CLINTON PUBLIC
SCHOOL DISTRICT



Comprehensive Needs Assessment

2026

CLINTON PUBLIC SCHOOL DISTRICT

2026 COMPREHENSIVE NEEDS ASSESSMENT

Survey and data analysis conducted and compiled by

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CLINTON PUBLIC SCHOOL DISTRICT

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DISTRICT PROFILE

INTRODUCTION

The Clinton Public School District is headquartered at 201 Easthaven Drive in Clinton, Mississippi, in the western portion of the Jackson metropolitan area. Serving one of Mississippi's most established suburban communities, the district has built a longstanding reputation for academic excellence, community involvement, and comprehensive opportunities for students. Today, the district serves five-thousand one-hundred thirty-six (5,136) prekindergarten through grade twelve (PK-12) students across seven campuses: Clinton Park Elementary (PK–1), Northside Elementary (2-3), Eastside Elementary (4-5), Lovett Elementary (6), Clinton Junior High (7-8), Sumner Hill Junior High (9), and Clinton High School (10–12), along with the Clinton Career and Technical Education Center and the district alternative school, Clinton Success Center.

Clinton Public School District continues to distinguish itself as one of Mississippi's top-performing school systems, continuing a longstanding tradition of earning an "A" accountability rating. It ranked fourth statewide for 2025–2026, the highest position among Jackson metro districts. This year's achievement places CPSD in the top five school districts in the state for the fourth consecutive year since MDE resumed school accountability grades in 2022. Student achievement remains a defining strength, with exceptional reading and math proficiency rates and standout performances from individual schools. The district's consistent academic success reflects its strong instructional focus while recent honors further underscore its leadership, including recognition of Sumner Hill Junior High's principal as Mississippi's 2026 Administrator of the Year and national recognition for Superintendent Dr. Andy Schoggin as a finalist for the NASS Excellence in Instruction Award.

CPSD communications department hosts "The Clinton Arrow Podcast" where stakeholders can hear interesting interviews and find out about current events happening in the district. The podcast is available in audio and video through the school's media sites and also anywhere podcasts are found.

VISION AND MISSION

VISION

Excellence is the only option.

MISSION

The Mission of the Clinton Public School District is to produce successful individuals by guaranteeing challenging learning experiences in a unified, caring community committed to excellence.

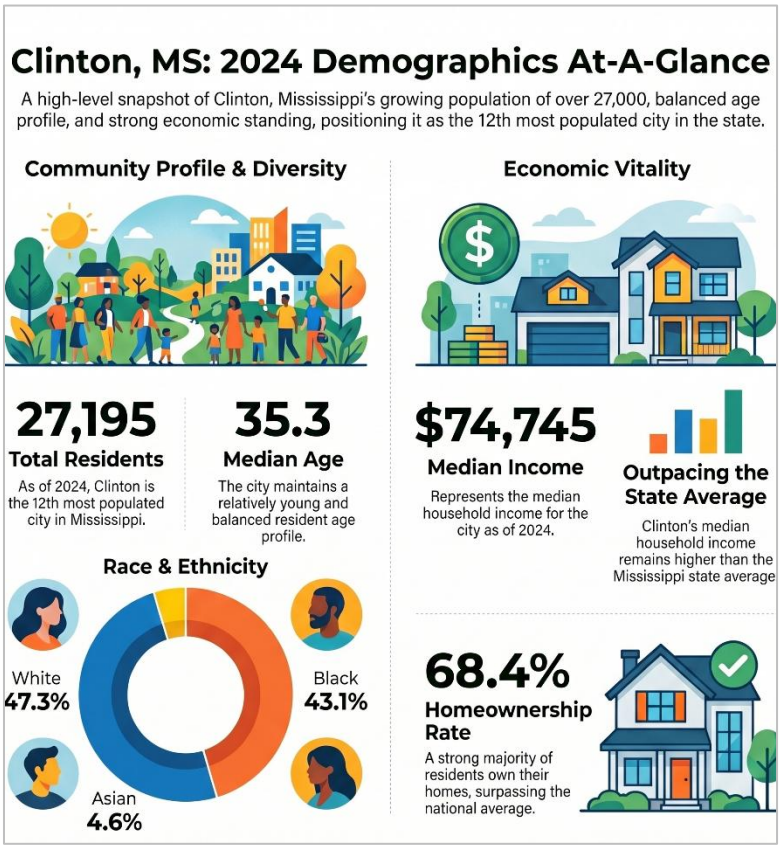
GOALS



1. *The District will promote a user-friendly culture throughout.*
2. *All schools/programs will obtain the highest level of accountability/achievement while ensuring students are prepared for college and career.*
3. *The district will provide state-of-the-art, environmentally/educationally friendly, safe and secure facilities.*
4. *The district will utilize emerging technologies to transform teaching and learning.*
5. *The district will attract/identify, hire, train and retain the "highest qualified" educators who focus on academic excellence and superior customer service.*

COMMUNITY CHARACTERISTICS

Clinton, Mississippi is a suburban city in Hinds County located just west of Jackson in central Mississippi, offering residents a blend of small-town character and metropolitan accessibility. With a population of approximately 27,000 residents, Clinton is widely recognized for its strong sense of community, attractive residential neighborhoods, and highly regarded public schools. Founded in the early 1800s and originally known as Mount Salus, the city was renamed Clinton in 1823 in honor of DeWitt Clinton, former governor of New York. The city's economy is driven by education, healthcare, retail, professional services, and small business development. The median household income is $74,745 and the median age is 35.3. Mississippi College, the state's oldest institution of higher learning, serves as a major economic and cultural anchor, contributing significantly to the city's identity. The city council, the Main Street Clinton organization, and Parks and Recreation hosts events such as "Dinner and Movie", Red Brick Roads Music & Arts Festival, the "Children's Business Fair", "Red, White, and Blue Fest", and other seasonal community celebrations that promote pride in the city and draw regional visitors. Other popular attractions include the Clinton Community Nature Center along with parks such as Brighton Park and Traceway Park that offer a variety of spaces for outdoor recreation and city-league athletics. Like much of central Mississippi, Clinton faces occasional threats from severe thunderstorms and tornadoes. Its combination of educational strength, historic appeal, and convenient location continues to make Clinton one of Mississippi's most desirable communities.



The U. S. Census Bureau estimates the poverty rate for Clinton to be 9.6% with 9.2% of children birth to 17 years old living in poverty related households.

DISTRICT CHARACTERISTICS

Clinton, MS is a city in Hinds County located between the state's capital city of Jackson and port city of Vicksburg. As part of the Jackson metropolitan area, the city benefits from workforce availability while enjoying a more rural setting. With a population of 26, 640 Clinton is among the top 15 most populous cities in Mississippi. The employment rate of Clinton is 60.4% with a median income of $74,745 and a poverty rate of about 9.6%. Educational services and health services are the main sources of employment. Ninety-four percent of people 25 years or older are high school graduates while about 48% of that same demographic have a bachelor's degree or higher. Ninety-four percent of residents are U.S. citizens and approximately 8% have a language other than English spoken at home.

Within Clinton School District, as reported by the Small Area Income and Poverty Estimate from the U. S. Census Bureau, about 14.7% 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.

CLINTON PUBLIC SCHOOL DISTRICT ENROLLMENT BY GRADE LEVEL

	2022	2023	2024	2025	2026
ALL	5196	5211	5187	5172	5136
PK	46	46	48	*	*
K	320	342	361	342	384
GR_01	359	324	322	360	335
GR_02	350	369	330	337	372
GR_03	372	358	380	347	357
GR_04	387	383	358	382	352
GR_05	424	376	370	366	384
GR_06	396	444	383	380	377
GR_07	448	405	447	418	393
GR_08	444	452	410	448	430
GR_09	460	465	471	399	441
GR_10	426	468	469	473	407
GR_11	373	395	446	452	441
GR_12	351	348	360	413	410

(MDE, 2025m)

Figure 1: District Enrollment by Grade Level

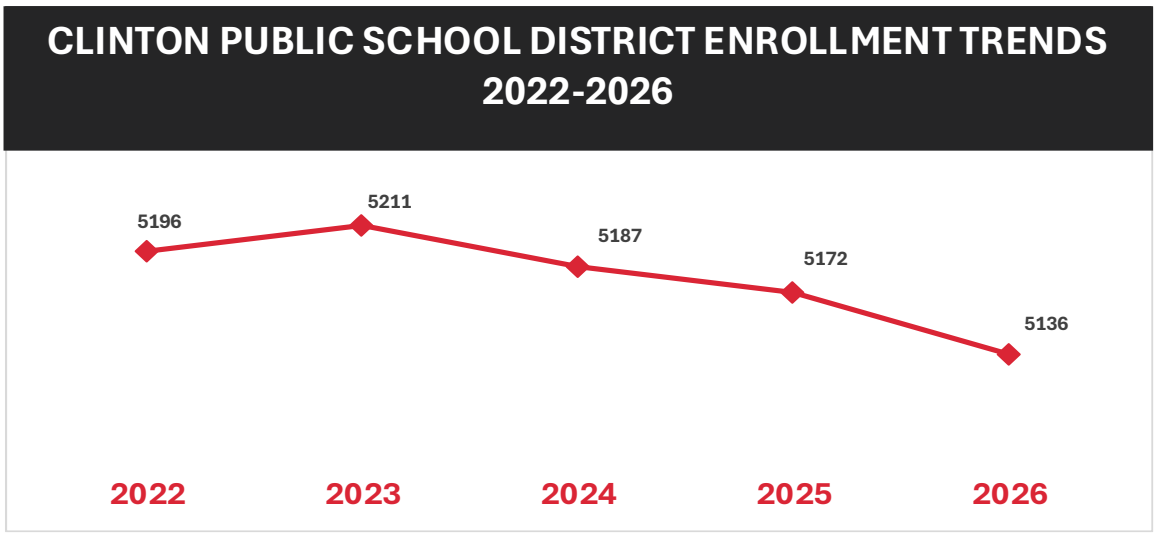


Figure 2: District Enrollment Trends 2022-2026

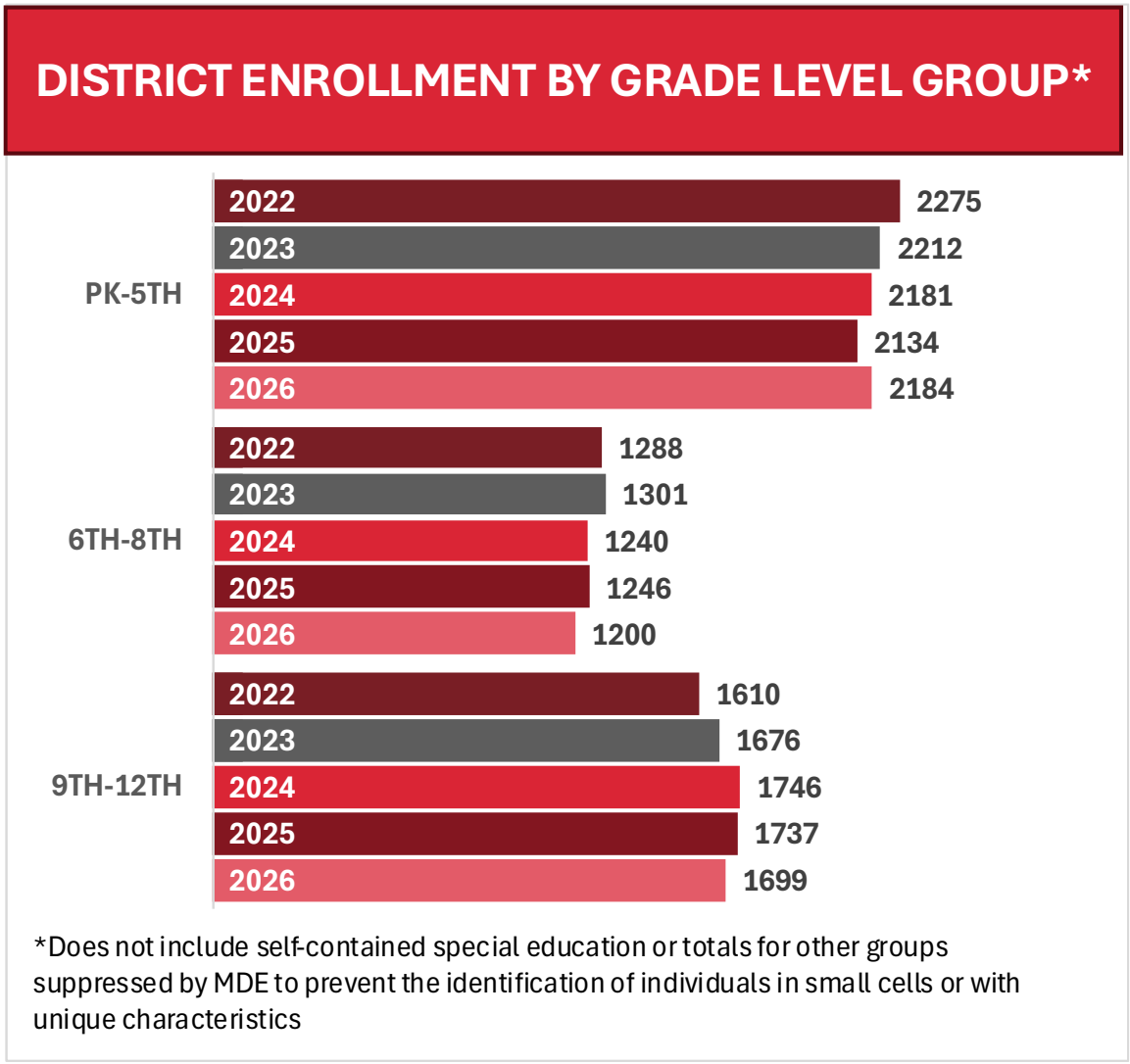


Figure 3: District Enrollment by Grade Level Groups

CHANGES IN ENROLLMENT OVER 5 YEARS				
	2022	2026	CHANGE	% CHANGE
PK-5TH	2275	2184	-91	-4.0%
6TH-8TH	1288	1200	-88	-6.8%
9TH-12TH	1610	1699	89	5.5%
TOTAL	5196	5136	-60	-1.2%

*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

CLINTON PUBLIC SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	5196	5211	5187	5172	5136
GENDER	FEMALE	2552	2575	2582	2590	2555
	MALE	2644	2636	2605	2582	2581
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*
	ASIAN	278	266	289	299	299
	BLACK OR AFRICAN AMERICAN	2840	2907	2866	2892	2899
	HISPANIC OR LATINO	146	161	177	218	222
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*
	TWO OR MORE RACES	119	130	147	138	143
	WHITE	1798	1734	1693	1614	1561

(MDE, 2025m)

Figure 5: District Enrollment by Demographic Group

CLINTON PUBLIC SCHOOL DISTRICT CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ASIAN	5.4%	5.8%	0.5%
BLACK OR AFRICAN AMERICAN	54.7%	56.4%	1.8%
HISPANIC OR LATINO	2.8%	4.3%	1.5%
TWO OR MORE RACES	2.3%	2.8%	0.5%
WHITE	34.6%	30.4%	-4.2%

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

ENROLLMENT TAKEAWAYS

Enrollment in Clinton Public School District has remained remarkably stable over the past five years. Total enrollment stood at 5,196 students in 2022 and measured 5,136 students in 2026, a net decline of just 60 students, or 1.2 percent, over the five-year period. This overall stability masks several important shifts within the student population.

The most notable enrollment growth has occurred at the secondary level. Students in grades 9–12 increased from 1,610 in 2022 to 1,699 in 2026, representing an increase of 89 students, or 5.5 percent. In contrast, enrollment in grades PK–5 declined by 91 students (-4.0 percent), while grades 6–8 experienced a decrease of 88 students (-6.8 percent). These trends suggest that larger cohorts are progressing into high school while younger grade levels have experienced more modest enrollment patterns.

Grade-level data reveal particularly strong enrollment in the upper grades, with grades 11 and 12 increasing from 373 and 351 students in 2022 to 441 and 410 students, respectively, in 2026. Kindergarten enrollment also showed growth, rising from 320 students to 384 students during the same period.

The district's demographic profile has seen slight changes. Black or African American students increased from 54.7 percent of enrollment in 2022 to 56.4 percent in 2026, while Hispanic enrollment grew from 2.8 percent to 4.3 percent. Meanwhile, the proportion of White students declined from 34.6 percent to 30.4 percent. These changes indicate a gradually increasing diversity within the district while overall enrollment remains steady.



ATTENDANCE

CLINTON PUBLIC SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	4782.6	4803.6	4831.6
PK			48.6
K	320.5	346.0	322.4
GR_01	301.9	304.8	341.3
GR_02	346.6	314.2	321.2
GR_03	336.9	359.3	326.4
GR_04	354.5	336.0	360.6
GR_05	359.1	352.3	351.6
GR_06	410.1	363.5	357.5
GR_07	370.7	410.7	387.0
GR_08	412.7	377.9	417.5
GR_09	423.8	437.1	371.8
GR_10	429.8	436.5	432.4
GR_11	355.6	405.9	409.4
GR_12	328.4	328.4	379.0
(MDE, 2023o, 2024q, 2025s)			

Figure 7: District Average Daily Attendance

CLINTON PUBLIC SCHOOL DISTRICT ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	91.8%	92.6%	93.4%
K	93.7%	95.9%	94.3%
GR_01	93.2%	94.6%	94.8%
GR_02	93.9%	95.2%	95.3%
GR_03	94.1%	94.6%	94.1%
GR_04	92.6%	93.8%	94.4%
GR_05	95.5%	95.2%	96.1%
GR_06	92.4%	94.9%	94.1%
GR_07	91.5%	91.9%	92.6%
GR_08	91.3%	92.2%	93.2%
GR_09	91.1%	92.8%	93.2%
GR_10	91.8%	93.1%	91.4%
GR_11	90.0%	91.0%	90.6%
GR_12	94.4%	91.2%	91.8%
(MDE, 2023o, 2024q, 2025m, 2025s)			

Figure 8: District Estimated ADA as % of Enrollment

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.

CLINTON PUBLIC SCHOOL DISTRICT CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	14.7	16.2	18.1
GENDER	FEMALE	16.4	17.4	19.6
	MALE	13.0	14.9	16.7
DISABILITY	STUDENTS WITH DISABILITIES	18.7	18.9	19.8
	STUDENTS WITHOUT DISABILITIES	14.1	15.8	17.9
EL	LIMITED ENGLISH PROFICIENCY	16.3	12.9	19.0
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	≤5%	≤5%	≤5%
	ASIAN	6.1	7.9	10.7
	BLACK OR AFRICAN AMERICAN	14.1	16.2	17.7
	HISPANIC OR LATINO	25.6	26.9	22.9
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	≤5%	≤5%	≤5%
	TWO OR MORE RACES	18.2	13.6	19.2
	WHITE	15.5	16.6	19.5
				(MDE, 2026f)

Figure 9: District Chronic Absence by Demographic Group

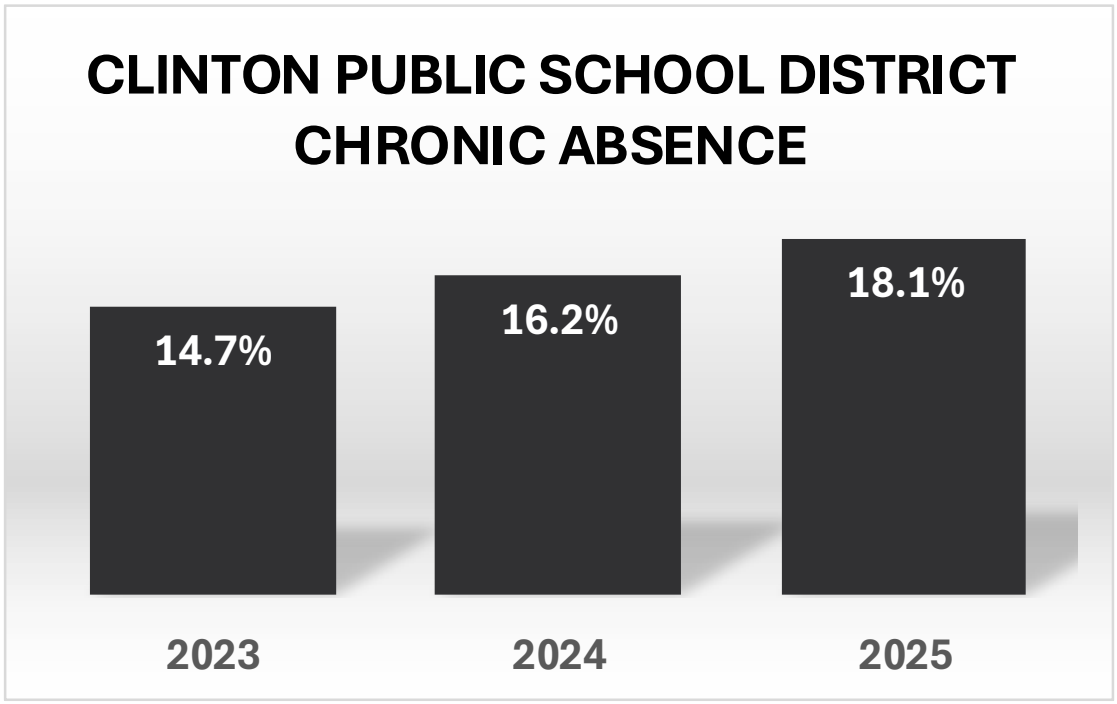


Figure 10: District Chronic Absence Percentage

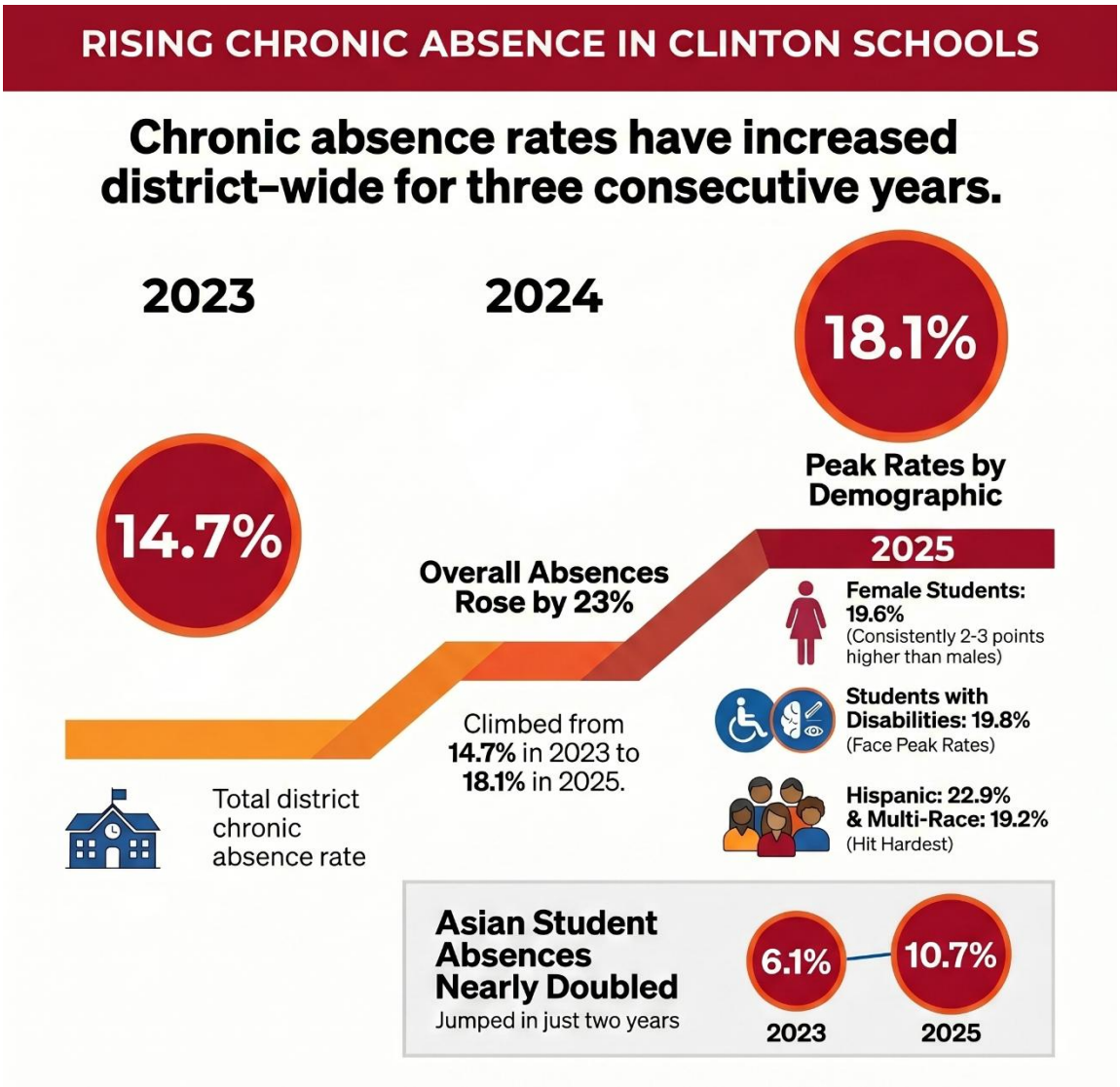


Figure 11: District Chronic Absence Analysis

ATTENDANCE TAKEAWAYS

Average Daily Attendance (ADA) increased from 4,782.6 students in 2023 to 4,831.6 students in 2025, reflecting consistent student participation across the district. Attendance rates as a percentage of enrollment also improved during this period, rising from 91.8 percent in 2023 to 93.4 percent in 2025. Gains were evident across many grade levels, with Grade 5 reaching 96.1 percent attendance and Grades 2 and 8 both exceeding 93 percent in 2025.

