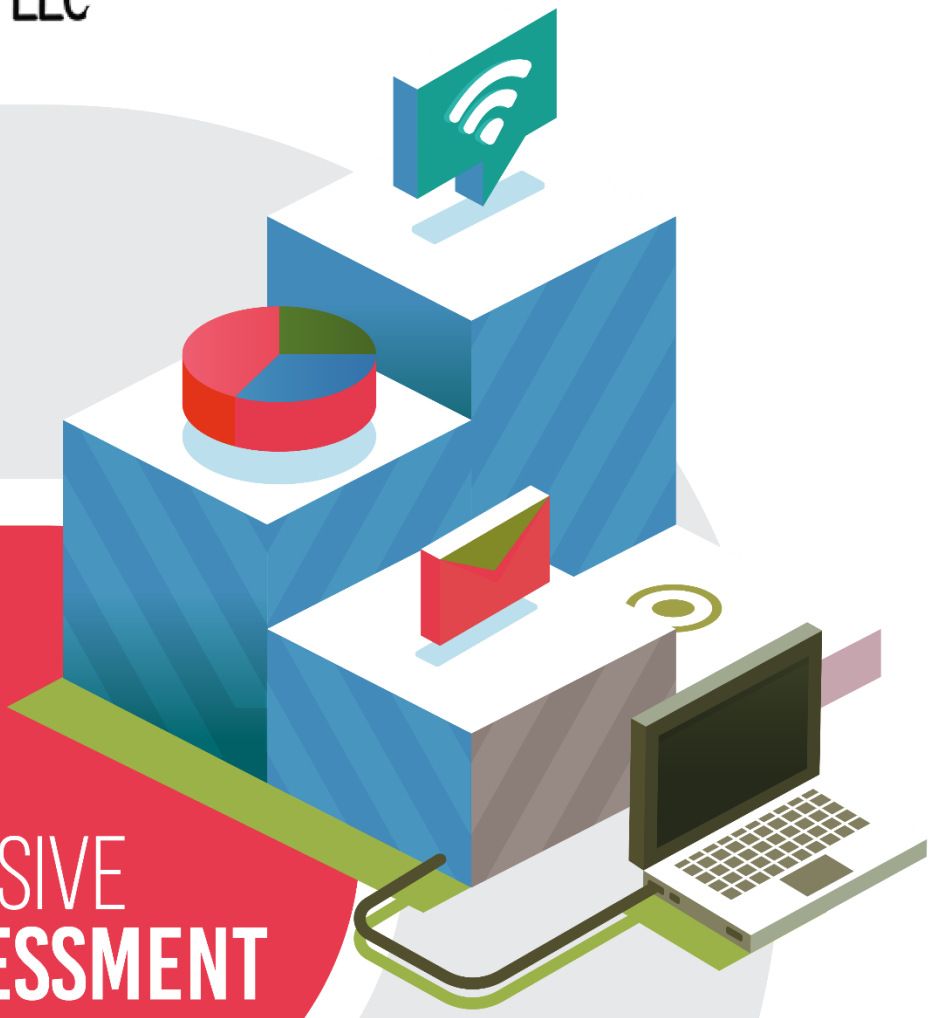
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COMPREHENSIVE
NEEDS ASSESSMENT

RANKIN COUNTY
SCHOOL DISTRICT

2024

RANKIN COUNTY SCHOOL DISTRICT

COMPREHENSIVE NEEDS ASSESSMENT 2024

Survey and data analysis conducted and compiled by
Education Resources, LLC
30178 Lost Corner Road
Nettleton, MS 38858
662-760-2637

RANKIN COUNTY SCHOOL DISTRICT
Dr. Scott Rimes, Superintendent

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Rankin County School District
1220 Apple Park Place • Brandon, MS • 39042
Phone 601.825.5590 • Fax 601.825.2618

School Board



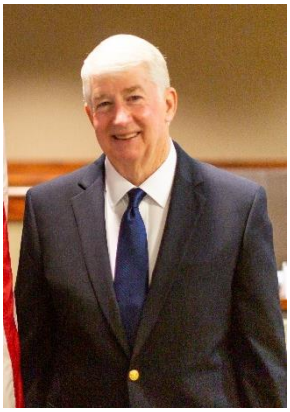
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Dr. Scott Rimes
Superintendent of Education

Rankin County School District
TRADITION OF EXCELLENCE
BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PISGAH PUCKETT RICHLAND

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Section 1

Rankin County School District Profile

Introduction

Rankin County School District's central office is located at 1220 Apple Park Place in Brandon, Mississippi. In January of 2024, the district housed eighteen thousand four hundred eighty-five (18,485) students in prekindergarten through twelfth grades (PK-12). It is the second largest school district in the state. The district has eight attendance zones (Brandon, Florence, McLaurin, Northwest Rankin, Pelahatchie, Pisgah, Puckett, and Richland) containing sixteen elementary schools, three middle schools, and nine high schools. The district also runs a career and technical center and a behavioral management alternative school.

RCSD is an "A" rated school district. According to its website, it has 164 National Board Certified teachers, the 7th lowest chronic absenteeism rate in the state, and had a 98% passing rate on the Third Grade Reading Assessment. The class of 2023 was awarded $45,320,655 in scholarships. In 2024, the district earned Governor's Awards from the Mississippi Association of Partners in Education (MAPE) for its work with various community organizations and leaders.



VISION

Continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery and learning.

MISSION

BRING EVERYONE'S STRENGTHS TOGETHER

We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

CORE VALUES (S.T.R.I.V.E.)

Service
Work to benefit others.

Teamwork
Drive success through strong collaboration and communication.

Relationships
Value people by building strong, respectful partnerships among our students, colleagues, families, businesses and communities.

Integrity
Uphold our ethics and principles with every action and every decision.

Vision
Plan for the future with imagination, innovation, creativity and wisdom.

Excellence
Pursue and achieve academic excellence and personal development by delivering a high-quality education to every student.

GOALS

- We will all experience a safe, healthy and inclusive environment.
- We will all grow intellectually, socially, emotionally and physically through academics, fine arts, athletics, service and extracurricular activities.
- We will all design and deliver a challenging and globally inspired curriculum, meaningful and engaging instruction and rigorous assessments that focus on the continuous improvement of academic achievement.
- We will all use technology and resources for collaboration, innovation, research, analysis and problem-solving.
- We will all operate with fiscal integrity, efficiency, accountability and transparency.
- We will all, as partners with community, support each aspect of every student's educational experience.
- We will all strive to hire, train and retain outstanding professionals.

#RCSDg2b | #traditionofexcellence

MOTTO

GREAT to BEST

Brandon
Florence
McLaurin
Northwest
Pelahatchie
Pisgah
Puckett
Richland

Rankin County School District

TRADITION OF EXCELLENCE

Community Characteristics

SITUATED JUST EAST OF THE STATE CAPITAL, Rankin County forms part of the Jackson Metropolitan Statistical Area. Established in 1828 and named after Congressman Christopher Rankin, it is the fourth-most populous county in the state. The county seat is Brandon, while other notable cities include Pearl, Flowood, and Richland. Situated along the Pearl River, which forms its western border, Rankin County covers an area of 806 square miles. Once primarily agricultural, the county has transformed into a suburban area with a diverse economy. The county is surrounded by national forests and features the 33,000-acre Ross Barnett Reservoir, providing ample opportunities for outdoor activities such as fishing, hiking, and boating. In 2024, Rankin County had a population of 161,856 people with a median household income of $72,906. Demographically, the population was 70% White, 22% Black, 4% two or more races, and 3% Hispanic with traces of other ethnic groups. Major industries include health care, retail trade, construction, and education.



The U. S. Census Bureau estimates the poverty rate for Rankin County to be 10%, with 13.6% of children birth to 17 years old living in poverty and 13.1% of children ages 5 to 17 living in poverty-related households.

District Characteristics

THE RANKIN COUNTY SCHOOL DISTRICT, located in Brandon, Mississippi, covers multiple communities including Florence, Flowood, Pelahatchie, Puckett, Richland, Sandhill, and Star. Communities within the district vary widely in affluence, ranging from wealthy bedroom municipalities associated with the capital to smaller extremely rural unincorporated areas. District-wide free and reduced eligibility is around 49% according to Niche.com. Retail, education/government, and construction are the primary employment sectors in the community.



Within Rankin County School District, as reported by the *Small Area Income and Poverty Estimate* from the U. S. Census Bureau, about 11.2% of children between ages 5 and 17 live in poverty-related households.

Enrollment

TAKEAWAY: District enrollment is lower in 2024 than pre-pandemic levels; in spite of a brief surge in 2023, there has been a net loss of 3.5% over 5 years. The student population has become more diverse, with a smaller percentage of white students and larger percentages of Black or African-American students and of students identifying as two or more races.

RANKIN COUNTY SCHOOL DISTRICT ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	19160	18384	18598	18720	18485	
PK	99	81	95	320	337	
PK_SPED	33	25	43	36	31	
K	1338	1207	1297	1259	1232	
ELEM_SPED	181	104	110	99	127	
GR_1	1407	1334	1347	1385	1347	
GR_2	1406	1287	1327	1323	1369	
GR_3	1448	1336	1310	1359	1280	
GR_4	1416	1364	1376	1300	1314	
GR_5	1464	1399	1395	1396	1309	
GR_6	1559	1434	1412	1428	1383	
GR_7	1573	1554	1499	1448	1444	
GR_8	1500	1530	1589	1515	1447	
GR_9	1510	1517	1534	1623	1536	
GR_10	1489	1432	1496	1471	1575	
GR_11	1387	1362	1315	1369	1336	
GR_12	1232	1299	1323	1266	1284	
SEC_SPED	118	119	130	123	134	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 1: District Enrollment

RANKIN COUNTY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	19160	18384	18598	18720	18485	
GENDER	FEMALE	9328	8922	9100	9096	9029	
	MALE	9832	9462	9498	9624	9456	
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*	
	ASIAN	309	284	272	281	292	
	BLACK OR AFRICAN AMERICAN	4574	4516	4709	4693	4752	
	HISPANIC OR LATINO	581	578	616	488	524	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*	
	TWO OR MORE RACES	618	578	662	1382	1411	
	WHITE	13050	12405	12315	11861	11498	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 2: District Enrollment by Demographic Group

Attendance

TAKEAWAY: Average Daily Attendance decreased to 93.7% of enrollment in 2023 from 94.1% of enrollment in 2022 (ADA divided by total enrollment less PK, which is not counted in ADA). Chronic absence has increased half a percentage point to 14% in comparison to 23.9% for the state.

Average Daily Attendance

Average Daily Attendance (ADA) information is reported from the Mississippi Student Information System for Months 1-9. ADA is the average number of pupils present each day school was in session during the period of the report.

RANKIN COUNTY SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE

	2021	2022	2023
ALL	17237.1	17365.8	17211.3
K	1167.8	1223.3	1195.1
ELEM_SPED	106.1	104.4	104.2
GR_1	1278.4	1277.7	1292.6
GR_2	1241.5	1264.5	1244.2
GR_3	1282.4	1244.3	1277.9
GR_4	1307.3	1319.0	1234.8
GR_5	1327.3	1332.2	1321.0
GR_6	1357.6	1338.7	1336.4
GR_7	1469.3	1417.5	1360.5
GR_8	1434.7	1500.9	1424.8
GR_9	1411.6	1433.9	1510.3
GR_10	1316.9	1378.3	1361.0
GR_11	1238.4	1195.8	1246.7
GR_12	1178.8	1210.2	1181.1
SEC_SPED	119.1	125.1	120.4

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 3: District Average Daily Attendance

Chronic Absence

According to the Mississippi Department of Education, any student enrolled in a school for at least 10 days and missing 10% of school days for which they are enrolled is considered chronically absent. In addition, a student who misses 50% or more of a school day will be counted as absent for that day.

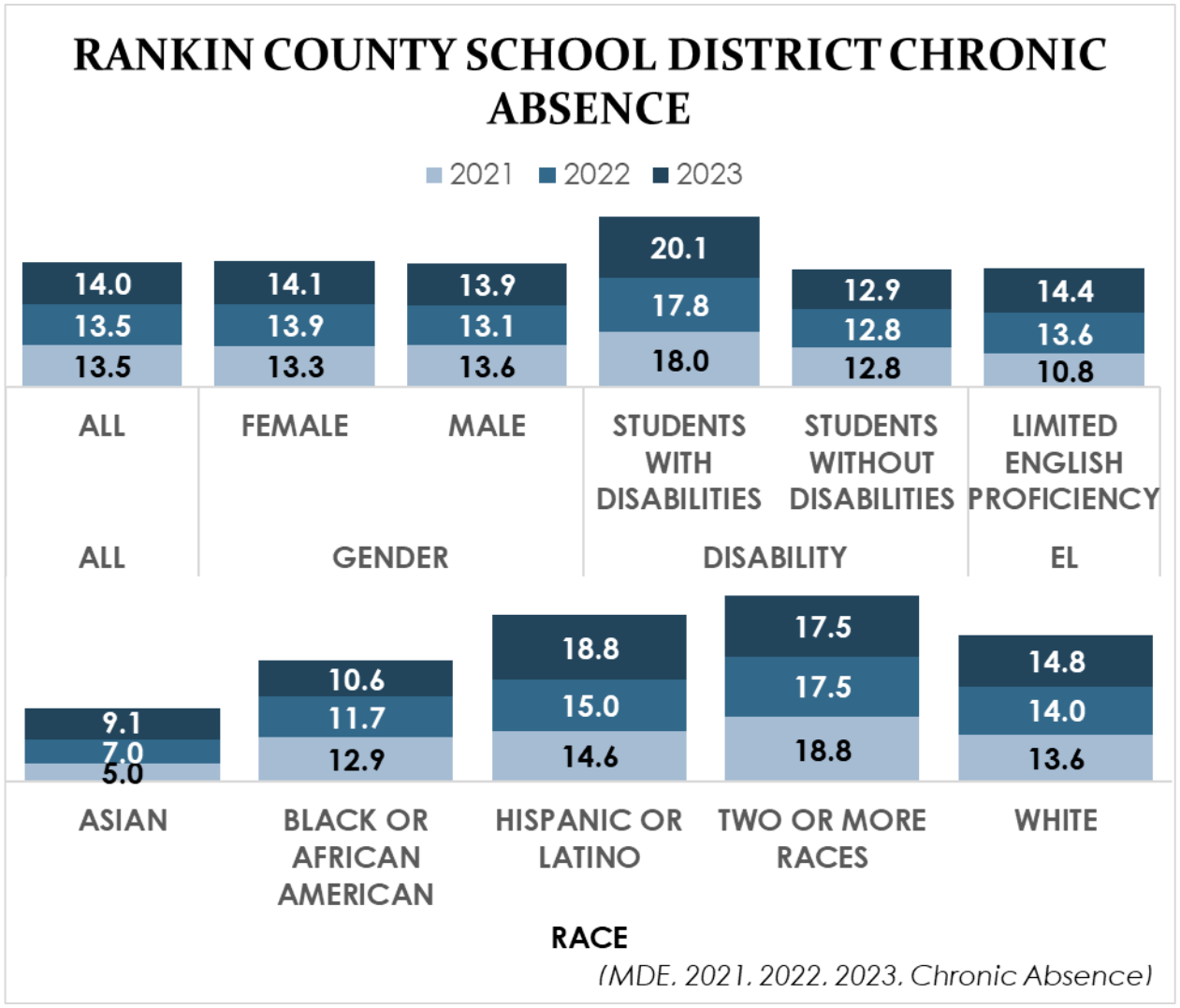


Figure 4: District Chronic Absence by Demographic Group



Accountability

TAKEAWAY: RCSD maintained its "A" rating in 2023. The district posted gains in proficiency in both reading and math between 2022 and 2023. ELA growth was higher, but ELA growth for the lowest quartile and both growth measures for math were lower. Science and history proficiencies improved. College and career measures were higher, but acceleration measures decreased, as did proficiency levels for English language learners. Student participation in accelerated courses remained high. No dramatic changes in proficiency were noted for any demographic groups. Graduation rates remain high, and the dropout rate decreased by half a percentage point. Both graduation measures are better than the state average.

Accountability Measures

Accountability measures set out by the Mississippi Public School Accountability Standards include the following:

1. *Proficiency in English/language arts, mathematics, science, and U. S. History* measured by the percentage of students who score proficient or advanced on the state MAAP, MAAP-SCI, and MAAP-EOC assessments.
2. *Growth in English/language arts and mathematics* measured by the percentage of students making adequate progress toward proficiency from one year to the next.
3. *Growth in English/ language arts and mathematics for students who fall in the lowest quartile of performance* measured by the percentage of students making adequate progress toward proficiency from one year to the next.
4. *College and career readiness* measured by the percentage of high school students who meet the ACT benchmarks for English (18) or reading (22) and for math (22).
5. *Acceleration* measured by the number of points earned for a combination of student participation and performance in accelerated courses like Advanced Placement, Dual Credit, and International Baccalaureate.
6. *Graduation rate* measured by the number of students who graduate within four years of entering high school.
7. *English language proficiency* measured by the percentage of English Learners who reach English Language Proficiency.

Rankin County School District Profile

According to a press release from MDE in September 2023, 87% of schools and 91% of districts earned a grade of C or higher in 2023. "The grades are an improvement over 2021-22 when approximately 81% of schools and 87% of districts were rated C or higher. In 2016, when the Mississippi State Board of Education set a goal that all schools and districts be rated C or higher, the percentage of schools and districts meeting this goal was both 62%" (MDE, 2023).

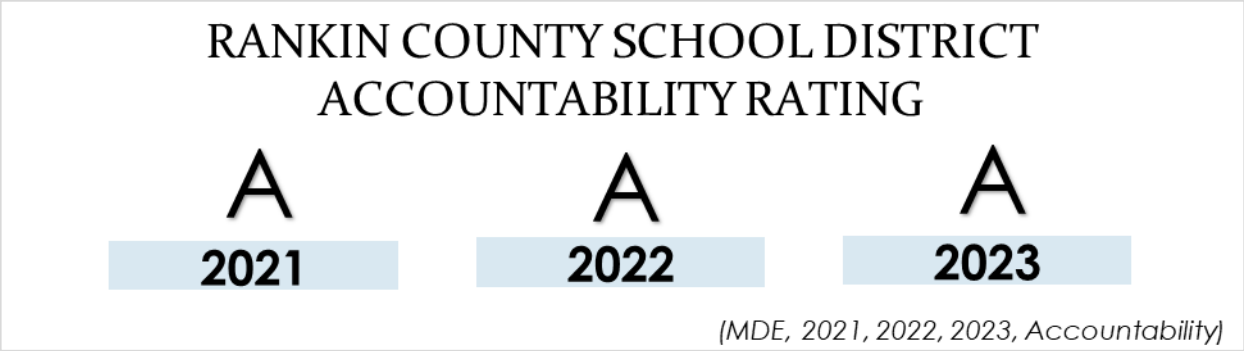


Figure 5: District Accountability Rating

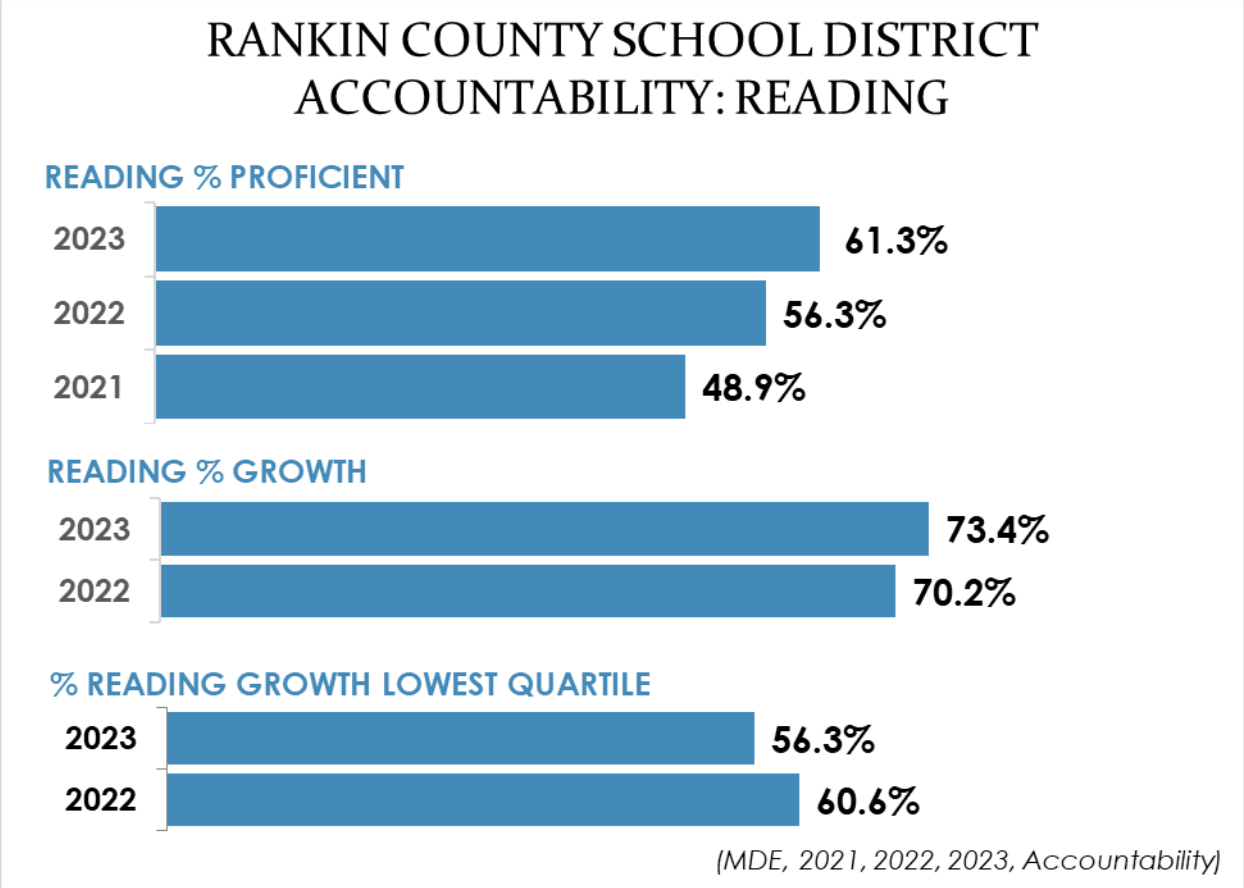


Figure 6: District Accountability: Reading

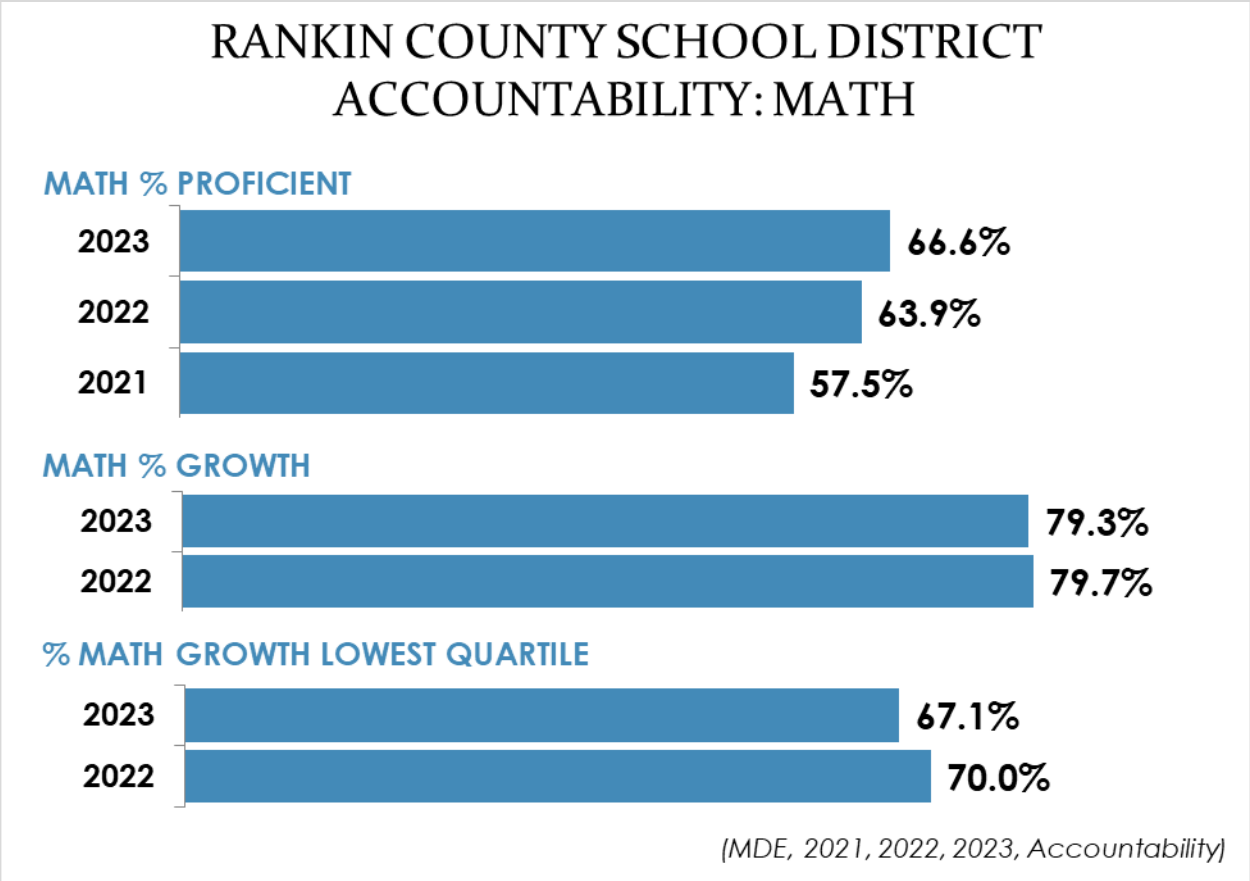


Figure 7: District Accountability: Math

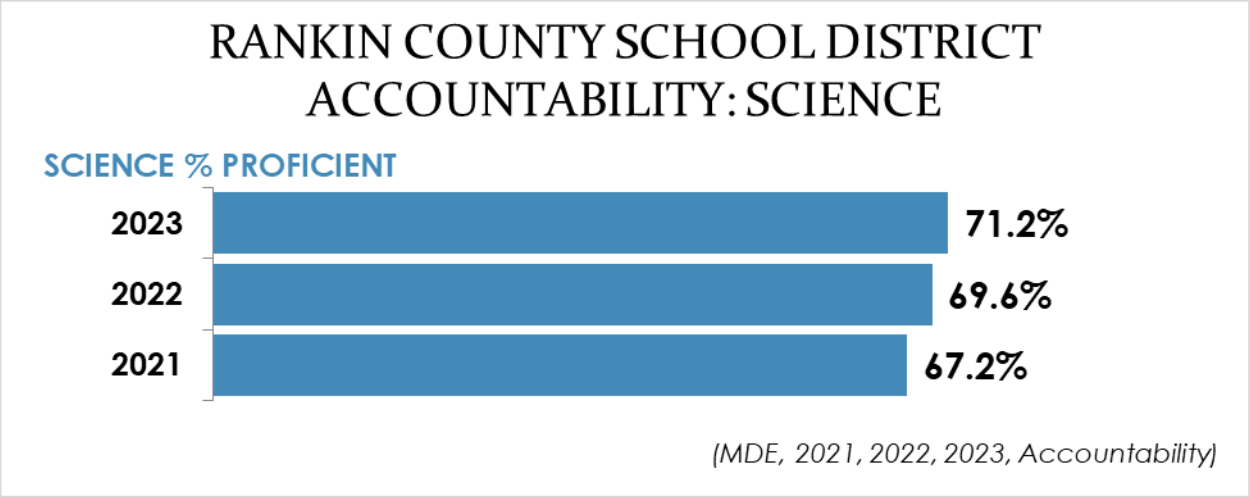


Figure 8: District Accountability: Science

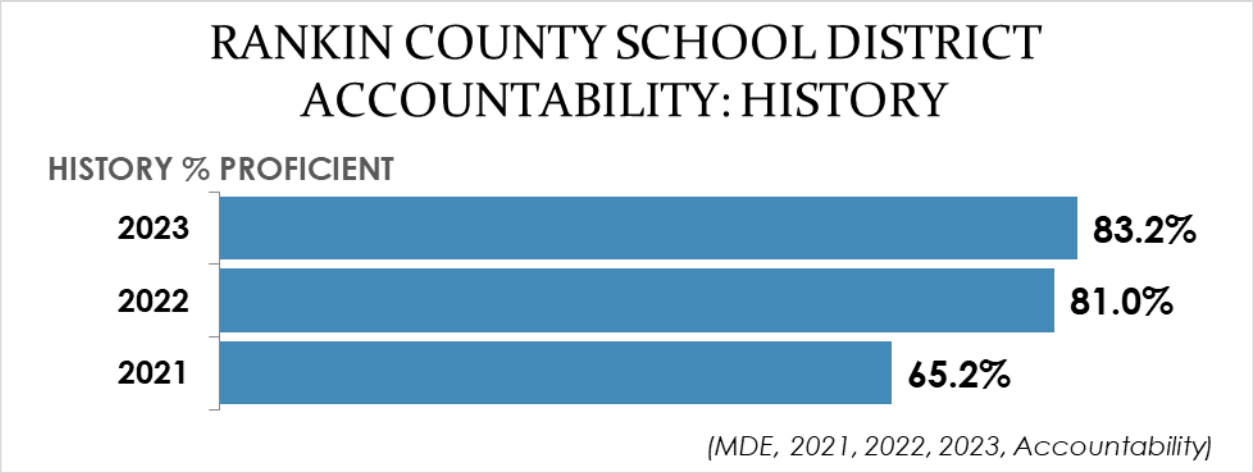


Figure 9: District Accountability: History

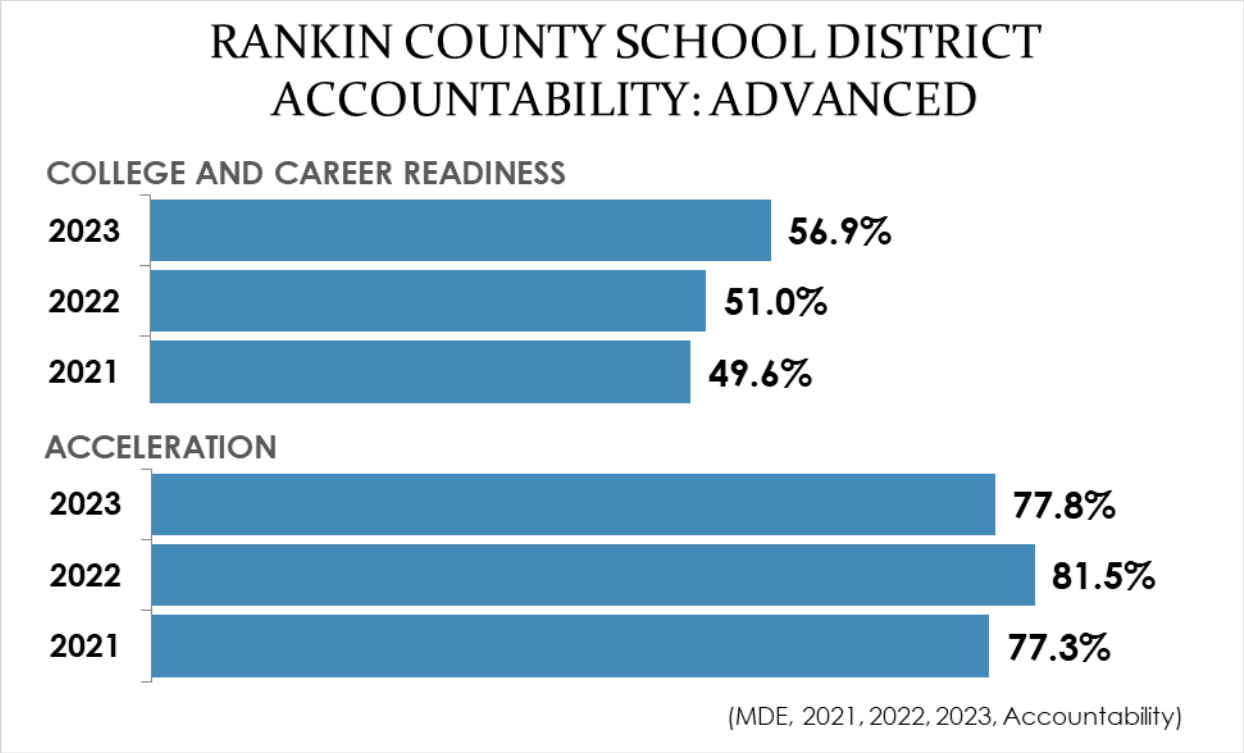


Figure 10: District Accountability: Advanced

College and Career Readiness is the percentage of high school students who met the ACT benchmarks for English (18) or reading (22) and for math (22), or earn a Silver ACT WorkKeys Certificate with a CTE pathway completion or industry certification, or a Gold or Platinum WorkKeys Certificate.

Acceleration refers to the percentage of points earned for a combination of student participation and performance in accelerated courses (Advanced Placement, Dual Credit/Dual Enrollment, International Baccalaureate, Cambridge, and Industry Certification).

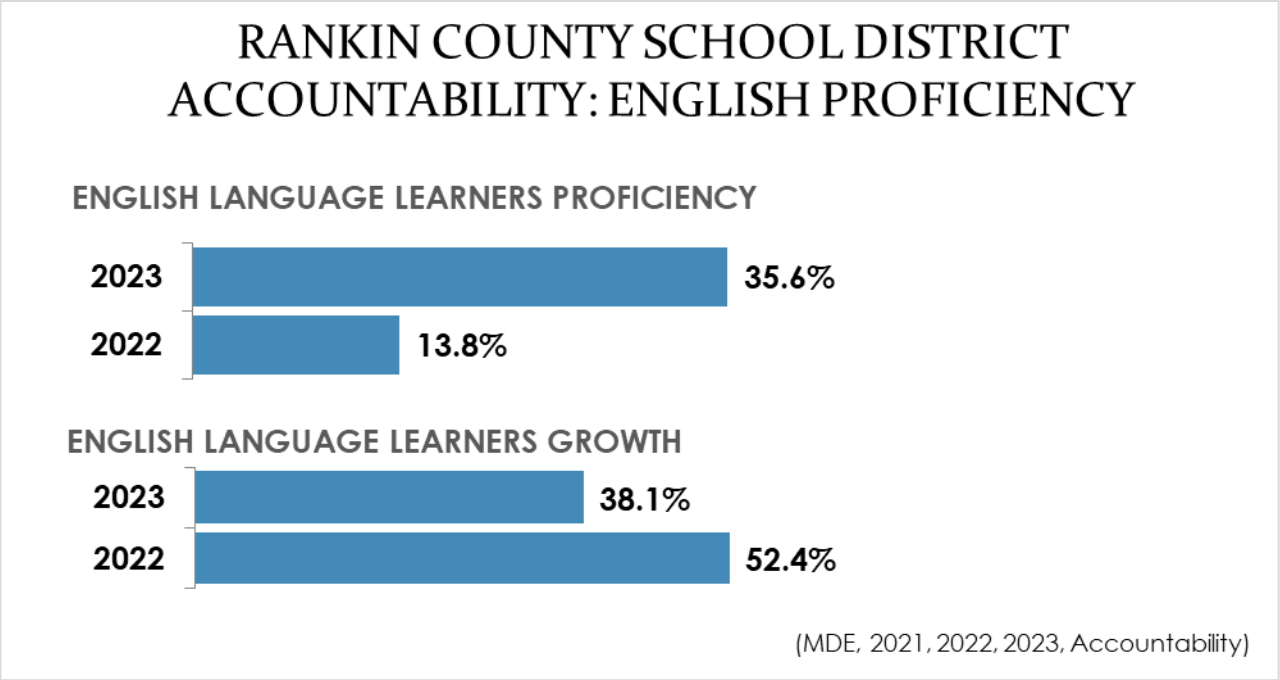
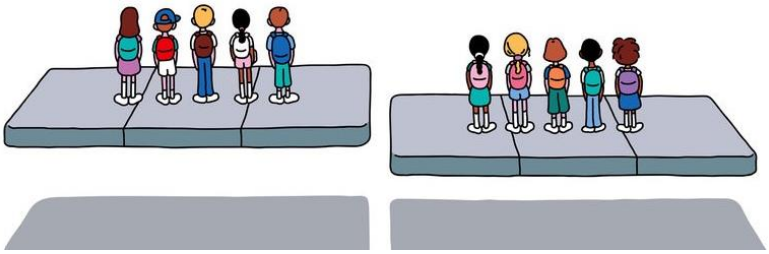


Figure 11: District Accountability: English Proficiency

English Language Learners Proficiency is the percentage of English Learners attaining English Language Proficiency on the *English Language Proficiency Test* (ELPT).

English Language Learners Growth refers to the percentage of English Learners who met growth expectations towards exiting the English Learner program in the expected time limit.



Proficiency by Demographic Groups

The Every Student Succeeds Act requires that districts report disaggregated data to the public. Mississippi collects and reports assessment results consistent with ESSA 1111(h). Subgroup data is evaluated to identify performance gaps and target support schools. Subgroups include economically disadvantaged students, students with limited English proficiency, various racial and ethnic groups, and students with disabilities.

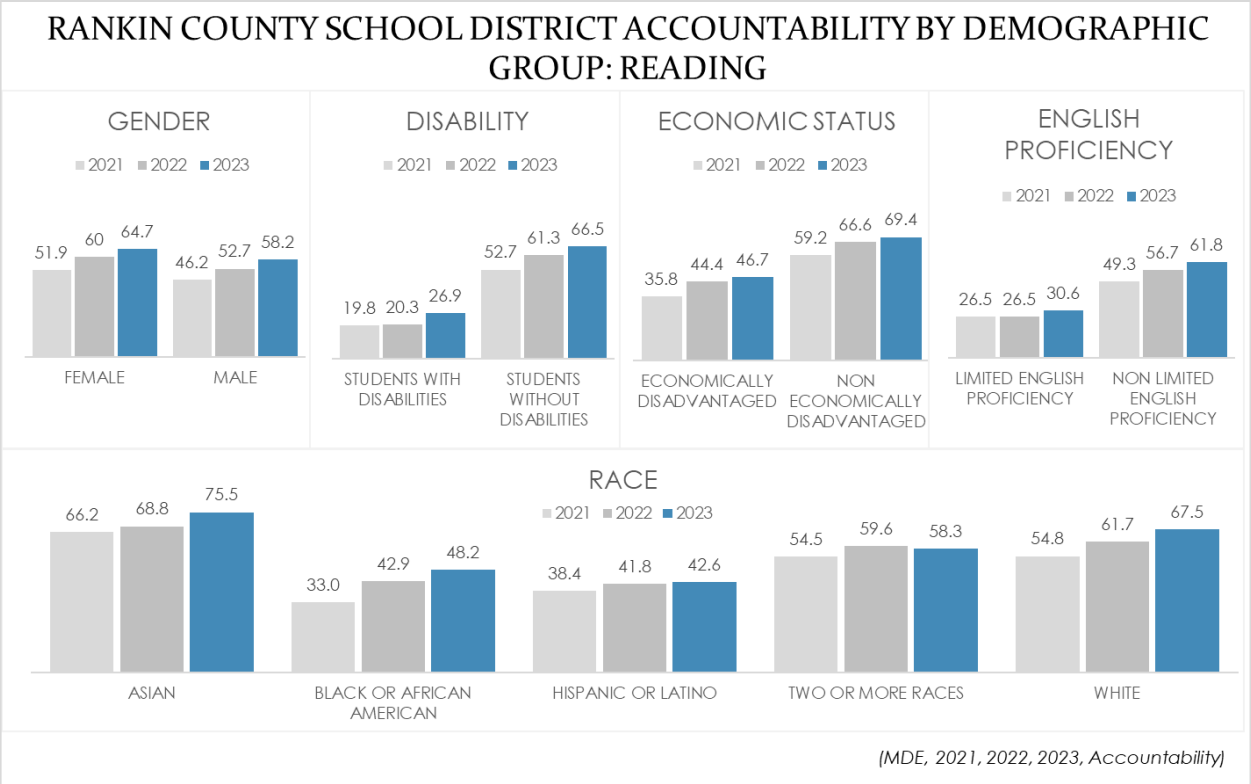


Figure 12: District Accountability by Demographic Group: Reading

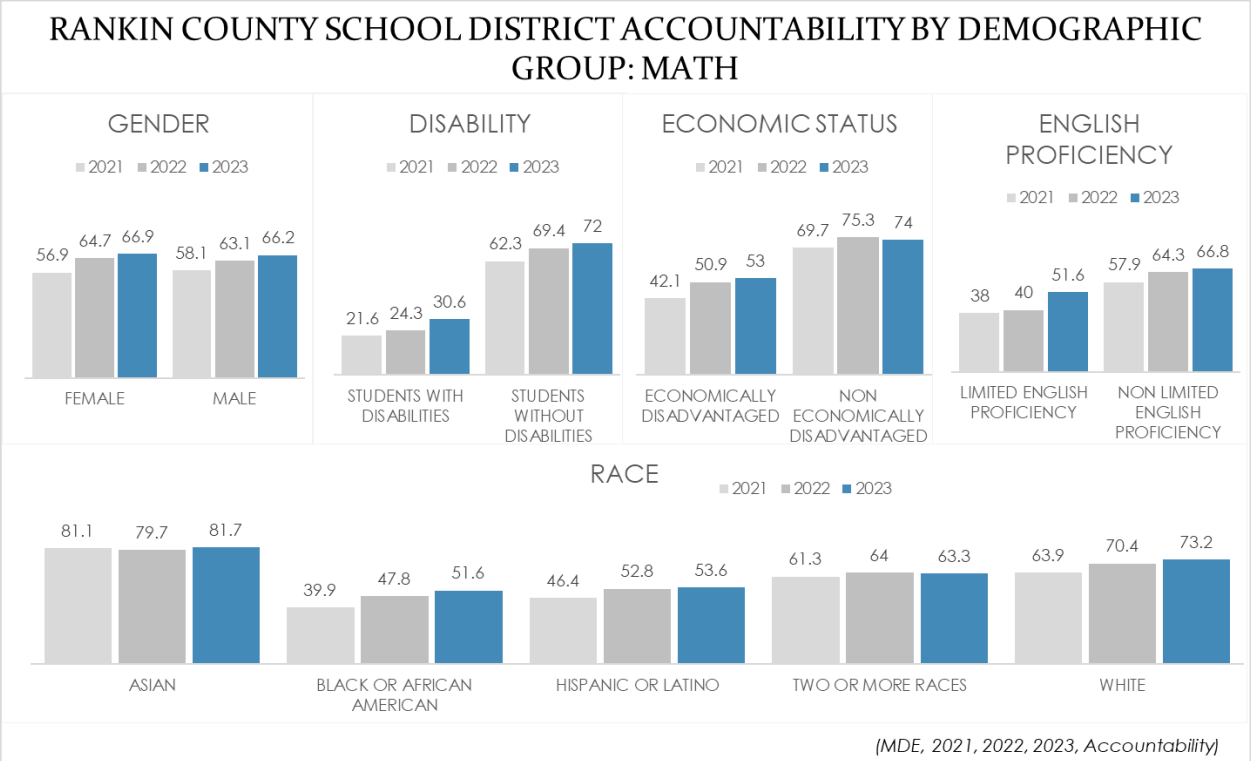


Figure 13: District Accountability by Demographic Group: Math

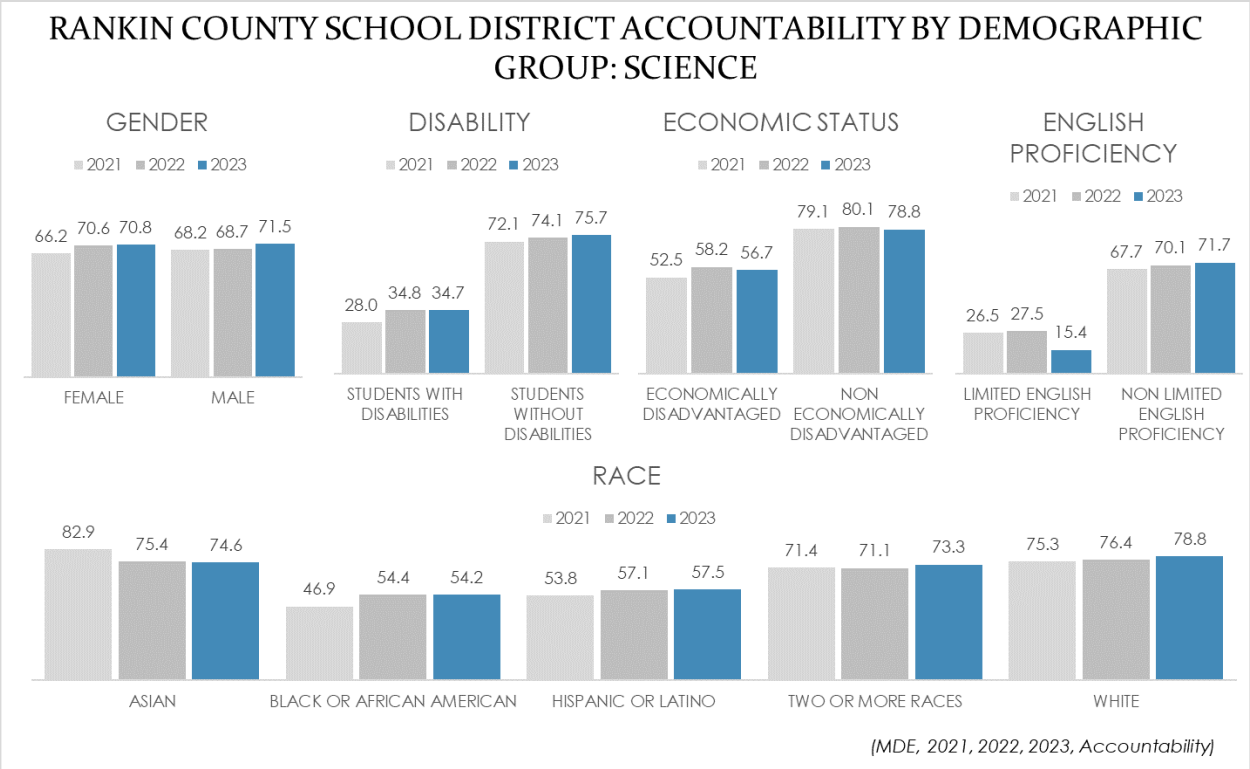


Figure 14: District Accountability by Demographic Group: Science

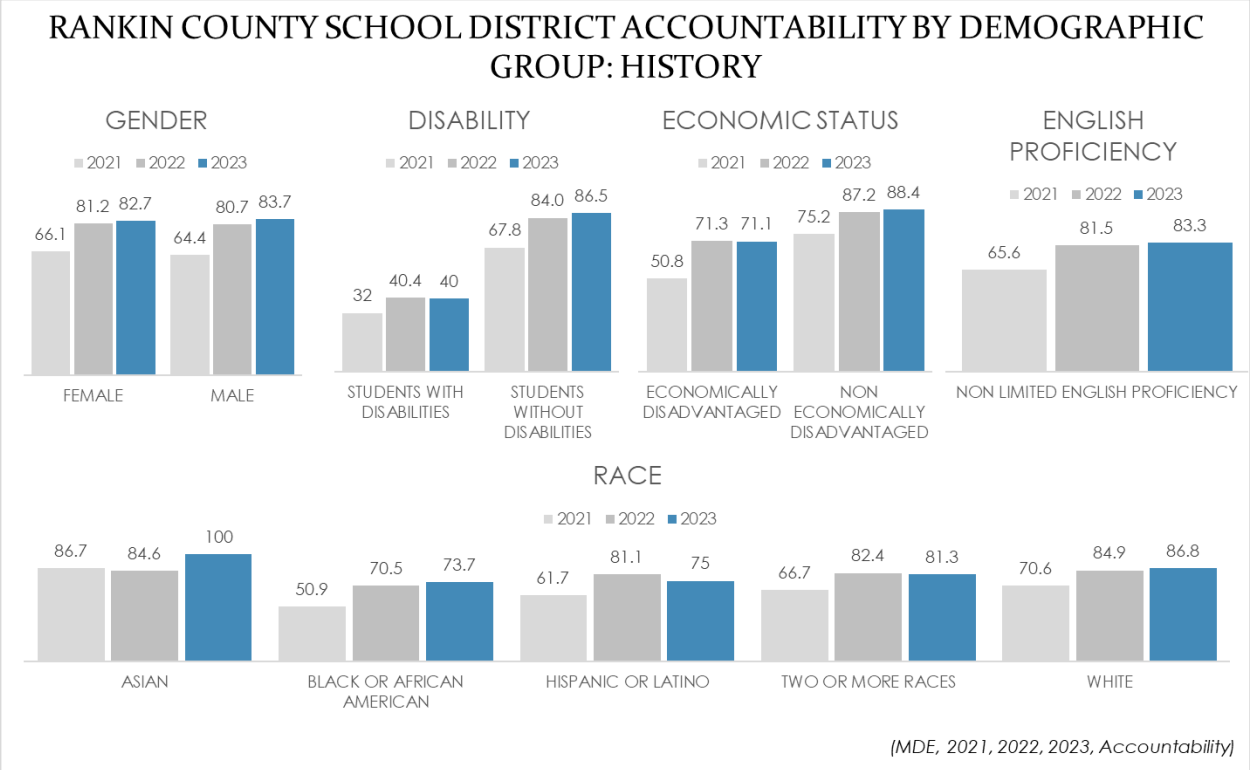


Figure 15: District Accountability by Demographic Group: History

GAP-TO-GOAL BY DEMOGRAPHIC GROUP

THE MISSISSIPPI SUCCEEDS PLAN for the Every Student Succeeds Act specifies a goal of 70% proficiency for all students by 2025. Other specific long-range goals for the state include:

- Eliminate the proficiency gap between Black students and all students entirely, as the overall student proficiency rate increases to 70% by 2025.
- Close the graduation rate gap between students with disabilities and all students. This gap will be reduced to 20%, as the overall graduation rate increases to 90% by 2025.
- Have 70% of English learners making expected progress toward English language proficiency by 2025 (MDE, 2022)

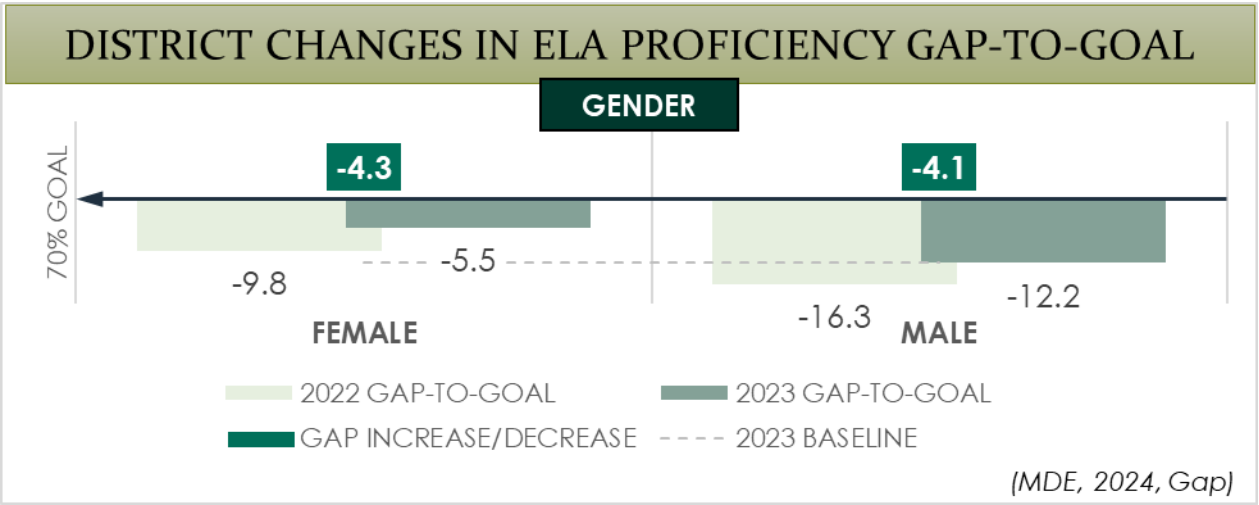


Figure 16: District Changes in ELA Proficiency Gap-to-Goal by Gender

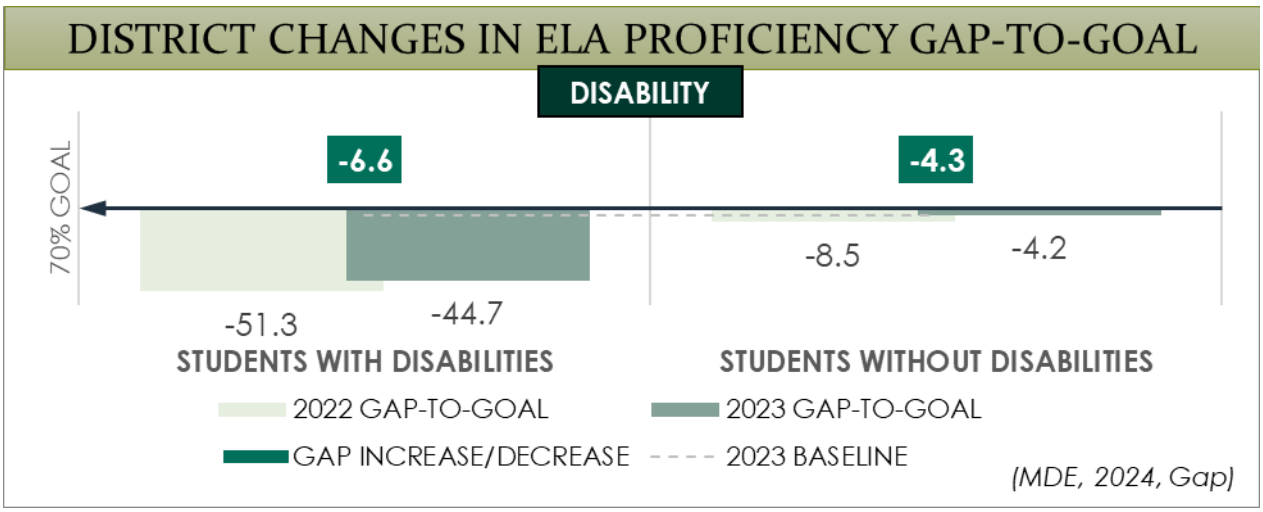


Figure 17: District Changes in ELA Proficiency Gap-to-Goal by Disability

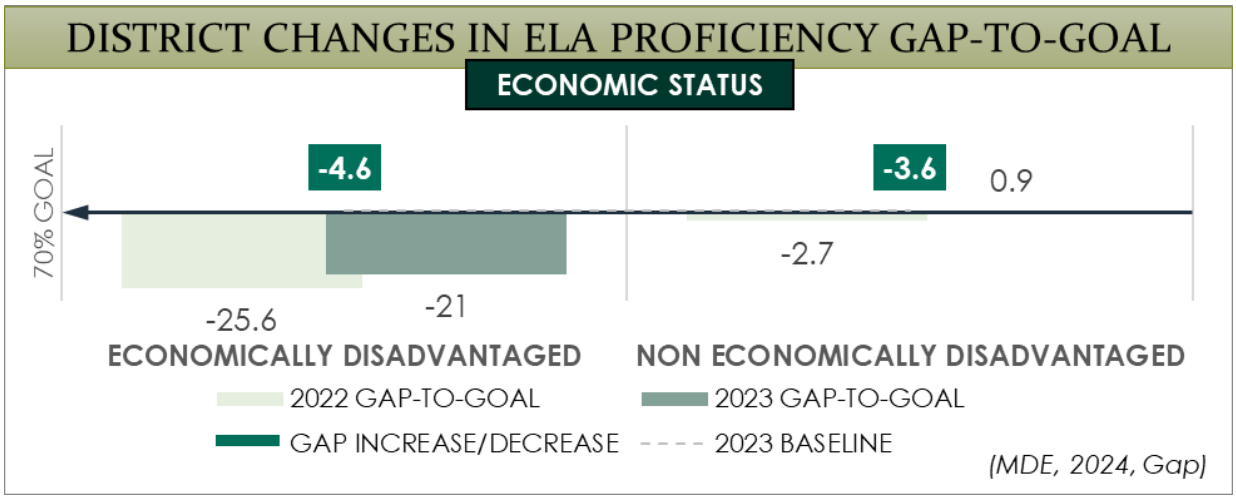


Figure 18: District Changes in ELA Proficiency Gap-To-Goal by Economic Status

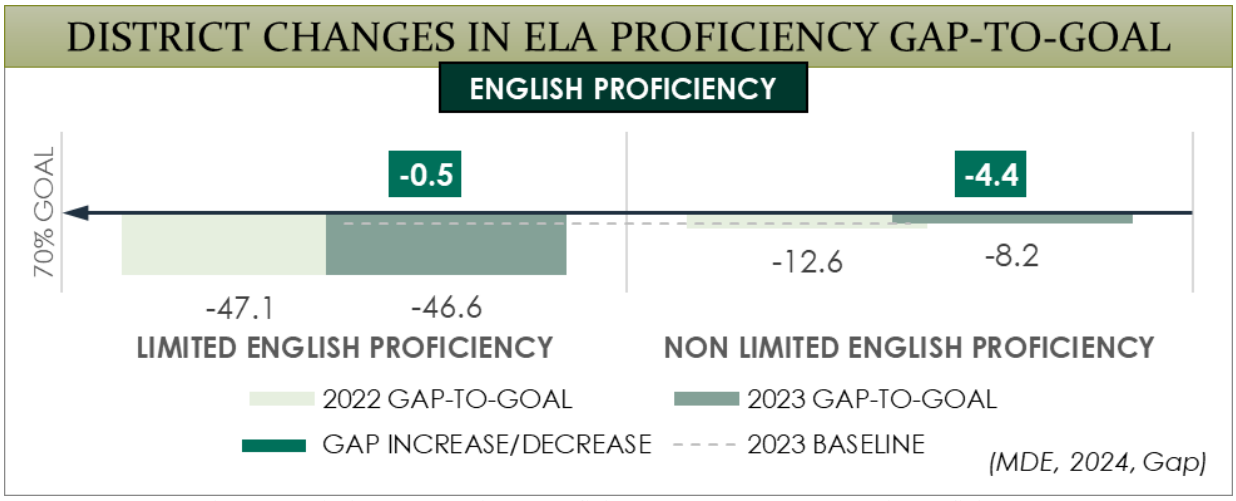


Figure 19: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency

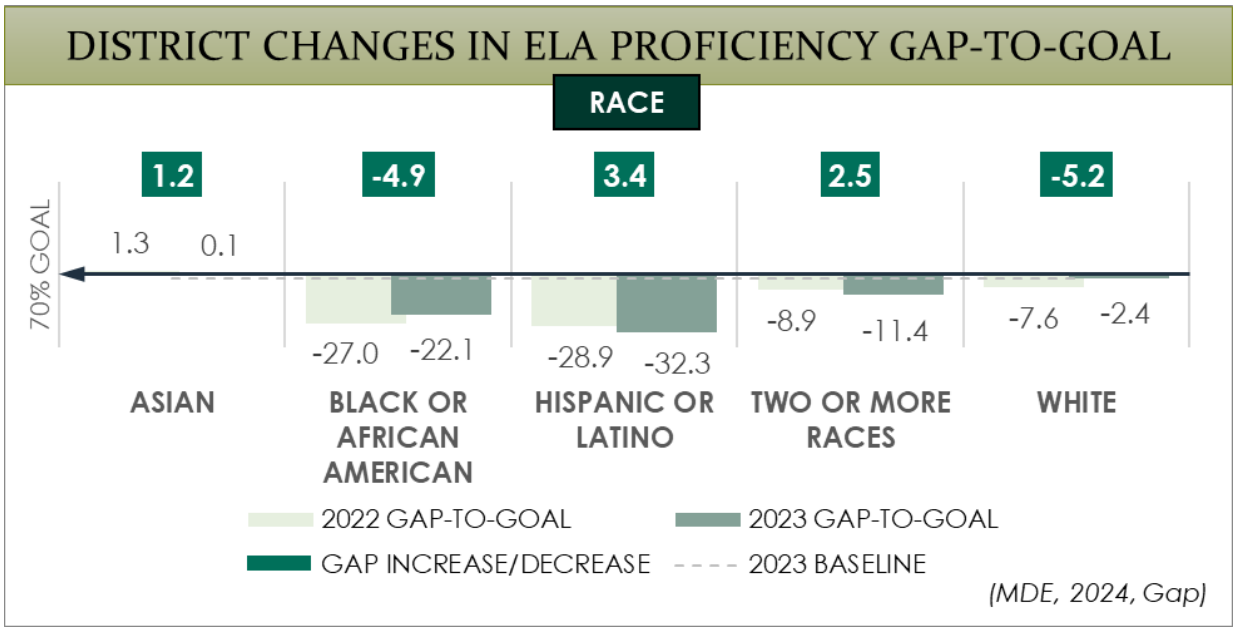


Figure 20: District Changes in ELA Proficiency Gap-To-Goal by Race

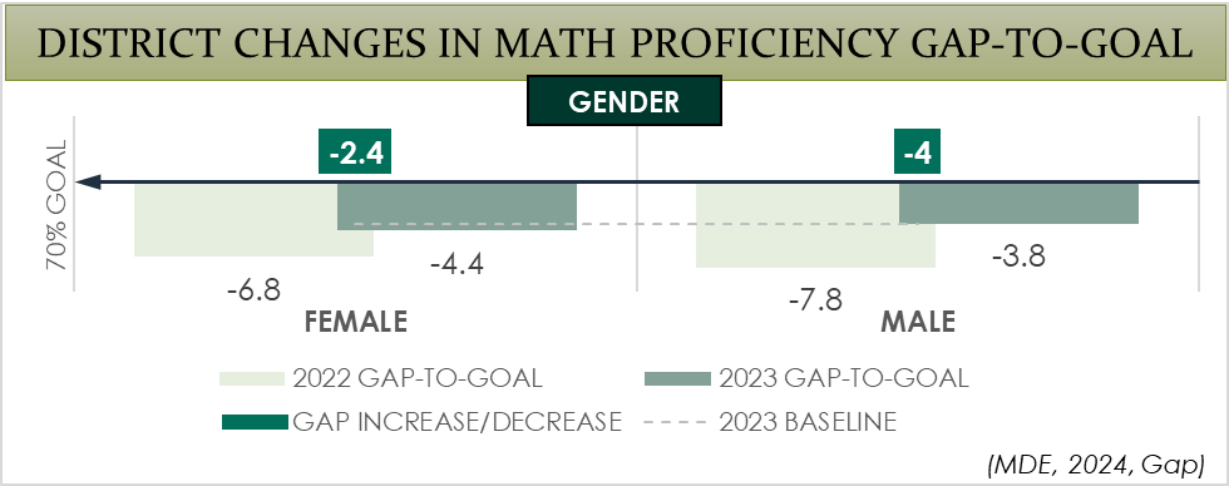


Figure 21: District Changes in Math Proficiency Gap-to-Goal by Gender

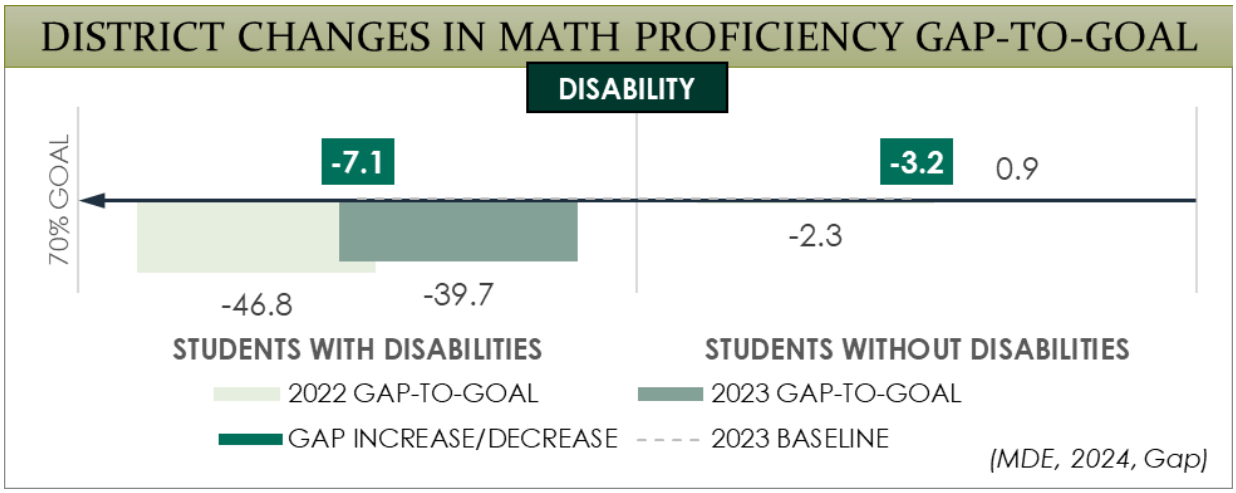


Figure 22: District Changes in Math Proficiency Gap-To-Goal by Disability

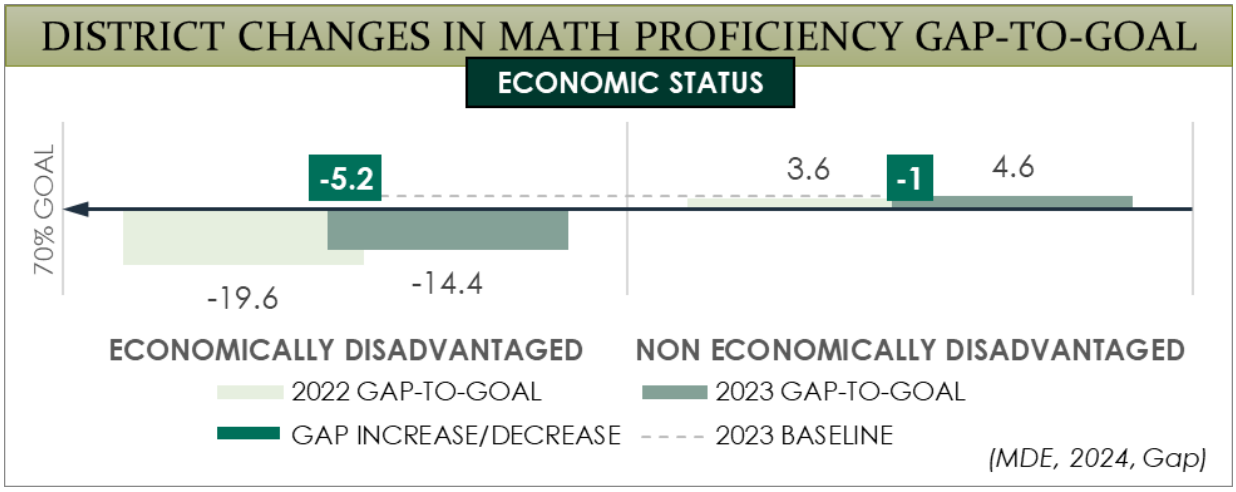


Figure 23: District Changes in Math Proficiency Gap-To-Goal by Economic Status

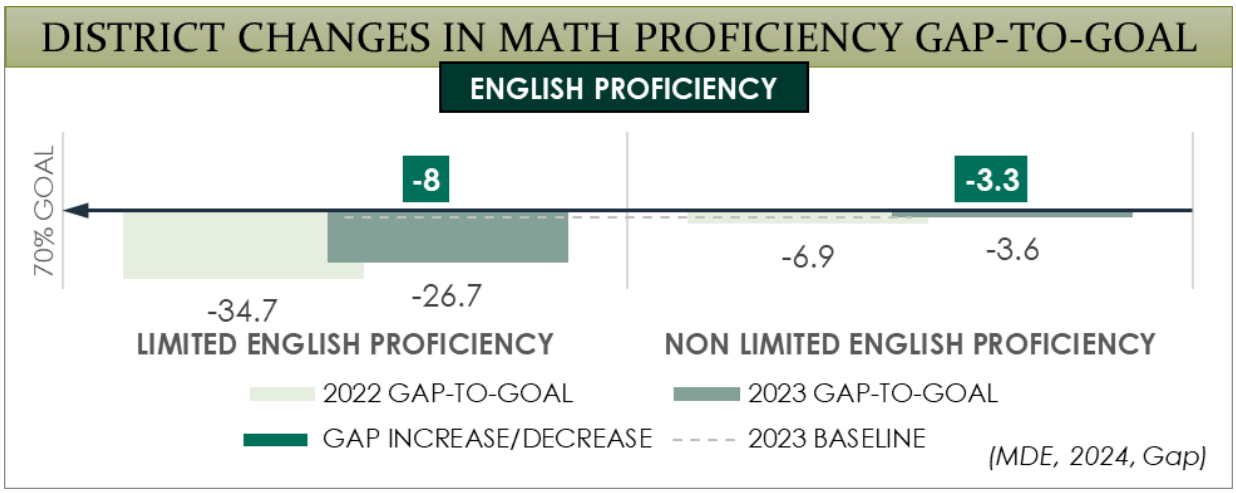


Figure 24: District Changes in Math Proficiency Gap-To-Goal by English Proficiency

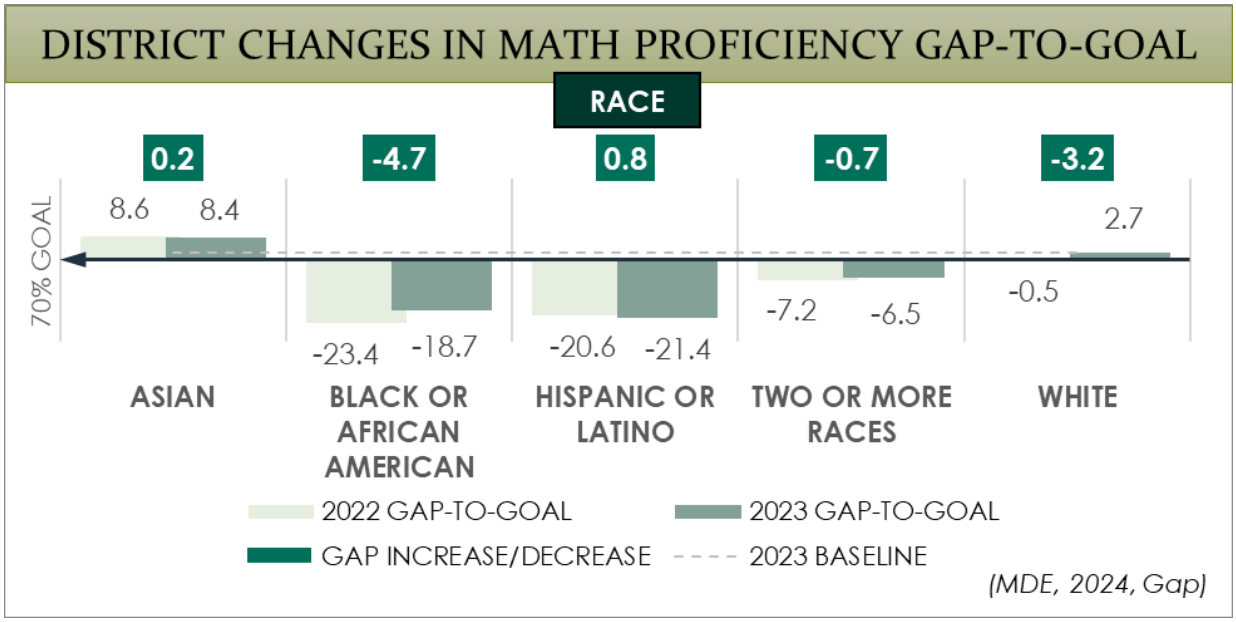
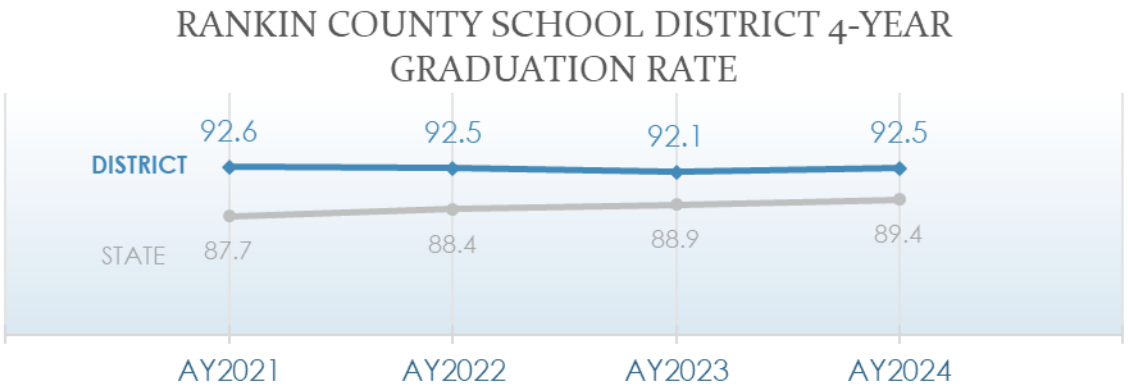


Figure 25: District Changes in Math Proficiency Gap-To-Goal by Race

4-Year Graduation Rates

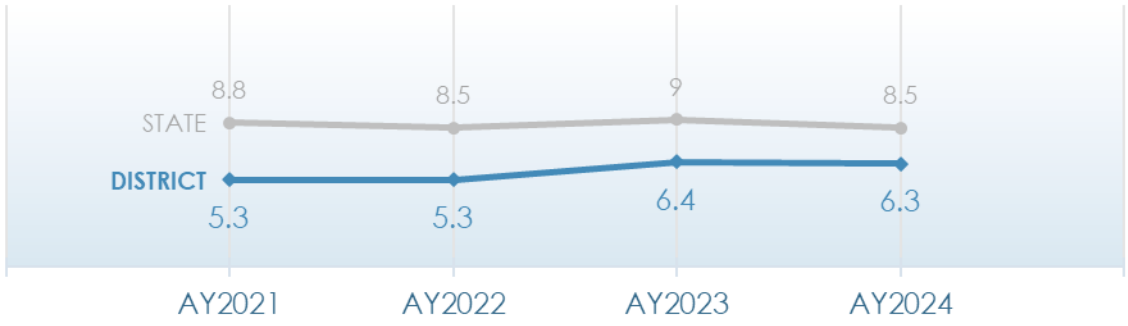
In accordance with 34 C.F.R. § 200.19(b) and Miss. Code Ann. § 37-17-6, graduation and dropout rates were calculated following the four-year adjusted cohort method. This method determines the high school completion status for students four (4) years after entering Grade 9 for the first time during the school year (SY) 2019 - 2020 (Seniors SY 2022 - 2023) and graduated within the cohort window which ended July 31, 2023.



AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)

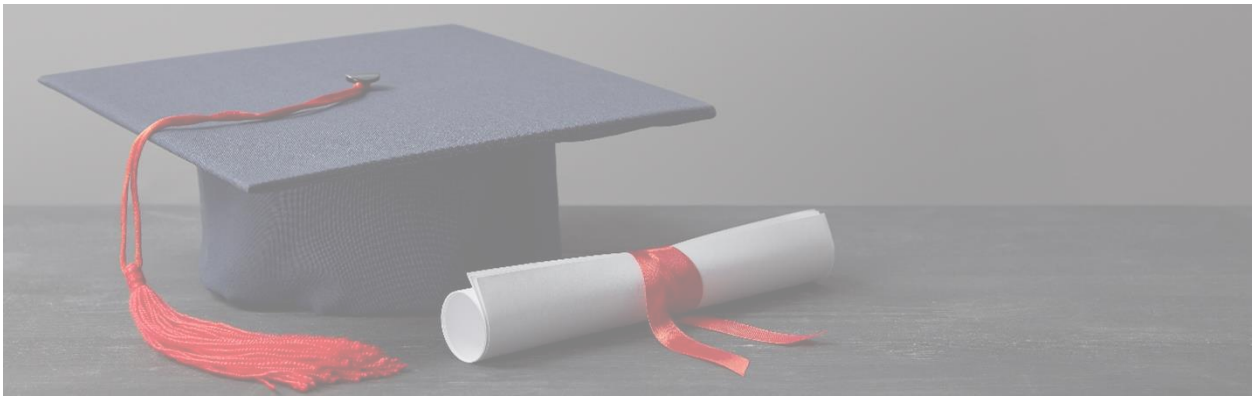
Figure 26: District 4-Year Graduation Rates



AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)

Figure 27: District Dropout Rate



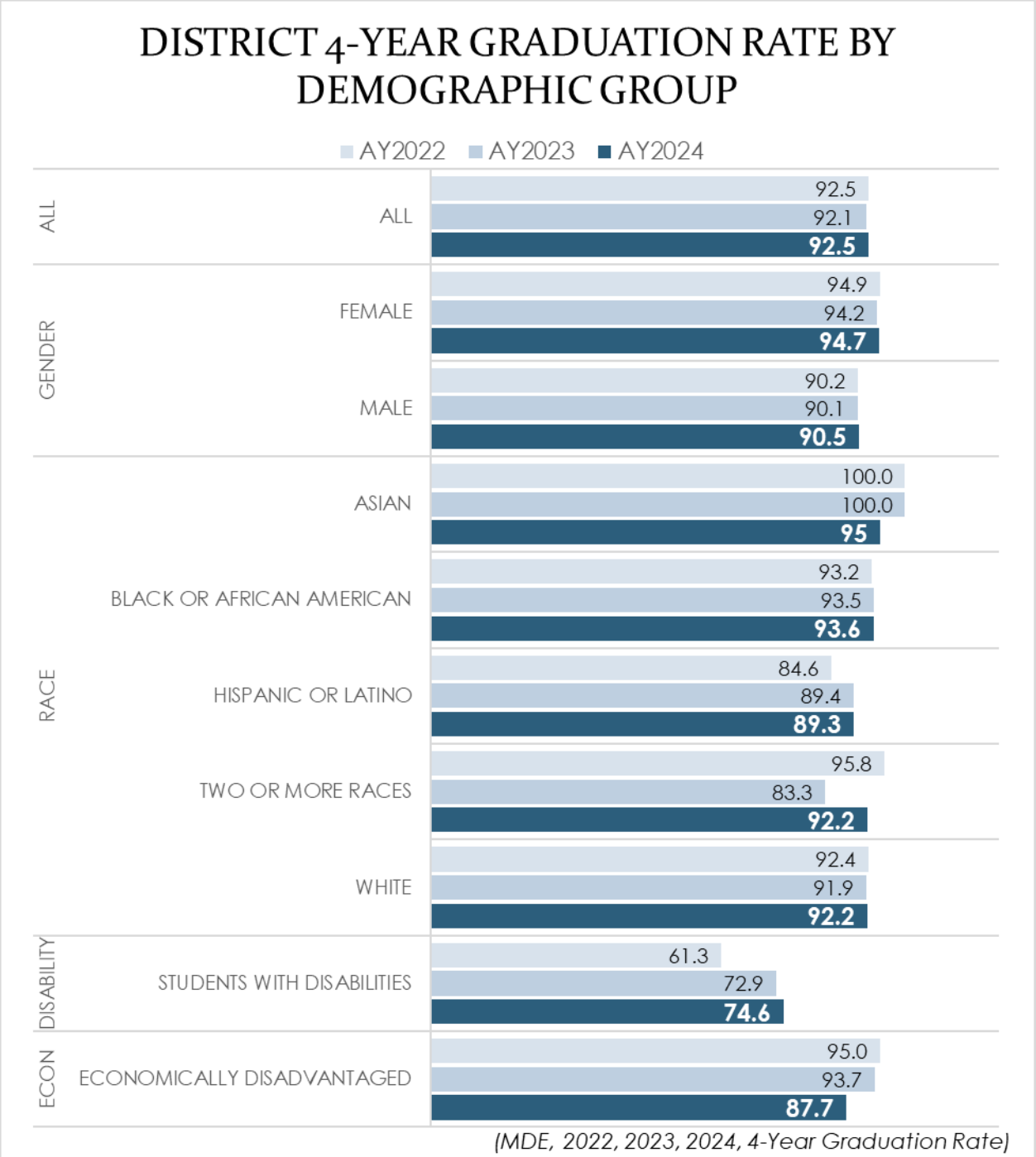


Figure 28: District Graduation Rate by Demographic Group

School Improvement Designations

The Mississippi Department of Education identifies schools for additional assistance and support, which includes professional development, leadership coaching, additional funding, and assistance to support the school's transformation goals.

Brandon Middle School, Florence Middle School, Northwest Rankin Middle School, and Northwest Rankin High School were all reidentified as **Additional Targeted Support and Improvement (ATSI)** schools because 3-year average scores for Students with Disabilities were in the bottom 5% of those for all Title I A schools. Brandon Middle was first identified as **ATSI** in 2018, Florence Middle in 2017, and Northwest Rankin Middle and High both in 2021.

Puckett Attendance Center was reidentified as a **Targeted Support and Improvement (TSI)** school because scores for Black or African-American students were in the lowest 50% of overall accountability, in the lowest quartile of a 3-year average gap-to-goal, and in the lowest quartile of a 3-year improvement toward gap-to-goal closure. It was first identified as TSI in 2021.

Advanced Course and Post-Secondary Enrollment

Advanced courses include Dual Credit/Dual Enrollment, Advanced International Certificate of Education, Advanced Placement, International Baccalaureate, and Industry Certification. Post-secondary enrollment percentages count graduates who enrolled in public in-state colleges and universities within a year of graduating and are calculated from the prior year's graduation class but lag a year (MDE, 2021).

ENROLLED IN ADVANCED COURSES						
		2021		2022		2023	
		#	%	#	%	#	%
ALL							
	ALL	1570.6	57.0%	1677.1	59.8%	1668.6	59.4%
GENDER							
	FEMALE	933.1	69.7%	948.5	68.5%	912.6	66.4%
	MALE	637.5	45.0%	728.6	51.3%	756	52.8%
RACE							
	ASIAN	41.7	95.0%	39.1	95.0%	42.8	89.2%
	BLACK OR AFRICAN AMERICAN	258.4	36.3%	304.4	39.8%	302.4	43.3%
	HISPANIC OR LATINO	41.6	46.7%	36.3	43.2%	23.8	44.9%
	TWO OR MORE RACES	36.1	70.8%	44.1	67.9%	110.1	54.8%
	WHITE	1191.8	64.0%	1250.9	67.7%	1187.2	65.8%
DISABILITY							
	STUDENTS WITH DISABILITIES	23.1	9.0%	41.9	15.6%	32.1	15.0%
	STUDENTS WITHOUT DISABILITIES	1547.5	62.0%	1635.2	64.5%	1636.5	63.1%

ENROLLED IN ADVANCED COURSES						
		2021		2022		2023	
		#	%	#	%	#	%
EL							
	LIMITED ENGLISH PROFICIENCY	<10	21.9%	<10	<5%	<10	7.5%
	NON LIMITED ENGLISH PROFICIENCY	1566	57.3%	1676	60.2%	1667.4	59.7%

Figure 29: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES				
		2021	2022	2023
ALL				
	ALL	73.4%	70.3%	66.6%
GENDER				
	FEMALE	81.2%	80.2%	76.8%
	MALE	65.2%	59.4%	55.9%
RACE				
	ASIAN	82.6%	89.5%	93.8%
	BLACK OR AFRICAN AMERICAN	72.4%	67.3%	63.4%
	HISPANIC OR LATINO	60.6%	60.9%	43.5%
	TWO OR MORE RACES	<5%	64.7%	63.3%
	WHITE	74.4%	71.8%	68.7%
DISABILITY				
	STUDENTS WITH DISABILITIES	47.7%	45.1%	38.3%
EL				
	LIMITED ENGLISH PROFICIENCY	30.0%	<5%	33.3%

Figure 30: District Post-Secondary Enrollment by Demographic Group

Assessment

TAKEAWAY: In 2023, district Junior ACT scores were marginally higher in all subjects except science; all were above the state average. Kindergarten Readiness scores were lower in prekindergarten but higher in kindergarten. Third-Grade Reading Assessment scores were higher than prepandemic levels. MAAP proficiency percentages were higher in 2023 than in 2022 in most subjects and grades; exceptions were seventh-grade reading, sixth-grade math, fifth-grade science, and Biology I. The largest gains were made in English II.

MISSISSIPPI'S STATEWIDE ASSESSMENTS measure students' academic aptitude from prekindergarten through high school. Each assessment evaluates student learning to ensure students develop the knowledge and skills they need.

Statewide assessments include screeners and the *Kindergarten Readiness Assessment* to determine what children know and are able to do upon entering school, the *Third-Grade ELA Assessment* to comply with the Literacy-Based Promotion Act, the *Mississippi Academic Assessment Program* (MAAP) to assess proficiency and growth in English/language arts, mathematics, science, and social studies, and the *ACT* for eleventh graders to measure college readiness, The state also administers the *English Language Proficiency Test* (ELPT) to students identified as English Learners.

