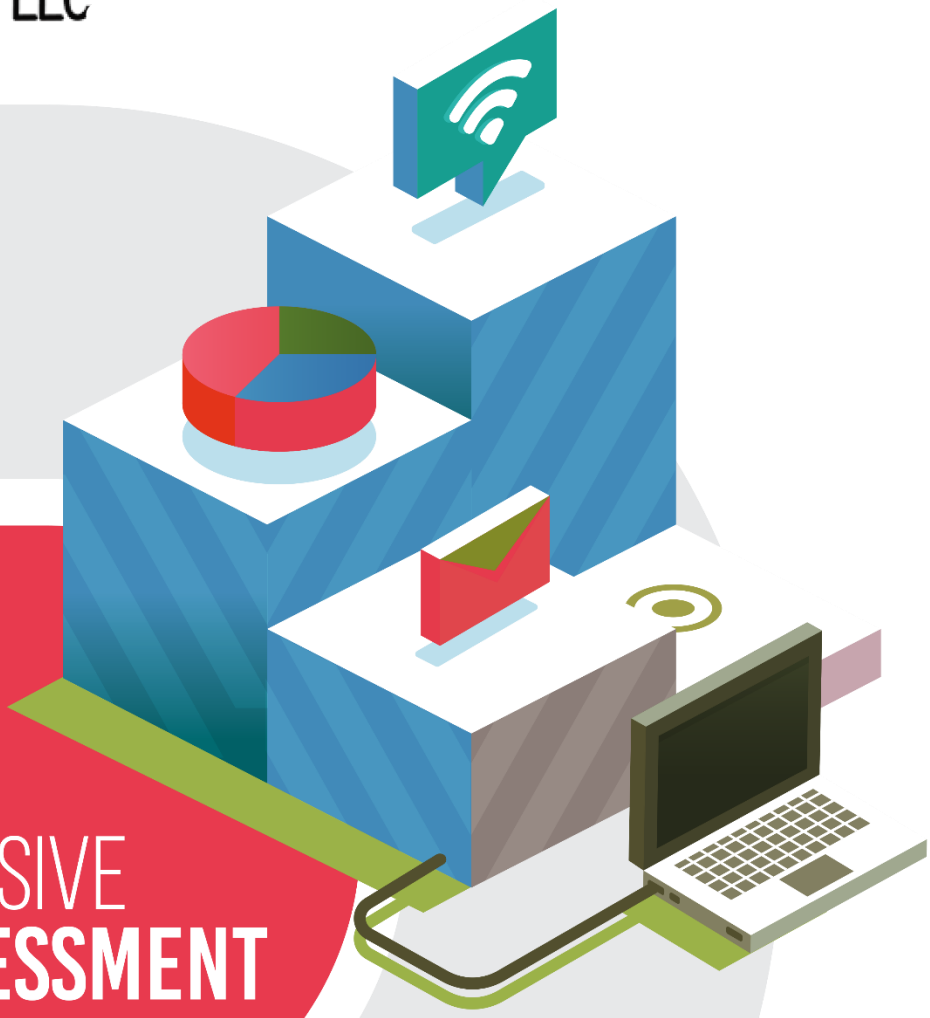
Education Resources, LLC



COMPREHENSIVE
NEEDS ASSESSMENT

CLEVELAND
SCHOOL DISTRICT

2024

CLEVELAND 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

CLEVELAND SCHOOL DISTRICT
Dr. Lisa Bramuchi, Superintendent

©2024

Cleveland School District
305 Merritt Drive•Cleveland, MS•38732
Phone 662-843-3529• Fax 662-579-3090

SCHOOL BOARD



Paulette Howze
District 1



Dr. Debbie Fioranelli
District 2



Richard Boggs
District 3



Lucille Holmes
District 4



George Evans
District 5

Dr. Lisa Bramuchi
Superintendent of Education



TABLE OF CONTENTS

SCHOOL BOARD ..... **III**

TABLE OF CONTENTS ..... **V**

SECTION 1 ..... **1**

CLEVELAND SCHOOL DISTRICT PROFILE 1

Introduction *1*

Philosophy *2*

Vision *2*

Mission *2*

Motto *2*

Goals *2*

Community Characteristics *3*

District Characteristics *3*

Enrollment *4*

Attendance *5*

Average Daily Attendance *5*

Chronic Absence *6*

Accountability *7*

Accountability Measures *7*

Proficiency by Demographic Groups *11*

Gap-to-Goal by Demographic Group *14*

4-Year Graduation Rates *17*

School Improvement Designations *20*

Advanced Course and Post-Secondary Enrollment *20*

Assessment *22*

ACT *22*

Kindergarten Readiness Assessment (KRA) *24*

Third-Grade Reading Assessment *25*

Mississippi Academic Assessment Program (MAAP) *27*

MAAP ELA 27

MAAP MATH 29

MAAP-SCIENCE 31

MAAP-END-OF-COURSE 31

Proficiency Gain/Loss Over Time *32*

Discipline *33*

Finance *34*

Personnel *37*

Distribution of Respondents *40*

Universal Questions *42*

Federal Programs *42*

Curriculum and Instruction *42*

School Climate and Culture *43*

Summary of District Strengths and Challenges *44*

Table of Contents

SECTION 2 ..... ***45***

CLEVELAND SCHOOL DISTRICT PARENT SURVEY 45

Introduction *45*

Survey Results *45*

Federal Programs *45*

Curriculum and Instruction *50*

Parent, Family, and Community Engagement *52*

School Improvement *54*

School Climate and Culture *55*

Preschool and Kindergarten *57*

General Opinion *59*

Notes *60*

SECTION 3 ..... ***61***

CLEVELAND SCHOOL DISTRICT STUDENT SURVEY 61

Introduction *61*

Survey Results *61*

Federal Programs *61*

Curriculum and Instruction *62*

School Climate and Culture *64*

Notes *66*

SECTION 4 ..... ***67***

CLEVELAND SCHOOL DISTRICT FACULTY/STAFF SURVEY 67

Introduction *67*

Survey Results *67*

Federal Programs *67*

Curriculum and Instruction *70*

Parent, Family, and Community Engagement *73*

School Improvement *74*

School Climate and Culture *75*

Technology *77*

Professional Development *78*

General Opinion *80*

SECTION 5 ..... ***81***

CLEVELAND SCHOOL DISTRICT COMMUNITY SURVEY 81

Introduction *81*

Survey Results *81*

Federal Programs *81*

Curriculum and Instruction *82*

Parent, Family, and Community Engagement *83*

School Improvement *85*

School Climate and Culture *85*

General Opinion *87*

Notes *88*

SECTION 6 ..... ***89***

BELL ACADEMY 89

Introduction *89*

Enrollment *90*

Attendance *91*

Average Daily Attendance *91*

Chronic Absence ... 91
Accountability ... 92
Accountability Measures ... 92
Proficiency by Demographic Group ... 94
Assessment ... 95
Kindergarten Readiness ... 95
Third-Grade Reading Assessment ... 96
Mississippi Academic Assessment Program (MAAP) ... 97
MAAP ELA ... 97
MAAP MATH ... 98
MAAP SCIENCE ... 99
Personnel ... 99
Discipline ... 100
Survey Results ... 101
Bell Academy Faculty/Staff Survey ... 101
Federal Programs ... 101
Curriculum and Instruction ... 103
Parent, Family, and Community Engagement ... 106
School Improvement ... 107
School Climate and Culture ... 108
Technology ... 111
Professional Development ... 111
General Opinion ... 113
Bell Academy Student Survey ... 113
Federal Programs ... 113
Curriculum and Instruction ... 114
School Climate and Culture ... 116
General Opinion ... 117
Bell Academy Parent Survey ... 118
Federal Programs ... 118
Curriculum and Instruction ... 122
Parent, Family, and Community Engagement ... 124
School Improvement ... 127
School Climate and Culture ... 127
Preschool and Kindergarten ... 129
General Opinion ... 131
Notes ... 132
SECTION 7 ... ***133***
D. M. SMITH ELEMENTARY SCHOOL ... 133
Introduction ... 133
Enrollment ... 134
Attendance ... 135
Average Daily Attendance ... 135
Chronic Absence ... 135
Accountability ... 136
Accountability Measures ... 136
Proficiency by Demographic Group ... 138
Assessment ... 139
Third-Grade Reading Assessment ... 139
Mississippi Academic Assessment Program (MAAP) ... 140
MAAP ELA ... 140
MAAP MATH ... 141

Table of Contents

MAAP SCIENCE 142
Personnel *142*
Discipline *143*
Survey Results *144*
D. M. Smith Elementary School Faculty/Staff Survey *144*
Federal Programs *144*
Curriculum and Instruction *146*
Parent, Family, and Community Engagement *150*
School Improvement *150*
School Climate and Culture *151*
Technology *154*
Professional Development *155*
General Opinion *156*
D. M. Smith Elementary School Student Survey *157*
Federal Programs *157*
Curriculum and Instruction *157*
School Climate and Culture *159*
General Opinion *161*
D. M. Smith Elementary School Parent Survey *161*
Federal Programs *161*
Curriculum and Instruction *166*
Parent, Family, and Community Engagement *167*
School Improvement *170*
School Climate and Culture *171*
Preschool and Kindergarten *172*
General Opinion *174*

SECTION 8 ..... ***175***

HAYES COOPER CENTER 175
Introduction *175*
Enrollment *176*
Attendance *177*
Average Daily Attendance *177*
Chronic Absence *177*
Accountability *178*
Accountability Measures *178*
Proficiency by Demographic Group *180*
Assessment *181*
Kindergarten Readiness *181*
Third-Grade Reading Assessment *182*
Mississippi Academic Assessment Program (MAAP) *183*
MAAP ELA 183
MAAP MATH 184
MAAP SCIENCE 185
Personnel *185*
Discipline *186*
Survey Results *187*
Hayes Cooper Center Faculty/Staff Survey *187*
Federal Programs *187*
Curriculum and Instruction *189*
Parent, Family, and Community Engagement *192*
School Improvement *193*
School Climate and Culture *194*

Technology *197*
Professional Development *198*
General Opinion *199*
Hayes Cooper Center Student Survey *200*
Federal Programs *200*
Curriculum and Instruction *200*
School Climate and Culture *202*
General Opinion *204*
Hayes Cooper Center Parent Survey *204*
Federal Programs *204*
Curriculum and Instruction *209*
Parent, Family, and Community Engagement *210*
School Improvement *213*
School Climate and Culture *214*
Preschool and Kindergarten *215*
General Opinion *217*
Notes *218*

SECTION 9 ..... ***219***

H. M. NAILOR ELEMENTARY SCHOOL 219
Introduction *219*
Enrollment *220*
Attendance *221*
Average Daily Attendance *221*
Chronic Absence *221*
Accountability *222*
Accountability Measures *222*
Proficiency by Demographic Group *224*
School Improvement *225*
Assessment *225*
Kindergarten Readiness *225*
Personnel *226*
Discipline *226*
Survey Results *227*
H. M. Nailor Elementary School Faculty/Staff Survey *227*
Federal Programs *227*
Curriculum and Instruction *229*
Parent, Family, and Community Engagement *233*
School Improvement *233*
School Climate and Culture *234*
Technology *237*
Professional Development *238*
General Opinion *239*
H. M. Nailor Elementary School Student Survey *240*
Federal Programs *240*
Curriculum and Instruction *240*
School Climate and Culture *242*
General Opinion *244*
H. M. Nailor Elementary School Parent Survey *244*
Federal Programs *244*
Curriculum and Instruction *249*
Parent, Family, and Community Engagement *250*
School Improvement *253*

Table of Contents

School Climate and Culture *254*
Preschool and Kindergarten *255*
General Opinion *257*
Notes *258*

SECTION 10 ..... ***259***

PARKS ELEMENTARY SCHOOL 259
Introduction *259*
Enrollment *260*
Attendance *261*
Average Daily Attendance *261*
Chronic Absence *261*
Accountability *262*
Accountability Measures *262*
Proficiency by Demographic Group *264*
Assessment *265*
Kindergarten Readiness *265*
Third-Grade Reading Assessment *266*
Mississippi Academic Assessment Program (MAAP) *267*
MAAP ELA *267*
MAAP MATH *268*
MAAP SCIENCE *269*
Personnel *269*
Discipline *270*
Survey Results *271*
Parks Elementary School Faculty/Staff Survey *271*
Federal Programs *271*
Curriculum and Instruction *273*
Parent, Family, and Community Engagement *277*
School Improvement *277*
School Climate and Culture *278*
Technology *281*
Professional Development *282*
General Opinion *283*
Parks Elementary School Student Survey *284*
Federal Programs *284*
Curriculum and Instruction *284*
School Climate and Culture *286*
General Opinion *287*
Parks Elementary School Parent Survey *288*
Federal Programs *288*
Curriculum and Instruction *292*
Parent, Family, and Community Engagement *294*
School Improvement *297*
School Climate and Culture *297*
Preschool and Kindergarten *299*
General Opinion *301*
Notes *302*

SECTION 11 ..... ***303***

PEARMAN ELEMENTARY SCHOOL 303
Introduction *303*
Enrollment *304*

Attendance *305*
Average Daily Attendance *305*
Chronic Absence *305*
Accountability *306*
Accountability Measures *306*
Proficiency by Demographic Group *308*
School Improvement *310*
Assessment *310*
Third-Grade Reading Assessment *310*
Mississippi Academic Assessment Program (MAAP) *311*
MAAP ELA 311
MAAP MATH 312
MAAP SCIENCE 313
Personnel *313*
Discipline *314*
Survey Results *315*
Pearman Elementary School Faculty/Staff Survey *315*
Federal Programs *315*
Curriculum and Instruction *317*
Parent, Family, and Community Engagement *321*
School Improvement *321*
School Climate and Culture *322*
Technology *325*
Professional Development *326*
General Opinion *327*
Pearman Elementary School Student Survey *328*
Federal Programs *328*
Curriculum and Instruction *328*
School Climate and Culture *330*
General Opinion *332*
Pearman Elementary School Parent Survey *332*
Federal Programs *332*
Curriculum and Instruction *337*
Parent, Family, and Community Engagement *338*
School Improvement *341*
School Climate and Culture *342*
Preschool and Kindergarten *343*
General Opinion *345*
Notes *346*
SECTION 12 347
CLEVELAND CENTRAL MIDDLE SCHOOL 347
Introduction *347*
Enrollment *348*
Attendance *348*
Average Daily Attendance *348*
Chronic Absence *349*
Accountability *350*
Accountability Measures *350*
Proficiency by Demographic Group *352*
School Improvement *353*
Assessment *354*
Mississippi Academic Assessment Program (MAAP) *354*

MAAP ELA....354
MAAP MATH....354
MAAP SCIENCE....355
Personnel....355
Discipline....356
Survey Results....357
Cleveland Central Middle School Faculty/Staff Survey....357
Federal Programs....357
Curriculum and Instruction....359
Parent, Family, and Community Engagement....363
School Improvement....363
School Climate and Culture....364
Technology....367
Professional Development....368
General Opinion....369
Cleveland Central Middle School Student Survey....370
Federal Programs....370
Curriculum and Instruction....370
School Climate and Culture....372
General Opinion....374
Cleveland Central Middle School Parent Survey....374
Federal Programs....374
Curriculum and Instruction....379
Parent, Family, and Community Engagement....380
School Improvement....383
School Climate and Culture....384
Preschool and Kindergarten....385
General Opinion....387
Notes....388
***SECTION 13*....389**
CLEVELAND CENTRAL HIGH SCHOOL....389
Introduction....389
Enrollment....390
Attendance....390
Average Daily Attendance....390
Chronic Absence....391
Accountability....392
Accountability Measures....392
Proficiency by Demographic Group....395
4-Year Graduation Rates....397
Assessment....398
ACT....398
Mississippi Academic Assessment Program (MAAP)....399
MAAP ELA and MATH....399
MAAP END-OF-COURSE....399
Personnel....400
Discipline....400
Survey Results....401
Cleveland Central High School Faculty/Staff Survey....401
Federal Programs....401
Curriculum and Instruction....403
Parent, Family, and Community Engagement....407

School Improvement *407*
School Climate and Culture *408*
Technology *411*
Professional Development *412*
General Opinion *413*
Cleveland Central High School Student Survey *414*
Federal Programs *414*
Curriculum and Instruction *414*
School Climate and Culture *416*
General Opinion *418*
Cleveland Central High School Parent Survey *418*
Federal Programs *418*
Curriculum and Instruction *423*
Parent, Family, and Community Engagement *424*
School Improvement *427*
School Climate and Culture *428*
Preschool and Kindergarten *429*
General Opinion *431*
Notes *432*
FIGURES ***433***
BIBLIOGRAPHY ***439***

SECTION 1

Cleveland School District Profile

Introduction

CLEVELAND SCHOOL DISTRICT'S CENTRAL OFFICE is located at 305 Merritt Drive in Cleveland, Mississippi. In January of 2024, the district housed two thousand eight hundred thirty-nine (2,839) students in prekindergarten through twelfth grades (PK-12). The district has one elementary school serving prekindergarten through second grade (PK-2), three elementary schools serving prekindergarten through sixth grade (PK-6), one elementary school serving first through sixth grades (1-6), one elementary school serving third through sixth grades (3-6), one middle school serving seventh through eighth grades (7-8), and one high school serving ninth through twelfth grades (9-12). The district also runs a career and technical center.



The district is led by its superintendent, Dr. Lisa Bramuchi, and its deputy superintendent, Charles Johnson. In her welcome letter, Dr. Bramuchi states, "As superintendent, it is my goal to lead efforts in sustained change for the school district and community. We will continue to work toward our vision to develop a community of lifelong learners who are productive citizens who engage in studies that will enable them to creatively and effectively learn and apply information."

Philosophy

Vision

COMMITTED TO THE DEVELOPMENT OF PRODUCTIVE AND SUCCESSFUL CITIZENS THROUGH INNOVATIVE AND DIVERSE LEARNING OPPORTUNITIES

Mission

COMMITTED TO THE EDUCATIONAL AND EXTRACURRICULAR ACHIEVEMENTS OF ALL LEARNERS

Motto

COMMITTED TO EXCELLENCE

Goals

GOAL 1: Student Achievement: Committed to developing and implementing a rigorous curriculum and assessment system in alignment with the state standards and assessment system.

GOAL 2: Positive Culture: Committed to providing a safe and orderly learning environment where all stakeholders are valued and respected.

GOAL 3: Community Engagement: Committed to fostering a collaborative relationship with all stakeholders to achieve excellence in all aspects of the district.

GOAL 4: Employee Retention: Committed to recruiting and retaining committed teachers and administrators that will provide an educational system of excellence.

GOAL 5: Fiscal Accountability: Committed to the use of fiscal resources effectively and efficiently to accomplish the district's commitment to excellence.

(Cleveland School District, 2024)

Community Characteristics

SITUATED ON THE WESTERN BORDER OF MISSISSIPPI, just a few miles east of the Mississippi River, Cleveland was named after President Grover Cleveland. The city is one of the county seats of Boliver County. In 2023, Cleveland had a population of 9,651 people with a median age of 33.8 and a median household income of $39,984. Demographically, the population was 52.9% Black, 40.6% White, and 0.8% Hispanic. Between 2% and 3% of the people in Cleveland speak a non-English language, and 97.5% are U.S. citizens. Major industries include educational services, health care and social assistance, and retail trade. Cleveland is home to Delta State University and is a significant stop on the Mississippi Blues Trail.



The U. S. Census Bureau estimates the poverty rate for Cleveland to be 28%, with 33% of children birth to 17 years old living in poverty and 33% of children ages 5 to 17 living in poverty-related households.

District Characteristics

THE CLEVELAND SCHOOL DISTRICT is in Cleveland, Mississippi. The district serves students within the city of Cleveland. All students are eligible for the district's meal program at no charge through the Community Eligibility Provision. Manufacturing; professional, scientific, and technical services; and agriculture, forestry, fishing, and hunting are the highest paying industries in the community. Many families commute for work. Cleveland is in a very high risk area for tornadoes.

Within Cleveland School District, as reported by the *Small Area Income and Poverty Estimate* from the U. S. Census Bureau, about 34% of children between ages 5 and 17 live in poverty-related households.



Enrollment

TAKEAWAY: District enrollment has slowly declined since 2020; there has been a net loss of -15.3% over 5 years. Demographically, the student population has remained steady.

CLEVELAND SCHOOL DISTRICT ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	3352	2968	2877	2818	2839	
PK	115	98	79	68	117	
PK_SPED	*	*	*	*	*	
K	230	189	205	218	201	
K_SPED	*	*	*	*	*	
ELEM_SPED	*	*	*	*	25	
GR_1	248	201	204	217	225	
GR_2	265	205	193	203	211	
GR_3	268	245	198	204	230	
GR_4	243	227	246	184	169	
GR_5	263	223	215	247	189	
GR_6	290	245	212	207	243	
GR_7	258	253	238	203	203	
GR_8	265	243	234	219	196	
GR_9	224	243	250	235	217	
GR_10	221	196	228	227	202	
GR_11	192	180	150	206	197	
GR_12	188	160	171	129	187	
SEC_SPED	41	33	31	31	22	

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

Figure 1: District Enrollment

CLEVELAND SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	3352	2968	2877	2818	2839	
GENDER	FEMALE	1667	1493	1411	1417	1420	
	MALE	1685	1475	1466	1401	1419	
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*	
	ASIAN	*	*	25	*	28	
	BLACK OR AFRICAN AMERICAN	2372	2118	2069	2033	2044	
	HISPANIC OR LATINO	66	64	72	83	81	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*	
	TWO OR MORE RACES	111	124	126	131	125	
	WHITE	763	632	582	550	558	

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

Figure 2: District Enrollment by Demographic Group

Attendance

TAKEAWAY: Average Daily Attendance increased to 91.0% of enrollment in 2023 from 89.4% of enrollment in 2021 (ADA divided by total enrollment less PK, which is not counted in ADA). Chronic absence has decreased to 25.5% 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.

CLEVELAND SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE

	2021	2022	2023
ALL	2565.5	2530.4	2501.8
K	190.0	189.7	200.9
K_SPED	0.0	0.0	0.0
ELEM_SPED	25.4	18.8	18.0
GR_1	192.9	189.0	202.3
GR_2	196.6	182.4	191.4
GR_3	221.4	188.2	192.6
GR_4	208.7	235.2	173.5
GR_5	200.6	199.9	231.7
GR_6	221.9	198.7	195.9
GR_7	214.9	214.0	182.3
GR_8	199.2	210.2	205.4
GR_9	204.9	218.7	198.6
GR_10	161.0	194.8	194.5
GR_11	157.3	123.3	173.6
GR_12	139.2	139.7	113.1
SEC_SPED	31.5	27.8	28.0

(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.

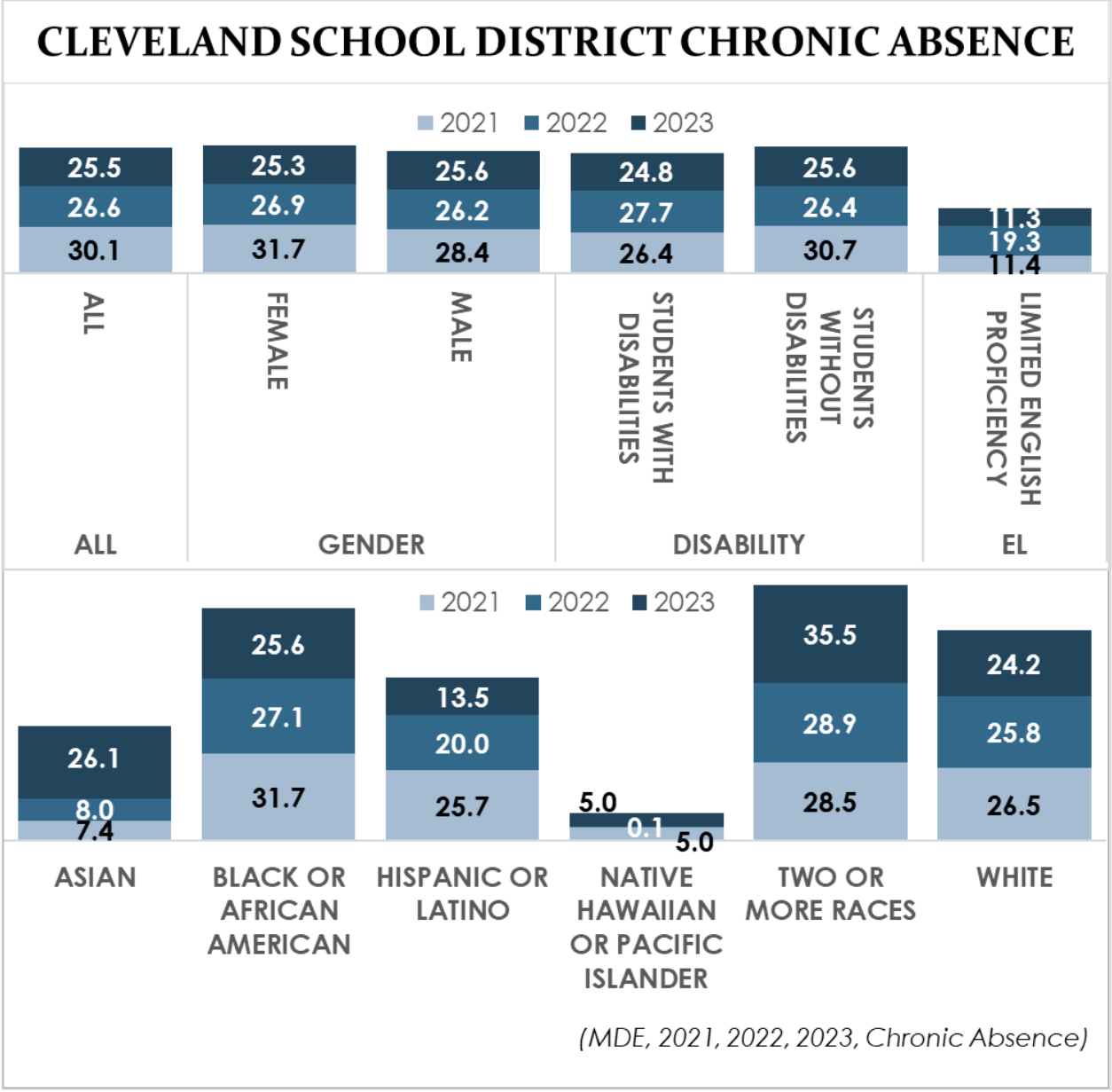


Figure 4: District Chronic Absence by Demographic Group

Accountability

TAKEAWAY: The district posted gains in proficiency in both reading and math between 2021 and 2023, with growth percentages showing gains as well. Proficiency in science showed a slight increase; proficiency in U. S. History decreased from a high of 53.0% in 2022. College and career measures were higher, as was proficiency for English language learners. Student participation in accelerated courses remained high. Proficiency in reading and math was up across almost all demographic groups from 2021; however, no significant changes were noted in gap-to-goal closure. Graduation rates dropped for all demographic groups except male students and students with disabilities. The dropout rate increased by 3.4 percentage points.

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.

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).

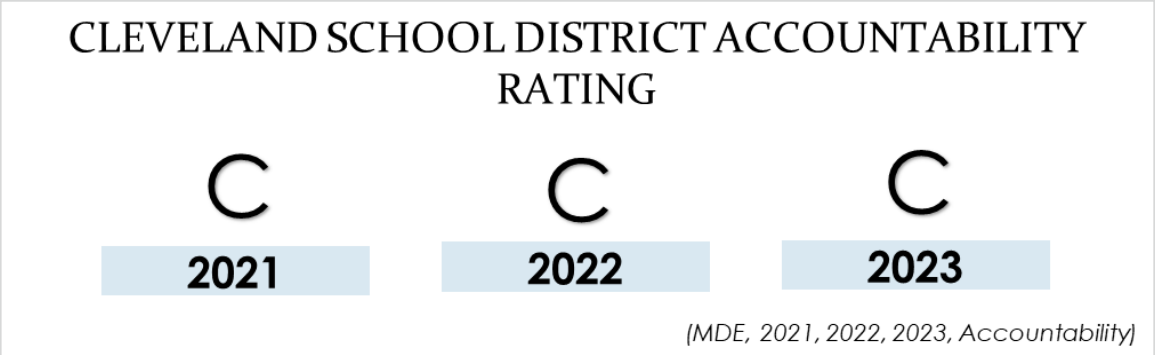


Figure 5: District Accountability Rating

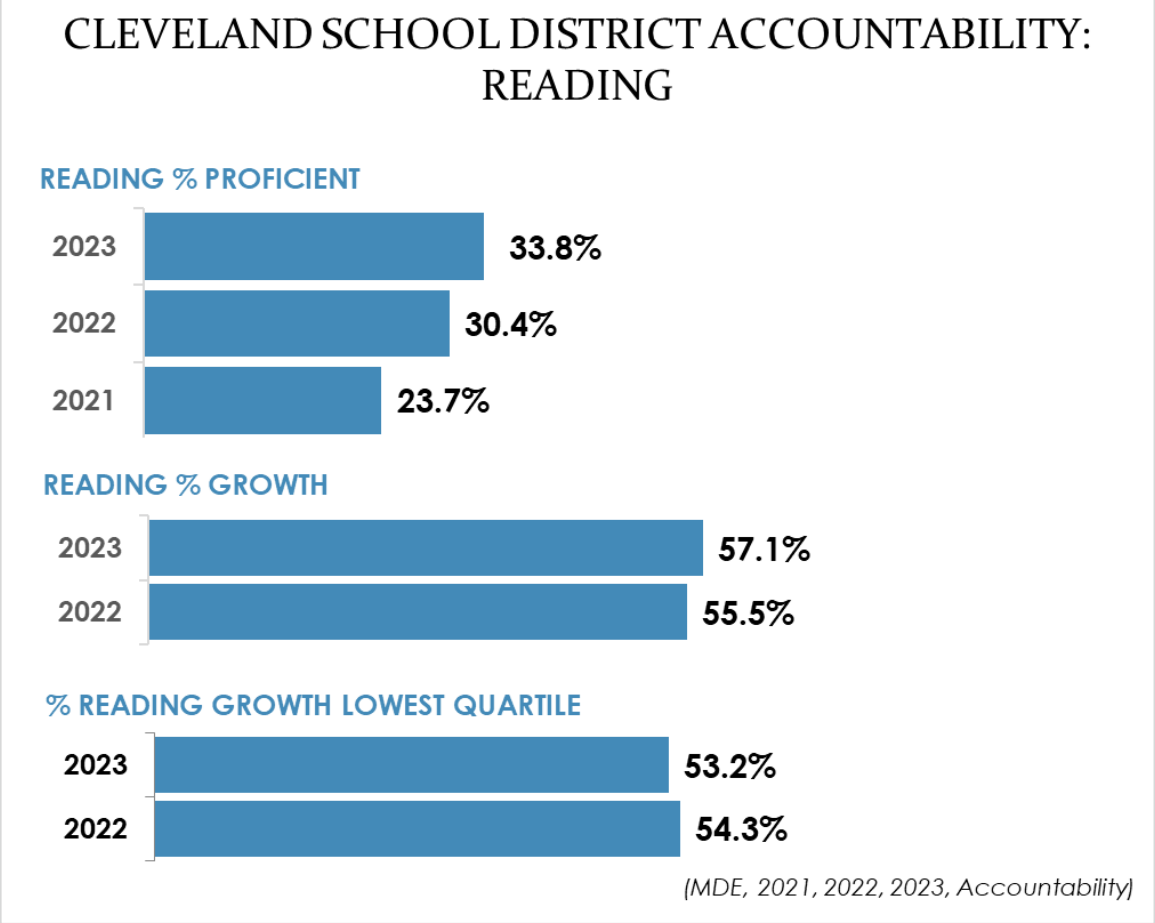


Figure 6: District Accountability: Reading

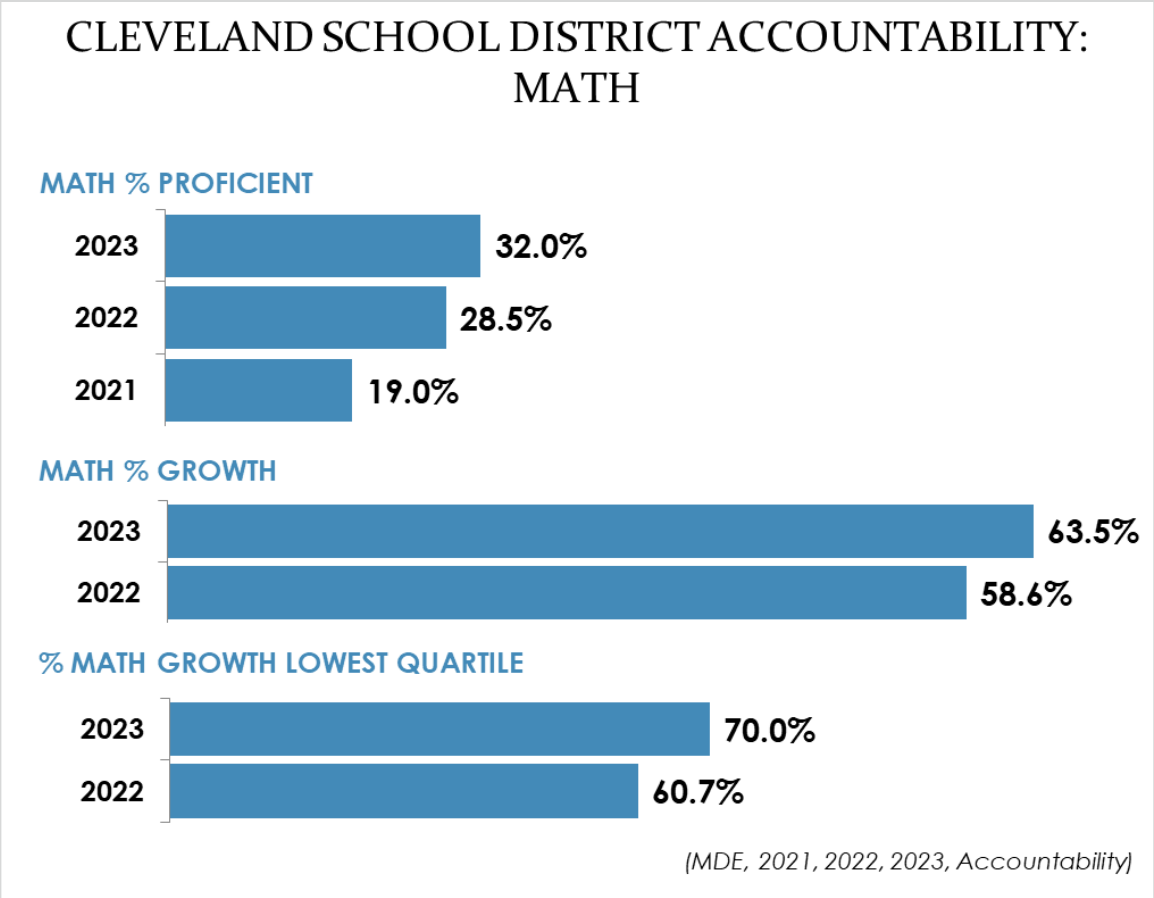


Figure 7: District Accountability: Math

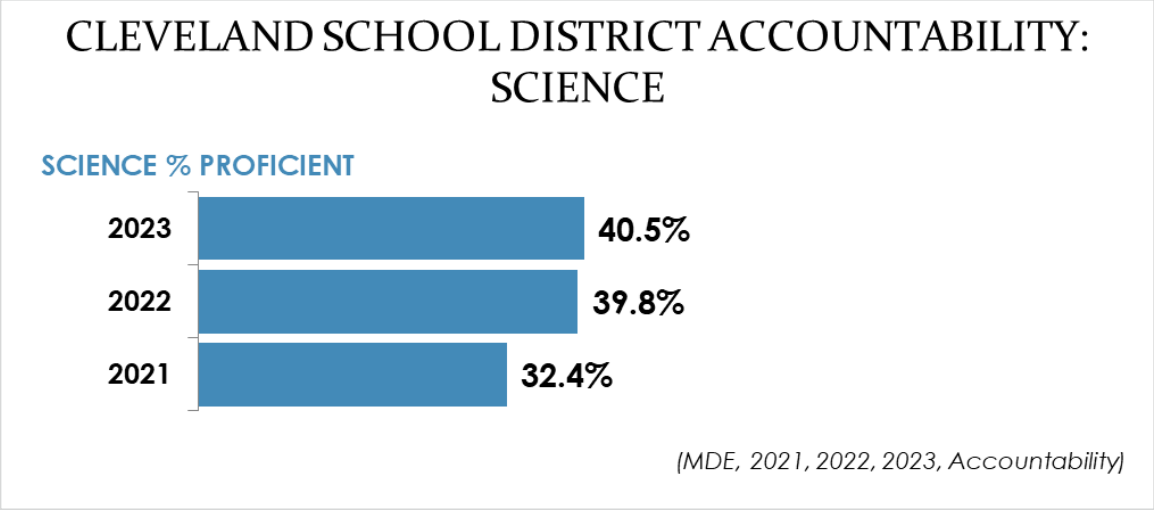


Figure 8: District Accountability: Science

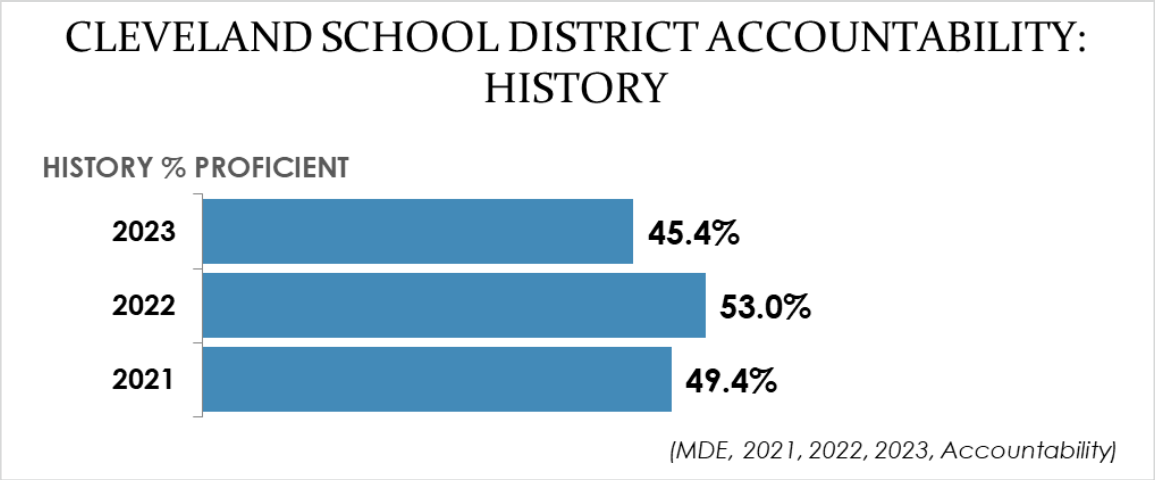


Figure 9: District Accountability: History

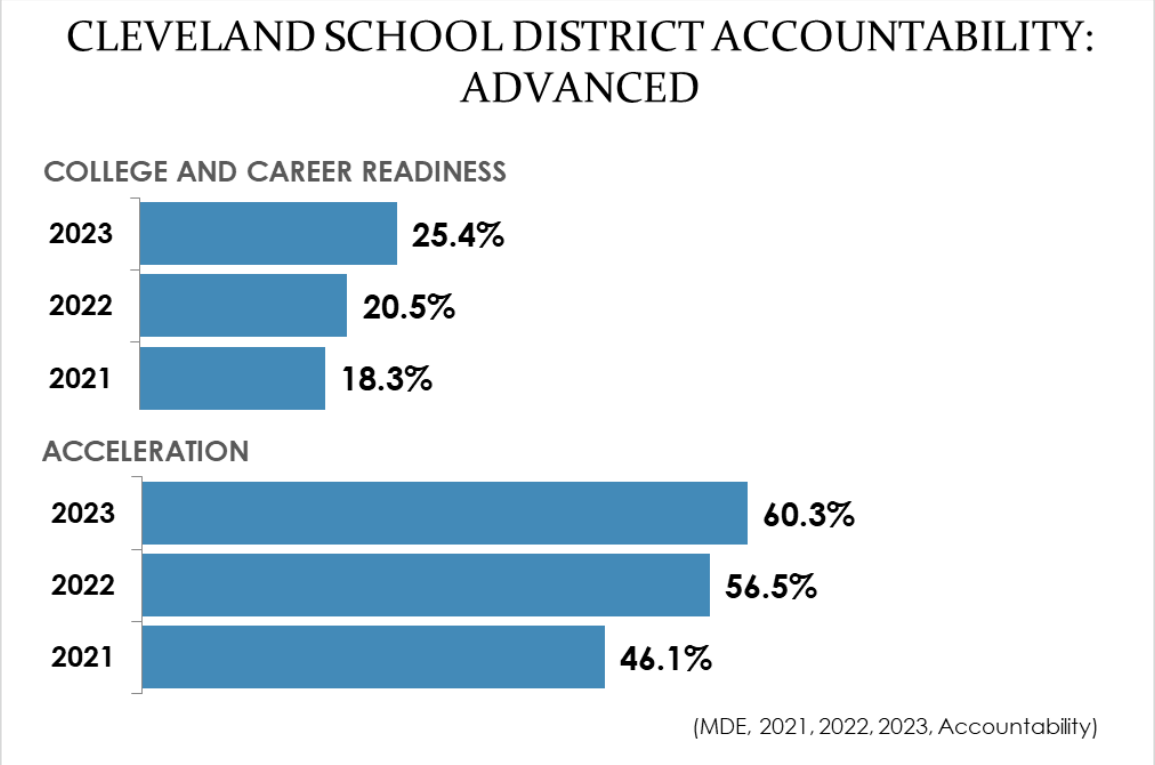


Figure 10: District Accountability: Advanced

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).

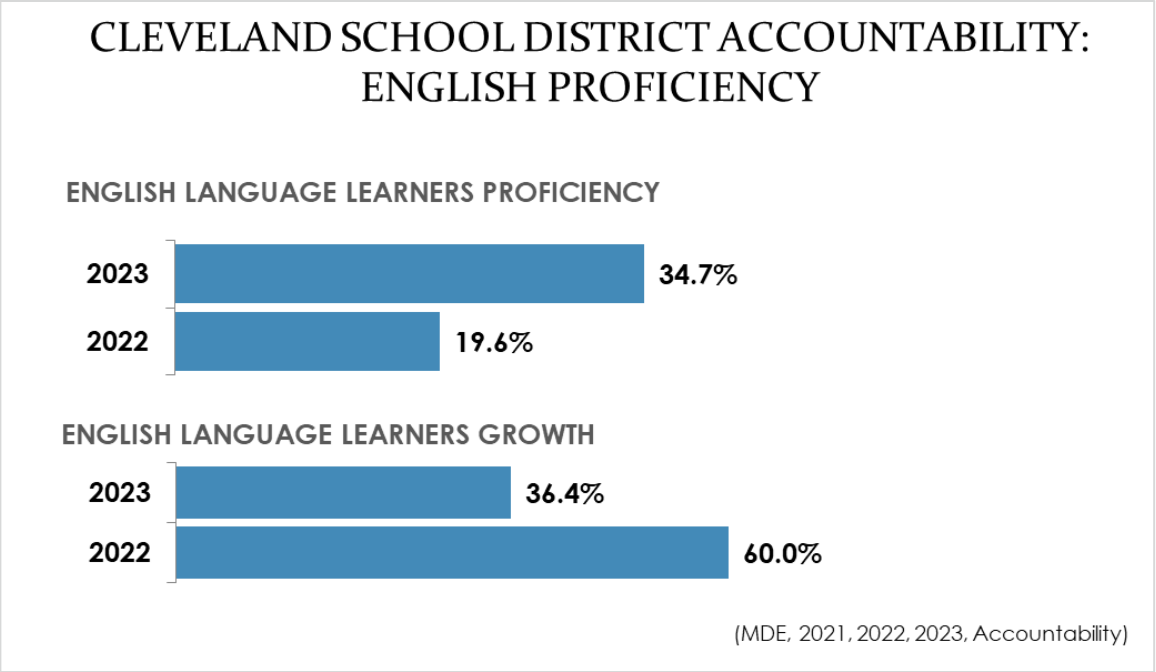
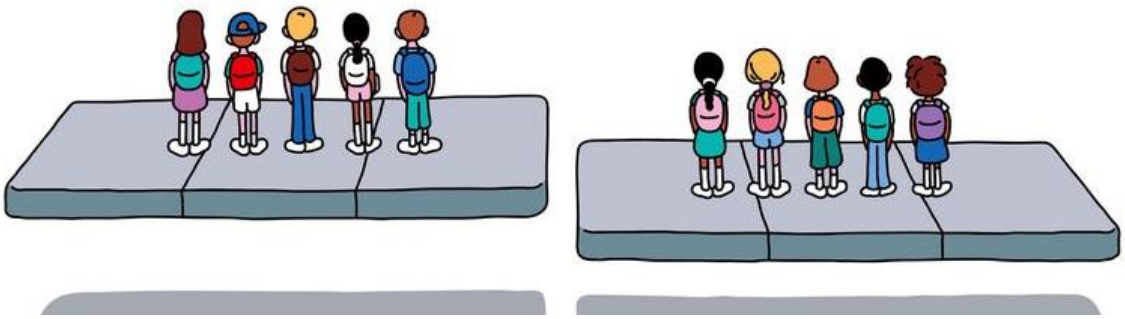


Figure 11: District Accountability: English Proficiency

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.

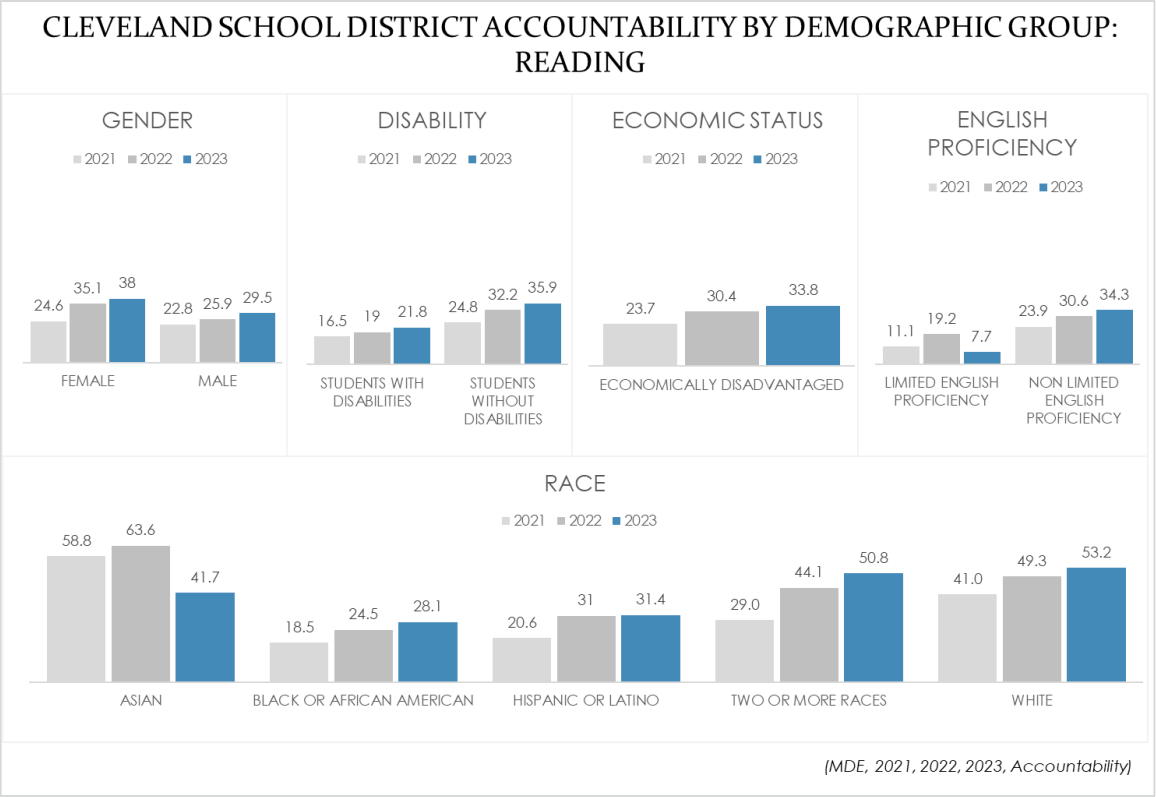


Figure 12: District Accountability by Demographic Group: Reading

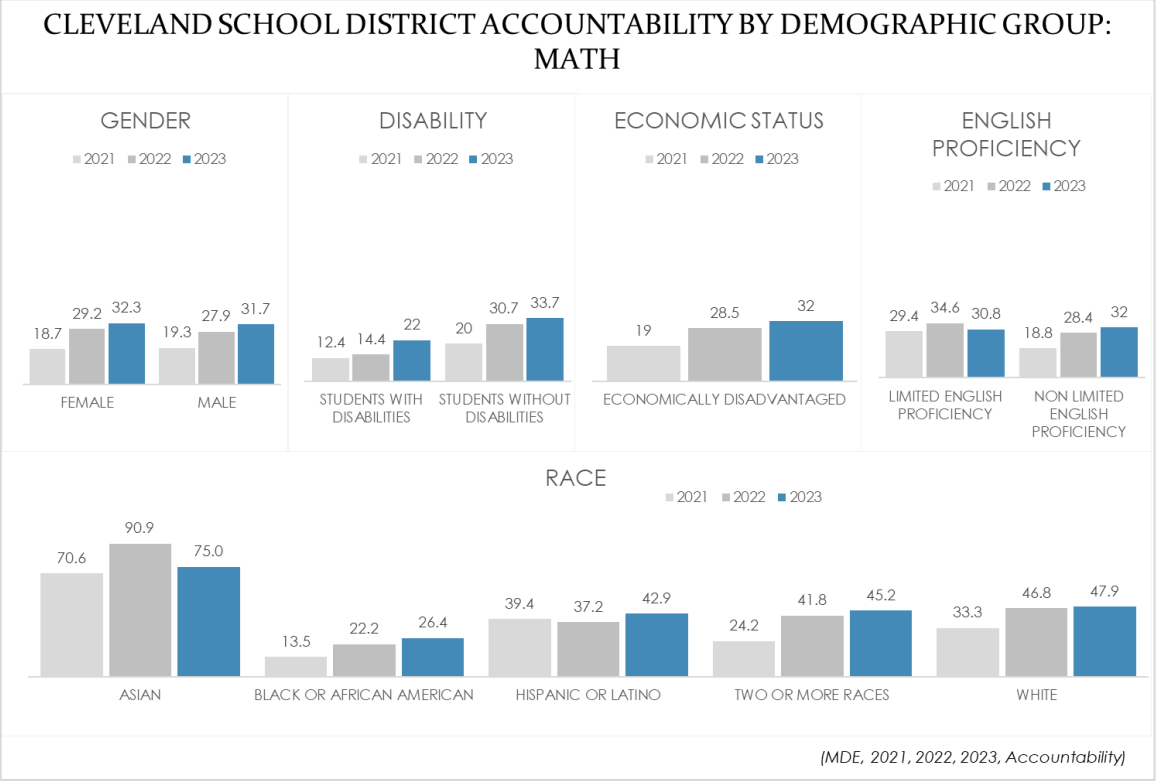


Figure 13: District Accountability by Demographic Group: Math

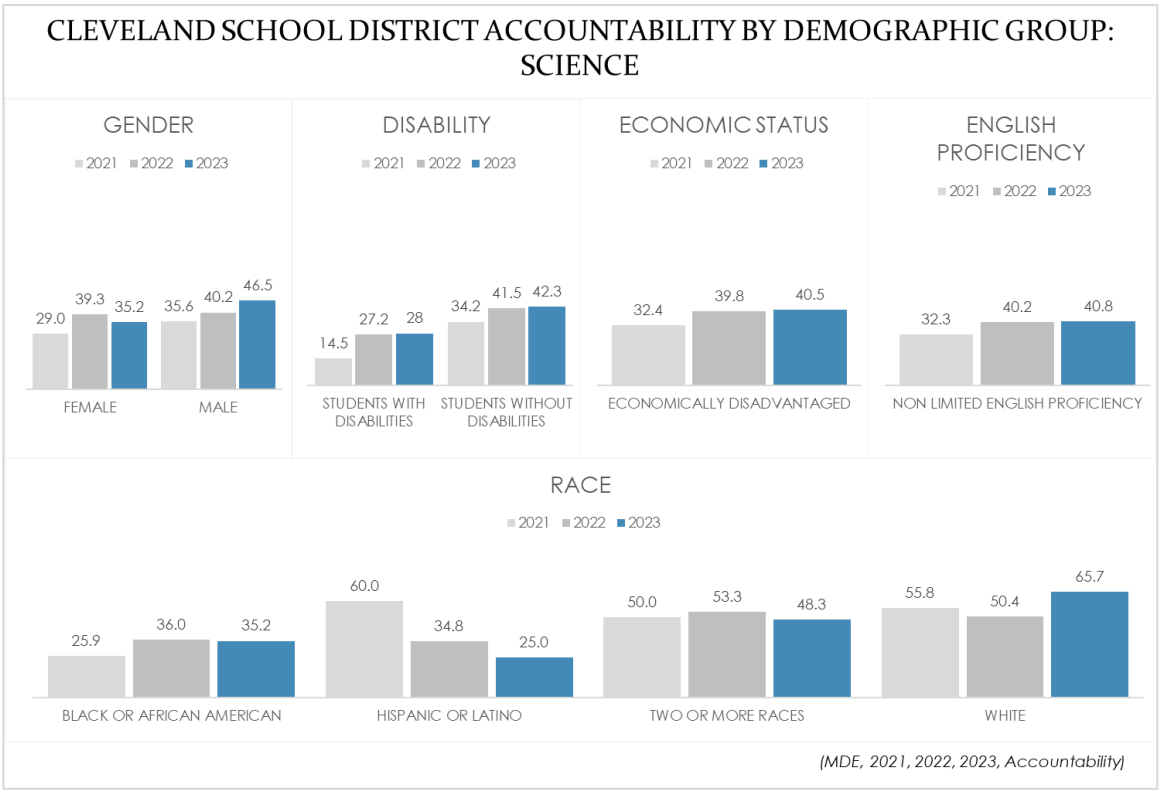


Figure 14: District Accountability by Demographic Group: Science

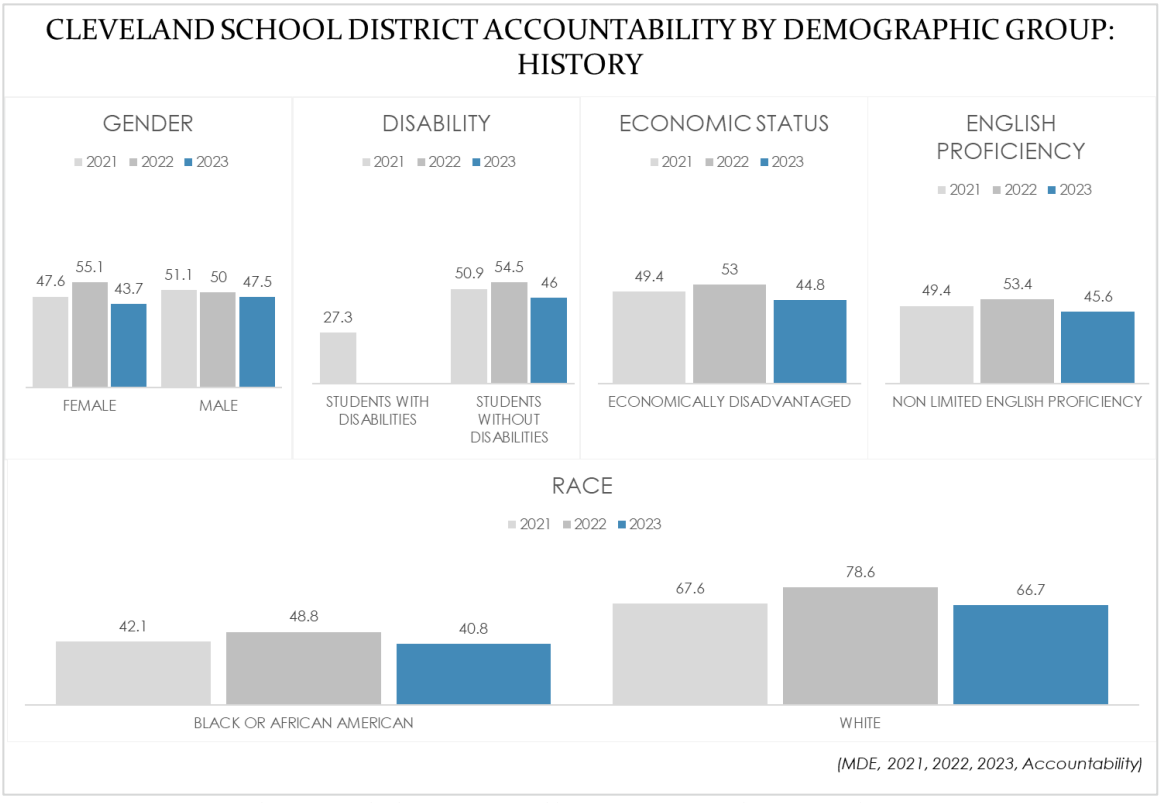


Figure 15: District Accountability by Demographic Group: History

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)

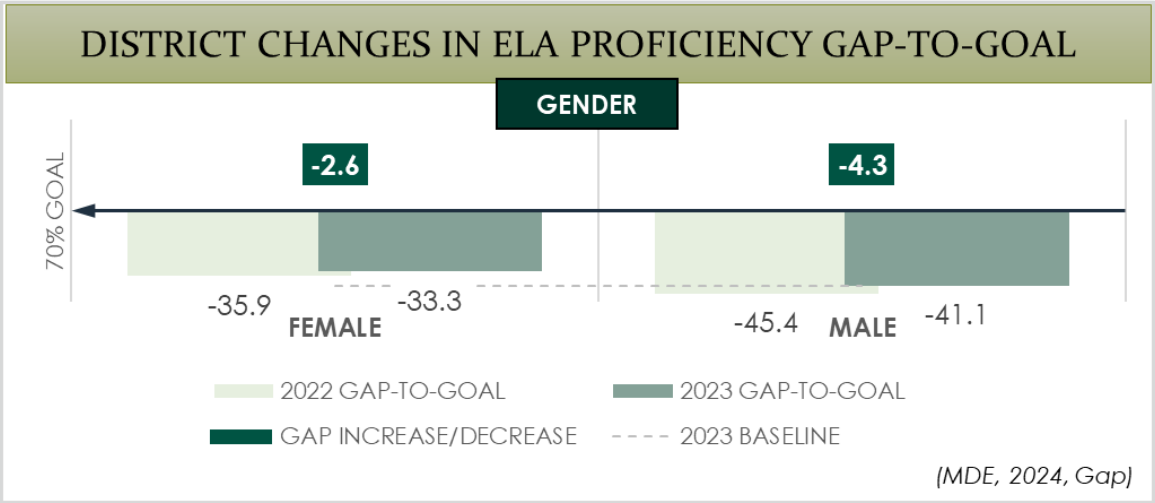


Figure 16: District Changes in ELA Proficiency Gap-to-Goal by Gender

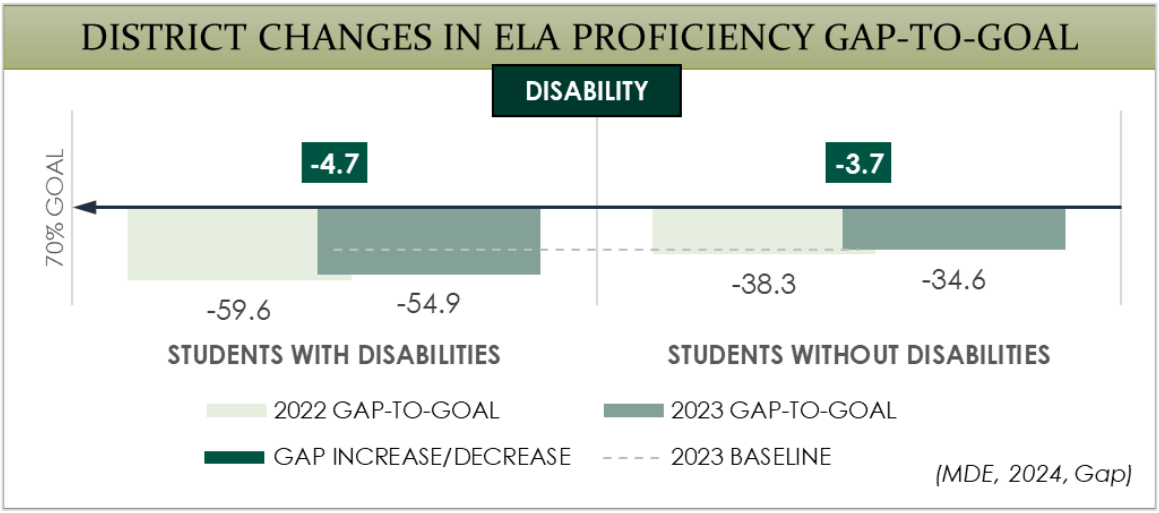


Figure 17: District Changes in ELA Proficiency Gap-to-Goal by Disability

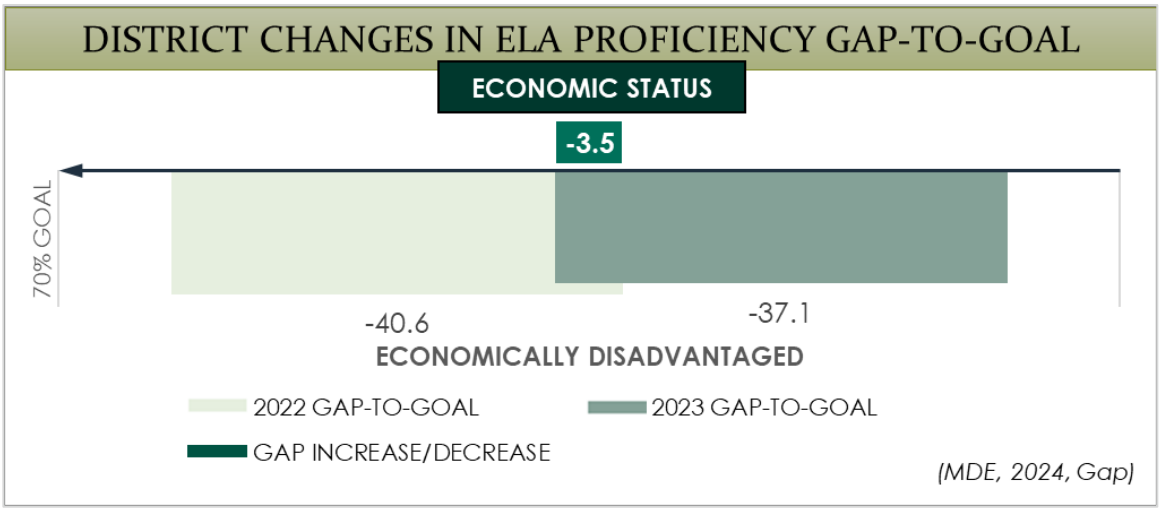


Figure 18: District Changes in ELA Proficiency Gap-To-Goal by Economic Status

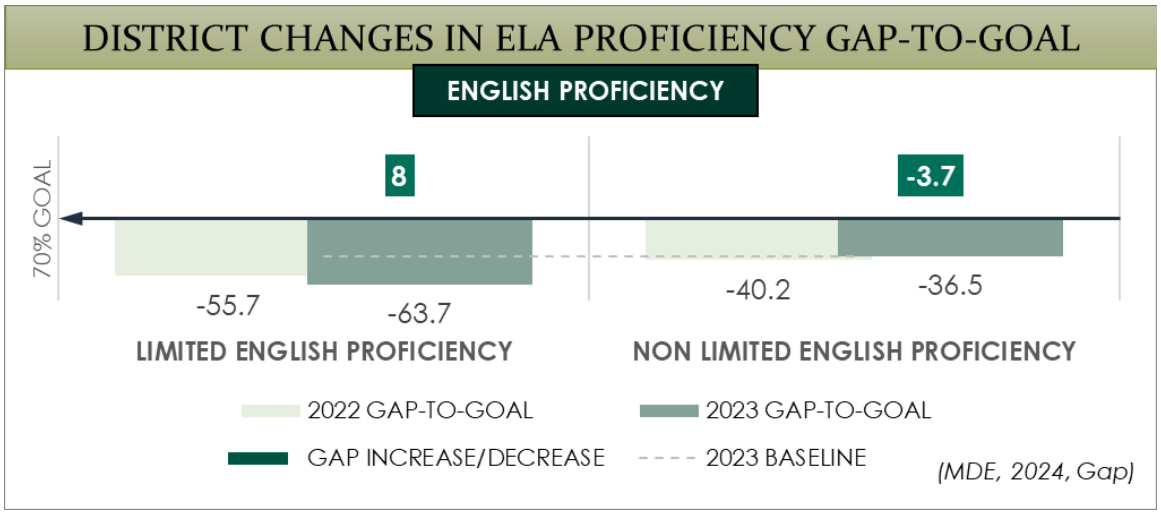


Figure 19: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency

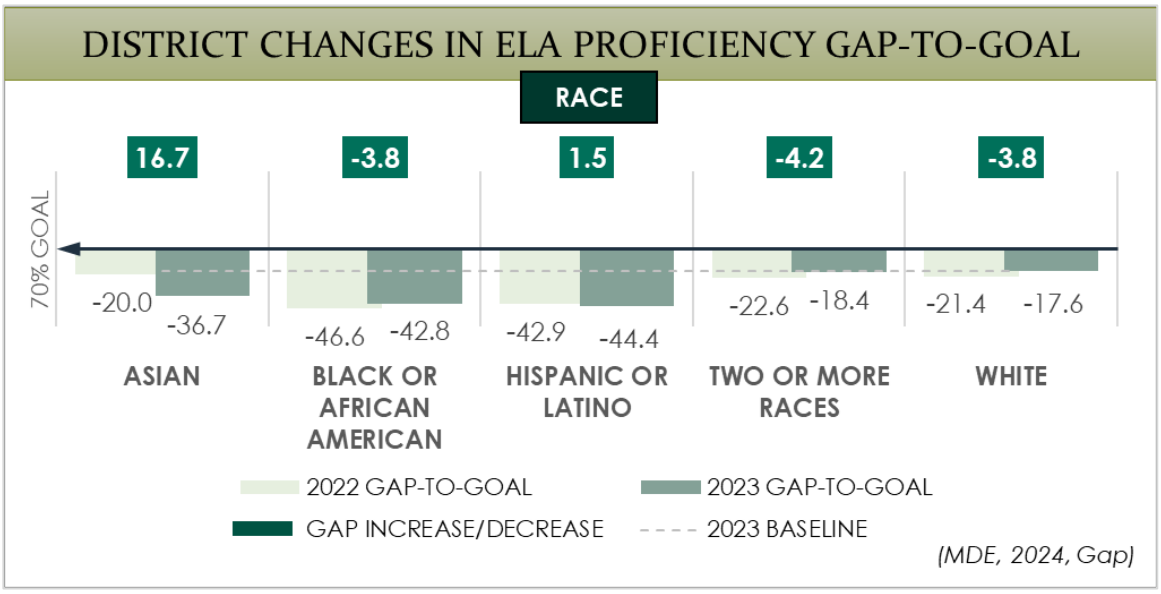


Figure 20: District Changes in ELA Proficiency Gap-To-Goal by Race

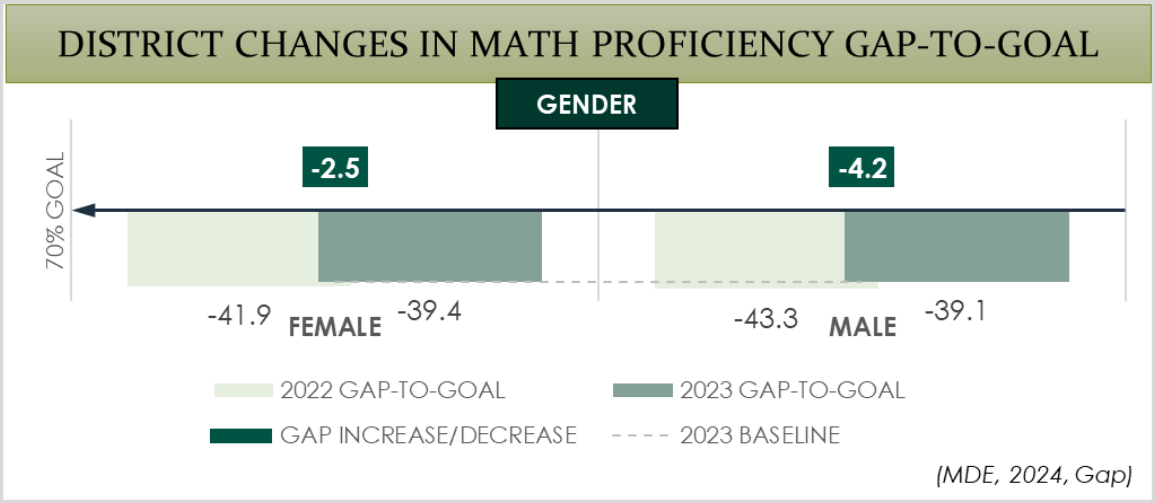


Figure 21: District Changes in Math Proficiency Gap-to-Goal by Gender

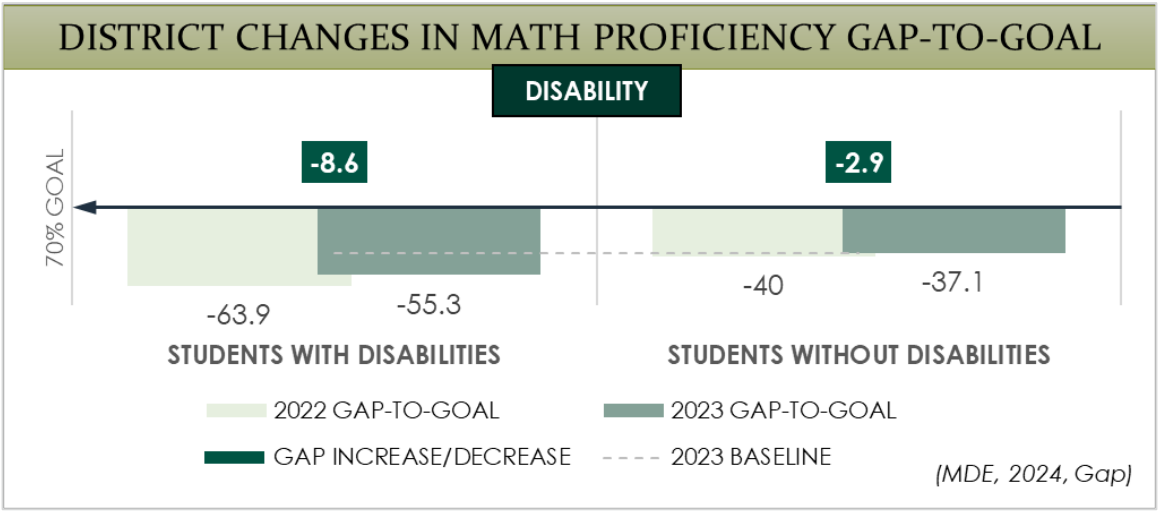


Figure 22: District Changes in Math Proficiency Gap-To-Goal by Disability

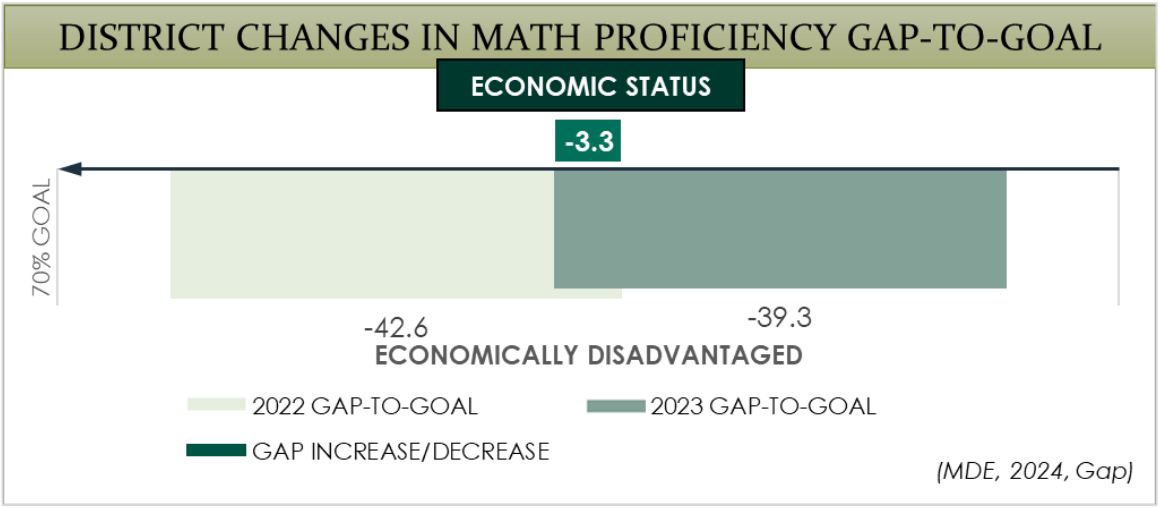


Figure 23: District Changes in Math Proficiency Gap-To-Goal by Economic Status

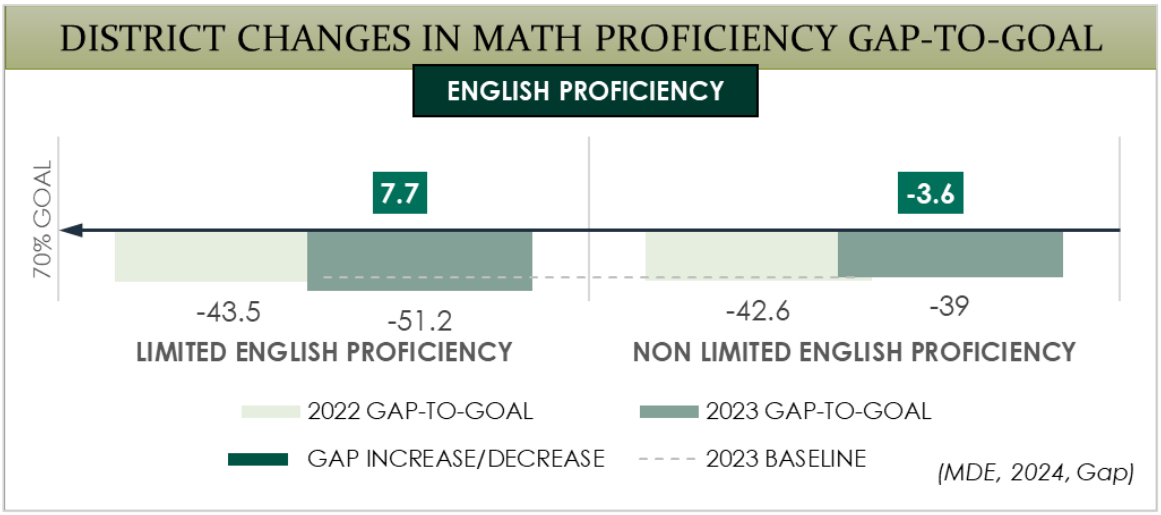


Figure 24: District Changes in Math Proficiency Gap-To-Goal by English Proficiency

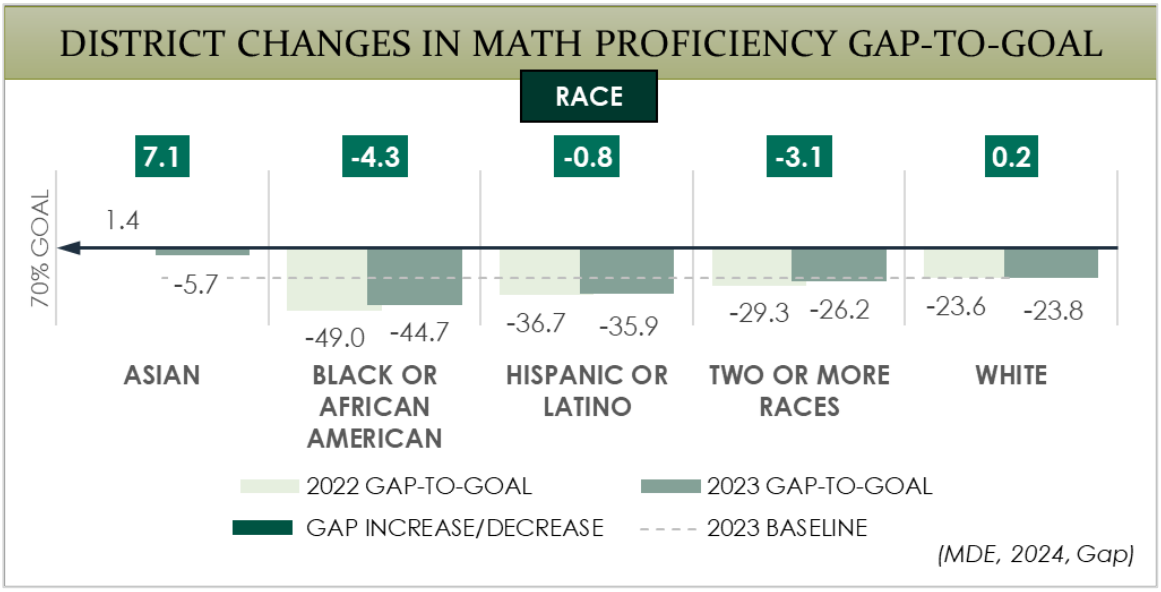
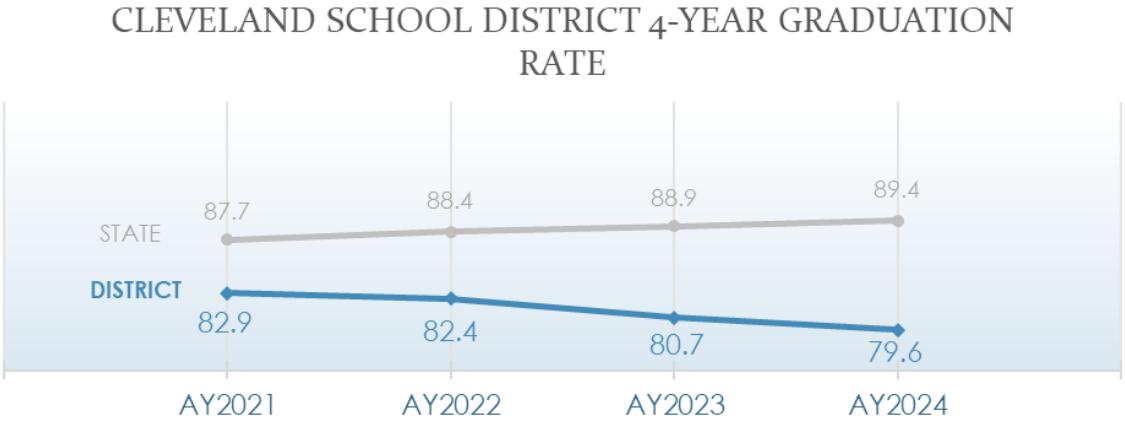


Figure 25: District Changes in Math Proficiency Gap-To-Goal by Race

4-Year Graduation Rates

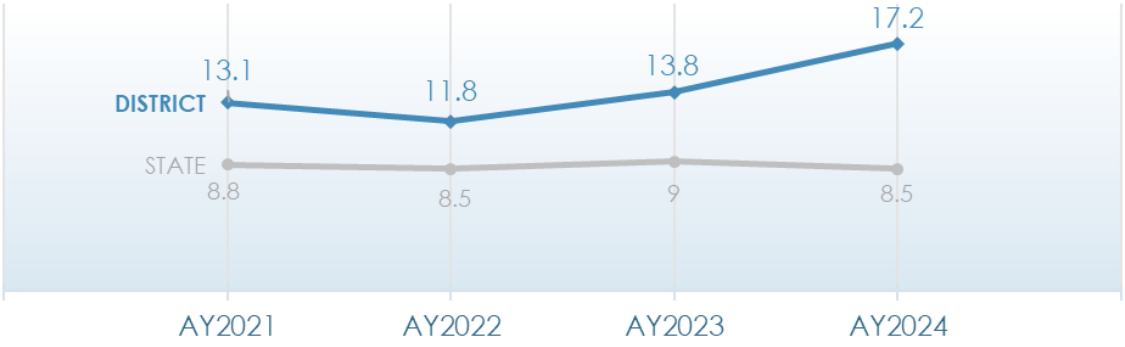
In accordance with 34 C.F.R. § 200.19(b) and Miss. Code Ann. § 37-17-6, graduation and dropout rates were calculated following the four-year adjusted cohort method. This method determines the high school completion status for students four (4) years after entering Grade 9 for the first time during the 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)

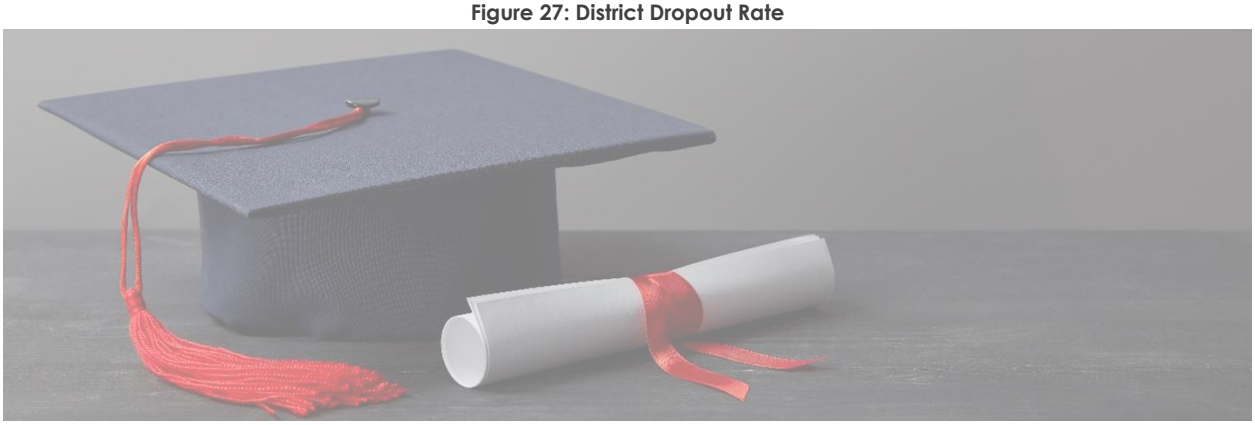
Figure 26: District 4-Year Graduation Rates



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



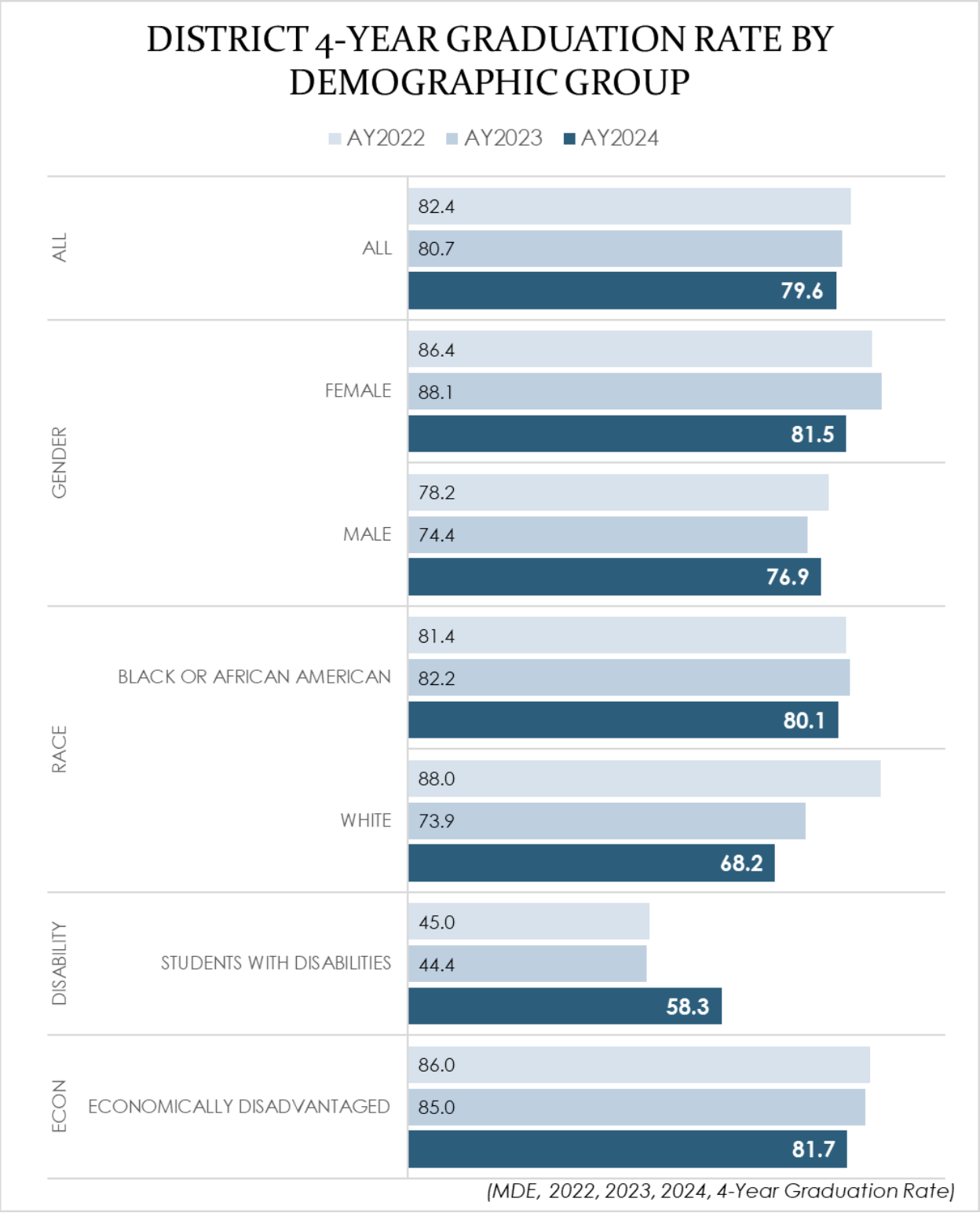


Figure 28: District Graduation Rate by Demographic Group

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.

H. M. Nailor Elementary School exited the school improvement process in 2022 after being identified as a **Comprehensive Support and Improvement (CSI)** school in 2017 for either having a 67% or lower graduation rate, having scores that fell in the bottom 5% of those of all Title I A schools, or being designated **Additional Targeted Support and Improvement (ATSI)** and having scores that fell in the bottom 5% of scores for all Title I A schools for 3 years.

Pearman Elementary School was newly identified in 2022 as an **Additional Targeted Support and Improvement (ATSI)** school because 3-year average scores for Black, African American, or Economically Disadvantaged students were in the bottom 5% of those for all Title I A schools.

Cleveland Central Middle School was newly identified in 2022 as a **Comprehensive Support and Improvement (CSI)** school for either having a 67% or lower graduation rate, having scores that fell in the bottom 5% of those of all Title I A schools, or being designated **Additional Targeted Support and Improvement (ATSI)** and having scores that fell in the bottom 5% of scores for all Title I A schools for 3 years.

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	124.7	33.3%	132	38.9%	139.7	39.0%
GENDER						
FEMALE	67.1	35.0%	75.5	42.4%	88.4	45.3%
MALE	57.6	31.5%	56.5	35.1%	51.3	31.5%
RACE						
ASIAN	<10	<5%	<10	<5%	0	0.0%
BLACK OR AFRICAN AMERICAN	88.1	30.0%	97	37.0%	105.8	36.1%
HISPANIC OR LATINO	<10	<5%	<10	<5%	0	0.0%
TWO OR MORE RACES	<10	<5%	<10	41.0%	0	60.8%
WHITE	31.4	46.9%	23.4	41.8%	21.4	49.8%
DISABILITY						
STUDENTS WITH DISABILITIES	<10	22.9%	<10	9.7%	0	17.9%
STUDENTS WITHOUT DISABILITIES	115.3	34.5%	129	41.9%	134.7	40.8%
EL						
LIMITED ENGLISH PROFICIENCY		NA	<10	<5%	0	0.0%
NON LIMITED ENGLISH PROFICIENCY	124.7	33.3%	131	38.8%	139.7	39.2%

Figure 29: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES

	2021	2022	2023
ALL			
ALL	77.6%	59.6%	39.5%
GENDER			
FEMALE	80.6%	69.9%	38.5%
MALE	73.7%	49.5%	40.7%
RACE			
ASIAN	<5%	<5%	0.0%
BLACK OR AFRICAN AMERICAN	75.0%	56.1%	40.5%
HISPANIC OR LATINO	95.0%	<5%	
TWO OR MORE RACES	<5%	<5%	0.0%
WHITE	78.8%	78.1%	37.1%
DISABILITY			
STUDENTS WITH DISABILITIES	<5%	31.3%	0.0%

Figure 30: District Post-Secondary Enrollment by Demographic Group

Assessment

TAKEAWAY: In 2023, district Junior ACT scores were higher than in 2022, but still came in below state averages. Kindergarten Readiness scores are up, and Third-Grade Reading Assessment scores have surpassed prepandemic levels. MAAP proficiency percentages were higher in 2023 than in 2021 in all subjects and grades except 5th and 7th grade Math and U. S. History. The largest gains were made in 3rd and 4th grade Math.

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

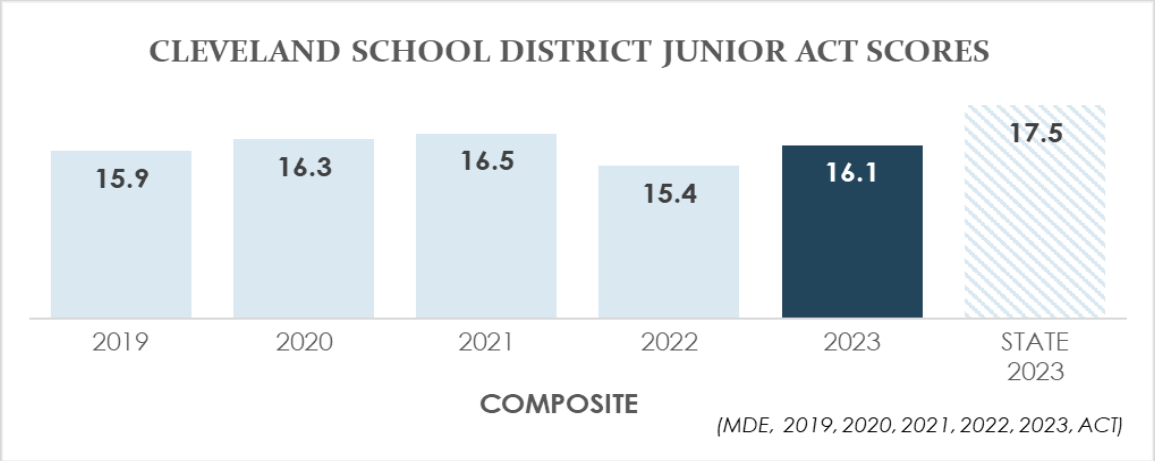


Figure 31: District Junior ACT: Composite

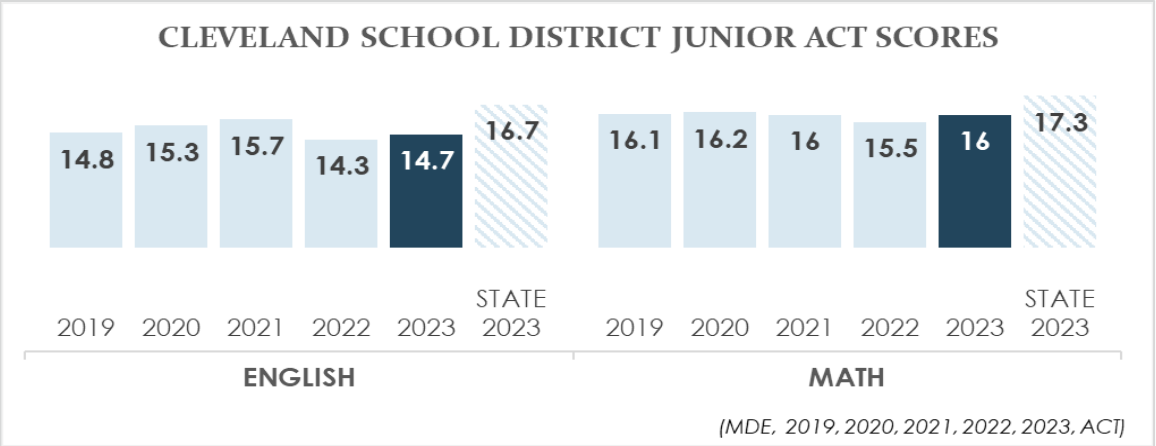


Figure 32: District Junior ACT: English and Math

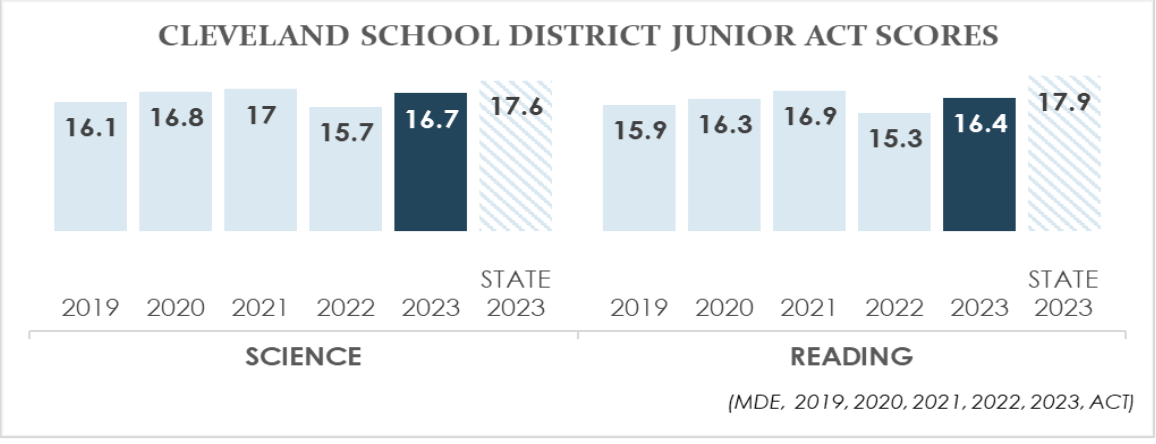


Figure 33: District Junior ACT: Science and Reading



Kindergarten Readiness Assessment (KRA)

PREKINDERGARTEN COLLABORATIVE OR STATE-INVESTED PREKINDERGARTEN			
	YEAR	FALL	SPRING
BELL ACADEMY	21-22	402	584
	22-23	425	585
	23-24	419	
BOLIVAR COUNTY HEAD START CENTER #1	21-22	367	469
	22-23	408	471
	23-24	410	
CLEVELAND HEAD START CENTER #2	22-23	431	477
	23-24	402	
CLEVELAND HEAD START CENTER #3	22-23	*	500
	23-24	410	
CLEVELAND SCHOOL DISTRICT COLLABORATIVE	21-22	404	548
	22-23	423	525
	23-24	417	
H. M. NAILOR ELEMENTARY SCHOOL	23-24	421	
HAYES COOPER CENTER	21-22	441	586
	22-23	434	577
	23-24	441	
PARKS ELEMENTARY SCHOOL	23-24	*	
**N-counts less than 10 are suppressed*			

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

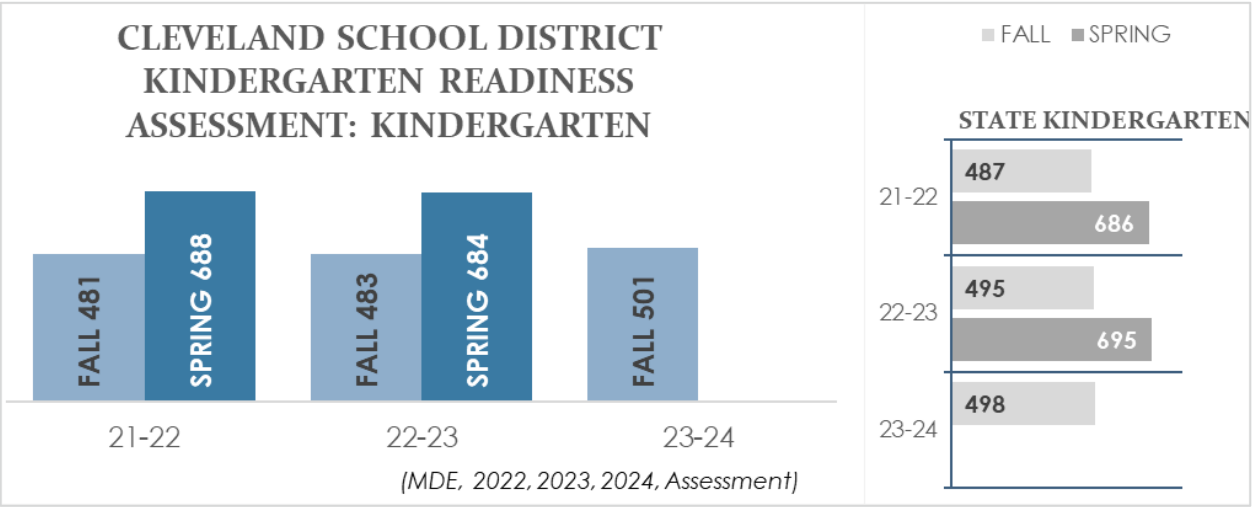
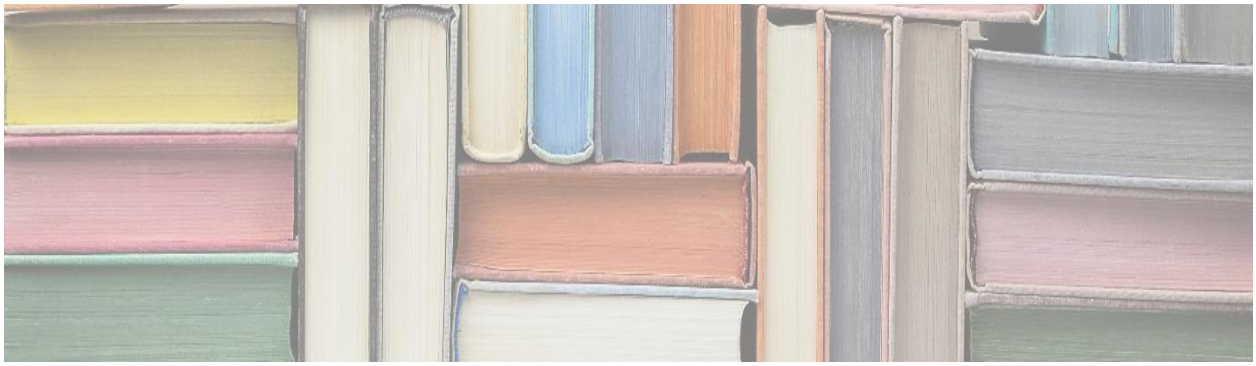


Figure 35: District Kindergarten Readiness Assessment: Kindergarten

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.



