	2.1%
Not Applicable or No Information	4	8.5%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	6	12.8%
Agree	26	55.3%
Disagree	11	23.4%
Strongly Disagree	2	4.3%
Not Applicable or No Information	2	4.3%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	6	12.8%
Agree	22	46.8%
Disagree	16	34.0%
Strongly Disagree	3	6.4%
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	8	17.0%
Agree	23	48.9%
Disagree	6	12.8%
Strongly Disagree	1	2.1%
Not Applicable or No Information	9	19.2%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	8	17.0%
Agree	32	68.1%
Disagree	2	4.3%
Strongly Disagree	1	2.1%
Not Applicable or No Information	4	8.5%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	9	19.2%
Agree	30	63.8%
Disagree	2	4.3%
Strongly Disagree	1	2.1%
Not Applicable or No Information	5	10.6%

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	6	12.8%
Agree	30	63.8%
Disagree	6	12.8%
Strongly Disagree	1	2.1%
Not Applicable or No Information	4	8.5%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	5	10.6%
Agree	28	59.6%
Disagree	11	23.4%
Strongly Disagree	2	4.3%
Not Applicable or No Information	1	2.1%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	15	31.9%
Agree	22	46.8%
Disagree	8	17.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	1	2.1%

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	6	12.8%
Agree	24	51.1%
Disagree	3	6.4%
Strongly Disagree	2	4.3%
Not Applicable or No Information	12	25.5%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	14	29.8%
Agree	26	55.3%
Disagree	6	12.8%
Strongly Disagree	1	2.1%
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	11	23.4%
Agree	29	61.7%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	6	12.8%

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	11	23.4%
Agree	33	70.2%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	6	12.8%
Agree	34	72.3%
Disagree	5	10.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.3%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	11	23.4%
Agree	29	61.7%
Disagree	4	8.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	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	7	14.9%
Agree	35	74.5%
Disagree	3	6.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	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. Actual responses have been delivered digitally to the appropriate school district officials.

Parents from East Central High School feel that the school does a good job in maintaining high standards, caring about students, and teaching in a way that makes students enjoy learning. Respondents suggest improving parent and family engagement opportunities, providing more ACT preparation, and informing students and parents more thoroughly about college choices and career options. One parent stated that the school needs “More opportunities for students to be together locally (i.e., prom and dances, etc.) and have them at the school so others would have more options to attend. More security on the buildings. Get rid of uniforms. More recognition and awareness from school with all sports and not just football.”



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	20	34.5%
Agree	34	58.6%
Disagree	1	1.7%
Strongly Disagree	2	3.5%
Not Applicable or No Information	1	1.7%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	14	24.1%
Agree	31	53.5%
Disagree	7	12.1%
Strongly Disagree	1	1.7%
Not Applicable or No Information	5	8.6%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	16	27.6%
Agree	17	29.3%
Disagree	12	20.7%
Strongly Disagree	9	15.5%
Not Applicable or No Information	4	6.9%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	15	25.9%
Agree	20	34.5%
Disagree	18	31.0%
Strongly Disagree	3	5.2%
Not Applicable or No Information	2	3.5%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	4	6.9%
Agree	19	32.8%
Disagree	11	19.0%
Strongly Disagree	5	8.6%
Not Applicable or No Information	19	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	9	15.5%
Agree	40	69.0%
Disagree	7	12.1%
Strongly Disagree	2	3.5%
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	11	19.0%
Agree	33	56.9%
Disagree	11	19.0%
Strongly Disagree	3	5.2%
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	10	17.2%
Agree	36	62.1%
Disagree	8	13.8%
Strongly Disagree	4	6.9%
Not Applicable or No Information	0	0.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	25	43.1%
Agree	27	46.6%
Disagree	6	10.3%
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	9	15.5%
Agree	33	56.9%
Disagree	11	19.0%
Strongly Disagree	4	6.9%
Not Applicable or No Information	1	1.7%

Field summary for SCI144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	17	29.3%
Agree	28	48.3%
Disagree	10	17.2%
Strongly Disagree	2	3.5%
Not Applicable or No Information	1	1.7%

Field summary for SCI162

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

	Count	Percentage
Strongly Agree	9	15.5%
Agree	35	60.3%
Disagree	9	15.5%
Strongly Disagree	4	6.9%
Not Applicable or No Information	1	1.7%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	7	12.1%
Agree	27	46.6%
Disagree	17	29.3%
Strongly Disagree	3	5.2%
Not Applicable or No Information	4	6.9%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	5	8.6%
Agree	30	51.7%
Disagree	17	29.3%
Strongly Disagree	3	5.2%
Not Applicable or No Information	3	5.2%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	11	19.0%
Agree	30	51.7%
Disagree	8	13.8%
Strongly Disagree	3	5.2%
Not Applicable or No Information	6	10.3%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	9	15.5%
Agree	25	43.1%
Disagree	15	25.9%
Strongly Disagree	6	10.3%
Not Applicable or No Information	3	5.2%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	16	27.6%
Agree	22	37.9%
Disagree	13	22.4%
Strongly Disagree	7	12.1%
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	8	13.8%
Agree	31	53.5%
Disagree	9	15.5%
Strongly Disagree	3	5.2%
Not Applicable or No Information	7	12.1%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	10	17.2%
Agree	31	53.5%
Disagree	10	17.2%
Strongly Disagree	3	5.2%
Not Applicable or No Information	4	6.9%

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	8	13.8%
Agree	26	44.8%
Disagree	12	20.7%
Strongly Disagree	6	10.3%
Not Applicable or No Information	6	10.3%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	8	13.8%
Agree	25	43.1%
Disagree	13	22.4%
Strongly Disagree	10	17.2%
Not Applicable or No Information	2	3.5%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	5	8.6%
Agree	28	48.3%
Disagree	10	17.2%
Strongly Disagree	6	10.3%
Not Applicable or No Information	9	15.5%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	9	15.5%
Agree	29	50.0%
Disagree	11	19.0%
Strongly Disagree	7	12.1%
Not Applicable or No Information	2	3.5%

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	8	13.8%
Agree	17	29.3%
Disagree	17	29.3%
Strongly Disagree	6	10.3%
Not Applicable or No Information	10	17.2%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	10	17.2%
Agree	32	55.2%
Disagree	10	17.2%
Strongly Disagree	4	6.9%
Not Applicable or No Information	2	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	13	22.4%
Agree	29	50.0%
Disagree	8	13.8%
Strongly Disagree	5	8.6%
Not Applicable or No Information	3	5.2%

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	9	15.5%
Agree	32	55.2%
Disagree	10	17.2%
Strongly Disagree	6	10.3%
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	11	19.0%
Agree	27	46.6%
Disagree	8	13.8%
Strongly Disagree	8	13.8%
Not Applicable or No Information	4	6.9%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	12	20.7%
Agree	27	46.6%
Disagree	11	19.0%
Strongly Disagree	5	8.6%
Not Applicable or No Information	3	5.2%

Field summary for SSC156

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

	Count	Percentage
Strongly Agree	11	19.0%
Agree	24	41.4%
Disagree	13	22.4%
Strongly Disagree	8	13.8%
Not Applicable or No Information	2	3.5%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	13	22.4%
Agree	29	50.0%
Disagree	8	13.8%
Strongly Disagree	7	12.1%
Not Applicable or No Information	1	1.7%

Field summary for SSC166

My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	11	19.0%
Agree	27	46.6%
Disagree	12	20.7%
Strongly Disagree	6	10.3%
Not Applicable or No Information	2	3.5%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Students from East Central High School feel that the school has great teachers, good sports teams, and strong school spirit. One student stated, "Our school is great at upholding a sense of school spirit and pride to be EC Hornets. School is (on most days) an exciting place to be due to the constant buzz of excitement centered around sports, academics, and other student and team achievements." Respondents suggest doing away with uniforms, better funding for band and music programs, and increased school safety. Another student said that "It would be nice if East Central and Vanleave High received the same quality of buildings and resources as St. Martin. They have much nicer schools than we do when we have better academics and sports programs. EC and Vanleave are identical school buildings while St. Martin doesn't even look like it's in the same district. It would be great if our schools could receive nice things as well. I believe the students would feel greatly rewarded."



NOTES

A series of 20 horizontal light blue bars, stacked vertically, intended for writing notes. The bars are separated by thin white gaps. A thin black horizontal line is positioned above the first bar, and a thin blue horizontal line is positioned below the last bar.

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 2017-2018, it housed seven hundred six (706) 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."

The St. Martin East Elementary School curriculum offers courses in general academics along with physical education, music, art, computers, and library. It is a school-wide Title I school. Its active PTO raised funds for four years to build a new gymnasium. They have also recently installed an outdoor classroom on campus.



ENROLLMENT

Numbers of students enrolled at St. Martin East Elementary School in 2016-2017 and 2017-2018 are shown in **Table 54**. St. Martin East Elementary School enrollment decreased in 2017-2018. Over the past three years, demographic ratios have remained steady. **Table 55** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

ST. MARTIN EAST ELEMENTARY SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Prekindergarten	*	*
PK-SPED	17	*
Kindergarten	156	167
Grade 1	195	179
Grade 2	170	183
Grade 3	192	160
Total	736	706

Table 54: St. Martin East Elementary School Enrollment by Grade



ST. MARTIN EAST ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	358	48.6%	337	47.7%
Male	378	51.4%	369	52.3%
Asian	36	4.9%	32	4.5%
Black	125	17.0%	118	16.7%
Hispanic	35	4.8%	30	4.2%
Native American	*	0.0%	*	0.0%
White	518	70.4%	490	69.4%
Multi Racial	17	2.3%	32	4.5%
Pacific Islander	*	0.0%	*	0.0%
Total	736	100%	706	100%

Table 55: St. Martin East Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2017 ST. MARTIN EAST ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE					
AVERAGE DAILY ATTENDANCE					
K	ELEM. SPED	GR 01	GR 02	GR 03	TOTAL
148.74	1.07	184.78	160.41	181.4	676.41
CHRONIC ABSENTEEISM					
# ABSENT ≥ 10% DAYS ENROLLED		# ENROLLED		CHRONIC ABSENTEEISM RATE	
98		799		12.27%	

Table 56: 2016-2017 St. Martin East Elementary School Average Daily Attendance and Absentee Rate



ACCOUNTABILITY

2016 St. Martin East Elementary School Accountability			
Grade: A Total Points: 455	Reading	Mathematics	Science
PROFICIENCY	51.2	63.9	NA
GROWTH ALL STUDENTS	74.1	55.7	Participation Rate
GROWTH LOW 25%	92.7	52.0	100.0

Figure 68: 2016 St. Martin East Elementary School 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	61.2	64.5	NA
GROWTH ALL STUDENTS	62.8	55.8	Participation Rate
GROWTH LOW 25%	57.1	45.2	100.0

Figure 69: 2017 St. Martin East Elementary School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 29.]

ST. MARTIN EAST ELEMENTARY SCHOOL MKAS²/3RD GRADE READING

MKAS ²	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017
PREKINDERGARTEN	391	441	50	*	*	*	*
MKAS ² KINDERGARTEN READINESS	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017
	522	743	221	483	753	270	509
3 rd GRADE READING	2015 INITIAL	2015 ALL	2016 INITIAL	2016 ALL	2017 INITIAL	2017 ALL	
	92.05%	>=95%	94.70%	>=95%	97.94%	98.50%	

Table 57: St. Martin East Elementary School MKAS²/3RD Grade Reading 2015-2017

ST. MARTIN EAST ELEMENTARY MAAP DEMOGRAPHICS

St. Martin East Elementary MAAP ELA (Demographic)

St. Martin East Elementary School 2017 MAAP ELA by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	100	99.1	16.4	8.7	42.6	26.3	23.6	32.9	14.9	21.5	<5.0	10.6	
Female	100	99.3	16.5	10.3	44.3	28.6	23.7	33.6	15.5	19.9	**	7.6	
Male	100	98.8	16.3	7.3	40.8	24.1	23.5	32.3	14.3	23.0	5.1	13.4	
Asian	**	99.4	**	23.9	**	34.3	**	23.1	**	10.1	**	8.6	
Native American	**	98.2	**	5.3	**	23.9	**	39.3	**	22.1	**	9.4	
Black	100	99.0	5.3	<5.0	36.8	17.7	36.8	34.8	18.4	29.2	<5.0	14.9	
Hispanic	**	99.1	**	6.7	**	24.5	**	33.6	**	22.2	**	13.0	
Multiracial	100	98.6	16.7	9.2	41.7	32.8	25.0	33.0	8.3	17.6	8.3	7.4	
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9	
White	100	99.1	19.4	14.6	45.7	35.8	17.8	31.0	15.5	13.1	<5.0	5.6	
Economically Disadvantaged	100	99.0	10.7	<5.0	42.7	20.9	29.1	34.8	14.6	26.3	<5.0	13.3	
Limited English Proficient	**	99.0	**	<5.0	**	14.9	**	32.5	**	29.8	**	20.1	
Students with Disabilities	100	97.6	5.3	<5.0	31.6	8.0	26.3	19.4	15.8	30.7	21.1	40.6	
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9	

Table 58: 2017 St. Martin East Elementary School MAAP ELA by Demographic Group

St. Martin East Elementary MAAP MATH (Demographic)

St. Martin East Elementary School 2017 MAAP MATH by Demographic Group												
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	100	98.8	18.5	9.4	45.6	27.1	28.7	32.9	5.6	22.8	<5.0	7.8
Female	100	99.0	18.6	9.4	43.3	28.7	29.9	33.8	6.2	21.8	<5.0	6.3
Male	100	98.5	18.4	9.4	48.0	25.5	27.6	31.9	5.1	23.8	<5.0	9.3
Asian	**	99.3	**	37.3	**	34.0	**	18.4	**	6.8	**	<5.0
Native American	**	98.0	**	8.2	**	28.8	**	36.5	**	21.7	**	<5.0
Black	100	98.6	18.4	<5.0	39.5	18.6	39.5	35.3	**	31.6	<5.0	11.1
Hispanic	**	98.7	**	9.1	**	30.0	**	34.0	**	19.6	**	7.3
Multiracial	100	98.6	**	11.1	50.0	31.1	33.3	34.2	8.3	17.9	8.3	5.6
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4
White	100	98.9	19.4	15.4	47.3	36.1	25.6	30.3	7.0	13.7	<5.0	<5.0
Economically Disadvantaged	100	98.7	15.5	5.0	48.5	21.8	30.1	35.1	<5.0	28.2	<5.0	9.8
Limited English Proficient	**	98.8	**	6.1	**	24.0	**	35.4	**	24.5	**	10.0
Students with Disabilities	100	97.6	5.3	<5.0	31.6	8.4	42.1	20.8	15.8	36.1	5.3	32.7
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1

Table 59: 2017 St. Martin East Elementary School MAAP MATH by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at St. Martin East Elementary School in the categories of Federal Programs, Curriculum and Instruction, Family and Community, School Improvement, and School Context and Organization. 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 (70) faculty and staff members and two hundred eighty-three (283) parents responded to the survey. There were no student responses.

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	58	82.9%
Agree	12	17.1%
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	37	52.9%
Agree	24	34.3%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	11.4%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	61	87.1%
Agree	9	12.9%
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	61	87.1%
Agree	8	11.4%
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	43	61.4%
Agree	21	30.0%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	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	51	72.9%
Agree	19	27.1%
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	49	70.0%
Agree	20	28.6%
Disagree	1	1.4%
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	50	71.4%
Agree	20	28.6%
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	53	75.7%
Agree	17	24.3%
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	46	65.7%
Agree	24	34.3%
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	52	74.3%
Agree	18	25.7%
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	48	68.6%
Agree	22	31.4%
Disagree	0	0.0%
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	41	58.6%
Agree	19	27.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	14.3%

FEDERAL PROGRAMS

Field summary for FC39

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

	Count	Percentage
Strongly Agree	55	78.6%
Agree	15	21.4%
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	10	14.3%
Agree	46	65.7%
Disagree	9	12.9%
Strongly Disagree	3	4.3%
Not Applicable or No Information	2	2.9%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	35	50.0%
Agree	30	42.9%
Disagree	4	5.7%
Strongly Disagree	1	1.4%
Not Applicable or No Information	0	0.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	49	70.0%
Agree	21	30.0%
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	38	54.3%
Agree	28	40.0%
Disagree	4	5.7%
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	45	64.3%
Agree	24	34.3%
Disagree	1	1.4%
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	31	44.3%
Agree	33	47.1%
Disagree	6	8.6%
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	35	50.0%
Agree	30	42.9%
Disagree	3	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.9%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	45	64.3%
Agree	22	31.4%
Disagree	3	4.3%
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	47.1%
Agree	26	37.1%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	14.3%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	35	50.0%
Agree	28	40.0%
Disagree	7	10.0%
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	45	64.3%
Agree	24	34.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.4%

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	46	65.7%
Agree	23	32.9%
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	45	64.3%
Agree	23	32.9%
Disagree	2	2.9%
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	43	61.4%
Agree	26	37.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.4%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	36	51.4%
Agree	29	41.4%
Disagree	4	5.7%
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	43	61.4%
Agree	21	30.0%
Disagree	4	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.9%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from St. Martin East Elementary School feel that the school does a good job in promoting student engagement, fostering a sense of community, and holding high expectations for students. One faculty member stated, "Teacher and student communication is great. The faculty, staff, and administration work together to provide a friendly, educational, and fun environment for all students." Respondents suggest updates to facilities and grounds to plug safety gaps, adding more custodial personnel to enhance cleanliness, and continuing to update technology to support instruction. Another faculty member said that "My school is bursting at the seams with so many children and more expected next year. We must have new additions to our existing facility to accommodate those new children. The smaller/younger the child, the more square-footage in classrooms there should be. It is ridiculous to expect 26-30 children in rooms as small as we have to be comfortable moving around."



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	159	56.2%
Agree	112	39.6%
Disagree	6	2.1%
Strongly Disagree	1	0.4%
Not Applicable or No Information	5	1.8%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	84	29.7%
Agree	80	28.3%
Disagree	8	2.8%
Strongly Disagree	1	0.4%
Not Applicable or No Information	110	38.9%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	206	72.8%
Agree	65	23.0%
Disagree	2	0.7%
Strongly Disagree	3	1.1%
Not Applicable or No Information	7	2.5%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	170	60.1%
Agree	100	35.3%
Disagree	6	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	2.5%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	99	35.0%
Agree	123	43.5%
Disagree	7	2.5%
Strongly Disagree	4	1.4%
Not Applicable or No Information	50	17.7%

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	117	41.3%
Supporting college and career counseling	84	29.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	181	64.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	99	35.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	97	34.3%

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:

	Count	Percentage
Promoting community and parent involvement in schools	119	42.0%
Providing school-based mental health services and counseling	137	48.4%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	72	25.4%
Establishing or improving dropout prevention	76	26.9%
Supporting re-entry programs and transition services for Justice-involved youth	44	15.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	128	45.2%
Implementing systems and practices to prevent bullying and harassment	171	60.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	137	48.4%
Establishing community partnerships	75	26.5%

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	166	58.7%
Building technological capacity and infrastructure	91	32.2%
Carrying out innovative blended learning projects	89	31.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	88	31.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	111	39.2%



Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	47	16.6%
Computer Classes	80	28.3%
Conflict Resolution	90	31.8%
Discipline	86	30.4%
Drug/Alcohol Awareness	74	26.1%
English as a Second Language	30	10.6%
Health Classes	79	27.9%
Literacy Classes	60	21.2%
Math Classes	73	25.8%
Parent-to-School Relationships	87	30.7%
Parent/Child Communication	105	37.1%
Preparing for College	85	30.0%
Parenting Workshops	55	19.4%
Social Media Classes	32	11.3%
Stress/Anger Management	91	32.2%
Understanding College- and Career-Ready Standards	95	33.6%
Other	12	4.2%

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	82	29.0%
Parental advisory committees	20	7.1%
PTO/PTA meetings and activities	5	1.8%
Ways to help at the classroom level	120	42.4%
Other ways to get involved in my school (district)	56	19.8%

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	72	25.4%
Very likely	95	33.6%
Moderately likely	85	30.0%
Slightly likely	26	9.2%
Not at all likely	5	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	115	40.6%
Agree	140	49.5%
Disagree	12	4.2%
Strongly Disagree	5	1.8%
Not Applicable or No Information	11	3.9%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	129	45.6%
Agree	137	48.4%
Disagree	4	1.4%
Strongly Disagree	2	0.7%
Not Applicable or No Information	11	3.9%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	130	45.9%
Agree	134	47.4%
Disagree	9	3.2%
Strongly Disagree	6	2.1%
Not Applicable or No Information	4	1.4%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	161	56.9%
Agree	112	39.6%
Disagree	4	1.4%
Strongly Disagree	1	0.4%
Not Applicable or No Information	5	1.8%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	108	38.2%
Agree	134	47.4%
Disagree	20	7.1%
Strongly Disagree	9	3.2%
Not Applicable or No Information	12	4.2%

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	101	35.7%
Agree	131	46.3%
Disagree	8	2.8%
Strongly Disagree	4	1.4%
Not Applicable or No Information	39	13.8%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	130	45.9%
Agree	129	45.6%
Disagree	17	6.0%
Strongly Disagree	5	1.8%
Not Applicable or No Information	2	0.7%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	116	41.0%
Agree	136	48.1%
Disagree	18	6.4%
Strongly Disagree	3	1.1%
Not Applicable or No Information	10	3.5%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	143	50.5%
Agree	121	42.8%
Disagree	12	4.2%
Strongly Disagree	5	1.8%
Not Applicable or No Information	2	0.7%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	120	42.4%
Agree	139	49.1%
Disagree	16	5.7%
Strongly Disagree	3	1.1%
Not Applicable or No Information	5	1.8%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	113	39.9%
Agree	137	48.4%
Disagree	23	8.1%
Strongly Disagree	4	1.4%
Not Applicable or No Information	6	2.1%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	173	61.1%
Agree	100	35.3%
Disagree	5	1.8%
Strongly Disagree	4	1.4%
Not Applicable or No Information	1	0.4%

Field summary for CFC241

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

	Count	Percentage
Strongly Agree	90	31.8%
Agree	143	50.5%
Disagree	23	8.1%
Strongly Disagree	13	4.6%
Not Applicable or No Information	14	5.0%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	90	31.8%
Agree	166	58.7%
Disagree	18	6.4%
Strongly Disagree	2	0.7%
Not Applicable or No Information	7	2.5%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	111	39.2%
Agree	128	45.2%
Disagree	35	12.4%
Strongly Disagree	8	2.8%
Not Applicable or No Information	1	0.4%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	103	36.4%
Agree	127	44.9%
Disagree	10	3.5%
Strongly Disagree	4	1.4%
Not Applicable or No Information	39	13.8%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	108	38.2%
Agree	148	52.3%
Disagree	8	2.8%
Strongly Disagree	2	0.7%
Not Applicable or No Information	17	6.0%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	96	33.9%
Agree	136	48.1%
Disagree	20	7.1%
Strongly Disagree	3	1.1%
Not Applicable or No Information	28	9.9%

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	105	37.1%
Agree	144	50.9%
Disagree	8	2.8%
Strongly Disagree	4	1.4%
Not Applicable or No Information	22	7.8%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	64	22.6%
Agree	143	50.5%
Disagree	35	12.4%
Strongly Disagree	10	3.5%
Not Applicable or No Information	31	11.0%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	148	52.3%
Agree	121	42.8%
Disagree	9	3.2%
Strongly Disagree	3	1.1%
Not Applicable or No Information	2	0.7%

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	122	43.1%
Agree	101	35.7%
Disagree	7	2.5%
Strongly Disagree	1	0.4%
Not Applicable or No Information	52	18.4%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	139	49.1%
Agree	129	45.6%
Disagree	9	3.2%
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	124	43.8%
Agree	125	44.2%
Disagree	6	2.1%
Strongly Disagree	2	0.7%
Not Applicable or No Information	26	9.2%

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	117	41.3%
Agree	146	51.6%
Disagree	9	3.2%
Strongly Disagree	2	0.7%
Not Applicable or No Information	9	3.2%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	122	43.1%
Agree	142	50.2%
Disagree	8	2.8%
Strongly Disagree	4	1.4%
Not Applicable or No Information	7	2.5%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	133	47.0%
Agree	132	46.6%
Disagree	5	1.8%
Strongly Disagree	3	1.1%
Not Applicable or No Information	10	3.5%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	130	45.9%
Agree	132	46.6%
Disagree	6	2.1%
Strongly Disagree	1	0.4%
Not Applicable or No Information	14	5.0%

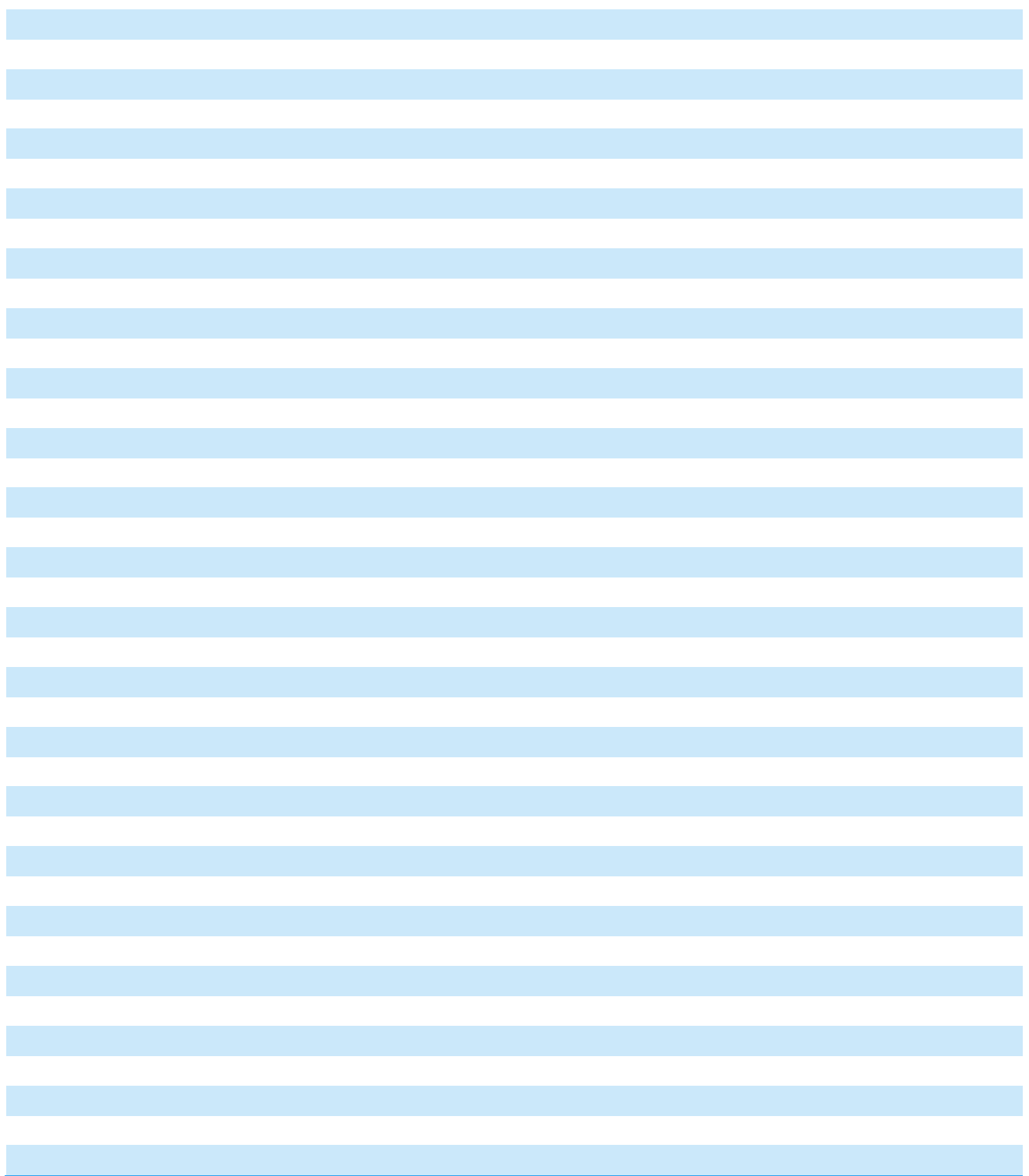
GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Parents of students from St. Martin East Elementary School feel that the school does a good job in fostering close relationships among students and staff through their “house” program, communicating with parents, and providing opportunities for parent and family engagement. One parent stated, “I believe SMEE staff excels at promoting enthusiasm at the school. If the children don’t learn to love school at this level, they never will. My kids look forward to attending and don’t ever dread going.” Respondents suggest increasing safety measures on campus, doing away with “Common Core,” and increasing physical education and recess time. Another parent stated that “I do wish the class sizes were a bit smaller. My child is 1 of 25 in her kindergarten class, and I feel that kindergarten classes should be smaller to enable teachers to focus more on each student’s needs and learning.”



NOTES



SECTION 12

ST. MARTIN NORTH ELEMENTARY SCHOOL

INTRODUCTION

St. Martin North Elementary School is located at 16308 Lemoyne Boulevard in Biloxi, Mississippi. In 2017-2018, it housed six hundred twenty-four (624) students in kindergarten through third grades (K-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 St. Martin North vision is “to see students and teachers perform at the highest levels of their ability, to work cooperatively, and to lead each other in exploring learning through thought, literature, creating, and technology.”

SMNE was recently awarded an Apples4Education 2018 Healthy Snacking Grant for \$10,000 to create a snack pantry to teach students about healthy snacking.



ENROLLMENT

Numbers of students enrolled at St. Martin North Elementary School in 2016-2017 and 2017-2018 are shown in **Table 60**. St. Martin North Elementary School enrollment decreased in 2017-2018. Over the past three years, demographic ratios have remained steady. **Table 61** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

ST. MARTIN NORTH ELEMENTARY SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Kindergarten	150	120
K-SPED	*	*
Elementary SPED	17	*
Grade 1	143	163
Grade 2	159	148
Grade 3	172	172
Total	643	624

Table 60: St. Martin North Elementary School Enrollment by Grade



ST. MARTIN NORTH ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	291	45.3%	295	47.3%
Male	352	54.7%	329	52.7%
Asian	41	6.4%	35	5.6%
Black	114	17.7%	113	18.1%
Hispanic	30	4.7%	29	4.6%
Native American	*	0.0%	*	0.0%
White	430	66.9%	411	65.9%
Multi Racial	26	4.0%	32	5.1%
Pacific Islander	*	0.0%	*	0.0%
Total	643	100%	624	100%

Table 61: St. Martin North Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2017 ST. MARTIN NORTH ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE						
AVERAGE DAILY ATTENDANCE						
K-SPED	K	ELEM. SPED	GR 01	GR 02	GR 03	TOTAL
1.83	142.65	16.73	138.62	151.89	163.84	615.57
CHRONIC ABSENTEEISM						
# ABSENT ≥ 10% DAYS ENROLLED			# ENROLLED		CHRONIC ABSENTEEISM RATE	
109			736		14.81%	

Table 62: 2016-2017 St. Martin North Elementary School Average Daily Attendance and Absentee Rate



Every School Day Counts

Attend today, achieve for a lifetime!

ACCOUNTABILITY

2016 St. Martin North Elementary School Accountability			
Grade: A Total Points: 469	Reading	Mathematics	Science
PROFICIENCY	50.3	57.5	NA
GROWTH ALL STUDENTS	75.3	65.2	Participation Rate
GROWTH LOW 25%	87.5	66.2	95.6

Figure 70: 2016 St. Martin North Elementary School 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	42.4	52.1	NA
GROWTH ALL STUDENTS	57.6	54.9	Participation Rate
GROWTH LOW 25%	45.6	42.4	100.0

Figure 71: 2017 St. Martin North Elementary School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 29.]

