PELAHATCHIE ELEMENTARY SCHOOL



Introduction

Pelahatchie Elementary School is located at 213 B Brooks Street in Pelahatchie, Mississippi. In January of 2025, it served three hundred eighty-five (385) students, prekindergarten through sixth grade (PK-6).

PES is home of the Chiefs and boasted an impressive "B" accountability rating in 2024. PES is also a Mississippi Military Star School. The school is led by Principal Robin Sanders and is dedicated to empowering students to learn and grow in a safe, respectful, and nurturing environment. PES has a vision that focuses on preparing students to be responsible citizens and lifelong learners. The school ranks in the top 50% of Mississippi elementary schools. The school is proud to have a 12:1 student-teacher ratio which supports personalized instruction. PES hosts engaging family events such as STEM Night and literacy-focused gatherings. The school offers gifted education programs, reading fairs, and after-school activities that promote creativity and collaboration.

> "Bring Everyone's Strengths Together! We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education."
>
> District Mission Statement

ENROLLMENT AND ATTENDANCE

PELAHATCHIE ELEMENTARY SCHOOL ENROLLMENT

	2023	2024	2025
ALL	405	399	385
PK	*	*	19
K	57	52	52
GR_1	58	58	56
GR_2	58	51	53
GR_3	46	54	54
GR_4	52	49	54
GR_5	62	50	48
GR_6	48	60	49

(MDE, 2023, 2024, 2025, Enrollment)

Figure 87: Pelahatchie Elementary School Enrollment

PELAHATCHIE ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2022	2023	2024
ALL	ALL	406	405	399
GENDER	FEMALE	209	187	191
	MALE	197	218	208
RACE	ASIAN	*	*	*
	BLACK OR AFRICAN AMERICAN	83	73	73
	HISPANIC OR LATINO	17	*	*
	TWO OR MORE RACES	*	19	27
	WHITE	299	295	282

(MDE, 2022, 2023, 2024, Enrollment)

Figure 88: Pelahatchie Elementary School Enrollment by Demographic Group

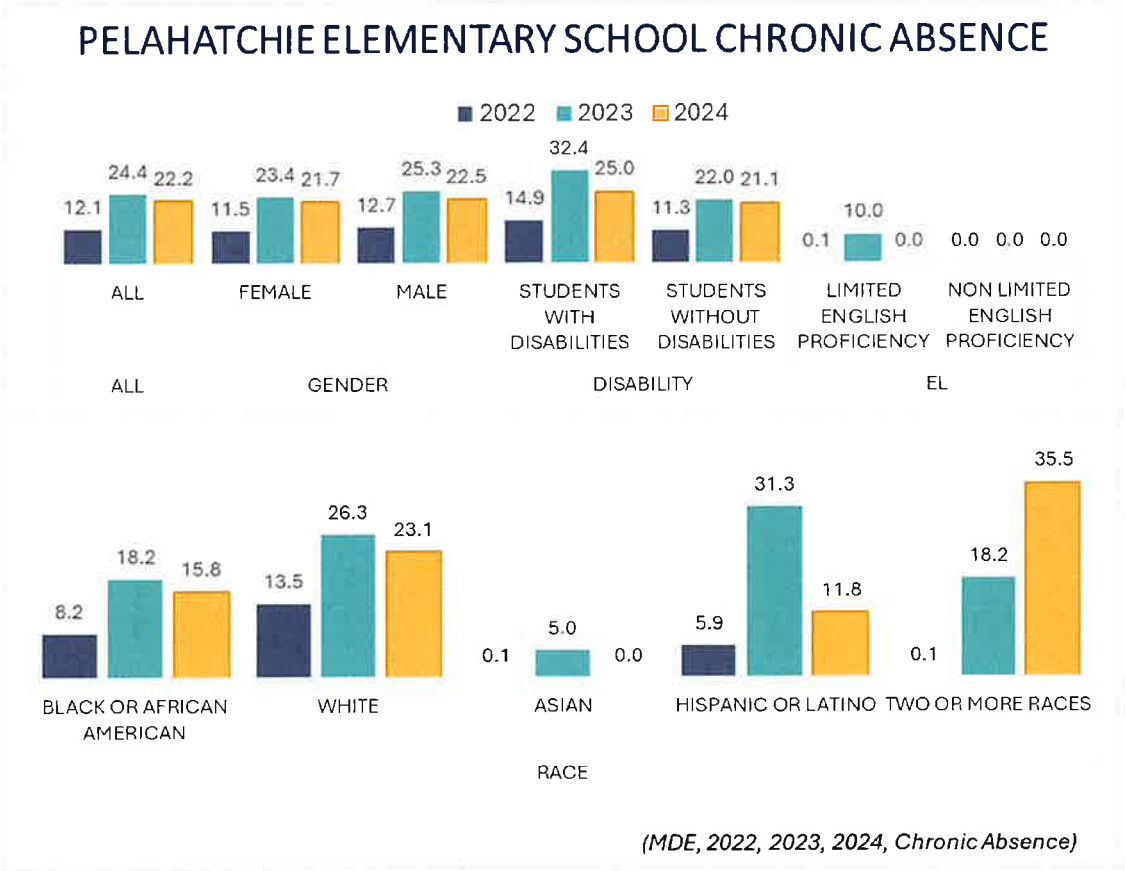
Note: Demographic enrollment for 2025 is not currently available.

PELAHATCHIE ELEMENTARY SCHOOL
AVERAGE DAILY ATTENDANCE

	2022	2023	2024
ALL	368.1	358.2	354.5
K	43.0	53.3	47.8
ELEM_SPED	8.6	4.5	4.7
GR_1	63.9	53.9	55.5
GR_2	37.7	54.1	49.1
GR_3	48.1	44.7	49.6
GR_4	57.1	46.5	45.8
GR_5	45.4	57.6	46.0
GR_6	64.4	43.7	56.1

(MDE, 2022, 2023, 2024, Superintendent's Annual Report)

Figure 89: Pelahatchie Elementary School Average Daily Attendance



(MDE, 2022, 2023, 2024, Chronic Absence)