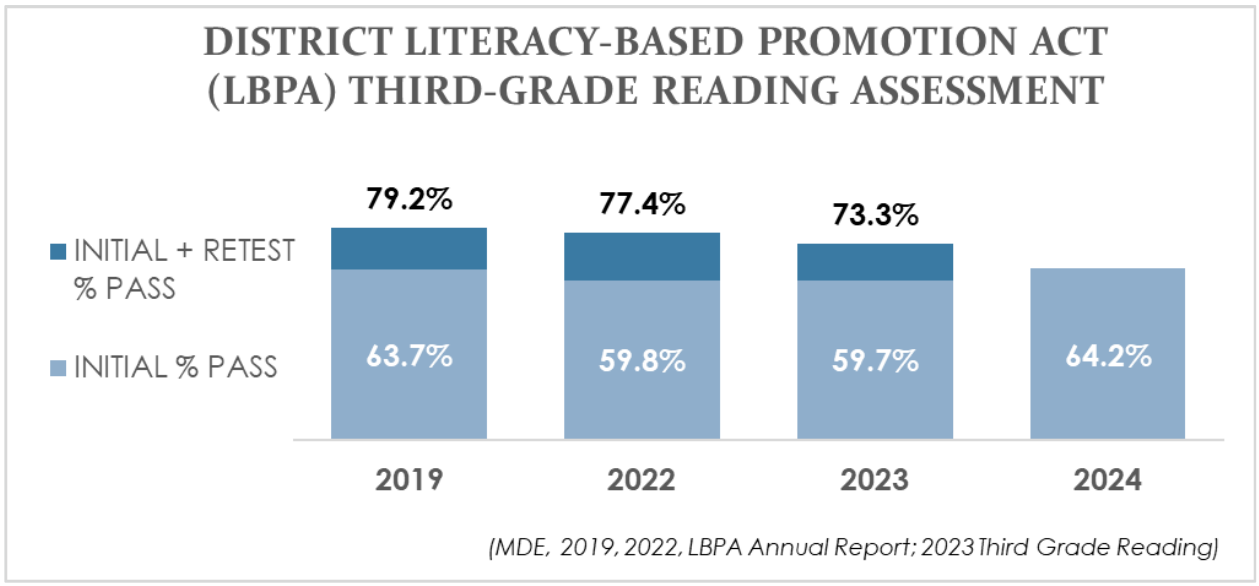


Figure 36: District Literacy-Based Promotion Act Third Grade Reading Assessment

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.

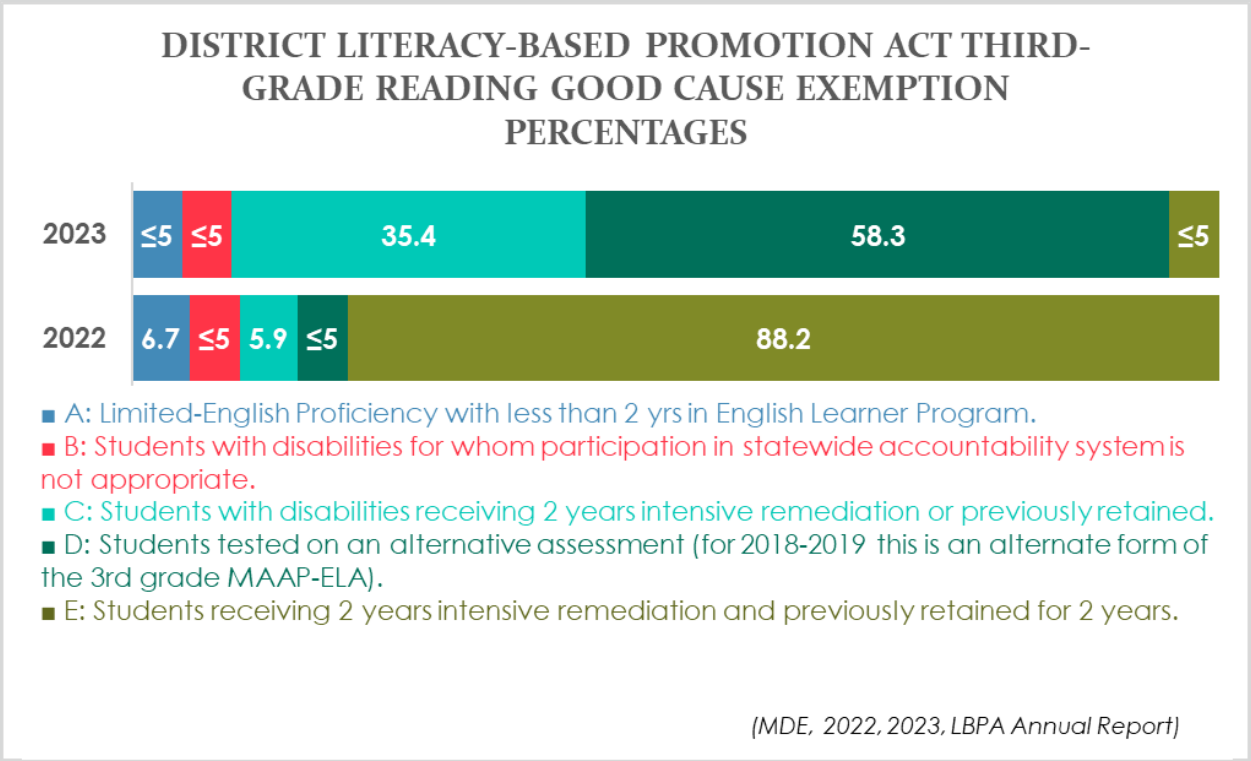


Figure 37: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption

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.

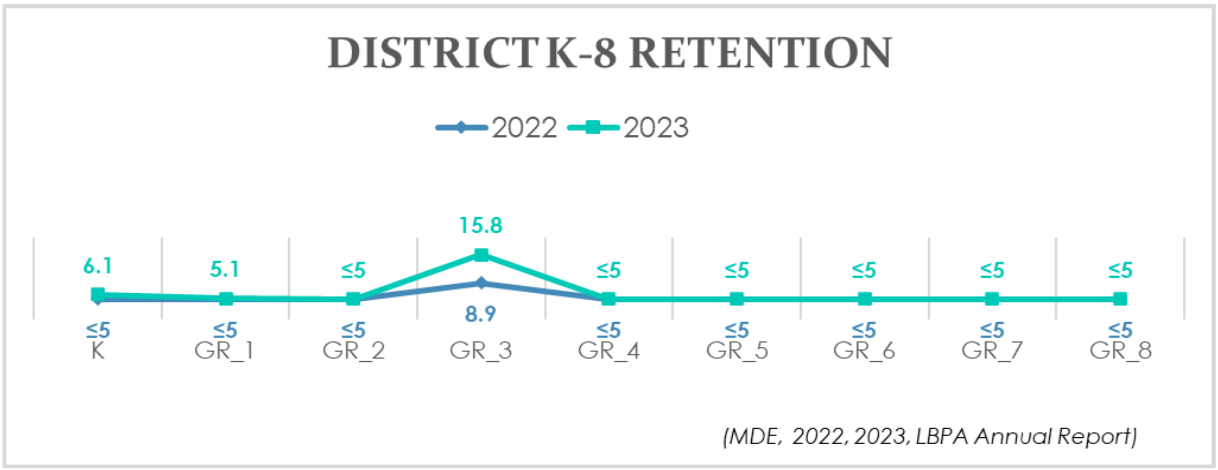


Figure 38: District K-8 Retention Rates

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

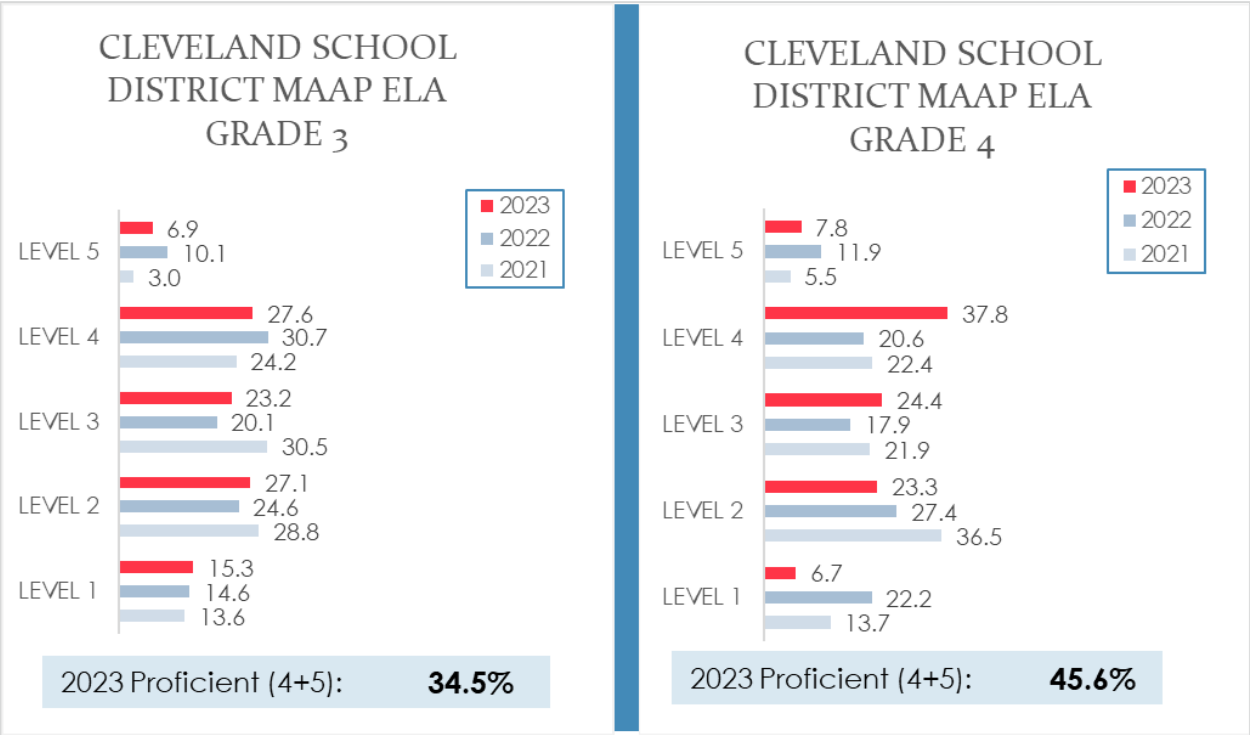


Figure 39: District MAAP ELA Grades 3 and 4

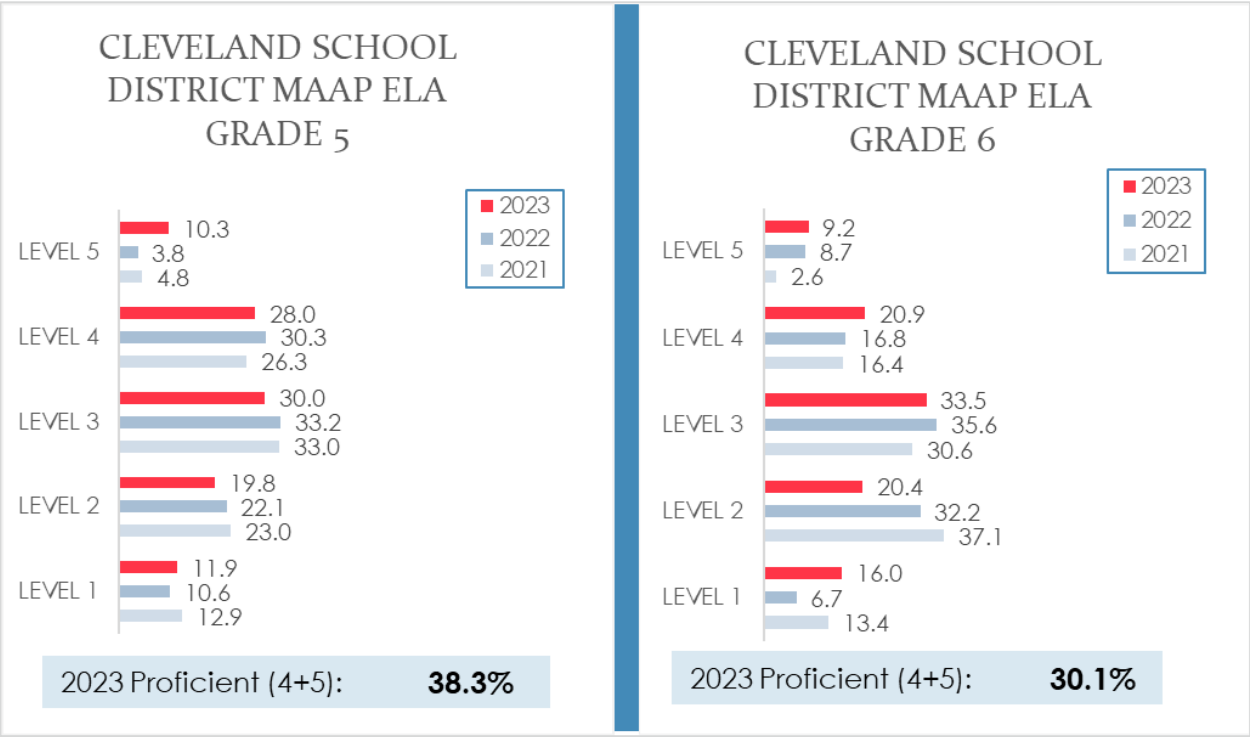


Figure 40: District MAAP ELA Grades 5 and 6

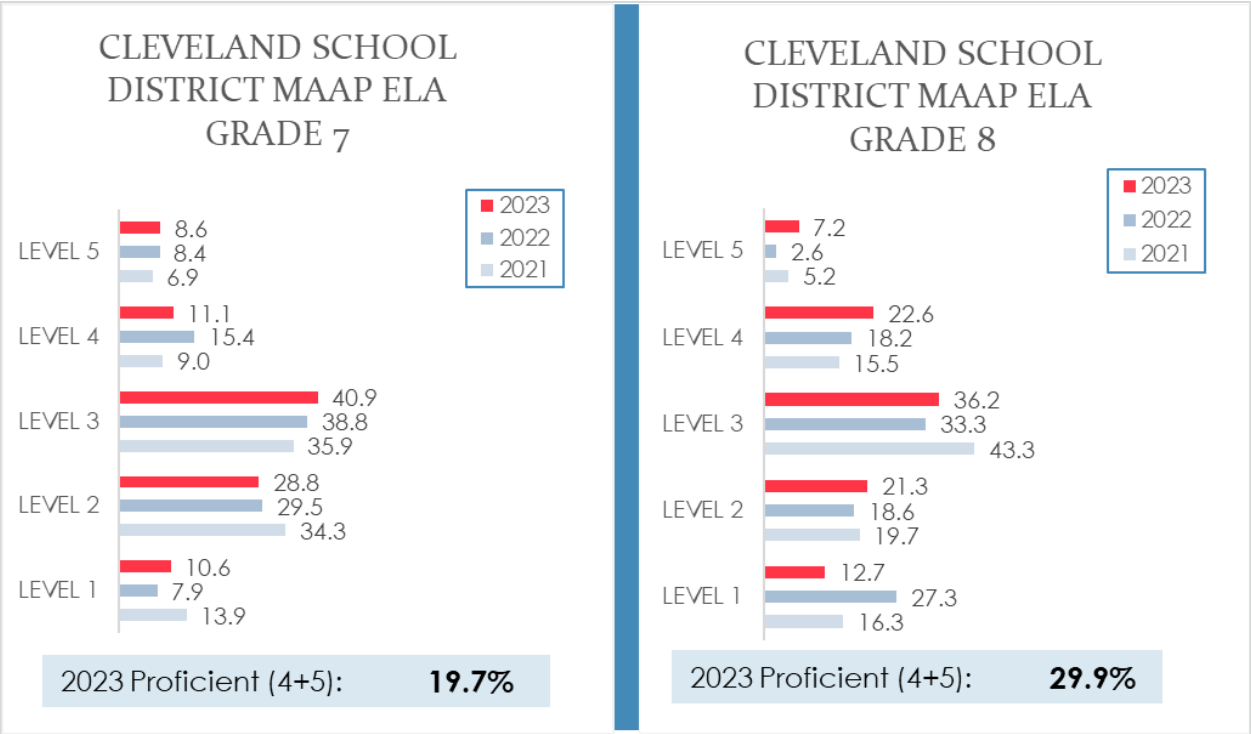


Figure 41: District MAAP ELA Grades 7 and 8

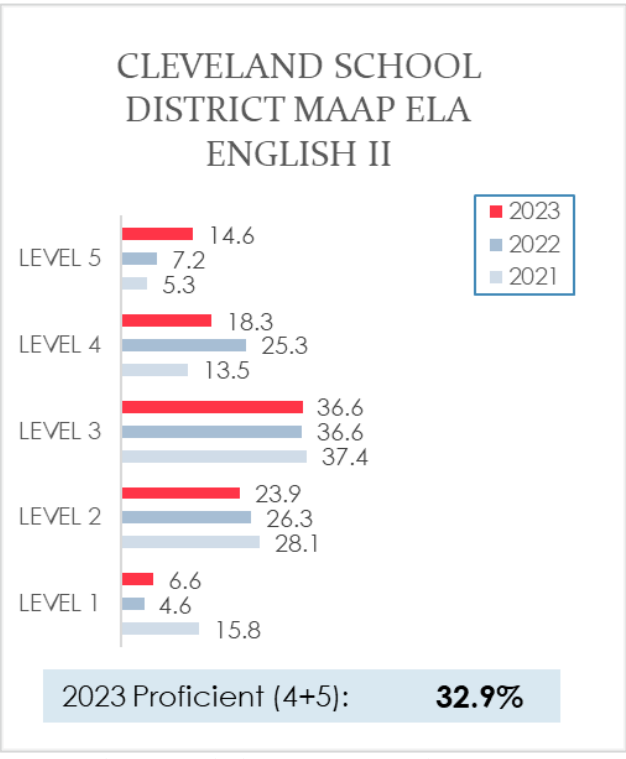


Figure 42: District MAAP ELA English II



MAAP MATH

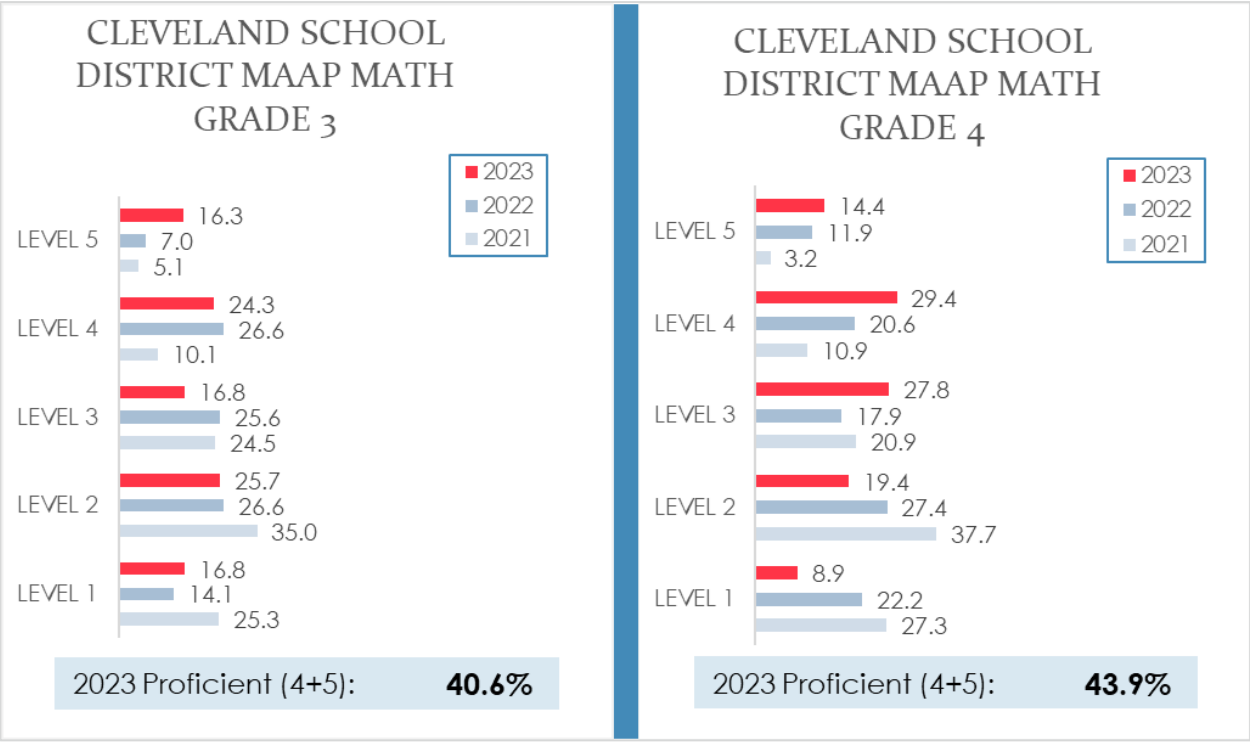


Figure 43: District MAAP Math Grades 3 and 4

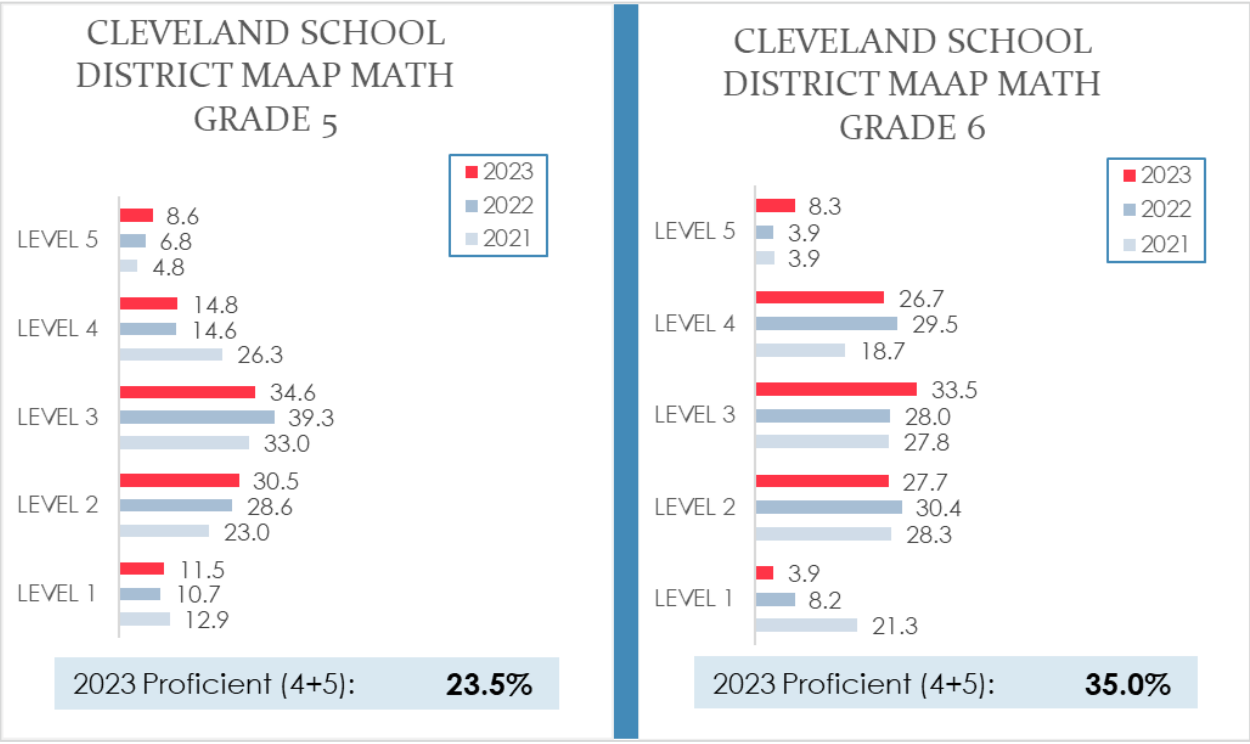


Figure 44: District MAAP Math Grades 5 and 6

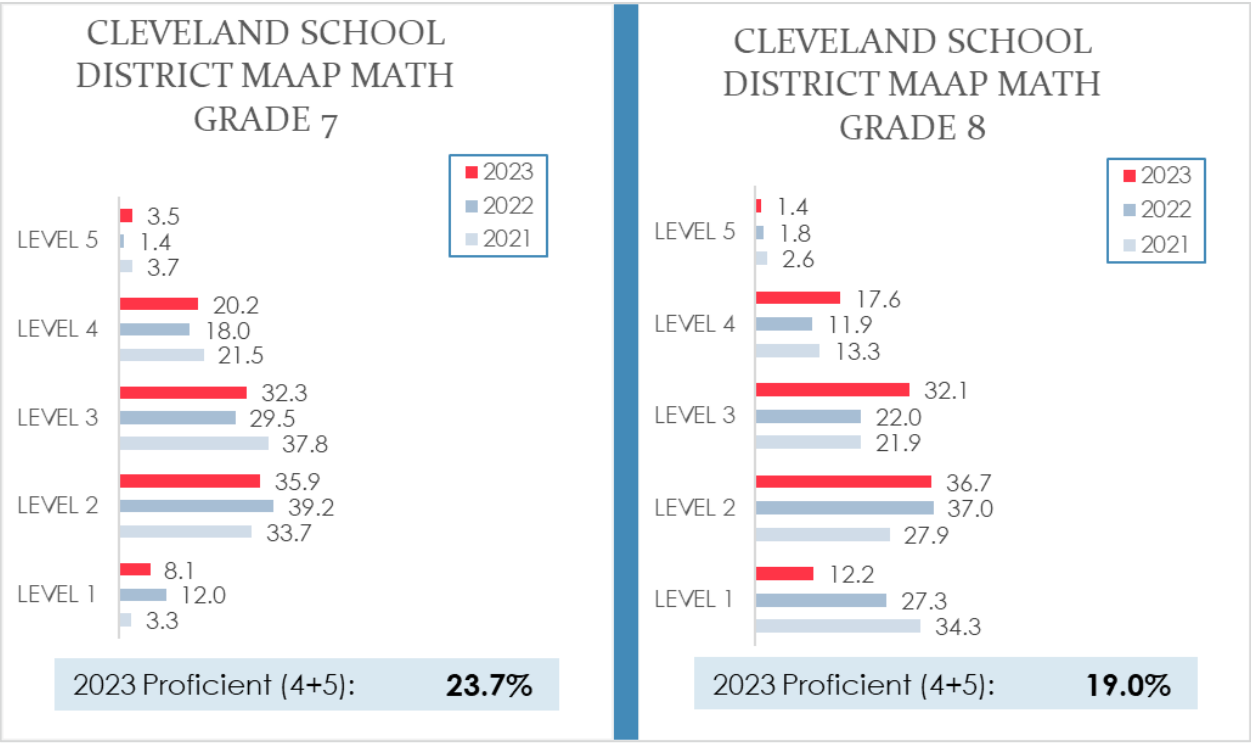


Figure 45: District MAAP Math Grades 7 and 8

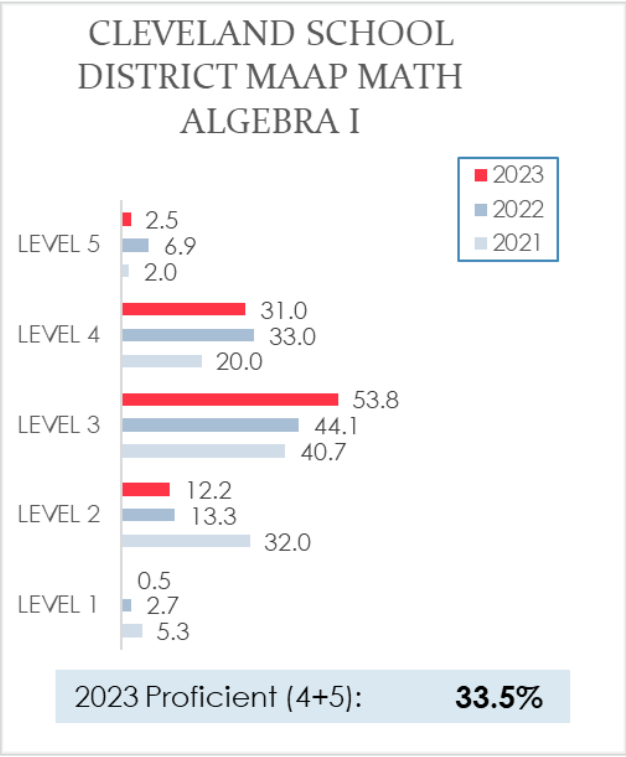
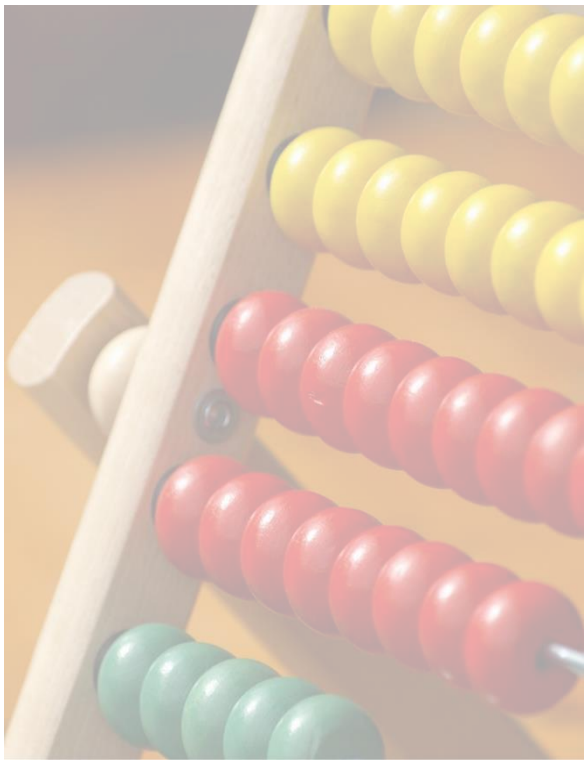


Figure 46: District MAAP Math Algebra I



MAAP-SCIENCE

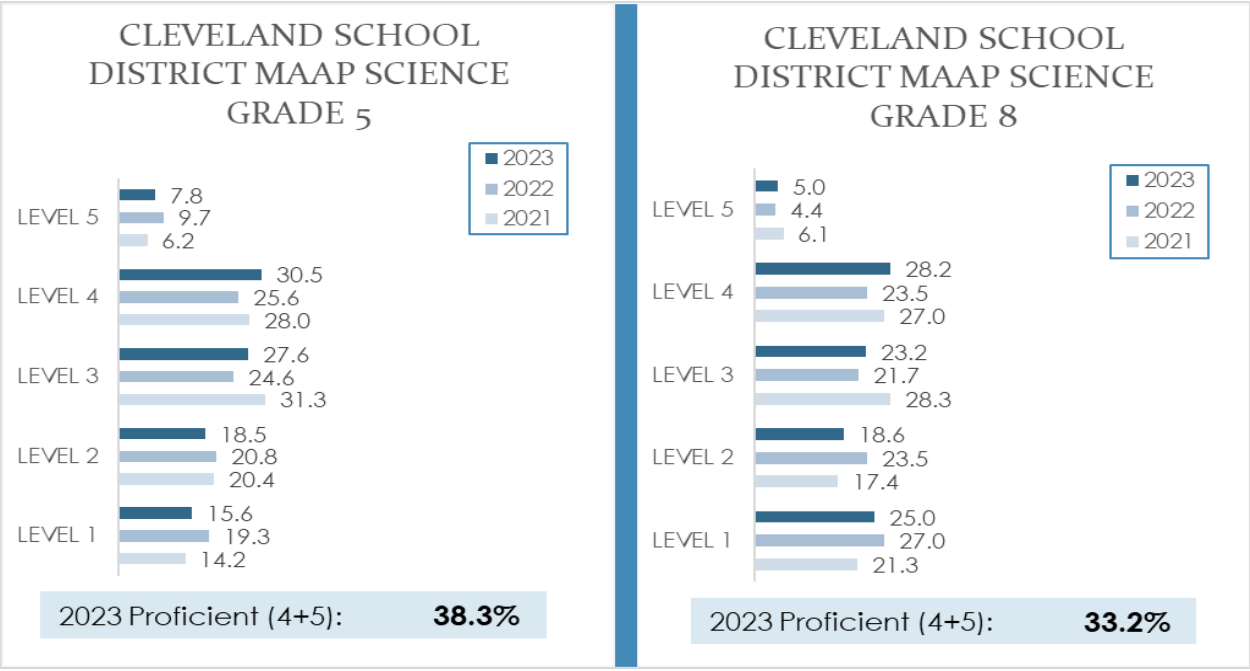


Figure 47: District MAAP-SCI Grades 5 and 8

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.

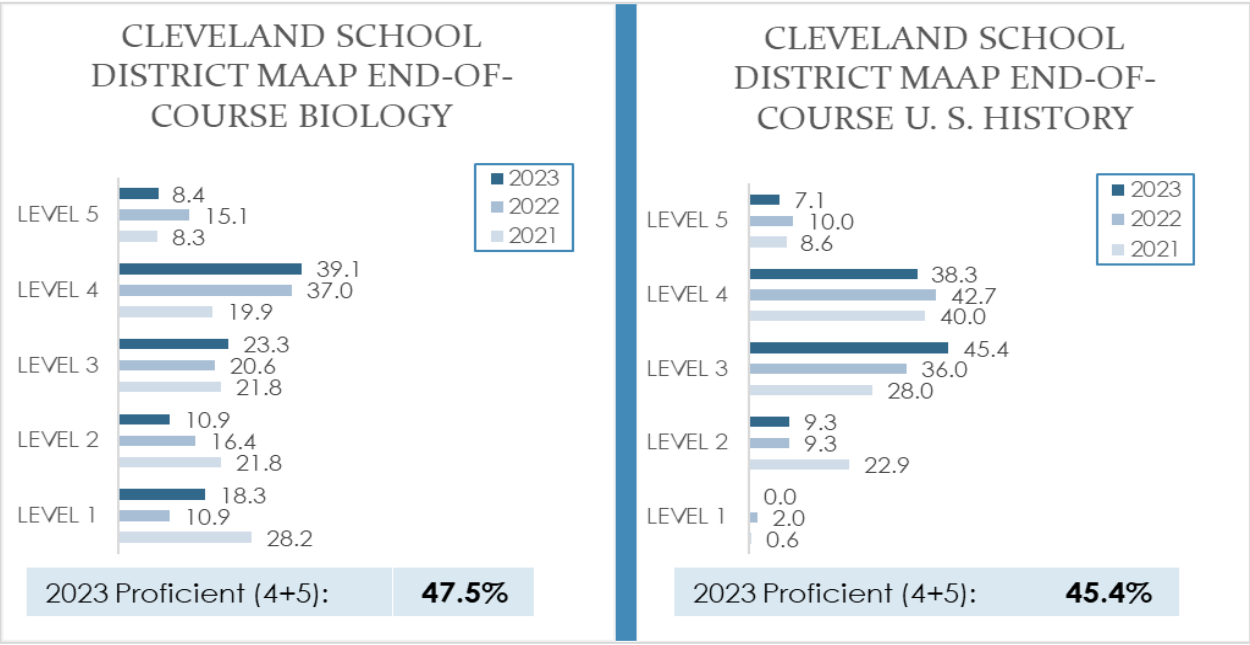


Figure 48: District MAAP-EOC Biology I and U. S. History

Proficiency Gain/Loss Over Time

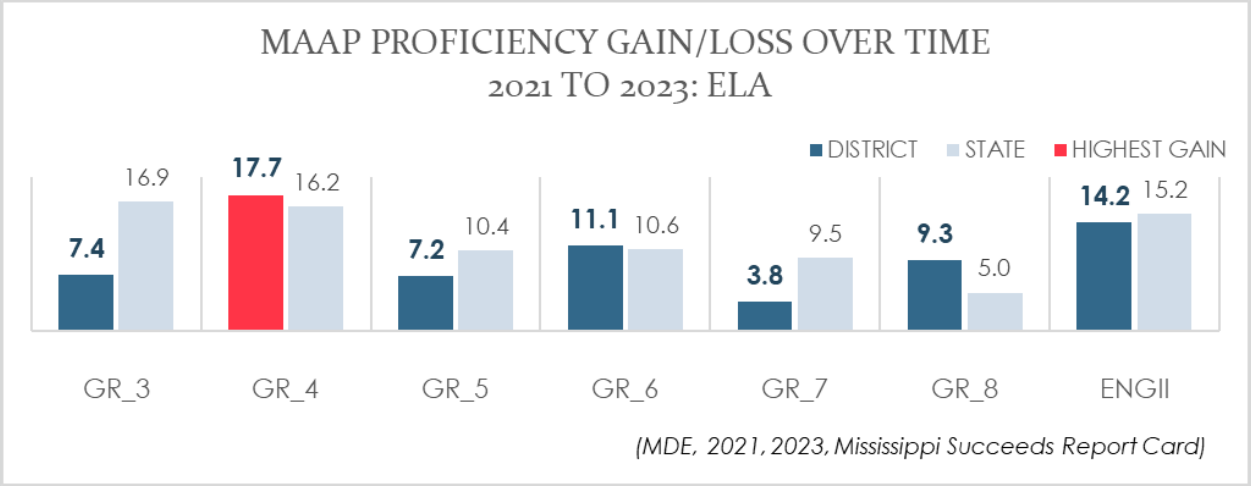


Figure 49: ELA Proficiency Gain/Loss Over Time

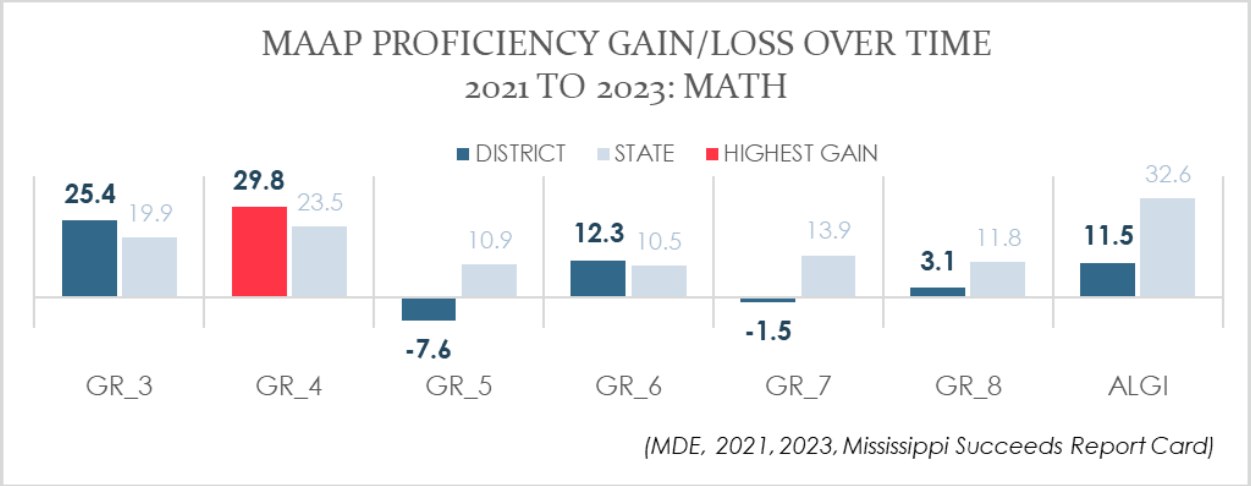


Figure 50: Math Proficiency Gain/Loss Over Time

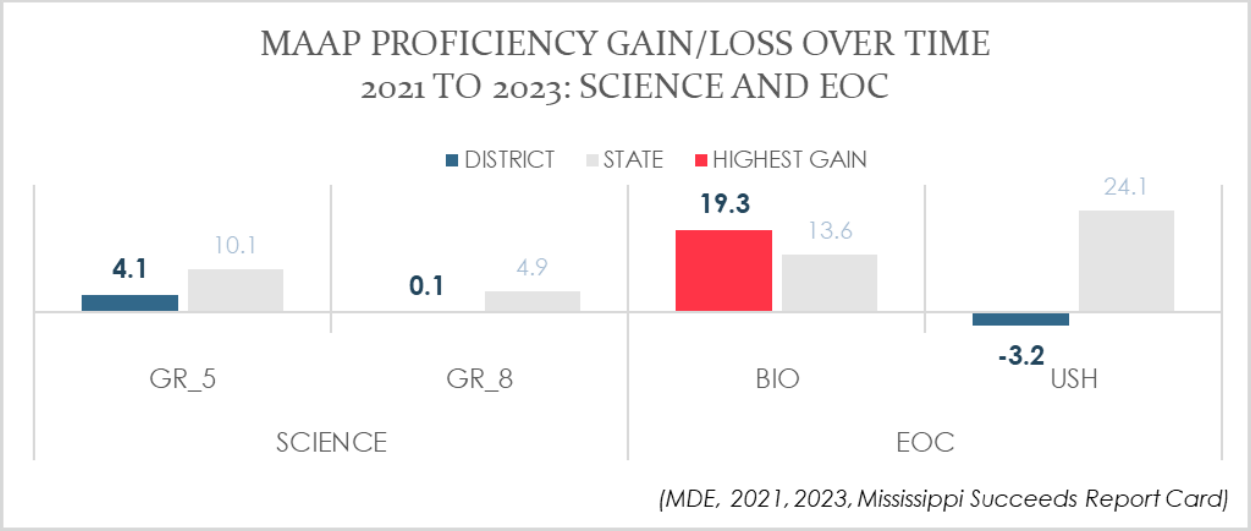


Figure 51: Science and EOC Proficiency Gain/Loss Over Time

Discipline

TAKEAWAY: In-school-suspension totals showed gains from 2022. Out-of-school-suspension (OSS) involved less than 10% of the student population; the majority of such actions involved Black or African American males. Reported incidents of violence were up slightly in 2023.

CLEVELAND SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE

		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	5.9	7.7	15.2	12.9	18.8	9.1	≤5		
GENDER	FEMALE	≤5	≤5	13.3	10.3	15.7	6.8	≤5		
	MALE	7.4	10.4	17.1	15.4	21.8	11.5			
RACE	BLACK OR AFRICAN AMERICAN	6.7	9.8	18.0	14.7	22.2	10.4			
	HISPANIC OR LATINO		≤5	≤5	≤5	≤5				
	TWO OR MORE RACES	≤5	≤5	8.8	9.2	16.3	5.9			
	WHITE	≤5	≤5	9.2	8.9	10.3	7.1	≤5		
DISABILITY	STUDENTS WITH DISABILITIES	7.2	9.0	13.2	13.7	19.2	11.7			
	STUDENTS WITHOUT DISABILITIES	5.7	7.5	15.6	12.7	18.8	8.6	≤5		
EL	LIMITED ENGLISH PROFICIENCY					≤5				
	NON LIMITED ENGLISH PROFICIENCY		7.8	15.5		19.1	9.3			
		INCIDENTS OF VIOLENCE			**REFERRALS TO LAW ENFORCEMENT**			**SCHOOL-BASED ARRESTS**		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	169.0	175.0	178.0		≤5			≤5	
GENDER	FEMALE	48.0	73.0	57.0		≤5			≤5	
	MALE	121.0	102.0	121.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	140.0	164.0	148.0		≤5			≤5	
	HISPANIC OR LATINO	≤10	≤10	≤10		≤5			≤5	
	TWO OR MORE RACES	≤10	≤10	≤10		≤5			≤5	
	WHITE	21.0	≤10	26.0		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES	34.0	29.0	37.0		≤5			≤5	
DISABILITY	STUDENTS WITHOUT DISABILITIES	135.0	146.0	141.0		≤5			≤5	
EL	NON LIMITED ENGLISH PROFICIENCY		175.0	178.0		≤5			≤5	

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

Figure 52: District Disciplinary Actions Reported to MDE



Finance

TAKEAWAY: Spending for instruction and administration has increased slightly since 2019. Total revenue is up $9.5M, while total operational expenditure including capitalized equipment has increased $5.4M. Title funding decreased about $4,400 between 2022 and 2023; ESSER funds for pandemic expenses have expired. FY2024 MAEP allocations are up $246.4K since FY2023 and fall $1.7M below full funding.

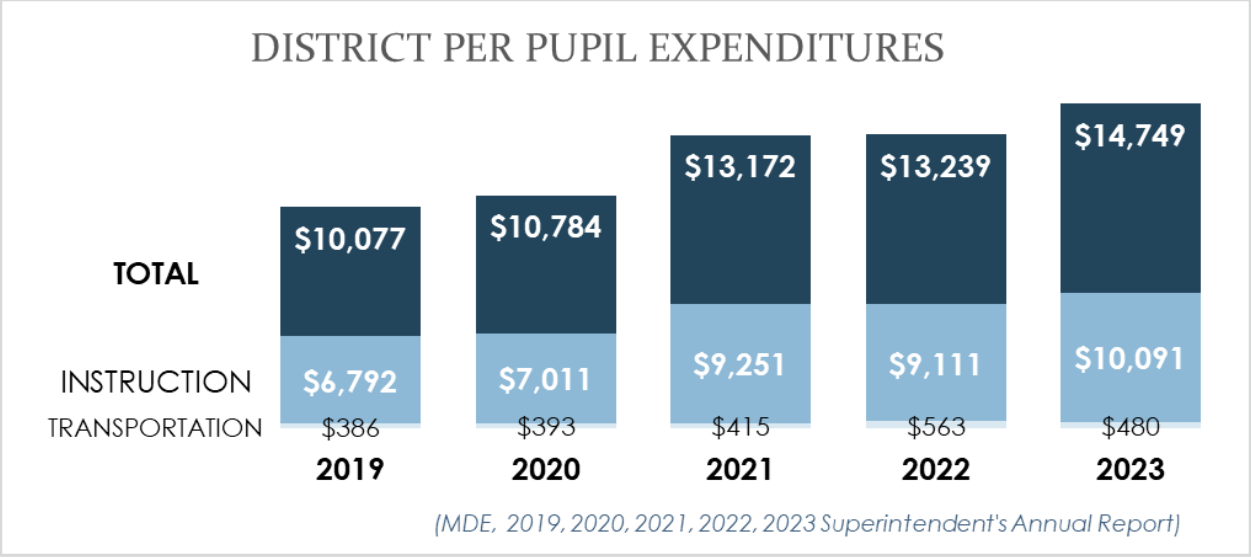


Figure 53: District Per Pupil Expenditures

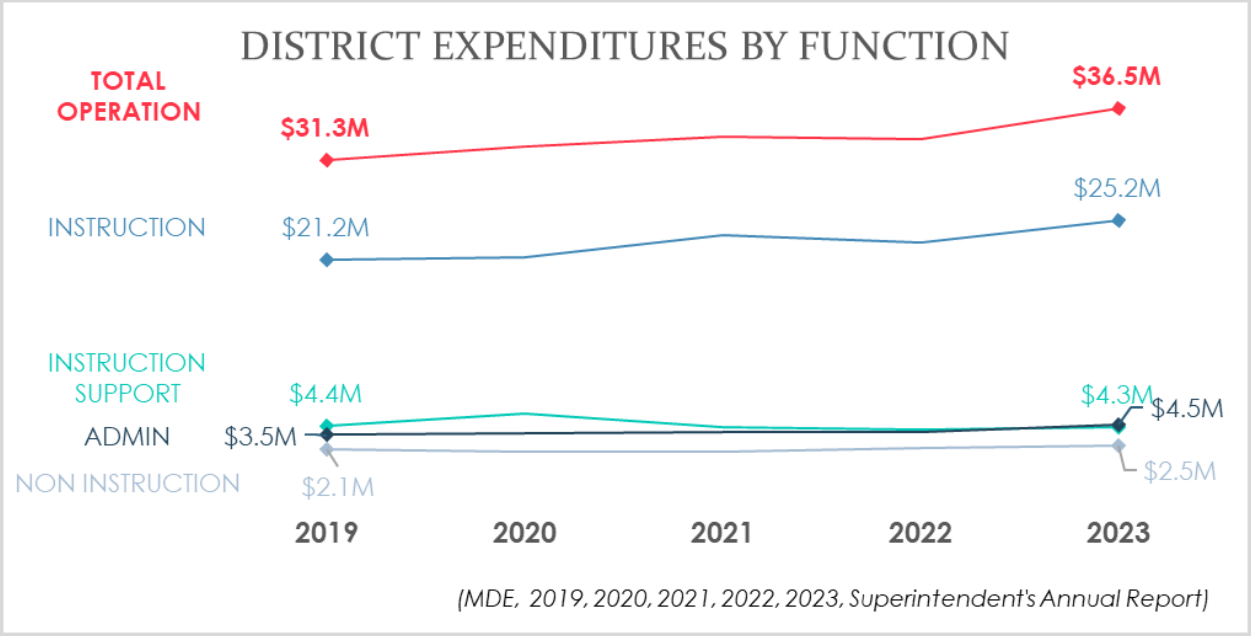


Figure 54: District Expenditures by Function

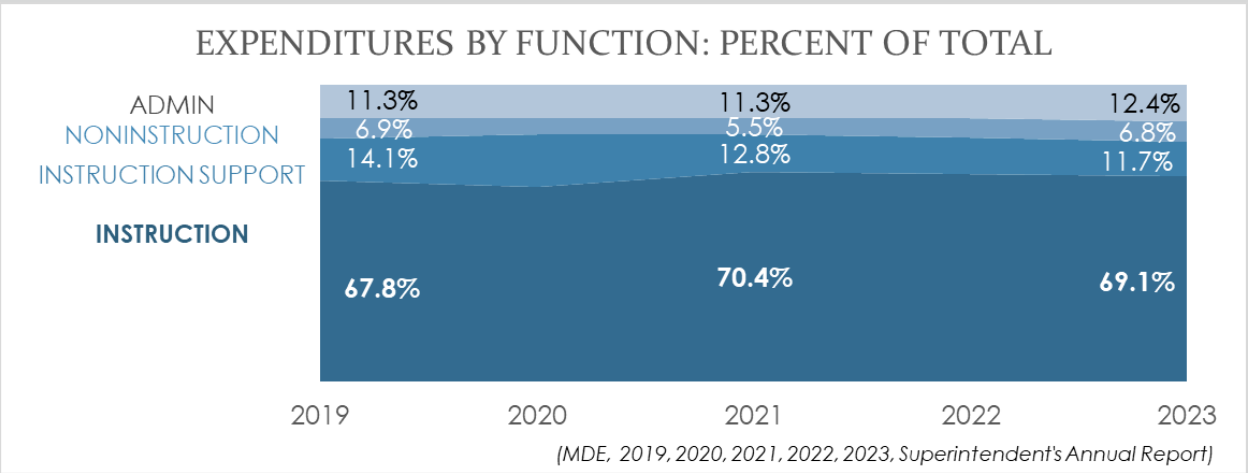


Figure 55: District Expenditures by Function: Percent of Total

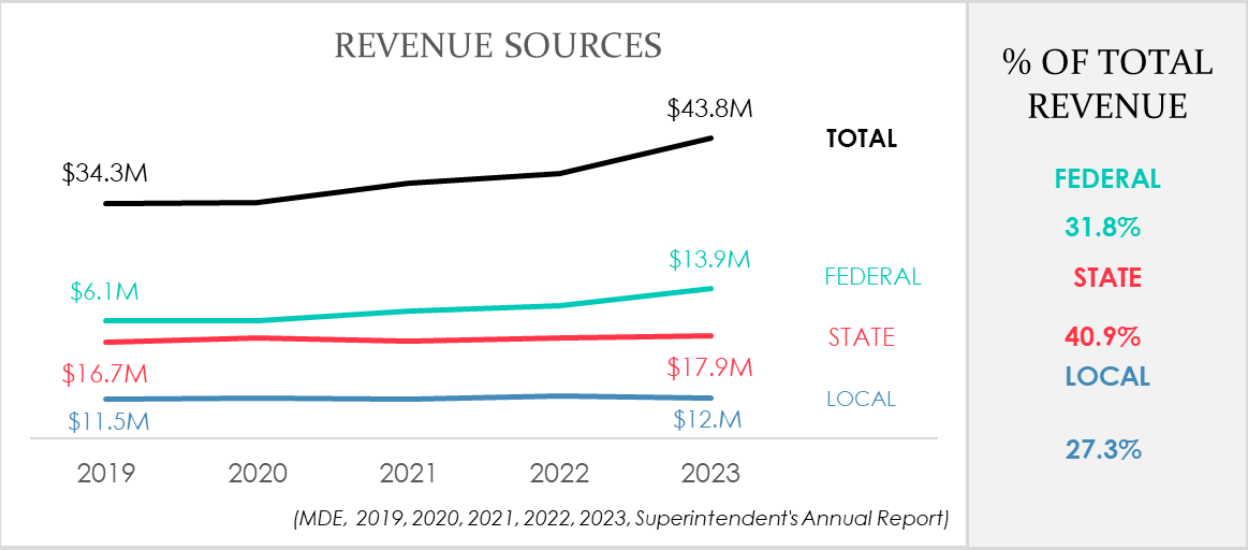


Figure 56: District Revenue Sources

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS				
FY2024 FULL FUND	**FY2024 ALLOCATION**	**FY2023 ALLOCATION**	**BELOW FULL (10.5%)**	**+/- FY2023 VS FY2024**
$16.7M	$15.0M	$14.7M	$1.7M	$246.4K

Figure 57: Mississippi Adequate Education Program (MAEP) Allocations

FEDERAL TITLE PROGRAMS FUNDING ALLOCATIONS					
	2019	2020	2021	2022	2023
TITLE I A	$2.2M	$1.7M	$1.6M	$1.9M	$1.9M
TITLE II A	$206.3K	$203.5K	$190.8K	$243.0K	$217.4K
TITLE IV A	$123.1K	$126.7K	$125.6K	$119.4K	$147.0K
TITLE V B	$63.3K	$66.5K	$64.3K	$66.5K	$76.3K
ESSER 1		$1.3M	$1.4M		
ESSER 2			$5.2M		

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

Figure 58: District Federal Title Programs Funding Allocation

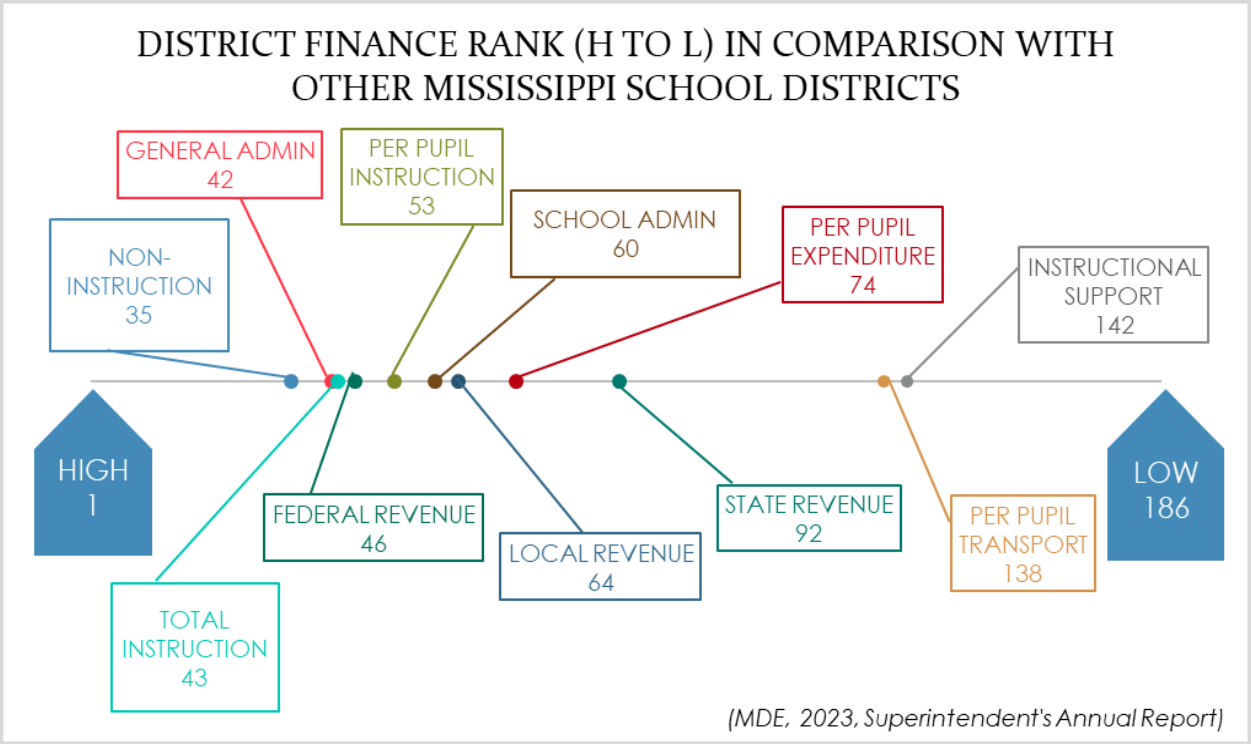


Figure 59: Current District Finance Rank Compared to Other Mississippi School Districts

Personnel

TAKEAWAY: The percentage of teachers teaching in their certified field has increased, but the percentage of experienced teachers districtwide has declined slightly since 2021. The per-pupil ratio has increased to 12.2. Average teacher salaries have increased, as have most administrative salaries; however, average salaries for principals have decreased slightly.

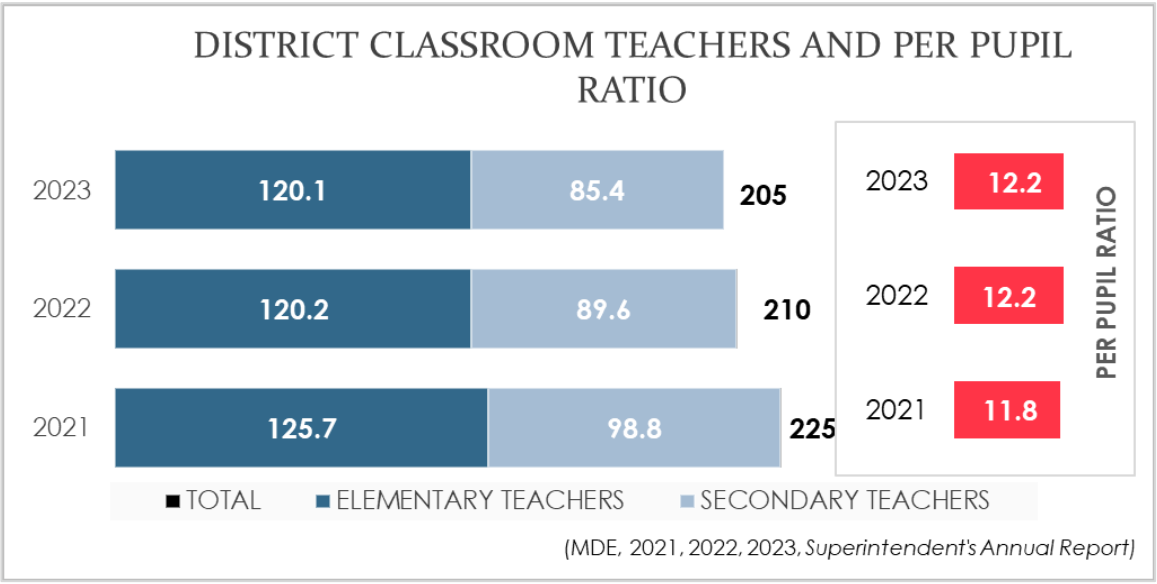


Figure 60: District Classroom Teachers and Per Pupil Ratio

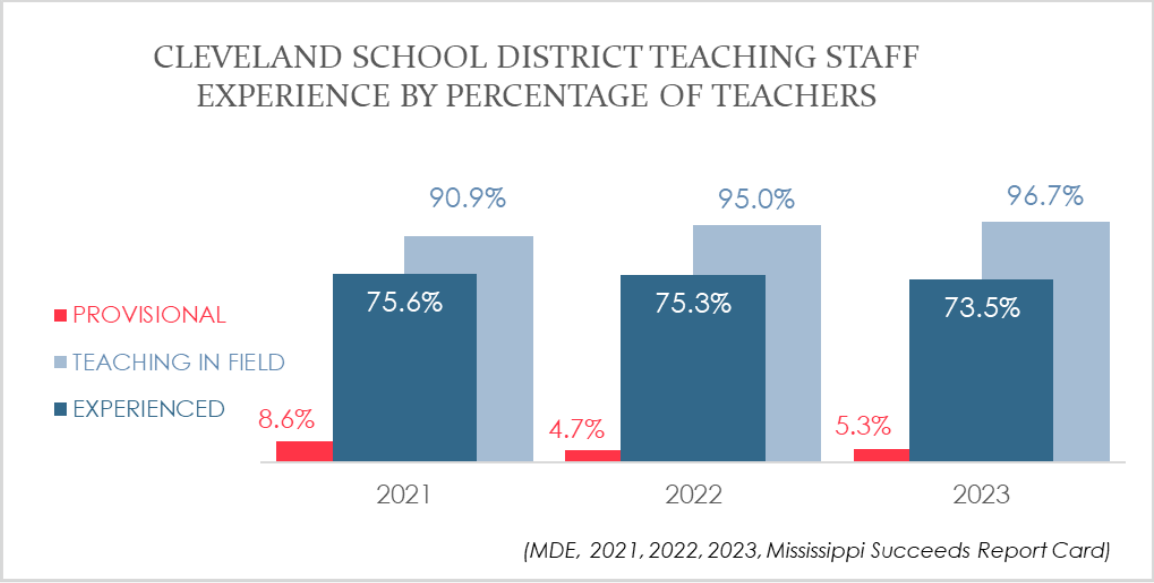


Figure 61: District Teaching Staff Experience by Percentage of Teachers

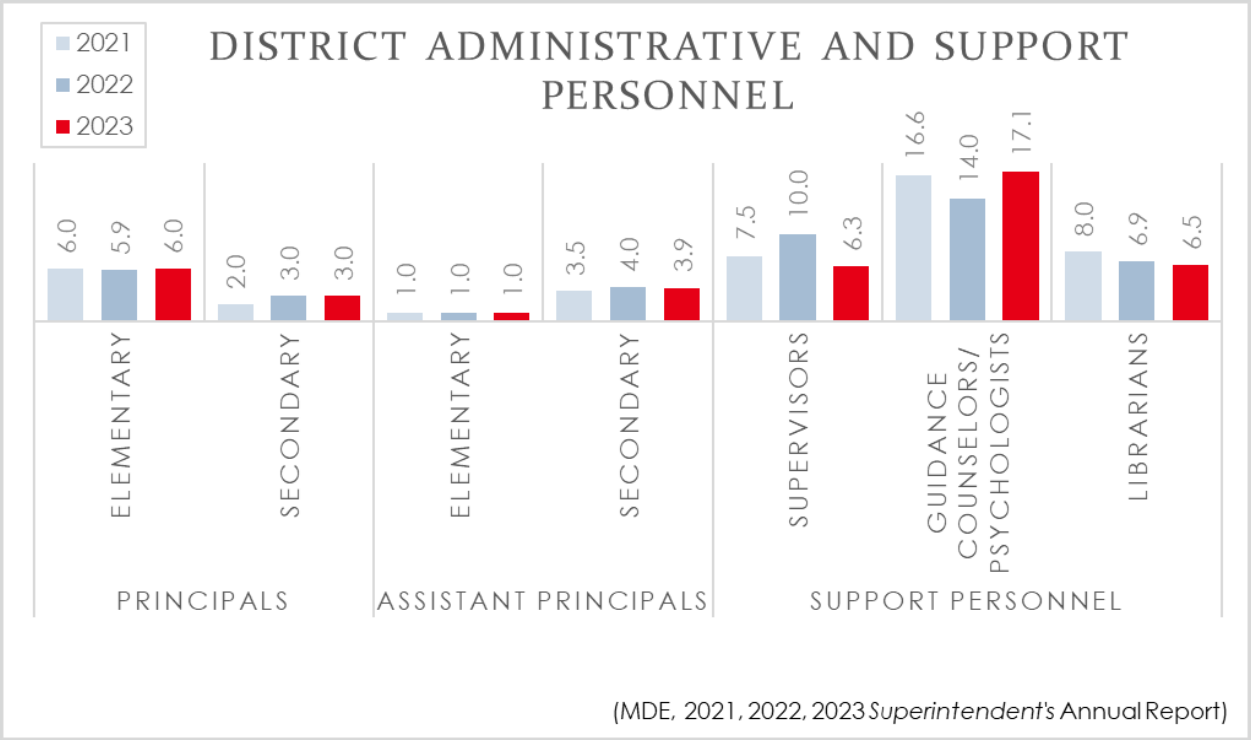


Figure 62: District Administrative and Support Personnel

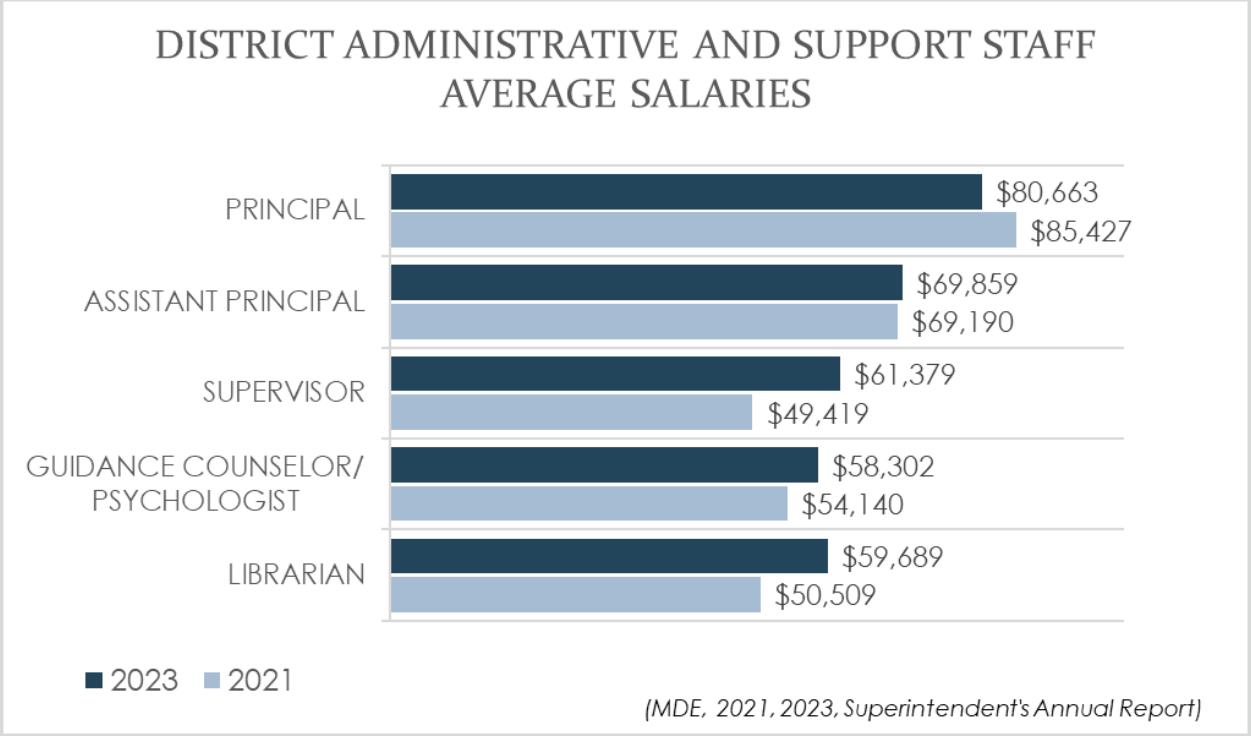


Figure 63: District Administrative and Support Staff Average Salaries

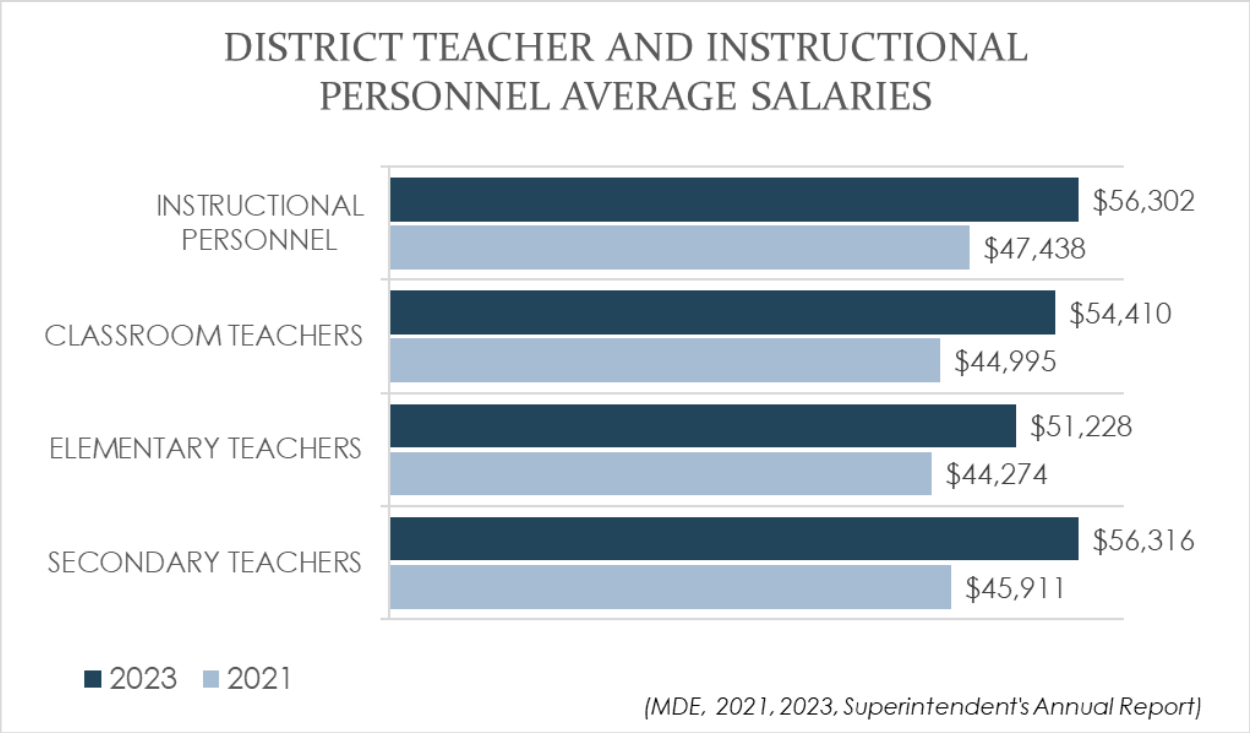


Figure 64: District Teacher and Instructional Personnel Average Salaries



Distribution of Respondents

ONE THOUSAND SEVEN HUNDRED FORTY-FIVE (1,745) 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.

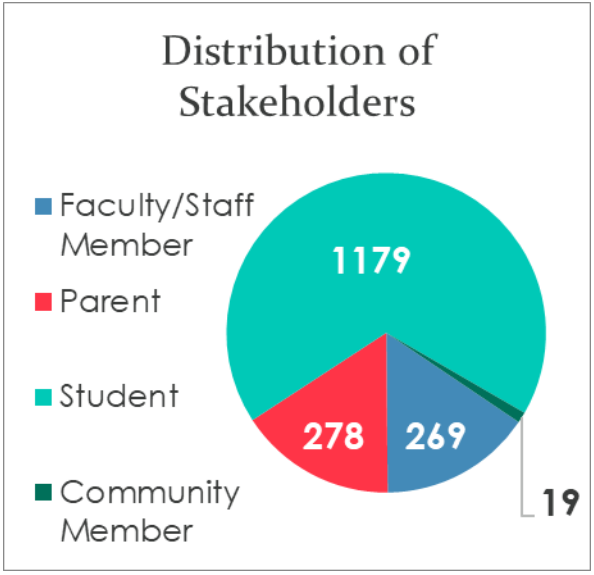


Figure 65: Distribution of Stakeholders



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 Cleveland School District.

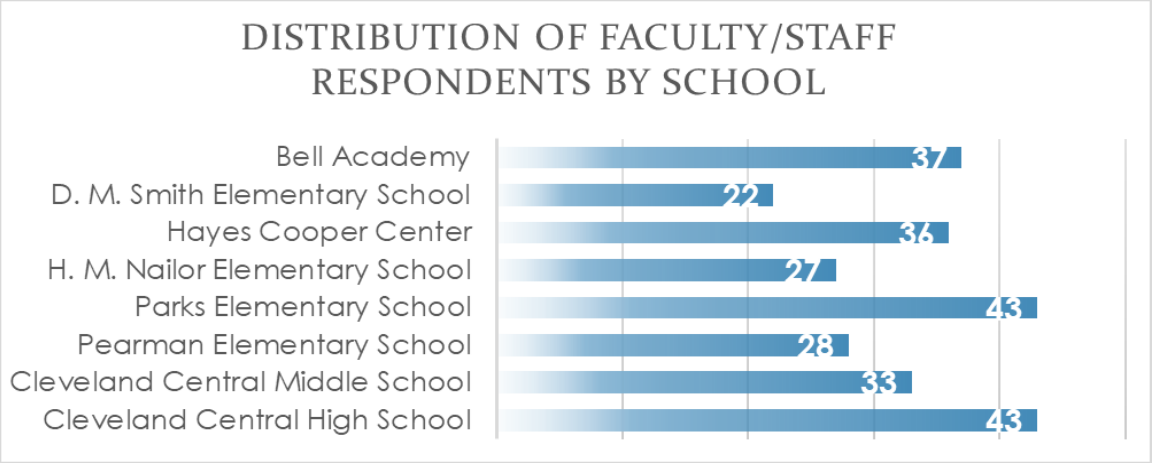


Figure 66: Distribution of Faculty/Staff Respondents by School

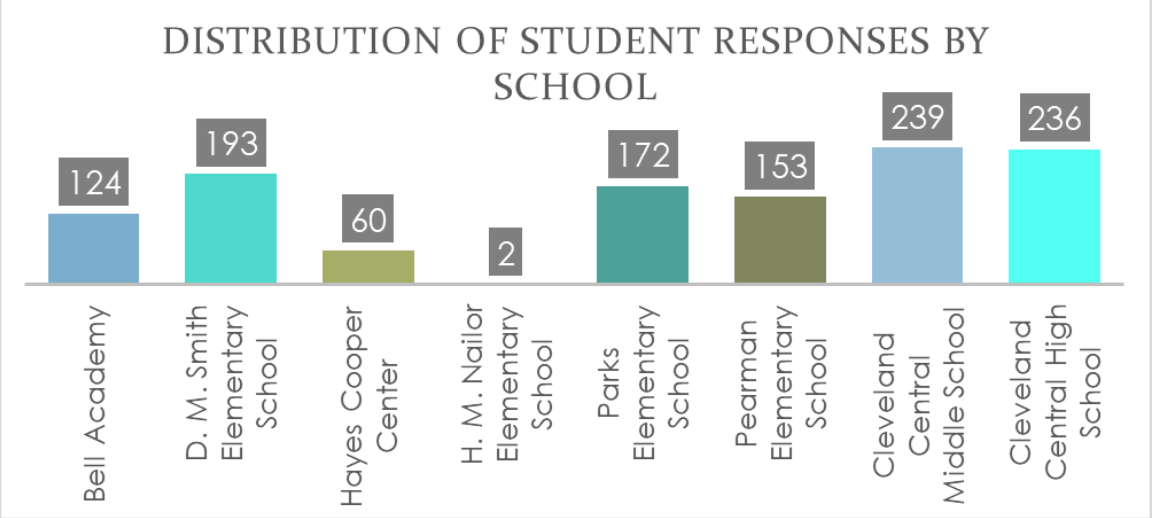


Figure 67: Distribution of Student Respondents by School

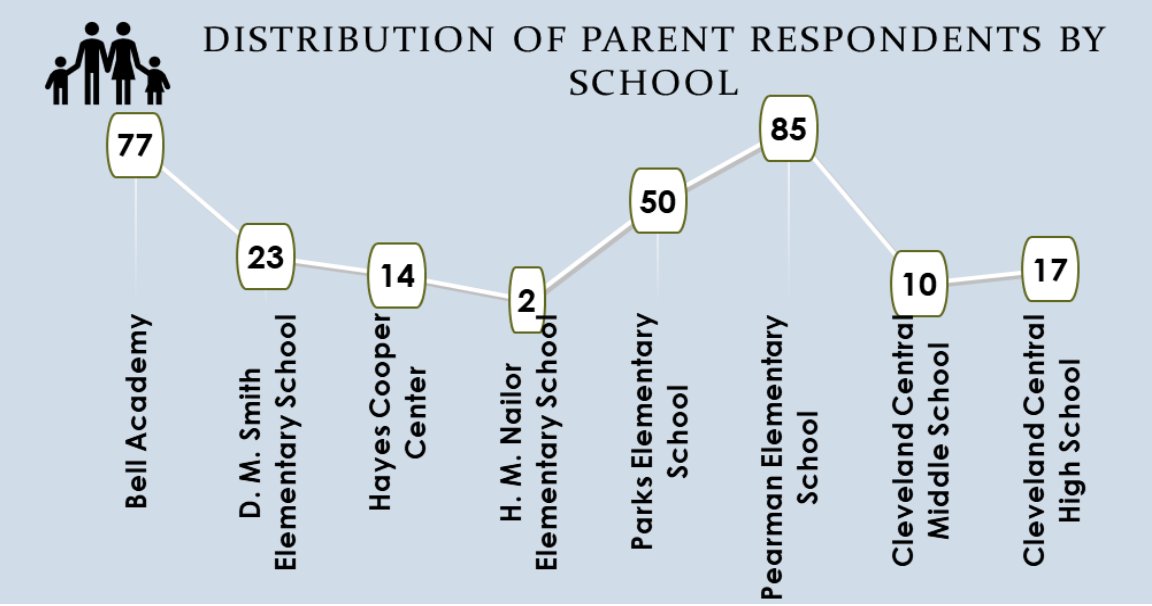


Figure 68: Distribution of Parent Respondents by School

Universal Questions

FACULTY, STAFF, PARENTS, COMMUNITY MEMBERS, AND STUDENTS responded to several questions in common so that a consensus might be ascertained for the whole district. Individual stakeholder group responses are recorded in other sections of this report for comparison purposes.

FEDERAL PROGRAMS

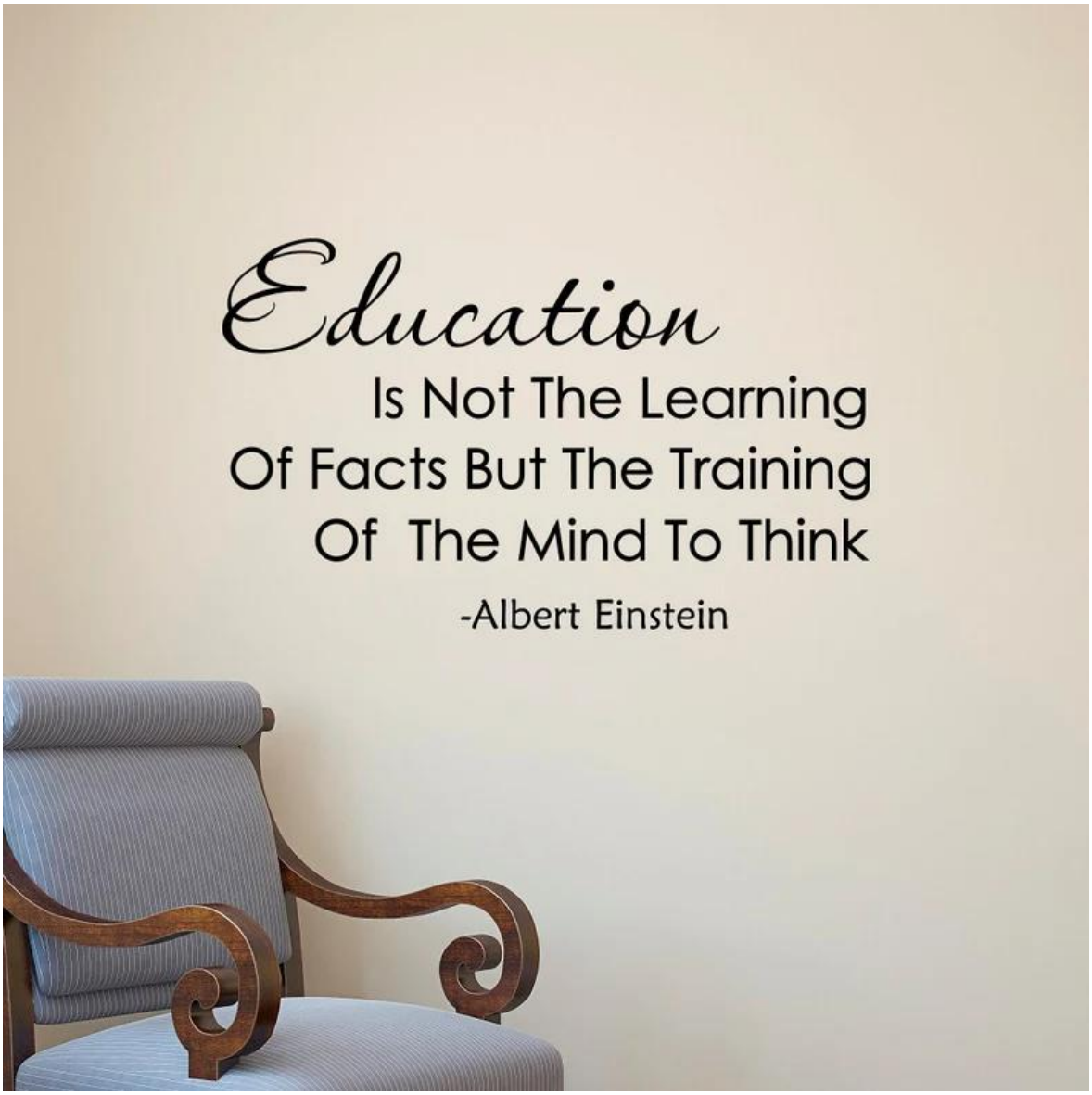
Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	377	21.6%
Agree	759	43.5%
Disagree	175	10.0%
Strongly Disagree	71	4.1%
Not Applicable or No Information	363	20.8%

CURRICULUM AND INSTRUCTION

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Mathematics	36.9%	50.0%	7.7%	2.3%	3.0%
Physical Education	37.5%	45.8%	6.2%	3.3%	7.2%
Career/Vocational Education	21.6%	35.9%	9.4%	4.4%	28.7%
Social Studies	33.1%	51.6%	8.1%	3.5%	3.7%
Fine Arts (music, visual arts, dance, drama)	24.8%	38.2%	10.7%	6.9%	19.4%
Foreign Languages	16.9%	33.7%	13.9%	8.3%	27.3%
English/Language Arts (reading, writing, speaking, listening)	41.0%	50.0%	3.8%	2.1%	3.1%
Health Education	32.9%	44.4%	8.4%	3.1%	11.3%
Science	38.5%	49.6%	6.6%	2.6%	2.7%

SCHOOL CLIMATE AND CULTURE

Teachers and administrators in our school consistently enforce school rules.	Count	Percentage
Strongly Agree	627	35.9%
Agree	865	49.6%
Disagree	131	7.5%
Strongly Disagree	52	3.0%
Not Applicable or No Information	70	4.0%



Summary of District Strengths and Challenges

One thousand seven hundred forty-five (1,745) stakeholders from eight schools responded to the 2024 Cleveland School District Comprehensive Needs Assessment survey online. Students comprise 67.6% of the total. Faculty/staff members represent 47.5% of the adult response, with parents accounting for 49.1%. Community members make up 3.4% of the adult response or 1.1% of the total.

Cleveland School District is an established district focused on teaching and learning. District enrollment has decreased -15.3% since 2020. The district held to its "C" accountability rating in 2023 for the fifth year in a row. The district experienced a 0.6% change in average daily attendance between 2022 and 2023, and chronic absence dropped to 25.5%. The district's graduation rate dropped to 79.6%; the dropout rate increased to 17.2%. Graduation rates for students with disabilities rose by 13.9 percentage points.

In response to statements on the comprehensive needs survey about federal programs, stakeholders strongly indicate that federal funds are used effectively in the district. Regarding statements about curriculum and instruction, the majority of stakeholders agree that the district is doing a good job in all major subject areas but could use improvement in foreign language instruction, fine arts, and physical education. When asked about school climate and culture, over 85% of stakeholders believe that teachers and administrators in the district consistently enforce school rules.

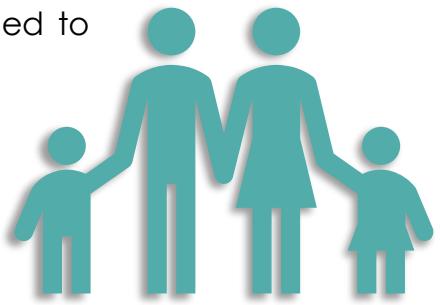


SECTION 2

Cleveland School District Parent Survey

Introduction

PARENTS from across Cleveland School District were asked to respond to questions about the school or schools their children attend. Two hundred seventy-eight (278) 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 Improvement; School Climate and Culture; and Preschool and Kindergarten*. A summary of open-ended question answers is included in each school's parent section.



Survey Results

FEDERAL PROGRAMS

In my experience, teachers in the school are state certified and effective.		
	Count	Percentage
Strongly Agree	111	39.9%
Agree	141	50.7%
Disagree	11	4.0%
Strongly Disagree	4	1.4%
Not Applicable or No Information	11	4.0%

School nurses help improve student attendance and academic achievement.	Count	Percentage
Strongly Agree	85	30.6%
Agree	120	43.2%
Disagree	28	10.1%
Strongly Disagree	10	3.6%
Not Applicable or No Information	35	12.6%

Student behavior is rarely a problem.	Count	Percentage
Strongly Agree	47	16.9%
Agree	117	42.1%
Disagree	77	27.7%
Strongly Disagree	21	7.6%
Not Applicable or No Information	16	5.8%

Federal funds are used effectively at my school.	Count	Percentage
Strongly Agree	83	29.9%
Agree	121	43.5%
Disagree	23	8.3%
Strongly Disagree	6	2.2%
Not Applicable or No Information	45	16.2%

I have input into how federal dollars are spent in my school.	Count	Percentage
Strongly Agree	53	19.1%
Agree	90	32.4%
Disagree	54	19.4%
Strongly Disagree	17	6.1%
Not Applicable or No Information	64	23.0%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.	Count	Percentage
Strongly Agree	63	22.7%
Agree	134	48.2%
Disagree	26	9.4%
Strongly Disagree	13	4.7%
Not Applicable or No Information	42	15.1%

I have read and understood the Title I School-Parent Compact.	Count	Percentage
Yes	235	84.5%
No	43	15.5%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:	Count	Percentage
Improving access to foreign language instruction, arts, and music education	116	41.7%
Supporting college and career counseling	111	39.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	161	57.9%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	111	39.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	108	38.8%

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	120	43.2%
Providing school-based mental health services and counseling	153	55.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	98	35.3%
Establishing or improving dropout prevention	95	34.2%
Supporting re-entry programs and transition services for Justice-involved youth	60	21.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	116	41.7%
Implementing systems and practices to prevent bullying and harassment	160	57.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	142	51.1%

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
Establishing community partnerships	101	36.3%

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	164	59.0%
Building technological capacity and infrastructure	114	41.0%
Carrying out innovative blended learning projects	90	32.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	136	48.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	113	40.6%

Are you aware that your child's school is a Title 1 School?

	Count	Percentage
Yes	232	84.1%
No	44	15.9%

Have you been invited to attend Title specific programming at your child's schools in the past?

	Count	Percentage
Yes	183	67.0%
No	90	33.0%

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	138	49.6%
Safety in the schools	150	54.0%
Curriculum and learning goals	174	62.6%

As a parent, I would like more information regarding:		
	Count	Percentage
Available technology and how it's used in the class-room	122	43.9%
How to contact my child's teacher	50	18.0%
Homework	77	27.7%

I would like my child's school to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	62	22.3%
Drug/Alcohol Awareness	75	27.0%
Computer Classes	82	29.5%
Conflict Resolution	101	36.3%
Discipline	98	35.3%
English as a Second Language	42	15.1%
Health Classes	83	29.9%
Literacy Classes	60	21.6%
Math Classes	82	29.5%
Parent-to-School Relationships	110	39.6%
Parent/Child Communication	106	38.1%
Preparing for College	82	29.5%
Parenting Workshops	93	33.5%
Social Media Classes	45	16.2%
Stress/Anger Management	113	40.6%
Understanding College- and Career-Ready Standards	80	28.8%

I would like my child's school 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	124	44.6%
Help my child with homework	106	38.1%
How to motivate my child	133	47.8%
How to promote family reading	72	25.9%
How to set goals for my child	105	37.8%
Manage time	93	33.5%
Prepare my child for testing	146	52.5%
Understand my child's learning styles	163	58.6%

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	64	23.0%
District and/or school newsletters	102	36.7%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	124	44.6%
Resource materials for parental training	101	36.3%
Training for parents to work with other parents on becoming involved in the schools	124	44.6%
Travel expenses to attend parent involvement/PTA workshops and conferences.	61	21.9%
Home/School folders	100	36.0%
Home/School Planners	93	33.5%

Curriculum and Instruction

Students are given a sufficient amount of homework to help them succeed at their studies.	Count	Percentage
Strongly Agree	80	28.8%
Agree	152	54.7%
Disagree	27	9.7%
Strongly Disagree	14	5.0%
Not Applicable or No Information	5	1.8%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	85	30.6%
Agree	154	55.4%
Disagree	23	8.3%
Strongly Disagree	6	2.2%
Not Applicable or No Information	10	3.6%

Teachers hold high expectations for student learning.	Count	Percentage
Strongly Agree	109	39.2%
Agree	135	48.6%
Disagree	22	7.9%
Strongly Disagree	8	2.9%
Not Applicable or No Information	4	1.4%

Our school (district) is doing a good job in the following areas:	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Physical Education	33.5%	57.6%	3.6%	2.2%	3.2%
Career/Vocational Education	18.7%	41.4%	6.8%	3.6%	29.5%
Social Studies	29.9%	57.2%	7.2%	1.8%	4.0%
Fine Arts (music, visual arts, dance, drama)	23.4%	48.2%	11.2%	9.4%	7.9%
Mathematics	35.3%	55.0%	4.0%	2.9%	2.9%
English/Language Arts (reading, writing, speaking, listening)	35.6%	55.4%	4.0%	2.5%	2.5%
Health Education	25.9%	54.3%	10.1%	2.5%	7.2%
Science	35.3%	54.7%	5.4%	2.5%	2.2%
Foreign Languages	15.1%	36.0%	12.2%	11.2%	25.5%

Our school is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.	Count	Percentage
Strongly Agree	71	25.5%
Agree	132	47.5%
Disagree	24	8.6%
Strongly Disagree	11	4.0%
Not Applicable or No Information	40	14.4%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	90	32.4%
Agree	154	55.4%
Disagree	18	6.5%
Strongly Disagree	10	3.6%
Not Applicable or No Information	6	2.2%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	97	34.9%
Agree	145	52.2%
Disagree	24	8.6%
Strongly Disagree	8	2.9%
Not Applicable or No Information	4	1.4%

I have been involved in more than one activity at my child's school.

	Count	Percentage
Yes	223	81.7%
No	50	18.3%

Which type of activities have you attended?

	Count	Percentage
Sports/ Club	53	19.1%
Open House	190	68.3%
PTA/PTSA	137	49.3%
Science Night/Math/Literacy Night	57	20.5%
Data Night	73	26.3%
Volunteer Opportunities/Field Trip Chaperone	85	30.6%
Financial Aid/ College Readiness Workshops	14	5.0%

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

	Count	Percentage
Strongly Agree	91	32.7%
Agree	148	53.2%
Disagree	25	9.0%
Strongly Disagree	7	2.5%
Not Applicable or No Information	7	2.5%

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

	Count	Percentage
Strongly Agree	62	22.3%
Agree	131	47.1%
Disagree	43	15.5%
Strongly Disagree	14	5.0%
Not Applicable or No Information	28	10.1%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	99	35.6%
Agree	137	49.3%
Disagree	27	9.7%
Strongly Disagree	11	4.0%
Not Applicable or No Information	4	1.4%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.