ST. MARTIN NORTH ELEMENTARY SCHOOL MKAS²/3RD GRADE READING

MKAS ² KINDERGARTEN READINESS	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017
		517	732	215	524	715	191

3 rd GRADE READING	2015 INITIAL	2015 ALL	2016 INITIAL	2016 ALL	2017 INITIAL	2017 ALL
		92.02%	94.55%	92.80%	94.00%	95.90%

Table 63: St. Martin North Elementary School MKAS² 2015-2017

ST. MARTIN NORTH ELEMENTARY MAAP DEMOGRAPHICS

St. Martin North Elementary MAAP ELA (Demographic)

St. Martin North Elementary School 2017 MAAP ELA by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	100	99.1	8.4	8.7	32.0	26.3	34.3	32.9	16.9	21.5	8.4	10.6	
Female	100	99.3	10.7	10.3	34.7	28.6	36.0	33.6	17.3	19.9	<5.0	7.6	
Male	100	98.8	6.8	7.3	30.1	24.1	33.0	32.3	16.5	23.0	13.6	13.4	
Asian	100	99.4	10.0	23.9	70.0	34.3	**	23.1	20.0	10.1	**	8.6	
Native American	**	98.2	**	5.3	**	23.9	**	39.3	**	22.1	**	9.4	
Black	100	99.0	6.3	<5.0	12.5	17.7	40.6	34.8	28.1	29.2	12.5	14.9	
Hispanic	100	99.1	**	6.7	23.1	24.5	46.2	33.6	30.8	22.2	**	13.0	
Multiracial	**	98.6	**	9.2	**	32.8	**	33.0	**	17.6	**	7.4	
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9	
White	100	99.1	10.0	14.6	34.2	35.8	35.0	31.0	11.7	13.1	9.2	5.6	
Economically Disadvantaged	100	99.0	7.2	<5.0	26.4	20.9	40.8	34.8	16.8	26.3	8.8	13.3	
Limited English Proficient	100	99.0	**	<5.0	23.1	14.9	30.8	32.5	46.2	29.8	**	20.1	
Students with Disabilities	100	97.6	<5.0	<5.0	15.2	8.0	15.2	19.4	24.2	30.7	42.4	40.6	
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9	

Table 64: 2017 St. Martin North Elementary School MAAP ELA by Demographic Group

St. Martin North Elementary MAAP MATH (Demographic)

St. Martin North Elementary School 2017 MAAP MATH by Demographic Group

Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	100	98.8	11.2	9.4	37.6	27.1	32.0	32.9	9.6	22.8	9.6	7.8
Female	100	99.0	8.0	9.4	41.3	28.7	36.0	33.8	5.3	21.8	9.3	6.3
Male	100	98.5	13.6	9.4	35.0	25.5	29.1	31.9	12.6	23.8	9.7	9.3
Asian	100	99.3	30.0	37.3	50.0	34.0	10.0	18.4	**	6.8	10.0	<5.0
Native American	**	98.0	**	8.2	**	28.8	**	36.5	**	21.7	**	<5.0
Black	100	98.6	9.4	<5.0	21.9	18.6	28.1	35.3	25.0	31.6	15.6	11.1
Hispanic	100	98.7	**	9.1	53.8	30.0	23.1	34.0	**	19.6	23.1	7.3
Multiracial	**	98.6	**	11.1	**	31.1	**	34.2	**	17.9	**	5.6
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4
White	100	98.9	11.7	15.4	39.2	36.1	35.0	30.3	7.5	13.7	6.7	<5.0
Economically Disadvantaged	100	98.7	8.8	5.0	34.4	21.8	35.2	35.1	11.2	28.2	10.4	9.8
Limited English Proficient	100	98.8	7.7	6.1	38.5	24.0	23.1	35.4	**	24.5	30.8	10.0
Students with Disabilities	100	97.6	<5.0	<5.0	12.1	8.4	27.3	20.8	18.2	36.1	39.4	32.7
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1

Table 65: 2017 St. Martin North Elementary School MAAP MATH by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at St. Martin North Elementary School in the categories of Federal Programs, Curriculum and Instruction, Family and Community, School Improvement, and School Context and Organization. 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, thirty-four (34) parents, and fifty-seven (57) 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	46	80.7%
Agree	10	17.5%
Disagree	0	0.0%
Strongly Disagree	1	1.8%
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	33	57.9%
Agree	15	26.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	15.8%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	33	57.9%
Agree	12	21.1%
Disagree	2	3.5%
Strongly Disagree	1	1.8%
Not Applicable or No Information	9	15.8%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	52	91.2%
Agree	3	5.3%
Disagree	2	3.5%
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	35	61.4%
Agree	17	29.8%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.0%

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	40	70.2%
Agree	17	29.8%
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	39	68.4%
Agree	18	31.6%
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	37	64.9%
Agree	18	31.6%
Disagree	2	3.5%
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	75.4%
Agree	14	24.6%
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	32	56.1%
Agree	23	40.4%
Disagree	2	3.5%
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	37	64.9%
Agree	20	35.1%
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	37	64.9%
Agree	19	33.3%
Disagree	1	1.8%
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	35	61.4%
Agree	13	22.8%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	14.0%

FEDERAL PROGRAMS

Field summary for FC39

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

	Count	Percentage
Strongly Agree	29	50.9%
Agree	23	40.4%
Disagree	4	7.0%
Strongly Disagree	1	1.8%
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	14.0%
Agree	39	68.4%
Disagree	8	14.0%
Strongly Disagree	2	3.5%
Not Applicable or No Information	0	0.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	21	36.8%
Agree	26	45.6%
Disagree	7	12.3%
Strongly Disagree	2	3.5%
Not Applicable or No Information	1	1.8%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	32	56.1%
Agree	24	42.1%
Disagree	1	1.8%
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	56.1%
Agree	23	40.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.5%

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	32	56.1%
Agree	24	42.1%
Disagree	1	1.8%
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	47.4%
Agree	26	45.6%
Disagree	4	7.0%
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	26	45.6%
Agree	28	49.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.3%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	30	52.6%
Agree	24	42.1%
Disagree	3	5.3%
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	26	45.6%
Agree	22	38.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	15.8%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	35	61.4%
Agree	20	35.1%
Disagree	2	3.5%
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	39	68.4%
Agree	17	29.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

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	35	61.4%
Agree	21	36.8%
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	32	56.1%
Agree	24	42.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
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	34	59.7%
Agree	21	36.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.5%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	31	54.4%
Agree	23	40.4%
Disagree	2	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	20	35.1%
Agree	32	56.1%
Disagree	3	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.5%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from St. Martin North Elementary School feel that the school does a good job in creating a welcoming atmosphere, ensuring school safety, and teaching the whole child. One faculty member stated “Our 2nd grade team has allocated 45 minutes four days per week to individualize instruction (SWARM time). We alternate reading and math weekly (except for students identified for Sunday), and the students are grouped based on need. It is truly a team effort with all teachers and assistants providing instruction.” Respondents suggest improving the school website, hiring a full-time nurse, and upgrading the playground for safety and handicapped access. One faculty member pointed out that “The playground for the K-1 children is very dangerous. It needs to be leveled, some trees cut, sidewalks are too high above the ground rather than level. Roots are on top of the ground which can cause children to trip.”



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	20	58.8%
Agree	13	38.2%
Disagree	1	2.9%
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	8	23.5%
Agree	13	38.2%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	35.3%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	16	47.1%
Agree	9	26.5%
Disagree	1	2.9%
Strongly Disagree	2	5.9%
Not Applicable or No Information	6	17.7%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	25	73.5%
Agree	8	23.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	10	29.4%
Agree	17	50.0%
Disagree	2	5.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	4	11.8%

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	17	50.0%
Supporting college and career counseling	14	41.2%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	25	73.5%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	10	29.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	18	52.9%

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	15	44.1%
Providing school-based mental health services and counseling	21	61.8%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	13	38.2%
Establishing or improving dropout prevention	10	29.4%
Supporting re-entry programs and transition services for Justice-involved youth	5	14.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	12	35.3%
Implementing systems and practices to prevent bullying and harassment	24	70.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	21	61.8%
Establishing community partnerships	12	35.3%

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	22	64.7%
Building technological capacity and infrastructure	13	38.2%
Carrying out innovative blended learning projects	15	44.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	14	41.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	13	38.2%



Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	9	26.5%
Computer Classes	14	41.2%
Conflict Resolution	10	29.4%
Discipline	14	41.2%
Drug/Alcohol Awareness	10	29.4%
English as a Second Language	6	17.6%
Health Classes	8	23.5%
Literacy Classes	11	32.4%
Math Classes	12	35.3%
Parent-to-School Relationships	15	44.1%
Parent/Child Communication	17	50.0%
Preparing for College	11	32.4%
Parenting Workshops	9	26.5%
Social Media Classes	5	14.7%
Stress/Anger Management	12	35.3%
Understanding College- and Career-Ready Standards	13	38.2%
Other	1	2.9%

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	10	29.4%
Parental advisory committees	2	5.9%
PTO/PTA meetings and activities	4	11.8%
Ways to help at the classroom level	10	29.4%
Other ways to get involved in my school (district)	8	23.5%

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	29.4%
Very likely	14	41.2%
Moderately likely	7	20.6%
Slightly likely	2	5.9%
Not at all likely	1	2.9%

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	14	41.2%
Agree	18	52.9%
Disagree	2	5.9%
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	17	50.0%
Agree	16	47.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	13	38.2%
Agree	15	44.1%
Disagree	6	17.7%
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	18	52.9%
Agree	16	47.1%
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	15	44.1%
Agree	14	41.2%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	3	8.8%

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	12	35.3%
Agree	15	44.1%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	5	14.7%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	14	41.2%
Agree	18	52.9%
Disagree	2	5.9%
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	23.5%
Agree	22	64.7%
Disagree	3	8.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	17	50.0%
Disagree	6	17.7%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	17	50.0%
Disagree	6	17.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	20	58.8%
Disagree	6	17.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	15	44.1%
Agree	16	47.1%
Disagree	3	8.8%
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	9	26.5%
Agree	19	55.9%
Disagree	4	11.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	8	23.5%
Agree	21	61.8%
Disagree	4	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	13	38.2%
Agree	16	47.1%
Disagree	5	14.7%
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	9	26.5%
Agree	16	47.1%
Disagree	3	8.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	17.7%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	9	26.5%
Agree	21	61.8%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	9	26.5%
Agree	21	61.8%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

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	10	29.4%
Agree	17	50.0%
Disagree	4	11.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	2	5.9%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	9	26.5%
Agree	17	50.0%
Disagree	4	11.8%
Strongly Disagree	2	5.9%
Not Applicable or No Information	2	5.9%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	13	38.2%
Agree	19	55.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

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	10	29.4%
Agree	12	35.3%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	29.4%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	16	47.1%
Agree	13	38.2%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.8%

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	12	35.3%
Agree	13	38.2%
Disagree	2	5.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	6	17.7%

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	10	29.4%
Agree	20	58.8%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.8%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	10	29.4%
Agree	20	58.8%
Disagree	2	5.9%
Strongly Disagree	2	5.9%
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	10	29.4%
Agree	17	50.0%
Disagree	2	5.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	4	11.8%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	13	38.2%
Agree	16	47.1%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.8%

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. Actual responses have been delivered digitally to the appropriate school district officials.

Parents of students from St. Martin North Elementary School feel that the school does a good job in parent-teacher communication, caring about students, and parent and family engagement. One parent stated “I love how my current child and previous children that have been through North, go to school and feel loved. There is a smiling face getting them out of the car in the morning and putting them in in the afternoon. They talk about teachers that I have no clue who they are, but they make my child feel loved and happy. That matters to me! Great Job SMNE.” Respondents suggest making the school safer, getting rid of iReady and Ready because they are not on grade level, and improving the school website. Another parent stated that the school needs “Full time nurse for each campus, hands-free bathroom sinks, soap dispensers to prevent spreading germs, safer playground at SMN, picnic tables, trash cans outside.”



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	52	91.2%
Agree	5	8.8%
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	45	79.0%
Agree	12	21.1%
Disagree	0	0.0%
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	44	77.2%
Agree	12	21.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	36	63.2%
Agree	18	31.6%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
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	51	89.5%
Agree	5	8.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	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	44	77.2%
Agree	12	21.1%
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	41	71.9%
Agree	16	28.1%
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	48	84.2%
Agree	9	15.8%
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	49	86.0%
Agree	6	10.5%
Disagree	2	3.5%
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	41	71.9%
Agree	16	28.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
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	50	87.7%
Agree	7	12.3%
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	51	89.5%
Agree	5	8.8%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	42	73.7%
Agree	15	26.3%
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	43	75.4%
Agree	14	24.6%
Disagree	0	0.0%
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	39	68.4%
Agree	15	26.3%
Disagree	2	3.5%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	43	75.4%
Agree	14	24.6%
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	51	89.5%
Agree	6	10.5%
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	53	93.0%
Agree	4	7.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	44	77.2%
Agree	11	19.3%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

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	49	86.0%
Agree	8	14.0%
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	45	79.0%
Agree	4	7.0%
Disagree	4	7.0%
Strongly Disagree	1	1.8%
Not Applicable or No Information	3	5.3%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	48	84.2%
Agree	8	14.0%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	52	91.2%
Agree	5	8.8%
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	51	89.5%
Agree	3	5.3%
Disagree	2	3.5%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	52	91.2%
Agree	5	8.8%
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	40	70.2%
Agree	15	26.3%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
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	54	94.7%
Agree	3	5.3%
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	51	89.5%
Agree	6	10.5%
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	54	94.7%
Agree	3	5.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SSC156

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

	Count	Percentage
Strongly Agree	52	91.2%
Agree	5	8.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	51	89.5%
Agree	6	10.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SSC166

My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	55	96.5%
Agree	1	1.8%
Disagree	0	0.0%
Strongly Disagree	1	1.8%
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. Actual responses have been delivered digitally to the appropriate school district officials.

Students from St. Martin North Elementary School feel that the school does a good job in teaching and encouraging students. One student stated, "They always teach us in a good way to make sure we know what we have to know and what we already know." Respondents suggest better cafeteria food and a cleaner campus.



SECTION 13

ST. MARTIN UPPER ELEMENTARY SCHOOL

INTRODUCTION

St. Martin Upper Elementary School is located at 10910 Yellowjacket Boulevard in Ocean Springs, Mississippi. In 2017-2018, it housed seven hundred thirty-three (733) students in fourth through fifth grades. The school supports Jackson County School District's mission, which is "provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens."

St. Martin Upper Elementary School follows a policy of "Positive Behavior Support," which is "an approach that schools and families can use to help a child experience success in school and at home. This approach believes that a full understanding of the child is needed for long-term behavior change. This includes determining the ways that the different settings affect behavior and understanding why the child engages in behavior that is both problematic and adaptive. Based on this information, a comprehensive plan can be developed that will change the environment to prevent problem behavior from occurring and teach the child better ways of getting his or her needs met in difficult situations. Plans focus on meaningful changes that will reduce problem behaviors over the long term provide the child with a better quality of life."



ENROLLMENT

Numbers of students enrolled at St. Martin Upper Elementary School in 2016-2017 and 2017-2018 are shown in **Table 66**. St. Martin Upper Elementary School enrollment increased in 2017-2018. Over the past three years, demographic ratios have shifted slightly. **Table 67** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

ST. MARTIN UPPER ELEMENTARY SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Elementary SPED	14	14
Grade 4	344	367
Grade 5	343	352
Total	701	733

Table 66: St. Martin Upper Elementary School Enrollment by Grade



ST. MARTIN UPPER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	327	46.6%	336	45.8%
Male	374	53.4%	397	54.2%
Asian	55	7.8%	39	5.3%
Black	135	19.3%	146	19.9%
Hispanic	38	5.4%	31	4.2%
Native American	*	0.0%	*	0.0%
White	458	65.3%	490	66.8%
Multi Racial	10	1.4%	*	0.0%
Pacific Islander	*	0.0%	*	0.0%
Total	701	100%	733	100%

Table 67: St. Martin Upper Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2017 ST. MARTIN UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE			
AVERAGE DAILY ATTENDANCE			
ELEM. SPED	GR 04	GR 05	TOTAL
12.58	331.99	327.01	671.58
CHRONIC ABSENTEEISM			
# ABSENT ≥ 10% DAYS ENROLLED	# ENROLLED	CHRONIC ABSENTEEISM RATE	
74	747	9.91%	

Table 68: 2016-2017 St. Martin Upper Elementary School Average Daily Attendance and Absentee Rate

School Matters!



ACCOUNTABILITY

2016 St. Martin Upper Elementary School Accountability			
Grade: B Total Points: 424	Reading	Mathematics	Science
PROFICIENCY	43.3	41.5	75.8
GROWTH ALL STUDENTS	75.0	61.9	Participation Rate
GROWTH LOW 25%	73.6	52.7	99.5

Figure 72: 2016 St. Martin Upper Elementary School 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	47.8	45.9	67.1
GROWTH ALL STUDENTS	63.3	57.4	Participation Rate
GROWTH LOW 25%	58.0	49.6	99.4

Figure 73: 2017 St. Martin Upper Elementary School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 28.]

ST. MARTIN UPPER ELEMENTARY SCHOOL MAAP

St. Martin Upper Elementary School MAAP-SCI

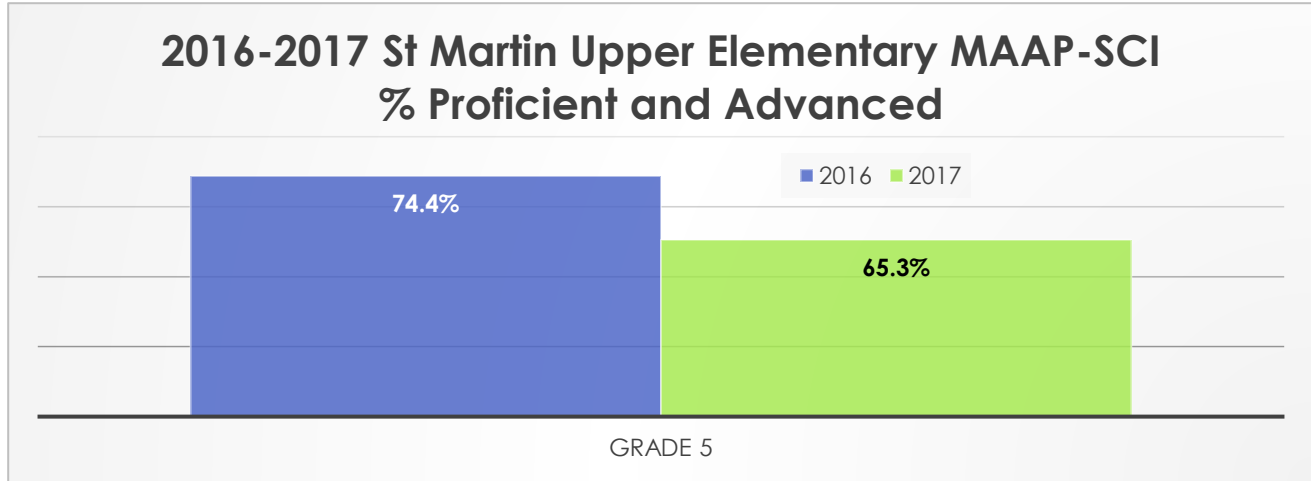


Figure 74: 2016-2017 St. Martin Upper Elementary School MAAP SCI Grade 5

St. Martin Upper Elementary School MAAP ELA

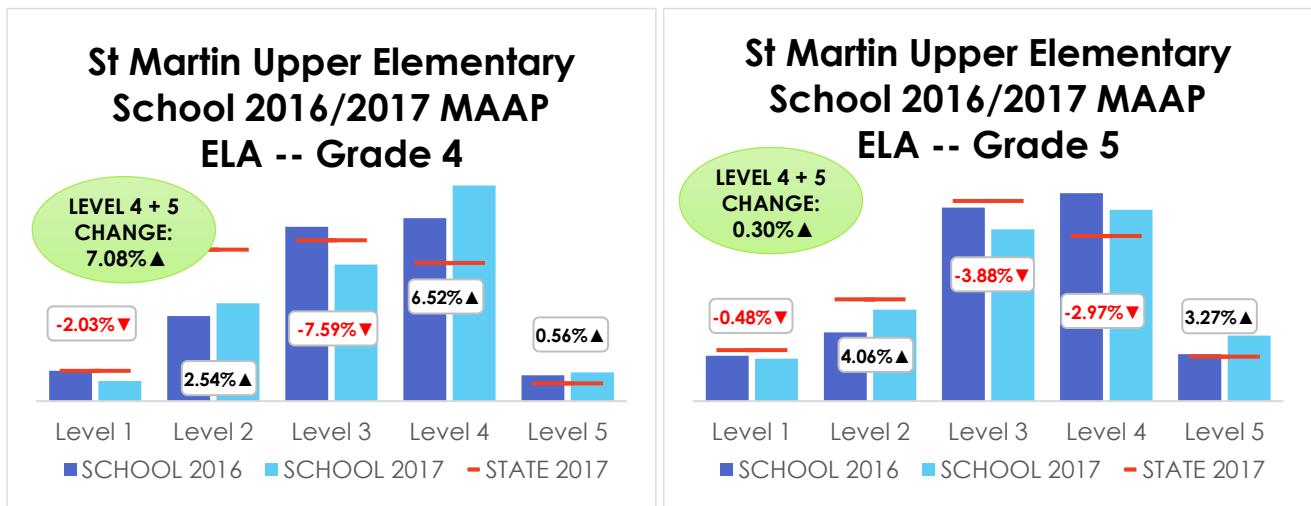


Figure 75: 2016-2017 St. Martin Upper Elementary School MAAP ELA Grades 4 and 5



St. Martin Upper Elementary School MAAP MATH

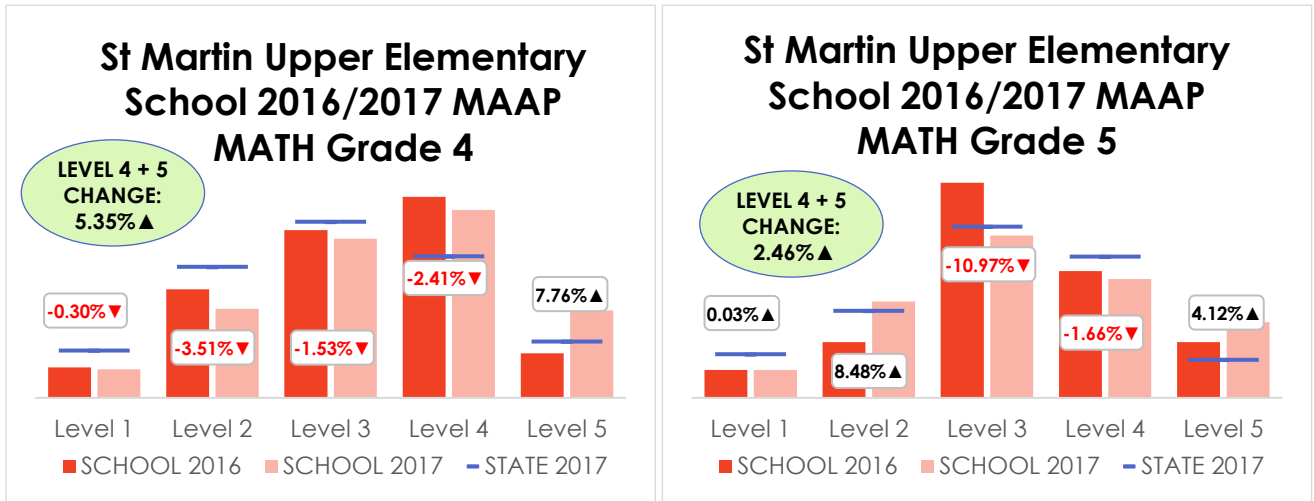


Figure 76: 2016-2017 East Central Upper Elementary School MAAP MATH Grades 4 and 5

ST. MARTIN UPPER ELEMENTARY MAAP DEMOGRAPHICS

St. Martin Upper Elementary MAAP ELA (Demographic)

St. Martin Upper Elementary School 2017 MAAP ELA by Demographic Group												
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	99.2	99.1	8.5	8.7	37.9	26.3	28.3	32.9	17.7	21.5	7.5	10.6
Female	99.1	99.3	12.1	10.3	40.8	28.6	26.0	33.6	17.8	19.9	<5.0	7.6
Male	99.2	98.8	5.4	7.3	35.3	24.1	30.5	32.3	17.5	23.0	11.3	13.4
Asian	100	99.4	17.0	23.9	43.4	34.3	22.6	23.1	11.3	10.1	5.7	8.6
Native American	**	98.2	**	5.3	**	23.9	**	39.3	**	22.1	**	9.4
Black	100	99.0	<5.0	<5.0	28.7	17.7	26.5	34.8	30.9	29.2	11.8	14.9
Hispanic	100	99.1	7.7	6.7	30.8	24.5	35.9	33.6	15.4	22.2	10.3	13.0
Multiracial	100	98.6	18.2	9.2	27.3	32.8	27.3	33.0	27.3	17.6	**	7.4
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9
White	98.7	99.1	9.4	14.6	40.9	35.8	28.7	31.0	14.7	13.1	6.3	5.6
Economically Disadvantaged	99.2	99.0	<5.0	<5.0	32.4	20.9	30.1	34.8	24.1	26.3	10.1	13.3
Limited English Proficient	100	99.0	5.0	<5.0	30.0	14.9	32.5	32.5	20.0	29.8	12.5	20.1
Students with Disabilities	96.6	97.6	<5.0	<5.0	7.1	8.0	10.7	19.4	29.8	30.7	50.0	40.6
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9

Table 69: 2017 St. Martin Upper Elementary School MAAP ELA by Demographic Group

St. Martin Upper Elementary MAAP MATH (Demographic)

St. Martin Upper Elementary School 2017 MAAP MATH by Demographic Group												
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	99.2	98.8	15.5	9.4	28.8	27.1	30.8	32.9	17.8	22.8	7.1	7.8
Female	99.1	99.0	18.1	9.4	28.7	28.7	31.1	33.8	16.6	21.8	5.4	6.3
Male	99.2	98.5	13.2	9.4	28.8	25.5	30.5	31.9	18.9	23.8	8.6	9.3
Asian	100	99.3	35.8	37.3	35.8	34.0	20.8	18.4	5.7	6.8	<5.0	<5.0
Native American	**	98.0	**	8.2	**	28.8	**	36.5	**	21.7	**	<5.0
Black	100	98.6	5.1	<5.0	25.0	18.6	27.9	35.3	30.9	31.6	11.0	11.1
Hispanic	100	98.7	7.7	9.1	20.5	30.0	46.2	34.0	20.5	19.6	5.1	7.3
Multiracial	100	98.6	**	11.1	36.4	31.1	27.3	34.2	36.4	17.9	**	5.6
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4
White	98.7	98.9	17.5	15.4	30.0	36.1	31.1	30.3	14.7	13.7	6.8	<5.0
Economically Disadvantaged	99.2	98.7	9.4	5.0	24.8	21.8	33.7	35.1	22.0	28.2	10.1	9.8
Limited English Proficient	100	98.8	12.5	6.1	35.0	24.0	37.5	35.4	12.5	24.5	<5.0	10.0
Students with Disabilities	97.7	97.6	5.9	<5.0	<5.0	8.4	17.6	20.8	32.9	36.1	40.0	32.7
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1

Table 70: 2017 St. Martin Upper Elementary School MAAP MATH by Demographic Group

St. Martin Upper Elementary MAAP-SCI (Demographic)

St. Martin Upper Elementary School 2017 MAAP-SCI by Demographic Group												
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All Students	99.4	98.5	28.9	17.5	36.4	41.0	**	**	23.5	26.0	11.2	15.5
Female	99.4	98.9	28.0	16.1	37.5	43.1	**	**	22.6	27.2	11.9	13.6
Male	99.5	98.1	29.8	18.8	35.4	38.9	**	**	24.3	24.9	10.5	17.3
Asian	100	99.2	44.8	43.5	31.0	37.3	**	**	17.2	8.7	6.9	10.5
Native American	**	97.2	**	12.4	**	41.8	**	**	**	26.2	**	19.5
Black	100	98.2	15.5	7.4	33.8	35.0	**	**	33.8	34.4	16.9	23.2
Hispanic	100	98.5	12.0	15.9	32.0	42.3	**	**	40.0	25.4	16.0	16.3
Multiracial	**	98.1	**	23.0	**	44.5	**	**	**	21.2	**	11.2
Hawaiian/Pacific Islander.	**	100.0	**	27.5	**	41.2	**	**	**	23.5	**	7.8

St. Martin Upper Elementary School 2017 MAAP-SCI by Demographic Group												
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
White	99.1	98.8	33.3	28.1	38.0	47.6	**	**	19.4	17.3	9.3	7.0
Economically Disadvantaged	99.5	98.3	18.9	10.8	36.3	38.0	**	**	31.1	31.1	13.7	20.1
Limited English Proficient	100	98.6	12.0	8.9	36.0	32.2	**	**	40.0	31.8	12.0	27.1
Students with Disabilities	100	96.8	6.8	<5.0	11.4	18.1	**	**	31.8	30.1	50.0	47.5
Migrant	**	100.0	**	10.9	**	32.6	**	**	**	23.9	**	32.6
	99.4	98.5	28.9	17.5	36.4	41.0	**	**	23.5	26.0	11.2	15.5

Table 71: 2017 St. Martin Upper Elementary School MAAP-SCI by Demographic Group

SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at St. Martin Upper Elementary School in the categories of Federal Programs, Curriculum and Instruction, Family and Community, School Improvement, and School Context and Organization. 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, one hundred eighty-one (181) parents, and one hundred eighty-seven (187) 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	40	83.3%
Agree	8	16.7%
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	28	58.3%
Agree	16	33.3%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.3%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	36	75.0%
Agree	11	22.9%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
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	91.7%
Agree	3	6.3%
Disagree	1	2.1%
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	36	75.0%
Agree	9	18.8%
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	34	70.8%
Agree	14	29.2%
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	32	66.7%
Agree	15	31.3%
Disagree	1	2.1%
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	32	66.7%
Agree	16	33.3%
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	66.7%
Agree	16	33.3%
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	31	64.6%
Agree	17	35.4%
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	32	66.7%
Agree	15	31.3%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TC110

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

	Count	Percentage
Strongly Agree	28	58.3%
Agree	17	35.4%
Disagree	3	6.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TC111

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

	Count	Percentage
Strongly Agree	34	70.8%
Agree	9	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.4%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	36	75.0%
Agree	10	20.8%
Disagree	2	4.2%
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	10	20.8%
Agree	18	37.5%
Disagree	15	31.3%
Strongly Disagree	4	8.3%
Not Applicable or No Information	1	2.1%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	32	66.7%
Agree	14	29.2%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	35	72.9%
Agree	13	27.1%
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	36	75.0%
Agree	11	22.9%
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	27	56.3%
Agree	19	39.6%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	23	47.9%
Agree	20	41.7%
Disagree	4	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	29	60.4%
Agree	17	35.4%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	20	41.7%
Agree	25	52.1%
Disagree	3	6.3%
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	26	54.2%
Agree	16	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	12.5%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	29	60.4%
Agree	18	37.5%
Disagree	1	2.1%
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	35	72.9%
Agree	13	27.1%
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	27	56.3%
Agree	17	35.4%
Disagree	3	6.3%
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	31	64.6%
Agree	16	33.3%
Disagree	1	2.1%
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	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 TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	19	39.6%
Agree	24	50.0%
Disagree	3	6.3%
Strongly Disagree	1	2.1%
Not Applicable or No Information	1	2.1%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	37	77.1%
Agree	10	20.8%
Disagree	1	2.1%
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. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from St. Martin Upper Elementary School feel that the school does a good job in creating a positive environment, in parent and family engagement, and in Response-to-Intervention individualized instruction for all students. One faculty member stated “Our school is doing well encouraging students to do their best. We have worked hard as whole to recognize students as they make achievements academically and behaviorally.” Respondents suggest moving toward a lower student-teacher ratio, re-considering the use of iReady, and enhancing campus safety features. Another faculty member stated that “Our school is in need of new furniture. Our furniture is what we received after Katrina and most of it is starting to fall apart (i.e. chairs, stools, etc.)”



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	92	50.8%
Agree	79	43.7%
Disagree	5	2.8%
Strongly Disagree	1	0.6%
Not Applicable or No Information	4	2.2%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	49	27.1%
Agree	55	30.4%
Disagree	6	3.3%
Strongly Disagree	5	2.8%
Not Applicable or No Information	66	36.5%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	110	60.8%
Agree	53	29.3%
Disagree	6	3.3%
Strongly Disagree	5	2.8%
Not Applicable or No Information	7	3.9%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	108	59.7%
Agree	61	33.7%
Disagree	4	2.2%
Strongly Disagree	1	0.6%
Not Applicable or No Information	7	3.9%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	56	30.9%
Agree	83	45.9%
Disagree	5	2.8%
Strongly Disagree	2	1.1%
Not Applicable or No Information	35	19.3%

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	68	37.6%
Supporting college and career counseling	63	34.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	119	65.7%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	76	42.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	71	39.2%

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	74	40.9%
Providing school-based mental health services and counseling	92	50.8%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	52	28.7%
Establishing or improving dropout prevention	54	29.8%
Supporting re-entry programs and transition services for Justice-involved youth	35	19.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	84	46.4%
Implementing systems and practices to prevent bullying and harassment	115	63.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	95	52.5%
Establishing community partnerships	52	28.7%

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	107	59.1%
Building technological capacity and infrastructure	70	38.7%
Carrying out innovative blended learning projects	71	39.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	67	37.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	82	45.3%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	41	22.7%
Computer Classes	63	34.8%
Conflict Resolution	55	30.4%
Discipline	50	27.6%
Drug/Alcohol Awareness	56	30.9%
English as a Second Language	24	13.3%
Health Classes	55	30.4%
Literacy Classes	44	24.3%
Math Classes	60	33.1%
Parent-to-School Relationships	59	32.6%
Parent/Child Communication	67	37.0%
Preparing for College	72	39.8%
Parenting Workshops	38	21.0%
Social Media Classes	32	17.7%
Stress/Anger Management	63	34.8%
Understanding College- and Career-Ready Standards	68	37.6%
Other	16	8.8%

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	52	28.7%
Parental advisory committees	14	7.7%
PTO/PTA meetings and activities	7	3.9%
Ways to help at the classroom level	59	32.6%
Other ways to get involved in my school (district)	49	27.1%

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	50	27.6%
Very likely	68	37.6%
Moderately likely	46	25.4%
Slightly likely	14	7.7%
Not at all likely	3	1.7%

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	67	37.0%
Agree	93	51.4%
Disagree	9	5.0%
Strongly Disagree	2	1.1%
Not Applicable or No Information	10	5.5%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	76	42.0%
Agree	86	47.5%
Disagree	7	3.9%
Strongly Disagree	1	0.6%
Not Applicable or No Information	11	6.1%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	68	37.6%
Agree	95	52.5%
Disagree	13	7.2%
Strongly Disagree	1	0.6%
Not Applicable or No Information	4	2.2%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	86	47.5%
Agree	83	45.9%
Disagree	9	5.0%
Strongly Disagree	2	1.1%
Not Applicable or No Information	1	0.6%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	65	35.9%
Agree	86	47.5%
Disagree	12	6.6%
Strongly Disagree	6	3.3%
Not Applicable or No Information	12	6.6%

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	62	34.3%
Agree	84	46.4%
Disagree	11	6.1%
Strongly Disagree	3	1.7%
Not Applicable or No Information	21	11.6%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	73	40.3%
Agree	88	48.6%
Disagree	14	7.7%
Strongly Disagree	3	1.7%
Not Applicable or No Information	3	1.7%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	66	36.5%
Agree	94	51.9%
Disagree	12	6.6%
Strongly Disagree	5	2.8%
Not Applicable or No Information	4	2.2%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	82	45.3%
Agree	81	44.8%
Disagree	13	7.2%
Strongly Disagree	4	2.2%
Not Applicable or No Information	1	0.6%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	65	35.9%
Agree	91	50.3%
Disagree	16	8.8%
Strongly Disagree	3	1.7%
Not Applicable or No Information	6	3.3%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	60	33.2%
Agree	93	51.4%
Disagree	20	11.1%
Strongly Disagree	4	2.2%
Not Applicable or No Information	4	2.2%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	94	51.9%
Agree	76	42.0%
Disagree	8	4.4%
Strongly Disagree	3	1.7%
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	61	33.7%
Agree	75	41.4%
Disagree	22	12.2%
Strongly Disagree	8	4.4%
Not Applicable or No Information	15	8.3%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	49	27.1%
Agree	103	56.9%
Disagree	18	9.9%
Strongly Disagree	4	2.2%
Not Applicable or No Information	7	3.9%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	67	37.0%
Agree	83	45.9%
Disagree	27	14.9%
Strongly Disagree	4	2.2%
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	67	37.0%
Agree	77	42.5%
Disagree	11	6.1%
Strongly Disagree	4	2.2%
Not Applicable or No Information	22	12.2%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	60	33.2%
Agree	93	51.4%
Disagree	8	4.4%
Strongly Disagree	3	1.7%
Not Applicable or No Information	17	9.4%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	63	34.8%
Agree	80	44.2%
Disagree	15	8.3%
Strongly Disagree	2	1.1%
Not Applicable or No Information	21	11.6%

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	65	35.9%
Agree	93	51.4%
Disagree	9	5.0%
Strongly Disagree	1	0.6%
Not Applicable or No Information	13	7.2%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	40	22.1%
Agree	88	48.6%
Disagree	35	19.3%
Strongly Disagree	7	3.9%
Not Applicable or No Information	11	6.1%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	76	42.0%
Agree	92	50.8%
Disagree	8	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	2.8%

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	64	35.4%
Agree	73	40.3%
Disagree	8	4.4%
Strongly Disagree	2	1.1%
Not Applicable or No Information	34	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	69	38.1%
Agree	95	52.5%
Disagree	10	5.5%
Strongly Disagree	1	0.6%
Not Applicable or No Information	6	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	64	35.4%
Agree	76	42.0%
Disagree	13	7.2%
Strongly Disagree	4	2.2%
Not Applicable or No Information	24	13.3%

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	72	39.8%
Agree	86	47.5%
Disagree	10	5.5%
Strongly Disagree	3	1.7%
Not Applicable or No Information	10	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	71	39.2%
Agree	86	47.5%
Disagree	15	8.3%
Strongly Disagree	5	2.8%
Not Applicable or No Information	4	2.2%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	74	40.9%
Agree	87	48.1%
Disagree	9	5.0%
Strongly Disagree	1	0.6%
Not Applicable or No Information	10	5.5%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	78	43.1%
Agree	78	43.1%
Disagree	11	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	7.7%

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. Actual responses have been delivered digitally to the appropriate school district officials.