Figure 90: Pelahatchie Elementary School Chronic Absence

ACCOUNTABILITY

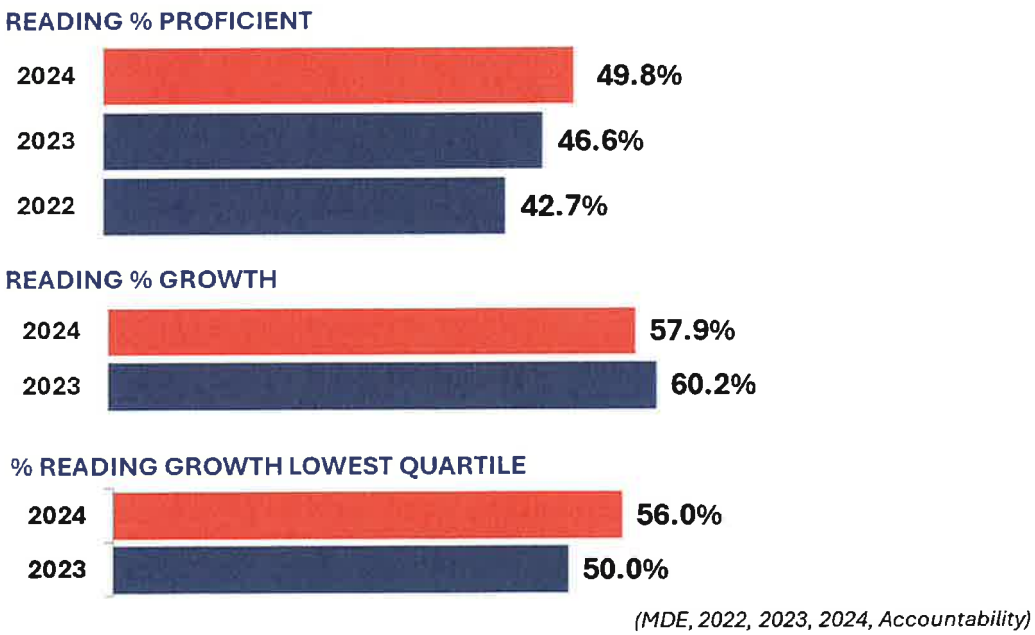
PELAHATCHIE ELEMENTARY SCHOOL ACCOUNTABILITY RATING

	2022		2023		2024
	B		B		B
POINTS	429	↓	396	↑	421

(MDE, 2022, 2023, 2024, Accountability)

Figure 91: Pelahatchie Elementary School Accountability

PELAHATCHIE ELEMENTARY SCHOOL ACCOUNTABILITY: READING



(MDE, 2022, 2023, 2024, Accountability)

