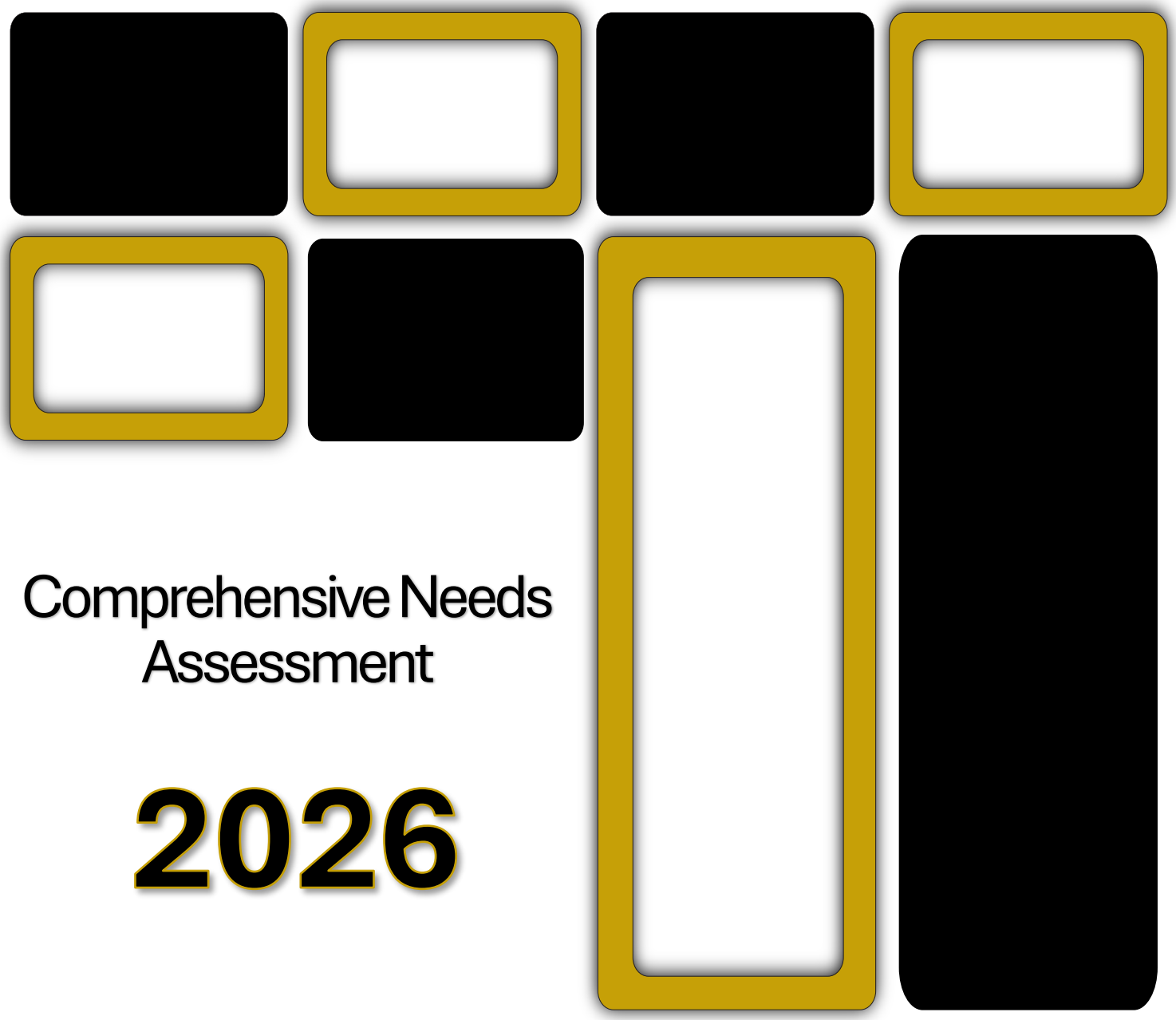
JACKSON COUNTY
SCHOOL DISTRICT



Comprehensive Needs Assessment

2026

JACKSON COUNTY SCHOOL DISTRICT

2026 COMPREHENSIVE NEEDS ASSESSMENT

Survey and data analysis conducted and compiled by

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JACKSON COUNTY SCHOOL DISTRICT

Mr. David Baggett, Superintendent

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DISTRICT PROFILE

INTRODUCTION

Jackson County School District is based at 4700 Colonel Vickrey Road in Vancleave, Mississippi serving Vancleave and nearby communities in Jackson County. It is a public district with fourteen (14) schools and serves eight thousand six hundred fifty-eight (8,658) students from prekindergarten through grade 12 (PK-12). The district's school structure includes elementary, middle, high school, and specialty options. In Vancleave, the schools are Vancleave Lower Elementary (PK–3), Vancleave Upper Elementary (4–5), Vancleave Middle School (6–8), and Vancleave High School (9–12); the district also operates East Central and St. Martin attendance centers with comparable grade-span schools, plus the Jackson County Technology Center and FabLab Jackson County.



Recent noteworthy items include strong district- and school-level recognition in athletics and academics. Publicly listed honors include state championship teams in football, wrestling, sideline cheerleading, and competitive cheerleading, along with multiple National History Day qualifications and a National Science Bee achievement.

The district eliminated student uniforms starting with the 2025-2026 school year to improve classroom environment. Additionally, the district is managing, through board meetings and rezoning discussions, the impact of housing growth in the St. Martin area.



VISION AND MISSION

VISION

Raising the Standard

MISSION

The mission of the Jackson County School District is to provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens.

GOALS

1. *Safe and orderly schools*
2. *An enriching curriculum that supports academics, arts, and athletics*
3. *A culture and climate that will allow teaching and learning to thrive for students and staff*

Mississippi Department of Education Reading Initiative

The Jackson County School Board endorses the goals established by the Mississippi Board of Education to improve the reading skills of all students in the state.

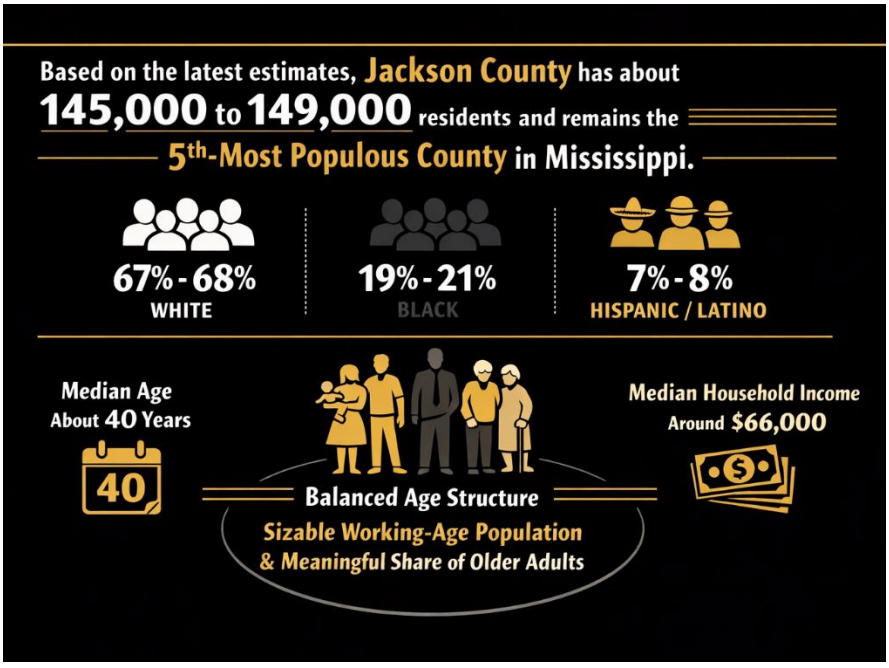
- **Goal One:** All children will exit kindergarten with the appropriate readiness skills.
- **Goal Two:** All first through third grade students will demonstrate a growing proficiency in reading so that they will exit third grade as readers.
- **Goal Three:** All fourth through ninth grade reading scores will increase.
- **Goal Four:** Mississippi students will demonstrate a growing proficiency in reading and reach or exceed the national average in reading within the next decade.

COMMUNITY CHARACTERISTICS

Jackson County, Mississippi, sits on the Gulf Coast in the southeastern corner of the state, bordering the Mississippi Sound and Alabama, with Pascagoula as its county seat and major communities including Gautier, Moss Point, Ocean Springs, and Escatawpa. It was founded in 1812 and named for Andrew Jackson, and its early growth was tied to ports, steamboat traffic, timber, and shipbuilding rather than plantation agriculture.

Historically, the county developed around the Port of Pascagoula, Grant's Pass, and an expanding timber-and-sawmill economy, then later attracted major industries through the Bayou Casotte Industrial Park and the port authority's industrial strategy. Today, manufacturing is the county's dominant sector, with healthcare, retail, and accommodation and food services also among the largest industry types. Jackson County's economy is especially anchored by shipbuilding and transportation equipment, and it remains one of Mississippi's strongest industrial counties.

The county also has a strong tourism and recreation profile. Visitors are drawn to beaches, historic downtowns, the Pascagoula River Audubon Center, the Sandhill Crane National Wildlife Refuge, and trails and parks that highlight coastal scenery and wildlife.



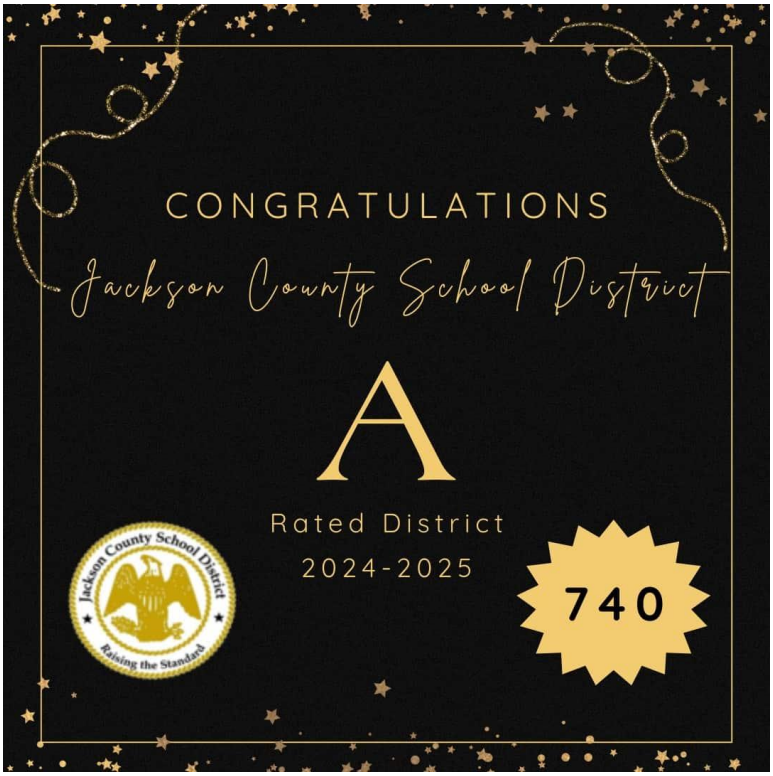
Jackson County has been hit by recent natural disasters, especially Hurricane Katrina in 2005, which caused extraordinary damage, and more recent storm impacts such as Hurricane Sally in 2020. Like much of coastal Mississippi, it remains vulnerable to hurricanes, flooding, and severe weather.

The U. S. Census Bureau estimates the poverty rate for Jackson County to be 13.4%, with 17.6% of children birth to 17 years old living in poverty and 17.1% of children ages 5 to 17 living in poverty-related households.

DISTRICT CHARACTERISTICS

Jackson County School District is a large Mississippi district organized around three attendance centers—East Central, St. Martin, and Vancleave—and it serves a mix of unincorporated and suburban communities in Jackson County, including Big Point, Gulf Hills, Hurley, Latimer, St. Martin, Vancleave, Wade, and parts of Escatawpa and Gautier. The district's free-or-reduced lunch rate is 56.4%. The district's boundary structure is centered on attendance-center lines rather than one single compact city footprint, which means families are assigned by attendance zone to East Central, St. Martin, or Vancleave schools.

The district's income profile suggests a mixed but generally working- and middle-income population with substantial economic need, since 59.8% of students qualified for free or reduced-price meals in December of 2025. However, the U. S. Census Bureau only reports that 13.1% of families live below the poverty line, which supports the picture of a community with both stable suburban households and a significant lower-income segment. In practical terms, Jackson County School District serves a geographically spread-out coastal county population rather than a single town center, and its schools reflect both more affluent neighborhoods and areas with higher economic vulnerability.



Within Jackson County School District, as reported by the Small Area Income and Poverty Estimate from the U. S. Census Bureau, about 13.1% of children between ages 5 and 17 live in poverty-related households.

ENROLLMENT AND ATTENDANCE

ENROLLMENT

Mississippi school districts primarily use the average daily attendance (ADA) and enrollment from months two (2) and three (3) of the school year (typically October and November) to calculate official, state-funded enrollment and for accountability purposes. The new state funding is built on Average Net Membership (often referred to as Average Net Enrollment or ANE) based on the average of student enrollment numbers from months 2 and 3 of the school year.

JACKSON COUNTY SCHOOL DISTRICT ENROLLMENT BY GRADE LEVEL

	2022	2023	2024	2025	2026
ALL	8823	8906	8936	8855	8658
PK	*			65	51
K	639	622	634	588	600
GR_01	622	676	650	687	625
GR_02	609	645	684	663	677
GR_03	647	613	637	711	658
GR_04	633	664	622	636	705
GR_05	681	642	679	650	660
GR_06	675	690	657	711	646
GR_07	711	709	684	669	698
GR_08	722	713	703	670	680
GR_09	750	791	741	756	699
GR_10	696	697	724	696	695
GR_11	630	686	697	670	643
GR_12	650	589	649	672	608
GR_13				11	13

(MDE, 2025m)

Figure 1: District Enrollment by Grade Level

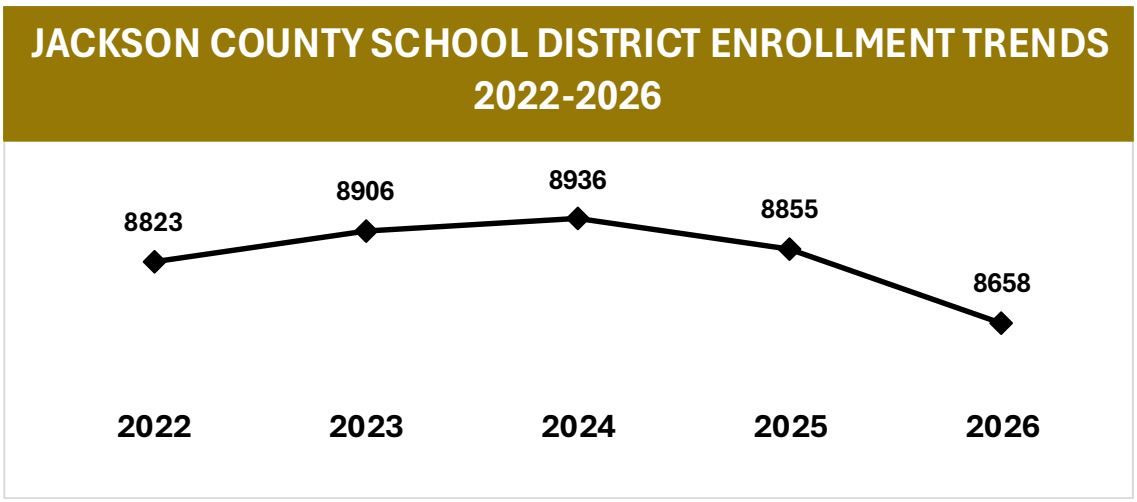


Figure 2: District Enrollment Trends 2022-2026

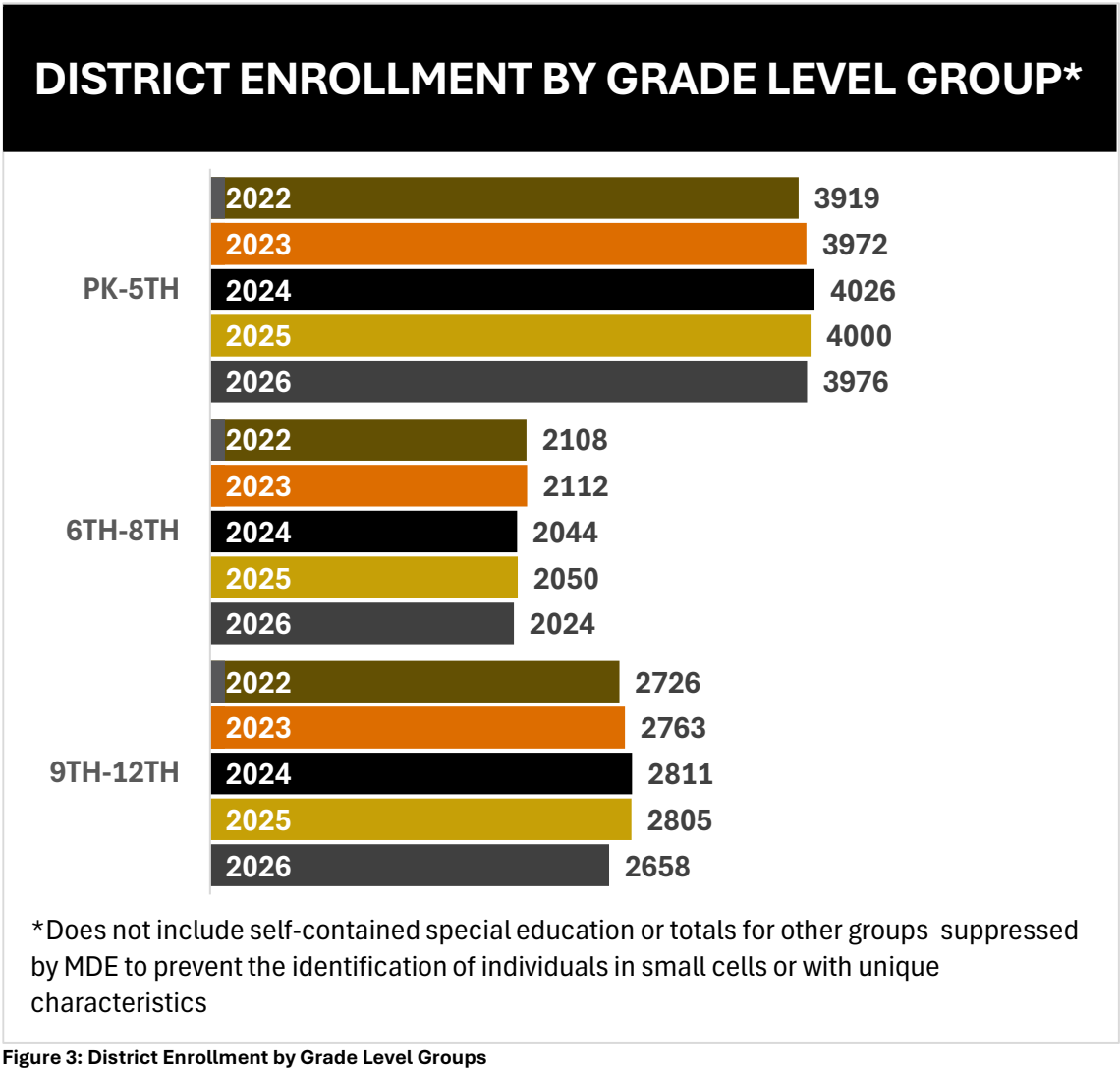


Figure 3: District Enrollment by Grade Level Groups

CHANGES IN ENROLLMENT OVER 5 YEARS				
	2022	2026	CHANGE	% CHANGE
PK-5TH	3919	3976	57	1.5%
6TH-8TH	2108	2024	-84	-4.0%
9TH-12TH	2726	2658	-68	-2.5%
TOTAL	8823	8658	-165	-1.9%

*TOTAL includes self-contained special education and other groups suppressed by MDE to prevent the identification of individuals in small cells or with unique characteristics.

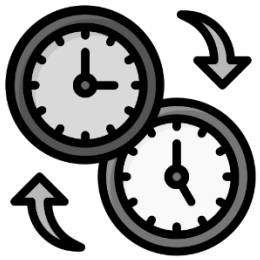


Figure 4: District Changes in Enrollment over Five Years

JACKSON COUNTY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	8823	8906	8936	8855	8658
GENDER	FEMALE	4146	4230	4252	4235	4148
	MALE	4677	4676	4684	4620	4510
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	27	26	29	20	19
	ASIAN	282	284	267	262	248
	BLACK OR AFRICAN AMERICAN	911	938	951	902	896
	HISPANIC OR LATINO	292	301	309	576	584
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	12	10	12	11	10
	TWO OR MORE RACES	401	520	609	479	498
	WHITE	6898	6827	6759	6605	6403

(MDE, 2025m)

Figure 5: District Enrollment by Demographic Group

JACKSON COUNTY SCHOOL DISTRICT CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ALASKAN NATIVE OR NATIVE AMERICAN	0.3%	0.2%	-0.1%
ASIAN	3.2%	2.9%	-0.3%
BLACK OR AFRICAN AMERICAN	10.3%	10.3%	0.0%
HISPANIC OR LATINO	3.3%	6.7%	3.4%
NATIVE HAWAIIAN OR PACIFIC ISLANDER	0.1%	0.1%	0.0%
TWO OR MORE RACES	4.5%	5.8%	1.2%
WHITE	78.2%	74.0%	-4.2%

Figure 6: District Change in Ethnic Group % of Enrollment Over Five Years

ENROLLMENT TAKEAWAYS

Jackson County School District enrollment has been mostly steady, with total enrollment at 8,823 in 2022, rising to 8,936 in 2024, and then easing to 8,658 in 2026. That pattern suggests **short-term growth followed by a modest decline** rather than a dramatic shift. The district's grade structure also looks balanced, with strong enrollment spread across elementary, middle, and high school grades. For example, 9th grade rose from 750 students in 2022 to 756 in 2025, while 12th grade stayed relatively high at 650 in 2022 and 608 in 2026. **Demographically, the district remains predominantly White**, but change is visible: White enrollment fell from 6,898 in 2022 to 6,403 in 2026, while Hispanic enrollment nearly doubled from 292 to 584 over the same period. Black enrollment stayed substantial, moving from 911 to 896, and multiracial enrollment remained near 500. Overall, the district appears stable, but gradually more diverse.



ATTENDANCE

JACKSON COUNTY SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	8143.6	8055.9	8027.6
PK			69.7
K	574.8	577.5	544.7
GR_01	630.9	604.7	632.8
GR_02	597.6	634.9	619.4
GR_03	569.9	593.5	663.8
GR_04	624.0	575.7	592.4
GR_05	601.1	629.4	589.6
GR_06	635.6	600.2	651.0
GR_07	654.2	625.8	615.7
GR_08	658.3	639.1	611.5
GR_09	708.8	669.8	668.7
GR_10	634.8	637.1	615.1
GR_11	616.9	621.0	588.4
GR_12	519.9	529.4	554.7
(MDE, 2023o, 2024q, 2025s)			

Figure 7: District Average Daily Attendance

JACKSON COUNTY SCHOOL DISTRICT ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	91.4%	90.2%	90.7%
PK			107.3%
K	92.4%	91.1%	92.6%
GR_01	93.3%	93.0%	92.1%
GR_02	92.6%	92.8%	93.4%
GR_03	93.0%	93.2%	93.4%
GR_04	94.0%	92.6%	93.1%
GR_05	93.6%	92.7%	90.7%
GR_06	92.1%	91.4%	91.6%
GR_07	92.3%	91.5%	92.0%
GR_08	92.3%	90.9%	91.3%
GR_09	89.6%	90.4%	88.5%
GR_10	91.1%	88.0%	88.4%
GR_11	89.9%	89.1%	87.8%
GR_12	88.3%	81.6%	82.5%
(MDE, 2023o, 2024q, 2025m, 2025s)			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 8: District Estimated ADA as % of Enrollment



CONSISTENT ATTENDANCE

- 🏆 BOOSTS ACADEMIC ACHIEVEMENT
- 🤗 ENHANCES SOCIAL SKILLS
- 😇 DEVELOPS GOOD HABITS
- 🔝 LEADS TO FUTURE SUCCESS

CHRONIC ABSENCE

According to the Mississippi Department of Education, any student enrolled in a school for at least 10 days and missing 10% of the 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.

JACKSON COUNTY SCHOOL DISTRICT CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	18.4	21.5	25.8
GENDER	FEMALE	19.6	21.5	26.2
	MALE	17.3	21.4	25.4
DISABILITY	STUDENTS WITH DISABILITIES	25.1	28.6	33.4
	STUDENTS WITHOUT DISABILITIES	17.3	20.2	24.5
EL	LIMITED ENGLISH PROFICIENCY	11.9	17.9	16.7
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	26.7	28.6	26.1
	ASIAN	9.8	11.3	11.3
	BLACK OR AFRICAN AMERICAN	20.5	24.4	24.8
	HISPANIC OR LATINO	16.5	20.1	21.8
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	5.0	7.1	25.0
	TWO OR MORE RACES	20.9	24.4	28.4
	WHITE	18.3	21.2	26.7
				(MDE, 2026f)

Figure 9: District Chronic Absence by Demographic Group

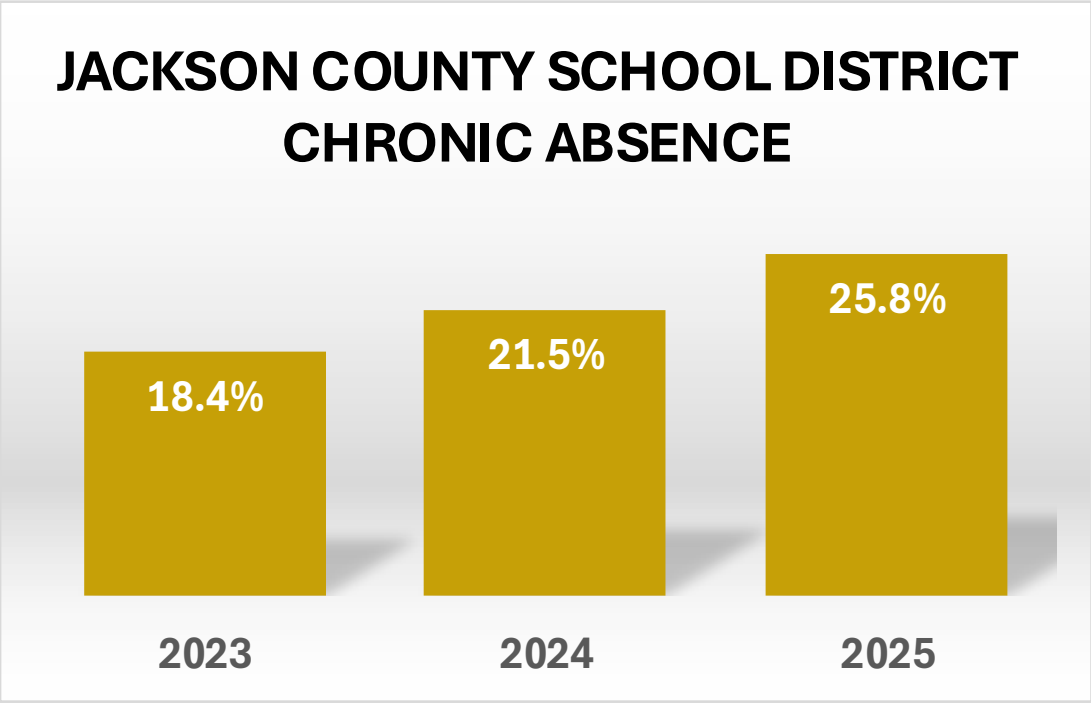


Figure 10: District Chronic Absence Percentage

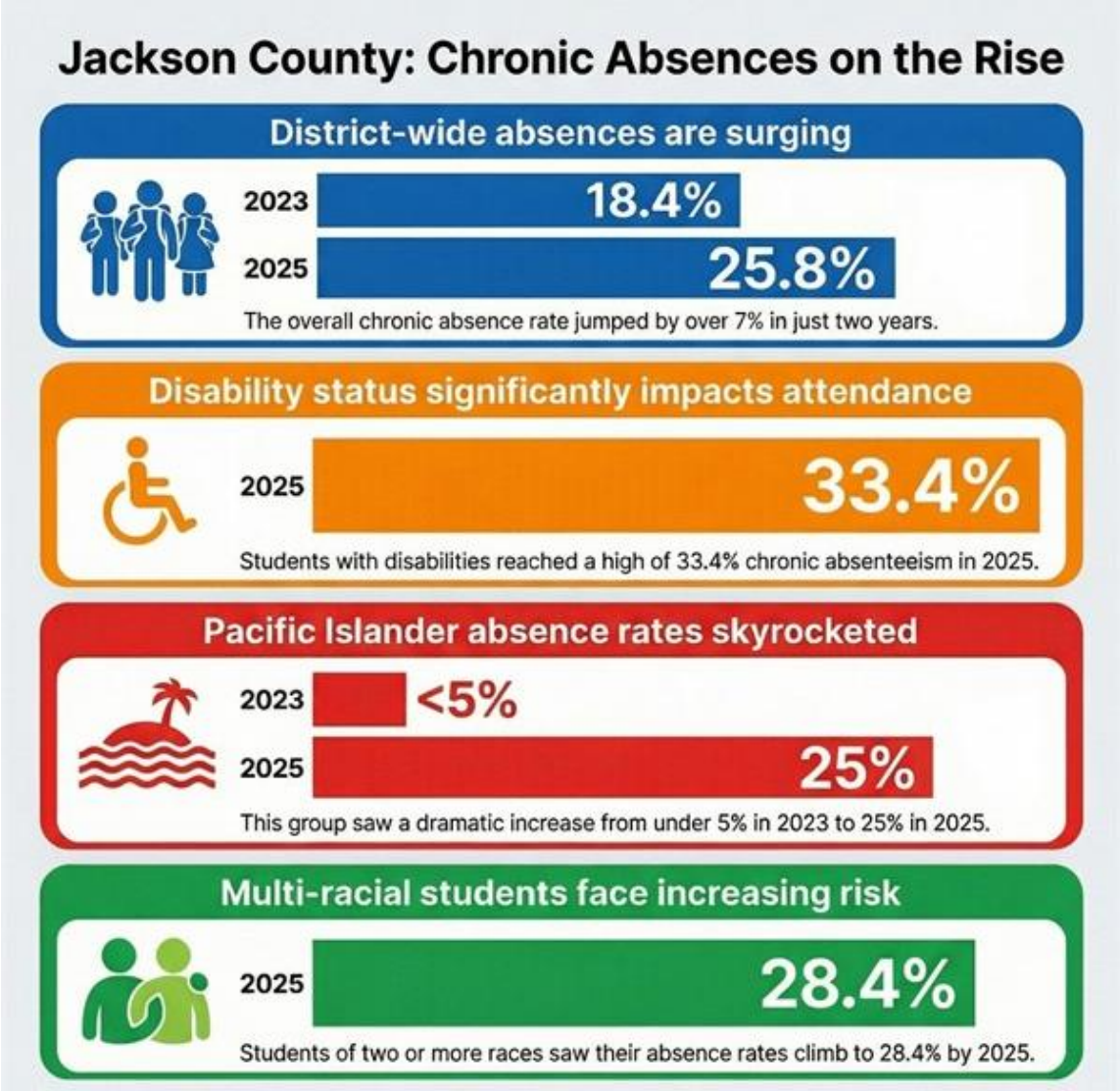


Figure 11: District Chronic Absence Analysis

ATTENDANCE TAKEAWAYS

Attendance data for the Jackson County School District shows a **modest decline in participation** from 2023 to 2025. The **overall ADA as a percentage of enrollment fell** from 91.4% in 2023 to 90.7% in 2025, with sharper decreases noticeable in upper grades. Grade 12 attendance dropped from 88.3% to 82.5%. Elementary levels remained more stable, hovering above 91%. Average daily attendance decreased from 8,143.6 to 8,027.6 during the same period. **Chronic absenteeism rose steadily,** climbing from 18.4% to 25.8% overall. Female students and those with disabilities showed the highest chronic absence rates, while limited English learners improved slightly in 2025. Racially, Native Hawaiian/Pacific Islander and multiracial categories spiked most sharply, while Asian students maintained the lowest absence rates. Overall, the district faces

widening gaps in high school attendance and increasing chronic absenteeism, suggesting a need for targeted interventions and engagement supports.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS



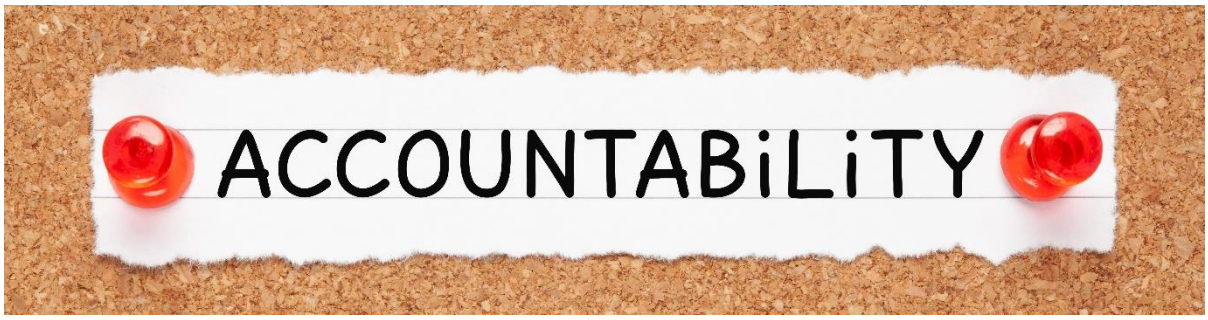
Mississippi uses an A–F, points-based accountability system that rates each school and district on student achievement, growth, graduation, and college- and career-readiness, with separate point scales for elementary/middle schools (up to 700 points) and high schools/districts (up to 1,000 points). The State Board periodically raises standards, and *newly approved, higher cut scores for each letter grade will take effect beginning with the 2026 accountability year*, meaning schools and districts will need more points to earn an A–F rating at the same level as before.

JACKSON COUNTY SCHOOL DISTRICT ACCOUNTABILITY RATE

2023	2024	2025
A	A	A
732	747	740

(MDE, 2023v, 2024x, 2025g,2026f)

Figure 12: District Accountability Rating



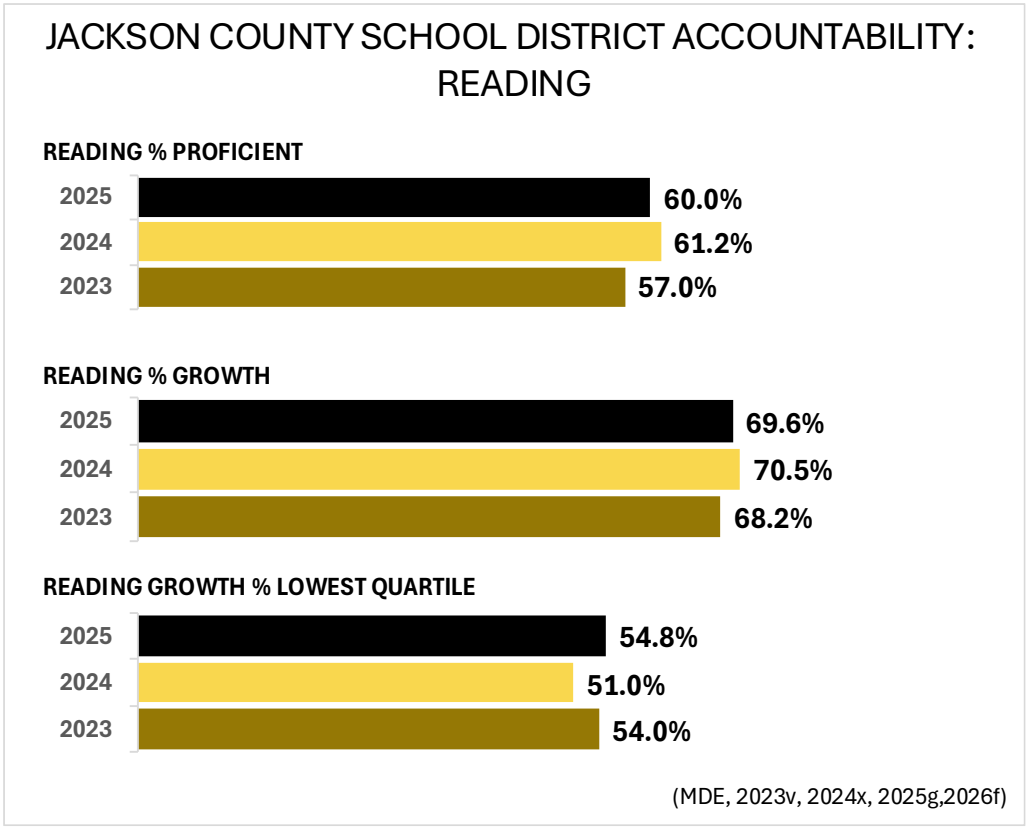


Figure 13: District Accountability: Reading

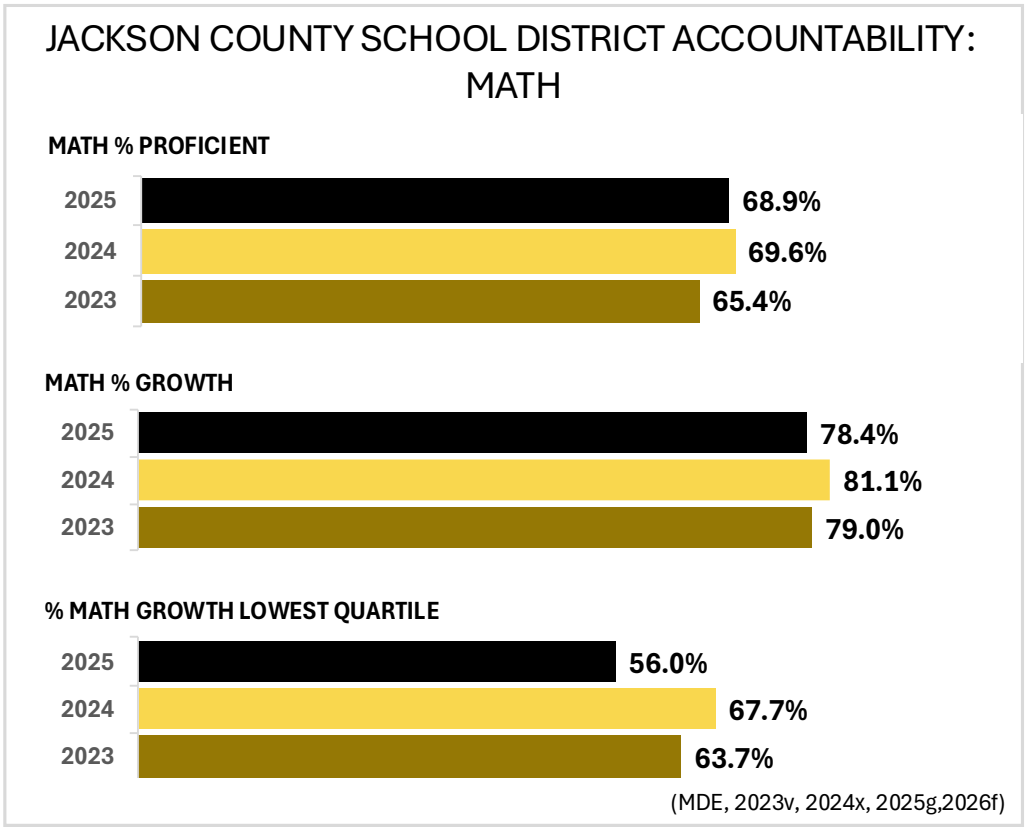


Figure 14: District Accountability: Math

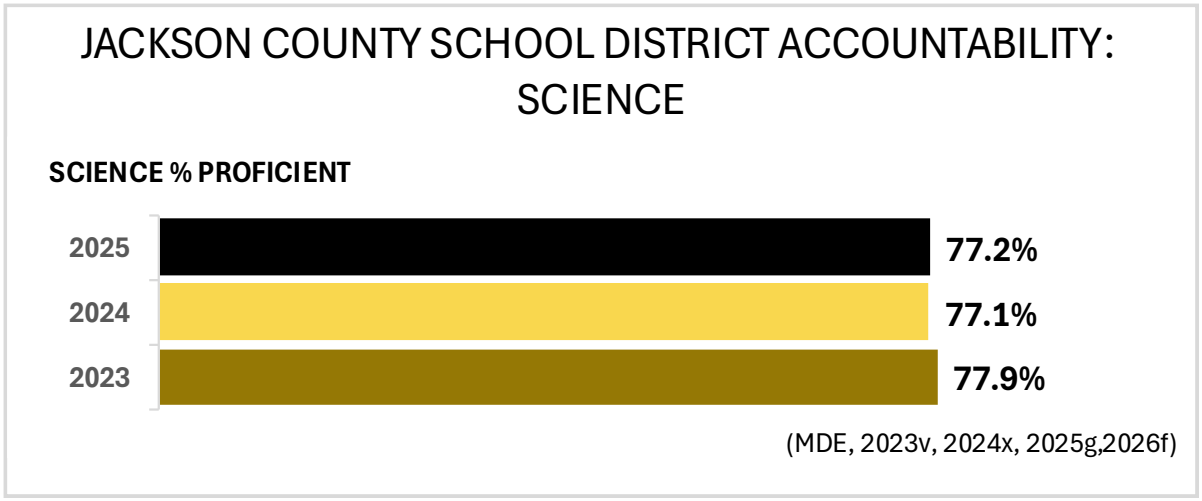


Figure 15: District Accountability: Science

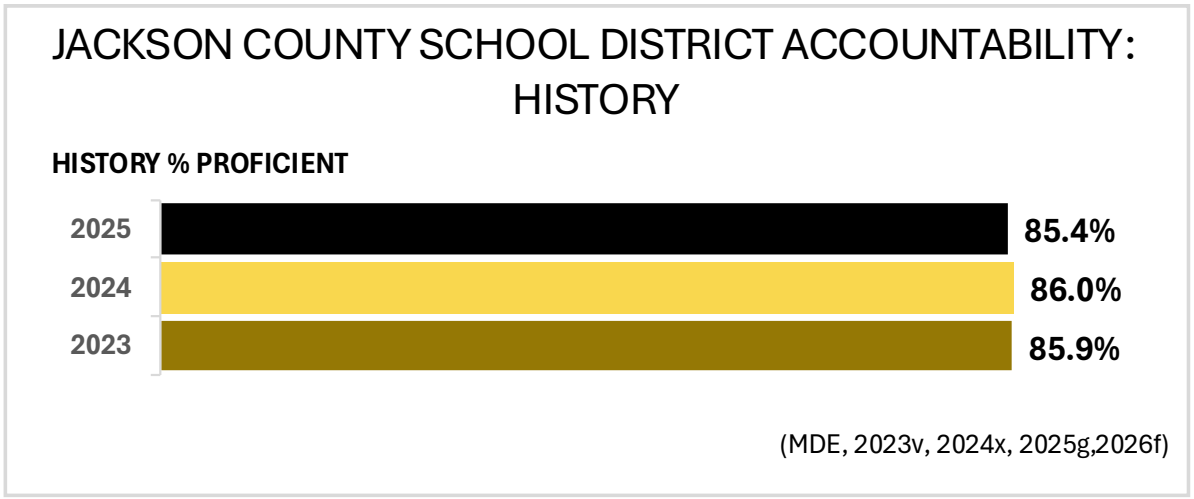


Figure 16: District Accountability: History

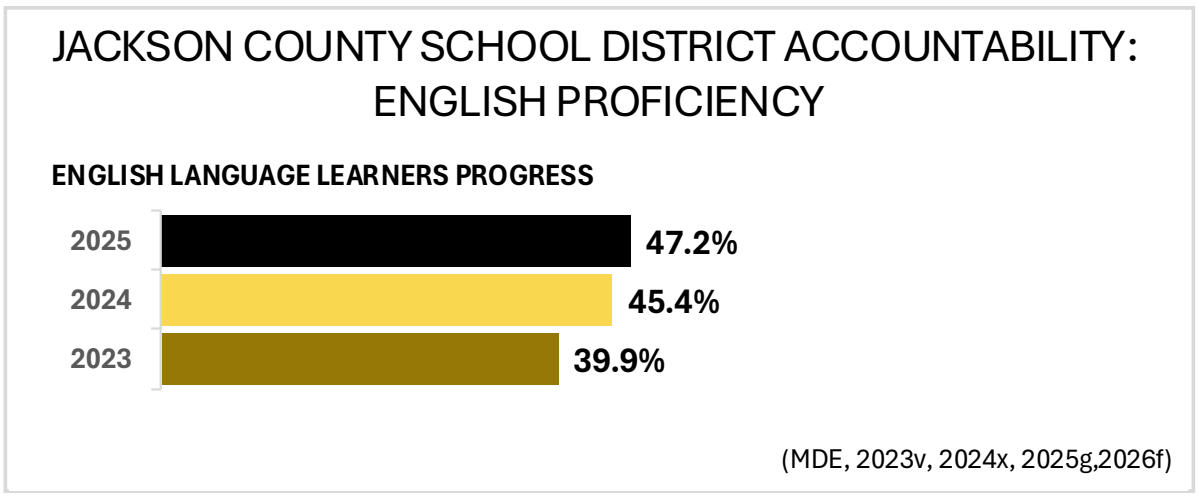


Figure 17: District Accountability: English Proficiency

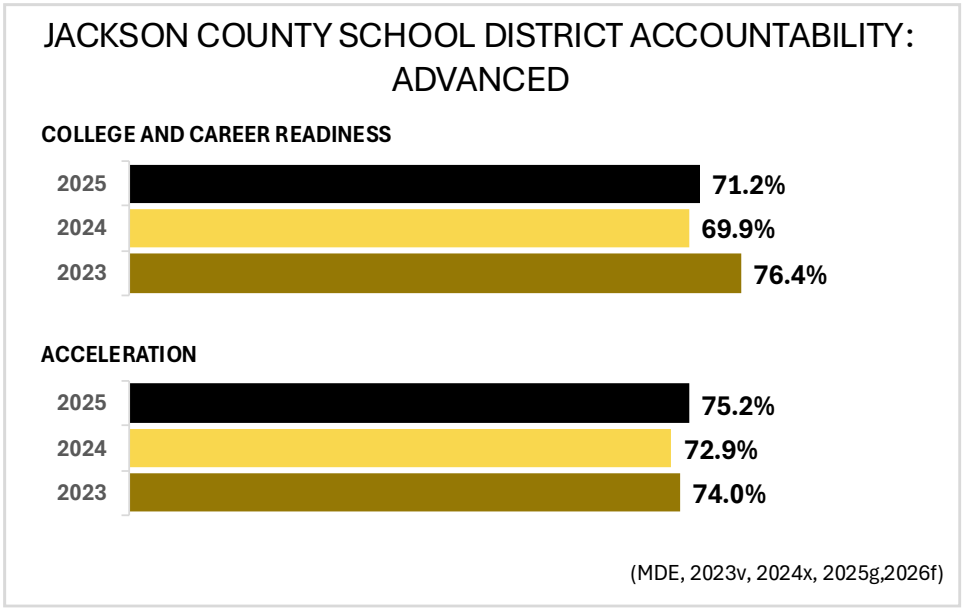


Figure 18: District Accountability: Advanced

GRADUATION RATE

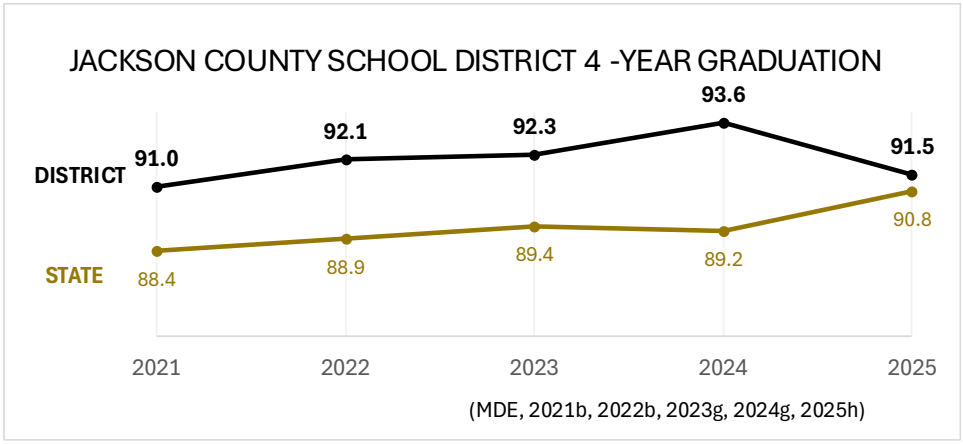


Figure 19: District 4-Year Graduation

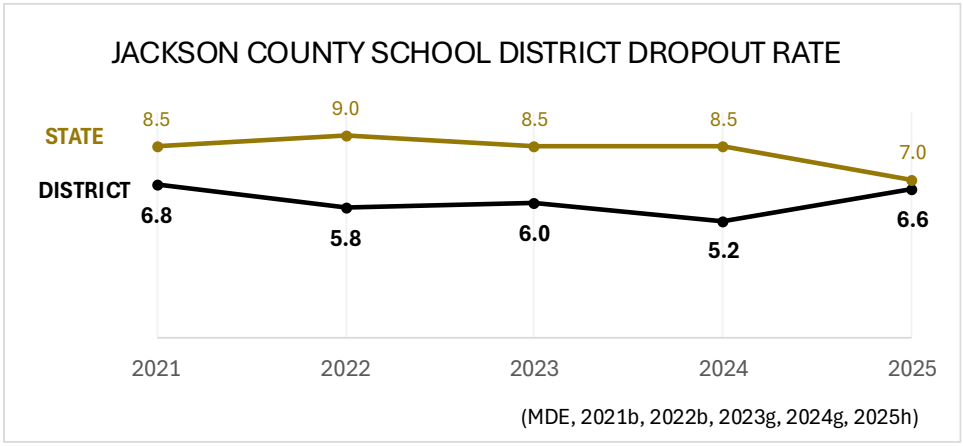


Figure 20: District Dropout Rate

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

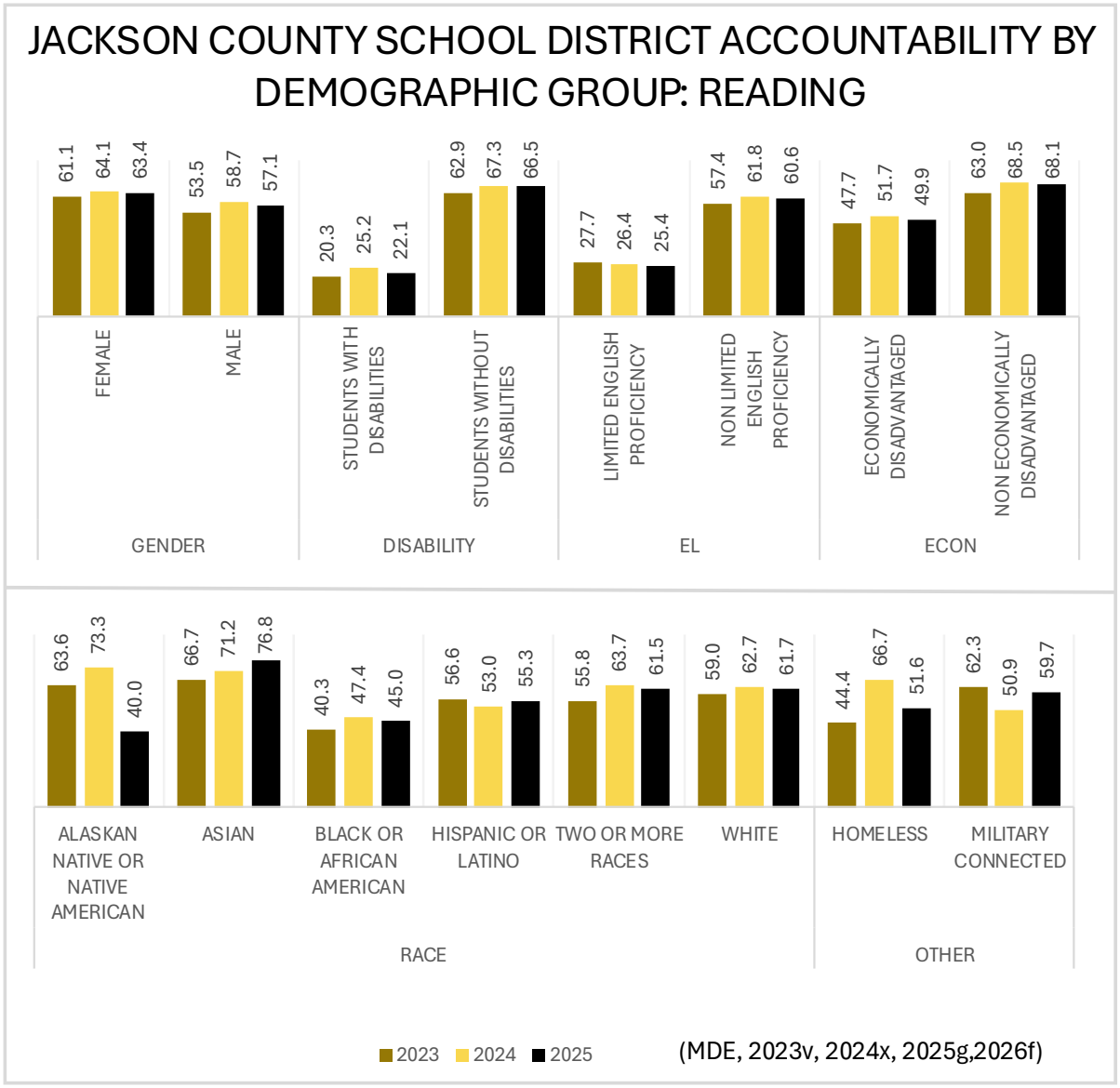


Figure 21: District Accountability by Demographic Group: Reading



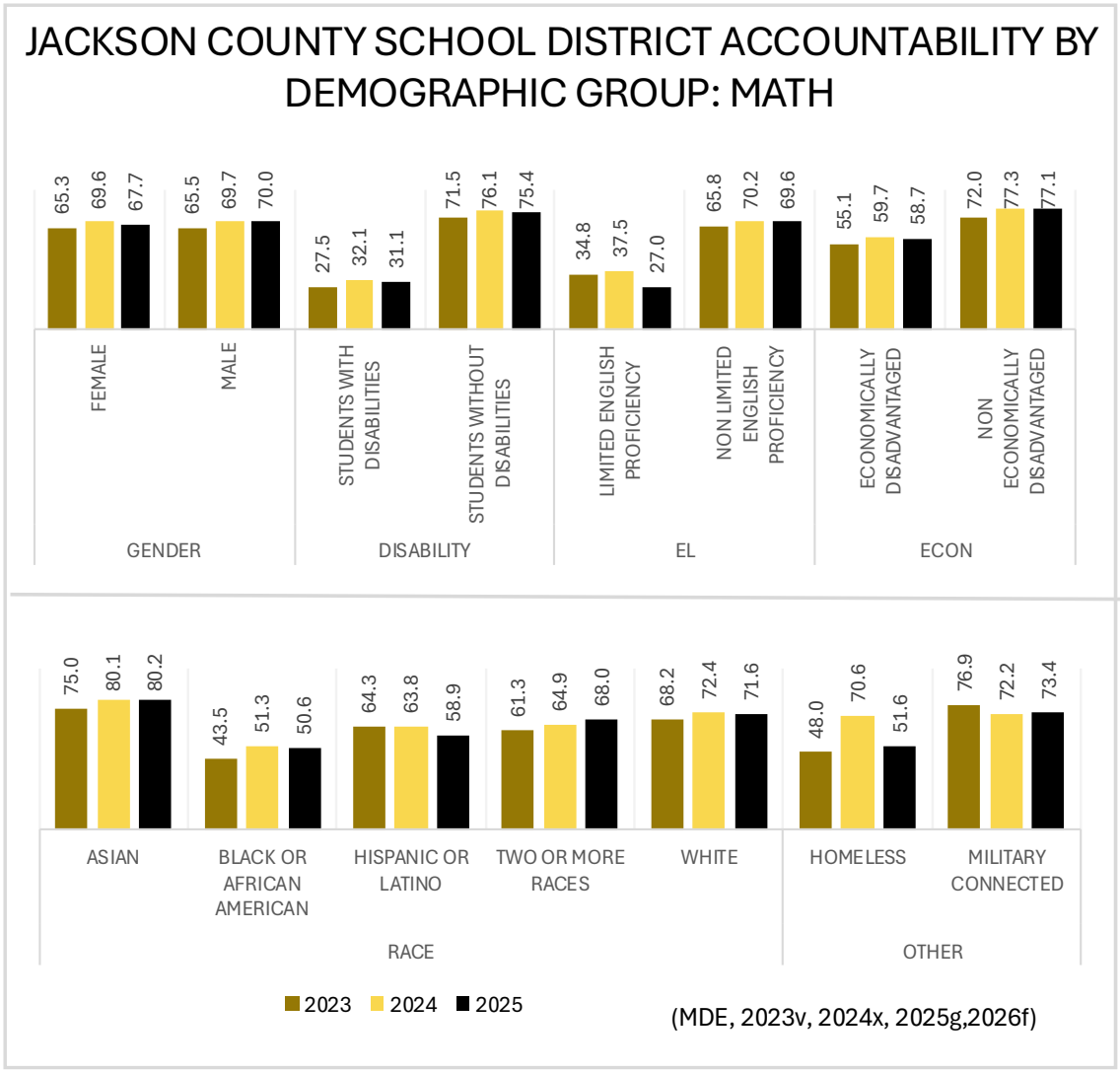


Figure 22: District Accountability by Demographic Group: Math



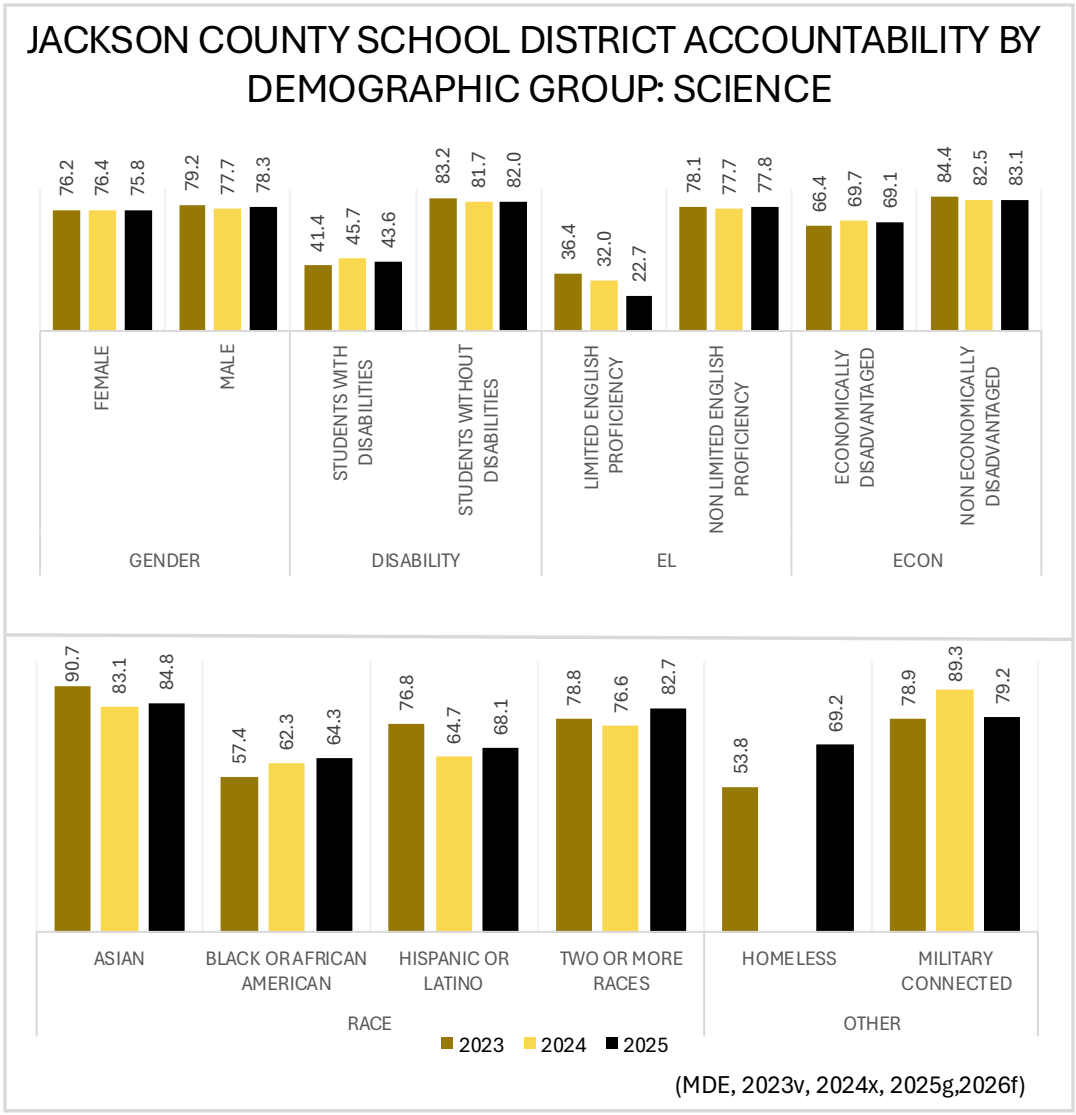


Figure 23: District Accountability by Demographic Group: Science



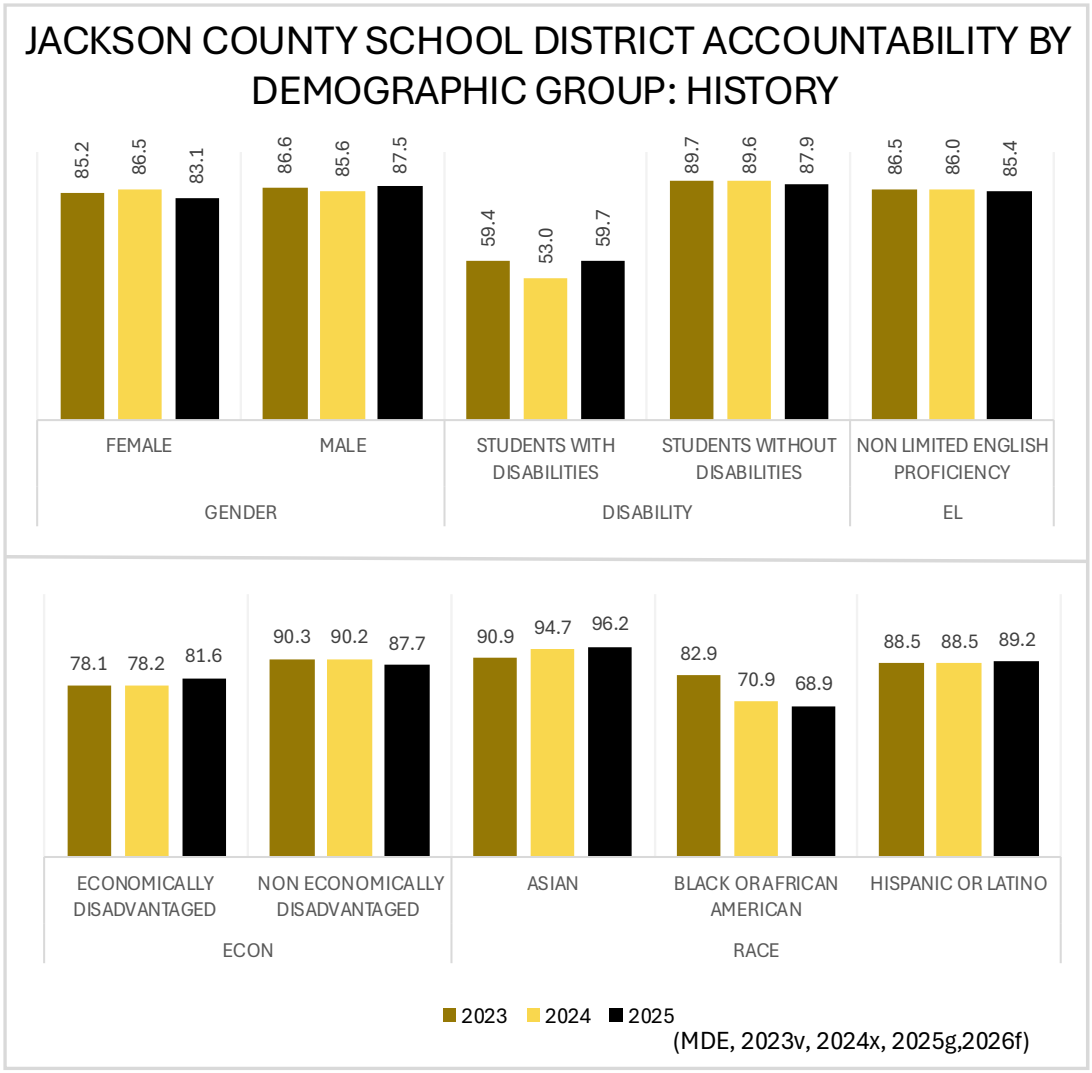


Figure 24: District Accountability by Demographic Group: History



GRADUATION RATE BY DEMOGRAPHIC GROUP

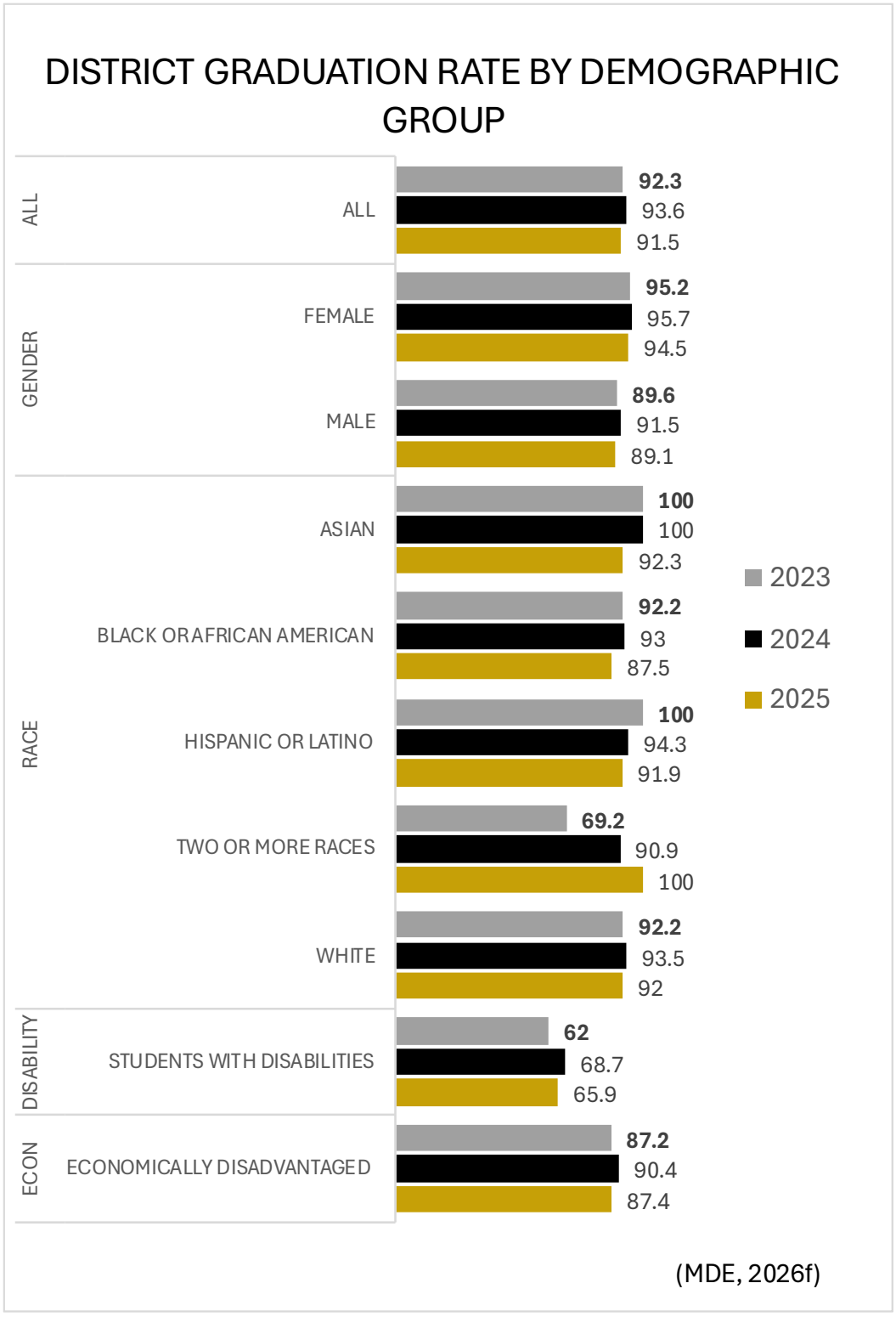


Figure 25: District Graduation Rate by Demographic Group

ACCOUNTABILITY TRENDS

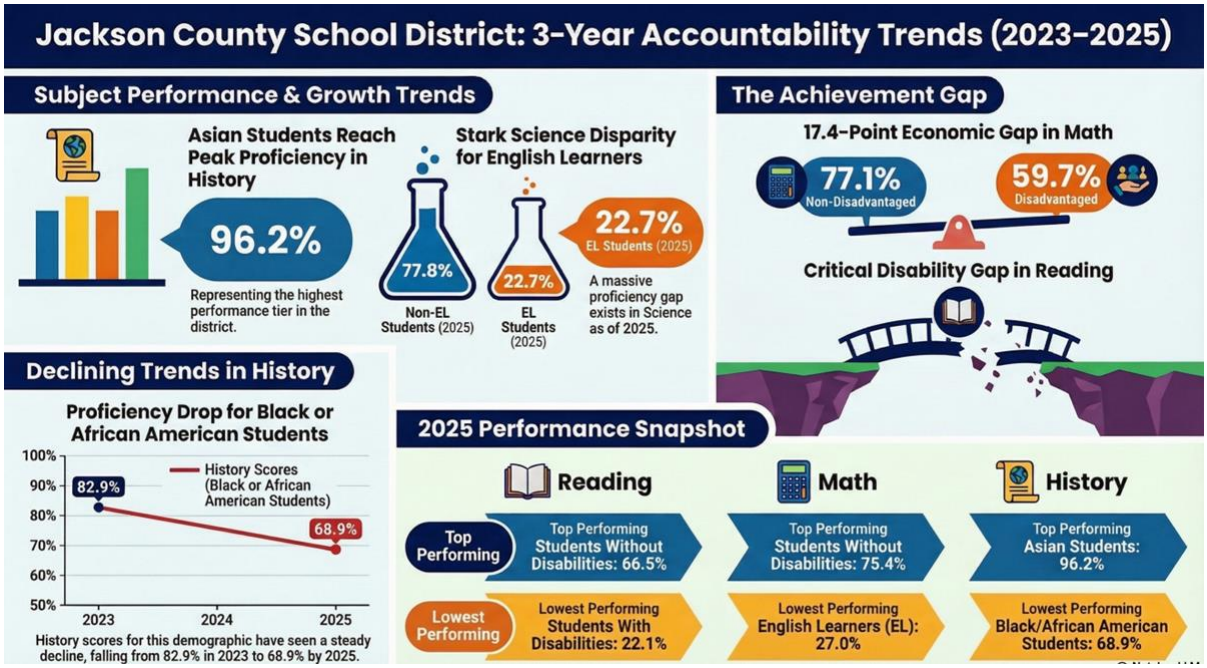


Figure 26: District Accountability Trends

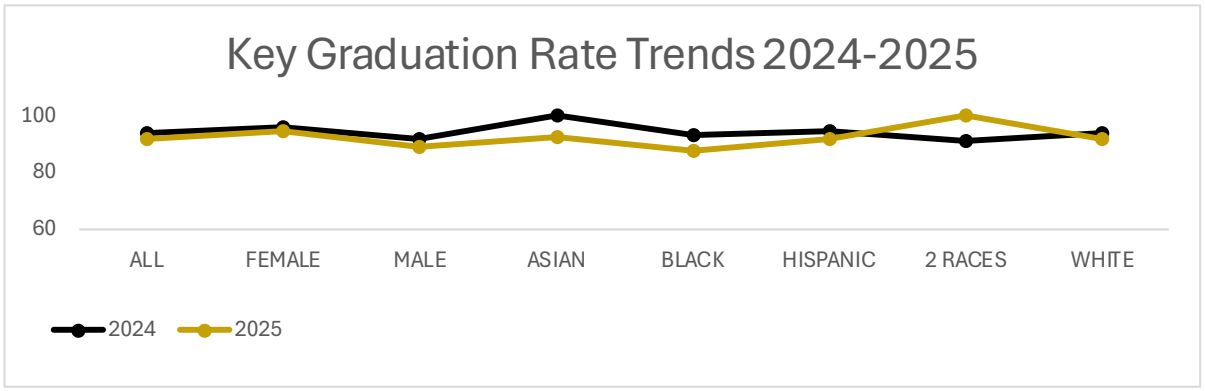


Figure 27: District Graduation Rate Trends 2024 to 2025

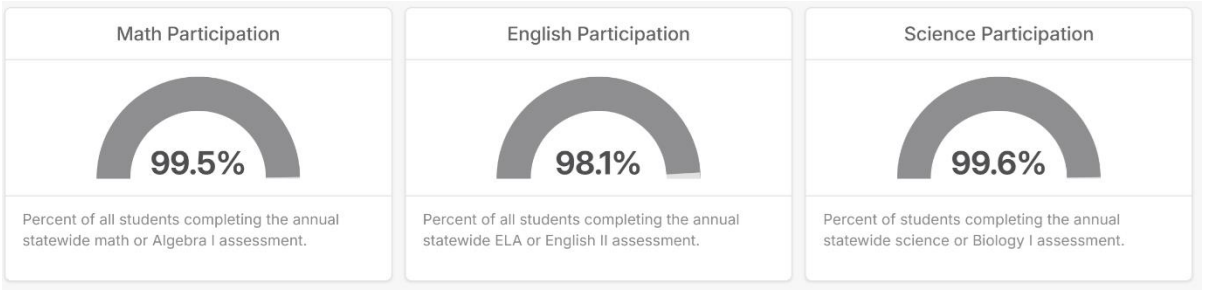


Figure 28: District Participation in Assessments 2025

PROFICIENCY GAP-TO-GOAL

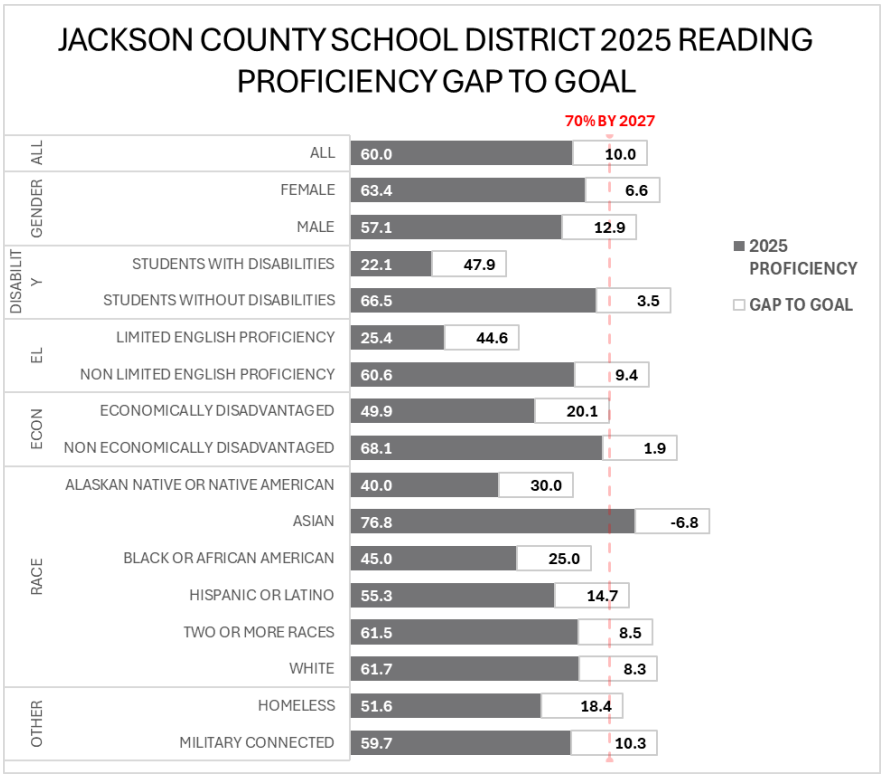


Figure 29: District 2025 Reading Proficiency Gap to Goal

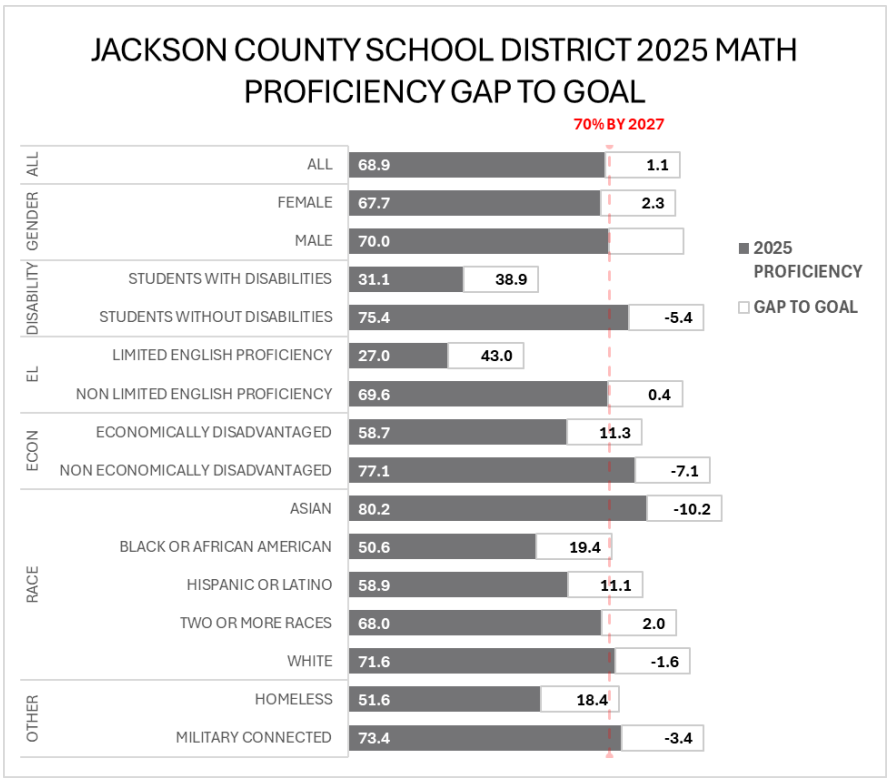


Figure 30: District 2025 Math Proficiency Gap to Goal

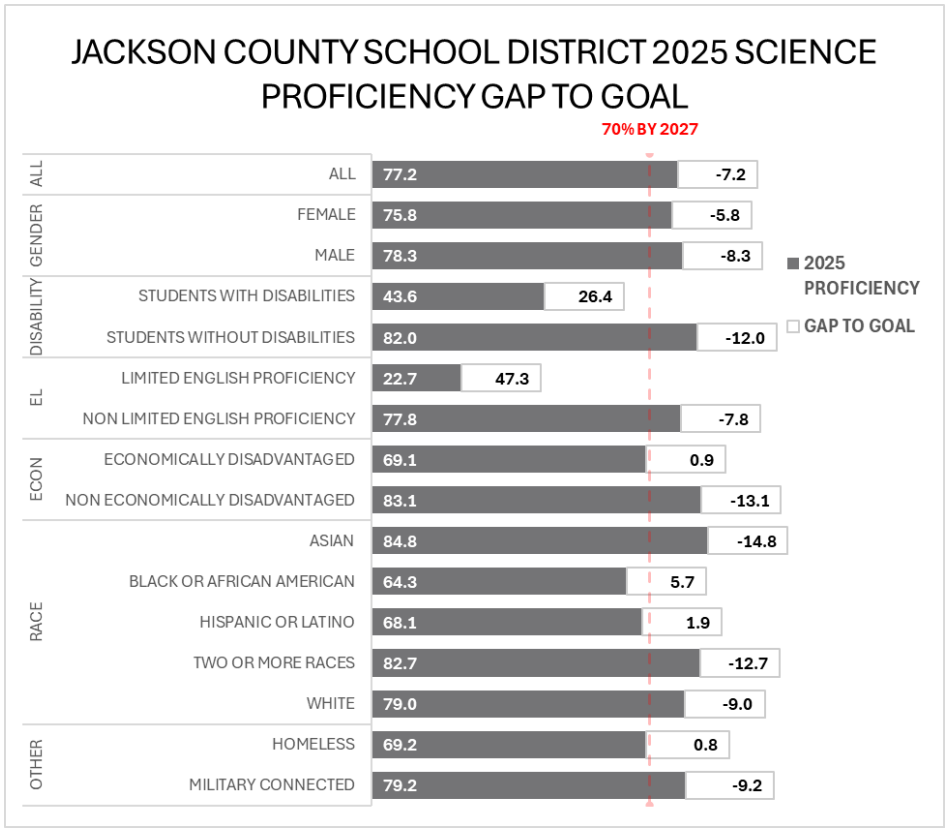


Figure 31: District 2025 Science Proficiency Gap to Goal

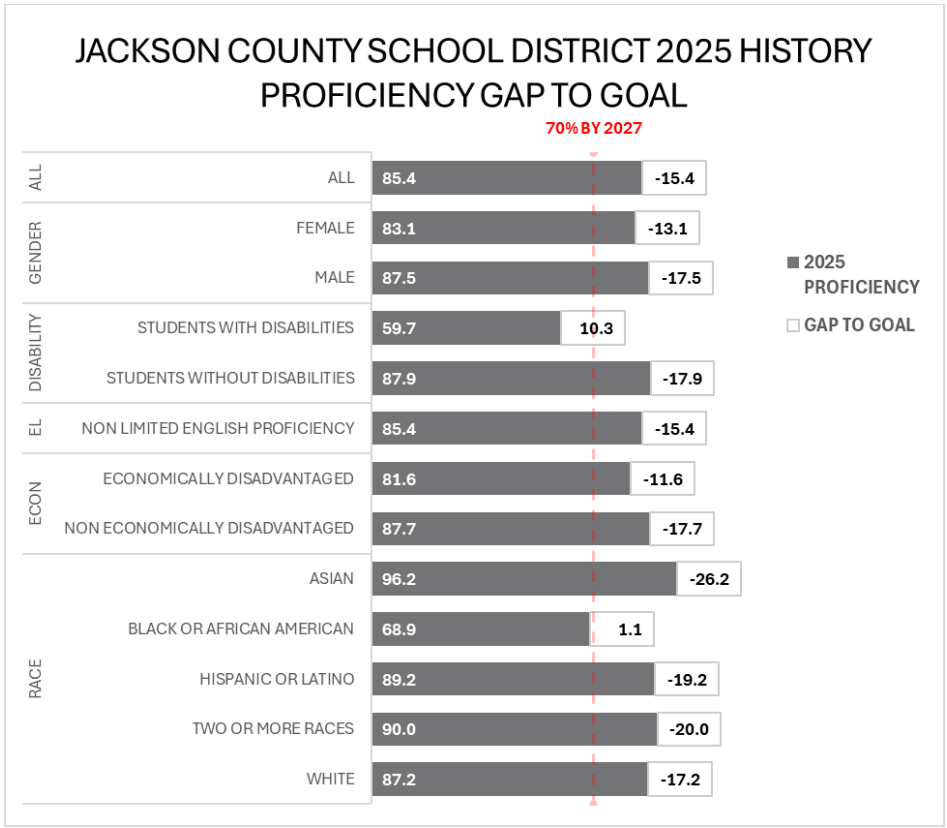


Figure 32: District 2025 History Proficiency Gap to Goal

ADVANCED COURSE ENROLLMENT

NOTE: 2025 advanced course and post-secondary enrollment figures are not currently available.

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
ALL		804.1	65.3%	633.7	53.6%	814.6	65.8%
GENDER	FEMALE	434.5	73.6%	356.6	59.5%	437.2	75.9%
	MALE	369.6	57.7%	277.1	47.5%	377.4	57.0%
RACE	ASIAN	58.4	95.0%	47.9	79.8%	47.4	NA
	BLACK OR AFRICAN AMERICAN	60.5	47.6%	39.0	31.5%	61.9	44.9%
	HISPANIC OR LATINO	25.4	63.5%	19.4	38.8%	25.1	50.2%
	TWO OR MORE RACES	10.0	67.7%		39.4%	<10	42.5%
	WHITE	647.6	65.7%	518.1	56.1%	667.1	68.4%
DISABILITY	STUDENTS WITH DISABILITIES	27.0	24.1%	23.5	18.8%	27.1	21.9%
	STUDENTS WITHOUT DISABILITIES	777.1	69.5%	610.2	57.7%	787.5	70.7%

Figure 33: District Advanced Course Enrollment

ENROLLED IN POST-SECONDARY COURSES				
		2022	2023	2024
ALL		66.4%	65.0%	58.0%
GENDER	FEMALE	75.7%	69.3%	68.9%
	MALE	58.6%	60.7%	46.9%
RACE	ASIAN	77.8%	65.4%	71.9%
	BLACK OR AFRICAN AMERICAN	72.7%	58.0%	40.3%
	HISPANIC OR LATINO	56.3%	50.0%	50.0%
	WHITE	65.0%	66.5%	59.8%
DISABILITY	STUDENTS WITH DISABILITIES	61.1%	37.8%	29.8%
				(MDE, 2026f)

Figure 34: District Enrollment in Post-Secondary Courses

SCHOOL IMPROVEMENT DESIGNATIONS

Both **East Central Middle School** and **St. Martin High School** were reidentified in 2024, 2025, and 2026 as **Targeted School Improvement (TSI)** schools due to the performance of **students with disabilities** in English.

St. Martin East Elementary School, St. Martin Upper Elementary School, and **St. Martin Middle School** were all identified as an **Additional Targeted School Improvement (ATSI)** school in 2024, a designation which continued in 2025 and 2026 because the performance of **students with disabilities** was comparable to that of the lowest five percent of Title I schools in the state. St. Martin East Elementary and St. Martin Upper Elementary are school-wide Title I schools.

TITLE I ALLOCATIONS FOR SCHOOL IMPROVEMENT		
YEAR	**SCHOOL**	**ALLOCATION**
2024	EAST CENTRAL MIDDLE SCHOOL	$53,309
2025	EAST CENTRAL MIDDLE SCHOOL	$65,428
2026	EAST CENTRAL MIDDLE SCHOOL	$36,272
2024	ST. MARTIN HIGH SCHOOL	$68,711
2025	ST. MARTIN HIGH SCHOOL	$99,198
2026	ST. MARTIN HIGH SCHOOL	$36,272
2024	ST. MARTIN UPPER ELEMENTARY SCHOOL	$54,021
2025	ST. MARTIN UPPER ELEMENTARY SCHOOL	$66,863
2026	ST. MARTIN UPPER ELEMENTARY SCHOOL	$36,272
2024	ST. MARTIN EAST ELEMENTARY SCHOOL	$55,179
2025	ST. MARTIN EAST ELEMENTARY SCHOOL	$71,393
2026	ST. MARTIN EAST ELEMENTARY SCHOOL	$36,272
2024	ST. MARTIN MIDDLE SCHOOL	$62,212
2025	ST. MARTIN MIDDLE SCHOOL	$82,560
2026	ST. MARTIN MIDDLE SCHOOL	$36,272

Figure 35: District Title I Allocations for School Improvement

Targeted Support and Improvement (TSI) — consistent underperformance of student subgroups (racial and ethnic, economically disadvantaged, English language learners, and students with disabilities):

- scores in the lowest 50% on overall accountability results;
- scores in the lowest 25% of average gap-to-goal (% proficient - 70%) for the most recent three years;
- scores in the lowest 25% of improvement toward gap-to-goal closure over three years.

Additional Targeted Support and Improvement (ATSI)

- subgroup performs <= lowest 5% of Title I schools



ACCOUNTABILITY TAKEAWAYS

OVERALL ACCOUNTABILITY PATTERN

Jackson County School District sustained an A rating across all three reported years, with its accountability score rising from 732 in 2023 to 747 in 2024 before easing slightly to 740 in 2025. That pattern suggests a **district performing at a consistently high level** overall, even as some individual indicators fluctuated from year to year. The broader context matters: higher state cut scores are scheduled to take effect beginning in 2026, so maintaining the same letter rating will require stronger performance going forward.

ACADEMIC PERFORMANCE AND GROWTH

Academic results show more strength in overall proficiency than in consistent subgroup growth. **Reading proficiency improved** from 57.0% in 2023 to 61.2% in 2024, then slipped slightly to 60.0% in 2025, while **reading growth followed a similar pattern** at 68.2%, 70.5%, and 69.6%. **Math remained somewhat stronger than reading** in proficiency, moving from 65.4% to 69.6% and then 68.9%, but math growth for the lowest quartile fell sharply from 67.7% in 2024 to 56.0% in 2025, a sign that improvement was not reaching struggling students as consistently. **Science and history were clear strengths**, holding steady at high levels: science proficiency stayed around 77%, and history remained above 85% all three years. English learner progress, however, showed a more encouraging upward trend, improving from 39.9% in 2023 to 47.2% in 2025.

READINESS, GRADUATION, AND PARTICIPATION

College- and career-readiness indicators were mixed. College and career readiness declined from 76.4% in 2023 to 69.9% in 2024, then recovered modestly to 71.2% in 2025. Acceleration followed a different pattern, dipping from 74.0% to 72.9% and then rising to 75.2%, its highest point in the three-year span. **Graduation statistics remain a strength**: the four-year graduation rate climbed from 91.0% in 2021 to 93.6% in 2024 before settling at 92.3% in 2025, still above the state rate of 90.8%. Dropout rates stayed below the state in every reported year, though the district's rate increased from 5.2% in 2024 to 6.6% in 2025. **Assessment participation was extremely strong** in 2025, reaching 99.5% in math, 98.1% in English, and 99.6% in science, which strengthens confidence that the accountability results reflect nearly all tested students.

EQUITY GAPS AND SUBGROUP PERFORMANCE

Overall district success coexists with large subgroup disparities. In 2025 reading, students without disabilities reached 66.5% proficiency while **students with disabilities** were at 22.1%; in math, the gap was 75.4% versus 31.1%. **English learners also lagged sharply**, especially in science, where proficiency was only 22.7% in 2025

compared with 77.8% for non-English learners. **Economic gaps were also sizable:** in 2025 math, economically disadvantaged students scored 58.7% proficient compared with 77.1% for non-economically disadvantaged peers. **Racial subgroup patterns were uneven as well.** Asian students posted especially strong results, including 96.2% proficiency in history in 2025, while Black or African American students showed weaker outcomes in several areas, including a drop in history proficiency from 82.9% in 2023 to 68.9% in 2025. The 2025 gap-to-goal charts reinforce these disparities: **students with disabilities remained 47.9 points below the 70% reading goal and 38.9 points below in math, while English learners were 44.6 points below the reading goal and 43.0 points below in math.**

IMPROVEMENT PRESSURE POINTS

The district's **school improvement identifications** point to where accountability pressure is most concentrated. East Central Middle School and St. Martin High School were reidentified in 2024, 2025, and 2026 for Targeted School Improvement because of the performance of students with disabilities in English. St. Martin East Elementary, St. Martin Upper Elementary, and St. Martin Middle also continued as Additional Targeted School Improvement schools because the performance of students with disabilities was comparable to that of the lowest-performing Title I schools in the state. Taken together, the data suggest a **district with strong overall performance, high participation, and solid graduation outcomes, but one that will need to narrow persistent disability, English learner, and economic gaps** to protect its standing under tougher accountability rules.

ASSESSMENT



Mississippi's statewide assessments evaluate students from prekindergarten through high school. Early learners are assessed at the start and end of the year, while grades 3–8 take the MAAP in English Language Arts and Math; science is tested in grades 5 and 8. High schoolers complete end-of-course exams in Algebra I, English II, and Biology, plus all juniors take the ACT. These assessments measure learning to ensure students are prepared for graduation and future opportunities.

JUNIOR ACT

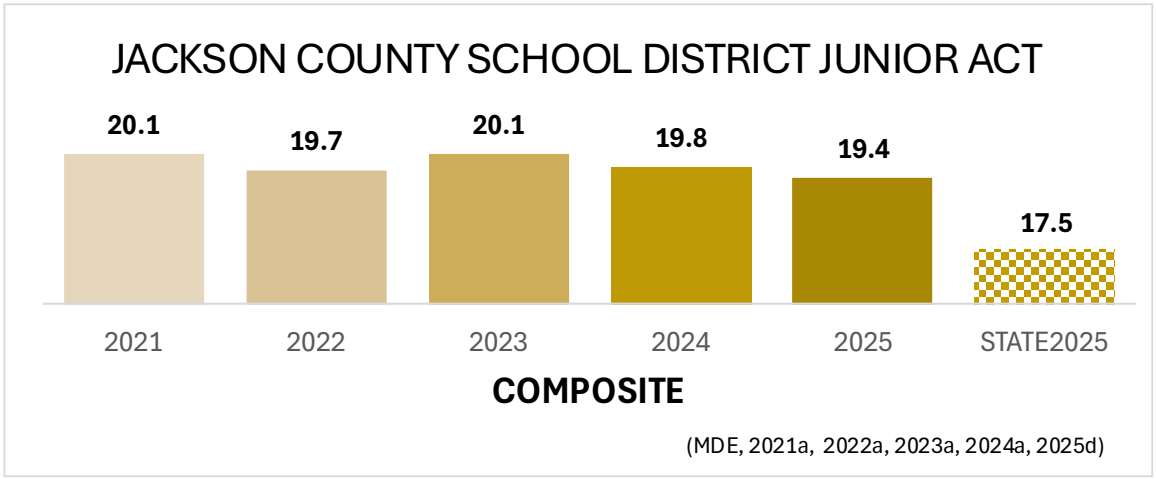


Figure 36: District Junior ACT: Composite

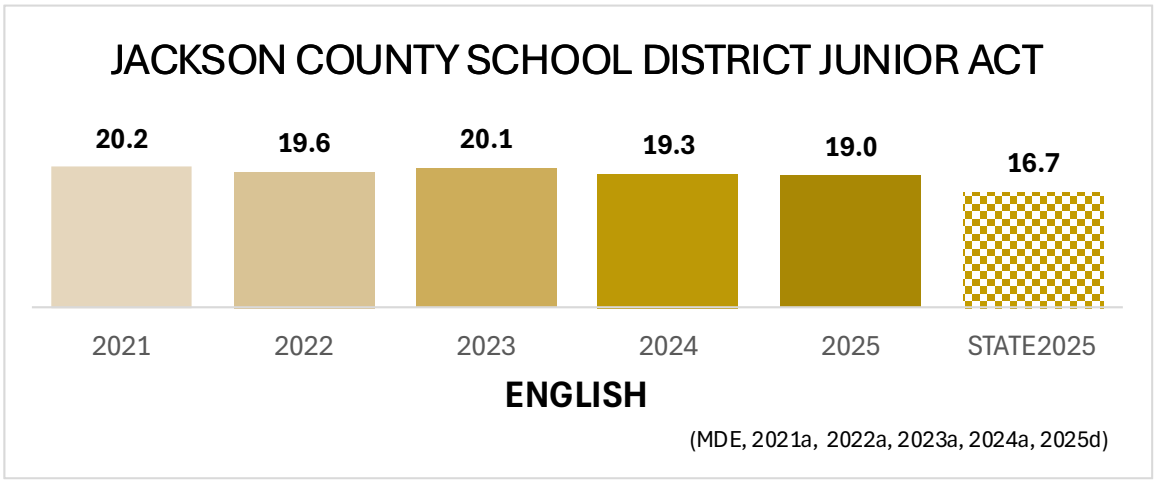


Figure 37: District Junior ACT: English

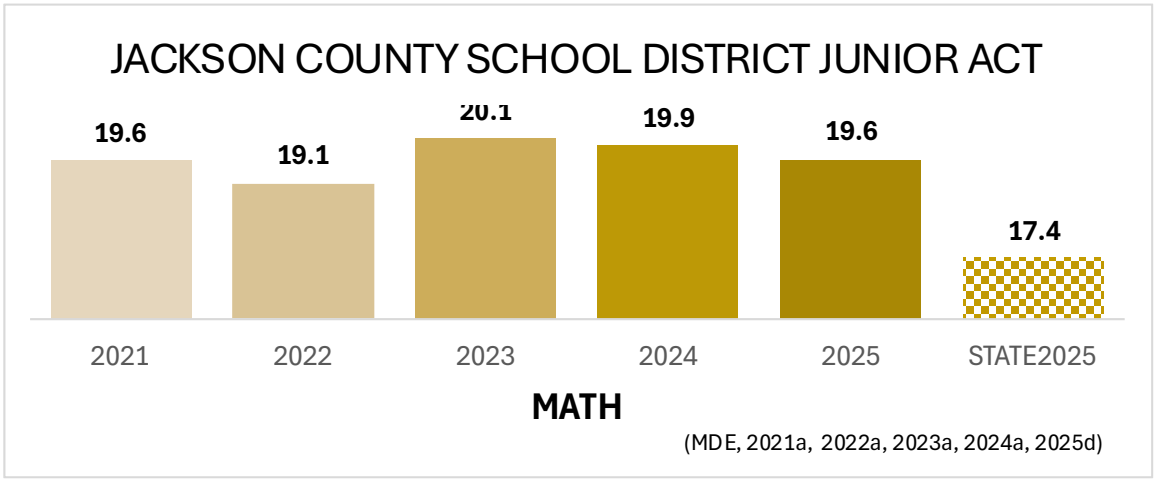


Figure 38: District Junior ACT: Math

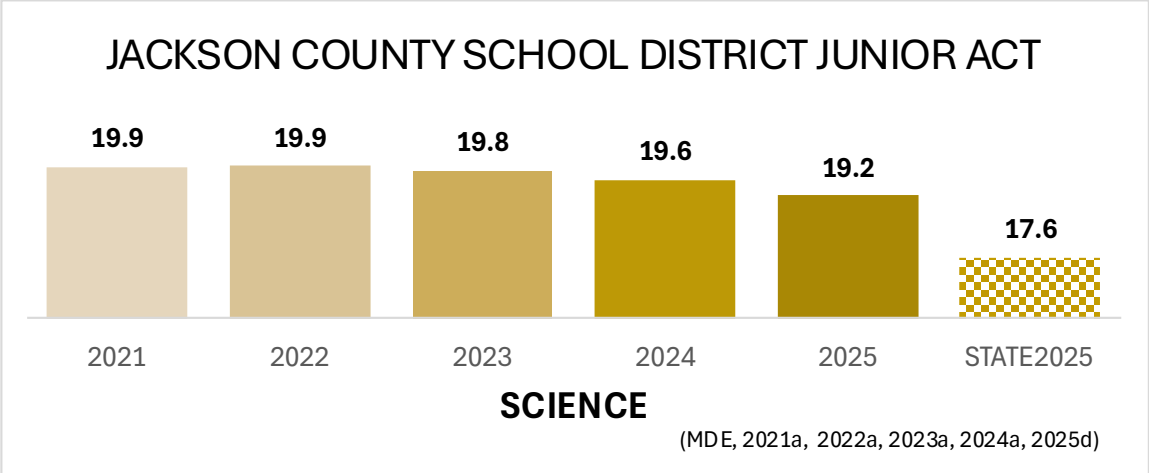


Figure 39: District Junior ACT: Science

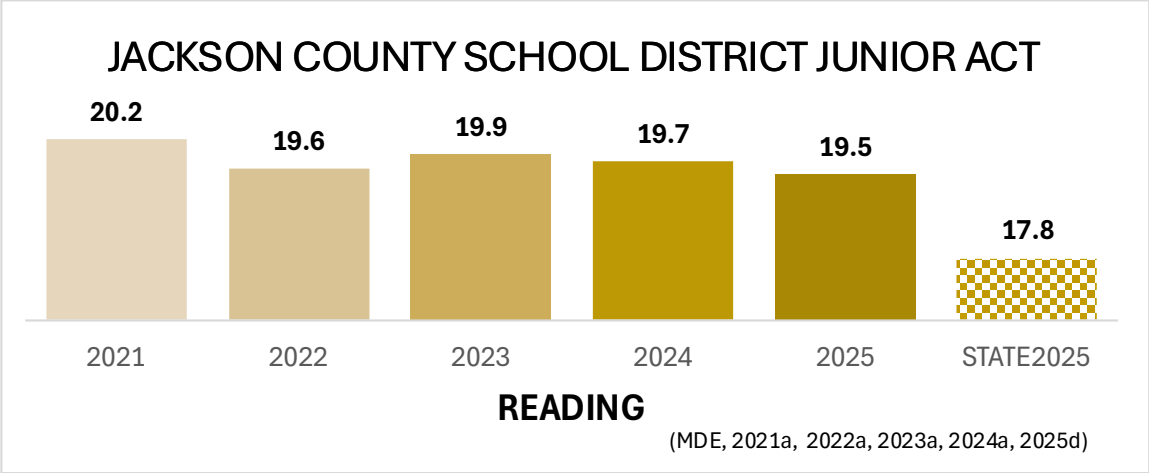


Figure 40: District Junior ACT: Reading

KINDERGARTEN READINESS ASSESSMENT

Due to major vendor and technical changes, Mississippi's Kindergarten Readiness Assessment (KRA/MKAS2) results are not directly comparable across years.

- **2023–24:** Used *Renaissance's STAR Early Literacy* with stable cut scores; results within this year are comparable.
- **2024–25:** Switched to *Istation/Ameri Learning* with new cut scores; not comparable to previous STAR results.
- **May 27, 2025:** State Board ended Istation/Ameri's contract, approving a one-year emergency contract with *Renaissance Learning* for 2025–26.
- **2025–26:** *Renaissance* returns as interim vendor; this is a bridge year, so technical details may differ from earlier STAR assessments.

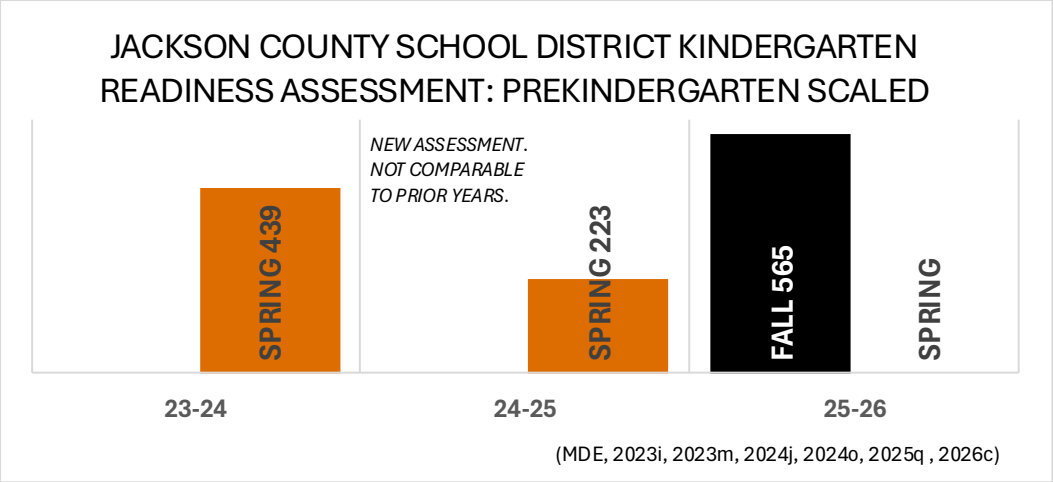


Figure 41: District Kindergarten Readiness Assessment: Prekindergarten Scaled Scores

Prekindergarten scores for Fall of 2024 were not reported by MDE.

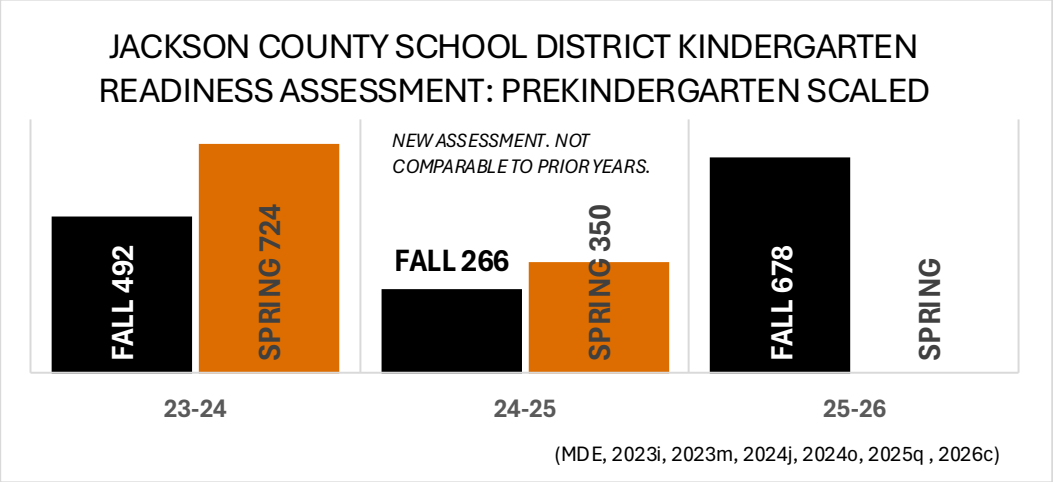


Figure 42: District Kindergarten Readiness Assessment: Kindergarten Scaled Scores

LITERACY-BASED PROMOTION ACT (LBPA)

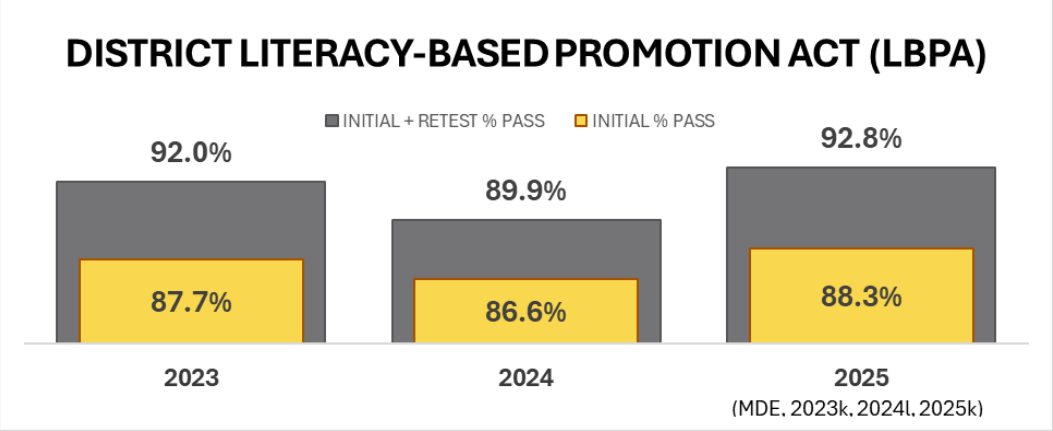


Figure 43: District Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

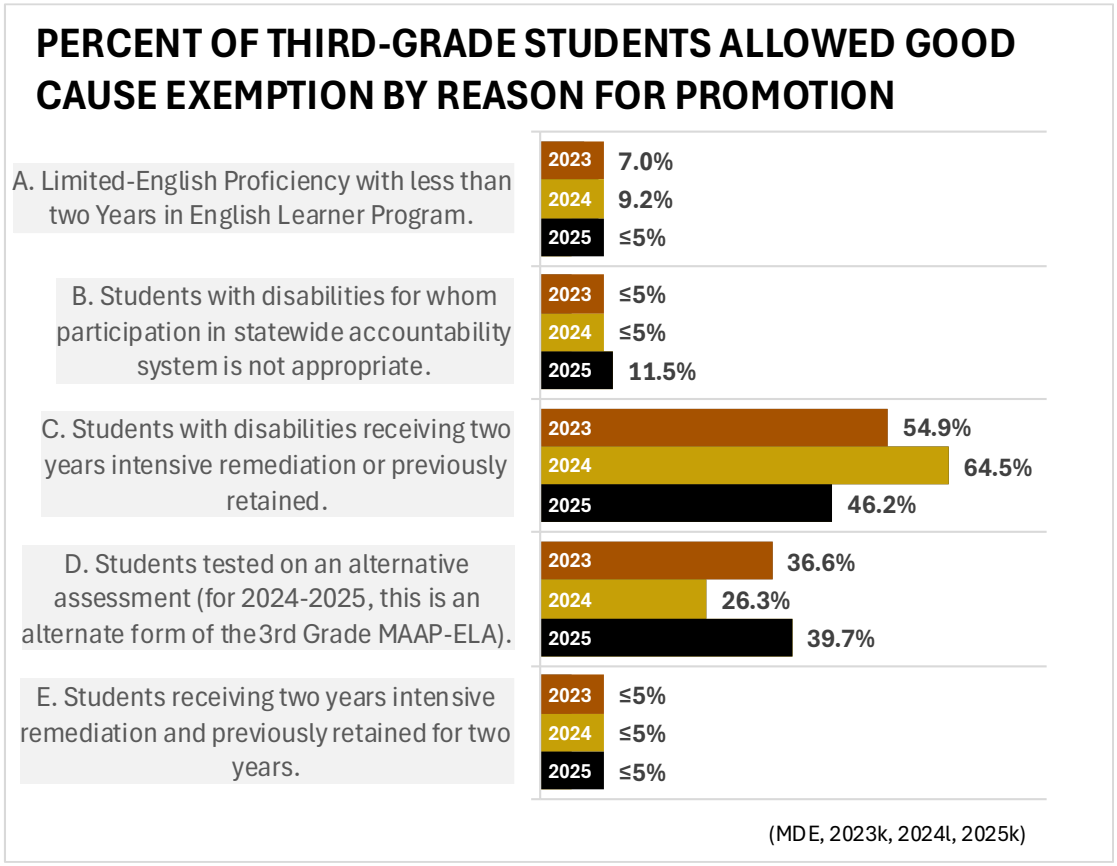


Figure 44: Percent of Third-Grade Students Allowed Good Cause Exemption by Reason for Promotion

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

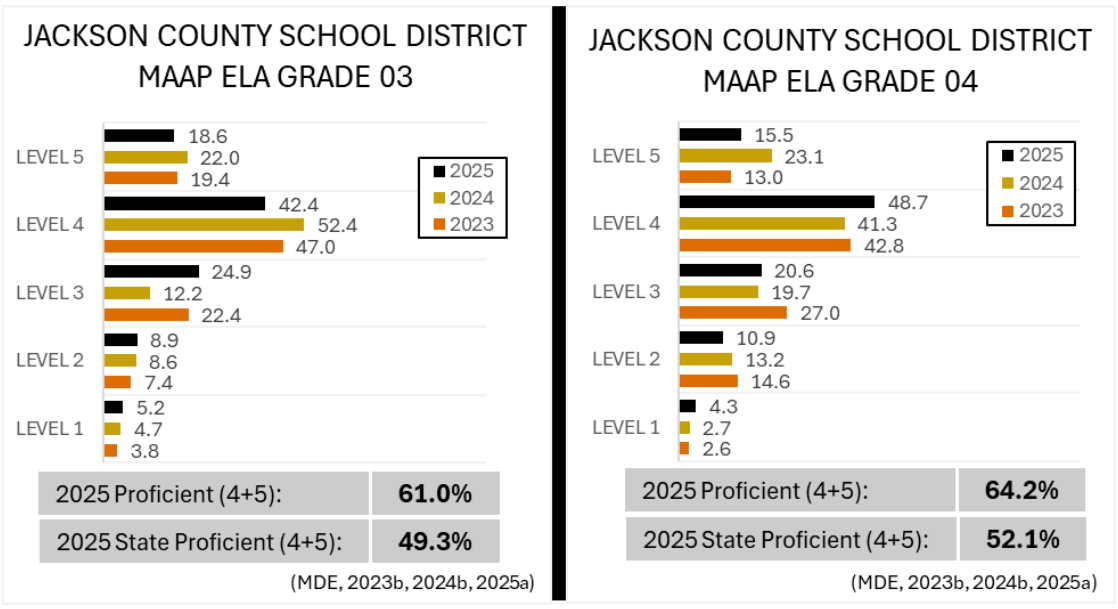
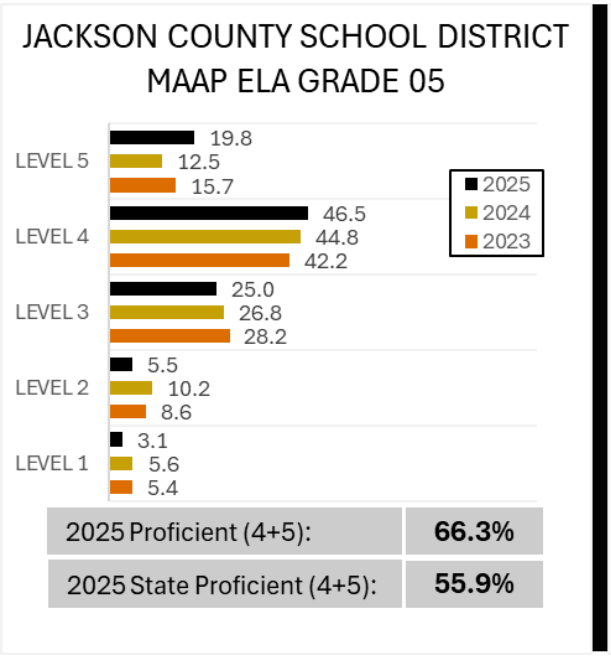


Figure 45: District MAAP ELA Grades 3 and 4



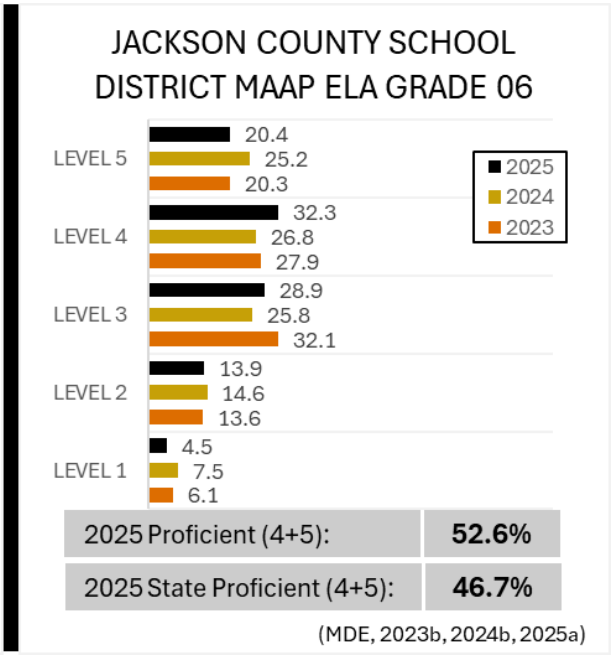
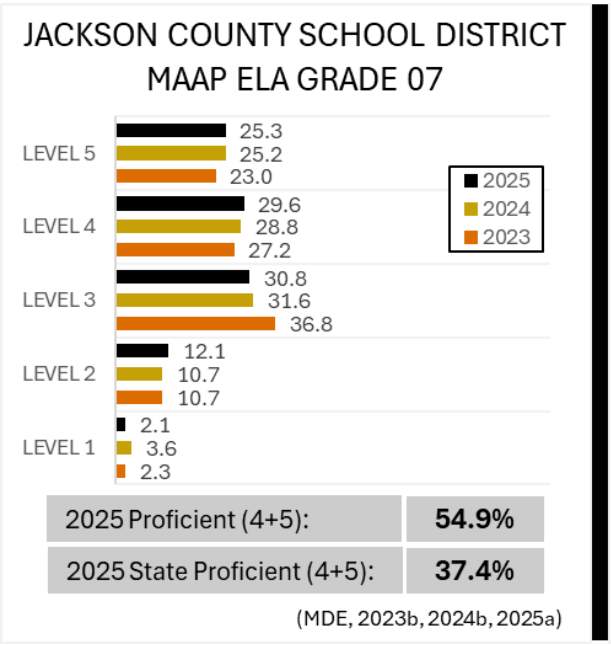


Figure 46: District MAAP ELA Grades 5 and 6



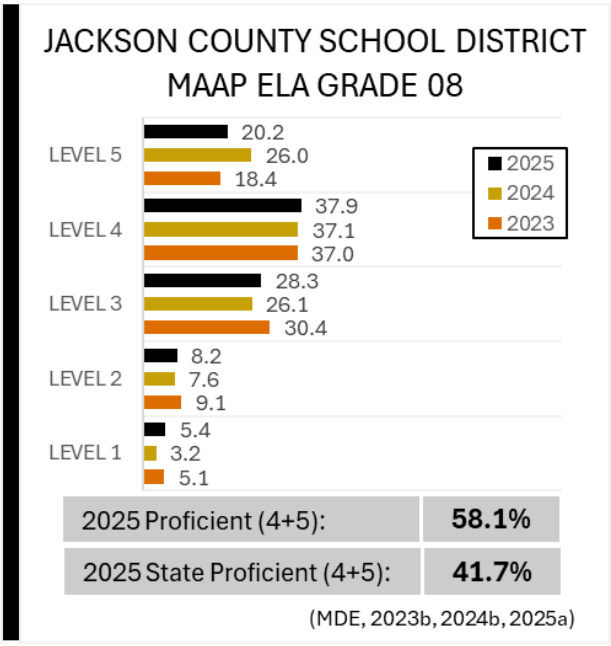


Figure 47: District MAAP ELA Grades 7 and 8

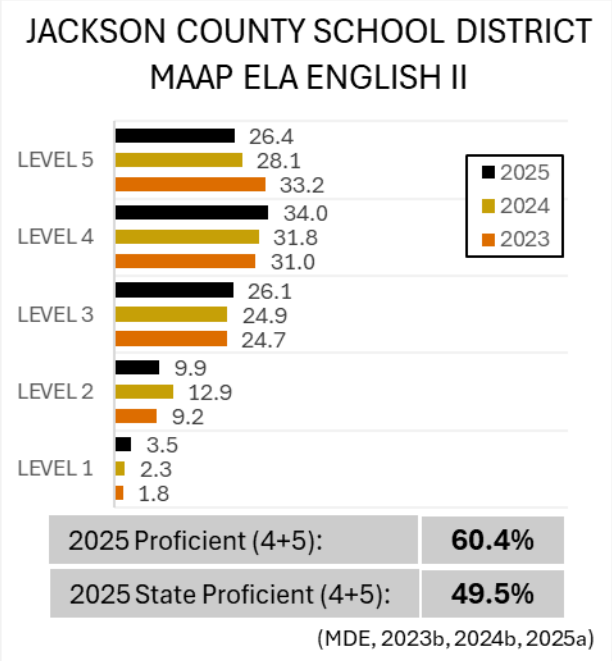




Figure 48: District MAAP ELA English II

MAAP MATH

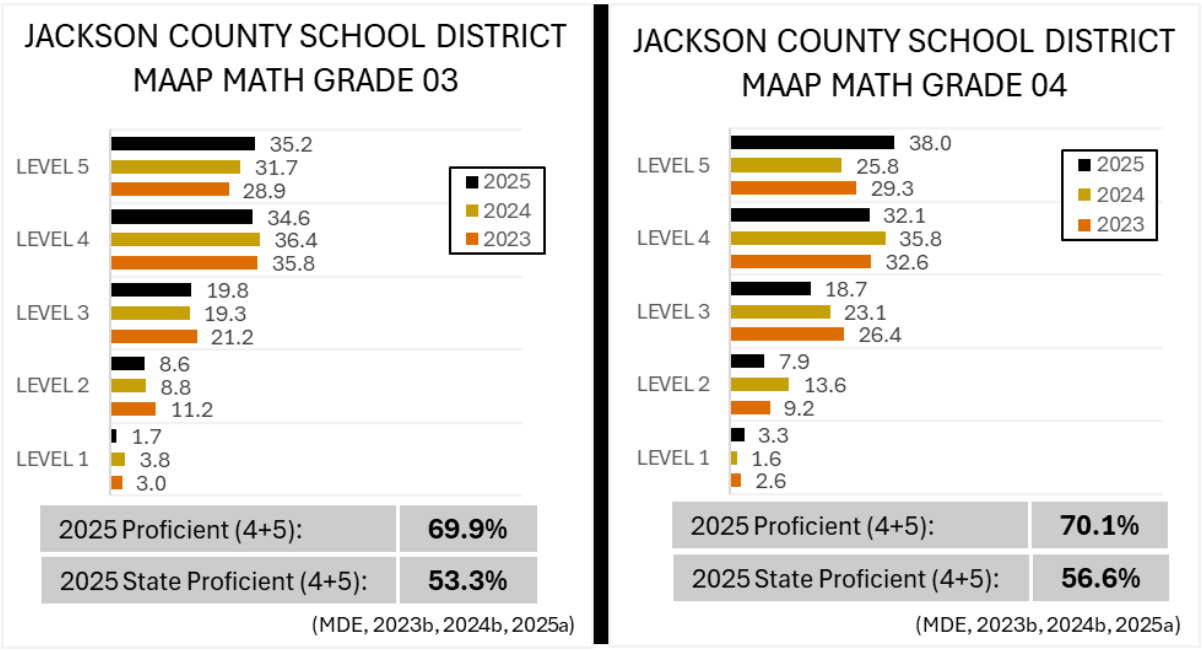


Figure 49: District MAAP Math Grades 3 and 4

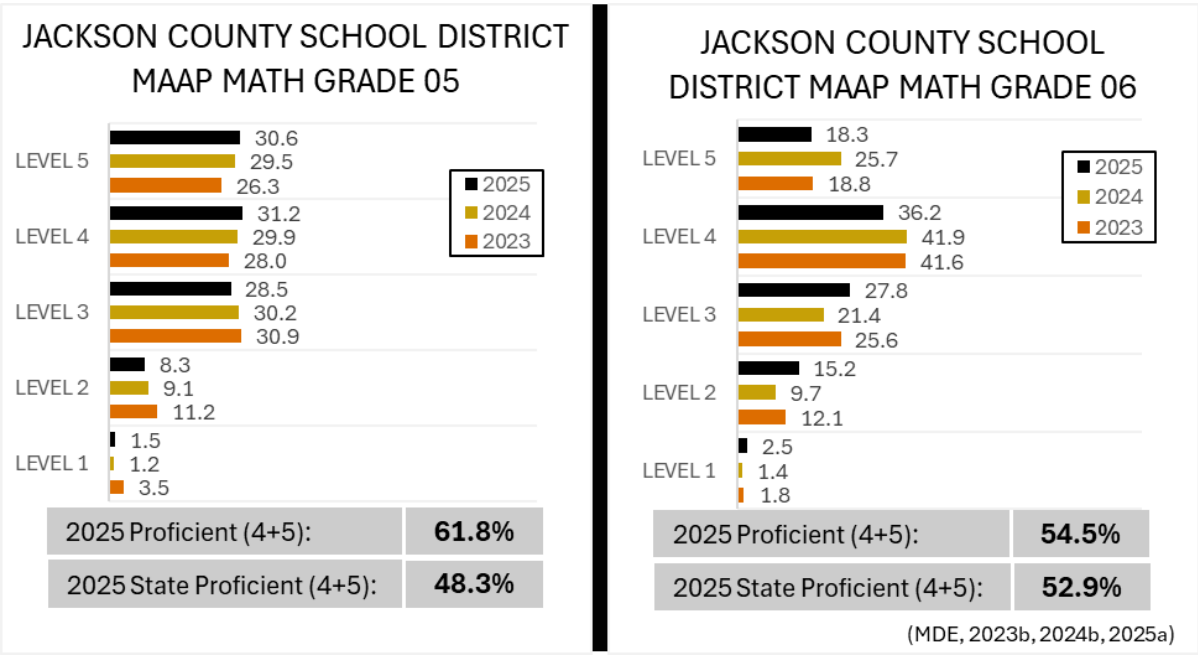


Figure 50: District MAAP Math Grades 5 and 6

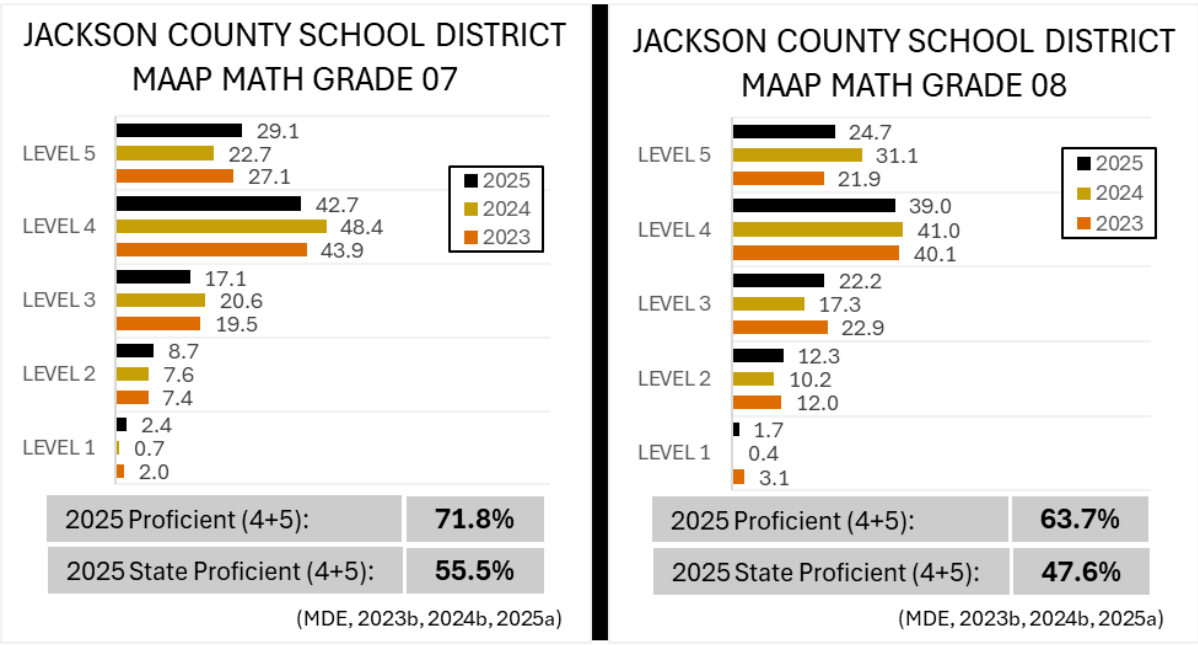


Figure 51: District MAAP Math Grades 7 and 8

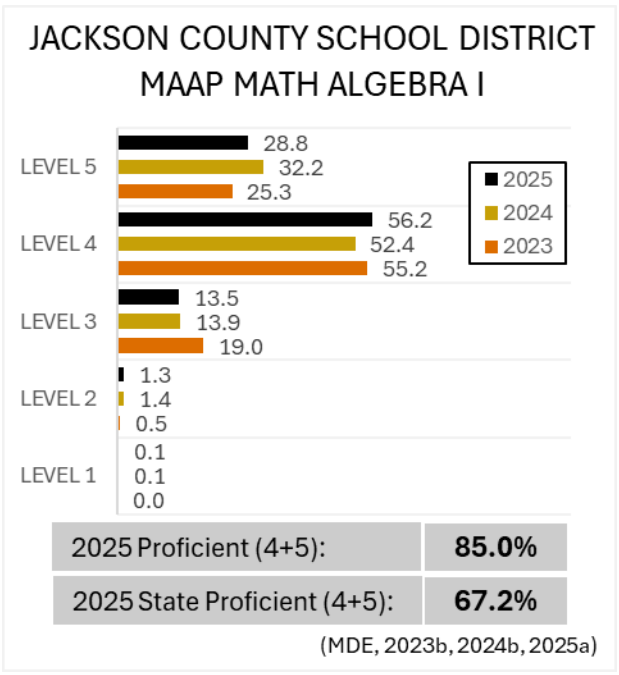




Figure 52: District MAAP Math Algebra I

MAAP SCIENCE

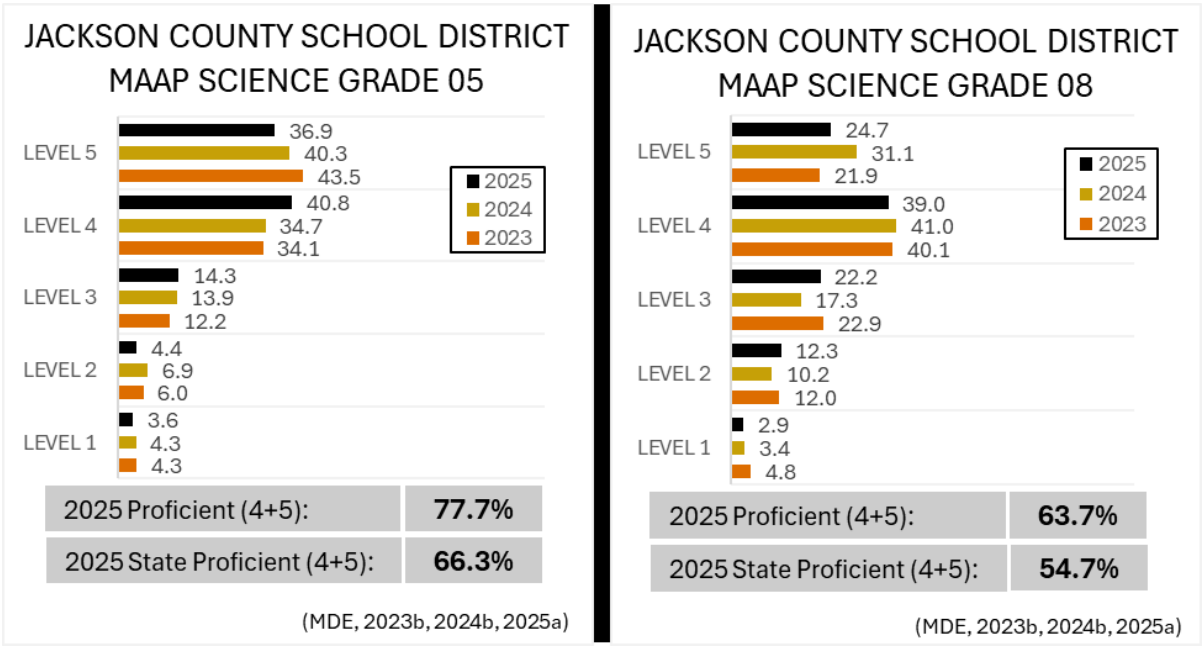


Figure 53: District MAAP-SCI Grades 5 and 8

MAAP END-OF-COURSE

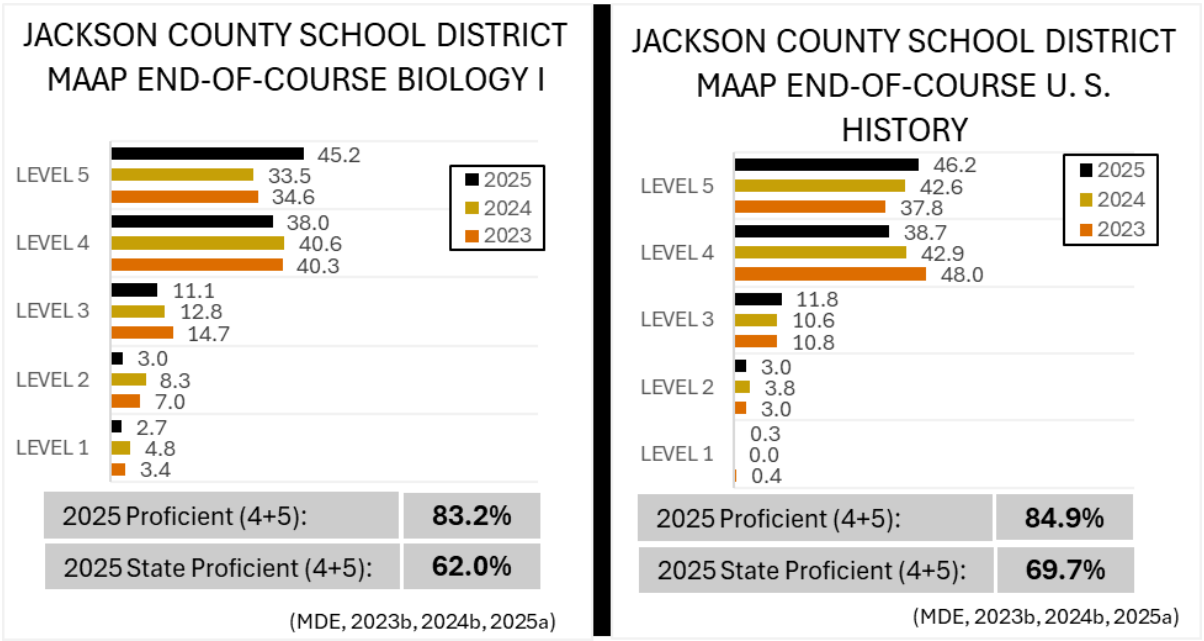


Figure 54: District MAAP-EOC Biology I and U. S. History

MAAP PROFICIENCY

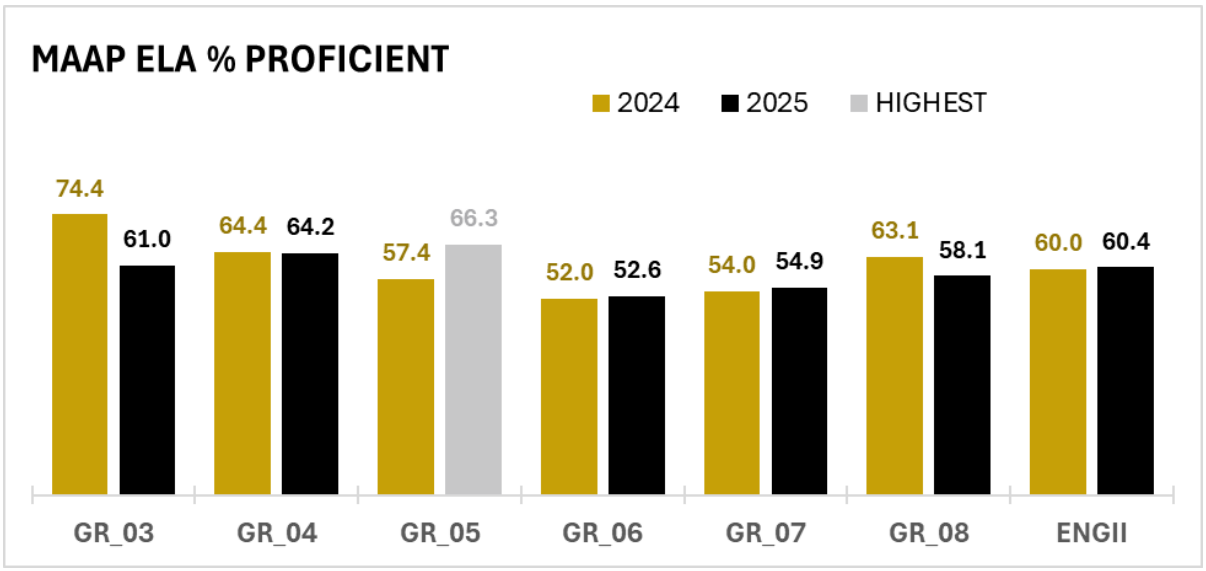


Figure 55: District MAAP ELA % Proficiency

PROFICIENT

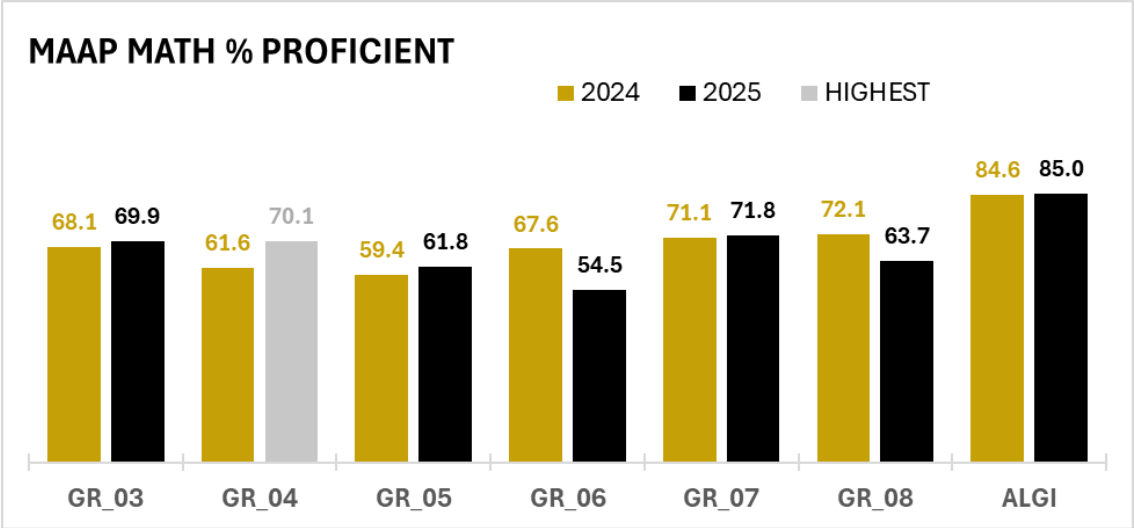


Figure 56: District MAAP Math % Proficiency

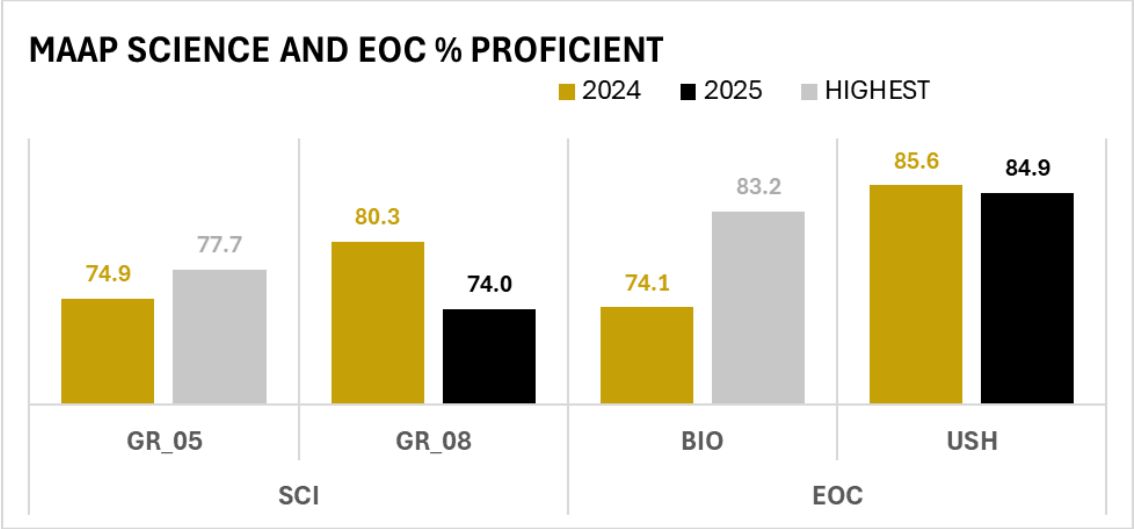


Figure 57: District MAAP Science and End-of-Course Proficiency

MAAP PROFICIENCY GAIN/LOSS OVER TIME 2023-2025

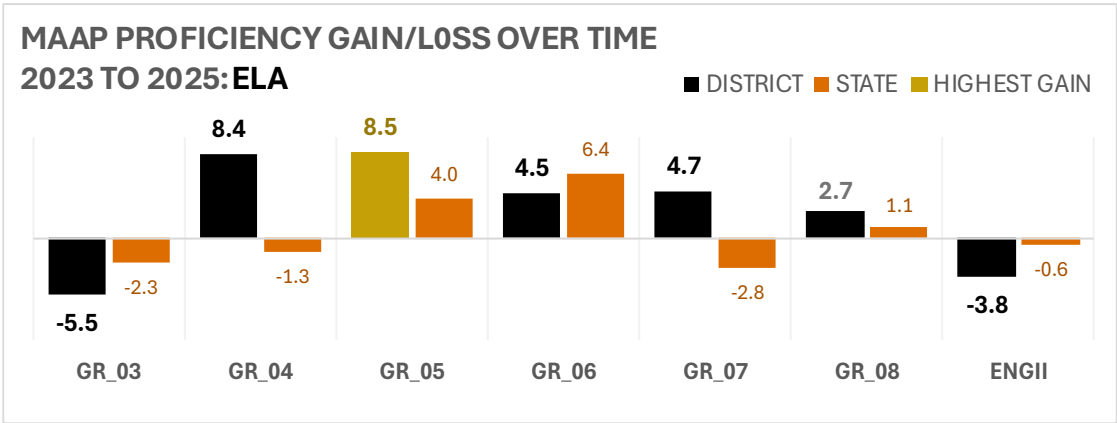


Figure 58: District MAAP Proficiency Gain/Loss Over Time: ELA

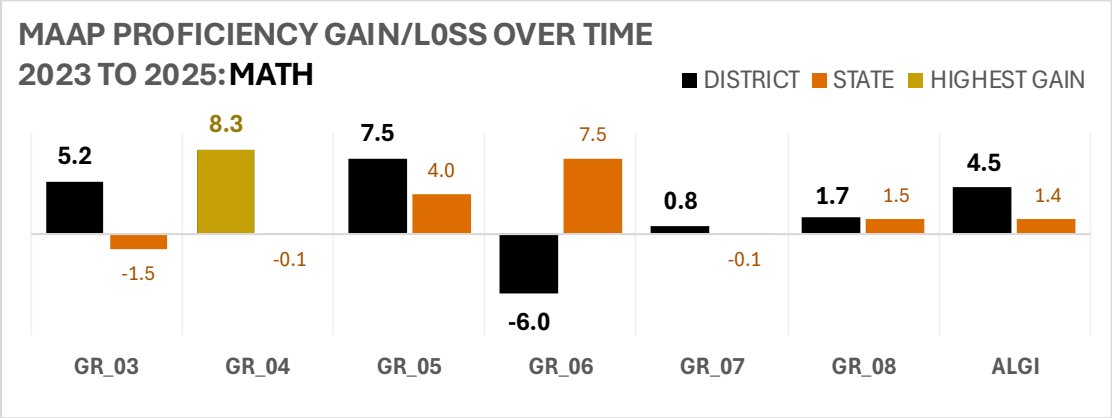


Figure 59: District MAAP Proficiency Gain/Loss Over Time: Math

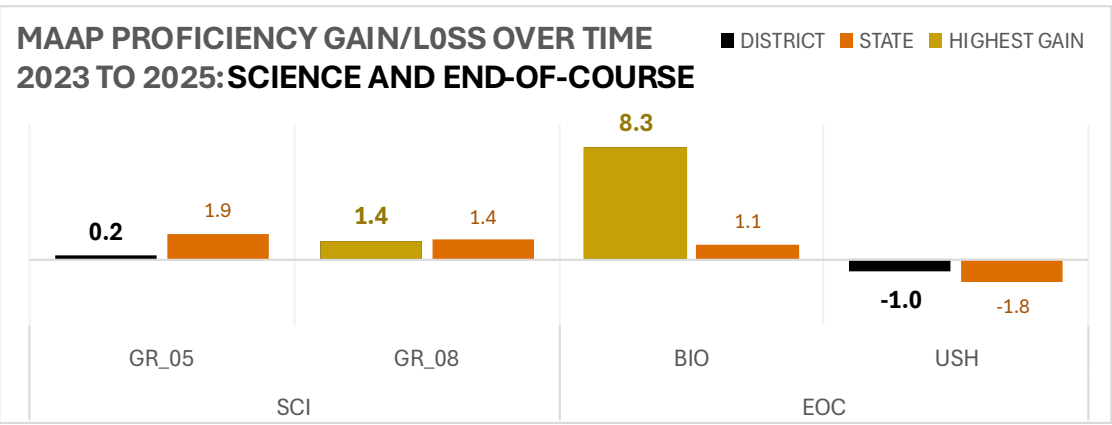


Figure 60: District MAAP Proficiency Gain/Loss Over Time: Science and End-of-Course

Assessment Takeaways

Jackson County School District's assessment results demonstrate overall stability, with noticeable progress in specific areas and ongoing challenges across different grade levels. At the high school level, **junior ACT performance has remained consistent** over five years, with composite scores fluctuating narrowly around 19.7–20.1 before dipping slightly to 19.4 in 2025, still outperforming the state composite of 17.5. Subject-area trends mirror this stability: English declined from 20.1 in 2023 to 19.0 in 2025, while math held steady near 19.6 and science remained close to 19.2, all well above corresponding state averages.

Early literacy indicators suggest strong outcomes in promotion decisions. Third-grade students meeting promotion requirements under the Literacy-Based Promotion Act exceeded 90% each year, rising from 92.0% in 2023 to 92.8% in 2025, while the proportion promoted through good-cause exemptions declined, signaling **improved reading readiness.**

MAAP results reveal **solid proficiency in mathematics and science**, particularly in upper grades. In 2025, math proficiency reached 70.1% in grade 4, 71.8% in grade 7, and 85.0% in Algebra I, exceeding state benchmarks by double digits. Science proficiency was similarly strong, with 77.7% proficient in grade 5 and 63.7% in grade 8. **English language arts performance was more mixed**, with proficiency ranging from 58.1% in grade 8 to 64.2% in grade 4, though most grades exceeded state averages.

Longitudinally, **proficiency gains from 2023 to 2025 were most pronounced in middle-grade math**, including an 8.3-point increase in grade 4 and a 7.6-point increase in grade 5, while ELA showed modest gains and isolated declines.

FINANCE

REVENUE

LOCAL FUNDING

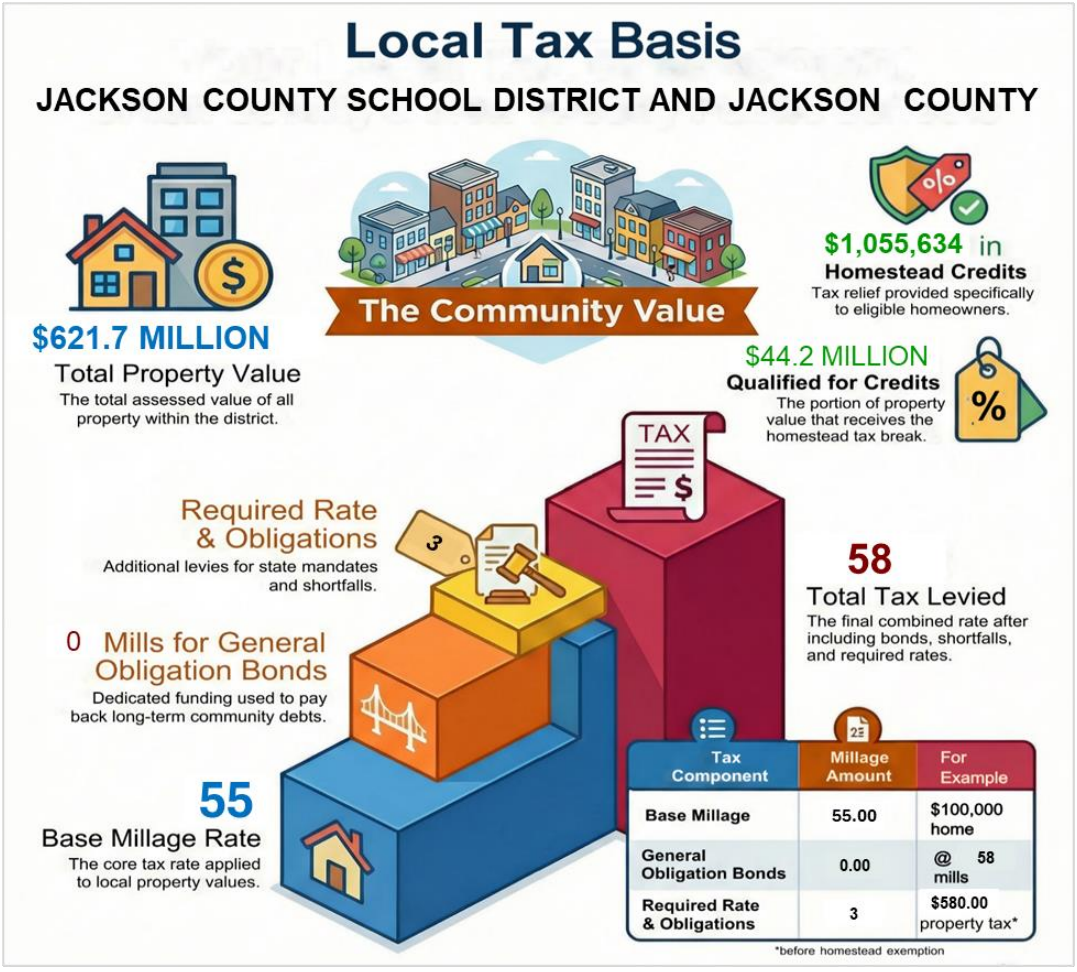


Figure 61: Local Tax Basis

STATE FUNDING

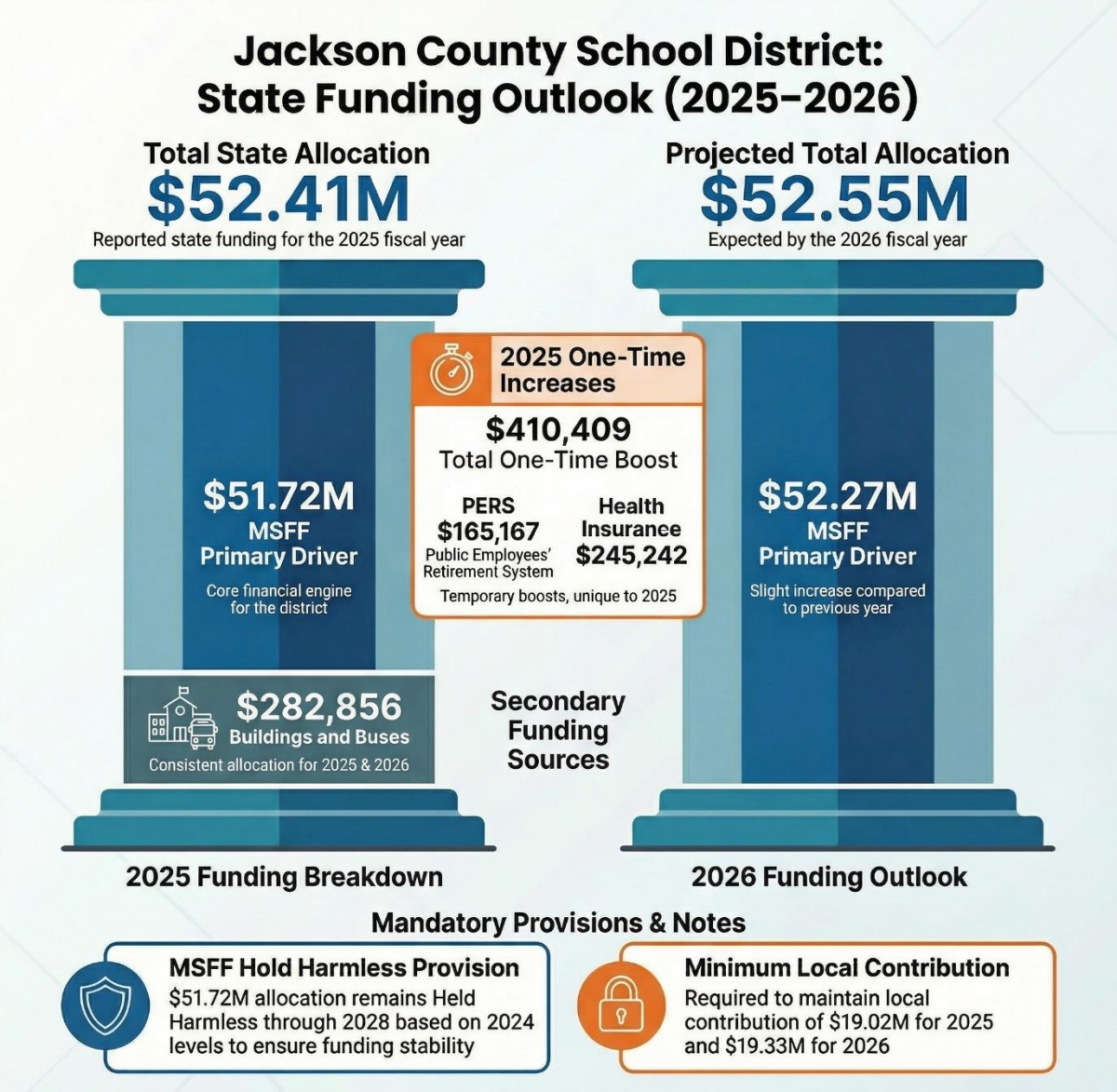


Figure 62: State Funding Outlook 2025-2026

WEIGHTED GROUPS FOR MSFF FUNDING FOR 2025				
	DESCRIPTION	**WEIGHT PER STUDENT**	**2025 COUNT**	**TOTAL WEIGHT**
AVERAGE NET MEMBERSHIP	Avg. enrolled Oct. & Nov.	100%	8834	8834
ECONOMICALLY DISADVANTAGED	National School Lunch Program, Head Start, Medi-caid, SNAP.	30%	NA	NA

WEIGHTED GROUPS FOR MSFF FUNDING FOR 2025				
	DESCRIPTION	**WEIGHT PER STUDENT**	**2025 COUNT**	**TOTAL WEIGHT**
ENGLISH LANGUAGE LEARNERS	Identified on Home Language Survey	15%	205	30.75
TIER I SPECIAL EDUCATION	Speech and language impairment; developmental delay.	60%	745	447
TIER II SPECIAL EDUCATION	Autism, emotional disabilities, hearing, orthopedic, intellectual, or other health impairments.	110%	490	539
TIER III SPECIAL EDUCATION	Visual impairments, deaf-blindness, multiple disabilities, or traumatic brain injuries.	130%	42	54.6
GIFTED	Above the 91st percentile on an intelligence test. 5% of total student population.	5%	1021	22.085
CAREER AND TECHNICAL EDUCATION	Grades 9-12;	10%	1146	114.6
CONCENTRATED POVERTY	Over 35% identified as low poverty.	10%	NA	NA
SPARSITY	Fewer than 8 students per mile. Applied after all other weights calculated.	0%-8%	NA	NA
				(MDE, 2025z)

Figure 63: Weighted Groups for MSFF Funding for 2025

Note: MDE did not publish Sparsity or Economically Disadvantaged numbers.