Parents of students from St. Martin Upper Elementary School feel that the school does a good job in having excellent teachers, communicating with parents, and providing a safe and organized environment for learning. One parent stated, "The new Remind App is a wonderful addition for having easy access to teachers and staff. Also, I receive messages by the school promptly." Respondents suggest reinstating the after-school tutoring program, providing music and arts programs, and increasing campus safety measures. Another parent commented, "The lack of technology would be the biggest downfall. There are not enough computers for the students to be tested, do research, and use daily. The more technology the students have access to, the better prepared they will be in the workplace."



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	124	66.3%
Agree	49	26.2%
Disagree	3	1.6%
Strongly Disagree	3	1.6%
Not Applicable or No Information	8	4.3%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	24	12.8%
Agree	29	15.5%
Disagree	4	2.1%
Strongly Disagree	1	0.5%
Not Applicable or No Information	129	69.0%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	105	56.2%
Agree	59	31.6%
Disagree	3	1.6%
Strongly Disagree	6	3.2%
Not Applicable or No Information	14	7.5%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	50	26.7%
Agree	36	19.3%
Disagree	47	25.1%
Strongly Disagree	28	15.0%
Not Applicable or No Information	26	13.9%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	82	43.9%
Agree	42	22.5%
Disagree	12	6.4%
Strongly Disagree	6	3.2%
Not Applicable or No Information	45	24.1%

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	117	62.6%
Agree	60	32.1%
Disagree	3	1.6%
Strongly Disagree	3	1.6%
Not Applicable or No Information	4	2.1%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	107	57.2%
Agree	68	36.4%
Disagree	6	3.2%
Strongly Disagree	4	2.1%
Not Applicable or No Information	2	1.1%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	80	42.8%
Agree	81	43.3%
Disagree	7	3.7%
Strongly Disagree	10	5.4%
Not Applicable or No Information	9	4.8%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	155	82.9%
Agree	27	14.4%
Disagree	3	1.6%
Strongly Disagree	1	0.5%
Not Applicable or No Information	1	0.5%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	100	53.5%
Agree	74	39.6%
Disagree	7	3.7%
Strongly Disagree	3	1.6%
Not Applicable or No Information	3	1.6%

Field summary for SCI144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	138	73.8%
Agree	42	22.5%
Disagree	3	1.6%
Strongly Disagree	3	1.6%
Not Applicable or No Information	1	0.5%

Field summary for SCI162

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

	Count	Percentage
Strongly Agree	102	54.6%
Agree	32	17.1%
Disagree	14	7.5%
Strongly Disagree	18	9.6%
Not Applicable or No Information	21	11.2%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	98	52.4%
Agree	48	25.7%
Disagree	7	3.7%
Strongly Disagree	4	2.1%
Not Applicable or No Information	30	16.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	101	54.0%
Agree	59	31.6%
Disagree	4	2.1%
Strongly Disagree	3	1.6%
Not Applicable or No Information	20	10.7%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	83	44.4%
Agree	66	35.3%
Disagree	3	1.6%
Strongly Disagree	3	1.6%
Not Applicable or No Information	32	17.1%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	64	34.2%
Agree	54	28.9%
Disagree	16	8.6%
Strongly Disagree	8	4.3%
Not Applicable or No Information	45	24.1%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	89	47.6%
Agree	48	25.7%
Disagree	8	4.3%
Strongly Disagree	20	10.7%
Not Applicable or No Information	22	11.8%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	77	41.2%
Agree	42	22.5%
Disagree	22	11.8%
Strongly Disagree	5	2.7%
Not Applicable or No Information	41	21.9%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	62	33.2%
Agree	46	24.6%
Disagree	21	11.2%
Strongly Disagree	6	3.2%
Not Applicable or No Information	52	27.8%

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	108	57.8%
Agree	59	31.6%
Disagree	4	2.1%
Strongly Disagree	5	2.7%
Not Applicable or No Information	11	5.9%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	84	44.9%
Agree	51	27.3%
Disagree	6	3.2%
Strongly Disagree	9	4.8%
Not Applicable or No Information	37	19.8%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	69	36.9%
Agree	64	34.2%
Disagree	9	4.8%
Strongly Disagree	5	2.7%
Not Applicable or No Information	40	21.4%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	129	69.0%
Agree	42	22.5%
Disagree	4	2.1%
Strongly Disagree	7	3.7%
Not Applicable or No Information	5	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	103	55.1%
Agree	44	23.5%
Disagree	8	4.3%
Strongly Disagree	1	0.5%
Not Applicable or No Information	31	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	66	35.3%
Agree	69	36.9%
Disagree	19	10.2%
Strongly Disagree	15	8.0%
Not Applicable or No Information	18	9.6%

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	64	34.2%
Agree	58	31.0%
Disagree	17	9.1%
Strongly Disagree	19	10.2%
Not Applicable or No Information	29	15.5%

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	115	61.5%
Agree	56	30.0%
Disagree	6	3.2%
Strongly Disagree	3	1.6%
Not Applicable or No Information	7	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	75	40.1%
Agree	66	35.3%
Disagree	13	7.0%
Strongly Disagree	12	6.4%
Not Applicable or No Information	21	11.2%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	86	46.0%
Agree	66	35.3%
Disagree	14	7.5%
Strongly Disagree	9	4.8%
Not Applicable or No Information	12	6.4%

Field summary for SSC156

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

	Count	Percentage
Strongly Agree	109	58.3%
Agree	68	36.4%
Disagree	4	2.1%
Strongly Disagree	5	2.7%
Not Applicable or No Information	1	0.5%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	89	47.6%
Agree	65	34.8%
Disagree	17	9.1%
Strongly Disagree	7	3.7%
Not Applicable or No Information	9	4.8%

Field summary for SSC166

My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	96	51.3%
Agree	66	35.3%
Disagree	5	2.7%
Strongly Disagree	6	3.2%
Not Applicable or No Information	14	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. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Students from St. Martin Upper Elementary feel their school has great teachers, does well at teaching core subjects, and is fun. Respondents suggest cleaner bathrooms, better cafeteria food, and longer recess. One student stated, "My school could do better in staying a little longer on a lesson and punishing separate people instead of people who don't deserve the punishment."

NOTES

A series of 20 horizontal light blue lines, evenly spaced, intended for writing notes. The lines are contained within a white rectangular area bounded by a thin black line at the top and a thin blue line at the bottom.

SECTION 14

ST. MARTIN MIDDLE SCHOOL

INTRODUCTION

St. Martin Middle School is located at 10800 Yellowjacket Boulevard in Ocean Springs, Mississippi. In 2017-2018, it housed one thousand (1,000) students in sixth through eighth grades (6-8). In addition to its traditional curriculum, St. Martin Middle School offers a gifted education program, special education, various sports, band, and performing arts. 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."

St. Martin Middle School follows a policy of "Positive Behavior Support," which is "an approach that schools and families can use to help a child experience success in school and at home. This approach believes that a full understanding of the child is needed for long-term behavior change. Plans focus on meaningful changes that will reduce problem behaviors over the long term provide the child with a better quality of life."



ENROLLMENT

Numbers of students enrolled at St. Martin Middle School in 2016-2017 and 2017-2018 are shown in **Table 72**. St. Martin Middle School enrollment decreased in 2017-2018. Over the past three years, demographic ratios have remained steady. **Table 73** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

ST. MARTIN MIDDLE SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Elementary SPED	*	*
Grade 6	316	335
Grade 7	363	300
Grade 8	322	351
Secondary SPED	*	*
Total	1011	1000

Table 72: St. Martin Middle School Enrollment by Grade



ST. MARTIN MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	463	45.8%	467	46.7%
Male	548	54.2%	533	53.3%
Asian	83	8.2%	89	8.9%
Black	197	19.5%	196	19.6%
Hispanic	40	4.0%	45	4.5%
Native American	*	0.0%	*	0.0%
White	680	67.3%	655	65.5%
Multi Racial	*	0.0%	*	0.0%
Pacific Islander	*	0.0%	*	0.0%
Total	1011	100%	1000	100%

Table 73: St. Martin Middle School Enrollment by Demographic Group

ATTENDANCE

2016-2017 ST. MARTIN MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE					
AVERAGE DAILY ATTENDANCE					
ELEM. SPED	GR 06	GR 07	GR 08	SEC. SPED	TOTAL
1.34	302.98	338.59	307.06	8.65	958.62
CHRONIC ABSENTEEISM					
# ABSENT ≥ 10% DAYS ENROLLED		# ENROLLED		CHRONIC ABSENTEEISM RATE	
169		1092		15.48%	

Table 74: 2016-2017 St. Martin Middle School Average Daily Attendance and Absentee Rate

Attendance Matters

On Time: First Time, Every Time

ACCOUNTABILITY

2016 St. Martin Middle School Accountability			
Grade: A Total Points: 411	Reading	Mathematics	Science
PROFICIENCY	42.1	39.9	70.5
GROWTH ALL STUDENTS	72.4	62.5	Participation Rate
GROWTH LOW 25%	67.6	56.3	99.5

Figure 77: 2016 St. Martin Middle School Accountability

2017 St. Martin Middle School Accountability			
2017 Official Accountability Rating: B ; 2016 Accountability Rating: B ; Former Baseline Grade: B ; New Baseline Grade: A			
Grade: B Total Points: 385	Reading	Mathematics	Science
PROFICIENCY	44.0	44.5	80.0
GROWTH ALL STUDENTS	61.3	55.8	Participation Rate
GROWTH LOW 25%	54.0	45.6	99.0

Figure 78: 2017 St. Martin Middle School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 29.]

ST. MARTIN MIDDLE SCHOOL MAAP

St. Martin Middle School MAAP-SCI

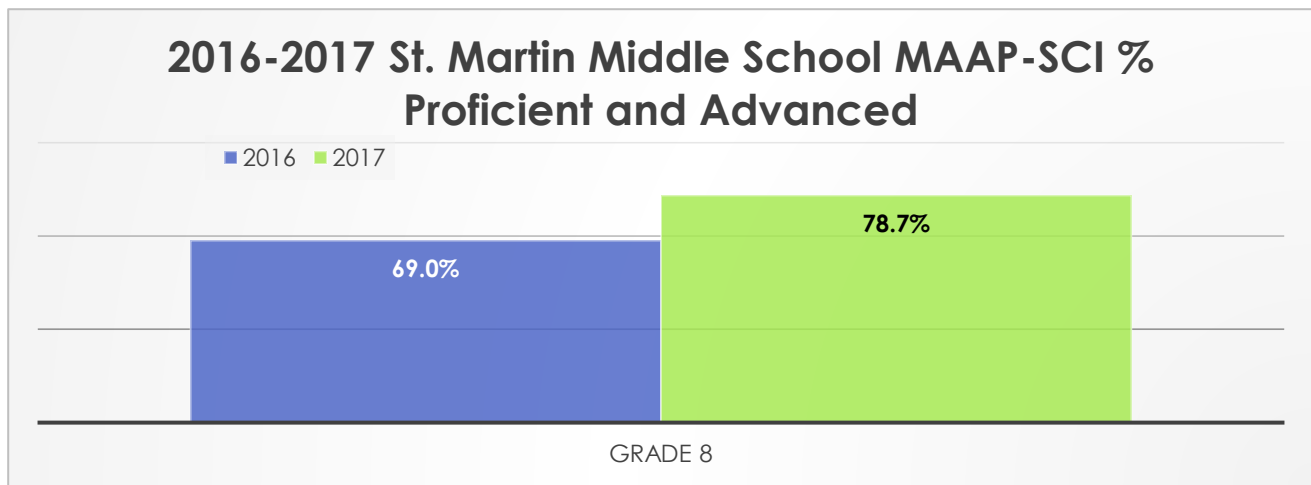


Figure 79: 2016-2017 St. Martin Middle School MAAP-SCI % Proficient and Advanced

St. Martin Middle School MAAP ELA

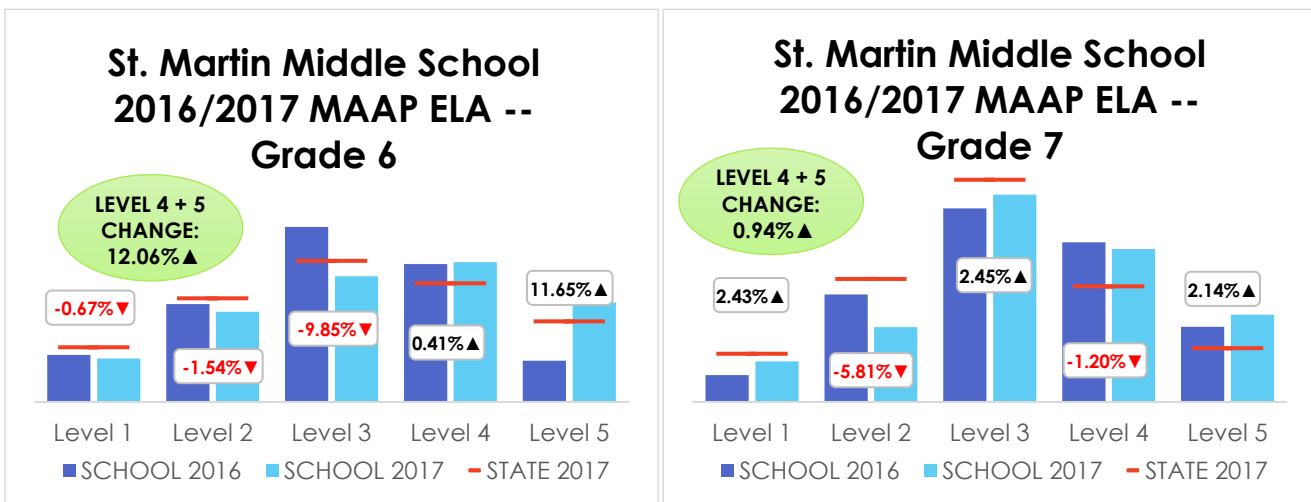


Figure 80: 2016/2017 St. Martin Middle School MAAP ELA Grades 7 and 8



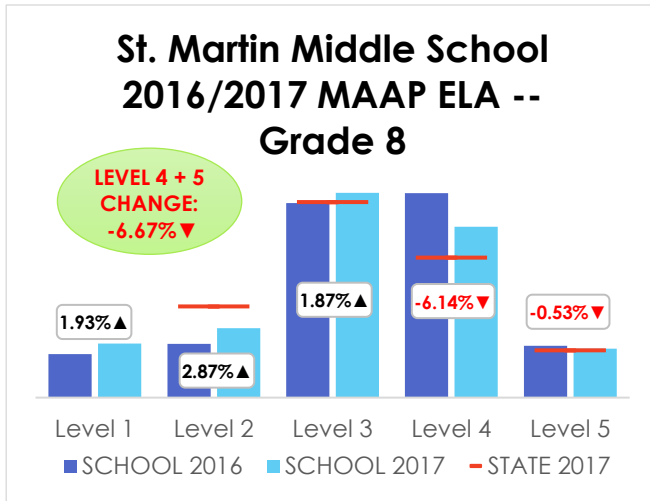


Figure 81: 2016-2017 St. Martin Middle School MAAP ELA Grade 8 Cohort

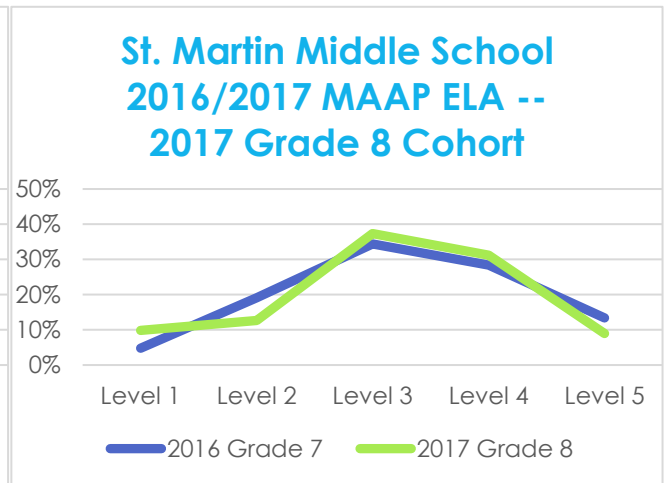
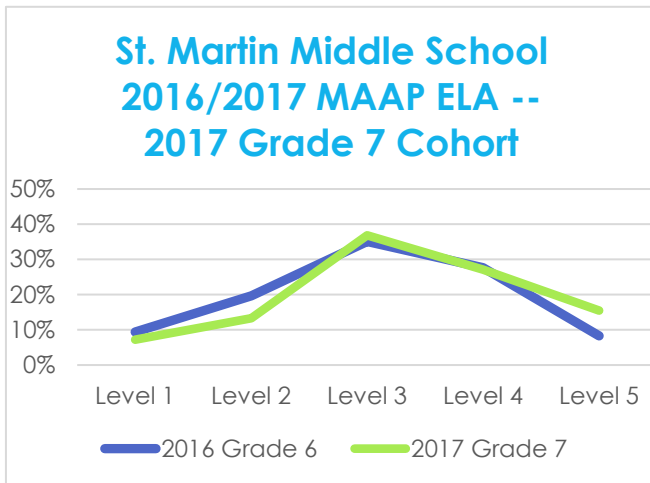


Figure 82: 2016-2017 St. Martin Middle School MAAP ELA Grade 7 and Grade 8 Cohorts

St. Martin Middle School MAAP MATH

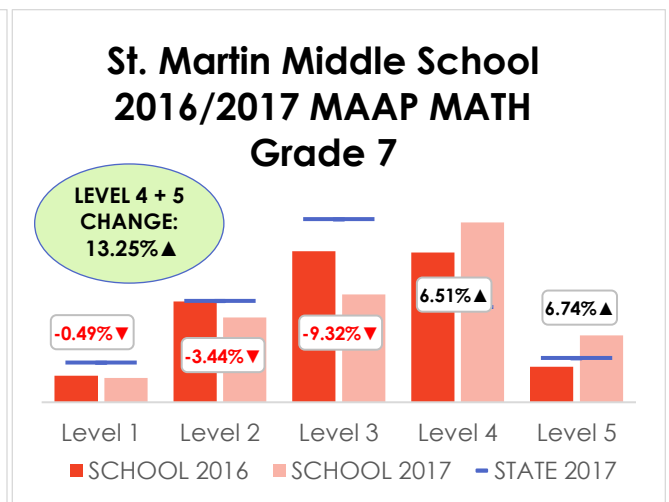
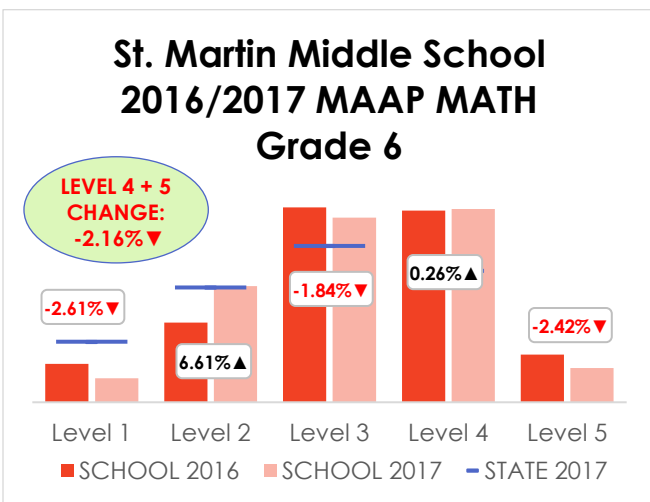


Figure 83: 2016/2017 St. Martin Middle School MAAP MATH Grades 6 and 7

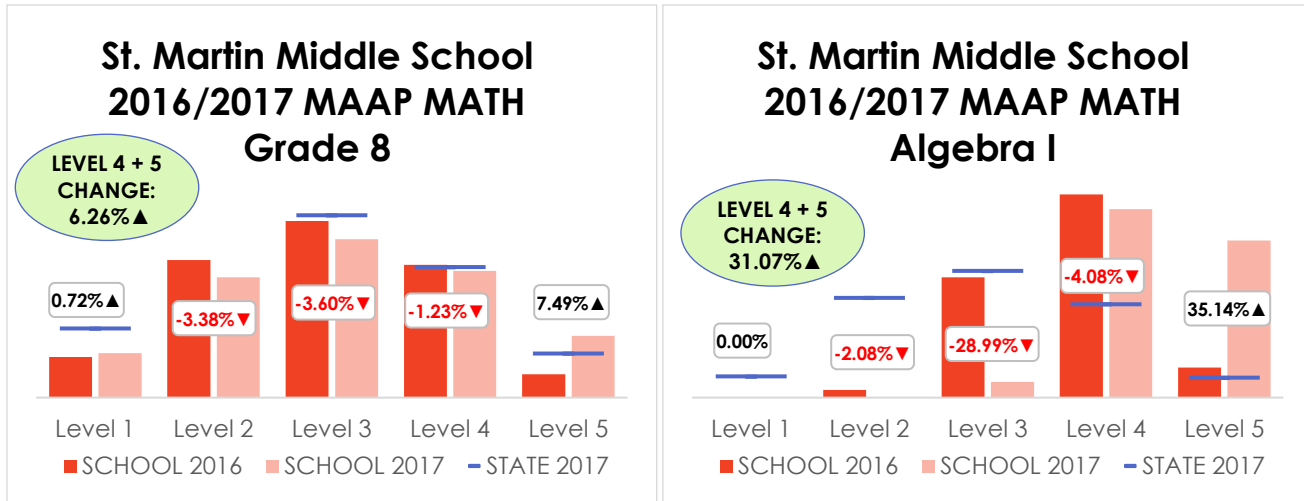


Figure 84: 2016-2017 St. Martin Middle School MAAP MATH Grade 8 and Algebra I

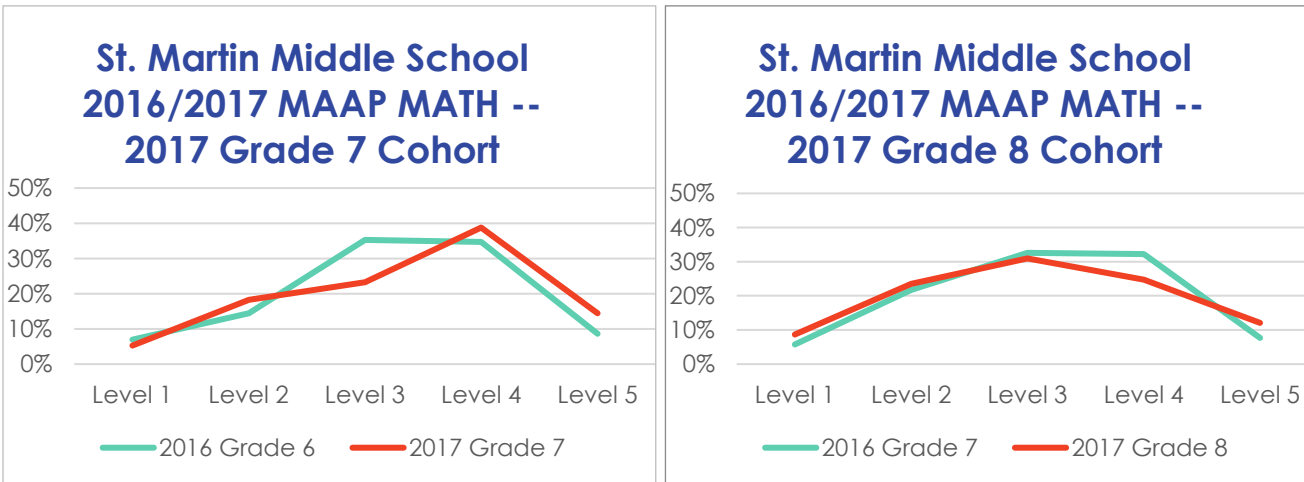


Figure 85: 2016-2017 East Central Middle School MAAP MATH Grade 7 and Grade 8 Cohorts

ST. MARTIN MIDDLE SCHOOL MAAP DEMOGRAPHICS

St. Martin Middle School MAAP ELA (Demographic)

St. Martin Middle School 2017 MAAP ELA by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	99.1	99.1	14.7	8.7	28.6	26.3	33.1	32.9	14.4	21.5	9.2	10.6	
Female	98.9	99.3	17.8	10.3	32.0	28.6	31.2	33.6	12.5	19.9	6.5	7.6	
Male	99.3	98.8	12.1	7.3	25.6	24.1	34.7	32.3	16.1	23.0	11.5	13.4	
Asian	98.8	99.4	19.0	23.9	40.5	34.3	29.1	23.1	5.1	10.1	6.3	8.6	

St. Martin Middle School 2017 MAAP ELA by Demographic Group

Group	Participation Rate		%		%		%		%		%	
	Rate		Advanced		Proficient		Passing		Basic		Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
Native American	**	98.2	**	5.3	**	23.9	**	39.3	**	22.1	**	9.4
Black	99.5	99.0	6.0	<5.0	21.1	17.7	38.2	34.8	21.1	29.2	13.6	14.9
Hispanic	100.0	99.1	11.9	6.7	9.5	24.5	45.2	33.6	11.9	22.2	21.4	13.0
Multiracial	**	98.6	**	9.2	**	32.8	**	33.0	**	17.6	**	7.4
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9
White	99.0	99.1	17.2	14.6	30.1	35.8	31.6	31.0	13.7	13.1	7.4	5.6
Economically Disadvantaged	98.9	99.0	10.4	<5.0	24.1	20.9	34.8	34.8	17.6	26.3	13.1	13.3
Limited English Proficient	97.6	99.0	10.0	<5.0	15.0	14.9	40.0	32.5	10.0	29.8	25.0	20.1
Students with Disabilities	97.3	97.6	<5.0	<5.0	8.2	8.0	20.9	19.4	21.8	30.7	47.3	40.6
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9

Table 75: 2017 St. Martin Middle School MAAP ELA by Demographic Group

St. Martin Middle School MAAP MATH (Demographic)

St. Martin Middle School 2017 MAAP MATH by Demographic Group

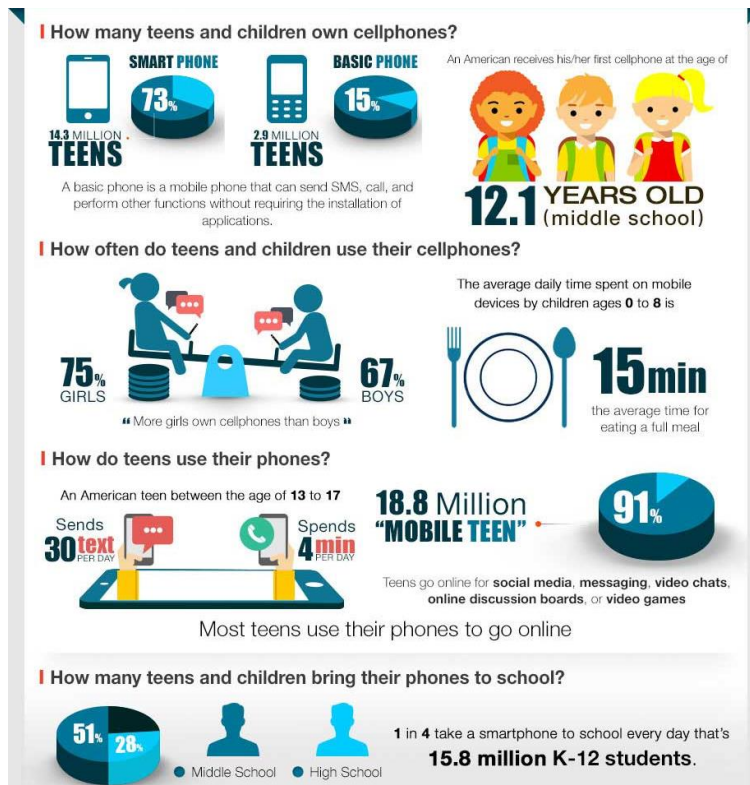
Group	Participation Rate		%		%		%		%		%	
	Rate		Advanced		Proficient		Passing		Basic		Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	99.2	98.8	11.0	9.4	32.9	27.1	28.8	32.9	20.7	22.8	6.7	7.8
Female	99.1	99.0	10.9	9.4	35.2	28.7	29.2	33.8	18.9	21.8	5.8	6.3
Male	99.3	98.5	11.0	9.4	31.0	25.5	28.4	31.9	22.2	23.8	7.5	9.3
Asian	100.0	99.3	20.0	37.3	50.0	34.0	17.5	18.4	8.8	6.8	<5.0	<5.0
Native American	**	98.0	**	8.2	**	28.8	**	36.5	**	21.7	**	<5.0
Black	99.5	98.6	5.0	<5.0	20.6	18.6	32.7	35.3	27.6	31.6	14.1	11.1
Hispanic	100.0	98.7	<5.0	9.1	40.5	30.0	23.8	34.0	23.8	19.6	9.5	7.3
Multiracial	**	98.6	**	11.1	**	31.1	**	34.2	**	17.9	**	5.6
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4
White	99.0	98.9	12.4	15.4	34.2	36.1	28.9	30.3	20.0	13.7	<5.0	<5.0
Economically Disadvantaged	99.1	98.7	6.7	5.0	28.7	21.8	29.8	35.1	25.1	28.2	9.8	9.8
Limited English Proficient	100.0	98.8	<5.0	6.1	46.3	24.0	12.2	35.4	24.4	24.5	14.6	10.0
Students with Disabilities	96.4	97.6	<5.0	<5.0	8.3	8.4	18.5	20.8	33.3	36.1	38.9	32.7
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1

Table 76: 2017 St. Martin Middle School MAAP MATH by Demographic Group

St. Martin Middle School MAAP-SCI (Demographic)

St. Martin Middle School 2017 MAAP-SCI by Demographic Group												
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All Students	98.5	98.5	29.8	17.5	48.5	41.0	**	**	13.8	26.0	8.0	15.5
Female	99.4	98.9	26.4	16.1	50.3	43.1	**	**	15.1	27.2	8.2	13.6
Male	97.7	98.1	32.9	18.8	46.7	38.9	**	**	12.6	24.9	7.8	17.3
Asian	100.0	99.2	36.4	43.5	63.6	37.3	**	**	**	8.7	**	10.5
Native American	**	97.2	**	12.4	**	41.8	**	**	**	26.2	**	19.5
Black	97.3	98.2	13.9	7.4	47.2	35.0	**	**	20.8	34.4	18.1	23.2
Hispanic	100.0	98.5	7.7	15.9	61.5	42.3	**	**	15.4	25.4	15.4	16.3
Multiracial	**	98.1	**	23.0	**	44.5	**	**	**	21.2	**	11.2
Hawaiian/Pacific Islander.	**	100.0	**	27.5	**	41.2	**	**	**	23.5	**	7.8
White	98.6	98.8	35.8	28.1	46.8	47.6	**	**	12.8	17.3	<5.0	7.0
Economically Disadvantaged	98.2	98.3	21.4	10.8	51.2	38.0	**	**	16.7	31.1	10.7	20.1
Limited English Proficient	**	98.6	**	8.9	**	32.2	**	**	**	31.8	**	27.1
Students with Disabilities	89.5	96.8	5.9	<5.0	29.4	18.1	**	**	38.2	30.1	26.5	47.5
Migrant	**	100.0	**	10.9	**	32.6	**	**	**	23.9	**	32.6

Table 77: 2017 St. Martin Middle School MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at St. Martin Middle School in the categories of *Federal Programs, Curriculum and Instruction, Family and Community, School Improvement, and School Context and Organization*. 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-three (63) faculty and staff members, ninety-nine (99) parents, and one (1) student responded to the survey. Student response was not large enough for disaggregation

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	28	44.4%
Agree	35	55.6%
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	33	52.4%
Agree	28	44.4%
Disagree	2	3.2%
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	41	65.1%
Agree	21	33.3%
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	52	82.5%
Agree	10	15.9%
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	23.8%
Agree	11	17.5%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	36	57.1%

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	33	52.4%
Agree	30	47.6%
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	37	58.7%
Agree	26	41.3%
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	37	58.7%
Agree	25	39.7%
Disagree	1	1.6%
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	34	54.0%
Agree	29	46.0%
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	36	57.1%
Agree	27	42.9%
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	37	58.7%
Agree	25	39.7%
Disagree	0	0.0%
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	35	55.6%
Agree	26	41.3%
Disagree	2	3.2%
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	39	61.9%
Agree	21	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.8%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	40	63.5%
Agree	21	33.3%
Disagree	2	3.2%
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	6	9.5%
Agree	37	58.7%
Disagree	18	28.6%
Strongly Disagree	1	1.6%
Not Applicable or No Information	1	1.6%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	36	57.1%
Agree	26	41.3%
Disagree	1	1.6%
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	46.0%
Agree	34	54.0%
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	36	57.1%
Agree	27	42.9%
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	33	52.4%
Agree	28	44.4%
Disagree	2	3.2%
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	21	33.3%
Agree	42	66.7%
Disagree	0	0.0%
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	28	44.4%
Agree	35	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	17	27.0%
Agree	38	60.3%
Disagree	8	12.7%
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	29	46.0%
Agree	29	46.0%
Disagree	3	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.2%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	32	50.8%
Agree	30	47.6%
Disagree	1	1.6%
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	38	60.3%
Agree	24	38.1%
Disagree	1	1.6%
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	31	49.2%
Agree	30	47.6%
Disagree	2	3.2%
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	31	49.2%
Agree	31	49.2%
Disagree	1	1.6%
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	33	52.4%
Agree	27	42.9%
Disagree	3	4.8%
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	27	42.9%
Agree	27	42.9%
Disagree	6	9.5%
Strongly Disagree	3	4.8%
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	43	68.3%
Agree	20	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Note: In response to two open-ended questions, 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. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from St. Martin Middle School feel that the school does a good job in encouraging teamwork to support student learning, providing professional development, and communicating with parents. One faculty member stated that the school does well in "Intervention programs (i.e. TST tiers 1-3); learning strategies and individualized resourcing are well organized and scaffolded to effectively address student learning deficits/needs." Respondents suggest building additional classroom space, moving to a 1:1 technology plan, and doing away with iReady at the eighth-grade level. Another faculty member said that "Core subject classrooms with student populations of > 40% performance level 1 and performance level 2 students needs to be addressed. Facilitating these type classes with a cooperative teaching model for the entire class period (rather than 1/2 periods) will dramatically improve the learning environment and significantly increase the learning progression of the struggling students."