Figure 92: Pelahatchie Elementary School Accountability: Reading

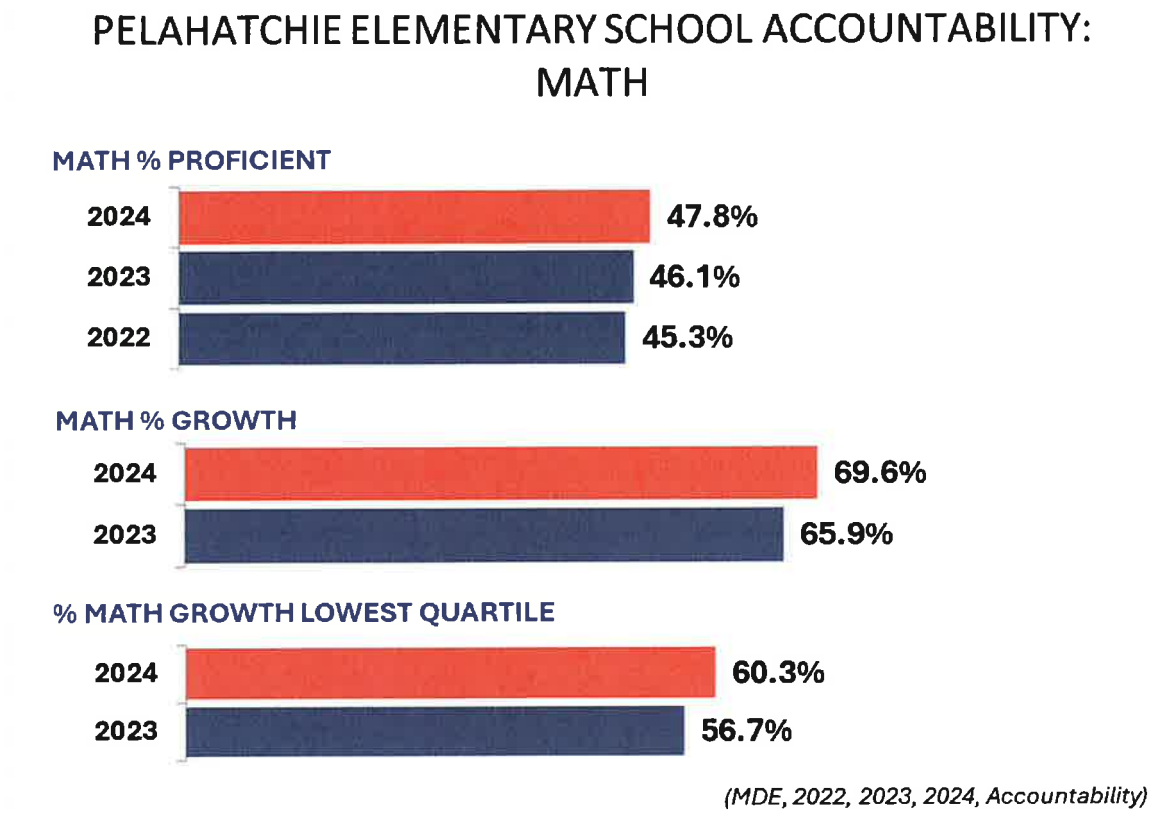


Figure 93: Pelahatchie Elementary School Accountability: Math

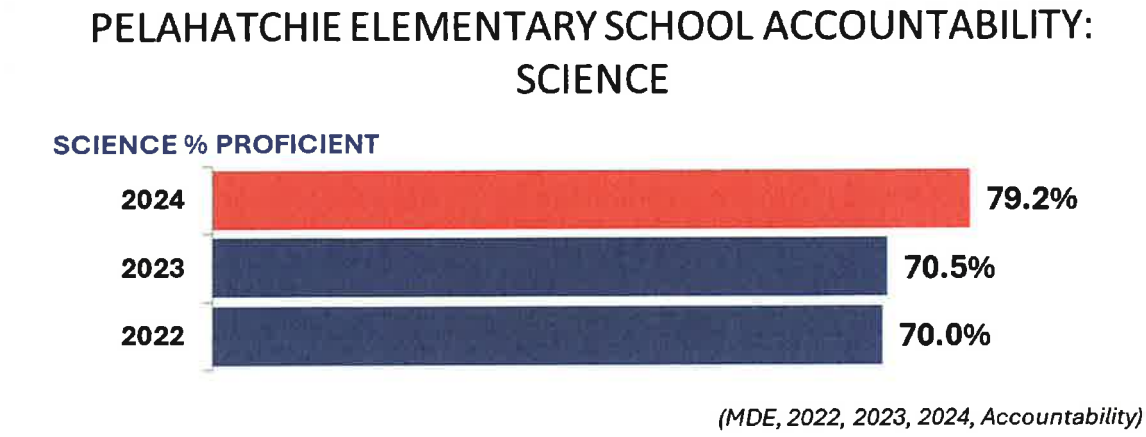


Figure 94: Pelahatchie Elementary School Accountability: Science

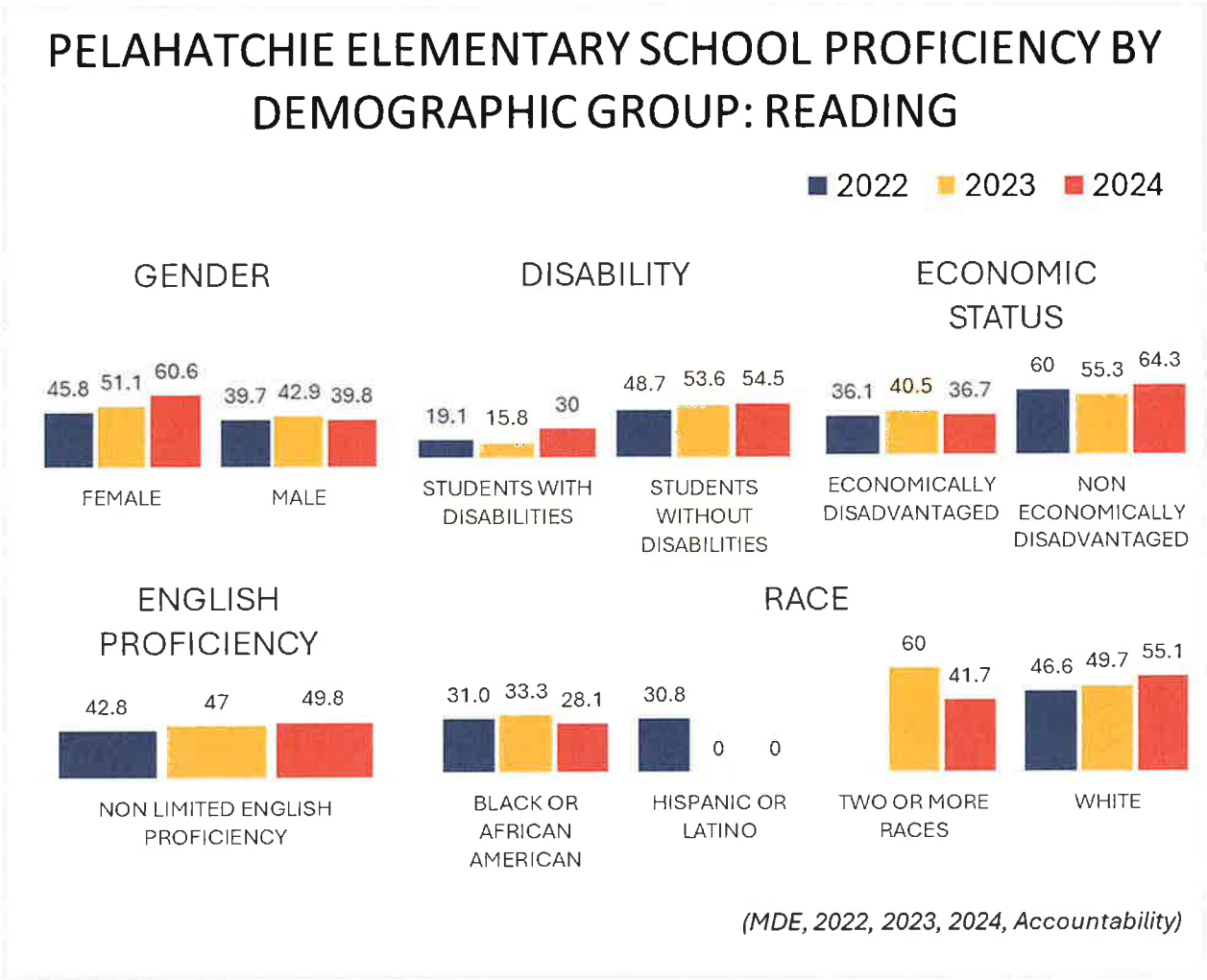


Figure 95: Pelahatchie Elementary School Proficiency by Demographic Group: Reading