ACT

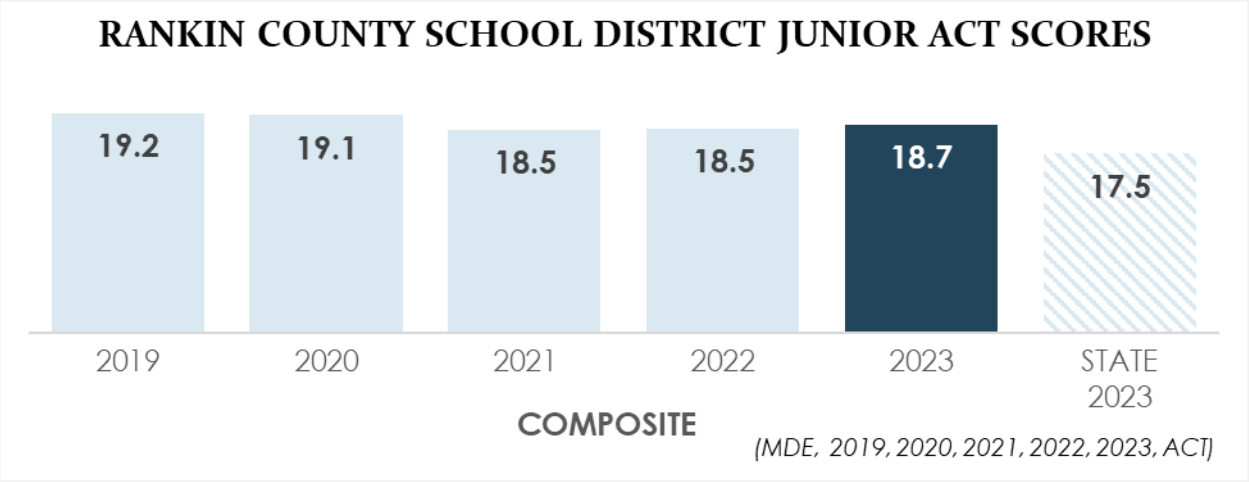


Figure 31: District Junior ACT: Composite

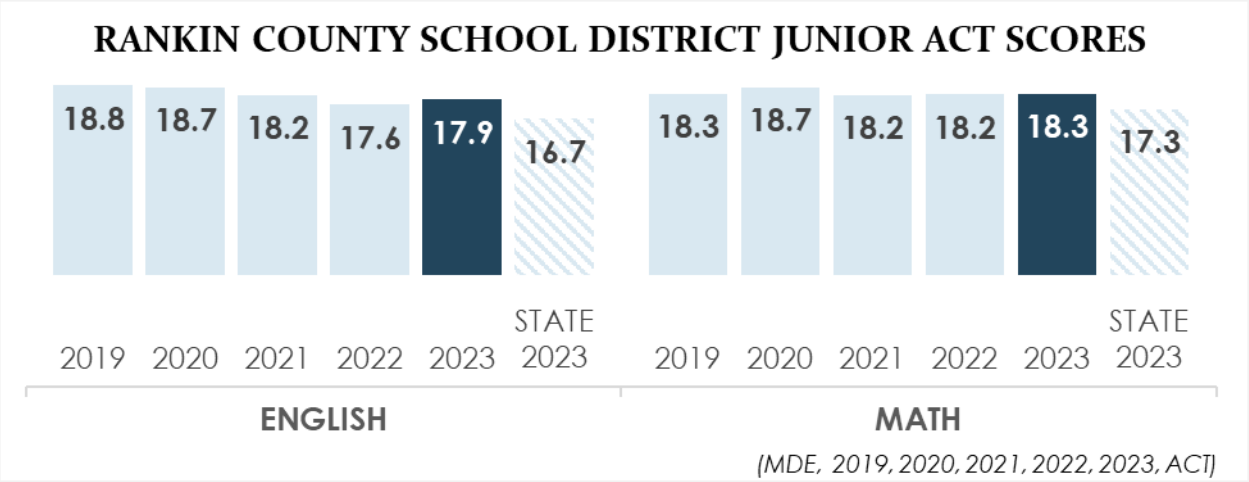


Figure 32: District Junior ACT: English and Math

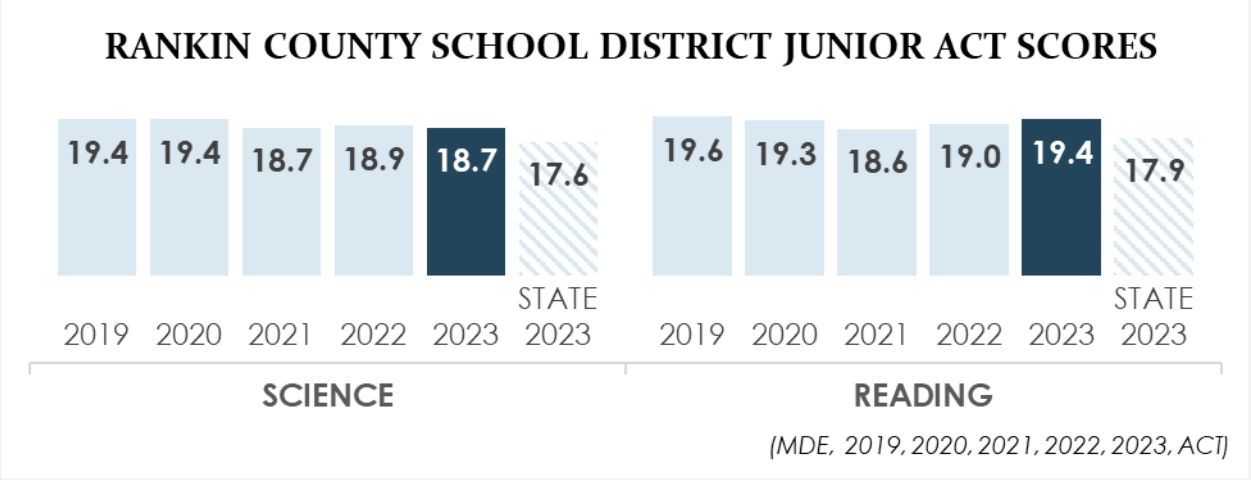


Figure 33: District Junior ACT: Science and Reading

Kindergarten Readiness Assessment (KRA)

PREKINDERGARTEN COLLABORATIVE OR STATE-INVESTED PREKINDERGARTEN			
		FALL	**SPRING**
RANKIN COUNTY EARLY LEARNING COLLABORATIVE	22-23	426	563
	23-24	418	575
FLOWOOD ELEMENTARY SCHOOL	22-23	438	643
	23-24	410	559
HIGHLAND BLUFF ELEMENTARY SCHOOL	22-23	432	588
	23-24	422	552
MCCALL HEAD START	22-23	411	433
	23-24	378	492
NORTHSHORE ELEMENTARY SCHOOL	22-23	472	645
	23-24	501	767
NORTHWEST RANKIN ELEMENTARY SCHOOL	22-23	425	565
	23-24	404	513
OAKDALE ELEMENTARY SCHOOL	22-23	431	546
	23-24	421	552
ROUSE ELEMENTARY SCHOOL	22-23	421	539
	23-24	412	554
ST. JAMES HEAD START	22-23	404	478
	23-24	432	552
STEEN'S CREEK ELEMENTARY SCHOOL	22-23	422	623
	23-24	395	615
PISGAH ELEMENTARY SCHOOL	23-24	434	637

Figure 34: Early Learning Collaborative or State-Invested Prekindergarten: Kindergarten Readiness Assessment

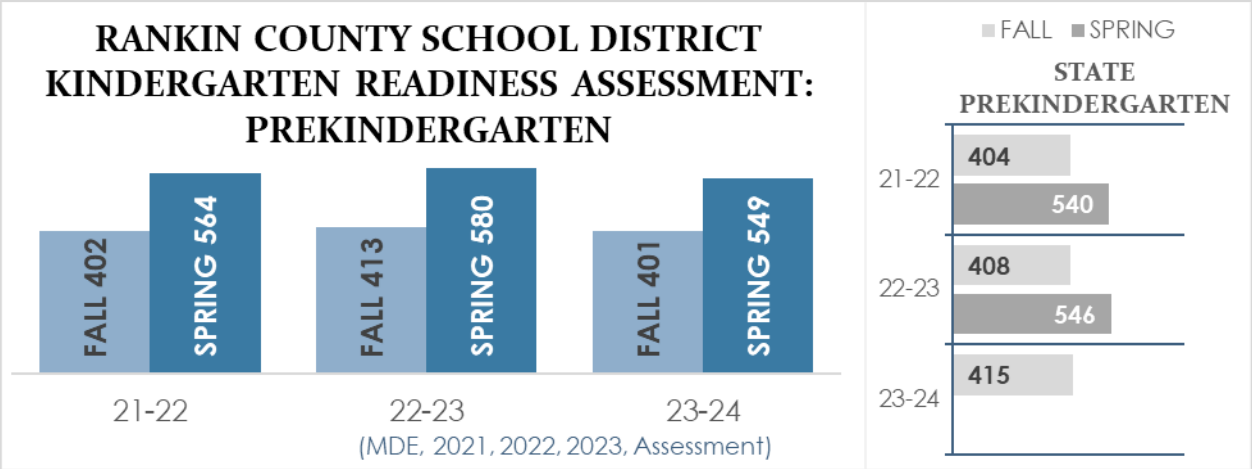


Figure 35: District Kindergarten Readiness Assessment: Prekindergarten

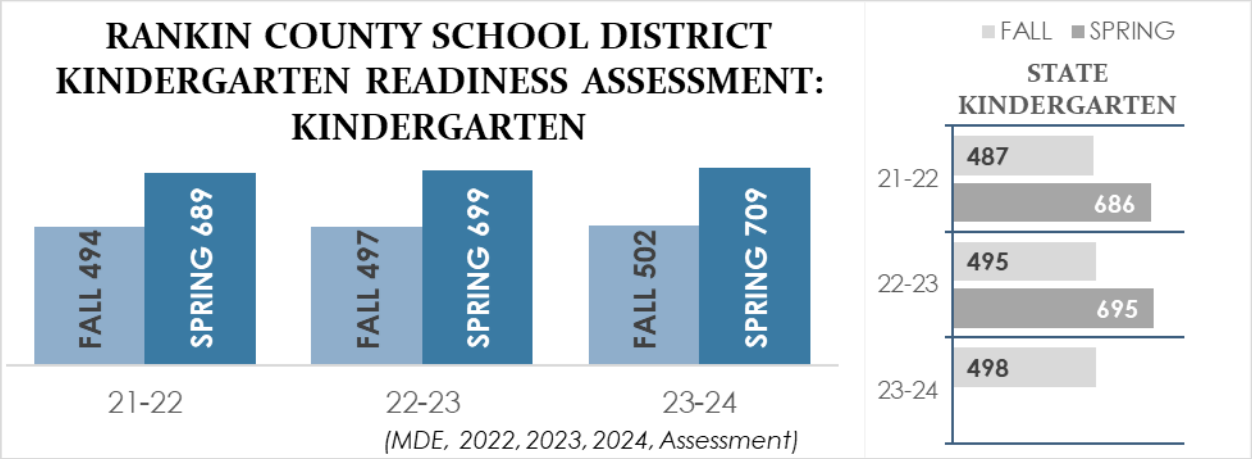


Figure 36: District Kindergarten Readiness Assessment: Kindergarten

Third-Grade Reading Assessment

The purpose of the Literacy-Based Promotion Act (LBPA) is to improve the reading skills of kindergarten through 3rd grade students enrolled in the public schools so that every student completing the 3rd grade is able to read at or above grade level. (Miss. Code Ann § 37-177-1 et seq.)

Students must receive a "met requirements" or score above the lowest two (2) achievement levels in reading on the established state-wide assessment. Students must pass the 3rd-grade Assessment or meet a Good Cause Exemption to pass to the 4th grade.



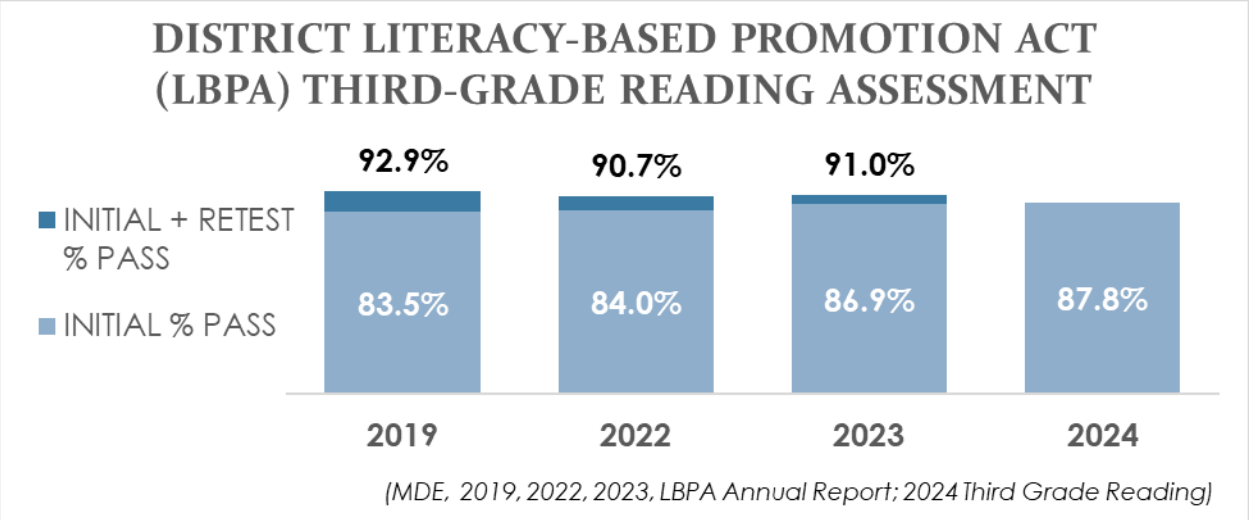


Figure 37: District Literacy-Based Promotion Act Third Grade Reading Assessment

Students who do not pass the Third-Grade Reading Assessment may still be promoted to the fourth grade if they meet one of the approved exemption criteria.

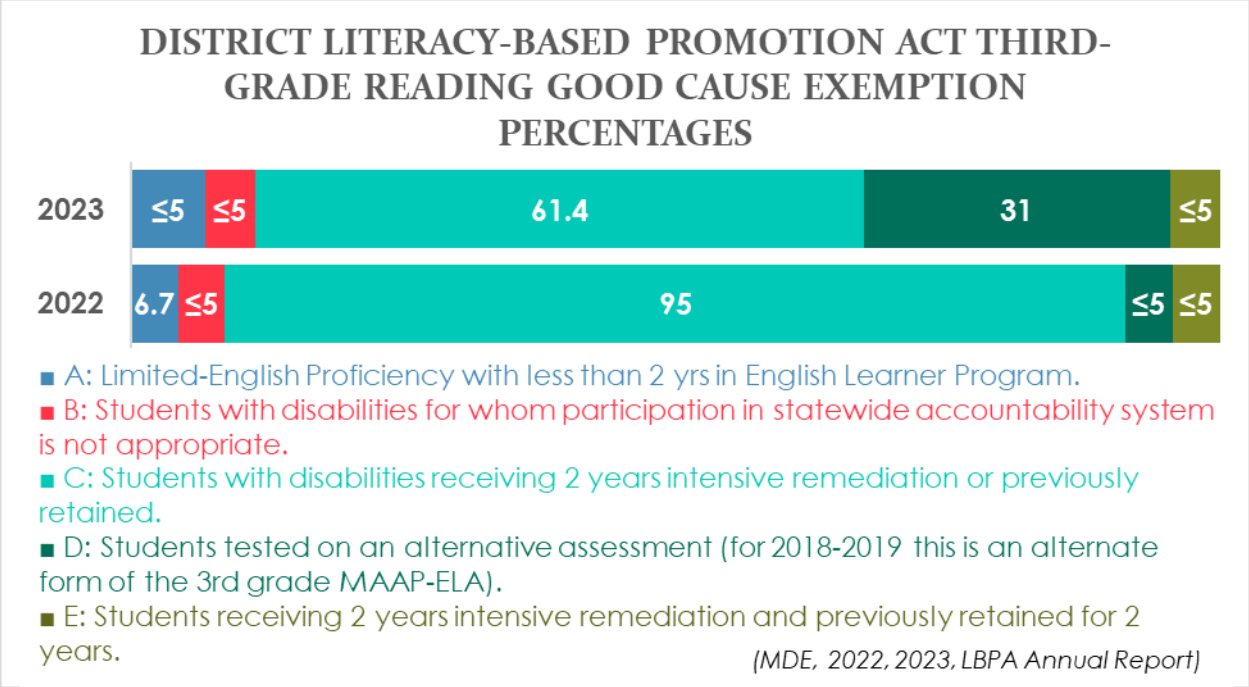


Figure 38: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption

MS Code 37-177-17 of the LBPA requires MDE to report the following components: the number and percentage of students:

a) scoring at each performance level on the state assessment in reading and math,

b) taking the alternative assessments (retest),

c) being retained at each grade level kindergarten through 8th grade,

d) passing for good-cause exemptions; and

e) any revised district policies for promotion and retention.

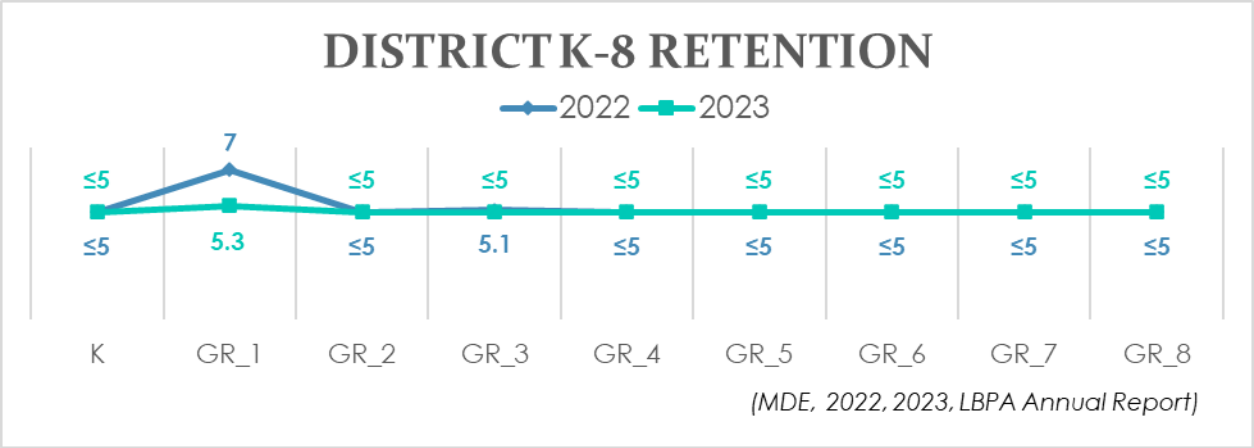


Figure 39: District K-8 Retention Rates

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

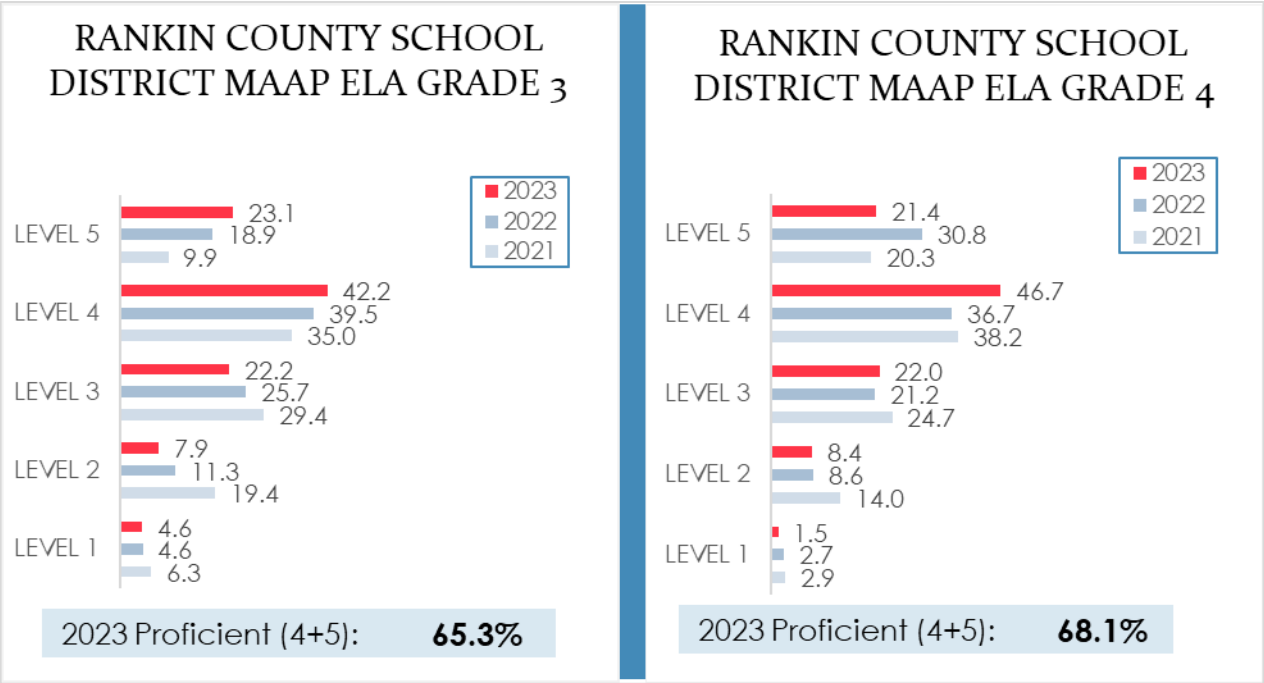


Figure 40: District MAAP ELA Grades 3 and 4

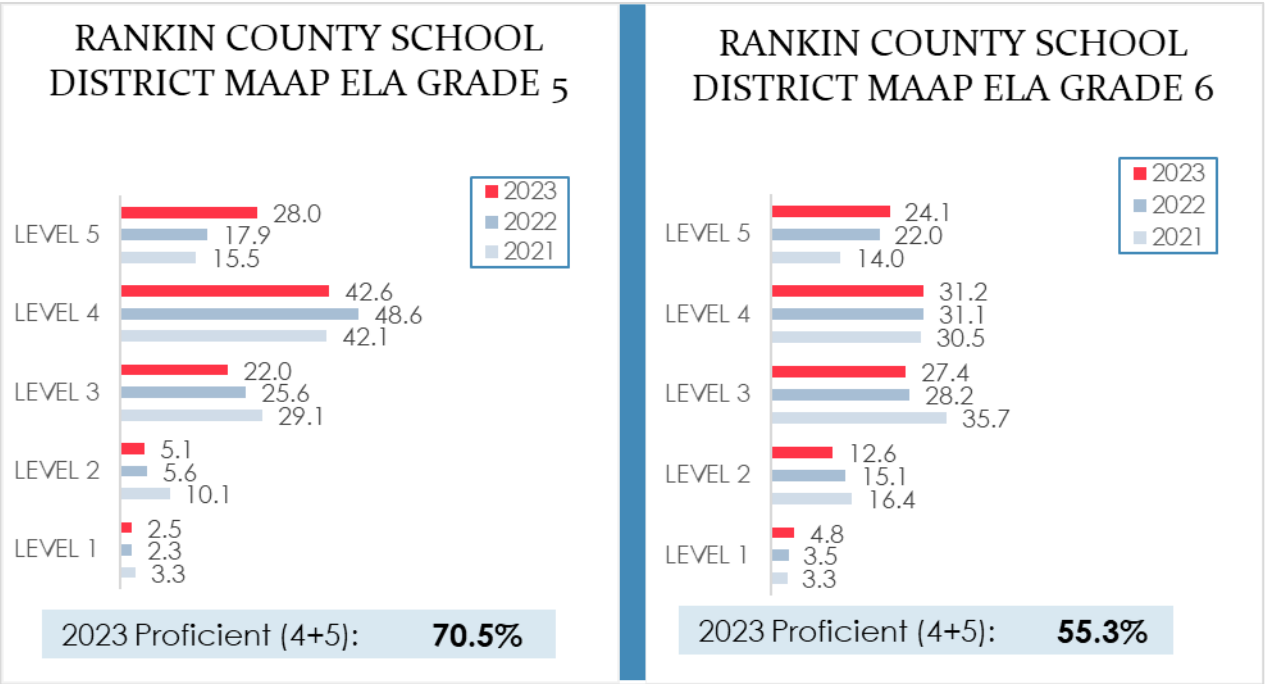


Figure 41: District MAAP ELA Grades 5 and 6

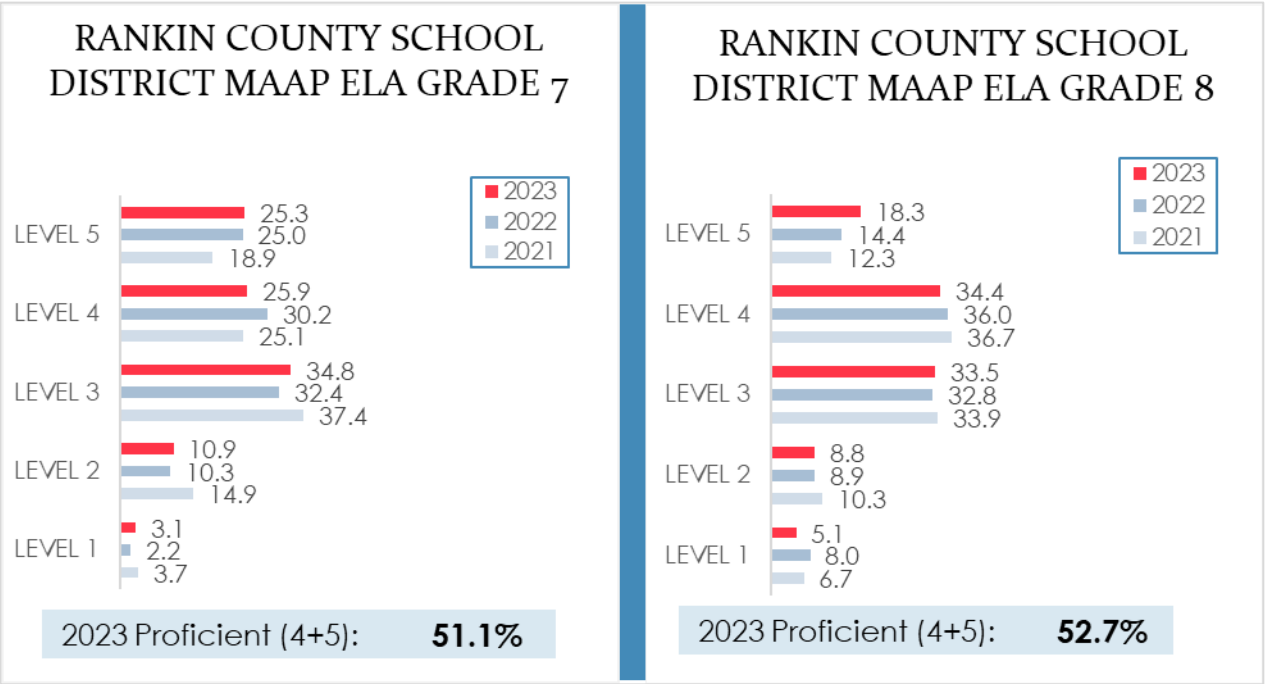


Figure 42: District MAAP ELA Grades 7 and 8

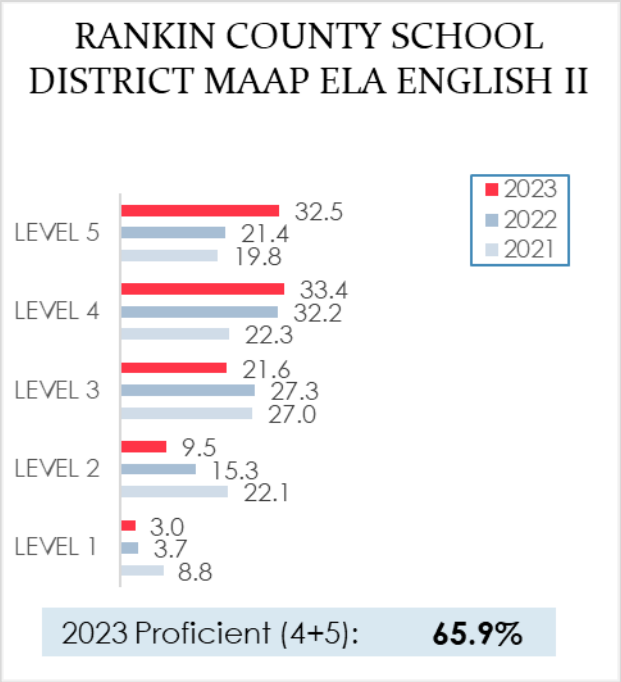


Figure 43: District MAAP ELA English II



MAAP MATH

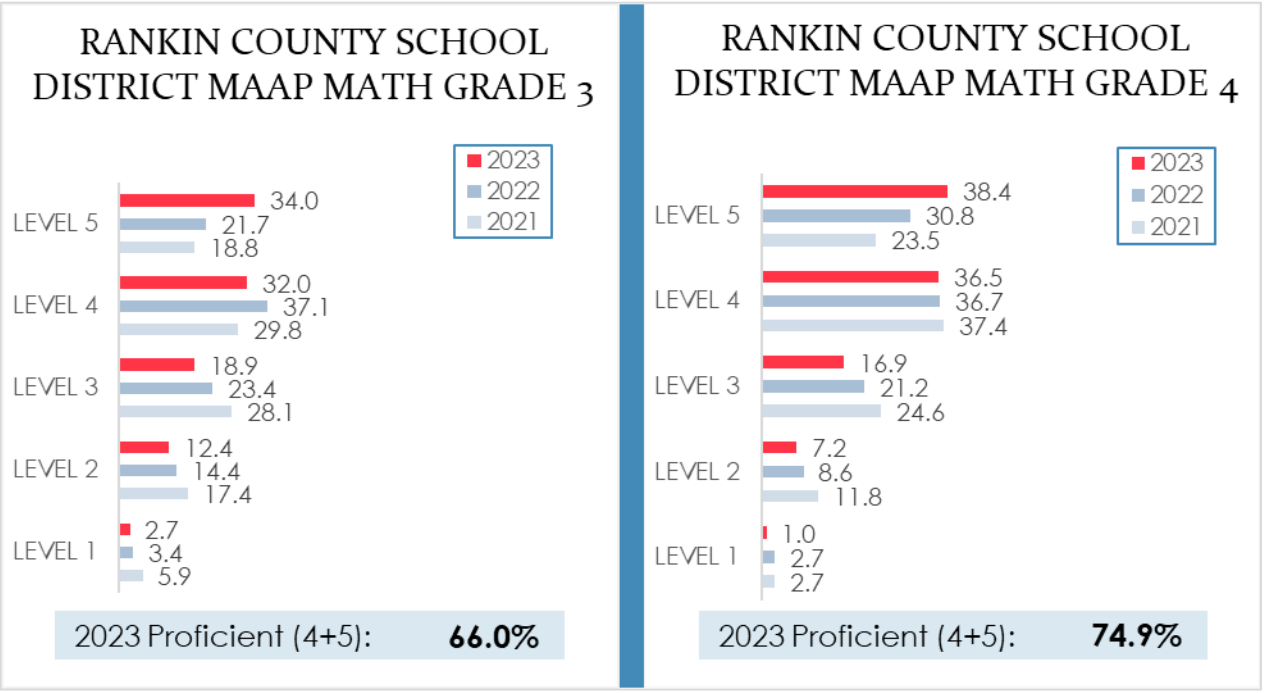


Figure 44: District MAAP Math Grades 3 and 4

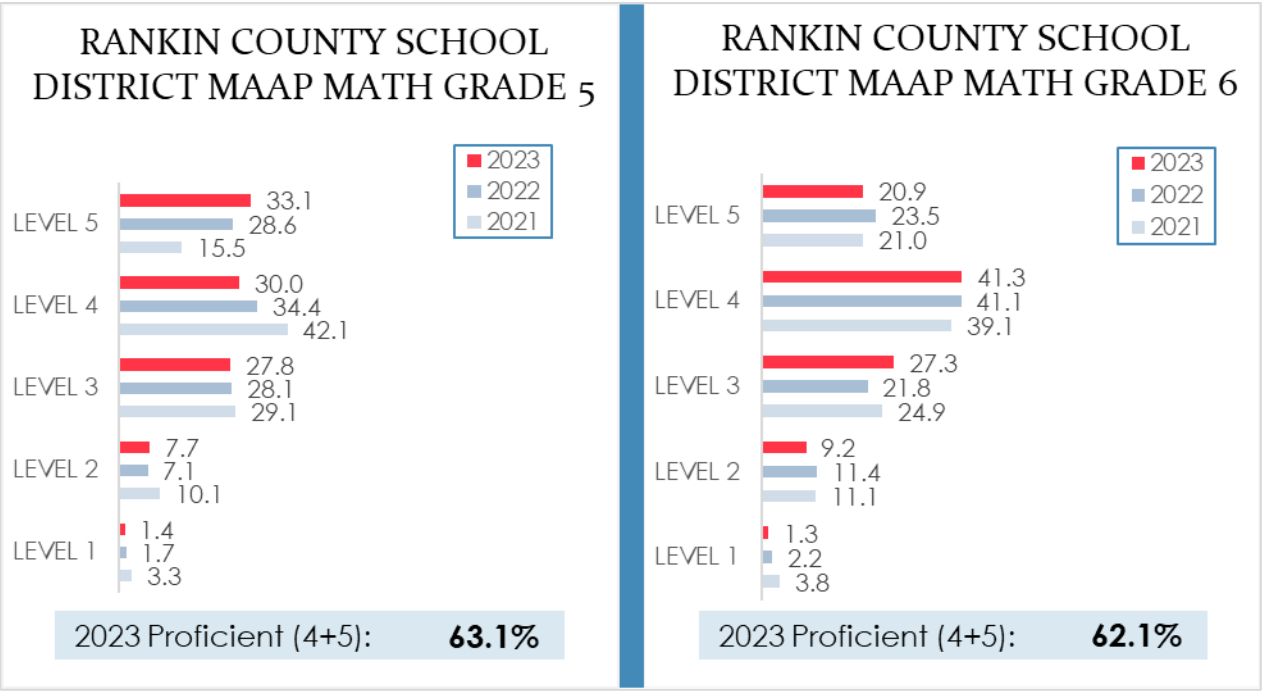


Figure 45: District MAAP Math Grades 5 and 6

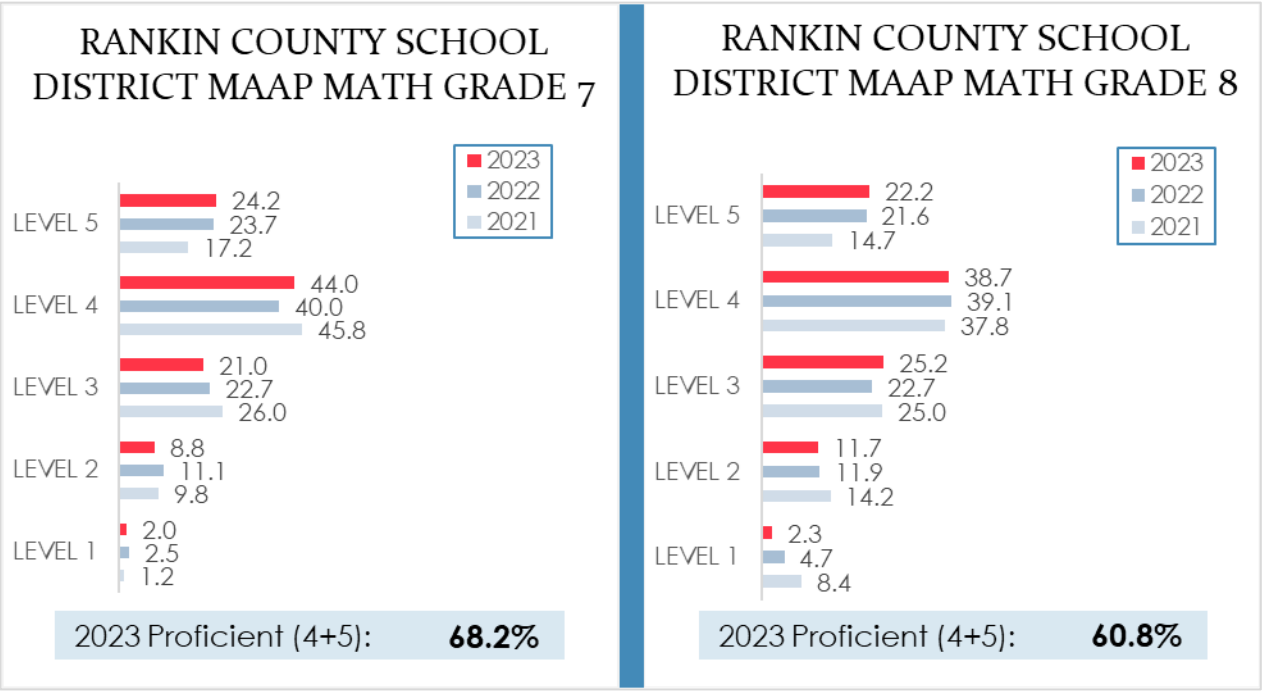


Figure 46: District MAAP Math Grades 7 and 8

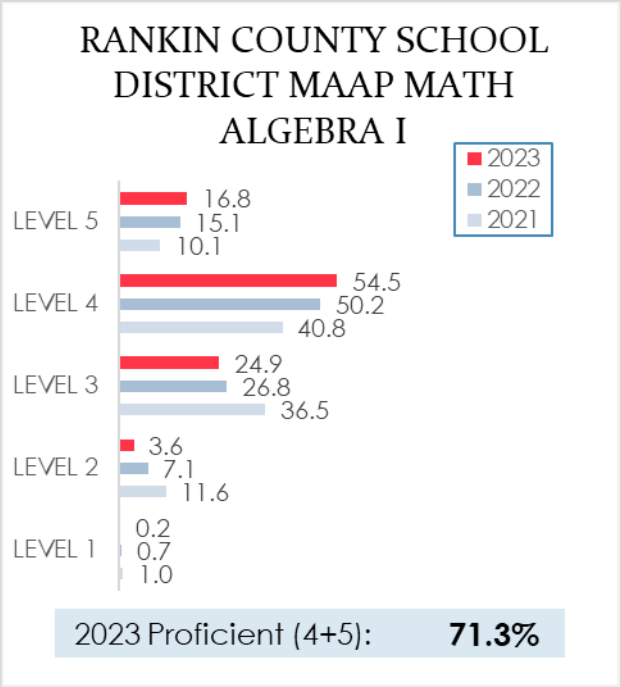
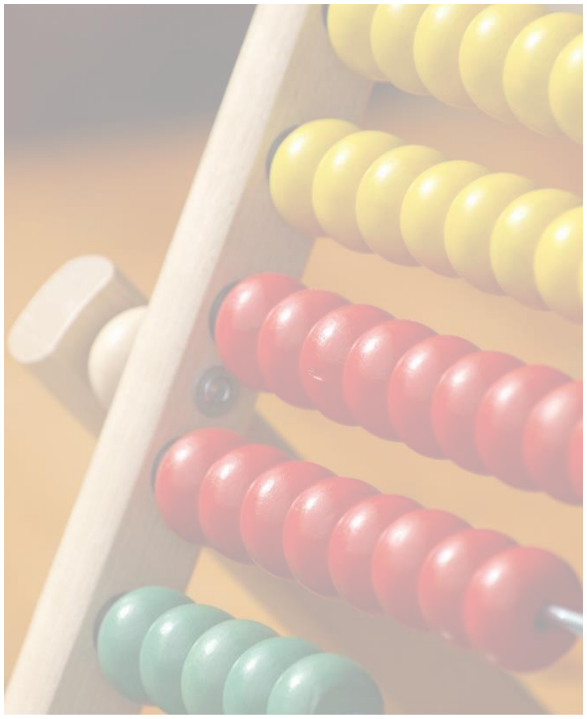


Figure 47: District MAAP Math Algebra I



MAAP-SCIENCE

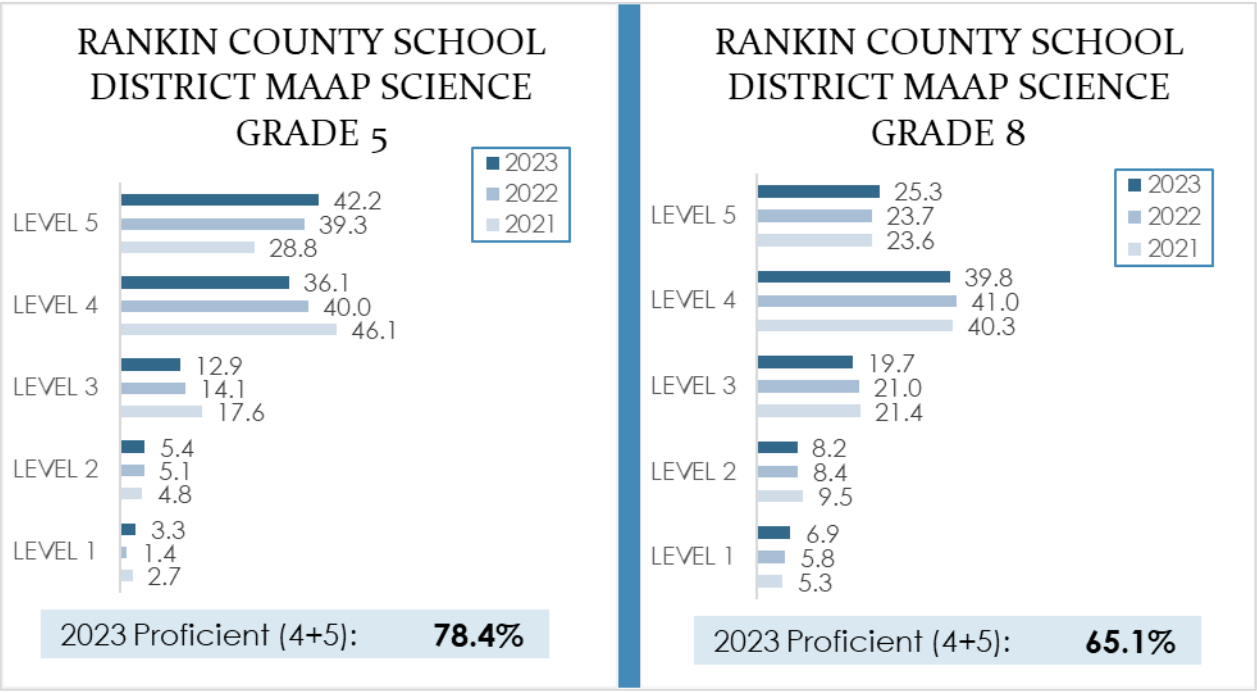


Figure 48: District MAAP-SCI Grades 5 and 8

MAAP-END-OF-COURSE

MAAP assessments were not administered in 2020 because of school shutdowns during the covid pandemic. in 2021, amid ongoing pandemic adjustments, End-of-Course MAAP passing requirements (English II, Algebra I, Biology I, and U. S. History) for graduation were waived, although all tests were administered.

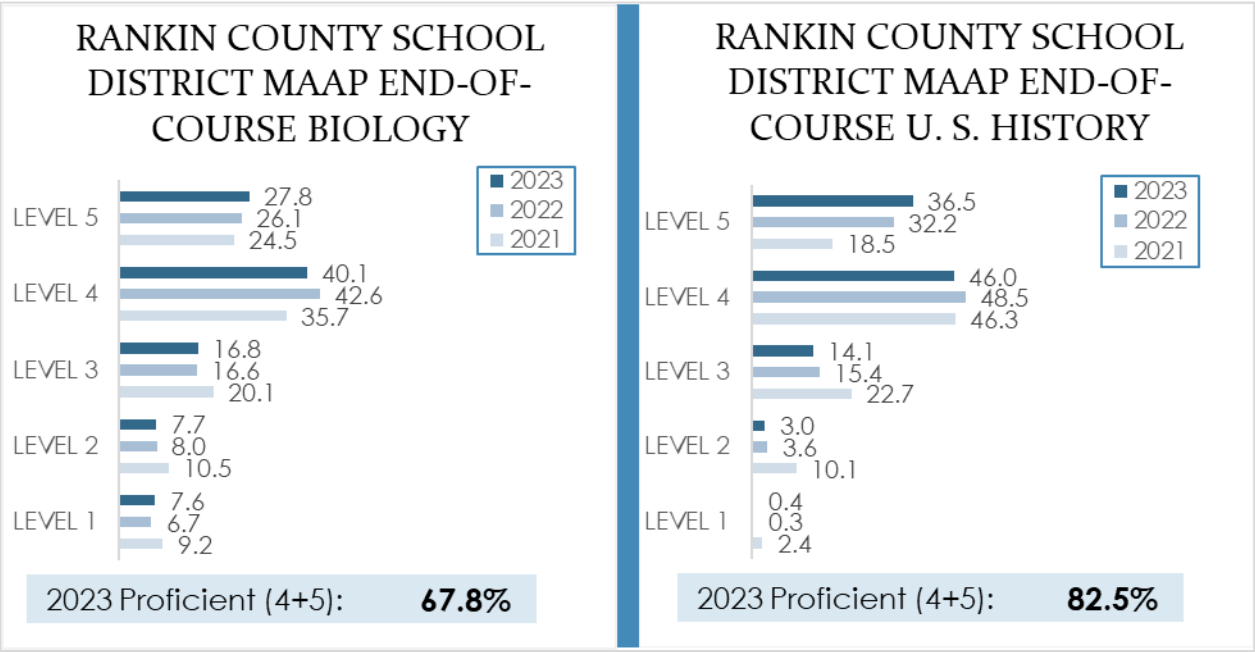


Figure 49: District MAAP-EOC Biology I and U. S. History

Proficiency Gain/Loss Over Time

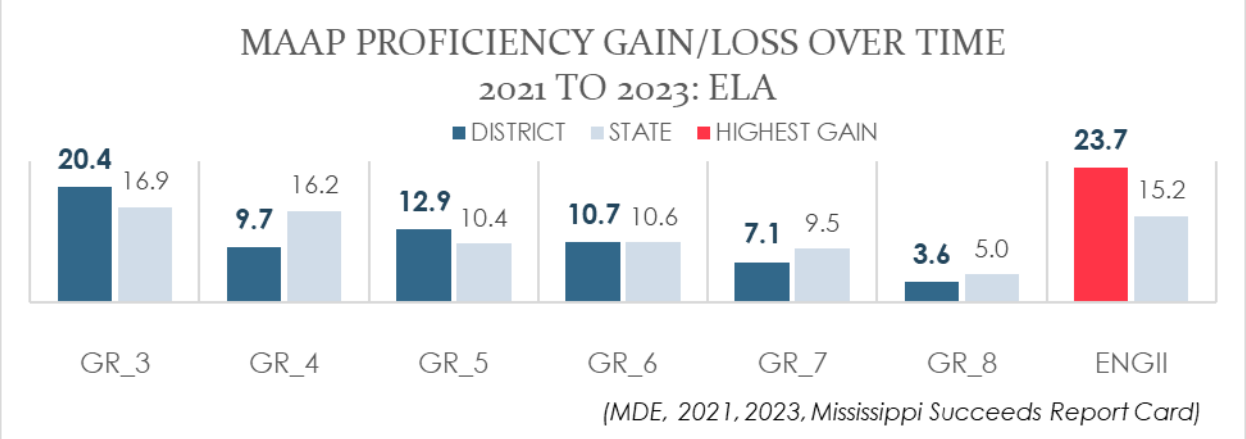


Figure 50: ELA Proficiency Gain/Loss Over Time

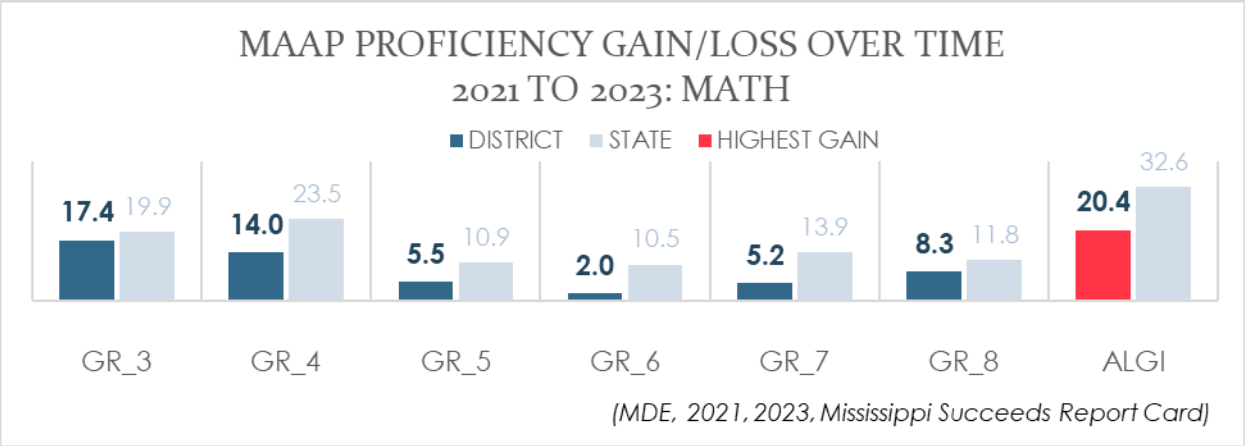


Figure 51: Math Proficiency Gain/Loss Over Time

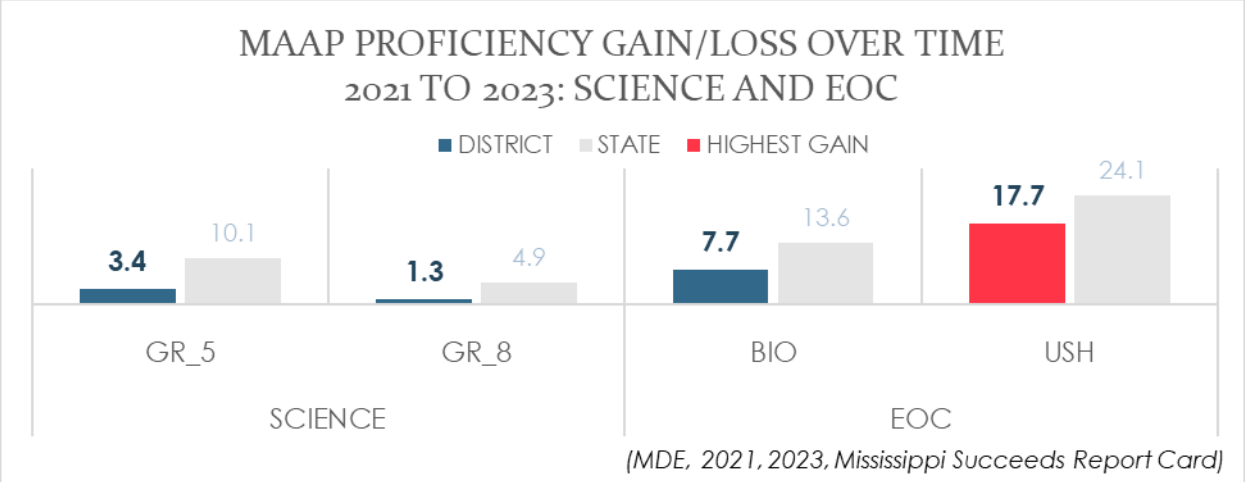


Figure 52: Science and EOC Proficiency Gain/Loss Over Time



Discipline

TAKEAWAY: Few changes were noted in in-school suspension and out-of-school suspension numbers between 2022 and 2023. Reported incidents of violence were slightly higher.

RANKIN COUNTY SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤5	5.9	5.7	≤5	6.9	6.8		≤5	≤5
GENDER	FEMALE	≤5	≤5	≤5	≤5	≤5	≤5			≤5
	MALE	6.1	7.9	7.4	5.9	9.6	9.5		≤5	≤5
RACE	ASIAN	≤5	≤5	≤5	≤5	≤5	≤5			
	BLACK OR AFRICAN AMERICAN	7.5	9.2	8.9	6.1	9.9	10.2		≤5	≤5
	HISPANIC OR LATINO	≤5	≤5	≤5	≤5	≤5	≤5			
	TWO OR MORE RACES	5.5	7.1	5.7	≤5	8.9	7.4			≤5
	WHITE	≤5	≤5	≤5	≤5	5.9	5.6			≤5
DISABILITY	STUDENTS WITH DISABILITIES	6.5	7.8	7.8	6.2	10.1	10.6			
	STUDENTS WITHOUT DISABILITIES	≤5	5.6	5.3	≤5	6.4	6.1		≤5	≤5
EL	LIMITED ENGLISH PROFICIENCY	≤5	≤5	≤5	≤5	≤5	≤5			
	NON LIMITED ENGLISH PROFICIENCY		6.0	5.8		7.0	6.8		≤5	≤5
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤10	≤10	15.0		≤5			≤5	
GENDER	FEMALE	≤10	≤10	≤10		≤5			≤5	
	MALE		≤10	≤10		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	≤10	≤10	≤10		≤5			≤5	
	WHITE		≤10	≤10		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES			≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	≤10	≤10	11.0		≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY			≤10		≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		≤10	14.0		≤5			≤5	

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 53: District Disciplinary Actions Reported to MDE



Finance

TAKEAWAY: Spending ratios have remained relatively unchanged since 2019. Total revenue is up $49.8M, while total operational expenditure including capitalized equipment has increased $38.2M. Title funding increased about $107K between 2022 and 2023; ESSER funds for pandemic expenses have expired, although expenditure of previously allocated funds may be continuing. FY2024 MAEP allocations increased $1.5M since FY2023 but fall $11M below full funding.

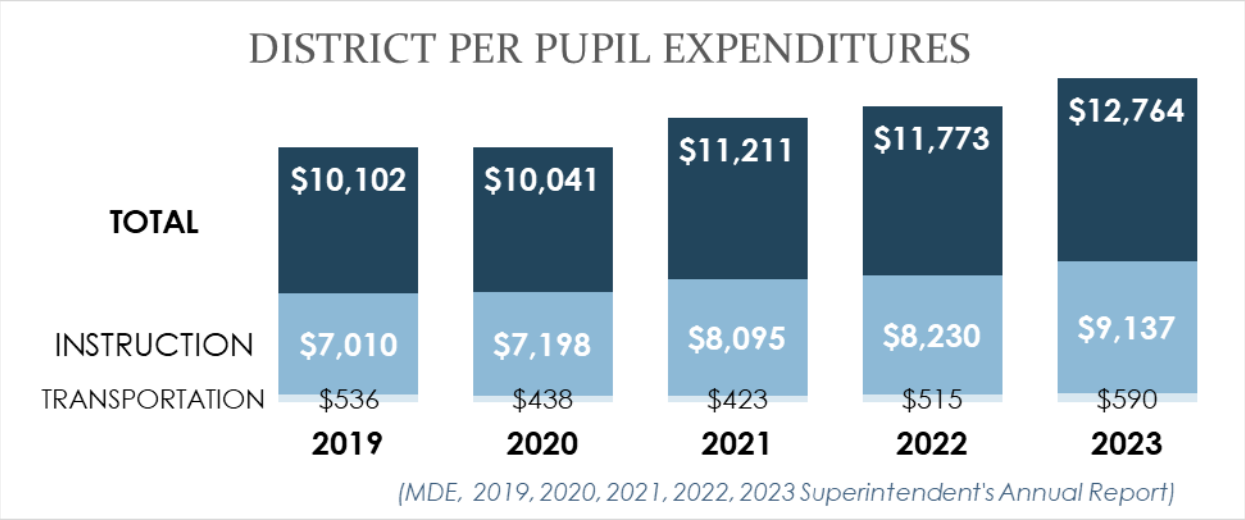


Figure 54: District Per Pupil Expenditures

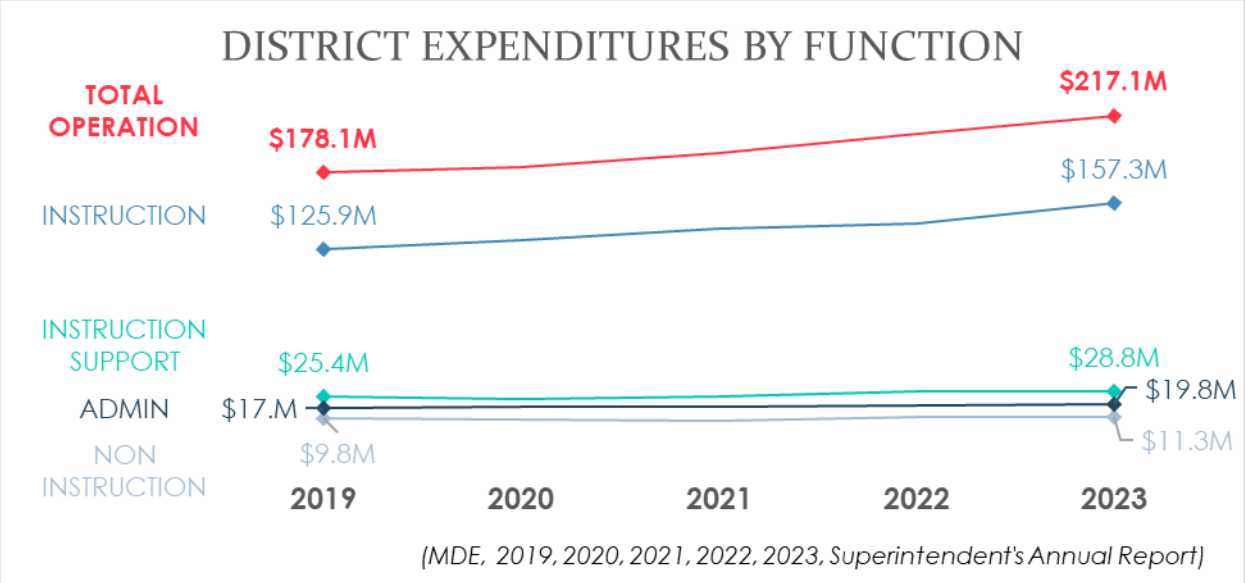


Figure 55: District Expenditures by Function

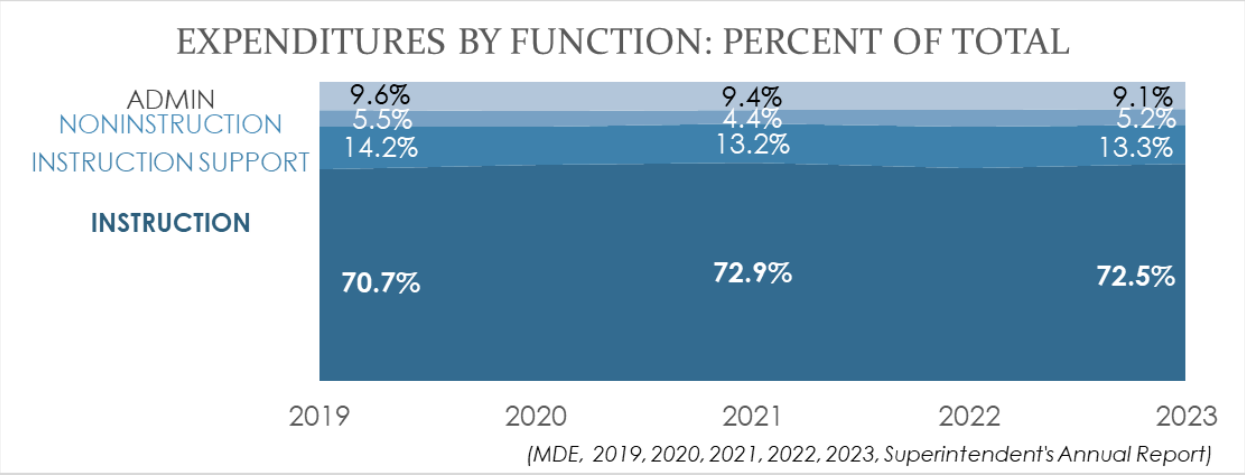
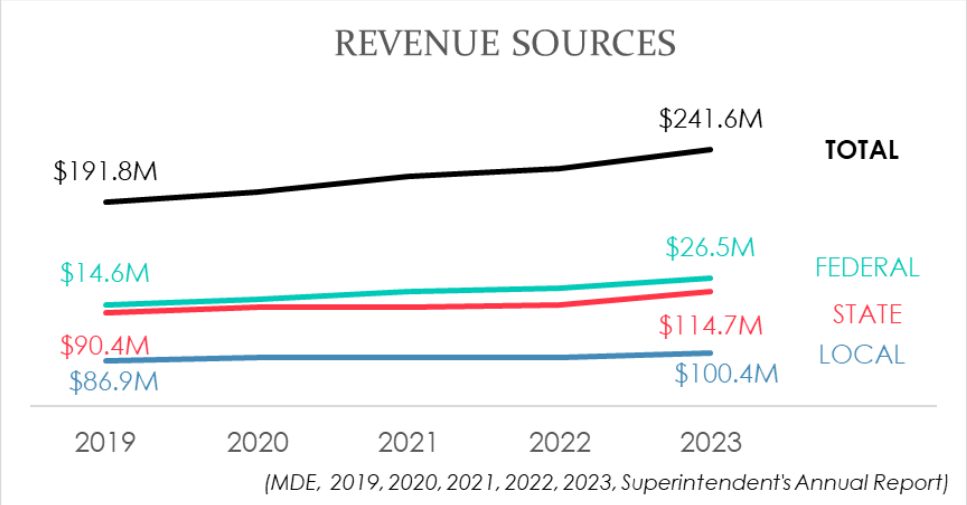


Figure 56: District Expenditures by Function: Percent of Total



(MDE, 2019, 2020, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 57: District Revenue Sources

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS				
FY2024 FULL FUND	FY2024 ALLOCATION	FY2023 ALLOCATION	BELOW FULL (10.5%)	+/- FY2023 VS FY2024
$106.6M	$95.6M	$94.0M	$11.0M	$1534.1K

Figure 58: Mississippi Adequate Education Program (MAEP) Allocations

FEDERAL TITLE PROGRAMS FUNDING ALLOCATIONS					
	2019	**2020**	**2021**	**2022**	**2023**
TITLE I A	$2.5M	$2.4M	$2.4M	$2.7M	$2.8M
TITLE I D (NEGLECTED ,	$4.9K	$3.3K	$9.7K	-	$12.2K
TITLE I D2	$67.0K	$70.7K	$99.1K	$63.8K	$46.4K
TITLE II A	$618.0K	$576.6K	$597.3K	$668.3K	$656.1K
TITLE III (LEP)		$49.0K	$50.7K		$52.2K
TITLE III (IMMIGRANT)		$3.2K	$6.7K		
TITLE IV A	$169.6K	$184.7K	$181.9K		$211.4K
ESSER 1		$2.0M	$2.0M		

(MDE, 2019, 2020, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 59: District Federal Title Programs Funding Allocation

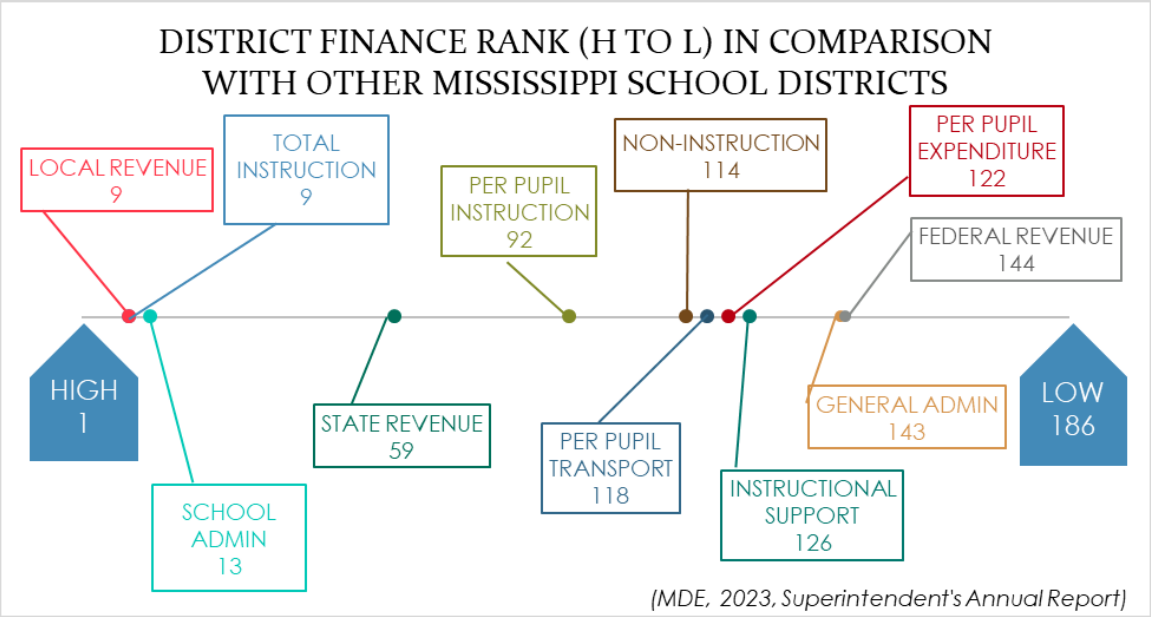


Figure 60: Current District Finance Rank Compared to Other Mississippi School Districts

Personnel

TAKEAWAY: Personnel numbers have remained stable for the past three years, with a slight increase in the percentage of experienced teachers and a concomitant decrease in provisional teachers. The per-pupil ratio has decreased to 12.4. Average salaries have increased across the board.

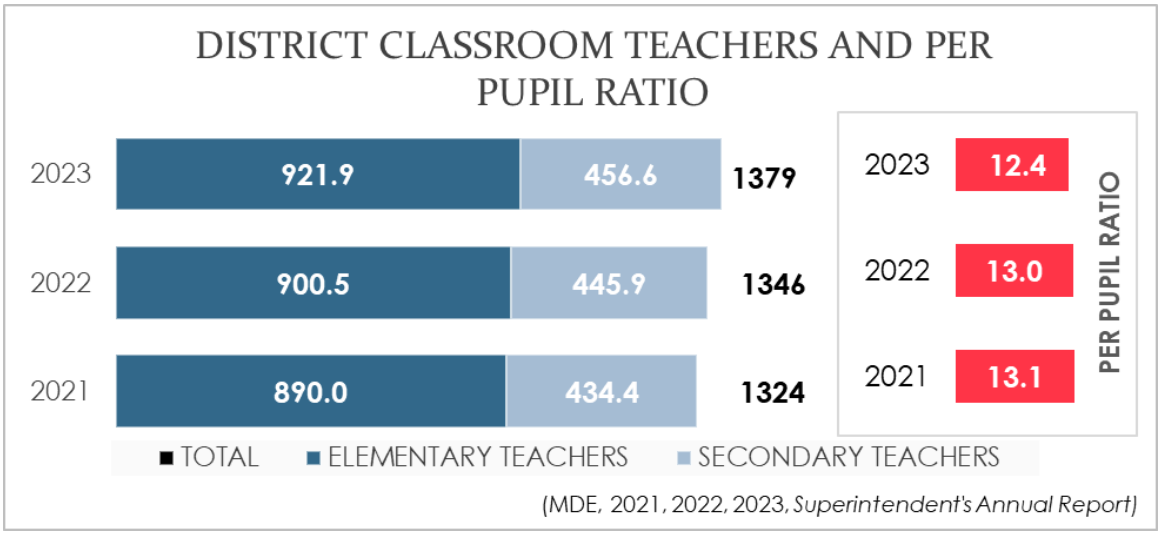


Figure 61: District Classroom Teachers and Per Pupil Ratio

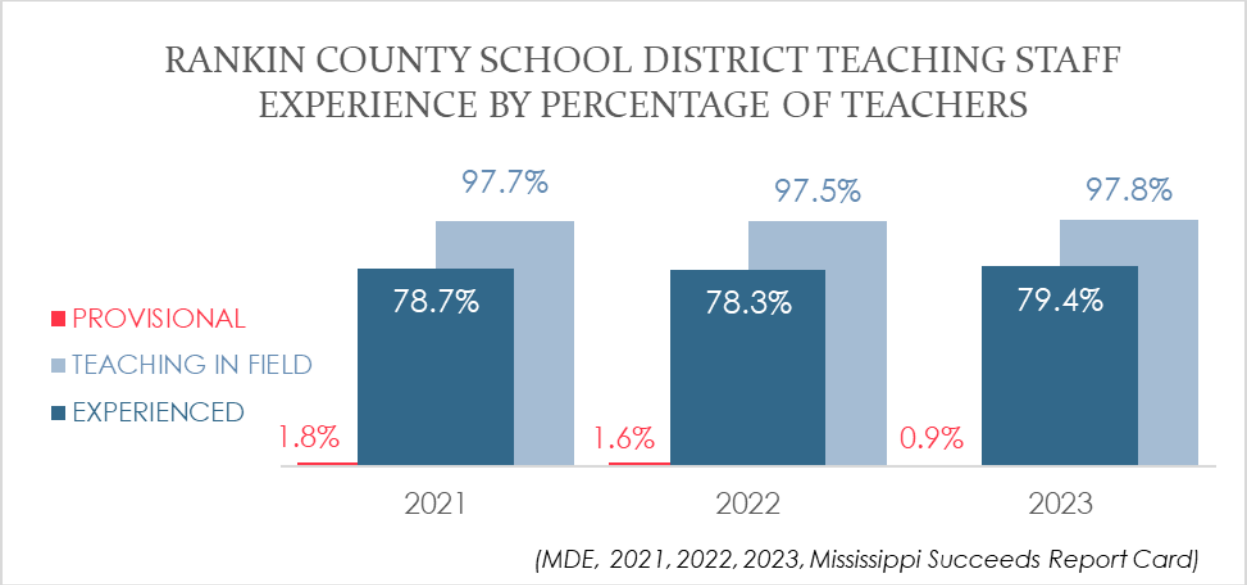


Figure 62: District Teaching Staff Experience by Percentage of Teachers

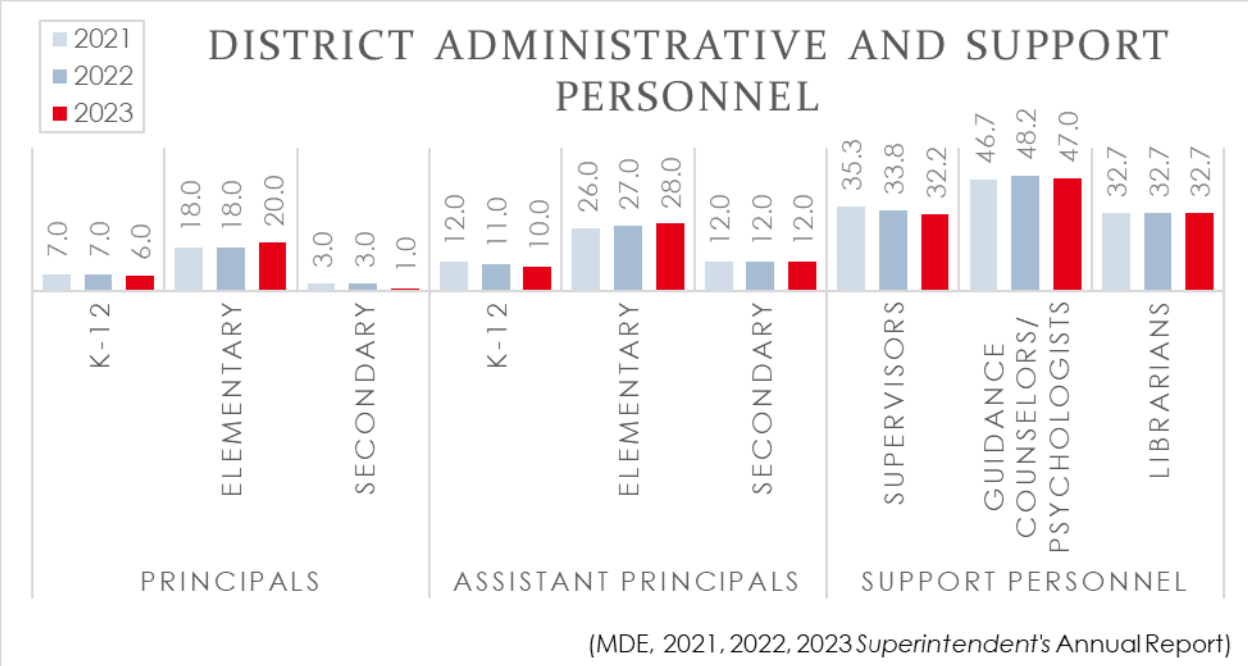


Figure 63: District Administrative and Support Personnel



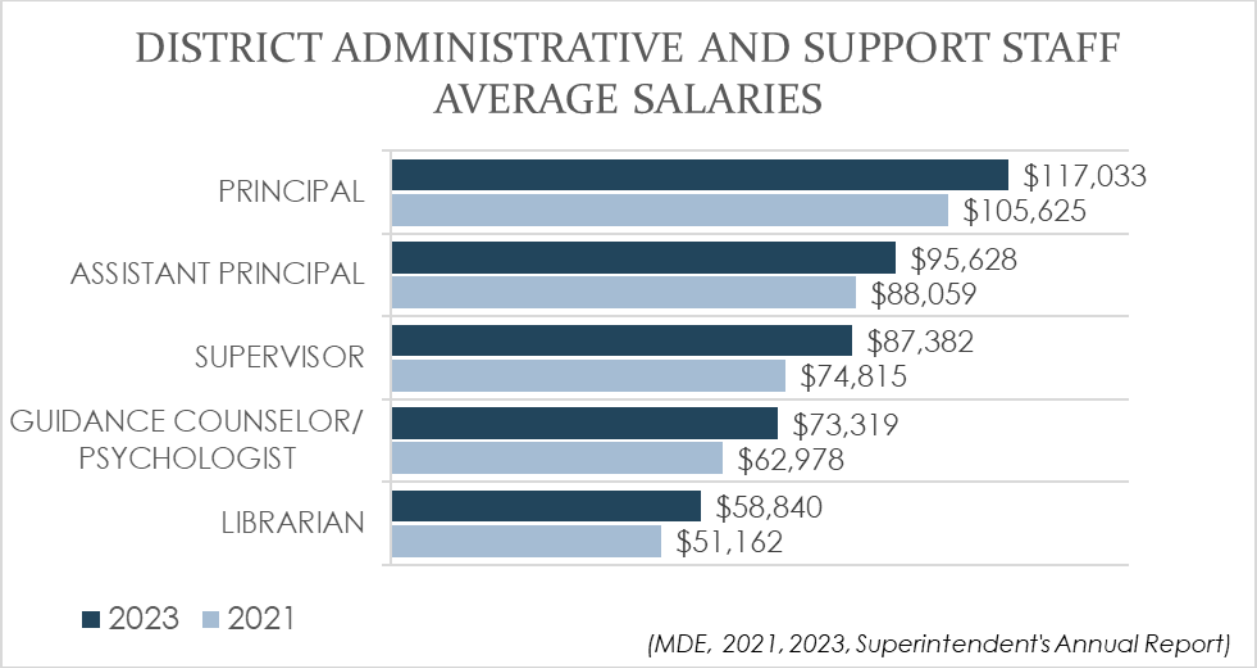


Figure 64: District Administrative and Support Staff Average Salaries

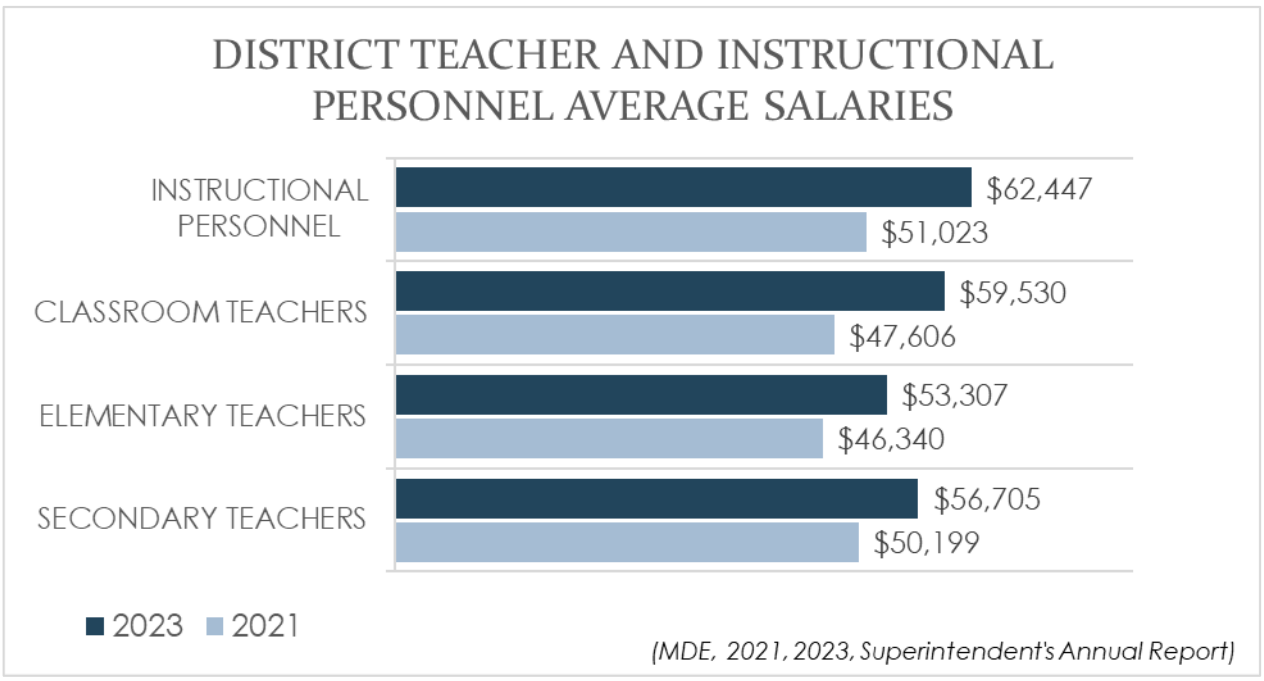


Figure 65: District Teacher and Instructional Personnel Average Salaries

Distribution of Respondents

SEVEN HUNDRED ONE (701) respondents from four stakeholder groups and eight schools responded to the Comprehensive Needs Assessment Survey in 2024. The figure below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in the subsequent graphs and charts. Responses from all groups were totaled and divided by the number of survey respondents to calculate district-wide percentage distributions. Additional graphs detail the responses disaggregated by stakeholder group, school, and grade where appropriate.

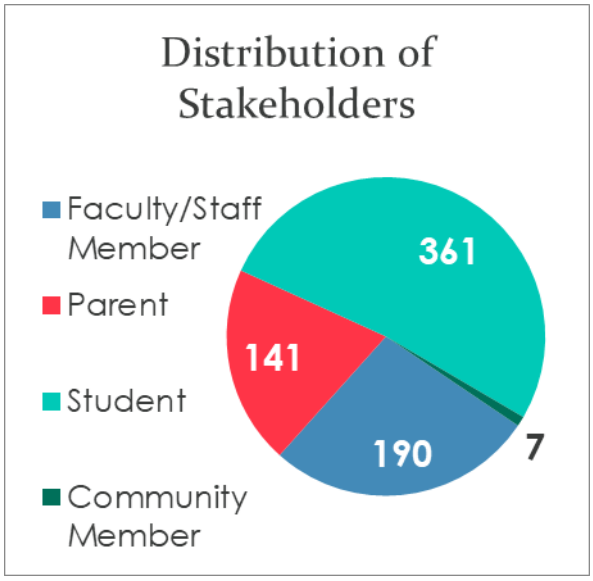


Figure 66: Distribution of Stakeholders



DATA COLLECTION

Some information for this report was gathered through a district-wide Comprehensive Needs Assessment Survey administered online. Respondents 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, or to write in responses to open-ended statements. Some overall open-ended questions were also included. Data were compiled by school and by stakeholder group, then combined to create a district summary.

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

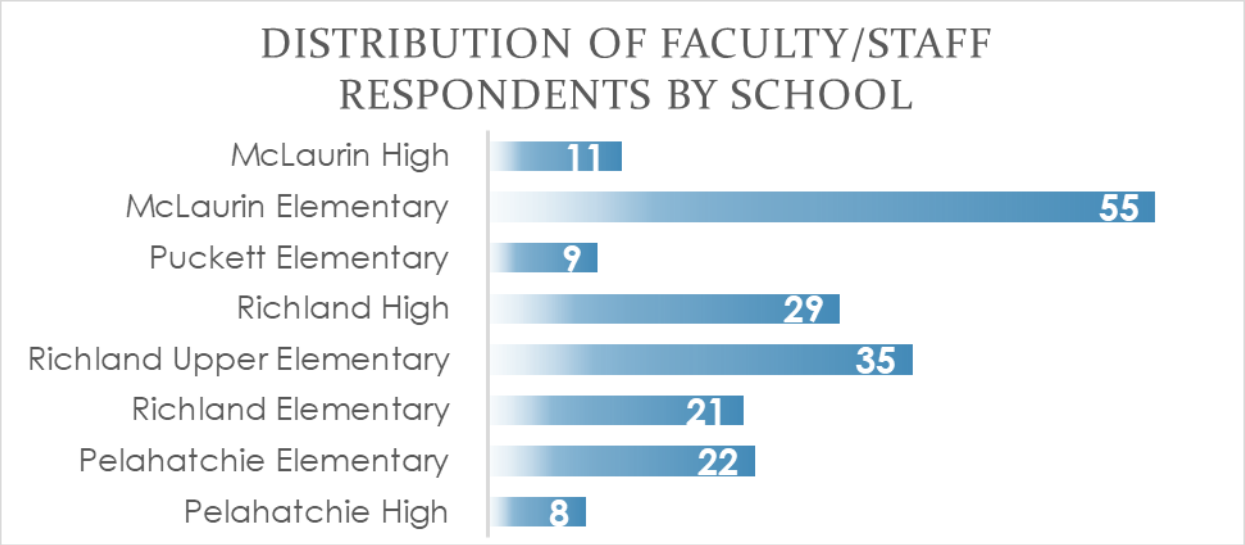


Figure 67: Distribution of Faculty/Staff Respondents by School

Please indicate your certification status and your years of experience as an educator.	1-3 years	4-10 years	11-20 years	21+ years
Certified staff	43	34	47	33
Non-certified staff	18	10	10	1

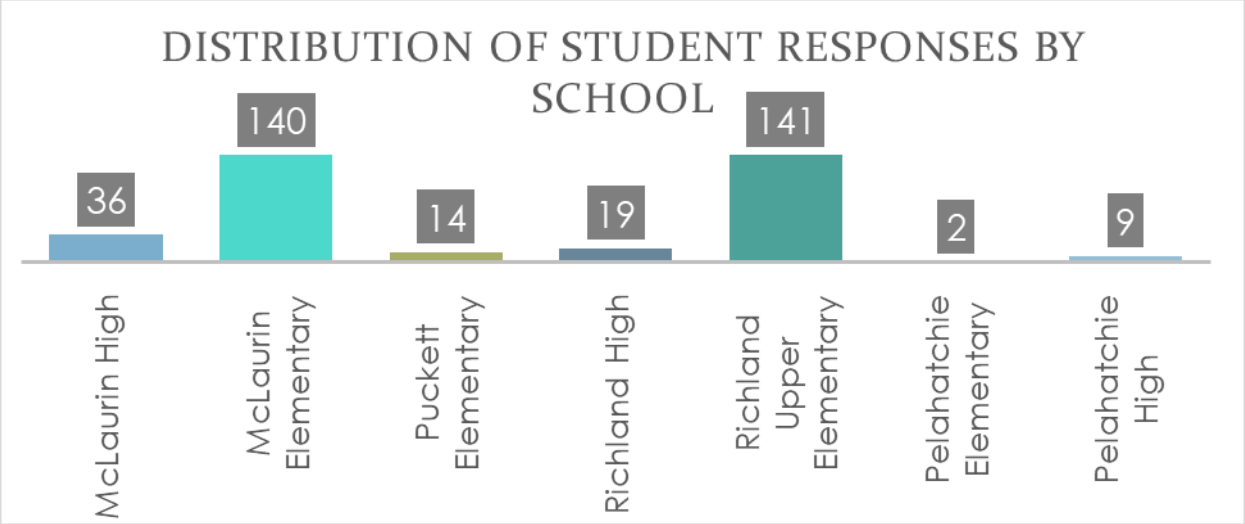


Figure 68: Distribution of Student Respondents by School

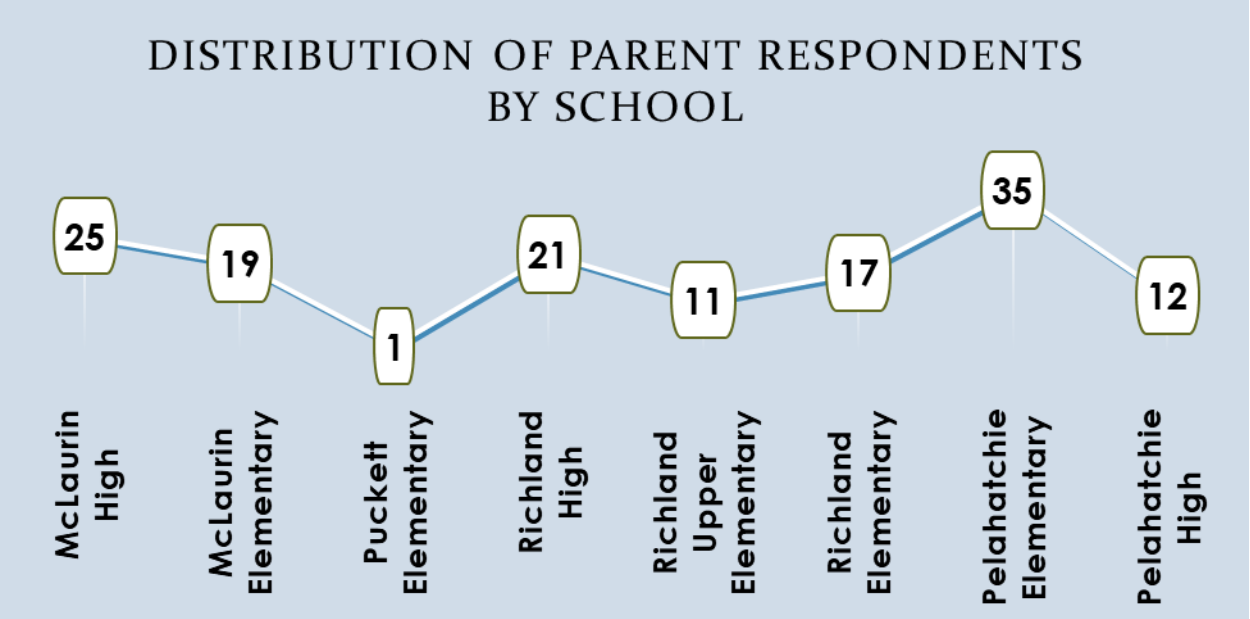


Figure 69: Distribution of Parent Respondents by School

Rankin County School District
TRADITION OF EXCELLENCE
BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PISGAH PUCKETT RICHLAND

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.

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	252	36.0%
Agree	330	47.1%
Disagree	38	5.4%
Strongly Disagree	15	2.1%
Not Applicable or No Information	66	9.4%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	262	37.4%
Agree	308	43.9%
Disagree	45	6.4%
Strongly Disagree	21	3.0%
Not Applicable or No Information	65	9.3%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	233	33.2%
Agree	328	46.8%
Disagree	44	6.3%
Strongly Disagree	10	1.4%
Not Applicable or No Information	86	12.3%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	254	36.2%
Agree	314	44.8%
Disagree	64	9.1%
Strongly Disagree	32	4.6%
Not Applicable or No Information	37	5.3%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	306	43.7%
Agree	321	45.8%
Disagree	36	5.1%
Strongly Disagree	13	1.9%
Not Applicable or No Information	25	3.6%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	Count	Percentage
Strongly Agree	317	45.2%
Agree	311	44.4%
Disagree	32	4.6%
Strongly Disagree	11	1.6%
Not Applicable or No Information	30	4.3%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	274	39.1%
Agree	307	43.8%
Disagree	71	10.1%
Strongly Disagree	19	2.7%
Not Applicable or No Information	30	4.3%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	333	47.5%
Agree	272	38.8%
Disagree	18	2.6%
Strongly Disagree	7	1.0%
Not Applicable or No Information	71	10.1%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	199	58.53%
Agree	71	20.88%
Disagree	0	0.00%
Strongly Disagree	1	0.29%
Not Applicable or No Information	69	20.29%

Summary of District Strengths and Challenges

Seven hundred one (701) stakeholders from eight schools responded to the 2024 Rankin County School District Comprehensive Needs Assessment survey online. Students comprise 51.5% of the total. Faculty/staff members represent 56.2% of the adult response, with parents accounting for 41.7%. Community members make up 2.1% of the adult response or 1% of the total.

Rankin County School District is a successful district focused on teaching and learning. The district held to its "A" accountability rating in 2023. District enrollment has decreased 3.5% since 2020. The district experienced a 0.4% change in average daily attendance between 2022 and 2023, and chronic absence bumped up slightly to 14%. The district's graduation rate rose to 92.5%; the dropout rate decreased to 8.5%. Graduation rates for students with disabilities decreased to 61.3%.

In response to positive statements on the comprehensive needs survey, 83% of responding stakeholders agree that the district's programs meet the needs of special student populations. About 80% feel that the district promotes parent-teacher communication and that parents feel welcome in the schools. Eighty-one percent express overall satisfaction with the district and its schools.