THE **MISSISSIPPI STUDENT FUNDING FORMULA** (MSFF) IS A 2024-LEGISLATED, STUDENT-CENTERED FUNDING MODEL THAT REPLACES THE FORMER MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP).

FEDERAL FUNDING

DISTRICT TITLE PROGRAM ALLOCATIONS				
PROGRAM	**DESCRIPTION**	**2024**	**2025**	**2026**
Title I, Part A	Supplemental funding for high % low-income students	$2,046,542	$2,030,170	$2,030,170
Title I, Part D (Neglected or Delinquent)	Institutionalized neglected, delinquent, at-risk			
Title I, Part D, Subpart 2	Children in local institutions or attending community day programs, assisting in their transition to further education or employment			
Title II, Part A	Professional learning, recruitment, and preparation	$348,538	$370,427	$370,427
Title III, Part A (English Learners and Immigrant Children and Youth)	Supplemental funding for language instruction, teacher professional development, and family engagement			
Title III, Part A (Immigrant Children and Youth)	Districts experiencing a significant increase in immigrant children and youth			
Title IV, Part A Student Support and Academic Enrichment	Well-rounded education, ensuring safe and healthy students, and improving technology usage	$164,025		
Title V	Rural districts with high concentrations of low-income students			
TOTAL TITLE ALLOCATIONS	*Excluding Title I School Improvement allocations See Accountability.*	**$2,559,105**	**$2,400,597**	**$2,400,597**
				(MDE, 2024m, 2025l, 2026d)

Figure 64: District Title Program Allocations

ALL REVENUE

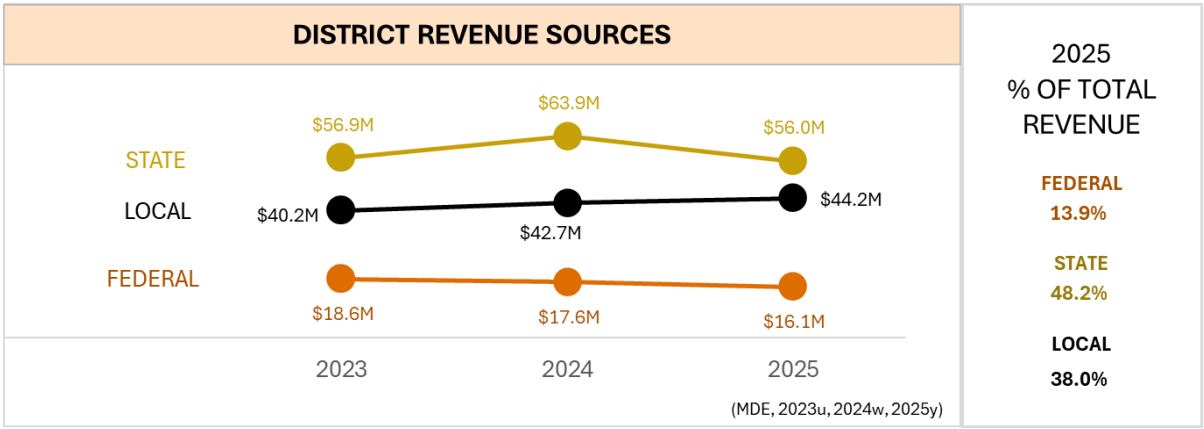


Figure 65: District Revenue Sources

INCREASE/DECREASE IN REVENUE 2023-2025

	DIFFERENCE	% CHANGE
LOCAL	$3,932,391	**3.2%**
STATE	-$963,884	**-1.0%**
FEDERAL	-$2,522,049	**-2.2%**

Figure 66: Increase/Decrease in Revenue 2023-2025



MSFF begins with a base student cost that is determined by a formula which has four components: instructional; administrative; ancillary and support; and operations and maintenance. Base funding for all students increases every year to account for inflation. The per-student base amount increased by 2.2% for the 2025-26 school year, from $6,695 to $6,843. 2026 total allocations already incorporate added amounts for PERS and health insurance included separately in 2025.

(Southerners for Fair School Funding, 2025)

EXPENDITURES

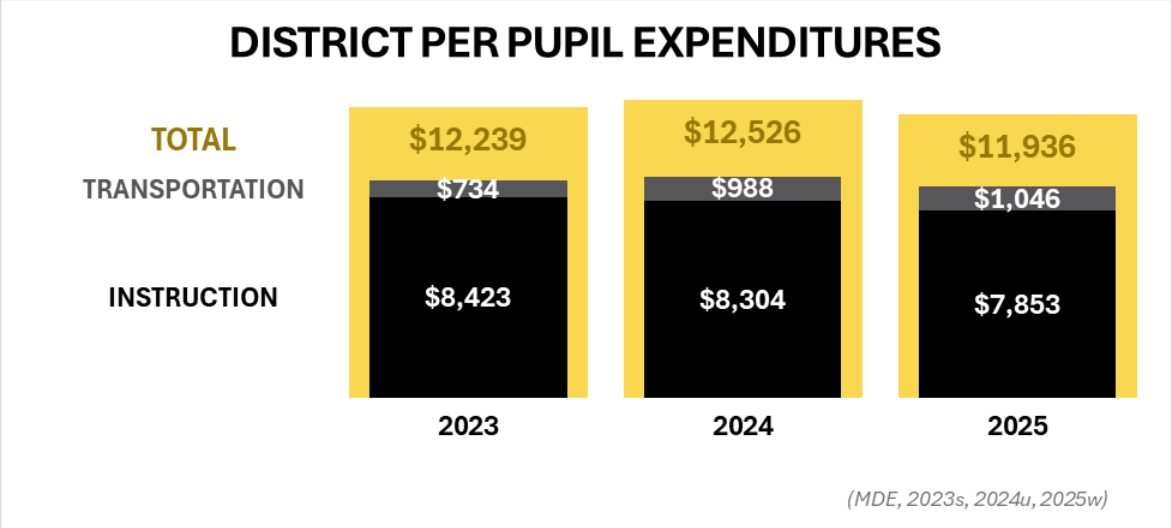


Figure 67: District Per Pupil Expenditures

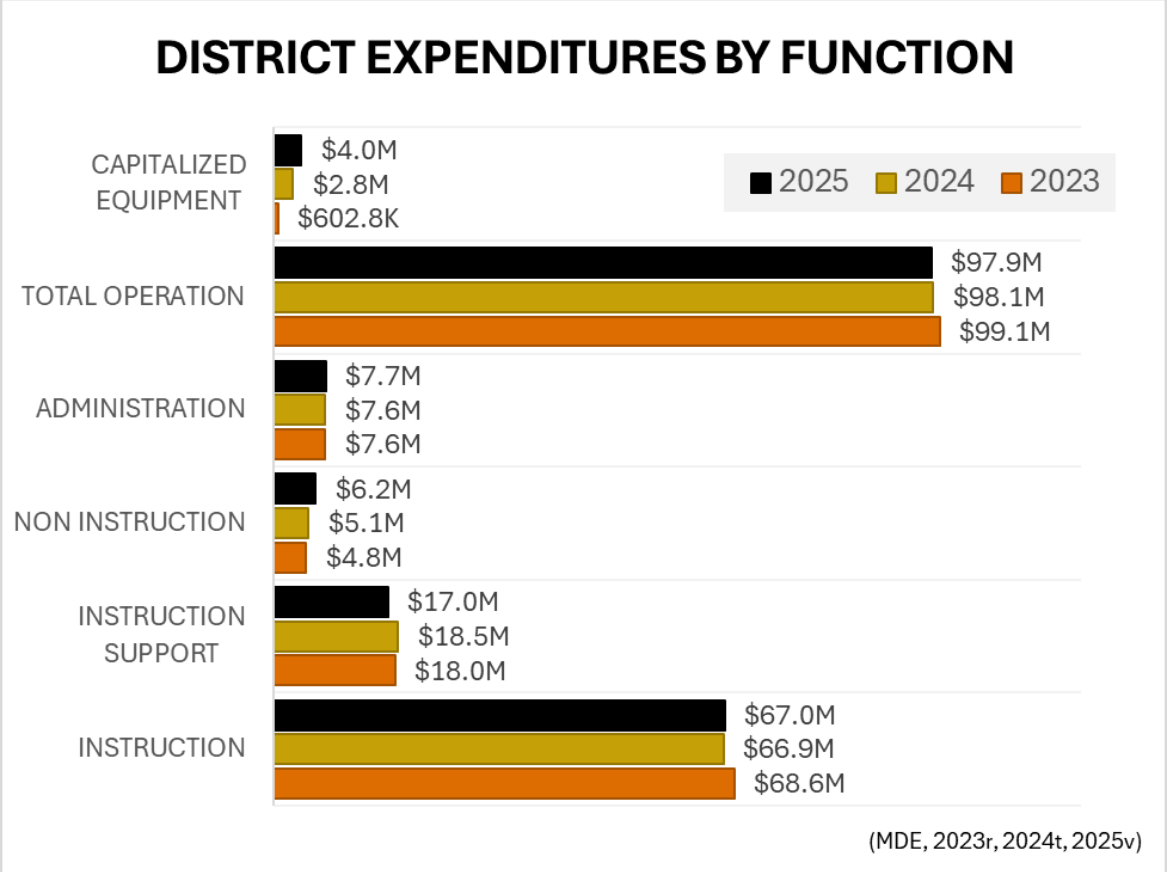


Figure 68: District Expenditures by Function

CHANGE IN TOTAL EXPENDITURE INCLUDING CAPITALIZED EQUIPMENT 2023-2025	**+$2.24M**

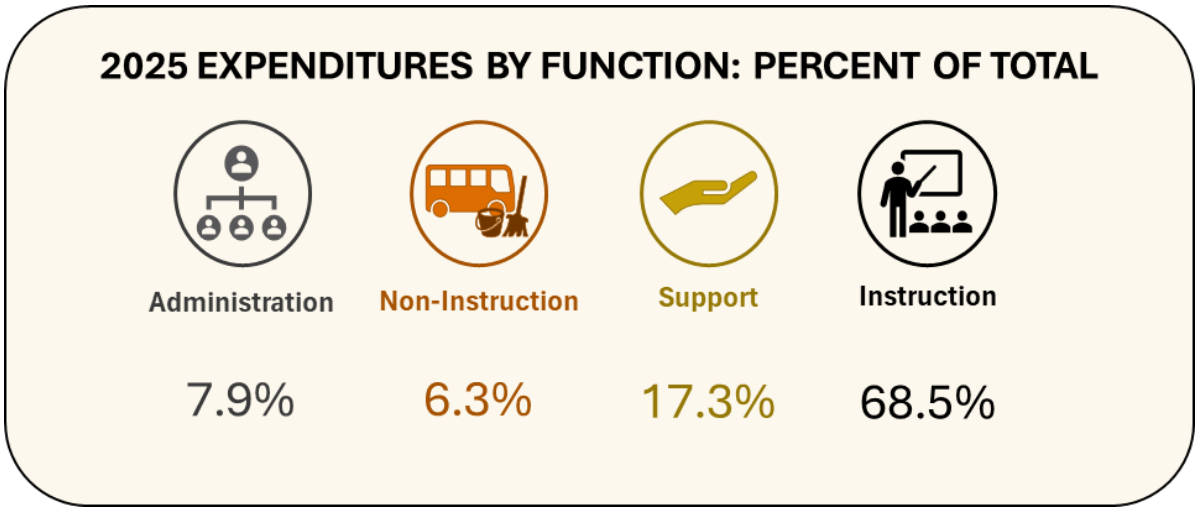


Figure 69: District Expenditures by Function: Percent of Total

Note: Administration includes General Administration and School-Level Administration.

CHANGES IN PROPORTIONS OF EXPENDITURE FUNCTIONS 2023 -2025

INSTRUCTION	INSTRUCTION SUPPORT	NON INSTRUCTION	ADMIN
-0.8%	-0.9%	+1.4%	+0.2%
NO SIGNIFICANT CHANGE	NO SIGNIFICANT CHANGE	CHANGE	NO SIGNIFICANT CHANGE

Figure 70: Changes in Proportions of Expenditure Functions 2023-2025

FINANCE TAKEAWAYS

Jackson County School District's finances rely on a mix of local taxes, state funding, and federal support. The district sets a base tax rate for local taxes and adds extra rates for specific needs, covering both daily operations and debt payments. This approach has provided steady funding, with local revenue showing modest growth over the past three years.

State funding represents the largest share of district revenue and is driven by a student-centered allocation model. Funding is calculated using average net membership and a series of weighted student groups that recognize additional educational needs, including special education, English language learners, gifted education, and career and technical education. For the 2025–2026 year, **total state allocations increased slightly** from the prior year, reflecting adjustments to the base per-student cost as well as incorporated increases for retirement and health insurance obligations. While the overall

state allocation remains strong, the district experienced a slight decline in state revenue across the broader 2023–2025 period, suggesting that **enrollment trends and formula adjustments continue to influence funding stability.**

Federal revenue plays a supplemental role and is primarily directed toward supporting students with additional needs. Title I, Part A funding constitutes the largest federal allocation, underscoring the district's high proportion of students from low-income households. Other federal funds support professional development, academic enrichment, and student support initiatives. However, **total federal revenue declined** over the same three-year period, resulting in a noticeable reduction in the district's overall revenue growth. This decline increases the importance of careful planning to sustain programs that rely on federal dollars.

When examining total revenue trends, the district experienced a net decrease between 2023 and 2025, driven largely by reductions in state and federal funding that outweighed gains in local revenue. Despite this, the funding framework continues to emphasize inflationary adjustments to the base student cost, which helps mitigate some cost pressures associated with rising operational expenses.

On the expenditure side, **total district spending increased over the three-year period**, including capitalized equipment, reflecting rising costs across instructional, support, and operational areas. Per-pupil expenditures peaked in 2024 before declining slightly in 2025, a pattern that suggests cost containment efforts or enrollment-related adjustments. Instruction consistently represents the largest share of per-pupil spending, followed by transportation, indicating a continued prioritization of classroom-based services and essential student access.

Functional expenditure analysis shows that **most district resources are devoted directly to instruction**, with additional investments in instructional support services such as counseling, libraries, and academic support. **Administrative spending** remains a relatively small portion of the total budget and **has shown no significant proportional growth** over time, suggesting stable overhead costs. Non-instructional expenditures increased slightly as a share of total spending, reflecting rising costs in areas such as operations, maintenance, and student services.

By 2025, instructional expenditures accounted for more than two-thirds of total district spending, while instructional support, administration, and non-instructional functions made up the remainder. Changes in expenditure proportions over time were minimal, indicating a consistent spending philosophy centered on direct educational services rather than administrative expansion.

PERSONNEL

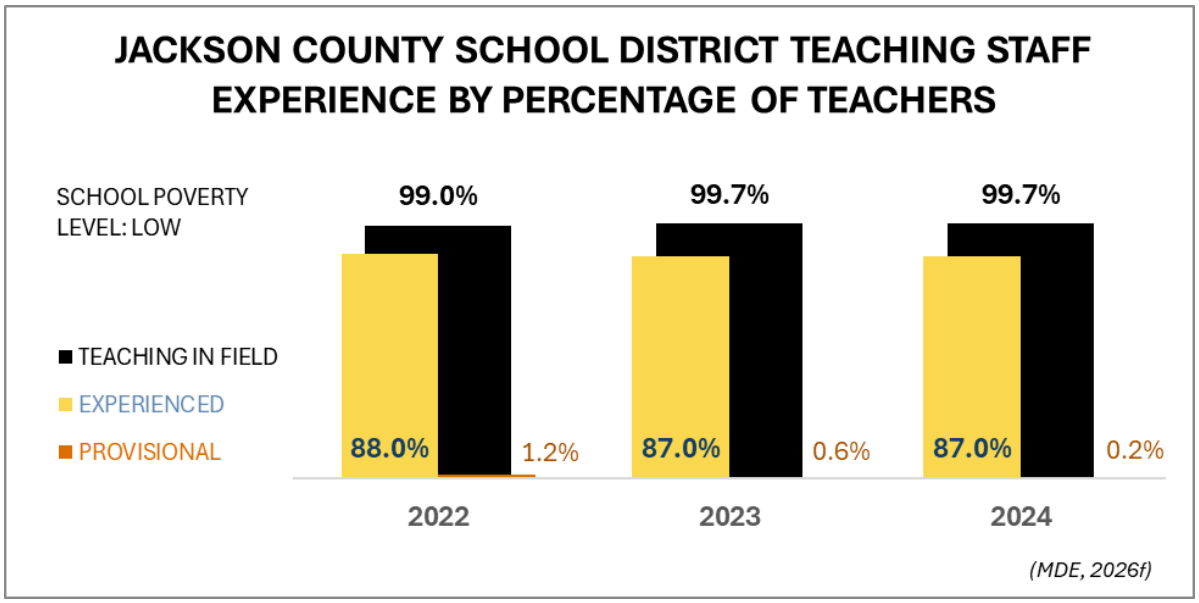


Figure 71: District Teaching Staff Experience by Percentage of Teachers

Note: MDE has not posted teacher experience data for 2025.

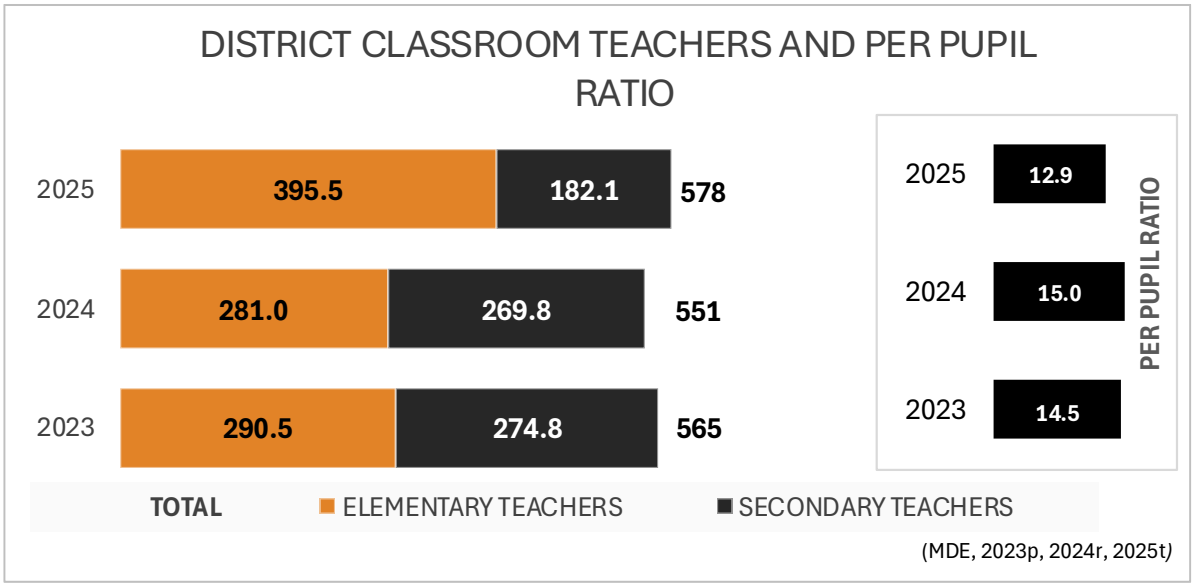


Figure 72: District Classroom Teachers and Per Pupil Ratio



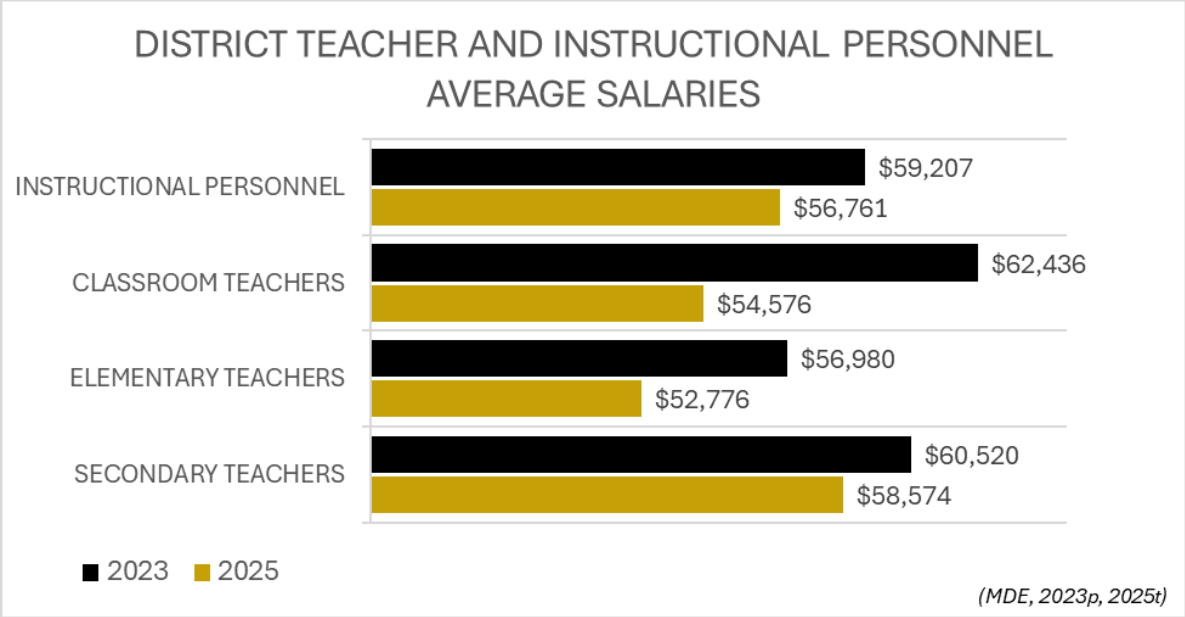


Figure 73: District Teacher and Instructional Personnel Average Salaries



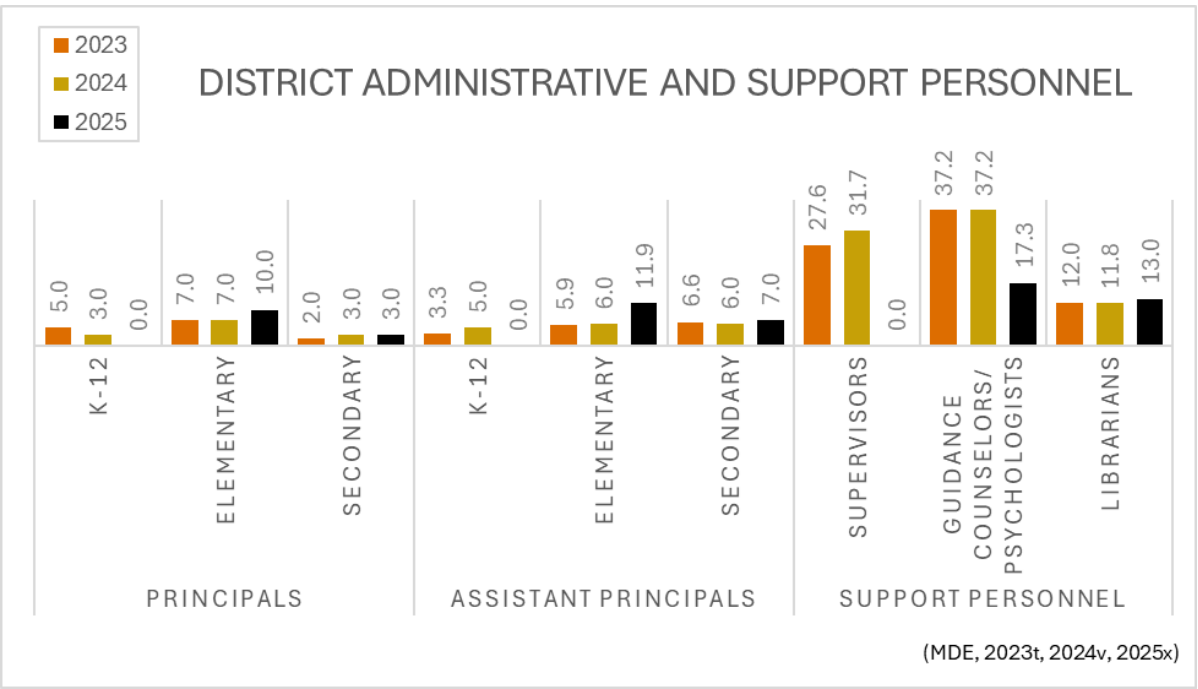


Figure 74: District Administrative and Support Personnel

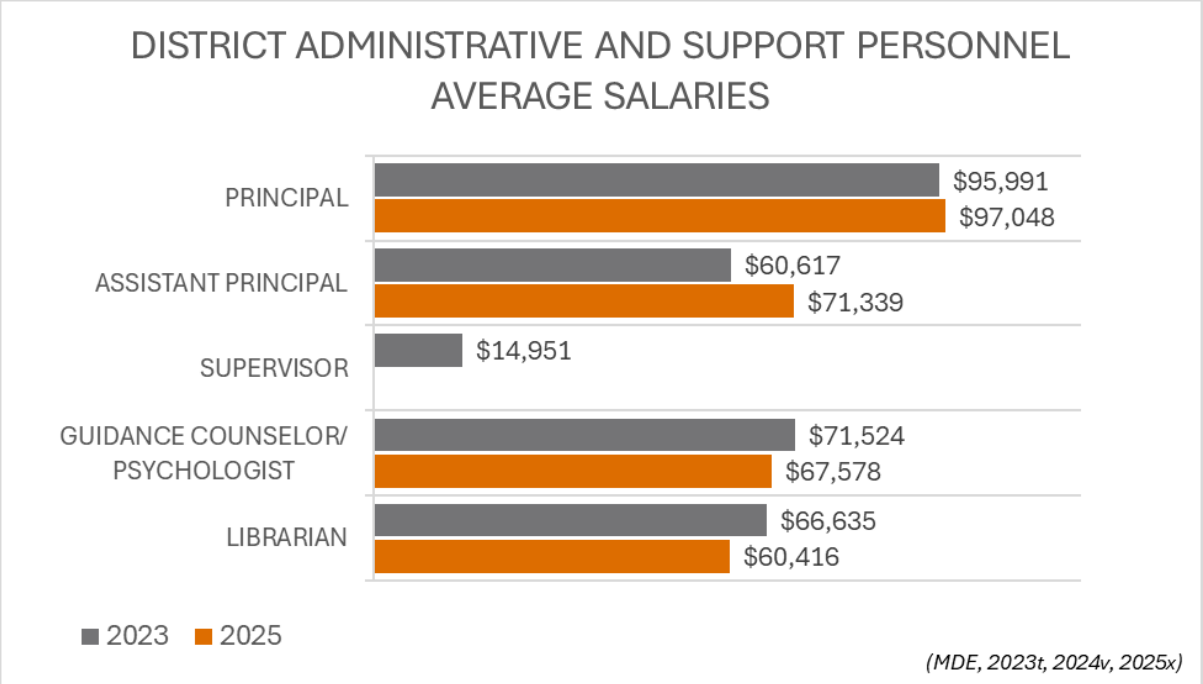


Figure 75: District Administrative and Support Personnel Average Salaries

Personnel Takeaways

Personnel patterns reflect a **stable and increasingly efficient staffing structure**. Nearly all teachers are working in-field (about 99–99.7%), while the share of experienced teachers remains high at roughly 87–88%, indicating a consistently qualified workforce with minimal reliance on provisional staff.

Staffing levels show a notable shift toward efficiency. Total classroom teachers rose from 551 in 2024 to 578 in 2025, driven largely by a sharp increase in elementary positions, while secondary staffing declined. At the same time, the **pupil-teacher ratio improved significantly from 15.0 to 12.9,** suggesting smaller class sizes or more targeted staffing allocations.

Compensation trends are mixed. **Teacher and instructional salaries declined** between 2023 and 2025 (e.g., classroom teachers from about $62,436 to $54,576), while **administrative salaries, particularly assistant principals, increased notably.** Support personnel counts fluctuate, with **declines in counselors and increases in supervisors,** indicating shifting priorities in organizational support structures.



DISTRIBUTION OF SURVEY RESPONDENTS



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. 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 Jackson County School District.

Five thousand nine hundred sixty-six (5,966) respondents from five stakeholder groups and fourteen schools responded to the Comprehensive Needs Assessment Survey in 2026. The figure below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in the subsequent graphs and charts. *Stakeholders from Jackson Career and Technical Center responded to the survey and are included in district totals, but are not further disaggregated.* 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.

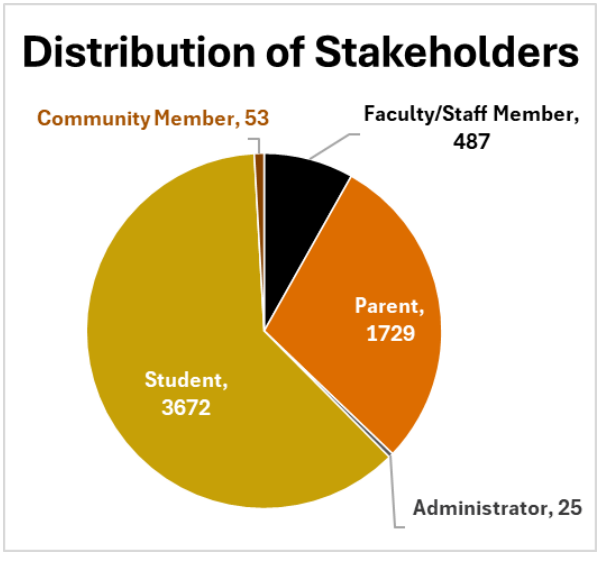


Figure 76: Distribution of Stakeholders



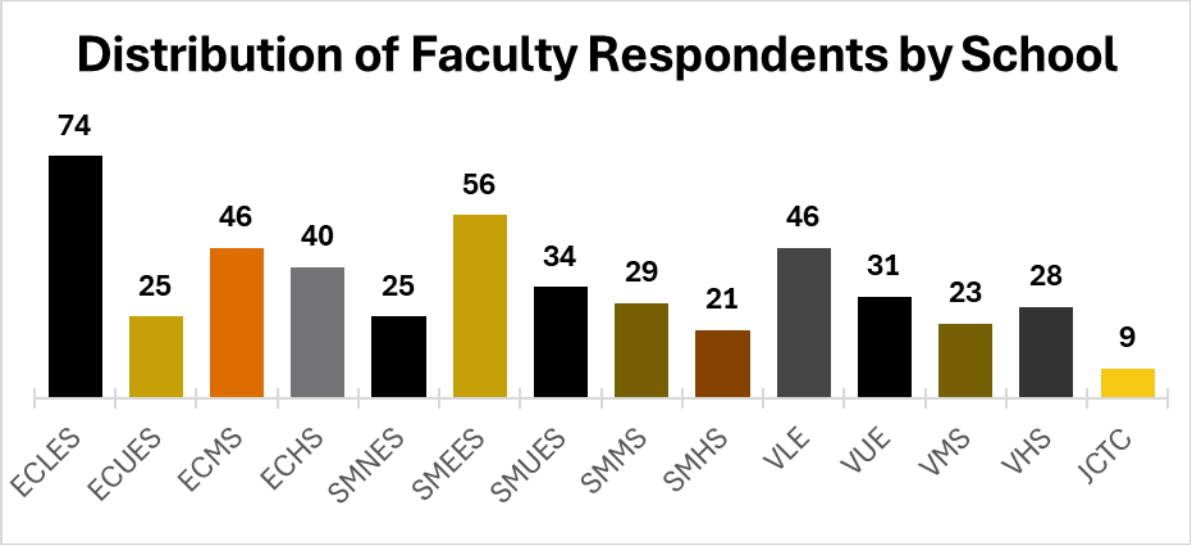


Figure 77: Distribution of Faculty/Staff Respondents by School

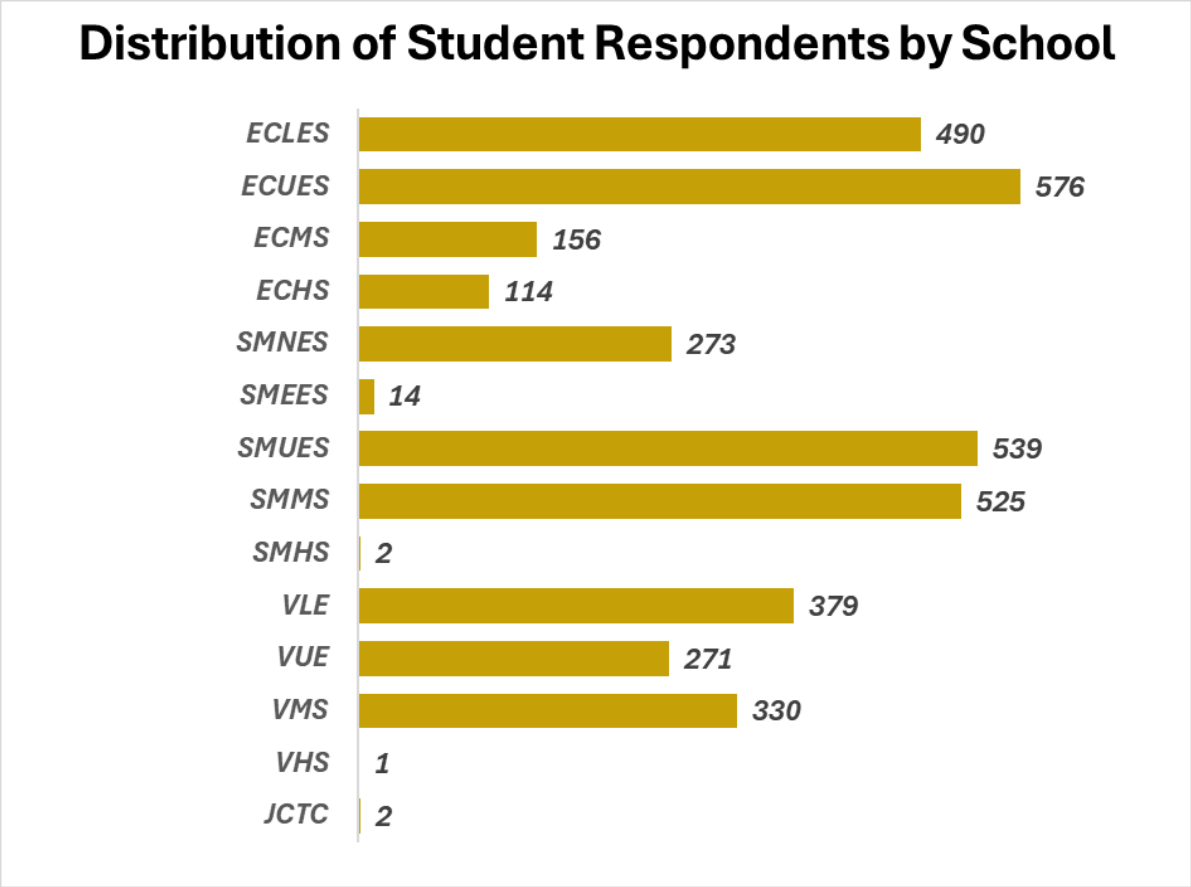


Figure 78: Distribution of Student Respondents by School

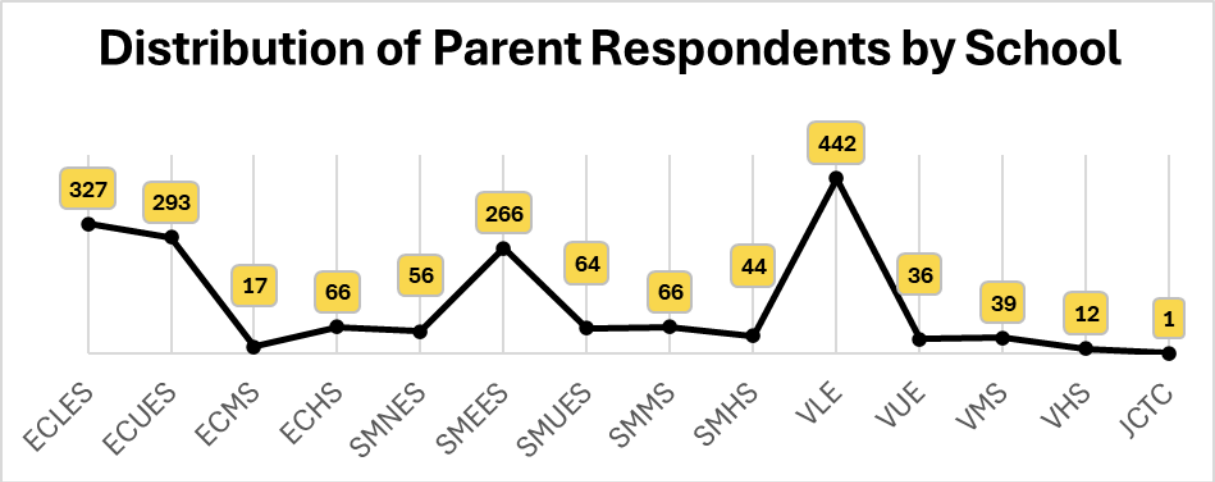


Figure 79: Distribution of Parent Respondents by School

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

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	3359	56.3%
Agree	2224	37.3%
Disagree	116	1.9%
Strongly Disagree	46	0.8%
Not Applicable or No Information	221	3.7%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	1981	33.2%
Agree	1741	29.2%
Disagree	204	3.4%
Strongly Disagree	72	1.2%
Not Applicable or No Information	1968	33.0%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	3971	66.6%
Agree	1475	24.7%
Disagree	157	2.6%
Strongly Disagree	124	2.1%
Not Applicable or No Information	239	4.0%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	1073	18.0%
Agree	1486	24.9%
Disagree	803	13.5%
Strongly Disagree	478	8.0%
Not Applicable or No Information	2126	35.6%
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	1762	29.5%
Agree	2021	33.9%
Disagree	337	5.7%
Strongly Disagree	170	2.9%
Not Applicable or No Information	1676	28.1%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	2928	49.1%
Agree	1544	25.9%
Disagree	673	11.3%
Strongly Disagree	352	5.9%
Not Applicable or No Information	469	7.9%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	1889	31.7%
Agree	1812	30.4%
Disagree	294	4.9%
Strongly Disagree	144	2.4%
Not Applicable or No Information	1827	30.6%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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

	Count	Percentage
Strongly Agree	2870	48.1%
Agree	2454	41.1%
Disagree	339	5.7%
Strongly Disagree	136	2.3%
Not Applicable or No Information	167	2.8%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	2886	48.4%
Agree	2533	42.5%
Disagree	253	4.2%
Strongly Disagree	91	1.5%
Not Applicable or No Information	203	3.4%

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	2838	47.6%
Agree	2630	44.1%
Disagree	219	3.7%
Strongly Disagree	63	1.1%
Not Applicable or No Information	216	3.6%

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

	Count	Percentage
Strongly Agree	2450	41.1%
Agree	2603	43.6%
Disagree	426	7.1%
Strongly Disagree	141	2.4%
Not Applicable or No Information	346	5.8%

Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	3471	58.2%
Agree	2062	34.6%
Disagree	180	3.0%
Strongly Disagree	70	1.2%
Not Applicable or No Information	183	3.1%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	2626	44.0%
Agree	2590	43.4%
Disagree	338	5.7%
Strongly Disagree	118	2.0%
Not Applicable or No Information	294	4.9%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	2295	38.5%
Agree	2488	41.7%
Disagree	516	8.7%
Strongly Disagree	159	2.7%
Not Applicable or No Information	508	8.5%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	2658	44.6%
Agree	2315	38.8%
Disagree	291	4.9%
Strongly Disagree	127	2.1%
Not Applicable or No Information	575	9.6%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	2778	46.6%
Agree	2385	40.0%
Disagree	283	4.7%
Strongly Disagree	108	1.8%
Not Applicable or No Information	412	6.9%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	2816	47.2%
Agree	2161	36.2%
Disagree	385	6.5%
Strongly Disagree	316	5.3%
Not Applicable or No Information	288	4.8%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	2368	39.7%
Agree	2585	43.3%
Disagree	321	5.4%
Strongly Disagree	172	2.9%
Not Applicable or No Information	520	8.7%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	2257	38.0%
Agree	2400	40.4%
Disagree	430	7.2%
Strongly Disagree	173	2.9%
Not Applicable or No Information	681	11.5%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	2150	36.0%
Agree	1902	31.9%
Disagree	368	6.2%
Strongly Disagree	186	3.1%
Not Applicable or No Information	1360	22.8%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	2266	38.0%
Agree	2076	34.8%
Disagree	464	7.8%
Strongly Disagree	283	4.7%
Not Applicable or No Information	877	14.7%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	2787	46.7%
Agree	2562	42.9%
Disagree	222	3.7%
Strongly Disagree	69	1.2%
Not Applicable or No Information	326	5.5%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	2483	41.6%
Agree	2543	42.6%
Disagree	376	6.3%
Strongly Disagree	193	3.2%
Not Applicable or No Information	371	6.2%



NOTES

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Jackson County School District serves approximately 8,658 students across a geographically dispersed coastal county with a mixed socioeconomic profile. **Enrollment has remained stable** over five years (8,823 in 2022 to 8,658 in 2026, a 1.9% decline), suggesting neither rapid growth nor sharp contraction. The district demonstrates **strong overall performance**, maintaining an A accountability rating through recent years, high graduation rates, and solid outcomes in mathematics, science, and history.

At the same time, several pressure points are becoming more pronounced. **Chronic absenteeism increased sharply** from 18.4% in 2023 to 25.8% in 2025, particularly in upper grades. **Persistent achievement gaps** for students with disabilities, English learners, and economically disadvantaged students remain large enough to trigger repeated school improvement designations. **Stakeholder feedback reflects strong confidence** in teachers, school climate, and instructional quality, but also reveals **less clarity and weaker agreement around resource adequacy, use of federal funds, and targeted supports.**

DISTRICT STRENGTHS



1) **Consistently strong accountability and graduation outcomes.** The district has sustained an A rating, with accountability scores remaining in the 732–747 range. Graduation outcomes are a clear asset: the four-year graduation rate exceeded 92% in 2025 and has remained above the state average for multiple years, while dropout rates stayed below the state rate, even with a slight increase to 6.6%. **These outcomes indicate that most students remain engaged through completion and that systems supporting persistence are largely effective.** Stakeholder feedback aligns with these results. Approximately **83% of respondents report overall satisfaction with their school**, and about 68% agree that the district does a good job preventing students from dropping out, reinforcing confidence in student support structures.



2) **Strong instructional capacity and positive school climate.** Nearly 99–99.7% of teachers are working in-field, and roughly 87–88% are experienced, reflecting a **stable and qualified workforce**. Survey data strongly reinforces this strength: over 93% of respondents agree that teachers are state certified and effective, and **more than 90% agree that teachers use strategies that help students learn** and actively engage them. School climate is another notable asset. Roughly 89% of stakeholders agree that schools provide a safe and orderly learning environment, and about 84% are satisfied with how staff treat students. These conditions support learning and help explain the district's strong participation rates in statewide assessments (approximately 98–99% participation).



3) **Relative academic strength in math, science, and history.** Across multiple years, **mathematics and science outcomes have outpaced reading**. Math proficiency rose from 65.4% to 68.9% between 2023 and 2025, and science proficiency remained consistently high at about 77%. History proficiency exceeded 85% each year, indicating particularly strong performance in content-rich subjects. At the high school level, Algebra I proficiency reached approximately 85%, and **junior ACT composite scores remained** near 19.4–20.1, **well above the state average** of 17.5. These outcomes suggest effective curriculum alignment and instructional coherence in secondary mathematics and science.



4) **Broad stakeholder support for instructional priorities.** Survey results show strong consensus around core instructional beliefs. About 75% agree that smaller class sizes would improve achievement, which aligns with recent staffing changes that reduced the pupil-teacher ratio from 15.0 to 12.9. Additionally, 85% or more agree that teachers have high expectations and are available to support students, reinforcing a **shared belief in academic rigor and responsiveness.**

DISTRICT CHALLENGES



1) **Rising chronic absenteeism, especially in upper grades.** While overall average daily attendance remained near 90–91%, c**hronic absenteeism increased by more than seven percentage points** over three years, reaching 25.8% in 2025. Attendance declines are **most pronounced in high school**, where Grade 12 attendance fell to 82.5%, compared with elementary grades that remain above 91%. Subgroup data show particularly **high chronic absence among students with disabilities** (over 33%), females, and several

racial subgroups. These attendance patterns directly threaten academic growth, graduation stability, and future accountability outcomes.



2) **Persistent and wide achievement gaps for key subgroups.** Despite strong overall performance, subgroup disparities are substantial. In 2025:
   - Students with disabilities reached only 22% proficiency in reading and 31% in math, compared with 66–75% for students without disabilities.
   - English learners showed progress but remained far below peers, including 22.7% proficiency in science versus 77.8% for non-English learners.
   - Economically disadvantaged students lagged peers by nearly 19 percentage points in math proficiency (58.7% vs. 77.1%).



3) **Mixed signals around resources and targeted supports.** While about 78% of respondents agree that schools have adequate resources, this agreement is notably weaker than perceptions of instructional quality or climate. **Only about 43% agree that they have input** into how federal funds are spent, with a large portion reporting "no information," suggesting limited visibility or engagement rather than outright dissatisfaction. Similarly, **tutoring effectiveness shows more muted consensus**: only about 62% agree that tutoring is delivered by well-trained instructors. These patterns complicate efforts to address subgroup gaps and attendance challenges.



4) **Higher accountability cut scores in 2026 increase the urgency of gap-closing.** Mississippi is raising the point cut scores for A–F ratings beginning with the 2026 accountability year. In practical terms, maintaining an A/B rating will require more points than in prior years. When subgroup performance lags significantly, overall district results become more vulnerable under higher cut scores—even if overall performance remains strong by historical standards.



5) **Financial pressure and staffing trade-offs.** Between 2023 and 2025, **total revenue declined**, driven by **reductions in state and federal funding**, even as local revenue increased modestly. At the same time, **total expenditures rose by approximately $2.24 million**, reflecting inflationary pressures and operational needs. **Teacher salaries declined during this period, while some administrative salaries increased,** which may affect long-term morale and recruitment if not carefully managed.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- **Set up a simple attendance tracking and response routine.**
    - Use attendance data to identify the **top three problem areas** (by school, grade band, and student group). Hold a short **weekly check-in at each school** to review students nearing the 10% chronic absence mark, assign follow-up, and confirm what supports were offered.
    - Set a clear, measurable goal (for example, **reduce chronic absenteeism by 3–5 percentage points within one year**) and share it consistently with staff and families.
    - Pair attendance outreach with efforts that make school feel meaningful and connected, especially for middle and high school students.
- **Sharpen the plan for students with disabilities in identified schools—and spread what works.**
    - Focus first on **East Central Middle School and St. Martin High School**, where students with disabilities have triggered repeated improvement designations.
    - Use Title I School Improvement funds on a **small number of actions that can be checked easily**: regular joint planning time for general and special education teachers, a protected intervention block, a schedule for progress monitoring, and clear guidance on classroom and testing supports.
    - Create a **one-page implementation plan** that names who is responsible, when each action occurs, and how leaders will verify it is happening.
- **Pinpoint why ELA performance drops in grades 6–8 and choose a few fixes to start now.**
    - Bring together teachers and leaders from **grades 5–8**, including special education and English learner staff, to review standards alignment, student work, writing expectations, schedules for extra help, and course placements.
    - Produce a **one-page summary** identifying the main causes of the decline and agree on **2–3 instructional practices** to use consistently in every 6–8 classroom (for example: daily grade-level reading, shared vocabulary routines, and regular writing tied to science and social studies content).

- **Map out what upcoming accountability changes mean and focus on a few clear priorities.**
    - Develop a simple forecast showing where gains will matter most under higher cut scores (for example: **middle-grade reading, outcomes for students with disabilities, attendance, and readiness indicators**).
    - Translate this into **3–5 district priorities** that schools, staff, and families can easily understand and track.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- **Add strong literacy supports in grades 4–8.**
    - Early reading indicators are strong, but performance drops in middle grades. Create a **grade 4–8 literacy plan** that includes consistent screening, clear entry and exit rules for intervention, and a protected daily time block for extra support.
    - Build reading and writing practice into **science and social studies**, not just ELA classes.
- **Strengthen daily instruction for students with disabilities.**
    - Focus professional learning on daily teaching practices: clear instruction, grade-level engagement, effective co-teaching, and regular progress checks.
    - Track early indicators—planned services, progress monitoring, and interim assessment growth—to enable timely adjustments **before state test results arrive.**
- **Use layered attendance supports that match common barriers.**
    - Maintain clear expectations and positive messaging districtwide, while adding targeted supports for frequently absent students. These may include transportation solutions, connections to health or mental-health services, flexible make-up work options, and family outreach in languages families understand.
    - Assign **one attendance point person per school** to coordinate cases and confirm follow-through.
- **Reduce turnover in key teaching roles.**
    - As staffing shifts continue, focus retention efforts where stability matters most: **special education, grades 6–8 ELA, and intervention roles**.

- Provide mentoring, coaching, and protected planning time for early-career teachers, and consider targeted incentives for hard-to-staff positions rather than broad stipends that do not address specific needs.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- **Tie spending to the priorities that matter most.**
  - With state funding driving most revenue and federal funds declining, review each year whether spending aligns with the district's biggest needs: **improved attendance, stronger grades 6–8 reading, and better outcomes for students with disabilities**.
  - Evaluate major programs annually and shift resources toward approaches that show results. Protect instructional time when making staffing or schedule changes.
- **Grow college and career readiness.**
  - ACT performance remains above the state average but shows limited growth. Build regular ACT-aligned practice into instruction, expand access to dual credit and advanced coursework where possible, and connect the district's math and science strengths to **career pathways and industry credentials**.
  - Track participation and success by student group to ensure opportunities are reaching all students.
- **Maintain a simple district improvement check-in cycle.**
  - Hold **quarterly reviews** that connect early indicators (attendance, interim assessments, progress monitoring) to year-end outcomes.
  - Share a short, plain-language update with families that highlights progress and next steps. This routine helps the district stay focused and prepared as accountability expectations continue to rise.

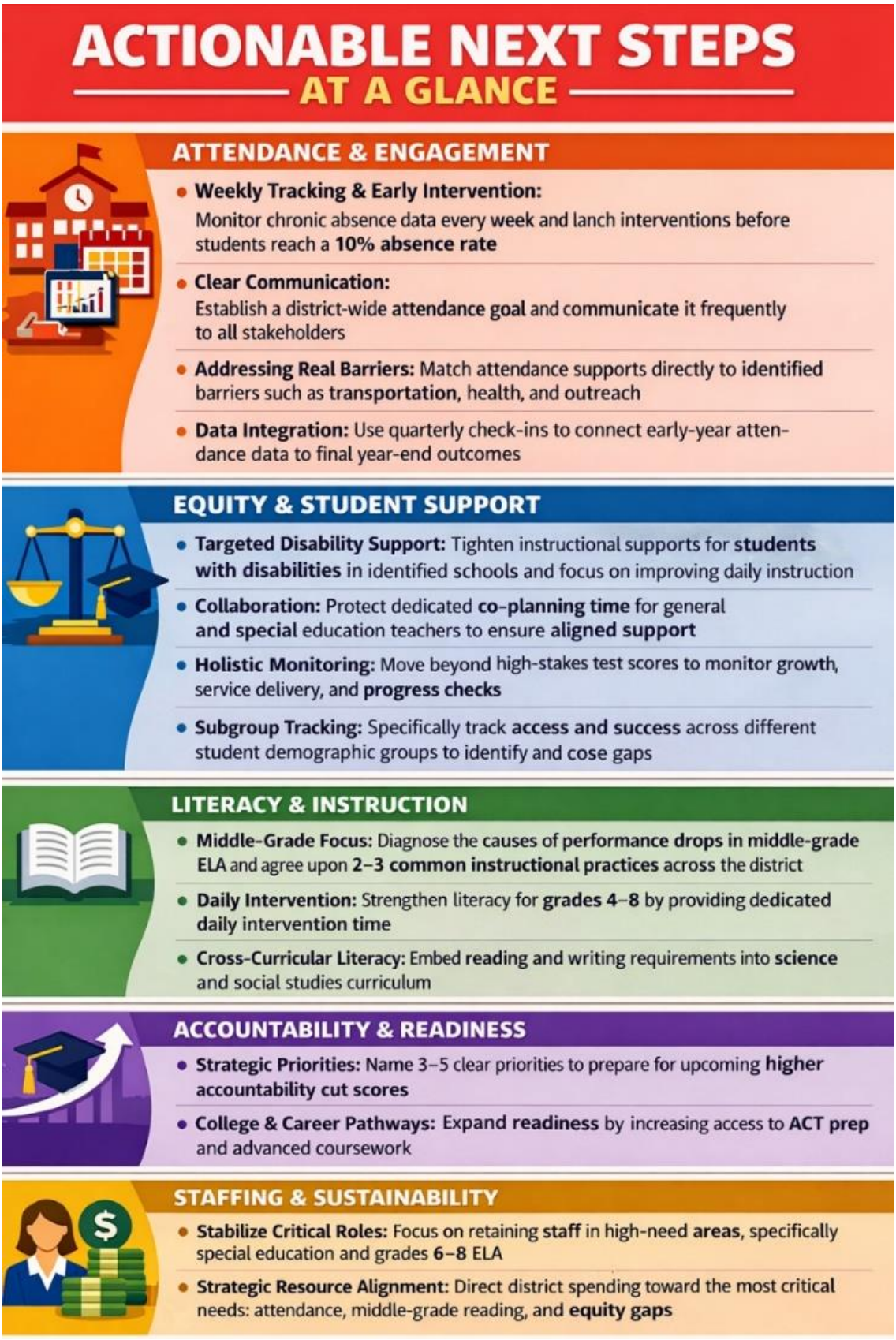


Figure 80: District Next Steps

NOTES

DISTRICT COMPREHENSIVE NEEDS SURVEY

INTRODUCTION

Stakeholders from Jackson County School District were asked to respond to questions about the district and its schools. Four hundred eighty-seven(487) faculty members, one thousand seven hundred twenty-nine (1,729) parents, three thousand six hundred seventy-two(3,672) students, twenty-five (25) administrators, and fifty-three(53) community members responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; and Professional Development*.

DISTRICT FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	361	74.1%
Agree	121	24.8%
Disagree	1	0.2%
Strongly Disagree	1	0.2%
Not Applicable or No Information	3	0.6%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	298	61.2%
Agree	164	33.7%
Disagree	10	2.1%
Strongly Disagree	2	0.4%
Not Applicable or No Information	13	2.7%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	410	84.2%
Agree	65	13.3%
Disagree	5	1.0%
Strongly Disagree	1	0.2%
Not Applicable or No Information	6	1.2%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	94	19.3%
Agree	170	34.9%
Disagree	88	18.1%
Strongly Disagree	50	10.3%
Not Applicable or No Information	85	17.5%
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	187	38.4%
Agree	178	36.6%
Disagree	16	3.3%
Strongly Disagree	5	1.0%
Not Applicable or No Information	101	20.7%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	404	83.0%
Agree	72	14.8%
Disagree	5	1.0%
Strongly Disagree	3	0.6%
Not Applicable or No Information	3	0.6%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	168	34.5%
Agree	139	28.5%
Disagree	6	1.2%
Strongly Disagree	2	0.4%
Not Applicable or No Information	172	35.3%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	224	46.0%
Agree	151	31.0%
Disagree	7	1.4%
Strongly Disagree	1	0.2%
Not Applicable or No Information	104	21.4%
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	237	48.7%
Expedited evaluation services for students with limited English	149	30.6%
Expedited evaluation services for gifted and talented students	104	21.4%
Additional academic support	274	56.3%
Tutoring	245	50.3%
Enrichment educational services	131	26.9%
Counseling	320	65.7%
Mentors	179	36.8%
School supplies	344	70.6%
School uniforms	198	40.7%
Dental referrals	192	39.4%
Medical referrals	183	37.6%
Bullying assistance	122	25.1%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	178	36.6%
Supporting college and career counseling	194	39.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	279	57.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	157	32.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	155	31.8%

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	162	33.3%
Providing school-based mental health services and counseling	254	52.2%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	112	23.0%
Establishing or improving dropout prevention	105	21.6%
Supporting re-entry programs and transition services for Justice-involved youth	56	11.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	184	37.8%
Implementing systems and practices to prevent bullying and harassment	192	39.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	193	39.6%
Establishing community partnerships	160	32.9%
To supplement what our district is already doing in 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	245	50.3%
Building technological capacity and infrastructure	172	35.3%
Carrying out innovative blended learning projects	103	21.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	163	33.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	143	29.4%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	277	56.9%
Agree	192	39.4%
Disagree	14	2.9%
Strongly Disagree	2	0.4%
Not Applicable or No Information	2	0.4%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	316	64.9%
Agree	160	32.9%
Disagree	4	0.8%
Strongly Disagree	3	0.6%
Not Applicable or No Information	4	0.8%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	311	63.9%
Agree	166	34.1%
Disagree	7	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	0.6%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	255	52.4%
Agree	189	38.8%
Disagree	34	7.0%
Strongly Disagree	3	0.6%
Not Applicable or No Information	6	1.2%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	321	65.9%
Agree	153	31.4%
Disagree	11	2.3%
Strongly Disagree	1	0.2%
Not Applicable or No Information	1	0.2%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	269	55.2%
Agree	192	39.4%
Disagree	20	4.1%
Strongly Disagree	1	0.2%
Not Applicable or No Information	5	1.0%

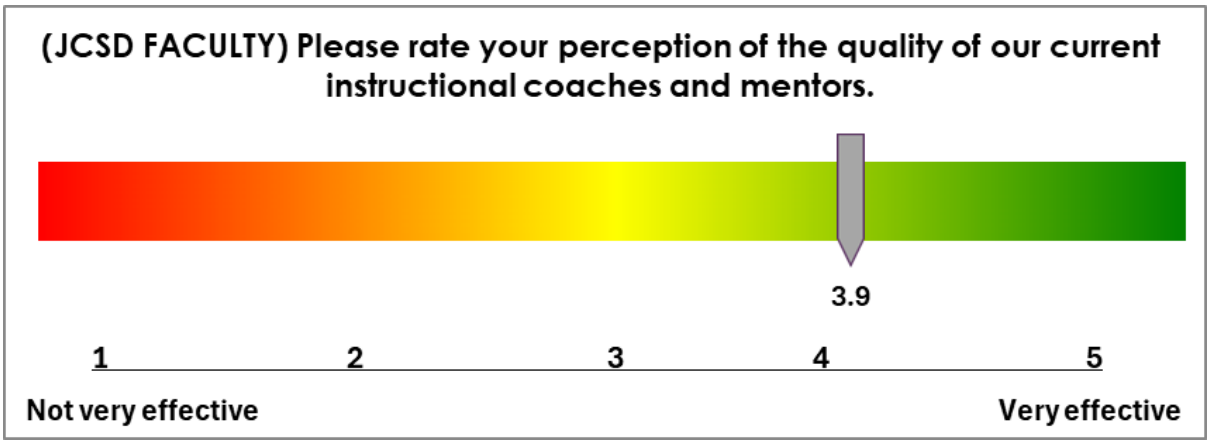
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	289	59.3%
Agree	176	36.1%
Disagree	13	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	1.8%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	277	56.9%
Agree	180	37.0%
Disagree	20	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	2.1%
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	288	59.1%
Agree	128	26.3%
Disagree	2	0.4%
Strongly Disagree	2	0.4%
Not Applicable or No Information	67	13.8%

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	158	32.4%
Utilize technology such as class websites, blogs, and videos	236	48.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	189	38.8%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	278	57.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	264	54.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	215	44.1%
Use bilingual handouts and cues	79	16.2%
Use visual displays, portable white boards, and posters when giving instructions	254	52.2%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	**Percentage**
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	146	30.0%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	255	52.4%
Teachers provide unique instructional time inside the classroom for English instruction.	121	24.8%
Mentoring with another student	100	20.5%
Not Applicable	185	38.0%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	332	68.2%
No	155	31.8%
Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	Percentage
Language Spoken in the Home	375	77.0%
Language Proficiency of the Parent	204	41.9%
Level of Parental Involvement	132	27.1%
Family income and socioeconomic status	62	12.7%
Visual Screening Result	147	30.2%
Auditory Screening Result	144	29.6%
Grade Retention (if applicable)	109	22.4%
Number of Failed Courses	85	17.5%
Dropout Status (if applicable)	25	5.1%
Enrichment programs/activities	96	19.7%
Supplemental Academic Instruction	142	29.2%
Behavioral Supports	106	21.8%
Counseling Services	123	25.3%
Discipline Records	68	14.0%
Social-Emotional Learning Services	87	17.9%
Social Behavioral Assessment Inventory Score	58	11.9%
Mental Health Supports	46	9.4%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	34	7.0%
Mental Health Services	24	4.9%
Counseling	35	7.2%
Transitional Services	22	4.5%
Not Applicable	427	87.7%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	58	11.9%
No	28	5.7%
Not Applicable	401	82.3%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	98	20.1%
Agree	156	32.0%
Disagree	35	7.2%
Strongly Disagree	8	1.6%
Not Applicable or No Information	190	39.0%



FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	90	18.5%
Agree	281	57.7%
Disagree	91	18.7%
Strongly Disagree	14	2.9%
Not Applicable or No Information	11	2.3%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	244	50.1%
Agree	218	44.8%
Disagree	13	2.7%
Strongly Disagree	2	0.4%
Not Applicable or No Information	10	2.1%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	305	62.6%
Agree	169	34.7%
Disagree	7	1.4%
Strongly Disagree	1	0.2%
Not Applicable or No Information	5	1.0%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	261	53.6%
Agree	203	41.7%
Disagree	17	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	1.2%

SCHOOL CONTEXT ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	229	47.0%
Agree	192	39.4%
Disagree	40	8.2%
Strongly Disagree	5	1.0%
Not Applicable or No Information	21	4.3%

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

	Count	Percentage
Strongly Agree	197	40.5%
Agree	213	43.7%
Disagree	55	11.3%
Strongly Disagree	12	2.5%
Not Applicable or No Information	10	2.1%

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

	Count	Percentage
Strongly Agree	190	39.0%
Agree	212	43.5%
Disagree	41	8.4%
Strongly Disagree	12	2.5%
Not Applicable or No Information	32	6.6%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	169	34.7%
Agree	180	37.0%
Disagree	19	3.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	119	24.4%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	248	50.9%
Agree	195	40.0%
Disagree	14	2.9%
Strongly Disagree	3	0.6%
Not Applicable or No Information	27	5.5%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	242	49.7%
Agree	214	43.9%
Disagree	16	3.3%
Strongly Disagree	2	0.4%
Not Applicable or No Information	13	2.7%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	274	56.3%
Agree	198	40.7%
Disagree	12	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	0.6%
Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	243	49.9%
Agree	208	42.7%
Disagree	18	3.7%
Strongly Disagree	14	2.9%
Not Applicable or No Information	4	0.8%
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	299	61.4%
Agree	148	30.4%
Disagree	22	4.5%
Strongly Disagree	4	0.8%
Not Applicable or No Information	14	2.9%

PROFESSIONAL DEVELOPMENT

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	166	34.1%
Agree	193	39.6%
Disagree	32	6.6%
Strongly Disagree	8	1.6%
Not Applicable or No Information	88	18.1%
The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	174	35.7%
Agree	206	42.3%
Disagree	39	8.0%
Strongly Disagree	13	2.7%
Not Applicable or No Information	55	11.3%

DISTRICT PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	983	56.9%
Agree	645	37.3%
Disagree	24	1.4%
Strongly Disagree	10	0.6%
Not Applicable or No Information	67	3.9%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	586	33.9%
Agree	526	30.4%
Disagree	49	2.8%
Strongly Disagree	31	1.8%
Not Applicable or No Information	537	31.1%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	1339	77.4%
Agree	317	18.3%
Disagree	13	0.8%
Strongly Disagree	10	0.6%
Not Applicable or No Information	50	2.9%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	388	22.4%
Agree	589	34.1%
Disagree	232	13.4%
Strongly Disagree	88	5.1%
Not Applicable or No Information	432	25.0%
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	552	31.9%
Agree	655	37.9%
Disagree	84	4.9%
Strongly Disagree	35	2.0%
Not Applicable or No Information	403	23.3%

Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	1132	65.5%
Agree	505	29.2%
Disagree	37	2.1%
Strongly Disagree	4	0.2%
Not Applicable or No Information	51	3.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	502	29.0%
Agree	642	37.1%
Disagree	74	4.3%
Strongly Disagree	23	1.3%
Not Applicable or No Information	488	28.2%
I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	234	13.5%
Computer Classes	360	20.8%
Conflict Resolution	437	25.3%
Discipline	324	18.7%
Drug/Alcohol Awareness	276	16.0%
English as a Second Language	133	7.7%
Health Classes	364	21.1%
Literacy Classes	300	17.4%
Math Classes	413	23.9%
Parent-to-School Relationships	502	29.0%
Parent/Child Communication	548	31.7%
Preparing for College	522	30.2%
Parenting Workshops	297	17.2%
Social Media Classes	195	11.3%
Stress/Anger Management	457	26.4%
Understanding College- and Career-Ready Standards	574	33.2%

I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	500	28.9%
Parental advisory committees	125	7.2%
PTO/PTA meetings and activities	89	5.2%
Ways to help at the classroom level	610	35.3%
Other ways to get involved in my school (district)	405	23.4%
Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	289	16.7%
District and/or school newsletters	331	19.1%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	598	34.6%
Resource materials for parental training	343	19.8%
Training for parents to work with other parents on becoming involved in the schools	326	18.9%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	149	8.6%
Home/School folders	535	30.9%
Home/School Planners	610	35.3%
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	437	25.3%
Very likely	568	32.9%
Moderately likely	538	31.1%
Slightly likely	132	7.6%
Not at all likely	54	3.1%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	517	29.9%
Supporting college and career counseling	757	43.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	1005	58.1%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	688	39.8%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	596	34.5%
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	556	32.2%
Providing school-based mental health services and counseling	864	50.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	303	17.5%
Establishing or improving dropout prevention	339	19.6%
Supporting re-entry programs and transition services for Justice-involved youth	209	12.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	750	43.4%
Implementing systems and practices to prevent bullying and harassment	933	54.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	611	35.3%
Establishing community partnerships	329	19.0%

To supplement what our district is already doing in **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	933	54.0%
Building technological capacity and infrastructure	526	30.4%

To supplement what our district is already doing in **technology, I would like to see Title IV money used on:**		
	Count	**Percentage**
Carrying out innovative blended learning projects	472	27.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	633	36.6%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	507	29.3%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	857	49.6%
Agree	782	45.2%
Disagree	45	2.6%
Strongly Disagree	12	0.7%
Not Applicable or No Information	33	1.9%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	709	41.0%
Agree	816	47.2%
Disagree	91	5.3%
Strongly Disagree	33	1.9%
Not Applicable or No Information	80	4.6%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	747	43.2%
Agree	816	47.2%
Disagree	55	3.2%
Strongly Disagree	17	1.0%
Not Applicable or No Information	94	5.4%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	697	40.3%
Agree	796	46.0%
Disagree	119	6.9%
Strongly Disagree	42	2.4%
Not Applicable or No Information	75	4.3%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	800	46.3%
Agree	779	45.1%
Disagree	66	3.8%
Strongly Disagree	17	1.0%
Not Applicable or No Information	67	3.9%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	641	37.1%
Agree	770	44.5%
Disagree	145	8.4%
Strongly Disagree	43	2.5%
Not Applicable or No Information	130	7.5%
Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	571	33.0%
Agree	780	45.1%
Disagree	110	6.4%
Strongly Disagree	41	2.4%
Not Applicable or No Information	227	13.1%
Is your child an English Language Learner?		
	Count	Percentage
Yes	409	23.7%
No	1320	76.3%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	259	63.3%
Mentoring	110	26.9%
Academic or career counseling	94	23.0%
Mental Health counseling	63	15.4%
Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	386	94.4%
No	23	5.6%
Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	391	95.6%
No	18	4.4%
I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	859	49.7%
Agree	700	40.5%
Disagree	41	2.4%
Strongly Disagree	7	0.4%
Not Applicable or No Information	122	7.1%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	710	41.1%
Agree	814	47.1%
Disagree	125	7.2%
Strongly Disagree	13	0.8%
Not Applicable or No Information	67	3.9%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	817	47.3%
Agree	754	43.6%
Disagree	98	5.7%
Strongly Disagree	33	1.9%
Not Applicable or No Information	27	1.6%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	646	37.4%
Agree	868	50.2%
Disagree	130	7.5%
Strongly Disagree	34	2.0%
Not Applicable or No Information	51	3.0%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	596	34.5%
Agree	829	48.0%
Disagree	163	9.4%
Strongly Disagree	39	2.3%
Not Applicable or No Information	102	5.9%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	750	43.4%
Agree	817	47.3%
Disagree	99	5.7%
Strongly Disagree	32	1.9%
Not Applicable or No Information	31	1.8%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	825	47.7%
Agree	771	44.6%
Disagree	89	5.2%
Strongly Disagree	21	1.2%
Not Applicable or No Information	23	1.3%

I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	498	28.8%
Agree	670	38.8%
Disagree	255	14.8%
Strongly Disagree	145	8.4%
Not Applicable or No Information	161	9.3%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	574	33.2%
Agree	874	50.6%
Disagree	156	9.0%
Strongly Disagree	32	1.9%
Not Applicable or No Information	93	5.4%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	731	42.3%
Agree	774	44.8%
Disagree	150	8.7%
Strongly Disagree	40	2.3%
Not Applicable or No Information	34	2.0%
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	639	37.0%
Agree	769	44.5%
Disagree	79	4.6%
Strongly Disagree	21	1.2%
Not Applicable or No Information	221	12.8%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	599	34.6%
Agree	873	50.5%
Disagree	92	5.3%
Strongly Disagree	36	2.1%
Not Applicable or No Information	129	7.5%

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

	Count	Percentage
Strongly Agree	561	32.5%
Agree	826	47.8%
Disagree	147	8.5%
Strongly Disagree	57	3.3%
Not Applicable or No Information	138	8.0%

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

	Count	Percentage
Strongly Agree	592	34.2%
Agree	798	46.2%
Disagree	108	6.3%
Strongly Disagree	18	1.0%
Not Applicable or No Information	213	12.3%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	519	30.0%
Agree	657	38.0%
Disagree	76	4.4%
Strongly Disagree	28	1.6%
Not Applicable or No Information	449	26.0%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	581	33.6%
Agree	726	42.0%
Disagree	73	4.2%
Strongly Disagree	22	1.3%
Not Applicable or No Information	327	18.9%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	635	36.7%
Agree	891	51.5%
Disagree	57	3.3%
Strongly Disagree	16	0.9%
Not Applicable or No Information	130	7.5%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	702	40.6%
Agree	852	49.3%
Disagree	81	4.7%
Strongly Disagree	28	1.6%
Not Applicable or No Information	66	3.8%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	738	42.7%
Agree	776	44.9%
Disagree	103	6.0%
Strongly Disagree	41	2.4%
Not Applicable or No Information	71	4.1%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	535	30.9%
Agree	755	43.7%
Disagree	77	4.5%
Strongly Disagree	28	1.6%
Not Applicable or No Information	334	19.3%
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	662	38.3%
Agree	852	49.3%
Disagree	49	2.8%
Strongly Disagree	14	0.8%
Not Applicable or No Information	152	8.8%

DISTRICT STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	1968	53.6%
Agree	1431	39.0%
Disagree	91	2.5%
Strongly Disagree	33	0.9%
Not Applicable or No Information	149	4.1%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	1054	28.7%
Agree	1028	28.0%
Disagree	141	3.8%
Strongly Disagree	39	1.1%
Not Applicable or No Information	1410	38.4%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	2162	58.9%
Agree	1082	29.5%
Disagree	137	3.7%
Strongly Disagree	110	3.0%
Not Applicable or No Information	181	4.9%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	562	15.3%
Agree	709	19.3%
Disagree	475	12.9%
Strongly Disagree	331	9.0%
Not Applicable or No Information	1595	43.4%
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	992	27.0%
Agree	1165	31.7%
Disagree	233	6.4%
Strongly Disagree	127	3.5%
Not Applicable or No Information	1155	31.5%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	1339	36.5%
Agree	948	25.8%
Disagree	627	17.1%
Strongly Disagree	343	9.3%
Not Applicable or No Information	415	11.3%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	1185	32.3%
Agree	1014	27.6%
Disagree	210	5.7%
Strongly Disagree	118	3.2%
Not Applicable or No Information	1145	31.2%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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

	Count	Percentage
Strongly Agree	1691	46.1%
Agree	1455	39.6%
Disagree	275	7.5%
Strongly Disagree	121	3.3%
Not Applicable or No Information	130	3.5%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	1823	49.7%
Agree	1525	41.5%
Disagree	154	4.2%
Strongly Disagree	54	1.5%
Not Applicable or No Information	116	3.2%

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	1741	47.4%
Agree	1619	44.1%
Disagree	151	4.1%
Strongly Disagree	46	1.3%
Not Applicable or No Information	115	3.1%

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

	Count	Percentage
Strongly Agree	1458	39.7%
Agree	1590	43.3%
Disagree	265	7.2%
Strongly Disagree	94	2.6%
Not Applicable or No Information	265	7.2%

Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	2309	62.9%
Agree	1099	29.9%
Disagree	98	2.7%
Strongly Disagree	51	1.4%
Not Applicable or No Information	115	3.1%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	1681	45.8%
Agree	1595	43.4%
Disagree	168	4.6%
Strongly Disagree	73	2.0%
Not Applicable or No Information	155	4.2%
My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	2035	55.4%
Agree	1288	35.1%
Disagree	181	4.9%
Strongly Disagree	77	2.1%
Not Applicable or No Information	91	2.5%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	1133	30.9%
Agree	1308	35.6%
Disagree	441	12.0%
Strongly Disagree	227	6.2%
Not Applicable or No Information	538	14.7%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	1682	45.8%
Agree	1122	30.6%
Disagree	255	6.9%
Strongly Disagree	303	8.3%
Not Applicable or No Information	310	8.4%

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	3057	83.3%
Additional academic support	210	5.7%
Tutoring	169	4.6%
Counseling	87	2.4%
A mentor	91	2.5%
School supplies	285	7.8%
Structured note taking mechanisms	207	5.6%
The teacher slows speech at times to help you understand	249	6.8%
The teacher uses gestures and demonstrations	281	7.7%
Use think aloud and think pair shares	162	4.4%
Use of bilingual handouts and cues	104	2.8%
Use of display word walls with high frequency words	229	6.2%
I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	1162	31.6%
Agree	1202	32.7%
Disagree	606	16.5%
Strongly Disagree	246	6.7%
Not Applicable or No Information	456	12.4%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	1469	40.0%
Agree	1359	37.0%
Disagree	287	7.8%
Strongly Disagree	128	3.5%
Not Applicable or No Information	429	11.7%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	1561	42.5%
Agree	1309	35.7%
Disagree	173	4.7%
Strongly Disagree	91	2.5%
Not Applicable or No Information	538	14.7%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	1682	45.8%
Agree	1370	37.3%
Disagree	170	4.6%
Strongly Disagree	75	2.0%
Not Applicable or No Information	375	10.2%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	1685	45.9%
Agree	1161	31.6%
Disagree	275	7.5%
Strongly Disagree	295	8.0%
Not Applicable or No Information	256	7.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	1513	41.2%
Agree	1489	40.6%
Disagree	180	4.9%
Strongly Disagree	127	3.5%
Not Applicable or No Information	363	9.9%
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	1481	40.3%
Agree	1343	36.6%
Disagree	219	6.0%
Strongly Disagree	98	2.7%
Not Applicable or No Information	531	14.5%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	1173	31.9%
Agree	1291	35.2%
Disagree	168	4.6%
Strongly Disagree	97	2.6%
Not Applicable or No Information	943	25.7%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	1426	38.8%
Agree	1042	28.4%
Disagree	266	7.2%
Strongly Disagree	158	4.3%
Not Applicable or No Information	780	21.2%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	1397	38.0%
Agree	1130	30.8%
Disagree	368	10.0%
Strongly Disagree	258	7.0%
Not Applicable or No Information	519	14.1%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	1870	50.9%
Agree	1425	38.8%
Disagree	148	4.0%
Strongly Disagree	50	1.4%
Not Applicable or No Information	179	4.9%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	1469	40.0%
Agree	1462	39.8%
Disagree	277	7.5%
Strongly Disagree	164	4.5%
Not Applicable or No Information	300	8.2%
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	1974	53.8%
Agree	1390	37.9%
Disagree	118	3.2%
Strongly Disagree	63	1.7%
Not Applicable or No Information	127	3.5%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	1667	45.4%
Agree	1483	40.4%
Disagree	220	6.0%
Strongly Disagree	65	1.8%
Not Applicable or No Information	237	6.5%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	1462	39.8%
Agree	1408	38.3%
Disagree	358	9.8%
Strongly Disagree	128	3.5%
Not Applicable or No Information	316	8.6%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	1757	47.9%
Agree	1281	34.9%
Disagree	134	3.7%
Strongly Disagree	92	2.5%
Not Applicable or No Information	408	11.1%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	1348	36.7%
Agree	1260	34.3%
Disagree	249	6.8%
Strongly Disagree	150	4.1%
Not Applicable or No Information	665	18.1%

DISTRICT ADMINISTRATOR'S SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	20	80.0%
Agree	4	16.0%
Disagree	0	0.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	15	60.0%
Agree	6	24.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.0%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	20	80.0%
Agree	1	4.0%
Disagree	0	0.0%
Strongly Disagree	3	12.0%
Not Applicable or No Information	1	4.0%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	16	64.0%
Agree	7	28.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%
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	13	52.0%
Agree	7	28.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.0%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	19	76.0%
Agree	4	16.0%
Disagree	1	4.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	16	64.0%
Agree	1	4.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	32.0%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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

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

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	15	60.0%
Agree	10	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers provide instructional activities that involve students in their learning.

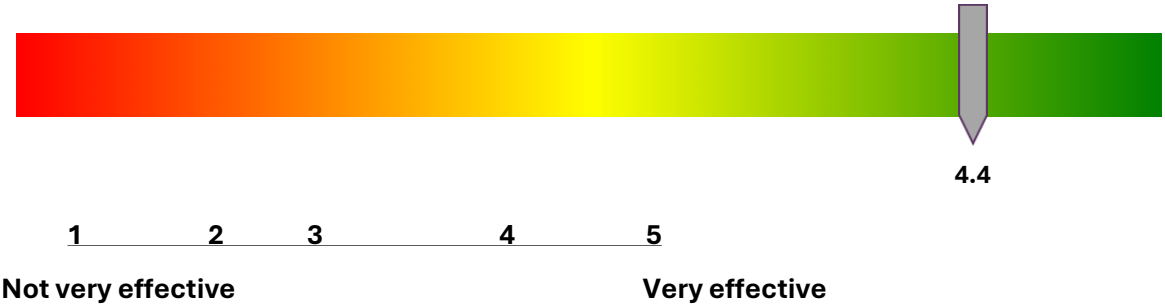
	Count	Percentage
Strongly Agree	15	60.0%
Agree	10	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	17	68.0%
Agree	7	28.0%
Disagree	0	0.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	14	56.0%
Agree	9	36.0%
Disagree	1	4.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%
Students are receiving instruction in basic skills.		
	Count	Percentage
Strongly Agree	14	56.0%
Agree	10	40.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

(JCSD ADMINISTRATOR) Please rate your perception of the quality of our current instructional coaches and mentors.



Administrators were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Their responses are summarized below.

Administrators praise instructional coaches and mentors for their expertise in data analysis, curriculum implementation, and providing timely feedback and classroom support. Coaches are recognized for offering professional learning opportunities, participating in PLCs, and aiding teachers—especially new ones—in understanding instructional strategies and standards. Several comments highlight the value of coaches' check-ins, responsiveness, and ability to make data actionable for teachers. Suggestions include having dedicated coaches for math and reading across grade levels and ensuring additional instructional resources. Overall, coaches and mentors are seen as knowledgeable, supportive, and instrumental in improving teacher effectiveness and student outcomes.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	6	24.0%
Agree	13	52.0%
Disagree	4	16.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	1	4.0%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	14	56.0%
Agree	11	44.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	8	32.0%
Agree	13	52.0%
Disagree	1	4.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	2	8.0%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	16	64.0%
Agree	8	32.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	22	88.0%
Agree	1	4.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	10	40.0%
Agree	13	52.0%
Disagree	0	0.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	0	0.0%
My school (district) has the resources available to enable all students to learn.		
	Count	Percentage
Strongly Agree	11	44.0%
Agree	12	48.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	12	48.0%
Agree	10	40.0%
Disagree	0	0.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	2	8.0%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	15	60.0%
Agree	5	20.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.0%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	18	72.0%
Agree	5	20.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	18	72.0%
Agree	6	24.0%
Disagree	0	0.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	19	76.0%
Agree	6	24.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
All students have equal access to quality education in our community.		
	Count	Percentage
Strongly Agree	19	76.0%
Agree	4	16.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%
All students have an equal opportunity to participate in activities (clubs, musical groups, athletics, etc.)		
	Count	Percentage
Strongly Agree	15	60.0%
Agree	8	32.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. In addition, administrators were asked what the district is doing to positively impact student achievement and what could more effectively be done to improve student achievement. Responses are summarized below.

Administrators highlight several strengths within their school or district, including a strong emphasis on building positive relationships with students and parents, fostering a culture where both teachers and students analyze and take ownership of data to drive academic success, and offering targeted interventions like “Power hour” to support

student growth. Teachers and staff are commended for their dedication to student achievement, effective use of professional learning communities (PLCs), and consistent efforts to support and motivate students toward graduation. Suggestions for improvement focus on enhancing facilities, securing more resources such as a full-time nurse and updated technology, and increasing access to arts and elective courses. To further boost student achievement, administrators recommend greater arts integration, smaller class sizes, more SPED teacher training and support, and the adoption of standards-based assessments. Continued focus on professional development, relationship building, and a well-rounded curriculum is seen as key to future progress.

DISTRICT COMMUNITY SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	27	50.9%
Agree	23	43.4%
Disagree	0	0.0%
Strongly Disagree	1	1.9%
Not Applicable or No Information	2	3.8%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	28	52.8%
Agree	17	32.1%
Disagree	3	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	9.4%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	40	75.5%
Agree	10	18.9%
Disagree	2	3.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	13	24.5%
Agree	11	20.8%
Disagree	8	15.1%
Strongly Disagree	9	17.0%
Not Applicable or No Information	12	22.6%
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	18	34.0%
Agree	16	30.2%
Disagree	3	5.7%
Strongly Disagree	3	5.7%
Not Applicable or No Information	13	24.5%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	34	64.2%
Agree	15	28.3%
Disagree	3	5.7%
Strongly Disagree	1	1.9%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	18	34.0%
Agree	16	30.2%
Disagree	4	7.6%
Strongly Disagree	1	1.9%
Not Applicable or No Information	14	26.4%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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

	Count	Percentage
Strongly Agree	28	52.8%
Agree	18	34.0%
Disagree	4	7.6%
Strongly Disagree	1	1.9%
Not Applicable or No Information	2	3.8%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	23	43.4%
Agree	22	41.5%
Disagree	4	7.6%
Strongly Disagree	1	1.9%
Not Applicable or No Information	3	5.7%

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	24	45.3%
Agree	19	35.9%
Disagree	6	11.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.6%

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

	Count	Percentage
Strongly Agree	23	43.4%
Agree	21	39.6%
Disagree	7	13.2%
Strongly Disagree	2	3.8%
Not Applicable or No Information	0	0.0%

Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	24	45.3%
Agree	24	45.3%
Disagree	5	9.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	21	39.6%
Agree	24	45.3%
Disagree	4	7.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.6%
Students are receiving instruction in basic skills.		
	Count	Percentage
Strongly Agree	26	49.1%
Agree	17	32.1%
Disagree	6	11.3%
Strongly Disagree	3	5.7%
Not Applicable or No Information	1	1.9%
I feel our students get high quality instruction in math and reading.		
	Count	Percentage
Strongly Agree	21	39.6%
Agree	21	39.6%
Disagree	6	11.3%
Strongly Disagree	1	1.9%
Not Applicable or No Information	4	7.6%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	20	37.7%
Agree	21	39.6%
Disagree	9	17.0%
Strongly Disagree	3	5.7%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	22	41.5%
Agree	23	43.4%
Disagree	7	13.2%
Strongly Disagree	1	1.9%
Not Applicable or No Information	0	0.0%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	25	47.2%
Agree	21	39.6%
Disagree	6	11.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	23	43.4%
Agree	25	47.2%
Disagree	3	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.8%
The goals of the school are consistent with local values held by the community.		
	Count	Percentage
Strongly Agree	22	41.5%
Agree	18	34.0%
Disagree	9	17.0%
Strongly Disagree	1	1.9%
Not Applicable or No Information	3	5.7%
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	17	32.1%
Agree	20	37.7%
Disagree	10	18.9%
Strongly Disagree	3	5.7%
Not Applicable or No Information	3	5.7%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	17	32.1%
Agree	18	34.0%
Disagree	9	17.0%
Strongly Disagree	2	3.8%
Not Applicable or No Information	7	13.2%

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

	Count	Percentage
Strongly Agree	18	34.0%
Agree	18	34.0%
Disagree	9	17.0%
Strongly Disagree	6	11.3%
Not Applicable or No Information	2	3.8%

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

	Count	Percentage
Strongly Agree	19	35.9%
Agree	18	34.0%
Disagree	4	7.6%
Strongly Disagree	3	5.7%
Not Applicable or No Information	9	17.0%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	21	39.6%
Agree	18	34.0%
Disagree	6	11.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	15.1%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	22	41.5%
Agree	20	37.7%
Disagree	8	15.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.7%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	22	41.5%
Agree	26	49.1%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.6%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	19	35.9%
Agree	25	47.2%
Disagree	6	11.3%
Strongly Disagree	1	1.9%
Not Applicable or No Information	2	3.8%
All students have equal access to quality education in our community.		
	Count	Percentage
Strongly Agree	23	43.4%
Agree	25	47.2%
Disagree	2	3.8%
Strongly Disagree	1	1.9%
Not Applicable or No Information	2	3.8%

All students have an equal opportunity to participate in activities (clubs, musical groups, athletics, etc.)		
	Count	Percentage
Strongly Agree	23	43.4%
Agree	22	41.5%
Disagree	5	9.4%
Strongly Disagree	1	1.9%
Not Applicable or No Information	2	3.8%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. In addition, administrators were asked what the district is doing to positively impact student achievement and what could more effectively be done to improve student achievement. Responses are summarized below.

Community members highlight several strengths and areas for improvement within their schools and district. They praise the dedication of teachers, strong parent involvement, effective communication, and a supportive special education department. Positive aspects also include student engagement through sports, clubs, and activities that foster growth. However, they identify challenges such as administrative focus on test scores rather than preparing students for the future, and concerns about the math curriculum's accessibility for families. Suggestions for improvement center on reducing administrative expenses, increasing support staff, and prioritizing student needs over athletic goals. Many call for smaller class sizes, individualized attention, and enhanced resources for both teachers and special needs students. There is also a desire for greater respect from staff, improved safety measures, and a return to school uniforms. Community outreach and consistent parent communication are seen as strengths, but more one-on-one help and less computer-based instruction would further boost student achievement.

NOTES

EAST CENTRAL LOWER ELEMENTARY SCHOOL

INTRODUCTION



East Central Lower Elementary School is a public elementary school campus in Moss Point, Mississippi, serving families in the Jackson County School District. Its address is 5621 MS-614, placing it in the East Central community rather than in downtown Moss Point. The school is part of a larger East Central campus structure and serves five hundred thirty-eight (538) prekindergarten through second grade (PK-2) students.



Recent activity at the school points to continued investment in the campus. New construction plans include a multipurpose building addition and site improvements. Construction bids were issued in March of 2026.

East Central Lower Elementary has a highly engaged PTO and a strong sense of community support, with parents and volunteers regularly helping with school events, student encouragement, and family-centered activities that build school spirit and belonging. The school also emphasizes social-emotional learning through its welcoming tone, celebrations, and efforts to make students feel valued and connected. Community service is another visible part of the culture, with projects such as the Backpack drive and the food pantry drive showing that the school helps meet practical needs for students and families while also teaching generosity and responsibility.

ENROLLMENT AND ATTENDANCE

ENROLLMENT

EAST CENTRAL LOWER ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	561	576	601	568	538
PK	*			19	10
K	206	177	179	162	162
GR_01	166	204	192	196	167
GR_02	174	177	207	191	199

MDE, 2025m)



Figure 81: East Central Lower Elementary School Enrollment by Grade Level

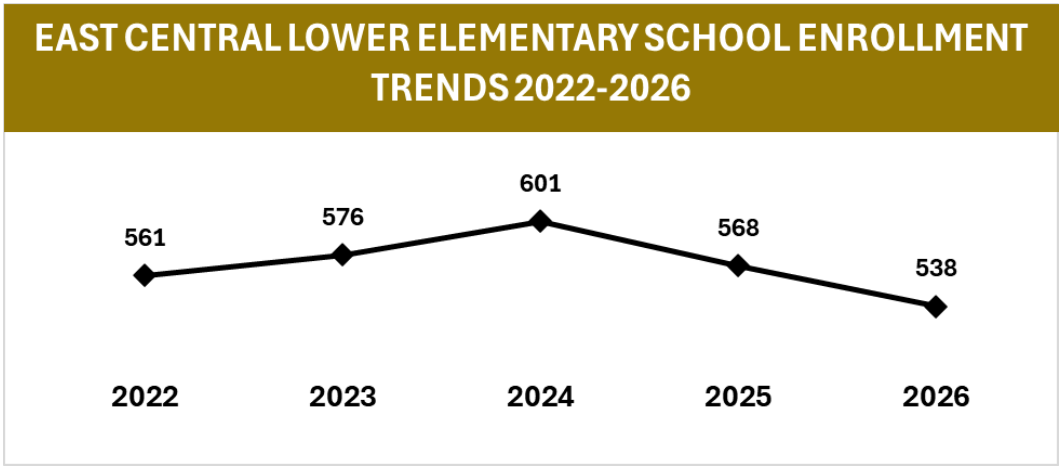


Figure 82: East Central Lower Elementary School Enrollment Trends 2022-2026

EAST CENTRAL LOWER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	561	576	601	568	538
GENDER	FEMALE	256	286	296	281	257
	MALE	305	290	305	287	281
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*			*	*
	ASIAN			*	*	*
	BLACK OR AFRICAN AMERICAN	13	*	20	17	16
	HISPANIC OR LATINO	*	*	*	16	11
	TWO OR MORE RACES	34	37	34	23	18
	WHITE	510	522	539	510	490

(MDE, 2025m)

Figure 83: East Central Lower Elementary School Enrollment by Demographic Group

Note: Some data were masked by MDE to prevent the identification of individuals in small cells or with unique characteristics

EAST CENTRAL LOWER ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	2.3%	3.0%	**0.7%**
HISPANIC OR LATINO		2.0%	
TWO OR MORE RACES	6.1%	3.3%	**-2.7%**
WHITE	90.9%	91.1%	**0.2%**

Figure 84: East Central Lower Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

EAST CENTRAL LOWER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	531.4	539.1	527.1
PK			19.1
K	164.2	164.1	150.1
GR_01	191.4	176.9	181.1
GR_02	164.8	189.2	176.8
(MDE, 2023o, 2024q, 2025s)			

Figure 85: East Central Lower Elementary School Average Daily Attendance

EAST CENTRAL LOWER ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	92.3%	89.7%	92.8%
PK			100.7%
K	92.8%	91.7%	92.7%
GR_01	93.8%	92.2%	92.4%
GR_02	93.1%	91.4%	92.6%
(MDE, 2023o, 2024q, 2025m, 2025			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 86: East Central Lower Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

EAST CENTRAL LOWER ELEMENTARY SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	16.3	23.1	26.0
GENDER	FEMALE	17.5	26.0	23.9
	MALE	15.2	20.5	28.3
DISABILITY	STUDENTS WITH DISABILITIES	16.4	28.6	36.8
	STUDENTS WITHOUT DISABILITIES	16.3	22.1	24.4
EL	LIMITED ENGLISH PROFICIENCY	5.0	5.0	5.0
RACE	ALASKAN NATIVE OR NATIVE AMERICAN			5.0
	ASIAN		5.0	5.0
	BLACK OR AFRICAN AMERICAN	5.0	39.1	22.2
	HISPANIC OR LATINO	5.0	5.0	25.0
	TWO OR MORE RACES	26.3	26.5	34.8
	WHITE	16.1	22.2	26.0
				(MDE, 2026f)

Figure 87: East Central Lower Elementary School Chronic Absence by Demographic Group



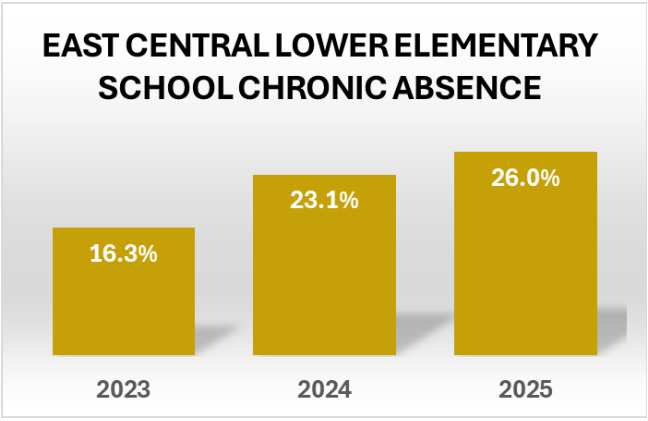


Figure 88: East Central Lower Elementary School Chronic Absence

ECLES Enrollment and Attendance Takeaways

Enrollment at East Central Lower Elementary rose from 561 in 2022 to a peak of 601 in 2024 before declining to 538 in 2026. **Early grades show volatility**, with kindergarten dropping from 206 to 162, while Grade 2 increased overall from 174 to 199. Demographically, the **school remains predominantly White** (about 91% by 2026), with small increases in Black student representation and slight declines among students reporting two or more races. Attendance rates declined from 92.3% in 2023 to 89.7% in 2024 before rebounding to 92.8% in 2025. However, **chronic absenteeism rose sharply** from 16.3% to 26.0%, with higher rates among males (28.3%) and students with disabilities (36.8%), highlighting **widening engagement gaps across key student groups.**

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

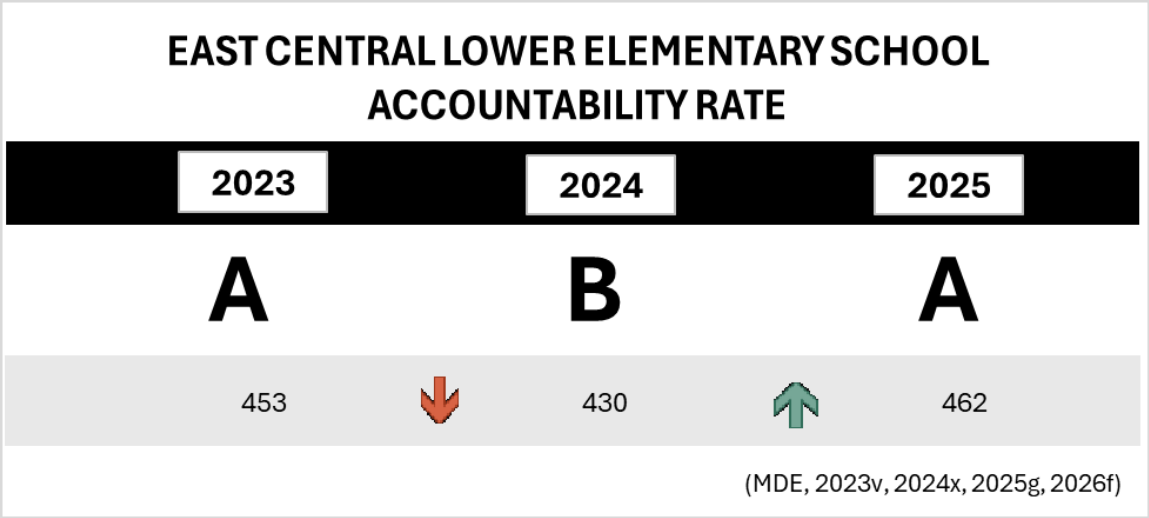


Figure 89: East Central Lower Elementary School Accountability Rating

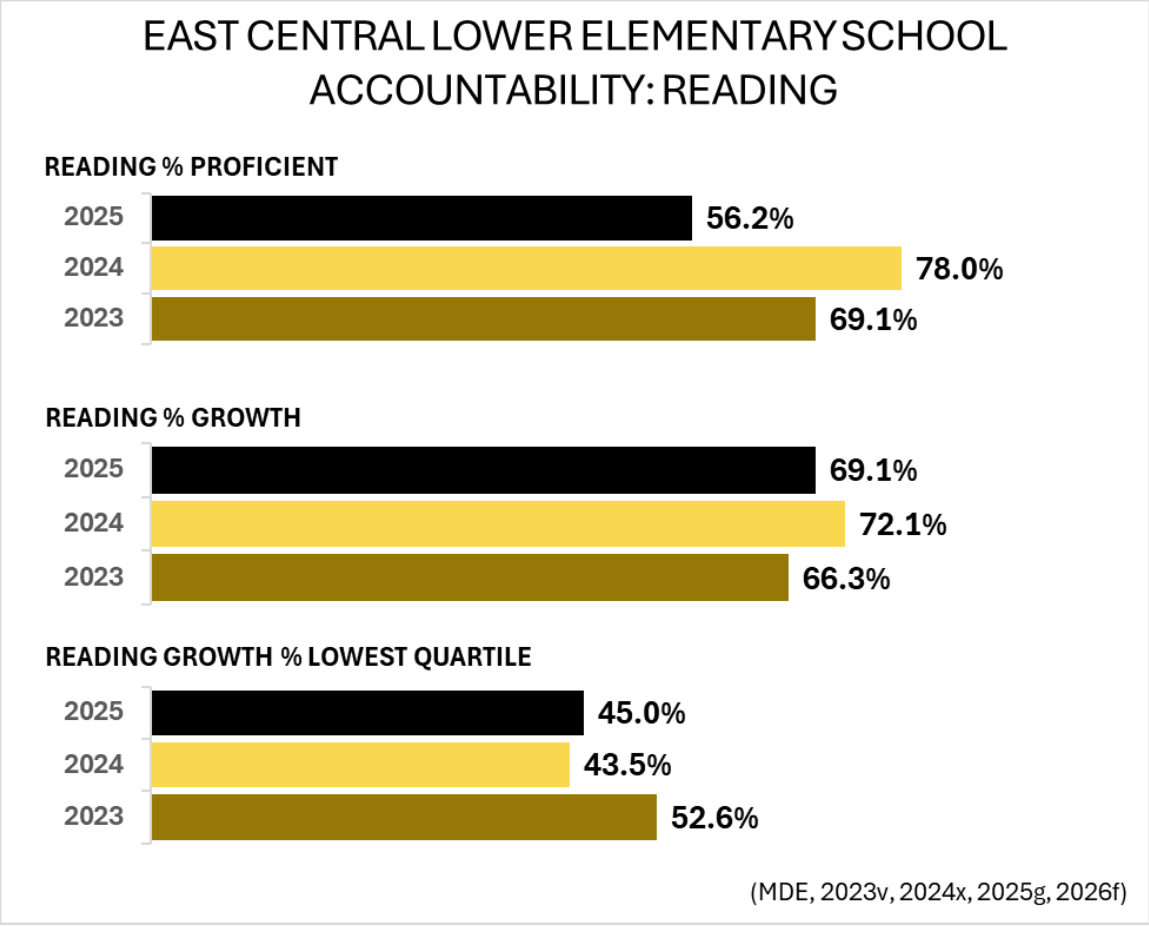


Figure 90: East Central Lower Elementary School Accountability: Reading

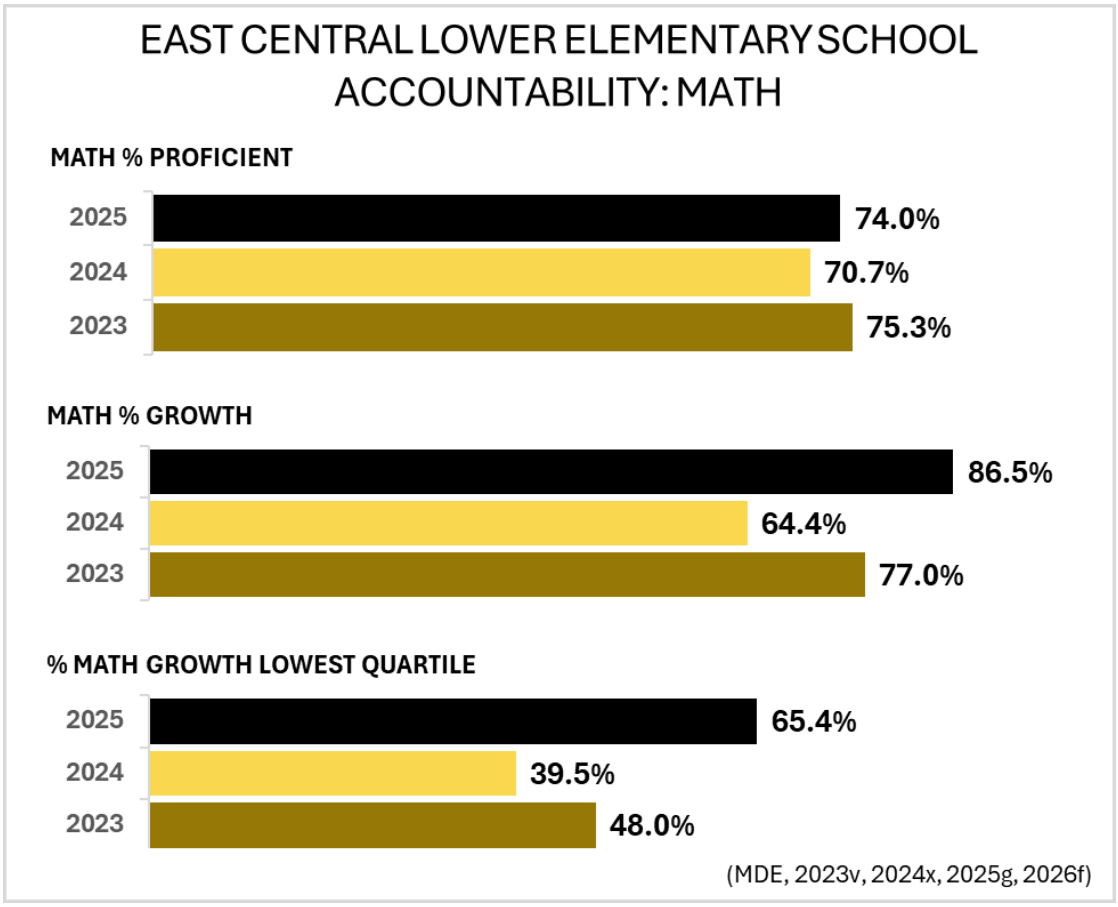


Figure 91: East Central Lower Elementary School Accountability: Math

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

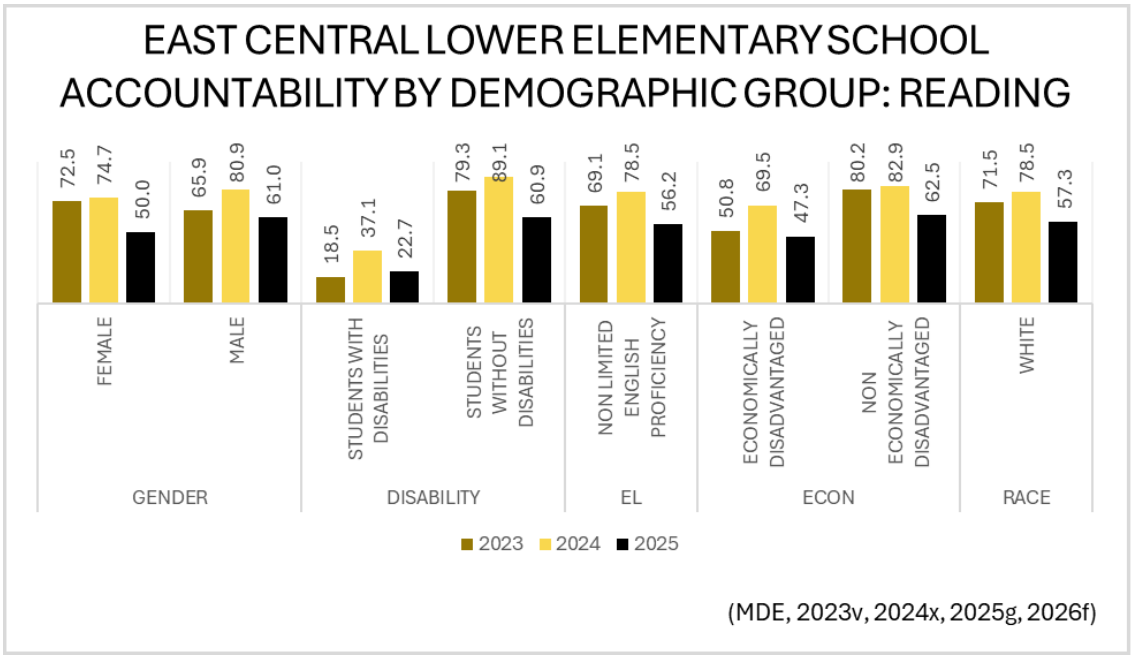


Figure 92: East Central Lower Elementary School Accountability by Demographic Group: Reading

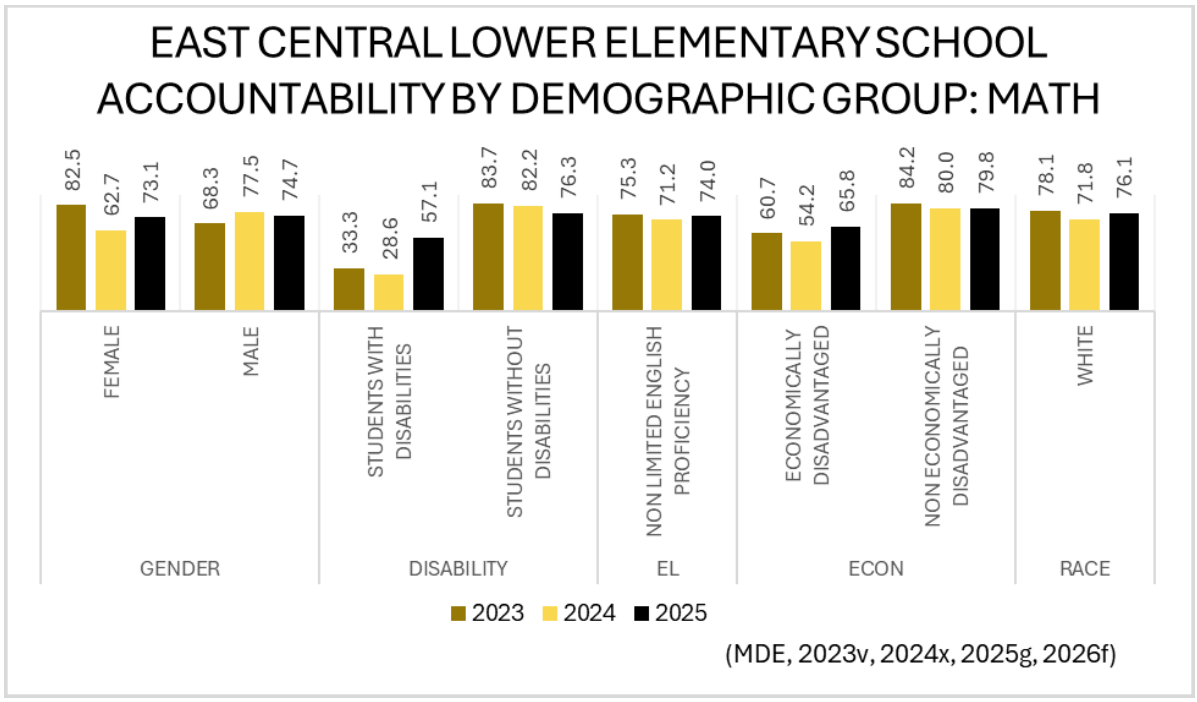


Figure 93: East Central Lower Elementary School Accountability by Demographic Group: Math

PROFICIENCY GAP TO GOAL

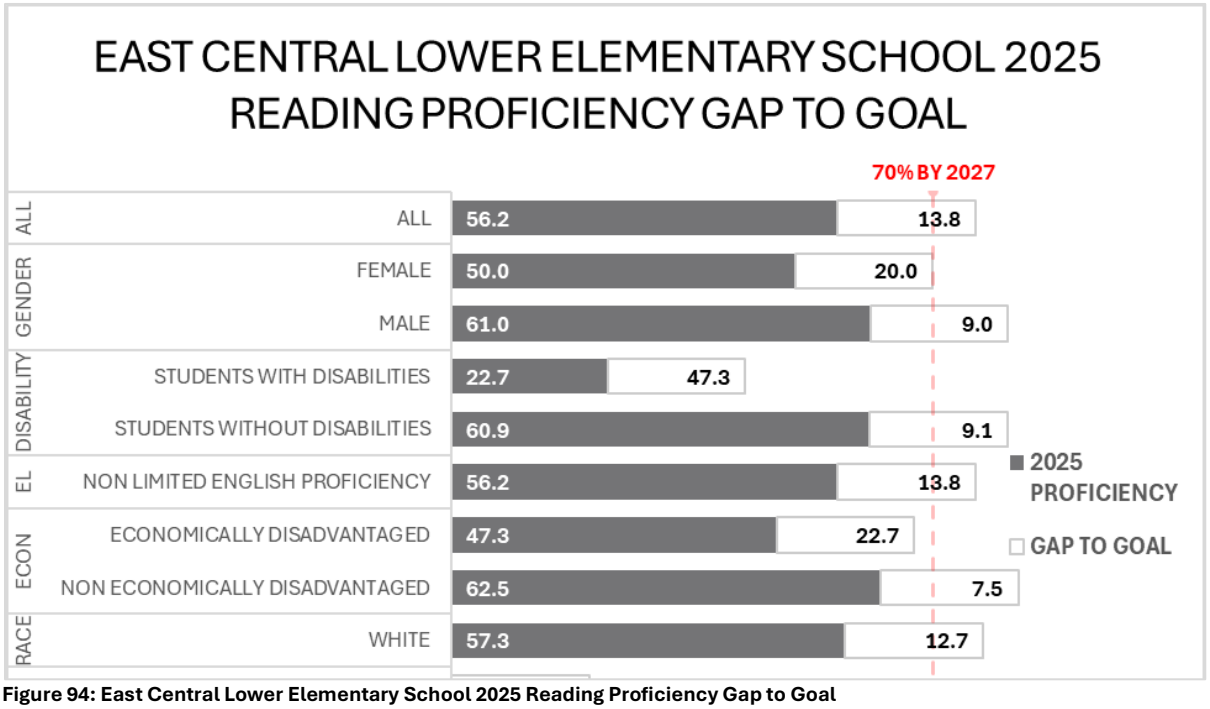


Figure 94: East Central Lower Elementary School 2025 Reading Proficiency Gap to Goal

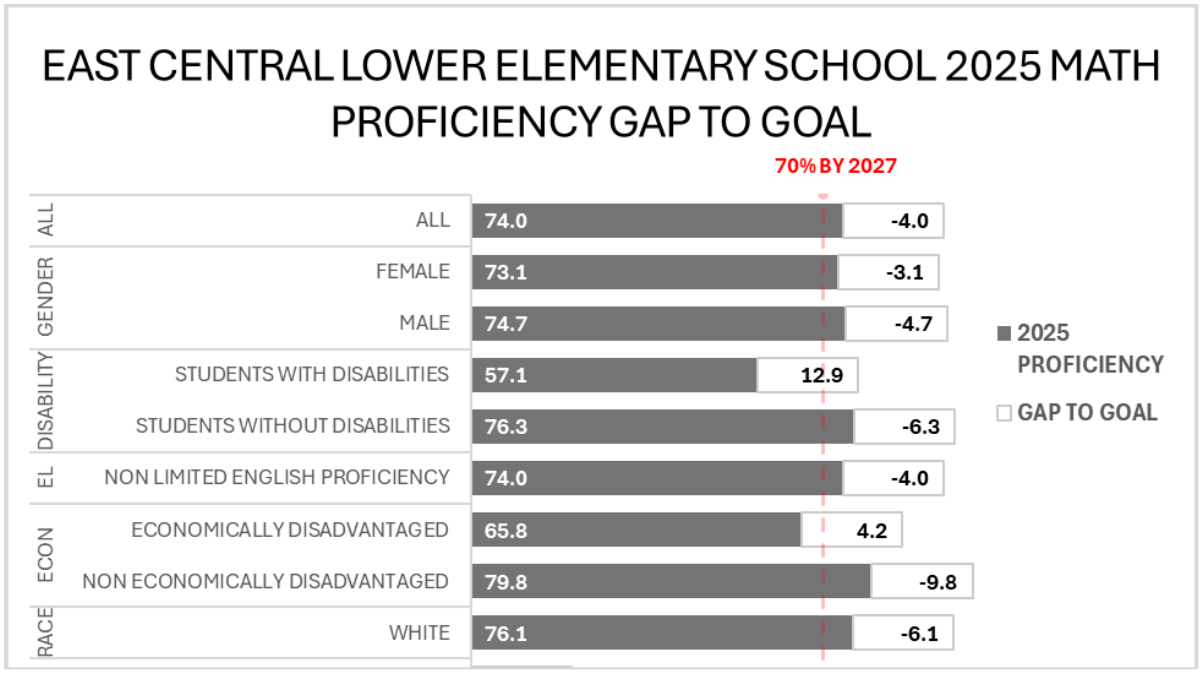


Figure 95: East Central Lower Elementary School 2025 Math Proficiency Gap to Goal

ECLES ACCOUNTABILITY TAKEAWAYS

East Central Lower Elementary School's accountability outcomes reflect **overall strong performance with targeted areas for improvement**. The school earned an "A" rating in both 2023 and 2025, rebounding from a "B" in 2024, indicating consistent system-level effectiveness. In **reading**, 56.2% of students were proficient in 2025, a **decline from 78.0%** in 2024, yet **growth remained solid** at 69.1%, exceeding the 2023 growth rate of 66.3%. **Math performance was comparatively stronger**, with 74.0% proficiency in 2025 and 66.5% growth, improving from 64.4% in 2024. **Math growth among the lowest-performing quartile rose sharply** to 65.4% in 2025 from 39.5% the prior year. Despite these gains, proficiency remains below state goals by roughly 14 points in reading and 5 points in math, underscoring the need for sustained instructional focus.

East Central Lower Elementary

Raising the standard

ASSESSMENT

KINDERGARTEN READINESS ASSESSMENT

Mississippi's Kindergarten Readiness Assessment results are not directly comparable across years due to major vendor and technical changes. From 2023 to 2026, the assessment switched between Renaissance's STAR Early Literacy, Istation/Ameri Learning, and back to Renaissance, each with differing technical details and score standards.

Note: All prekindergarten scores for ECLES were masked by MDE to prevent the identification of individuals in small cells or with unique characteristics

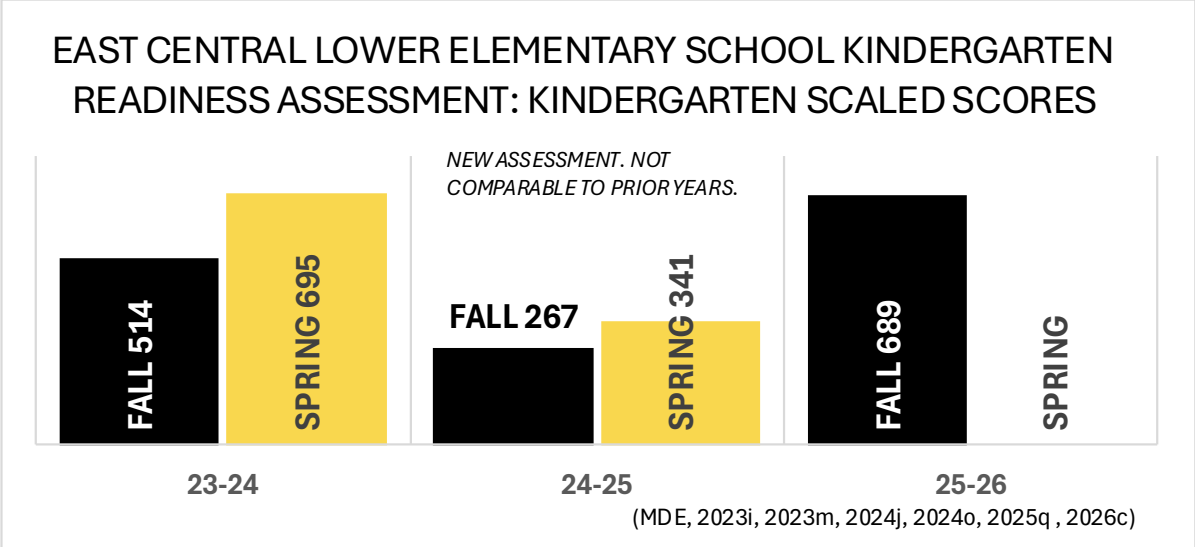


Figure 96: East Central Lower Elementary School Kindergarten Readiness Assessment: Kindergarten Scaled Scores

ECLES ASSESSMENT TAKEAWAYS



Because the assessment instruments changed each year, it is **not possible to compare scores over time**. Instead, scores are reviewed within each year and compared with the state average for that specific year. In 2023–2024, the percentage of East Central Lower Elementary students scoring at or above the cut score increased from 39.6% in the fall to 50.6% in the spring. State proficiency scores for that period increased from 31.9% to 41.5%. For the district, the fall 2025 proficiency was higher than that of the previous year (39.6% to 41.7%). In years where Fall or Spring data are missing, those results are treated as descriptive only and are not used to assess growth over time.

PERSONNEL

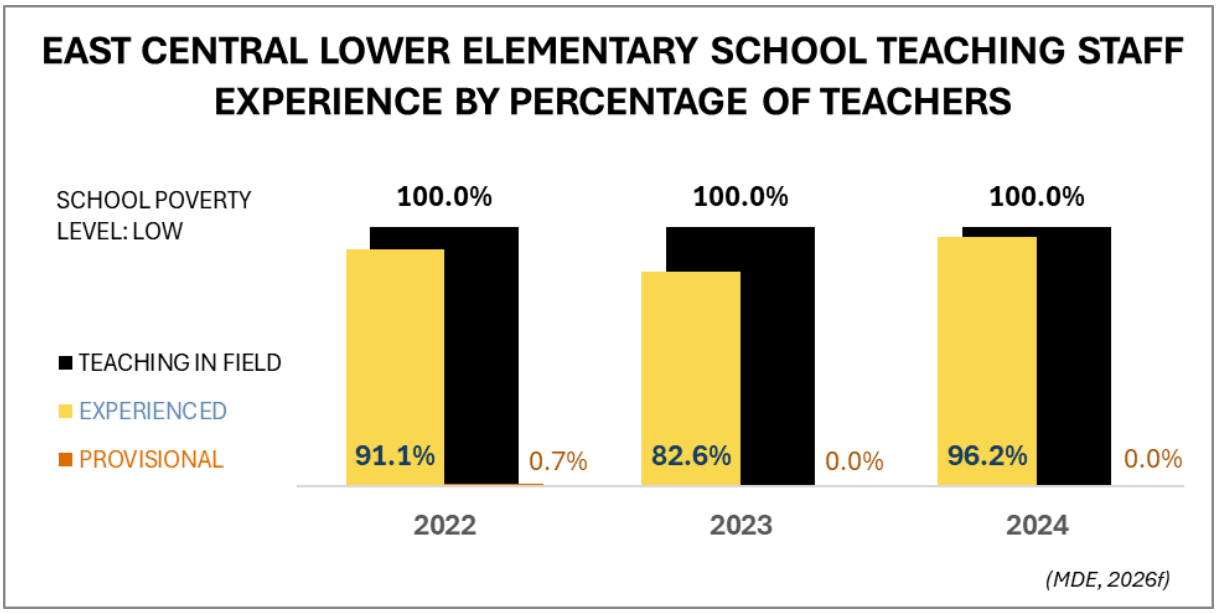


Figure 97: East Central Lower Elementary School Teaching Staff Experience by Percentage of Teachers

PERSONNEL TAKEAWAYS

East Central Lower Elementary School had **no provisional teachers** on staff from 2022 through 2024, the last year for which this data is available from MDE. Provisional teachers are those who have taught for three years or fewer. **All teachers on staff are teaching within their certification.** The percentage of teachers considered "**experienced,**" that is, with four or more years of teaching experience **rose from 91.1% to 96.2%** between 2022 and 2024, indicating an unusually stable and seasoned work force.



EAST CENTRAL LOWER ELEMENTARY CNA SURVEY

INTRODUCTION

Seventy-four (74) faculty members, three hundred twenty-seven (327) parents, and four hundred ninety (490) students from East Central Lower Elementary School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

EAST CENTRAL LOWER ELEMENTARY FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	65	87.8%
Agree	9	12.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	59	79.7%
Agree	15	20.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	69	93.2%
Agree	3	4.1%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.4%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	18	24.3%
Agree	34	46.0%
Disagree	9	12.2%
Strongly Disagree	2	2.7%
Not Applicable or No Information	11	14.9%
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	39	52.7%
Agree	29	39.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	8.1%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	66	89.2%
Agree	7	9.5%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	37	50.0%
Agree	31	41.9%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	6.8%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	34	46.0%
Agree	15	20.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	25	33.8%

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	45	60.8%
Expedited evaluation services for students with limited English	29	39.2%
Expedited evaluation services for gifted and talented students	20	27.0%
Additional academic support	41	55.4%
Tutoring	52	70.3%
Enrichment educational services	22	29.7%
Counseling	49	66.2%
Mentors	27	36.5%
School supplies	53	71.6%
School uniforms	37	50.0%
Dental referrals	31	41.9%
Medical referrals	28	37.8%
Bullying assistance	24	32.4%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	30	40.5%
Supporting college and career counseling	28	37.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	48	64.9%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	25	33.8%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	22	29.7%

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	30	40.5%
Providing school-based mental health services and counseling	43	58.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	24	32.4%
Establishing or improving dropout prevention	17	23.0%
Supporting re-entry programs and transition services for Justice-involved youth	11	14.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	29	39.2%
Implementing systems and practices to prevent bullying and harassment	41	55.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	31	41.9%
Establishing community partnerships	20	27.0%
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	42	56.8%
Building technological capacity and infrastructure	23	31.1%
Carrying out innovative blended learning projects	10	13.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	33	44.6%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	22	29.7%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	51	68.9%
Agree	21	28.4%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

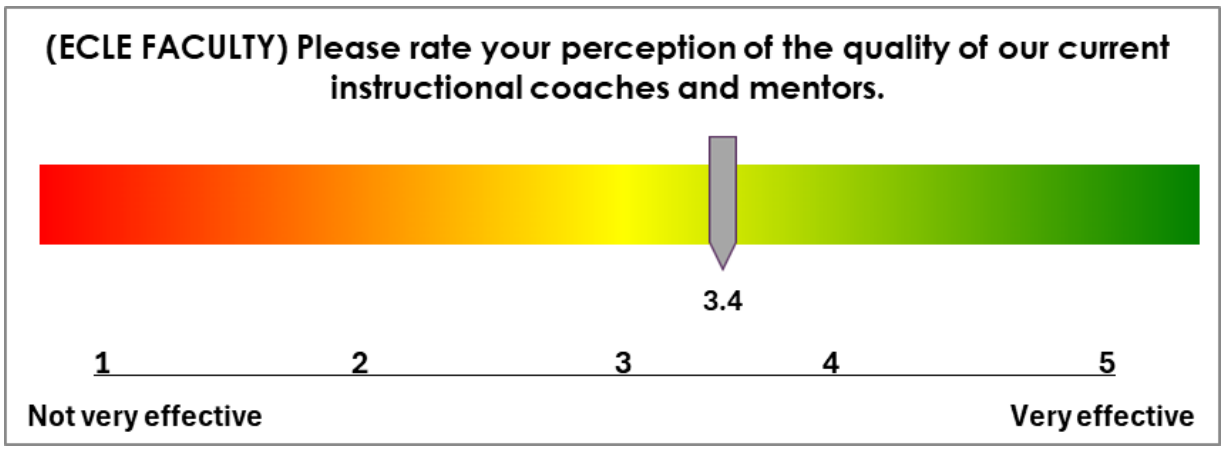
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	57	77.0%
Agree	17	23.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	59	79.7%
Agree	13	17.6%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	39	52.7%
Agree	27	36.5%
Disagree	6	8.1%
Strongly Disagree	1	1.4%
Not Applicable or No Information	1	1.4%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	60	81.1%
Agree	14	18.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	53	71.6%
Agree	18	24.3%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.4%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	54	73.0%
Agree	18	24.3%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.4%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	52	70.3%
Agree	21	28.4%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
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	45	60.8%
Agree	17	23.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	16.2%

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	29	39.2%
Utilize technology such as class websites, blogs, and videos	34	46.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	22	29.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	39	52.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	32	43.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	27	36.5%
Use bilingual handouts and cues	12	16.2%
Use visual displays, portable white boards, and posters when giving instructions	40	54.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	27	36.5%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	33	44.6%
Teachers provide unique instructional time inside the classroom for English instruction.	24	32.4%
Mentoring with another student	17	23.0%
Not Applicable	33	44.6%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	48	64.9%
No	26	35.1%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	58	78.4%
Language Proficiency of the Parent	31	41.9%
Level of Parental Involvement	21	28.4%
Family income and socioeconomic status	13	17.6%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	28	37.8%
Auditory Screening Result	26	35.1%
Grade Retention (if applicable)	14	18.9%
Number of Failed Courses	11	14.9%
Dropout Status (if applicable)	4	5.4%
Enrichment programs/activities	16	21.6%
Supplemental Academic Instruction	19	25.7%
Behavioral Supports	16	21.6%
Counseling Services	23	31.1%
Discipline Records	8	10.8%
Social-Emotional Learning Services	20	27.0%
Social Behavioral Assessment Inventory Score	12	16.2%
Mental Health Supports	9	12.2%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	7	9.5%
Mental Health Services	5	6.8%
Counseling	4	5.4%
Transitional Services	3	4.1%
Not Applicable	65	87.8%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	11	14.9%
No	4	5.4%
Not Applicable	59	79.7%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	19	25.7%
Agree	19	25.7%
Disagree	5	6.8%
Strongly Disagree	1	1.4%
Not Applicable or No Information	30	40.5%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

Comments about the effectiveness of current instructional coaches and mentors reflect mixed experiences among staff. Some respondents appreciated the support provided by experienced teachers and tutors, noting improvements in student skills, particularly when students were pulled for small group instruction. Positive feedback highlighted mentors who are attentive, helpful, and proactive in addressing teachers' needs. However, several respondents expressed concerns about instructional coaches, mentioning a lack of visibility on campus, insufficient knowledge of the current curriculum, and limited understanding of classroom management. There were also critiques regarding the curriculum itself and the coaches' ability to provide informed feedback.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	23	31.1%
Agree	35	47.3%
Disagree	13	17.6%
Strongly Disagree	1	1.4%
Not Applicable or No Information	2	2.7%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	52	70.3%
Agree	20	27.0%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.4%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	57	77.0%
Agree	15	20.3%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.4%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	49	66.2%
Agree	24	32.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.4%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	34	46.0%
Agree	30	40.5%
Disagree	8	10.8%
Strongly Disagree	1	1.4%
Not Applicable or No Information	1	1.4%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	31	41.9%
Agree	31	41.9%
Disagree	8	10.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.4%
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	30	40.5%
Agree	32	43.2%
Disagree	2	2.7%
Strongly Disagree	1	1.4%
Not Applicable or No Information	9	12.2%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	33	44.6%
Agree	24	32.4%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	16	21.6%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	50	67.6%
Agree	21	28.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.1%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	52	70.3%
Agree	20	27.0%
Disagree	0	0.0%
Strongly Disagree	1	1.4%
Not Applicable or No Information	1	1.4%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	55	74.3%
Agree	19	25.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	53	71.6%
Agree	21	28.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	58	78.4%
Agree	15	20.3%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	31	41.9%
Agree	22	29.7%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	25.7%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	29	39.2%
Agree	25	33.8%
Disagree	4	5.4%
Strongly Disagree	1	1.4%
Not Applicable or No Information	15	20.3%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at East Central Lower Elementary praise their school for its dedicated teachers, supportive staff, and positive administration that fosters open communication and bridges the gap between school and community. The school excels in creating a welcoming environment, providing quality education, maintaining safety, and supporting students through differentiation strategies, tutoring, and technology. Staff members highlight strong relationships with parents, effective counseling, and a commitment to meeting individual student needs. The administration is consistently described as warm, hands-on, and proactive in ensuring student and teacher success. Faculty members suggest improvements such as smaller class sizes, increased teacher and assistant pay, more special education support, and less reliance on computerized instruction. Concerns about the curriculum's appropriateness and excessive testing are noted, along with calls for better discipline and more cohesive curriculum planning.

EAST CENTRAL LOWER ELEMENTARY PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	203	62.1%
Agree	111	33.9%
Disagree	2	0.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	3.4%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	125	38.2%
Agree	112	34.3%
Disagree	8	2.5%
Strongly Disagree	2	0.6%
Not Applicable or No Information	80	24.5%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	274	83.8%
Agree	47	14.4%
Disagree	0	0.0%
Strongly Disagree	1	0.3%
Not Applicable or No Information	5	1.5%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	87	26.6%
Agree	130	39.8%
Disagree	40	12.2%
Strongly Disagree	9	2.8%
Not Applicable or No Information	61	18.7%
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	114	34.9%
Agree	142	43.4%
Disagree	9	2.8%
Strongly Disagree	2	0.6%
Not Applicable or No Information	60	18.4%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	217	66.4%
Agree	96	29.4%
Disagree	6	1.8%
Strongly Disagree	1	0.3%
Not Applicable or No Information	7	2.1%

At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	100	30.6%
Agree	139	42.5%
Disagree	11	3.4%
Strongly Disagree	2	0.6%
Not Applicable or No Information	75	22.9%
I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	37	11.3%
Computer Classes	64	19.6%
Conflict Resolution	78	23.9%
Discipline	52	15.9%
Drug/Alcohol Awareness	41	12.5%
English as a Second Language	16	4.9%
Health Classes	61	18.7%
Literacy Classes	65	19.9%
Math Classes	89	27.2%
Parent-to-School Relationships	104	31.8%
Parent/Child Communication	94	28.8%
Preparing for College	87	26.6%
Parenting Workshops	58	17.7%
Social Media Classes	29	8.9%
Stress/Anger Management	73	22.3%
Understanding College- and Career-Ready Standards	94	28.8%
I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	84	25.7%
Parental advisory committees	32	9.8%
PTO/PTA meetings and activities	13	4.0%
Ways to help at the classroom level	130	39.8%
Other ways to get involved in my school (district)	68	20.8%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	52	15.9%
District and/or school newsletters	70	21.4%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	100	30.6%
Resource materials for parental training	63	19.3%
Training for parents to work with other parents on becoming involved in the schools	54	16.5%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	21	6.4%
Home/School folders	112	34.3%
Home/School Planners	110	33.6%

How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	78	23.9%
Very likely	119	36.4%
Moderately likely	100	30.6%
Slightly likely	20	6.1%
Not at all likely	10	3.1%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	86	26.3%
Supporting college and career counseling	135	41.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	192	58.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	126	38.5%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	123	37.6%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	109	33.3%
Providing school-based mental health services and counseling	155	47.4%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	48	14.7%
Establishing or improving dropout prevention	52	15.9%
Supporting re-entry programs and transition services for Justice-involved youth	33	10.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	140	42.8%
Implementing systems and practices to prevent bullying and harassment	183	56.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	110	33.6%
Establishing community partnerships	59	18.0%
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	196	59.9%
Building technological capacity and infrastructure	84	25.7%
Carrying out innovative blended learning projects	83	25.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	113	34.6%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	81	24.8%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	176	53.8%
Agree	140	42.8%
Disagree	7	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	1.2%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	143	43.7%
Agree	160	48.9%
Disagree	12	3.7%
Strongly Disagree	4	1.2%
Not Applicable or No Information	8	2.5%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	150	45.9%
Agree	156	47.7%
Disagree	6	1.8%
Strongly Disagree	1	0.3%
Not Applicable or No Information	14	4.3%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	139	42.5%
Agree	146	44.7%
Disagree	19	5.8%
Strongly Disagree	10	3.1%
Not Applicable or No Information	13	4.0%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	172	52.6%
Agree	147	45.0%
Disagree	1	0.3%
Strongly Disagree	1	0.3%
Not Applicable or No Information	6	1.8%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	123	37.6%
Agree	154	47.1%
Disagree	27	8.3%
Strongly Disagree	6	1.8%
Not Applicable or No Information	17	5.2%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	107	32.7%
Agree	155	47.4%
Disagree	18	5.5%
Strongly Disagree	3	0.9%
Not Applicable or No Information	44	13.5%
Is your child an English Language Learner?		
	Count	Percentage
Yes	87	26.6%
No	240	73.4%
Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	53	60.9%
Mentoring	24	27.6%
Academic or career counseling	19	21.8%
Mental Health counseling	13	14.9%
Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	85	97.7%
No	2	2.3%
Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	85	97.7%
No	2	2.3%
I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	165	50.5%
Agree	139	42.5%
Disagree	8	2.5%
Strongly Disagree	1	0.3%
Not Applicable or No Information	14	4.3%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	139	42.5%
Agree	154	47.1%
Disagree	20	6.1%
Strongly Disagree	2	0.6%
Not Applicable or No Information	12	3.7%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	177	54.1%
Agree	132	40.4%
Disagree	14	4.3%
Strongly Disagree	1	0.3%
Not Applicable or No Information	3	0.9%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	134	41.0%
Agree	161	49.2%
Disagree	19	5.8%
Strongly Disagree	4	1.2%
Not Applicable or No Information	9	2.8%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	122	37.3%
Agree	152	46.5%
Disagree	25	7.7%
Strongly Disagree	5	1.5%
Not Applicable or No Information	23	7.0%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	153	46.8%
Agree	155	47.4%
Disagree	11	3.4%
Strongly Disagree	3	0.9%
Not Applicable or No Information	5	1.5%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	161	49.2%
Agree	150	45.9%
Disagree	11	3.4%
Strongly Disagree	1	0.3%
Not Applicable or No Information	4	1.2%
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	89	27.2%
Agree	134	41.0%
Disagree	60	18.4%
Strongly Disagree	29	8.9%
Not Applicable or No Information	15	4.6%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	117	35.8%
Agree	176	53.8%
Disagree	22	6.7%
Strongly Disagree	3	0.9%
Not Applicable or No Information	9	2.8%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	154	47.1%
Agree	152	46.5%
Disagree	14	4.3%
Strongly Disagree	4	1.2%
Not Applicable or No Information	3	0.9%
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	134	41.0%
Agree	159	48.6%
Disagree	14	4.3%
Strongly Disagree	1	0.3%
Not Applicable or No Information	19	5.8%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	118	36.1%
Agree	167	51.1%
Disagree	14	4.3%
Strongly Disagree	7	2.1%
Not Applicable or No Information	21	6.4%

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

	Count	Percentage
Strongly Agree	109	33.3%
Agree	161	49.2%
Disagree	26	8.0%
Strongly Disagree	7	2.1%
Not Applicable or No Information	24	7.3%

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

	Count	Percentage
Strongly Agree	111	33.9%
Agree	158	48.3%
Disagree	23	7.0%
Strongly Disagree	2	0.6%
Not Applicable or No Information	33	10.1%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	98	30.0%
Agree	138	42.2%
Disagree	14	4.3%
Strongly Disagree	1	0.3%
Not Applicable or No Information	76	23.2%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	109	33.3%
Agree	154	47.1%
Disagree	13	4.0%
Strongly Disagree	1	0.3%
Not Applicable or No Information	50	15.3%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	125	38.2%
Agree	179	54.7%
Disagree	10	3.1%
Strongly Disagree	1	0.3%
Not Applicable or No Information	12	3.7%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	145	44.3%
Agree	170	52.0%
Disagree	4	1.2%
Strongly Disagree	3	0.9%
Not Applicable or No Information	5	1.5%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	153	46.8%
Agree	153	46.8%
Disagree	9	2.8%
Strongly Disagree	5	1.5%
Not Applicable or No Information	7	2.1%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	118	36.1%
Agree	166	50.8%
Disagree	6	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	37	11.3%

The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	138	42.2%
Agree	168	51.4%
Disagree	4	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	5.2%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at East Central Lower Elementary express appreciation for their child's school, highlighting the dedication and kindness of teachers and staff, strong communication with families, and a welcoming environment that fosters student growth and enjoyment. Many praise consistent efforts to keep parents informed, involve them in school activities, and maintain a sense of community through fun events and supportive engagement. Parents value the school's commitment to student safety, individualized support, and programs like Wings for gifted learners. Suggestions for improvement include calls for smaller class sizes, increased hands-on learning, less screen time, and more opportunities for creative play and physical activity. Several parents advocate for changes to the curriculum, emphasizing the need for age-appropriate pacing, reduced testing, and more resources for students with special needs. Despite some concerns about academic pressure and discipline, the general sentiment reflects gratitude for a caring, communicative school that seeks to nurture every child's success and happiness.

EAST CENTRAL LOWER ELEMENTARY STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	397	81.0%
Agree	72	14.7%
Disagree	2	0.4%
Strongly Disagree	2	0.4%
Not Applicable or No Information	17	3.5%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	342	69.8%
Agree	60	12.2%
Disagree	11	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	77	15.7%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	400	81.6%
Agree	71	14.5%
Disagree	2	0.4%
Strongly Disagree	3	0.6%
Not Applicable or No Information	14	2.9%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	220	44.9%
Agree	26	5.3%
Disagree	41	8.4%
Strongly Disagree	7	1.4%
Not Applicable or No Information	196	40.0%

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	255	52.0%
Agree	47	9.6%
Disagree	11	2.2%
Strongly Disagree	6	1.2%
Not Applicable or No Information	171	34.9%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	390	79.6%
Agree	43	8.8%
Disagree	21	4.3%
Strongly Disagree	6	1.2%
Not Applicable or No Information	30	6.1%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	255	52.0%
Agree	61	12.4%
Disagree	6	1.2%
Strongly Disagree	3	0.6%
Not Applicable or No Information	165	33.7%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	388	79.2%
Agree	91	18.6%
Disagree	3	0.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	1.6%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	391	79.8%
Agree	83	16.9%
Disagree	2	0.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	2.9%

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	395	80.6%
Agree	80	16.3%
Disagree	0	0.0%
Strongly Disagree	2	0.4%
Not Applicable or No Information	13	2.7%

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

	Count	Percentage
Strongly Agree	362	73.9%
Agree	107	21.8%
Disagree	2	0.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	3.9%

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	408	83.3%
Agree	70	14.3%
Disagree	1	0.2%
Strongly Disagree	2	0.4%
Not Applicable or No Information	9	1.8%

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

	Count	Percentage
Strongly Agree	389	79.4%
Agree	77	15.7%
Disagree	6	1.2%
Strongly Disagree	3	0.6%
Not Applicable or No Information	15	3.1%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	405	82.7%
Agree	71	14.5%
Disagree	1	0.2%
Strongly Disagree	3	0.6%
Not Applicable or No Information	10	2.0%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	348	71.0%
Agree	74	15.1%
Disagree	16	3.3%
Strongly Disagree	10	2.0%
Not Applicable or No Information	34	6.9%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	397	81.0%
Agree	52	10.6%
Disagree	13	2.7%
Strongly Disagree	4	0.8%
Not Applicable or No Information	24	4.9%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	424	86.5%
Additional academic support	38	7.8%
Tutoring	44	9.0%
Counseling	29	5.9%
A mentor	15	3.1%
School supplies	43	8.8%
Structured note taking mechanisms	10	2.0%
The teacher slows speech at times to help you understand	18	3.7%
The teacher uses gestures and demonstrations	16	3.3%
Use think aloud and think pair shares	15	3.1%
Use of bilingual handouts and cues	12	2.4%
Use of display word walls with high frequency words	44	9.0%

I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	328	66.9%
Agree	70	14.3%
Disagree	45	9.2%
Strongly Disagree	9	1.8%
Not Applicable or No Information	38	7.8%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	362	73.9%
Agree	82	16.7%
Disagree	10	2.0%
Strongly Disagree	6	1.2%
Not Applicable or No Information	30	6.1%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	395	80.6%
Agree	76	15.5%
Disagree	0	0.0%
Strongly Disagree	6	1.2%
Not Applicable or No Information	13	2.7%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	399	81.4%
Agree	70	14.3%
Disagree	4	0.8%
Strongly Disagree	2	0.4%
Not Applicable or No Information	15	3.1%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	387	79.0%
Agree	77	15.7%
Disagree	7	1.4%
Strongly Disagree	9	1.8%
Not Applicable or No Information	10	2.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	362	73.9%
Agree	73	14.9%
Disagree	8	1.6%
Strongly Disagree	16	3.3%
Not Applicable or No Information	31	6.3%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	290	59.2%
Agree	81	16.5%
Disagree	16	3.3%
Strongly Disagree	12	2.4%
Not Applicable or No Information	91	18.6%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	309	63.1%
Agree	80	16.3%
Disagree	1	0.2%
Strongly Disagree	7	1.4%
Not Applicable or No Information	93	19.0%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	383	78.2%
Agree	72	14.7%
Disagree	4	0.8%
Strongly Disagree	3	0.6%
Not Applicable or No Information	28	5.7%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	388	79.2%
Agree	72	14.7%
Disagree	6	1.2%
Strongly Disagree	3	0.6%
Not Applicable or No Information	21	4.3%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	405	82.7%
Agree	75	15.3%
Disagree	3	0.6%
Strongly Disagree	2	0.4%
Not Applicable or No Information	5	1.0%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	389	79.4%
Agree	80	16.3%
Disagree	3	0.6%
Strongly Disagree	4	0.8%
Not Applicable or No Information	14	2.9%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	400	81.6%
Agree	77	15.7%
Disagree	2	0.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	2.2%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	385	78.6%
Agree	81	16.5%
Disagree	4	0.8%
Strongly Disagree	2	0.4%
Not Applicable or No Information	18	3.7%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	391	79.8%
Agree	75	15.3%
Disagree	6	1.2%
Strongly Disagree	1	0.2%
Not Applicable or No Information	17	3.5%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	376	76.7%
Agree	80	16.3%
Disagree	7	1.4%
Strongly Disagree	3	0.6%
Not Applicable or No Information	24	4.9%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	334	68.2%
Agree	92	18.8%
Disagree	9	1.8%
Strongly Disagree	3	0.6%
Not Applicable or No Information	52	10.6%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Students were also asked what obstacles they face in improving their academic achievement. Responses are summarized below.

Students at East Central Lower Elementary expressed appreciation for their school's welcoming atmosphere, highlighting the kindness of the principal, supportive teachers, and engaging classroom environments. Many students noted strengths in reading, math, and technology instruction, as well as enjoyable activities like P.E., lunch, and art. Suggestions for improvement included expanding science and math enrichment, increasing recess time, and offering more opportunities for hands-on learning and play. The most cited obstacle to academic progress was a lack of time, with some students mentioning fatigue and testing as additional challenges.









STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

East Central Lower Elementary School demonstrates a **strong organizational foundation** with **consistent high performance**, but emerging challenges in early literacy outcomes and student engagement. Enrollment peaked at 601 in 2024 before declining to 538 in 2026, with notable volatility in early grades, particularly kindergarten dropping from 206 to 162. **Attendance remains relatively stable** near 92–93%, yet **chronic absenteeism increased significantly** from 16.3% to 26.0%, with pronounced disparities among males (28.3%) and students with disabilities (36.8%). **Accountability results remain strong overall,** with "A" ratings in 2023 and 2025, but underlying performance trends signal areas requiring targeted action.

STRENGTHS



1) **Experienced, effective teaching staff.** The school benefits from a highly stable and experienced teaching staff, with 96.2% of teachers classified as experienced and 100% teaching within certification areas. Instructional quality is reinforced by **strong stakeholder confidence**: approximately 100% of staff agree teachers are effective, about 100% affirm high expectations, and roughly 97% report engaging instructional practices.



2) **High accountability performance with strength in mathematics.** Academic performance remains a key strength. Math proficiency reached 74.0% in 2025, with strong growth (86.5%) and dramatic gains among the lowest-performing quartile (65.4%, up from 39.5%). The school's ability to rebound from a "B" to an "A" rating reflects effective systems and leadership.



3) **Positive school climate and community engagement.** School culture is another asset. High levels of agreement (about 97%) indicate a safe and orderly environment, and strong family engagement is supported through active PTO involvement and community initiatives. Staff also report effective use of

federal funds (~92% agreement) and strong tutoring implementation (~100% agreement), reinforcing program coherence.

CHALLENGES



1) Inconsistent literacy outcomes. Despite overall success, early literacy outcomes present a critical concern. Reading proficiency declined sharply from 78.0% in 2024 to 56.2% in 2025, creating an approximate 14-point gap to long-term goals. While growth remains solid (69.1%), the decline suggests gaps in Tier I instruction and early intervention alignment.



2) Persistent subgroup disparities. Equity gaps persist across subgroups. Reading proficiency for students with disabilities remains significantly lower (22.7%), with large gaps relative to peers and state goals. Additionally, about 35% of staff report insufficient certified teachers for English learners, indicating capacity concerns in specialized support.



3) Rising chronic absenteeism particularly among at-risk subgroups. Attendance and engagement represent another major challenge. Chronic absenteeism rose by nearly 10 percentage points over two years, with disproportionate impact on vulnerable groups, particularly students with disabilities (36.8%). This trend signals systemic barriers beyond general attendance rates.



4) Inconsistent use of data to drive instruction. Survey data also highlight implementation inconsistencies. While most staff report using data, about 34% indicate "not applicable" responses, suggesting uneven data-driven practices. Similarly, only about 50% express strong agreement that they have input into funding decisions, pointing to opportunities for deeper staff engagement.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Launch an Early Literacy Reset
  - Conduct grade-level data dives to identify specific skill gaps (phonics, fluency, comprehension).
  - Establish 2–3 non-negotiable instructional practices (e.g., daily phonics block, guided reading).
  - Implement weekly progress monitoring cycles using common assessments.

- Activate Attendance Early Warning System
    - Build a weekly dashboard that tracks students who are approaching 10% absence.
    - Assign staff ownership for Tier 2 outreach (calls, home visits, incentives).
    - Map root causes (transportation, health, disengagement) for targeted intervention.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- Strengthen Tiered Instruction and Intervention
    - Schedule daily intervention blocks with flexible grouping.
    - Train teachers on differentiated instruction and data-driven regrouping every 3–4 weeks.
    - Monitor fidelity through walkthrough tools focused on literacy practices.
- Expand Targeted Support for High-Need Groups
    - Create specialized plans for students with disabilities (co-teaching, intervention alignment).
    - Increase EL support through scheduling dedicated language development time.
    - Use subgroup dashboards to track progress biweekly.
- Improve Data Use Consistency
    - Provide structured protocols for PLC meetings (analyze → plan → act → monitor).
    - Require visible data trackers in classrooms tied to student goals.
    - Offer coaching cycles focused on using assessment results to adjust instruction.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- Institutionalize Attendance and Engagement Systems
    - Embed attendance tracking into leadership team routines.
    - Partner with community organizations to address external barriers (health, transportation).
    - Align engagement strategies with classroom relevance and student motivation.
- Close Proficiency Gaps to Meet State Goals
    - Set annual targets (e.g., +7 points reading proficiency per year).
    - Scale successful math growth strategies into literacy instruction.
    - Monitor subgroup progress quarterly with public-facing goals.
- Strengthen Staff Voice and Leadership
    - Create teacher advisory teams to guide funding and instructional decisions.
    - Increase transparency in resource allocation tied to student outcomes.
    - Develop teacher leaders to model best practices across grade levels.

EAST CENTRAL UPPER ELEMENTARY SCHOOL

INTRODUCTION

East Central Upper Elementary School, located at 5404 Hurley-Wade Road in Moss Point, Mississippi, serves students in third through fifth grades (3-5) as part of the Jackson County School District and sits in a small-town setting that closely ties the school to its surrounding neighborhoods and community life. As the upper-elementary campus that follows East Central Lower Elementary, it functions as a bridge between primary grades and middle school, emphasizing foundational literacy and numeracy alongside growing student independence and responsibility. The school enrolls five hundred seventy-seven (577) students and maintains a low student–teacher ratio, supporting more individualized instruction and small-group interventions aligned with Mississippi College- and Career-Readiness Standards.