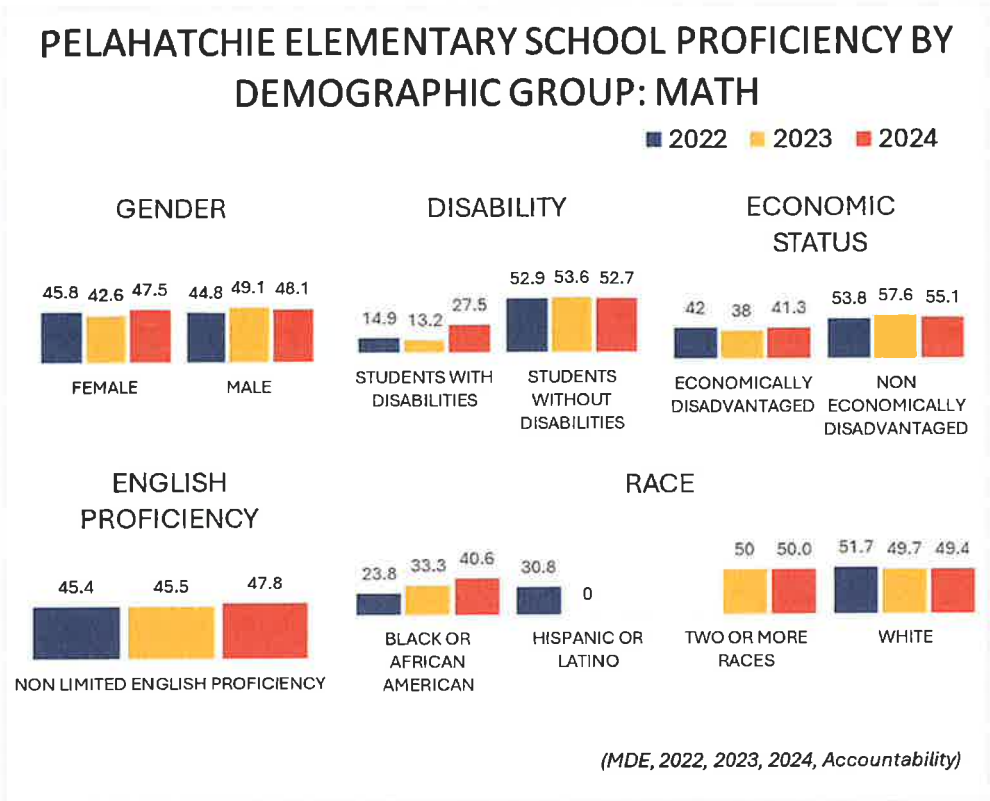


Figure 96: Pelahatchie Elementary School Proficiency by Demographic Group: Math

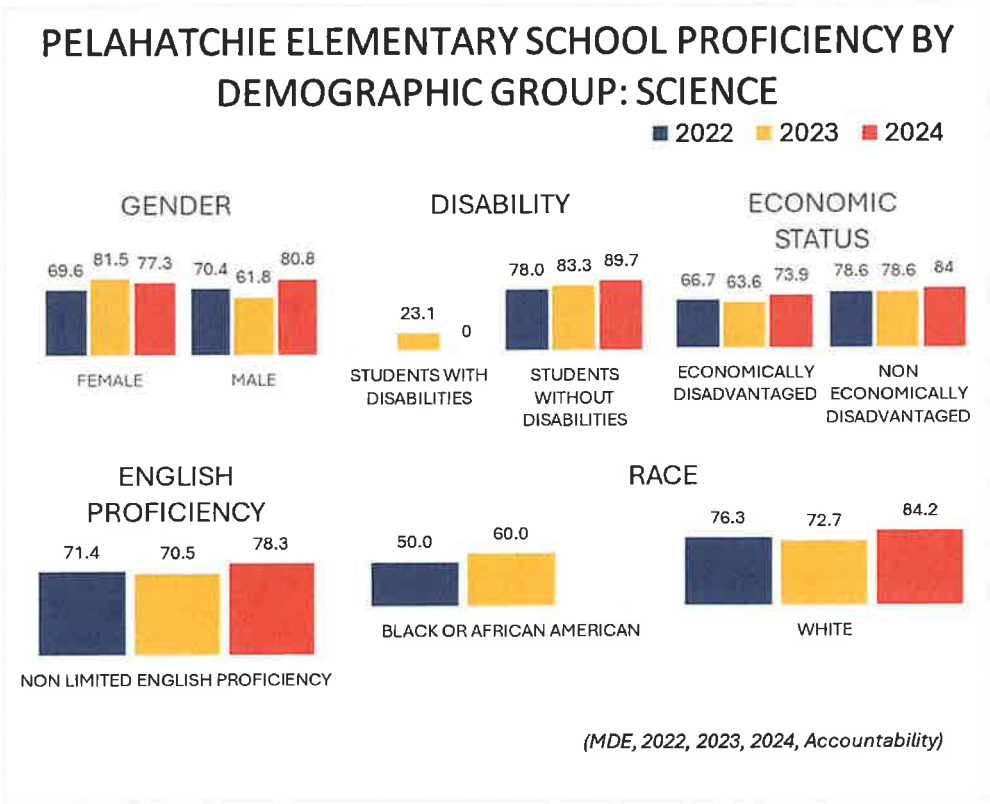


Figure 97: Pelahatchie Elementary School Proficiency by Demographic Group: Science

ASSESSMENT

KINDERGARTEN READINESS

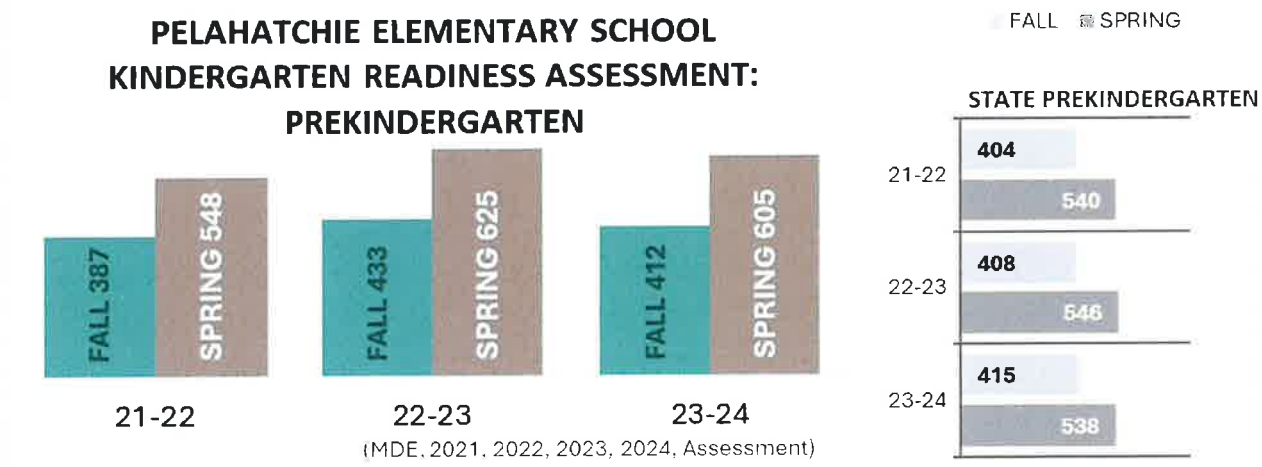


Figure 98: Pelahatchie Elementary School Kindergarten Readiness Assessment: Prekindergarten

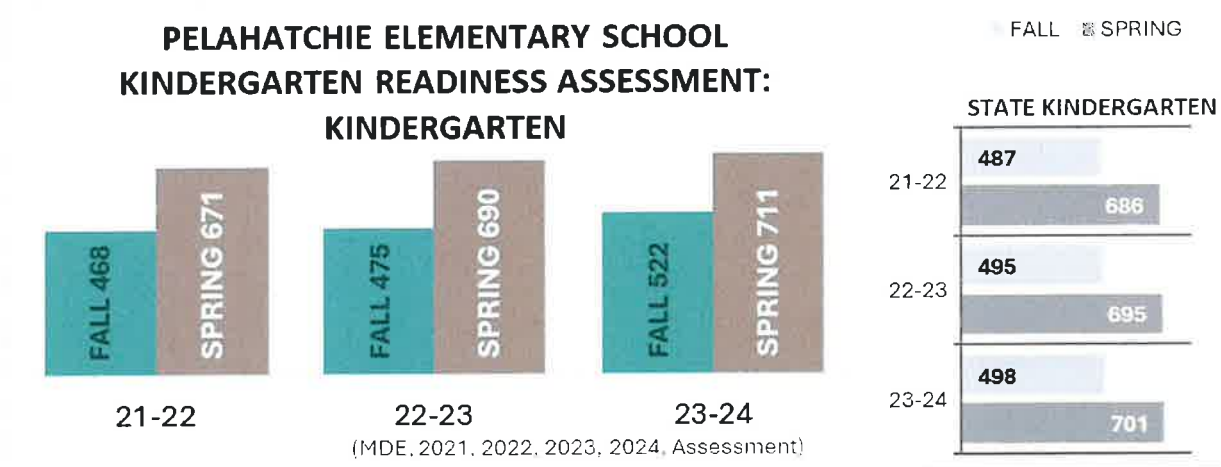


Figure 99: Pelahatchie Elementary School Kindergarten Readiness Assessment: Kindergarten

THIRD-GRADE READING

PELAHATCHIE ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE

2022	2023	2024
72.5	81.3	90.2

Figure 100: Pelahatchie Elementary School Initial Third-Grade Reading Assessment Pass Rate

Note: Only initial passing rates for individual schools are made public by MDE.