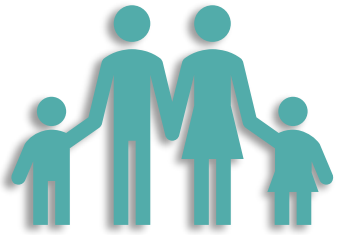
Statements about school climate and culture garnered higher ratings from stakeholders. Respondents acknowledge that the district provides a safe and orderly environment for learning and that students have access to adequate resources to assist them in their learning. Almost 83% say that schools are clean, well-maintained, and pleasant environments. Students are protected by an internet policy that follows the Children's Internet Protection Act. Finally, 79% of stakeholders agree that having preschool and kindergarten classes in the district improves student achievement.



Section 2

Rankin County School District Parent Survey

Introduction



PARENTS from across Rankin County School District were asked to respond to questions about the school or schools their children attend. One hundred forty-one (141) parents responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from parents in the categories of *Federal Programs*; *Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; and Prekindergarten and Kindergarten*. A summary of open-ended question answers is included in each school's parent section.

Survey Results

FEDERAL PROGRAMS

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	44	30.8%
Supporting college and career counseling	62	43.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	96	67.1%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	49	34.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	40	28.0%

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	51	35.7%
Providing school-based mental health services and counseling	70	49.0%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	19	13.3%
Establishing or improving dropout prevention	21	14.7%
Supporting re-entry programs and transition services for Justice-involved youth	14	9.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	57	39.9%
Implementing systems and practices to prevent bullying and harassment	79	55.2%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	70	49.0%
Establishing community partnerships	36	25.2%

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	63	44.1%
Building technological capacity and infrastructure	39	27.3%
Carrying out innovative blended learning projects	38	26.6%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	65	45.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	60	42.0%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	24	16.8%
Computer Classes	38	26.6%
Conflict Resolution	32	22.4%
Discipline	28	19.6%
Drug/Alcohol Awareness	35	24.5%
English as a Second Language	16	11.2%
Health Classes	31	21.7%
Literacy Classes	20	14.0%
Math Classes	26	18.2%
Parent-to-School Relationships	41	28.7%
Parent/Child Communication	42	29.4%
Preparing for College	53	37.1%
Parenting Workshops	26	18.2%
Social Media Classes	22	15.4%
Stress/Anger Management	51	35.7%
Understanding College- and Career-Ready Standards	61	42.7%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
Activities to help my child learn over the summer	39	27.3%
Help my child with homework	31	21.7%
How to motivate my child	50	35.0%
How to promote family reading	15	10.5%
How to set goals for my child	38	26.6%
Manage time	43	30.1%
Prepare my child for testing	61	42.7%
Understand my child's learning styles	88	61.5%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Babysitting/childcare at parent meetings	24	16.8%
District and/or school newsletters	50	35.0%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	44	30.8%
Resource materials for parental training	28	19.6%
Training for parents to work with other parents on becoming involved in the schools	46	32.2%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	18	12.6%
Home/School folders	42	29.4%
Home/School Planners	61	42.7%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	31	21.7%
Agree	61	42.7%
Disagree	17	11.9%
Strongly Disagree	3	2.1%
Not Applicable or No Information	31	21.7%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	35	24.5%
Agree	82	57.3%
Disagree	14	9.8%
Strongly Disagree	9	6.3%
Not Applicable or No Information	3	2.1%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	49	34.3%
Agree	72	50.4%
Disagree	15	10.5%
Strongly Disagree	5	3.5%
Not Applicable or No Information	2	1.4%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	45	31.5%
Agree	76	53.2%
Disagree	10	7.0%
Strongly Disagree	8	5.6%
Not Applicable or No Information	4	2.8%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	33	23.1%
Agree	76	53.2%
Disagree	19	13.3%
Strongly Disagree	7	4.9%
Not Applicable or No Information	8	5.6%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	27	18.9%
Agree	58	40.6%
Disagree	21	14.7%
Strongly Disagree	13	9.1%
Not Applicable or No Information	24	16.8%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	49	34.3%
Agree	71	49.7%
Disagree	18	12.6%
Strongly Disagree	3	2.1%
Not Applicable or No Information	2	1.4%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	40	28.0%
Agree	67	46.9%
Disagree	9	6.3%
Strongly Disagree	7	4.9%
Not Applicable or No Information	20	14.0%

Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	29	20.3%
Agree	65	45.5%
Disagree	19	13.3%
Strongly Disagree	8	5.6%
Not Applicable or No Information	22	15.4%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	95	66.4%
Checked my child's grades/assignments online	102	71.3%
Been in contact with my child's teacher	117	81.8%
Received a newsletter from the district, school, or teacher	86	60.1%
Worked with a committee or group on school or district policies	12	8.4%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	37	25.9%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	90	62.9%
Volunteered at my child's school	56	39.2%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	53	37.1%
Agree	74	51.8%
Disagree	11	7.7%
Strongly Disagree	2	1.4%
Not Applicable or No Information	3	2.1%

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

	Count	Percentage
Strongly Agree	45	31.5%
Agree	72	50.4%
Disagree	13	9.1%
Strongly Disagree	3	2.1%
Not Applicable or No Information	10	7.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	50	35.0%
Agree	76	53.2%
Disagree	12	8.4%
Strongly Disagree	1	0.7%
Not Applicable or No Information	4	2.8%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	36	25.2%
Agree	75	52.5%
Disagree	7	4.9%
Strongly Disagree	5	3.5%
Not Applicable or No Information	20	14.0%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	44	30.8%
Agree	69	48.3%
Disagree	16	11.2%
Strongly Disagree	4	2.8%
Not Applicable or No Information	10	7.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	47	32.9%
Agree	69	48.3%
Disagree	2	1.4%
Strongly Disagree	1	0.7%
Not Applicable or No Information	24	16.8%

PREKINDERGARTEN AND KINDERGARTEN

I am pleased with my preschooler's or kindergartener's progress in the following social skills:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Understanding the difference between right and wrong and recognizing and respecting authority figures.	18.2%	21.7%	2.8%	1.4%	53.2%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	19.6%	23.1%	2.1%	0.0%	51.1%
Playing independently or in a small group without needing to be constantly supervised.	16.8%	21.7%	3.5%	1.4%	53.2%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	14.7%	25.9%	2.8%	0.7%	52.5%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Making decisions for himself/herself and exploring new experiences.	16.1%	28.0%	0.7%	0.7%	51.1%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	15.4%	26.6%	0.7%	0.0%	54.6%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	17.5%	23.8%	0.7%	2.1%	52.5%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," recognizing shapes and measurements.	17.5%	23.8%	1.4%	0.7%	52.5%
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	14.0%	24.5%	2.1%	1.4%	52.5%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things	13.3%	27.3%	1.4%	0.0%	54.6%

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	49	34.3%
Agree	35	24.5%
Disagree	0	0.0%
Strongly Disagree	1	0.7%
Not Applicable or No Information	58	40.6%

My child's preschool or kindergarten class is warm and welcoming.		
	Count	Percentage
Strongly Agree	27	18.9%
Agree	25	17.5%
Disagree	2	1.4%
Strongly Disagree	1	0.7%
Not Applicable or No Information	88	61.5%

Section 3

Rankin County School District Student Survey

Introduction



STUDENTS from across Rankin County School District were asked to respond to questions about the schools they attend. Three hundred sixty-one (361) students responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from students in the categories of Curriculum and Instruction; Family, Parent, and Community Engagement; School Climate and Culture; and Technology. A summary of responses to open-ended questions is included in each relevant school's section.

Survey Results

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	117	32.4%
Agree	187	51.8%
Disagree	15	4.2%
Strongly Disagree	10	2.8%
Not Applicable or No Information	32	8.9%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	160	44.3%
Agree	171	47.4%
Disagree	18	5.0%
Strongly Disagree	8	2.2%
Not Applicable or No Information	4	1.1%

Our school (district) provides students with educational programs that are appropriate to their learning needs.		
	Count	Percentage
Strongly Agree	101	28.0%
Agree	167	46.3%
Disagree	49	13.6%
Strongly Disagree	13	3.6%
Not Applicable or No Information	31	8.6%

Homework that I am expected to complete helps me improve my learning.		
	Count	Percentage
Strongly Agree	55	15.2%
Agree	146	40.4%
Disagree	75	20.8%
Strongly Disagree	48	13.3%
Not Applicable or No Information	37	10.3%

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.		
	Count	Percentage
Strongly Agree	79	21.9%
Agree	184	51.0%
Disagree	49	13.6%
Strongly Disagree	20	5.5%
Not Applicable or No Information	29	8.0%

I have been taught how to use the resources of the school and community to help me with my schoolwork.		
	Count	Percentage
Strongly Agree	114	31.6%
Agree	187	51.8%
Disagree	19	5.3%
Strongly Disagree	13	3.6%
Not Applicable or No Information	28	7.8%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	125	34.6%
Agree	164	45.4%
Disagree	26	7.2%
Strongly Disagree	19	5.3%
Not Applicable or No Information	27	7.5%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	73	20.2%
Agree	128	35.5%
Disagree	59	16.3%
Strongly Disagree	23	6.4%
Not Applicable or No Information	78	21.6%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.	Count	Percentage
Strongly Agree	99	27.4%
Agree	161	44.6%
Disagree	51	14.1%
Strongly Disagree	18	5.0%
Not Applicable or No Information	32	8.9%

Teachers are concerned that students learn the subjects they teach.	Count	Percentage
Strongly Agree	123	34.1%
Agree	138	38.2%
Disagree	42	11.6%
Strongly Disagree	20	5.5%
Not Applicable or No Information	38	10.5%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	103	28.5%
Agree	159	44.0%
Disagree	27	7.5%
Strongly Disagree	11	3.1%
Not Applicable or No Information	61	16.9%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	87	24.1%
Agree	163	45.2%
Disagree	26	7.2%
Strongly Disagree	5	1.4%
Not Applicable or No Information	80	22.2%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	100	27.7%
Agree	162	44.9%
Disagree	43	11.9%
Strongly Disagree	24	6.7%
Not Applicable or No Information	32	8.9%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	128	35.5%
Agree	180	49.9%
Disagree	21	5.8%
Strongly Disagree	11	3.1%
Not Applicable or No Information	21	5.8%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	Count	Percentage
Strongly Agree	147	40.7%
Agree	169	46.8%
Disagree	18	5.0%
Strongly Disagree	8	2.2%
Not Applicable or No Information	19	5.3%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	106	29.4%
Agree	160	44.3%
Disagree	53	14.7%
Strongly Disagree	18	5.0%
Not Applicable or No Information	24	6.7%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.	Count	Percentage
Strongly Agree	176	48.8%
Agree	157	43.5%
Disagree	15	4.2%
Strongly Disagree	7	1.9%
Not Applicable or No Information	6	1.7%

Technology is incorporated into instruction in many classes.	Count	Percentage
Strongly Agree	130	36.0%
Agree	179	49.6%
Disagree	26	7.2%
Strongly Disagree	7	1.9%
Not Applicable or No Information	19	5.3%

A counselor is available if I need help in solving personal problems.	Count	Percentage
Strongly Agree	146	40.4%
Agree	157	43.5%
Disagree	18	5.0%
Strongly Disagree	11	3.1%
Not Applicable or No Information	29	8.0%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.	Count	Percentage
Strongly Agree	126	34.9%
Agree	136	37.7%
Disagree	40	11.1%
Strongly Disagree	20	5.5%
Not Applicable or No Information	39	10.8%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.	Count	Percentage
Strongly Agree	100	27.7%
Agree	158	43.8%
Disagree	47	13.0%
Strongly Disagree	17	4.7%
Not Applicable or No Information	39	10.8%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	171	47.4%
Agree	134	37.1%
Disagree	15	4.2%
Strongly Disagree	6	1.7%
Not Applicable or No Information	35	9.7%

Section 4

Rankin County School District Faculty/Staff Survey

Introduction



FACULTY AND STAFF from across Rankin County School District were asked to respond to questions about the schools in which they work. One hundred ninety (190) faculty and staff members responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from faculty and staff members in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of open-ended question responses is included in each school's faculty/staff section.

Survey Results

FEDERAL PROGRAMS

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	80	42.1%
Agree	76	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	34	17.9%

I use effective, research-based strategies for	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	52.1%	37.9%	0.0%	0.0%	10.0%
Closing the achievement gap between diverse groups of students.	46.8%	43.7%	0.5%	0.0%	9.0%
Successful classroom management.	51.6%	39.0%	0.5%	0.0%	9.0%
Teaching special needs students.	47.9%	36.8%	0.0%	0.0%	15.3%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	36.8%	39.5%	5.8%	0.0%	17.9%

I contact parents every week.	Count	Percentage
Strongly Agree	36	19.0%
Agree	84	44.2%
Disagree	34	17.9%
Strongly Disagree	5	2.6%
Not Applicable or No Information	31	16.3%

The Literacy Coach and/or Interventionist meets regularly with the teachers/administrators of this school for the purpose of maximizing student achievement.	Count	Percentage
Strongly Agree	98	51.6%
Agree	51	26.8%
Disagree	11	5.8%
Strongly Disagree	2	1.1%
Not Applicable or No Information	28	14.7%

I would feel comfortable asking the Instructional Literacy Coach and/or Interventionist for instructional advice.

	Count	Percentage
Strongly Agree	110	57.9%
Agree	49	25.8%
Disagree	5	2.6%
Strongly Disagree	2	1.1%
Not Applicable or No Information	24	12.6%

The Instructional Literacy Coach and/or Interventionist has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

	Count	Percentage
Strongly Agree	78	41.1%
Agree	49	25.8%
Disagree	8	4.2%
Strongly Disagree	4	2.1%
Not Applicable or No Information	51	26.8%

The Literacy coach and/or Interventionist guides and supports teachers in all content areas to embed literacy best practices into instruction.

	Count	Percentage
Strongly Agree	87	45.8%
Agree	59	31.1%
Disagree	9	4.7%
Strongly Disagree	3	1.6%
Not Applicable or No Information	32	16.8%

The Instructional Literacy Coach/Interventionist is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly Agree	111	58.4%
Agree	52	27.4%
Disagree	6	3.2%
Strongly Disagree	2	1.1%
Not Applicable or No Information	19	10.0%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Expedited evaluation services for students with learning disabilities	93	49.0%
Expedited evaluation services for students with limited English	78	41.1%
Expedited evaluation services for gifted and talented students	43	22.6%
Additional academic support	115	60.5%
Tutoring	96	50.5%
Enrichment educational services	57	30.0%
Counseling	133	70.0%
Mentors	89	46.8%
School supplies	135	71.1%
School uniforms	18	9.5%
Dental referrals	41	21.6%
Medical referrals	57	30.0%
Bullying assistance	43	22.6%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	102	53.7%
Agree	79	41.6%
Disagree	5	2.6%
Strongly Disagree	1	0.5%
Not Applicable or No Information	3	1.6%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).	Count	Percentage
Strongly Agree	80	42.1%
Agree	75	39.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	35	18.4%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Embed multicultural education throughout the curriculum	95	50.0%
Utilize technology such as class websites, blogs, and videos	117	61.6%
Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies	93	49.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	120	63.2%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	118	62.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	110	57.9%
Use bilingual handouts and cues	48	25.3%
Use visual displays, portable white boards, and posters when giving instructions	111	58.4%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	71	37.4%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	121	63.7%
Agree	64	33.7%
Disagree	3	1.6%
Strongly Disagree	1	0.5%
Not Applicable or No Information	1	0.5%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	95	50.0%
Agree	89	46.8%
Disagree	2	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	2.1%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	106	55.8%
Agree	73	38.4%
Disagree	10	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	122	64.2%
Agree	63	33.2%
Disagree	4	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	Count	Percentage
Strongly Agree	122	64.2%
Agree	66	34.7%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	115	60.5%
Agree	68	35.8%
Disagree	5	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.1%

For the most part, the size of classes here does not limit instructional effectiveness.	Count	Percentage
Strongly Agree	95	50.0%
Agree	74	39.0%
Disagree	16	8.4%
Strongly Disagree	3	1.6%
Not Applicable or No Information	2	1.1%

The principal of our school is fair and open with teachers.	Count	Percentage
Strongly Agree	102	53.7%
Agree	64	33.7%
Disagree	17	9.0%
Strongly Disagree	1	0.5%
Not Applicable or No Information	6	3.2%

Technology

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	112	59.0%
Agree	66	34.7%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	5.8%

Prekindergarten and Kindergarten

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	146	76.8%
Agree	33	17.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	5.8%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	1	2	3	4	5	6	7	8	9	10	OVERALL RANK
Classroom Management	45	12	14	14	8	4	7	10	6	2	**1**
My specific content area	30	23	9	6	6	4	4	6	7	5	**2**
Differentiated Instruction	14	23	9	8	10	17	8	6	16	3	**3**
Reading for at risk students	4	16	24	15	10	16	6	10	6	9	**4**
Successful inclusion strategies	10	8	8	15	23	15	14	10	9	5	**5**
Writing strategies	8	13	17	18	8	11	9	6	7	9	**6**
English Learners	17	14	7	7	12	6	9	4	8	3	**7**
Using technology to enhance instruction	4	14	12	6	15	9	12	8	8	9	**8**
Response to Intervention (RTI/MTSS)	10	13	9	11	7	6	10	8	8	6	**9**
Developing quality assessments	7	5	12	14	9	8	9	16	5	8	**10**
Teaching and understanding students in poverty	7	8	10	12	11	13	7	5	4	10	**11**
Conflict resolution	6	6	15	8	10	5	14	4	5	9	**12**
Interpreting and analyzing student data	7	8	8	5	7	11	4	9	9	11	**13**
Depth of Knowledge	0	3	7	10	7	9	10	6	10	9	**14**
Culture sensitivity	4	5	5	7	10	5	8	4	8	5	**15**
Mississippi College and Career Readiness Standards	3	3	5	7	6	6	5	16	5	7	**16**
Teaching and understanding the needs of homeless students	2	4	4	3	2	5	7	4	6	9	**17**

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	50	26.3%
Agree	95	50.0%
Disagree	27	14.2%
Strongly Disagree	6	3.2%
Not Applicable or No Information	12	6.3%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	52	27.4%
Agree	106	55.8%
Disagree	9	4.7%
Strongly Disagree	1	0.5%
Not Applicable or No Information	22	11.6%

Notes

Section 5

Rankin County School District Community Survey

Introduction



COMMUNITY MEMBERS from across Rankin County School District were asked to respond to questions about the district and its schools. Seven (7) community members responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from community members in the categories of *Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; and Technology*.

Survey Results

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	2	28.6%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

Citizenship is effectively taught in our schools.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	3	42.9%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	3	42.9%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	2	28.6%
Agree	4	57.1%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.

	Count	Percentage
Strongly Agree	3	42.9%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I keep current with news about the school, as reported by the local media.

	Count	Percentage
Strongly Agree	2	28.6%
Agree	4	57.1%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I understand the mission of the school in our community.

	Count	Percentage
Strongly Agree	4	57.1%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The goals of the school are consistent with local values held by the community.

	Count	Percentage
Strongly Agree	2	28.6%
Agree	3	42.9%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School officials welcome visits from members of the community.

	Count	Percentage
Strongly Agree	2	28.6%
Agree	3	42.9%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School sports and extracurricular programs are important features in our community.

	Count	Percentage
Strongly Agree	3	42.9%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The teaching and administrative staff reflect the ratio of ethnic diversity in the community.

	Count	Percentage
Strongly Agree	2	28.6%
Agree	3	42.9%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our community parents are involved in their children's education.

	Count	Percentage
Strongly Agree	2	28.6%
Agree	4	57.1%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our schools have a positive impact on the community's property values.	Count	Percentage
Strongly Agree	3	42.9%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

The quality of our schools helps the area attract and retain business.	Count	Percentage
Strongly Agree	4	57.1%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	3	42.9%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	Count	Percentage
Strongly Agree	3	42.9%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	3	42.9%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

All students have equal access to quality education in our community.	Count	Percentage
Strongly Agree	2	28.6%
Agree	4	57.1%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The proportion of funds allocated for the academic program (in contrast to the athletic program, maintenance of facilities, administration, etc.) is appropriate.	Count	Percentage
Strongly Agree	2	28.6%
Agree	4	57.1%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	3	42.9%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

Notes

Section 6

McLaurin Elementary School

Introduction

McLaurin Elementary School is located at 2693 Star Road in Florence, Mississippi. In January of 2024, it served five hundred fifty-two (552) students, prekindergarten through sixth grade (PK-6). According to the school website, MES's vision is, "Through the collaboration of parents, staff, the community, and students, McLaurin Elementary School will become a model of academic excellence." Its mission is, "As members of McLaurin Elementary School, we will intentionally focus on living our mission to empower our colleagues and students to reach their maximum potential by modeling excellence in education despite challenges and cultivating each individual's unique 'magic' and personal experiences as a community."



McLaurin Elementary is a school-wide Title I school. Title I is designed to ensure that all children will have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic standards and state academic assessments.



Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

MCLAURIN ELEMENTARY SCHOOL ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	616	547	556	581	552	
PK	20	*	*	*	*	
K	81	69	80	74	63	
ELEM_SPED	*	*	*	*	*	
GR_1	88	69	74	95	79	
GR_2	90	77	74	67	96	
GR_3	85	80	71	83	57	
GR_4	69	81	78	73	80	
GR_5	88	67	84	82	72	
GR_6	85	82	71	81	80	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 70: McLaurin Elementary School Enrollment

MCLAURIN ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	616	547	556	581	552	
GENDER	FEMALE	288	264	270	289	274	
	MALE	328	283	286	292	278	
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*	
	ASIAN	*	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	97	97	93	95	80	
	HISPANIC OR LATINO	*	*	28	28	28	
	TWO OR MORE RACES	40	28	34	48	52	
	WHITE	449	393	396	407	389	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 71: McLaurin Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

MCLAURIN ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

	2021	2022	2023
ALL	495.8	516.7	523.9
K	66.8	75.9	67.2
ELEM_SPED	5.2	7.9	5.7
GR_1	65.5	70.5	90.3
GR_2	70.5	73.9	63.4
GR_3	73.4	64.3	78.4
GR_4	74.4	74.4	67.3
GR_5	64.5	78.5	76.3
GR_6	75.5	71.3	75.2

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 72: McLaurin Elementary School Average Daily Attendance

Chronic Absence

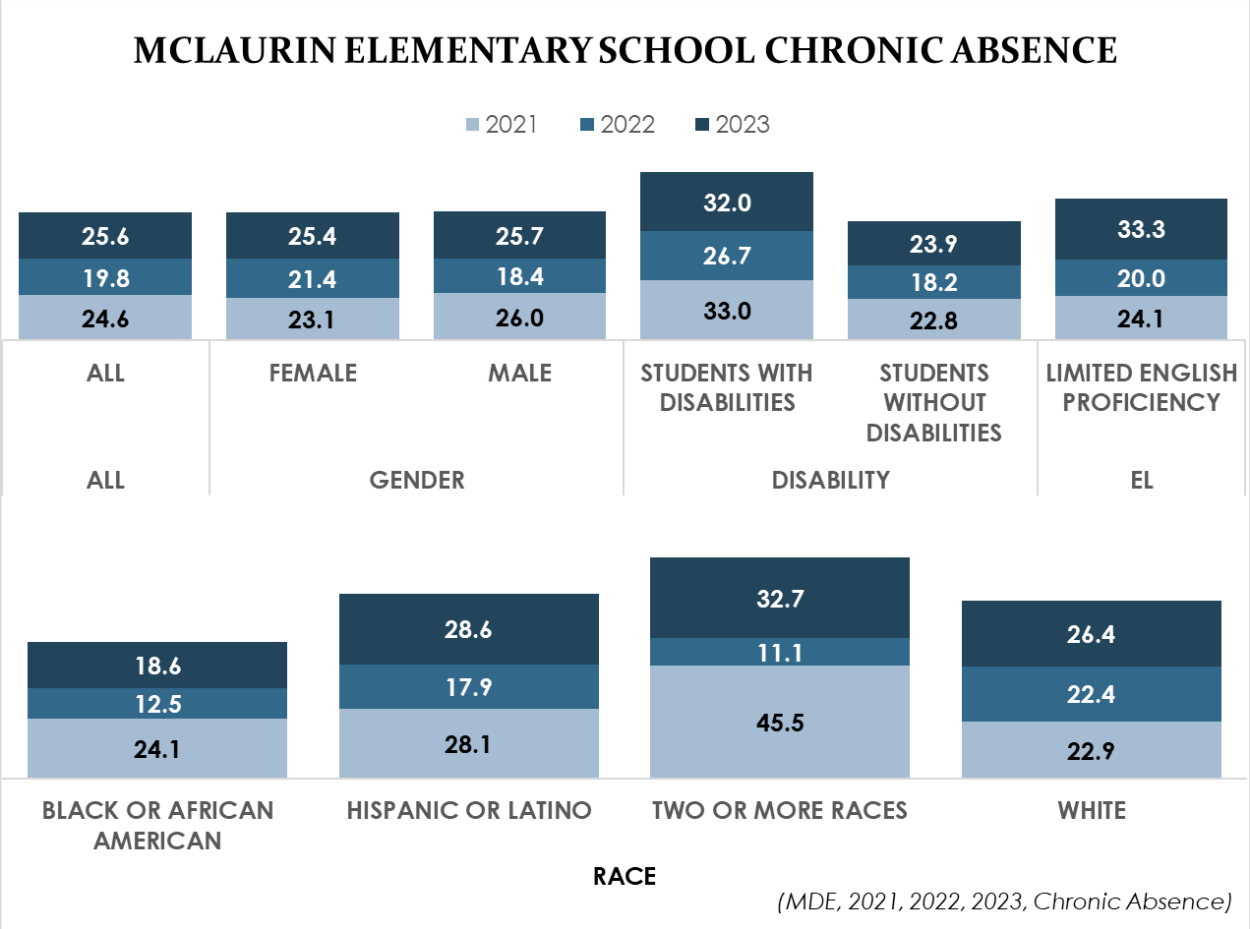


Figure 73: McLaurin Elementary School Chronic Absence by Demographic Group

Accountability

Accountability Measures

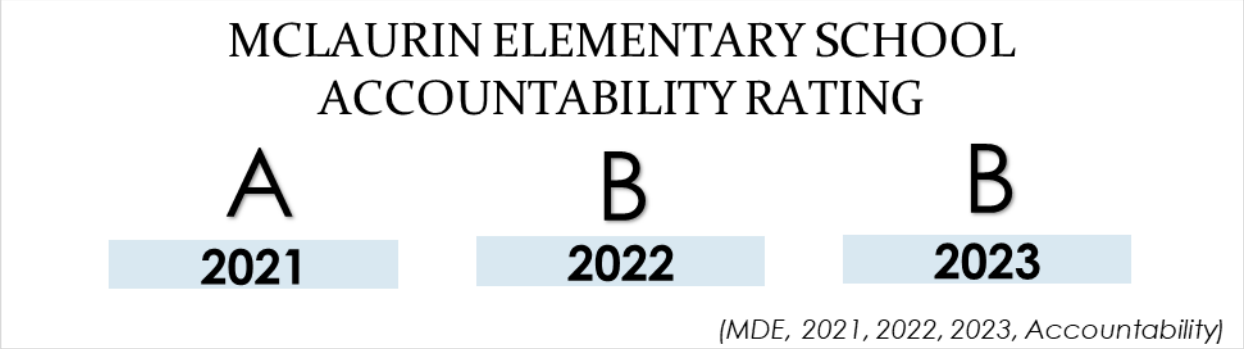


Figure 74: McLaurin Elementary School Accountability Rating

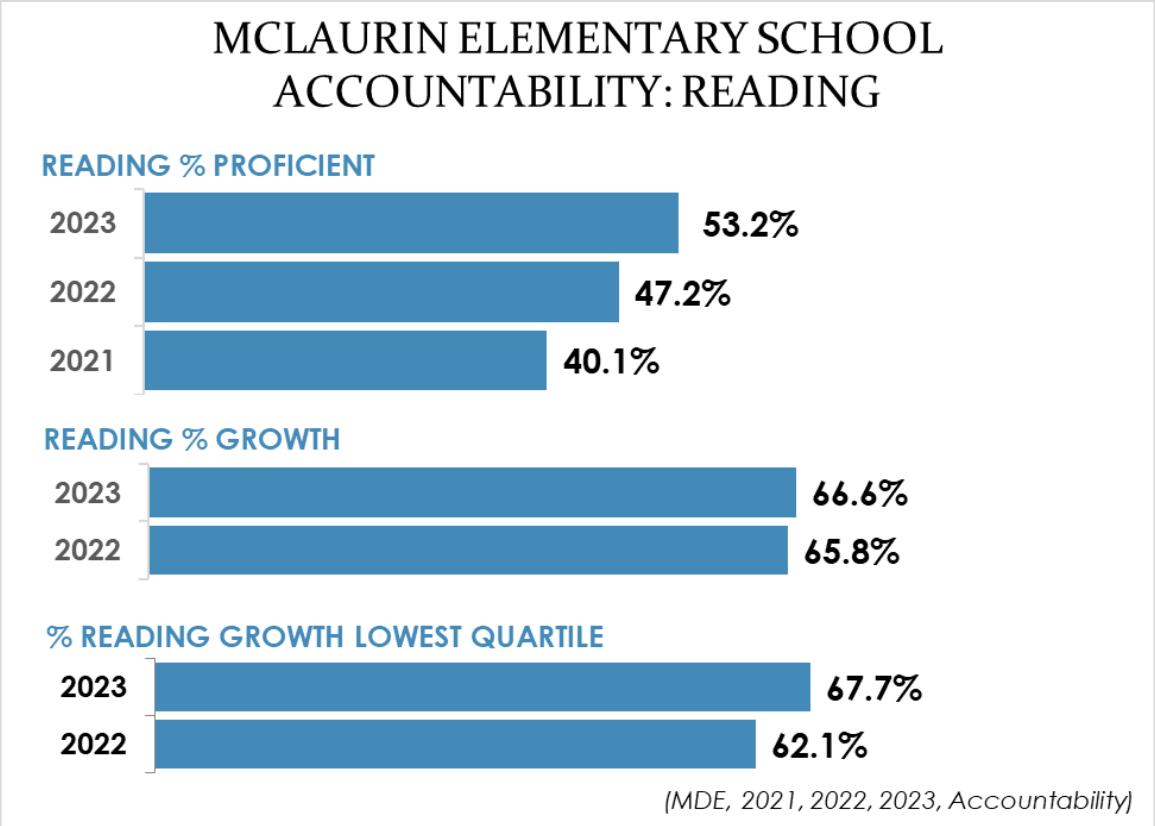


Figure 75: McLaurin Elementary School Accountability: Reading

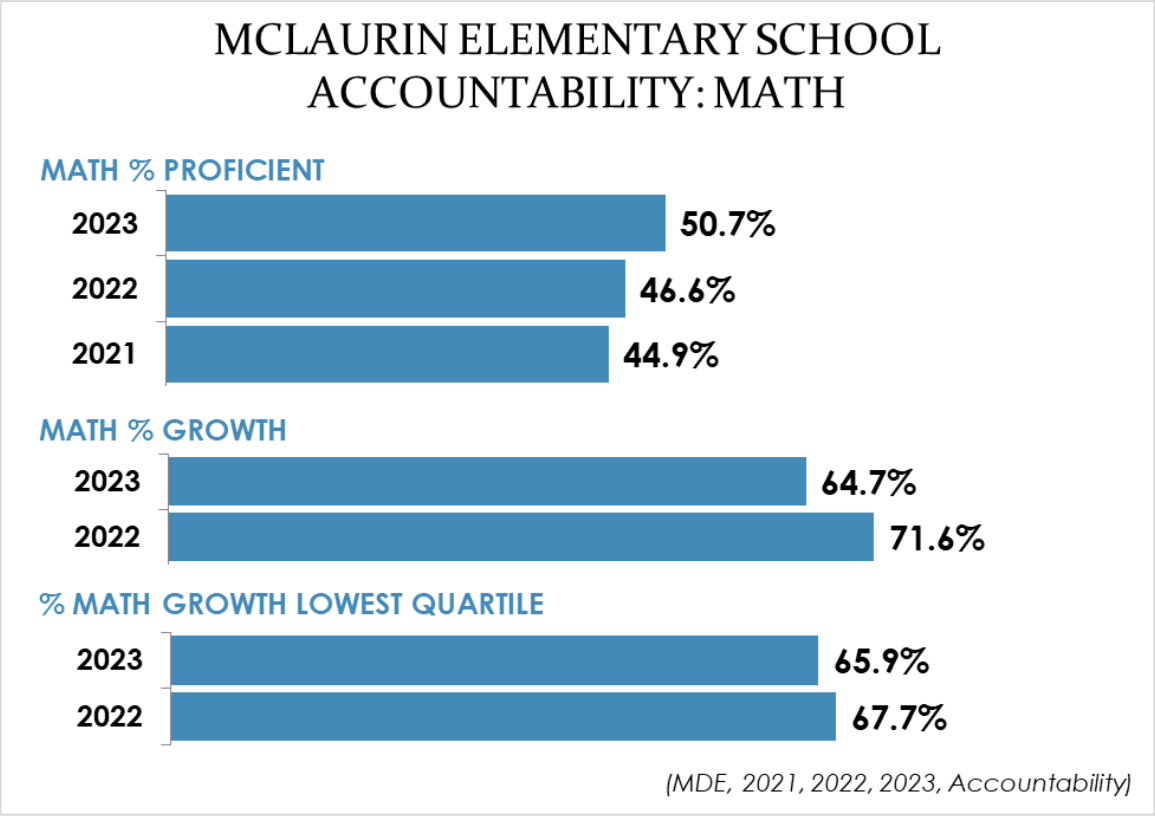


Figure 76: McLaurin Elementary School Accountability: Math

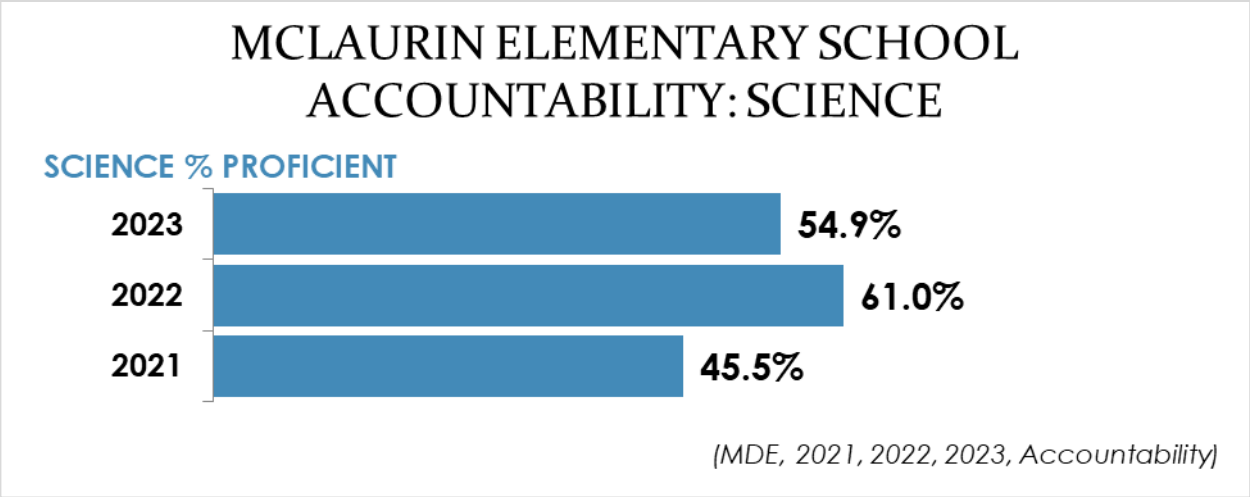


Figure 77: McLaurin Elementary School Accountability: Science

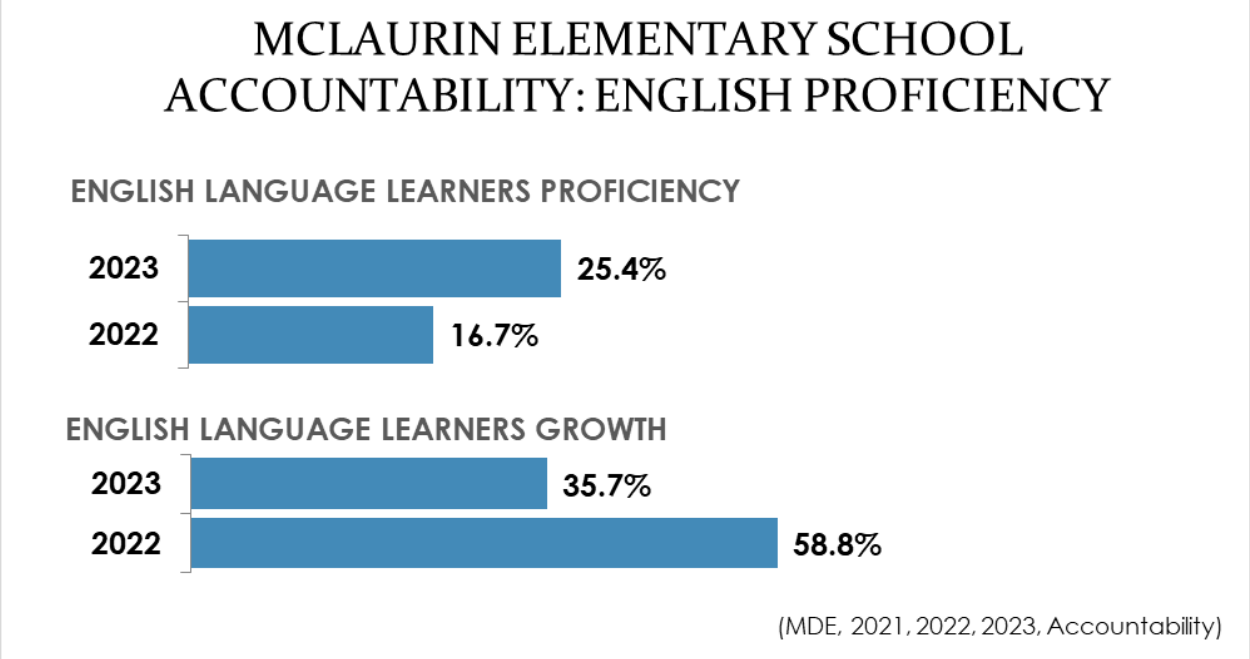


Figure 78: McLaurin Elementary School Accountability: English Proficiency



McLaurin Elementary School

Proficiency by Demographic Group

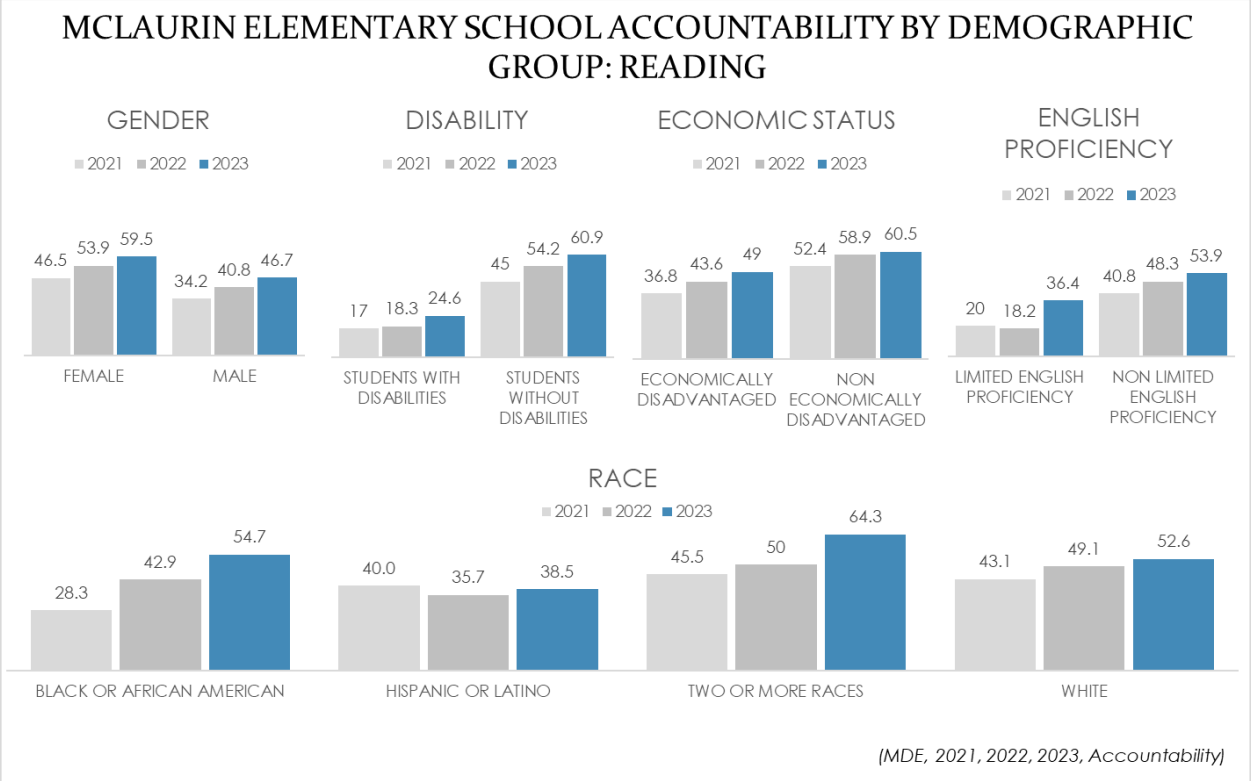


Figure 79: McLaurin Elementary School Reading Proficiency by Demographic Group

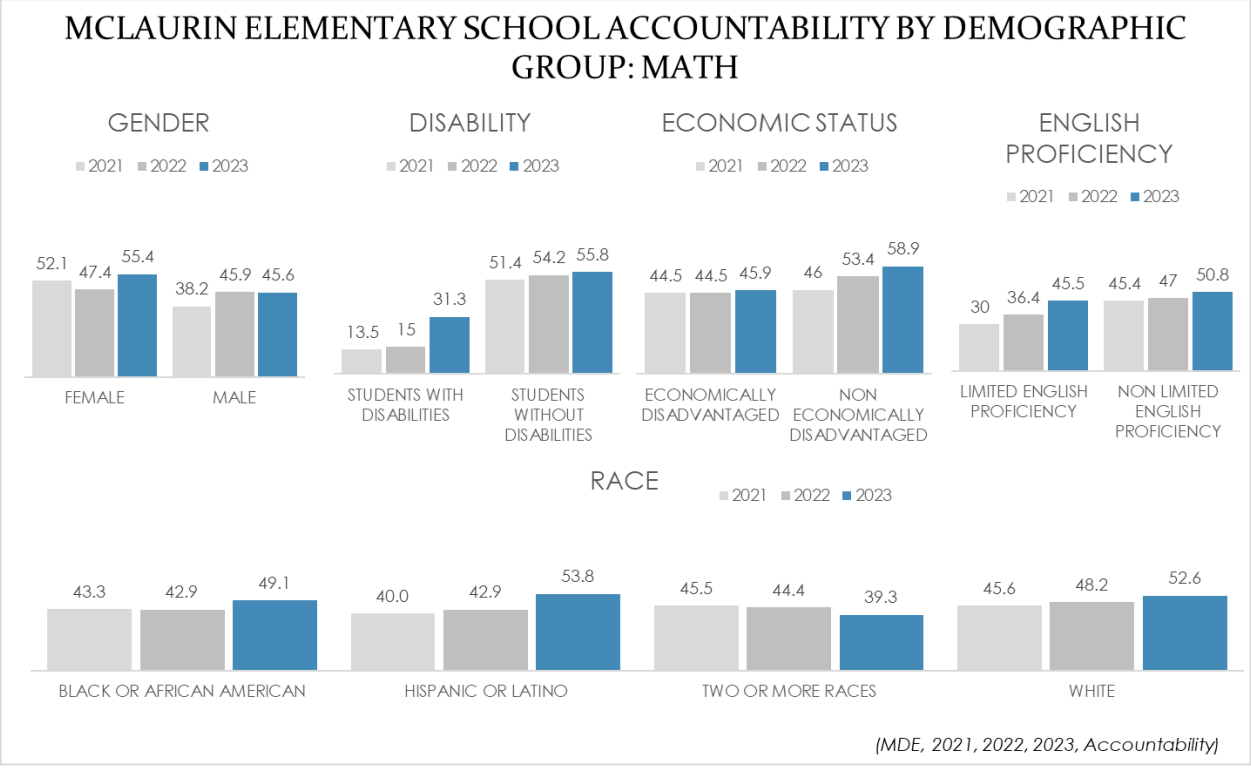


Figure 80: McLaurin Elementary School Math Proficiency by Demographic Group

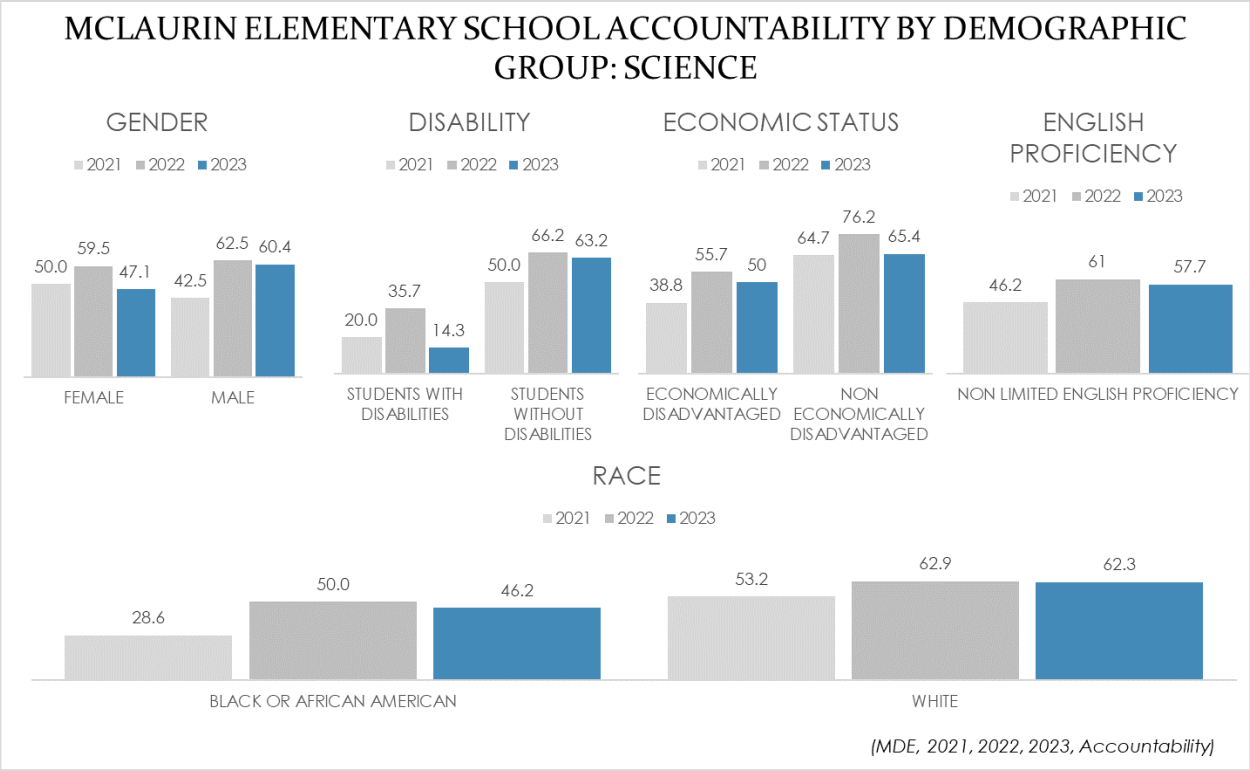


Figure 81: McLaurin Elementary School Science Proficiency by Demographic Group

Assessment

Kindergarten Readiness

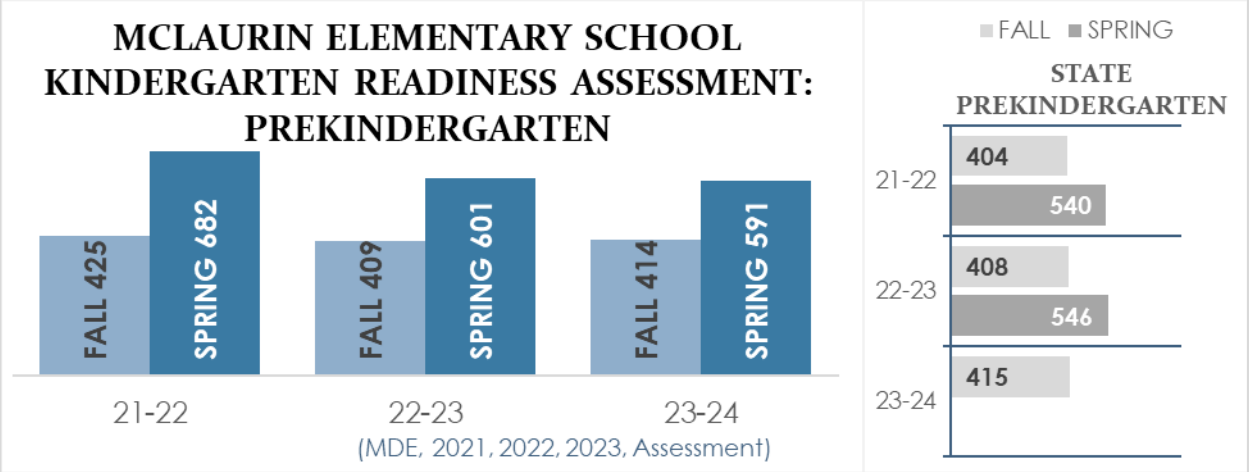


Figure 82: McLaurin Elementary School Kindergarten Readiness Assessment: Prekindergarten

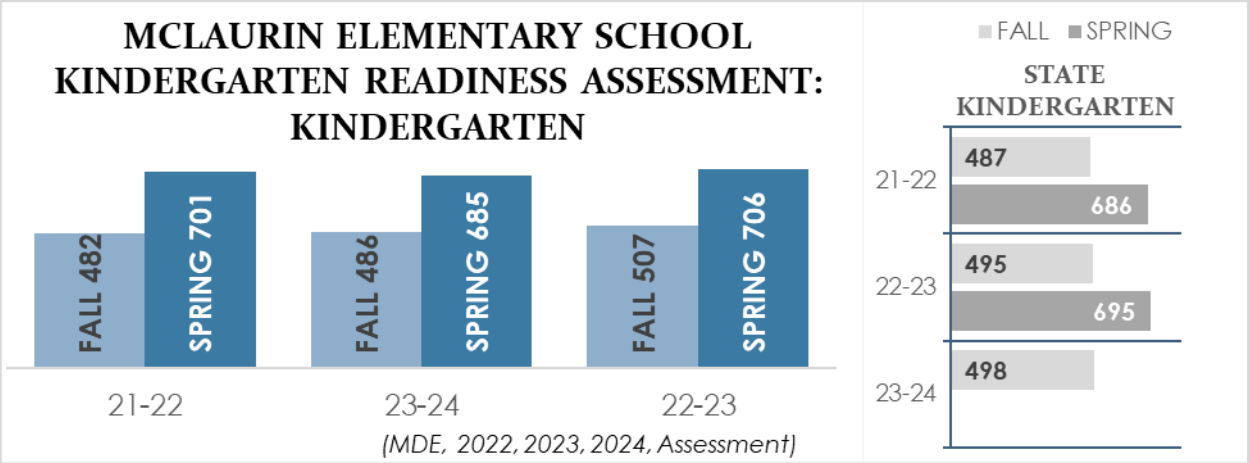


Figure 83: McLaurin Elementary School Kindergarten Readiness Assessment: Kindergarten

Third-Grade Reading Assessment

The Literacy-Based Promotion Act (LBPA) requires that students pass the Third-Grade Reading Assessment or meet one of the exemption criteria to be promoted to the fourth grade. Students are given three opportunities to take the assessment.

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools.

MCLAURIN ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT

2019	2022	2023	2024
72	71.6	83.3	82.7

Figure 84: McLaurin Elementary School Initial Third-Grade Reading Assessment Pass Rate



Mississippi Academic Assessment Program (MAAP)

MAAP ELA

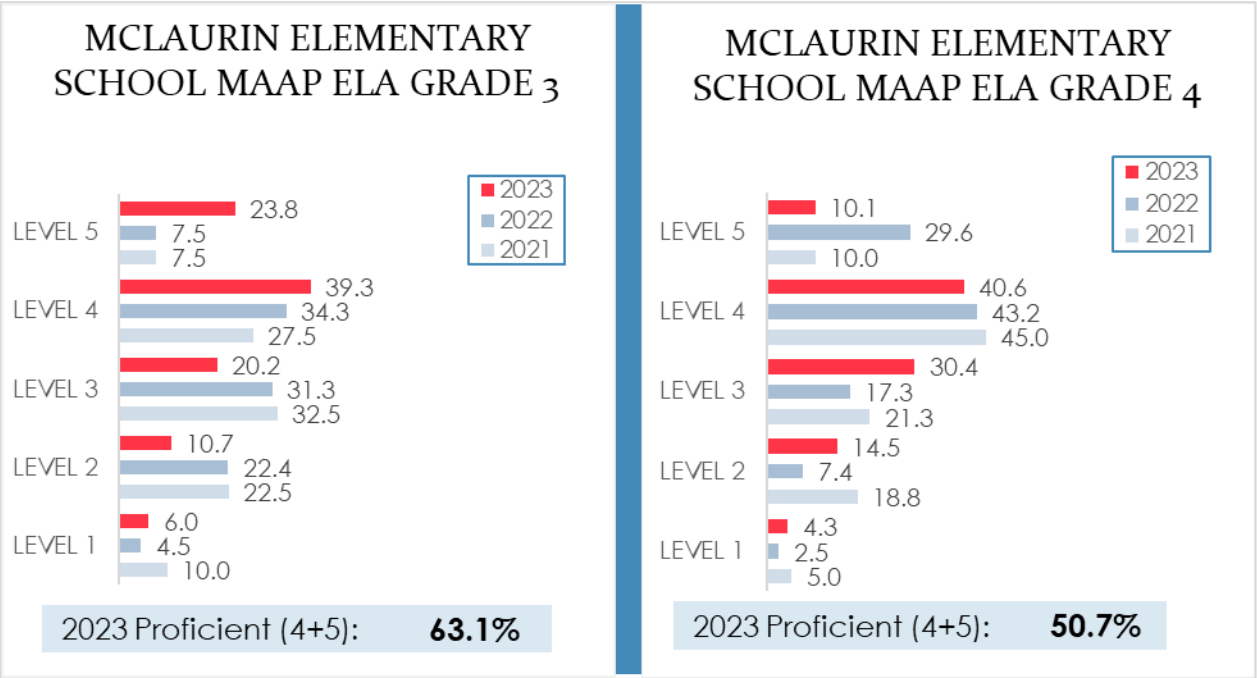


Figure 85: McLaurin Elementary School MAAP ELA Grades 3 and 4

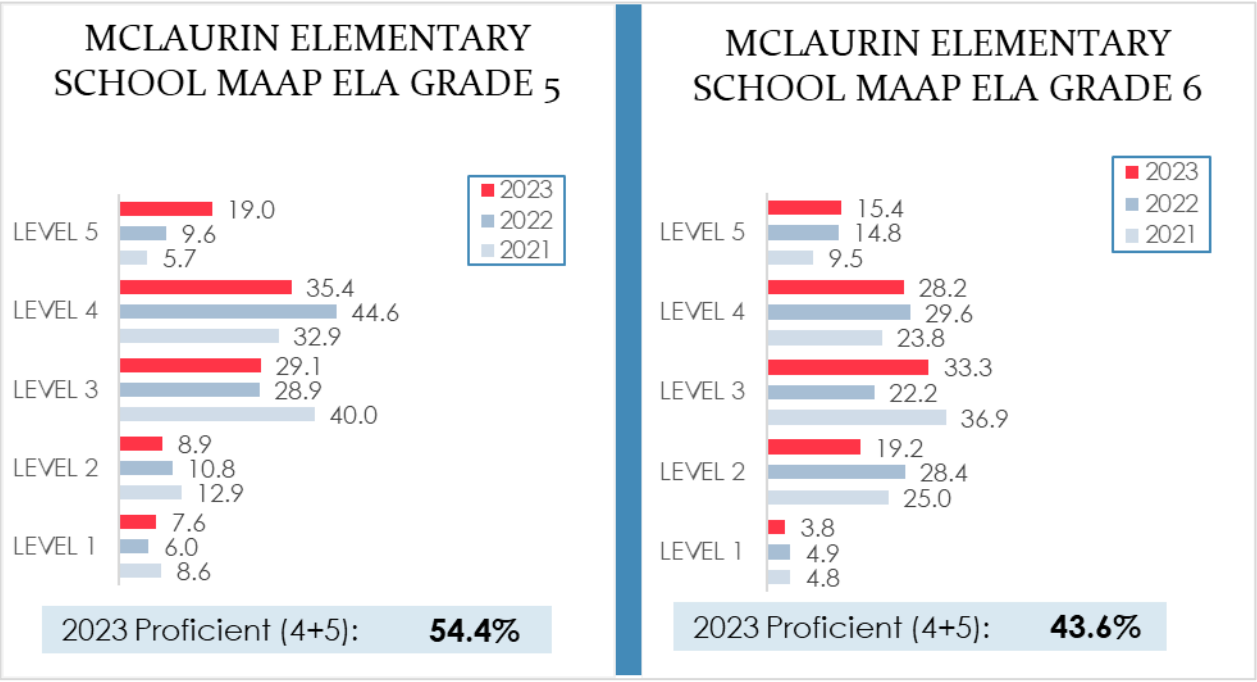


Figure 86: McLaurin Elementary School MAAP ELA Grades 5 and 6

McLaurin Elementary School

MAAP MATH

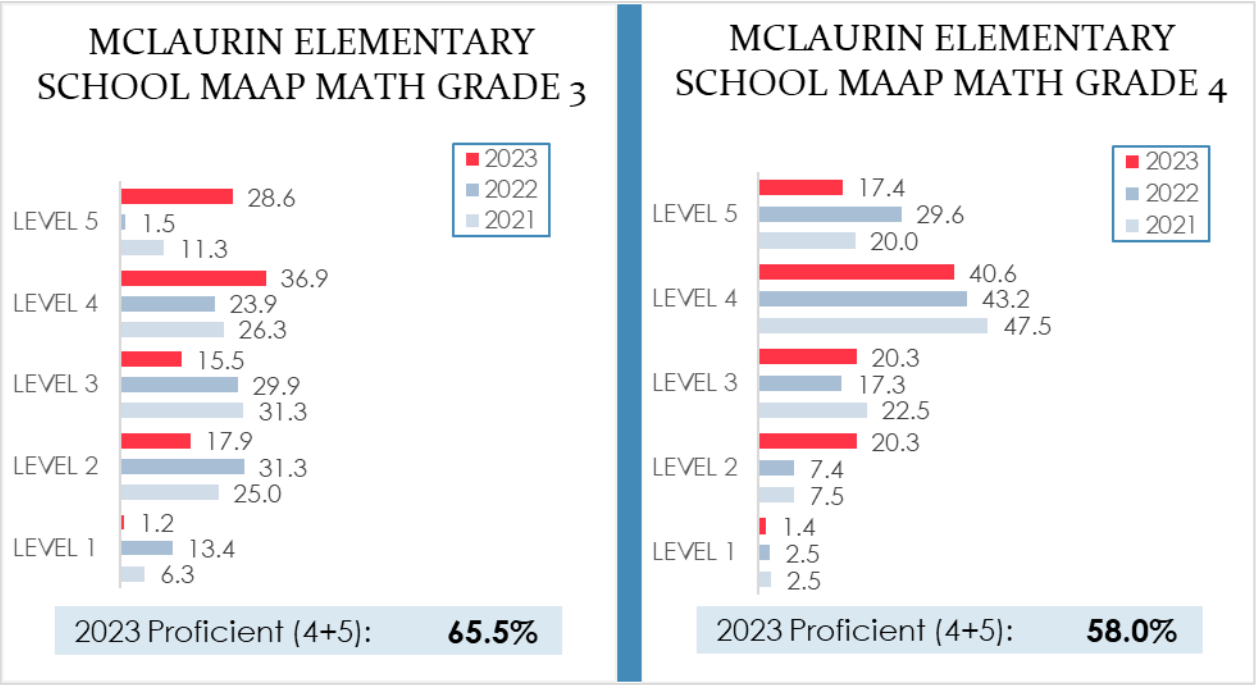


Figure 87: McLaurin Elementary School MAAP Math Grades 3 and 4

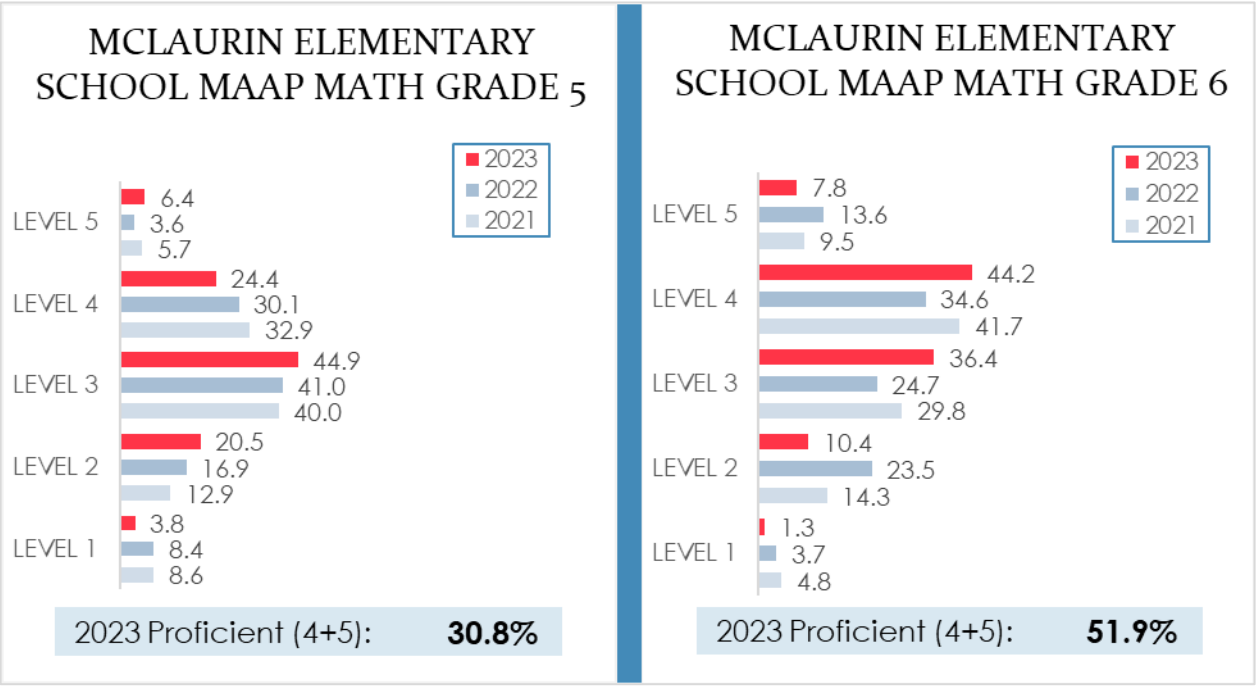


Figure 88: McLaurin Elementary School MAAP Math Grades 5 and 6

MAAP SCIENCE

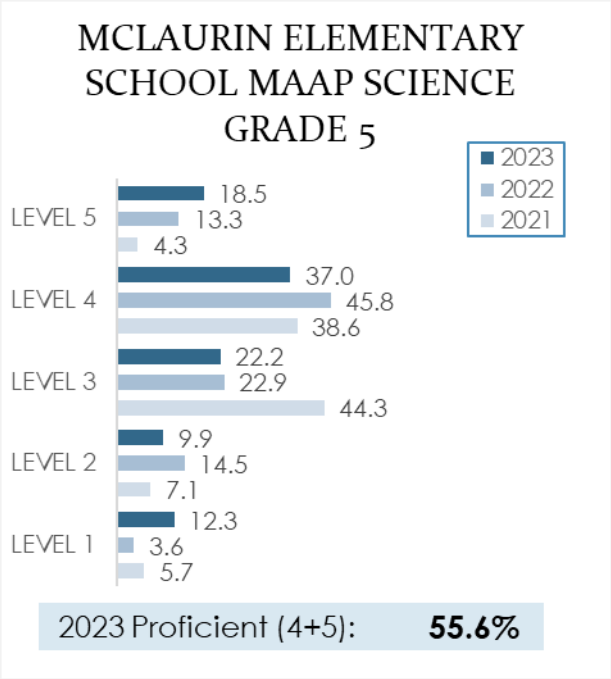


Figure 89: McLaurin Elementary School MAAP Science Grade 5

Personnel

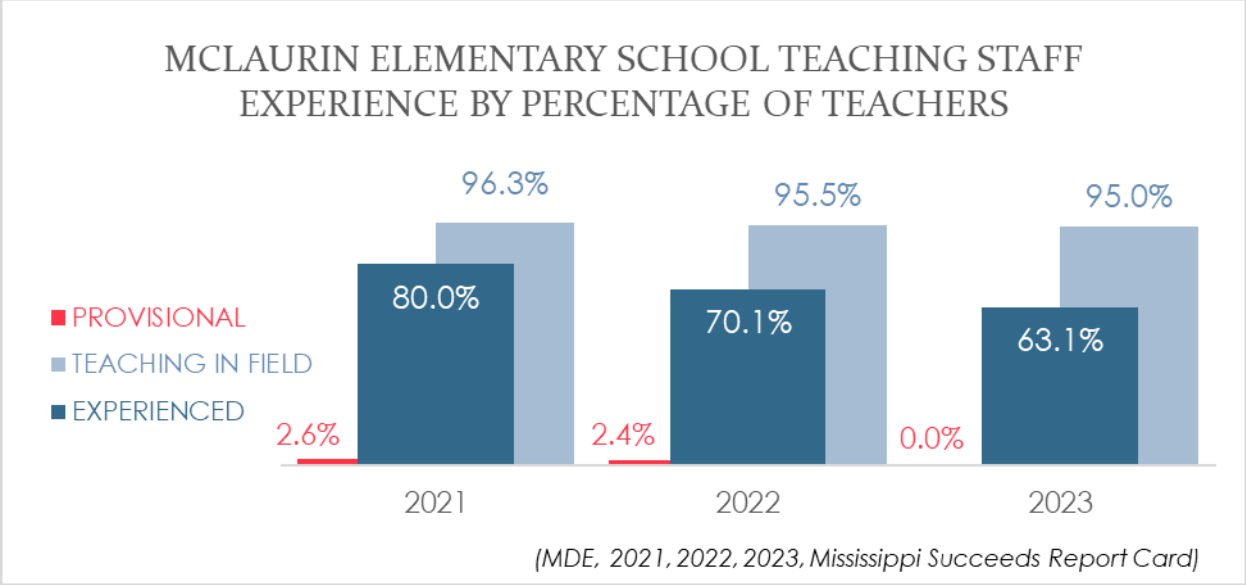


Figure 90: McLaurin Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

MCLAURIN ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤5	7.3	8.9	≤5	7.2	8.2			
GENDER	FEMALE	≤5	≤5	≤5	≤5	≤5	≤5			
	MALE	≤5	10.9	15.2	≤5	11.9	14.5			
RACE	ASIAN									
	BLACK OR AFRICAN AMERICAN	6.9	14.7	13.0	≤5	9.8	12.0			
	TWO OR MORE RACES		11.4	5.9		8.6	≤5			
	WHITE	≤5	5.3	8.9	≤5	6.7	8.2			
DISABILITY	STUDENTS WITH DISABILITIES	≤5	10.9	11.2	≤5	10.9	12.8			
	STUDENTS WITHOUT DISABILITIES	≤5	6.4	8.3	≤5	6.2	7.0			
EL	NON LIMITED ENGLISH PROFICIENCY		7.6	9.2		7.5	8.3			

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 91: McLaurin Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at McLaurin Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten;* and *Professional Development*. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Fifty-five (55) faculty and staff members, nineteen (19) parents, and one hundred forty (140) students responded to the survey.

McLaurin Elementary School Faculty/Staff Survey

Demographics

Please indicate your certification status and your years of experience as an educator.				
	1-3 years	4-10 years	11-20 years	21+ years
Certified staff	20	4	12	6
Non-certified staff	9	6	2	0

Federal Programs

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	29	52.7%
Agree	17	30.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	16.4%

I use effective, research-based strategies for	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	60.0%	34.6%	0.0%	0.0%	5.5%
Closing the achievement gap between diverse groups of students.	56.4%	38.2%	0.0%	0.0%	5.5%
Successful classroom management.	58.2%	36.4%	0.0%	0.0%	5.5%
Teaching special needs students.	58.2%	25.5%	0.0%	0.0%	16.4%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	47.3%	34.6%	3.6%	0.0%	14.6%

I contact parents every week.	Count	Percentage
Strongly Agree	13	23.6%
Agree	27	49.1%
Disagree	5	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	18.2%

The Literacy Coach and/or Interventionist meets regularly with the teachers/administrators of this school for the purpose of maximizing student achievement.	Count	Percentage
Strongly Agree	32	58.2%
Agree	15	27.3%
Disagree	3	5.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	9.1%

I would feel comfortable asking the Instructional Literacy Coach and/or Interventionist for instructional advice.

	Count	Percentage
Strongly Agree	33	60.0%
Agree	14	25.5%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	6	10.9%

The Instructional Literacy Coach and/or Interventionist has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

	Count	Percentage
Strongly Agree	24	43.6%
Agree	17	30.9%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	12	21.8%

The Literacy coach and/or Interventionist guides and supports teachers in all content areas to embed literacy best practices into instruction.

	Count	Percentage
Strongly Agree	28	50.9%
Agree	17	30.9%
Disagree	2	3.6%
Strongly Disagree	1	1.8%
Not Applicable or No Information	7	12.7%

The Instructional Literacy Coach/Interventionist is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly Agree	33	60.0%
Agree	17	30.9%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.3%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Expedited evaluation services for students with learning disabilities	31	56.4%
Expedited evaluation services for students with limited English	26	47.3%
Expedited evaluation services for gifted and talented students	21	38.2%
Additional academic support	38	69.1%
Tutoring	37	67.3%
Enrichment educational services	23	41.8%
Counseling	38	69.1%
Mentors	33	60.0%
School supplies	43	78.2%
School uniforms	9	16.4%
Dental referrals	18	32.7%
Medical referrals	22	40.0%
Bullying assistance	17	30.9%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	27	49.1%
Agree	25	45.5%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	1	1.8%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).	Count	Percentage
Strongly Agree	25	45.5%
Agree	19	34.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	20.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Embed multicultural education throughout the curriculum	27	49.1%
Utilize technology such as class websites, blogs, and videos	31	56.4%
Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies	29	52.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	37	67.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	29	52.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	31	56.4%
Use bilingual handouts and cues	17	30.9%
Use visual displays, portable white boards, and posters when giving instructions	33	60.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	28	50.9%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	36	65.5%
Agree	18	32.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	32	58.2%
Agree	22	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	25	45.5%
Agree	24	43.6%
Disagree	5	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	29	52.7%
Agree	23	41.8%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	Count	Percentage
Strongly Agree	32	58.2%
Agree	22	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	36	65.5%
Agree	16	29.1%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

For the most part, the size of classes here does not limit instructional effectiveness.	Count	Percentage
Strongly Agree	27	49.1%
Agree	19	34.6%
Disagree	7	12.7%
Strongly Disagree	1	1.8%
Not Applicable or No Information	1	1.8%

The principal of our school is fair and open with teachers.	Count	Percentage
Strongly Agree	22	40.0%
Agree	21	38.2%
Disagree	7	12.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	9.1%

Technology

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	32	58.2%
Agree	20	36.4%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

Prekindergarten and Kindergarten

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	42	76.4%
Agree	11	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	1	2	3	4	5	6	7	8	9	10	OVERALL RANK
Classroom Management	18	4	2	3	2	1	1	1	1	0	**1**
Differentiated Instruction	3	7	3	1	2	10	0	0	6	1	**2**
Writing strategies	3	3	5	5	2	4	4	3	1	3	**3**
Reading for at risk students	0	6	6	3	3	6	2	3	2	0	**4**
My specific content area	7	5	2	3	2	1	0	3	3	2	**5**
English Learners	6	5	3	1	3	0	4	1	2	1	**6**
Response to Intervention (RTI/MTSS)	3	4	4	4	3	2	2	3	0	1	**7**
Successful inclusion strategies	2	3	1	3	4	5	2	5	3	2	**8**
Developing quality assessments	2	1	3	6	1	2	4	1	2	3	**9**
Teaching and understanding students in poverty	3	1	2	3	4	4	1	1	2	2	**10**
Conflict resolution	0	1	6	1	3	3	5	1	1	2	**11**
Depth of Knowledge	0	2	1	6	2	0	4	2	2	4	**12**
Using technology to enhance instruction	0	1	4	1	5	2	3	1	3	0	**13**
Interpreting and analyzing student data	3	1	1	3	3	0	2	3	0	4	**14**
Culture sensitivity	0	1	3	2	2	2	4	1	3	2	**15**
Mississippi College and Career Readiness Standards	0	2	2	1	4	0	0	7	3	1	**16**
Teaching and understanding the needs of homeless students	0	3	1	1	1	3	1	0	2	6	**17**

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	15	27.3%
Agree	30	54.6%
Disagree	6	10.9%
Strongly Disagree	1	1.8%
Not Applicable or No Information	3	5.5%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	18	32.7%
Agree	31	56.4%
Disagree	2	3.6%
Strongly Disagree	1	1.8%
Not Applicable or No Information	3	5.5%

General Opinion

Note: In response to 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.

Faculty/Staff members from McLaurin Elementary School generally appreciate the supportive environment provided by the administration. They mention that "the school does a great job providing students with the resources needed to be successful" and that "the district does an excellent job of making sure teachers have what they need to be successful." However, they see room for improvement in areas such as behavior management and suggest more instructional planning period time and teacher incentives.

McLaurin Elementary School Parent Survey

Federal Programs

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:	Count	Percentage
Improving access to foreign language instruction, arts, and music education	9	47.4%
Supporting college and career counseling	6	31.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	13	68.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	42.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	6	31.6%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:	Count	Percentage
Promoting community and parent involvement in schools	7	36.8%
Providing school-based mental health services and counseling	9	47.4%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	3	15.8%
Establishing or improving dropout prevention	5	26.3%
Supporting re-entry programs and transition services for Justice-involved youth	3	15.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	11	57.9%
Implementing systems and practices to prevent bullying and harassment	14	73.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	13	68.4%
Establishing community partnerships	5	26.3%

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	11	57.9%
Building technological capacity and infrastructure	8	42.1%
Carrying out innovative blended learning projects	4	21.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	10	52.6%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	12	63.2%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	6	31.6%
Computer Classes	5	26.3%
Conflict Resolution	8	42.1%
Discipline	7	36.8%
Drug/Alcohol Awareness	8	42.1%
English as a Second Language	4	21.1%
Health Classes	7	36.8%
Literacy Classes	5	26.3%
Math Classes	5	26.3%
Parent-to-School Relationships	6	31.6%
Parent/Child Communication	5	26.3%
Preparing for College	7	36.8%
Parenting Workshops	4	21.1%
Social Media Classes	5	26.3%
Stress/Anger Management	8	42.1%
Understanding College- and Career-Ready Standards	5	26.3%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
Activities to help my child learn over the summer	8	42.1%
Help my child with homework	7	36.8%
How to motivate my child	11	57.9%
How to promote family reading	4	21.1%
How to set goals for my child	7	36.8%
Manage time	7	36.8%
Prepare my child for testing	8	42.1%
Understand my child's learning styles	13	68.4%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Babysitting/childcare at parent meetings	5	26.3%
District and/or school newsletters	9	47.4%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	8	42.1%
Resource materials for parental training	3	15.8%
Training for parents to work with other parents on becoming involved in the schools	6	31.6%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	2	10.5%
Home/School folders	7	36.8%
Home/School Planners	11	57.9%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	4	21.1%
Agree	11	57.9%
Disagree	2	10.5%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	4	21.1%
Agree	13	68.4%
Disagree	0	0.0%
Strongly Disagree	2	10.5%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	7	36.8%
Agree	9	47.4%
Disagree	3	15.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	3	15.8%
Agree	12	63.2%
Disagree	0	0.0%
Strongly Disagree	2	10.5%
Not Applicable or No Information	2	10.5%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	5	26.3%
Agree	13	68.4%
Disagree	0	0.0%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	2	10.5%
Agree	11	57.9%
Disagree	3	15.8%
Strongly Disagree	2	10.5%
Not Applicable or No Information	1	5.3%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	7	36.8%
Agree	10	52.6%
Disagree	2	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	4	21.1%
Agree	10	52.6%
Disagree	1	5.3%
Strongly Disagree	2	10.5%
Not Applicable or No Information	2	10.5%

Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	3	15.8%
Agree	10	52.6%
Disagree	1	5.3%
Strongly Disagree	1	5.3%
Not Applicable or No Information	4	21.1%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	14	73.7%
Checked my child's grades/assignments online	13	68.4%
Been in contact with my child's teacher	19	100.0%
Received a newsletter from the district, school, or teacher	15	79.0%
Worked with a committee or group on school or district policies	3	15.8%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	5	26.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	13	68.4%
Volunteered at my child's school	6	31.6%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	5	26.3%
Agree	10	52.6%
Disagree	2	10.5%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	8	42.1%
Agree	7	36.8%
Disagree	1	5.3%
Strongly Disagree	1	5.3%
Not Applicable or No Information	2	10.5%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	5	26.3%
Agree	11	57.9%
Disagree	3	15.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	3	15.8%
Agree	13	68.4%
Disagree	1	5.3%
Strongly Disagree	2	10.5%
Not Applicable or No Information	0	0.0%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	5	26.3%
Agree	10	52.6%
Disagree	3	15.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	6	31.6%
Agree	10	52.6%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

PREKINDERGARTEN AND KINDERGARTEN

I am pleased with my preschooler's or kindergartener's progress in the following social skills:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Understanding the difference between right and wrong and recognizing and respecting authority figures.	10.5%	26.3%	5.3%	0.0%	57.9%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	15.8%	36.8%	0.0%	0.0%	47.4%
Playing independently or in a small group without needing to be constantly supervised.	15.8%	26.3%	0.0%	5.3%	52.6%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	15.8%	36.8%	0.0%	0.0%	47.4%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Making decisions for himself/herself and exploring new experiences.	15.8%	31.6%	0.0%	5.3%	47.4%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	15.8%	36.8%	0.0%	0.0%	47.4%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	15.8%	26.3%	5.3%	5.3%	47.4%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," recognizing shapes and measurements.	26.3%	26.3%	0.0%	0.0%	47.4%
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	10.5%	26.3%	5.3%	5.3%	42.1%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things	15.8%	31.6%	5.3%	0.0%	47.4%

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	7	36.8%
Agree	4	21.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	42.1%

My child's preschool or kindergarten class is warm and welcoming.	Count	Percentage
Strongly Agree	5	26.3%
Agree	2	10.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	63.2%

General Opinion

Note: In response to 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.

Parents of students from McLaurin Elementary School who participated in the survey commend the school for its strong sense of community and the dedication of its staff. One parent notes that "McLaurin Elementary is wonderful at building a sense of community within the school for both of my children." Another parent appreciates the resources provided for their dyslexic child, stating that their child "has received the resources needed to assist her in learning and achieving her goals." Nonetheless, parents express concerns about issues such as "bullying at school" and suggest the need for more parent involvement and academic recognition for the younger elementary students.

McLaurin Elementary School Student Survey

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	37	26.4%
Agree	76	54.3%
Disagree	9	6.4%
Strongly Disagree	5	3.6%
Not Applicable or No Information	13	9.3%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	64	45.7%
Agree	62	44.3%
Disagree	7	5.0%
Strongly Disagree	4	2.9%
Not Applicable or No Information	3	2.1%

Our school (district) provides students with educational programs that are appropriate to their learning needs.

	Count	Percentage
Strongly Agree	31	22.1%
Agree	67	47.9%
Disagree	21	15.0%
Strongly Disagree	7	5.0%
Not Applicable or No Information	14	10.0%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	15	10.7%
Agree	51	36.4%
Disagree	29	20.7%
Strongly Disagree	25	17.9%
Not Applicable or No Information	20	14.3%

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.

	Count	Percentage
Strongly Agree	24	17.1%
Agree	73	52.1%
Disagree	23	16.4%
Strongly Disagree	10	7.1%
Not Applicable or No Information	10	7.1%

I have been taught how to use the resources of the school and community to help me with my schoolwork.

	Count	Percentage
Strongly Agree	31	22.1%
Agree	81	57.9%
Disagree	6	4.3%
Strongly Disagree	6	4.3%
Not Applicable or No Information	16	11.4%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	36	25.7%
Agree	72	51.4%
Disagree	11	7.9%
Strongly Disagree	10	7.1%
Not Applicable or No Information	11	7.9%

Teachers are willing to give students individual help outside of class time.

	Count	Percentage
Strongly Agree	15	10.7%
Agree	44	31.4%
Disagree	25	17.9%
Strongly Disagree	15	10.7%
Not Applicable or No Information	41	29.3%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.		
	Count	Percentage
Strongly Agree	34	24.3%
Agree	63	45.0%
Disagree	19	13.6%
Strongly Disagree	11	7.9%
Not Applicable or No Information	13	9.3%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	38	27.1%
Agree	60	42.9%
Disagree	17	12.1%
Strongly Disagree	8	5.7%
Not Applicable or No Information	17	12.1%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	36	25.7%
Agree	73	52.1%
Disagree	7	5.0%
Strongly Disagree	9	6.4%
Not Applicable or No Information	15	10.7%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	31	22.1%
Agree	69	49.3%
Disagree	11	7.9%
Strongly Disagree	2	1.4%
Not Applicable or No Information	27	19.3%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	26	18.6%
Agree	68	48.6%
Disagree	23	16.4%
Strongly Disagree	11	7.9%
Not Applicable or No Information	12	8.6%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	37	26.4%
Agree	74	52.9%
Disagree	12	8.6%
Strongly Disagree	6	4.3%
Not Applicable or No Information	11	7.9%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	Count	Percentage
Strongly Agree	52	37.1%
Agree	62	44.3%
Disagree	13	9.3%
Strongly Disagree	3	2.1%
Not Applicable or No Information	10	7.1%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	28	20.0%
Agree	61	43.6%
Disagree	28	20.0%
Strongly Disagree	11	7.9%
Not Applicable or No Information	12	8.6%

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

	Count	Percentage
Strongly Agree	60	42.9%
Agree	68	48.6%
Disagree	7	5.0%
Strongly Disagree	3	2.1%
Not Applicable or No Information	2	1.4%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	36	25.7%
Agree	81	57.9%
Disagree	10	7.1%
Strongly Disagree	3	2.1%
Not Applicable or No Information	10	7.1%

A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	43	30.7%
Agree	69	49.3%
Disagree	11	7.9%
Strongly Disagree	5	3.6%
Not Applicable or No Information	12	8.6%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	39	27.9%
Agree	56	40.0%
Disagree	22	15.7%
Strongly Disagree	9	6.4%
Not Applicable or No Information	14	10.0%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.

	Count	Percentage
Strongly Agree	30	21.4%
Agree	61	43.6%
Disagree	21	15.0%
Strongly Disagree	7	5.0%
Not Applicable or No Information	21	15.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	56	40.0%
Agree	56	40.0%
Disagree	9	6.4%
Strongly Disagree	4	2.9%
Not Applicable or No Information	15	10.7%

GENERAL OPINION

Note: In response to 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.

STUDENTS from McLaurin Elementary School highlight positive aspects such as the supportive and kind teachers who help them learn and feel safe. A student mentions that "everyone is nice, and the teachers are also nice, and the school does best in keeping us safe." Despite this, students suggest several areas for improvement, including the need for better food, cleaner bathrooms, and updated playground equipment. One student also points out the need for more support for those with ADHD, stating that teachers should understand that behaviors like "fidgeting" help some students focus.

Section 7

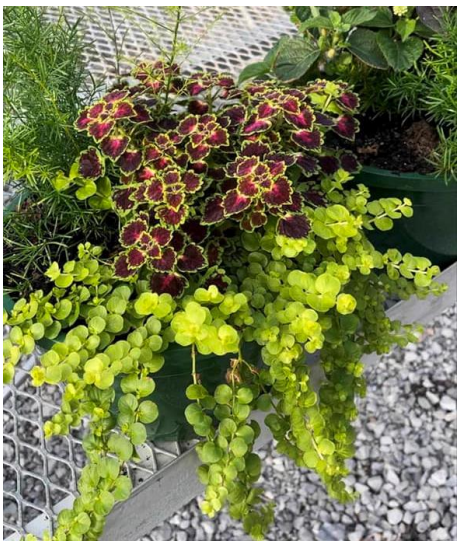
McLaurin High School

Introduction

McLaurin High School is located at 130 Tiger Drive in Florence, Mississippi. In January of 2024, it housed five hundred three (503) students in seventh through twelfth grades (7-12). MHS is dedicated to empowering students to reach their maximum potential through its mission of "Bring Everyone's Strengths Together" (BEST). McLaurin High School offers a variety of activities, including athletic programs and a gifted education program that addresses the unique needs of gifted students through leadership and creative problem-solving activities. The school also provides dual credit opportunities, allowing students to earn college credits while still in high school, which supports their college and career readiness.

Outstanding features of McLaurin High School include the Capstone Project, which involves extensive research, mentorship, and community service, and the Distinguished Service Graduate recognition program, which honors students who complete significant volunteer service hours. Academies listed on the school website include Ag/Science and Teacher Academies. MHS also features a greenhouse, run by the botany class and FFA.





Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

MCLAURIN HIGH SCHOOL ENROLLMENT						
	2020	2021	2022	2023	2024	TREND
ALL	540	527	518	504	503	
ELEM_SPED				*	*	
GR_7	97	87	85	80	80	
GR_8	94	92	95	85	87	
GR_9	89	95	90	103	82	
GR_10	97	81	89	81	91	
GR_11	86	85	*	79	78	
GR_12	66	*	78	65	73	
SEC_SPED	*	*	*	*	*	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 92: McLaurin High School Enrollment

MCLAURIN HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP							
		2020	2021	2022	2023	2024	TREND
ALL	ALL	540	527	518	504	503	
GENDER	FEMALE	274	273	268	262	273	
	MALE	266	254	250	242	230	
RACE	BLACK OR AFRICAN AMERICAN	102	104	116	90	98	
	HISPANIC OR LATINO	*	20	16	11	12	
	TWO OR MORE RACES	*	*	*	54	48	
	WHITE	408	390	372	347	341	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 93: McLaurin High School Enrollment by Demographic Group

Attendance

Average Daily Attendance

MCLAURIN HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	473.3	470.4	457.9
ELEM_SPED	0.5	0.0	4.0
GR_7	81.0	80.0	75.0
GR_8	84.1	88.0	79.1
GR_9	86.6	81.6	91.5
GR_10	70.6	79.7	72.1
GR_11	75.8	62.5	73.1
GR_12	68.4	71.6	57.3
SEC_SPED	6.3	7.0	5.7

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 94: McLaurin High School Average Daily Attendance

Chronic Absence

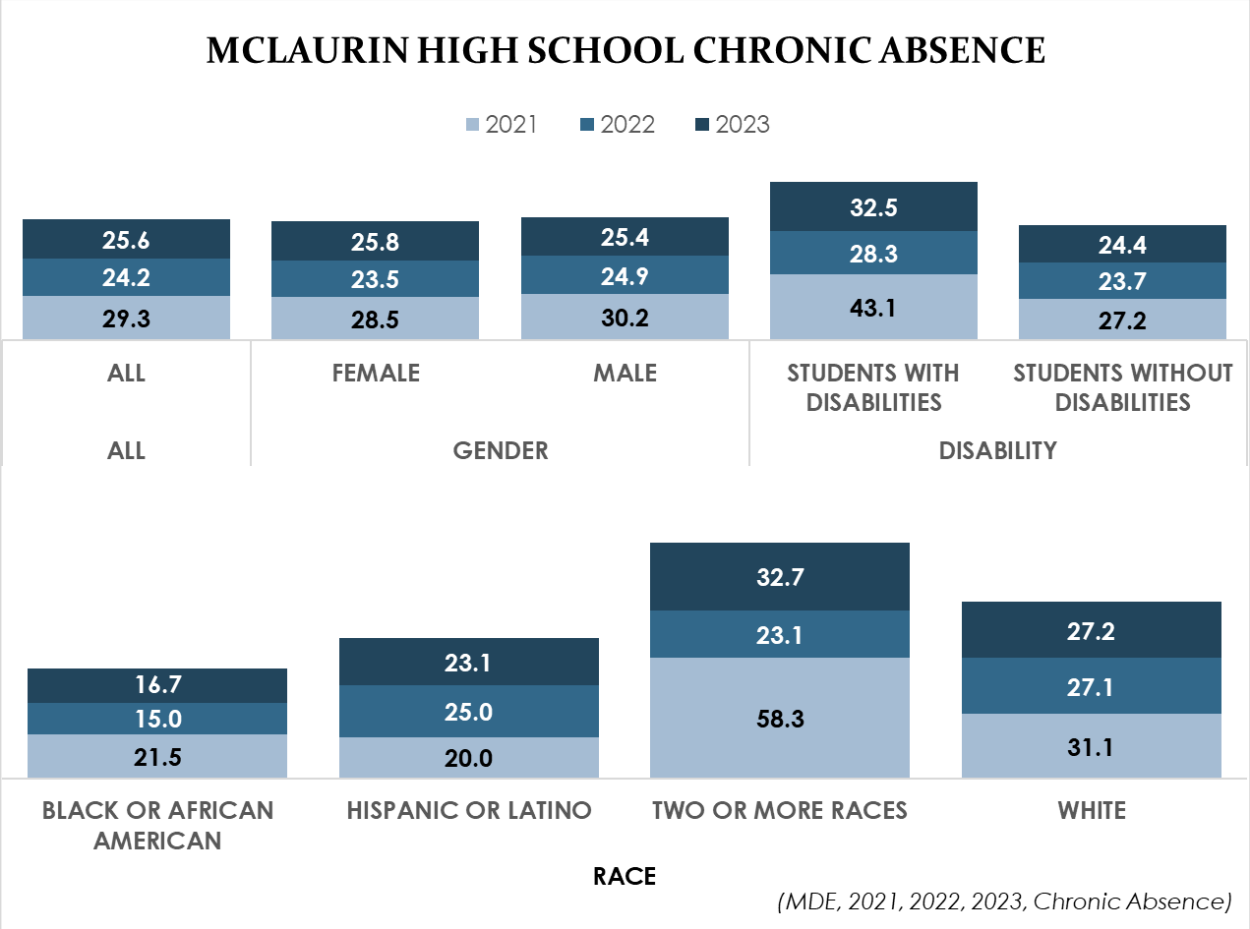


Figure 95: McLaurin High School Chronic Absence

Accountability

Accountability Measures

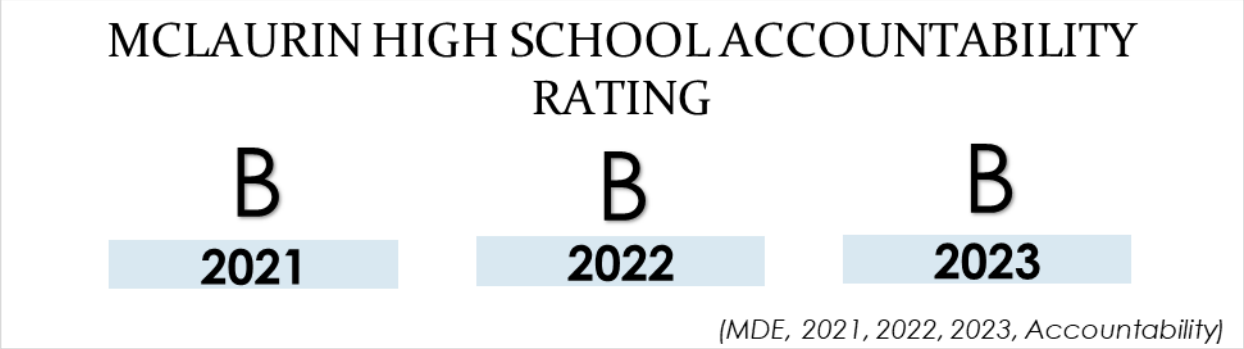


Figure 96: McLaurin High School Accountability Rating

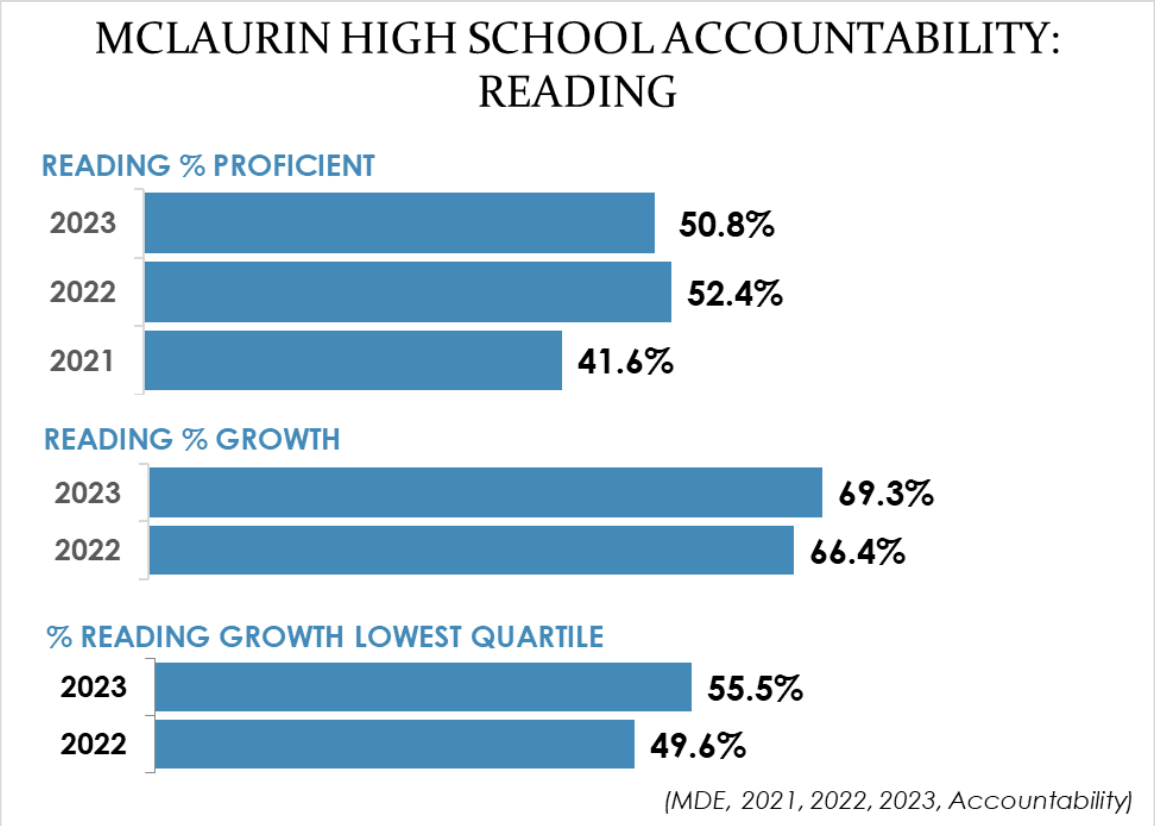


Figure 97: McLaurin High School Accountability: Reading

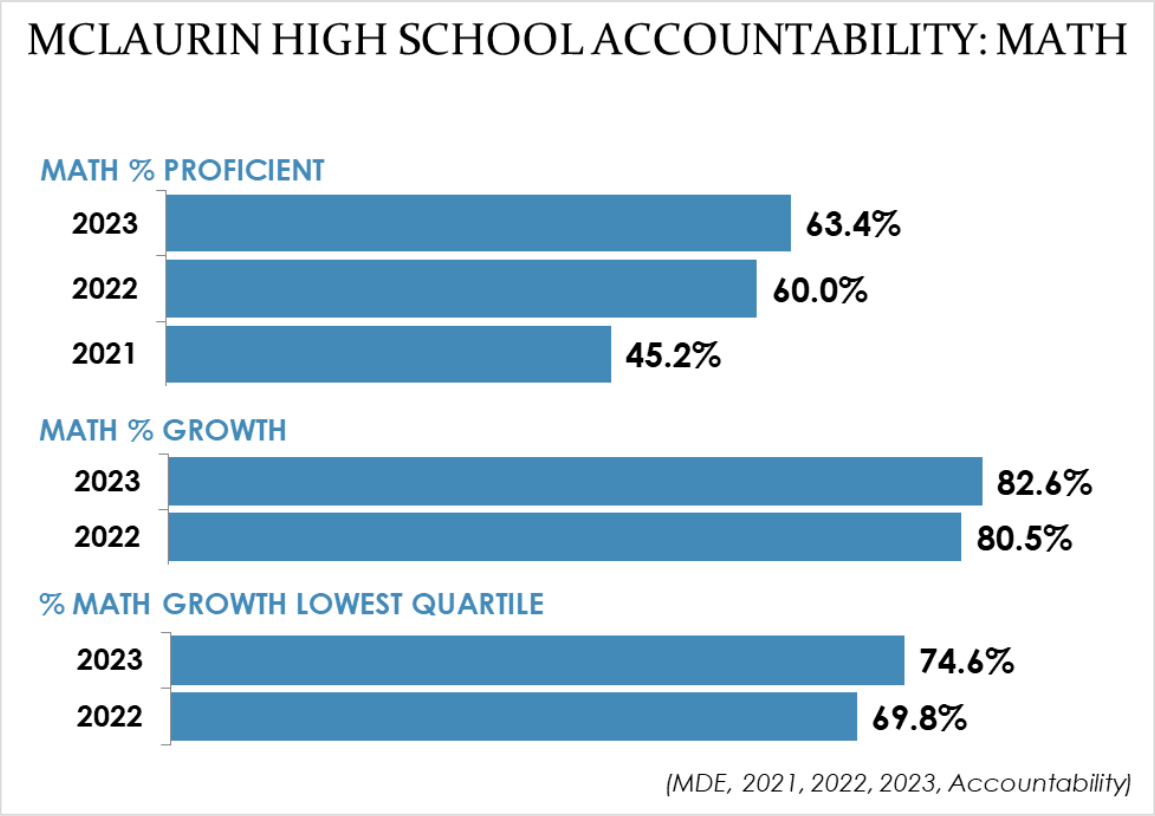


Figure 98: McLaurin High School Accountability: Math

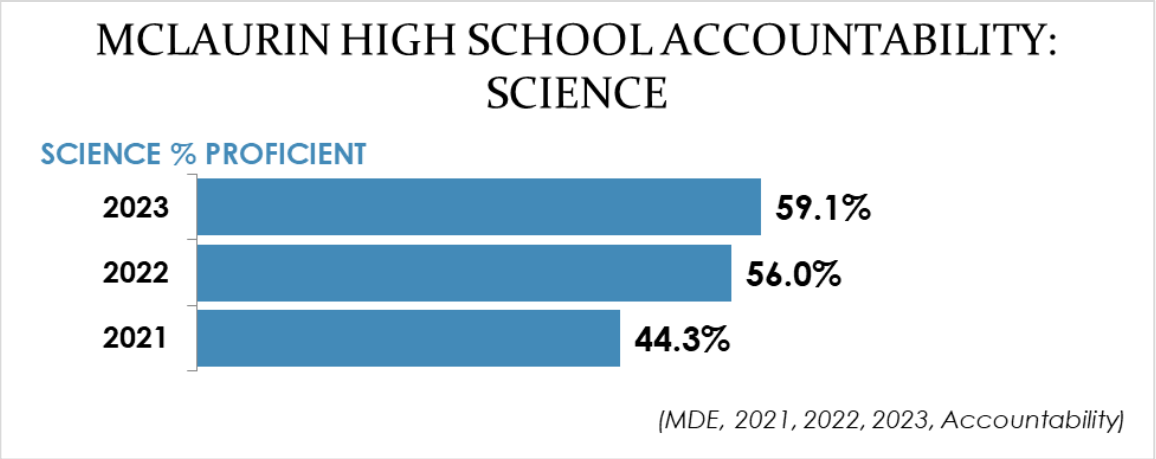


Figure 99: McLaurin High School Accountability: Science

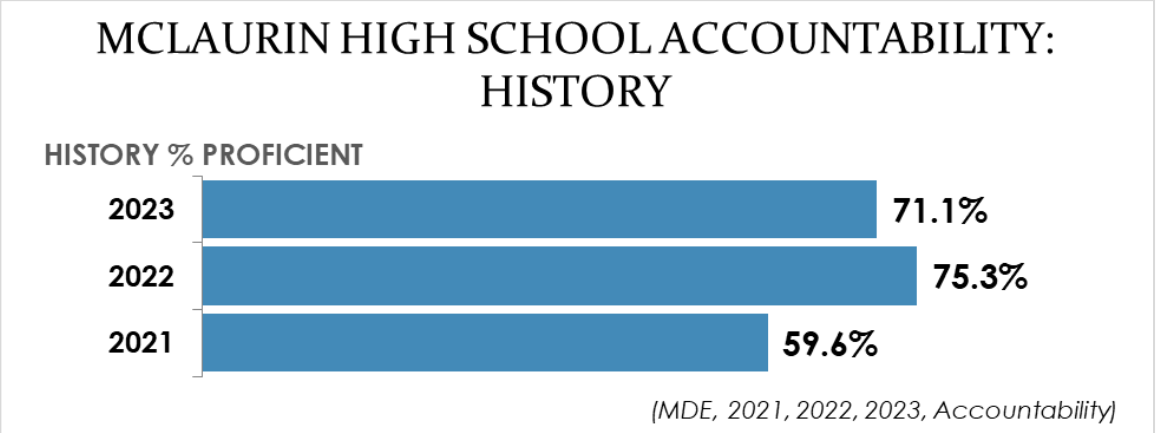


Figure 100: McLaurin High School Accountability: History

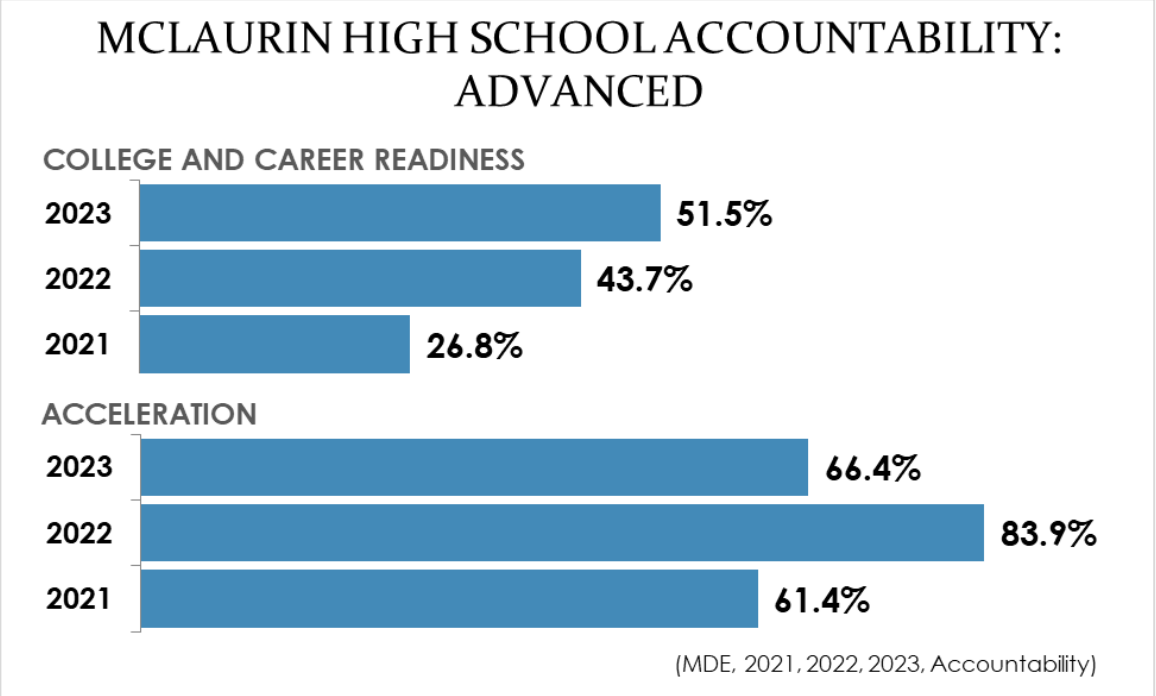


Figure 101: McLaurin High School Accountability: Advanced

Proficiency by Demographic Group

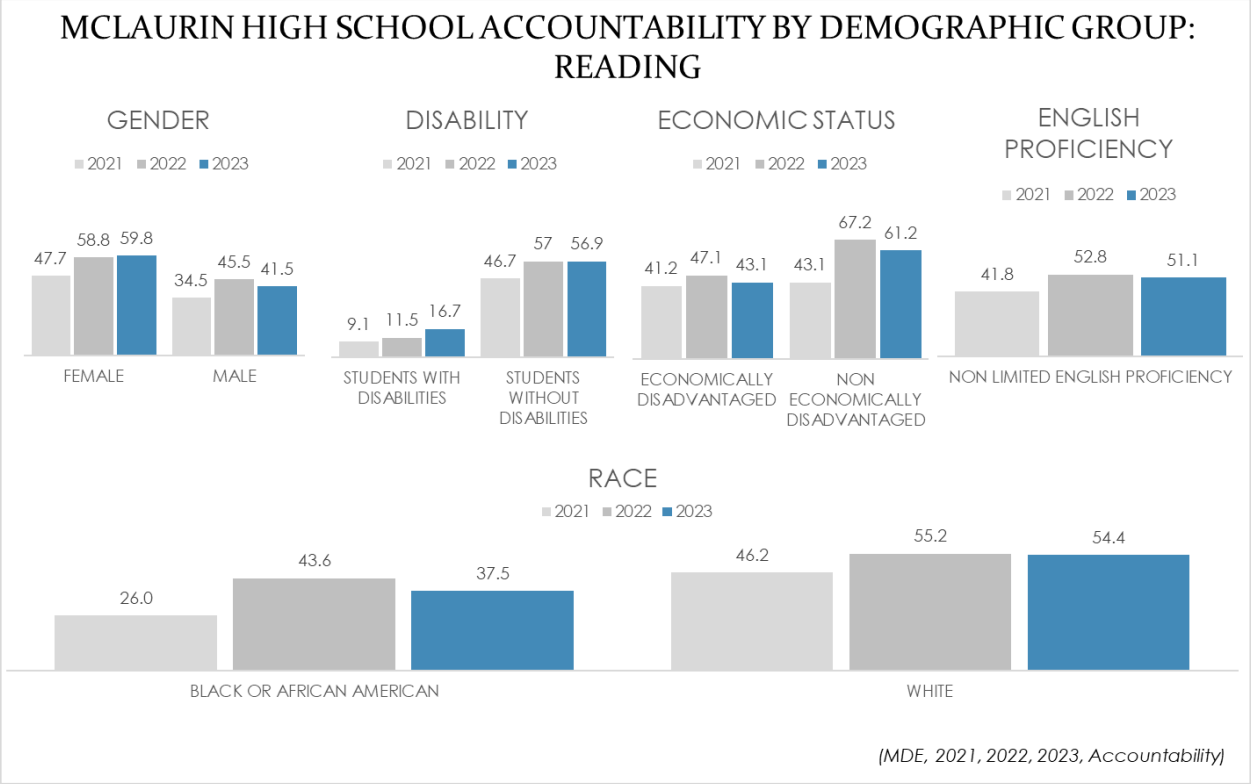


Figure 102: McLaurin High School Proficiency by Demographic Group: Reading

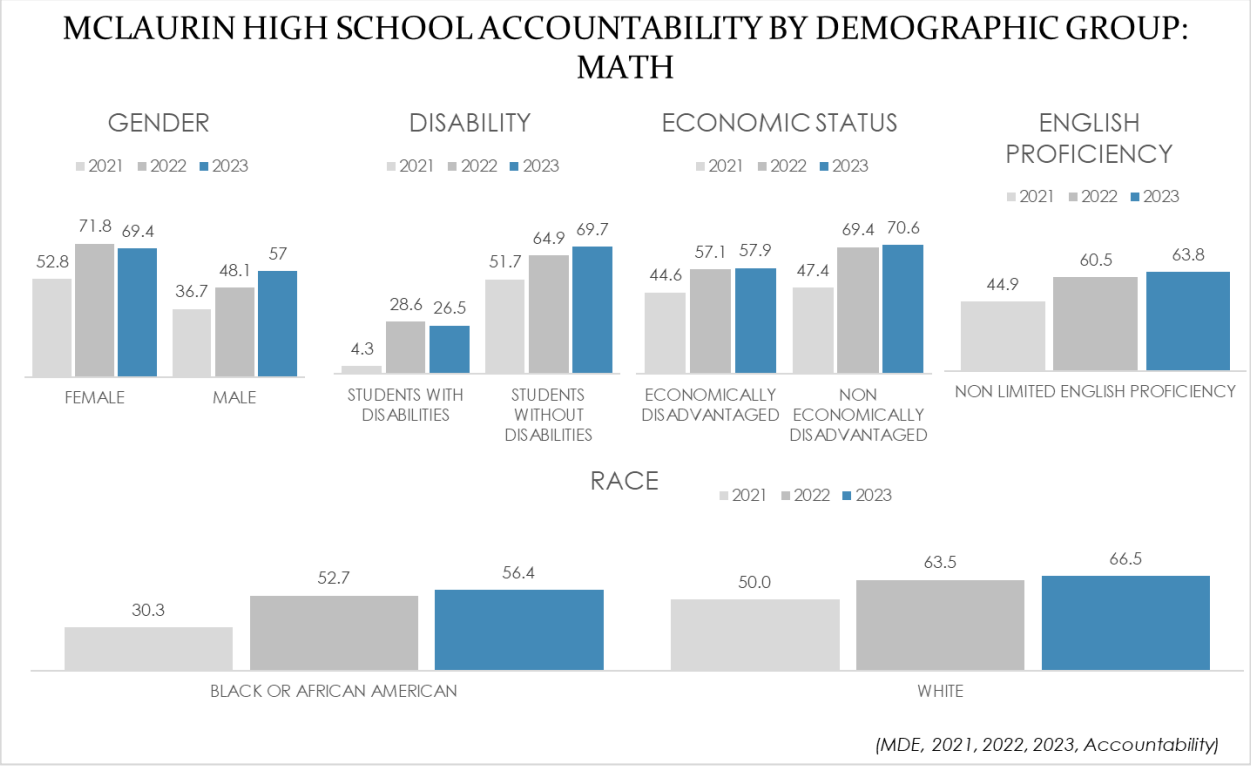


Figure 103: McLaurin High School Proficiency by Demographic Group: Math

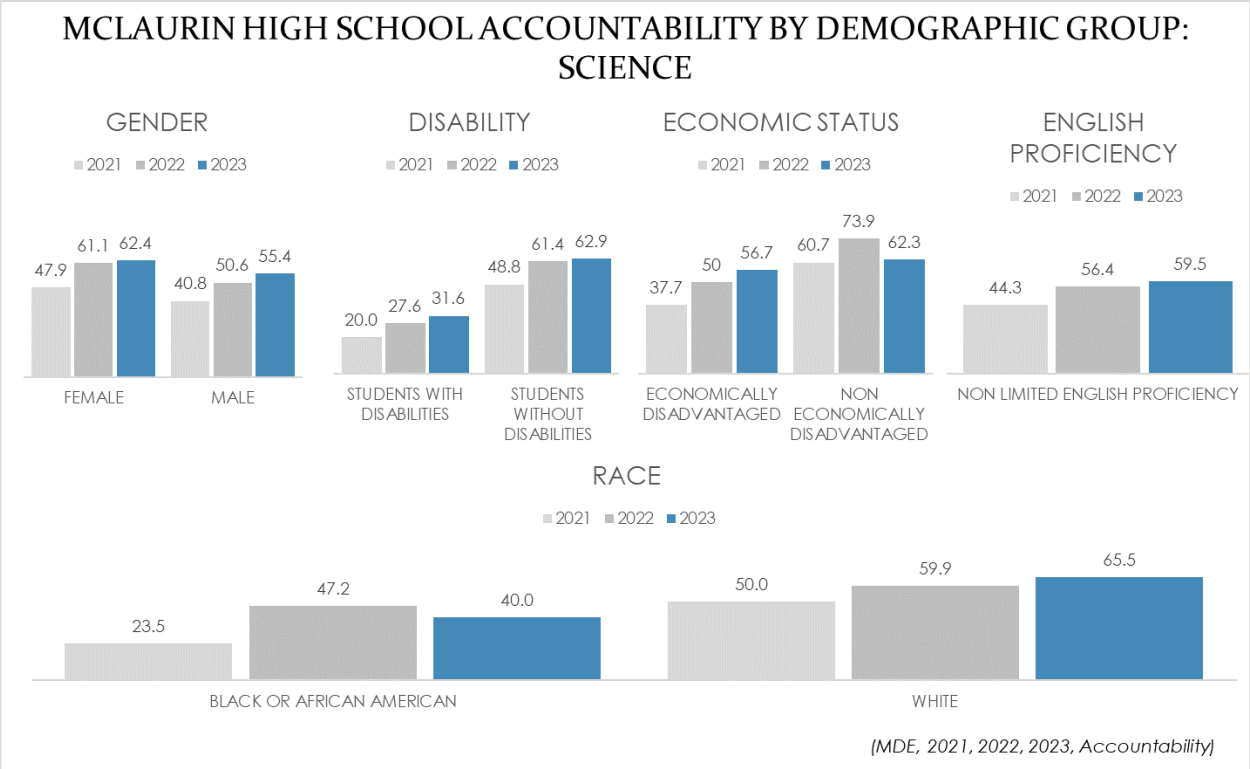


Figure 104: McLaurin High School Proficiency by Demographic Group: Science

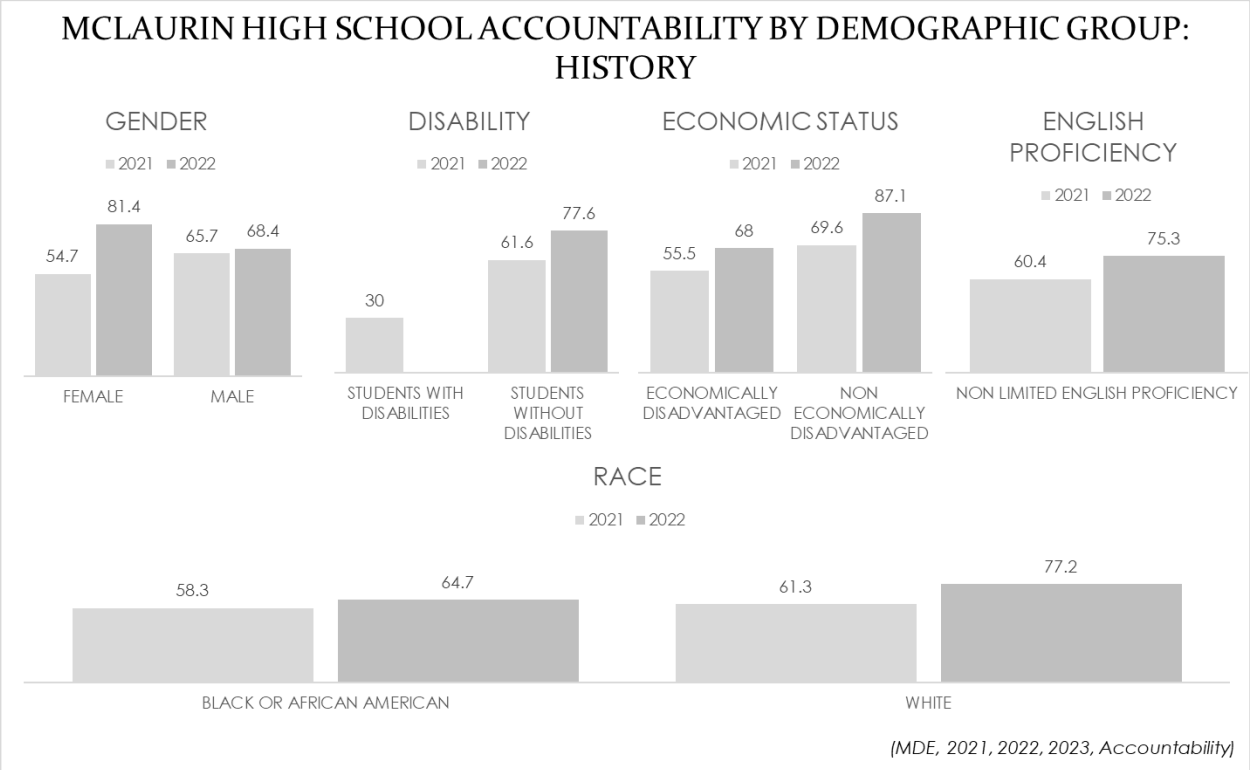
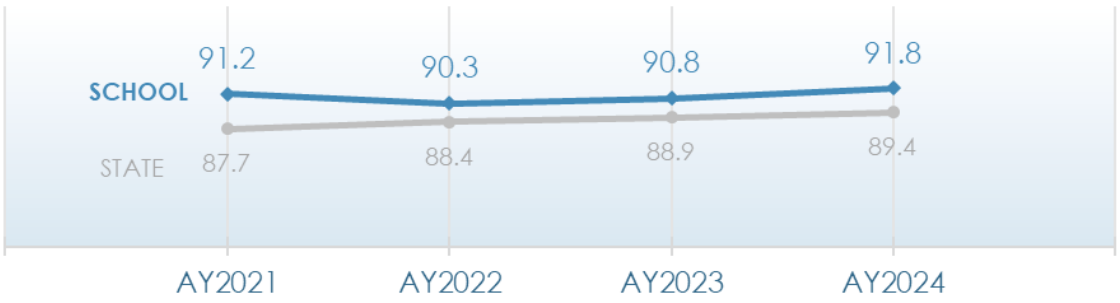


Figure 105: McLaurin High School Proficiency by Demographic Group: History

Note: Demographic figures for U. S. History not provided by MDE in 2023.

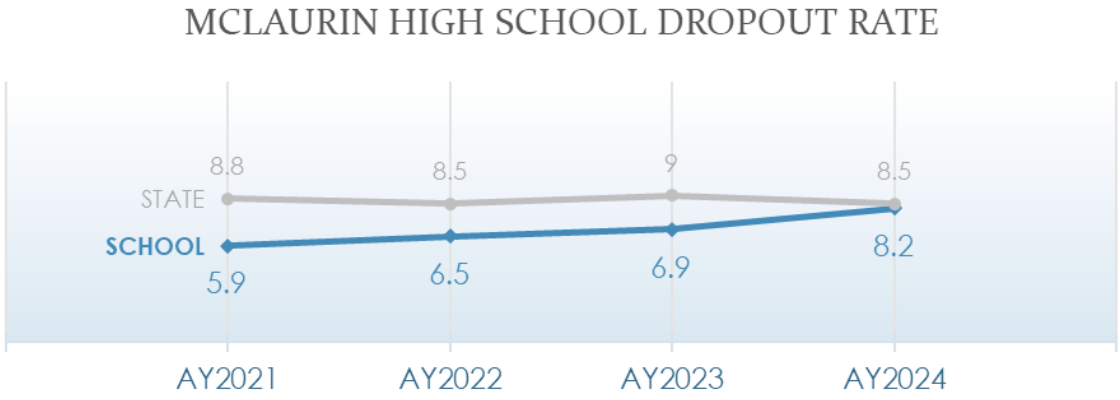
4-Year Graduation Rates



AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)

Figure 106: McLaurin High School 4-Year Graduation Rate



AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)

Figure 107: McLaurin High School Dropout Rate



Assessment

ACT

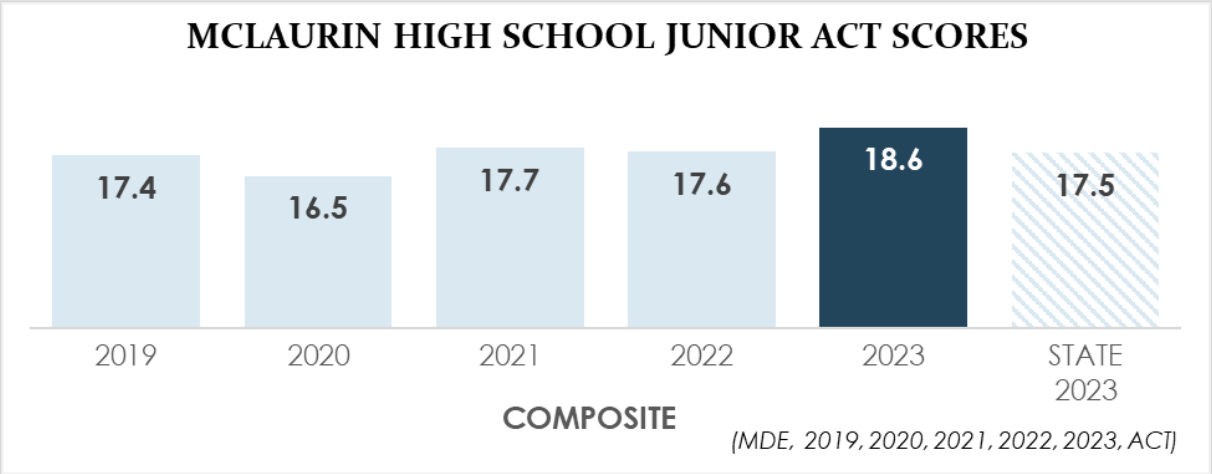


Figure 108: McLaurin High School Junior ACT: Composite

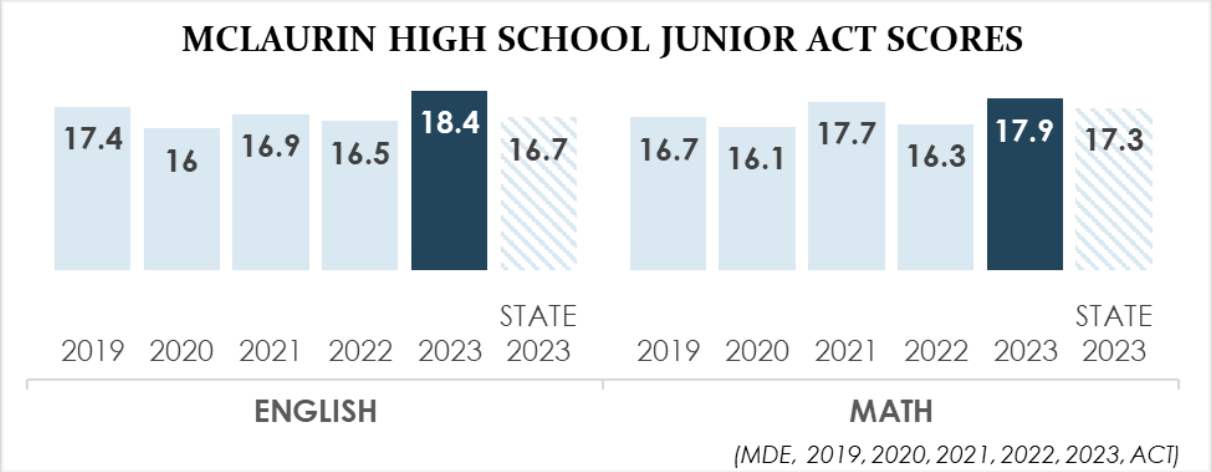


Figure 109: McLaurin High School Junior ACT: English and Math

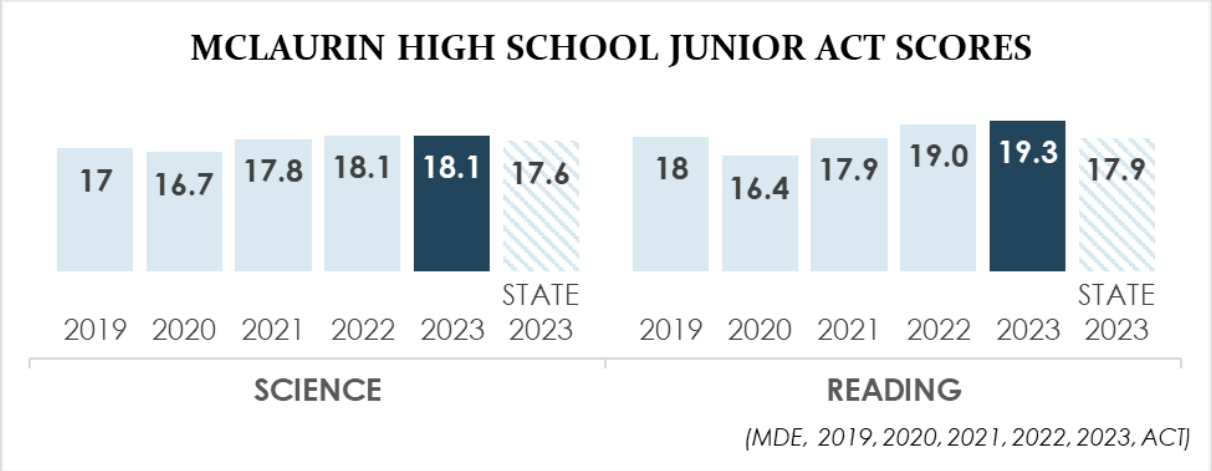


Figure 110: McLaurin High School Junior ACT: Science and Reading

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

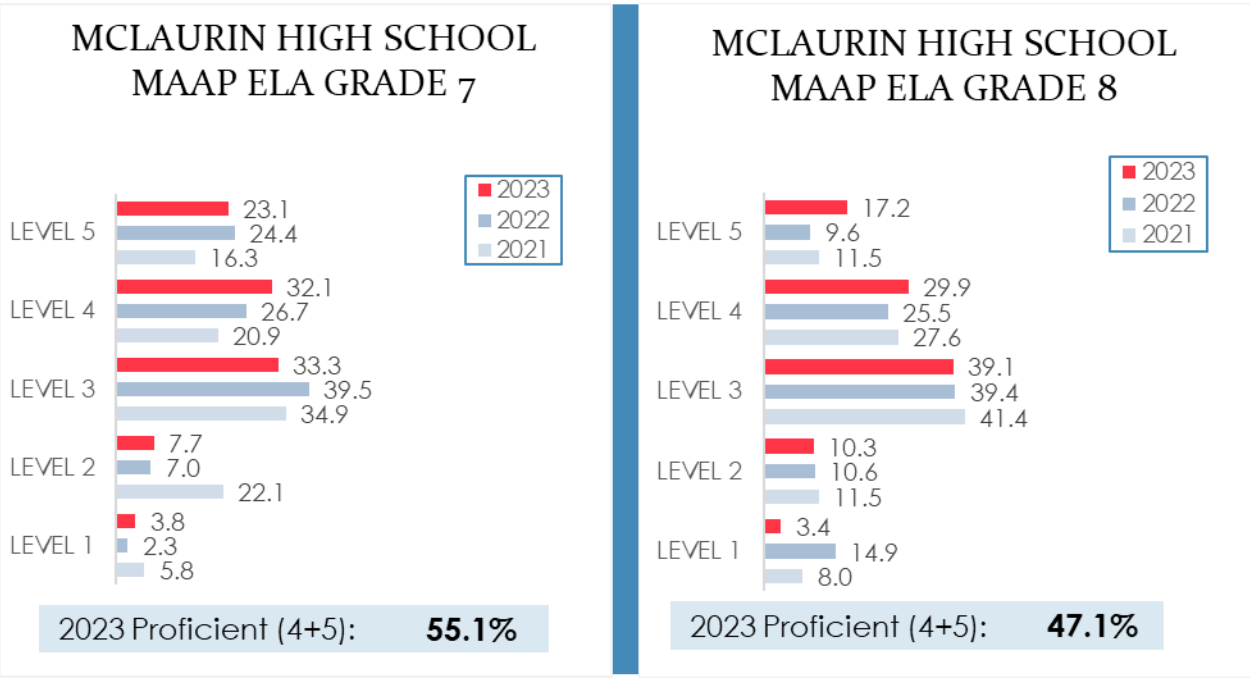


Figure 111: McLaurin High School MAAP ELA Grades 7 and 8

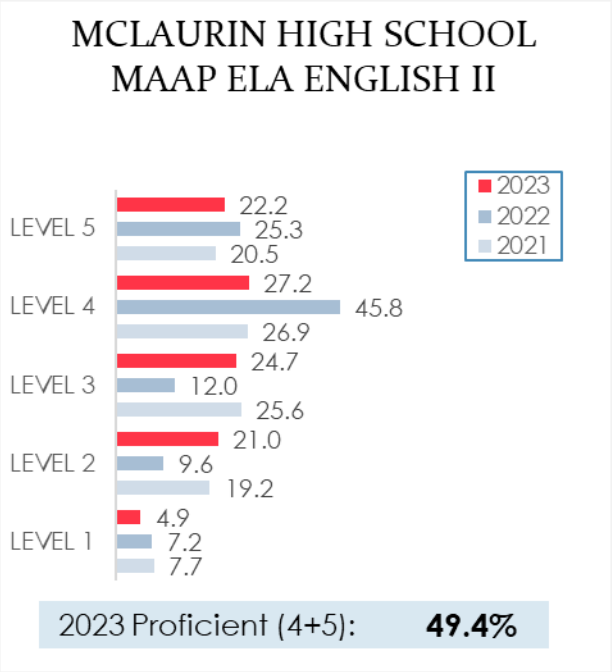
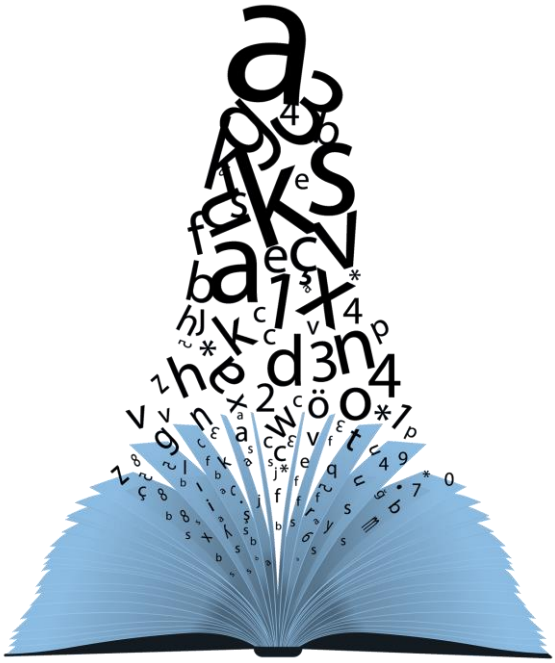


Figure 112: McLaurin High School MAAP ELA English II



MAAP MATH

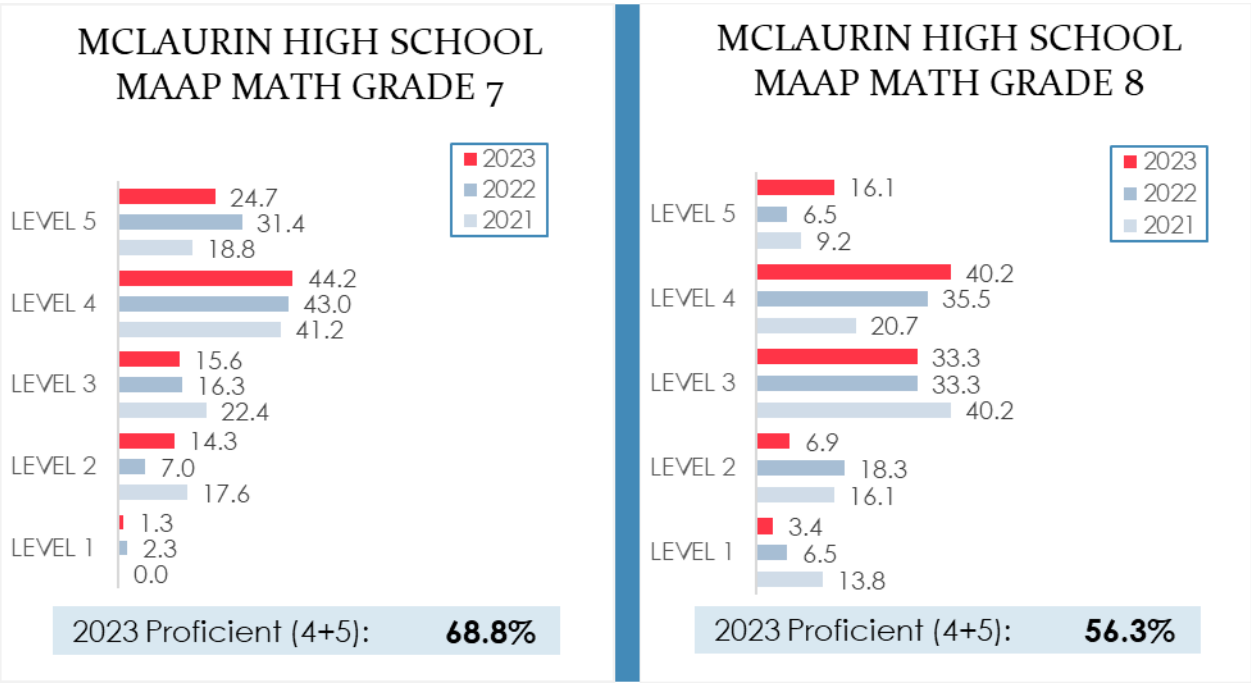


Figure 113: McLaurin High School MAAP MATH Grades 7 and 8

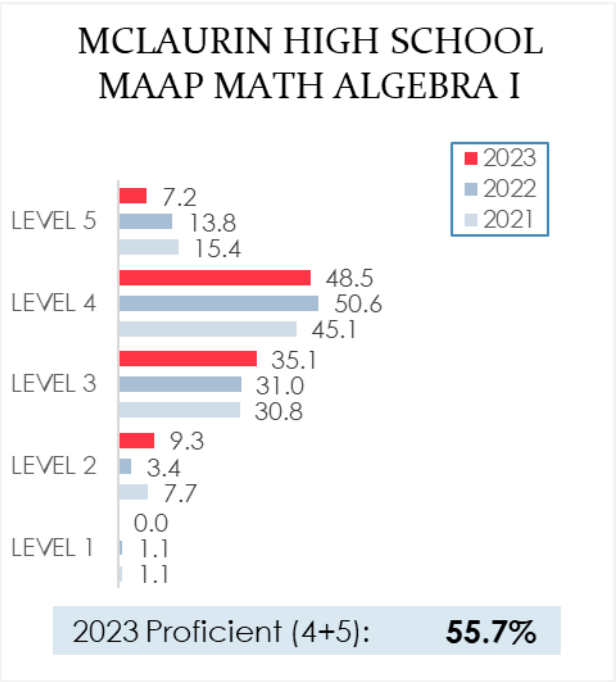
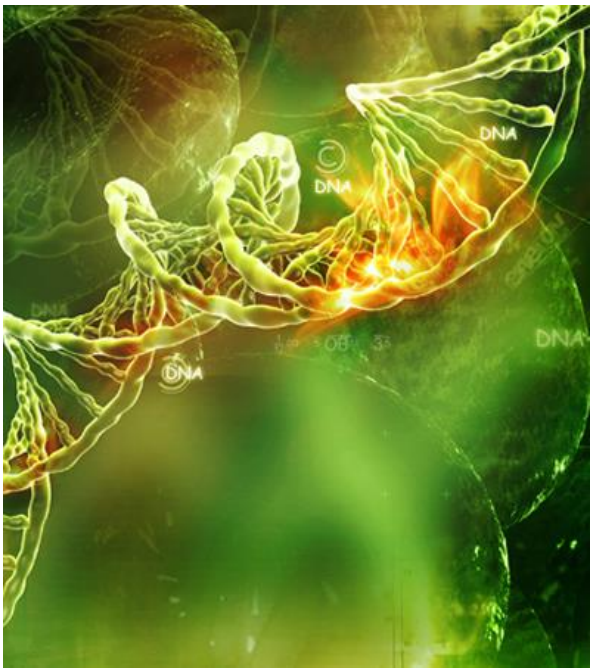




Figure 114: McLaurin High School MAAP MATH Algebra I

McLaurin High School

MAAP SCIENCE



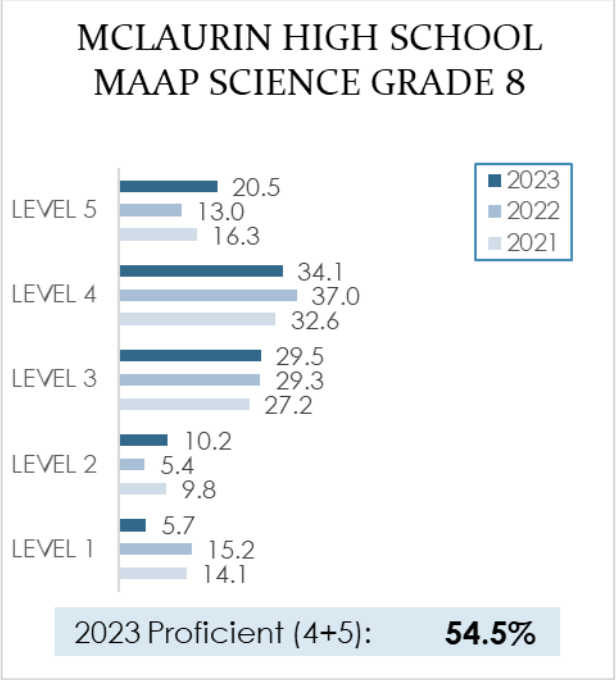
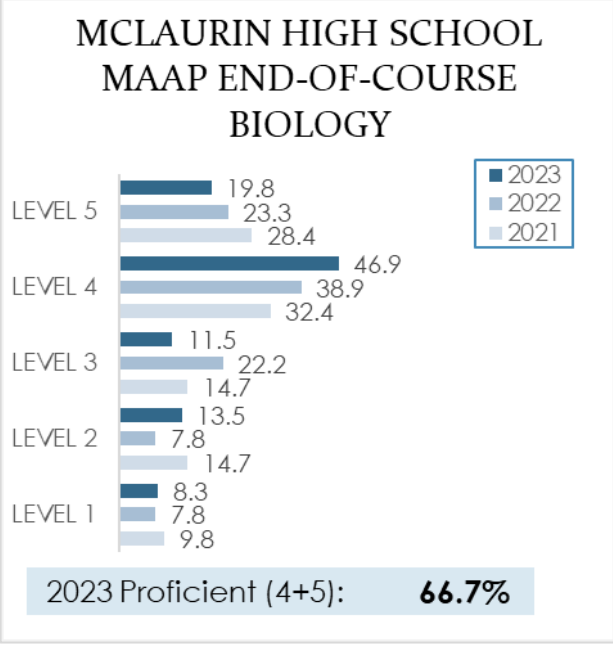


Figure 115: McLaurin High School MAAP SCIENCE Grade 8

MAAP END-OF-COURSE



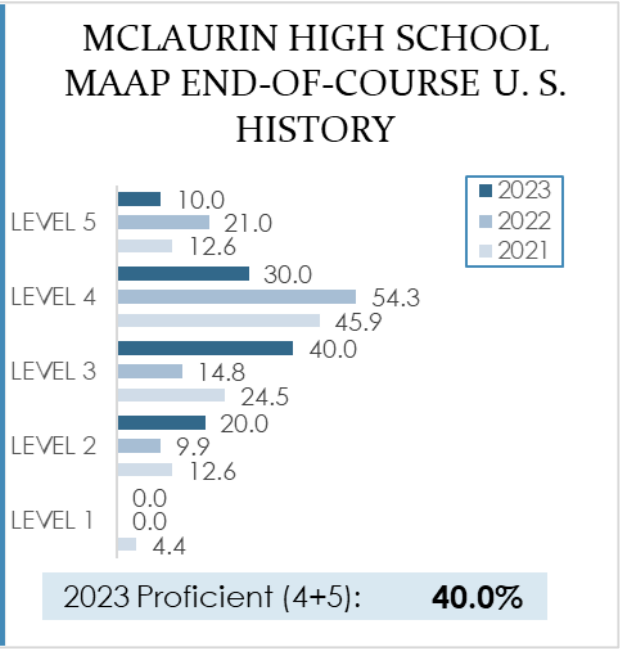


Figure 116: McLaurin High School MAAP End-of-Course Biology I and U. S. History

Personnel

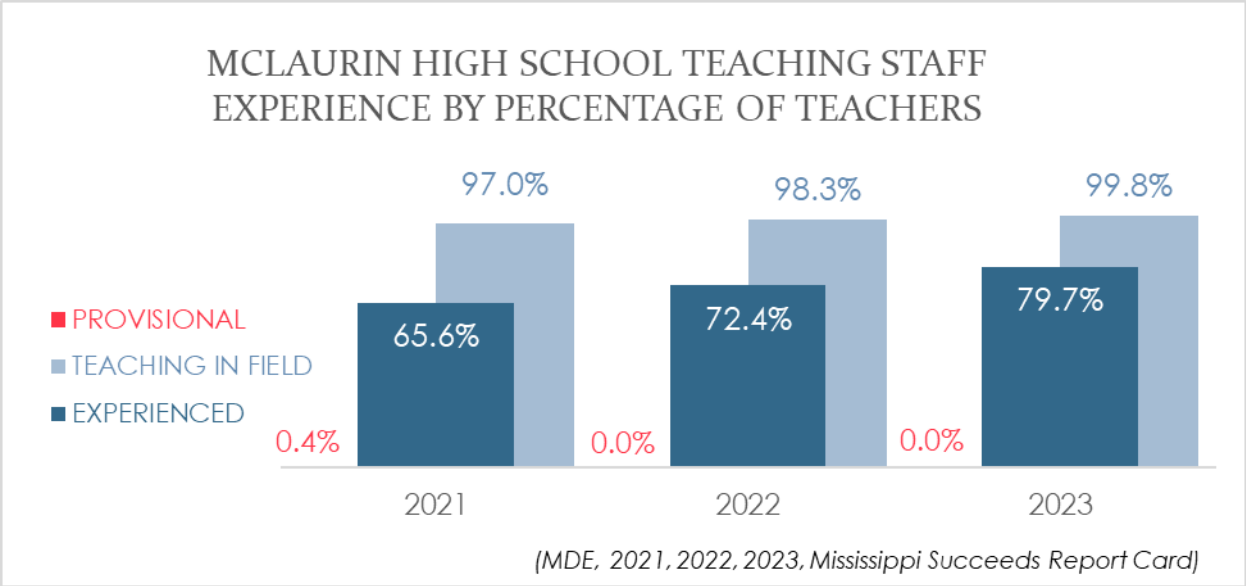


Figure 117: McLaurin High School Teaching Staff Experience by Percentage of Teachers

Discipline

MCLAURIN HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE

		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	14.1	12.2	10.7	10.2	16.7	15.6			≤5
GENDER	FEMALE	8.6	6.8	8.5	5.4	12.1	10.3			
	MALE	20.2	18.3	13.2	15.5	21.8	21.5			≤5
RACE	BLACK OR AFRICAN AMERICAN	8.4	15.5	13.2	10.3	14.7	20.9			≤5
	HISPANIC OR LATINO	30.0	37.5	15.4	≤10	18.8	15.4			
	TWO OR MORE RACES	20.0	15.4	9.1	≤10	53.9	16.4			
	WHITE	14.8	10.1	9.9	10.3	15.8	14.2			≤5
DISABILITY	STUDENTS WITH DISABILITIES	20.6	20.7	16.4	19.1	24.1	23.3			
	STUDENTS WITHOUT DISABILITIES	13.2	11.2	9.8	8.9	15.8	14.3			≤5
EL	LIMITED ENGLISH PROFICIENCY	≤5	≤5	≤5	≤5	≤5	≤5			
	NON LIMITED ENGLISH PROFICIENCY		11.7	10.7		16.7	15.4			≤5

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 118: McLaurin High School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at McLaurin High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten;* and *Professional Development*. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Eleven (11) faculty and staff members, twenty-five (25) parents, and thirty-six (36) students responded to the survey.

McLaurin High School Faculty/Staff Survey

Demographics

Please indicate your certification status and your years of experience as an educator.				
	1-3 years	4-10 years	11-20 years	21+ years
Certified staff	2	3	4	1
Non-certified staff	0	1	1	0

Federal Programs

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	1	9.1%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

I use effective, research-based strategies for	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	45.5%	36.4%	0.0%	0.0%	18.2%
Closing the achievement gap between diverse groups of students.	27.3%	63.6%	0.0%	0.0%	9.1%
Successful classroom management.	45.5%	36.4%	0.0%	0.0%	18.2%
Teaching special needs students.	27.3%	63.6%	0.0%	0.0%	9.1%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	18.2%	63.6%	0.0%	0.0%	18.2%

I contact parents every week.	Count	Percentage
Strongly Agree	1	9.1%
Agree	4	36.4%
Disagree	5	45.5%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

The Literacy Coach and/or Interventionist meets regularly with the teachers/administrators of this school for the purpose of maximizing student achievement.	Count	Percentage
Strongly Agree	3	27.3%
Agree	4	36.4%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	3	27.3%

I would feel comfortable asking the Instructional Literacy Coach and/or Interventionist for instructional advice.

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

The Instructional Literacy Coach and/or Interventionist has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

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

The Literacy coach and/or Interventionist guides and supports teachers in all content areas to embed literacy best practices into instruction.

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

The Instructional Literacy Coach/Interventionist is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

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

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Expedited evaluation services for students with learning disabilities	5	45.5%
Expedited evaluation services for students with limited English	2	18.2%
Expedited evaluation services for gifted and talented students	2	18.2%
Additional academic support	7	63.6%
Tutoring	5	45.5%
Enrichment educational services	2	18.2%
Counseling	8	72.7%
Mentors	4	36.4%
School supplies	7	63.6%
School uniforms	1	9.1%
Dental referrals	2	18.2%
Medical referrals	4	36.4%
Bullying assistance	3	27.3%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	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%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).	Count	Percentage
Strongly Agree	3	27.3%
Agree	6	54.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Embed multicultural education throughout the curriculum	4	36.4%
Utilize technology such as class websites, blogs, and videos	8	72.7%
Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies	5	45.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	6	54.6%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	5	45.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	4	36.4%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	5	45.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	1	9.1%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	3	27.3%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	4	36.4%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, 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%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	6	54.6%
Agree	5	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	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%

For the most part, the size of classes here does not limit instructional effectiveness.	Count	Percentage
Strongly Agree	6	54.6%
Agree	5	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The principal of our school is fair and open with teachers.	Count	Percentage
Strongly Agree	3	27.3%
Agree	4	36.4%
Disagree	3	27.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	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%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	8	72.7%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	27.3%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	1	2	3	4	5	6	7	8	9	10	OVERALL RANK
Writing strategies	2	1	2	1	1	0	0	0	0	0	**1**
Using technology to enhance instruction	1	3	0	0	2	0	0	1	0	2	**2**
My specific content area	2	1	1	2	0	0	0	0	0	0	**3**
Differentiated Instruction	1	3	0	1	0	1	0	0	0	0	**4**
Classroom Management	1	1	1	0	1	1	1	1	0	0	**5**
Successful inclusion strategies	0	0	1	0	2	1	4	0	0	0	**6**
Developing quality assessments	0	0	1	1	2	0	1	3	0	0	**7**
Mississippi College and Career Readiness Standards	1	0	0	1	0	2	1	0	1	1	**8**
Response to Intervention (RTI/MTSS)	2	0	1	0	0	0	0	0	1	0	**9**
Depth of Knowledge	0	0	1	1	0	0	1	1	1	0	**10**
Reading for at risk students	0	0	1	1	0	1	0	1	0	1	**11**
Interpreting and analyzing student data	0	0	0	1	0	1	0	0	3	1	**12**
Conflict resolution	0	0	0	0	1	1	0	0	1	1	**13**
English Learners	0	1	0	0	0	0	0	0	1	0	**14**
Teaching and understanding students in poverty	0	0	1	0	0	0	0	0	0	2	**15**
Culture sensitivity	0	0	0	0	0	0	0	1	0	0	**16**
Teaching and understanding the needs of homeless students	0	0	0	0	0	0	0	0	0	0	**17**

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	7	63.6%
Disagree	1	9.1%
Strongly Disagree	1	9.1%
Not Applicable or No Information	2	18.2%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	1	9.1%
Agree	6	54.6%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	27.3%

General Opinion

Note: In response to 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.

Faculty/staff members from McLaurin High School commend the school for its excellent facilities and safety measures, highlighting the clean and well-maintained environment. One faculty member notes, "Great facilities for all environments (clean and great facilities)." They also suggest choosing leaders who possess the appropriate qualities to build on the school's success. An area for improvement is the need for updated technology for both teachers and students to enhance the educational experience.

McLaurin High School Parent Survey

Federal Programs

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	10	40.0%
Supporting college and career counseling	17	68.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	14	56.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	32.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	7	28.0%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:	Count	Percentage
Promoting community and parent involvement in schools	11	44.0%
Providing school-based mental health services and counseling	12	48.0%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	3	12.0%
Establishing or improving dropout prevention	3	12.0%
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)	7	28.0%
Implementing systems and practices to prevent bullying and harassment	8	32.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	11	44.0%
Establishing community partnerships	6	24.0%

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	20.0%
Building technological capacity and infrastructure	7	28.0%
Carrying out innovative blended learning projects	7	28.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	12	48.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	11	44.0%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	4	16.0%
Computer Classes	8	32.0%
Conflict Resolution	5	20.0%
Discipline	2	8.0%
Drug/Alcohol Awareness	4	16.0%
English as a Second Language	4	16.0%
Health Classes	5	20.0%
Literacy Classes	2	8.0%
Math Classes	4	16.0%
Parent-to-School Relationships	7	28.0%
Parent/Child Communication	7	28.0%
Preparing for College	13	52.0%
Parenting Workshops	6	24.0%
Social Media Classes	2	8.0%
Stress/Anger Management	7	28.0%
Understanding College- and Career-Ready Standards	15	60.0%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
Activities to help my child learn over the summer	5	20.0%
Help my child with homework	5	20.0%
How to motivate my child	9	36.0%
How to promote family reading	1	4.0%
How to set goals for my child	6	24.0%
Manage time	8	32.0%
Prepare my child for testing	8	32.0%
Understand my child's learning styles	16	64.0%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Babysitting/childcare at parent meetings	5	20.0%
District and/or school newsletters	10	40.0%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	7	28.0%
Resource materials for parental training	5	20.0%
Training for parents to work with other parents on becoming involved in the schools	8	32.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	4	16.0%
Home/School folders	5	20.0%
Home/School Planners	10	40.0%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	3	12.0%
Agree	11	44.0%
Disagree	5	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	24.0%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	3	12.0%
Agree	13	52.0%
Disagree	6	24.0%
Strongly Disagree	3	12.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	6	24.0%
Agree	13	52.0%
Disagree	3	12.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	1	4.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	5	20.0%
Agree	14	56.0%
Disagree	3	12.0%
Strongly Disagree	3	12.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	4	16.0%
Agree	11	44.0%
Disagree	4	16.0%
Strongly Disagree	4	16.0%
Not Applicable or No Information	2	8.0%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	4	16.0%
Agree	7	28.0%
Disagree	6	24.0%
Strongly Disagree	4	16.0%
Not Applicable or No Information	4	16.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	6	24.0%
Agree	14	56.0%
Disagree	3	12.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	0	0.0%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	1	4.0%
Agree	15	60.0%
Disagree	3	12.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	4	16.0%

Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	4	16.0%
Agree	9	36.0%
Disagree	7	28.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	4	16.0%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	11	44.0%
Checked my child's grades/assignments online	22	88.0%
Been in contact with my child's teacher	17	68.0%
Received a newsletter from the district, school, or teacher	7	28.0%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academi-cally	5	20.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	18	72.0%
Volunteered at my child's school	6	24.0%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	6	24.0%
Agree	14	56.0%
Disagree	3	12.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	1	4.0%

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

	Count	Percentage
Strongly Agree	3	12.0%
Agree	14	56.0%
Disagree	6	24.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	1	4.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	7	28.0%
Agree	14	56.0%
Disagree	2	8.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	1	4.0%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	3	12.0%
Agree	10	40.0%
Disagree	1	4.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	9	36.0%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	4	16.0%
Agree	12	48.0%
Disagree	5	20.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	3	12.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	6	24.0%
Agree	13	52.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	24.0%

PREKINDERGARTEN AND KINDERGARTEN

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Understanding the difference between right and wrong and recognizing and respecting authority figures.	0.0%	8.0%	0.0%	4.0%	84.0%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	0.0%	4.0%	4.0%	0.0%	92.0%
Playing independently or in a small group without needing to be constantly supervised.	0.0%	4.0%	4.0%	0.0%	92.0%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	0.0%	8.0%	4.0%	0.0%	88.0%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Making decisions for himself/herself and exploring new experiences.	0.0%	8.0%	4.0%	0.0%	88.0%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	0.0%	8.0%	4.0%	0.0%	88.0%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	0.0%	8.0%	0.0%	4.0%	88.0%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," recognizing shapes and measurements.	4.0%	4.0%	4.0%	0.0%	88.0%
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	0.0%	8.0%	4.0%	0.0%	88.0%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things	0.0%	8.0%	4.0%	0.0%	88.0%

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	5	20.0%
Agree	2	8.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	18	72.0%

My child's preschool or kindergarten class is warm and welcoming.		
	Count	Percentage
Strongly Agree	1	4.0%
Agree	1	4.0%
Disagree	0	0.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	22	88.0%

General Opinion

Note: In response to 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.

Parents of students from McLaurin High School who participated in the survey generally expressed satisfaction with the school's performance, particularly praising its support for special education and its welcoming atmosphere. One parent appreciated the support provided for their daughter with ADD, stating, "Highly impressed with Special Education needs met for my daughter who struggles with ADD." However, parents also identified areas for improvement. They expressed concerns about some teachers being assigned roles that do not match their expertise and called for a better balance between academic education and practical life skills, such as taxes and banking. Additionally, some parents feel the need for more modern CTE, wish for more direct parent-teacher communication, and want online grades entered promptly.

McLaurin High School Student Survey

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	15	41.7%
Agree	14	38.9%
Disagree	2	5.6%
Strongly Disagree	1	2.8%
Not Applicable or No Information	4	11.1%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	8	22.2%
Agree	22	61.1%
Disagree	3	8.3%
Strongly Disagree	2	5.6%
Not Applicable or No Information	1	2.8%

Our school (district) provides students with educational programs that are appropriate to their learning needs.

	Count	Percentage
Strongly Agree	12	33.3%
Agree	15	41.7%
Disagree	6	16.7%
Strongly Disagree	2	5.6%
Not Applicable or No Information	1	2.8%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	4	11.1%
Agree	15	41.7%
Disagree	8	22.2%
Strongly Disagree	8	22.2%
Not Applicable or No Information	1	2.8%

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.

	Count	Percentage
Strongly Agree	12	33.3%
Agree	16	44.4%
Disagree	5	13.9%
Strongly Disagree	1	2.8%
Not Applicable or No Information	2	5.6%

I have been taught how to use the resources of the school and community to help me with my schoolwork.

	Count	Percentage
Strongly Agree	11	30.6%
Agree	18	50.0%
Disagree	4	11.1%
Strongly Disagree	2	5.6%
Not Applicable or No Information	1	2.8%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	11	30.6%
Agree	18	50.0%
Disagree	5	13.9%
Strongly Disagree	2	5.6%
Not Applicable or No Information	0	0.0%

Teachers are willing to give students individual help outside of class time.

	Count	Percentage
Strongly Agree	14	38.9%
Agree	15	41.7%
Disagree	4	11.1%
Strongly Disagree	1	2.8%
Not Applicable or No Information	2	5.6%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.	Count	Percentage
Strongly Agree	9	25.0%
Agree	15	41.7%
Disagree	10	27.8%
Strongly Disagree	2	5.6%
Not Applicable or No Information	0	0.0%

Teachers are concerned that students learn the subjects they teach.	Count	Percentage
Strongly Agree	13	36.1%
Agree	13	36.1%
Disagree	5	13.9%
Strongly Disagree	2	5.6%
Not Applicable or No Information	3	8.3%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	10	27.8%
Agree	16	44.4%
Disagree	4	11.1%
Strongly Disagree	2	5.6%
Not Applicable or No Information	4	11.1%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	6	16.7%
Agree	19	52.8%
Disagree	2	5.6%
Strongly Disagree	2	5.6%
Not Applicable or No Information	7	19.4%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	13	36.1%
Agree	11	30.6%
Disagree	9	25.0%
Strongly Disagree	2	5.6%
Not Applicable or No Information	1	2.8%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	12	33.3%
Agree	20	55.6%
Disagree	2	5.6%
Strongly Disagree	2	5.6%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	17	47.2%
Agree	15	41.7%
Disagree	1	2.8%
Strongly Disagree	3	8.3%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	11	30.6%
Agree	13	36.1%
Disagree	7	19.4%
Strongly Disagree	3	8.3%
Not Applicable or No Information	2	5.6%

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

	Count	Percentage
Strongly Agree	14	38.9%
Agree	15	41.7%
Disagree	4	11.1%
Strongly Disagree	2	5.6%
Not Applicable or No Information	1	2.8%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	21	58.3%
Agree	12	33.3%
Disagree	1	2.8%
Strongly Disagree	2	5.6%
Not Applicable or No Information	0	0.0%

A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	16	44.4%
Agree	16	44.4%
Disagree	0	0.0%
Strongly Disagree	2	5.6%
Not Applicable or No Information	2	5.6%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	19	52.8%
Agree	12	33.3%
Disagree	2	5.6%
Strongly Disagree	2	5.6%
Not Applicable or No Information	1	2.8%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.

	Count	Percentage
Strongly Agree	11	30.6%
Agree	19	52.8%
Disagree	2	5.6%
Strongly Disagree	3	8.3%
Not Applicable or No Information	1	2.8%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	15	41.7%
Agree	12	33.3%
Disagree	3	8.3%
Strongly Disagree	1	2.8%
Not Applicable or No Information	5	13.9%

GENERAL OPINION

Note: In response to 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.

STUDENTS from McLaurin High School generally feel positive about the school's sense of community and the support from teachers. One student noted, "McLaurin is a school that handles drama well," appreciating the school's proactive stance on addressing conflicts. However, students also voiced several concerns, including the need for fairness in sports funding and better facilities, such as locker rooms and equipment. They also mentioned a desire for more in-class work time to reduce homework and the need for improvements in some teachers' teaching methods, with one student expressing frustration about teachers who "just throw work at us" without proper explanation, making classes less engaging.

Notes

Section 8

Pelahatchie Elementary School

Introduction

PELAHATCHIE ELEMENTARY SCHOOL is located at 213-B Brooks Street in Pelahatchie, Mississippi. In January of 2024, it served three hundred ninety-nine (399) students, prekindergarten through sixth grade (PK-6). Pelahatchie Elementary is a school-wide Title I school. Title I is designed to ensure that all children will have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic standards and state academic assessments.

PES has been recognized for twelve years as a model site school for Positive Behavior Intervention System (PBIS). According to the school's Title I school plan, "All children are on Tier 1 as they earn points for positive behavior. Student points go toward their homeroom class for the school's Classroom Leaderboard competition. At the end of each quarter, the class from PreK-3rd with the most points, and the class from 4th-6th with the most points earn a celebration of their choice."

Home of the Chiefs!

Chief Creed

I am **C**onsistent.

I **H**ave respect for myself and others.

I am **I**n control.

I am **E**ager to excel.

I am **F**ocused.

I am a **Pelahatchie Chief**.



Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

PELAHATCHIE ELEMENTARY SCHOOL ENROLLMENT						
	2020	2021	2022	2023	2024	TREND
ALL	456	407	406	405	399	
PK	20	*	*	*	*	
K	58	55	44	57	52	
ELEM_SPED	*	*	*	*	*	
GR_1	50	47	69	58	58	
GR_2	61	50	39	58	51	
GR_3	63	58	52	46	54	
GR_4	66	49	61	52	49	
GR_5	67	66	47	62	50	
GR_6	57	55	67	48	60	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 119: Pelahatchie Elementary School Enrollment

PELAHATCHIE ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP							
		2020	2021	2022	2023	2024	TREND
ALL	ALL	456	407	406	405	399	
GENDER	FEMALE	227	202	209	187	191	
	MALE	229	205	197	218	208	
RACE	ASIAN			*	*	*	
	BLACK OR AFRICAN AMERICAN	95	85	83	73	73	
	HISPANIC OR LATINO	*	*	17	*	*	
	TWO OR MORE RACES	*	*	*	19	27	
	WHITE	343	299	299	295	282	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 120: Pelahatchie Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

PELAHATCHIE ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	372.7	368.1	358.2
K	54.5	43.0	53.3
ELEM_SPED	11.3	8.6	4.5
GR_1	45.4	63.9	53.9
GR_2	47.4	37.7	54.1
GR_3	53.3	48.1	44.7
GR_4	47.2	57.1	46.5
GR_5	62.3	45.4	57.6
GR_6	51.1	64.4	43.7

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 121: Pelahatchie Elementary School Average Daily Attendance

Chronic Absence

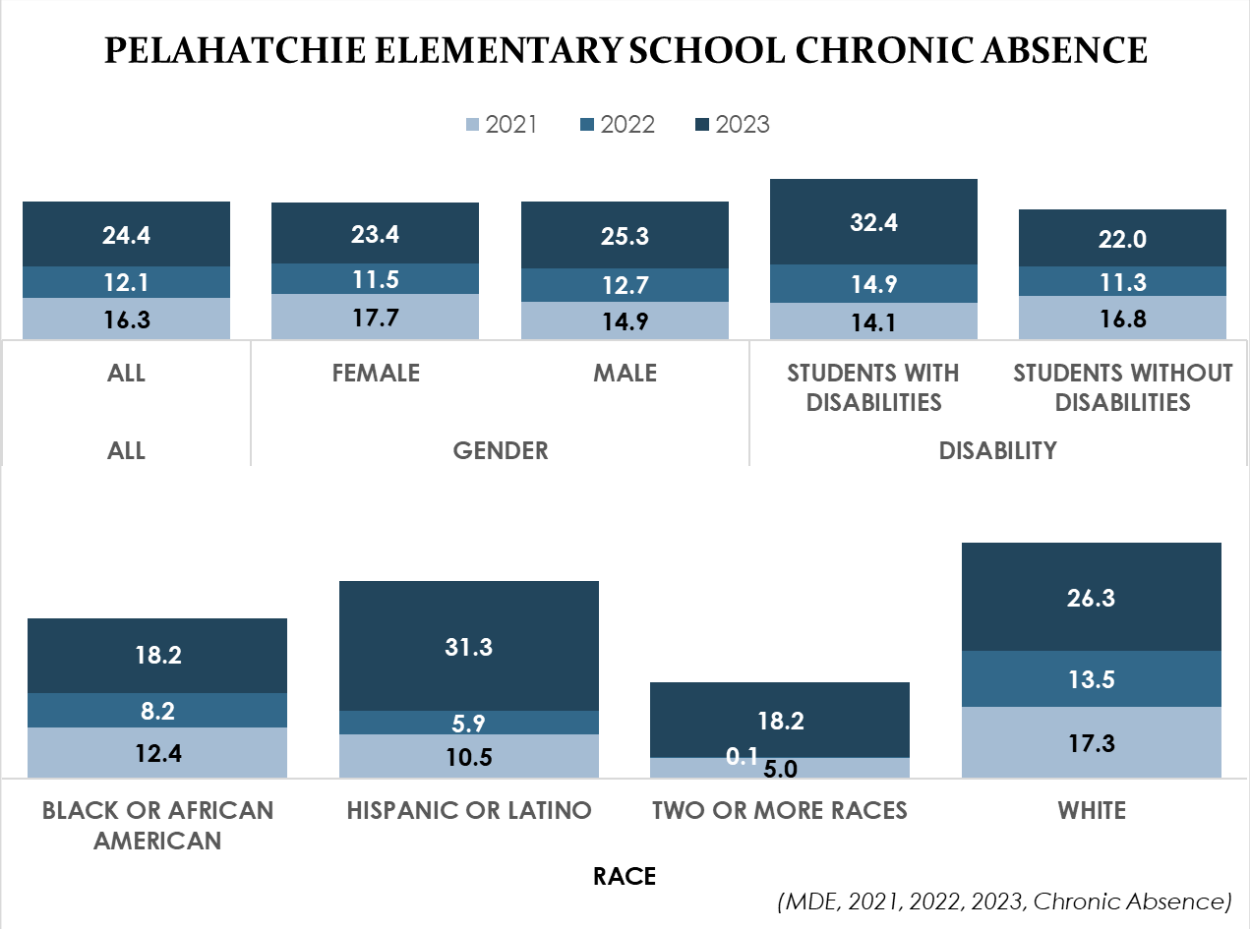


Figure 122: Pelahatchie Elementary School Chronic Absence by Demographic Group

Accountability

Accountability Measures

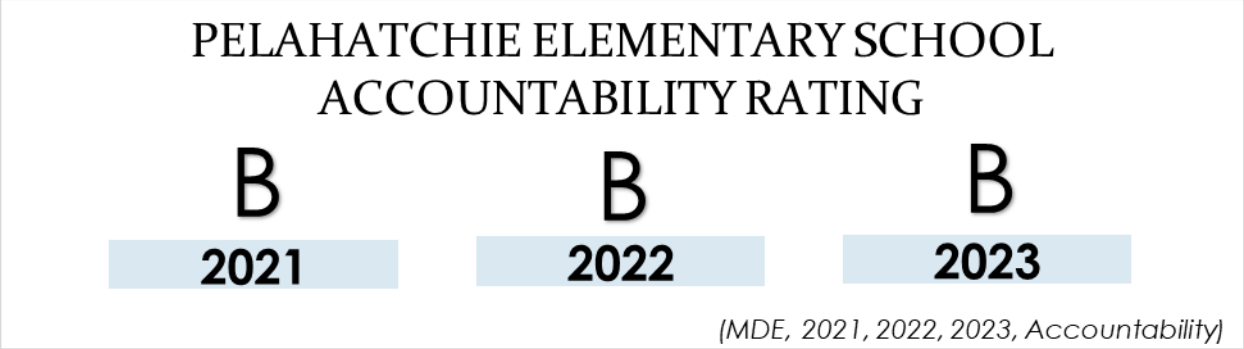


Figure 123: Pelahatchie Elementary School Accountability Rating

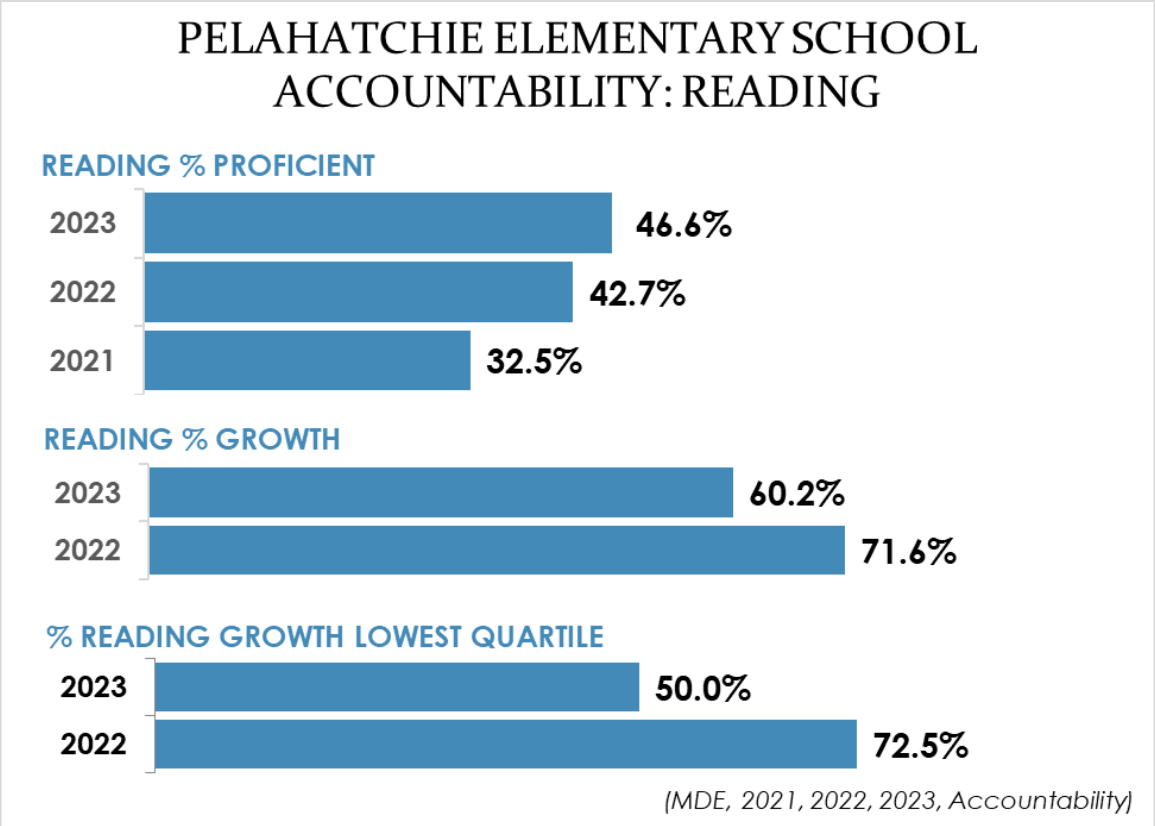


Figure 124: Pelahatchie Elementary School Accountability: Reading

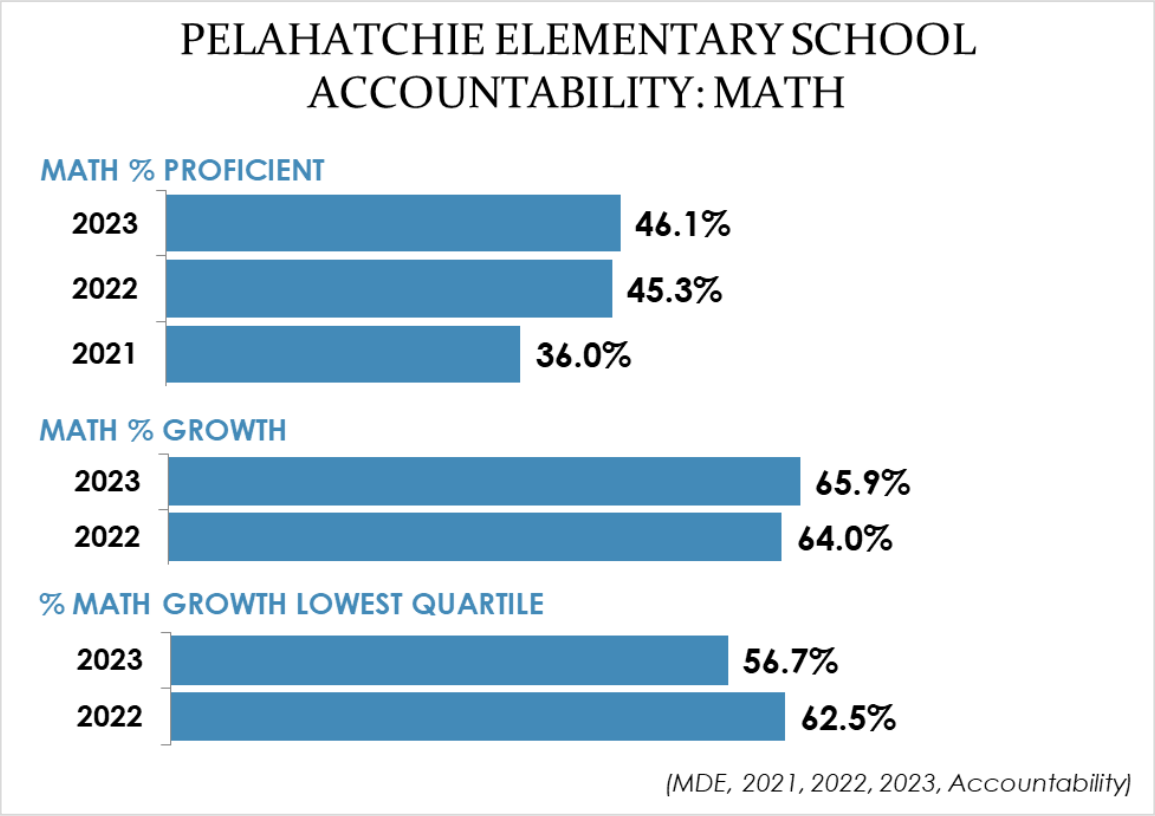


Figure 125: Pelahatchie Elementary School Accountability: Math

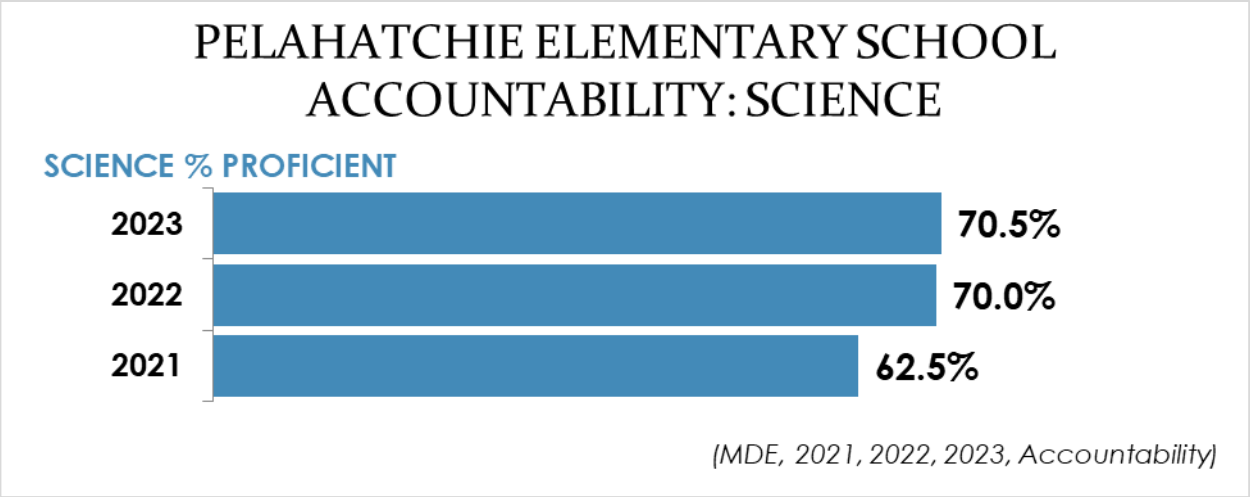


Figure 126: Pelahatchie Elementary School Accountability: Science

PROFICIENCY BY DEMOGRAPHIC GROUP

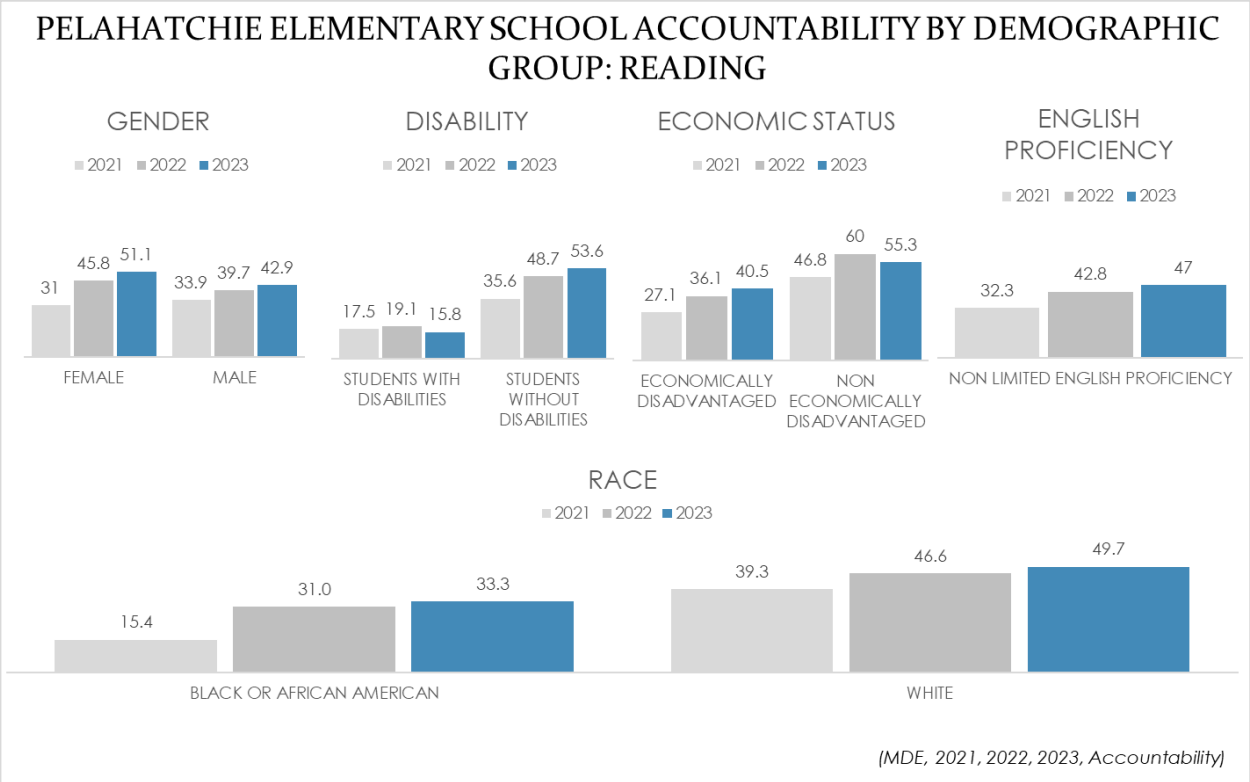


Figure 127: Pelahatchie Elementary School Reading Proficiency by Demographic Group