	Count	Percentage
Strongly Agree	105	37.8%
Agree	151	54.3%
Disagree	14	5.0%
Strongly Disagree	7	2.5%
Not Applicable or No Information	1	0.4%

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

	Count	Percentage
Strongly Agree	93	33.5%
Agree	151	54.3%
Disagree	15	5.4%
Strongly Disagree	4	1.4%
Not Applicable or No Information	15	5.4%

In the past year, I have attended/participated in the following:	Count	Percentage
Parent/teacher conference	167	60.1%
Checked my child's grades/assignments online	201	72.3%
Been in contact with my child's teacher	229	82.4%
Received a newsletter from the district, school, or teacher	164	59.0%
Worked with a committee or group on school or district policies	29	10.4%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	121	43.5%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	129	46.4%
Volunteered at my child's school	76	27.3%

School Improvement

The school is committed to a shared purpose and direction.	Count	Percentage
Strongly Agree	84	30.2%
Agree	160	57.6%
Disagree	13	4.7%
Strongly Disagree	5	1.8%
Not Applicable or No Information	16	5.8%

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	82	29.5%
Agree	149	53.6%
Disagree	19	6.8%
Strongly Disagree	10	3.6%
Not Applicable or No Information	18	6.5%

Students, parents and school personnel show pride in the school campus and help keep it attractive.		
	Count	Percentage
Strongly Agree	96	34.7%
Agree	152	54.9%
Disagree	12	4.3%
Strongly Disagree	5	1.8%
Not Applicable or No Information	12	4.3%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	102	36.7%
Agree	146	52.5%
Disagree	16	5.8%
Strongly Disagree	4	1.4%
Not Applicable or No Information	10	3.6%

Discipline policies are fair at this school.		
	Count	Percentage
Strongly Agree	81	29.1%
Agree	148	53.2%
Disagree	22	7.9%
Strongly Disagree	12	4.3%
Not Applicable or No Information	15	5.4%

As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	101	36.3%
Agree	135	48.6%
Disagree	25	9.0%
Strongly Disagree	6	2.2%
Not Applicable or No Information	11	4.0%

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

	Count	Percentage
Strongly Agree	77	27.7%
Agree	130	46.8%
Disagree	23	8.3%
Strongly Disagree	10	3.6%
Not Applicable or No Information	38	13.7%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	80	28.8%
Agree	161	57.9%
Disagree	16	5.8%
Strongly Disagree	8	2.9%
Not Applicable or No Information	13	4.7%

The school's grading policies and practices are administered fairly.

	Count	Percentage
Strongly Agree	83	29.9%
Agree	169	60.8%
Disagree	13	4.7%
Strongly Disagree	7	2.5%
Not Applicable or No Information	6	2.2%

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

	Count	Percentage
Strongly Agree	90	32.4%
Agree	149	53.6%
Disagree	15	5.4%
Strongly Disagree	6	2.2%
Not Applicable or No Information	18	6.5%

Students show respect for each other.	Count	Percentage
Strongly Agree	59	21.2%
Agree	162	58.3%
Disagree	30	10.8%
Strongly Disagree	14	5.0%
Not Applicable or No Information	13	4.7%

PRESCHOOL AND KINDERGARTEN

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Understanding the difference between right and wrong and recognizing and respecting authority figures.	37.7%	44.5%	2.7%	2.1%	13.0%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	31.5%	50.7%	4.8%	1.4%	11.6%
Playing independently or in a small group without needing to be constantly supervised.	30.6%	49.3%	3.5%	2.8%	13.9%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	32.2%	50.0%	2.7%	2.7%	12.3%
Making decisions for himself/herself and exploring new experiences.	33.6%	47.9%	3.4%	1.4%	13.7%

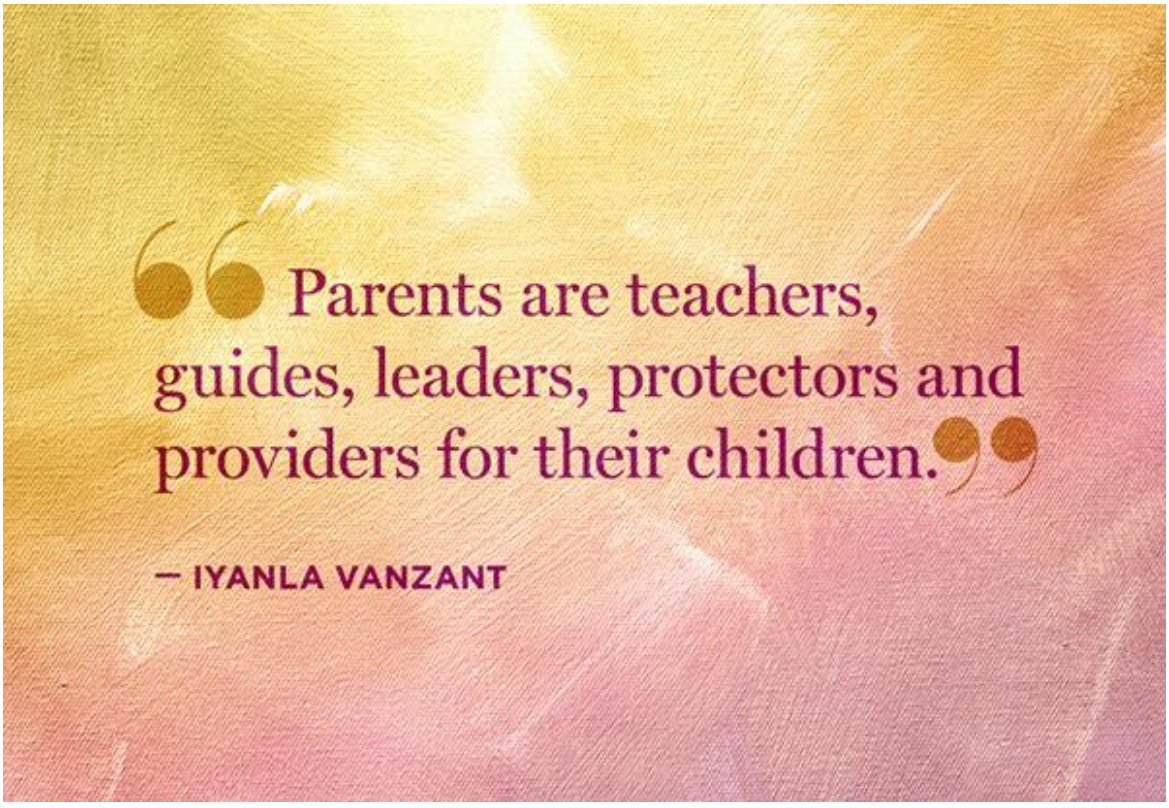
I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	32.2%	47.3%	4.1%	2.1%	14.4%
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.	26.0%	44.5%	8.9%	4.1%	16.4%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	29.0%	45.5%	6.2%	2.1%	17.2%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	34.2%	46.6%	3.4%	1.4%	14.4%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	32.2%	47.9%	4.1%	2.7%	13.0%

I know what my child is learning and must learn this school year.	Count	Percentage
Strongly Agree	62	42.5%
Agree	66	45.2%
Disagree	6	4.1%
Strongly Disagree	3	2.1%
Not Applicable or No Information	9	6.2%

GENERAL OPINION

Note: In response to an open-ended question, stakeholders were invited to comment about what other enrichment or college readiness programs they would like to see implemented in the district. Those responses are summarized below.

PARENTS from Cleveland School District would like to see the following enrichment opportunities and college readiness programs: more electives, 3 year old PK, ACT prep, AP classes, life skills classes, after school tutoring, ASL, fine arts courses, bullying awareness and prevention, career readiness, dyslexia help, field trips, foreign languages, home economics, junior robotics, leadership classes, middle school gifted program, more technical classes, summer internships, TRIO, and writing skills.



Notes

SECTION 3

Cleveland School District Student Survey

Introduction

STUDENTS from across Cleveland School District were asked to respond to questions about the schools they attend. One thousand one hundred seventy-nine (1,179) students responded to the survey.



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

Survey Results

FEDERAL PROGRAMS

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	194	16.5%
Agree	502	42.6%
Disagree	136	11.5%
Strongly Disagree	62	5.3%
Not Applicable or No Information	285	24.2%

CURRICULUM AND INSTRUCTION

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Fine Arts (music, visual arts, dance, drama)	26.5%	34.7%	9.8%	6.4%	22.6%
Mathematics	39.3%	46.8%	8.9%	2.7%	2.3%
Physical Education	41.3%	40.4%	6.5%	3.6%	8.1%
Career/Vocational Education	23.1%	34.5%	10.2%	4.7%	27.5%
Social Studies	36.7%	48.6%	7.5%	4.4%	2.7%
Foreign Languages	18.4%	30.9%	15.0%	8.1%	27.6%
English/Language Arts (reading, writing, speaking, listening)	45.6%	46.4%	3.7%	1.8%	2.5%
Health Education	38.0%	40.2%	7.7%	3.1%	10.9%
Science	42.2%	46.2%	6.7%	2.9%	2.0%

My school work is challenging and requires my best effort.	Count	Percentage
Strongly Agree	422	35.8%
Agree	578	49.0%
Disagree	110	9.3%
Strongly Disagree	56	4.7%
Not Applicable or No Information	13	1.1%

Homework that I am expected to complete helps me improve my learning.	Count	Percentage
Strongly Agree	313	26.5%
Agree	583	49.4%
Disagree	159	13.5%
Strongly Disagree	76	6.4%
Not Applicable or No Information	48	4.1%

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

	Count	Percentage
Strongly Agree	297	25.2%
Agree	663	56.2%
Disagree	128	10.9%
Strongly Disagree	43	3.6%
Not Applicable or No Information	48	4.1%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	312	26.5%
Agree	663	56.2%
Disagree	111	9.4%
Strongly Disagree	54	4.6%
Not Applicable or No Information	39	3.3%

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	412	34.9%
Agree	554	47.0%
Disagree	115	9.8%
Strongly Disagree	46	3.9%
Not Applicable or No Information	52	4.4%

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

	Count	Percentage
Strongly Agree	317	26.9%
Agree	586	49.7%
Disagree	147	12.5%
Strongly Disagree	50	4.2%
Not Applicable or No Information	79	6.7%

SCHOOL CLIMATE AND CULTURE

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	433	36.7%
Agree	584	49.5%
Disagree	81	6.9%
Strongly Disagree	32	2.7%
Not Applicable or No Information	49	4.2%

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

	Count	Percentage
Strongly Agree	376	31.9%
Agree	598	50.7%
Disagree	115	9.8%
Strongly Disagree	55	4.7%
Not Applicable or No Information	35	3.0%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	334	28.3%
Agree	639	54.2%
Disagree	104	8.8%
Strongly Disagree	43	3.6%
Not Applicable or No Information	59	5.0%

My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	333	28.2%
Agree	570	48.3%
Disagree	170	14.4%
Strongly Disagree	53	4.5%
Not Applicable or No Information	53	4.5%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	459	38.9%
Agree	512	43.4%
Disagree	89	7.5%
Strongly Disagree	40	3.4%
Not Applicable or No Information	79	6.7%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	337	28.6%
Agree	562	47.7%
Disagree	114	9.7%
Strongly Disagree	59	5.0%
Not Applicable or No Information	107	9.1%

The people in the principal's office care about students as individuals.		
	Count	Percentage
Strongly Agree	406	34.4%
Agree	550	46.6%
Disagree	97	8.2%
Strongly Disagree	55	4.7%
Not Applicable or No Information	71	6.0%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	369	31.3%
Agree	475	40.3%
Disagree	184	15.6%
Strongly Disagree	95	8.1%
Not Applicable or No Information	56	4.7%

Notes

SECTION 4

Cleveland School District Faculty/Staff Survey

Introduction

FACULTY AND STAFF from across Cleveland School District were asked to respond to questions about the schools in which they work. Two hundred sixty-nine (269) 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 Improvement; School Climate and Culture; Technology; and Professional Development*. A summary of open-ended question responses is included in each school's faculty/staff section.

Survey Results

FEDERAL PROGRAMS

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	98	36.4%
Agree	130	48.3%
Disagree	9	3.3%
Strongly Disagree	2	0.7%
Not Applicable or No Information	30	11.2%

I have input into how federal dollars are spent in my school.	Count	Percentage
Strongly Agree	50	18.6%
Agree	96	35.7%
Disagree	44	16.4%
Strongly Disagree	20	7.4%
Not Applicable or No Information	59	21.9%

I use disaggregated student data to inform classroom decisions and instructional practices.	Count	Percentage
Strongly Agree	83	30.9%
Agree	123	45.7%
Disagree	9	3.3%
Strongly Disagree	2	0.7%
Not Applicable or No Information	52	19.3%

I use effective, evidence-based strategies for:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	39.8%	47.6%	2.2%	0.4%	10.0%
Teaching special needs students.	34.2%	43.5%	1.9%	0.7%	19.7%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	23.4%	43.9%	4.8%	1.9%	26.0%
Developing and using classroom assessments.	38.3%	45.0%	0.7%	0.4%	15.6%
Closing the achievement gap between diverse groups of students.	37.2%	48.3%	3.7%	0.0%	10.8%

I contact parents every week.		
	Count	Percentage
Strongly Agree	90	33.5%
Agree	102	37.9%
Disagree	22	8.2%
Strongly Disagree	4	1.5%
Not Applicable or No Information	51	19.0%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	134	49.8%
Minor disruptions that steal instructional time	120	44.6%
Major classroom disruptions	15	5.6%

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	88	32.7%
Expedited evaluation services for students with limited English	52	19.3%
Expedited evaluation services for gifted and talented students	43	16.0%
Additional academic support	129	48.0%
Tutoring	123	45.7%
Enrichment educational services	69	25.7%
Counseling	146	54.3%
Mentors	98	36.4%
School supplies	148	55.0%
School uniforms	125	46.5%
Dental referrals	54	20.1%
Medical referrals	51	19.0%
Bullying assistance	58	21.6%

CURRICULUM AND INSTRUCTION

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	58	21.6%
Agree	167	62.1%
Disagree	19	7.1%
Strongly Disagree	2	0.7%
Not Applicable or No Information	23	8.6%

The district has a quality curriculum that is aligned with state and national standards.

	Count	Percentage
Strongly Agree	81	30.1%
Agree	155	57.6%
Disagree	13	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	20	7.4%

The educational program offered to students in the school is of high quality.

	Count	Percentage
Strongly Agree	78	29.0%
Agree	158	58.7%
Disagree	20	7.4%
Strongly Disagree	1	0.4%
Not Applicable or No Information	12	4.5%

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	68	25.3%
Agree	152	56.5%
Disagree	23	8.6%
Strongly Disagree	5	1.9%
Not Applicable or No Information	21	7.8%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Physical Education	25.3%	58.4%	6.7%	2.2%	7.4%
Career/Vocational Education	17.8%	36.8%	7.4%	3.3%	34.6%
Social Studies	21.2%	59.9%	10.4%	1.1%	7.4%
Fine Arts (music, visual arts, dance, drama)	19.0%	45.0%	12.3%	5.9%	17.8%
Mathematics	28.6%	59.9%	5.6%	0.0%	5.9%
English/Language Arts (reading, writing, speaking, listening)	27.5%	60.6%	3.3%	1.9%	6.7%
Health Education	17.5%	53.2%	8.2%	3.7%	17.5%
Science	24.9%	60.6%	6.7%	1.1%	6.7%
Foreign Languages	11.9%	42.8%	10.8%	5.6%	29.0%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.	Count	Percentage
Strongly Agree	92	34.2%
Agree	157	58.4%
Disagree	8	3.0%
Strongly Disagree	3	1.1%
Not Applicable or No Information	9	3.3%

I have access to a curriculum guide for each core subject I teach.	Count	Percentage
Yes	212	80.9%
No	50	19.1%

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.	Count	Percentage
Strongly Agree	101	37.5%
Agree	121	45.0%
Disagree	3	1.1%
Strongly Disagree	1	0.4%
Not Applicable or No Information	43	16.0%

I develop assessments that mirror the format & complexity of state assessments.	Count	Percentage
Strongly Agree	73	27.1%
Agree	122	45.4%
Disagree	8	3.0%
Strongly Disagree	1	0.4%
Not Applicable or No Information	65	24.2%

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	93	34.6%
Utilize technology such as class websites, blogs, and videos	164	61.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	100	37.2%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	165	61.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	144	53.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	114	42.4%
Use bilingual handouts and cues	30	11.2%
Use visual displays, portable white boards, and posters when giving instructions	145	53.9%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	113	42.0%

The counseling program is working very well.		
	Count	Percentage
Strongly Agree	84	31.2%
Agree	123	45.7%
Disagree	27	10.0%
Strongly Disagree	9	3.3%
Not Applicable or No Information	26	9.7%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	127	47.2%
Agree	122	45.4%
Disagree	6	2.2%
Strongly Disagree	5	1.9%
Not Applicable or No Information	9	3.3%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	100	37.2%
Agree	136	50.6%
Disagree	19	7.1%
Strongly Disagree	2	0.7%
Not Applicable or No Information	12	4.5%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	69	25.7%
Agree	135	50.2%
Disagree	39	14.5%
Strongly Disagree	14	5.2%
Not Applicable or No Information	12	4.5%

SCHOOL IMPROVEMENT

School leaders have established processes to develop the vision and improvement efforts for our school.

	Count	Percentage
Strongly Agree	93	34.6%
Agree	139	51.7%
Disagree	12	4.5%
Strongly Disagree	5	1.9%
Not Applicable or No Information	20	7.4%

My school is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.

	Count	Percentage
Strongly Agree	93	34.6%
Agree	141	52.4%
Disagree	7	2.6%
Strongly Disagree	3	1.1%
Not Applicable or No Information	25	9.3%

My school has adequate human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

	Count	Percentage
Strongly Agree	68	25.3%
Agree	155	57.6%
Disagree	18	6.7%
Strongly Disagree	5	1.9%
Not Applicable or No Information	23	8.6%

My school has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.

	Count	Percentage
Strongly Agree	79	29.4%
Agree	154	57.2%
Disagree	10	3.7%
Strongly Disagree	5	1.9%
Not Applicable or No Information	21	7.8%

SCHOOL CLIMATE AND CULTURE

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	90	33.5%
Agree	125	46.5%
Disagree	32	11.9%
Strongly Disagree	14	5.2%
Not Applicable or No Information	8	3.0%

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

	Count	Percentage
Strongly Agree	92	34.2%
Agree	138	51.3%
Disagree	20	7.4%
Strongly Disagree	4	1.5%
Not Applicable or No Information	15	5.6%

Discipline policies are fair at this school.

	Count	Percentage
Strongly Agree	85	31.6%
Agree	127	47.2%
Disagree	33	12.3%
Strongly Disagree	10	3.7%
Not Applicable or No Information	14	5.2%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	106	39.4%
Agree	136	50.6%
Disagree	14	5.2%
Strongly Disagree	6	2.2%
Not Applicable or No Information	7	2.6%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.		
	Count	Percentage
Strongly Agree	104	38.7%
Agree	142	52.8%
Disagree	4	1.5%
Strongly Disagree	2	0.7%
Not Applicable or No Information	17	6.3%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly Agree	98	36.4%
Agree	133	49.4%
Disagree	21	7.8%
Strongly Disagree	4	1.5%
Not Applicable or No Information	13	4.8%

Teachers are regularly involved in the development of school policies.		
	Count	Percentage
Strongly Agree	70	26.0%
Agree	122	45.4%
Disagree	37	13.8%
Strongly Disagree	10	3.7%
Not Applicable or No Information	30	11.2%

Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly Agree	63	23.4%
Agree	124	46.1%
Disagree	40	14.9%
Strongly Disagree	11	4.1%
Not Applicable or No Information	31	11.5%

Teachers are provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	80	29.7%
Agree	149	55.4%
Disagree	21	7.8%
Strongly Disagree	5	1.9%
Not Applicable or No Information	14	5.2%

When I need to talk with an administrator, I can do so with relative ease.

	Count	Percentage
Strongly Agree	121	45.0%
Agree	108	40.1%
Disagree	16	5.9%
Strongly Disagree	10	3.7%
Not Applicable or No Information	14	5.2%

If I have a discipline problem, the administration gives me the support I want.

	Count	Percentage
Strongly Agree	101	37.5%
Agree	113	42.0%
Disagree	28	10.4%
Strongly Disagree	6	2.2%
Not Applicable or No Information	21	7.8%

All things considered, I am satisfied with being a teacher.

	Count	Percentage
Strongly Agree	91	33.8%
Agree	131	48.7%
Disagree	20	7.4%
Strongly Disagree	2	0.7%
Not Applicable or No Information	25	9.3%

TECHNOLOGY

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.

	Count	Percentage
Strongly Agree	82	30.5%
Agree	138	51.3%
Disagree	25	9.3%
Strongly Disagree	5	1.9%
Not Applicable or No Information	19	7.1%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.		
	Count	Percentage
Strongly Agree	106	39.4%
Agree	136	50.6%
Disagree	8	3.0%
Strongly Disagree	2	0.7%
Not Applicable or No Information	17	6.3%

My biggest equipment needs are:		
	Count	Percentage
Computers	75	27.9%
Software	75	27.9%
Mobile laptop computers	53	19.7%
Listening centers	53	19.7%
Interactive white board	37	13.8%
Classroom response system (clickers)	75	27.9%
Digital slates (e.g. iPad, Microsoft Pro)	45	16.7%

Professional Development

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

Sufficient resources are available to allow teachers to take advantage of professional development activities.

	Count	Percentage
Strongly Agree	76	28.3%
Agree	149	55.4%
Disagree	18	6.7%
Strongly Disagree	3	1.1%
Not Applicable or No Information	23	8.6%

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

	Count	Percentage
Strongly Agree	64	23.8%
Agree	155	57.6%
Disagree	26	9.7%
Strongly Disagree	6	2.2%
Not Applicable or No Information	18	6.7%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.

	Count	Percentage
Strongly Agree	68	25.3%
Agree	146	54.3%
Disagree	9	3.3%
Strongly Disagree	7	2.6%
Not Applicable or No Information	39	14.5%

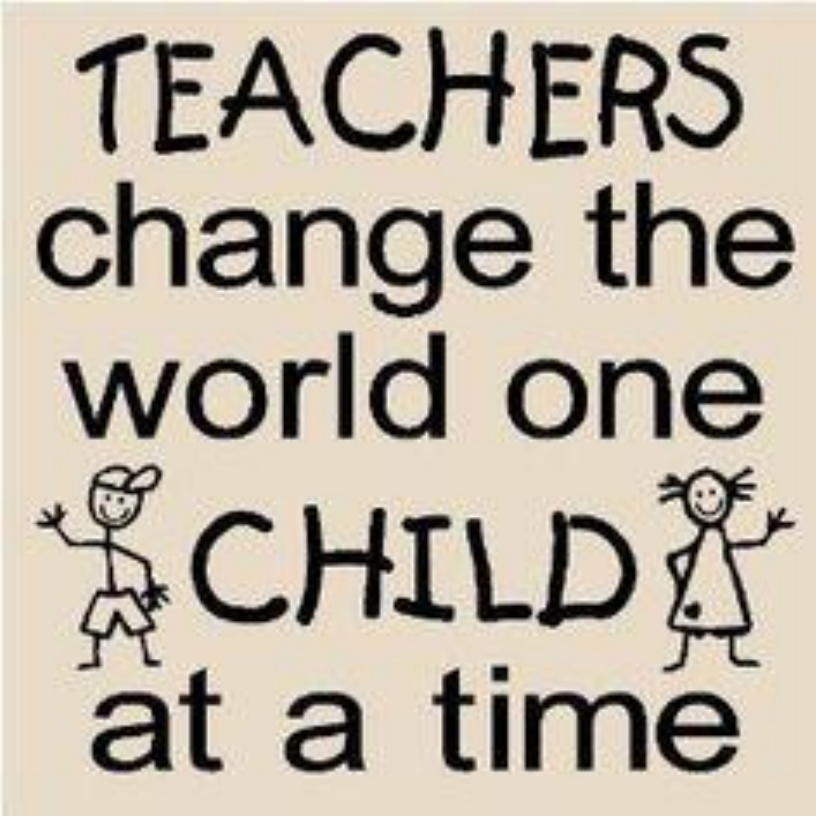
The professional development I have received has been beneficial for me as a beginning teacher.

	Count	Percentage
Strongly Agree	50	18.6%
Agree	106	39.4%
Disagree	6	2.2%
Strongly Disagree	4	1.5%
Not Applicable or No Information	103	38.3%

General Opinion

Note: In response to an open-ended question, stakeholders were invited to comment about what other enrichment or college readiness programs they would like to see implemented in the district. Those responses are summarized below.

Faculty/Staff members from Cleveland School District would like to see the following enrichment opportunities and college readiness programs: life skills courses, fine arts, ACT prep, vocational programs, Boys and Girls Club, career classes, computer courses, middle school gifted program, etiquette classes, financial courses, foreign languages, home economics, field trips, IXL, Upward Bound, CEU classes for teachers, Summer Discover programs, literacy programs, quiz bowl, chess club, TRIO program, USA TestPrep, gardening club, and Study Island.



SECTION 5

Cleveland School District Community Survey

Introduction

COMMUNITY MEMBERS from across Cleveland School District were asked to respond to questions about the district and its schools. Nineteen (19) community members responded to the survey.



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

Survey Results

FEDERAL PROGRAMS

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	2	10.5%
Agree	6	31.6%
Disagree	7	36.8%
Strongly Disagree	1	5.3%
Not Applicable or No Information	3	15.8%

Are you aware that schools in your district are classified as Title I schools?	Count	Percentage
Yes	13	72.2%
No	5	27.8%

Curriculum and Instruction

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	6	31.6%
Agree	7	36.8%
Disagree	3	15.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	15.8%

Teachers hold high expectations for student learning.	Count	Percentage
Strongly Agree	6	31.6%
Agree	5	26.3%
Disagree	3	15.8%
Strongly Disagree	4	21.1%
Not Applicable or No Information	1	5.3%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics	31.6%	36.8%	21.1%	5.3%	5.3%
Physical Education	31.6%	36.8%	15.8%	10.5%	5.3%
Career/Vocational Education	26.3%	26.3%	26.3%	10.5%	10.5%
Social Studies	26.3%	42.1%	21.1%	5.3%	5.3%
Fine Arts (music, visual arts, dance, drama)	21.1%	15.8%	36.8%	15.8%	10.5%
Foreign Languages	21.1%	47.4%	10.5%	10.5%	10.5%
English/Language Arts (reading, writing, speaking, listening)	26.3%	42.1%	15.8%	15.8%	0.0%
Health Education	36.8%	31.6%	26.3%	0.0%	5.3%
Science	47.4%	26.3%	15.8%	10.5%	0.0%

Students are receiving adequate instruction in the basic skills.		
	Count	Percentage
Strongly Agree	4	21.1%
Agree	7	36.8%
Disagree	4	21.1%
Strongly Disagree	3	15.8%
Not Applicable or No Information	1	5.3%

Citizenship is effectively taught in our schools.		
	Count	Percentage
Strongly Agree	5	26.3%
Agree	5	26.3%
Disagree	2	10.5%
Strongly Disagree	3	15.8%
Not Applicable or No Information	4	21.1%

Parent, Family, and Community Engagement

I keep current with news about the school, as reported by the local media.		
	Count	Percentage
Strongly Agree	3	15.8%
Agree	8	42.1%
Disagree	5	26.3%
Strongly Disagree	2	10.5%
Not Applicable or No Information	1	5.3%

I understand the mission of the school in our community.		
	Count	Percentage
Strongly Agree	4	21.1%
Agree	9	47.4%
Disagree	1	5.3%
Strongly Disagree	3	15.8%
Not Applicable or No Information	2	10.5%

School officials welcome visits from members of the community.

	Count	Percentage
Strongly Agree	5	26.3%
Agree	9	47.4%
Disagree	0	0.0%
Strongly Disagree	2	10.5%
Not Applicable or No Information	3	15.8%

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

	Count	Percentage
Strongly Agree	5	26.3%
Agree	6	31.6%
Disagree	3	15.8%
Strongly Disagree	3	15.8%
Not Applicable or No Information	2	10.5%

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

	Count	Percentage
Strongly Agree	2	10.5%
Agree	12	63.2%
Disagree	1	5.3%
Strongly Disagree	1	5.3%
Not Applicable or No Information	3	15.8%

My primary interest in decisions about our school's programs is their impact on my taxes.

	Count	Percentage
Strongly Agree	3	15.8%
Agree	4	21.1%
Disagree	6	31.6%
Strongly Disagree	4	21.1%
Not Applicable or No Information	2	10.5%

The amount of money spent to support the schools in our community is worth the investment.	Count	Percentage
Strongly Agree	8	42.1%
Agree	5	26.3%
Disagree	1	5.3%
Strongly Disagree	4	21.1%
Not Applicable or No Information	1	5.3%

School Improvement

The school is committed to a shared purpose and direction.	Count	Percentage
Strongly Agree	6	31.6%
Agree	5	26.3%
Disagree	4	21.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	21.1%

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	3	15.8%
Agree	7	36.8%
Disagree	4	21.1%
Strongly Disagree	3	15.8%
Not Applicable or No Information	2	10.5%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.	Count	Percentage
Strongly Agree	2	10.5%
Agree	10	52.6%
Disagree	2	10.5%
Strongly Disagree	2	10.5%
Not Applicable or No Information	3	15.8%

Our schools are well regarded across the state.

	Count	Percentage
Strongly Agree	4	21.1%
Agree	8	42.1%
Disagree	3	15.8%
Strongly Disagree	2	10.5%
Not Applicable or No Information	2	10.5%

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

	Count	Percentage
Strongly Agree	3	15.8%
Agree	7	36.8%
Disagree	2	10.5%
Strongly Disagree	3	15.8%
Not Applicable or No Information	4	21.1%

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

	Count	Percentage
Strongly Agree	3	15.8%
Agree	7	36.8%
Disagree	4	21.1%
Strongly Disagree	1	5.3%
Not Applicable or No Information	4	21.1%

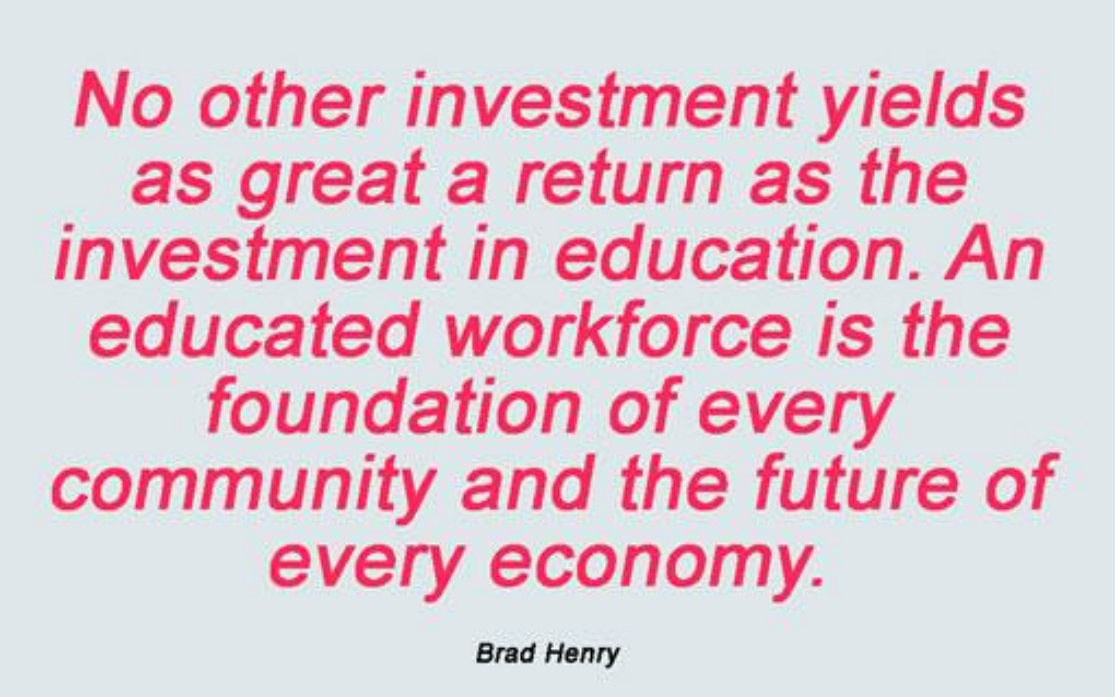
The proportion of funds allocated for the academic program (in contrast to the athletic program, maintenance of facilities, administration, etc.) is appropriate.

	Count	Percentage
Strongly Agree	4	21.1%
Agree	7	36.8%
Disagree	4	21.1%
Strongly Disagree	1	5.3%
Not Applicable or No Information	3	15.8%

GENERAL OPINION

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

COMMUNITY MEMBERS from Cleveland School District feel that the district does a good job with publicity and parent involvement and that the district has good administrators. Respondents would like to see improvements in listening more to children and assessing special needs.



Notes

SECTION 6

Bell Academy

Introduction



BELL ACADEMY is located at 1016 Taylor Road in Boyle, Mississippi. In January of 2024, it served three hundred fifty-one (351) students, prekindergarten through sixth grade (PK-6). The A-rated school is led by its principal, Mrs. Tiffanie Russell.

The principal's online welcome message states, "I believe every student is capable of achieving great things, but they can not do it on their own. By working together as a community of teachers, administrators, and parents, we can help our children to achieve new heights."





Enrollment

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

BELL ACADEMY ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	372	348	343	336	351	
PK	44	41	45	42	45	
PK_SPED	*	*	*	*	*	
K	45	47	45	45	43	
K_SPED					*	
GR_1	47	41	45	46	44	
GR_2	47	44	*	38	44	
GR_3	46	47	44	*	45	
GR_4	45	44	49	41	36	
GR_5	*	43	43	43	43	
GR_6	48	*	39	43	46	

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

Figure 69: Bell Academy Enrollment

BELL ACADEMY ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	372	348	343	336	351	
GENDER	FEMALE	180	168	151	162	172	
	MALE	192	180	192	174	179	
RACE	ALASKAN NATIVE OR NATIVE AMERICAN		*	*			
	ASIAN	10	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	176	171	180	181	192	
	HISPANIC OR LATINO	*	*	*	*	*	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*		
	TWO OR MORE RACES	15	*	16	22	19	
	WHITE	160	146	136	124	131	

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

Figure 70: Bell Academy Enrollment by Demographic Group



Attendance

Average Daily Attendance

BELL ACADEMY AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	287.9	282.7	275.6
K	44.1	42.8	40.8
K_SPED	0.0	0.0	0.0
GR_1	39.1	43.5	43.6
GR_2	41.9	30.8	37.9
GR_3	45.3	42.4	31.5
GR_4	40.8	46.9	39.2
GR_5	40.9	39.9	41.5
GR_6	36.0	36.6	41.1
(MDE, 2021, 2022, 2023, Superintendent's Annual Report)			

Figure 71: Bell Academy Average Daily Attendance

Chronic Absence

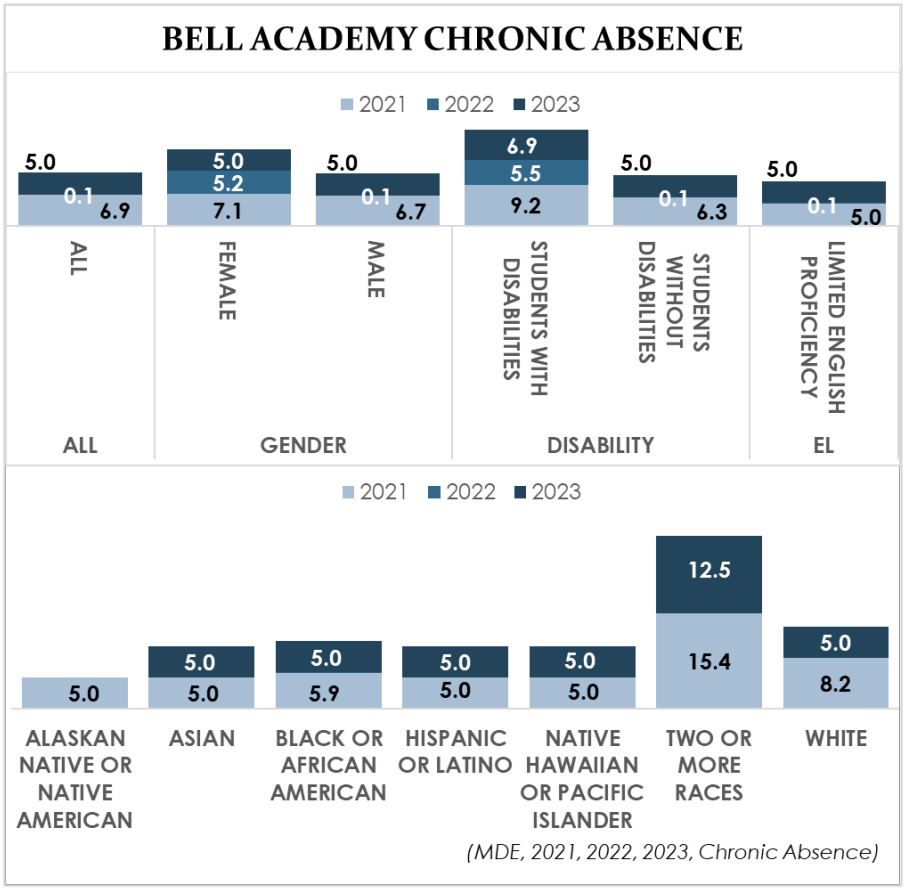


Figure 72: Bell Academy Chronic Absence by Demographic Group

Accountability

Accountability Measures

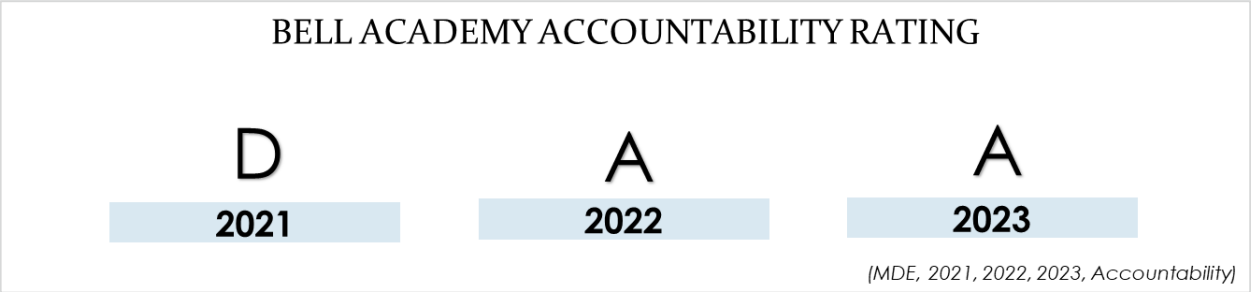


Figure 73: Bell Academy Accountability Rating

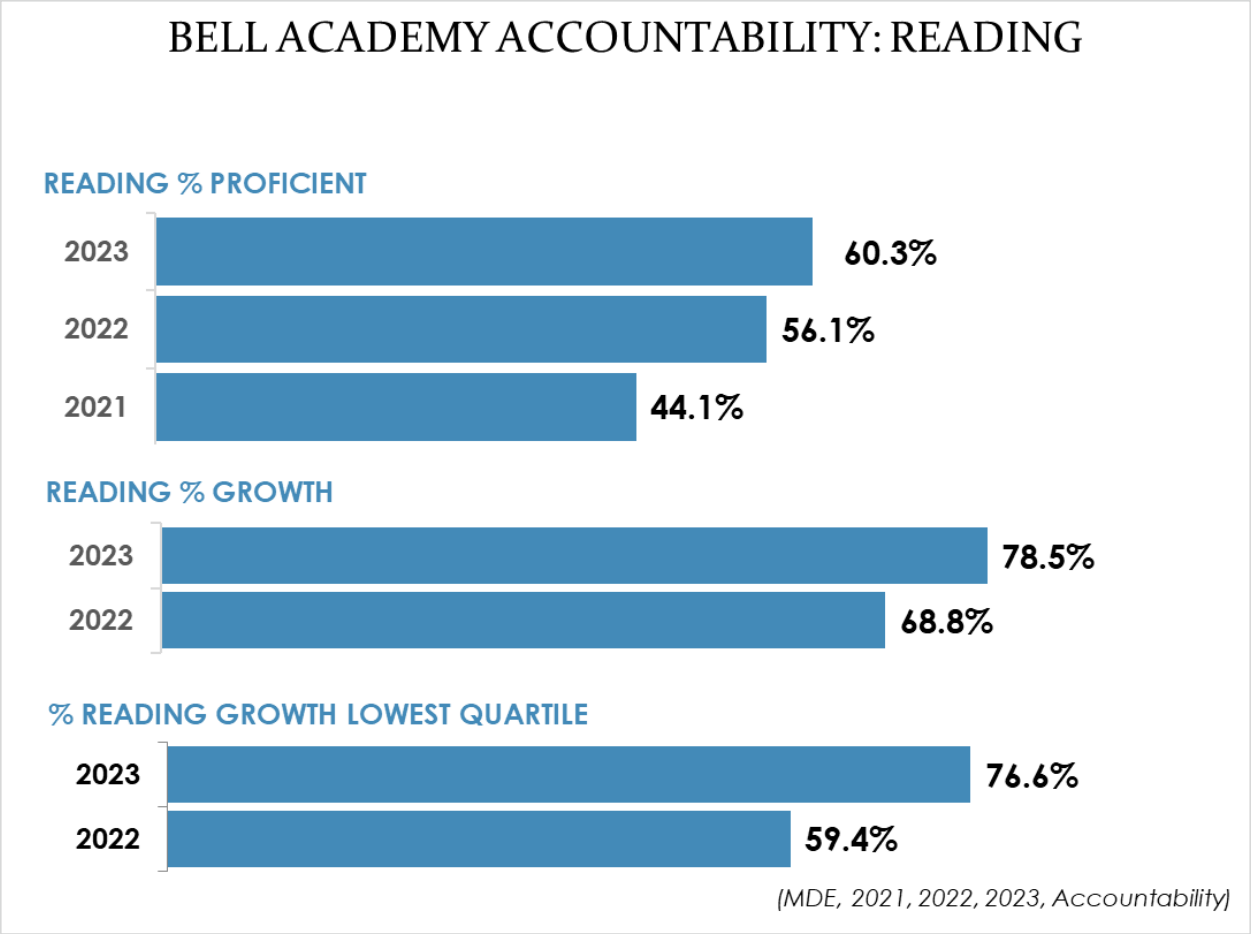


Figure 74: Bell Academy Accountability: Reading

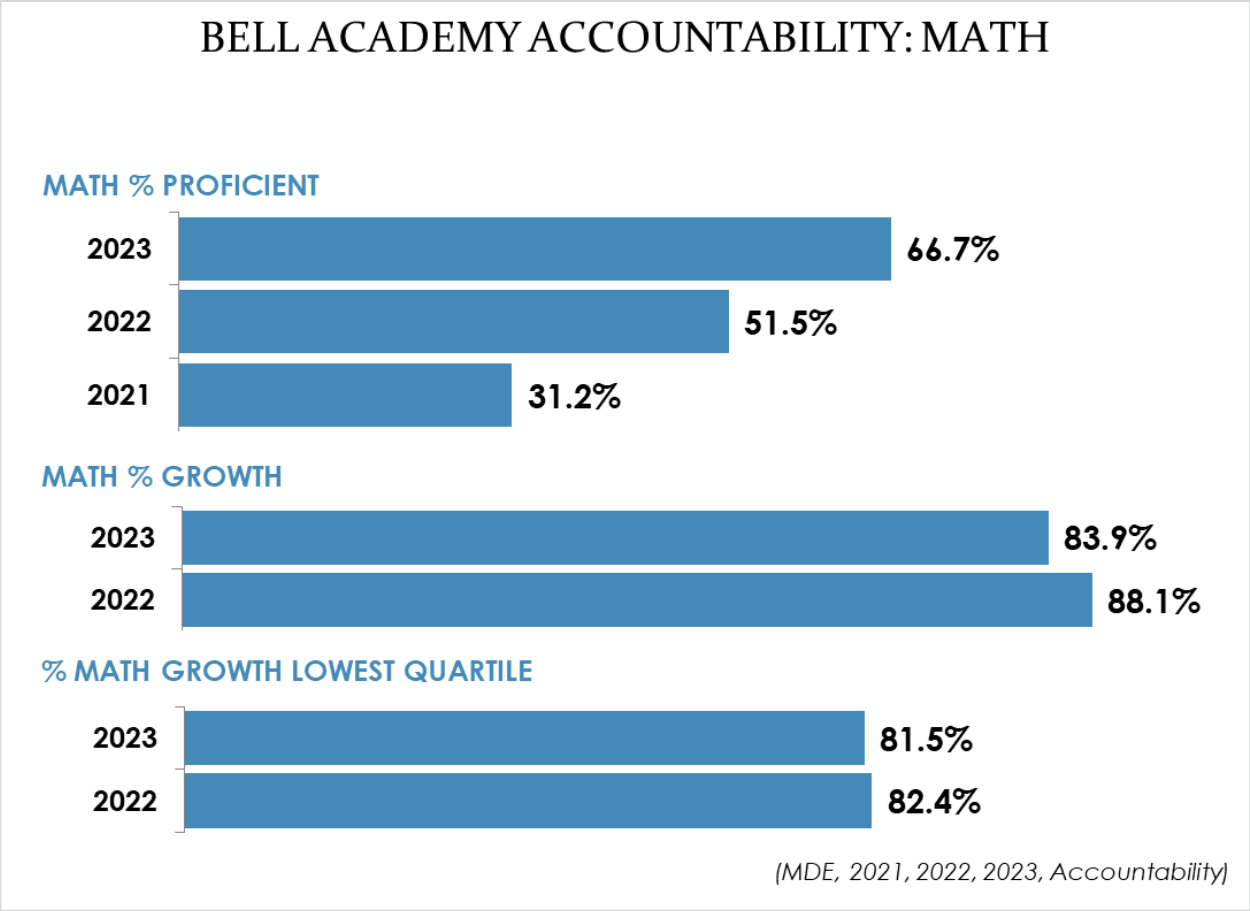


Figure 75: Bell Academy Accountability: Math

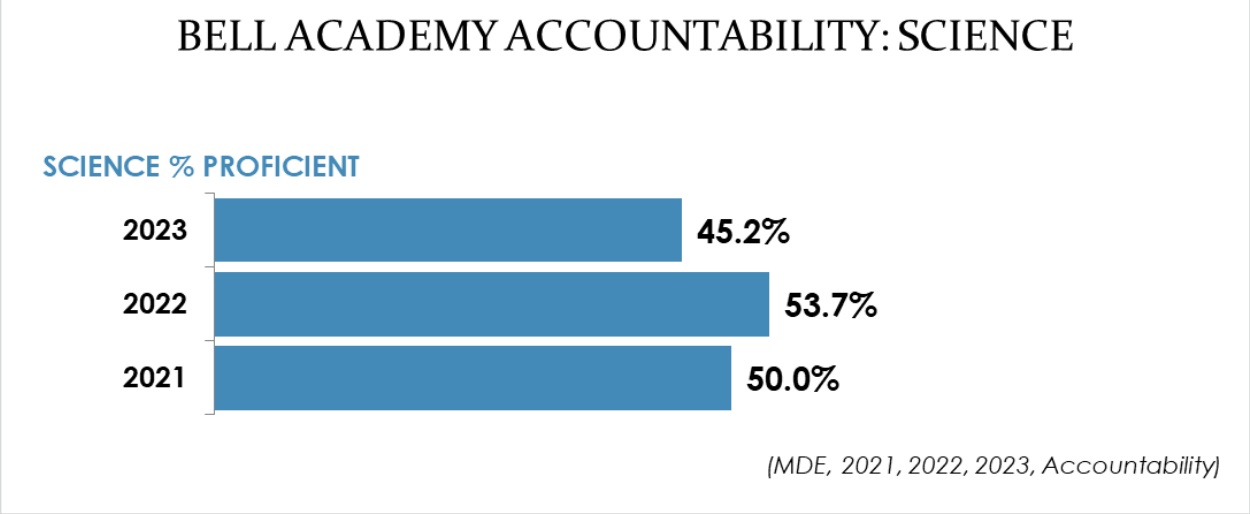


Figure 76: Bell Academy Accountability: Science

PROFICIENCY BY DEMOGRAPHIC GROUP

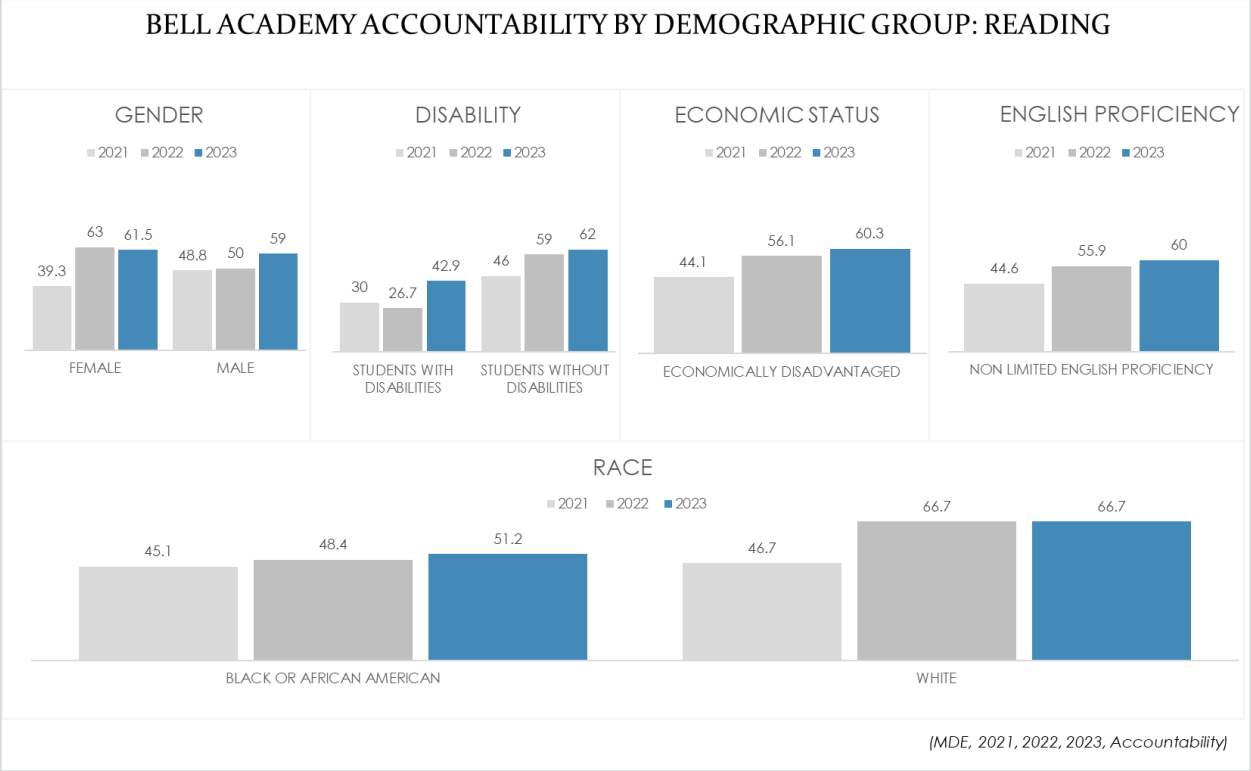


Figure 77: Bell Academy Reading Proficiency by Demographic Group

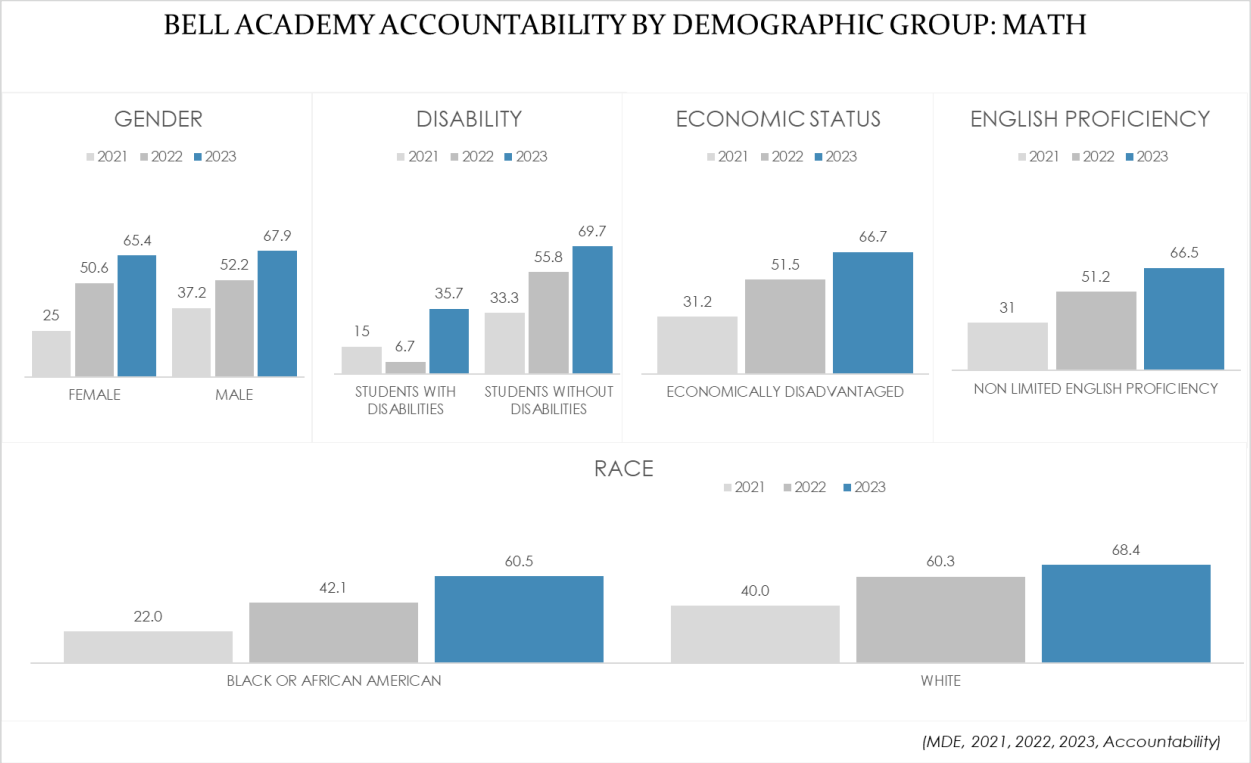


Figure 78: Bell Academy Math Proficiency by Demographic Group

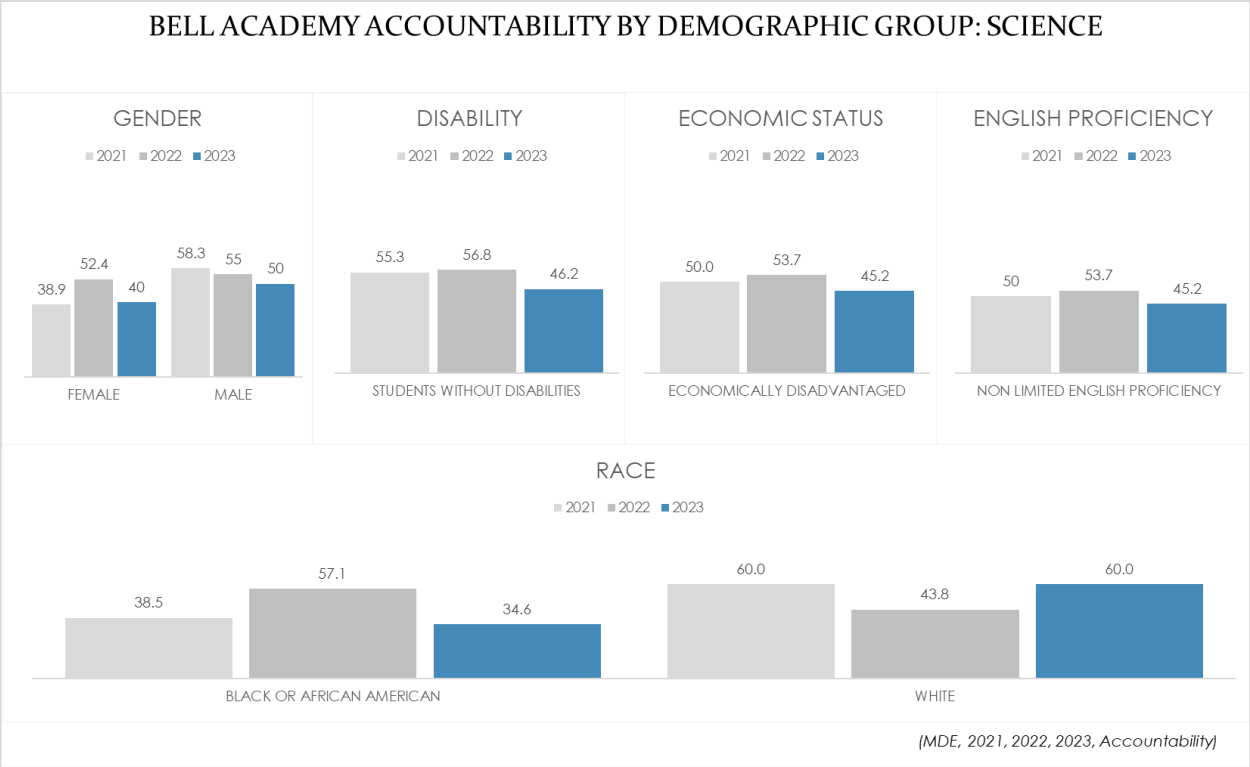


Figure 79: Bell Academy Science Proficiency by Demographic Group

Assessment

Kindergarten Readiness

PREKINDERGARTEN COLLABORATIVE OR STATE-INVESTED PREKINDERGARTEN			
	YEAR	FALL	SPRING
BELL ACADEMY	21-22	402	584
	22-23	425	585
	23-24	419	

Figure 80: Bell Academy Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten

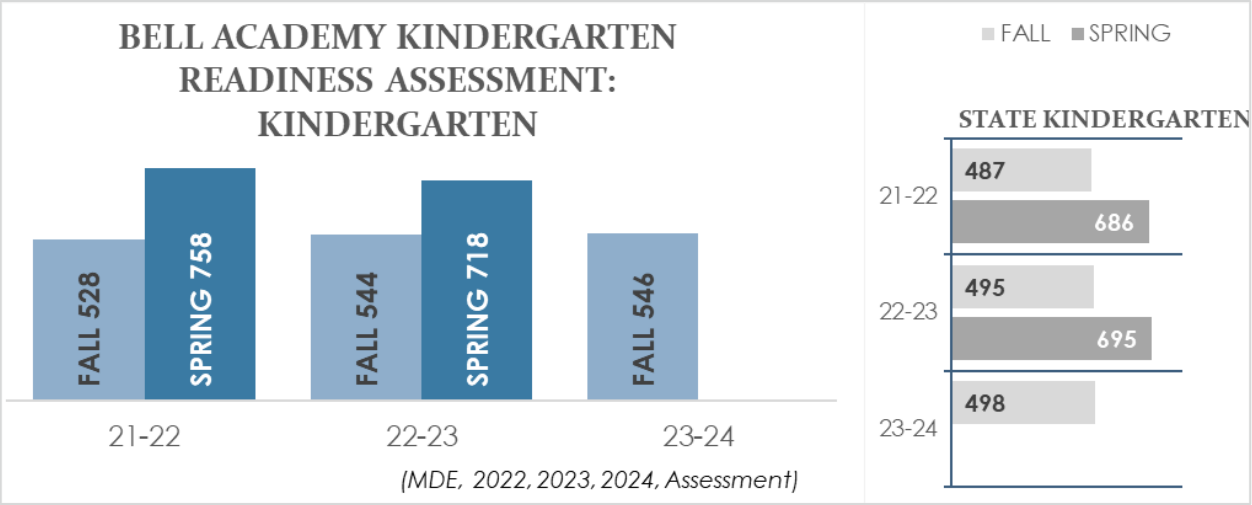


Figure 81: Bell Academy Kindergarten Readiness Assessment: Kindergarten

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.

BELL ACADEMY INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE			
2019	**2022**	**2023**	**2024**
89.2	80	83.1	81.8

Figure 82: Bell Academy Initial Third-Grade Reading Assessment Pass Rate



Mississippi Academic Assessment Program (MAAP)

MAAP ELA

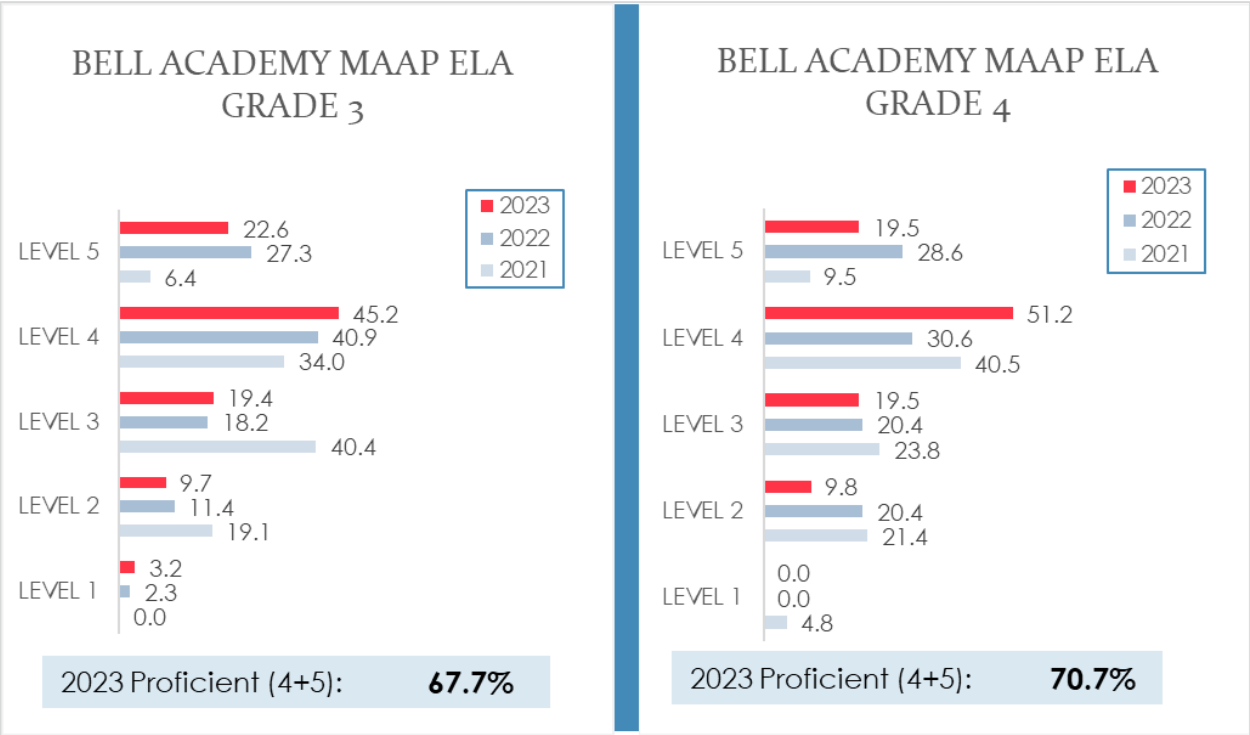


Figure 83: Bell Academy MAAP ELA Grades 3 and 4

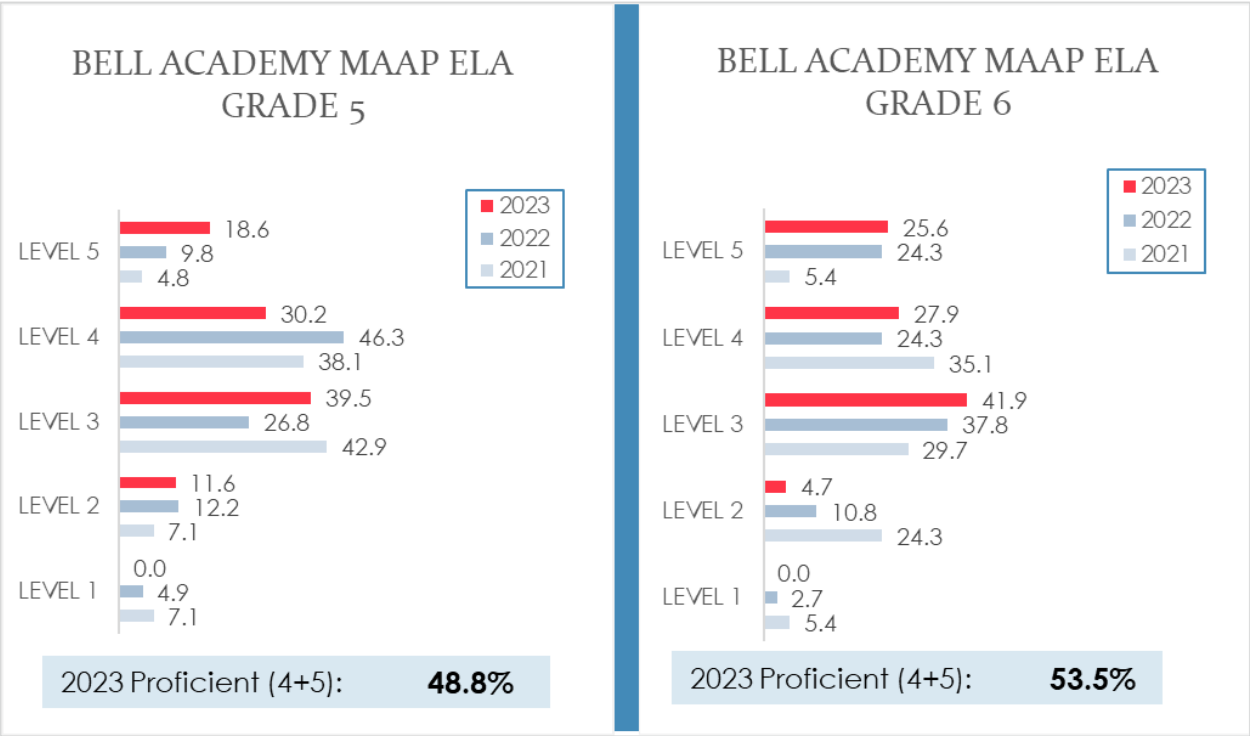


Figure 84: Bell Academy MAAP ELA Grades 5 and 6

Bell Academy

MAAP MATH

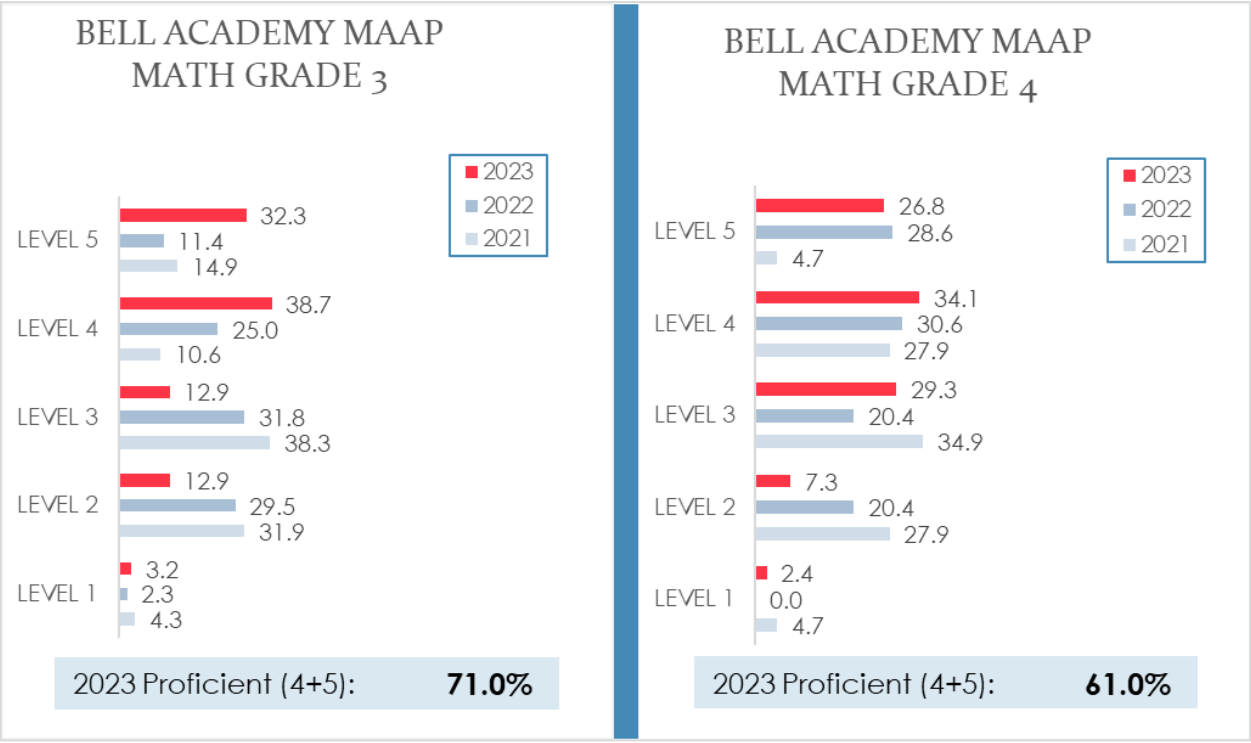


Figure 85: Bell Academy MAAP Math Grades 3 and 4

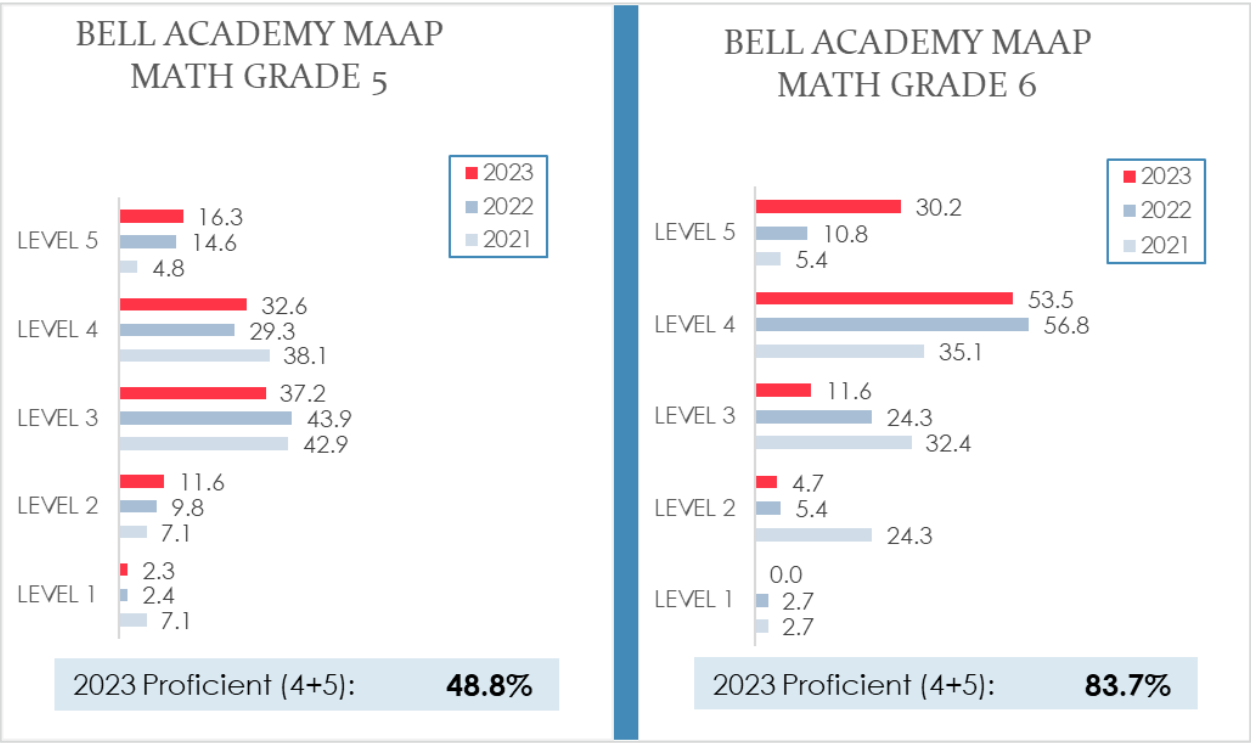


Figure 86: Bell Academy MAAP Math Grades 5 and 6

MAAP SCIENCE

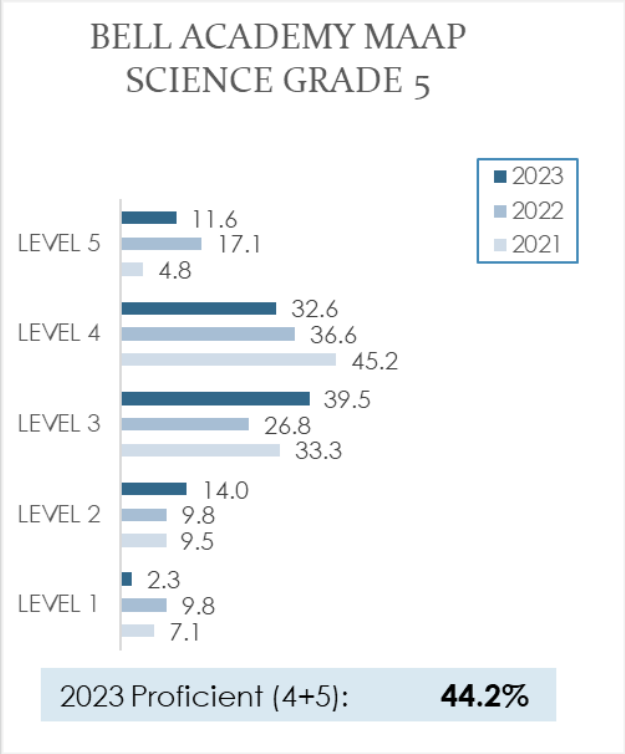
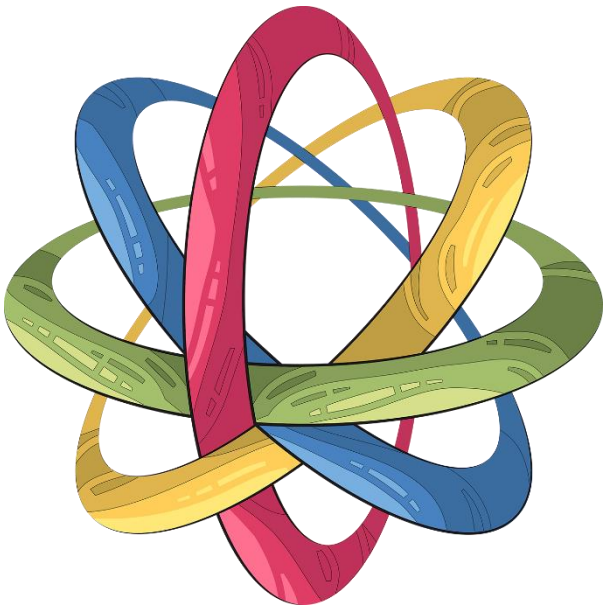


Figure 87: Bell Academy MAAP Science Grade 5



Personnel

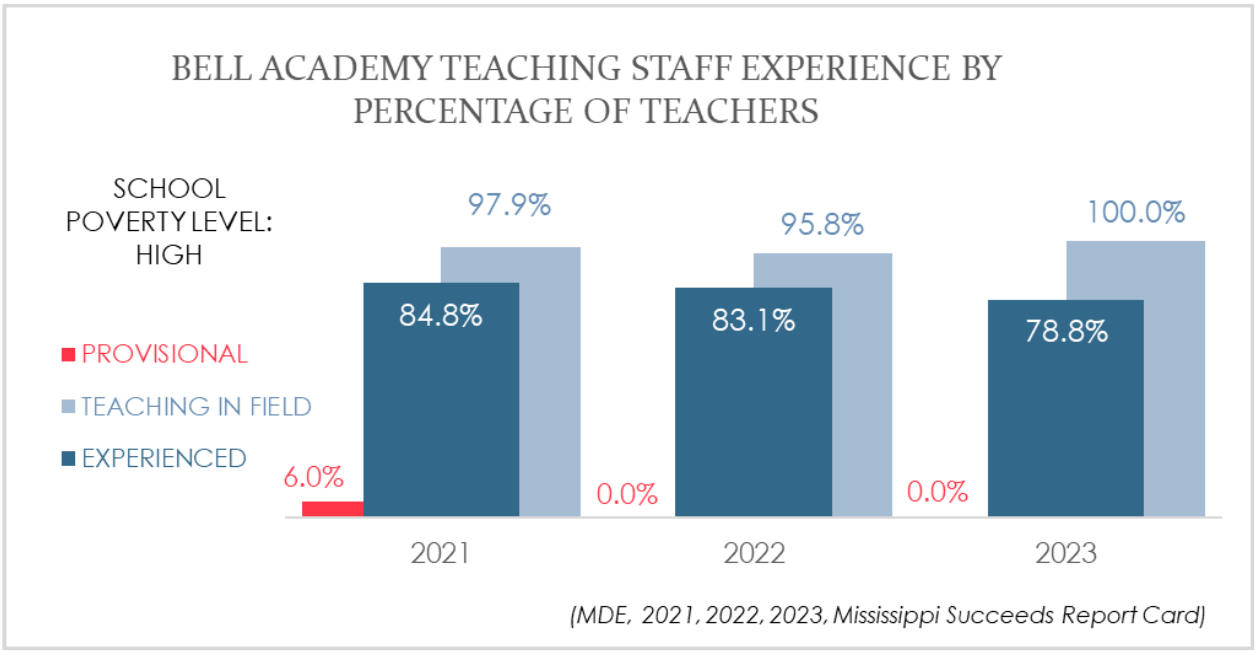


Figure 88: Bell Academy Teaching Staff Experience by Percentage of Teachers

Discipline

BELL ACADEMY DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤5	≤5	≤5	≤5					
GENDER	FEMALE		≤5	6.1	≤5					
	MALE	≤5	≤5	≤5	≤5					
RACE	ASIAN				≤5					
	BLACK OR AFRICAN AMERICAN		≤5	6.2	≤5					
	TWO OR MORE RACES			≤5						
	WHITE	≤5	≤5	≤5	≤5					
DISABILITY	STUDENTS WITH DISABILITIES	≤5	≤5	5.3	≤5					
	STUDENTS WITHOUT DISABILITIES		≤5	≤5	≤5					
EL	NON LIMITED ENGLISH PROFICIENCY		≤5	≤5						

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

Figure 89: Bell Academy Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Bell Academy in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Preschool 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-seven (37) faculty and staff members, seventy-seven (77) parents, and one hundred twenty-four (124) students responded to the survey.

Bell Academy Faculty/Staff Survey

Federal Programs

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	18	48.6%
Agree	17	45.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.4%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	10	27.0%
Agree	15	40.5%
Disagree	6	16.2%
Strongly Disagree	1	2.7%
Not Applicable or No Information	5	13.5%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	13	35.1%
Agree	12	32.4%
Disagree	2	5.4%
Strongly Disagree	1	2.7%
Not Applicable or No Information	9	24.3%

Bell Academy

I use effective, evidence-based strategies for:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Teaching special needs students.	32.4%	37.8%	2.7%	0.0%	27.0%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	24.3%	37.8%	5.4%	2.7%	29.7%
Developing and using classroom assessments.	43.2%	35.1%	0.0%	0.0%	21.6%
Closing the achievement gap between diverse groups of students.	37.8%	48.6%	0.0%	0.0%	13.5%
Successful classroom management.	43.2%	43.2%	2.7%	0.0%	10.8%

I contact parents every week.	Count	Percentage
Strongly Agree	17	45.9%
Agree	12	32.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	21.6%

The most common behavior problem in my classroom is:	Count	Percentage
Off-task behavior	14	37.8%
Minor disruptions that steal instructional time	23	62.2%
Major classroom disruptions	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	13	35.1%
Expedited evaluation services for students with limited English	6	16.2%
Expedited evaluation services for gifted and talented students	5	13.5%
Additional academic support	16	43.2%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Tutoring	14	37.8%
Enrichment educational services	5	13.5%
Counseling	15	40.5%
Mentors	10	27.0%
School supplies	17	45.9%
School uniforms	18	48.6%
Dental referrals	8	21.6%
Medical referrals	9	24.3%
Bullying assistance	6	16.2%

Curriculum and Instruction

The district's curriculum is rigorous in preparing students for college and career.	Count	Percentage
Strongly Agree	9	24.3%
Agree	23	62.2%
Disagree	2	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.1%

The district has a quality curriculum that is aligned with state and national standards.	Count	Percentage
Strongly Agree	13	35.1%
Agree	19	51.4%
Disagree	3	8.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.4%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	14	37.8%
Agree	19	51.4%
Disagree	2	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.4%

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	13	35.1%
Agree	19	51.4%
Disagree	3	8.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.4%

Our school (district) is doing a good job in the following areas:	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Foreign Languages	10.8%	37.8%	10.8%	8.1%	32.4%
English/Language Arts (reading, writing, speaking, listening)	40.5%	56.8%	0.0%	2.7%	0.0%
Health Education	29.7%	59.5%	8.1%	0.0%	2.7%
Science	29.7%	59.5%	8.1%	0.0%	2.7%
Mathematics	40.5%	59.5%	0.0%	0.0%	0.0%
Physical Education	40.5%	59.5%	0.0%	0.0%	0.0%
Career/Vocational Education	13.5%	40.5%	2.7%	2.7%	40.5%
Social Studies	24.3%	51.4%	18.9%	2.7%	2.7%
Fine Arts (music, visual arts, dance, drama)	16.2%	32.4%	13.5%	13.5%	24.3%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.	Count	Percentage
Strongly Agree	15	40.5%
Agree	21	56.8%
Disagree	1	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I have access to a curriculum guide for each core subject I teach.	Count	Percentage
Yes	31	83.8%
No	6	16.2%

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.	Count	Percentage
Strongly Agree	15	40.5%
Agree	15	40.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	18.9%

I develop assessments that mirror the format & complexity of state assessments.	Count	Percentage
Strongly Agree	9	24.3%
Agree	18	48.6%
Disagree	1	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	24.3%

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	15	40.5%
Utilize technology such as class websites, blogs, and videos	25	67.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	12	32.4%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	25	67.6%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	27	73.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	20	54.1%
Use bilingual handouts and cues	3	8.1%
Use visual displays, portable white boards, and posters when giving instructions	23	62.2%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	18	48.6%

The counseling program is working very well.	Count	Percentage
Strongly Agree	12	32.4%
Agree	19	51.4%
Disagree	3	8.1%
Strongly Disagree	1	2.7%
Not Applicable or No Information	2	5.4%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	21	56.8%
Agree	16	43.2%
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	11	29.7%
Agree	21	56.8%
Disagree	3	8.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.4%

Parents are involved and support school functions.	Count	Percentage
Strongly Agree	9	24.3%
Agree	19	51.4%
Disagree	6	16.2%
Strongly Disagree	3	8.1%
Not Applicable or No Information	0	0.0%

School Improvement

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	15	40.5%
Agree	18	48.6%
Disagree	1	2.7%
Strongly Disagree	1	2.7%
Not Applicable or No Information	2	5.4%

My school is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.	Count	Percentage
Strongly Agree	19	51.4%
Agree	18	48.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My school has adequate human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.	Count	Percentage
Strongly Agree	15	40.5%
Agree	19	51.4%
Disagree	2	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.7%

My school has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.

	Count	Percentage
Strongly Agree	17	45.9%
Agree	18	48.6%
Disagree	1	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.7%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	16	43.2%
Agree	19	51.4%
Disagree	2	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	15	40.5%
Agree	20	54.1%
Disagree	2	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Discipline policies are fair at this school.

	Count	Percentage
Strongly Agree	10	27.0%
Agree	23	62.2%
Disagree	2	5.4%
Strongly Disagree	2	5.4%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	16	43.2%
Agree	20	54.1%
Disagree	0	0.0%
Strongly Disagree	1	2.7%
Not Applicable or No Information	0	0.0%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.		
	Count	Percentage
Strongly Agree	13	35.1%
Agree	20	54.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.8%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly Agree	14	37.8%
Agree	22	59.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.7%

Teachers are regularly involved in the development of school policies.		
	Count	Percentage
Strongly Agree	9	24.3%
Agree	21	56.8%
Disagree	5	13.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.4%

Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly Agree	9	24.3%
Agree	20	54.1%
Disagree	5	13.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.1%

Bell Academy

Teachers are provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	8	21.6%
Agree	21	56.8%
Disagree	7	18.9%
Strongly Disagree	1	2.7%
Not Applicable or No Information	0	0.0%

When I need to talk with an administrator, I can do so with relative ease.		
	Count	Percentage
Strongly Agree	15	40.5%
Agree	19	51.4%
Disagree	2	5.4%
Strongly Disagree	1	2.7%
Not Applicable or No Information	0	0.0%

If I have a discipline problem, the administration gives me the support I want.		
	Count	Percentage
Strongly Agree	17	45.9%
Agree	15	40.5%
Disagree	4	10.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.7%

All things considered, I am satisfied with being a teacher.		
	Count	Percentage
Strongly Agree	11	29.7%
Agree	23	62.2%
Disagree	2	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.7%

TECHNOLOGY

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.	Count	Percentage
Strongly Agree	13	35.1%
Agree	19	51.4%
Disagree	3	8.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.4%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.	Count	Percentage
Strongly Agree	15	40.5%
Agree	19	51.4%
Disagree	2	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.7%

My biggest equipment needs are:	Count	Percentage
Computers	4	10.8%
Software	9	24.3%
Mobile laptop computers	5	13.5%
Listening centers	10	27.0%
Interactive white board	7	18.9%
Classroom response system (clickers)	12	32.4%
Digital slates (e.g. iPad, Microsoft Pro)	8	21.6%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.	Rank
Classroom Management	#1
Differentiated Instruction	#2
Reading for at risk students	#3
Response to Intervention (RTI/MTSS)	#4
Conflict resolution	#5
My specific content area	#6
Culture sensitivity	#7
Successful inclusion strategies	#8
Developing quality assessments	#9
Teaching and understanding the needs of homeless students	#10

Bell Academy

Rank your top ten choices for professional development topics.	
	Rank
Writing strategies	#11
Depth of Knowledge	#12
Interpreting and analyzing student data	#13
English Learners (ELs)	#14
Teaching and understanding students in poverty	#15
Using technology to enhance instruction	#16
Mississippi College and Career Readiness Standards	#17

Sufficient resources are available to allow teachers to take advantage of professional development activities.		
	Count	Percentage
Strongly Agree	10	27.0%
Agree	22	59.5%
Disagree	4	10.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.7%

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	8	21.6%
Agree	22	59.5%
Disagree	4	10.8%
Strongly Disagree	1	2.7%
Not Applicable or No Information	2	5.4%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	10	27.0%
Agree	19	51.4%
Disagree	1	2.7%
Strongly Disagree	1	2.7%
Not Applicable or No Information	6	16.2%

The professional development I have received has been beneficial for me as a beginning teacher.		
	Count	Percentage
Strongly Agree	6	16.2%
Agree	12	32.4%
Disagree	2	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	45.9%

General Opinion

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

Faculty/staff members from Bell Academy expressed a strong belief that the school is succeeding in including parents, providing a clean and organized environment, and working well together as faculty and staff. One faculty member said, "The principal takes care of the staff. She realizes we are human and have lives outside of school." However, they highlighted the need for more extracurricular classes like art and Spanish, as well as making improvements to the buildings and facilities. Another faculty member stated, "Testing should be limited for data driven decisions and not district mandate. Let's stop checking a box and do what's best for students and their academic and social/emotional needs."

Bell Academy Student Survey

Federal Programs

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	51	41.1%
Agree	55	44.4%
Disagree	4	3.2%
Strongly Disagree	3	2.4%
Not Applicable or No Information	11	8.9%

CURRICULUM AND INSTRUCTION

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science	54.8%	38.7%	4.0%	2.4%	0.0%
Foreign Languages	1.6%	2.4%	4.8%	6.5%	84.7%
English/Language Arts (reading, writing, speaking, listening)	51.6%	45.2%	1.6%	0.8%	0.8%
Health Education	58.9%	34.7%	2.4%	0.0%	4.0%
Social Studies	50.0%	41.9%	6.5%	1.6%	0.0%
Fine Arts (music, visual arts, dance, drama)	2.4%	5.6%	0.8%	9.7%	81.5%
Mathematics	74.2%	24.2%	0.8%	0.0%	0.8%
Physical Education	57.3%	34.7%	1.6%	3.2%	3.2%
Career/Vocational Education	2.4%	5.6%	3.2%	6.5%	82.3%

My school work is challenging and requires my best effort.	Count	Percentage
Strongly Agree	67	54.0%
Agree	40	32.3%
Disagree	11	8.9%
Strongly Disagree	5	4.0%
Not Applicable or No Information	1	0.8%

Homework that I am expected to complete helps me improve my learning.	Count	Percentage
Strongly Agree	46	37.1%
Agree	51	41.1%
Disagree	20	16.1%
Strongly Disagree	7	5.6%
Not Applicable or No Information	0	0.0%

I use additional resources, beyond the textbooks for my classes, to help me with my school work.	Count	Percentage
Strongly Agree	35	28.2%
Agree	54	43.5%
Disagree	12	9.7%
Strongly Disagree	11	8.9%
Not Applicable or No Information	12	9.7%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	51	41.1%
Agree	49	39.5%
Disagree	14	11.3%
Strongly Disagree	6	4.8%
Not Applicable or No Information	4	3.2%

Teachers are concerned that students learn the subjects they teach.	Count	Percentage
Strongly Agree	63	50.8%
Agree	46	37.1%
Disagree	6	4.8%
Strongly Disagree	4	3.2%
Not Applicable or No Information	5	4.0%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	58	46.8%
Agree	53	42.7%
Disagree	7	5.6%
Strongly Disagree	3	2.4%
Not Applicable or No Information	3	2.4%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.	Count	Percentage
Strongly Agree	75	60.5%
Agree	44	35.5%
Disagree	3	2.4%
Strongly Disagree	1	0.8%
Not Applicable or No Information	1	0.8%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.	Count	Percentage
Strongly Agree	47	37.9%
Agree	56	45.2%
Disagree	10	8.1%
Strongly Disagree	9	7.3%
Not Applicable or No Information	2	1.6%

Technology is incorporated into instruction in many classes.	Count	Percentage
Strongly Agree	63	50.8%
Agree	52	41.9%
Disagree	7	5.6%
Strongly Disagree	1	0.8%
Not Applicable or No Information	1	0.8%

My teachers give me personal encouragement in my school work.	Count	Percentage
Strongly Agree	61	49.2%
Agree	44	35.5%
Disagree	13	10.5%
Strongly Disagree	4	3.2%
Not Applicable or No Information	2	1.6%

A counselor is available if I need help in solving personal problems.	Count	Percentage
Strongly Agree	78	62.9%
Agree	41	33.1%
Disagree	3	2.4%
Strongly Disagree	2	1.6%
Not Applicable or No Information	0	0.0%

If I have a problem or suggestion for the principal, he/she is available.	Count	Percentage
Strongly Agree	36	29.0%
Agree	56	45.2%
Disagree	16	12.9%
Strongly Disagree	6	4.8%
Not Applicable or No Information	10	8.1%

The people in the principal's office care about students as individuals.	Count	Percentage
Strongly Agree	73	58.9%
Agree	46	37.1%
Disagree	2	1.6%
Strongly Disagree	1	0.8%
Not Applicable or No Information	2	1.6%

School spirit is very high at our school.	Count	Percentage
Strongly Agree	62	50.0%
Agree	42	33.9%
Disagree	13	10.5%
Strongly Disagree	5	4.0%
Not Applicable or No Information	2	1.6%

General Opinion

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

Students from Bell Academy vary widely in their responses, reflecting their personal experiences and perspectives. Some students praise the teachers and the overall learning environment, stating that the school does well in making learning fun and providing for student needs. One student said, "My school does a good job at preparing me for middle school and high school." Others express a desire for specific improvements, such as having more recess, field trips, or access to special classes like art or music. Another student stated, "They shouldn't give us benchmarks and diagnostics so close together. It's stressful."