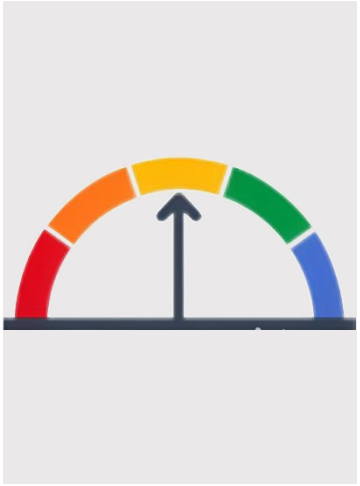
Despite these encouraging attendance rates, chronic absenteeism has increased for three consecutive years. The percentage of students classified as chronically absent rose from 14.7 percent in 2023 to 16.2 percent in 2024 and 18.1 percent in 2025,

representing a 23 percent increase over the three-year period. This trend suggests that while most students are attending school regularly, a growing subgroup of students is missing significant amounts of instructional time.

Several student groups experienced particularly high rates of chronic absence in 2025, including students with disabilities (19.8 percent), female students (19.6 percent), White students (19.5 percent), and students identifying with two or more races (19.2 percent). Chronic absenteeism among Asian students nearly doubled to 10.7 percent in 2025. These numbers highlight the importance of targeted attendance interventions to ensure that improvements in attendance translate into consistent engagement for all students.

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.