Public accountability data show that East Central Upper Elementary outperforms the state average on key academic measures and ranks in the top half of Mississippi elementary schools, demonstrating consistent improvement on state assessments. The school's current structure, established through district reorganization, focuses on targeted instruction and age-appropriate support for grades 3–5. Principal Tina Tabb emphasizes the school's dedication to "high levels of learning for ALL students" and a culture of collaboration where families, staff, and the community share responsibility for student success.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

EAST CENTRAL UPPER ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	530	529	555	566	577
GR_03	179	177	*	213	192
GR_04	*	182	184	169	204
GR_05	176	*	187	184	181

(MDE, 2025m)

**FERPA laws require MDE to mask some numbers to prevent the identification of individuals in small cells or with unique characteristics.*

Figure 98: East Central Upper Elementary School Enrollment by Grade Level

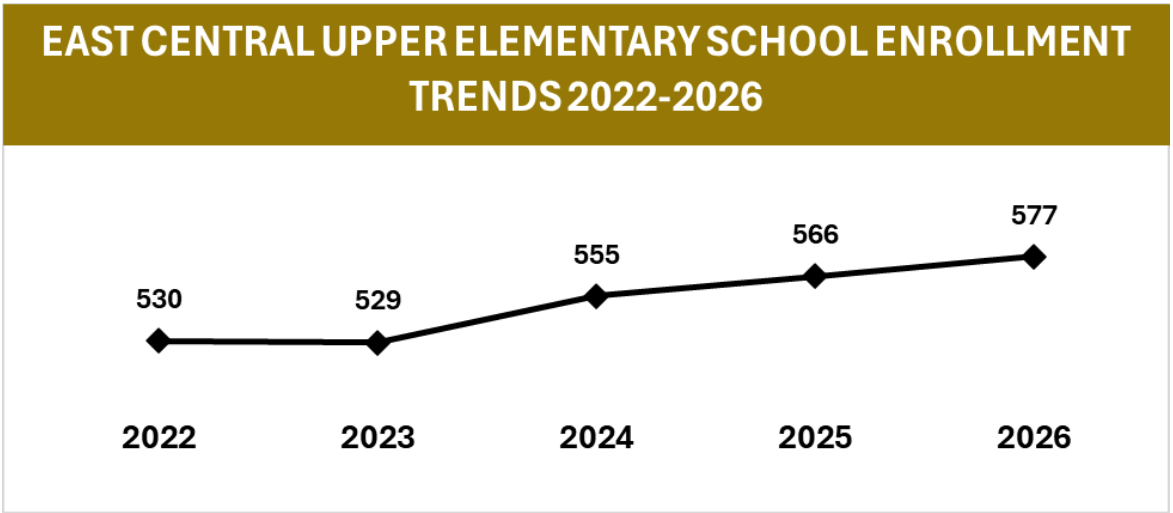


Figure 99: East Central Upper Elementary School Enrollment Trends 2022-2026

EAST CENTRAL UPPER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	530	529	555	566	577
GENDER	FEMALE	230	242	252	265	273
	MALE	300	287	303	301	304
RACE	ASIAN			*		*
	BLACK OR AFRICAN AMERICAN	13	11	15	*	*
	HISPANIC OR LATINO	*	*	*	16	18
	TWO OR MORE RACES	*	21	26	24	28
	WHITE	507	493	509	511	512

(MDE, 2025m)

Figure 100: East Central Upper Elementary School Enrollment by Demographic Group

EAST CENTRAL UPPER ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT			
	2022	2026	CHANGE
HISPANIC OR LATINO		3.1%	
TWO OR MORE RACES		4.9%	
WHITE	95.7%	88.7%	-6.9%

Figure 101: East Central Upper Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

EAST CENTRAL UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	493.9	515.8	522.7
GR_03	164.4	165.8	196.4
GR_04	171.2	171.3	159.5
GR_05	152.0	172.6	166.8
(MDE, 2023o, 2024q, 2025s)			

Figure 102: East Central Upper Elementary School Average Daily Attendance

EAST CENTRAL UPPER ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	93.4%	92.9%	92.3%
GR_03	92.9%		92.2%
GR_04	94.1%	93.1%	94.4%
GR_05		92.3%	90.7%
(MDE, 2023o, 2024q, 2025m, 2025			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 103: East Central Upper Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

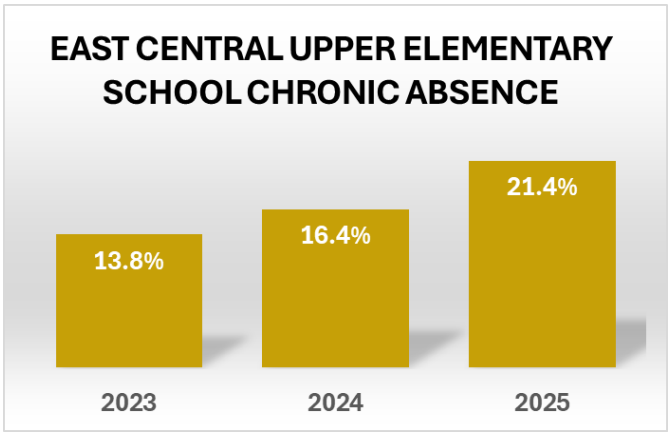


Figure 104: East Central Upper Elementary School Chronic Absence

EAST CENTRAL UPPER ELEMENTARY SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	13.8	16.4	21.4
GENDER	FEMALE	13.2	14.6	21.9
	MALE	14.3	17.9	20.9
DISABILITY	STUDENTS WITH DISABILITIES	17.6	21.6	24.5
	STUDENTS WITHOUT DISABILITIES	13.2	15.3	20.7
EL	LIMITED ENGLISH PROFICIENCY	5.0	5.0	5.0
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	5.0	5.0	5.0
	BLACK OR AFRICAN AMERICAN	5.0	5.6	6.3
	HISPANIC OR LATINO	5.0	5.0	18.8
	TWO OR MORE RACES	19.1	20.0	32.0
	WHITE	14.0	16.8	21.5
				(MDE, 2026f)

Figure 105: East Central Upper Elementary School Chronic Absence by Demographic Group

ECUES Enrollment and Attendance Takeaways

Enrollment at East Central Upper Elementary shows **steady growth over time**, increasing from 530 students in 2022 to 577 in 2026, a net gain of 47 students (about 9%), with the largest jump occurring between 2023 and 2024. Grade-level patterns fluctuate, with Grade 3 peaking at 213 in 2025 before dropping to 192 in 2026, while Grade 4 rises to 204 in 2026, suggesting shifting cohort sizes rather than overall instability. **Demographically, the school remains predominantly White** (declining from 95.7% to 88.7%), with gradual increases in Hispanic and multiracial populations, indicating modest diversification. **Attendance trends, however, show slight decline**, with average daily attendance falling from 93.4% in 2023 to 92.3% in 2025. More concerning, **chronic absenteeism rose sharply from 13.8% to 21.4%** over the same period,

signaling that while enrollment is growing, consistent student attendance is becoming a significant and increasing challenge.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

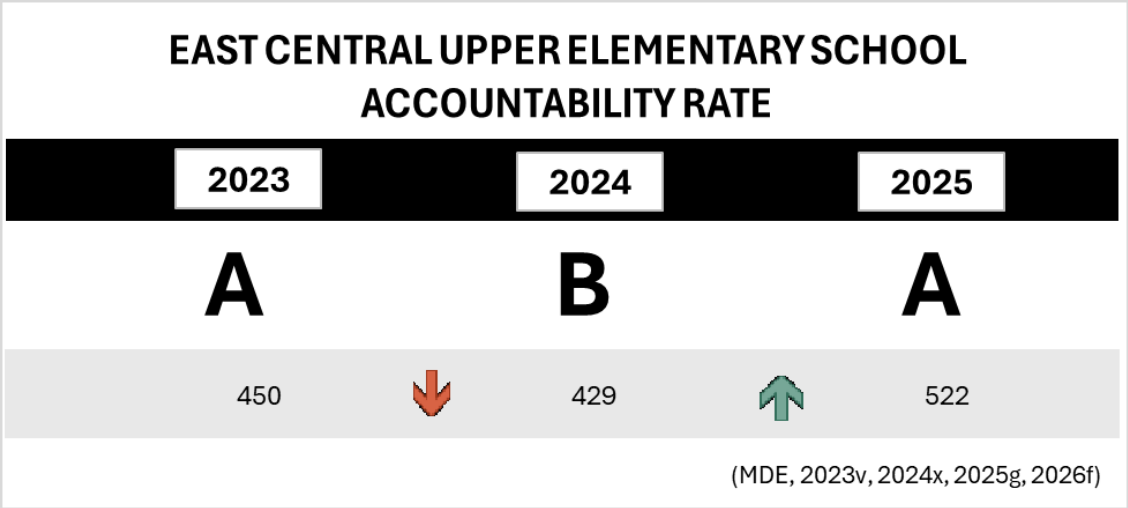


Figure 106: East Central Upper Elementary School Accountability Rating

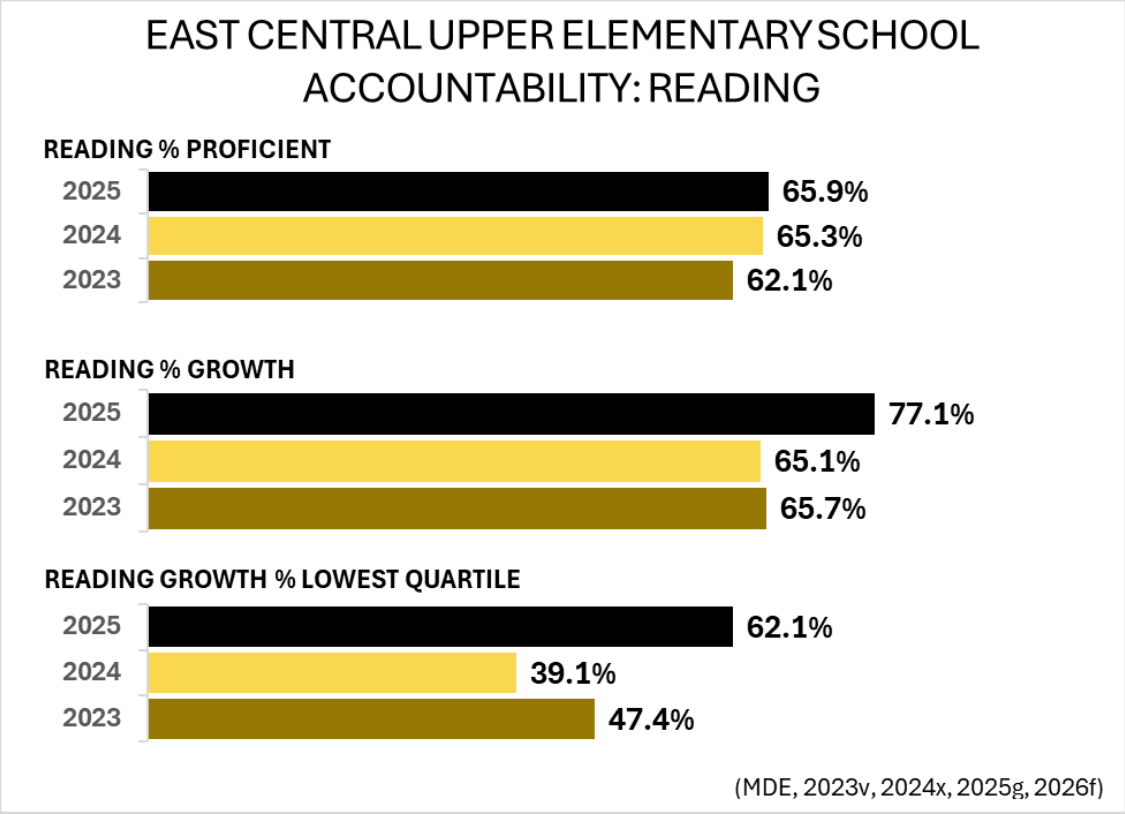


Figure 107: East Central Upper Elementary School Accountability: Reading

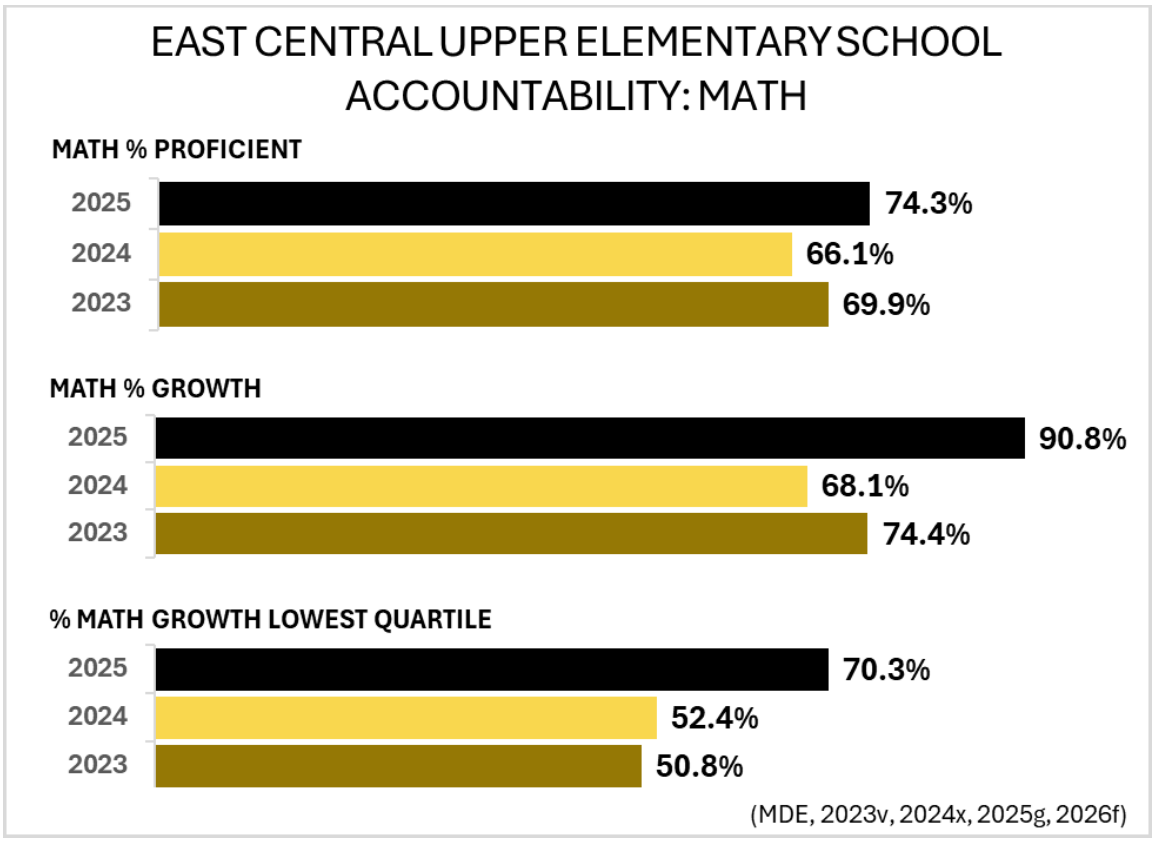


Figure 108: East Central Upper Elementary School Accountability: Math

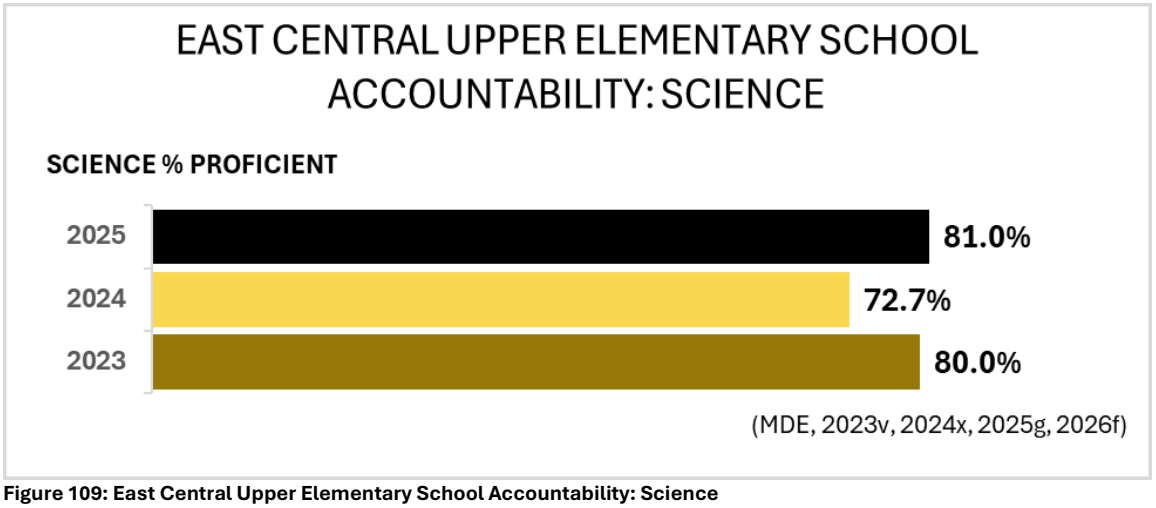


Figure 109: East Central Upper Elementary School Accountability: Science

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

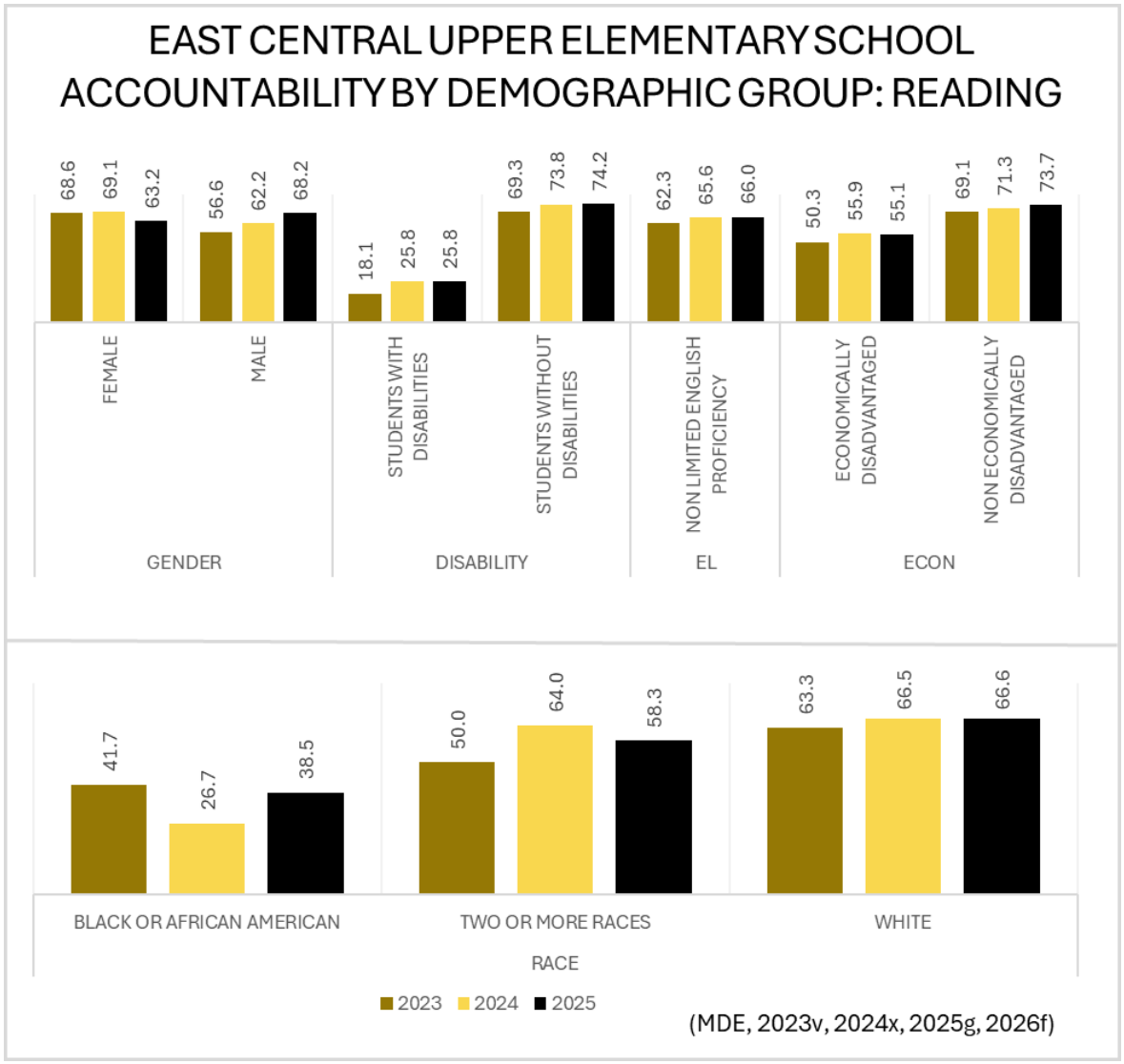


Figure 110: East Central Upper Elementary School Accountability by Demographic Group: Reading



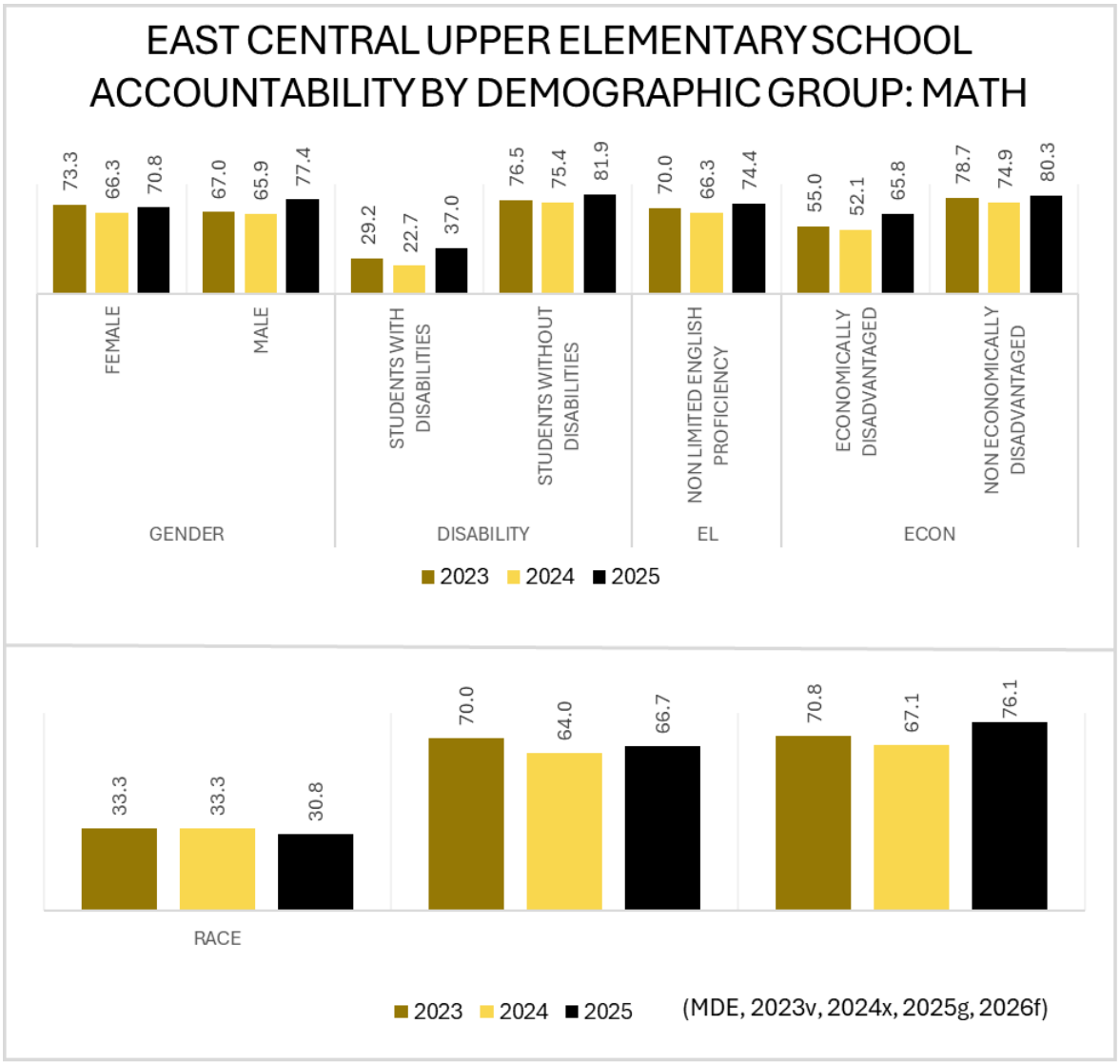


Figure 111: East Central Upper Elementary School Accountability by Demographic Group: Math



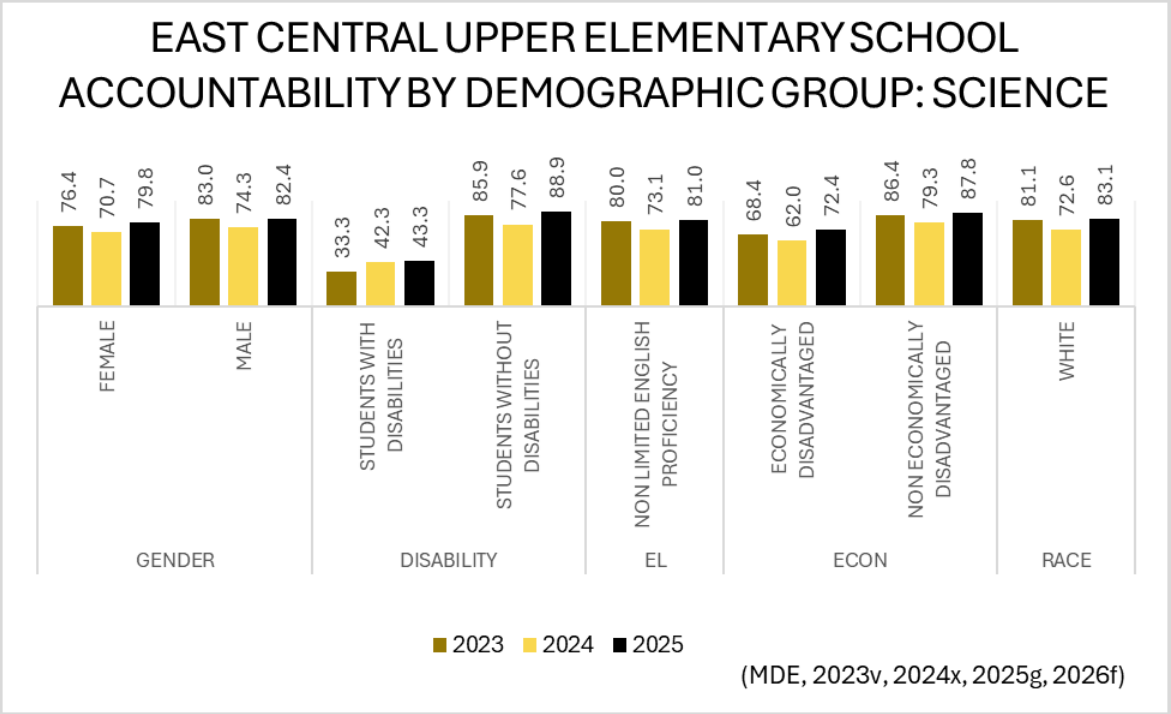


Figure 112: East Central Upper Elementary School Accountability by Demographic Group: Science

PROFICIENCY GAP TO GOAL

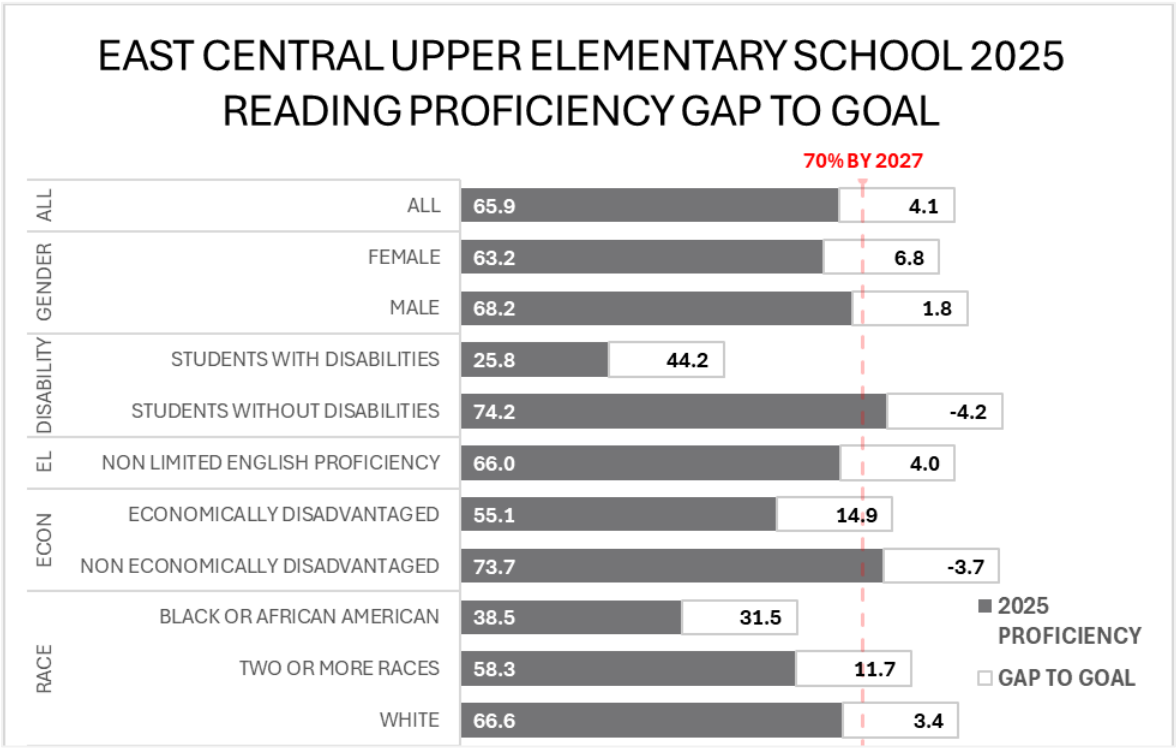


Figure 113: East Central Upper Elementary School 2025 Reading Proficiency Gap to Goal

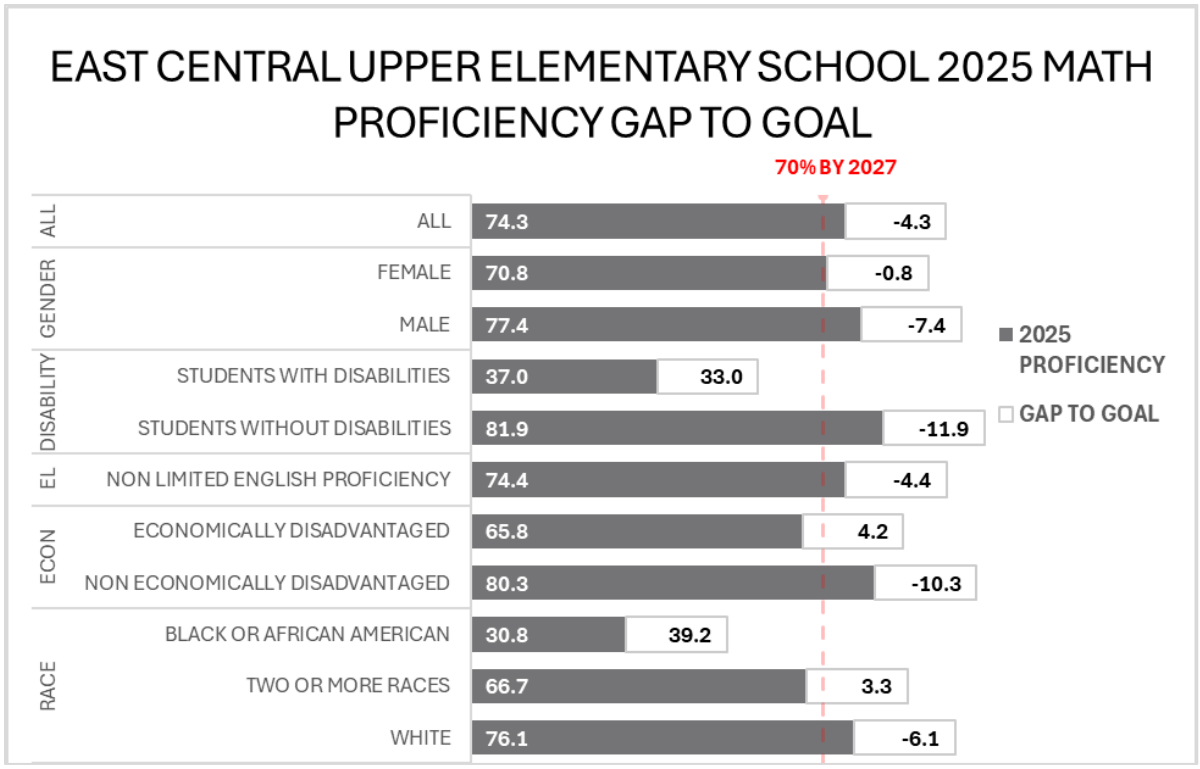


Figure 114: East Central Upper Elementary School 2025 Math Proficiency Gap to Goal

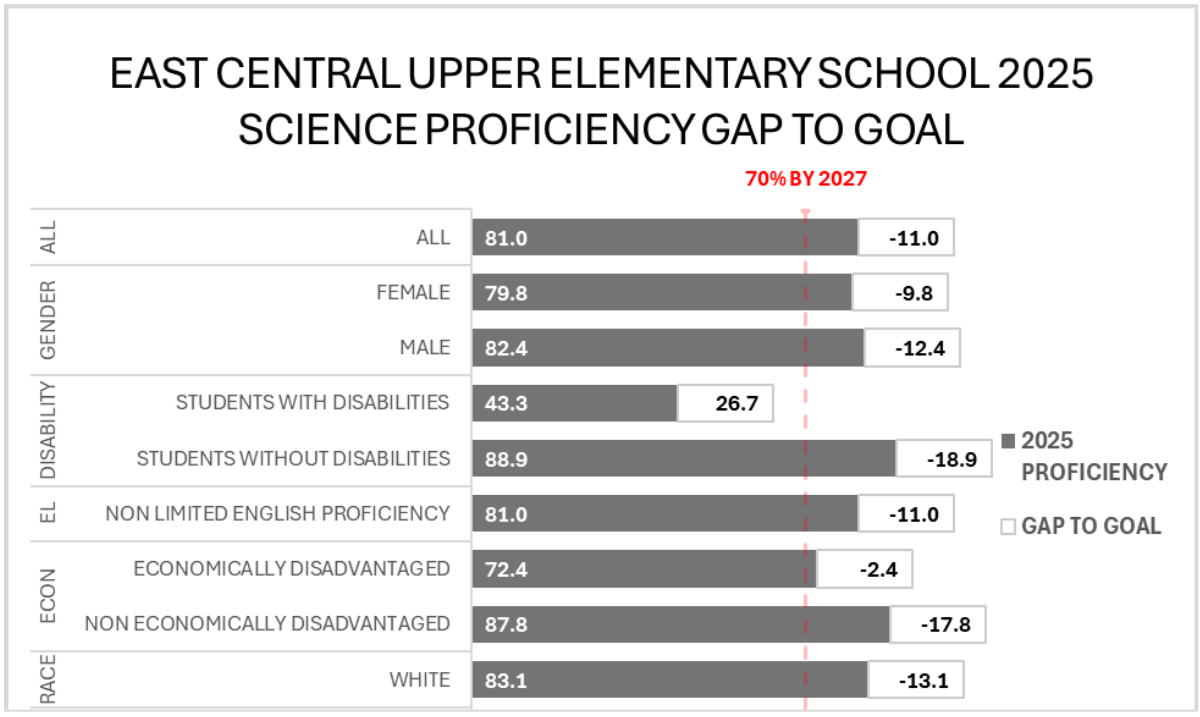


Figure 115: East Central Upper Elementary School 2025 Science Proficiency Gap to Goal

ECUES ACCOUNTABILITY TAKEAWAYS

Accountability trends at East Central Upper Elementary show **overall strong performance** with some fluctuation followed by notable improvement. The school maintained high ratings, earning an "A" in 2023, dipping to a "B" in 2024, and rebounding to an "A" in 2025, alongside an **increase in accountability points from 429 to 522**. Academic proficiency improved across subjects, particularly in **math, where proficiency rose** from 69.9% in 2023 to 74.3% in 2025, and growth surged to 90.8%, indicating strong instructional impact. **Reading proficiency** showed more modest gains, increasing from 62.1% to 65.9%, while **growth for the lowest quartile improved significantly** from 47.4% to 62.1%, suggesting better support for struggling students. **Science performance remained a strength,** holding high proficiency rates around 80% and reaching 81.0% in 2025. **Subgroup data reveal persistent gaps**, especially for students with disabilities, who scored 25.8% proficiency in reading compared to over 74% for peers without disabilities.

ASSESSMENT

LITERACY-BASED PROMOTION ACT (LBPA)

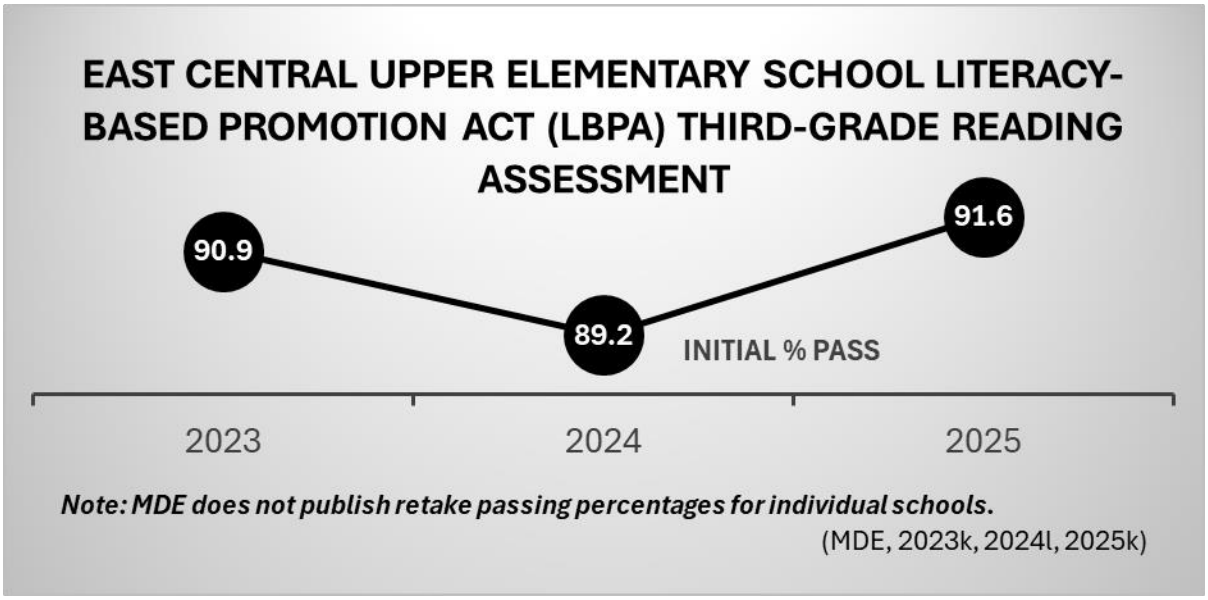


Figure 116: East Central Upper Elementary School Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

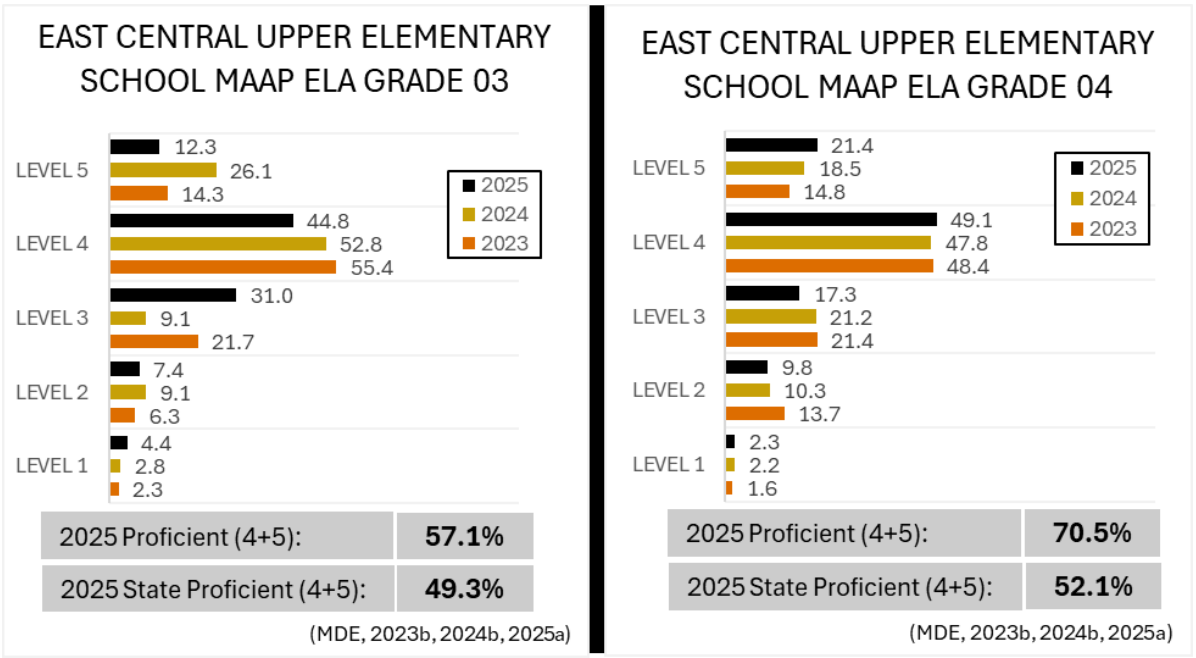
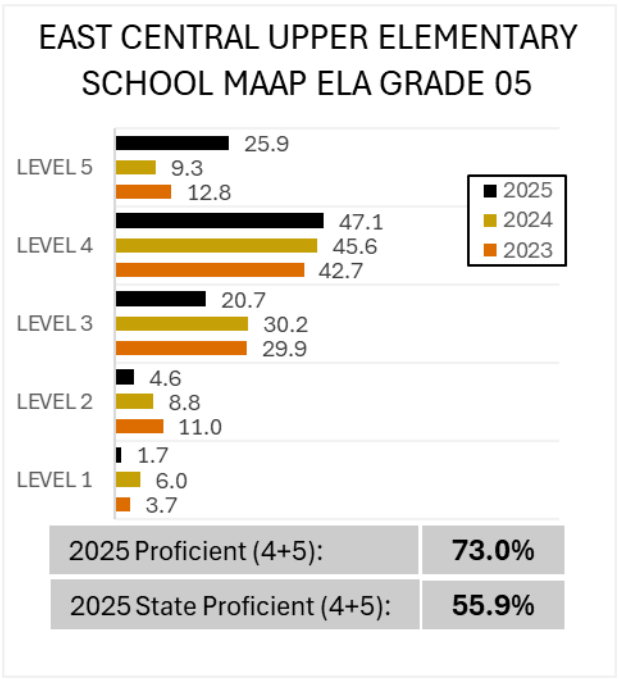


Figure 117: East Central Upper Elementary School MAAP ELA Grades 3 and 4



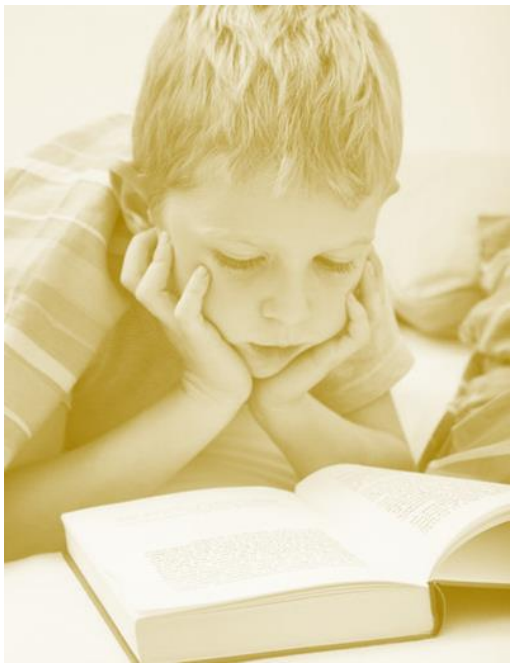


Figure 118: East Central Upper Elementary School MAAP ELA Grade 5

MAAP MATH

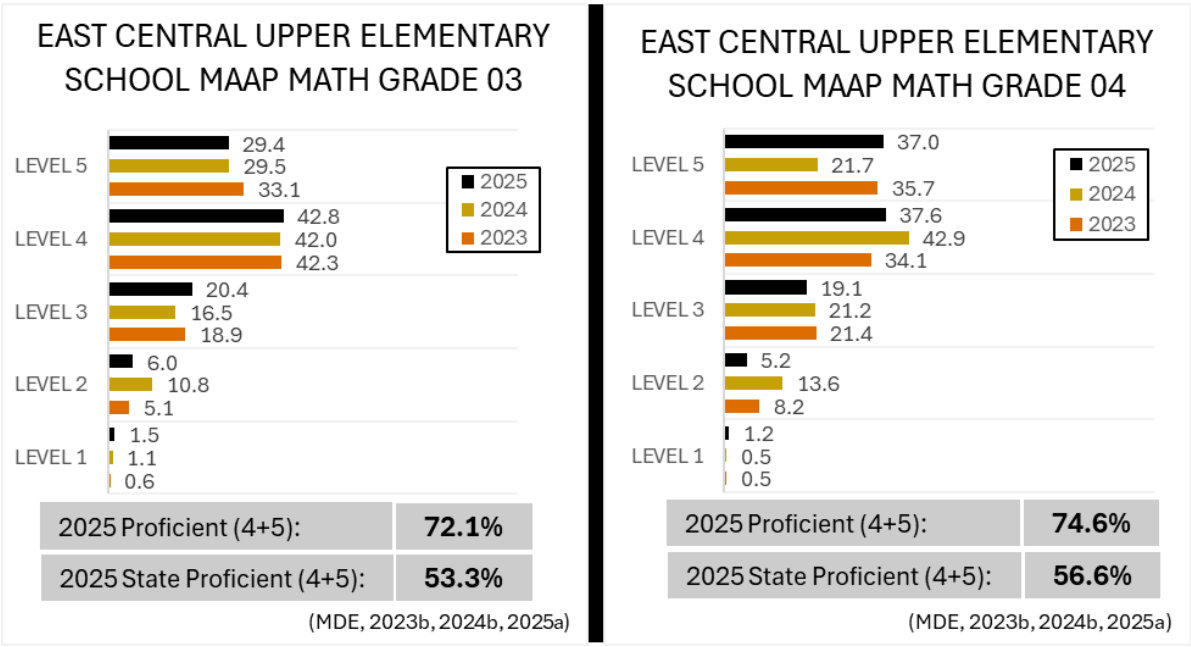


Figure 119: East Central Upper Elementary School MAAP Math Grades 3 and 4

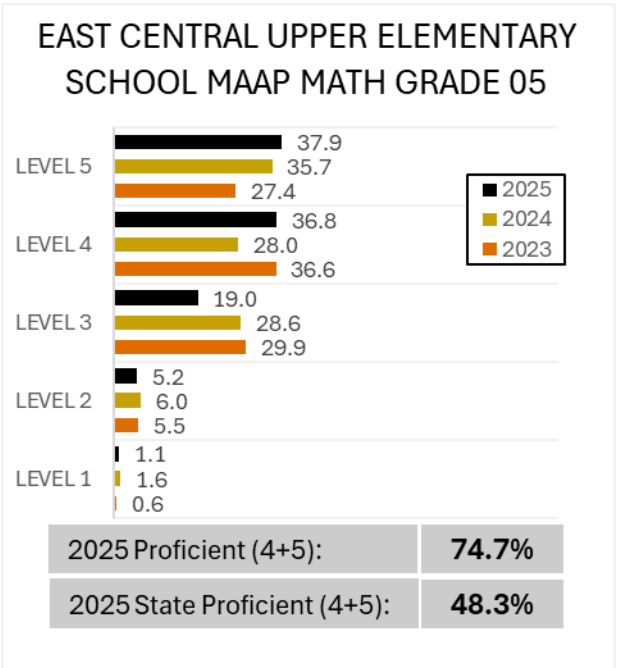




Figure 120: East Central Upper Elementary School MAAP Math Grade 5

MAAP SCIENCE



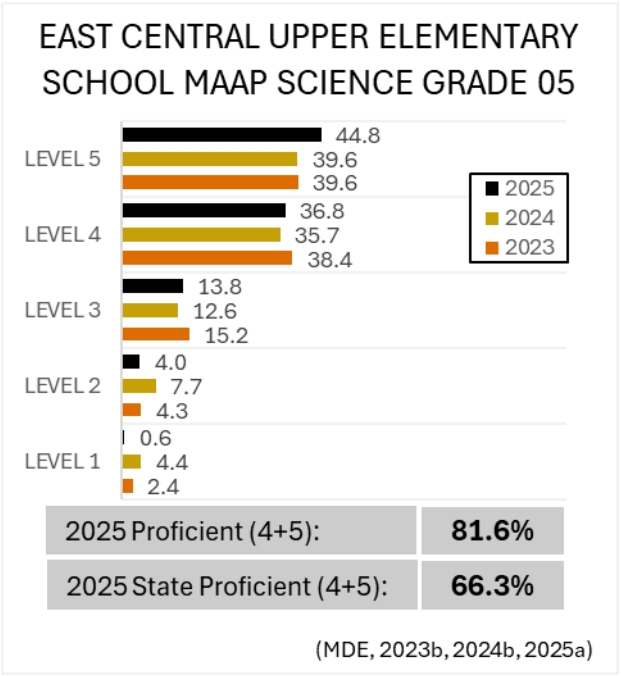


Figure 121: East Central Upper Elementary School MAAP Science Grade 5

ECUES Assessment Takeaways

Assessment results at East Central Upper Elementary demonstrate **generally strong performance with upward trends in several areas**, particularly in upper-grade proficiency. On the Literacy-Based Promotion Act assessment, **third-grade pass rates remained high** but fluctuated slightly, moving from 90.9% in 2023 to 89.2% in 2024 before increasing to 91.6% in 2025, indicating consistent early literacy outcomes. On MAAP ELA, proficiency (Levels 4–5) in Grade 3 reached 57.1% in 2025, exceeding the state rate of 49.3%, while Grade 4 climbed to 70.5% compared to 52.1% statewide, and Grade 5 reached 73.0% versus 55.9%, showing **stronger performance in higher grades.** Math results follow a similar pattern, with Grade 3 proficiency at 72.1%, Grade 4 at 74.6%, and Grade 5 at 74.7% in 2025, all well above state averages, indicating **consistent instructional effectiveness across grade levels**. Science proficiency in Grade 5 also remained high, increasing to 81.6% in 2025 compared to 66.3% statewide. Across subjects, there is a clear trend of stronger outcomes in Grades 4 and 5 relative to Grade 3, indicating that skills deepen as students progress through the school. While lower performance in some early-grade sublevels suggests **room for improvement in foundational skill development**, the overall pattern reflects a school where students not only meet but exceed state benchmarks, with particularly strong outcomes in math and science and steady gains in literacy as cohorts advance.

PERSONNEL

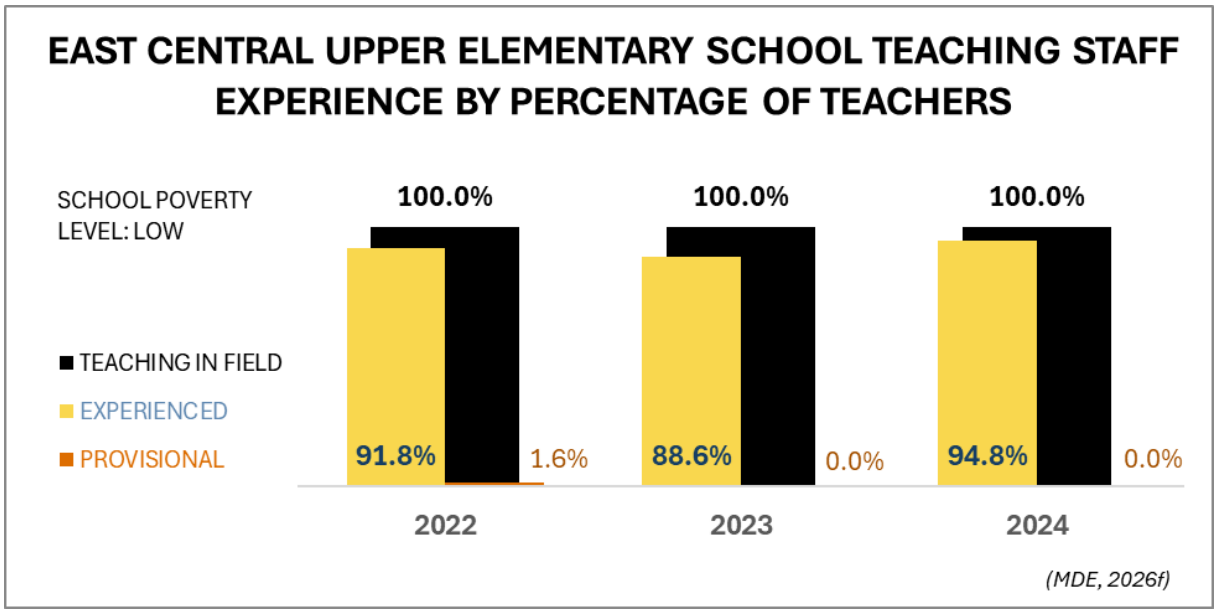


Figure 122: East Central Upper Elementary School Teaching Staff Experience by Percentage of Teachers

PERSONNEL TAKEAWAYS

East Central Upper Elementary School had **no provisional teachers** on staff in 2023 and 2024, the last year for which this data is available from MDE. Provisional teachers are those who have taught for three years or fewer. **All teachers on staff are teaching within their certification**. The percentage of teachers considered "**experienced,**" that is, with four or more years of teaching experience **rose from 91.8% to 94.8%** between 2022 and 2024, producing an unusually seasoned instructional staff.



EAST CENTRAL UPPER ELEMENTARY CNA SURVEY

INTRODUCTION

Twenty-five (25) faculty members, two hundred ninety-three (293) parents, and five hundred seventy-six (576) students from East Central Upper Elementary School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

EAST CENTRAL UPPER ELEMENTARY FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	19	76.0%
Agree	6	24.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	18	72.0%
Agree	7	28.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	25	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	5	20.0%
Agree	11	44.0%
Disagree	4	16.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	20.0%
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	11	44.0%
Agree	13	52.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	21	84.0%
Agree	3	12.0%
Disagree	0	0.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	16	64.0%
Agree	7	28.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	17	68.0%
Agree	6	24.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

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	8	32.0%
Expedited evaluation services for students with limited English	3	12.0%
Expedited evaluation services for gifted and talented students	1	4.0%
Additional academic support	12	48.0%
Tutoring	11	44.0%
Enrichment educational services	5	20.0%
Counseling	13	52.0%
Mentors	6	24.0%
School supplies	17	68.0%
School uniforms	9	36.0%
Dental referrals	6	24.0%
Medical referrals	6	24.0%
Bullying assistance	2	8.0%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	5	20.0%
Supporting college and career counseling	7	28.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	17	68.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	4	16.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	9	36.0%

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	8	32.0%
Providing school-based mental health services and counseling	9	36.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	3	12.0%
Establishing or improving dropout prevention	5	20.0%
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	4.0%
Implementing systems and practices to prevent bullying and harassment	5	20.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	28.0%
Establishing community partnerships	10	40.0%
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	17	68.0%
Building technological capacity and infrastructure	8	32.0%
Carrying out innovative blended learning projects	1	4.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	5	20.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	6	24.0%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	17	68.0%
Agree	8	32.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	20	80.0%
Agree	5	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	20	80.0%
Agree	5	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	20	80.0%
Agree	5	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have high expectations for students.

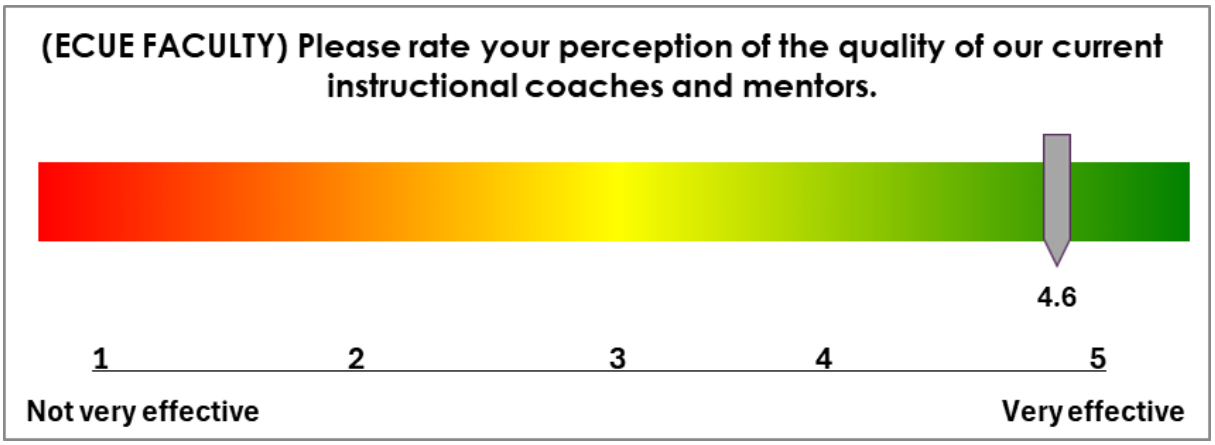
	Count	Percentage
Strongly Agree	19	76.0%
Agree	6	24.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	18	72.0%
Agree	6	24.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	19	76.0%
Agree	6	24.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	17	68.0%
Agree	7	28.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
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	21	84.0%
Agree	2	8.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	8	32.0%
Utilize technology such as class websites, blogs, and videos	8	32.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	6	24.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	9	36.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	13	52.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	14	56.0%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	15	60.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	13	52.0%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	13	52.0%
Teachers provide unique instructional time inside the classroom for English instruction.	6	24.0%
Mentoring with another student	3	12.0%
Not Applicable	10	40.0%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	15	60.0%
No	10	40.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	22	88.0%
Language Proficiency of the Parent	8	32.0%
Level of Parental Involvement	4	16.0%
Family income and socioeconomic status	3	12.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	3	12.0%
Auditory Screening Result	5	20.0%
Grade Retention (if applicable)	6	24.0%
Number of Failed Courses	3	12.0%
Dropout Status (if applicable)	0	0.0%
Enrichment programs/activities	2	8.0%
Supplemental Academic Instruction	4	16.0%
Behavioral Supports	3	12.0%
Counseling Services	6	24.0%
Discipline Records	5	20.0%
Social-Emotional Learning Services	4	16.0%
Social Behavioral Assessment Inventory Score	2	8.0%
Mental Health Supports	2	8.0%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	6	24.0%
Mental Health Services	3	12.0%
Counseling	4	16.0%
Transitional Services	3	12.0%
Not Applicable	18	72.0%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	4	16.0%
No	0	0.0%
Not Applicable	21	84.0%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	9	36.0%
Agree	8	32.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	32.0%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

Comments reflect a generally positive view of the current instructional coaches and mentors, noting their strong support, responsiveness, and ability to provide valuable resources and strategies for teaching. Many highlight their helpfulness in breaking down data, compiling information to drive instruction, and offering guidance for co-teaching and classroom centers. Teachers praise the instructional coaches for fostering student growth on assessments and being available to address questions and concerns. However, there is some criticism regarding the coach's familiarity with the reading curriculum and the alignment of testing systems, indicating room for improvement in that area.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	9	36.0%
Agree	15	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	13	52.0%
Agree	11	44.0%
Disagree	0	0.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	14	56.0%
Agree	11	44.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	15	60.0%
Agree	10	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	13	52.0%
Agree	11	44.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	13	52.0%
Agree	12	48.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	11	44.0%
Agree	14	56.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	11	44.0%
Agree	8	32.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	24.0%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	12	48.0%
Agree	11	44.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	13	52.0%
Agree	12	48.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	14	56.0%
Agree	11	44.0%
Disagree	0	0.0%
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	60.0%
Agree	10	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	14	56.0%
Agree	8	32.0%
Disagree	2	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

PROFESSIONAL DEVELOPMENT

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	12	48.0%
Agree	11	44.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	11	44.0%
Agree	13	52.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at East Central Upper Elementary praise their school for its dedicated teachers, supportive staff, and positive administration that fosters open communication and bridges the gap between school and community. The school excels in creating a welcoming environment, providing quality education, maintaining safety, and supporting students through differentiation strategies, tutoring, and technology. Staff members highlight strong relationships with parents, effective counseling, and a commitment to meeting individual student needs. The administration is consistently described as warm, hands-on, and proactive in ensuring student and teacher success. Faculty members suggest improvements such as smaller class sizes, increased teacher and assistant pay, more special education support, and less reliance on computerized instruction. Concerns about the curriculum's appropriateness and excessive testing are noted, along with calls for better discipline and more cohesive curriculum planning.

EAST CENTRAL UPPER ELEMENTARY PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	158	53.9%
Agree	120	41.0%
Disagree	5	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	3.4%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	113	38.6%
Agree	99	33.8%
Disagree	10	3.4%
Strongly Disagree	2	0.7%
Not Applicable or No Information	69	23.6%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	219	74.7%
Agree	64	21.8%
Disagree	3	1.0%
Strongly Disagree	2	0.7%
Not Applicable or No Information	5	1.7%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	77	26.3%
Agree	93	31.7%
Disagree	45	15.4%
Strongly Disagree	9	3.1%
Not Applicable or No Information	69	23.6%
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	84	28.7%
Agree	119	40.6%
Disagree	20	6.8%
Strongly Disagree	5	1.7%
Not Applicable or No Information	65	22.2%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	182	62.1%
Agree	97	33.1%
Disagree	4	1.4%
Strongly Disagree	1	0.3%
Not Applicable or No Information	9	3.1%

At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	83	28.3%
Agree	119	40.6%
Disagree	19	6.5%
Strongly Disagree	3	1.0%
Not Applicable or No Information	69	23.6%
I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	47	16.0%
Computer Classes	61	20.8%
Conflict Resolution	71	24.2%
Discipline	57	19.5%
Drug/Alcohol Awareness	56	19.1%
English as a Second Language	19	6.5%
Health Classes	65	22.2%
Literacy Classes	50	17.1%
Math Classes	69	23.6%
Parent-to-School Relationships	80	27.3%
Parent/Child Communication	98	33.5%
Preparing for College	111	37.9%
Parenting Workshops	41	14.0%
Social Media Classes	31	10.6%
Stress/Anger Management	81	27.7%
Understanding College- and Career-Ready Standards	103	35.2%
I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	93	31.7%
Parental advisory committees	23	7.9%
PTO/PTA meetings and activities	14	4.8%
Ways to help at the classroom level	88	30.0%
Other ways to get involved in my school (district)	75	25.6%

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	49	16.7%
District and/or school newsletters	57	19.5%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	103	35.2%
Resource materials for parental training	63	21.5%
Training for parents to work with other parents on becoming involved in the schools	55	18.8%
Travel expenses to attend parent and family engagement/PTA work-shops and conferences.	28	9.6%
Home/School folders	96	32.8%
Home/School Planners	111	37.9%

How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	84	28.7%
Very likely	76	25.9%
Moderately likely	88	30.0%
Slightly likely	29	9.9%
Not at all likely	16	5.5%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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 ed-ucation	86	29.4%
Supporting college and career counseling	149	50.9%
Providing programming to improve instruction and student engage-ment in science, technology, engineering, and mathematics (STEM)	148	50.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	115	39.3%
Strengthening instruction in American history, civics, economics, ge-ography, government education, and environmental education	113	38.6%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	96	32.8%
Providing school-based mental health services and counseling	158	53.9%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	62	21.2%
Establishing or improving dropout prevention	62	21.2%
Supporting re-entry programs and transition services for Justice-involved youth	37	12.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	114	38.9%
Implementing systems and practices to prevent bullying and harassment	149	50.9%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	99	33.8%
Establishing community partnerships	59	20.1%
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	149	50.9%
Building technological capacity and infrastructure	101	34.5%
Carrying out innovative blended learning projects	77	26.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	111	37.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	93	31.7%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	136	46.4%
Agree	136	46.4%
Disagree	11	3.8%
Strongly Disagree	1	0.3%
Not Applicable or No Information	9	3.1%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	113	38.6%
Agree	144	49.2%
Disagree	10	3.4%
Strongly Disagree	6	2.1%
Not Applicable or No Information	20	6.8%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	117	39.9%
Agree	143	48.8%
Disagree	11	3.8%
Strongly Disagree	3	1.0%
Not Applicable or No Information	19	6.5%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	122	41.6%
Agree	135	46.1%
Disagree	17	5.8%
Strongly Disagree	4	1.4%
Not Applicable or No Information	15	5.1%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	134	45.7%
Agree	132	45.1%
Disagree	15	5.1%
Strongly Disagree	1	0.3%
Not Applicable or No Information	11	3.8%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	102	34.8%
Agree	141	48.1%
Disagree	26	8.9%
Strongly Disagree	4	1.4%
Not Applicable or No Information	20	6.8%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	103	35.2%
Agree	133	45.4%
Disagree	19	6.5%
Strongly Disagree	4	1.4%
Not Applicable or No Information	34	11.6%
Is your child an English Language Learner?		
	Count	Percentage
Yes	65	22.2%
No	228	77.8%
Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	43	66.2%
Mentoring	19	29.2%
Academic or career counseling	15	23.1%
Mental Health counseling	13	20.0%
Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	65	100.0%
No	0	0.0%
Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	64	98.5%
No	1	1.5%
I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	147	50.2%
Agree	116	39.6%
Disagree	11	3.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	6.5%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	106	36.2%
Agree	144	49.2%
Disagree	29	9.9%
Strongly Disagree	1	0.3%
Not Applicable or No Information	13	4.4%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	125	42.7%
Agree	137	46.8%
Disagree	20	6.8%
Strongly Disagree	4	1.4%
Not Applicable or No Information	7	2.4%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	104	35.5%
Agree	153	52.2%
Disagree	22	7.5%
Strongly Disagree	7	2.4%
Not Applicable or No Information	7	2.4%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	96	32.8%
Agree	138	47.1%
Disagree	35	12.0%
Strongly Disagree	8	2.7%
Not Applicable or No Information	16	5.5%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	110	37.5%
Agree	150	51.2%
Disagree	25	8.5%
Strongly Disagree	3	1.0%
Not Applicable or No Information	5	1.7%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	129	44.0%
Agree	144	49.2%
Disagree	14	4.8%
Strongly Disagree	2	0.7%
Not Applicable or No Information	4	1.4%
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	88	30.0%
Agree	105	35.8%
Disagree	45	15.4%
Strongly Disagree	27	9.2%
Not Applicable or No Information	28	9.6%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	97	33.1%
Agree	146	49.8%
Disagree	30	10.2%
Strongly Disagree	4	1.4%
Not Applicable or No Information	16	5.5%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	108	36.9%
Agree	141	48.1%
Disagree	33	11.3%
Strongly Disagree	6	2.1%
Not Applicable or No Information	5	1.7%
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	106	36.2%
Agree	139	47.4%
Disagree	17	5.8%
Strongly Disagree	1	0.3%
Not Applicable or No Information	30	10.2%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	104	35.5%
Agree	149	50.9%
Disagree	12	4.1%
Strongly Disagree	5	1.7%
Not Applicable or No Information	23	7.9%

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

	Count	Percentage
Strongly Agree	99	33.8%
Agree	137	46.8%
Disagree	27	9.2%
Strongly Disagree	8	2.7%
Not Applicable or No Information	22	7.5%

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

	Count	Percentage
Strongly Agree	104	35.5%
Agree	134	45.7%
Disagree	19	6.5%
Strongly Disagree	3	1.0%
Not Applicable or No Information	33	11.3%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	85	29.0%
Agree	117	39.9%
Disagree	17	5.8%
Strongly Disagree	7	2.4%
Not Applicable or No Information	67	22.9%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	92	31.4%
Agree	122	41.6%
Disagree	18	6.1%
Strongly Disagree	2	0.7%
Not Applicable or No Information	59	20.1%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	97	33.1%
Agree	153	52.2%
Disagree	12	4.1%
Strongly Disagree	2	0.7%
Not Applicable or No Information	29	9.9%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	98	33.5%
Agree	166	56.7%
Disagree	11	3.8%
Strongly Disagree	3	1.0%
Not Applicable or No Information	15	5.1%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	109	37.2%
Agree	147	50.2%
Disagree	18	6.1%
Strongly Disagree	4	1.4%
Not Applicable or No Information	15	5.1%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	89	30.4%
Agree	136	46.4%
Disagree	16	5.5%
Strongly Disagree	1	0.3%
Not Applicable or No Information	51	17.4%
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	92	31.4%
Agree	165	56.3%
Disagree	11	3.8%
Strongly Disagree	1	0.3%
Not Applicable or No Information	24	8.2%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at East Central Upper Elementary express satisfaction with their child's school, highlighting strong communication, a structured environment, and caring teachers and staff who help students achieve their goals. Many note the positive atmosphere, individualized attention, and encouragement for parental involvement, along with well-organized security and engaging programs like WINGS. ECUES is seen as a safe place where children are challenged and supported, and parent-teacher interactions are often quick and effective. However, some parents raise concerns about a heavy focus on testing and technology, suggesting the need for more hands-on learning, reduced screen time, and opportunities for creative activities. Suggestions for improvement include addressing bullying, ensuring all students receive adequate support regardless of diagnosis, increasing staff for special education, and offering free meals. While there are calls for greater transparency, more welcoming administration, and updated facilities, the overall sentiment is positive, with many families appreciating the dedication and efforts of teachers and staff.

EAST CENTRAL UPPER ELEMENTARY STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	348	60.4%
Agree	203	35.2%
Disagree	9	1.6%
Strongly Disagree	2	0.4%
Not Applicable or No Information	14	2.4%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	147	25.5%
Agree	179	31.1%
Disagree	24	4.2%
Strongly Disagree	7	1.2%
Not Applicable or No Information	219	38.0%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	428	74.3%
Agree	125	21.7%
Disagree	11	1.9%
Strongly Disagree	4	0.7%
Not Applicable or No Information	8	1.4%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	108	18.8%
Agree	191	33.2%
Disagree	57	9.9%
Strongly Disagree	35	6.1%
Not Applicable or No Information	185	32.1%

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	221	38.4%
Agree	261	45.3%
Disagree	18	3.1%
Strongly Disagree	8	1.4%
Not Applicable or No Information	68	11.8%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	172	29.9%
Agree	145	25.2%
Disagree	112	19.4%
Strongly Disagree	90	15.6%
Not Applicable or No Information	57	9.9%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	311	54.0%
Agree	200	34.7%
Disagree	15	2.6%
Strongly Disagree	8	1.4%
Not Applicable or No Information	42	7.3%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	283	49.1%
Agree	221	38.4%
Disagree	40	6.9%
Strongly Disagree	8	1.4%
Not Applicable or No Information	24	4.2%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	311	54.0%
Agree	234	40.6%
Disagree	14	2.4%
Strongly Disagree	6	1.0%
Not Applicable or No Information	11	1.9%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	303	52.6%
Agree	256	44.4%
Disagree	11	1.9%
Strongly Disagree	3	0.5%
Not Applicable or No Information	3	0.5%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	264	45.8%
Agree	259	45.0%
Disagree	19	3.3%
Strongly Disagree	11	1.9%
Not Applicable or No Information	23	4.0%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	441	76.6%
Agree	104	18.1%
Disagree	12	2.1%
Strongly Disagree	5	0.9%
Not Applicable or No Information	14	2.4%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	246	42.7%
Agree	283	49.1%
Disagree	22	3.8%
Strongly Disagree	8	1.4%
Not Applicable or No Information	17	3.0%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	385	66.8%
Agree	171	29.7%
Disagree	12	2.1%
Strongly Disagree	3	0.5%
Not Applicable or No Information	5	0.9%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	137	23.8%
Agree	216	37.5%
Disagree	95	16.5%
Strongly Disagree	50	8.7%
Not Applicable or No Information	76	13.2%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	311	54.0%
Agree	133	23.1%
Disagree	35	6.1%
Strongly Disagree	67	11.6%
Not Applicable or No Information	30	5.2%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	560	97.2%
Additional academic support	3	0.5%
Tutoring	7	1.2%
Counseling	3	0.5%
A mentor	2	0.4%
School supplies	6	1.0%
Structured note taking mechanisms	2	0.4%
The teacher slows speech at times to help you understand	9	1.6%
The teacher uses gestures and demonstrations	7	1.2%
Use think aloud and think pair shares	2	0.4%
Use of bilingual handouts and cues	1	0.2%
Use of display word walls with high frequency words	6	1.0%

I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	184	31.9%
Agree	231	40.1%
Disagree	80	13.9%
Strongly Disagree	32	5.6%
Not Applicable or No Information	49	8.5%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	226	39.2%
Agree	250	43.4%
Disagree	27	4.7%
Strongly Disagree	16	2.8%
Not Applicable or No Information	57	9.9%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	269	46.7%
Agree	211	36.6%
Disagree	12	2.1%
Strongly Disagree	10	1.7%
Not Applicable or No Information	74	12.9%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	277	48.1%
Agree	208	36.1%
Disagree	21	3.7%
Strongly Disagree	11	1.9%
Not Applicable or No Information	59	10.2%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	304	52.8%
Agree	157	27.3%
Disagree	38	6.6%
Strongly Disagree	47	8.2%
Not Applicable or No Information	30	5.2%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	281	48.8%
Agree	252	43.8%
Disagree	15	2.6%
Strongly Disagree	5	0.9%
Not Applicable or No Information	23	4.0%
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	305	53.0%
Agree	205	35.6%
Disagree	13	2.3%
Strongly Disagree	4	0.7%
Not Applicable or No Information	49	8.5%
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	183	31.8%
Agree	246	42.7%
Disagree	19	3.3%
Strongly Disagree	12	2.1%
Not Applicable or No Information	116	20.1%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	262	45.5%
Agree	185	32.1%
Disagree	28	4.9%
Strongly Disagree	13	2.3%
Not Applicable or No Information	88	15.3%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	201	34.9%
Agree	196	34.0%
Disagree	72	12.5%
Strongly Disagree	47	8.2%
Not Applicable or No Information	60	10.4%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	348	60.4%
Agree	203	35.2%
Disagree	10	1.7%
Strongly Disagree	4	0.7%
Not Applicable or No Information	11	1.9%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	237	41.2%
Agree	243	42.2%
Disagree	34	5.9%
Strongly Disagree	30	5.2%
Not Applicable or No Information	32	5.6%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	373	64.8%
Agree	192	33.3%
Disagree	5	0.9%
Strongly Disagree	3	0.5%
Not Applicable or No Information	3	0.5%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	254	44.1%
Agree	237	41.2%
Disagree	55	9.6%
Strongly Disagree	12	2.1%
Not Applicable or No Information	18	3.1%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	222	38.5%
Agree	271	47.1%
Disagree	40	6.9%
Strongly Disagree	18	3.1%
Not Applicable or No Information	25	4.3%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	337	58.5%
Agree	177	30.7%
Disagree	12	2.1%
Strongly Disagree	16	2.8%
Not Applicable or No Information	34	5.9%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	206	35.8%
Agree	193	33.5%
Disagree	47	8.2%
Strongly Disagree	32	5.6%
Not Applicable or No Information	98	17.0%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Students were also asked what obstacles they face in improving their academic achievement. Responses are summarized below.

Students at East Central Upper Elementary describe their school as a positive, supportive environment where teachers are kind, helpful, and effective at teaching, and where they feel safe, cared for, and included. Many praise engaging lessons, strong support from staff, clean facilities, and enjoyable elements like food, recess, and enrichment activities. At the same time, students suggest improvements such as more fun, hands-on learning, better or more varied food options, cleaner bathrooms, additional playground equipment, and more opportunities for recess or free time. Some also note a desire for less strict rules and more engaging instruction. The most common obstacles to improving academic outcomes center on difficulty with reading and math—especially comprehension, vocabulary, and multi-step problems—as well as trouble focusing due to distractions from peers, noise, or personal challenges like attention issues. Students also mention test anxiety, confusion with new concepts, and a need for clearer explanations and additional help.







STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

East Central Upper Elementary School demonstrates a **strong academic and organizational foundation**, with improving enrollment (530 in 2022 to 577 in 2026) and consistently high academic performance, including an "A" accountability rating in 2025 with 522 points. Assessment results show **students outperforming state averages across grades and subjects**, particularly in math and science, while attendance averages remain relatively stable around 92–93%. However, underlying trends reveal growing concerns, including **rising chronic absenteeism** (13.8% to 21.4%) and p**ersistent subgroup gaps**, especially for students with disabilities. Stakeholder feedback is overwhelmingly positive in areas such as instructional quality (100% agreement teachers are effective) and school safety (~100% agreement), though some responses suggest uneven implementation of supports and limited staff input in decision-making (~64% agreement).

STRENGTHS



1) **Strong and improving academic performance across subjects.** Math proficiency reached 74.3% with growth at 90.8%, while science proficiency remained high at 81.0%, consistently exceeding state averages. These results indicate not only strong Tier I instruction but also effective intervention systems that accelerate learning. The consistency across subjects suggests instructional alignment and coherence across grade levels.



2) **Consistently high accountability outcomes with resilience.** The school rebounded from a "B" in 2024 to an "A" in 2025, increasing points from 429 to 522, reflecting effective systems and leadership. This recovery demonstrates the school's ability to respond quickly to performance dips and adjust practices. It also suggests that leadership and staff are using data effectively to drive improvement.



3) **Positive school climate and strong stakeholder trust.** Approximately 100% of staff report a safe and orderly environment, and 100% agree teachers are effective, reinforcing a strong instructional culture. This level of trust creates favorable conditions for implementing new initiatives and sustaining improvement efforts. Strong climate also supports student engagement and reduces behavioral disruptions that can impact learning.

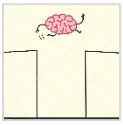


4) **Experienced and stable teaching staff.** Over 94% of teachers are experienced and all are teaching within certification, supporting consistent instructional quality. A seasoned staff provides institutional knowledge and instructional stability across years. This foundation enables more advanced instructional practices and mentoring of newer educators when needed.

CHALLENGES



1) **Rising chronic absenteeism and declining attendance engagement.** Chronic absence increased from 13.8% to 21.4%, with higher rates among students with disabilities (24.5%), indicating systemic engagement barriers. This trend suggests that barriers to attendance may extend beyond school control, including health, transportation, or motivation. If unaddressed, increasing absenteeism will undermine otherwise strong academic performance.



2) **Persistent subgroup performance gaps.** Reading proficiency for students with disabilities (25.8%) lags far behind peers (~74%), highlighting significant equity challenges. These gaps indicate that core instruction and interventions are not yet fully meeting the needs of all learners. Without targeted strategies, these disparities may widen over time and impact overall school performance.



3) **Early-grade performance inconsistencies.** Grade 3 outcomes are weaker than upper grades (e.g., ELA proficiency 57.1% vs. 73.0% in Grade 5), suggesting gaps in foundational skill development. This pattern indicates that students may be catching up later rather than building strong early literacy skills. Strengthening early instruction is critical to reducing the need for later remediation.



4) **Inconsistent systems and staff engagement in decision-making.** While most staff use data (~92% agreement), only about 64% report having input into funding decisions, indicating uneven ownership and implementation. This suggests that some improvement efforts may not be fully internalized across all staff.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Launch an Attendance Early Warning System.
  - Build weekly reports identifying students nearing 10% absence.
  - Assign staff ownership for outreach and intervention.
  - Conduct root-cause analysis (transportation, health, disengagement).
- Strengthen Early Literacy Foundations.
  - Analyze Grade 3 data to identify gaps in phonics and comprehension.
  - Establish 2–3 instructional non-negotiables (daily reading block, guided practice).
  - Begin weekly progress monitoring cycles.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY.

- Close Subgroup Gaps Through Targeted Support.
  - Develop individualized plans for students with disabilities (co-teaching, intervention blocks).
  - Use biweekly data reviews to monitor subgroup progress.
- Improve Data-Driven Instruction Systems.
  - Implement structured PLC protocols (analyze → plan → act → monitor).
  - Provide coaching cycles focused on using assessment data.
- Increase Staff Voice and Ownership.
  - Create teacher leadership teams to guide instructional and funding decisions.
  - Share transparent data tied to resource allocation.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY.

- Institutionalize Attendance and Engagement Systems.
  - Embed attendance tracking into leadership team routines.
  - Partner with community organizations to address external barriers (health, transportation).
  - Align engagement strategies with classroom relevance and student motivation.
- Sustain Academic Growth and Close Gaps.
  - Set annual targets (e.g., +5–7 points in reading proficiency).
  - Scale successful math strategies into literacy instruction.
- Build Long-Term Instructional Consistency.
  - Develop teacher leaders to model best practices.
  - Monitor fidelity of core instructional practices across all classrooms.

NOTES

EAST CENTRAL MIDDLE SCHOOL

INTRODUCTION

East Central Middle School is located at 21725 Slider Road in Moss Point, Mississippi, and serves five hundred forty-one (541) students in grades six through eight (6-8) in Jackson County. The school is situated in the unincorporated community of Hurley in the northeast corner of the county. In 2025 it earned an “A” accountability rating from MDE.

The campus has a long local history tied to changing school boundaries and the growth of the East Central community. It was planned as a modern middle school campus with 42 classrooms and room for a large student population, reflecting the district’s investment in a facility built for current and future enrollment needs.

ECMS has several clubs and organizations for students, including Book Club, Fellowship of Christian Athletes, Future Business Leaders of America, Hope Squad, National Junior Beta Club, Robotics, Science Bowl, Student Council, and Yearbook. Hope Squad Ambassadors are trained in mental health awareness, anti-bullying, and tactics that foster a welcoming school environment. The ambassadors are a peer support team that participates in leadership training, organizes monthly school-wide activities, and develops annual Hope Week events.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

EAST CENTRAL MIDDLE SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	615	600	567	541	541
GR_06	198	*	*	186	187
GR_07	217	205	182	169	184
GR_08	197	212	204	186	170
					MDE, 2025m)

Figure 123: East Central Middle School Enrollment by Grade Level

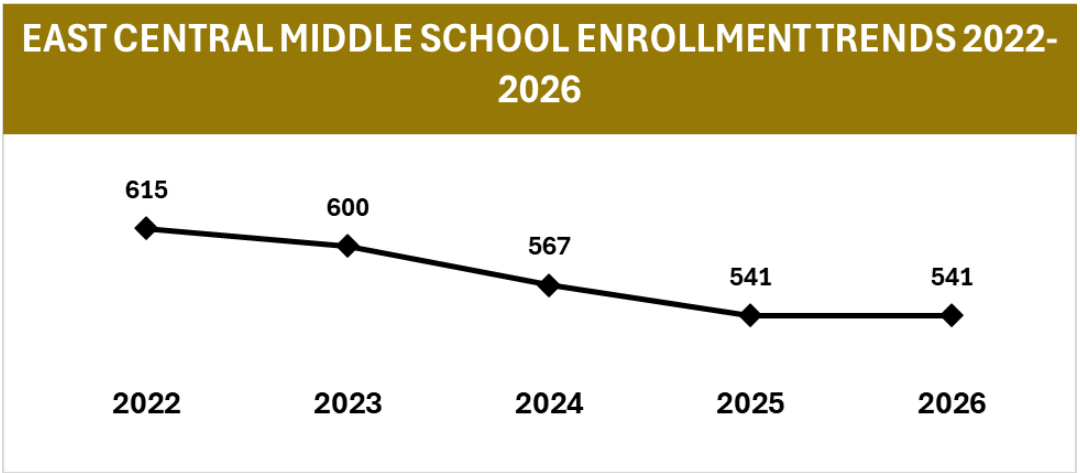


Figure 124: East Central Middle School Enrollment Trends 2022-2026

EAST CENTRAL MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	615	600	567	541	541
GENDER	FEMALE	294	275	260	242	247
	MALE	321	325	307	299	294
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*				*
	BLACK OR AFRICAN AMERICAN	20	22	22	*	13
	HISPANIC OR LATINO	*	*	*	15	12
	TWO OR MORE RACES	*	12	*	*	*
	WHITE	577	559	523	505	505
						(MDE, 2025m)

Figure 125: East Central Middle School Enrollment by Demographic Group

EAST CENTRAL MIDDLE SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	3.3%	2.4%	-0.8%
HISPANIC OR LATINO		2.2%	
WHITE	93.8%	93.3%	-0.5%

Figure 126: East Central Middle School Change in Ethnic Group Percent of Enrollment Over 5 Years

ATTENDANCE

EAST CENTRAL MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	559.7	517.7	492.6
GR_06	168.5	158.5	169.8
GR_07	189.7	171.6	154.5
GR_08	199.5	184.1	168.3
(MDE, 2023o, 2024q, 2025s)			

Figure 127: East Central Middle School Average Daily Attendance

EAST CENTRAL MIDDLE SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	93.3%	91.3%	91.1%
GR_06			91.3%
GR_07	92.5%	94.3%	91.4%
GR_08	94.1%	90.2%	90.5%
(MDE, 2023o, 2024q, 2025m, 2025s)			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 128: East Central Middle School Estimated Average Daily Attendance as Percentage of Enrollment

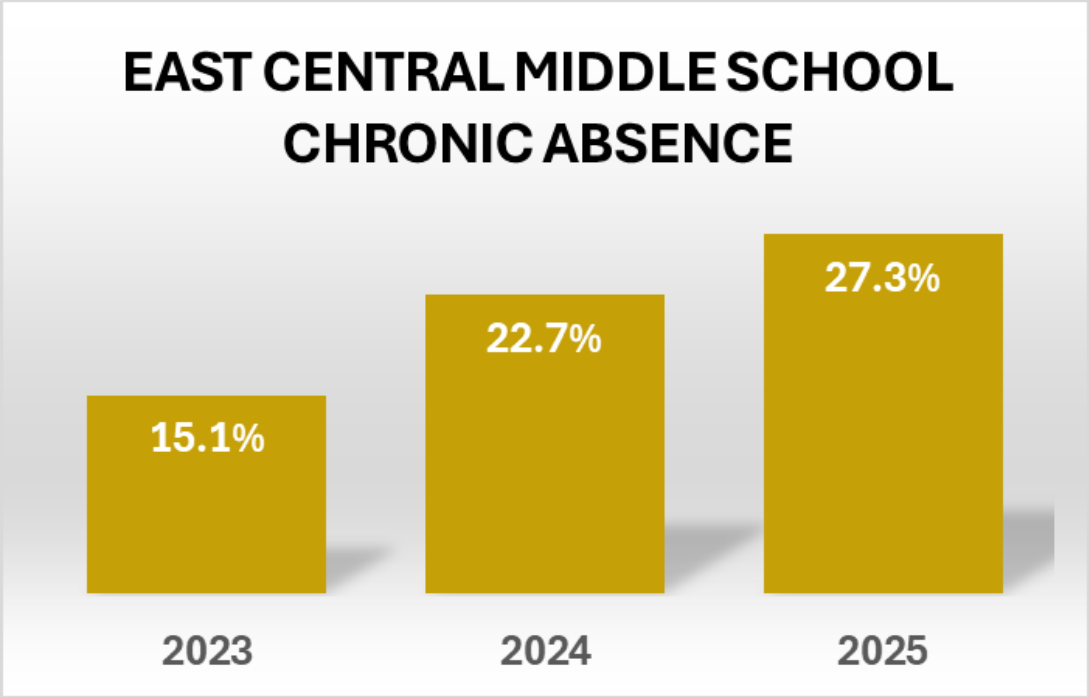
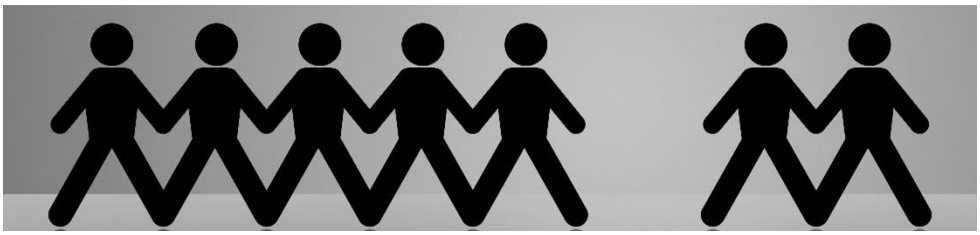


Figure 129: East Central Middle School Chronic Absence



EAST CENTRAL MIDDLE SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	15.1	22.7	27.3
GENDER	FEMALE	20.1	26.6	29.0
	MALE	10.9	19.3	25.9
DISABILITY	STUDENTS WITH DISABILITIES	27.0	35.5	31.8
	STUDENTS WITHOUT DISABILITIES	13.1	20.8	26.5
EL	LIMITED ENGLISH PROFICIENCY	5.0	5.0	5.0
RACE	BLACK OR AFRICAN AMERICAN	5.0	8.7	13.3
	HISPANIC OR LATINO	5.0	5.0	11.8
	TWO OR MORE RACES	28.6	31.6	10.0
	WHITE	15.2	23.3	28.5
				(MDE, 2026f)

Figure 130: East Central Middle School Chronic Absence Percentage by Demographic Group

ECMS Enrollment and Attendance Takeaways

Enrollment at East Central Middle School shows a **steady decline followed by stabilization**, dropping from 615 students in 2022 to 541 by 2025 and holding at 541 in 2026, indicating a net loss of roughly 12% before leveling off. This decline is most pronounced in upper grades, with grade 8 decreasing from 197 to 170, while grade 7 shows a partial rebound from 169 to 184 in the final year, suggesting some cohort variability. **Demographically, the population remains overwhelmingly White** (over 93%), with only slight proportional shifts among other groups. Attendance trends raise more concern: **average daily attendance fell** from 93.3% in 2023 to 91.1% in 2025, while **chronic absenteeism nearly doubled** from 15.1% to 27.3%. This increase is evident across subgroups, including students with disabilities (peaking at 35.5%) and economically disadvantaged students.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

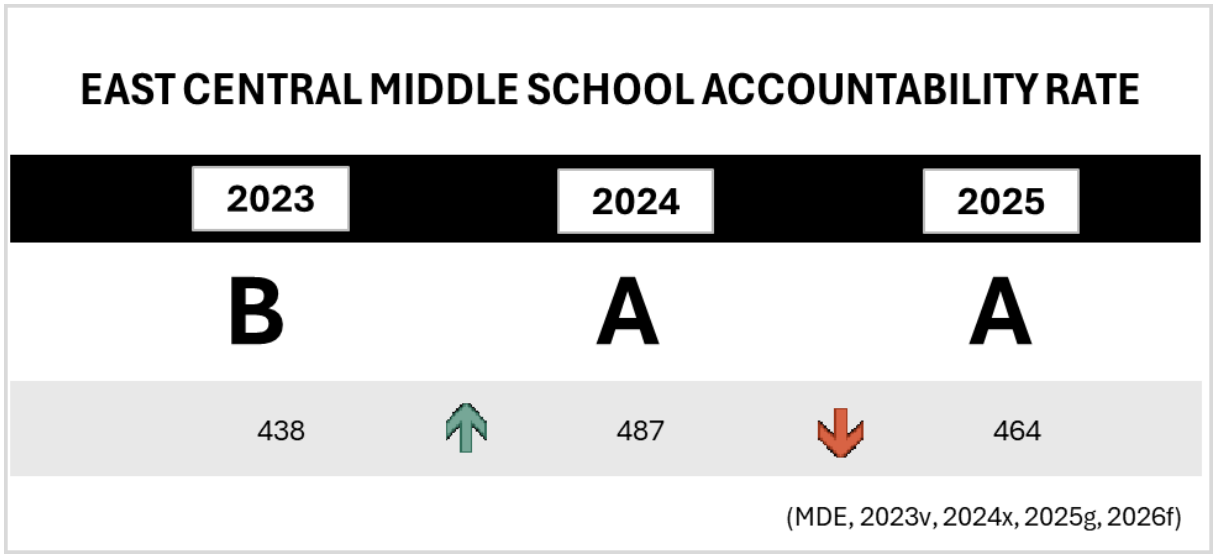


Figure 131: East Central Middle School Accountability Rating

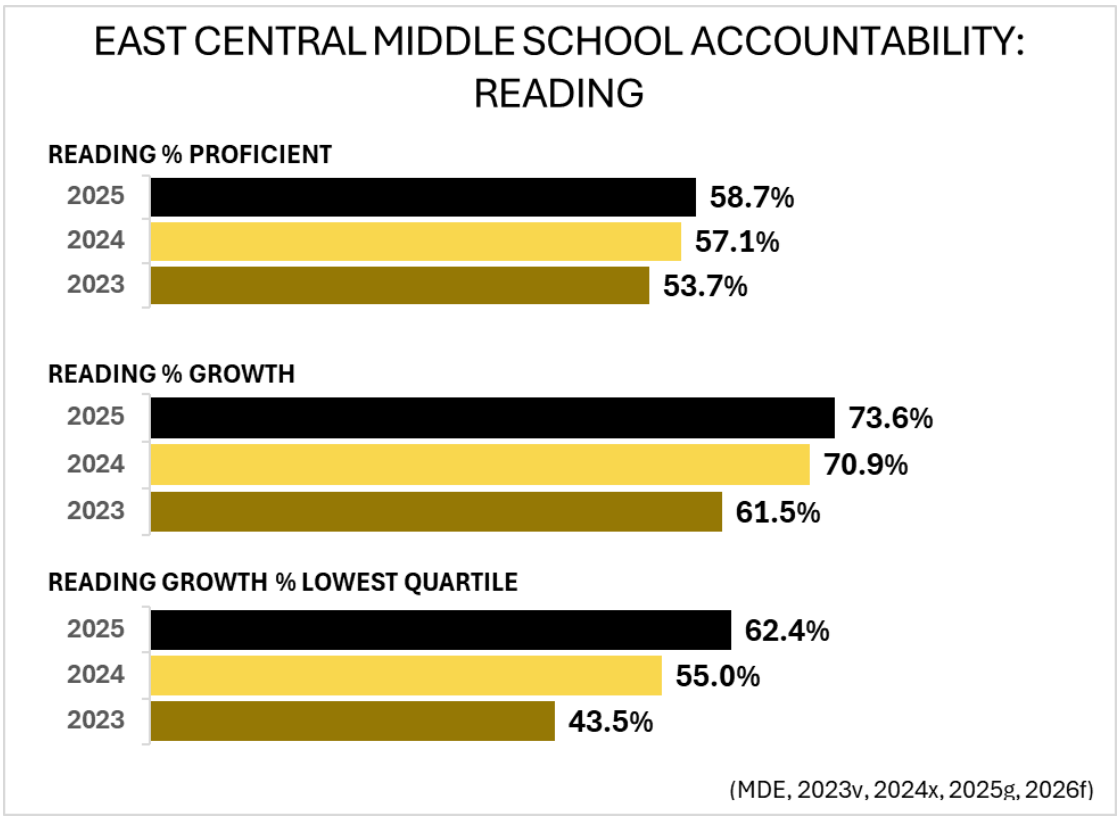


Figure 132: East Central Middle School Accountability: Reading

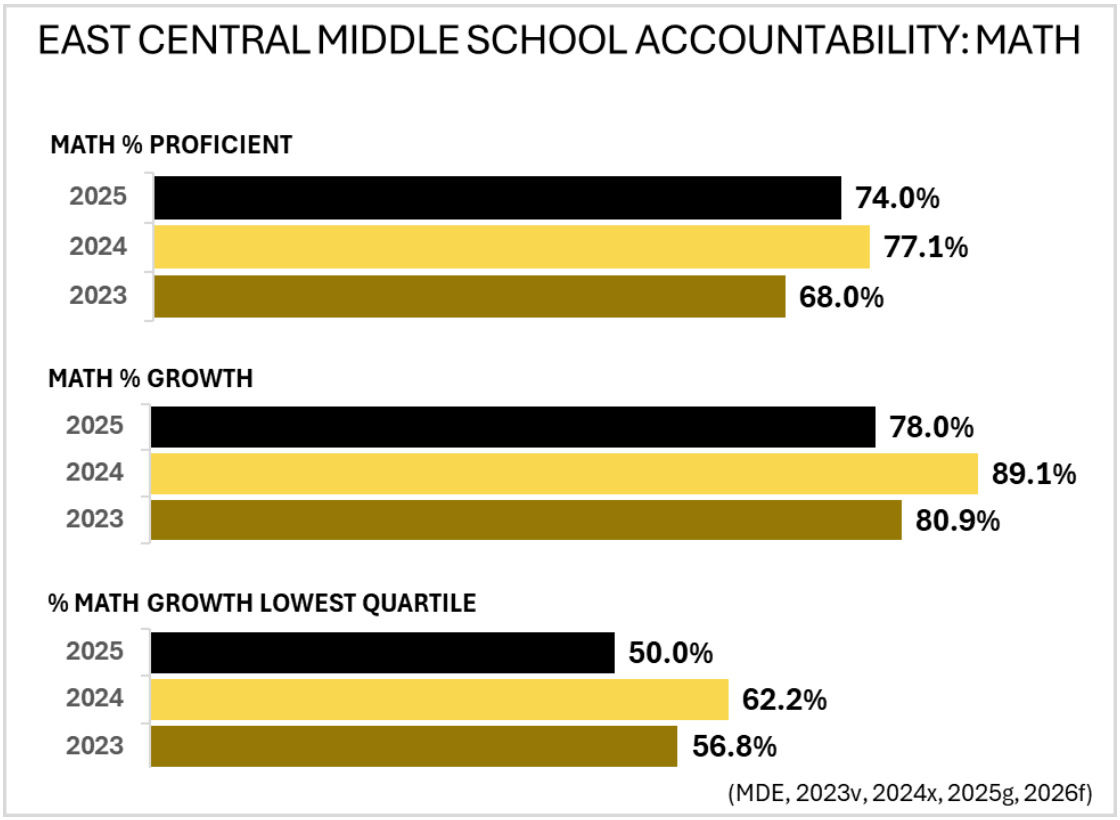


Figure 133: East Central Middle School Accountability: Math

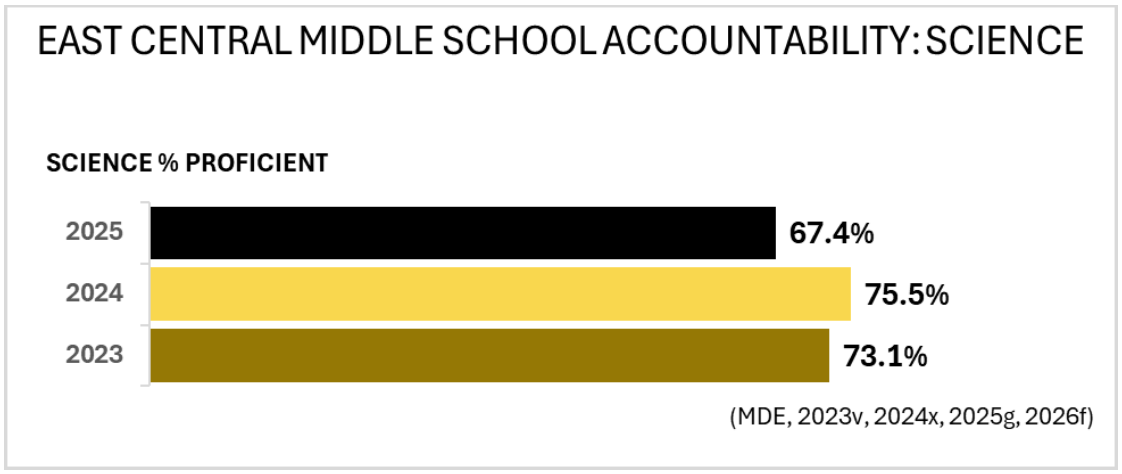


Figure 134: East Central Middle School Accountability: Science

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

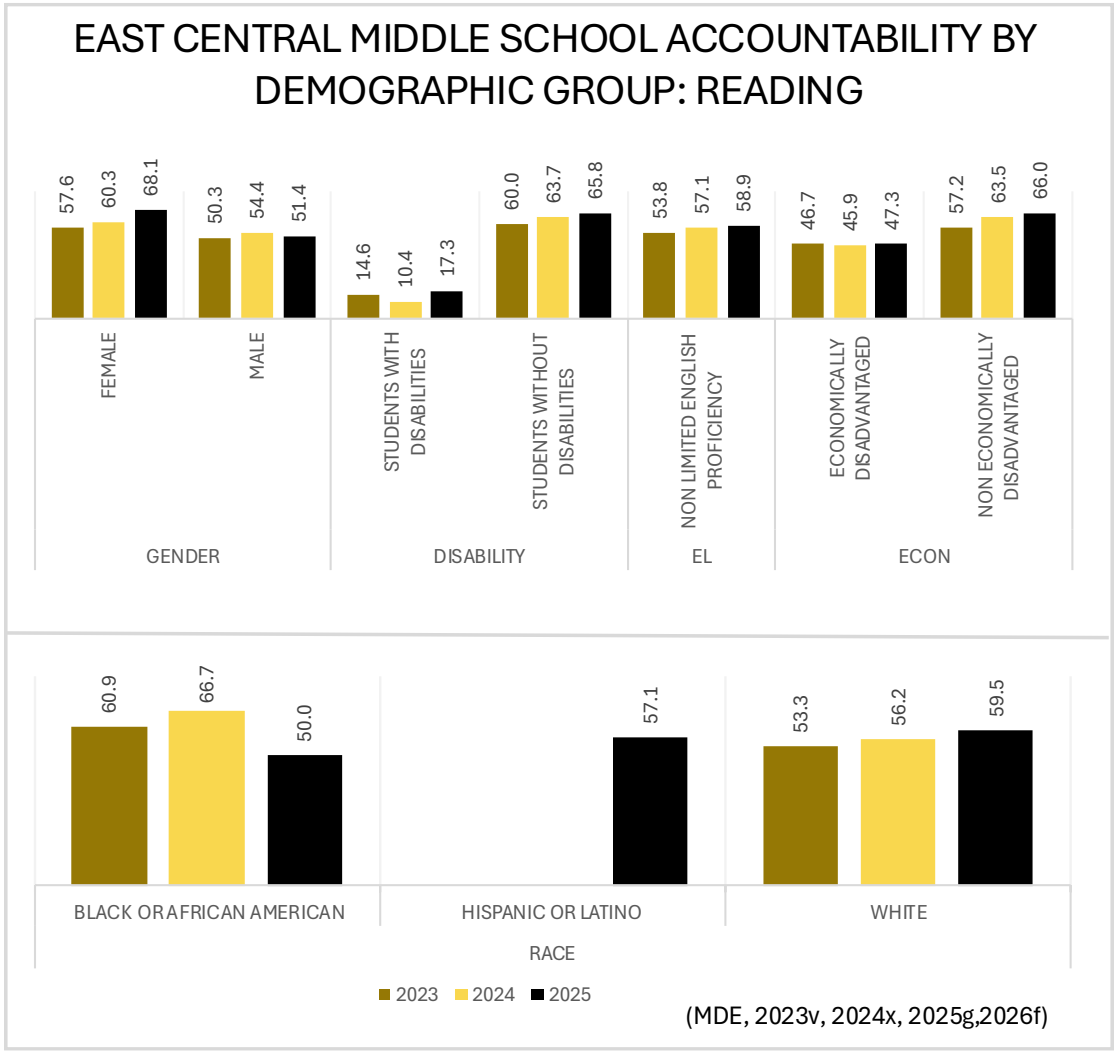


Figure 135: East Central Middle School Accountability by Demographic Group: Reading

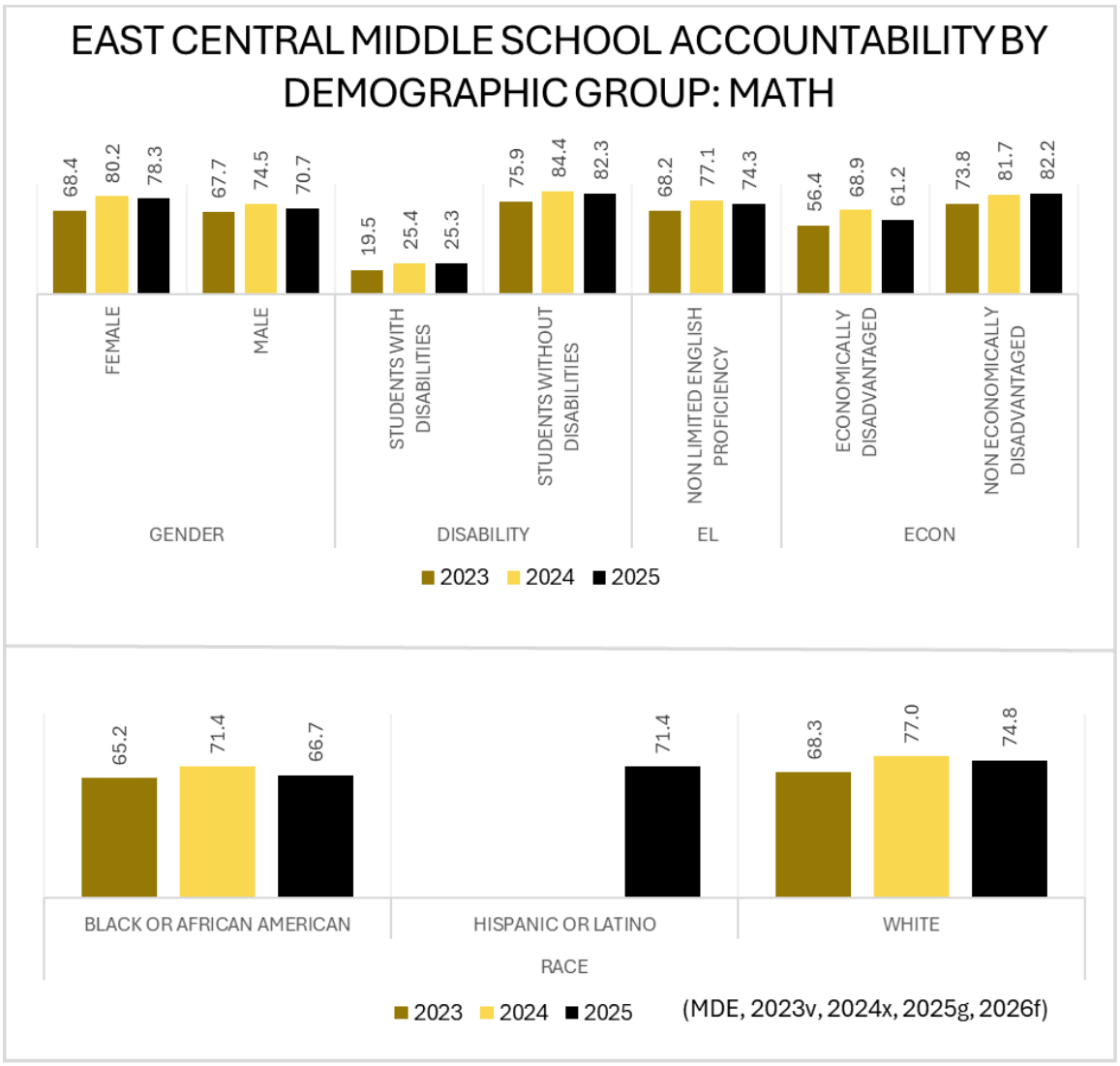


Figure 136: East Central Middle School Accountability by Demographic Group: Math



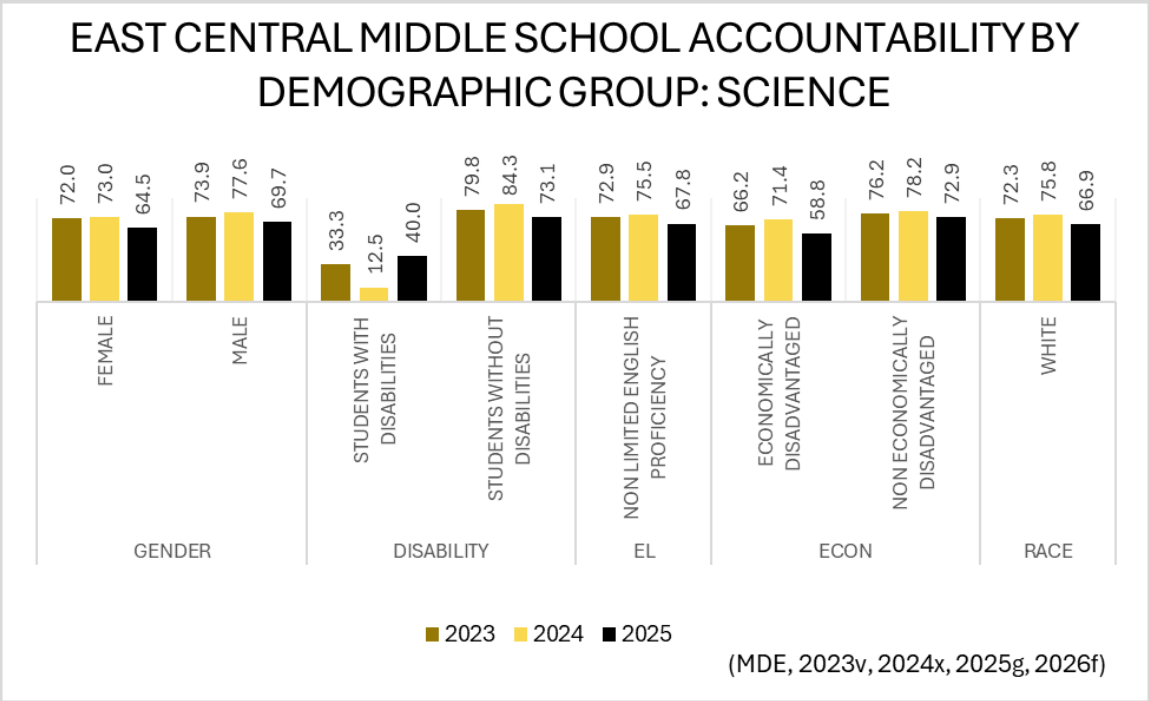


Figure 137: East Central Middle School Accountability by Demographic Group: Science

PROFICIENCY GAP TO GOAL

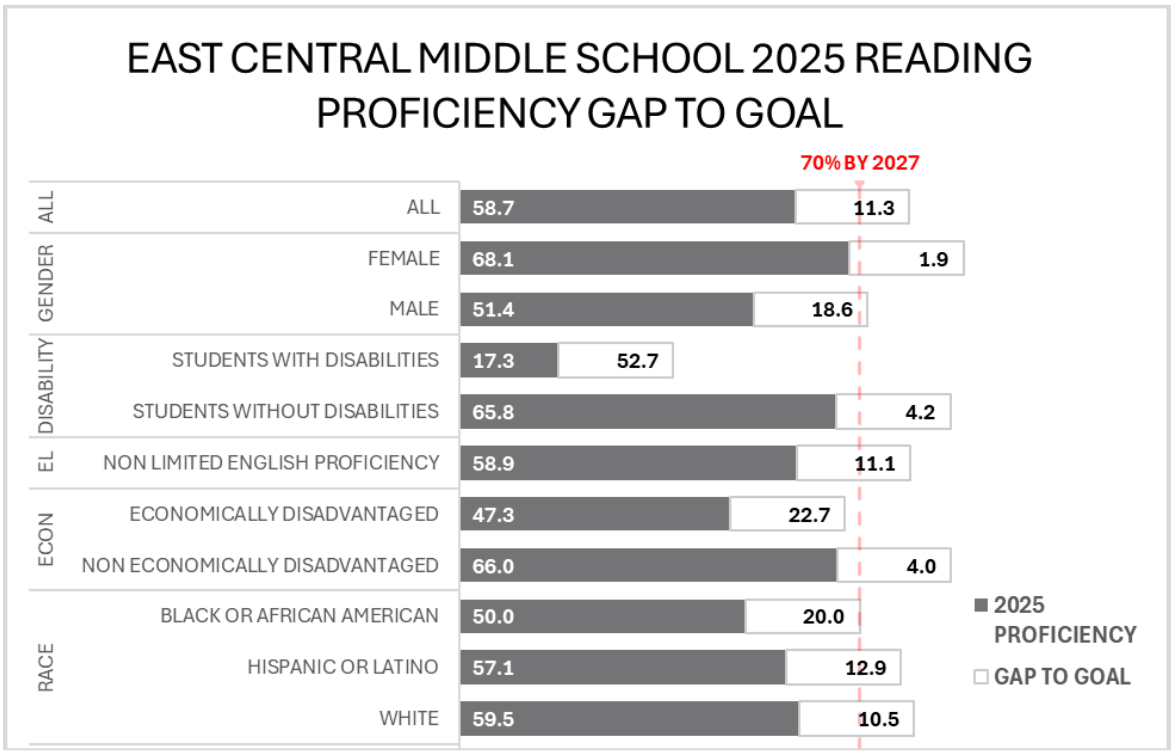


Figure 138: East Central Middle School 2025 Reading Proficiency Gap to Goal

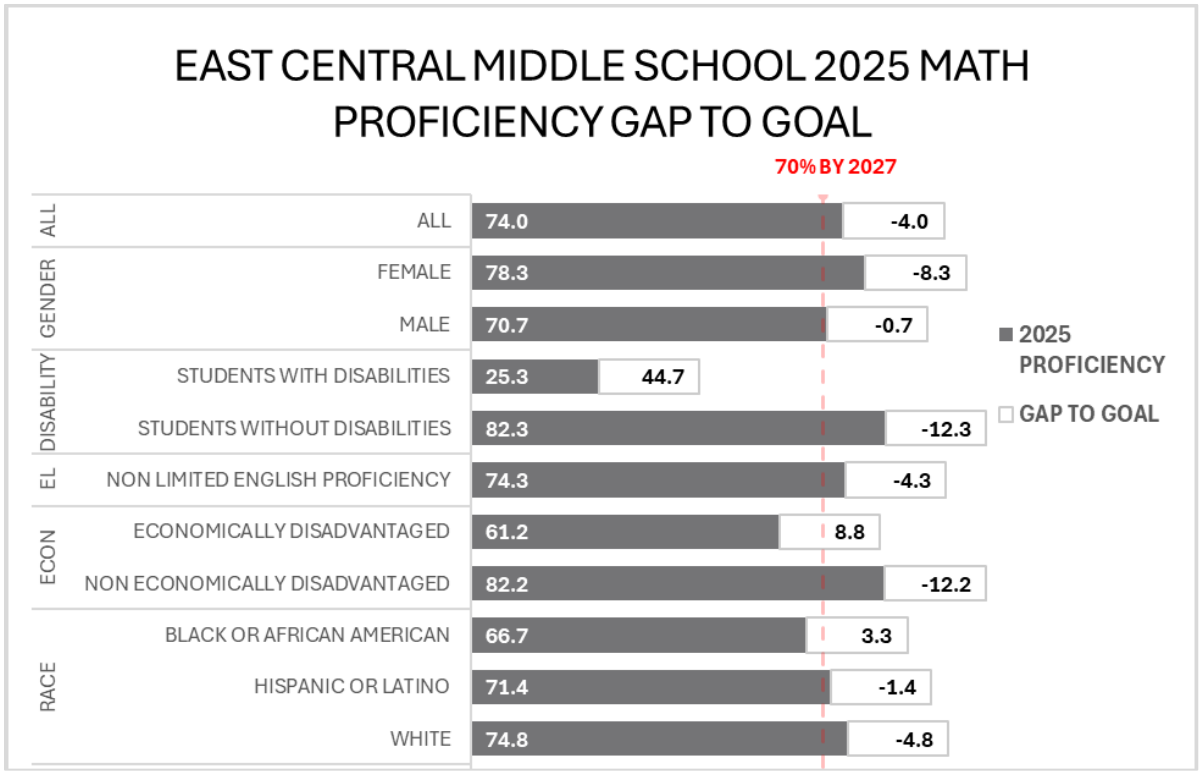


Figure 139: East Central Middle School 2025 Math Proficiency Gap to Goal

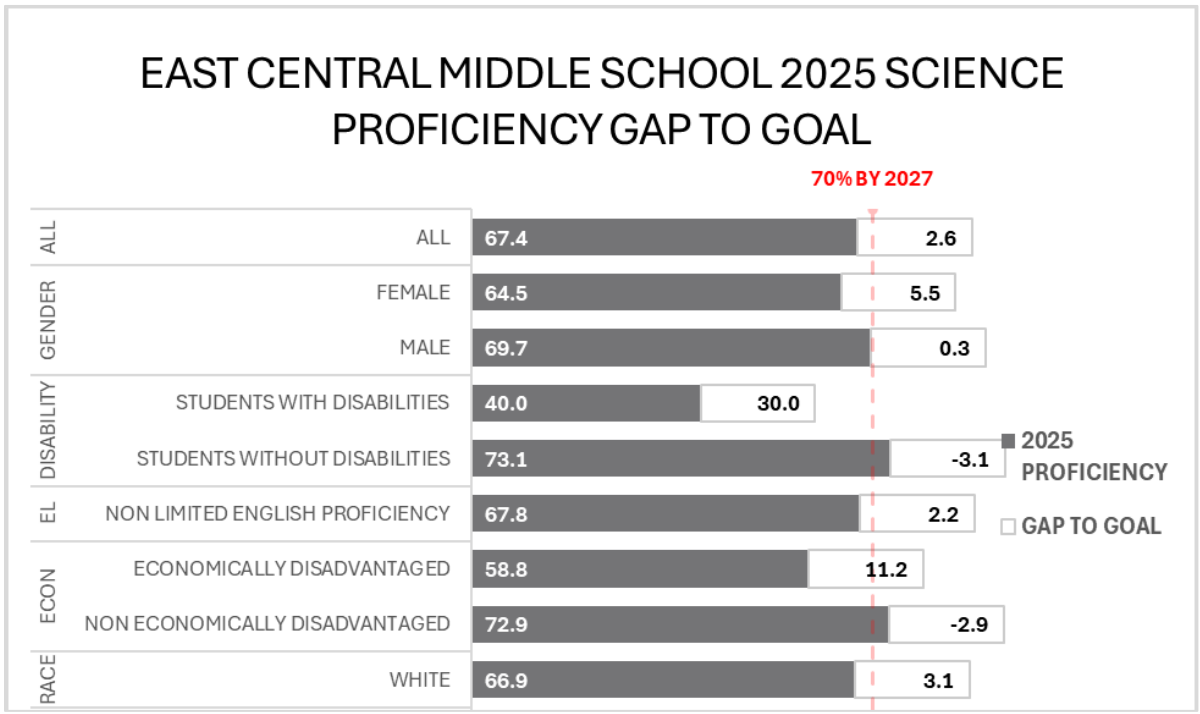


Figure 140: East Central Middle School 2025 Science Proficiency Gap to Goal

SCHOOL IMPROVEMENT

East Central Middle School was identified in 2017 and reidentified in 2023, 2024, and 2025 as a **Targeted School Improvement (TSI)** school due to the performance of **students with disabilities** in both reading and mathematics. In 2026, the district received $36,272 in Title I School Improvement allocations to increase subgroup performance.

ECMS ACCOUNTABILITY TAKEAWAYS

Accountability outcomes show clear overall improvement alongside emerging areas of instability across subjects and student groups. The school improved from a "B" rating in 2023 to an "A" in both 2024 and 2025, reflecting a **notable increase in performance before a slight decline in overall points** from 487 to 464. **Reading performance demonstrates steady growth**, with proficiency rising from 53.7% in 2023 to 58.7% in 2025, while growth scores increased from 61.5% to 73.6%, indicating stronger student progress over time. **Gains were especially pronounced among the lowest-performing students**, with growth increasing from 43.5% to 62.4%. In contrast, **math shows mixed results**: proficiency climbed from 68.0% to 77.1% in 2024 before slipping to 74.0% in 2025, and growth declined sharply from 89.1% to 78.0%, suggesting less consistent instructional impact. **Science follows a similar downward trend,** with proficiency decreasing from 75.5% to 67.4% over two years. Subgroup performance reveals persistent gaps, particularly for **students with disabilities, whose reading proficiency remains low** (17.3%) and far below peers without disabilities (65.8%). **Economically disadvantaged students also lag behind**, with reading proficiency at 47.3% compared to 66.0% for non-disadvantaged students. While overall ratings remain strong, these patterns suggest that sustaining high performance will depend on stabilizing math and science outcomes and accelerating progress among the lowest-performing subgroups.



ASSESSMENT

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

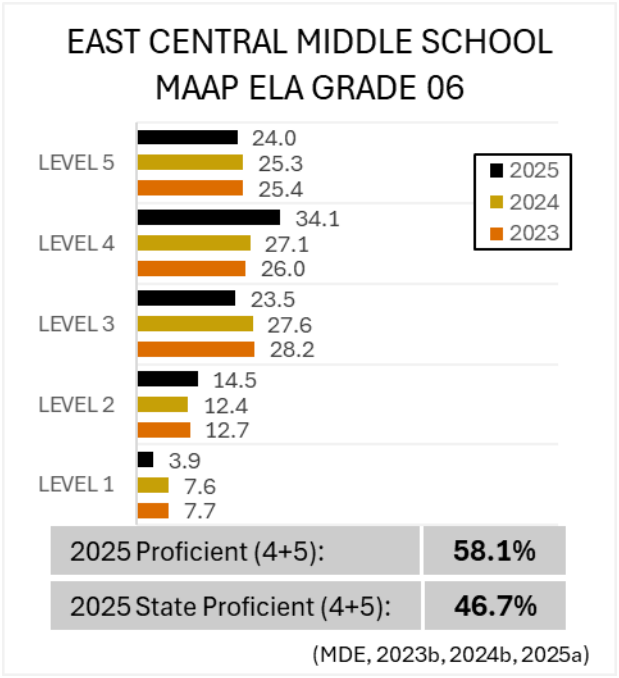




Figure 141: East Central Middle School MAAP ELA Grade 6

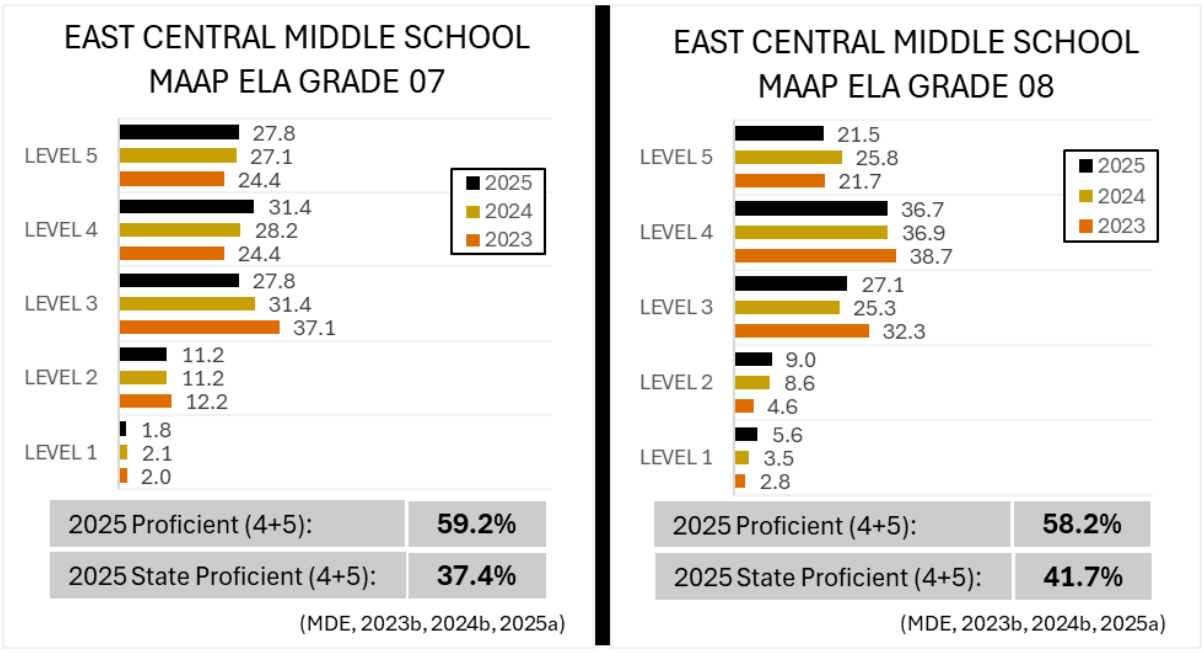
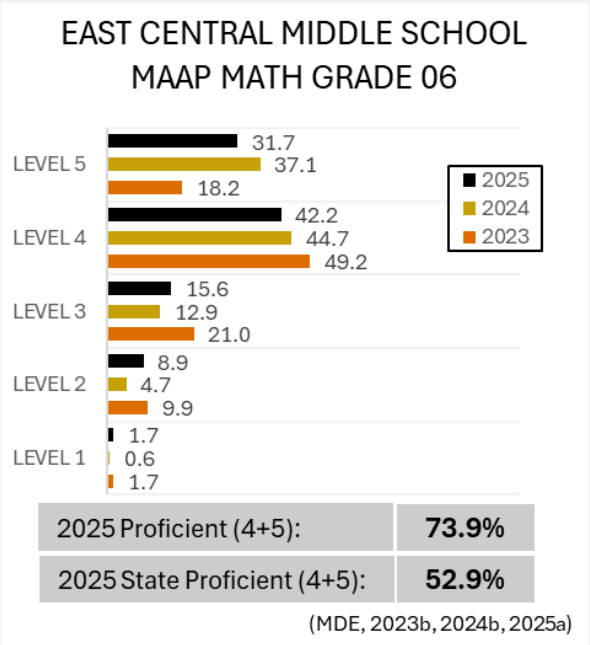


Figure 142: East Central Middle School MAAP ELA Grades 7 and 8

MAAP MATH



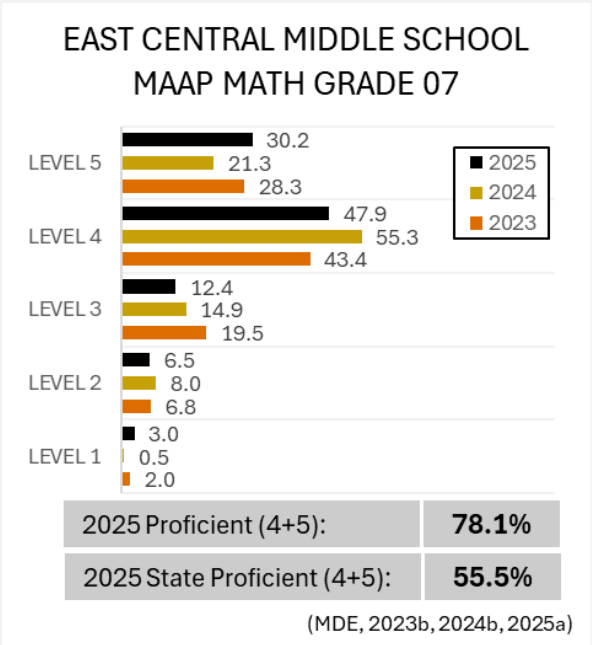


Figure 143: East Central Middle School MAAP Math Grades 6 and 7

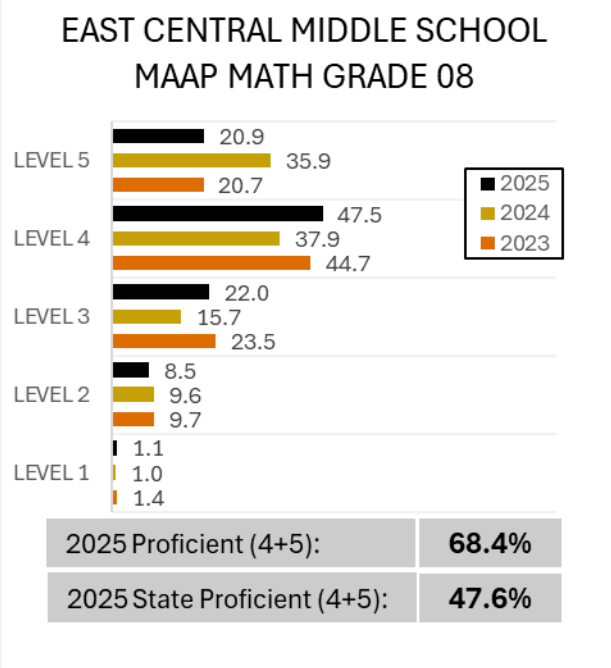
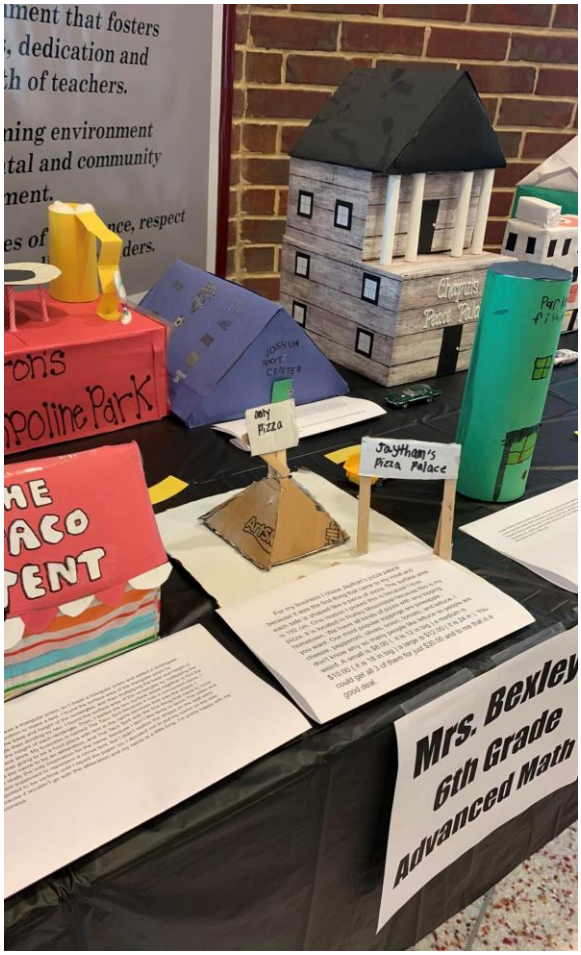


Figure 144: East Central Middle School MAAP Math Grade 8





MAAP SCIENCE

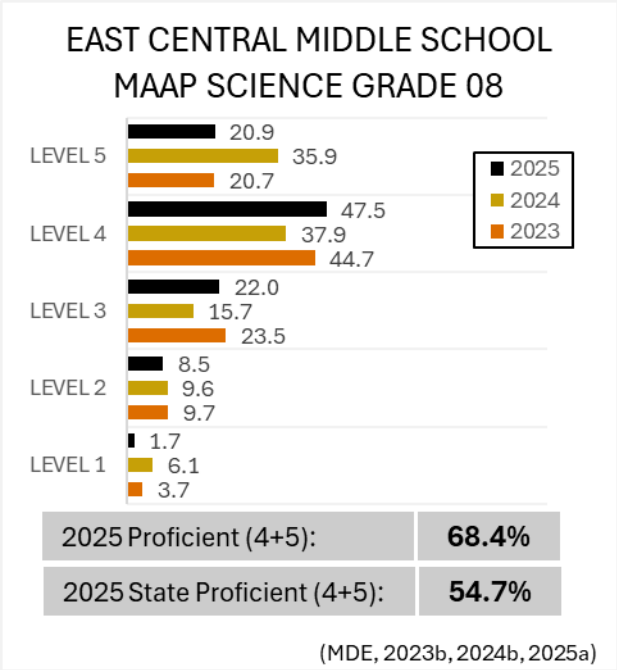


Figure 145: East Central Middle School MAAP Science Grade 8



ECMS Assessment Takeaways

Assessment results indicate generally strong performance with modest fluctuations across grades and subjects. In ELA, **proficiency remains solid across all grade levels**, with grade 6 at 58.1%, grade 7 at 59.2%, and grade 8 at 58.2% in 2025, all exceeding state averages by notable margins. **Math outcomes are comparatively stronger but less stable.** Proficiency reached 73.9% in grade 6 and 78.1% in grade 7 before dropping to 68.4% in grade 8, indicating a potential loss of momentum as students progress. While higher-level performance (Levels 4 and 5) remains substantial, grade 8 shows a shift downward, with fewer students at the top level compared to earlier grades. **Science** results mirror this pattern, with 68.4% proficiency, **outperforming the state but reflecting a decline from prior years**. Across subjects, the data suggest effective foundational instruction with strong overall proficiency, particularly in earlier grades. However, transitions into upper grades appear to introduce inconsistencies, especially in math and science, where maintaining high-level performance becomes more challenging. These trends point to a need for **stronger vertical alignment and sustained rigor** to ensure that early gains translate into continued success in later grades.

PERSONNEL

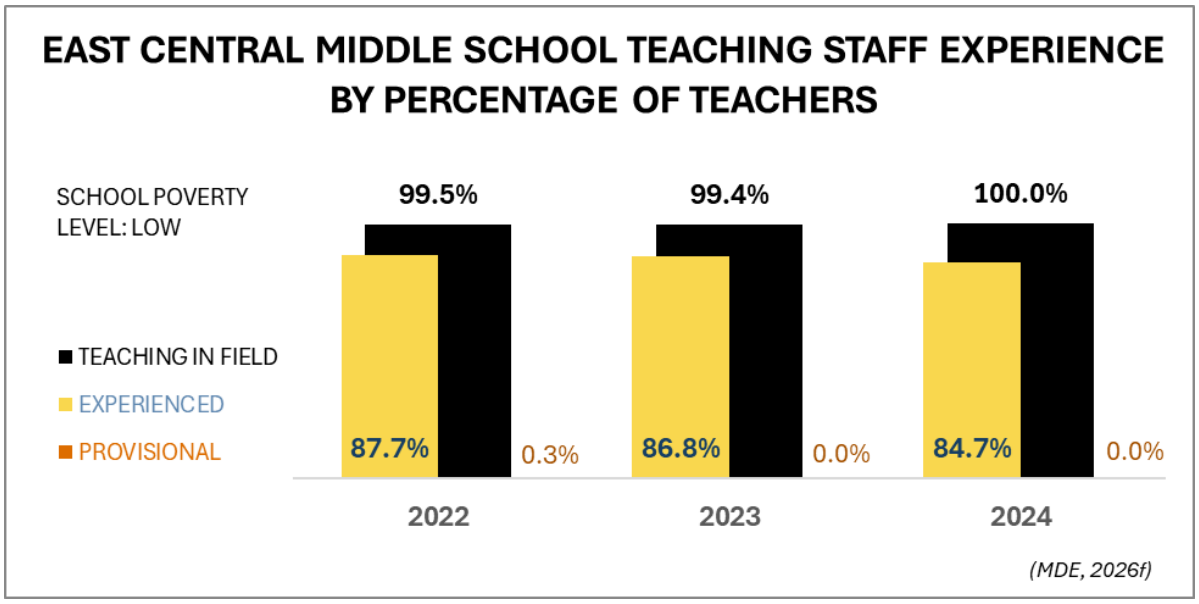


Figure 146: East Central Middle School Teaching Staff Experience by Percentage of Teachers

ECMS Personnel Takeaways

East Central Middle School maintains **strong in-field credentialing for its classroom teachers** and **zero reliance on provisional teachers**, but the slight decline in experienced-teacher share (87.7% → 84.7%) is a trend worth monitoring. If this trajectory continues, the school could face instructional quality risks.



EAST CENTRAL MIDDLE SCHOOL CNA SURVEY

INTRODUCTION

Forty-six (46) faculty members, seventeen (17) parents, and one hundred fifty-six (156) students from East Central Middle School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

EAST CENTRAL MIDDLE FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	27	58.7%
Agree	18	39.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	20	43.5%
Agree	18	39.1%
Disagree	3	6.5%
Strongly Disagree	1	2.2%
Not Applicable or No Information	4	8.7%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	34	73.9%
Agree	12	26.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	7	15.2%
Agree	16	34.8%
Disagree	10	21.7%
Strongly Disagree	6	13.0%
Not Applicable or No Information	7	15.2%
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	13	28.3%
Agree	18	39.1%
Disagree	4	8.7%
Strongly Disagree	1	2.2%
Not Applicable or No Information	10	21.7%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	34	73.9%
Agree	8	17.4%
Disagree	2	4.3%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	8	17.4%
Agree	10	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	28	60.9%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	15	32.6%
Agree	21	45.7%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	19.6%

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	16	34.8%
Expedited evaluation services for students with limited English	6	13.0%
Expedited evaluation services for gifted and talented students	5	10.9%
Additional academic support	25	54.3%
Tutoring	21	45.7%
Enrichment educational services	9	19.6%
Counseling	29	63.0%
Mentors	12	26.1%
School supplies	31	67.4%
School uniforms	20	43.5%
Dental referrals	13	28.3%
Medical referrals	17	37.0%
Bullying assistance	9	19.6%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	17	37.0%
Supporting college and career counseling	22	47.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	24	52.2%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	13	28.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	15	32.6%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	12	26.1%
Providing school-based mental health services and counseling	26	56.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	11	23.9%
Establishing or improving dropout prevention	13	28.3%
Supporting re-entry programs and transition services for Justice-involved youth	5	10.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	17	37.0%
Implementing systems and practices to prevent bullying and harassment	15	32.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	17	37.0%
Establishing community partnerships	15	32.6%
To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement	19	41.3%
Building technological capacity and infrastructure	17	37.0%
Carrying out innovative blended learning projects	10	21.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	13	28.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	18	39.1%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	21	45.7%
Agree	23	50.0%
Disagree	0	0.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	15	32.6%
Agree	29	63.0%
Disagree	0	0.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	15	32.6%
Agree	29	63.0%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

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

	Count	Percentage
Strongly Agree	13	28.3%
Agree	29	63.0%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Teachers have high expectations for students.

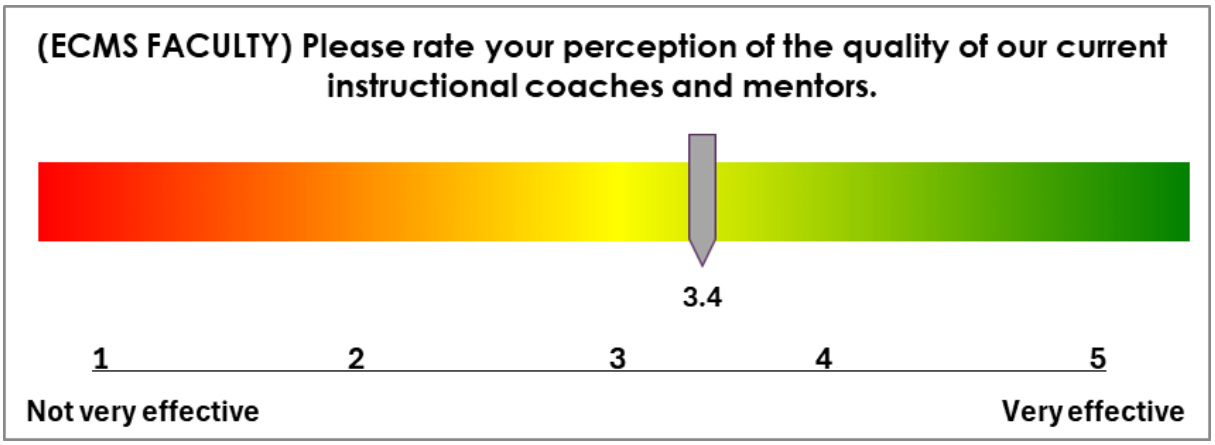
	Count	Percentage
Strongly Agree	18	39.1%
Agree	24	52.2%
Disagree	2	4.3%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	17	37.0%
Agree	26	56.5%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	18	39.1%
Agree	26	56.5%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	15	32.6%
Agree	26	56.5%
Disagree	4	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%
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	20	43.5%
Agree	20	43.5%
Disagree	0	0.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	5	10.9%

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	21.7%
Utilize technology such as class websites, blogs, and videos	25	54.3%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	27	58.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	23	50.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	27	58.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	23	50.0%
Use bilingual handouts and cues	4	8.7%
Use visual displays, portable white boards, and posters when giving instructions	22	47.8%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	11	23.9%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	19	41.3%
Teachers provide unique instructional time inside the classroom for English instruction.	9	19.6%
Mentoring with another student	6	13.0%
Not Applicable	23	50.0%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	29	63.0%
No	17	37.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	33	71.7%
Language Proficiency of the Parent	20	43.5%
Level of Parental Involvement	8	17.4%
Family income and socioeconomic status	8	17.4%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	12	26.1%
Auditory Screening Result	10	21.7%
Grade Retention (if applicable)	8	17.4%
Number of Failed Courses	5	10.9%
Dropout Status (if applicable)	2	4.3%
Enrichment programs/activities	9	19.6%
Supplemental Academic Instruction	13	28.3%
Behavioral Supports	9	19.6%
Counseling Services	16	34.8%
Discipline Records	8	17.4%
Social-Emotional Learning Services	6	13.0%
Social Behavioral Assessment Inventory Score	5	10.9%
Mental Health Supports	6	13.0%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	2	4.3%
Mental Health Services	1	2.2%
Counseling	2	4.3%
Transitional Services	4	8.7%
Not Applicable	41	89.1%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	3	6.5%
No	4	8.7%
Not Applicable	39	84.8%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	5	10.9%
Agree	17	37.0%
Disagree	4	8.7%
Strongly Disagree	2	4.3%
Not Applicable or No Information	18	39.1%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

Comments regarding the effectiveness of current instructional coaches and mentors reveal a mixed experience among teachers. Many appreciate the support and guidance provided by mentors, especially for new staff, with some highlighting helpful assistance in navigating district programs and data analysis. Certain coaches are commended for sharing effective strategies to improve student outcomes, though implementation varies among teachers. However, concerns are raised about instructional coaches introducing new materials before fully understanding them, leading to confusion and frustration. Some staff feel that teacher autonomy is undermined, with imposed programs forcing a change in teaching styles and contributing to dissatisfaction. Accessibility and responsiveness of coaches are inconsistent, and outside consultants are criticized for offering impractical advice unrelated to real classroom challenges. While some coaches are praised for their availability and collaboration, others are seen as ineffective due to frequent cancellations, lack of relevant information, and limited understanding of classroom realities.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	7	15.2%
Agree	29	63.0%
Disagree	8	17.4%
Strongly Disagree	2	4.3%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	13	28.3%
Agree	29	63.0%
Disagree	2	4.3%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	22	47.8%
Agree	21	45.7%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	15	32.6%
Agree	27	58.7%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	11	23.9%
Agree	27	58.7%
Disagree	4	8.7%
Strongly Disagree	1	2.2%
Not Applicable or No Information	3	6.5%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	9	19.6%
Agree	27	58.7%
Disagree	7	15.2%
Strongly Disagree	2	4.3%
Not Applicable or No Information	1	2.2%
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	12	26.1%
Agree	23	50.0%
Disagree	6	13.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	4	8.7%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	4	8.7%
Agree	23	50.0%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	16	34.8%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	8	17.4%
Agree	30	65.2%
Disagree	5	10.9%
Strongly Disagree	1	2.2%
Not Applicable or No Information	2	4.3%

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	11	23.9%
Agree	31	67.4%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	15	32.6%
Agree	29	63.0%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%
Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	14	30.4%
Agree	29	63.0%
Disagree	0	0.0%
Strongly Disagree	2	4.3%
Not Applicable or No Information	1	2.2%
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	18	39.1%
Agree	21	45.7%
Disagree	5	10.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.3%

PROFESSIONAL DEVELOPMENT

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	6	13.0%
Agree	29	63.0%
Disagree	7	15.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	3	6.5%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	7	15.2%
Agree	27	58.7%
Disagree	7	15.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	4	8.7%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at East Central Middle express strong appreciation for their school's academic focus, supportive administration, and collaborative environment. Teachers note that expectations for both academic performance and behavior are clearly established and consistently maintained, with discipline aligning closely to the handbook and minimal behavioral issues compared to other schools. Positive reinforcement and recognition for student achievements are common, contributing to a welcoming and motivating atmosphere for both students and staff. Teachers feel valued and appreciate the school's commitment to student success, highlighting effective teamwork among faculty and good communication with supportive parents. While the overall climate is positive, faculty also suggest areas for growth, including increasing access to independent reading opportunities, updating ADA compliance for facilities, reducing overemphasis on testing, and expanding arts and elective offerings. Suggestions also include fostering greater appreciation for teachers and ensuring that district-level measures and communications are supportive rather than punitive.

EAST CENTRAL MIDDLE PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	8	47.1%
Agree	9	52.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	8	47.1%
Agree	7	41.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	14	82.4%
Agree	2	11.8%
Disagree	1	5.9%
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	3	17.7%
Agree	6	35.3%
Disagree	2	11.8%
Strongly Disagree	4	23.5%
Not Applicable or No Information	2	11.8%

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	23.5%
Agree	6	35.3%
Disagree	1	5.9%
Strongly Disagree	3	17.7%
Not Applicable or No Information	3	17.7%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	10	58.8%
Agree	5	29.4%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	7	41.2%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	3	17.7%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	**Percentage**
Abuse Prevention	4	23.5%
Computer Classes	2	11.8%
Conflict Resolution	3	17.7%
Discipline	4	23.5%
Drug/Alcohol Awareness	4	23.5%
English as a Second Language	1	5.9%
Health Classes	2	11.8%
Literacy Classes	0	0.0%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	**Percentage**
Math Classes	2	11.8%
Parent-to-School Relationships	3	17.7%
Parent/Child Communication	1	5.9%
Preparing for College	5	29.4%
Parenting Workshops	1	5.9%
Social Media Classes	2	11.8%
Stress/Anger Management	7	41.2%
Understanding College- and Career-Ready Standards	4	23.5%
I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	9	52.9%
Parental advisory committees	0	0.0%
PTO/PTA meetings and activities	1	5.9%
Ways to help at the classroom level	1	5.9%
Other ways to get involved in my school (district)	6	35.3%
Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	4	23.5%
District and/or school newsletters	7	41.2%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	4	23.5%
Resource materials for parental training	2	11.8%
Training for parents to work with other parents on becoming involved in the schools	3	17.7%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	1	5.9%
Home/School folders	7	41.2%
Home/School Planners	6	35.3%

How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	4	23.5%
Very likely	2	11.8%
Moderately likely	10	58.8%
Slightly likely	1	5.9%
Not at all likely	0	0.0%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	6	35.3%
Supporting college and career counseling	11	64.7%
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	1	5.9%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	4	23.5%
Providing school-based mental health services and counseling	6	35.3%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	2	11.8%
Establishing or improving dropout prevention	3	17.7%
Supporting re-entry programs and transition services for Justice-involved youth	1	5.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	7	41.2%
Implementing systems and practices to prevent bullying and harassment	8	47.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	3	17.7%
Establishing community partnerships	3	17.7%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement	5	29.4%
Building technological capacity and infrastructure	8	47.1%
Carrying out innovative blended learning projects	6	35.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	4	23.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	0	0.0%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	9	52.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	6	35.3%
Agree	9	52.9%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	10	58.8%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	8	47.1%
Agree	7	41.2%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	8	47.1%
Agree	7	41.2%
Disagree	0	0.0%
Strongly Disagree	2	11.8%
Not Applicable or No Information	0	0.0%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	17.7%
Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	8	47.1%
Disagree	2	11.8%
Strongly Disagree	1	5.9%
Not Applicable or No Information	1	5.9%
Is your child an English Language Learner?		
	Count	Percentage
Yes	2	11.8%
No	15	88.2%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	1	50.0%
Mentoring	0	0.0%
Academic or career counseling	1	50.0%
Mental Health counseling	0	0.0%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	2	100.0%
No	0	0.0%

Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	2	100.0%
No	0	0.0%

I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	8	47.1%
Agree	7	41.2%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	4	23.5%
Agree	11	64.7%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	9	52.9%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	1	5.9%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	8	47.1%
Disagree	2	11.8%
Strongly Disagree	1	5.9%
Not Applicable or No Information	1	5.9%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	9	52.9%
Disagree	2	11.8%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	6	35.3%
Agree	8	47.1%
Disagree	2	11.8%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	4	23.5%
Agree	6	35.3%
Disagree	5	29.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	9	52.9%
Disagree	2	11.8%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	7	41.2%
Disagree	0	0.0%
Strongly Disagree	2	11.8%
Not Applicable or No Information	1	5.9%
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	4	23.5%
Disagree	3	17.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	17.7%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	7	41.2%
Agree	7	41.2%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

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

	Count	Percentage
Strongly Agree	6	35.3%
Agree	7	41.2%
Disagree	3	17.7%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	29.4%
Agree	9	52.9%
Disagree	0	0.0%
Strongly Disagree	1	5.9%
Not Applicable or No Information	2	11.8%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	3	17.7%
Agree	10	58.8%
Disagree	0	0.0%
Strongly Disagree	2	11.8%
Not Applicable or No Information	2	11.8%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	7	41.2%
Disagree	3	17.7%
Strongly Disagree	1	5.9%
Not Applicable or No Information	1	5.9%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	6	35.3%
Disagree	0	0.0%
Strongly Disagree	2	11.8%
Not Applicable or No Information	2	11.8%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	6	35.3%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	2	11.8%
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	7	41.2%
Agree	4	23.5%
Disagree	3	17.7%
Strongly Disagree	2	11.8%
Not Applicable or No Information	1	5.9%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	4	23.5%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	3	17.7%

The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	2	11.8%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at East Central Middle appreciate the structured environment provided by the school, which fosters high expectations and encourages student effort. Many highlight the caring and supportive nature of the teachers, as well as the enthusiasm of STEM educators who inspire students and make learning engaging. Communication with staff is sometimes limited, yet when assistance is needed, parents feel their concerns are handled well. Suggestions for improvement include reducing class sizes and increasing the number of teachers, nurses, and support staff to better address student needs. Some parents would like to see less pressure on students to perform academically, advocating for a more balanced and less stressful school experience. Additional feedback points to the need for more inclusive recognition of all students, improved communication regarding academic clubs, and higher standards for coaching staff.

EAST CENTRAL MIDDLE STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	47	30.1%
Agree	105	67.3%
Disagree	0	0.0%
Strongly Disagree	1	0.6%
Not Applicable or No Information	3	1.9%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	26	16.7%
Agree	85	54.5%
Disagree	10	6.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	35	22.4%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	66	42.3%
Agree	74	47.4%
Disagree	7	4.5%
Strongly Disagree	4	2.6%
Not Applicable or No Information	5	3.2%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	9	5.8%
Agree	42	26.9%
Disagree	45	28.9%
Strongly Disagree	27	17.3%
Not Applicable or No Information	33	21.2%

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	19	12.2%
Agree	74	47.4%
Disagree	17	10.9%
Strongly Disagree	4	2.6%
Not Applicable or No Information	42	26.9%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	27	17.3%
Agree	55	35.3%
Disagree	45	28.9%
Strongly Disagree	17	10.9%
Not Applicable or No Information	12	7.7%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	20	12.8%
Agree	66	42.3%
Disagree	20	12.8%
Strongly Disagree	5	3.2%
Not Applicable or No Information	45	28.9%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	41	26.3%
Agree	104	66.7%
Disagree	5	3.2%
Strongly Disagree	4	2.6%
Not Applicable or No Information	2	1.3%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	54	34.6%
Agree	94	60.3%
Disagree	3	1.9%
Strongly Disagree	3	1.9%
Not Applicable or No Information	2	1.3%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	35	22.4%
Agree	105	67.3%
Disagree	9	5.8%
Strongly Disagree	5	3.2%
Not Applicable or No Information	2	1.3%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	20	12.8%
Agree	109	69.9%
Disagree	13	8.3%
Strongly Disagree	4	2.6%
Not Applicable or No Information	10	6.4%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	59	37.8%
Agree	91	58.3%
Disagree	3	1.9%
Strongly Disagree	1	0.6%
Not Applicable or No Information	2	1.3%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	45	28.9%
Agree	102	65.4%
Disagree	6	3.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.9%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	55	35.3%
Agree	83	53.2%
Disagree	10	6.4%
Strongly Disagree	2	1.3%
Not Applicable or No Information	6	3.9%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	23	14.7%
Agree	91	58.3%
Disagree	19	12.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	22	14.1%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	36	23.1%
Agree	106	68.0%
Disagree	10	6.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	2.6%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	90	57.7%
Additional academic support	24	15.4%
Tutoring	9	5.8%
Counseling	3	1.9%
A mentor	9	5.8%
School supplies	33	21.2%
Structured note taking mechanisms	33	21.2%
The teacher slows speech at times to help you understand	34	21.8%
The teacher uses gestures and demonstrations	44	28.2%
Use think aloud and think pair shares	26	16.7%
Use of bilingual handouts and cues	24	15.4%
Use of display word walls with high frequency words	25	16.0%

I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	16	10.3%
Agree	62	39.7%
Disagree	51	32.7%
Strongly Disagree	17	10.9%
Not Applicable or No Information	10	6.4%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	21	13.5%
Agree	82	52.6%
Disagree	31	19.9%
Strongly Disagree	6	3.9%
Not Applicable or No Information	16	10.3%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	27	17.3%
Agree	91	58.3%
Disagree	11	7.1%
Strongly Disagree	2	1.3%
Not Applicable or No Information	25	16.0%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	30	19.2%
Agree	99	63.5%
Disagree	12	7.7%
Strongly Disagree	3	1.9%
Not Applicable or No Information	12	7.7%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	23	14.7%
Agree	91	58.3%
Disagree	18	11.5%
Strongly Disagree	12	7.7%
Not Applicable or No Information	12	7.7%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	27	17.3%
Agree	108	69.2%
Disagree	6	3.9%
Strongly Disagree	2	1.3%
Not Applicable or No Information	13	8.3%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	23	14.7%
Agree	108	69.2%
Disagree	12	7.7%
Strongly Disagree	4	2.6%
Not Applicable or No Information	9	5.8%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	21	13.5%
Agree	96	61.5%
Disagree	10	6.4%
Strongly Disagree	1	0.6%
Not Applicable or No Information	28	18.0%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	22	14.1%
Agree	71	45.5%
Disagree	31	19.9%
Strongly Disagree	11	7.1%
Not Applicable or No Information	21	13.5%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	17	10.9%
Agree	75	48.1%
Disagree	31	19.9%
Strongly Disagree	6	3.9%
Not Applicable or No Information	27	17.3%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	35	22.4%
Agree	104	66.7%
Disagree	7	4.5%
Strongly Disagree	2	1.3%
Not Applicable or No Information	8	5.1%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	26	16.7%
Agree	100	64.1%
Disagree	12	7.7%
Strongly Disagree	6	3.9%
Not Applicable or No Information	12	7.7%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	39	25.0%
Agree	100	64.1%
Disagree	8	5.1%
Strongly Disagree	3	1.9%
Not Applicable or No Information	6	3.9%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	43	27.6%
Agree	94	60.3%
Disagree	6	3.9%
Strongly Disagree	1	0.6%
Not Applicable or No Information	12	7.7%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	20	12.8%
Agree	83	53.2%
Disagree	35	22.4%
Strongly Disagree	6	3.9%
Not Applicable or No Information	12	7.7%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	48	30.8%
Agree	85	54.5%
Disagree	3	1.9%
Strongly Disagree	4	2.6%
Not Applicable or No Information	16	10.3%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	21	13.5%
Agree	93	59.6%
Disagree	15	9.6%
Strongly Disagree	2	1.3%
Not Applicable or No Information	25	16.0%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Students were also asked what obstacles they face in improving their academic achievement. Responses are summarized below.

Students at East Central Middle express a largely positive view of their school, highlighting effective teaching, supportive staff, access to helpful technology, and a safe, clean environment. Many appreciate that teachers are available for assistance, explain materials well, and encourage student engagement, with improvements noted in school facilities, food, and extracurricular offerings like football. Students feel their school provides equal educational opportunities and values both academic and personal growth, including mental and physical well-being. However, some suggest improvements such as more engaging lessons, better school lunches, less restrictive dress codes, and increased breaks. The most common academic obstacles include difficulty focusing, managing heavy workloads, not having enough time to complete assignments, and challenges with understanding material quickly. Distractions from peers and the fast pace of instruction are also frequently mentioned.



East Central Middle School

Raising the standard

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

East Central Middle School demonstrates **strong overall performance**, earning "A" ratings in 2024 and 2025 after a "B" in 2023, reflecting effective leadership and instructional systems. **Enrollment has declined** from 615 students in 2022 to 541 in 2026, suggesting a shrinking pipeline that stabilizes in recent years. **Attendance averages remain relatively stable** (93.3% → 91.1%), but **chronic absenteeism has risen sharply** from 15.1% in 2023 to 27.3% in 2025, indicating growing disengagement. Academically, **math performance remains a clear strength** (74.0% proficient), while **reading** (58.7%) and **science** (67.4%) **show more variability and subgroup gaps**. The school continues to be identified for targeted support due to persistent underperformance among students with disabilities, highlighting a critical equity issue.

STRENGTHS



1) Highly qualified and stable teaching staff. The school maintains nearly **100% in-field teaching with no reliance on provisional teachers**, which is a significant strength in ensuring instructional quality and consistency. Although the percentage of experienced teachers has declined slightly (87.7% to 84.7%), the **staff remains largely experienced and well-qualified**. Survey results reinforce this strength, with approximately 98% of staff indicating that teachers are effective. This level of capacity provides a strong foundation for implementing instructional improvements, as the focus can remain on refining practice rather than building basic competency.



2) Strong overall accountability performance and recovery trend. The school's ability to improve from a "B" rating (438 points) in 2023 to an "A" (487) in 2024 and sustain an "A" in 2025 reflects not only short-term improvement but system-level effectiveness. This pattern suggests that **leadership and instructional systems can diagnose performance issues and implementing corrective action quickly**. The rebound also indicates that

teachers are responsive to changes in expectations and that school-wide alignment is strong enough to produce measurable gains within a single year. Sustaining this level of performance positions the school well for future accountability shifts, but it also raises expectations for continued growth.



3) Positive school climate and strong student engagement structures. The presence of **multiple student organizations, leadership opportunities, and peer-support systems** (such as Hope Squad) contributes to a positive and supportive school environment. These structures help foster belonging, student voice, and engagement, which are especially important in middle school settings. Strong climate indicators are also supported by survey responses showing high agreement on teacher effectiveness and student support structures. This **positive environment provides a critical foundation** for improvement efforts, as schools with strong culture are better positioned to implement and sustain change.

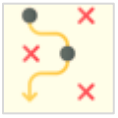


4) Strong performance relative to state benchmarks. Across both ELA and math, **student performance exceeds state proficiency rates by substantial margins** (e.g., ELA in the high 50% range compared to state rates in the high 30% to mid-40% range). This indicates that, even where internal gaps exist, the school is outperforming broader benchmarks and maintaining a competitive academic position. This relative strength reflects a solid instructional foundation and suggests that improvements do not require starting from scratch, but rather refining and targeting existing practices to close internal gaps and reach higher performance thresholds.



5) High mathematics achievement and historically strong growth. Mathematics performance stands out as a consistent strength, with proficiency reaching 74.0% in 2025 and growth previously reaching as high as 89.1%. These results indicate not only strong Tier I instruction but also effective intervention systems that support student improvement over time. The relatively high performance across demographic groups compared to other subjects suggests that math instructional practices are more consistently implemented and better aligned across grade levels. This creates an opportunity for the school to study and replicate these practices—such as pacing, intervention structures, and data use—in other content areas.

CHALLENGES



1) Enrollment decline and shifting grade-level patterns. Enrollment has decreased from 615 students in 2022 to 541 in 2026, with notable declines in upper grades. This shift may impact staffing allocations, course offerings, and program sustainability, particularly if trends continue. Declining enrollment can also affect school culture and resource distribution, requiring more strategic planning to maintain program quality. While recent numbers suggest stabilization, the overall downward trend warrants monitoring and proactive planning.



2) Persistent and significant subgroup gaps. Students with disabilities represent the most pronounced performance challenge, with reading proficiency at 17.3% and math proficiency at 25.3%, far below overall school averages. These gaps are large enough to drive the school's continued identification for targeted support and indicate that **current intervention strategies are not sufficiently accelerating learning for this group**. Additionally, **economically disadvantaged students and other subgroups show notable gaps** in proficiency and growth, suggesting that equity-focused practices are not yet fully embedded across classrooms. Without targeted and sustained intervention, these disparities will continue to limit overall school performance.