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	45	45.5%
Agree	49	49.5%
Disagree	2	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.0%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	25	25.3%
Agree	33	33.3%
Disagree	7	7.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	33	33.3%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	56	56.6%
Agree	31	31.3%
Disagree	4	4.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	7	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	58	58.6%
Agree	36	36.4%
Disagree	2	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.0%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	29	29.3%
Agree	47	47.5%
Disagree	3	3.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	19	19.2%

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	43	43.4%
Supporting college and career counseling	40	40.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	64	64.6%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	40	40.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	37	37.4%

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	42	42.4%
Providing school-based mental health services and counseling	53	53.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	28	28.3%
Establishing or improving dropout prevention	31	31.3%
Supporting re-entry programs and transition services for Justice-involved youth	13	13.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	44	44.4%
Implementing systems and practices to prevent bullying and harassment	63	63.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	59	59.6%
Establishing community partnerships	26	26.3%

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	61	61.6%
Building technological capacity and infrastructure	34	34.3%
Carrying out innovative blended learning projects	40	40.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	30	30.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	49	49.5%



Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	14	14.1%
Computer Classes	23	23.2%
Conflict Resolution	32	32.3%
Discipline	32	32.3%
Drug/Alcohol Awareness	34	34.3%
English as a Second Language	7	7.1%
Health Classes	25	25.3%
Literacy Classes	14	14.1%
Math Classes	19	19.2%
Parent-to-School Relationships	27	27.3%
Parent/Child Communication	43	43.4%
Preparing for College	47	47.5%
Parenting Workshops	25	25.3%
Social Media Classes	21	21.2%
Stress/Anger Management	38	38.4%
Understanding College- and Career-Ready Standards	37	37.4%
Other	7	7.1%

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	25	25.3%
Parental advisory committees	8	8.1%
PTO/PTA meetings and activities	5	5.1%
Ways to help at the classroom level	33	33.3%
Other ways to get involved in my school (district)	28	28.3%

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	29	29.3%
Very likely	42	42.4%
Moderately likely	20	20.2%
Slightly likely	7	7.1%
Not at all likely	1	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	33	33.3%
Agree	53	53.5%
Disagree	8	8.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	5.1%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	33	33.3%
Agree	59	59.6%
Disagree	3	3.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	3	3.0%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	36	36.4%
Agree	52	52.5%
Disagree	9	9.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	1	1.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	38	38.4%
Agree	51	51.5%
Disagree	5	5.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	4	4.0%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	30	30.3%
Agree	55	55.6%
Disagree	9	9.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	4	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	30	30.3%
Agree	55	55.6%
Disagree	10	10.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	4.0%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	34	34.3%
Agree	51	51.5%
Disagree	12	12.1%
Strongly Disagree	2	2.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	31	31.3%
Agree	49	49.5%
Disagree	16	16.2%
Strongly Disagree	3	3.0%
Not Applicable or No Information	0	0.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	38	38.4%
Agree	49	49.5%
Disagree	8	8.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	3	3.0%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	28	28.3%
Agree	52	52.5%
Disagree	15	15.2%
Strongly Disagree	3	3.0%
Not Applicable or No Information	1	1.0%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	22	22.2%
Agree	62	62.6%
Disagree	11	11.1%
Strongly Disagree	3	3.0%
Not Applicable or No Information	1	1.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	45	45.5%
Agree	50	50.5%
Disagree	4	4.0%
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	32	32.3%
Agree	44	44.4%
Disagree	17	17.2%
Strongly Disagree	1	1.0%
Not Applicable or No Information	5	5.1%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	17	17.2%
Agree	56	56.6%
Disagree	20	20.2%
Strongly Disagree	2	2.0%
Not Applicable or No Information	4	4.0%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	26	26.3%
Agree	47	47.5%
Disagree	21	21.2%
Strongly Disagree	4	4.0%
Not Applicable or No Information	1	1.0%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	28	28.3%
Agree	45	45.5%
Disagree	8	8.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	18	18.2%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	27	27.3%
Agree	61	61.6%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	10.1%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	27	27.3%
Agree	52	52.5%
Disagree	8	8.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	12.1%

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	29	29.3%
Agree	58	58.6%
Disagree	6	6.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	5	5.1%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	19	19.2%
Agree	48	48.5%
Disagree	24	24.2%
Strongly Disagree	1	1.0%
Not Applicable or No Information	7	7.1%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	34	34.3%
Agree	53	53.5%
Disagree	11	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

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	32	32.3%
Agree	45	45.5%
Disagree	9	9.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	12	12.1%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	37	37.4%
Agree	56	56.6%
Disagree	5	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

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	27.3%
Agree	55	55.6%
Disagree	5	5.1%
Strongly Disagree	3	3.0%
Not Applicable or No Information	9	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	30	30.3%
Agree	61	61.6%
Disagree	4	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	4.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	35	35.4%
Agree	50	50.5%
Disagree	10	10.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	3	3.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	32	32.3%
Agree	59	59.6%
Disagree	4	4.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	3	3.0%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	34	34.3%
Agree	55	55.6%
Disagree	3	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	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. Actual responses have been delivered digitally to the appropriate school district officials.

Parents of students from St. Martin Middle School feel that the school does a good job in communicating with parents, having high expectations, and supporting and caring for students. One parent stated, "My child is part of the TST program, and the teachers and counselor do a very good job of keeping up with the program and informing the parents of what is going on." Respondents suggest installing lockers, giving students access to textbooks at home, and increasing safety measures on campus and on buses. Another parent commented that "I think there should be more opportunities for students to be involved in arts, music, and foreign languages/culture."

The Best Advice for Parents of Middle Schoolers



SECTION 15

ST. MARTIN HIGH SCHOOL

INTRODUCTION

St. Martin High School is located at 11300 Yellowjacket Boulevard in Ocean Springs, Mississippi. In 2017-2018, it housed one thousand three hundred three (1303) 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 Advanced Placement® course work and exams. The AP® participation rate at St Martin High School is 8 percent.



ENROLLMENT

Numbers of students enrolled at St. Martin High School in 2016-2017 and 2017-2018 are shown in **Table 78**. St. Martin High School enrollment increased in 2017-2018. Over the past three years, demographic ratios have remained steady. **Table 79** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

ST. MARTIN HIGH SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Grade 9	376	334
Grade 10	347	337
Grade 11	332	300
Grade 12	250	312
Sec. SPED	15	*
Sec. GED	*	*
Total	1323	1303

Table 78: St. Martin High School Enrollment by Grade



ST. MARTIN HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	643	48.6%	622	47.7%
Male	680	51.4%	681	52.3%
Asian	111	8.4%	107	8.2%
Black	302	22.8%	305	23.4%
Hispanic	61	4.6%	55	4.2%
Native American	*	0.0%	*	0.0%
White	843	63.7%	829	63.6%
Multi Racial	*	0.0%	*	0.0%
Pacific Islander	*	0.0%	*	0.0%
Total	1323	100%	1303	100%

Table 79: St. Martin High School Enrollment by Demographic Group

ATTENDANCE

2016-2017 ST. MARTIN HIGH SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE						
AVERAGE DAILY ATTENDANCE						
GR 9	GR 10	GR 11	GR 12	SEC. SPED	SEC. GED	TOTAL
197.36	165.7	160.9	159.06	5.08	0.95	689.06
CHRONIC ABSENTEEISM						
# ABSENT ≥ 10% DAYS ENROLLED			# ENROLLED	CHRONIC ABSENTEEISM RATE		
229			1390	16.47%		

Table 80: 2016-2017 St. Martin High School Average Daily Attendance and Absentee Rate



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
GROWTH ALL STUDENTS	63.0	84.0	Graduation Rate	Participation Rate	College and Career Readiness
GROWTH LOW 25%	75.0	81.2	83.9	98.6	46.6

Figure 86: 2016 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
GROWTH ALL STUDENTS	90.3	84.4	Graduation Rate	Participation Rate	College and Career Readiness
GROWTH LOW 25%	101.1	88.5	88.2	98.9	52.0

Figure 87: 2017 St. Martin High School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 29.]

ST. MARTIN HIGH SCHOOL ACT

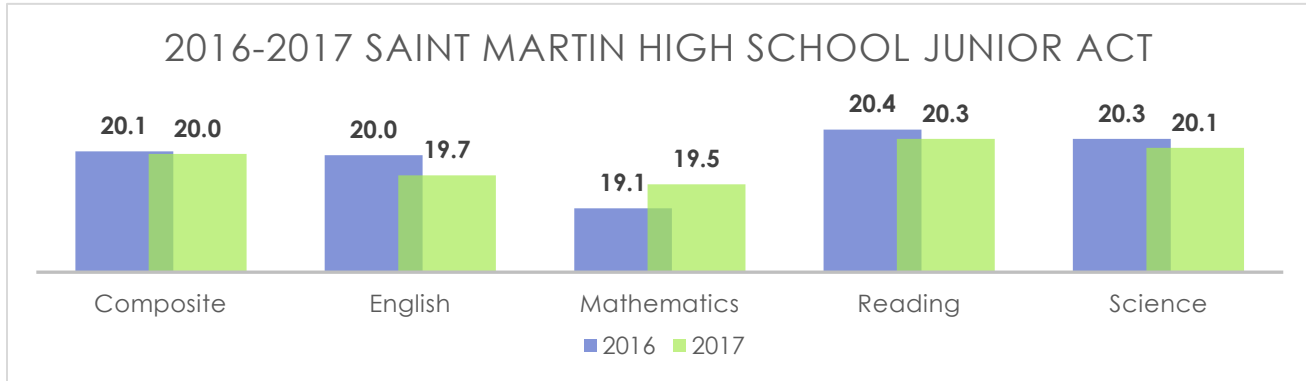


Figure 88: 2016-2017 St. Martin High School Junior ACT

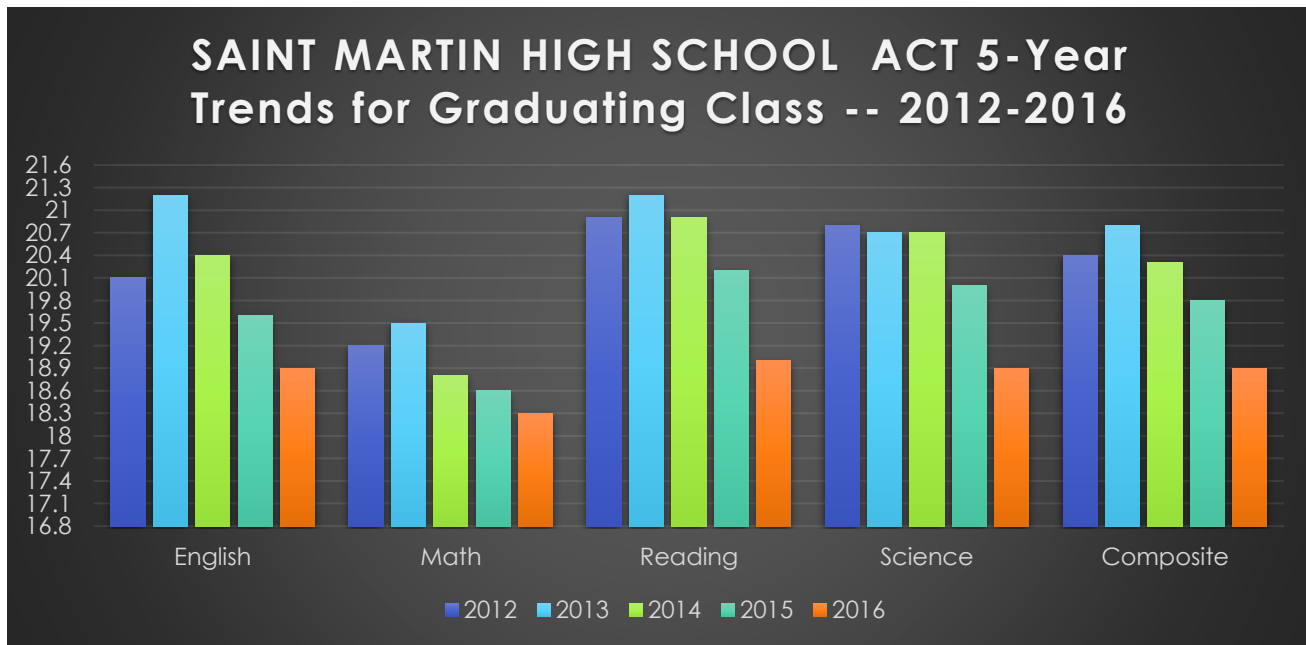


Figure 89: 2012-2016 St. Martin High School ACT 5-Year Trends for Graduating Class



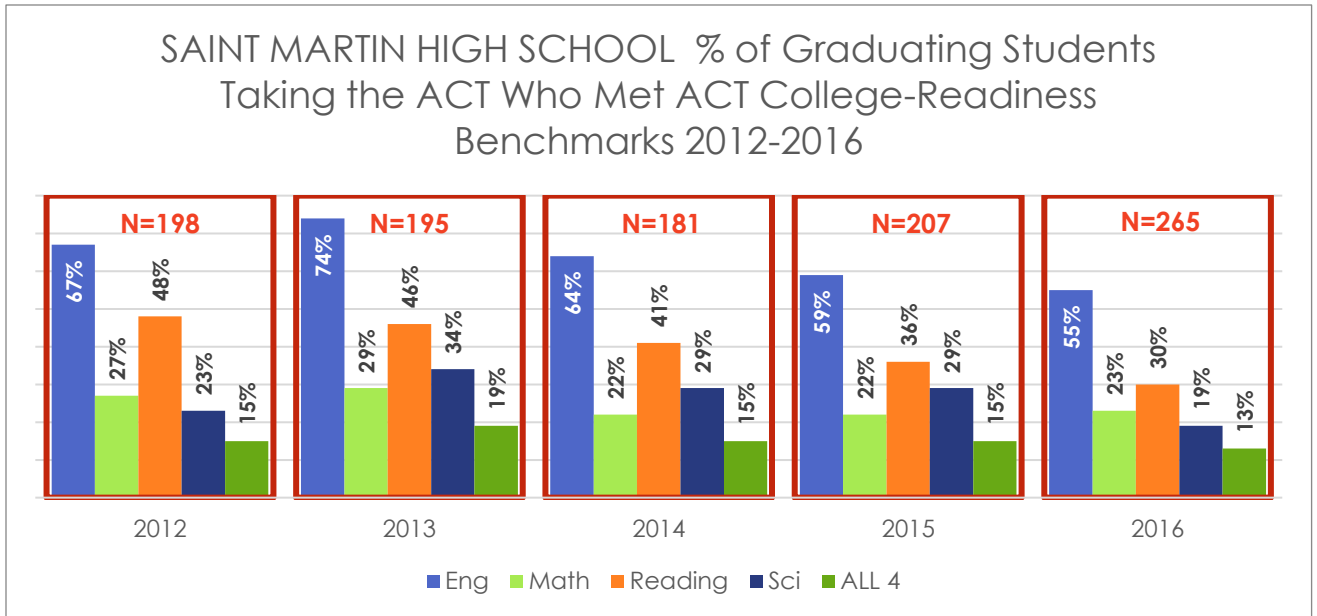


Figure 90: St. Martin High School ACT 5-Year Trends for Graduating Class -- 2012-2016

ST. MARTIN HIGH SCHOOL MAAP

St. Martin High School MAAP EOC

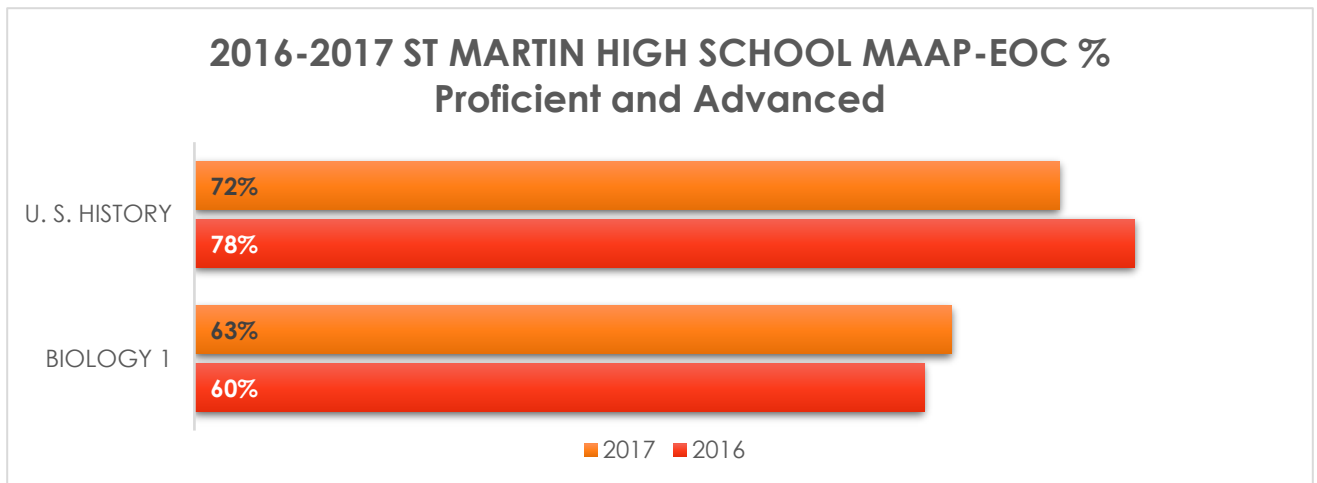


Figure 91: 2016-2017 St. Martin High School MAAP-EOC % Proficient and Advanced



St. Martin High School MAAP ELA and MATH

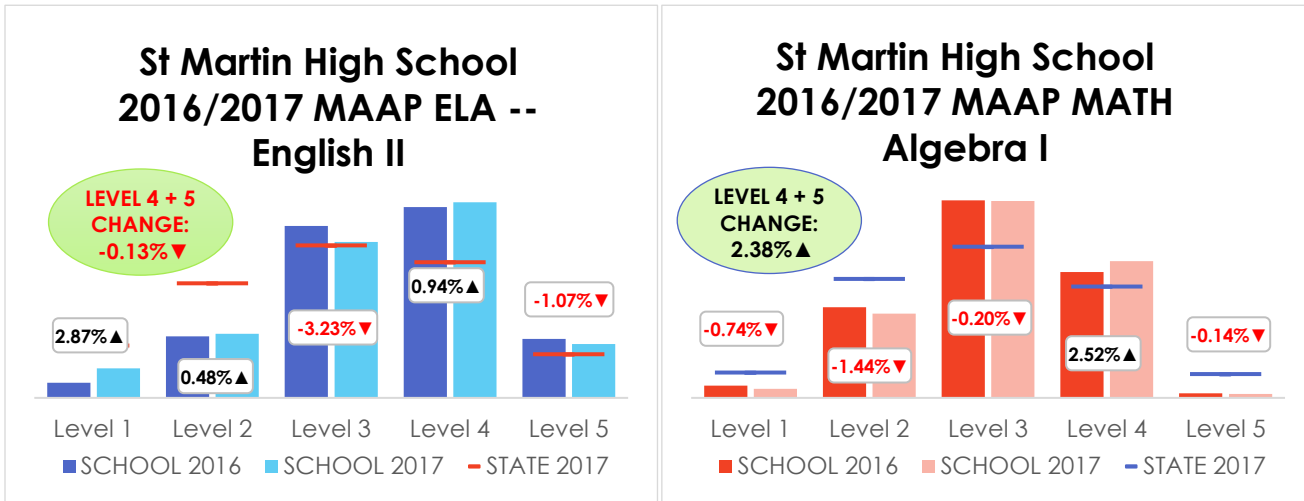


Figure 92: 2016-2017 St. Martin High School MAAP ELA and MATH English II and Algebra I

ST. MARTIN HIGH SCHOOL MAAP DEMOGRAPHICS

St. Martin High School MAAP ELA (Demographic)

St. Martin High School 2017 MAAP ELA by Demographic Group

Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	99.2	99.1	11.0	8.7	40.2	26.3	30.6	32.9	11.5	21.5	6.7	10.6
Female	99.4	99.3	15.3	10.3	44.9	28.6	30.1	33.6	8.0	19.9	<5.0	7.6
Male	99.0	98.8	7.1	7.3	36.0	24.1	31.0	32.3	14.7	23.0	11.2	13.4
Asian	100.0	99.4	14.8	23.9	44.4	34.3	22.2	23.1	18.5	10.1	**	8.6
Native American	**	98.2	**	5.3	**	23.9	**	39.3	**	22.1	**	9.4
Black	99.1	99.0	<5.0	<5.0	31.1	17.7	36.8	34.8	15.1	29.2	12.3	14.9
Hispanic	100.0	99.1	12.5	6.7	31.3	24.5	43.8	33.6	6.3	22.2	6.3	13.0
Multiracial	**	98.6	**	9.2	**	32.8	**	33.0	**	17.6	**	7.4
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9
White	99.1	99.1	13.5	14.6	45.0	35.8	27.0	31.0	9.5	13.1	<5.0	5.6
Economically Disadvantaged	99.0	99.0	7.3	<5.0	35.1	20.9	36.6	34.8	13.6	26.3	7.3	13.3
Limited English Proficient	100.0	99.0	**	<5.0	10.0	14.9	60.0	32.5	30.0	29.8	**	20.1
Students with Disabilities	92.5	97.6	<5.0	<5.0	16.2	8.0	13.5	19.4	21.6	30.7	45.9	40.6
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9

Table 81: 2017 St. Martin High School MAAP ELA by Demographic Group

St. Martin High School MAAP MATH (Demographic)

St. Martin High School 2017 MAAP MATH by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	98.5	98.8	<5.0	9.4	33.0	27.1	46.9	32.9	16.0	22.8	<5.0	7.8	
Female	97.9	99.0	<5.0	9.4	34.3	28.7	50.7	33.8	14.3	21.8	**	6.3	
Male	98.9	98.5	<5.0	9.4	32.0	25.5	43.8	31.9	17.4	23.8	5.6	9.3	
Asian	94.7	99.3	**	37.3	38.9	34.0	61.1	18.4	**	6.8	**	<5.0	
Native American	**	98.0	**	8.2	**	28.8	**	36.5	**	21.7	**	<5.0	
Black	98.9	98.6	**	<5.0	18.4	18.6	49.4	35.3	27.6	31.6	<5.0	11.1	
Hispanic	100.0	98.7	**	9.1	**	30.0	90.0	34.0	10.0	19.6	**	7.3	
Multiracial	**	98.6	**	11.1	**	31.1	**	34.2	**	17.9	**	5.6	
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4	
White	98.5	98.9	<5.0	15.4	39.8	36.1	42.8	30.3	12.9	13.7	<5.0	<5.0	
Economically Disadvantaged	97.7	98.7	<5.0	5.0	25.4	21.8	53.3	35.1	18.3	28.2	<5.0	9.8	
Limited English Proficient	**	98.8	**	6.1	**	24.0	**	35.4	**	24.5	**	10.0	
Students with Disabilities	94.6	97.6	**	<5.0	5.7	8.4	37.1	20.8	31.4	36.1	25.7	32.7	
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1	

Table 82: 2017 St. Martin High School MAAP MATH by Demographic Group

St. Martin High School MAAP-SCI (Demographic)

St. Martin High School 2017 MAAP-SCI by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	
All Students	99.4	98.5	13.0	17.5	49.6	41.0	**	**	25.2	26.0	12.2	15.5	
Female	99.4	98.9	15.6	16.1	48.8	43.1	**	**	23.8	27.2	11.9	13.6	
Male	99.5	98.1	10.8	18.8	50.3	38.9	**	**	26.5	24.9	12.4	17.3	
Asian	100.0	99.2	22.2	43.5	55.6	37.3	**	**	14.8	8.7	7.4	10.5	
Native American	**	97.2	**	12.4	**	41.8	**	**	**	26.2	**	19.5	
Black	100.0	98.2	5.5	7.4	40.7	35.0	**	**	39.6	34.4	14.3	23.2	
Hispanic	100.0	98.5	14.3	15.9	42.9	42.3	**	**	35.7	25.4	7.1	16.3	

St. Martin High School 2017 MAAP-SCI by Demographic Group

Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Multiracial	**	98.1	**	23.0	**	44.5	**	**	**	21.2	**	11.2
Hawaiian/Pacific Islander.	**	100.0	**	27.5	**	41.2	**	**	**	23.5	**	7.8
White	99.1	98.8	15.1	28.1	52.8	47.6	**	**	19.8	17.3	12.3	7.0
Economically Disadvantaged	99.4	98.3	8.0	10.8	50.0	38.0	**	**	31.0	31.1	10.9	20.1
Limited English Proficient	100.0	98.6	10.0	8.9	30.0	32.2	**	**	30.0	31.8	30.0	27.1
Students with Disabilities	100.0	96.8	**	<5.0	23.1	18.1	**	**	19.2	30.1	57.7	47.5
Migrant	**	100.0	**	10.9	**	32.6	**	**	**	23.9	**	32.6

Table 83: 2017 St. Martin High School MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at St. Martin High School in the categories of *Federal Programs, Curriculum and Instruction, Family and Community, School Improvement, and School Context and Organization*. 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. Ninety-eight (98) faculty and staff members, ninety-eight (98) parents, and two hundred seventy-three (273) students responded to the survey.

ST. MARTIN HIGH SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAM

Field summary for FP5

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

	Count	Percentage
Strongly Agree	65	66.3%
Agree	32	32.7%
Disagree	1	1.0%
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	57	58.2%
Agree	36	36.7%
Disagree	3	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.0%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	69	70.4%
Agree	23	23.5%
Disagree	4	4.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	1	1.0%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	80	81.6%
Agree	17	17.4%
Disagree	1	1.0%
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	11.2%
Agree	19	19.4%
Disagree	4	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	64	65.3%

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	54	55.1%
Agree	43	43.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	54	55.1%
Agree	41	41.8%
Disagree	1	1.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	1	1.0%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	65	66.3%
Agree	33	33.7%
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	48	49.0%
Agree	45	45.9%
Disagree	5	5.1%
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	59	60.2%
Agree	38	38.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

Field summary for TCI6

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

	Count	Percentage
Strongly Agree	56	57.1%
Agree	39	39.8%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.0%

Field summary for TCI10

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

	Count	Percentage
Strongly Agree	48	49.0%
Agree	47	48.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.1%

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	48	49.0%
Agree	39	39.8%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	10.2%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	71	72.5%
Agree	27	27.6%
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	10	10.2%
Agree	44	44.9%
Disagree	39	39.8%
Strongly Disagree	3	3.1%
Not Applicable or No Information	2	2.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	41	41.8%
Agree	50	51.0%
Disagree	3	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	4.1%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	59	60.2%
Agree	37	37.8%
Disagree	2	2.0%
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	52	53.1%
Agree	43	43.9%
Disagree	3	3.1%
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	48	49.0%
Agree	45	45.9%
Disagree	2	2.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	2	2.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	37	37.8%
Agree	39	39.8%
Disagree	16	16.3%
Strongly Disagree	5	5.1%
Not Applicable or No Information	1	1.0%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	45	45.9%
Agree	45	45.9%
Disagree	6	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.0%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	25	25.5%
Agree	54	55.1%
Disagree	18	18.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

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	49	50.0%
Agree	46	46.9%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	48	49.0%
Agree	43	43.9%
Disagree	5	5.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	1	1.0%

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	48	49.0%
Agree	43	43.9%
Disagree	6	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

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	48	49.0%
Agree	41	41.8%
Disagree	8	8.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	51	52.0%
Agree	45	45.9%
Disagree	2	2.0%
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	63	64.3%
Agree	34	34.7%
Disagree	1	1.0%
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	30	30.6%
Agree	42	42.9%
Disagree	22	22.5%
Strongly Disagree	3	3.1%
Not Applicable or No Information	1	1.0%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	62	63.3%
Agree	32	32.7%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.1%

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. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from St. Martin High School feel that the school does a good job in preparing students for graduation and beyond, recognizing student achievement in academics and extracurricular activities, and maintaining a supportive, caring, learning environment. One faculty member stated “We have a welcoming and safe environment. Overall, students get along well and accept each other’s cultures. Our students are kind and giving and, for the most part, polite.” Respondents suggest improving technology and WiFi access and reliability, enhancing campus security, and adding more classrooms and teachers to relieve overcrowding. Another faculty member stated that “St. Martin High School needs a full-time nurse on our campus. There are MANY times we have medical issues with students and staff, and the nurse is not here to help assist with the medical issues. I feel that we need a 4th counselor. We have over 1300 students and with only 3 counselors; they are overloaded.”



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	49	50.0%
Agree	44	44.9%
Disagree	2	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.1%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	35	35.7%
Agree	42	42.9%
Disagree	4	4.1%
Strongly Disagree	2	2.0%
Not Applicable or No Information	15	15.3%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	52	53.1%
Agree	35	35.7%
Disagree	2	2.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	8	8.2%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	64	65.3%
Agree	23	23.5%
Disagree	4	4.1%
Strongly Disagree	2	2.0%
Not Applicable or No Information	5	5.1%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	23	23.5%
Agree	33	33.7%
Disagree	5	5.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	36	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	39	39.8%
Supporting college and career counseling	52	53.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	54	55.1%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	50	51.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	33	33.7%

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	40	40.8%
Providing school-based mental health services and counseling	53	54.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	28	28.6%
Establishing or improving dropout prevention	39	39.8%
Supporting re-entry programs and transition services for Justice-involved youth	23	23.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	37	37.8%
Implementing systems and practices to prevent bullying and harassment	51	52.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	54	55.1%
Establishing community partnerships	38	38.8%

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	61	62.2%
Building technological capacity and infrastructure	40	40.8%
Carrying out innovative blended learning projects	35	35.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	27	27.6%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	48	49.0%



Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	20	20.4%
Computer Classes	23	23.5%
Conflict Resolution	29	29.6%
Discipline	34	34.7%
Drug/Alcohol Awareness	43	43.9%
English as a Second Language	15	15.3%
Health Classes	15	15.3%
Literacy Classes	13	13.3%
Math Classes	21	21.4%
Parent-to-School Relationships	34	34.7%
Parent/Child Communication	43	43.9%
Preparing for College	62	63.3%
Parenting Workshops	33	33.7%
Social Media Classes	24	24.5%
Stress/Anger Management	37	37.8%
Understanding College- and Career-Ready Standards	51	52.0%
Other	5	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	27	27.6%
Parental advisory committees	14	14.3%
PTO/PTA meetings and activities	11	11.2%
Ways to help at the classroom level	24	24.5%
Other ways to get involved in my school (district)	22	22.5%

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	23	23.5%
Very likely	38	38.8%
Moderately likely	28	28.6%
Slightly likely	8	8.2%
Not at all likely	1	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	37	37.8%
Agree	52	53.1%
Disagree	6	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.1%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	40	40.8%
Agree	48	49.0%
Disagree	7	7.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	2	2.0%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	37	37.8%
Agree	53	54.1%
Disagree	7	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	39	39.8%
Agree	52	53.1%
Disagree	6	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.0%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	35	35.7%
Agree	52	53.1%
Disagree	6	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	5.1%

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	35	35.7%
Agree	46	46.9%
Disagree	12	12.2%
Strongly Disagree	3	3.1%
Not Applicable or No Information	2	2.0%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	34	34.7%
Agree	50	51.0%
Disagree	13	13.3%
Strongly Disagree	1	1.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	25	25.5%
Agree	54	55.1%
Disagree	16	16.3%
Strongly Disagree	2	2.0%
Not Applicable or No Information	1	1.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	39	39.8%
Agree	52	53.1%
Disagree	6	6.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	0	0.0%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	30	30.6%
Agree	55	56.1%
Disagree	12	12.2%
Strongly Disagree	1	1.0%
Not Applicable or No Information	0	0.0%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	29	29.6%
Agree	56	57.1%
Disagree	11	11.2%
Strongly Disagree	2	2.0%
Not Applicable or No Information	0	0.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	46	46.9%
Agree	47	48.0%
Disagree	5	5.1%
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	32	32.7%
Agree	45	45.9%
Disagree	9	9.2%
Strongly Disagree	6	6.1%
Not Applicable or No Information	6	6.1%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	20	20.4%
Agree	60	61.2%
Disagree	14	14.3%
Strongly Disagree	2	2.0%
Not Applicable or No Information	2	2.0%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	17	17.4%
Agree	53	54.1%
Disagree	22	22.5%
Strongly Disagree	4	4.1%
Not Applicable or No Information	2	2.0%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	27	27.6%
Agree	47	48.0%
Disagree	6	6.1%
Strongly Disagree	2	2.0%
Not Applicable or No Information	16	16.3%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	29	29.6%
Agree	60	61.2%
Disagree	2	2.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	6	6.1%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	32	32.7%
Agree	54	55.1%
Disagree	5	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	7.1%

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	31	31.6%
Agree	56	57.1%
Disagree	5	5.1%
Strongly Disagree	1	1.0%
Not Applicable or No Information	5	5.1%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	21	21.4%
Agree	52	53.1%
Disagree	16	16.3%
Strongly Disagree	4	4.1%
Not Applicable or No Information	5	5.1%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	34	34.7%
Agree	50	51.0%
Disagree	11	11.2%
Strongly Disagree	1	1.0%
Not Applicable or No Information	2	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	27	27.6%
Agree	49	50.0%
Disagree	8	8.2%
Strongly Disagree	1	1.0%
Not Applicable or No Information	13	13.3%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	38	38.8%
Agree	50	51.0%
Disagree	7	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.1%

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	29	29.6%
Agree	59	60.2%
Disagree	2	2.0%
Strongly Disagree	2	2.0%
Not Applicable or No Information	6	6.1%

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	32	32.7%
Agree	60	61.2%
Disagree	4	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	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	31	31.6%
Agree	55	56.1%
Disagree	9	9.2%
Strongly Disagree	1	1.0%
Not Applicable or No Information	2	2.0%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	37	37.8%
Agree	52	53.1%
Disagree	3	3.1%
Strongly Disagree	2	2.0%
Not Applicable or No Information	4	4.1%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	28	28.6%
Agree	60	61.2%
Disagree	5	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	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. Actual responses have been delivered digitally to the appropriate school district officials.

Parents of students from St. Martin High School feel that the school does a good job in communicating with parents, preparing students for college, and having strong administrative leadership. One parent stated “Everyone is always friendly and extremely helpful in the office. I appreciate all that the administration and teachers do for our children.” Respondents suggest recognizing all achievement, not just the top students, better programs for dyslexic students, and entering grades in a timelier manner. Another parent stated that “I feel like issues with bullying should be addressed more fully. We’ve had instances where bullying has been dismissed because the child had never behaved that way before. I feel like more information should be gathered before making immediate judgments based on emotional perceptions.”