Bell Academy Parent Survey

Federal Programs

In my experience, teachers in the school are state certified and effective.		
	Count	Percentage
Strongly Agree	36	46.8%
Agree	37	48.1%
Disagree	3	3.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

School nurses help improve student attendance and academic achievement.		
	Count	Percentage
Strongly Agree	20	26.0%
Agree	27	35.1%
Disagree	13	16.9%
Strongly Disagree	3	3.9%
Not Applicable or No Information	14	18.2%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	12	15.6%
Agree	35	45.5%
Disagree	19	24.7%
Strongly Disagree	4	5.2%
Not Applicable or No Information	7	9.1%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	23	29.9%
Agree	36	46.8%
Disagree	5	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	16.9%

I have input into how federal dollars are spent in my school.	Count	Percentage
Strongly Agree	14	18.2%
Agree	25	32.5%
Disagree	10	13.0%
Strongly Disagree	5	6.5%
Not Applicable or No Information	23	29.9%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.	Count	Percentage
Strongly Agree	20	26.0%
Agree	35	45.5%
Disagree	6	7.8%
Strongly Disagree	3	3.9%
Not Applicable or No Information	13	16.9%

I have read and understood the Title I School-Parent Compact.	Count	Percentage
Yes	69	89.6%
No	8	10.4%

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	38	49.4%
Supporting college and career counseling	33	42.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	45	58.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	28	36.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	24	31.2%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:	Count	Percentage
Promoting community and parent involvement in schools	29	37.7%
Providing school-based mental health services and counseling	51	66.2%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	27	35.1%
Establishing or improving dropout prevention	26	33.8%
Supporting re-entry programs and transition services for Justice-involved youth	13	16.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	39	50.6%
Implementing systems and practices to prevent bullying and harassment	47	61.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	41	53.2%
Establishing community partnerships	23	29.9%

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	41	53.2%
Building technological capacity and infrastructure	28	36.4%
Carrying out innovative blended learning projects	25	32.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	36	46.8%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	31	40.3%

Are you aware that your child's school is a Title 1 School?		
	Count	Percentage
Yes	72	94.7%
No	4	5.3%

Have you been invited to attend Title specific programming at your child's schools in the past?		
	Count	Percentage
Yes	59	77.6%
No	17	22.4%

As a parent, I would like more information regarding:		
	Count	Percentage
Testing and grades	33	42.9%
Safety in the schools	37	48.1%
Curriculum and learning goals	47	61.0%
Available technology and how it's used in the class-room	36	46.8%
How to contact my child's teacher	8	10.4%
Homework	16	20.8%

I would like my child's school to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	9	11.7%
Drug/Alcohol Awareness	15	19.5%
Computer Classes	24	31.2%
Conflict Resolution	35	45.5%
Discipline	25	32.5%
English as a Second Language	7	9.1%
Health Classes	22	28.6%
Literacy Classes	16	20.8%
Math Classes	21	27.3%
Parent-to-School Relationships	28	36.4%
Parent/Child Communication	33	42.9%
Preparing for College	23	29.9%
Parenting Workshops	25	32.5%
Social Media Classes	11	14.3%
Stress/Anger Management	34	44.2%
Understanding College- and Career-Ready Standards	23	29.9%

I would like my child's school 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	30	39.0%
Help my child with homework	27	35.1%
How to motivate my child	41	53.2%
How to promote family reading	16	20.8%
How to set goals for my child	24	31.2%
Manage time	30	39.0%
Prepare my child for testing	39	50.6%
Understand my child's learning styles	46	59.7%

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	19	24.7%
District and/or school newsletters	24	31.2%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	32	41.6%
Resource materials for parental training	27	35.1%
Training for parents to work with other parents on becoming involved in the schools	34	44.2%
Travel expenses to attend parent involvement/PTA workshops and conferences.	11	14.3%
Home/School folders	23	29.9%
Home/School Planners	22	28.6%

Curriculum and Instruction

Students are given a sufficient amount of homework to help them succeed at their studies.	Count	Percentage
Strongly Agree	30	39.0%
Agree	36	46.8%
Disagree	6	7.8%
Strongly Disagree	3	3.9%
Not Applicable or No Information	2	2.6%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	30	39.0%
Agree	42	54.5%
Disagree	4	5.2%
Strongly Disagree	1	1.3%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.	Count	Percentage
Strongly Agree	37	48.1%
Agree	34	44.2%
Disagree	4	5.2%
Strongly Disagree	2	2.6%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Foreign Languages	11.7%	28.6%	10.4%	13.0%	36.4%
English/Language Arts (reading, writing, speaking, listening)	40.3%	51.9%	6.5%	0.0%	1.3%
Health Education	28.6%	53.2%	9.1%	1.3%	7.8%
Science	41.6%	50.6%	5.2%	0.0%	2.6%
Mathematics	37.7%	54.5%	2.6%	0.0%	5.2%
Physical Education	40.3%	57.1%	1.3%	0.0%	1.3%
Career/Vocational Education	14.3%	32.5%	5.2%	5.2%	42.9%
Social Studies	31.2%	53.2%	10.4%	0.0%	5.2%
Fine Arts (music, visual arts, dance, drama)	22.1%	42.9%	14.3%	11.7%	9.1%

Our school is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.	Count	Percentage
Strongly Agree	21	27.3%
Agree	37	48.1%
Disagree	4	5.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	15	19.5%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	28	36.4%
Agree	44	57.1%
Disagree	3	3.9%
Strongly Disagree	2	2.6%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	28	36.4%
Agree	40	51.9%
Disagree	4	5.2%
Strongly Disagree	4	5.2%
Not Applicable or No Information	1	1.3%

I have been involved in more than one activity at my child's school.	Count	Percentage
Yes	68	90.7%
No	7	9.3%

Which type of activities have you attended?	Count	Percentage
Sports/ Club	14	18.2%
Open House	60	77.9%
PTA/PTSA	37	48.1%
Science Night/Math/Literacy Night	15	19.5%
Data Night	19	24.7%
Volunteer Opportunities/Field Trip Chaperone	30	39.0%
Financial Aid/ College Readiness Workshops	1	1.3%

Our school (district) provides sufficient opportunities for parent and family engagement.	Count	Percentage
Strongly Agree	29	37.7%
Agree	42	54.5%
Disagree	4	5.2%
Strongly Disagree	2	2.6%
Not Applicable or No Information	0	0.0%

The concerns of parents are reflected in decisions affecting our school.	Count	Percentage
Strongly Agree	18	23.4%
Agree	38	49.4%
Disagree	11	14.3%
Strongly Disagree	3	3.9%
Not Applicable or No Information	7	9.1%

Teachers regularly communicate with parents of their students.	Count	Percentage
Strongly Agree	34	44.2%
Agree	35	45.5%
Disagree	7	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%

Bell Academy

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	35	45.5%
Agree	40	51.9%
Disagree	2	2.6%
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	24	31.2%
Agree	47	61.0%
Disagree	2	2.6%
Strongly Disagree	1	1.3%
Not Applicable or No Information	3	3.9%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	49	63.6%
Checked my child's grades/assignments online	62	80.5%
Been in contact with my child's teacher	68	88.3%
Received a newsletter from the district, school, or teacher	55	71.4%
Worked with a committee or group on school or district policies	7	9.1%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	43	55.8%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	48	62.3%
Volunteered at my child's school	24	31.2%

School Improvement

The school is committed to a shared purpose and direction.	Count	Percentage
Strongly Agree	26	33.8%
Agree	42	54.5%
Disagree	2	2.6%
Strongly Disagree	1	1.3%
Not Applicable or No Information	6	7.8%

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	24	31.2%
Agree	43	55.8%
Disagree	3	3.9%
Strongly Disagree	1	1.3%
Not Applicable or No Information	6	7.8%

Students, parents and school personnel show pride in the school campus and help keep it attractive.	Count	Percentage
Strongly Agree	33	42.9%
Agree	40	51.9%
Disagree	2	2.6%
Strongly Disagree	1	1.3%
Not Applicable or No Information	1	1.3%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.	Count	Percentage
Strongly Agree	28	36.4%
Agree	42	54.5%
Disagree	4	5.2%
Strongly Disagree	1	1.3%
Not Applicable or No Information	2	2.6%

Discipline policies are fair at this school.	Count	Percentage
Strongly Agree	22	28.6%
Agree	42	54.5%
Disagree	9	11.7%
Strongly Disagree	1	1.3%
Not Applicable or No Information	3	3.9%

As a whole, teachers are concerned about my son/daughter as an individual.	Count	Percentage
Strongly Agree	29	37.7%
Agree	38	49.4%
Disagree	5	6.5%
Strongly Disagree	1	1.3%
Not Applicable or No Information	4	5.2%

School personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.	Count	Percentage
Strongly Agree	21	27.3%
Agree	34	44.2%
Disagree	5	6.5%
Strongly Disagree	4	5.2%
Not Applicable or No Information	13	16.9%

School rules and regulations affecting students are reasonable.	Count	Percentage
Strongly Agree	20	26.0%
Agree	50	64.9%
Disagree	4	5.2%
Strongly Disagree	1	1.3%
Not Applicable or No Information	2	2.6%

The school's grading policies and practices are administered fairly.	Count	Percentage
Strongly Agree	24	31.2%
Agree	49	63.6%
Disagree	2	2.6%
Strongly Disagree	1	1.3%
Not Applicable or No Information	1	1.3%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	25	32.5%
Agree	49	63.6%
Disagree	1	1.3%
Strongly Disagree	1	1.3%
Not Applicable or No Information	1	1.3%

Students show respect for each other.	Count	Percentage
Strongly Agree	17	22.1%
Agree	45	58.4%
Disagree	10	13.0%
Strongly Disagree	1	1.3%
Not Applicable or No Information	4	5.2%

Preschool and Kindergarten

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	23.1%	61.5%	5.1%	0.0%	10.3%
Playing independently or in a small group without needing to be constantly supervised.	30.8%	56.4%	0.0%	0.0%	12.8%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	28.2%	59.0%	0.0%	0.0%	12.8%
Making decisions for himself/herself and exploring new experiences.	25.6%	56.4%	2.6%	0.0%	15.4%
Understanding the difference between right and wrong and recognizing and respecting authority figures.	30.8%	56.4%	0.0%	0.0%	12.8%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	25.6%	48.7%	7.7%	0.0%	17.9%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	28.2%	51.3%	2.6%	0.0%	17.9%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	28.2%	53.8%	2.6%	0.0%	15.4%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	33.3%	51.3%	0.0%	0.0%	15.4%
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.	25.6%	46.2%	7.7%	2.6%	17.9%

I know what my child is learning and must learn this school year.	Count	Percentage
Strongly Agree	20	51.3%
Agree	17	43.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.1%

General Opinion

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

Parents of students from Bell Academy who participated in the survey praised the school for parent involvement opportunities, listening to parents, and keeping students safe. A parent commented, " My child enjoys the Inspire program. The counselor has been helpful in supporting our student when needed." Parents see the need for less emphasis on testing, increased mental health services, and more resources for children with dyslexia. Another parent said, "The school should be more proactive in identifying the student's weakness so it can be addressed early before it negatively affects the student's progress and grades."



Notes

SECTION 7

D. M. Smith Elementary School

Introduction



D. M. Smith Elementary School is located at 715 Dr. MLK Jr. Drive in Cleveland, Mississippi. In January of 2024, it served two hundred fifty-seven (257) students, third through sixth grades (3-6). The dedicated group of faculty and staff is led by the school's principal, Mrs. Rasheda Barksdale.

In her online welcome message, Mrs. Barksdale states, "My view of education is simple: Education has been and will always be the cornerstone of our ever-changing society. A cornerstone, by definition, is a fundamental stone to which the remaining structure is connected. Education is the cornerstone to which the walls of prosperity, success, and continual improvement are connected. Many of our students have visual impairments–they can't see just how great they are. Teachers and leaders must correct the vision of those individuals that see the youth as hopeless, future menaces to society so that they can perceive them as defeating all odds and pursuing and attaining excellence. Changing the negative view of our youth will incite a desire for learning in our students, a love for instruction in our teachers, and a renewed sense of involvement in our parents and business leaders. Teachers must believe that every child can experience success in the classroom and when they are made aware of their greatness, the possibilities are endless."



Enrollment

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

D. M. SMITH ELEMENTARY SCHOOL ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	373	345	307	289	257	
GR_3	93	87	70	66	72	
GR_4	77	76	89	64	44	
GR_5	103	73	74	88	65	
GR_6	100	109	74	71	76	

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

Figure 90: D. M. Smith Elementary School Enrollment

D. M. SMITH ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	373	345	307	289	257	
GENDER	FEMALE	174	171	151	152	129	
	MALE	199	174	156	137	128	
RACE	ASIAN					*	
	BLACK OR AFRICAN AMERICAN	*	*	300	281	249	
	TWO OR MORE RACES	*	*	*	*	*	
	WHITE	*	*	*	*	*	

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

Figure 91: D. M. Smith Elementary School Enrollment by Demographic Group



Attendance

Average Daily Attendance

D. M. SMITH ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	301.9	291.0	270.3
GR_3	73.3	66.8	61.5
GR_4	70.8	83.3	61.4
GR_5	62.8	70.4	81.0
GR_6	95.0	70.5	66.4
(MDE, 2021, 2022, 2023, Superintendent's Annual Report)			

Figure 92: D. M. Smith Elementary School Average Daily Attendance

Chronic Absence

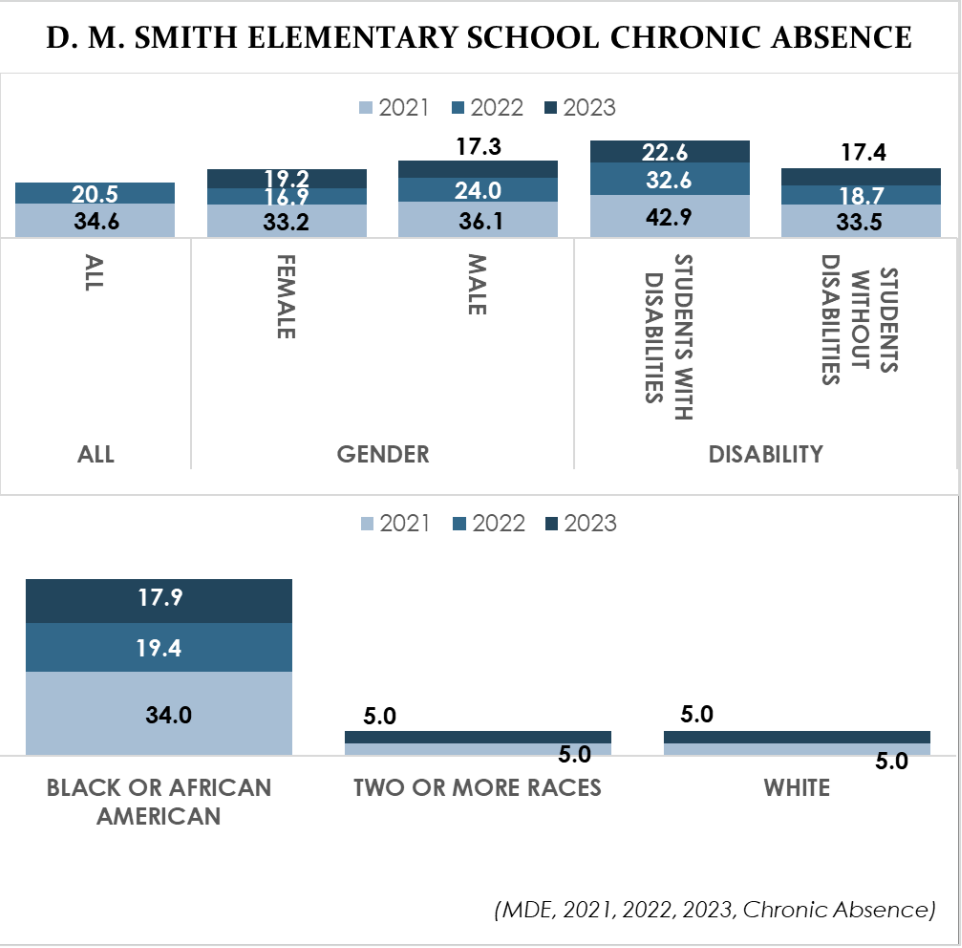


Figure 93: D. M. Smith Elementary School Chronic Absence by Demographic Group

Accountability

Accountability Measures

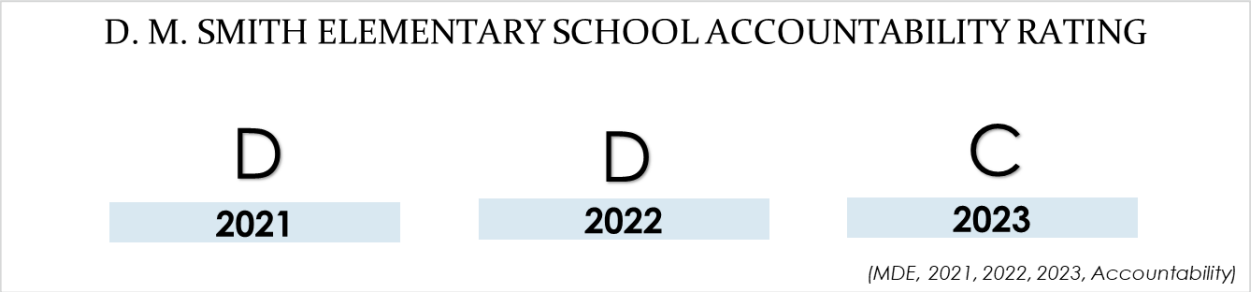


Figure 94: D. M. Smith Elementary School Accountability Rating

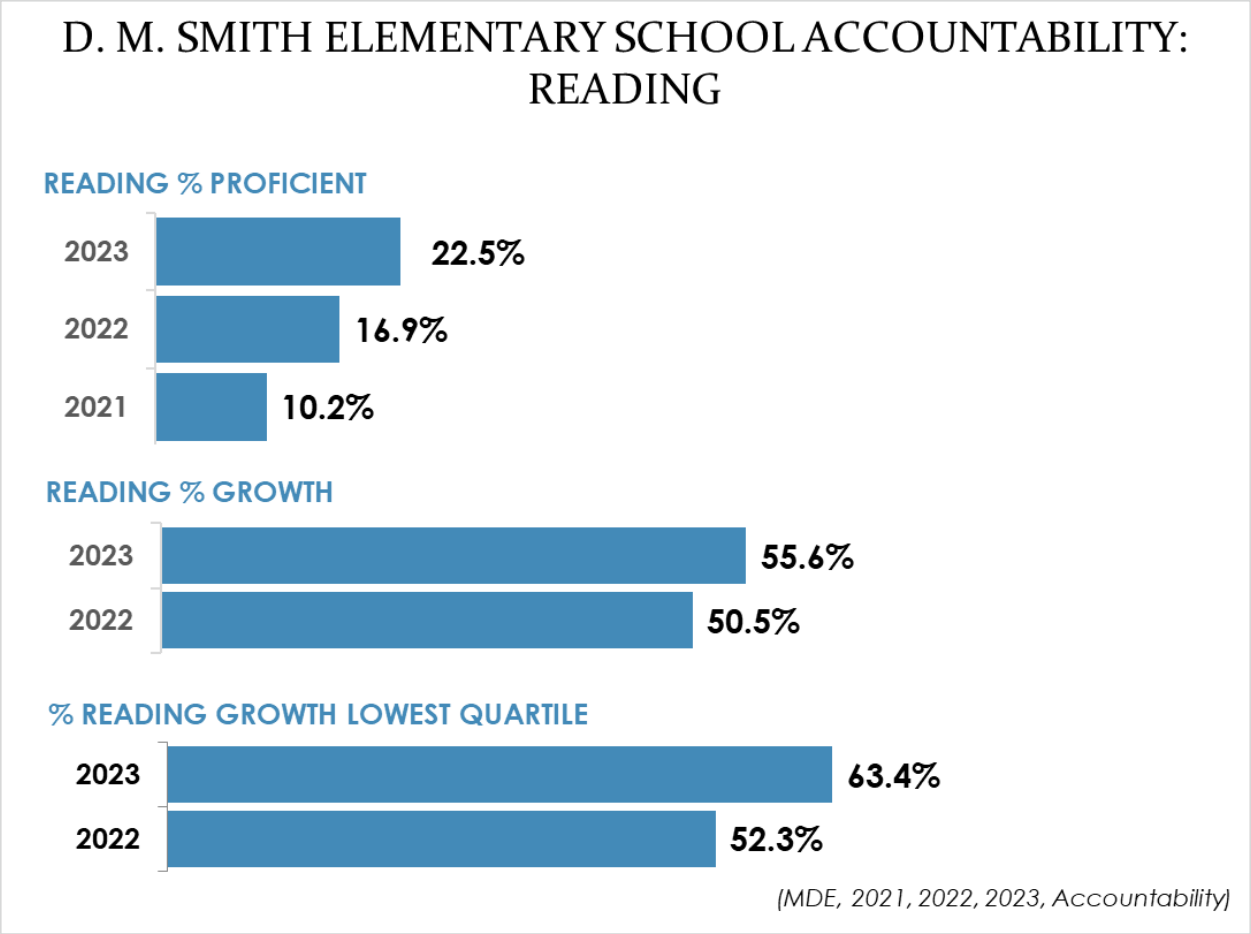


Figure 95: D. M. Smith Elementary School Accountability: Reading

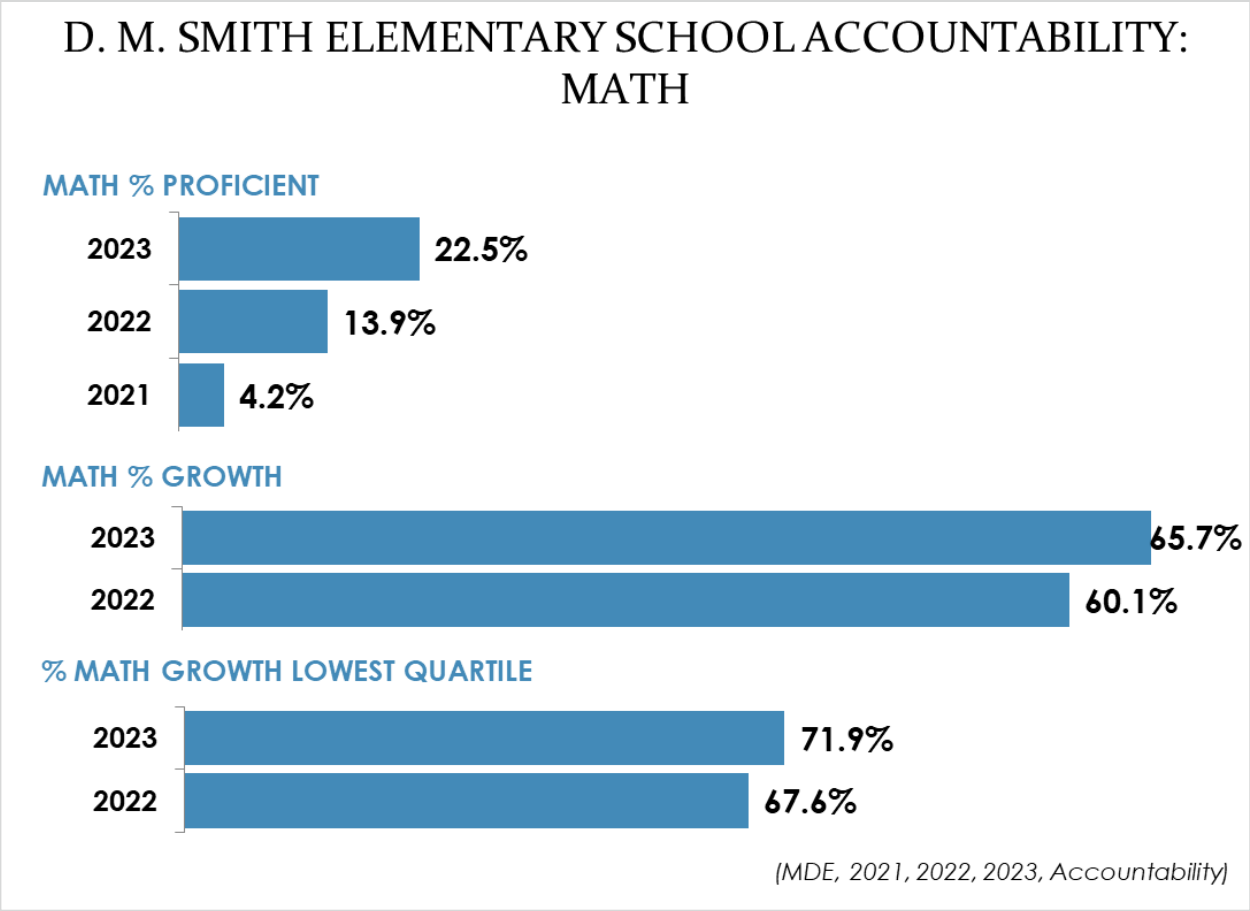


Figure 96: D. M. Smith Elementary School Accountability: Math

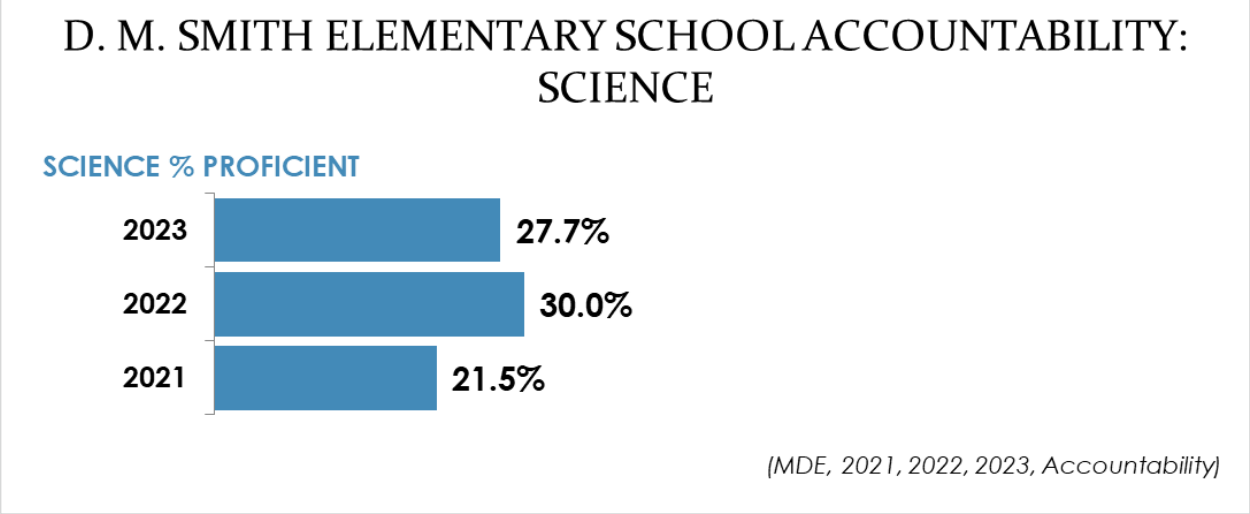


Figure 97: D. M. Smith Elementary School Accountability: Science

D. M. Smith Elementary School

Proficiency by Demographic Group

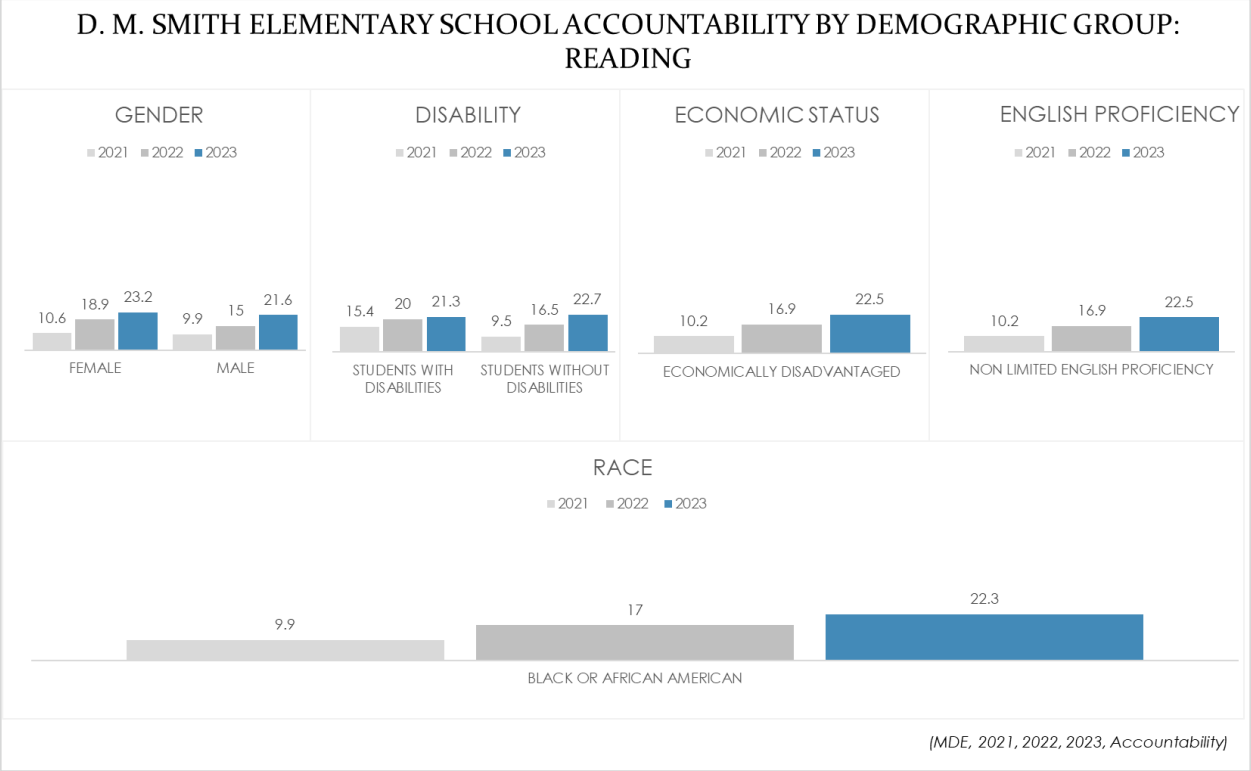


Figure 98: D. M. Smith Elementary School Reading Proficiency by Demographic Group

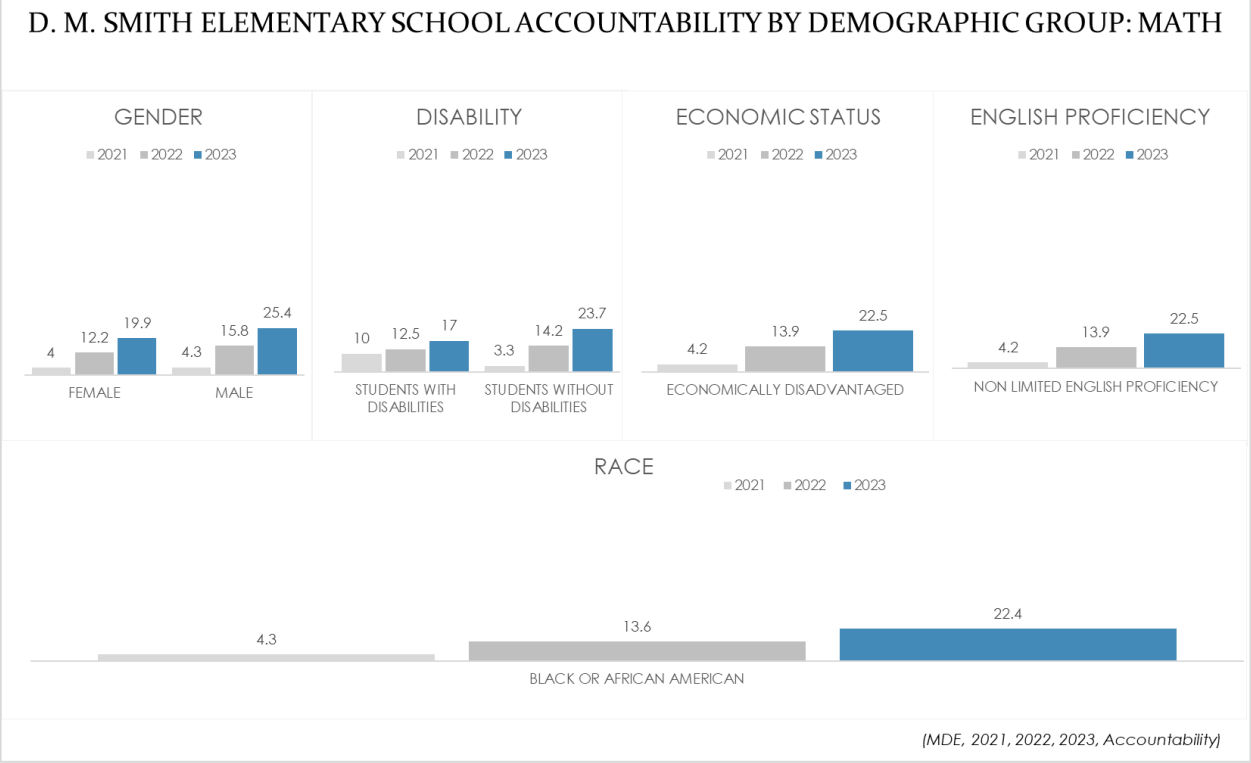


Figure 99: D. M. Smith Elementary School Math Proficiency by Demographic Group

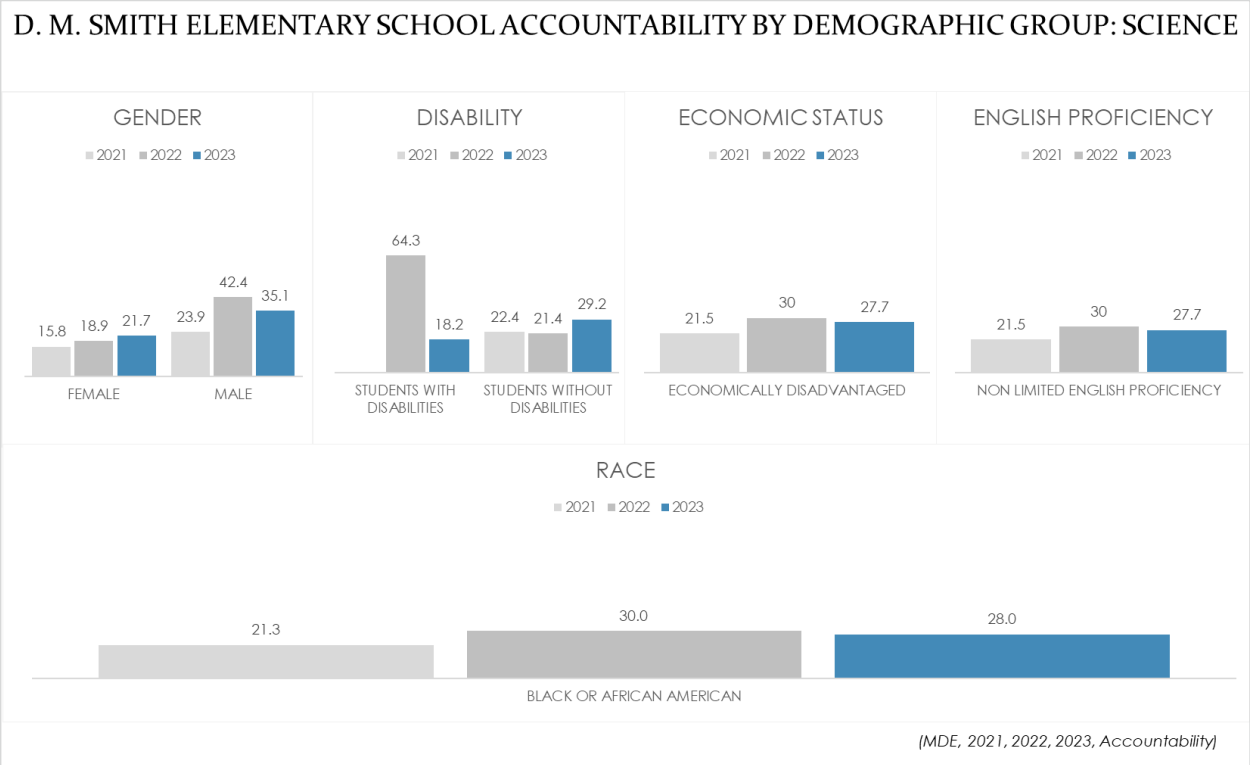


Figure 100: D. M. Smith Elementary School Science Proficiency by Demographic Group

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.

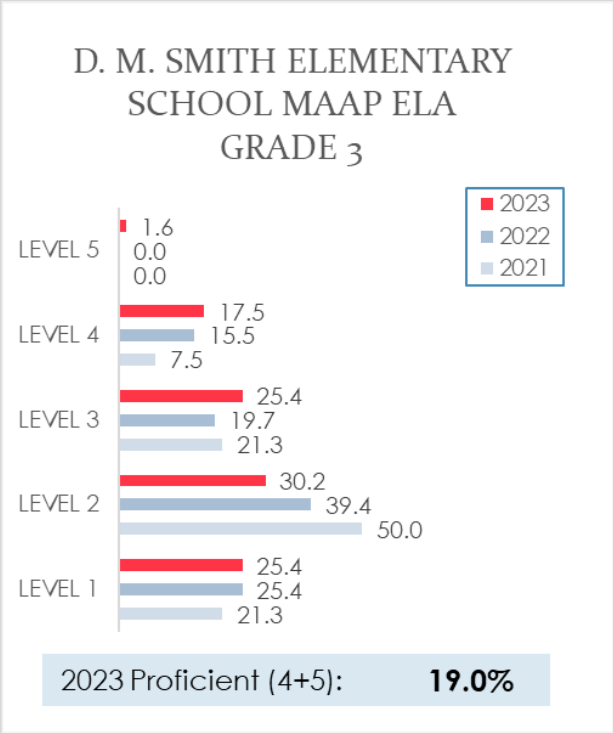
D. M. SMITH ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE			
2019	**2022**	**2023**	**2024**
89.2	80	83.1	44.9

Figure 101: D. M. Smith Elementary School Initial Third-Grade Reading Assessment Pass Rate

D. M. Smith Elementary School

Mississippi Academic Assessment Program (MAAP)

MAAP ELA



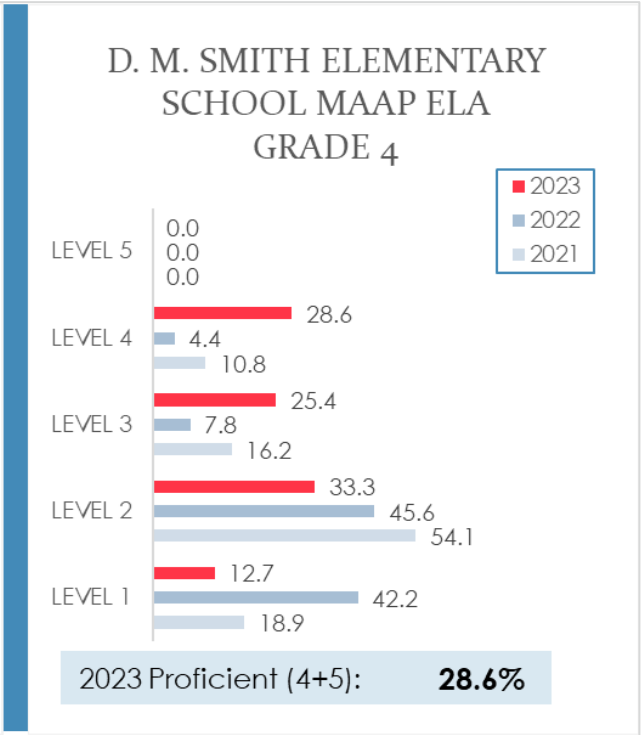
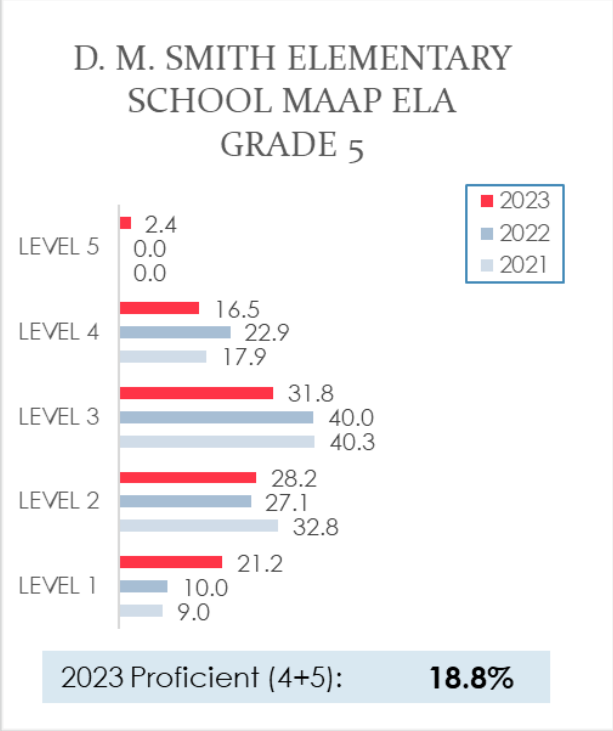


Figure 102: D. M. Smith Elementary School MAAP ELA Grades 3 and 4



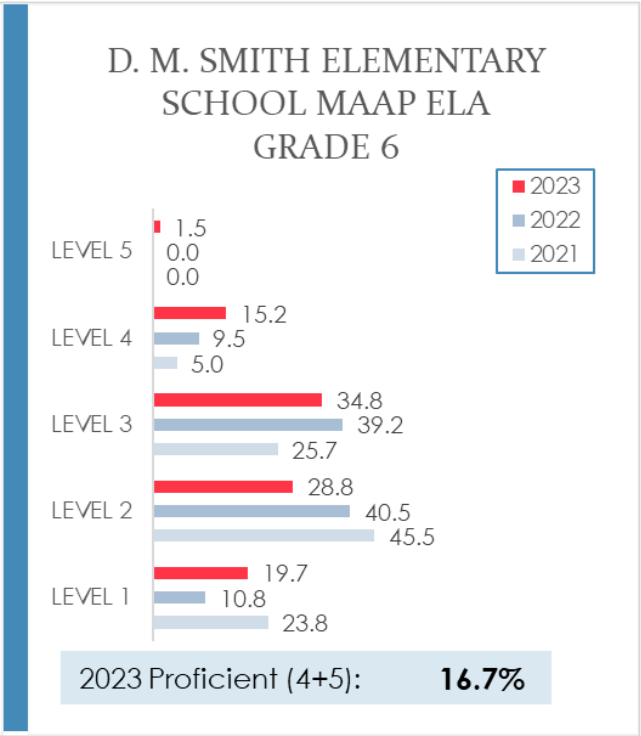


Figure 103: D. M. Smith Elementary School MAAP ELA Grades 5 and 6

MAAP MATH

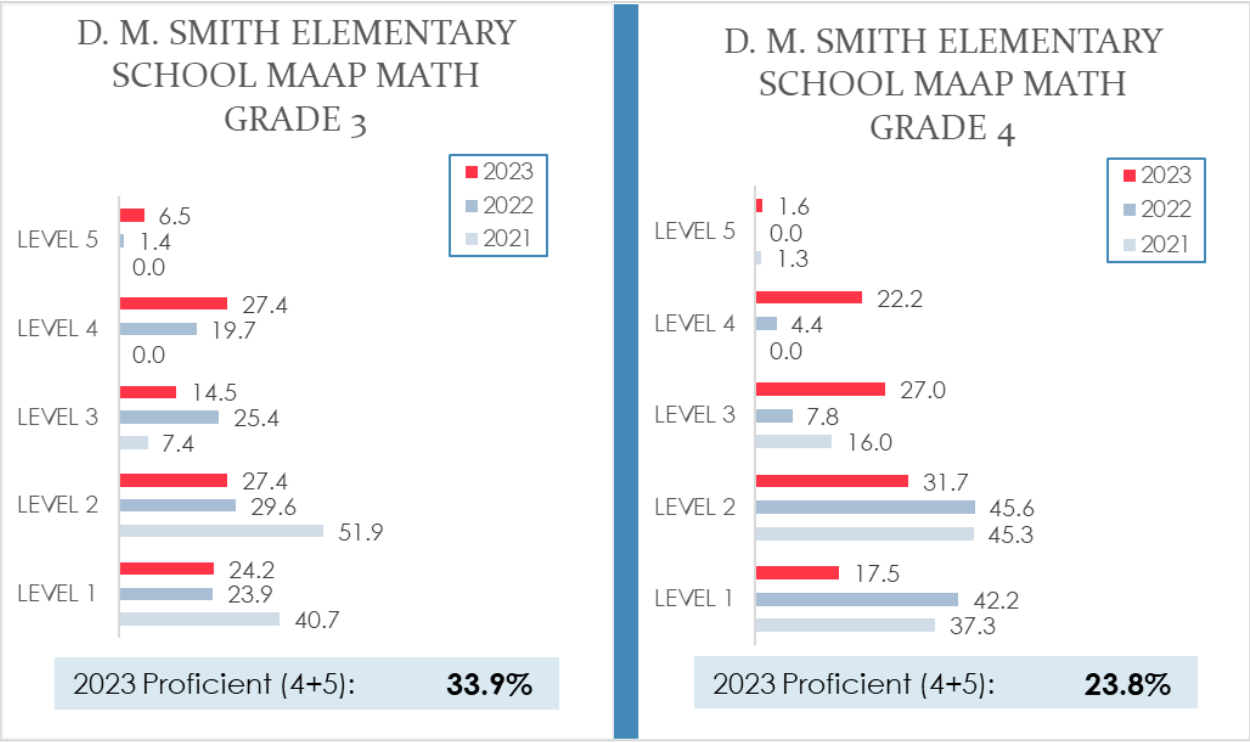


Figure 104: D. M. Smith Elementary School MAAP Math Grades 3 and 4

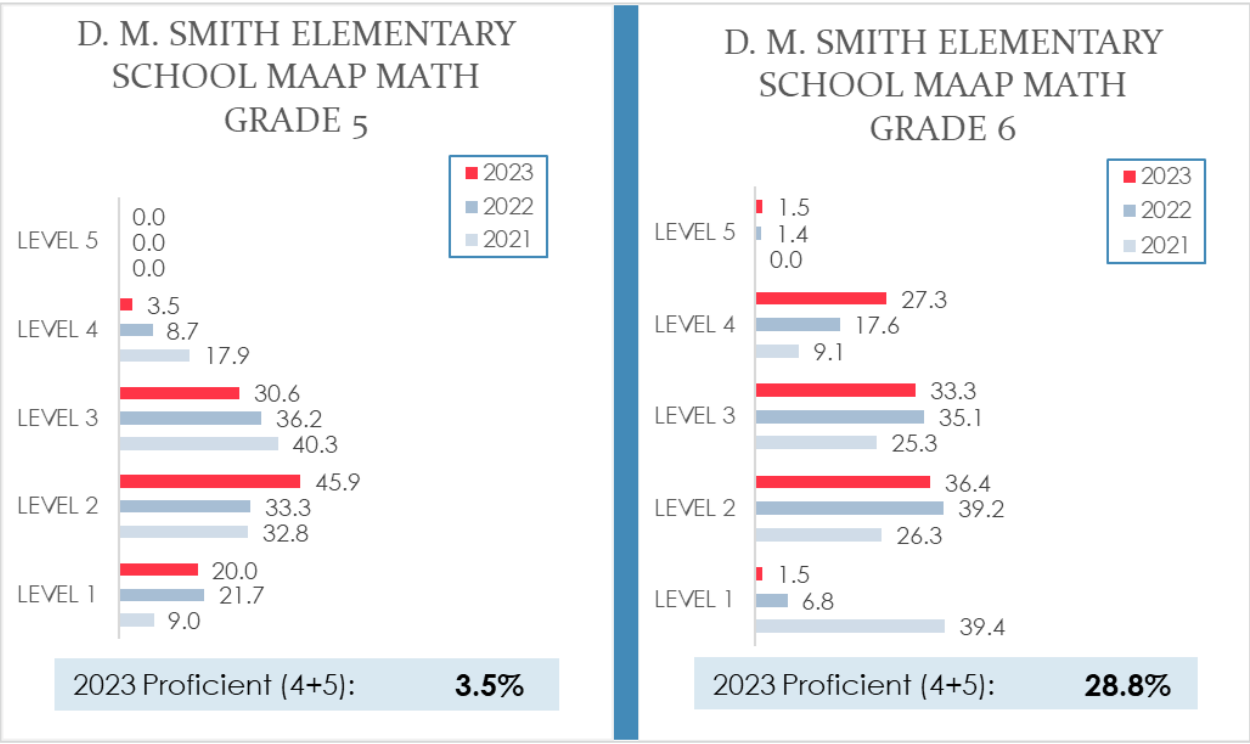


Figure 105: D. M. Smith Elementary School MAAP Math Grades 5 and 6

D. M. Smith Elementary School

MAAP SCIENCE

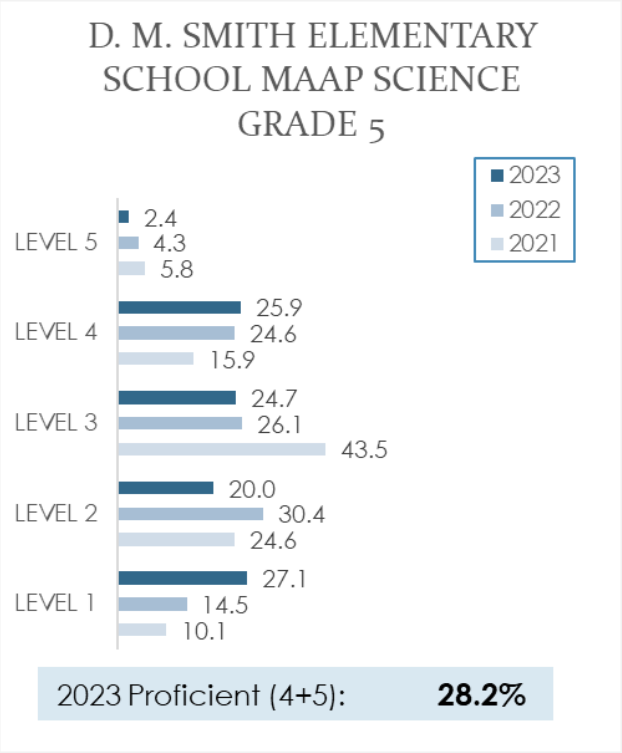
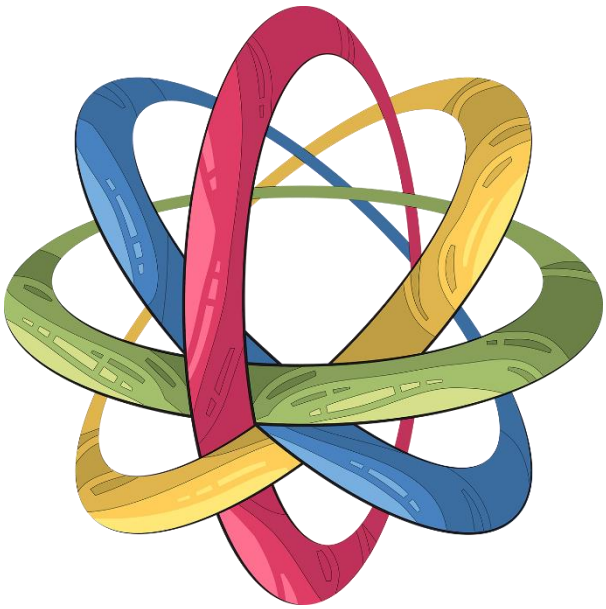


Figure 106: D. M. Smith Elementary School MAAP Science Grade 5



Personnel

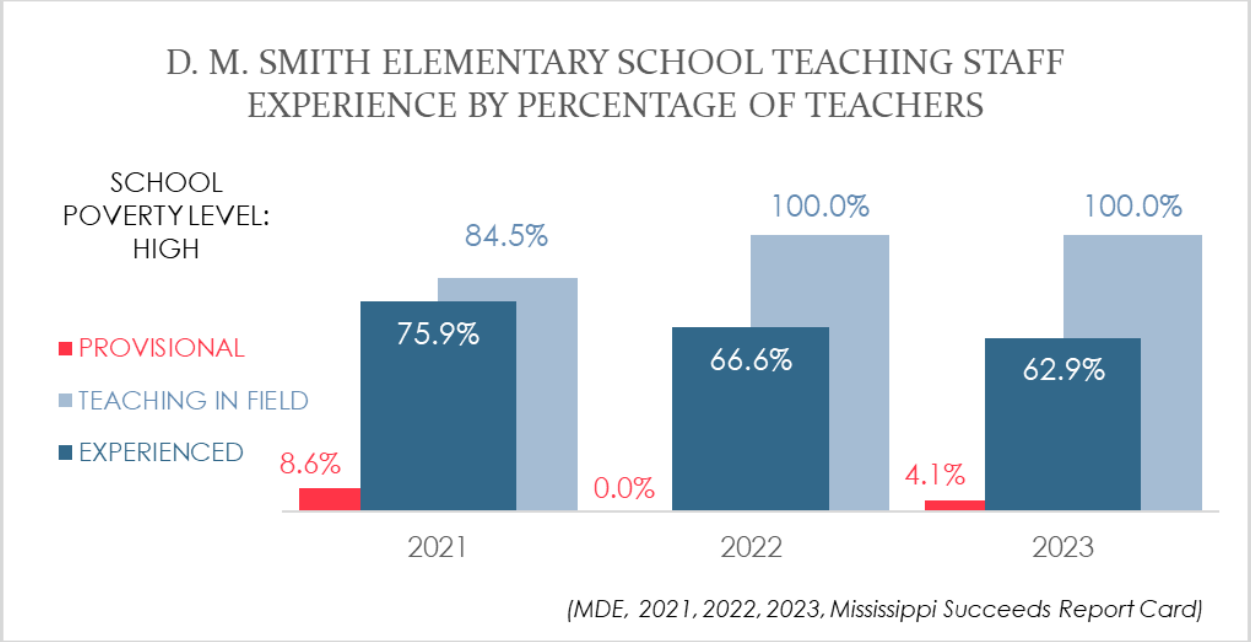


Figure 107: D. M. Smith Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

D. M. SMITH ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	11.2	22.8	19.5	19.3	31.6	31.3			
GENDER	FEMALE	7.0	9.3	17.8	11.1	21.7	28.3			
	MALE	15.1	35.7	21.4	26.9	41.1	34.5			
RACE	BLACK OR AFRICAN AMERICAN	11.2	22.6	19.0	18.7	31.0	31.1			
	TWO OR MORE RACES	≤5	≤5	≤5	≤5	≤5	≤5			
	WHITE		≤5	≤5	≤5	≤5	≤5			
DISABILITY	STUDENTS WITH DISABILITIES	11.1	30.2	16.0	26.7	32.6	30.0			
	STUDENTS WITHOUT DISABILITIES	11.2	21.7	20.2	18.2	31.5	31.6			
EL	NON LIMITED ENGLISH PROFICIENCY		22.8	19.5		31.6	31.3			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	54.0	48.0	≤10		≤5			≤5	
GENDER	FEMALE	15.0	15.0	≤10		≤5			≤5	
	MALE	39.0	33.0	≤10		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	52.0	47.0	≤10		≤5			≤5	
	TWO OR MORE RACES	≤10	≤10							
	WHITE	≤10				≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES	≤10	≤10			≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	47.0	39.0	≤10		≤5			≤5	
EL	NON LIMITED ENGLISH PROFICIENCY		48.0	≤10		≤5			≤5	

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

Figure 108: D. M. Smith Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at D. M. Smith Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Preschool 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, twenty-three (23) parents, and one hundred ninety-three (193) students responded to the survey.

D. M. Smith Elementary School Faculty/Staff Survey

Federal Programs

Federal funds are used effectively at my school.

	Count	Percentage
Strongly Agree	9	40.9%
Agree	11	50.0%
Disagree	0	0.0%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

I have input into how federal dollars are spent in my school.

	Count	Percentage
Strongly Agree	7	31.8%
Agree	5	22.7%
Disagree	6	27.3%
Strongly Disagree	2	9.1%
Not Applicable or No Information	2	9.1%

I use disaggregated student data to inform classroom decisions and instructional practices.	Count	Percentage
Strongly Agree	9	40.9%
Agree	7	31.8%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.6%

I use effective, evidence-based strategies for:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	45.5%	40.9%	9.1%	0.0%	4.5%
Teaching special needs students.	36.4%	45.5%	0.0%	4.5%	13.6%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	22.7%	36.4%	4.5%	13.6%	22.7%
Developing and using classroom assessments.	40.9%	45.5%	4.5%	0.0%	9.1%
Closing the achievement gap between diverse groups of students.	36.4%	50.0%	4.5%	0.0%	9.1%

I contact parents every week.	Count	Percentage
Strongly Agree	4	18.2%
Agree	8	36.4%
Disagree	3	13.6%
Strongly Disagree	1	4.5%
Not Applicable or No Information	6	27.3%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	13	59.1%
Minor disruptions that steal instructional time	7	31.8%
Major classroom disruptions	2	9.1%

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	11	50.0%
Expedited evaluation services for students with limited English	4	18.2%
Expedited evaluation services for gifted and talented students	6	27.3%
Additional academic support	13	59.1%
Tutoring	14	63.6%
Enrichment educational services	10	45.5%
Counseling	14	63.6%
Mentors	8	36.4%
School supplies	15	68.2%
School uniforms	14	63.6%
Dental referrals	7	31.8%
Medical referrals	7	31.8%
Bullying assistance	6	27.3%

Curriculum and Instruction

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	7	31.8%
Agree	11	50.0%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

The district has a quality curriculum that is aligned with state and national standards.	Count	Percentage
Strongly Agree	8	36.4%
Agree	8	36.4%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.6%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	10	45.5%
Agree	9	40.9%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

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	18.2%
Agree	11	50.0%
Disagree	2	9.1%
Strongly Disagree	2	9.1%
Not Applicable or No Information	3	13.6%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Foreign Languages	9.1%	27.3%	13.6%	13.6%	36.4%
English/Language Arts (reading, writing, speaking, listening)	31.8%	54.5%	4.5%	0.0%	9.1%
Health Education	22.7%	22.7%	18.2%	9.1%	27.3%
Science	18.2%	54.5%	9.1%	4.5%	13.6%
Mathematics	27.3%	54.5%	9.1%	0.0%	9.1%
Physical Education	22.7%	45.5%	4.5%	4.5%	22.7%
Career/Vocational Education	31.8%	13.6%	22.7%	4.5%	27.3%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Social Studies	22.7%	40.9%	18.2%	0.0%	18.2%
Fine Arts (music, visual arts, dance, drama)	22.7%	31.8%	9.1%	9.1%	27.3%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	6	27.3%
Agree	12	54.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	18.2%

I have access to a curriculum guide for each core subject I teach.

	Count	Percentage
Yes	17	81.0%
No	4	19.0%

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

	Count	Percentage
Strongly Agree	7	31.8%
Agree	11	50.0%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

I develop assessments that mirror the format & complexity of state assessments.		
	Count	Percentage
Strongly Agree	5	22.7%
Agree	9	40.9%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	31.8%

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	18.2%
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	3	13.6%
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.	10	45.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	4	18.2%
Use bilingual handouts and cues	2	9.1%
Use visual displays, portable white boards, and posters when giving instructions	9	40.9%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	7	31.8%

The counseling program is working very well.		
	Count	Percentage
Strongly Agree	10	45.5%
Agree	9	40.9%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	11	50.0%
Agree	9	40.9%
Disagree	0	0.0%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	13	59.1%
Agree	9	40.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.	Count	Percentage
Strongly Agree	6	27.3%
Agree	11	50.0%
Disagree	3	13.6%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

School Improvement

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	11	50.0%
Agree	9	40.9%
Disagree	0	0.0%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

My school is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.

	Count	Percentage
Strongly Agree	9	40.9%
Agree	10	45.5%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

My school has adequate human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

	Count	Percentage
Strongly Agree	6	27.3%
Agree	11	50.0%
Disagree	2	9.1%
Strongly Disagree	2	9.1%
Not Applicable or No Information	1	4.5%

My school has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.

	Count	Percentage
Strongly Agree	9	40.9%
Agree	10	45.5%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	8	36.4%
Agree	8	36.4%
Disagree	3	13.6%
Strongly Disagree	2	9.1%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly Agree	6	27.3%
Agree	12	54.5%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

Discipline policies are fair at this school.

	Count	Percentage
Strongly Agree	6	27.3%
Agree	13	59.1%
Disagree	1	4.5%
Strongly Disagree	2	9.1%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	9	40.9%
Agree	10	45.5%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.

	Count	Percentage
Strongly Agree	7	31.8%
Agree	9	40.9%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	4	18.2%

Teachers here have a sense of common mission.

	Count	Percentage
Strongly Agree	5	22.7%
Agree	10	45.5%
Disagree	4	18.2%
Strongly Disagree	1	4.5%
Not Applicable or No Information	2	9.1%

Teachers are regularly involved in the development of school policies.	Count	Percentage
Strongly Agree	5	22.7%
Agree	8	36.4%
Disagree	3	13.6%
Strongly Disagree	2	9.1%
Not Applicable or No Information	4	18.2%

Teachers have a major role in curriculum development in this school.	Count	Percentage
Strongly Agree	7	31.8%
Agree	6	27.3%
Disagree	3	13.6%
Strongly Disagree	1	4.5%
Not Applicable or No Information	5	22.7%

Teachers are provided adequate time each day to prepare for teaching.	Count	Percentage
Strongly Agree	5	22.7%
Agree	11	50.0%
Disagree	2	9.1%
Strongly Disagree	2	9.1%
Not Applicable or No Information	2	9.1%

When I need to talk with an administrator, I can do so with relative ease.	Count	Percentage
Strongly Agree	12	54.5%
Agree	8	36.4%
Disagree	0	0.0%
Strongly Disagree	2	9.1%
Not Applicable or No Information	0	0.0%

If I have a discipline problem, the administration gives me the support I want.	Count	Percentage
Strongly Agree	8	36.4%
Agree	11	50.0%
Disagree	0	0.0%
Strongly Disagree	1	4.5%
Not Applicable or No Information	2	9.1%

All things considered, I am satisfied with being a teacher.	Count	Percentage
Strongly Agree	8	36.4%
Agree	8	36.4%
Disagree	4	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

TECHNOLOGY

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.	Count	Percentage
Strongly Agree	8	36.4%
Agree	10	45.5%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.	Count	Percentage
Strongly Agree	11	50.0%
Agree	7	31.8%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.6%

My biggest equipment needs are:	Count	Percentage
Computers	6	27.3%
Software	8	36.4%
Mobile laptop computers	6	27.3%
Listening centers	2	9.1%
Interactive white board	5	22.7%
Classroom response system (clickers)	6	27.3%
Digital slates (e.g. iPad, Microsoft Pro)	3	13.6%

PROFESSIONAL DEVELOPMENT

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

Sufficient resources are available to allow teachers to take advantage of professional development activities.	Count	Percentage
Strongly Agree	9	40.9%
Agree	8	36.4%
Disagree	4	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

Teachers have adequate time for opportunities to learn from each other (professional learning communities).	Count	Percentage
Strongly Agree	5	22.7%
Agree	13	59.1%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	2	9.1%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	8	36.4%
Agree	9	40.9%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

The professional development I have received has been beneficial for me as a beginning teacher.		
	Count	Percentage
Strongly Agree	7	31.8%
Agree	9	40.9%
Disagree	2	9.1%
Strongly Disagree	1	4.5%
Not Applicable or No Information	3	13.6%

General Opinion

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

Faculty/staff members from D. M. Smith Elementary School expressed a strong belief that the school does well with parent involvement, collaborating with stockholders, and creating memorable activities and events for students. One faculty member commented, "My school is very big on children's safety and firm discipline. We ensure that all children are learning in an environment that is conducive for learning." However, they highlighted the need for consistency across the board, regular mental health checks for teachers, and more vocational programs. Another faculty member stated, "Teachers should be allowed a true, safe space to air out their grievances appropriately without fear of repercussions on the job, due to simply having an opinion/issue."

D. M. Smith Elementary School Student Survey

Federal Programs

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	46	23.8%
Agree	70	36.3%
Disagree	25	13.0%
Strongly Disagree	13	6.7%
Not Applicable or No Information	39	20.2%

Curriculum and Instruction

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics	49.7%	43.5%	3.1%	1.6%	2.1%
Physical Education	49.7%	29.5%	8.8%	4.7%	7.3%
Career/Vocational Education	35.2%	26.9%	13.0%	4.7%	20.2%
Social Studies	38.9%	41.5%	7.8%	9.8%	2.1%
Fine Arts (music, visual arts, dance, drama)	40.9%	29.0%	11.4%	5.7%	13.0%
Foreign Languages	21.8%	26.4%	20.2%	9.8%	21.8%
English/Language Arts (reading, writing, speaking, listening)	63.2%	29.0%	5.2%	1.0%	1.6%
Health Education	50.3%	29.0%	7.3%	4.7%	8.8%
Science	57.5%	32.1%	7.3%	3.1%	0.0%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	89	46.1%
Agree	82	42.5%
Disagree	13	6.7%
Strongly Disagree	7	3.6%
Not Applicable or No Information	2	1.0%

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

	Count	Percentage
Strongly Agree	83	43.0%
Agree	84	43.5%
Disagree	13	6.7%
Strongly Disagree	12	6.2%
Not Applicable or No Information	1	0.5%

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

	Count	Percentage
Strongly Agree	50	25.9%
Agree	108	56.0%
Disagree	20	10.4%
Strongly Disagree	8	4.1%
Not Applicable or No Information	7	3.6%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	63	32.6%
Agree	98	50.8%
Disagree	16	8.3%
Strongly Disagree	6	3.1%
Not Applicable or No Information	10	5.2%

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	93	48.2%
Agree	70	36.3%
Disagree	16	8.3%
Strongly Disagree	4	2.1%
Not Applicable or No Information	10	5.2%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	60	31.1%
Agree	77	39.9%
Disagree	34	17.6%
Strongly Disagree	12	6.2%
Not Applicable or No Information	10	5.2%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.	Count	Percentage
Strongly Agree	52	26.9%
Agree	99	51.3%
Disagree	21	10.9%
Strongly Disagree	7	3.6%
Not Applicable or No Information	14	7.3%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.	Count	Percentage
Strongly Agree	81	42.0%
Agree	78	40.4%
Disagree	15	7.8%
Strongly Disagree	9	4.7%
Not Applicable or No Information	10	5.2%

Technology is incorporated into instruction in many classes.	Count	Percentage
Strongly Agree	50	25.9%
Agree	93	48.2%
Disagree	27	14.0%
Strongly Disagree	12	6.2%
Not Applicable or No Information	11	5.7%

My teachers give me personal encouragement in my school work.	Count	Percentage
Strongly Agree	80	41.5%
Agree	77	39.9%
Disagree	19	9.8%
Strongly Disagree	9	4.7%
Not Applicable or No Information	8	4.1%

A counselor is available if I need help in solving personal problems.	Count	Percentage
Strongly Agree	106	54.9%
Agree	64	33.2%
Disagree	12	6.2%
Strongly Disagree	6	3.1%
Not Applicable or No Information	5	2.6%

If I have a problem or suggestion for the principal, he/she is available.	Count	Percentage
Strongly Agree	88	45.6%
Agree	73	37.8%
Disagree	18	9.3%
Strongly Disagree	7	3.6%
Not Applicable or No Information	7	3.6%

The people in the principal's office care about students as individuals.	Count	Percentage
Strongly Agree	91	47.2%
Agree	75	38.9%
Disagree	11	5.7%
Strongly Disagree	6	3.1%
Not Applicable or No Information	10	5.2%

School spirit is very high at our school.	Count	Percentage
Strongly Agree	83	43.0%
Agree	71	36.8%
Disagree	21	10.9%
Strongly Disagree	8	4.1%
Not Applicable or No Information	10	5.2%

General Opinion

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

Students from D. M. Smith Elementary School vary widely in their responses, reflecting their personal experiences and perspectives. Some students praise the school for caring for students, teaching students very well, and providing for student needs. One student said, "Our school tries to help students become a better person and grow up." Others express a desire for specific improvements, such as having more break time, changing the dress code, and improving the food options. Another student stated, "As a student I think the school should have better wi-fi because the computers are so slow."

D. M. Smith Elementary School Parent Survey

Federal Programs

In my experience, teachers in the school are state certified and effective.		
	Count	Percentage
Strongly Agree	6	26.1%
Agree	13	56.5%
Disagree	1	4.3%
Strongly Disagree	1	4.3%
Not Applicable or No Information	2	8.7%

School nurses help improve student attendance and academic achievement.		
	Count	Percentage
Strongly Agree	7	30.4%
Agree	9	39.1%
Disagree	1	4.3%
Strongly Disagree	2	8.7%
Not Applicable or No Information	4	17.4%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	4	17.4%
Agree	7	30.4%
Disagree	6	26.1%
Strongly Disagree	4	17.4%
Not Applicable or No Information	2	8.7%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	5	21.7%
Agree	7	30.4%
Disagree	4	17.4%
Strongly Disagree	1	4.3%
Not Applicable or No Information	6	26.1%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	2	8.7%
Agree	9	39.1%
Disagree	5	21.7%
Strongly Disagree	3	13.0%
Not Applicable or No Information	4	17.4%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	4	17.4%
Agree	10	43.5%
Disagree	4	17.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	21.7%

I have read and understood the Title I School-Parent Compact.		
	Count	Percentage
Yes	15	65.2%
No	8	34.8%

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	30.4%
Supporting college and career counseling	6	26.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	13	56.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	12	52.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	9	39.1%

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	47.8%
Providing school-based mental health services and counseling	15	65.2%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	7	30.4%
Establishing or improving dropout prevention	9	39.1%
Supporting re-entry programs and transition services for Justice-involved youth	7	30.4%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	6	26.1%
Implementing systems and practices to prevent bullying and harassment	13	56.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	9	39.1%
Establishing community partnerships	10	43.5%

D. M. Smith Elementary School

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	13	56.5%
Building technological capacity and infrastructure	11	47.8%
Carrying out innovative blended learning projects	8	34.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	14	60.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	10	43.5%

Are you aware that your child's school is a Title 1 School?	Count	Percentage
Yes	14	63.6%
No	8	36.4%

Have you been invited to attend Title specific programming at your child's schools in the past?	Count	Percentage
Yes	10	43.5%
No	13	56.5%

As a parent, I would like more information regarding:	Count	Percentage
Testing and grades	14	60.9%
Safety in the schools	11	47.8%
Curriculum and learning goals	14	60.9%
Available technology and how it's used in the classroom	11	47.8%
How to contact my child's teacher	9	39.1%
Homework	11	47.8%

I would like my child's school to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	6	26.1%
Drug/Alcohol Awareness	8	34.8%
Computer Classes	11	47.8%
Conflict Resolution	5	21.7%
Discipline	9	39.1%
English as a Second Language	8	34.8%
Health Classes	8	34.8%
Literacy Classes	4	17.4%
Math Classes	14	60.9%
Parent-to-School Relationships	10	43.5%
Parent/Child Communication	9	39.1%
Preparing for College	8	34.8%
Parenting Workshops	8	34.8%
Social Media Classes	3	13.0%
Stress/Anger Management	9	39.1%
Understanding College- and Career-Ready Standards	7	30.4%

I would like my child's school 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	13	56.5%
Help my child with homework	13	56.5%
How to motivate my child	10	43.5%
How to promote family reading	8	34.8%
How to set goals for my child	11	47.8%
Manage time	7	30.4%
Prepare my child for testing	15	65.2%
Understand my child's learning styles	10	43.5%

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	5	21.7%
District and/or school newsletters	6	26.1%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	13	56.5%
Resource materials for parental training	9	39.1%

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
Training for parents to work with other parents on becoming involved in the schools	7	30.4%
Travel expenses to attend parent involvement/PTA workshops and conferences.	8	34.8%
Home/School folders	14	60.9%
Home/School Planners	15	65.2%

Curriculum and Instruction

Students are given a sufficient amount of homework to help them succeed at their studies.	Count	Percentage
Strongly Agree	3	13.0%
Agree	12	52.2%
Disagree	5	21.7%
Strongly Disagree	3	13.0%
Not Applicable or No Information	0	0.0%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	7	30.4%
Agree	12	52.2%
Disagree	2	8.7%
Strongly Disagree	1	4.3%
Not Applicable or No Information	1	4.3%

Teachers hold high expectations for student learning.	Count	Percentage
Strongly Agree	7	30.4%
Agree	10	43.5%
Disagree	2	8.7%
Strongly Disagree	3	13.0%
Not Applicable or No Information	1	4.3%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Foreign Languages	4.3%	52.2%	17.4%	4.3%	21.7%
English/Language Arts (reading, writing, speaking, listening)	30.4%	65.2%	0.0%	4.3%	0.0%
Health Education	26.1%	47.8%	13.0%	0.0%	13.0%
Science	26.1%	56.5%	8.7%	4.3%	4.3%
Fine Arts (music, visual arts, dance, drama)	21.7%	43.5%	8.7%	13.0%	13.0%
Mathematics	26.1%	56.5%	13.0%	4.3%	0.0%
Physical Education	43.5%	47.8%	0.0%	0.0%	8.7%
Career/Vocational Education	21.7%	39.1%	21.7%	0.0%	17.4%
Social Studies	21.7%	60.9%	4.3%	4.3%	8.7%

Our school is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.	Count	Percentage
Strongly Agree	5	21.7%
Agree	12	52.2%
Disagree	2	8.7%
Strongly Disagree	3	13.0%
Not Applicable or No Information	1	4.3%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	5	21.7%
Agree	15	65.2%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

D. M. Smith Elementary School

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	7	30.4%
Agree	13	56.5%
Disagree	2	8.7%
Strongly Disagree	1	4.3%
Not Applicable or No Information	0	0.0%

I have been involved in more than one activity at my child's school.		
	Count	Percentage
Yes	16	69.6%
No	7	30.4%

Which type of activities have you attended?		
	Count	Percentage
Sports/ Club	4	17.4%
Open House	12	52.2%
PTA/PTSA	9	39.1%
Science Night/Math/Literacy Night	4	17.4%
Data Night	3	13.0%
Volunteer Opportunities/Field Trip Chaperone	5	21.7%
Financial Aid/ College Readiness Workshops	1	4.3%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	8	34.8%
Agree	13	56.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	5	21.7%
Agree	11	47.8%
Disagree	1	4.3%
Strongly Disagree	2	8.7%
Not Applicable or No Information	4	17.4%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	8	34.8%
Agree	13	56.5%
Disagree	1	4.3%
Strongly Disagree	1	4.3%
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	6	26.1%
Agree	12	52.2%
Disagree	4	17.4%
Strongly Disagree	1	4.3%
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	8	34.8%
Agree	7	30.4%
Disagree	5	21.7%
Strongly Disagree	1	4.3%
Not Applicable or No Information	2	8.7%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	11	47.8%
Checked my child's grades/assignments online	16	69.6%
Been in contact with my child's teacher	17	73.9%
Received a newsletter from the district, school, or teacher	11	47.8%
Worked with a committee or group on school or district policies	2	8.7%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	6	26.1%

D. M. Smith Elementary School

In the past year, I have attended/participated in the following:	Count	Percentage
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	5	21.7%
Volunteered at my child's school	7	30.4%

School Improvement

The school is committed to a shared purpose and direction.	Count	Percentage
Strongly Agree	5	21.7%
Agree	15	65.2%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	6	26.1%
Agree	12	52.2%
Disagree	1	4.3%
Strongly Disagree	2	8.7%
Not Applicable or No Information	2	8.7%

Students, parents and school personnel show pride in the school campus and help keep it attractive.	Count	Percentage
Strongly Agree	5	21.7%
Agree	13	56.5%
Disagree	0	0.0%
Strongly Disagree	1	4.3%
Not Applicable or No Information	4	17.4%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.	Count	Percentage
Strongly Agree	9	39.1%
Agree	10	43.5%
Disagree	1	4.3%
Strongly Disagree	1	4.3%
Not Applicable or No Information	2	8.7%

Discipline policies are fair at this school.	Count	Percentage
Strongly Agree	5	21.7%
Agree	14	60.9%
Disagree	1	4.3%
Strongly Disagree	2	8.7%
Not Applicable or No Information	1	4.3%

As a whole, teachers are concerned about my son/daughter as an individual.	Count	Percentage
Strongly Agree	8	34.8%
Agree	11	47.8%
Disagree	2	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

School personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.	Count	Percentage
Strongly Agree	5	21.7%
Agree	10	43.5%
Disagree	2	8.7%
Strongly Disagree	1	4.3%
Not Applicable or No Information	5	21.7%

School rules and regulations affecting students are reasonable.	Count	Percentage
Strongly Agree	5	21.7%
Agree	12	52.2%
Disagree	2	8.7%
Strongly Disagree	2	8.7%
Not Applicable or No Information	2	8.7%

The school's grading policies and practices are administered fairly.	Count	Percentage
Strongly Agree	6	26.1%
Agree	14	60.9%
Disagree	0	0.0%
Strongly Disagree	2	8.7%
Not Applicable or No Information	1	4.3%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	6	26.1%
Agree	10	43.5%
Disagree	2	8.7%
Strongly Disagree	3	13.0%
Not Applicable or No Information	2	8.7%

Students show respect for each other.	Count	Percentage
Strongly Agree	2	8.7%
Agree	17	73.9%
Disagree	1	4.3%
Strongly Disagree	1	4.3%
Not Applicable or No Information	2	8.7%

PRESCHOOL AND KINDERGARTEN

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	18.2%	45.5%	9.1%	18.2%	9.1%
Making decisions for himself/herself and exploring new experiences.	54.5%	27.3%	9.1%	0.0%	9.1%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Understanding the difference between right and wrong and recognizing and respecting authority figures.	36.4%	36.4%	9.1%	9.1%	9.1%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	45.5%	36.4%	9.1%	0.0%	9.1%
Playing independently or in a small group without needing to be constantly supervised.	27.3%	27.3%	9.1%	18.2%	18.2%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	54.5%	36.4%	0.0%	0.0%	9.1%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	36.4%	36.4%	9.1%	9.1%	9.1%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	36.4%	36.4%	9.1%	9.1%	9.1%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
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.	18.2%	36.4%	18.2%	18.2%	9.1%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	36.4%	27.3%	9.1%	0.0%	27.3%

I know what my child is learning and must learn this school year.	Count	Percentage
Strongly Agree	2	18.2%
Agree	6	54.5%
Disagree	1	9.1%
Strongly Disagree	2	18.2%
Not Applicable or No Information	0	0.0%

General Opinion

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

Parents of students from D. M. Smith Elementary School who participated in the survey praised the school for communicating with parents and providing excellent education. When asked about needed improvements, a parent commented, " I would like the School District to really stop kids bullying other kids."

SECTION 8

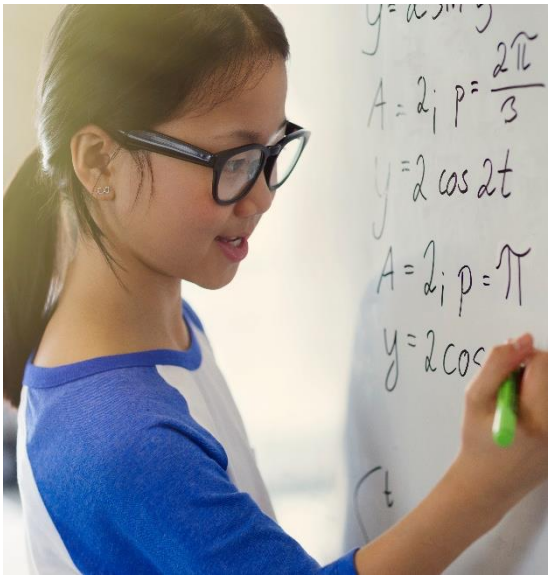
Hayes Cooper Center

Introduction

HAYES COOPER CENTER is located at 500 Martin Luther King Jr. in Merigold, Mississippi. In January of 2024, it served three hundred twenty-eight (328) students, prekindergarten through sixth grade (PK-6). As stated on the school's website, its motto is: "Forward-thinking with a tradition of excellence." The successful school is led by its principal, Renee LaMastus, who seeks to encourage and support her faculty and staff as they educate their students. She also strives to keep parents informed of school news and activities. HCC students are given a variety of educational opportunities throughout the school year, both inside and outside of the classroom. Students are rewarded for positive behavior and are encouraged in their efforts to learn and grow.







Enrollment

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

HAYES COOPER CENTER ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	337	282	279	281	328	
PK	44	37	31	26	42	
K	43	36	40	45	45	
GR_1	46	34	34	41	50	
GR_2	46	37	36	36	42	
GR_3	39	42	33	37	35	
GR_4	40	30	46	29	36	
GR_5	38	34	24	46	33	
GR_6	41	32	35	21	45	

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

Figure 109: Hayes Cooper Center Enrollment

HAYES COOPER CENTER ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	337	282	279	281	328	
GENDER	FEMALE	176	148	138	162	172	
	MALE	161	134	141	119	156	
RACE	ALASKAN NATIVE OR NATIVE AMERICAN					*	
	ASIAN	*	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	143	124	117	112	137	
	HISPANIC OR LATINO	*	*	*	17	16	
	TWO OR MORE RACES	17	*	15	*	16	
	WHITE	157	129	136	138	155	

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

Figure 110: Hayes Cooper Center Enrollment by Demographic Group



Attendance

Average Daily Attendance

HAYES COOPER CENTER AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	228.9	237.8	244.8
K	35.5	38.5	41.8
GR_1	31.1	33.2	39.8
GR_2	33.6	33.7	33.5
GR_3	40.0	31.4	36.4
GR_4	27.8	45.1	28.3
GR_5	30.3	23.1	43.6
GR_6	30.5	32.8	21.6
(MDE, 2021, 2022, 2023, Superintendent's Annual Report)			

Figure 111: Hayes Cooper Center Average Daily Attendance

Chronic Absence

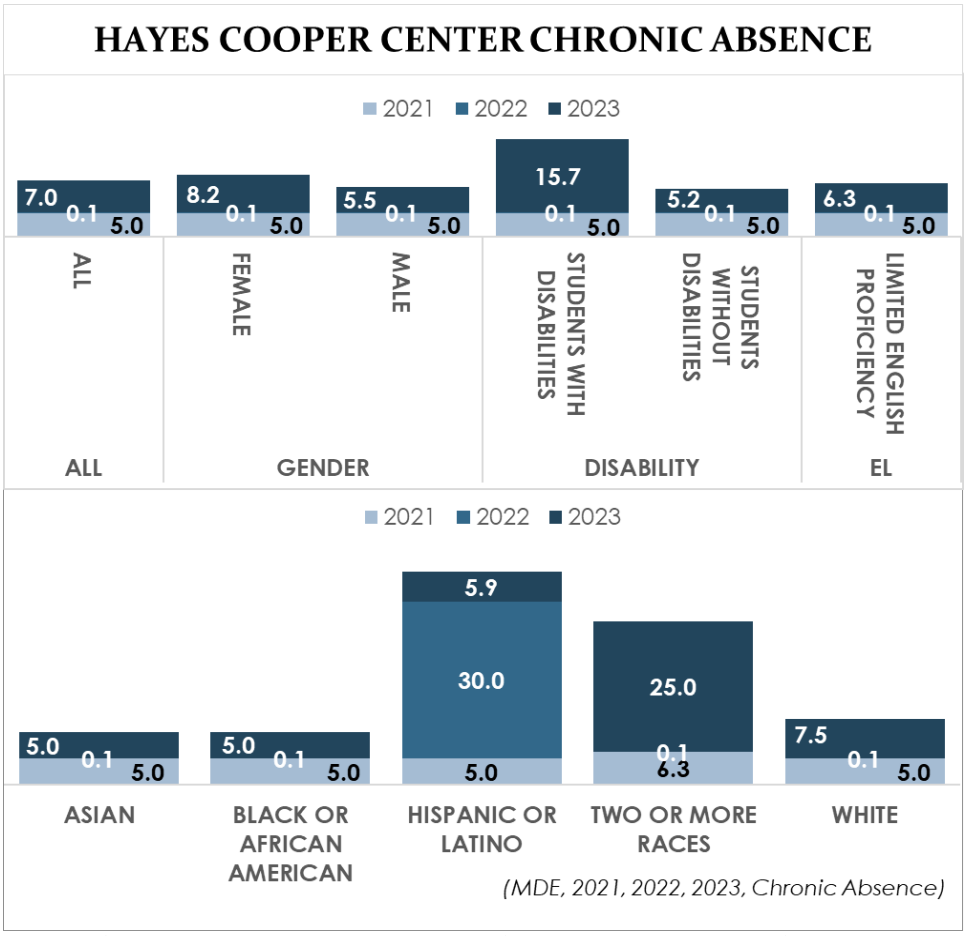


Figure 112: Hayes Cooper Center Chronic Absence by Demographic Group

Accountability

Accountability Measures

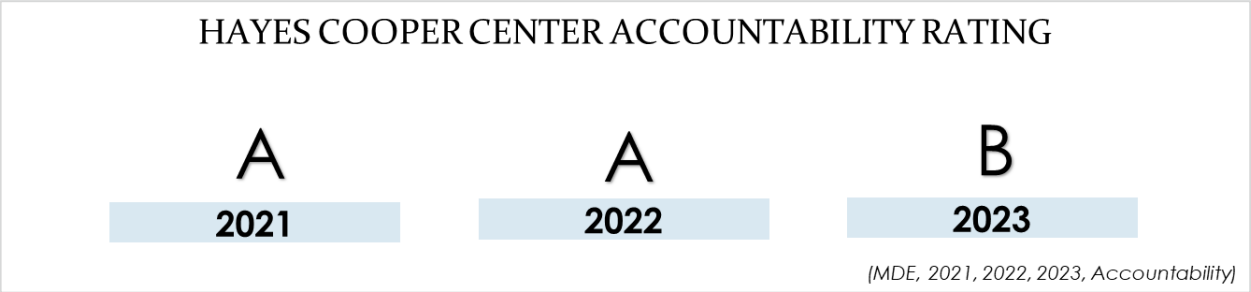


Figure 113: Hayes Cooper Center Accountability Rating

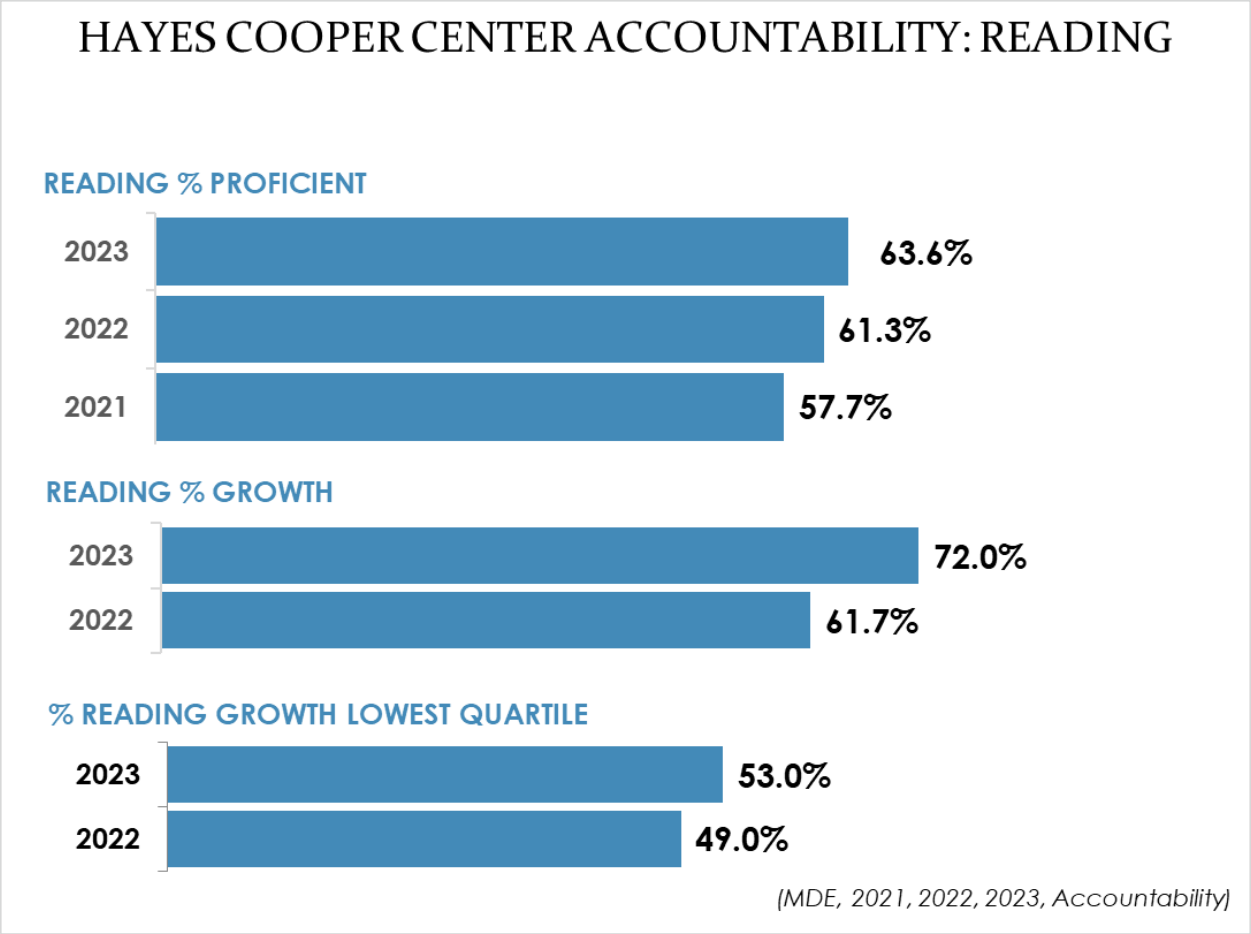


Figure 114: Hayes Cooper Center Accountability: Reading

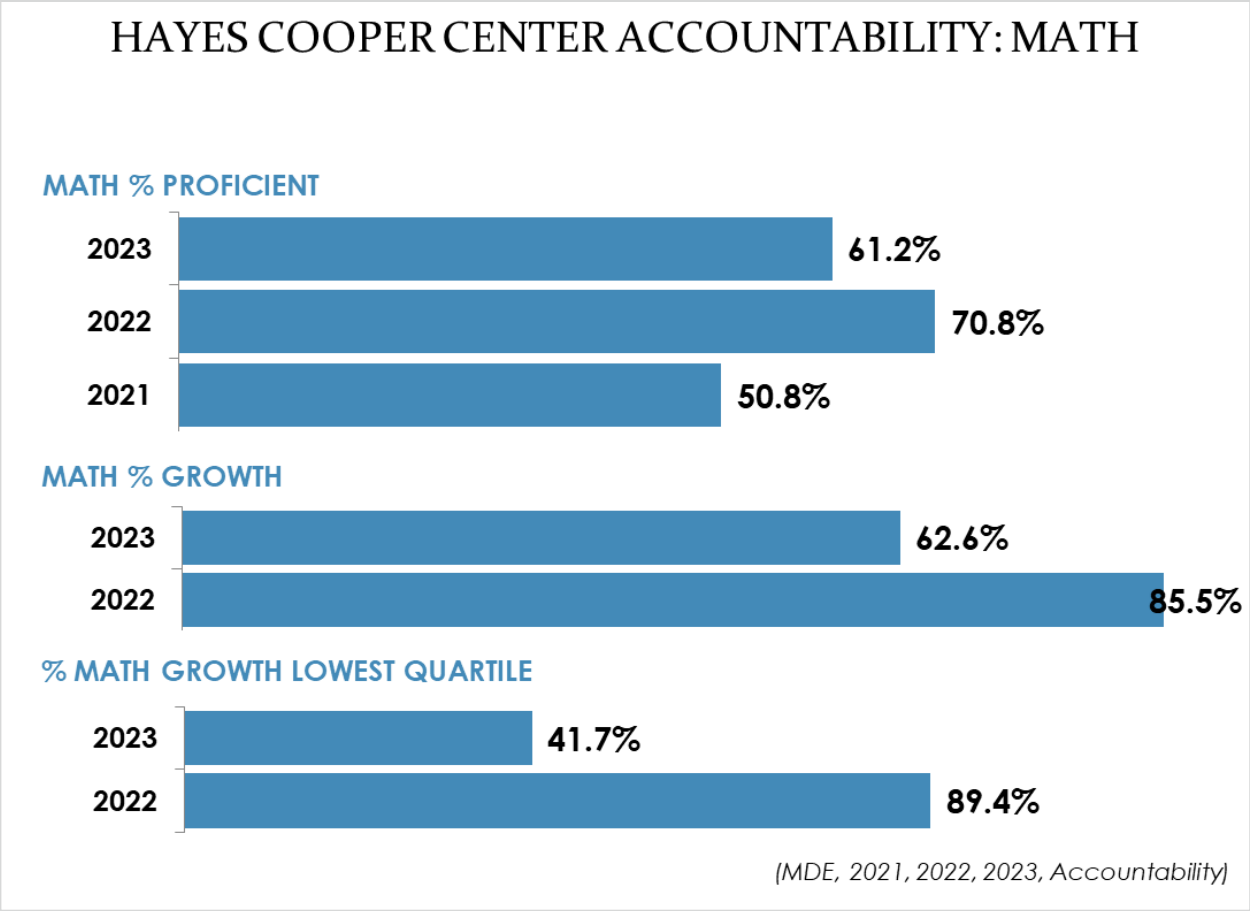


Figure 115: Hayes Cooper Center Accountability: Math



Figure 116: Hayes Cooper Center Accountability: Science

Proficiency by Demographic Group

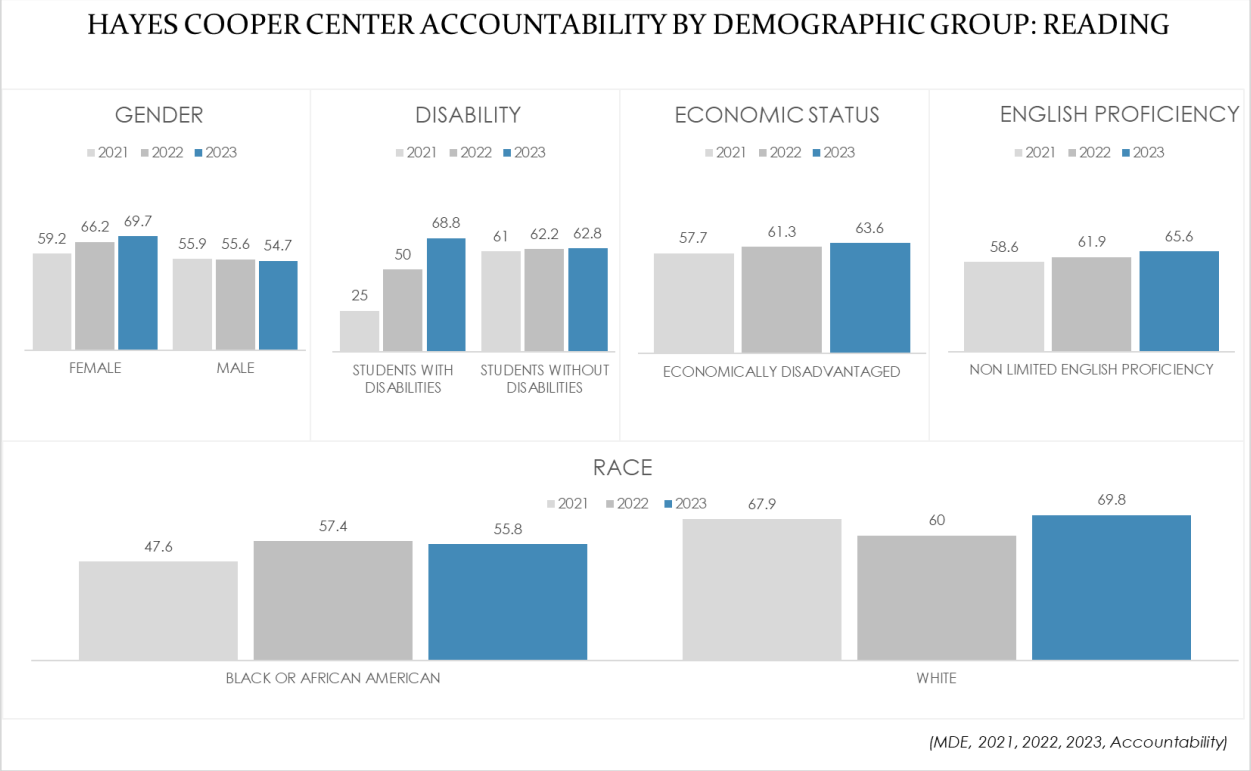


Figure 117: Hayes Cooper Center Reading Proficiency by Demographic Group

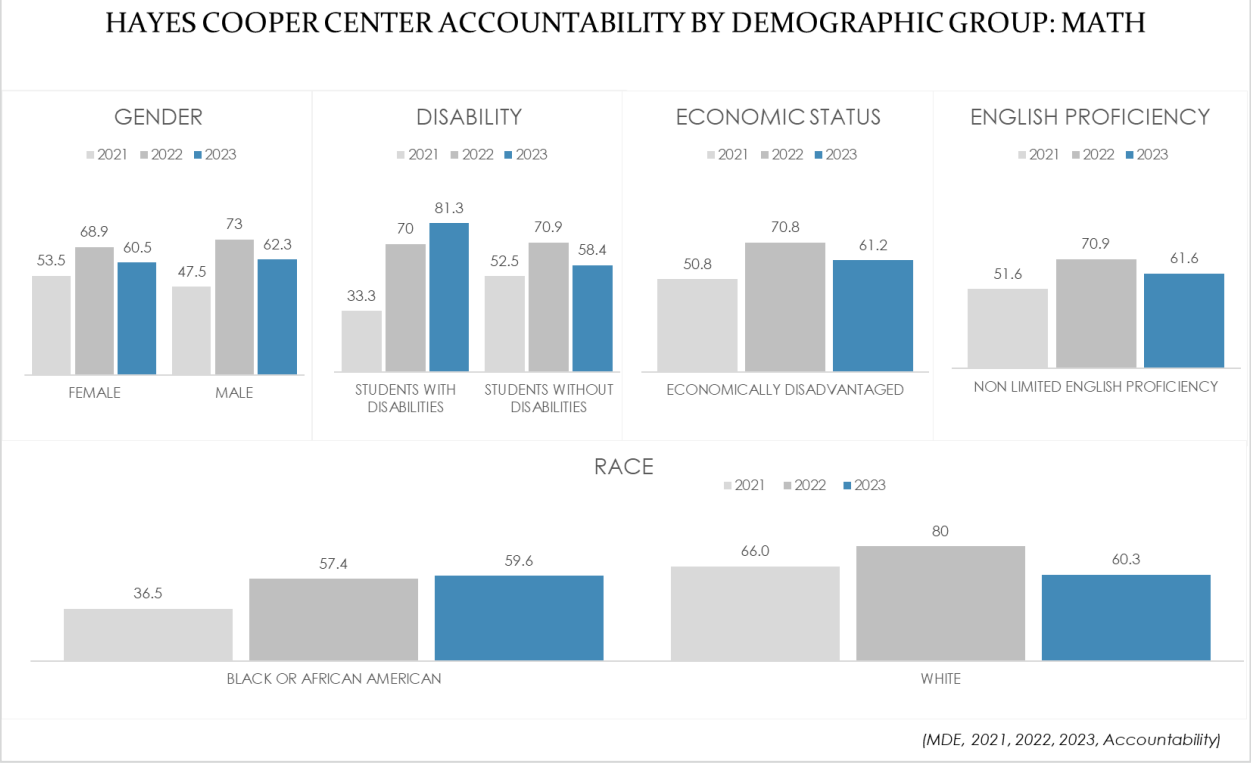


Figure 118: Hayes Cooper Center Math Proficiency by Demographic Group

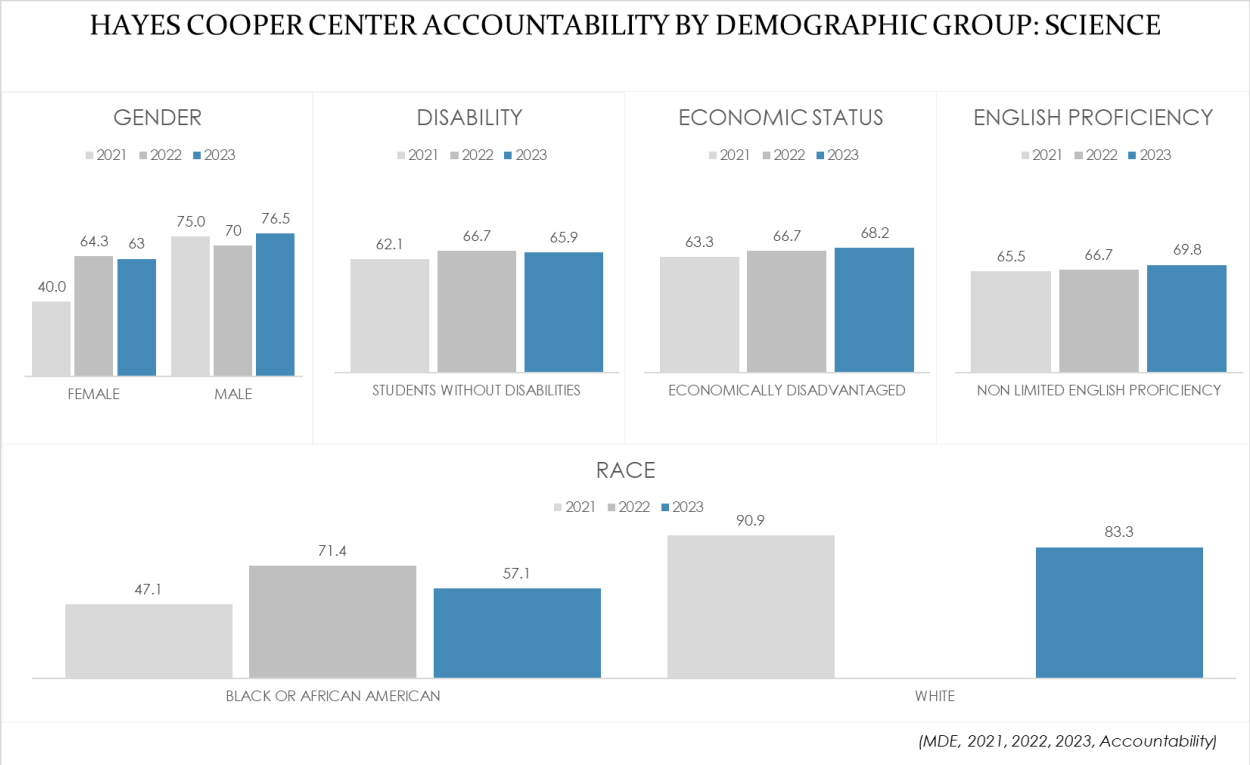


Figure 119: Hayes Cooper Center Science Proficiency by Demographic Group

Assessment

Kindergarten Readiness

PREKINDERGARTEN COLLABORATIVE OR STATE-INVESTED PREKINDERGARTEN			
	YEAR	FALL	SPRING
HAYES COOPER CENTER	21-22	441	586
	22-23	434	577
	23-24	441	

Figure 120: Hayes Cooper Center Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten

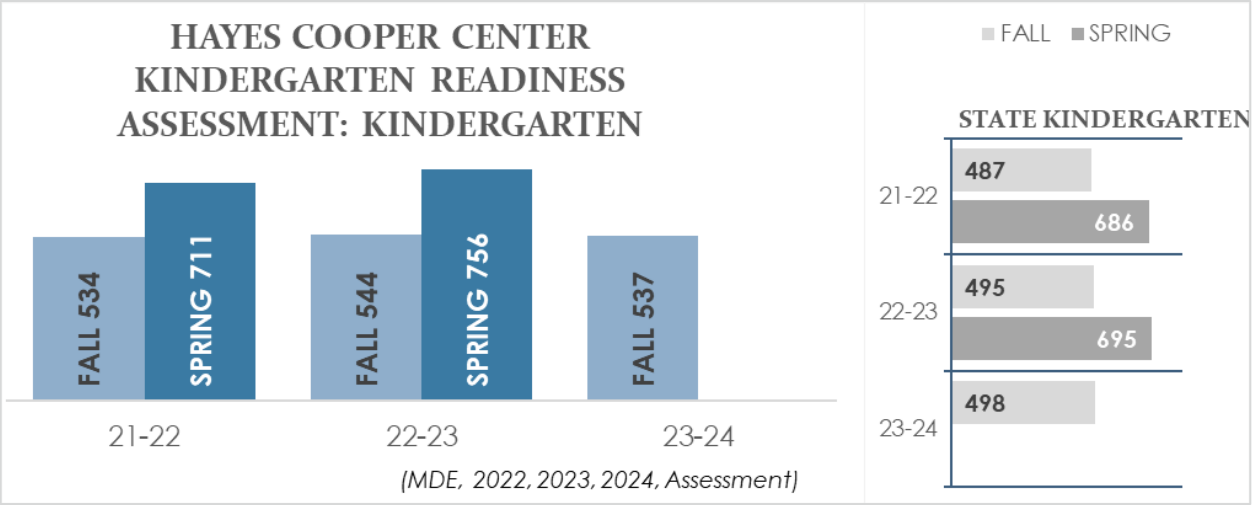


Figure 121: Hayes Cooper Center Kindergarten Readiness Assessment: Kindergarten

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.