3) Rising chronic absenteeism and declining attendance engagement. While average daily attendance remains above 90%, **chronic absenteeism has nearly doubled** from 15.1% in 2023 to 27.3% in 2025. This indicates that a growing proportion of students are missing significant instructional time, even if overall attendance appears stable. The issue is particularly **acute among vulnerable groups**, with students with disabilities reaching 31.8% chronic absenteeism. This trend suggests that engagement challenges are not evenly distributed and may be tied to **systemic barriers such as transportation, health, or lack of connection to school.** If not addressed, this level of absenteeism will continue to undermine academic gains and widen achievement gaps.



4) Inconsistent staff voice and data-use practices. Survey data indicate that only about 50% of staff agree they have **input into how funds are spent,** and approximately 19.6% report that they are **not using disaggregated student data to inform instruction**. These findings suggest uneven implementation of key improvement practices and potential gaps in staff engagement. When teachers do not feel included in decision-making or lack clarity on how

to use data effectively, school-wide initiatives are less likely to be implemented with fidelity. Strengthening both staff voice and data literacy will be critical for ensuring consistent instructional improvement across classrooms.



5) Declining or uneven performance in science and reading. Science proficiency declined from 75.5% in 2024 to 67.4% in 2025, representing a significant drop that may indicate inconsistency in instruction or alignment. **Reading performance**, while improving slightly over time (53.7% to 58.7%), **remains below long-term targets** and shows an 11-point gap to goal. These trends suggest that literacy and science instruction may lack the coherence and consistency seen in math. The variability across years also indicates that gains are not yet stable, which can create challenges in sustaining accountability performance over time.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Launch a Tiered Literacy Acceleration Plan
  - Conduct targeted data diagnostics: Facilitate grade-level data dives using recent assessment and classroom data to identify specific skill gaps (e.g., comprehension, vocabulary, written response). Ensure teams leave with clearly prioritized standards and student groups for intervention.
  - Establish and monitor instructional non-negotiables: Define 2–3 schoolwide literacy practices (e.g., daily close reading, structured writing, explicit vocabulary instruction) and communicate expectations through walkthrough look-fors and coaching conversations.
  - Implement weekly progress monitoring cycles: Use common formative assessments and short-cycle checks to track student progress weekly, with immediate reteaching plans for students not demonstrating mastery.
- Implement an Attendance Early Warning System
  - Develop a real-time tracking system: Create a weekly dashboard identifying students approaching or exceeding 10% absenteeism, disaggregated by subgroup, grade, and homeroom for targeted action.
  - Assign ownership and intervention protocols: Designate staff members to monitor specific students and implement Tier 2 supports such as calls, home visits, and incentive plans within 48 hours of risk identification.
  - Identify and address root causes: Use brief problem-solving protocols with families and students to determine barriers (transportation, health, disengagement) and match them with specific supports or resources.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- Strengthen Tier I Instruction and Intervention Systems
  - Schedule structured intervention blocks: Build daily intervention time into the master schedule with flexible grouping so students receive targeted support without missing core instruction.
  - Train teachers in differentiation and regrouping: Provide professional development and coaching on using data to adjust instruction and regroup students every 3–4 weeks based on progress.
  - Monitor implementation through walkthroughs: Use a consistent observation tool focused on literacy and math practices to ensure instructional strategies are implemented with fidelity across classrooms.
- Intensify Support for Students with Disabilities
  - Align co-teaching and intervention models: Establish clear expectations for co-teaching (e.g., station teaching, parallel teaching) and ensure interventions are aligned to grade-level standards rather than isolated skills.
  - Develop individualized acceleration plans: Create targeted plans for students with disabilities that include specific goals, progress monitoring checkpoints, and assigned staff responsibilities.
  - Track subgroup progress consistently: Use biweekly data reviews with leadership and teachers to monitor growth and adjust supports quickly when students are not progressing.
- Improve Data Use Consistency Across Teams
  - Standardize PLC protocols: Require all teams to follow a structured cycle (analyze → plan → act → monitor) with clear agendas, data artifacts, and action steps documented each meeting.
  - Make data visible and actionable: Implement classroom data trackers tied to student goals so both teachers and students can monitor progress in real time.
  - Provide targeted coaching on data use: Offer ongoing support through instructional coaches or administrators to help teachers interpret data and translate it into instructional adjustments.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- Institutionalize Attendance and Engagement Systems
  - Embed attendance into leadership routines: Include attendance data as a standing agenda item in leadership and PLC meetings, with regular review of trends and intervention effectiveness.
  - Strengthen community partnerships: Collaborate with local agencies and organizations to address external barriers such as health services, transportation, and family support.
  - Align engagement to instruction: Increase student engagement by promoting relevant, rigorous classroom experiences and expanding extracurricular and leadership opportunities tied to student interests.

- Close Achievement Gaps with Targeted Goals
    - Set and communicate measurable targets: Establish clear annual improvement goals for each subgroup (e.g., +8–10 percentage points in reading for students with disabilities) and share progress regularly with staff.
    - Replicate successful instructional practices: Identify high-performing classrooms or content areas (e.g., math) and scale those strategies across subjects through modeling and peer observation.
    - Monitor progress and adjust quarterly: Conduct formal data reviews each quarter to evaluate progress toward goals and refine strategies based on evidence.
- Strengthen Staff Voice and Leadership Capacity
    - Create structured feedback systems: Establish teacher advisory teams or committees that provide input on budgeting, scheduling, and instructional priorities.
    - Increase transparency in decision-making: Clearly communicate how resources are allocated and how decisions connect to student outcomes, reinforcing trust and alignment.
    - Develop teacher leadership pathways: Identify and support teacher leaders to model best practices, lead PLCs, and mentor peers, ensuring sustainability of improvement efforts.

NOTES

EAST CENTRAL HIGH SCHOOL

INTRODUCTION

East Central High School is a public high school in the Jackson County School District, serving seven hundred thirty-one (731) students in grades nine through twelve (9–12) in the East Central community near Moss Point, Mississippi. Located at 5500 Hurley-Wade Road, the school serves as a central educational institution for families across the surrounding Gulf Coast area.

East Central High School provides a comprehensive secondary program designed to support academic growth, career readiness, and student involvement in school life. The school offers a range of extracurricular opportunities that include athletics, clubs, student leadership, and other activities that help students develop teamwork, responsibility, and school spirit. Its Hornets identity is a visible part of the school's culture and community pride. The academic program includes advanced coursework intended to challenge students and prepare them for postsecondary success. These opportunities include advanced classes and dual credit options, allowing students to earn college credit while still in high school and build a stronger transition to higher education. The school also emphasizes career and technical preparation, giving students multiple pathways for success after graduation.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

EAST CENTRAL HIGH SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	795	787	793	777	731
GR_09	221	209	223	223	194
GR_10	206	193	185	192	182
GR_11	190	196	186	*	188
GR_12	*	179	187	188	*

(MDE, 2025m)

Figure 147: East Central High School Enrollment by Grade Level

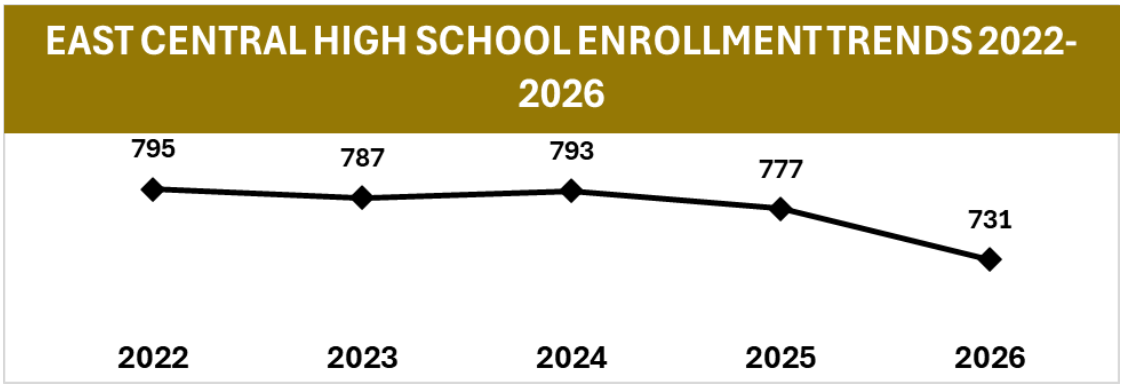


Figure 148: East Central High School Enrollment Trends 2022-2026

EAST CENTRAL HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	795	787	793	777	731
GENDER	FEMALE	404	386	390	378	327
	MALE	391	401	403	399	404
RACE	BLACK OR AFRICAN AMERICAN	26	23	30	*	24
	HISPANIC OR LATINO	10	*	11	24	24
	TWO OR MORE RACES	*	*	11	27	24
	WHITE	751	747	738	703	659

(MDE, 2025m)

Figure 149: East Central High School Enrollment by Demographic Group

EAST CENTRAL HIGH SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	3.3%	3.3%	**0.0%**
HISPANIC OR LATINO	1.3%	3.3%	**2.0%**
TWO OR MORE RACES		3.3%	
WHITE	94.5%	90.2%	**-4.3%**

Figure 150: East Central High School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

EAST CENTRAL HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	702.0	705.2	663.3
GR_09	182.2	202.6	188.1
GR_10	176.2	161.9	175.2
GR_11	179.4	171.1	149.3
GR_12	154.1	156.9	147.4
(MDE, 2023o, 2024q, 2025s)			

Figure 151: East Central High School Average Daily Attendance

EAST CENTRAL HIGH SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	89.2%	88.9%	85.4%
GR_09	87.2%	90.8%	84.4%
GR_10	91.3%	87.5%	91.2%
GR_11	91.5%	92.0%	*
GR_12	86.1%	83.9%	78.4%
(MDE, 2023o, 2024q, 2025m, 2025s)			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 152: East Central High School Estimated Average Daily Attendance as Percentage of Enrollment

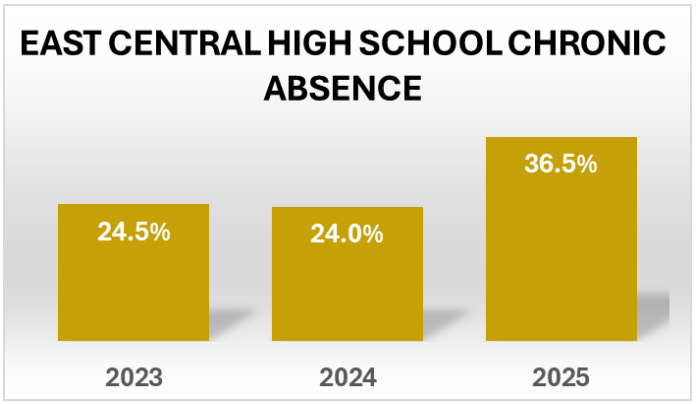


Figure 153: East Central High School Chronic Absence

EAST CENTRAL HIGH SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	24.5	24.0	36.5
GENDER	FEMALE	25.4	23.5	38.5
	MALE	23.7	24.5	34.6
DISABILITY	STUDENTS WITH DISABILITIES	34.5	31.0	39.5
	STUDENTS WITHOUT DISABILITIES	23.4	23.2	36.2
EL	LIMITED ENGLISH PROFICIENCY	5.0	5.0	5.0
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	5.0	5.0	5.0
	BLACK OR AFRICAN AMERICAN	23.1	33.3	33.3
	HISPANIC OR LATINO	30.0	45.5	44.0
	TWO OR MORE RACES	5.0	35.7	35.7
	WHITE	24.0	23.3	36.4
				(MDE, 2026f)

Figure 154: East Central High School Chronic Absence Percentage by Demographic Group

ECHS Enrollment and Attendance Takeaways

Enrollment at East Central High School **shows a gradual decline**, falling from 795 students in 2022 to 731 in 2026, with the sharpest drop occurring after 2024. Ninth grade enrollment decreased notably from 223 students in 2024–2025 to 194 in 2026, suggesting a shrinking incoming pipeline, while upper grades remained relatively stable, indicating improved persistence once students reach later high school years. Demographically, the s**tudent population remains predominantly White but has become slightly more diverse,** with Hispanic or Latino enrollment increasing from 1.3% to 3.3% over five years. Attendance trends are more concerning. **Average daily**

attendance declined from 89.2% in 2023 to 85.4% in 2025, with particularly low rates in Grade 12 (78.4%). **Chronic absenteeism rose sharply** from 24.5% in 2023 to 36.5% in 2025, with higher rates among students with disabilities (39.5%) and Hispanic students (44.0%), signaling growing engagement challenges.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

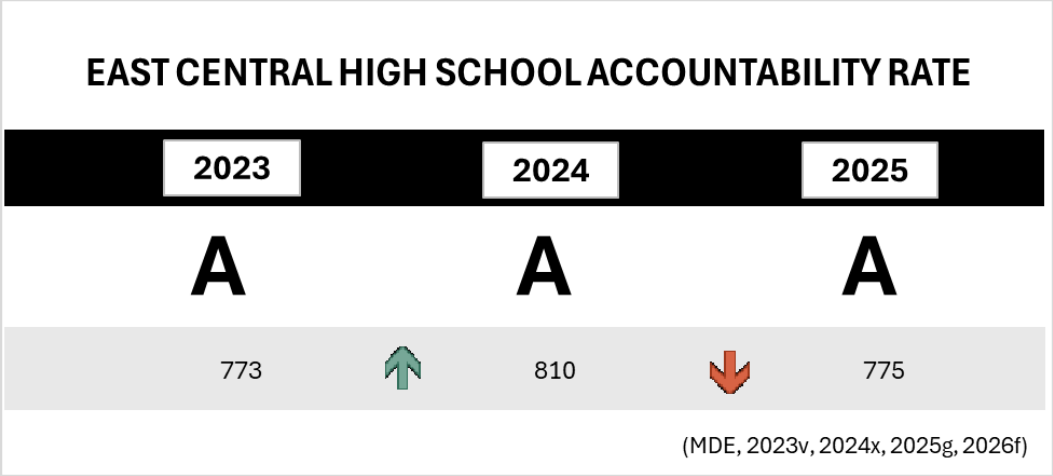


Figure 155: East Central High School Accountability Rating

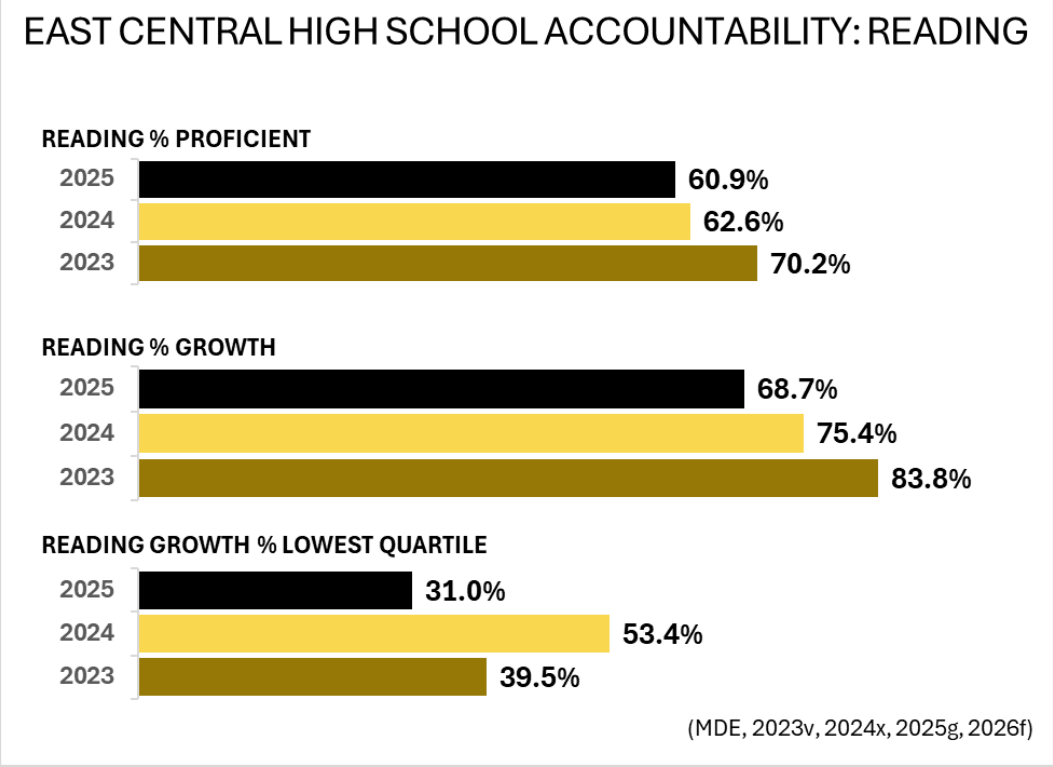


Figure 156: East Central High School Accountability: Reading

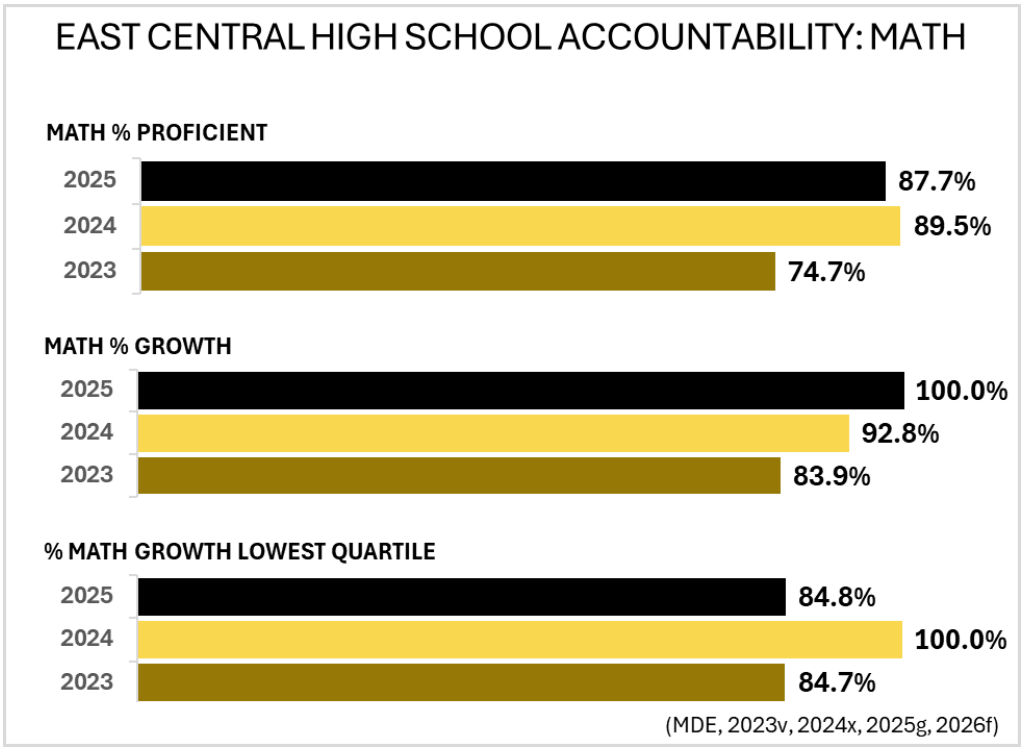


Figure 157: East Central High School Accountability: Math

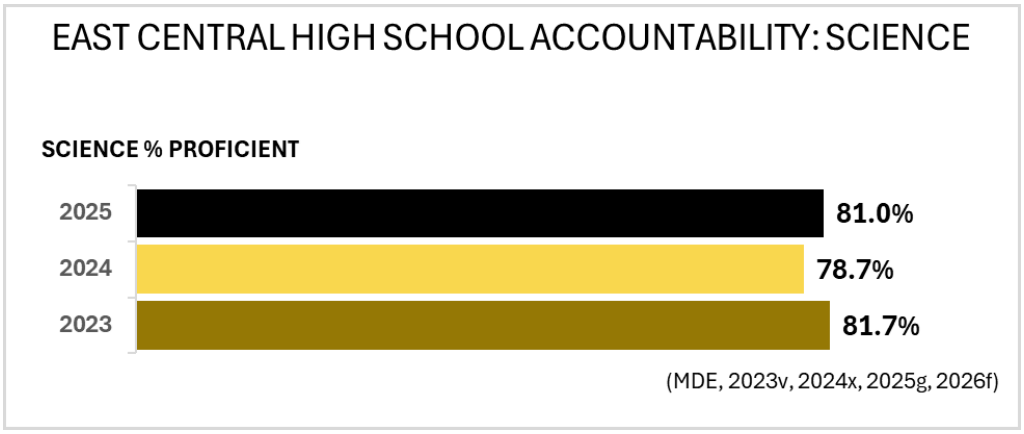


Figure 158: East Central High School Accountability: Science

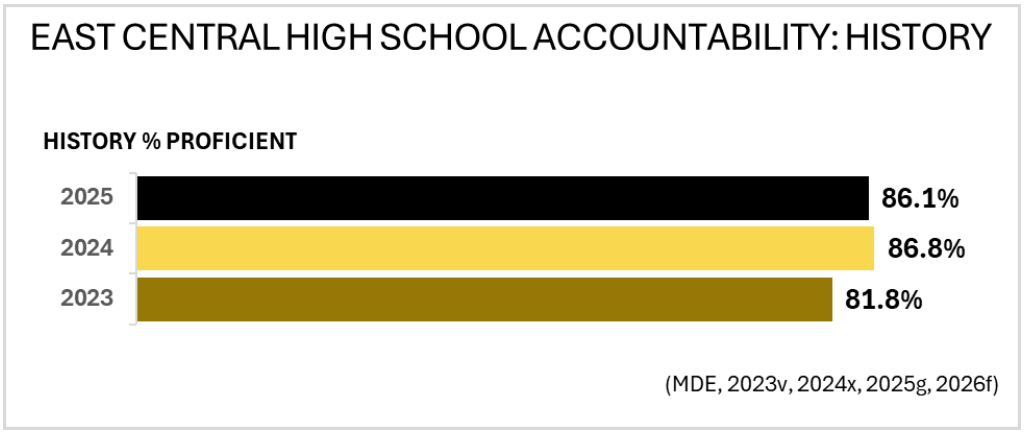


Figure 159: East Central High School Accountability: History

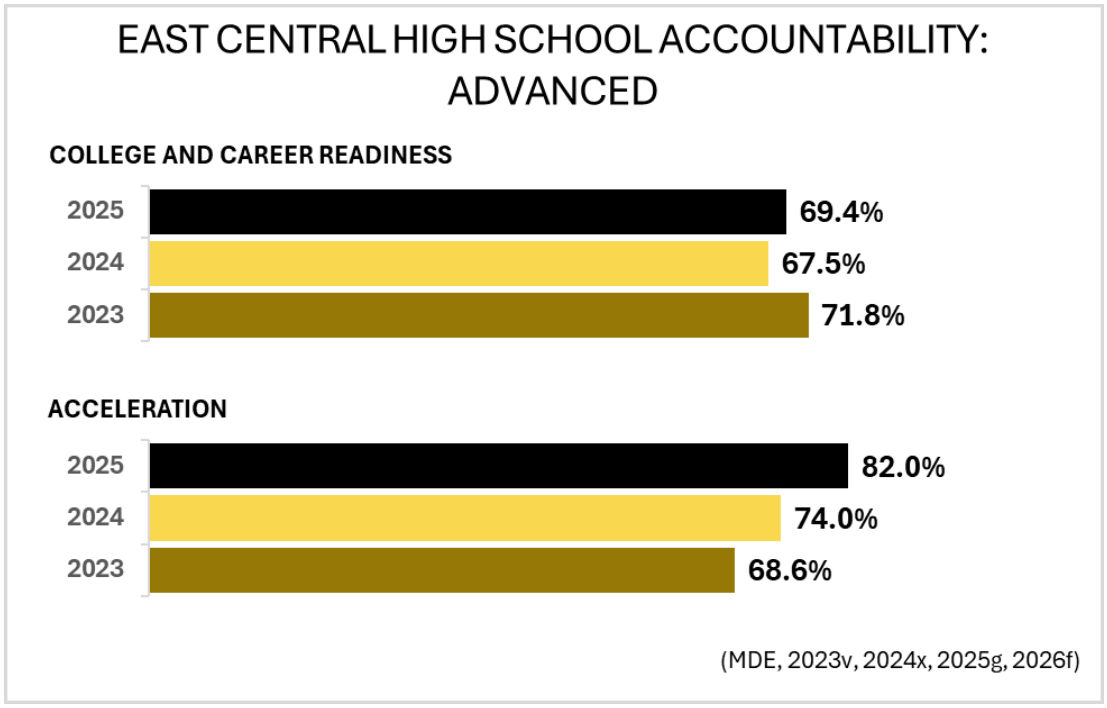


Figure 160: East Central High School Accountability: Advanced

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

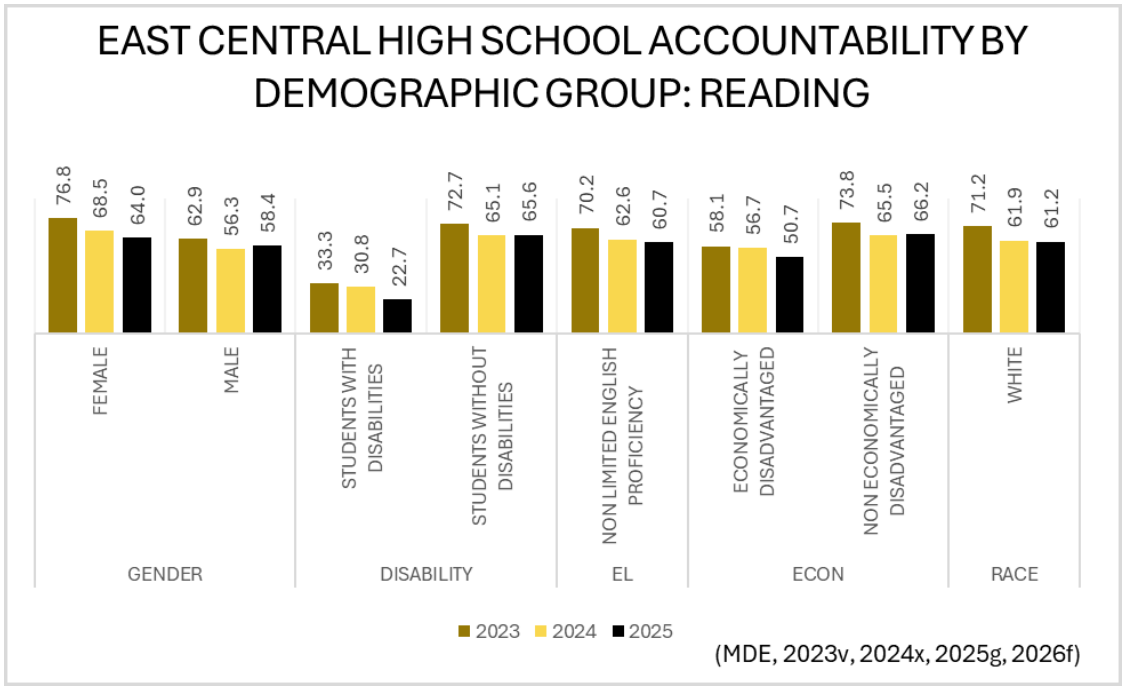


Figure 161: East Central High School Accountability by Demographic Group: Reading

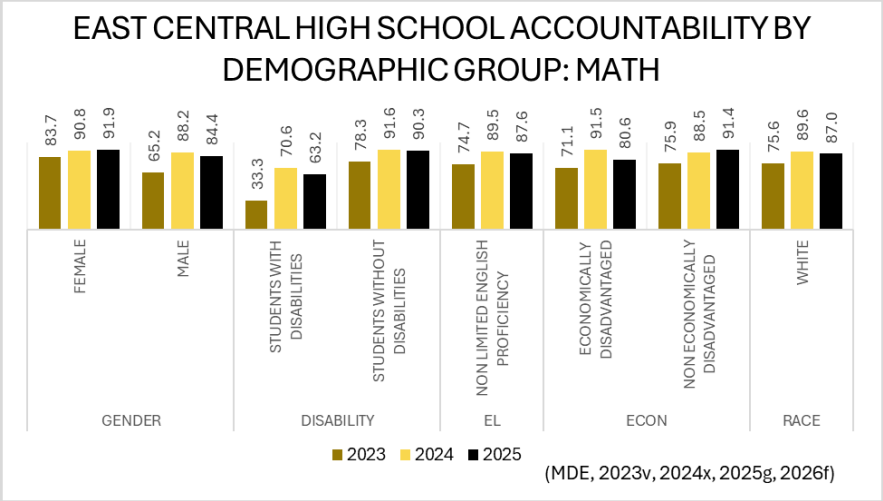


Figure 162: East Central High School Accountability by Demographic Group: Math

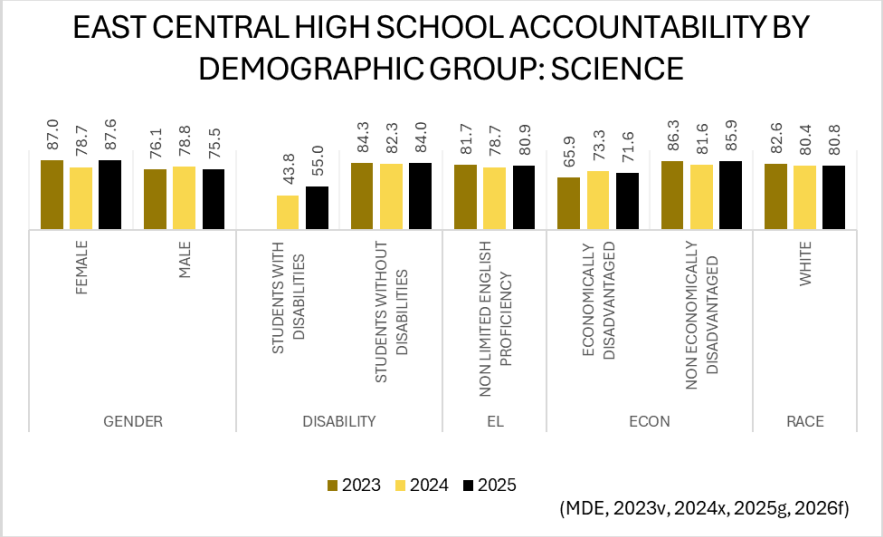


Figure 163: East Central High School Accountability by Demographic Group: Science

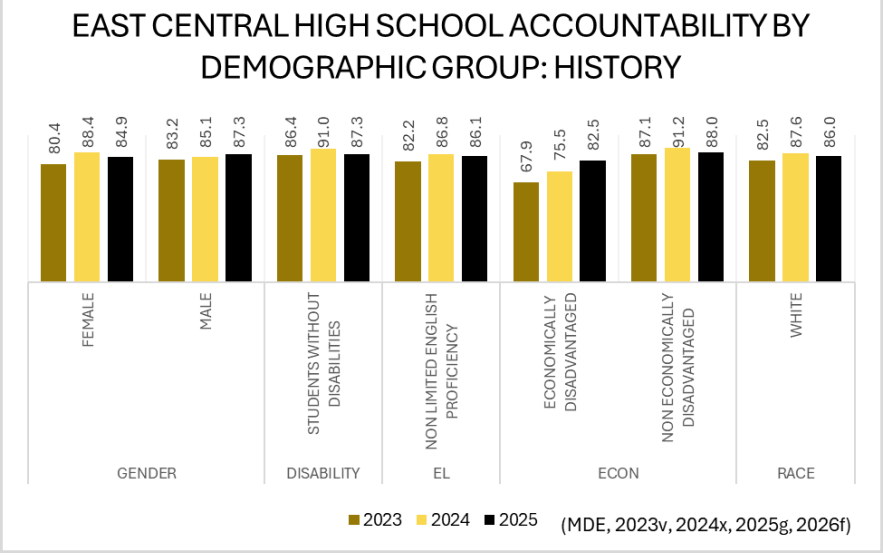


Figure 164: East Central High School Accountability by Demographic Group: History

PROFICIENCY GAP TO GOAL

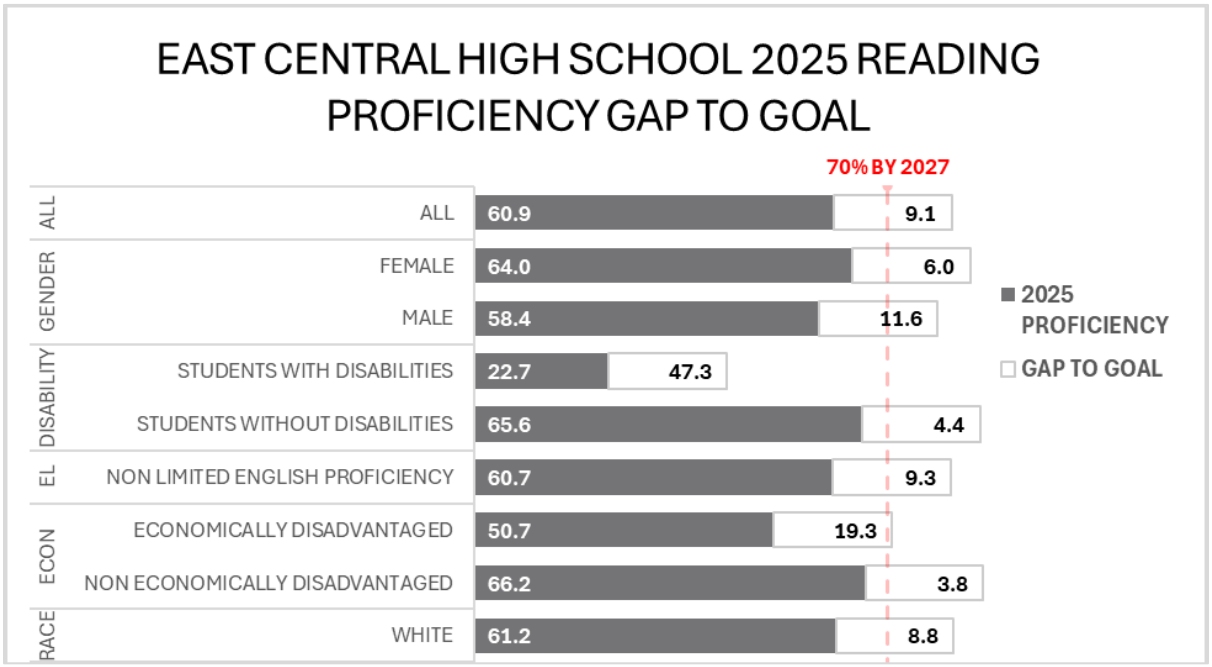


Figure 165: East Central High School 2025 Reading Proficiency Gap to Goal

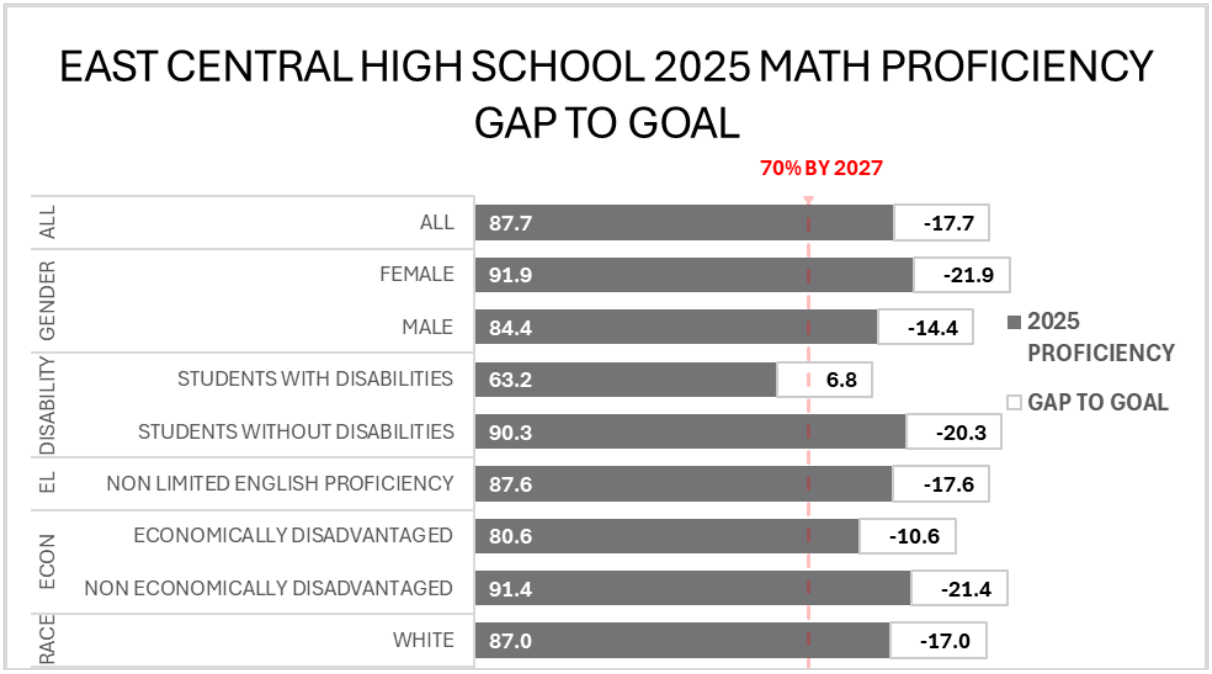


Figure 166: East Central High School 2025 Math Proficiency Gap to Goal

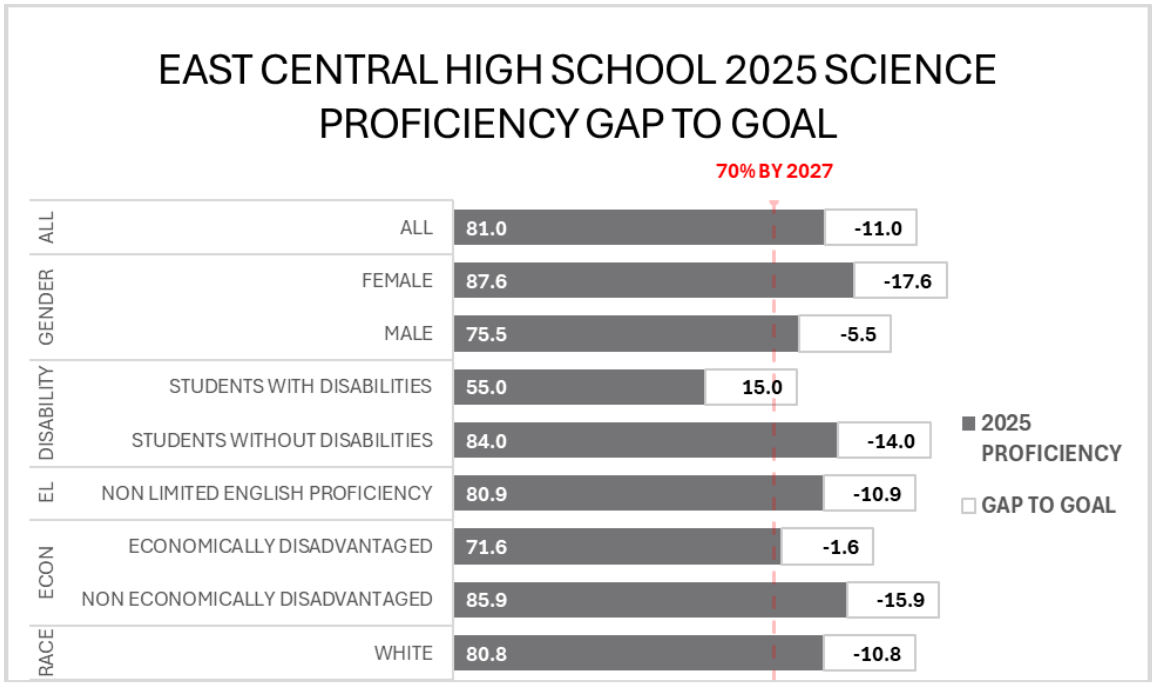


Figure 167: East Central High School 2025 Science Proficiency Gap to Goal

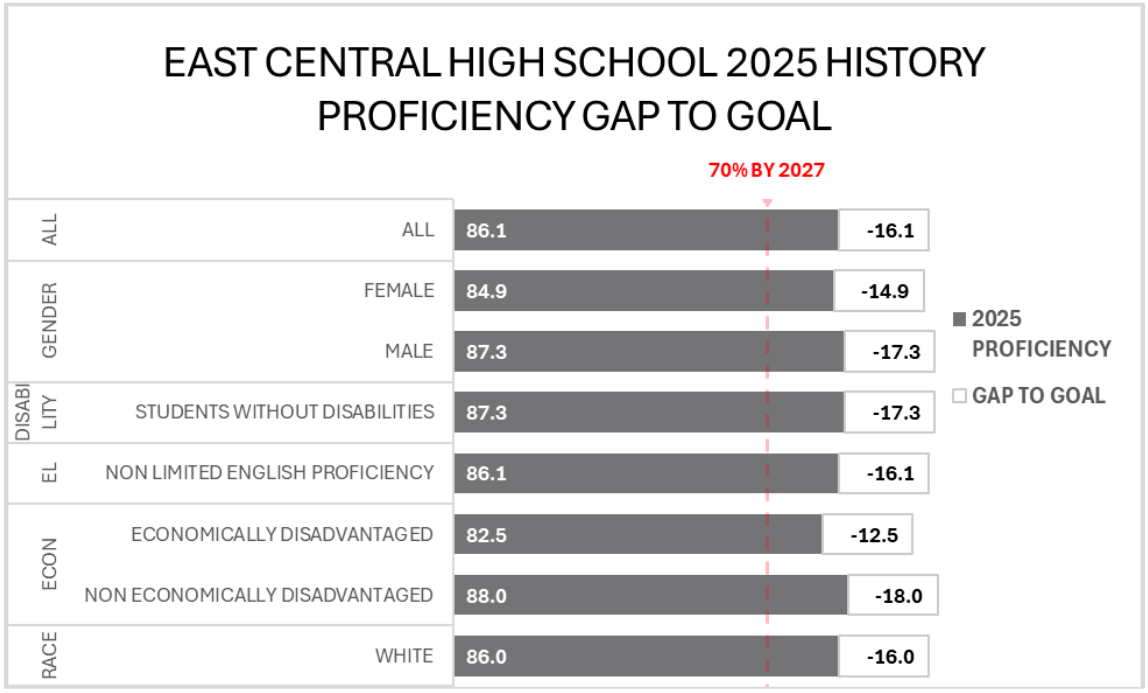


Figure 168: East Central High School 2025 History Proficiency Gap to Goal

GRADUATION RATES

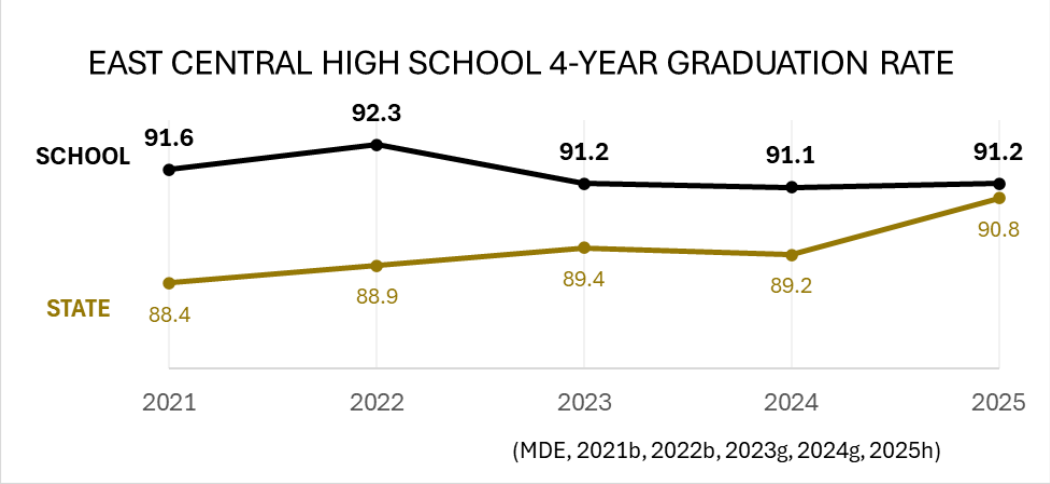


Figure 169: East Central High School 4-Year Graduation Rate

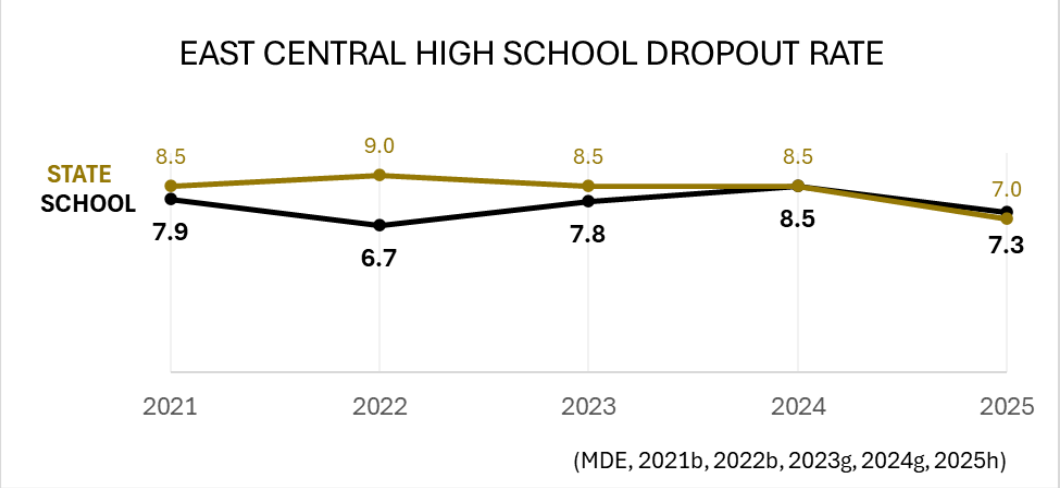


Figure 170: East Central High School Dropout Rate

ADVANCED COURSE ENROLLMENT

NOTE: 2025 advanced course and post-secondary enrollment figures are not currently available.

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
ALL		188.7	53.6%	166.8	50.2%	231.7	63.8%
GENDER	FEMALE	89.0	54.3%	88.6	56.8%	129.0	75.0%
	MALE	99.7	53.0%	78.2	44.4%	102.7	53.8%

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
RACE	WHITE	182.0	55.0%	162.5	52.1%	223.2	65.8%
DISABILITY	STUDENTS WITH DISABILITIES	10.0	8.1%		13.8%	<10	11.8%
	STUDENTS WITHOUT DISABILITIES	186.6	57.2%	162.8	53.7%	228.4	68.2%
EL	NON LIMITED ENGLISH PROFICIENCY	188.7	53.8%	166.8	50.4%	231.7	63.8%

Figure 171: East Central High School Advanced Course Enrollment

ENROLLED IN POST-SECONDARY COURSES				
		2022	2023	2024
ALL		73.2%	70.2%	63.1%
GENDER	FEMALE	80.5%	74.0%	73.5%
	MALE	67.0%	65.4%	54.2%
RACE	WHITE	72.9%	72.5%	63.4%
DISABILITY	STUDENTS WITH DISABILITIES	81.8%	0.0%	30.0%
ECON	ECONOMICALLY DISADVANTAGED	59.0%	70.6%	50.0%
				(MDE, 2026f)

Figure 172: East Central High School Enrollment in Post-Secondary Courses

ECHS Accountability Takeaways

Accountability results at East Central High School reflect **sustained high performance** with emerging areas of concern beneath the surface. The school maintained an A rating from 2023 through 2025, with points increasing to 810 in 2024 before declining to 775 in 2025, suggesting some recent softening while remaining in the top tier. **Academic performance is strongest in mathematics**, where proficiency rose sharply to 89.5% in 2024 and remained high at 87.7% in 2025, alongside 100% growth. **Science and history also remain strong**, with 2025 proficiency at 81.0% and 86.1%, respectively. In contrast, r**eading shows a downward trend**, declining from 70.2% in 2023 to 60.9% in 2025, with reduced growth and weaker outcomes for the lowest-performing students. **College and career readiness declined** from 71.8% in 2023 to 69.4% in 2025, indicating a need to strengthen postsecondary preparation despite overall strong accountability performance.

ASSESSMENT

ACT

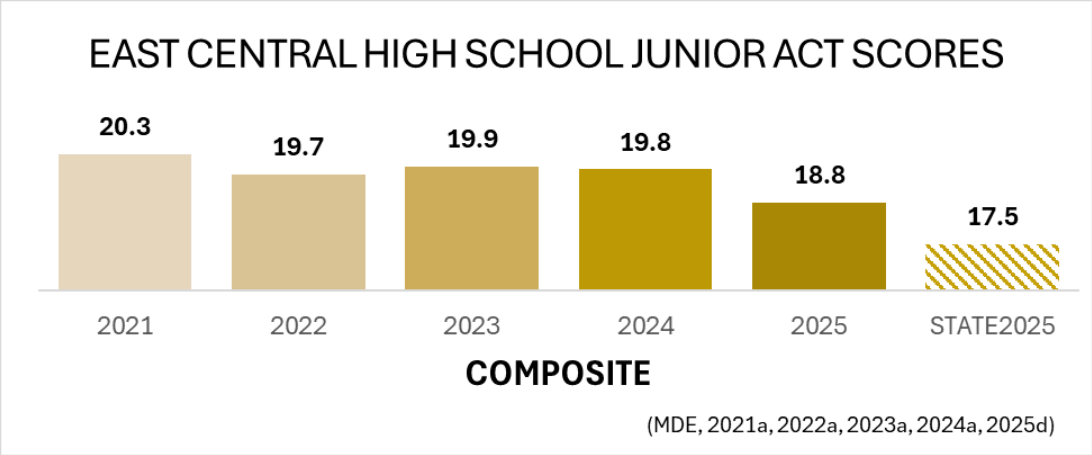


Figure 173: East Central High School Junior ACT Scores: Composite

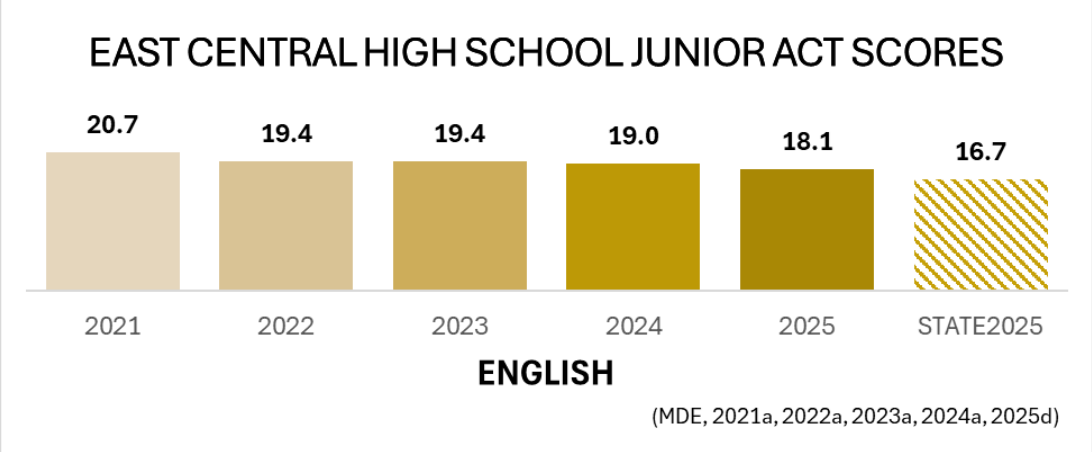


Figure 174: East Central High School Junior ACT Scores: English

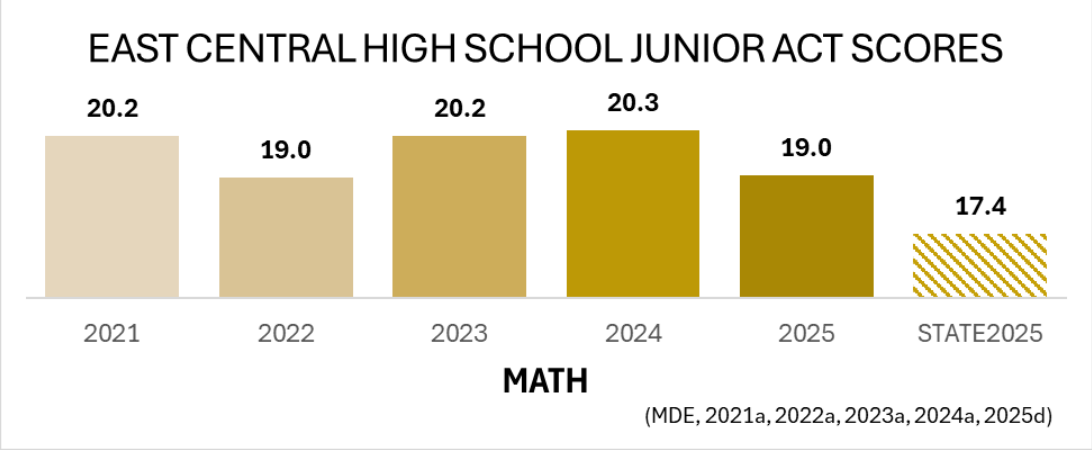


Figure 175: East Central High School Junior ACT Scores: Math

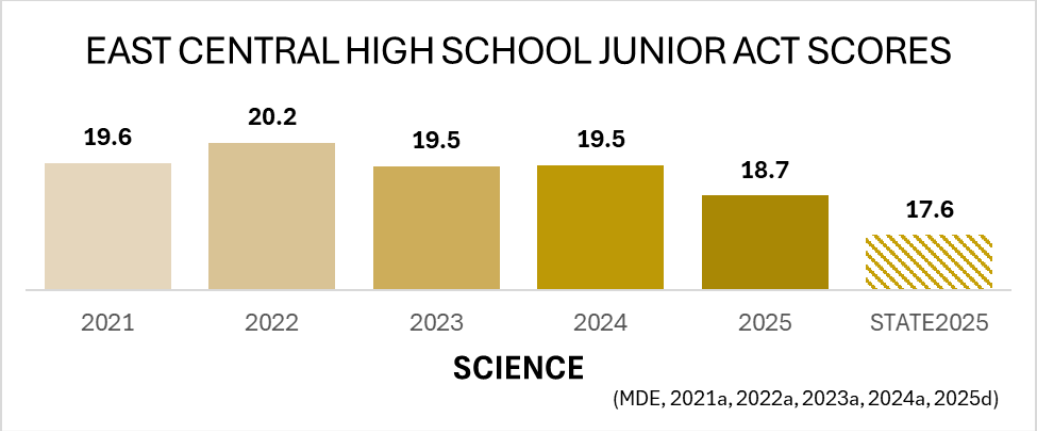


Figure 176: East Central High School Junior ACT Scores: Science

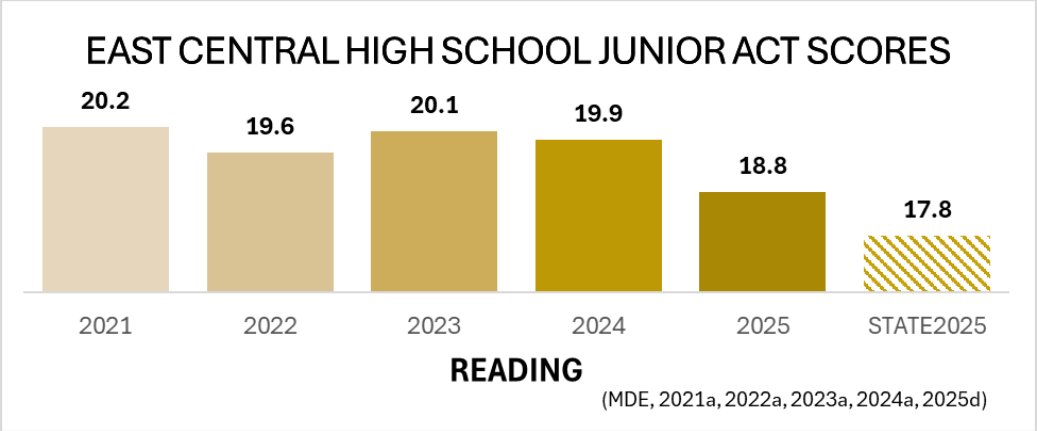


Figure 177: East Central High School Junior ACT Scores: Reading

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

MAAP ELA AND MATH

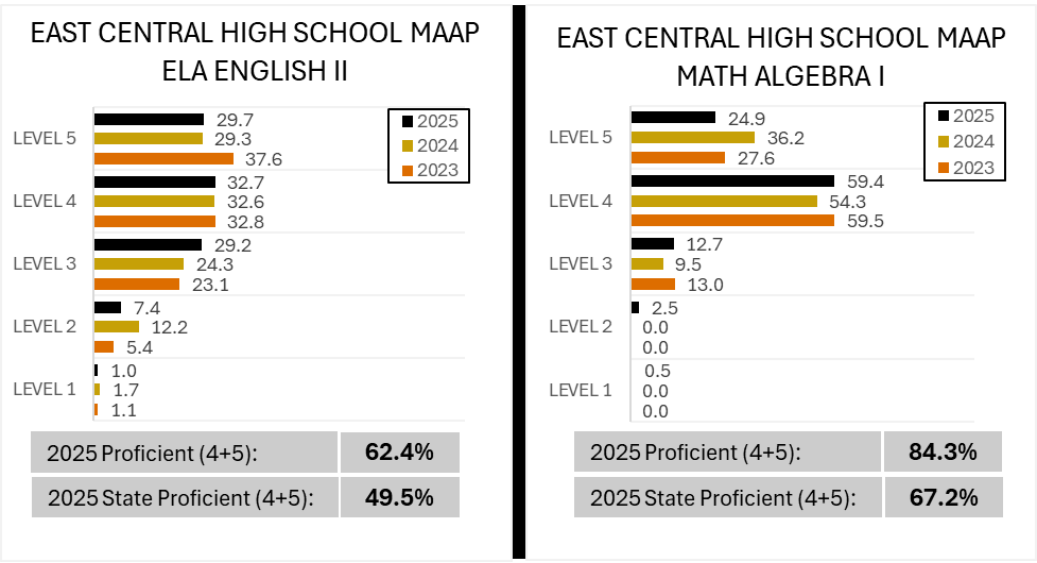


Figure 178: East Central High School MAAP ELA and MATH English II and Algebra I

MAAP END-OF-COURSE

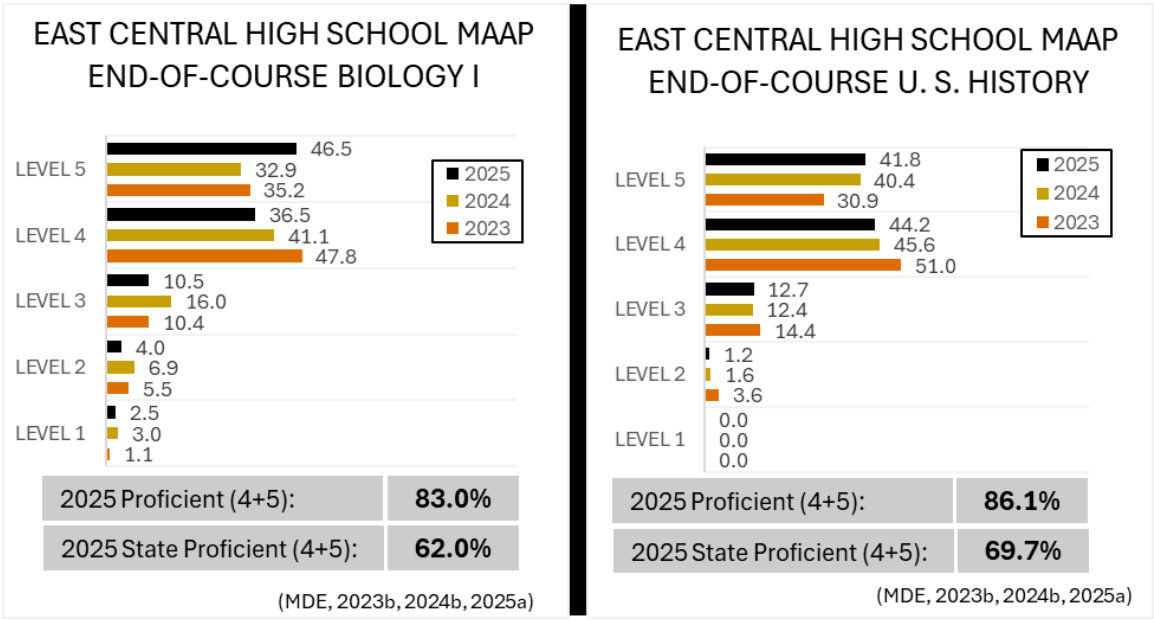


Figure 179: East Central High School MAAP End-Of-Course Biology I and U. S. History

ECHS Assessment Takeaways

Assessment results at East Central High School show generally strong performance with subtle downward trends in key areas. A**CT scores have declined over time**, with the composite dropping from 20.3 in 2021 to 18.8 in 2025, though still above the state average of 17.5. Similar declines are evident in English (20.7 to 18.1), math (20.2 to 19.0), science (19.6 to 18.7), and reading (20.2 to 18.8), indicating a g**radual erosion in college-readiness benchmarks**. In contrast, MAAP end-of-course results remain a clear strength. **English II proficiency reached 62.4%**, well above the state rate of 49.5%, while **Algebra I proficiency was particularly strong at 84.3%** compared to 67.2% statewide. Biology I (83.0%) and U.S. History (86.1%) also significantly outperformed state averages. These results suggest that while standardized college-readiness indicators are slipping, classroom-based and end-of-course performance remains consistently strong.

PERSONNEL

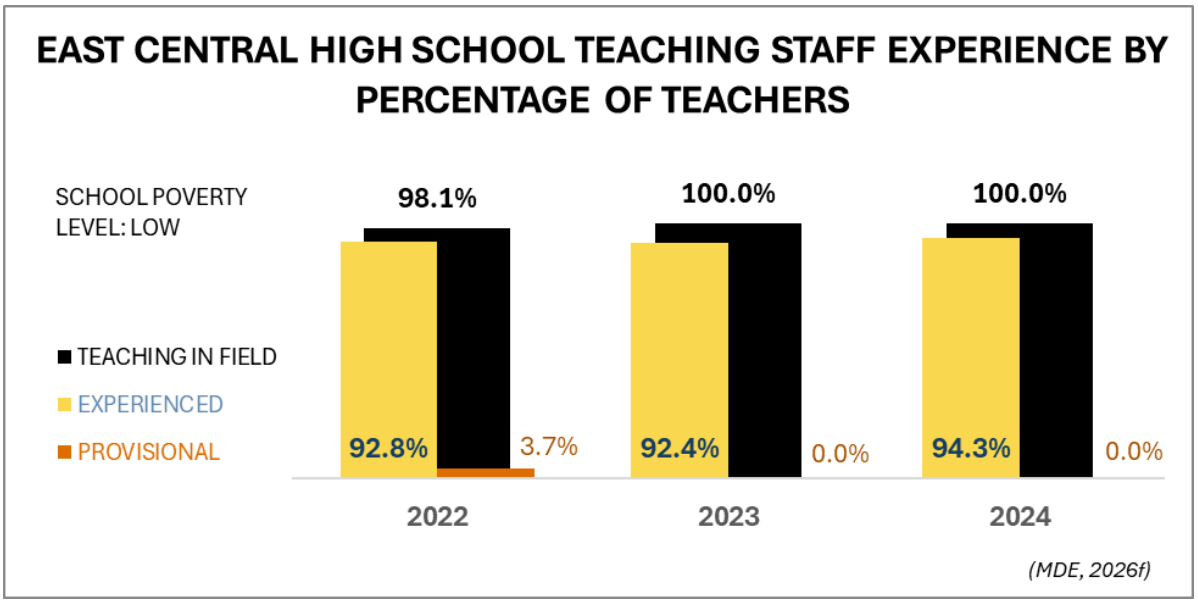


Figure 180: East Central High School Teaching Staff Experience by Percentage of Teachers

ECHS Personnel Takeaways

East Central High School has experienced little shift in teacher workforce composition over the three-year period from 2022 to 2024. **The percentage of experienced teachers has increased from 92.8% in 2022 to 94.3% in 2024.** Conversely, the proportion of provisional teachers (those on alternative or emergency credentials) dropped to 0%. The teaching in-field percentage—representing teachers who are certified to teach in their assigned subject area—has remained stable and strong, with all teachers teaching in their field in 2024.



EAST CENTRAL HIGH SCHOOL CNA SURVEY

INTRODUCTION

Forty (40) faculty members, sixty-six (66) parents, and one hundred fourteen (114) students from East Central High School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

EAST CENTRAL HIGH FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	28	70.0%
Agree	10	25.0%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	24	60.0%
Agree	15	37.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	36	90.0%
Agree	4	10.0%
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	3	7.5%
Agree	15	37.5%
Disagree	10	25.0%
Strongly Disagree	8	20.0%
Not Applicable or No Information	4	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	7	17.5%
Agree	16	40.0%
Disagree	4	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	32.5%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	27	67.5%
Agree	12	30.0%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	3	7.5%
Agree	5	12.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	32	80.0%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	17	42.5%
Agree	16	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	17.5%

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	17	42.5%
Expedited evaluation services for students with limited English	10	25.0%
Expedited evaluation services for gifted and talented students	10	25.0%
Additional academic support	24	60.0%
Tutoring	16	40.0%
Enrichment educational services	8	20.0%
Counseling	29	72.5%
Mentors	19	47.5%
School supplies	31	77.5%
School uniforms	23	57.5%
Dental referrals	18	45.0%
Medical referrals	18	45.0%
Bullying assistance	14	35.0%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	10	25.0%
Supporting college and career counseling	30	75.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	23	57.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	21	52.5%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	27.5%

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	13	32.5%
Providing school-based mental health services and counseling	20	50.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	6	15.0%
Establishing or improving dropout prevention	12	30.0%
Supporting re-entry programs and transition services for Justice-involved youth	7	17.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	20	50.0%
Implementing systems and practices to prevent bullying and harassment	21	52.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	15	37.5%
Establishing community partnerships	14	35.0%
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	17	42.5%
Building technological capacity and infrastructure	22	55.0%
Carrying out innovative blended learning projects	8	20.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	17	42.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	13	32.5%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	17	42.5%
Agree	19	47.5%
Disagree	4	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	24	60.0%
Agree	15	37.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	22	55.0%
Agree	18	45.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	20	50.0%
Agree	17	42.5%
Disagree	3	7.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have high expectations for students.

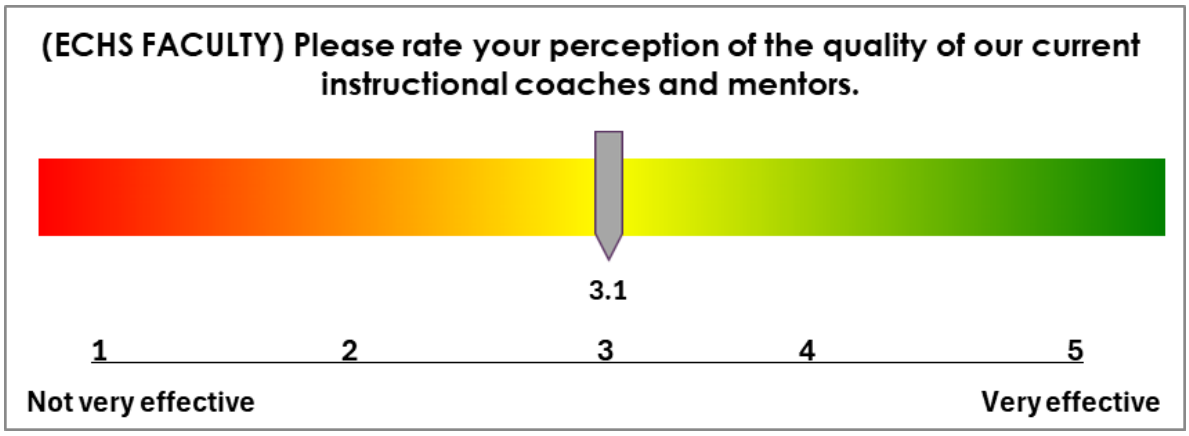
	Count	Percentage
Strongly Agree	24	60.0%
Agree	14	35.0%
Disagree	2	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	23	57.5%
Agree	15	37.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	19	47.5%
Agree	18	45.0%
Disagree	2	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	21	52.5%
Agree	16	40.0%
Disagree	2	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%
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	19	47.5%
Agree	15	37.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	12.5%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	7	17.5%
Utilize technology such as class websites, blogs, and videos	22	55.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	24	60.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	26	65.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	25	62.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	18	45.0%
Use bilingual handouts and cues	3	7.5%
Use visual displays, portable white boards, and posters when giving instructions	21	52.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	7	17.5%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	8	20.0%
Teachers provide unique instructional time inside the classroom for English instruction.	6	15.0%
Mentoring with another student	6	15.0%
Not Applicable	26	65.0%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	28	70.0%
No	12	30.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	29	72.5%
Language Proficiency of the Parent	19	47.5%
Level of Parental Involvement	14	35.0%
Family income and socioeconomic status	7	17.5%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	7	17.5%
Auditory Screening Result	6	15.0%
Grade Retention (if applicable)	6	15.0%
Number of Failed Courses	12	30.0%
Dropout Status (if applicable)	1	2.5%
Enrichment programs/activities	11	27.5%
Supplemental Academic Instruction	13	32.5%
Behavioral Supports	16	40.0%
Counseling Services	13	32.5%
Discipline Records	5	12.5%
Social-Emotional Learning Services	5	12.5%
Social Behavioral Assessment Inventory Score	5	12.5%
Mental Health Supports	6	15.0%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	1	2.5%
Mental Health Services	4	10.0%
Counseling	4	10.0%
Transitional Services	2	5.0%
Not Applicable	35	87.5%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	4	10.0%
No	5	12.5%
Not Applicable	31	77.5%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	6	15.0%
Agree	18	45.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	16	40.0%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

The teachers' comments reveal mixed feelings about the effectiveness of current instructional coaches and mentors. Several teachers report little to no interaction with coaches or mentors, expressing uncertainty about their roles. While some acknowledge learning valuable lessons from mentors and coaches, others feel that support is lacking, noting that classroom visits do not translate into meaningful assistance. There is a perception that district instructional coaches are disconnected from everyday classroom realities, particularly if they haven't taught in recent years.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	5	12.5%
Agree	27	67.5%
Disagree	4	10.0%
Strongly Disagree	2	5.0%
Not Applicable or No Information	2	5.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	15	37.5%
Agree	21	52.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.5%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	19	47.5%
Agree	21	52.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	20	50.0%
Agree	15	37.5%
Disagree	3	7.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	19	47.5%
Agree	20	50.0%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	18	45.0%
Agree	16	40.0%
Disagree	5	12.5%
Strongly Disagree	1	2.5%
Not Applicable or No Information	0	0.0%
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	19	47.5%
Agree	12	30.0%
Disagree	5	12.5%
Strongly Disagree	1	2.5%
Not Applicable or No Information	3	7.5%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	16	40.0%
Agree	18	45.0%
Disagree	5	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	21	52.5%
Agree	17	42.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	19	47.5%
Agree	16	40.0%
Disagree	5	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	20	50.0%
Agree	16	40.0%
Disagree	3	7.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%
Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	15	37.5%
Agree	17	42.5%
Disagree	3	7.5%
Strongly Disagree	4	10.0%
Not Applicable or No Information	1	2.5%
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	24	60.0%
Agree	10	25.0%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	12.5%

PROFESSIONAL DEVELOPMENT

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	13	32.5%
Agree	13	32.5%
Disagree	5	12.5%
Strongly Disagree	3	7.5%
Not Applicable or No Information	6	15.0%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	16	40.0%
Agree	11	27.5%
Disagree	5	12.5%
Strongly Disagree	4	10.0%
Not Applicable or No Information	4	10.0%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at East Central High express appreciation for their school's supportive atmosphere and improved communication, especially with the principal. Teachers note that students are benefiting from more opportunities to engage in their day, including participation in sports, clubs, and academic groups, and highlight the inclusive spirit of the faculty, staff, and student body. Peer tutoring, collaborative learning, and encouragement among teachers are seen as strengths. The administration's focus on reading and writing at higher levels is credited with boosting ACT scores and preparing students for post-secondary success. The special education department is singled out as exceptional, and the school is praised for striving to provide students with diverse avenues for achievement. Suggestions for improvement include clearer communication on major issues, expanding elective options, increasing technology training for teachers and involving faculty in decisions about classroom resources.

EAST CENTRAL HIGH PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	24	36.4%
Agree	32	48.5%
Disagree	2	3.0%
Strongly Disagree	2	3.0%
Not Applicable or No Information	6	9.1%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	18	27.3%
Agree	19	28.8%
Disagree	4	6.1%
Strongly Disagree	3	4.6%
Not Applicable or No Information	22	33.3%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	49	74.2%
Agree	15	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.0%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	12	18.2%
Agree	14	21.2%
Disagree	13	19.7%
Strongly Disagree	10	15.2%
Not Applicable or No Information	17	25.8%

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	10	15.2%
Agree	17	25.8%
Disagree	6	9.1%
Strongly Disagree	6	9.1%
Not Applicable or No Information	27	40.9%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	34	51.5%
Agree	27	40.9%
Disagree	2	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.6%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	7	10.6%
Agree	15	22.7%
Disagree	4	6.1%
Strongly Disagree	3	4.6%
Not Applicable or No Information	37	56.1%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	**Percentage**
Abuse Prevention	13	19.7%
Computer Classes	17	25.8%
Conflict Resolution	18	27.3%
Discipline	10	15.2%
Drug/Alcohol Awareness	16	24.2%
English as a Second Language	2	3.0%
Health Classes	11	16.7%
Literacy Classes	12	18.2%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	**Percentage**
Math Classes	10	15.2%
Parent-to-School Relationships	13	19.7%
Parent/Child Communication	18	27.3%
Preparing for College	40	60.6%
Parenting Workshops	12	18.2%
Social Media Classes	13	19.7%
Stress/Anger Management	21	31.8%
Understanding College- and Career-Ready Standards	41	62.1%
I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	20	30.3%
Parental advisory committees	9	13.6%
PTO/PTA meetings and activities	3	4.6%
Ways to help at the classroom level	9	13.6%
Other ways to get involved in my school (district)	25	37.9%
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
Babysitting/childcare at parent meetings	8	12.1%
District and/or school newsletters	21	31.8%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	26	39.4%
Resource materials for parental training	13	19.7%
Training for parents to work with other parents on becoming involved in the schools	13	19.7%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	12	18.2%
Home/School folders	20	30.3%
Home/School Planners	23	34.9%

How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	12	18.2%
Very likely	24	36.4%
Moderately likely	22	33.3%
Slightly likely	6	9.1%
Not at all likely	2	3.0%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	22	33.3%
Supporting college and career counseling	41	62.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	32	48.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	26	39.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	25	37.9%

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	18	27.3%
Providing school-based mental health services and counseling	40	60.6%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	10	15.2%
Establishing or improving dropout prevention	21	31.8%
Supporting re-entry programs and transition services for Justice-involved youth	11	16.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	22	33.3%
Implementing systems and practices to prevent bullying and harassment	41	62.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	22	33.3%
Establishing community partnerships	15	22.7%

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	33	50.0%
Building technological capacity and infrastructure	24	36.4%
Carrying out innovative blended learning projects	20	30.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	27	40.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	23	34.9%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	20	30.3%
Agree	38	57.6%
Disagree	5	7.6%
Strongly Disagree	1	1.5%
Not Applicable or No Information	2	3.0%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	11	16.7%
Agree	36	54.6%
Disagree	9	13.6%
Strongly Disagree	2	3.0%
Not Applicable or No Information	8	12.1%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	13	19.7%
Agree	39	59.1%
Disagree	7	10.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	10.6%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	12	18.2%
Agree	36	54.6%
Disagree	13	19.7%
Strongly Disagree	3	4.6%
Not Applicable or No Information	2	3.0%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	13	19.7%
Agree	37	56.1%
Disagree	12	18.2%
Strongly Disagree	1	1.5%
Not Applicable or No Information	3	4.6%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	11	16.7%
Agree	36	54.6%
Disagree	11	16.7%
Strongly Disagree	2	3.0%
Not Applicable or No Information	6	9.1%
Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	10	15.2%
Agree	33	50.0%
Disagree	8	12.1%
Strongly Disagree	8	12.1%
Not Applicable or No Information	7	10.6%
Is your child an English Language Learner?		
	Count	Percentage
Yes	14	21.2%
No	52	78.8%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	6	42.9%
Mentoring	2	14.3%
Academic or career counseling	6	42.9%
Mental Health counseling	1	7.1%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	12	85.7%
No	2	14.3%

Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	12	85.7%
No	2	14.3%

I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	23	34.9%
Agree	40	60.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.6%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	14	21.2%
Agree	41	62.1%
Disagree	9	13.6%
Strongly Disagree	1	1.5%
Not Applicable or No Information	1	1.5%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	16	24.2%
Agree	40	60.6%
Disagree	6	9.1%
Strongly Disagree	3	4.6%
Not Applicable or No Information	1	1.5%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	11	16.7%
Agree	37	56.1%
Disagree	13	19.7%
Strongly Disagree	2	3.0%
Not Applicable or No Information	3	4.6%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	13	19.7%
Agree	37	56.1%
Disagree	12	18.2%
Strongly Disagree	2	3.0%
Not Applicable or No Information	2	3.0%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	14	21.2%
Agree	34	51.5%
Disagree	13	19.7%
Strongly Disagree	3	4.6%
Not Applicable or No Information	2	3.0%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	18	27.3%
Agree	33	50.0%
Disagree	10	15.2%
Strongly Disagree	5	7.6%
Not Applicable or No Information	0	0.0%

I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	14	21.2%
Agree	21	31.8%
Disagree	14	21.2%
Strongly Disagree	13	19.7%
Not Applicable or No Information	4	6.1%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	9	13.6%
Agree	31	47.0%
Disagree	15	22.7%
Strongly Disagree	5	7.6%
Not Applicable or No Information	6	9.1%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	11	16.7%
Agree	33	50.0%
Disagree	13	19.7%
Strongly Disagree	7	10.6%
Not Applicable or No Information	2	3.0%
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	11	16.7%
Agree	34	51.5%
Disagree	7	10.6%
Strongly Disagree	2	3.0%
Not Applicable or No Information	12	18.2%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	9	13.6%
Agree	43	65.2%
Disagree	7	10.6%
Strongly Disagree	2	3.0%
Not Applicable or No Information	5	7.6%

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

	Count	Percentage
Strongly Agree	10	15.2%
Agree	40	60.6%
Disagree	6	9.1%
Strongly Disagree	6	9.1%
Not Applicable or No Information	4	6.1%

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

	Count	Percentage
Strongly Agree	11	16.7%
Agree	34	51.5%
Disagree	9	13.6%
Strongly Disagree	2	3.0%
Not Applicable or No Information	10	15.2%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	10	15.2%
Agree	24	36.4%
Disagree	8	12.1%
Strongly Disagree	3	4.6%
Not Applicable or No Information	21	31.8%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	14	21.2%
Agree	23	34.9%
Disagree	10	15.2%
Strongly Disagree	4	6.1%
Not Applicable or No Information	15	22.7%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	15	22.7%
Agree	42	63.6%
Disagree	6	9.1%
Strongly Disagree	1	1.5%
Not Applicable or No Information	2	3.0%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	15	22.7%
Agree	33	50.0%
Disagree	12	18.2%
Strongly Disagree	5	7.6%
Not Applicable or No Information	1	1.5%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	16	24.2%
Agree	29	43.9%
Disagree	12	18.2%
Strongly Disagree	5	7.6%
Not Applicable or No Information	4	6.1%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	11	16.7%
Agree	27	40.9%
Disagree	10	15.2%
Strongly Disagree	4	6.1%
Not Applicable or No Information	14	21.2%

The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	11	16.7%
Agree	33	50.0%
Disagree	8	12.1%
Strongly Disagree	4	6.1%
Not Applicable or No Information	10	15.2%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at East Central High express appreciation for the school's strong communication, supportive staff, and welcoming environment. Many note that teachers are approachable, attentive, and foster positive relationships with students, contributing to a sense of safety and belonging. Support services such as counseling and special education are recognized for their dedication, and extracurricular opportunities—including clubs and advanced classes—are well received. Several parents highlight the smooth transitions for new students and commend the school for providing a secure setting. However, some suggest improvements, particularly in how bullying is addressed, advocating for more consistent discipline and enhanced mental health support. Communication methods could be expanded beyond social media, and there is a call for greater inclusivity, updated facilities, and more practical courses in life skills and career preparation.

EAST CENTRAL HIGH STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	16	14.0%
Agree	83	72.8%
Disagree	9	7.9%
Strongly Disagree	2	1.8%
Not Applicable or No Information	4	3.5%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	17	14.9%
Agree	54	47.4%
Disagree	7	6.1%
Strongly Disagree	1	0.9%
Not Applicable or No Information	35	30.7%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	54	47.4%
Agree	56	49.1%
Disagree	1	0.9%
Strongly Disagree	1	0.9%
Not Applicable or No Information	2	1.8%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	8	7.0%
Agree	23	20.2%
Disagree	18	15.8%
Strongly Disagree	34	29.8%
Not Applicable or No Information	31	27.2%

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	6	5.3%
Agree	39	34.2%
Disagree	16	14.0%
Strongly Disagree	8	7.0%
Not Applicable or No Information	45	39.5%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	32	28.1%
Agree	45	39.5%
Disagree	23	20.2%
Strongly Disagree	3	2.6%
Not Applicable or No Information	11	9.6%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	6	5.3%
Agree	40	35.1%
Disagree	14	12.3%
Strongly Disagree	9	7.9%
Not Applicable or No Information	45	39.5%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	20	17.5%
Agree	67	58.8%
Disagree	14	12.3%
Strongly Disagree	8	7.0%
Not Applicable or No Information	5	4.4%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	18	15.8%
Agree	76	66.7%
Disagree	10	8.8%
Strongly Disagree	4	3.5%
Not Applicable or No Information	6	5.3%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	21	18.4%
Agree	80	70.2%
Disagree	8	7.0%
Strongly Disagree	2	1.8%
Not Applicable or No Information	3	2.6%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	17	14.9%
Agree	71	62.3%
Disagree	15	13.2%
Strongly Disagree	7	6.1%
Not Applicable or No Information	4	3.5%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	33	28.9%
Agree	71	62.3%
Disagree	6	5.3%
Strongly Disagree	1	0.9%
Not Applicable or No Information	3	2.6%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	24	21.1%
Agree	73	64.0%
Disagree	11	9.6%
Strongly Disagree	3	2.6%
Not Applicable or No Information	3	2.6%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	32	28.1%
Agree	56	49.1%
Disagree	20	17.5%
Strongly Disagree	5	4.4%
Not Applicable or No Information	1	0.9%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	21	18.4%
Agree	69	60.5%
Disagree	11	9.6%
Strongly Disagree	5	4.4%
Not Applicable or No Information	8	7.0%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	23	20.2%
Agree	69	60.5%
Disagree	13	11.4%
Strongly Disagree	5	4.4%
Not Applicable or No Information	4	3.5%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	79	69.3%
Additional academic support	9	7.9%
Tutoring	11	9.6%
Counseling	4	3.5%
A mentor	7	6.1%
School supplies	17	14.9%
Structured note taking mechanisms	17	14.9%
The teacher slows speech at times to help you understand	15	13.2%
The teacher uses gestures and demonstrations	22	19.3%
Use think aloud and think pair shares	9	7.9%
Use of bilingual handouts and cues	4	3.5%
Use of display word walls with high frequency words	8	7.0%

I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	16	14.0%
Agree	42	36.8%
Disagree	32	28.1%
Strongly Disagree	10	8.8%
Not Applicable or No Information	14	12.3%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	15	13.2%
Agree	61	53.5%
Disagree	27	23.7%
Strongly Disagree	2	1.8%
Not Applicable or No Information	9	7.9%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	11	9.6%
Agree	69	60.5%
Disagree	10	8.8%
Strongly Disagree	7	6.1%
Not Applicable or No Information	17	14.9%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	17	14.9%
Agree	71	62.3%
Disagree	12	10.5%
Strongly Disagree	3	2.6%
Not Applicable or No Information	11	9.6%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	8	7.0%
Agree	69	60.5%
Disagree	13	11.4%
Strongly Disagree	18	15.8%
Not Applicable or No Information	6	5.3%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	10	8.8%
Agree	80	70.2%
Disagree	13	11.4%
Strongly Disagree	3	2.6%
Not Applicable or No Information	8	7.0%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	9	7.9%
Agree	77	67.5%
Disagree	17	14.9%
Strongly Disagree	4	3.5%
Not Applicable or No Information	7	6.1%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	11	9.6%
Agree	59	51.8%
Disagree	15	13.2%
Strongly Disagree	12	10.5%
Not Applicable or No Information	17	14.9%

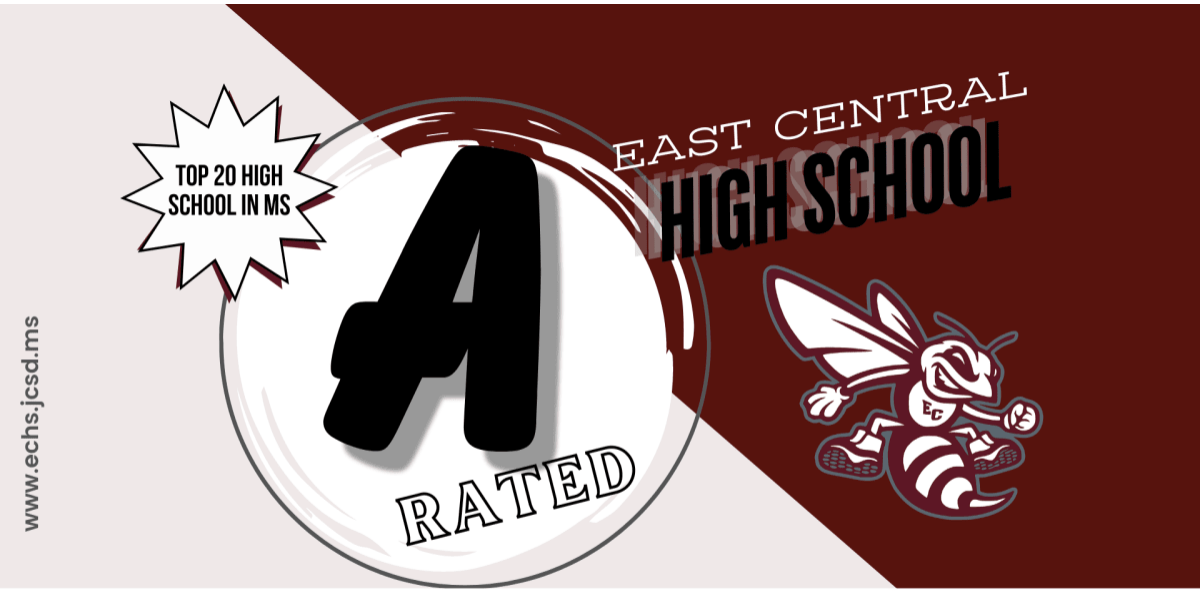
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	9	7.9%
Agree	38	33.3%
Disagree	26	22.8%
Strongly Disagree	23	20.2%
Not Applicable or No Information	18	15.8%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	11	9.6%
Agree	51	44.7%
Disagree	22	19.3%
Strongly Disagree	22	19.3%
Not Applicable or No Information	8	7.0%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	17	14.9%
Agree	79	69.3%
Disagree	10	8.8%
Strongly Disagree	3	2.6%
Not Applicable or No Information	5	4.4%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	12	10.5%
Agree	64	56.1%
Disagree	17	14.9%
Strongly Disagree	14	12.3%
Not Applicable or No Information	7	6.1%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	20	17.5%
Agree	76	66.7%
Disagree	10	8.8%
Strongly Disagree	4	3.5%
Not Applicable or No Information	4	3.5%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	25	21.9%
Agree	79	69.3%
Disagree	6	5.3%
Strongly Disagree	2	1.8%
Not Applicable or No Information	2	1.8%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	11	9.6%
Agree	70	61.4%
Disagree	19	16.7%
Strongly Disagree	5	4.4%
Not Applicable or No Information	9	7.9%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	25	21.9%
Agree	68	59.6%
Disagree	7	6.1%
Strongly Disagree	6	5.3%
Not Applicable or No Information	8	7.0%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	12	10.5%
Agree	59	51.8%
Disagree	16	14.0%
Strongly Disagree	11	9.6%
Not Applicable or No Information	16	14.0%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Students were also asked what obstacles they face in improving their academic achievement. Responses are summarized below.

Students at East Central High appreciate several aspects of their educational environment. Many highlight the dedication and skill of teachers, effective communication with parents, fair and supportive staff, and the welcoming atmosphere. Features such as technology access, engaging electives, flexible schedules, and special privileges like free dress days and monthly Pizza Hut lunches are also valued. Students note that the school maintains cleanliness, offers a variety of learning strategies, and keeps students informed about events and opportunities. However, they suggest improvements in areas such as school meals, stricter or more equitable enforcement of dress code policies, increased efforts to address bullying and discrimination, and more diverse food and break options. When discussing obstacles to academic success, students frequently mention challenges like staying focused, handling large workloads, lack of time for homework, and feeling overwhelmed or unsupported.



STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

East Central High School shows a mixed picture of **durable institutional strength** alongside several urgent **student-outcome concerns**. The school has maintained an A accountability rating for three consecutive years, with point totals of 773, 810, and 775, indicating a strong overall performance framework even as some indicators have softened recently. **Academic results remain strongest in mathematics, science, and history, graduation remains above the state rate, and staffing is notably stable and well-qualified.** At the same time, **enrollment has declined** from 795 students in 2022 to 731 in 2026, **attendance has weakened, chronic absenteeism has climbed sharply, and reading-related outcomes now trail** the school's stronger performance in other tested areas. Survey results generally reinforce the school's positive culture and confidence in staff, but they also point to concerns about communication, staff voice in decision-making, workload, bullying, and the need for stronger day-to-day academic support.

STRENGTHS



1) **Sustained high overall accountability performance.** East Central High School has sustained an A rating in 2023, 2024, and 2025, reflecting consistent whole-school performance across achievement, growth, graduation, and readiness measures. Even with some year-to-year movement in points, the school has remained in the top performance tier, which suggests that systems for instruction, leadership, and student support are producing more strengths than weaknesses overall. This stability matters because it shows the school is not trying to recover from across-the-board failure; it is trying to protect a high floor while addressing specific problem areas before they grow.



2) **Strong and improving mathematics performance.** Mathematics stands out as the clearest academic strength. Math proficiency rose from 74.7% in 2023 to 89.5% in 2024 and remained high at 87.7% in 2025. Growth was even

stronger, reaching 100.0% in 2025, and lowest-quartile growth remained high at 84.8%, after reaching 100.0% in 2024. On the MAAP end-of-course side, Algebra I proficiency reached 84.3% in 2025, well above the state rate of 67.2%. These results suggest that the school has effective math instruction, intervention, and student acceleration structures that could serve as a model for other content areas.



3) **Strong science and history outcomes with performance above state levels.** Science and history also remain notable strengths. In accountability results, science proficiency was 81.0% in 2025 and history proficiency was 86.1%. In end-of-course testing, Biology I proficiency reached 83.0%, compared to a 62.0% state rate, while U.S. History proficiency reached 86.1%, compared to 69.7% statewide. These data indicate that students are performing well in content-heavy secondary coursework and that instruction in those tested areas is producing solid proficiency rates across multiple measures.



4) **Graduation outcomes remain strong**. The school's 4-year graduation rate was 91.2% in 2025, which remained above the state rate of 90.8%. Although the dropout rate of 7.3% is not as strong as the graduation rate, the graduation trend itself has been consistently stable, staying above 91% across the most recent years shown. This suggests that the school is largely successful at getting students across the finish line, an especially important strength at the high school level where completion, readiness, and transition matter most.



5) **Stable, experienced, fully in-field teaching staff.** The staffing picture is another major strength. The share of experienced teachers increased from 92.8% in 2022 to 94.3% in 2024, provisional teachers dropped to 0.0%, and 100.0% of teachers were teaching in field in 2024. Stakeholder feedback supports that strength: about 95% of faculty agree that teachers are state certified and effective, and faculty comments describe a supportive atmosphere, strong peer encouragement, and meaningful student opportunities. A stable, qualified faculty gives the school the capacity to improve targeted areas without first solving a major staffing crisis.



6) **Positive culture with broad support for students and postsecondary preparation.** Survey feedback suggests that many stakeholders see the school as supportive and opportunity-rich. Faculty comments highlight improved communication, inclusive culture, peer tutoring, and diverse avenues for student success. Students likewise describe dedicated teachers, fair and supportive staff, a welcoming atmosphere, effective communication with parents, and access to technology, electives, and extracurricular opportunities. That positive climate aligns with advanced indicators such as 82.0% acceleration in 2025 and 69.4% college and career readiness, which, while not perfect, still reflect meaningful postsecondary preparation.

CHALLENGES



1) **Attendance and engagement have worsened significantly.** Average daily attendance fell from 89.2% in 2023 to 88.9% in 2024 and then to 85.4% in 2025. Chronic absenteeism moved in the opposite direction, increasing from 24.5% in 2023 to 36.5% in 2025. The problem is even more severe in certain grades, especially Grade 12, where estimated attendance dropped to 78.4% in 2025. These patterns suggest that many students are missing too much instructional time for overall school strength to fully translate into stronger outcomes across all areas.



2) **Attendance gaps are especially severe for vulnerable student groups.** Chronic absence is not just high overall; it is especially elevated among key subgroups. In 2025, chronic absenteeism reached 39.5% for students with disabilities, 44.0% for Hispanic or Latino students, and 38.5% for females. Those rates indicate that attendance is not a narrow issue affecting a small group; it is a broad schoolwide challenge with intensified effects for specific populations. At the same time, students reported obstacles such as feeling overwhelmed, difficulty staying focused, heavy workloads, and lack of time for homework, which complicates the attendance and engagement picture.



3) **Reading performance has weakened and now shows the largest academic gap.** Reading is the school's clearest academic vulnerability. Accountability reading proficiency declined from 70.2% in 2023 to 62.6% in 2024 and 60.9% in 2025. Reading growth also fell from 83.8% to 68.7%, and lowest-quartile reading growth dropped to 31.0% in 2025, far below its 53.4% level in 2024. The 2025 proficiency gap chart shows the school still needs 9.1 points to reach the 70% target overall, but the gap is far wider for students with disabilities (22.7% proficiency; 47.3-point gap) and economically disadvantaged students (50.7% proficiency; 19.3-point gap). Even on the ACT, reading fell to 18.8 in 2025, down from 19.9 in 2024 and 20.1 in 2023.



4) **Subgroup disparities remain substantial, especially for students with disabilities and economically disadvantaged students.** The strongest evidence of unfinished work is in subgroup performance. In reading, students with disabilities scored 22.7% proficient in 2025, compared with 65.6% for students without disabilities. In science, students with disabilities were at 55.0%, still below the 70% benchmark, and in math they were at 63.2%, which is below the overall school level. Economically disadvantaged students also trail their peers, especially in reading (50.7%) and science (71.6%) compared with non-economically disadvantaged students (66.2% in reading and 85.9% in science). These gaps show that strong overall performance is masking uneven student access to success.



5) **College and career readiness and postsecondary participation show signs of softening.** Although readiness remains respectable, it has not kept pace with the school's strongest academic indicators. College and career readiness declined from 71.8% in 2023 to 67.5% in 2024, recovering only slightly to 69.4% in 2025. Post-secondary course enrollment dropped from 73.2% in 2022 to 63.1% in 2024, with a particularly large decline for males from 67.0% to 54.2% and for economically disadvantaged students from 70.6% in 2023 to 50.0% in 2024. These data suggest that while many students are graduating, fewer may be fully accessing the most rigorous or readiness-building opportunities before leaving high school.



6) **Stakeholder feedback points to implementation and climate concerns that could undermine improvement.** Survey data and comments show support for the school, but not without caution flags. About 45% of faculty disagree that they have input into how federal dollars are spent. Only about 65% of faculty agree that professional development gave them strategies they incorporated into instruction. Parent responses are generally positive, but only about 88% agree the school provides a safe and orderly environment, and students specifically mention bullying, discrimination, workload, and feeling unsupported as concerns. Those perceptions do not erase the school's strengths, but they do indicate areas where culture, communication, and instructional support need tightening.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Launch a high school attendance reset focused on chronic absence and senior engagement. Attendance needs to become a weekly leadership priority rather than a periodic review item. The data show that overall attendance, Grade 12 attendance, and subgroup chronic absence are all serious enough to require immediate intervention structures.
    - Build a weekly early-warning attendance dashboard. Track every student at 5%, 8%, and 10% absence thresholds, and break the list out by grade, disability status, and other high-need groups. Review the list every week in leadership meetings so the school responds before students become chronically absent rather than after the fact.
    - Assign adult ownership for every high-risk student. Counselors, administrators, teachers, graduation coaches, and other staff should each be given a caseload of students needing outreach. That ownership should include phone calls, attendance conferences, progress checks, and follow-up on barriers such as transportation, health, workload, or disengagement.
    - Prioritize seniors and students with disabilities for immediate intervention. Grade 12 attendance and disability-related absence patterns are too severe

to address generically. Create a focused support plan for those groups that includes parent contact, credit-status reviews, personalized graduation check-ins, and coordination with special education staff.

- Implement a reading recovery plan for secondary literacy. Reading is now the school's most important academic weakness, especially for struggling readers. Improvement efforts should center on strengthening Tier I literacy demands across content areas while providing targeted support for students furthest behind.
    - Conduct a reading data dive by course, subgroup, and performance band. Identify which students are just below proficiency, which are far below, and where the biggest losses occurred between 2024 and 2025. Use that analysis to separate short-term reteaching opportunities from deeper intervention needs.
    - Set 2–3 schoolwide literacy non-negotiables across content areas. Require consistent practices such as text-based questioning, structured writing responses, and explicit vocabulary support in all core classes. Keeping focus narrow will make implementation more realistic and easier to monitor.
    - Create intervention time for students below benchmark, especially students with disabilities and economically disadvantaged students. Use schedule adjustments, tutoring blocks, or targeted support periods to provide extra reading help during the school day. Support should be tied to specific skill deficits and monitored frequently rather than offered as broad remediation.
- Recalibrate communication and staff voice around improvement priorities. The survey data suggest that faculty generally support the school but want clearer communication and more meaningful input. A school improvement plan will gain traction faster when staff understand the why, the strategy, and their role in it.
    - Create a faculty advisory structure tied to the improvement plan. Use representative teacher teams to review priorities, resource decisions, and implementation barriers. That structure should move beyond information-sharing and allow staff to make decisions that affect classrooms directly.
    - Communicate a small number of measurable schoolwide goals. Make attendance, reading, subgroup performance, and readiness the central public targets for the year. Repeating the same goals consistently helps reduce initiative overload and keeps improvement efforts coherent.
    - Use transparent update cycles with families and staff. Provide simple monthly progress updates showing what is improving, what remains stuck, and what actions are being taken next. Transparency builds trust and keeps the school from appearing reactive or unclear.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- Strengthen tiered academic support and subgroup-specific intervention. The school's strongest gains have not reached all students equally, so intervention

systems need to become more precise. This phase should focus on matching support intensity to student need and making subgroup performance a routine monitoring priority.

  - Build subgroup dashboards into PLC and leadership routines. Every PLC should review results for students with disabilities, economically disadvantaged students, and other priority groups, not just overall averages. That keeps high overall proficiency from masking students who are still being left behind.
  - Tighten co-planning and intervention alignment for special education. Special education staff and general education teachers should jointly plan around essential standards, accommodations, and reading-heavy assignments. The goal is not just compliance, but stronger access to grade-level learning and better progress toward proficiency.
  - Expand in-school augmented support in reading and math. Faculty survey responses show interest in greater access to augmented instruction during the school day. Use that feedback to design support periods, tutoring labs, or flexible interventions that increase access without depending only on after-school participation.

- Protect and extend college, career, and postsecondary readiness pathways. The school has real readiness strengths, but several participation indicators have slipped. The next stage should protect access to rigorous coursework while making sure more students, especially males and economically disadvantaged students, are participating successfully.
  - Audit participation in advanced and post-secondary coursework by subgroup. Look closely at who is enrolling, persisting, and earning credit in advanced and post-secondary opportunities. That review should identify whether the main barriers are scheduling, academic prerequisites, student confidence, advising, or transportation/logistics.
  - Strengthen advising for students most likely to under participate. Build targeted recruitment and support plans for males, economically disadvantaged students, and other groups whose participation has declined. Students often need both encouragement and a clear pathway to believe advanced options are truly for them.
  - Pair readiness opportunities with academic support and progress monitoring. Students should not just be placed into rigorous coursework and left to struggle. Add regular check-ins, tutoring access, and teacher-counselor communication so readiness pathways produce completion and success, not just enrollment.

- Improve professional learning quality and classroom transfer. Professional development should produce visible instructional change, especially in literacy, differentiation, and student engagement. Current survey results suggest that many staff members see value, but not all are experiencing strong classroom payoff.
    - Focus professional learning on a few high-leverage instructional practices. Avoid broad PD menus and instead prioritize literacy strategies, student engagement moves, and support for struggling learners. A tighter focus is more likely to produce consistent use across classrooms.
    - Use coaching, walkthroughs, and peer observation to reinforce transfer. Teachers are more likely to adopt new strategies when they see them modeled, practiced, and followed up in context. Feedback should be practical and brief, centered on whether agreed-upon practices are visible in instruction.
    - Collect teacher feedback and revise PD in real time. Ask staff what is helping, what is unclear, and what support they still need. Treat PD as an improvement cycle rather than a finished product delivered from the top down.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- Institutionalize an attendance and engagement system that is proactive, not seasonal. Attendance improvement will not last if it depends on temporary attention. The school should make attendance monitoring, outreach, and barrier removal part of its normal operating structure every semester.
    - Embed attendance reviews into permanent school routines. Keep weekly dashboard checks, student caseloads, and grade-level intervention meetings in place even after initial gains appear. Systems matter most when they continue after the crisis moment passes.
    - Connect attendance work to student belonging and school experience. Students are more likely to attend when school feels relevant, supportive, and manageable. Use student feedback on workload, overwhelm, bullying, and support to improve the daily conditions that shape attendance choices.
    - Develop community partnerships for persistent barriers. Some attendance problems will not be solved by school staff alone. Build relationships with community agencies and services that can support mental health, family needs, transportation, and other external challenges.
- Close reading and subgroup gaps through continuous improvement targets. The school should move from describing gaps to actively managing them against annual benchmarks. That means setting explicit goals and regularly checking whether actions are producing enough improvement.
    - Set annual proficiency and growth targets by subgroup. Targets should include overall reading improvement and specific gains for students with disabilities and economically disadvantaged students. Clear targets help the

school judge whether its actions are adequate rather than merely well-intentioned.

- Scale effective math practices into literacy and other weaker areas. Math results suggest the school already knows how to drive proficiency and growth. Study what is working in math—common expectations, intervention structures, pacing, data use—and adapt those practices where appropriate to reading.
- Report progress quarterly and adjust aggressively when gains stall. Do not wait until annual accountability results to evaluate whether the plan is working. Quarterly review cycles allow the school to change supports, regroup students, or refine instruction before another year of weak outcomes is locked in.

- Preserve staffing strength while building broader leadership capacity. A stable and qualified faculty is one of the school's greatest advantages, so long-term improvement should protect that strength and make fuller use of teacher expertise. The goal is to keep strong teachers while increasing their influence on schoolwide improvement.
    - Develop teacher leaders in literacy, intervention, and readiness pathways. Identify strong practitioners to model strategies, facilitate PLC work, and support peers. Internal leadership builds capacity faster than relying only on top-down direction.
    - Increase faculty ownership of resource and program decisions. Staff members are more likely to commit to improvement when they understand how resources connect to student needs. Involving them more directly can also reduce frustration around funding and classroom support decisions.
    - Protect time for collaboration around student work and intervention planning. Strong schools improve faster when teachers have structured time to study student evidence and respond together. Preserving that time signals that instructional improvement is the school's central work, not an add-on.

ST. MARTIN EAST ELEMENTARY SCHOOL

INTRODUCTION

St. Martin East Elementary School is a public elementary school in Ocean Springs, Mississippi, at 7508 Rose Farm Road, serving the Jackson County School District. It serves six hundred sixty-six (666) students in prekindergarten through third grade (PK-3) and remains a key early-learning campus for families in the St. Martin and Ocean Springs area.

SMEE is a stable, well-established elementary program with strong community ties and a student population that reflects the broader local area. Its current mission centers on helping every child grow academically, socially, and emotionally in a safe, supportive environment that prepares students for future success.

Students at St. Martin East are organized into a multi-grade House system to foster cooperation and school spirit. Each house has its own color, symbol, and motto.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

ST. MARTIN EAST ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	657	685	700	704	666
PK				15	17
K	159	166	158	157	147
GR_01	158	178	170	169	158
GR_02	149	165	182	176	164
GR_03	174	158	172	187	180
					MDE, 2025m)



Figure 181: St. Martin East Elementary School Enrollment by Grade Level

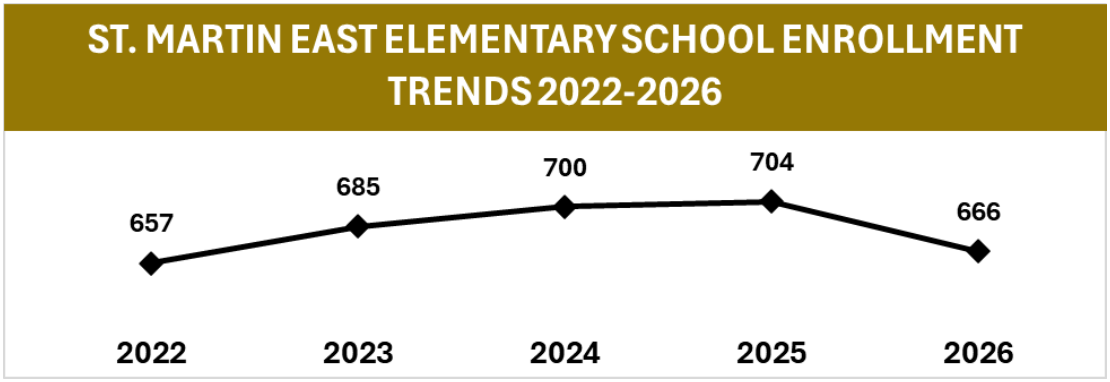


Figure 182: St. Martin East Elementary School Enrollment Trends 2022-2026

ST. MARTIN EAST ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	657	685	700	704	666
GENDER	FEMALE	295	310	335	359	350
	MALE	362	375	365	345	316
RACE	ASIAN	37	*	33	35	27
	BLACK OR AFRICAN AMERICAN	88	95	96	99	116
	HISPANIC OR LATINO	*	31	*	62	60
	TWO OR MORE RACES	82	95	106	77	55
	WHITE	422	433	436	431	408
						(MDE, 2025m)

Figure 183: St. Martin East Elementary School Enrollment by Demographic Group

Note: Some data were masked by MDE to prevent the identification of individuals in small cells or with unique characteristics

ST. MARTIN EAST ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ASIAN	5.6%	4.1%	-1.6%
BLACK OR AFRICAN AMERICAN	13.4%	17.4%	4.0%
HISPANIC OR LATINO		9.0%	
TWO OR MORE RACES	12.5%	8.3%	-4.2%
WHITE	64.2%	61.3%	-3.0%

Figure 184: St. Martin East Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

ST. MARTIN EAST ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	628.4	644.5	659.0
PK			17.6
K	154.9	143.3	143.4
GR_01	165.0	161.9	155.0
GR_02	154.4	170.7	168.1
GR_03	147.9	161.2	175.0
(MDE, 2023o, 2024q, 2025s)			

Figure 185: St. Martin East Elementary School Average Daily Attendance

ST. MARTIN EAST ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	91.7%	92.1%	93.6%
K	93.3%	90.7%	91.3%
SPED_K			*
GR_01	92.7%	95.2%	91.7%
GR_02	93.5%	93.8%	95.5%
GR_03	93.6%	93.7%	93.6%
(MDE, 2023o, 2024q, 2025m, 2025s)			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 186: St. Martin East Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

ST. MARTIN EAST ELEMENTARY SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	15.0	15.3	15.7
GENDER	FEMALE	15.9	14.8	14.6
	MALE	14.2	15.6	16.8
DISABILITY	STUDENTS WITH DISABILITIES	21.0	20.2	18.7
	STUDENTS WITHOUT DISABILITIES	14.0	14.3	15.1
EL	LIMITED ENGLISH PROFICIENCY	14.0	11.1	9.7
RACE	ASIAN	10.0	11.8	6.1
	BLACK OR AFRICAN AMERICAN	15.2	20.4	19.3
	HISPANIC OR LATINO	20.0	8.8	10.0
	TWO OR MORE RACES	17.0	26.1	25.0
	WHITE	14.4	12.1	14.6
				(MDE, 2026f)

Figure 187: St. Martin East Elementary School Chronic Absence by Demographic Group



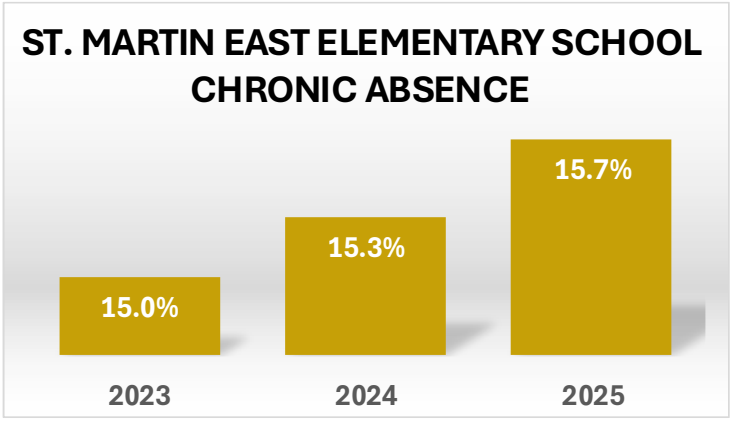


Figure 188: St. Martin East Elementary School Chronic Absence

SMEES Enrollment and Attendance Takeaways

Enrollment at St. Martin East Elementary shows a pattern of moderate growth followed by a recent decline. Total enrollment increased from 657 students in 2022 to a peak of 704 in 2025 before dropping to 666 in 2026. Growth was strongest in grades 2 and 3, while kindergarten enrollment declined from 159 to 147. Demographically, the student population is gradually diversifying, with Black student enrollment rising from 13.4% to 17.4% and Hispanic enrollment increasing, while White enrollment declined slightly. Attendance trends are positive overall, with average daily attendance improving. However, chronic absenteeism has edged upward from 15.0% to 15.7%, with higher rates among certain subgroups, indicating that while daily attendance is improving, a persistent group of students continues to miss significant instructional time.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

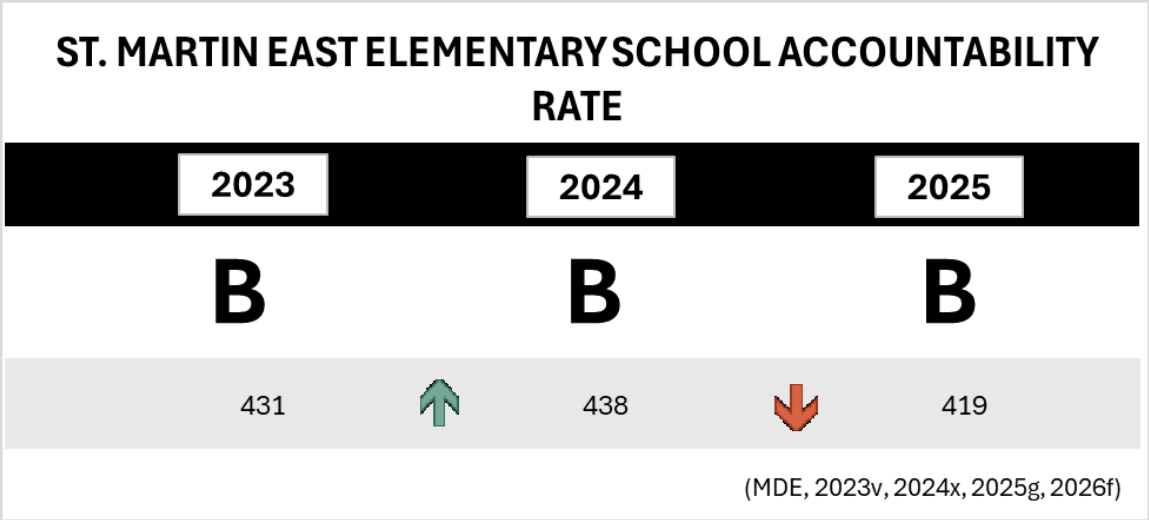


Figure 189: St. Martin East Elementary School Accountability Rating

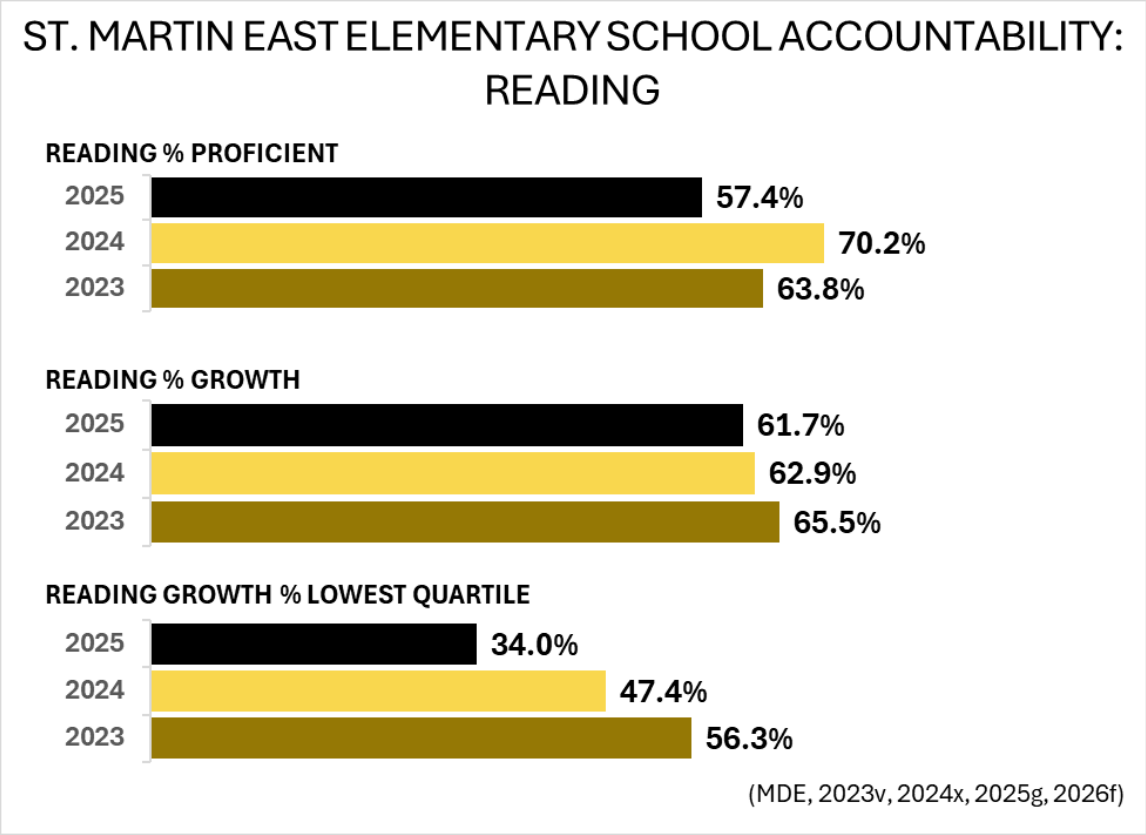


Figure 190: St. Martin East Elementary School Accountability: Reading

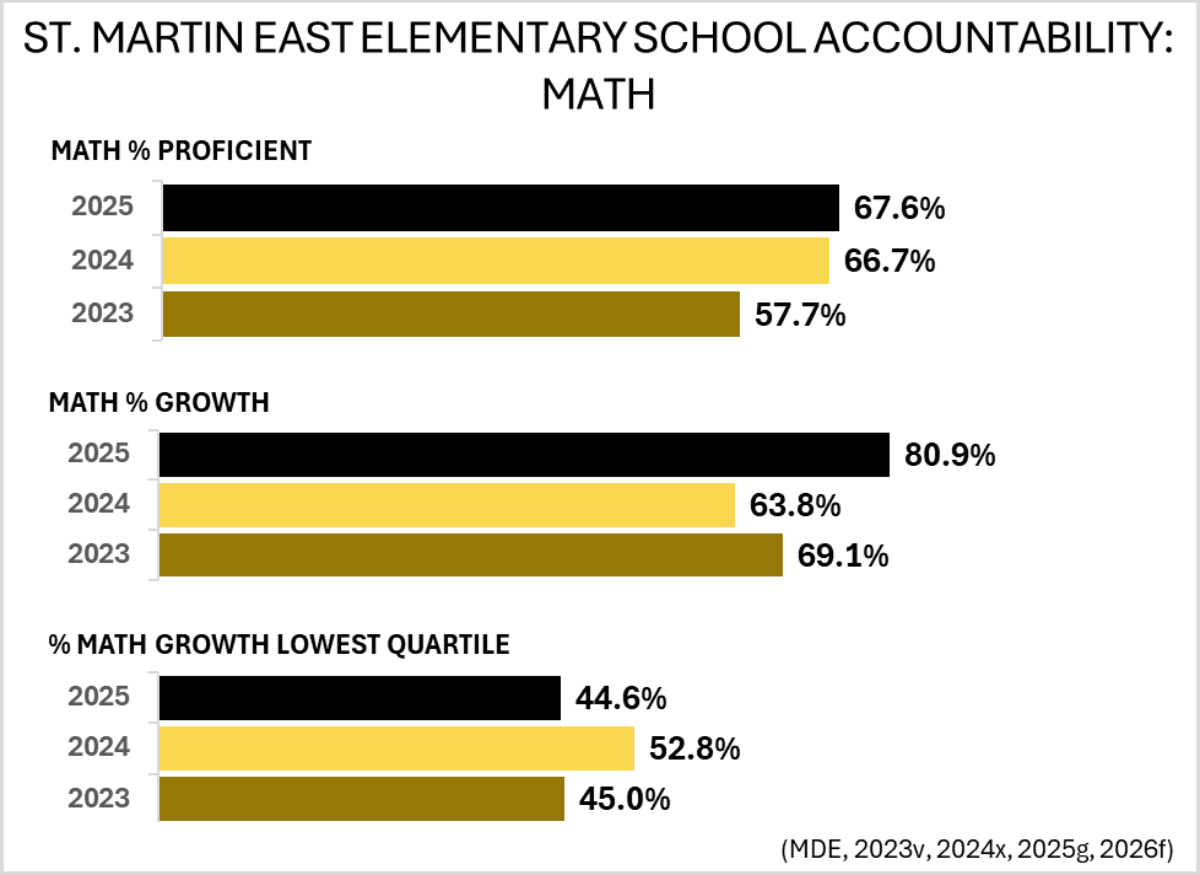


Figure 191: St. Martin East Elementary School Accountability: Math

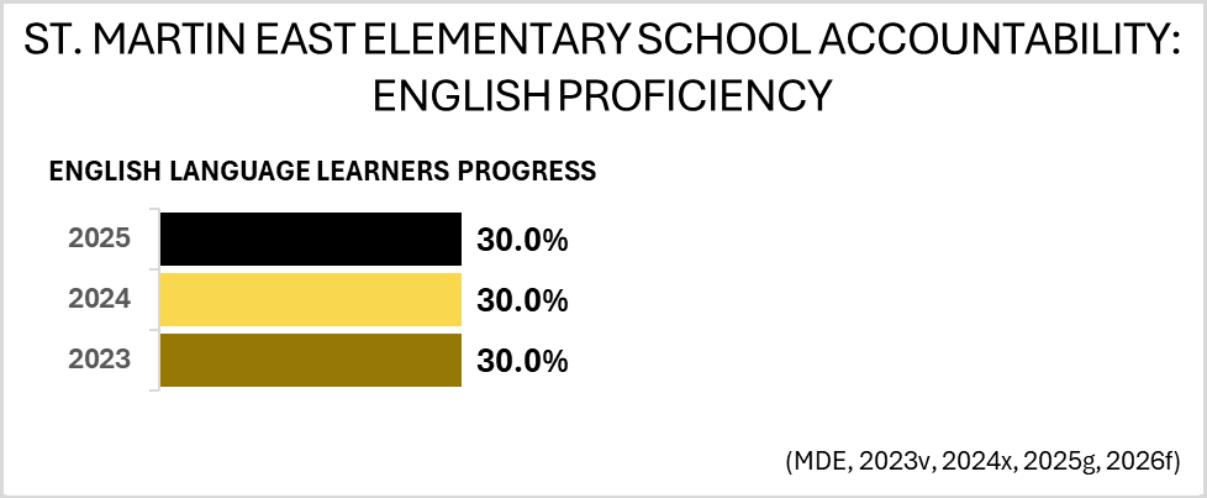


Figure 192: St. Martin East Elementary School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

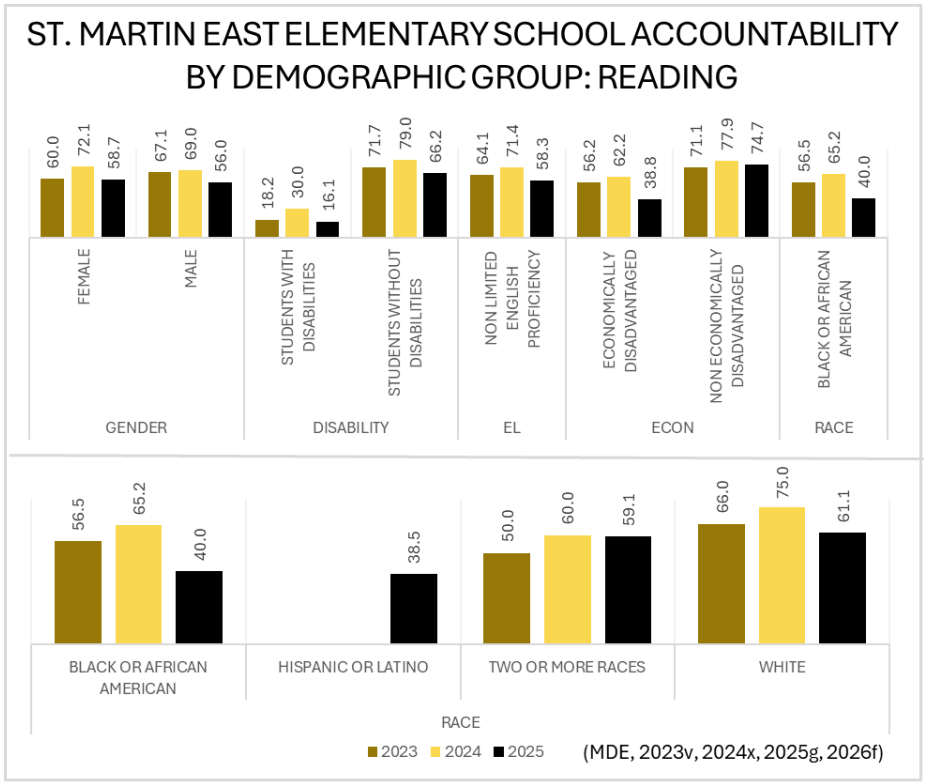


Figure 193: St. Martin East Elementary School Accountability by Demographic Group: Reading

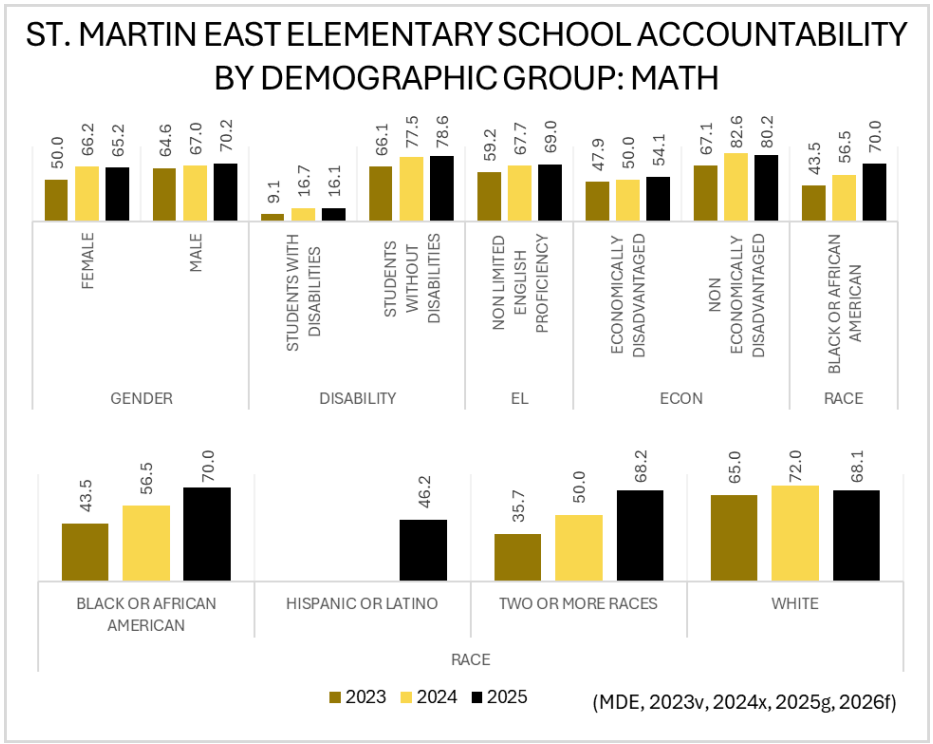


Figure 194: St. Martin East Elementary School Accountability by Demographic Group: Math

PROFICIENCY GAP TO GOAL

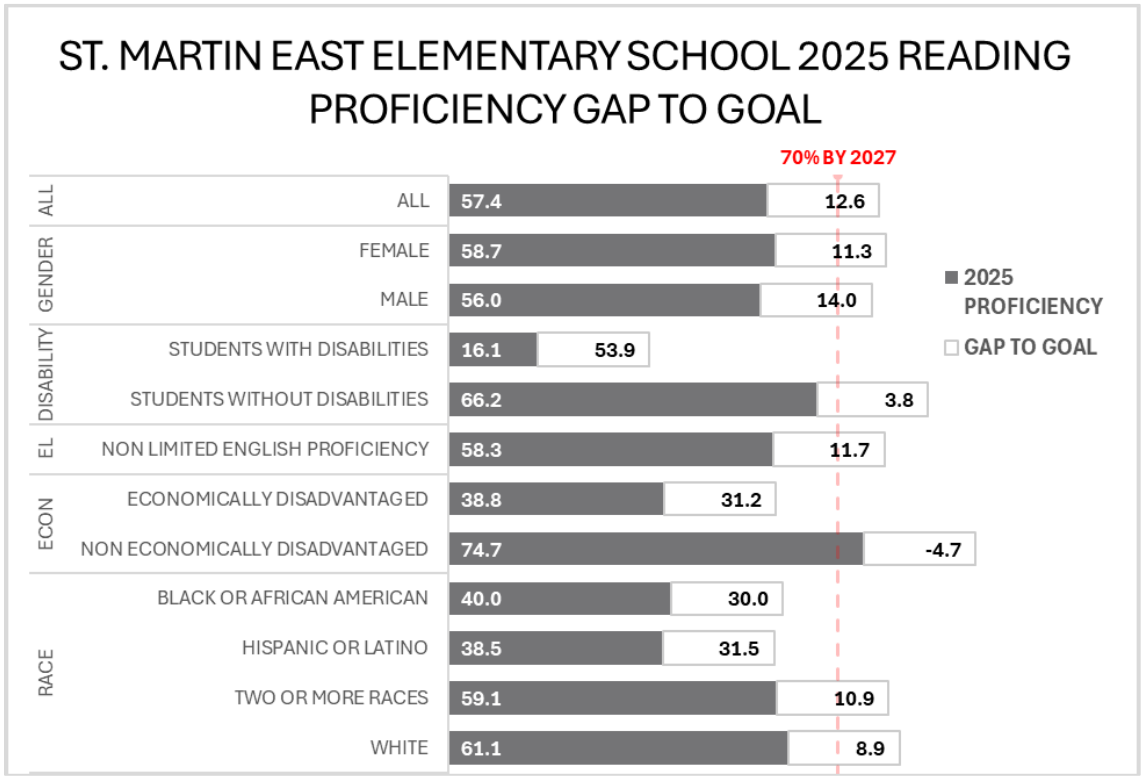


Figure 195: St. Martin East Elementary School 2025 Reading Proficiency Gap to Goal

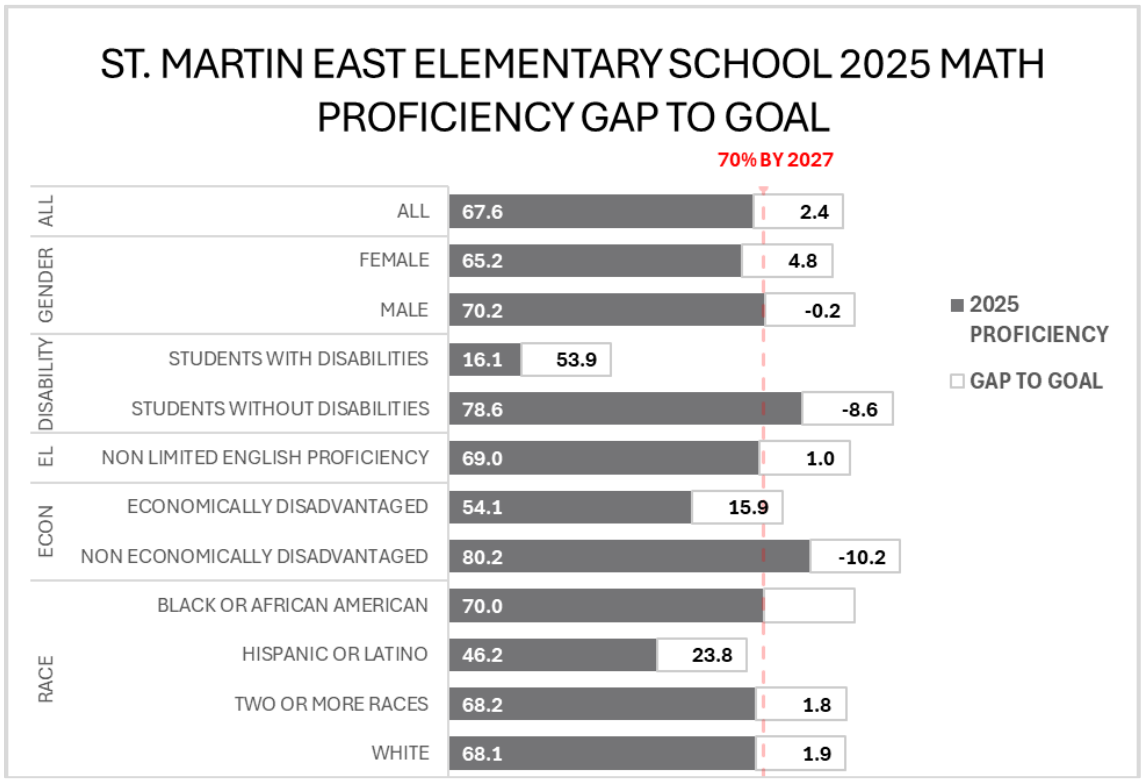


Figure 196: St. Martin East Elementary School 2025 Math Proficiency Gap to Goal

SCHOOL IMPROVEMENT

St. Martin East Elementary School was identified in 2024 and continued its designation in 2025 and 2026 as an **Additional Targeted School Improvement (ATSI)** because the performance of **students with disabilities** was equal to or below those of the lowest 5% of Title I schools. In 2026, the district received $36,272 in Title I School Improvement allocations to increase subgroup performance. St. Martin East is a school-wide Title I school.

SMEES ACCOUNTABILITY TAKEAWAYS

Accountability performance at St. Martin East Elementary remains steady overall, with **consistent "B" ratings** across 2023–2025, though underlying trends show areas of both strength and concern. **Reading proficiency declined** from 63.8% in 2023 to 57.4% in 2025, accompanied by a **notable drop in lowest quartile growth** from 56.3% to 34.0%, indicating that struggling readers are not progressing at the same rate as in prior years. In contrast, **math performance improved**, with proficiency rising from 57.7% to 67.6% and growth reaching 80.9% in 2025, suggesting effective instructional practices in mathematics. **English learner progress remained flat** at 30% across all years, pointing to limited advancement in this subgroup. **Achievement gaps persist across student groups, particularly for students with disabilities,** whose proficiency levels remain substantially below peers and contribute to continued targeted support status. Overall, the data reflect a school with stable overall ratings driven by strong math gains, but with emerging concerns in reading performance and subgroup outcomes that may impact future accountability if not addressed.



ASSESSMENT

KINDERGARTEN READINESS ASSESSMENT

Mississippi's Kindergarten Readiness Assessment results are not directly comparable across years due to major vendor and technical changes. From 2023 to 2026, the assessment switched between Renaissance's STAR Early Literacy, Istation/Ameri Learning, and back to Renaissance, each with differing technical details and score standards. MDE did not publish scores for the Fall 2024 administration.

Note: All prekindergarten scores for SMEES were masked by MDE to prevent the identification of individuals in small cells or with unique characteristics

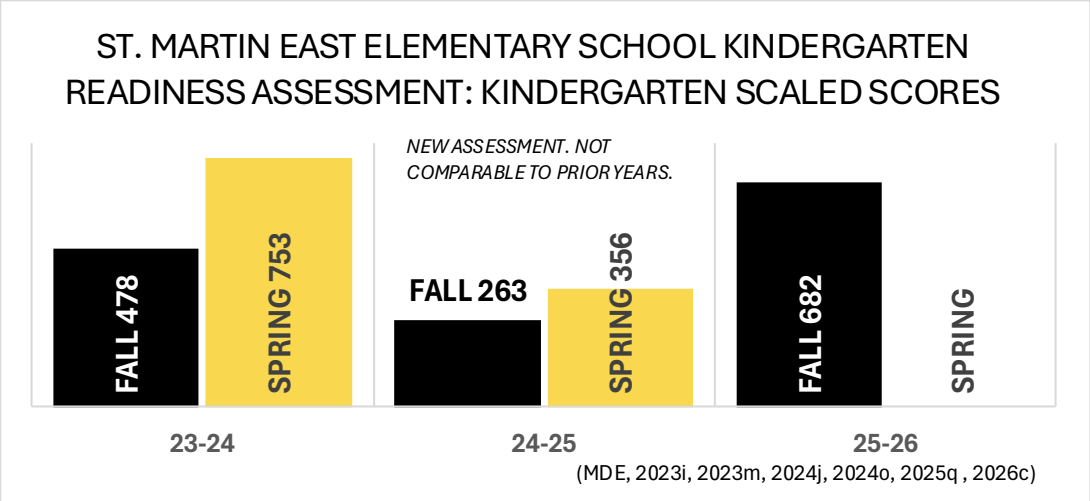


Figure 197: St. Martin East Elementary School Kindergarten Readiness Assessment: Kindergarten Scaled Scores

LITERACY-BASED PROMOTION ACT (LBPA)

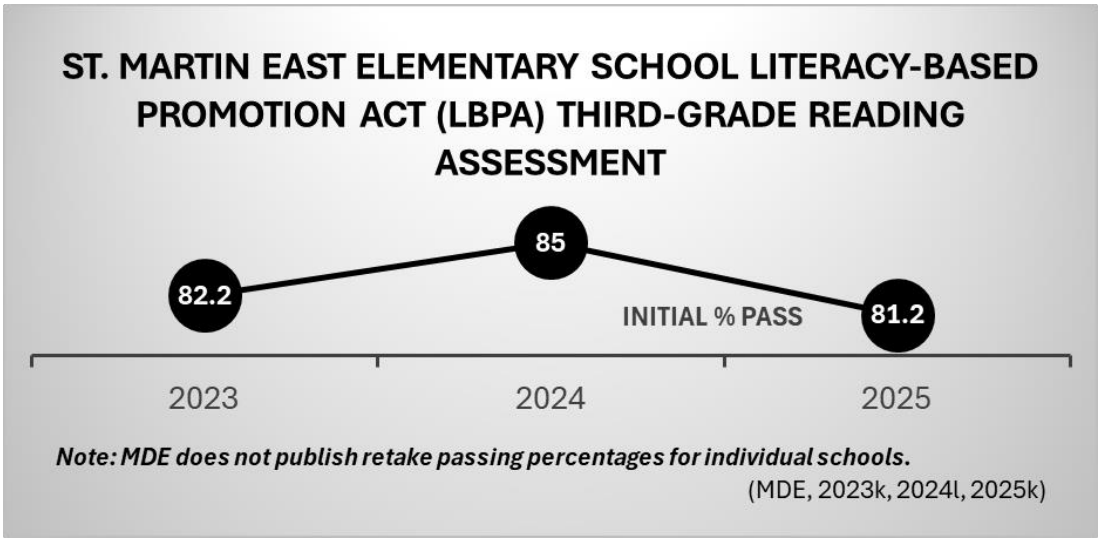


Figure 198: St. Martin East Elementary School Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

MAAP ELA AND MATH

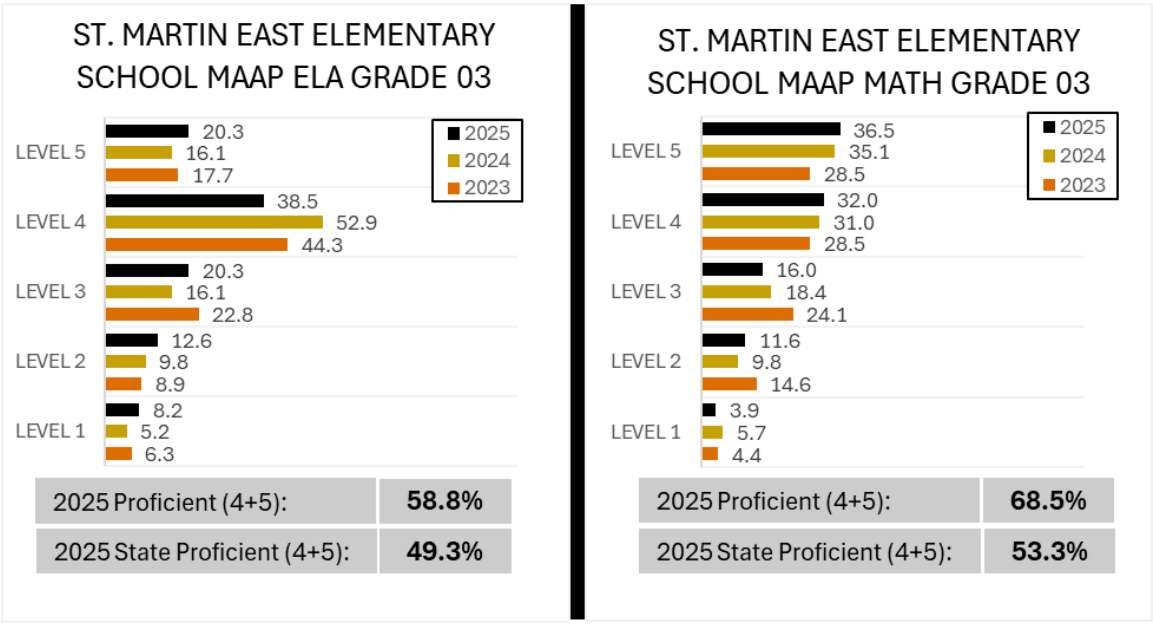


Figure 199: St. Martin East Elementary School MAAP ELA and MATH Grade 3

SMEES ASSESSMENT TAKEAWAYS

Assessment results at St. Martin East Elementary reflect mixed performance trends across early literacy and third-grade outcomes. **Kindergarten readiness data show variability across years** due to changes in assessment platforms. T**hird-grade reading outcomes, as measured by initial pass rates, demonstrate a decline** after a recent peak. The percentage of students meeting expectations increased from 82.2% to 85.0% before dropping to 81.2%, suggesting that while performance remains relatively strong, gains have not been sustained. This dip may signal emerging gaps in literacy development in earlier grades that are beginning to surface by third grade.

On statewide assessments, **Grade 3 results show moderate proficiency levels** with a significant portion of students performing below the highest achievement tiers. In reading, the combined proficiency rate remains below 60%, while math performs somewhat stronger, approaching the upper 60% range. However, a **sizable share of students still falls within Levels 1–3**, indicating that many have not yet reached grade-level mastery.

PERSONNEL

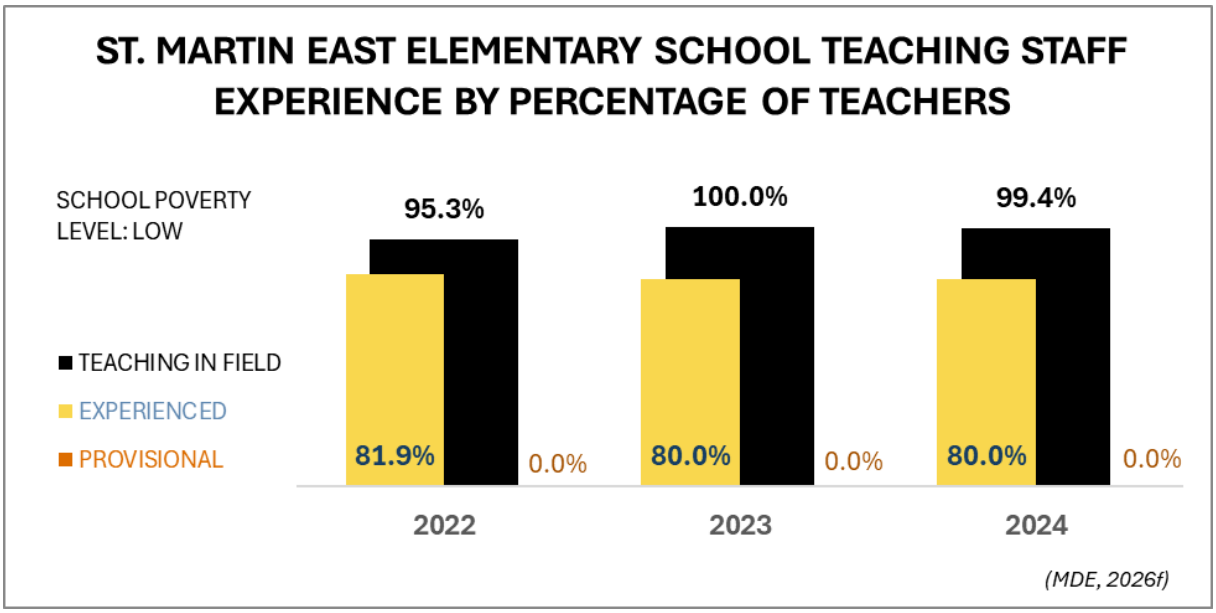


Figure 200: St. Martin East Elementary School Teaching Staff Experience by Percentage of Teachers

PERSONNEL TAKEAWAYS

St. Martin East Elementary School had **no provisional teachers** on staff from 2022 through 2024, the last year for which this data is available from MDE. Provisional teachers are those who have taught for three years or fewer. **Most teachers on staff are teaching within their certification.** The percentage of teachers considered "**experienced,**" that is, with four or more years of teaching experience **remained at 80%.**



ST. MARTIN EAST ELEMENTARY CNA SURVEY

INTRODUCTION

Fifty-six (56) faculty members, two hundred sixty-six (266) parents, and fourteen (14) students from St. Martin East Elementary School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

ST. MARTIN EAST ELEMENTARY FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	33	58.9%
Agree	21	37.5%
Disagree	0	0.0%
Strongly Disagree	1	1.8%
Not Applicable or No Information	1	1.8%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	31	55.4%
Agree	19	33.9%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.1%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	46	82.1%
Agree	9	16.1%
Disagree	1	1.8%
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	9	16.1%
Agree	16	28.6%
Disagree	8	14.3%
Strongly Disagree	11	19.6%
Not Applicable or No Information	12	21.4%
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	24	42.9%
Agree	24	42.9%
Disagree	2	3.6%
Strongly Disagree	1	1.8%
Not Applicable or No Information	5	8.9%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	52	92.9%
Agree	4	7.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	29	51.8%
Agree	22	39.3%
Disagree	3	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	25	44.6%
Agree	17	30.4%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	12	21.4%

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	33	58.9%
Expedited evaluation services for students with limited English	25	44.6%
Expedited evaluation services for gifted and talented students	20	35.7%
Additional academic support	35	62.5%
Tutoring	23	41.1%
Enrichment educational services	18	32.1%
Counseling	40	71.4%
Mentors	18	32.1%
School supplies	35	62.5%
School uniforms	24	42.9%
Dental referrals	23	41.1%
Medical referrals	19	33.9%
Bullying assistance	15	26.8%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	24	42.9%
Supporting college and career counseling	15	26.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	35	62.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	17	30.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	14	25.0%

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	22	39.3%
Providing school-based mental health services and counseling	33	58.9%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	19	33.9%
Establishing or improving dropout prevention	13	23.2%
Supporting re-entry programs and transition services for Justice-involved youth	6	10.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	21	37.5%
Implementing systems and practices to prevent bullying and harassment	21	37.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	27	48.2%
Establishing community partnerships	19	33.9%
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	39	69.6%
Building technological capacity and infrastructure	16	28.6%
Carrying out innovative blended learning projects	13	23.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	13	23.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	14	25.0%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	24	42.9%
Agree	27	48.2%
Disagree	4	7.1%
Strongly Disagree	1	1.8%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

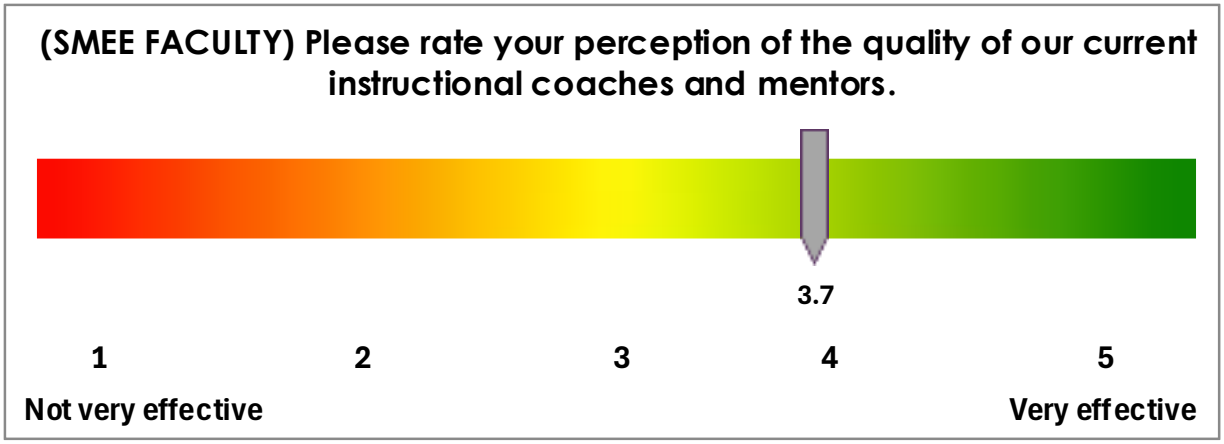
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	34	60.7%
Agree	19	33.9%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	1	1.8%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	34	60.7%
Agree	20	35.7%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	19	33.9%
Agree	24	42.9%
Disagree	10	17.9%
Strongly Disagree	1	1.8%
Not Applicable or No Information	2	3.6%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	34	60.7%
Agree	19	33.9%
Disagree	3	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	21	37.5%
Agree	27	48.2%
Disagree	7	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	27	48.2%
Agree	25	44.6%
Disagree	3	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	30	53.6%
Agree	19	33.9%
Disagree	5	8.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%
I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.		
	Count	Percentage
Strongly Agree	32	57.1%
Agree	17	30.4%
Disagree	0	0.0%
Strongly Disagree	1	1.8%
Not Applicable or No Information	6	10.7%

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	23	41.1%
Utilize technology such as class websites, blogs, and videos	25	44.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	20	35.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	37	66.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	34	60.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	28	50.0%
Use bilingual handouts and cues	8	14.3%
Use visual displays, portable white boards, and posters when giving instructions	28	50.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	22	39.3%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	36	64.3%
Teachers provide unique instructional time inside the classroom for English instruction.	14	25.0%
Mentoring with another student	10	17.9%
Not Applicable	15	26.8%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	42	75.0%
No	14	25.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	43	76.8%
Language Proficiency of the Parent	28	50.0%
Level of Parental Involvement	16	28.6%
Family income and socioeconomic status	5	8.9%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	16	28.6%
Auditory Screening Result	17	30.4%
Grade Retention (if applicable)	15	26.8%
Number of Failed Courses	10	17.9%
Dropout Status (if applicable)	3	5.4%
Enrichment programs/activities	12	21.4%
Supplemental Academic Instruction	17	30.4%
Behavioral Supports	15	26.8%
Counseling Services	12	21.4%
Discipline Records	12	21.4%
Social-Emotional Learning Services	11	19.6%
Social Behavioral Assessment Inventory Score	4	7.1%
Mental Health Supports	7	12.5%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	1	1.8%
Mental Health Services	1	1.8%
Counseling	2	3.6%
Transitional Services	0	0.0%
Not Applicable	54	96.4%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	6	10.7%
No	1	1.8%
Not Applicable	49	87.5%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	10	17.9%
Agree	21	37.5%
Disagree	5	8.9%
Strongly Disagree	1	1.8%
Not Applicable or No Information	19	33.9%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

Comments reveal a wide range of perspectives on the effectiveness of current instructional coaches and mentors. Many appreciate the availability, responsiveness, and curriculum knowledge of certain coaches, citing positive communication and dedicated support for both teachers and students. Individual coaches are highlighted for their trust, collaboration, and quick assistance. Some faculty note improvements in student growth, flexible groupings, and diligence in meeting individual needs. However, several concerns emerge: some teachers feel the coaching is more evaluative than helpful, and that their professional expertise is undervalued, especially with rigid curriculum expectations. The ratio of students to mentors is considered too high, and special education staff often feel disconnected from coaching support. Mandatory trainings are frequently viewed as ineffective, with teachers wishing for more hands-on classroom modeling.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	6	10.7%
Agree	27	48.2%
Disagree	18	32.1%
Strongly Disagree	5	8.9%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	29	51.8%
Agree	24	42.9%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	36	64.3%
Agree	20	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	27	48.2%
Agree	24	42.9%
Disagree	5	8.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	18	32.1%
Agree	23	41.1%
Disagree	9	16.1%
Strongly Disagree	3	5.4%
Not Applicable or No Information	3	5.4%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	13	23.2%
Agree	28	50.0%
Disagree	10	17.9%
Strongly Disagree	4	7.1%
Not Applicable or No Information	1	1.8%
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	17	30.4%
Agree	22	39.3%
Disagree	8	14.3%
Strongly Disagree	6	10.7%
Not Applicable or No Information	3	5.4%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	13	23.2%
Agree	14	25.0%
Disagree	5	8.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	24	42.9%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	26	46.4%
Agree	23	41.1%
Disagree	3	5.4%
Strongly Disagree	1	1.8%
Not Applicable or No Information	3	5.4%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	21	37.5%
Agree	32	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.4%

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

	Count	Percentage
Strongly Agree	27	48.2%
Agree	24	42.9%
Disagree	4	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	26	46.4%
Agree	26	46.4%
Disagree	4	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	39	69.6%
Agree	16	28.6%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

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

	Count	Percentage
Strongly Agree	18	32.1%
Agree	21	37.5%
Disagree	2	3.6%
Strongly Disagree	2	3.6%
Not Applicable or No Information	13	23.2%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	24	42.9%
Agree	18	32.1%
Disagree	5	8.9%
Strongly Disagree	4	7.1%
Not Applicable or No Information	5	8.9%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at St. Martin East Elementary praise their school's collaborative environment, supportive administration, and commitment to both academic and emotional growth. They highlight open communication, teamwork among staff, and a focus on fostering well-rounded students, along with efforts to involve parents and create a welcoming community. Teachers feel valued and supported, and note effective use of available resources, particularly in addressing learning gaps and providing interventions. Positive relationships among staff and students are frequently mentioned, as well as the school's organizational strengths and transparency. However, faculty also offer constructive feedback, suggesting improvements such as smaller class sizes, increased support for special education, more resources for teachers, and enhanced intervention for behavioral issues. Concerns about curriculum pacing, testing frequency, and facility maintenance are noted, with calls to prioritize student needs and teacher autonomy.