ST. MARTIN 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	70	24.7%
Agree	200	70.7%
Disagree	7	2.5%
Strongly Disagree	1	0.4%
Not Applicable or No Information	5	1.8%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	77	27.2%
Agree	164	58.0%
Disagree	15	5.3%
Strongly Disagree	2	0.7%
Not Applicable or No Information	25	8.8%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	85	30.0%
Agree	101	35.7%
Disagree	49	17.3%
Strongly Disagree	19	6.7%
Not Applicable or No Information	29	10.3%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	62	21.9%
Agree	123	43.5%
Disagree	79	27.9%
Strongly Disagree	10	3.5%
Not Applicable or No Information	9	3.2%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	24	8.5%
Agree	107	37.8%
Disagree	26	9.2%
Strongly Disagree	5	1.8%
Not Applicable or No Information	121	42.8%

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	80	28.3%
Agree	166	58.7%
Disagree	29	10.3%
Strongly Disagree	6	2.1%
Not Applicable or No Information	2	0.7%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	56	19.8%
Agree	181	64.0%
Disagree	36	12.7%
Strongly Disagree	6	2.1%
Not Applicable or No Information	4	1.4%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	64	22.6%
Agree	171	60.4%
Disagree	33	11.7%
Strongly Disagree	7	2.5%
Not Applicable or No Information	8	2.8%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	99	35.0%
Agree	135	47.7%
Disagree	32	11.3%
Strongly Disagree	10	3.5%
Not Applicable or No Information	7	2.5%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	79	27.9%
Agree	171	60.4%
Disagree	23	8.1%
Strongly Disagree	8	2.8%
Not Applicable or No Information	2	0.7%

Field summary for SC1144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	88	31.1%
Agree	156	55.1%
Disagree	28	9.9%
Strongly Disagree	7	2.5%
Not Applicable or No Information	4	1.4%

Field summary for SC1162

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

	Count	Percentage
Strongly Agree	67	23.7%
Agree	163	57.6%
Disagree	37	13.1%
Strongly Disagree	13	4.6%
Not Applicable or No Information	3	1.1%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	63	22.3%
Agree	140	49.5%
Disagree	51	18.0%
Strongly Disagree	8	2.8%
Not Applicable or No Information	21	7.4%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	58	20.5%
Agree	127	44.9%
Disagree	61	21.6%
Strongly Disagree	11	3.9%
Not Applicable or No Information	26	9.2%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	66	23.3%
Agree	149	52.7%
Disagree	31	11.0%
Strongly Disagree	8	2.8%
Not Applicable or No Information	29	10.3%



Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	60	21.2%
Agree	124	43.8%
Disagree	61	21.6%
Strongly Disagree	21	7.4%
Not Applicable or No Information	17	6.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	89	31.5%
Agree	140	49.5%
Disagree	31	11.0%
Strongly Disagree	17	6.0%
Not Applicable or No Information	6	2.1%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	67	23.7%
Agree	167	59.0%
Disagree	20	7.1%
Strongly Disagree	4	1.4%
Not Applicable or No Information	25	8.8%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	84	29.7%
Agree	152	53.7%
Disagree	22	7.8%
Strongly Disagree	6	2.1%
Not Applicable or No Information	19	6.7%

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	58	20.5%
Agree	171	60.4%
Disagree	38	13.4%
Strongly Disagree	6	2.1%
Not Applicable or No Information	10	3.5%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	67	23.7%
Agree	160	56.5%
Disagree	36	12.7%
Strongly Disagree	14	5.0%
Not Applicable or No Information	6	2.1%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	62	21.9%
Agree	152	53.7%
Disagree	29	10.3%
Strongly Disagree	10	3.5%
Not Applicable or No Information	30	10.6%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	76	26.9%
Agree	118	41.7%
Disagree	65	23.0%
Strongly Disagree	18	6.4%
Not Applicable or No Information	6	2.1%

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	66	23.3%
Agree	112	39.6%
Disagree	53	18.7%
Strongly Disagree	29	10.3%
Not Applicable or No Information	23	8.1%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	82	29.0%
Agree	163	57.6%
Disagree	23	8.1%
Strongly Disagree	10	3.5%
Not Applicable or No Information	5	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	58	20.5%
Agree	138	48.8%
Disagree	45	15.9%
Strongly Disagree	16	5.7%
Not Applicable or No Information	26	9.2%

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	94	33.2%
Agree	169	59.7%
Disagree	10	3.5%
Strongly Disagree	7	2.5%
Not Applicable or No Information	3	1.1%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	68	24.0%
Agree	164	58.0%
Disagree	31	11.0%
Strongly Disagree	12	4.2%
Not Applicable or No Information	8	2.8%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	78	27.6%
Agree	157	55.5%
Disagree	32	11.3%
Strongly Disagree	9	3.2%
Not Applicable or No Information	7	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	90	31.8%
Agree	145	51.2%
Disagree	30	10.6%
Strongly Disagree	9	3.2%
Not Applicable or No Information	9	3.2%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	94	33.2%
Agree	149	52.7%
Disagree	31	11.0%
Strongly Disagree	4	1.4%
Not Applicable or No Information	5	1.8%

Field summary for SSC166

My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	72	25.4%
Agree	122	43.1%
Disagree	59	20.9%
Strongly Disagree	18	6.4%
Not Applicable or No Information	12	4.2%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Students from St. Martin High School feel that the school does a good job in having great teachers who care about students, providing needed resources, and maintaining a safe and orderly environment. One student stated, "My school does well in encouraging me to do my best and expects a lot from me as a student and young adult. As a student I have access to all the tools I need to do my work in the most complete way possible. All the staff do their very best to make every day at school the best it can possibly be. I am very happy with my experiences and education and wouldn't change anything." Respondents suggest more reliable technology and WiFi, more guidance toward career choices that don't require a college degree, and changes to the dress code and cafeteria food. Another student stated that "It seems like the athletics program is the main part of the school. It isn't always, but the star players seem to be able to do whatever they want with no real consequences."



NOTES

A series of 20 horizontal light blue lines, evenly spaced, intended for writing notes. The lines are contained within a white rectangular area bounded by thin black lines at the top and bottom.

VANCLEAVE LOWER ELEMENTARY SCHOOL

INTRODUCTION

Vanclave Lower Elementary School is located at 12602 Highway 57 in Vanclave, Mississippi. In 2017-2018, it housed four hundred ninety-six (496) students in prekindergarten through second grades (PK-2). Vanclave 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."

Vanclave 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.



ENROLLMENT

Numbers of students enrolled at Vanleave Lower Elementary School in 2016-2017 and 2017-2018 are shown in **Table 84**. Vanleave Lower Elementary School enrollment increased in 2017-2018. Over the past three years, demographic ratios have remained steady. **Table 85** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

VANCLEAVE LOWER ELEMENTARY SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Prekindergarten	*	*
PK- SPED	*	*
Kindergarten	148	144
K- SPED	*	*
Elementary SPED	*	*
Grade 1	163	157
Grade 2	157	174
Total	484	496

Table 84: Vanleave Lower Elementary School Enrollment by Grade



VANCLEAVE LOWER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	232	47.9%	220	44.4%
Male	252	52.1%	276	55.6%
Asian	*	0.0%	*	0.0%
Black	16	3.3%	*	0.0%
Hispanic	13	2.7%	14	2.8%
Native American	*	0.0%	*	0.0%
White	443	91.5%	461	92.9%
Multi Racial	*	0.0%	*	0.0%
Pacific Islander	*	0.0%	*	0.0%
Total	484	100%	496	100%

Table 85: Vanleave Lower Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2017 VANCLEAVE LOWER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE				
AVERAGE DAILY ATTENDANCE				
K	ELEM. SPED	GR 01	GR 02	TOTAL
140.05	5.91	158.17	149.3	465.43
CHRONIC ABSENTEEISM				
# ABSENT ≥ 10% DAYS ENROLLED		# ENROLLED	CHRONIC ABSENTEEISM RATE	
75		537	13.97%	

Table 86: 2016-2017 Vanleave Lower Elementary School Average Daily Attendance and Absentee Rate



ACCOUNTABILITY

2016 Vancleave Lower Elementary School Accountability			
Grade: A Total Points: 485.3	Reading	Mathematics	Science
PROFICIENCY	41.9	56.6	NA
GROWTH ALL STUDENTS	81.4	77.3	Participation Rate
GROWTH LOW 25%	84.2	75.0	NA

Figure 93: 2016 Vancleave Lower Elementary School Accountability

2017 Vancleave Lower Elementary School Accountability			
2017 Official Accountability Rating: B ; 2016 Accountability Rating: A ; Former Baseline Grade: B ; New Baseline Grade: B			
Grade: B Total Points: 390.8	Reading	Mathematics	Science
PROFICIENCY	45.9	63.5	NA
GROWTH ALL STUDENTS	62.8	59.2	Participation Rate
GROWTH LOW 25%	57.6	46.1	N/A

Figure 94: 2017 Vancleave Lower Elementary School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 29.]

VANCLEAVE LOWER ELEMENTARY SCHOOL MKAS²

MKAS ²	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017
PREKINDERGARTEN				*	*	*	*
MKAS ² KINDERGARTEN READINESS	Fall 2015	Spring 2016	NET GAIN	Fall 2016	Spring 2017	NET GAIN	Fall 2017
	520	765	245	503	743	240	498

Table 87: Vancleave Lower Elementary School MKAS² 2015-2017

VANCLEAVE LOWER ELEMENTARY MAAP DEMOGRAPHICS

Vancleave Lower Elementary MAAP ELA (Demographic)

Vancleave Lower Elementary School 2017 MAAP ELA by Demographic Group

Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	99.4	99.1	12.9	8.7	35.8	26.3	30.8	32.9	14.3	21.5	6.3	10.6
Female	99.4	99.3	15.8	10.3	39.1	28.6	29.2	33.6	12.3	19.9	<5.0	7.6
Male	99.3	98.8	10.1	7.3	32.7	24.1	32.2	32.3	16.1	23.0	8.9	13.4
Asian	99.5	99.4	17.6	23.9	43.9	34.3	24.1	23.1	9.1	10.1	5.3	8.6
Native American	100.0	98.2	<5.0	5.3	36.4	23.9	50.0	39.3	**	22.1	9.1	9.4
Black	99.7	99.0	5.4	<5.0	25.9	17.7	35.6	34.8	22.3	29.2	10.8	14.9
Hispanic	100.0	99.1	9.7	6.7	26.5	24.5	38.1	33.6	14.8	22.2	11.0	13.0
Multiracial	98.0	98.6	8.3	9.2	37.5	32.8	33.3	33.0	16.7	17.6	<5.0	7.4
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9
White	99.3	99.1	14.0	14.6	37.2	35.8	30.0	31.0	13.3	13.1	5.6	5.6
Economically Disadvantaged	99.3	99.0	8.5	<5.0	29.6	20.9	34.3	34.8	18.5	26.3	9.1	13.3
Limited English Proficient	99.2	99.0	<5.0	<5.0	23.0	14.9	37.7	32.5	19.7	29.8	14.8	20.1
Students with Disabilities	97.8	97.6	<5.0	<5.0	10.8	8.0	21.5	19.4	29.3	30.7	37.1	40.6
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9

Table 88: 2017 Vancleave Lower Elementary School MAAP ELA by Demographic Group

Vancleave Lower Elementary MAAP MATH (Demographic)

Vancleave Lower Elementary School 2017 MAAP MATH by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	99.2	98.8	14.4	9.4	36.1	27.1	30.3	32.9	14.6	22.8	<5.0	7.8	
Female	99.1	99.0	15.1	9.4	38.1	28.7	30.6	33.8	12.8	21.8	<5.0	6.3	
Male	99.3	98.5	13.8	9.4	34.4	25.5	30.0	31.9	16.2	23.8	5.7	9.3	
Asian	99.4	99.3	22.8	37.3	45.6	34.0	23.3	18.4	5.6	6.8	<5.0	<5.0	
Native American	95.8	98.0	<5.0	8.2	21.7	28.8	47.8	36.5	13.0	21.7	13.0	<5.0	
Black	99.7	98.6	6.5	<5.0	24.2	18.6	34.1	35.3	25.5	31.6	9.7	11.1	
Hispanic	100.0	98.7	7.4	9.1	31.5	30.0	38.3	34.0	15.4	19.6	7.4	7.3	
Multiracial	98.0	98.6	**	11.1	43.8	31.1	41.7	34.2	12.5	17.9	<5.0	5.6	
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4	
White	99.2	98.9	15.6	15.4	37.6	36.1	29.5	30.3	13.4	13.7	<5.0	<5.0	
Economically Disadvantaged	99.0	98.7	8.7	5.0	31.5	21.8	33.9	35.1	19.2	28.2	6.7	9.8	
Limited English Proficient	99.2	98.8	7.3	6.1	38.2	24.0	30.1	35.4	14.6	24.5	9.8	10.0	
Students with Disabilities	98.4	97.6	<5.0	<5.0	10.7	8.4	25.1	20.8	35.0	36.1	26.7	32.7	
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1	

Table 89: 2017 Vancleave Lower Elementary School MAAP MATH by Demographic Group

Research on Effects of Poverty on Learning...

- Students from Poverty enter kindergarten with one half of the speaking and listening vocabulary that their other classmates bring to school.
- Students from Poverty “don’t get out much” – background information and vocabulary.
- By the time students from Poverty enter 9th grade, they have one fourth the vocabulary that their classmates have.

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, Family and Community, School Improvement, and School Context and Organization. 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-seven (47) faculty and staff members, thirty-two (32) parents, and two hundred ninety-four (294) 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	37	78.7%
Agree	10	21.3%
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	40.4%
Agree	15	31.9%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	23.4%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	39	83.0%
Agree	6	12.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	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	42	89.4%
Agree	4	8.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	34	72.3%
Agree	13	27.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
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	31	66.0%
Agree	16	34.0%
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	29	61.7%
Agree	17	36.2%
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	28	59.6%
Agree	18	38.3%
Disagree	1	2.1%
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	68.1%
Agree	14	29.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	25	53.2%
Agree	21	44.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for TCI6

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

	Count	Percentage
Strongly Agree	32	68.1%
Agree	12	25.5%
Disagree	2	4.3%
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	27	57.5%
Agree	18	38.3%
Disagree	2	4.3%
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	28	59.6%
Agree	10	21.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	19.2%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	34	72.3%
Agree	12	25.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	15	31.9%
Agree	26	55.3%
Disagree	5	10.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	24	51.1%
Agree	22	46.8%
Disagree	1	2.1%
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	28	59.6%
Agree	19	40.4%
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	29	61.7%
Agree	17	36.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

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	22	46.8%
Agree	22	46.8%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	29	61.7%
Agree	16	34.0%
Disagree	2	4.3%
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	24	51.1%
Agree	20	42.6%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	2	4.3%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	25	53.2%
Agree	21	44.7%
Disagree	1	2.1%
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	24	51.1%
Agree	13	27.7%
Disagree	1	2.1%
Strongly Disagree	1	2.1%
Not Applicable or No Information	8	17.0%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	34	72.3%
Agree	13	27.7%
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	32	68.1%
Agree	14	29.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
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	34	72.3%
Agree	13	27.7%
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	28	59.6%
Agree	18	38.3%
Disagree	1	2.1%
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	30	63.8%
Agree	15	31.9%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	28	59.6%
Agree	18	38.3%
Disagree	1	2.1%
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	21	44.7%
Agree	23	48.9%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	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. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from Vancleave Lower Elementary School feel that the school does a good job in communication between teachers, parents, administration, and students regarding expectations, creating a clean, welcoming environment, and teaching the whole child. One faculty member stated “Our school is over the top in so many ways...supportive administration, a clean, well working, safe building, fun ways to be recognized for both student and staff achievements. VLES is truly the ‘happiest place on Earth.’” Respondents suggest working toward smaller class sizes, more staffing in support roles (nurse, speech pathologist, interventionists), and more training on using assessment to drive instruction. Another faculty member stated that “The school (Lower Elementary) needs a gym or other indoor area large enough to host activities for PE teachers.”



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	14	43.8%
Agree	13	40.6%
Disagree	0	0.0%
Strongly Disagree	2	6.3%
Not Applicable or No Information	3	9.4%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	7	21.9%
Agree	8	25.0%
Disagree	4	12.5%
Strongly Disagree	3	9.4%
Not Applicable or No Information	10	31.3%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	19	59.4%
Agree	4	12.5%
Disagree	5	15.6%
Strongly Disagree	4	12.5%
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	22	68.8%
Agree	7	21.9%
Disagree	3	9.4%
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	7	21.9%
Agree	9	28.1%
Disagree	3	9.4%
Strongly Disagree	5	15.6%
Not Applicable or No Information	8	25.0%

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	15	46.9%
Supporting college and career counseling	7	21.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	19	59.4%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	11	34.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	34.4%

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	15	46.9%
Providing school-based mental health services and counseling	12	37.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	6	18.8%
Establishing or improving dropout prevention	4	12.5%
Supporting re-entry programs and transition services for Justice-involved youth	1	3.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	15	46.9%
Implementing systems and practices to prevent bullying and harassment	14	43.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	12	37.5%
Establishing community partnerships	7	21.9%

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	14	43.8%
Building technological capacity and infrastructure	10	31.3%
Carrying out innovative blended learning projects	10	31.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	13	40.6%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	7	21.9%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	8	25.0%
Computer Classes	8	25.0%
Conflict Resolution	14	43.8%
Discipline	9	28.1%
Drug/Alcohol Awareness	8	25.0%
English as a Second Language	1	3.1%
Health Classes	10	31.3%
Literacy Classes	6	18.8%
Math Classes	7	21.9%
Parent-to-School Relationships	19	59.4%
Parent/Child Communication	19	59.4%
Preparing for College	9	28.1%
Parenting Workshops	13	40.6%
Social Media Classes	2	6.3%
Stress/Anger Management	10	31.3%
Understanding College- and Career-Ready Standards	6	18.8%
Other	4	12.5%

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	7	21.9%
Parental advisory committees	1	3.1%
PTO/PTA meetings and activities	1	3.1%
Ways to help at the classroom level	14	43.8%
Other ways to get involved in my school (district)	9	28.1%

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	14	43.8%
Very likely	13	40.6%
Moderately likely	5	15.6%
Slightly likely	0	0.0%
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	12	37.5%
Agree	11	34.4%
Disagree	3	9.4%
Strongly Disagree	4	12.5%
Not Applicable or No Information	2	6.3%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	12	37.5%
Agree	11	34.4%
Disagree	5	15.6%
Strongly Disagree	2	6.3%
Not Applicable or No Information	2	6.3%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	10	31.3%
Agree	14	43.8%
Disagree	1	3.1%
Strongly Disagree	7	21.9%
Not Applicable or No Information	0	0.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	13	40.6%
Agree	13	40.6%
Disagree	3	9.4%
Strongly Disagree	3	9.4%
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	13	40.6%
Agree	8	25.0%
Disagree	3	9.4%
Strongly Disagree	7	21.9%
Not Applicable or No Information	1	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	10	31.3%
Agree	10	31.3%
Disagree	3	9.4%
Strongly Disagree	5	15.6%
Not Applicable or No Information	4	12.5%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	10	31.3%
Agree	14	43.8%
Disagree	0	0.0%
Strongly Disagree	8	25.0%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	10	31.3%
Agree	15	46.9%
Disagree	0	0.0%
Strongly Disagree	7	21.9%
Not Applicable or No Information	0	0.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	10	31.3%
Agree	14	43.8%
Disagree	0	0.0%
Strongly Disagree	8	25.0%
Not Applicable or No Information	0	0.0%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	8	25.0%
Agree	16	50.0%
Disagree	1	3.1%
Strongly Disagree	6	18.8%
Not Applicable or No Information	1	3.1%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	9	28.1%
Agree	13	40.6%
Disagree	3	9.4%
Strongly Disagree	6	18.8%
Not Applicable or No Information	1	3.1%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	15	46.9%
Agree	9	28.1%
Disagree	2	6.3%
Strongly Disagree	6	18.8%
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	8	25.0%
Agree	14	43.8%
Disagree	2	6.3%
Strongly Disagree	8	25.0%
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	6	18.8%
Agree	16	50.0%
Disagree	1	3.1%
Strongly Disagree	8	25.0%
Not Applicable or No Information	1	3.1%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	8	25.0%
Agree	14	43.8%
Disagree	2	6.3%
Strongly Disagree	8	25.0%
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	9	28.1%
Agree	14	43.8%
Disagree	0	0.0%
Strongly Disagree	8	25.0%
Not Applicable or No Information	1	3.1%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	7	21.9%
Agree	16	50.0%
Disagree	1	3.1%
Strongly Disagree	4	12.5%
Not Applicable or No Information	4	12.5%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	9	28.1%
Agree	12	37.5%
Disagree	0	0.0%
Strongly Disagree	7	21.9%
Not Applicable or No Information	4	12.5%

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	9	28.1%
Agree	16	50.0%
Disagree	1	3.1%
Strongly Disagree	4	12.5%
Not Applicable or No Information	2	6.3%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	7	21.9%
Agree	13	40.6%
Disagree	4	12.5%
Strongly Disagree	4	12.5%
Not Applicable or No Information	4	12.5%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	15	46.9%
Agree	11	34.4%
Disagree	3	9.4%
Strongly Disagree	2	6.3%
Not Applicable or No Information	1	3.1%

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	28.1%
Agree	10	31.3%
Disagree	0	0.0%
Strongly Disagree	3	9.4%
Not Applicable or No Information	10	31.3%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	12	37.5%
Agree	13	40.6%
Disagree	0	0.0%
Strongly Disagree	7	21.9%
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	10	31.3%
Agree	13	40.6%
Disagree	0	0.0%
Strongly Disagree	8	25.0%
Not Applicable or No Information	1	3.1%

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	11	34.4%
Agree	14	43.8%
Disagree	1	3.1%
Strongly Disagree	2	6.3%
Not Applicable or No Information	4	12.5%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	10	31.3%
Agree	14	43.8%
Disagree	0	0.0%
Strongly Disagree	8	25.0%
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	11	34.4%
Agree	11	34.4%
Disagree	5	15.6%
Strongly Disagree	3	9.4%
Not Applicable or No Information	2	6.3%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	10	31.3%
Agree	14	43.8%
Disagree	1	3.1%
Strongly Disagree	2	6.3%
Not Applicable or No Information	5	15.6%

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. Actual responses have been delivered digitally to the appropriate school district officials.

Parents of students from Vancleave Lower Elementary School feel that the school does a good job in having a friendly office staff, excellent teachers, and commitment to student growth. Respondents suggest more opportunities for parent and family engagement, stricter campus safety measures, and more flexible times for teacher conferences. Another parent stated that “Vancleave Upper is need of a gym for physical education and programs, a new cafeteria that will seat all students and the roof will not leak, and new classrooms for the students.”



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	173	58.8%
Agree	91	31.0%
Disagree	2	0.7%
Strongly Disagree	1	0.3%
Not Applicable or No Information	27	9.2%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	146	49.7%
Agree	114	38.8%
Disagree	4	1.4%
Strongly Disagree	2	0.7%
Not Applicable or No Information	28	9.5%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	181	61.6%
Agree	89	30.3%
Disagree	2	0.7%
Strongly Disagree	4	1.4%
Not Applicable or No Information	18	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	132	44.9%
Agree	92	31.3%
Disagree	13	4.4%
Strongly Disagree	11	3.7%
Not Applicable or No Information	46	15.7%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	181	61.6%
Agree	60	20.4%
Disagree	2	0.7%
Strongly Disagree	9	3.1%
Not Applicable or No Information	42	14.3%

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	190	64.6%
Agree	80	27.2%
Disagree	6	2.0%
Strongly Disagree	4	1.4%
Not Applicable or No Information	14	4.8%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	162	55.1%
Agree	107	36.4%
Disagree	3	1.0%
Strongly Disagree	5	1.7%
Not Applicable or No Information	17	5.8%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	176	59.9%
Agree	89	30.3%
Disagree	5	1.7%
Strongly Disagree	3	1.0%
Not Applicable or No Information	21	7.1%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	191	65.0%
Agree	77	26.2%
Disagree	5	1.7%
Strongly Disagree	7	2.4%
Not Applicable or No Information	14	4.8%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	153	52.0%
Agree	112	38.1%
Disagree	5	1.7%
Strongly Disagree	7	2.4%
Not Applicable or No Information	17	5.8%

Field summary for SCI144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	183	62.2%
Agree	90	30.6%
Disagree	5	1.7%
Strongly Disagree	3	1.0%
Not Applicable or No Information	13	4.4%

Field summary for SCI162

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

	Count	Percentage
Strongly Agree	163	55.4%
Agree	83	28.2%
Disagree	12	4.1%
Strongly Disagree	12	4.1%
Not Applicable or No Information	24	8.2%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	202	68.7%
Agree	70	23.8%
Disagree	2	0.7%
Strongly Disagree	5	1.7%
Not Applicable or No Information	15	5.1%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	167	56.8%
Agree	91	31.0%
Disagree	5	1.7%
Strongly Disagree	6	2.0%
Not Applicable or No Information	25	8.5%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	187	63.6%
Agree	72	24.5%
Disagree	4	1.4%
Strongly Disagree	5	1.7%
Not Applicable or No Information	26	8.8%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	159	54.1%
Agree	84	28.6%
Disagree	7	2.4%
Strongly Disagree	4	1.4%
Not Applicable or No Information	40	13.6%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	195	66.3%
Agree	68	23.1%
Disagree	6	2.0%
Strongly Disagree	11	3.7%
Not Applicable or No Information	14	4.8%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	196	66.7%
Agree	61	20.8%
Disagree	6	2.0%
Strongly Disagree	4	1.4%
Not Applicable or No Information	27	9.2%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	152	51.7%
Agree	95	32.3%
Disagree	6	2.0%
Strongly Disagree	9	3.1%
Not Applicable or No Information	32	10.9%

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	176	59.9%
Agree	76	25.9%
Disagree	5	1.7%
Strongly Disagree	7	2.4%
Not Applicable or No Information	30	10.2%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	174	59.2%
Agree	88	29.9%
Disagree	6	2.0%
Strongly Disagree	4	1.4%
Not Applicable or No Information	22	7.5%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	166	56.5%
Agree	85	28.9%
Disagree	2	0.7%
Strongly Disagree	8	2.7%
Not Applicable or No Information	33	11.2%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	218	74.2%
Agree	56	19.1%
Disagree	2	0.7%
Strongly Disagree	7	2.4%
Not Applicable or No Information	11	3.7%

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	167	56.8%
Agree	89	30.3%
Disagree	4	1.4%
Strongly Disagree	5	1.7%
Not Applicable or No Information	29	9.9%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	170	57.8%
Agree	94	32.0%
Disagree	6	2.0%
Strongly Disagree	6	2.0%
Not Applicable or No Information	18	6.1%

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	159	54.1%
Agree	93	31.6%
Disagree	5	1.7%
Strongly Disagree	14	4.8%
Not Applicable or No Information	23	7.8%

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	188	64.0%
Agree	83	28.2%
Disagree	3	1.0%
Strongly Disagree	10	3.4%
Not Applicable or No Information	10	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	163	55.4%
Agree	94	32.0%
Disagree	8	2.7%
Strongly Disagree	6	2.0%
Not Applicable or No Information	23	7.8%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	180	61.2%
Agree	84	28.6%
Disagree	7	2.4%
Strongly Disagree	4	1.4%
Not Applicable or No Information	19	6.5%

Field summary for SSC156

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

	Count	Percentage
Strongly Agree	178	60.5%
Agree	88	29.9%
Disagree	6	2.0%
Strongly Disagree	4	1.4%
Not Applicable or No Information	18	6.1%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	169	57.5%
Agree	87	29.6%
Disagree	7	2.4%
Strongly Disagree	5	1.7%
Not Applicable or No Information	26	8.8%

Field summary for SSC166

My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	180	61.2%
Agree	84	28.6%
Disagree	6	2.0%
Strongly Disagree	5	1.7%
Not Applicable or No Information	19	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. Actual responses have been delivered digitally to the appropriate school district officials.

A few Vanleave Elementary School students wrote answers to open-ended questions. Those that did stated that they had good teachers and would like longer recess and a trampoline.



SECTION 17

VANCLEAVE UPPER ELEMENTARY SCHOOL

INTRODUCTION

Vancleave Upper Elementary School is located at 13901 Highway 75 in Vancleave, Mississippi. In 2017-2018, it housed five hundred forty-one (541) 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."

Vancleave Upper Elementary School is a Title 1 school that serves all students: ELL, migratory, homeless, and others.



ENROLLMENT

Numbers of students enrolled at Vancleave Upper Elementary School in 2016-2017 and 2017-2018 are shown in **Table 90**. Vancleave Upper Elementary School enrollment increased in 2017-2018. Over the past three years, demographic ratios have remained steady. **Table 91** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

VANCLEAVE UPPER ELEMENTARY SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Elementary SPED	*	*
Grade 3	176	*
Grade 4	174	186
Grade 5	175	183
Total	532	541

Table 90: Vancleave Upper Elementary School Enrollment by Grade



VANCLEAVE UPPER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	250	47.0%	256	47.3%
Male	282	53.0%	285	52.7%
Asian	*	0.0%	*	0.0%
Black	22	4.1%	21	3.9%
Hispanic	10	1.9%	12	2.2%
Native American	*	0.0%	*	0.0%
White	493	92.7%	497	91.9%
Multi Racial	*	0.0%	*	0.0%
Pacific Islander	*	0.0%	*	0.0%
Total	532	100%	541	100%

Table 91: Vancleave Upper Elementary School Enrollment by Demographic Group

ATTENDANCE

2016-2017 VANCLEAVE UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE				
AVERAGE DAILY ATTENDANCE				
ELEM. SPED	GR 03	GR 04	GR 05	TOTAL
4.14	168.74	168.93	168.63	510.45
CHRONIC ABSENTEEISM				
# ABSENT ≥ 10% DAYS ENROLLED		# ENROLLED	CHRONIC ABSENTEEISM RATE	
54		568	9.51%	

Table 92: 2016-2017 Vancleave Upper Elementary School Average Daily Attendance and Absentee Rate



ACCOUNTABILITY

2016 Vancleave Upper Elementary School Accountability			
Grade: B Total Points: 443	Reading	Mathematics	Science
PROFICIENCY	47.1	50.2	67.4
GROWTH ALL STUDENTS	67.9	67.8	Participation Rate
GROWTH LOW 25%	69.4	72.7	99.4

Figure 95: 2016 Vancleave Upper Elementary School 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	50.3	56.0	74.7
GROWTH ALL STUDENTS	66.2	60.6	Participation Rate
GROWTH LOW 25%	53.1	47.0	99.6

Figure 96: 2017 Vancleave Upper Elementary School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 29.]

VANCLEAVE UPPER ELEMENTARY SCHOOL 3RD GRADE READING

Vancleave Upper Elementary School Third Grade Reading Assessment Pass Rates 2015-2017						
	2015 INITIAL	2015 ALL	2016 INITIAL	2016 ALL	2017 INITIAL	2017 ALL
VUES	93.21%	>=95%	>=95%	>=95%	94.28%	94.80%

Table 93: 2015-2017 Vancleave Upper Elementary School 3rd Grade Reading Assessment

VANCLEAVE UPPER ELEMENTARY SCHOOL MAAP

Vancleave Upper Elementary School MAAP-SCI

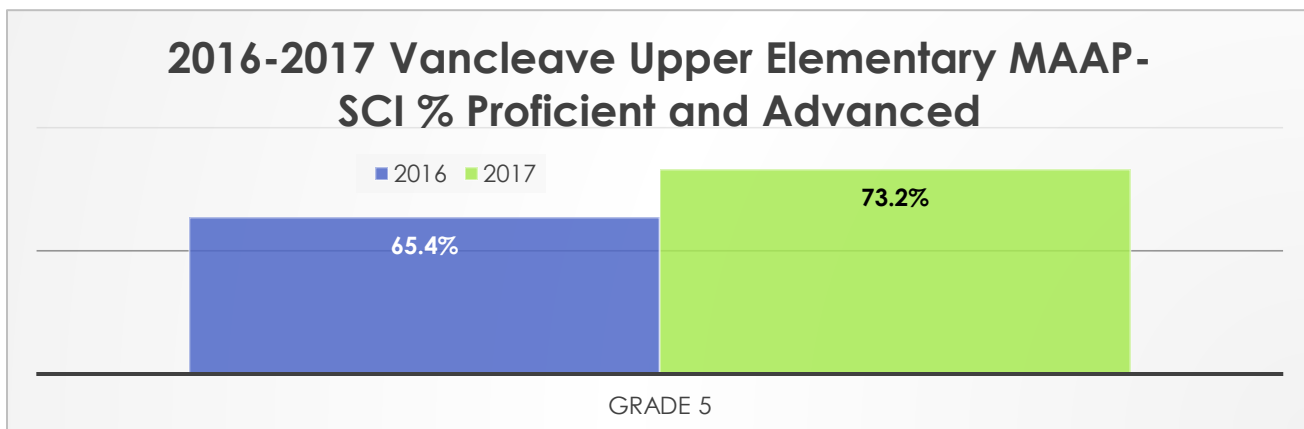


Figure 97: 2016-2017 Vancleave Upper Elementary School MAAP SCI Grade 5

Vancleave Upper Elementary School MAAP ELA

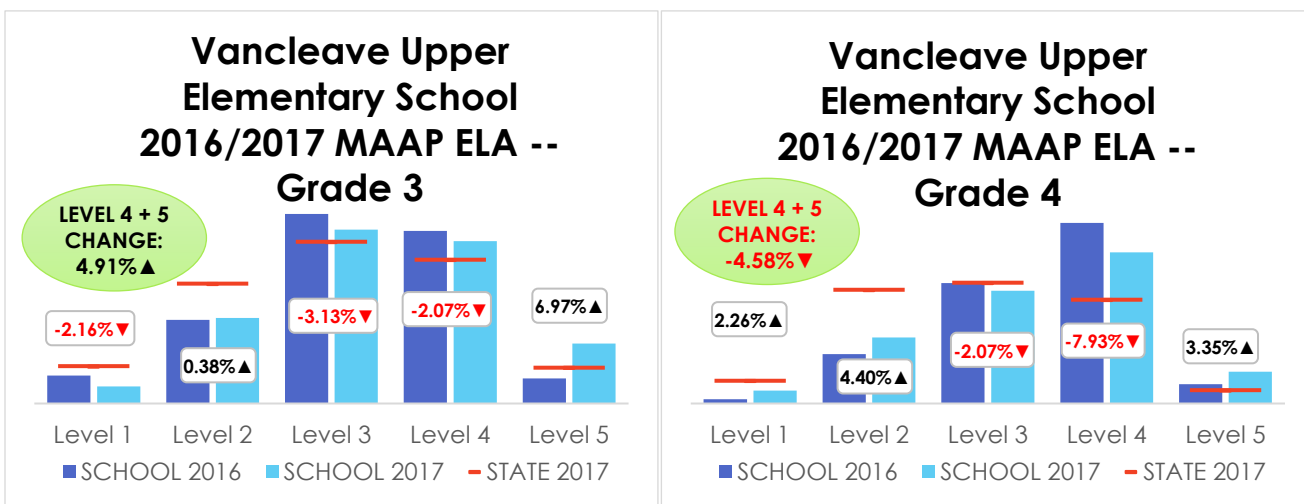


Figure 98: 2016-2017 Vancleave Upper Elementary School MAAP ELA Grades 3 and 4

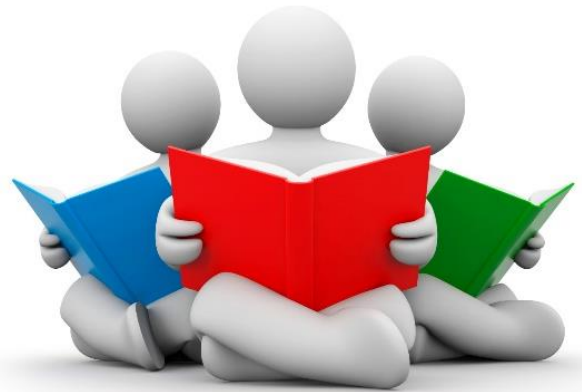
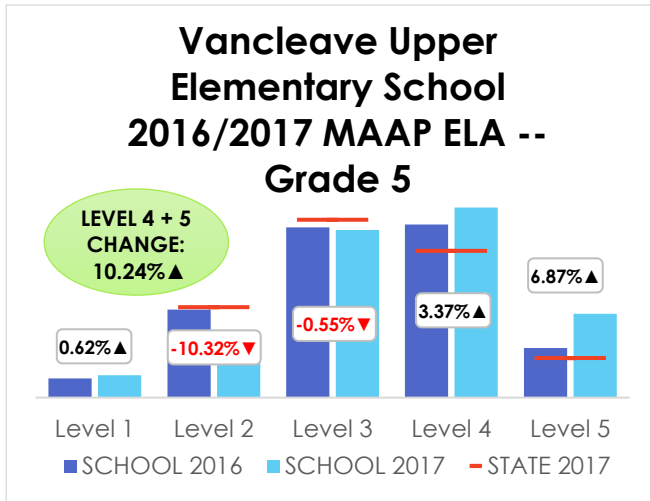