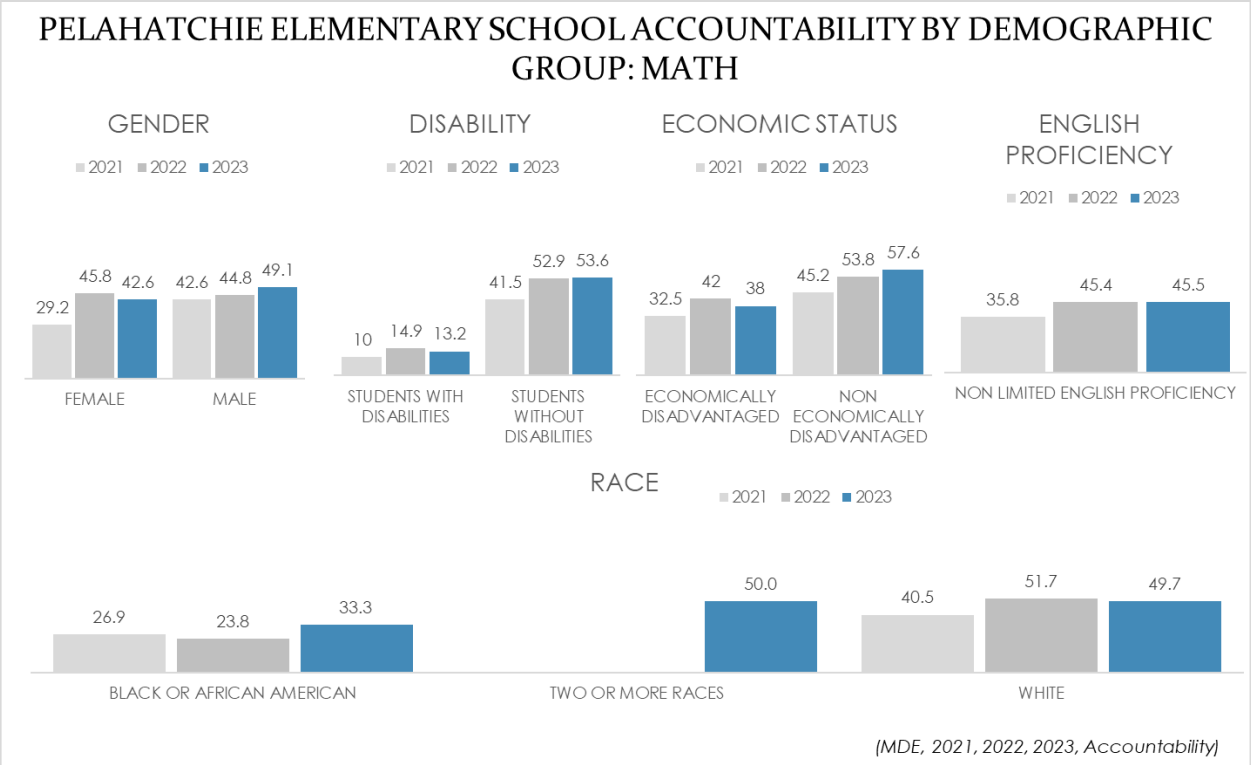


Figure 128: Pelahatchie Elementary School Math Proficiency by Demographic Group

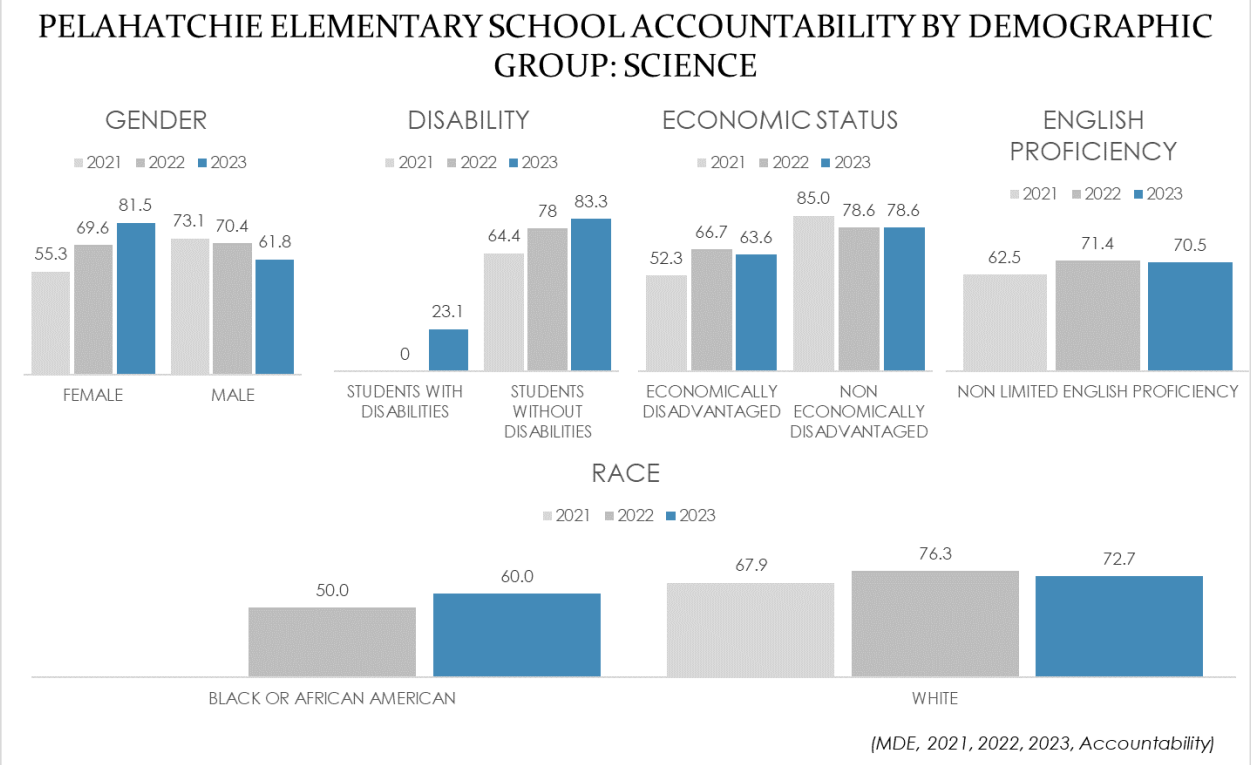


Figure 129: Pelahatchie Elementary School Science Proficiency by Demographic Group

Assessment

Kindergarten Readiness

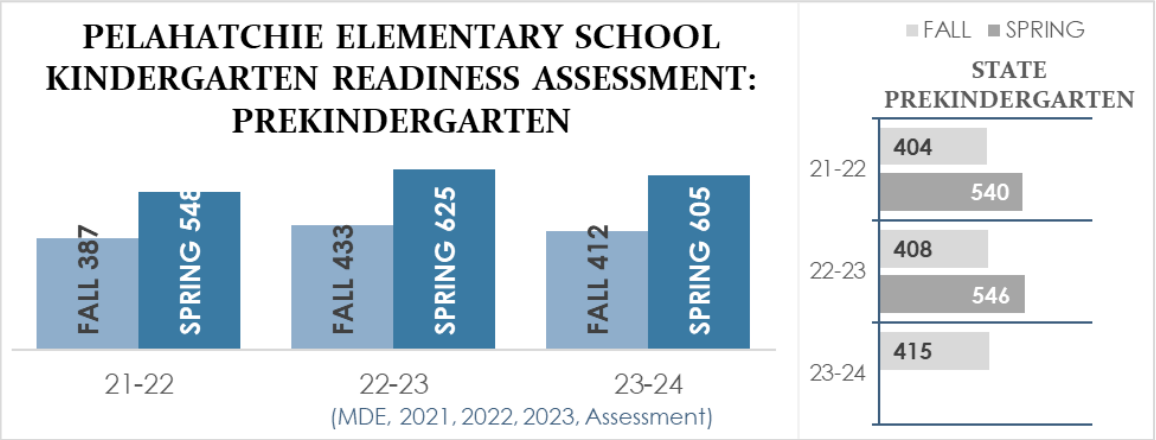


Figure 130: Pelahatchie Elementary School Kindergarten Readiness Assessment: Prekindergarten

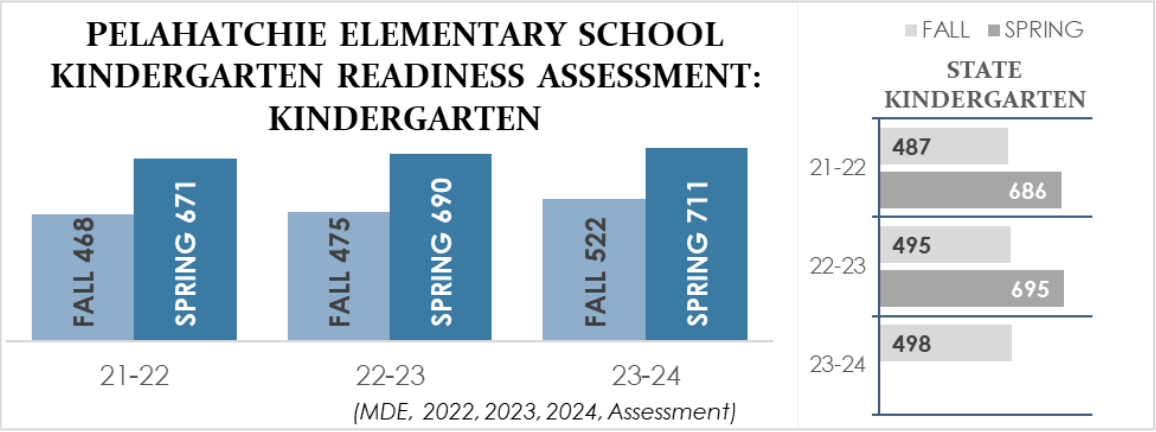


Figure 131: Pelahatchie Elementary School Kindergarten Readiness Assessment: Kindergarten

Third-Grade Reading Assessment

The Literacy-Based Promotion Act (LBPA) requires that students pass the Third-Grade Reading Assessment or meet one of the exemption criteria to be promoted to the fourth grade. Students are given three opportunities to take the assessment. MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools.

PELAHATCHIE ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT

2019	2022	2023	2024
88.9	72.5	81.3	90.2

Figure 132: Pelahatchie Elementary School Initial Third-Grade Reading Assessment Pass Rate

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

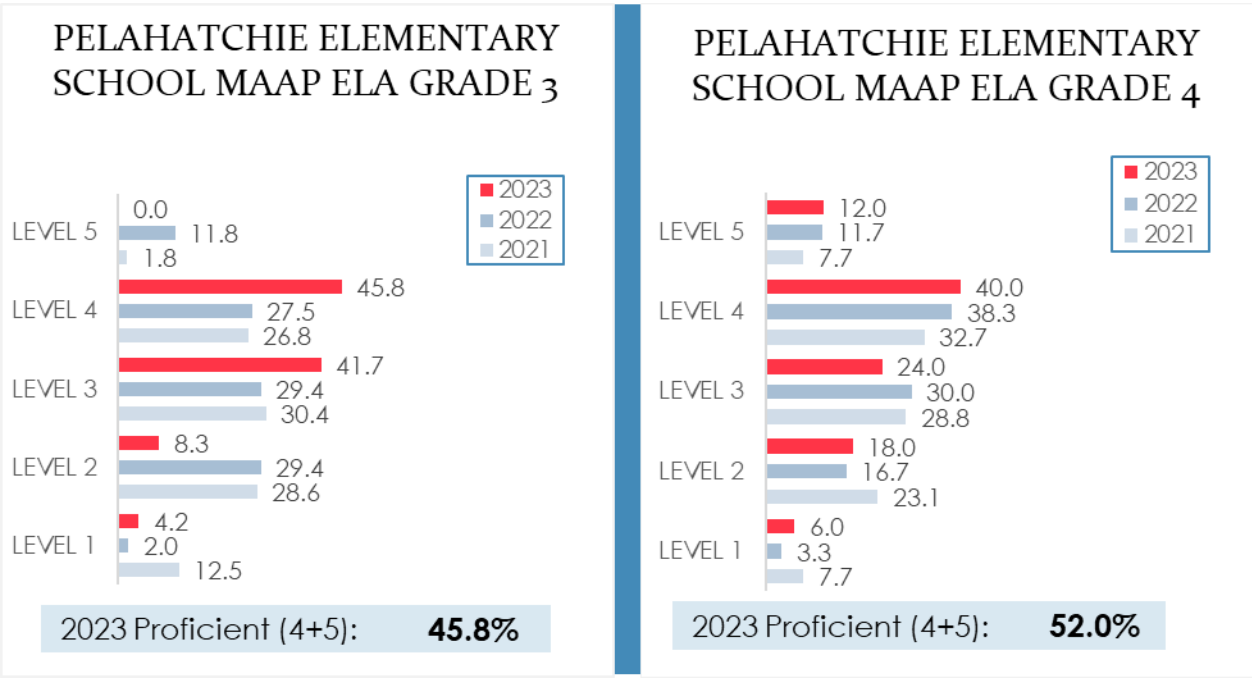


Figure 133: Pelahatchie Elementary School MAAP ELA Grades 3 and 4

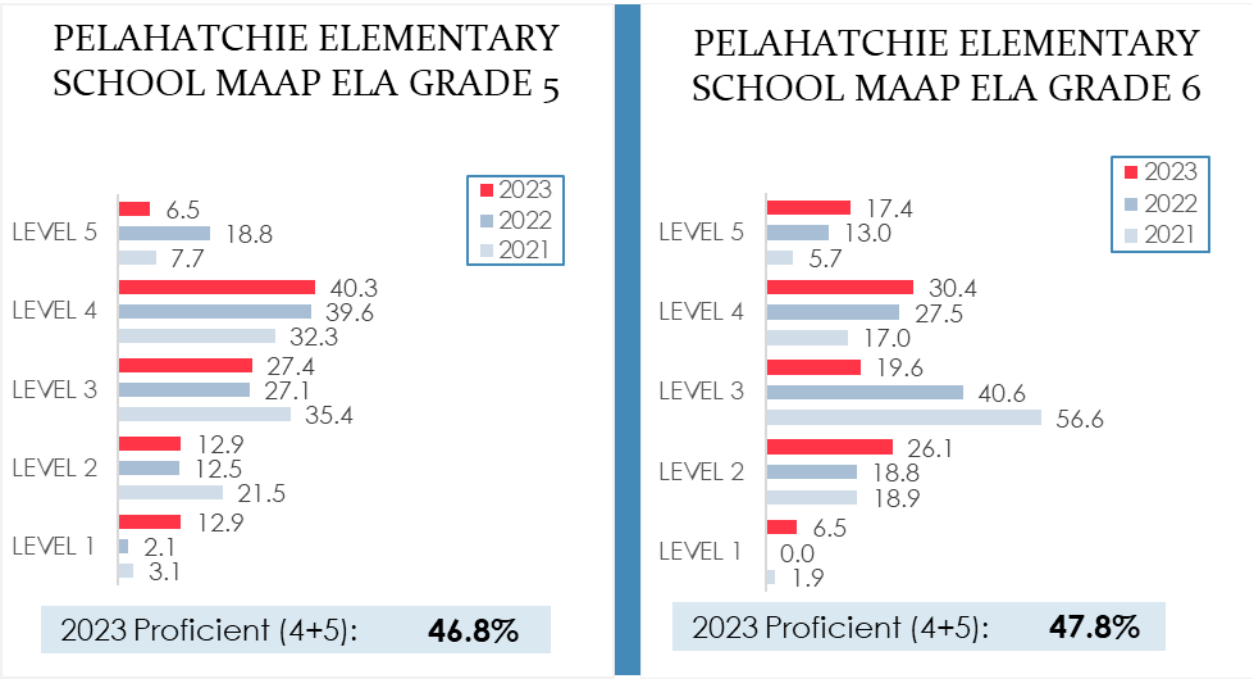


Figure 134: Pelahatchie Elementary School MAAP ELA Grades 5 and 6

MAAP MATH

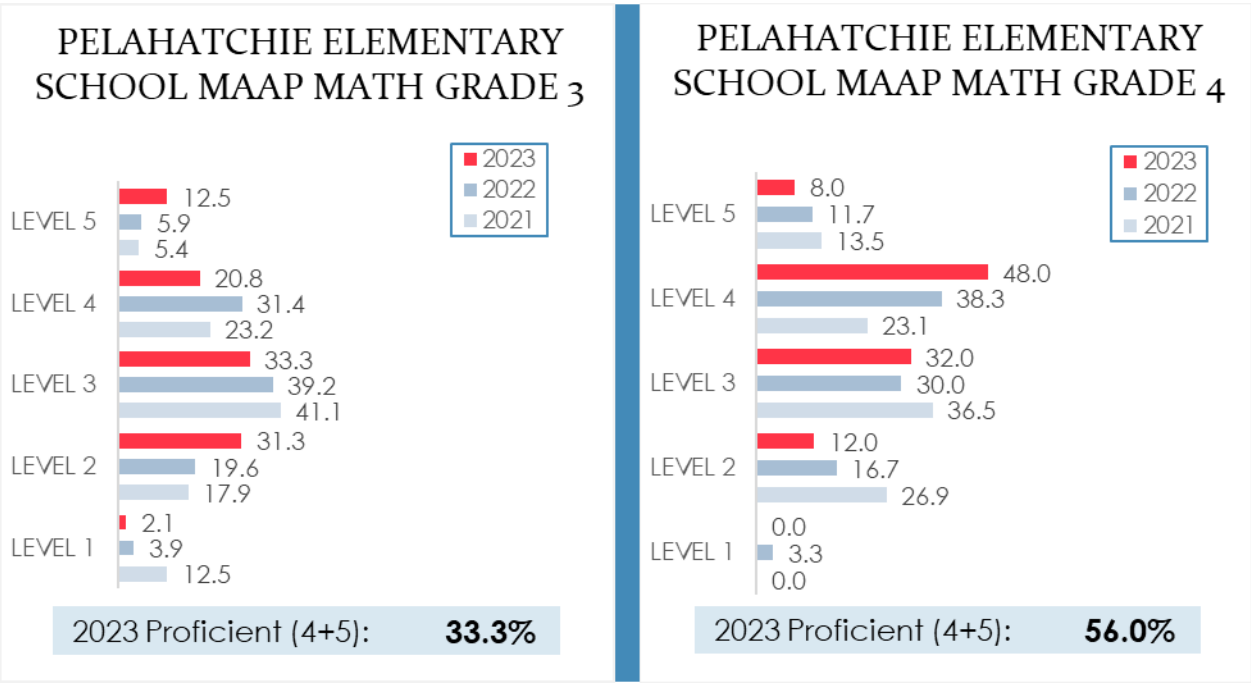


Figure 135: Pelahatchie Elementary School MAAP Math Grades 3 and 4

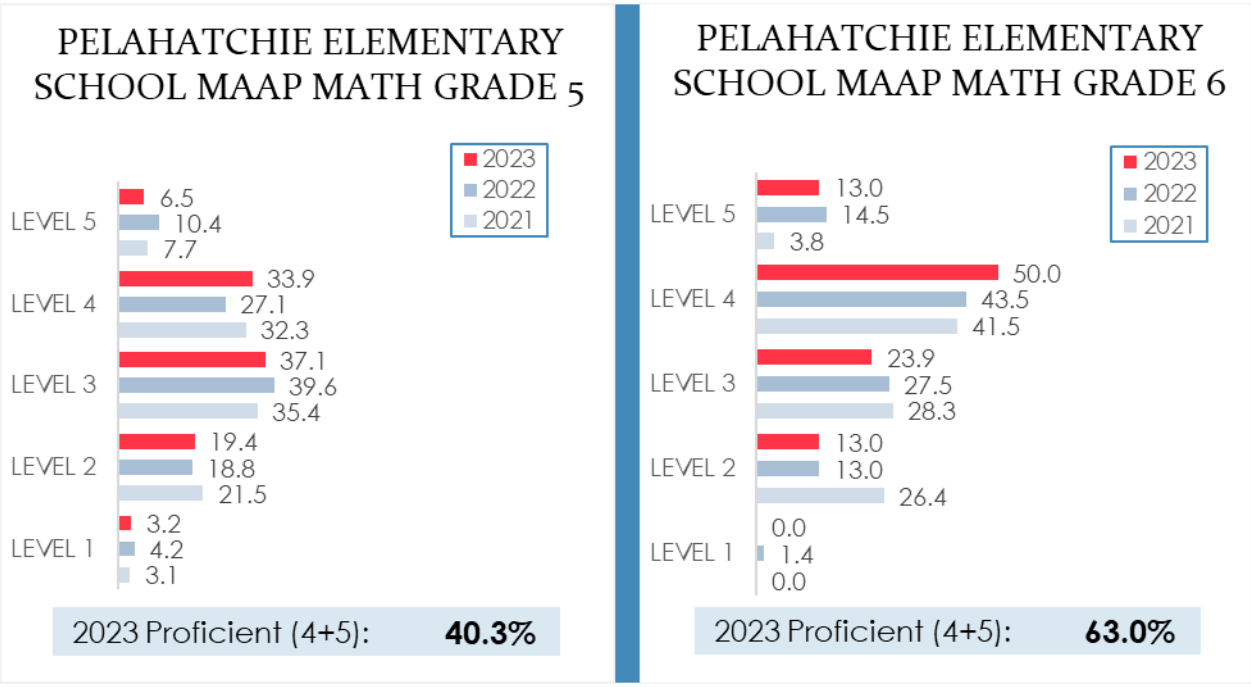
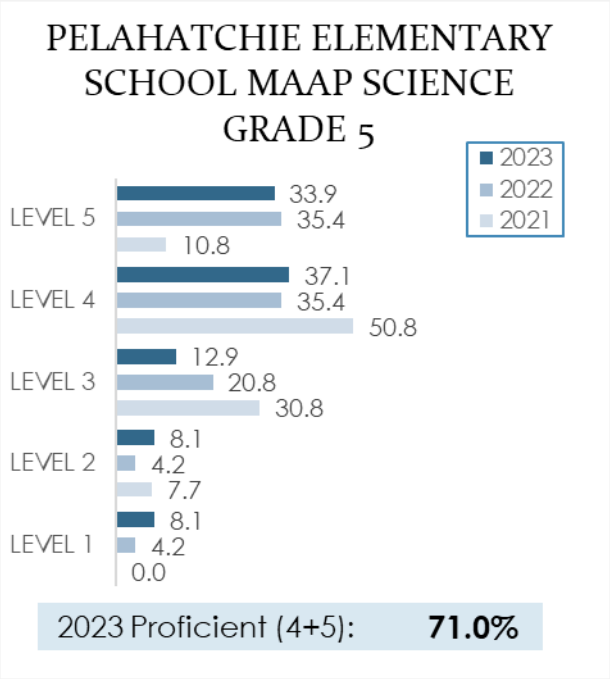


Figure 136: Pelahatchie Elementary School MAAP Math Grades 5 and 6

Pelahatchie Elementary School

MAAP SCIENCE



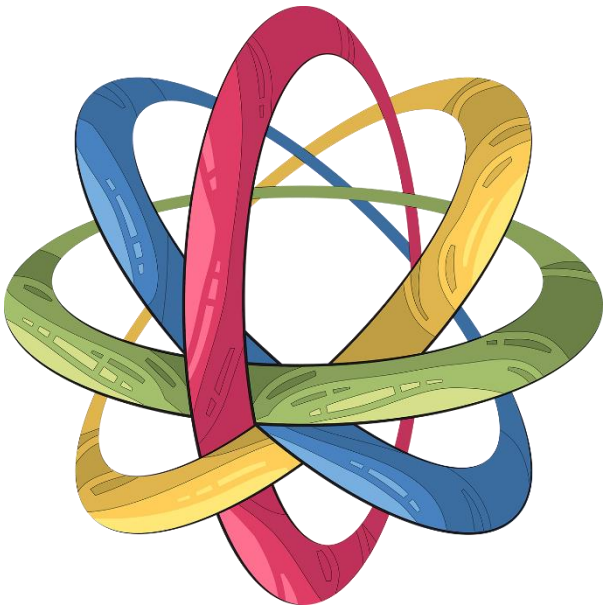


Figure 137: Pelahatchie Elementary School MAAP Science Grade 5

Personnel

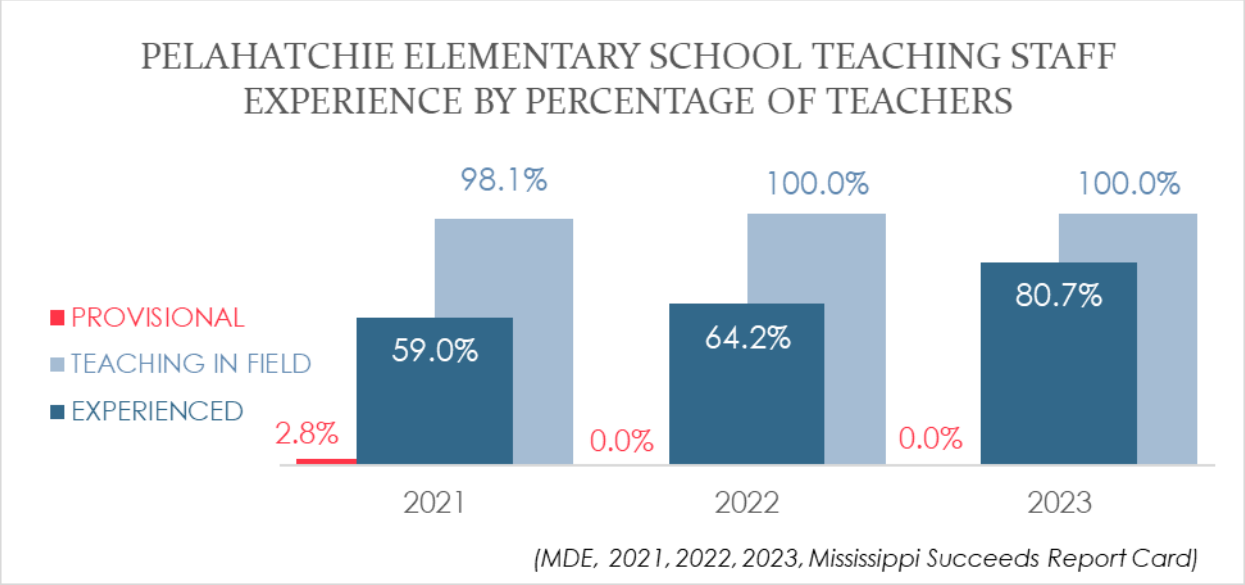


Figure 138: Pelahatchie Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

PELAHATCHIE ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL		≤5	≤5	≤5	5.3	7.8			
GENDER	FEMALE		≤5		≤5	≤5	≤5			
	MALE		≤5	≤5	≤5	8.9	11.4			
RACE	BLACK OR AFRICAN AMERICAN		≤5	≤5	≤5	7.1	16.2			
RACE	HISPANIC OR LATINO					5.9				
	WHITE		≤5	≤5	≤5	≤5	6.5			
DISABILITY	STUDENTS WITH DISABILITIES		≤5	≤5	≤5	7.3	11.1			
	STUDENTS WITHOUT DISABILITIES		≤5	≤5	≤5	≤5	6.8			
EL	NON LIMITED ENGLISH PROFICIENCY		≤5	≤5		5.4	8.0			

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 139: Pelahatchie Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Pelahatchie Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten;* and *Professional Development*. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Twenty-two (22) faculty and staff members, thirty-five (35) parents, and two (2) students responded to the survey.

Pelahatchie Elementary School Faculty/Staff Survey

Demographics

Please indicate your certification status and your years of experience as an educator.				
	1-3 years	4-10 years	11-20 years	21+ years
Certified staff	0	9	5	4
Non-certified staff	2	1	2	0

Federal Programs

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	12	54.6%
Agree	7	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.6%

I use effective, research-based strategies for	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	63.6%	31.8%	0.0%	0.0%	4.6%
Closing the achievement gap between diverse groups of students.	54.6%	36.4%	0.0%	0.0%	9.1%
Successful classroom management.	59.1%	31.8%	0.0%	0.0%	9.1%
Teaching special needs students.	59.1%	27.3%	0.0%	0.0%	13.6%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	36.4%	36.4%	9.1%	0.0%	18.2%

I contact parents every week.	Count	Percentage
Strongly Agree	3	13.6%
Agree	11	50.0%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	22.7%

The Literacy Coach and/or Interventionist meets regularly with the teachers/administrators of this school for the purpose of maximizing student achievement.	Count	Percentage
Strongly Agree	16	72.7%
Agree	4	18.2%
Disagree	1	4.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.6%

I would feel comfortable asking the Instructional Literacy Coach and/or Interventionist for instructional advice.

	Count	Percentage
Strongly Agree	16	72.7%
Agree	5	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.6%

The Instructional Literacy Coach and/or Interventionist has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

	Count	Percentage
Strongly Agree	15	68.2%
Agree	4	18.2%
Disagree	1	4.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

The Literacy coach and/or Interventionist guides and supports teachers in all content areas to embed literacy best practices into instruction.

	Count	Percentage
Strongly Agree	13	59.1%
Agree	8	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.6%

The Instructional Literacy Coach/Interventionist is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly Agree	18	81.8%
Agree	3	13.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.6%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Expedited evaluation services for students with learning disabilities	10	45.5%
Expedited evaluation services for students with limited English	6	27.3%
Expedited evaluation services for gifted and talented students	2	9.1%
Additional academic support	15	68.2%
Tutoring	10	45.5%
Enrichment educational services	5	22.7%
Counseling	19	86.4%
Mentors	11	50.0%
School supplies	16	72.7%
School uniforms	1	4.6%
Dental referrals	2	9.1%
Medical referrals	5	22.7%
Bullying assistance	1	4.6%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	17	77.3%
Agree	5	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).	Count	Percentage
Strongly Agree	12	54.6%
Agree	7	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.6%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Embed multicultural education throughout the curriculum	10	45.5%
Utilize technology such as class websites, blogs, and videos	14	63.6%
Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies	7	31.8%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	11	50.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	15	68.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	13	59.1%
Use bilingual handouts and cues	3	13.6%
Use visual displays, portable white boards, and posters when giving instructions	13	59.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	6	27.3%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	19	86.4%
Agree	2	9.1%
Disagree	1	4.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	14	63.6%
Agree	7	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.6%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	16	72.7%
Agree	6	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	17	77.3%
Agree	5	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	16	72.7%
Agree	6	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	14	63.6%
Agree	8	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, the size of classes here does not limit instructional effectiveness.	Count	Percentage
Strongly Agree	12	54.6%
Agree	8	36.4%
Disagree	1	4.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.6%

The principal of our school is fair and open with teachers.	Count	Percentage
Strongly Agree	16	72.7%
Agree	6	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	16	72.7%
Agree	5	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.6%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	21	95.5%
Agree	1	4.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	1	2	3	4	5	6	7	8	9	10	OVERALL RANK
Successful inclusion strategies	3	3	1	1	4	2	2	1	0	0	**1**
Classroom Management	6	2	2	1	1	0	0	2	1	1	**2**
My specific content area	2	4	1	0	0	2	2	0	1	0	**3**
Developing quality assessments	1	1	1	3	3	2	0	1	0	1	**4**
Conflict resolution	3	0	3	1	0	0	2	1	1	0	**5**
Response to Intervention (RTI/MTSS)	1	1	2	1	2	0	4	0	0	0	**6**
Reading for at risk students	0	2	3	0	1	2	0	1	3	3	**7**
Writing strategies	1	2	2	2	0	0	1	1	1	2	**8**
Differentiated Instruction	0	2	1	1	2	2	1	1	2	1	**9**
Interpreting and analyzing student data	1	1	2	1	1	2	0	3	0	0	**10**
Teaching and understanding students in poverty	1	1	1	4	1	0	0	1	0	2	**11**
Using technology to enhance instruction	0	1	1	2	2	0	3	0	2	2	**12**
English Learners	2	0	1	1	0	0	0	1	0	0	**13**
Depth of Knowledge	0	0	0	1	0	3	1	1	2	0	**14**
Mississippi College and Career Readiness Standards	0	0	0	1	1	2	1	1	0	0	**15**
Culture sensitivity	0	1	0	0	1	0	0	0	1	1	**16**
Teaching and understanding the needs of homeless students	0	0	0	0	0	0	0	1	1	0	**17**

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	7	31.8%
Agree	11	50.0%
Disagree	3	13.6%
Strongly Disagree	1	4.6%
Not Applicable or No Information	0	0.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	9	40.9%
Agree	11	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

General Opinion

Note: In response to 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.

Faculty/staff members from Pelahatchie Elementary School expressed strong support for recent instructional initiatives, particularly highlighting the success of the Phonics First program and Dr. Baine's Structured "Power Hour." One faculty member praised these practices, saying, "Students are increasing in background knowledge, language structure, and writing." Despite the positive feedback, some faculty suggested improvements, such as simplifying the standards report card to better reflect classroom activities and reducing the paperwork burden for special education. Overall, the faculty felt well-supported by the administration and valued the school's commitment to safety and data-informed decisions.

Pelahatchie Elementary School Parent Survey

Federal Programs

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	20.0%
Supporting college and career counseling	11	31.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	27	77.1%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:	Count	Percentage
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	14	40.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	12	34.3%

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	34.3%
Providing school-based mental health services and counseling	19	54.3%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	3	8.6%
Establishing or improving dropout prevention	3	8.6%
Supporting re-entry programs and transition services for Justice-involved youth	5	14.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	17	48.6%
Implementing systems and practices to prevent bullying and harassment	24	68.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	17	48.6%
Establishing community partnerships	12	34.3%

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	51.4%
Building technological capacity and infrastructure	6	17.1%
Carrying out innovative blended learning projects	12	34.3%

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
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	21	60.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	16	45.7%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	3	8.6%
Computer Classes	10	28.6%
Conflict Resolution	8	22.9%
Discipline	11	31.4%
Drug/Alcohol Awareness	8	22.9%
English as a Second Language	2	5.7%
Health Classes	10	28.6%
Literacy Classes	8	22.9%
Math Classes	8	22.9%
Parent-to-School Relationships	11	31.4%
Parent/Child Communication	15	42.9%
Preparing for College	12	34.3%
Parenting Workshops	8	22.9%
Social Media Classes	7	20.0%
Stress/Anger Management	14	40.0%
Understanding College- and Career-Ready Standards	18	51.4%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
Activities to help my child learn over the summer	11	31.4%
Help my child with homework	4	11.4%
How to motivate my child	10	28.6%
How to promote family reading	4	11.4%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
How to set goals for my child	5	14.3%
Manage time	8	22.9%
Prepare my child for testing	19	54.3%
Understand my child's learning styles	30	85.7%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Babysitting/childcare at parent meetings	6	17.1%
District and/or school newsletters	13	37.1%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	9	25.7%
Resource materials for parental training	11	31.4%
Training for parents to work with other parents on becoming involved in the schools	15	42.9%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	4	11.4%
Home/School folders	9	25.7%
Home/School Planners	13	37.1%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	8	22.9%
Agree	16	45.7%
Disagree	3	8.6%
Strongly Disagree	1	2.9%
Not Applicable or No Information	7	20.0%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	13	37.1%
Agree	19	54.3%
Disagree	2	5.7%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	14	40.0%
Agree	15	42.9%
Disagree	5	14.3%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.

	Count	Percentage
Strongly Agree	17	48.6%
Agree	15	42.9%
Disagree	1	2.9%
Strongly Disagree	2	5.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	12	34.3%
Agree	15	42.9%
Disagree	7	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

The concerns of parents are reflected in decisions affecting our school.

	Count	Percentage
Strongly Agree	10	28.6%
Agree	14	40.0%
Disagree	2	5.7%
Strongly Disagree	2	5.7%
Not Applicable or No Information	7	20.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	16	45.7%
Agree	15	42.9%
Disagree	3	8.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	16	45.7%
Agree	12	34.3%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	17.1%

Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	5	14.3%
Agree	17	48.6%
Disagree	7	20.0%
Strongly Disagree	4	11.4%
Not Applicable or No Information	2	5.7%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	32	91.4%
Checked my child's grades/assignments online	19	54.3%
Been in contact with my child's teacher	31	88.6%
Received a newsletter from the district, school, or teacher	28	80.0%
Worked with a committee or group on school or district policies	4	11.4%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	18	51.4%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	18	51.4%
Volunteered at my child's school	15	42.9%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	18	51.4%
Agree	16	45.7%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	15	42.9%
Agree	15	42.9%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.4%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	17	48.6%
Agree	16	45.7%
Disagree	2	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	12	34.3%
Agree	18	51.4%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.4%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	16	45.7%
Agree	15	42.9%
Disagree	2	5.7%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	11	31.4%
Agree	18	51.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	17.1%

PREKINDERGARTEN AND KINDERGARTEN

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Understanding the difference between right and wrong and recognizing and respecting authority figures.	28.6%	34.3%	2.9%	0.0%	31.4%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	28.6%	31.4%	2.9%	0.0%	31.4%
Playing independently or in a small group without needing to be constantly supervised.	25.7%	34.3%	2.9%	0.0%	34.3%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	22.9%	37.1%	0.0%	0.0%	37.1%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Making decisions for himself/herself and exploring new experiences.	20.0%	42.9%	0.0%	0.0%	34.3%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	17.1%	40.0%	0.0%	0.0%	40.0%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	22.9%	37.1%	0.0%	0.0%	37.1%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," recognizing shapes and measurements.	17.1%	42.9%	0.0%	0.0%	37.1%
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	14.3%	40.0%	0.0%	0.0%	42.9%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things	14.3%	42.9%	0.0%	0.0%	40.0%

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	12	34.3%
Agree	11	31.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	34.3%

My child's preschool or kindergarten class is warm and welcoming.		
	Count	Percentage
Strongly Agree	9	25.7%
Agree	9	25.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	48.6%

General Opinion

Note: In response to 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.

Parents of students from Pelahatchie Elementary School who participated in the survey generally shared positive sentiments about the school's environment and support for students. One parent remarked, "Facilities are clean and appear organized," and appreciated the personalized attention their child received, stating, "Teachers recognize them so I do not feel they are just a number." However, parents expressed a desire for greater involvement opportunities, such as more communication about events and ways to participate in classroom activities. Suggestions for improvement included implementing a room parent system to enhance parent-teacher communication and providing more after-school academic support.

Pelahatchie Elementary School Student Survey

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides students with educational programs that are appropriate to their learning needs.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I have been taught how to use the resources of the school and community to help me with my schoolwork.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are willing to give students individual help outside of class time.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%

Notes

Section 9

Pelahatchie High School

Introduction

PELAHATCHIE HIGH SCHOOL is located at 213 Brooks Street in Pelahatchie, Mississippi. In January of 2024, it housed three hundred forty-eight (348) students in seventh through twelfth grades (7-12). The staff consists of 35 certified educators as well as 22 classified support personnel. Fifty percent of the certified staff have earned advanced degrees, and three teachers are National Board Certified. According to its website, the school's mission is, "Pelahatchie High School challenges students in a solid educational environment of academics, applied technology, extracurricular activities, and community service. Students develop empowerment skills through independent thinking, problem solving, and team-building opportunities."

The school houses an Ag-Science Academy and an Industrial Maintenance Academy. It also offers Dual Credit/Dual Enrollment opportunities through Hinds Community College, and students can participate in a variety of clubs and sports teams. PHS works on an A/B block schedule, and will introduce flex blocks for the 2024-2025 school year.



Because Pelahatchie High School has a school-wide Title I program, the school receives federal funding that provides technology, curriculum supplies, and parenting resources.

Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

PELAHATCHIE HIGH SCHOOL ENROLLMENT						
	2020	2021	2022	2023	2024	TREND
ALL	413	366	365	366	348	
ELEM_SPED			*	*	*	
GR_7	69	56	56	71	50	
GR_8	71	63	57	58	68	
GR_9	61	69	63	57	57	
GR_10	80	*	63	56	56	
GR_11	*	68	56	64	43	
GR_12	64	53	60	46	60	
SEC_SPED	*	*	*	*	*	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 140: Pelahatchie High School Enrollment

PELAHATCHIE HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP							
		2020	2021	2022	2023	2024	TREND
ALL	ALL	413	366	365	366	348	
GENDER	FEMALE	199	180	173	176	164	
	MALE	214	186	192	190	184	
RACE	BLACK OR AFRICAN AMERICAN	104	87	95	79	79	
	HISPANIC OR LATINO	*	*	*	*	*	
	TWO OR MORE RACES	*	*	*	28	19	
	WHITE	290	259	254	249	238	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 141: Pelahatchie High School Enrollment by Demographic Group

Attendance

Average Daily Attendance

PELAHATCHIE HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	337.6	334.5	336.2
ELEM_SPED	0.0	0.2	4.5
GR_7	51.3	52.7	64.5
GR_8	57.9	52.8	54.0
GR_9	61.7	56.3	52.2
GR_10	52.0	59.2	51.4
GR_11	62.2	49.0	58.3
GR_12	47.8	55.0	42.2
SEC_SPED	4.7	9.3	9.1

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 142: Pelahatchie High School Average Daily Attendance

Chronic Absence

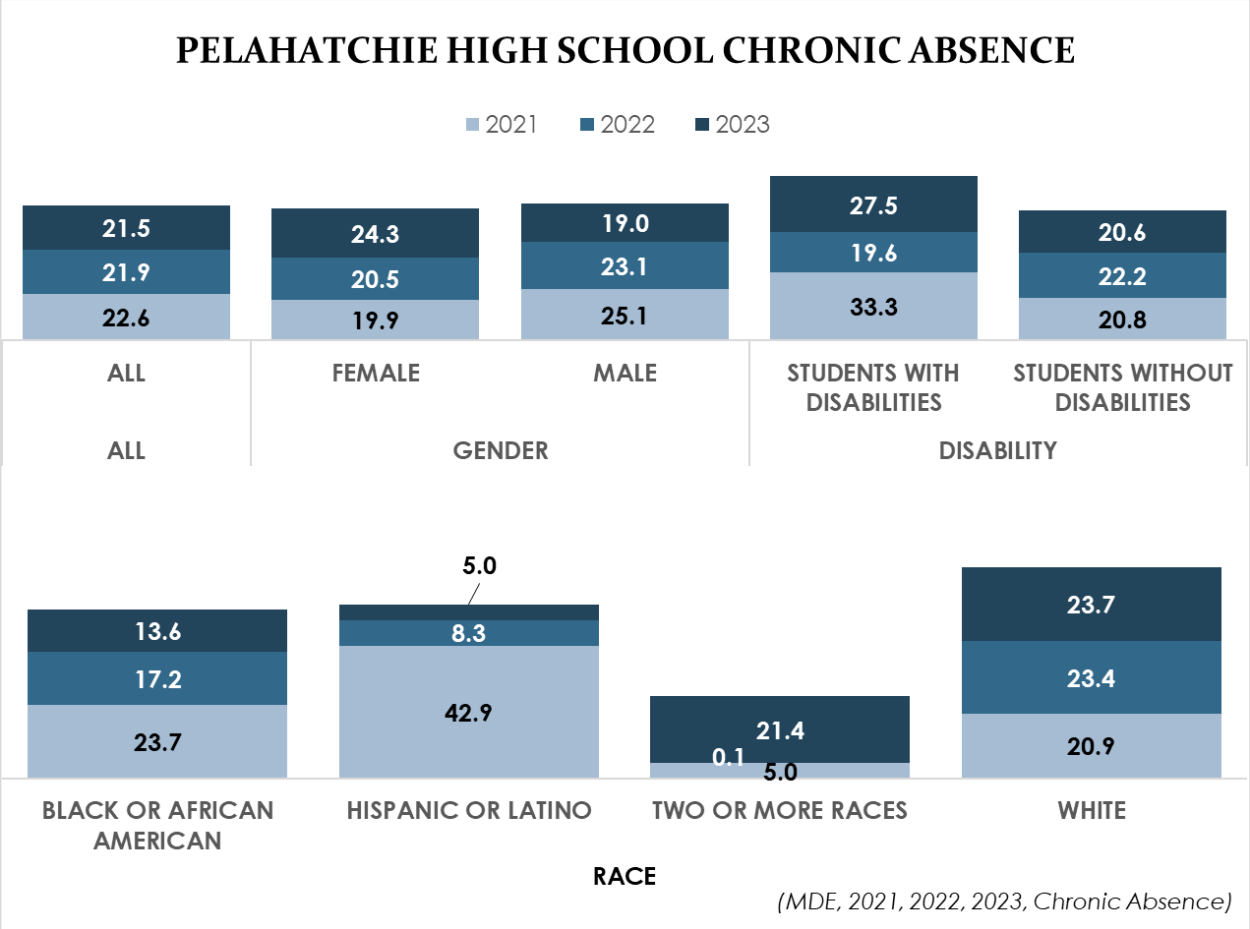


Figure 143: Pelahatchie High School Chronic Absence

Accountability

Accountability Measures

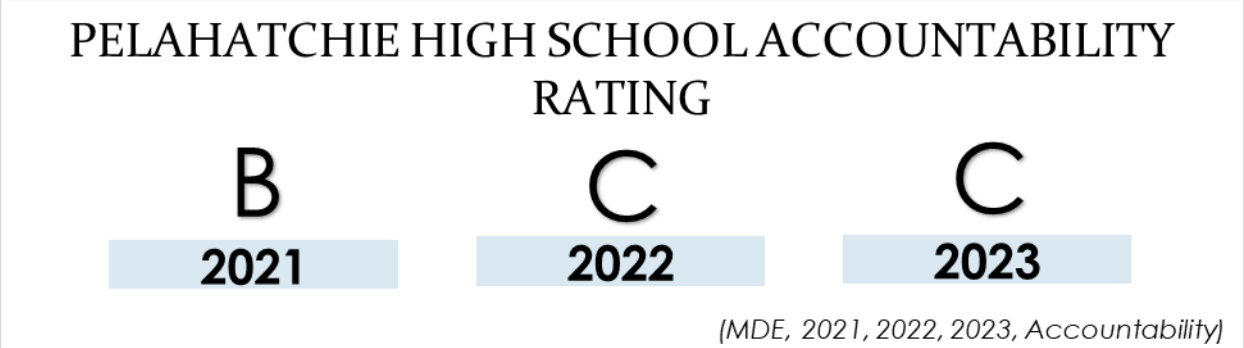


Figure 144: Pelahatchie High School Accountability Rating

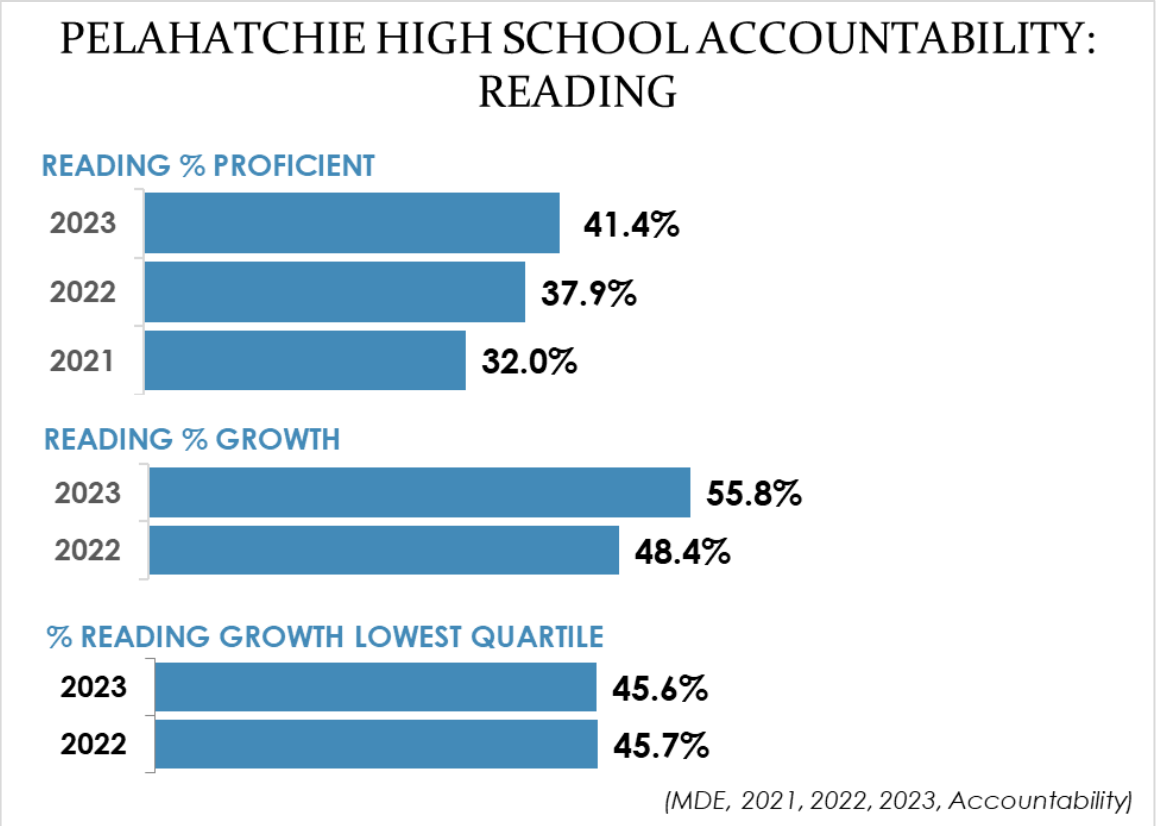


Figure 145: Pelahatchie High School Accountability: Reading

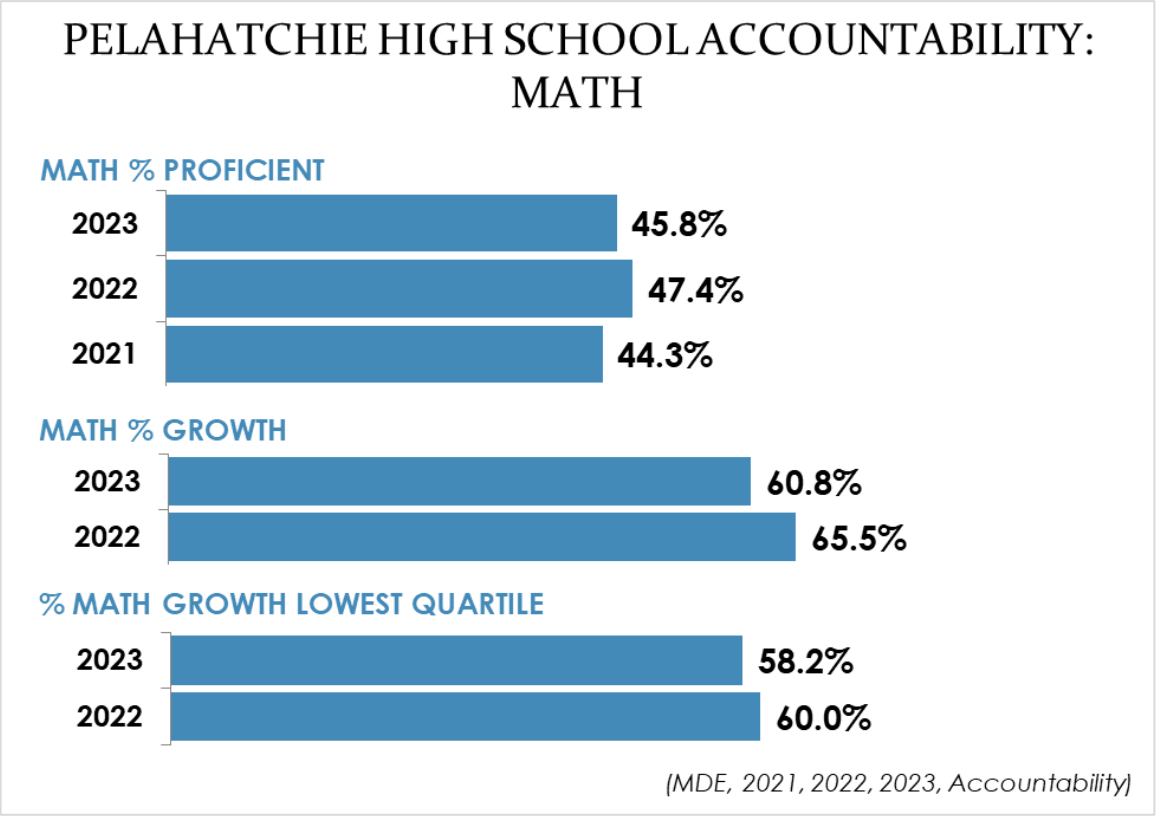


Figure 146: Pelahatchie High School Accountability: Math

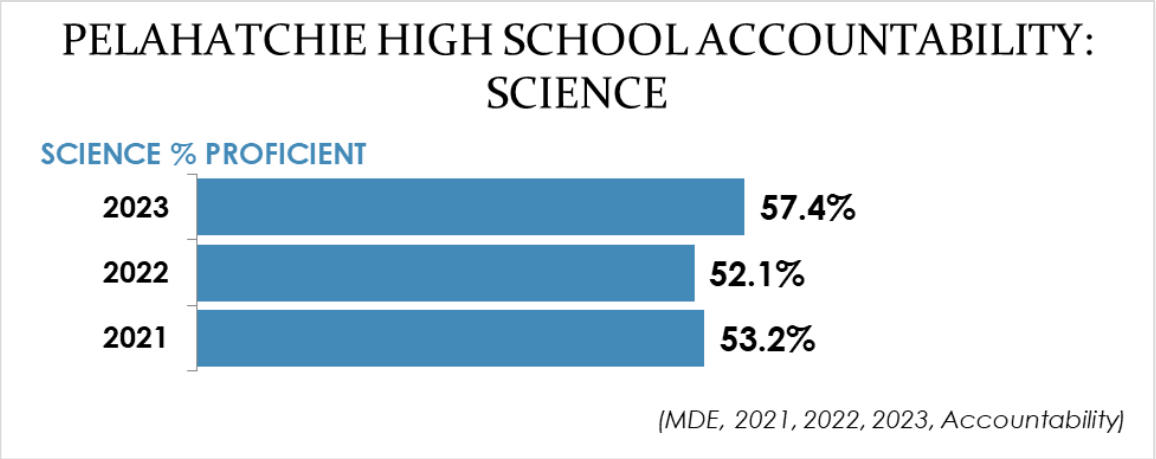


Figure 147: Pelahatchie High School Accountability: Science

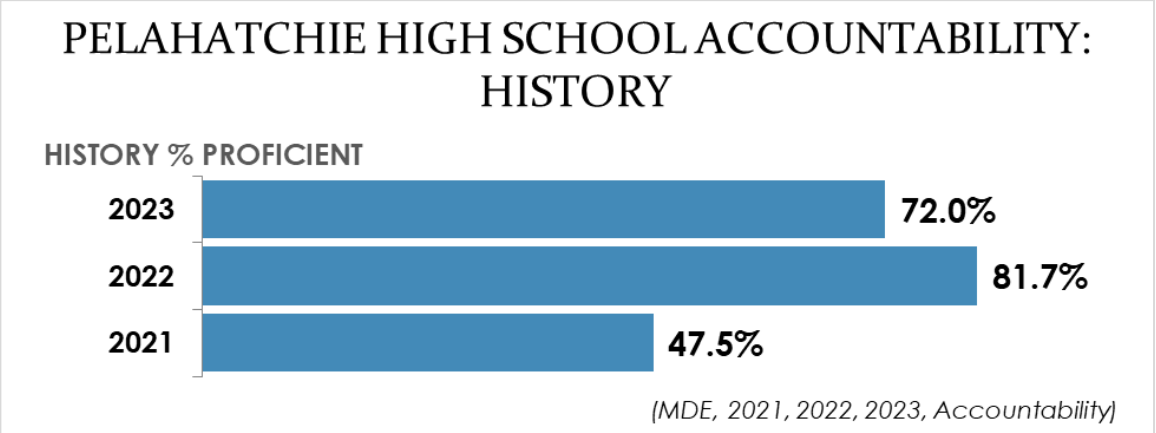


Figure 148: Pelahatchie High School Accountability: History

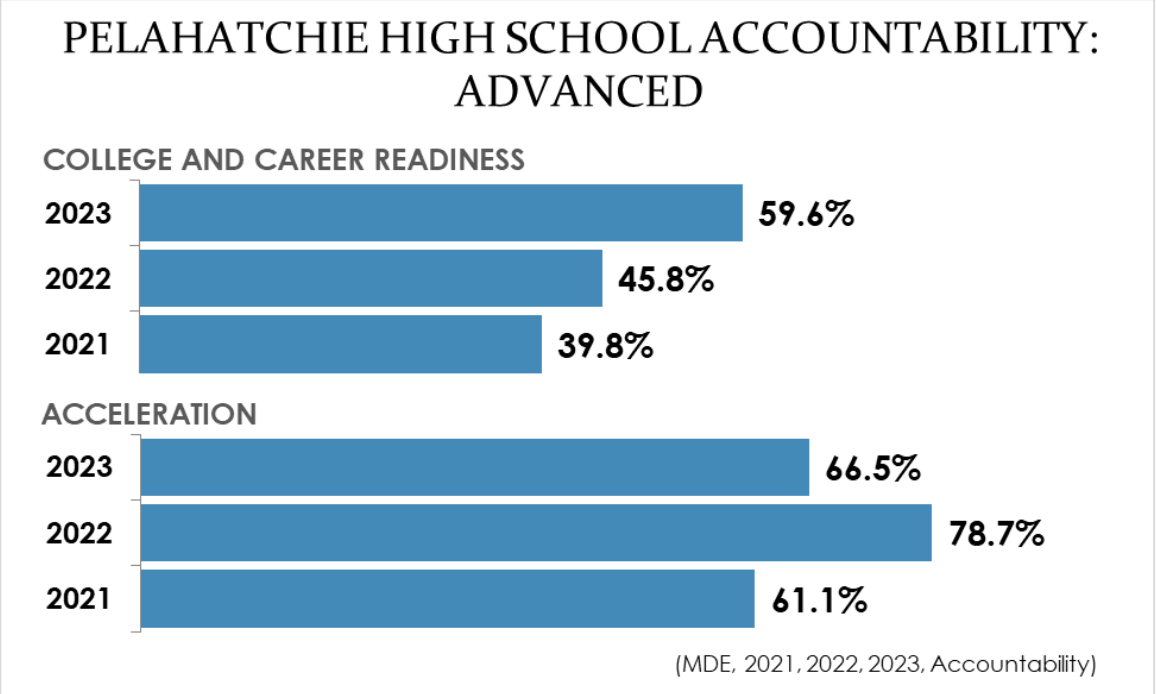


Figure 149: Pelahatchie High School Accountability: Advanced

Pelahatchie High School

Proficiency by Demographic Group

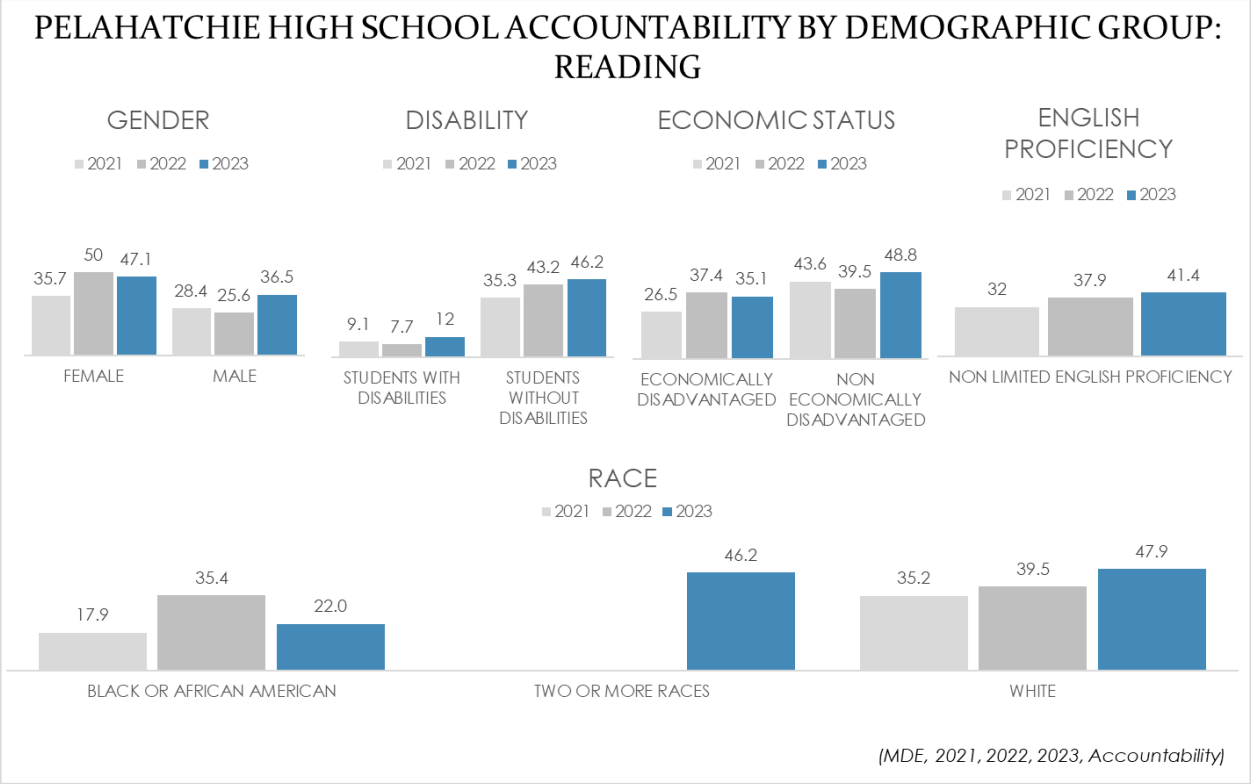


Figure 150: Pelahatchie High School Proficiency by Demographic Group: Reading

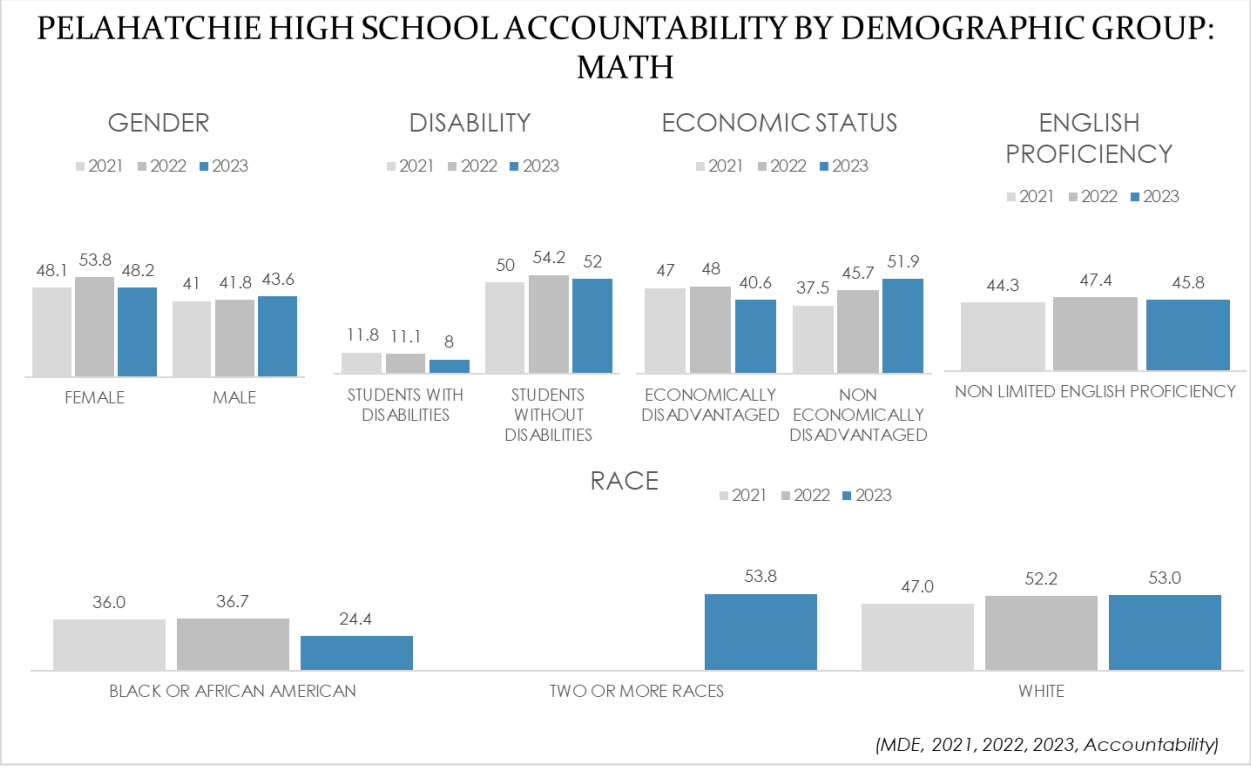


Figure 151: Pelahatchie High School Proficiency by Demographic Group: Math

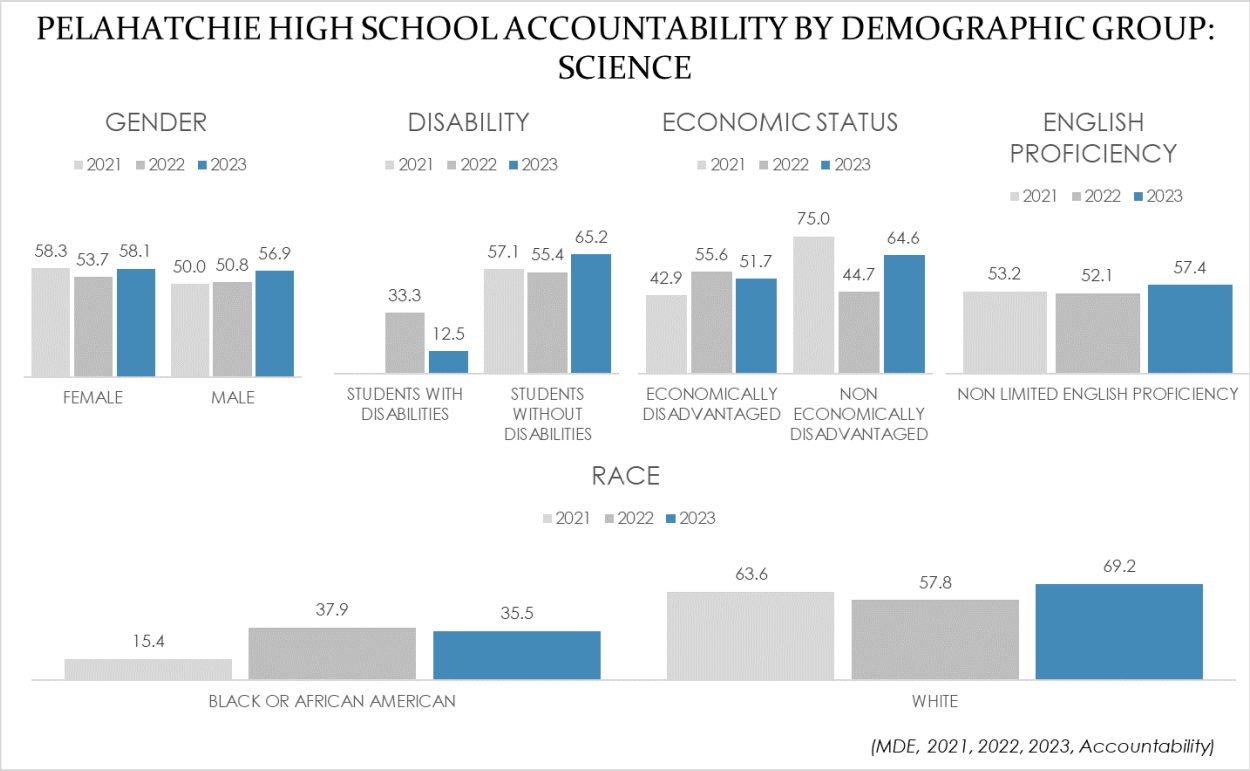


Figure 152: Pelahatchie High School Proficiency by Demographic Group: Science

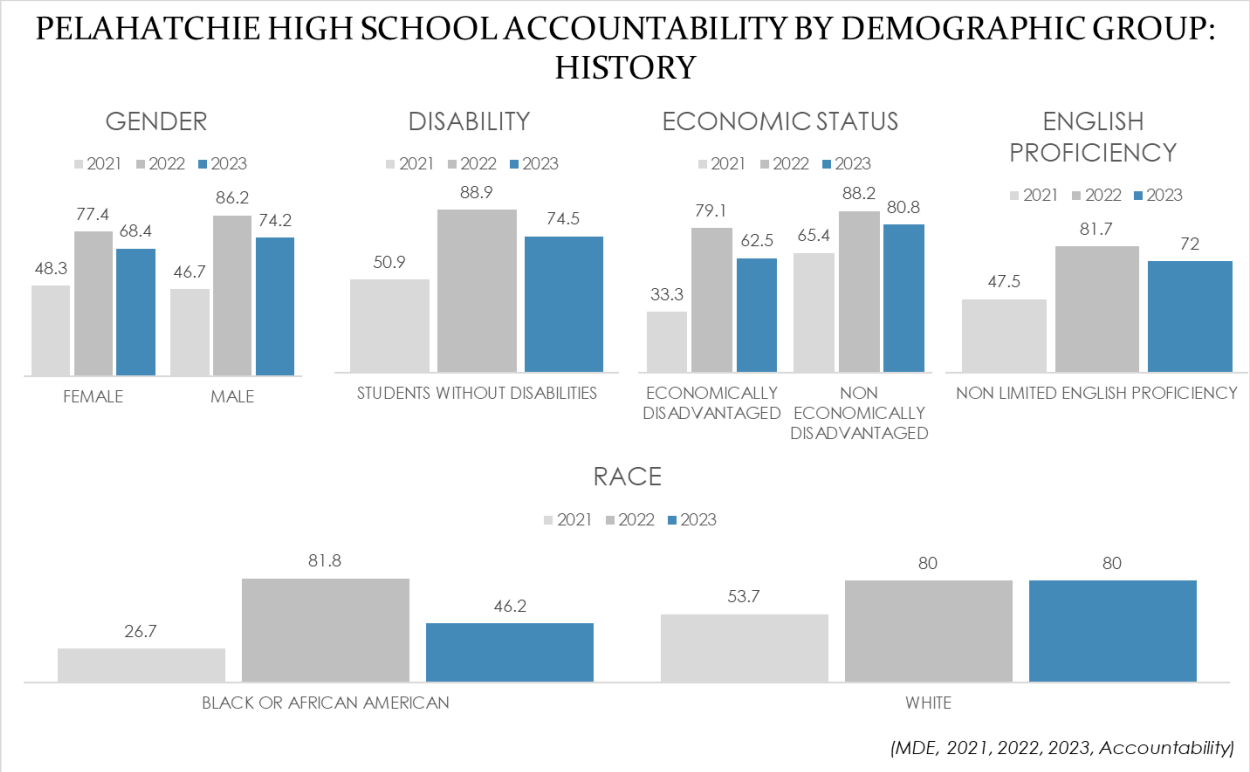
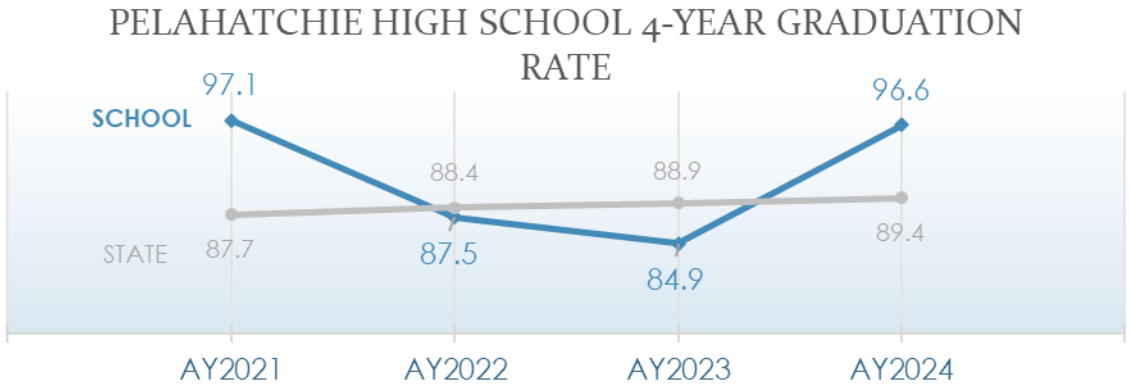


Figure 153: Pelahatchie High School Proficiency by Demographic Group: History

Pelahatchie High School

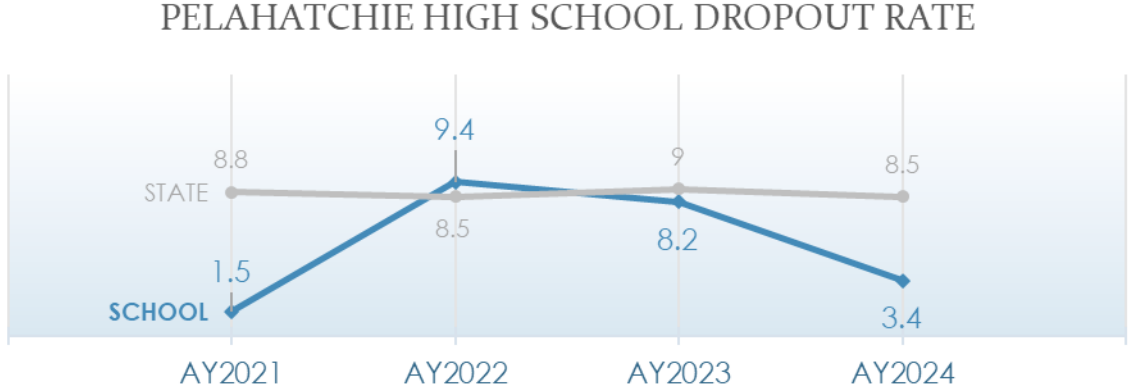
4-Year Graduation Rates



AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)

Figure 154: Pelahatchie High School 4-Year Graduation Rate



AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)

Figure 155: Pelahatchie High School Dropout Rate



Assessment

ACT

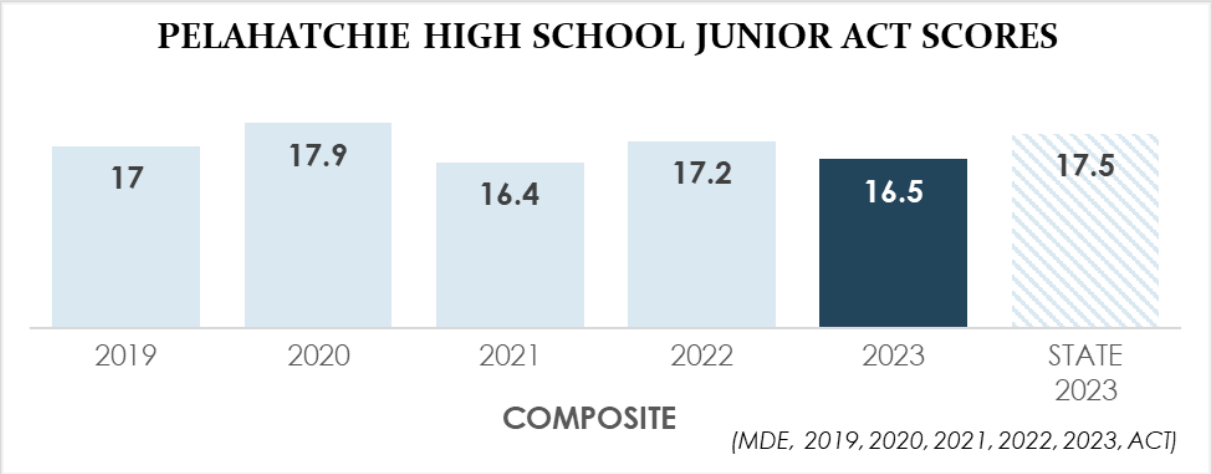


Figure 156: Pelahatchie High School Junior ACT: Composite

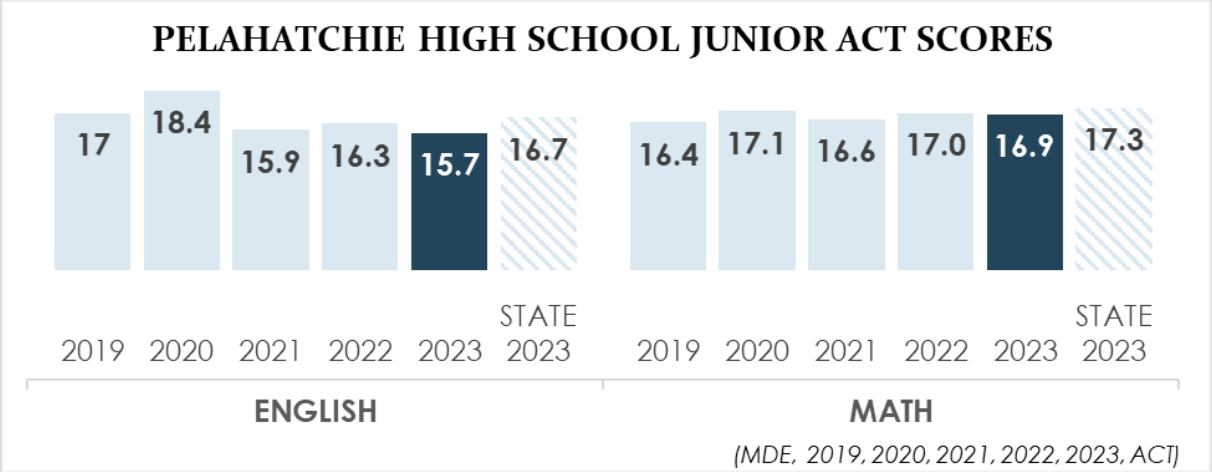


Figure 157: Pelahatchie High School Junior ACT: English and Math

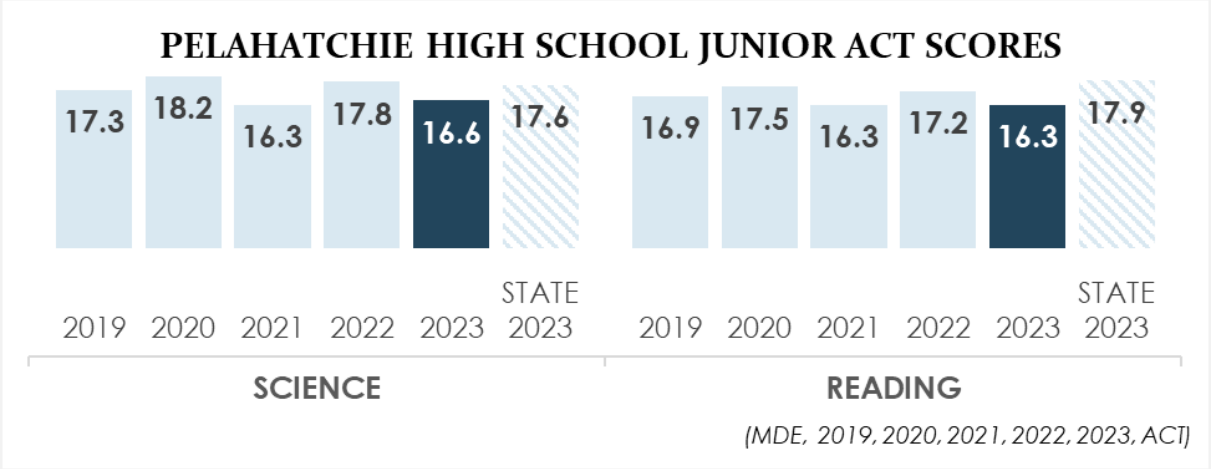


Figure 158: Pelahatchie High School Junior ACT: Science and Reading

Pelahatchie High School

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

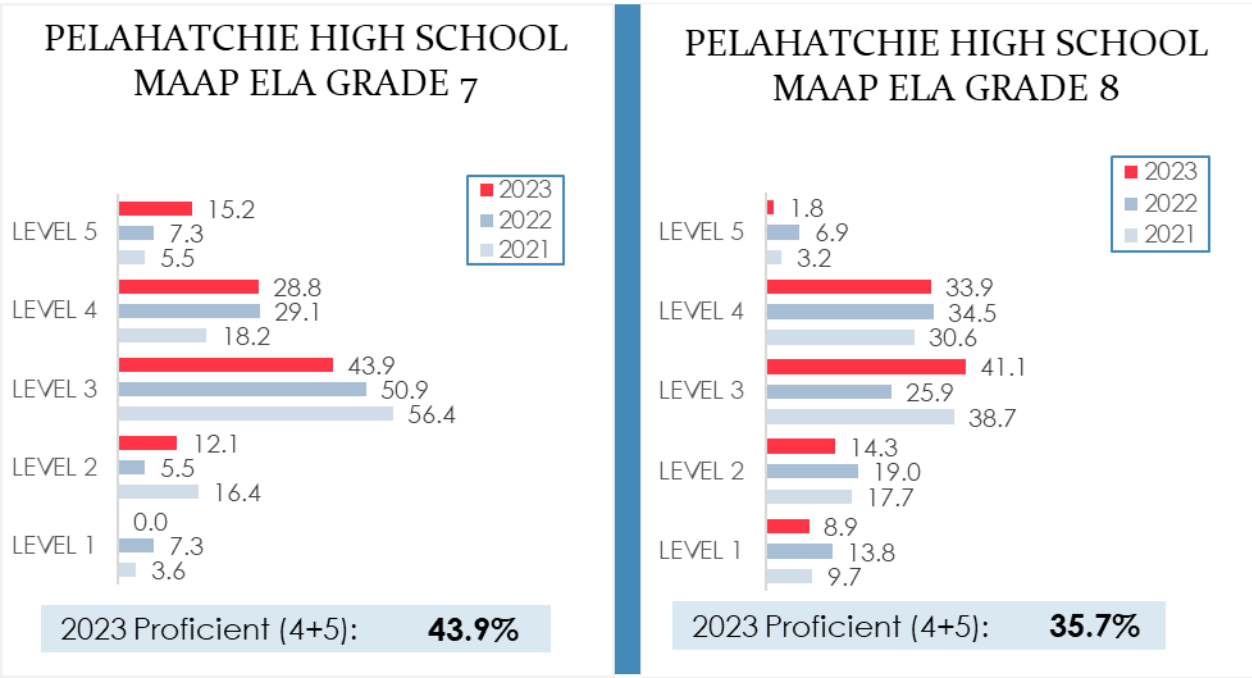
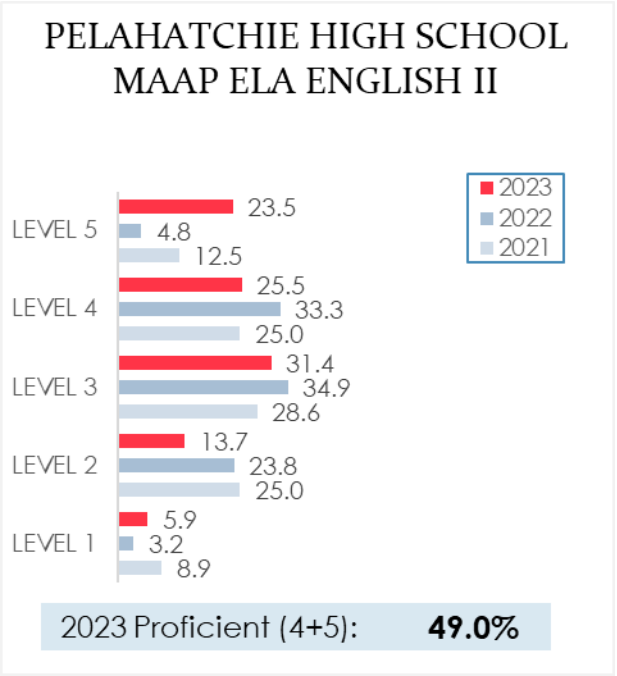