CLINTON PUBLIC SCHOOL DISTRICT ACCOUNTABILITY RATE

2023	2024	2025
A	A	A
782	780	770

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

Figure 12: District Accountability Rating

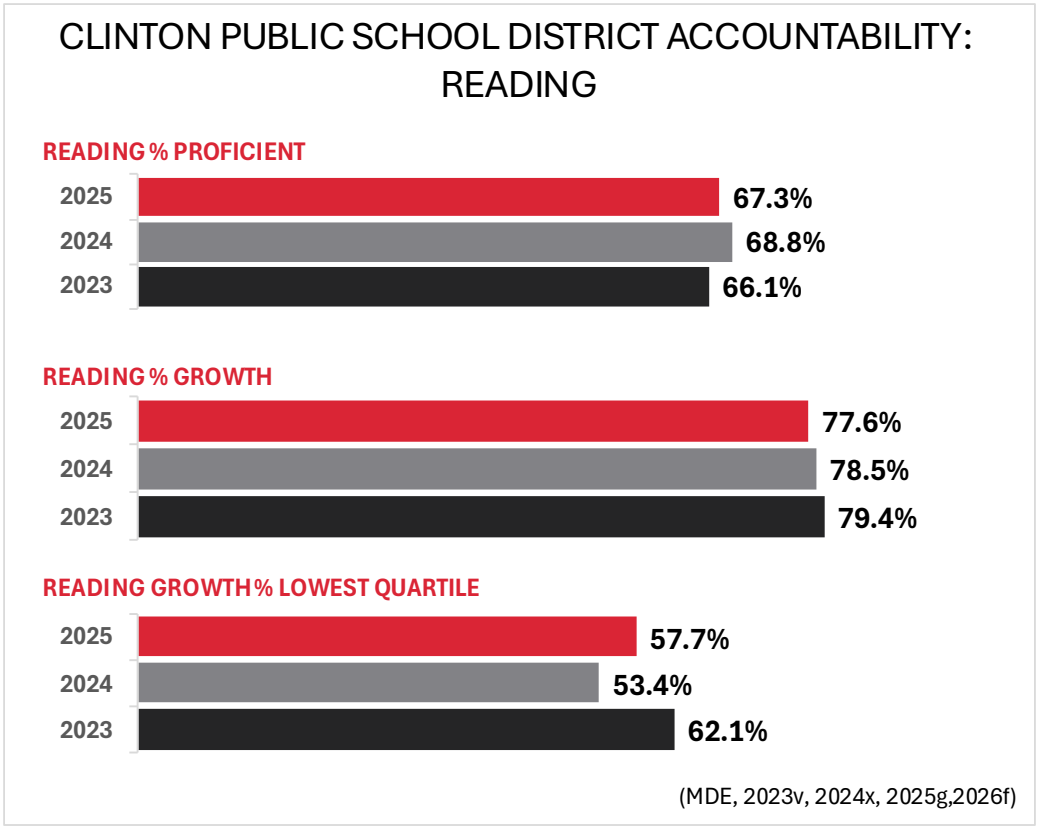


Figure 13: District Accountability: Reading

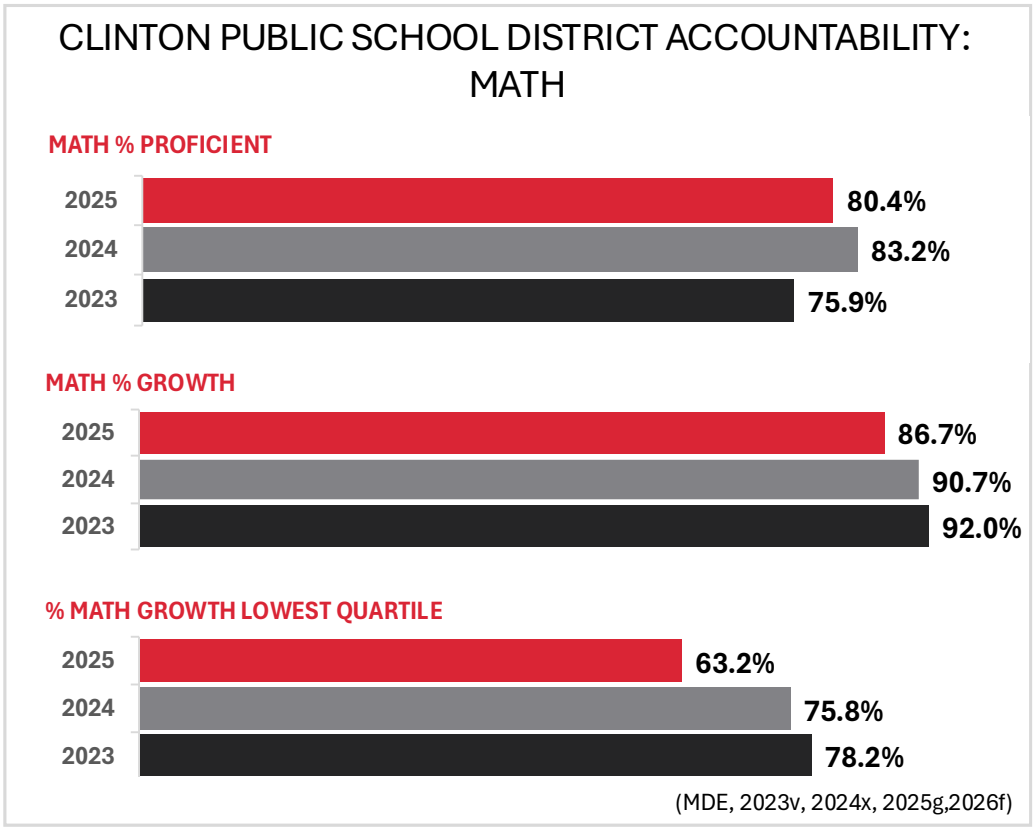


Figure 14: District Accountability: Math

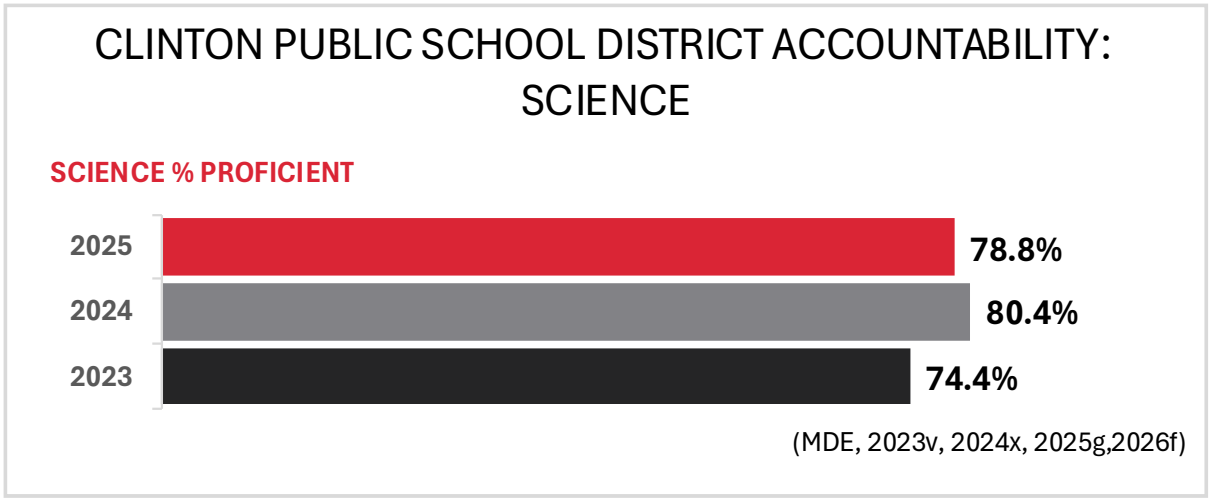


Figure 15: District Accountability: Science

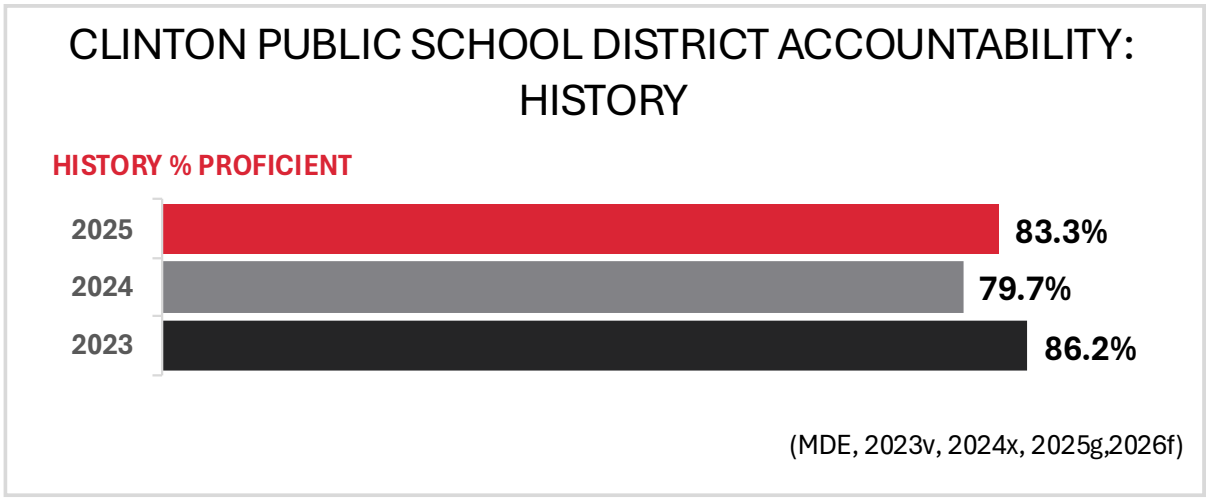


Figure 16: District Accountability: History

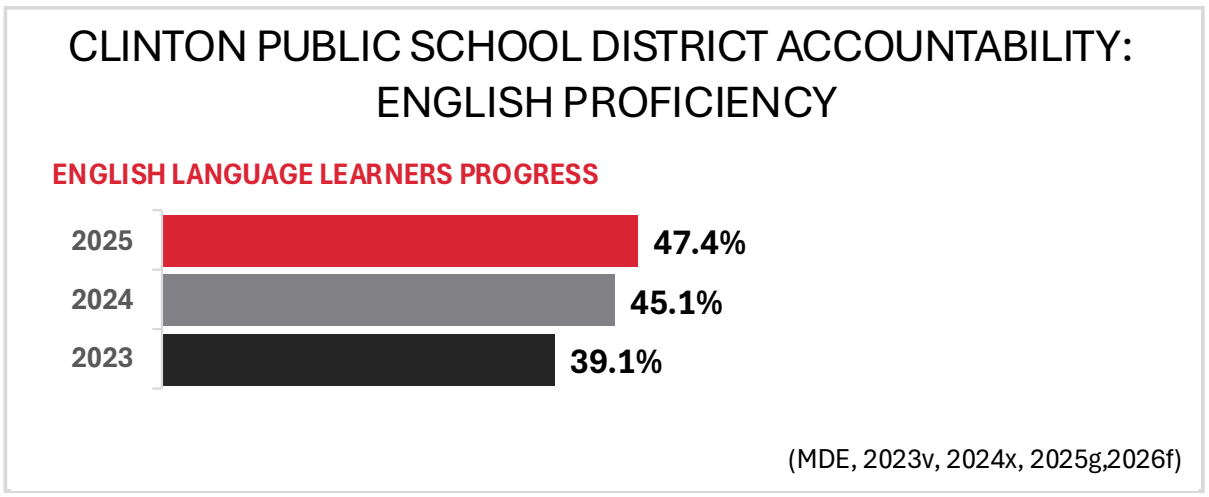


Figure 17: District Accountability: English Proficiency

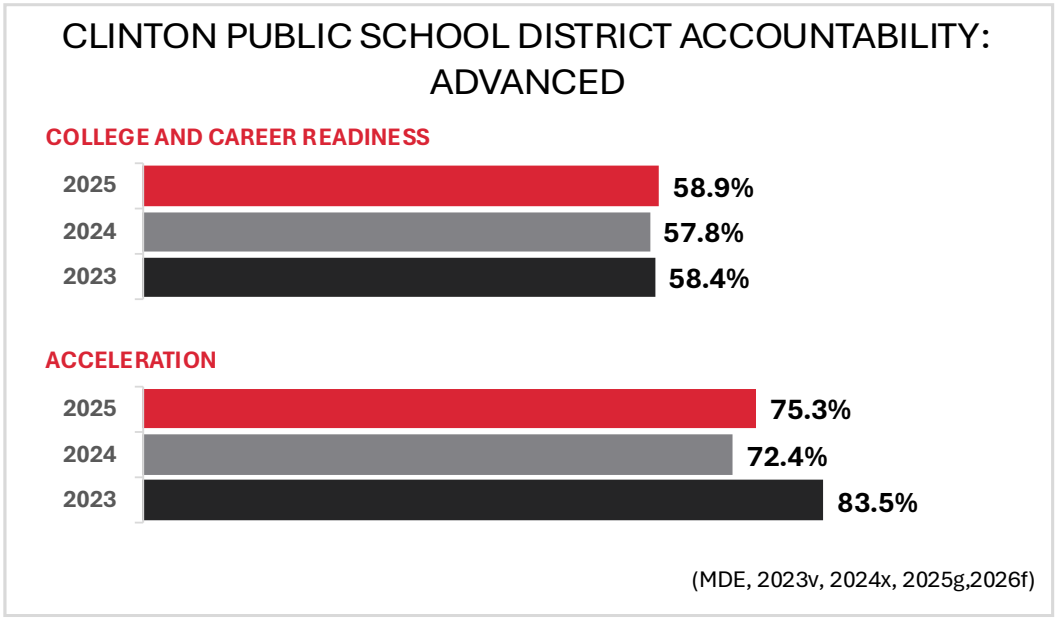


Figure 18: District Accountability: Advanced

GRADUATION RATE

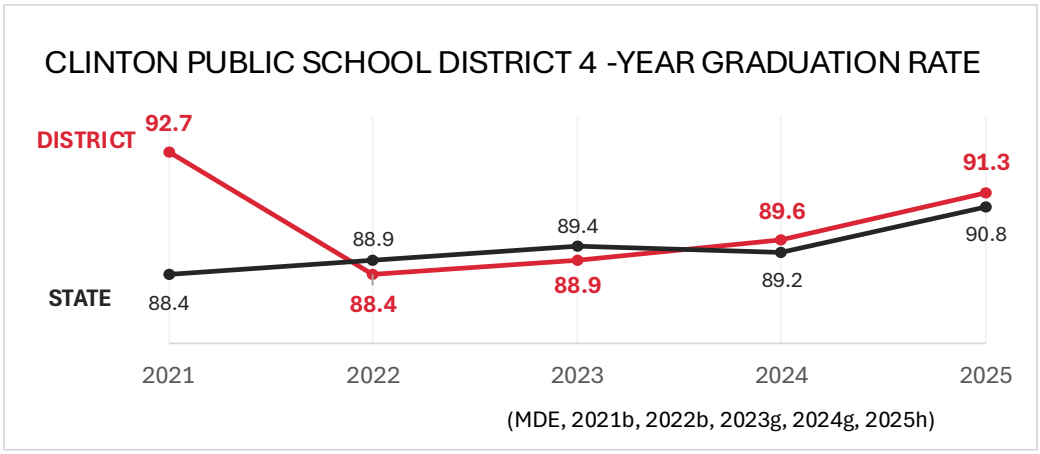


Figure 19: District 4-Year Graduation

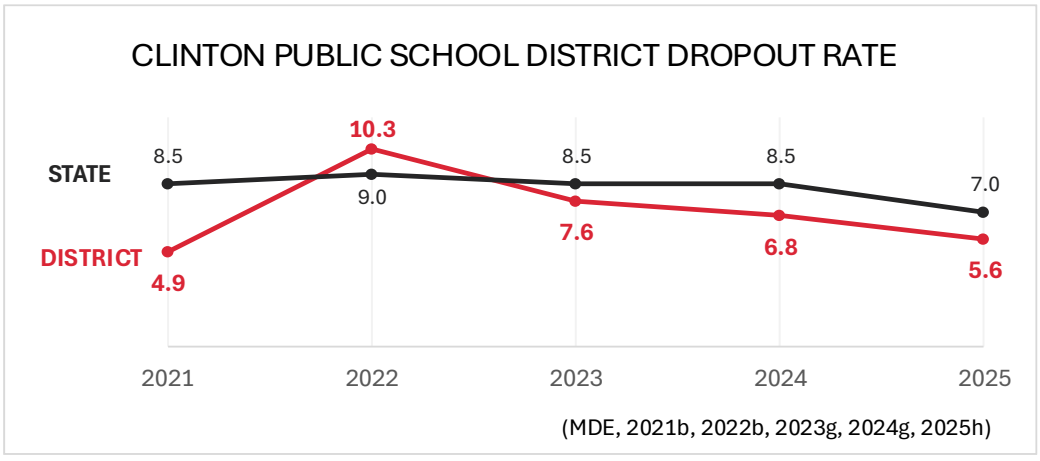


Figure 20: District Dropout Rate

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

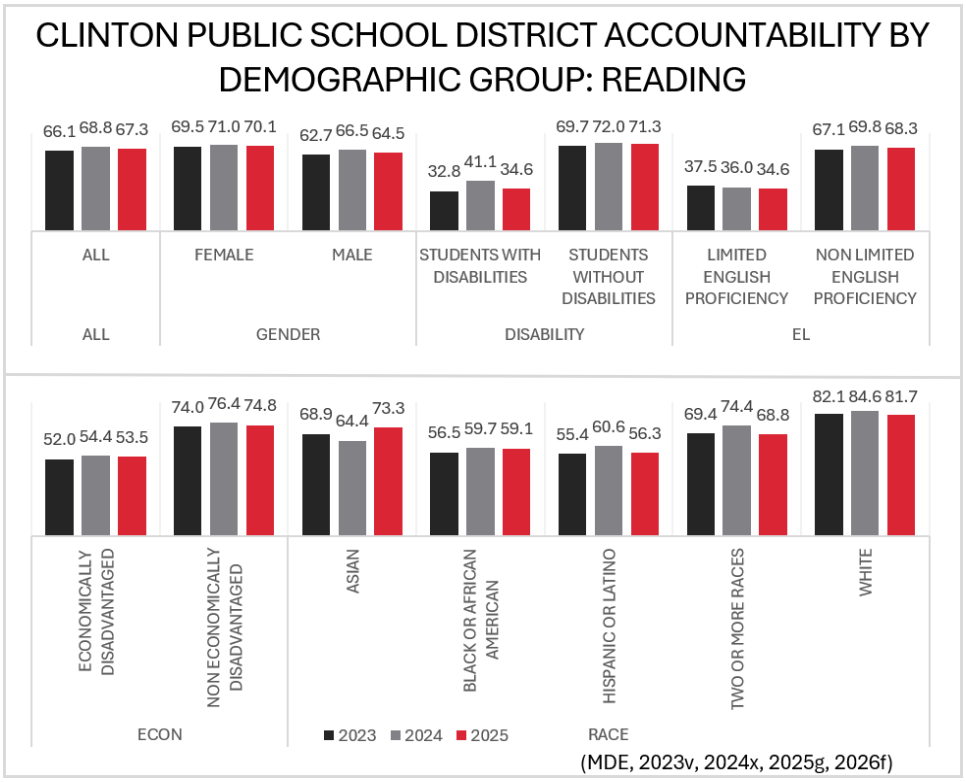


Figure 21: District Accountability by Demographic Group: Reading

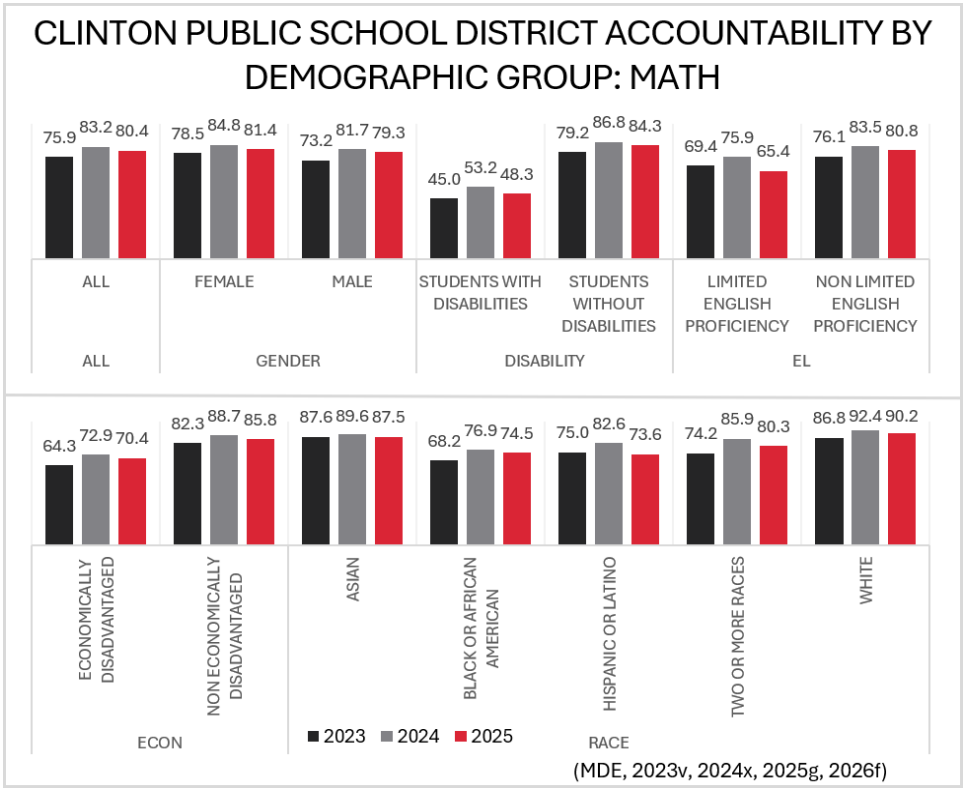


Figure 22: District Accountability by Demographic Group: Math

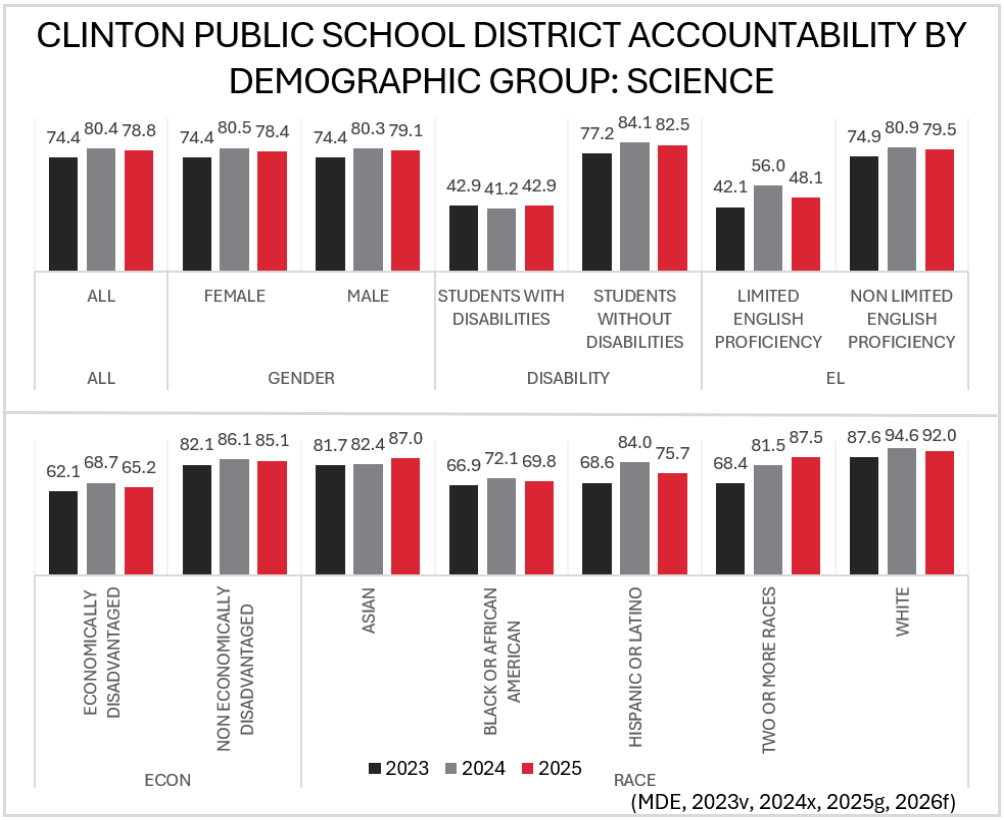


Figure 23: District Accountability by Demographic Group: Science

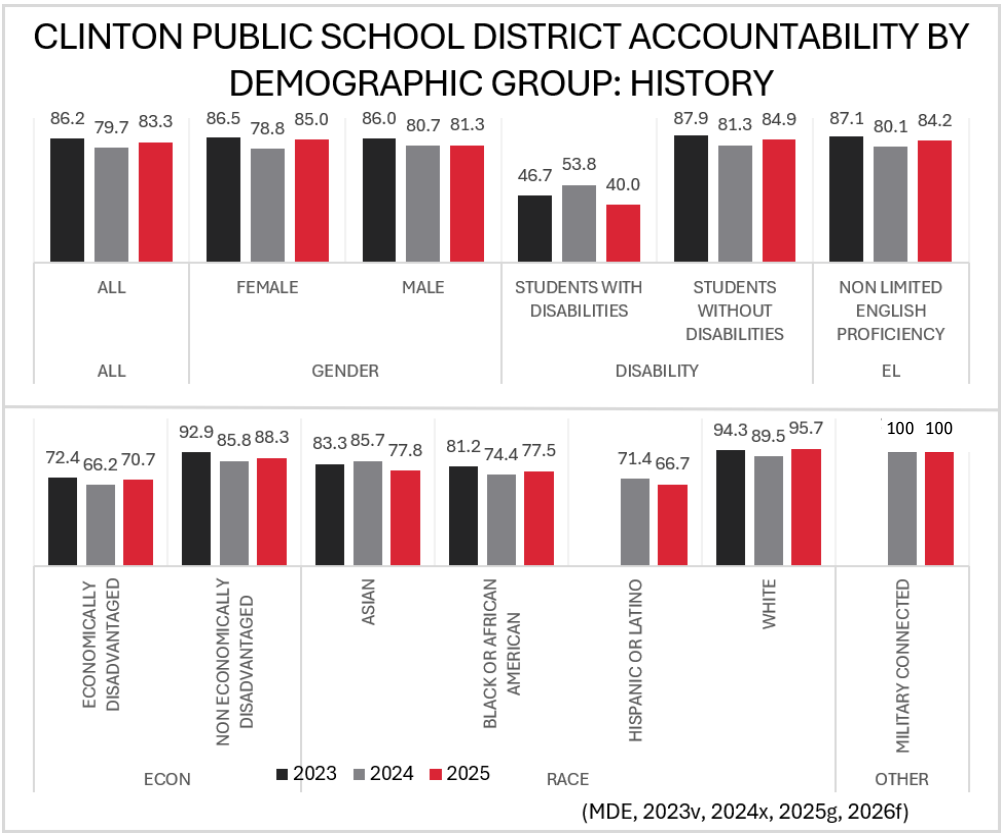


Figure 24: District Accountability by Demographic Group: History

GRADUATION RATE BY DEMOGRAPHIC GROUP

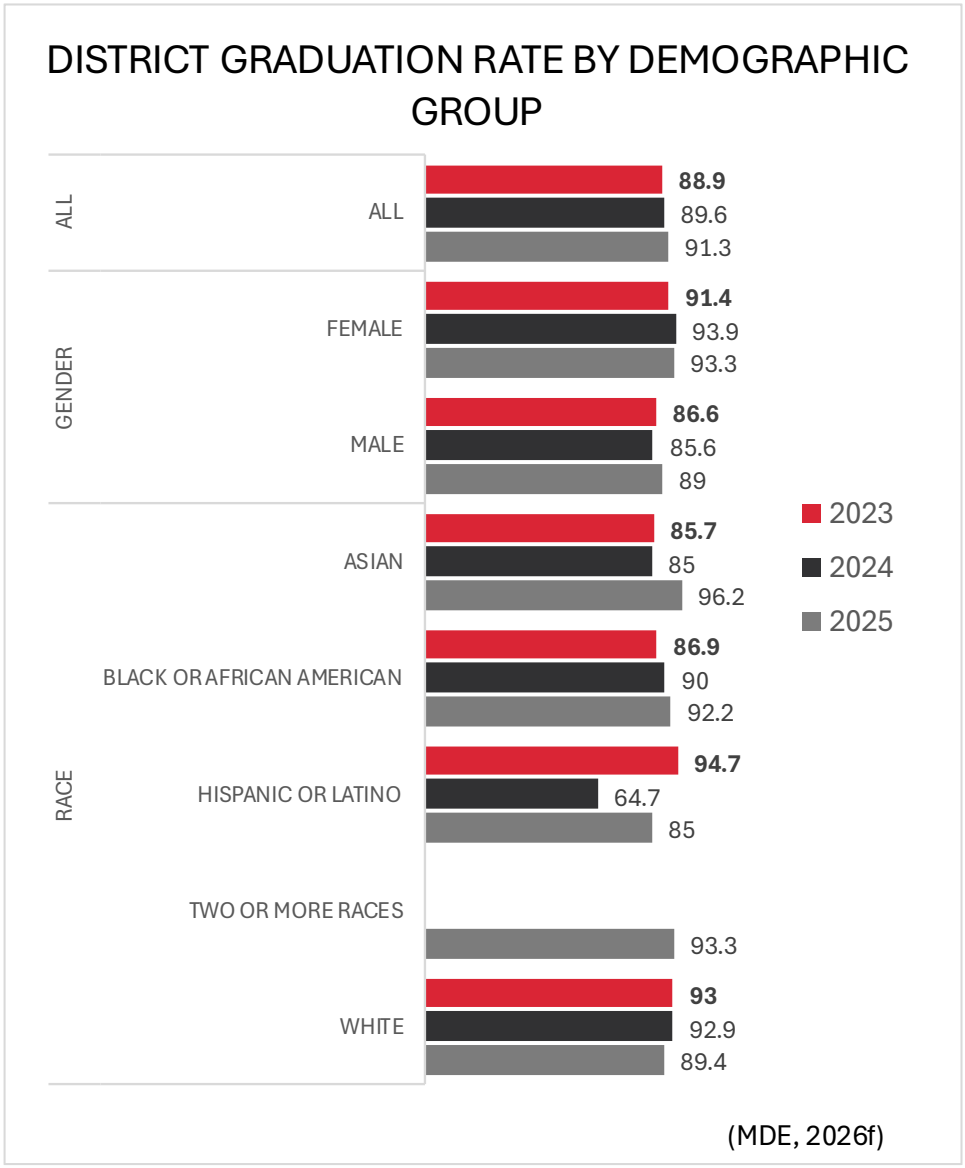


Figure 25: District Graduation Rate by Demographic Group



ACCOUNTABILITY TRENDS

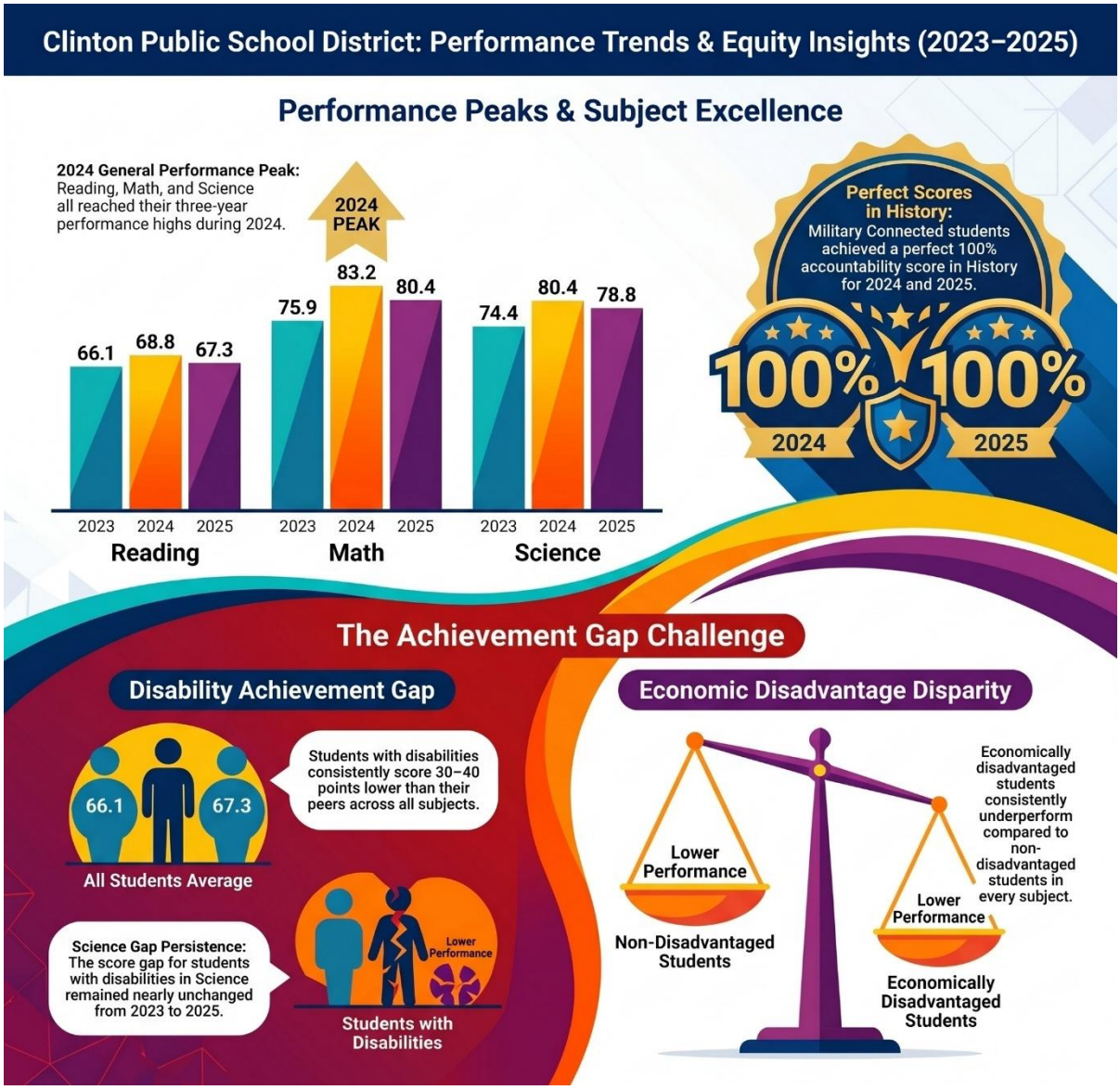


Figure 26: District Accountability Trends

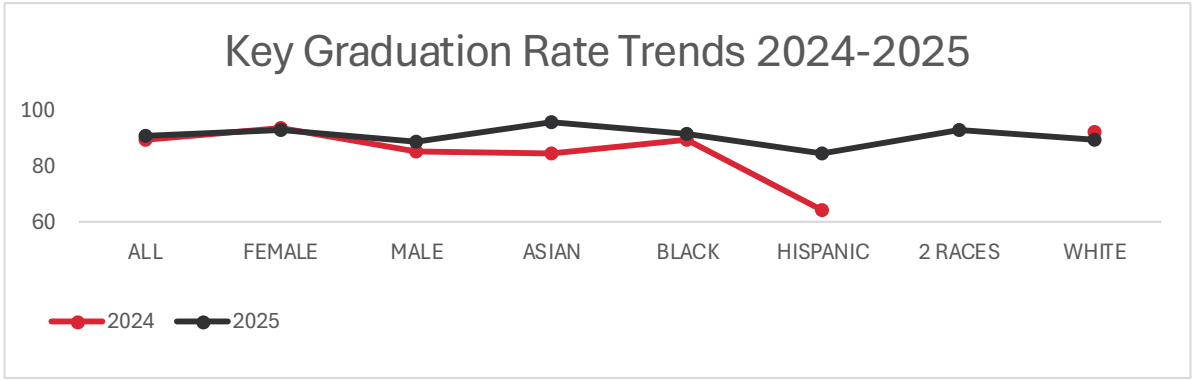


Figure 27: District Graduation Rate Trends 2024 to 2025

PROFICIENCY GAP-TO-GOAL

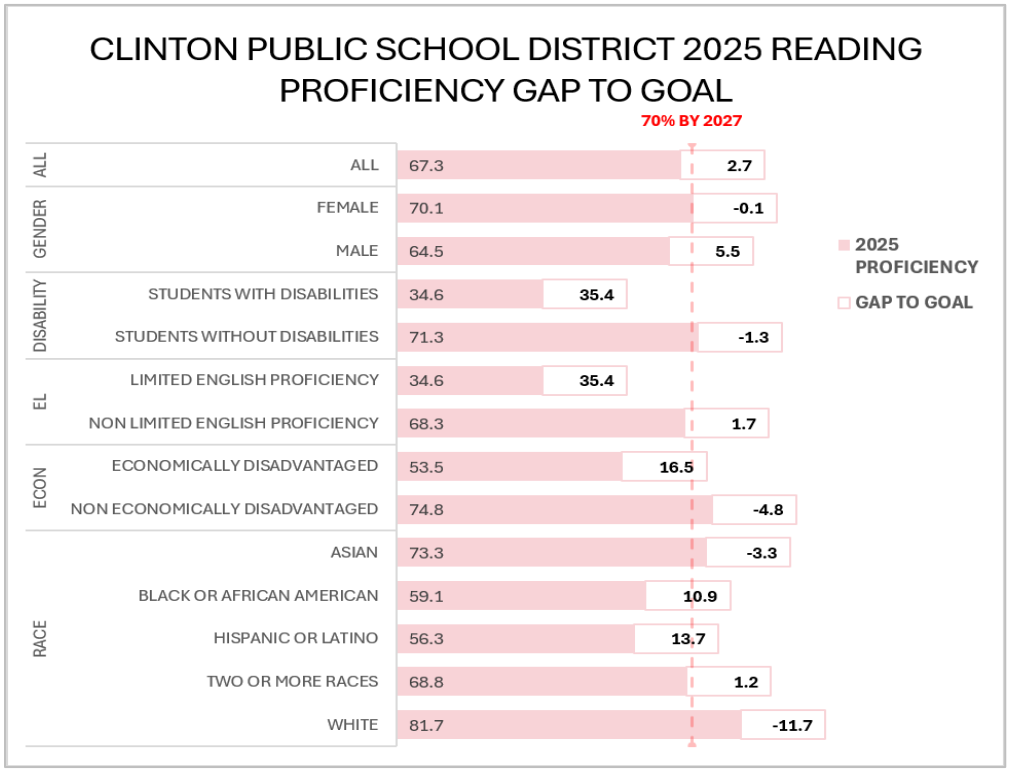


Figure 28: District 2025 Reading Proficiency Gap to Goal

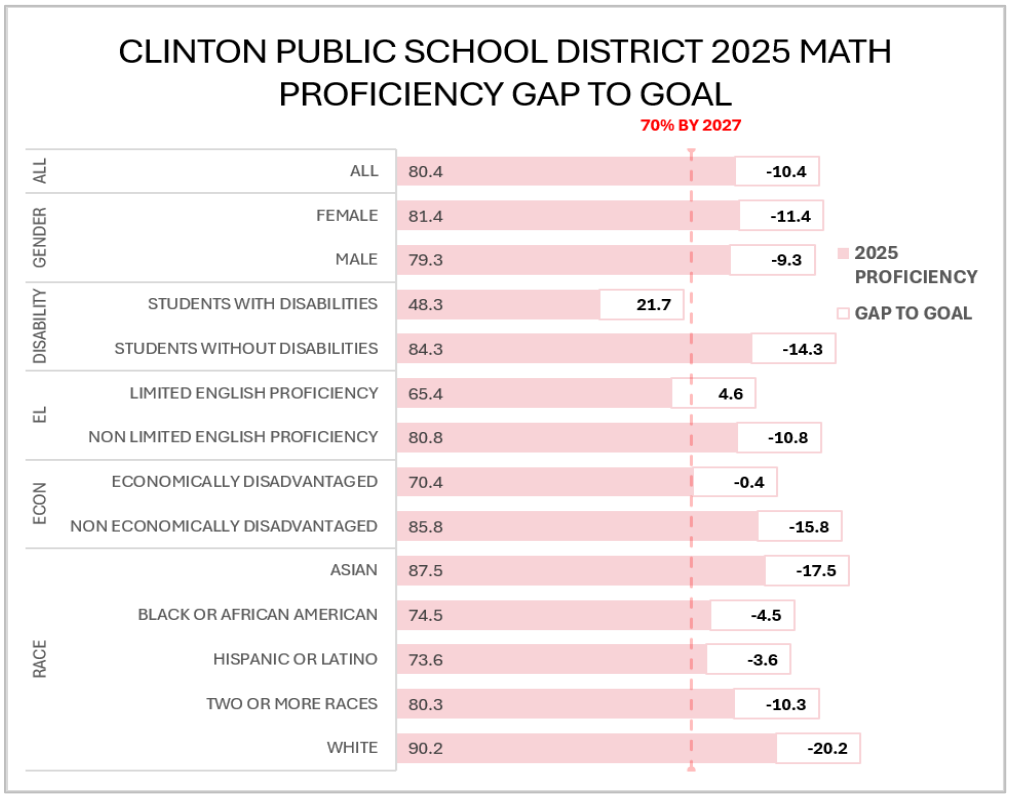


Figure 29: District 2025 Math Proficiency Gap to Goal

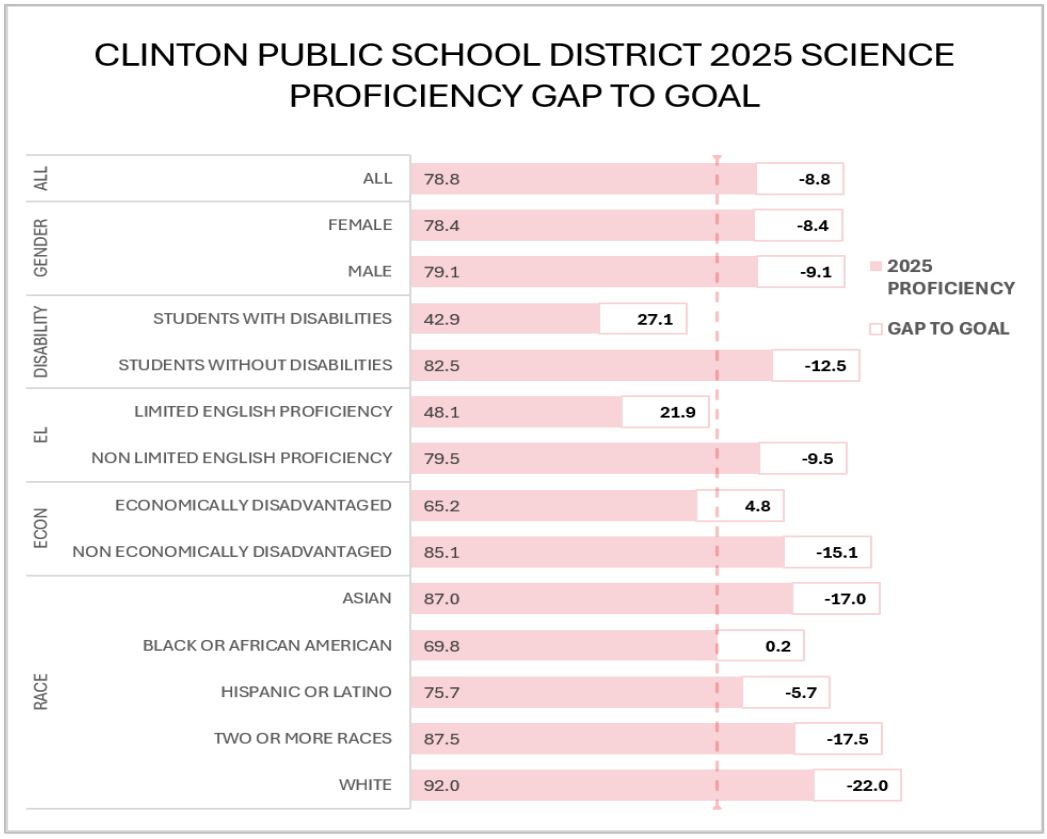


Figure 30: District 2025 Science Proficiency Gap to Goal

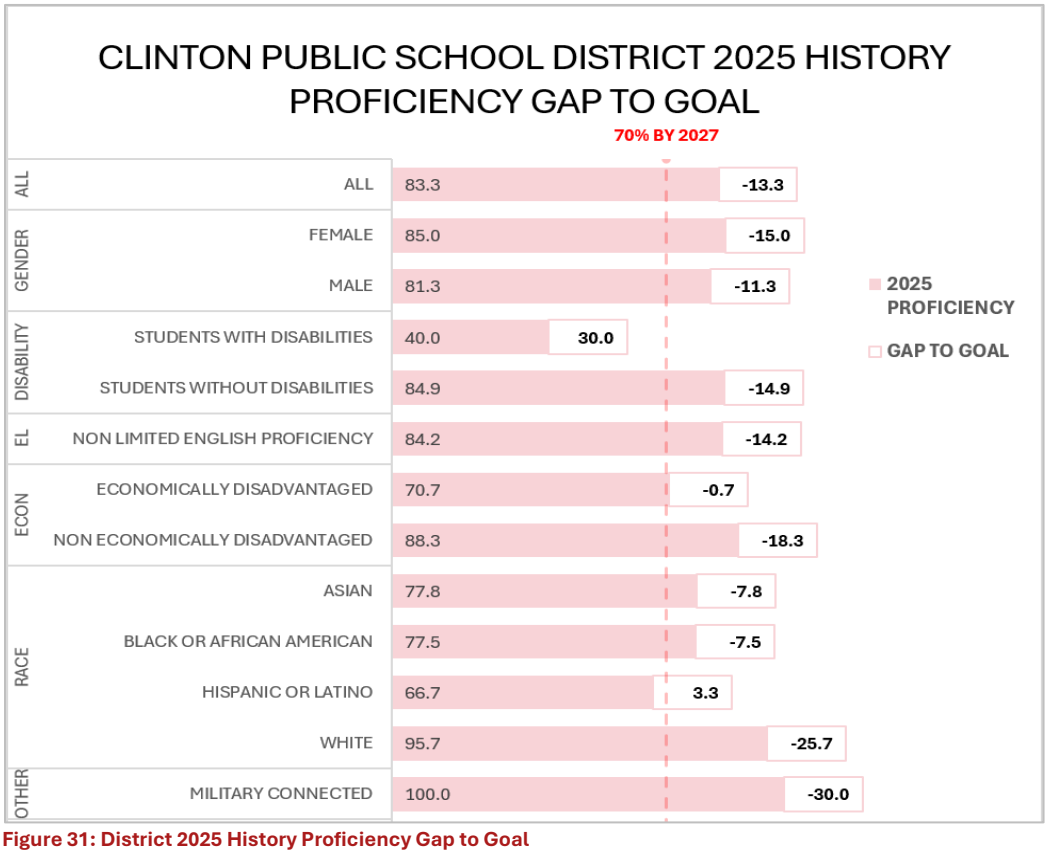


Figure 31: District 2025 History Proficiency Gap to Goal

ADVANCED COURSE ENROLLMENT

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

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
ALL		433.5	58.5%	446.9	57.6%	515.0	59.3%
GENDER	FEMALE	222.2	62.8%	222.0	59.5%	282.6	63.2%
	MALE	211.3	54.6%	224.9	55.8%	232.4	55.2%
RACE	ASIAN	33.3	83.3%	39.0	88.6%	43.8	89.4%
	BLACK OR AFRICAN AMERICAN	170.5	40.0%	186.5	43.0%	214.3	44.7%
	HISPANIC OR LATINO	11.5	52.3%	13.2	47.1%	<10	26.3%
	WHITE	215.1	87.8%	203.9	78.1%	243.0	82.1%
DISABILITY	STUDENTS WITH DISABILITIES	10.0	9.5%		16.9%	12.3	22.8%
	STUDENTS WITHOUT DISABILITIES	427.5	63.1%	438.3	60.5%	502.7	61.8%
EL	LIMITED ENGLISH PROFICIENCY				27.7%	<10	26.1%

Figure 32: District Advanced Course Enrollment

DISTRICT ADVANCED COURSE OPPORTUNITIES

- Advanced Placement: AP courses are offered at both high schools depending on scheduling and demand.
- Dual Credit: Through a partnership with Itawamba Community College, students can enroll in dual credit courses to receive both high school and college credit. These programs are designed for juniors or seniors with a minimum 3.0 GPA.
- Academic Focus: Available programs include advanced mathematics, science, English, and career-technical courses.
- Dual Credit Scholarships: Eligible 11th and 12th-grade students can apply for up to 6 free credit hours in academic or Career and Technical Education (CTE) courses.