MAAP

MAAP ELA

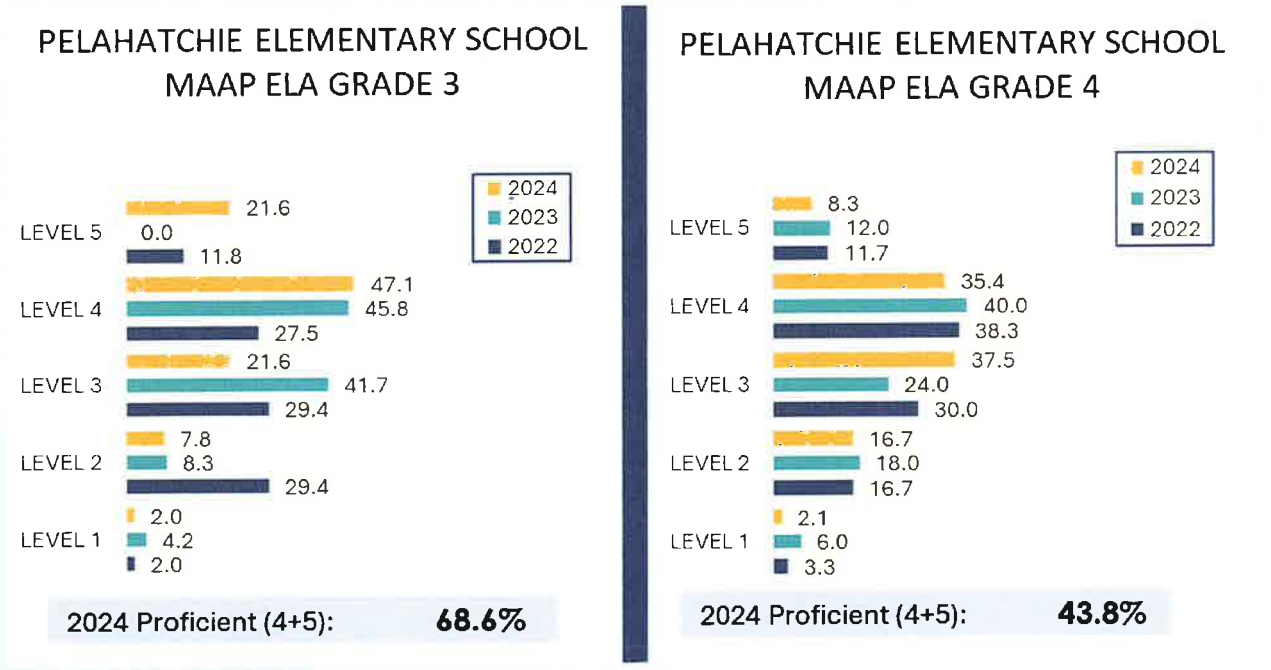


Figure 101: Pelahatchie Elementary School MAAP ELA Grades 3 and 4

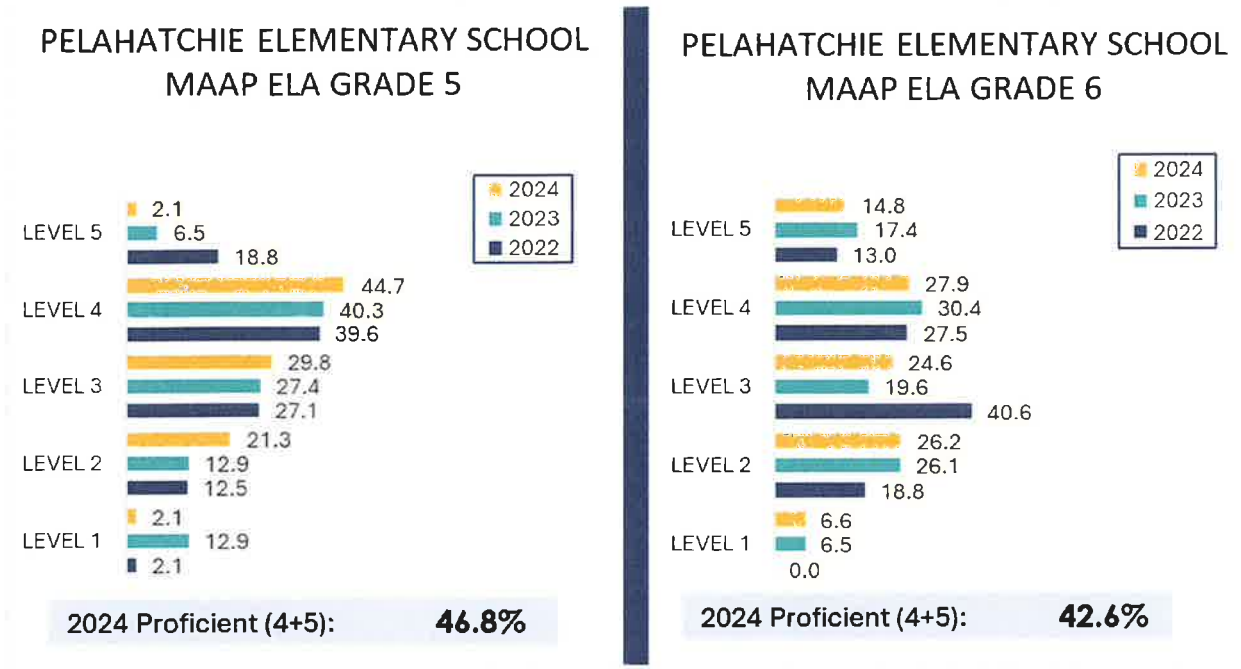


Figure 102: Pelahatchie Elementary School MAAP ELA Grades 5 and 6

MAAP MATH

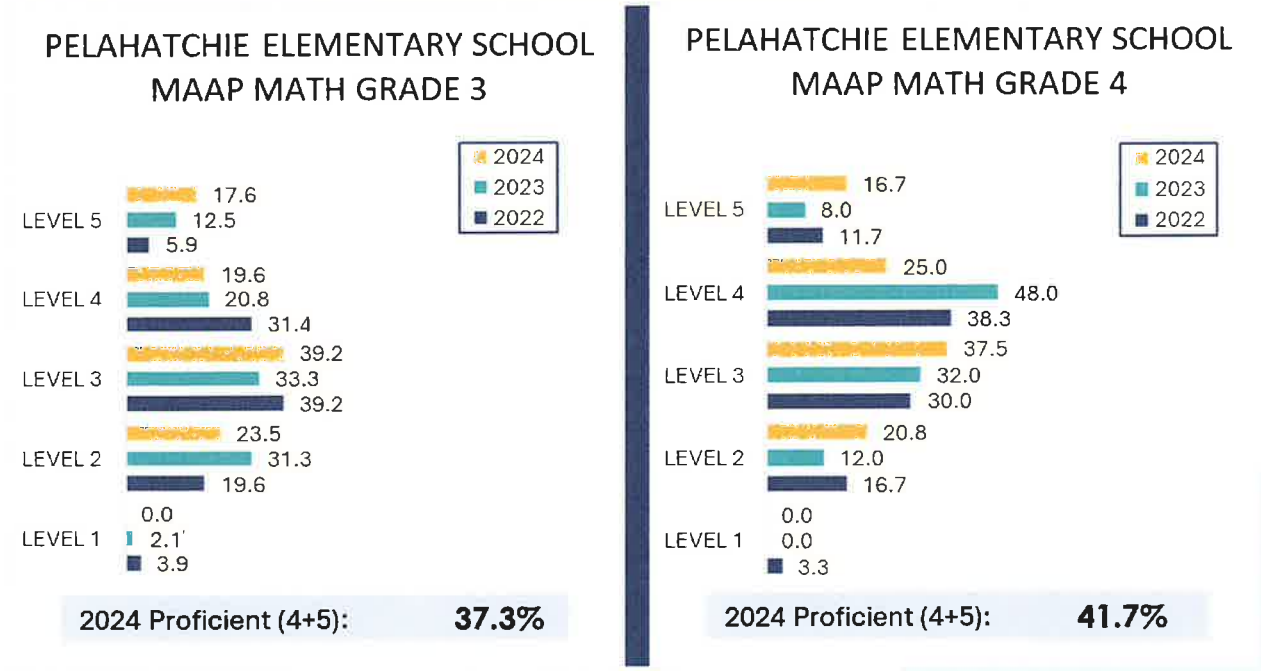


Figure 103: Pelahatchie Elementary School MAAP Math Grades 3 and 4

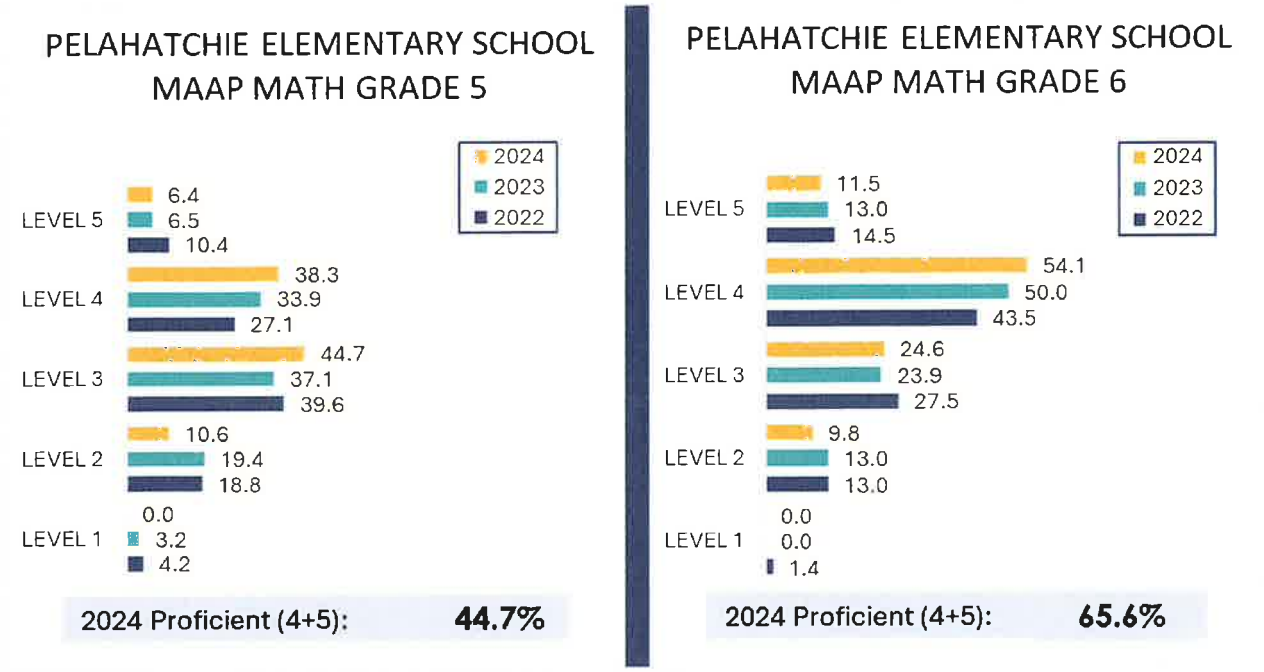