ST. MARTIN EAST ELEMENTARY PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	149	56.0%
Agree	97	36.5%
Disagree	6	2.3%
Strongly Disagree	3	1.1%
Not Applicable or No Information	11	4.1%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	81	30.5%
Agree	69	25.9%
Disagree	3	1.1%
Strongly Disagree	11	4.1%
Not Applicable or No Information	102	38.4%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	203	76.3%
Agree	47	17.7%
Disagree	2	0.8%
Strongly Disagree	3	1.1%
Not Applicable or No Information	11	4.1%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	60	22.6%
Agree	81	30.5%
Disagree	30	11.3%
Strongly Disagree	17	6.4%
Not Applicable or No Information	78	29.3%
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	89	33.5%
Agree	90	33.8%
Disagree	16	6.0%
Strongly Disagree	6	2.3%
Not Applicable or No Information	65	24.4%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	186	69.9%
Agree	65	24.4%
Disagree	4	1.5%
Strongly Disagree	1	0.4%
Not Applicable or No Information	10	3.8%

At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	89	33.5%
Agree	91	34.2%
Disagree	12	4.5%
Strongly Disagree	5	1.9%
Not Applicable or No Information	69	25.9%
I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	29	10.9%
Computer Classes	60	22.6%
Conflict Resolution	75	28.2%
Discipline	59	22.2%
Drug/Alcohol Awareness	32	12.0%
English as a Second Language	32	12.0%
Health Classes	55	20.7%
Literacy Classes	48	18.1%
Math Classes	66	24.8%
Parent-to-School Relationships	94	35.3%
Parent/Child Communication	85	32.0%
Preparing for College	56	21.1%
Parenting Workshops	50	18.8%
Social Media Classes	31	11.7%
Stress/Anger Management	78	29.3%
Understanding College- and Career-Ready Standards	70	26.3%
I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	86	32.3%
Parental advisory committees	12	4.5%
PTO/PTA meetings and activities	9	3.4%
Ways to help at the classroom level	106	39.9%
Other ways to get involved in my school (district)	53	19.9%

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
Babysitting/childcare at parent meetings	49	18.4%
District and/or school newsletters	43	16.2%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	92	34.6%
Resource materials for parental training	73	27.4%
Training for parents to work with other parents on becoming involved in the schools	54	20.3%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	21	7.9%
Home/School folders	66	24.8%
Home/School Planners	64	24.1%

How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	73	27.4%
Very likely	90	33.8%
Moderately likely	70	26.3%
Slightly likely	25	9.4%
Not at all likely	8	3.0%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	104	39.1%
Supporting college and career counseling	89	33.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	166	62.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	108	40.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	92	34.6%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	108	40.6%
Providing school-based mental health services and counseling	127	47.7%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	54	20.3%
Establishing or improving dropout prevention	43	16.2%
Supporting re-entry programs and transition services for Justice-involved youth	34	12.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	120	45.1%
Implementing systems and practices to prevent bullying and harassment	140	52.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	87	32.7%
Establishing community partnerships	49	18.4%
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	143	53.8%
Building technological capacity and infrastructure	76	28.6%
Carrying out innovative blended learning projects	78	29.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	88	33.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	90	33.8%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	141	53.0%
Agree	107	40.2%
Disagree	6	2.3%
Strongly Disagree	2	0.8%
Not Applicable or No Information	10	3.8%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	120	45.1%
Agree	115	43.2%
Disagree	13	4.9%
Strongly Disagree	4	1.5%
Not Applicable or No Information	14	5.3%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	132	49.6%
Agree	111	41.7%
Disagree	8	3.0%
Strongly Disagree	2	0.8%
Not Applicable or No Information	13	4.9%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	117	44.0%
Agree	114	42.9%
Disagree	14	5.3%
Strongly Disagree	5	1.9%
Not Applicable or No Information	16	6.0%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	136	51.1%
Agree	103	38.7%
Disagree	8	3.0%
Strongly Disagree	1	0.4%
Not Applicable or No Information	18	6.8%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	114	42.9%
Agree	108	40.6%
Disagree	12	4.5%
Strongly Disagree	10	3.8%
Not Applicable or No Information	22	8.3%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	95	35.7%
Agree	106	39.9%
Disagree	14	5.3%
Strongly Disagree	5	1.9%
Not Applicable or No Information	46	17.3%
Is your child an English Language Learner?		
	Count	Percentage
Yes	74	27.8%
No	192	72.2%
Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	56	75.7%
Mentoring	16	21.6%
Academic or career counseling	11	14.9%
Mental Health counseling	8	10.8%
Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	63	85.1%
No	11	14.9%
Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	67	90.5%
No	7	9.5%
I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	143	53.8%
Agree	88	33.1%
Disagree	5	1.9%
Strongly Disagree	1	0.4%
Not Applicable or No Information	29	10.9%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	135	50.8%
Agree	108	40.6%
Disagree	9	3.4%
Strongly Disagree	1	0.4%
Not Applicable or No Information	13	4.9%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	140	52.6%
Agree	102	38.4%
Disagree	14	5.3%
Strongly Disagree	4	1.5%
Not Applicable or No Information	6	2.3%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	112	42.1%
Agree	128	48.1%
Disagree	12	4.5%
Strongly Disagree	5	1.9%
Not Applicable or No Information	9	3.4%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	102	38.4%
Agree	122	45.9%
Disagree	13	4.9%
Strongly Disagree	9	3.4%
Not Applicable or No Information	20	7.5%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	129	48.5%
Agree	117	44.0%
Disagree	8	3.0%
Strongly Disagree	7	2.6%
Not Applicable or No Information	5	1.9%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	139	52.3%
Agree	107	40.2%
Disagree	12	4.5%
Strongly Disagree	3	1.1%
Not Applicable or No Information	5	1.9%
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	96	36.1%
Agree	89	33.5%
Disagree	29	10.9%
Strongly Disagree	21	7.9%
Not Applicable or No Information	31	11.7%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	98	36.8%
Agree	129	48.5%
Disagree	20	7.5%
Strongly Disagree	4	1.5%
Not Applicable or No Information	15	5.6%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	127	47.7%
Agree	107	40.2%
Disagree	18	6.8%
Strongly Disagree	5	1.9%
Not Applicable or No Information	9	3.4%
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	114	42.9%
Agree	108	40.6%
Disagree	8	3.0%
Strongly Disagree	4	1.5%
Not Applicable or No Information	32	12.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	107	40.2%
Agree	120	45.1%
Disagree	15	5.6%
Strongly Disagree	5	1.9%
Not Applicable or No Information	19	7.1%

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

	Count	Percentage
Strongly Agree	102	38.4%
Agree	107	40.2%
Disagree	21	7.9%
Strongly Disagree	16	6.0%
Not Applicable or No Information	20	7.5%

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

	Count	Percentage
Strongly Agree	106	39.9%
Agree	112	42.1%
Disagree	13	4.9%
Strongly Disagree	3	1.1%
Not Applicable or No Information	32	12.0%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	87	32.7%
Agree	75	28.2%
Disagree	8	3.0%
Strongly Disagree	2	0.8%
Not Applicable or No Information	94	35.3%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	103	38.7%
Agree	87	32.7%
Disagree	5	1.9%
Strongly Disagree	4	1.5%
Not Applicable or No Information	67	25.2%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	105	39.5%
Agree	121	45.5%
Disagree	11	4.1%
Strongly Disagree	2	0.8%
Not Applicable or No Information	27	10.2%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	119	44.7%
Agree	114	42.9%
Disagree	16	6.0%
Strongly Disagree	3	1.1%
Not Applicable or No Information	14	5.3%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	123	46.2%
Agree	112	42.1%
Disagree	12	4.5%
Strongly Disagree	6	2.3%
Not Applicable or No Information	13	4.9%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	93	35.0%
Agree	99	37.2%
Disagree	7	2.6%
Strongly Disagree	5	1.9%
Not Applicable or No Information	62	23.3%

The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	117	44.0%
Agree	114	42.9%
Disagree	3	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	32	12.0%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at St. Martin East Elementary appreciate the school's welcoming environment, supportive staff, and attentive teachers, noting that their children feel safe, cared for, and excited about learning. Communication between school and families is frequently praised, with many parents highlighting how easy it is to stay informed about their child's progress and needs. The school's efforts to accommodate students with special needs, provide individual attention, and foster a positive atmosphere are seen as strengths. Many parents are pleased with the quality of instruction and the dedication of teachers, and several mention that their children enjoy school events and activities. Suggestions for improvement include enhancing playground equipment, increasing parent involvement, offering more resources for struggling or special education students, and providing additional tutoring and extracurricular opportunities. While some concerns are raised about homework, class sizes, and communication for non-English speakers, the overall sentiment is positive, emphasizing gratitude for the staff's commitment and the school's inclusive community.

ST. MARTIN EAST ELEMENTARY STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	9	64.3%
Agree	4	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	2	14.3%
Agree	1	7.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	78.6%
School nurses are important at my school.		
	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%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	2	14.3%
Agree	2	14.3%
Disagree	1	7.1%
Strongly Disagree	3	21.4%
Not Applicable or No Information	6	42.9%

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	5	35.7%
Agree	4	28.6%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	28.6%

Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	2	14.3%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	28.6%

At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	2	14.3%
Not Applicable or No Information	6	42.9%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	5	35.7%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	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%
Teachers provide instructional activities that involve students in their learning.		
	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%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	2	14.3%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	11	78.6%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	7	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

My schoolwork is challenging and requires my best effort.		
	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%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	4	28.6%
Disagree	4	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	9	64.3%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	2	14.3%
Not Applicable or No Information	3	21.4%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	11	78.6%
Additional academic support	3	21.4%
Tutoring	0	0.0%
Counseling	0	0.0%
A mentor	0	0.0%
School supplies	0	0.0%
Structured note taking mechanisms	0	0.0%
The teacher slows speech at times to help you understand	0	0.0%
The teacher uses gestures and demonstrations	0	0.0%
Use think aloud and think pair shares	0	0.0%
Use of bilingual handouts and cues	0	0.0%
Use of display word walls with high frequency words	0	0.0%

I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	2	14.3%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	28.6%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

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

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	10	71.4%
Agree	1	7.1%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	2	14.3%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	4	28.6%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	28.6%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	4	28.6%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	2	14.3%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	28.6%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	2	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	64.3%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	3	21.4%
Disagree	3	21.4%
Strongly Disagree	1	7.1%
Not Applicable or No Information	2	14.3%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	9	64.3%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	4	28.6%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	4	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	3	21.4%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	4	28.6%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	35.7%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	4	28.6%
Disagree	2	14.3%
Strongly Disagree	1	7.1%
Not Applicable or No Information	3	21.4%

GENERAL OPINION

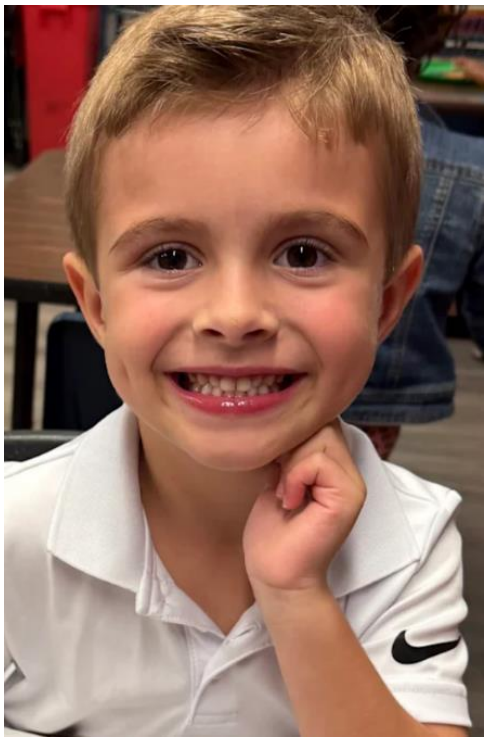
Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Students were also asked what obstacles they face in improving their academic achievement. Responses are summarized below.

Students at St. Martin East Elementary appreciate the quality of teaching at their school, highlighting that teachers are effective and dedicated to helping everyone learn. They feel that instruction is thorough and recognize the commitment of staff to support their academic growth. However, students also suggest several areas for improvement, such as enhancing the cleanliness of the school by hiring more janitors, improving outdoor spaces and playground conditions, and providing better P.E. equipment. Some students would like to see additional amenities, like a teeter-totter on the playground and a dedicated bus for certain grades. The biggest obstacles students face in their classes include crowded classrooms, difficulty seeing the board, distractions from noise or other students, and sometimes feeling tired, all of which can impact their ability to focus and perform well academically.

St. Martin East Elementary

Raising the standard







STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

St. Martin East Elementary demonstrates **overall stability with pockets of strong performance** alongside emerging instructional and engagement concerns. **Enrollment trends show a rise** from 657 students in 2022 to 704 in 2025 before declining to 666 in 2026, suggesting a recent stabilization after growth. **Attendance rates improved** to 93.6%, yet **chronic absenteeism increased** to 15.7%, indicating a persistent subgroup of disengaged students. **Accountability remains steady with consistent "B" ratings**, supported by strong math gains but offset by declining reading outcomes and subgroup gaps. **Stakeholder feedback is largely positive,** with about 91%–98% agreement that teachers are effective, expectations are high, and the school environment is safe and orderly, reinforcing a strong foundation for improvement.

STRENGTHS



1) Strong and improving math performance. Math proficiency increased from 57.7% to 67.6%, with growth reaching 80.9%, indicating effective instructional practices and alignment. This upward trajectory suggests that systems for curriculum alignment, intervention, and teacher support in math are working and could be leveraged in other content areas.



2) Positive school culture and stakeholder confidence. About 91%–97% of staff and parents agree the school provides a safe environment, strong communication, and high-quality instruction, supporting implementation capacity. This level of trust creates favorable conditions for implementing new initiatives and sustaining school improvement efforts.



3) Stable and experienced staff. Nearly all teachers are experienced and certified, contributing to instructional consistency and strong classroom environments. This stability reduces variability in instructional quality and

allows for deeper collaboration and refinement of teaching practices over time.



4) **Improving overall attendance rates.** Average daily attendance rose from 91.7% to 93.6%, reflecting effective general attendance practices even as chronic absenteeism remains a concern. This indicates that schoolwide systems for daily attendance are working, even if targeted interventions are still needed for specific groups.

CHALLENGES



1) **Declining reading performance**. Reading proficiency dropped from 63.8% to 57.4%, with lowest quartile growth falling sharply to 34.0%, signaling gaps in foundational literacy. This decline suggests that Tier I instruction and early intervention may not be consistently meeting the needs of struggling readers.



2) **Persistent subgroup disparities**. Students with disabilities and other subgroups continue to perform significantly below peers, contributing to targeted support identification. These gaps indicate a need for more precise differentiation and stronger alignment between general and specialized instruction.



3) **Rising chronic absenteeism**. Chronic absence increased from 15.0% to 15.7%, with higher rates among certain student groups, indicating deeper engagement barriers. This trend points to underlying issues such as student motivation, family challenges, or access barriers that are not addressed by general attendance strategies alone.



4) **Inconsistent early literacy readiness.** Fluctuating kindergarten readiness and declining third-grade outcomes suggest misalignment in early-grade instruction. These inconsistencies indicate that foundational skills are not being built systematically across grade levels, leading to gaps that persist over time.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Leverage Math Success to Reset Literacy Instruction

  - Identify 2–3 high-impact math practices (e.g., data cycles, small-group instruction) and adapt them for literacy blocks.
  - Establish clear, schoolwide literacy non-negotiables (daily phonics, guided reading, intervention time).
  - Conduct rapid data reviews to identify students below benchmark and assign immediate supports.

- Launch Targeted Attendance Intervention System
  - Build a weekly list of students approaching or exceeding 10% absence.
  - Assign staff mentors to high-risk students for regular check-ins and relationship building.
  - Use family communication systems already viewed positively (91%+ approval) to increase attendance messaging and outreach.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- Strengthen Tier I Literacy and Early Grade Alignment
  - Use experienced staff to model strong literacy instruction through peer observation and coaching cycles.
  - Align PK–3 literacy expectations to ensure consistent skill progression across grades.
  - Implement frequent formative assessments and regroup students every 3–4 weeks based on data.

- Close Subgroup Gaps Through Structured Support Systems
  - Strengthen co-teaching models and ensure intervention blocks are aligned to grade-level instruction.
  - Develop individualized plans for students with disabilities tied to specific skill deficits.
  - Monitor subgroup progress biweekly and adjust supports based on real-time data.

- Standardize Data-Driven Instruction Practices
  - Use PLC time to implement a consistent cycle: analyze data → plan instruction → implement → monitor results.
  - Require each grade level to track progress toward reading proficiency goals.
  - Provide coaching support to ensure all teachers use data consistently, not just high-performing teams.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- Institutionalize Literacy Systems and Close Achievement Gaps
  - Set annual reading improvement targets (e.g., +5–7 percentage points proficiency).

  - Scale effective instructional practices across all classrooms using teacher leaders.
  - Conduct quarterly reviews of subgroup progress and adjust strategies accordingly.

- Deepen Attendance and Engagement Systems
  - Integrate attendance tracking into leadership and teacher team routines.
  - Partner with families and community resources to address barriers such as transportation and health.
  - Align classroom engagement strategies with student interests to improve both attendance and achievement.

- Sustain a Strong Instructional Culture
  - Leverage high staff trust (90%+ agreement) to expand teacher leadership roles and peer coaching.
  - Increase teacher voice in decision-making to maintain buy-in for instructional changes.
  - Align resources and professional development to the highest-impact strategies in literacy and intervention.





NOTES

ST. MARTIN NORTH ELEMENTARY SCHOOL

INTRODUCTION

St. Martin North Elementary School is a public elementary campus in the St. Martin community of Biloxi, Mississippi, at 16308 Lemoyne Boulevard. It serves five hundred forty-five (545) students in prekindergarten through third grade (PK-3) and is part of the Jackson County School District. The school has built a reputation as an early learning campus focused on foundational reading, math, and student support, with a strong community feel shaped by its young learners and their families.

Over the years, the school has been recognized for creative efforts that support student wellness and engagement. One of its standout accomplishments was receiving a national Apples4Ed grant, which helped fund healthy snack initiatives for students and highlighted the school's commitment to nutrition and child well-being. The campus has also been described as an active, close-knit school where staff work to create a positive environment for early childhood education. Recent school updates show an energetic campus with ongoing programs, recognitions, and district activity. The school has also highlighted counseling and support-program achievements, including RAMP certification, which reflects an emphasis on student mental health and guidance services.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

ST. MARTIN NORTH ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	532	541	557	537	545
PK				*	11
K	127	124	131	*	135
GR_01	135	130	129	150	137
GR_02	117	145	143	127	148
GR_03	134	117	130	145	114
					MDE, 2025m)



Figure 201: St. Martin North Elementary School Enrollment by Grade Level

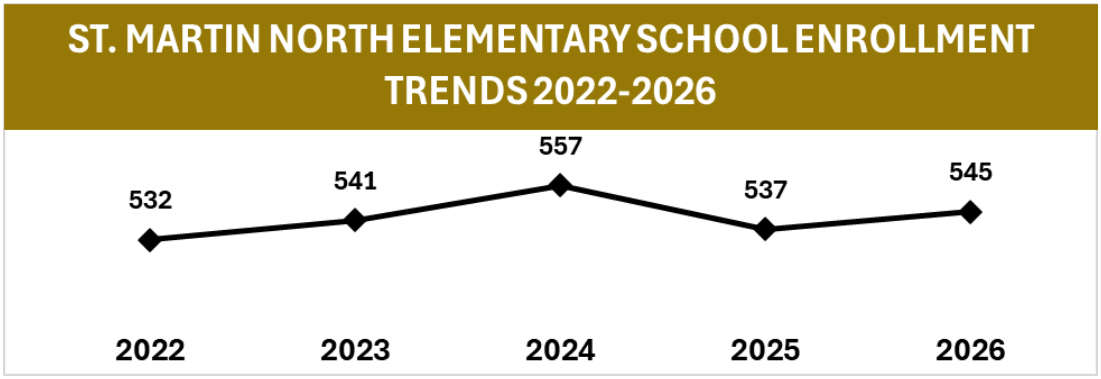


Figure 202: St. Martin North Elementary School Enrollment Trends 2022-2026

ST. MARTIN NORTH ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	532	541	557	537	545
GENDER	FEMALE	238	255	268	258	271
	MALE	294	286	289	279	274
RACE	ALASKAN NATIVE OR NATIVE AMERICAN			*	*	*
	ASIAN	35	34	30	27	29
	BLACK OR AFRICAN AMERICAN	107	105	123	116	122
	HISPANIC OR LATINO	*	19	21	52	57
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*		*	*	*
	TWO OR MORE RACES	64	79	88	58	66
	WHITE	297	304	293	281	267
						(MDE, 2025m)

Figure 203: St. Martin North Elementary School Enrollment by Demographic Group

Note: Some data were masked by MDE to prevent the identification of individuals in small cells or with unique characteristics

ST. MARTIN NORTH ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ASIAN	6.6%	5.3%	-1.3%
BLACK OR AFRICAN AMERICAN	20.1%	22.4%	2.3%
HISPANIC OR LATINO		10.5%	
TWO OR MORE RACES	12.0%	12.1%	0.1%
WHITE	55.8%	49.0%	-6.8%

Figure 204: St. Martin North Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

ST. MARTIN NORTH ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	481.5	496.9	507.1
PK			10.5
K	114.2	116.4	99.7
GR_01	122.7	114.6	140.2
GR_02	128.4	133.0	119.2
GR_03	107.2	120.0	137.6
(MDE, 2023o, 2024q, 2025s)			

Figure 205: St. Martin North Elementary School Average Daily Attendance

ST. MARTIN NORTH ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	89.0%	89.2%	94.4%
GR_01	94.4%	88.8%	93.4%
GR_02	88.5%	93.0%	93.8%
GR_03	91.6%	92.3%	94.9%
(MDE, 2023o, 2024q, 2025m, 2025s)			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 206: St. Martin North Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

ST. MARTIN NORTH ELEMENTARY SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	22.3	22.9	19.8
GENDER	FEMALE	25.4	24.4	19.7
	MALE	19.5	21.4	19.9
DISABILITY	STUDENTS WITH DISABILITIES	20.6	27.4	24.0
	STUDENTS WITHOUT DISABILITIES	22.6	21.9	19.0
EL	LIMITED ENGLISH PROFICIENCY	10.3	16.2	15.0
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	5.0	5.0	5.0
	ASIAN	14.3	16.1	11.1
	BLACK OR AFRICAN AMERICAN	26.7	27.7	15.9
	HISPANIC OR LATINO	8.0	16.0	18.6
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	5.0	5.0	5.0
	TWO OR MORE RACES	18.4	17.5	19.4
	WHITE	23.6	23.7	23.1

(MDE, 2026f)

Figure 207: St. Martin North Elementary School Chronic Absence by Demographic Group

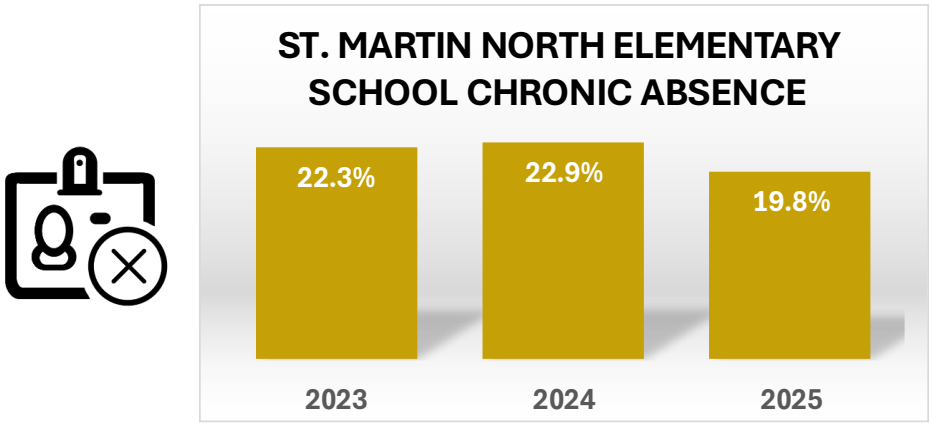


Figure 208: St. Martin North Elementary School Chronic Absence

SMNES Enrollment and Attendance Takeaways

Enrollment at St. Martin North Elementary **shows overall stability** with mild fluctuation across the five-year period, moving from 532 students in 2022 to a peak of 557 in 2024 before settling at 545 in 2026. **Demographically, the school is becoming more diverse**, with Hispanic enrollment rising sharply (from minimal representation to 57 students) while White enrollment declines from 297 to 267, reflecting gradual population shifts.

Average daily attendance increased from 481.5 in 2023 to 507.1 in 2025, and overall attendance rates rose from 89.0% to 94.4%, indicating stronger student presence over time. However, **chronic absenteeism, while improving** from 22.9% in 2024 to 19.8% in 2025, **remains a concern affecting roughly one in five students.** Subgroup variation

persists, with higher rates among some demographic groups, suggesting targeted interventions may still be needed to sustain gains and close attendance gaps.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

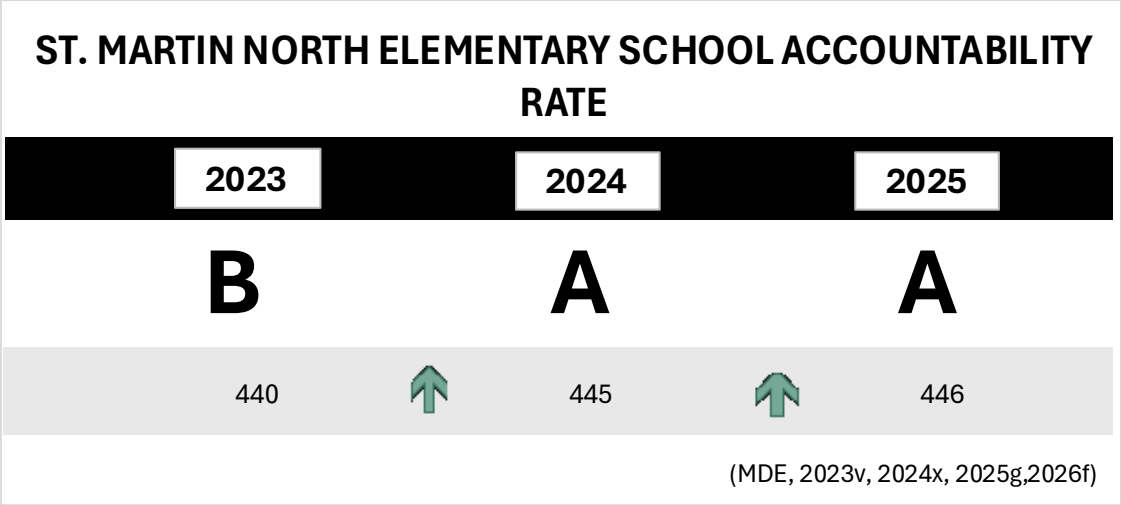


Figure 209: St. Martin North Elementary School Accountability Rating

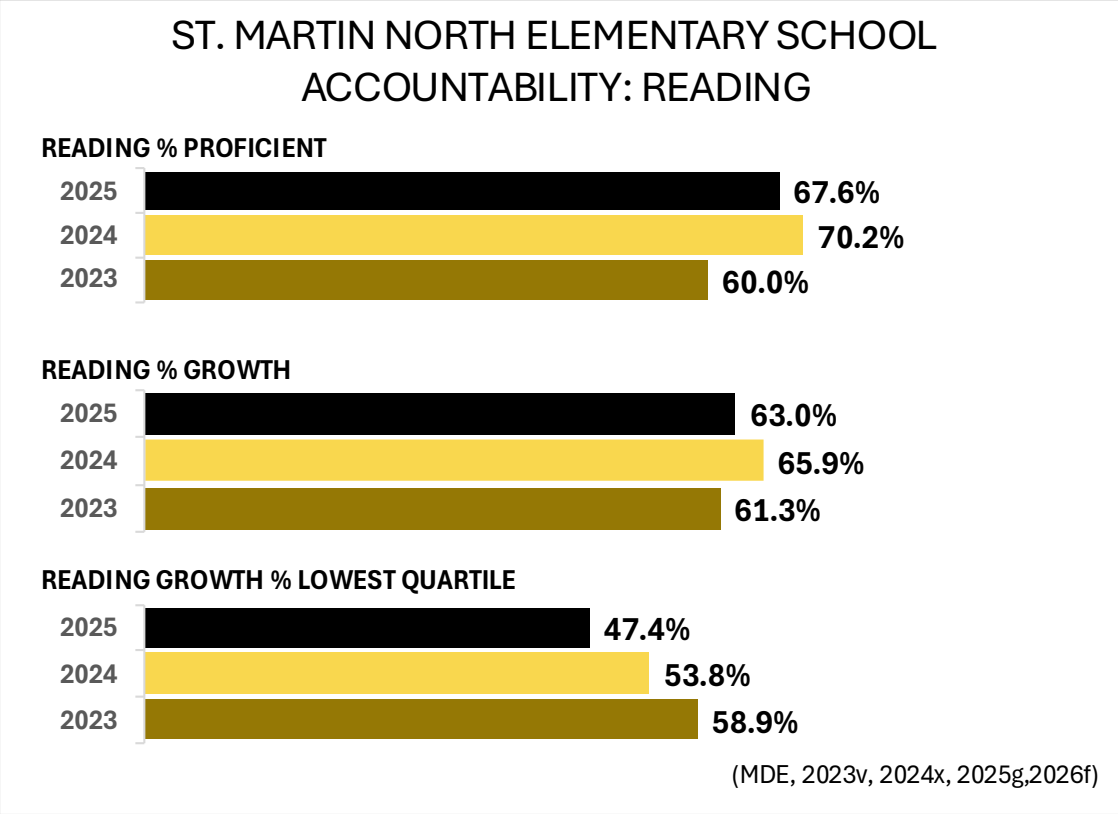


Figure 210: St. Martin North Elementary School Accountability: Reading

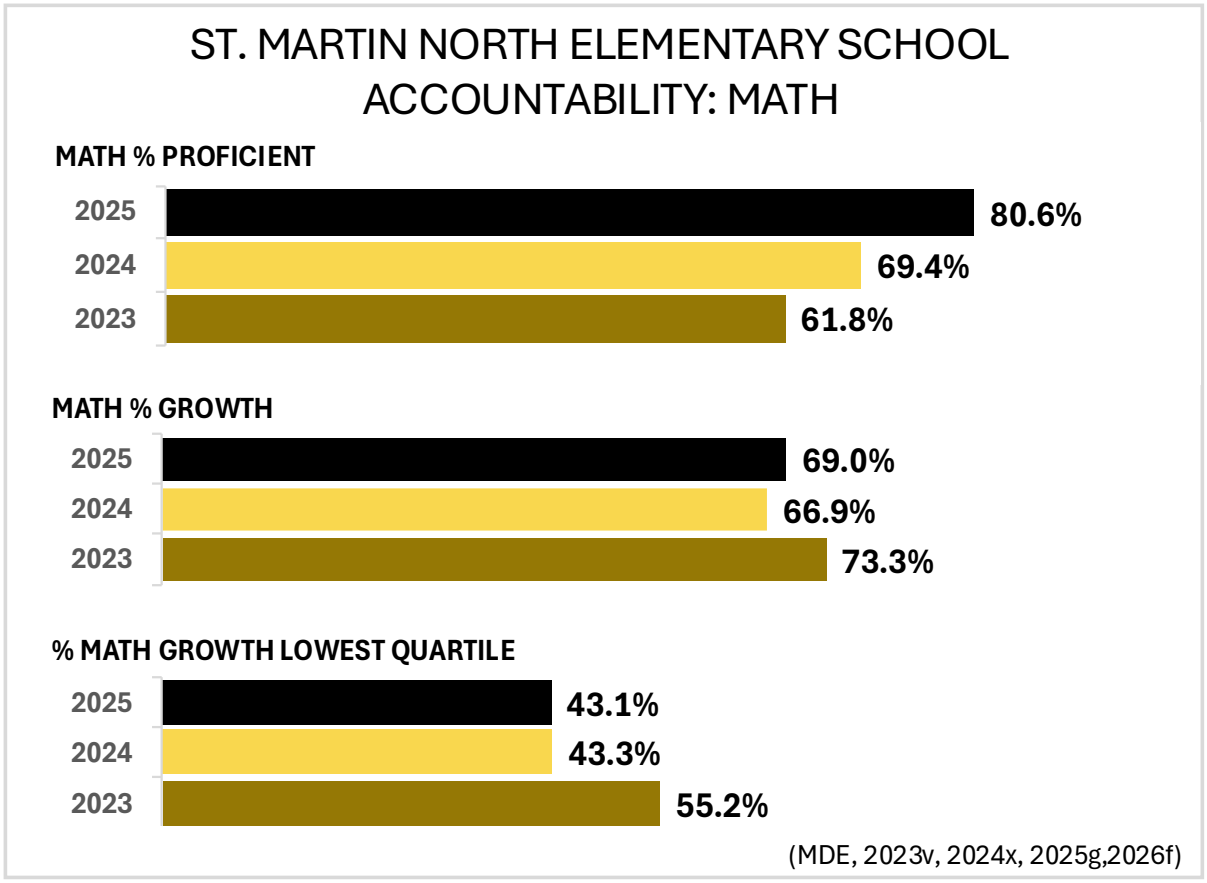


Figure 211: St. Martin North Elementary School Accountability: Math

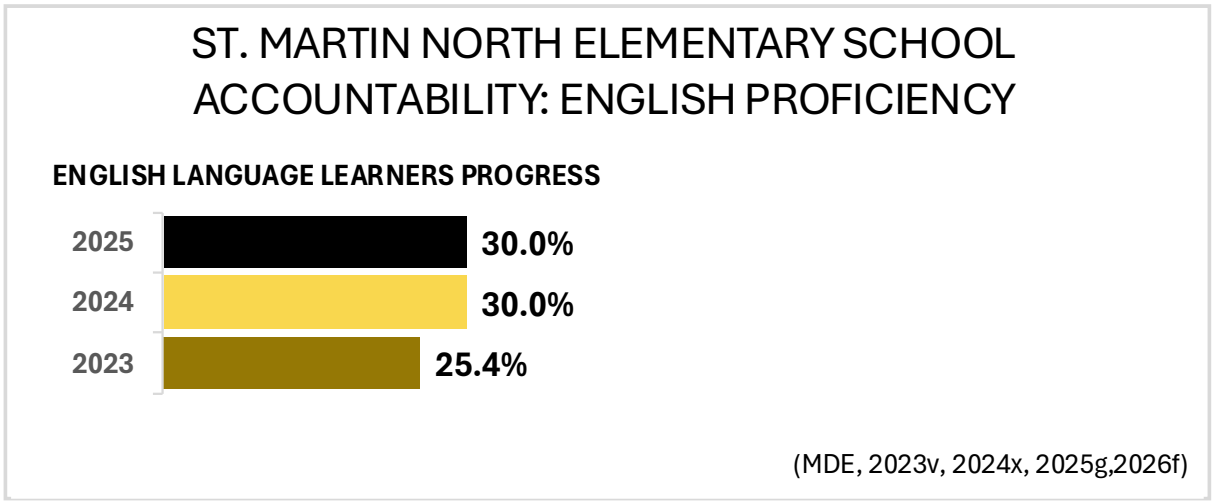


Figure 212: St. Martin North Elementary School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

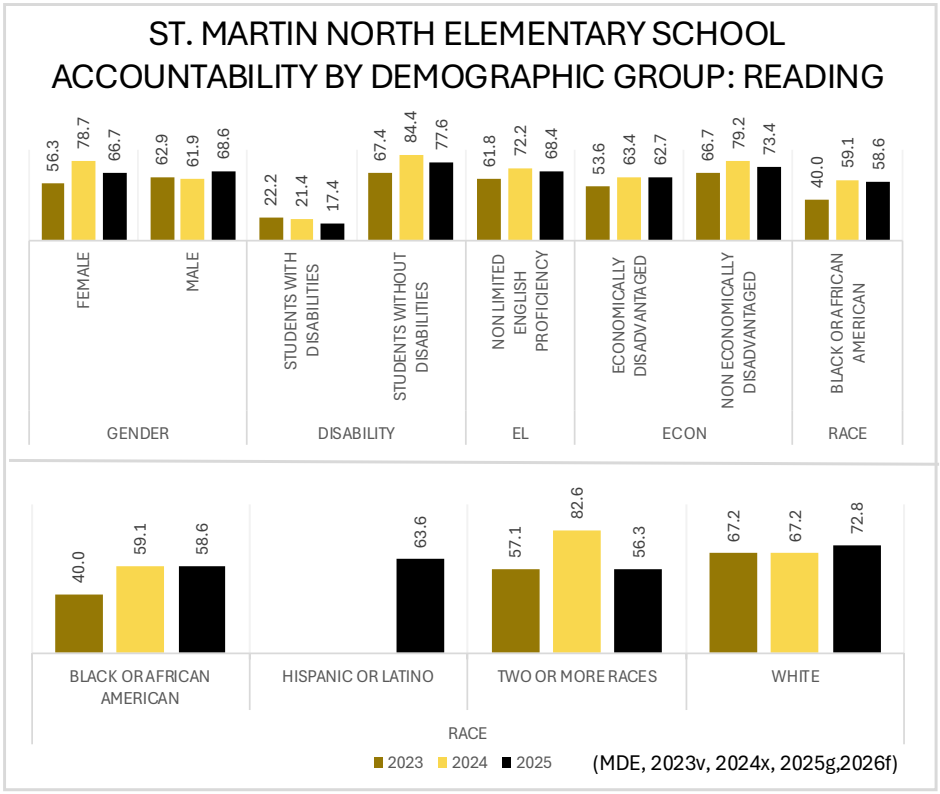


Figure 213: St. Martin North Elementary School Accountability by Demographic Group: Reading

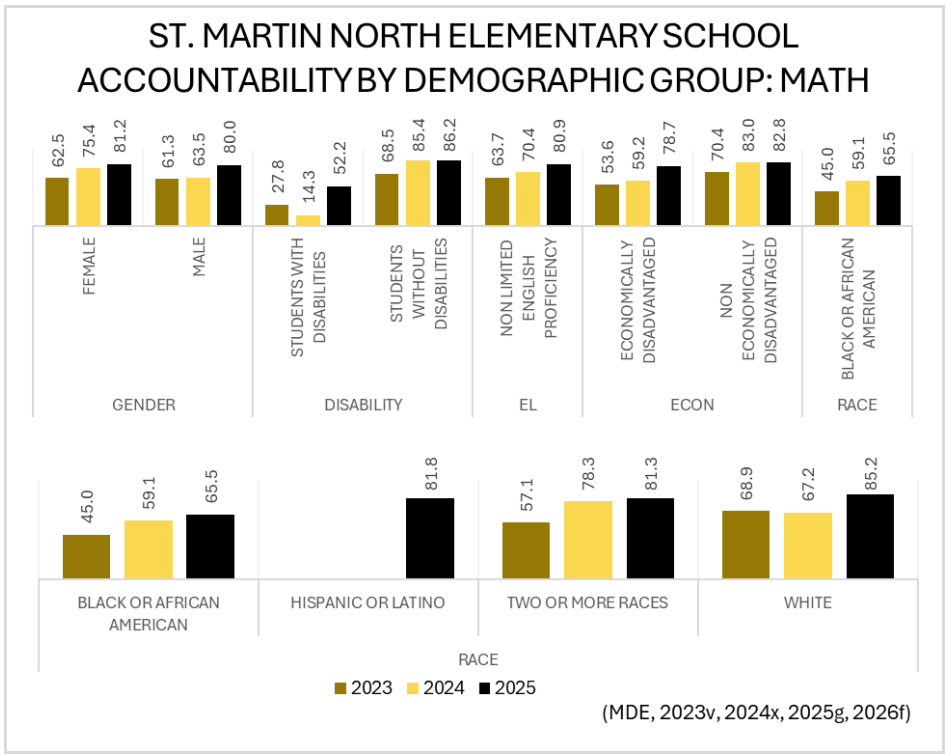


Figure 214: St. Martin North Elementary School Accountability by Demographic Group: Math

PROFICIENCY GAP TO GOAL

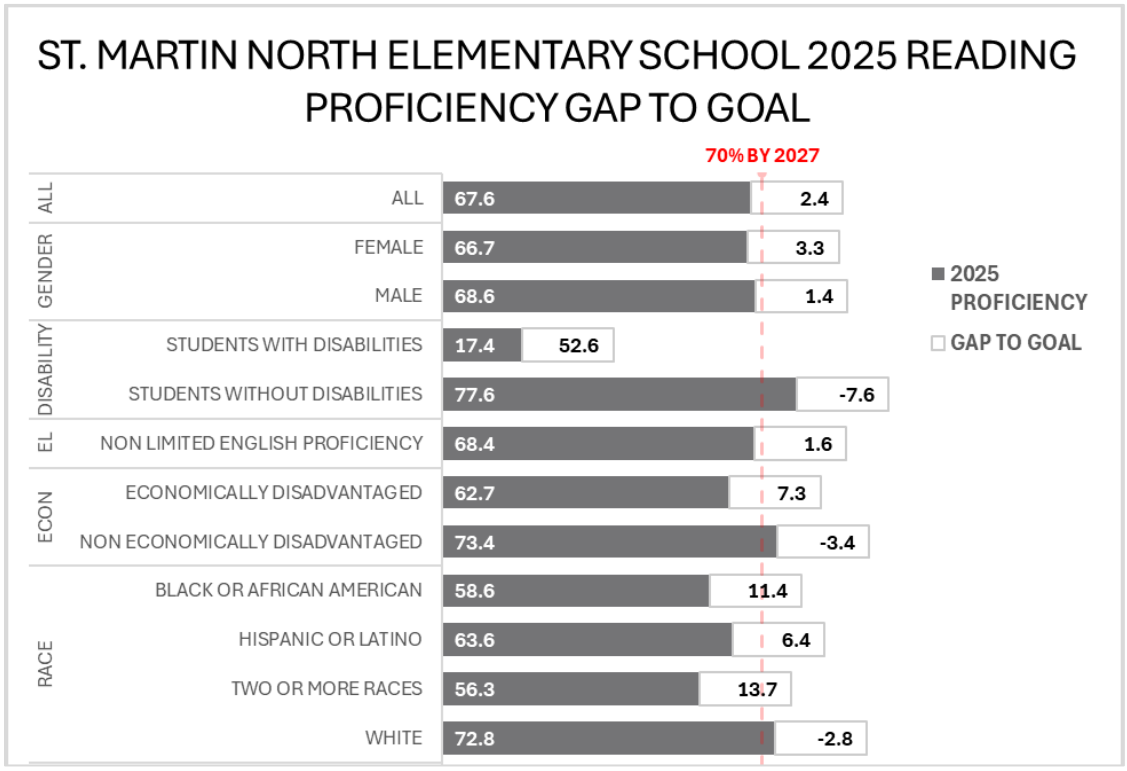


Figure 215: St. Martin North Elementary School 2025 Reading Proficiency Gap to Goal

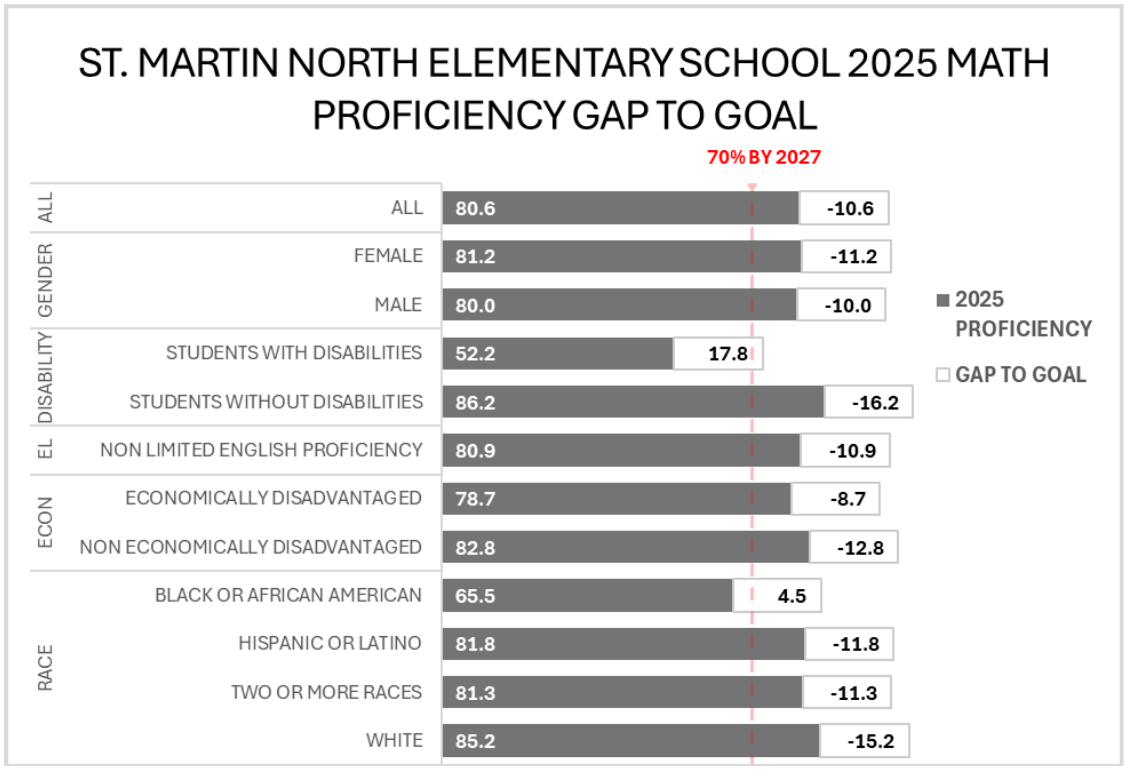


Figure 216: St. Martin North Elementary School 2025 Math Proficiency Gap to Goal

SMNES Accountability Takeaways

Accountability measures at St. Martin North Elementary reflect **generally strong performance** with some emerging areas of concern. Overall ratings improved from a "B" to consistent "A" levels, with scores rising from 440 to 446, indicating sustained schoolwide effectiveness. **Reading proficiency increased** from 60.0% in 2023 to 70.2% in 2024 before dipping slightly to 67.6% in 2025, suggesting gains that may be stabilizing rather than continuing upward. **Growth trends in reading, particularly for the lowest quartile, declined notably** from 58.9% to 47.4%, pointing to challenges in accelerating progress for struggling students. In contrast, **math proficiency shows strong upward momentum**, increasing from 61.8% to 80.6% over three years, though growth percentages fluctuate. **English learner progress improved** and then held steady at 30.0%.

ASSESSMENT

KINDERGARTEN READINESS ASSESSMENT

Mississippi's Kindergarten Readiness Assessment results are not directly comparable across years due to major vendor and technical changes. From 2023 to 2026, the assessment switched between Renaissance's STAR Early Literacy, Istation/Ameri Learning, and back to Renaissance, each with differing technical details and score standards. MDE did not publish scores for the Fall 2024 administration.

Note: All prekindergarten scores for SMNES were masked by MDE to prevent the identification of individuals in small cells or with unique characteristics

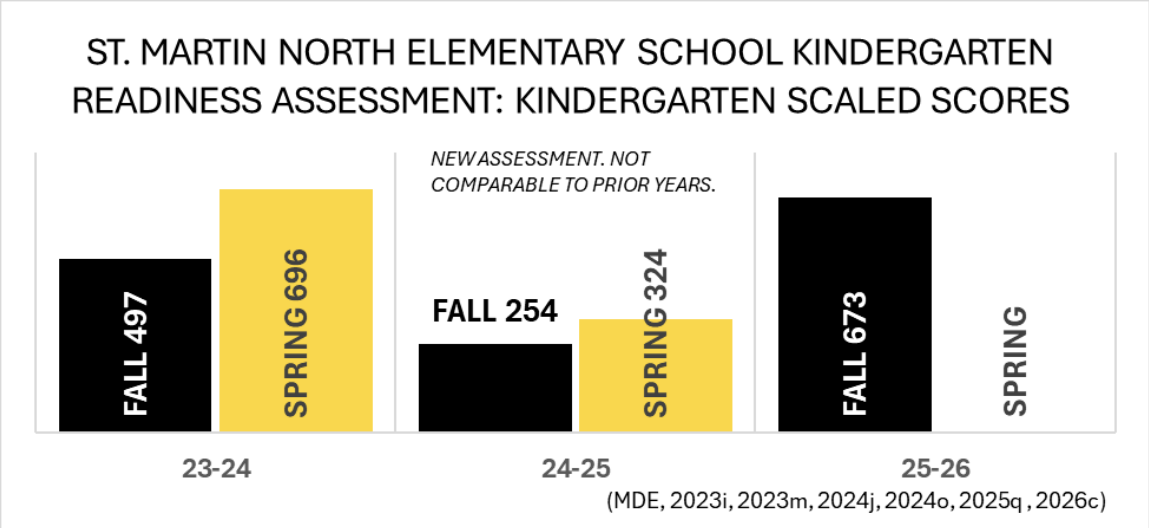


Figure 217: St. Martin North Elementary School Kindergarten Readiness Assessment: Kindergarten Scaled Scores

LITERACY-BASED PROMOTION ACT (LBPA)

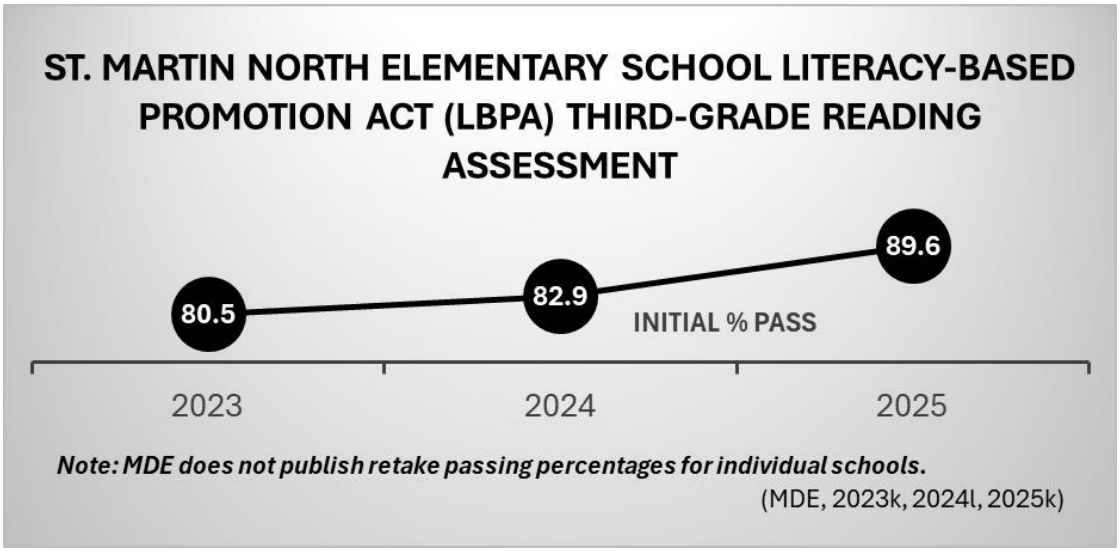


Figure 218: St. Martin North Elementary School Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

MAAP ELA AND MATH

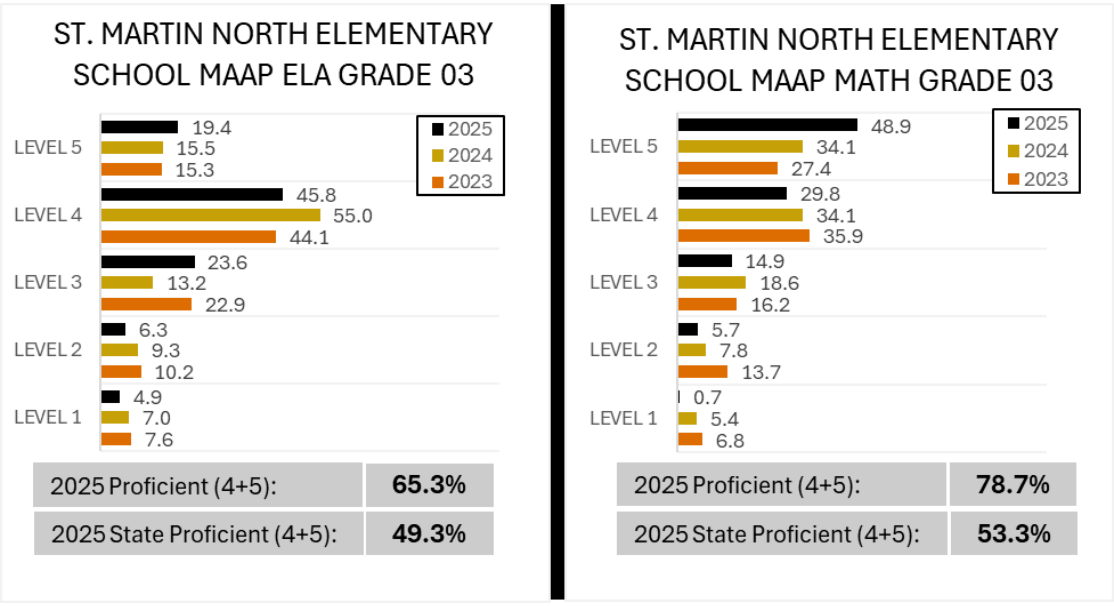


Figure 219: St. Martin North Elementary School MAAP ELA and MATH Grade 3

SMNES Assessment Takeaways

Assessment results at St. Martin North Elementary show **mixed but generally stable performance across early literacy and third-grade measures**. Kindergarten readiness

data are difficult to compare year to year due to changes in assessment platforms and missing data in 2024, limiting clear trend analysis. However, available scores suggest variability rather than consistent growth, indicating the need for more stable early measurement practices. **Third-grade reading outcomes**, measured by initial pass rates on the Literacy-Based Promotion Act assessment, **improved** from 80.5% in 2023 to 82.9% in 2024 and 89.6% in 2025, reflecting strengthening early literacy outcomes by the end of Grade 3. On state assessments, Grade 3 ELA proficiency reached 65.3%, exceeding the state rate of 49.3%, while math proficiency rose to 78.7% compared to the state's 53.3%. Despite these strengths, **a notable portion of students remain below the highest performance levels**, suggesting a need to increase the number of students reaching advanced achievement.

PERSONNEL

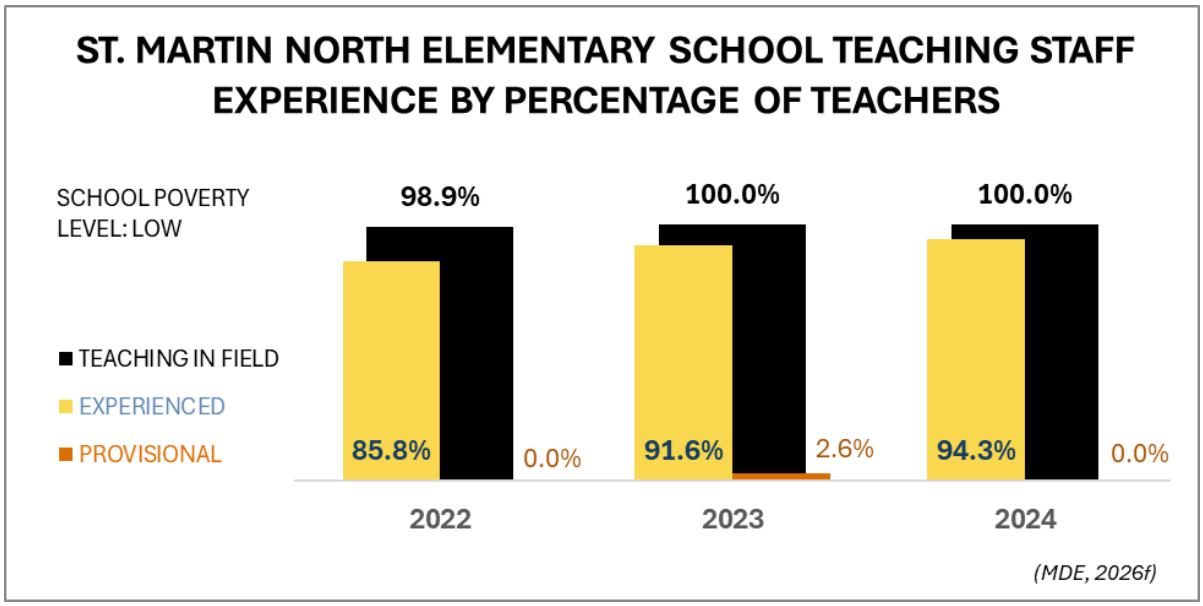


Figure 220: St. Martin North Elementary School Teaching Staff Experience by Percentage of Teachers

PERSONNEL TAKEAWAYS

St. Martin North Elementary School had **no provisional teachers** on staff from 2022 through 2024, the last year for which this data is available from MDE. Provisional teachers are those who have taught for three years or fewer. **All teachers on staff are teaching within their certification.** The percentage of teachers considered "**experienced,**" that is, with four or more years of teaching experience **rose to 94.3%.**

ST. MARTIN NORTH ELEMENTARY CNA SURVEY

INTRODUCTION

Twenty-five (25) faculty members, fifty-six (56) parents, and two hundred seventy-three (273) students from St. Martin North Elementary School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

ST. MARTIN NORTH ELEMENTARY FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	18	72.0%
Agree	7	28.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	12	48.0%
Agree	12	48.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	21	84.0%
Agree	4	16.0%
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	4	16.0%
Agree	8	32.0%
Disagree	7	28.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	5	20.0%
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	5	20.0%
Agree	12	48.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	28.0%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	22	88.0%
Agree	3	12.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	9	36.0%
Agree	12	48.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.0%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	10	40.0%
Agree	9	36.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	24.0%

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	48.0%
Expedited evaluation services for students with limited English	8	32.0%
Expedited evaluation services for gifted and talented students	7	28.0%
Additional academic support	15	60.0%
Tutoring	15	60.0%
Enrichment educational services	10	40.0%
Counseling	13	52.0%
Mentors	9	36.0%
School supplies	15	60.0%
School uniforms	10	40.0%
Dental referrals	13	52.0%
Medical referrals	9	36.0%
Bullying assistance	9	36.0%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	12	48.0%
Supporting college and career counseling	9	36.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	17	68.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	10	40.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	7	28.0%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	13	52.0%
Providing school-based mental health services and counseling	16	64.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	7	28.0%
Establishing or improving dropout prevention	7	28.0%
Supporting re-entry programs and transition services for Justice-involved youth	5	20.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	12	48.0%
Implementing systems and practices to prevent bullying and harassment	13	52.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	11	44.0%
Establishing community partnerships	9	36.0%
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	15	60.0%
Building technological capacity and infrastructure	9	36.0%
Carrying out innovative blended learning projects	6	24.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	10	40.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	16.0%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	9	36.0%
Agree	15	60.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	15	60.0%
Agree	10	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	15	60.0%
Agree	10	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	32.0%
Agree	11	44.0%
Disagree	5	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	15	60.0%
Agree	10	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	10	40.0%
Agree	14	56.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	14	56.0%
Agree	10	40.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	14	56.0%
Agree	10	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%
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	15	60.0%
Agree	6	24.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	10	40.0%
Utilize technology such as class websites, blogs, and videos	13	52.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	10	40.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	20	80.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	16	64.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	14	56.0%
Use bilingual handouts and cues	5	20.0%
Use visual displays, portable white boards, and posters when giving instructions	16	64.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	12	48.0%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	19	76.0%
Teachers provide unique instructional time inside the classroom for English instruction.	6	24.0%
Mentoring with another student	6	24.0%
Not Applicable	6	24.0%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	20	80.0%
No	5	20.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	20	80.0%
Language Proficiency of the Parent	14	56.0%
Level of Parental Involvement	9	36.0%
Family income and socioeconomic status	3	12.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	11	44.0%
Auditory Screening Result	11	44.0%
Grade Retention (if applicable)	7	28.0%
Number of Failed Courses	0	0.0%
Dropout Status (if applicable)	2	8.0%
Enrichment programs/activities	8	32.0%
Supplemental Academic Instruction	6	24.0%
Behavioral Supports	4	16.0%
Counseling Services	6	24.0%
Discipline Records	6	24.0%
Social-Emotional Learning Services	5	20.0%
Social Behavioral Assessment Inventory Score	5	20.0%
Mental Health Supports	4	16.0%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	3	12.0%
Mental Health Services	3	12.0%
Counseling	3	12.0%
Transitional Services	2	8.0%
Not Applicable	22	88.0%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	1	4.0%
No	0	0.0%
Not Applicable	24	96.0%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	7	28.0%
Agree	9	36.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	36.0%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

Many staff members appreciate the availability and support provided by coaches, noting their readiness to offer resources, answer questions, and participate actively in PLCs. Coaches and mentors are credited with offering valuable feedback after classroom observations, aiding with data analysis, and modeling instructional strategies, which has helped build trust and support teacher growth. There is evidence that their involvement has contributed to student progress, especially for those in Tier programs and tutoring, as reflected in improved mid-year scores and benchmark growth. However, some faculty members feel that peer collaboration and grade-level teams are more helpful than coaching, and express concern that coaches do not always model lessons or meet classroom expectations. Additionally, time and availability remain challenges. While individual coaches are praised, there is a desire for more school-level support and concern about losing valuable teaching assistants and resources.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	2	8.0%
Agree	15	60.0%
Disagree	6	24.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	1	4.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	6	24.0%
Agree	17	68.0%
Disagree	2	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	12	48.0%
Agree	11	44.0%
Disagree	2	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	7	28.0%
Agree	16	64.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	8	32.0%
Agree	11	44.0%
Disagree	5	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	7	28.0%
Agree	14	56.0%
Disagree	4	16.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	8	32.0%
Agree	11	44.0%
Disagree	4	16.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	4	16.0%
Agree	11	44.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	40.0%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	8	32.0%
Agree	16	64.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	8	32.0%
Agree	15	60.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	7	28.0%
Agree	17	68.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	9	36.0%
Agree	15	60.0%
Disagree	0	0.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	5	20.0%
Agree	12	48.0%
Disagree	3	12.0%
Strongly Disagree	3	12.0%
Not Applicable or No Information	2	8.0%

PROFESSIONAL DEVELOPMENT

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	7	28.0%
Agree	9	36.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	32.0%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	6	24.0%
Agree	13	52.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	20.0%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at St. Martin North Elementary highlight the strengths of their school, emphasizing a supportive and collaborative work environment where staff work together to foster student success. Many appreciate the nurturing, safe atmosphere that helps children thrive, as well as welcoming parents and encouraging students to reach their full potential. The school is praised for its family-oriented culture, the dedication of teachers and administrators, and efforts to create a fun, inviting space through decorations and positive discipline practices. Teachers are recognized for being helpful and supportive, and administration is noted for its hands-on involvement. However, faculty also identify areas needing improvement, such as reducing class sizes, increasing teacher and teaching assistant staffing, enhancing communication among staff, and providing safer playground spaces. They suggest less technology use for younger grades, improvements to math programs, and more visible leadership from principals.

ST. MARTIN NORTH ELEMENTARY PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	29	51.8%
Agree	26	46.4%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	14	25.0%
Agree	16	28.6%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable or No Information	24	42.9%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	38	67.9%
Agree	13	23.2%
Disagree	0	0.0%
Strongly Disagree	1	1.8%
Not Applicable or No Information	4	7.1%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	9	16.1%
Agree	22	39.3%
Disagree	6	10.7%
Strongly Disagree	4	7.1%
Not Applicable or No Information	15	26.8%
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	18	32.1%
Agree	21	37.5%
Disagree	2	3.6%
Strongly Disagree	1	1.8%
Not Applicable or No Information	14	25.0%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	31	55.4%
Agree	19	33.9%
Disagree	4	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%

At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	12	21.4%
Agree	21	37.5%
Disagree	2	3.6%
Strongly Disagree	1	1.8%
Not Applicable or No Information	20	35.7%
I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	12	21.4%
Computer Classes	16	28.6%
Conflict Resolution	22	39.3%
Discipline	17	30.4%
Drug/Alcohol Awareness	13	23.2%
English as a Second Language	9	16.1%
Health Classes	17	30.4%
Literacy Classes	14	25.0%
Math Classes	13	23.2%
Parent-to-School Relationships	20	35.7%
Parent/Child Communication	23	41.1%
Preparing for College	12	21.4%
Parenting Workshops	11	19.6%
Social Media Classes	6	10.7%
Stress/Anger Management	24	42.9%
Understanding College- and Career-Ready Standards	19	33.9%
I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	19	33.9%
Parental advisory committees	2	3.6%
PTO/PTA meetings and activities	5	8.9%
Ways to help at the classroom level	18	32.1%
Other ways to get involved in my school (district)	12	21.4%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	14	25.0%
District and/or school newsletters	11	19.6%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	23	41.1%
Resource materials for parental training	6	10.7%
Training for parents to work with other parents on becoming involved in the schools	12	21.4%
Travel expenses to attend parent and family engagement/PTA work-shops and conferences.	9	16.1%
Home/School folders	22	39.3%
Home/School Planners	24	42.9%
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	11	19.6%
Very likely	19	33.9%
Moderately likely	19	33.9%
Slightly likely	4	7.1%
Not at all likely	3	5.4%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	18	32.1%
Supporting college and career counseling	25	44.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	37	66.1%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	27	48.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	26	46.4%

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	16	28.6%
Providing school-based mental health services and counseling	29	51.8%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	14	25.0%
Establishing or improving dropout prevention	19	33.9%
Supporting re-entry programs and transition services for Justice-involved youth	9	16.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	30	53.6%
Implementing systems and practices to prevent bullying and harassment	40	71.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	35	62.5%
Establishing community partnerships	9	16.1%
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	33	58.9%
Building technological capacity and infrastructure	18	32.1%
Carrying out innovative blended learning projects	18	32.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	28	50.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	24	42.9%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	22	39.3%
Agree	33	58.9%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	23	41.1%
Agree	27	48.2%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.1%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	22	39.3%
Agree	28	50.0%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.9%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	17	30.4%
Agree	30	53.6%
Disagree	7	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.6%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	20	35.7%
Agree	29	51.8%
Disagree	3	5.4%
Strongly Disagree	1	1.8%
Not Applicable or No Information	3	5.4%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	19	33.9%
Agree	27	48.2%
Disagree	3	5.4%
Strongly Disagree	1	1.8%
Not Applicable or No Information	6	10.7%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	14	25.0%
Agree	25	44.6%
Disagree	3	5.4%
Strongly Disagree	1	1.8%
Not Applicable or No Information	13	23.2%
Is your child an English Language Learner?		
	Count	Percentage
Yes	19	33.9%
No	37	66.1%
Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	15	79.0%
Mentoring	4	21.1%
Academic or career counseling	3	15.8%
Mental Health counseling	0	0.0%
Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	17	89.5%
No	2	10.5%
Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	19	100.0%
No	0	0.0%
I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	28	50.0%
Agree	23	41.1%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.4%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	29	51.8%
Agree	21	37.5%
Disagree	4	7.1%
Strongly Disagree	1	1.8%
Not Applicable or No Information	1	1.8%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	31	55.4%
Agree	20	35.7%
Disagree	3	5.4%
Strongly Disagree	2	3.6%
Not Applicable or No Information	0	0.0%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	21	37.5%
Agree	24	42.9%
Disagree	9	16.1%
Strongly Disagree	1	1.8%
Not Applicable or No Information	1	1.8%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	18	32.1%
Agree	23	41.1%
Disagree	10	17.9%
Strongly Disagree	1	1.8%
Not Applicable or No Information	4	7.1%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	27	48.2%
Agree	22	39.3%
Disagree	6	10.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.8%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	23	41.1%
Agree	31	55.4%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	19	33.9%
Agree	22	39.3%
Disagree	6	10.7%
Strongly Disagree	4	7.1%
Not Applicable or No Information	5	8.9%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	15	26.8%
Agree	33	58.9%
Disagree	4	7.1%
Strongly Disagree	1	1.8%
Not Applicable or No Information	3	5.4%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	20	35.7%
Agree	29	51.8%
Disagree	5	8.9%
Strongly Disagree	1	1.8%
Not Applicable or No Information	1	1.8%
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	14	25.0%
Agree	27	48.2%
Disagree	2	3.6%
Strongly Disagree	1	1.8%
Not Applicable or No Information	12	21.4%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	13	23.2%
Agree	37	66.1%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.1%

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

	Count	Percentage
Strongly Agree	12	21.4%
Agree	33	58.9%
Disagree	1	1.8%
Strongly Disagree	3	5.4%
Not Applicable or No Information	7	12.5%

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

	Count	Percentage
Strongly Agree	15	26.8%
Agree	30	53.6%
Disagree	3	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	14.3%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	14	25.0%
Agree	23	41.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	33.9%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	9	16.1%
Agree	27	48.2%
Disagree	3	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	30.4%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	13	23.2%
Agree	35	62.5%
Disagree	1	1.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	12.5%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	15	26.8%
Agree	35	62.5%
Disagree	2	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.1%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	19	33.9%
Agree	30	53.6%
Disagree	3	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.1%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	13	23.2%
Agree	25	44.6%
Disagree	5	8.9%
Strongly Disagree	1	1.8%
Not Applicable or No Information	12	21.4%

The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	16	28.6%
Agree	31	55.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	16.1%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at St. Martin North Elementary express high satisfaction with their children's school, commending the dedication and professionalism of teachers, strong communication, especially through platforms like Parent Square, and the supportive environment that encourages student growth and keeps families informed. Many parents appreciate the teachers' proactive approach to addressing academic challenges, effective resource placement, and the school's focus on fostering positive staff-student relationships and parent engagement through PTA activities. However, several suggestions for improvement emerge, including requests for more frequent face-to-face communication, streamlined event information, increased field trips, enhanced playground facilities, better traffic management, and additional support for students with special needs or ADHD. Parents also advocate for more afterschool programs, opportunities for classroom volunteering, improved school security, and fairer access to school amenities.

ST. MARTIN NORTH ELEMENTARY STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	189	69.2%
Agree	55	20.1%
Disagree	5	1.8%
Strongly Disagree	7	2.6%
Not Applicable or No Information	17	6.2%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	70	25.6%
Agree	38	13.9%
Disagree	8	2.9%
Strongly Disagree	4	1.5%
Not Applicable or No Information	153	56.0%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	197	72.2%
Agree	47	17.2%
Disagree	7	2.6%
Strongly Disagree	9	3.3%
Not Applicable or No Information	13	4.8%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	37	13.6%
Agree	35	12.8%
Disagree	17	6.2%
Strongly Disagree	35	12.8%
Not Applicable or No Information	149	54.6%

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	91	33.3%
Agree	59	21.6%
Disagree	9	3.3%
Strongly Disagree	12	4.4%
Not Applicable or No Information	102	37.4%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	80	29.3%
Agree	66	24.2%
Disagree	18	6.6%
Strongly Disagree	18	6.6%
Not Applicable or No Information	91	33.3%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	123	45.1%
Agree	36	13.2%
Disagree	14	5.1%
Strongly Disagree	17	6.2%
Not Applicable or No Information	83	30.4%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	157	57.5%
Agree	61	22.3%
Disagree	21	7.7%
Strongly Disagree	14	5.1%
Not Applicable or No Information	20	7.3%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	179	65.6%
Agree	73	26.7%
Disagree	9	3.3%
Strongly Disagree	6	2.2%
Not Applicable or No Information	6	2.2%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	162	59.3%
Agree	80	29.3%
Disagree	11	4.0%
Strongly Disagree	5	1.8%
Not Applicable or No Information	15	5.5%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	144	52.7%
Agree	91	33.3%
Disagree	12	4.4%
Strongly Disagree	10	3.7%
Not Applicable or No Information	16	5.9%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	174	63.7%
Agree	65	23.8%
Disagree	15	5.5%
Strongly Disagree	6	2.2%
Not Applicable or No Information	13	4.8%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	170	62.3%
Agree	77	28.2%
Disagree	9	3.3%
Strongly Disagree	5	1.8%
Not Applicable or No Information	12	4.4%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	169	61.9%
Agree	76	27.8%
Disagree	10	3.7%
Strongly Disagree	11	4.0%
Not Applicable or No Information	7	2.6%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	98	35.9%
Agree	57	20.9%
Disagree	35	12.8%
Strongly Disagree	28	10.3%
Not Applicable or No Information	52	19.0%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	125	45.8%
Agree	49	17.9%
Disagree	21	7.7%
Strongly Disagree	34	12.5%
Not Applicable or No Information	44	16.1%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	234	85.7%
Additional academic support	33	12.1%
Tutoring	3	1.1%
Counseling	0	0.0%
A mentor	0	0.0%
School supplies	0	0.0%
Structured note taking mechanisms	3	1.1%
The teacher slows speech at times to help you understand	1	0.4%
The teacher uses gestures and demonstrations	1	0.4%
Use think aloud and think pair shares	0	0.0%
Use of bilingual handouts and cues	0	0.0%
Use of display word walls with high frequency words	1	0.4%

I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	125	45.8%
Agree	87	31.9%
Disagree	16	5.9%
Strongly Disagree	15	5.5%
Not Applicable or No Information	30	11.0%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	136	49.8%
Agree	73	26.7%
Disagree	13	4.8%
Strongly Disagree	13	4.8%
Not Applicable or No Information	38	13.9%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	146	53.5%
Agree	74	27.1%
Disagree	9	3.3%
Strongly Disagree	10	3.7%
Not Applicable or No Information	34	12.5%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	155	56.8%
Agree	65	23.8%
Disagree	14	5.1%
Strongly Disagree	6	2.2%
Not Applicable or No Information	33	12.1%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	181	66.3%
Agree	50	18.3%
Disagree	4	1.5%
Strongly Disagree	18	6.6%
Not Applicable or No Information	20	7.3%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	133	48.7%
Agree	49	17.9%
Disagree	14	5.1%
Strongly Disagree	31	11.4%
Not Applicable or No Information	46	16.8%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	134	49.1%
Agree	44	16.1%
Disagree	14	5.1%
Strongly Disagree	8	2.9%
Not Applicable or No Information	73	26.7%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	141	51.6%
Agree	41	15.0%
Disagree	10	3.7%
Strongly Disagree	10	3.7%
Not Applicable or No Information	71	26.0%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	27	9.9%
Agree	6	2.2%
Disagree	1	0.4%
Strongly Disagree	4	1.5%
Not Applicable or No Information	235	86.1%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	145	53.1%
Agree	58	21.2%
Disagree	10	3.7%
Strongly Disagree	17	6.2%
Not Applicable or No Information	43	15.8%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	185	67.8%
Agree	58	21.2%
Disagree	8	2.9%
Strongly Disagree	4	1.5%
Not Applicable or No Information	18	6.6%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	130	47.6%
Agree	89	32.6%
Disagree	12	4.4%
Strongly Disagree	10	3.7%
Not Applicable or No Information	32	11.7%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	179	65.6%
Agree	63	23.1%
Disagree	7	2.6%
Strongly Disagree	10	3.7%
Not Applicable or No Information	14	5.1%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	152	55.7%
Agree	89	32.6%
Disagree	13	4.8%
Strongly Disagree	8	2.9%
Not Applicable or No Information	11	4.0%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	153	56.0%
Agree	69	25.3%
Disagree	14	5.1%
Strongly Disagree	9	3.3%
Not Applicable or No Information	28	10.3%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	146	53.5%
Agree	60	22.0%
Disagree	9	3.3%
Strongly Disagree	8	2.9%
Not Applicable or No Information	50	18.3%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	141	51.6%
Agree	54	19.8%
Disagree	20	7.3%
Strongly Disagree	19	7.0%
Not Applicable or No Information	39	14.3%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Students were also asked what obstacles they face in improving their academic achievement. Responses are summarized below.

Students at St. Martin North Elementary expressed appreciation for several aspects of their school, particularly noting the quality of teaching, the positive encouragement from teachers to become better learners and prepare for future success, and the availability of activities and technology. Many students also value the support they receive, the provision of meals, and the school's general preparedness. In terms of areas for improvement, students suggested enhancements such as fixing gym and playground facilities, adding more equipment and color to the environment, providing more drinks, and establishing clearer rules for the bathroom. Some students also indicated a desire for more hands-on or engaging activities. When discussing obstacles to academic success, students most cited distractions such as talking with friends, difficulty reading the board, and peer interactions during class.





STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

St. Martin North Elementary demonstrates a **strong overall performance profile** with **stable enrollment** (532 to 545 students from 2022–2026) and **improving attendance**, rising to 94.4% by 2025. Academic outcomes are solid, reflected in consistent "A" ratings and rising math proficiency, but underlying trends point to **uneven literacy growth**, subgroup disparities, and persistent absenteeism (19.8%). **Stakeholder feedback is largely positive**, with about 100% of staff affirming teacher effectiveness and high expectations, and roughly 92% of parents expressing satisfaction, yet **concerns around resources, communication, and consistency remain**.

STRENGTHS



1) Strong overall accountability and math performance. Ratings improved to consistent "A" levels, with math proficiency increasing from 61.8% to 80.6%, demonstrating effective instructional systems. This sustained growth suggests that core math practices and alignment across grade levels are producing reliable gains over time.



2) Improving attendance and engagement. Attendance climbed from 89.0% to 94.4%, and chronic absenteeism declined to 19.8%, indicating successful engagement efforts. These improvements reflect the impact of schoolwide attendance focus and suggest increasing student connection to the learning environment.



3) Highly effective and trusted instructional staff. About 100% of staff affirm teacher effectiveness and high expectations, and 96% report engaging instructional practices, reflecting a strong instructional culture. This level of consensus indicates a solid foundation for implementing instructional initiatives with consistency and buy-in.



4) Positive school climate and family perception. Approximately 92% of parents report satisfaction, and about 96% of staff agree the environment is safe and orderly, reinforcing a supportive culture. Strong perceptions of safety and belonging create conditions that support both academic growth and student well-being.

CHALLENGES



1) Declining growth in reading, especially for struggling students. Reading growth for the lowest quartile dropped from 58.9% to 47.4%, signaling gaps in Tier I and intervention alignment. This decline suggests that current strategies are not sufficiently accelerating progress for students most in need of support.



2) Persistent subgroup disparities. Chronic absenteeism remains higher for some groups (e.g., students with disabilities at 24.0%), and proficiency gaps remain evident across demographics. These disparities indicate that improvements are not being experienced equally and require more targeted supports.



3) Inconsistent early literacy and readiness data. Kindergarten readiness measures lack comparability, and cohort variability across grades suggests uneven early learning progression. This inconsistency makes it difficult to identify trends early and intervene before gaps widen in later grades.



4) Implementation and resource concerns. About 36% of staff report limited input on funding decisions, and faculty feedback highlights needs for smaller class sizes, stronger communication, and additional support staff. These concerns point to potential barriers in sustaining initiatives with full staff ownership and adequate resources.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Target Reading Growth for the Lowest-Performing Students
    - Use recent reading growth data, particularly the decline in lowest quartile growth (58.9% to 47.4%), to identify specific students and skill gaps at each grade level.

  - Create grade-level plans that prioritize students below proficiency and assign clear intervention responsibilities to teachers and support staff.

- Strengthen Attendance Monitoring and Response
  - Use chronic absenteeism data (19.8% overall, higher for specific subgroups) to build a weekly tracking system identifying students nearing the 10% threshold.
  - Assign staff to monitor and respond to attendance patterns for targeted groups, including students with disabilities who show higher absence rates.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- Align Instruction to Address Reading Growth Gaps
  - Use reading proficiency and growth trends to guide instructional focus, particularly in grades or groups showing stagnation or decline.
  - Monitor reading growth data every 4–6 weeks and adjust instruction based on student progress.
- Implement Targeted Support for Subgroups
  - Use subgroup data (e.g., higher absenteeism for students with disabilities and varying performance across demographics) to create targeted support plans.
  - Track subgroup performance and attendance data monthly to ensure interventions are producing measurable improvement.
- Improve Consistency in Data Use and Staff Engagement
  - Address survey findings showing inconsistent data use (~24% "not applicable") by establishing clear expectations for how teachers use student data in planning.
  - Increase staff involvement in decision-making processes in response to ~36% reporting limited input on funding.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- Sustain Attendance Gains and Reduce Chronic Absenteeism Further
  - Use year-over-year attendance improvements (89.0% to 94.4%) as a baseline and set targets for further reducing chronic absenteeism below current levels.
  - Regularly review subgroup attendance trends to ensure gains are equitable across all student groups.
- Increase Reading Proficiency and Growth Outcomes
  - Set measurable reading goals based on current performance and growth trends, particularly focusing on improving outcomes for the lowest quartile.

    - Monitor proficiency and growth data quarterly and adjust strategies based on results.

- Strengthen Staff Ownership and Implementation Consistency
    - Use survey data indicating mixed perceptions of decision-making and implementation to expand opportunities for staff leadership and input. T
    - Monitor implementation of key strategies through regular leadership reviews and staff feedback cycles.

St. Martin North Elementary

Raising the standard





ST. MARTIN UPPER ELEMENTARY SCHOOL

INTRODUCTION

St. Martin Upper Elementary School is a public school in Ocean Springs, Mississippi, located at 11000 Yellow Jacket Road. The school houses six hundred forty-seven (647) students in fourth and fifth grades (4-5). The school serves the St. Martin community in north Jackson County, within the broader Ocean Springs area, and is part of the Jackson County School District. It is a well-established part of the local elementary-to-upper-elementary pathway for families in the region.



St. Martin Upper Elementary School students are organized into houses that are each represented by a color and a motto. Students can earn points for their houses through academic success, good behavior, and acts of kindness.

SMUES was recognized with a 2026 RAMP Certification from the American School Counselor Association for its data-driven counseling program and top-notch environment. The school also serves as a hub for student drone piloting and programming, hosting competitions for regional students to learn robotics and coding. The SMUE robotics team previously qualified for the Vex Robotics World Competition.

In other recent news, bids are now being taken for a classroom addition to relieve overcrowding.

ENROLLMENT AND ATTENDANCE

ENROLLMENT

ST. MARTIN UPPER ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	627	626	599	600	647
GR_04	*	315	*	297	340
GR_05	337	300	313	303	307
					(MDE, 2025m)

Figure 221: St. Martin Upper Elementary School Enrollment by Grade Level

**FERPA laws require MDE to mask some numbers to prevent the identification of individuals in small cells or with unique characteristics.*

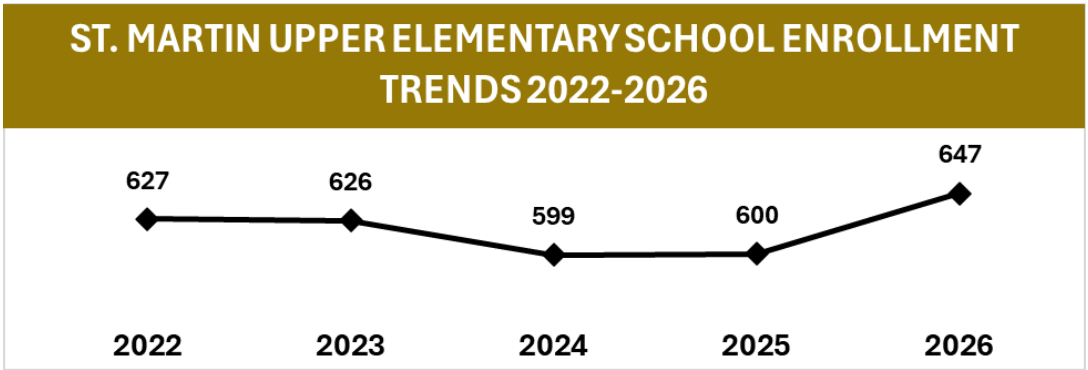


Figure 222: St. Martin Upper Elementary School Enrollment Trends 2022-2026

ST. MARTIN UPPER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	627	626	599	600	647
GENDER	FEMALE	292	300	273	281	318
	MALE	335	326	326	319	329
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*
	ASIAN	32	42	42	37	*
	BLACK OR AFRICAN AMERICAN	121	111	104	87	91
	HISPANIC OR LATINO	35	42	32	64	67
	TWO OR MORE RACES	55	45	57	53	83
	WHITE	380	381	360	357	372
						(MDE, 2025m)

Figure 223: St. Martin Upper Elementary School Enrollment by Demographic Group

ST. MARTIN UPPER ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	19.3%	14.1%	-5.2%
HISPANIC OR LATINO	5.6%	10.4%	4.8%
TWO OR MORE RACES	8.8%	12.8%	4.1%
WHITE	60.6%	57.5%	-3.1%

Figure 224: St. Martin Upper Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

ST. MARTIN UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	586.5	552.4	548.7
GR_04	295.7	256.6	275.1
GR_05	281.6	289.1	273.6
(MDE, 2023o, 2024q, 2025s)			

Figure 225: St. Martin Upper Elementary School Average Daily Attendance

ST. MARTIN UPPER ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	93.7%	92.2%	91.4%
GR_04	93.9%		92.6%
GR_05	93.9%	92.4%	90.3%
(MDE, 2023o, 2024q, 2025m, 2025s)			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 226: St. Martin Upper Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

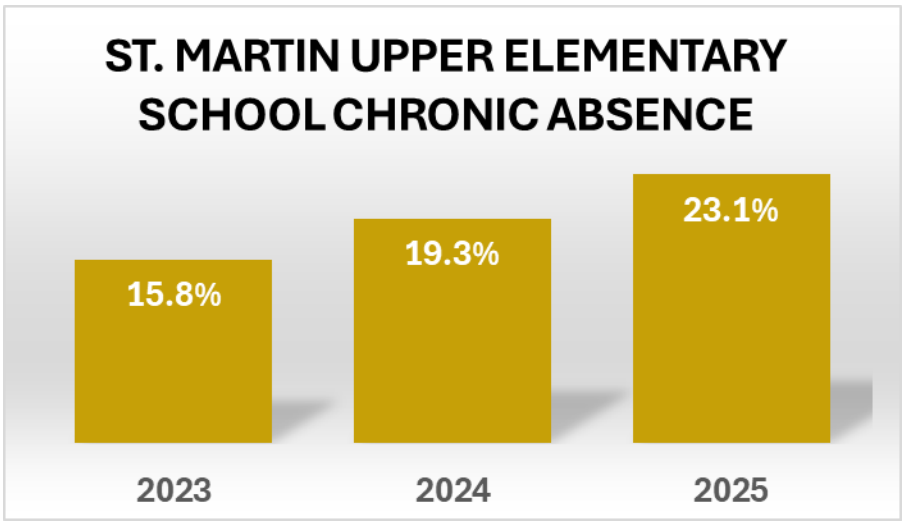


Figure 227: St. Martin Upper Elementary School Chronic Absence

ST. MARTIN UPPER ELEMENTARY SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	15.8	19.3	23.1
GENDER	FEMALE	16.0	18.6	22.5
	MALE	15.6	20.0	23.5
DISABILITY	STUDENTS WITH DISABILITIES	29.3	23.4	32.7
	STUDENTS WITHOUT DISABILITIES	13.3	18.7	21.0
EL	LIMITED ENGLISH PROFICIENCY	8.3	15.4	12.8
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	5.0	5.0	5.0
	ASIAN	9.1	9.3	10.8
	BLACK OR AFRICAN AMERICAN	18.9	20.9	22.1
	HISPANIC OR LATINO	9.3	14.3	21.3
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	5.0	5.0	5.0
	TWO OR MORE RACES	19.6	25.0	14.3
	WHITE	16.0	19.8	26.3

(MDE, 2026f)

Figure 228: St. Martin Upper Elementary School Chronic Absence by Demographic Group

SMUES Enrollment and Attendance Takeaways

Enrollment declined from 627 in 2022 to 599 in 2024 before rebounding to 647 in 2026, with growth driven largely by fourth grade expansion to 340 students. **Demographic shifts show increasing diversity**, including Hispanic enrollment rising from 5.6% to 10.4% and students identifying as two or more races increasing to 12.8%, while White and Black enrollment proportions declined modestly. **Attendance trends show gradual**

weakening, with average daily attendance falling from 93.7% in 2023 to 91.4% in 2025, alongside declining ADA counts across both grades. **Chronic absenteeism increased sharply** from 15.8% in 2023 to 23.1% in 2025, with particularly high rates among students.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

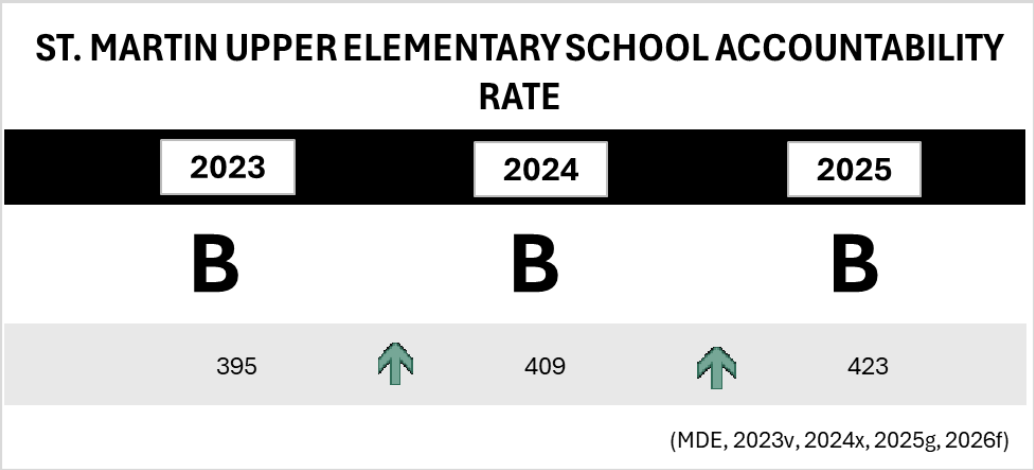


Figure 229: St. Martin Upper Elementary School Accountability Rating

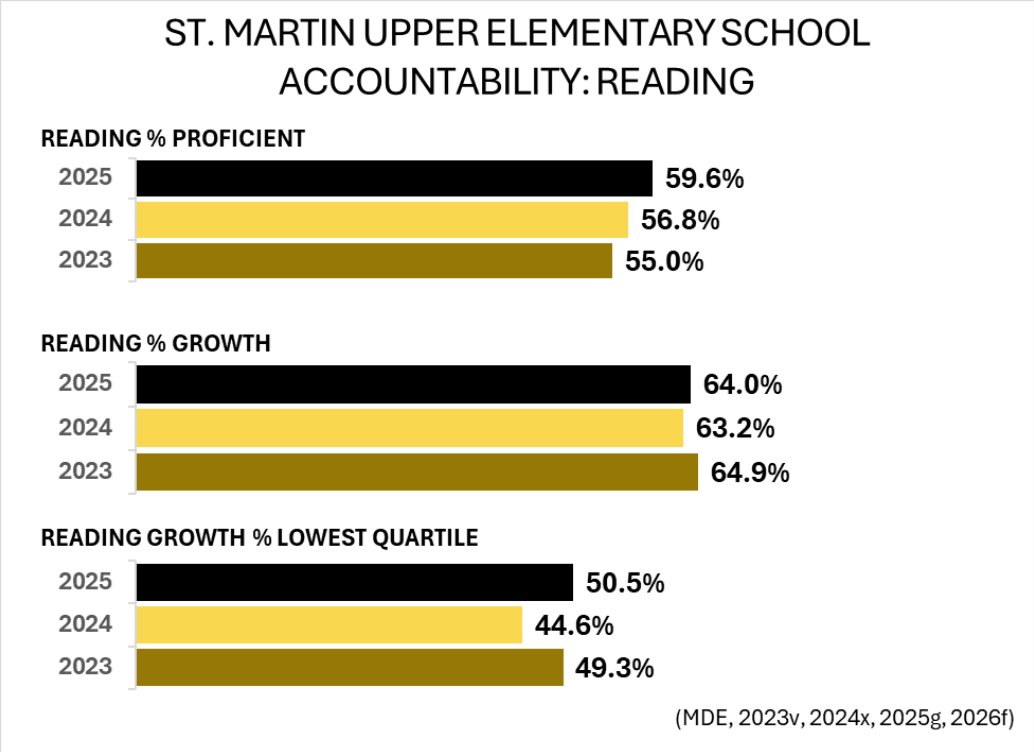


Figure 230: St. Martin Upper Elementary School Accountability: Reading

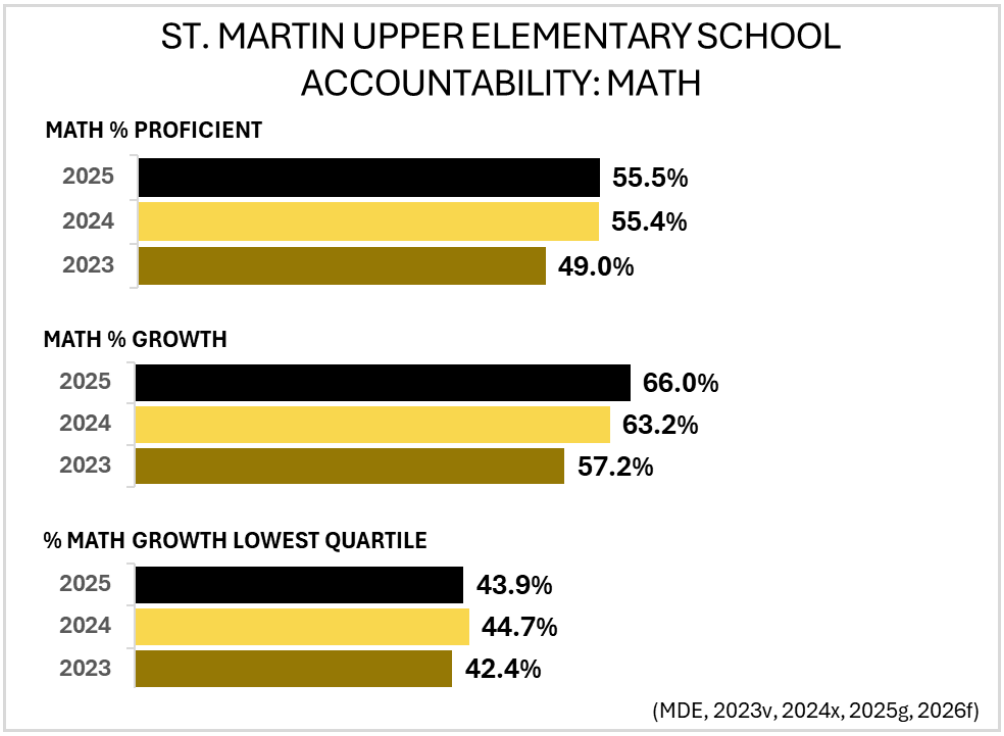


Figure 231: St. Martin Upper Elementary School Accountability: Math

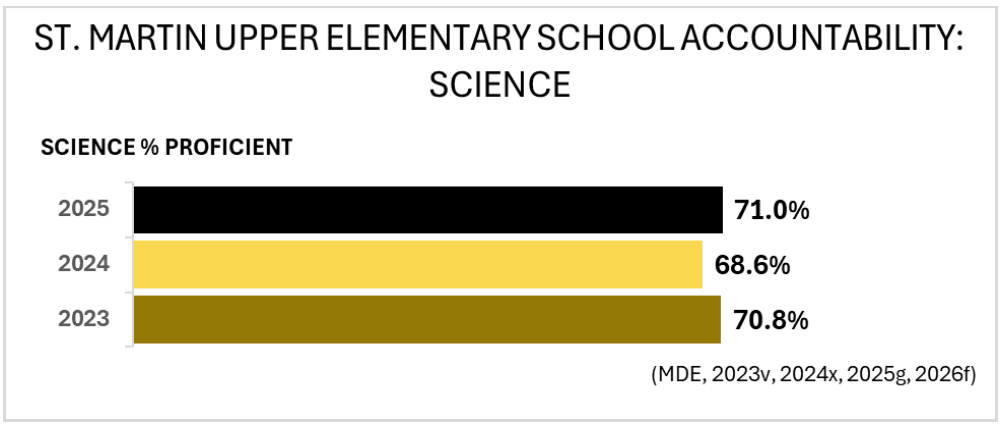


Figure 232: St. Martin Upper Elementary School Accountability: Science

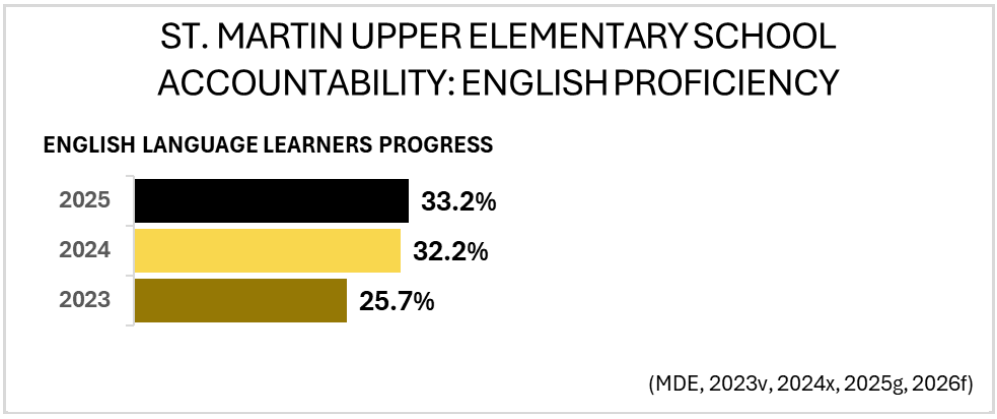


Figure 233: St. Martin Upper Elementary School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

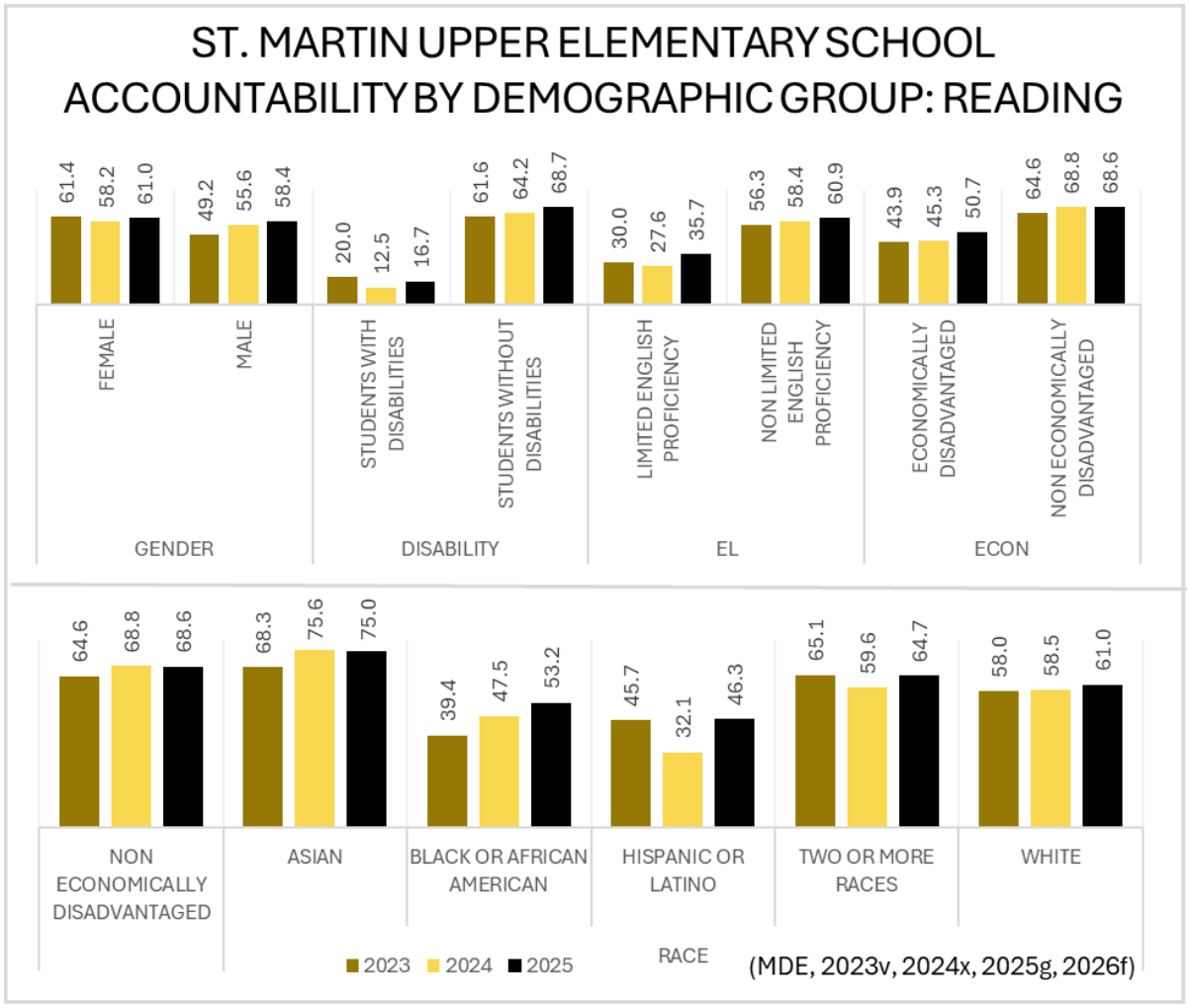


Figure 234: St. Martin Upper Elementary School Accountability by Demographic Group: Reading



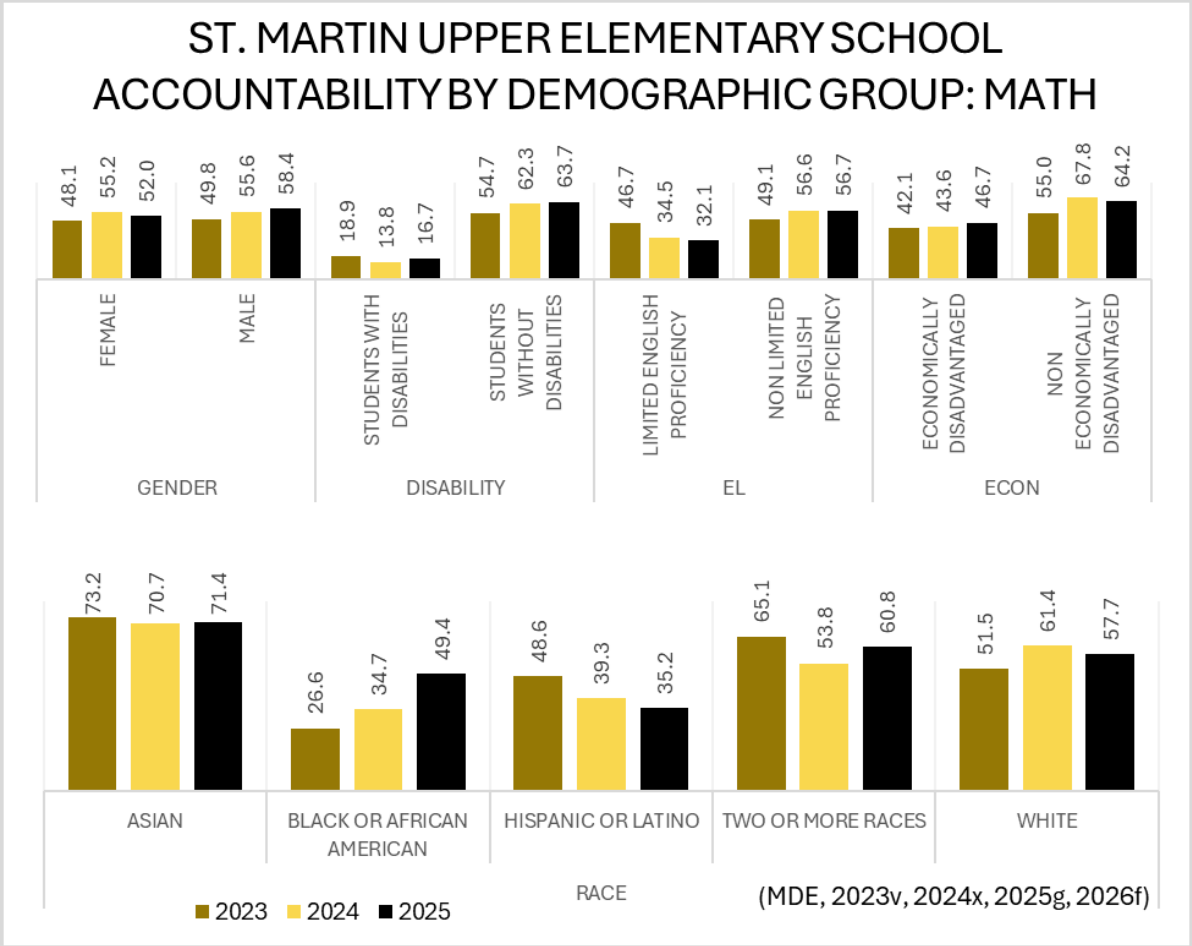


Figure 235: St. Martin Upper Elementary School Accountability by Demographic Group: Math



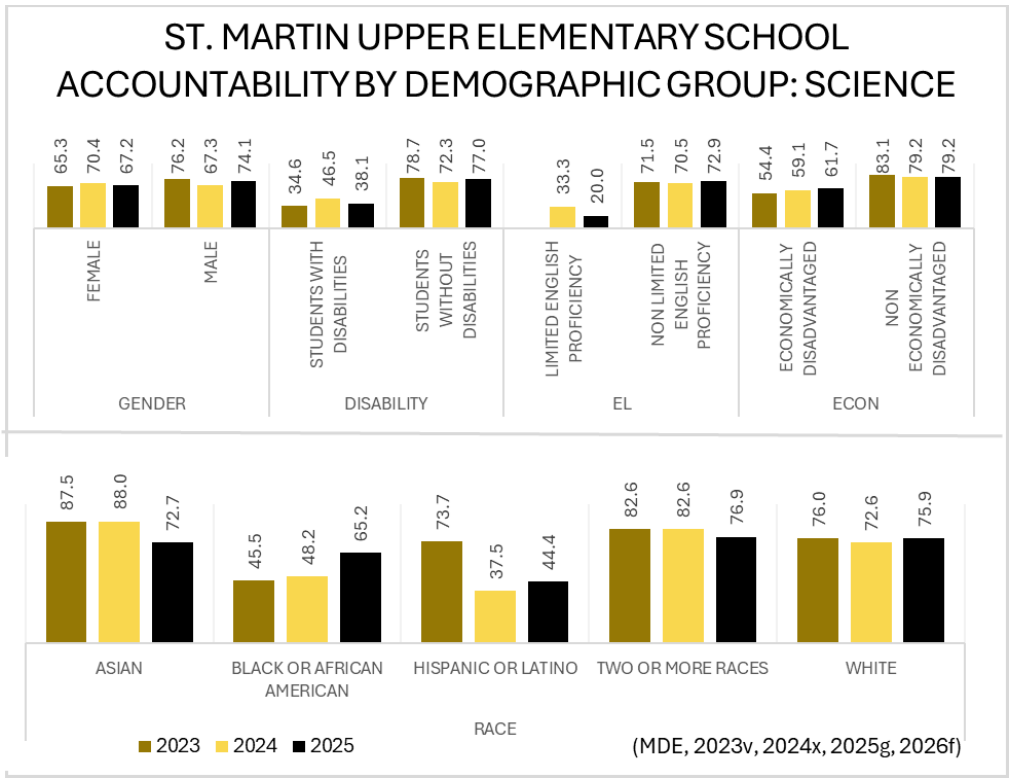


Figure 236: St. Martin Upper Elementary School Accountability by Demographic Group: Science

PROFICIENCY GAP TO GOAL

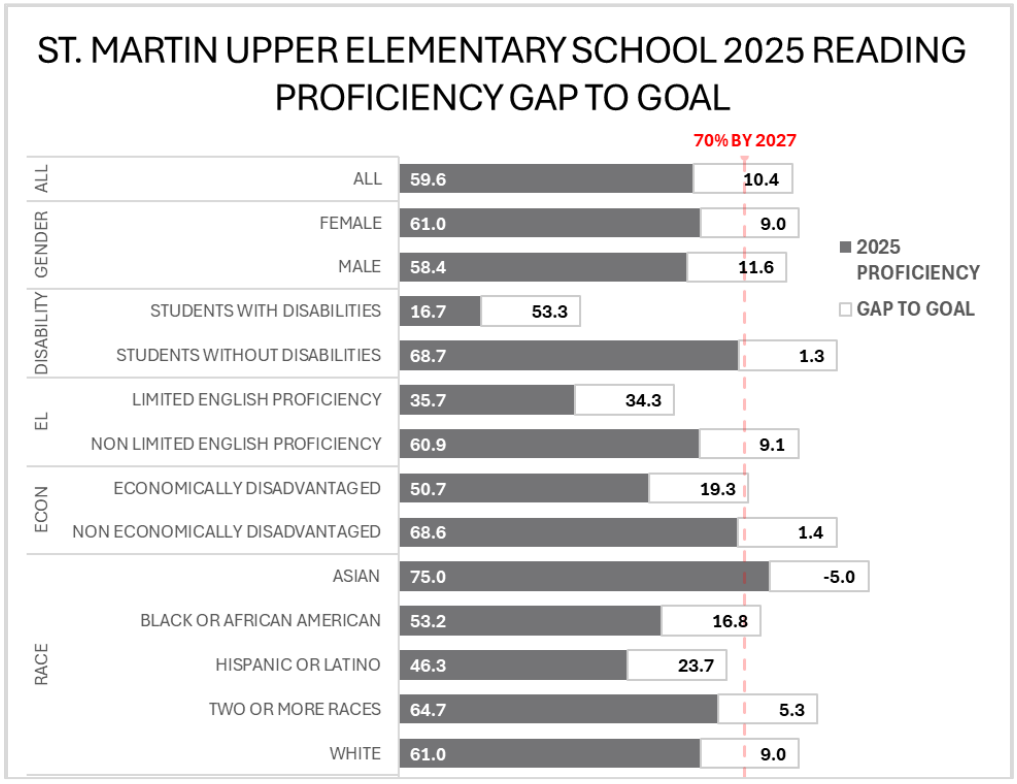


Figure 237: St. Martin Upper Elementary School 2025 Reading Proficiency Gap to Goal

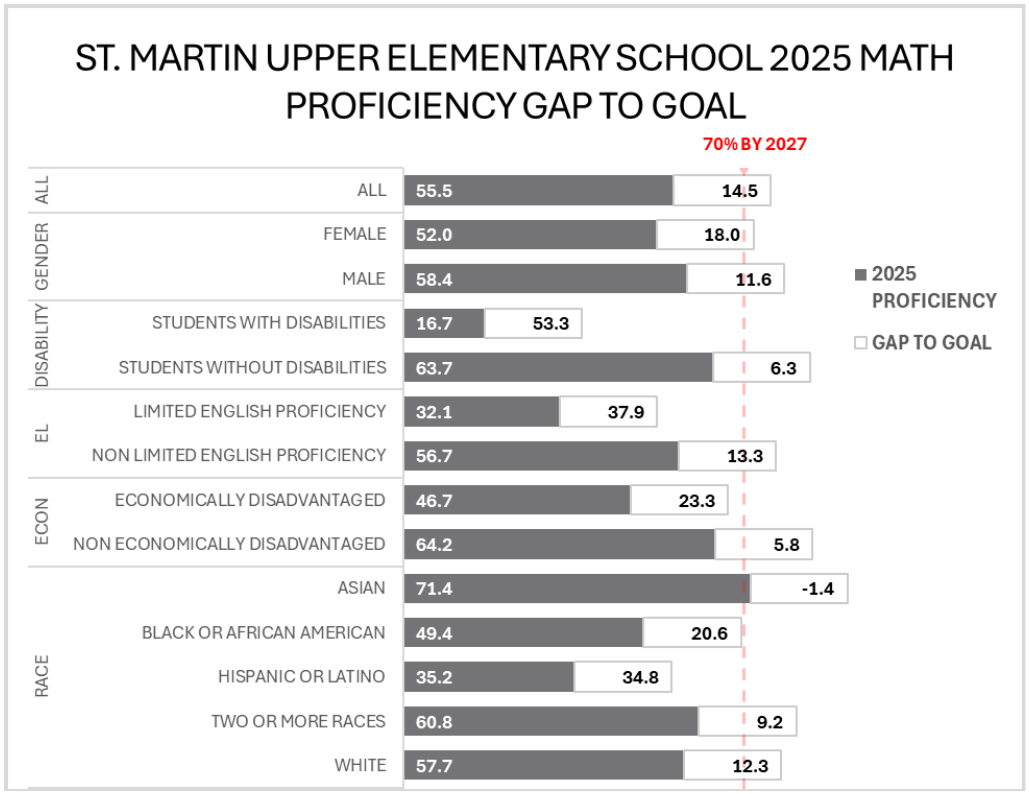


Figure 238: St. Martin Upper Elementary School 2025 Math Proficiency Gap to Goal

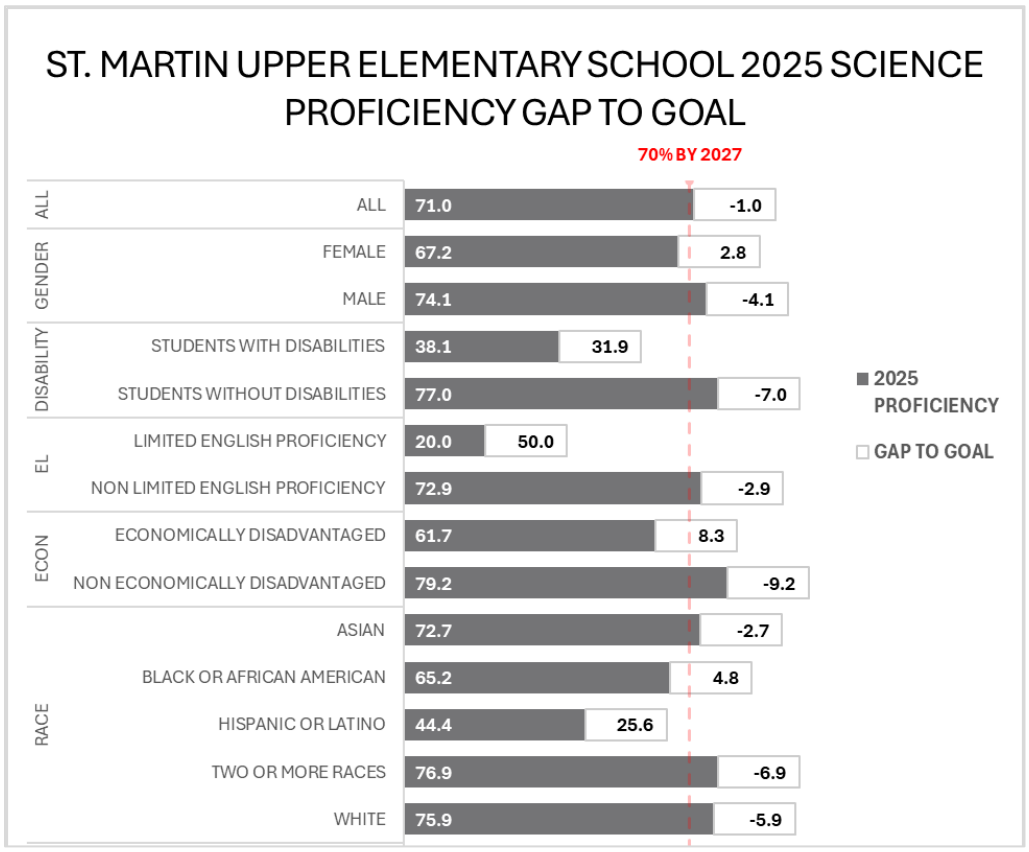


Figure 239: St. Martin Upper Elementary School 2025 Science Proficiency Gap to Goal

SCHOOL IMPROVEMENT

St. Martin Upper Elementary School was reidentified in 2024 and continued its designation in 2025 and 2026 as an **Additional Targeted School Improvement (ATSI)** because the performance of **students with disabilities** was equal to or below those of the lowest 5% of Title I schools. In 2026, the district received $36,272 in Title I School Improvement allocations to increase subgroup performance. St. Martin East is a school-wide Title I school.

SMUES ACCOUNTABILITY TAKEAWAYS

Accountability performance remained stable at a "B" rating from 2023 through 2025, with point totals rising from 395 to 423, indicating incremental improvement within the same performance band. **Reading proficiency increased** from 55.0% in 2023 to 59.6% in 2025, while **growth held steady** around the mid-60% range, and **gains among the lowest quartile rose** to 50.5%, suggesting improved support for struggling students. **Math showed stronger momentum,** with proficiency climbing from 49.0% to 55.5% and growth increasing to 66.0%, though lowest quartile performance remained relatively flat. **Science proficiency improved modestly** from 70.8% to 71.0%, maintaining the school's strongest subject area. **English learner progress rose** from 25.7% to 33.2%, reflecting gradual improvement but still lagging behind other indicators.

Persistent subgroup gaps, particularly among students with disabilities, contributed to continued ATSI identification and highlight uneven performance across student groups. These trends indicate steady gains in core areas, but subgroup performance and consistency remain key barriers to advancing beyond a B rating.



ASSESSMENT

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

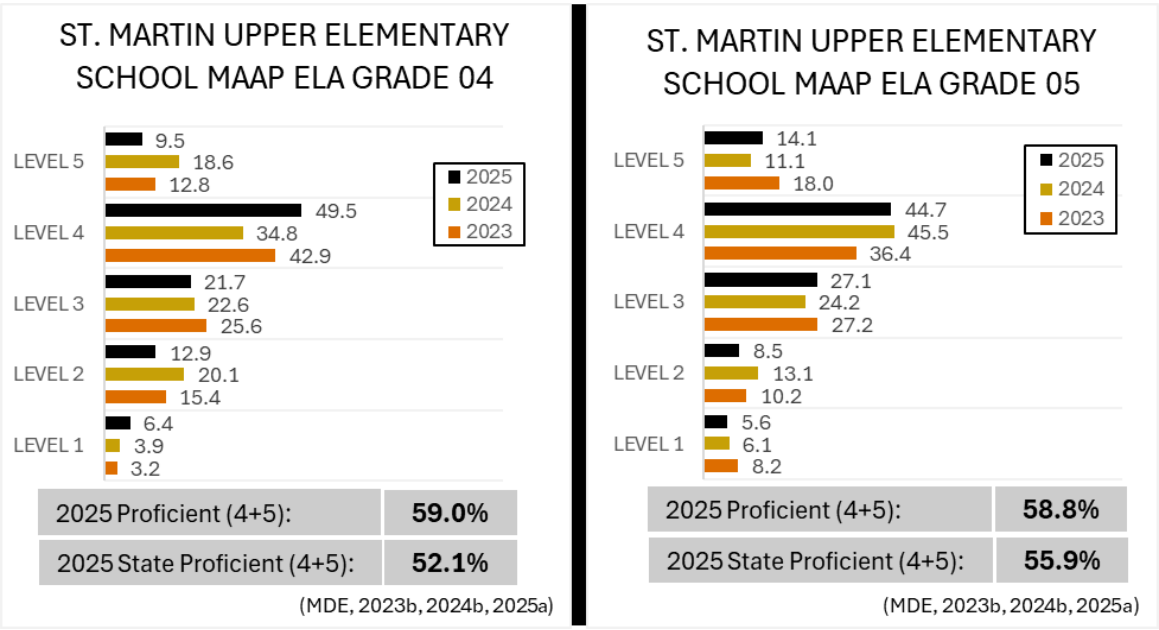


Figure 240: St. Martin Upper Elementary School MAAP ELA Grades 4 and 5

MAAP MATH

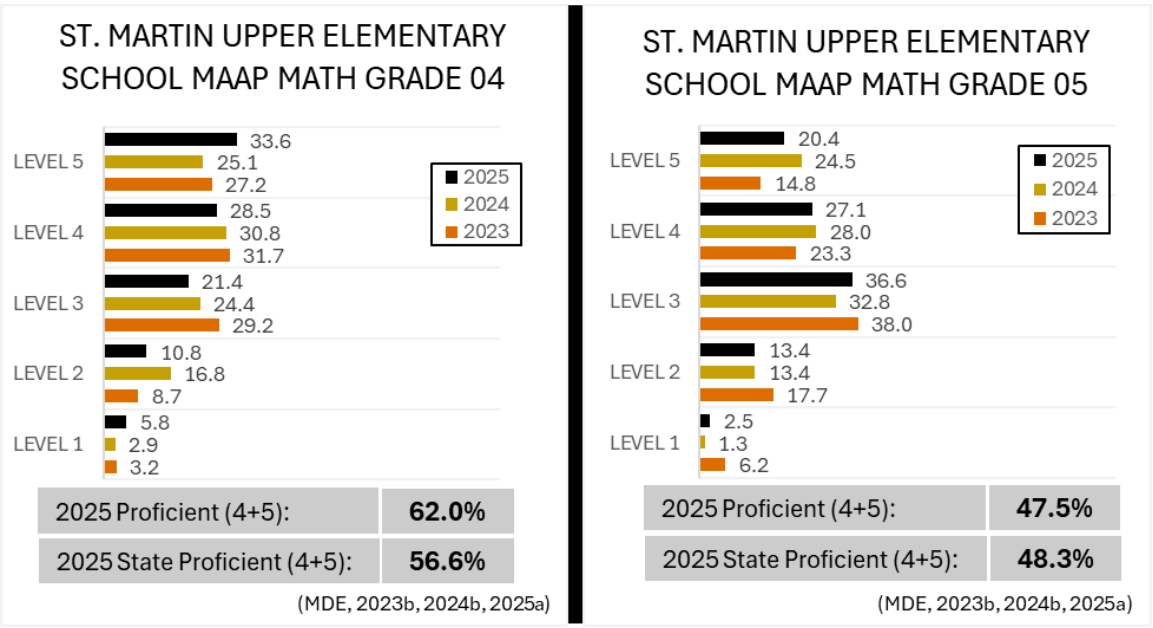


Figure 241: St. Martin Upper Elementary School MAAP Math Grades 4 and 5

MAAP SCIENCE



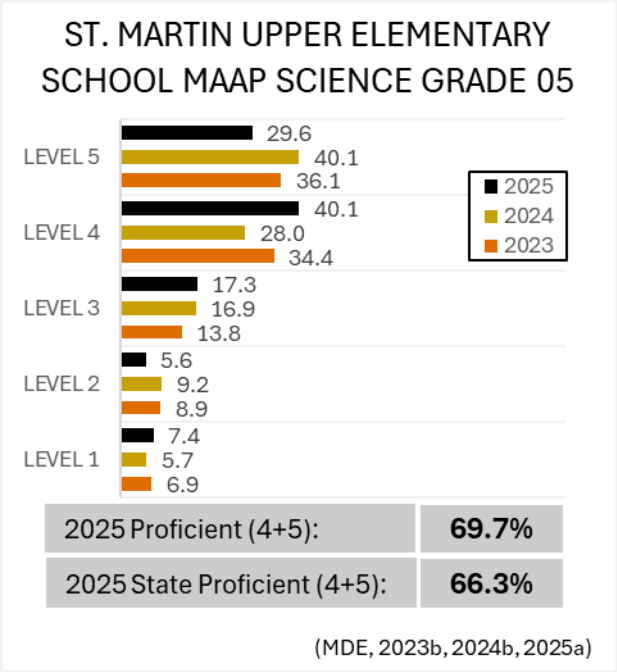


Figure 242: St. Martin Upper Elementary School MAAP Science Grade 5

SMUES Assessment Takeaways

Assessment results show **gradual improvement** in several areas with some uneven trends across grades and subjects. In **ELA, Grade 4 proficiency increased** to 59.0% in 2025, up from 52.1% in 2024, while **Grade 5 held steady** at 58.8%, slightly above the state. **Math performance strengthened in Grade 4**, rising to 62.0% proficiency and exceeding the state rate of 56.6%, but **Grade 5 declined** to 47.5%, falling just below the state benchmark. **Science remained a relative strength,** with Grade 5 proficiency improving to 69.7%, well above the state average of 66.1%. Across subjects, higher-level performance (Levels 4 and 5) increased modestly, though lower-level percentages persist, particularly in Grade 5 math. These patterns suggest stronger outcomes in earlier grades and science, with inconsistencies emerging as students progress, especially in mathematics.



PERSONNEL

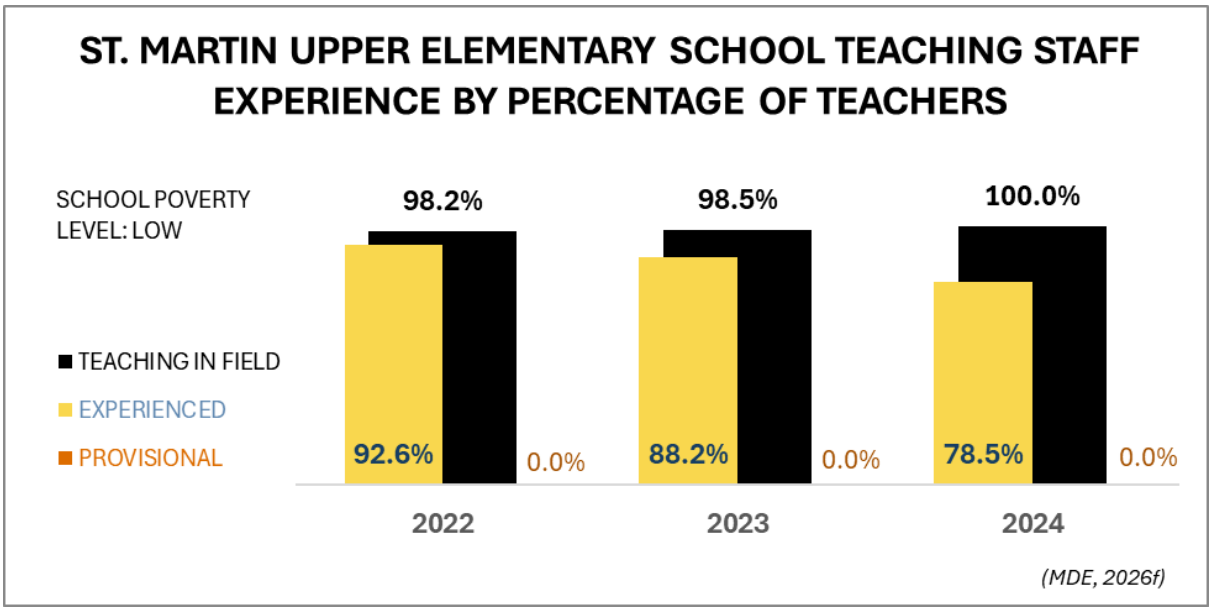


Figure 243: St. Martin Upper Elementary School Teaching Staff Experience by Percentage of Teachers

PERSONNEL TAKEAWAYS

St. Martin Upper Elementary School had **no provisional teachers** on staff in 2023 and 2024, the last year for which this data is available from MDE. Provisional teachers are those who have taught for three years or fewer. **All teachers on staff are teaching within their certification**. The percentage of teachers considered "**experienced,**" that is, with four or more years of teaching experience, however, **dropped from 92.6% to 78.5%** between 2022 and 2024, a trend that may warrant further investigation to discover the reason for teacher attrition at SMUES.



ST. MARTIN UPPER ELEMENTARY CNA SURVEY

INTRODUCTION

Thirty-four (34) faculty members, sixty-four (64) parents, and five hundred thirty-nine (539) students from St. Martin Upper Elementary School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

ST. MARTIN UPPER ELEMENTARY FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	29	85.3%
Agree	5	14.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	26	76.5%
Agree	7	20.6%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	27	79.4%
Agree	6	17.7%
Disagree	1	2.9%
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	6	17.7%
Agree	15	44.1%
Disagree	6	17.7%
Strongly Disagree	2	5.9%
Not Applicable or No Information	5	14.7%
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	50.0%
Agree	12	35.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	14.7%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	30	88.2%
Agree	4	11.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	19	55.9%
Agree	12	35.3%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	2	5.9%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	17	50.0%
Agree	9	26.5%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	20.6%

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	16	47.1%
Expedited evaluation services for students with limited English	10	29.4%
Expedited evaluation services for gifted and talented students	6	17.7%
Additional academic support	20	58.8%
Tutoring	23	67.7%
Enrichment educational services	13	38.2%
Counseling	22	64.7%
Mentors	14	41.2%
School supplies	27	79.4%
School uniforms	7	20.6%
Dental referrals	12	35.3%
Medical referrals	11	32.4%
Bullying assistance	7	20.6%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	44.1%
Supporting college and career counseling	6	17.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	21	61.8%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	3	8.8%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	32.4%

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	12	35.3%
Providing school-based mental health services and counseling	15	44.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	2	5.9%
Establishing or improving dropout prevention	6	17.7%
Supporting re-entry programs and transition services for Justice-involved youth	3	8.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	13	38.2%
Implementing systems and practices to prevent bullying and harassment	14	41.2%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	16	47.1%
Establishing community partnerships	10	29.4%
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	21	61.8%
Building technological capacity and infrastructure	7	20.6%
Carrying out innovative blended learning projects	6	17.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	8	23.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	8	23.5%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	25	73.5%
Agree	9	26.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

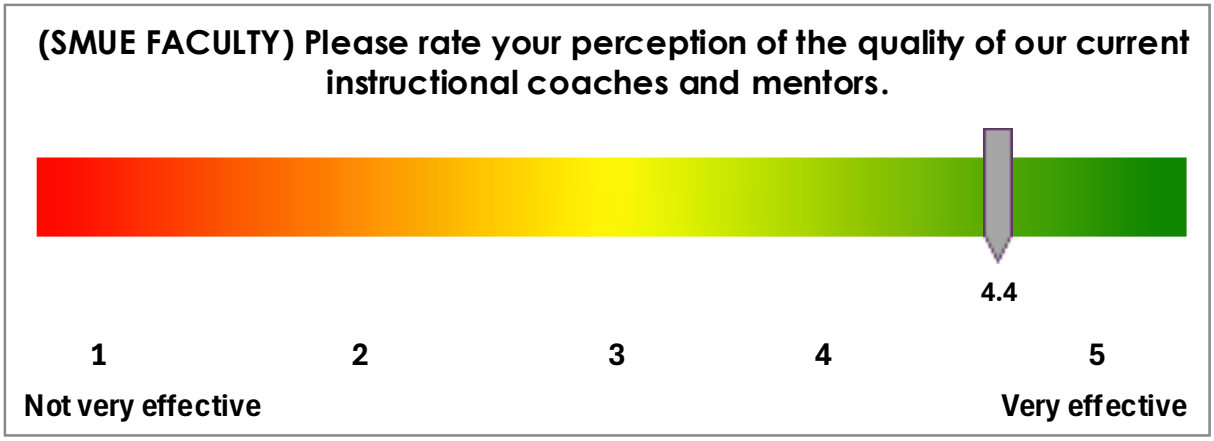
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	30	88.2%
Agree	4	11.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	28	82.4%
Agree	6	17.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	25	73.5%
Agree	9	26.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	29	85.3%
Agree	4	11.8%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	18	52.9%
Agree	14	41.2%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	23	67.7%
Agree	9	26.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	23	67.7%
Agree	9	26.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%
I frequently use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.		
	Count	Percentage
Strongly Agree	22	64.7%
Agree	8	23.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.8%

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	12	35.3%
Utilize technology such as class websites, blogs, and videos	11	32.4%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	12	35.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	21	61.8%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	18	52.9%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	16	47.1%
Use bilingual handouts and cues	8	23.5%
Use visual displays, portable white boards, and posters when giving instructions	21	61.8%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	9	26.5%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	28	82.4%
Teachers provide unique instructional time inside the classroom for English instruction.	9	26.5%
Mentoring with another student	13	38.2%
Not Applicable	4	11.8%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	25	73.5%
No	9	26.5%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	25	73.5%
Language Proficiency of the Parent	11	32.4%
Level of Parental Involvement	11	32.4%
Family income and socioeconomic status	0	0.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	14	41.2%
Auditory Screening Result	12	35.3%
Grade Retention (if applicable)	8	23.5%
Number of Failed Courses	5	14.7%
Dropout Status (if applicable)	1	2.9%
Enrichment programs/activities	7	20.6%
Supplemental Academic Instruction	16	47.1%
Behavioral Supports	7	20.6%
Counseling Services	5	14.7%
Discipline Records	1	2.9%
Social-Emotional Learning Services	4	11.8%
Social Behavioral Assessment Inventory Score	2	5.9%
Mental Health Supports	0	0.0%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	1	2.9%
Mental Health Services	0	0.0%
Counseling	1	2.9%
Transitional Services	1	2.9%
Not Applicable	32	94.1%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	5	14.7%
No	0	0.0%
Not Applicable	29	85.3%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	10	29.4%
Agree	11	32.4%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	35.3%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

Staff appreciate the accessibility and support of instructional coaches, who build strong relationships, offer targeted feedback, and help analyze data and model instruction. Their consistent check-ins foster trust and professional growth. Collaboration among coaches and support staff has improved student performance and testing scores, especially for struggling students. However, concerns remain about upcoming reductions in key support positions, which may negatively affect student outcomes and teacher morale. Some faculty feel that treating experienced educators as subordinates undermines effectiveness and morale.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	4	11.8%
Agree	22	64.7%
Disagree	6	17.7%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	21	61.8%
Agree	13	38.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	22	64.7%
Agree	12	35.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	24	70.6%
Agree	10	29.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	22	64.7%
Agree	9	26.5%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	17	50.0%
Agree	13	38.2%
Disagree	3	8.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	16	47.1%
Agree	15	44.1%
Disagree	2	5.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	14	41.2%
Agree	12	35.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	23.5%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	22	64.7%
Agree	11	32.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	17	50.0%
Agree	15	44.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	29	85.3%
Agree	5	14.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	21	61.8%
Agree	12	35.3%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	26	76.5%
Agree	8	23.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	14	41.2%
Agree	13	38.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	20.6%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	16	47.1%
Agree	14	41.2%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at St. Martin Upper Elementary value the school's nurturing and team-oriented atmosphere, emphasizing how support staff, tutors, and EL teachers play an essential part in enhancing student achievement. Staff commend the administration's accessibility, effective handling of student behavioral issues, and the strong relationships built with students, which foster a sense of safety and belonging. The school's positive climate, culture, and high level of parent involvement are also praised, and many note the camaraderie among staff as a major strength. Suggestions for improvement focus on retaining and expanding support staff, reducing class sizes, and ensuring adequate resources—especially for science instruction and student health needs. Concerns include potential loss of tutoring and teaching assistants, which could negatively impact student learning and teacher workload.

ST. MARTIN UPPER ELEMENTARY PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	31	48.4%
Agree	25	39.1%
Disagree	0	0.0%
Strongly Disagree	1	1.6%
Not Applicable or No Information	7	10.9%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	21	32.8%
Agree	17	26.6%
Disagree	0	0.0%
Strongly Disagree	2	3.1%
Not Applicable or No Information	24	37.5%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	44	68.8%
Agree	11	17.2%
Disagree	2	3.1%
Strongly Disagree	1	1.6%
Not Applicable or No Information	6	9.4%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	13	20.3%
Agree	20	31.3%
Disagree	9	14.1%
Strongly Disagree	3	4.7%
Not Applicable or No Information	19	29.7%
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	16	25.0%
Agree	22	34.4%
Disagree	5	7.8%
Strongly Disagree	1	1.6%
Not Applicable or No Information	20	31.3%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	45	70.3%
Agree	17	26.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.1%

At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	18	28.1%
Agree	17	26.6%
Disagree	3	4.7%
Strongly Disagree	2	3.1%
Not Applicable or No Information	24	37.5%
I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	12	18.8%
Computer Classes	17	26.6%
Conflict Resolution	20	31.3%
Discipline	16	25.0%
Drug/Alcohol Awareness	16	25.0%
English as a Second Language	9	14.1%
Health Classes	18	28.1%
Literacy Classes	12	18.8%
Math Classes	19	29.7%
Parent-to-School Relationships	26	40.6%
Parent/Child Communication	29	45.3%
Preparing for College	24	37.5%
Parenting Workshops	15	23.4%
Social Media Classes	15	23.4%
Stress/Anger Management	23	35.9%
Understanding College- and Career-Ready Standards	22	34.4%
I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	17	26.6%
Parental advisory committees	8	12.5%
PTO/PTA meetings and activities	2	3.1%
Ways to help at the classroom level	24	37.5%
Other ways to get involved in my school (district)	13	20.3%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	14	21.9%
District and/or school newsletters	14	21.9%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	25	39.1%
Resource materials for parental training	18	28.1%
Training for parents to work with other parents on becoming involved in the schools	16	25.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	10	15.6%
Home/School folders	20	31.3%
Home/School Planners	27	42.2%

How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	15	23.4%
Very likely	23	35.9%
Moderately likely	20	31.3%
Slightly likely	4	6.3%
Not at all likely	2	3.1%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	26	40.6%
Supporting college and career counseling	25	39.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	46	71.9%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	23	35.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	24	37.5%

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	19	29.7%
Providing school-based mental health services and counseling	30	46.9%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	19	29.7%
Establishing or improving dropout prevention	16	25.0%
Supporting re-entry programs and transition services for Justice-involved youth	12	18.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	31	48.4%
Implementing systems and practices to prevent bullying and harassment	40	62.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	24	37.5%
Establishing community partnerships	15	23.4%
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	32	50.0%
Building technological capacity and infrastructure	24	37.5%
Carrying out innovative blended learning projects	21	32.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	27	42.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	29	45.3%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	26	40.6%
Agree	33	51.6%
Disagree	0	0.0%
Strongly Disagree	3	4.7%
Not Applicable or No Information	2	3.1%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	25	39.1%
Agree	31	48.4%
Disagree	2	3.1%
Strongly Disagree	2	3.1%
Not Applicable or No Information	4	6.3%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	29	45.3%
Agree	28	43.8%
Disagree	1	1.6%
Strongly Disagree	2	3.1%
Not Applicable or No Information	4	6.3%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	23	35.9%
Agree	30	46.9%
Disagree	4	6.3%
Strongly Disagree	2	3.1%
Not Applicable or No Information	5	7.8%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	27	42.2%
Agree	28	43.8%
Disagree	2	3.1%
Strongly Disagree	3	4.7%
Not Applicable or No Information	4	6.3%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	22	34.4%
Agree	25	39.1%
Disagree	7	10.9%
Strongly Disagree	3	4.7%
Not Applicable or No Information	7	10.9%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	21	32.8%
Agree	26	40.6%
Disagree	3	4.7%
Strongly Disagree	4	6.3%
Not Applicable or No Information	10	15.6%
Is your child an English Language Learner?		
	Count	Percentage
Yes	11	17.2%
No	53	82.8%
Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	5	45.5%
Mentoring	7	63.6%
Academic or career counseling	4	36.4%
Mental Health counseling	2	18.2%
Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	10	90.9%
No	1	9.1%
Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	10	90.9%
No	1	9.1%
I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	39	60.9%
Agree	17	26.6%
Disagree	2	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	9.4%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	26	40.6%
Agree	29	45.3%
Disagree	5	7.8%
Strongly Disagree	1	1.6%
Not Applicable or No Information	3	4.7%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	25	39.1%
Agree	32	50.0%
Disagree	3	4.7%
Strongly Disagree	2	3.1%
Not Applicable or No Information	2	3.1%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	21	32.8%
Agree	30	46.9%
Disagree	4	6.3%
Strongly Disagree	2	3.1%
Not Applicable or No Information	7	10.9%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	22	34.4%
Agree	26	40.6%
Disagree	7	10.9%
Strongly Disagree	2	3.1%
Not Applicable or No Information	7	10.9%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	25	39.1%
Agree	35	54.7%
Disagree	1	1.6%
Strongly Disagree	1	1.6%
Not Applicable or No Information	2	3.1%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	27	42.2%
Agree	29	45.3%
Disagree	3	4.7%
Strongly Disagree	2	3.1%
Not Applicable or No Information	3	4.7%
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	18	28.1%
Agree	32	50.0%
Disagree	6	9.4%
Strongly Disagree	4	6.3%
Not Applicable or No Information	4	6.3%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	18	28.1%
Agree	31	48.4%
Disagree	8	12.5%
Strongly Disagree	2	3.1%
Not Applicable or No Information	5	7.8%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	23	35.9%
Agree	35	54.7%
Disagree	2	3.1%
Strongly Disagree	2	3.1%
Not Applicable or No Information	2	3.1%
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	23	35.9%
Agree	24	37.5%
Disagree	2	3.1%
Strongly Disagree	2	3.1%
Not Applicable or No Information	13	20.3%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	22	34.4%
Agree	35	54.7%
Disagree	1	1.6%
Strongly Disagree	2	3.1%
Not Applicable or No Information	4	6.3%

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

	Count	Percentage
Strongly Agree	19	29.7%
Agree	31	48.4%
Disagree	5	7.8%
Strongly Disagree	2	3.1%
Not Applicable or No Information	7	10.9%

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

	Count	Percentage
Strongly Agree	21	32.8%
Agree	28	43.8%
Disagree	4	6.3%
Strongly Disagree	1	1.6%
Not Applicable or No Information	10	15.6%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	15	23.4%
Agree	30	46.9%
Disagree	1	1.6%
Strongly Disagree	3	4.7%
Not Applicable or No Information	15	23.4%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	17	26.6%
Agree	30	46.9%
Disagree	1	1.6%
Strongly Disagree	2	3.1%
Not Applicable or No Information	14	21.9%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	23	35.9%
Agree	32	50.0%
Disagree	2	3.1%
Strongly Disagree	2	3.1%
Not Applicable or No Information	5	7.8%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	22	34.4%
Agree	35	54.7%
Disagree	1	1.6%
Strongly Disagree	2	3.1%
Not Applicable or No Information	4	6.3%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	22	34.4%
Agree	35	54.7%
Disagree	1	1.6%
Strongly Disagree	4	6.3%
Not Applicable or No Information	2	3.1%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	16	25.0%
Agree	26	40.6%
Disagree	2	3.1%
Strongly Disagree	3	4.7%
Not Applicable or No Information	17	26.6%

The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	19	29.7%
Agree	35	54.7%
Disagree	0	0.0%
Strongly Disagree	2	3.1%
Not Applicable or No Information	8	12.5%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at St. Martin Upper Elementary highlight a generally positive atmosphere, with many expressing appreciation for approachable and caring teachers, effective communication, and supportive administration. Several comments note the school's strong educational environment, attentive special education staff, and successful programs that help students stay engaged and prepared for daily learning. School meals receive praise, with students enjoying cafeteria offerings. Parents value the development plans and the school's commitment to helping children who need extra support. Suggestions for improvement include increased access to tutoring for students falling behind, maintaining smaller class sizes, and enhancing communication with families, especially regarding academic interventions. Additional recommendations touch on improving facilities, addressing disciplinary actions, providing more hands-on activities and field trips, and supporting mental health and special needs students. There are calls for better pay for teachers and more resources like crossing guards.

ST. MARTIN UPPER ELEMENTARY STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	307	57.0%
Agree	193	35.8%
Disagree	10	1.9%
Strongly Disagree	8	1.5%
Not Applicable or No Information	21	3.9%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	53	9.8%
Agree	100	18.6%
Disagree	11	2.0%
Strongly Disagree	1	0.2%
Not Applicable or No Information	374	69.4%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	255	47.3%
Agree	196	36.4%
Disagree	31	5.8%
Strongly Disagree	26	4.8%
Not Applicable or No Information	31	5.8%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	22	4.1%
Agree	51	9.5%
Disagree	91	16.9%
Strongly Disagree	87	16.1%
Not Applicable or No Information	288	53.4%

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	61	11.3%
Agree	169	31.4%
Disagree	64	11.9%
Strongly Disagree	46	8.5%
Not Applicable or No Information	199	36.9%

Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	216	40.1%
Agree	156	28.9%
Disagree	58	10.8%
Strongly Disagree	55	10.2%
Not Applicable or No Information	54	10.0%

At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	103	19.1%
Agree	153	28.4%
Disagree	32	5.9%
Strongly Disagree	24	4.5%
Not Applicable or No Information	227	42.1%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	120	22.3%
Agree	233	43.2%
Disagree	109	20.2%
Strongly Disagree	52	9.6%
Not Applicable or No Information	25	4.6%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	247	45.8%
Agree	244	45.3%
Disagree	20	3.7%
Strongly Disagree	10	1.9%
Not Applicable or No Information	18	3.3%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	237	44.0%
Agree	268	49.7%
Disagree	15	2.8%
Strongly Disagree	7	1.3%
Not Applicable or No Information	12	2.2%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	147	27.3%
Agree	270	50.1%
Disagree	55	10.2%
Strongly Disagree	18	3.3%
Not Applicable or No Information	49	9.1%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	371	68.8%
Agree	131	24.3%
Disagree	16	3.0%
Strongly Disagree	6	1.1%
Not Applicable or No Information	15	2.8%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	256	47.5%
Agree	227	42.1%
Disagree	15	2.8%
Strongly Disagree	11	2.0%
Not Applicable or No Information	30	5.6%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	295	54.7%
Agree	203	37.7%
Disagree	19	3.5%
Strongly Disagree	7	1.3%
Not Applicable or No Information	15	2.8%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	112	20.8%
Agree	190	35.3%
Disagree	95	17.6%
Strongly Disagree	49	9.1%
Not Applicable or No Information	88	16.3%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	192	35.6%
Agree	135	25.0%
Disagree	45	8.3%
Strongly Disagree	102	18.9%
Not Applicable or No Information	65	12.1%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	510	94.6%
Additional academic support	11	2.0%
Tutoring	11	2.0%
Counseling	4	0.7%
A mentor	7	1.3%
School supplies	14	2.6%
Structured note taking mechanisms	3	0.6%
The teacher slows speech at times to help you understand	9	1.7%
The teacher uses gestures and demonstrations	9	1.7%
Use think aloud and think pair shares	4	0.7%
Use of bilingual handouts and cues	4	0.7%
Use of display word walls with high frequency words	10	1.9%

I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	145	26.9%
Agree	215	39.9%
Disagree	63	11.7%
Strongly Disagree	31	5.8%
Not Applicable or No Information	85	15.8%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	199	36.9%
Agree	199	36.9%
Disagree	40	7.4%
Strongly Disagree	28	5.2%
Not Applicable or No Information	73	13.5%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	174	32.3%
Agree	202	37.5%
Disagree	28	5.2%
Strongly Disagree	23	4.3%
Not Applicable or No Information	112	20.8%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	218	40.4%
Agree	216	40.1%
Disagree	23	4.3%
Strongly Disagree	13	2.4%
Not Applicable or No Information	69	12.8%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	206	38.2%
Agree	160	29.7%
Disagree	49	9.1%
Strongly Disagree	56	10.4%
Not Applicable or No Information	68	12.6%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	216	40.1%
Agree	249	46.2%
Disagree	13	2.4%
Strongly Disagree	9	1.7%
Not Applicable or No Information	52	9.6%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	189	35.1%
Agree	188	34.9%
Disagree	23	4.3%
Strongly Disagree	29	5.4%
Not Applicable or No Information	110	20.4%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	114	21.2%
Agree	190	35.3%
Disagree	24	4.5%
Strongly Disagree	15	2.8%
Not Applicable or No Information	196	36.4%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	184	34.1%
Agree	175	32.5%
Disagree	29	5.4%
Strongly Disagree	20	3.7%
Not Applicable or No Information	131	24.3%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	140	26.0%
Agree	136	25.2%
Disagree	78	14.5%
Strongly Disagree	76	14.1%
Not Applicable or No Information	109	20.2%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	270	50.1%
Agree	215	39.9%
Disagree	18	3.3%
Strongly Disagree	7	1.3%
Not Applicable or No Information	29	5.4%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	140	26.0%
Agree	242	44.9%
Disagree	51	9.5%
Strongly Disagree	33	6.1%
Not Applicable or No Information	73	13.5%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	297	55.1%
Agree	221	41.0%
Disagree	6	1.1%
Strongly Disagree	5	0.9%
Not Applicable or No Information	10	1.9%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	232	43.0%
Agree	224	41.6%
Disagree	36	6.7%
Strongly Disagree	8	1.5%
Not Applicable or No Information	39	7.2%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	179	33.2%
Agree	238	44.2%
Disagree	47	8.7%
Strongly Disagree	26	4.8%
Not Applicable or No Information	49	9.1%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	218	40.4%
Agree	209	38.8%
Disagree	27	5.0%
Strongly Disagree	19	3.5%
Not Applicable or No Information	66	12.2%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	163	30.2%
Agree	203	37.7%
Disagree	40	7.4%
Strongly Disagree	25	4.6%
Not Applicable or No Information	108	20.0%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Students were also asked what obstacles they face in improving their academic achievement. Responses are summarized below.

Students at St. Martin Upper Elementary praise their school for having caring and effective teachers, positive interactions, and a supportive learning environment. Many highlight the enjoyable aspects of school such as engaging teaching methods, special area classes, fun events, and a safe atmosphere. Facilities like the playground, gym, lunchroom, and clean classrooms are appreciated, though some wish for more improvements. Suggestions for enhancement include expanding playgrounds, adding bathroom stalls, improving air conditioning in the gym, offering more lunch options, and incorporating music or language classes. Students also express a desire for smaller class sizes and additional teachers to reduce distractions and improve focus. The biggest obstacles to academic success, as reported, are noisy classrooms, lack of sleep, insufficient supplies, and the challenge of concentrating amid large groups.









STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

At St. Martin Upper Elementary School, **enrollment rebounded** to 647 students in 2026 after a decline to 599 in 2024, signaling renewed growth alongside **increasing demographic diversity**, including Hispanic enrollment rising to 10.4% and students of two or more races to 12.8%. **Academic performance shows steady improvement** within a consistent "B" rating, with points increasing from 395 to 423, while assessment results indicate stronger outcomes in early grades and science but **uneven performance in upper-grade math**. Attendance trends present a concern, as **average daily attendance declined** from 93.7% to 91.4% and **chronic absenteeism ros**e to 23.1%. **Stakeholder feedback reflects strong confidence** in instruction and school climate, with about 100% agreement that teachers are effective and over 90% agreement that the school provides a safe, orderly environment, though **concerns about resources and class size remain.**

STRENGTHS



1) Improving academic performance within stable accountability. Performance points increased from 395 to 423 while maintaining a "B" rating, with reading proficiency rising to 59.6% and math to 55.5%. Growth measures remain strong, particularly in math (66.0%), indicating effective instructional practices.



2) Strong early grade and science achievement. Grade 4 math proficiency reached 62.0%, exceeding the state rate, and science proficiency climbed to 69.7%, outperforming state averages. These results reflect effective foundational instruction and content strength in science.



3) Positive school climate and strong stakeholder trust. One hundred percent (100%) of staff and over 87% of parents agree teachers are effective, and 100% of staff report a safe, orderly environment. High agreement (near

or above 90%) on instructional quality and expectations supports consistent classroom practices.



4) **Enrollment growth and increasing diversity.** Enrollment growth to 647 students and rising representation of Hispanic students (10.4%) and multiracial students (12.8%) reflect a growing and diversifying student population. This creates opportunities for inclusive programming and broader engagement.

CHALLENGES



1) **Declining attendance and rising chronic absenteeism.** Average daily attendance dropped from 93.7% to 91.4%, while chronic absenteeism increased from 15.8% to 23.1%. Students with disabilities (32.7%) and several racial groups show particularly high absence rates.



2) **Inconsistent performance across grades, especially in math.** Grade 5 math proficiency fell to 47.5%, below state levels, contrasting with stronger Grade 4 outcomes. This indicates gaps in instructional coherence and progression between grade levels.



3) **Persistent subgroup gaps.** Students with disabilities continue to underperform, contributing to ongoing ATSI identification, and achievement gaps remain across demographic groups. These disparities limit overall performance gains.



4) **Resource and support concerns from stakeholders.** While perceptions are positive, only about 88% of staff agree resources are adequate, and stakeholder comments highlight concerns about class size, staffing, and potential loss of support roles. About 62% of staff express a need for more augmented instructional support during the school day.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Launch attendance intervention system
    - Establish weekly attendance monitoring by grade and subgroup, focusing on students approaching 10% absence; assign staff to review and act on data weekly.

  - Develop targeted outreach plans (calls, home visits, incentives) aligned to identified barriers such as health or transportation, using chronic absence data (23.1%) to prioritize students.

- Identify and address grade-level instructional gaps in math
  - Conduct item and standard analysis comparing Grade 4 (62.0%) and Grade 5 (47.5%) math results to pinpoint breakdowns in skill progression.
  - Align pacing guides and essential standards across grades, ensuring Grade 5 instruction builds directly on Grade 4 strengths.
- Prioritize subgroup support planning
  - Create targeted intervention lists for students with disabilities and other underperforming groups using current proficiency and attendance data.
  - Schedule dedicated intervention blocks with clearly assigned staff and progress monitoring checkpoints every 3–4 weeks.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- Strengthen tiered instruction and intervention systems
  - Implement daily small-group instruction in reading and math using data-driven grouping, ensuring consistent use of evidence-based strategies across classrooms.
  - Monitor intervention effectiveness through common assessments and adjust groupings monthly based on student progress.
- Improve attendance through engagement and incentives
  - Introduce grade-level attendance goals and recognition systems tied to improved ADA, reinforcing expectations schoolwide.
  - Partner with families through regular communication and workshops, leveraging strong parent engagement (over 75% agreement on involvement) to support attendance habits.
- Build teacher capacity in differentiation and vertical alignment
  - Provide professional development focused on scaffolding instruction for struggling learners and aligning expectations across grades.
  - Use collaborative planning time to analyze student work and ensure consistency in instructional strategies, especially in math.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- Institutionalize data cycles and continuous improvement practices

  - Establish quarterly data reviews that connect attendance, assessment, and subgroup performance to instructional adjustments.
  - Train teacher leaders to facilitate data discussions, ensuring sustainability beyond initial implementation.

- Expand support structures for high-need students
  - Increase access to specialized support for students with disabilities through co-teaching, inclusion strategies, and targeted interventions.
  - Monitor subgroup performance quarterly, adjusting staffing and resources to ensure measurable improvement.

- Align resources to high-impact priorities
  - Reallocate staffing and funding to prioritize attendance interventions, math improvement, and subgroup support.
  - Address stakeholder concerns about class size and support roles by protecting positions that directly impact instruction and student outcomes.

NOTES

ST. MARTIN MIDDLE SCHOOL

INTRODUCTION

St. Martin Middle School is a public middle school in Ocean Springs, Mississippi, located at 10800 Yellow Jacket Boulevard in Jackson County and serving nine hundred twenty-eight (928) students in grades six through eight (6-8). It is part of the Jackson County School District and sits in the St. Martin community area of Ocean Springs. The school offers a Gifted and Talented program and Project Lead The Way curriculum, giving students access to both advanced academic enrichment and hands-on STEM learning.

St. Martin Middle School is "Home of the Yellow Jackets," and urges students to "Strive for Success Daily." The school's social media reveals an active PTO and community service projects sponsored by the school and/or its student organizations such as the Annual 4-Legged Friend Drive.