ENROLLED IN POST-SECONDARY COURSES			
	2022	2023	2024
ALL			
ALL	78.4	72.1	42.1
GENDER			
FEMALE	83.9	80.7	48.9
MALE	72.1	62.6	35.3
RACE			
ASIAN	69.6	77.8	66.7
BLACK OR AFRICAN AMERICAN	75.7	71.0	38.8
HISPANIC OR LATINO	5.0		31.3
WHITE	85.4	75.0	47.5
DISABILITY			
STUDENTS WITH DISABILITIES	37.5	35.0	5.3
(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)			

Figure 33: District Post-Secondary Enrollment

SCHOOL IMPROVEMENT DESIGNATIONS

Lovett Elementary School exited in 2026 as a **Targeted School Improvement (TSI)** after being reidentified in 2024 and 2025 due to the performance of **students with disabilities** in English.

Clinton High School is continuing in 2026 as an **Additional Targeted School Improvement (ATSI)** school. In 2026, the district received $36,272 in Title I School Improvement allocations to increase subgroup performance.

ACCOUNTABILITY TAKEAWAYS

Clinton Public School District continues to demonstrate strong performance across key accountability indicators, with student achievement levels remaining high in reading, mathematics, science, and graduation outcomes. Districtwide reading proficiency improved from 66.1 percent in 2023 to 68.8 percent in 2024 before settling at 67.3 percent in 2025, while mathematics proficiency showed particularly strong results, climbing from 75.9 percent in 2023 to 83.2 percent in 2024 and remaining at a robust 80.4 percent in 2025. Science proficiency followed a similar trajectory, increasing from 74.4 percent to 80.4 percent before ending at 78.8 percent in 2025. These results suggest that the district has maintained high levels of academic performance even as statewide accountability expectations continue to rise.

Performance across demographic groups highlights both strengths and opportunities for continued growth. Students without disabilities consistently outperformed district averages, achieving proficiency rates of 71.3 percent in reading, 84.3 percent in math, and 82.5 percent in science during 2025. Non-economically disadvantaged students also posted strong results, including 74.8 percent reading proficiency and 85.8 percent math proficiency. White students exceeded 80 percent proficiency in all major tested subjects, while Asian students recorded particularly high outcomes in mathematics and science. However, achievement gaps remain evident. Students with disabilities achieved proficiency rates of 34.6 percent in reading, 48.3 percent in math, 42.9 percent in science, and 40.0 percent in history, indicating a need for continued targeted supports. Economically disadvantaged students also trailed their non-disadvantaged peers across all measured subjects.

Graduation outcomes remain a significant district strength. The overall graduation rate increased from 89.6 percent in 2024 to 91.3 percent in 2025. Female students graduated at a rate of 93.3 percent, while Black or African American students achieved a 92.2 percent graduation rate. The district also continues to provide rigorous academic opportunities, with advanced course participation increasing from 58.5 percent of students in 2022 to 59.3 percent in 2024. Taken together, these indicators reflect a high-performing district characterized by strong academic achievement, rising graduation rates, and broad access to advanced coursework, while also highlighting the importance of continued efforts to close achievement gaps among student subgroups.

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

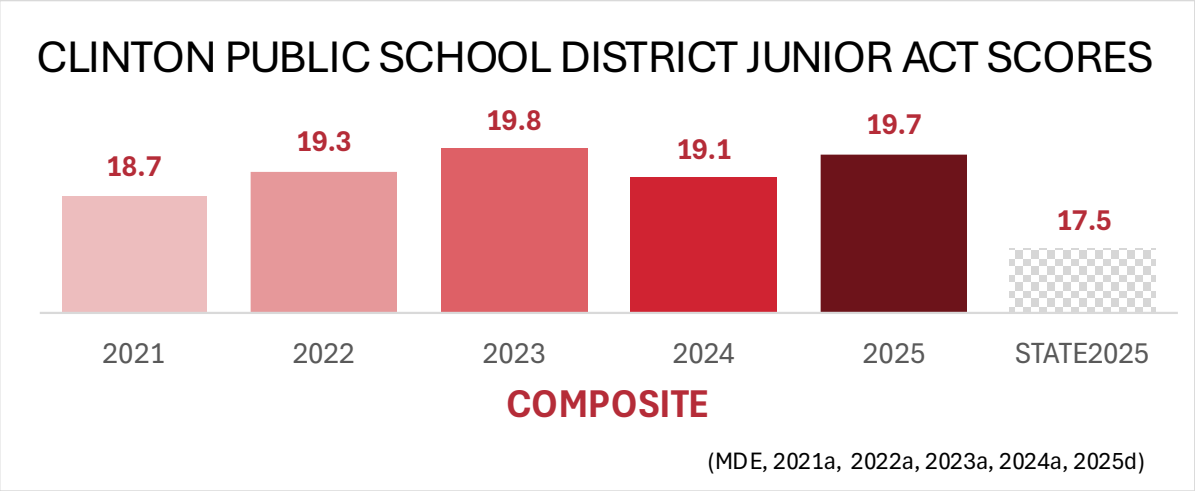


Figure 34: District Junior ACT: Composite

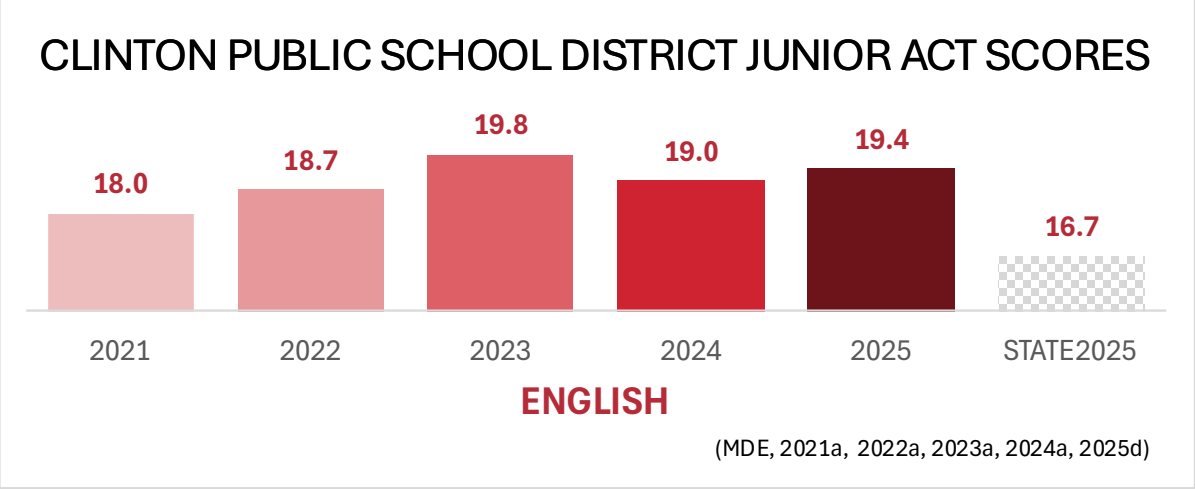


Figure 35: District Junior ACT: English

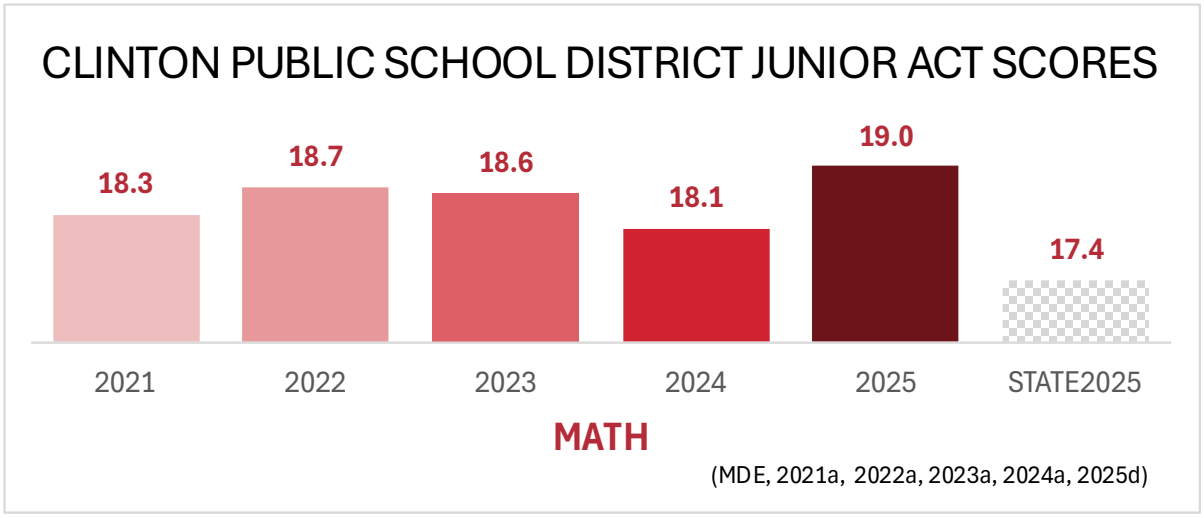


Figure 36: District Junior ACT: Math

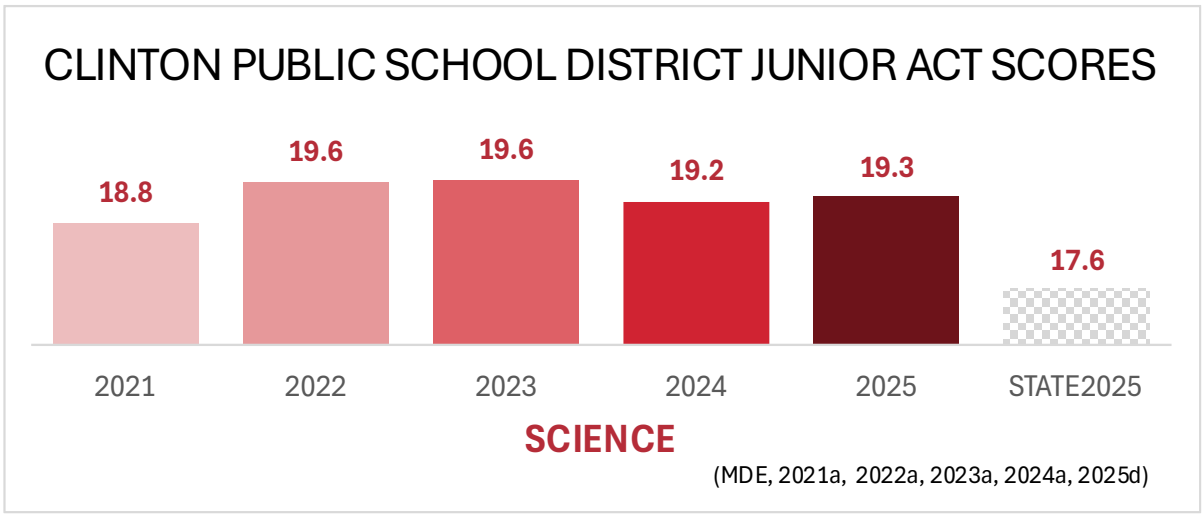


Figure 37: District Junior ACT: Science

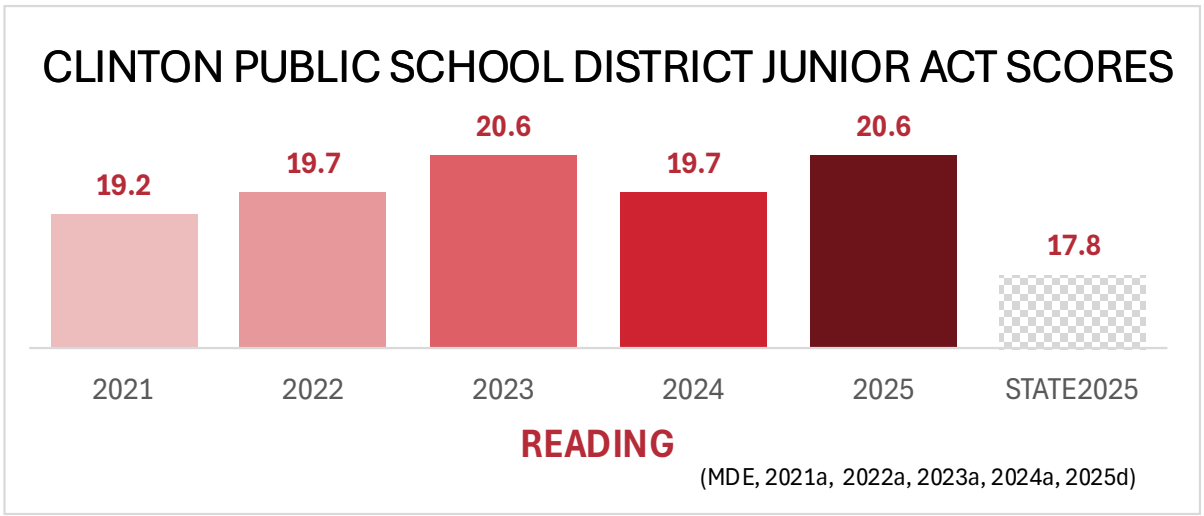


Figure 38: District Junior ACT: Reading

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.

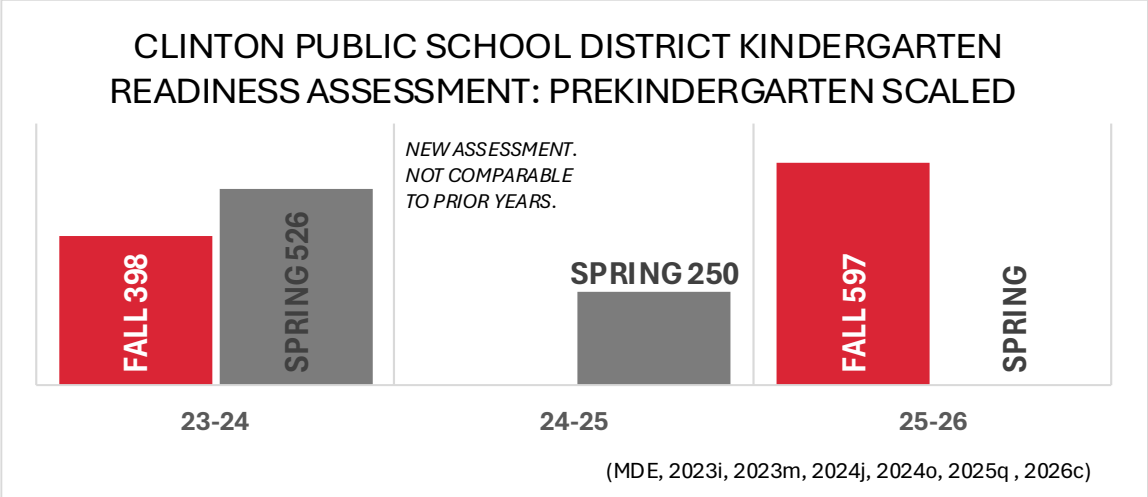


Figure 39: District Kindergarten Readiness Assessment: Prekindergarten Scaled Scores

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

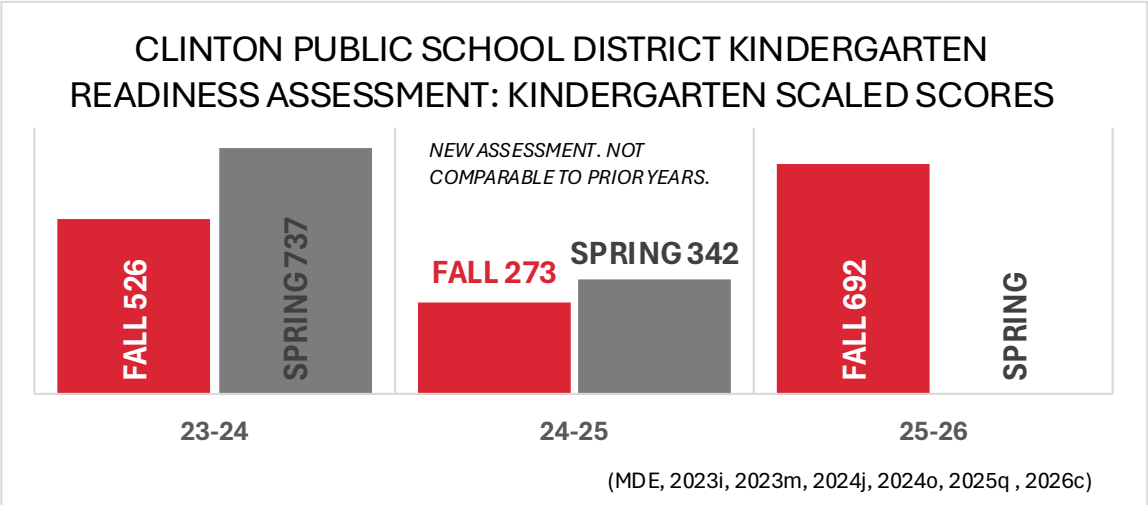


Figure 40: District Kindergarten Readiness Assessment: Kindergarten Scaled Scores

LITERACY-BASED PROMOTION ACT (LBPA)

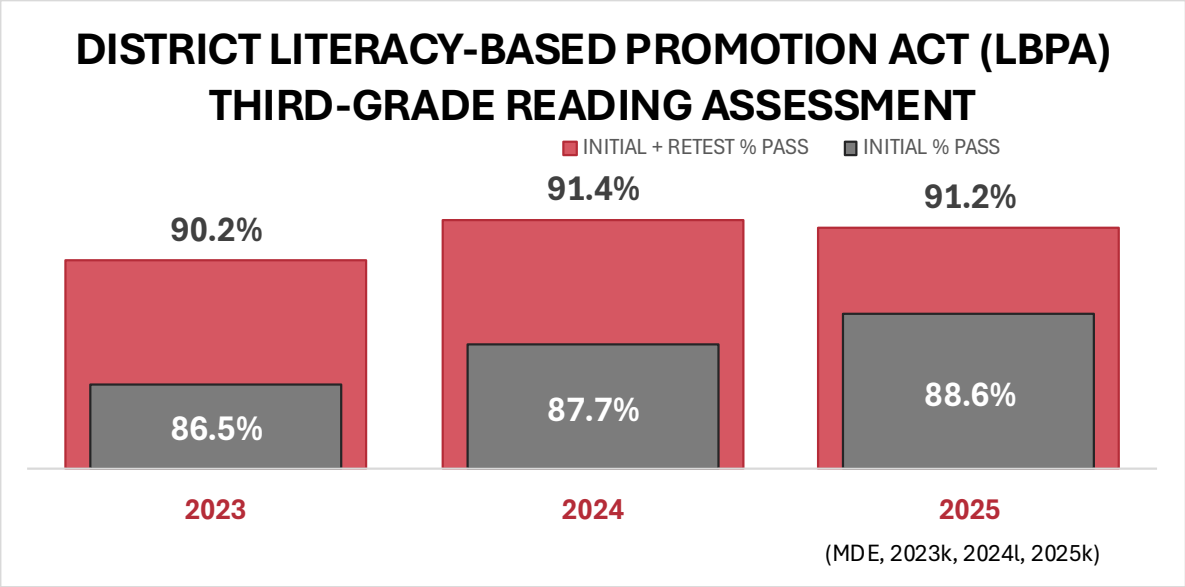


Figure 41: District Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

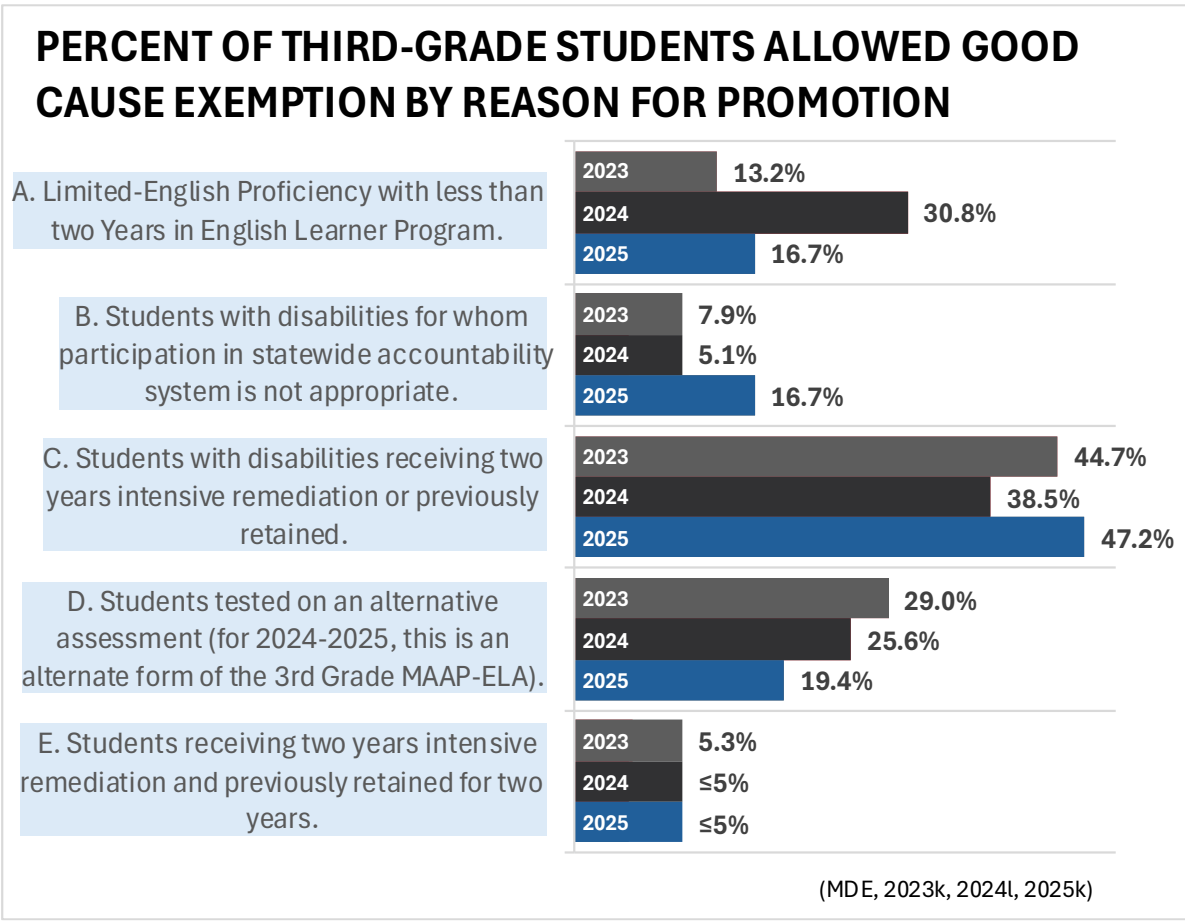


Figure 42: Percent of Third-Grade Students Allowed Good Cause Exemption by Reason for Promotion

AN EXPLANATION OF THE LBPA INCLUDING RECENT UPDATES

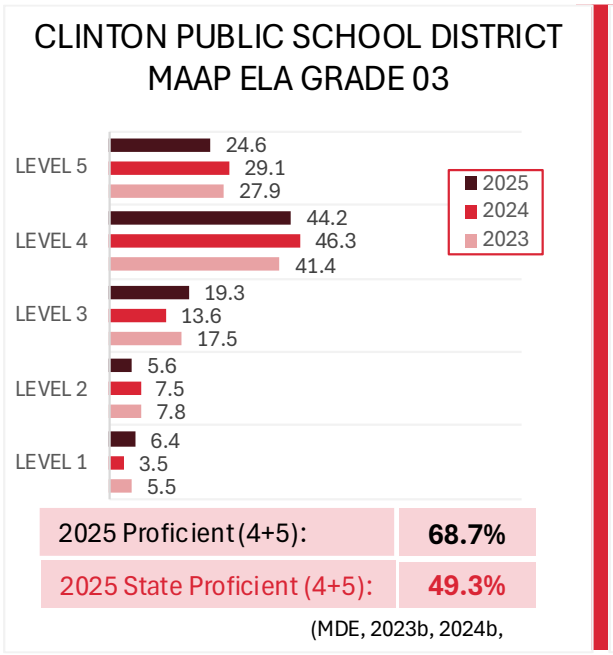
Mississippi's Literacy-Based Promotion Act (LBPA) is the state's early literacy law requiring most students to demonstrate basic reading proficiency by the end of 3rd grade to be promoted, with limited exemptions and intensive supports. **Schools must identify K–3 students with reading deficiencies**, create Individual Reading Plans, provide research-based interventions, and regularly inform families. The retention requirement and rising promotion cut score, along with statewide coaching and training, have been credited with improving reading outcomes.

Recent policy efforts **propose extending LBPA-style expectations into grades 4–8**, including universal literacy screening, IRPs, and documented, evidence-based interventions aligned to MTSS and state assessments. Related provisions discussed with the Mississippi Education Freedom Act would create an adolescent literacy program that essentially replicates the 3rd-grade reading-gate model in upper grades**. If enacted, districts would manage a K–8 continuum of literacy screening, planning, and intervention**, with expanded reporting on students receiving services and exiting reading deficiencies.



MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA



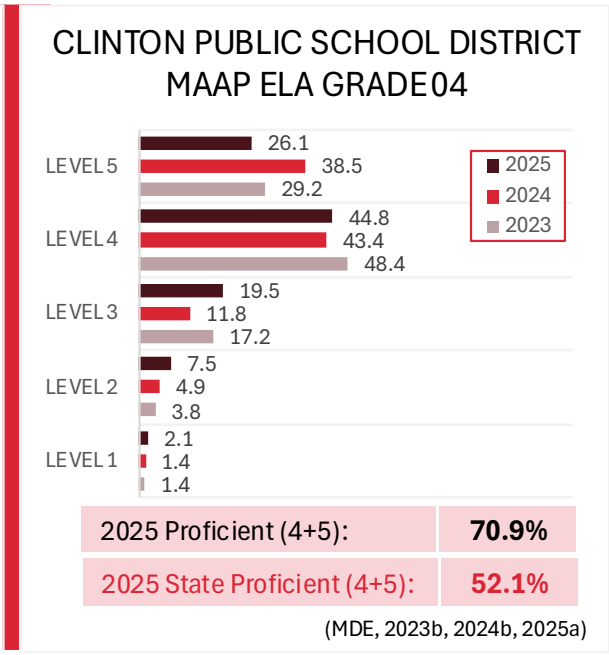
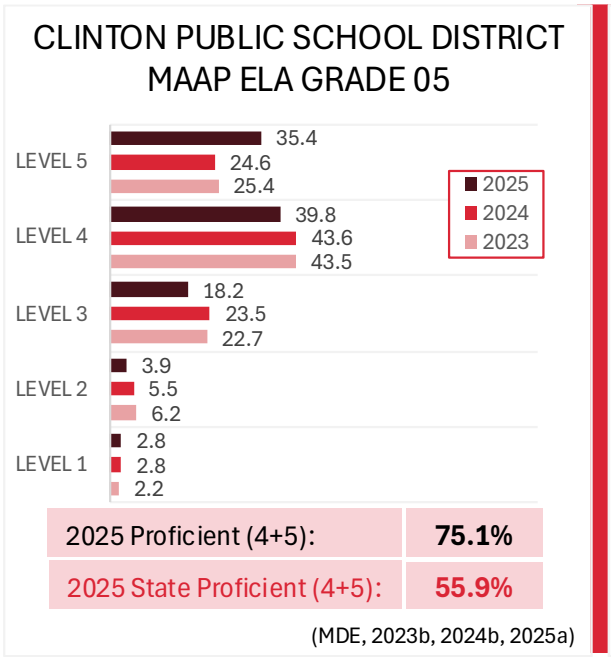


Figure 43: District MAAP ELA Grades 3 and 4



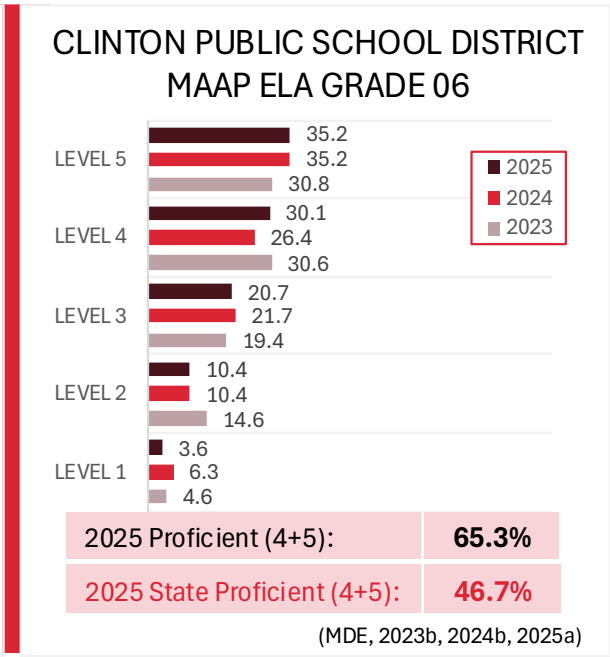
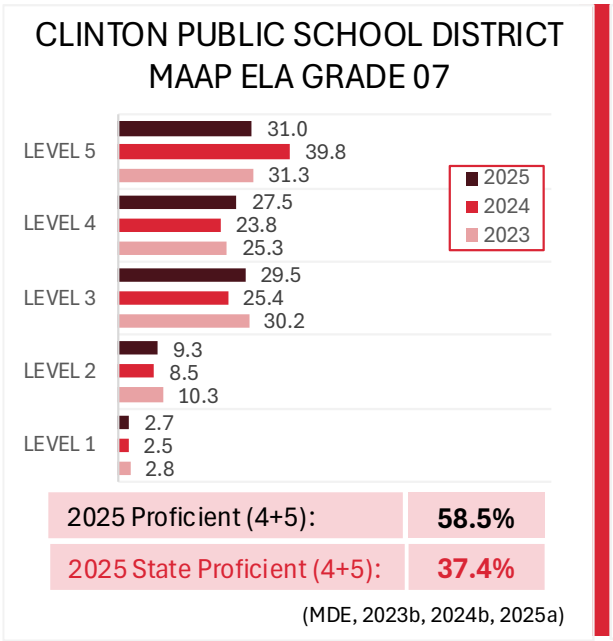


Figure 44: District MAAP ELA Grades 5 and 6



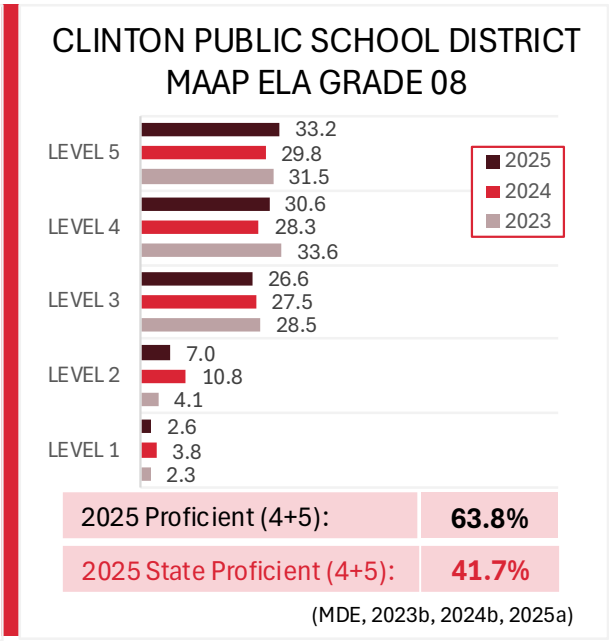


Figure 45: District MAAP ELA Grades 7 and 8

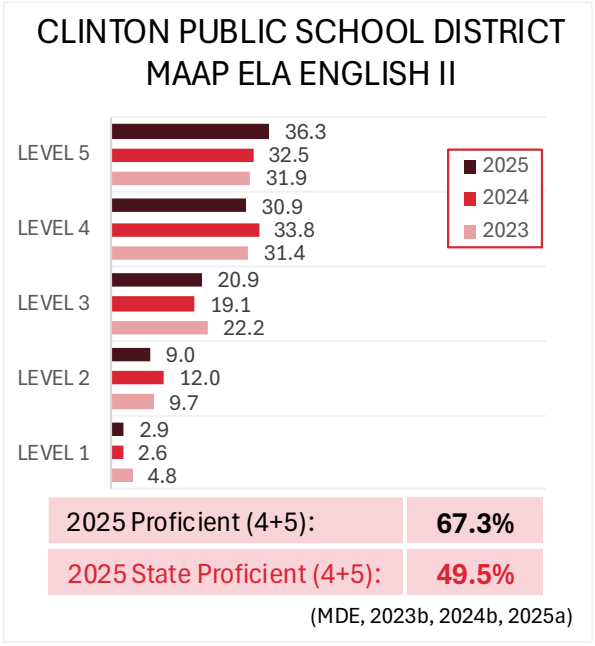


Figure 46: District MAAP ELA English II



MAAP MATH

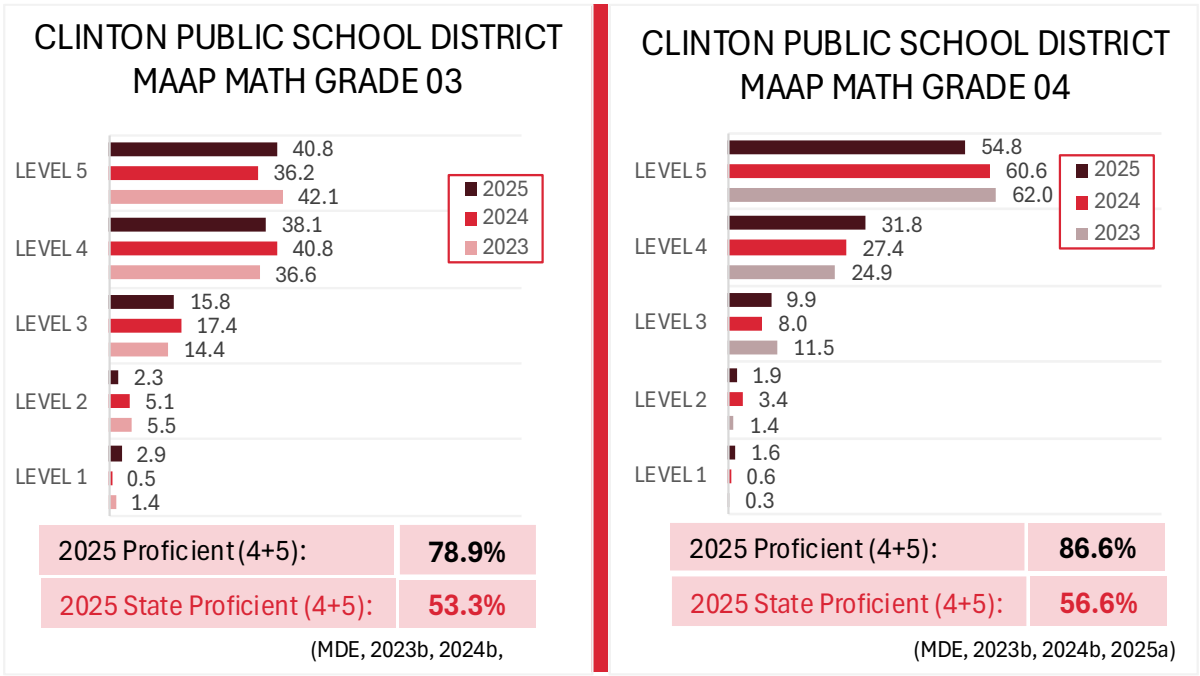


Figure 47: District MAAP Math Grades 3 and 4

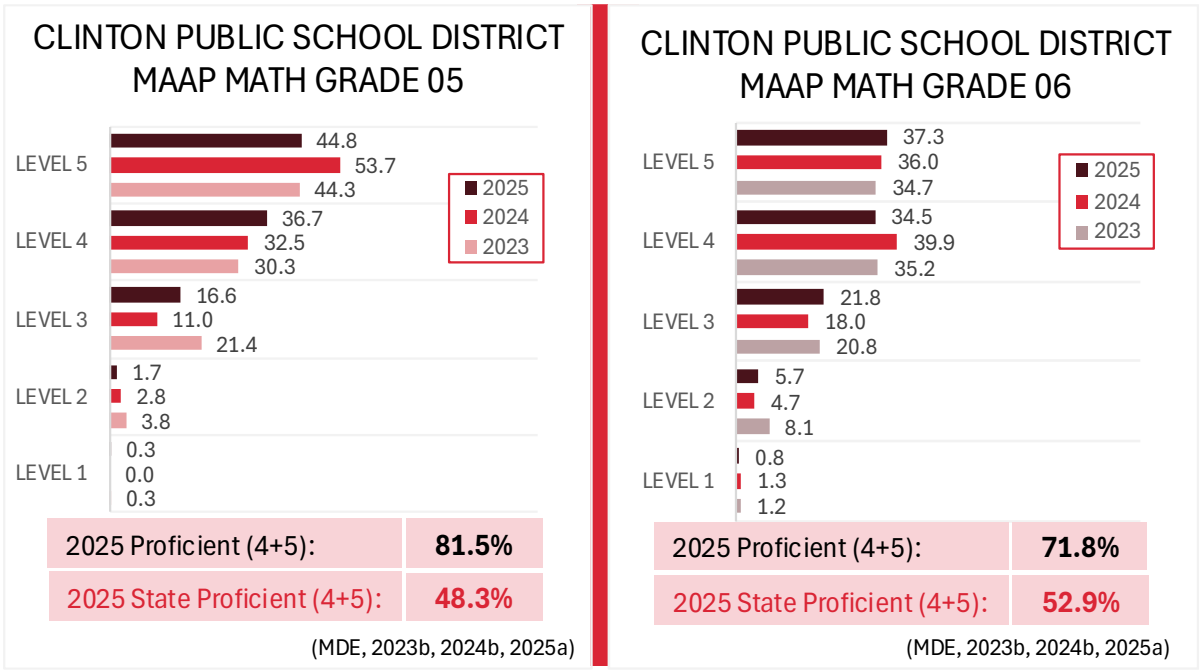


Figure 48: District MAAP Math Grades 5 and 6

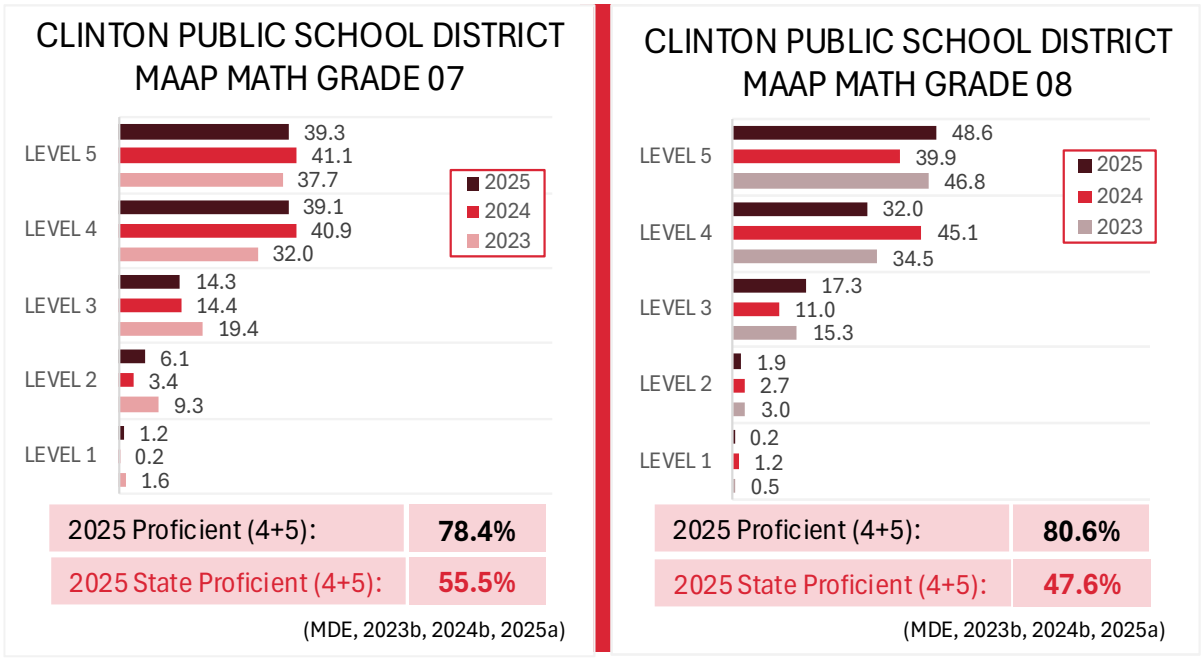


Figure 49: District MAAP Math Grades 7 and 8

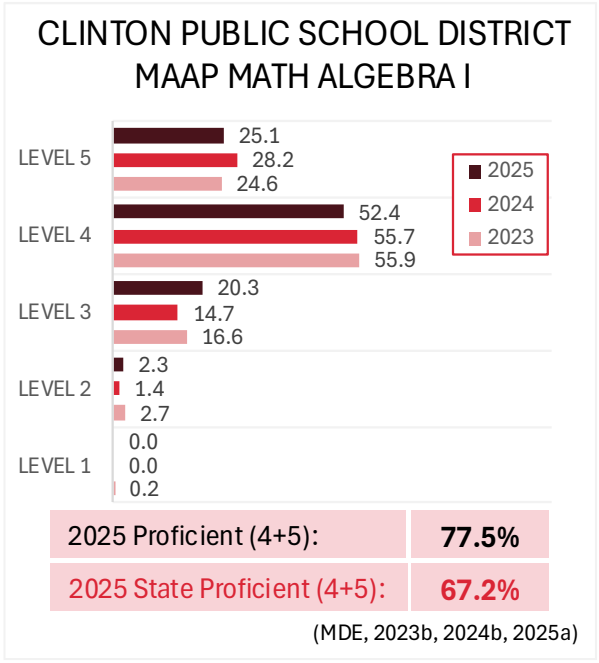
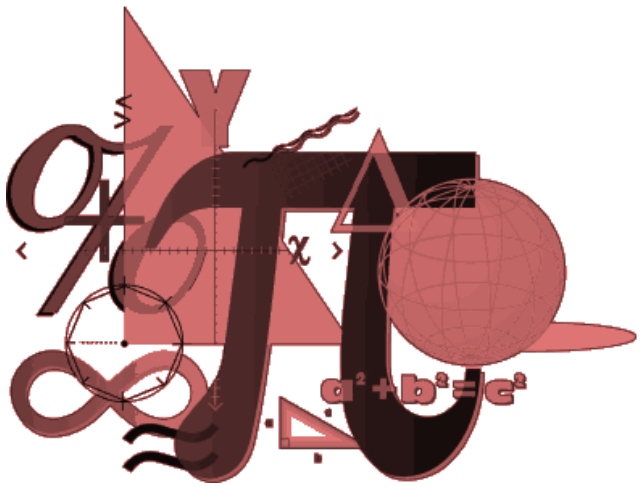
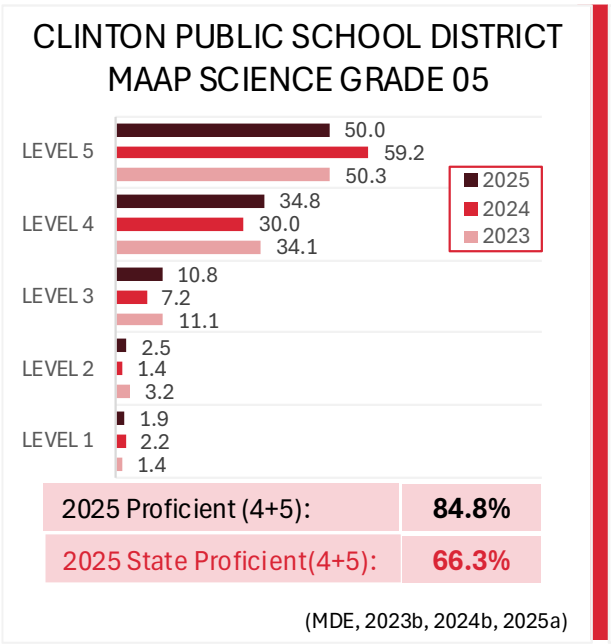


Figure 50: District MAAP Math Algebra I



MAAP SCIENCE



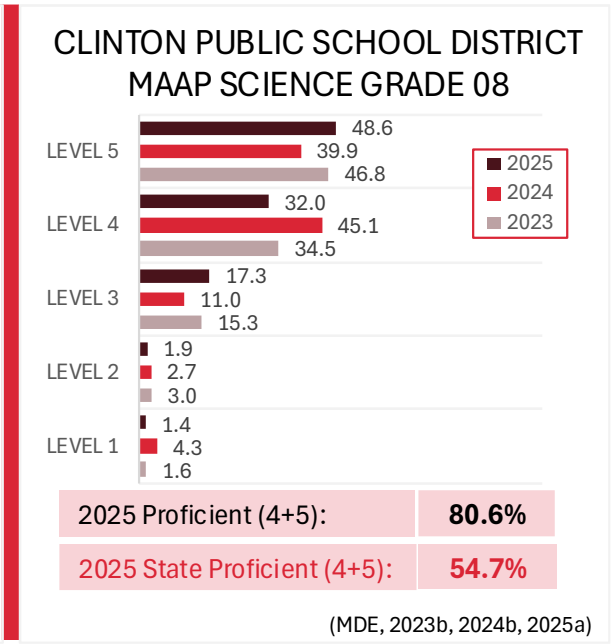
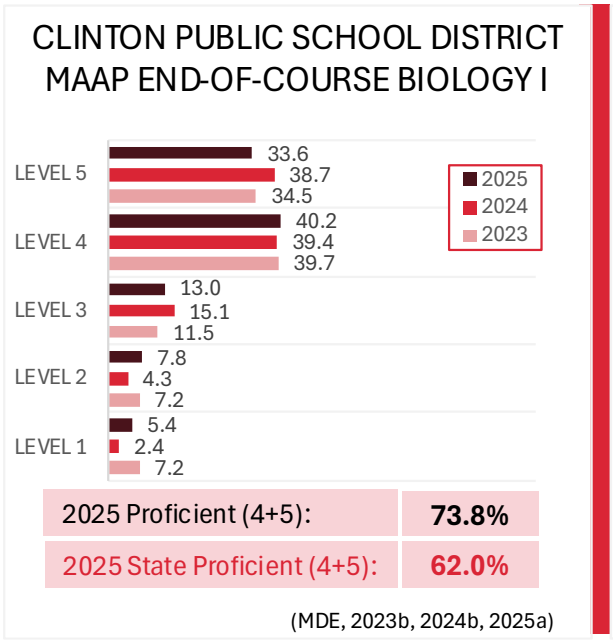