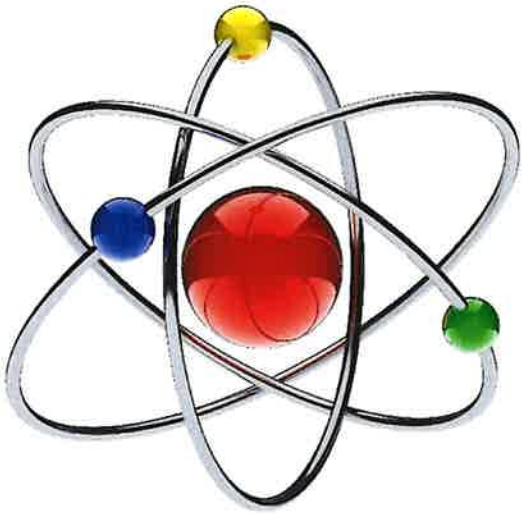


Figure 104: Pelahatchie Elementary School MAAP Math Grades 5 and 6

MAAP SCIENCE



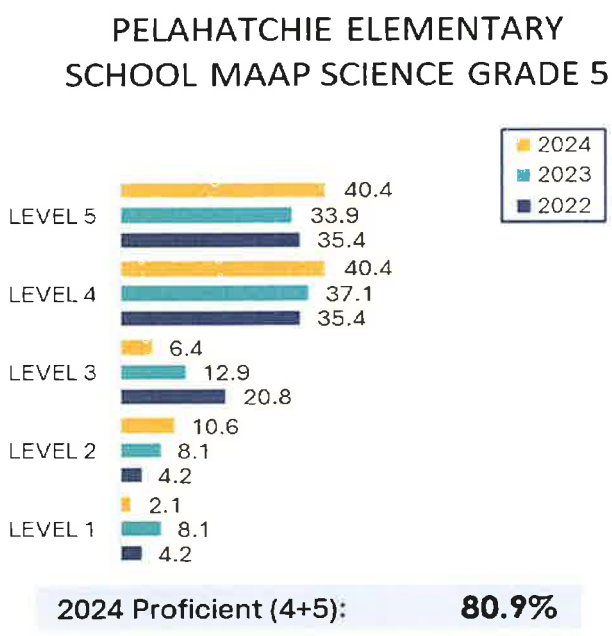


Figure 105: Pelahatchie Elementary School MAAP Science Grade 5

PERSONNEL

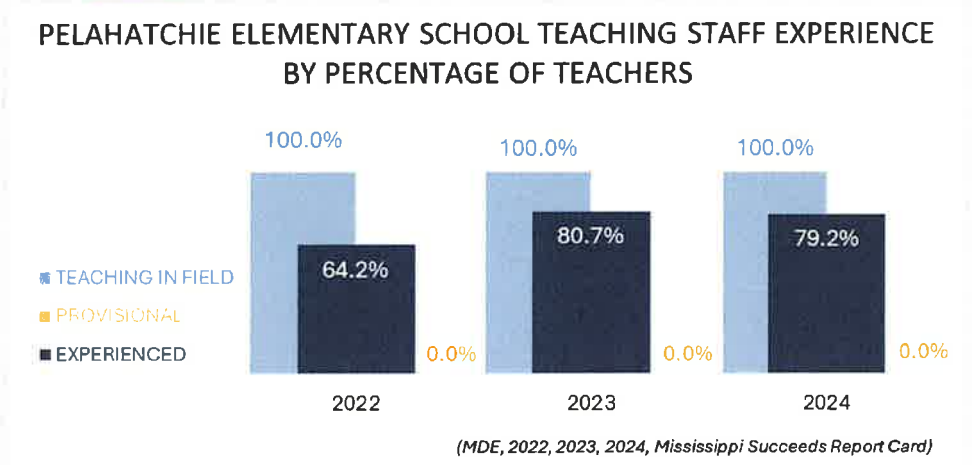


Figure 106: Pelahatchie Elementary School Teaching Staff Experience by Percentage of Teachers