SMMS has implemented a peer-to-peer Hope Squad to promote mental health awareness and suicide prevention. Students, selected by peers, work with advisors to reduce stigma, identify warning signs, and provide support to classmates in a supportive, judgment-free environment



ENROLLMENT AND ATTENDANCE

ENROLLMENT

ST. MARTIN MIDDLE SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	985	995	949	946	928
GR_06	314	330	298	337	296
GR_07	321	325	324	305	320
GR_08	335	327	317	304	312
					(MDE, 2025m)

Figure 244: St. Martin Middle School Enrollment by Grade Level

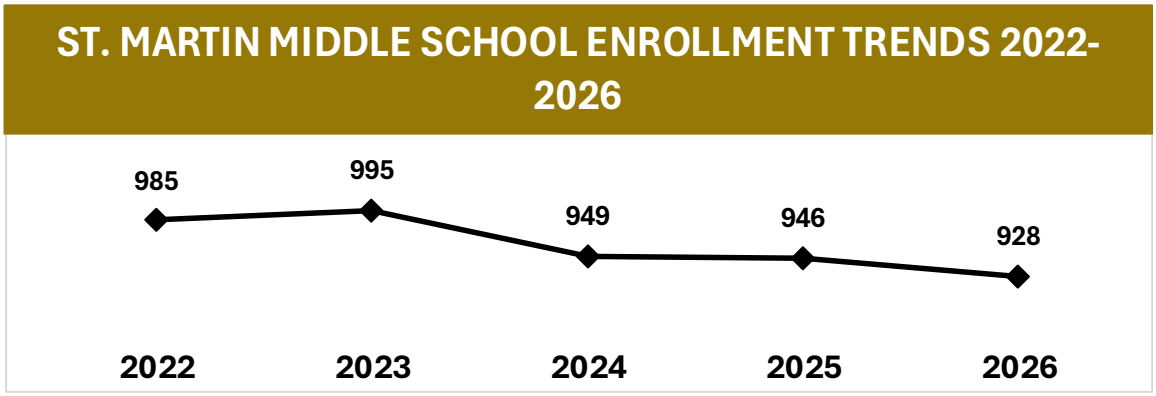


Figure 245: St. Martin Middle School Enrollment Trends 2022-2026

ST. MARTIN MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	985	995	949	946	928
GENDER	FEMALE	464	483	466	452	438
	MALE	521	512	483	494	490
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*
	ASIAN	58	60	62	67	61
	BLACK OR AFRICAN AMERICAN	203	204	179	185	166
	HISPANIC OR LATINO	50	47	57	98	94
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*
	TWO OR MORE RACES	63	83	89	56	52
	WHITE	605	596	554	533	547
						(MDE, 2025m)

Figure 246: St. Martin Middle School Enrollment by Demographic Group

ST. MARTIN MIDDLE SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ASIAN	5.9%	6.6%	**0.7%**
BLACK OR AFRICAN AMERICAN	20.6%	17.9%	**-2.7%**
HISPANIC OR LATINO	5.1%	10.1%	**5.1%**
TWO OR MORE RACES	6.4%	5.6%	**-0.8%**
WHITE	61.4%	58.9%	**-2.5%**

Figure 247: St. Martin Middle School Change in Ethnic Group Percent of Enrollment Over 5 Years

ATTENDANCE

ST. MARTIN MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	907.0	860.7	859.8
GR_06	301.0	271.8	303.4
GR_07	298.0	290.4	281.2
GR_08	296.6	290.4	275.1
(MDE, 2023o, 2024q, 2025s)			

Figure 248: St. Martin Middle School Average Daily Attendance

ST. MARTIN MIDDLE SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	91.2%	90.7%	90.9%
GR_06	91.2%	91.2%	90.0%
GR_07	91.7%	89.6%	92.2%
GR_08	90.7%	91.6%	90.5%
(MDE, 2023o, 2024q, 2025m, 2025s)			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 249: St. Martin Middle School Estimated Average Daily Attendance as Percentage of Enrollment

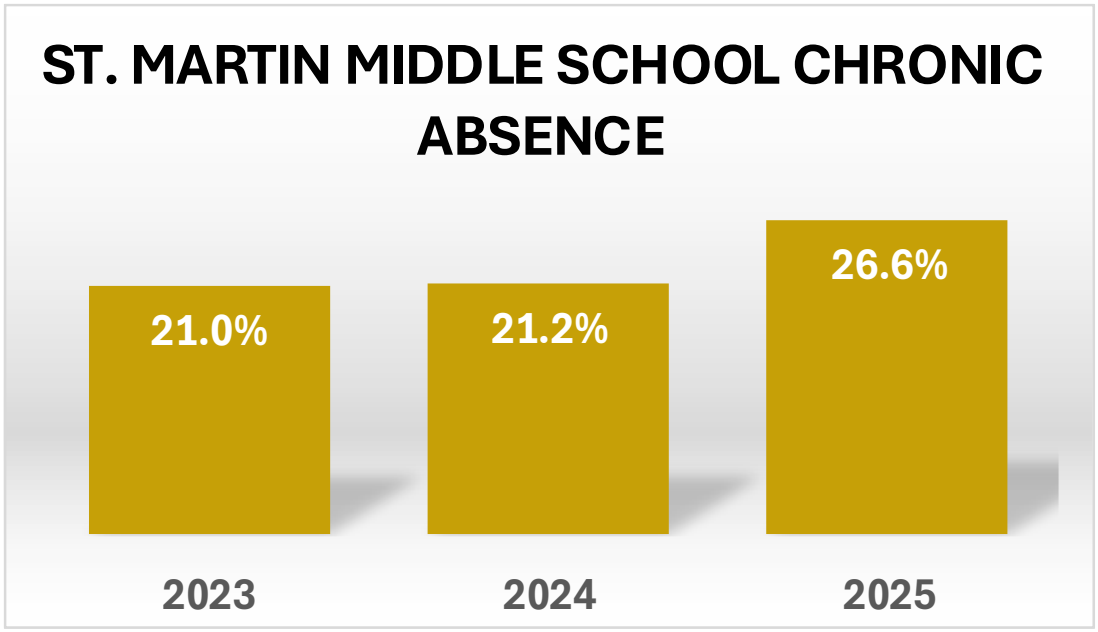
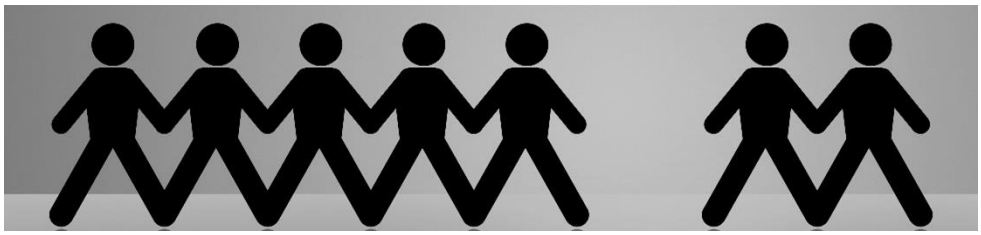


Figure 250: St. Martin Middle School Chronic Absence



ST. MARTIN MIDDLE SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	21.0	21.2	26.6
GENDER	FEMALE	22.8	21.9	30.3
	MALE	19.3	20.5	23.1
DISABILITY	STUDENTS WITH DISABILITIES	32.2	33.1	34.5
	STUDENTS WITHOUT DISABILITIES	19.2	19.3	25.3
EL	LIMITED ENGLISH PROFICIENCY	5.0	19.2	25.8
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	5.0	5.0	5.0
	ASIAN	7.7	5.0	11.9
	BLACK OR AFRICAN AMERICAN	23.9	24.6	32.4
	HISPANIC OR LATINO	6.0	22.2	19.6
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	5.0	5.0	5.0
	TWO OR MORE RACES	23.0	26.6	34.4
	WHITE	22.1	20.6	26.3

(MDE, 2026f)

Figure 251: St. Martin Middle School Chronic Absence Percentage by Demographic Group

SMMS Enrollment and Attendance Takeaways

Enrollment at St. Martin Middle School shows a **gradual decline over time**, decreasing from 995 students in 2023 to 928 in 2026, following a peak of 995 after 985 in 2022 and then steady drops to 949 and 946. This pattern suggests a slow contraction in the student population, with notable fluctuations across grade levels, including a temporary rise in Grade 6 enrollment in 2025 before declining again. Demographic shifts indicate **increasing diversity**, with Hispanic enrollment rising from about 5% to over 10%, while White and Black student shares declined slightly over the same period. **Attendance remains relatively stable but slightly declining**, with average daily attendance rates hovering around 91% in 2023 and dipping to about 90.7%–90.9% by 2025. More concerning is the **rise in chronic absenteeism** from 21.0% in 2023 to 26.6% in 2025, with disproportionately **higher rates among students with disabilities** and certain racial groups, indicating growing attendance challenges despite stable overall attendance rates.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

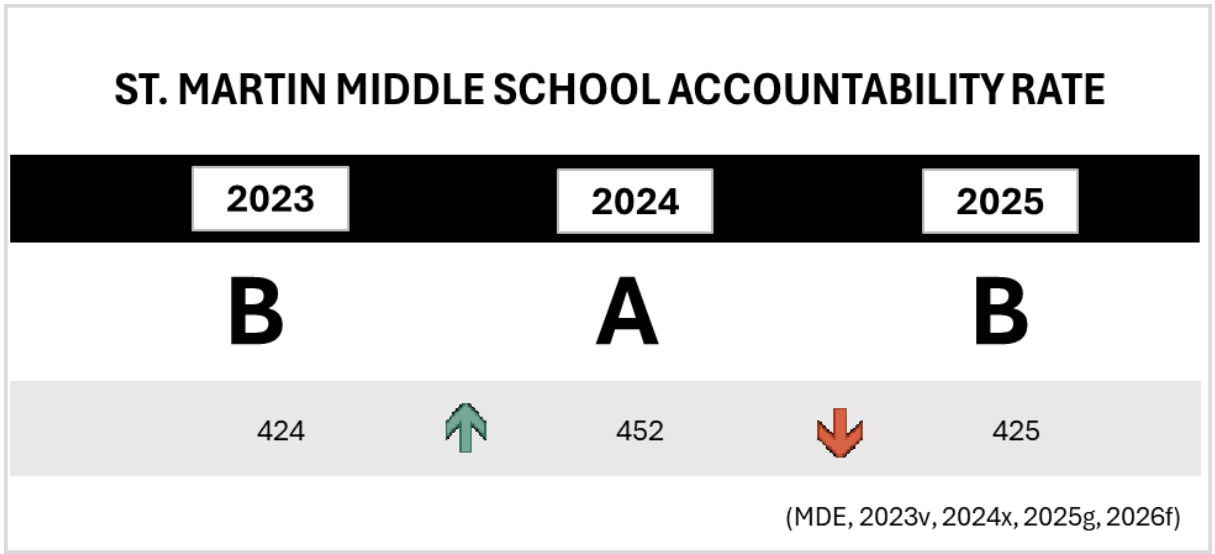


Figure 252: St. Martin Middle School Accountability Rating

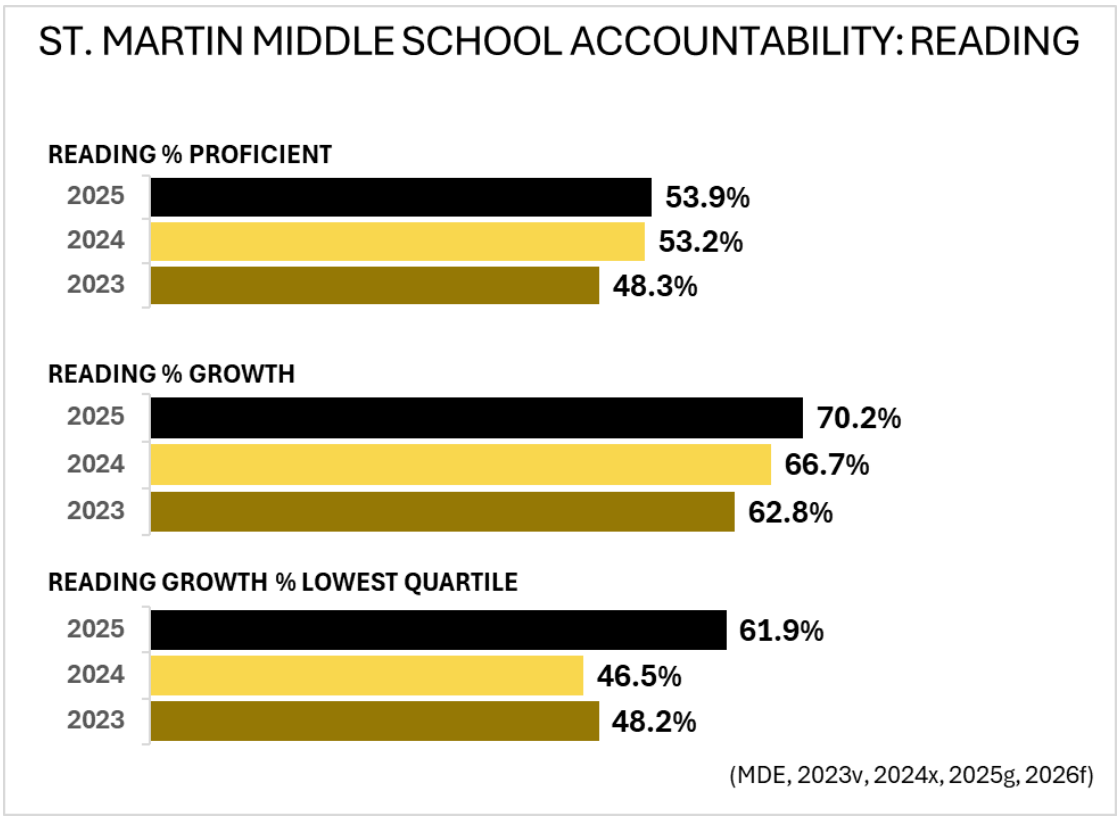


Figure 253: St. Martin Middle School Accountability: Reading

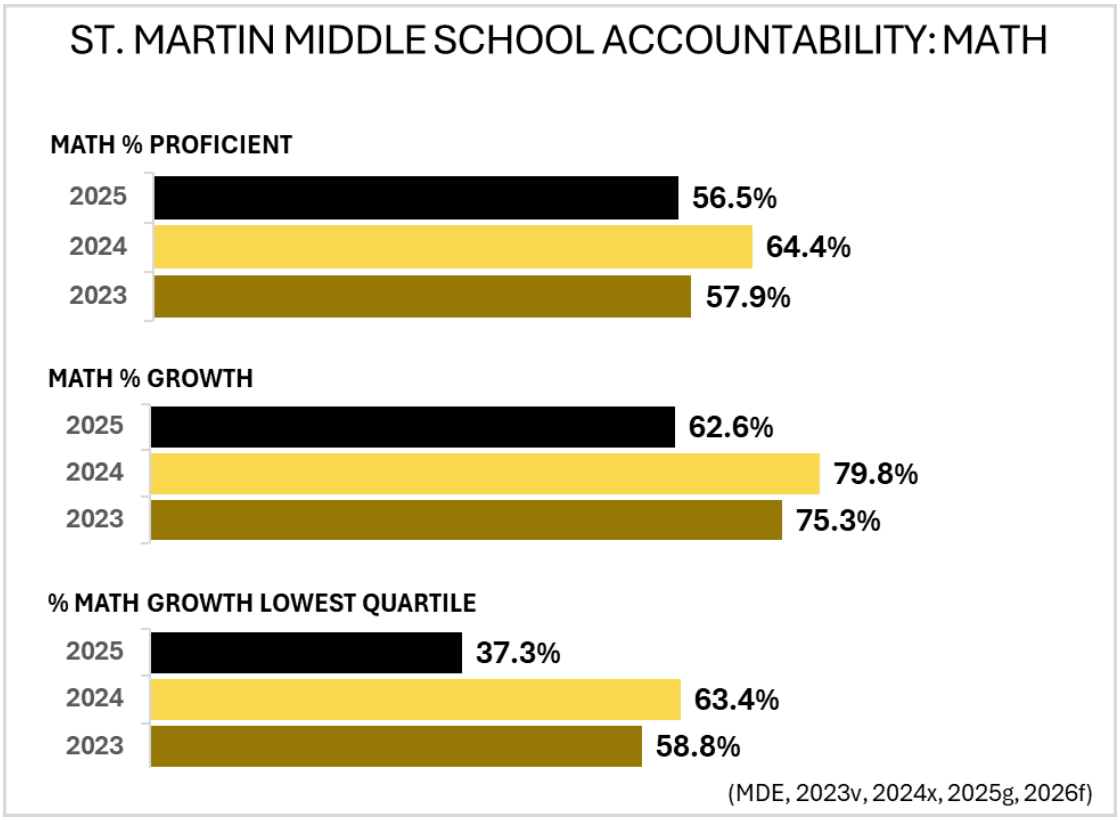


Figure 254: St. Martin Middle School Accountability: Math

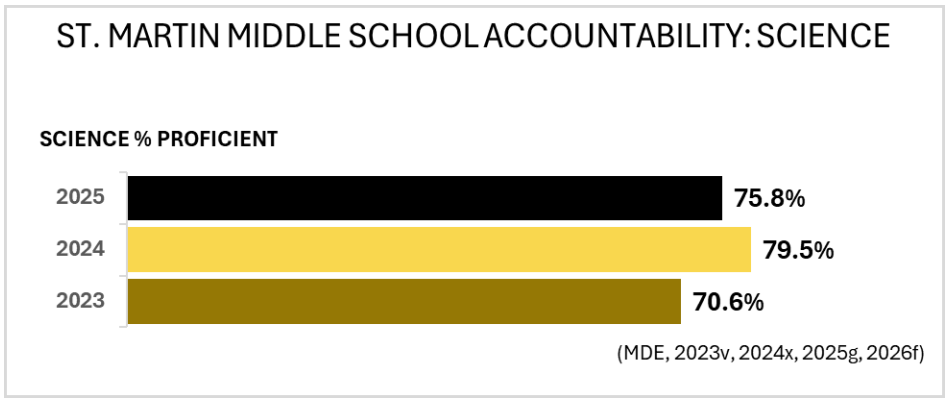


Figure 255: St. Martin Middle School Accountability: Science

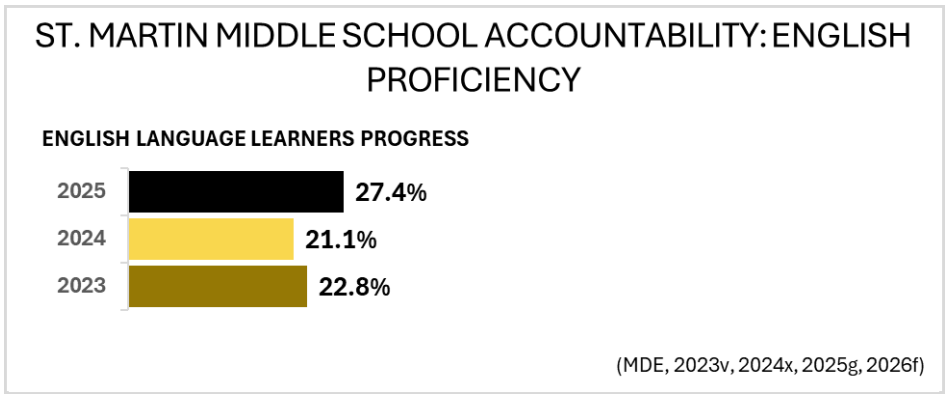


Figure 256: St. Martin Middle School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

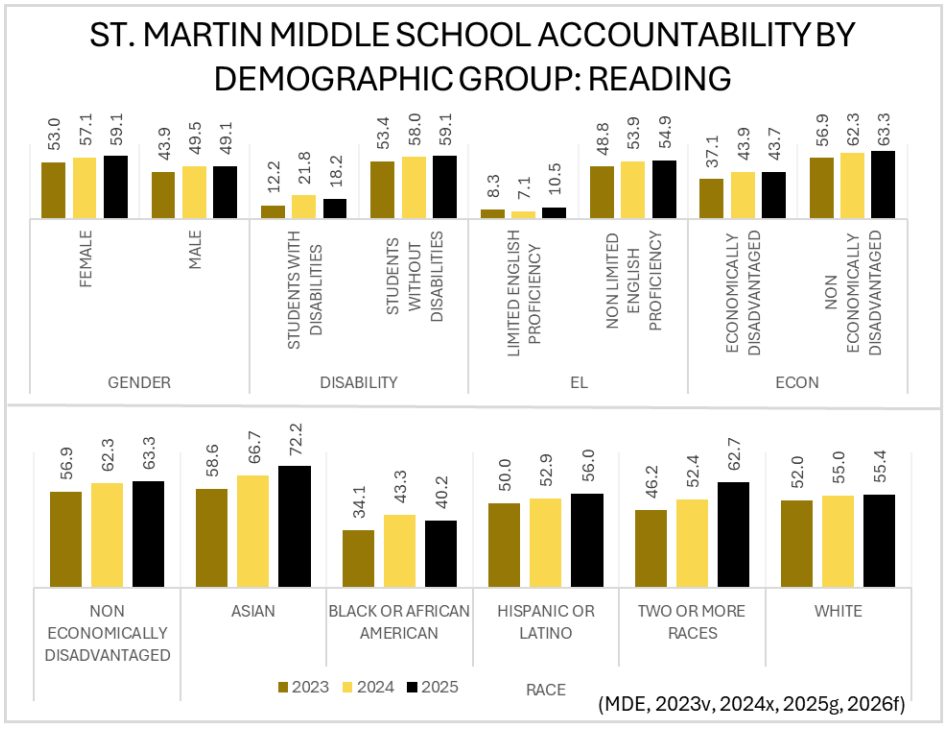


Figure 257: St. Martin Middle School Accountability by Demographic Group: Reading

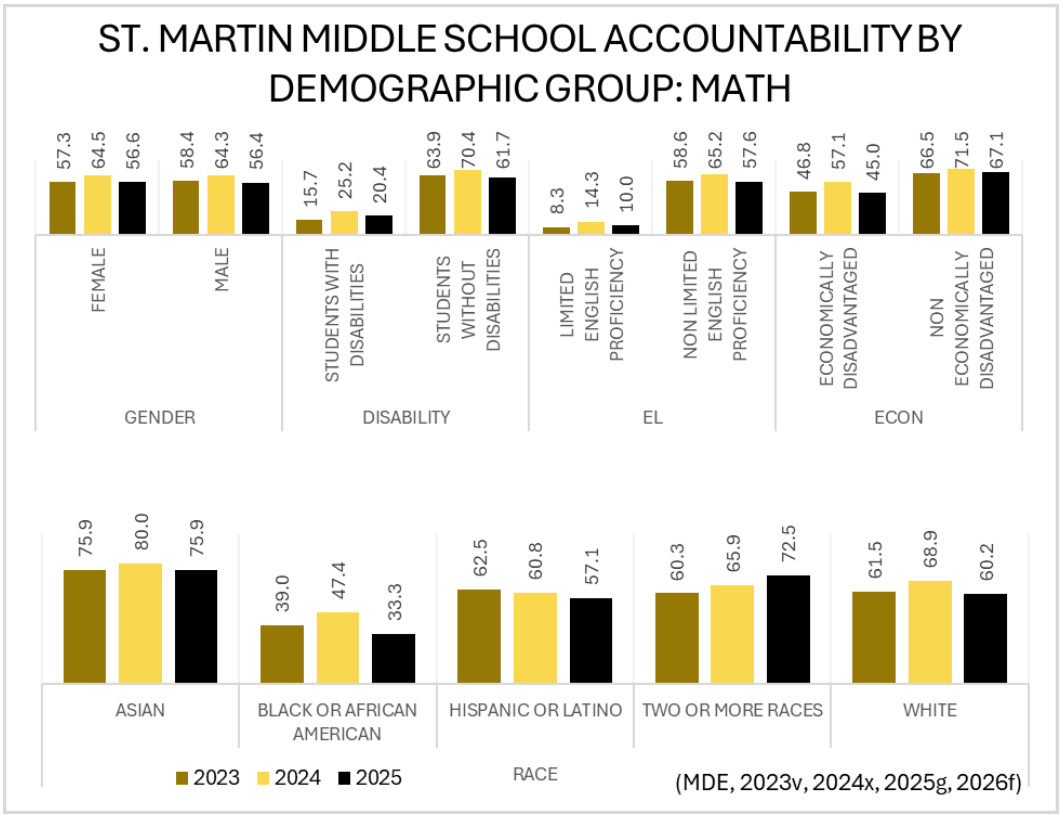


Figure 258: St. Martin Middle School Accountability by Demographic Group: Math

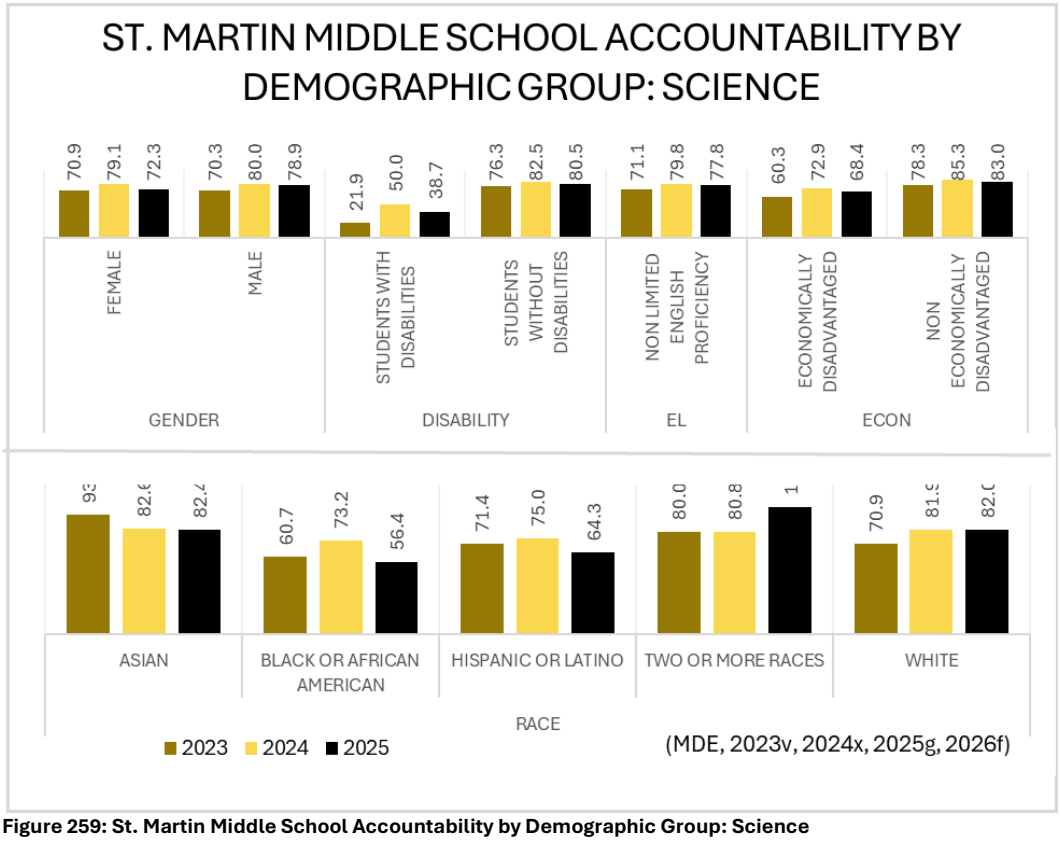


Figure 259: St. Martin Middle School Accountability by Demographic Group: Science

PROFICIENCY GAP TO GOAL

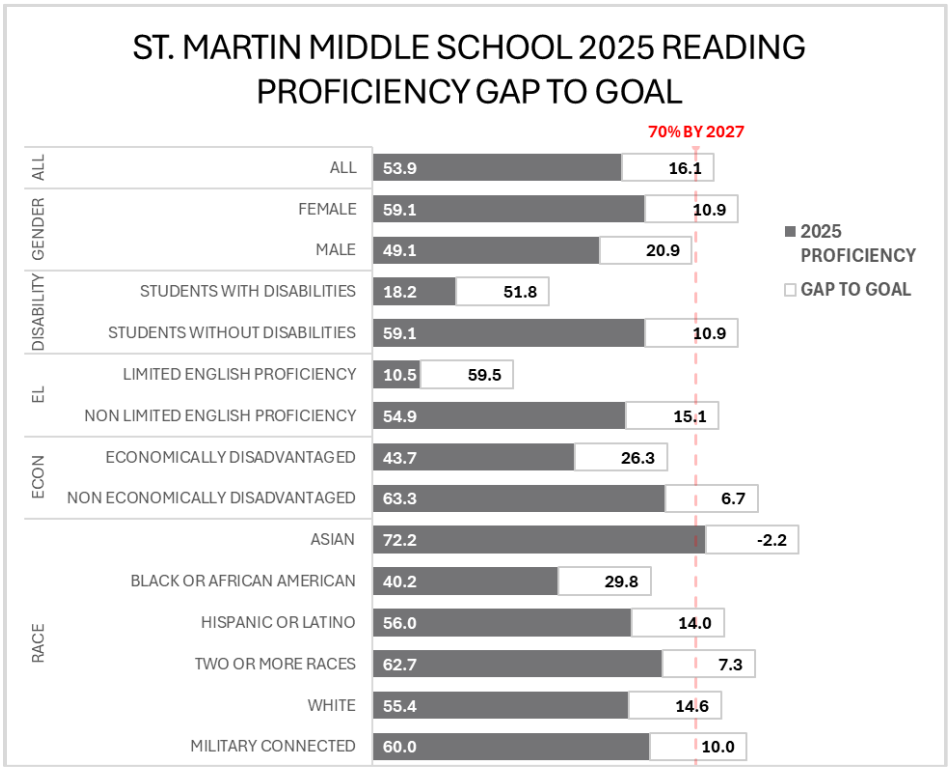


Figure 260: St. Martin Middle School 2025 Reading Proficiency Gap to Goal

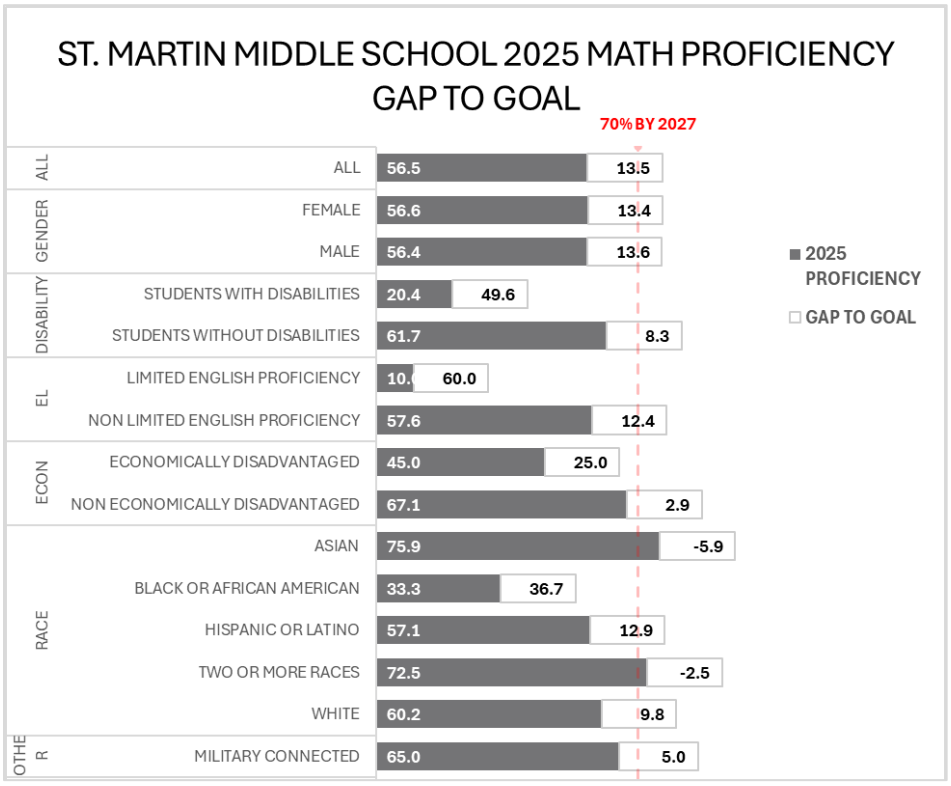


Figure 261: St. Martin Middle School 2025 Math Proficiency Gap to Goal

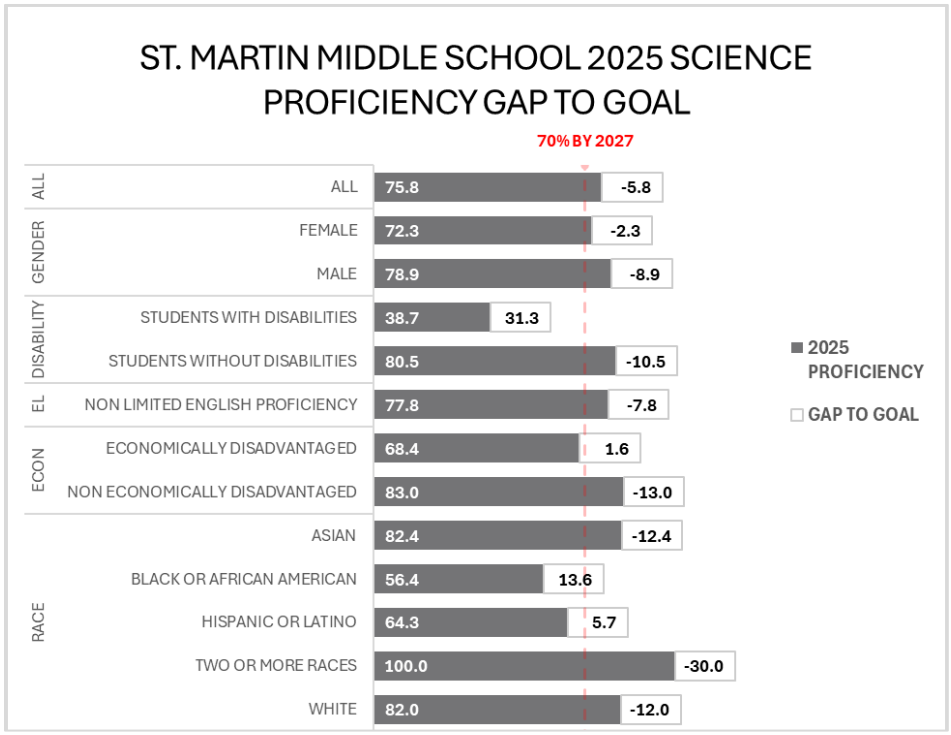


Figure 262: St. Martin Middle School 2025 Science Proficiency Gap to Goal

SCHOOL IMPROVEMENT

St. Martin Middle School was identified in 2017 and reidentified in 2023, 2024, and 2025 as a **Targeted School Improvement (TSI)** school due to the performance of **students with disabilities** in both reading and mathematics. In 2026, the district received $36,272 in Title I School Improvement allocations to increase subgroup performance.

SMMS ACCOUNTABILITY TAKEAWAYS

Accountability performance at St. Martin Middle School reflects **fluctuation with signs of recent decline**. The overall rating improved from a B in 2023 to an A in 2024 before dropping back to a B in 2025, indicating difficulty sustaining gains. **Reading proficiency showed modest improvement** from 48.3% in 2023 to 53.9% in 2025, alongside **strong growth** reaching 70.2%, suggesting instructional gains are translating into achievement. In contrast, **math proficiency declined** from 64.4% in 2024 to 56.5% in 2025, with **growth also falling sharply** from 79.8% to 62.6%, signaling a significant area of concern. **Science performance remains relatively strong,** with proficiency near 75.8% in 2025 despite a slight dip. **Subgroup performance continues to lag**, particularly for students with disabilities, contributing to the school's continued identification for targeted

support. These trends suggest that while literacy growth is strengthening, inconsistent math outcomes and subgroup gaps are limiting overall accountability progress.

ASSESSMENT

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

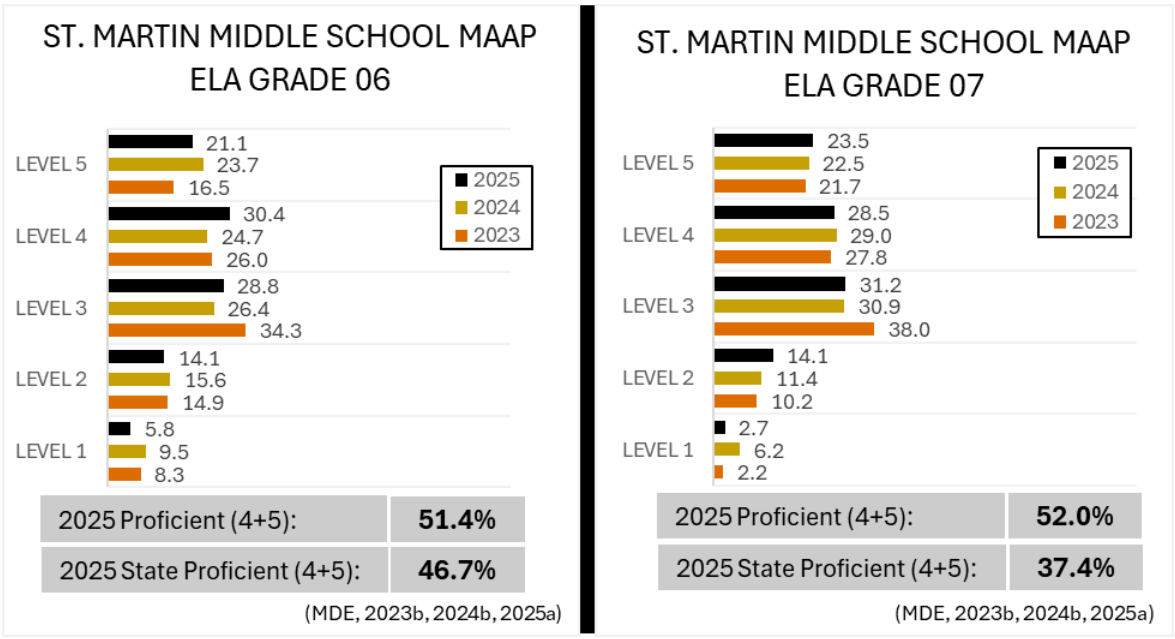


Figure 263: St. Martin Middle School MAAP ELA Grades 6 and 7

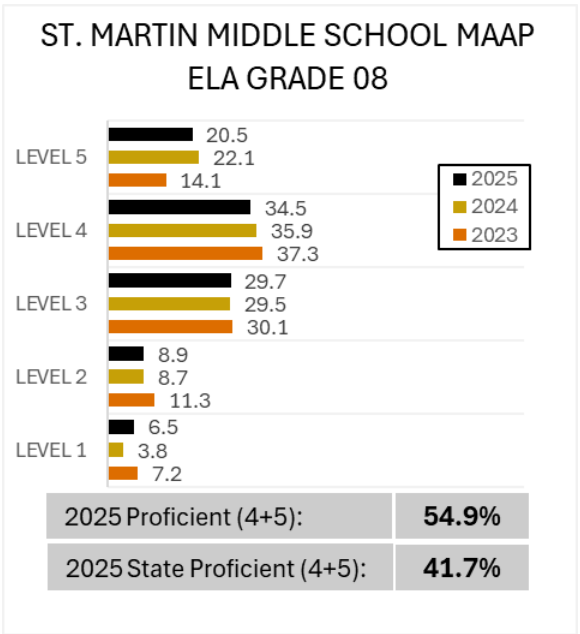


Figure 264: St. Martin Middle School MAAP ELA Grades 8



MAAP MATH

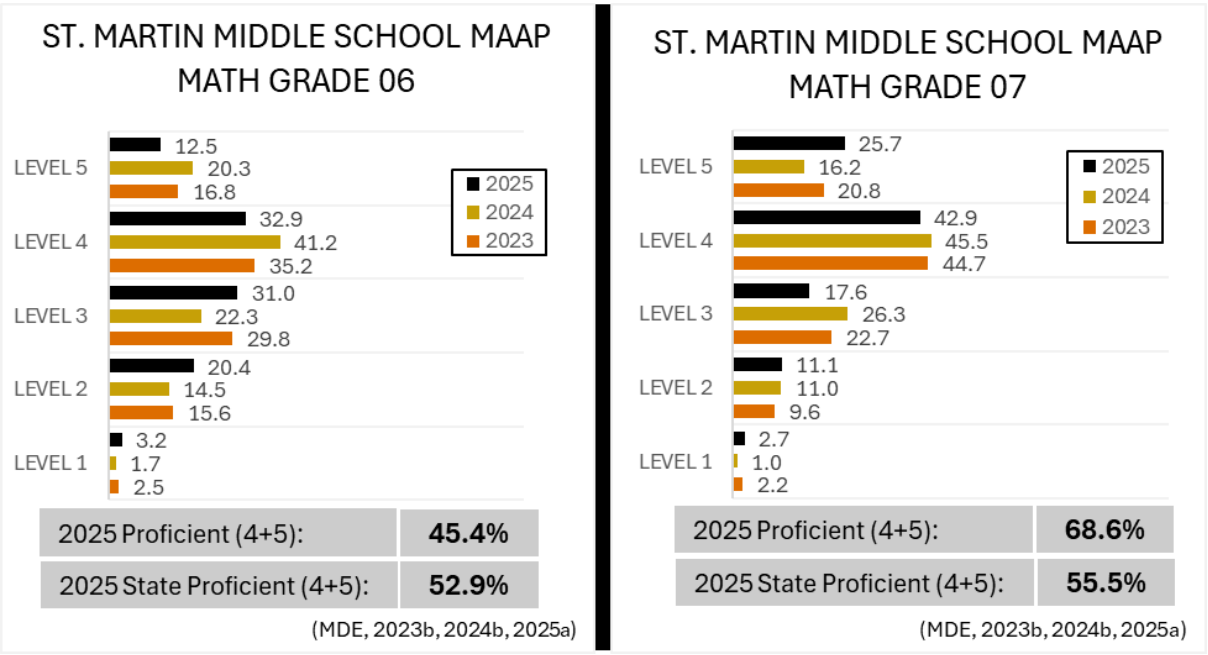


Figure 265: St. Martin Middle School MAAP Math Grades 6 and 7

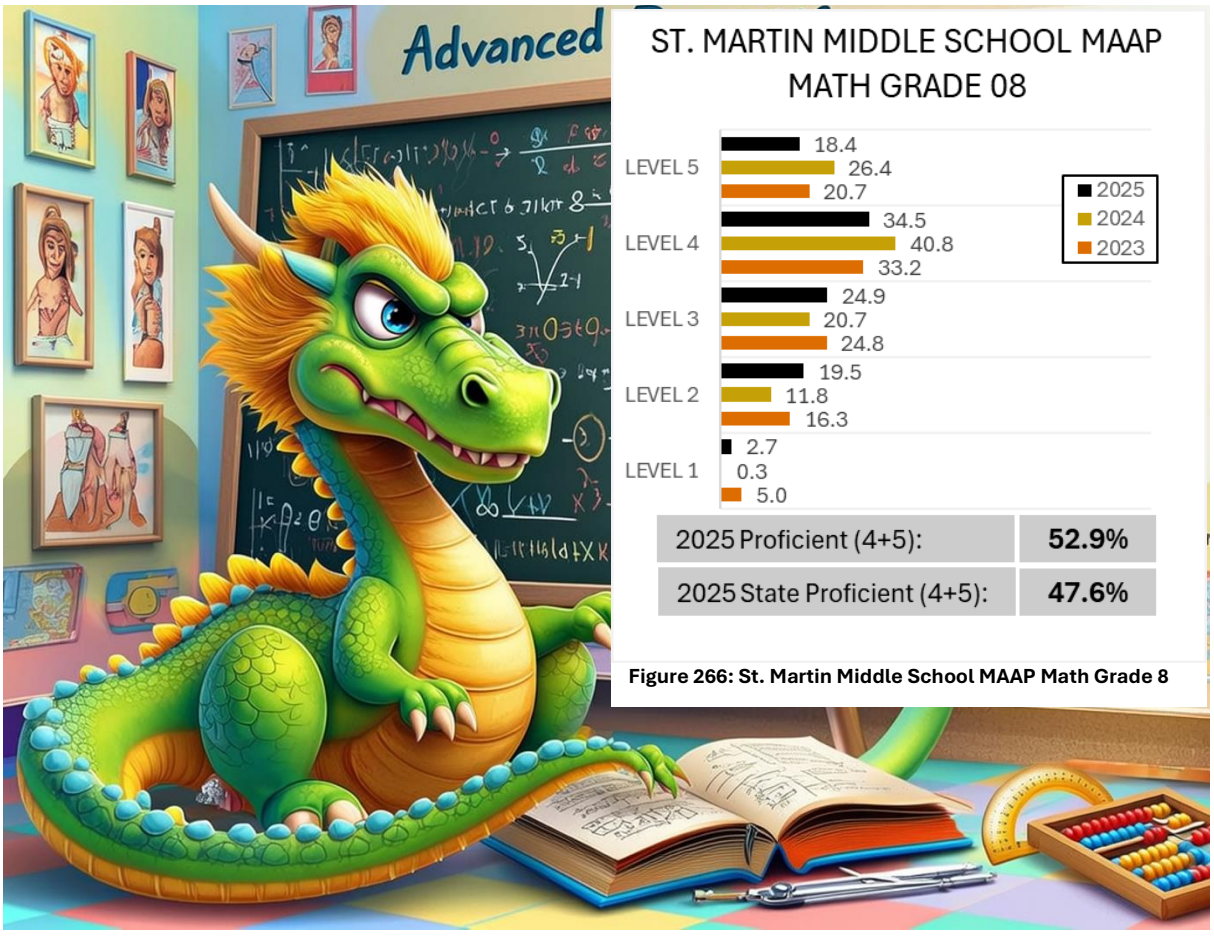


Figure 266: St. Martin Middle School MAAP Math Grade 8

MAAP SCIENCE

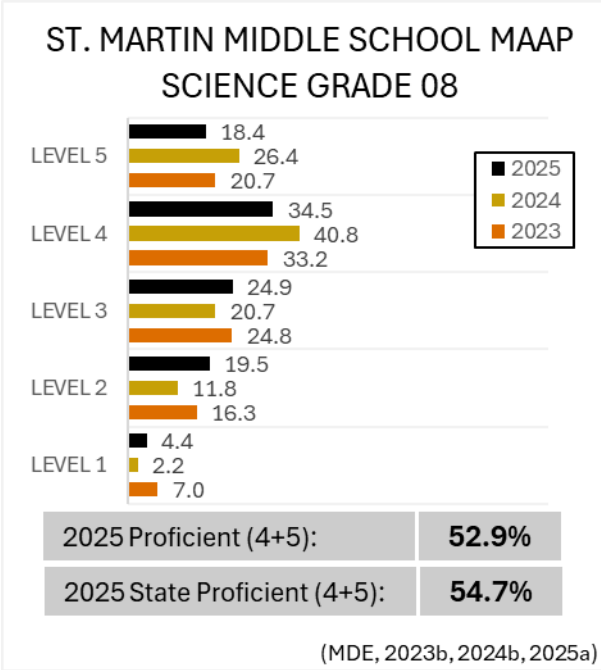




Figure 267: St. Martin Middle School MAAP Science Grade 8

SMMS Assessment Takeaways

Assessment results at St. Martin Middle School show **mixed performance across subjects and grade levels**, with relative strength in ELA and variability in math. **ELA proficiency rates are steady and slightly above state averages**, with Grades 6–8 ranging from about 51.4% to 54.9% proficient in 2025, all exceeding corresponding state rates in the mid-to-high 40% range. Performance distributions indicate a solid concentration of students in Levels 3 and 4, though Level 5 remains limited, suggesting room for advanced achievement growth. **Math outcomes are less consistent:** Grades 6–7 proficiency (45.4%) falls below the state rate (52.9%), while Grade 8 shows stronger performance at 52.9%, exceeding the state's 47.6%. This uneven pattern points to gaps in earlier middle grades that partially recover by Grade 8. **Science proficiency stands at 52.9%, slightly below the state's 54.7%**, indicating moderate performance but limited growth. Overall, results suggest stable literacy performance but inconsistent math readiness and limited high-level achievement.

PERSONNEL

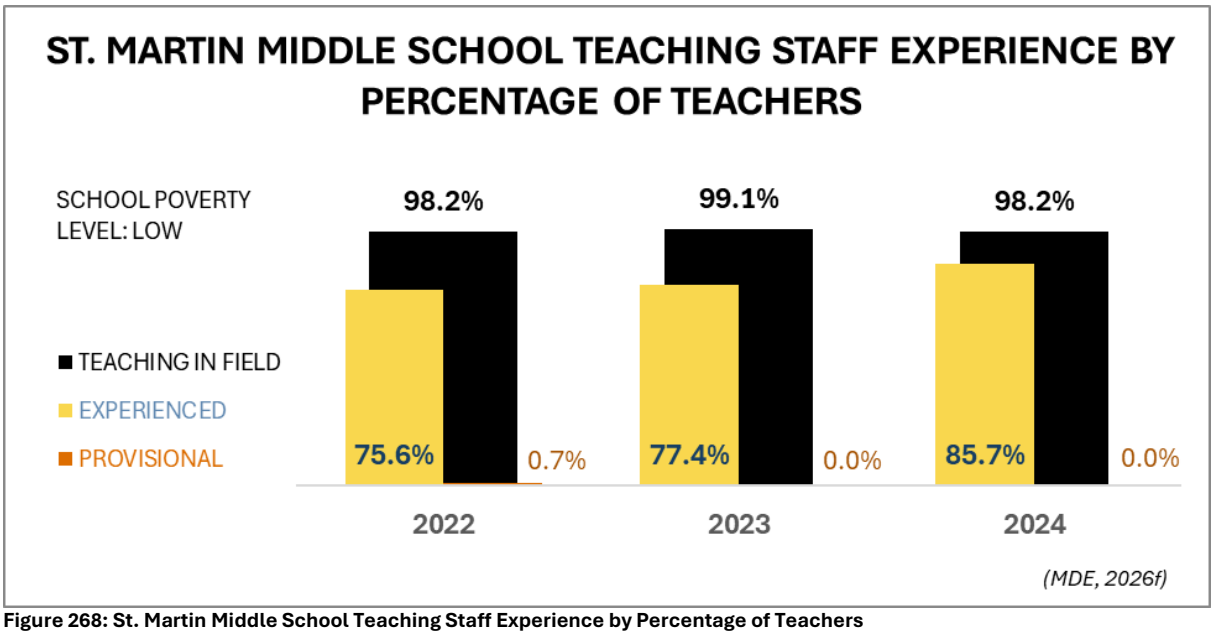


Figure 268: St. Martin Middle School Teaching Staff Experience by Percentage of Teachers

SMMS Personnel Takeaways

St. Martin Middle School maintains **strong in-field credentialing** and **zero reliance on provisional teachers**. The **percentage of experienced teachers** (those teachers who have four or more years teaching experience) **rose** over 10 percentage points between 2022 and 2024, the last year for which MDE has made this data available.



ST. MARTIN MIDDLE SCHOOL CNA SURVEY

INTRODUCTION

Twenty-nine (29) faculty members, sixty-six (66) parents, and five hundred twenty-five (525) students from St. Martin Middle School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

ST. MARTIN MIDDLE FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	17	58.6%
Agree	12	41.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	10	34.5%
Agree	17	58.6%
Disagree	0	0.0%
Strongly Disagree	1	3.5%
Not Applicable or No Information	1	3.5%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	17	58.6%
Agree	11	37.9%
Disagree	0	0.0%
Strongly Disagree	1	3.5%
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	3.5%
Agree	7	24.1%
Disagree	10	34.5%
Strongly Disagree	6	20.7%
Not Applicable or No Information	5	17.2%
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	17.2%
Agree	6	20.7%
Disagree	1	3.5%
Strongly Disagree	1	3.5%
Not Applicable or No Information	16	55.2%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	23	79.3%
Agree	6	20.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	3	10.3%
Agree	2	6.9%
Disagree	1	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	23	79.3%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	9	31.0%
Agree	14	48.3%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.8%

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	14	48.3%
Expedited evaluation services for students with limited English	11	37.9%
Expedited evaluation services for gifted and talented students	7	24.1%
Additional academic support	19	65.5%
Tutoring	15	51.7%
Enrichment educational services	6	20.7%
Counseling	20	69.0%
Mentors	6	20.7%
School supplies	23	79.3%
School uniforms	10	34.5%
Dental referrals	11	37.9%
Medical referrals	12	41.4%
Bullying assistance	8	27.6%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	13	44.8%
Supporting college and career counseling	17	58.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	21	72.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	10	34.5%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	13	44.8%

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	11	37.9%
Providing school-based mental health services and counseling	16	55.2%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	7	24.1%
Establishing or improving dropout prevention	5	17.2%
Supporting re-entry programs and transition services for Justice-involved youth	3	10.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	13	44.8%
Implementing systems and practices to prevent bullying and harassment	17	58.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	13	44.8%
Establishing community partnerships	13	44.8%
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	44.8%
Building technological capacity and infrastructure	11	37.9%
Carrying out innovative blended learning projects	6	20.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	9	31.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	10	34.5%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	14	48.3%
Agree	15	51.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

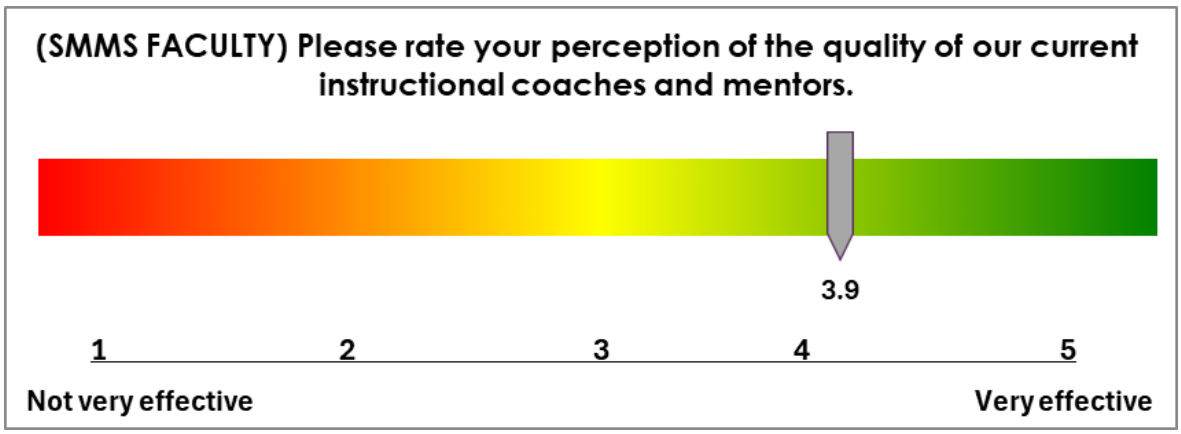
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	13	44.8%
Agree	14	48.3%
Disagree	1	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.5%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	16	55.2%
Agree	10	34.5%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.5%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	14	48.3%
Agree	12	41.4%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.5%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	14	48.3%
Agree	15	51.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	10	34.5%
Agree	15	51.7%
Disagree	4	13.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	12	41.4%
Agree	14	48.3%
Disagree	1	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	12	41.4%
Agree	13	44.8%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%
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	51.7%
Agree	9	31.0%
Disagree	1	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.8%

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	13	44.8%
Utilize technology such as class websites, blogs, and videos	16	55.2%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	17	58.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	18	62.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	18	62.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	18	62.1%
Use bilingual handouts and cues	9	31.0%
Use visual displays, portable white boards, and posters when giving instructions	18	62.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	5	17.2%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	21	72.4%
Teachers provide unique instructional time inside the classroom for English instruction.	4	13.8%
Mentoring with another student	5	17.2%
Not Applicable	5	17.2%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	15	51.7%
No	14	48.3%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	24	82.8%
Language Proficiency of the Parent	8	27.6%
Level of Parental Involvement	4	13.8%
Family income and socioeconomic status	2	6.9%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	10	34.5%
Auditory Screening Result	10	34.5%
Grade Retention (if applicable)	7	24.1%
Number of Failed Courses	4	13.8%
Dropout Status (if applicable)	1	3.5%
Enrichment programs/activities	2	6.9%
Supplemental Academic Instruction	10	34.5%
Behavioral Supports	5	17.2%
Counseling Services	6	20.7%
Discipline Records	0	0.0%
Social-Emotional Learning Services	5	17.2%
Social Behavioral Assessment Inventory Score	3	10.3%
Mental Health Supports	0	0.0%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	5	17.2%
Mental Health Services	4	13.8%
Counseling	3	10.3%
Transitional Services	4	13.8%
Not Applicable	21	72.4%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	4	13.8%
No	6	20.7%
Not Applicable	19	65.5%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	9	31.0%
Agree	7	24.1%
Disagree	8	27.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	17.2%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

Some teachers report positive experiences, citing helpful guidance from individual instructional coaches and skill-building support for students. Others express uncertainty about the role of instructional coaches or note limited visibility and communication, with some not knowing who their coach is. Concerns include lack of access to resources or test results, and frustration over program effectiveness and differentiation in classrooms.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	3	10.3%
Agree	16	55.2%
Disagree	9	31.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.5%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	8	27.6%
Agree	18	62.1%
Disagree	1	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	12	41.4%
Agree	15	51.7%
Disagree	0	0.0%
Strongly Disagree	1	3.5%
Not Applicable or No Information	1	3.5%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	12	41.4%
Agree	17	58.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	11	37.9%
Agree	11	37.9%
Disagree	4	13.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.3%
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	10	34.5%
Agree	14	48.3%
Disagree	2	6.9%
Strongly Disagree	1	3.5%
Not Applicable or No Information	2	6.9%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	7	24.1%
Agree	13	44.8%
Disagree	4	13.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	17.2%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	6	20.7%
Agree	15	51.7%
Disagree	1	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	24.1%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	11	37.9%
Agree	15	51.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.3%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	10	34.5%
Agree	15	51.7%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.5%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	13	44.8%
Agree	16	55.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	12	41.4%
Agree	14	48.3%
Disagree	1	3.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	16	55.2%
Agree	12	41.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.5%

PROFESSIONAL DEVELOPMENT

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	7	24.1%
Agree	14	48.3%
Disagree	6	20.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	6	20.7%
Agree	18	62.1%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at St. Martin Middle praise the school for fostering a supportive and collaborative environment, highlighting the positive influence of the PTO in making school enjoyable and rewarding for students. Teachers appreciate the strong leadership and the dedication of their colleagues, noting improvements in discipline and relationship-building that make learning engaging and meaningful. Principals are recognized for their consistent support across all areas, and decisions like contracting substitute services are seen as beneficial. The school is commended for encouraging student ownership and accessibility in education, as well as prioritizing student care. Suggestions for improvement focus on practical measures, such as reducing unnecessary paperwork, increasing staff recognition, enhancing communication, and providing more resources like computers and restrooms. Faculty also recommend smaller class sizes, more authentic classroom work, and additional support for staff and students.

ST. MARTIN MIDDLE PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	23	34.8%
Agree	36	54.5%
Disagree	0	0.0%
Strongly Disagree	2	3.0%
Not Applicable or No Information	5	7.6%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	10	15.2%
Agree	19	28.8%
Disagree	3	4.5%
Strongly Disagree	2	3.0%
Not Applicable or No Information	32	48.5%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	39	59.1%
Agree	17	25.8%
Disagree	2	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	12.1%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	4	6.1%
Agree	21	31.8%
Disagree	16	24.2%
Strongly Disagree	9	13.6%
Not Applicable or No Information	16	24.2%
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	10	15.2%
Agree	20	30.3%
Disagree	9	13.6%
Strongly Disagree	4	6.1%
Not Applicable or No Information	23	34.8%

Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	32	48.5%
Agree	28	42.4%
Disagree	3	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.5%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	9	13.6%
Agree	13	19.7%
Disagree	7	10.6%
Strongly Disagree	2	3.0%
Not Applicable or No Information	35	53.0%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	8	12.1%
Computer Classes	15	22.7%
Conflict Resolution	18	27.3%
Discipline	13	19.7%
Drug/Alcohol Awareness	14	21.2%
English as a Second Language	4	6.1%
Health Classes	13	19.7%
Literacy Classes	5	7.6%
Math Classes	15	22.7%
Parent-to-School Relationships	21	31.8%
Parent/Child Communication	18	27.3%
Preparing for College	35	53.0%
Parenting Workshops	8	12.1%
Social Media Classes	10	15.2%
Stress/Anger Management	18	27.3%
Understanding College- and Career-Ready Standards	39	59.1%

I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	16	24.2%
Parental advisory committees	8	12.1%
PTO/PTA meetings and activities	6	9.1%
Ways to help at the classroom level	20	30.3%
Other ways to get involved in my school (district)	16	24.2%
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	9	13.6%
District and/or school newsletters	13	19.7%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	19	28.8%
Resource materials for parental training	11	16.7%
Training for parents to work with other parents on becoming involved in the schools	14	21.2%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	7	10.6%
Home/School folders	20	30.3%
Home/School Planners	32	48.5%
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	15	22.7%
Very likely	23	34.8%
Moderately likely	23	34.8%
Slightly likely	4	6.1%
Not at all likely	1	1.5%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	23	34.8%
Supporting college and career counseling	38	57.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	40	60.6%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	33	50.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	24	36.4%

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

	Count	Percentage
Promoting community and parent involvement in schools	21	31.8%
Providing school-based mental health services and counseling	44	66.7%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	14	21.2%
Establishing or improving dropout prevention	14	21.2%
Supporting re-entry programs and transition services for Justice-involved youth	11	16.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	29	43.9%
Implementing systems and practices to prevent bullying and harassment	34	51.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	22	33.3%
Establishing community partnerships	12	18.2%

To supplement what our district is already doing in 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	43	65.2%
Building technological capacity and infrastructure	18	27.3%

To supplement what our district is already doing in technology, I would like to see Title IV money used on:		
	Count	**Percentage**
Carrying out innovative blended learning projects	18	27.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	27	40.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	22	33.3%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	21	31.8%
Agree	37	56.1%
Disagree	6	9.1%
Strongly Disagree	1	1.5%
Not Applicable or No Information	1	1.5%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	11	16.7%
Agree	39	59.1%
Disagree	9	13.6%
Strongly Disagree	3	4.5%
Not Applicable or No Information	4	6.1%

Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	12	18.2%
Agree	40	60.6%
Disagree	5	7.6%
Strongly Disagree	3	4.5%
Not Applicable or No Information	6	9.1%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	12	18.2%
Agree	35	53.0%
Disagree	11	16.7%
Strongly Disagree	3	4.5%
Not Applicable or No Information	5	7.6%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	18	27.3%
Agree	30	45.5%
Disagree	8	12.1%
Strongly Disagree	4	6.1%
Not Applicable or No Information	6	9.1%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	12	18.2%
Agree	25	37.9%
Disagree	14	21.2%
Strongly Disagree	6	9.1%
Not Applicable or No Information	9	13.6%
Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	10	15.2%
Agree	30	45.5%
Disagree	10	15.2%
Strongly Disagree	5	7.6%
Not Applicable or No Information	11	16.7%
Is your child an English Language Learner?		
	Count	Percentage
Yes	10	15.2%
No	56	84.8%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	6	60.0%
Mentoring	3	30.0%
Academic or career counseling	2	20.0%
Mental Health counseling	3	30.0%
Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	9	90.0%
No	1	10.0%
Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	8	80.0%
No	2	20.0%
I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	24	36.4%
Agree	33	50.0%
Disagree	2	3.0%
Strongly Disagree	1	1.5%
Not Applicable or No Information	6	9.1%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	20	30.3%
Agree	33	50.0%
Disagree	6	9.1%
Strongly Disagree	1	1.5%
Not Applicable or No Information	6	9.1%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	18	27.3%
Agree	27	40.9%
Disagree	13	19.7%
Strongly Disagree	5	7.6%
Not Applicable or No Information	3	4.5%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	13	19.7%
Agree	28	42.4%
Disagree	16	24.2%
Strongly Disagree	5	7.6%
Not Applicable or No Information	4	6.1%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	10	15.2%
Agree	33	50.0%
Disagree	15	22.7%
Strongly Disagree	3	4.5%
Not Applicable or No Information	5	7.6%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	16	24.2%
Agree	35	53.0%
Disagree	10	15.2%
Strongly Disagree	3	4.5%
Not Applicable or No Information	2	3.0%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	16	24.2%
Agree	38	57.6%
Disagree	10	15.2%
Strongly Disagree	1	1.5%
Not Applicable or No Information	1	1.5%

I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	18	27.3%
Agree	29	43.9%
Disagree	10	15.2%
Strongly Disagree	4	6.1%
Not Applicable or No Information	5	7.6%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	9	13.6%
Agree	27	40.9%
Disagree	16	24.2%
Strongly Disagree	5	7.6%
Not Applicable or No Information	9	13.6%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	15	22.7%
Agree	32	48.5%
Disagree	17	25.8%
Strongly Disagree	2	3.0%
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	11	16.7%
Agree	27	40.9%
Disagree	8	12.1%
Strongly Disagree	2	3.0%
Not Applicable or No Information	18	27.3%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	14	21.2%
Agree	32	48.5%
Disagree	7	10.6%
Strongly Disagree	3	4.5%
Not Applicable or No Information	10	15.2%

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

	Count	Percentage
Strongly Agree	9	13.6%
Agree	37	56.1%
Disagree	9	13.6%
Strongly Disagree	2	3.0%
Not Applicable or No Information	9	13.6%

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

	Count	Percentage
Strongly Agree	8	12.1%
Agree	34	51.5%
Disagree	6	9.1%
Strongly Disagree	2	3.0%
Not Applicable or No Information	16	24.2%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	9	13.6%
Agree	22	33.3%
Disagree	3	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	32	48.5%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	10	15.2%
Agree	31	47.0%
Disagree	1	1.5%
Strongly Disagree	4	6.1%
Not Applicable or No Information	20	30.3%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	12	18.2%
Agree	39	59.1%
Disagree	5	7.6%
Strongly Disagree	2	3.0%
Not Applicable or No Information	8	12.1%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	13	19.7%
Agree	37	56.1%
Disagree	7	10.6%
Strongly Disagree	4	6.1%
Not Applicable or No Information	5	7.6%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	10	15.2%
Agree	35	53.0%
Disagree	13	19.7%
Strongly Disagree	4	6.1%
Not Applicable or No Information	4	6.1%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	9	13.6%
Agree	22	33.3%
Disagree	10	15.2%
Strongly Disagree	3	4.5%
Not Applicable or No Information	22	33.3%
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	11	16.7%
Agree	34	51.5%
Disagree	9	13.6%
Strongly Disagree	2	3.0%
Not Applicable or No Information	10	15.2%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at St. Martin Middle express satisfaction with their children's school, highlighting positive aspects such as technology access for students at home, strong communication between teachers and families, effective discipline, and a sense of safety on campus. Many appreciate regular updates, helpful office staff, and programs that motivate and engage students in academics, arts, and extracurricular activities. The school's efforts to foster a supportive environment, maintain low concerns about violence, and provide tools like Parent Square for parental involvement are particularly valued. Suggestions for improvement include enhancing facilities, offering more advanced and fun classes, especially in arts and music, scaling back reliance on technology in favor of hands-on learning, improving cafeteria quality, and addressing traffic congestion during drop-off. Parents also call for better communication, increased access to tutoring and mental health resources, and more individualized attention for students.

ST. MARTIN MIDDLE STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	87	16.6%
Agree	367	69.9%
Disagree	38	7.2%
Strongly Disagree	6	1.1%
Not Applicable or No Information	27	5.1%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	45	8.6%
Agree	210	40.0%
Disagree	38	7.2%
Strongly Disagree	15	2.9%
Not Applicable or No Information	217	41.3%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	156	29.7%
Agree	225	42.9%
Disagree	57	10.9%
Strongly Disagree	39	7.4%
Not Applicable or No Information	48	9.1%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	34	6.5%
Agree	162	30.9%
Disagree	105	20.0%
Strongly Disagree	49	9.3%
Not Applicable or No Information	175	33.3%

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	31	5.9%
Agree	209	39.8%
Disagree	66	12.6%
Strongly Disagree	24	4.6%
Not Applicable or No Information	195	37.1%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	97	18.5%
Agree	154	29.3%
Disagree	176	33.5%
Strongly Disagree	53	10.1%
Not Applicable or No Information	45	8.6%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	36	6.9%
Agree	188	35.8%
Disagree	66	12.6%
Strongly Disagree	21	4.0%
Not Applicable or No Information	214	40.8%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	96	18.3%
Agree	330	62.9%
Disagree	50	9.5%
Strongly Disagree	28	5.3%
Not Applicable or No Information	21	4.0%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	84	16.0%
Agree	333	63.4%
Disagree	69	13.1%
Strongly Disagree	13	2.5%
Not Applicable or No Information	26	5.0%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	71	13.5%
Agree	353	67.2%
Disagree	63	12.0%
Strongly Disagree	11	2.1%
Not Applicable or No Information	27	5.1%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	45	8.6%
Agree	262	49.9%
Disagree	109	20.8%
Strongly Disagree	33	6.3%
Not Applicable or No Information	76	14.5%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	186	35.4%
Agree	268	51.1%
Disagree	26	5.0%
Strongly Disagree	14	2.7%
Not Applicable or No Information	31	5.9%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	92	17.5%
Agree	325	61.9%
Disagree	60	11.4%
Strongly Disagree	18	3.4%
Not Applicable or No Information	30	5.7%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	162	30.9%
Agree	261	49.7%
Disagree	58	11.1%
Strongly Disagree	23	4.4%
Not Applicable or No Information	21	4.0%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	66	12.6%
Agree	252	48.0%
Disagree	82	15.6%
Strongly Disagree	30	5.7%
Not Applicable or No Information	95	18.1%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	105	20.0%
Agree	291	55.4%
Disagree	61	11.6%
Strongly Disagree	24	4.6%
Not Applicable or No Information	44	8.4%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	325	61.9%
Additional academic support	47	9.0%
Tutoring	43	8.2%
Counseling	21	4.0%
A mentor	28	5.3%
School supplies	100	19.1%
Structured note taking mechanisms	78	14.9%
The teacher slows speech at times to help you understand	87	16.6%
The teacher uses gestures and demonstrations	108	20.6%
Use think aloud and think pair shares	60	11.4%
Use of bilingual handouts and cues	33	6.3%
Use of display word walls with high frequency words	76	14.5%

I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	99	18.9%
Agree	191	36.4%
Disagree	148	28.2%
Strongly Disagree	39	7.4%
Not Applicable or No Information	48	9.1%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	95	18.1%
Agree	251	47.8%
Disagree	94	17.9%
Strongly Disagree	24	4.6%
Not Applicable or No Information	61	11.6%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	64	12.2%
Agree	234	44.6%
Disagree	75	14.3%
Strongly Disagree	22	4.2%
Not Applicable or No Information	130	24.8%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	85	16.2%
Agree	287	54.7%
Disagree	57	10.9%
Strongly Disagree	20	3.8%
Not Applicable or No Information	76	14.5%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	66	12.6%
Agree	238	45.3%
Disagree	98	18.7%
Strongly Disagree	88	16.8%
Not Applicable or No Information	35	6.7%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	57	10.9%
Agree	296	56.4%
Disagree	73	13.9%
Strongly Disagree	19	3.6%
Not Applicable or No Information	80	15.2%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	52	9.9%
Agree	302	57.5%
Disagree	93	17.7%
Strongly Disagree	19	3.6%
Not Applicable or No Information	59	11.2%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	53	10.1%
Agree	252	48.0%
Disagree	57	10.9%
Strongly Disagree	20	3.8%
Not Applicable or No Information	143	27.2%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	48	9.1%
Agree	205	39.1%
Disagree	106	20.2%
Strongly Disagree	61	11.6%
Not Applicable or No Information	105	20.0%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	71	13.5%
Agree	217	41.3%
Disagree	87	16.6%
Strongly Disagree	46	8.8%
Not Applicable or No Information	104	19.8%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	65	12.4%
Agree	336	64.0%
Disagree	69	13.1%
Strongly Disagree	17	3.2%
Not Applicable or No Information	38	7.2%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	57	10.9%
Agree	282	53.7%
Disagree	96	18.3%
Strongly Disagree	42	8.0%
Not Applicable or No Information	48	9.1%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	106	20.2%
Agree	310	59.1%
Disagree	56	10.7%
Strongly Disagree	24	4.6%
Not Applicable or No Information	29	5.5%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	122	23.2%
Agree	299	57.0%
Disagree	45	8.6%
Strongly Disagree	16	3.1%
Not Applicable or No Information	43	8.2%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	51	9.7%
Agree	237	45.1%
Disagree	129	24.6%
Strongly Disagree	37	7.1%
Not Applicable or No Information	71	13.5%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	109	20.8%
Agree	265	50.5%
Disagree	45	8.6%
Strongly Disagree	24	4.6%
Not Applicable or No Information	82	15.6%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	52	9.9%
Agree	254	48.4%
Disagree	59	11.2%
Strongly Disagree	22	4.2%
Not Applicable or No Information	138	26.3%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Students were also asked what obstacles they face in improving their academic achievement. Responses are summarized below.

Students at St. Martin Middle describe their school as a positive environment, highlighting supportive and encouraging teachers, effective teaching strategies, and a strong sense of safety and respect. Many appreciate the curriculum, engaging activities such as band and sports, access to technology, and opportunities for personal growth. The absence of uniforms and improved dress code policies are also frequently mentioned as positive changes. However, students suggest several areas for improvement, including better school lunches, cleaner restrooms, increased break periods, and more opportunities for socializing and field trips. They also request more challenging classes, additional support when struggling, and fairer disciplinary practices. Regarding academic obstacles, students cite distractions from classmates, large class sizes, fatigue due to early start times, overwhelming workloads, and difficulty concentrating or understanding material as common challenges. Despite these hurdles, most students feel their school is making progress and provides a supportive foundation for learning and success.



ST. MARTIN MIDDLE SCHOOL

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

St. Martin Middle School demonstrates a **stable instructional foundation** with pockets of academic strength, but **outcomes are uneven** across subjects and student groups. **Enrollment has declined** from 995 in 2023 to 928 in 2026, while **attendance remains near 91% but masks a rise in chronic absenteeism** from 21.0% to 26.6%. Accountability improved to an "A" in 2024 before returning to a "B" in 2025, reflecting inconsistent performance. Assessment data show literacy stability alongside weaker math trends and subgroup gaps, particularly among students with disabilities.

STRENGTHS



1) **Strong literacy performance and growth.** ELA proficiency ranges from 51.4% to 54.9%, consistently above state averages, with reading growth reaching 70.2%, indicating effective instructional practices. This consistency across grades suggests that core literacy structures are well established and implemented with fidelity. However, the relatively smaller percentage of students in the highest performance levels indicates an opportunity to push more students into advanced proficiency.



2) **High science performance.** Science proficiency remains strong near 75.8%, suggesting effective Tier I instruction in this area. This level of performance indicates that instructional alignment, pacing, and assessment practices in science are producing strong outcomes. The consistency of these results positions science as a model for instructional replication across other content areas.



3) **Positive school climate and staff trust.** About 100% of staff agree teachers are effective, and roughly 100% report a safe and orderly environment, supporting stable instructional conditions. High levels of agreement around expectations and instructional quality indicate a strong

professional culture and shared vision. This trust provides a solid foundation for implementing new initiatives and sustaining improvement efforts.



4) **Experienced teaching staff.** Over 85% of teachers are experienced with nearly 100% teaching in-field, reinforcing instructional consistency. This level of experience supports stronger classroom management and instructional decision-making. It also creates an opportunity to leverage teacher leadership to scale best practices across grade levels and departments.

CHALLENGES



1) **Declining math performance.** Math proficiency dropped from 64.4% to 56.5%, with growth falling from 79.8% to 62.6%, signaling weakening instructional impact. This decline suggests gaps in Tier I instruction and possibly misalignment between standards, instruction, and assessment. The sharper drop in growth indicates that struggling students are not accelerating at the rate needed to close gaps.



2) **Rising chronic absenteeism.** Chronic absence increased to 26.6%, with rates exceeding 34% for students with disabilities, limiting academic progress. This trend indicates that a significant portion of students are missing enough instructional time to impact achievement outcomes. The disproportionate impact on vulnerable groups suggests systemic barriers that are not being consistently addressed.



3) **Persistent subgroup gaps.** Students with disabilities continue to underperform significantly, contributing to continued targeted support identification. These gaps indicate that current intervention models and co-teaching structures are not fully meeting student needs. Without targeted adjustments, these disparities will continue to limit overall school performance.



4) **Inconsistent instructional alignment and supports.** Only about 55%–65% of staff report consistent use of data or targeted supports, and nearly half indicate limited capacity for EL instruction, suggesting uneven implementation. This inconsistency points to variation in how instructional practices are applied across classrooms. It also suggests that systems for monitoring fidelity and supporting teachers are not yet fully developed or consistently executed.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Launch Math Stabilization Plan
    - Conduct grade-level data dives to identify specific skill gaps driving the decline from 64.4% to 56.5% proficiency. This ensures instructional responses are tightly aligned to the most critical standards students are missing.
    - Establish 2–3 non-negotiable math practices (daily spiral review, small-group reteach, exit tickets) and monitor weekly implementation. Clear expectations paired with frequent monitoring will reduce variability in instructional delivery.
- Activate Attendance Early Warning System
    - Build weekly tracking for students approaching 10% absence, focusing on subgroups exceeding 30% chronic absence. Early identification allows interventions before patterns become entrenched.
    - Assign staff for targeted outreach and align supports (transportation, health, engagement) to identified barriers. Matching interventions to root causes increases the likelihood of improving attendance.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- Strengthen Tiered Instruction and Intervention
    - Schedule daily intervention blocks targeting math gaps in Grades 6–7 where proficiency is lowest. Dedicated time ensures struggling students receive consistent, focused support.
    - Use 3–4 week data cycles to regroup students and adjust instruction based on formative results. Frequent adjustments prevent students from falling further behind.
- Expand Targeted Subgroup Supports
    - Develop structured co-teaching and intervention plans for students with disabilities, tied to progress monitoring. This ensures supports are intentional and aligned to measurable outcomes.
    - Increase EL instructional time and staffing alignment, addressing the 50% staff concern about capacity. Strengthening these supports will improve access to core instruction for multilingual learners.

- Improve Data Use Consistency
    - Implement PLC protocols requiring teachers to analyze, plan, and adjust instruction using assessment data. Consistent structures will reduce variability in how data informs instruction.
    - Provide coaching cycles focused on translating growth data into daily instructional decisions. Ongoing support ensures that data practices are sustained, not just introduced.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- Institutionalize Attendance and Engagement Systems
    - Embed attendance monitoring into leadership routines and track subgroup trends quarterly. Sustained focus ensures attendance remains a priority beyond initial interventions.
    - Partner with families and community resources to reduce chronic absenteeism below 20%. Addressing external barriers is essential for long-term improvement.
- Close Achievement Gaps Across Subjects
    - Set annual targets (e.g., +6–8 points in math proficiency) and align interventions to these goals. Clear targets create urgency and focus across the system.
    - Replicate successful literacy practices into math instruction to improve consistency across content areas. Leveraging existing strengths accelerates improvement in weaker areas.
- Strengthen Instructional Coherence and Staff Capacity
    - Develop teacher leaders to model effective practices and ensure consistent implementation schoolwide. Internal capacity building supports sustainability.
    - Increase transparency and staff involvement in decision-making, addressing survey feedback on limited input and alignment. Greater ownership will improve implementation and staff commitment.

ST. MARTIN HIGH SCHOOL

INTRODUCTION

St. Martin High School is a public school in Ocean Springs, Mississippi, located at 11300 Yellow Jacket Boulevard, Ocean Springs, Mississippi, serving one thousand two hundred twenty-three (1,223) students in grades nine through twelve (9-12). The school supports the district mission, which is “to provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens.” Its social media hashtag is #StingEm.

St. Martin High School’s athletics are a major part of student life, and its programs include football, baseball, boys basketball, girls basketball, girls soccer, boys soccer, volleyball, tennis, track and field, golf, and additional competitive sports offerings. The school also supports a broad extracurricular culture, with students participating in clubs and campus programs that contribute to its “well-rounded education” reputation.

Academically, the school offers advanced coursework and college-prep opportunities including advanced placement and honors-level options in core subjects. The school also offers unique courses and projects like an American Film Survey class and the Yellow Jacket Aquaculture program. Recent awards include the 2026 PREPS Top 10% Math Growth Award.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

ST. MARTIN HIGH SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	1250	1283	1320	1291	1223
GR_09	337	374	336	349	325
GR_10	320	324	346	321	327
GR_11	266	320	324	317	294
GR_12	307	242	290	*	*
					(MDE, 2025m)

Figure 269: St. Martin High School Enrollment by Grade Level

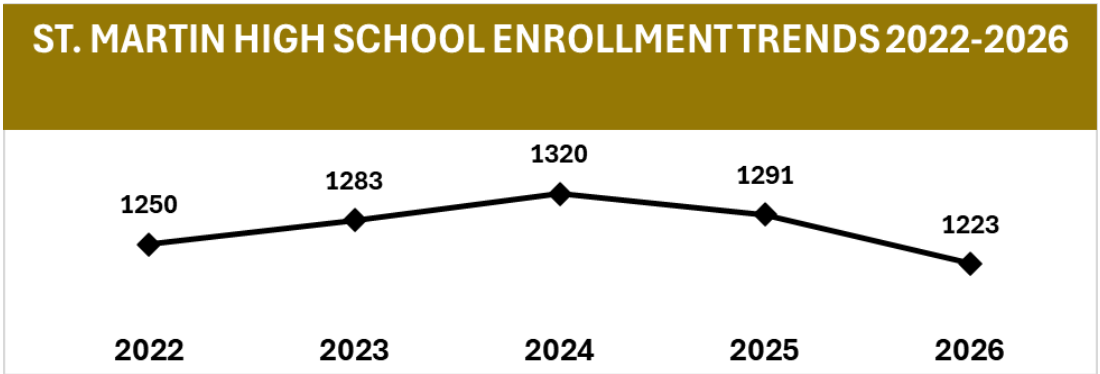


Figure 270: St. Martin High School Enrollment Trends 2022-2026

ST. MARTIN HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	1250	1283	1320	1291	1223
GENDER	FEMALE	599	616	627	617	593
	MALE	651	667	693	674	630
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*
	ASIAN	110	110	90	87	84
	BLACK OR AFRICAN AMERICAN	249	287	298	285	266
	HISPANIC OR LATINO	65	74	77	100	111
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*
	TWO OR MORE RACES	21	51	58	56	68
	WHITE	796	750	785	754	689
						(MDE, 2025m)

Figure 271: St. Martin High School Enrollment by Demographic Group

ST. MARTIN HIGH SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ASIAN	8.8%	6.9%	-1.9%
BLACK OR AFRICAN AMERICAN	19.9%	21.7%	1.8%
HISPANIC OR LATINO	5.2%	9.1%	3.9%
TWO OR MORE RACES	1.7%	5.6%	3.9%
WHITE	63.7%	56.3%	-7.3%

Figure 272: St. Martin High School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

ST. MARTIN HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	1139.2	1139.0	1136.5
GR_09	337.6	302.2	314.0
GR_10	293.4	299.4	280.5
GR_11	280.4	280.0	273.5
GR_12	206.7	236.9	264.5
(MDE, 2023o, 2024q, 2025s)			

Figure 273: St. Martin High School Average Daily Attendance

ST. MARTIN HIGH SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	88.8%	86.3%	88.0%
GR_09	90.3%	90.0%	90.0%
GR_10	90.6%	86.5%	87.4%
GR_11	87.6%	86.4%	86.3%
GR_12	85.4%	81.7%	*
(MDE, 2023o, 2024q, 2025m, 2025s)			

Figure 274: St. Martin High School Estimated Average Daily Attendance as Percentage of Enrollment

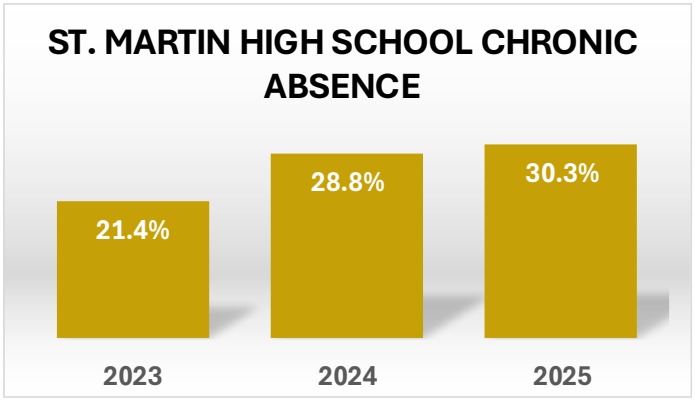


Figure 275: St. Martin High School Chronic Absence

ST. MARTIN HIGH SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	21.4	28.8	30.3
GENDER	FEMALE	22.0	29.6	31.3
	MALE	20.8	28.1	29.4
DISABILITY	STUDENTS WITH DISABILITIES	33.8	40.9	39.9
	STUDENTS WITHOUT DISABILITIES	19.8	27.3	29.1
EL	LIMITED ENGLISH PROFICIENCY	13.8	32.1	32.1
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	27.3	50.0	5.0
	ASIAN	10.7	15.1	14.8
	BLACK OR AFRICAN AMERICAN	22.7	29.3	27.5
	HISPANIC OR LATINO	23.1	28.4	33.6
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	5.0	5.0	5.0
	TWO OR MORE RACES	29.1	41.7	42.1
	WHITE	21.7	29.1	31.7
				(MDE, 2026f)

Figure 276: St. Martin High School Chronic Absence Percentage by Demographic Group

SMHS Enrollment and Attendance Takeaways

Enrollment at St. Martin High School shows a clear rise followed by a recent decline, increasing from 1,250 students in 2022 to a peak of 1,320 in 2024 before dropping to 1,223 in 2026, indicating a loss of nearly 100 students over two years. This decline is most evident in upper grades, with Grade 11 decreasing from 324 in 2024 to 294 in 2026, suggesting potential cohort shrinkage or mobility patterns. **Demographically, the student population is becoming more diverse,** with Hispanic enrollment rising from 5.2% to 9.1% and students identifying as two or more races increasing from 1.7% to 5.6%, while White enrollment declined by over 7 percentage points. **Attendance trends remain relatively stable but below optimal levels,** with overall rates fluctuating

between 86.3% and 88.8%. At the same time, **chronic absenteeism increased sharply** from 21.4% in 2023 to 30.3% in 2025, signaling a growing concern despite steady average daily attendance.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

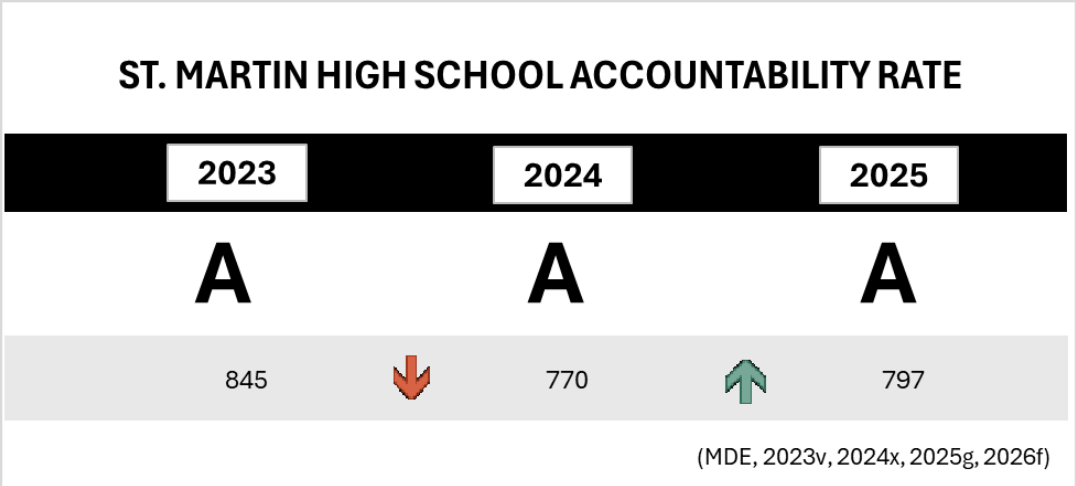


Figure 277: St. Martin High School Accountability Rating

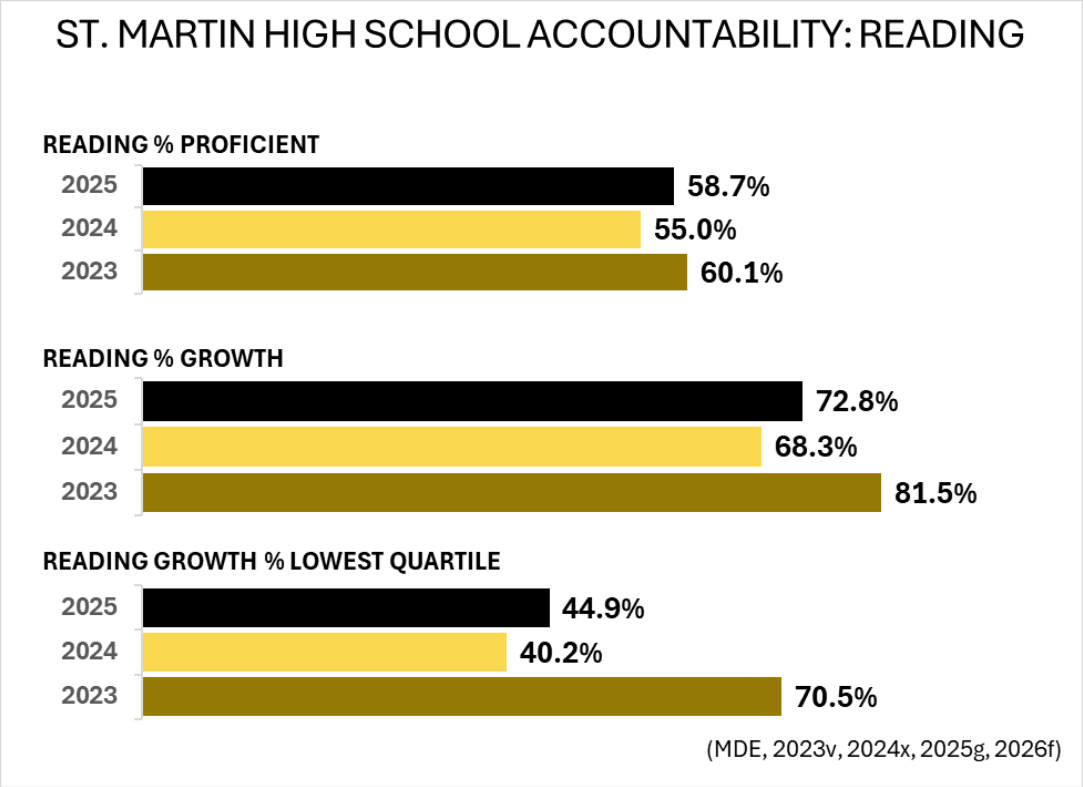


Figure 278: St. Martin High School Accountability: Reading

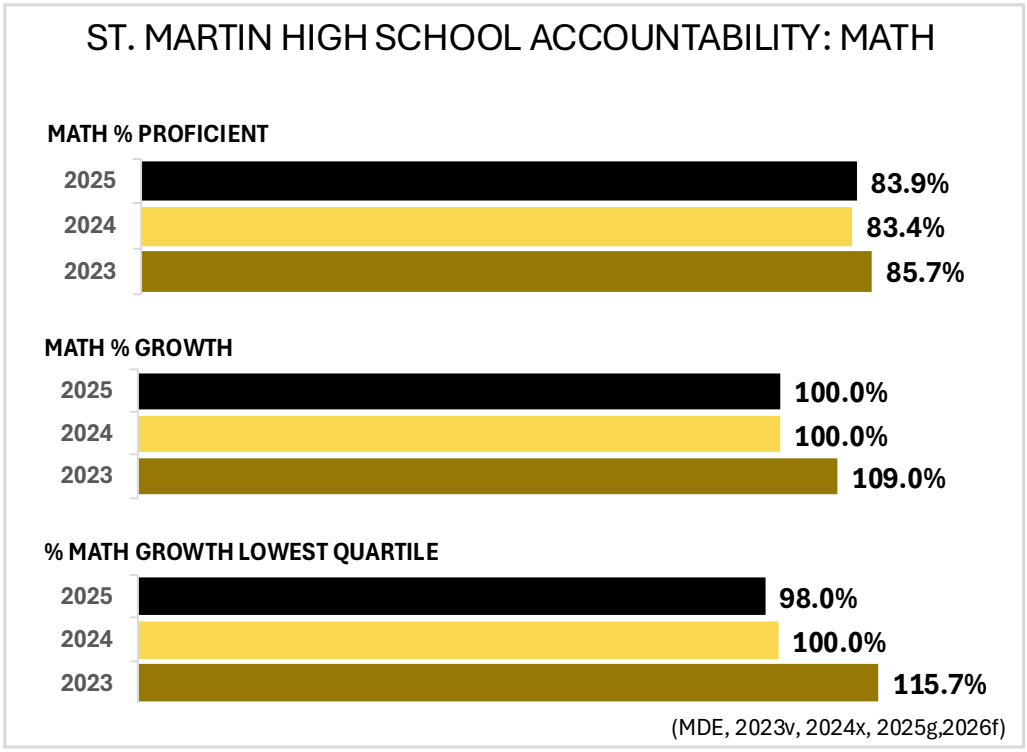


Figure 279: St. Martin High School Accountability: Math

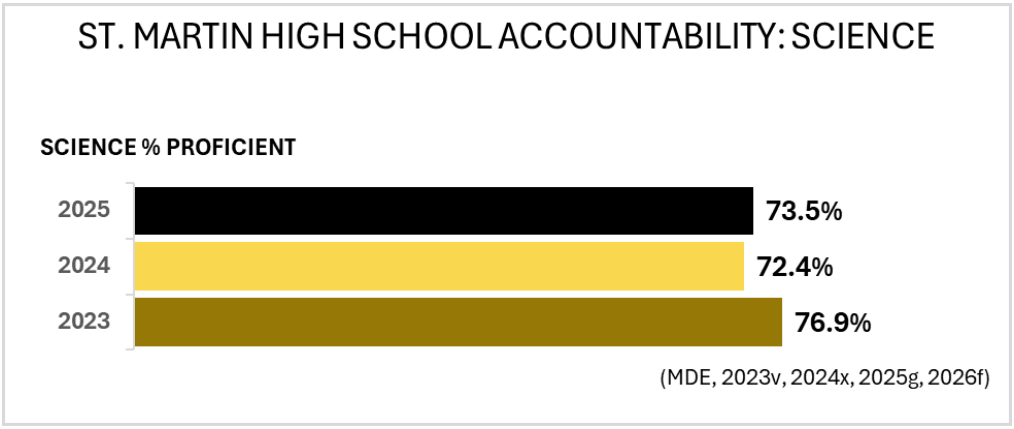


Figure 280: St. Martin High School Accountability: Science

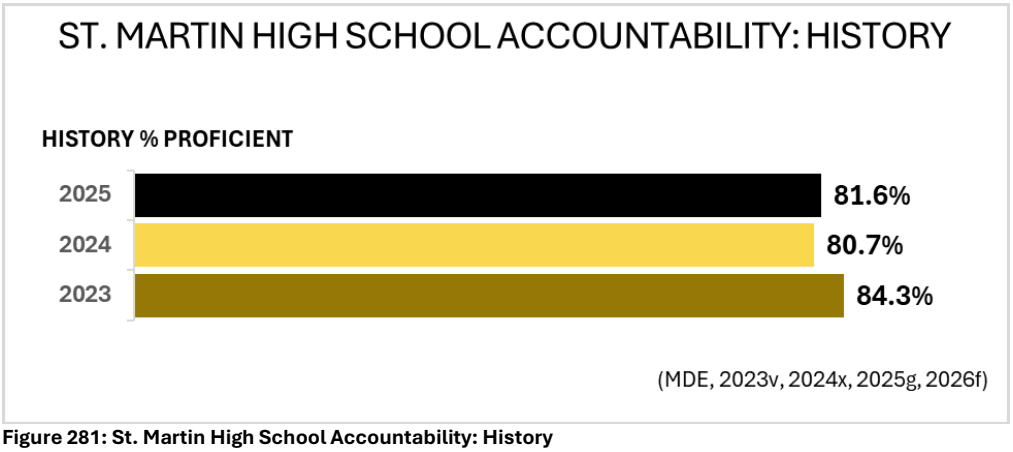


Figure 281: St. Martin High School Accountability: History

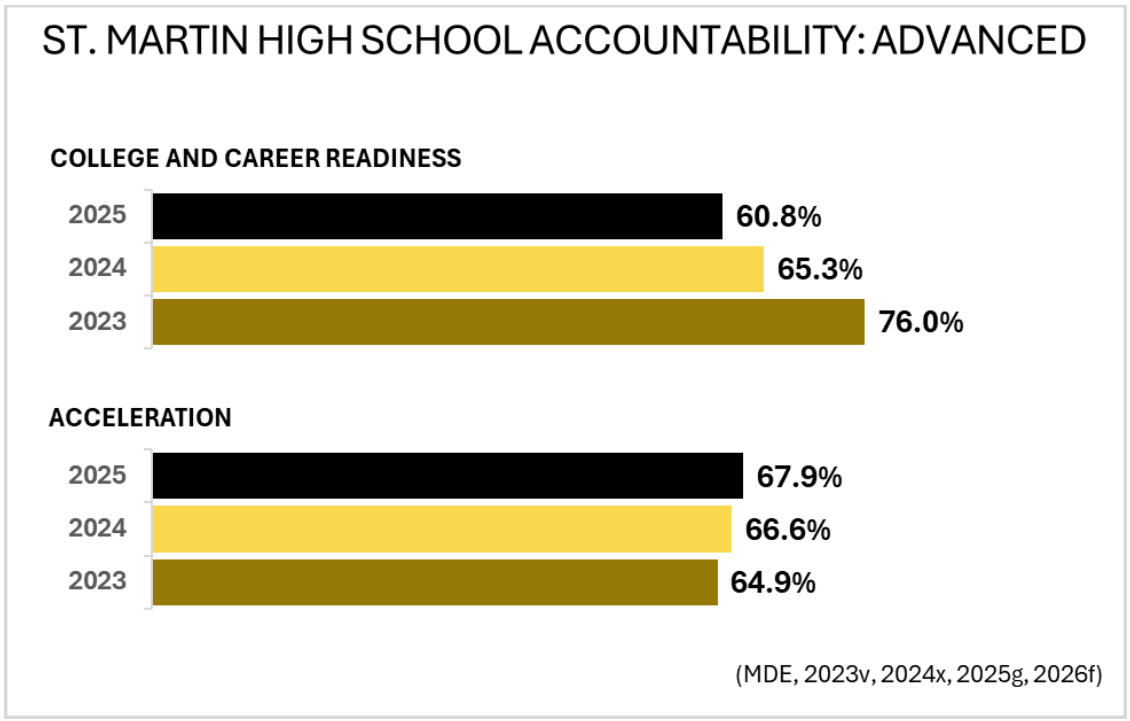


Figure 282: St. Martin High School Accountability: Advanced

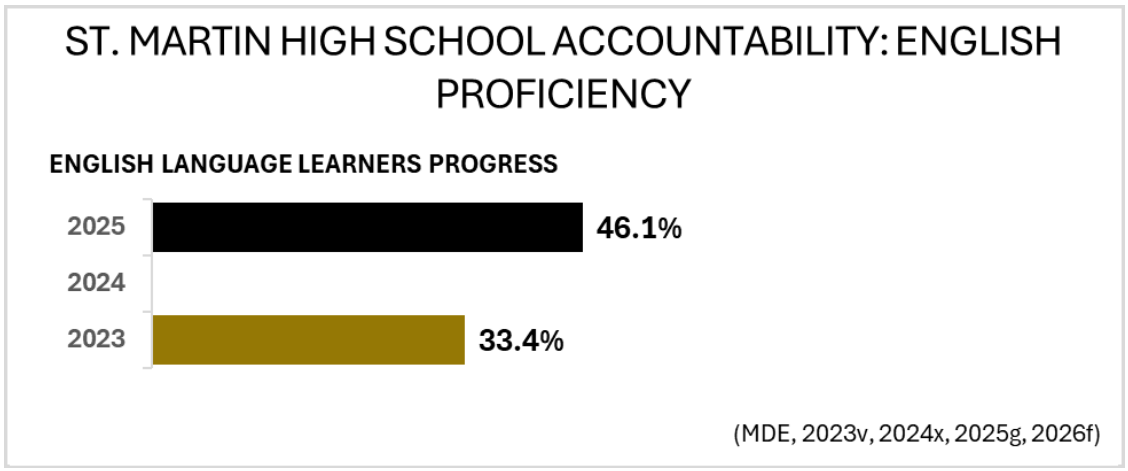


Figure 283: St. Martin High School Accountability: English Proficiency



ACCOUNTABILITY BY DEMOGRAPHIC GROUP

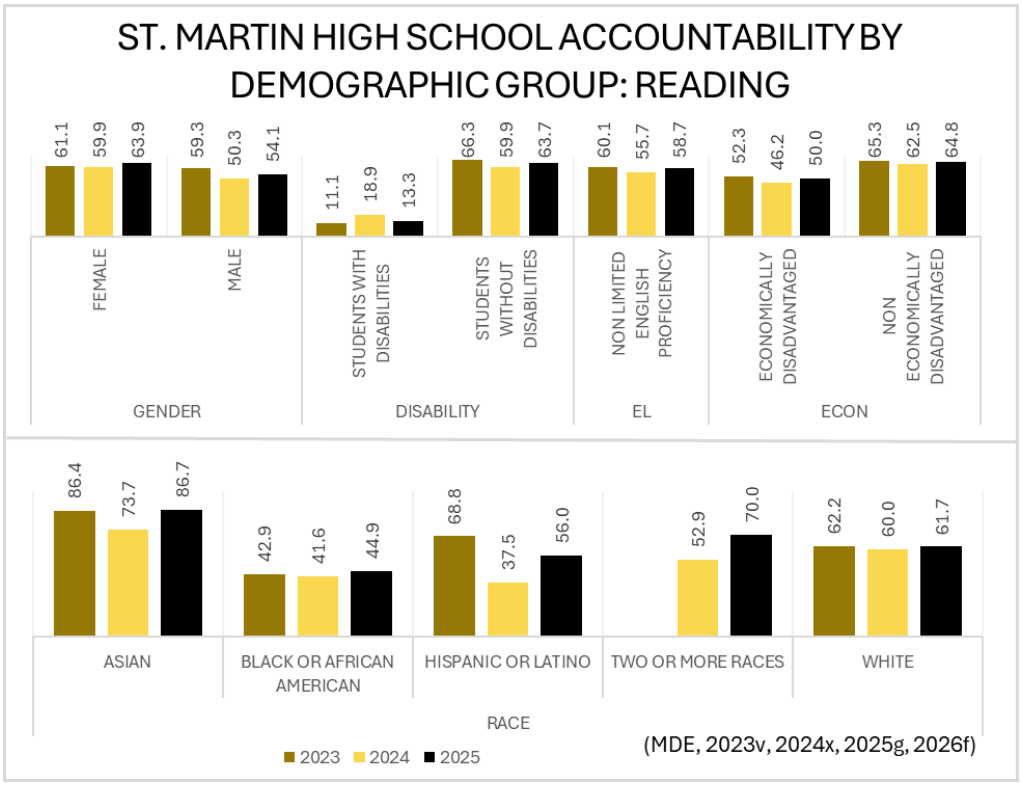


Figure 284: St. Martin High School Accountability by Demographic Group: Reading

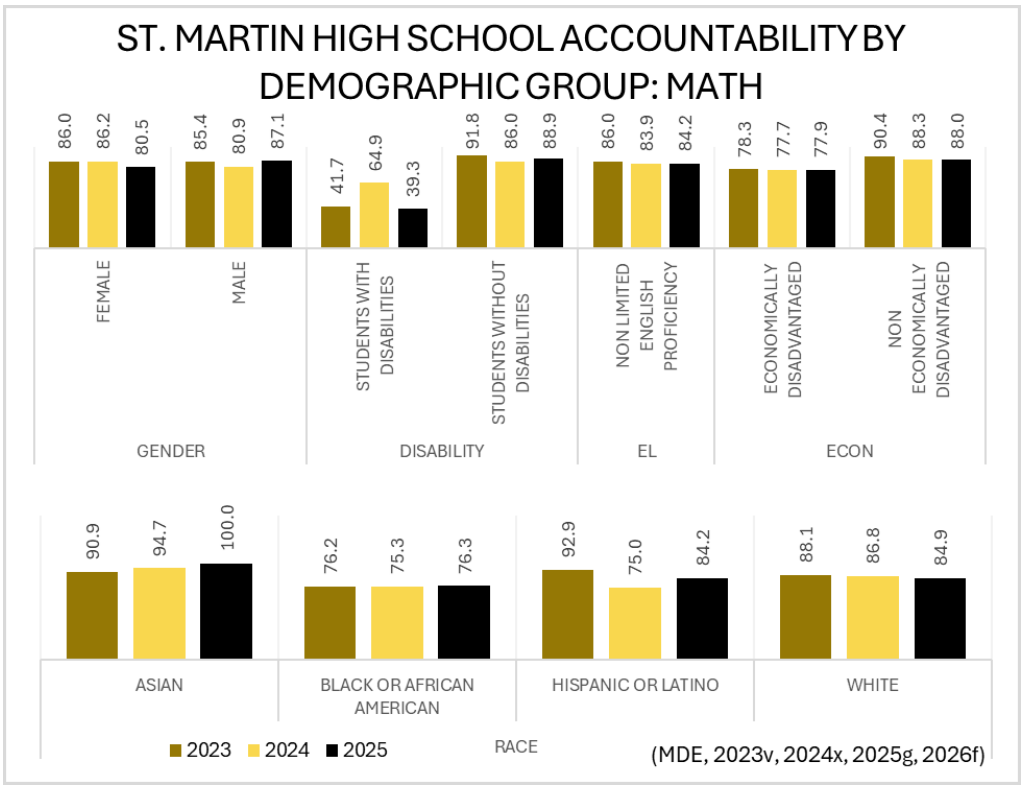


Figure 285: St. Martin High School Accountability by Demographic Group: Math

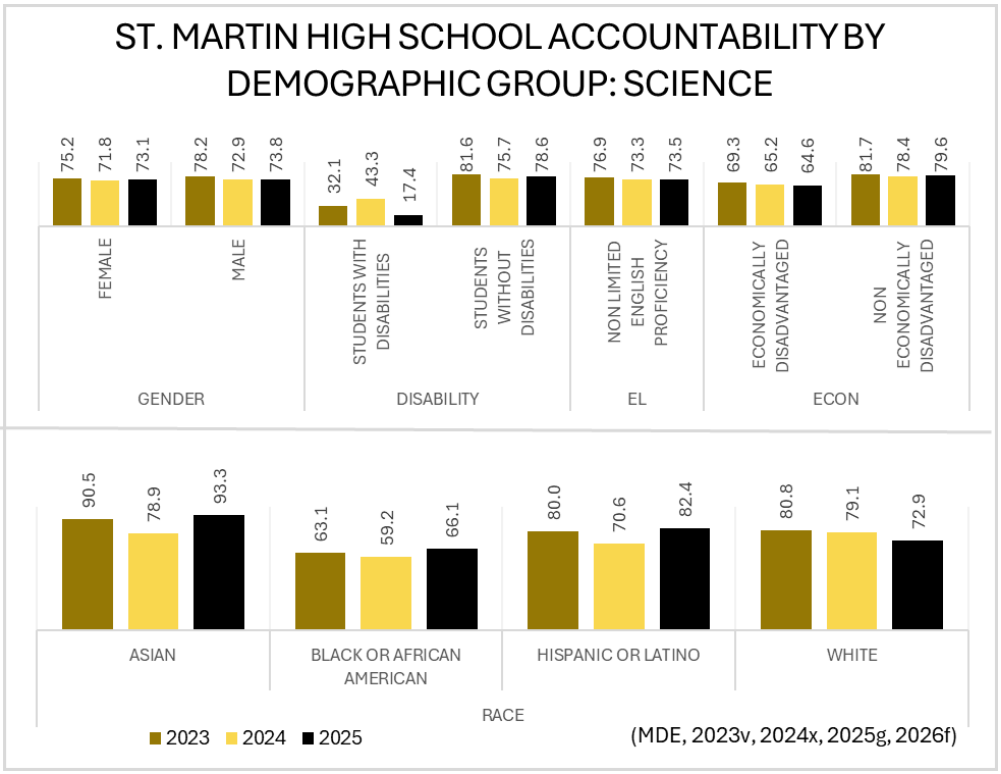


Figure 286: St. Martin High School Accountability by Demographic Group: Science

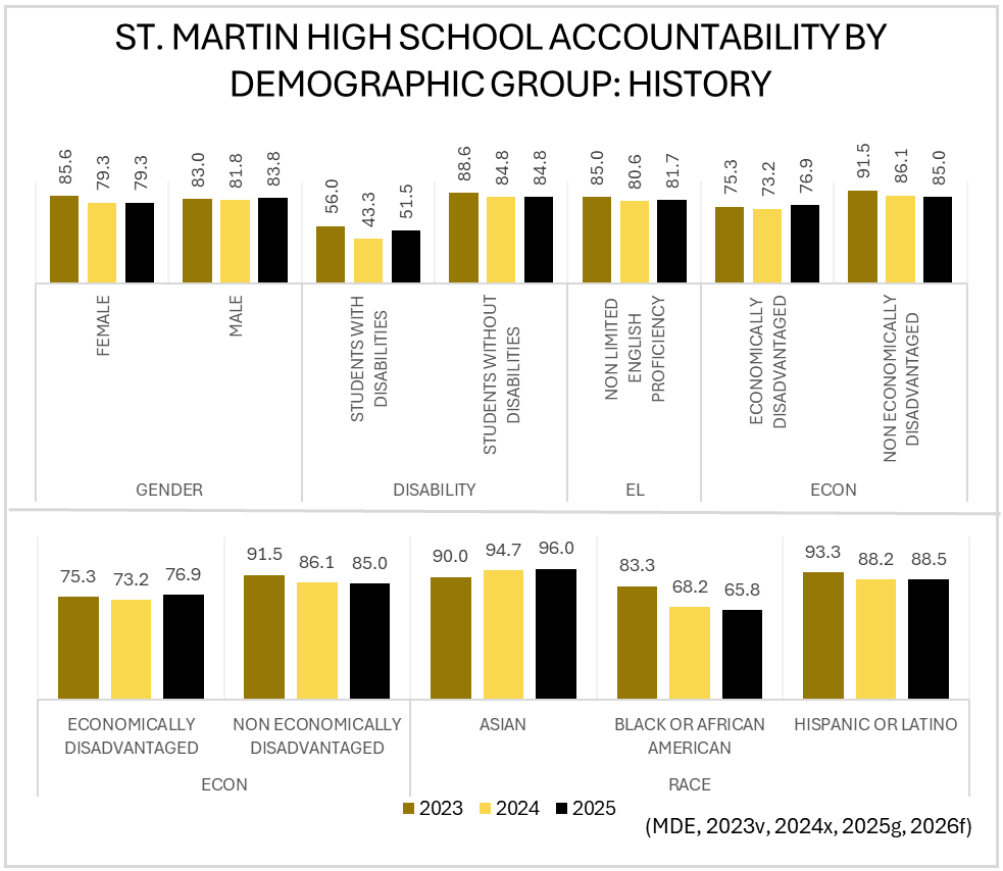


Figure 287: St. Martin High School Accountability by Demographic Group: History

PROFICIENCY GAP TO GOAL

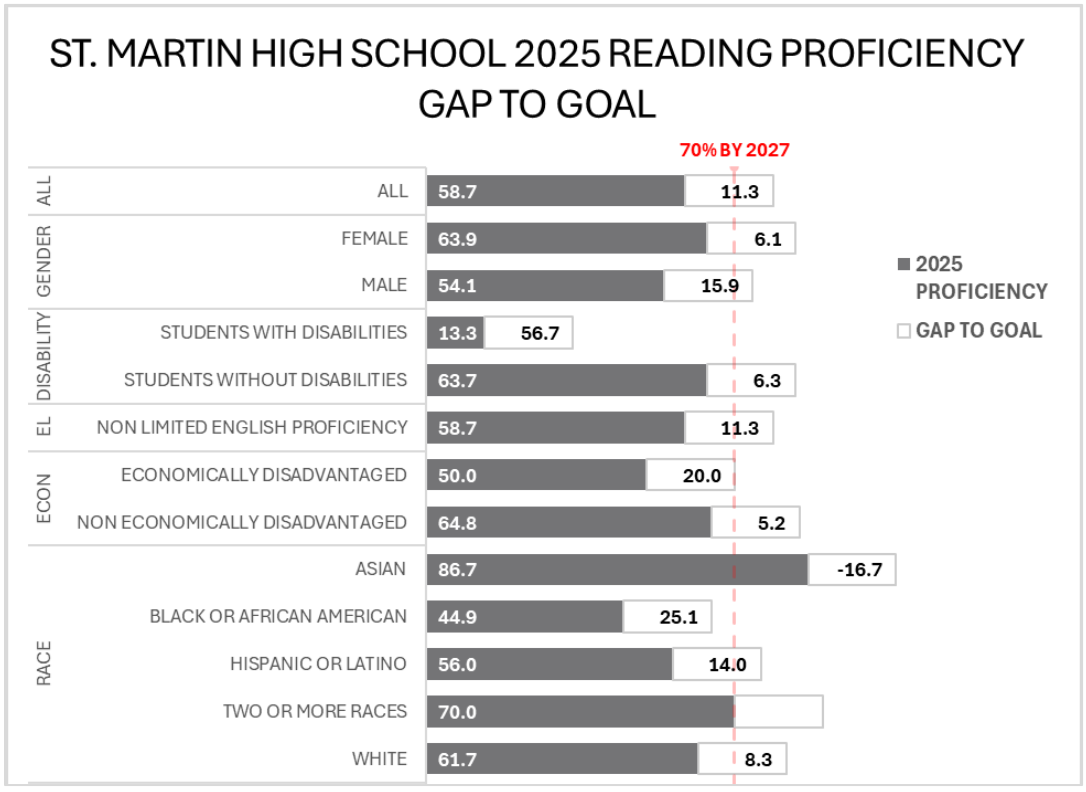


Figure 288: St. Martin High School 2025 Reading Proficiency Gap to Goal

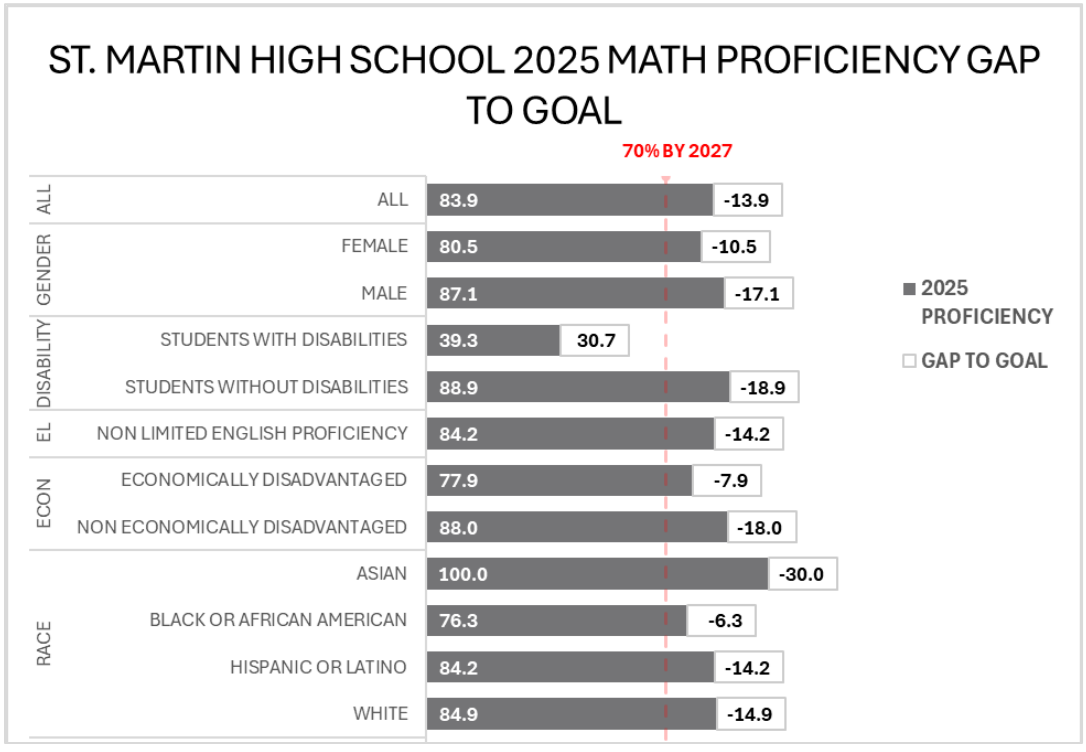


Figure 289: St. Martin High School 2025 Math Proficiency Gap to Goal

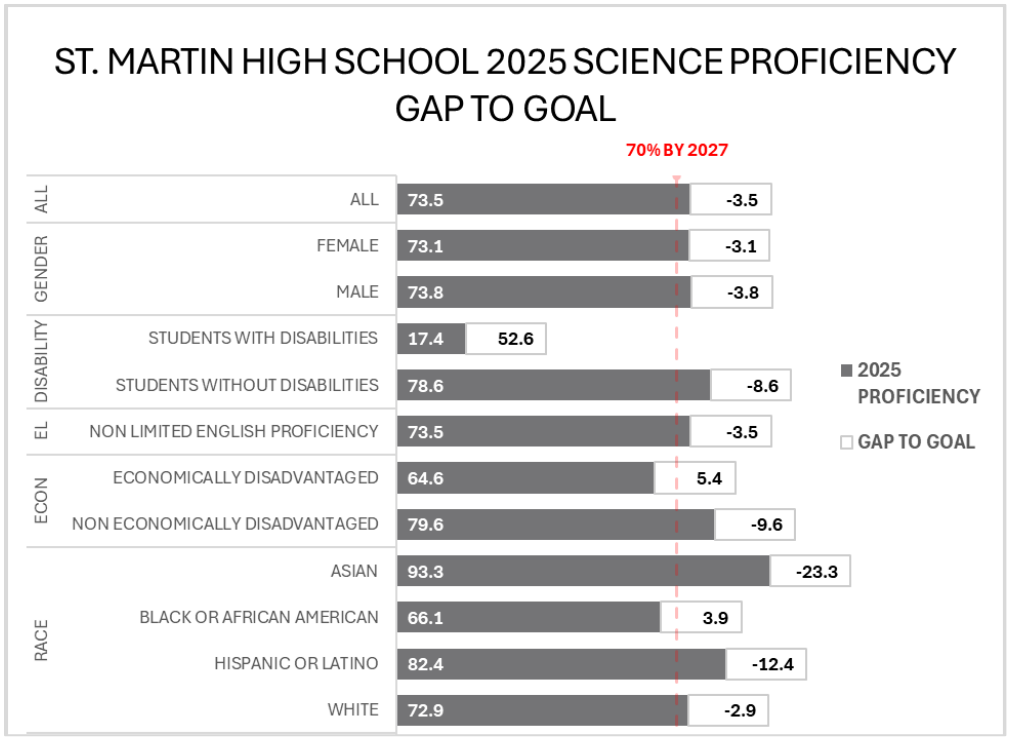


Figure 290: St. Martin High School 2025 Science Proficiency Gap to Goal

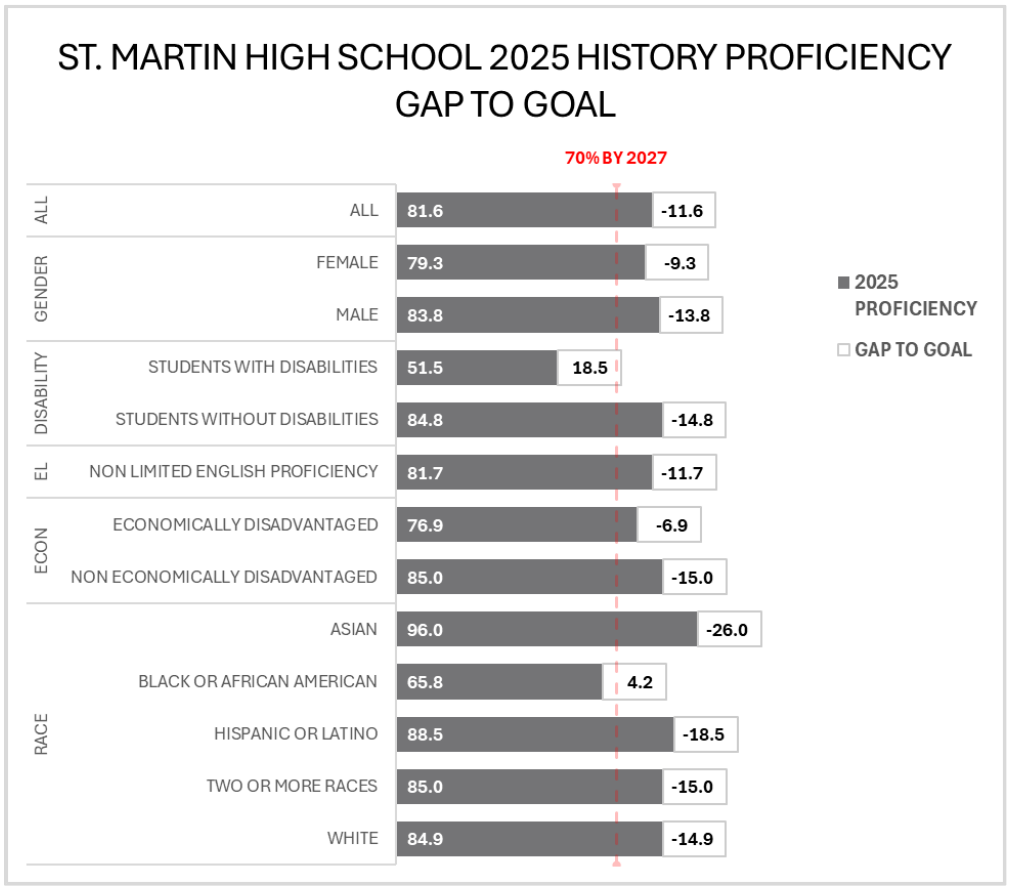


Figure 291: St. Martin High School 2025 History Proficiency Gap to Goal

GRADUATION RATES

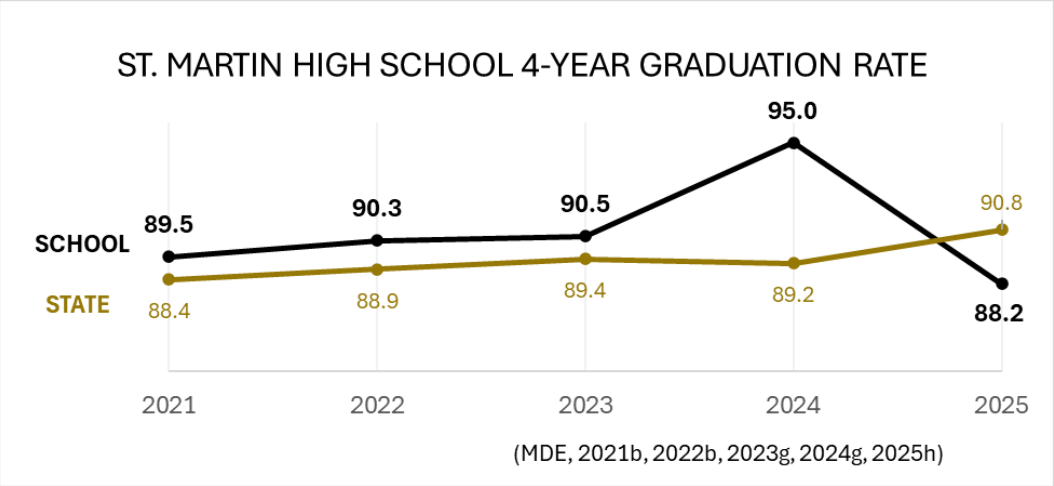


Figure 292: St. Martin High School 4-Year Graduation Rate

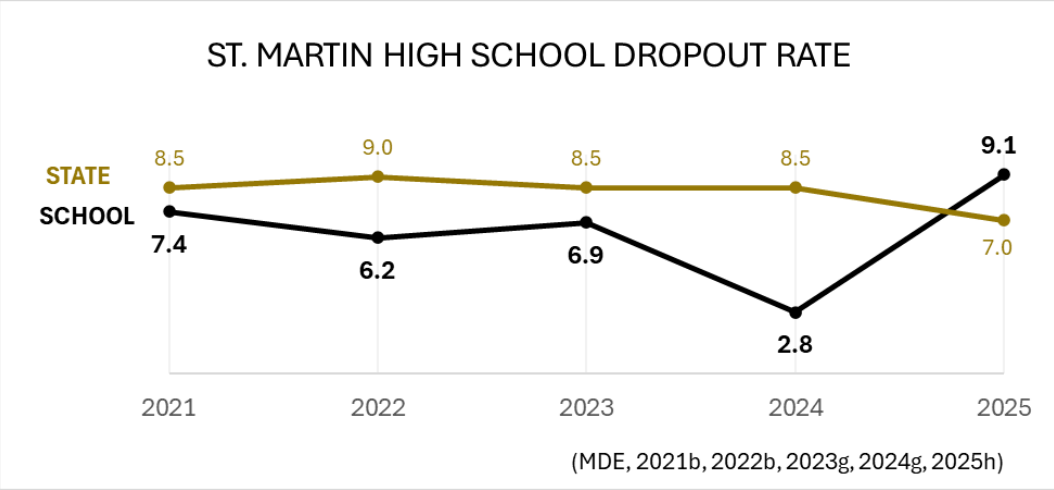


Figure 293: St. Martin High School Dropout Rate

ADVANCED COURSE ENROLLMENT

NOTE: 2025 advanced course and post-secondary enrollment figures are not currently available.

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
ALL		373.5	67.4%	259.1	51.5%	355.1	65.9%
GENDER	FEMALE	216.9	80.0%	148.6	56.5%	188.8	75.8%
	MALE	156.6	55.3%	110.5	46.0%	166.3	57.3%

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
RACE	ASIAN	57.1	95.0%	47.9	81.2%	47.4	81.2%
	BLACK OR AFRICAN AMERICAN	48.3	47.4%	28.7	28.7%	52.1	46.9%
	HISPANIC OR LATINO	14.6	66.4%	10.1	31.6%	19.6	59.4%
	TWO OR MORE RACES	10.0	75.0%		39.2%	<10	53.3%
	WHITE	244.9	68.2%	166.3	56.6%	226.4	68.4%
DISABILITY	STUDENTS WITH DISABILITIES	10.3	20.6%		12.8%	<10	18.0%
	STUDENTS WITHOUT DISABILITIES	363.2	72.1%	253.1	55.5%	345.9	70.9%
EL	NON LIMITED ENGLISH PROFICIENCY	370.3	68.3%	257.1	52.4%	353.1	66.4%

Figure 294: St. Martin High School Advanced Course Enrollment

ENROLLED IN POST-SECONDARY COURSES				
		2022	2023	2024
ALL		61.0%	63.3%	52.3%
GENDER	FEMALE	71.5%	62.6%	60.0%
	MALE	51.8%	64.0%	43.5%
RACE	ASIAN	76.9%	66.7%	71.9%
	BLACK OR AFRICAN AMERICAN	72.8%	55.0%	38.2%
	HISPANIC OR LATINO	50.0%	52.9%	35.7%
	WHITE	55.0%	65.5%	54.5%
DISABILITY	STUDENTS WITH DISABILITIES	55.6%	57.1%	44.4%

(MDE, 2026f)

Figure 295: St. Martin High School Enrollment in Post-Secondary Courses

SCHOOL IMPROVEMENT

St. Martin High School was identified in 2017 and reidentified in 2023, 2024, and 2025 as a **Targeted School Improvement (TSI)** school due to the performance of **students with disabilities** in reading. In 2026, the district received $36,272 in Title I School Improvement allocations to increase subgroup performance.

SMHS ACCOUNTABILITY TAKEAWAYS

St. Martin High School maintains **consistently strong accountability performance**, earning an "A" rating across 2023, 2024, and 2025, though the overall score declined from 845 in 2023 to 770 in 2024 before recovering slightly to 797 in 2025. **Academic proficiency remains a strength**, with math proficiency holding relatively steady (85.7% in 2023 to 83.9% in 2025) and science and history also maintaining solid performance above 70% and 80%, respectively. However, **reading proficiency declined** from 60.1% in 2023 to 58.7% in 2025, alongside notable drops in growth, particularly among the lowest quartile (from 70.5% to 44.9%), signaling emerging concerns in literacy acceleration. **College and career readiness also decreased** from 76.0% in 2023 to 60.8% in 2025, indicating fewer students meeting postsecondary benchmarks. While acceleration improved slightly to 67.9%, subgroup gaps persist, particularly for students with disabilities, who remain well below proficiency targets across subjects.

ASSESSMENT

ACT

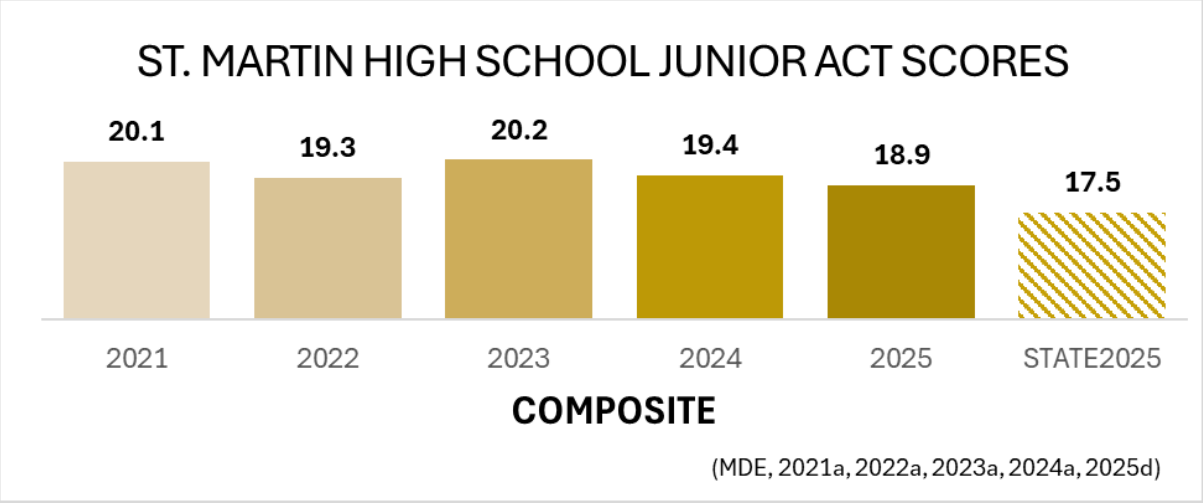


Figure 296: St. Martin High School Junior ACT Scores: Composite

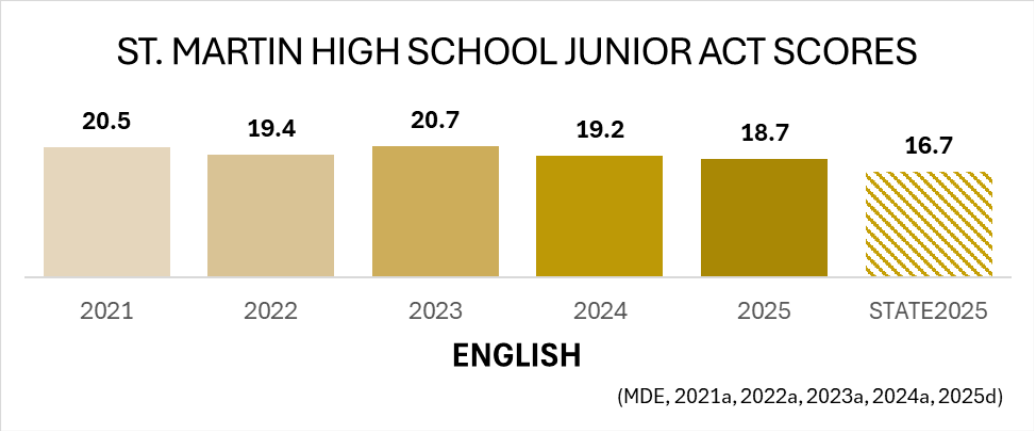


Figure 297: St. Martin High School Junior ACT Scores: English

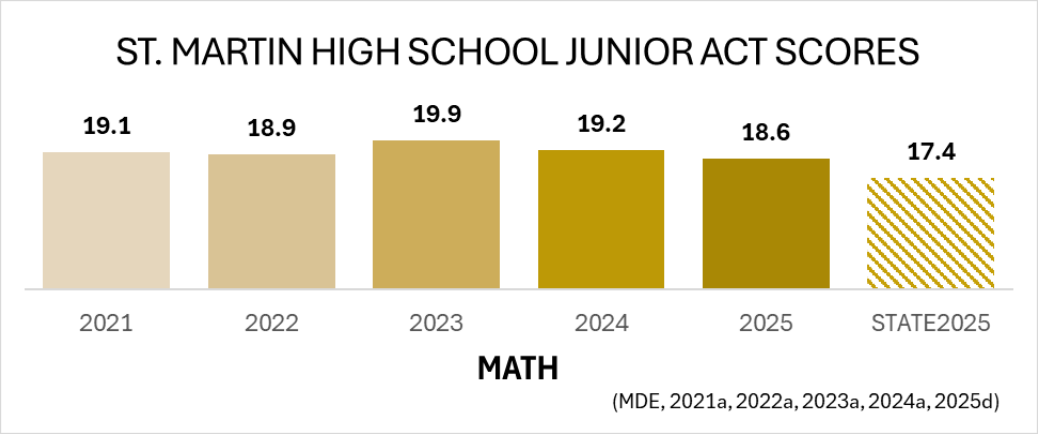


Figure 298: St. Martin High School Junior ACT Scores: Math

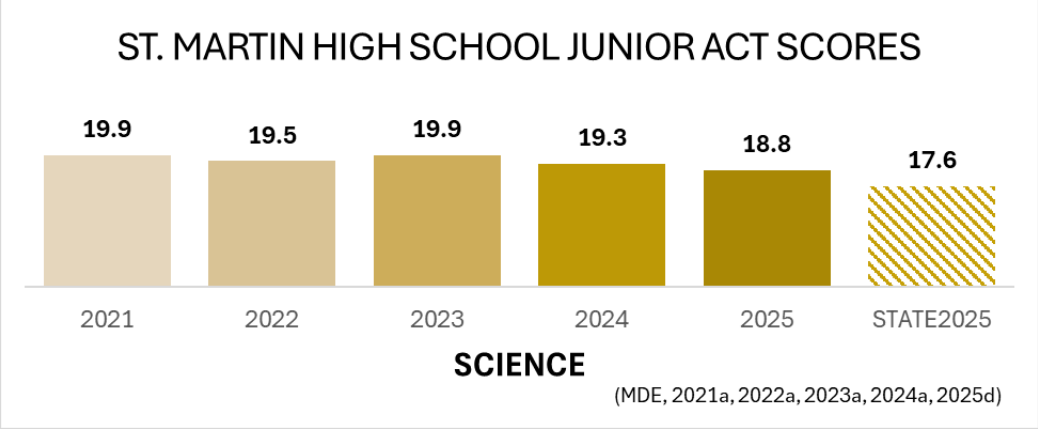


Figure 299: St. Martin High School Junior ACT Scores: Science

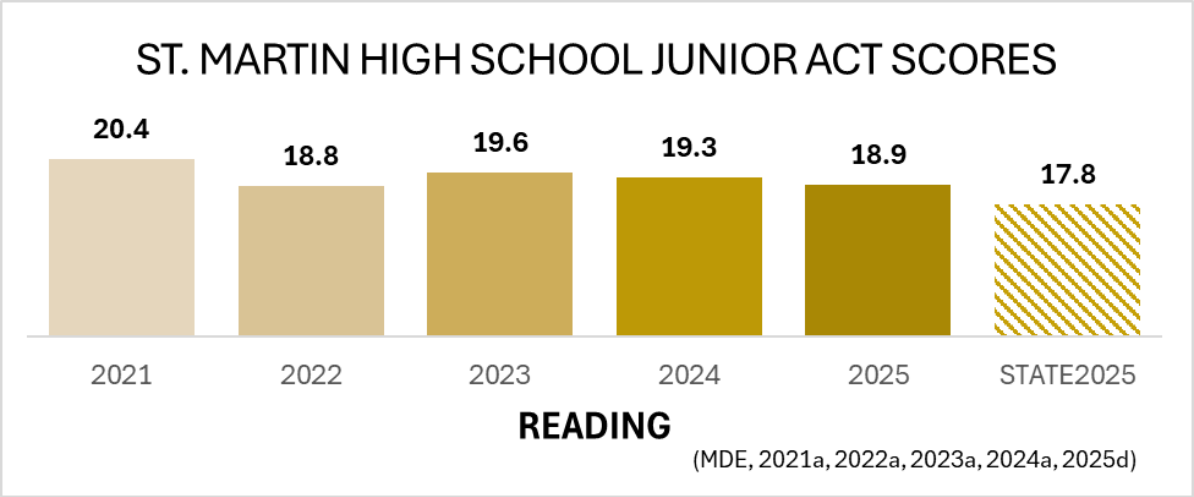


Figure 300: St. Martin High School Junior ACT Scores: Reading

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

MAAP ELA AND MATH

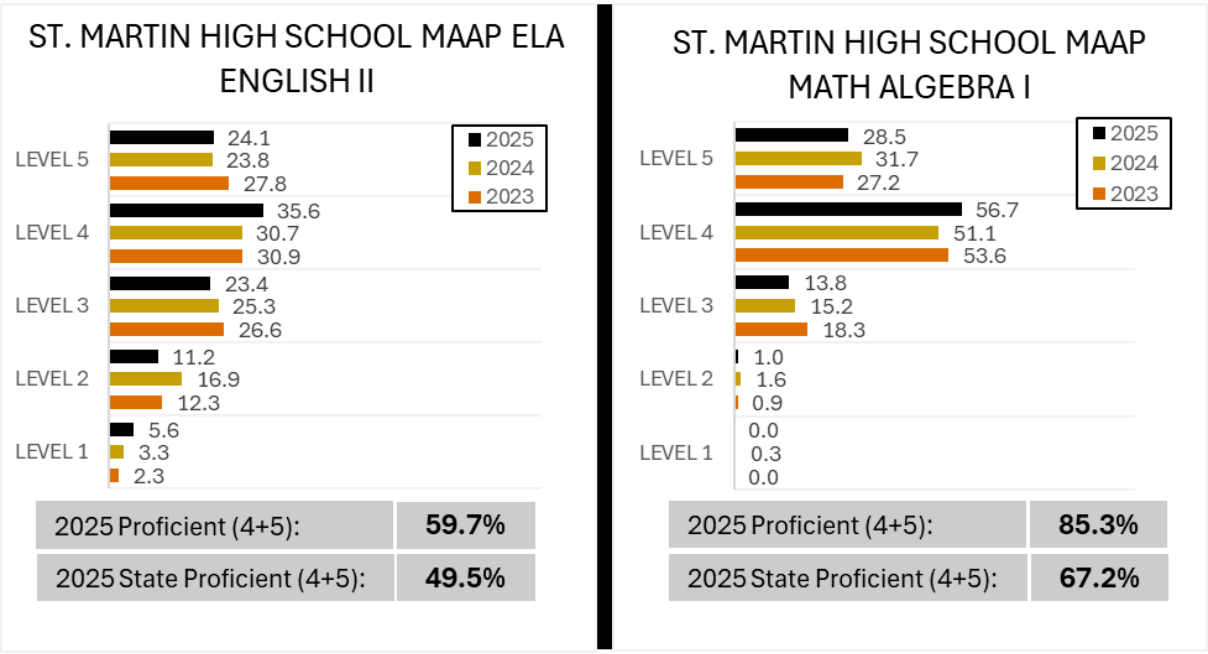


Figure 301: St. Martin High School MAAP ELA and MATH English II and Algebra I

MAAP END-OF-COURSE

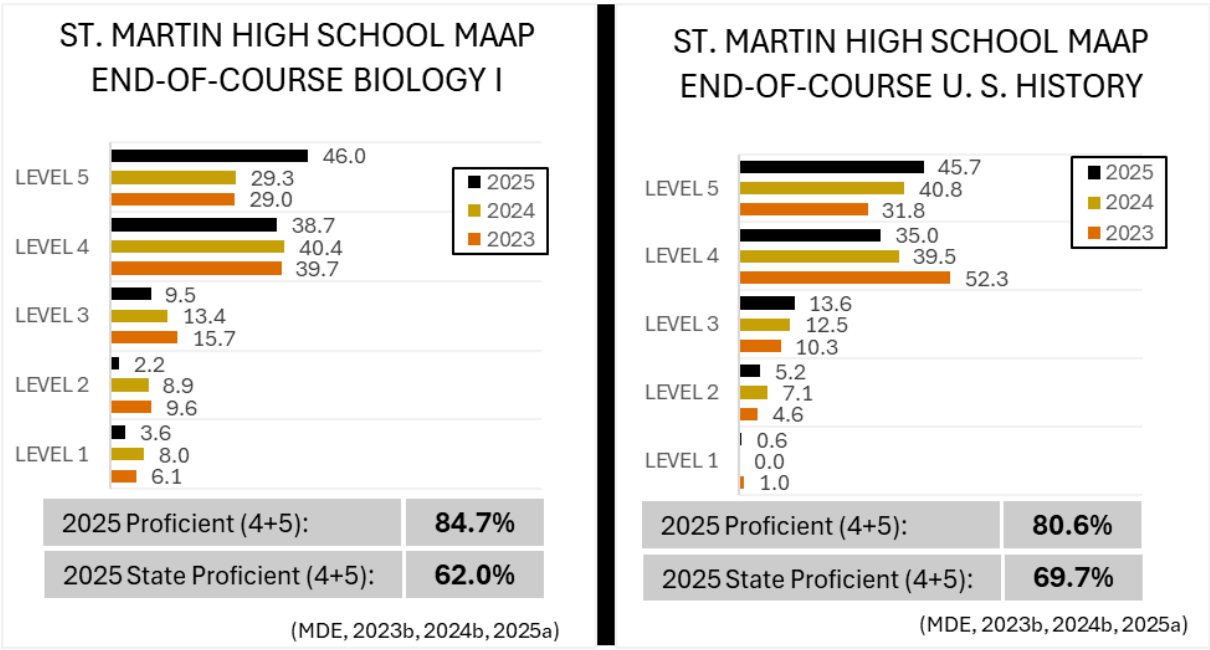


Figure 302: St. Martin High School MAAP End-Of-Course Biology I and U. S. History

SMHS Assessment Takeaways

Assessment results show a **gradual decline in performance across multiple measures, particularly on the ACT.** The composite score decreased from 20.2 in 2023 to 18.9 in 2025, with similar downward trends in English (20.7 to 18.7), math (19.9 to 18.6), science (19.9 to 18.8), and reading (19.6 to 18.9), indicating a broad-based reduction in college readiness indicators. Despite these declines, **end-of-course assessments present a more mixed picture**. English II proficiency reached 59.7% in 2025, exceeding the state rate, while Algebra I proficiency remained strong at 85.3%. Biology I proficiency improved to 84.7%, also surpassing the state, while U.S. History remained solid at 80.6%. These results suggest that while classroom-based assessments reflect stable or improving mastery of standards, national benchmark performance is weakening, pointing to potential gaps in advanced skill application and readiness for postsecondary expectations.



PERSONNEL

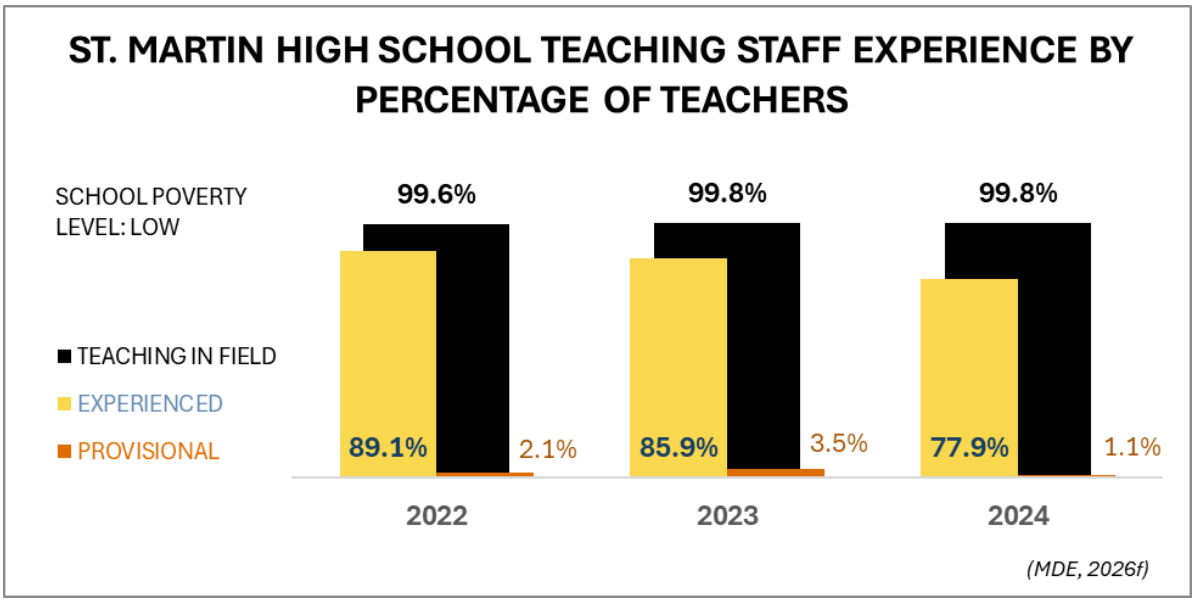


Figure 303: St. Martin High School Teaching Staff Experience by Percentage of Teachers

SMHS Personnel Takeaways

St. Martin High School experienced some changes in teacher workforce composition over the three-year period from 2022 to 2024. **The percentage of experienced teachers, those with four or more years' experience, decreased from 89.1% in 2022 to 77.9% in 2024,** the last year for which MDE published this data. The **proportion of provisional teachers (those on alternative or emergency credentials) dropped** to 1.1%. The **teaching in-field percentage**, representing teachers who are certified to teach in their assigned subject area, **has remained stable and strong**, with almost all teachers teaching in their field in 2024.



ST. MARTIN HIGH SCHOOL CNA SURVEY

INTRODUCTION

Twenty-one (21) faculty members, forty-four (44) parents, and two (2) students from St. Martin High School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

ST. MARTIN HIGH FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	12	57.1%
Agree	9	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	11	52.4%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	15	71.4%
Agree	6	28.6%
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	4	19.1%
Agree	6	28.6%
Disagree	1	4.8%
Strongly Disagree	5	23.8%
Not Applicable or No Information	5	23.8%
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	19.1%
Agree	5	23.8%
Disagree	1	4.8%
Strongly Disagree	2	9.5%
Not Applicable or No Information	9	42.9%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	16	76.2%
Agree	5	23.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	20	95.2%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	8	38.1%
Agree	11	52.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

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	13	61.9%
Expedited evaluation services for students with limited English	8	38.1%
Expedited evaluation services for gifted and talented students	7	33.3%
Additional academic support	14	66.7%
Tutoring	10	47.6%
Enrichment educational services	9	42.9%
Counseling	16	76.2%
Mentors	12	57.1%
School supplies	18	85.7%
School uniforms	8	38.1%
Dental referrals	9	42.9%
Medical referrals	11	52.4%
Bullying assistance	6	28.6%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	38.1%
Supporting college and career counseling	12	57.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	8	38.1%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	38.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	9	42.9%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	6	28.6%
Providing school-based mental health services and counseling	12	57.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	4	19.1%
Establishing or improving dropout prevention	5	23.8%
Supporting re-entry programs and transition services for Justice-involved youth	3	14.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	9	42.9%
Implementing systems and practices to prevent bullying and harassment	8	38.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	10	47.6%
Establishing community partnerships	7	33.3%
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	6	28.6%
Building technological capacity and infrastructure	13	61.9%
Carrying out innovative blended learning projects	5	23.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	8	38.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	7	33.3%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	11	52.4%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

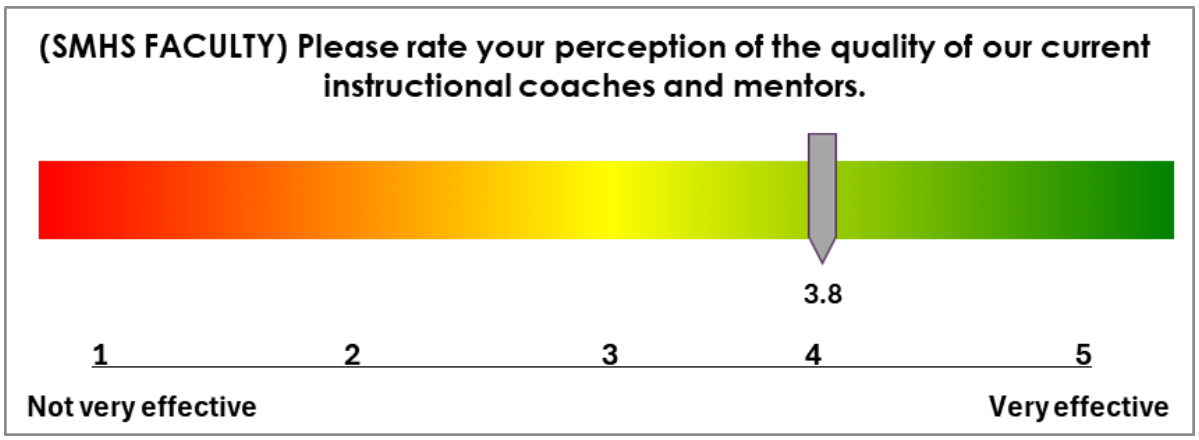
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	12	57.1%
Agree	9	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	11	52.4%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	11	52.4%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	9	42.9%
Agree	10	47.6%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	11	52.4%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	12	57.1%
Agree	8	38.1%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	12	57.1%
Agree	8	38.1%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
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	16	76.2%
Agree	4	19.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

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	9	42.9%
Utilize technology such as class websites, blogs, and videos	15	71.4%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	10	47.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	13	61.9%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	12	57.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	7	33.3%
Use bilingual handouts and cues	6	28.6%
Use visual displays, portable white boards, and posters when giving instructions	8	38.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	3	14.3%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	16	76.2%
Teachers provide unique instructional time inside the classroom for English instruction.	10	47.6%
Mentoring with another student	6	28.6%
Not Applicable	3	14.3%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	15	71.4%
No	6	28.6%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	19	90.5%
Language Proficiency of the Parent	10	47.6%
Level of Parental Involvement	10	47.6%
Family income and socioeconomic status	6	28.6%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	6	28.6%
Auditory Screening Result	7	33.3%
Grade Retention (if applicable)	6	28.6%
Number of Failed Courses	6	28.6%
Dropout Status (if applicable)	4	19.1%
Enrichment programs/activities	4	19.1%
Supplemental Academic Instruction	6	28.6%
Behavioral Supports	6	28.6%
Counseling Services	7	33.3%
Discipline Records	3	14.3%
Social-Emotional Learning Services	4	19.1%
Social Behavioral Assessment Inventory Score	3	14.3%
Mental Health Supports	2	9.5%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	3	14.3%
Mental Health Services	0	0.0%
Counseling	2	9.5%
Transitional Services	0	0.0%
Not Applicable	18	85.7%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	3	14.3%
No	4	19.1%
Not Applicable	14	66.7%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	4	19.1%
Agree	7	33.3%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	38.1%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

Faculty comments reveal uncertainty and limited awareness regarding who the instructional coaches and mentors are, with some expressing a need for more coaches. Among those familiar, there is mention of helpful support tailored to classroom needs and observed impacts such as improved test scores.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	9	42.9%
Disagree	9	42.9%
Strongly Disagree	1	4.8%
Not Applicable or No Information	2	9.5%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	8	38.1%
Agree	11	52.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	14	66.7%
Agree	6	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	11	52.4%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	13	61.9%
Agree	6	28.6%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	9	42.9%
Agree	6	28.6%
Disagree	3	14.3%
Strongly Disagree	2	9.5%
Not Applicable or No Information	1	4.8%
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	10	47.6%
Agree	6	28.6%
Disagree	3	14.3%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	8	38.1%
Agree	10	47.6%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	11	52.4%
Agree	6	28.6%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	2	9.5%

In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	9	42.9%
Agree	9	42.9%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	12	57.1%
Agree	9	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	5	23.8%
Agree	10	47.6%
Disagree	3	14.3%
Strongly Disagree	3	14.3%
Not Applicable or No Information	0	0.0%
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	16	76.2%
Agree	5	23.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	10	47.6%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%
The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	9	42.9%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at St. Martin High express positive views about their school, highlighting a culture of respect and realistic expectations for both staff and students. Administration is praised for being approachable and responsive, fostering an environment where individuals feel comfortable seeking support. The school is recognized for encouraging positive academic and behavioral outcomes and offering valuable vocational and technical courses, which are seen as essential for student success. However, suggestions for improvement include enhanced monitoring of bathrooms, vaping, and hallways during instructional time, as well as greater access to technology, such as multiple computers per teacher and flexibility in device choices beyond Chromebooks. Faculty also suggest that professional development should be more tailored to teachers' actual needs and curricula. Additional areas for growth include better recognition for teachers' punctuality and dedication, improved infrastructure and facilities, and the ability to stream educational videos.