Figure 51: District MAAP-SCI Grades 5 and 8

MAAP END-OF-COURSE



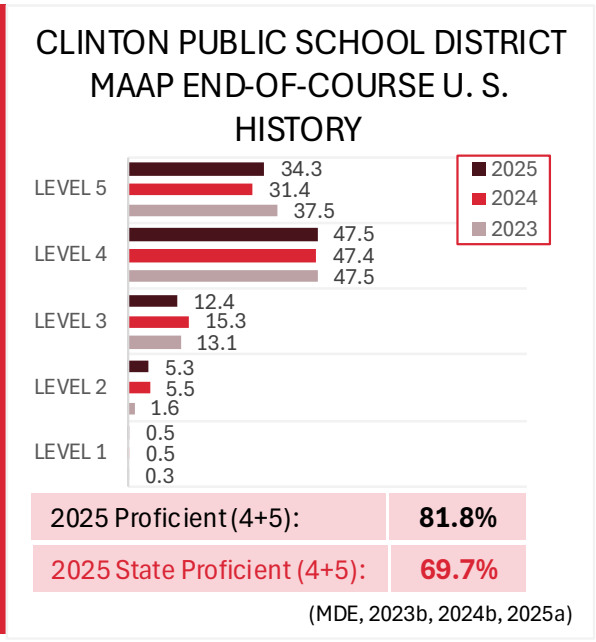


Figure 52: District MAAP-EOC Biology I and U. S. History

MAAP PROFICIENCY

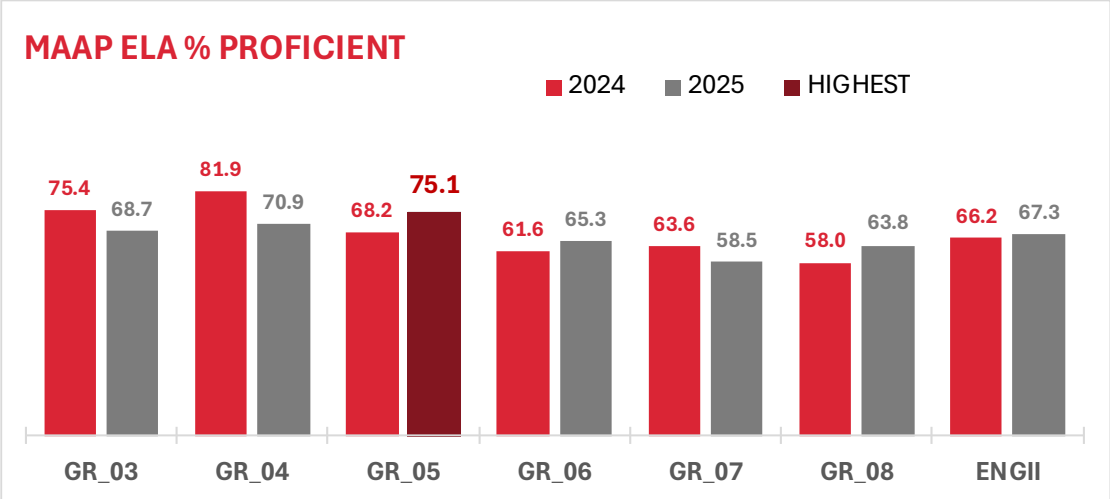


Figure 53: District MAAP ELA % Proficiency

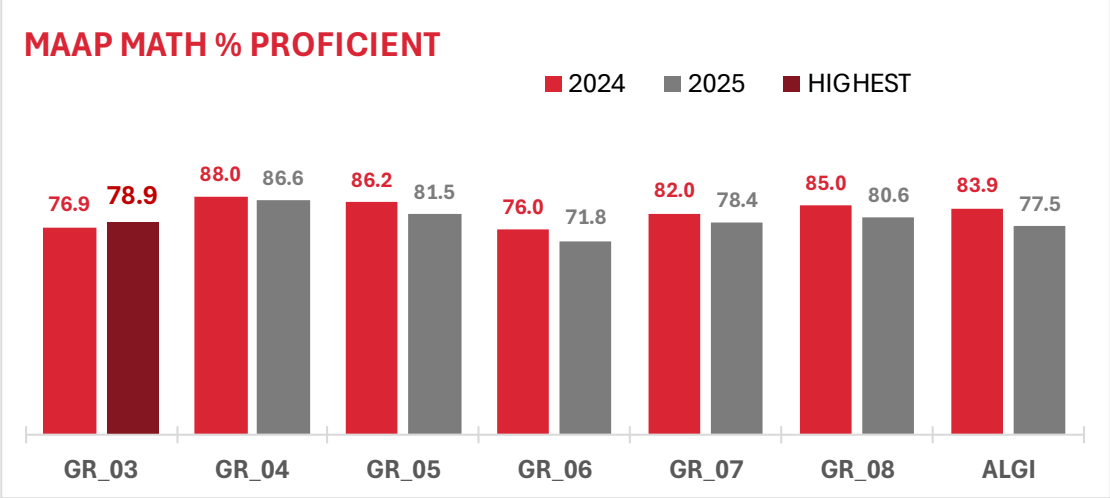


Figure 54: District MAAP Math % Proficiency

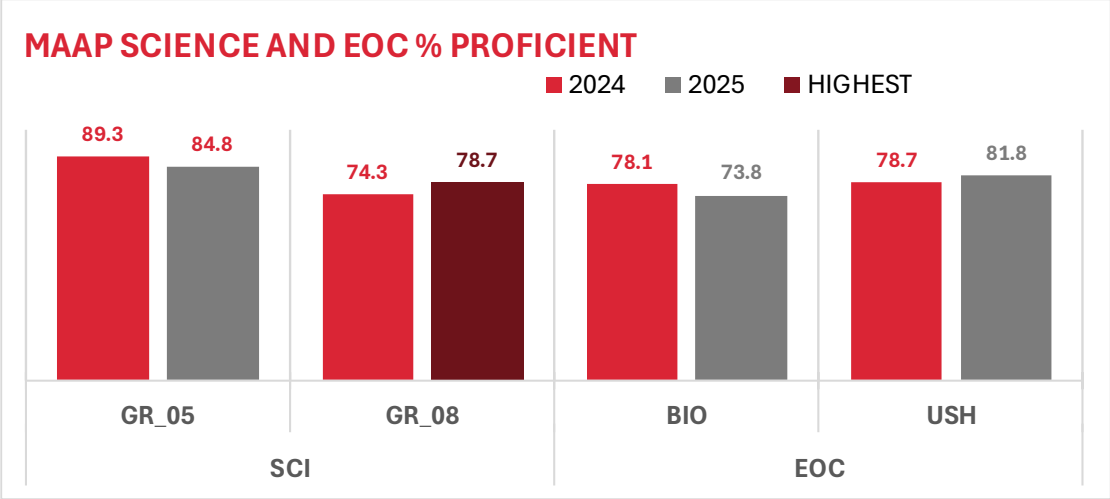


Figure 55: District MAAP Science and End-of-Course Proficiency

MAAP PROFICIENCY GAIN/LOSS OVER TIME 2023-2025

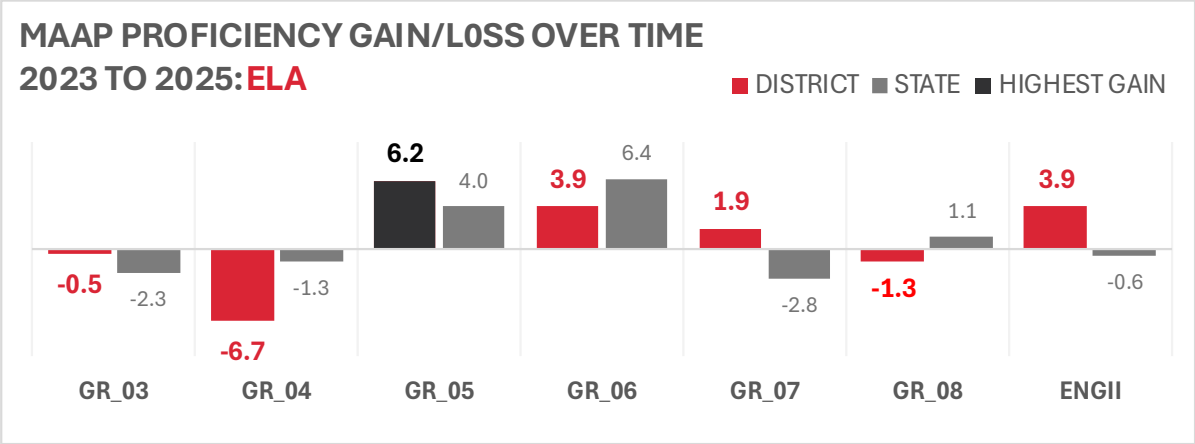


Figure 56: District MAAP Proficiency Gain/Loss Over Time: ELA

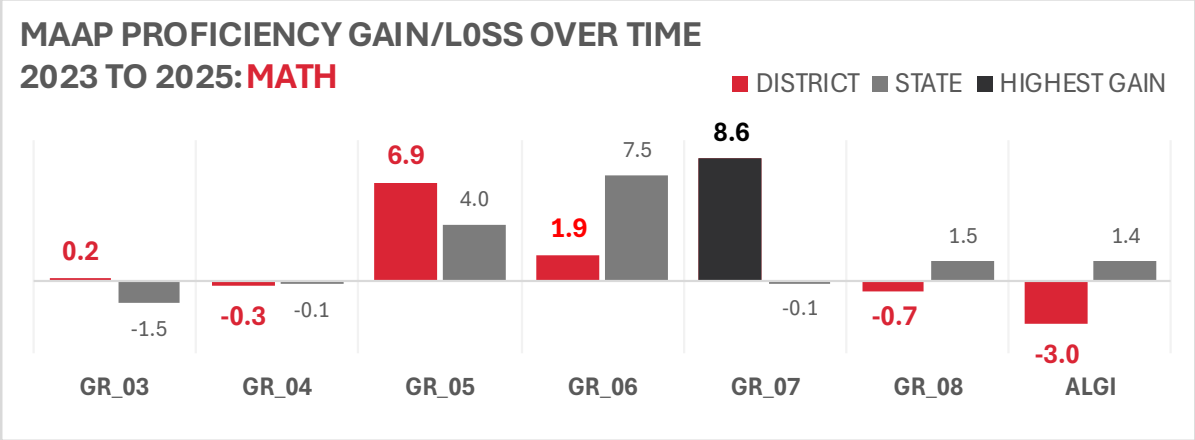


Figure 57: District MAAP Proficiency Gain/Loss Over Time: Math

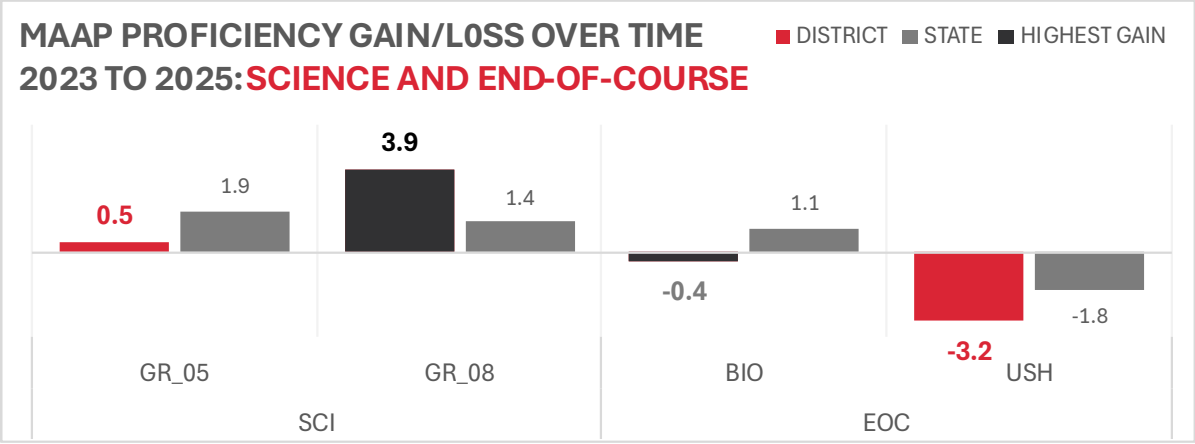


Figure 58: District MAAP Proficiency Gain/Loss Over Time: Science and End-of-Course

ASSESSMENT TAKEAWAYS

Assessment results indicate that Clinton Public School District continues to perform at a high academic level across multiple measures. Districtwide proficiency rates remain well above many statewide benchmarks, particularly in mathematics and science. From 2023 to 2025, mathematics proficiency increased from 75.9 percent to 80.4 percent, while science proficiency rose from 74.4 percent to 78.8 percent. English Language Arts proficiency also remained strong, increasing from 66.1 percent in 2023 to 67.3 percent in 2025. These results reflect sustained academic success despite increasingly rigorous accountability expectations.

Performance trends show that 2024 represented a peak year in several subject areas, with reading, mathematics, and science all reaching their highest proficiency levels of the three-year period. Although modest declines occurred in 2025, overall performance remained significantly higher than 2023 levels, suggesting that gains achieved in recent years have largely been sustained. Strong achievement was also evident in end-of-course assessments, including Biology I, U.S. History, Algebra I, and English II, contributing to the district's overall academic profile.

Early literacy outcomes continue to be a district strength. Mississippi's Literacy-Based Promotion Act assessment results indicate that most third-grade students are demonstrating the reading skills necessary for promotion, reflecting the impact of early intervention efforts and literacy supports. Kindergarten readiness measures also provide valuable insight into student preparedness, although statewide assessment vendor changes limit direct year-to-year comparisons for recent cohorts.

Achievement gaps remain an area for continued attention. While overall proficiency rates are strong, students with disabilities and some other student groups continue to perform below district averages across several tested subjects. Nonetheless, the district's broad pattern of high proficiency rates, positive growth trends, and strong performance on state assessments suggests that students are generally well prepared for future academic success. Combined with consistent results across elementary, middle, and high school assessments, the data reflect a district that continues to demonstrate strong instructional effectiveness and a commitment to student achievement.

FINANCE

REVENUE

LOCAL FUNDING

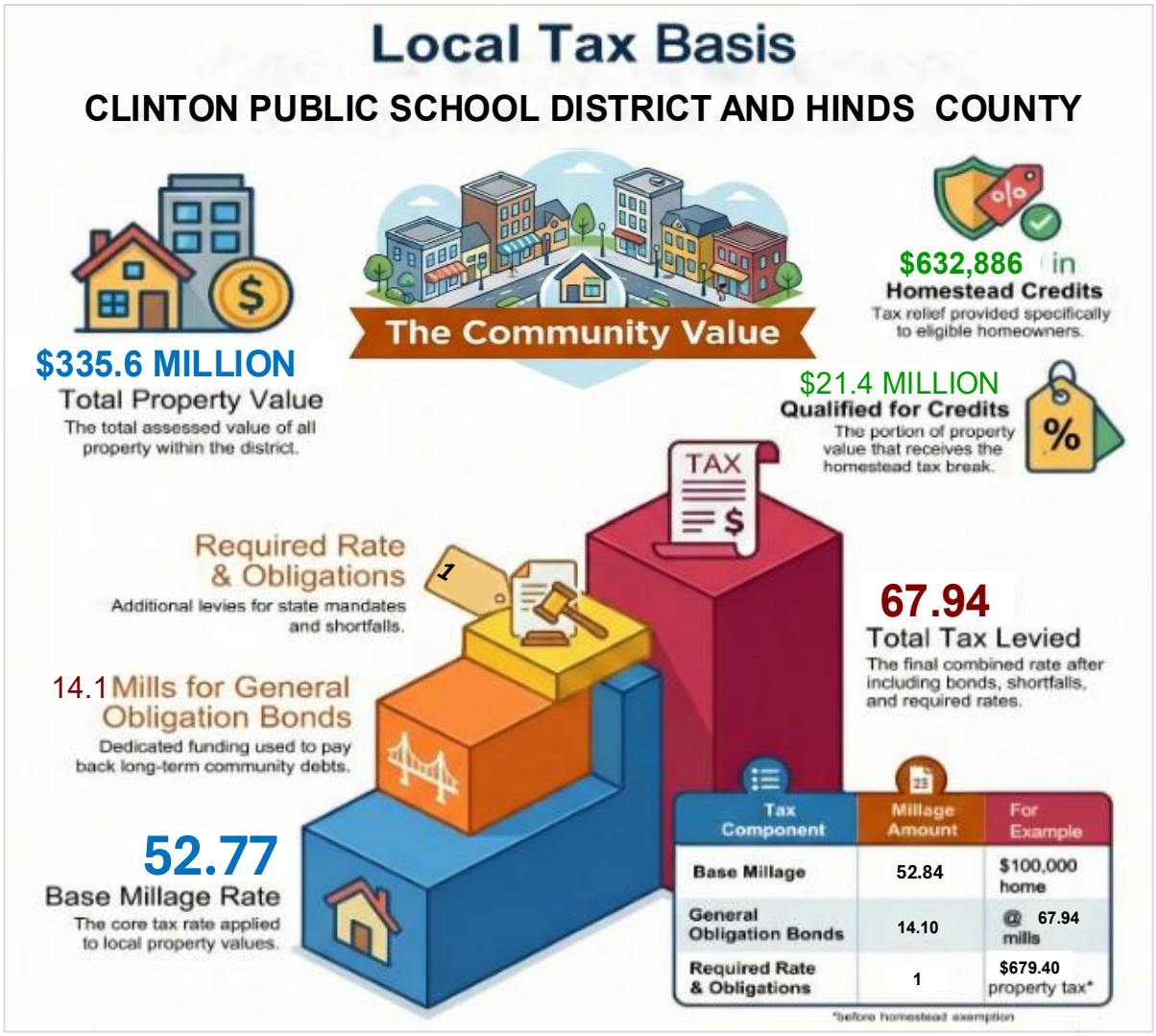


Figure 59: Local Tax Basis



STATE FUNDING

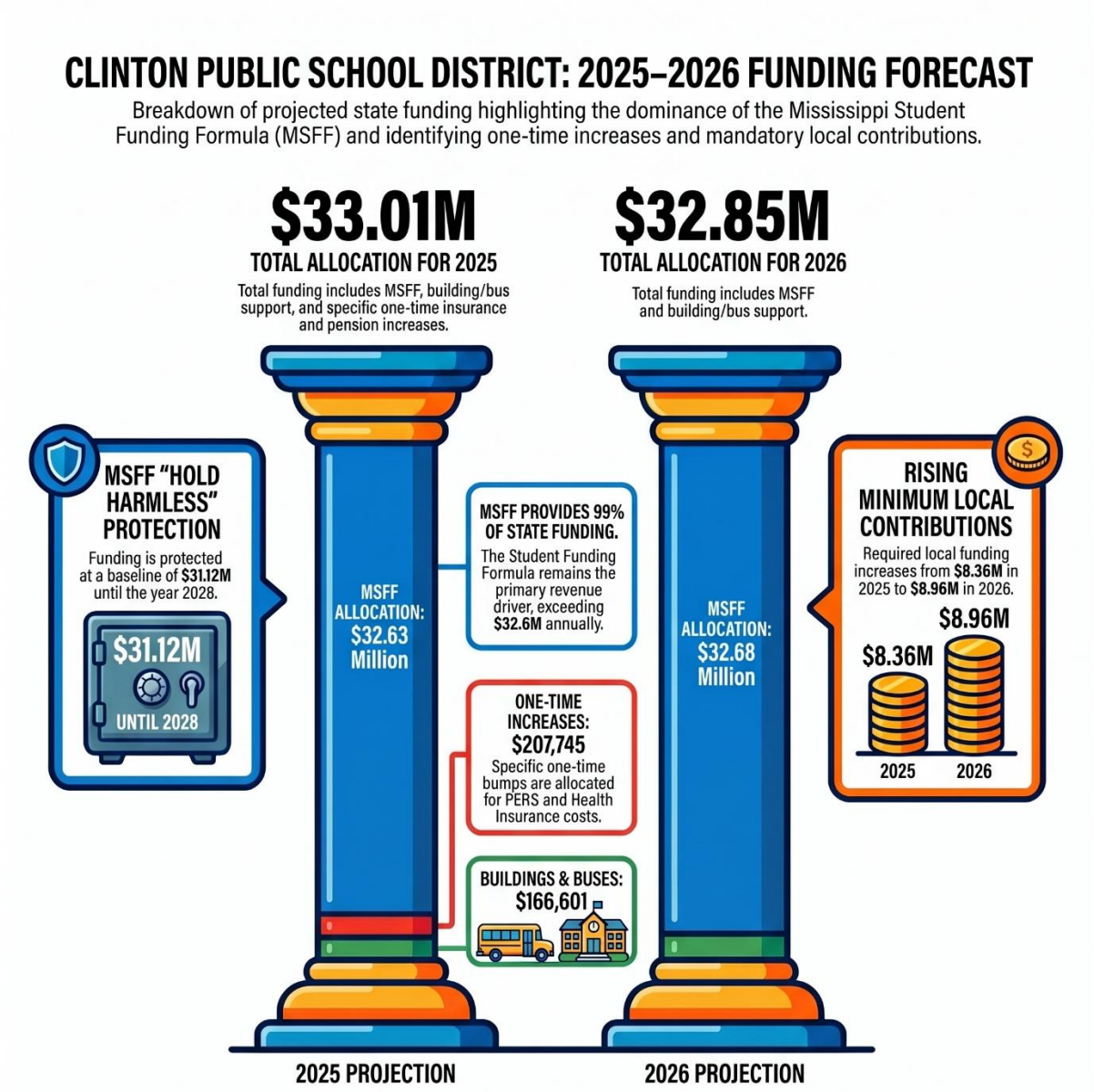


Figure 60: State Funding Outlook 2025-2026

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

WEIGHTED GROUPS FOR MSFF FUNDING FOR 2025				
	DESCRIPTION	**WEIGHT PER STUDENT**	**2025 COUNT**	**TOTAL WEIGHT**
AVERAGE NET MEMBERSHIP	Avg. enrolled Oct. & Nov.	100%	5165	5165
ECONOMICALLY DISADVANTAGED	National School Lunch Program, Head Start, Medicaid, SNAP.	30%	NA	NA
ENGLISH LANGUAGE LEARNERS	Identified on Home Language Survey	15%	240	36
TIER I SPECIAL EDUCATION	Speech and language impairment; developmental delay.	60%	410	246
TIER II SPECIAL EDUCATION	Autism, emotional disabilities, hearing, orthopedic, intellectual, or other health impairments.	110%	236	259.6
TIER III SPECIAL EDUCATION	Visual impairments, deaf-blindness, multiple disabilities, or traumatic brain injuries.	130%	17	22.1
GIFTED	Above the 91st percentile on an intelligence test. 5% of total student population.	5%	418	12.9125
CAREER AND TECHNICAL EDUCATION	Grades 9-12;	10%	639	63.9
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 61: Weighted Groups for MSFF Funding for 2025

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

FEDERAL FUNDING

DISTRICT TITLE PROGRAM ALLOCATIONS				
PROGRAM	**DESCRIPTION**	**2024**	**2025**	**2026**
Title I, Part A	Supplemental funding for high % low-income students	$975,791	$967,985	$967,985
Title I, Part D (Neglected or Delinquent)	Institutionalized neglected, delinquent, at-risk	$19,112		
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	$213,627	$206,978	$206,978
Title III, Part A (English Learners and Immigrant Children and Youth)	Supplemental funding for language instruction, teacher professional development, and family engagement	$32,401	$38,874	$38,874
Title III, Part A (Immigrant Children and Youth)	Districts experiencing a significant increase in immigrant children and youth	$20,625	$9,527	
Title IV, Part A Student Support and Academic Enrichment	Well-rounded education, ensuring safe and healthy students, and improving technology usage	$67,217	$71,318	$72,168
Title V	Rural districts with high concentrations of low-income students			
TOTAL TITLE ALLOCATIONS	*Excluding Title I School Improvement allocations See Accountability.*	**$1,328,773**	**$1,294,682**	**$1,286,005**
				(MDE, 2024m, 2025l, 2026d)

Figure 62: District Title Program Allocations

Note: FY26 numbers are MDE projections. Final amounts for FY26 may vary.