Figure 99: 2016-2017 Vancleave Upper Elementary School MAAP ELA Grade 5

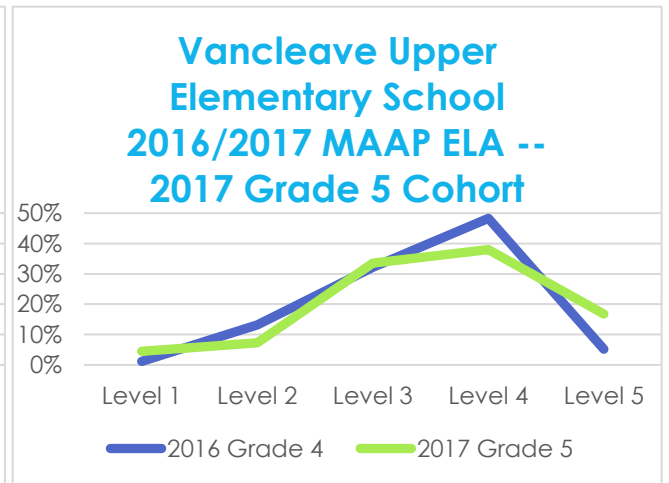
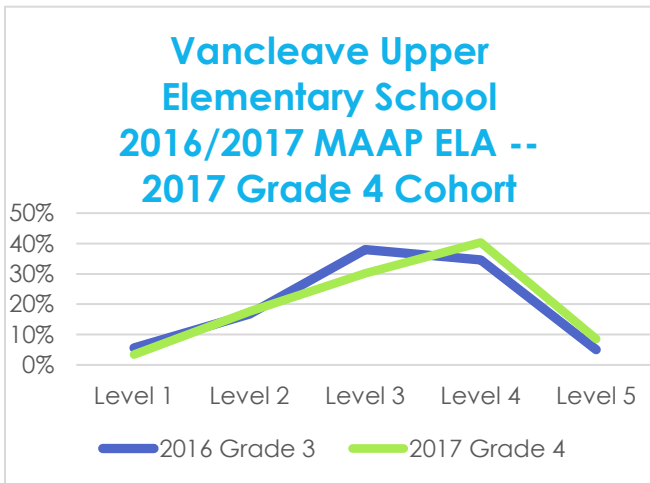


Figure 100: 2016-2017 Vancleave Upper Elementary School MAAP ELA Grade 4 and Grade 5 Cohorts

Vancleave Upper Elementary School MAAP MATH

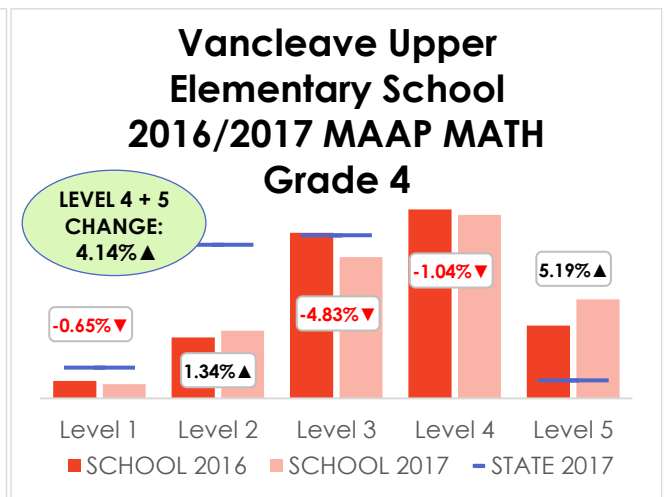
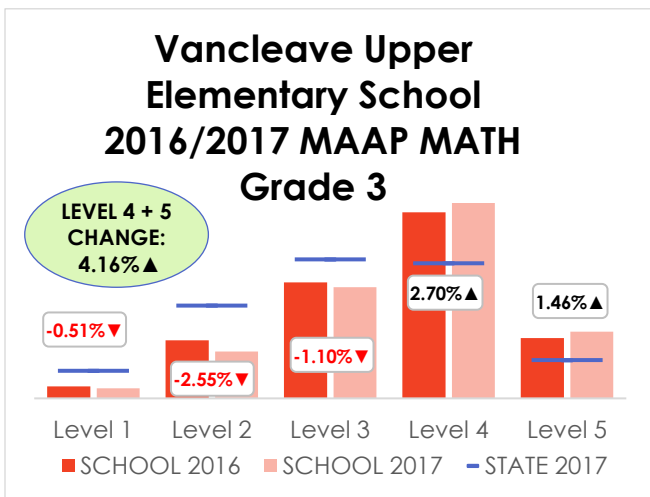


Figure 101: 2016-2017 Vancleave Upper Elementary School MAAP MATH Grades 3 and 4

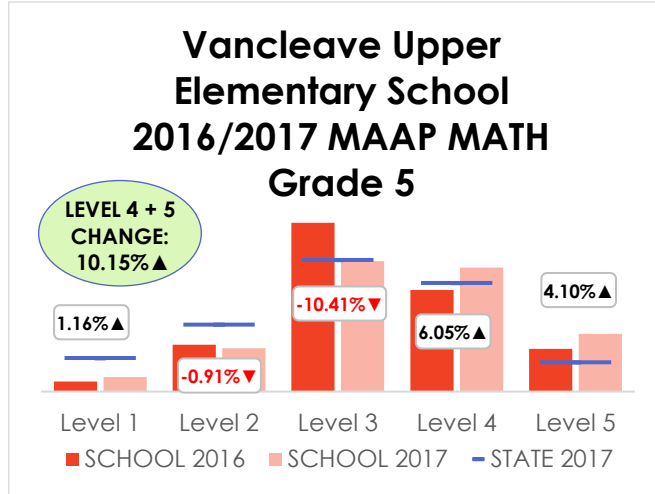
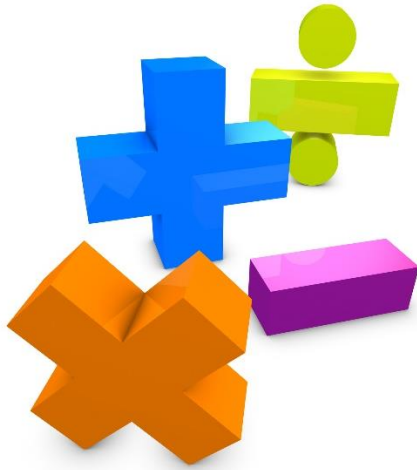


Figure 102: 2016-2017 Vancleave Upper Elementary School MAAP MATH Grade 5

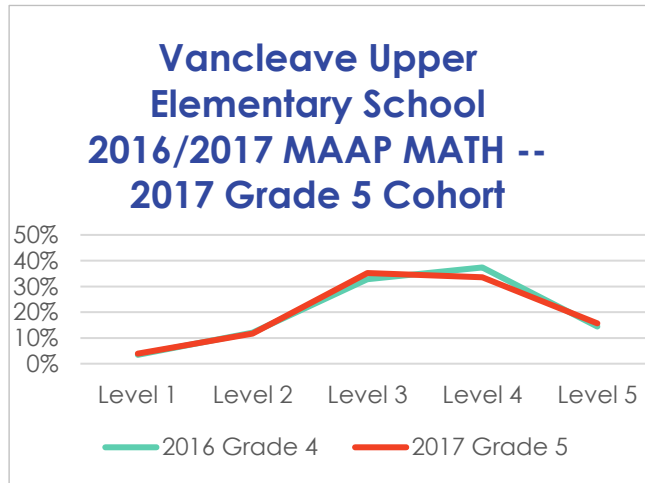
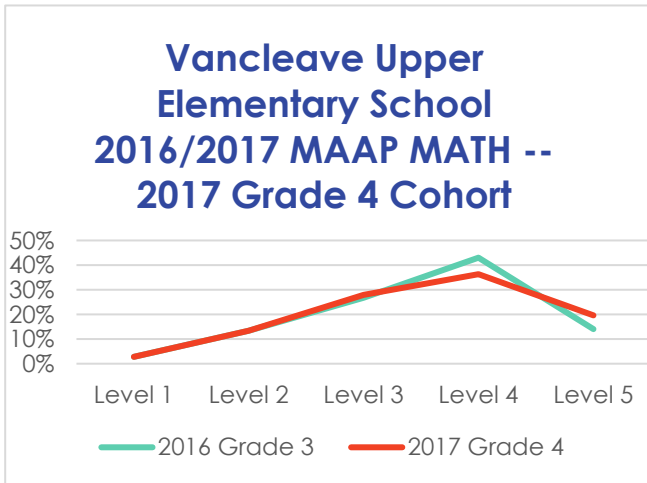


Figure 103: 2016-2017 Vancleave Upper Elementary School MAAP MATH Grade 4 and Grade 5 Cohorts

VANCLEAVE UPPER ELEMENTARY MAAP DEMOGRAPHICS

Vancleave Upper Elementary MAAP ELA (Demographic)

Vancleave Upper Elementary School 2017 MAAP ELA by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	99.3	99.1	12.5	8.7	37.0	26.3	32.8	32.9	13.8	21.5	<5.0	10.6	
Female	99.2	99.3	13.1	10.3	37.7	28.6	30.2	33.6	14.3	19.9	<5.0	7.6	
Male	99.3	98.8	11.9	7.3	36.3	24.1	35.3	32.3	13.3	23.0	<5.0	13.4	
Asian	**	99.4	**	23.9	**	34.3	**	23.1	**	10.1	**	8.6	

Vancleave Upper Elementary School 2017 MAAP ELA by Demographic Group

Group	Participation Rate		%		%		%		%		%	
	Rate		Advanced		Proficient		Passing		Basic		Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
Native American	**	98.2	**	5.3	**	23.9	**	39.3	**	22.1	**	9.4
Black	100.0	99.0	10.0	<5.0	20.0	17.7	40.0	34.8	30.0	29.2	**	14.9
Hispanic	100.0	99.1	10.0	6.7	40.0	24.5	30.0	33.6	20.0	22.2	**	13.0
Multiracial	**	98.6	**	9.2	**	32.8	**	33.0	**	17.6	**	7.4
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9
White	99.4	99.1	12.6	14.6	37.7	35.8	32.6	31.0	12.8	13.1	<5.0	5.6
Economically Disadvantaged	98.7	99.0	11.2	<5.0	30.5	20.9	33.0	34.8	19.3	26.3	6.0	13.3
Limited English Proficient	**	99.0	**	<5.0	**	14.9	**	32.5	**	29.8	**	20.1
Students with Disabilities	96.5	97.6	<5.0	<5.0	9.8	8.0	34.1	19.4	39.0	30.7	15.9	40.6
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9

Table 94: 2017 Vancleave Upper Elementary School MAAP ELA by Demographic Group

Vancleave Upper Elementary MAAP MATH (Demographic)

Vancleave Upper Elementary School 2017 MAAP MATH by Demographic Group

Group	Participation Rate		%		%		%		%		%	
	Rate		Advanced		Proficient		Passing		Basic		Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	99.8	98.8	16.9	9.4	38.5	27.1	29.6	32.9	11.8	22.8	<5.0	7.8
Female	99.6	99.0	13.4	9.4	37.2	28.7	32.8	33.8	14.2	21.8	<5.0	6.3
Male	100	98.5	20.0	9.4	39.6	25.5	26.8	31.9	9.6	23.8	<5.0	9.3
Asian	**	99.3	**	37.3	**	34.0	**	18.4	**	6.8	**	<5.0
Native American	**	98.0	**	8.2	**	28.8	**	36.5	**	21.7	**	<5.0
Black	100	98.6	10.0	<5.0	35.0	18.6	45.0	35.3	5.0	31.6	5.0	11.1
Hispanic	100	98.7	10.0	9.1	50.0	30.0	30.0	34.0	10.0	19.6	**	7.3
Multiracial	**	98.6	**	11.1	**	31.1	**	34.2	**	17.9	**	5.6
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4
White	100	98.9	17.4	15.4	38.3	36.1	28.7	30.3	12.3	13.7	<5.0	<5.0
Economically Disadvantaged	100	98.7	11.0	5.0	37.7	21.8	29.2	35.1	18.6	28.2	<5.0	9.8
Limited English Proficient	**	98.8	**	6.1	**	24.0	**	35.4	**	24.5	**	10.0
Students with Disabilities	100	97.6	<5.0	<5.0	14.1	8.4	29.4	20.8	38.8	36.1	12.9	32.7
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1

Table 95: 2017 Vancleave Upper Elementary School MAAP MATH by Demographic Group

Vancleave Upper Elementary MAAP-SCI (Demographic)

Vancleave Upper Elementary School 2017 MAAP-SCI by Demographic Group												
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All Students	100	98.5	33.0	17.5	40.2	41.0	**	**	20.7	26.0	6.1	15.5
Female	100	98.9	26.4	16.1	40.7	43.1	**	**	22.0	27.2	11.0	13.6
Male	100	98.1	39.8	18.8	39.8	38.9	**	**	19.3	24.9	<5.0	17.3
Asian	**	99.2	**	43.5	**	37.3	**	**	**	8.7	**	10.5
Native American	**	97.2	**	12.4	**	41.8	**	**	**	26.2	**	19.5
Black	**	98.2	**	7.4	**	35.0	**	**	**	34.4	**	23.2
Hispanic	**	98.5	**	15.9	**	42.3	**	**	**	25.4	**	16.3
Multiracial	**	98.1	**	23.0	**	44.5	**	**	**	21.2	**	11.2
Hawaiian/Pacific Islander.	**	100.0	**	27.5	**	41.2	**	**	**	23.5	**	7.8
White	100	98.8	33.3	28.1	39.5	47.6	**	**	21.0	17.3	6.2	7.0
Economically Disadvantaged	100	98.3	27.8	10.8	33.3	38.0	**	**	29.2	31.1	9.7	20.1
Limited English Proficient	**	98.6	**	8.9	**	32.2	**	**	**	31.8	**	27.1
Students with Disabilities	100	96.8	<5.0	<5.0	19.2	18.1	**	**	46.2	30.1	30.8	47.5
Migrant	**	100.0	**	10.9	**	32.6	**	**	**	23.9	**	32.6
	100	98.5	33.0	17.5	40.2	41.0	**	**	20.7	26.0	6.1	15.5

Table 96: 2017 Vancleave Upper Elementary School MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at Vancleave Upper Elementary School in the categories of Federal Programs, Curriculum and Instruction, Family and Community, School Improvement, and School Context and Organization. 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, thirty (30) parents, and four hundred sixty-six (466) 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	32	65.3%
Agree	17	34.7%
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	22	44.9%
Agree	25	51.0%
Disagree	2	4.1%
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	33	67.4%
Agree	15	30.6%
Disagree	1	2.0%
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	39	79.6%
Agree	9	18.4%
Disagree	1	2.0%
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	13	26.5%
Agree	23	46.9%
Disagree	7	14.3%
Strongly Disagree	4	8.2%
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	28	57.1%
Agree	20	40.8%
Disagree	0	0.0%
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	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 CI26

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

	Count	Percentage
Strongly Agree	23	46.9%
Agree	23	46.9%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	1	2.0%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	31	63.3%
Agree	18	36.7%
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	21	42.9%
Disagree	1	2.0%
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	25	51.0%
Agree	23	46.9%
Disagree	0	0.0%
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	22	44.9%
Agree	25	51.0%
Disagree	2	4.1%
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	29	59.2%
Agree	19	38.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	30	61.2%
Agree	19	38.8%
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	8.2%
Agree	30	61.2%
Disagree	9	18.4%
Strongly Disagree	6	12.2%
Not Applicable or No Information	0	0.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	19	38.8%
Agree	30	61.2%
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	16	32.7%
Agree	29	59.2%
Disagree	3	6.1%
Strongly Disagree	1	2.0%
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	36.7%
Agree	29	59.2%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
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	18	36.7%
Agree	29	59.2%
Disagree	0	0.0%
Strongly Disagree	1	2.0%
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	12	24.5%
Agree	29	59.2%
Disagree	5	10.2%
Strongly Disagree	3	6.1%
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	26.5%
Agree	28	57.1%
Disagree	4	8.2%
Strongly Disagree	3	6.1%
Not Applicable or No Information	1	2.0%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	11	22.5%
Agree	30	61.2%
Disagree	6	12.2%
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	17	34.7%
Agree	26	53.1%
Disagree	0	0.0%
Strongly Disagree	2	4.1%
Not Applicable or No Information	4	8.2%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	10	20.4%
Agree	28	57.1%
Disagree	6	12.2%
Strongly Disagree	5	10.2%
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	25	51.0%
Agree	23	46.9%
Disagree	1	2.0%
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	16	32.7%
Agree	30	61.2%
Disagree	2	4.1%
Strongly Disagree	1	2.0%
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	27	55.1%
Agree	20	40.8%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
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	17	34.7%
Agree	27	55.1%
Disagree	4	8.2%
Strongly Disagree	1	2.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	10	20.4%
Agree	28	57.1%
Disagree	9	18.4%
Strongly Disagree	2	4.1%
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	24	49.0%
Agree	19	38.8%
Disagree	4	8.2%
Strongly Disagree	1	2.0%
Not Applicable or No Information	1	2.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from Vancleave Upper Elementary School feel that the school does a good job in fostering a warm and welcoming environment, in having caring teachers and a supportive administration, and in parent and family engagement. One faculty member stated, “We have many teachers who go above and beyond what they are paid to do to ensure students’ success, even with more and more being expected of our teachers/staff.” Respondents suggest building a new school as a top priority, more disciplinary support for teachers from the district administration, and finding ways to reduce the work load for tested-subject-area teachers. Another faculty member commented that “Instructional time is constantly interrupted with assemblies, fund raisers, intercom messages, and too many special dress days and other events.”



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	6	20.0%
Agree	22	73.3%
Disagree	2	6.7%
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	2	6.7%
Agree	16	53.3%
Disagree	3	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	30.0%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	15	50.0%
Agree	12	40.0%
Disagree	1	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.7%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	18	60.0%
Agree	10	33.3%
Disagree	2	6.7%
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	2	6.7%
Agree	15	50.0%
Disagree	4	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	30.0%

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	11	36.7%
Supporting college and career counseling	10	33.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	21	70.0%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	8	26.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	36.7%

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	12	40.0%
Providing school-based mental health services and counseling	12	40.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	3	10.0%
Establishing or improving dropout prevention	6	20.0%
Supporting re-entry programs and transition services for Justice-involved youth	3	10.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	12	40.0%
Implementing systems and practices to prevent bullying and harassment	17	56.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	15	50.0%
Establishing community partnerships	6	20.0%

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	13	43.3%
Building technological capacity and infrastructure	10	33.3%
Carrying out innovative blended learning projects	8	26.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	11	36.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	13	43.3%



Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	6	20.0%
Computer Classes	7	23.3%
Conflict Resolution	13	43.3%
Discipline	11	36.7%
Drug/Alcohol Awareness	6	20.0%
English as a Second Language	1	3.3%
Health Classes	6	20.0%
Literacy Classes	5	16.7%
Math Classes	8	26.7%
Parent-to-School Relationships	13	43.3%
Parent/Child Communication	14	46.7%
Preparing for College	11	36.7%
Parenting Workshops	10	33.3%
Social Media Classes	4	13.3%
Stress/Anger Management	12	40.0%
Understanding College- and Career-Ready Standards	14	46.7%
Other	1	3.3%

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	8	26.7%
Parental advisory committees	1	3.3%
PTO/PTA meetings and activities	1	3.3%
Ways to help at the classroom level	14	46.7%
Other ways to get involved in my school (district)	6	20.0%

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	6	20.0%
Very likely	14	46.7%
Moderately likely	10	33.3%
Slightly likely	0	0.0%
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	2	6.7%
Agree	22	73.3%
Disagree	5	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.3%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	2	6.7%
Agree	23	76.7%
Disagree	4	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.3%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	3	10.0%
Agree	22	73.3%
Disagree	5	16.7%
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	11	36.7%
Agree	17	56.7%
Disagree	2	6.7%
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	5	16.7%
Agree	15	50.0%
Disagree	6	20.0%
Strongly Disagree	3	10.0%
Not Applicable or No Information	1	3.3%

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	4	13.3%
Agree	17	56.7%
Disagree	7	23.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.7%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	6	20.0%
Agree	16	53.3%
Disagree	6	20.0%
Strongly Disagree	2	6.7%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	3	10.0%
Agree	19	63.3%
Disagree	6	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.7%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	6	20.0%
Agree	16	53.3%
Disagree	6	20.0%
Strongly Disagree	2	6.7%
Not Applicable or No Information	0	0.0%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	4	13.3%
Agree	20	66.7%
Disagree	5	16.7%
Strongly Disagree	1	3.3%
Not Applicable or No Information	0	0.0%

Field summary for FC801

Parents understand school and/or district goals.

	Count	Percentage
Strongly Agree	5	16.7%
Agree	17	56.7%
Disagree	8	26.7%
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	5	16.7%
Agree	18	60.0%
Disagree	7	23.3%
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	6	20.0%
Agree	16	53.3%
Disagree	5	16.7%
Strongly Disagree	2	6.7%
Not Applicable or No Information	1	3.3%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	2	6.7%
Agree	21	70.0%
Disagree	6	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.3%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	5	16.7%
Agree	13	43.3%
Disagree	8	26.7%
Strongly Disagree	3	10.0%
Not Applicable or No Information	1	3.3%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	2	6.7%
Agree	17	56.7%
Disagree	3	10.0%
Strongly Disagree	1	3.3%
Not Applicable or No Information	7	23.3%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	2	6.7%
Agree	19	63.3%
Disagree	3	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	20.0%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	2	6.7%
Agree	19	63.3%
Disagree	3	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	20.0%

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	2	6.7%
Agree	19	63.3%
Disagree	5	16.7%
Strongly Disagree	1	3.3%
Not Applicable or No Information	3	10.0%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	1	3.3%
Agree	14	46.7%
Disagree	9	30.0%
Strongly Disagree	2	6.7%
Not Applicable or No Information	4	13.3%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	6	20.0%
Agree	19	63.3%
Disagree	3	10.0%
Strongly Disagree	2	6.7%
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	4	13.3%
Agree	12	40.0%
Disagree	3	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	36.7%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	5	16.7%
Agree	19	63.3%
Disagree	3	10.0%
Strongly Disagree	2	6.7%
Not Applicable or No Information	1	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	4	13.3%
Agree	17	56.7%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	23.3%

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	3	10.0%
Agree	20	66.7%
Disagree	1	3.3%
Strongly Disagree	1	3.3%
Not Applicable or No Information	5	16.7%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	3	10.0%
Agree	19	63.3%
Disagree	4	13.3%
Strongly Disagree	2	6.7%
Not Applicable or No Information	2	6.7%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	5	16.7%
Agree	16	53.3%
Disagree	4	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	16.7%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	3	10.0%
Agree	21	70.0%
Disagree	2	6.7%
Strongly Disagree	1	3.3%
Not Applicable or No Information	3	10.0%

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. Actual responses have been delivered digitally to the appropriate school district officials.

Parents of students from Vancleave Upper Elementary School feel that the school does a good job in rewards for high achievers, increased safety measures (locking the office door), and sending information through Remind. Respondents suggest the building needs to be replaced, communication with parents needs improvement, and struggling students should be supported instead of punished by losing activity or recess. Another parent stated, "I hate the new Google Classroom. It could be a great tool, but I think the school should allow some kind of training for the parents to understand how to use it."



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	293	62.9%
Agree	140	30.0%
Disagree	4	0.9%
Strongly Disagree	9	1.9%
Not Applicable or No Information	20	4.3%

Field summary for FP7

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

	Count	Percentage
Strongly Agree	93	20.0%
Agree	122	26.2%
Disagree	11	2.4%
Strongly Disagree	2	0.4%
Not Applicable or No Information	238	51.1%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	281	60.3%
Agree	151	32.4%
Disagree	9	1.9%
Strongly Disagree	6	1.3%
Not Applicable or No Information	19	4.1%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	165	35.4%
Agree	124	26.6%
Disagree	71	15.2%
Strongly Disagree	60	12.9%
Not Applicable or No Information	46	9.9%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	68	14.6%
Agree	63	13.5%
Disagree	10	2.2%
Strongly Disagree	6	1.3%
Not Applicable or No Information	319	68.5%

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	311	66.7%
Agree	131	28.1%
Disagree	9	1.9%
Strongly Disagree	5	1.1%
Not Applicable or No Information	10	2.2%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	269	57.7%
Agree	160	34.3%
Disagree	17	3.7%
Strongly Disagree	10	2.2%
Not Applicable or No Information	10	2.2%

Field summary for CI26

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

	Count	Percentage
Strongly Agree	218	46.8%
Agree	198	42.5%
Disagree	14	3.0%
Strongly Disagree	10	2.2%
Not Applicable or No Information	26	5.6%

Field summary for CI27

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	371	79.6%
Agree	80	17.2%
Disagree	3	0.6%
Strongly Disagree	3	0.6%
Not Applicable or No Information	9	1.9%

Field summary for CI28

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

	Count	Percentage
Strongly Agree	222	47.6%
Agree	201	43.1%
Disagree	23	4.9%
Strongly Disagree	9	1.9%
Not Applicable or No Information	11	2.4%

Field summary for SCI144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	327	70.2%
Agree	129	27.7%
Disagree	1	0.2%
Strongly Disagree	1	0.2%
Not Applicable or No Information	8	1.7%

Field summary for SCI162

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

	Count	Percentage
Strongly Agree	233	50.0%
Agree	96	20.6%
Disagree	27	5.8%
Strongly Disagree	66	14.2%
Not Applicable or No Information	44	9.4%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	225	48.3%
Agree	159	34.1%
Disagree	16	3.4%
Strongly Disagree	12	2.6%
Not Applicable or No Information	54	11.6%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	242	51.9%
Agree	143	30.7%
Disagree	15	3.2%
Strongly Disagree	13	2.8%
Not Applicable or No Information	53	11.4%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	208	44.6%
Agree	170	36.5%
Disagree	10	2.2%
Strongly Disagree	12	2.6%
Not Applicable or No Information	66	14.2%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	129	27.7%
Agree	172	36.9%
Disagree	32	6.9%
Strongly Disagree	19	4.1%
Not Applicable or No Information	114	24.5%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	237	50.9%
Agree	133	28.5%
Disagree	30	6.4%
Strongly Disagree	35	7.5%
Not Applicable or No Information	31	6.7%

SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	216	46.4%
Agree	132	28.3%
Disagree	31	6.7%
Strongly Disagree	12	2.6%
Not Applicable or No Information	75	16.1%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	123	26.4%
Agree	133	28.5%
Disagree	53	11.4%
Strongly Disagree	17	3.7%
Not Applicable or No Information	140	30.0%

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	266	57.1%
Agree	168	36.1%
Disagree	8	1.7%
Strongly Disagree	7	1.5%
Not Applicable or No Information	17	3.7%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	224	48.1%
Agree	145	31.1%
Disagree	19	4.1%
Strongly Disagree	21	4.5%
Not Applicable or No Information	57	12.2%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	168	36.1%
Agree	169	36.3%
Disagree	8	1.7%
Strongly Disagree	12	2.6%
Not Applicable or No Information	109	23.4%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	308	66.1%
Agree	129	27.7%
Disagree	9	1.9%
Strongly Disagree	7	1.5%
Not Applicable or No Information	13	2.8%

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	242	51.9%
Agree	120	25.8%
Disagree	11	2.4%
Strongly Disagree	15	3.2%
Not Applicable or No Information	78	16.7%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	168	36.1%
Agree	137	29.4%
Disagree	71	15.2%
Strongly Disagree	60	12.9%
Not Applicable or No Information	30	6.4%

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	183	39.3%
Agree	153	32.8%
Disagree	39	8.4%
Strongly Disagree	42	9.0%
Not Applicable or No Information	49	10.5%

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	300	64.4%
Agree	142	30.5%
Disagree	5	1.1%
Strongly Disagree	11	2.4%
Not Applicable or No Information	8	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	201	43.1%
Agree	176	37.8%
Disagree	30	6.4%
Strongly Disagree	24	5.2%
Not Applicable or No Information	35	7.5%

Field summary for SC173

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

	Count	Percentage
Strongly Agree	175	37.6%
Agree	188	40.3%
Disagree	30	6.4%
Strongly Disagree	15	3.2%
Not Applicable or No Information	58	12.5%

Field summary for SSC156

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

	Count	Percentage
Strongly Agree	296	63.5%
Agree	156	33.5%
Disagree	3	0.6%
Strongly Disagree	2	0.4%
Not Applicable or No Information	9	1.9%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	237	50.9%
Agree	179	38.4%
Disagree	21	4.5%
Strongly Disagree	7	1.5%
Not Applicable or No Information	22	4.7%

Field summary for SSC166

My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	245	52.6%
Agree	159	34.1%
Disagree	21	4.5%
Strongly Disagree	13	2.8%
Not Applicable or No Information	28	6.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Students from Vancleave Upper Elementary School believe their school is good at teaching, cleanliness, and providing fun activities for students. One student said, “Our school cares about the students’ education and uses lots of different things to teach us such as, Kahoot, Google Classroom assignments, and more. We get lots of extra credit to do to pull up grades, and we don’t get rushed to finish unless you take a ridiculous amount of time.” Respondents suggest renovating the building, changing the cell phone policy, and improving the cafeteria food.



NOTES

A series of 20 horizontal light blue lines for writing notes, stacked vertically below the section header.

SECTION 18

VANCLEAVE MIDDLE SCHOOL

INTRODUCTION

Vancleave Middle School is located at 4725 Bulldog Lane in Vancleave, Mississippi. In 2017-2018, it housed five hundred sixty-three (563) 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." Its goals are "to provide an atmosphere that is both stimulating and conducive to student learning and to establish opportunities for students to develop technological, as well as, critical thinking skills."



ENROLLMENT

Numbers of students enrolled at Vancleave Middle School in 2016-2017 and 2017-2018 are shown in **Table 97**. Vancleave Middle School enrollment decreased in 2017-2018. Over the past three years, demographic ratios have remained steady. **Table 98** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

VANCLEAVE MIDDLE SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Elementary SPED	*	*
Grade 6	179	182
Grade 7	189	191
Grade 8	205	186
Secondary SPED	*	*
Total	577	563

Table 97: Vancleave Middle School Enrollment by Grade



VANCLEAVE MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	280	48.5%	276	49.0%
Male	297	51.5%	287	51.0%
Asian	*	0.0%	*	0.0%
Black	21	3.6%	21	3.7%
Hispanic	*	0.0%	16	2.8%
Native American	*	0.0%	*	0.0%
White	534	92.5%	517	91.8%
Multi Racial	*	0.0%	*	0.0%
Pacific Islander	*	0.0%	*	0.0%
Total	577	100%	563	100%

Table 98: Vancleave Middle School Enrollment by Demographic Group

ATTENDANCE

2016-2017 VANCLEAVE MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE						
AVERAGE DAILY ATTENDANCE						
ELEM. SPED	GR 06	GR 07	GR 08	SEC. SPED	SEC. GED	TOTAL
1.58	200.62	196.89	176.76	1.74	0.91	578.5
CHRONIC ABSENTEEISM						
# ABSENT ≥ 10% DAYS ENROLLED		# ENROLLED		CHRONIC ABSENTEEISM RATE		
57		630		9.05%		

Table 99: 2016-2017 Vancleave Middle School Average Daily Attendance and Absentee Rate



ACCOUNTABILITY

2016 Vancleave Middle School Accountability			
Grade: A Total Points: 462	Reading	Mathematics	Science
PROFICIENCY	43.6	56.0	80.6
GROWTH ALL STUDENTS	62.7	82.6	Participation Rate
GROWTH LOW 25%	60.3	76.0	99.7

Figure 104: 2016 Vancleave Middle School 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	52.7	59.1	79.3
GROWTH ALL STUDENTS	66.6	70.6	Participation Rate
GROWTH LOW 25%	51.4	49.9	99.6

Figure 105: 2017 Vancleave Middle School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 29.]