Figure 159: Pelahatchie High School MAAP ELA Grades 7 and 8



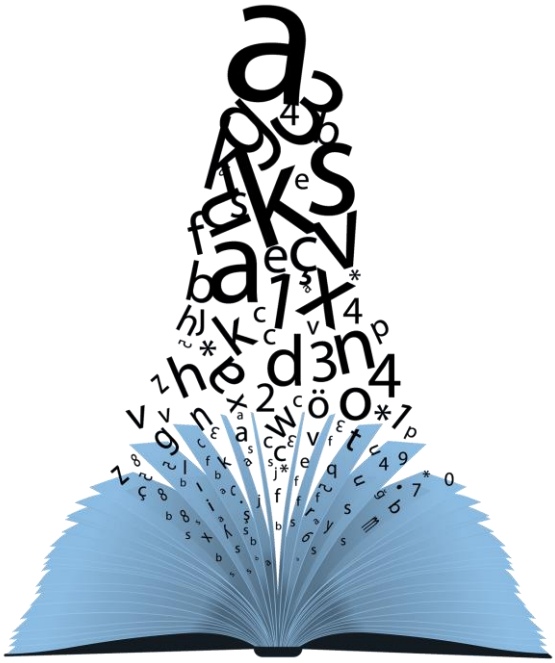


Figure 160: Pelahatchie High School MAAP ELA English II

MAAP MATH

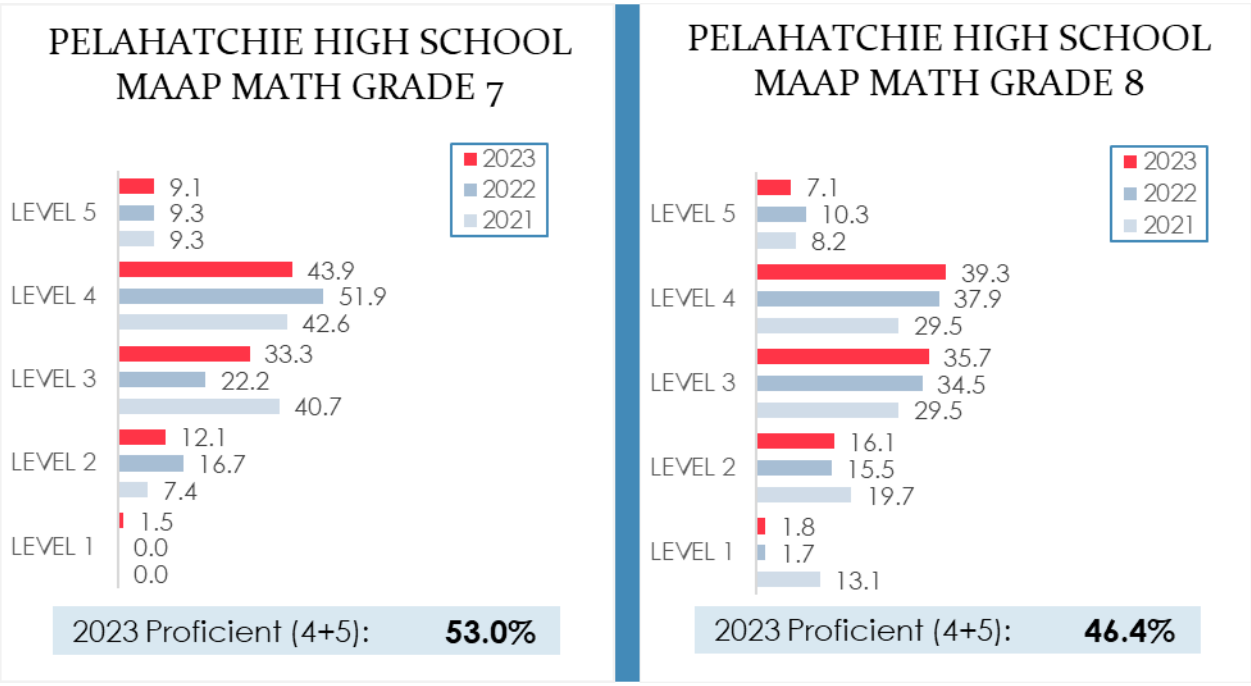


Figure 161: Pelahatchie High School MAAP MATH Grades 7 and 8

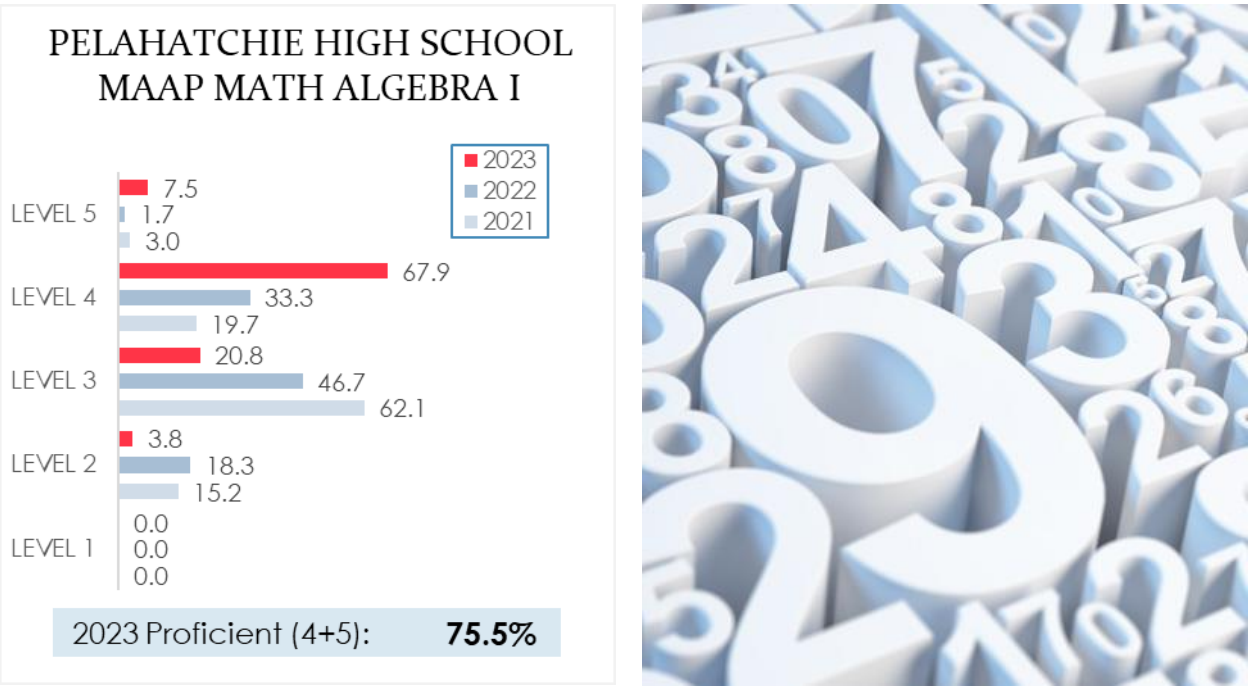


Figure 162: Pelahatchie High School MAAP MATH Algebra I

Pelahatchie High School

MAAP SCIENCE



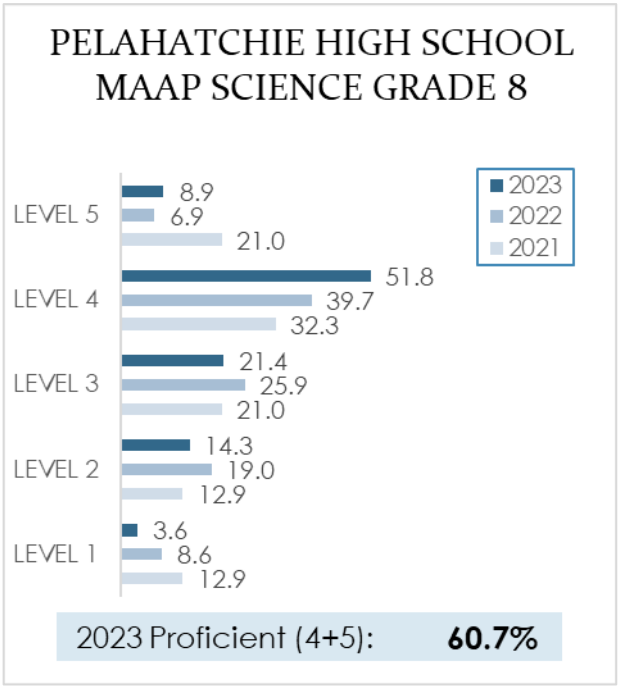


Figure 163: Pelahatchie High School MAAP SCIENCE Grade 8

MAAP END-OF-COURSE

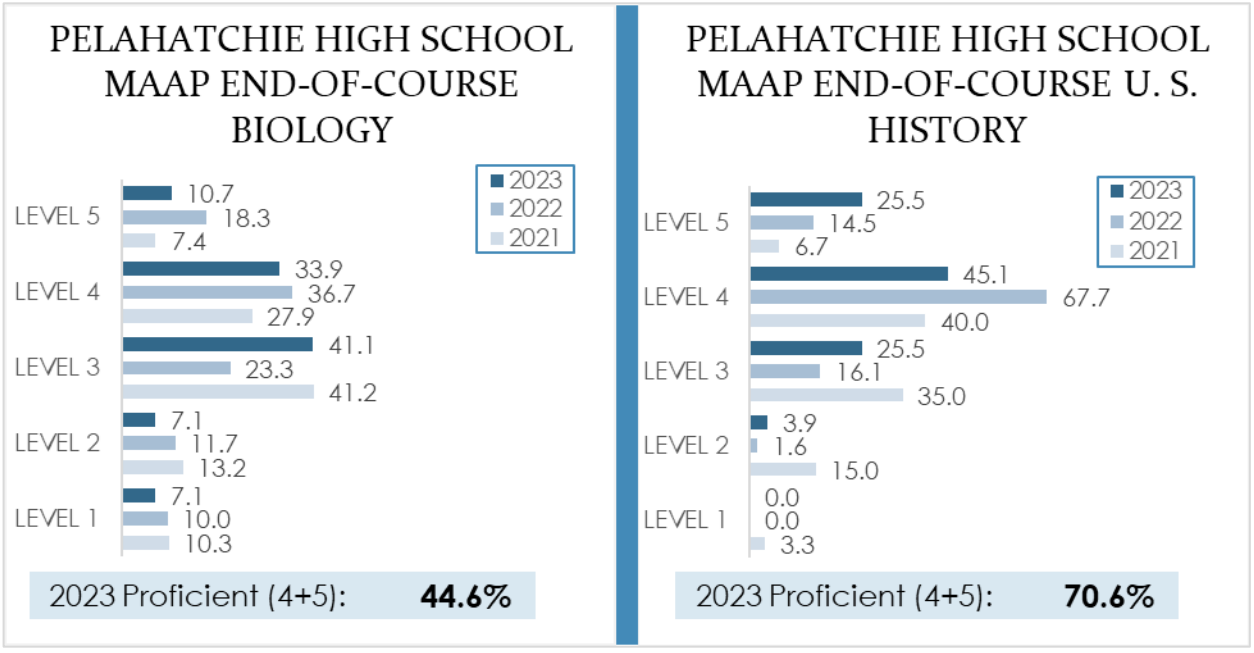


Figure 164: Pelahatchie High School MAAP End-of-Course Biology I and U. S. History

Personnel

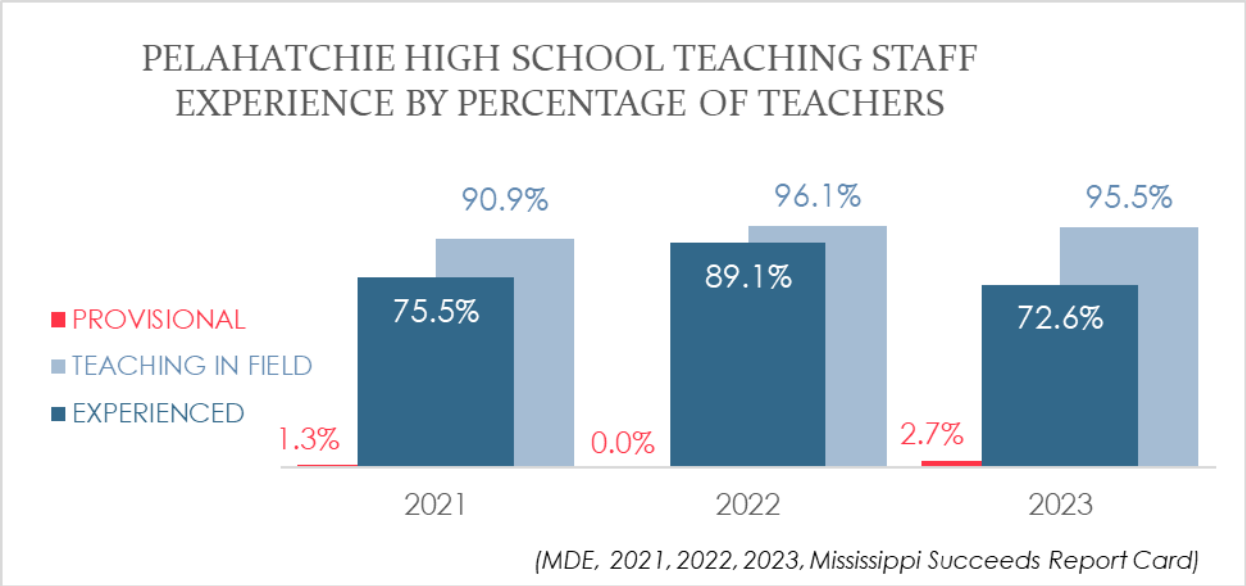


Figure 165: Pelahatchie High School Teaching Staff Experience by Percentage of Teachers

Discipline

PELAHATCHIE HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE

		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	12.6	7.0	8.9	6.8	15.8	11.3			≤5
GENDER	FEMALE	7.0	≤5	5.1	≤5	13.4	8.5			
	MALE	18.0	10.8	12.3	10.8	18.0	13.9			≤5
RACE	BLACK OR AFRICAN AMERICAN	16.5	13.4	7.5	7.7	20.6	15.0			
	WHITE	11.1	≤5	9.8	6.3	14.6	10.2			
DISABILITY	STUDENTS WITH DISABILITIES	23.5	14.0	12.0	11.8	18.0	14.0			
	STUDENTS WITHOUT DISABILITIES	10.9	5.9	8.4	6.1	15.4	10.9			≤5
EL	NON LIMITED ENGLISH PROFICIENCY		7.0	8.9		15.8	11.3			≤5

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 166: Pelahatchie High School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Pelahatchie High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten;* and *Professional Development*. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Eight (8) faculty and staff members, twelve (12) parents, and nine (9) students responded to the survey.

Pelahatchie High School Faculty/Staff Survey

Demographics

Please indicate your certification status and your years of experience as an educator.				
	1-3 years	**4-10 years**	**11-20 years**	**21+ years**
Certified staff	2	0	2	3
Non-certified staff	1	0	0	0

Federal Programs

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	5	62.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

I use effective, research-based strategies for	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	12.5%	87.5%	0.0%	0.0%	0.0%
Closing the achievement gap between diverse groups of students.	12.5%	75.0%	0.0%	0.0%	12.5%
Successful classroom management.	25.0%	75.0%	0.0%	0.0%	0.0%
Teaching special needs students.	12.5%	75.0%	0.0%	0.0%	12.5%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	25.0%	25.0%	0.0%	0.0%	50.0%

I contact parents every week.	Count	Percentage
Strongly Agree	1	12.5%
Agree	3	37.5%
Disagree	1	12.5%
Strongly Disagree	2	25.0%
Not Applicable or No Information	1	12.5%

The Literacy Coach and/or Interventionist meets regularly with the teachers/administrators of this school for the purpose of maximizing student achievement.	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	12.5%
Disagree	1	12.5%
Strongly Disagree	1	12.5%
Not Applicable or No Information	5	62.5%

I would feel comfortable asking the Instructional Literacy Coach and/or Interventionist for instructional advice.

	Count	Percentage
Strongly Agree	1	12.5%
Agree	3	37.5%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	37.5%

The Instructional Literacy Coach and/or Interventionist has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	25.0%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	5	62.5%

The Literacy coach and/or Interventionist guides and supports teachers in all content areas to embed literacy best practices into instruction.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	12.5%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	62.5%

The Instructional Literacy Coach/Interventionist is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	25.0%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	5	62.5%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Expedited evaluation services for students with learning disabilities	5	62.5%
Expedited evaluation services for students with limited English	3	37.5%
Expedited evaluation services for gifted and talented students	2	25.0%
Additional academic support	4	50.0%
Tutoring	4	50.0%
Enrichment educational services	1	12.5%
Counseling	7	87.5%
Mentors	2	25.0%
School supplies	6	75.0%
School uniforms	0	0.0%
Dental referrals	1	12.5%
Medical referrals	1	12.5%
Bullying assistance	1	12.5%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	2	25.0%
Agree	6	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).	Count	Percentage
Strongly Agree	2	25.0%
Agree	5	62.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Embed multicultural education throughout the curriculum	2	25.0%
Utilize technology such as class websites, blogs, and videos	2	25.0%
Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies	2	25.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	3	37.5%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	3	37.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	2	25.0%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	2	25.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	2	25.0%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	4	50.0%
Agree	4	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	2	25.0%
Agree	6	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	4	50.0%
Agree	3	37.5%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	5	62.5%
Agree	2	25.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	5	62.5%
Agree	3	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	3	37.5%
Agree	5	62.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, the size of classes here does not limit instructional effectiveness.	Count	Percentage
Strongly Agree	4	50.0%
Agree	2	25.0%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The principal of our school is fair and open with teachers.	Count	Percentage
Strongly Agree	5	62.5%
Agree	1	12.5%
Disagree	1	12.5%
Strongly Disagree	1	12.5%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	4	50.0%
Agree	3	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	5	62.5%
Agree	2	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	1	2	3	4	5	6	7	8	9	10	OVERALL RANK
My specific content area	3	2	1	0	0	0	0	0	0	0	**1**
Classroom Management	1	0	1	2	1	0	0	1	0	0	**2**
Reading for at risk students	1	1	1	0	1	1	0	0	0	1	**3**
Conflict resolution	0	0	1	2	1	0	0	0	0	0	**4**
Writing strategies	0	1	0	2	0	0	0	0	1	0	**5**
Differentiated Instruction	1	1	0	0	0	0	1	0	0	0	**6**
Developing quality assessments	0	1	0	0	1	0	1	1	0	0	**7**
Using technology to enhance instruction	0	1	1	0	0	0	0	1	0	1	**8**
Teaching and understanding students in poverty	1	0	0	0	1	0	1	0	0	0	**9**
Mississippi College and Career Readiness Standards	0	0	1	0	0	0	1	2	0	1	**10**
Successful inclusion strategies	0	0	0	0	1	1	0	0	4	0	**11**
Depth of Knowledge	0	0	0	1	0	1	1	0	0	0	**12**
Interpreting and analyzing student data	0	0	1	0	0	1	0	0	0	1	**13**
Response to Intervention (RTI/MTSS)	0	0	0	0	0	2	0	0	0	0	**14**
Teaching and understanding the needs of homeless students	0	0	0	0	0	0	2	0	0	0	**15**
Culture sensitivity	0	0	0	0	1	0	0	0	0	1	**16**
English Learners	0	0	0	0	0	1	0	0	0	0	**17**

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	2	25.0%
Agree	2	25.0%
Disagree	4	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	2	25.0%
Agree	4	50.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

General Opinion

Note: In response to 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.

Faculty/staff members from Pelahatchie High School highlighted the strong school climate. One faculty member stated, "The students and teachers show empathy and care for each other's well-being. It is a pleasant work environment." This sentiment reflects the positive relationships fostered at the school. However, there were suggestions for improvement, particularly in discipline and promoting work ethic, indicating a desire for a more structured environment that supports both academic and personal development.

Pelahatchie High School Parent Survey

Federal Programs

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	1	8.3%
Supporting college and career counseling	6	50.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	8	66.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	4	33.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	2	16.7%

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	5	41.7%
Providing school-based mental health services and counseling	5	41.7%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	2	16.7%
Establishing or improving dropout prevention	0	0.0%
Supporting re-entry programs and transition services for Justice-involved youth	0	0.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	1	8.3%
Implementing systems and practices to prevent bullying and harassment	7	58.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	2	16.7%
Establishing community partnerships	3	25.0%

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	41.7%
Building technological capacity and infrastructure	1	8.3%
Carrying out innovative blended learning projects	2	16.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	5	41.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	5	41.7%

Pelahatchie High School

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	8.3%
Conflict Resolution	1	8.3%
Discipline	1	8.3%
Drug/Alcohol Awareness	1	8.3%
English as a Second Language	0	0.0%
Health Classes	1	8.3%
Literacy Classes	1	8.3%
Math Classes	1	8.3%
Parent-to-School Relationships	3	25.0%
Parent/Child Communication	1	8.3%
Preparing for College	6	50.0%
Parenting Workshops	0	0.0%
Social Media Classes	1	8.3%
Stress/Anger Management	2	16.7%
Understanding College- and Career-Ready Standards	7	58.3%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
Activities to help my child learn over the summer	2	16.7%
Help my child with homework	1	8.3%
How to motivate my child	2	16.7%
How to promote family reading	1	8.3%
How to set goals for my child	5	41.7%
Manage time	1	8.3%
Prepare my child for testing	4	33.3%
Understand my child's learning styles	3	25.0%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	1	8.3%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	1	8.3%
Resource materials for parental training	1	8.3%
Training for parents to work with other parents on becoming involved in the schools	2	16.7%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	25.0%
Home/School folders	4	33.3%
Home/School Planners	6	50.0%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	3	25.0%
Agree	4	33.3%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	33.3%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	1	8.3%
Agree	6	50.0%
Disagree	3	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	1	8.3%
Agree	10	83.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	2	16.7%
Agree	7	58.3%
Disagree	2	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

Our school (district) provides sufficient opportunities for parent and family engagement.	Count	Percentage
Strongly Agree	2	16.7%
Agree	6	50.0%
Disagree	2	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

The concerns of parents are reflected in decisions affecting our school.	Count	Percentage
Strongly Agree	2	16.7%
Agree	5	41.7%
Disagree	2	16.7%
Strongly Disagree	1	8.3%
Not Applicable or No Information	2	16.7%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.	Count	Percentage
Strongly Agree	3	25.0%
Agree	7	58.3%
Disagree	2	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	1	8.3%

Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	1	8.3%
Agree	8	66.7%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	4	33.3%
Checked my child's grades/assignments online	10	83.3%
Been in contact with my child's teacher	9	75.0%
Received a newsletter from the district, school, or teacher	3	25.0%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academi-cally	0	0.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	9	75.0%
Volunteered at my child's school	5	41.7%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	5	41.7%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	33.3%
Agree	5	41.7%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	1	8.3%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	5	41.7%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	3	25.0%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	2	16.7%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	3	25.0%
Agree	5	41.7%
Disagree	3	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	3	25.0%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	2	16.7%

PREKINDERGARTEN AND KINDERGARTEN

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Understanding the difference between right and wrong and recognizing and respecting authority figures.	16.7%	8.3%	0.0%	8.3%	66.7%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	25.0%	8.3%	0.0%	0.0%	66.7%
Playing independently or in a small group without needing to be constantly supervised.	16.7%	8.3%	8.3%	0.0%	66.7%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	16.7%	8.3%	8.3%	0.0%	66.7%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Making decisions for himself/herself and exploring new experiences.	25.0%	8.3%	0.0%	0.0%	66.7%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	16.7%	8.3%	0.0%	0.0%	75.0%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	25.0%	8.3%	0.0%	0.0%	66.7%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," recognizing shapes and measurements.	16.7%	8.3%	8.3%	0.0%	66.7%
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	16.7%	8.3%	0.0%	8.3%	66.7%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things	16.7%	8.3%	0.0%	0.0%	75.0%

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	7	58.3%
Agree	1	8.3%
Disagree	0	0.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	3	25.0%

My child's preschool or kindergarten class is warm and welcoming.		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	1	8.3%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	66.7%

General Opinion

Note: In response to 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.

Parents of students from Pelahatchie High School who participated in the survey generally praised the school but had significant concerns regarding the use of technology and the condition of certain facilities. One parent commented, "I for the most part think it is an excellent school with the exception of the computers...we have to stay on our son constantly about his grades because he would rather play games on the computer than do his work." This highlights the need for better monitoring of computer use in classrooms. Additionally, parents pointed out the need for improved sports facilities and better school meals, suggesting that resources should be allocated more effectively to enhance the overall school experience.

Pelahatchie High School Student Survey

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	4	44.4%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	4	44.4%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides students with educational programs that are appropriate to their learning needs.

	Count	Percentage
Strongly Agree	4	44.4%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	2	22.2%
Agree	3	33.3%
Disagree	1	11.1%
Strongly Disagree	3	33.3%
Not Applicable or No Information	0	0.0%

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

I have been taught how to use the resources of the school and community to help me with my schoolwork.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	3	33.3%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

Teachers are willing to give students individual help outside of class time.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.	Count	Percentage
Strongly Agree	3	33.3%
Agree	3	33.3%
Disagree	1	11.1%
Strongly Disagree	1	11.1%
Not Applicable or No Information	1	11.1%

Teachers are concerned that students learn the subjects they teach.	Count	Percentage
Strongly Agree	2	22.2%
Agree	3	33.3%
Disagree	2	22.2%
Strongly Disagree	1	11.1%
Not Applicable or No Information	1	11.1%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	2	22.2%
Agree	5	55.6%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	4	44.4%
Agree	3	33.3%
Disagree	1	11.1%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	4	44.4%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	2	22.2%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	3	33.3%
Agree	3	33.3%
Disagree	2	22.2%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	44.4%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	5	55.6%
Agree	2	22.2%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	5	55.6%
Agree	2	22.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	22.2%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	4	44.4%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

GENERAL OPINION

Note: In response to 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.

STUDENTS from Pelahatchie High School who responded to the survey had a mixed perception of their school experience. They appreciated the athletic programs, but there was a clear call for more class variety and attention to mental health. One student noted, "They need more variety of class choices and need to not have us write as much...it's too stressful." Another stressed the importance of addressing bullying and ensuring student safety, saying, "Some students feel UNSAFE and UNWELCOME because of bullying and threats...Focus more on students and their opinions and what they want." These comments underscore the need for the school to diversify its curriculum and improve its support systems to create a more inclusive and supportive environment.

Notes

Section 10

Puckett Elementary School

Introduction

PUCKETT ELEMENTARY SCHOOL is located at 6382 Highway 18 in Puckett, Mississippi. In January of 2024, it served three hundred sixty (360) students, prekindergarten through sixth grade (PK-6). As evidenced by its social media pages, PES emphasizes the importance of summer reading and has an extremely active Parent-Teacher Organization. The school practices a system of PBIS, (Positive Behavioral Interventions and Supports), an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. Students are rewarded for good behavior with a "Big Event" each quarter like a dance, a field day, or a field trip.

PES Student Creed
Respect, responsibility, and citizenship all three
Bring out the BEST in you and me
Trustworthiness and being fair
Help to show others we really care
We all know what's right
We all know what's good
We will do the things we know we should.



Puckett Elementary is a school-wide Title I school. Title I is designed to ensure that all children will have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic standards and state academic assessments.

Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

PUCKETT ELEMENTARY SCHOOL ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	390	351	365	380	360	
PK	*	*	*	*	*	
K	42	40	42	48	48	
ELEM_SPED	*	*	*	*	*	
GR_1	54	43	44	46	45	
GR_2	40	47	45	48	50	
GR_3	57	45	48	48	45	
GR_4	50	57	49	53	43	
GR_5	55	49	56	54	54	
GR_6	63	50	54	60	55	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 167: Puckett Elementary School Enrollment

PUCKETT ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	390	351	365	380	360	
GENDER	FEMALE	183	173	185	190	180	
	MALE	207	178	180	190	180	
RACE	BLACK OR AFRICAN AMERICAN	*	*	67	70	58	
	HISPANIC OR LATINO				*	*	
	TWO OR MORE RACES	*	*	12	*	*	
	WHITE	299	279	286	293	286	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 168: Puckett Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

PUCKETT ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

	2021	2022	2023
ALL	321.1	331.0	340.3
K	38.5	40.4	45.8
ELEM_SPED	3.9	5.1	3.6
GR_1	41.4	41.4	42.7
GR_2	45.3	42.7	46.2
GR_3	42.9	46.9	43.2
GR_4	54.3	47.9	50.0
GR_5	47.7	56.0	51.7
GR_6	47.2	50.6	57.2

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 169: Puckett Elementary School Average Daily Attendance

Chronic Absence

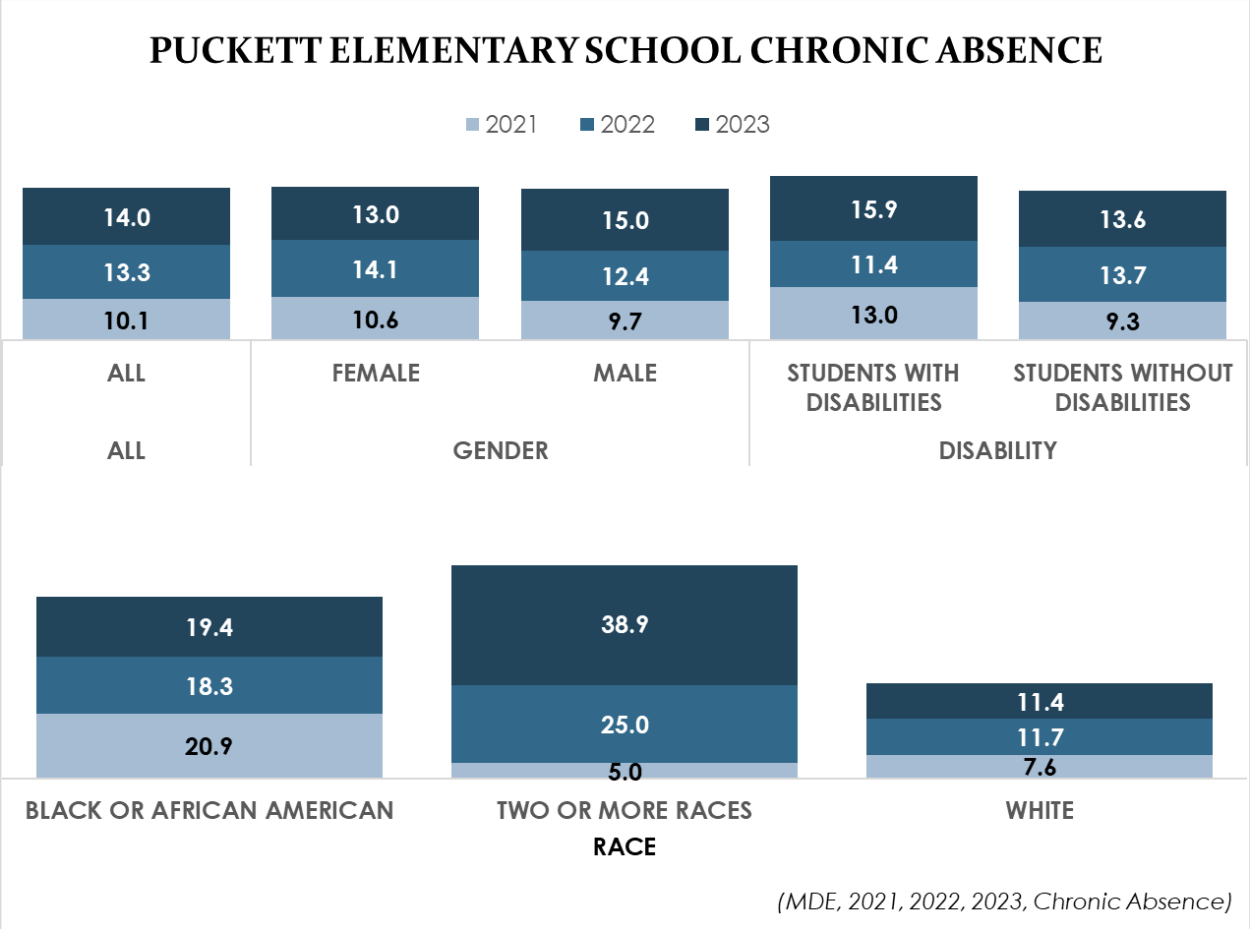


Figure 170: Puckett Elementary School Chronic Absence by Demographic Group

Accountability

Accountability Measures

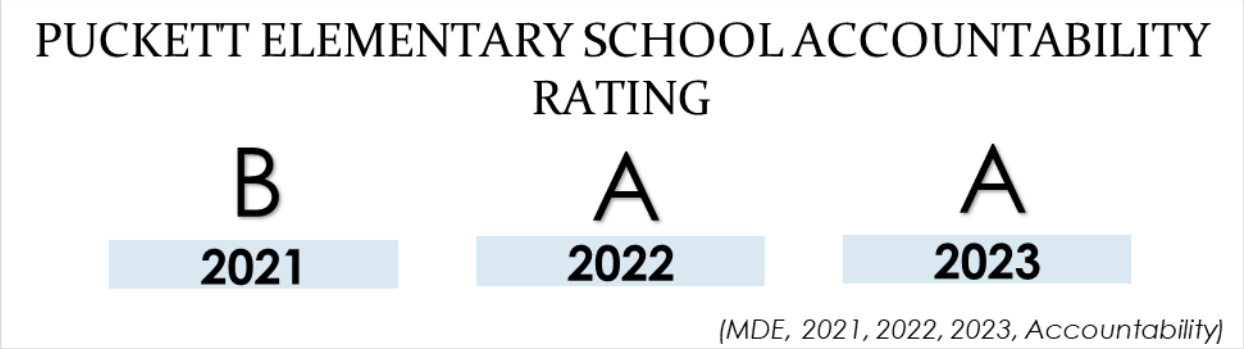


Figure 171: Puckett Elementary School Accountability Rating

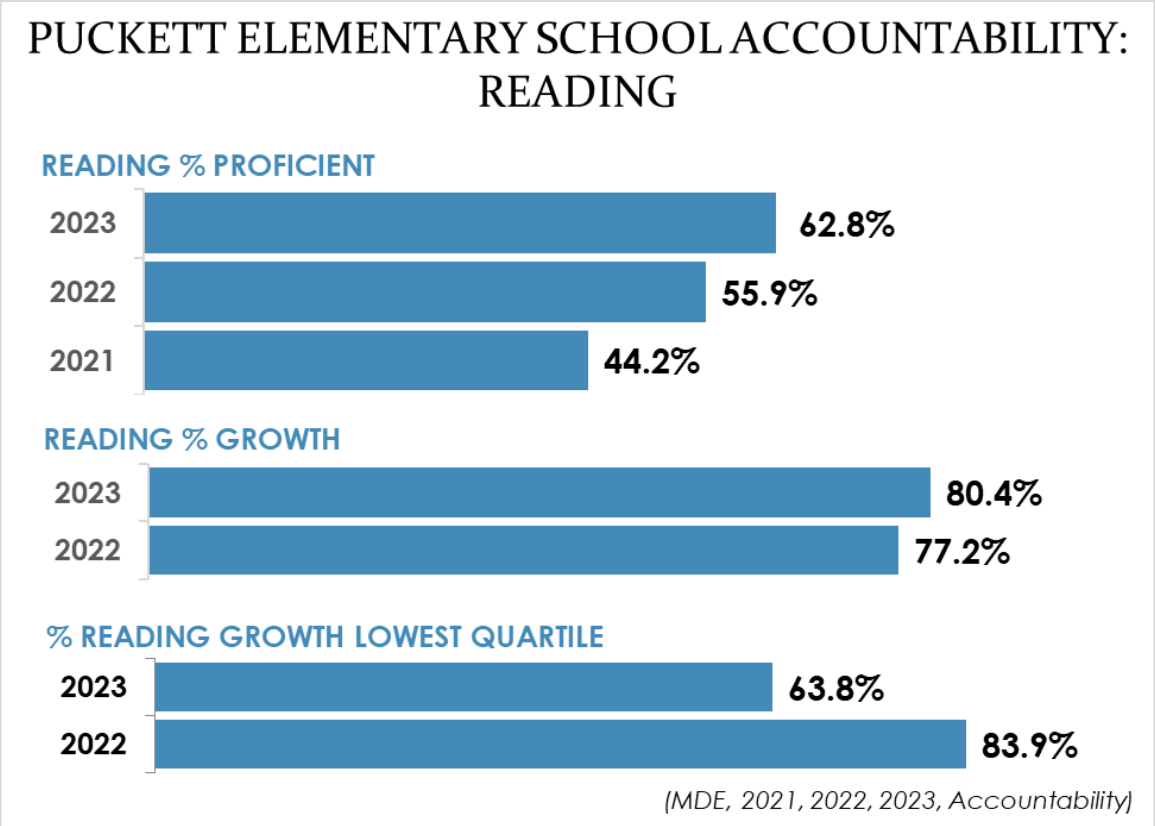


Figure 172: Puckett Elementary School Accountability: Reading

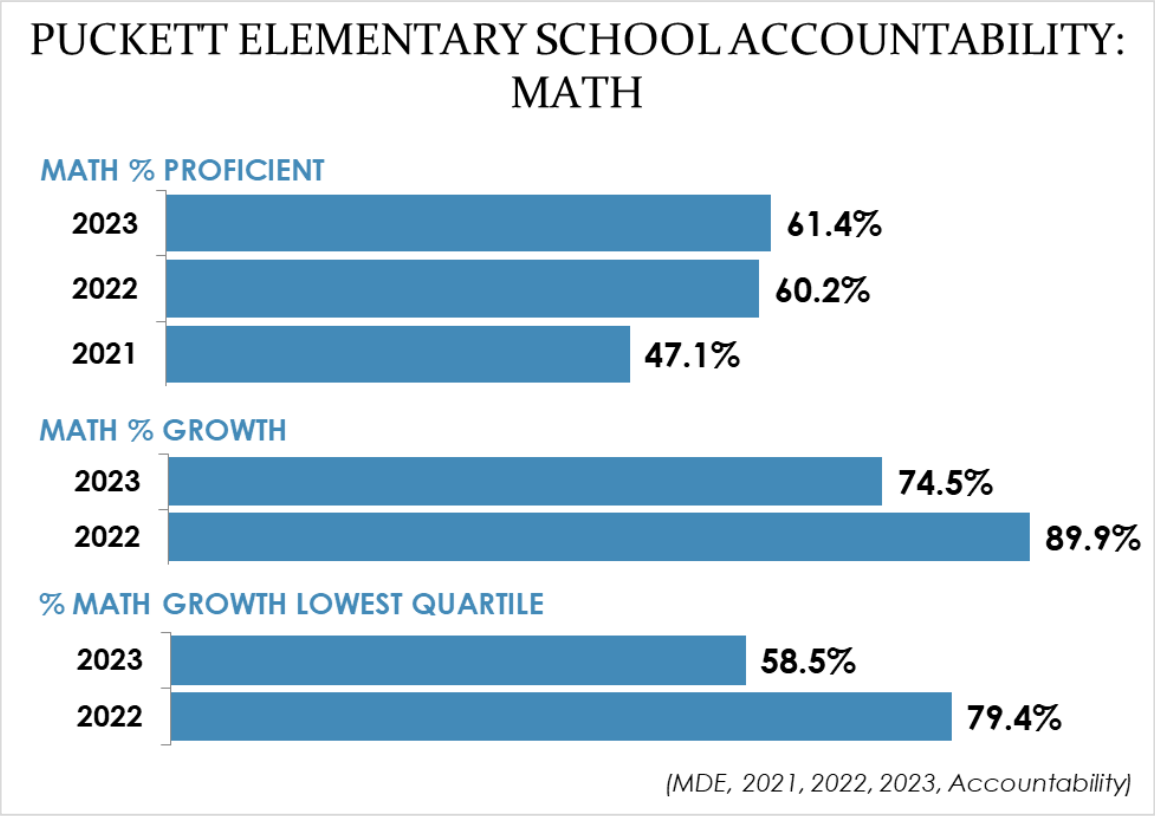


Figure 173: Puckett Elementary School Accountability: Math

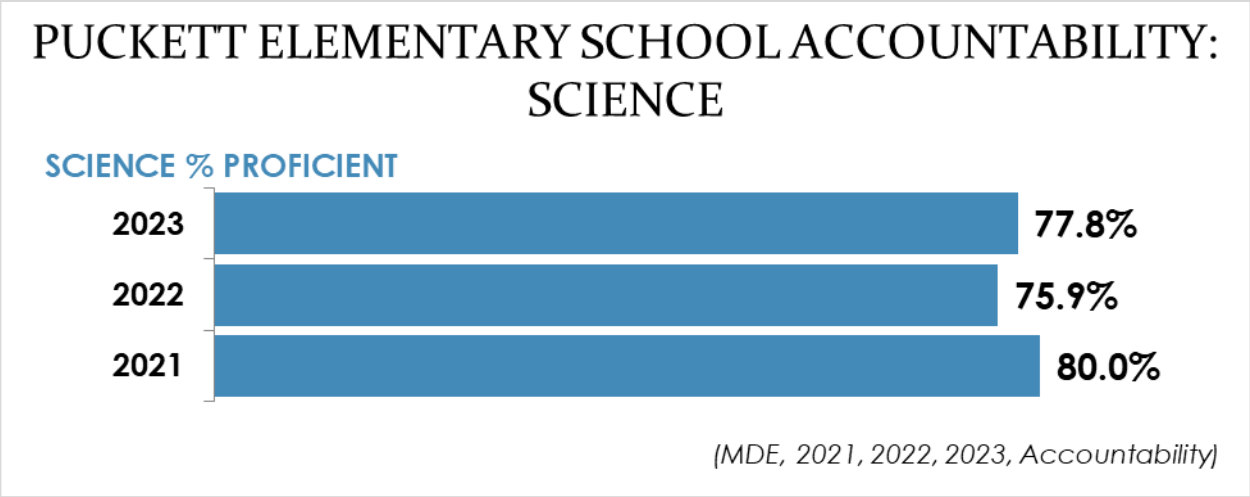


Figure 174: Puckett Elementary School Accountability: Science

PROFICIENCY BY DEMOGRAPHIC GROUP

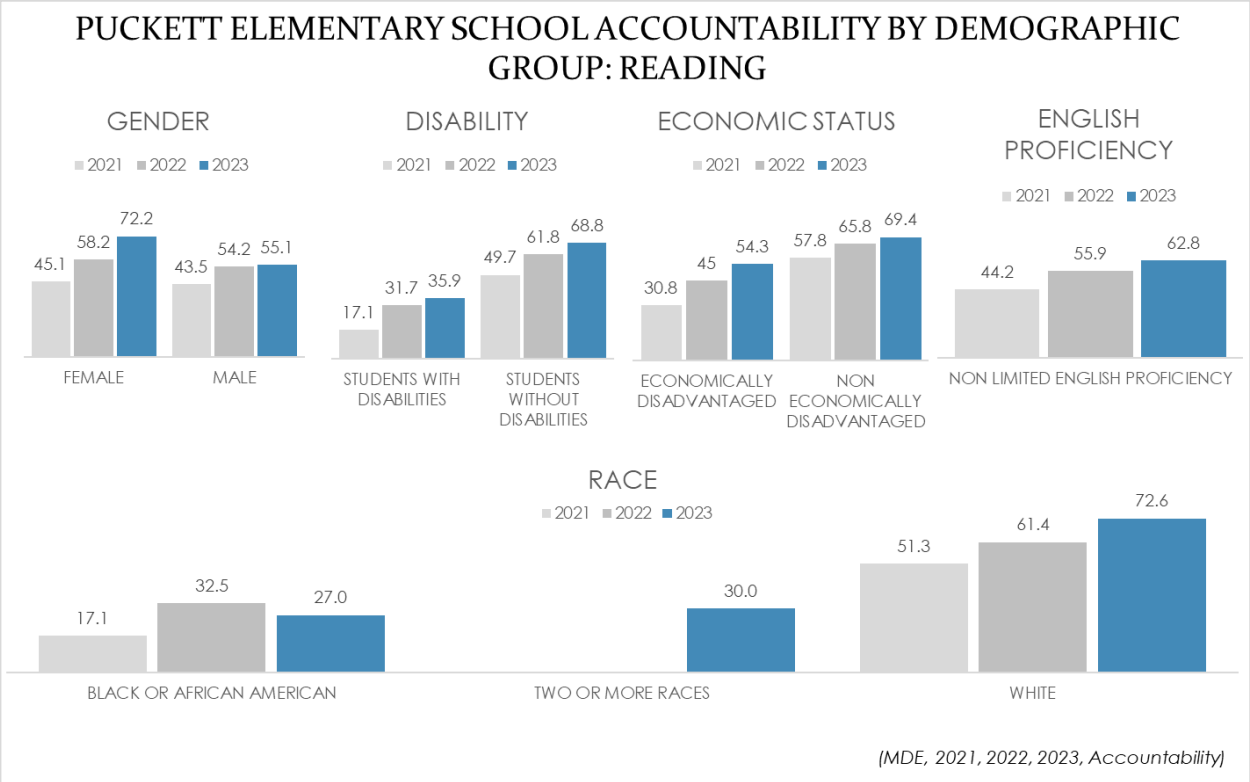


Figure 175: Puckett Elementary School Reading Proficiency by Demographic Group

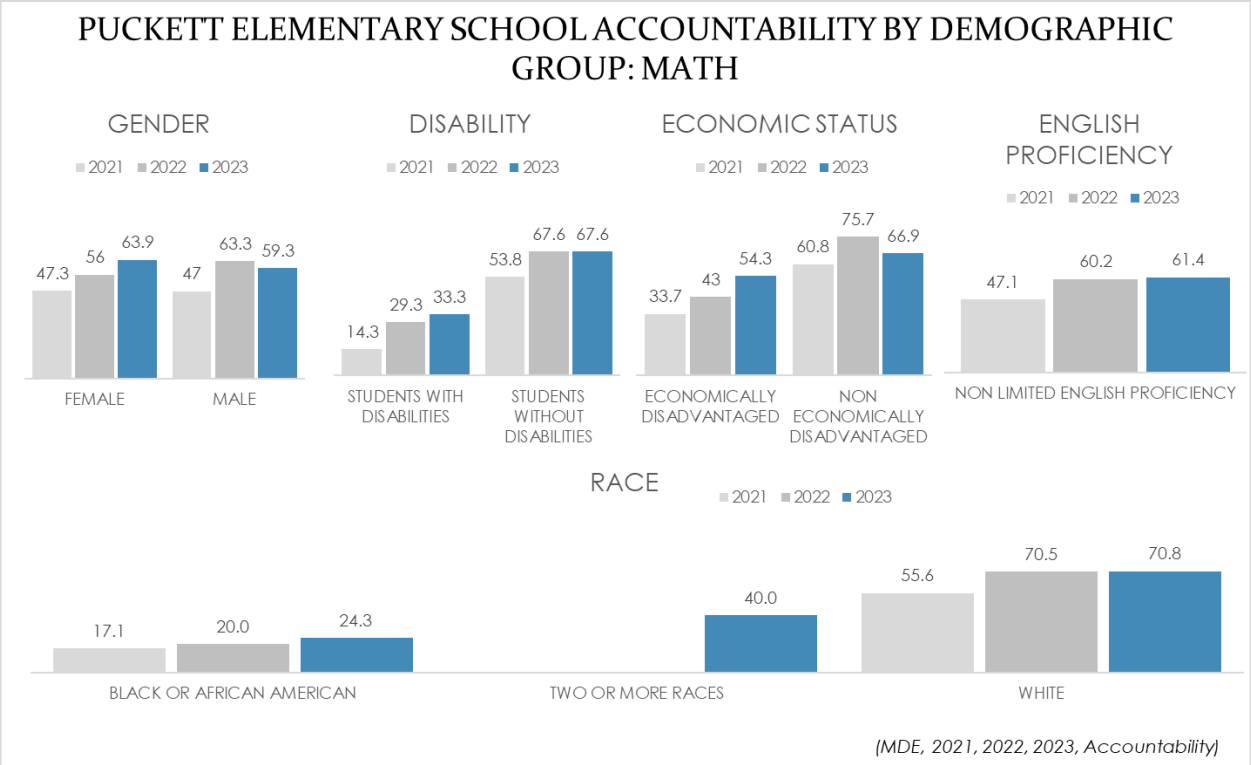


Figure 176: Puckett Elementary School Math Proficiency by Demographic Group

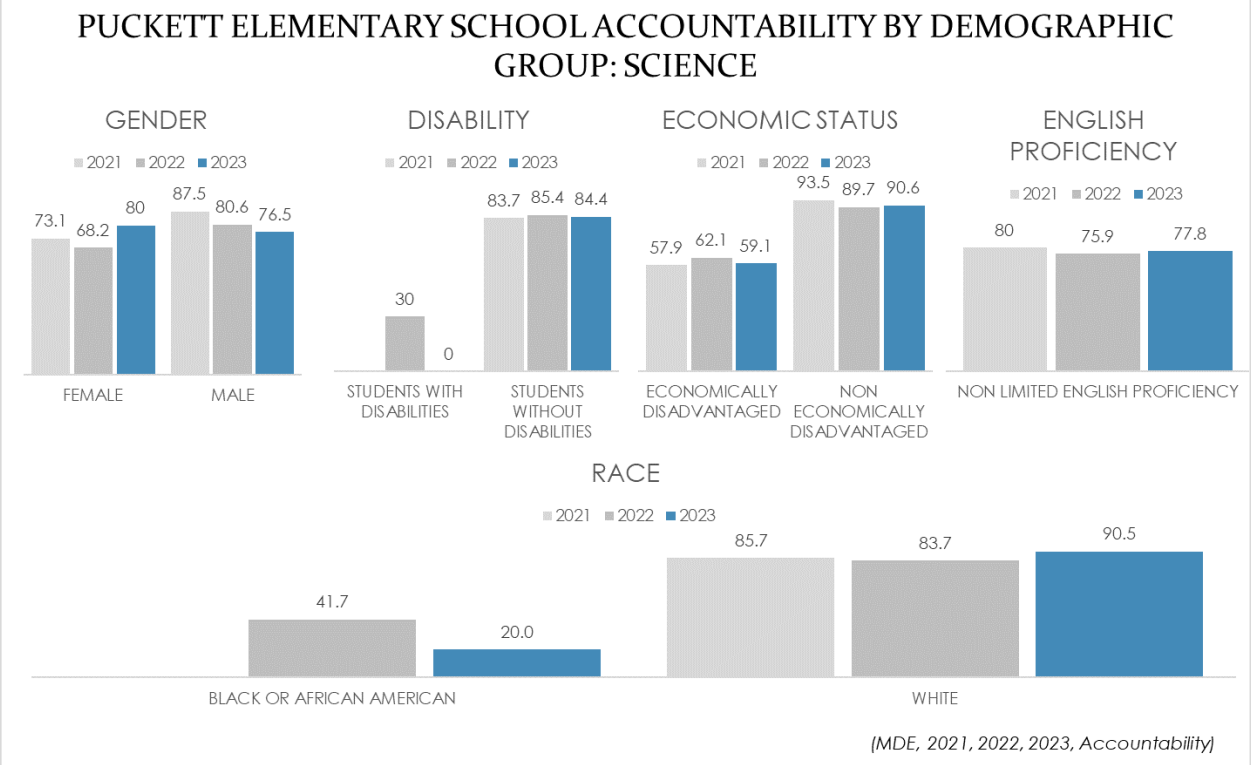


Figure 177: Puckett Elementary School Science Proficiency by Demographic Group

Assessment

Kindergarten Readiness

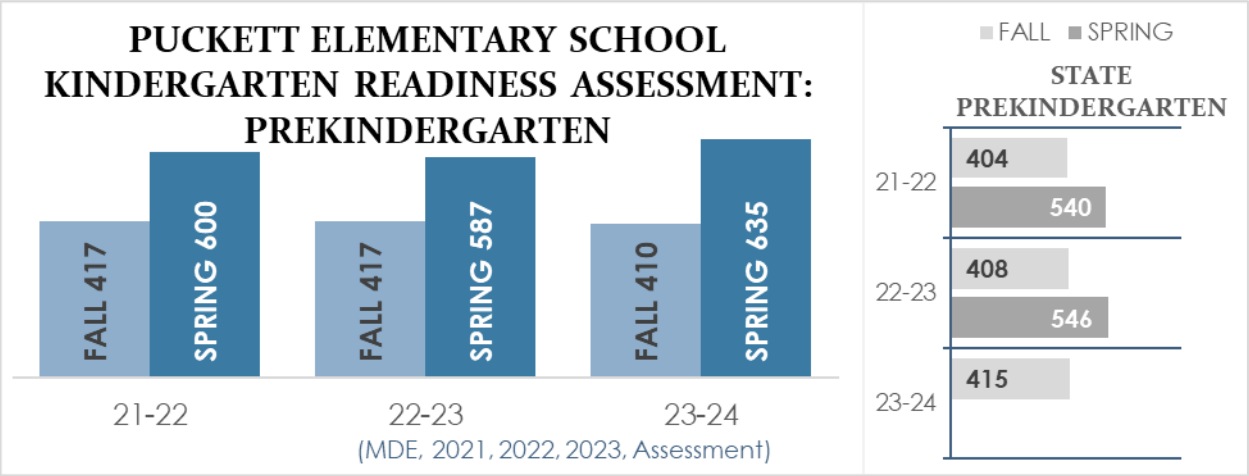


Figure 178: Puckett Elementary School Kindergarten Readiness Assessment: Prekindergarten

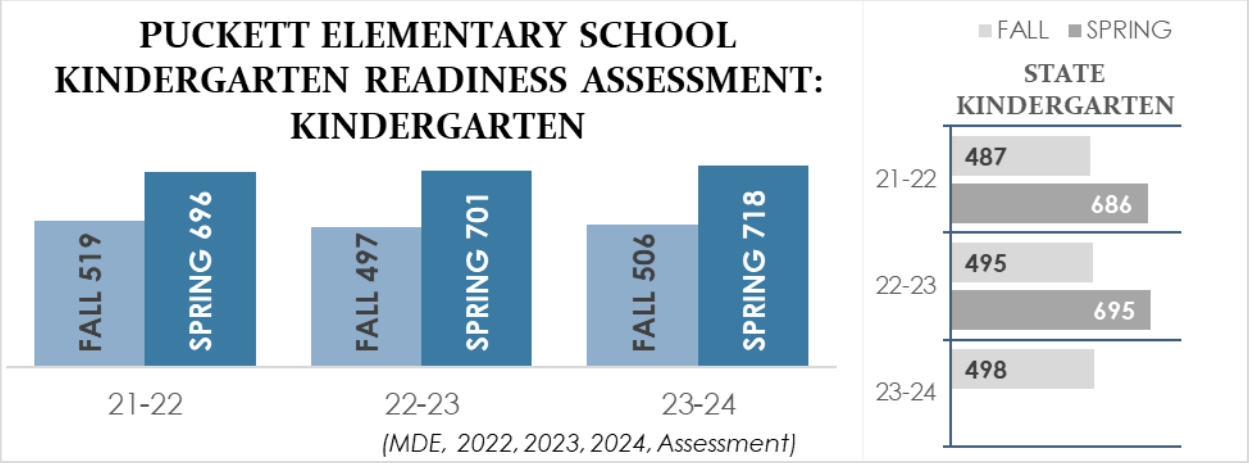


Figure 179: Puckett Elementary School Kindergarten Readiness Assessment: Kindergarten

Third-Grade Reading Assessment

The Literacy-Based Promotion Act (LBPA) requires that students pass the Third-Grade Reading Assessment or meet one of the exemption criteria to be promoted to the fourth grade. Students are given three opportunities to take the assessment.

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools.

Puckett Elementary School

PUCKETT ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT			
2019	**2022**	**2023**	**2024**
75	91.8	86.4	81.8

Figure 180: Puckett Elementary School Initial Third-Grade Reading Assessment Pass Rate

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

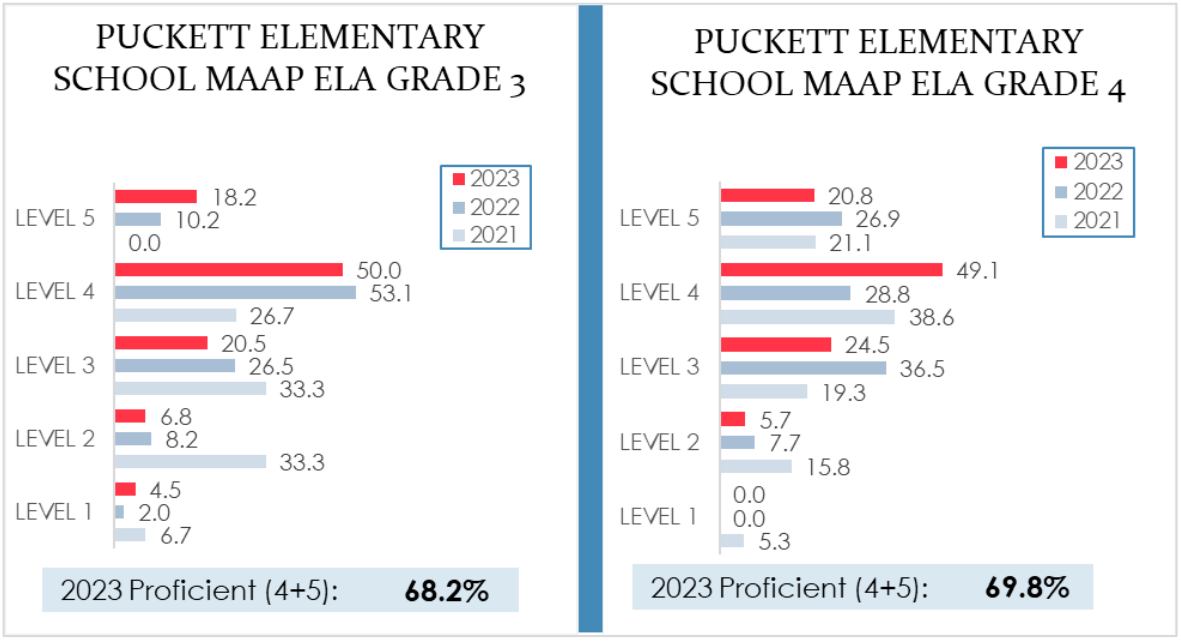


Figure 181: Puckett Elementary School MAAP ELA Grades 3 and 4

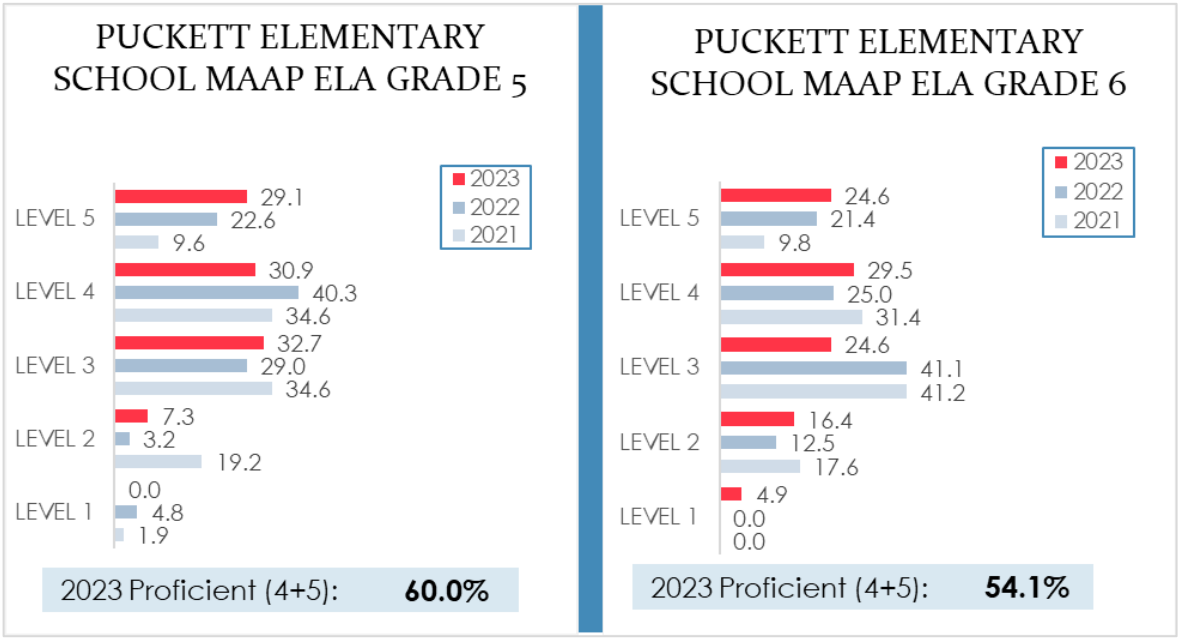


Figure 182: Puckett Elementary School MAAP ELA Grades 5 and 6

MAAP MATH

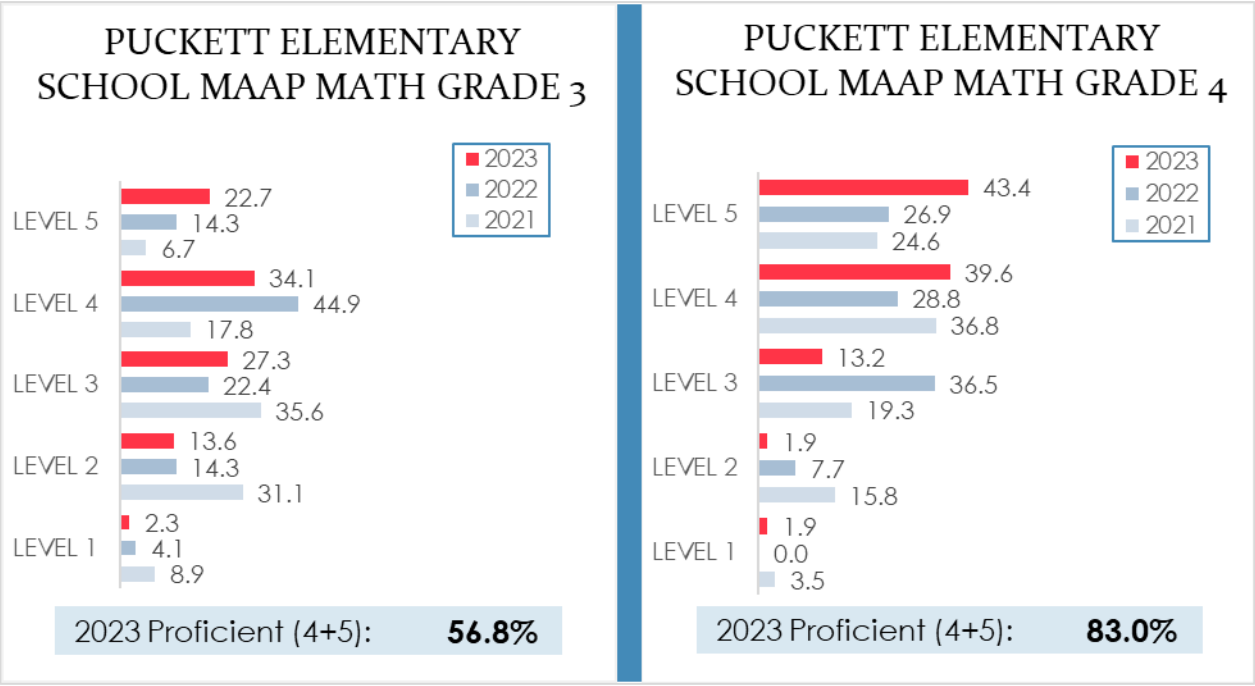


Figure 183: Puckett Elementary School MAAP Math Grades 3 and 4

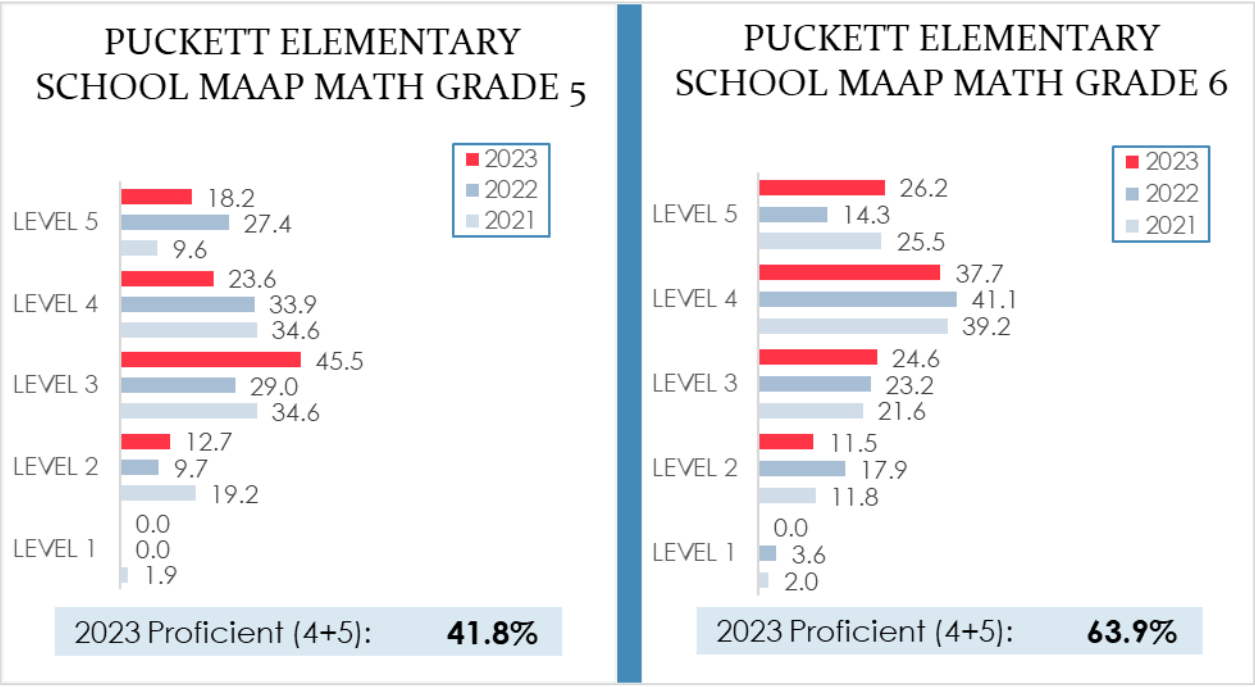


Figure 184: Puckett Elementary School MAAP Math Grades 5 and 6

Puckett Elementary School

MAAP SCIENCE

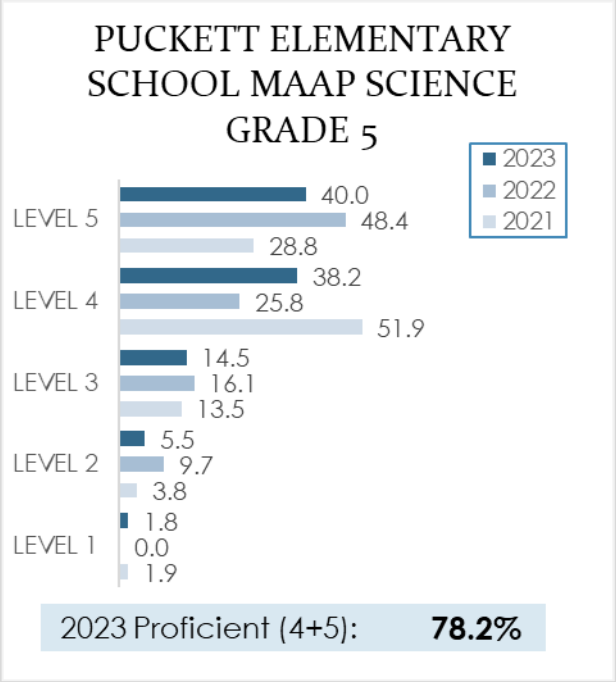
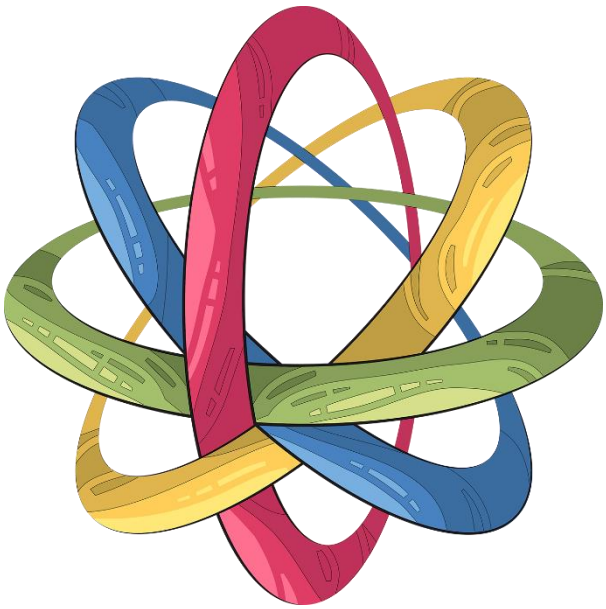


Figure 185: Puckett Elementary School MAAP Science Grade 5



Personnel

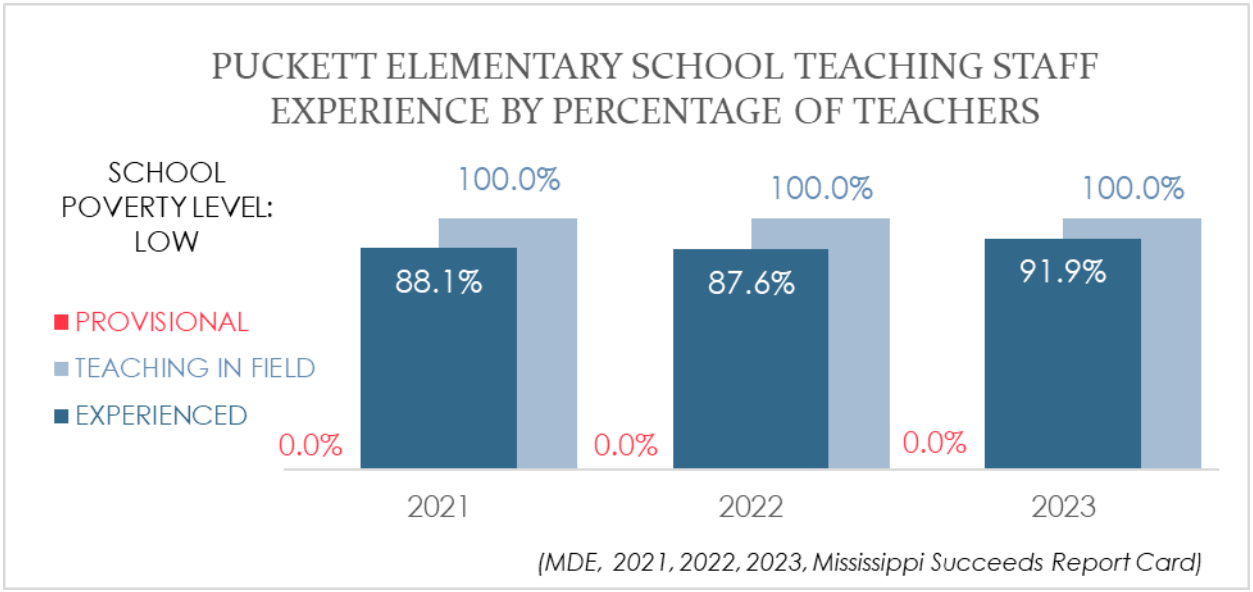


Figure 186: Puckett Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

No significant disciplinary measures were reported to MDE from PES.

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Puckett Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten;* and *Professional Development*. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Nine (9) faculty and staff members, one (1) parent, and fourteen (14) students responded to the survey.

Puckett Elementary School Faculty/Staff Survey

Demographics

Please indicate your certification status and your years of experience as an educator.				
	1-3 years	**4-10 years**	**11-20 years**	**21+ years**
Certified staff	0	0	2	5
Non-certified staff	1	0	1	0

Federal Programs

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	4	44.4%
Agree	2	22.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	33.3%

I use effective, research-based strategies for	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	44.4%	33.3%	0.0%	0.0%	22.2%
Closing the achievement gap between diverse groups of students.	44.4%	33.3%	0.0%	0.0%	22.2%
Successful classroom management.	66.7%	11.1%	0.0%	0.0%	22.2%
Teaching special needs students.	44.4%	22.2%	0.0%	0.0%	33.3%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	11.1%	11.1%	0.0%	0.0%	77.8%

I contact parents every week.	Count	Percentage
Strongly Agree	3	33.3%
Agree	3	33.3%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	22.2%

The Literacy Coach and/or Interventionist meets regularly with the teachers/administrators of this school for the purpose of maximizing student achievement.	Count	Percentage
Strongly Agree	6	66.7%
Agree	2	22.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

I would feel comfortable asking the Instructional Literacy Coach and/or Interventionist for instructional advice.

	Count	Percentage
Strongly Agree	7	77.8%
Agree	2	22.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The Instructional Literacy Coach and/or Interventionist has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

	Count	Percentage
Strongly Agree	5	55.6%
Agree	2	22.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	22.2%

The Literacy coach and/or Interventionist guides and supports teachers in all content areas to embed literacy best practices into instruction.

	Count	Percentage
Strongly Agree	6	66.7%
Agree	2	22.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

The Instructional Literacy Coach/Interventionist is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly Agree	6	66.7%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Expedited evaluation services for students with learning disabilities	3	33.3%
Expedited evaluation services for students with limited English	1	11.1%
Expedited evaluation services for gifted and talented students	1	11.1%
Additional academic support	5	55.6%
Tutoring	3	33.3%
Enrichment educational services	2	22.2%
Counseling	4	44.4%
Mentors	4	44.4%
School supplies	6	66.7%
School uniforms	0	0.0%
Dental referrals	0	0.0%
Medical referrals	0	0.0%
Bullying assistance	1	11.1%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	5	55.6%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).	Count	Percentage
Strongly Agree	3	33.3%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	33.3%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Embed multicultural education throughout the curriculum	2	22.2%
Utilize technology such as class websites, blogs, and videos	3	33.3%
Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies	2	22.2%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	3	33.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	3	33.3%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	2	22.2%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	3	33.3%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	2	22.2%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	5	55.6%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	3	33.3%
Agree	6	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	5	55.6%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	6	66.7%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	Count	Percentage
Strongly Agree	6	66.7%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

For the most part, the size of classes here does not limit instructional effectiveness.	Count	Percentage
Strongly Agree	4	44.4%
Agree	3	33.3%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The principal of our school is fair and open with teachers.	Count	Percentage
Strongly Agree	5	55.6%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	5	55.6%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

Prekindergarten and Kindergarten

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	7	77.8%
Agree	2	22.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Professional Development

Rank your top ten choices for professional development topics.

	1	2	3	4	5	6	7	8	9	10	OVERALL RANK
My specific content area	3	0	0	0	2	0	1	0	0	0	**1**
Using technology to enhance instruction	1	3	0	1	0	0	0	0	0	0	**2**
Classroom Management	2	0	1	1	1	0	0	0	1	0	**3**
Reading for at risk students	0	2	1	0	0	0	0	1	0	0	**4**
Writing strategies	0	0	1	2	0	0	0	0	1	0	**5**
Mississippi College and Career Readiness Standards	0	1	1	0	0	1	0	0	0	1	**6**
Developing quality assessments	0	0	1	1	0	1	0	1	0	0	**7**
Successful inclusion strategies	0	0	1	1	1	0	0	0	0	0	**8**
Differentiated Instruction	0	0	1	0	0	0	2	1	0	0	**9**
Conflict resolution	0	1	1	0	0	0	0	0	0	0	**10**
Teaching and understanding students in poverty	1	0	0	0	1	0	0	0	0	0	**11**
Interpreting and analyzing student data	1	0	0	0	0	1	0	0	0	0	**12**
English Learners	0	1	0	0	0	0	0	0	0	0	**13**
Depth of Knowledge	0	0	0	0	1	0	0	0	1	0	**14**
Response to Intervention (RTI/MTSS)	0	0	0	0	0	0	0	0	0	0	**15**
Culture sensitivity	0	0	0	0	0	0	0	0	0	0	**16**
Teaching and understanding the needs of homeless students	0	0	0	0	0	0	0	0	0	0	**17**

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	22.2%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	3	33.3%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	33.3%

General Opinion

Note: In response to 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.

Faculty/Staff members from Puckett Elementary School appreciate the school's dedication to supporting students from less fortunate backgrounds and providing necessary resources for teachers. One faculty member highlighted, "Our school meets the needs of students who live in less fortunate living conditions," mentioning initiatives like buying Christmas gifts and ensuring every child has money for events like the reading fair. However, they expressed concern about the excessive paperwork required by the district, noting, "We're so focused on paperwork that we're losing sight of what's most important -- our students."

Puckett Elementary School Parent Survey

Federal Programs

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	0	0.0%
Supporting college and career counseling	0	0.0%
Providing programming to improve instruction and student engagement in STEM	1	100.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	0	0.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	0	0.0%

Puckett Elementary School

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	1	100.0%
Providing school-based mental health services and counseling	0	0.0%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	0	0.0%
Establishing or improving dropout prevention	0	0.0%
Supporting re-entry programs and transition services for Justice-involved youth	0	0.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	1	100.0%
Implementing systems and practices to prevent bullying and harassment	0	0.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	0	0.0%
Establishing community partnerships	0	0.0%

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	1	100.0%
Building technological capacity and infrastructure	0	0.0%
Carrying out innovative blended learning projects	0	0.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	0	0.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	0	0.0%

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	0	0.0%
Conflict Resolution	0	0.0%
Discipline	0	0.0%
Drug/Alcohol Awareness	0	0.0%
English as a Second Language	0	0.0%
Health Classes	0	0.0%
Literacy Classes	0	0.0%
Math Classes	0	0.0%
Parent-to-School Relationships	1	100.0%
Parent/Child Communication	0	0.0%
Preparing for College	0	0.0%
Parenting Workshops	0	0.0%
Social Media Classes	0	0.0%
Stress/Anger Management	0	0.0%
Understanding College- and Career-Ready Standards	0	0.0%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
Activities to help my child learn over the summer	0	0.0%
Help my child with homework	0	0.0%
How to motivate my child	0	0.0%
How to promote family reading	0	0.0%
How to set goals for my child	0	0.0%
Manage time	1	100.0%
Prepare my child for testing	1	100.0%
Understand my child's learning styles	1	100.0%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	0	0.0%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	0	0.0%
Resource materials for parental training	0	0.0%
Training for parents to work with other parents on becoming involved in the schools	1	100.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	0	0.0%
Home/School Planners	0	0.0%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	1	100.0%
Checked my child's grades/assignments online	1	100.0%
Been in contact with my child's teacher	1	100.0%
Received a newsletter from the district, school, or teacher	1	100.0%
Worked with a committee or group on school or district policies	1	100.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academi-cally	0	0.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	1	100.0%
Volunteered at my child's school	1	100.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My child's preschool or kindergarten class is warm and welcoming.	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	100.0%

Puckett Elementary School Student Survey

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	8	57.1%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	10	71.4%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

Our school (district) provides students with educational programs that are appropriate to their learning needs.

	Count	Percentage
Strongly Agree	6	42.9%
Agree	6	42.9%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	8	57.1%
Agree	3	21.4%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.

	Count	Percentage
Strongly Agree	4	28.6%
Agree	8	57.1%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

I have been taught how to use the resources of the school and community to help me with my schoolwork.

	Count	Percentage
Strongly Agree	8	57.1%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	9	64.3%
Agree	3	21.4%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

Teachers are willing to give students individual help outside of class time.

	Count	Percentage
Strongly Agree	11	78.6%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	6	42.9%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	9	64.3%
Agree	2	14.3%
Disagree	1	7.1%
Strongly Disagree	2	14.3%
Not Applicable or No Information	0	0.0%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	11	78.6%
Agree	2	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	9	64.3%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	9	64.3%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	10	71.4%
Agree	4	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	Count	Percentage
Strongly Agree	6	42.9%
Agree	8	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	11	78.6%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	64.3%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	5	35.7%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	11	78.6%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	6	42.9%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.

	Count	Percentage
Strongly Agree	6	42.9%
Agree	6	42.9%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	12	85.7%
Agree	2	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Note: In response to 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.

STUDENTS from Puckett Elementary School have positive views on various aspects of their educational experience, particularly praising the school's efforts in providing good food and quality teaching. One student commented, "Our school does really delicious lunches." Another student noted, "My school does really well at teaching us new things and trying to help us learn more." Despite their overall satisfaction, students expressed a desire for more recreational time and fun activities, with suggestions such as having "more recess" and incorporating "more fun stuff."

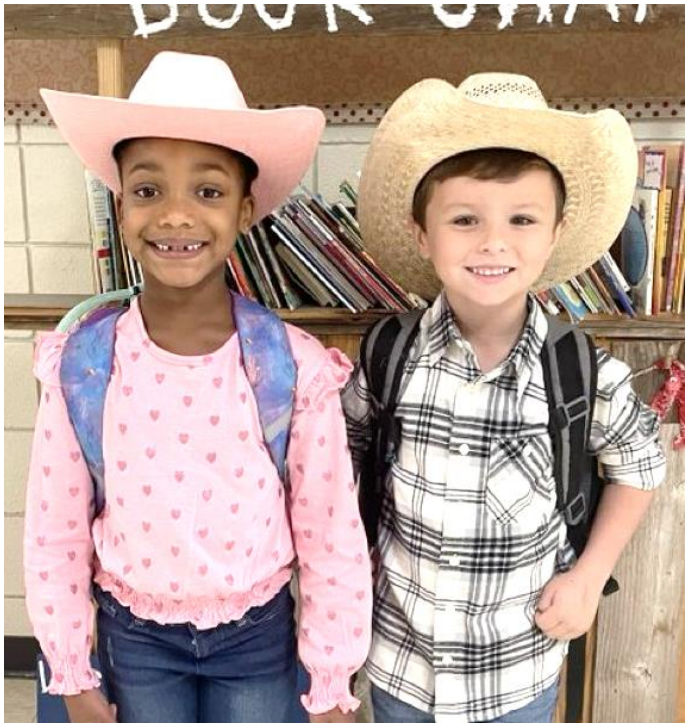
Section 11

Richland Elementary School

Introduction

Richland Elementary School is located at 200 Spell Drive in Richland, Mississippi. In January of 2024, it served three hundred sixty (360) students, prekindergarten through second grade (PK-2). According to the school website, the expectations for students are "**R**espect, **E**ffort, and **S**afety" (RES).

I am respectful of myself and others.
I can put forth my best effort.
I can make decisions keeping safety in mind.
I am a Richland Ranger!



RES uses a Positive Behavior Intervention System (PBIS), which seeks to teach children self-discipline through recognizing the positive contributions of students to the school climate.

Richland Elementary is a school-wide Title I school. Title I is designed to ensure that all children will have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic standards and state academic assessments.

Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

RICHLAND ELEMENTARY SCHOOL ENROLLMENT						
	2020	2021	2022	2023	2024	TREND
ALL	427	393	414	384	360	
PK	*	*	*	*	*	
K	127	118	112	104	100	
ELEM_SPED	*	*	*	*	*	
GR_1	140	129	144	123	115	
GR_2	135	129	136	138	124	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 187: Richland Elementary School Enrollment

RICHLAND ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP							
		2020	2021	2022	2023	2024	TREND
ALL	ALL	427	393	414	384	360	
GENDER	FEMALE	217	188	202	178	164	
	MALE	210	205	212	206	196	
RACE	BLACK OR AFRICAN AMERICAN	101	90	92	87	78	
	HISPANIC OR LATINO	55	55	62	56	49	
	TWO OR MORE RACES	36	*	*	*	*	
	WHITE	224	210	217	186	183	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 188: Richland Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

RICHLAND ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	363.6	364.9	333.9
K	113.6	102.5	93.2
ELEM_SPED	2.0	1.9	2.0
GR_1	123.8	134.7	109.8
GR_2	124.1	125.8	128.9

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 189: Richland Elementary School Average Daily Attendance



Chronic Absence

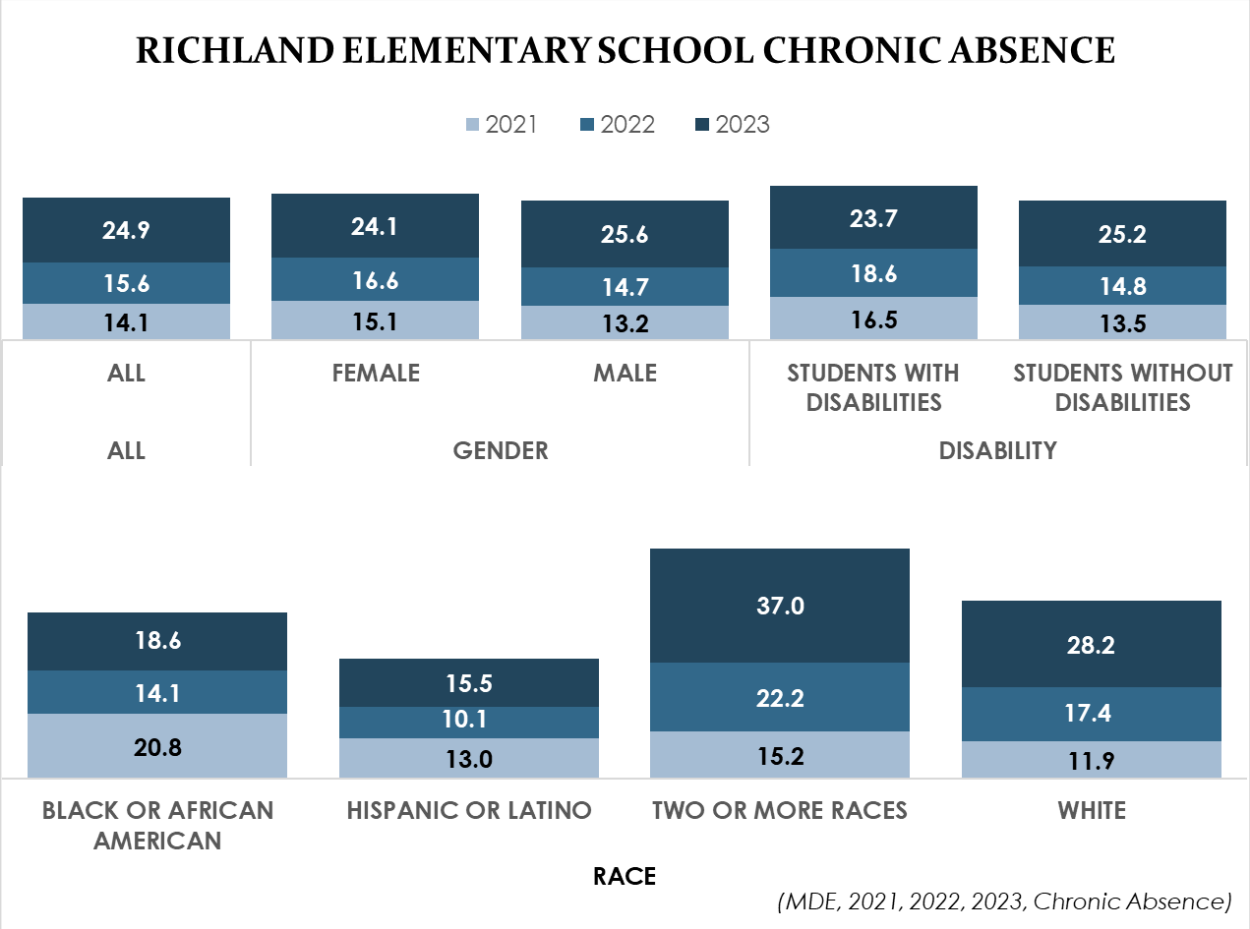


Figure 190: Richland Elementary School Chronic Absence by Demographic Group

Accountability

Accountability Measures

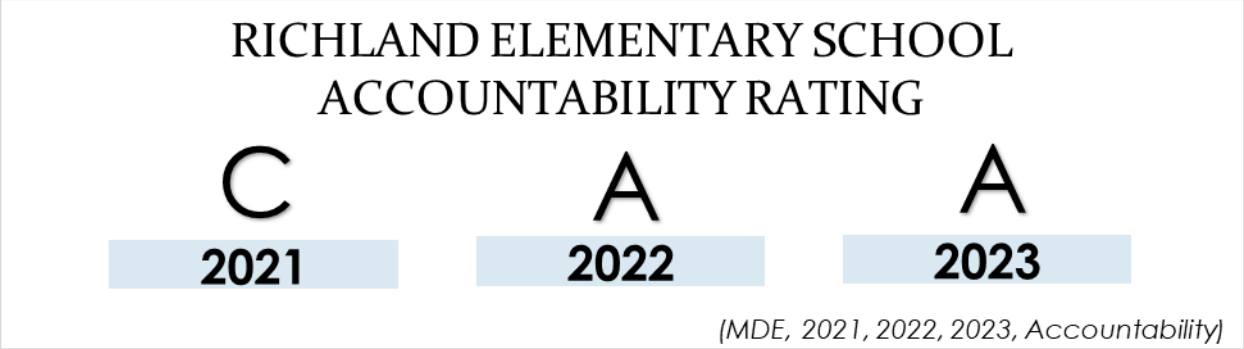


Figure 191: Richland Elementary School Accountability Rating

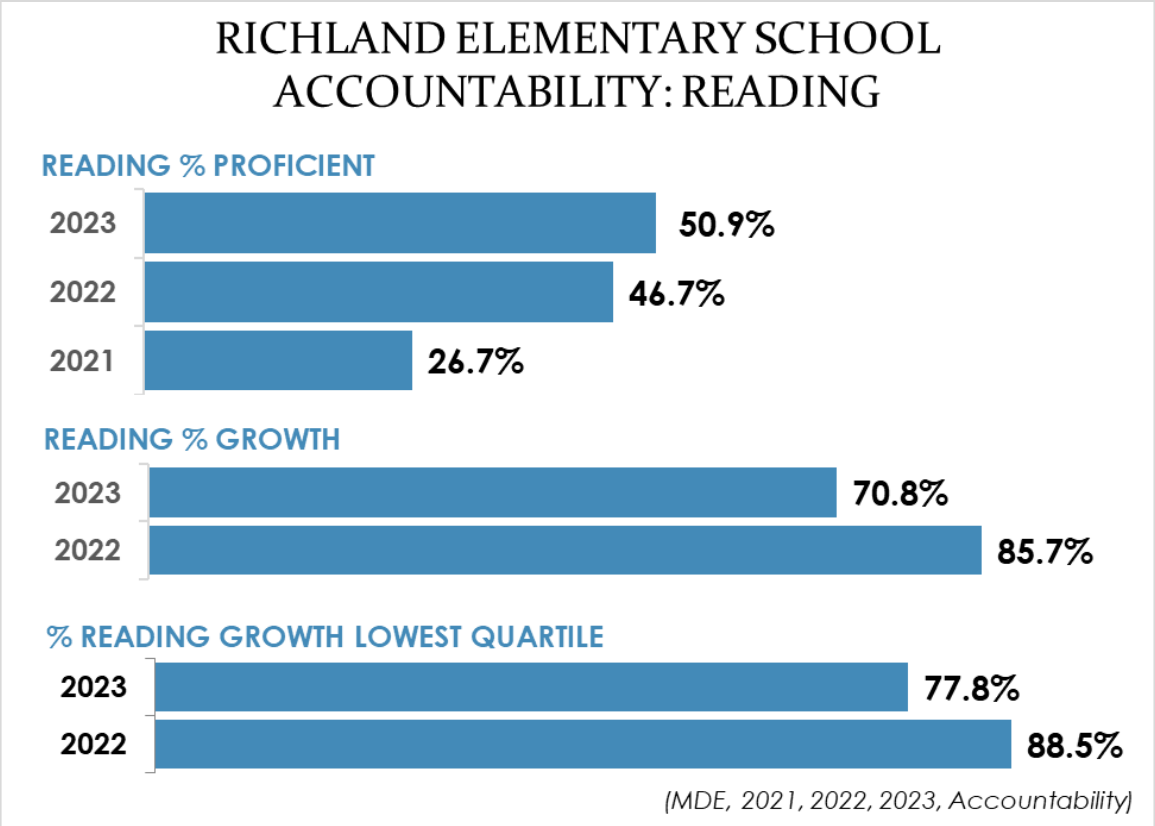


Figure 192: Richland Elementary School Accountability: Reading

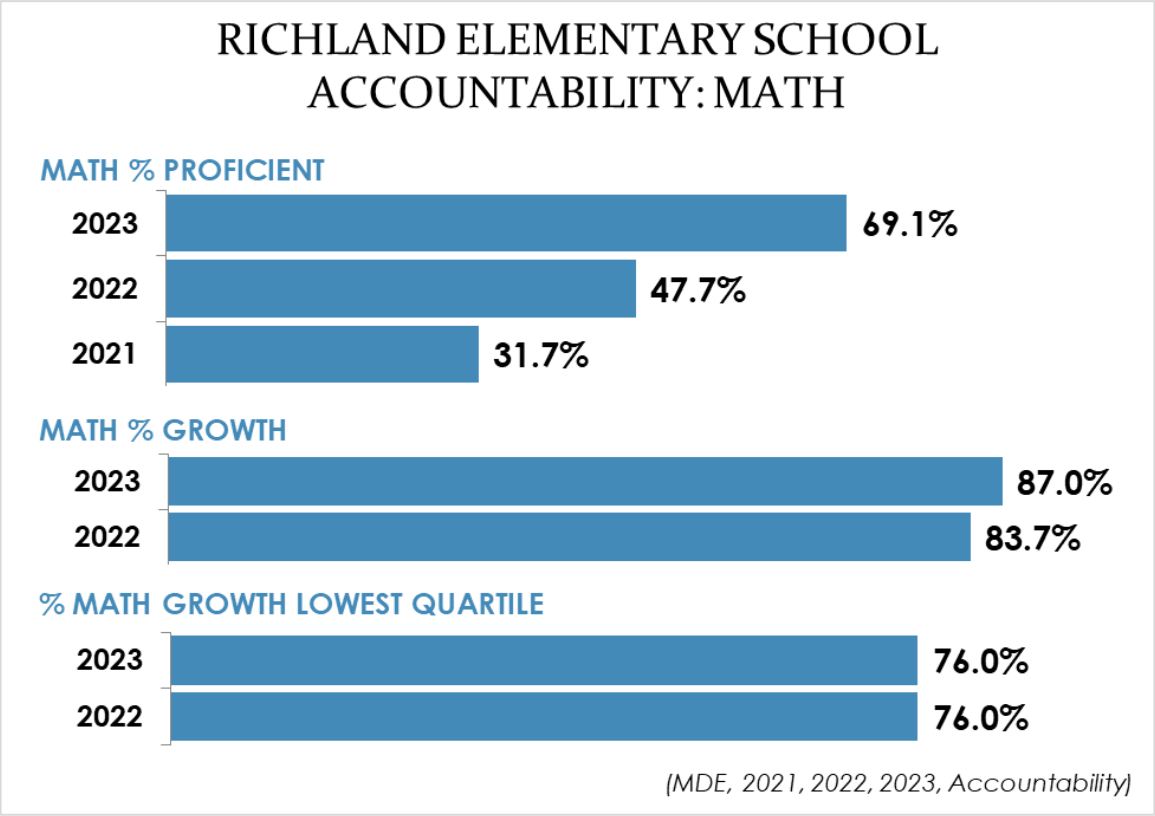


Figure 193: Richland Elementary School Accountability: Math

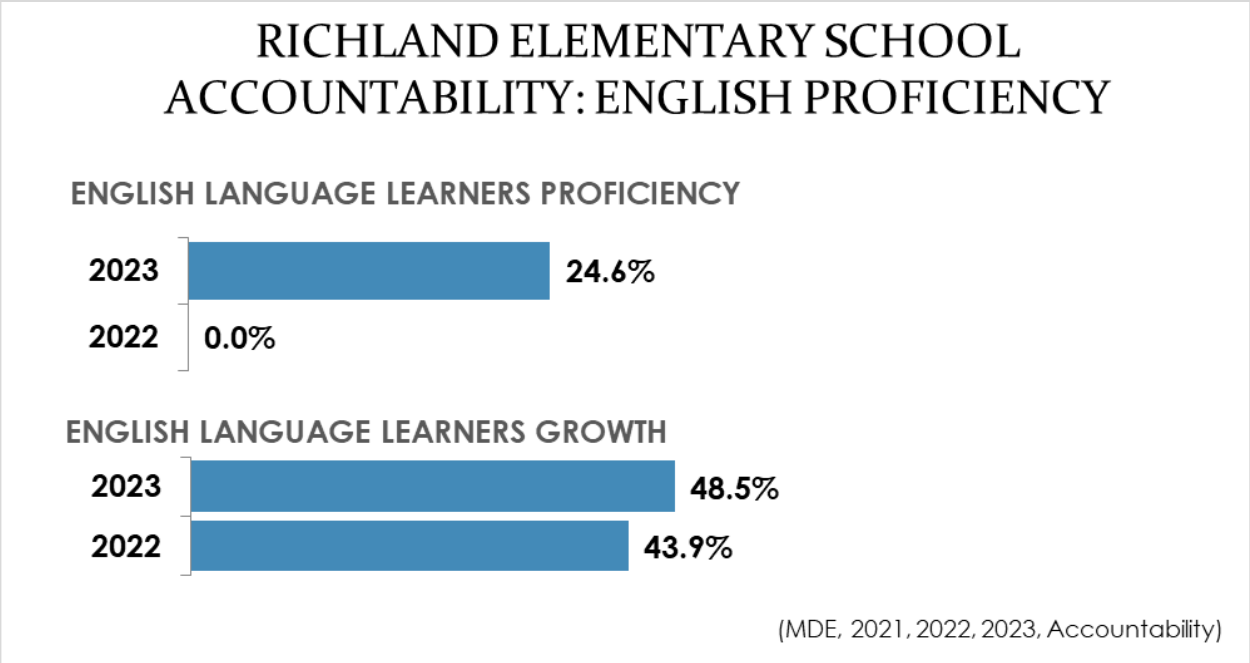


Figure 194: Richland Elementary School Accountability: English Proficiency

Proficiency by Demographic Group

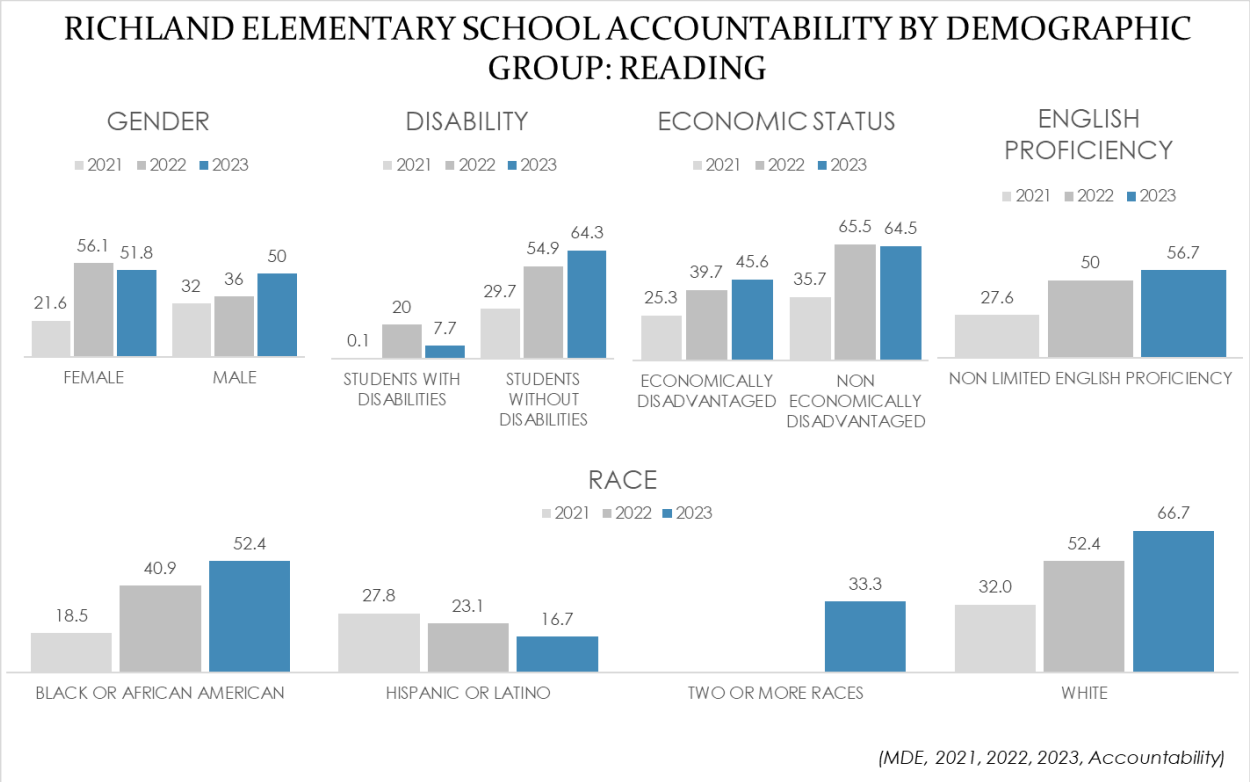


Figure 195: Richland Elementary School Reading Proficiency by Demographic Group

Richland Elementary School

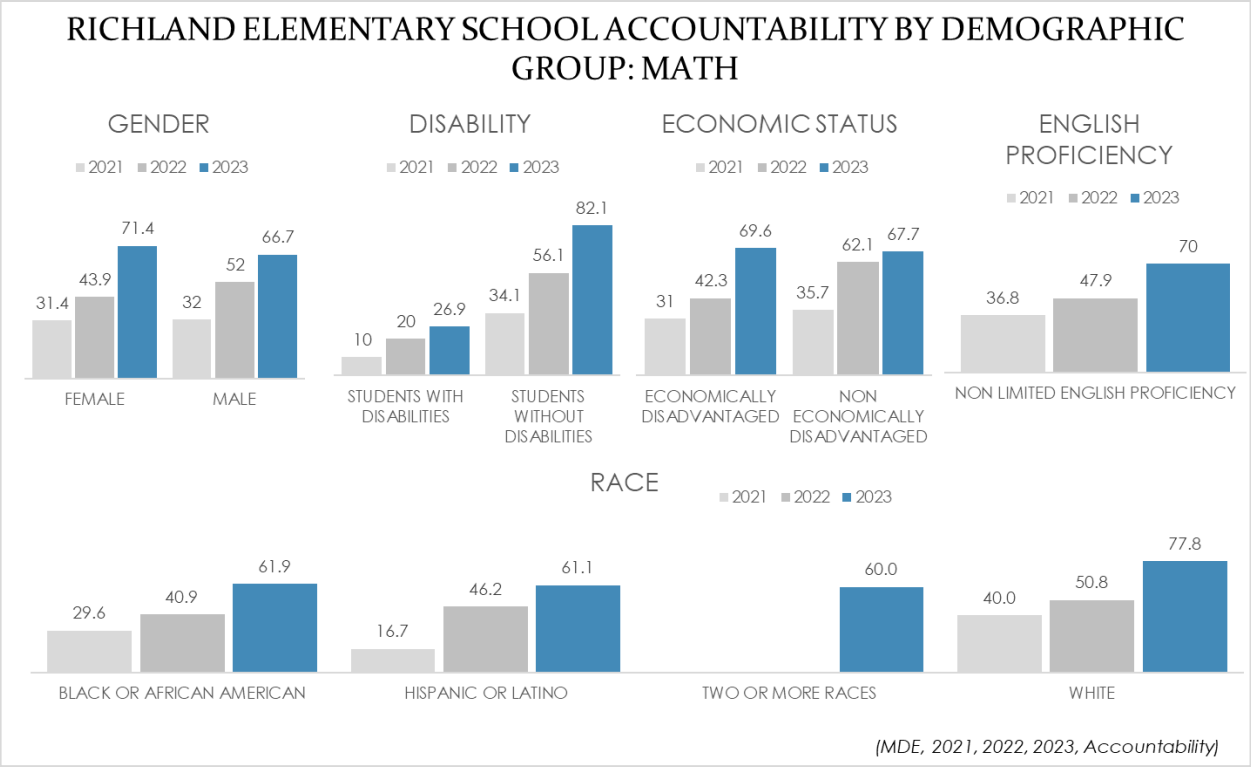


Figure 196: Richland Elementary School Math Proficiency by Demographic Group

Assessment

Kindergarten Readiness

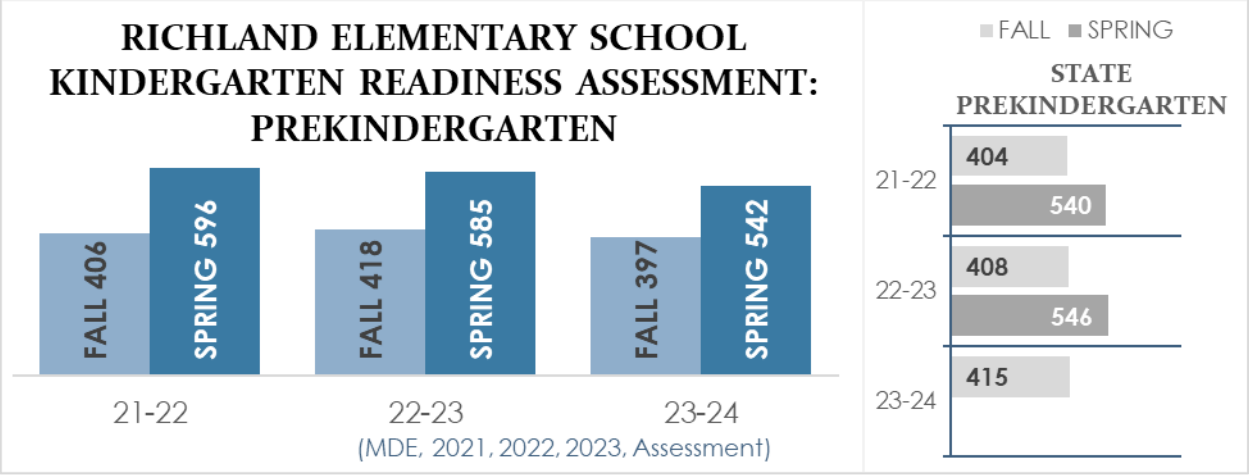


Figure 197: Richland Elementary School Kindergarten Readiness Assessment: Prekindergarten

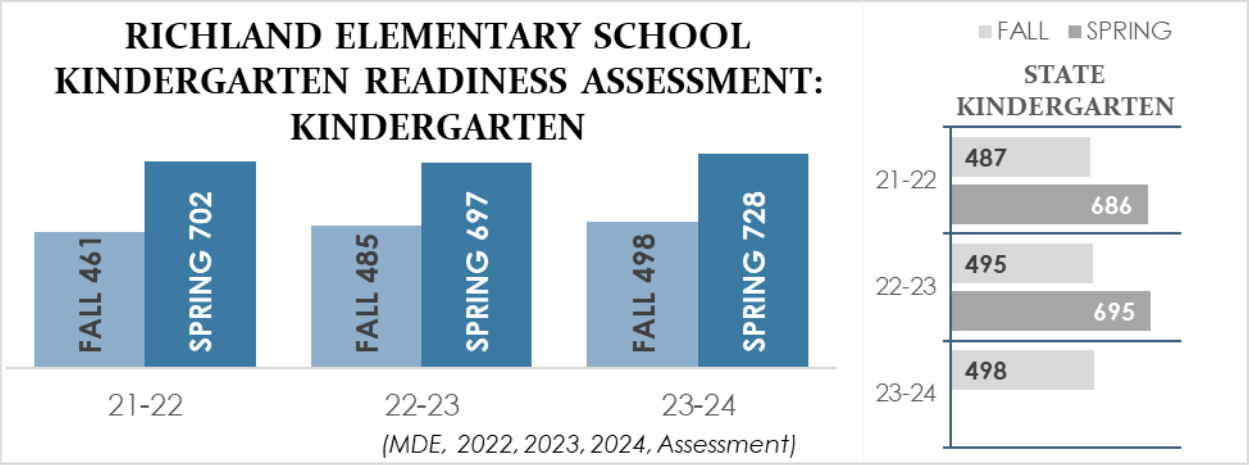


Figure 198: Richland Elementary School Kindergarten Readiness Assessment: Kindergarten

Personnel

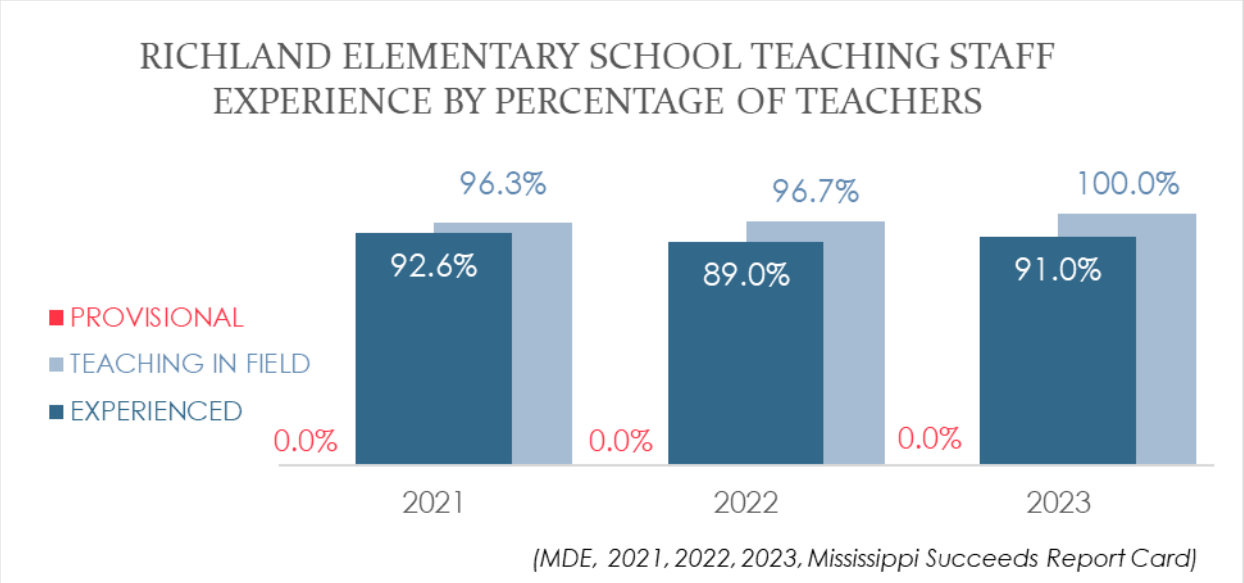


Figure 199: Richland Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

RES reported minimal disciplinary actions to MDE for 2021 through 2023.

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Richland Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten;* and *Professional Development*. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Twenty-one (21) faculty and staff members and seventeen (17) parents responded to the survey.

Richland Elementary School Faculty/Staff Survey

Demographics

Please indicate your certification status and your years of experience as an educator.				
	1-3 years	**4-10 years**	**11-20 years**	**21+ years**
Certified staff	5	3	7	1
Non-certified staff	3	1	2	0

Federal Programs

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	6	28.6%
Agree	12	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	14.3%

I use effective, research-based strategies for	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	42.9%	38.1%	0.0%	0.0%	19.1%
Closing the achievement gap between diverse groups of students.	33.3%	52.4%	0.0%	0.0%	14.3%
Successful classroom management.	33.3%	52.4%	0.0%	0.0%	14.3%
Teaching special needs students.	19.1%	61.9%	0.0%	0.0%	19.1%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	38.1%	47.6%	4.8%	0.0%	9.5%

I contact parents every week.	Count	Percentage
Strongly Agree	2	9.5%
Agree	12	57.1%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	5	23.8%

The Literacy Coach and/or Interventionist meets regularly with the teachers/administrators of this school for the purpose of maximizing student achievement.	Count	Percentage
Strongly Agree	9	42.9%
Agree	11	52.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

I would feel comfortable asking the Instructional Literacy Coach and/or Interventionist for instructional advice.

	Count	Percentage
Strongly Agree	13	61.9%
Agree	7	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

The Instructional Literacy Coach and/or Interventionist has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

	Count	Percentage
Strongly Agree	8	38.1%
Agree	8	38.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	23.8%

The Literacy coach and/or Interventionist guides and supports teachers in all content areas to embed literacy best practices into instruction.

	Count	Percentage
Strongly Agree	9	42.9%
Agree	11	52.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

The Instructional Literacy Coach/Interventionist is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly Agree	12	57.1%
Agree	9	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Expedited evaluation services for students with learning disabilities	10	47.6%
Expedited evaluation services for students with limited English	10	47.6%
Expedited evaluation services for gifted and talented students	3	14.3%
Additional academic support	13	61.9%
Tutoring	11	52.4%
Enrichment educational services	7	33.3%
Counseling	14	66.7%
Mentors	5	23.8%
School supplies	15	71.4%
School uniforms	1	4.8%
Dental referrals	8	38.1%
Medical referrals	11	52.4%
Bullying assistance	4	19.1%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	8	38.1%
Agree	11	52.4%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).	Count	Percentage
Strongly Agree	5	23.8%
Agree	12	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	19.1%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Embed multicultural education throughout the curriculum	13	61.9%
Utilize technology such as class websites, blogs, and videos	13	61.9%
Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies	12	57.1%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	14	66.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	16	76.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	15	71.4%
Use bilingual handouts and cues	9	42.9%
Use visual displays, portable white boards, and posters when giving instructions	14	66.7%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	10	47.6%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	9	42.9%
Agree	10	47.6%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	5	23.8%
Agree	14	66.7%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	7	33.3%
Agree	12	57.1%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	9	42.9%
Agree	11	52.4%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	Count	Percentage
Strongly Agree	11	52.4%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	10	47.6%
Agree	10	47.6%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, the size of classes here does not limit instructional effectiveness.

	Count	Percentage
Strongly Agree	8	38.1%
Agree	10	47.6%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	19.1%
Agree	15	71.4%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).

	Count	Percentage
Strongly Agree	8	38.1%
Agree	12	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.

	Count	Percentage
Strongly Agree	16	76.2%
Agree	5	23.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	1	2	3	4	5	6	7	8	9	10	OVERALL RANK
Classroom Management	6	0	2	1	1	1	1	1	1	0	**1**
Writing strategies	2	1	3	2	2	1	2	0	0	1	**2**
Reading for at risk students	1	0	4	4	1	0	2	1	0	1	**3**
English Learners	2	2	1	0	2	3	1	0	0	1	**4**
Response to Intervention (RTI/MTSS)	0	5	0	3	0	1	0	0	2	2	**5**
Successful inclusion strategies	2	0	1	0	2	3	2	1	1	1	**6**
My specific content area	3	3	0	0	0	1	0	1	0	0	**7**
Interpreting and analyzing student data	1	3	1	0	0	1	1	1	2	1	**8**
Teaching and understanding students in poverty	0	2	0	2	2	2	1	0	1	2	**9**
Conflict resolution	2	1	2	1	1	0	0	0	1	1	**10**
Using technology to enhance instruction	0	0	3	1	1	1	1	2	0	1	**11**
Differentiated Instruction	0	1	0	1	2	1	0	3	3	0	**12**
Developing quality assessments	0	1	1	3	1	0	0	1	0	0	**13**
Culture sensitivity	1	1	0	1	1	1	1	1	0	0	**14**
Depth of Knowledge	0	1	0	0	2	0	1	1	2	1	**15**
Mississippi College and Career Readiness Standards	1	0	1	0	0	0	1	2	0	0	**16**
Teaching and understanding the needs of homeless students	0	0	1	0	0	0	2	0	1	1	**17**

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	3	14.3%
Agree	14	66.7%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	3	14.3%
Agree	16	76.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

General Opinion

Note: In response to 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.

Faculty/staff members from Richland Elementary School appreciate the supportive and collaborative environment among staff. One teacher noted, "We have some amazing employees, and many are like family to me." They commend the district's efforts in providing necessary tools and training and fostering a caring atmosphere for both staff and students. However, there are significant concerns about the handling of behavioral issues and an over-reliance on standardized programs like iReady. Teachers feel stressed, and feel that constant changes in the curriculum have led to instability in learning experiences. Faculty members suggest that more professional development opportunities and consistency in instructional approaches are needed.

Richland Elementary School Parent Survey

Federal Programs

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:	Count	Percentage
Improving access to foreign language instruction, arts, and music education	8	47.1%
Supporting college and career counseling	6	35.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	15	88.2%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	5	29.4%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:	Count	Percentage
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	5	29.4%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:	Count	Percentage
Promoting community and parent involvement in schools	8	47.1%
Providing school-based mental health services and counseling	9	52.9%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	3	17.7%
Establishing or improving dropout prevention	4	23.5%
Supporting re-entry programs and transition services for Justice-involved youth	2	11.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	7	41.2%
Implementing systems and practices to prevent bullying and harassment	10	58.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	9	52.9%
Establishing community partnerships	4	23.5%

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	58.8%
Building technological capacity and infrastructure	6	35.3%
Carrying out innovative blended learning projects	3	17.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	4	23.5%

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
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	6	35.3%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	6	35.3%
Computer Classes	3	17.7%
Conflict Resolution	2	11.8%
Discipline	3	17.7%
Drug/Alcohol Awareness	7	41.2%
English as a Second Language	2	11.8%
Health Classes	5	29.4%
Literacy Classes	3	17.7%
Math Classes	6	35.3%
Parent-to-School Relationships	5	29.4%
Parent/Child Communication	6	35.3%
Preparing for College	2	11.8%
Parenting Workshops	5	29.4%
Social Media Classes	1	5.9%
Stress/Anger Management	10	58.8%
Understanding College- and Career-Ready Standards	3	17.7%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
Activities to help my child learn over the summer	5	29.4%
Help my child with homework	4	23.5%
How to motivate my child	8	47.1%
How to promote family reading	3	17.7%
How to set goals for my child	7	41.2%
Manage time	4	23.5%
Prepare my child for testing	7	41.2%
Understand my child's learning styles	10	58.8%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Babysitting/childcare at parent meetings	4	23.5%
District and/or school newsletters	7	41.2%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	5	29.4%
Resource materials for parental training	1	5.9%
Training for parents to work with other parents on becoming involved in the schools	7	41.2%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	2	11.8%
Home/School folders	6	35.3%
Home/School Planners	7	41.2%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	6	35.3%
Agree	6	35.3%
Disagree	3	17.7%
Strongly Disagree	1	5.9%
Not Applicable or No Information	1	5.9%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	7	41.2%
Agree	9	52.9%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	7	41.2%
Agree	9	52.9%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	8	47.1%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.	Count	Percentage
Strongly Agree	4	23.5%
Agree	9	52.9%
Disagree	3	17.7%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

The concerns of parents are reflected in decisions affecting our school.	Count	Percentage
Strongly Agree	4	23.5%
Agree	7	41.2%
Disagree	3	17.7%
Strongly Disagree	1	5.9%
Not Applicable or No Information	2	11.8%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.	Count	Percentage
Strongly Agree	8	47.1%
Agree	7	41.2%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	9	52.9%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	7	41.2%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	3	17.7%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	13	76.5%
Checked my child's grades/assignments online	13	76.5%
Been in contact with my child's teacher	14	82.4%
Received a newsletter from the district, school, or teacher	12	70.6%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academi-cally	3	17.7%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	8	47.1%
Volunteered at my child's school	8	47.1%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	8	47.1%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	35.3%
Agree	10	58.8%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	6	35.3%
Agree	9	52.9%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	6	35.3%
Agree	9	52.9%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	9	52.9%
Agree	7	41.2%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	8	47.1%
Agree	6	35.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	17.7%

PREKINDERGARTEN AND KINDERGARTEN

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Understanding the difference between right and wrong and recognizing and respecting authority figures.	47.1%	35.3%	11.8%	0.0%	5.9%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	41.2%	47.1%	5.9%	0.0%	0.0%
Playing independently or in a small group without needing to be constantly supervised.	41.2%	41.2%	5.9%	0.0%	5.9%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	29.4%	52.9%	11.8%	0.0%	0.0%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Making decisions for himself/herself and exploring new experiences.	41.2%	52.9%	0.0%	0.0%	0.0%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	41.2%	52.9%	0.0%	0.0%	0.0%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	47.1%	41.2%	0.0%	5.9%	0.0%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," recognizing shapes and measurements.	47.1%	41.2%	0.0%	0.0%	0.0%
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	41.2%	47.1%	5.9%	0.0%	0.0%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things	35.3%	58.8%	0.0%	0.0%	0.0%

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	8	47.1%
Agree	7	41.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

My child's preschool or kindergarten class is warm and welcoming.		
	Count	Percentage
Strongly Agree	6	35.3%
Agree	7	41.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	23.5%

General Opinion

Note: In response to 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.

Parents of students from Richland Elementary School who participated in the survey highlight the warm, welcoming environment created for all stakeholders and the effective communication with teachers regarding their children's progress. One parent expressed satisfaction, stating, "I am well pleased with our school." They appreciate the academic resources and technology provided, which support their children's education. However, there is a notable decline in parental involvement and feeling of inclusivity. Some parents feel that the school needs to address discipline and mental health issues more effectively, as these problems disrupt the learning environment for other students. Suggestions include improving parental engagement and ensuring a balanced approach to discipline that supports all students.

Notes

Section 12

Richland Upper Elementary School

Introduction

Richland Upper Elementary School is located at 175 Wilson Drive in Richland, Mississippi. In January of 2024, it served four hundred sixty-nine (469) students, third through sixth grade (3-6). According to the school website, RUES's creed is, "I am Richland Upper Elementary School. I will RESPECT myself and my teammates. I UNDERSTAND that we are all different and bring a variety of strengths and weaknesses to our team. I will ENCOURAGE my teammates to always do their best. By doing these things, I am creating a SAFE environment for myself and my teammates to grow and learn. "

Richland Upper Elementary is a school-wide Title I school. Title I is designed to ensure that all children will have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic standards and state academic assessments.





Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

RICHLAND UPPER ELEMENTARY SCHOOL ENROLLMENT						
	2020	2021	2022	2023	2024	TREND
ALL	562	527	511	503	469	
ELEM_SPED	*	*	10	*	11	
GR_3	136	*	131	142	130	
GR_4	139	124	113	114	117	
GR_5	145	137	122	*	118	
GR_6	132	140	135	132	93	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 200: Richland Upper Elementary School Enrollment

RICHLAND UPPER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP							
		2020	2021	2022	2023	2024	TREND
ALL	ALL	562	527	511	503	469	
GENDER	FEMALE	268	257	254	245	230	
	MALE	294	270	257	258	239	
RACE	BLACK OR AFRICAN AMERICAN	153	153	139	119	115	
	HISPANIC OR LATINO	60	70	74	75	72	
	TWO OR MORE RACES	*	*	*	*	*	
	WHITE	318	273	263	242	219	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 201: Richland Upper Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

RICHLAND UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	494.1	479.1	462.1
ELEM_SPED	5.2	8.7	8.7
GR_3	115.3	122.2	127.8
GR_4	115.7	105.9	107.1
GR_5	127.4	116.7	96.2
GR_6	130.5	125.5	122.3

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 202: Richland Upper Elementary School Average Daily Attendance



Chronic Absence

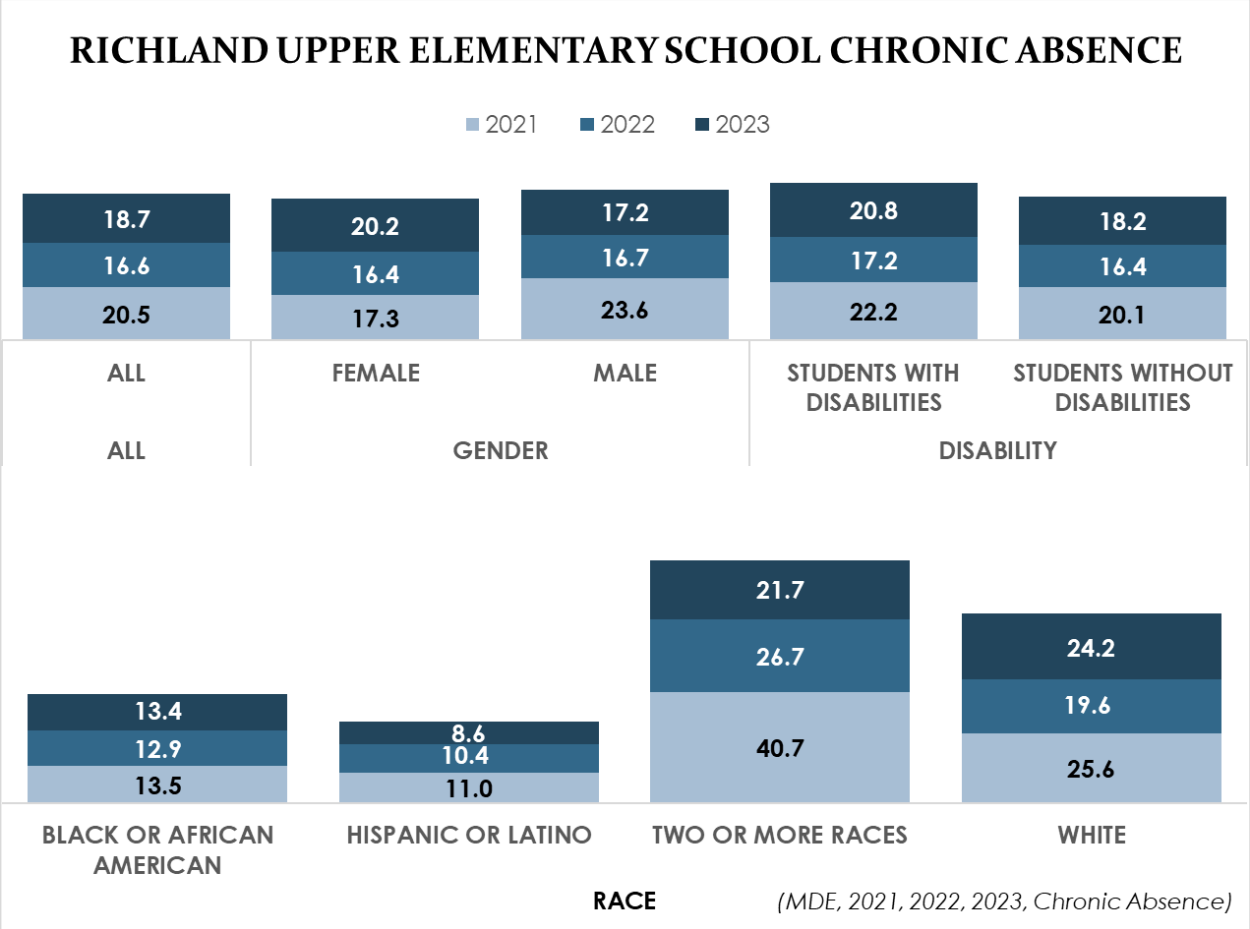


Figure 203: Richland Upper Elementary School Chronic Absence by Demographic Group

Accountability

Accountability Measures

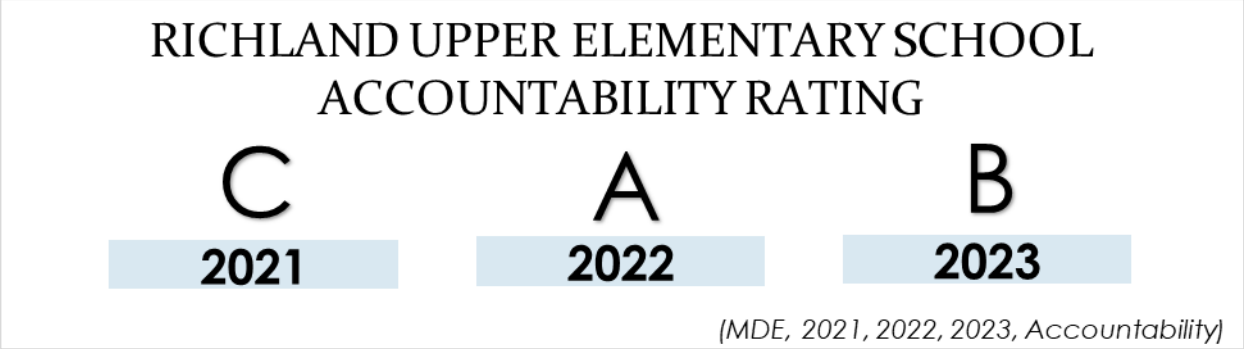


Figure 204: Richland Upper Elementary School Accountability Rating

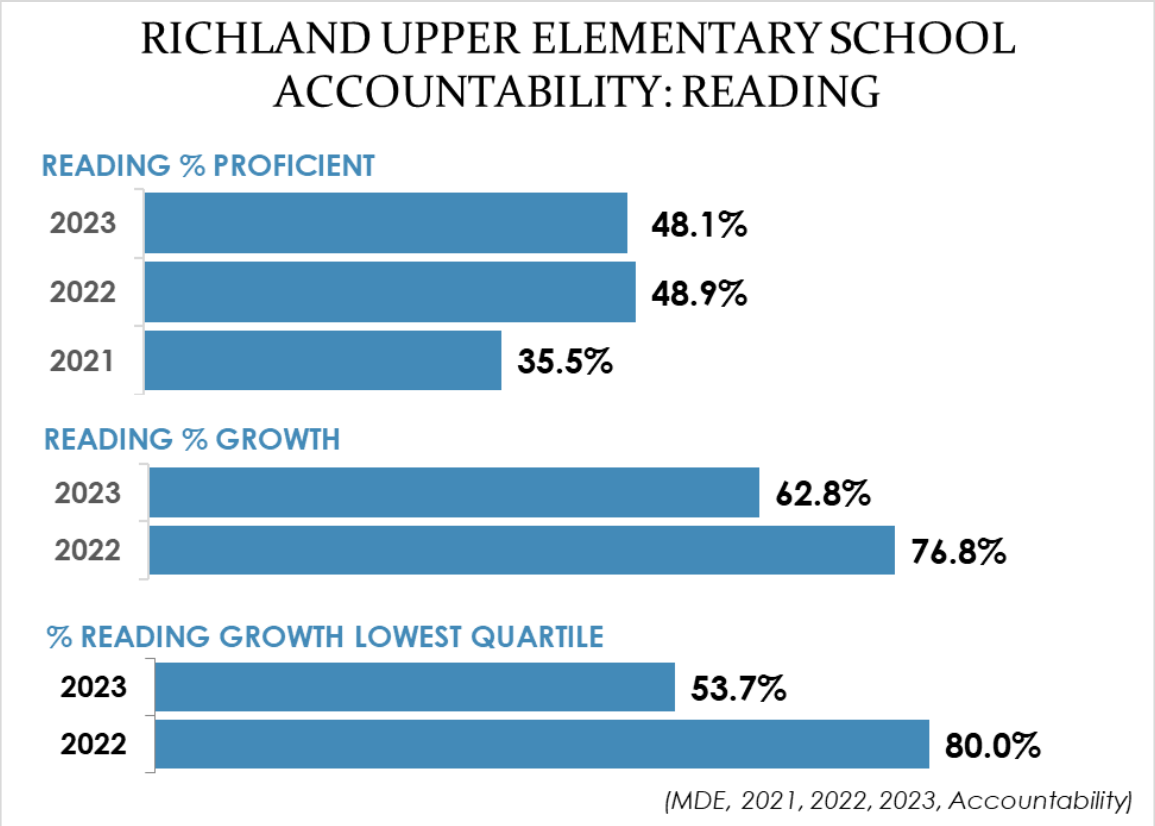


Figure 205: Richland Upper Elementary School Accountability: Reading

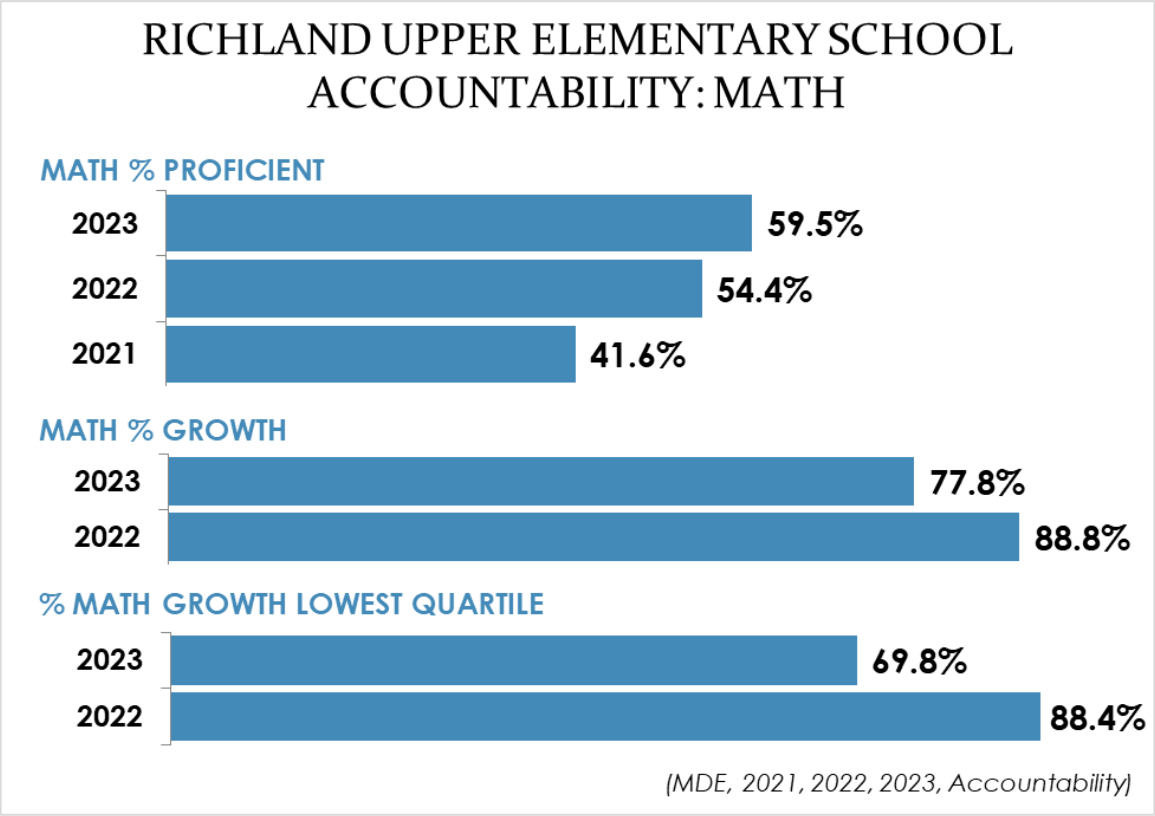


Figure 206: Richland Upper Elementary School Accountability: Math

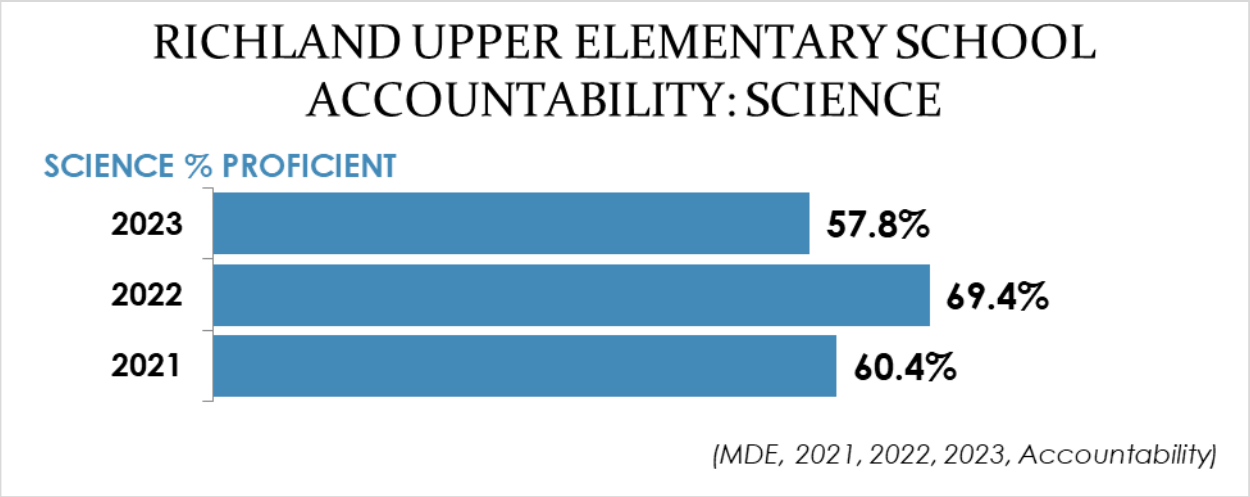


Figure 207: Richland Upper Elementary School Accountability: Science

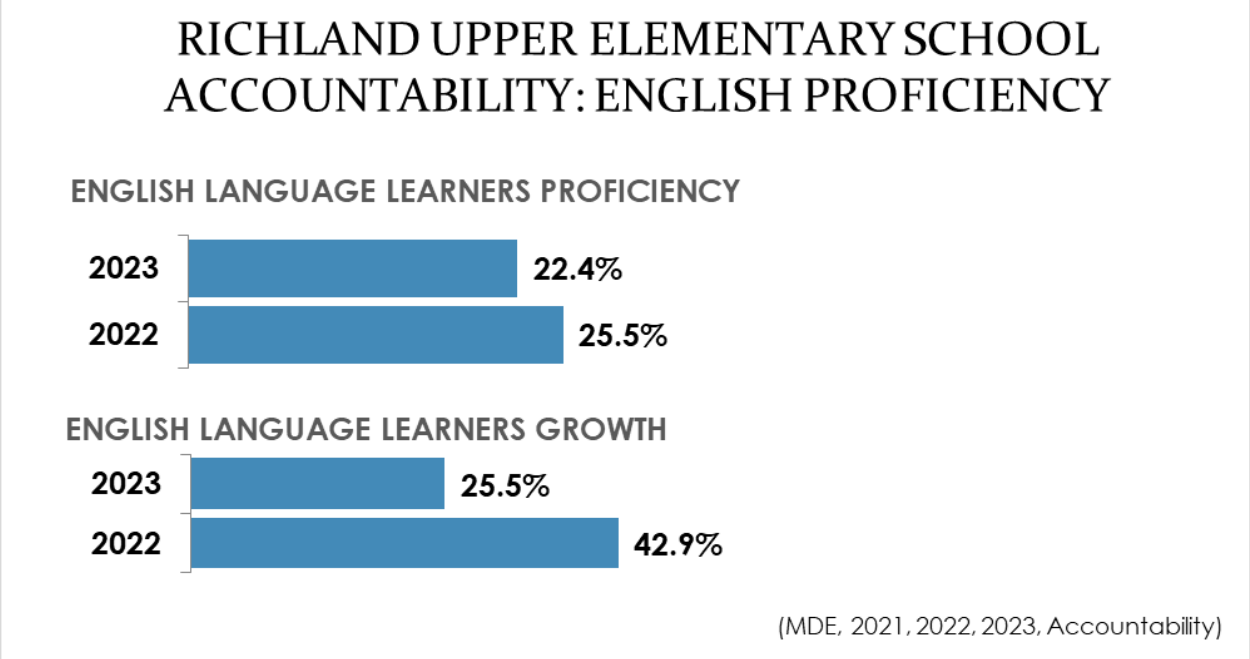
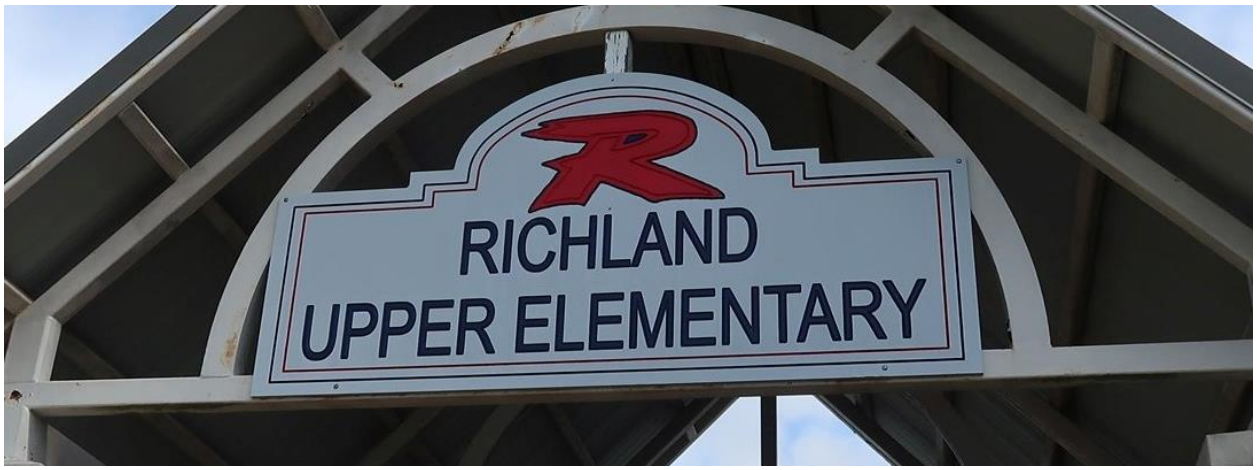


Figure 208: Richland Upper Elementary School Accountability: English Proficiency



Proficiency by Demographic Group

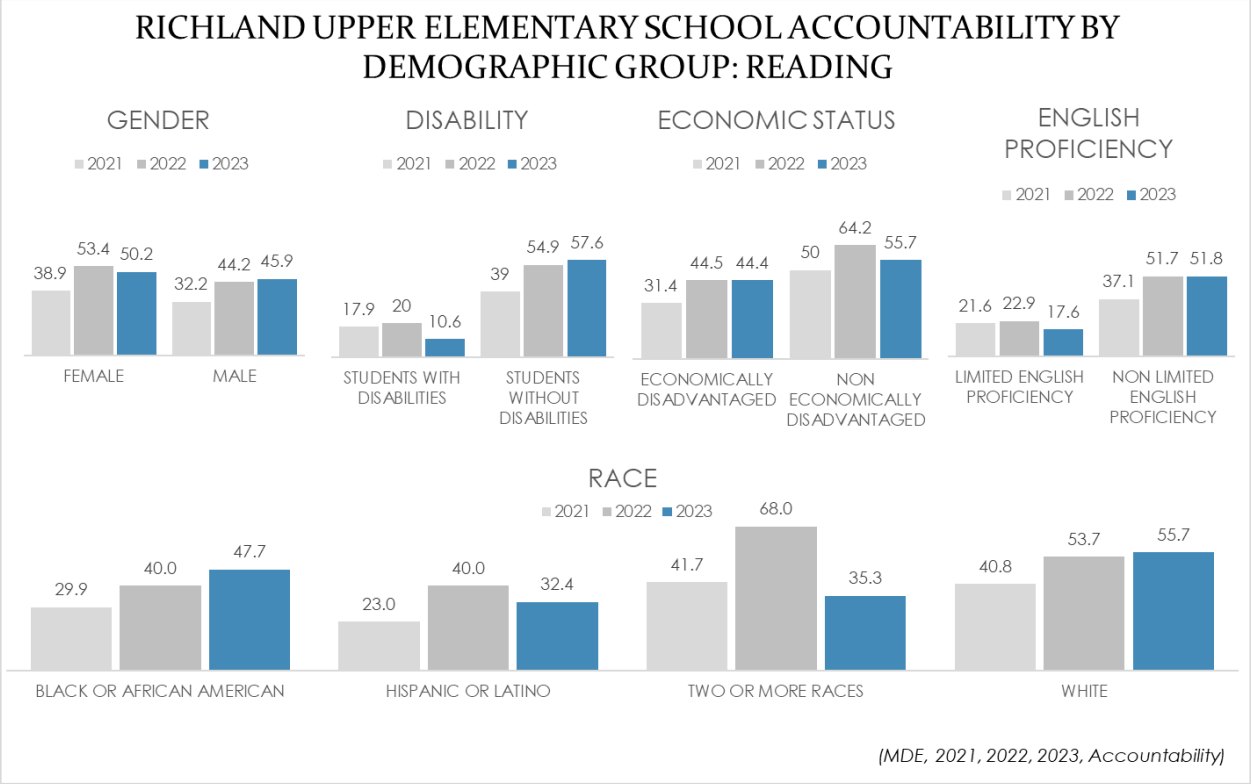


Figure 209: Richland Upper Elementary School Reading Proficiency by Demographic Group

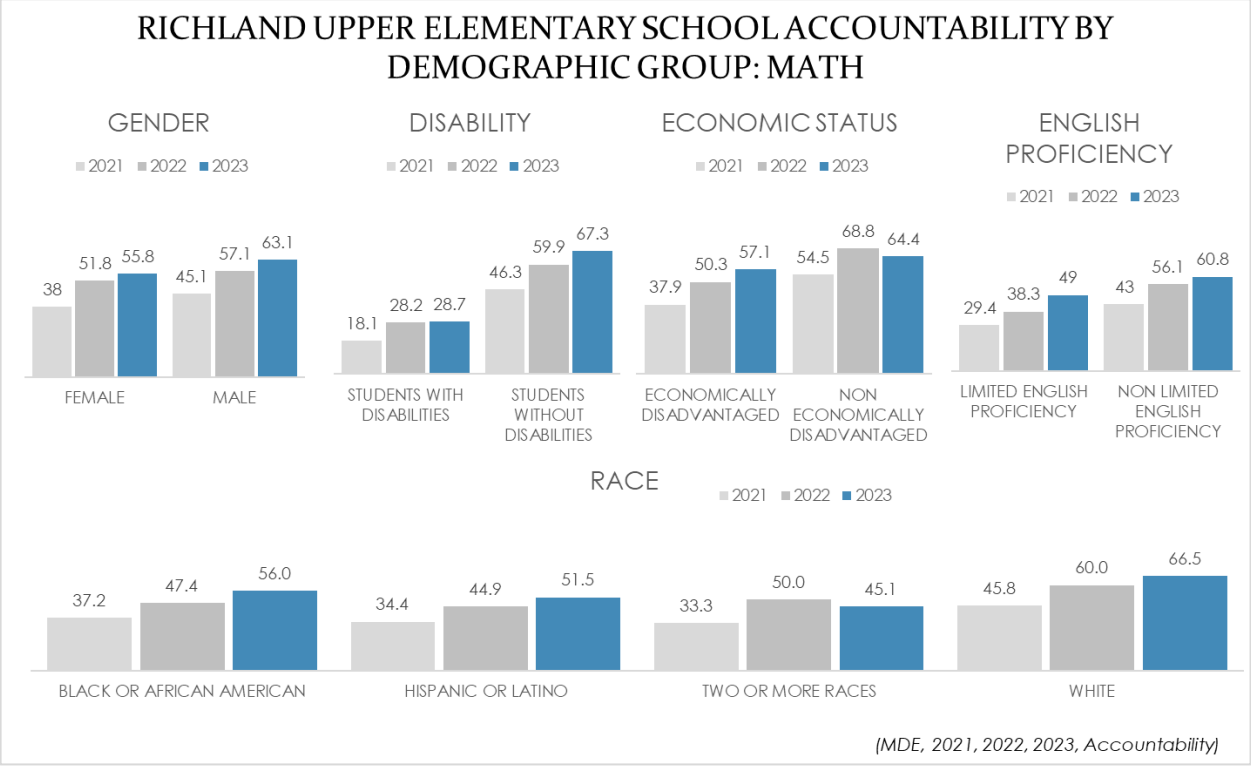


Figure 210: Richland Upper Elementary School Math Proficiency by Demographic Group

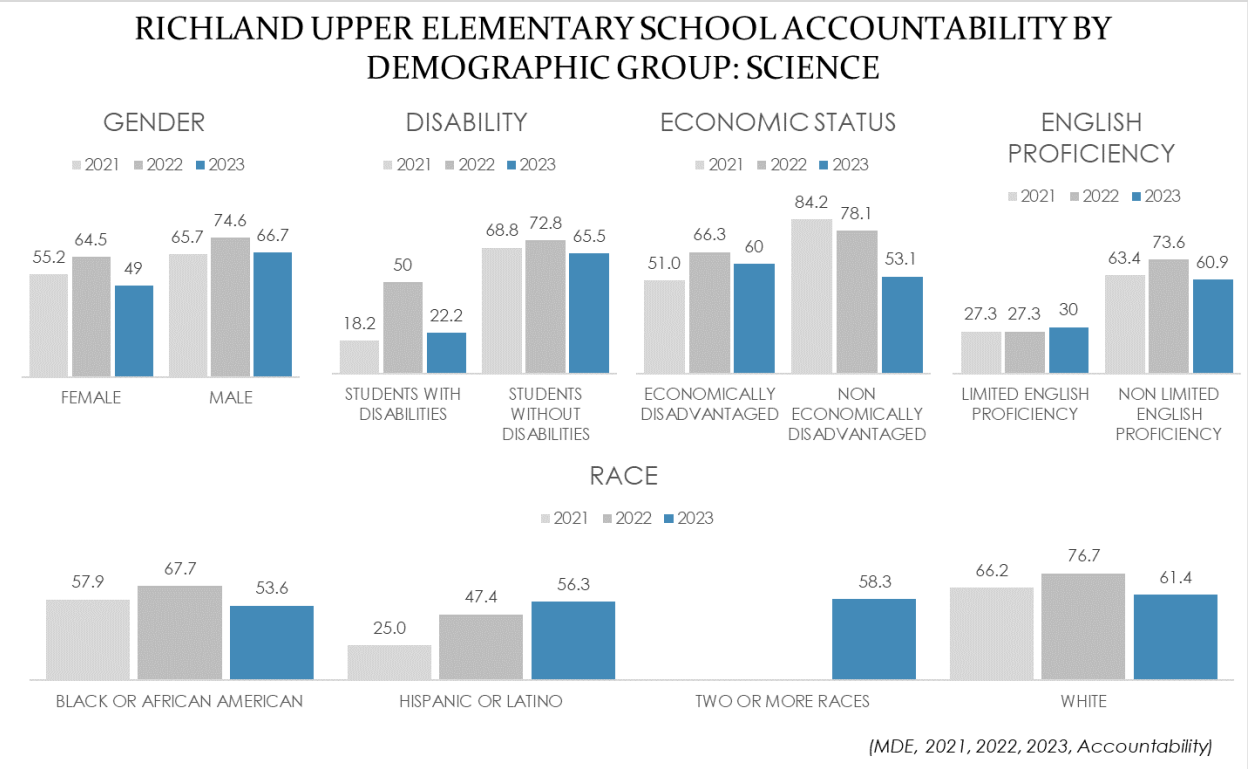


Figure 211: Richland Upper Elementary School Science Proficiency by Demographic Group

Assessment

Third-Grade Reading Assessment

The Literacy-Based Promotion Act (LBPA) requires that students pass the Third-Grade Reading Assessment or meet one of the exemption criteria to be promoted to the fourth grade. Students are given three opportunities to take the assessment.

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools.

RICHLAND UPPER ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT

2019	2022	2023	2024
64.4	63.8	74.6	81

Figure 212: Richland Upper Elementary School Initial Third-Grade Reading Assessment Pass Rate

Richland Upper Elementary School

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

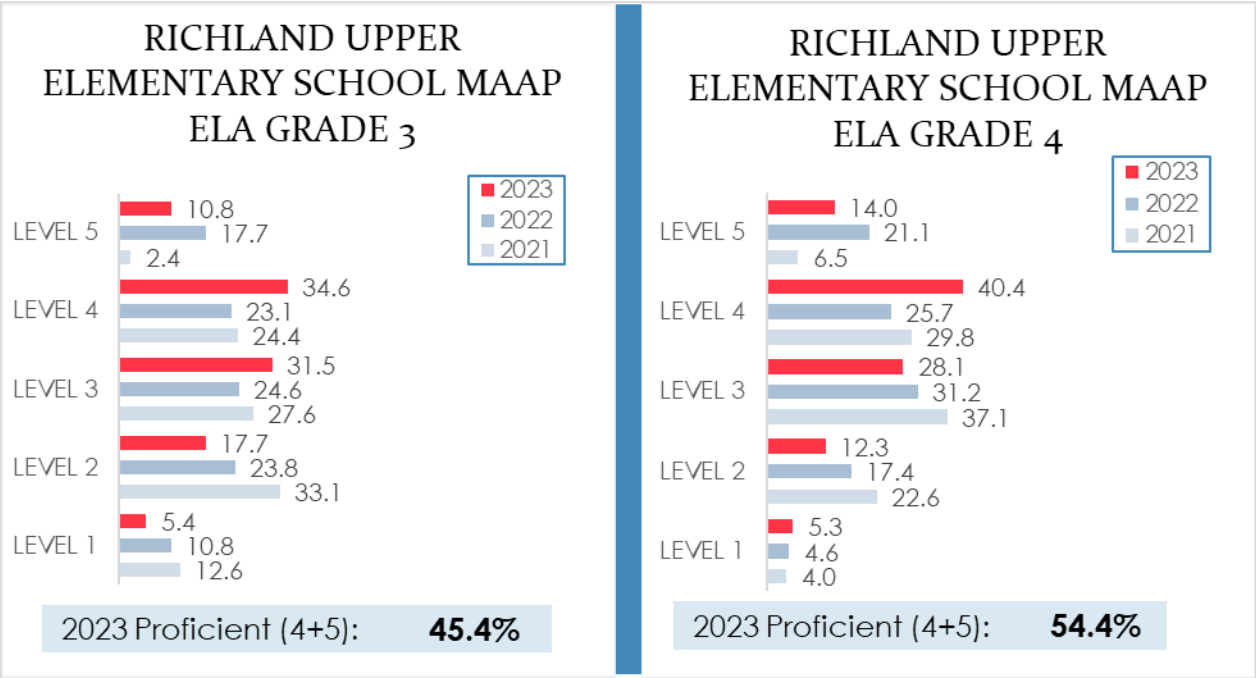


Figure 213: Richland Upper Elementary School MAAP ELA Grades 3 and 4

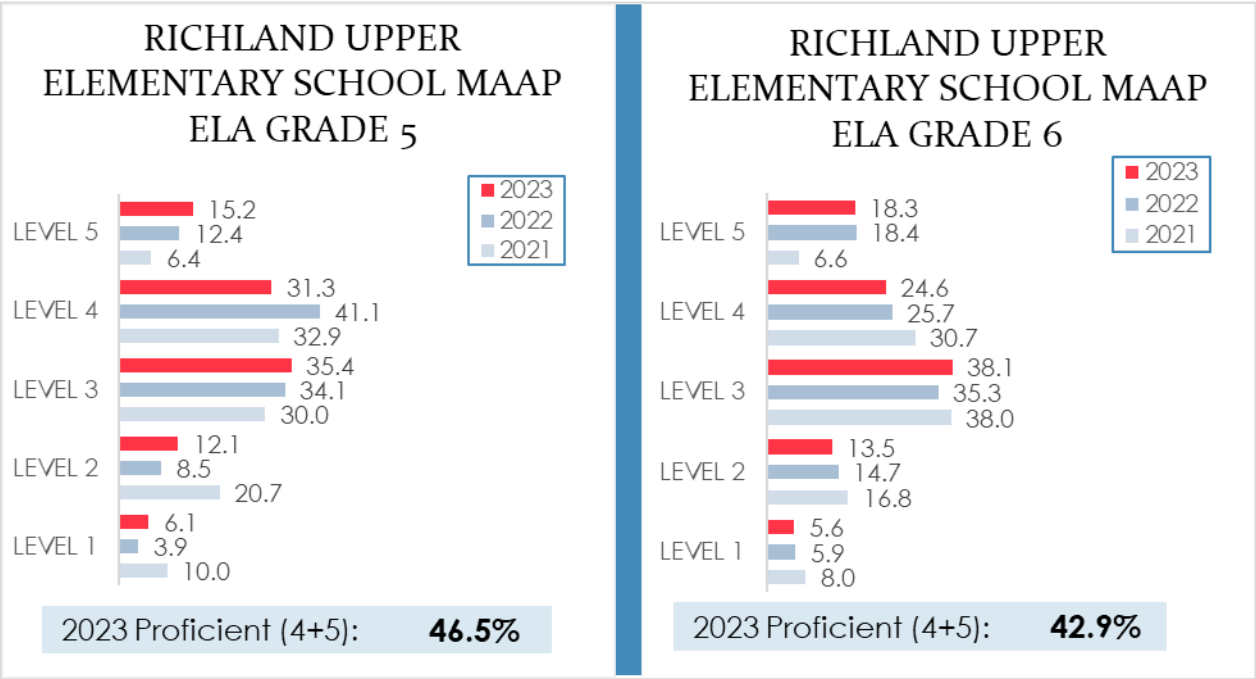


Figure 214: Richland Upper Elementary School MAAP ELA Grades 5 and 6

MAAP MATH

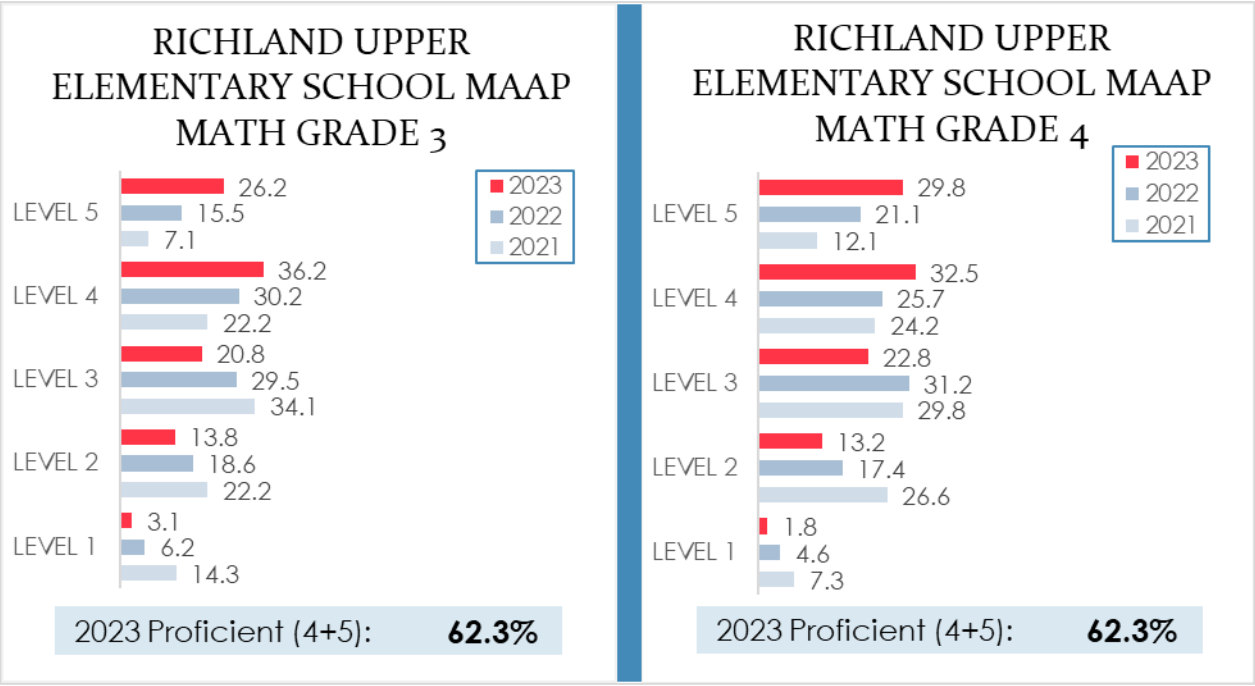


Figure 215: Richland Upper Elementary School MAAP Math Grades 3 and 4

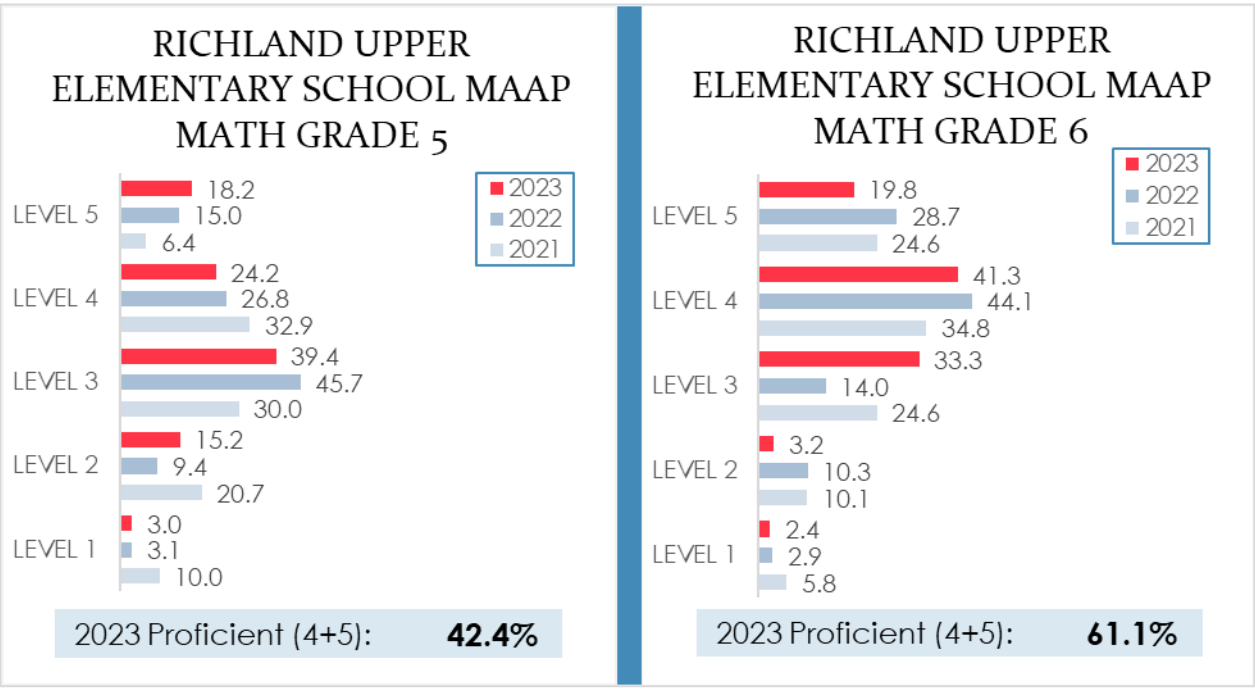


Figure 216: Richland Upper Elementary School MAAP Math Grades 5 and 6

Richland Upper Elementary School

MAAP SCIENCE

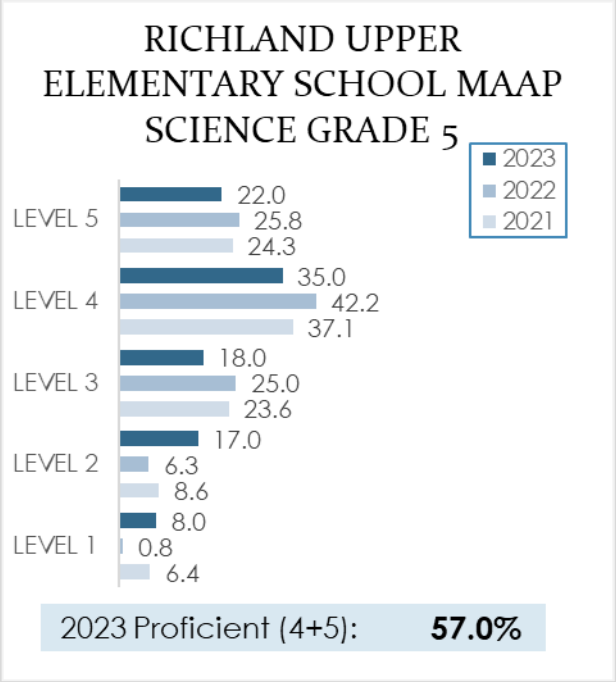


Figure 217: Richland Upper Elementary School MAAP Science Grade 5

Personnel

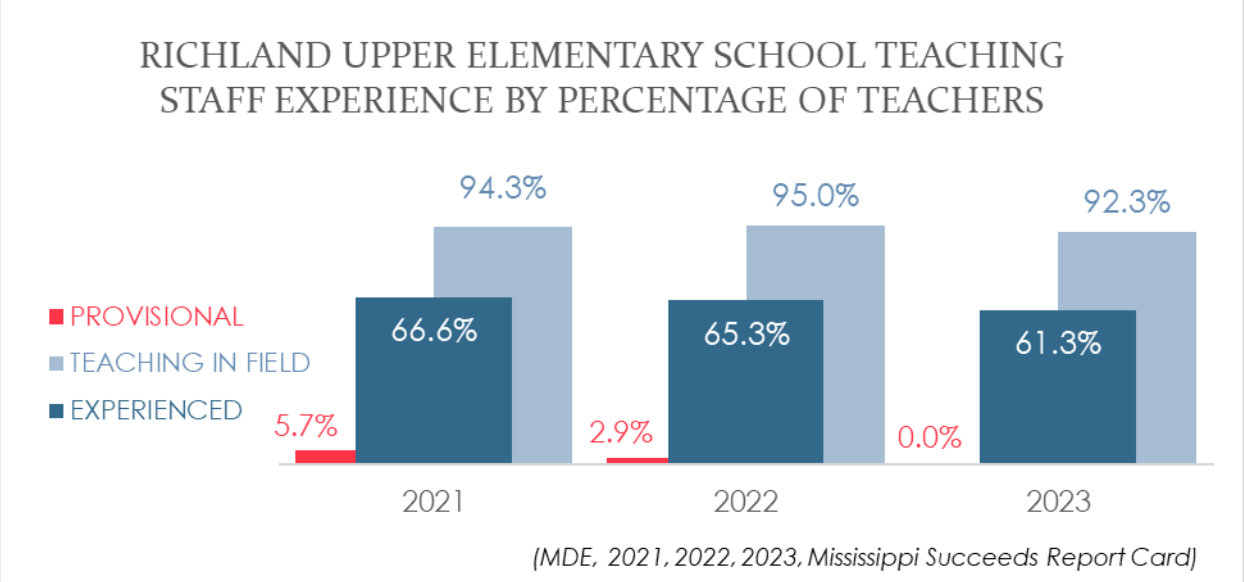


Figure 218: Richland Upper Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

RICHLAND UPPER ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL		≤5	≤5	11.0	≤10	7.2		≤5	
GENDER	FEMALE				5.1	5.5	≤5			
	MALE		≤5	≤5	16.7	14.9	13.5		≤5	
RACE	BLACK OR AFRICAN AMERICAN		≤5	≤5	10.4	13.6	6.1		≤5	
RACE	HISPANIC OR LATINO				≤5	5.5	6.4			
	TWO OR MORE RACES			≤5	11.1	7.1	5.5			
	WHITE		≤5	≤5	12.9	9.8	8.5			
DISABILITY	STUDENTS WITH DISABILITIES			≤5	12.0	20.0	14.0			
	STUDENTS WITHOUT DISABILITIES		≤5	≤5	10.8	8.0	5.5		≤5	
EL	LIMITED ENGLISH PROFICIENCY				5.2	7.8	6.4			

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 219: Richland Upper Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Richland Upper Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten;* and *Professional Development*. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Thirty-five (35) faculty and staff members, eleven (11) parents, and one hundred forty-one (141) students responded to the survey.

Richland Upper Elementary School Faculty/Staff Survey

Demographics

Please indicate your certification status and your years of experience as an educator.				
	1-3 years	**4-10 years**	**11-20 years**	**21+ years**
Certified staff	8	9	7	6
Non-certified staff	1	1	2	0

Federal Programs

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	17	48.6%
Agree	15	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.6%

I use effective, research-based strategies for	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	54.3%	34.3%	0.0%	0.0%	11.4%
Closing the achievement gap between diverse groups of students.	48.6%	45.7%	0.0%	0.0%	5.7%
Successful classroom management.	54.3%	37.1%	0.0%	0.0%	8.6%
Teaching special needs students.	65.7%	28.6%	0.0%	0.0%	5.7%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	42.9%	42.9%	2.9%	0.0%	11.4%

I contact parents every week.	Count	Percentage
Strongly Agree	8	22.9%
Agree	18	51.4%
Disagree	5	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.4%

The Literacy Coach and/or Interventionist meets regularly with the teachers/administrators of this school for the purpose of maximizing student achievement.	Count	Percentage
Strongly Agree	27	77.1%
Agree	6	17.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.7%

I would feel comfortable asking the Instructional Literacy Coach and/or Interventionist for instructional advice.

	Count	Percentage
Strongly Agree	28	80.0%
Agree	4	11.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.6%

The Instructional Literacy Coach and/or Interventionist has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

	Count	Percentage
Strongly Agree	20	57.1%
Agree	5	14.3%
Disagree	2	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	22.9%

The Literacy coach and/or Interventionist guides and supports teachers in all content areas to embed literacy best practices into instruction.

	Count	Percentage
Strongly Agree	26	74.3%
Agree	4	11.4%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.4%

The Instructional Literacy Coach/Interventionist is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly Agree	28	80.0%
Agree	5	14.3%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Expedited evaluation services for students with learning disabilities	15	42.9%
Expedited evaluation services for students with limited English	16	45.7%
Expedited evaluation services for gifted and talented students	7	20.0%
Additional academic support	18	51.4%
Tutoring	16	45.7%
Enrichment educational services	10	28.6%
Counseling	26	74.3%
Mentors	19	54.3%
School supplies	23	65.7%
School uniforms	3	8.6%
Dental referrals	6	17.1%
Medical referrals	7	20.0%
Bullying assistance	9	25.7%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	20	57.1%
Agree	15	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).	Count	Percentage
Strongly Agree	19	54.3%
Agree	10	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	17.1%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Embed multicultural education throughout the curriculum	22	62.9%
Utilize technology such as class websites, blogs, and videos	24	68.6%
Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies	20	57.1%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	26	74.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	28	80.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	26	74.3%
Use bilingual handouts and cues	11	31.4%
Use visual displays, portable white boards, and posters when giving instructions	25	71.4%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	11	31.4%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	25	71.4%
Agree	10	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	19	54.3%
Agree	15	42.9%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	28	80.0%
Agree	6	17.1%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	30	85.7%
Agree	5	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	27	77.1%
Agree	8	22.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	30	85.7%
Agree	5	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, the size of classes here does not limit instructional effectiveness.	Count	Percentage
Strongly Agree	24	68.6%
Agree	11	31.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The principal of our school is fair and open with teachers.	Count	Percentage
Strongly Agree	27	77.1%
Agree	7	20.0%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	23	65.7%
Agree	9	25.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.6%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	27	77.1%
Agree	7	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	1	2	3	4	5	6	7	8	9	10	OVERALL RANK
Classroom Management	9	2	2	3	1	1	3	2	0	1	**1**
Reading for at risk students	1	3	6	3	3	4	2	2	0	2	**2**
English Learners	5	4	0	3	3	1	4	0	5	0	**3**
Differentiated Instruction	4	3	1	4	2	2	3	1	5	1	**4**
Successful inclusion strategies	3	1	1	7	4	1	3	3	1	0	**5**
Teaching and understanding students in poverty	0	3	4	2	2	3	1	2	1	0	**6**
Using technology to enhance instruction	1	4	1	0	3	3	2	2	0	2	**7**
Response to Intervention (RTI/MTSS)	1	2	1	3	2	1	1	4	4	2	**8**
Developing quality assessments	3	1	4	0	1	1	1	2	1	4	**9**
Writing strategies	0	2	2	2	2	4	2	0	2	2	**10**
Conflict resolution	0	3	1	1	3	1	4	2	0	3	**11**
My specific content area	2	2	4	0	1	0	0	2	2	3	**12**
Culture sensitivity	2	1	1	2	2	2	2	0	2	1	**13**
Interpreting and analyzing student data	1	2	2	0	2	2	1	1	1	2	**14**
Teaching and understanding the needs of homeless students	1	1	2	1	0	2	1	2	1	0	**15**
Depth of Knowledge	0	0	2	0	1	4	2	1	2	3	**16**
Mississippi College and Career Readiness Standards	1	0	0	2	1	0	0	3	1	1	**17**

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	13	37.1%
Agree	17	48.6%
Disagree	2	5.7%
Strongly Disagree	1	2.9%
Not Applicable or No Information	2	5.7%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	10	28.6%
Agree	19	54.3%
Disagree	2	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.4%

General Opinion

Note: In response to 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.

Faculty/staff members from Richland Upper Elementary School have expressed a strong sense of support and community within their work environment. One teacher highlighted that "the administrators in my building are very supportive and are always willing to listen." Many teachers praised the school's operational efficiency and student-focused initiatives, such as celebrating student achievements and providing robust intervention services. However, there is a consensus that the school needs more support for English Language (EL) students, with multiple faculty members suggesting the need for additional EL teachers or assistants to better serve the diverse student population.