ALL REVENUE

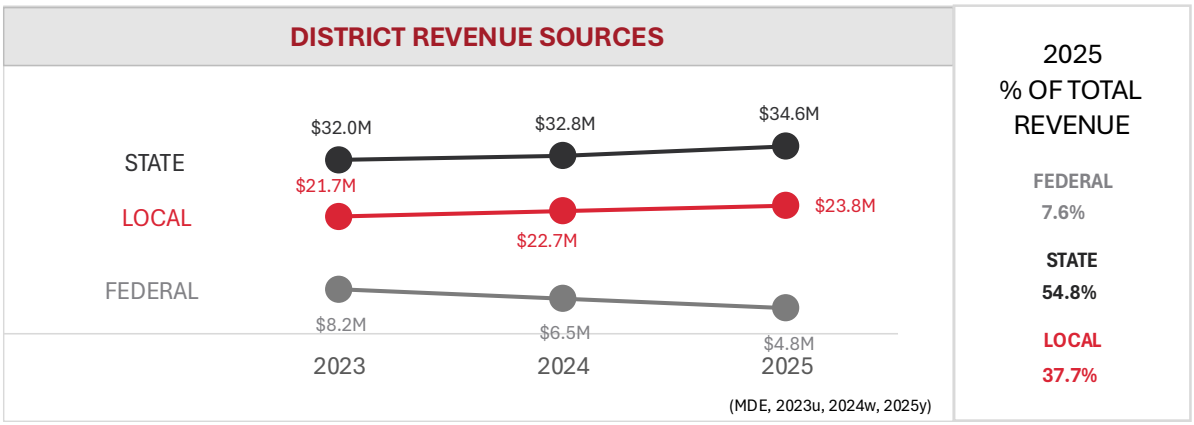


Figure 63: District Revenue Sources

INCREASE/DECREASE IN REVENUE 2023-2025

	DIFFERENCE	% CHANGE
LOCAL	$2,087,632	2.6%
STATE	$2,552,760	3.1%
FEDERAL	-$3,454,881	-5.7%

Figure 64: 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

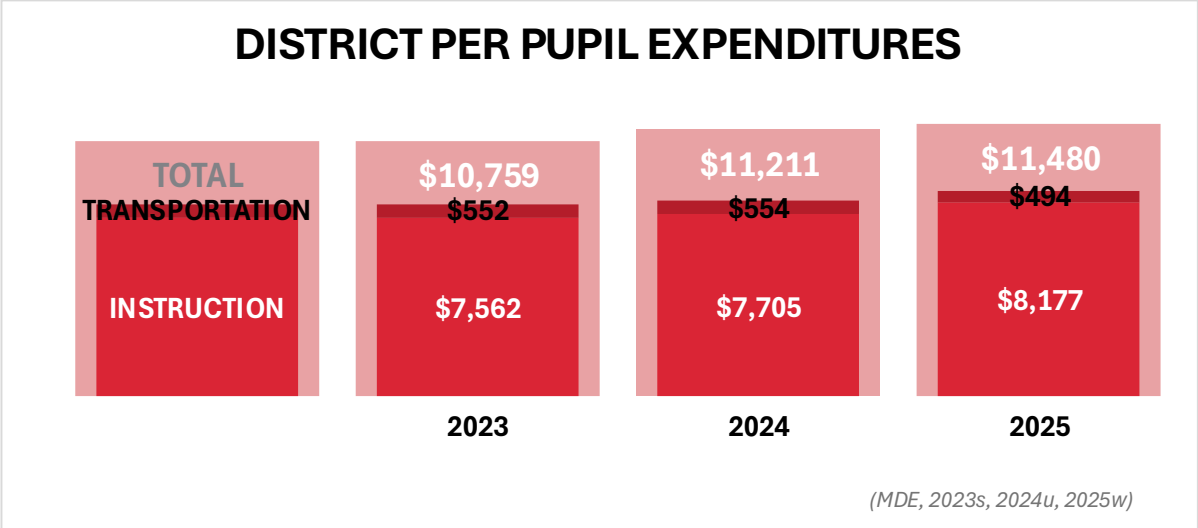


Figure 65: District Per Pupil Expenditures

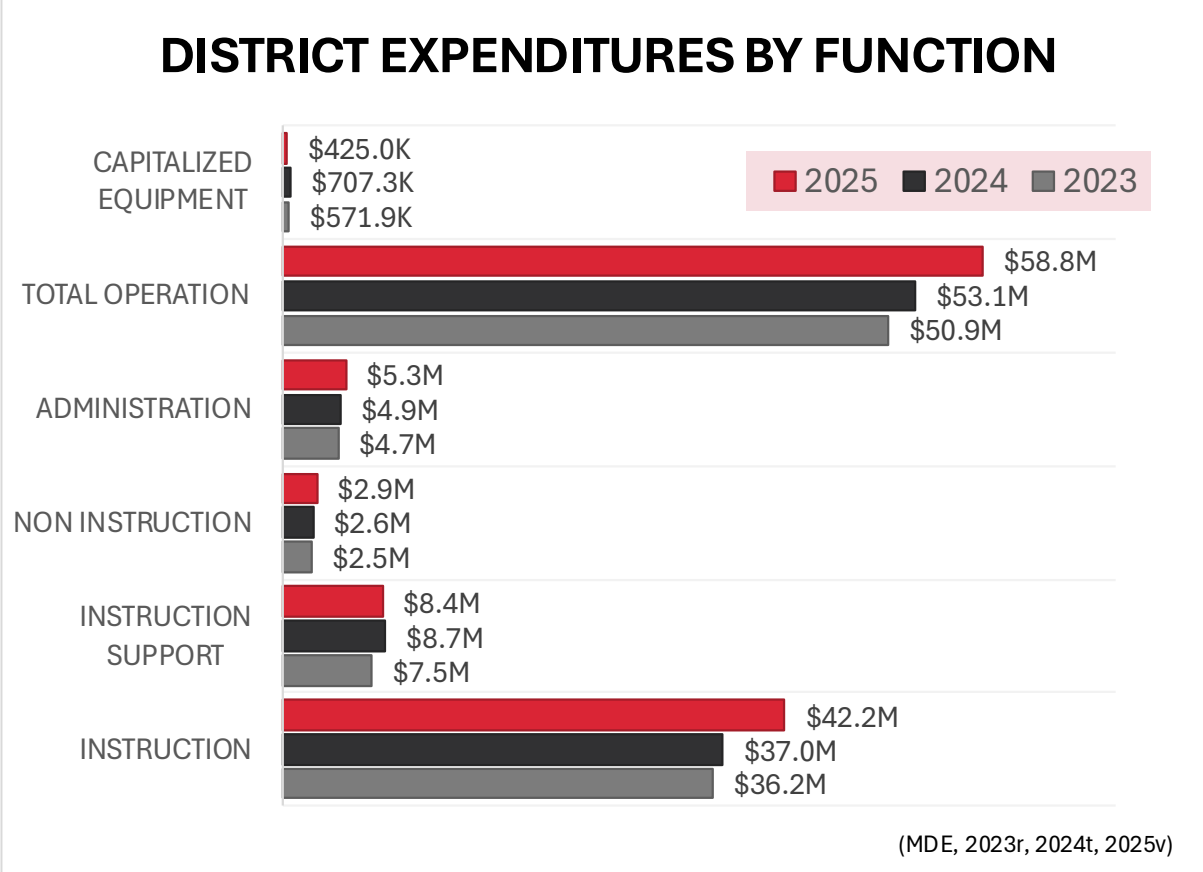


Figure 66: District Expenditures by Function

CHANGE IN TOTAL EXPENDITURE INCLUDING CAPITALIZED EQUIPMENT 2023-2025	**$725.50K**

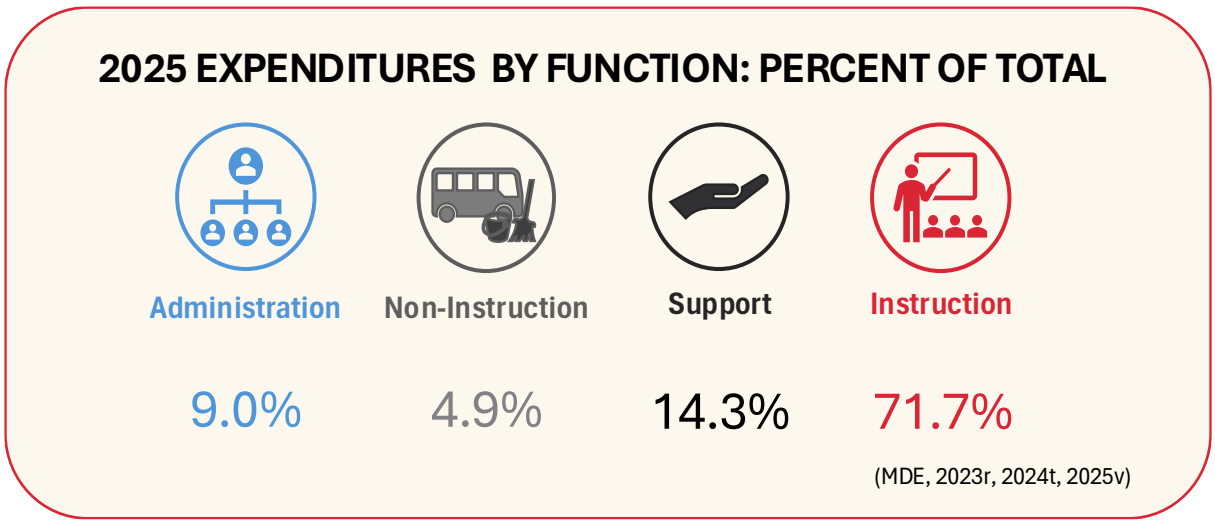


Figure 67: District Expenditures by Function: Percent of Total

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

CHANGES IN PROPORTIONS OF EXPENDITURE FUNCTIONS 2023 -2025

INSTRUCTION	INSTRUCTION SUPPORT	NON INSTRUCTION	ADMIN
0.7%	-0.5%	0.1%	-0.2%
NO SIGNIFICANT CHANGE	NO SIGNIFICANT CHANGE	NO SIGNIFICANT CHANGE	NO SIGNIFICANT CHANGE

Figure 68: Changes in Proportions of Expenditure Functions 2023-2025

FINANCE TAKEAWAYS

Financial indicators suggest that Clinton Public School District remains in a stable fiscal position, supported by a diverse revenue structure, steady enrollment, and a funding model that provides additional resources for students with specialized needs. The district's Average Net Membership for 2025 was 5,165 students, serving as the foundation for state funding calculations. Additional funding weights were generated by 410 Tier I special education students, 236 Tier II special education students, 17 Tier III special education students, 639 Career and Technical Education students, 418 gifted students, and 240 English Learners, reflecting the district's broad range of educational services.

State funding remains the district's largest revenue source, while local tax revenues provide an important supplement that supports operations and long-term stability. The implementation of Mississippi's Student Funding Formula has shifted funding toward a more student-centered model, with the statewide base student allocation increasing from $6,695 to $6,843 per student for the 2025–26 school year. This increase helps offset inflationary pressures and rising personnel costs while maintaining instructional services.

Federal funding continues to provide targeted support for specific student populations and educational initiatives. Title program allocations totaled approximately $1.22 million in both 2025 and 2026. The largest share came through Title I, Part A, which provided $967,985 to support services for economically disadvantaged students. Additional federal funds supported professional development, English Learner services, technology integration, student support programs, and academic enrichment opportunities. Although total Title allocations declined from approximately $1.33 million in 2024 to $1.22 million in 2025, federal resources continue to play a meaningful role in supporting district priorities.

Expenditure patterns demonstrate a strong focus on classroom instruction. Instruction remains the district's largest expenditure category, followed by instructional support, administration, and non-instructional services. Changes in spending patterns between 2023 and 2025 were minimal, with instructional expenditures increasing by 0.7 percentage points as a share of total spending, while administrative expenditures decreased by 0.2 percentage points. Overall expenditures increased by approximately $725,500 during the period, suggesting continued investment in educational programs and services without significant shifts in spending priorities.

These financial indicators reflect a district that has maintained fiscal stability while continuing to invest in instructional programs, student services, and specialized educational opportunities. The combination of stable enrollment, diversified revenue streams, targeted federal support, and consistent spending priorities positions the district to sustain its educational programs and respond effectively to future needs.



PERSONNEL

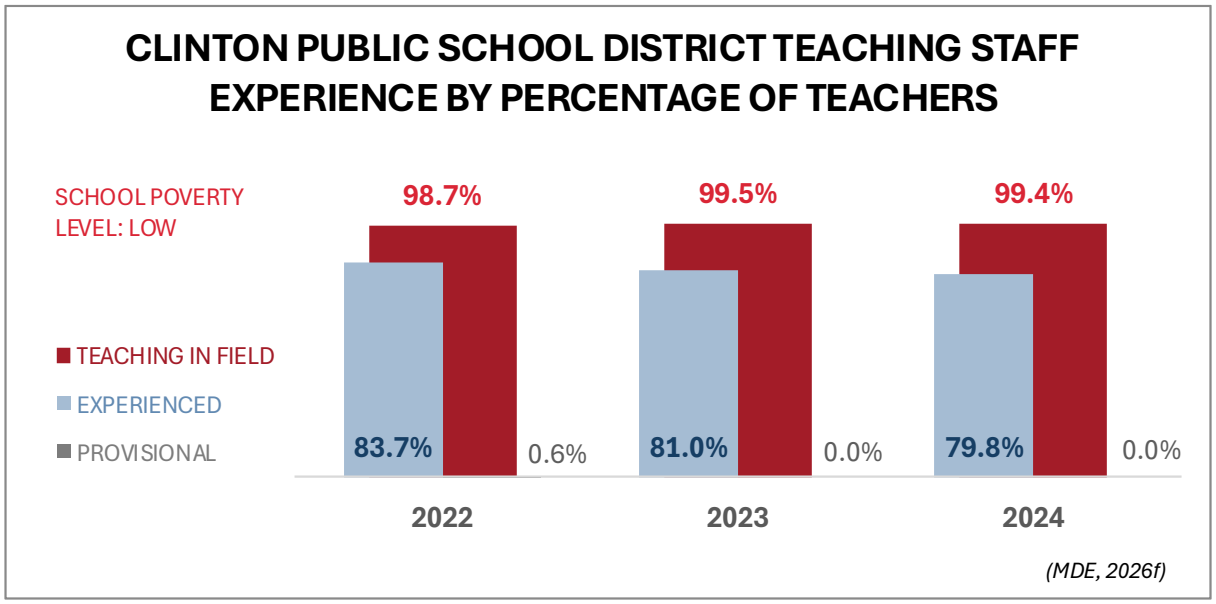


Figure 69: District Teaching Staff Experience by Percentage of Teachers

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

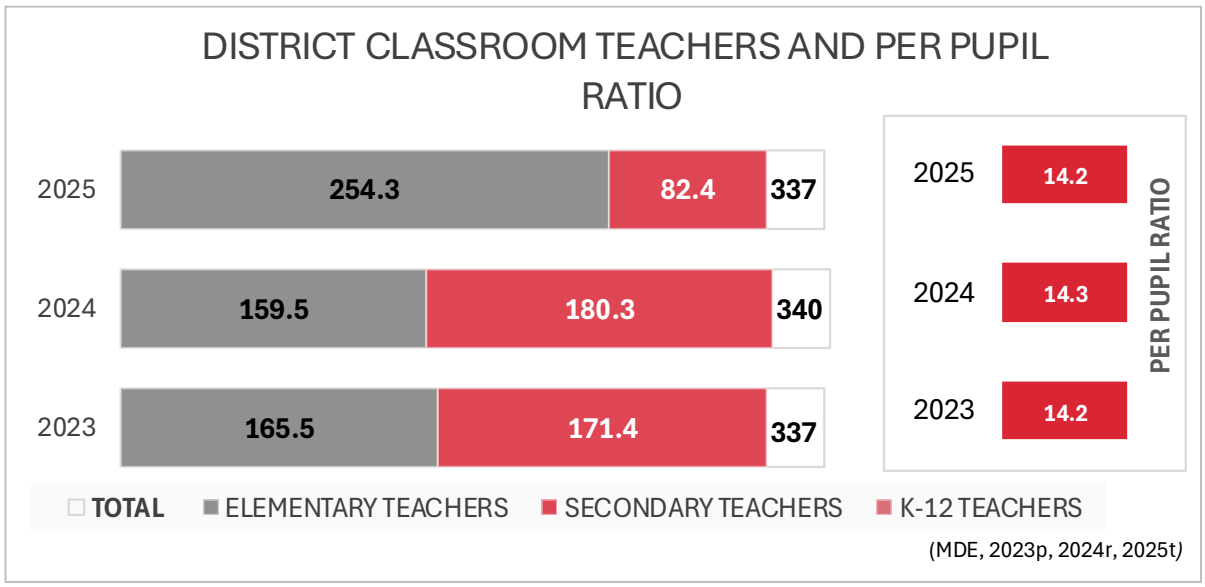


Figure 70: District Classroom Teachers and Per Pupil Ratio

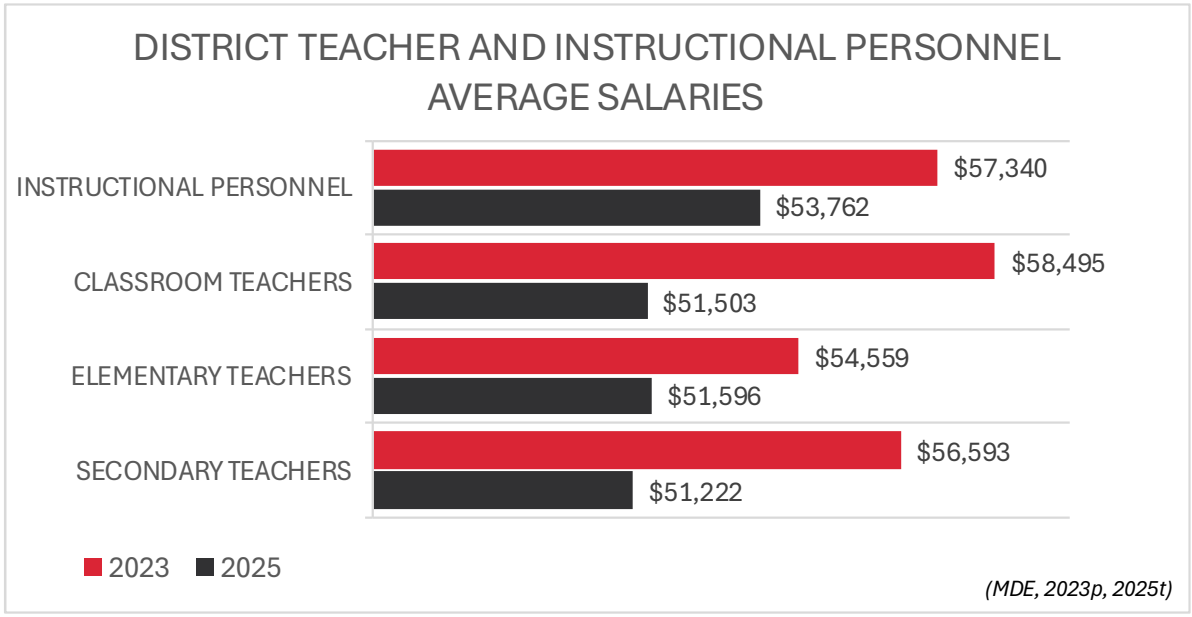


Figure 71: District Teacher and Instructional Personnel Average Salaries



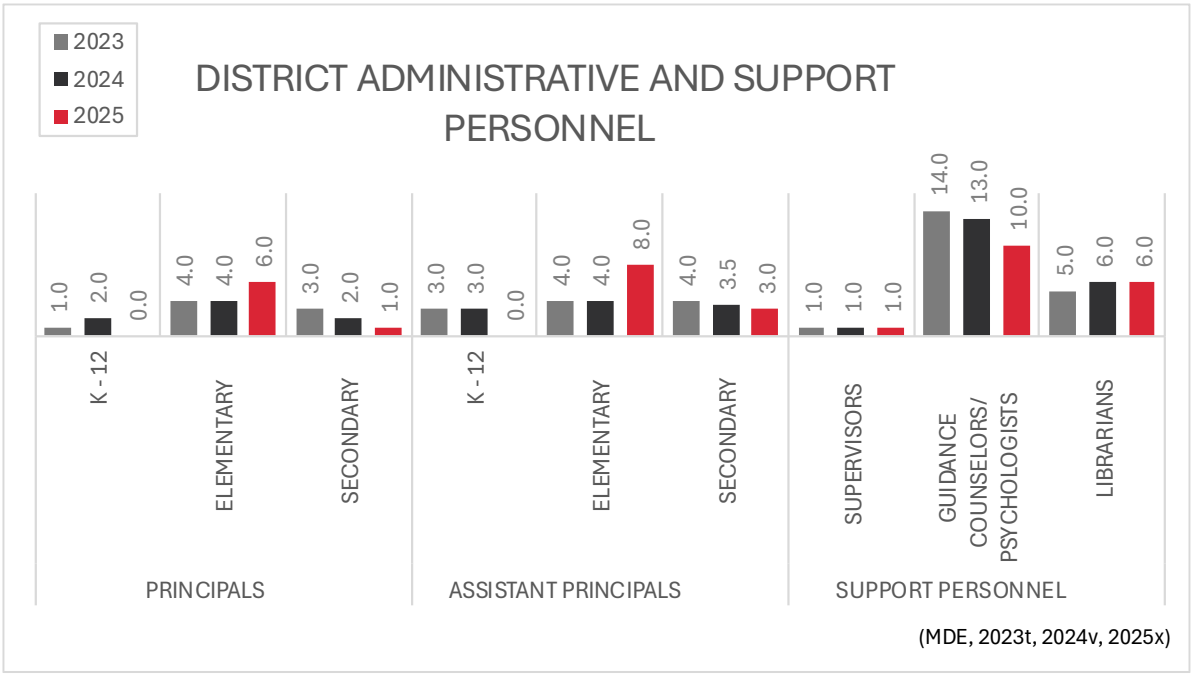


Figure 72: District Administrative and Support Personnel

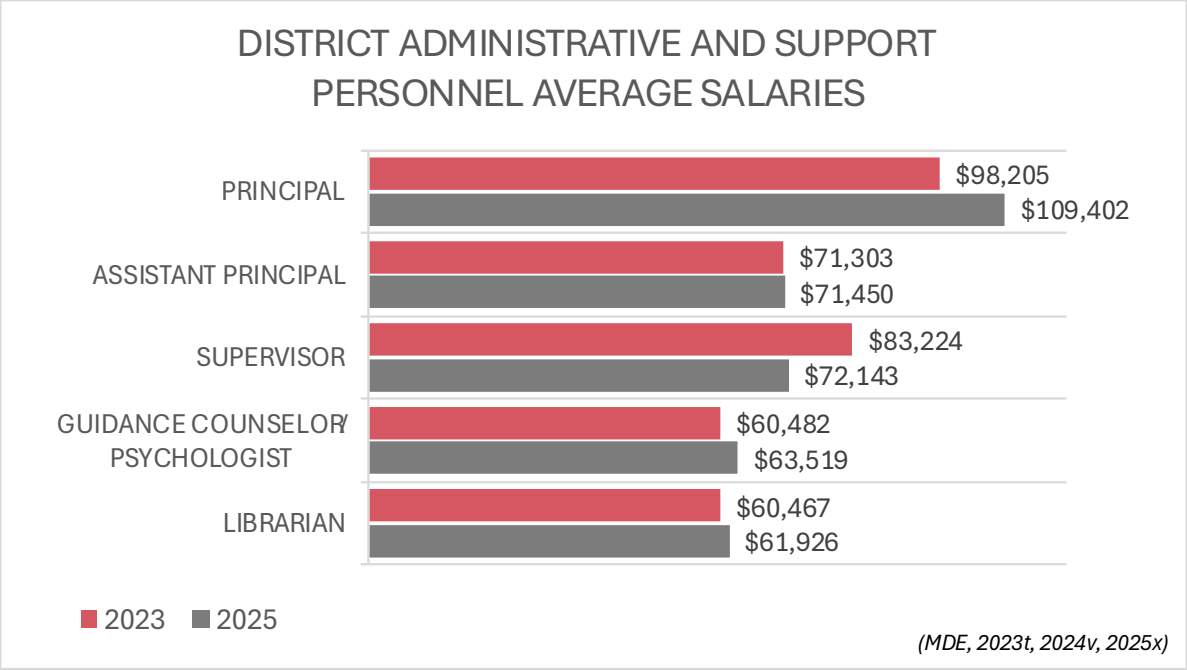


Figure 73: District Administrative and Support Personnel Average Salaries

PERSONNEL TAKEAWAYS

The district employs approximately 337 classroom teachers and maintains a student-to-teacher ratio of about 15:1. Staffing levels have remained relatively consistent in recent years, indicating that the district has been able to align personnel resources with enrollment trends and instructional needs.

Teacher experience remains a significant strength. A large share of the district's educators have more than a decade of classroom experience, contributing instructional expertise, mentorship for newer teachers, and continuity in educational programs. This experienced workforce helps support consistent academic performance and student success across schools.

Average salaries for teachers and instructional personnel have increased over time, helping the district attract and retain qualified educators in a competitive labor market. Similar upward trends are evident among administrative and support personnel, reflecting efforts to maintain a strong workforce across all operational areas.

In addition to classroom teachers, the district employs a broad range of support staff, including administrators, counselors, instructional specialists, clerical personnel, transportation employees, and maintenance staff. Together, these staffing patterns suggest a district that prioritizes workforce stability, invests in employee retention, and maintains the human resources necessary to support high-quality educational programs and services.

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. Some overall open-ended questions were also included. Data were compiled by school and by stakeholder group, then combined to create a district summary.

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

Seven hundred fifty-four (754) respondents from five stakeholder groups and nine 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. 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.

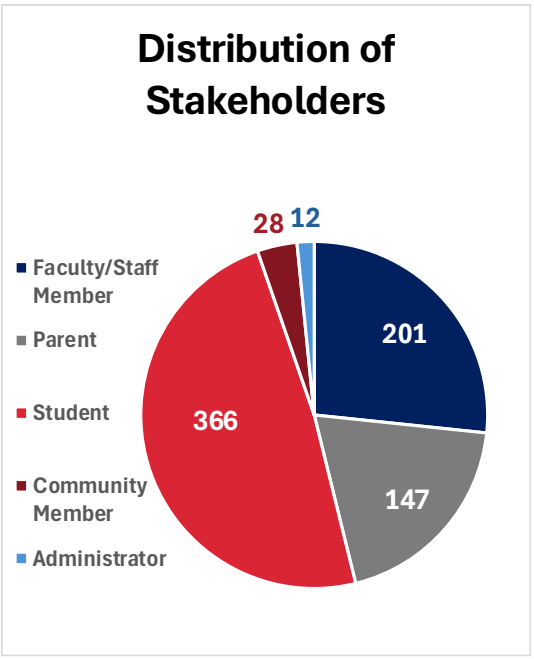


Figure 74: Distribution of Stakeholders



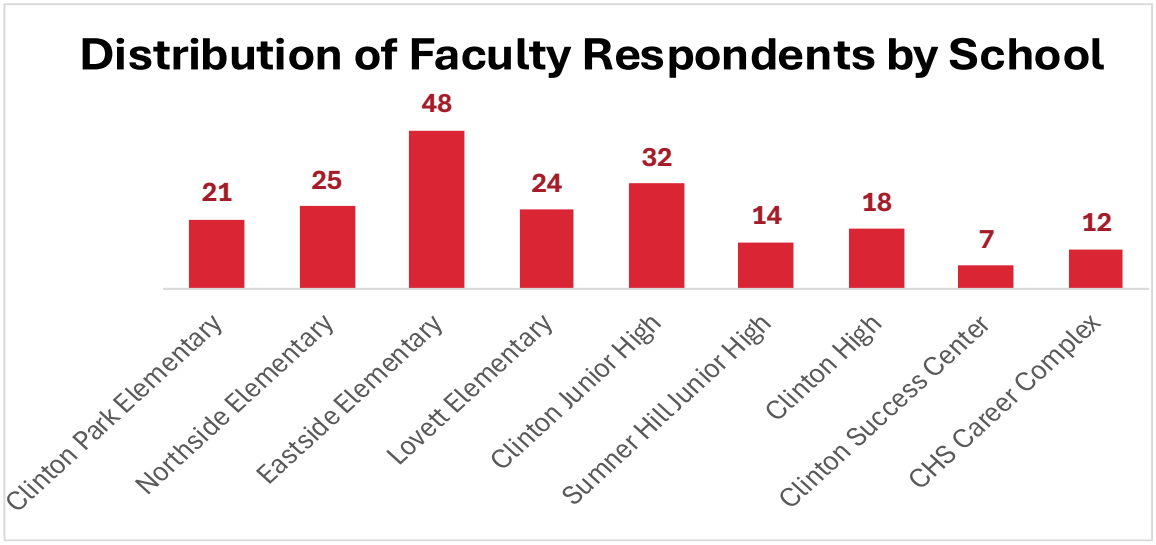


Figure 75: Distribution of Faculty/Staff Respondents by School

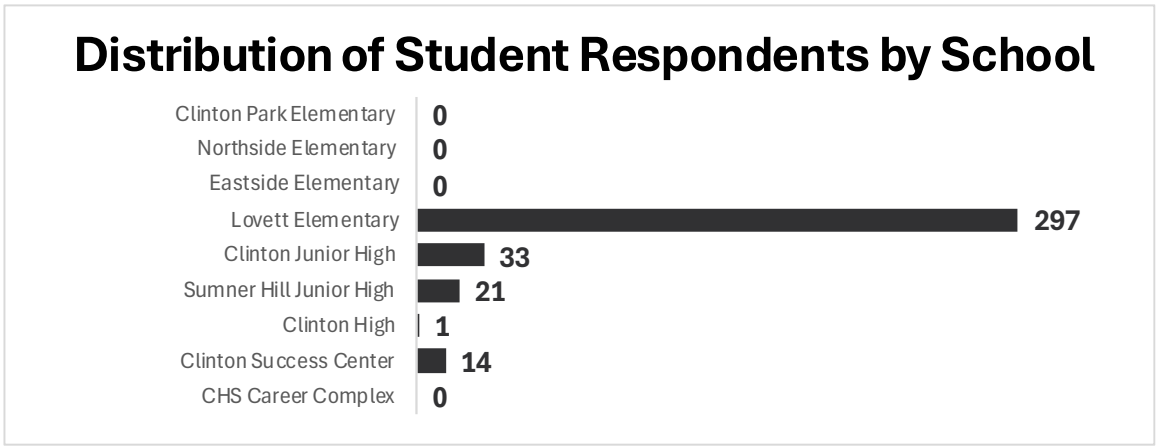


Figure 76: Distribution of Student Respondents by School

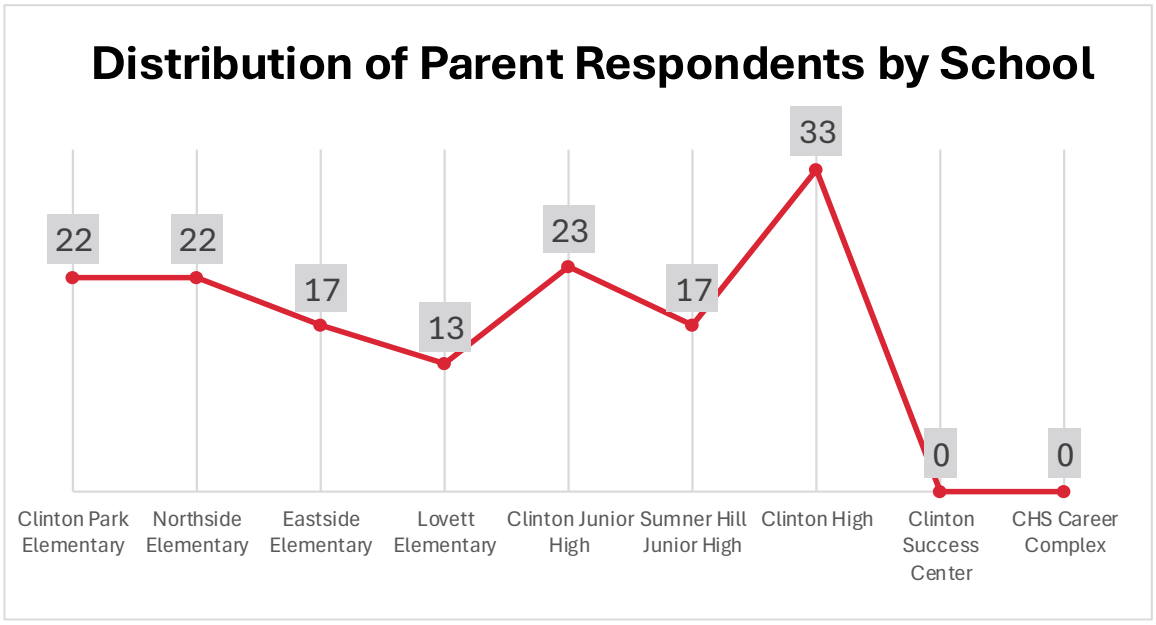


Figure 77: Distribution of Parent Respondents by School

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

The aspects of the Title I instructional program I feel are most beneficial are

	Count	Percentage
Emphasis on cooperation between home and school	343	28.6%
Differentiated instruction	352	29.3%
Access to supplemental resources and individualized instruction	505	42.1%

In my experience, teachers in my district are highly qualified and effective.