ST. MARTIN HIGH PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	14	31.8%
Agree	23	52.3%
Disagree	3	6.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.1%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	8	18.2%
Agree	16	36.4%
Disagree	2	4.5%
Strongly Disagree	1	2.3%
Not Applicable or No Information	17	38.6%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	24	54.5%
Agree	15	34.1%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.1%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	5	11.4%
Agree	11	25.0%
Disagree	6	13.6%
Strongly Disagree	4	9.1%
Not Applicable or No Information	18	40.9%

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	4	9.1%
Agree	9	20.5%
Disagree	4	9.1%
Strongly Disagree	3	6.8%
Not Applicable or No Information	24	54.5%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	28	63.6%
Agree	11	25.0%
Disagree	2	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.8%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	5	11.4%
Agree	5	11.4%
Disagree	2	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	32	72.7%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	**Percentage**
Abuse Prevention	7	15.9%
Computer Classes	10	22.7%
Conflict Resolution	9	20.5%
Discipline	5	11.4%
Drug/Alcohol Awareness	9	20.5%
English as a Second Language	5	11.4%
Health Classes	8	18.2%
Literacy Classes	7	15.9%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	**Percentage**
Math Classes	8	18.2%
Parent-to-School Relationships	12	27.3%
Parent/Child Communication	13	29.5%
Preparing for College	18	40.9%
Parenting Workshops	9	20.5%
Social Media Classes	7	15.9%
Stress/Anger Management	10	22.7%
Understanding College- and Career-Ready Standards	28	63.6%
I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	9	20.5%
Parental advisory committees	4	9.1%
PTO/PTA meetings and activities	3	6.8%
Ways to help at the classroom level	8	18.2%
Other ways to get involved in my school (district)	20	45.5%
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	4	9.1%
District and/or school newsletters	14	31.8%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	15	34.1%
Resource materials for parental training	6	13.6%
Training for parents to work with other parents on becoming involved in the schools	11	25.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	5	11.4%
Home/School folders	9	20.5%
Home/School Planners	10	22.7%

How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	8	18.2%
Very likely	17	38.6%
Moderately likely	14	31.8%
Slightly likely	4	9.1%
Not at all likely	1	2.3%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	34.1%
Supporting college and career counseling	27	61.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	25	56.8%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	21	47.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	18	40.9%
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	10	22.7%
Providing school-based mental health services and counseling	26	59.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	3	6.8%
Establishing or improving dropout prevention	10	22.7%
Supporting re-entry programs and transition services for Justice-involved youth	6	13.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	17	38.6%
Implementing systems and practices to prevent bullying and harassment	27	61.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	19	43.2%
Establishing community partnerships	6	13.6%

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	16	36.4%
Building technological capacity and infrastructure	15	34.1%
Carrying out innovative blended learning projects	15	34.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	14	31.8%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	13	29.5%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	7	15.9%
Agree	33	75.0%
Disagree	2	4.5%
Strongly Disagree	1	2.3%
Not Applicable or No Information	1	2.3%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	7	15.9%
Agree	26	59.1%
Disagree	4	9.1%
Strongly Disagree	3	6.8%
Not Applicable or No Information	4	9.1%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	4	9.1%
Agree	29	65.9%
Disagree	5	11.4%
Strongly Disagree	1	2.3%
Not Applicable or No Information	5	11.4%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	6	13.6%
Agree	30	68.2%
Disagree	3	6.8%
Strongly Disagree	1	2.3%
Not Applicable or No Information	4	9.1%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	7	15.9%
Agree	29	65.9%
Disagree	3	6.8%
Strongly Disagree	1	2.3%
Not Applicable or No Information	4	9.1%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	4	9.1%
Agree	26	59.1%
Disagree	7	15.9%
Strongly Disagree	2	4.5%
Not Applicable or No Information	5	11.4%
Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	5	11.4%
Agree	25	56.8%
Disagree	8	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	13.6%
Is your child an English Language Learner?		
	Count	Percentage
Yes	8	18.2%
No	36	81.8%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	3	37.5%
Mentoring	2	25.0%
Academic or career counseling	4	50.0%
Mental Health counseling	1	12.5%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	8	100.0%
No	0	0.0%

Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	8	100.0%
No	0	0.0%

I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	13	29.5%
Agree	27	61.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.1%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	8	18.2%
Agree	24	54.5%
Disagree	8	18.2%
Strongly Disagree	1	2.3%
Not Applicable or No Information	3	6.8%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	11	25.0%
Agree	28	63.6%
Disagree	3	6.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.5%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	5	11.4%
Agree	27	61.4%
Disagree	9	20.5%
Strongly Disagree	2	4.5%
Not Applicable or No Information	1	2.3%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	7	15.9%
Agree	23	52.3%
Disagree	10	22.7%
Strongly Disagree	1	2.3%
Not Applicable or No Information	3	6.8%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	10	22.7%
Agree	23	52.3%
Disagree	7	15.9%
Strongly Disagree	1	2.3%
Not Applicable or No Information	3	6.8%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	10	22.7%
Agree	26	59.1%
Disagree	5	11.4%
Strongly Disagree	1	2.3%
Not Applicable or No Information	2	4.5%

I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	7	15.9%
Agree	21	47.7%
Disagree	5	11.4%
Strongly Disagree	7	15.9%
Not Applicable or No Information	4	9.1%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	3	6.8%
Agree	22	50.0%
Disagree	9	20.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	22.7%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	5	11.4%
Agree	21	47.7%
Disagree	10	22.7%
Strongly Disagree	4	9.1%
Not Applicable or No Information	4	9.1%
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	5	11.4%
Agree	20	45.5%
Disagree	3	6.8%
Strongly Disagree	4	9.1%
Not Applicable or No Information	12	27.3%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	5	11.4%
Agree	26	59.1%
Disagree	2	4.5%
Strongly Disagree	2	4.5%
Not Applicable or No Information	9	20.5%

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

	Count	Percentage
Strongly Agree	6	13.6%
Agree	28	63.6%
Disagree	5	11.4%
Strongly Disagree	1	2.3%
Not Applicable or No Information	4	9.1%

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

	Count	Percentage
Strongly Agree	5	11.4%
Agree	23	52.3%
Disagree	4	9.1%
Strongly Disagree	1	2.3%
Not Applicable or No Information	11	25.0%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	5	11.4%
Agree	21	47.7%
Disagree	3	6.8%
Strongly Disagree	4	9.1%
Not Applicable or No Information	11	25.0%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	5	11.4%
Agree	20	45.5%
Disagree	3	6.8%
Strongly Disagree	1	2.3%
Not Applicable or No Information	15	34.1%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	8	18.2%
Agree	30	68.2%
Disagree	0	0.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	5	11.4%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	5	11.4%
Agree	29	65.9%
Disagree	4	9.1%
Strongly Disagree	1	2.3%
Not Applicable or No Information	5	11.4%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	5	11.4%
Agree	25	56.8%
Disagree	7	15.9%
Strongly Disagree	2	4.5%
Not Applicable or No Information	5	11.4%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	5	11.4%
Agree	22	50.0%
Disagree	4	9.1%
Strongly Disagree	3	6.8%
Not Applicable or No Information	10	22.7%

The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	5	11.4%
Agree	30	68.2%
Disagree	3	6.8%
Strongly Disagree	2	4.5%
Not Applicable or No Information	4	9.1%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at St. Martin High express appreciation for the school's consistent recognition of student achievement, especially improved ACT scores, and highlight strong weekly communication about events, dates, and meetings. Programs such as music and STEAM receive praise, and many note that teachers and staff genuinely care about students, responding quickly to messages and providing helpful support. The school's commitment to teaching state assessments and maintaining a high graduation rate is also valued. Parents feel proud of their children's educational journey from elementary through high school and enjoy being involved in school life. Suggestions for improvement include increasing recognition for certain programs, such as AFJROTC, and ensuring equal treatment of female athletes. Other areas mentioned are enhanced security on campus, more mental health resources, greater support for students with special needs, and reconsidering the use of digital devices in younger grades.

ST. MARTIN HIGH STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) 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%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	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 nurses are important at my school.		
	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%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	100.0%

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	0	0.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%
Lowering the number of students in classes is important and will help raise student achievement.		
	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%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	100.0%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	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%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
The educational program offered to students in our school (district) is of high quality.		
	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 have high expectations for students.		
	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 available to help students when they need additional assistance.		
	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%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	2	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	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%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	2	100.0%
Additional academic support	0	0.0%
Tutoring	0	0.0%
Counseling	0	0.0%
A mentor	0	0.0%
School supplies	0	0.0%
Structured note taking mechanisms	0	0.0%
The teacher slows speech at times to help you understand	0	0.0%
The teacher uses gestures and demonstrations	0	0.0%
Use think aloud and think pair shares	0	0.0%
Use of bilingual handouts and cues	0	0.0%
Use of display word walls with high frequency words	0	0.0%

I would like additional help sometimes during the school day.		
	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%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	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%

Parents feel welcome in 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%

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

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

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	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 school (district) has adequate resources that enable all students to be successful.		
	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 (district) leaders have a clear vision with improvement efforts planned.		
	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%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	100.0%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	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%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	50.0%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	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 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	2	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
My teachers give me personal encouragement in my schoolwork.		
	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%
A counselor is available if I need help in solving personal problems.		
	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%
If I have a problem or suggestion for the principal, he/she is available.		
	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%

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

St. Martin High School demonstrates **strong overall performance,** reflected in consistent "A" ratings and solid academic outcomes, yet underlying trends reveal **emerging concerns in literacy, attendance, and postsecondary readiness**. Enrollment has declined from 1,320 in 2024 to 1,223 in 2026, alongside rising chronic absenteeism from 21.4% to 30.3%, signaling engagement challenges. Academic indicators remain strong in several areas, but declines in ACT performance and college and career readiness suggest gaps in long-term preparedness.

STRENGTHS



1) **Sustained high accountability performance.** The school maintained an "A" rating across multiple years, with scores rebounding from 770 to 797, indicating stable systems and leadership. Math proficiency remains high (83.9% in 2025) with strong growth, including continued performance near or above 100% growth benchmarks, demonstrating consistent instructional effectiveness.



2) **Strong performance in core content areas.** Science (73.5%) and history (81.6%) proficiency rates remain solid, and Algebra I proficiency reached 85.3%, exceeding state levels. These outcomes suggest strong Tier I instruction and alignment in tested subjects, particularly in math and science pathways.



3) **Positive school climate and instructional confidence.** Approximately 100% of staff agree that teachers are effective and that the environment is safe and orderly. Additionally, about 90%+ agreement on instructional quality and expectations indicates a strong professional culture that supports student learning.



4) **Broad access to advanced coursework.** Advanced course enrollment rebounded to 65.9% in 2024 after a dip, with particularly strong participation among female students (75.8%). This suggests a strong pipeline of students accessing rigorous coursework, supporting college readiness structures.

CHALLENGES



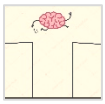
1) **Declining literacy performance and growth.** Reading proficiency dropped from 60.1% in 2023 to 58.7% in 2025, while growth for the lowest quartile fell sharply from 70.5% to 44.9%. This indicates weakening support for struggling readers and gaps in differentiated instruction.



2) **Decreasing college and career readiness.** Readiness declined significantly from 76.0% in 2023 to 60.8% in 2025, alongside drops in ACT composite scores from 20.2 to 18.9. These trends suggest fewer students meeting postsecondary benchmarks despite strong course access.



3) **Rising chronic absenteeism and engagement concerns.** Chronic absenteeism increased to 30.3%, with higher rates among students with disabilities (39.9%) and Hispanic students (33.6%). This reflects systemic barriers to engagement that are not captured by average daily attendance alone.



4) **Persistent subgroup gaps.** Students with disabilities remain significantly below proficiency targets across subjects and were a driver of continued school improvement identification. Additionally, postsecondary enrollment for some subgroups, such as Black students (38.2%), has declined sharply, highlighting equity gaps.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Launch a Literacy Acceleration Initiative.
  - Conduct item-level analysis of reading data to identify specific skill deficits (e.g., comprehension vs. vocabulary).
  - Implement daily targeted intervention blocks for students below proficiency, aligned to identified gaps.
- Activate Attendance Early Warning System.
  - Build a weekly dashboard tracking students who are approaching 10% absenteeism, disaggregated by subgroup.

    - Assign staff to conduct targeted outreach (calls, meetings, incentives) for high-risk students.
- Recalibrate College Readiness Focus.
    - Identify students just below ACT benchmarks and assign targeted prep supports.
    - Align coursework rigor and supports to readiness indicators (ACT, dual credit, certifications).

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- Strengthen Tiered Literacy Instruction.
    - Train teachers on evidence-based literacy strategies across content areas.
    - Monitor implementation through walkthroughs focused on reading strategies and differentiation.
- Expand Targeted Subgroup Supports.
    - Develop individualized plans for students with disabilities, including co-teaching and aligned interventions.
    - Track subgroup performance monthly using data dashboards and adjust supports accordingly.
- Improve Postsecondary Readiness Systems.
    - Expand access to ACT prep, dual credit, and career pathways for underrepresented groups.
    - Monitor participation and success rates to ensure equitable access and outcomes.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- Institutionalize Attendance and Engagement Systems.
    - Embed attendance monitoring into leadership routines and schoolwide goals.
    - Partner with community agencies to address barriers such as transportation and health.
- Close Proficiency and Readiness Gaps.
    - Set annual targets for reading growth and college readiness increases.
    - Scale effective math instructional practices into literacy and other subject areas.
- Strengthen Staff Voice and Data Use.
    - Establish teacher-led teams to guide instructional and resource decisions.
    - Implement consistent data-use protocols across PLCs to ensure all staff act on student performance trends.

VANCLEAVE LOWER ELEMENTARY SCHOOL

INTRODUCTION

Vancleave Lower Elementary School is located at 12602 Highway 57 in Vancleave, Mississippi. It serves six hundred seventy (670) students in prekindergarten through third grade (PK-3) and is part of the Jackson County School District. The school has been an "A" rated school since 2019.

Named as a "Distinguished School" by the ESEA Network in 2023, Vancleave Lower Elementary School ranks in the top 20% of all schools in Mississippi for overall test scores according to Public School Review.

The school's online mission statement reads, "Vancleave Lower Elementary believes that "Children Come First." We share with our community the belief that our school's purpose is to implement programs of instruction which will help to stimulate and nurture each child's physical, intellectual, creative, emotional, social, and moral development. We offer our Kindergarten through Third Grade students the benefits of a small rural school with community involvement. We require teacher excellence and advocate the use of varied teaching strategies to accommodate individual learning styles that enhance student achievement."



ENROLLMENT AND ATTENDANCE

ENROLLMENT

VANCLEAVE LOWER ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	671	659	657	689	670
PK				22	13
K	147	155	166	163	156
GR_01	163	164	159	172	163
GR_02	169	158	152	169	166
GR_03	160	161	158	163	172
					(MDE, 2025m)



Figure 304: Vancleave Lower Elementary School Enrollment by Grade Level

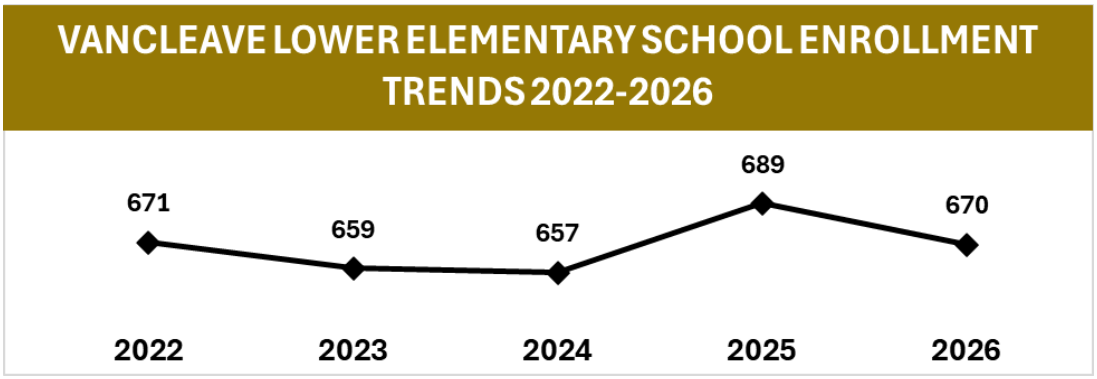


Figure 305: Vancleave Lower Elementary School Enrollment Trends 2022-2026

VANCLEAVE LOWER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	671	659	657	689	670
GENDER	FEMALE	321	320	331	363	352
	MALE	350	339	326	326	318
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*
	ASIAN	*	*	*		*
	BLACK OR AFRICAN AMERICAN	17	18	16	*	18
	HISPANIC OR LATINO	12	15	16	43	44
	TWO OR MORE RACES	39	54	63	40	29
	WHITE	600	569	558	585	577
						(MDE, 2025m)

Figure 306: Vancleave Lower Elementary School Enrollment by Demographic Group

Note: Some data were masked by MDE to prevent the identification of individuals in small cells or with unique characteristics

VANCLEAVE LOWER ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	2.5%	2.7%	**0.2%**
HISPANIC OR LATINO	1.8%	6.6%	**4.8%**
TWO OR MORE RACES	5.8%	4.3%	**-1.5%**
WHITE	89.4%	86.1%	**-3.3%**

Figure 307: Vancleave Lower Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

VANCLEAVE LOWER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	604.8	603.9	640.8
PK			22.5
K	141.4	153.8	151.5
GR_01	151.8	151.2	156.6
GR_02	150.1	142.0	155.4
GR_03	150.4	146.5	154.8
(MDE, 2023o, 2024q, 2025s)			

Figure 308: Vancleave Lower Elementary School Average Daily Attendance

VANCLEAVE LOWER ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	91.8%	91.9%	93.0%
PK			102.2%
K	91.2%	92.6%	93.0%
SPED_K			*
SPED_ELEM			*
GR_01	92.6%	95.1%	91.1%
GR_02	95.0%	93.4%	91.9%
GR_03	93.4%	92.7%	95.0%
(MDE, 2023o, 2024q, 2025m, 2025s)			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 309: Vancleave Lower Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

VANCLEAVE LOWER ELEMENTARY SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	16.4	17.5	22.6
GENDER	FEMALE	16.2	14.9	22.2
	MALE	16.6	20.2	23.0
DISABILITY	STUDENTS WITH DISABILITIES	18.4	22.0	39.6
	STUDENTS WITHOUT DISABILITIES	15.9	16.4	19.6
EL	LIMITED ENGLISH PROFICIENCY	14.3	15.8	14.3
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	5.0	5.0	5.0
	ASIAN	5.0	5.0	5.0
	BLACK OR AFRICAN AMERICAN	15.0	5.0	23.8
	HISPANIC OR LATINO	17.7	14.3	17.4
	TWO OR MORE RACES	15.5	17.9	30.8
	WHITE	16.6	18.0	22.5
				(MDE, 2026f)

Figure 310: Vancleave Lower Elementary School Chronic Absence by Demographic Group

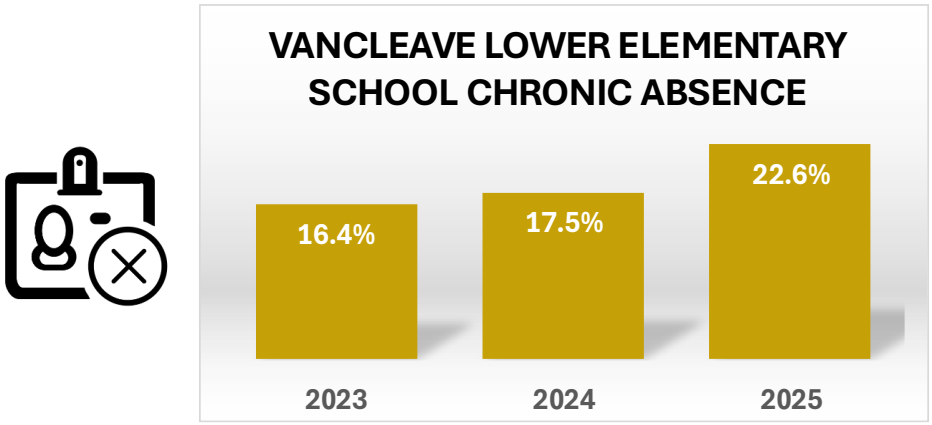


Figure 311: Vancleave Lower Elementary School Chronic Absence

VLES Enrollment and Attendance Takeaways

Enrollment at Vancleave Lower Elementary School has remained relatively stable over time, fluctuating modestly between 657 and 689 students from 2022 to 2026, with a slight dip through 2024 followed by a rebound in 2025 and stabilization at 670 in 2026. **Grade-level trends show consistent cohort sizes**, with minor variability across K–3, suggesting steady student progression rather than significant inflow or outflow disruptions. Demographically, the s**chool remains predominantly White** (declining slightly from about 89% to 86%), while **Hispanic enrollment has grown notably** from roughly 2% to over 6%, indicating increasing diversity. **Attendance rates have improved** overall, rising from 91.8% in 2023 to 93.0% in 2025, with particularly strong gains in early grades, though some variability persists across grade levels. Despite these improvements, **chronic absenteeism has increased** from 16.4% to 22.6%, signaling a

growing concern that contrasts with otherwise stable enrollment and improving daily attendance trends.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

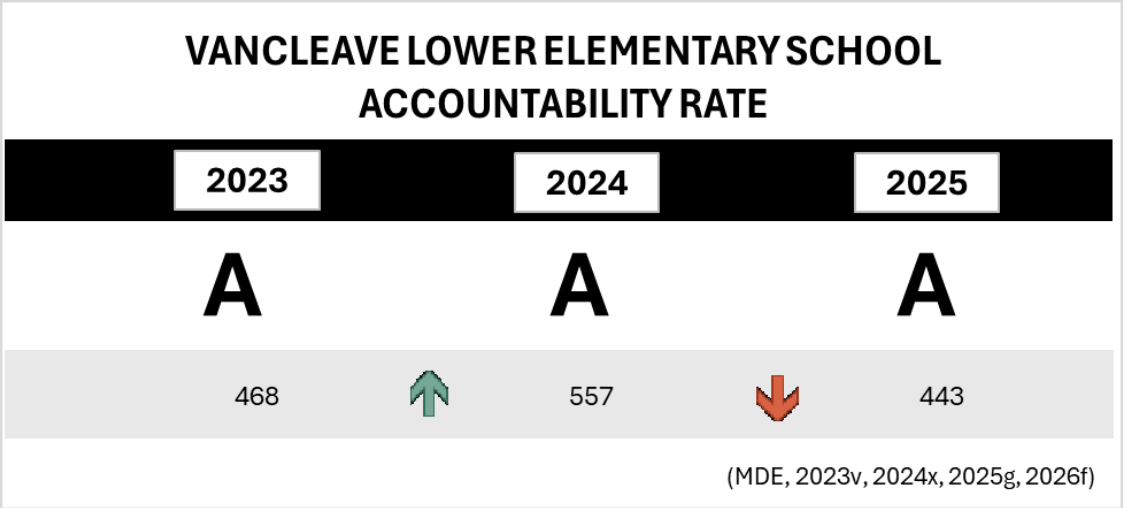


Figure 312: Vancleave Lower Elementary School Accountability Rating

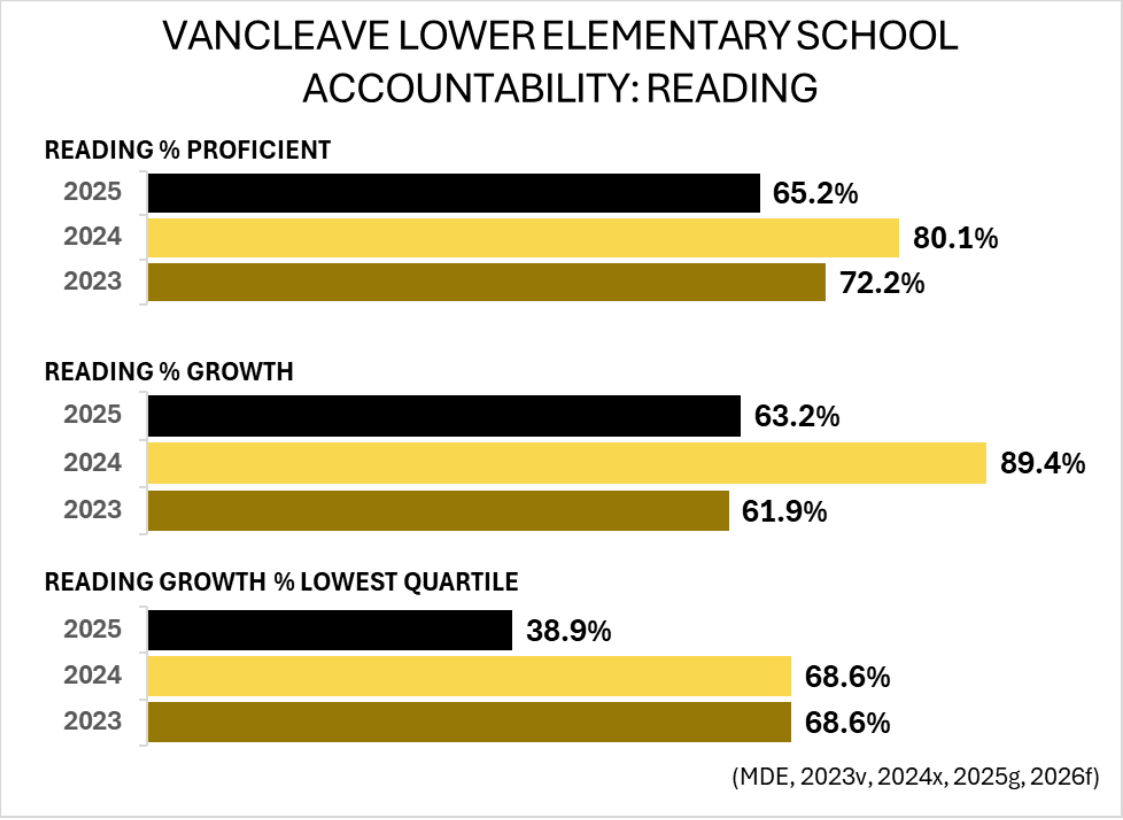


Figure 313: Vancleave Lower Elementary School Accountability: Reading

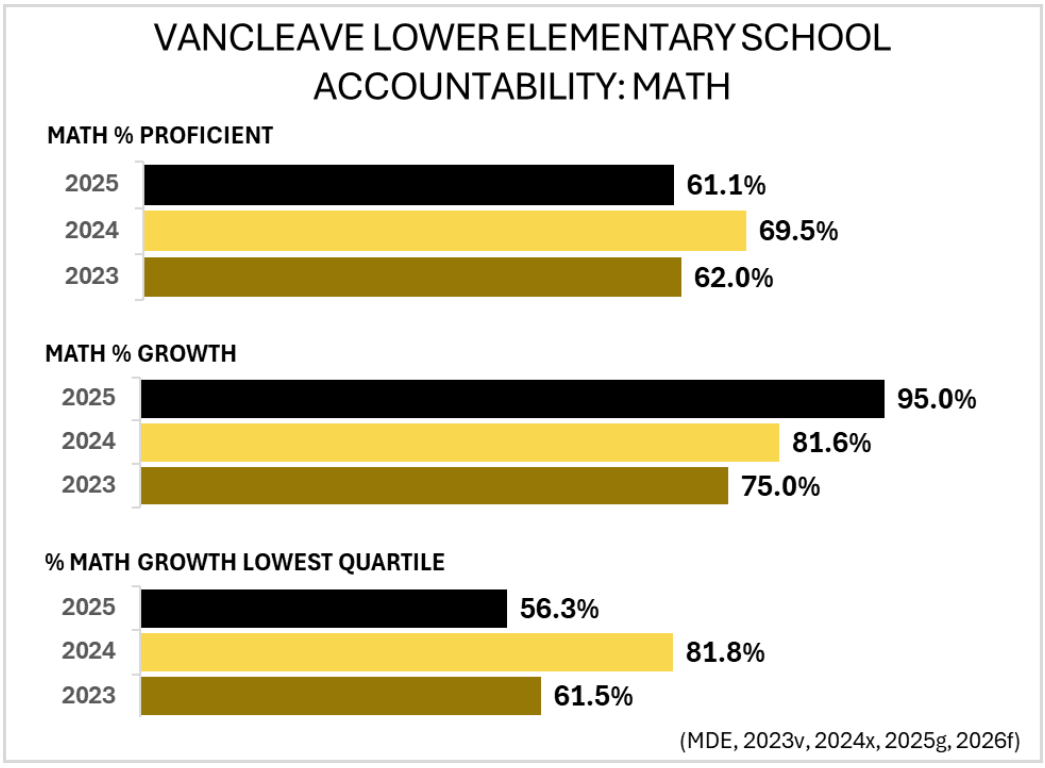


Figure 314: Vancleave Lower Elementary School Accountability: Math

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

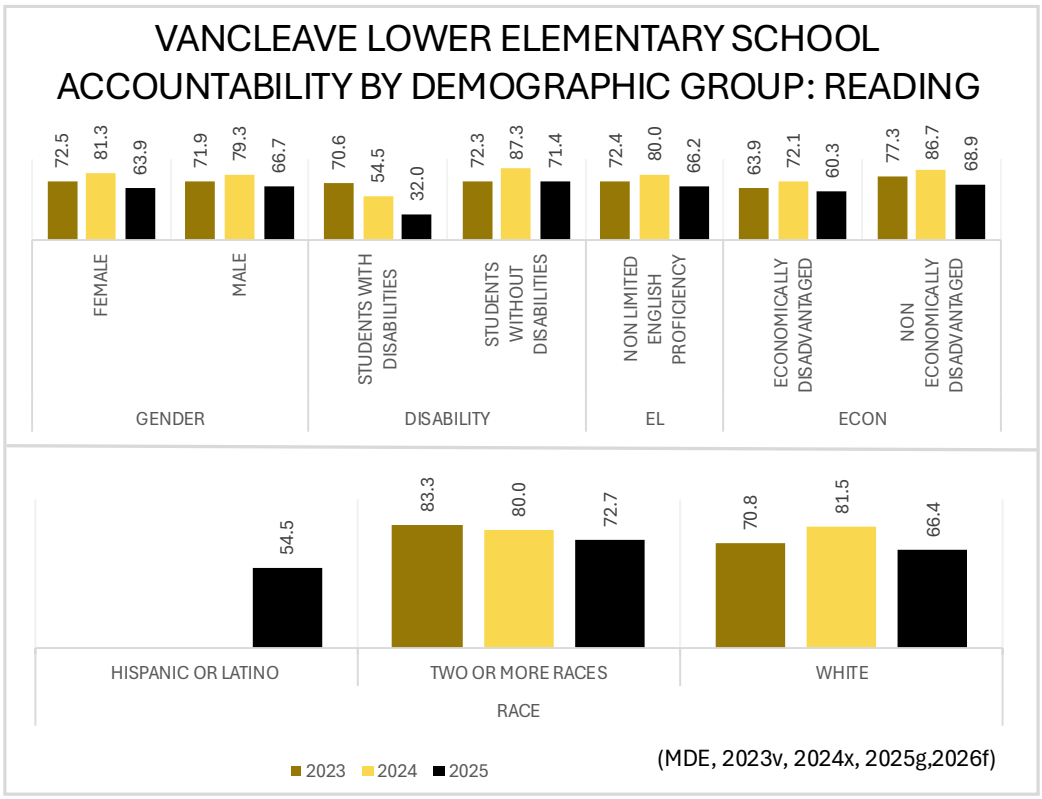


Figure 315: Vancleave Lower Elementary School Accountability by Demographic Group: Reading

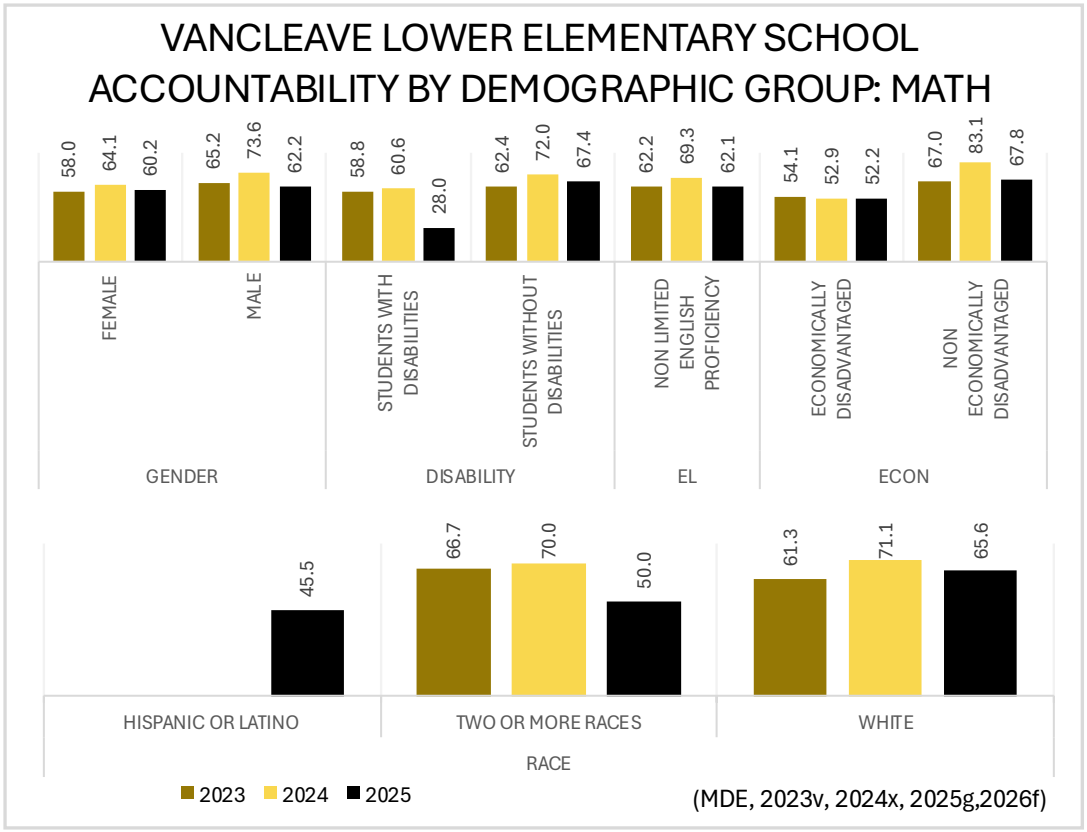


Figure 316: Vancleave Lower Elementary School Accountability by Demographic Group: Math

PROFICIENCY GAP TO GOAL

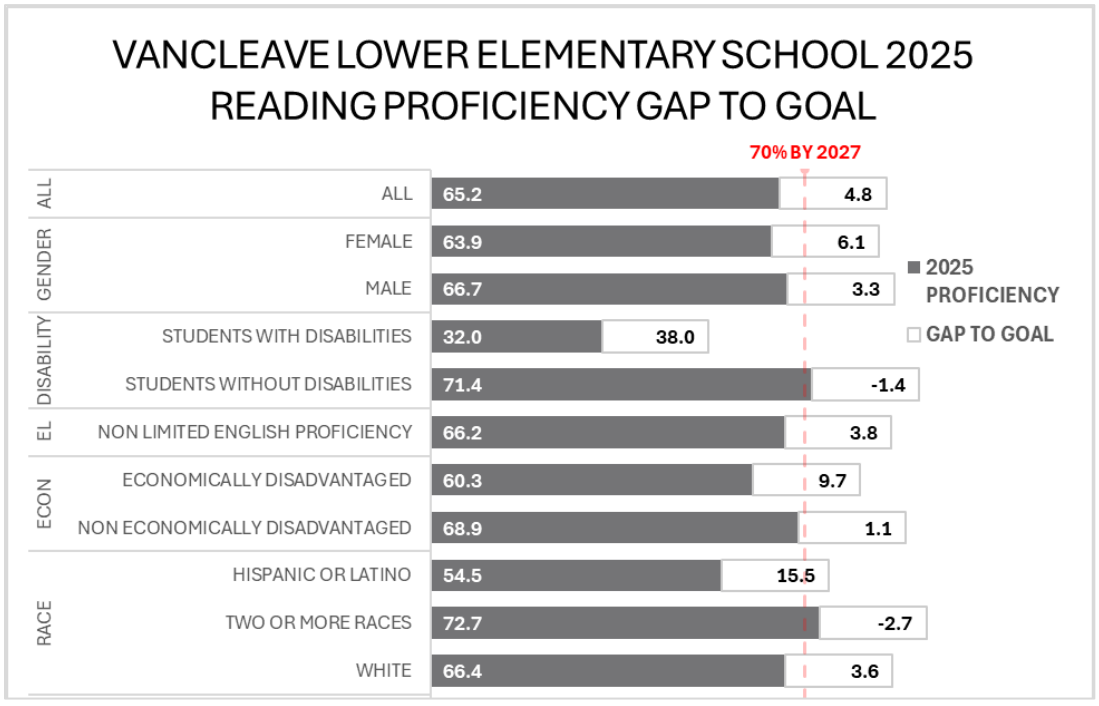


Figure 317: Vancleave Lower Elementary School 2025 Reading Proficiency Gap to Goal

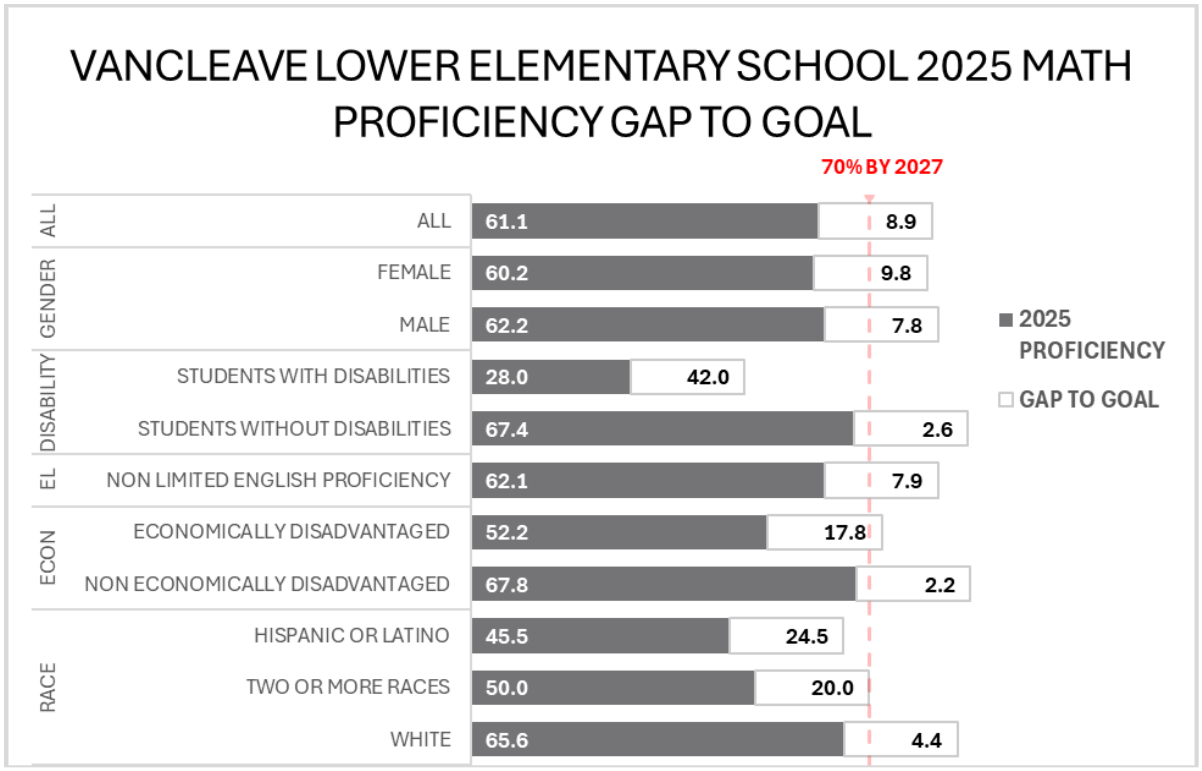


Figure 318: Vancleave Lower Elementary School 2025 Math Proficiency Gap to Goal

VLES ACCOUNTABILITY TAKEAWAYS

Accountability performance at Vancleave Lower Elementary School has **remained strong overall**, maintaining an "A" rating across 2023, 2024, and 2025, though underlying indicators show some variability. **Reading proficiency declined** from 72.2% in 2023 to 65.2% in 2025 after a peak of 80.1% in 2024, suggesting inconsistency in sustained achievement, while r**eading growth remained stable**, ranging from 61.9% to 63.2% before a spike to 89.4% in 2024. **Growth among the lowest quartile dropped** notably from 68.6% in 2024 to 38.9% in 2025, indicating emerging gaps among struggling learners. **Math proficiency also declined** from 69.5% in 2024 to 61.1% in 2025, though **growth improved** to 95.0% in 2025, reflecting strong instructional impact despite lower overall proficiency. **Subgroup performance shows variability, particularly among students with disabilities and economically disadvantaged students,** reinforcing the need for targeted supports to ensure more consistent outcomes across all student groups.

ASSESSMENT

KINDERGARTEN READINESS ASSESSMENT

Mississippi's Kindergarten Readiness Assessment results are not directly comparable across years due to major vendor and technical changes. From 2023 to 2026, the assessment switched between Renaissance's STAR Early Literacy, Istation/Ameri Learning, and back to Renaissance, each with differing technical details and score standards.

Note: All prekindergarten scores for VLES were masked by MDE to prevent the identification of individuals in small cells or with unique characteristics until Fall of 2025.

Vancleave Lower Elementary School Kindergarten Readiness Assessment: Prekindergarten Scaled Score for Fall 2025 was **546**.

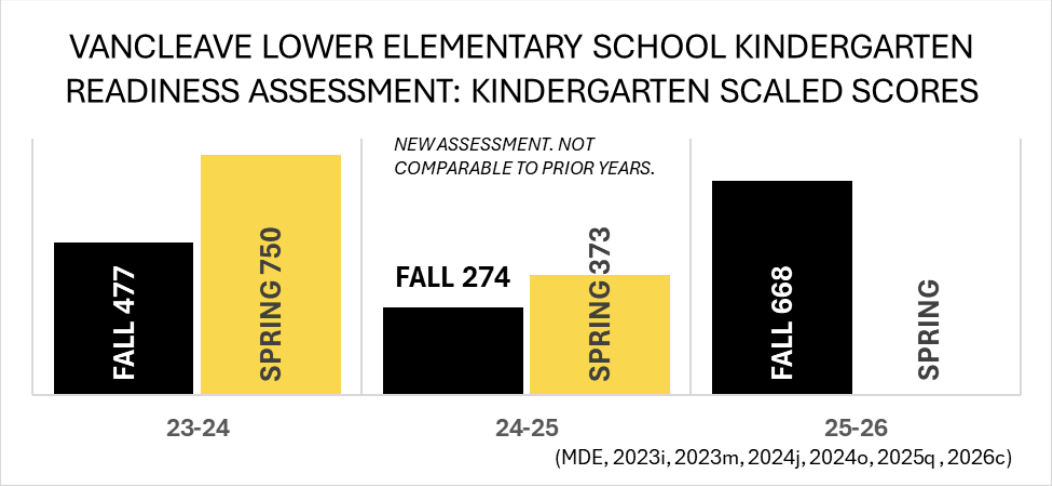


Figure 319: Vancleave Lower Elementary School Kindergarten Readiness Assessment: Kindergarten Scaled Scores

LITERACY-BASED PROMOTION ACT (LBPA)

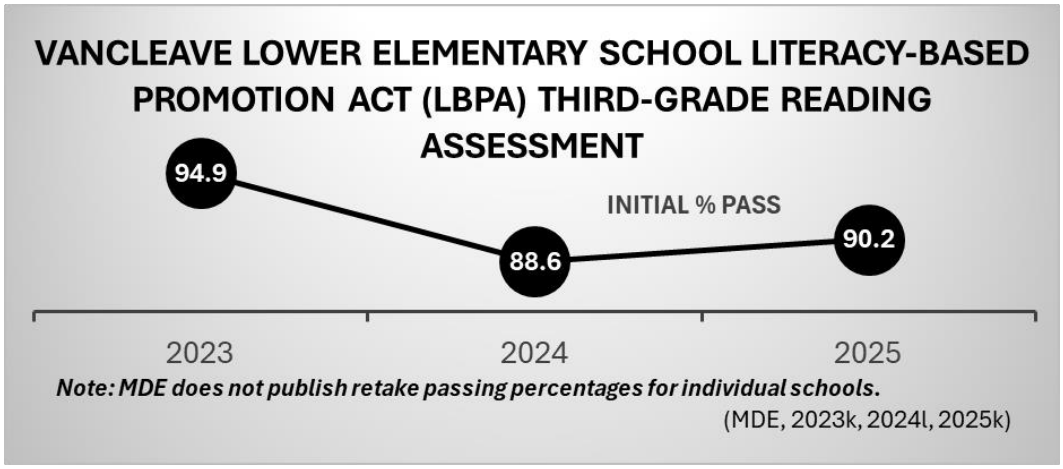


Figure 320: Vancleave Lower Elementary School Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

MAAP ELA AND MATH

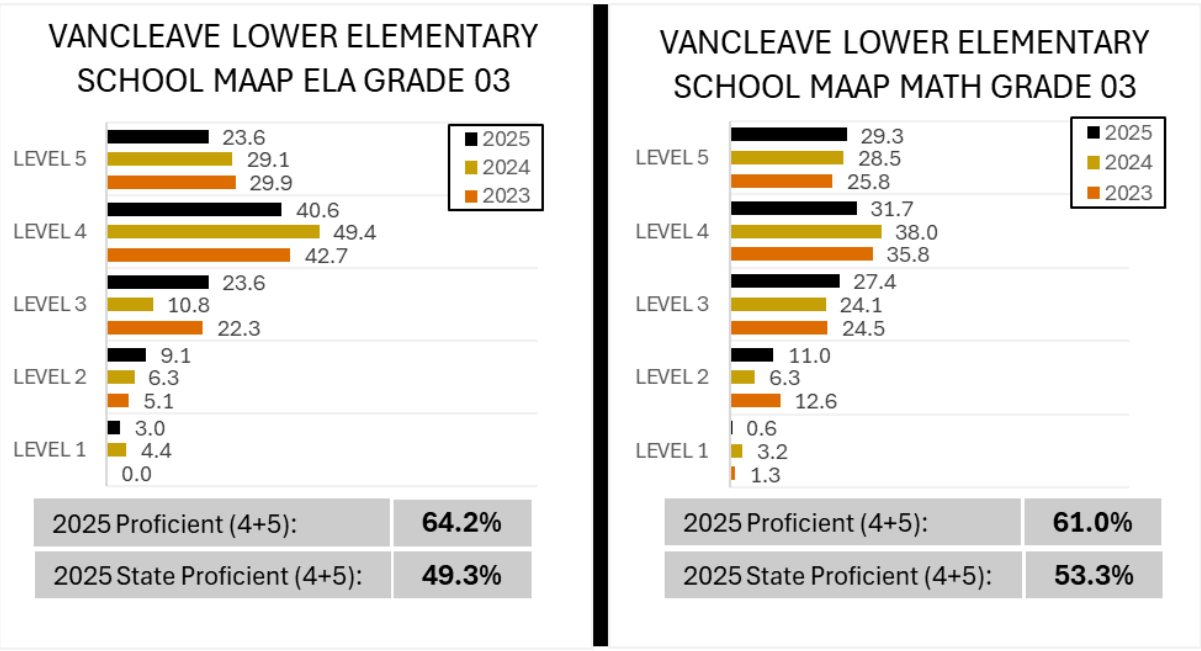


Figure 321: Vancleave Lower Elementary School MAAP ELA and MATH Grade 3

VLES Assessment Takeaways

Assessment results at Vancleave Lower Elementary School reflect **generally strong early literacy outcomes** with some year-to-year fluctuation tied to assessment changes and cohort performance. Kindergarten readiness data are not directly comparable across years due to shifts in assessment platforms, but a reported prekindergarten scaled score of 546 in 2025 provides a baseline for incoming student preparedness. **Third-grade reading outcomes** under the Literacy-Based Promotion Act **remain high** overall, with pass rates at 94.9% in 2023, dipping to 88.6% in 2024, and recovering to 90.2% in 2025, indicating resilience but some inconsistency. On the MAAP assessment, **Grade 3 ELA proficiency** reached 64.2% in 2025, **exceeding the state rate** of 49.3%, while math proficiency was 61.0%, also above the state benchmark of 53.3%. These results suggest that while overall performance remains strong relative to the state, slight declines and variability across measures point to a need for continued focus on sustaining early literacy gains.

PERSONNEL

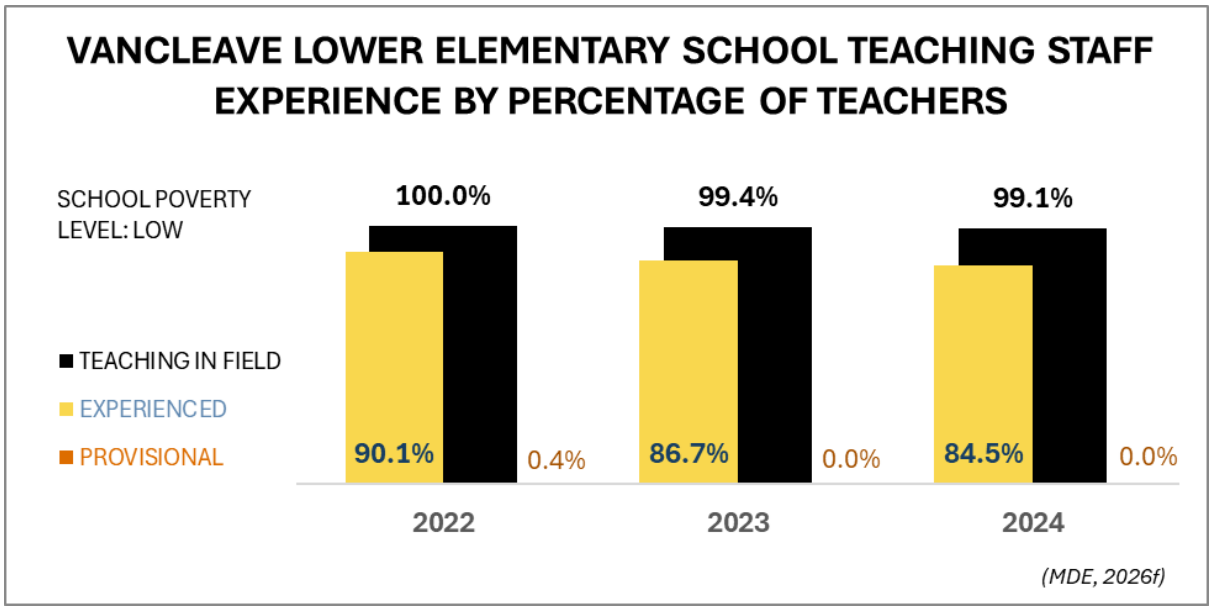


Figure 322: Vancleave Lower Elementary School Teaching Staff Experience by Percentage of Teachers

PERSONNEL TAKEAWAYS

Vancleave Lower Elementary School had **no provisional teachers** on staff from 2022 through 2024, the last year for which this data is available from MDE. Provisional teachers are those who have taught for three years or fewer. **Almost all teachers on staff are teaching within their certification.** The percentage of teachers considered "**experienced,**" that is, with four or more years of teaching experience has declined since 2022 and **fell to 84.5% in 2024.**



VANCLEAVE LOWER ELEMENTARY CNA SURVEY

INTRODUCTION

Forty-six (46) faculty members, four hundred forty-two (442) parents, and three hundred seventy-nine (379) students from Vancleave Lower Elementary School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stake-holders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

VANCLEAVE LOWER ELEMENTARY FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	39	84.8%
Agree	7	15.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	24	52.2%
Agree	20	43.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.4%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	46	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	12	26.1%
Agree	18	39.1%
Disagree	8	17.4%
Strongly Disagree	3	6.5%
Not Applicable or No Information	5	10.9%
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	25	54.4%
Agree	17	37.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.7%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	40	87.0%
Agree	5	10.9%
Disagree	0	0.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	20	43.5%
Agree	21	45.7%
Disagree	0	0.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	4	8.7%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	22	47.8%
Agree	12	26.1%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	23.9%

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	23	50.0%
Expedited evaluation services for students with limited English	11	23.9%
Expedited evaluation services for gifted and talented students	9	19.6%
Additional academic support	24	52.2%
Tutoring	20	43.5%
Enrichment educational services	14	30.4%
Counseling	29	63.0%
Mentors	21	45.7%
School supplies	31	67.4%
School uniforms	16	34.8%
Dental referrals	17	37.0%
Medical referrals	17	37.0%
Bullying assistance	12	26.1%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	17	37.0%
Supporting college and career counseling	11	23.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	26	56.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	9	19.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	14	30.4%

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	11	23.9%
Providing school-based mental health services and counseling	21	45.7%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	10	21.7%
Establishing or improving dropout prevention	6	13.0%
Supporting re-entry programs and transition services for Justice-involved youth	2	4.4%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	17	37.0%
Implementing systems and practices to prevent bullying and harassment	17	37.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	16	34.8%
Establishing community partnerships	15	32.6%
To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement	15	32.6%
Building technological capacity and infrastructure	14	30.4%
Carrying out innovative blended learning projects	18	39.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	16	34.8%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	10	21.7%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	26	56.5%
Agree	16	34.8%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	30	65.2%
Agree	14	30.4%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	30	65.2%
Agree	15	32.6%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	24	52.2%
Agree	18	39.1%
Disagree	4	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have high expectations for students.

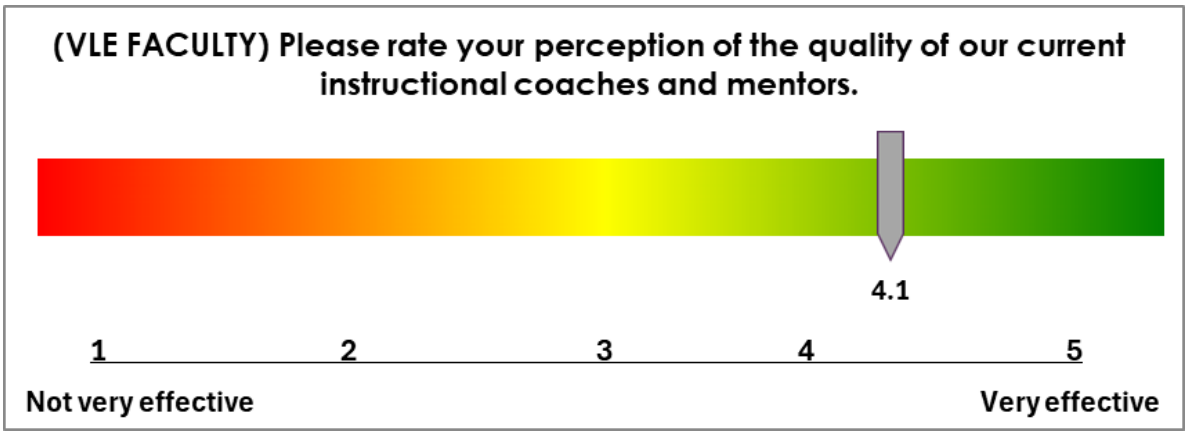
	Count	Percentage
Strongly Agree	31	67.4%
Agree	14	30.4%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	25	54.4%
Agree	20	43.5%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	28	60.9%
Agree	15	32.6%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	24	52.2%
Agree	18	39.1%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%
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	29	63.0%
Agree	10	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	15.2%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	15	32.6%
Utilize technology such as class websites, blogs, and videos	24	52.2%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	11	23.9%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	29	63.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	24	52.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	22	47.8%
Use bilingual handouts and cues	8	17.4%
Use visual displays, portable white boards, and posters when giving instructions	25	54.4%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	16	34.8%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	23	50.0%
Teachers provide unique instructional time inside the classroom for English instruction.	17	37.0%
Mentoring with another student	10	21.7%
Not Applicable	18	39.1%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	35	76.1%
No	11	23.9%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	38	82.6%
Language Proficiency of the Parent	19	41.3%
Level of Parental Involvement	15	32.6%
Family income and socioeconomic status	5	10.9%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	17	37.0%
Auditory Screening Result	17	37.0%
Grade Retention (if applicable)	10	21.7%
Number of Failed Courses	8	17.4%
Dropout Status (if applicable)	1	2.2%
Enrichment programs/activities	9	19.6%
Supplemental Academic Instruction	15	32.6%
Behavioral Supports	10	21.7%
Counseling Services	10	21.7%
Discipline Records	8	17.4%
Social-Emotional Learning Services	12	26.1%
Social Behavioral Assessment Inventory Score	5	10.9%
Mental Health Supports	6	13.0%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	1	2.2%
Mental Health Services	0	0.0%
Counseling	4	8.7%
Transitional Services	0	0.0%
Not Applicable	42	91.3%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	4	8.7%
No	0	0.0%
Not Applicable	42	91.3%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	8	17.4%
Agree	11	23.9%
Disagree	5	10.9%
Strongly Disagree	3	6.5%
Not Applicable or No Information	19	41.3%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

Faculty opinions regarding the effectiveness of instructional coaches and mentors are mixed. Some staff appreciate the high standards coaches set, their diligence in supporting academic growth, and the quick assistance and helpful training provided by curriculum officers and coaches. There is positive feedback about mentors being encouraging and teacher assistants helping students, as well as appreciation for supportive mentors within the school. However, concerns include limited flexibility for teachers in choosing resources, insufficient awareness and presence of district-level mentors in classrooms, loss of certified reading instructors and funding for tutors, and gaps in specialized supports for students with developmental delays or behavioral challenges. Additionally, some faculty feel that they now possess more knowledge about curriculum than coaches or administrators, leading to frustration when decisions are deferred to them without adequate guidance or support.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	7	15.2%
Agree	31	67.4%
Disagree	7	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	24	52.2%
Agree	19	41.3%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	29	63.0%
Agree	16	34.8%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	22	47.8%
Agree	19	41.3%
Disagree	4	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	18	39.1%
Agree	18	39.1%
Disagree	7	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.5%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	17	37.0%
Agree	23	50.0%
Disagree	4	8.7%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	18	39.1%
Agree	23	50.0%
Disagree	2	4.4%
Strongly Disagree	1	2.2%
Not Applicable or No Information	2	4.4%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	18	39.1%
Agree	11	23.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	37.0%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	27	58.7%
Agree	11	23.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	17.4%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	28	60.9%
Agree	16	34.8%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	26	56.5%
Agree	18	39.1%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	21	45.7%
Agree	21	45.7%
Disagree	2	4.4%
Strongly Disagree	2	4.4%
Not Applicable or No Information	0	0.0%
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	20	43.5%
Agree	19	41.3%
Disagree	5	10.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.4%

PROFESSIONAL DEVELOPMENT

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	13	28.3%
Agree	21	45.7%
Disagree	2	4.4%
Strongly Disagree	1	2.2%
Not Applicable or No Information	9	19.6%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	14	30.4%
Agree	18	39.1%
Disagree	6	13.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	7	15.2%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at Vancleave Lower Elementary highlight the school's strong sense of community, collaboration, and dedication to student success. They appreciate the school's efforts to create engaging, supportive learning environments and celebrate student achievements, as well as the numerous events that foster parent involvement and strengthen home-to-school connections. Teachers and staff are recognized for their teamwork and hard work. Additionally, the school's adaptability to new curriculum changes and commitment to making learning enjoyable receives praise. However, faculty also suggest improvements, such as increasing resources and flexibility for reading instruction, providing more support for English Learners, reducing class sizes, and enhancing communication between staff and district leaders. Some express concerns about curriculum pacing, funding decisions, and classroom space, advocating for more developmentally appropriate tools and play-based learning, especially for younger students.

VANCLEAVE LOWER ELEMENTARY PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	289	65.4%
Agree	139	31.5%
Disagree	3	0.7%
Strongly Disagree	1	0.2%
Not Applicable or No Information	10	2.3%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	159	36.0%
Agree	130	29.4%
Disagree	15	3.4%
Strongly Disagree	4	0.9%
Not Applicable or No Information	134	30.3%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	363	82.1%
Agree	73	16.5%
Disagree	1	0.2%
Strongly Disagree	1	0.2%
Not Applicable or No Information	4	0.9%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	102	23.1%
Agree	168	38.0%
Disagree	51	11.5%
Strongly Disagree	12	2.7%
Not Applicable or No Information	109	24.7%
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	177	40.1%
Agree	178	40.3%
Disagree	9	2.0%
Strongly Disagree	2	0.5%
Not Applicable or No Information	76	17.2%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	302	68.3%
Agree	124	28.1%
Disagree	6	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	2.3%

At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	148	33.5%
Agree	193	43.7%
Disagree	10	2.3%
Strongly Disagree	3	0.7%
Not Applicable or No Information	88	19.9%
I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	58	13.1%
Computer Classes	82	18.6%
Conflict Resolution	100	22.6%
Discipline	76	17.2%
Drug/Alcohol Awareness	56	12.7%
English as a Second Language	31	7.0%
Health Classes	100	22.6%
Literacy Classes	70	15.8%
Math Classes	100	22.6%
Parent-to-School Relationships	112	25.3%
Parent/Child Communication	140	31.7%
Preparing for College	106	24.0%
Parenting Workshops	81	18.3%
Social Media Classes	41	9.3%
Stress/Anger Management	102	23.1%
Understanding College- and Career-Ready Standards	117	26.5%
I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	125	28.3%
Parental advisory committees	20	4.5%
PTO/PTA meetings and activities	28	6.3%
Ways to help at the classroom level	181	41.0%
Other ways to get involved in my school (district)	88	19.9%

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
Babysitting/childcare at parent meetings	78	17.7%
District and/or school newsletters	60	13.6%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	163	36.9%
Resource materials for parental training	80	18.1%
Training for parents to work with other parents on becoming involved in the schools	78	17.7%
Travel expenses to attend parent and family engagement/PTA work-shops and conferences.	32	7.2%
Home/School folders	132	29.9%
Home/School Planners	164	37.1%

How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	114	25.8%
Very likely	151	34.2%
Moderately likely	141	31.9%
Slightly likely	26	5.9%
Not at all likely	10	2.3%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	107	24.2%
Supporting college and career counseling	173	39.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	269	60.9%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	174	39.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	122	27.6%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	138	31.2%
Providing school-based mental health services and counseling	208	47.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	67	15.2%
Establishing or improving dropout prevention	80	18.1%
Supporting re-entry programs and transition services for Justice-involved youth	45	10.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	196	44.3%
Implementing systems and practices to prevent bullying and harassment	225	50.9%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	155	35.1%
Establishing community partnerships	79	17.9%
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	244	55.2%
Building technological capacity and infrastructure	125	28.3%
Carrying out innovative blended learning projects	115	26.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	169	38.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	107	24.2%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	256	57.9%
Agree	178	40.3%
Disagree	3	0.7%
Strongly Disagree	2	0.5%
Not Applicable or No Information	3	0.7%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	213	48.2%
Agree	187	42.3%
Disagree	23	5.2%
Strongly Disagree	6	1.4%
Not Applicable or No Information	13	2.9%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	224	50.7%
Agree	189	42.8%
Disagree	9	2.0%
Strongly Disagree	2	0.5%
Not Applicable or No Information	18	4.1%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	205	46.4%
Agree	192	43.4%
Disagree	23	5.2%
Strongly Disagree	12	2.7%
Not Applicable or No Information	10	2.3%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	233	52.7%
Agree	188	42.5%
Disagree	10	2.3%
Strongly Disagree	1	0.2%
Not Applicable or No Information	10	2.3%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	192	43.4%
Agree	187	42.3%
Disagree	30	6.8%
Strongly Disagree	5	1.1%
Not Applicable or No Information	28	6.3%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	173	39.1%
Agree	194	43.9%
Disagree	22	5.0%
Strongly Disagree	7	1.6%
Not Applicable or No Information	46	10.4%
Is your child an English Language Learner?		
	Count	Percentage
Yes	106	24.0%
No	336	76.0%
Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	63	59.4%
Mentoring	29	27.4%
Academic or career counseling	26	24.5%
Mental Health counseling	20	18.9%
Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	102	96.2%
No	4	3.8%
Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	104	98.1%
No	2	1.9%
I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	220	49.8%
Agree	184	41.6%
Disagree	8	1.8%
Strongly Disagree	3	0.7%
Not Applicable or No Information	27	6.1%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	201	45.5%
Agree	202	45.7%
Disagree	25	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	3.2%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	228	51.6%
Agree	190	43.0%
Disagree	14	3.2%
Strongly Disagree	8	1.8%
Not Applicable or No Information	2	0.5%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	194	43.9%
Agree	222	50.2%
Disagree	16	3.6%
Strongly Disagree	4	0.9%
Not Applicable or No Information	6	1.4%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	171	38.7%
Agree	226	51.1%
Disagree	25	5.7%
Strongly Disagree	5	1.1%
Not Applicable or No Information	15	3.4%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	225	50.9%
Agree	195	44.1%
Disagree	12	2.7%
Strongly Disagree	6	1.4%
Not Applicable or No Information	4	0.9%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	252	57.0%
Agree	168	38.0%
Disagree	16	3.6%
Strongly Disagree	4	0.9%
Not Applicable or No Information	2	0.5%
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	120	27.2%
Agree	182	41.2%
Disagree	63	14.3%
Strongly Disagree	27	6.1%
Not Applicable or No Information	50	11.3%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	180	40.7%
Agree	223	50.5%
Disagree	20	4.5%
Strongly Disagree	5	1.1%
Not Applicable or No Information	14	3.2%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	226	51.1%
Agree	184	41.6%
Disagree	23	5.2%
Strongly Disagree	4	0.9%
Not Applicable or No Information	5	1.1%
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	182	41.2%
Agree	188	42.5%
Disagree	13	2.9%
Strongly Disagree	3	0.7%
Not Applicable or No Information	56	12.7%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	171	38.7%
Agree	215	48.6%
Disagree	24	5.4%
Strongly Disagree	8	1.8%
Not Applicable or No Information	24	5.4%

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

	Count	Percentage
Strongly Agree	162	36.7%
Agree	210	47.5%
Disagree	31	7.0%
Strongly Disagree	9	2.0%
Not Applicable or No Information	30	6.8%

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

	Count	Percentage
Strongly Agree	179	40.5%
Agree	199	45.0%
Disagree	21	4.8%
Strongly Disagree	3	0.7%
Not Applicable or No Information	40	9.1%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	167	37.8%
Agree	163	36.9%
Disagree	20	4.5%
Strongly Disagree	4	0.9%
Not Applicable or No Information	88	19.9%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	181	41.0%
Agree	191	43.2%
Disagree	10	2.3%
Strongly Disagree	2	0.5%
Not Applicable or No Information	58	13.1%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	197	44.6%
Agree	209	47.3%
Disagree	9	2.0%
Strongly Disagree	2	0.5%
Not Applicable or No Information	25	5.7%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	223	50.5%
Agree	189	42.8%
Disagree	17	3.9%
Strongly Disagree	2	0.5%
Not Applicable or No Information	11	2.5%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	230	52.0%
Agree	172	38.9%
Disagree	20	4.5%
Strongly Disagree	6	1.4%
Not Applicable or No Information	14	3.2%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	149	33.7%
Agree	195	44.1%
Disagree	11	2.5%
Strongly Disagree	3	0.7%
Not Applicable or No Information	84	19.0%
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	209	47.3%
Agree	203	45.9%
Disagree	4	0.9%
Strongly Disagree	1	0.2%
Not Applicable or No Information	25	5.7%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at Vancleave Lower Elementary highlight the school's welcoming and supportive environment, emphasizing strong communication between teachers, staff, and families. Many appreciate the faculty's dedication, noting how teachers and staff genuinely care about students and actively help them reach their goals, especially in areas such as special education, speech assistance, and gifted programs. The school is praised for making learning fun, fostering positive attitudes, and involving parents in activities and curriculum updates. Celebrations of achievements and consistent engagement contribute to a sense of community and belonging. However, some parents suggest improvements, including more hands-on and interactive learning, expanded tutoring and individualized support, and better facilities such as indoor gyms. They also recommend smaller class sizes, increased teacher pay, and greater flexibility in curriculum to address diverse learning needs. While a few express concerns about communication or developmental appropriateness, the overall sentiment is positive, with parents grateful for the school's efforts and supportive atmosphere.

VANCLEAVE LOWER ELEMENTARY STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	274	72.3%
Agree	86	22.7%
Disagree	4	1.1%
Strongly Disagree	1	0.3%
Not Applicable or No Information	14	3.7%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	222	58.6%
Agree	121	31.9%
Disagree	7	1.9%
Strongly Disagree	4	1.1%
Not Applicable or No Information	25	6.6%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	271	71.5%
Agree	79	20.8%
Disagree	1	0.3%
Strongly Disagree	6	1.6%
Not Applicable or No Information	22	5.8%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	61	16.1%
Agree	54	14.3%
Disagree	14	3.7%
Strongly Disagree	10	2.6%
Not Applicable or No Information	240	63.3%

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	212	55.9%
Agree	107	28.2%
Disagree	5	1.3%
Strongly Disagree	6	1.6%
Not Applicable or No Information	49	12.9%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	182	48.0%
Agree	130	34.3%
Disagree	11	2.9%
Strongly Disagree	18	4.8%
Not Applicable or No Information	38	10.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	228	60.2%
Agree	95	25.1%
Disagree	6	1.6%
Strongly Disagree	7	1.9%
Not Applicable or No Information	43	11.4%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	287	75.7%
Agree	79	20.8%
Disagree	1	0.3%
Strongly Disagree	2	0.5%
Not Applicable or No Information	10	2.6%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	248	65.4%
Agree	103	27.2%
Disagree	5	1.3%
Strongly Disagree	6	1.6%
Not Applicable or No Information	17	4.5%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	247	65.2%
Agree	102	26.9%
Disagree	11	2.9%
Strongly Disagree	3	0.8%
Not Applicable or No Information	16	4.2%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	228	60.2%
Agree	124	32.7%
Disagree	6	1.6%
Strongly Disagree	5	1.3%
Not Applicable or No Information	16	4.2%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	278	73.4%
Agree	81	21.4%
Disagree	4	1.1%
Strongly Disagree	7	1.9%
Not Applicable or No Information	9	2.4%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	185	48.8%
Agree	137	36.2%
Disagree	18	4.8%
Strongly Disagree	14	3.7%
Not Applicable or No Information	25	6.6%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	241	63.6%
Agree	101	26.7%
Disagree	15	4.0%
Strongly Disagree	9	2.4%
Not Applicable or No Information	13	3.4%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	182	48.0%
Agree	97	25.6%
Disagree	24	6.3%
Strongly Disagree	17	4.5%
Not Applicable or No Information	56	14.8%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	202	53.3%
Agree	83	21.9%
Disagree	20	5.3%
Strongly Disagree	37	9.8%
Not Applicable or No Information	37	9.8%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	360	95.0%
Additional academic support	2	0.5%
Tutoring	11	2.9%
Counseling	1	0.3%
A mentor	1	0.3%
School supplies	3	0.8%
Structured note taking mechanisms	3	0.8%
The teacher slows speech at times to help you understand	5	1.3%
The teacher uses gestures and demonstrations	5	1.3%
Use think aloud and think pair shares	0	0.0%
Use of bilingual handouts and cues	4	1.1%
Use of display word walls with high frequency words	4	1.1%

I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	119	31.4%
Agree	92	24.3%
Disagree	35	9.2%
Strongly Disagree	34	9.0%
Not Applicable or No Information	99	26.1%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	232	61.2%
Agree	89	23.5%
Disagree	6	1.6%
Strongly Disagree	6	1.6%
Not Applicable or No Information	46	12.1%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	239	63.1%
Agree	93	24.5%
Disagree	8	2.1%
Strongly Disagree	5	1.3%
Not Applicable or No Information	34	9.0%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	253	66.8%
Agree	90	23.8%
Disagree	3	0.8%
Strongly Disagree	3	0.8%
Not Applicable or No Information	30	7.9%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	248	65.4%
Agree	76	20.1%
Disagree	11	2.9%
Strongly Disagree	22	5.8%
Not Applicable or No Information	22	5.8%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	213	56.2%
Agree	80	21.1%
Disagree	13	3.4%
Strongly Disagree	35	9.2%
Not Applicable or No Information	38	10.0%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	252	66.5%
Agree	68	17.9%
Disagree	5	1.3%
Strongly Disagree	5	1.3%
Not Applicable or No Information	49	12.9%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	168	44.3%
Agree	84	22.2%
Disagree	8	2.1%
Strongly Disagree	8	2.1%
Not Applicable or No Information	111	29.3%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	278	73.4%
Agree	67	17.7%
Disagree	8	2.1%
Strongly Disagree	6	1.6%
Not Applicable or No Information	20	5.3%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	232	61.2%
Agree	92	24.3%
Disagree	11	2.9%
Strongly Disagree	5	1.3%
Not Applicable or No Information	39	10.3%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	270	71.2%
Agree	73	19.3%
Disagree	9	2.4%
Strongly Disagree	6	1.6%
Not Applicable or No Information	21	5.5%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	246	64.9%
Agree	91	24.0%
Disagree	9	2.4%
Strongly Disagree	5	1.3%
Not Applicable or No Information	28	7.4%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	266	70.2%
Agree	85	22.4%
Disagree	2	0.5%
Strongly Disagree	5	1.3%
Not Applicable or No Information	21	5.5%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	221	58.3%
Agree	104	27.4%
Disagree	13	3.4%
Strongly Disagree	8	2.1%
Not Applicable or No Information	33	8.7%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	233	61.5%
Agree	97	25.6%
Disagree	9	2.4%
Strongly Disagree	8	2.1%
Not Applicable or No Information	32	8.4%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	243	64.1%
Agree	89	23.5%
Disagree	6	1.6%
Strongly Disagree	4	1.1%
Not Applicable or No Information	37	9.8%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	204	53.8%
Agree	77	20.3%
Disagree	7	1.9%
Strongly Disagree	11	2.9%
Not Applicable or No Information	80	21.1%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Students were also asked what obstacles they face in improving their academic achievement. Responses are summarized below.

Students at Vancleave Lower Elementary praise their school for its supportive and caring teachers, who are described as knowledgeable, helpful, and committed to making learning enjoyable and preparing students for college. Many appreciate the school's emphasis on teaching core subjects like math and reading, maintaining a safe and clean environment, and providing healthy food and engaging activities. Positive remarks highlight the kindness of staff, the school's efforts to keep students safe, and the fun experiences offered. Suggestions for improvement include requests for more playground equipment, longer lunch and recess times, healthier food options, and additional learning resources like computers and homework sheets. When discussing obstacles to academic success, students frequently mention challenges such as focusing in class, distractions, hunger, anxiety, and difficulties with math and reading.





STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Vancleave Lower Elementary demonstrates a **strong overall performance profile**, anchored by **consistent high accountability ratings and stable enrollment**, but emerging concerns in literacy consistency, subgroup performance, and student engagement signal the need for targeted refinement. Enrollment has remained steady between 657 and 689 students, while **attendance improved** to 93.0%, yet **chronic absenteeism rose** to 22.6%, indicating underlying engagement challenges. **Academic performance remains above state averages**, though variability across years and student groups suggests uneven outcomes. **Stakeholder feedback reflects strong confidence** in instructional quality and school climate, but also highlights concerns about resources, support systems, and consistency in implementation.

STRENGTHS



1) Sustained high accountability performance. The school has maintained an "A" rating across multiple years, reflecting strong systems and overall effectiveness. Even with fluctuations in proficiency, performance remains above state benchmarks, indicating a solid instructional foundation that continues to produce positive outcomes.



2) Strong academic performance relative to the state. Grade 3 ELA proficiency reached 64.2% compared to a 49.3% state rate, and math proficiency was 61.0% versus 53.3%, demonstrating consistent outperformance. These results show that core instruction is generally effective and that most students are meeting or exceeding expectations.



3) Improving daily attendance trends. Average daily attendance increased from 91.8% to 93.0%, reflecting successful efforts to keep students engaged in school. This upward trend suggests that systems for monitoring and encouraging attendance are having a positive impact, even as chronic absence remains a concern.



4) **Positive school climate and instructional confidence.** Stakeholder data show near-universal agreement (approaching 100%) that teachers are effective, with over 95% reporting strong instructional practices and support for students. High levels of agreement (over 90%) that the environment is safe, orderly, and supportive reinforce a strong foundation for learning.

CHALLENGES



1) **Declining and inconsistent reading proficiency.** Reading proficiency dropped from 72.2% in 2023 to 65.2% in 2025 after peaking at 80.1% in 2024, indicating instability in literacy outcomes. This inconsistency suggests gaps in Tier I instruction and intervention alignment, particularly in sustaining gains across cohorts.



2) **Significant drops in performance among struggling learners.** Growth for the lowest-performing quartile in reading fell sharply from 68.6% to 38.9%, signaling that the most vulnerable students are not consistently benefiting from instructional strategies. This trend points to gaps in targeted intervention and progress monitoring systems.



3) **Rising chronic absenteeism despite improved attendance rates.** Chronic absenteeism increased from 16.4% to 22.6%, with particularly high rates among students with disabilities (39.6%). This disconnect between average attendance and chronic absence suggests that a subset of students is disengaging at concerning levels.



4) **Subgroup disparities and support gaps.** Students with disabilities and economically disadvantaged students show lower performance and higher absenteeism, while about 24% of staff report insufficient EL teacher capacity. These gaps indicate that current supports are not fully meeting the needs of high-risk populations.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Launch a Literacy Stabilization Plan
    - Conduct grade-level data dives using recent proficiency and growth data to identify specific literacy gaps (e.g., phonics vs. comprehension). Use these

findings to establish 2–3 non-negotiable instructional practices implemented daily across all classrooms.

- Implement weekly progress monitoring cycles for Tier II and III students, ensuring immediate instructional adjustments when students do not meet short-term growth targets.

- Activate Chronic Absence Early Warning System
  - Develop a weekly attendance dashboard identifying students approaching the 10% absence threshold, with subgroup tagging for targeted intervention. Assign staff ownership for outreach, including parent communication and problem-solving meetings.
  - Conduct root cause analyses (transportation, health, disengagement) and align supports directly to identified barriers, ensuring interventions are personalized rather than generic.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- Strengthen Tiered Instruction and Intervention Systems
  - Establish daily intervention blocks with flexible grouping based on real-time data, ensuring students receive targeted support aligned to skill deficits. Provide teacher training on differentiation and regroup students every 3–4 weeks based on progress data.
  - Monitor implementation through walkthroughs focused specifically on literacy practices and intervention fidelity, ensuring consistency across classrooms.

- Expand Targeted Supports for High-Need Subgroups
  - Develop structured intervention plans for students with disabilities, including co-teaching models and aligned intervention services tied to assessment data. Increase dedicated language development time and staffing strategies to address EL support gaps.
  - Create subgroup data dashboards reviewed biweekly by leadership and PLCs to track progress and adjust supports in real time.

- Improve Consistency of Data-Driven Instruction
  - Implement structured PLC protocols (analyze → plan → act → monitor) and require visible classroom data trackers tied to student goals. Provide coaching cycles focused on translating assessment data into instructional adjustments.
  - Increase staff voice in decision-making processes, addressing survey feedback where only about 65% report having input into funding decisions.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- Institutionalize Attendance and Engagement Systems
    - Embed attendance monitoring into leadership routines and align incentives and supports to reduce chronic absence, particularly for high-risk groups. Partner with community organizations to address external barriers such as health and transportation.
    - Connect engagement strategies to classroom relevance by incorporating student-centered instructional practices that increase motivation and participation.
- Close Achievement Gaps and Stabilize Literacy Outcomes
    - Set annual improvement targets (e.g., +5–7 points in reading proficiency) and monitor quarterly progress, with a specific focus on the lowest-performing quartile. Scale effective math growth strategies (e.g., targeted interventions, frequent progress monitoring) into literacy instruction.
    - Track subgroup performance closely and publicly report progress toward closing gaps, ensuring accountability at all levels.
- Strengthen Systems and Staff Capacity
    - Develop teacher leadership teams to model best practices and support consistent implementation across grade levels. Increase transparency in resource allocation to align funding decisions with student outcome data.
    - Provide ongoing professional development tied directly to identified instructional gaps, ensuring that strategies translate into measurable classroom impact.

Vancleave Lower Elementary

Raising the standard



VANCLEAVE UPPER ELEMENTARY SCHOOL

INTRODUCTION

Vancleave Upper Elementary School is a public school in Vancleave, Mississippi, at 13901 Highway 57 in Jackson County, and it serves fourth and fifth grades (4-5) as part of the Jackson County School District. The school enrolls three hundred thirty-three (333) students and is a highly rated elementary school with a strong academic profile and a student-teacher ratio that supports individualized attention.

Vancleave Upper Elementary earned a PREPS Math Growth Award for being in the top 10% of Mississippi schools. They also won PREPS Achievement Awards in math for 4th and 5th grades, as well as in ELA for 5th grade. PREPS gives achievement awards when schools have a scaled score increase that was at least twice the increase shown in state averages.

The school's social media shows a robust, positive school culture that celebrates successes for students and staff, including the "Golden Bulldog" award for staff members, "Paws-A-Tive" office referrals for students, and success rallies for honor roll students. VUES has an active character education program that highlights a positive character trait each month and rewards students who exemplify that character trait in their classes.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

VANCLEAVE UPPER ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	352	351	345	336	333
GR_04	179	*	*	170	161
GR_05	*	179	179	*	172
					(MDE, 2025m)

Figure 323: Vancleave Upper Elementary School Enrollment by Grade Level

**FERPA laws require MDE to mask some numbers to prevent the identification of individuals in small cells or with unique characteristics.*

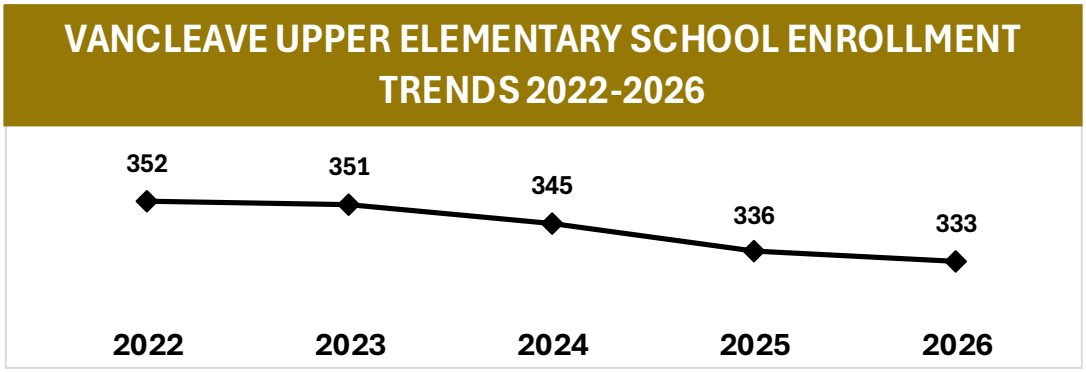


Figure 324: Vancleave Upper Elementary School Enrollment Trends 2022-2026

VANCLEAVE UPPER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	352	351	345	336	333
GENDER	FEMALE	157	160	157	141	151
	MALE	195	191	188	195	182
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*		*	*
	ASIAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	*	*	*	*	11
	HISPANIC OR LATINO	11	*	*	22	20
	TWO OR MORE RACES	10	*	15	21	21
	WHITE	319	325	313	283	278
						(MDE, 2025m)

Figure 325: Vancleave Upper Elementary School Enrollment by Demographic Group

VANCLEAVE UPPER ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN		3.3%	
HISPANIC OR LATINO	3.1%	6.0%	2.9%
TWO OR MORE RACES	2.8%	6.3%	3.5%
WHITE	90.6%	83.5%	-7.1%

Figure 326: Vancleave Upper Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

VANCLEAVE UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	329.5	321.8	307.1
GR_04	157.1	147.9	157.8
GR_05	167.5	167.7	149.2
(MDE, 2023o, 2024q, 2025s)			

Figure 327: Vancleave Upper Elementary School Average Daily Attendance

VANCLEAVE UPPER ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	93.9%	93.3%	91.4%
GR_04			92.8%
GR_05	93.6%	93.7% *	
(MDE, 2023o, 2024q, 2025m, 2025s)			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 328: Vancleave Upper Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

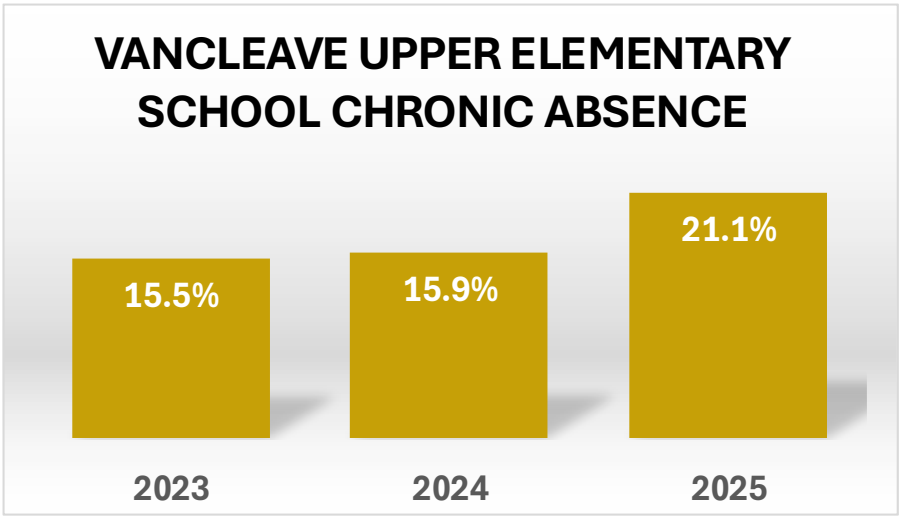


Figure 329: Vancleave Upper Elementary School Chronic Absence

VANCLEAVE UPPER ELEMENTARY SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	15.5	15.9	21.1
GENDER	FEMALE	13.1	15.2	21.8
	MALE	17.5	16.5	20.6
DISABILITY	STUDENTS WITH DISABILITIES	15.5	21.3	33.3
	STUDENTS WITHOUT DISABILITIES	15.5	14.9	19.0
EL	LIMITED ENGLISH PROFICIENCY		5.0	5.0
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	5.0		5.0
	ASIAN	5.0	5.0	5.0
	BLACK OR AFRICAN AMERICAN	5.0	5.0	5.0
	HISPANIC OR LATINO	5.0	20.0	9.1
	TWO OR MORE RACES	20.0	6.3	29.2
	WHITE	15.9	16.7	21.3
				(MDE, 2026f)

Figure 330: Vancleave Upper Elementary School Chronic Absence by Demographic Group

VUES Enrollment and Attendance Takeaways

Enrollment at Vancleave Upper Elementary shows a **steady multi-year decline**, decreasing from 352 students in 2022 to 333 in 2026, with the most notable drops occurring after 2023 and stabilizing slightly between 2025 and 2026. This gradual reduction is reflected across grade levels, with Grade 4 enrollment falling from 179 to 161 over the same period, while Grade 5 remains relatively stable near 179 before modest declines. **Demographically, the student population is becoming more diverse,** with increases in Hispanic and multiracial students and a corresponding decrease in White enrollment share. **Attendance trends show a concerning downward**

pattern, as average daily attendance declined from 329.5 in 2023 to 307.1 in 2025, alongside a drop in attendance rate from 93.9% to 91.4%. **Chronic absenteeism has also risen significantly**, increasing from 15.5% in 2023 to 21.1% in 2025, indicating growing challenges with consistent student attendance despite relatively stable overall enrollment trends.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

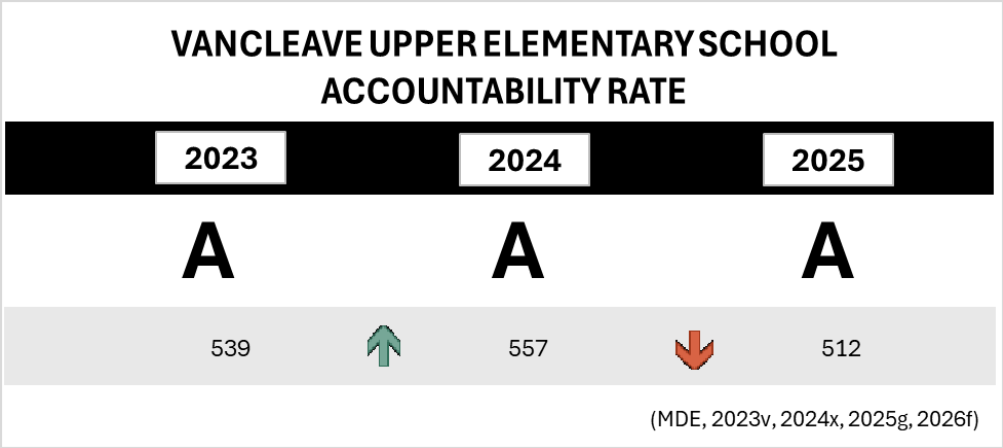


Figure 331: Vancleave Upper Elementary School Accountability Rating

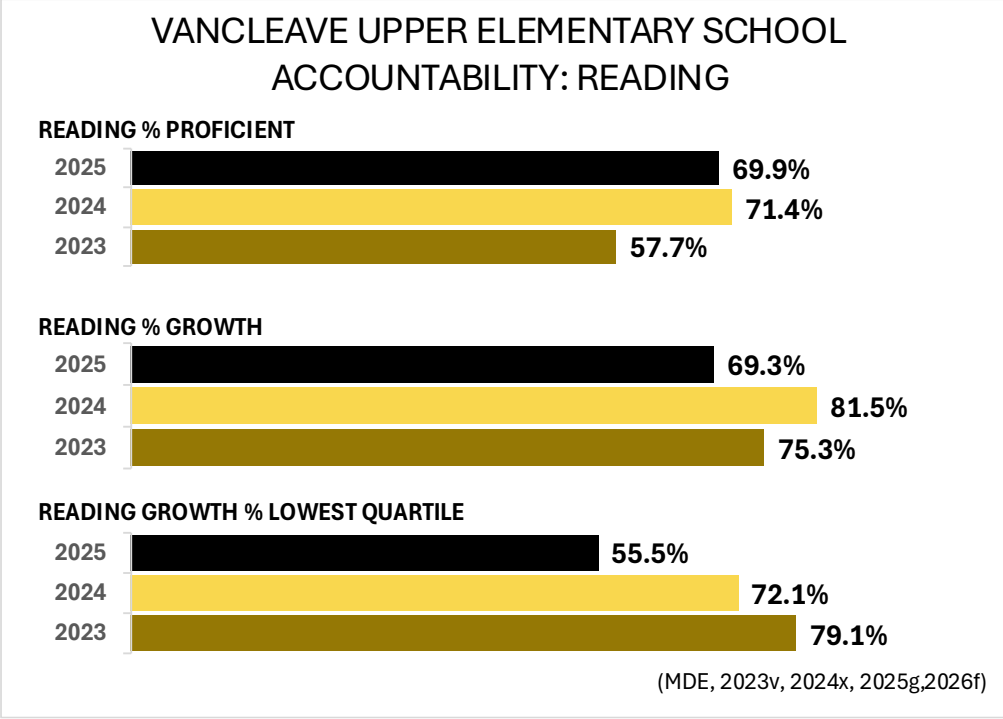


Figure 332: Vancleave Upper Elementary School Accountability: Reading

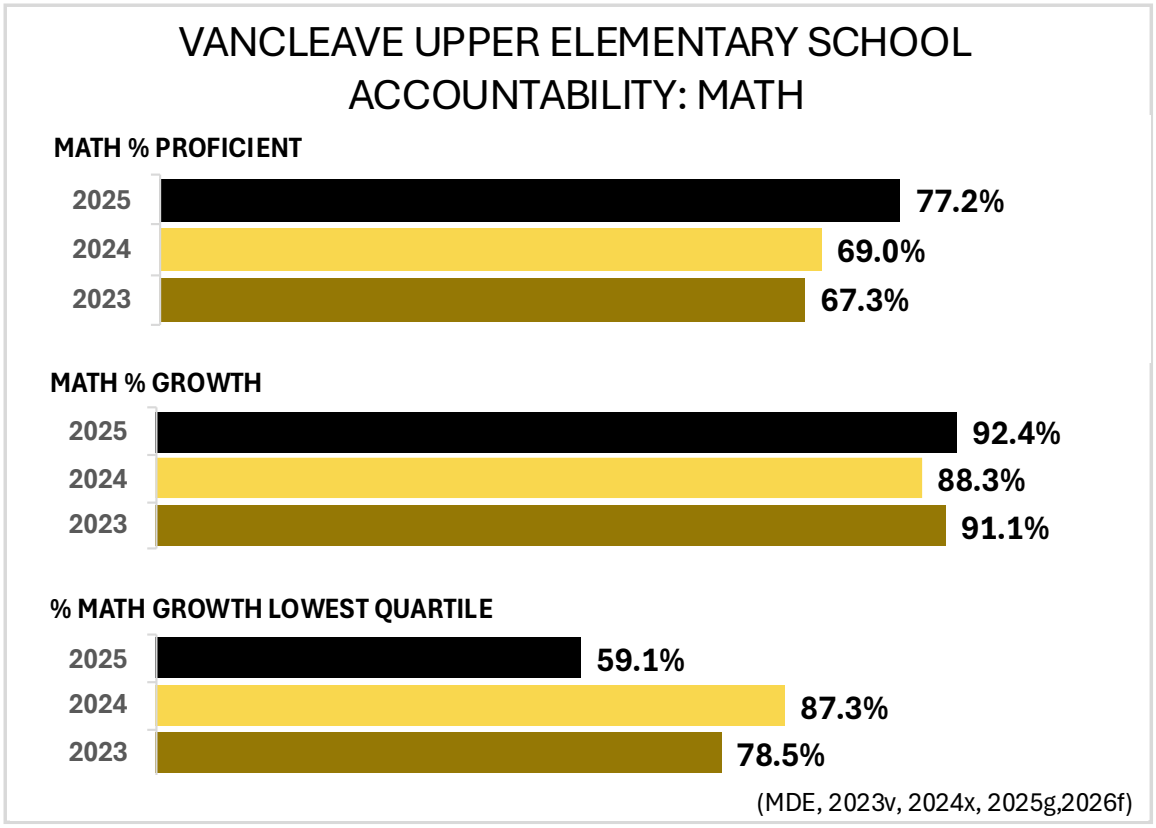


Figure 333: Vancleave Upper Elementary School Accountability: Math

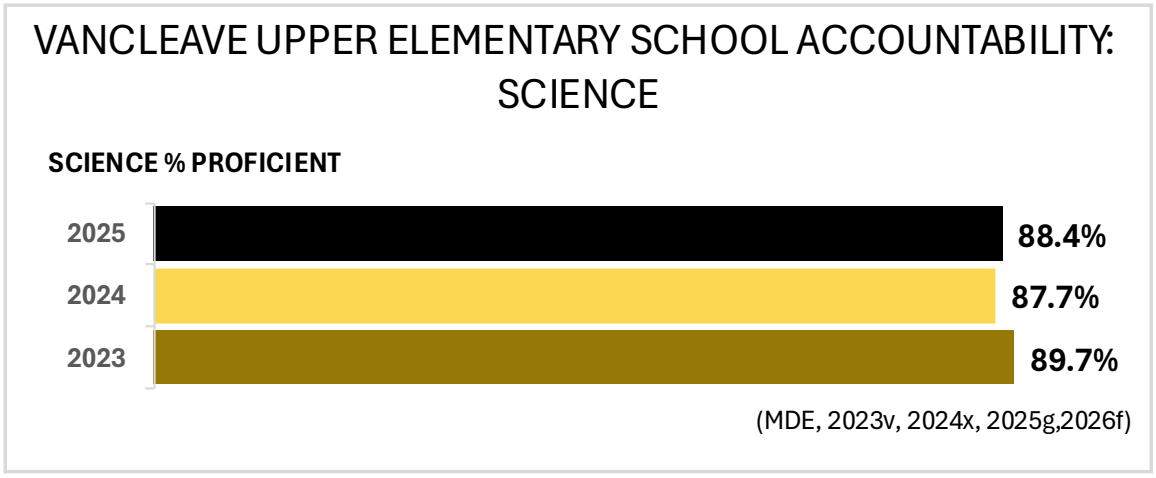


Figure 334: Vancleave Upper Elementary School Accountability: Science



ACCOUNTABILITY BY DEMOGRAPHIC GROUP

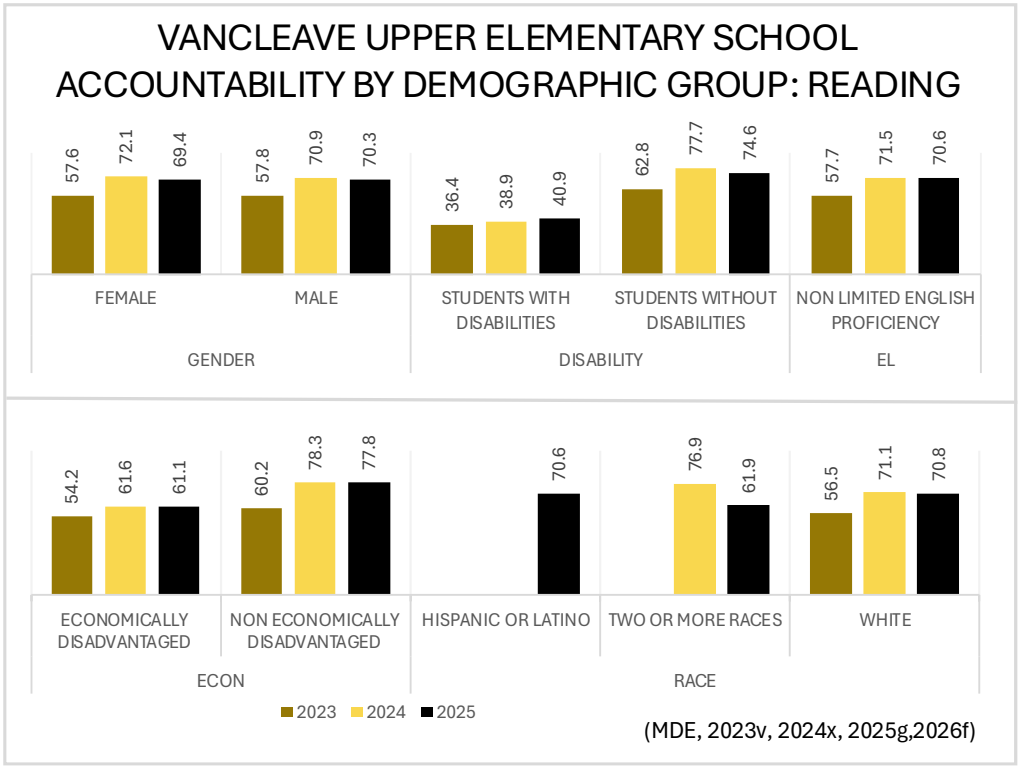


Figure 335: Vancleave Upper Elementary School Accountability by Demographic Group: Reading

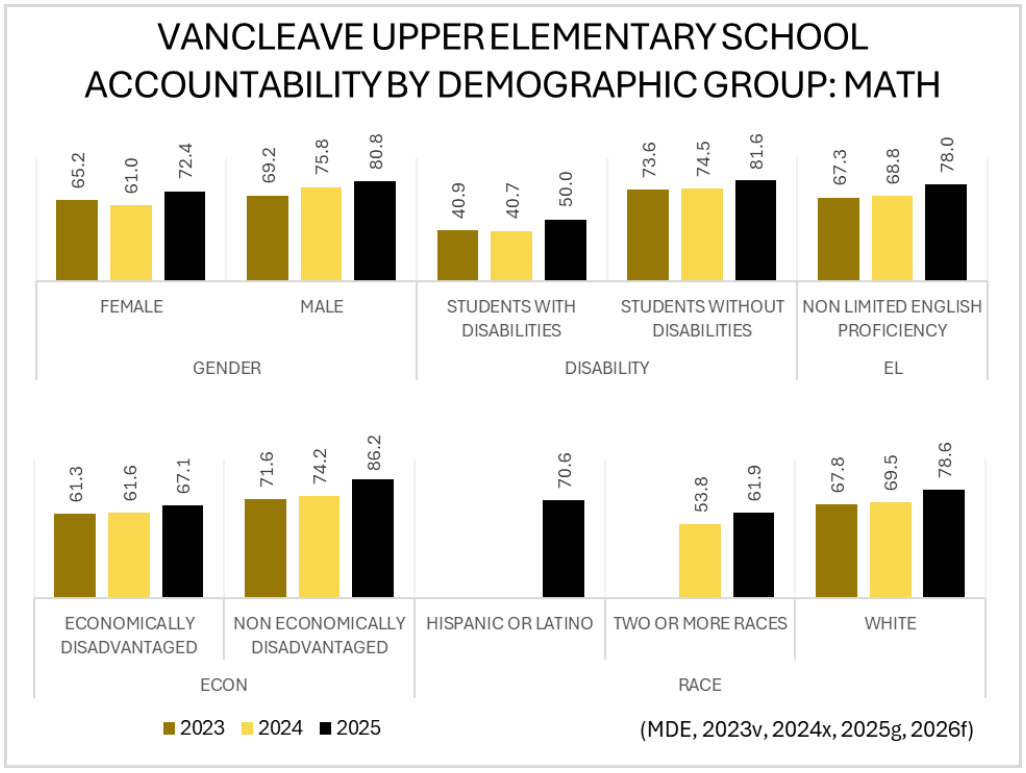


Figure 336: Vancleave Upper Elementary School Accountability by Demographic Group: Math

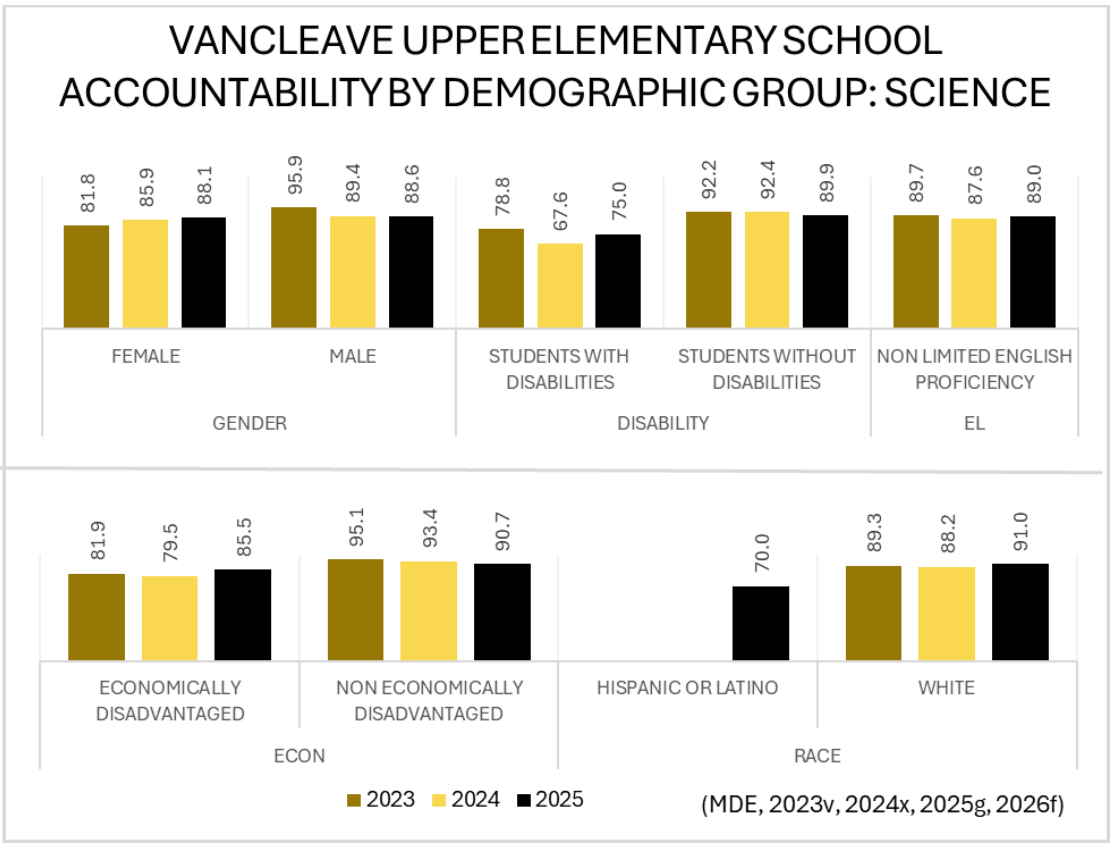


Figure 337: Vancleave Upper Elementary School Accountability by Demographic Group: Science

PROFICIENCY GAP TO GOAL

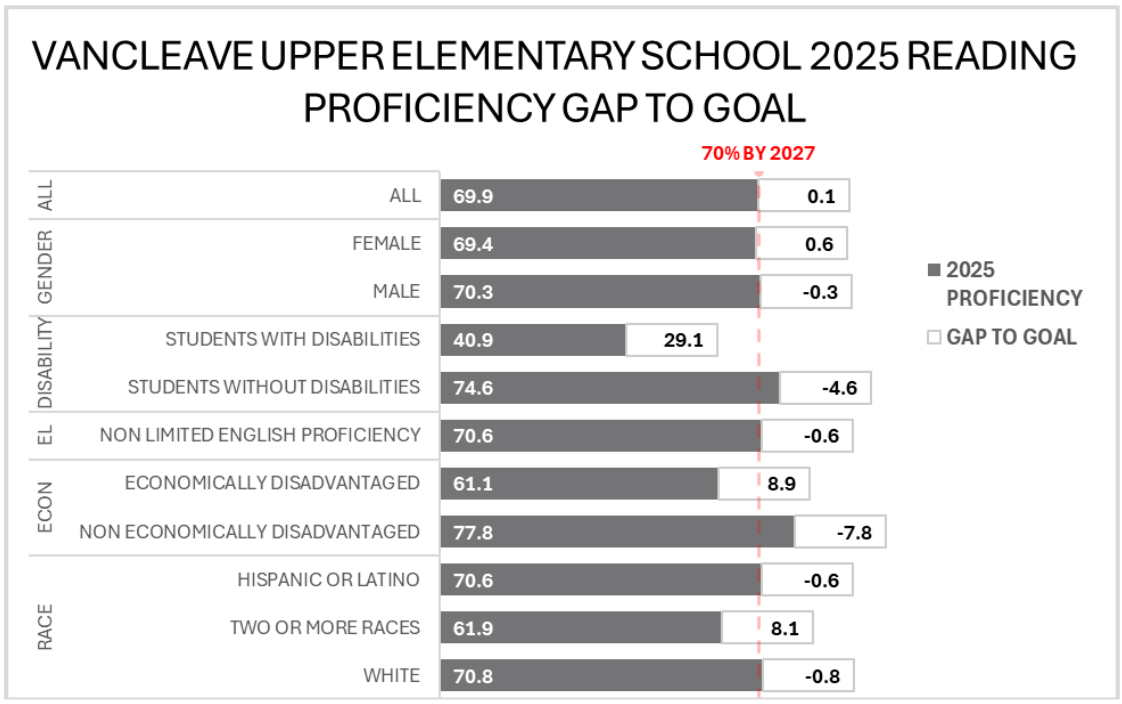


Figure 338: Vancleave Upper Elementary School 2025 Reading Proficiency Gap to Goal

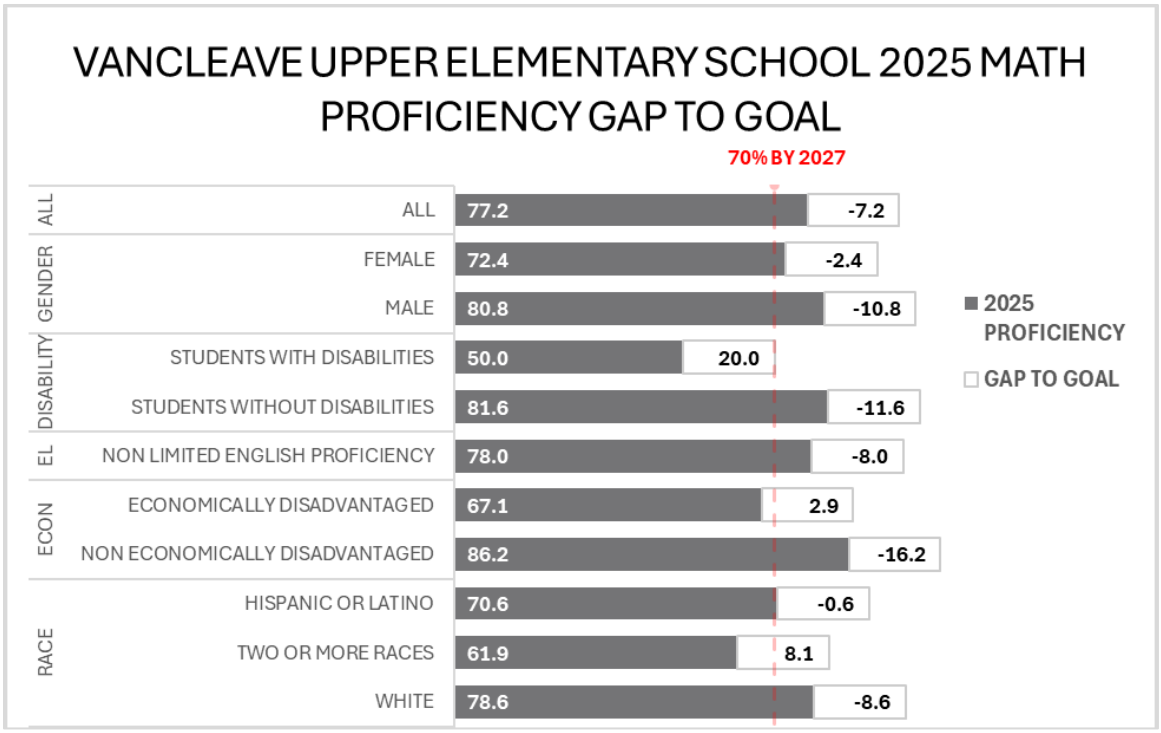


Figure 339: Vancleave Upper Elementary School 2025 Math Proficiency Gap to Goal

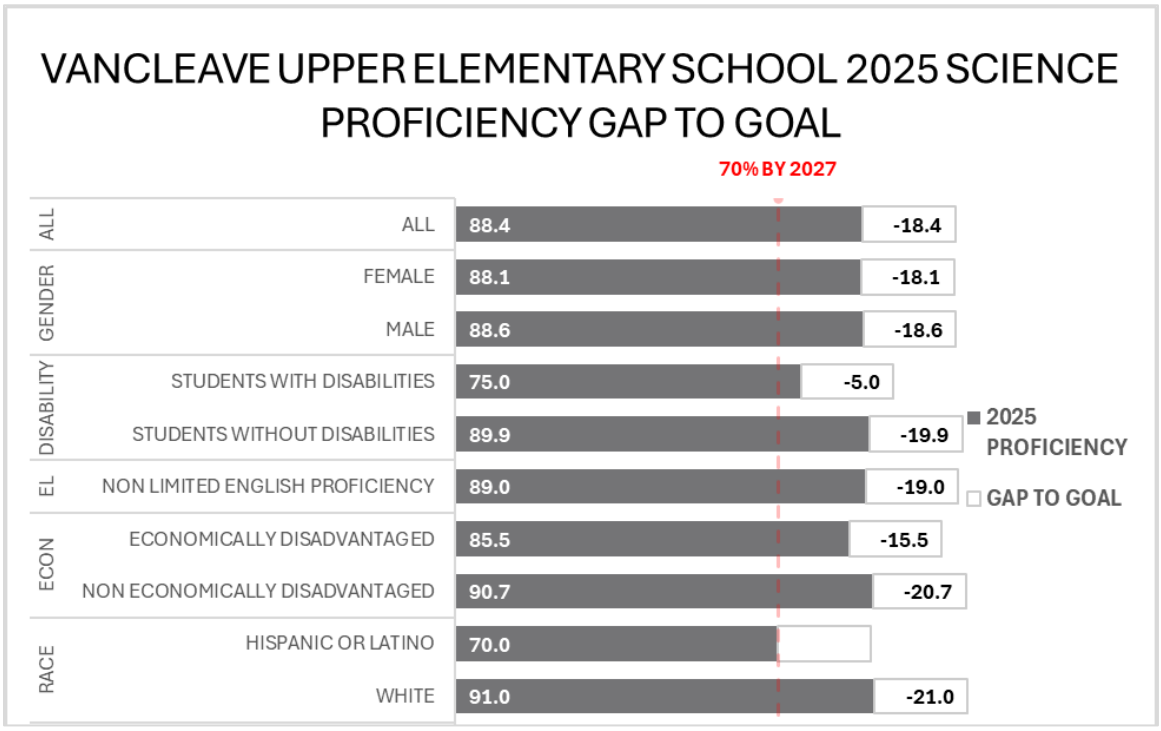


Figure 340: Vancleave Upper Elementary School 2025 Science Proficiency Gap to Goal

VUES ACCOUNTABILITY TAKEAWAYS

Accountability results reflect **consistently strong overall performance** with emerging areas of concern in recent trends. The school maintained an "A" rating across multiple years, with scores rising from 539 in 2023 to 557 in 2024 before declining to 512 in 2025, indicating some recent slippage after peak performance. **Reading proficiency increased** from 57.7% in 2023 to 71.4% in 2024, then dipped slightly to 69.9% in 2025, while **growth declined more sharply**, especially among the lowest quartile, falling from 79.1% to 55.5%. **Math shows a positive trajectory in proficiency**, improving steadily from 67.3% to 77.2% by 2025, though **growth for the lowest quartile dropped significantly** from 87.3% to 59.1%. Science proficiency remains consistently high, holding near 88–90% across years. **Subgroup data reveal persistent gaps**, particularly for students with disabilities and economically disadvantaged students, whose performance and growth lag behind peers, highlighting a need for targeted support despite overall strong ratings.

ASSESSMENT

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

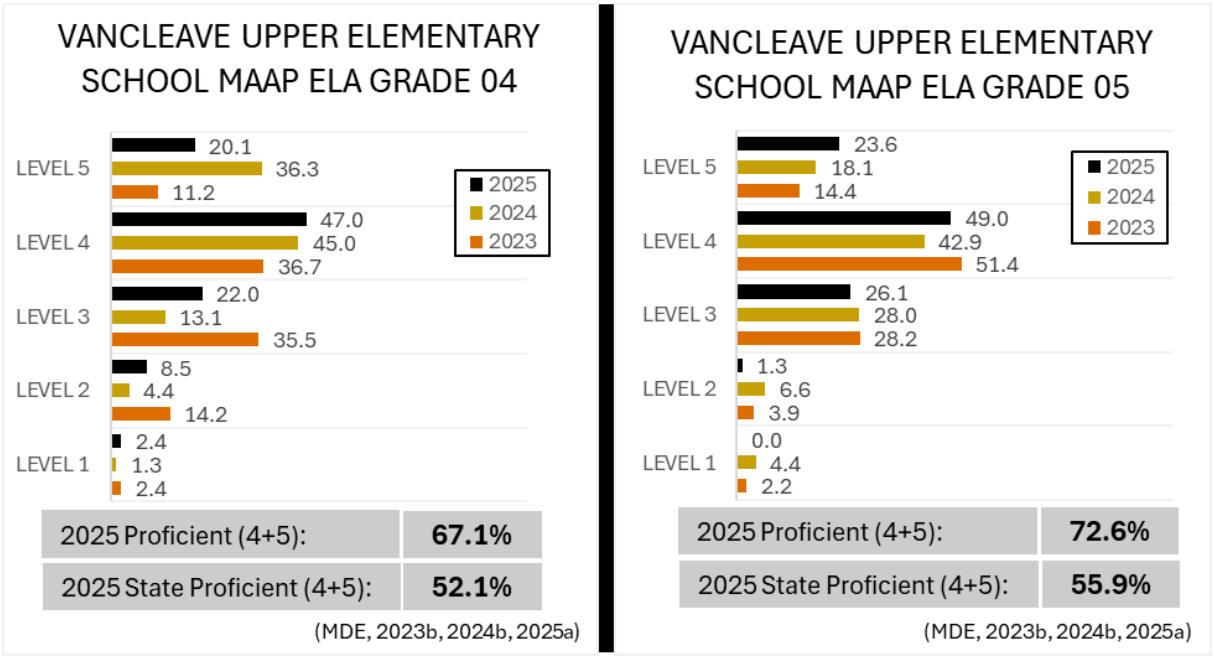


Figure 341: Vancleave Upper Elementary School MAAP ELA Grades 4 and 5

MAAP MATH

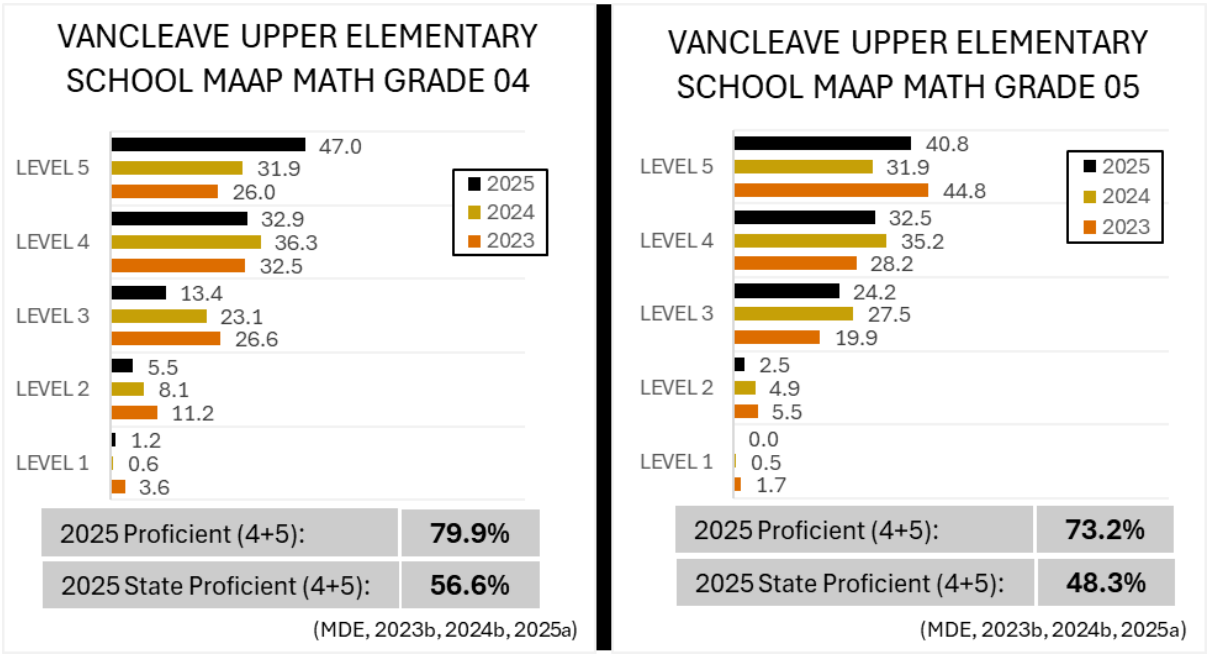


Figure 342: Vancleave Upper Elementary School MAAP Math Grades 4 and 5

MAAP SCIENCE



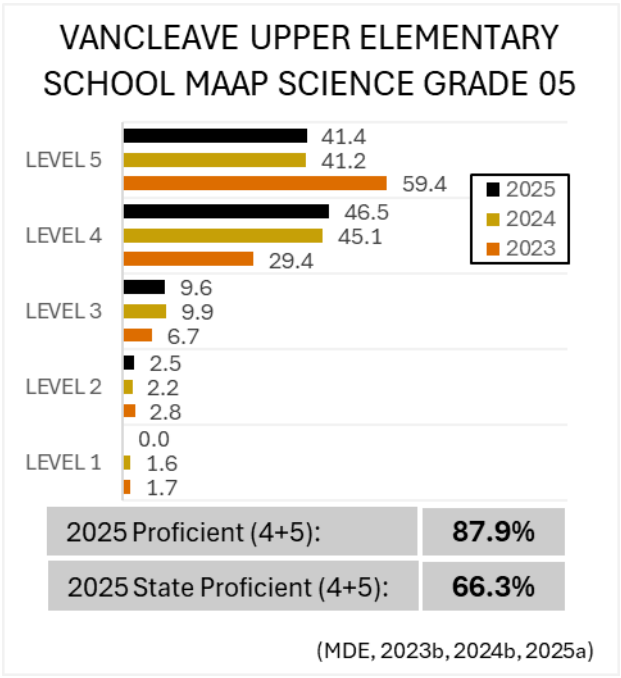


Figure 343: Vancleave Upper Elementary School MAAP Science Grade 5

VUES Assessment Takeaways

Assessment results show **generally strong performance with some variability** across grades and subjects. In **ELA, Grade 4 proficiency** (Level 4 and 5) reached 67.1% in 2025, **exceeding the state rate** of 52.1%, while **Grade 5 performed even higher** at 72.6% compared to 55.9% statewide, indicating sustained strength in literacy outcomes. **Math performance is more mixed**, with Grade 4 proficiency at 79.9%, well above the state's 56.6%, but **Grade 5 dropping** to 73.2%, **below the state benchmark** of 48.3% growth context suggests some inconsistency in upper-grade math performance. Science remains a clear strength, with Grade 5 proficiency at 87.9%, significantly outperforming the state average of 66.5%. Across subjects, higher-level performance (Levels 4 and 5) dominates, though slight declines in some categories suggest the need to sustain gains and address variability between grade levels.

PERSONNEL

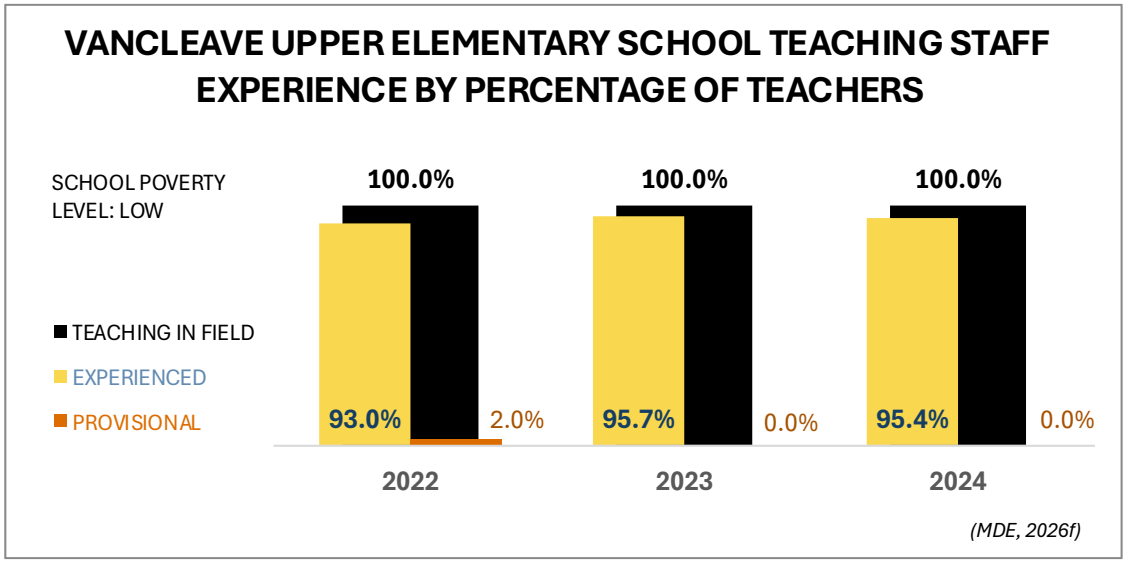


Figure 344: Vancleave Upper Elementary School Teaching Staff Experience by Percentage of Teachers

VUES Personnel Takeaways

Vancleave Upper Elementary School had **no provisional teachers** on staff in 2023 and 2024, the last year for which this data is available from MDE. Provisional teachers are those who have taught for three years or fewer. **All teachers on staff are teaching within their certification**. The percentage of teachers considered "**experienced,**" that is, with four or more years of teaching experience, stayed above 95% in 2023 and 2024, indicating an especially seasoned and experienced staff.

VANCLEAVE UPPER ELEMENTARY CNA SURVEY

INTRODUCTION

Thirty-one (31) faculty members, thirty-six (36) parents, and two hundred seventy-one (271) students from Vancleave Upper Elementary School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

VANCLEAVE UPPER ELEMENTARY FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	27	87.1%
Agree	4	12.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	23	74.2%
Agree	6	19.4%
Disagree	2	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	30	96.8%
Agree	1	3.2%
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	16	51.6%
Agree	3	9.7%
Disagree	6	19.4%
Strongly Disagree	2	6.5%
Not Applicable or No Information	4	12.9%
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	21	67.7%
Agree	7	22.6%
Disagree	1	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.5%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	30	96.8%
Agree	1	3.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	21	67.7%
Agree	7	22.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.7%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	21	67.7%
Agree	2	6.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	25.8%

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	16	51.6%
Expedited evaluation services for students with limited English	11	35.5%
Expedited evaluation services for gifted and talented students	6	19.4%
Additional academic support	14	45.2%
Tutoring	13	41.9%
Enrichment educational services	7	22.6%
Counseling	16	51.6%
Mentors	13	41.9%
School supplies	18	58.1%
School uniforms	13	41.9%
Dental referrals	16	51.6%
Medical referrals	12	38.7%
Bullying assistance	6	19.4%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	48.4%
Supporting college and career counseling	12	38.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	19	61.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	10	32.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	10	32.3%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	8	25.8%
Providing school-based mental health services and counseling	15	48.4%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	11	35.5%
Establishing or improving dropout prevention	7	22.6%
Supporting re-entry programs and transition services for Justice-involved youth	3	9.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	9	29.0%
Implementing systems and practices to prevent bullying and harassment	8	25.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	11	35.5%
Establishing community partnerships	8	25.8%
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	16	51.6%
Building technological capacity and infrastructure	11	35.5%
Carrying out innovative blended learning projects	8	25.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	12	38.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	10	32.3%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	22	71.0%
Agree	9	29.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

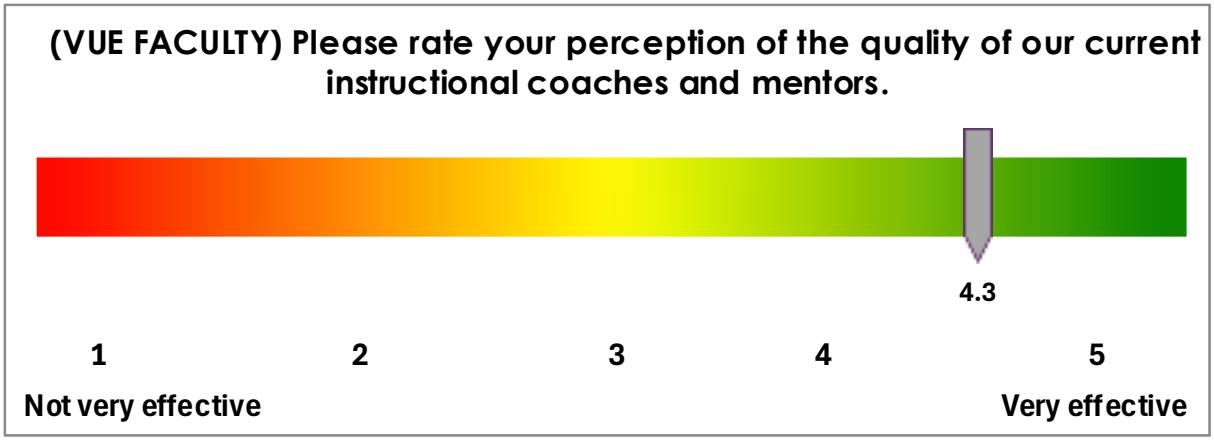
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	27	87.1%
Agree	4	12.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	26	83.9%
Agree	5	16.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	24	77.4%
Agree	5	16.1%
Disagree	1	3.2%
Strongly Disagree	1	3.2%
Not Applicable or No Information	0	0.0%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	28	90.3%
Agree	3	9.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	22	71.0%
Agree	9	29.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	28	90.3%
Agree	3	9.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	23	74.2%
Agree	8	25.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
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	23	74.2%
Agree	2	6.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	19.4%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	9	29.0%
Utilize technology such as class websites, blogs, and videos	14	45.2%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	7	22.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	9	29.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	12	38.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	9	29.0%
Use bilingual handouts and cues	6	19.4%
Use visual displays, portable white boards, and posters when giving instructions	12	38.7%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	8	25.8%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	18	58.1%
Teachers provide unique instructional time inside the classroom for English instruction.	9	29.0%
Mentoring with another student	7	22.6%
Not Applicable	10	32.3%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	21	67.7%
No	10	32.3%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	24	77.4%
Language Proficiency of the Parent	11	35.5%
Level of Parental Involvement	5	16.1%
Family income and socioeconomic status	4	12.9%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	11	35.5%
Auditory Screening Result	11	35.5%
Grade Retention (if applicable)	10	32.3%
Number of Failed Courses	7	22.6%
Dropout Status (if applicable)	1	3.2%
Enrichment programs/activities	5	16.1%
Supplemental Academic Instruction	8	25.8%
Behavioral Supports	4	12.9%
Counseling Services	7	22.6%
Discipline Records	4	12.9%
Social-Emotional Learning Services	5	16.1%
Social Behavioral Assessment Inventory Score	5	16.1%
Mental Health Supports	2	6.5%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	3	9.7%
Mental Health Services	0	0.0%
Counseling	2	6.5%
Transitional Services	1	3.2%
Not Applicable	26	83.9%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	4	12.9%
No	1	3.2%
Not Applicable	26	83.9%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	5	16.1%
Agree	10	32.3%
Disagree	2	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	45.2%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

While many appreciate the coaches' expertise, informative support, and willingness to help—especially in areas such as data analysis and curriculum familiarity—some express concern that the guidance occasionally overlaps with information already accessible to teachers or lacks alignment with administrative instructional goals, making consistent implementation challenging. Additionally, there is recognition of the hard work and dedication of certain individuals, though it is noted that they are stretched thin and would benefit from additional assistance. Observations also highlight the dynamic teaching practices and student-focused approach fostered by coaches and mentors.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	16	51.6%
Agree	11	35.5%
Disagree	3	9.7%
Strongly Disagree	1	3.2%
Not Applicable or No Information	0	0.0%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	21	67.7%
Agree	9	29.0%
Disagree	1	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	27	87.1%
Agree	3	9.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.2%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	20	64.5%
Agree	10	32.3%
Disagree	1	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	24	77.4%
Agree	6	19.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.2%
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	22	71.0%
Agree	4	12.9%
Disagree	5	16.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	16	51.6%
Agree	12	38.7%
Disagree	3	9.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	16	51.6%
Agree	9	29.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	19.4%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	19	61.3%
Agree	12	38.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	19	61.3%
Agree	11	35.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.2%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	20	64.5%
Agree	11	35.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	23	74.2%
Agree	7	22.6%
Disagree	1	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	18	58.1%
Agree	7	22.6%
Disagree	4	12.9%
Strongly Disagree	1	3.2%
Not Applicable or No Information	1	3.2%

PROFESSIONAL DEVELOPMENT

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	14	45.2%
Agree	7	22.6%
Disagree	2	6.5%
Strongly Disagree	1	3.2%
Not Applicable or No Information	7	22.6%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	13	41.9%
Agree	11	35.5%
Disagree	3	9.7%
Strongly Disagree	1	3.2%
Not Applicable or No Information	3	9.7%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at Vancleave Upper Elementary appreciate the dedication, hard work, and professionalism of teachers and leadership at the school. Many highlight how teachers consistently deliver quality instruction despite challenges, and they value the established routines, supportive environment, and culture of accountability fostered by the administration. The inclusive atmosphere, positive relationships between students and staff, and celebrations of student success are seen as major strengths as are the principal's leadership, high standards, and commitment to student and staff growth. At the same time, faculty suggest improvements such as reducing class sizes, increasing support staff, enhancing communication and collaboration, and providing more tailored professional development and resources. Additional recommendations include better support for struggling learners, more after-school programming, and further efforts to build staff morale and a team-oriented culture.

VANCLEAVE UPPER ELEMENTARY PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	22	61.1%
Agree	12	33.3%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	10	27.8%
Agree	9	25.0%
Disagree	2	5.6%
Strongly Disagree	1	2.8%
Not Applicable or No Information	14	38.9%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	30	83.3%
Agree	5	13.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	10	27.8%
Agree	11	30.6%
Disagree	1	2.8%
Strongly Disagree	3	8.3%
Not Applicable or No Information	11	30.6%
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	14	38.9%
Agree	13	36.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	25.0%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	26	72.2%
Agree	7	19.4%
Disagree	2	5.6%
Strongly Disagree	1	2.8%
Not Applicable or No Information	0	0.0%

At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	16	44.4%
Agree	9	25.0%
Disagree	2	5.6%
Strongly Disagree	1	2.8%
Not Applicable or No Information	8	22.2%
I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	4	11.1%
Computer Classes	6	16.7%
Conflict Resolution	9	25.0%
Discipline	6	16.7%
Drug/Alcohol Awareness	8	22.2%
English as a Second Language	4	11.1%
Health Classes	7	19.4%
Literacy Classes	11	30.6%
Math Classes	13	36.1%
Parent-to-School Relationships	6	16.7%
Parent/Child Communication	15	41.7%
Preparing for College	4	11.1%
Parenting Workshops	4	11.1%
Social Media Classes	2	5.6%
Stress/Anger Management	11	30.6%
Understanding College- and Career-Ready Standards	7	19.4%
I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	10	27.8%
Parental advisory committees	2	5.6%
PTO/PTA meetings and activities	2	5.6%
Ways to help at the classroom level	14	38.9%
Other ways to get involved in my school (district)	8	22.2%

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	6	16.7%
District and/or school newsletters	10	27.8%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	12	33.3%
Resource materials for parental training	4	11.1%
Training for parents to work with other parents on becoming involved in the schools	5	13.9%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	1	2.8%
Home/School folders	15	41.7%
Home/School Planners	11	30.6%

How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	7	19.4%
Very likely	10	27.8%
Moderately likely	14	38.9%
Slightly likely	4	11.1%
Not at all likely	1	2.8%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	10	27.8%
Supporting college and career counseling	10	27.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	16	44.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	9	25.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	14	38.9%

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	19.4%
Providing school-based mental health services and counseling	17	47.2%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	5	13.9%
Establishing or improving dropout prevention	5	13.9%
Supporting re-entry programs and transition services for Justice-involved youth	1	2.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	19	52.8%
Implementing systems and practices to prevent bullying and harassment	18	50.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	14	38.9%
Establishing community partnerships	7	19.4%
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	12	33.3%
Carrying out innovative blended learning projects	7	19.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	11	30.6%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	11	30.6%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	20	55.6%
Agree	14	38.9%
Disagree	1	2.8%
Strongly Disagree	1	2.8%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

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

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

Teachers provide instructional activities that involve students in their learning.

	Count	Percentage
Strongly Agree	18	50.0%
Agree	18	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 our school (district) is of high quality.

	Count	Percentage
Strongly Agree	15	41.7%
Agree	17	47.2%
Disagree	4	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have high expectations for students.

	Count	Percentage
Strongly Agree	15	41.7%
Agree	19	52.8%
Disagree	1	2.8%
Strongly Disagree	1	2.8%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	16	44.4%
Agree	15	41.7%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.3%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	13	36.1%
Agree	18	50.0%
Disagree	1	2.8%
Strongly Disagree	1	2.8%
Not Applicable or No Information	3	8.3%
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	7	77.8%
Mentoring	3	33.3%
Academic or career counseling	2	22.2%
Mental Health counseling	1	11.1%
Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	9	100.0%
No	0	0.0%
Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	8	88.9%
No	1	11.1%
I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	20	55.6%
Agree	8	22.2%
Disagree	1	2.8%
Strongly Disagree	1	2.8%
Not Applicable or No Information	6	16.7%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	11	30.6%
Agree	22	61.1%
Disagree	3	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Parents feel welcome in our school.		
	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 know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	10	27.8%
Agree	21	58.3%
Disagree	3	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	12	33.3%
Agree	19	52.8%
Disagree	3	8.3%
Strongly Disagree	1	2.8%
Not Applicable or No Information	1	2.8%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	16	44.4%
Agree	17	47.2%
Disagree	3	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	19	52.8%
Agree	15	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	14	38.9%
Agree	11	30.6%
Disagree	4	11.1%
Strongly Disagree	4	11.1%
Not Applicable or No Information	3	8.3%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	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%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	18	50.0%
Agree	10	27.8%
Disagree	6	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	14	38.9%
Agree	18	50.0%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.3%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	13	36.1%
Agree	16	44.4%
Disagree	4	11.1%
Strongly Disagree	2	5.6%
Not Applicable or No Information	1	2.8%

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

	Count	Percentage
Strongly Agree	14	38.9%
Agree	10	27.8%
Disagree	6	16.7%
Strongly Disagree	2	5.6%
Not Applicable or No Information	4	11.1%

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

	Count	Percentage
Strongly Agree	10	27.8%
Agree	13	36.1%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	30.6%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	9	25.0%
Agree	17	47.2%
Disagree	0	0.0%
Strongly Disagree	1	2.8%
Not Applicable or No Information	9	25.0%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	17	47.2%
Agree	14	38.9%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.1%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	15	41.7%
Agree	16	44.4%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.1%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	17	47.2%
Agree	15	41.7%
Disagree	2	5.6%
Strongly Disagree	1	2.8%
Not Applicable or No Information	1	2.8%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	17	47.2%
Agree	16	44.4%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	13	36.1%
Agree	11	30.6%
Disagree	1	2.8%
Strongly Disagree	1	2.8%
Not Applicable or No Information	10	27.8%

The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	15	41.7%
Agree	14	38.9%
Disagree	2	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	13.9%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at Vancleave Upper Elementary express strong appreciation for the school's commitment to consistency, transparency, and creating a safe, welcoming, and friendly environment for students. Positive remarks highlight well-organized parent nights and STEM events, effective communication between parents and teachers, robust family involvement, and attentive responses from administration when concerns arise. Many families feel their children, including those in special education and new arrivals, are supported and thriving. However, suggestions for improvement include increasing staff to address concerns about shrinking personnel, ensuring timely communication and proper training for substitutes, and reinstating school uniforms. Some parents advocate for more trauma-informed counseling, better distribution of benchmark standards, and additional safety measures such as fencing and police presence. Concerns were raised about large class sizes, disrupted classes due to lack of substitutes, and the use of recess as a disciplinary tool.

VANCLEAVE UPPER ELEMENTARY STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	156	57.6%
Agree	96	35.4%
Disagree	5	1.9%
Strongly Disagree	1	0.4%
Not Applicable or No Information	13	4.8%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	58	21.4%
Agree	48	17.7%
Disagree	7	2.6%
Strongly Disagree	1	0.4%
Not Applicable or No Information	157	57.9%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	207	76.4%
Agree	60	22.1%
Disagree	1	0.4%
Strongly Disagree	2	0.7%
Not Applicable or No Information	1	0.4%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	23	8.5%
Agree	31	11.4%
Disagree	27	10.0%
Strongly Disagree	16	5.9%
Not Applicable or No Information	174	64.2%

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	32	11.8%
Agree	59	21.8%
Disagree	5	1.9%
Strongly Disagree	5	1.9%
Not Applicable or No Information	170	62.7%

Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	56	20.7%
Agree	63	23.3%
Disagree	60	22.1%
Strongly Disagree	46	17.0%
Not Applicable or No Information	46	17.0%

At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	53	19.6%
Agree	55	20.3%
Disagree	9	3.3%
Strongly Disagree	8	3.0%
Not Applicable or No Information	146	53.9%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	128	47.2%
Agree	118	43.5%
Disagree	18	6.6%
Strongly Disagree	3	1.1%
Not Applicable or No Information	4	1.5%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	141	52.0%
Agree	114	42.1%
Disagree	7	2.6%
Strongly Disagree	2	0.7%
Not Applicable or No Information	7	2.6%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	154	56.8%
Agree	102	37.6%
Disagree	9	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	2.2%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	116	42.8%
Agree	125	46.1%
Disagree	9	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	21	7.8%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	192	70.9%
Agree	64	23.6%
Disagree	7	2.6%
Strongly Disagree	2	0.7%
Not Applicable or No Information	6	2.2%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	152	56.1%
Agree	104	38.4%
Disagree	4	1.5%
Strongly Disagree	3	1.1%
Not Applicable or No Information	8	3.0%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	172	63.5%
Agree	86	31.7%
Disagree	7	2.6%
Strongly Disagree	3	1.1%
Not Applicable or No Information	3	1.1%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	57	21.0%
Agree	88	32.5%
Disagree	41	15.1%
Strongly Disagree	26	9.6%
Not Applicable or No Information	59	21.8%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	143	52.8%
Agree	58	21.4%
Disagree	20	7.4%
Strongly Disagree	20	7.4%
Not Applicable or No Information	30	11.1%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	244	90.0%
Additional academic support	5	1.9%
Tutoring	9	3.3%
Counseling	3	1.1%
A mentor	1	0.4%
School supplies	11	4.1%
Structured note taking mechanisms	2	0.7%
The teacher slows speech at times to help you understand	9	3.3%
The teacher uses gestures and demonstrations	6	2.2%
Use think aloud and think pair shares	4	1.5%
Use of bilingual handouts and cues	1	0.4%
Use of display word walls with high frequency words	4	1.5%

I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	64	23.6%
Agree	95	35.1%
Disagree	34	12.6%
Strongly Disagree	22	8.1%
Not Applicable or No Information	56	20.7%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	85	31.4%
Agree	98	36.2%
Disagree	17	6.3%
Strongly Disagree	12	4.4%
Not Applicable or No Information	59	21.8%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	117	43.2%
Agree	97	35.8%
Disagree	9	3.3%
Strongly Disagree	2	0.7%
Not Applicable or No Information	46	17.0%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	132	48.7%
Agree	93	34.3%
Disagree	8	3.0%
Strongly Disagree	6	2.2%
Not Applicable or No Information	32	11.8%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	113	41.7%
Agree	97	35.8%
Disagree	17	6.3%
Strongly Disagree	13	4.8%
Not Applicable or No Information	31	11.4%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	126	46.5%
Agree	100	36.9%
Disagree	7	2.6%
Strongly Disagree	1	0.4%
Not Applicable or No Information	37	13.7%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	116	42.8%
Agree	91	33.6%
Disagree	6	2.2%
Strongly Disagree	1	0.4%
Not Applicable or No Information	57	21.0%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	74	27.3%
Agree	82	30.3%
Disagree	9	3.3%
Strongly Disagree	6	2.2%
Not Applicable or No Information	100	36.9%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	110	40.6%
Agree	72	26.6%
Disagree	10	3.7%
Strongly Disagree	5	1.9%
Not Applicable or No Information	74	27.3%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	98	36.2%
Agree	93	34.3%
Disagree	19	7.0%
Strongly Disagree	13	4.8%
Not Applicable or No Information	48	17.7%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	149	55.0%
Agree	99	36.5%
Disagree	4	1.5%
Strongly Disagree	1	0.4%
Not Applicable or No Information	18	6.6%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	110	40.6%
Agree	112	41.3%
Disagree	15	5.5%
Strongly Disagree	5	1.9%
Not Applicable or No Information	29	10.7%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	172	63.5%
Agree	90	33.2%
Disagree	1	0.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	3.0%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	107	39.5%
Agree	107	39.5%
Disagree	23	8.5%
Strongly Disagree	2	0.7%
Not Applicable or No Information	32	11.8%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	100	36.9%
Agree	112	41.3%
Disagree	14	5.2%
Strongly Disagree	5	1.9%
Not Applicable or No Information	40	14.8%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	128	47.2%
Agree	92	34.0%
Disagree	7	2.6%
Strongly Disagree	4	1.5%
Not Applicable or No Information	40	14.8%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	96	35.4%
Agree	82	30.3%
Disagree	17	6.3%
Strongly Disagree	12	4.4%
Not Applicable or No Information	64	23.6%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Students were also asked what obstacles they face in improving their academic achievement. Responses are summarized below.

Students at Vancleave Upper Elementary appreciate their school for its supportive teachers, clean environment, engaging activities, and positive community. Many highlight the school's efforts to make learning enjoyable through fun lessons, arts, and special events, as well as the staff's kindness and helpfulness. Teaching quality is frequently praised, with comments noting effective instruction and encouragement. Suggestions for improvement include requests for longer recess, better food, enhanced technology, and more opportunities for activities or breaks. Several students mention their biggest obstacles in academic classes are distractions from peers, difficulty focusing, feeling tired due to early mornings, and challenges with subjects like math and reading. Some would benefit from clearer explanations, extra help, or more time to complete work. While there are calls for facility upgrades and changes to rules, most responses reflect satisfaction with the current school environment, expressing that it is a fun, safe, and nurturing place to learn and grow.







STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Vancleave Upper Elementary demonstrates **strong overall performance** with sustained high accountability ratings and solid academic outcomes, but emerging concerns in attendance, subgroup performance, and consistency of instructional practices signal areas for targeted improvement. **Enrollment has gradually declined** from 352 to 333 students, while **attendance rates have dropped** from 93.9% to 91.4% and **chronic absenteeism has risen** to 21.1%, indicating growing engagement challenges. At the same time, academic indicators remain strong, particularly in math and science, though recent declines in growth and subgroup gaps suggest the need for more focused supports.

STRENGTHS



1) **Strong overall accountability performance.** The school maintained an "A" rating with scores peaking at 557 before a decline to 512, demonstrating historically high performance with only recent slippage. This sustained rating reflects effective systems and instructional alignment, even as recent data suggest the need to protect gains.



2) **High academic achievement in key areas.** Math proficiency increased steadily from 67.3% to 77.2%, and science proficiency remained consistently high near 88–90%. These trends indicate strong Tier I instruction and content mastery, particularly in STEM areas.



3) **Positive school culture and stakeholder confidence.** One hundred percent (100%) of staff agree teachers are effective, and roughly 97% report engaging instructional practices and strong expectations. This widespread agreement reflects a cohesive instructional environment and strong professional culture supporting student success.



4) Experienced and stable teaching staff. Over 95% of teachers are classified as experienced, and 100% are teaching within their certification areas. This stability supports consistent instructional delivery and contributes to strong academic outcomes across grade levels.

CHALLENGES



1) Declining attendance and rising chronic absenteeism. Average daily attendance dropped from 329.5 to 307.1, while chronic absenteeism increased from 15.5% to 21.1%. This trend suggests that disengagement and external barriers are increasingly affecting student access to instruction.



2) Declines in academic growth, especially for struggling students. Reading growth for the lowest quartile fell sharply from 79.1% to 55.5%, and math growth for the same group dropped from 87.3% to 59.1%. These declines indicate that intervention systems are not consistently accelerating learning for the highest-need students.



3) Persistent subgroup performance gaps. Students with disabilities and economically disadvantaged students continue to lag behind peers across accountability measures. These gaps highlight inequities in access to effective instruction and targeted supports.



4) Inconsistent implementation of data-driven practices. While about 74% of staff report using assessment data to adjust instruction, a notable portion indicate limited or inconsistent use. This suggests variability in how data informs instructional decisions across classrooms.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Launch attendance early warning system
    - Develop a weekly attendance dashboard identifying students approaching 10% absenteeism. Assign staff to monitor and intervene early with personalized outreach.
    - o Conduct root-cause analysis for chronically absent students and align supports (transportation, health, engagement) to specific barriers.

- Identify and address grade-level instructional gaps in math
    - Use recent growth data to identify students in the lowest quartile and create targeted intervention groups. Ensure interventions occur daily with clear skill focus.
    - Implement weekly progress monitoring and adjust groups every 2–3 weeks based on student response. Reset Intervention for Lowest-Performing Students
- Establish instructional non-negotiables
    - Identify 2–3 high-impact instructional practices (e.g., explicit modeling, checks for understanding, structured student engagement) and require consistent implementation across classrooms.
    - Conduct quick weekly walkthroughs focused on these practices and provide immediate, actionable feedback to ensure early consistency.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- Strengthen tiered instruction and intervention systems
    - Establish clear expectations for data use in PLCs, requiring teams to analyze results, plan instruction, and monitor outcomes consistently.
    - o Provide coaching cycles focused on translating assessment data into instructional adjustments, ensuring all teachers apply strategies with fidelity.
- Expand targeted supports for subgroups
    - Develop specific instructional plans for students with disabilities, including co-teaching models and aligned intervention blocks.
    - Monitor subgroup performance monthly using disaggregated data and adjust supports to close identified gaps.
- Build teacher capacity through coaching and collaboration
    - Implement structured peer observation cycles where teachers observe strong instructional practices and debrief with instructional leaders.
    - Align professional development directly to identified gaps (e.g., differentiation, intervention strategies) and follow up with in-class coaching to ensure transfer.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- Institutionalize attendance and engagement systems

  - Embed attendance monitoring into leadership routines and align incentives and engagement strategies to improve daily attendance.
  - Partner with families and community resources to address persistent barriers contributing to chronic absenteeism.

- Protect and scale academic strengths
  - Replicate successful math instructional strategies across other content areas, particularly reading.
  - o Set measurable annual growth targets and monitor progress quarterly to ensure continued high performance and reduced subgroup gaps.

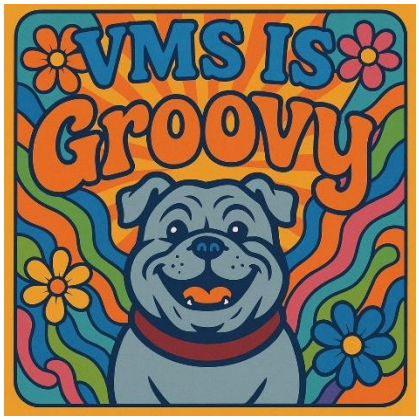
- Strengthen systems for continuous improvement
  - Create a schoolwide data dashboard that integrates attendance, behavior, and academic performance for real-time decision-making.
  - Establish quarterly review cycles where leadership teams evaluate progress, refine strategies, and reallocate resources based on impact to sustain long-term gains.



NOTES

VANCLEAVE MIDDLE SCHOOL

INTRODUCTION



Vancleave Middle School is a public middle school at 4725 Bulldog Lane in Vancleave, Mississippi, serving five hundred fifty-five students (555) in grades six through eight (6-8) in Jackson County. It is part of the Vancleave community, a rural area in west-central Jackson County, and serves as an important bridge school for students before they move on to Vancleave High School.

U. S. News and World Report recently ranked Vancleave Middle School at #19 out of 257 Mississippi middle schools based on their test scores and accountability rankings. The school's social media pages reveal a vibrant school culture that supports and celebrates student and staff success, including positive office referrals for exemplary behavior, quarterly rallies based on attendance, grades, and behavior, and abundant support from local businesses and an active PTO.