VANCLEAVE MIDDLE SCHOOL MAAP

Vancleave Middle School MAAP-SCI

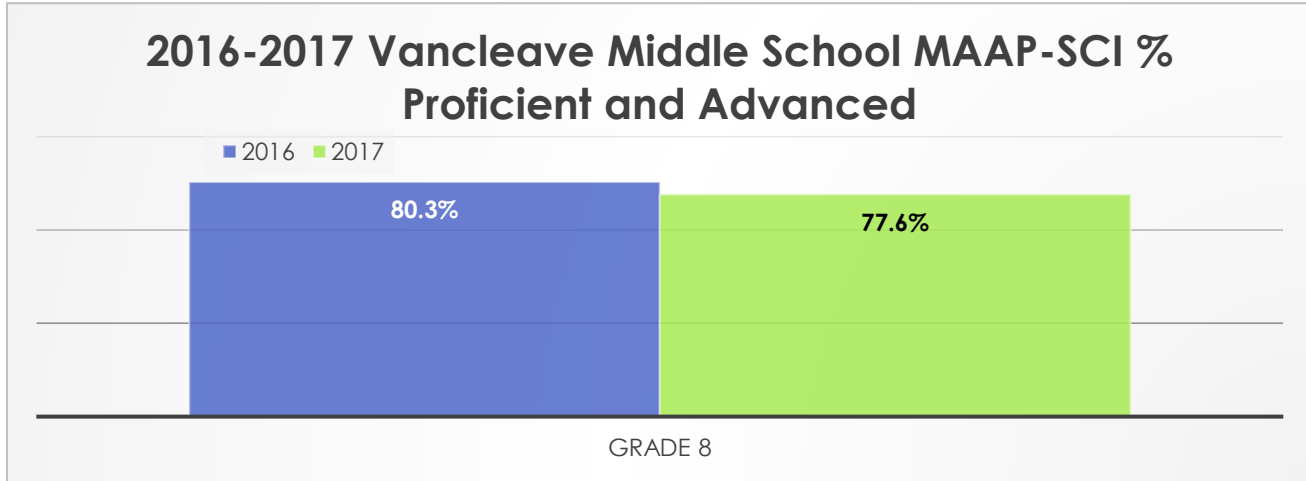


Figure 106: 2016-2017 Vancleave Middle School MAAP-SCI % Proficient and Advanced

Vancleave Middle School MAAP ELA

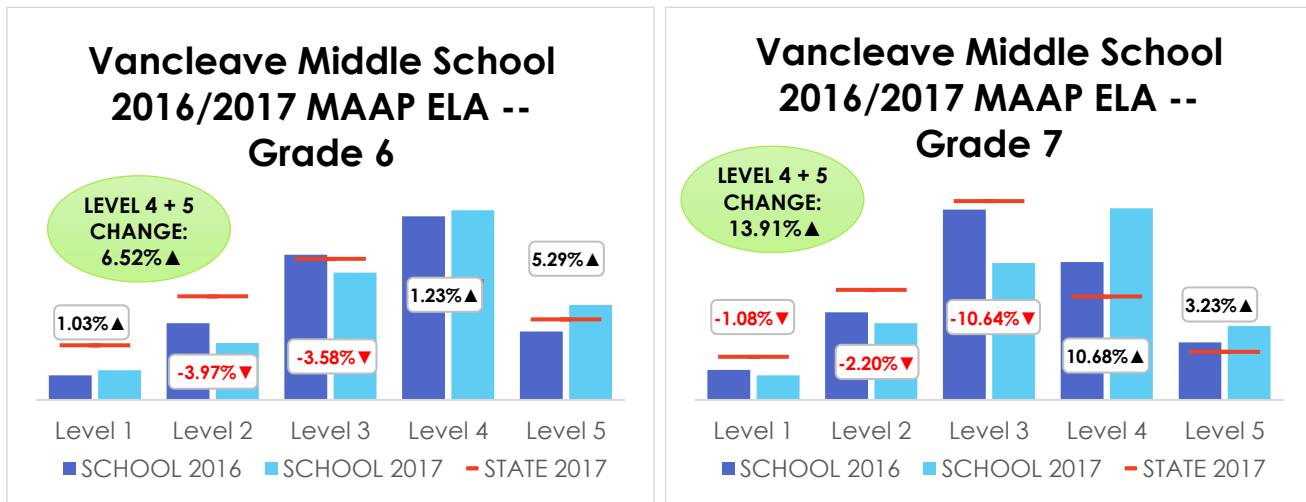


Figure 107: 2016/2017 Vancleave Middle School MAAP ELA Grades 7 and 8



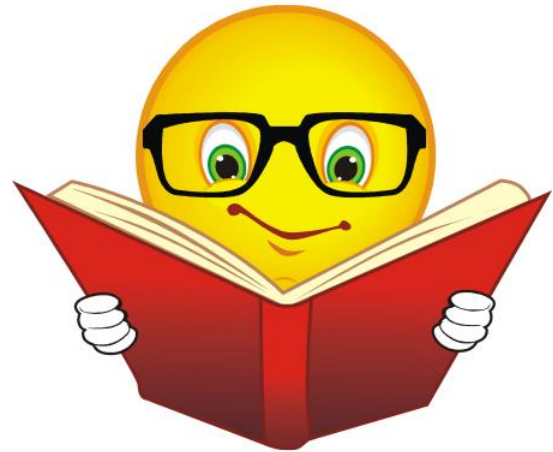
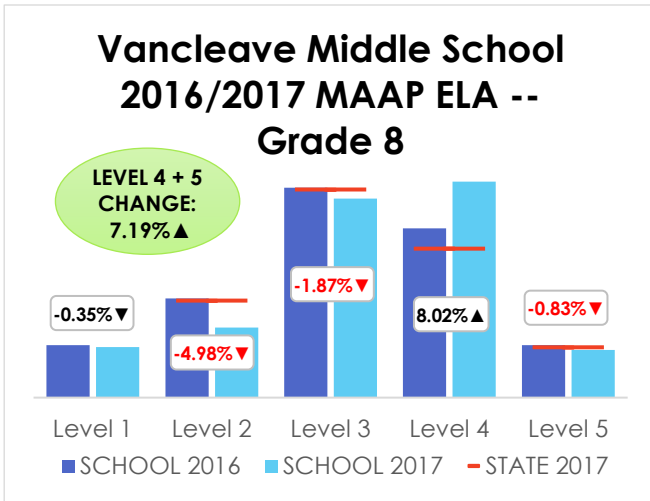


Figure 108: 2016-2017 Vancleave Middle School MAAP ELA Grade 8 Cohort

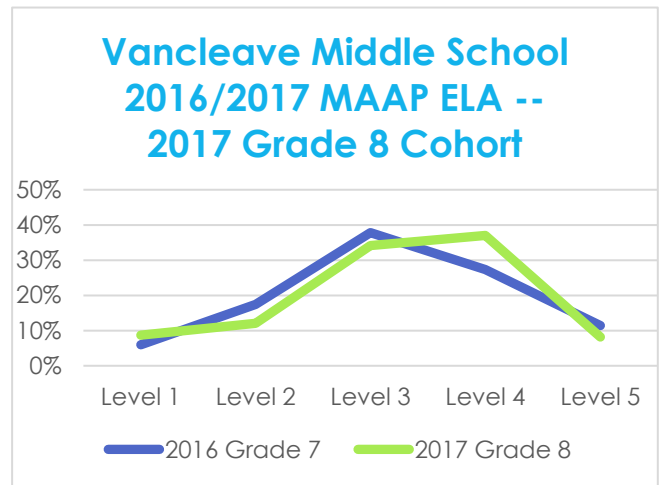
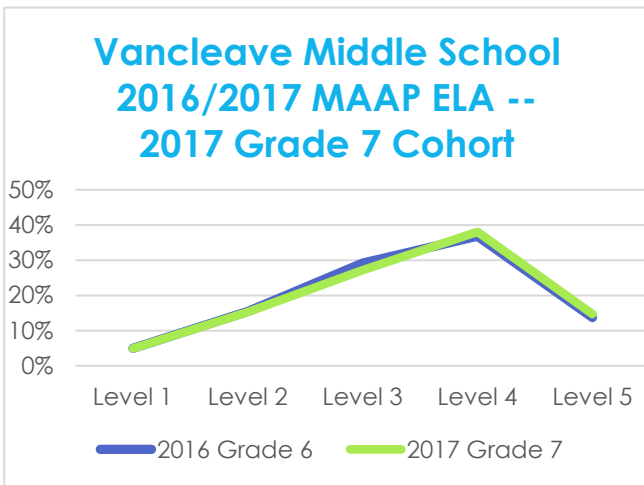


Figure 109: 2016-2017 Vancleave Middle School MAAP ELA Grade 7 and Grade 8 Cohorts

Vancleave Middle School MAAP MATH

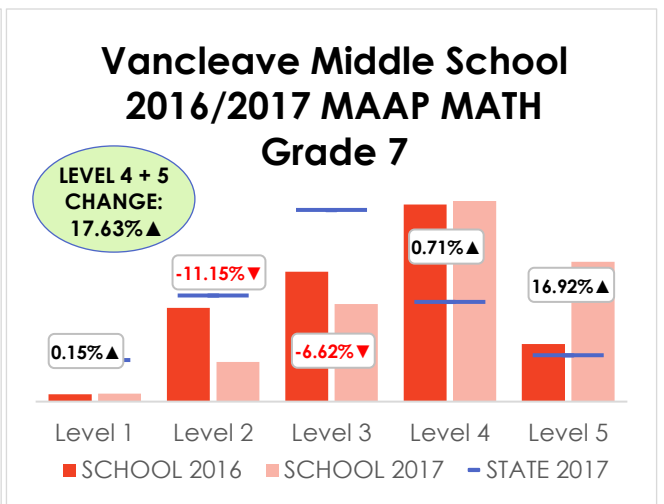
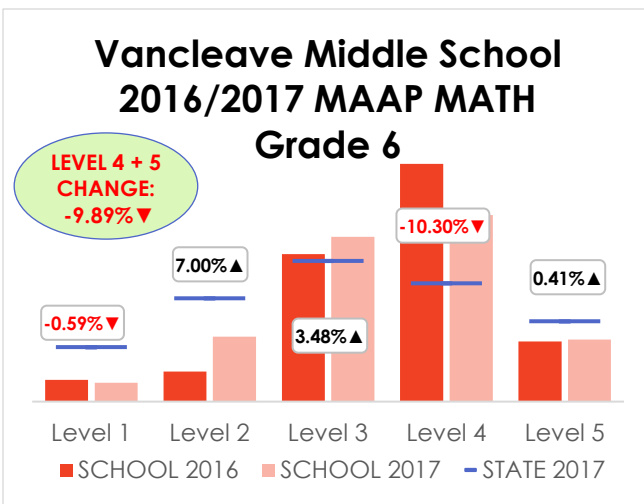


Figure 110: 2016/2017 Vancleave Middle School MAAP MATH Grades 6 and 7

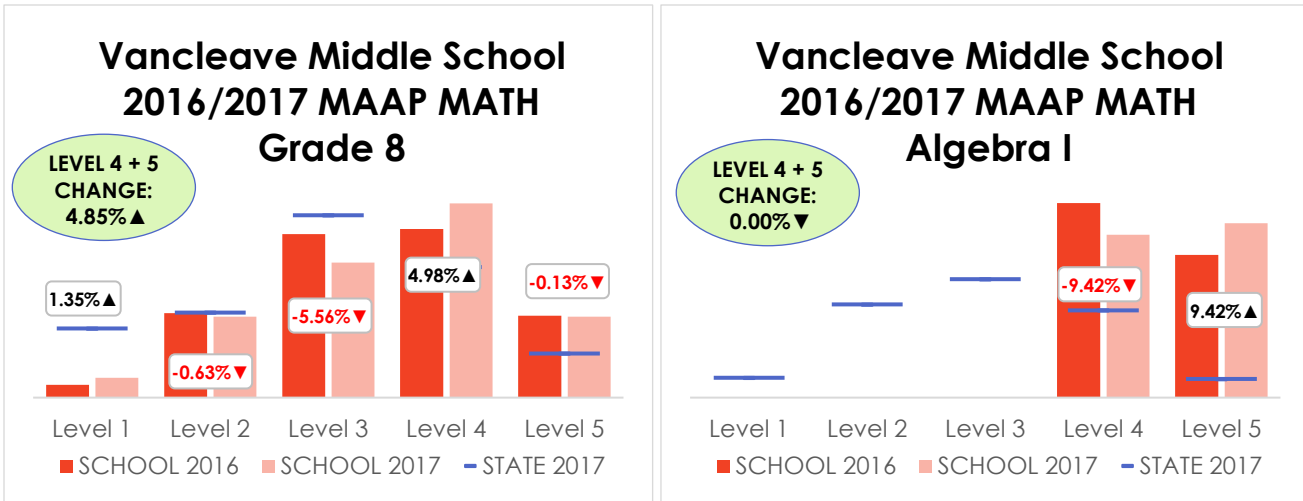


Figure 111: 2016-2017 Vancleave Middle School MAAP MATH Grade 8 and Algebra I

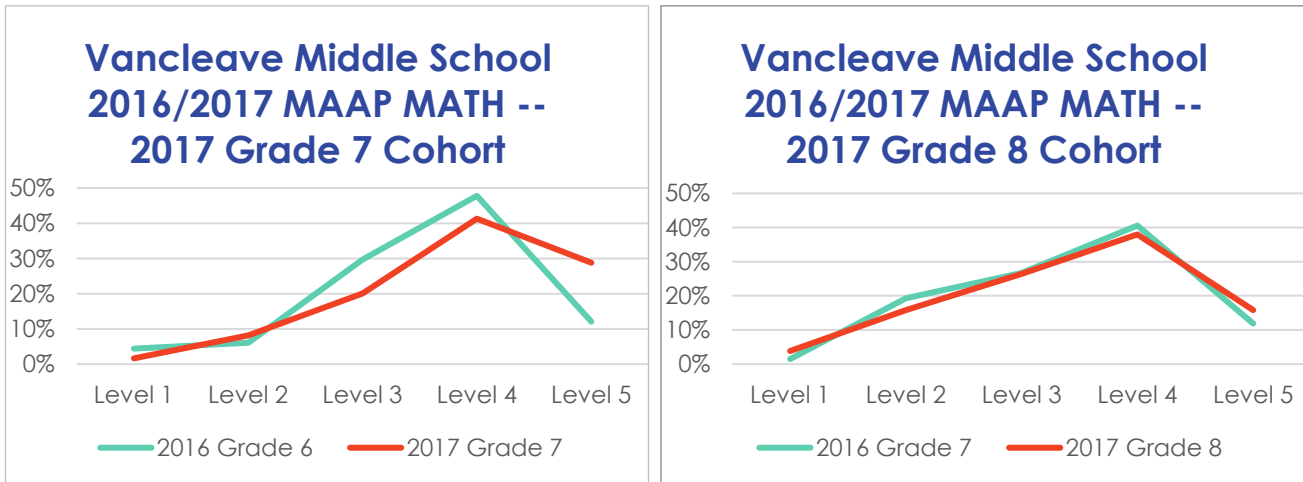


Figure 112: 2016-2017 Vancleave Middle School MAAP MATH Grade 7 and Grade 8 Cohorts

VANCLEAVE MIDDLE SCHOOL MAAP DEMOGRAPHICS

Vancleave Middle School MAAP ELA (Demographic)

Vancleave Middle School 2017 MAAP ELA by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	99.7	99.1	13.6	8.7	37.4	26.3	29.0	32.9	12.8	21.5	7.2	10.6	
Female	100.0	99.3	16.2	10.3	45.5	28.6	26.4	33.6	8.3	19.9	<5.0	7.6	
Male	99.3	98.8	11.2	7.3	30.0	24.1	31.4	32.3	16.8	23.0	10.6	13.4	
Asian	**	99.4	**	23.9	**	34.3	**	23.1	**	10.1	**	8.6	

Vancleave Middle School 2017 MAAP ELA by Demographic Group

Group	Participation Rate		%		%		%		%		%	
	Rate		Advanced		Proficient		Passing		Basic		Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
Native American	**	98.2	**	5.3	**	23.9	**	39.3	**	22.1	**	9.4
Black	100.0	99.0	9.5	<5.0	52.4	17.7	19.0	34.8	14.3	29.2	<5.0	14.9
Hispanic	**	99.1	**	6.7	**	24.5	**	33.6	**	22.2	**	13.0
Multiracial	**	98.6	**	9.2	**	32.8	**	33.0	**	17.6	**	7.4
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9
White	99.6	99.1	13.5	14.6	37.6	35.8	28.8	31.0	13.3	13.1	6.9	5.6
Economically Disadvantaged	99.6	99.0	10.0	<5.0	27.5	20.9	35.8	34.8	15.4	26.3	11.3	13.3
Limited English Proficient	**	99.0	**	<5.0	**	14.9	**	32.5	**	29.8	**	20.1
Students with Disabilities	98.8	97.6	**	<5.0	13.3	8.0	22.9	19.4	27.7	30.7	36.1	40.6
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9

Table 100: 2017 Vancleave Middle School MAAP ELA by Demographic Group

Vancleave Middle School MAAP MATH (Demographic)

Vancleave Middle School 2017 MAAP MATH by Demographic Group

Group	Participation Rate		%		%		%		%		%	
	Rate		Advanced		Proficient		Passing		Basic		Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	99.7	98.8	18.8	9.4	38.6	27.1	26.4	32.9	12.4	22.8	<5.0	7.8
Female	100.0	99.0	19.1	9.4	46.2	28.7	24.5	33.8	8.3	21.8	<5.0	6.3
Male	99.3	98.5	18.5	9.4	31.7	25.5	28.1	31.9	16.2	23.8	5.6	9.3
Asian	**	99.3	**	37.3	**	34.0	**	18.4	**	6.8	**	<5.0
Native American	**	98.0	**	8.2	**	28.8	**	36.5	**	21.7	**	<5.0
Black	100.0	98.6	9.5	<5.0	47.6	18.6	23.8	35.3	14.3	31.6	<5.0	11.1
Hispanic	**	98.7	**	9.1	**	30.0	**	34.0	**	19.6	**	7.3
Multiracial	**	98.6	**	11.1	**	31.1	**	34.2	**	17.9	**	5.6
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4
White	99.6	98.9	19.4	15.4	38.1	36.1	25.8	30.3	12.7	13.7	<5.0	<5.0
Economically Disadvantaged	99.6	98.7	10.8	5.0	33.3	21.8	34.6	35.1	15.0	28.2	6.3	9.8
Limited English Proficient	**	98.8	**	6.1	**	24.0	**	35.4	**	24.5	**	10.0
Students with Disabilities	98.8	97.6	<5.0	<5.0	8.4	8.4	25.3	20.8	41.0	36.1	22.9	32.7
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1

Table 101: 2017 Vancleave Middle School MAAP MATH by Demographic Group

Vancleave Middle School MAAP-SCI (Demographic)

Vancleave Middle School 2017 MAAP-SCI by Demographic Group												
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
All Students	99.5	98.5	21.4	17.5	56.2	41.0	**	**	16.2	26.0	6.2	15.5
Female	100.0	98.9	18.4	16.1	59.2	43.1	**	**	17.3	27.2	5.1	13.6
Male	99.1	98.1	24.1	18.8	53.6	38.9	**	**	15.2	24.9	7.1	17.3
Asian	**	99.2	**	43.5	**	37.3	**	**	**	8.7	**	10.5
Native American	**	97.2	**	12.4	**	41.8	**	**	**	26.2	**	19.5
Black	**	98.2	**	7.4	**	35.0	**	**	**	34.4	**	23.2
Hispanic	**	98.5	**	15.9	**	42.3	**	**	**	25.4	**	16.3
Multiracial	**	98.1	**	23.0	**	44.5	**	**	**	21.2	**	11.2
Hawaiian/Pacific Islander.	**	100.0	**	27.5	**	41.2	**	**	**	23.5	**	7.8
White	99.5	98.8	21.8	28.1	57.0	47.6	**	**	15.0	17.3	6.2	7.0
Economically Disadvantaged	98.9	98.3	12.8	10.8	51.2	38.0	**	**	26.7	31.1	9.3	20.1
Limited English Proficient	**	98.6	**	8.9	**	32.2	**	**	**	31.8	**	27.1
Students with Disabilities	96.9	96.8	<5.0	<5.0	22.6	18.1	**	**	51.6	30.1	22.6	47.5
Migrant	**	100.0	**	10.9	**	32.6	**	**	**	23.9	**	32.6

Table 102: 2017 Vancleave Middle School MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at Vancleave Middle School in the categories of *Federal Programs, Curriculum and Instruction, Family and Community, School Improvement, and School Context and Organization*. 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-one (51) faculty and staff members, sixteen (16) parents, and one (1) student responded to the survey. Student response was not large enough for disaggregation.

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	66.7%
Agree	17	33.3%
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	45.1%
Agree	24	47.1%
Disagree	3	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	43	84.3%
Agree	8	15.7%
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	37	72.6%
Agree	11	21.6%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.9%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	7	13.7%
Agree	10	19.6%
Disagree	0	0.0%
Strongly Disagree	2	3.9%
Not Applicable or No Information	32	62.8%

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	29	56.9%
Agree	19	37.3%
Disagree	2	3.9%
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	31	60.8%
Agree	18	35.3%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
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	31	60.8%
Agree	17	33.3%
Disagree	3	5.9%
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	36	70.6%
Agree	14	27.5%
Disagree	1	2.0%
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	34	66.7%
Agree	17	33.3%
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	28	54.9%
Agree	19	37.3%
Disagree	2	3.9%
Strongly Disagree	1	2.0%
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	23	45.1%
Agree	23	45.1%
Disagree	4	7.8%
Strongly Disagree	1	2.0%
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	25	49.0%
Agree	16	31.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	19.6%

Field summary for FC39

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

	Count	Percentage
Strongly Agree	31	60.8%
Agree	17	33.3%
Disagree	2	3.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	7	13.7%
Agree	36	70.6%
Disagree	7	13.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	34	66.7%
Agree	16	31.4%
Disagree	1	2.0%
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	33	64.7%
Agree	16	31.4%
Disagree	2	3.9%
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	25	49.0%
Agree	23	45.1%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
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	27	52.9%
Agree	18	35.3%
Disagree	2	3.9%
Strongly Disagree	1	2.0%
Not Applicable or No Information	3	5.9%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	17	33.3%
Agree	27	52.9%
Disagree	5	9.8%
Strongly Disagree	1	2.0%
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	23	45.1%
Agree	17	33.3%
Disagree	5	9.8%
Strongly Disagree	1	2.0%
Not Applicable or No Information	5	9.8%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	18	35.3%
Agree	31	60.8%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	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	20	39.2%
Agree	25	49.0%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	9.8%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	25	49.0%
Agree	20	39.2%
Disagree	5	9.8%
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	30	58.8%
Agree	20	39.2%
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	17	33.3%
Agree	33	64.7%
Disagree	0	0.0%
Strongly Disagree	1	2.0%
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	34	66.7%
Agree	17	33.3%
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	33	64.7%
Agree	18	35.3%
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	13	25.5%
Agree	34	66.7%
Disagree	3	5.9%
Strongly Disagree	1	2.0%
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	25	49.0%
Agree	20	39.2%
Disagree	3	5.9%
Strongly Disagree	2	3.9%
Not Applicable or No Information	1	2.0%

GENERAL OPINION

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from Vanleave Middle School feel that the school does a good job in creating a welcoming climate and culture, celebrating student achievement, and having a supportive administration. One faculty member stated “Our school climate and culture encourage students to come to school and do their best. We positively recognize 100% of our students in one way or another. We promote graduation at the middle school level with “College Signing Day” and “8th Grade Pledge Ceremony.” Respondents suggest hiring curriculum coordinators/instructional coaches to lighten the load on tested-area teachers, improving campus safety, and moving to a 1:1 technology plan. Another faculty member stated that “Our teachers need more training on the technology available to them and to students and how to implement it in the classroom, not just for USA TestPrep and iReady. We also need curriculum department heads to help with specific subjects and raising our school district to the levels of the surrounding districts as far as support from the top goes. Our teachers could do so much more if they had someone to help develop lessons and research tools to implement in the classroom.”



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	9	56.3%
Agree	6	37.5%
Disagree	1	6.3%
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	6	37.5%
Agree	6	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	25.0%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	14	87.5%
Agree	2	12.5%
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	13	81.3%
Agree	3	18.8%
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	6	37.5%
Agree	7	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	18.8%

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	7	43.8%
Supporting college and career counseling	7	43.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	9	56.3%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	5	31.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	8	50.0%

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	25.0%
Providing school-based mental health services and counseling	6	37.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	1	6.3%
Establishing or improving dropout prevention	4	25.0%
Supporting re-entry programs and transition services for Justice-involved youth	2	12.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	9	56.3%
Implementing systems and practices to prevent bullying and harassment	9	56.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	4	25.0%
Establishing community partnerships	4	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	10	62.5%
Building technological capacity and infrastructure	8	50.0%
Carrying out innovative blended learning projects	2	12.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	5	31.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	7	43.8%

Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	1	6.3%
Computer Classes	3	18.8%
Conflict Resolution	6	37.5%
Discipline	3	18.8%
Drug/Alcohol Awareness	3	18.8%
English as a Second Language	1	6.3%
Health Classes	2	12.5%
Literacy Classes	2	12.5%
Math Classes	3	18.8%
Parent-to-School Relationships	5	31.3%
Parent/Child Communication	7	43.8%
Preparing for College	11	68.8%
Parenting Workshops	8	50.0%
Social Media Classes	5	31.3%
Stress/Anger Management	6	37.5%
Understanding College- and Career-Ready Standards	10	62.5%
Other	0	0.0%

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	2	12.5%
Parental advisory committees	2	12.5%
PTO/PTA meetings and activities	3	18.8%
Ways to help at the classroom level	4	25.0%
Other ways to get involved in my school (district)	5	31.3%

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	4	25.0%
Very likely	6	37.5%
Moderately likely	4	25.0%
Slightly likely	2	12.5%
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	6	37.5%
Agree	9	56.3%
Disagree	1	6.3%
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	6	37.5%
Agree	10	62.5%
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	6	37.5%
Agree	9	56.3%
Disagree	1	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	9	56.3%
Agree	7	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	6	37.5%
Agree	9	56.3%
Disagree	0	0.0%
Strongly Disagree	1	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	4	25.0%
Agree	9	56.3%
Disagree	2	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.3%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	5	31.3%
Agree	9	56.3%
Disagree	1	6.3%
Strongly Disagree	1	6.3%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	5	31.3%
Agree	7	43.8%
Disagree	4	25.0%
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	9	56.3%
Agree	5	31.3%
Disagree	1	6.3%
Strongly Disagree	1	6.3%
Not Applicable or No Information	0	0.0%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	6	37.5%
Agree	8	50.0%
Disagree	2	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	6	37.5%
Agree	7	43.8%
Disagree	3	18.8%
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	8	50.0%
Agree	7	43.8%
Disagree	1	6.3%
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	6	37.5%
Agree	6	37.5%
Disagree	1	6.3%
Strongly Disagree	1	6.3%
Not Applicable or No Information	2	12.5%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	7	43.8%
Agree	6	37.5%
Disagree	2	12.5%
Strongly Disagree	1	6.3%
Not Applicable or No Information	0	0.0%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	6	37.5%
Agree	7	43.8%
Disagree	3	18.8%
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	37.5%
Agree	7	43.8%
Disagree	1	6.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	12.5%



SCHOOL IMPROVEMENT

Field summary for SACS1

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

	Count	Percentage
Strongly Agree	6	37.5%
Agree	9	56.3%
Disagree	1	6.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	7	43.8%
Agree	9	56.3%
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	6	37.5%
Agree	9	56.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.3%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	4	25.0%
Agree	8	50.0%
Disagree	1	6.3%
Strongly Disagree	1	6.3%
Not Applicable or No Information	2	12.5%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	7	43.8%
Agree	8	50.0%
Disagree	1	6.3%
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	7	43.8%
Agree	6	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	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	6	37.5%
Agree	10	62.5%
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	5	31.3%
Agree	11	68.8%
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	8	50.0%
Agree	7	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	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	5	31.3%
Agree	9	56.3%
Disagree	1	6.3%
Strongly Disagree	1	6.3%
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	7	43.8%
Agree	7	43.8%
Disagree	1	6.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.3%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	6	37.5%
Agree	9	56.3%
Disagree	1	6.3%
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. Actual responses have been delivered digitally to the appropriate school district officials.

Parents of students from Vancleave Middle School feel that the school does a good job in making learning energetic and fun, recognizing students on all levels, and following state objectives. One parent stated, "I love the way the middle school encourages the students to work together and support each other with their houses and games." Respondents suggest making the Chrome Book fee a refundable deposit, creating opportunities for more students to be involved in extra-curricular activities, and improving parent-teacher communication. Another parent stated that "I feel the middle school should have more practice drills."



SECTION 19

VANCLEAVE HIGH SCHOOL

INTRODUCTION

Vancleave High School is located at 12424 Highway 57 in Vancleave, Mississippi. In 2017-2018, it housed seven hundred sixty-six (766) 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."



VHS VIEWS

- *Student learning is the chief priority of the school.*
- *Teachers, administrators, parents, students, and the community share the responsibility for advancing the school's mission.*
- *Students learn in different ways and should be provided with a variety of research-based instructional approaches to support their learning.*
- *Challenging expectations increase individual student performance.*
- *The educational dimensions of core learning, stretch learning, student engagement, and personal skill development will be implemented in the overall education of the students.*
- *Each student is a valued individual with unique physical, social, emotional, and intellectual needs.*
- *Exceptional students (i.e., special education, limited English proficiency, talented and gifted, etc.) require special services and resources.*
- *A safe and physically comfortable environment promotes student learning.*
- *The commitment to "Raise the Standard" through continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.*

ENROLLMENT

Numbers of students enrolled at Vancleave High School in 2016-2017 and 2017-2018 are shown in **Table 103**. Vancleave High School enrollment decreased in 2017-2018. Over the past three years, demographic ratios have remained steady. **Table 104** illustrates the number of students enrolled disaggregated by subgroups for 2017 and 2018.

VANCLEAVE HIGH SCHOOL ENROLLMENT BY GRADE		
	2017	2018
Grade 9	198	191
Grade 10	174	187
Grade 11	180	151
Grade 12	180	183
Sec. SPED	10	*
Sec. GED	*	*
Total	747	722

Table 103: Vancleave High School Enrollment by Grade



VANCLEAVE HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
	2017		2018	
	#	%	#	%
Female	372	49.8%	356	49.3%
Male	375	50.2%	366	50.7%
Asian	*	0.0%	*	0.0%
Black	29	3.9%	25	3.5%
Hispanic	*	0.0%	*	0.0%
Native American	*	0.0%	*	0.0%
White	707	94.6%	683	94.6%
Multi Racial	*	0.0%	*	0.0%
Pacific Islander	*	0.0%	0	0.0%
Total	747	100%	722	100%

Table 104: Vancleave High School Enrollment by Demographic Group



ATTENDANCE

2016-2017 VANCLEAVE HIGH SCHOOL AVERAGE DAILY ATTENDANCE/ABSENTEE RATE						
AVERAGE DAILY ATTENDANCE						
GR 9	GR 10	GR 11	GR 12	SEC. SPED	SEC. GED	TOTAL
197.36	165.7	160.9	159.06	5.08	0.95	689.06
CHRONIC ABSENTEEISM						
# ABSENT ≥ 10% DAYS ENROLLED		# ENROLLED		CHRONIC ABSENTEEISM RATE		
130		761		17.08%		

Table 105: 2016-2017 Vancleave High School Average Daily Attendance and Absentee Rate

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
GROWTH ALL STUDENTS	78.0	89.4	Graduation Rate	Participation Rate	College and Career Readiness
GROWTH LOW 25%	81.6	84.9	90	99.1	52.3

Figure 113: 2016 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: **A**

Grade: A Total Points: 785	Reading	Mathematics	Science	U. S. History	Acceleration
PROFICIENCY	60.1	50.0	82.4	60	63.2
GROWTH ALL STUDENTS	92.2	75.9	Graduation Rate	Participation Rate	College and Career Readiness
GROWTH LOW 25%	102.6	88.0	91.5	99.1	60.5

Figure 114: 2017 Vancleave High School Accountability

ASSESSMENT

[Note: For an explanation of the significance of various assessments, please see the district descriptions beginning on page 29.]