DISCIPLINE

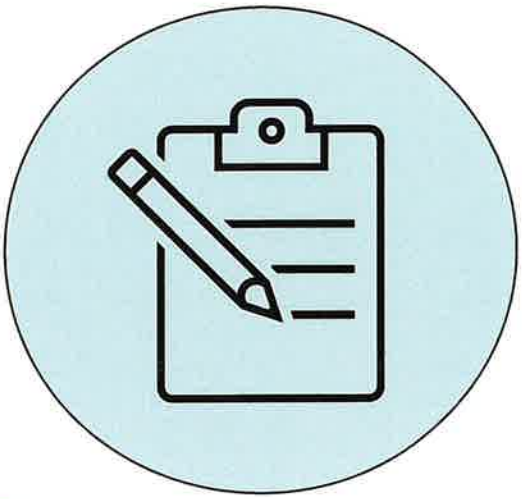
PELAHATCHIE ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE

		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	≤5	≤5		5.3	7.8	6.4			
GENDER	MALE	≤5	≤5		8.9	11.4	7.7			
RACE	BLACK OR AFRICAN AMERICAN	≤5	≤5		7.1	16.2	9.6			
	TWO OR MORE RACES					≤5	≤10			
	WHITE	≤5	≤5		≤5	6.5	5.6			
DISABILITY	STUDENTS WITH DISABILITIES	≤5	≤5		7.3	11.1	6.7			
	STUDENTS WITHOUT DISABILITIES	≤5	≤5		≤5	6.8	6.3			
EL	NON LIMITED ENGLISH PROFICIENCY	≤5	≤5		5.4	8.0	6.6			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL				≤5			≤5		
GENDER	MALE				≤5			≤5		
RACE	BLACK OR AFRICAN AMERICAN				≤5			≤5		
	TWO OR MORE RACES				≤5			≤5		
	WHITE				≤5			≤5		
DISABILITY	STUDENTS WITH DISABILITIES				≤5			≤5		
	STUDENTS WITHOUT DISABILITIES				≤5			≤5		
EL	NON LIMITED ENGLISH PROFICIENCY				≤5			≤5		

(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)

Figure 107: Pelahatchie Elementary School Disciplinary Actions Reported to MDE

PELAHATCHIE ELEMENTARY SCHOOL CNA SURVEY



Introduction

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Pelahatchie Elementary School in the categories of Federal Programs; Title IV-A, Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; 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-eight (48) faculty and staff members, thirty-six (36) parents, and one hundred thirty-two (132) students responded to the survey.

FACULTY/STAFF SURVEY

Federal Programs

I use disaggregated student data to inform classroom decisions and instructional practices.

	Count	Percentage
Strongly Agree	26	54.2%
Agree	11	22.9%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	20.8%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	52.1%	33.3%	0.0%	0.0%	14.6%
Closing the achievement gap between diverse groups of students.	47.9%	39.6%	0.0%	0.0%	12.5%
Successful classroom management.	64.6%	25.0%	0.0%	0.0%	10.4%
Teaching special needs students.	54.2%	31.2%	0.0%	0.0%	14.6%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	29.2%	33.3%	2.1%	0.0%	35.4%

I contact parents every week.

	Count	Percentage
Strongly Agree	8	16.7%
Agree	18	37.5%
Disagree	8	16.7%
Strongly Disagree	1	2.1%
Not Applicable or No Information	13	27.1%

The Literacy Coach and/or Interventionist meets regularly with the teachers/administrators of this school for the purpose of maximizing student achievement.

	Count	Percentage
Strongly Agree	31	64.6%
Agree	10	20.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	14.6%

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

	Count	Percentage
Strongly Agree	33	68.8%
Agree	8	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	14.6%

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

	Count	Percentage
Strongly Agree	26	54.2%
Agree	9	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	27.1%

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

	Count	Percentage
Strongly Agree	30	62.5%
Agree	10	20.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	16.7%

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

	Count	Percentage
Strongly Agree	35	72.9%
Agree	10	20.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.2%

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	20	41.7%
Expedited evaluation services for students with limited English	15	31.2%
Expedited evaluation services for gifted and talented students	10	20.8%
Additional academic support	33	68.8%
Tutoring	17	35.4%
Enrichment educational services	15	31.2%
Counseling	33	68.8%
Mentors	16	33.3%
School supplies	35	72.9%
School uniforms	2	4.2%
Dental referrals	9	18.8%
Medical referrals	13	27.1%
Bullying assistance	10	20.8%

TITLE IV-A

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	26	54.2%
Agree	17	35.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.4%

Our school (district) provides students and teachers with a safe and orderly environment for learning.	Count	Percentage
Strongly Agree	39	81.2%
Agree	9	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	34	70.8%
Agree	13	27.1%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).

	Count	Percentage
Strongly Agree	25	52.1%
Agree	14	29.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	18.8%

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	18	37.5%
Utilize technology such as class websites, blogs, and videos	25	52.1%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	22	45.8%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	29	60.4%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	26	54.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	30	62.5%
Use bilingual handouts and cues	10	20.8%
Use visual displays, portable white boards, and posters when giving instructions	33	68.8%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	19	39.6%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?

	Count	Percentage
Through regular scheduling	27	56.2%
Teachers provide unique instructional time inside the classroom for English instruction.	14	29.2%
Mentoring with another student	11	22.9%
Not Applicable	16	33.3%

Does your school have an adequate number of certified teachers to instruct EL students?

	Count	Percentage
Yes	40	83.3%
No	8	16.7%

Please check the areas below that are routinely evaluated to determine the needs of EL students?

	Count	Percentage
Language Spoken in the Home	34	70.8%
Language Proficiency of the Parent	21	43.8%
Level of Parental Involvement	9	18.8%
Family income and socioeconomic status	4	8.3%
Visual Screening Result	14	29.2%
Auditory Screening Result	18	37.5%
Grade Retention (if applicable)	14	29.2%
Number of Failed Courses	5	10.4%
Dropout Status (if applicable)	0	0.0%
Enrichment programs/activities	14	29.2%
Supplemental Academic Instruction	17	35.4%
Behavioral Supports	13	27.1%
Counseling Services	19	39.6%
Discipline Records	6	12.5%
Social-Emotional Learning Services	11	22.9%
Social Behavioral Assessment Inventory Score	6	12.5%
Mental Health Supports	7	14.6%

What services are offered to students who are incarcerated?	Count	Percentage
Tutoring	7	14.6%
Mental Health Services	4	8.3%
Counseling	6	12.5%
Transitional Services	4	8.3%
Not applicable	40	83.3%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?	Count	Percentage
Yes	11	22.9%
No	1	2.1%
Not applicable	36	75.0%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.	Count	Percentage
Strongly Agree	39	81.2%
Agree	8	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Parents feel welcome in our school.	Count	Percentage
Strongly Agree	34	70.8%
Agree	12	25.0%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

For the most part, I am satisfied with our school.	Count	Percentage
Strongly Agree	37	77.1%
Agree	11	22.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	37	77.1%
Agree	10	20.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

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

	Count	Percentage
Strongly Agree	34	70.8%
Agree	13	27.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

For the most part, the size of classes here does not limit instructional effectiveness.

	Count	Percentage
Strongly Agree	32	66.7%
Agree	13	27.1%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

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

	Count	Percentage
Strongly Agree	35	72.9%
Agree	12	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Preschool and Kindergarten

Having preschool and kindergarten classes in my district will improve student achievement.