VMS has been designated as a RAMP Certified School. The RAMP award recognizes schools committed to delivering a comprehensive, data-informed school counseling program and a top- notch educational environment. This year's RAMP honorees have shown their commitment to students and the school counseling profession. These schools used data to drive their program, development and implementation so all students can achieve success.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

VANCLEAVE MIDDLE SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	532	537	548	563	555
GR_06	*	179	182	188	163
GR_07	173	179	178	195	194
GR_08	190	174	182	180	198
					(MDE, 2025m)

Figure 345: Vancleave Middle School Enrollment by Grade Level

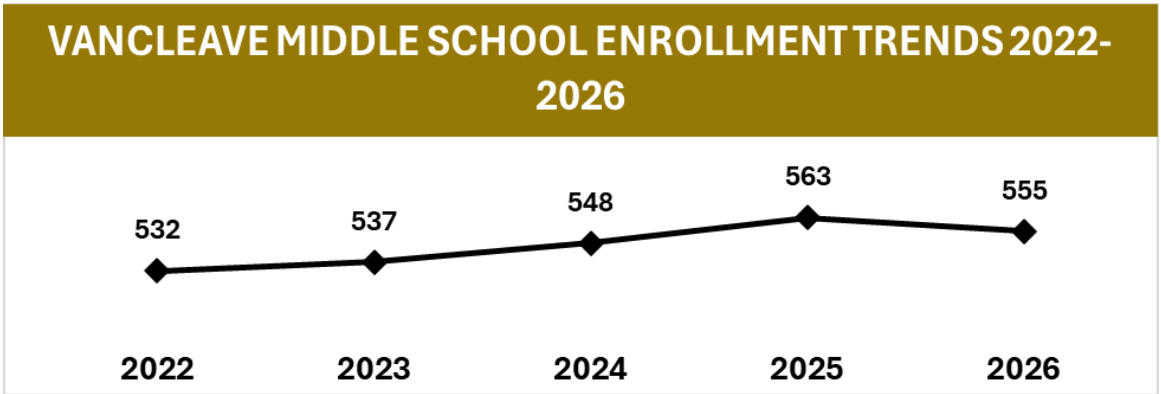


Figure 346: Vancleave Middle School Enrollment Trends 2022-2026

VANCLEAVE MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	532	537	548	563	555
GENDER	FEMALE	250	242	250	260	253
	MALE	282	295	298	303	302
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	15	16	12	11	12
	HISPANIC OR LATINO	16	17	18	26	25
	TWO OR MORE RACES	12	23	26	18	21
	WHITE	484	476	484	501	493
						(MDE, 2025m)

Figure 347: Vancleave Middle School Enrollment by Demographic Group

VANCLEAVE MIDDLE SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	2.8%	2.2%	-0.7%
HISPANIC OR LATINO	3.0%	4.5%	1.5%
TWO OR MORE RACES	2.3%	3.8%	1.5%
WHITE	91.0%	88.8%	-2.1%

Figure 348: Vancleave Middle School Change in Ethnic Group Percent of Enrollment Over 5 Years

ATTENDANCE

VANCLEAVE MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	499.3	503.8	525.8
GR_06	166.1	169.9	177.7
GR_07	166.5	163.8	180.1
GR_08	162.1	164.7	168.1
(MDE, 2023o, 2024q, 2025s)			

Figure 349: Vancleave Middle School Average Daily Attendance

VANCLEAVE MIDDLE SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	93.0%	91.9%	93.4%
GR_06	92.8%	93.3%	94.5%
GR_07	93.0%	92.0%	92.3%
GR_08	93.2%	90.5%	93.4%
(MDE, 2023o, 2024q, 2025m, 2025s)			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 350: Vancleave Middle School Estimated Average Daily Attendance as Percentage of Enrollment

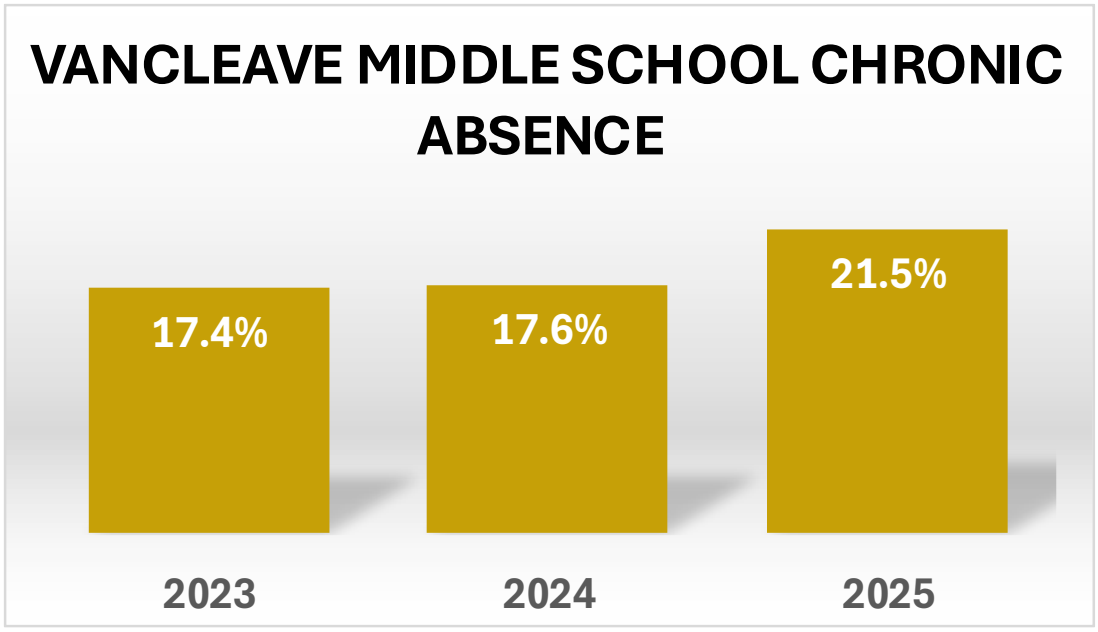
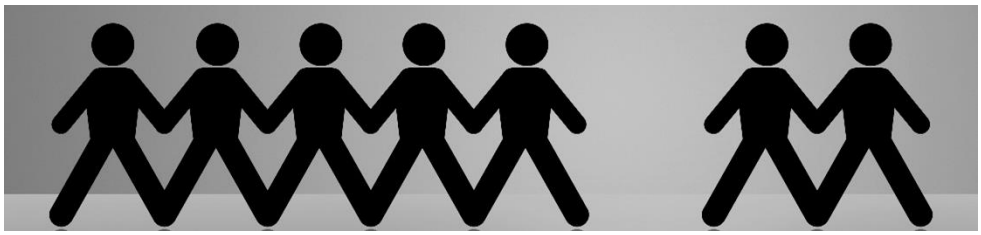


Figure 351: Vancleave Middle School Chronic Absence



VANCLEAVE MIDDLE SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	17.4	17.6	21.5
GENDER	FEMALE	19.3	17.2	21.2
	MALE	15.7	18.0	21.8
DISABILITY	STUDENTS WITH DISABILITIES	25.3	21.5	33.7
	STUDENTS WITHOUT DISABILITIES	16.1	17.0	19.4
EL	LIMITED ENGLISH PROFICIENCY	5.0	5.0	5.0
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	5.0	5.0	5.0
	ASIAN	5.0	5.0	5.0
	BLACK OR AFRICAN AMERICAN	16.7	8.3	12.5
	HISPANIC OR LATINO	5.9	5.0	25.9
	NATIVE HAWAIIAN OR PACIFIC ISLANDER		5.0	5.0
	TWO OR MORE RACES	8.7	11.5	38.1
	WHITE	18.3	19.0	21.1

(MDE, 2026f)

Figure 352: Vancleave Middle School Chronic Absence Percentage by Demographic Group

VMS Enrollment and Attendance Takeaways

Enrollment at Vancleave Middle School shows a **pattern of steady growth** followed by slight stabilization, increasing from 532 students in 2022 to a peak of 563 in 2025 before declining slightly to 555 in 2026, suggesting overall stability with minor recent contraction. **Grade-level trends indicate shifting cohort sizes**, with Grade 6 enrollment dropping notably to 163 in 2026 after prior increases, while Grade 8 rose to 198, reflecting typical cohort progression but uneven incoming class sizes. **Demographically, the school remains predominantly White**, though that proportion declined from 91.0% to 88.8%, while Hispanic and multiracial populations increased modestly, indicating gradual diversification. **Attendance rates remain relatively strong but inconsistent**, with average daily attendance fluctuating between 91.9% and 93.4% from 2023 to 2025, and a dip in 2024 before recovery. However, **chronic absenteeism has worsened**, rising from 17.4% in 2023 to 21.5% in 2025, with particularly high rates among students with disabilities (33.7%), signaling a growing concern despite otherwise stable attendance averages.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

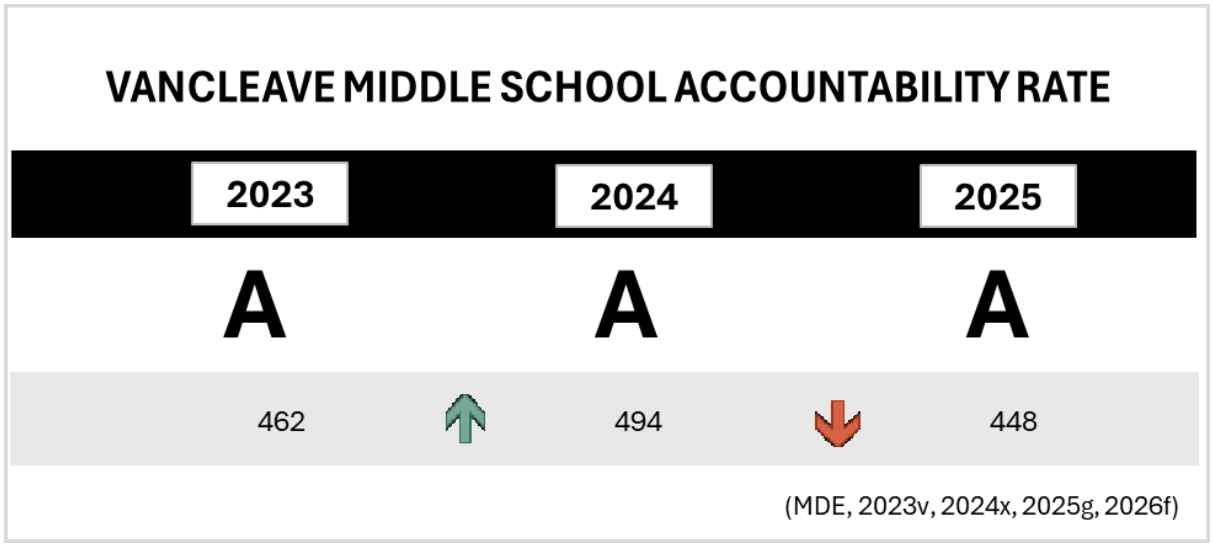


Figure 353: Vancleave Middle School Accountability Rating

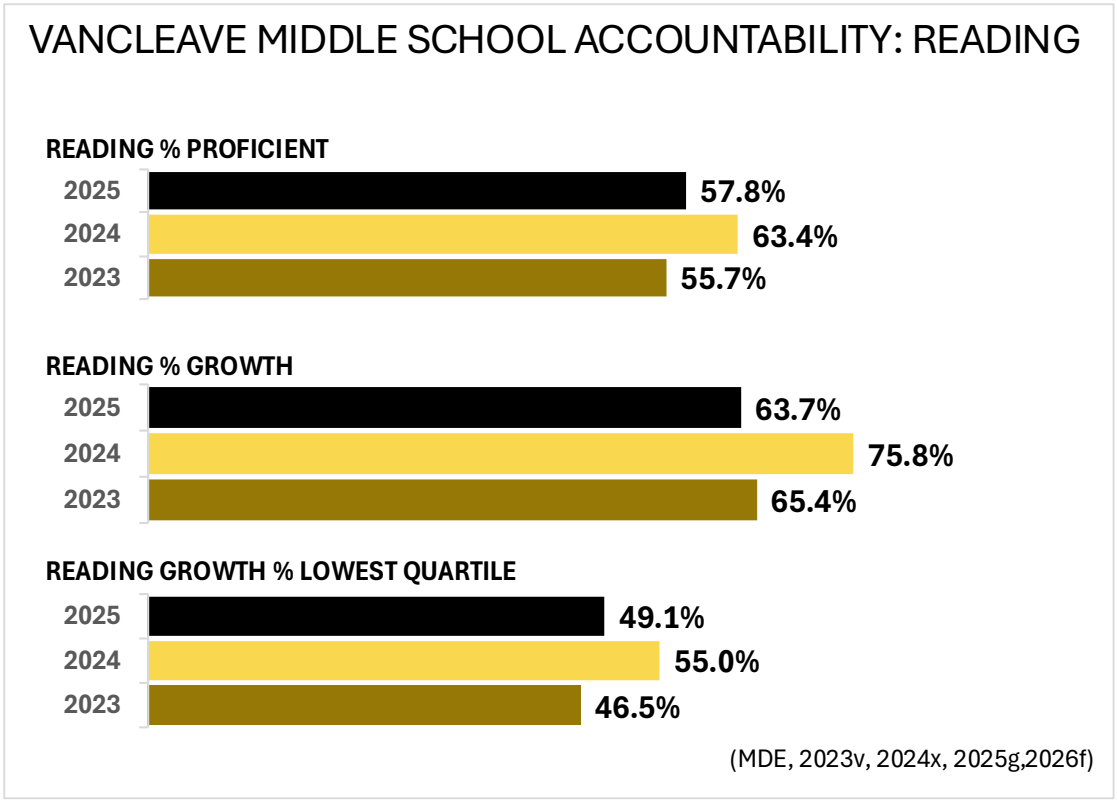


Figure 354: Vancleave Middle School Accountability: Reading

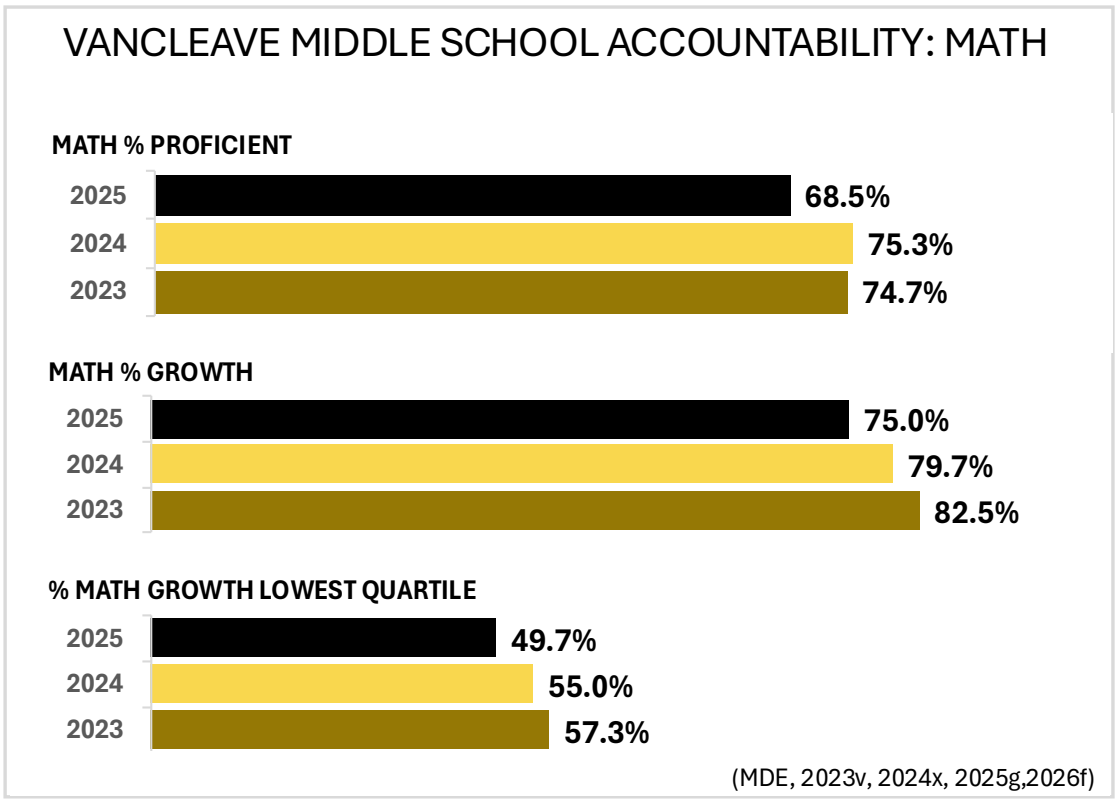


Figure 355: Vancleave Middle School Accountability: Math

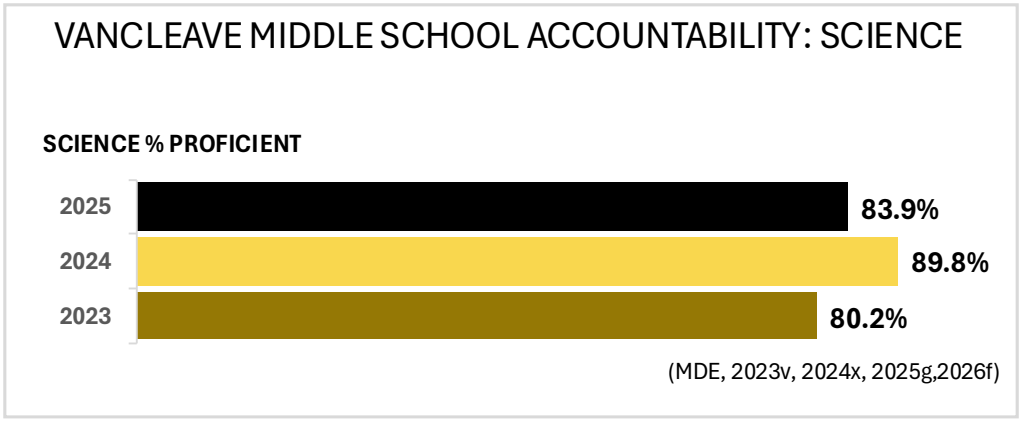


Figure 356: Vancleave Middle School Accountability: Science

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

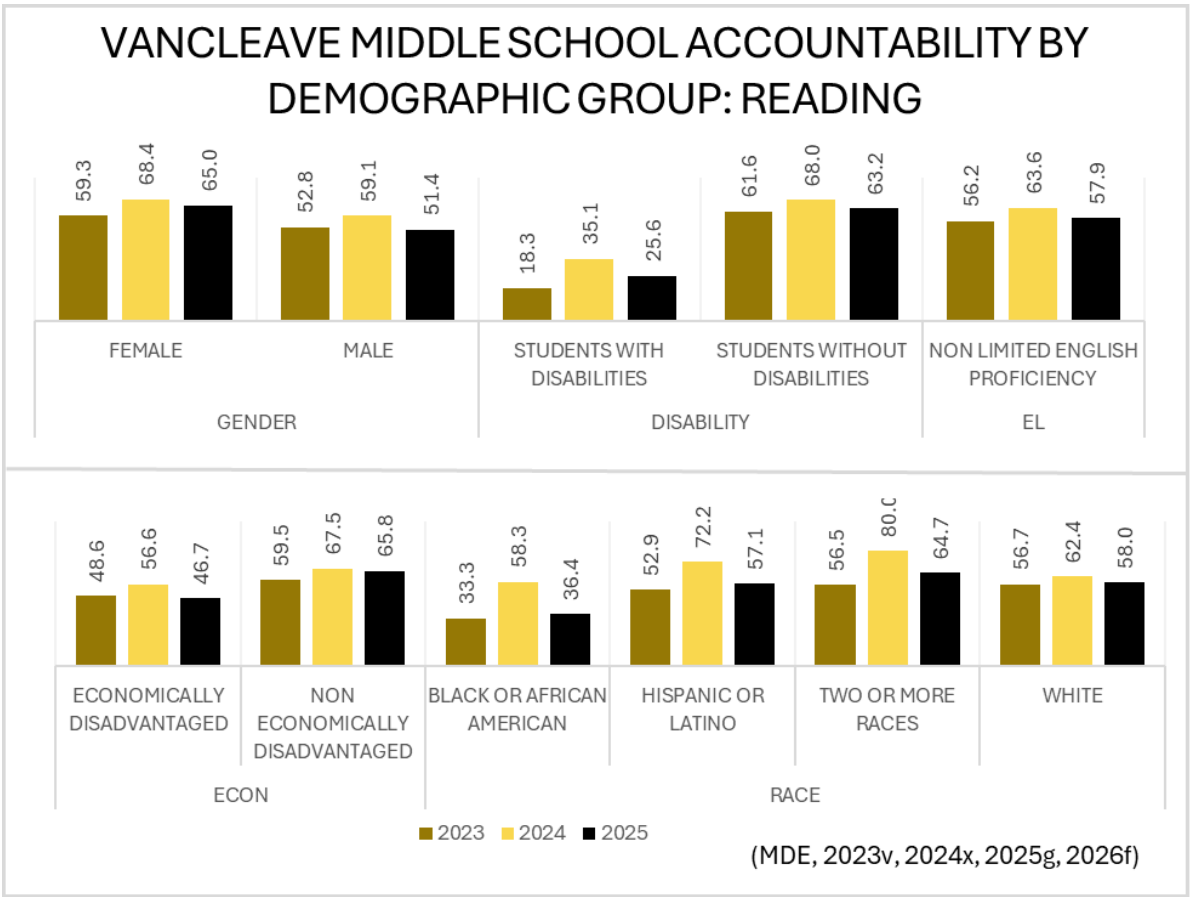


Figure 357: Vancleave Middle School Accountability by Demographic Group: Reading

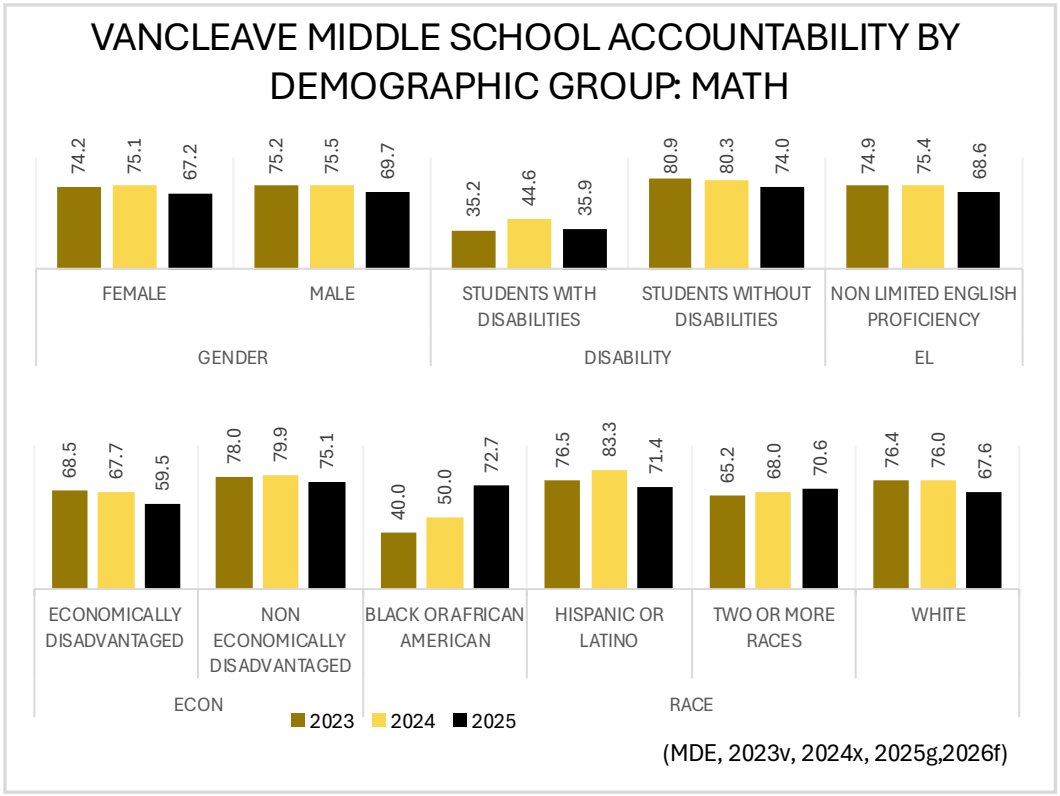


Figure 358: Vancleave Middle School Accountability by Demographic Group: Math

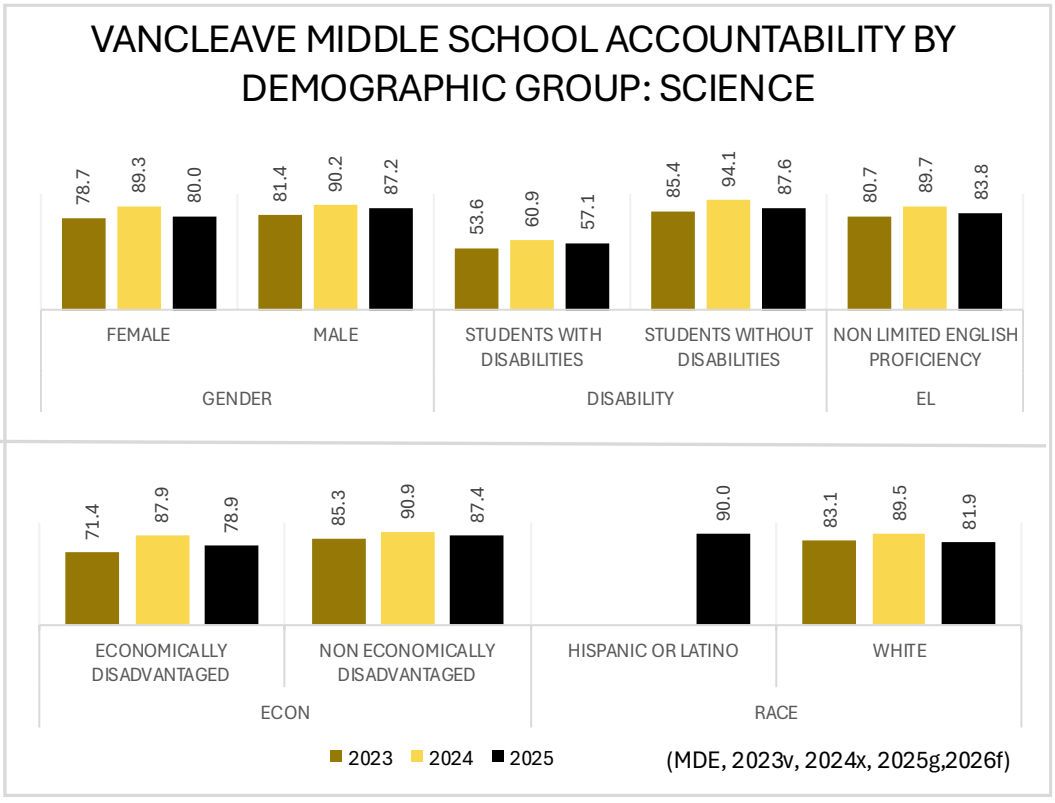


Figure 359: Vancleave Middle School Accountability by Demographic Group: Science

PROFICIENCY GAP TO GOAL

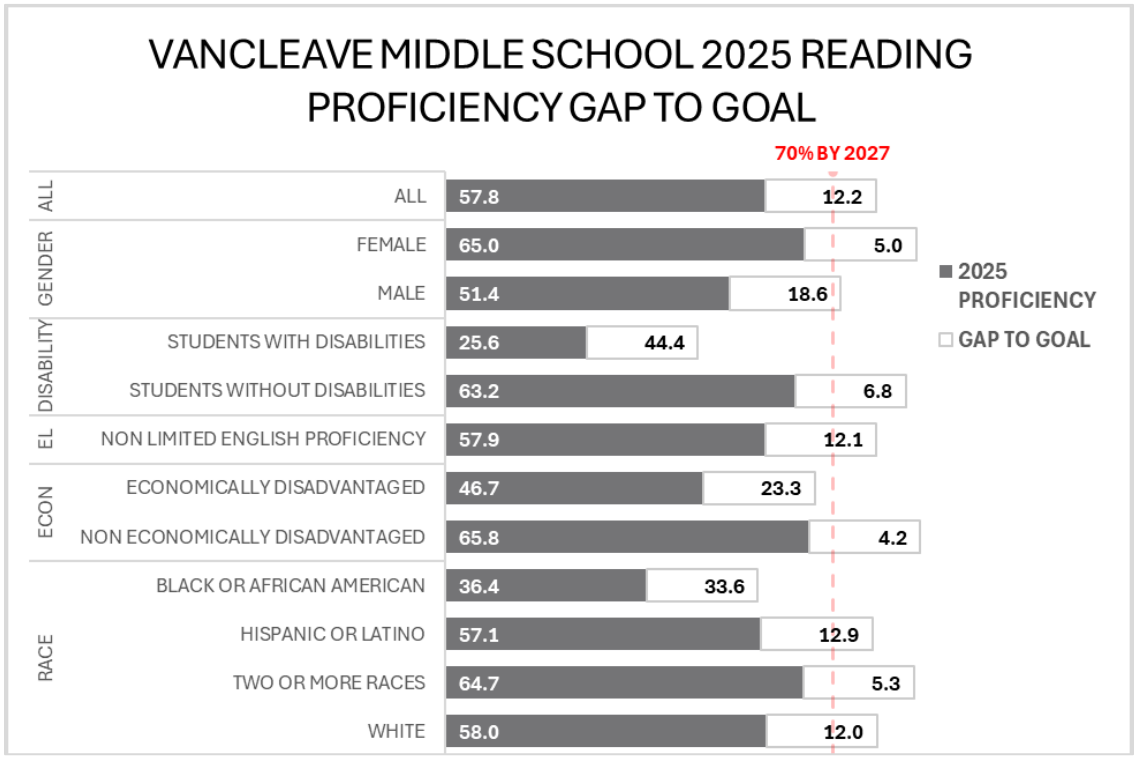


Figure 360: Vancleave Middle School 2025 Reading Proficiency Gap to Goal

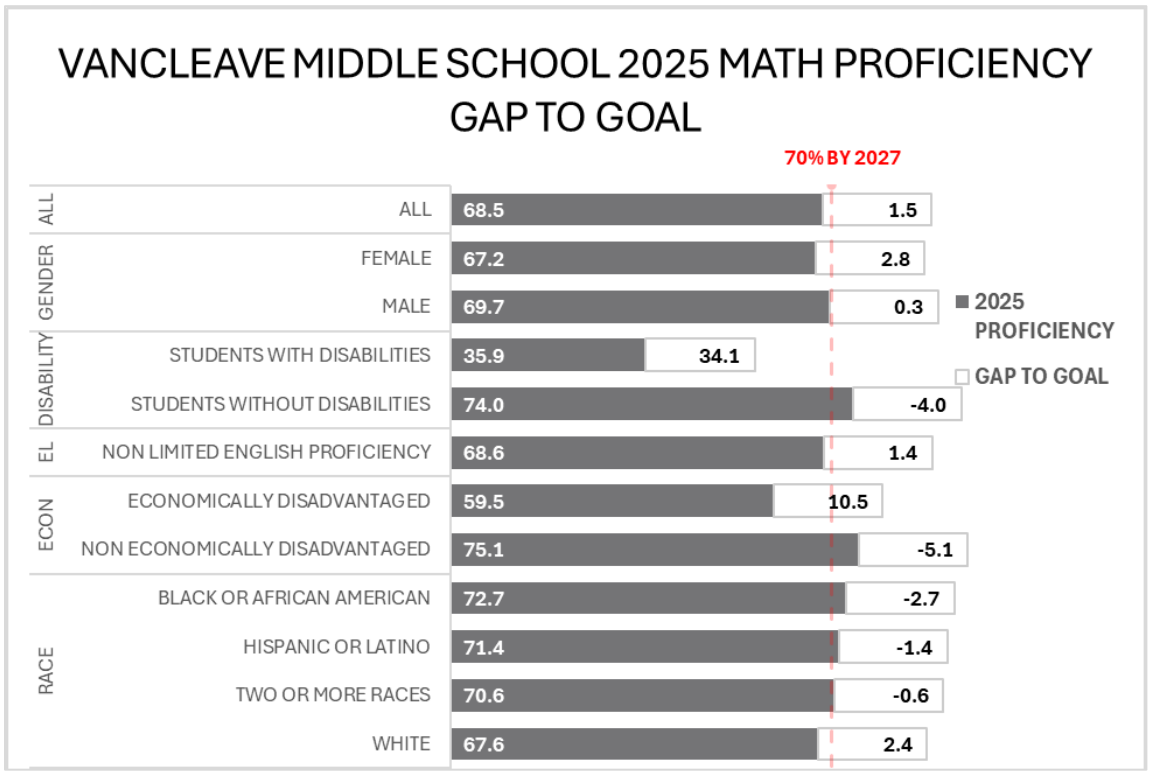


Figure 361: Vancleave Middle School 2025 Math Proficiency Gap to Goal

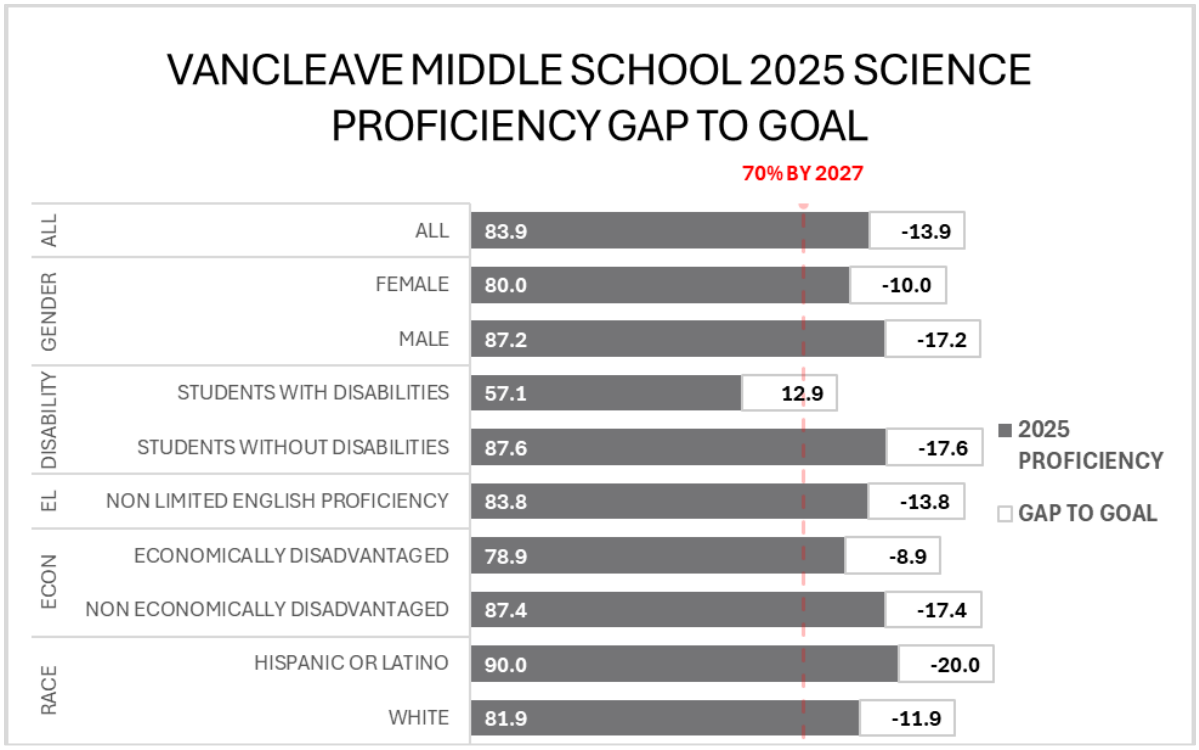


Figure 362: Vancleave Middle School 2025 Science Proficiency Gap to Goal

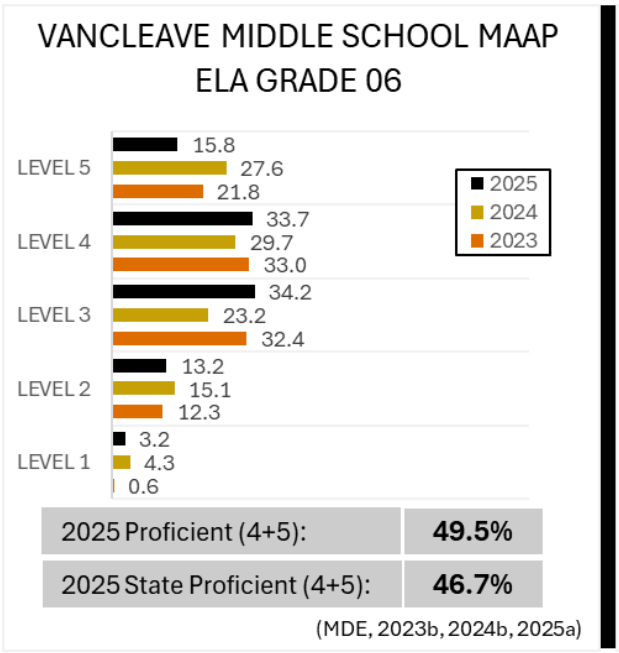
VMS Accountability Takeaways

Accountability performance at Vancleave Middle School **remains consistently strong**, maintaining an "A" rating across 2023, 2024, and 2025, with scores rising from 462 to 494 before a slight decline to 448. **Reading proficiency increased** from 55.7% in 2023 to 63.4% in 2024 before declining to 57.8% in 2025, while growth also peaked in 2024 at 75.8% before falling to 63.7%. **Math proficiency followed a similar pattern**, holding steady around 75% in 2023–2024 before dropping to 68.5% in 2025, with growth declining from 82.5% to 75.0% over the same period. **Science performance remains a relative strength**, with proficiency increasing from 80.2% in 2023 to 89.8% in 2024 before settling at 83.9% in 2025. **Subgroup data show persistent gaps,** particularly for students with disabilities, whose proficiency and growth lag behind peers, indicating that while overall accountability remains high, recent declines and subgroup disparities present emerging challenges.

ASSESSMENT

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA



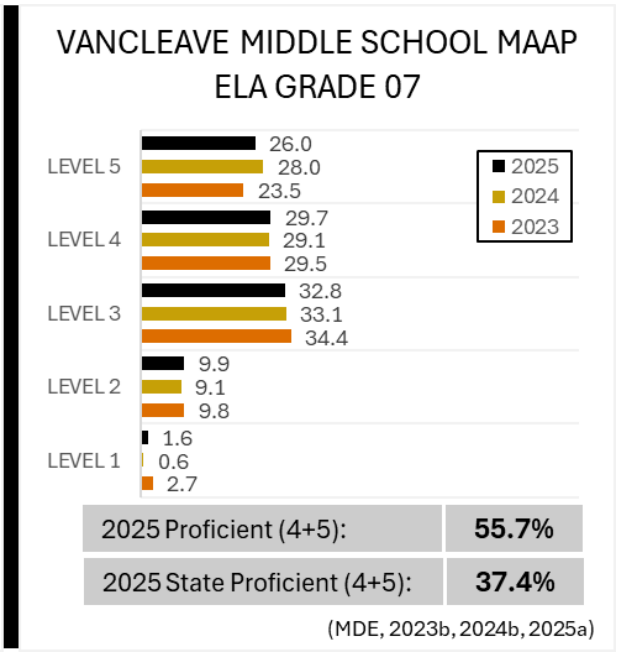


Figure 363: Vancleave Middle School MAAP ELA Grades 6 and 7

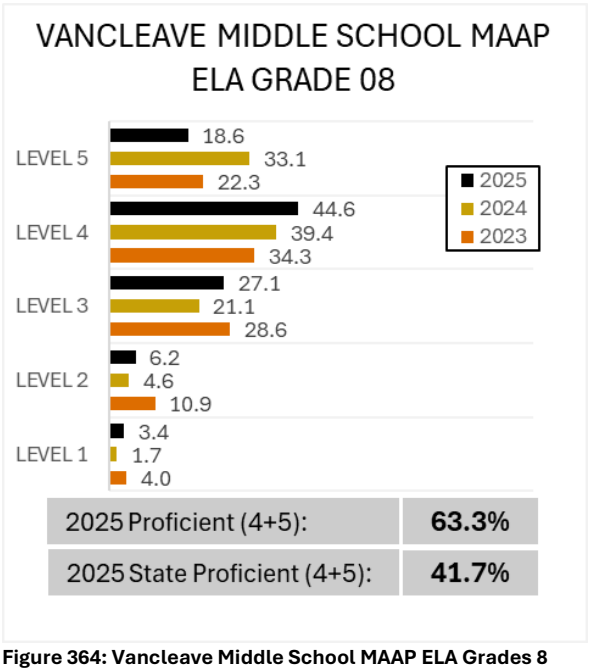
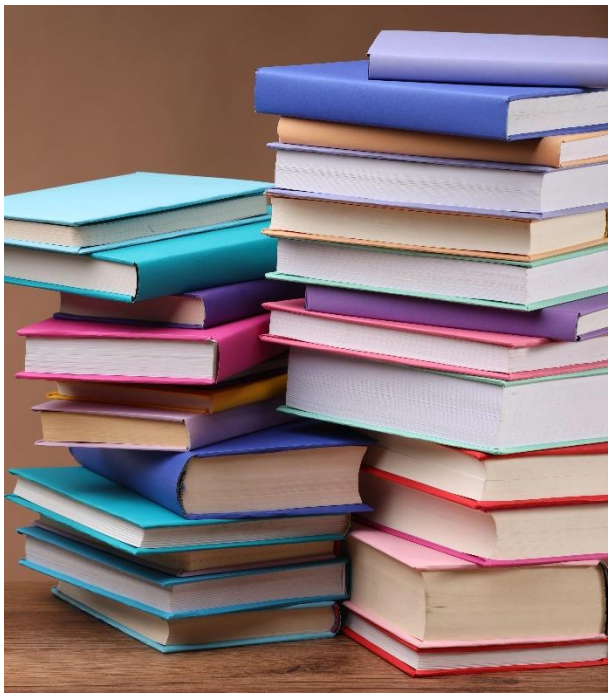


Figure 364: Vancleave Middle School MAAP ELA Grades 8



MAAP MATH

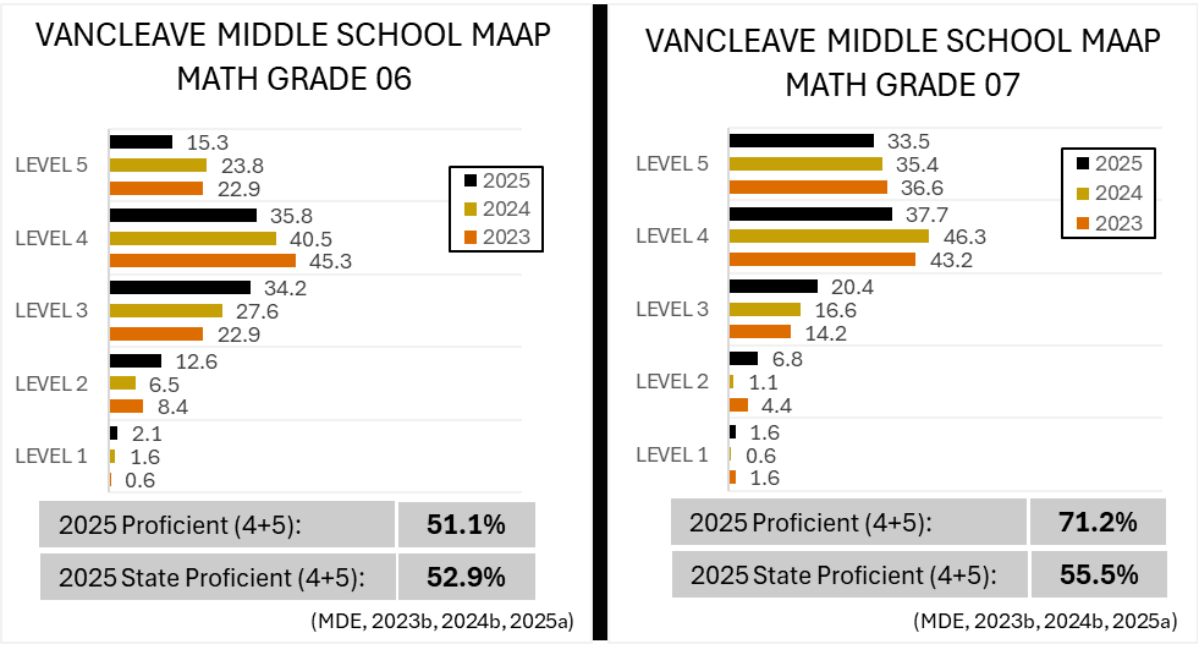
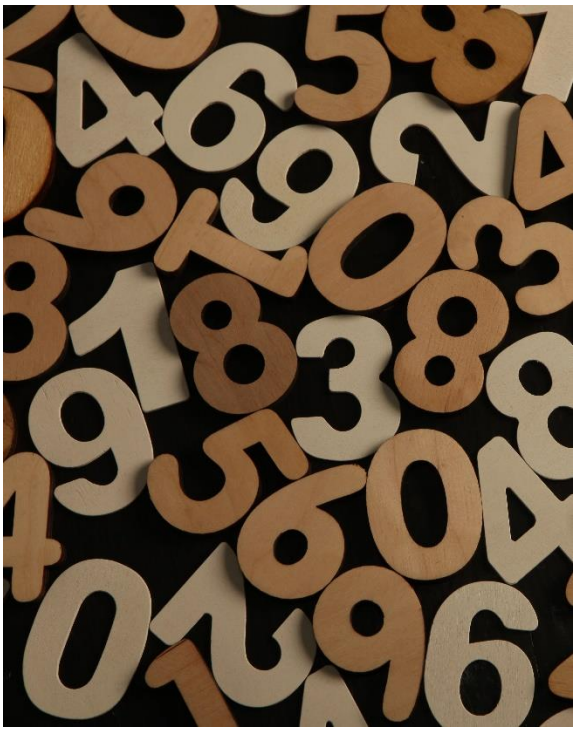


Figure 365: Vancleave Middle School MAAP Math Grades 6 and 7



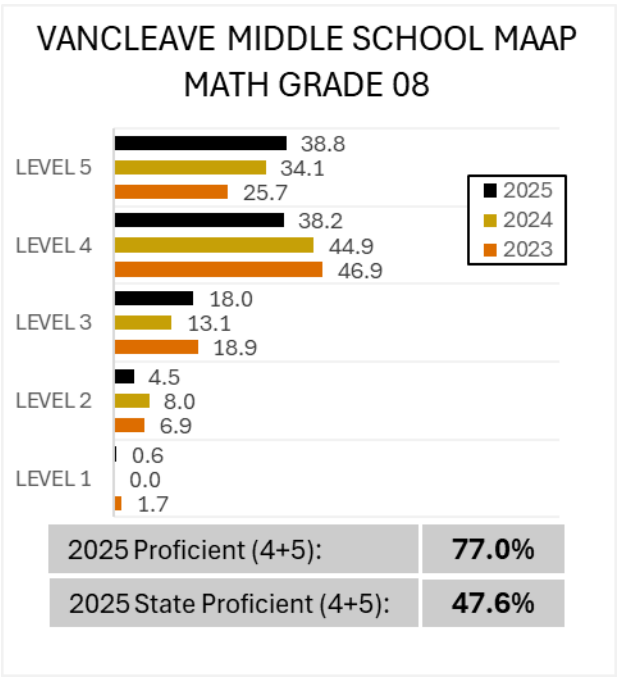


Figure 366: Vancleave Middle School MAAP Math Grade 8

MAAP SCIENCE

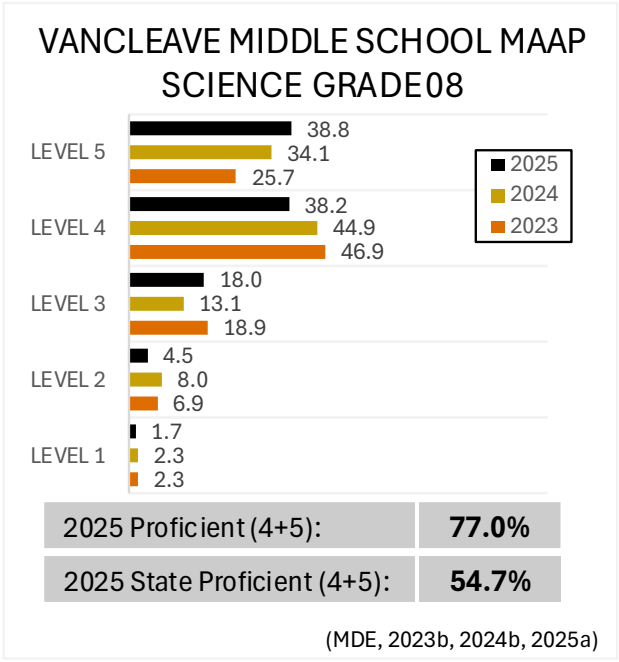




Figure 367: Vancleave Middle School MAAP Science Grade 8

VMS Assessment Takeaways

Assessment results at Vancleave Middle School indicate **generally strong performance with notable gains at higher grade levels**, though trends vary by subject and cohort. In ELA, proficiency for Grade 6 reached 49.5% and Grade 7 55.7%, while Grade 8 performed higher at 63.3%, suggesting **strengthening outcomes as students progress. Math performance shows a similar pattern**, with Grades 6 and 7 combined at 51.1% proficiency compared to 71.2% in Grade 7 and 77.0% in Grade 8, indicating stronger outcomes in upper grades. Science remains a clear strength, with Grade 8 proficiency at 77.0%, well above the state benchmark of 54.7%. **Across subjects, distributions show a growing concentration of students in Levels 4 and 5**, particularly in upper grades, though some variability across years suggests inconsistent gains in earlier grades. Overall, the data reflect solid achievement with upward momentum in later grades but continued need to strengthen foundational performance in earlier middle school years.

PERSONNEL

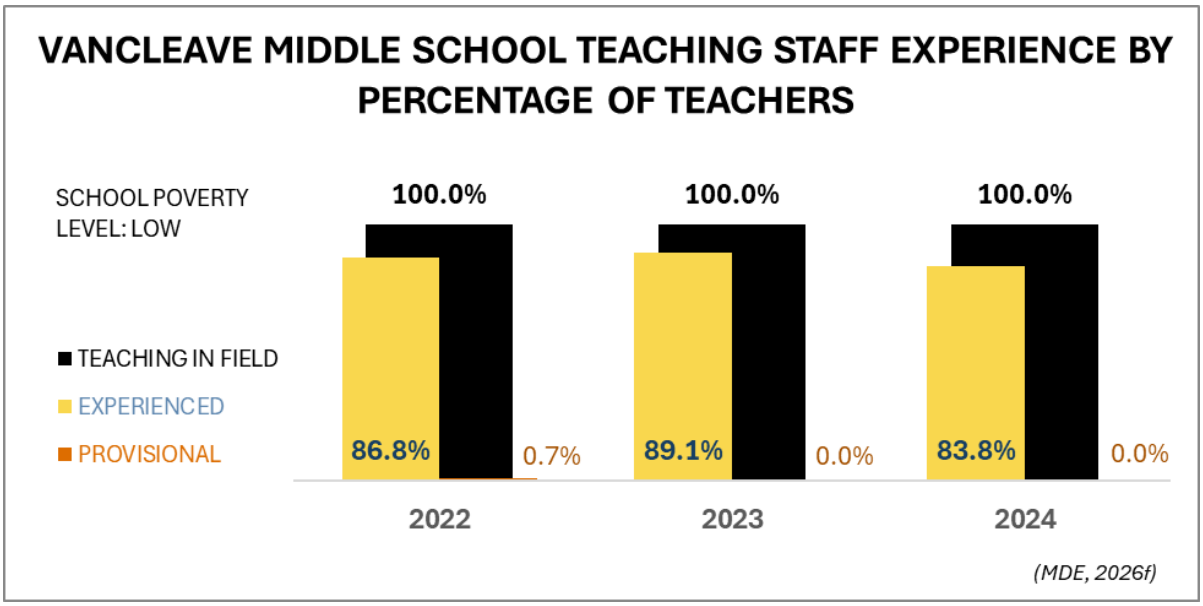


Figure 368: Vancleave Middle School Teaching Staff Experience by Percentage of Teachers

VMS Personnel Takeaways

Vancleave Middle School maintains **strong in-field credentialing** and **zero reliance on provisional teachers**. The **percentage of experienced teachers** (those teachers who have four or more years teaching experience) **declined** from a peak of 89.1% in 2023 to 83.8% in 2024, the last year for which MDE has made this data available.

VANCLEAVE MIDDLE SCHOOL CNA SURVEY

INTRODUCTION

Twenty-three (23) faculty members, thirty-nine (39) parents, and three hundred thirty (330) students from Vancleave Middle School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

VANCLEAVE MIDDLE FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	16	69.6%
Agree	7	30.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	13	56.5%
Agree	10	43.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	18	78.3%
Agree	2	8.7%
Disagree	1	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	3	13.0%
Agree	11	47.8%
Disagree	4	17.4%
Strongly Disagree	1	4.4%
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	8	34.8%
Agree	9	39.1%
Disagree	1	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	21.7%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	16	69.6%
Agree	7	30.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	2	8.7%
Agree	5	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	16	69.6%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	13	56.5%
Agree	8	34.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

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	9	39.1%
Expedited evaluation services for students with limited English	9	39.1%
Expedited evaluation services for gifted and talented students	2	8.7%
Additional academic support	9	39.1%
Tutoring	10	43.5%
Enrichment educational services	4	17.4%
Counseling	18	78.3%
Mentors	8	34.8%
School supplies	18	78.3%
School uniforms	7	30.4%
Dental referrals	8	34.8%
Medical referrals	8	34.8%
Bullying assistance	4	17.4%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	11	47.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	7	30.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	10	43.5%
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	8	34.8%
Providing school-based mental health services and counseling	12	52.2%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	6	26.1%
Establishing or improving dropout prevention	3	13.0%
Supporting re-entry programs and transition services for Justice-involved youth	2	8.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	7	30.4%
Implementing systems and practices to prevent bullying and harassment	8	34.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	8	34.8%
Establishing community partnerships	6	26.1%
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	8	34.8%
Building technological capacity and infrastructure	6	26.1%
Carrying out innovative blended learning projects	5	21.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	9	39.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	9	39.1%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	15	65.2%
Agree	8	34.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

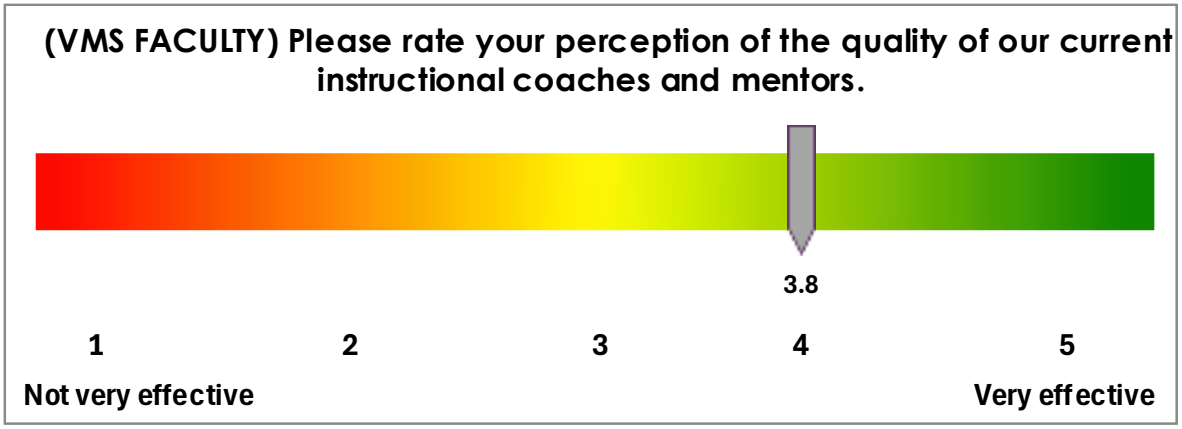
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	16	69.6%
Agree	7	30.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	14	60.9%
Agree	9	39.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	14	60.9%
Agree	9	39.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	17	73.9%
Agree	6	26.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	17	73.9%
Agree	5	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.4%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	15	65.2%
Agree	8	34.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	14	60.9%
Agree	9	39.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
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	14	60.9%
Agree	5	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	17.4%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	5	21.7%
Utilize technology such as class websites, blogs, and videos	12	52.2%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	10	43.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	13	56.5%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	16	69.6%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	8	34.8%
Use bilingual handouts and cues	6	26.1%
Use visual displays, portable white boards, and posters when giving instructions	13	56.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	7	30.4%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	10	43.5%
Teachers provide unique instructional time inside the classroom for English instruction.	3	13.0%
Mentoring with another student	6	26.1%
Not Applicable	9	39.1%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	12	52.2%
No	11	47.8%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	18	78.3%
Language Proficiency of the Parent	10	43.5%
Level of Parental Involvement	8	34.8%
Family income and socioeconomic status	3	13.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	7	30.4%
Auditory Screening Result	7	30.4%
Grade Retention (if applicable)	6	26.1%
Number of Failed Courses	5	21.7%
Dropout Status (if applicable)	2	8.7%
Enrichment programs/activities	6	26.1%
Supplemental Academic Instruction	7	30.4%
Behavioral Supports	5	21.7%
Counseling Services	6	26.1%
Discipline Records	5	21.7%
Social-Emotional Learning Services	5	21.7%
Social Behavioral Assessment Inventory Score	5	21.7%
Mental Health Supports	2	8.7%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	0	0.0%
Mental Health Services	1	4.4%
Counseling	0	0.0%
Transitional Services	0	0.0%
Not Applicable	22	95.7%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	1	4.4%
No	1	4.4%
Not Applicable	21	91.3%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	2	8.7%
Agree	10	43.5%
Disagree	1	4.4%
Strongly Disagree	1	4.4%
Not Applicable or No Information	9	39.1%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

Several staff members feel that instructional coaches do not adequately listen to teachers' input, particularly regarding pacing guides and curriculum choices, which impacts their ability to meet student needs. There is also concern about an insufficient number of coaches. Motivation among students to participate in tutoring remains a challenge. Some faculty members note that the focus on data-driven instruction sometimes overshadows aligning teaching with standards, state testing, and graduation.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	2	8.7%
Agree	16	69.6%
Disagree	5	21.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	13	56.5%
Agree	10	43.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	16	69.6%
Agree	6	26.1%
Disagree	1	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	14	60.9%
Agree	9	39.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	14	60.9%
Agree	9	39.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	10	43.5%
Agree	10	43.5%
Disagree	3	13.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	8	34.8%
Agree	12	52.2%
Disagree	1	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	7	30.4%
Agree	8	34.8%
Disagree	2	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	26.1%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	10	43.5%
Agree	9	39.1%
Disagree	4	17.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	12	52.2%
Agree	10	43.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.4%

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

	Count	Percentage
Strongly Agree	16	69.6%
Agree	6	26.1%
Disagree	1	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	12	52.2%
Agree	9	39.1%
Disagree	1	4.4%
Strongly Disagree	1	4.4%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	15	65.2%
Agree	8	34.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

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

	Count	Percentage
Strongly Agree	10	43.5%
Agree	9	39.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	17.4%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	8	34.8%
Agree	10	43.5%
Disagree	2	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.0%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at Vancleave Middle School describe their school as a warm, welcoming, and supportive environment where teachers work diligently to ensure student success. Staff highlight the positive school culture, strong team spirit, effective communication from administration, and the celebration of student achievements. The school's leadership is praised for being respectful, supportive, and fostering collaboration, making the school a special place for both teaching and learning. High expectations and clear rules also contribute to a productive atmosphere. However, faculty also offer constructive suggestions for growth, such as increasing teacher involvement in curriculum decisions, addressing student motivation and accountability, and providing more opportunities for professional advancement within the district. Additional feedback includes the need for consistent technology resources, diversity training, and thoughtful planning for future growth and staffing needs.

VANCLEAVE MIDDLE PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	24	61.5%
Agree	11	28.2%
Disagree	1	2.6%
Strongly Disagree	1	2.6%
Not Applicable or No Information	2	5.1%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	12	30.8%
Agree	11	28.2%
Disagree	1	2.6%
Strongly Disagree	2	5.1%
Not Applicable or No Information	13	33.3%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	30	76.9%
Agree	7	18.0%
Disagree	1	2.6%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	6	15.4%
Agree	9	23.1%
Disagree	9	23.1%
Strongly Disagree	3	7.7%
Not Applicable or No Information	12	30.8%
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	9	23.1%
Agree	14	35.9%
Disagree	2	5.1%
Strongly Disagree	2	5.1%
Not Applicable or No Information	12	30.8%

Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	28	71.8%
Agree	7	18.0%
Disagree	3	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	8	20.5%
Agree	12	30.8%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	18	46.2%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	3	7.7%
Computer Classes	8	20.5%
Conflict Resolution	10	25.6%
Discipline	7	18.0%
Drug/Alcohol Awareness	10	25.6%
English as a Second Language	0	0.0%
Health Classes	5	12.8%
Literacy Classes	5	12.8%
Math Classes	7	18.0%
Parent-to-School Relationships	6	15.4%
Parent/Child Communication	10	25.6%
Preparing for College	17	43.6%
Parenting Workshops	6	15.4%
Social Media Classes	6	15.4%
Stress/Anger Management	7	18.0%
Understanding College- and Career-Ready Standards	20	51.3%

I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	11	28.2%
Parental advisory committees	3	7.7%
PTO/PTA meetings and activities	2	5.1%
Ways to help at the classroom level	8	20.5%
Other ways to get involved in my school (district)	15	38.5%
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	2	5.1%
District and/or school newsletters	9	23.1%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	12	30.8%
Resource materials for parental training	2	5.1%
Training for parents to work with other parents on becoming involved in the schools	9	23.1%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	2	5.1%
Home/School folders	12	30.8%
Home/School Planners	22	56.4%
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	13	33.3%
Very likely	11	28.2%
Moderately likely	12	30.8%
Slightly likely	3	7.7%
Not at all likely	0	0.0%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	12	30.8%
Supporting college and career counseling	25	64.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	15	38.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	12	30.8%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	13	33.3%

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

	Count	Percentage
Promoting community and parent involvement in schools	6	15.4%
Providing school-based mental health services and counseling	18	46.2%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	5	12.8%
Establishing or improving dropout prevention	12	30.8%
Supporting re-entry programs and transition services for Justice-involved youth	7	18.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	19	48.7%
Implementing systems and practices to prevent bullying and harassment	22	56.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	16	41.0%
Establishing community partnerships	11	28.2%

To supplement what our district is already doing in 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	20	51.3%
Building technological capacity and infrastructure	14	35.9%

To supplement what our district is already doing in technology, I would like to see Title IV money used on:		
	Count	**Percentage**
Carrying out innovative blended learning projects	11	28.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	12	30.8%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	10	25.6%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	17	43.6%
Agree	19	48.7%
Disagree	3	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	16	41.0%
Agree	18	46.2%
Disagree	2	5.1%
Strongly Disagree	2	5.1%
Not Applicable or No Information	1	2.6%

Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	15	38.5%
Agree	19	48.7%
Disagree	1	2.6%
Strongly Disagree	2	5.1%
Not Applicable or No Information	2	5.1%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	16	41.0%
Agree	17	43.6%
Disagree	3	7.7%
Strongly Disagree	1	2.6%
Not Applicable or No Information	2	5.1%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	12	30.8%
Agree	23	59.0%
Disagree	3	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	16	41.0%
Agree	12	30.8%
Disagree	4	10.3%
Strongly Disagree	4	10.3%
Not Applicable or No Information	3	7.7%
Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	12	30.8%
Agree	18	46.2%
Disagree	2	5.1%
Strongly Disagree	2	5.1%
Not Applicable or No Information	5	12.8%
Is your child an English Language Learner?		
	Count	Percentage
Yes	4	10.3%
No	35	89.7%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	1	25.0%
Mentoring	1	25.0%
Academic or career counseling	1	25.0%
Mental Health counseling	1	25.0%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	4	100.0%
No	0	0.0%

Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	4	100.0%
No	0	0.0%

I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	22	56.4%
Agree	13	33.3%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.7%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	13	33.3%
Agree	17	43.6%
Disagree	6	15.4%
Strongly Disagree	2	5.1%
Not Applicable or No Information	1	2.6%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	17	43.6%
Agree	17	43.6%
Disagree	4	10.3%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	14	35.9%
Agree	20	51.3%
Disagree	4	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	14	35.9%
Agree	16	41.0%
Disagree	5	12.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.3%
Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	15	38.5%
Agree	18	46.2%
Disagree	2	5.1%
Strongly Disagree	3	7.7%
Not Applicable or No Information	1	2.6%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	18	46.2%
Agree	17	43.6%
Disagree	3	7.7%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	9	23.1%
Agree	14	35.9%
Disagree	5	12.8%
Strongly Disagree	2	5.1%
Not Applicable or No Information	9	23.1%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	9	23.1%
Agree	20	51.3%
Disagree	7	18.0%
Strongly Disagree	1	2.6%
Not Applicable or No Information	2	5.1%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	15	38.5%
Agree	14	35.9%
Disagree	8	20.5%
Strongly Disagree	2	5.1%
Not Applicable or No Information	0	0.0%
It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly Agree	13	33.3%
Agree	15	38.5%
Disagree	1	2.6%
Strongly Disagree	1	2.6%
Not Applicable or No Information	9	23.1%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.

	Count	Percentage
Strongly Agree	11	28.2%
Agree	19	48.7%
Disagree	2	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	18.0%

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

	Count	Percentage
Strongly Agree	8	20.5%
Agree	19	48.7%
Disagree	6	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	15.4%

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

	Count	Percentage
Strongly Agree	13	33.3%
Agree	17	43.6%
Disagree	4	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	12.8%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.

	Count	Percentage
Strongly Agree	14	35.9%
Agree	11	28.2%
Disagree	2	5.1%
Strongly Disagree	1	2.6%
Not Applicable or No Information	11	28.2%

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	15	38.5%
Agree	12	30.8%
Disagree	4	10.3%
Strongly Disagree	1	2.6%
Not Applicable or No Information	7	18.0%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	12	30.8%
Agree	22	56.4%
Disagree	0	0.0%
Strongly Disagree	1	2.6%
Not Applicable or No Information	4	10.3%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	16	41.0%
Agree	17	43.6%
Disagree	4	10.3%
Strongly Disagree	1	2.6%
Not Applicable or No Information	1	2.6%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	20	51.3%
Agree	13	33.3%
Disagree	3	7.7%
Strongly Disagree	2	5.1%
Not Applicable or No Information	1	2.6%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	13	33.3%
Agree	10	25.6%
Disagree	4	10.3%
Strongly Disagree	2	5.1%
Not Applicable or No Information	10	25.6%
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	18	46.2%
Agree	12	30.8%
Disagree	4	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	12.8%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at Vancleave Middle express strong appreciation for their child's school, emphasizing its welcoming environment, attentive staff, and commitment to student well-being. Many highlight excellent communication, with tools like the Parent app facilitating real-time updates, and note that faculty members make students feel included and valued. The administration receives praise for managing large classrooms and responding proactively to students' needs, especially regarding mental health. Safety, individualized attention, and engaging activities such as pep rallies contribute to a positive school experience. Suggestions for improvement include increasing individualized tutoring, enhancing communication from teachers, offering more classes that prepare students for adult life, and reducing student-to-teacher ratios. Some parents advocate for expanded support for special education, more hands-on and advanced courses, and greater focus on students' holistic development beyond test scores.

VANCLEAVE MIDDLE STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	133	40.3%
Agree	167	50.6%
Disagree	9	2.7%
Strongly Disagree	3	0.9%
Not Applicable or No Information	18	5.5%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	69	20.9%
Agree	131	39.7%
Disagree	18	5.5%
Strongly Disagree	6	1.8%
Not Applicable or No Information	106	32.1%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	115	34.9%
Agree	145	43.9%
Disagree	18	5.5%
Strongly Disagree	16	4.9%
Not Applicable or No Information	36	10.9%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	37	11.2%
Agree	92	27.9%
Disagree	59	17.9%
Strongly Disagree	28	8.5%
Not Applicable or No Information	114	34.6%

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	58	17.6%
Agree	136	41.2%
Disagree	21	6.4%
Strongly Disagree	8	2.4%
Not Applicable or No Information	107	32.4%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	76	23.0%
Agree	88	26.7%
Disagree	102	30.9%
Strongly Disagree	37	11.2%
Not Applicable or No Information	27	8.2%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	44	13.3%
Agree	117	35.5%
Disagree	28	8.5%
Strongly Disagree	14	4.2%
Not Applicable or No Information	127	38.5%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	161	48.8%
Agree	145	43.9%
Disagree	13	3.9%
Strongly Disagree	2	0.6%
Not Applicable or No Information	9	2.7%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	138	41.8%
Agree	164	49.7%
Disagree	15	4.6%
Strongly Disagree	4	1.2%
Not Applicable or No Information	9	2.7%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	104	31.5%
Agree	187	56.7%
Disagree	14	4.2%
Strongly Disagree	8	2.4%
Not Applicable or No Information	17	5.2%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	107	32.4%
Agree	166	50.3%
Disagree	25	7.6%
Strongly Disagree	4	1.2%
Not Applicable or No Information	28	8.5%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	153	46.4%
Agree	150	45.5%
Disagree	7	2.1%
Strongly Disagree	7	2.1%
Not Applicable or No Information	13	3.9%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	111	33.6%
Agree	183	55.5%
Disagree	17	5.2%
Strongly Disagree	8	2.4%
Not Applicable or No Information	11	3.3%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	108	32.7%
Agree	173	52.4%
Disagree	29	8.8%
Strongly Disagree	11	3.3%
Not Applicable or No Information	9	2.7%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	80	24.2%
Agree	170	51.5%
Disagree	19	5.8%
Strongly Disagree	12	3.6%
Not Applicable or No Information	46	13.9%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	Count	Percentage
Strongly Agree	135	40.9%
Agree	145	43.9%
Disagree	17	5.2%
Strongly Disagree	8	2.4%
Not Applicable or No Information	25	7.6%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	216	65.5%
Additional academic support	35	10.6%
Tutoring	21	6.4%
Counseling	19	5.8%
A mentor	21	6.4%
School supplies	58	17.6%
Structured note taking mechanisms	56	17.0%
The teacher slows speech at times to help you understand	62	18.8%
The teacher uses gestures and demonstrations	63	19.1%
Use think aloud and think pair shares	42	12.7%
Use of bilingual handouts and cues	21	6.4%
Use of display word walls with high frequency words	50	15.2%

I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	55	16.7%
Agree	113	34.2%
Disagree	101	30.6%
Strongly Disagree	36	10.9%
Not Applicable or No Information	25	7.6%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	88	26.7%
Agree	170	51.5%
Disagree	22	6.7%
Strongly Disagree	14	4.2%
Not Applicable or No Information	36	10.9%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	110	33.3%
Agree	154	46.7%
Disagree	11	3.3%
Strongly Disagree	4	1.2%
Not Applicable or No Information	51	15.5%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	107	32.4%
Agree	165	50.0%
Disagree	15	4.6%
Strongly Disagree	8	2.4%
Not Applicable or No Information	35	10.6%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	137	41.5%
Agree	144	43.6%
Disagree	19	5.8%
Strongly Disagree	11	3.3%
Not Applicable or No Information	19	5.8%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	80	24.2%
Agree	197	59.7%
Disagree	17	5.2%
Strongly Disagree	6	1.8%
Not Applicable or No Information	30	9.1%
My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	101	30.6%
Agree	174	52.7%
Disagree	20	6.1%
Strongly Disagree	11	3.3%
Not Applicable or No Information	24	7.3%
School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	88	26.7%
Agree	158	47.9%
Disagree	15	4.6%
Strongly Disagree	5	1.5%
Not Applicable or No Information	64	19.4%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	98	29.7%
Agree	149	45.2%
Disagree	23	7.0%
Strongly Disagree	12	3.6%
Not Applicable or No Information	48	14.6%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	85	25.8%
Agree	137	41.5%
Disagree	29	8.8%
Strongly Disagree	22	6.7%
Not Applicable or No Information	57	17.3%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	116	35.2%
Agree	178	53.9%
Disagree	9	2.7%
Strongly Disagree	4	1.2%
Not Applicable or No Information	23	7.0%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	110	33.3%
Agree	154	46.7%
Disagree	27	8.2%
Strongly Disagree	14	4.2%
Not Applicable or No Information	25	7.6%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	112	33.9%
Agree	170	51.5%
Disagree	21	6.4%
Strongly Disagree	9	2.7%
Not Applicable or No Information	18	5.5%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	115	34.9%
Agree	166	50.3%
Disagree	17	5.2%
Strongly Disagree	6	1.8%
Not Applicable or No Information	26	7.9%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	93	28.2%
Agree	148	44.9%
Disagree	44	13.3%
Strongly Disagree	12	3.6%
Not Applicable or No Information	33	10.0%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	120	36.4%
Agree	152	46.1%
Disagree	10	3.0%
Strongly Disagree	4	1.2%
Not Applicable or No Information	44	13.3%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	113	34.2%
Agree	147	44.6%
Disagree	16	4.9%
Strongly Disagree	12	3.6%
Not Applicable or No Information	42	12.7%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Students were also asked what obstacles they face in improving their academic achievement. Responses are summarized below.

Students at Vancleave Middle shared a wide range of positive feedback about their school, highlighting strengths such as supportive and encouraging teachers, a welcoming environment, clean facilities, and a variety of academic and extracurricular opportunities. Many students appreciate the help they receive in class, the sense of community, and the efforts to keep the campus safe and inclusive. Nutritional lunches, engaging activities, and accessible staff were also commonly praised. However, students also provided constructive suggestions for improvement, including requests for longer breaks and lunch periods, better quality food, more advanced or diverse classes, and additional resources for addressing bullying and mental health. When discussing obstacles to academic success, the most frequent challenges mentioned were staying focused in class, coping with distractions or noise, time management, heavy workloads, and difficulties understanding material in subjects like math and ELA.







STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Vancleave Middle School demonstrates a **strong overall performance profile** anchored by consistent high accountability ratings and solid academic outcomes, yet emerging patterns in attendance, subgroup performance, and early-grade achievement signal areas requiring targeted action. **Enrollment has remained stable**, peaking at 563 before settling at 555, while **attendance averages remain above 91%** but mask a **rising chronic absenteeism rate** that reached 21.5% in 2025. Academic performance remains strong overall, with an "A" rating sustained across multiple years, though **recent dips in proficiency and growth** indicate potential weakening momentum.

STRENGTHS



1) Sustained high accountability performance. The school has maintained an "A" rating across 2023–2025, with scores improving from 462 to 494 before a slight decline to 448, demonstrating strong systems and leadership stability. This consistency indicates that core instructional and organizational practices are effective even as performance fluctuates within subcomponents.



2) Strong upper-grade academic outcomes. Assessment data show Grade 8 proficiency rates reaching 63.3% in ELA and 77.0% in math, with science proficiency at 77.0%, well above the state benchmark of 54.7%. These outcomes suggest that instructional practices become increasingly effective as students progress through the grades.



3) Positive school climate and instructional confidence. Stakeholder data reflect strong confidence in instructional quality, with approximately 100% of staff agreeing teachers are effective and maintain high expectations, and about 100% indicating a safe and orderly environment.

This alignment supports consistent implementation of academic and behavioral expectations.



4) **Strong staff capacity and instructional practices.** Roughly 91% of staff report using student data to inform instruction, and nearly all indicate access to varied instructional strategies and student support systems. This foundation positions the school well for targeted improvement efforts.

CHALLENGES



1) **Rising chronic absenteeism, especially among vulnerable groups.** Chronic absenteeism increased from 17.4% to 21.5% over two years, with rates reaching 33.7% for students with disabilities. This trend indicates systemic barriers that are not captured by overall attendance averages and directly impact academic outcomes.



2) **Declining and inconsistent academic performance trends.** Reading proficiency rose to 63.4% in 2024 before falling to 57.8% in 2025, while math proficiency dropped from 75.3% to 68.5% over the same period. These declines suggest inconsistency in Tier I instruction and intervention alignment across years.



3) **Persistent subgroup performance gaps.** Students with disabilities show significantly lower outcomes across both attendance and achievement, and gaps are also evident across racial and economic subgroups in proficiency and growth measures. These disparities indicate a need for more targeted and consistent supports.



4) **Challenges in student motivation, tutoring engagement, and staff voice.** While about 100% of staff believe tutoring is well-implemented, qualitative feedback indicates ongoing issues with student motivation and participation, and only about 61% of staff feel they have input into funding decisions. This disconnect suggests implementation gaps and opportunities to strengthen ownership and engagement.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Launch Attendance Early Warning System
    - Build a weekly dashboard identifying students approaching 10% absenteeism, using subgroup flags to prioritize students with disabilities and high-risk groups. Assign staff to monitor and intervene early through calls, conferences, and incentives tied directly to the rising 21.5% chronic absence rate.
    - Conduct root-cause analysis for each flagged student, identifying barriers such as transportation, health, or disengagement, and match interventions accordingly to reduce absenteeism trends.
- Stabilize Core Instruction in ELA and Math
    - Conduct immediate data dives by grade level to identify specific skill gaps contributing to recent declines in reading (57.8%) and math (68.5%) proficiency. Establish 2–3 non-negotiable instructional practices focused on clarity, engagement, and frequent checks for understanding.
    - o Implement short-cycle assessments every 2–3 weeks to monitor progress and adjust instruction in real time, ensuring consistency across classrooms.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- Strengthen Tiered Supports for Subgroups
    - Develop targeted intervention plans for students with disabilities, including co-teaching models, aligned intervention blocks, and progress monitoring tied to attendance and achievement data.
    - Create subgroup data trackers reviewed biweekly to ensure gaps are actively monitored and addressed, particularly where performance and attendance intersect.
- Increase Student Engagement and Tutoring Participation
    - Redesign tutoring structures to include incentives, student choice, and alignment with classroom instruction to address motivation concerns identified by staff.
    - Track participation rates and correlate with performance gains to ensure tutoring is both accessed and effective.

- Improve Staff Voice and Data Use Consistency
    - Implement structured PLC protocols (analyze → plan → act → monitor) to ensure consistent use of data across teams, addressing variability in data-driven practices.
    - Establish feedback loops where staff contribute to instructional and funding decisions, increasing ownership and alignment.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- Institutionalize Attendance and Engagement Systems
    - Embed attendance monitoring into leadership routines and expand partnerships with families and community organizations to address external barriers.
    - Align engagement strategies with relevant, rigorous instruction to reduce disengagement-driven absences.
- Close Achievement Gaps and Restore Growth Trends
    - Set annual targets to recover lost ground in reading and math proficiency and return to prior peak performance levels.
    - o Scale effective upper-grade instructional practices into earlier grades to ensure stronger foundational outcomes.
- Strengthen Organizational Coherence and Capacity
    - Develop teacher leadership structures to model best practices and sustain high expectations across all classrooms.
    - Align resources, professional development, and instructional priorities to the identified needs, ensuring long-term stability and continuous improvement.

VANCLEAVE HIGH SCHOOL

INTRODUCTION

Vancleave High School is a public school located at 12424 Highway 57 in Vancleave, Mississippi, serving seven hundred four (704) students in grades nine through twelve (9-12). The school supports the district mission, which is “to provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens.”

The school’s athletics coverage includes baseball, basketball, bowling, flag football, football, golf, power lifting, soccer, softball, swimming, tennis, track and field, and wrestling. It also participates in broader extracurricular and student activity programming through the school and the Mississippi High School Activities Association framework.

Academically, the school offers advanced coursework and college-prep opportunities including advanced placement and honors-level options in core subjects. The school was recently awarded a PREPS Achievement Award for doubling the state’s growth on the MAAP Algebra I exam. Vancleave High School has the #1 graduation rate on the Mississippi Gulf Coast at 98.4%. In addition, Vancleave High School achieved a 90.2% College and Career Readiness rate, which is #1 on the Coast and #2 in the entire state of Mississippi.





ENROLLMENT AND ATTENDANCE

ENROLLMENT

VANCLEAVE HIGH SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	716	737	745	737	704
GR_09	192	208	182	184	180
GR_10	*	180	193	*	186
GR_11	174	170	187	183	*
GR_12	172	168	172	184	175
					(MDE, 2025m)

Figure 369: Vancleave High School Enrollment by Grade Level

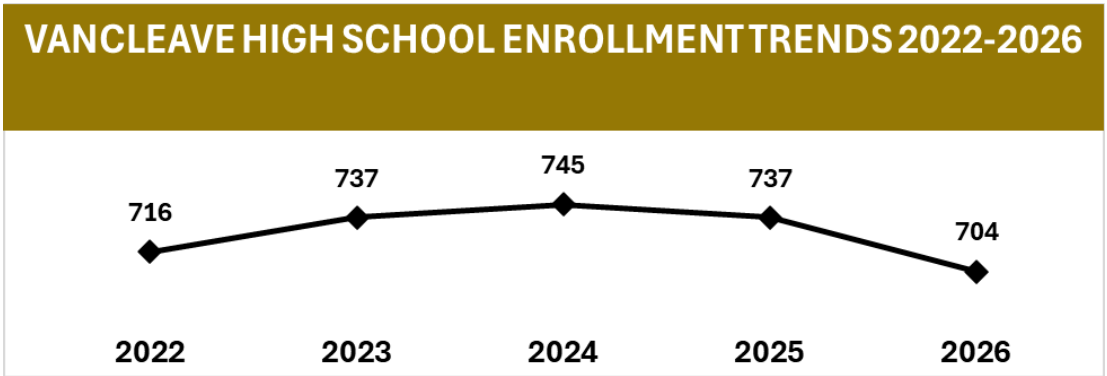


Figure 370: Vancleave High School Enrollment Trends 2022-2026

VANCLEAVE HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	716	737	745	737	704
GENDER	FEMALE	346	355	347	338	318
	MALE	370	382	398	399	386
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	33	28	28	25	23
	HISPANIC OR LATINO	25	25	27	38	41
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*
	TWO OR MORE RACES	*	*	18	18	23
	WHITE	650	672	667	651	606
						(MDE, 2025m)

Figure 371: Vancleave High School Enrollment by Demographic Group

VANCLEAVE HIGH SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	4.6%	3.3%	-1.3%
HISPANIC OR LATINO	3.5%	5.8%	2.3%
TWO OR MORE RACES		3.3%	
WHITE	90.8%	86.1%	-4.7%

Figure 372: Vancleave High School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

VANCLEAVE HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	682.1	655.2	637.1
GR_09	189.5	165.0	166.6
GR_10	165.7	175.8	159.3
GR_11	157.6	169.9	165.5
GR_12	159.3	135.6	142.7
(MDE, 2023o, 2024q, 2025s)			

Figure 373: Vancleave High School Average Daily Attendance

VANCLEAVE HIGH SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	92.6%	87.9%	86.4%
GR_09	91.1%	90.6%	90.5%
GR_10	92.1%	91.1%	*
GR_11	92.7%	90.8%	90.4%
GR_12	94.8%	78.8%	77.6%
(MDE, 2023o, 2024q, 2025m, 2025s)			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 374: Vancleave High School Estimated Average Daily Attendance as Percentage of Enrollment

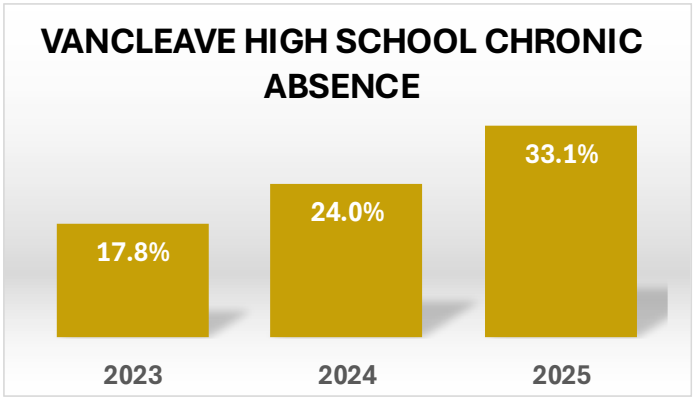


Figure 375: Vancleave High School Chronic Absence

VANCLEAVE HIGH SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	17.8	24.0	33.1
GENDER	FEMALE	18.6	21.4	32.3
	MALE	17.1	26.2	33.8
DISABILITY	STUDENTS WITH DISABILITIES	24.8	37.6	45.4
	STUDENTS WITHOUT DISABILITIES	16.5	21.3	31.1
EL	LIMITED ENGLISH PROFICIENCY	5.0	5.0	5.0
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	5.0	5.0	5.0
	ASIAN	5.0	5.0	5.0
	BLACK OR AFRICAN AMERICAN	17.9	14.3	25.9
	HISPANIC OR LATINO	29.6	25.9	21.6
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	5.0	5.0	5.0
	TWO OR MORE RACES	5.0	26.3	26.3
	WHITE	17.2	24.3	34.3
				(MDE, 2026f)

Figure 376: Vancleave High School Chronic Absence Percentage by Demographic Group

VHS Enrollment and Attendance Takeaways

Enrollment at Vancleave High School has experienced **modest fluctuation followed by a recent decline**. Total enrollment grew from 716 in 2022 to 745 in 2024, then dropped to 704 by 2026. The **largest decreases occurred in upper grades** and among female students, whose numbers fell from 355 in 2023 to 318 in 2026. **The student body remains mostly White but is growing more diverse** , with Hispanic enrollment increasing from 25 to 41 students in this period.

Attendance is trending downward, with average daily attendance declining from 92.6% in 2023 to 86.4% in 2025, especially among 12th graders (from 94.8% to 77.6%). **Chronic**

absenteeism has risen sharply , from 17.8% to 33.1%, with the highest rates among students with disabilities (45.4%), highlighting increasing engagement challenges.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

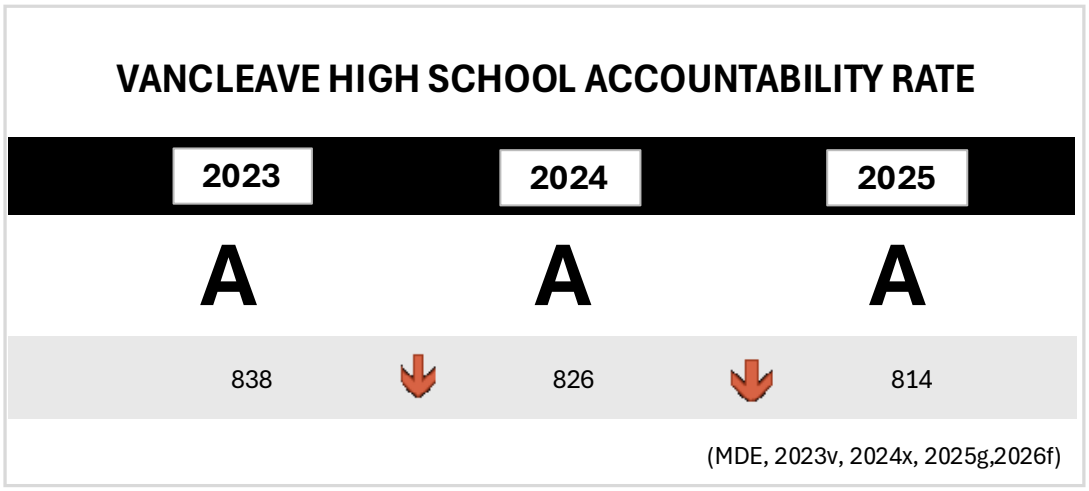


Figure 377: Vancleave High School Accountability Rating

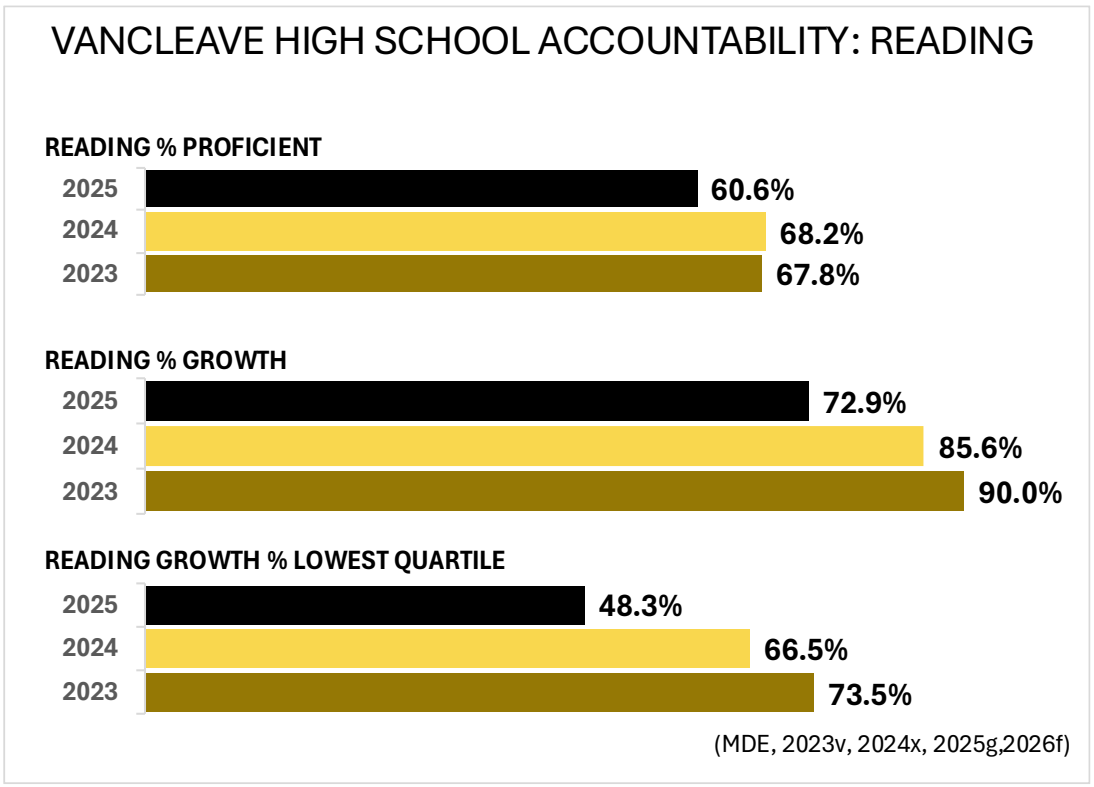


Figure 378: Vancleave High School Accountability: Reading

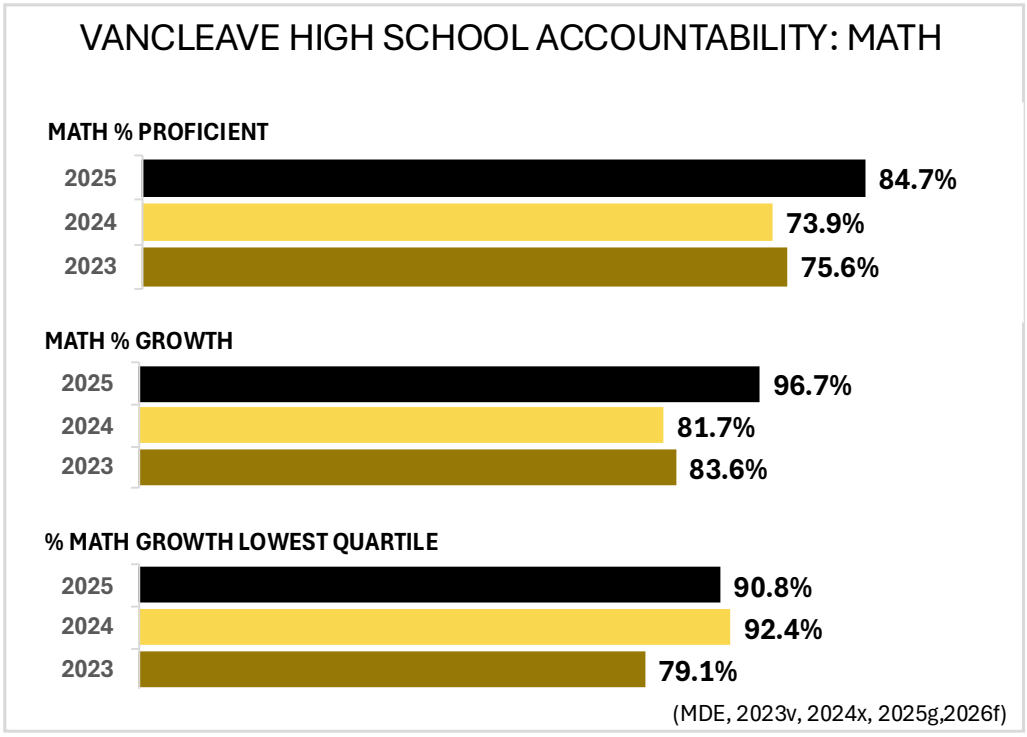


Figure 379: Vancleave High School Accountability: Math

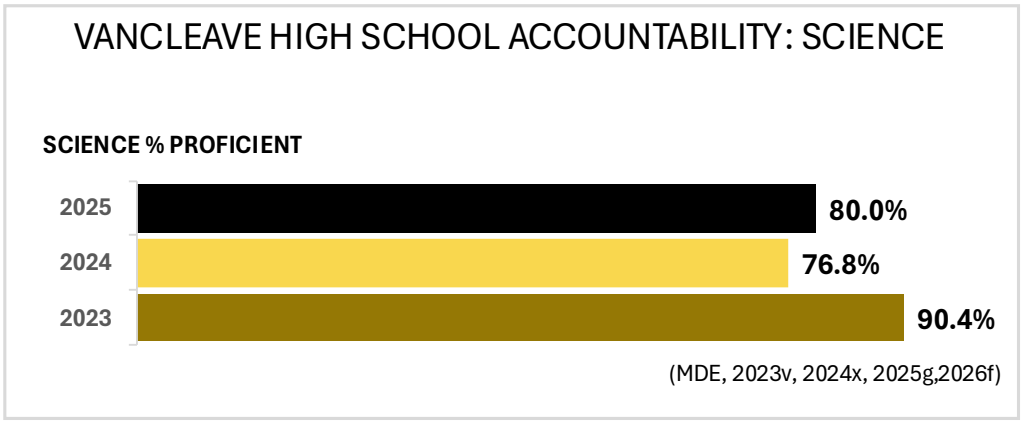


Figure 380: Vancleave High School Accountability: Science

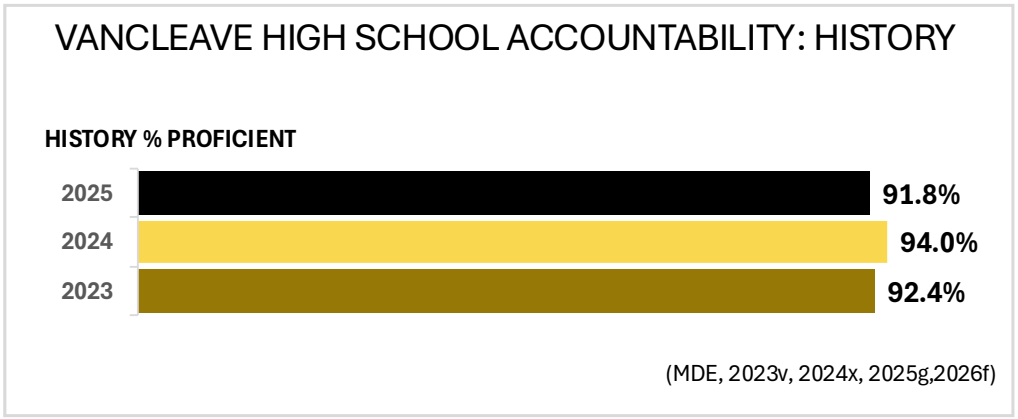


Figure 381: Vancleave High School Accountability: History

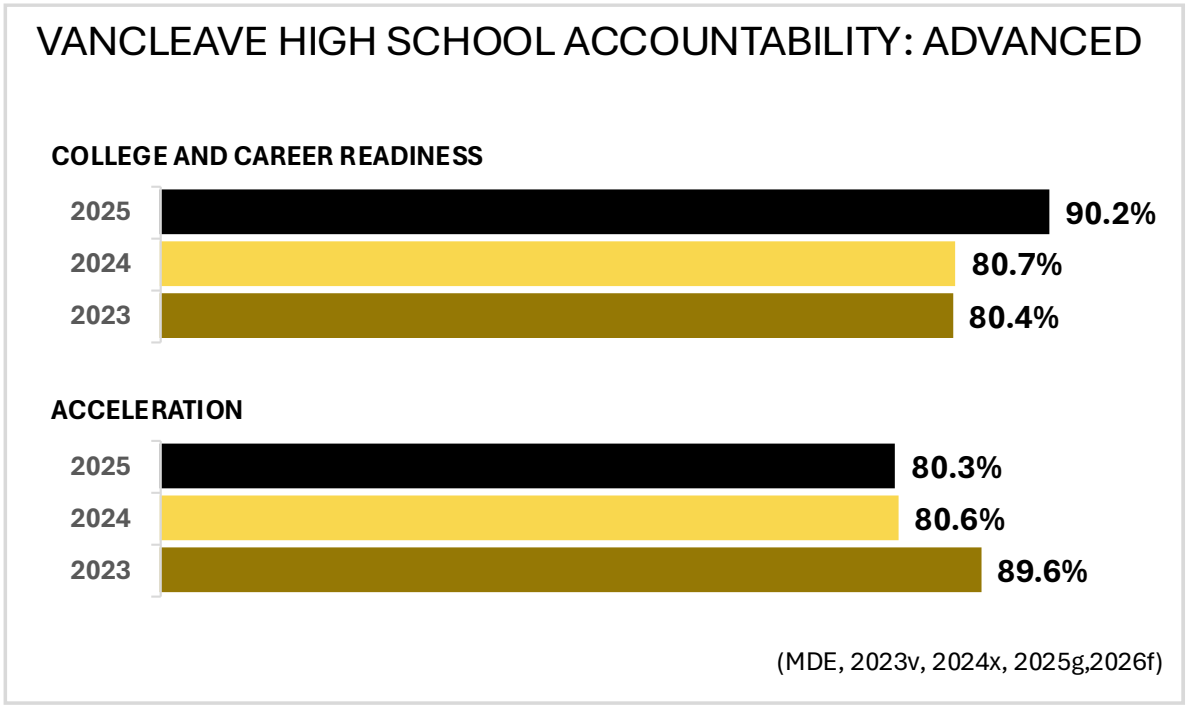


Figure 382: Vancleave High School Accountability: Advanced

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

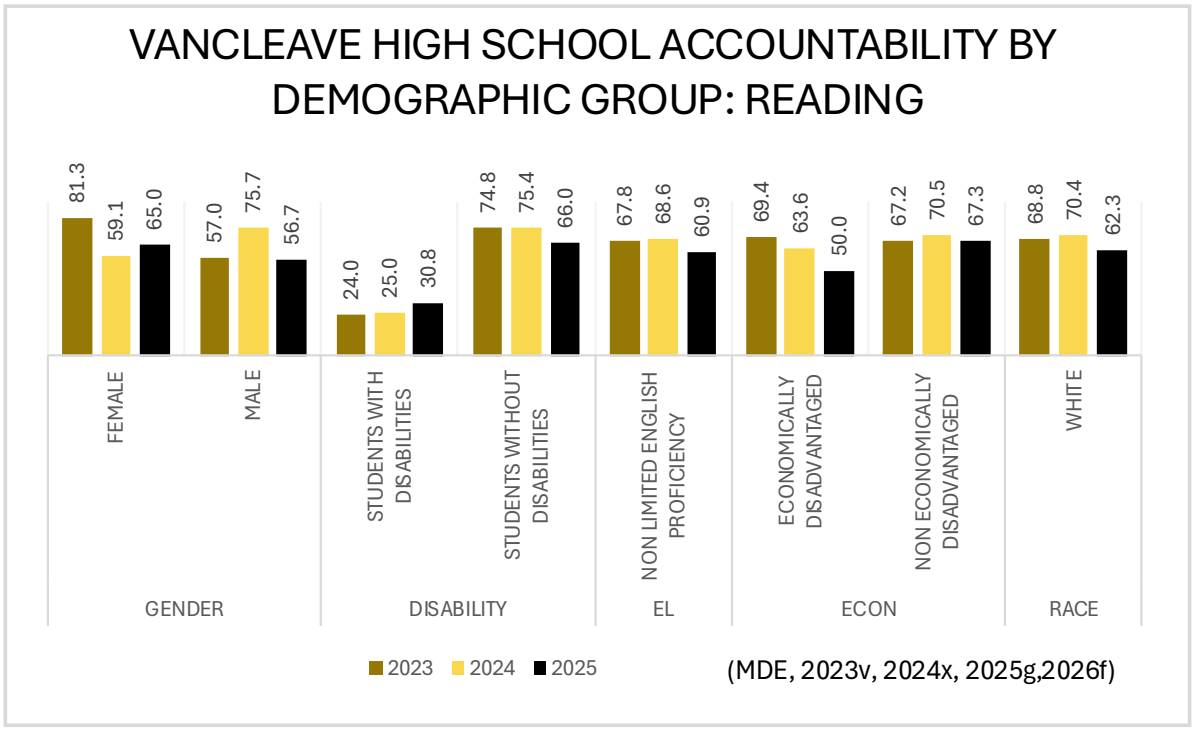


Figure 383: Vancleave High School Accountability by Demographic Group: Reading

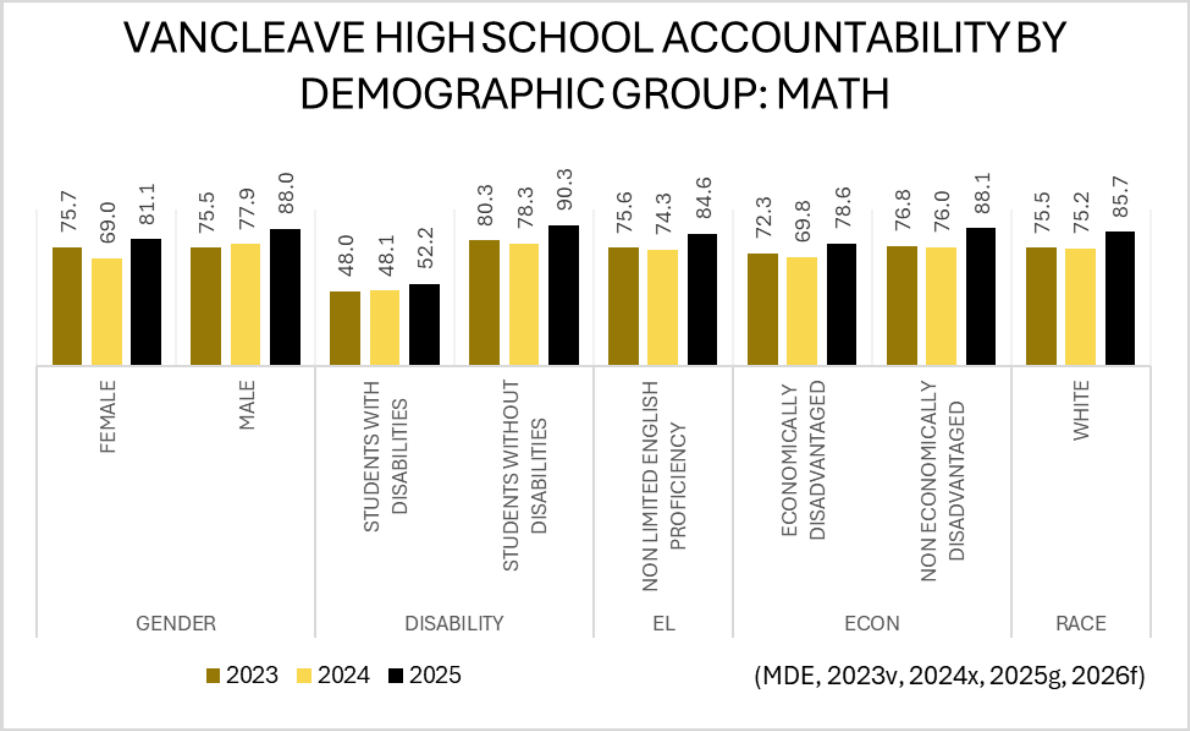


Figure 384: Vancleave High School Accountability by Demographic Group: Math

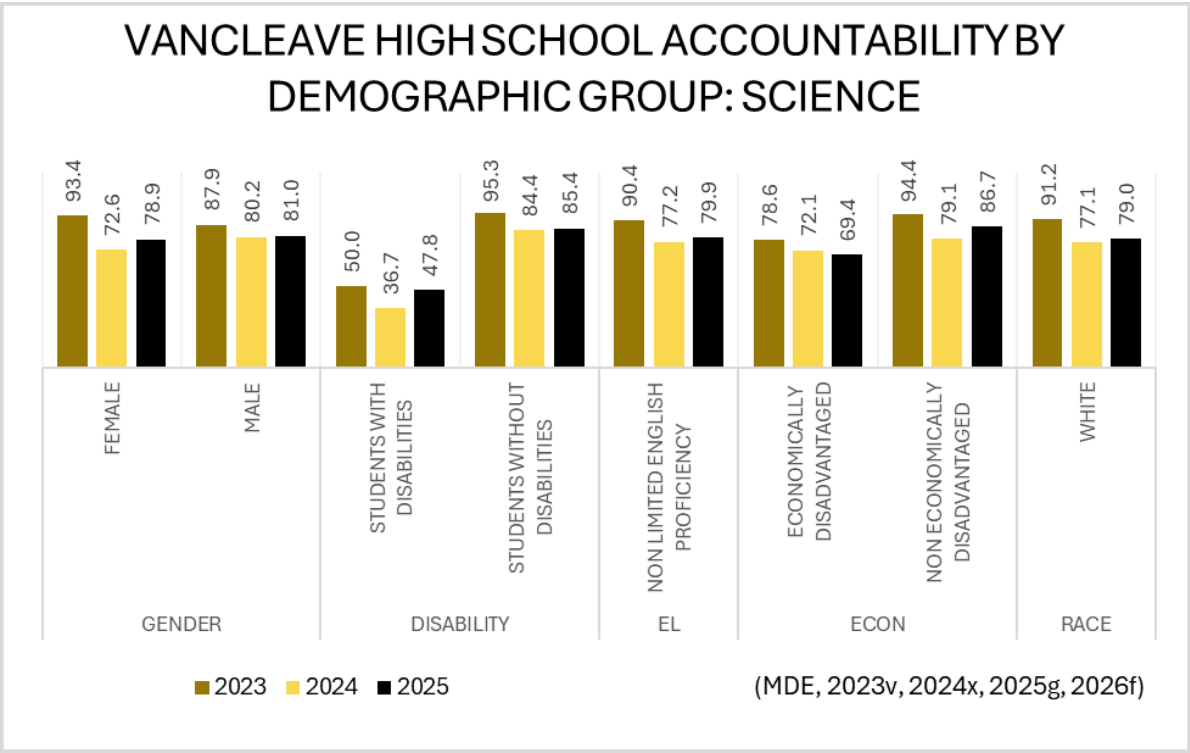


Figure 385: Vancleave High School Accountability by Demographic Group: Science

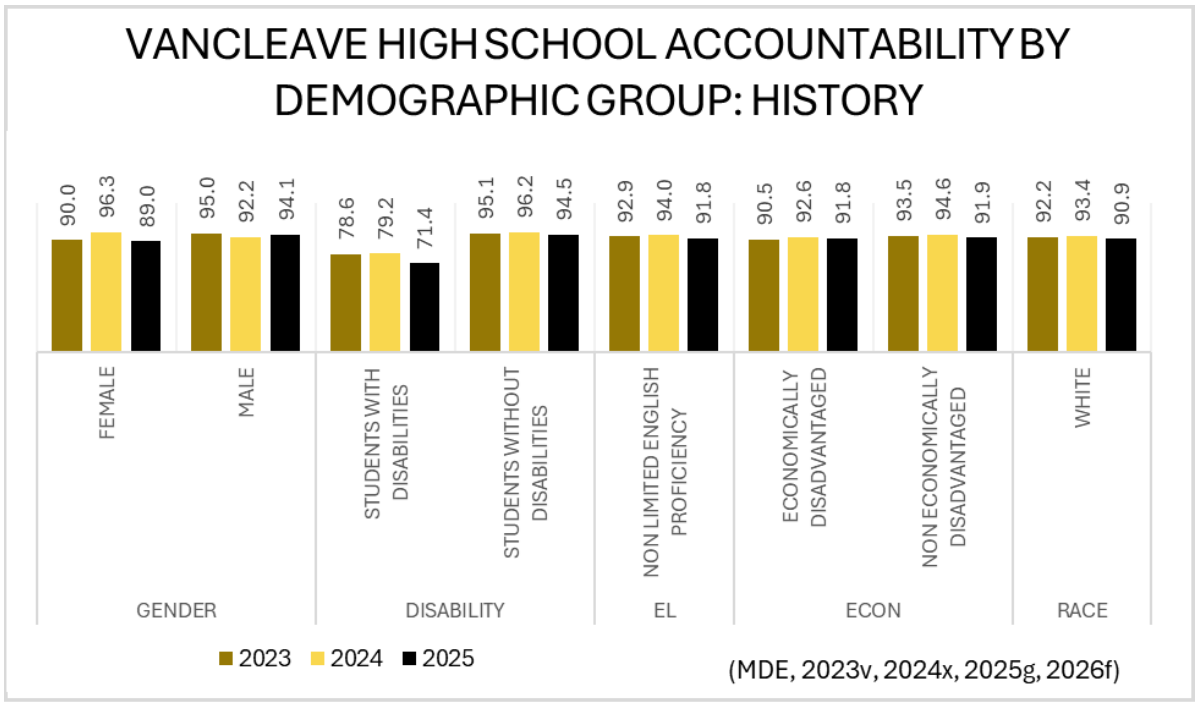


Figure 386: Vancleave High School Accountability by Demographic Group: History

PROFICIENCY GAP TO GOAL

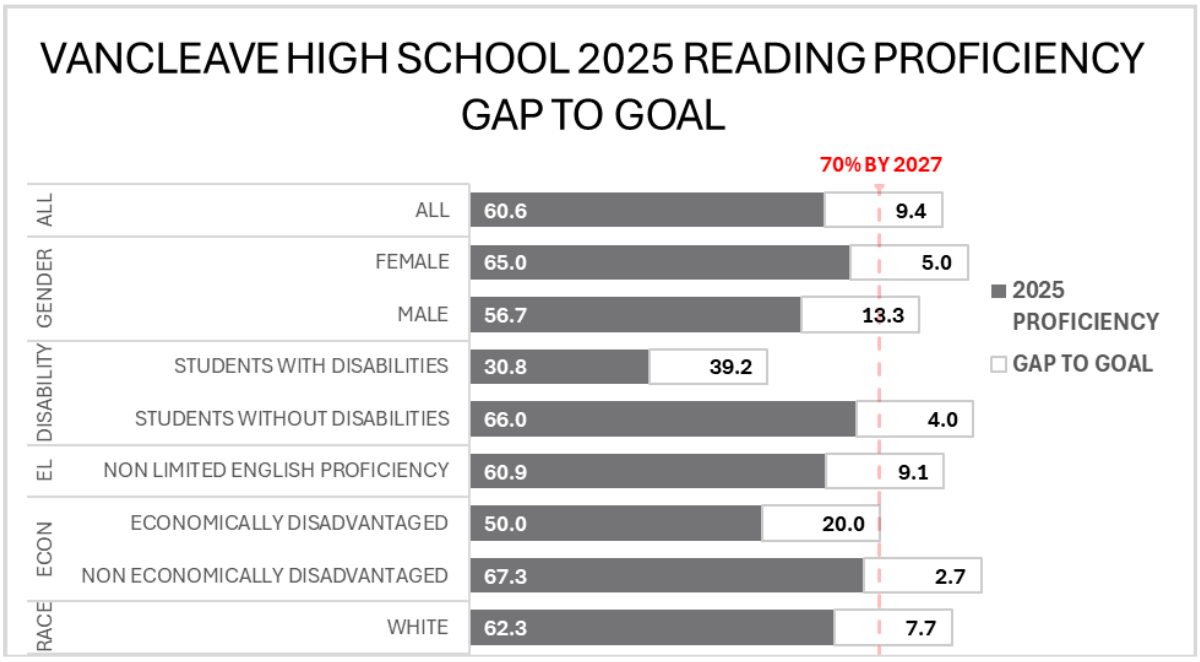


Figure 387: Vancleave High School 2025 Reading Proficiency Gap to Goal

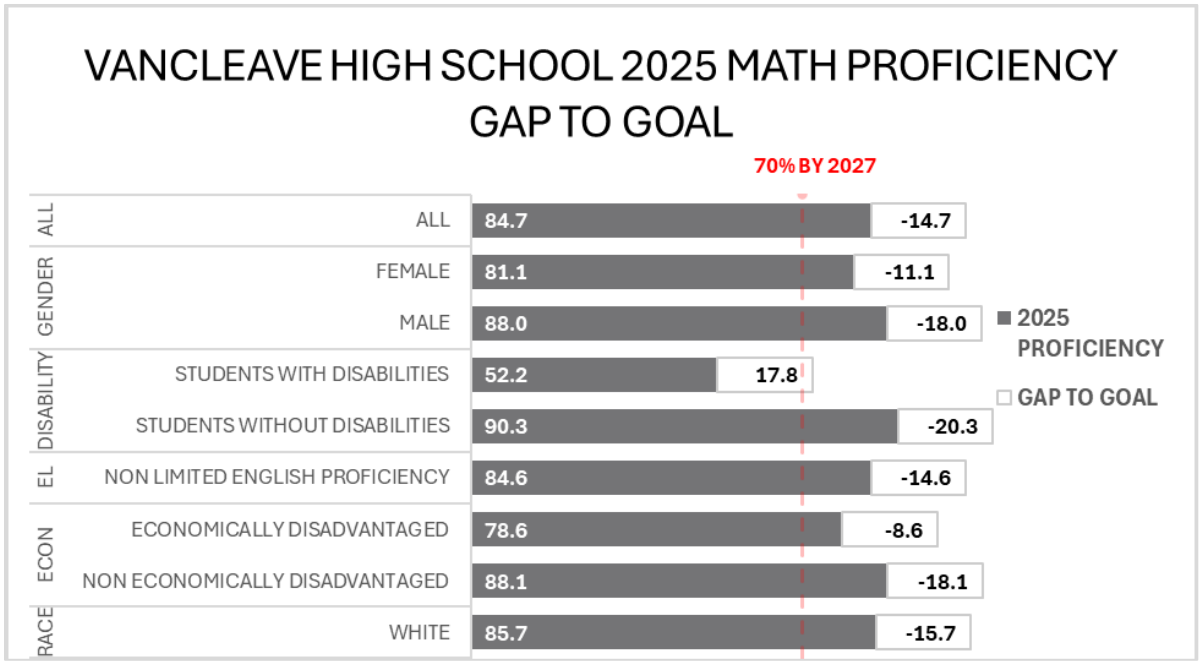


Figure 388: Vancleave High School 2025 Math Proficiency Gap to Goal

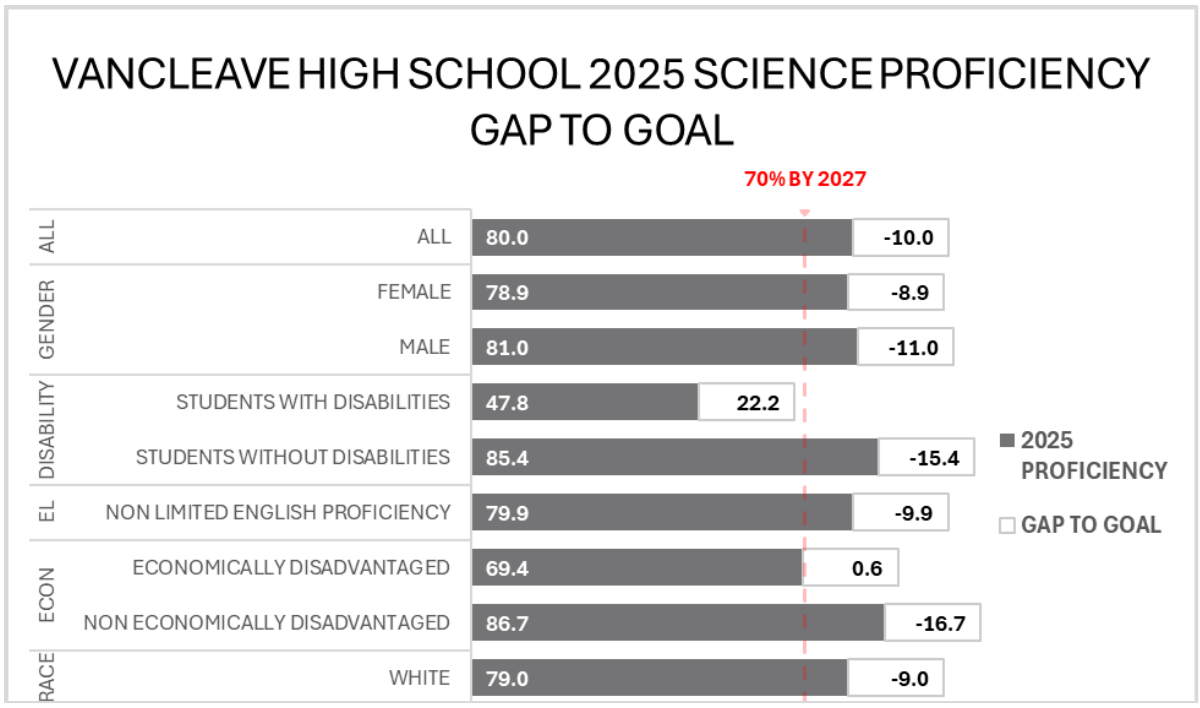


Figure 389: Vancleave High School 2025 Science Proficiency Gap to Goal

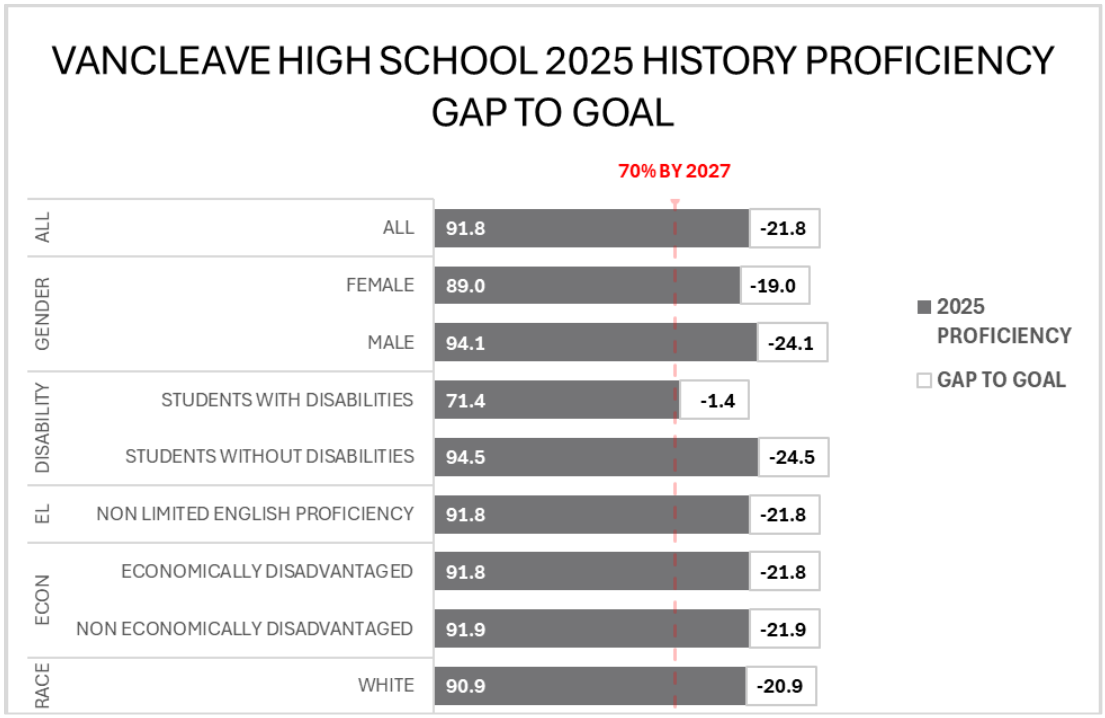


Figure 390: Vancleave High School 2025 History Proficiency Gap to Goal

GRADUATION RATES

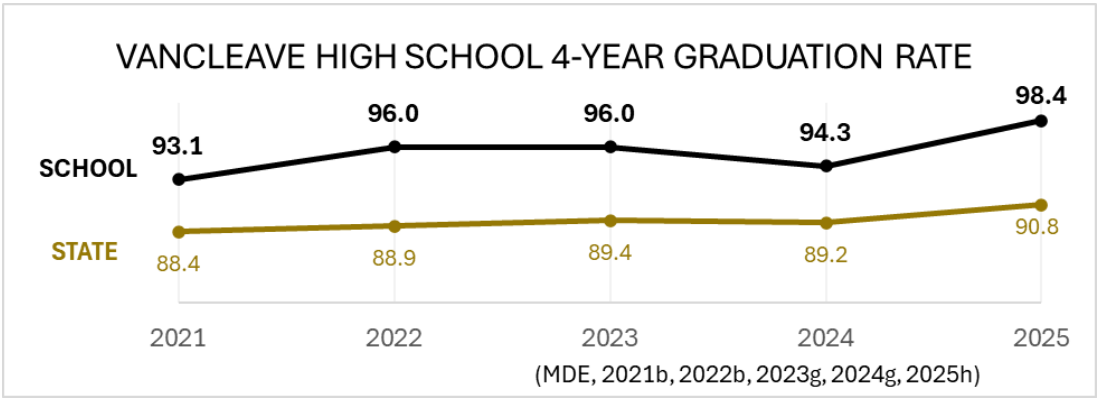


Figure 391: Vancleave High School 4-Year Graduation Rate

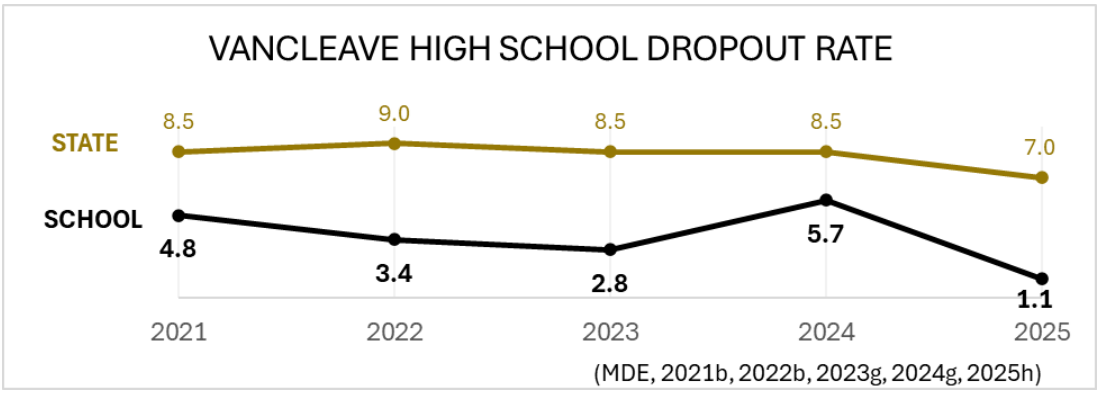


Figure 392: Vancleave High School Dropout Rate

ADVANCED COURSE ENROLLMENT

NOTE: 2025 advanced course and post-secondary enrollment figures are not currently available.

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
ALL		241.9	74.4%	207.8	59.7%	227.8	67.8%
GENDER	FEMALE	128.6	83.0%	119.4	66.3%	119.4	77.0%
	MALE	113.3	66.7%	88.4	52.6%	108.4	59.9%
RACE	WHITE	220.7	74.6%	189.3	59.5%	217.5	71.1%
DISABILITY	STUDENTS WITH DISABILITIES	14.6	40.6%	13.5	27.6%	14.6	32.4%
	STUDENTS WITHOUT DISABILITIES	227.3	78.7%	194.3	65.0%	213.2	73.3%
EL	NON LIMITED ENGLISH PROFICIENCY	241.9	74.4%	207.8	59.9%	227.8	67.8%

Figure 393: Vancleave High School Advanced Course Enrollment

ENROLLED IN POST-SECONDARY COURSES				
		2022	2023	2024
ALL		69.6%	62.8%	61.5%
GENDER	FEMALE	78.9%	77.6%	79.1%
	MALE	62.2%	51.0%	43.4%
RACE	WHITE	69.4%	61.4%	61.1%
DISABILITY	STUDENTS WITH DISABILITIES	5.0%	33.3%	15.8%
ECON	ECONOMICALLY DISADVANTAGED	50.0%	63.2%	58.2%

(MDE, 2026f)

Figure 394: Vancleave High School Enrollment in Post-Secondary Courses

VHS Accountability Takeaways

Accountability trends at Vancleave High School reflect **consistently strong overall performance** with some recent declines in specific areas. The school maintained an "A" rating across 2023–2025, though the accountability score decreased from 838 in 2023 to 814 in 2025. **Reading proficiency declined** from 67.8% to 60.6%, with growth dropping sharply from 85.6% to 72.9% and l**owest quartile growth falling** from 73.5% to 48.3%, indicating reduced progress among struggling students. In contrast, **math performance strengthened,** with proficiency rising from 75.6% to 84.7% and growth increasing to 96.7%. **Science proficiency dipped in 2024 before partially rebounding** to 80.0% in

2025, while **history remained consistently high** above 91%. **College and career readiness improved** notably to 90.2%, even as acceleration rates declined.

ASSESSMENT

ACT

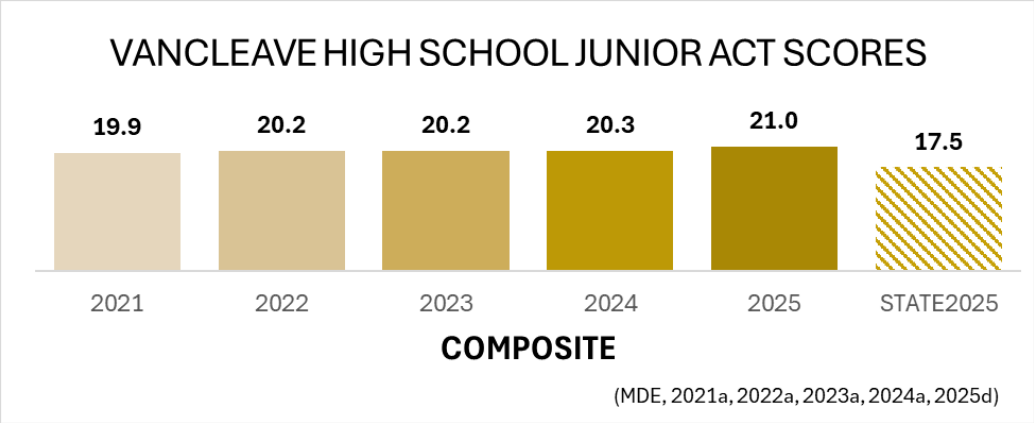


Figure 395: Vancleave High School Junior ACT Scores: Composite

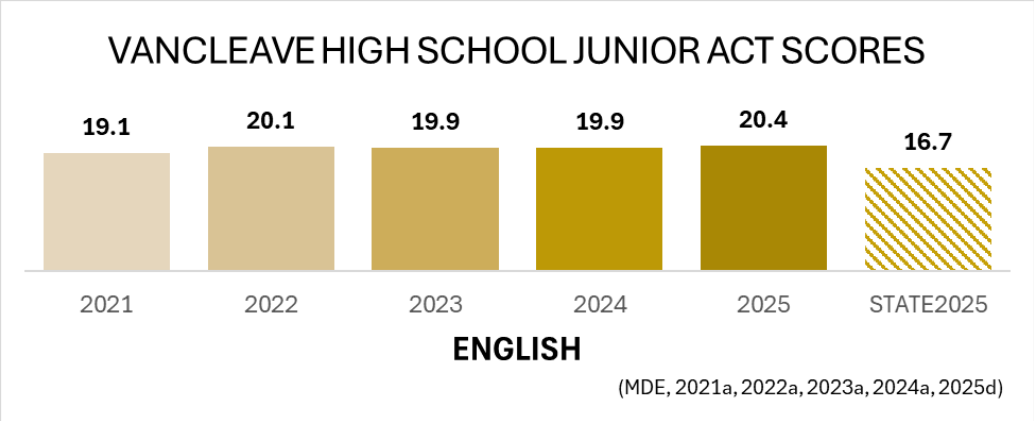


Figure 396: Vancleave High School Junior ACT Scores: English

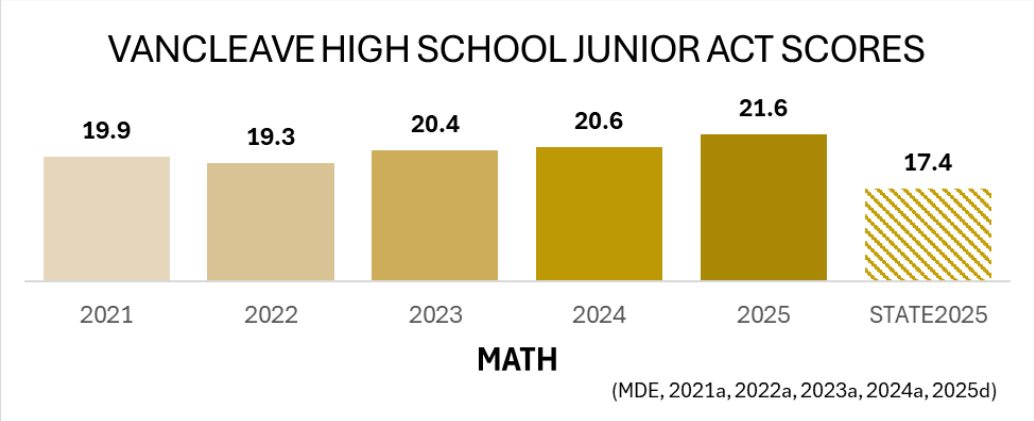


Figure 397: Vancleave High School Junior ACT Scores: Math

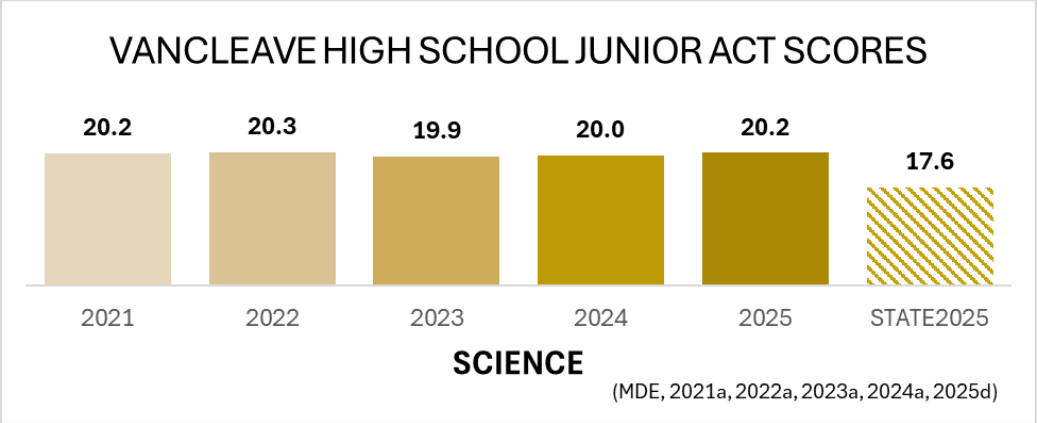


Figure 398: Vancleave High School Junior ACT Scores: Science

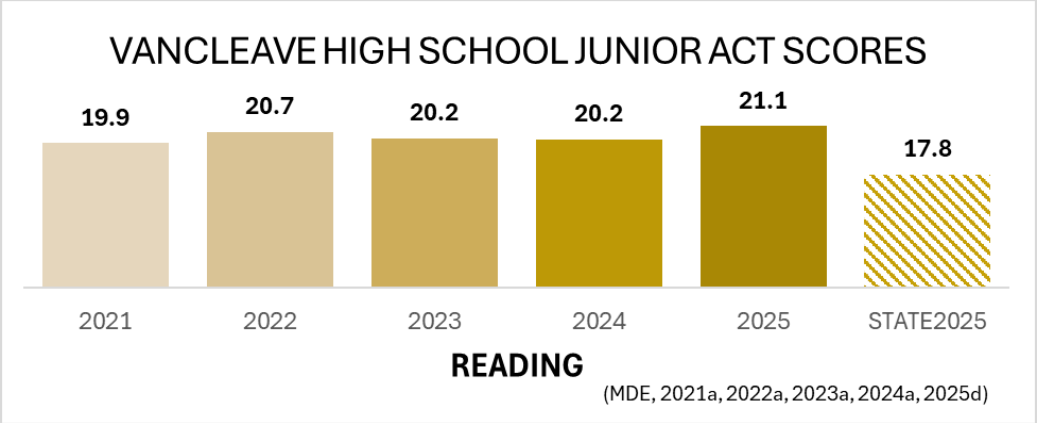


Figure 399: Vancleave High School Junior ACT Scores: Reading

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

MAAP ELA AND MATH

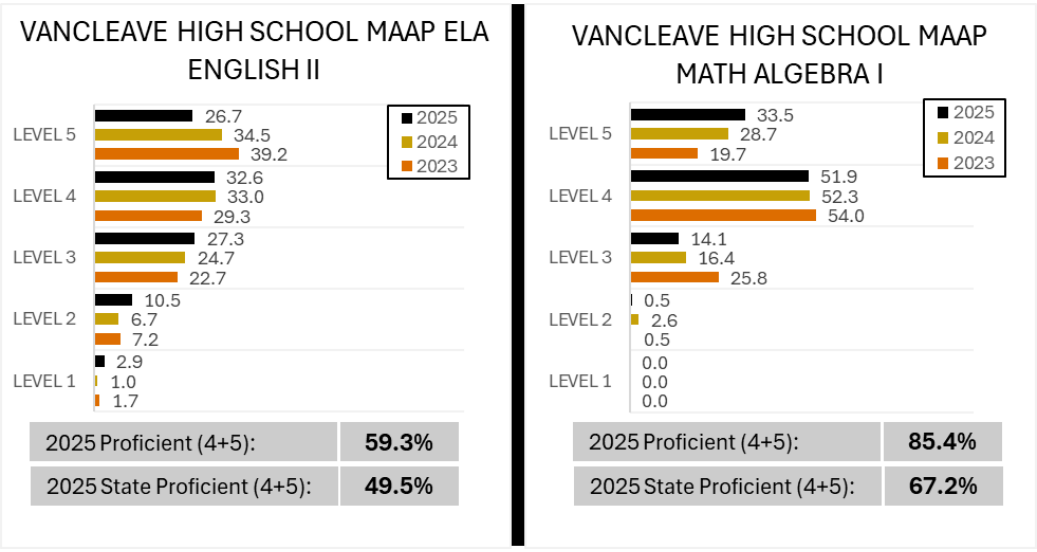


Figure 400: Vancleave High School MAAP ELA and MATH English II and Algebra I

MAAP END-OF-COURSE

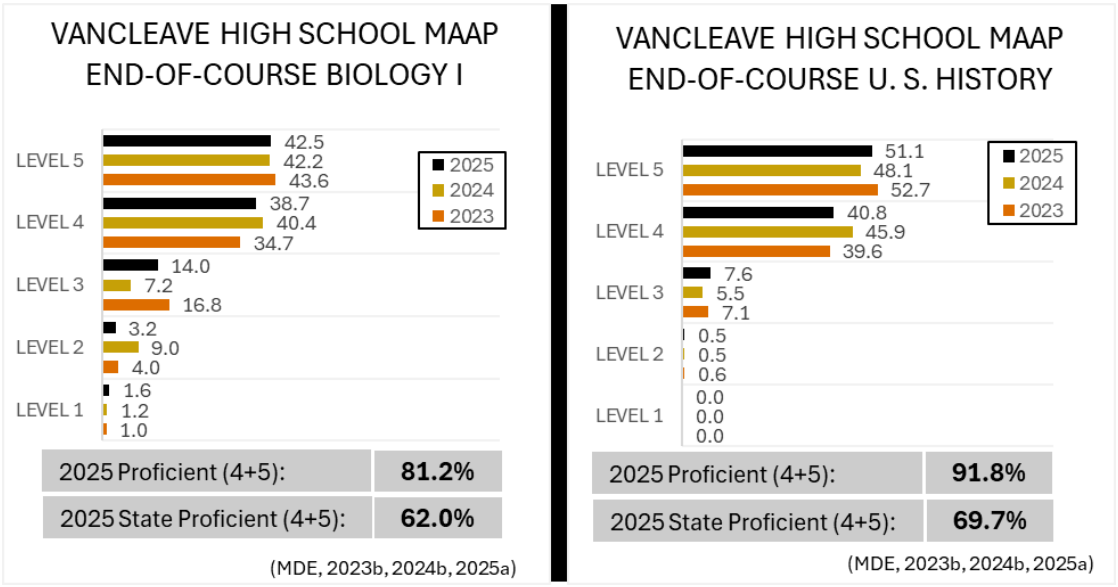


Figure 401: Vancleave High School MAAP End-Of-Course Biology I and U. S. History

VHS Assessment Takeaways

Assessment trends at Vancleave High School show **generally stable performance** with notable subject-level variation and recent gains in key areas. **ACT composite scores remained relatively consistent** from 19.9 in 2021 to 21.0 in 2025, with English and math showing gradual improvement, including math rising from 19.9 to 21.6 over the same period. Reading scores also increased to 21.1, while science remained steady near 20, indicating balanced college-readiness growth across subjects. On state assessments, **English II proficiency** reached 59.3% in 2025, **exceeding the state rate** of 49.5%, while **Algebra I proficiency was notably strong** at 85.4% compared to 67.2% statewide. End-of-course results further highlight strengths, with Biology I proficiency at 81.2% and U.S. History at 91.8%, both **well above state averages**.



PERSONNEL

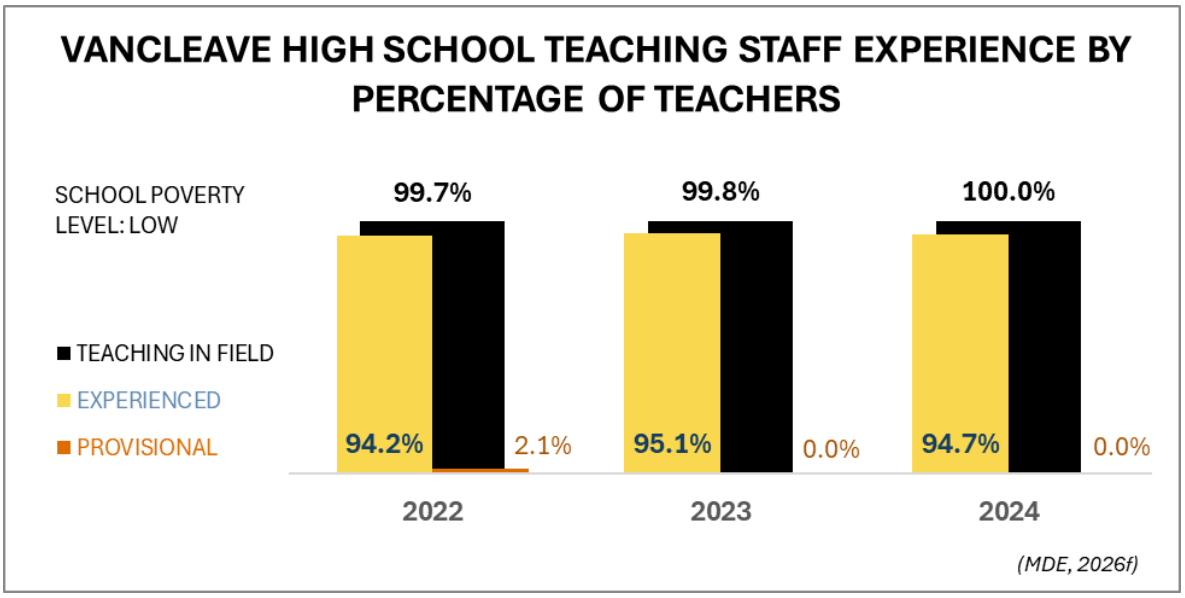


Figure 402: Vancleave High School Teaching Staff Experience by Percentage of Teachers

VHS Personnel Takeaways

Vancleave High School experienced relatively no change in teacher workforce composition over the three-year period from 2022 to 2024. **The percentage of experienced teachers, those with four or more years' experience, decreased marginally from 95.1% in 2023 to 94.7% in 2024,** the last year for which MDE published this data. The school employed no provisional teachers The **teaching in-field percentage**, representing teachers who are certified to teach in their assigned subject area, **has remained stable and strong**, with all teachers teaching in their field in 2024.



VANCLEAVE HIGH SCHOOL CNA SURVEY

INTRODUCTION

Twenty-eight (28) faculty members, twelve (12) parents, and one (1) student from Vancleave High School responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Professional Development,* and *General Opinion*.

VANCLEAVE HIGH FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	23	82.1%
Agree	5	17.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	21	75.0%
Agree	7	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School nurses are important at my school.		
	Count	Percentage
Strongly Agree	20	71.4%
Agree	7	25.0%
Disagree	1	3.6%
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	3	10.7%
Agree	5	17.9%
Disagree	5	17.9%
Strongly Disagree	3	10.7%
Not Applicable or No Information	12	42.9%
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	5	17.9%
Agree	9	32.1%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	46.4%
Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	19	67.9%
Agree	6	21.4%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.1%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	1	3.6%
Agree	4	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	23	82.1%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	12	42.9%
Agree	8	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	28.6%

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	12	42.9%
Expedited evaluation services for students with limited English	6	21.4%
Expedited evaluation services for gifted and talented students	3	10.7%
Additional academic support	17	60.7%
Tutoring	10	35.7%
Enrichment educational services	3	10.7%
Counseling	19	67.9%
Mentors	11	39.3%
School supplies	21	75.0%
School uniforms	11	39.3%
Dental referrals	14	50.0%
Medical referrals	13	46.4%
Bullying assistance	5	17.9%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

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	10.7%
Supporting college and career counseling	8	28.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	7	25.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	12	42.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	6	21.4%

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	6	21.4%
Providing school-based mental health services and counseling	11	39.3%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	2	7.1%
Establishing or improving dropout prevention	4	14.3%
Supporting re-entry programs and transition services for Justice-involved youth	5	17.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	14	50.0%
Implementing systems and practices to prevent bullying and harassment	3	10.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	9	32.1%
Establishing community partnerships	10	35.7%
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	46.4%
Building technological capacity and infrastructure	10	35.7%
Carrying out innovative blended learning projects	4	14.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	8	28.6%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	10	35.7%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	19	67.9%
Agree	9	32.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

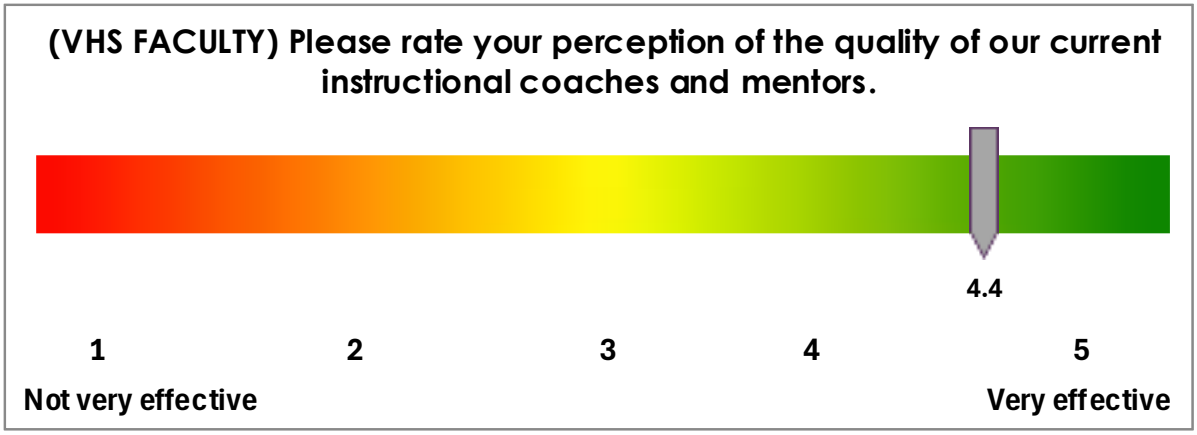
Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	18	64.3%
Agree	10	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	16	57.1%
Agree	12	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	18	64.3%
Agree	10	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	18	64.3%
Agree	10	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	18	64.3%
Agree	10	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	14	50.0%
Agree	13	46.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%
Most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly Agree	14	50.0%
Agree	13	46.4%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
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	13	46.4%
Agree	9	32.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	21.4%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	6	21.4%
Utilize technology such as class websites, blogs, and videos	13	46.4%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	12	42.9%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	14	50.0%
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	8	28.6%
Use bilingual handouts and cues	4	14.3%
Use visual displays, portable white boards, and posters when giving instructions	10	35.7%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	4	14.3%
How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	10	35.7%
Teachers provide unique instructional time inside the classroom for English instruction.	3	10.7%
Mentoring with another student	4	14.3%
Not Applicable	16	57.1%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	20	71.4%
No	8	28.6%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Language Spoken in the Home	19	67.9%
Language Proficiency of the Parent	12	42.9%
Level of Parental Involvement	6	21.4%
Family income and socioeconomic status	2	7.1%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	**Percentage**
Visual Screening Result	4	14.3%
Auditory Screening Result	4	14.3%
Grade Retention (if applicable)	6	21.4%
Number of Failed Courses	7	25.0%
Dropout Status (if applicable)	3	10.7%
Enrichment programs/activities	4	14.3%
Supplemental Academic Instruction	7	25.0%
Behavioral Supports	4	14.3%
Counseling Services	3	10.7%
Discipline Records	2	7.1%
Social-Emotional Learning Services	1	3.6%
Social Behavioral Assessment Inventory Score	1	3.6%
Mental Health Supports	0	0.0%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	1	3.6%
Mental Health Services	2	7.1%
Counseling	4	14.3%
Transitional Services	2	7.1%
Not Applicable	22	78.6%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	7	25.0%
No	2	7.1%
Not Applicable	19	67.9%
I would like to see greater accessibility to augmented instruction in reading and math during the school day for my students.		
	Count	Percentage
Strongly Agree	3	10.7%
Agree	8	28.6%
Disagree	2	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	15	53.6%



Faculty and staff members were asked to "offer example(s) that influenced your rating of the effectiveness of our current instructional coaches and mentors." Those responses are summarized below.

The faculty comments indicate some uncertainty about the presence of instructional coaches and mentors at the high school level, noting that mentorship is primarily provided for new employees and is generally well executed. Additionally, the ACT Instructional Coach is described as fantastic, and instructional coaches are recognized for doing an excellent job during professional development sessions and PLCs, meeting with staff as needed.

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	5	17.9%
Agree	20	71.4%
Disagree	3	10.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	16	57.1%
Agree	12	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	20	71.4%
Agree	8	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	21	75.0%
Agree	7	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	20	71.4%
Agree	7	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	18	64.3%
Agree	9	32.1%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	16	57.1%
Agree	10	35.7%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%
Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	17	60.7%
Agree	11	39.3%
Disagree	0	0.0%
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	18	64.3%
Agree	9	32.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	19	67.9%
Agree	8	28.6%
Disagree	0	0.0%
Strongly Disagree	1	3.6%
Not Applicable or No Information	0	0.0%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	17	60.7%
Agree	11	39.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	15	53.6%
Agree	12	42.9%
Disagree	0	0.0%
Strongly Disagree	1	3.6%
Not Applicable or No Information	0	0.0%
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	22	78.6%
Agree	6	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	11	39.3%
Agree	10	35.7%
Disagree	2	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	17.9%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	14	50.0%
Agree	11	39.3%
Disagree	0	0.0%
Strongly Disagree	1	3.6%
Not Applicable or No Information	2	7.1%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Faculty members at Vancleave High highlight several strengths of their school, including effective technology integration, frequent professional development opportunities, and a supportive environment that fosters student learning. The campus is described as welcoming, with staff and administration working collaboratively to ensure student success and providing strong teacher support. Teachers are committed and engaged, creating a positive atmosphere where students feel valued. Suggestions for improvement focus on the need to upgrade the HVAC system in older parts of the building, increase the visibility and involvement of district administration, reduce unnecessary interruptions, and provide more opportunities for staff voices in decision-making. Celebrating successes is also recommended.

VANCLEAVE HIGH PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	8	66.7%
Agree	4	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	7	58.3%
Agree	2	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	25.0%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	11	91.7%
Agree	1	8.3%
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	0	0.0%
Agree	3	25.0%
Disagree	4	33.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	4	33.3%
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	3	25.0%
Agree	3	25.0%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	41.7%

Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	10	83.3%
Agree	2	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
At my elementary school, federal funds are used effectively.		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	1	8.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	75.0%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	0	0.0%
Computer Classes	2	16.7%
Conflict Resolution	4	33.3%
Discipline	2	16.7%
Drug/Alcohol Awareness	1	8.3%
English as a Second Language	1	8.3%
Health Classes	2	16.7%
Literacy Classes	1	8.3%
Math Classes	2	16.7%
Parent-to-School Relationships	5	41.7%
Parent/Child Communication	4	33.3%
Preparing for College	6	50.0%
Parenting Workshops	1	8.3%
Social Media Classes	2	16.7%
Stress/Anger Management	2	16.7%
Understanding College- and Career-Ready Standards	9	75.0%

I would like my school (district) to offer more of the following parental involvement opportunities:		
	Count	Percentage
Tutoring, mentoring, or sponsorship opportunities	1	8.3%
Parental advisory committees	1	8.3%
PTO/PTA meetings and activities	1	8.3%
Ways to help at the classroom level	3	25.0%
Other ways to get involved in my school (district)	6	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
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	2	16.7%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	4	33.3%
Resource materials for parental training	2	16.7%
Training for parents to work with other parents on becoming involved in the schools	2	16.7%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	4	33.3%
Home/School Planners	5	41.7%
How likely would you be to participate in parental involvement activities provided by the school or district?		
	Count	Percentage
Completely likely	3	25.0%
Very likely	3	25.0%
Moderately likely	5	41.7%
Slightly likely	1	8.3%
Not at all likely	0	0.0%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	2	16.7%
Supporting college and career counseling	8	66.7%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	8	66.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	7	58.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	1	8.3%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	4	33.3%
Providing school-based mental health services and counseling	6	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	2	16.7%
Supporting re-entry programs and transition services for Justice-involved youth	2	16.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	6	50.0%
Implementing systems and practices to prevent bullying and harassment	6	50.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	5	41.7%
Establishing community partnerships	4	33.3%
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	6	50.0%
Building technological capacity and infrastructure	6	50.0%
Carrying out innovative blended learning projects	3	25.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	2	16.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	33.3%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	7	58.3%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	6	50.0%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	6	50.0%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%
Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	3	25.0%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%
Is your child an English Language Learner?		
	Count	Percentage
Yes	0	0.0%
No	12	100.0%
I would like to see my child supported with additional academic instruction during the context of the school day when needed.		
	Count	Percentage
Strongly Agree	6	50.0%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	3	25.0%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	0	0.0%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	0	0.0%
Parents know the school's processes and procedures.		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	8	66.7%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	0	0.0%
Parents understand school and/or district goals.		
	Count	Percentage
Strongly Agree	4	33.3%
Agree	5	41.7%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	1	8.3%

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	3	25.0%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	1	8.3%
Overall, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	7	58.3%
Agree	4	33.3%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
I do not mind paying more in taxes to help positively impact my child's education.		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	4	33.3%
Disagree	3	25.0%
Strongly Disagree	2	16.7%
Not Applicable or No Information	1	8.3%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	6	50.0%
Disagree	2	16.7%
Strongly Disagree	1	8.3%
Not Applicable or No Information	1	8.3%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	8	66.7%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
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	4	33.3%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

There is an established vision for our school and/or district.		
	Count	Percentage
Strongly Agree	4	33.3%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	3	25.0%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	25.0%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	4	33.3%
Agree	7	58.3%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	6	50.0%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	8	66.7%
Agree	3	25.0%
Disagree	0	0.0%
Strongly Disagree	1	8.3%
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	7	58.3%
Agree	4	33.3%
Disagree	0	0.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	0	0.0%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	2	16.7%

The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	6	50.0%
Agree	4	33.3%
Disagree	0	0.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	1	8.3%

GENERAL OPINION

Stakeholders were asked to comment on what their school or district does well and what improvements should be made. Responses are summarized below.

Parents of students at Vancleave High express high satisfaction with the school district, highlighting the supportive environment, engaged teachers, and inclusive atmosphere that helps students feel welcome. The district's reputation for quality education and strong administration is praised, and families appreciate the positive impact on their children's experiences from elementary through high school. However, some parents note areas for improvement, such as better understanding of mental health needs, more proactive planning for growing enrollment, and addressing concerns of favoritism and negative attitudes in specific programs. Suggestions include expanding facilities to accommodate new students and fostering a more equitable and supportive atmosphere for all.

VANCLEAVE HIGH STUDENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	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%
Tutoring is delivered by well trained and qualified instructors and students are properly motivated.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
School nurses are important at my school.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
I have input into how federal dollars are spent in my school.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	100.0%

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

Lowering the number of students in classes is important and will help raise student achievement.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

At my elementary school, federal funds are used effectively.		
	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%

TITLE IV-A (WELL-ROUNDED, SAFETY, TECHNOLOGY)

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	100.0%

CURRICULUM AND INSTRUCTION

Teachers use teaching strategies that help students achieve what students are expected to learn.		
	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%
Teachers provide instructional activities that involve students in their learning.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	100.0%
The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%
Teachers have high expectations for students.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	100.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers are available to help students when they need additional assistance.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	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	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	100.0%
Teachers are genuinely concerned about students and want them to learn what is taught.		
	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%
Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	0	0.0%
Additional academic support	0	0.0%
Tutoring	0	0.0%
Counseling	0	0.0%
A mentor	0	0.0%
School supplies	0	0.0%
Structured note taking mechanisms	0	0.0%
The teacher slows speech at times to help you understand	0	0.0%
The teacher uses gestures and demonstrations	0	0.0%
Use think aloud and think pair shares	0	0.0%
Use of bilingual handouts and cues	0	0.0%
Use of display word walls with high frequency words	1	100.0%

I would like additional help sometimes during the school day.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	100.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

FAMILY AND COMMUNITY

Parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%

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

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

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

SCHOOL CONTEXT AND ORGANIZATION

My school (district) uses assessments that are aligned with student expectations and based on clearly defined performance standards.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My school (district) has adequate resources that enable all students to be successful.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	100.0%

School (district) leaders have a clear vision with improvement efforts planned.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%

Our school (district) does a good job in preventing students from dropping out of school by providing them with the support and encouragement needed.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	100.0%
Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
In our school (district) students have access to a variety of resources to help them succeed in learning, such as technology and media centers.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	100.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	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%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	100.0%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	100.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
My teachers give me personal encouragement in my schoolwork.		
	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%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	100.0%
If I have a problem or suggestion for the principal, he/she is available.		
	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%

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Vancleave High School demonstrates **strong overall performance** with sustained high outcomes, but emerging trends in attendance, literacy performance, and subgroup consistency signal areas requiring targeted action. **Enrollment peaked at 745 in 2024** before declining to 704 in 2026, while **average daily attendance dropped** from 92.6% to 86.4% and **chronic absenteeism rose sharply** to 33.1%, indicating growing engagement challenges. **Accountability remains strong** with consistent "A" ratings, though the **score declined from 838 to 814**, reflecting softening performance in key areas.

STRENGTHS



1) **Strong overall accountability and postsecondary readiness.** The school maintains an "A" rating with a 90.2% college and career readiness rate, one of the highest in the region. This indicates that a large majority of students are successfully meeting benchmarks tied to postsecondary success and workforce readiness.



2) **High graduation outcomes and system effectiveness.** The graduation rate reached 98.4%, reflecting strong systems for keeping students on track through completion. This aligns with survey results showing about 100% of staff agreement that students are supported to avoid dropping out, reinforcing the effectiveness of schoolwide supports.



3) **Strong math performance and growth.** Math proficiency increased from 75.6% to 84.7%, with growth reaching 96.7%, demonstrating highly effective instructional practices in this content area. Gains among the lowest quartile (90.8%) indicate successful intervention strategies that are accelerating learning for struggling students.



4) **Positive school climate and strong instructional culture.** Survey data show approximately 100% of staff agree teachers are effective and

expectations are high, with similarly high agreement that the school is safe and orderly. This positive culture supports consistent instructional delivery and student success.

CHALLENGES



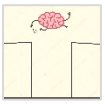
1) **Declining reading performance and growth.** Reading proficiency fell from 68.2% to 60.6%, while growth dropped from 85.6% to 72.9% and lowest quartile growth declined significantly to 48.3%. These trends suggest weakening Tier I literacy instruction and insufficient acceleration for struggling readers.



2) **Declining acceleration and inconsistent advanced participation.** Acceleration rates declined from 89.6% to 80.3%, and postsecondary course participation decreased overall, particularly among male students (down to 43.4%). This suggests reduced access to or engagement in advanced coursework opportunities.



3) **Rising chronic absenteeism and declining attendance.** Chronic absenteeism increased from 17.8% to 33.1%, with especially high rates among students with disabilities (45.4%). Attendance declines, particularly among seniors (77.6%), indicate disengagement that may impact academic outcomes and readiness.



4) **Subgroup disparities in performance and attendance.** Students with disabilities and certain demographic groups show significantly higher absenteeism and lower performance levels. These gaps highlight inconsistencies in access to effective instruction and supports across student groups.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

- Launch a Literacy Improvement Initiative.
    - Conduct item-level and subgroup data analysis to identify specific reading skill gaps, particularly for lowest-performing students. Establish 2–3 non-negotiable literacy practices (e.g., explicit vocabulary instruction, structured reading protocols) and ensure they are implemented daily across content areas.

  - Implement weekly progress monitoring cycles tied to reading benchmarks, with leadership teams reviewing data biweekly to adjust instruction and supports in real time.

- Activate Attendance Early Warning System.
  - Develop a weekly dashboard identifying students approaching 10% absenteeism, disaggregated by subgroup, grade, and course performance. Assign staff ownership for targeted outreach and intervention plans for each identified student.
  - Conduct root cause analyses for absenteeism (transportation, disengagement, health) and align interventions directly to identified barriers to improve attendance consistency.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

- Strengthen Tiered Instruction and Intervention Systems
  - Establish dedicated intervention blocks focused on literacy and foundational skills, using flexible grouping updated every 3–4 weeks based on data. Provide professional development on differentiation and scaffolding strategies to ensure consistent implementation.
  - Monitor instructional fidelity through walkthroughs focused on literacy practices and intervention alignment, ensuring all classrooms are implementing agreed-upon strategies.
- Expand Support for High-Need Student Groups.
  - Develop targeted plans for students with disabilities, including co-teaching models, aligned interventions, and consistent progress monitoring tied to IEP goals. Increase collaboration time between general and special education teachers to improve instructional alignment.
  - Use subgroup dashboards to track attendance and achievement monthly, ensuring leadership teams respond quickly to emerging gaps.
- Increase Access to Advanced Coursework and Acceleration.
  - Audit enrollment patterns in advanced and dual credit courses, particularly for underrepresented groups such as males, and remove barriers to participation. Expand awareness campaigns and counseling supports to increase student enrollment.
  - o Monitor participation and success rates quarterly, adjusting supports such as tutoring and mentoring to ensure students persist and succeed in advanced coursework.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

- Institutionalize Attendance and Engagement Systems.
    - Embed attendance monitoring into leadership routines, with clear goals (e.g., reducing chronic absenteeism by 10 percentage points annually). Partner with community organizations to address external barriers impacting attendance.
    - Align classroom engagement strategies with real-world relevance and student interests to improve daily attendance and long-term engagement.
- Close Literacy and Subgroup Achievement Gaps
    - Set measurable annual targets for reading improvement (e.g., +5–7 percentage points in proficiency) and track progress quarterly. Scale successful math instructional strategies into literacy instruction to replicate growth gains.
    - Publicly monitor subgroup performance and hold teams accountable for closing gaps through structured data reviews and action planning cycle
- Strengthen Staff Voice and Instructional Coherence.
    - Create structured teacher leadership teams to guide instructional decisions and resource allocation, addressing survey feedback where only about 50% of staff feel they have input. Increase transparency in decision-making tied to student outcomes.
    - Provide ongoing coaching cycles focused on data use, ensuring all teachers consistently analyze and act on student performance data to drive improvement.

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