HAYES COOPER CENTER INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE			
2019	**2022**	**2023**	**2024**
89.2	80	83.1	85.7

Figure 122: Hayes Cooper Center Initial Third-Grade Reading Assessment Pass Rate



Mississippi Academic Assessment Program (MAAP)

MAAP ELA

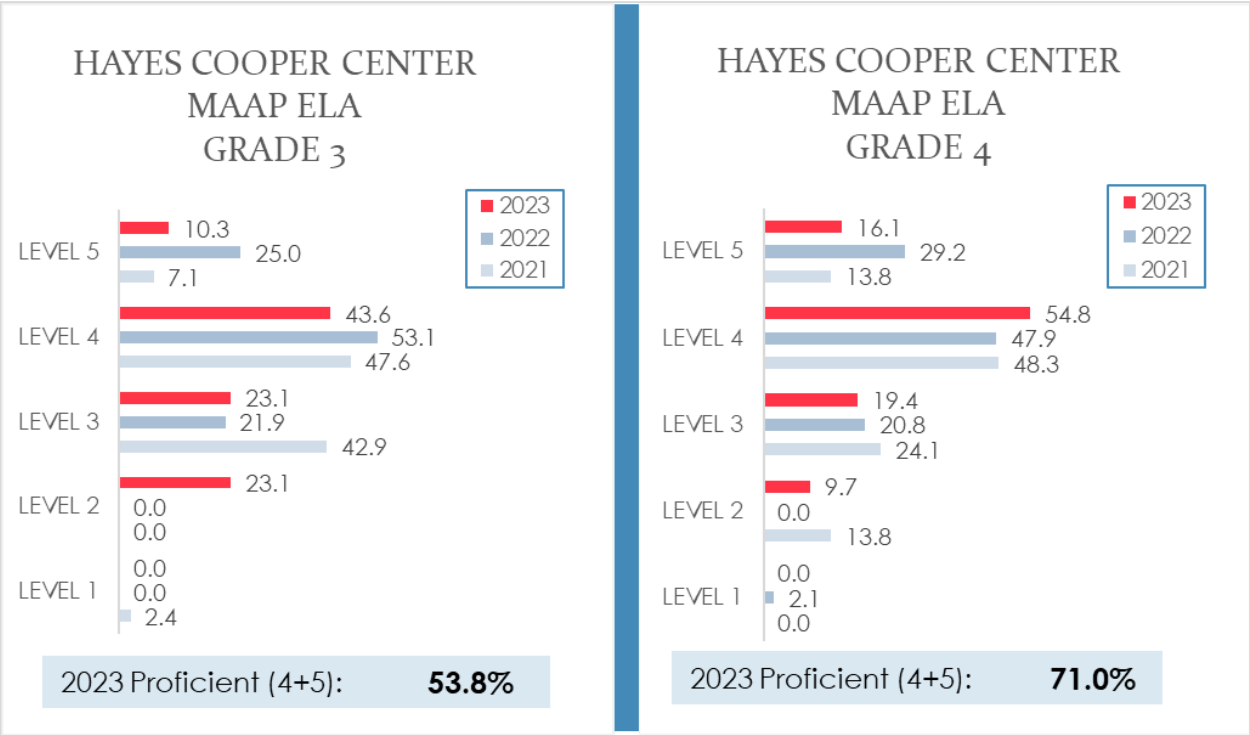


Figure 123: Hayes Cooper Center MAAP ELA Grades 3 and 4

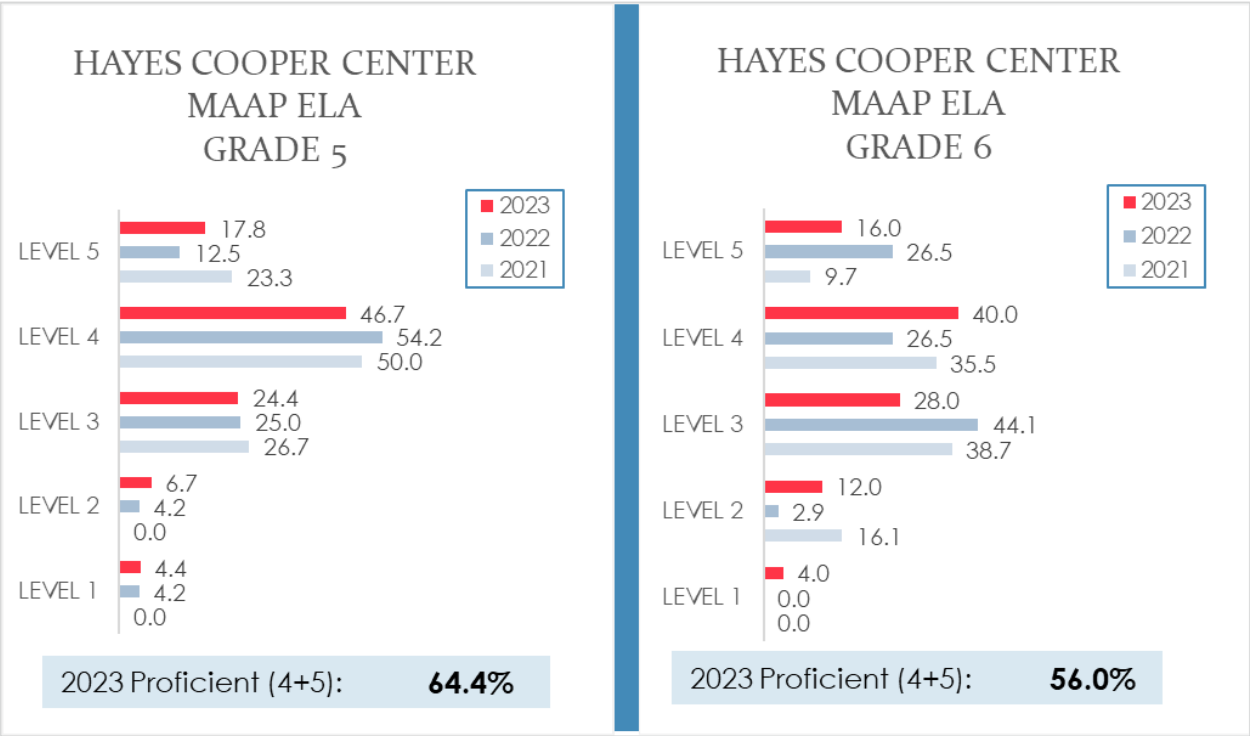


Figure 124: Hayes Cooper Center MAAP ELA Grades 5 and 6

Hayes Cooper Center

MAAP MATH

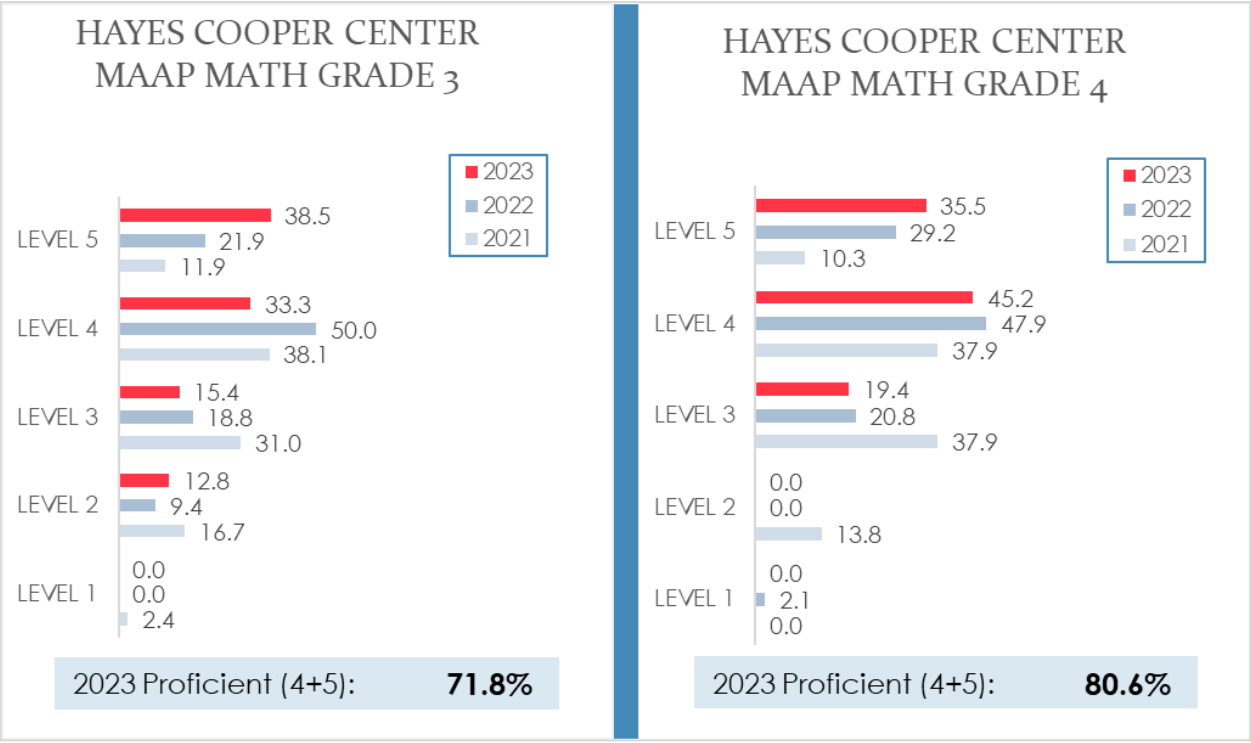


Figure 125: Hayes Cooper Center MAAP Math Grades 3 and 4

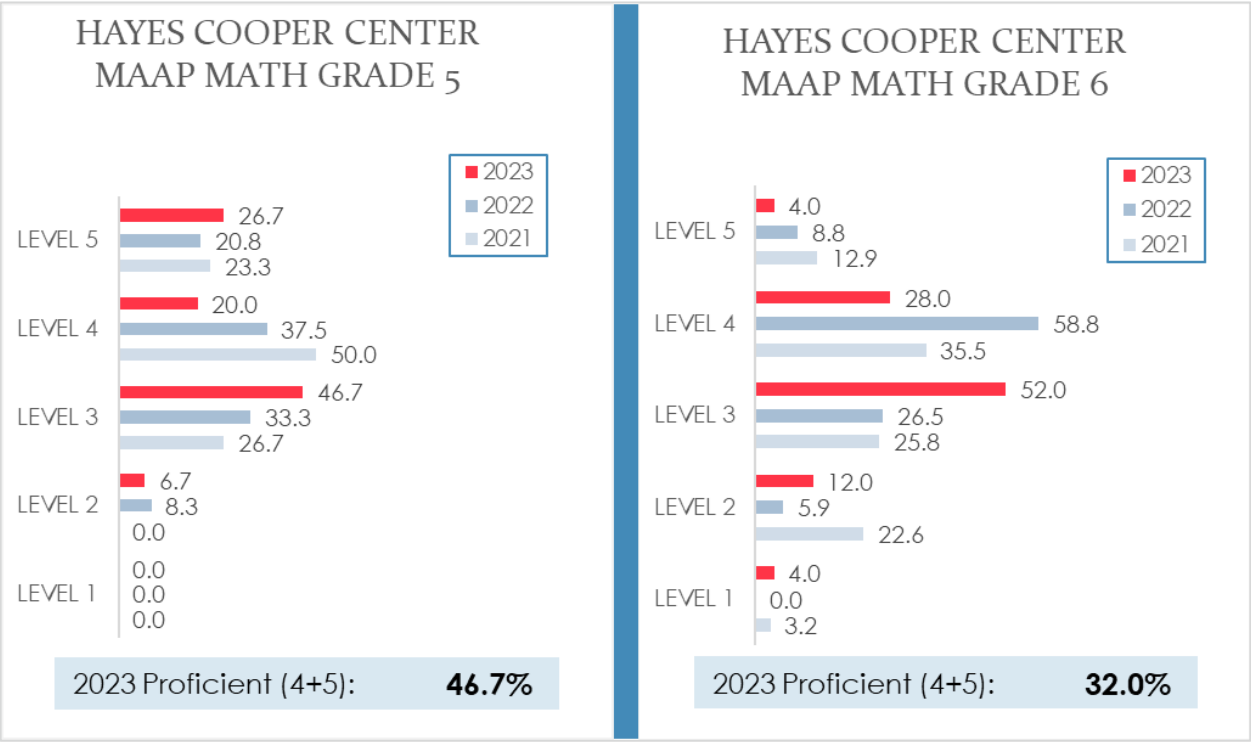


Figure 126: Hayes Cooper Center MAAP Math Grades 5 and 6

MAAP SCIENCE

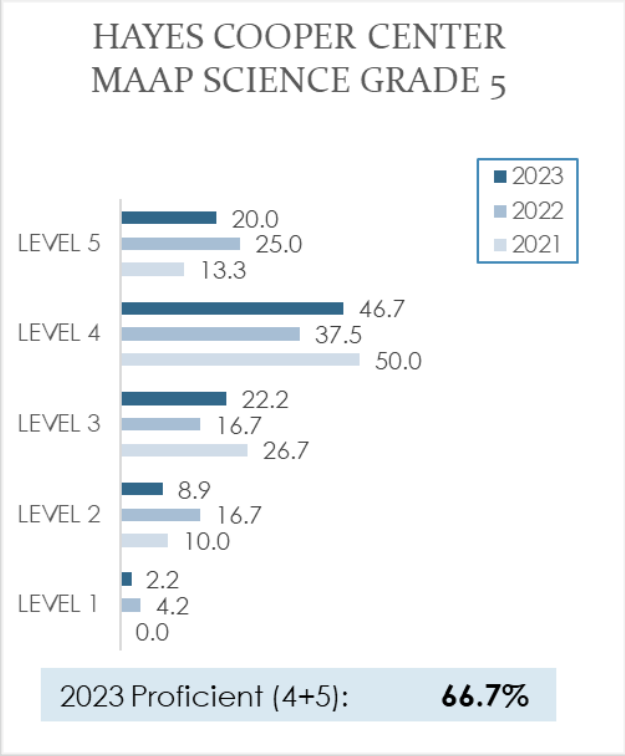
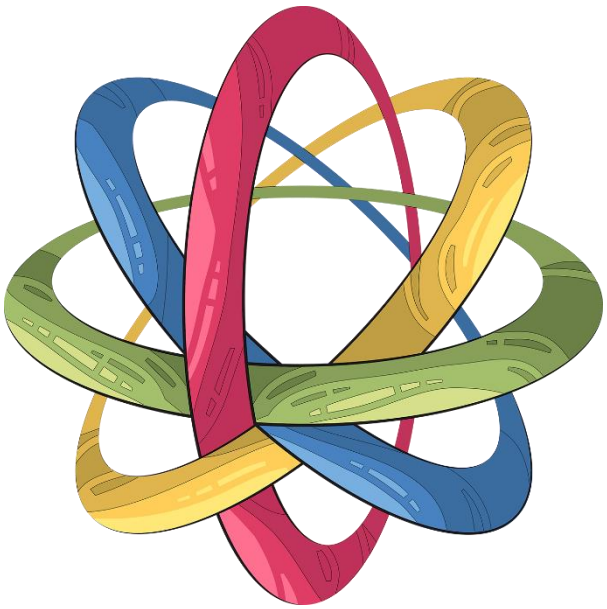


Figure 127: Hayes Cooper Center MAAP Science Grade 5



Personnel

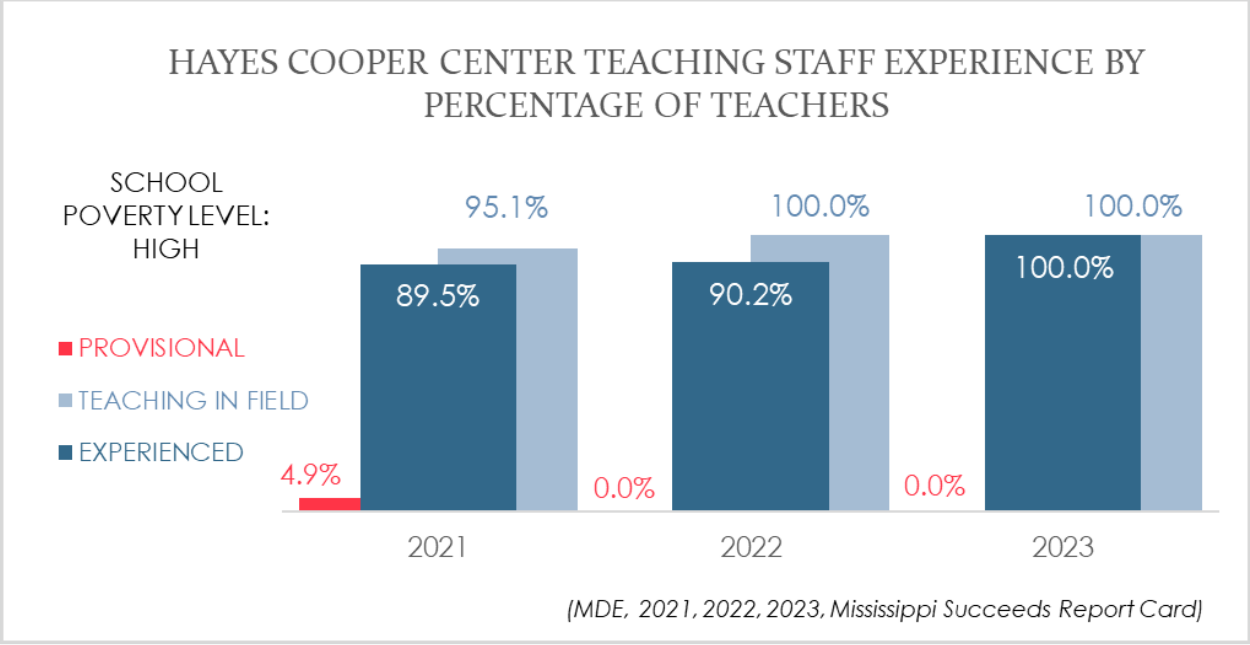


Figure 128: Hayes Cooper Center Teaching Staff Experience by Percentage of Teachers

Discipline

HAYES COOPER CENTER DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤5	≤5	≤5	≤5	≤5	≤5			
GENDER	FEMALE	≤5			≤5		≤5			
	MALE	≤5	≤5	≤5	≤5	≤5	≤5			
RACE	BLACK OR AFRICAN AMERICAN	≤5	≤5	≤5	≤5	≤5	≤5			
	WHITE	≤5			≤5	≤5	≤5			
DISABILITY	STUDENTS WITH DISABILITIES			≤5	≤5	≤5	≤5			
	STUDENTS WITHOUT DISABILITIES	≤5	≤5		≤5	≤5	≤5			
EL	NON LIMITED ENGLISH PROFICIENCY		≤5	≤5		≤5	≤5			

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

Figure 129: Hayes Cooper Center Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Hayes Cooper Center in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Preschool 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-six (36) faculty and staff members, fourteen (14) parents, and sixty (60) students responded to the survey.

Hayes Cooper Center Faculty/Staff Survey

Federal Programs

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	15	41.7%
Agree	13	36.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	22.2%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	6	16.7%
Agree	14	38.9%
Disagree	3	8.3%
Strongly Disagree	2	5.6%
Not Applicable or No Information	11	30.6%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	10	27.8%
Agree	17	47.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	25.0%

I use effective, evidence-based strategies for:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	41.7%	47.2%	0.0%	0.0%	11.1%
Teaching special needs students.	38.9%	41.7%	2.8%	0.0%	16.7%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	36.1%	41.7%	8.3%	0.0%	13.9%
Developing and using classroom assessments.	44.4%	38.9%	0.0%	0.0%	16.7%
Closing the achievement gap between diverse groups of students.	44.4%	44.4%	0.0%	0.0%	11.1%

I contact parents every week.	Count	Percentage
Strongly Agree	15	41.7%
Agree	13	36.1%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	19.4%

The most common behavior problem in my classroom is:	Count	Percentage
Off-task behavior	18	50.0%
Minor disruptions that steal instructional time	17	47.2%
Major classroom disruptions	1	2.8%

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	27.8%
Expedited evaluation services for students with limited English	11	30.6%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Expedited evaluation services for gifted and talented students	8	22.2%
Additional academic support	18	50.0%
Tutoring	20	55.6%
Enrichment educational services	11	30.6%
Counseling	22	61.1%
Mentors	19	52.8%
School supplies	20	55.6%
School uniforms	21	58.3%
Dental referrals	11	30.6%
Medical referrals	11	30.6%
Bullying assistance	11	30.6%

Curriculum and Instruction

The district's curriculum is rigorous in preparing students for college and career.	Count	Percentage
Strongly Agree	11	30.6%
Agree	22	61.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.3%

The district has a quality curriculum that is aligned with state and national standards.	Count	Percentage
Strongly Agree	11	30.6%
Agree	23	63.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	14	38.9%
Agree	19	52.8%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

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	10	27.8%
Agree	23	63.9%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Fine Arts (music, visual arts, dance, drama)	16.7%	50.0%	19.4%	2.8%	11.1%
Mathematics	38.9%	52.8%	5.6%	0.0%	2.8%
Physical Education	38.9%	52.8%	5.6%	0.0%	2.8%
Career/Vocational Education	11.1%	33.3%	8.3%	2.8%	44.4%
Social Studies	30.6%	55.6%	11.1%	0.0%	2.8%
Foreign Languages	5.6%	30.6%	22.2%	2.8%	38.9%
English/Language Arts (reading, writing, speaking, listening)	38.9%	55.6%	2.8%	0.0%	2.8%
Health Education	22.2%	58.3%	5.6%	0.0%	13.9%
Science	36.1%	52.8%	8.3%	0.0%	2.8%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	20	55.6%
Agree	14	38.9%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

I have access to a curriculum guide for each core subject I teach.		
	Count	Percentage
Yes	31	88.6%
No	4	11.4%

I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.		
	Count	Percentage
Strongly Agree	17	47.2%
Agree	11	30.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	22.2%

I develop assessments that mirror the format & complexity of state assessments.		
	Count	Percentage
Strongly Agree	13	36.1%
Agree	11	30.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	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	18	50.0%
Utilize technology such as class websites, blogs, and videos	20	55.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	7	19.4%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:	Count	Percentage
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	27	75.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	22	61.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	16	44.4%
Use bilingual handouts and cues	6	16.7%
Use visual displays, portable white boards, and posters when giving instructions	22	61.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	19	52.8%

The counseling program is working very well.	Count	Percentage
Strongly Agree	19	52.8%
Agree	15	41.7%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	22	61.1%
Agree	14	38.9%
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	20	55.6%
Agree	16	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	22	61.1%
Agree	14	38.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Improvement

School leaders have established processes to develop the vision and improvement efforts for our school.		
	Count	Percentage
Strongly Agree	21	58.3%
Agree	13	36.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

My school is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.		
	Count	Percentage
Strongly Agree	20	55.6%
Agree	14	38.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

My school has adequate human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

	Count	Percentage
Strongly Agree	12	33.3%
Agree	20	55.6%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.3%

My school has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.

	Count	Percentage
Strongly Agree	16	44.4%
Agree	18	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	18	50.0%
Agree	15	41.7%
Disagree	3	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	19	52.8%
Agree	14	38.9%
Disagree	3	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Discipline policies are fair at this school.		
	Count	Percentage
Strongly Agree	20	55.6%
Agree	14	38.9%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	15	41.7%
Agree	19	52.8%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.		
	Count	Percentage
Strongly Agree	18	50.0%
Agree	16	44.4%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly Agree	24	66.7%
Agree	11	30.6%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are regularly involved in the development of school policies.		
	Count	Percentage
Strongly Agree	15	41.7%
Agree	18	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.3%

Teachers have a major role in curriculum development in this school.

	Count	Percentage
Strongly Agree	16	44.4%
Agree	15	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	13.9%

Teachers are provided adequate time each day to prepare for teaching.

	Count	Percentage
Strongly Agree	14	38.9%
Agree	19	52.8%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

When I need to talk with an administrator, I can do so with relative ease.

	Count	Percentage
Strongly Agree	23	63.9%
Agree	11	30.6%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

If I have a discipline problem, the administration gives me the support I want.

	Count	Percentage
Strongly Agree	23	63.9%
Agree	11	30.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

All things considered, I am satisfied with being a teacher.	Count	Percentage
Strongly Agree	16	44.4%
Agree	17	47.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.3%

TECHNOLOGY

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.	Count	Percentage
Strongly Agree	12	33.3%
Agree	20	55.6%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.	Count	Percentage
Strongly Agree	17	47.2%
Agree	18	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

My biggest equipment needs are:	Count	Percentage
Computers	9	25.0%
Software	11	30.6%
Mobile laptop computers	6	16.7%
Listening centers	7	19.4%
Interactive white board	4	11.1%
Classroom response system (clickers)	6	16.7%
Digital slates (e.g. iPad, Microsoft Pro)	5	13.9%

PROFESSIONAL DEVELOPMENT

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

Sufficient resources are available to allow teachers to take advantage of professional development activities.	Count	Percentage
Strongly Agree	12	33.3%
Agree	19	52.8%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.3%

Teachers have adequate time for opportunities to learn from each other (professional learning communities).	Count	Percentage
Strongly Agree	13	36.1%
Agree	19	52.8%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	10	27.8%
Agree	20	55.6%
Disagree	0	0.0%
Strongly Disagree	1	2.8%
Not Applicable or No Information	5	13.9%

The professional development I have received has been beneficial for me as a beginning teacher.	Count	Percentage
Strongly Agree	8	22.2%
Agree	12	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	16	44.4%

General Opinion

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

Faculty/Staff members from Hayes Cooper Center expressed a strong belief that the school is doing well in communicating with each other and with parents. One responder said, "Our school does well because we have a principal that leads by example, is always willing to help where needed, and treats all staff as professionals." However, they highlighted the need for increasing planning periods, repaving the parking lot, and improvements on classroom smart boards. Another faculty member stated, "I would love to see a full time, not part time, music and visual art program. I would also love to see physical education twice a week."

Hayes Cooper Center Student Survey

Federal Programs

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	4	6.7%
Agree	25	41.7%
Disagree	5	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	26	43.3%

Curriculum and Instruction

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Fine Arts (music, visual arts, dance, drama)	38.3%	26.7%	13.3%	5.0%	16.7%
Mathematics	50.0%	36.7%	11.7%	0.0%	1.7%
Physical Education	68.3%	28.3%	1.7%	0.0%	1.7%
Career/Vocational Education	16.7%	28.3%	11.7%	6.7%	36.7%
Social Studies	51.7%	38.3%	6.7%	3.3%	0.0%
Foreign Languages	18.3%	11.7%	15.0%	23.3%	31.7%
English/Language Arts (reading, writing, speaking, listening)	48.3%	41.7%	5.0%	5.0%	0.0%
Health Education	36.7%	43.3%	8.3%	1.7%	10.0%
Science	56.7%	33.3%	3.3%	6.7%	0.0%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	27	45.0%
Agree	23	38.3%
Disagree	8	13.3%
Strongly Disagree	2	3.3%
Not Applicable or No Information	0	0.0%

Homework that I am expected to complete helps me improve my learning.		
	Count	Percentage
Strongly Agree	17	28.3%
Agree	22	36.7%
Disagree	14	23.3%
Strongly Disagree	5	8.3%
Not Applicable or No Information	2	3.3%

I use additional resources, beyond the textbooks for my classes, to help me with my school work.		
	Count	Percentage
Strongly Agree	12	20.0%
Agree	36	60.0%
Disagree	8	13.3%
Strongly Disagree	2	3.3%
Not Applicable or No Information	2	3.3%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	16	26.7%
Agree	34	56.7%
Disagree	6	10.0%
Strongly Disagree	3	5.0%
Not Applicable or No Information	1	1.7%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	30	50.0%
Agree	23	38.3%
Disagree	6	10.0%
Strongly Disagree	1	1.7%
Not Applicable or No Information	0	0.0%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	20	33.3%
Agree	26	43.3%
Disagree	9	15.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.3%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.	Count	Percentage
Strongly Agree	21	35.0%
Agree	29	48.3%
Disagree	8	13.3%
Strongly Disagree	2	3.3%
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	26	43.3%
Agree	26	43.3%
Disagree	7	11.7%
Strongly Disagree	1	1.7%
Not Applicable or No Information	0	0.0%

Technology is incorporated into instruction in many classes.	Count	Percentage
Strongly Agree	14	23.3%
Agree	33	55.0%
Disagree	7	11.7%
Strongly Disagree	2	3.3%
Not Applicable or No Information	4	6.7%

My teachers give me personal encouragement in my school work.	Count	Percentage
Strongly Agree	15	25.0%
Agree	29	48.3%
Disagree	8	13.3%
Strongly Disagree	2	3.3%
Not Applicable or No Information	6	10.0%

A counselor is available if I need help in solving personal problems.	Count	Percentage
Strongly Agree	31	51.7%
Agree	17	28.3%
Disagree	5	8.3%
Strongly Disagree	3	5.0%
Not Applicable or No Information	4	6.7%

If I have a problem or suggestion for the principal, he/she is available.	Count	Percentage
Strongly Agree	14	23.3%
Agree	26	43.3%
Disagree	4	6.7%
Strongly Disagree	6	10.0%
Not Applicable or No Information	10	16.7%

The people in the principal's office care about students as individuals.	Count	Percentage
Strongly Agree	30	50.0%
Agree	22	36.7%
Disagree	3	5.0%
Strongly Disagree	3	5.0%
Not Applicable or No Information	2	3.3%

School spirit is very high at our school.	Count	Percentage
Strongly Agree	20	33.3%
Agree	29	48.3%
Disagree	5	8.3%
Strongly Disagree	3	5.0%
Not Applicable or No Information	3	5.0%

General Opinion

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

Students from Hayes Cooper Center vary widely in their responses, reflecting their personal experiences and perspectives. Some students praise the teachers for teaching them well and helping them when they need assistance. One student said, "I think my school is great at teaching. The teachers encourage me to work harder or never give up when things are getting hard." Others express a desire for specific improvements, such as cleaner restrooms, longer break times, and better food options. Another student commented, "They should talk to the kids more about being kind to others because not everyone is kind to each other."

Hayes Cooper Center Parent Survey

Federal Programs

In my experience, teachers in the school are state certified and effective.

	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%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	7	50.0%
Agree	4	28.6%
Disagree	0	0.0%
Strongly Disagree	2	14.3%
Not Applicable or No Information	1	7.1%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	7	50.0%
Disagree	3	21.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	4	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	4	28.6%
Disagree	3	21.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	28.6%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

I have read and understood the Title I School-Parent Compact.		
	Count	Percentage
Yes	11	78.6%
No	3	21.4%

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	57.1%
Supporting college and career counseling	5	35.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	9	64.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	5	35.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	5	35.7%

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	35.7%
Providing school-based mental health services and counseling	9	64.3%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	2	14.3%
Establishing or improving dropout prevention	4	28.6%
Supporting re-entry programs and transition services for Justice-involved youth	2	14.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	9	64.3%
Implementing systems and practices to prevent bullying and harassment	10	71.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	50.0%
Establishing community partnerships	7	50.0%

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	9	64.3%
Building technological capacity and infrastructure	8	57.1%
Carrying out innovative blended learning projects	5	35.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	7	50.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	8	57.1%

Are you aware that your child's school is a Title 1 School?	Count	Percentage
Yes	10	71.4%
No	4	28.6%

Have you been invited to attend Title specific programming at your child's schools in the past?	Count	Percentage
Yes	6	46.2%
No	7	53.8%

As a parent, I would like more information regarding:	Count	Percentage
Testing and grades	7	50.0%
Safety in the schools	9	64.3%
Curriculum and learning goals	8	57.1%
Available technology and how it's used in the classroom	7	50.0%
How to contact my child's teacher	1	7.1%
Homework	1	7.1%

I would like my child's school to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	3	21.4%
Drug/Alcohol Awareness	5	35.7%
Computer Classes	2	14.3%

Hayes Cooper Center

I would like my child's school to offer classes for parents on the following:	Count	Percentage
Conflict Resolution	5	35.7%
Discipline	5	35.7%
English as a Second Language	1	7.1%
Health Classes	5	35.7%
Literacy Classes	3	21.4%
Math Classes	3	21.4%
Parent-to-School Relationships	6	42.9%
Parent/Child Communication	6	42.9%
Preparing for College	4	28.6%
Parenting Workshops	3	21.4%
Social Media Classes	3	21.4%
Stress/Anger Management	5	35.7%
Understanding College- and Career-Ready Standards	3	21.4%

I would like my child's school 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	6	42.9%
Help my child with homework	6	42.9%
How to motivate my child	5	35.7%
How to promote family reading	2	14.3%
How to set goals for my child	4	28.6%
Manage time	3	21.4%
Prepare my child for testing	10	71.4%
Understand my child's learning styles	11	78.6%

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	14.3%
District and/or school newsletters	6	42.9%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	7	50.0%
Resource materials for parental training	4	28.6%
Training for parents to work with other parents on becoming involved in the schools	4	28.6%

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
Travel expenses to attend parent involvement/PTA workshops and conferences.	5	35.7%
Home/School folders	8	57.1%
Home/School Planners	8	57.1%

Curriculum and Instruction

Students are given a sufficient amount of homework to help them succeed at their studies.	Count	Percentage
Strongly Agree	7	50.0%
Agree	7	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	9	64.3%
Agree	4	28.6%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.	Count	Percentage
Strongly Agree	10	71.4%
Agree	2	14.3%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics	57.1%	35.7%	0.0%	7.1%	0.0%
Physical Education	42.9%	50.0%	0.0%	0.0%	7.1%
Career/Vocational Education	21.4%	21.4%	0.0%	0.0%	57.1%
Social Studies	42.9%	50.0%	0.0%	0.0%	7.1%
Fine Arts (music, visual arts, dance, drama)	28.6%	50.0%	14.3%	0.0%	7.1%
Foreign Languages	21.4%	21.4%	14.3%	14.3%	28.6%
English/Language Arts (reading, writing, speaking, listening)	57.1%	42.9%	0.0%	0.0%	0.0%
Health Education	21.4%	50.0%	7.1%	0.0%	21.4%
Science	57.1%	35.7%	0.0%	7.1%	0.0%

Our school is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.	Count	Percentage
Strongly Agree	5	35.7%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

Parent, Family, and Community Engagement

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

Parents feel welcome in our school.		
	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%

I have been involved in more than one activity at my child's school.		
	Count	Percentage
Yes	13	92.9%
No	1	7.1%

Which type of activities have you attended?		
	Count	Percentage
Sports/ Club	5	35.7%
Open House	10	71.4%
PTA/PTSA	3	21.4%
Science Night/Math/Literacy Night	2	14.3%
Data Night	2	14.3%
Volunteer Opportunities/Field Trip Chaperone	10	71.4%
Financial Aid/ College Readiness Workshops	1	7.1%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	5	35.7%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	7	50.0%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	3	21.4%
Disagree	2	14.3%
Strongly Disagree	1	7.1%
Not Applicable or No Information	1	7.1%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	4	28.6%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	8	57.1%
Checked my child's grades/assignments online	12	85.7%
Been in contact with my child's teacher	14	100.0%
Received a newsletter from the district, school, or teacher	10	71.4%
Worked with a committee or group on school or district policies	1	7.1%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	4	28.6%

In the past year, I have attended/participated in the following:	Count	Percentage
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	9	64.3%
Volunteered at my child's school	8	57.1%

School Improvement

The school is committed to a shared purpose and direction.	Count	Percentage
Strongly Agree	8	57.1%
Agree	5	35.7%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	8	57.1%
Agree	3	21.4%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	1	7.1%

Students, parents and school personnel show pride in the school campus and help keep it attractive.	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

Teachers and administrators in our school consistently enforce school rules.		
	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%

Discipline policies are fair at this school.		
	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%

As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	3	21.4%
Disagree	2	14.3%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

School personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	5	35.7%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

School rules and regulations affecting students are reasonable.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

The school's grading policies and practices are administered fairly.	Count	Percentage
Strongly Agree	8	57.1%
Agree	4	28.6%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	9	64.3%
Agree	4	28.6%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Students show respect for each other.	Count	Percentage
Strongly Agree	4	28.6%
Agree	9	64.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

Preschool and Kindergarten

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	41.7%	41.7%	0.0%	0.0%	16.7%
Playing independently or in a small group without needing to be constantly supervised.	58.3%	25.0%	0.0%	0.0%	16.7%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	58.3%	16.7%	8.3%	0.0%	16.7%
Making decisions for himself/herself and exploring new experiences.	58.3%	25.0%	0.0%	0.0%	16.7%
Understanding the difference between right and wrong and recognizing and respecting authority figures.	58.3%	25.0%	0.0%	0.0%	16.7%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
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.	25.0%	41.7%	8.3%	0.0%	25.0%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	41.7%	33.3%	0.0%	0.0%	25.0%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	50.0%	33.3%	0.0%	0.0%	16.7%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	50.0%	33.3%	0.0%	0.0%	16.7%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	33.3%	25.0%	25.0%	0.0%	16.7%

I know what my child is learning and must learn this school year.	Count	Percentage
Strongly Agree	7	58.3%
Agree	3	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

General Opinion

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

Parents of students from Hayes Cooper Center who participated in the survey praised the school for being inclusive and respectful for all cultures, communicating well with parents, and taking care of students and families. However, parents see the need for improving the math program, requiring less homework, and implementing better security practices. One responder commented, "The road going into our school for drop-off and (the) parking lots have giant pot holes."

Notes

SECTION 9

H. M. Nailor Elementary School

Introduction



H. M. NAILOR ELEMENTARY SCHOOL is located at 600 Cross Street in Cleveland, Mississippi. In January of 2024, it served two hundred fifty-one (251) students, prekindergarten through second grade (PK-2). The successful school is led by its principal, April Smith. The school's vision is stated as: "H. M. Nailor Elementary seeks to develop well-rounded responsible students who aspire to fulfill their full potential academically and socially and become independent life-long learners." The mission of H. M. N. E. S. is: "We are committed to molding life-long learners through collaboration, differentiation, and high expectations."





Enrollment

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

H. M. NAILOR ELEMENTARY SCHOOL ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	330	242	245	237	251	
PK	*	*	*		*	
K	105	58	85	85	77	
ELEM_SPED	*	*	*	*	*	
GR_1	101	84	75	76	83	
GR_2	100	80	79	*	70	

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

Figure 130: H. M. Nailor Elementary School Enrollment

H. M. NAILOR ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	330	242	245	237	251	
GENDER	FEMALE	170	114	113	107	111	
	MALE	160	128	132	130	140	
RACE	BLACK OR AFRICAN AMERICAN	*	*	231	219	239	
	HISPANIC OR LATINO				*		
	TWO OR MORE RACES	*	*	*	13	*	
	WHITE	*	*	*	*	*	

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

Figure 131: H. M. Nailor Elementary School Enrollment by Demographic Group



Attendance

Average Daily Attendance

H. M. NAILOR ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	235.9	219.0	223.9
K	64.1	75.7	77.9
ELEM_SPED	9.0	2.7	3.6
GR_1	84.1	66.4	71.7
GR_2	78.7	74.1	70.7
			(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 132: H. M. Nailor Elementary School Average Daily Attendance

Chronic Absence

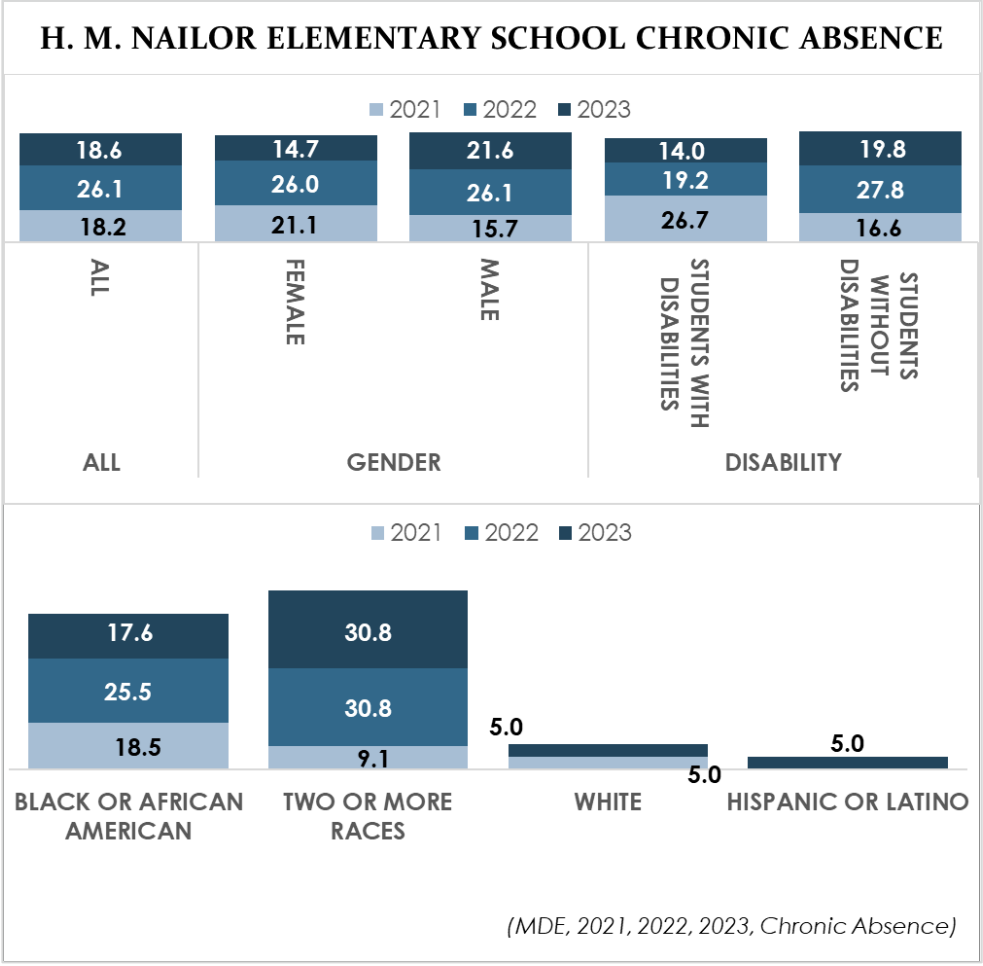


Figure 133: H. M. Nailor Elementary School Chronic Absence by Demographic Group

Accountability

Accountability Measures

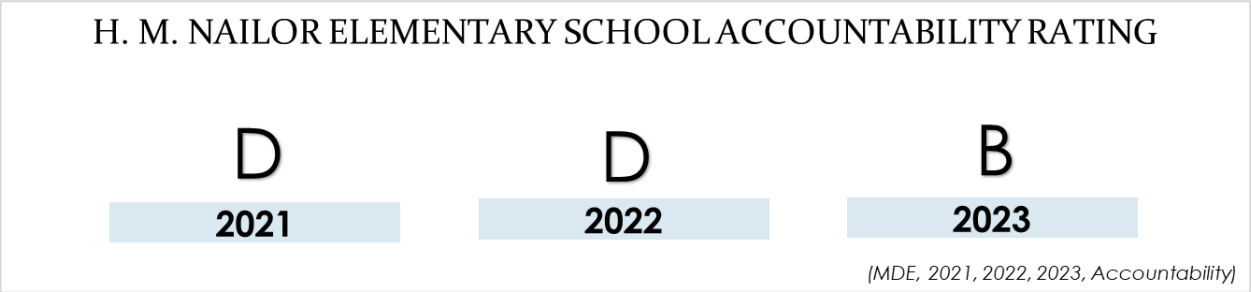


Figure 134: H. M. Nailor Elementary School Accountability Rating

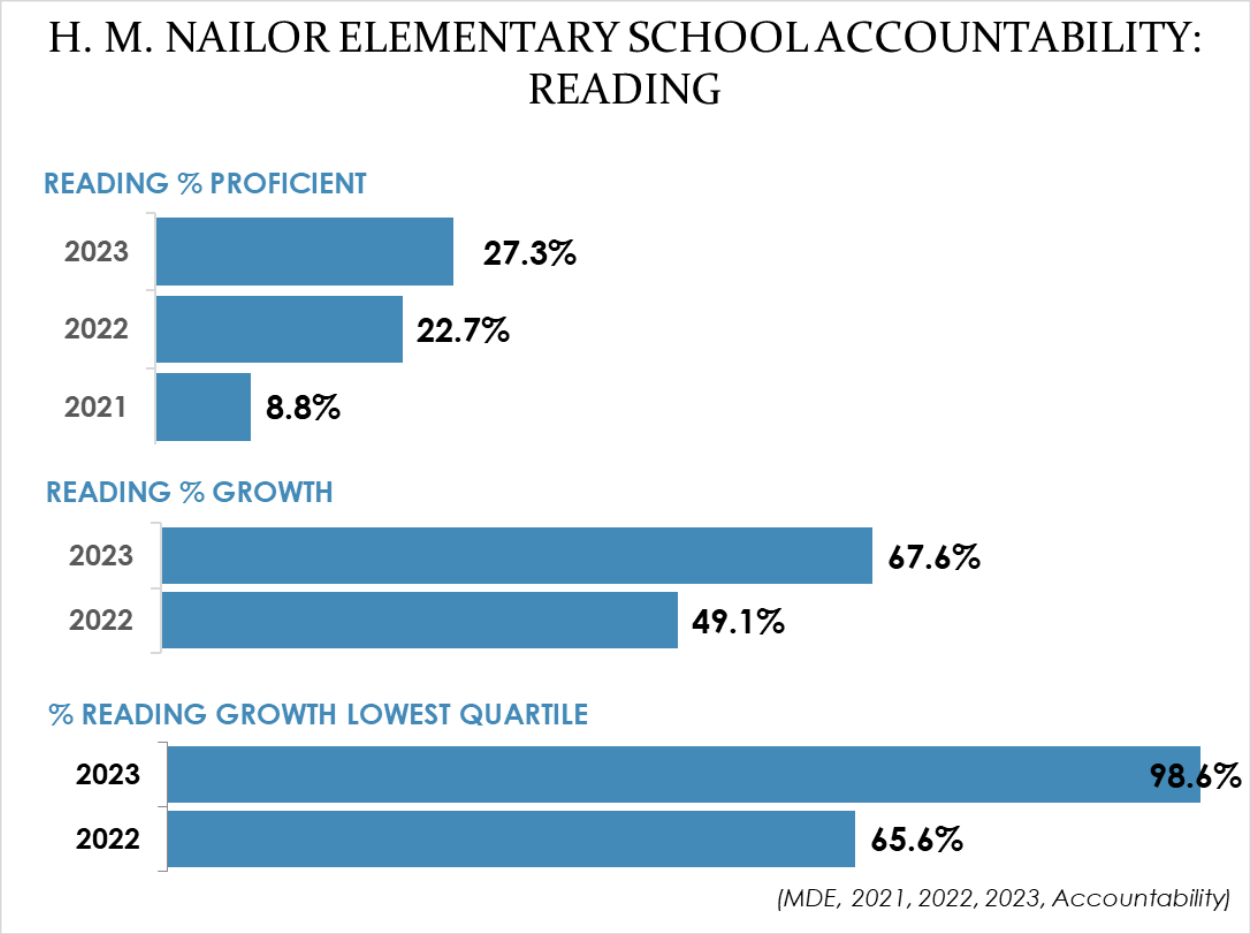


Figure 135: H. M. Nailor Elementary School Accountability: Reading

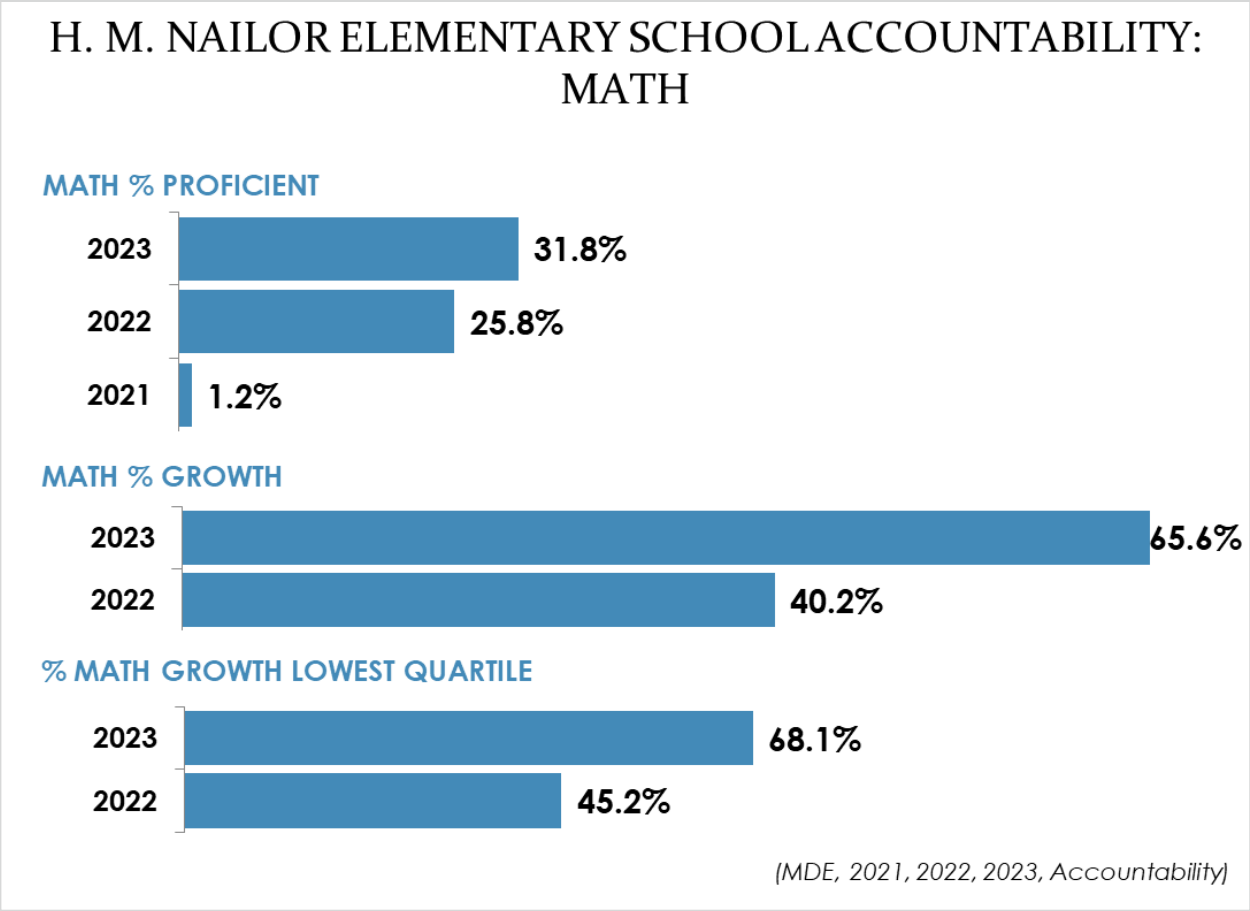
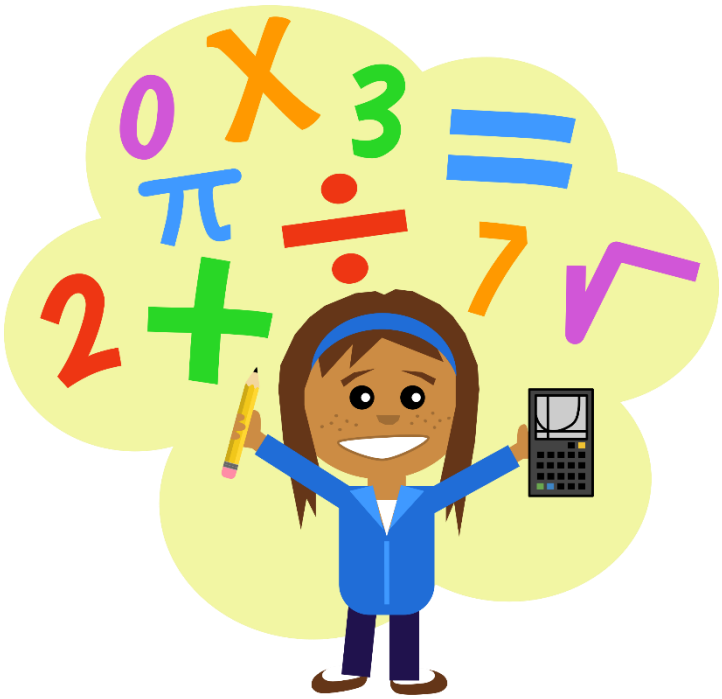


Figure 136: H. M. Nailor Elementary School Accountability: Math



H. M. Nailor Elementary School

Proficiency by Demographic Group

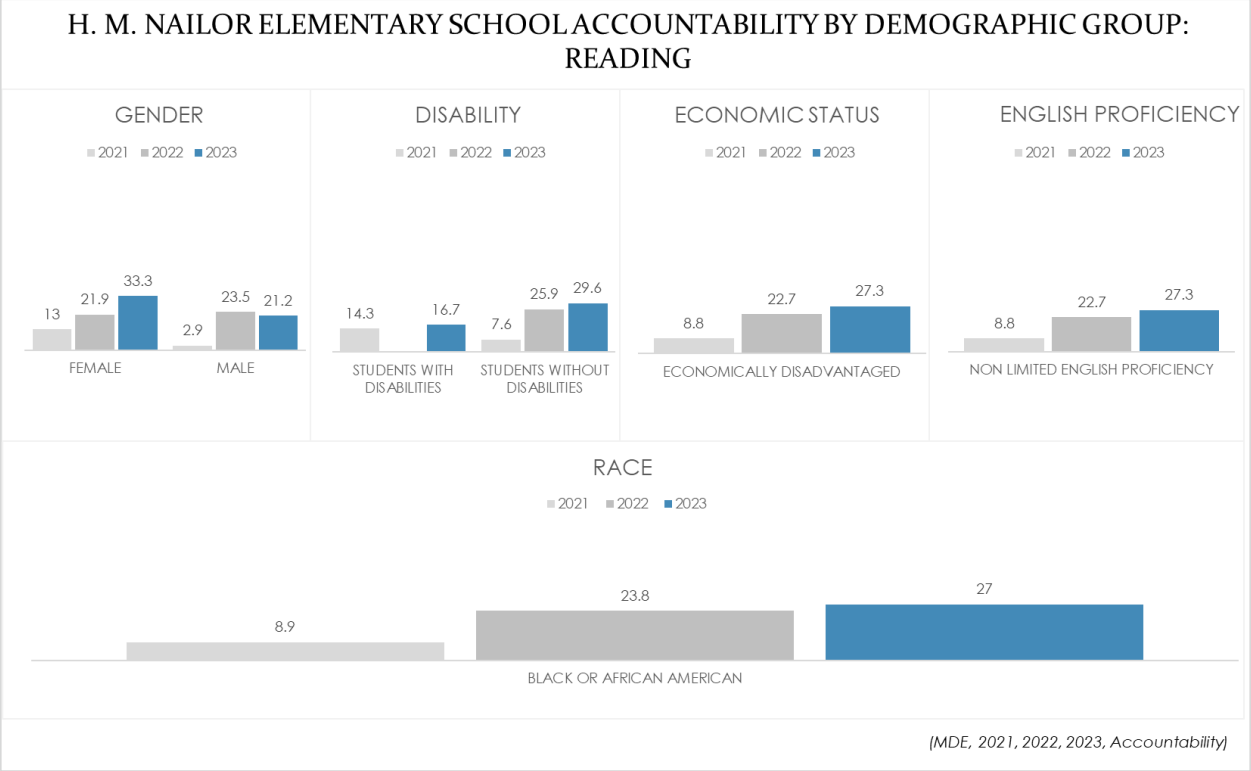


Figure 137: H. M. Nailor Elementary School Reading Proficiency by Demographic Group

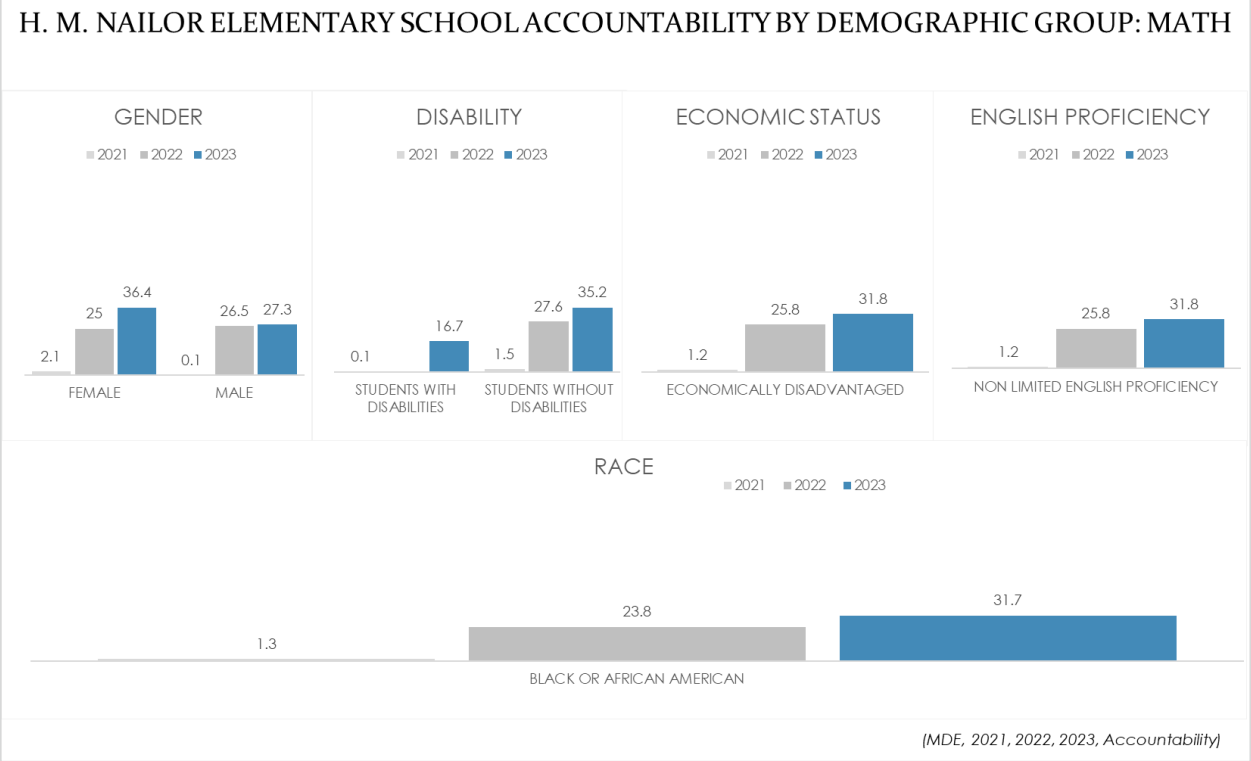


Figure 138: H. M. Nailor Elementary School Math Proficiency by Demographic Group

School Improvement

H. M. Nailor Elementary School exited the school improvement process in 2022 after being identified as a **Comprehensive Support and Improvement (CSI)** school in 2017 for either having a 67% or lower graduation rate, having scores that fell in the bottom 5% of those of all Title I A schools, or being designated **Additional Targeted Support and Improvement (ATSI)** and having scores that fell in the bottom 5% of scores for all Title I A schools for 3 years.

Assessment

Kindergarten Readiness

PREKINDERGARTEN COLLABORATIVE OR STATE-INVESTED PREKINDERGARTEN			
	YEAR	FALL	SPRING
H. M. NAILOR ELEMENTARY SCHOOL	23-24	421	

Figure 139: H. M. Nailor Elementary School Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten

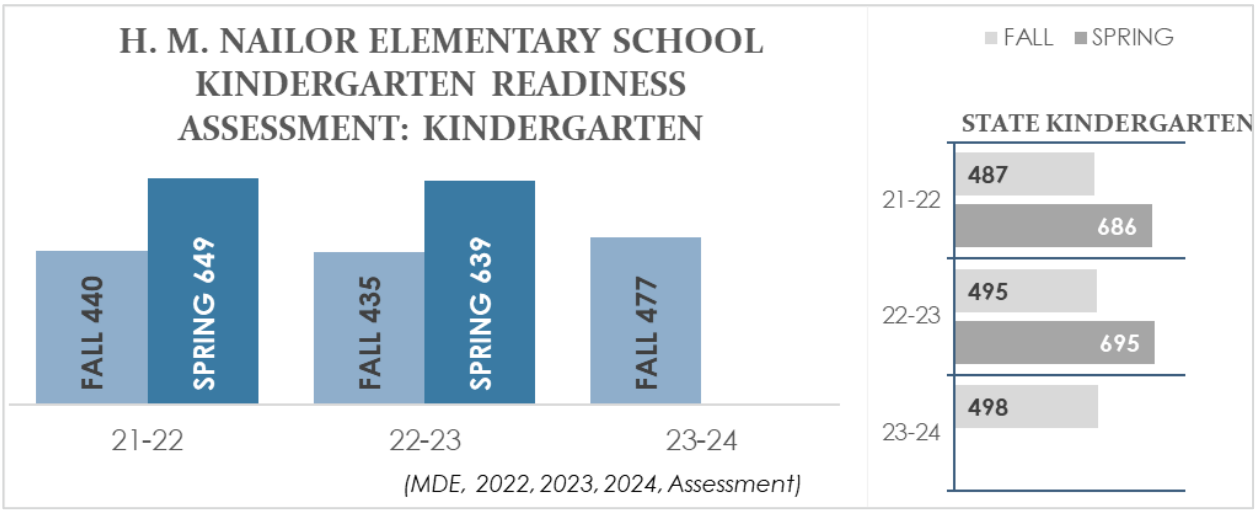


Figure 140: H. M. Nailor Elementary School Kindergarten Readiness Assessment: Kindergarten

Personnel

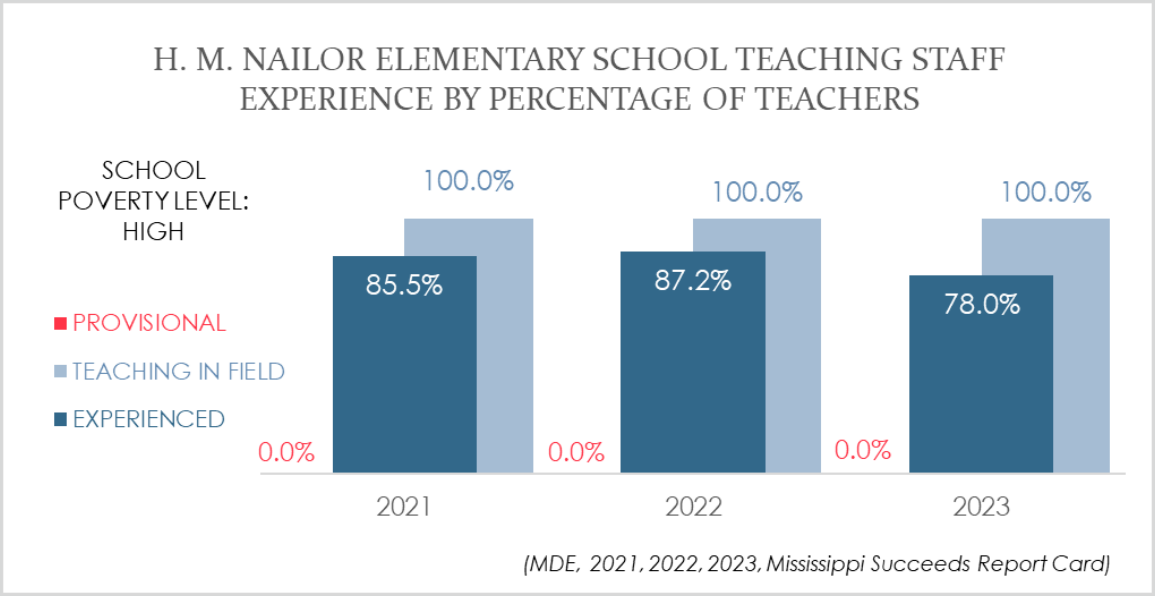


Figure 141: H. M. Nailor Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

H. M. NAILOR ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE

		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL				≤5	5.2	≤5			
GENDER	FEMALE				≤5	≤5				
	MALE				≤5	6.8	≤5			
RACE	BLACK OR AFRICAN AMERICAN				≤5	≤5	≤5			
	TWO OR MORE RACES					9.1	16.7			
RACE	WHITE						≤5			
DISABILITY	STUDENTS WITH DISABILITIES					5.8	≤5			
	STUDENTS WITHOUT DISABILITIES				≤5	5.1	≤5			
EL	NON LIMITED ENGLISH PROFICIENCY					5.2	≤5			
		INCIDENTS OF VIOLENCE			**REFERRALS TO LAW ENFORCEMENT**			**SCHOOL-BASED ARRESTS**		
		2021	**2022**	**2023**	**2021**	**2022**	**2023**	**2021**	**2022**	**2023**
ALL	ALL	≤10	≤10	≤10		≤5			≤5	
GENDER	FEMALE	≤10				≤5			≤5	
	MALE	≤10	≤10	≤10		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	≤10	≤10	≤10		≤5			≤5	
	TWO OR MORE RACES			≤10						
	WHITE			≤10		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES			≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	≤10	≤10	≤10		≤5			≤5	
EL	NON LIMITED ENGLISH PROFICIENCY		≤10	≤10		≤5			≤5	

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

Figure 142: H. M. Nailor Elementary School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at H. M. Nailor Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Preschool 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-seven (27) faculty and staff members, two (2) parents, and two (2) students responded to the survey.

H. M. Nailor Elementary School Faculty/Staff Survey

Federal Programs

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	5	18.5%
Agree	12	44.4%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	29.6%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	3	11.1%
Agree	6	22.2%
Disagree	6	22.2%
Strongly Disagree	2	7.4%
Not Applicable or No Information	10	37.0%

I use disaggregated student data to inform classroom decisions and instructional practices.	Count	Percentage
Strongly Agree	8	29.6%
Agree	14	51.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	18.5%

I use effective, evidence-based strategies for:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Teaching special needs students.	25.9%	40.7%	0.0%	0.0%	33.3%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	7.4%	48.1%	0.0%	0.0%	44.4%
Developing and using classroom assessments.	33.3%	48.1%	0.0%	3.7%	14.8%
Closing the achievement gap between diverse groups of students.	33.3%	59.3%	0.0%	0.0%	7.4%
Successful classroom management.	33.3%	59.3%	3.7%	0.0%	3.7%

I contact parents every week.	Count	Percentage
Strongly Agree	11	40.7%
Agree	8	29.6%
Disagree	3	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	18.5%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	12	44.4%
Minor disruptions that steal instructional time	10	37.0%
Major classroom disruptions	5	18.5%

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	8	29.6%
Expedited evaluation services for students with limited English	2	7.4%
Expedited evaluation services for gifted and talented students	4	14.8%
Additional academic support	11	40.7%
Tutoring	10	37.0%
Enrichment educational services	7	25.9%
Counseling	12	44.4%
Mentors	6	22.2%
School supplies	12	44.4%
School uniforms	12	44.4%
Dental referrals	1	3.7%
Medical referrals	1	3.7%
Bullying assistance	4	14.8%

Curriculum and Instruction

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	5	18.5%
Agree	16	59.3%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	18.5%

The district has a quality curriculum that is aligned with state and national standards.		
	Count	Percentage
Strongly Agree	6	22.2%
Agree	19	70.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.4%

The educational program offered to students in the school is of high quality.		
	Count	Percentage
Strongly Agree	5	18.5%
Agree	19	70.4%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.4%

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	18.5%
Agree	17	63.0%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	11.1%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Foreign Languages	7.4%	29.6%	3.7%	3.7%	55.6%
English/Language Arts (reading, writing, speaking, listening)	18.5%	70.4%	0.0%	0.0%	11.1%
Health Education	11.1%	59.3%	3.7%	3.7%	22.2%
Science	11.1%	77.8%	3.7%	0.0%	7.4%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics	14.8%	77.8%	0.0%	0.0%	7.4%
Physical Education	18.5%	66.7%	3.7%	3.7%	7.4%
Career/Vocational Education	11.1%	37.0%	3.7%	0.0%	48.1%
Social Studies	14.8%	74.1%	3.7%	0.0%	7.4%
Fine Arts (music, visual arts, dance, drama)	11.1%	59.3%	0.0%	3.7%	25.9%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	8	29.6%
Agree	17	63.0%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%

I have access to a curriculum guide for each core subject I teach.

	Count	Percentage
Yes	21	80.8%
No	5	19.2%

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

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

I develop assessments that mirror the format & complexity of state assessments.		
	Count	Percentage
Strongly Agree	8	29.6%
Agree	15	55.6%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	11.1%

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	7	25.9%
Utilize technology such as class websites, blogs, and videos	19	70.4%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	9	33.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	16	59.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	8	29.6%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	13	48.1%
Use bilingual handouts and cues	2	7.4%
Use visual displays, portable white boards, and posters when giving instructions	13	48.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	16	59.3%

The counseling program is working very well.		
	Count	Percentage
Strongly Agree	2	7.4%
Agree	14	51.9%
Disagree	2	7.4%
Strongly Disagree	2	7.4%
Not Applicable or No Information	7	25.9%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	7	25.9%
Agree	14	51.9%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	14.8%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	7	25.9%
Agree	7	25.9%
Disagree	9	33.3%
Strongly Disagree	1	3.7%
Not Applicable or No Information	3	11.1%

Parents are involved and support school functions.	Count	Percentage
Strongly Agree	4	14.8%
Agree	14	51.9%
Disagree	4	14.8%
Strongly Disagree	2	7.4%
Not Applicable or No Information	3	11.1%

School Improvement

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	4	14.8%
Agree	12	44.4%
Disagree	5	18.5%
Strongly Disagree	1	3.7%
Not Applicable or No Information	5	18.5%

My school is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.

	Count	Percentage
Strongly Agree	5	18.5%
Agree	17	63.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	18.5%

My school has adequate human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

	Count	Percentage
Strongly Agree	4	14.8%
Agree	17	63.0%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	18.5%

My school has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.

	Count	Percentage
Strongly Agree	5	18.5%
Agree	17	63.0%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	14.8%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	4	14.8%
Agree	15	55.6%
Disagree	5	18.5%
Strongly Disagree	1	3.7%
Not Applicable or No Information	2	7.4%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	8	29.6%
Agree	11	40.7%
Disagree	4	14.8%
Strongly Disagree	1	3.7%
Not Applicable or No Information	3	11.1%

Discipline policies are fair at this school.		
	Count	Percentage
Strongly Agree	5	18.5%
Agree	9	33.3%
Disagree	9	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	14.8%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	9	33.3%
Agree	17	63.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.		
	Count	Percentage
Strongly Agree	10	37.0%
Agree	15	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.4%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly Agree	9	33.3%
Agree	11	40.7%
Disagree	5	18.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.4%

Teachers are regularly involved in the development of school policies.	Count	Percentage
Strongly Agree	7	25.9%
Agree	8	29.6%
Disagree	6	22.2%
Strongly Disagree	1	3.7%
Not Applicable or No Information	5	18.5%

Teachers have a major role in curriculum development in this school.	Count	Percentage
Strongly Agree	6	22.2%
Agree	11	40.7%
Disagree	7	25.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	11.1%

Teachers are provided adequate time each day to prepare for teaching.	Count	Percentage
Strongly Agree	5	18.5%
Agree	19	70.4%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%

When I need to talk with an administrator, I can do so with relative ease.	Count	Percentage
Strongly Agree	6	22.2%
Agree	14	51.9%
Disagree	4	14.8%
Strongly Disagree	2	7.4%
Not Applicable or No Information	1	3.7%

If I have a discipline problem, the administration gives me the support I want.	Count	Percentage
Strongly Agree	5	18.5%
Agree	13	48.1%
Disagree	5	18.5%
Strongly Disagree	2	7.4%
Not Applicable or No Information	2	7.4%

All things considered, I am satisfied with being a teacher.	Count	Percentage
Strongly Agree	9	33.3%
Agree	11	40.7%
Disagree	6	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%

TECHNOLOGY

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.	Count	Percentage
Strongly Agree	7	25.9%
Agree	17	63.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	11.1%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.	Count	Percentage
Strongly Agree	8	29.6%
Agree	16	59.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	11.1%

My biggest equipment needs are:	Count	Percentage
Computers	9	33.3%
Software	6	22.2%
Mobile laptop computers	5	18.5%
Listening centers	9	33.3%
Interactive white board	4	14.8%
Classroom response system (clickers)	5	18.5%
Digital slates (e.g. iPad, Microsoft Pro)	3	11.1%

Professional Development

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

Sufficient resources are available to allow teachers to take advantage of professional development activities.		
	Count	Percentage
Strongly Agree	4	14.8%
Agree	18	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	18.5%

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	6	22.2%
Agree	15	55.6%
Disagree	3	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	11.1%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	6	22.2%
Agree	17	63.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	14.8%

The professional development I have received has been beneficial for me as a beginning teacher.	Count	Percentage
Strongly Agree	4	14.8%
Agree	13	48.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	37.0%

General Opinion

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

Faculty/Staff members from H. M. Nailor Elementary School expressed a strong belief that the school is doing a good job in utilizing technology, working well with parents, and caring for students. One faculty member said, "We have many teachers who are passionate about the teaching profession and nurturing children." However, they highlighted the need for more professional development opportunities and improved discipline practices." Another faculty member commented, "This may not be relevant, but it would be a great incentive for teachers if someone would please correctly fix the drainage entering the parking lot area and pave or at least put tar with rocks in, making the parking area safe and useful for teachers. This would really help the moral of teachers returning back to school next year and it would show them that their concerns are heard and are important in being stakeholders in the district."

H. M. Nailor Elementary School Student Survey

Federal Programs

Federal funds are used effectively at my school.		
	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%

Curriculum and Instruction

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Foreign Languages	0.0%	50.0%	0.0%	0.0%	50.0%
English/Language Arts (reading, writing, speaking, listening)	50.0%	50.0%	0.0%	0.0%	0.0%
Health Education	50.0%	50.0%	0.0%	0.0%	0.0%
Science	50.0%	50.0%	0.0%	0.0%	0.0%
Mathematics	50.0%	50.0%	0.0%	0.0%	0.0%
Physical Education	50.0%	50.0%	0.0%	0.0%	0.0%
Career/Vocational Education	50.0%	50.0%	0.0%	0.0%	0.0%
Social Studies	50.0%	50.0%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	0.0%	50.0%	0.0%	50.0%	0.0%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	1	50.0%
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 school work.		
	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 concerned that students learn the subjects they teach.		
	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%

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%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.	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	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%

My teachers give me personal encouragement in my school work.	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%

If I have a problem or suggestion for the principal, he/she is available.	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 people in the principal's office care about students as individuals.	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%

School spirit is very high at our school.	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%

General Opinion

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

Students from H. M. Nailor Elementary School stated that the school does well in teaching students. Others commented that the school should provide more fun learning activities for the students.

H. M. Nailor Elementary School Parent Survey

Federal Programs

In my experience, teachers in the school are state certified and effective.		
	Count	Percentage
Strongly Agree	2	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses help improve student attendance and academic achievement.		
	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%

Student behavior is rarely a problem.		
	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%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	2	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	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%

I have read and understood the Title I School-Parent Compact.		
	Count	Percentage
Yes	2	100.0%
No	0	0.0%

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	1	50.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	1	50.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	1	50.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	0	0.0%

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	1	50.0%
Providing school-based mental health services and counseling	1	50.0%
Promoting supportive school climates to reduce the use of exclusionary discipline 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	50.0%
Implementing systems and practices to prevent bullying and harassment	1	50.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	1	50.0%
Establishing community partnerships	1	50.0%

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	50.0%
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	1	50.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	0	0.0%

Are you aware that your child's school is a Title 1 School?		
	Count	Percentage
Yes	1	50.0%
No	1	50.0%

Have you been invited to attend Title specific programming at your child's schools in the past?		
	Count	Percentage
Yes	1	50.0%
No	1	50.0%

As a parent, I would like more information regarding:		
	Count	Percentage
Testing and grades	1	50.0%
Safety in the schools	1	50.0%
Curriculum and learning goals	2	100.0%
Available technology and how it's used in the classroom	0	0.0%
How to contact my child's teacher	0	0.0%
Homework	0	0.0%

I would like my child's school to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	1	50.0%
Drug/Alcohol Awareness	1	50.0%
Computer Classes	0	0.0%

H. M. Nailor Elementary School

I would like my child's school to offer classes for parents on the following:	Count	Percentage
Conflict Resolution	2	100.0%
Discipline	1	50.0%
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	0	0.0%
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 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	1	50.0%
Help my child with homework	0	0.0%
How to motivate my child	1	50.0%
How to promote family reading	0	0.0%
How to set goals for my child	1	50.0%
Manage time	0	0.0%
Prepare my child for testing	1	50.0%
Understand my child's learning styles	2	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	1	50.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	1	50.0%
Resource materials for parental training	1	50.0%
Training for parents to work with other parents on becoming involved in the schools	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
Travel expenses to attend parent involvement/PTA workshops and conferences.	0	0.0%
Home/School folders	1	50.0%
Home/School Planners	0	0.0%

Curriculum and Instruction

Students are given a sufficient amount of homework to help them succeed at their studies.		
	Count	Percentage
Strongly Agree	1	50.0%
Agree	0	0.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The educational program offered to students in the school is of high quality.		
	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%

Teachers hold high expectations for student learning.		
	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%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics	0.0%	100.0%	0.0%	0.0%	0.0%
Physical Education	0.0%	100.0%	0.0%	0.0%	0.0%
Career/Vocational Education	0.0%	0.0%	0.0%	0.0%	100.0%
Social Studies	0.0%	100.0%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	0.0%	100.0%	0.0%	0.0%	0.0%
Foreign Languages	0.0%	0.0%	0.0%	0.0%	100.0%
English/Language Arts (reading, writing, speaking, listening)	0.0%	100.0%	0.0%	0.0%	0.0%
Health Education	0.0%	100.0%	0.0%	0.0%	0.0%
Science	0.0%	100.0%	0.0%	0.0%	0.0%

Our school is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%

Parent, Family, and Community Engagement

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

Parents feel welcome in 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%

I have been involved in more than one activity at my child's school.		
	Count	Percentage
Yes	2	100.0%
No	0	0.0%

Which type of activities have you attended?		
	Count	Percentage
Sports/ Club	0	0.0%
Open House	1	50.0%
PTA/PTSA	2	100.0%
Science Night/Math/Literacy Night	1	50.0%
Data Night	1	50.0%
Volunteer Opportunities/Field Trip Chaperone	0	0.0%
Financial Aid/ College Readiness Workshops	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	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 concerns of parents are reflected in decisions affecting 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%

H. M. Nailor Elementary School

Teachers regularly communicate with parents of their students.		
	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%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	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%

It is easy to get an appointment with the teachers or administrators of 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%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	2	100.0%
Checked my child's grades/assignments online	2	100.0%
Been in contact with my child's teacher	1	50.0%
Received a newsletter from the district, school, or teacher	1	50.0%
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 academically	1	50.0%

In the past year, I have attended/participated in the following:	Count	Percentage
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	0	0.0%
Volunteered at my child's school	0	0.0%

School Improvement

The school is committed to a shared purpose and direction.	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	1	50.0%
Not Applicable or No Information	0	0.0%

School leaders have established processes to develop the vision and improvement efforts for 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%

Students, parents and school personnel show pride in the school campus and help keep it attractive.	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%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	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%

Discipline policies are fair at this 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%

As a whole, teachers are concerned about my son/daughter as an individual.

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

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

School rules and regulations affecting students are reasonable.

	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%

The school's grading policies and practices are administered fairly.	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%

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

Students show respect for each other.	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%

PRESCHOOL AND KINDERGARTEN

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Playing independently or in a small group without needing to be constantly supervised.	100.0%	0.0%	0.0%	0.0%	0.0%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	100.0%	0.0%	0.0%	0.0%	0.0%
Making decisions for himself/herself and exploring new experiences.	100.0%	0.0%	0.0%	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	N / A
Understanding the difference between right and wrong and recognizing and respecting authority figures.	100.0%	0.0%	0.0%	0.0%	0.0%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	100.0%	0.0%	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	N / A
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	100.0%	0.0%	0.0%	0.0%	0.0%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	100.0%	0.0%	0.0%	0.0%	0.0%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	100.0%	0.0%	0.0%	0.0%	0.0%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	100.0%	0.0%	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.	100.0%	0.0%	0.0%	0.0%	0.0%

I know what my child is learning and must learn this school year.	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%

General Opinion

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

Parents of students from H. M. Nailor Elementary School who participated in the survey did not respond to these two open-ended questions.



Notes

SECTION 10

Parks Elementary School

Introduction



PARKS ELEMENTARY SCHOOL is located at 1301 Terrace Road in Cleveland, Mississippi. In January of 2024, it served two hundred forty-three (243) students, prekindergarten through sixth grade (PK-6). Home of the Bears, PES is led by its principal, Holly Wells.

As stated on the school's website, the mission of the school is "to reach the fullness of our students' potential and provide them with a quality education for lifelong learning by enhancing their intellectual, physical, and social needs." The school's vision is stated as: "Students will possess reading, writing, and math skills at or above grade level and become productive citizens."