VANCLEAVE HIGH SCHOOL ACT

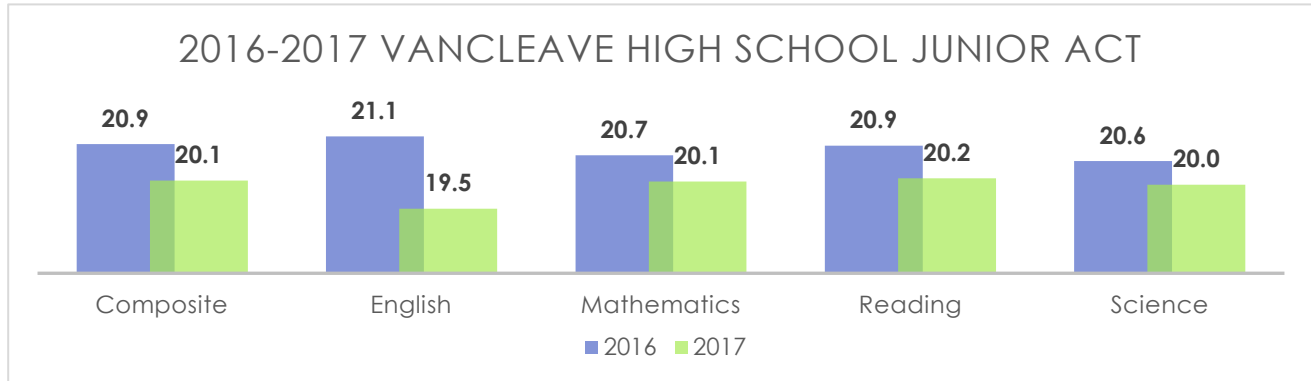


Figure 115: 2016-2017 Vancleave High School Junior ACT

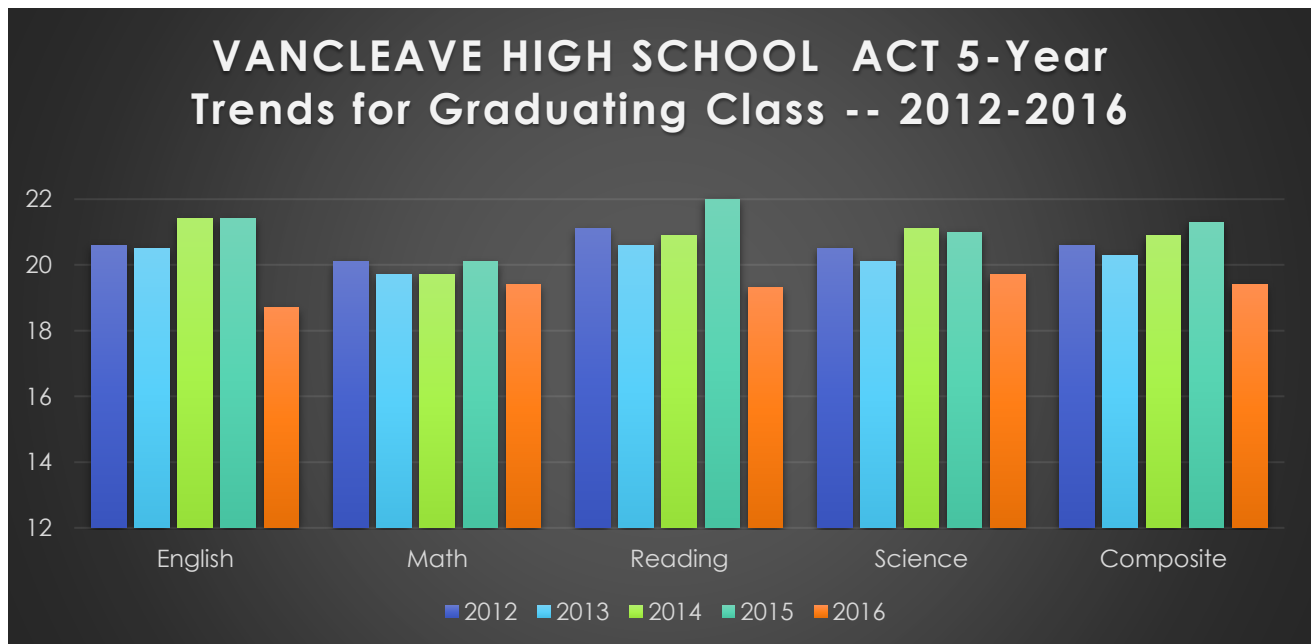


Figure 116: 2012-2016 Vancleave High School ACT 5-Year Trends for Graduating Class



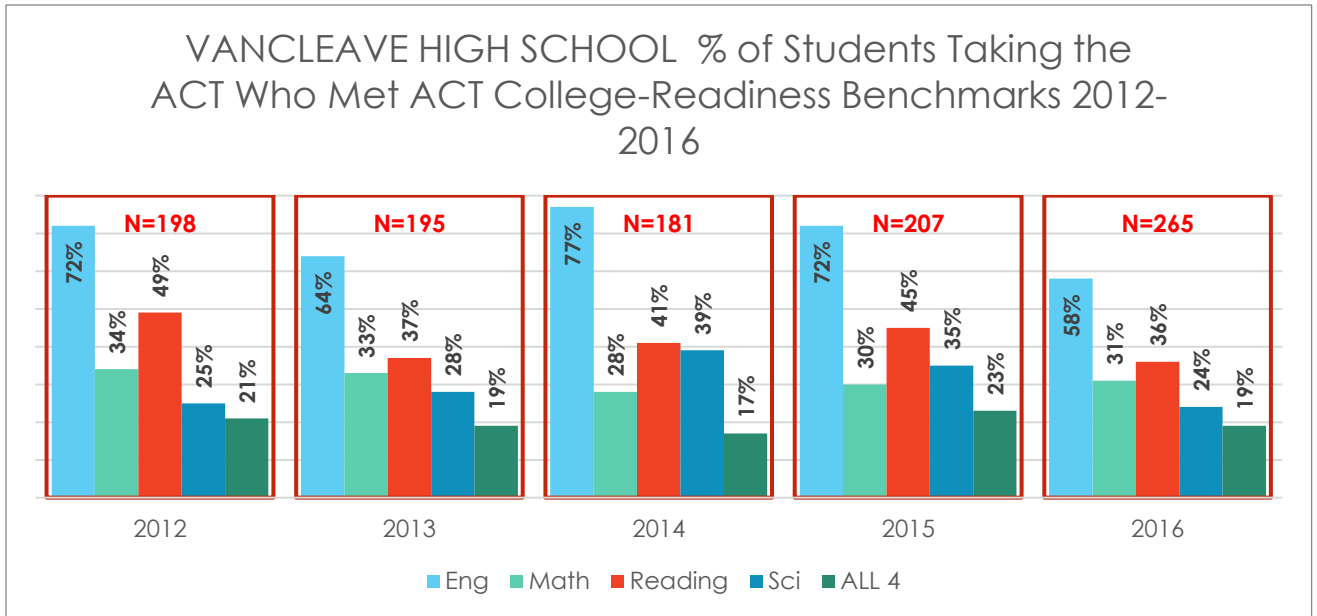


Figure 117: VanCleave High School ACT 5-Year Trends for Graduating Class -- 2012-2016

VANCLEAVE HIGH SCHOOL MAAP

VanCleave High School MAAP EOC

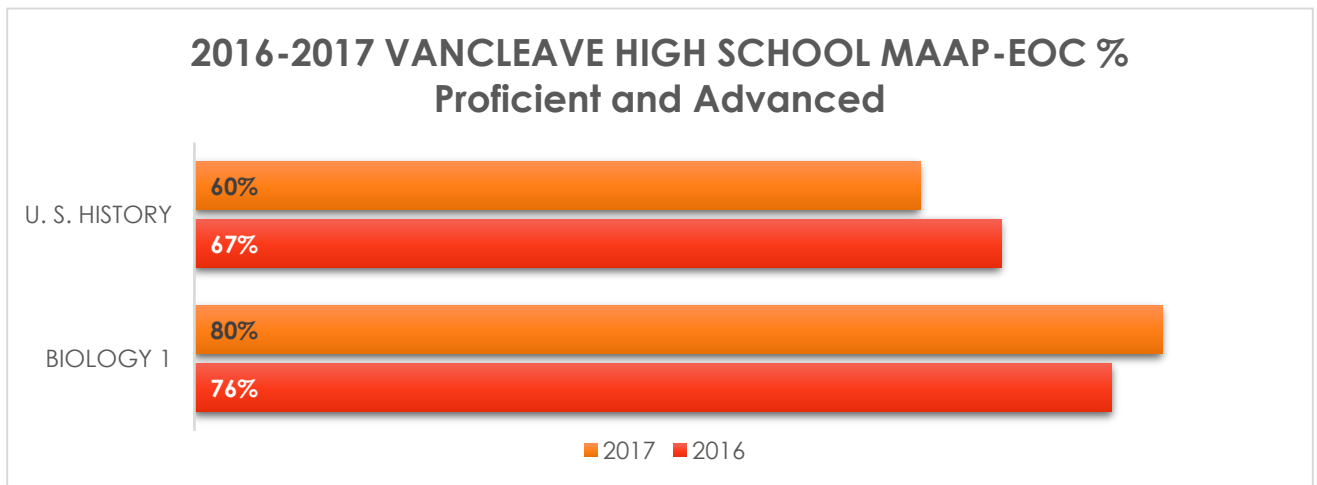


Figure 118: 2016-2017 VanCleave High School MAAP-EOC % Proficient and Advanced



Vancleave High School MAAP ELA and MATH

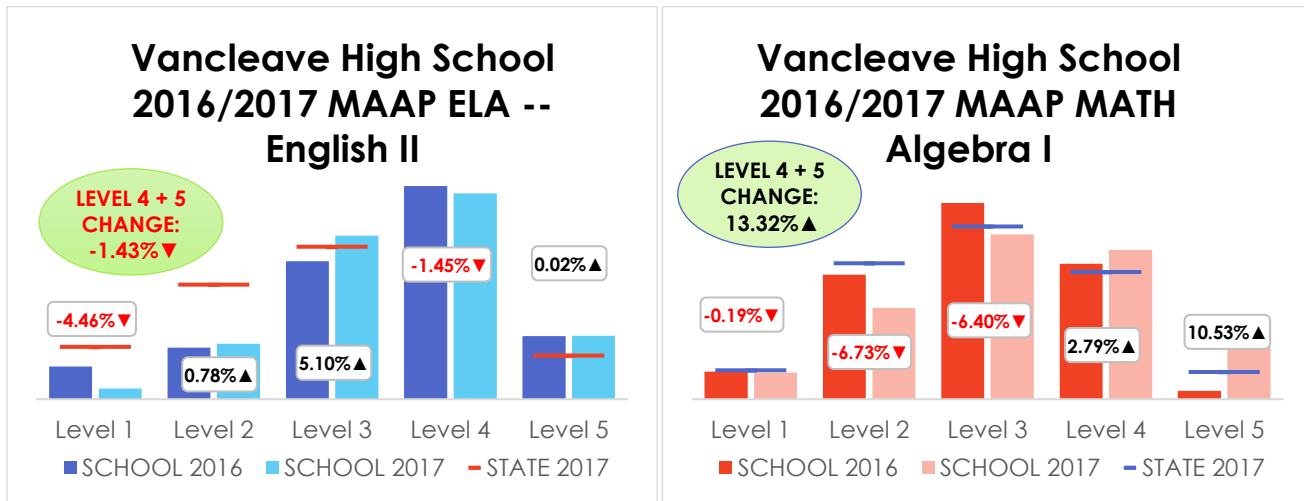


Figure 119: 2016-2017 Vancleave High School MAAP ELA and MATH English II and Algebra I

VANCLEAVE HIGH SCHOOL MAAP DEMOGRAPHICS

Vancleave High School MAAP ELA (Demographic)

Vancleave High School 2017 MAAP ELA by Demographic Group												
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Students	98.4	99.1	13.0	8.7	42.4	26.3	32.1	32.9	9.8	21.5	<5.0	10.6
Female	99.0	99.3	17.3	10.3	40.4	28.6	28.8	33.6	11.5	19.9	<5.0	7.6
Male	97.6	98.8	7.5	7.3	45.0	24.1	36.3	32.3	7.5	23.0	<5.0	13.4
Asian	**	99.4	**	23.9	**	34.3	**	23.1	**	10.1	**	8.6
Native American	**	98.2	**	5.3	**	23.9	**	39.3	**	22.1	**	9.4
Black	100.0	99.0	25.0	<5.0	16.7	17.7	41.7	34.8	16.7	29.2	**	14.9
Hispanic	**	99.1	**	6.7	**	24.5	**	33.6	**	22.2	**	13.0
Multiracial	**	98.6	**	9.2	**	32.8	**	33.0	**	17.6	**	7.4
Hawaiian/Pacific Islander	**	97.9	**	15.0	**	29.3	**	26.4	**	16.4	**	12.9
White	98.2	99.1	12.3	14.6	43.6	35.8	31.3	31.0	9.8	13.1	<5.0	5.6
Economically Disadvantaged	98.7	99.0	9.0	<5.0	34.6	20.9	34.6	34.8	15.4	26.3	6.4	13.3
Limited English Proficient	**	99.0	**	<5.0	**	14.9	**	32.5	**	29.8	**	20.1
Students with Disabilities	100.0	97.6	**	<5.0	<5.0	8.0	42.9	19.4	33.3	30.7	19.0	40.6
Migrant	**	97.8	**	<5.0	**	28.9	**	25.6	**	25.6	**	18.9

Table 106: 2017 Vancleave High School MAAP ELA by Demographic Group

Vancleave High School MAAP MATH (Demographic)

Vancleave High School 2017 MAAP MATH by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	
All Students	94.4	98.8	12.8	9.4	33.0	27.1	32.5	32.9	15.8	22.8	5.9	7.8	
Female	92.3	99.0	11.9	9.4	40.5	28.7	32.1	33.8	9.5	21.8	6.0	6.3	
Male	96.0	98.5	13.4	9.4	27.7	25.5	32.8	31.9	20.2	23.8	5.9	9.3	
Asian	**	99.3	**	37.3	**	34.0	**	18.4	**	6.8	**	<5.0	
Native American	**	98.0	**	8.2	**	28.8	**	36.5	**	21.7	**	<5.0	
Black	100.0	98.6	7.7	<5.0	23.1	18.6	30.8	35.3	23.1	31.6	15.4	11.1	
Hispanic	**	98.7	**	9.1	**	30.0	**	34.0	**	19.6	**	7.3	
Multiracial	**	98.6	**	11.1	**	31.1	**	34.2	**	17.9	**	5.6	
Hawaiian/Pacific Islander	**	97.2	**	19.1	**	36.9	**	20.6	**	17.0	**	6.4	
White	94.2	98.9	13.3	15.4	34.4	36.1	32.2	30.3	15.6	13.7	<5.0	<5.0	
Economically Disadvantaged	90.8	98.7	6.3	5.0	26.6	21.8	31.6	35.1	24.1	28.2	11.4	9.8	
Limited English Proficient	**	98.8	**	6.1	**	24.0	**	35.4	**	24.5	**	10.0	
Students with Disabilities	97.2	97.6	**	<5.0	5.7	8.4	28.6	20.8	42.9	36.1	22.9	32.7	
Migrant	**	98.9	**	8.1	**	16.3	**	31.4	**	29.1	**	15.1	

Table 107: 2017 Vancleave High School MAAP MATH by Demographic Group

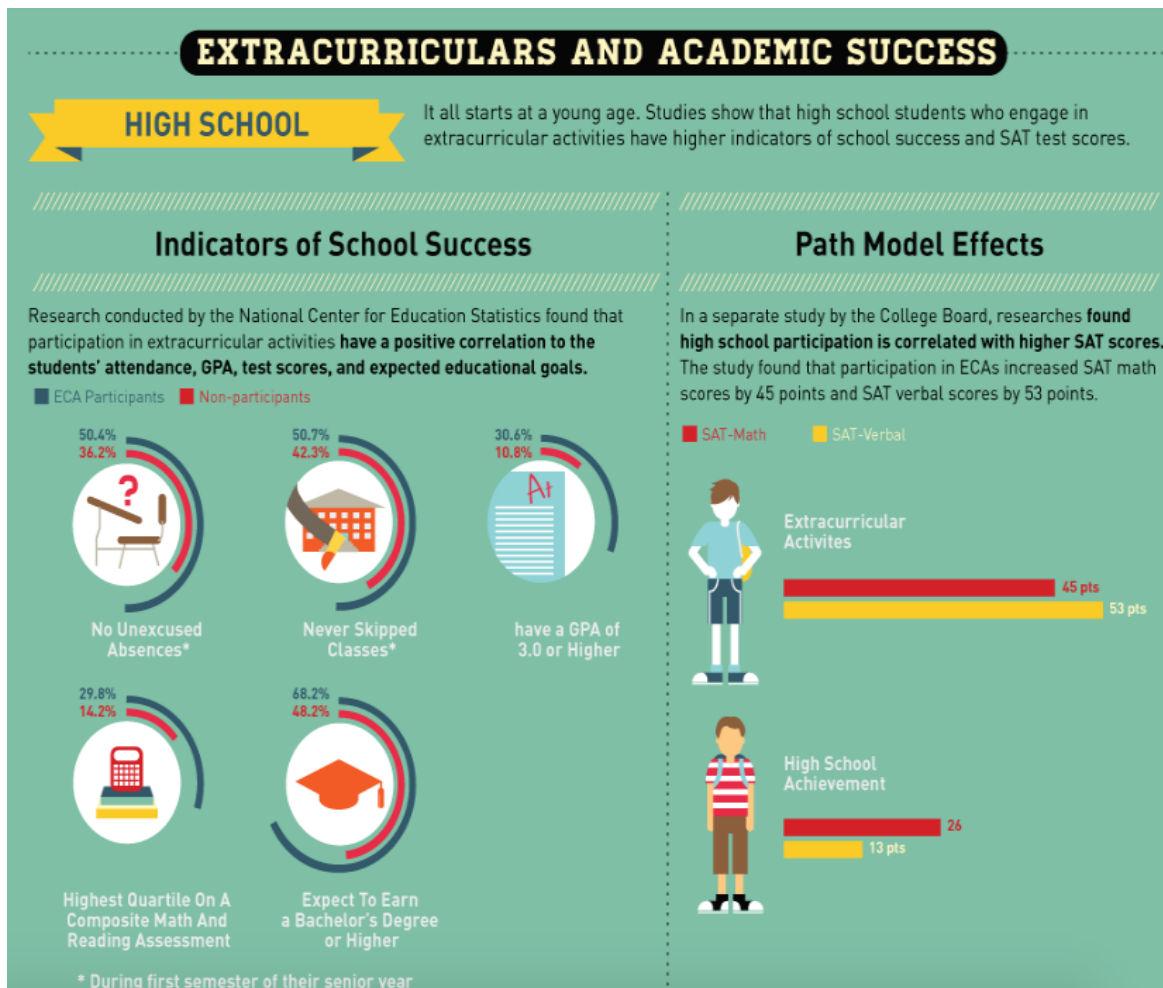
Vancleave High School MAAP-SCI (Demographic)

Vancleave High School 2017 MAAP-SCI by Demographic Group													
Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal		
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	
All Students	98.6	98.5	28.3	17.5	51.7	41.0	**	**	17.1	26.0	<5.0	15.5	
Female	100.0	98.9	26.9	16.1	52.7	43.1	**	**	18.3	27.2	<5.0	13.6	
Male	97.4	98.1	29.5	18.8	50.9	38.9	**	**	16.1	24.9	<5.0	17.3	
Asian	**	99.2	**	43.5	**	37.3	**	**	**	8.7	**	10.5	
Native American	**	97.2	**	12.4	**	41.8	**	**	**	26.2	**	19.5	
Black	100.0	98.2	7.7	7.4	38.5	35.0	**	**	46.2	34.4	7.7	23.2	
Hispanic	**	98.5	**	15.9	**	42.3	**	**	**	25.4	**	16.3	

Vancleave High School 2017 MAAP-SCI by Demographic Group

Group	Participation Rate		% Advanced		% Proficient		% Passing		% Basic		% Minimal	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Multiracial	**	98.1	**	23.0	**	44.5	**	**	**	21.2	**	11.2
Hawaiian/Pacific Islander.	**	100.0	**	27.5	**	41.2	**	**	**	23.5	**	7.8
White	98.4	98.8	30.8	28.1	51.6	47.6	**	**	14.8	17.3	<5.0	7.0
Economically Disadvantaged	98.7	98.3	21.8	10.8	47.4	38.0	**	**	24.4	31.1	6.4	20.1
Limited English Proficient	**	98.6	**	8.9	**	32.2	**	**	**	31.8	**	27.1
Students with Disabilities	100.0	96.8	5.0	<5.0	35.0	18.1	**	**	35.0	30.1	25.0	47.5
Migrant	**	100.0	**	10.9	**	32.6	**	**	**	23.9	**	32.6

Table 108: 2017 Vancleave High School MAAP-SCI by Demographic Group



SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at Vancleave High School in the categories of *Federal Programs, Curriculum and Instruction, Family and Community, School Improvement, and School Context and Organization*. 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, eleven (11) parents, and four (4) students responded to the survey. Student response was not large enough for disaggregation.

VANCLEAVE HIGH SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAM

Field summary for FP5

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

	Count	Percentage
Strongly Agree	37	61.7%
Agree	23	38.3%
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	26	43.3%
Agree	31	51.7%
Disagree	2	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	17	28.3%
Agree	23	38.3%
Disagree	8	13.3%
Strongly Disagree	5	8.3%
Not Applicable or No Information	7	11.7%

Field summary for FP12

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

	Count	Percentage
Strongly Agree	40	66.7%
Agree	19	31.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Field summary for FP18

At my elementary school, federal funds are used effectively.

	Count	Percentage
Strongly Agree	7	11.7%
Agree	11	18.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	42	70.0%

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	25	41.7%
Agree	35	58.3%
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	27	45.0%
Agree	33	55.0%
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	32	53.3%
Agree	27	45.0%
Disagree	1	1.7%
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	30	50.0%
Agree	30	50.0%
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	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 TCI6

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

	Count	Percentage
Strongly Agree	23	38.3%
Agree	35	58.3%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Field summary for TCI10

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

	Count	Percentage
Strongly Agree	24	40.0%
Agree	35	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

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	20	33.3%
Agree	29	48.3%
Disagree	2	3.3%
Strongly Disagree	1	1.7%
Not Applicable or No Information	8	13.3%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	26	43.3%
Agree	31	51.7%
Disagree	3	5.0%
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	11.7%
Agree	42	70.0%
Disagree	9	15.0%
Strongly Disagree	2	3.3%
Not Applicable or No Information	0	0.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	18	30.0%
Agree	38	63.3%
Disagree	3	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	17	28.3%
Agree	36	60.0%
Disagree	6	10.0%
Strongly Disagree	1	1.7%
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	25	41.7%
Agree	31	51.7%
Disagree	3	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

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	28	46.7%
Agree	28	46.7%
Disagree	1	1.7%
Strongly Disagree	1	1.7%
Not Applicable or No Information	2	3.3%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	18	30.0%
Agree	32	53.3%
Disagree	6	10.0%
Strongly Disagree	3	5.0%
Not Applicable or No Information	1	1.7%

Field summary for SACS21

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

	Count	Percentage
Strongly Agree	19	31.7%
Agree	32	53.3%
Disagree	7	11.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.3%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	8	13.3%
Agree	40	66.7%
Disagree	10	16.7%
Strongly Disagree	2	3.3%
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	23	38.3%
Agree	32	53.3%
Disagree	4	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	19	31.7%
Agree	36	60.0%
Disagree	4	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

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	20	33.3%
Agree	34	56.7%
Disagree	4	6.7%
Strongly Disagree	2	3.3%
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	27	45.0%
Agree	33	55.0%
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	18	30.0%
Agree	39	65.0%
Disagree	2	3.3%
Strongly Disagree	1	1.7%
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	22	36.7%
Agree	33	55.0%
Disagree	4	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	21	35.0%
Agree	32	53.3%
Disagree	6	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

Field summary for TSC73

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

	Count	Percentage
Strongly Agree	8	13.3%
Agree	25	41.7%
Disagree	14	23.3%
Strongly Disagree	9	15.0%
Not Applicable or No Information	4	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. Actual responses have been delivered digitally to the appropriate school district officials.

Faculty and staff members from Vanleave High School feel that the school does a good job in improving graduation rates, providing excellent teachers, and caring about the whole student. One faculty member stated “We have amazing access to technology. Students are so fortunate.” Respondents suggest stricter, more consistent enforcement of rules, tightening the absentee policy, and improving campus safety features. Another faculty member stated that there should be “More subs who are qualified. Subs should be able to work more than nine days a month. They use up their days sometimes within a week and then a sub is very hard to find. A better way of finding a sub. It's very difficult to spend 2+ hours contacting the entire list one by one when you are sick, have a sick child, have an emergency situation, etc.”



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	5	45.5%
Agree	6	54.6%
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	2	18.2%
Agree	6	54.6%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

Field summary for FP9

School nurses are important at my school.

	Count	Percentage
Strongly Agree	8	72.7%
Agree	2	18.2%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
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	8	72.7%
Agree	3	27.3%
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	2	18.2%
Agree	2	18.2%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	54.6%

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	2	18.2%
Supporting college and career counseling	3	27.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	6	54.5%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	3	27.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	5	45.5%

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	2	18.2%
Providing school-based mental health services and counseling	4	36.4%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	3	27.3%
Establishing or improving dropout prevention	2	18.2%
Supporting re-entry programs and transition services for Justice-involved youth	2	18.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	2	18.2%
Implementing systems and practices to prevent bullying and harassment	7	63.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	4	36.4%
Establishing community partnerships	2	18.2%

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	5	45.5%
Building technological capacity and infrastructure	4	36.4%
Carrying out innovative blended learning projects	2	18.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	5	45.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	36.4%



Field summary for PFP22

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

	Count	Percentage
Abuse Prevention	0	0.0%
Computer Classes	1	9.1%
Conflict Resolution	7	63.6%
Discipline	6	54.5%
Drug/Alcohol Awareness	3	27.3%
English as a Second Language	0	0.0%
Health Classes	1	9.1%
Literacy Classes	2	18.2%
Math Classes	3	27.3%
Parent-to-School Relationships	4	36.4%
Parent/Child Communication	4	36.4%
Preparing for College	6	54.5%
Parenting Workshops	5	45.5%
Social Media Classes	2	18.2%
Stress/Anger Management	4	36.4%
Understanding College- and Career-Ready Standards	8	72.7%
Other	0	0.0%

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	2	18.2%
Parental advisory committees	2	18.2%
PTO/PTA meetings and activities	0	0.0%
Ways to help at the classroom level	4	36.4%
Other ways to get involved in my school (district)	3	27.3%

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	3	27.3%
Very likely	6	54.6%
Moderately likely	1	9.1%
Slightly likely	1	9.1%
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	2	18.2%
Agree	7	63.6%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Field summary for CI7

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	2	18.2%
Agree	7	63.6%
Disagree	2	18.2%
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	2	18.2%
Agree	6	54.6%
Disagree	3	27.3%
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	3	27.3%
Agree	7	63.6%
Disagree	1	9.1%
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	2	18.2%
Agree	6	54.6%
Disagree	1	9.1%
Strongly Disagree	2	18.2%
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	1	9.1%
Agree	6	54.6%
Disagree	3	27.3%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

FAMILY AND COMMUNITY

Field summary for FC39

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

	Count	Percentage
Strongly Agree	1	9.1%
Agree	7	63.6%
Disagree	2	18.2%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

Field summary for FC42

Parents are involved in their children's education.

	Count	Percentage
Strongly Agree	1	9.1%
Agree	8	72.7%
Disagree	2	18.2%
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	4	36.4%
Agree	4	36.4%
Disagree	2	18.2%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

Field summary for FC80

Parents know the school's processes and procedures.

	Count	Percentage
Strongly Agree	2	18.2%
Agree	8	72.7%
Disagree	1	9.1%
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	2	18.2%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	2	18.2%
Not Applicable or No Information	0	0.0%

Field summary for FC91

Overall, I am satisfied with our school.

	Count	Percentage
Strongly Agree	4	36.4%
Agree	4	36.4%
Disagree	3	27.3%
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	2	18.2%
Agree	4	36.4%
Disagree	2	18.2%
Strongly Disagree	2	18.2%
Not Applicable or No Information	1	9.1%

Field summary for PFC79

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

	Count	Percentage
Strongly Agree	1	9.1%
Agree	6	54.6%
Disagree	4	36.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	1	9.1%
Agree	5	45.5%
Disagree	3	27.3%
Strongly Disagree	1	9.1%
Not Applicable or No Information	1	9.1%

Field summary for PFC87

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

	Count	Percentage
Strongly Agree	2	18.2%
Agree	5	45.5%
Disagree	1	9.1%
Strongly Disagree	3	27.3%
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	1	9.1%
Agree	7	63.6%
Disagree	1	9.1%
Strongly Disagree	2	18.2%
Not Applicable or No Information	0	0.0%

Field summary for SACS2

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

	Count	Percentage
Strongly Agree	1	9.1%
Agree	7	63.6%
Disagree	2	18.2%
Strongly Disagree	1	9.1%
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	2	18.2%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Field summary for SACS5

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

	Count	Percentage
Strongly Agree	1	9.1%
Agree	5	45.5%
Disagree	3	27.3%
Strongly Disagree	1	9.1%
Not Applicable or No Information	1	9.1%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC31

Students are motivated to do their best.

	Count	Percentage
Strongly Agree	1	9.1%
Agree	7	63.6%
Disagree	2	18.2%
Strongly Disagree	1	9.1%
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	1	9.1%
Agree	5	45.5%
Disagree	1	9.1%
Strongly Disagree	1	9.1%
Not Applicable or No Information	3	27.3%

Field summary for SC48

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

	Count	Percentage
Strongly Agree	1	9.1%
Agree	7	63.6%
Disagree	3	27.3%
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	1	9.1%
Agree	9	81.8%
Disagree	1	9.1%
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	1	9.1%
Agree	9	81.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Field summary for SC118

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

	Count	Percentage
Strongly Agree	1	9.1%
Agree	7	63.6%
Disagree	1	9.1%
Strongly Disagree	2	18.2%
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	3	27.3%
Agree	7	63.6%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for PSC131

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

	Count	Percentage
Strongly Agree	2	18.2%
Agree	6	54.6%
Disagree	3	27.3%
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. Actual responses have been delivered digitally to the appropriate school district officials.

Only one parent of a Vanleave High School student responded to the optional open-ended questions. That person expressed appreciation for the awards given for academics, character, and attendance, and wished that the \$50 Chromebook deposit be refundable at the end of the year.



SECTION 20

JACKSON COUNTY TECHNOLOGY CENTER

INTRODUCTION

Jackson County Technology Center (JCTC) is located at 12425 Hwy 57, Vancleave, Mississippi. The school website states, "Jackson County Technology Center provides students with a creative and comfortable learning atmosphere. Located in Vancleave, our school has been shaping students' minds since 1983. We are privileged to teach over 300 students with our outstanding staff, all eager to pass on their knowledge and experience. ... We respect the individual needs of all our students and believe that with the right guidance and direction, they can all succeed. Our educational approach empowers our students to hone their skills creatively and passionately."

The school's mission is, "Helping Students Exceed Expectations. Our aim is to create a program that is engaging and responsive for every student. We strive to make learning fun by helping students accomplish challenges and exceed their goals in a caring and supportive environment. Located in one of the world's greatest cities, Jackson County Technology Center is deeply enriched by and involved with the Vancleave community."

2017 MSCPAS2 STATE PROGRAM RANKING

Automotive Year 1 ➔ 7th
Automotive Year 2 ➔ 3rd
Information Technology Year 1 ➔ 1st
Information Technology Year 2 ➔ 1st
Medical Year 1 ➔ 8th
Medical Year 2 ➔ 8th
Teacher Academy ➔ 1st
Welding Year 1 ➔ 1st
Welding Year 2 ➔ 5th



PROGRAMS

AUTOMOTIVE SERVICES

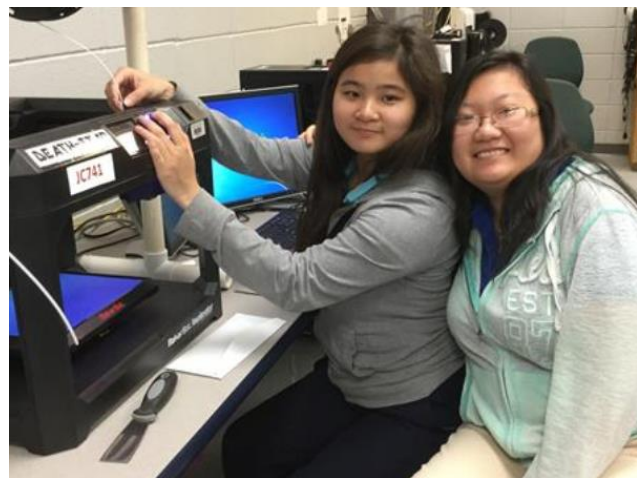
The Automotive Service pathway emphasizes industry-based content with time being allocated between lecture and lab activities. Safety is an integral part of every course and activity. The content is aligned with National Institute for Automotive Service Excellence (ASE) standards. The Automotive Service Technology I course contains an introduction to shop operations, engine repair, transmission, electrical/electronic and brakes. The Automotive Technology II course contains a review on shop operations, advanced electrical/electronic, engine performance, steering and suspension.



The Automotive Service Technician is one of Mississippi's most comprehensive automotive curriculums. Students that complete this program are well equipped for a variety of endeavors. Instructors are urged to encourage Automotive Service Technician students to pursue educational opportunities at community colleges and universities in Mississippi.

CAREER PATHWAYS

Career Pathway Experience (CPE) is the new name for Cooperative Education. CPE provides the students the opportunity to take knowledge and skills learned in the pathway classroom and to apply and test that learning in the workplace. The CPE course will foster self-directed learning; strengthen the development of core academic skills through application in authentic situations; allow students to explore career options; enhance communication skills, leadership, and problem solving; and contribute to community economic development. Mississippi Department of Education looks at CPE as the course that will increase student engagement, strengthen achievement, and transition youth from school to college or the workforce. JCTC offers CPE for the following programs: Automotive, Information Technology, Teacher Academy, and Welding.



CONSTRUCTION

Construction Year I is a basic course teaching fundamentals of safety, tools, math, and basic carpentry, electrical, masonry, and plumbing skills. A continuation of Construction

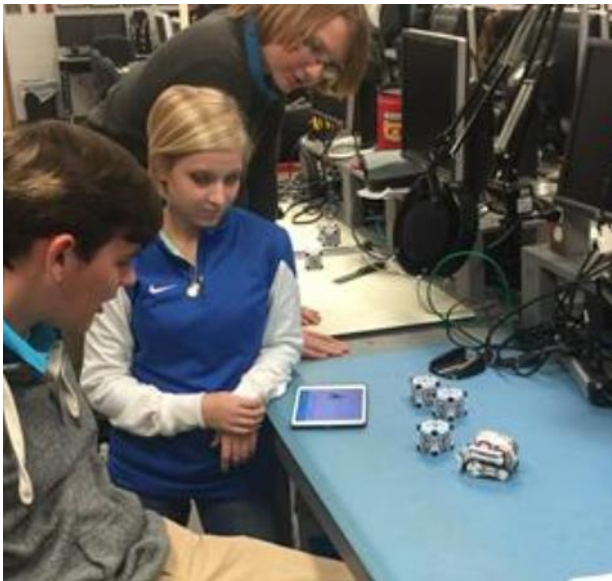


Year II provides advanced instruction and practical application preparing students for employment or continued education in the occupations of carpentry, electrical wiring, masonry, or plumbing.



INFORMATION TECHNOLOGY

Designed to teach students with the skills necessary to prepare for CompTIA certification exams, this course allows students to develop, support, and integrate computing systems, acquire network planning, management skills, and provide technical support. Rather than just listening, memorizing, and repeating facts, this class has students discovering, analyzing, and learning from



experience. Our goal at JCTC is to spur our students' curiosity and allow them to learn at their own pace.

Information Technology II covers the basic concepts of networking, network operating systems, networking types, standards and how data is encoded and transmitted, network protocol, services, and career options. Students should be prepared to take the Microsoft Technology Associate: Networking Fundamentals Certification exam at the end of the course. Students are required to take the Microsoft Technology Associate Certification by the State of Mississippi and are given the opportunity if they meet the instructors' expectations to take the CompTIA Network+ Certification exam.



INSTRUMENTATION AND CONTROLS

The Instrumentation and Controls Program is the first of its kind at the high school level in Mississippi. On behalf of JCTC, we are proud to be selected as the career and technical center to launch this program at the Jackson County Technology Center. In these courses students are taught to apply, install, repair, calibrate and tune those measurement and control instruments that are used in industrial manufacturing processes.

MARITIME

Jackson County Technology Center partners with, Mississippi Gulf Coast Community College, Gulf States Shipbuilding Consortium, and Ingalls Shipbuilding in the High School Maritime Academy.

The goal of the program is to establish and maintain a viable Shipbuilder Career Pathway in addition to the current CTE pathways available for high school students. Ingalls hopes to recruit students who have both: an interest in shipbuilding and a propensity for success. The program will expose students to the following: career opportunities in shipbuilding craft areas, higher level technical skills, and workplace readiness. During the initial year in 2016-2017, there were 14 job offers to the 24 students enrolled.

The curriculum that will be used was developed by the National Center for Construction Education and Research (NCCER). It will include the following: NCCER Core plus Introduction to Maritime addendum, Marine Pipefitting (NCCER level one), Overview of Marine Electrical, Introduction to Machining, Introduction to Sheet Metal, Engineering, and Maritime Architecture (Advanced Students). The program is open to seniors who have completed a two-year Career and Education Program. The program is housed at the Haley Reeves Barbour Maritime Building in Pascagoula.

MEDICAL

The Health Sciences (Core) course introduces students to the theory and practical applications of tasks related to employment in the field of health science. Students will cover topics such as safety in the workplace, infection control, health care systems, and the vital organs of the human body. The course offers insight into careers in health care as well as educational requirements and the professional, legal, and ethical responsibilities involved. Students will have the opportunity to tour local medical facilities.



The Healthcare and Clinical Services course helps the student establish insight in the healthcare field. Students will be exposed to the theory and applied tasks related to careers within health care. This course covers topics such as human growth and development, health informatics, information technology, and therapeutic and rehabilitative services. Other topics include medical and emergency services, mental health, and pharmacological and nursing services. Students will be certified in

Healthcare Provider level CPR. A CNA program is offered to seniors. Students will job shadow at local medical facilities. Students completing MP I & MP II may count them as 1 of their required science credits towards graduation, but can count for 2 lab-based sciences for MS Scholars.

MICROSOFT IMAGINE ACADEMY

The Microsoft Imagine Academy program provides educational institutions with access to a full curriculum solution for teaching technology courses and learning tools that help teachers gain technology skills, and helps students to achieve success through employability and industry certification.

TEACHER ACADEMY

The Teacher Academy program is a 2-year, 4-Carnegie-credit course designed to attract students to the field of education, to provide information and clinical experience relevant to pursuing a degree in education, and to prepare students for the challenges of a career in education so they will remain long-term educators. The program also includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field.



WELDING

The Welding program is a 2-year, 4 Carnegie-credit course designed to attract students to the field of welding. The program includes both the traditional classroom experience as well as hands-on shop experiences that will prepare students for employment or continuing education in the welding field. Welding students who pass the NCCER test will receive a national industry certification.



NOTES

A series of 20 horizontal light blue lines, evenly spaced, intended for writing notes. The lines are contained within a white rectangular area bounded by a thin black line at the top and a thin blue line at the bottom.

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JACKSON COUNTY SCHOOL DISTRICT

2018

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