	Count	Percentage
Strongly Agree	41	85.4%
Agree	6	12.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Professional Development

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	15	31.2%
Agree	26	54.2%
Disagree	2	4.2%
Strongly Disagree	1	2.1%
Not Applicable or No Information	4	8.3%

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

	Count	Percentage
Strongly Agree	20	41.7%
Agree	20	41.7%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	12.5%

What state/locally funded professional development has your school provided for EL teachers, paraprofessionals, administrators, and community leaders?

	Count	Percentage
Mississippi	1	2.1%
AIMS	1	2.1%
N/a	2	4.2%
Not sure	2	4.2%
Book study	1	2.1%
I am unsure.	1	2.1%
I'm not sure	1	2.1%
Unsure	1	2.1%
Yasssssssssss	1	2.1%
El training	1	2.1%
Math	1	2.1%
Online training services.	1	2.1%
I am not aware of any, but I am sure there are some.	1	2.1%
My school has provided state- and locally funded professional development opportunities such as Phonics First training, as well as family and community engagement events like Open House and STEM Night for EL teachers, paraprofessionals, administrators, and community leaders.	1	2.1%
AIMS, SoR with Dr. Staci Bain, Explicit Instruction book study, RCSD math, writing and reading PD	1	2.1%

What state/locally funded professional development has your school provided for EL teachers, paraprofessionals, administrators, and community leaders?

	Count	Percentage
unknown	2	4.2%
phonics first	1	2.1%
NA	1	2.1%
I do not know.	1	2.1%
I am not sure due to neither being listed above being my current position.	1	2.1%
CKLA, Phonics First, Istation	1	2.1%
PD's on Language Communication with our families	1	2.1%
For paraprofessionals, we attended a phonics professional development training that was very helpful.	1	2.1%
I'm not sure	1	2.1%
Unsure - very few ELs at this location	1	2.1%
I am not sure.	1	2.1%
n/a	3	6.2%
CPR training	1	2.1%
Phonics First Training with Brainspring AIM Pathways	1	2.1%
not applicable	1	2.1%
Na	3	6.2%
professional development given at beginning of school year	1	2.1%
N/A	2	4.2%
AIM pathways, The Writing Rope by Joan Sedita (training and book study), Phonics First, Training on Science of Reading with Staci Bain	1	2.1%
Ms	1	2.1%
I don't know.	1	2.1%
Phonics first, aims pathway	1	2.1%
Not applicable	1	2.1%

Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?

	Count	Percentage
Yes	39	81.2%
No	9	18.8%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?		
	Count	Percentage
Yes	18	37.5%
No	30	62.5%

General Opinion

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

Faculty/staff members from Pelahatchie Elementary School believe the school does well with maintaining high standards and utilizing the best practices. Members believe the school fosters a strong sense of community and support. PES faculty members also believe the school does well with communication and parental involvement. Faculty members like the school administration, and they like the professional development opportunities. Teachers feel safe and secure at the school. Regarding changes, faculty members would like to see all schools in the district have the same facilities and resources. Members would like to see more accountability for students and parents when students are disruptive. Teachers would like to have more grade level training, and they would like to have more planning time. Members would also like to see more special education teachers in the district.



PARENT SURVEY

FEDERAL PROGRAMS

I would like my child's school (district) to offer classes for parents on the following:	Count	Percentage
Abuse Prevention	5	13.9%
Computer Classes	7	19.4%
Conflict Resolution	10	27.8%
Discipline	8	22.2%
Drug/Alcohol Awareness	4	11.1%
English as a Second Language	2	5.6%
Health Classes	7	19.4%
Literacy Classes	7	19.4%
Math Classes	7	19.4%
Parent-to-School Relationships	11	30.6%
Parent/Child Communication	9	25.0%
Preparing for College	8	22.2%
Parenting Workshops	3	8.3%
Social Media Classes	5	13.9%
Stress/Anger Management	10	27.8%
Understanding College- and Career-Ready Standards	8	22.2%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
Activities to help my child learn over the summer	14	38.9%
Help my child with homework	9	25.0%
How to motivate my child	11	30.6%
How to promote family reading	6	16.7%
How to set goals for my child	11	30.6%
Manage time	11	30.6%
Prepare my child for testing	21	58.3%
Understand my child's learning styles	24	66.7%

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	5	13.9%
District and/or school newsletters	11	30.6%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	10	27.8%
Resource materials for parental training	6	16.7%
Training for parents to work with other parents on becoming involved in the schools	9	25.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	2	5.6%
Home/School folders	16	44.4%
Home/School Planners	24	66.7%

TITLE IV-A

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:	Count	Percentage
Improving access to foreign language instruction, arts, and music education	15	41.7%
Supporting college and career counseling	11	30.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	24	66.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	21	58.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	18	50.0%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:	Count	Percentage
Promoting community and parent involvement in schools	11	30.6%
Providing school-based mental health services and counseling	24	66.7%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	8	22.2%
Establishing or improving dropout prevention	9	25.0%
Supporting re-entry programs and transition services for Justice-involved youth	4	11.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	13	36.1%
Implementing systems and practices to prevent bullying and harassment	23	63.9%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	19	52.8%
Establishing community partnerships	13	36.1%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	13	36.1%
Building technological capacity and infrastructure	13	36.1%
Carrying out innovative blended learning projects	17	47.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	19	52.8%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	11	30.6%

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

	Count	Percentage
Strongly Agree	18	50.0%
Agree	12	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	16.7%

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

	Count	Percentage
Strongly Agree	21	58.3%
Agree	13	36.1%
Disagree	0	0.0%
Strongly Disagree	1	2.8%
Not Applicable or No Information	1	2.8%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	17	47.2%
Agree	9	25.0%
Disagree	2	5.6%
Strongly Disagree	1	2.8%
Not Applicable or No Information	7	19.4%

Is your child an English Language Learner?

	Count	Percentage
Yes	9	25.0%
No	27	75.0%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	5	13.9%
Mentoring	1	2.8%
Academic or career counseling	3	8.3%
Mental Health counseling	1	2.8%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	8	88.9%
No	1	11.1%

Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	29	80.6%
No	7	19.4%

Parent, Family, and Community Engagement

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	18	50.0%
Agree	14	38.9%
Disagree	3	8.3%
Strongly Disagree	1	2.8%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	19	52.8%
Agree	16	44.4%
Disagree	0	0.0%
Strongly Disagree	1	2.8%
Not Applicable or No Information	0	0.0%

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

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

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

	Count	Percentage
Strongly Agree	17	47.2%
Agree	11	30.6%
Disagree	6	16.7%
Strongly Disagree	2	5.6%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	11	30.6%
Agree	9	25.0%
Disagree	4	11.1%
Strongly Disagree	3	8.3%
Not Applicable or No Information	9	25.0%

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

	Count	Percentage
Strongly Agree	17	47.2%
Agree	15	41.7%
Disagree	2	5.6%
Strongly Disagree	2	5.6%
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	19	52.8%
Agree	13	36.1%
Disagree	0	0.0%
Strongly Disagree	1	2.8%
Not Applicable or No Information	3	8.3%