Enrollment

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

PARKS ELEMENTARY SCHOOL ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	281	238	213	213	243	
PK	*	*			14	
K	37	48	35	43	36	
ELEM_SPED	23	17	19	15	20	
GR_1	28	*	26	31	24	
GR_2	30	26	21	27	34	
GR_3	36	27	28	20	39	
GR_4	40	35	24	24	23	
GR_5	32	37	30	27	23	
GR_6	42	23	30	26	30	

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

Figure 143: Parks Elementary School Enrollment

PARKS ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	281	238	213	213	243	
GENDER	FEMALE	125	111	99	109	124	
	MALE	156	127	114	104	119	
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*					
	ASIAN	*	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	128	112	100	100	119	
	HISPANIC OR LATINO	*	*	*	*	*	
	TWO OR MORE RACES	*	*	19	21	15	
	WHITE	131	95	81	80	94	

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

Figure 144: Parks Elementary School Enrollment by Demographic Group



Attendance

Average Daily Attendance

PARKS ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	215.8	195.2	197.7
K	46.3	32.8	40.4
ELEM_SPED	16.4	16.1	14.4
GR_1	16.9	23.7	26.8
GR_2	23.9	19.6	24.9
GR_3	24.4	26.1	20.3
GR_4	32.4	22.3	21.7
GR_5	33.7	27.4	25.2
GR_6	21.9	27.3	24.2
(MDE, 2021, 2022, 2023, Superintendent's Annual Report)			

Figure 145: Parks Elementary School Average Daily Attendance

Chronic Absence

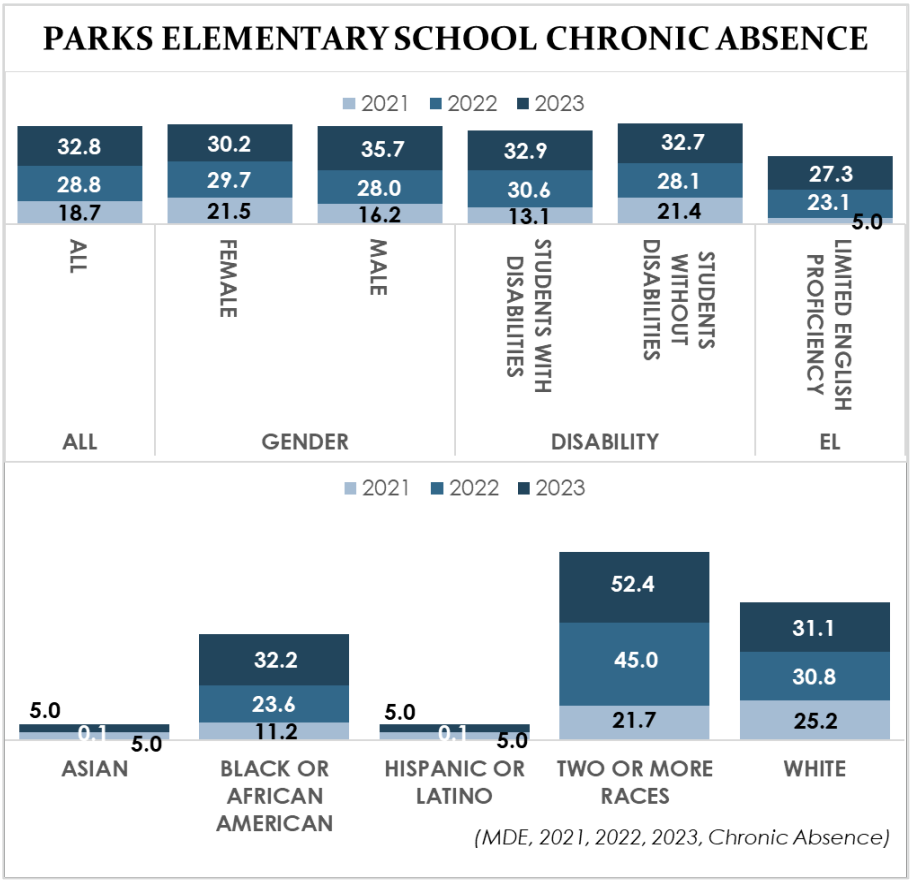


Figure 146: Parks Elementary School Chronic Absence by Demographic Group

Accountability

Accountability Measures

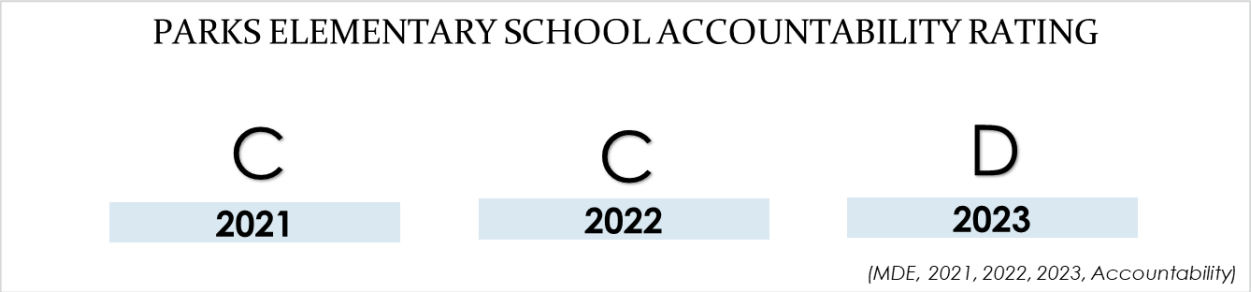


Figure 147: Parks Elementary School Accountability Rating

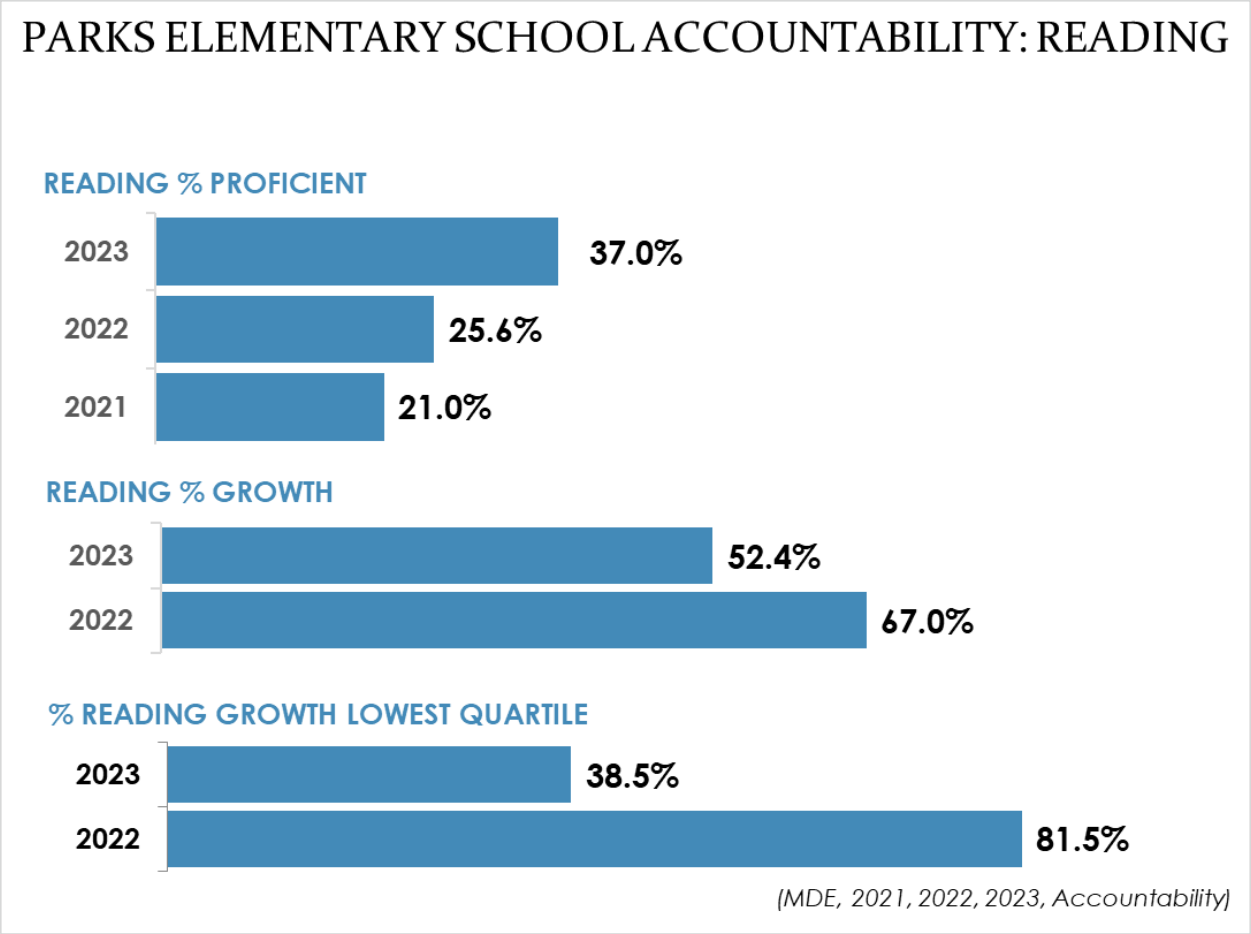


Figure 148: Parks Elementary School Accountability: Reading

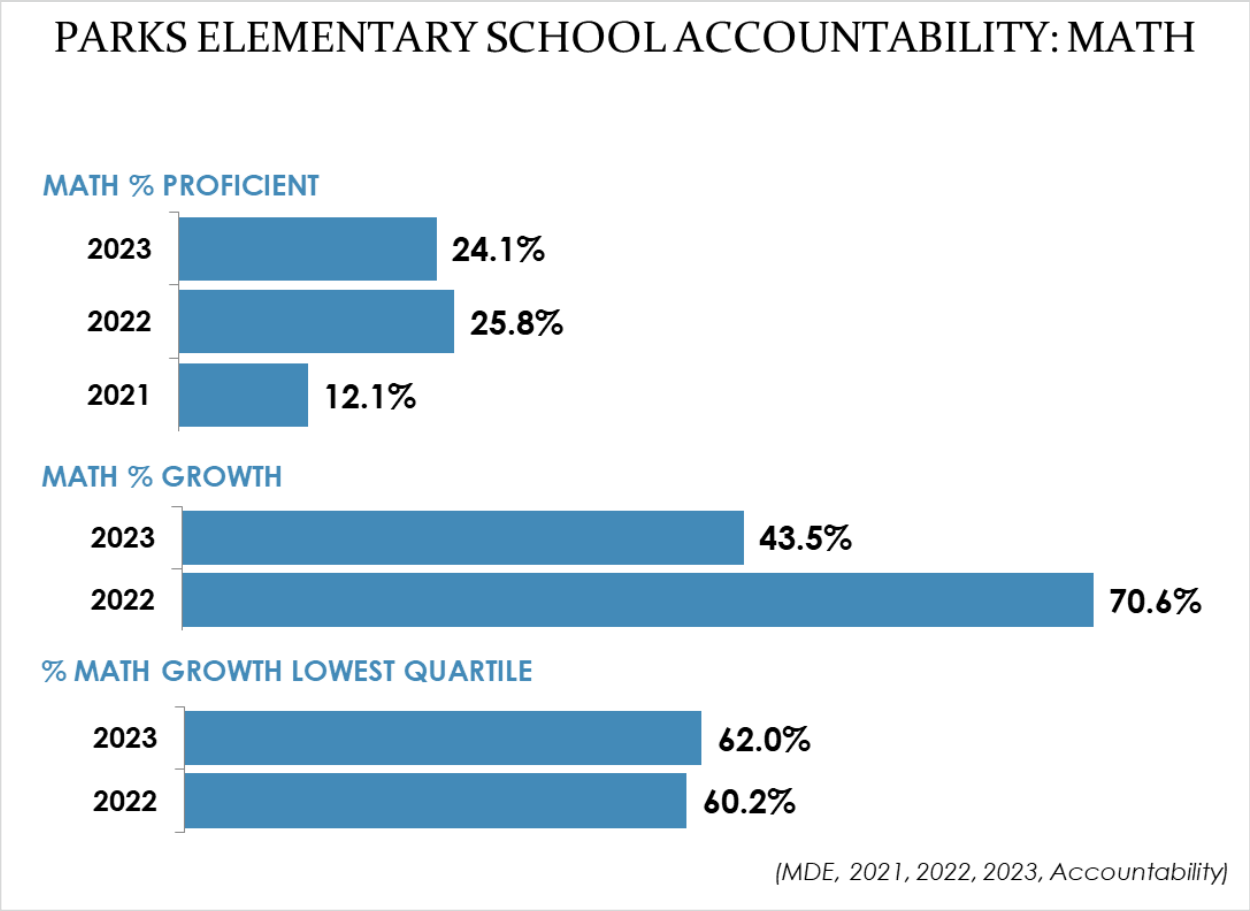


Figure 149: Parks Elementary School Accountability: Math

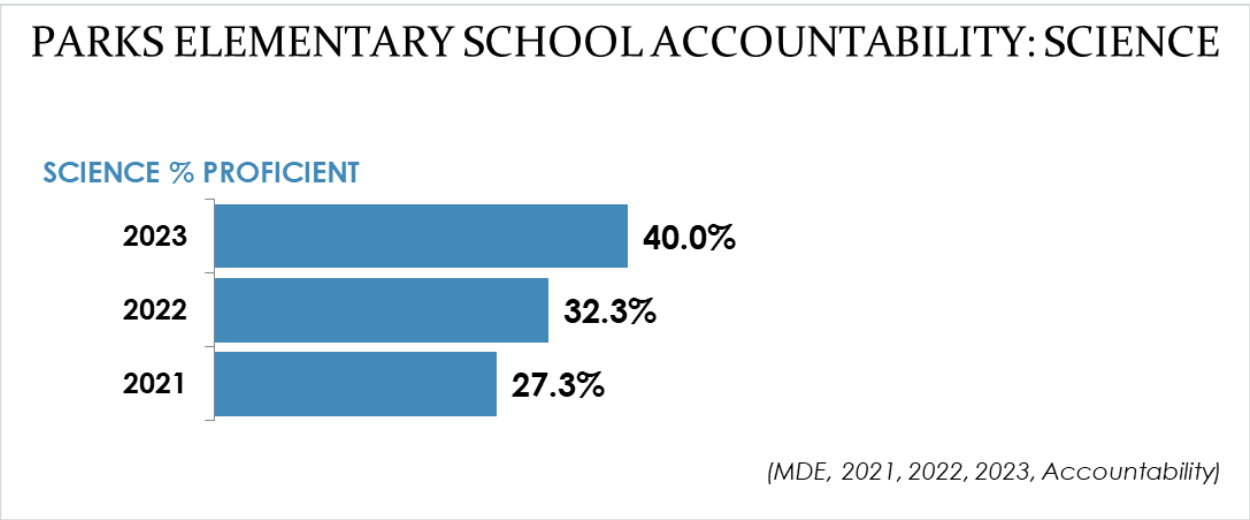


Figure 150: Parks Elementary School Accountability: Science

Parks Elementary School

Proficiency by Demographic Group

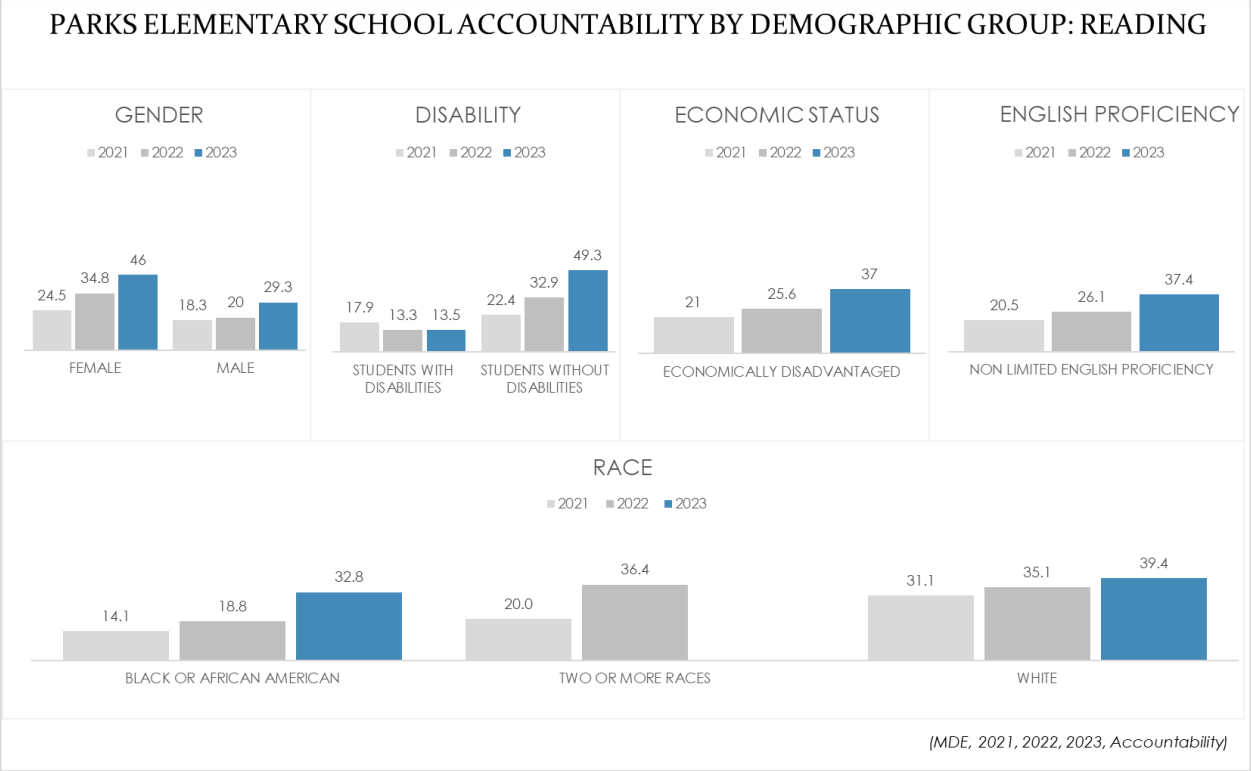


Figure 151: Parks Elementary School Reading Proficiency by Demographic Group

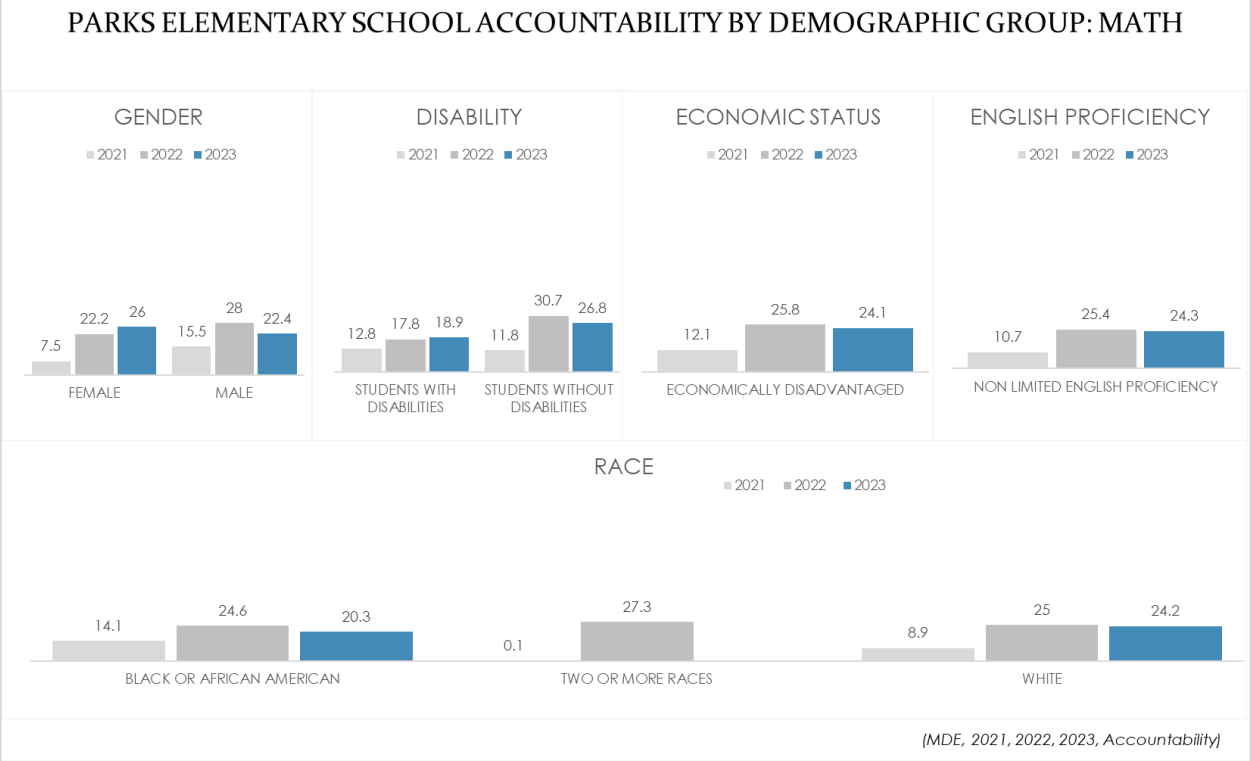


Figure 152: Parks Elementary School Math Proficiency by Demographic Group

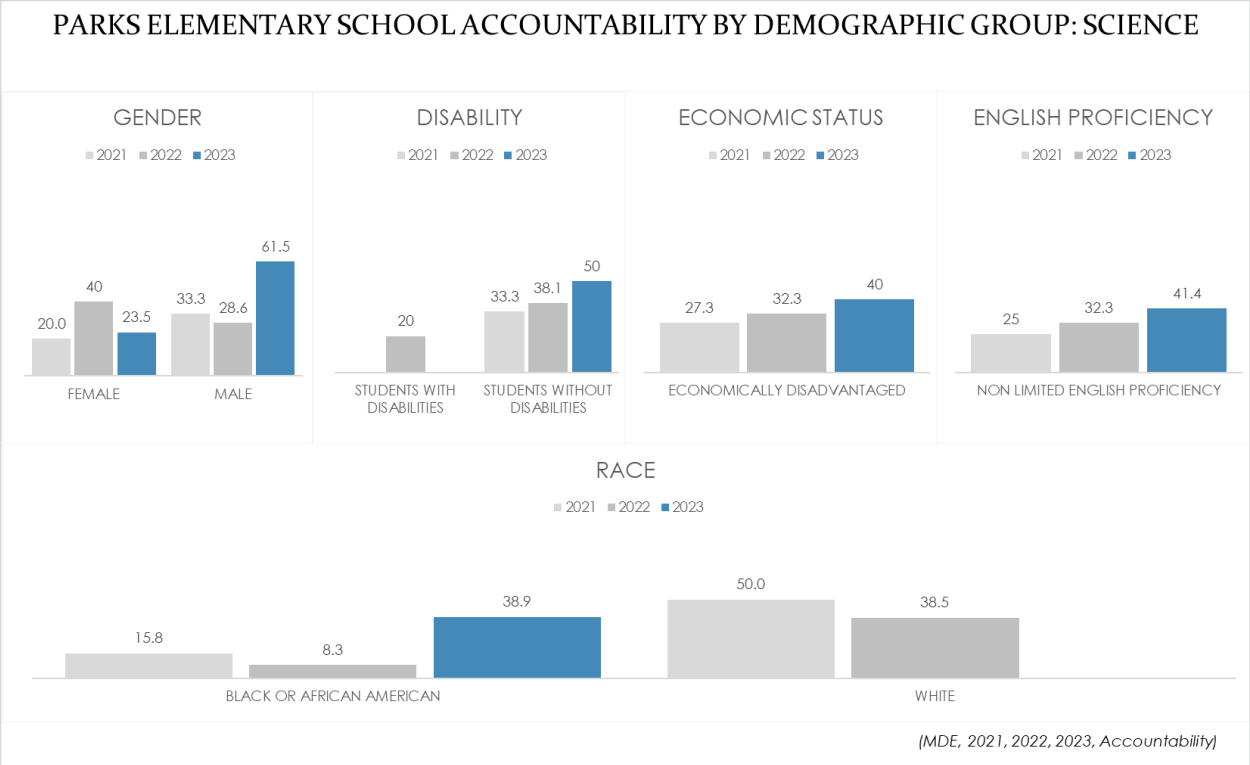


Figure 153: Parks Elementary School Science Proficiency by Demographic Group

Assessment

Kindergarten Readiness

PREKINDERGARTEN COLLABORATIVE OR STATE-INVESTED PREKINDERGARTEN			
	YEAR	FALL	SPRING
PARKS ELEMENTARY SCHOOL	23-24	*	
**N-counts less than 10 are suppressed.*			

Figure 154: Parks Elementary School Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten

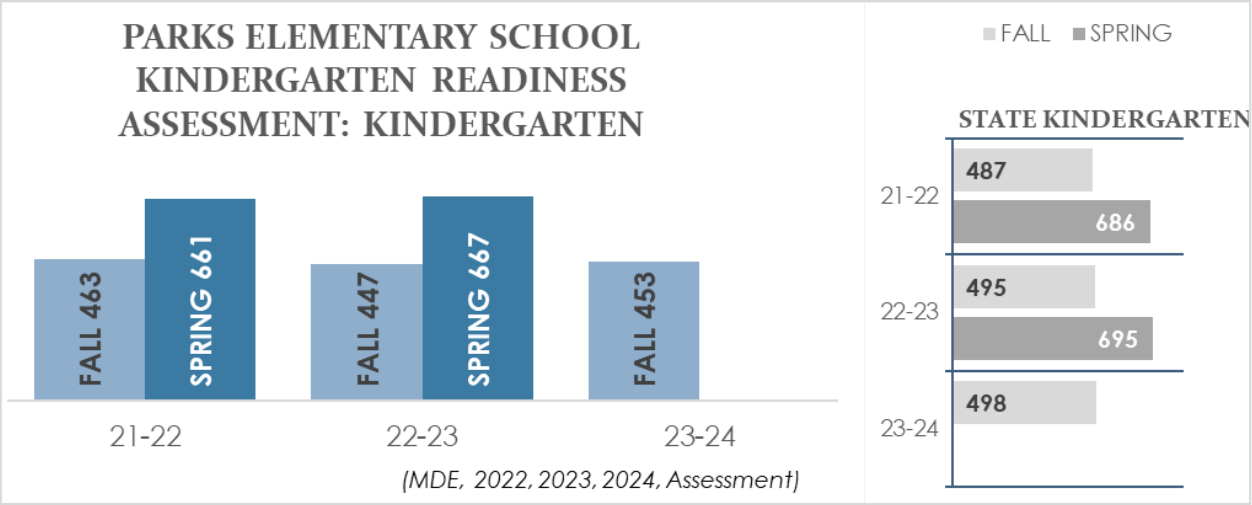


Figure 155: Parks Elementary School Kindergarten Readiness Assessment: Kindergarten

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.

PARKS ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE			
2019	**2022**	**2023**	**2024**
89.2	80	83.1	63.2

Figure 156: Parks Elementary School Initial Third-Grade Reading Assessment Pass Rate



Mississippi Academic Assessment Program (MAAP)

MAAP ELA

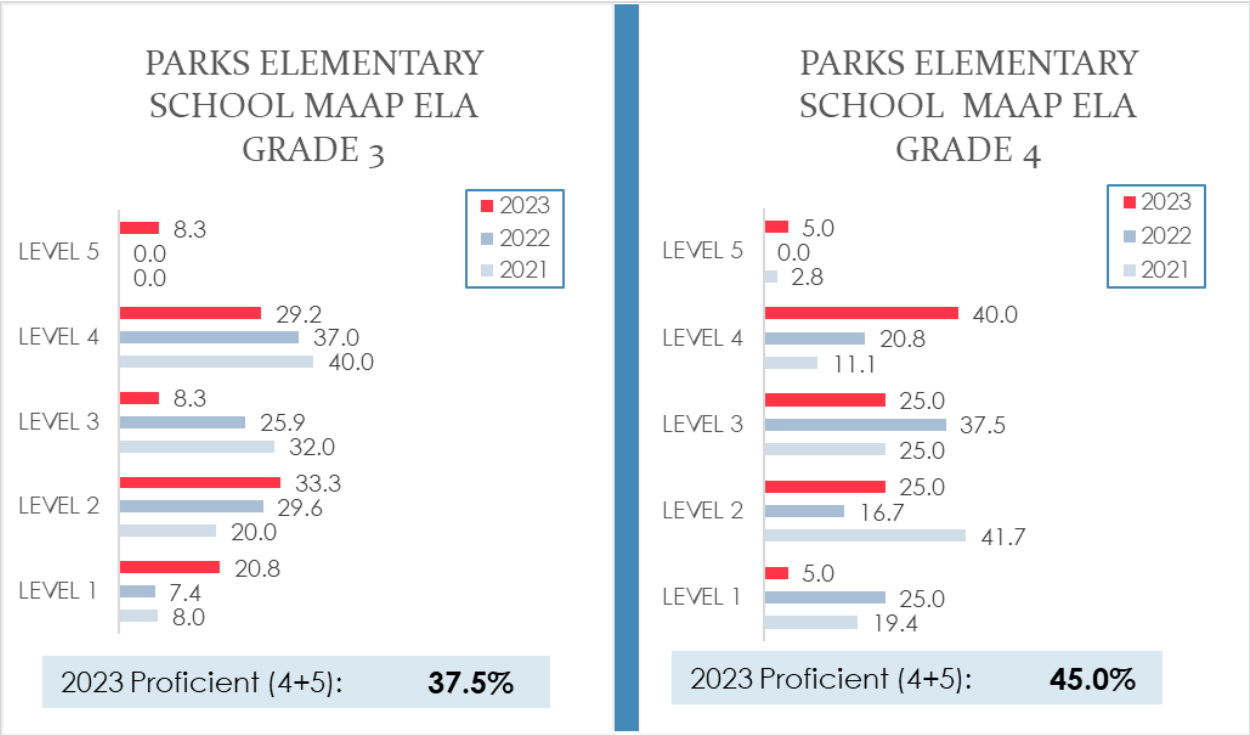


Figure 157: Parks Elementary School MAAP ELA Grades 3 and 4

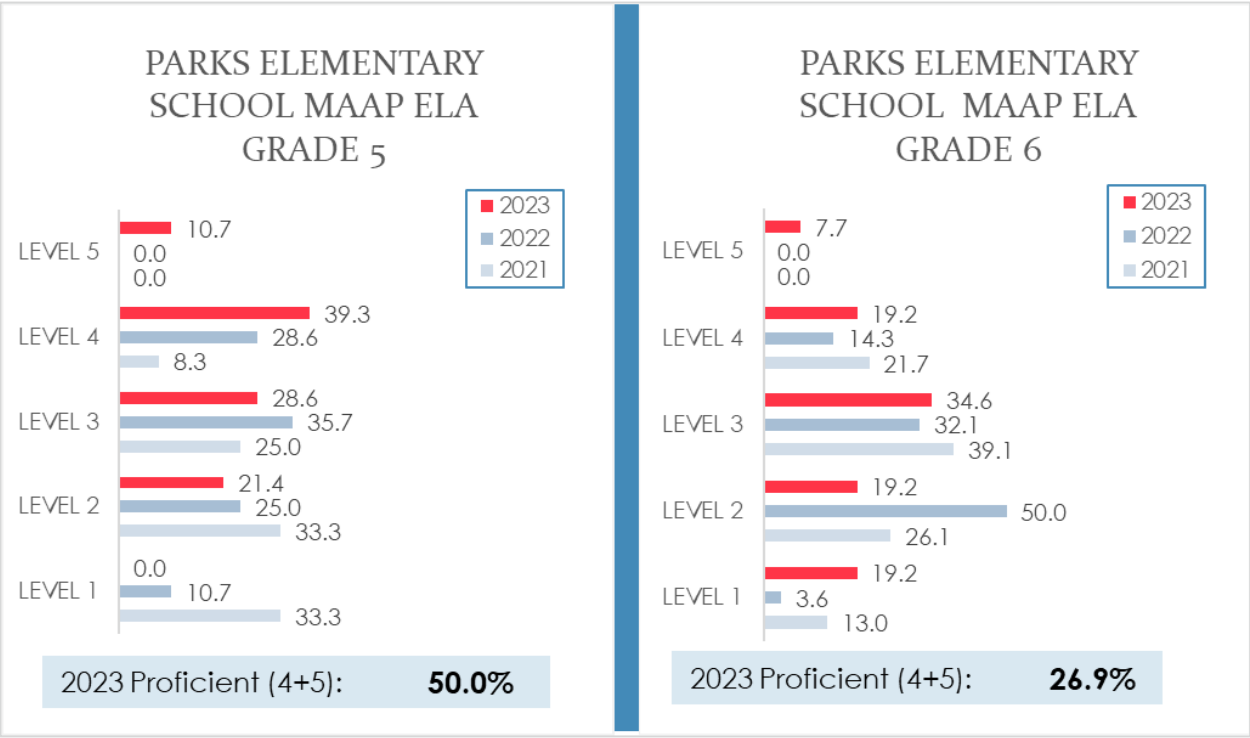


Figure 158: Parks Elementary School MAAP ELA Grades 5 and 6

Parks Elementary School

MAAP MATH

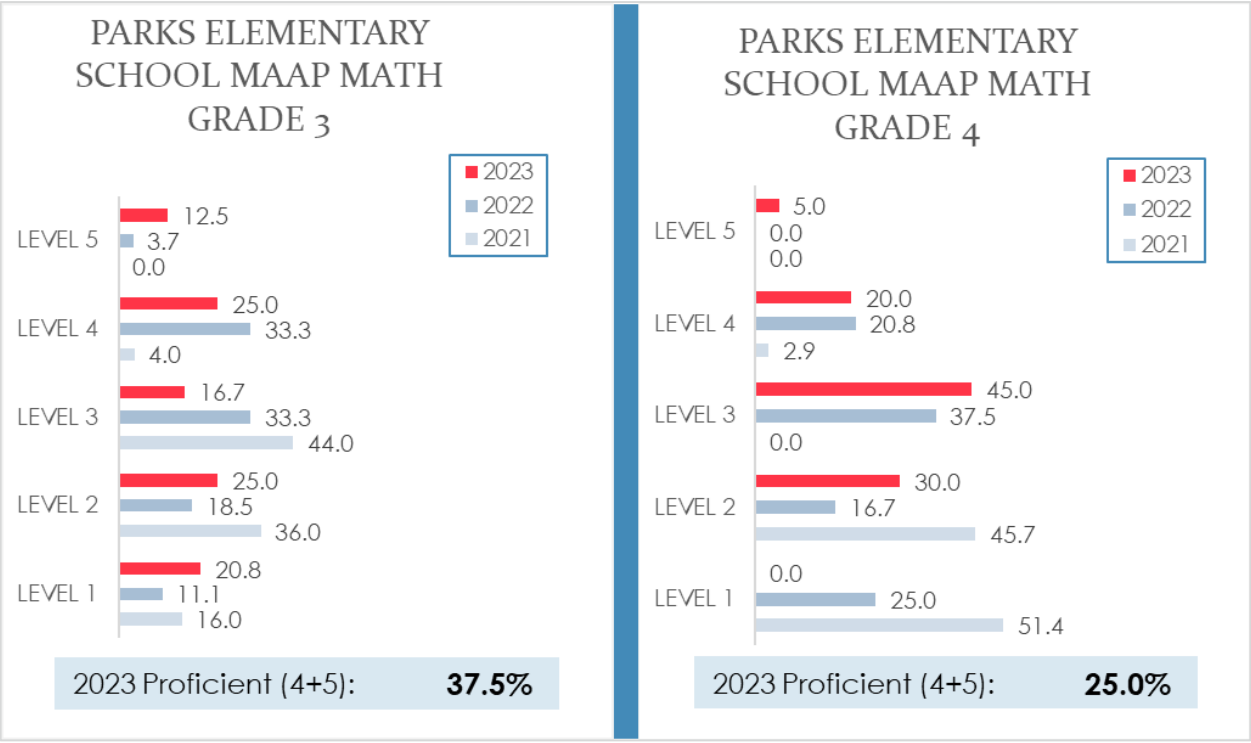


Figure 159: Parks Elementary School MAAP Math Grades 3 and 4

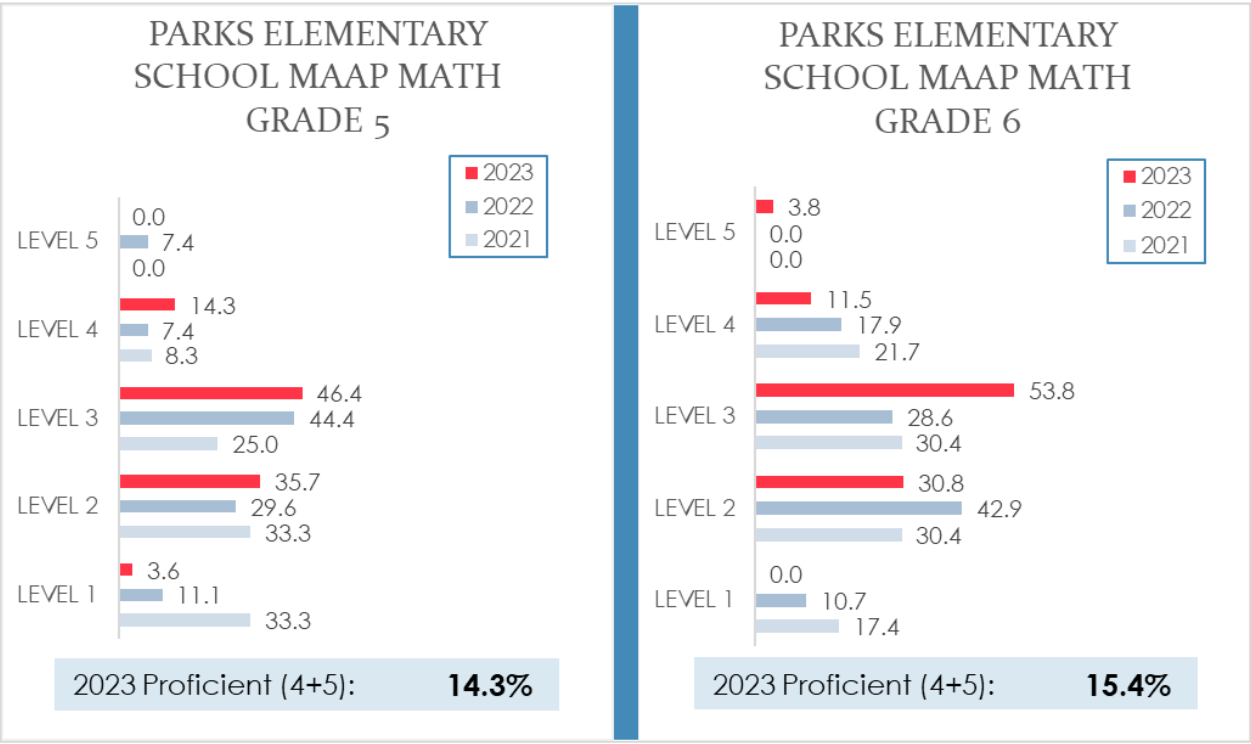


Figure 160: Parks Elementary School MAAP Math Grades 5 and 6

MAAP SCIENCE

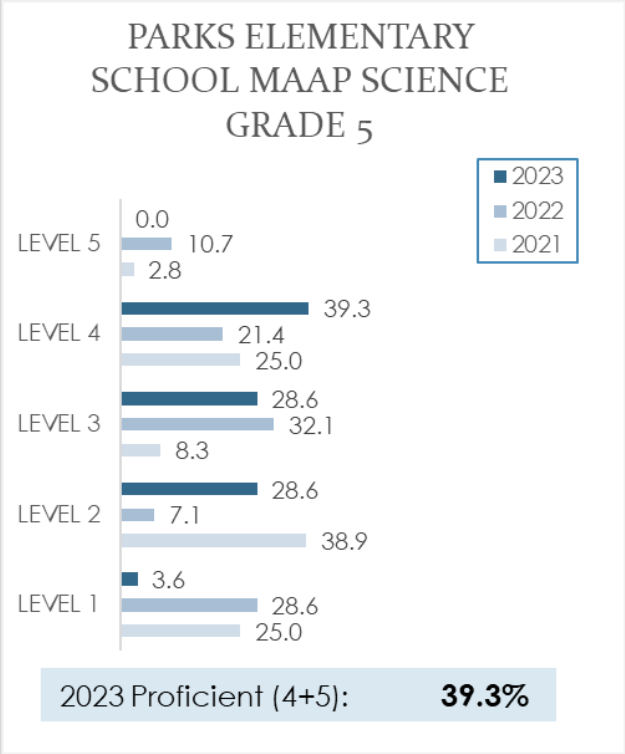
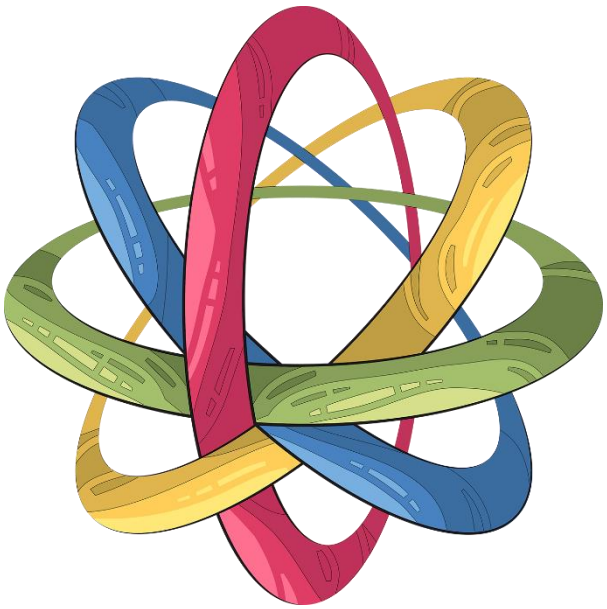


Figure 161: Parks Elementary School MAAP Science Grade 5



Personnel

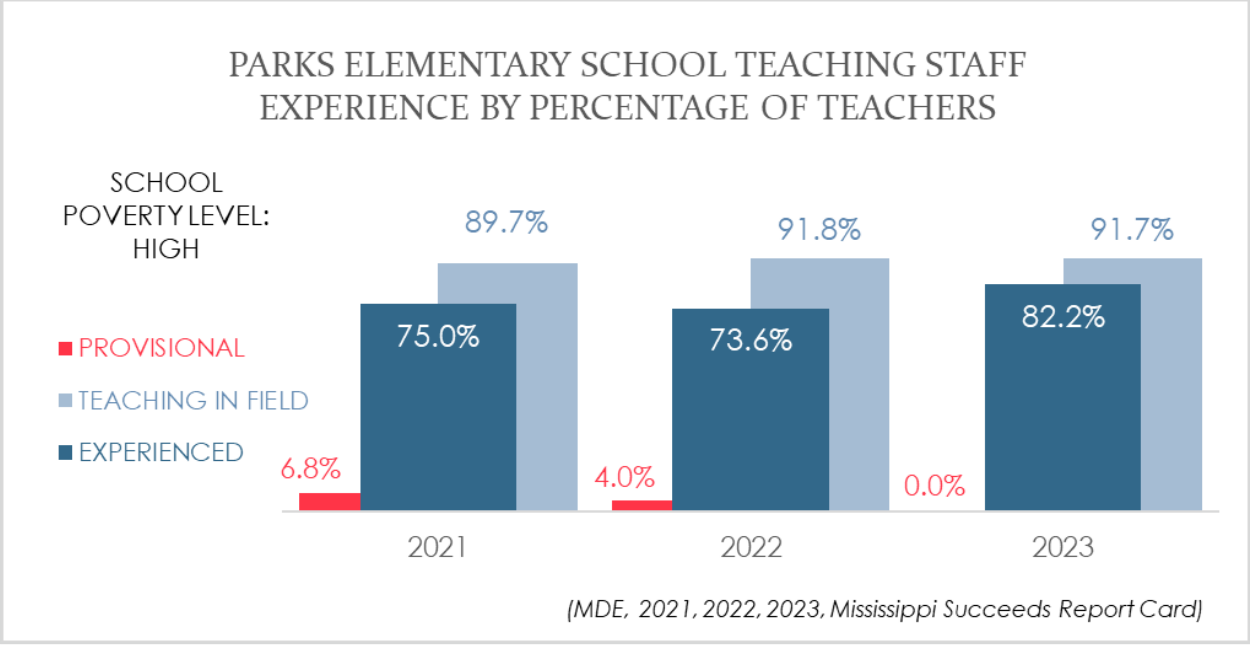


Figure 162: Parks Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

PARKS ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤5	≤5	11.1	7.6	7.6	11.1			
GENDER	FEMALE		≤5	6.8	6.0	≤5	8.5			
	MALE	≤5	≤5	15.7	9.0	11.0	13.9			
RACE	BLACK OR AFRICAN AMERICAN	≤5	≤5	10.7	7.9	8.7	10.7			
	HISPANIC OR LATINO				≤5	≤5				
	TWO OR MORE RACES			12.5		11.1	12.5			
	WHITE	≤5	≤5	13.1	8.7	5.6	13.1			
DISABILITY	STUDENTS WITH DISABILITIES	≤5	≤5	12.5	8.4	7.0	8.3			
	STUDENTS WITHOUT DISABILITIES	≤5	≤5	10.4	7.1	7.8	12.3			
EL	NON LIMITED ENGLISH PROFICIENCY		≤5	11.6		8.0	11.6			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	21.0	≤10	14.0		≤5			≤5	
GENDER	FEMALE	≤10	≤10	≤10		≤5			≤5	
	MALE	15.0	≤10	≤10		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	≤10	≤10	≤10		≤5			≤5	
	HISPANIC OR LATINO	≤10	≤10			≤5			≤5	
	WHITE	≤10	≤10	≤10		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES	≤10	≤10	≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	13.0	≤10	13.0		≤5			≤5	
EL	NON LIMITED ENGLISH PROFICIENCY		≤10	14.0		≤5			≤5	

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

Figure 163: Parks Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Parks Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Preschool 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. Forty-three (43) faculty and staff members, fifty (50) parents, and one hundred seventy-two (172) students responded to the survey.

Parks Elementary School Faculty/Staff Survey

Federal Programs

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	16	37.2%
Agree	20	46.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	16.3%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	7	16.3%
Agree	19	44.2%
Disagree	1	2.3%
Strongly Disagree	4	9.3%
Not Applicable or No Information	12	27.9%

I use disaggregated student data to inform classroom decisions and instructional practices.	Count	Percentage
Strongly Agree	10	23.3%
Agree	17	39.5%
Disagree	2	4.7%
Strongly Disagree	1	2.3%
Not Applicable or No Information	13	30.2%

I use effective, evidence-based strategies for:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	37.2%	44.2%	0.0%	0.0%	18.6%
Teaching special needs students.	39.5%	30.2%	2.3%	2.3%	25.6%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	20.9%	41.9%	7.0%	0.0%	30.2%
Developing and using classroom assessments.	30.2%	44.2%	0.0%	0.0%	25.6%
Closing the achievement gap between diverse groups of students.	34.9%	44.2%	2.3%	0.0%	18.6%

I contact parents every week.	Count	Percentage
Strongly Agree	11	25.6%
Agree	14	32.6%
Disagree	4	9.3%
Strongly Disagree	1	2.3%
Not Applicable or No Information	13	30.2%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	17	39.5%
Minor disruptions that steal instructional time	26	60.5%
Major classroom disruptions	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	12	27.9%
Expedited evaluation services for students with limited English	9	20.9%
Expedited evaluation services for gifted and talented students	6	14.0%
Additional academic support	18	41.9%
Tutoring	19	44.2%
Enrichment educational services	12	27.9%
Counseling	18	41.9%
Mentors	11	25.6%
School supplies	25	58.1%
School uniforms	28	65.1%
Dental referrals	7	16.3%
Medical referrals	5	11.6%
Bullying assistance	7	16.3%

Curriculum and Instruction

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	8	18.6%
Agree	28	65.1%
Disagree	3	7.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.3%

Parks Elementary School

The district has a quality curriculum that is aligned with state and national standards.	Count	Percentage
Strongly Agree	12	27.9%
Agree	26	60.5%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.3%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	10	23.3%
Agree	26	60.5%
Disagree	3	7.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	3	7.0%

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	11	25.6%
Agree	24	55.8%
Disagree	3	7.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	11.6%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science	20.9%	62.8%	7.0%	0.0%	9.3%
Foreign Languages	2.3%	41.9%	7.0%	14.0%	34.9%
English/Language Arts (reading, writing, speaking, listening)	20.9%	67.4%	0.0%	2.3%	9.3%
Health Education	14.0%	53.5%	7.0%	2.3%	23.3%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Social Studies	16.3%	62.8%	11.6%	0.0%	9.3%
Fine Arts (music, visual arts, dance, drama)	7.0%	30.2%	18.6%	11.6%	32.6%
Mathematics	25.6%	62.8%	2.3%	0.0%	9.3%
Physical Education	14.0%	72.1%	2.3%	2.3%	9.3%
Career/Vocational Education	9.3%	34.9%	2.3%	2.3%	51.2%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	12	27.9%
Agree	27	62.8%
Disagree	2	4.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.7%

I have access to a curriculum guide for each core subject I teach.

	Count	Percentage
Yes	31	77.5%
No	9	22.5%

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

	Count	Percentage
Strongly Agree	11	25.6%
Agree	18	41.9%
Disagree	0	0.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	13	30.2%

I develop assessments that mirror the format & complexity of state assessments.		
	Count	Percentage
Strongly Agree	10	23.3%
Agree	17	39.5%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	15	34.9%

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	12	27.9%
Utilize technology such as class websites, blogs, and videos	25	58.1%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	17	39.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	27	62.8%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	24	55.8%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	17	39.5%
Use bilingual handouts and cues	9	20.9%
Use visual displays, portable white boards, and posters when giving instructions	22	51.2%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	20	46.5%

The counseling program is working very well.		
	Count	Percentage
Strongly Agree	3	7.0%
Agree	27	62.8%
Disagree	3	7.0%
Strongly Disagree	2	4.7%
Not Applicable or No Information	8	18.6%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	15	34.9%
Agree	23	53.5%
Disagree	1	2.3%
Strongly Disagree	1	2.3%
Not Applicable or No Information	3	7.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	9	20.9%
Agree	29	67.4%
Disagree	2	4.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.0%

Parents are involved and support school functions.	Count	Percentage
Strongly Agree	4	9.3%
Agree	25	58.1%
Disagree	7	16.3%
Strongly Disagree	2	4.7%
Not Applicable or No Information	5	11.6%

School Improvement

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	9	20.9%
Agree	29	67.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	11.6%

My school is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.

	Count	Percentage
Strongly Agree	12	27.9%
Agree	22	51.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	20.9%

My school has adequate human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

	Count	Percentage
Strongly Agree	9	20.9%
Agree	25	58.1%
Disagree	4	9.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	11.6%

My school has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.

	Count	Percentage
Strongly Agree	8	18.6%
Agree	29	67.4%
Disagree	0	0.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	5	11.6%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	16	37.2%
Agree	20	46.5%
Disagree	2	4.7%
Strongly Disagree	2	4.7%
Not Applicable or No Information	3	7.0%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	11	25.6%
Agree	26	60.5%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	11.6%

Discipline policies are fair at this school.		
	Count	Percentage
Strongly Agree	10	23.3%
Agree	24	55.8%
Disagree	5	11.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.3%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	17	39.5%
Agree	22	51.2%
Disagree	0	0.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	3	7.0%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.		
	Count	Percentage
Strongly Agree	17	39.5%
Agree	23	53.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.0%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly Agree	12	27.9%
Agree	27	62.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.3%

Teachers are regularly involved in the development of school policies.	Count	Percentage
Strongly Agree	10	23.3%
Agree	25	58.1%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	16.3%

Teachers have a major role in curriculum development in this school.	Count	Percentage
Strongly Agree	7	16.3%
Agree	25	58.1%
Disagree	4	9.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	16.3%

Teachers are provided adequate time each day to prepare for teaching.	Count	Percentage
Strongly Agree	9	20.9%
Agree	27	62.8%
Disagree	3	7.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.3%

When I need to talk with an administrator, I can do so with relative ease.	Count	Percentage
Strongly Agree	20	46.5%
Agree	17	39.5%
Disagree	1	2.3%
Strongly Disagree	1	2.3%
Not Applicable or No Information	4	9.3%

If I have a discipline problem, the administration gives me the support I want.	Count	Percentage
Strongly Agree	13	30.2%
Agree	22	51.2%
Disagree	0	0.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	7	16.3%

All things considered, I am satisfied with being a teacher.	Count	Percentage
Strongly Agree	14	32.6%
Agree	22	51.2%
Disagree	2	4.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	11.6%

TECHNOLOGY

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.	Count	Percentage
Strongly Agree	11	25.6%
Agree	24	55.8%
Disagree	2	4.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	14.0%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.	Count	Percentage
Strongly Agree	16	37.2%
Agree	21	48.8%
Disagree	0	0.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	5	11.6%

My biggest equipment needs are:	Count	Percentage
Computers	12	27.9%
Software	10	23.3%
Mobile laptop computers	8	18.6%
Listening centers	9	20.9%
Interactive white board	3	7.0%
Classroom response system (clickers)	11	25.6%
Digital slates (e.g. iPad, Microsoft Pro)	4	9.3%

Professional Development

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

Sufficient resources are available to allow teachers to take advantage of professional development activities.		
	Count	Percentage
Strongly Agree	11	25.6%
Agree	26	60.5%
Disagree	0	0.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	5	11.6%

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	6	14.0%
Agree	30	69.8%
Disagree	3	7.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.3%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	6	14.0%
Agree	24	55.8%
Disagree	2	4.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	25.6%

The professional development I have received has been beneficial for me as a beginning teacher.	Count	Percentage
Strongly Agree	4	9.3%
Agree	17	39.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	22	51.2%

General Opinion

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

Faculty/Staff members from Parks Elementary School expressed a strong belief in the strength of the leadership of their school. They also praised the school for involving the community as a whole and making the wellbeing of students the top priority. One faculty member said, "My school has been working on pulling up student attendance and keeping students involved in academics." However, they highlighted the need for more art and music classes, improved security measures, and more school nurses and ELL tutors. Another responder stated, "More parent involvement is needed. Parents need not be afraid to talk to the teacher. Also the teacher and parent need to be on board with behavior management for said kid/s."

Parks Elementary School Student Survey

Federal Programs

Federal funds are used effectively at my school.	Count	Percentage
Strongly Agree	51	29.7%
Agree	86	50.0%
Disagree	6	3.5%
Strongly Disagree	2	1.2%
Not Applicable or No Information	27	15.7%

Curriculum and Instruction

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science	44.8%	45.9%	5.2%	0.6%	3.5%
Foreign Languages	14.5%	19.2%	18.6%	14.5%	33.1%
English/Language Arts (reading, writing, speaking, listening)	50.6%	41.3%	1.7%	2.9%	3.5%
Health Education	43.0%	41.3%	7.6%	5.2%	2.9%
Social Studies	47.1%	38.4%	6.4%	5.2%	2.9%
Fine Arts (music, visual arts, dance, drama)	16.3%	24.4%	19.8%	11.6%	27.9%
Mathematics	37.2%	48.8%	7.6%	2.9%	3.5%
Physical Education	42.4%	43.0%	7.0%	2.3%	5.2%
Career/Vocational Education	19.2%	36.0%	12.2%	3.5%	29.1%

My school work is challenging and requires my best effort.	Count	Percentage
Strongly Agree	74	43.0%
Agree	84	48.8%
Disagree	6	3.5%
Strongly Disagree	5	2.9%
Not Applicable or No Information	3	1.7%

Homework that I am expected to complete helps me improve my learning.		
	Count	Percentage
Strongly Agree	66	38.4%
Agree	89	51.7%
Disagree	11	6.4%
Strongly Disagree	4	2.3%
Not Applicable or No Information	2	1.2%

I use additional resources, beyond the textbooks for my classes, to help me with my school work.		
	Count	Percentage
Strongly Agree	63	36.6%
Agree	86	50.0%
Disagree	18	10.5%
Strongly Disagree	2	1.2%
Not Applicable or No Information	3	1.7%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	70	40.7%
Agree	87	50.6%
Disagree	9	5.2%
Strongly Disagree	4	2.3%
Not Applicable or No Information	2	1.2%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	88	51.2%
Agree	71	41.3%
Disagree	5	2.9%
Strongly Disagree	3	1.7%
Not Applicable or No Information	5	2.9%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	60	34.9%
Agree	77	44.8%
Disagree	20	11.6%
Strongly Disagree	6	3.5%
Not Applicable or No Information	9	5.2%

SCHOOL CLIMATE AND CULTURE

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	74	43.0%
Agree	81	47.1%
Disagree	5	2.9%
Strongly Disagree	7	4.1%
Not Applicable or No Information	5	2.9%

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

	Count	Percentage
Strongly Agree	81	47.1%
Agree	72	41.9%
Disagree	10	5.8%
Strongly Disagree	5	2.9%
Not Applicable or No Information	4	2.3%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	69	40.1%
Agree	85	49.4%
Disagree	9	5.2%
Strongly Disagree	4	2.3%
Not Applicable or No Information	5	2.9%

My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	66	38.4%
Agree	85	49.4%
Disagree	11	6.4%
Strongly Disagree	5	2.9%
Not Applicable or No Information	5	2.9%

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

	Count	Percentage
Strongly Agree	75	43.6%
Agree	74	43.0%
Disagree	17	9.9%
Strongly Disagree	2	1.2%
Not Applicable or No Information	4	2.3%

If I have a problem or suggestion for the principal, he/she is available.	Count	Percentage
Strongly Agree	73	42.4%
Agree	77	44.8%
Disagree	13	7.6%
Strongly Disagree	5	2.9%
Not Applicable or No Information	4	2.3%

The people in the principal's office care about students as individuals.	Count	Percentage
Strongly Agree	72	41.9%
Agree	84	48.8%
Disagree	12	7.0%
Strongly Disagree	1	0.6%
Not Applicable or No Information	3	1.7%

School spirit is very high at our school.	Count	Percentage
Strongly Agree	65	37.8%
Agree	78	45.3%
Disagree	19	11.0%
Strongly Disagree	2	1.2%
Not Applicable or No Information	8	4.7%

General Opinion

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

Students from Parks Elementary School praise the school for encouraging students, providing necessary materials to students, and helping students learn. One student commented, "They have good love for all of us. The school has good and loving staff that cares about the problems we have, and the lunch ladies are so nice. They give us what we want to eat." Others express a desire to see changes to the dress code, extra recess time, and improved food options. Another student said, "The school or district should make an art class for the school."

Parks Elementary School Parent Survey

Federal Programs

In my experience, teachers in the school are state certified and effective.

	Count	Percentage
Strongly Agree	23	46.0%
Agree	21	42.0%
Disagree	3	6.0%
Strongly Disagree	2	4.0%
Not Applicable or No Information	1	2.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	23	46.0%
Agree	23	46.0%
Disagree	3	6.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	10	20.0%
Agree	19	38.0%
Disagree	16	32.0%
Strongly Disagree	4	8.0%
Not Applicable or No Information	1	2.0%

Federal funds are used effectively at my school.

	Count	Percentage
Strongly Agree	23	46.0%
Agree	16	32.0%
Disagree	3	6.0%
Strongly Disagree	2	4.0%
Not Applicable or No Information	6	12.0%

I have input into how federal dollars are spent in my school.	Count	Percentage
Strongly Agree	18	36.0%
Agree	12	24.0%
Disagree	13	26.0%
Strongly Disagree	2	4.0%
Not Applicable or No Information	5	10.0%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.	Count	Percentage
Strongly Agree	15	30.0%
Agree	23	46.0%
Disagree	6	12.0%
Strongly Disagree	2	4.0%
Not Applicable or No Information	4	8.0%

I have read and understood the Title I School-Parent Compact.	Count	Percentage
Yes	45	90.0%
No	5	10.0%

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	25	50.0%
Supporting college and career counseling	14	28.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	26	52.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	12	24.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	21	42.0%

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	25	50.0%
Providing school-based mental health services and counseling	23	46.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting support-ive school discipline	20	40.0%
Establishing or improving dropout prevention	12	24.0%
Supporting re-entry programs and transition services for Justice-involved youth	5	10.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	17	34.0%
Implementing systems and practices to prevent bully-ing and harassment	29	58.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coer-cion, violence, or abuse	23	46.0%
Establishing community partnerships	19	38.0%

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 per-sonalize learning and improve academic achieve-ment	34	68.0%
Building technological capacity and infrastructure	19	38.0%
Carrying out innovative blended learning projects	16	32.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	23	46.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learn-ing technologies and assistive technology	20	40.0%

Are you aware that your child's school is a Title 1 School?		
	Count	Percentage
Yes	43	86.0%
No	7	14.0%

Have you been invited to attend Title specific programming at your child's schools in the past?		
	Count	Percentage
Yes	33	67.3%
No	16	32.7%

As a parent, I would like more information regarding:		
	Count	Percentage
Testing and grades	22	44.0%
Safety in the schools	31	62.0%
Curriculum and learning goals	31	62.0%
Available technology and how it's used in the class-room	19	38.0%
How to contact my child's teacher	6	12.0%
Homework	12	24.0%

I would like my child's school to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	9	18.0%
Drug/Alcohol Awareness	8	16.0%
Computer Classes	11	22.0%
Conflict Resolution	19	38.0%
Discipline	19	38.0%
English as a Second Language	7	14.0%
Health Classes	14	28.0%
Literacy Classes	9	18.0%
Math Classes	13	26.0%
Parent-to-School Relationships	21	42.0%
Parent/Child Communication	13	26.0%
Preparing for College	7	14.0%
Parenting Workshops	16	32.0%
Social Media Classes	9	18.0%
Stress/Anger Management	24	48.0%
Understanding College- and Career-Ready Standards	6	12.0%

I would like my child's school 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	25	50.0%
Help my child with homework	22	44.0%
How to motivate my child	21	42.0%
How to promote family reading	9	18.0%
How to set goals for my child	18	36.0%
Manage time	13	26.0%
Prepare my child for testing	19	38.0%
Understand my child's learning styles	30	60.0%

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	15	30.0%
District and/or school newsletters	23	46.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	16	32.0%
Resource materials for parental training	15	30.0%
Training for parents to work with other parents on becoming involved in the schools	18	36.0%
Travel expenses to attend parent involvement/PTA workshops and conferences.	12	24.0%
Home/School folders	15	30.0%
Home/School Planners	16	32.0%

Curriculum and Instruction

Students are given a sufficient amount of homework to help them succeed at their studies.	Count	Percentage
Strongly Agree	15	30.0%
Agree	27	54.0%
Disagree	3	6.0%
Strongly Disagree	5	10.0%
Not Applicable or No Information	0	0.0%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	17	34.0%
Agree	23	46.0%
Disagree	5	10.0%
Strongly Disagree	3	6.0%
Not Applicable or No Information	2	4.0%

Teachers hold high expectations for student learning.	Count	Percentage
Strongly Agree	24	48.0%
Agree	19	38.0%
Disagree	6	12.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Foreign Languages	20.0%	18.0%	12.0%	16.0%	34.0%
English/Language Arts (reading, writing, speaking, listening)	50.0%	40.0%	2.0%	6.0%	2.0%
Health Education	32.0%	44.0%	14.0%	6.0%	4.0%
Science	40.0%	44.0%	10.0%	4.0%	2.0%
Mathematics	44.0%	44.0%	4.0%	4.0%	4.0%
Physical Education	40.0%	50.0%	4.0%	2.0%	4.0%
Career/Vocational Education	24.0%	24.0%	10.0%	6.0%	36.0%
Social Studies	34.0%	48.0%	8.0%	6.0%	4.0%
Fine Arts (music, visual arts, dance, drama)	32.0%	30.0%	14.0%	18.0%	6.0%

Our school is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.	Count	Percentage
Strongly Agree	16	32.0%
Agree	19	38.0%
Disagree	5	10.0%
Strongly Disagree	2	4.0%
Not Applicable or No Information	8	16.0%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	22	44.0%
Agree	21	42.0%
Disagree	3	6.0%
Strongly Disagree	4	8.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	25	50.0%
Agree	18	36.0%
Disagree	5	10.0%
Strongly Disagree	2	4.0%
Not Applicable or No Information	0	0.0%

I have been involved in more than one activity at my child's school.	Count	Percentage
Yes	39	79.6%
No	10	20.4%

Which type of activities have you attended?		
	Count	Percentage
Sports/ Club	8	16.0%
Open House	32	64.0%
PTA/PTSA	28	56.0%
Science Night/Math/Literacy Night	12	24.0%
Data Night	12	24.0%
Volunteer Opportunities/Field Trip Chaperone	15	30.0%
Financial Aid/ College Readiness Workshops	1	2.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	22	44.0%
Agree	20	40.0%
Disagree	5	10.0%
Strongly Disagree	3	6.0%
Not Applicable or No Information	0	0.0%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	16	32.0%
Agree	20	40.0%
Disagree	6	12.0%
Strongly Disagree	5	10.0%
Not Applicable or No Information	3	6.0%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	18	36.0%
Agree	25	50.0%
Disagree	1	2.0%
Strongly Disagree	5	10.0%
Not Applicable or No Information	1	2.0%

Parks Elementary School

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	22	44.0%
Agree	22	44.0%
Disagree	2	4.0%
Strongly Disagree	4	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	21	42.0%
Agree	25	50.0%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	2	4.0%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	33	66.0%
Checked my child's grades/assignments online	30	60.0%
Been in contact with my child's teacher	43	86.0%
Received a newsletter from the district, school, or teacher	29	58.0%
Worked with a committee or group on school or district policies	6	12.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	19	38.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	23	46.0%
Volunteered at my child's school	14	28.0%

School Improvement

The school is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	20	40.0%
Agree	23	46.0%
Disagree	4	8.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	2	4.0%

School leaders have established processes to develop the vision and improvement efforts for our school.

	Count	Percentage
Strongly Agree	18	36.0%
Agree	23	46.0%
Disagree	5	10.0%
Strongly Disagree	3	6.0%
Not Applicable or No Information	1	2.0%

Students, parents and school personnel show pride in the school campus and help keep it attractive.

	Count	Percentage
Strongly Agree	21	42.0%
Agree	24	48.0%
Disagree	4	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	22	44.0%
Agree	22	44.0%
Disagree	4	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.0%

Discipline policies are fair at this school.	Count	Percentage
Strongly Agree	20	40.0%
Agree	20	40.0%
Disagree	3	6.0%
Strongly Disagree	4	8.0%
Not Applicable or No Information	3	6.0%

As a whole, teachers are concerned about my son/daughter as an individual.	Count	Percentage
Strongly Agree	24	48.0%
Agree	19	38.0%
Disagree	3	6.0%
Strongly Disagree	4	8.0%
Not Applicable or No Information	0	0.0%

School personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.	Count	Percentage
Strongly Agree	19	38.0%
Agree	19	38.0%
Disagree	4	8.0%
Strongly Disagree	2	4.0%
Not Applicable or No Information	6	12.0%

School rules and regulations affecting students are reasonable.	Count	Percentage
Strongly Agree	20	40.0%
Agree	20	40.0%
Disagree	3	6.0%
Strongly Disagree	3	6.0%
Not Applicable or No Information	4	8.0%

The school's grading policies and practices are administered fairly.	Count	Percentage
Strongly Agree	18	36.0%
Agree	24	48.0%
Disagree	3	6.0%
Strongly Disagree	4	8.0%
Not Applicable or No Information	1	2.0%

The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	20	40.0%
Agree	21	42.0%
Disagree	3	6.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	5	10.0%

Students show respect for each other.		
	Count	Percentage
Strongly Agree	15	30.0%
Agree	24	48.0%
Disagree	6	12.0%
Strongly Disagree	3	6.0%
Not Applicable or No Information	2	4.0%

Preschool and Kindergarten

I am pleased with my preschooler's or kindergartener's progress in the following social skills:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Understanding the difference between right and wrong and recognizing and respecting authority figures.	41.9%	38.7%	6.5%	3.2%	9.7%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	38.7%	41.9%	9.7%	0.0%	9.7%
Playing independently or in a small group without needing to be constantly supervised.	33.3%	43.3%	10.0%	3.3%	10.0%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	35.5%	51.6%	3.2%	0.0%	9.7%
Making decisions for himself/herself and exploring new experiences.	35.5%	51.6%	3.2%	0.0%	9.7%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	35.5%	45.2%	3.2%	6.5%	9.7%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	41.9%	45.2%	0.0%	3.2%	9.7%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	35.5%	48.4%	3.2%	3.2%	9.7%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	41.9%	45.2%	0.0%	3.2%	9.7%
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.	35.5%	38.7%	9.7%	6.5%	9.7%

I know what my child is learning and must learn this school year.	Count	Percentage
Strongly Agree	14	45.2%
Agree	13	41.9%
Disagree	2	6.5%
Strongly Disagree	1	3.2%
Not Applicable or No Information	1	3.2%

GENERAL OPINION

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

PARENTS OF STUDENTS from Parks Elementary School who participated in the survey praised the school for caring about students, parent outreach, and employing dedicated teachers. A parent commented, " Our school shows love to everyone. There is no better school I would have my kids attend." However, parents would like to see better IEP enforcement, improved security measures, and updated facilities and grounds. Another parent said, "They tend to focus on state testing that's required for specific grades instead of including other subjects and making sure they are still gaining the knowledge needed in other areas."



Notes

SECTION 11

Pearman Elementary School

Introduction



PEARMAN ELEMENTARY SCHOOL is located at 306 Merritt Drive in Cleveland, Mississippi. In January of 2024, it served one hundred eighty-five (185) students, first through sixth grades (1-6). Home of the Cowboys, PES is led by its principal, Mrs. Precious Person-Redmond.

As found on the school's website, the mission statement of PES is "Where Achievement is the Standard." The school's vision is stated as: "The vision of Pearman Elementary is to build a culture of achievement through rigorous and relevant instruction, technological innovation, research-based practices focusing on the areas of Mathematics, Reading, Science, and the Arts, and positive home-school connections that enhance the learning experience for all students."





Enrollment

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

PEARMAN ELEMENTARY SCHOOL ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	270	205	188	212	185	
GR_1	26	25	24	23	24	
GR_2	42	18	25	27	21	
GR_3	54	42	23	47	39	
GR_4	41	42	38	26	30	
GR_5	48	36	44	43	25	
GR_6	59	42	34	46	46	

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

Figure 164: Pearman Elementary School Enrollment

PEARMAN ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	270	205	188	212	185	
GENDER	FEMALE	130	102	92	104	94	
	MALE	140	103	96	108	91	
RACE	ASIAN	*			*	*	
	BLACK OR AFRICAN AMERICAN	178	144	129	147	142	
	HISPANIC OR LATINO	*	*	*	18	11	
	TWO OR MORE RACES	*	*	*	*	*	
	WHITE	59	36	30	37	21	

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

Figure 165: Pearman Elementary School Enrollment by Demographic Group



Attendance

Average Daily Attendance

PEARMAN ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	187.1	176.1	193.9
GR_1	21.8	22.2	20.5
GR_2	18.4	24.1	24.4
GR_3	38.5	21.5	43.0
GR_4	36.9	37.7	22.9
GR_5	32.9	39.2	40.6
GR_6	38.6	31.5	42.6
			(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 166: Pearman Elementary School Average Daily Attendance

Chronic Absence

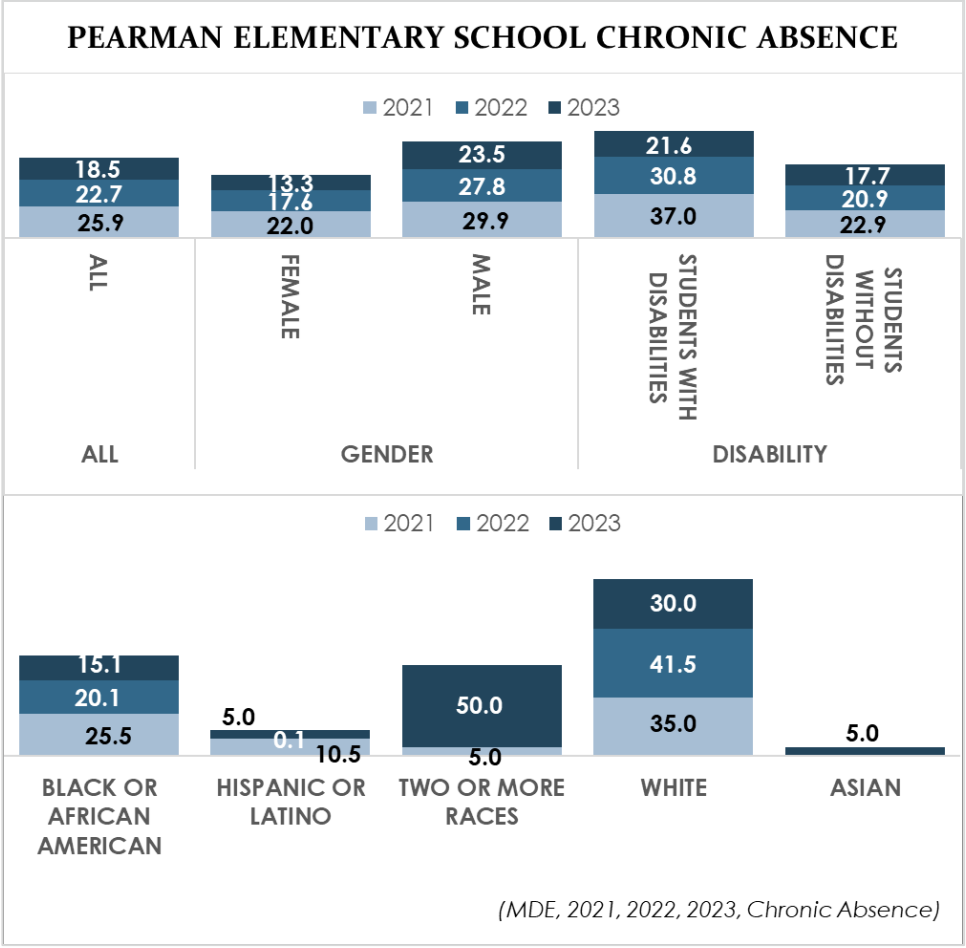


Figure 167: Pearman Elementary School Chronic Absence by Demographic Group

Accountability

Accountability Measures

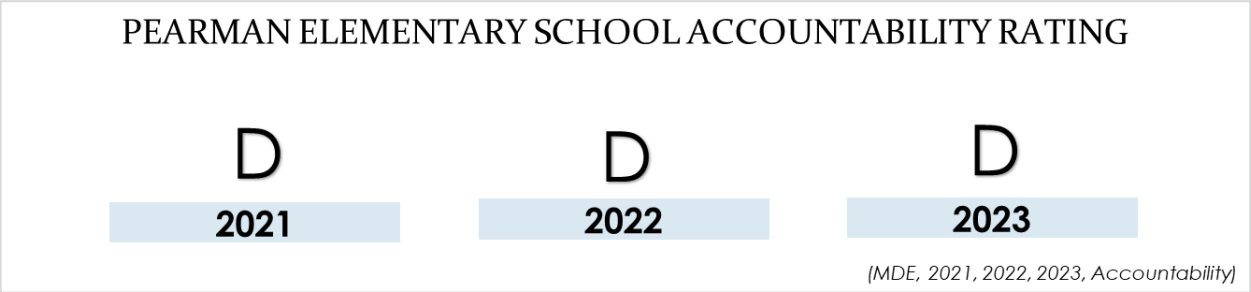


Figure 168: Pearman Elementary School Accountability Rating

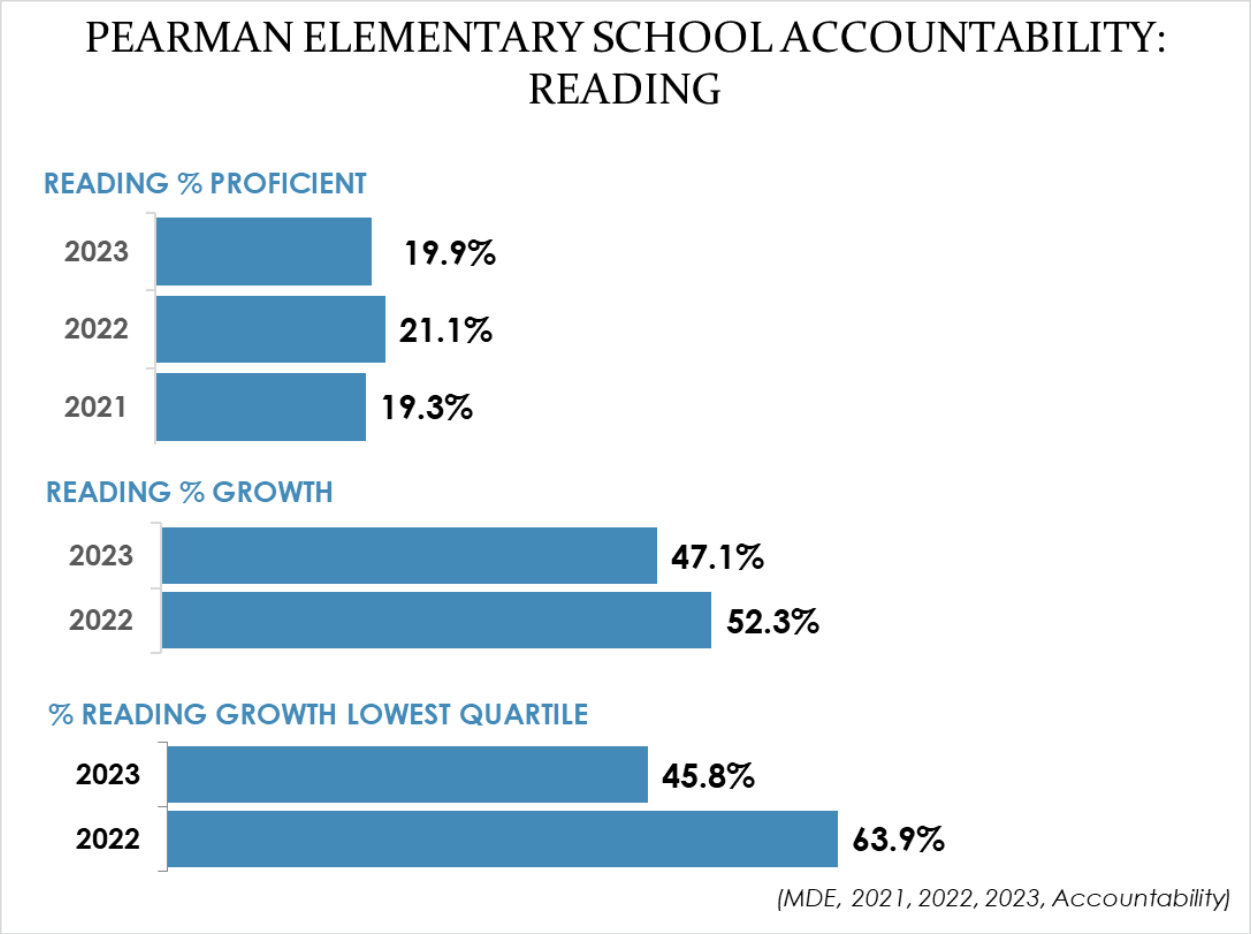


Figure 169: Pearman Elementary School Accountability: Reading

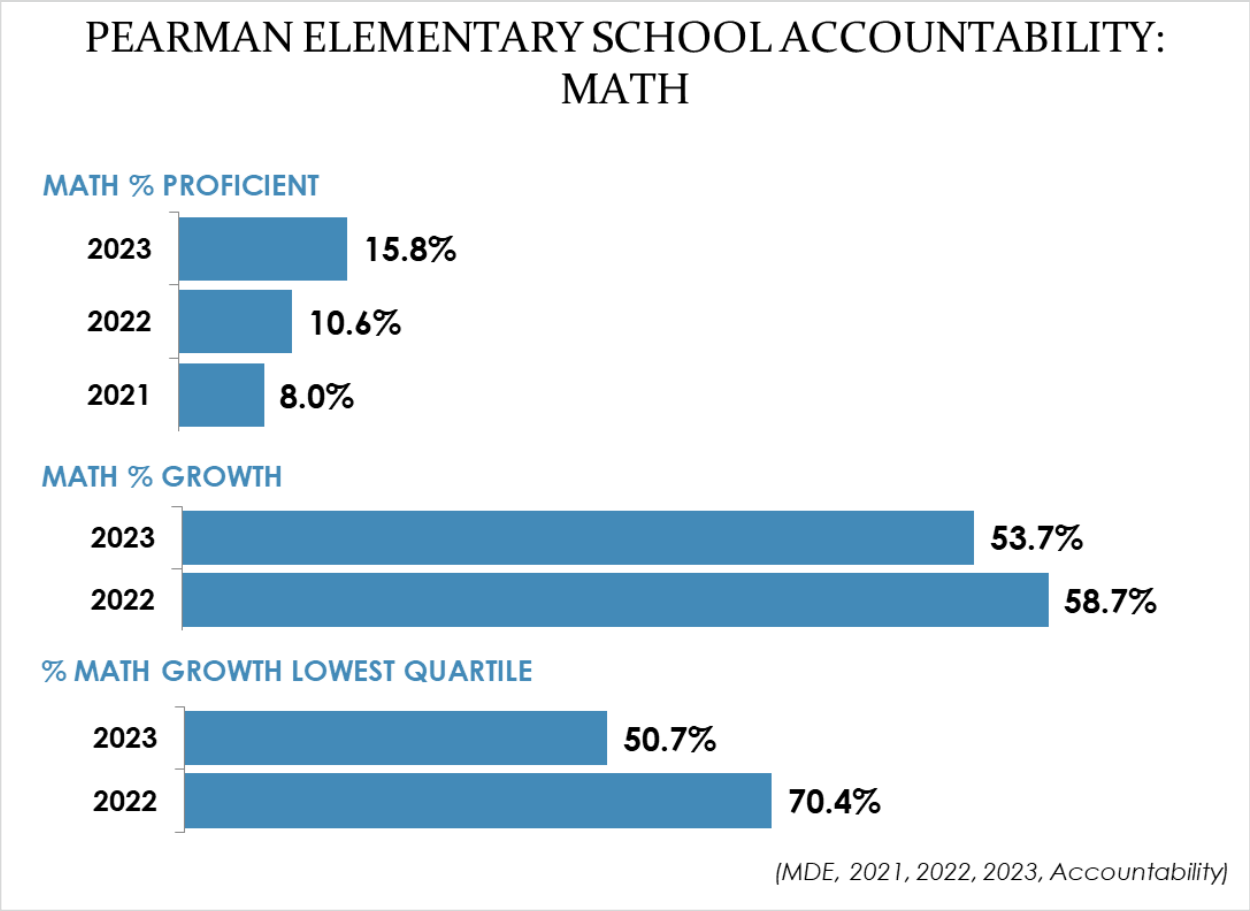


Figure 170: Pearman Elementary School Accountability: Math

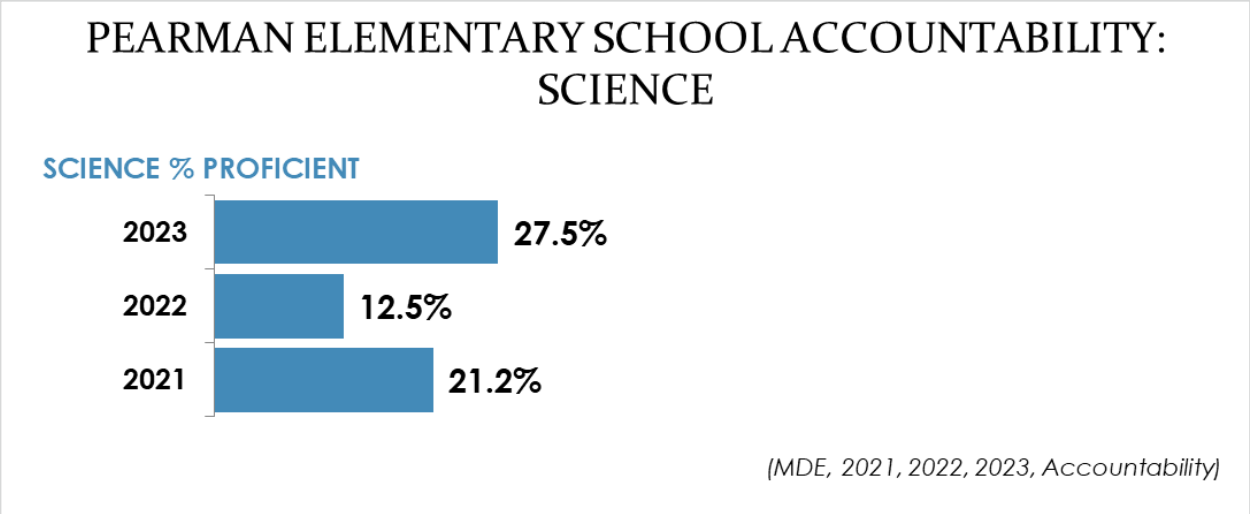


Figure 171: Pearman Elementary School Accountability: Science

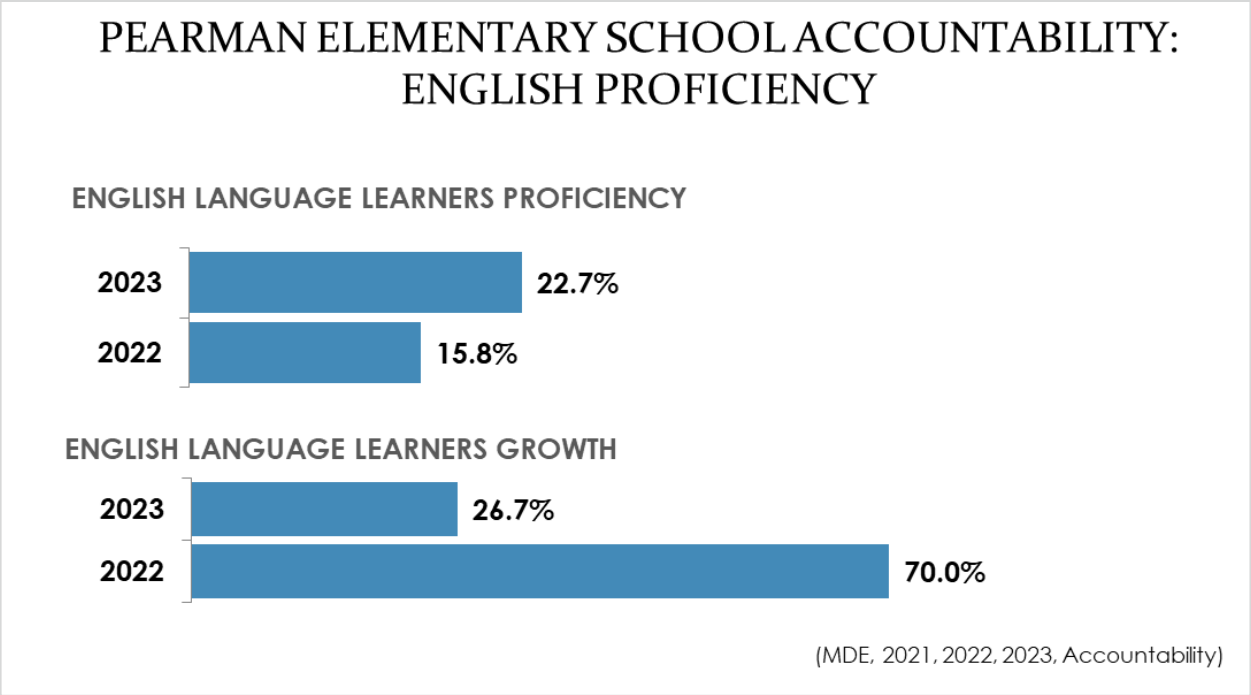


Figure 172: Pearman Elementary School Accountability: English Proficiency

Proficiency by Demographic Group

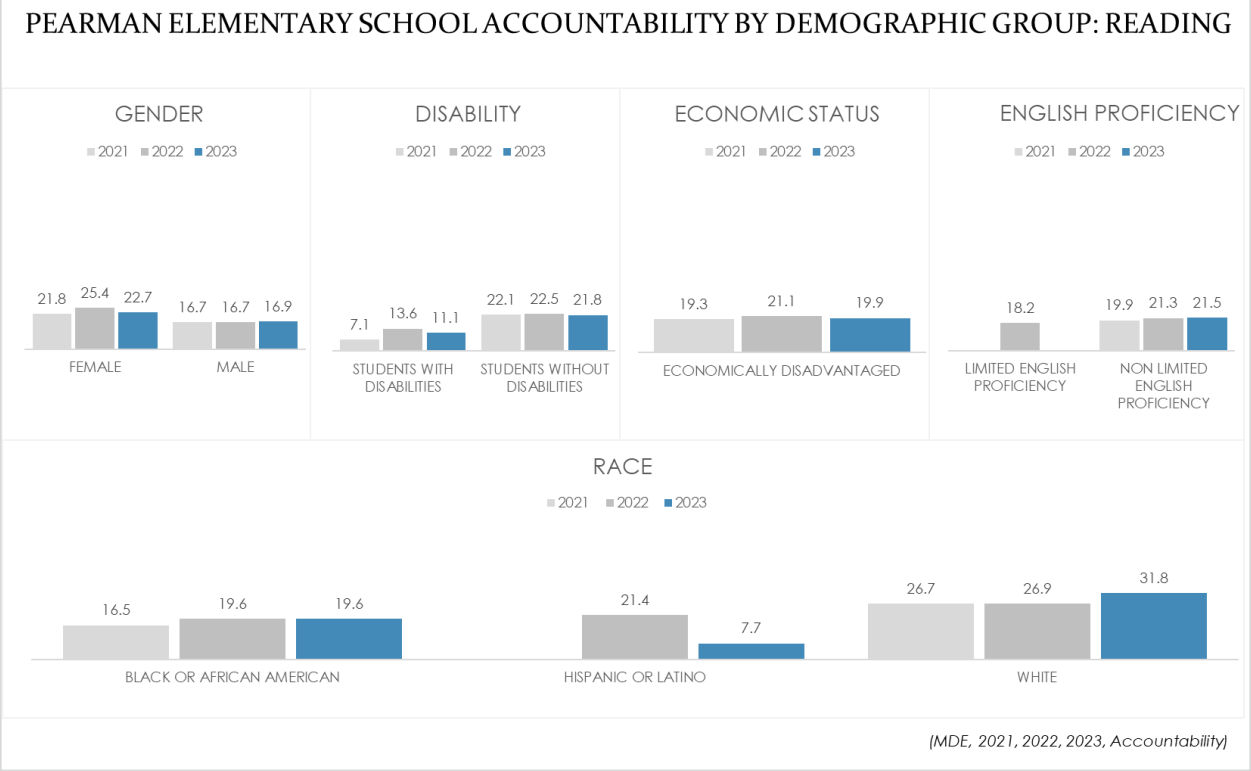


Figure 173: Pearman Elementary School Reading Proficiency by Demographic Group

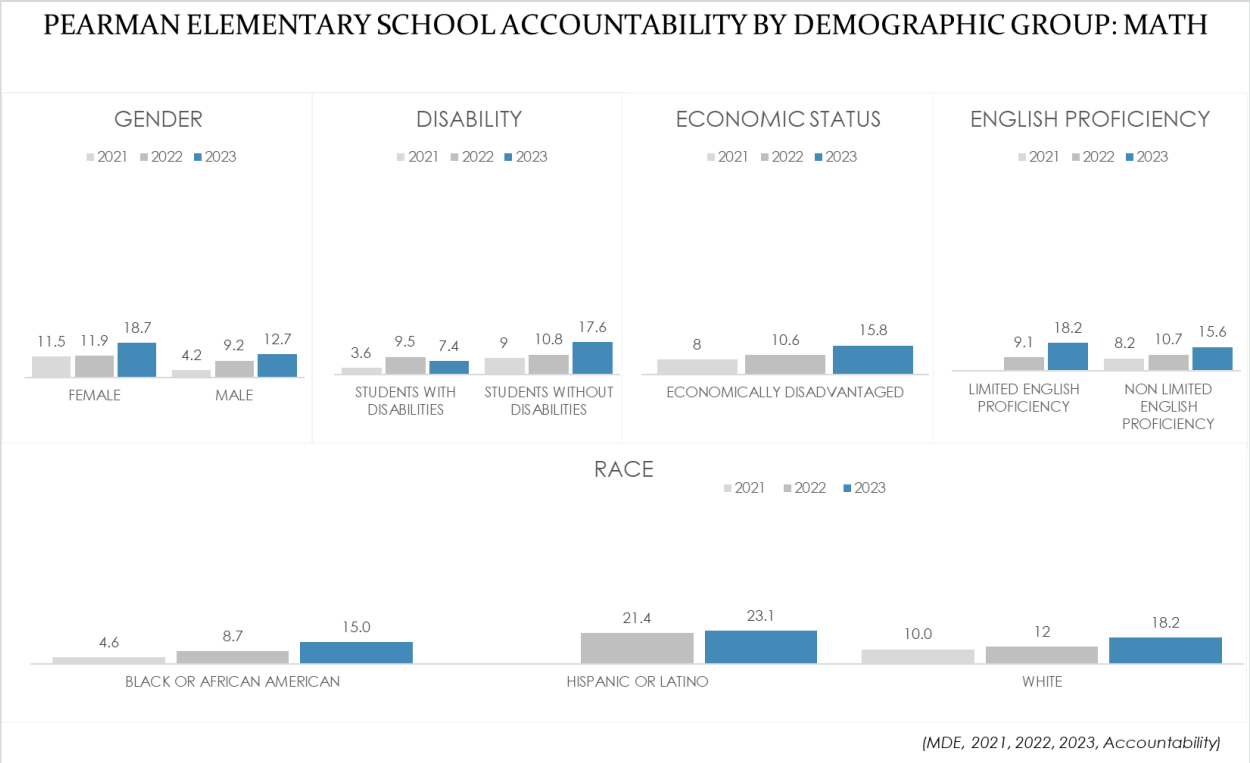


Figure 174: Pearman Elementary School Math Proficiency by Demographic Group

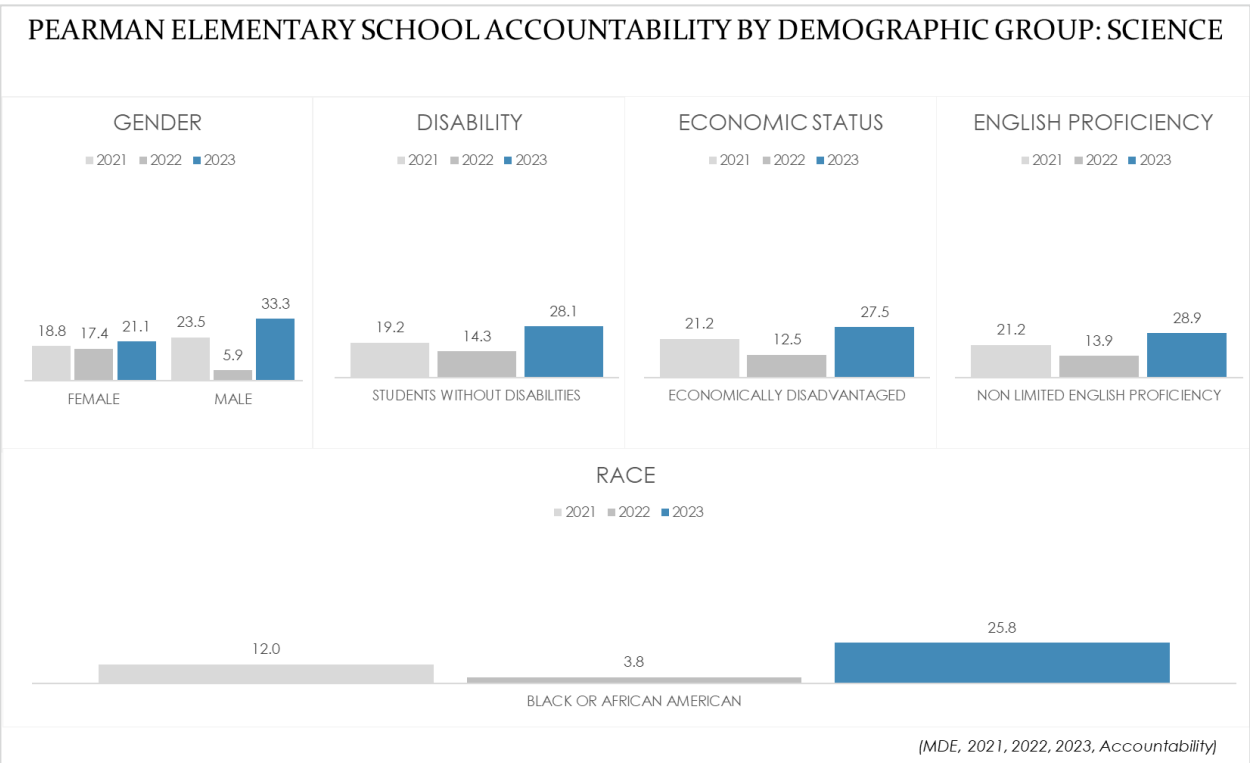


Figure 175: Pearman Elementary School Science Proficiency by Demographic Group

School Improvement

Pearman Elementary School was newly identified in 2022 as an **Additional Targeted Support and Improvement (ATSI)** school because 3-year average scores for Black, African American, or Economically Disadvantaged students were in the bottom 5% of those for all Title I A schools.

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.