Richland Upper Elementary School Parent Survey

Federal Programs

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	3	27.3%
Supporting college and career counseling	2	18.2%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	5	45.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	4	36.4%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:	Count	Percentage
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	4	36.4%

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	1	9.1%
Providing school-based mental health services and counseling	3	27.3%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	1	9.1%
Establishing or improving dropout prevention	2	18.2%
Supporting re-entry programs and transition services for Justice-involved youth	1	9.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	4	36.4%
Implementing systems and practices to prevent bullying and harassment	6	54.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	6	54.6%
Establishing community partnerships	1	9.1%

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	4	36.4%
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%

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
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	2	18.2%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	1	9.1%
Computer Classes	4	36.4%
Conflict Resolution	3	27.3%
Discipline	0	0.0%
Drug/Alcohol Awareness	3	27.3%
English as a Second Language	1	9.1%
Health Classes	2	18.2%
Literacy Classes	0	0.0%
Math Classes	1	9.1%
Parent-to-School Relationships	3	27.3%
Parent/Child Communication	1	9.1%
Preparing for College	1	9.1%
Parenting Workshops	1	9.1%
Social Media Classes	1	9.1%
Stress/Anger Management	4	36.4%
Understanding College- and Career-Ready Standards	0	0.0%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
Activities to help my child learn over the summer	4	36.4%
Help my child with homework	5	45.5%
How to motivate my child	6	54.6%
How to promote family reading	1	9.1%
How to set goals for my child	2	18.2%
Manage time	3	27.3%
Prepare my child for testing	3	27.3%
Understand my child's learning styles	1	9.1%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Babysitting/childcare at parent meetings	2	18.2%
District and/or school newsletters	3	27.3%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	5	45.5%
Resource materials for parental training	1	9.1%
Training for parents to work with other parents on becoming involved in the schools	0	0.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	5	45.5%
Home/School Planners	6	54.6%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	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%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	2	18.2%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	1	9.1%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	4	36.4%
Agree	5	45.5%
Disagree	1	9.1%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	2	18.2%
Agree	6	54.6%
Disagree	1	9.1%
Strongly Disagree	1	9.1%
Not Applicable or No Information	1	9.1%

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

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	1	9.1%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	2	18.2%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	2	18.2%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

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

Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	3	27.3%
Agree	5	45.5%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	10	90.9%
Checked my child's grades/assignments online	6	54.6%
Been in contact with my child's teacher	9	81.8%
Received a newsletter from the district, school, or teacher	8	72.7%
Worked with a committee or group on school or district policies	1	9.1%
Attended a workshop, parent night, or other event geared toward helping me help my child academi-cally	4	36.4%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	6	54.6%
Volunteered at my child's school	3	27.3%

School Climate and Culture

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

	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%

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

	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%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	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%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	3	27.3%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	1	9.1%
Agree	8	72.7%
Disagree	1	9.1%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

Technology

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	3	27.3%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Prekindergarten and Kindergarten

I am pleased with my preschooler's or kindergartener's progress in the following social skills:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Understanding the difference between right and wrong and recognizing and respecting authority figures.	9.1%	27.3%	0.0%	0.0%	63.6%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	9.1%	27.3%	0.0%	0.0%	63.6%
Playing independently or in a small group without needing to be constantly supervised.	0.0%	27.3%	9.1%	0.0%	63.6%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	9.1%	27.3%	0.0%	0.0%	63.6%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Making decisions for himself/herself and exploring new experiences.	9.1%	27.3%	0.0%	0.0%	63.6%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	9.1%	27.3%	0.0%	0.0%	63.6%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	9.1%	27.3%	0.0%	0.0%	63.6%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," recognizing shapes and measurements.	9.1%	27.3%	0.0%	0.0%	63.6%
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	9.1%	27.3%	0.0%	0.0%	63.6%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things	9.1%	27.3%	0.0%	0.0%	63.6%

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	5	45.5%
Agree	3	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	27.3%

My child's preschool or kindergarten class is warm and welcoming.		
	Count	Percentage
Strongly Agree	2	18.2%
Agree	3	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	54.6%

General Opinion

Note: In response to 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.

Parents of students from Richland Upper Elementary School who participated in the survey appreciate the school's efforts in communication and the dedication of its staff. One parent mentioned, "Love how staff and teachers are," indicating satisfaction with the overall environment and teacher engagement. However, some parents have voiced concerns about the responsiveness of the school to their inquiries, suggesting improvements in timely communication. Safety and discipline also surfaced as areas needing attention, with one parent noting a need for "a heavier police presence on campus" to ensure a secure environment for all students.

Richland Upper Elementary School Student Survey

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	43	30.5%
Agree	80	56.7%
Disagree	3	2.1%
Strongly Disagree	3	2.1%
Not Applicable or No Information	12	8.5%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	70	49.7%
Agree	66	46.8%
Disagree	4	2.8%
Strongly Disagree	1	0.7%
Not Applicable or No Information	0	0.0%

Our school (district) provides students with educational programs that are appropriate to their learning needs.

	Count	Percentage
Strongly Agree	41	29.1%
Agree	64	45.4%
Disagree	18	12.8%
Strongly Disagree	3	2.1%
Not Applicable or No Information	15	10.6%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	23	16.3%
Agree	60	42.6%
Disagree	32	22.7%
Strongly Disagree	11	7.8%
Not Applicable or No Information	15	10.6%

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.	Count	Percentage
Strongly Agree	32	22.7%
Agree	70	49.7%
Disagree	17	12.1%
Strongly Disagree	7	5.0%
Not Applicable or No Information	15	10.6%

I have been taught how to use the resources of the school and community to help me with my schoolwork.	Count	Percentage
Strongly Agree	54	38.3%
Agree	67	47.5%
Disagree	9	6.4%
Strongly Disagree	1	0.7%
Not Applicable or No Information	10	7.1%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	57	40.4%
Agree	56	39.7%
Disagree	7	5.0%
Strongly Disagree	6	4.3%
Not Applicable or No Information	15	10.6%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	23	16.3%
Agree	52	36.9%
Disagree	28	19.9%
Strongly Disagree	6	4.3%
Not Applicable or No Information	32	22.7%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.	Count	Percentage
Strongly Agree	41	29.1%
Agree	64	45.4%
Disagree	16	11.4%
Strongly Disagree	3	2.1%
Not Applicable or No Information	17	12.1%

Teachers are concerned that students learn the subjects they teach.	Count	Percentage
Strongly Agree	57	40.4%
Agree	48	34.0%
Disagree	14	9.9%
Strongly Disagree	6	4.3%
Not Applicable or No Information	16	11.4%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	37	26.2%
Agree	56	39.7%
Disagree	9	6.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	39	27.7%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	34	24.1%
Agree	55	39.0%
Disagree	8	5.7%
Strongly Disagree	1	0.7%
Not Applicable or No Information	43	30.5%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	40	28.4%
Agree	64	45.4%
Disagree	9	6.4%
Strongly Disagree	9	6.4%
Not Applicable or No Information	19	13.5%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	58	41.1%
Agree	69	48.9%
Disagree	4	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	7.1%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	Count	Percentage
Strongly Agree	61	43.3%
Agree	67	47.5%
Disagree	3	2.1%
Strongly Disagree	2	1.4%
Not Applicable or No Information	8	5.7%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	47	33.3%
Agree	67	47.5%
Disagree	15	10.6%
Strongly Disagree	2	1.4%
Not Applicable or No Information	10	7.1%

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

	Count	Percentage
Strongly Agree	81	57.5%
Agree	55	39.0%
Disagree	2	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	2.1%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	54	38.3%
Agree	66	46.8%
Disagree	13	9.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	5.7%

A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	61	43.3%
Agree	58	41.1%
Disagree	5	3.6%
Strongly Disagree	3	2.1%
Not Applicable or No Information	14	9.9%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	46	32.6%
Agree	51	36.2%
Disagree	15	10.6%
Strongly Disagree	8	5.7%
Not Applicable or No Information	21	14.9%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.

	Count	Percentage
Strongly Agree	41	29.1%
Agree	59	41.8%
Disagree	17	12.1%
Strongly Disagree	7	5.0%
Not Applicable or No Information	17	12.1%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	75	53.2%
Agree	54	38.3%
Disagree	3	2.1%
Strongly Disagree	1	0.7%
Not Applicable or No Information	8	5.7%

GENERAL OPINION

Note: In response to 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.

STUDENTS from Richland Upper Elementary School feel safe and supported by their teachers, enjoying the variety of activities and the quality of education provided. A student shared, "Our school does really well at making sure we get the education we need," reflecting confidence in the school's academic programs. Students also appreciate the fun and engaging activities, with one stating, "Activity is really fun, and I have to learn a dance. I want to be in with my friends for music." Nonetheless, they have identified areas for improvement, such as cleaner bathrooms, more diverse lunch options, and additional extracurricular activities like sports and music classes, to enhance their school experience further.

Notes

Section 13

Richland High School

Introduction

RICHLAND HIGH SCHOOL is located at 1202 Highway 49 South in Richland, Mississippi. In January of 2024, it housed seven hundred seventy-one (771) students in seventh through twelfth grades (7-12). According to the school's website, Richland High School's vision is, "To develop and sustain a culture of learning that prepares students to be leaders in research, community service, trade, innovation and entrepreneurship." Its mission is, "Richland High School will work collaboratively to create a positive, holistic environment which integrates technology proficiently while embracing diversity in our effort to nurture every student's potential."



The principal's message in the school handbook for 2023-2024 stated, "Here, we have an unwavering commitment to continuous improvement to building a school culture that accounts for the different needs, diversity, and socioeconomic status of every child. Due to the efforts of the Rankin County School District, R.H.S. has undergone significant renovations and improvements over the past four years. A massive renovation project has resulted in the new R.H.S. Performing Arts Center, a facility that allows for fine arts performances and faculty gatherings. The centerpiece of the campus is the state's only fire academy. This building contains a bay area with locker units for the students to experience a state-of-the-art fire station facility. Other upgrades include security perimeters with controlled access, cafeteria redesign, and expansion, new agriculture building, as well as improvements to the existing classrooms."

Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."

RICHLAND HIGH SCHOOL ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	822	798	836	807	771	
ELEM_SPED				*	*	
GR_7	164	129	153	144	126	
GR_8	141	153	132	149	143	
GR_9	133	134	163	120	140	
GR_10	135	124	135	156	118	
GR_11	118	124	108	109	137	
GR_12	115	118	127	108	86	
SEC_SPED	*	16	18	*	*	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 220: Richland High School Enrollment

RICHLAND HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	822	798	836	807	771	
GENDER	FEMALE	386	367	400	378	363	
	MALE	436	431	436	429	408	
RACE	ASIAN	10	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	236	233	237	227	228	
	HISPANIC OR LATINO	93	92	106	83	89	
	TWO OR MORE RACES	18	*	*	*	*	
	WHITE	465	447	456	411	358	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 221: Richland High School Enrollment by Demographic Group

Attendance

Average Daily Attendance

RICHLAND HIGH SCHOOL AVERAGE DAILY ATTENDANCE

	2021	2022	2023
ALL	731.4	755.1	737.6
ELEM_SPED	0.0	0.0	1.9
GR_7	121.9	139.7	134.8
GR_8	145.1	120.9	137.9
GR_9	122.1	146.2	110.9
GR_10	109.7	116.9	138.5
GR_11	110.3	94.0	96.7
GR_12	106.2	119.8	98.3
SEC_SPED	16.2	17.6	18.6

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 222: Richland High School Average Daily Attendance

Chronic Absence

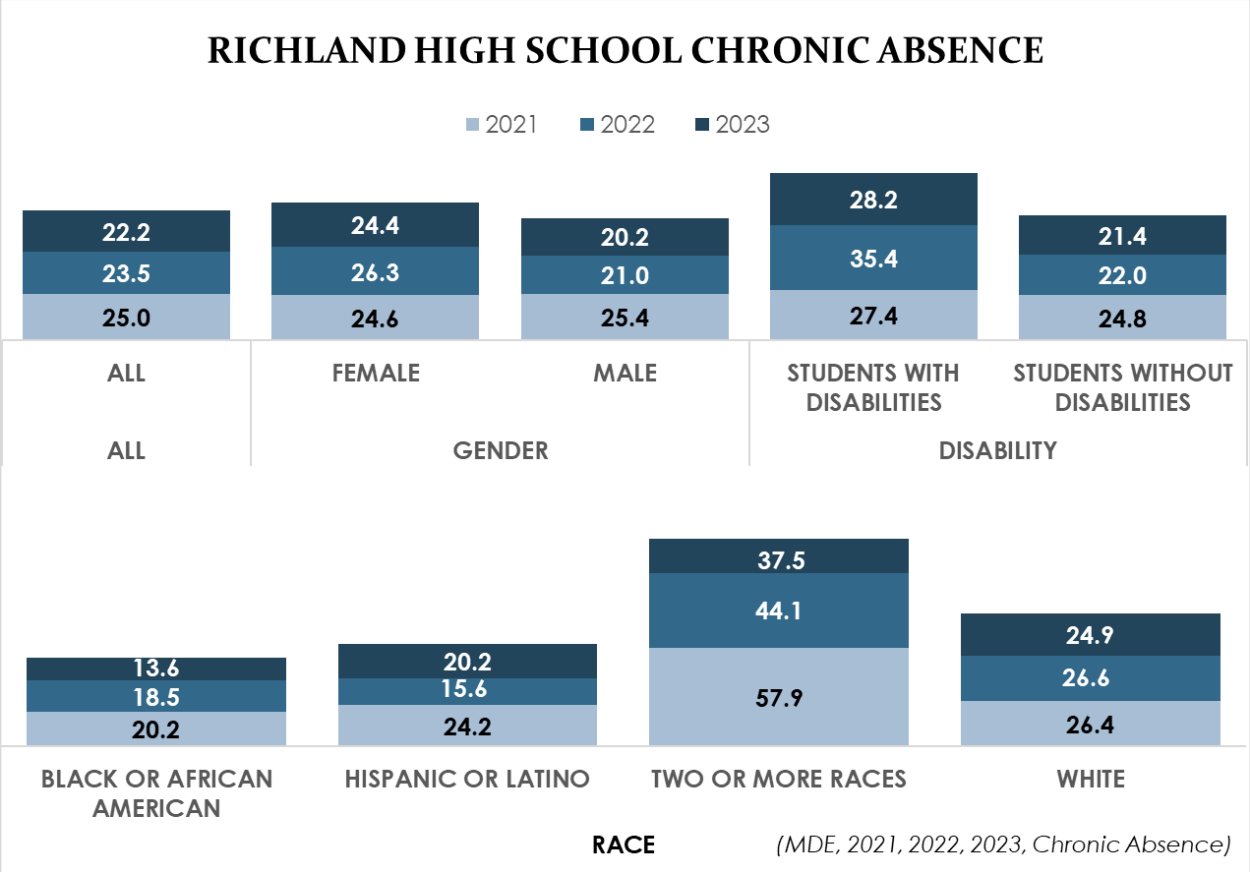


Figure 223: Richland High School Chronic Absence

Accountability

Accountability Measures

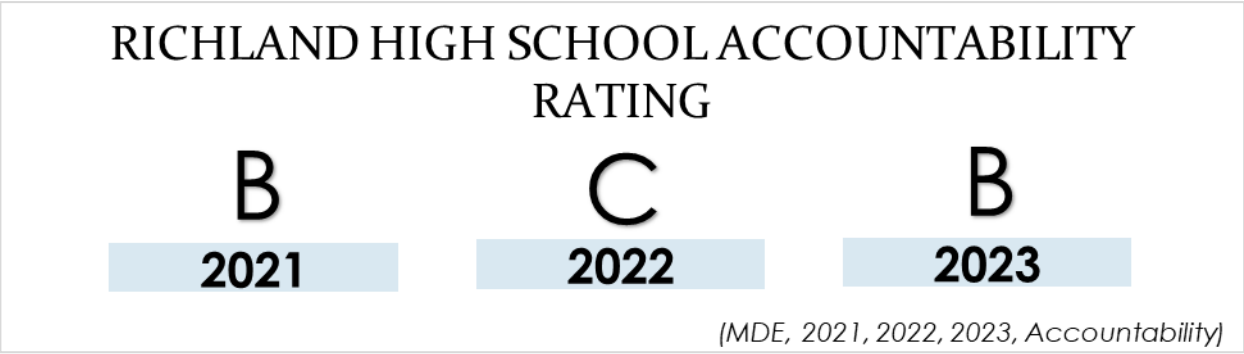


Figure 224: Richland High School Accountability Rating

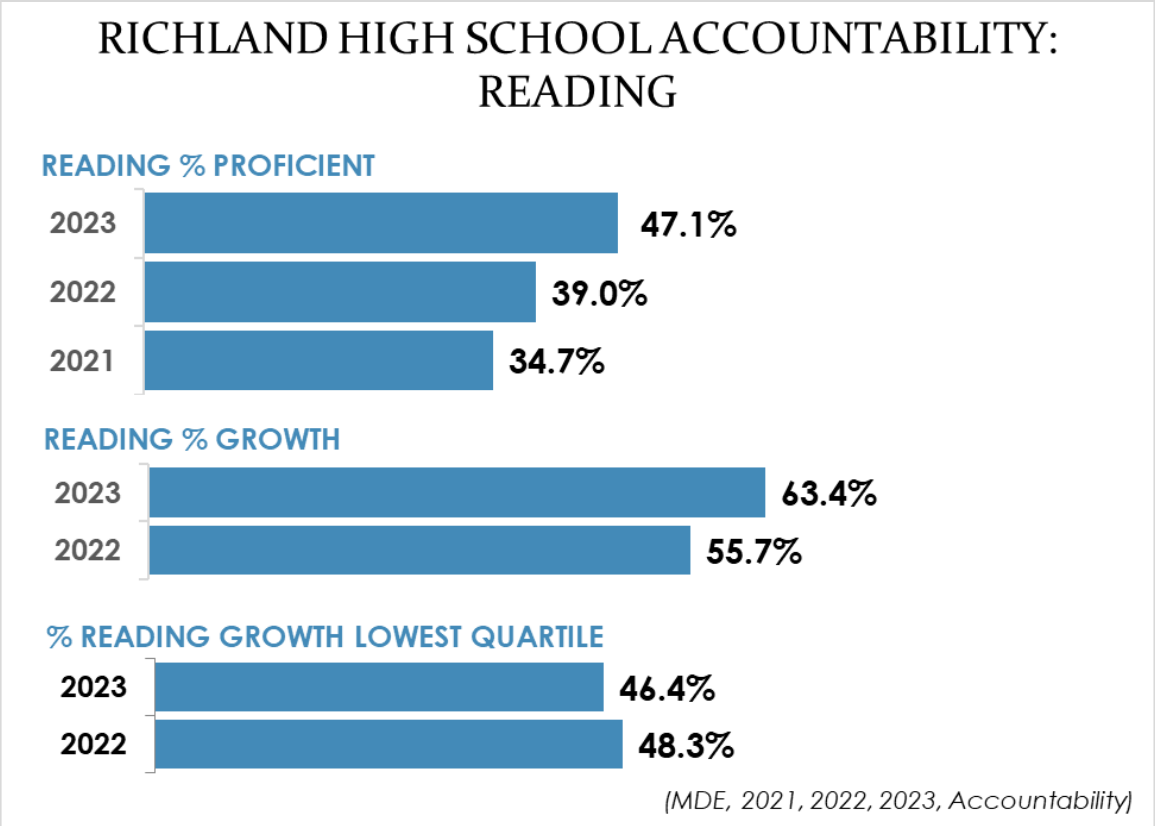


Figure 225: Richland High School Accountability: Reading

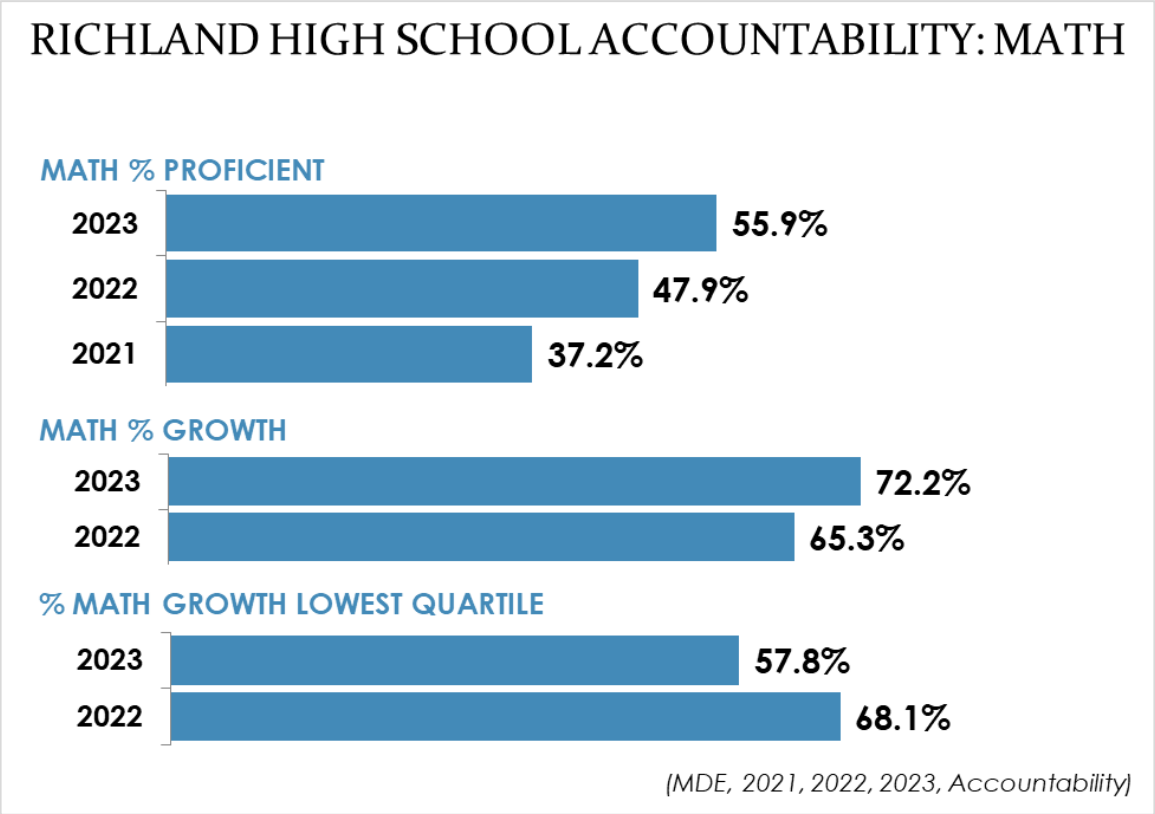


Figure 226: Richland High School Accountability: Math

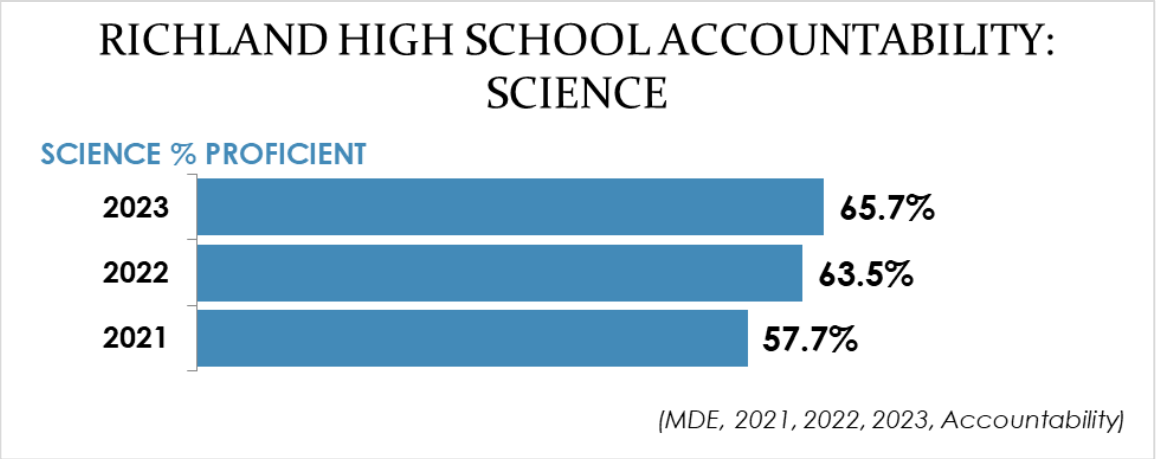


Figure 227: Richland High School Accountability: Science

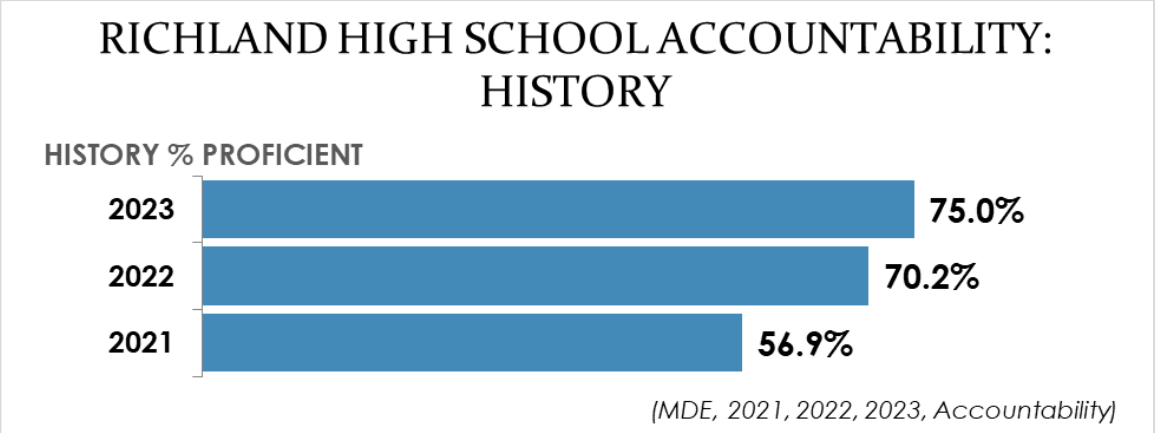


Figure 228: Richland High School Accountability: History

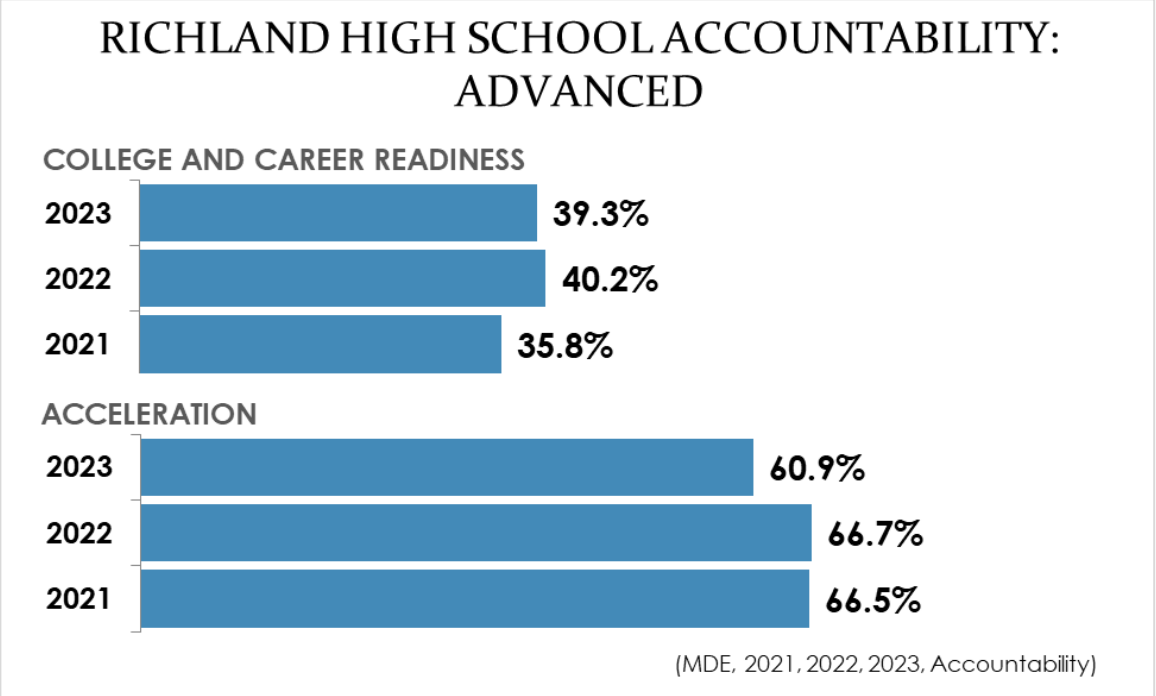


Figure 229: Richland High School Accountability: Advanced

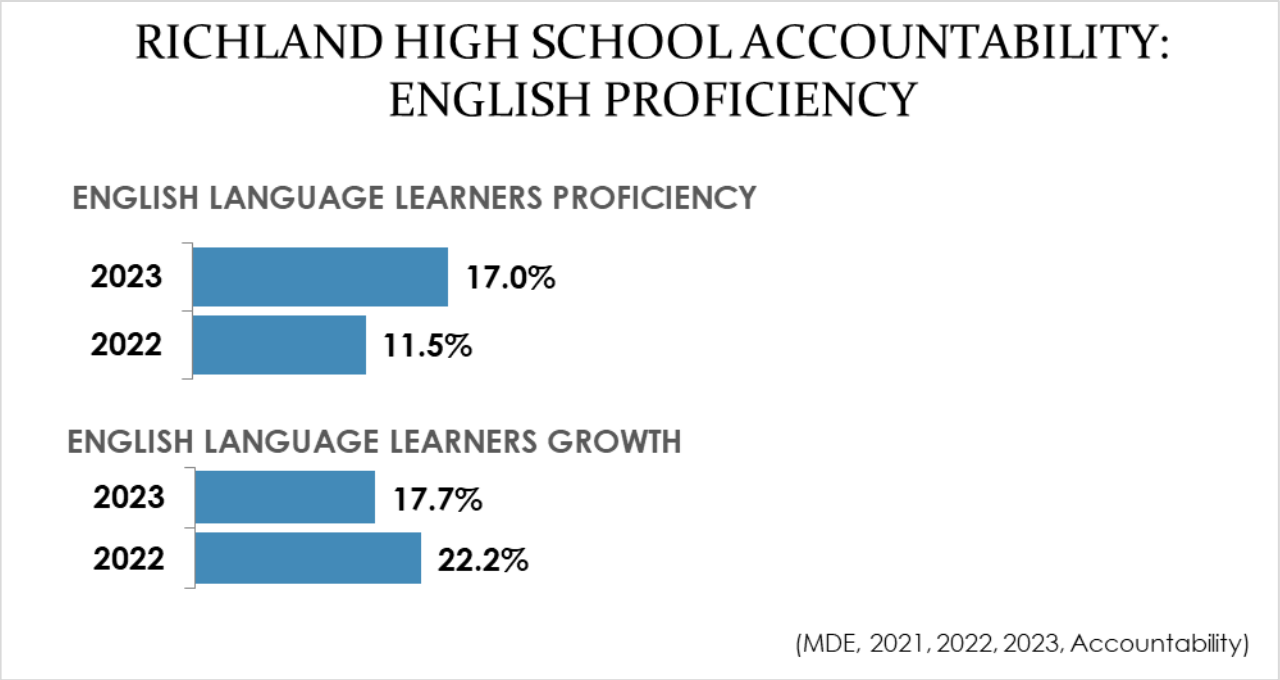


Figure 230:Richland High School Accountability: English Proficiency

Proficiency by Demographic Group

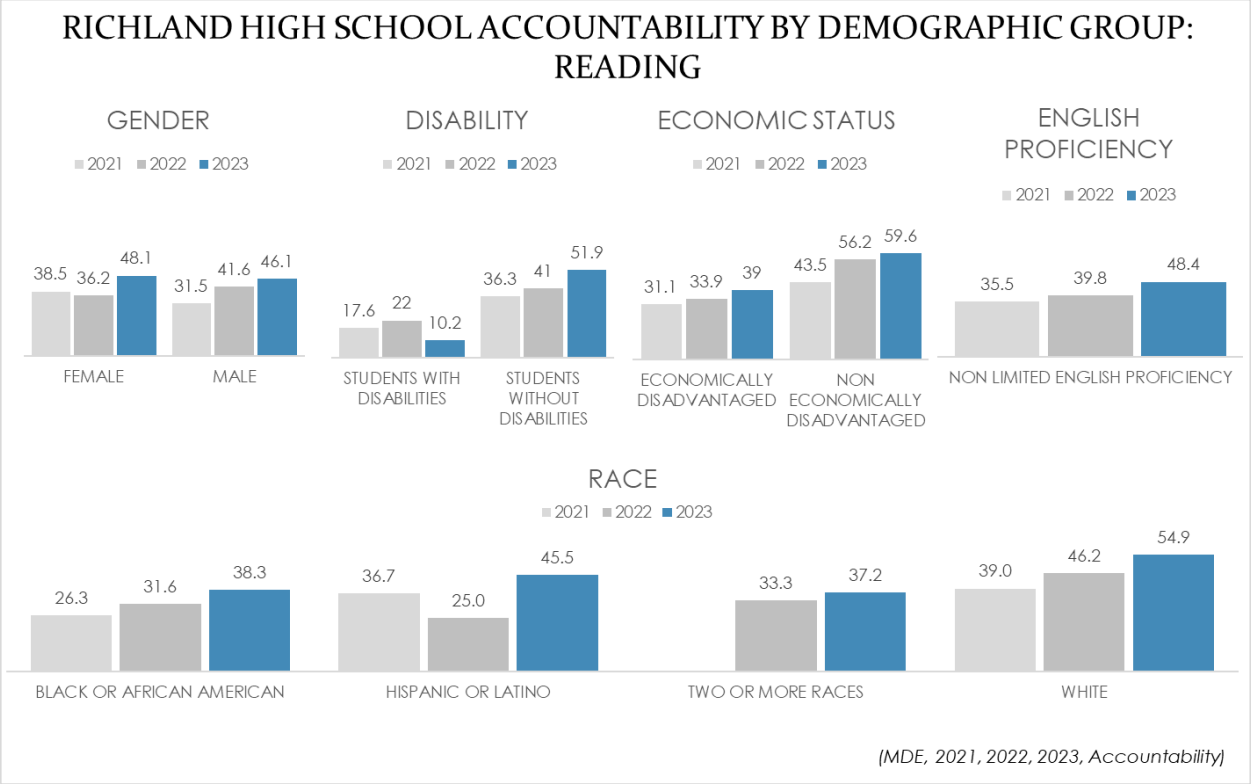


Figure 231: Richland High School Proficiency by Demographic Group: Reading

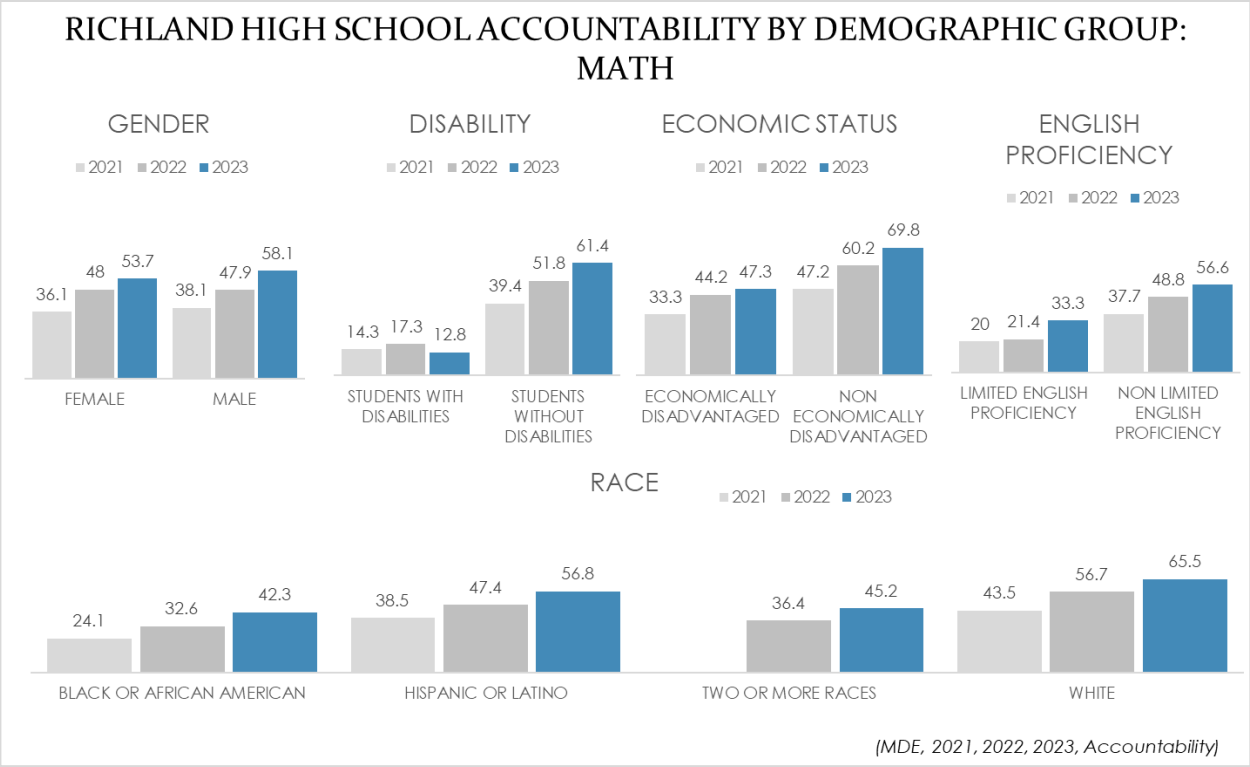


Figure 232: Richland High School Proficiency by Demographic Group: Math

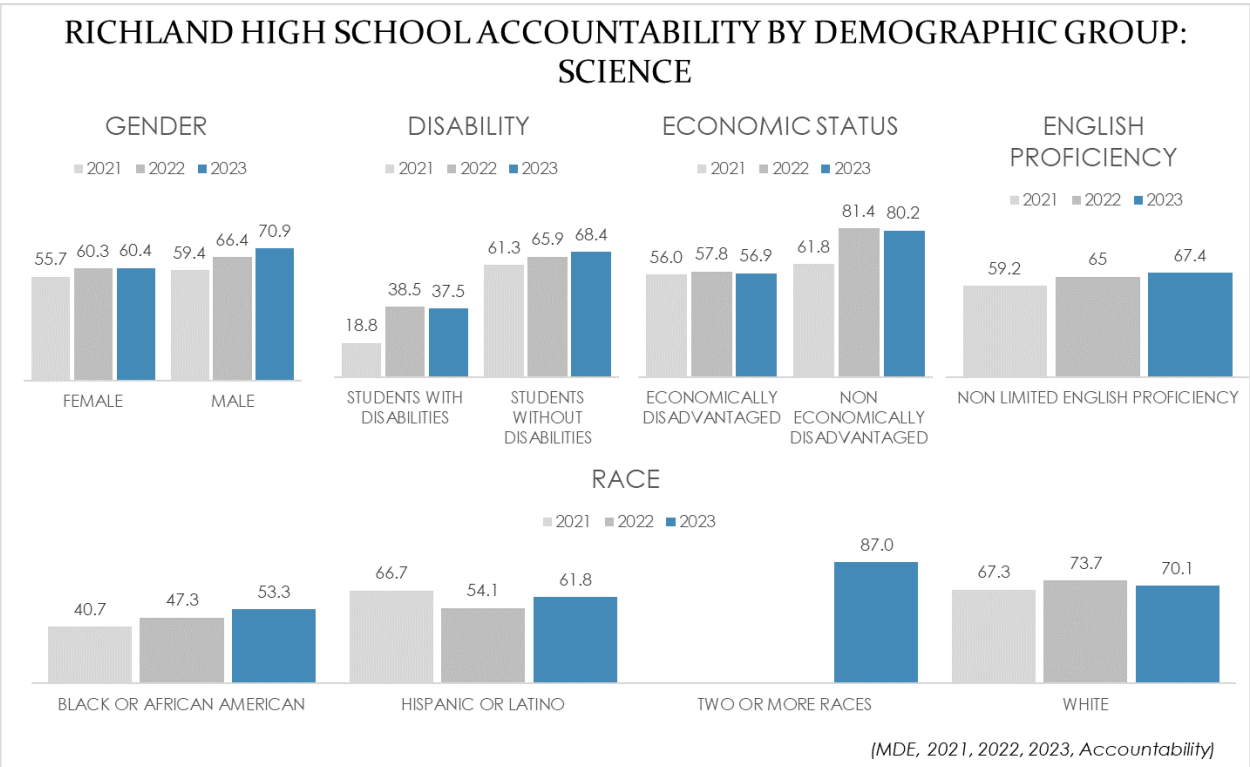


Figure 233: Richland High School Proficiency by Demographic Group: Science

Richland High School

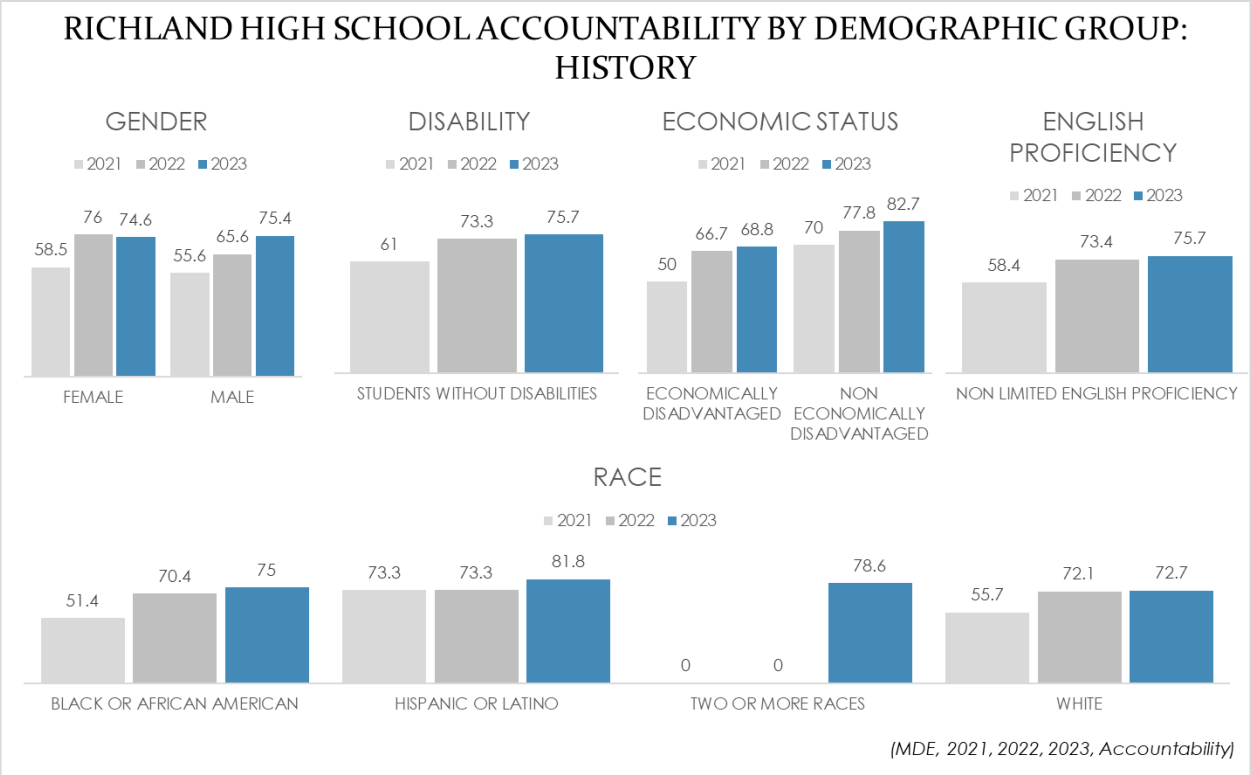


Figure 234: Richland High School Proficiency by Demographic Group: History

4-Year Graduation Rates

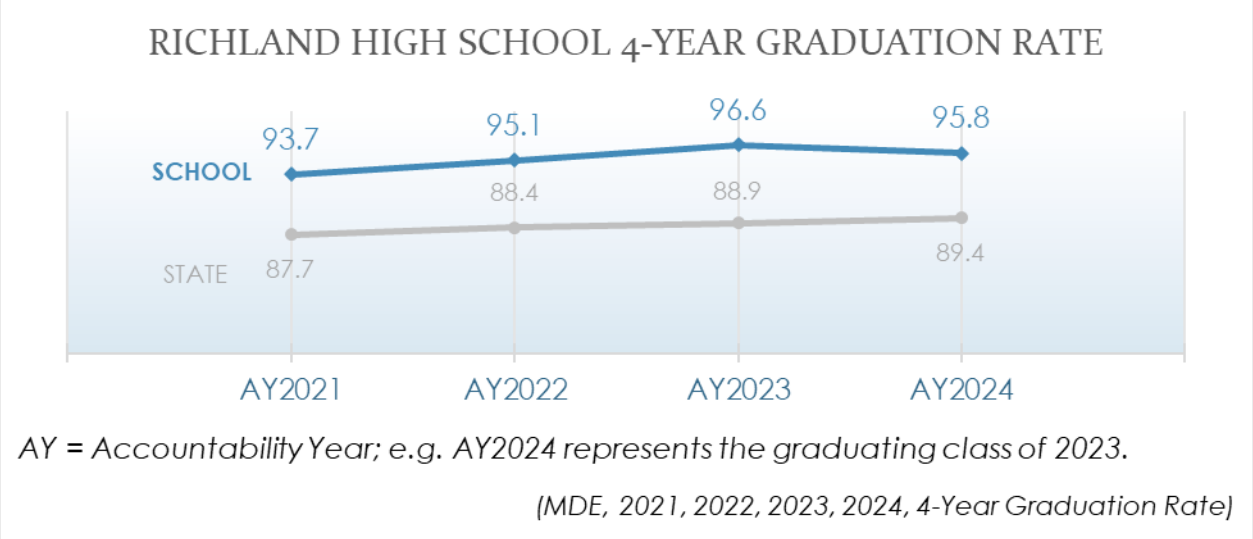


Figure 235: Richland High School 4-Year Graduation Rate

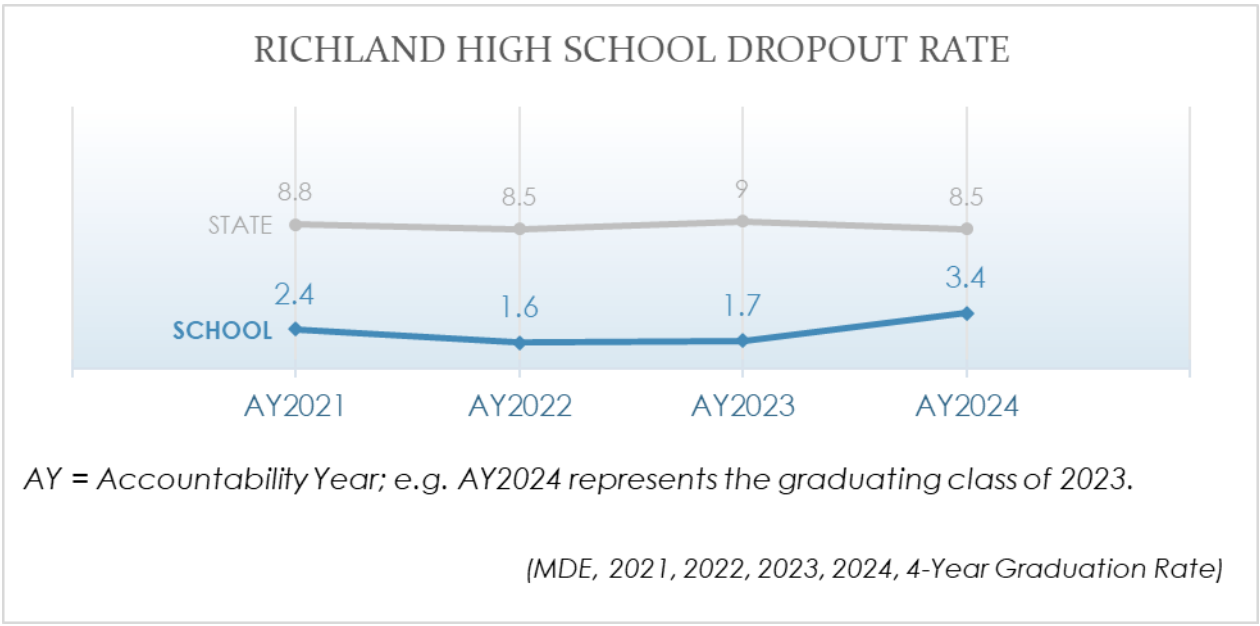


Figure 236: Richland High School Dropout Rate



Assessment

ACT

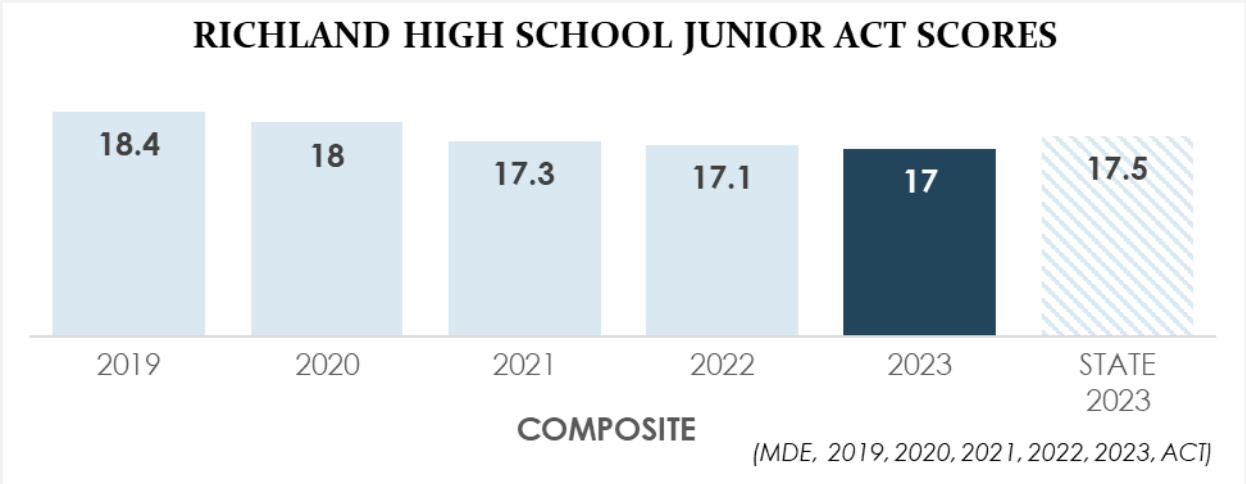


Figure 237: Richland High School Junior ACT: Composite

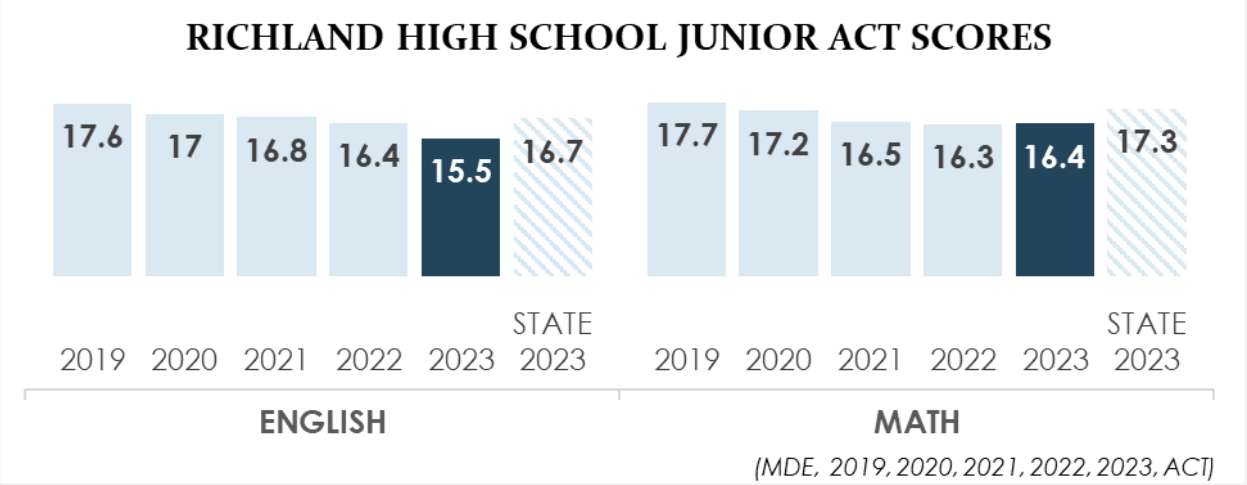


Figure 238: Richland High School Junior ACT: English and Math

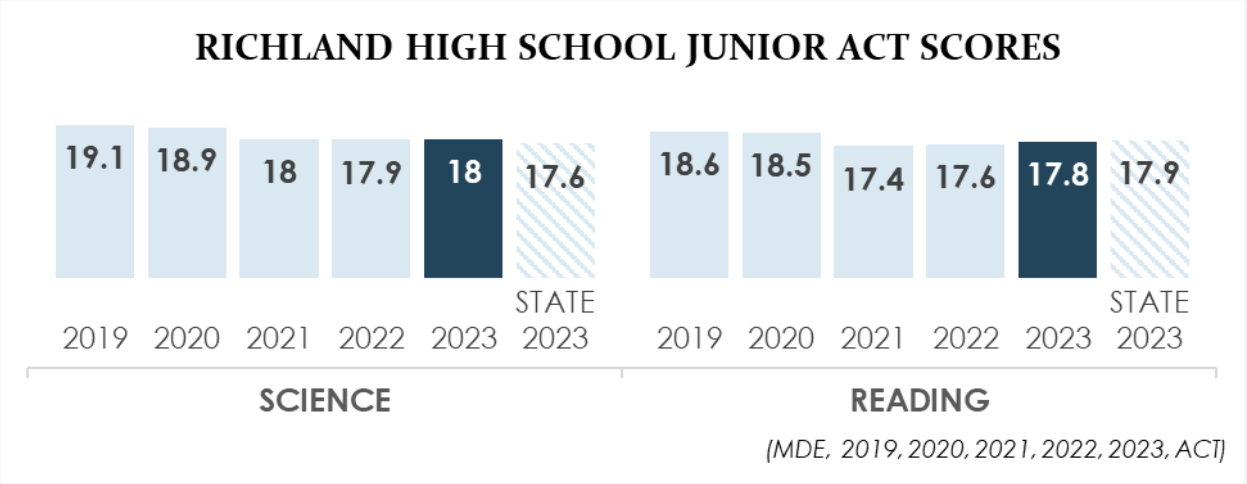
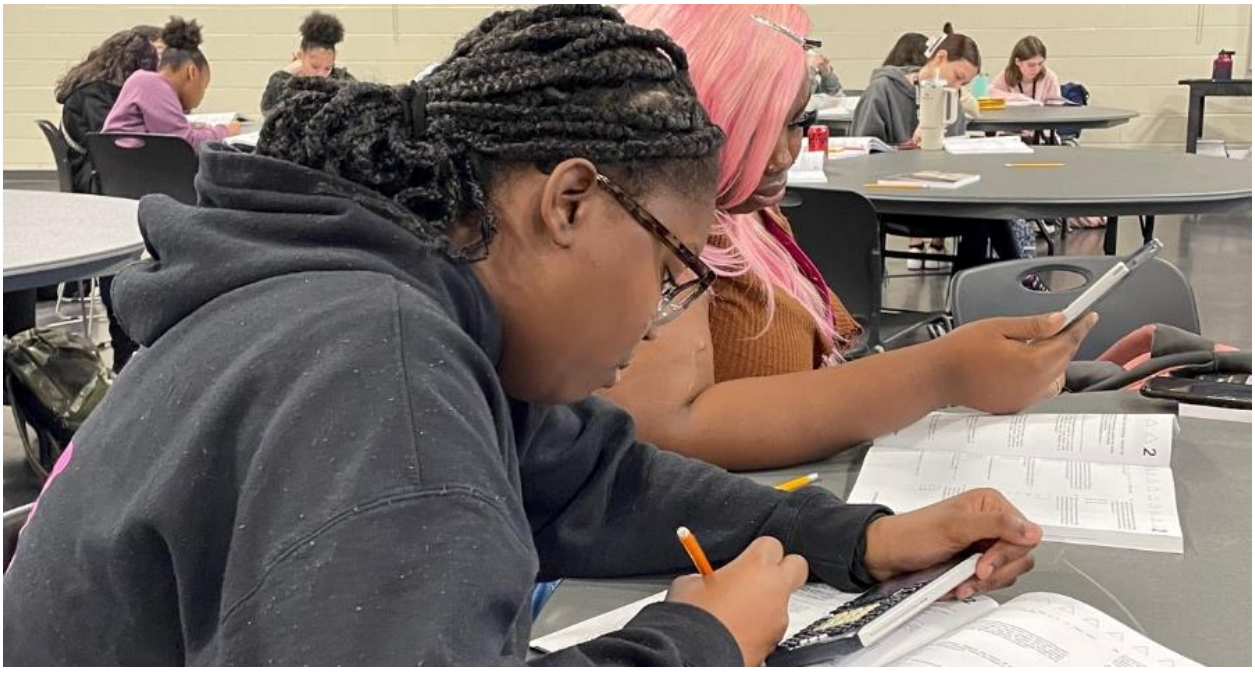


Figure 239: Richland High School Junior ACT: Science and Reading



Mississippi Academic Assessment Program (MAAP)

MAAP ELA

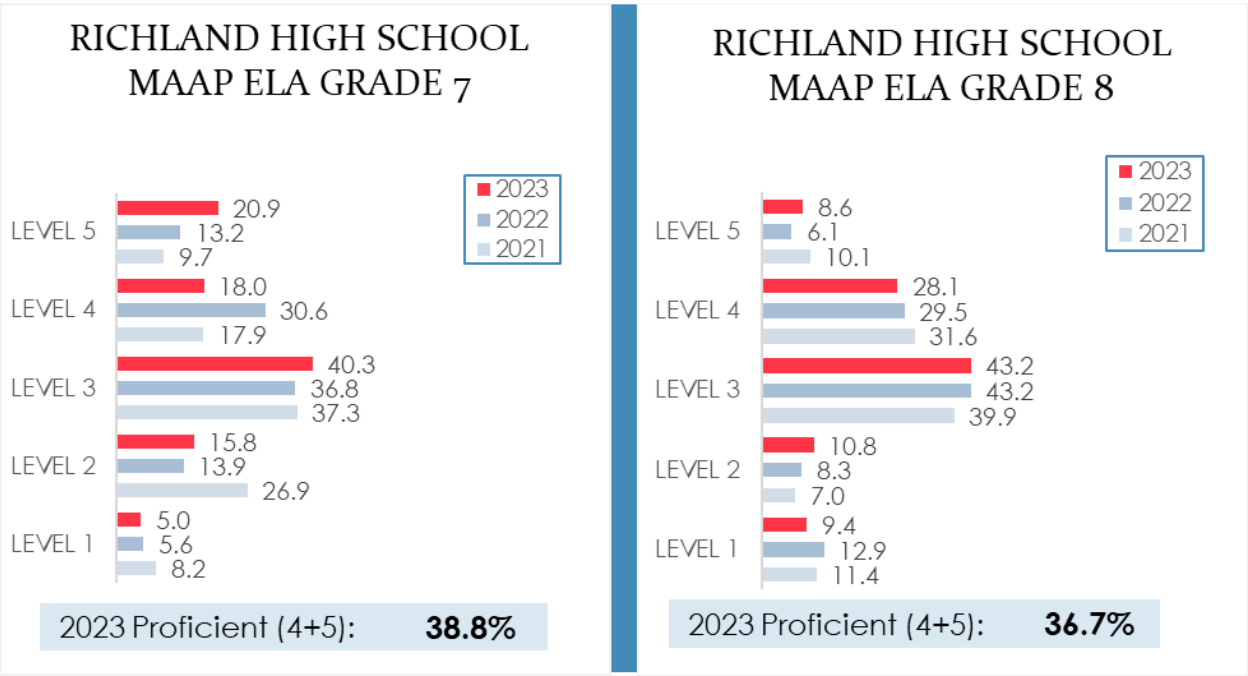


Figure 240: Richland High School MAAP ELA Grades 7 and 8

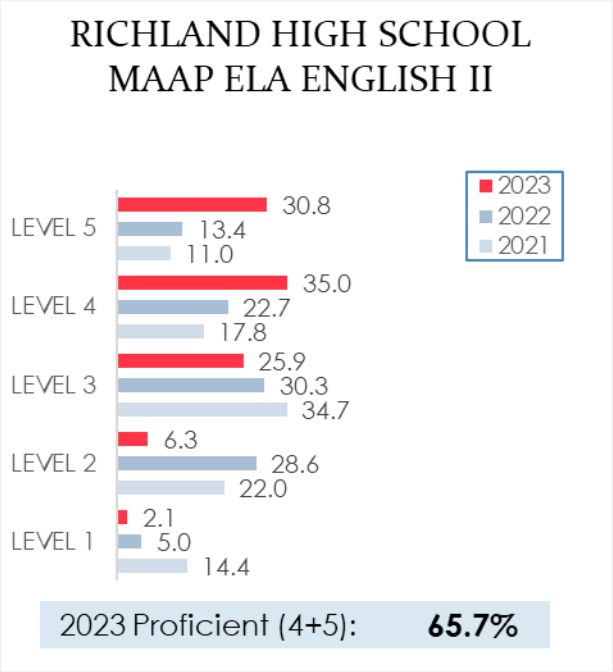
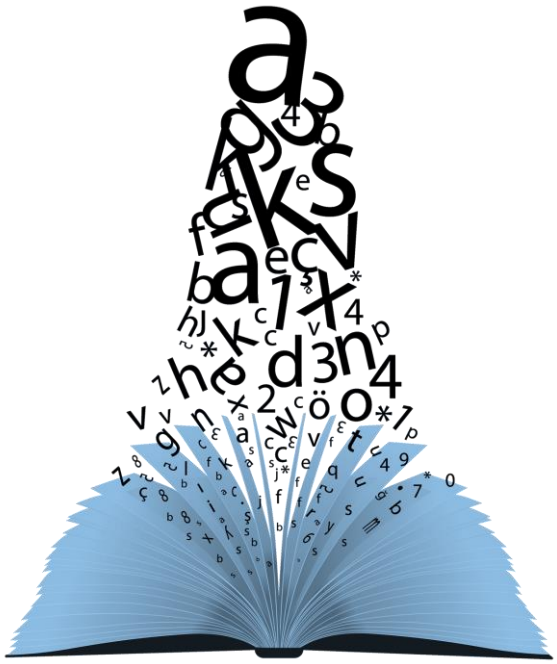


Figure 241: Richland High School MAAP ELA English II



Richland High School

MAAP MATH

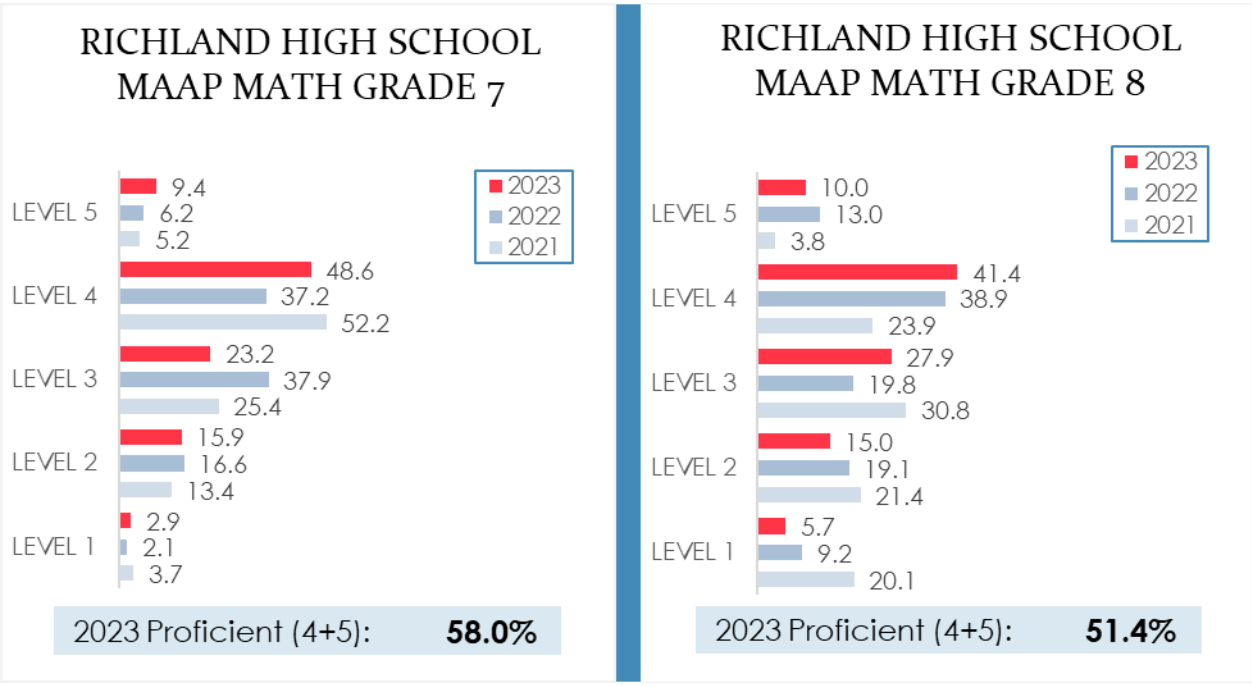


Figure 242: Richland High School MAAP MATH Grades 7 and 8

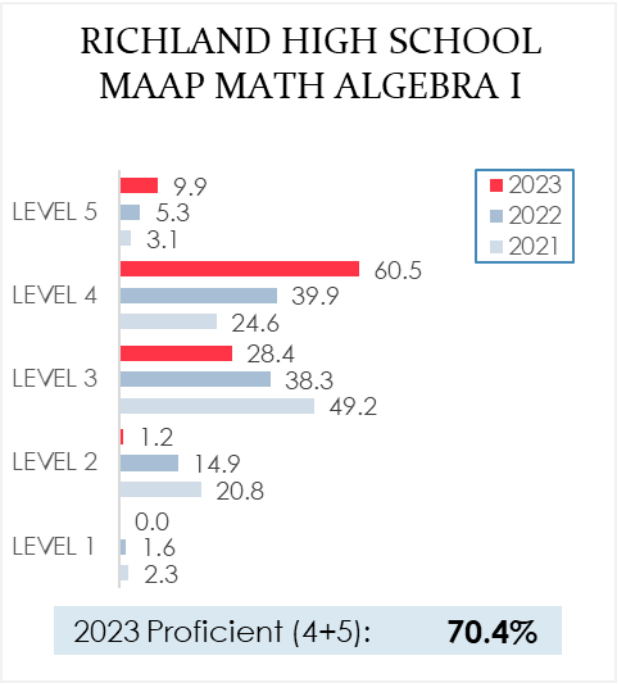




Figure 243: Richland High School MAAP MATH Algebra I

MAAP SCIENCE



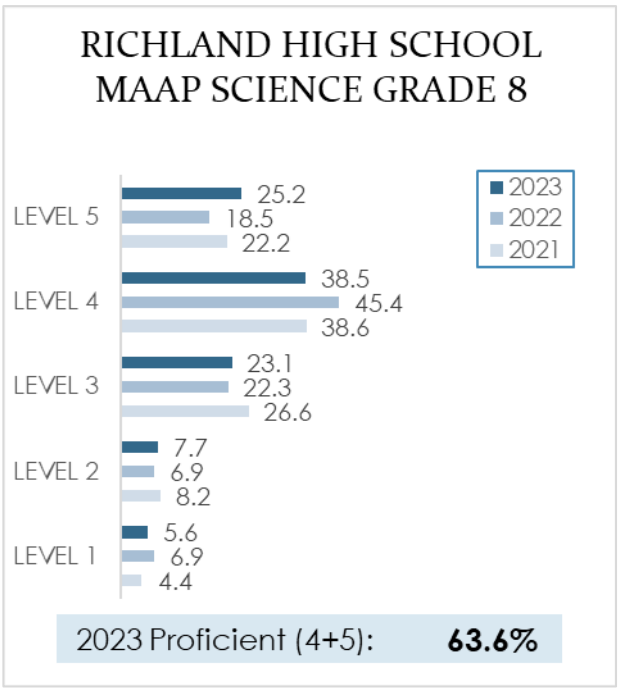


Figure 244: Richland High School MAAP SCIENCE Grade 8

MAAP END-OF-COURSE

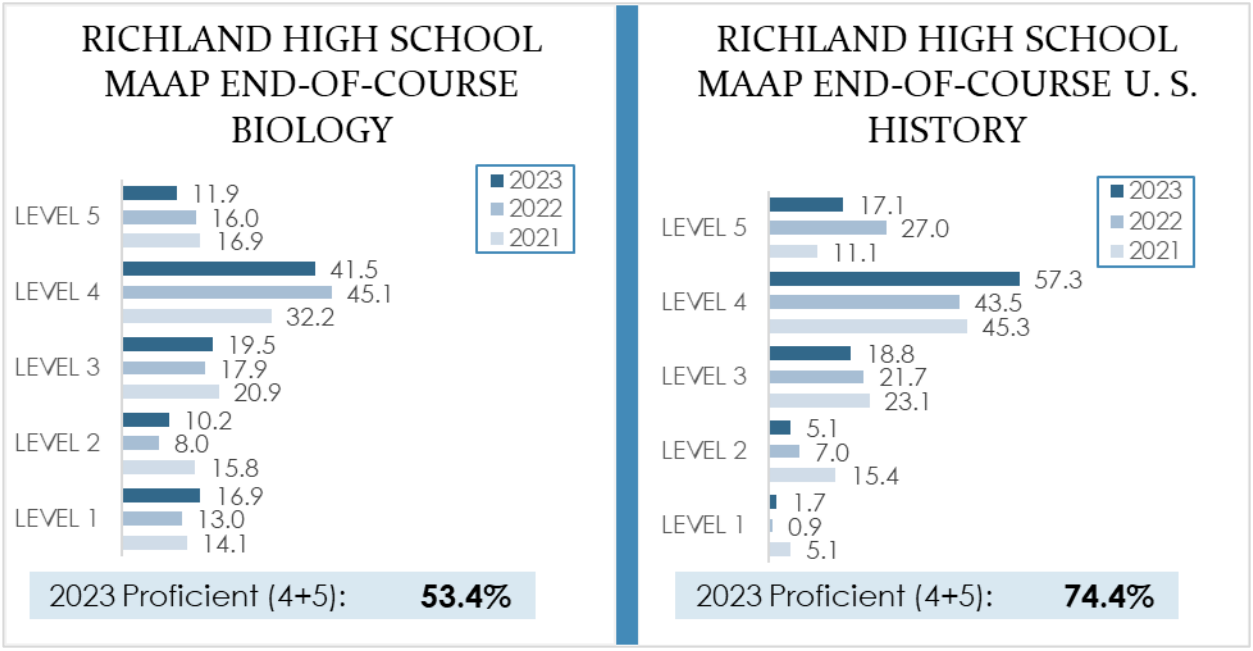


Figure 245: Richland High School MAAP End-of-Course Biology I and U. S. History

Personnel

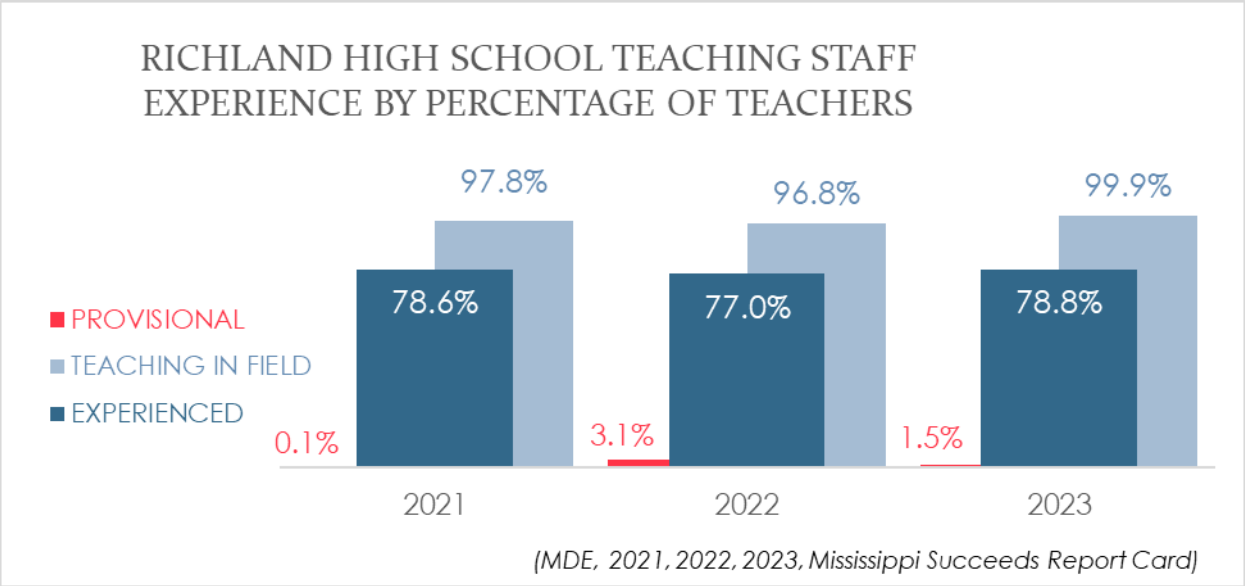


Figure 246: Richland High School Teaching Staff Experience by Percentage of Teachers

Discipline

RICHLAND HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE

		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	13.1	18.2	16.3	7.7	12.4	12.0		≤5	≤5
GENDER	FEMALE	10.1	18.2	15.5	≤5	8.9	9.7			
	MALE	15.6	18.1	16.9	10.0	15.5	14.0		≤5	≤5
RACE	BLACK OR AFRICAN AMERICAN	16.9	24.5	23.1	10.6	13.9	19.7		≤5	
	HISPANIC OR LATINO	11.5	9.2	≤5	7.3	10.1	≤5			
	TWO OR MORE RACES	36.8	41.4	25.6	5.3	24.1	21.8			
	WHITE	10.6	15.6	14.0	6.4	11.3	8.0			≤5
DISABILITY	STUDENTS WITH DISABILITIES	23.2	26.9	30.0	13.4	18.3	28.0			
	STUDENTS WITHOUT DISABILITIES	12.0	17.1	14.4	7.1	11.6	9.8		≤5	≤5
EL	LIMITED ENGLISH PROFICIENCY	16.7	19.2		16.7	11.5	6.9			
	NON LIMITED ENGLISH PROFICIENCY		18.2	16.9		12.4	12.2		≤5	≤5

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 247: Richland High School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Richland High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten;* and *Professional Development*. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Twenty-nine (29) faculty and staff members, twenty-one (21) parents, and nineteen (19) students responded to the survey.

Richland High School Faculty/Staff Survey

Demographics

Please indicate your certification status and your years of experience as an educator.				
	1-3 years	**4-10 years**	**11-20 years**	**21+ years**
Certified staff	6	6	8	7
Non-certified staff	1	0	0	1

Federal Programs

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	9	31.0%
Agree	10	34.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	34.5%

I use effective, research-based strategies for	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	48.3%	41.4%	0.0%	0.0%	10.3%
Closing the achievement gap between diverse groups of students.	48.3%	37.9%	3.5%	0.0%	10.3%
Successful classroom management.	48.3%	41.4%	3.5%	0.0%	6.9%
Teaching special needs students.	37.9%	41.4%	0.0%	0.0%	20.7%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	27.6%	44.8%	17.2%	0.0%	10.3%

I contact parents every week.	Count	Percentage
Strongly Agree	5	17.2%
Agree	6	20.7%
Disagree	13	44.8%
Strongly Disagree	1	3.5%
Not Applicable or No Information	4	13.8%

The Literacy Coach and/or Interventionist meets regularly with the teachers/administrators of this school for the purpose of maximizing student achievement.	Count	Percentage
Strongly Agree	5	17.2%
Agree	8	27.6%
Disagree	6	20.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	34.5%

I would feel comfortable asking the Instructional Literacy Coach and/or Interventionist for instructional advice.

	Count	Percentage
Strongly Agree	8	27.6%
Agree	10	34.5%
Disagree	2	6.9%
Strongly Disagree	1	3.5%
Not Applicable or No Information	8	27.6%

The Instructional Literacy Coach and/or Interventionist has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

	Count	Percentage
Strongly Agree	4	13.8%
Agree	6	20.7%
Disagree	4	13.8%
Strongly Disagree	1	3.5%
Not Applicable or No Information	14	48.3%

The Literacy coach and/or Interventionist guides and supports teachers in all content areas to embed literacy best practices into instruction.

	Count	Percentage
Strongly Agree	4	13.8%
Agree	10	34.5%
Disagree	4	13.8%
Strongly Disagree	1	3.5%
Not Applicable or No Information	10	34.5%

The Instructional Literacy Coach/Interventionist is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly Agree	9	31.0%
Agree	10	34.5%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	24.1%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Expedited evaluation services for students with learning disabilities	14	48.3%
Expedited evaluation services for students with limited English	14	48.3%
Expedited evaluation services for gifted and talented students	5	17.2%
Additional academic support	15	51.7%
Tutoring	10	34.5%
Enrichment educational services	7	24.1%
Counseling	17	58.6%
Mentors	11	37.9%
School supplies	19	65.5%
School uniforms	3	10.3%
Dental referrals	4	13.8%
Medical referrals	7	24.1%
Bullying assistance	7	24.1%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	17	58.6%
Agree	10	34.5%
Disagree	1	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.5%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).	Count	Percentage
Strongly Agree	11	37.9%
Agree	13	44.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	17.2%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Embed multicultural education throughout the curriculum	15	51.7%
Utilize technology such as class websites, blogs, and videos	22	75.9%
Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies	16	55.2%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	20	69.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	19	65.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	17	58.6%
Use bilingual handouts and cues	8	27.6%
Use visual displays, portable white boards, and posters when giving instructions	16	55.2%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	11	37.9%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	20	69.0%
Agree	8	27.6%
Disagree	0	0.0%
Strongly Disagree	1	3.5%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	16	55.2%
Agree	12	41.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.5%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	16	55.2%
Agree	12	41.4%
Disagree	1	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	20	69.0%
Agree	9	31.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	Count	Percentage
Strongly Agree	19	65.5%
Agree	10	34.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	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%

For the most part, the size of classes here does not limit instructional effectiveness.	Count	Percentage
Strongly Agree	10	34.5%
Agree	16	55.2%
Disagree	2	6.9%
Strongly Disagree	1	3.5%
Not Applicable or No Information	0	0.0%

The principal of our school is fair and open with teachers.	Count	Percentage
Strongly Agree	20	69.0%
Agree	6	20.7%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	17	58.6%
Agree	10	34.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.	Count	Percentage
Strongly Agree	20	69.0%
Agree	5	17.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.8%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	1	2	3	4	5	6	7	8	9	10	OVERALL RANK
My specific content area	8	6	0	1	1	0	1	0	1	0	**1**
Differentiated Instruction	5	6	3	0	2	1	1	0	0	0	**2**
Classroom Management	2	3	3	3	0	0	1	2	2	0	**3**
English Learners	2	1	2	2	4	1	0	2	0	1	**4**
Reading for at risk students	1	2	2	4	1	2	0	1	1	1	**5**
Successful inclusion strategies	0	1	2	3	5	2	1	0	0	2	**6**
Using technology to enhance instruction	1	1	2	1	2	3	3	1	3	1	**7**
Writing strategies	0	3	2	2	1	2	0	2	1	1	**8**
Teaching and understanding students in poverty	1	1	2	1	0	4	3	1	0	2	**9**
Culture sensitivity	1	1	1	2	3	0	1	1	2	0	**10**
Response to Intervention (RTI/MTSS)	3	1	1	0	0	0	3	1	1	1	**11**
Developing quality assessments	1	0	1	0	0	2	2	6	2	0	**12**
Conflict resolution	1	0	1	2	1	0	3	0	1	2	**13**
Interpreting and analyzing student data	0	1	1	0	1	3	0	1	3	2	**14**
Depth of Knowledge	0	0	3	1	1	1	0	0	0	1	**15**
Teaching and understanding the needs of homeless students	1	0	0	1	1	0	1	1	1	2	**16**
Mississippi College and Career Readiness Standards	0	0	0	2	0	1	1	1	0	2	**17**

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	7	24.1%
Agree	10	34.5%
Disagree	9	31.0%
Strongly Disagree	1	3.5%
Not Applicable or No Information	2	6.9%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	6	20.7%
Agree	16	55.2%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.8%

General Opinion

Note: In response to 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.

Faculty/Staff members from Richland High School praise the school's diverse and inclusive culture, emphasizing the positive impact of the administration and support staff. One faculty member highlighted, "Our school does an excellent job creating a culturally safe environment for all students to learn in." Additionally, the introduction of the FLEX block was noted as a beneficial change, offering students time for academic enrichment and extracurricular activities. Concerns include substitute teacher management and support for EL students.

Richland High School Parent Survey

Federal Programs

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	5	23.8%
Supporting college and career counseling	14	66.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	12	57.1%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	6	28.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	3	14.3%

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	5	23.8%
Providing school-based mental health services and counseling	13	61.9%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	4	19.1%
Establishing or improving dropout prevention	3	14.3%
Supporting re-entry programs and transition services for Justice-involved youth	1	4.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	8	38.1%
Implementing systems and practices to prevent bullying and harassment	10	47.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	12	57.1%
Establishing community partnerships	4	19.1%

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	9	42.9%
Building technological capacity and infrastructure	6	28.6%
Carrying out innovative blended learning projects	7	33.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	7	33.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	8	38.1%

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	4	19.1%
Computer Classes	6	28.6%
Conflict Resolution	5	23.8%
Discipline	4	19.1%
Drug/Alcohol Awareness	4	19.1%
English as a Second Language	2	9.5%
Health Classes	1	4.8%
Literacy Classes	1	4.8%
Math Classes	1	4.8%
Parent-to-School Relationships	5	23.8%
Parent/Child Communication	7	33.3%
Preparing for College	12	57.1%
Parenting Workshops	2	9.5%
Social Media Classes	5	23.8%
Stress/Anger Management	6	28.6%
Understanding College- and Career-Ready Standards	12	57.1%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
Activities to help my child learn over the summer	4	19.1%
Help my child with homework	5	23.8%
How to motivate my child	3	14.3%
How to promote family reading	1	4.8%
How to set goals for my child	5	23.8%
Manage time	11	52.4%
Prepare my child for testing	10	47.6%
Understand my child's learning styles	11	52.4%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Babysitting/childcare at parent meetings	2	9.5%
District and/or school newsletters	7	33.3%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	9	42.9%
Resource materials for parental training	5	23.8%
Training for parents to work with other parents on becoming involved in the schools	7	33.3%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	14.3%
Home/School folders	4	19.1%
Home/School Planners	8	38.1%

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).	Count	Percentage
Strongly Agree	3	14.3%
Agree	7	33.3%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	47.6%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	4	19.1%
Agree	14	66.7%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	9	42.9%
Agree	9	42.9%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	6	28.6%
Agree	13	61.9%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	3	14.3%
Agree	14	66.7%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	3	14.3%
Agree	6	28.6%
Disagree	5	23.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	6	28.6%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	6	28.6%
Agree	9	42.9%
Disagree	6	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	5	23.8%
Agree	7	33.3%
Disagree	2	9.5%
Strongly Disagree	2	9.5%
Not Applicable or No Information	5	23.8%

Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	6	28.6%
Agree	9	42.9%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	4	19.1%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	9	42.9%
Checked my child's grades/assignments online	17	81.0%
Been in contact with my child's teacher	15	71.4%
Received a newsletter from the district, school, or teacher	11	52.4%
Worked with a committee or group on school or district policies	3	14.3%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	2	9.5%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	16	76.2%
Volunteered at my child's school	12	57.1%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	5	23.8%
Agree	13	61.9%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

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

	Count	Percentage
Strongly Agree	6	28.6%
Agree	13	61.9%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	6	28.6%
Agree	12	57.1%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	4	19.1%
Agree	10	47.6%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	23.8%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	4	19.1%
Agree	12	57.1%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	19.1%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	9	42.9%
Agree	6	28.6%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	23.8%

PREKINDERGARTEN AND KINDERGARTEN

I am pleased with my preschooler's or kindergartener's progress in the following social skills:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Understanding the difference between right and wrong and recognizing and respecting authority figures.	4.8%	9.5%	0.0%	0.0%	76.2%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	9.5%	9.5%	0.0%	0.0%	66.7%
Playing independently or in a small group without needing to be constantly supervised.	9.5%	9.5%	0.0%	0.0%	66.7%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	4.8%	9.5%	0.0%	0.0%	71.4%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Making decisions for himself/herself and exploring new experiences.	4.8%	14.3%	0.0%	0.0%	66.7%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	4.8%	9.5%	0.0%	0.0%	76.2%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	4.8%	9.5%	0.0%	0.0%	71.4%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," recognizing shapes and measurements.	4.8%	9.5%	0.0%	0.0%	71.4%
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	4.8%	9.5%	0.0%	0.0%	66.7%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things	4.8%	9.5%	0.0%	0.0%	71.4%

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	3	14.3%
Agree	7	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	52.4%

My child's preschool or kindergarten class is warm and welcoming.		
	Count	Percentage
Strongly Agree	1	4.8%
Agree	2	9.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	18	85.7%

General Opinion

Note: In response to 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.

Parents of students from Richland High School who participated in the survey appreciate the school's efforts to foster a safe and inclusive environment for their children. They commend the prompt communication from teachers, with one parent stating, "Any teacher I have emailed this year has responded that day if sent during the day and the next A.M. if sent at night." Parents also value the diverse programs that promote cultural awareness and inclusiveness, contributing to a sense of belonging for minority students. Nevertheless, they suggest improvements in handling bullying, addressing vaping issues, and ensuring all students enrolled legally reside within the district.

Richland High School Student Survey

Curriculum and Instruction

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	9	47.4%
Agree	8	42.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	4	21.1%
Agree	11	57.9%
Disagree	4	21.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides students with educational programs that are appropriate to their learning needs.

	Count	Percentage
Strongly Agree	7	36.8%
Agree	9	47.4%
Disagree	2	10.5%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	3	15.8%
Agree	12	63.2%
Disagree	3	15.8%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.

	Count	Percentage
Strongly Agree	4	21.1%
Agree	11	57.9%
Disagree	2	10.5%
Strongly Disagree	2	10.5%
Not Applicable or No Information	0	0.0%

I have been taught how to use the resources of the school and community to help me with my schoolwork.

	Count	Percentage
Strongly Agree	7	36.8%
Agree	11	57.9%
Disagree	0	0.0%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	8	42.1%
Agree	10	52.6%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are willing to give students individual help outside of class time.

	Count	Percentage
Strongly Agree	7	36.8%
Agree	8	42.1%
Disagree	2	10.5%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.	Count	Percentage
Strongly Agree	5	26.3%
Agree	9	47.4%
Disagree	4	21.1%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

Teachers are concerned that students learn the subjects they teach.	Count	Percentage
Strongly Agree	3	15.8%
Agree	11	57.9%
Disagree	3	15.8%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	7	36.8%
Agree	6	31.6%
Disagree	4	21.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	4	21.1%
Agree	10	52.6%
Disagree	3	15.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	7	36.8%
Agree	10	52.6%
Disagree	1	5.3%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

School Climate and Culture

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	6	31.6%
Agree	9	47.4%
Disagree	3	15.8%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	Count	Percentage
Strongly Agree	7	36.8%
Agree	11	57.9%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.	Count	Percentage
Strongly Agree	6	31.6%
Agree	11	57.9%
Disagree	1	5.3%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	42.1%
Agree	8	42.1%
Disagree	2	10.5%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	11	57.9%
Agree	6	31.6%
Disagree	0	0.0%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	10	52.6%
Agree	7	36.8%
Disagree	1	5.3%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	11	57.9%
Agree	6	31.6%
Disagree	0	0.0%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.

	Count	Percentage
Strongly Agree	9	47.4%
Agree	7	36.8%
Disagree	3	15.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	9	47.4%
Agree	5	26.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	26.3%

GENERAL OPINION

Note: In response to 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.

STUDENTS from Richland High School express satisfaction with the engaging and supportive learning environment. They particularly enjoy the wide range of extracurricular activities available, which help them explore interests and develop new skills. One student noted, "The teachers are passionate and dedicated, always going the extra mile to make sure we understand the material." Despite the positive atmosphere, students feel that better communication and planning for school activities are needed to enhance their overall experience. Some also suggest that allowing bathroom privileges during class changes would be a helpful improvement.

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