PEARMAN ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE			
2019	**2022**	**2023**	**2024**
89.2	80	83.1	60.0

Figure 176: Pearman Elementary School Initial Third-Grade Reading Assessment Pass Rate



Mississippi Academic Assessment Program (MAAP)

MAAP ELA

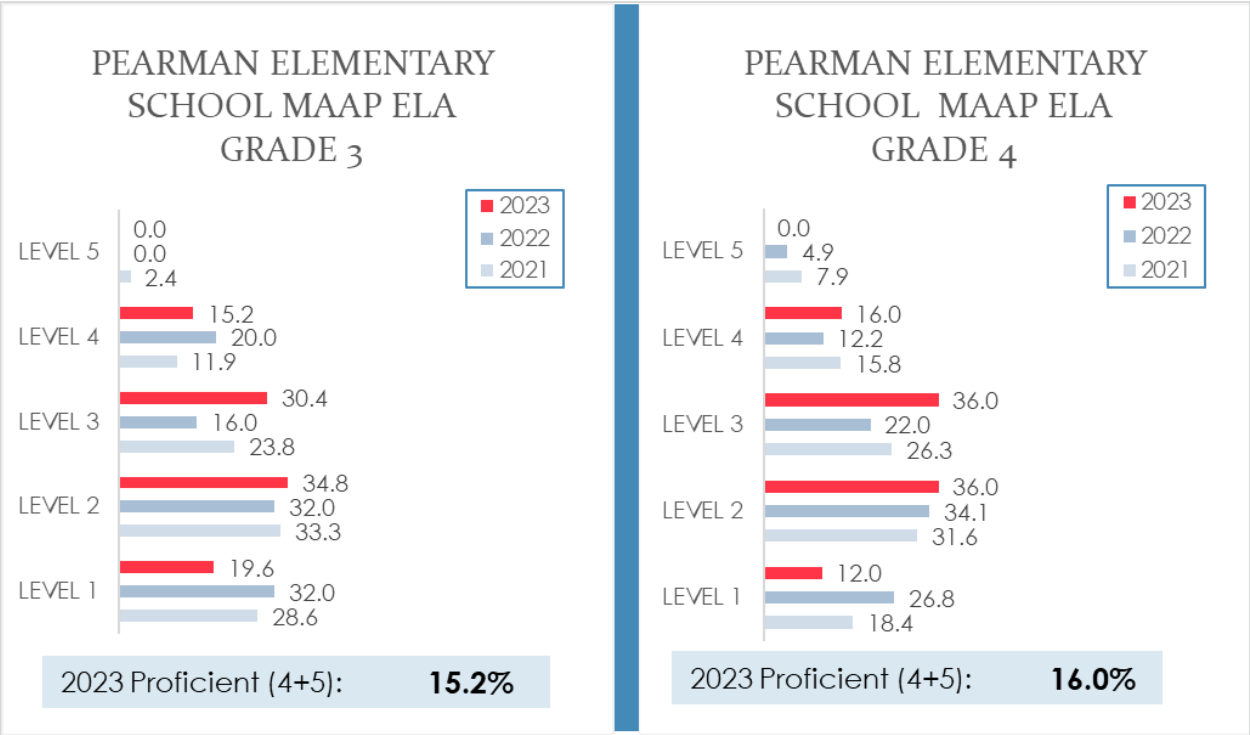


Figure 177: Pearman Elementary School MAAP ELA Grades 3 and 4

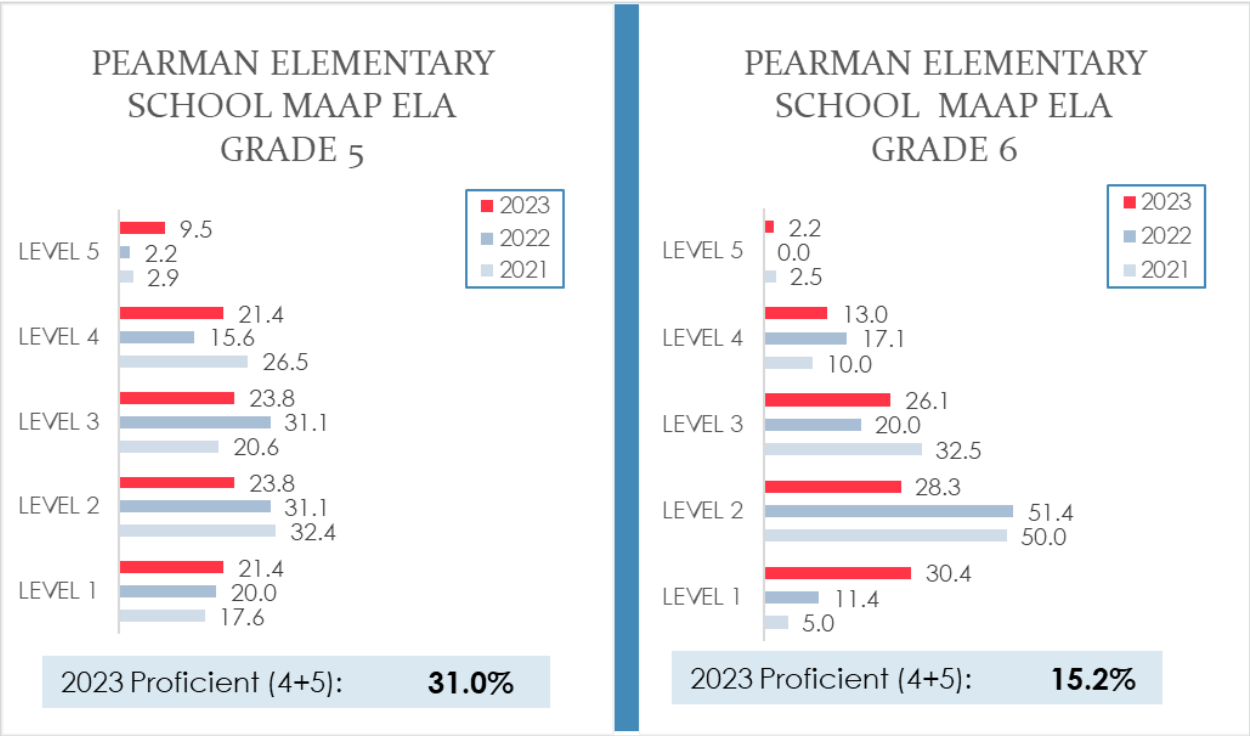
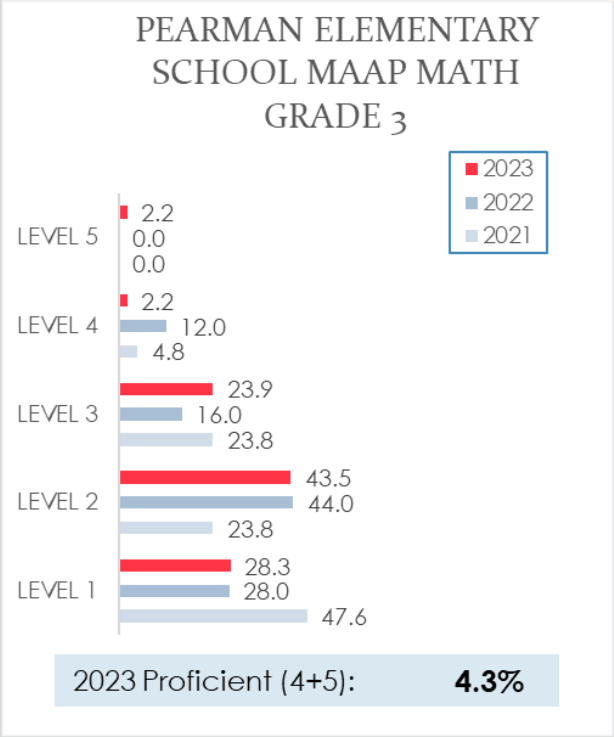


Figure 178: Pearman Elementary School MAAP ELA Grades 5 and 6

Pearman Elementary School

MAAP MATH



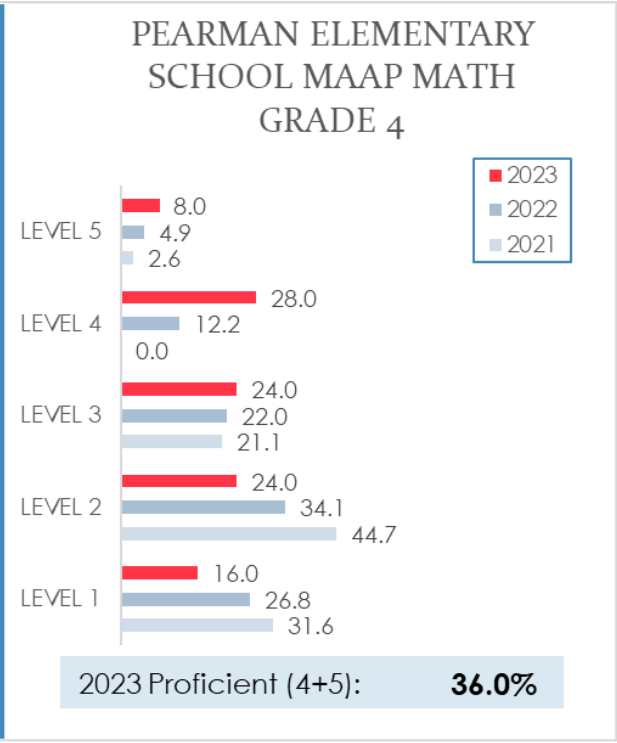
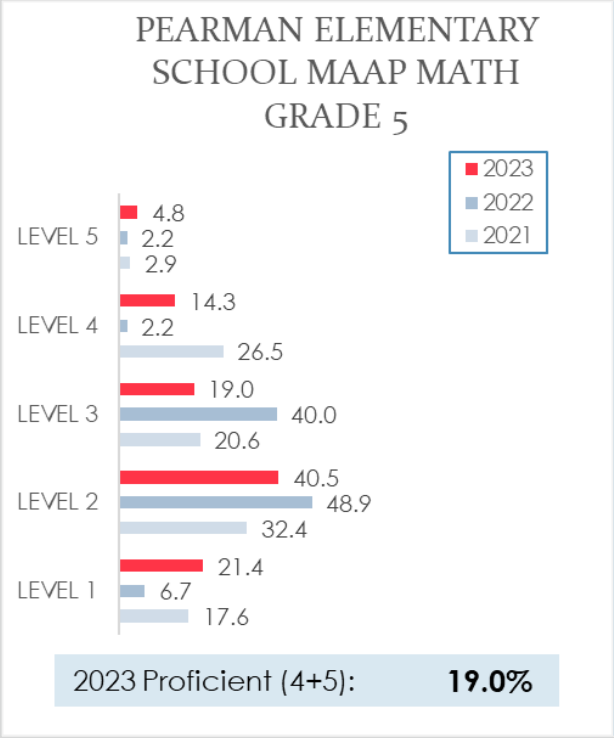


Figure 179: Pearman Elementary School MAAP Math Grades 3 and 4



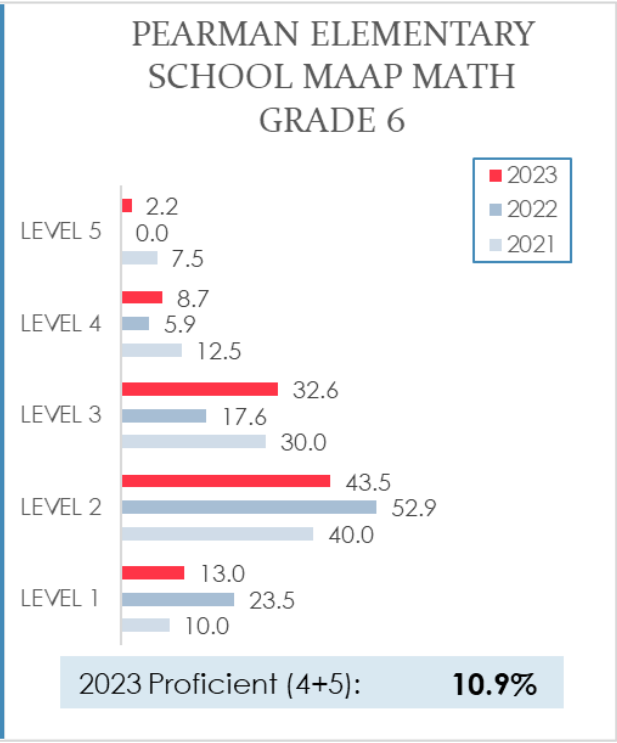


Figure 180: Pearman Elementary School MAAP Math Grades 5 and 6

MAAP SCIENCE

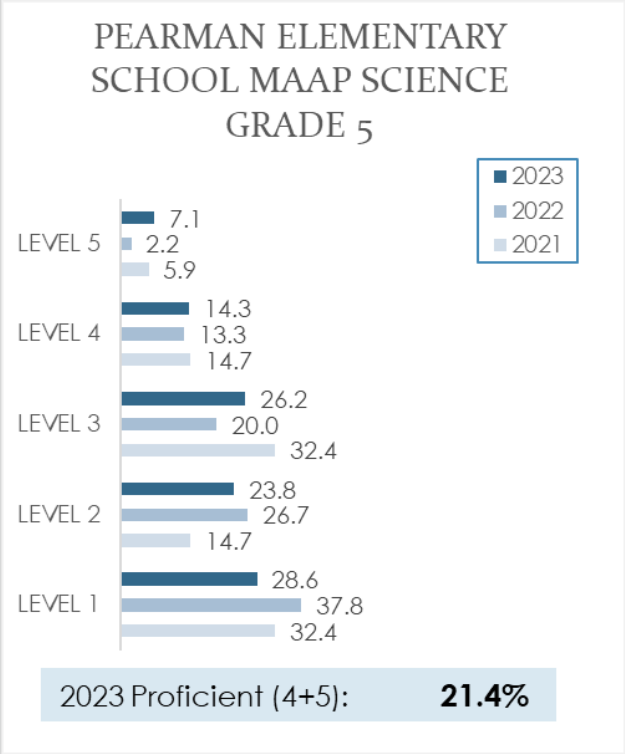
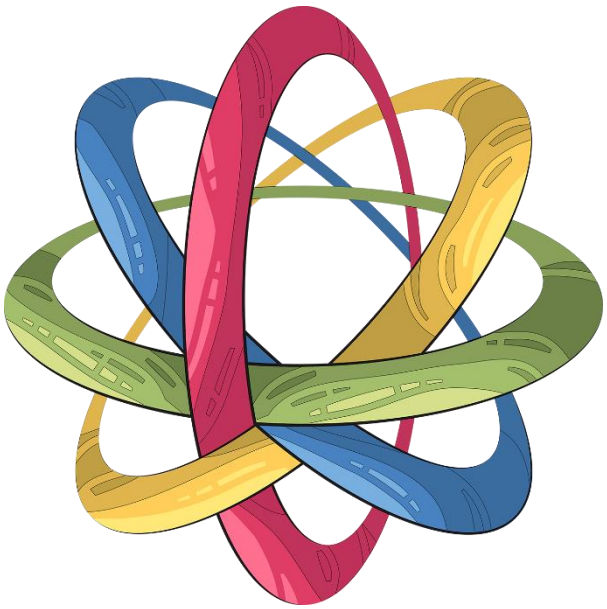


Figure 181: Pearman Elementary School MAAP Science Grade 5



Personnel

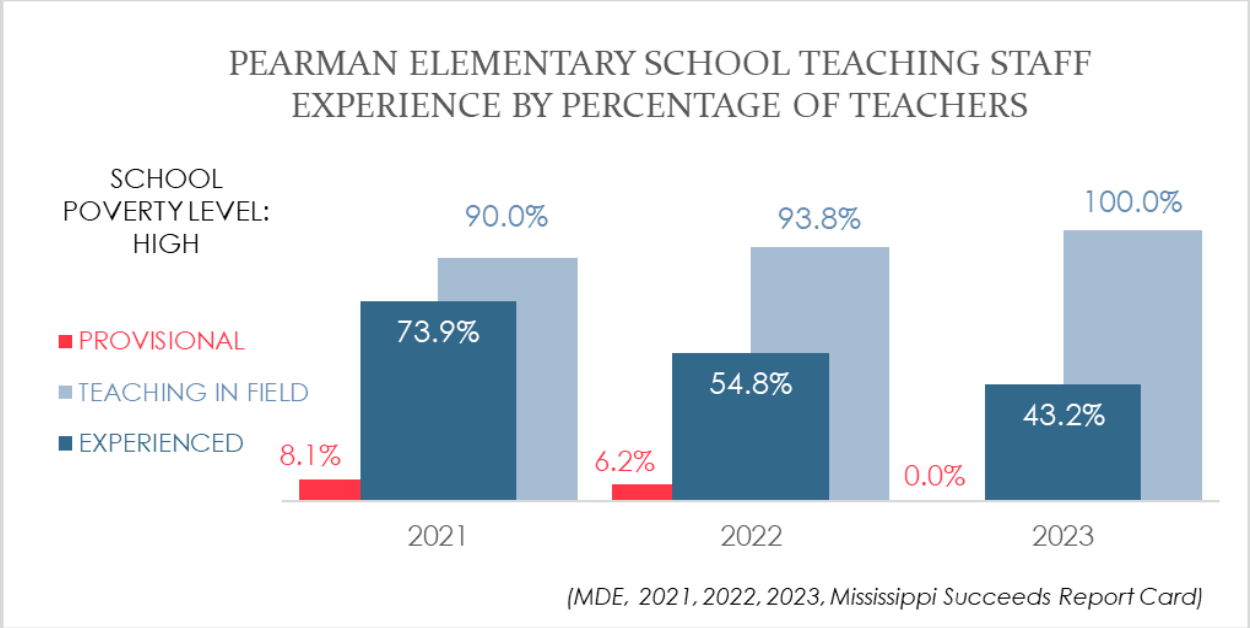


Figure 182: Pearman Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

PEARMAN ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL			≤5	12.7	25.5	18.6			
GENDER	FEMALE				6.5	14.4	11.5			
	MALE			≤5	19.2	36.5	25.2			
RACE	BLACK OR AFRICAN AMERICAN			≤5	15.0	30.2	17.8			
	WHITE			6.3	13.5	25.6	40.6			
DISABILITY	STUDENTS WITH DISABILITIES				26.2	31.6	26.7			
	STUDENTS WITHOUT DISABILITIES			≤5	9.4	24.1	16.5			
EL	NON LIMITED ENGLISH PROFICIENCY			≤5		27.9	20.0			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	11.0	≤10	13.0		≤5			≤5	
GENDER	FEMALE	≤10		≤10		≤5			≤5	
	MALE	≤10	≤10	11.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	≤10		≤10		≤5			≤5	
	TWO OR MORE RACES		≤10			≤5			≤5	
	WHITE	≤10	≤10	≤10		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES	≤10		≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	≤10	≤10	≤10		≤5			≤5	
EL	NON LIMITED ENGLISH PROFICIENCY		≤10	13.0		≤5			≤5	

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

Figure 183: Pearman Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Pearman Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Preschool 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-eight (28) faculty and staff members, eighty-five (85) parents, and one hundred fifty-three (153) students responded to the survey.

Pearman Elementary School Faculty/Staff Survey

Federal Programs

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	12	42.9%
Agree	11	39.3%
Disagree	1	3.6%
Strongly Disagree	1	3.6%
Not Applicable or No Information	3	10.7%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	6	21.4%
Agree	10	35.7%
Disagree	7	25.0%
Strongly Disagree	2	7.1%
Not Applicable or No Information	3	10.7%

I use disaggregated student data to inform classroom decisions and instructional practices.	Count	Percentage
Strongly Agree	10	35.7%
Agree	13	46.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	17.9%

I use effective, evidence-based strategies for:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	32.1%	57.1%	0.0%	0.0%	10.7%
Teaching special needs students.	39.3%	42.9%	7.1%	0.0%	10.7%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	28.6%	46.4%	7.1%	0.0%	17.9%
Developing and using classroom assessments.	35.7%	46.4%	0.0%	0.0%	17.9%
Closing the achievement gap between diverse groups of students.	32.1%	46.4%	14.3%	0.0%	7.1%

I contact parents every week.	Count	Percentage
Strongly Agree	5	17.9%
Agree	11	39.3%
Disagree	5	17.9%
Strongly Disagree	1	3.6%
Not Applicable or No Information	6	21.4%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	19	67.9%
Minor disruptions that steal instructional time	8	28.6%
Major classroom disruptions	1	3.6%

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	6	21.4%
Expedited evaluation services for students with limited English	5	17.9%
Expedited evaluation services for gifted and talented students	4	14.3%
Additional academic support	14	50.0%
Tutoring	11	39.3%
Enrichment educational services	7	25.0%
Counseling	11	39.3%
Mentors	10	35.7%
School supplies	18	64.3%
School uniforms	16	57.1%
Dental referrals	6	21.4%
Medical referrals	4	14.3%
Bullying assistance	6	21.4%

Curriculum and Instruction

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	3	10.7%
Agree	17	60.7%
Disagree	3	10.7%
Strongly Disagree	1	3.6%
Not Applicable or No Information	4	14.3%

The district has a quality curriculum that is aligned with state and national standards.	Count	Percentage
Strongly Agree	5	17.9%
Agree	17	60.7%
Disagree	3	10.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.7%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	5	17.9%
Agree	17	60.7%
Disagree	6	21.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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	28.6%
Agree	13	46.4%
Disagree	4	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.7%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Foreign Languages	14.3%	39.3%	17.9%	0.0%	28.6%
English/Language Arts (reading, writing, speaking, listening)	32.1%	53.6%	3.6%	3.6%	7.1%
Health Education	17.9%	60.7%	3.6%	0.0%	17.9%
Science	25.0%	57.1%	7.1%	3.6%	7.1%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Fine Arts (music, visual arts, dance, drama)	25.0%	42.9%	17.9%	0.0%	14.3%
Mathematics	39.3%	42.9%	10.7%	0.0%	7.1%
Physical Education	25.0%	57.1%	7.1%	0.0%	10.7%
Career/Vocational Education	25.0%	46.4%	0.0%	0.0%	28.6%
Social Studies	21.4%	57.1%	10.7%	3.6%	7.1%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.

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

I have access to a curriculum guide for each core subject I teach.

	Count	Percentage
Yes	18	64.3%
No	10	35.7%

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

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

I develop assessments that mirror the format & complexity of state assessments.		
	Count	Percentage
Strongly Agree	8	28.6%
Agree	12	42.9%
Disagree	2	7.1%
Strongly Disagree	1	3.6%
Not Applicable or No Information	5	17.9%

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	35.7%
Utilize technology such as class websites, blogs, and videos	15	53.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	11	39.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	17	60.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	12	42.9%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	11	39.3%
Use bilingual handouts and cues	4	14.3%
Use visual displays, portable white boards, and posters when giving instructions	14	50.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	9	32.1%

The counseling program is working very well.		
	Count	Percentage
Strongly Agree	8	28.6%
Agree	13	46.4%
Disagree	4	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.7%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	14	50.0%
Agree	12	42.9%
Disagree	1	3.6%
Strongly Disagree	1	3.6%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	14	50.0%
Agree	14	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	9	32.1%
Agree	13	46.4%
Disagree	2	7.1%
Strongly Disagree	3	10.7%
Not Applicable or No Information	1	3.6%

School Improvement

School leaders have established processes to develop the vision and improvement efforts for our school.

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

My school is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.

	Count	Percentage
Strongly Agree	9	32.1%
Agree	14	50.0%
Disagree	1	3.6%
Strongly Disagree	1	3.6%
Not Applicable or No Information	3	10.7%

My school has adequate human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

	Count	Percentage
Strongly Agree	9	32.1%
Agree	15	53.6%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.7%

My school has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.

	Count	Percentage
Strongly Agree	7	25.0%
Agree	16	57.1%
Disagree	1	3.6%
Strongly Disagree	2	7.1%
Not Applicable or No Information	2	7.1%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	12	42.9%
Agree	13	46.4%
Disagree	2	7.1%
Strongly Disagree	1	3.6%
Not Applicable or No Information	0	0.0%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	14	50.0%
Agree	10	35.7%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.7%

Discipline policies are fair at this school.		
	Count	Percentage
Strongly Agree	15	53.6%
Agree	10	35.7%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.1%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	13	46.4%
Agree	12	42.9%
Disagree	1	3.6%
Strongly Disagree	2	7.1%
Not Applicable or No Information	0	0.0%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.		
	Count	Percentage
Strongly Agree	10	35.7%
Agree	17	60.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly Agree	12	42.9%
Agree	13	46.4%
Disagree	2	7.1%
Strongly Disagree	1	3.6%
Not Applicable or No Information	0	0.0%

Teachers are regularly involved in the development of school policies.	Count	Percentage
Strongly Agree	9	32.1%
Agree	11	39.3%
Disagree	5	17.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.7%

Teachers have a major role in curriculum development in this school.	Count	Percentage
Strongly Agree	6	21.4%
Agree	13	46.4%
Disagree	5	17.9%
Strongly Disagree	1	3.6%
Not Applicable or No Information	3	10.7%

Teachers are provided adequate time each day to prepare for teaching.	Count	Percentage
Strongly Agree	12	42.9%
Agree	13	46.4%
Disagree	2	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

When I need to talk with an administrator, I can do so with relative ease.	Count	Percentage
Strongly Agree	14	50.0%
Agree	9	32.1%
Disagree	2	7.1%
Strongly Disagree	1	3.6%
Not Applicable or No Information	2	7.1%

If I have a discipline problem, the administration gives me the support I want.	Count	Percentage
Strongly Agree	13	46.4%
Agree	11	39.3%
Disagree	3	10.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

All things considered, I am satisfied with being a teacher.	Count	Percentage
Strongly Agree	10	35.7%
Agree	10	35.7%
Disagree	2	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	21.4%

TECHNOLOGY

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.	Count	Percentage
Strongly Agree	9	32.1%
Agree	13	46.4%
Disagree	4	14.3%
Strongly Disagree	1	3.6%
Not Applicable or No Information	1	3.6%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.	Count	Percentage
Strongly Agree	12	42.9%
Agree	15	53.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

My biggest equipment needs are:	Count	Percentage
Computers	7	25.0%
Software	3	10.7%
Mobile laptop computers	4	14.3%
Listening centers	8	28.6%
Interactive white board	5	17.9%
Classroom response system (clickers)	12	42.9%
Digital slates (e.g. iPad, Microsoft Pro)	10	35.7%

Professional Development

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

Sufficient resources are available to allow teachers to take advantage of professional development activities.		
	Count	Percentage
Strongly Agree	10	35.7%
Agree	12	42.9%
Disagree	2	7.1%
Strongly Disagree	1	3.6%
Not Applicable or No Information	3	10.7%

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	9	32.1%
Agree	16	57.1%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.1%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	9	32.1%
Agree	15	53.6%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.7%

The professional development I have received has been beneficial for me as a beginning teacher.	Count	Percentage
Strongly Agree	7	25.0%
Agree	12	42.9%
Disagree	1	3.6%
Strongly Disagree	1	3.6%
Not Applicable or No Information	7	25.0%

General Opinion

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

Faculty/Staff members from Pearman Elementary School believe the school is doing well in providing resources for students and communicating with each other. One faculty member stated, "I love the family-like environment that everyone works together to create at my school." Other responders see the need for health and nutrition classes, better discipline enforcement, and consulting with teachers before making major curriculum changes. Another faculty member commented on the desire for "providing all schools with adequate physical education rooms like Bell Elementary has. Pearman needs full walls. The noise within the building every day is extremely distracting and overstimulating."

Pearman Elementary School Student Survey

Federal Programs

Federal funds are used effectively at my school.	Count	Percentage
Strongly Agree	7	4.6%
Agree	64	41.8%
Disagree	6	3.9%
Strongly Disagree	8	5.2%
Not Applicable or No Information	68	44.4%

Curriculum and Instruction

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Foreign Languages	9.8%	43.1%	19.0%	7.8%	20.3%
English/Language Arts (reading, writing, speaking, listening)	34.6%	58.8%	1.3%	2.0%	3.3%
Health Education	32.7%	45.8%	7.2%	3.3%	11.1%
Science	26.8%	58.2%	7.8%	2.6%	4.6%
Fine Arts (music, visual arts, dance, drama)	24.8%	49.0%	11.1%	5.2%	9.8%
Mathematics	27.5%	56.9%	8.5%	2.0%	5.2%
Physical Education	26.8%	51.0%	5.9%	5.2%	11.1%
Career/Vocational Education	18.3%	47.1%	10.5%	7.2%	17.0%
Social Studies	26.8%	62.7%	4.6%	2.6%	3.3%

My school work is challenging and requires my best effort.	Count	Percentage
Strongly Agree	51	33.3%
Agree	76	49.7%
Disagree	11	7.2%
Strongly Disagree	14	9.2%
Not Applicable or No Information	1	0.7%

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

	Count	Percentage
Strongly Agree	36	23.5%
Agree	82	53.6%
Disagree	19	12.4%
Strongly Disagree	10	6.5%
Not Applicable or No Information	6	3.9%

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

	Count	Percentage
Strongly Agree	31	20.3%
Agree	85	55.6%
Disagree	19	12.4%
Strongly Disagree	3	2.0%
Not Applicable or No Information	15	9.8%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	27	17.6%
Agree	95	62.1%
Disagree	15	9.8%
Strongly Disagree	7	4.6%
Not Applicable or No Information	9	5.9%

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	56	36.6%
Agree	71	46.4%
Disagree	8	5.2%
Strongly Disagree	6	3.9%
Not Applicable or No Information	12	7.8%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	29	19.0%
Agree	77	50.3%
Disagree	23	15.0%
Strongly Disagree	7	4.6%
Not Applicable or No Information	17	11.1%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.	Count	Percentage
Strongly Agree	36	23.5%
Agree	85	55.6%
Disagree	13	8.5%
Strongly Disagree	5	3.3%
Not Applicable or No Information	14	9.2%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.	Count	Percentage
Strongly Agree	36	23.5%
Agree	85	55.6%
Disagree	19	12.4%
Strongly Disagree	6	3.9%
Not Applicable or No Information	7	4.6%

Technology is incorporated into instruction in many classes.	Count	Percentage
Strongly Agree	27	17.6%
Agree	86	56.2%
Disagree	17	11.1%
Strongly Disagree	7	4.6%
Not Applicable or No Information	16	10.5%

My teachers give me personal encouragement in my school work.	Count	Percentage
Strongly Agree	40	26.1%
Agree	79	51.6%
Disagree	20	13.1%
Strongly Disagree	8	5.2%
Not Applicable or No Information	6	3.9%

A counselor is available if I need help in solving personal problems.	Count	Percentage
Strongly Agree	47	30.7%
Agree	71	46.4%
Disagree	12	7.8%
Strongly Disagree	8	5.2%
Not Applicable or No Information	15	9.8%

If I have a problem or suggestion for the principal, he/she is available.	Count	Percentage
Strongly Agree	38	24.8%
Agree	74	48.4%
Disagree	15	9.8%
Strongly Disagree	11	7.2%
Not Applicable or No Information	15	9.8%

The people in the principal's office care about students as individuals.	Count	Percentage
Strongly Agree	50	32.7%
Agree	77	50.3%
Disagree	6	3.9%
Strongly Disagree	11	7.2%
Not Applicable or No Information	9	5.9%

School spirit is very high at our school.	Count	Percentage
Strongly Agree	48	31.4%
Agree	65	42.5%
Disagree	16	10.5%
Strongly Disagree	15	9.8%
Not Applicable or No Information	9	5.9%

General Opinion

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

Students from Pearman Elementary School feel the school does well in helping students with problems, teaching students, and providing a safe learning environment. One student said, "My school does well by keeping us safe and teaching and make sure we follow the rules." Students would like to see better food options, a gym for PE, and changes to the dress code. Another student commented, "They should let sixth graders on the playground because we may be older but still want to have fun."

Pearman Elementary School Parent Survey

Federal Programs

In my experience, teachers in the school are state certified and effective.		
	Count	Percentage
Strongly Agree	29	34.1%
Agree	50	58.8%
Disagree	1	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	5.9%

School nurses help improve student attendance and academic achievement.		
	Count	Percentage
Strongly Agree	24	28.2%
Agree	44	51.8%
Disagree	7	8.2%
Strongly Disagree	2	2.4%
Not Applicable or No Information	8	9.4%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	15	17.6%
Agree	41	48.2%
Disagree	22	25.9%
Strongly Disagree	2	2.4%
Not Applicable or No Information	5	5.9%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	20	23.5%
Agree	47	55.3%
Disagree	7	8.2%
Strongly Disagree	1	1.2%
Not Applicable or No Information	10	11.8%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	11	12.9%
Agree	32	37.6%
Disagree	17	20.0%
Strongly Disagree	3	3.5%
Not Applicable or No Information	22	25.9%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	17	20.0%
Agree	45	52.9%
Disagree	7	8.2%
Strongly Disagree	3	3.5%
Not Applicable or No Information	13	15.3%

I have read and understood the Title I School-Parent Compact.		
	Count	Percentage
Yes	74	87.1%
No	11	12.9%

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	31	36.5%
Supporting college and career counseling	38	44.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	49	57.6%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	41	48.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	42	49.4%

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	39	45.9%
Providing school-based mental health services and counseling	42	49.4%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	32	37.6%
Establishing or improving dropout prevention	33	38.8%
Supporting re-entry programs and transition services for Justice-involved youth	30	35.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	35	41.2%
Implementing systems and practices to prevent bullying and harassment	47	55.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	45	52.9%
Establishing community partnerships	35	41.2%

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	49	57.6%
Building technological capacity and infrastructure	39	45.9%
Carrying out innovative blended learning projects	28	32.9%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	43	50.6%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	34	40.0%

Are you aware that your child's school is a Title 1 School?	Count	Percentage
Yes	67	78.8%
No	18	21.2%

Have you been invited to attend Title specific programming at your child's schools in the past?	Count	Percentage
Yes	60	72.3%
No	23	27.7%

As a parent, I would like more information regarding:	Count	Percentage
Testing and grades	51	60.0%
Safety in the schools	44	51.8%
Curriculum and learning goals	55	64.7%
Available technology and how it's used in the classroom	35	41.2%
How to contact my child's teacher	20	23.5%
Homework	32	37.6%

I would like my child's school to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	28	32.9%
Drug/Alcohol Awareness	30	35.3%
Computer Classes	30	35.3%
Conflict Resolution	26	30.6%
Discipline	32	37.6%
English as a Second Language	18	21.2%
Health Classes	27	31.8%
Literacy Classes	25	29.4%
Math Classes	27	31.8%
Parent-to-School Relationships	34	40.0%
Parent/Child Communication	34	40.0%
Preparing for College	26	30.6%
Parenting Workshops	33	38.8%
Social Media Classes	13	15.3%
Stress/Anger Management	30	35.3%
Understanding College- and Career-Ready Standards	31	36.5%

I would like my child's school 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	43	50.6%
Help my child with homework	35	41.2%
How to motivate my child	41	48.2%
How to promote family reading	32	37.6%
How to set goals for my child	39	45.9%
Manage time	29	34.1%
Prepare my child for testing	47	55.3%
Understand my child's learning styles	51	60.0%

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	20	23.5%
District and/or school newsletters	32	37.6%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	43	50.6%
Resource materials for parental training	36	42.4%
Training for parents to work with other parents on becoming involved in the schools	49	57.6%

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
Travel expenses to attend parent involvement/PTA workshops and conferences.	20	23.5%
Home/School folders	33	38.8%
Home/School Planners	28	32.9%

Curriculum and Instruction

Students are given a sufficient amount of homework to help them succeed at their studies.	Count	Percentage
Strongly Agree	18	21.2%
Agree	55	64.7%
Disagree	8	9.4%
Strongly Disagree	2	2.4%
Not Applicable or No Information	2	2.4%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	19	22.4%
Agree	54	63.5%
Disagree	6	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	7.1%

Teachers hold high expectations for student learning.	Count	Percentage
Strongly Agree	26	30.6%
Agree	54	63.5%
Disagree	3	3.5%
Strongly Disagree	1	1.2%
Not Applicable or No Information	1	1.2%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Career/Vocational Education	20.0%	56.5%	4.7%	2.4%	16.5%
Social Studies	29.4%	63.5%	4.7%	0.0%	2.4%
Fine Arts (music, visual arts, dance, drama)	22.4%	61.2%	8.2%	1.2%	7.1%
Mathematics	30.6%	65.9%	0.0%	1.2%	2.4%
Physical Education	28.2%	65.9%	3.5%	0.0%	2.4%
Health Education	27.1%	62.4%	8.2%	0.0%	2.4%
Science	30.6%	64.7%	1.2%	1.2%	2.4%
Foreign Languages	20.0%	48.2%	11.8%	4.7%	15.3%
English/Language Arts (reading, writing, speaking, listening)	28.2%	62.4%	3.5%	1.2%	4.7%

Our school is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.	Count	Percentage
Strongly Agree	22	25.9%
Agree	42	49.4%
Disagree	8	9.4%
Strongly Disagree	4	4.7%
Not Applicable or No Information	9	10.6%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	23	27.1%
Agree	51	60.0%
Disagree	7	8.2%
Strongly Disagree	2	2.4%
Not Applicable or No Information	2	2.4%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	24	28.2%
Agree	51	60.0%
Disagree	8	9.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.4%

I have been involved in more than one activity at my child's school.		
	Count	Percentage
Yes	64	76.2%
No	20	23.8%

Which type of activities have you attended?		
	Count	Percentage
Sports/ Club	7	8.2%
Open House	57	67.1%
PTA/PTSA	45	52.9%
Science Night/Math/Literacy Night	20	23.5%
Data Night	27	31.8%
Volunteer Opportunities/Field Trip Chaperone	17	20.0%
Financial Aid/ College Readiness Workshops	4	4.7%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	20	23.5%
Agree	54	63.5%
Disagree	9	10.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.4%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	15	17.6%
Agree	40	47.1%
Disagree	19	22.4%
Strongly Disagree	1	1.2%
Not Applicable or No Information	10	11.8%

Teachers regularly communicate with parents of their students.	Count	Percentage
Strongly Agree	25	29.4%
Agree	49	57.6%
Disagree	10	11.8%
Strongly Disagree	1	1.2%
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	28	32.9%
Agree	53	62.4%
Disagree	4	4.7%
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	26	30.6%
Agree	54	63.5%
Disagree	3	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.4%

In the past year, I have attended/participated in the following:	Count	Percentage
Parent/teacher conference	54	63.5%
Checked my child's grades/assignments online	57	67.1%
Been in contact with my child's teacher	73	85.9%
Received a newsletter from the district, school, or teacher	47	55.3%
Worked with a committee or group on school or district policies	8	9.4%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	35	41.2%

In the past year, I have attended/participated in the following:	Count	Percentage
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	27	31.8%
Volunteered at my child's school	13	15.3%

School Improvement

The school is committed to a shared purpose and direction.	Count	Percentage
Strongly Agree	21	24.7%
Agree	55	64.7%
Disagree	4	4.7%
Strongly Disagree	1	1.2%
Not Applicable or No Information	4	4.7%

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	22	25.9%
Agree	53	62.4%
Disagree	6	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	4.7%

Students, parents and school personnel show pride in the school campus and help keep it attractive.	Count	Percentage
Strongly Agree	23	27.4%
Agree	55	65.5%
Disagree	5	6.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.2%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	27	31.8%
Agree	53	62.4%
Disagree	2	2.4%
Strongly Disagree	1	1.2%
Not Applicable or No Information	2	2.4%

Discipline policies are fair at this school.

	Count	Percentage
Strongly Agree	23	27.1%
Agree	51	60.0%
Disagree	3	3.5%
Strongly Disagree	3	3.5%
Not Applicable or No Information	5	5.9%

As a whole, teachers are concerned about my son/daughter as an individual.

	Count	Percentage
Strongly Agree	24	28.2%
Agree	47	55.3%
Disagree	11	12.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.5%

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

	Count	Percentage
Strongly Agree	21	24.7%
Agree	49	57.6%
Disagree	7	8.2%
Strongly Disagree	1	1.2%
Not Applicable or No Information	7	8.2%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	21	24.7%
Agree	56	65.9%
Disagree	5	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.5%

The school's grading policies and practices are administered fairly.	Count	Percentage
Strongly Agree	19	22.4%
Agree	60	70.6%
Disagree	4	4.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.4%

The students and teachers of our school have a good working relationship with each other.	Count	Percentage
Strongly Agree	23	27.1%
Agree	50	58.8%
Disagree	6	7.1%
Strongly Disagree	1	1.2%
Not Applicable or No Information	5	5.9%

Students show respect for each other.	Count	Percentage
Strongly Agree	18	21.2%
Agree	54	63.5%
Disagree	10	11.8%
Strongly Disagree	2	2.4%
Not Applicable or No Information	1	1.2%

Preschool and Kindergarten

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	29.5%	56.8%	2.3%	2.3%	9.1%
Playing independently or in a small group without needing to be constantly supervised.	20.5%	65.9%	0.0%	2.3%	11.4%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	29.5%	56.8%	2.3%	2.3%	9.1%
Making decisions for himself/herself and exploring new experiences.	27.3%	56.8%	4.5%	2.3%	9.1%
Understanding the difference between right and wrong and recognizing and respecting authority figures.	31.8%	52.3%	2.3%	2.3%	11.4%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	25.0%	59.1%	2.3%	2.3%	11.4%
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.	22.7%	56.8%	6.8%	2.3%	11.4%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	22.7%	56.8%	6.8%	2.3%	11.4%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	25.0%	54.5%	6.8%	2.3%	11.4%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	27.3%	54.5%	4.5%	4.5%	9.1%

I know what my child is learning and must learn this school year.	Count	Percentage
Strongly Agree	16	36.4%
Agree	24	54.5%
Disagree	2	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.5%

General Opinion

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

Parents of students from Pearman Elementary School who participated in the survey praised the school for keeping parents updated and insuring the safety of the children. A parent commented, " The teachers are great. This is my child's first year at Pearman, and his teacher communicated and informed me on plenty of things." Parents see the need for more emphasis on reading and reading comprehension, as well as more parent involvement. Another parent said, "Honestly, I think uniforms should be worn by all schools in all grades."

Notes

SECTION 12

Cleveland Central Middle School

Introduction



CLEVELAND CENTRAL MIDDLE SCHOOL is located at 601 Lucy Seaberry Drive in Cleveland, Mississippi. In January of 2024, it housed four hundred eight (408) students in seventh and eighth grades (7-8). Home of the Wolfpack, CCMS is led by its principal, Mrs. Cathy Sparks. Students are offered a variety of educational opportunities, including foreign languages, band, and art. The athletics program includes football, baseball, basketball, softball, and volleyball. Extracurricular activities include National Junior Beta Club, National Junior Honor Society, TSA, and Student Council.

CCMS was awarded a substantial grant as part of a comprehensive wellness-focused program at the school. As stated on the school's website, "The in-school and afterschool garden and ag-science program will focus on plant-based science, agriculture research, and garden-to-table nutrition education. The garden club, coordinated by award-winning science teacher, Tammie Hodnett Marlow, will be the principal group assisting to develop and utilize the planned expansive raised bed gardens, greenhouses, and school orchard."



Enrollment

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

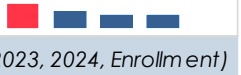
CLEVELAND CENTRAL MIDDLE SCHOOL ENROLLMENT						
	2020	2021	2022	2023	2024	TREND
ALL	543	510	484	433	408	
GR_7	258	253	238	203	203	
GR_8	265	243	234	219	*	
SEC_SPED	20	14	12	11	*	
						(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 184: Cleveland Central Middle School Enrollment

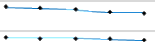
CLEVELAND CENTRAL MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP							
		2020	2021	2022	2023	2024	TREND
ALL	ALL	543	510	484	433	408	
GENDER	FEMALE	281	258	237	198	187	
	MALE	262	252	247	235	221	
RACE	ASIAN	*	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	403	379	373	349	323	
	HISPANIC OR LATINO	*	*	*	*	13	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*			*	
	TWO OR MORE RACES	*	23	19	15	13	
	WHITE	102	88	74	51	50	
							(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 185: Cleveland Central Middle School Enrollment by Demographic Group

Attendance

Average Daily Attendance

CLEVELAND CENTRAL MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	427.1	434.5	397.8
GR_7	214.9	214.0	182.3
GR_8	199.2	210.2	205.4
SEC_SPED	12.9	10.3	10.1
			(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 186: Cleveland Central Middle School Average Daily Attendance

Chronic Absence

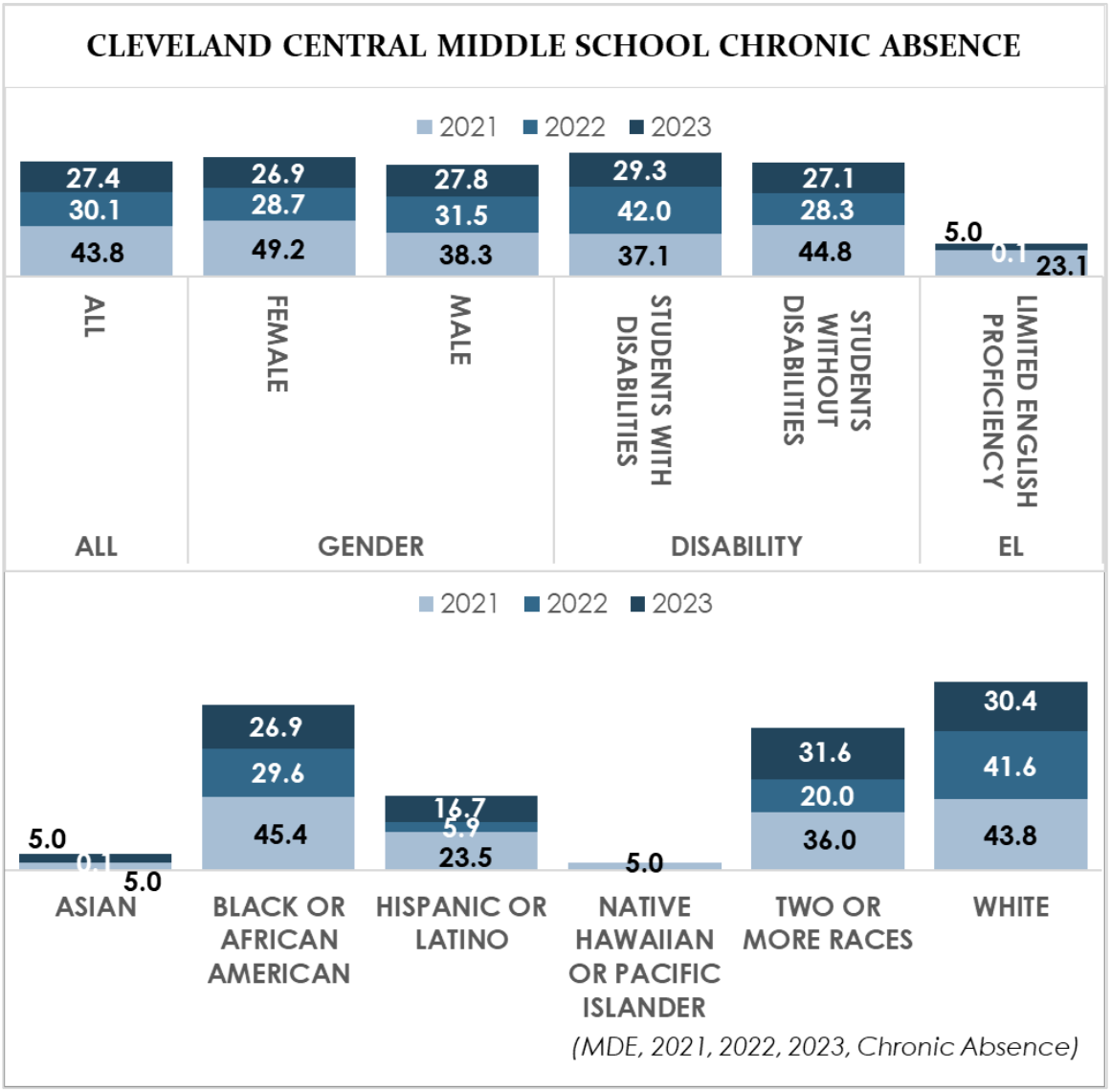


Figure 187: Cleveland Central Middle School Chronic Absence by Demographic Group



Accountability

Accountability Measures

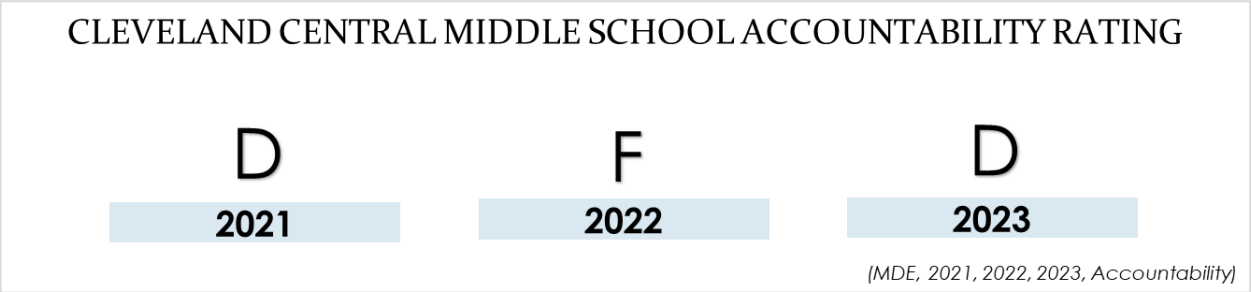


Figure 188: Cleveland Central Middle School Accountability Rating

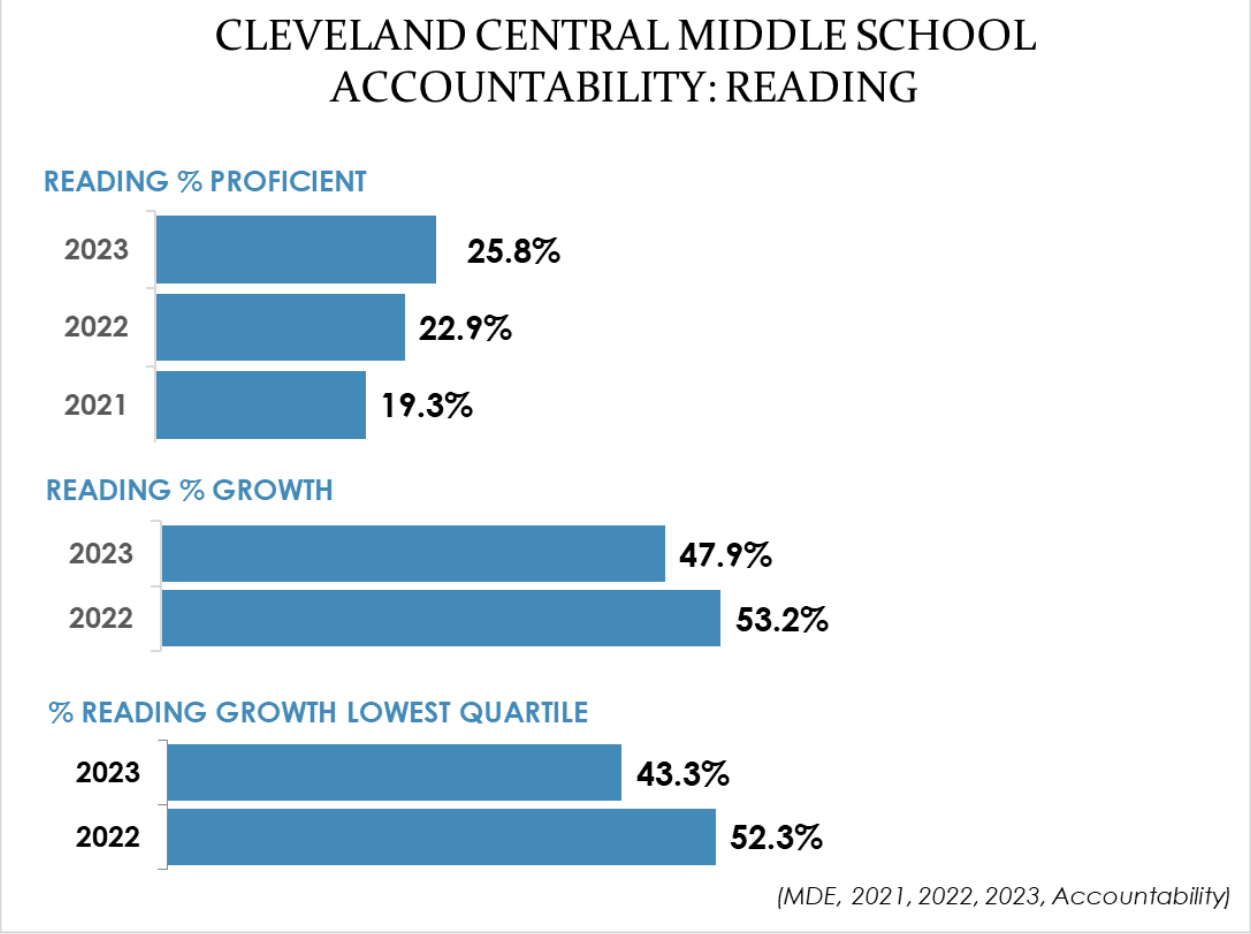


Figure 189: Cleveland Central Middle School Accountability: Reading

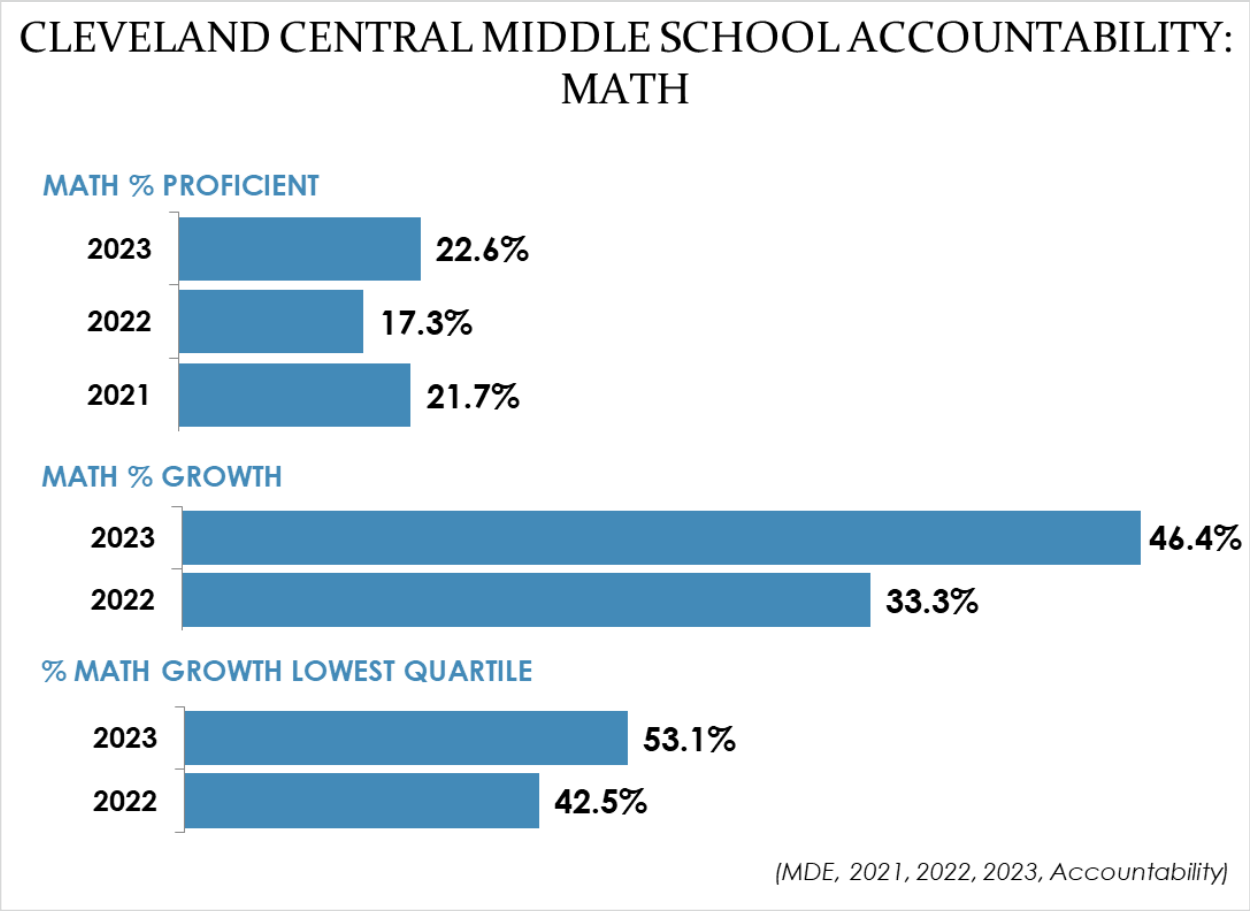


Figure 190: Cleveland Central Middle School Accountability: Math

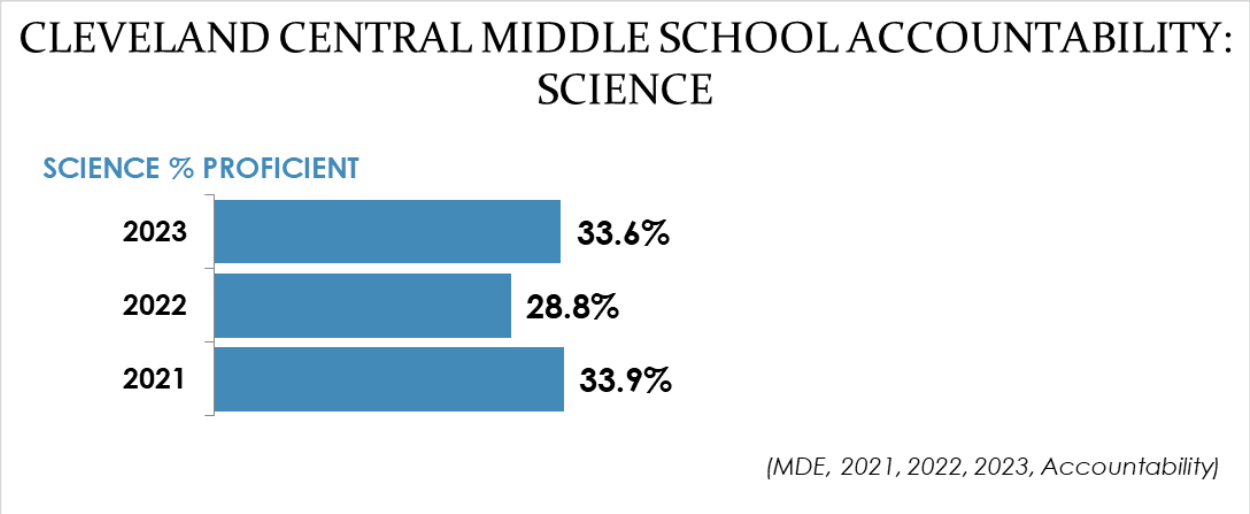


Figure 191: Cleveland Central Middle School Accountability: Science

Cleveland Central Middle School

Proficiency by Demographic Group

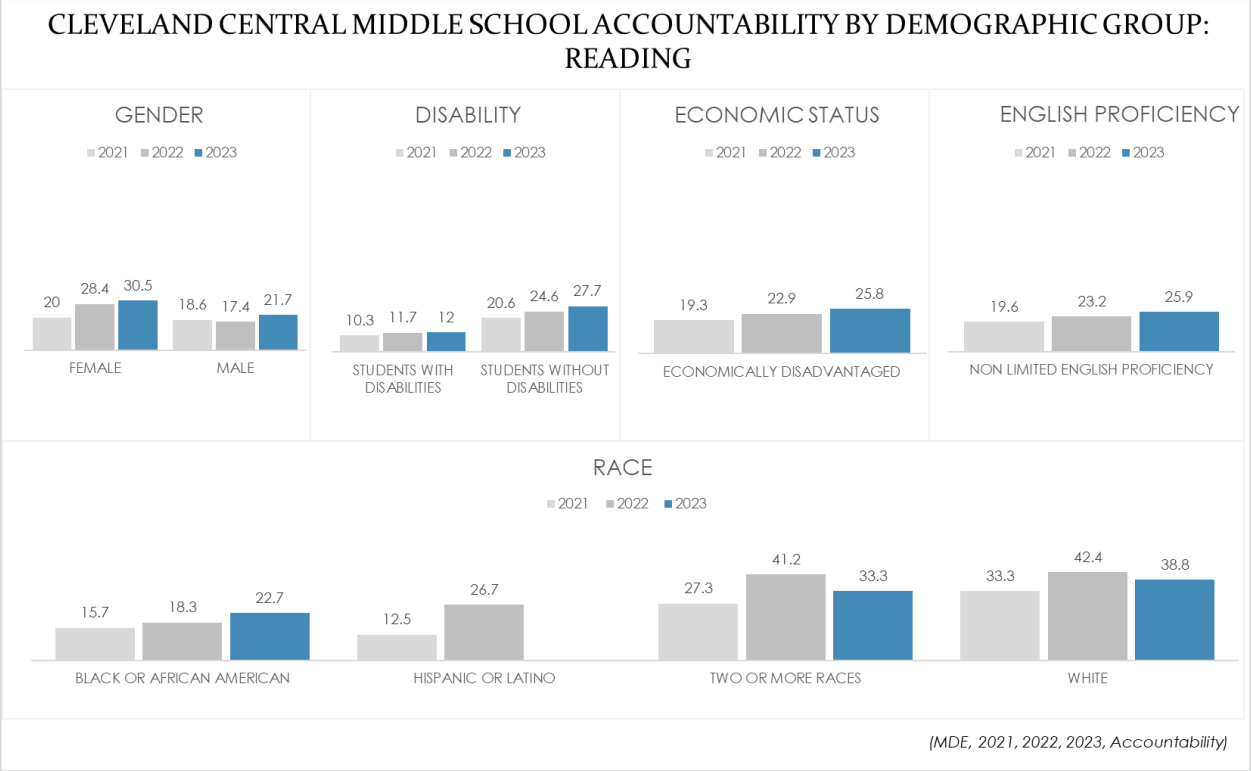


Figure 192: Cleveland Central Middle School Accountability by Demographic Group: Reading

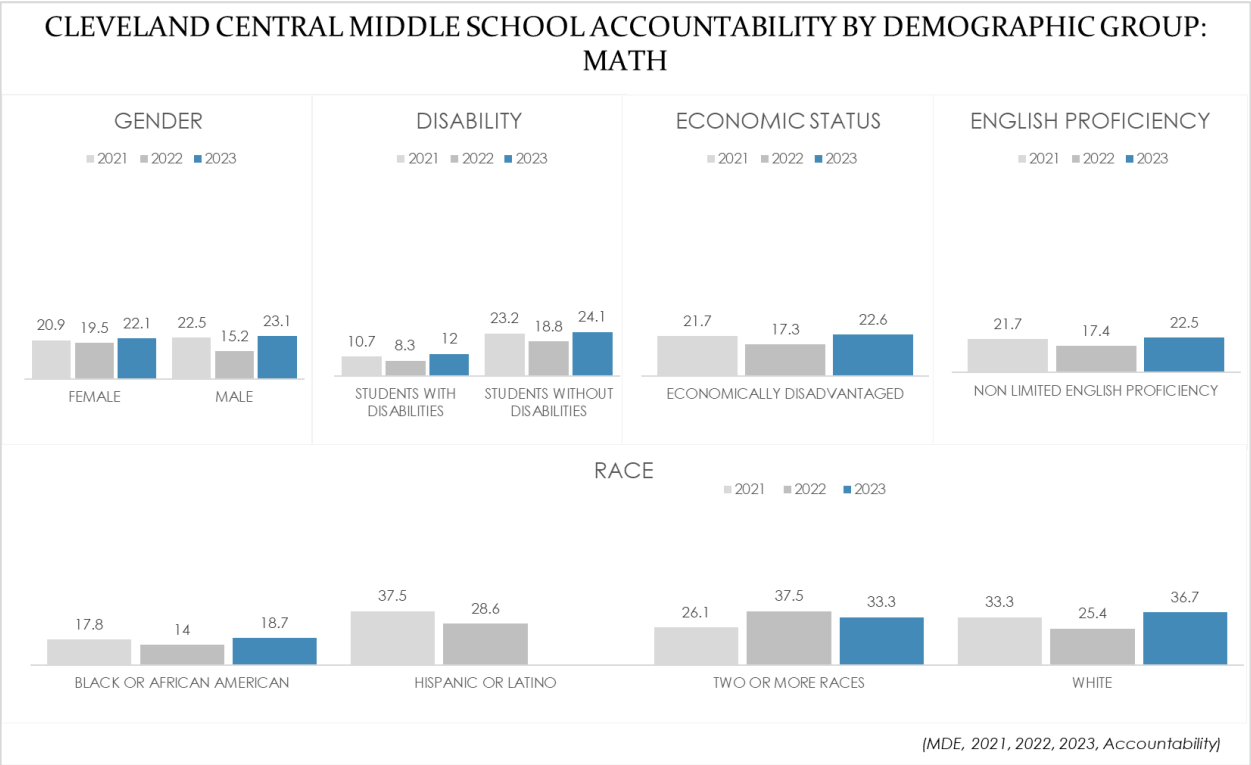


Figure 193: Cleveland Central Middle School Proficiency by Demographic Group: Math

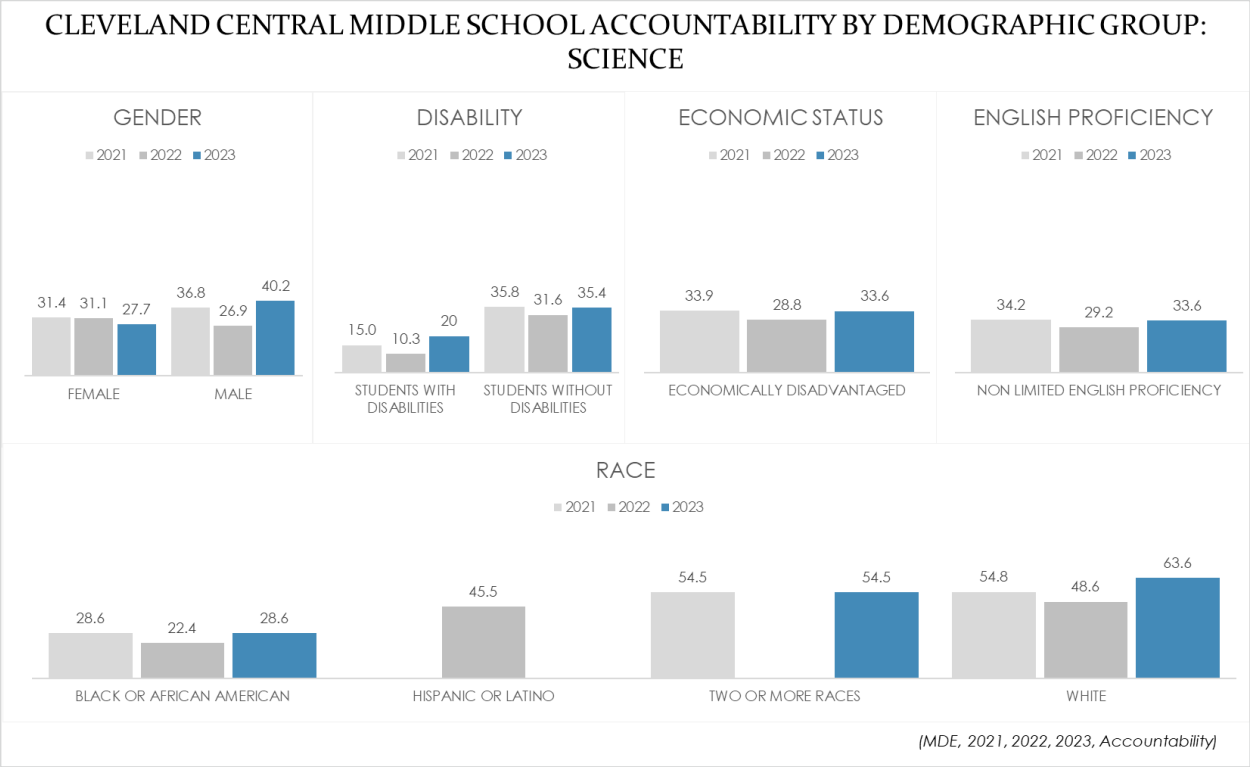


Figure 194: Cleveland Central Middle School Proficiency by Demographic Group: Science

School Improvement

Cleveland Central Middle School was newly identified in 2022 as a **Comprehensive Support and Improvement (CSI)** school for either having a 67% or lower graduation rate, having scores that fell in the bottom 5% of those of all Title I A schools, or being designated **Additional Targeted Support and Improvement (ATSI)** and having scores that fell in the bottom 5% of scores for all Title I A schools for 3 years.



Assessment

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

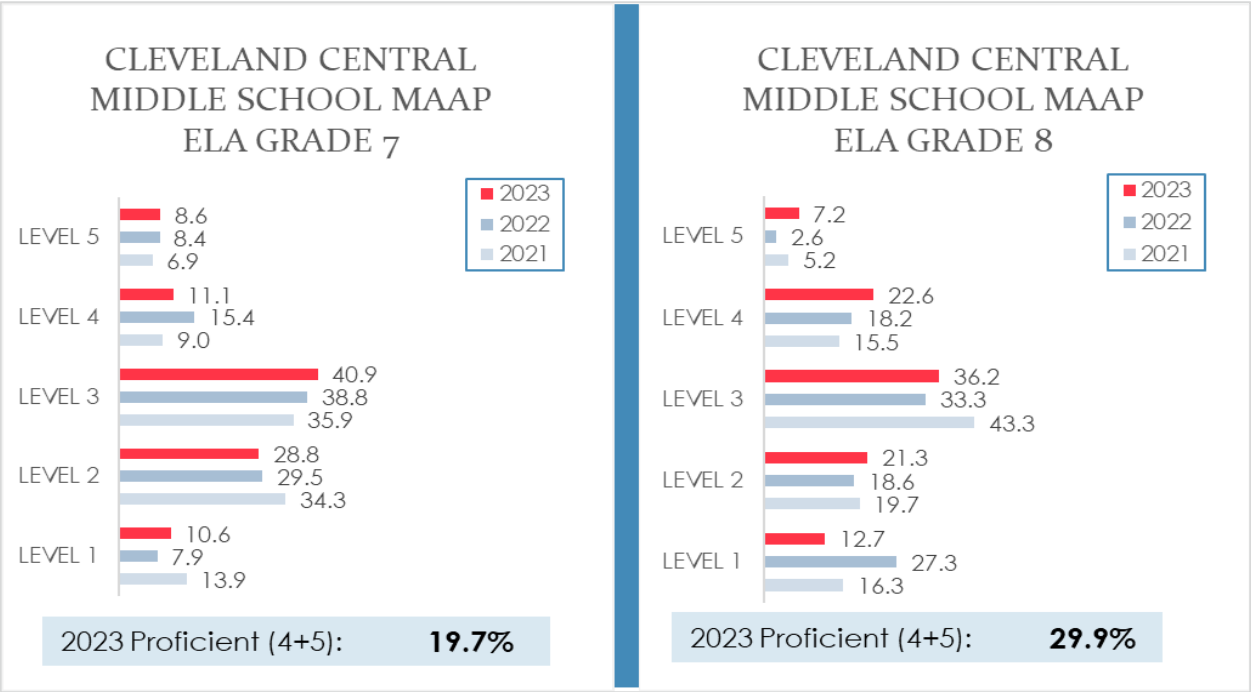


Figure 195: Cleveland Central Middle School MAAP ELA Grades 7 and 8

MAAP MATH

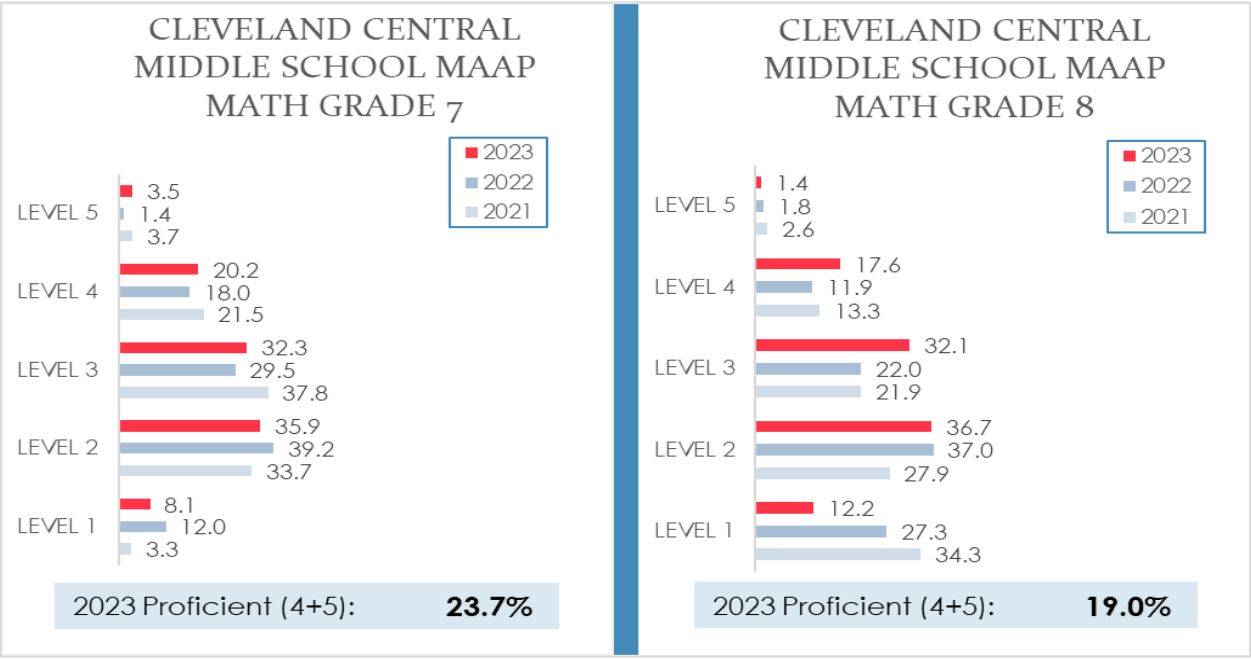


Figure 196: Cleveland Central Middle School MAAP Math Grades 7 and 8

MAAP SCIENCE



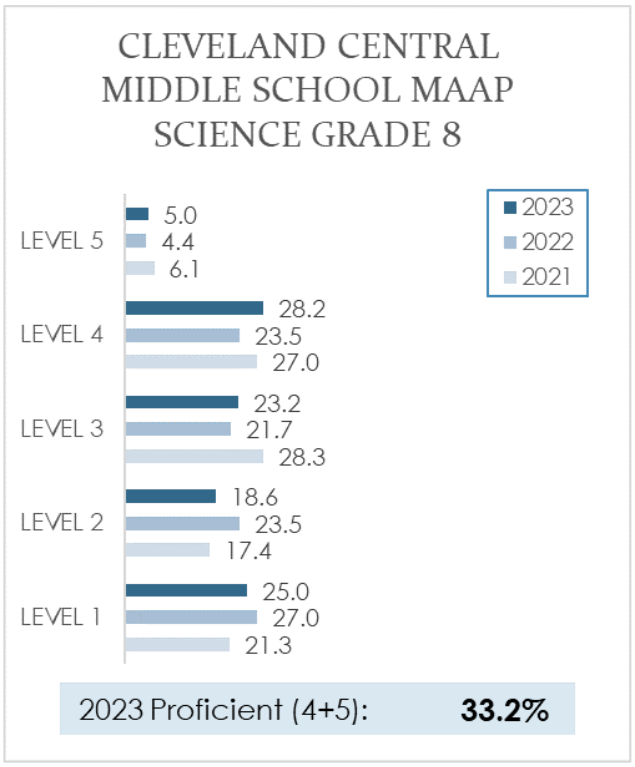


Figure 197: Cleveland Central Middle School MAAP Science Grade 8

Personnel

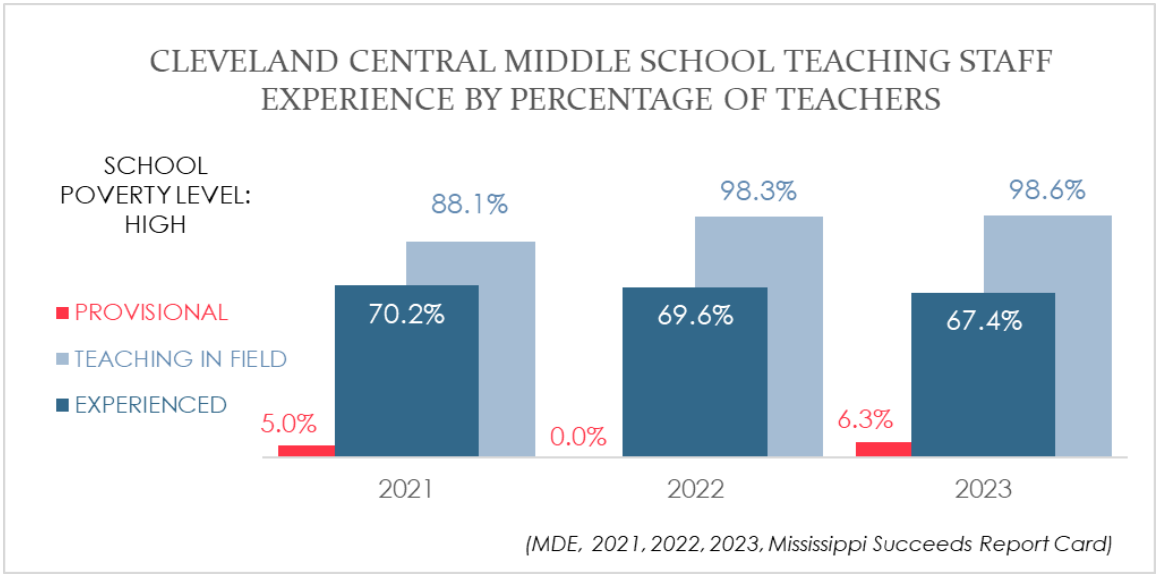


Figure 198: Cleveland Central Middle School Teaching Staff Experience by Percentage of Teachers

Discipline

CLEVELAND CENTRAL MIDDLE SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	23.8	28.0	29.3	17.2	32.8	5.5	≤5		
GENDER	FEMALE	20.7	22.0	24.5	15.3	28.5	≤5	≤5		
	MALE	27.0	33.9	33.5	19.1	37.0	8.3			
RACE	BLACK OR AFRICAN AMERICAN	26.4	33.4	31.1	18.3	36.3	5.8			
	HISPANIC OR LATINO		5.9	8.3	5.9	11.8				
	TWO OR MORE RACES	16.0	10.0	11.8	20.0	30.0				
	WHITE	20.2	10.7	32.1	14.6	21.3	7.1	≤5		
DISABILITY	STUDENTS WITH DISABILITIES	30.9	36.2	38.6	22.1	42.0	19.3			
	STUDENTS WITHOUT DISABILITIES	22.7	26.7	28.0	16.5	31.3	≤5	≤5		
EL	NON LIMITED ENGLISH PROFICIENCY		28.5	29.9		33.0	5.6			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	45.0	70.0	64.0		≤5			≤5	
GENDER	FEMALE	15.0	33.0	19.0		≤5			≤5	
	MALE	30.0	37.0	45.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	38.0	66.0	55.0		≤5			≤5	
	HISPANIC OR LATINO	≤10		≤10		≤5			≤5	
	TWO OR MORE RACES	≤10	≤10							
	WHITE	≤10	≤10	≤10		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES	11.0	12.0	14.0		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	34.0	58.0	50.0		≤5			≤5	
EL	NON LIMITED ENGLISH PROFICIENCY		70.0	64.0		≤5			≤5	

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

Figure 199: Cleveland Central Middle School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Cleveland Central Middle School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Preschool and Kindergarten;* and *Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Thirty-three (33) faculty and staff members, ten (10) parents, and two hundred thirty-nine (239) students responded to the survey.

Cleveland Central Middle School Faculty/Staff Survey

Federal Programs

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	11	33.3%
Agree	19	57.6%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	3	9.1%
Agree	14	42.4%
Disagree	7	21.2%
Strongly Disagree	3	9.1%
Not Applicable or No Information	6	18.2%

I use disaggregated student data to inform classroom decisions and instructional practices.	Count	Percentage
Strongly Agree	9	27.3%
Agree	19	57.6%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.1%

I use effective, evidence-based strategies for:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Providing instructions to students with limited English proficiency to improve their language and academic skills.	21.2%	51.5%	6.1%	3.0%	18.2%
Developing and using classroom assessments.	33.3%	60.6%	3.0%	0.0%	3.0%
Closing the achievement gap between diverse groups of students.	33.3%	54.5%	9.1%	0.0%	3.0%
Successful classroom management.	36.4%	54.5%	6.1%	3.0%	0.0%
Teaching special needs students.	30.3%	57.6%	0.0%	0.0%	12.1%

I contact parents every week.	Count	Percentage
Strongly Agree	15	45.5%
Agree	13	39.4%
Disagree	2	6.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	2	6.1%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	13	39.4%
Minor disruptions that steal instructional time	15	45.5%
Major classroom disruptions	5	15.2%

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	14	42.4%
Expedited evaluation services for students with limited English	6	18.2%
Expedited evaluation services for gifted and talented students	4	12.1%
Additional academic support	18	54.5%
Tutoring	20	60.6%
Enrichment educational services	5	15.2%
Counseling	25	75.8%
Mentors	15	45.5%
School supplies	16	48.5%
School uniforms	5	15.2%
Dental referrals	4	12.1%
Medical referrals	5	15.2%
Bullying assistance	8	24.2%

Curriculum and Instruction

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	8	24.2%
Agree	19	57.6%
Disagree	4	12.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

The district has a quality curriculum that is aligned with state and national standards.	Count	Percentage
Strongly Agree	12	36.4%
Agree	18	54.5%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	10	30.3%
Agree	19	57.6%
Disagree	3	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

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	24.2%
Agree	21	63.6%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Social Studies	15.2%	66.7%	3.0%	0.0%	15.2%
Fine Arts (music, visual arts, dance, drama)	33.3%	45.5%	9.1%	3.0%	9.1%
Mathematics	12.1%	69.7%	6.1%	0.0%	12.1%
Physical Education	30.3%	48.5%	12.1%	0.0%	9.1%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Career/Vocational Education	15.2%	30.3%	12.1%	6.1%	36.4%
Science	27.3%	54.5%	6.1%	0.0%	12.1%
Foreign Languages	27.3%	57.6%	3.0%	0.0%	12.1%
English/Language Arts (reading, writing, speaking, listening)	12.1%	69.7%	3.0%	3.0%	12.1%
Health Education	9.1%	39.4%	12.1%	6.1%	33.3%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	15	45.5%
Agree	18	54.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I have access to a curriculum guide for each core subject I teach.

	Count	Percentage
Yes	30	90.9%
No	3	9.1%

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

	Count	Percentage
Strongly Agree	17	51.5%
Agree	14	42.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

I develop assessments that mirror the format & complexity of state assessments.	Count	Percentage
Strongly Agree	11	33.3%
Agree	17	51.5%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.1%

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	10	30.3%
Utilize technology such as class websites, blogs, and videos	17	51.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	15	45.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	19	57.6%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	18	54.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	12	36.4%
Use bilingual handouts and cues	3	9.1%
Use visual displays, portable white boards, and posters when giving instructions	19	57.6%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	13	39.4%

The counseling program is working very well.	Count	Percentage
Strongly Agree	20	60.6%
Agree	12	36.4%
Disagree	0	0.0%
Strongly Disagree	1	3.0%
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	22	66.7%
Agree	11	33.3%
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	15	45.5%
Agree	16	48.5%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.	Count	Percentage
Strongly Agree	10	30.3%
Agree	19	57.6%
Disagree	4	12.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Improvement

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	13	39.4%
Agree	19	57.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

My school is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.

	Count	Percentage
Strongly Agree	11	33.3%
Agree	21	63.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

My school has adequate human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

	Count	Percentage
Strongly Agree	8	24.2%
Agree	19	57.6%
Disagree	3	9.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	2	6.1%

My school has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.

	Count	Percentage
Strongly Agree	10	30.3%
Agree	21	63.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	9	27.3%
Agree	18	54.5%
Disagree	5	15.2%
Strongly Disagree	1	3.0%
Not Applicable or No Information	0	0.0%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	10	30.3%
Agree	22	66.7%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Discipline policies are fair at this school.		
	Count	Percentage
Strongly Agree	11	33.3%
Agree	15	45.5%
Disagree	4	12.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	2	6.1%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	16	48.5%
Agree	15	45.5%
Disagree	1	3.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	0	0.0%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.		
	Count	Percentage
Strongly Agree	17	51.5%
Agree	14	42.4%
Disagree	0	0.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly Agree	11	33.3%
Agree	19	57.6%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

Teachers are regularly involved in the development of school policies.	Count	Percentage
Strongly Agree	7	21.2%
Agree	17	51.5%
Disagree	7	21.2%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

Teachers have a major role in curriculum development in this school.	Count	Percentage
Strongly Agree	5	15.2%
Agree	16	48.5%
Disagree	8	24.2%
Strongly Disagree	3	9.1%
Not Applicable or No Information	1	3.0%

Teachers are provided adequate time each day to prepare for teaching.	Count	Percentage
Strongly Agree	14	42.4%
Agree	16	48.5%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

When I need to talk with an administrator, I can do so with relative ease.	Count	Percentage
Strongly Agree	17	51.5%
Agree	12	36.4%
Disagree	1	3.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	2	6.1%

If I have a discipline problem, the administration gives me the support I want.	Count	Percentage
Strongly Agree	13	39.4%
Agree	13	39.4%
Disagree	5	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

All things considered, I am satisfied with being a teacher.	Count	Percentage
Strongly Agree	12	36.4%
Agree	18	54.5%
Disagree	1	3.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

TECHNOLOGY

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.	Count	Percentage
Strongly Agree	13	39.4%
Agree	13	39.4%
Disagree	7	21.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.	Count	Percentage
Strongly Agree	17	51.5%
Agree	15	45.5%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My biggest equipment needs are:	Count	Percentage
Computers	10	30.3%
Software	11	33.3%
Mobile laptop computers	7	21.2%
Listening centers	6	18.2%
Interactive white board	2	6.1%
Classroom response system (clickers)	13	39.4%
Digital slates (e.g. iPad, Microsoft Pro)	5	15.2%

Professional Development

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

Sufficient resources are available to allow teachers to take advantage of professional development activities.		
	Count	Percentage
Strongly Agree	11	33.3%
Agree	18	54.5%
Disagree	3	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	10	30.3%
Agree	18	54.5%
Disagree	3	9.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	10	30.3%
Agree	21	63.6%
Disagree	1	3.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	0	0.0%

The professional development I have received has been beneficial for me as a beginning teacher.	Count	Percentage
Strongly Agree	9	27.3%
Agree	14	42.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	30.3%

General Opinion

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

Faculty/Staff members from Cleveland Central Middle School believe the school does well in providing good incentives for positive behavior, making sure students have adequate lessons, and finding solutions to problems that will help move the district forward. One faculty member commented, "I feel we do a great job of analyzing student data and using it to drive instruction." However, they highlighted the need for more accelerated classes, better discipline practices, and more mentoring opportunities for new teachers. Another faculty member sees the need for "support for ELL's, more collaboration and teacher input on pacing, and more materials for remediation."

Cleveland Central Middle School Student Survey

Federal Programs

Federal funds are used effectively at my school.	Count	Percentage
Strongly Agree	20	8.4%
Agree	109	45.6%
Disagree	28	11.7%
Strongly Disagree	10	4.2%
Not Applicable or No Information	72	30.1%

Curriculum and Instruction

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science	38.9%	50.6%	7.1%	2.5%	0.8%
Foreign Languages	27.2%	38.5%	13.8%	5.9%	14.6%
English/Language Arts (reading, writing, speaking, listening)	48.5%	43.1%	5.0%	1.7%	1.7%
Health Education	31.8%	36.8%	8.8%	2.9%	19.7%
Social Studies	32.2%	53.6%	9.2%	3.3%	1.7%
Fine Arts (music, visual arts, dance, drama)	32.2%	43.5%	6.3%	6.7%	11.3%
Mathematics	31.8%	46.9%	15.5%	5.0%	0.8%
Physical Education	43.1%	37.7%	4.6%	2.5%	12.1%
Career/Vocational Education	23.4%	37.7%	13.4%	5.9%	19.7%

My school work is challenging and requires my best effort.	Count	Percentage
Strongly Agree	69	28.9%
Agree	134	56.1%
Disagree	26	10.9%
Strongly Disagree	8	3.3%
Not Applicable or No Information	2	0.8%

Homework that I am expected to complete helps me improve my learning.	Count	Percentage
Strongly Agree	32	13.4%
Agree	135	56.5%
Disagree	37	15.5%
Strongly Disagree	16	6.7%
Not Applicable or No Information	19	7.9%

I use additional resources, beyond the textbooks for my classes, to help me with my school work.	Count	Percentage
Strongly Agree	56	23.4%
Agree	144	60.3%
Disagree	23	9.6%
Strongly Disagree	9	3.8%
Not Applicable or No Information	7	2.9%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	47	19.7%
Agree	141	59.0%
Disagree	26	10.9%
Strongly Disagree	16	6.7%
Not Applicable or No Information	9	3.8%

Teachers are concerned that students learn the subjects they teach.	Count	Percentage
Strongly Agree	43	18.0%
Agree	143	59.8%
Disagree	28	11.7%
Strongly Disagree	18	7.5%
Not Applicable or No Information	7	2.9%

Teachers are willing to give students individual help outside of class time.	Count	Percentage
Strongly Agree	48	20.1%
Agree	132	55.2%
Disagree	31	13.0%
Strongly Disagree	11	4.6%
Not Applicable or No Information	17	7.1%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.	Count	Percentage
Strongly Agree	90	37.7%
Agree	120	50.2%
Disagree	14	5.9%
Strongly Disagree	5	2.1%
Not Applicable or No Information	10	4.2%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.	Count	Percentage
Strongly Agree	57	23.8%
Agree	145	60.7%
Disagree	18	7.5%
Strongly Disagree	12	5.0%
Not Applicable or No Information	7	2.9%

Technology is incorporated into instruction in many classes.	Count	Percentage
Strongly Agree	57	23.8%
Agree	142	59.4%
Disagree	19	7.9%
Strongly Disagree	6	2.5%
Not Applicable or No Information	15	6.3%

My teachers give me personal encouragement in my school work.	Count	Percentage
Strongly Agree	39	16.3%
Agree	136	56.9%
Disagree	39	16.3%
Strongly Disagree	11	4.6%
Not Applicable or No Information	14	5.9%

A counselor is available if I need help in solving personal problems.	Count	Percentage
Strongly Agree	76	31.8%
Agree	126	52.7%
Disagree	12	5.0%
Strongly Disagree	6	2.5%
Not Applicable or No Information	19	7.9%

If I have a problem or suggestion for the principal, he/she is available.	Count	Percentage
Strongly Agree	53	22.2%
Agree	128	53.6%
Disagree	21	8.8%
Strongly Disagree	10	4.2%
Not Applicable or No Information	27	11.3%

The people in the principal's office care about students as individuals.	Count	Percentage
Strongly Agree	54	22.6%
Agree	128	53.6%
Disagree	24	10.0%
Strongly Disagree	18	7.5%
Not Applicable or No Information	15	6.3%

School spirit is very high at our school.	Count	Percentage
Strongly Agree	53	22.2%
Agree	101	42.3%
Disagree	43	18.0%
Strongly Disagree	27	11.3%
Not Applicable or No Information	15	6.3%

General Opinion

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

Students from Cleveland Central Middle School praise the school for finding the best teachers, providing a clean learning environment, and showing students that they care. One student said, "I love how my school lets us do fun things and still get our work in at the same time." Students mention the need for better cafeteria food, updated buildings and facilities, and changes to the dress code. Another student commented, "I think my school should do better in stopping bullying."

Cleveland Central Middle School Parent Survey

Federal Programs

In my experience, teachers in the school are state certified and effective.		
	Count	Percentage
Strongly Agree	1	10.0%
Agree	8	80.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses help improve student attendance and academic achievement.		
	Count	Percentage
Strongly Agree	3	30.0%
Agree	2	20.0%
Disagree	3	30.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	1	10.0%
Agree	3	30.0%
Disagree	3	30.0%
Strongly Disagree	3	30.0%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	1	10.0%
Agree	4	40.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	3	30.0%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	2	20.0%
Agree	3	30.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	3	30.0%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	1	10.0%
Agree	5	50.0%
Disagree	2	20.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	1	10.0%

I have read and understood the Title I School-Parent Compact.		
	Count	Percentage
Yes	6	60.0%
No	4	40.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:	Count	Percentage
Improving access to foreign language instruction, arts, and music education	4	40.0%
Supporting college and career counseling	4	40.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	8	80.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	6	60.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	3	30.0%

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	3	30.0%
Providing school-based mental health services and counseling	5	50.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	6	60.0%
Establishing or improving dropout prevention	7	70.0%
Supporting re-entry programs and transition services for Justice-involved youth	3	30.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	5	50.0%
Implementing systems and practices to prevent bullying and harassment	7	70.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	70.0%
Establishing community partnerships	2	20.0%

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	6	60.0%
Building technological capacity and infrastructure	4	40.0%
Carrying out innovative blended learning projects	4	40.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	5	50.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	40.0%

Are you aware that your child's school is a Title 1 School?	Count	Percentage
Yes	8	80.0%
No	2	20.0%

Have you been invited to attend Title specific programming at your child's schools in the past?	Count	Percentage
Yes	7	70.0%
No	3	30.0%

As a parent, I would like more information regarding:	Count	Percentage
Testing and grades	5	50.0%
Safety in the schools	6	60.0%
Curriculum and learning goals	8	80.0%
Available technology and how it's used in the classroom	5	50.0%
How to contact my child's teacher	3	30.0%
Homework	2	20.0%

I would like my child's school to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	3	30.0%
Drug/Alcohol Awareness	5	50.0%
Computer Classes	3	30.0%
Conflict Resolution	5	50.0%
Discipline	5	50.0%
English as a Second Language	1	10.0%
Health Classes	5	50.0%
Literacy Classes	2	20.0%
Math Classes	2	20.0%
Parent-to-School Relationships	4	40.0%
Parent/Child Communication	6	60.0%
Preparing for College	5	50.0%
Parenting Workshops	4	40.0%
Social Media Classes	3	30.0%
Stress/Anger Management	5	50.0%
Understanding College- and Career-Ready Standards	3	30.0%

I would like my child's school 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	40.0%
Help my child with homework	3	30.0%
How to motivate my child	6	60.0%
How to promote family reading	4	40.0%
How to set goals for my child	4	40.0%
Manage time	6	60.0%
Prepare my child for testing	5	50.0%
Understand my child's learning styles	6	60.0%

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	3	30.0%
District and/or school newsletters	4	40.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	5	50.0%
Resource materials for parental training	5	50.0%

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
Training for parents to work with other parents on becoming involved in the schools	3	30.0%
Travel expenses to attend parent involvement/PTA workshops and conferences.	4	40.0%
Home/School folders	3	30.0%
Home/School Planners	2	20.0%

Curriculum and Instruction

Students are given a sufficient amount of homework to help them succeed at their studies.	Count	Percentage
Strongly Agree	3	30.0%
Agree	4	40.0%
Disagree	2	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	2	20.0%
Agree	5	50.0%
Disagree	2	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

Teachers hold high expectations for student learning.	Count	Percentage
Strongly Agree	2	20.0%
Agree	5	50.0%
Disagree	2	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Fine Arts (music, visual arts, dance, drama)	10.0%	50.0%	20.0%	10.0%	10.0%
Mathematics	20.0%	50.0%	20.0%	10.0%	0.0%
Physical Education	0.0%	60.0%	10.0%	30.0%	0.0%
Career/Vocational Education	20.0%	50.0%	10.0%	0.0%	20.0%
Social Studies	20.0%	70.0%	10.0%	0.0%	0.0%
Foreign Languages	10.0%	50.0%	30.0%	10.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	20.0%	70.0%	0.0%	0.0%	10.0%
Health Education	10.0%	50.0%	10.0%	10.0%	20.0%
Science	10.0%	80.0%	10.0%	0.0%	0.0%

Our school is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.	Count	Percentage
Strongly Agree	1	10.0%
Agree	4	40.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	4	40.0%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	4	40.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	3	30.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I have been involved in more than one activity at my child's school.		
	Count	Percentage
Yes	8	88.9%
No	1	11.1%

Which type of activities have you attended?		
	Count	Percentage
Sports/ Club	6	60.0%
Open House	7	70.0%
PTA/PTSA	5	50.0%
Science Night/Math/Literacy Night	2	20.0%
Data Night	4	40.0%
Volunteer Opportunities/Field Trip Chaperone	4	40.0%
Financial Aid/ College Readiness Workshops	2	20.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	4	40.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	2	20.0%
Agree	4	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	40.0%

Teachers regularly communicate with parents of their students.	Count	Percentage
Strongly Agree	4	40.0%
Agree	3	30.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	1	10.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.	Count	Percentage
Strongly Agree	3	30.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
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	50.0%
Agree	3	30.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

In the past year, I have attended/participated in the following:	Count	Percentage
Parent/teacher conference	6	60.0%
Checked my child's grades/assignments online	7	70.0%
Been in contact with my child's teacher	7	70.0%
Received a newsletter from the district, school, or teacher	5	50.0%
Worked with a committee or group on school or district policies	1	10.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	6	60.0%

In the past year, I have attended/participated in the following:	Count	Percentage
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	7	70.0%
Volunteered at my child's school	3	30.0%

School Improvement

The school is committed to a shared purpose and direction.	Count	Percentage
Strongly Agree	3	30.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	3	30.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

Students, parents and school personnel show pride in the school campus and help keep it attractive.	Count	Percentage
Strongly Agree	3	30.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

SCHOOL CLIMATE AND CULTURE

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	4	40.0%
Agree	4	40.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

Discipline policies are fair at this school.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	4	40.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	1	10.0%

As a whole, teachers are concerned about my son/daughter as an individual.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	3	30.0%
Agree	4	40.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	2	20.0%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

The school's grading policies and practices are administered fairly.	Count	Percentage
Strongly Agree	4	40.0%
Agree	6	60.0%
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	4	40.0%
Agree	3	30.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

Students show respect for each other.	Count	Percentage
Strongly Agree	3	30.0%
Agree	3	30.0%
Disagree	1	10.0%
Strongly Disagree	2	20.0%
Not Applicable or No Information	1	10.0%

Preschool and Kindergarten

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Understanding the difference between right and wrong and recognizing and respecting authority figures.	75.0%	25.0%	0.0%	0.0%	0.0%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	25.0%	50.0%	0.0%	25.0%	0.0%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Playing independently or in a small group without needing to be constantly supervised.	25.0%	25.0%	25.0%	0.0%	25.0%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	25.0%	50.0%	0.0%	25.0%	0.0%
Making decisions for himself/herself and exploring new experiences.	25.0%	25.0%	0.0%	25.0%	25.0%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	33.3%	33.3%	33.3%	0.0%	0.0%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	50.0%	25.0%	25.0%	0.0%	0.0%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	25.0%	50.0%	25.0%	0.0%	0.0%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of	25.0%	25.0%	25.0%	0.0%	25.0%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
"addition" and "subtraction," and recognizing shapes and measurements.					
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.	25.0%	25.0%	25.0%	0.0%	25.0%

I know what my child is learning and must learn this school year.	Count	Percentage
Strongly Agree	1	25.0%
Agree	2	50.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

General Opinion

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

Parents of students from Cleveland Central Middle School who participated in the survey praised the school for helping students when needed. One parent commented, "Principal Sparks has been very responsive to parent emails and concerns, which shows commitment to students." Parents see the need for more bathrooms breaks and improved control over fights between students.

Notes

SECTION 13

Cleveland Central High School

Introduction



CLEVELAND CENTRAL HIGH SCHOOL is located at 300 West Sunflower Road in Cleveland, Mississippi. In January of 2024, it housed eight hundred sixteen (816) students in ninth through twelfth grades (9-12). The successful school is led by its principal, Ms. Ashondra Johnson, and its assistant principals, Mr. Joe Nathan Davis, Mr. Fredrick Ford, and Dr. Kim Wardlow.

As stated on the school's website, "Students enrolled at CCCHS are exposed to an array of academic and athletic experiences that range from AP Courses to Dual Enrollment classes that feature partnerships with Delta State University, Coahoma Community College, and MS Delta Community College. We also have a growing CTE Program that offers programs in business, health, welding, construction, technology, and educator preparation. We are home to the MHSAA 5A Region II 2024 District Volleyball Champions and Boys Bowling Region Champions. Our award-winning band has competed and earned numerous distinctions and awards. Students are also encouraged to join and participate in many of our schools' clubs and organizations, including Student Council, Technology Student Association, Mock Trial, and the Chess Club to name a few."





Enrollment

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

CLEVELAND CENTRAL HIGH SCHOOL ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	846	798	818	817	816	
GR_9	224	243	250	235	217	
GR_10	221	196	228	227	202	
GR_11	192	180	150	206	197	
GR_12	188	160	171	129	187	
SEC_SPED	21	19	19	20	13	

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

Figure 200: Cleveland Central High School Enrollment

CLEVELAND CENTRAL HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	846	798	818	817	816	
GENDER	FEMALE	431	421	430	423	431	
	MALE	415	377	388	394	385	
RACE	ASIAN	*	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	663	624	639	644	643	
	HISPANIC OR LATINO	*	*	19	24	26	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER			*	*	*	
	TWO OR MORE RACES	17	27	31	35	37	
	WHITE	147	131	122	111	104	

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

Figure 201: Cleveland Central High School Enrollment by Demographic Group

Attendance

Average Daily Attendance

CLEVELAND CENTRAL HIGH SCHOOL AVERAGE DAILY ATTENDANCE

	2021	2022	2023
ALL	681.0	694.1	697.7
GR_9	204.9	218.7	198.6
GR_10	161.0	194.8	194.5
GR_11	157.3	123.3	173.6
GR_12	139.2	139.7	113.1
SEC_SPED	18.6	17.5	17.9

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

Figure 202: Cleveland Central High School Average Daily Attendance

Chronic Absence

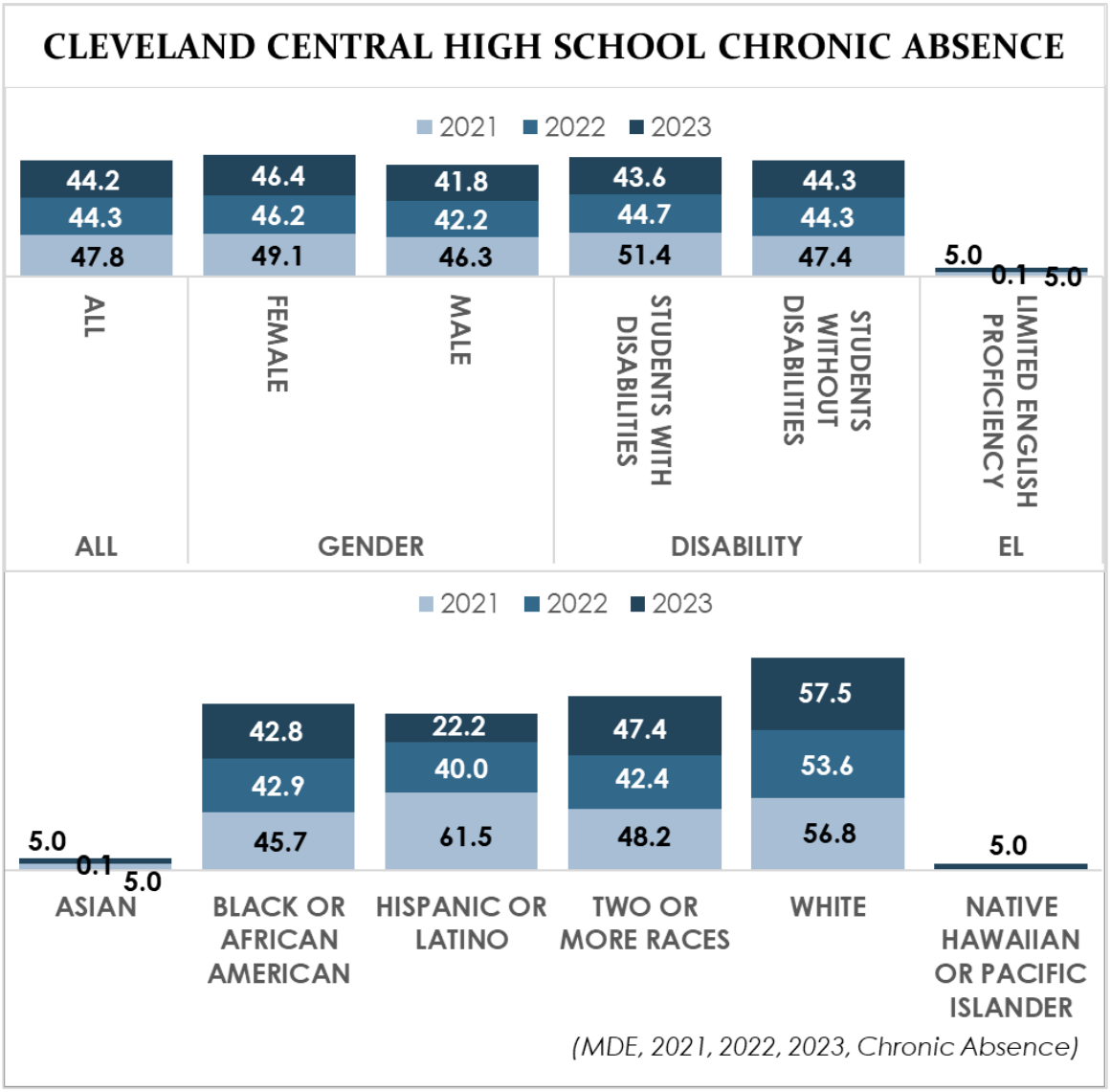


Figure 203: Cleveland Central High School Chronic Absence



Accountability

Accountability Measures

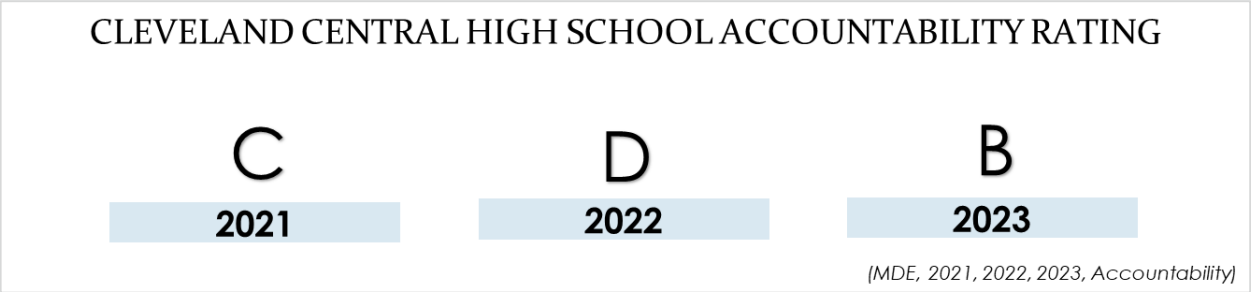


Figure 204: Cleveland Central High School Accountability Rating

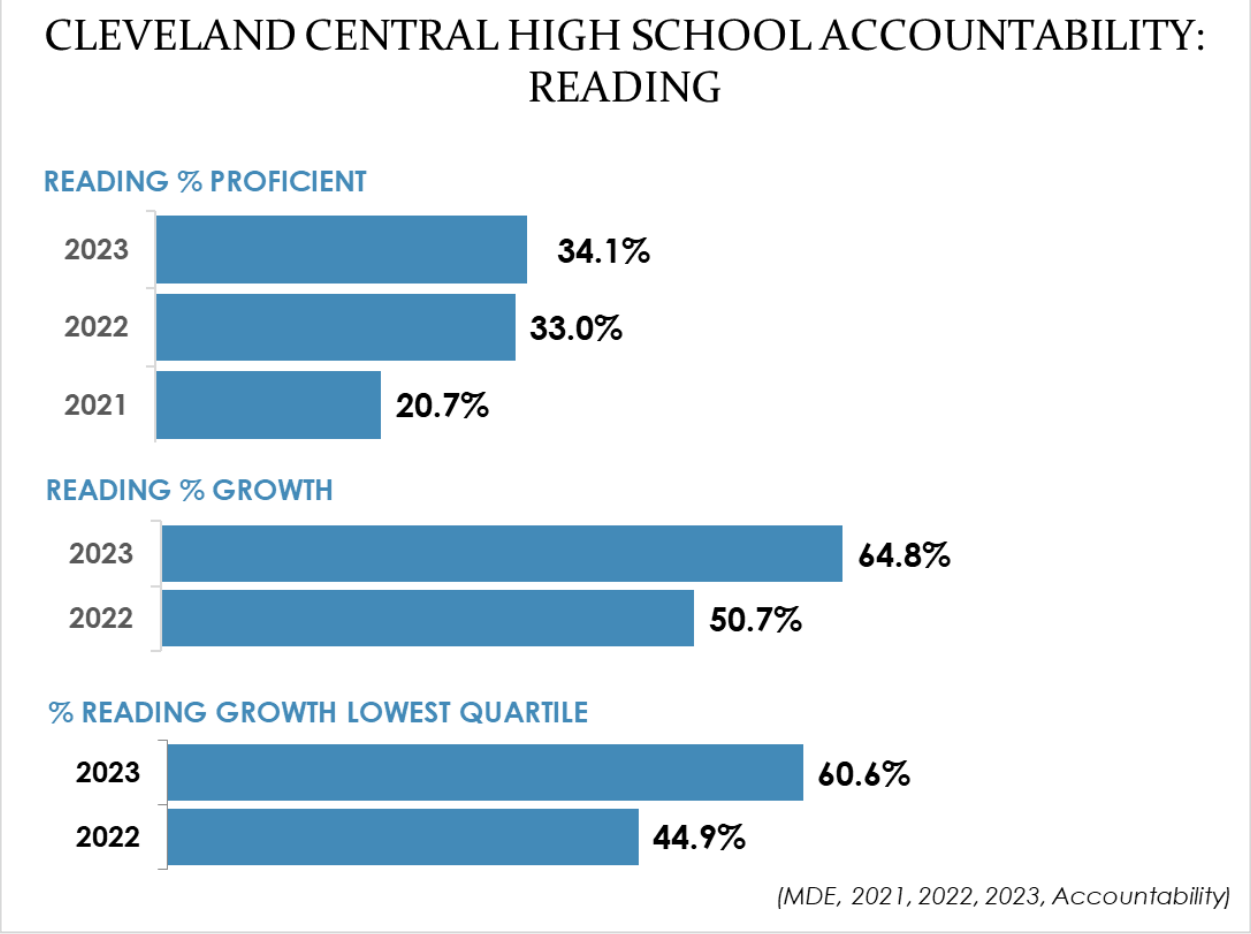


Figure 205: Cleveland Central High School Accountability: Reading

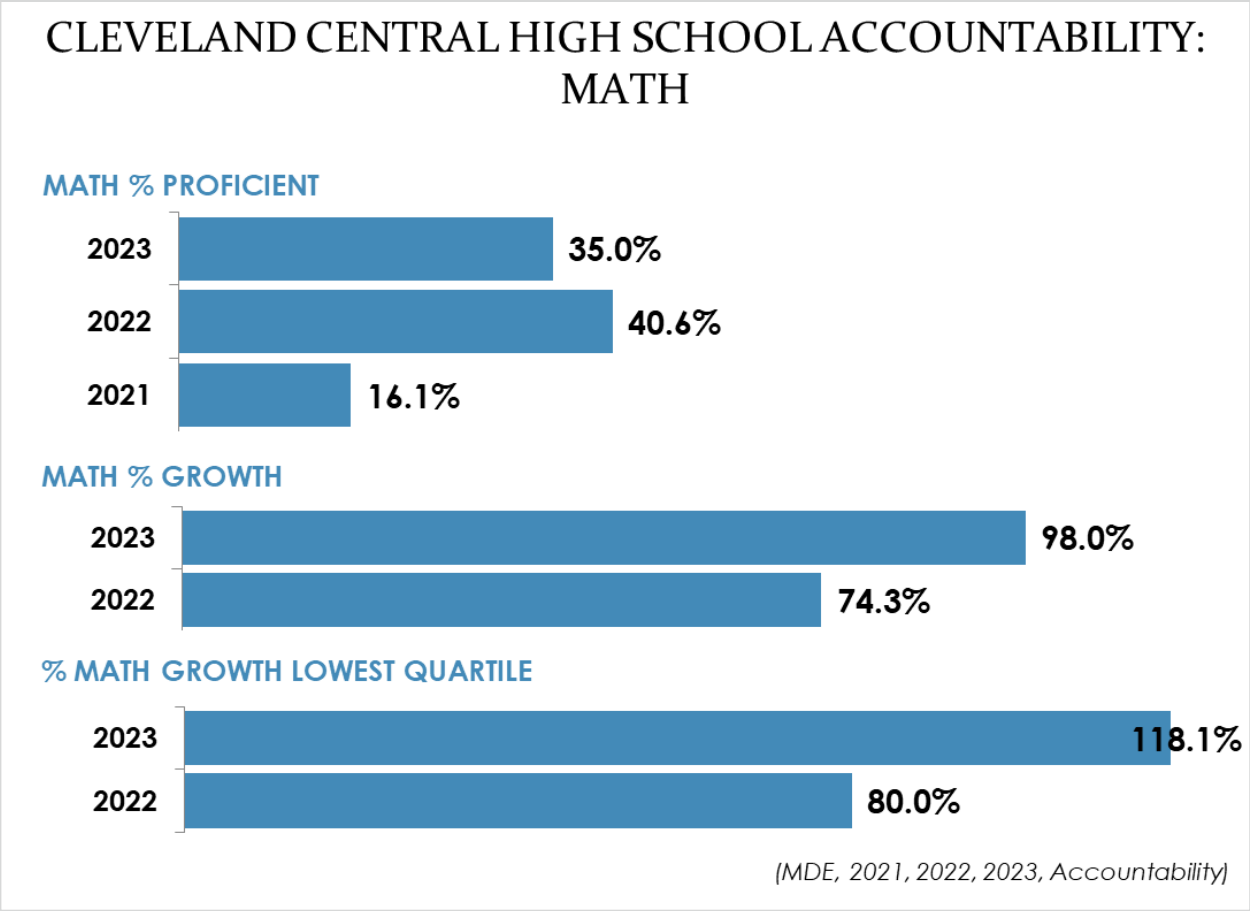


Figure 206: Cleveland Central High School Accountability: Math

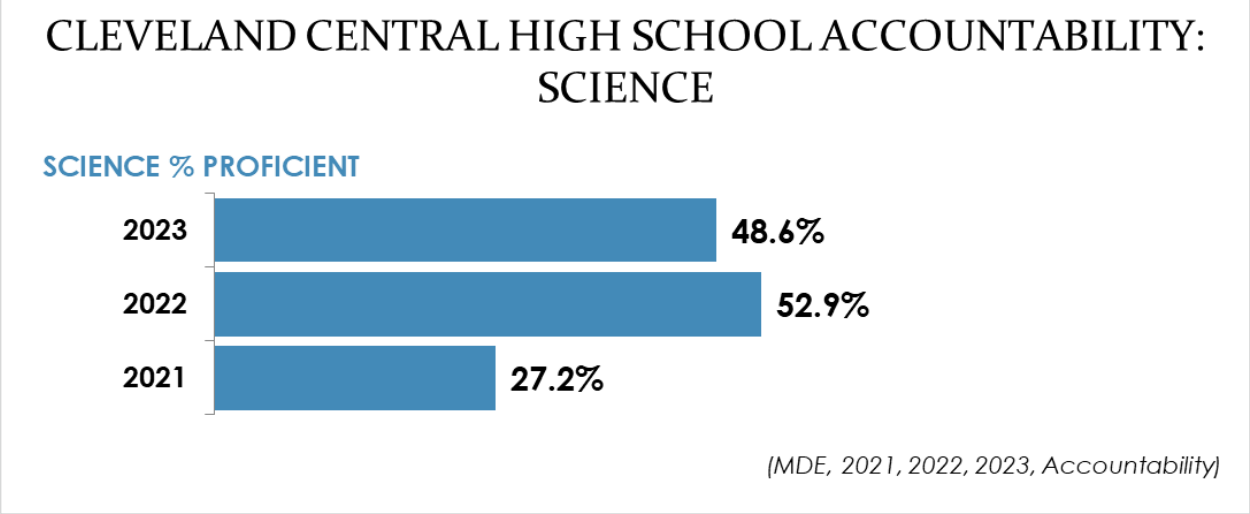


Figure 207: Cleveland Central High School Accountability: Science

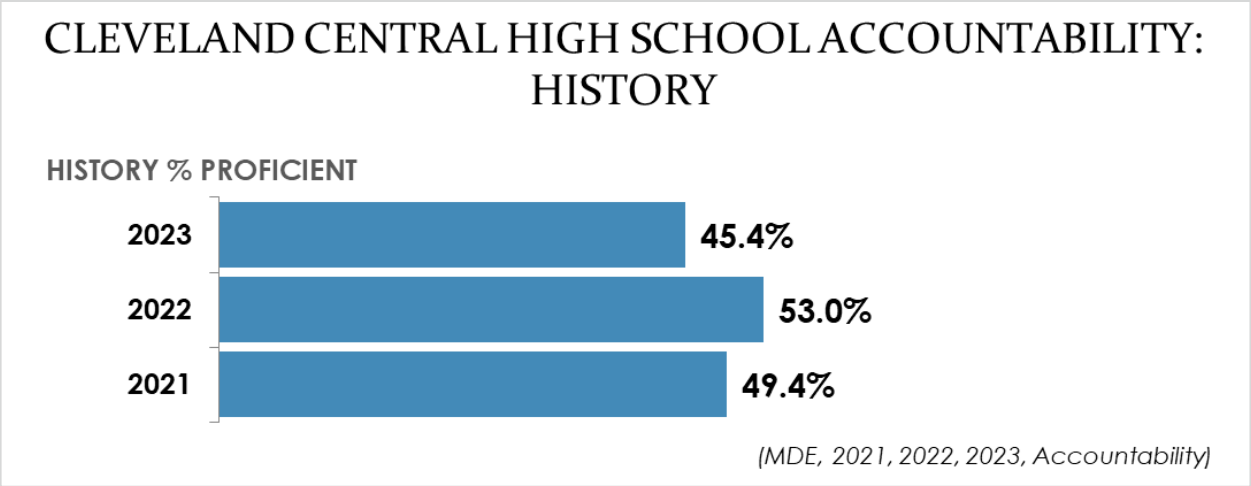


Figure 208: Cleveland Central High School Accountability: History

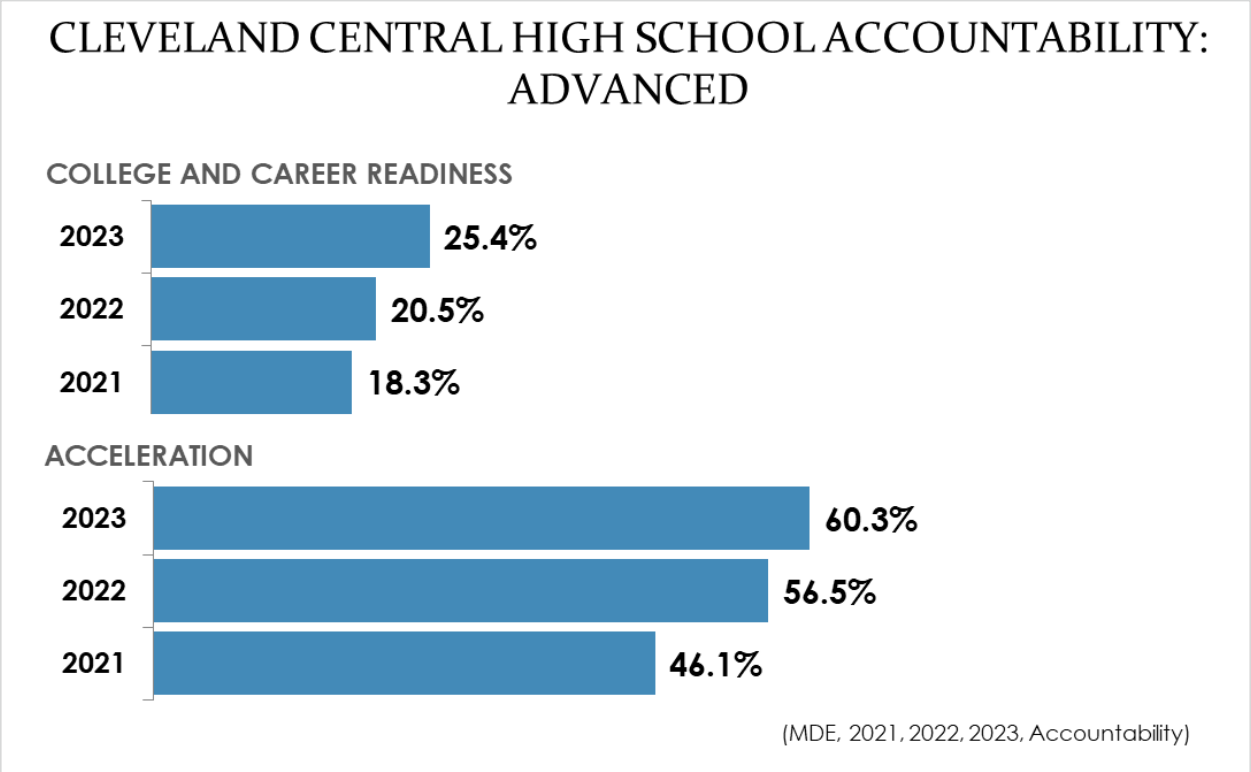


Figure 209: Cleveland Central High School Accountability: Advanced

PROFICIENCY BY DEMOGRAPHIC GROUP

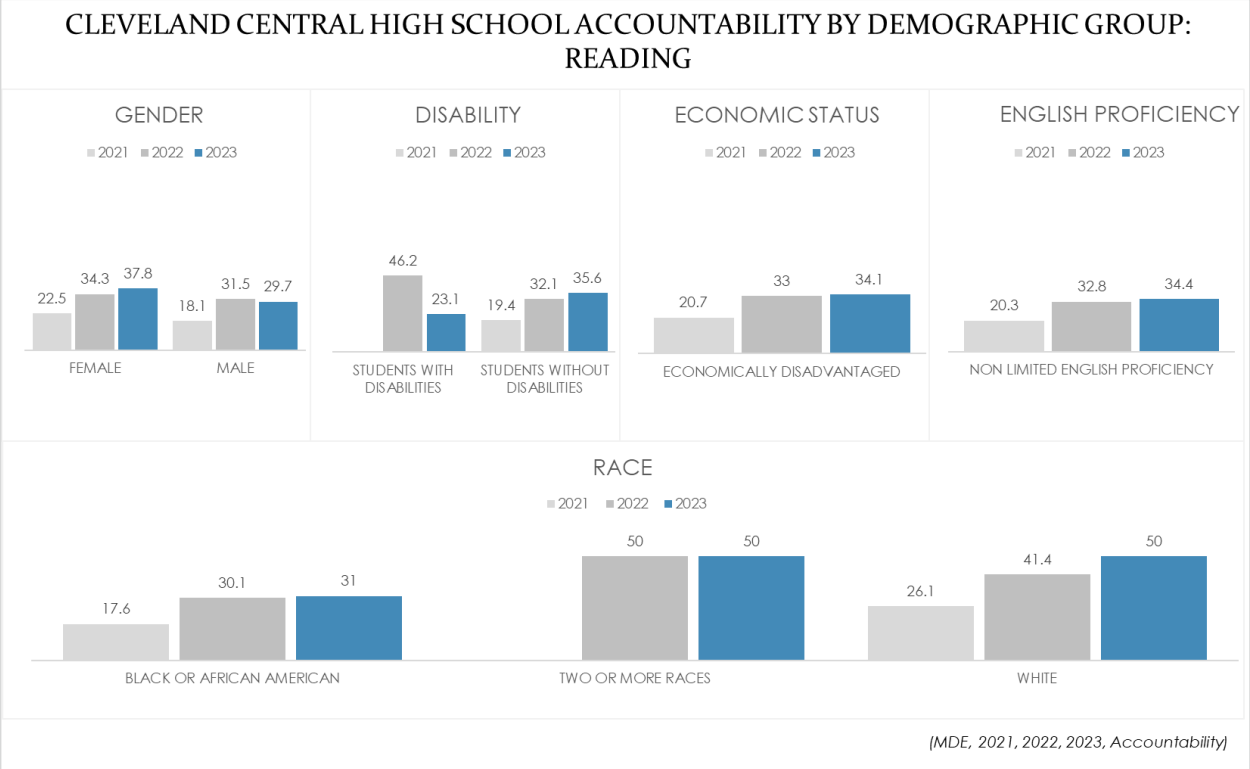


Figure 210: Cleveland Central High School Proficiency by Demographic Group: Reading

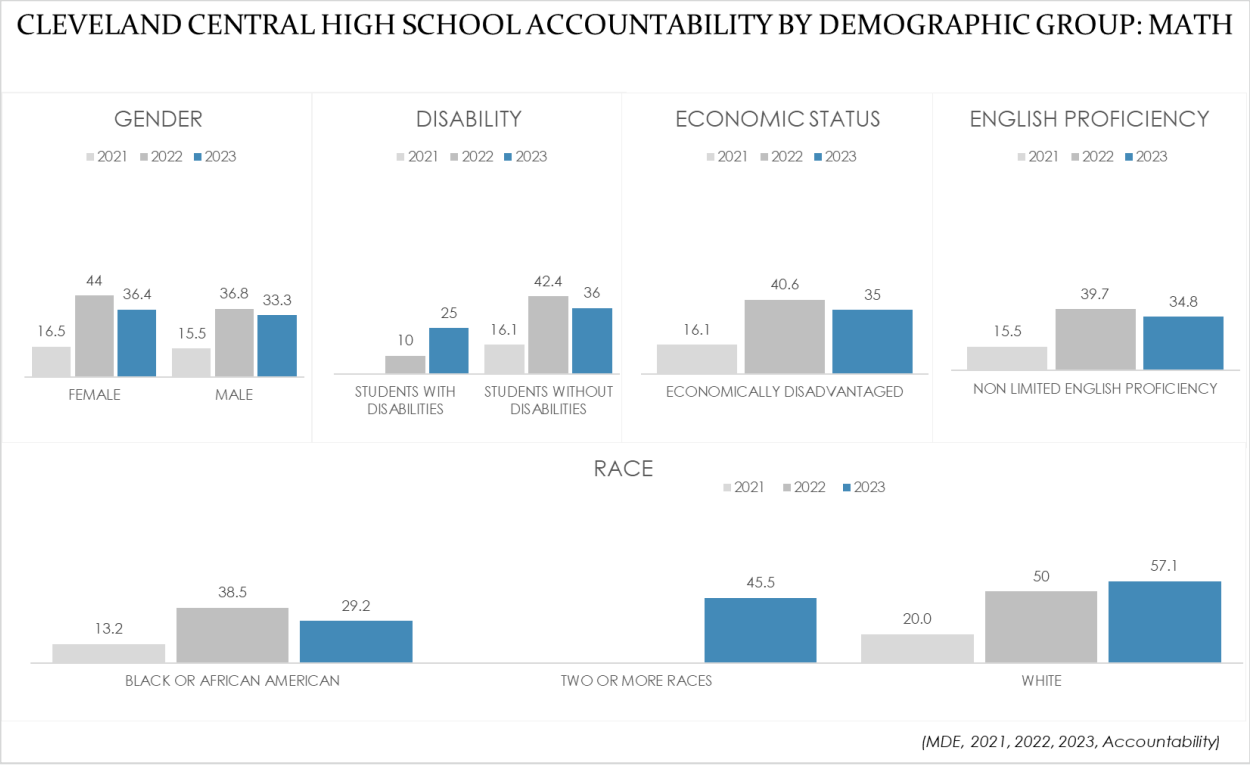


Figure 211: Cleveland Central High School Proficiency by Demographic Group: Math

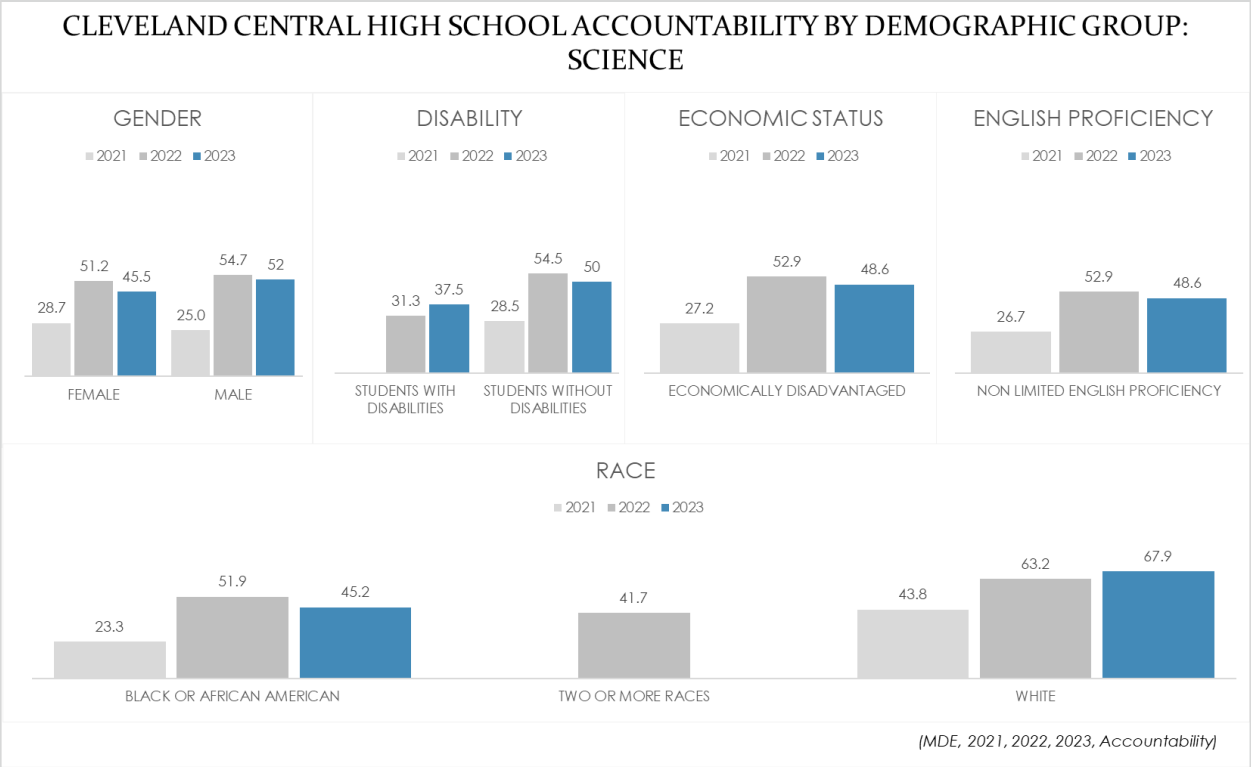


Figure 212: Cleveland Central High School Proficiency by Demographic Group: Science

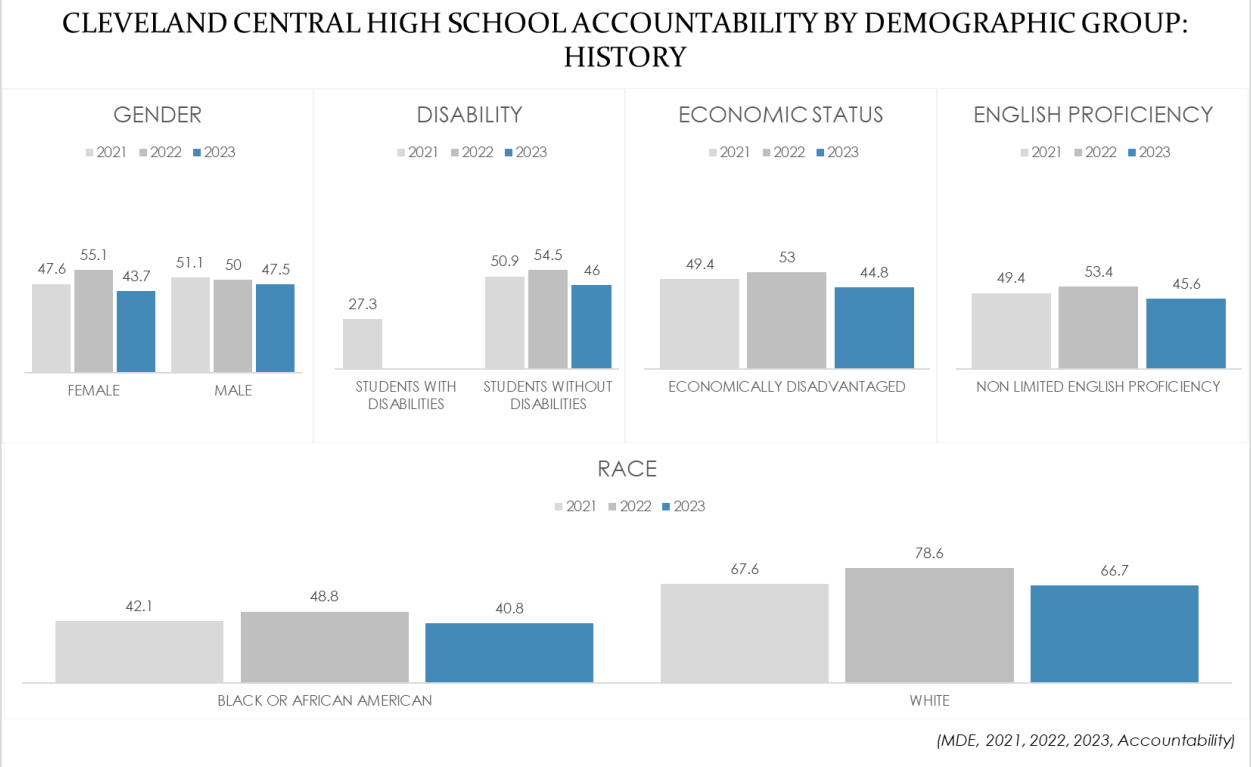
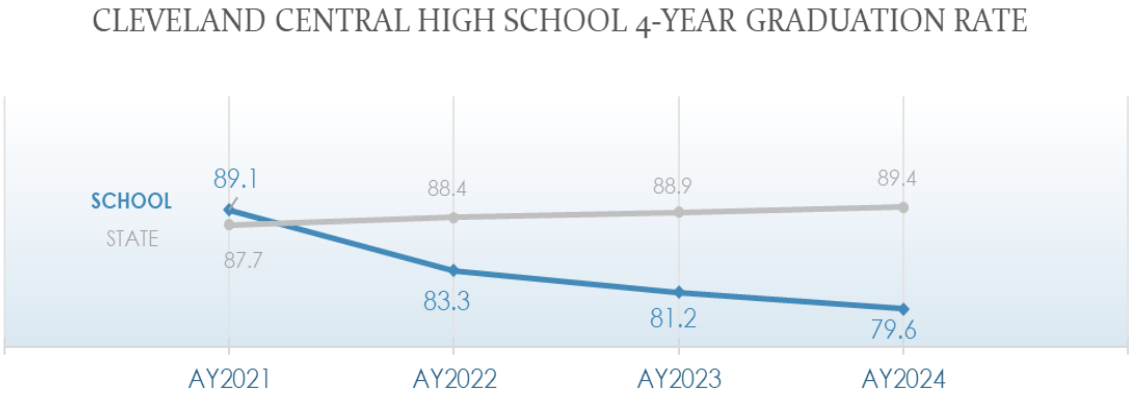


Figure 213: Cleveland Central High School Proficiency by Demographic Group: History

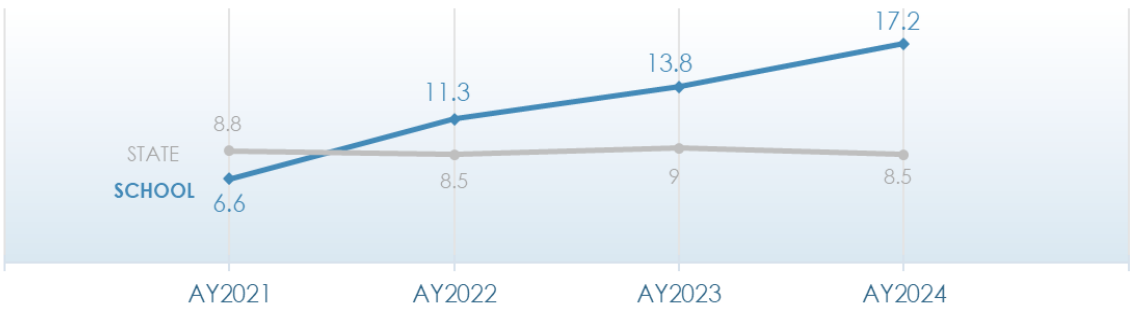
4-Year Graduation Rates



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

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

Figure 214: Cleveland Central 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 215: Cleveland Central High School Dropout Rate

Assessment

ACT

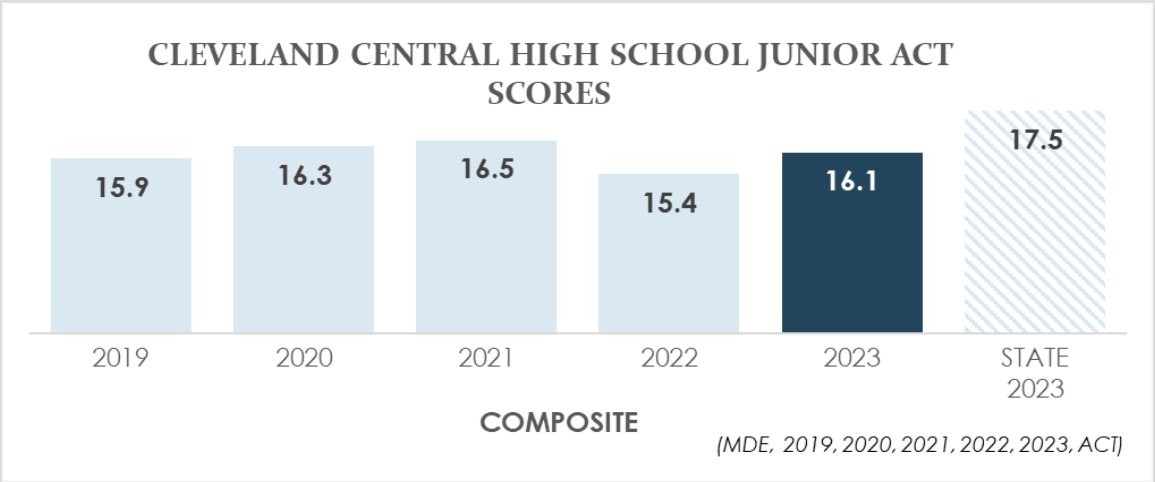


Figure 216: Cleveland Central High School Junior ACT: Composite

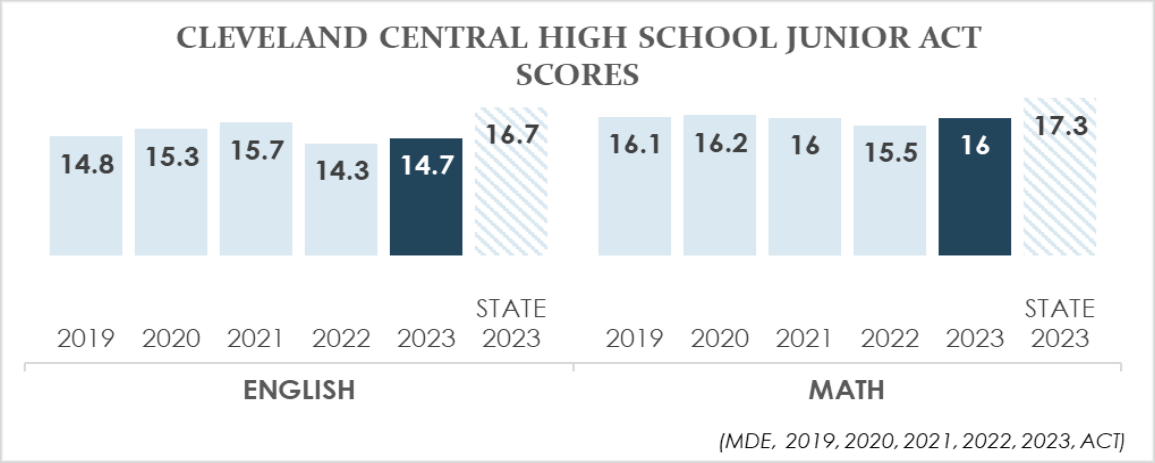


Figure 217: Cleveland Central High School Junior ACT: English and Math

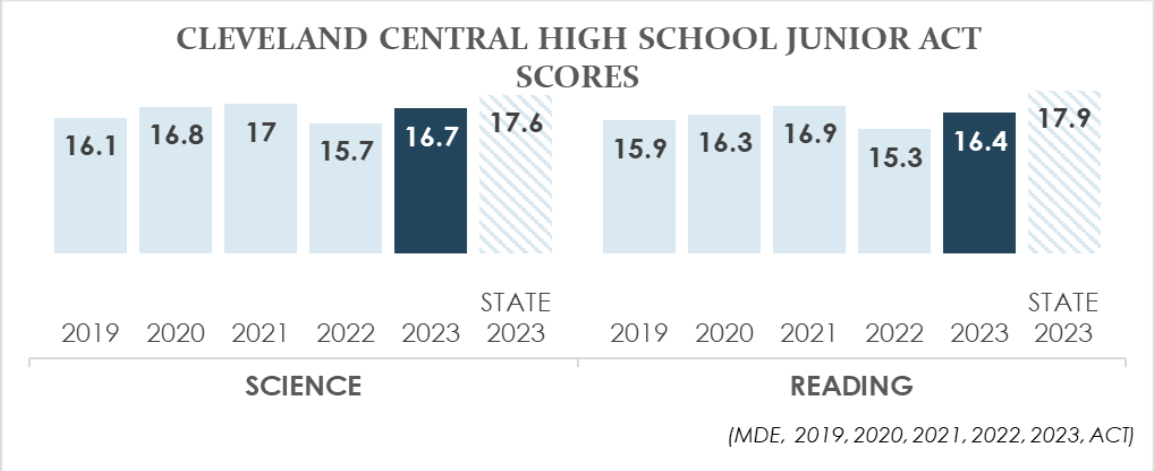


Figure 218: Cleveland Central High School Junior ACT: Science and Reading

Mississippi Academic Assessment Program (MAAP)

MAAP ELA and MATH

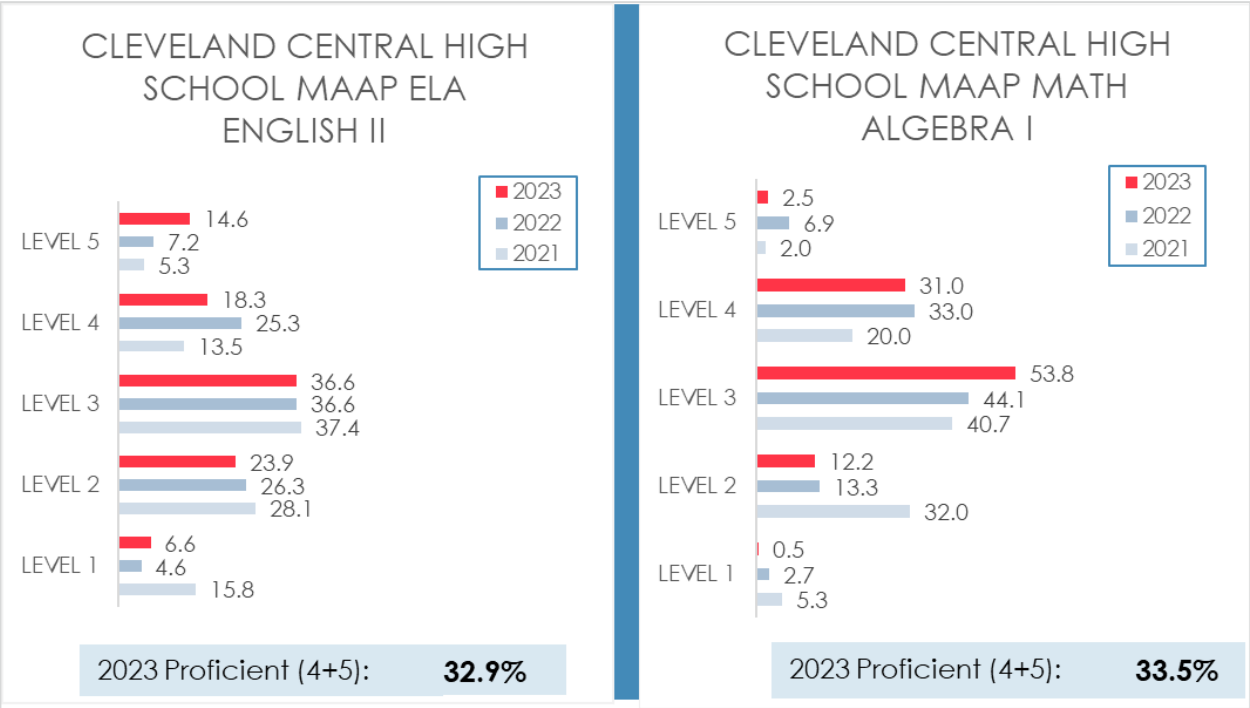


Figure 219: Cleveland Central High School MAAP ELA and Math: English II and Algebra I

MAAP END-OF-COURSE

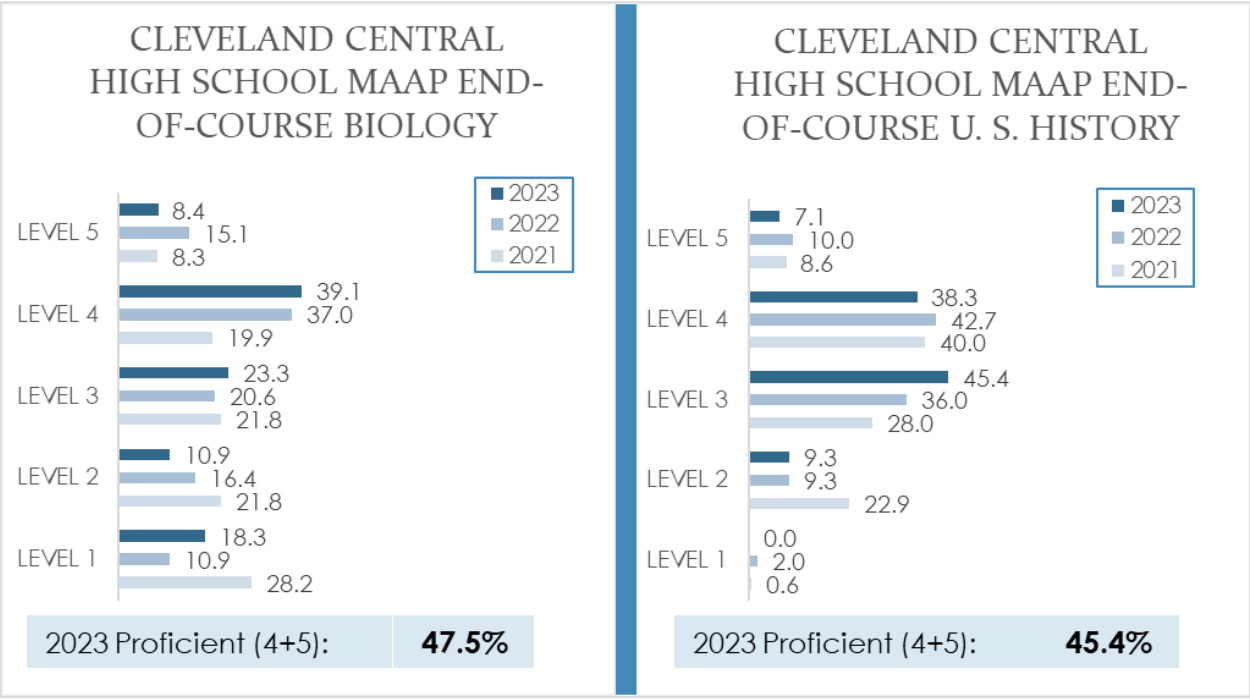


Figure 220: Cleveland Central High School MAAP End-of-Course Biology I and U. S. History

Personnel

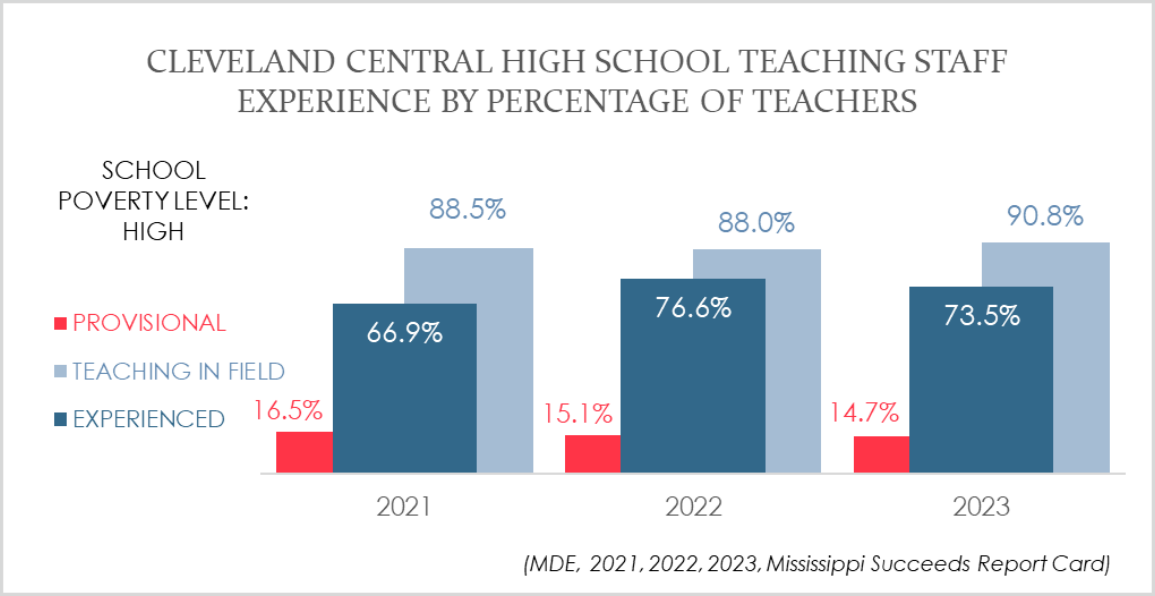


Figure 221: Cleveland Central High School Teaching Staff Experience by Percentage of Teachers

Discipline

CLEVELAND CENTRAL HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE

		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤5		24.9	19.8	24.6	9.1			
GENDER	FEMALE	≤5		22.6	17.8	23.4	7.1			
	MALE	≤5		27.3	22.1	25.8	11.3			
RACE	BLACK OR AFRICAN AMERICAN	≤5		28.4	21.4	26.1	10.1			
	TWO OR MORE RACES	≤5		13.2	18.5	24.2	5.3			
	WHITE	≤5		15.1	15.3	21.9	7.6			
DISABILITY	STUDENTS WITH DISABILITIES	≤5		21.5	21.7	27.8	10.8			
	STUDENTS WITHOUT DISABILITIES	≤5		25.3	19.7	24.3	8.9			
EL	NON LIMITED ENGLISH PROFICIENCY			25.1		24.7	9.2			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	34.0	41.0	72.0		≤5			≤5	
GENDER	FEMALE	≤10	23.0	23.0		≤5			≤5	
	MALE	29.0	18.0	49.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	28.0	39.0	67.0		≤5			≤5	
	TWO OR MORE RACES	≤10		≤10		≤5			≤5	
	WHITE	≤10	≤10	≤10		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES	≤10	≤10	16.0		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	29.0	36.0	56.0		≤5			≤5	
EL	NON LIMITED ENGLISH PROFICIENCY		41.0	72.0		≤5			≤5	

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

Figure 222: Cleveland Central High School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Cleveland Central High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Preschool and Kindergarten;* and *Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-three (43) faculty and staff members, seventeen (17) parents, and two hundred thirty-six (236) students responded to the survey.

Cleveland Central High School Faculty/Staff Survey

Federal Programs

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	12	27.9%
Agree	27	62.8%
Disagree	4	9.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	8	18.6%
Agree	13	30.2%
Disagree	8	18.6%
Strongly Disagree	4	9.3%
Not Applicable or No Information	10	23.3%

I use disaggregated student data to inform classroom decisions and instructional practices.	Count	Percentage
Strongly Agree	14	32.6%
Agree	24	55.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	11.6%

I use effective, evidence-based strategies for:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	46.5%	39.5%	0.0%	0.0%	14.0%
Teaching special needs students.	30.2%	53.5%	0.0%	0.0%	16.3%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	23.3%	46.5%	0.0%	0.0%	30.2%
Developing and using classroom assessments.	44.2%	44.2%	0.0%	0.0%	11.6%
Closing the achievement gap between diverse groups of students.	41.9%	44.2%	2.3%	0.0%	11.6%

I contact parents every week.	Count	Percentage
Strongly Agree	12	27.9%
Agree	23	53.5%
Disagree	4	9.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.3%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	28	65.1%
Minor disruptions that steal instructional time	14	32.6%
Major classroom disruptions	1	2.3%

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	14	32.6%
Expedited evaluation services for students with limited English	9	20.9%
Expedited evaluation services for gifted and talented students	6	14.0%
Additional academic support	21	48.8%
Tutoring	15	34.9%
Enrichment educational services	12	27.9%
Counseling	29	67.4%
Mentors	19	44.2%
School supplies	25	58.1%
School uniforms	11	25.6%
Dental referrals	10	23.3%
Medical referrals	9	20.9%
Bullying assistance	10	23.3%

Curriculum and Instruction

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	7	16.3%
Agree	31	72.1%
Disagree	4	9.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

Cleveland Central High School

The district has a quality curriculum that is aligned with state and national standards.	Count	Percentage
Strongly Agree	14	32.6%
Agree	25	58.1%
Disagree	2	4.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.7%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	10	23.3%
Agree	30	69.8%
Disagree	2	4.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

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	20.9%
Agree	24	55.8%
Disagree	6	14.0%
Strongly Disagree	3	7.0%
Not Applicable or No Information	1	2.3%

Our school (district) is doing a good job in the following areas:	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
English/Language Arts (reading, writing, speaking, listening)	25.6%	55.8%	11.6%	2.3%	4.7%
Health Education	14.0%	60.5%	9.3%	9.3%	7.0%
Science	25.6%	65.1%	4.7%	2.3%	2.3%
Foreign Languages	18.6%	65.1%	9.3%	2.3%	4.7%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Physical Education	14.0%	58.1%	16.3%	7.0%	4.7%
Career/Vocational Education	30.2%	48.8%	11.6%	7.0%	2.3%
Social Studies	23.3%	65.1%	7.0%	2.3%	2.3%
Fine Arts (music, visual arts, dance, drama)	23.3%	65.1%	7.0%	2.3%	2.3%
Mathematics	27.9%	58.1%	11.6%	0.0%	2.3%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	7	16.3%
Agree	32	74.4%
Disagree	2	4.7%
Strongly Disagree	1	2.3%
Not Applicable or No Information	1	2.3%

I have access to a curriculum guide for each core subject I teach.

	Count	Percentage
Yes	33	78.6%
No	9	21.4%

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

	Count	Percentage
Strongly Agree	12	27.9%
Agree	24	55.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	16.3%

I develop assessments that mirror the format & complexity of state assessments.		
	Count	Percentage
Strongly Agree	9	20.9%
Agree	23	53.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	25.6%

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	17	39.5%
Utilize technology such as class websites, blogs, and videos	29	67.4%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	26	60.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	23	53.5%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	23	53.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	21	48.8%
Use bilingual handouts and cues	1	2.3%
Use visual displays, portable white boards, and posters when giving instructions	23	53.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	11	25.6%

The counseling program is working very well.		
	Count	Percentage
Strongly Agree	10	23.3%
Agree	14	32.6%
Disagree	12	27.9%
Strongly Disagree	3	7.0%
Not Applicable or No Information	4	9.3%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	15	34.9%
Agree	23	53.5%
Disagree	2	4.7%
Strongly Disagree	2	4.7%
Not Applicable or No Information	1	2.3%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	11	25.6%
Agree	24	55.8%
Disagree	3	7.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	4	9.3%

Parents are involved and support school functions.	Count	Percentage
Strongly Agree	5	11.6%
Agree	20	46.5%
Disagree	13	30.2%
Strongly Disagree	3	7.0%
Not Applicable or No Information	2	4.7%

School Improvement

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	9	20.9%
Agree	25	58.1%
Disagree	5	11.6%
Strongly Disagree	2	4.7%
Not Applicable or No Information	2	4.7%

My school is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.

	Count	Percentage
Strongly Agree	8	18.6%
Agree	25	58.1%
Disagree	5	11.6%
Strongly Disagree	1	2.3%
Not Applicable or No Information	4	9.3%

My school has adequate human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

	Count	Percentage
Strongly Agree	5	11.6%
Agree	29	67.4%
Disagree	4	9.3%
Strongly Disagree	2	4.7%
Not Applicable or No Information	3	7.0%

My school has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.

	Count	Percentage
Strongly Agree	7	16.3%
Agree	25	58.1%
Disagree	6	14.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	4	9.3%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	7	16.3%
Agree	17	39.5%
Disagree	10	23.3%
Strongly Disagree	7	16.3%
Not Applicable or No Information	2	4.7%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	9	20.9%
Agree	23	53.5%
Disagree	6	14.0%
Strongly Disagree	3	7.0%
Not Applicable or No Information	2	4.7%

Discipline policies are fair at this school.		
	Count	Percentage
Strongly Agree	8	18.6%
Agree	19	44.2%
Disagree	9	20.9%
Strongly Disagree	5	11.6%
Not Applicable or No Information	2	4.7%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	11	25.6%
Agree	21	48.8%
Disagree	8	18.6%
Strongly Disagree	1	2.3%
Not Applicable or No Information	2	4.7%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.		
	Count	Percentage
Strongly Agree	12	27.9%
Agree	28	65.1%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.7%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly Agree	11	25.6%
Agree	20	46.5%
Disagree	7	16.3%
Strongly Disagree	2	4.7%
Not Applicable or No Information	3	7.0%

Teachers are regularly involved in the development of school policies.	Count	Percentage
Strongly Agree	8	18.6%
Agree	14	32.6%
Disagree	10	23.3%
Strongly Disagree	6	14.0%
Not Applicable or No Information	5	11.6%

Teachers have a major role in curriculum development in this school.	Count	Percentage
Strongly Agree	7	16.3%
Agree	18	41.9%
Disagree	8	18.6%
Strongly Disagree	6	14.0%
Not Applicable or No Information	4	9.3%

Teachers are provided adequate time each day to prepare for teaching.	Count	Percentage
Strongly Agree	13	30.2%
Agree	23	53.5%
Disagree	2	4.7%
Strongly Disagree	2	4.7%
Not Applicable or No Information	3	7.0%

When I need to talk with an administrator, I can do so with relative ease.	Count	Percentage
Strongly Agree	14	32.6%
Agree	18	41.9%
Disagree	5	11.6%
Strongly Disagree	2	4.7%
Not Applicable or No Information	4	9.3%

If I have a discipline problem, the administration gives me the support I want.	Count	Percentage
Strongly Agree	9	20.9%
Agree	17	39.5%
Disagree	11	25.6%
Strongly Disagree	2	4.7%
Not Applicable or No Information	4	9.3%

All things considered, I am satisfied with being a teacher.	Count	Percentage
Strongly Agree	11	25.6%
Agree	22	51.2%
Disagree	3	7.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	6	14.0%

TECHNOLOGY

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.	Count	Percentage
Strongly Agree	9	20.9%
Agree	22	51.2%
Disagree	5	11.6%
Strongly Disagree	4	9.3%
Not Applicable or No Information	3	7.0%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.	Count	Percentage
Strongly Agree	10	23.3%
Agree	25	58.1%
Disagree	4	9.3%
Strongly Disagree	1	2.3%
Not Applicable or No Information	3	7.0%

My biggest equipment needs are:	Count	Percentage
Computers	18	41.9%
Software	17	39.5%
Mobile laptop computers	12	27.9%
Listening centers	2	4.7%
Interactive white board	7	16.3%
Classroom response system (clickers)	10	23.3%
Digital slates (e.g. iPad, Microsoft Pro)	7	16.3%

Professional Development

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

Sufficient resources are available to allow teachers to take advantage of professional development activities.		
	Count	Percentage
Strongly Agree	9	20.9%
Agree	26	60.5%
Disagree	3	7.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	4	9.3%

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	7	16.3%
Agree	22	51.2%
Disagree	9	20.9%
Strongly Disagree	3	7.0%
Not Applicable or No Information	2	4.7%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.	Count	Percentage
Strongly Agree	9	20.9%
Agree	21	48.8%
Disagree	1	2.3%
Strongly Disagree	4	9.3%
Not Applicable or No Information	8	18.6%

The professional development I have received has been beneficial for me as a beginning teacher.	Count	Percentage
Strongly Agree	5	11.6%
Agree	17	39.5%
Disagree	1	2.3%
Strongly Disagree	2	4.7%
Not Applicable or No Information	18	41.9%

General Opinion

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

Faculty/Staff members from Cleveland Central High School expressed praise for how the school takes care of ESL and SPED students, makes the learning environment safe and comfortable, and provides a variety of extracurricular activities. One faculty member stated, "I love that my school is always finding ways to incorporate college preps and trips for our students." However, they highlighted the need for better facilities, dealing with negative student behaviors in a timely manner, and providing federal and state funding for improved technologies in the classroom. Another faculty member commented, "The district needs a bigger IT department. It would be ideal to have one IT person per school, housed at each school."

Cleveland Central High School Student Survey

Federal Programs

Federal funds are used effectively at my school.	Count	Percentage
Strongly Agree	15	6.4%
Agree	92	39.0%
Disagree	62	26.3%
Strongly Disagree	26	11.0%
Not Applicable or No Information	41	17.4%

Curriculum and Instruction

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disa-gree	N / A
Science	30.9%	53.0%	8.5%	4.2%	3.4%
Foreign Languages	24.2%	47.0%	12.3%	1.7%	14.8%
English/Language Arts (reading, writing, speaking, listening)	28.0%	61.4%	5.1%	1.3%	4.2%
Health Education	23.3%	50.4%	10.2%	2.5%	13.6%
Social Studies	27.5%	53.8%	9.3%	3.4%	5.9%
Fine Arts (music, visual arts, dance, drama)	27.5%	45.8%	8.1%	1.7%	16.9%
Mathematics	26.3%	55.9%	11.9%	3.8%	2.1%
Physical Education	25.8%	49.2%	10.6%	5.1%	9.3%
Career/Vocational Education	30.9%	44.9%	6.4%	1.7%	16.1%

My school work is challenging and requires my best effort.	Count	Percentage
Strongly Agree	44	18.6%
Agree	139	58.9%
Disagree	34	14.4%
Strongly Disagree	15	6.4%
Not Applicable or No Information	4	1.7%

Homework that I am expected to complete helps me improve my learning.	Count	Percentage
Strongly Agree	33	14.0%
Agree	118	50.0%
Disagree	45	19.1%
Strongly Disagree	22	9.3%
Not Applicable or No Information	18	7.6%

I use additional resources, beyond the textbooks for my classes, to help me with my school work.	Count	Percentage
Strongly Agree	50	21.2%
Agree	148	62.7%
Disagree	28	11.9%
Strongly Disagree	8	3.4%
Not Applicable or No Information	2	0.8%

The grading and evaluation of my class work is fair.	Count	Percentage
Strongly Agree	37	15.7%
Agree	158	66.9%
Disagree	25	10.6%
Strongly Disagree	12	5.1%
Not Applicable or No Information	4	1.7%

Teachers are concerned that students learn the subjects they teach.	Count	Percentage
Strongly Agree	39	16.5%
Agree	128	54.2%
Disagree	46	19.5%
Strongly Disagree	10	4.2%
Not Applicable or No Information	13	5.5%

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

	Count	Percentage
Strongly Agree	42	17.8%
Agree	143	60.6%
Disagree	23	9.7%
Strongly Disagree	11	4.7%
Not Applicable or No Information	17	7.2%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	85	36.0%
Agree	124	52.5%
Disagree	17	7.2%
Strongly Disagree	5	2.1%
Not Applicable or No Information	5	2.1%

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

	Count	Percentage
Strongly Agree	48	20.3%
Agree	134	56.8%
Disagree	36	15.3%
Strongly Disagree	13	5.5%
Not Applicable or No Information	5	2.1%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	54	22.9%
Agree	147	62.3%
Disagree	18	7.6%
Strongly Disagree	11	4.7%
Not Applicable or No Information	6	2.5%

My teachers give me personal encouragement in my school work.	Count	Percentage
Strongly Agree	32	13.6%
Agree	118	50.0%
Disagree	60	25.4%
Strongly Disagree	14	5.9%
Not Applicable or No Information	12	5.1%

A counselor is available if I need help in solving personal problems.	Count	Percentage
Strongly Agree	46	19.5%
Agree	117	49.6%
Disagree	28	11.9%
Strongly Disagree	13	5.5%
Not Applicable or No Information	32	13.6%

If I have a problem or suggestion for the principal, he/she is available.	Count	Percentage
Strongly Agree	35	14.8%
Agree	127	53.8%
Disagree	27	11.4%
Strongly Disagree	14	5.9%
Not Applicable or No Information	33	14.0%

The people in the principal's office care about students as individuals.	Count	Percentage
Strongly Agree	36	15.3%
Agree	116	49.2%
Disagree	39	16.5%
Strongly Disagree	15	6.4%
Not Applicable or No Information	30	12.7%

School spirit is very high at our school.	Count	Percentage
Strongly Agree	38	16.1%
Agree	88	37.3%
Disagree	67	28.4%
Strongly Disagree	35	14.8%
Not Applicable or No Information	8	3.4%

General Opinion

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

Students from Cleveland Central High School believe the school is doing well in making sure students are safe, enforcing school rules, and helping students learn. One student said, "I believe the school does well overall in everything they provide. This includes the resources, planning of events, and use of school funds." Students also mention the need for putting a stop to bullying and fighting, improving the food options, and cleaner restrooms. Another student stated, "Start caring about the band and our facilities more. The school district said that they have renovated every single bathroom on campus, but they haven't once touched the bathrooms in the band hall."

Cleveland Central High School Parent Survey

Federal Programs

In my experience, teachers in the school are state certified and effective.		
	Count	Percentage
Strongly Agree	4	23.5%
Agree	8	47.1%
Disagree	2	11.8%
Strongly Disagree	1	5.9%
Not Applicable or No Information	2	11.8%

School nurses help improve student attendance and academic achievement.		
	Count	Percentage
Strongly Agree	1	5.9%
Agree	10	58.8%
Disagree	0	0.0%
Strongly Disagree	1	5.9%
Not Applicable or No Information	5	29.4%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	4	23.5%
Disagree	8	47.1%
Strongly Disagree	4	23.5%
Not Applicable or No Information	1	5.9%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	1	5.9%
Agree	7	41.2%
Disagree	3	17.6%
Strongly Disagree	1	5.9%
Not Applicable or No Information	5	29.4%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	2	11.8%
Agree	5	29.4%
Disagree	4	23.5%
Strongly Disagree	3	17.6%
Not Applicable or No Information	3	17.6%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	9	52.9%
Disagree	1	5.9%
Strongly Disagree	4	23.5%
Not Applicable or No Information	3	17.6%

I have read and understood the Title I School-Parent Compact.		
	Count	Percentage
Yes	13	76.5%
No	4	23.5%

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	17.6%
Supporting college and career counseling	10	58.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	10	58.8%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	6	35.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	4	23.5%

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	41.2%
Providing school-based mental health services and counseling	7	41.2%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	4	23.5%
Establishing or improving dropout prevention	4	23.5%
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)	4	23.5%
Implementing systems and practices to prevent bullying and harassment	6	35.3%
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	11	64.7%
Building technological capacity and infrastructure	5	29.4%
Carrying out innovative blended learning projects	4	23.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	7	41.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	6	35.3%

Are you aware that your child's school is a Title 1 School?	Count	Percentage
Yes	17	100.0%
No	0	0.0%

Have you been invited to attend Title specific programming at your child's schools in the past?	Count	Percentage
Yes	7	41.2%
No	10	58.8%

As a parent, I would like more information regarding:	Count	Percentage
Testing and grades	5	29.4%
Safety in the schools	11	64.7%
Curriculum and learning goals	9	52.9%
Available technology and how it's used in the classroom	9	52.9%
How to contact my child's teacher	3	17.6%
Homework	3	17.6%

Cleveland Central High School

I would like my child's school to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	3	17.6%
Drug/Alcohol Awareness	3	17.6%
Computer Classes	1	5.9%
Conflict Resolution	4	23.5%
Discipline	2	11.8%
English as a Second Language	0	0.0%
Health Classes	2	11.8%
Literacy Classes	1	5.9%
Math Classes	2	11.8%
Parent-to-School Relationships	7	41.2%
Parent/Child Communication	5	29.4%
Preparing for College	9	52.9%
Parenting Workshops	4	23.5%
Social Media Classes	3	17.6%
Stress/Anger Management	6	35.3%
Understanding College- and Career-Ready Standards	7	41.2%

I would like my child's school 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	11.8%
Help my child with homework	0	0.0%
How to motivate my child	8	47.1%
How to promote family reading	1	5.9%
How to set goals for my child	4	23.5%
Manage time	5	29.4%
Prepare my child for testing	10	58.8%
Understand my child's learning styles	7	41.2%

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	6	35.3%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	7	41.2%
Resource materials for parental training	4	23.5%
Training for parents to work with other parents on becoming involved in the schools	9	52.9%

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
Travel expenses to attend parent involvement/PTA workshops and conferences.	1	5.9%
Home/School folders	3	17.6%
Home/School Planners	2	11.8%

Curriculum and Instruction

Students are given a sufficient amount of homework to help them succeed at their studies.	Count	Percentage
Strongly Agree	3	17.6%
Agree	11	64.7%
Disagree	2	11.8%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

The educational program offered to students in the school is of high quality.	Count	Percentage
Strongly Agree	1	5.9%
Agree	13	76.5%
Disagree	2	11.8%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.	Count	Percentage
Strongly Agree	3	17.6%
Agree	10	58.8%
Disagree	3	17.6%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts (reading, writing, speaking, listening)	11.8%	64.7%	11.8%	11.8%	0.0%
Health Education	5.9%	58.8%	11.8%	11.8%	11.8%
Science	29.4%	47.1%	11.8%	11.8%	0.0%
Foreign Languages	5.9%	47.1%	5.9%	29.4%	11.8%
Physical Education	11.8%	52.9%	17.6%	11.8%	5.9%
Career/Vocational Education	11.8%	76.5%	0.0%	5.9%	5.9%
Social Studies	23.5%	58.8%	11.8%	5.9%	0.0%
Fine Arts (music, visual arts, dance, drama)	17.6%	58.8%	0.0%	17.6%	5.9%
Mathematics	29.4%	47.1%	11.8%	11.8%	0.0%

Our school is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.	Count	Percentage
Strongly Agree	1	5.9%
Agree	11	64.7%
Disagree	3	17.6%
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	2	11.8%
Agree	10	58.8%
Disagree	2	11.8%
Strongly Disagree	2	11.8%
Not Applicable or No Information	1	5.9%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	1	5.9%
Agree	11	64.7%
Disagree	4	23.5%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

I have been involved in more than one activity at my child's school.		
	Count	Percentage
Yes	13	76.5%
No	4	23.5%

Which type of activities have you attended?		
	Count	Percentage
Sports/ Club	9	52.9%
Open House	11	64.7%
PTA/PTSA	8	47.1%
Science Night/Math/Literacy Night	1	5.9%
Data Night	5	29.4%
Volunteer Opportunities/Field Trip Chaperone	4	23.5%
Financial Aid/ College Readiness Workshops	4	23.5%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	2	11.8%
Agree	7	41.2%
Disagree	6	35.3%
Strongly Disagree	2	11.8%
Not Applicable or No Information	0	0.0%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	1	5.9%
Agree	9	52.9%
Disagree	4	23.5%
Strongly Disagree	3	17.6%
Not Applicable or No Information	0	0.0%

Cleveland Central High School

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	3	17.6%
Agree	7	41.2%
Disagree	5	29.4%
Strongly Disagree	2	11.8%
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	3	17.6%
Agree	12	70.6%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
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	11.8%
Agree	7	41.2%
Disagree	4	23.5%
Strongly Disagree	1	5.9%
Not Applicable or No Information	3	17.6%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	4	23.5%
Checked my child's grades/assignments online	15	88.2%
Been in contact with my child's teacher	6	35.3%
Received a newsletter from the district, school, or teacher	6	35.3%
Worked with a committee or group on school or district policies	4	23.5%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	7	41.2%

In the past year, I have attended/participated in the following:	Count	Percentage
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	10	58.8%
Volunteered at my child's school	7	41.2%

School Improvement

The school is committed to a shared purpose and direction.	Count	Percentage
Strongly Agree	1	5.9%
Agree	13	76.5%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	1	5.9%

School leaders have established processes to develop the vision and improvement efforts for our school.	Count	Percentage
Strongly Agree	1	5.9%
Agree	7	41.2%
Disagree	3	17.6%
Strongly Disagree	2	11.8%
Not Applicable or No Information	4	23.5%

Students, parents and school personnel show pride in the school campus and help keep it attractive.	Count	Percentage
Strongly Agree	2	11.8%
Agree	9	52.9%
Disagree	1	5.9%
Strongly Disagree	3	17.6%
Not Applicable or No Information	2	11.8%

School Climate and Culture

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	2	11.8%
Agree	10	58.8%
Disagree	4	23.5%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

Discipline policies are fair at this school.

	Count	Percentage
Strongly Agree	1	5.9%
Agree	9	52.9%
Disagree	4	23.5%
Strongly Disagree	1	5.9%
Not Applicable or No Information	2	11.8%

As a whole, teachers are concerned about my son/daughter as an individual.

	Count	Percentage
Strongly Agree	4	23.5%
Agree	10	58.8%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

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

	Count	Percentage
Strongly Agree	2	11.8%
Agree	9	52.9%
Disagree	3	17.6%
Strongly Disagree	1	5.9%
Not Applicable or No Information	2	11.8%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	3	17.6%
Agree	11	64.7%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

The school's grading policies and practices are administered fairly.	Count	Percentage
Strongly Agree	3	17.6%
Agree	11	64.7%
Disagree	3	17.6%
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	2	11.8%
Agree	11	64.7%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	17.6%

Students show respect for each other.	Count	Percentage
Strongly Agree	0	0.0%
Agree	8	47.1%
Disagree	2	11.8%
Strongly Disagree	5	29.4%
Not Applicable or No Information	2	11.8%

Preschool and Kindergarten

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Understanding the difference between right and wrong and recognizing and respecting authority figures.	25.0%	0.0%	0.0%	0.0%	75.0%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	0.0%	25.0%	0.0%	0.0%	75.0%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Playing independently or in a small group without needing to be constantly supervised.	33.3%	0.0%	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.	25.0%	0.0%	0.0%	0.0%	75.0%
Making decisions for himself/herself and exploring new experiences.	25.0%	0.0%	0.0%	0.0%	75.0%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	0.0%	0.0%	0.0%	0.0%	100.0%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	0.0%	25.0%	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%	0.0%	0.0%	0.0%	75.0%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of	0.0%	25.0%	0.0%	0.0%	75.0%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
"addition" and "subtraction," and recognizing shapes and measurements.					
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%	0.0%	0.0%	0.0%	100.0%

I know what my child is learning and must learn this school year.	Count	Percentage
Strongly Agree	1	25.0%
Agree	1	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	50.0%

General Opinion

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

Parents of students from Cleveland Central High School who participated in the survey praised the school for keeping parents updated and providing a successful learning environment. One parent commented, "There are some amazing teachers that really are committed to their job and the students. The administration is very strong, and they definitely want what's best for our children." Parents would like to see more college resources, increased help with ACT prep, and a junior robotics team. Another parent sees the need for "more college touring or guest speakers such as the president of DSU. He's currently touring high schools and speaking."

Notes

FIGURES

Figure 1: District Enrollment 4
Figure 2: District Enrollment by Demographic Group 4
Figure 3: District Average Daily Attendance 5
Figure 4: District Chronic Absence by Demographic Group 6
Figure 5: District Accountability Rating 8
Figure 6: District Accountability: Reading 8
Figure 7: District Accountability: Math 9
Figure 8: District Accountability: Science 9
Figure 9: District Accountability: History 10
Figure 10: District Accountability: Advanced 10
Figure 11: District Accountability: English Proficiency 11
Figure 12: District Accountability by Demographic Group: Reading 12
Figure 13: District Accountability by Demographic Group: Math 12
Figure 14: District Accountability by Demographic Group: Science 13
Figure 15: District Accountability by Demographic Group: History 13
Figure 16: District Changes in ELA Proficiency Gap-to-Goal by Gender 14
Figure 17: District Changes in ELA Proficiency Gap-to-Goal by Disability 14
Figure 18: District Changes in ELA Proficiency Gap-To-Goal by Economic Status 15
Figure 19: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency 15
Figure 20: District Changes in ELA Proficiency Gap-To-Goal by Race 15
Figure 21: District Changes in Math Proficiency Gap-to-Goal by Gender 16
Figure 22: District Changes in Math Proficiency Gap-To-Goal by Disability 16
Figure 23: District Changes in Math Proficiency Gap-To-Goal by Economic Status 16
Figure 24: District Changes in Math Proficiency Gap-To-Goal by English Proficiency 17
Figure 25: District Changes in Math Proficiency Gap-To-Goal by Race 17
Figure 26: District 4-Year Graduation Rates 18
Figure 27: District Dropout Rate 18
Figure 28: District Graduation Rate by Demographic Group 19
Figure 29: District Advanced Course Enrollment by Demographic Group 21
Figure 30: District Post-Secondary Enrollment by Demographic Group 21
Figure 31: District Junior ACT: Composite 22
Figure 32: District Junior ACT: English and Math 23
Figure 33: District Junior ACT: Science and Reading 23
Figure 34: Early Learning Collaborative or State-Invested Prekindergarten: Kindergarten Readiness Assessment 24
Figure 35: District Kindergarten Readiness Assessment: Kindergarten 24
Figure 36: District Literacy-Based Promotion Act Third Grade Reading Assessment 25
Figure 37: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption 26
Figure 38: District K-8 Retention Rates 26
Figure 39: District MAAP ELA Grades 3 and 4 27
Figure 40: District MAAP ELA Grades 5 and 6 27
Figure 41: District MAAP ELA Grades 7 and 8 28
Figure 42: District MAAP ELA English II 28
Figure 43: District MAAP Math Grades 3 and 4 29
Figure 44: District MAAP Math Grades 5 and 6 29
Figure 45: District MAAP Math Grades 7 and 8 30
Figure 46: District MAAP Math Algebra I 30

Figures

Figure 47: District MAAP-SCI Grades 5 and 8 31
Figure 48: District MAAP-EOC Biology I and U. S. History 31
Figure 49: ELA Proficiency Gain/Loss Over Time 32
Figure 50: Math Proficiency Gain/Loss Over Time 32
Figure 51: Science and EOC Proficiency Gain/Loss Over Time 32
Figure 52: District Disciplinary Actions Reported to MDE 33
Figure 53: District Per Pupil Expenditures 34
Figure 54: District Expenditures by Function 34
Figure 55: District Expenditures by Function: Percent of Total 35
Figure 56: District Revenue Sources 35
Figure 57: Mississippi Adequate Education Program (MAEP) Allocations 35
Figure 58: District Federal Title Programs Funding Allocation 36
Figure 59: Current District Finance Rank Compared to Other Mississippi School Districts 36
Figure 60: District Classroom Teachers and Per Pupil Ratio 37
Figure 61: District Teaching Staff Experience by Percentage of Teachers 37
Figure 62: District Administrative and Support Personnel 38
Figure 63: District Administrative and Support Staff Average Salaries 38
Figure 64: District Teacher and Instructional Personnel Average Salaries 39
Figure 65: Distribution of Stakeholders 40
Figure 66: Distribution of Faculty/Staff Respondents by School 41
Figure 67: Distribution of Student Respondents by School 41
Figure 68: Distribution of Parent Respondents by School 41
Figure 69: Bell Academy Enrollment 90
Figure 70: Bell Academy Enrollment by Demographic Group 90
Figure 71: Bell Academy Average Daily Attendance 91
Figure 72: Bell Academy Chronic Absence by Demographic Group 91
Figure 73: Bell Academy Accountability Rating 92
Figure 74: Bell Academy Accountability: Reading 92
Figure 75: Bell Academy Accountability: Math 93
Figure 76: Bell Academy Accountability: Science 93
Figure 77: Bell Academy Reading Proficiency by Demographic Group 94
Figure 78: Bell Academy Math Proficiency by Demographic Group 94
Figure 79: Bell Academy Science Proficiency by Demographic Group 95
Figure 80: Bell Academy Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten 95
Figure 81: Bell Academy Kindergarten Readiness Assessment: Kindergarten 96
Figure 82: Bell Academy Initial Third-Grade Reading Assessment Pass Rate 96
Figure 83: Bell Academy MAAP ELA Grades 3 and 4 97
Figure 84: Bell Academy MAAP ELA Grades 5 and 6 97
Figure 85: Bell Academy MAAP Math Grades 3 and 4 98
Figure 86: Bell Academy MAAP Math Grades 5 and 6 98
Figure 87: Bell Academy MAAP Science Grade 5 99
Figure 88: Bell Academy Teaching Staff Experience by Percentage of Teachers 99
Figure 89: Bell Academy Disciplinary Actions Reported to MDE 100
Figure 90: D. M. Smith Elementary School Enrollment 134
Figure 91: D. M. Smith Elementary School Enrollment by Demographic Group 134
Figure 92: D. M. Smith Elementary School Average Daily Attendance 135
Figure 93: D. M. Smith Elementary School Chronic Absence by Demographic Group 135
Figure 94: D. M. Smith Elementary School Accountability Rating 136
Figure 95: D. M. Smith Elementary School Accountability: Reading 136
Figure 96: D. M. Smith Elementary School Accountability: Math 137
Figure 97: D. M. Smith Elementary School Accountability: Science 137

Figure 98: D. M. Smith Elementary School Reading Proficiency by Demographic Group 138
Figure 99: D. M. Smith Elementary School Math Proficiency by Demographic Group 138
Figure 100: D. M. Smith Elementary School Science Proficiency by Demographic Group 139
Figure 101: D. M. Smith Elementary School Initial Third-Grade Reading Assessment Pass Rate 139
Figure 102: D. M. Smith Elementary School MAAP ELA Grades 3 and 4 140
Figure 103: D. M. Smith Elementary School MAAP ELA Grades 5 and 6 140
Figure 104: D. M. Smith Elementary School MAAP Math Grades 3 and 4 141
Figure 105: D. M. Smith Elementary School MAAP Math Grades 5 and 6 141
Figure 106: D. M. Smith Elementary School MAAP Science Grade 5 142
Figure 107: D. M. Smith Elementary School Teaching Staff Experience by Percentage of Teachers 142
Figure 108: D. M. Smith Elementary School Disciplinary Actions Reported to MDE 143
Figure 109: Hayes Cooper Center Enrollment 176
Figure 110: Hayes Cooper Center Enrollment by Demographic Group 176
Figure 111: Hayes Cooper Center Average Daily Attendance 177
Figure 112: Hayes Cooper Center Chronic Absence by Demographic Group 177
Figure 113: Hayes Cooper Center Accountability Rating 178
Figure 114: Hayes Cooper Center Accountability: Reading 178
Figure 115: Hayes Cooper Center Accountability: Math 179
Figure 116: Hayes Cooper Center Accountability: Science 179
Figure 117: Hayes Cooper Center Reading Proficiency by Demographic Group 180
Figure 118: Hayes Cooper Center Math Proficiency by Demographic Group 180
Figure 119: Hayes Cooper Center Science Proficiency by Demographic Group 181
Figure 120: Hayes Cooper Center Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten 181
Figure 121: Hayes Cooper Center Kindergarten Readiness Assessment: Kindergarten 182
Figure 122: Hayes Cooper Center Initial Third-Grade Reading Assessment Pass Rate 182
Figure 123: Hayes Cooper Center MAAP ELA Grades 3 and 4 183
Figure 124: Hayes Cooper Center MAAP ELA Grades 5 and 6 183
Figure 125: Hayes Cooper Center MAAP Math Grades 3 and 4 184
Figure 126: Hayes Cooper Center MAAP Math Grades 5 and 6 184
Figure 127: Hayes Cooper Center MAAP Science Grade 5 185
Figure 128: Hayes Cooper Center Teaching Staff Experience by Percentage of Teachers 185
Figure 129: Hayes Cooper Center Disciplinary Actions Reported to MDE 186
Figure 130: H. M. Nailor Elementary School Enrollment 220
Figure 131: H. M. Nailor Elementary School Enrollment by Demographic Group 220
Figure 132: H. M. Nailor Elementary School Average Daily Attendance 221
Figure 133: H. M. Nailor Elementary School Chronic Absence by Demographic Group 221
Figure 134: H. M. Nailor Elementary School Accountability Rating 222
Figure 135: H. M. Nailor Elementary School Accountability: Reading 222
Figure 136: H. M. Nailor Elementary School Accountability: Math 223
Figure 137: H. M. Nailor Elementary School Reading Proficiency by Demographic Group 224
Figure 138: H. M. Nailor Elementary School Math Proficiency by Demographic Group 224
Figure 139: H. M. Nailor Elementary School Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten 225
Figure 140: H. M. Nailor Elementary School Kindergarten Readiness Assessment: Kindergarten 225
Figure 141: H. M. Nailor Elementary School Teaching Staff Experience by Percentage of Teachers 226
Figure 142: H. M. Nailor Elementary School Disciplinary Actions Reported to MDE 226
Figure 143: Parks Elementary School Enrollment 260
Figure 144: Parks Elementary School Enrollment by Demographic Group 260
Figure 145: Parks Elementary School Average Daily Attendance 261

Figures

Figure 146: Parks Elementary School Chronic Absence by Demographic Group 261
Figure 147: Parks Elementary School Accountability Rating 262
Figure 148: Parks Elementary School Accountability: Reading 262
Figure 149: Parks Elementary School Accountability: Math 263
Figure 150: Parks Elementary School Accountability: Science 263
Figure 151: Parks Elementary School Reading Proficiency by Demographic Group 264
Figure 152: Parks Elementary School Math Proficiency by Demographic Group 264
Figure 153: Parks Elementary School Science Proficiency by Demographic Group 265
Figure 154: Parks Elementary School Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten 265
Figure 155: Parks Elementary School Kindergarten Readiness Assessment: Kindergarten 266
Figure 156: Parks Elementary School Initial Third-Grade Reading Assessment Pass Rate 266
Figure 157: Parks Elementary School MAAP ELA Grades 3 and 4 267
Figure 158: Parks Elementary School MAAP ELA Grades 5 and 6 267
Figure 159: Parks Elementary School MAAP Math Grades 3 and 4 268
Figure 160: Parks Elementary School MAAP Math Grades 5 and 6 268
Figure 161: Parks Elementary School MAAP Science Grade 5 269
Figure 162: Parks Elementary School Teaching Staff Experience by Percentage of Teachers 269
Figure 163: Parks Elementary School Disciplinary Actions Reported to MDE 270
Figure 164: Pearman Elementary School Enrollment 304
Figure 165: Pearman Elementary School Enrollment by Demographic Group 304
Figure 166: Pearman Elementary School Average Daily Attendance 305
Figure 167: Pearman Elementary School Chronic Absence by Demographic Group 305
Figure 168: Pearman Elementary School Accountability Rating 306
Figure 169: Pearman Elementary School Accountability: Reading 306
Figure 170: Pearman Elementary School Accountability: Math 307
Figure 171: Pearman Elementary School Accountability: Science 307
Figure 172: Pearman Elementary School Accountability: English Proficiency 308
Figure 173: Pearman Elementary School Reading Proficiency by Demographic Group 308
Figure 174: Pearman Elementary School Math Proficiency by Demographic Group 309
Figure 175: Pearman Elementary School Science Proficiency by Demographic Group 309
Figure 176: Pearman Elementary School Initial Third-Grade Reading Assessment Pass Rate 310
Figure 177: Pearman Elementary School MAAP ELA Grades 3 and 4 311
Figure 178: Pearman Elementary School MAAP ELA Grades 5 and 6 311
Figure 179: Pearman Elementary School MAAP Math Grades 3 and 4 312
Figure 180: Pearman Elementary School MAAP Math Grades 5 and 6 312
Figure 181: Pearman Elementary School MAAP Science Grade 5 313
Figure 182: Pearman Elementary School Teaching Staff Experience by Percentage of Teachers 313
Figure 183: Pearman Elementary School Disciplinary Actions Reported to MDE 314
Figure 184: Cleveland Central Middle School Enrollment 348
Figure 185: Cleveland Central Middle School Enrollment by Demographic Group 348
Figure 186: Cleveland Central Middle School Average Daily Attendance 348
Figure 187: Cleveland Central Middle School Chronic Absence by Demographic Group 349
Figure 188: Cleveland Central Middle School Accountability Rating 350
Figure 189: Cleveland Central Middle School Accountability: Reading 350
Figure 190: Cleveland Central Middle School Accountability: Math 351
Figure 191: Cleveland Central Middle School Accountability: Science 351
Figure 192: Cleveland Central Middle School Accountability by Demographic Group: Reading 352
Figure 193: Cleveland Central Middle School Proficiency by Demographic Group: Math 352
Figure 194: Cleveland Central Middle School Proficiency by Demographic Group: Science 353

Figure 195: Cleveland Central Middle School MAAP ELA Grades 7 and 8 354
Figure 196: Cleveland Central Middle School MAAP Math Grades 7 and 8 354
Figure 197: Cleveland Central Middle School MAAP Science Grade 8 355
Figure 198: Cleveland Central Middle School Teaching Staff Experience by Percentage of Teachers 355
Figure 199: Cleveland Central Middle School Disciplinary Actions Reported to MDE 356
Figure 200: Cleveland Central High School Enrollment 390
Figure 201: Cleveland Central High School Enrollment by Demographic Group 390
Figure 202: Cleveland Central High School Average Daily Attendance 390
Figure 203: Cleveland Central High School Chronic Absence 391
Figure 204: Cleveland Central High School Accountability Rating 392
Figure 205: Cleveland Central High School Accountability: Reading 392
Figure 206: Cleveland Central High School Accountability: Math 393
Figure 207: Cleveland Central High School Accountability: Science 393
Figure 208: Cleveland Central High School Accountability: History 394
Figure 209: Cleveland Central High School Accountability: Advanced 394
Figure 210: Cleveland Central High School Proficiency by Demographic Group: Reading 395
Figure 211: Cleveland Central High School Proficiency by Demographic Group: Math 395
Figure 212: Cleveland Central High School Proficiency by Demographic Group: Science 396
Figure 213: Cleveland Central High School Proficiency by Demographic Group: History 396
Figure 214: Cleveland Central High School 4-Year Graduation Rate 397
Figure 215: Cleveland Central High School Dropout Rate 397
Figure 216: Cleveland Central High School Junior ACT: Composite 398
Figure 217: Cleveland Central High School Junior ACT: English and Math 398
Figure 218: Cleveland Central High School Junior ACT: Science and Reading 398
Figure 219: Cleveland Central High School MAAP ELA and Math: English II and Algebra I 399
Figure 220: Cleveland Central High School MAAP End-of-Course Biology I and U. S. History 399
Figure 221: Cleveland Central High School Teaching Staff Experience by Percentage of Teachers 400
Figure 222: Cleveland Central High School Disciplinary Actions Reported to MDE 400

THIS PAGE LEFT INTENTIONALLY BLANK.

BIBLIOGRAPHY

MDE. (2020). *2019-2020 Student Assessment.* Mississippi Department of Education. https://www.mdek12.org/OPR/Reporting/Assessment/2019-20

MDE. (2020). *2020 Accountability System District Graduation and Dropout Rates.* MDE Public Reporting: Accountability. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2020/grad_dropout_rates_2020_report.pdf

MDE. (2021, January). *2019-2020 Superintendent's Annual Report.* MDE Public Reporting: Reports. https://www.mdek12.org/superintendent2020

MDE. (2021). *2021 Accountability Media File.* https://www.mdek12.org/OPR/Reporting/Accountability

MDE. (2021, March). *2021 Accountability System District Graduation and Dropout Rates.* MDE Public Reporting. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2021/2021_graduation_and_dropout_rates.pdf

MDE. (2021, January). *2021 Enrollment.* MDE State Data Export. https://newreports.mdek12.org/

MDE. (2021). *Mississippi Succeeds Report Card.* Mississippi Department of Education. https://msrc.mdek12.org/

MDE. (2021). *User Guide.* Mississippi Succeeds Annual Report Card. https://msrc.mdek12.org/downloads/MSRCUserGuide.pdf

MDE. (2022, October 27). *2021-2022 Literacy Based Promotion Act Annual Report.* Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/SSE/lbpa_2022_1_0.pdf

MDE. (2022). *2021-2022 Student Assessment.* Mississippi Department of Education. https://www.mdek12.org/OPR/Reporting/Assessment/2021-22

MDE. (2022, September 27). *2022 Accountability Results.* Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/ MDE/OEA/OPR/2022/2022_accountability_media_file.xlsx

MDE. (2022, February 17). *2022 Accountability System District Graduation and Dropout Rates.* Accountability. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2022/grad_dropout_rates_2022_report.pdf

MDE. (2022). *Mississippi Succeeds Plan (revised).* Mississippi Department of Education. https://www.mdek12.org/SSE/ESSA

MDE. (2022). *Mississippi Succeeds Report Card.* Mississippi Department of Education. https://msrc.mdek12.org/

MDE. (2023, January 21). *2021-2022 Chronic Absenteeism.* Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2022/updated_chronic_absenteeism_report_2022-jan-31-2023-final.pdf

Bibliography

MDE. (2023, January 3). *2021-2022 Superintendent's Annual Report.* Mississippi Department of Education. https://www.mdek12.org/superintendent2022

MDE. (2023, September 26). *2022-2023 Chronic Absenteeism.* Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2023/chronic_absenteeism_2023-final_9.25.2023_230p.pdf

MDE. (2023, October 19). *2022-2023 Literacy Based Promotion Act Annual Report.* Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/SSE/_lbpa_combined_file.pdf

MDE. (2023). *2022-2023 Student Assessment.* Mississippi Department of Education. https://www.mdek12.org/OPR/Reporting/Assessment/2022-23

MDE. (2023). *2023 Accountability Report.* Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2023/2023_accountability_media_file.xlsx

MDE. (2023, January 19). *2023 Accountability System Graduation and Dropout Rates.* Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2023/grad_dropout_rates_2023_report.pdf

MDE. (2023, September 28). *MDE releases school and district accountability grades for 2022-23.* Mississippi Department of Education. https://www.mdek12.org/news/2023/09/28/MDE-releases-school-and-district-accountability-grades-for-2022-23

MDE. (2023, November 9). *Mississippi high school juniors' spring 2023 ACT results released.* Mississippi Department of Education. https://www.mdek12.org/news/2023/11/9/Mississippi-high-school-juniors-spring-2023-ACT-results-released

MDE. (2023). *Mississippi Succeeds Report Card.* Mississippi Department of Education. https://msrc.mdek12.org/

MDE. (2024, January 2). *2022-2023 Superintendent's Annual Report.* Mississippi Department of Education. https://www.mdek12.org/superintendent2023

MDE. (2024). *2023-2024 Student Assessment.* Mississippi Department of Education. https://www.mdek12.org/OPR/Reporting/Assessment/2023-24

MDE. (2024, January 18). *2024 Accountability System Graduation and Dropout Rates.* Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2024/grad_dropout_rates_2024_report.pdf

MDE. (2024, January). *MDE Reports: Enrollment.* Mississippi Department of Education. https://newreports.mdek12.org/DataDownload