	Count	Percentage
Strongly Agree	319	42.3%
Agree	363	48.1%
Disagree	39	5.2%
Strongly Disagree	20	2.7%
Not Applicable or No Information	13	1.7%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.

	Count	Percentage
Strongly Agree	330	43.8%
Agree	334	44.3%
Disagree	53	7.0%
Strongly Disagree	22	2.9%
Not Applicable or No Information	15	2.0%

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

	Count	Percentage
Strongly Agree	300	39.8%
Agree	352	46.7%
Disagree	28	3.7%
Strongly Disagree	9	1.2%
Not Applicable or No Information	65	8.6%

CURRICULUM & INSTRUCTION

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

	Count	Percentage
Strongly Agree	316	41.9%
Agree	351	46.6%
Disagree	55	7.3%
Strongly Disagree	13	1.7%
Not Applicable or No Information	19	2.5%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	411	54.5%
Agree	299	39.7%
Disagree	30	4.0%
Strongly Disagree	4	0.5%
Not Applicable or No Information	10	1.3%

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

	Count	Percentage
Strongly Agree	338	44.8%
Agree	304	40.3%
Disagree	32	4.2%
Strongly Disagree	7	0.9%
Not Applicable or No Information	73	9.7%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Career and Technical Education	36.5%	27.2%	3.2%	1.6%	31.6%
English/Language Arts (reading, writing, speaking, listening)	44.6%	44.6%	7.3%	1.5%	2.1%
Mathematics	49.1%	43.1%	4.1%	1.5%	2.3%
Social Studies	45.5%	41.9%	4.4%	0.9%	7.3%
Fine Arts (music, visual arts, dance, drama)	43.6%	36.6%	6.1%	4.2%	9.4%
Physical Education	41.0%	34.6%	6.2%	2.0%	16.2%
Foreign Languages	21.0%	23.9%	5.2%	1.7%	48.3%
Science	52.0%	39.0%	4.6%	0.9%	3.4%
Health Education	25.7%	33.8%	7.7%	2.4%	30.4%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	266	35.3%
Agree	389	51.6%
Disagree	71	9.4%
Strongly Disagree	13	1.7%
Not Applicable or No Information	15	2.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	259	34.4%
Agree	380	50.4%
Disagree	81	10.7%
Strongly Disagree	17	2.3%
Not Applicable or No Information	17	2.3%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	201	26.7%
Agree	400	53.1%
Disagree	102	13.5%
Strongly Disagree	28	3.7%
Not Applicable or No Information	23	3.1%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	294	39.0%
Agree	348	46.2%
Disagree	61	8.1%
Strongly Disagree	32	4.2%
Not Applicable or No Information	19	2.5%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	275	36.5%
Agree	347	46.0%
Disagree	73	9.7%
Strongly Disagree	27	3.6%
Not Applicable or No Information	32	4.2%

SCHOOL IMPROVEMENT

My school (district) is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.		
	Count	Percentage
Strongly Agree	281	37.3%
Agree	384	50.9%
Disagree	34	4.5%
Strongly Disagree	10	1.3%
Not Applicable or No Information	45	6.0%

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

	Count	Percentage
Strongly Agree	259	34.4%
Agree	367	48.7%
Disagree	55	7.3%
Strongly Disagree	17	2.3%
Not Applicable or No Information	56	7.4%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	354	46.9%
Agree	337	44.7%
Disagree	37	4.9%
Strongly Disagree	15	2.0%
Not Applicable or No Information	11	1.5%

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

	Count	Percentage
Strongly Agree	334	44.3%
Agree	344	45.6%
Disagree	55	7.3%
Strongly Disagree	10	1.3%
Not Applicable or No Information	11	1.5%

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

	Count	Percentage
Strongly Agree	278	36.9%
Agree	342	45.4%
Disagree	73	9.7%
Strongly Disagree	44	5.8%
Not Applicable or No Information	17	2.3%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	271	35.9%
Agree	391	51.9%
Disagree	52	6.9%
Strongly Disagree	9	1.2%
Not Applicable or No Information	31	4.1%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	390	51.7%
Agree	229	30.4%
Disagree	25	3.3%
Strongly Disagree	22	2.9%
Not Applicable or No Information	88	11.7%



STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Clinton Public School District demonstrates the profile of a high-performing, stable, and well-supported school system. Enrollment has remained remarkably steady, declining only 1.2 percent over five years, from 5,196 students in 2022 to 5,136 in 2026. That overall stability, however, includes important shifts: grades 9–12 grew by 5.5 percent, while PK–5 declined by 4.0 percent and grades 6–8 declined by 6.8 percent. The district is also becoming more diverse, with Black or African American student enrollment increasing from 54.7 percent to 56.4 percent, Hispanic enrollment rising from 2.8 percent to 4.3 percent, and White enrollment declining from 34.6 percent to 30.4 percent.

Academically, Clinton continues to perform at a strong level. **Reading proficiency increased** from 66.1 percent in 2023 to 67.3 percent in 2025, **mathematics rose** from 75.9 percent to 80.4 percent, and **science increased** from 74.4 percent to 78.8 percent. Graduation outcomes are also strong, with the overall graduation rate rising from 89.6 percent in 2024 to 91.3 percent in 2025. Stakeholder feedback supports this academic picture: 90.4 percent of respondents agreed that teachers are highly qualified and effective, and 88.1 percent agreed that the district has effective procedures for school safety. These perceptions reinforce the conclusion that Clinton's core instructional, staffing, and climate systems are generally strong.

The district's greatest challenges are not broad underperformance but unevenness within success. **Chronic absenteeism has increased** for three consecutive years, rising from 14.7 percent in 2023 to 18.1 percent in 2025, even as average daily attendance and overall attendance rates improved. Students with disabilities, economically disadvantaged students, English learners, and some racial or ethnic subgroups continue to show **gaps in proficiency and attendance**. The district is well positioned for continued success, but the next phase of improvement should focus on sharpening equity, strengthening intervention systems, reducing chronic absenteeism, and ensuring that high expectations are matched by consistent support across all schools and grade levels.

STRENGTHS



1) **Sustained academic achievement.** Mathematics proficiency reached 80.4 percent in 2025, and science proficiency reached 78.8 percent. Reading performance remained strong at 67.3 percent, narrowly below the 70 percent goal but still reflecting a high level of achievement across the system. The district's elementary, middle, junior high, and high school data show consistent strengths in mathematics and science, while early literacy and grade-level assessment trends suggest that students generally enter later grades with a solid foundation.



2) **Graduation and college- and career-readiness.** The graduation rate improved to 91.3 percent in 2025, and several student groups posted particularly strong outcomes, including female students at 93.3 percent and Black or African American students at 92.2 percent. Advanced course participation remained high, increasing from 58.5 percent of students in 2022 to 59.3 percent in 2024. These outcomes suggest that Clinton is not only producing strong test results but also helping students progress successfully toward graduation and postsecondary opportunities.



3) **Strong community confidence.** Stakeholder survey results support this: 90.4 percent of respondents agreed that teachers are highly qualified and effective shows broad confidence in instructional quality. Similarly, 88.1 percent agreement that safety procedures are effective indicates that families, staff, students, and community members generally view schools as orderly and secure places to learn.



4) **Investment in staffing and student support.** The presence of classroom teachers, administrators, counselors, instructional specialists, clerical personnel, transportation employees, and maintenance staff reflects a broad operational structure capable of supporting students beyond classroom instruction alone. Survey respondents also identified access to supplemental resources and individualized instruction as the most beneficial aspect of Title I programming, selected by 42.1 percent of respondents, ahead of differentiated instruction and home-school cooperation. This suggests that stakeholders recognize the value of direct academic support and additional resources for students.



5) **Attendance rates.** Average daily attendance increased from 4,782.6 students in 2023 to 4,831.6 students in 2025, and attendance as a percentage of enrollment rose from 91.8 percent to 93.4 percent. Several

grade levels posted strong attendance rates, including Grade 5 at 96.1 percent and Grades 2 and 8 above 93 percent. These data indicate that most students are attending regularly and that the district has a foundation on which to build a more targeted chronic absenteeism strategy.

CHALLENGES



1) **Chronic absenteeism.** Although overall attendance rates improved, chronic absenteeism increased from 14.7 percent in 2023 to 16.2 percent in 2024 and 18.1 percent in 2025. This means the district is seeing stronger average attendance while also seeing a growing group of students miss school frequently enough to threaten learning. The pattern is especially concerning because chronic absence affects academic performance, intervention effectiveness, graduation progress, and student connection to school.



2) **Achievement gaps.** Students without disabilities significantly outperformed students with disabilities across tested subjects. In 2025, students with disabilities reached 34.6 percent proficiency in reading, 48.3 percent in math, 42.9 percent in science, and 40.0 percent in history. These results are far below district averages and show that the district's overall academic strength is not yet translating into equal outcomes for all learners. Economically disadvantaged students also trailed non-disadvantaged peers across measured subjects, including reading and mathematics. These gaps suggest a need for stronger intervention design, more consistent progress monitoring, and deeper instructional support for students who require specialized or accelerated assistance.

3) **Reading performance.** While districtwide ELA proficiency remains strong and has improved since 2023, it remains below the 70 percent benchmark. Several school-level patterns point to reading as a more persistent challenge than mathematics, particularly for students with disabilities, economically disadvantaged students, English learners, and some racial or ethnic subgroups. Since literacy affects every content area, the district's next phase of improvement should treat reading growth as a systemwide priority that extends beyond elementary grades.



4) **Maintaining consistency as the district grows more diverse.** The district's changing demographics require continued attention to culturally responsive instruction, English learner support, family engagement, and

equitable access to advanced coursework and enrichment. Stakeholder confidence is high, but open-ended feedback across schools points to recurring concerns about student behavior, communication, technology use, workload, intervention time, and support for diverse learners. These concerns do not negate the district's strengths, but they identify areas where a high-performing district can become more consistent and responsive.



5) **Technology.** Stakeholders generally recognize the importance of technology, but comments across schools suggest concerns about overreliance on devices, screen time, internet reliability, classroom management, and the need to balance digital tools with traditional instructional methods. The district's 1:1 environment remains an asset, but it requires continued refinement so that technology strengthens instruction rather than distracting from it.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: NEXT 90 DAYS

1. **Complete a focused chronic absenteeism review.** School teams should compare attendance trends with academic performance, discipline, transportation needs, health concerns, and family communication records so that each student's attendance plan is based on the likely cause of the problem rather than a standard response.
2. **Create a short-cycle academic gap review for all subgroups.** Each school should identify priority standards, current intervention placements, progress-monitoring evidence, and students who need a change in support. This review should result in immediate adjustments to intervention groups, instructional time, staffing support, or progress-monitoring frequency.
3. **Clarify districtwide expectations for intervention quality.** Within the first 90 days, schools should have a common understanding of what Tier II and Tier III support should include, how often students should receive it, how progress will be measured, and what evidence will trigger a change in intervention. This will help ensure that students with similar needs receive similarly strong support regardless of school or grade level.
4. **Use stakeholder confidence as a communication advantage.** Because more than 90 percent of respondents agreed that teachers are highly qualified and

effective and more than 88 percent agreed that safety procedures are effective, Clinton can frame the next phase of improvement as refinement rather than repair. Families and staff should receive a clear message that the district is building on strong performance while focusing more intensely on attendance, subgroup achievement, literacy, and consistency.

SHORT-TERM PRIORITIES: 3 TO 12 MONTHS

1. **Implement a districtwide attendance improvement cycle with monthly data reviews at each school.** These reviews should identify students with repeated absences, track the effectiveness of family contacts and interventions, and monitor whether chronic absence is declining among the highest-need groups. Schools should develop **a tiered response** that begins with positive family outreach and escalates to problem-solving meetings, mentoring, counseling, transportation support, or community referrals when needed.
2. **Strengthen reading instruction across grade levels, not only in early literacy.** Middle grades, ninth grade, and high school content teachers should receive support in vocabulary, comprehension, writing, and disciplinary literacy strategies. Reading intervention should be **aligned with assessment data**, and students below proficiency should have **measurable growth targets** that are reviewed frequently.
3. **Refine services for students with disabilities.** This should include reviewing inclusion practices, specially designed instruction, co-teaching models, intervention materials, and progress-monitoring routines. The district should identify classrooms and schools where students with disabilities are making stronger gains, then use those examples to guide professional learning and coaching across the district.
4. **Improving the consistency of family communication.** Stakeholders generally express confidence in the district, but open-ended feedback indicates that families want timely, proactive information about academic progress, behavior, grading, support services, and intervention needs. The district should establish common expectations for when and how families are contacted, especially when students show signs of academic decline, attendance concerns, or behavioral patterns.
5. **Technology expectations should also be reviewed within the next year.** The district should gather input from teachers, students, and parents about where the 1:1 program is working well and where it may be creating distractions or

instructional imbalance. Based on that input, Clinton should clarify expectations for device use, strengthen classroom management supports for technology-rich environments, and encourage instructional models that combine digital resources with writing, discussion, reading, hands-on learning, and printed materials when appropriate.

LONG-TERM PRIORITIES: 12 TO 24 MONTHS

1. **Develop a formal equity dashboard.** It should track academic achievement, growth, chronic absenteeism, discipline, advanced course participation, graduation progress, and intervention outcomes by student group and school. This dashboard should be reviewed regularly by district and school leaders so that gaps are identified early and addressed before they become long-term patterns.
2. **Build a more coherent PK–12 literacy plan.** This plan should connect early childhood readiness, elementary reading foundations, upper elementary comprehension and writing, middle-grade literacy, and high school readiness for advanced coursework and graduation. A districtwide literacy plan would help Clinton move reading performance closer to and beyond the 70 percent benchmark while reducing gaps for students who need more intensive support.
3. **Expand pathways for advanced coursework, enrichment, and college and career readiness.** Advanced course participation is already strong, but the district should examine whether students from all demographic and economic groups are proportionately represented in advanced classes, career pathways, fine arts, leadership opportunities, and extracurricular programs. Where gaps exist, the district should address prerequisites, scheduling barriers, student advising, family awareness, and early academic preparation.
4. **Invest in a long-term professional learning model tied directly to its highest-priority needs.** Professional development should focus on reading for at-risk students, differentiated instruction, inclusion strategies, English learner support, classroom management, social-emotional learning, data-based decision-making, and effective use of technology. Rather than relying only on one-time sessions, the district should use coaching, collaborative planning, model classrooms, and follow-up cycles to ensure that professional learning changes classroom practice.
5. **Continue strengthening community partnership around student success.** The district's strong reputation and high stakeholder confidence create an

opportunity to engage families, civic partners, mental health providers, local businesses, and community organizations in addressing attendance, student wellness, career exposure, and academic support. Over time, this broader partnership can help the district sustain its high performance while ensuring that more students experience the full benefit of Clinton's academic and extracurricular opportunities.



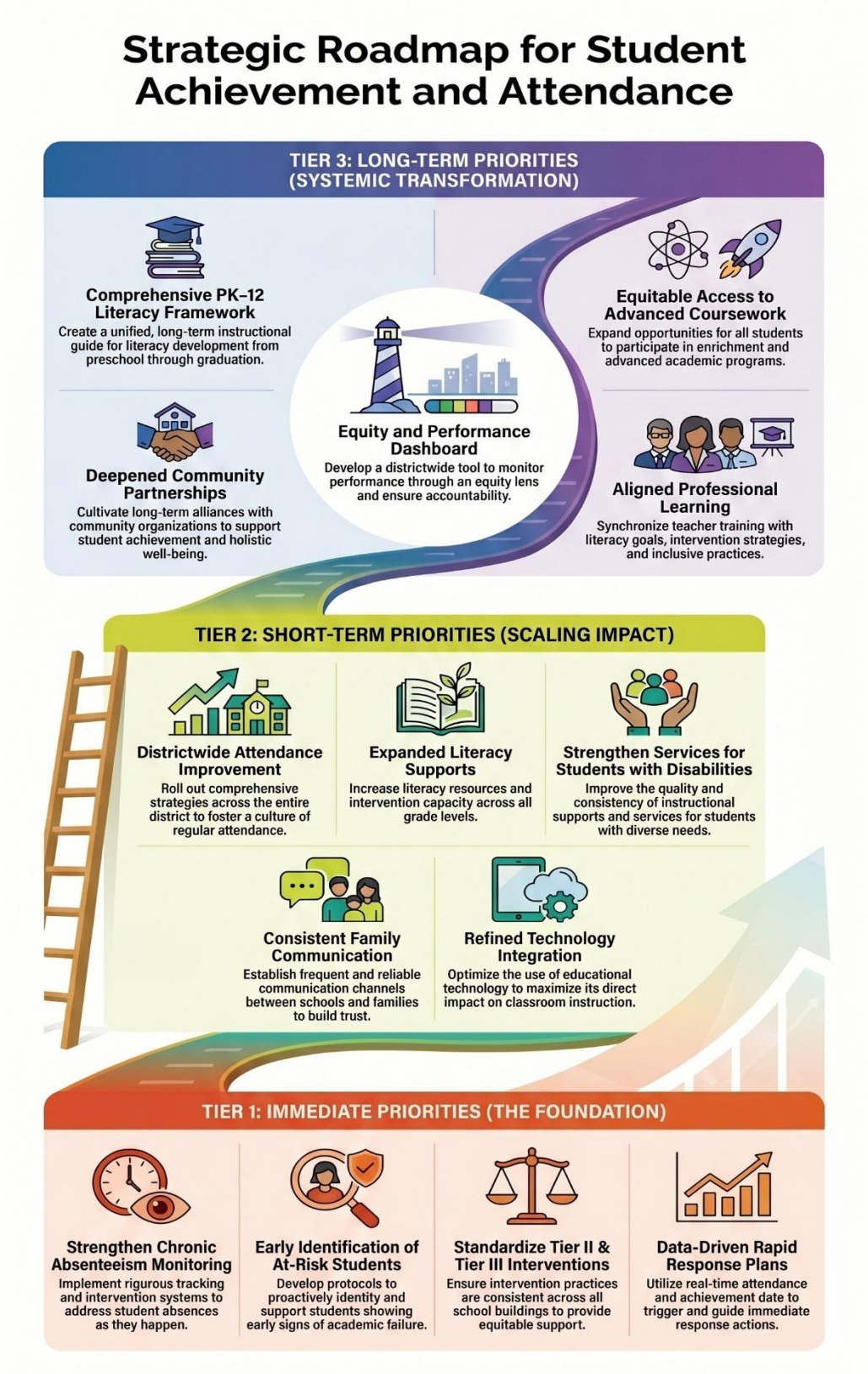


Figure 78: District Next Steps

DISTRICT COMPREHENSIVE NEEDS SURVEY

INTRODUCTION

Stakeholders from Clinton Public School District were asked to respond to questions about the district and its schools. While some questions were answered by members from more than one stakeholder group, others were targeted toward specific respondents. Two hundred one (201) faculty members, one hundred forty-seven (147) parents, three hundred sixty-six (366) students, twenty-eight (28) community members, and twelve (12) administrators 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 Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions can be found in other sections of this report.

DISTRICT FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	73	25.2%
Differentiated instruction	87	30.0%
Access to supplemental resources and individualized instruction	130	44.8%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	131	65.2%
Agree	68	33.8%
Disagree	2	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	14	7.0%
Agree	98	48.8%
Disagree	67	33.3%
Strongly Disagree	20	10.0%
Not Applicable or No Information	2	1.0%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?

	Count	Percentage
Strongly Agree	108	53.7%
Agree	73	36.3%
Disagree	6	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	7.0%

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

	Count	Percentage
Strongly Agree	22	10.9%
Agree	64	31.8%
Disagree	48	23.9%
Strongly Disagree	15	7.5%
Not Applicable or No Information	52	25.9%

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

	Count	Percentage
Strongly Agree	50	24.9%
Agree	93	46.3%
Disagree	9	4.5%
Strongly Disagree	2	1.0%
Not Applicable or No Information	47	23.4%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	91	45.3%
Agree	77	38.3%
Disagree	2	1.0%
Strongly Disagree	1	0.5%
Not Applicable or No Information	30	14.9%

I use effective, evidence-based strategies for:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	53.7%	37.8%	0.0%	0.5%	8.0%
Successful classroom management.	61.7%	29.9%	1.0%	0.5%	7.0%
Teaching special needs students.	45.8%	33.8%	2.0%	0.5%	17.9%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	41.3%	38.8%	4.0%	0.0%	15.9%
Developing and using classroom assessments.	65.7%	24.9%	0.5%	0.5%	8.5%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	100	54.6%
Minor disruptions that steal instructional time	79	43.2%
Major classroom disruptions	4	2.2%

Support for intervention is available and allows teachers to use Professional Learning Communities to share instructional practices that allow this school to maximize student achievement

	Count	Percentage
Strongly Agree	70	34.8%
Agree	103	51.2%
Disagree	5	2.5%
Strongly Disagree	7	3.5%
Not Applicable or No Information	16	8.0%

Intervention supports are a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly agree	114	56.7%
Agree	68	33.8%
Disagree	4	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	15	7.5%

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	73	7.0%
Expedited evaluation services for students with limited English	52	5.0%
Expedited evaluation services for gifted and talented students	29	2.8%
Additional academic support	125	12.0%
Tutoring	86	8.3%
Enrichment educational services	58	5.6%
Counseling	148	14.3%
Mentors	77	7.4%
School supplies	135	13.0%
Clothing for school	110	10.6%
Dental referrals	44	4.2%
Medical referrals	54	5.2%
Bullying assistance	47	4.5%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.

	Count	Percentage
Strongly Agree	120	59.7%
Agree	72	35.8%
Disagree	4	2.0%
Strongly Disagree	4	2.0%
Not Applicable or No Information	1	0.5%

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

	Count	Percentage
Strongly Agree	95	47.3%
Agree	86	42.8%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	9.5%

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

	Count	Percentage
Strongly Agree	70	34.8%
Agree	97	48.3%
Disagree	25	12.4%
Strongly Disagree	4	2.0%
Not Applicable or No Information	5	2.5%

CURRICULUM & INSTRUCTION

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Strongly Agree	119	59.2%
Agree	78	38.8%
Disagree	0	0.0%
Strongly Disagree	1	0.5%
Not Applicable or No Information	3	1.5%

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

	Count	Percentage
Strongly Agree	133	66.2%
Agree	64	31.8%
Disagree	2	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.0%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	135	67.2%
Agree	61	30.3%
Disagree	4	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

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

	Count	Percentage
Strongly Agree	94	46.8%
Agree	95	47.3%
Disagree	8	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	2.0%

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

	Count	Percentage
Strongly Agree	111	55.2%
Agree	84	41.8%
Disagree	3	1.5%
Strongly Disagree	1	0.5%
Not Applicable or No Information	2	1.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Fine Arts (music, visual arts, dance, drama)	56.7%	32.8%	2.0%	1.5%	7.0%
Physical Education	46.8%	35.8%	8.5%	4.5%	4.5%
Foreign Languages	37.8%	28.4%	4.0%	1.5%	28.4%
Science	53.7%	36.8%	3.5%	0.5%	5.5%
Health Education	35.3%	29.9%	8.5%	3.0%	23.4%
Career and Technical Education	49.8%	22.9%	2.0%	0.5%	24.9%
English/Language Arts (reading, writing, speaking, listening)	58.7%	35.3%	3.0%	0.0%	3.0%
Mathematics	65.2%	30.3%	1.0%	0.0%	3.5%
Social Studies	41.8%	34.8%	5.0%	2.5%	15.9%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly agree	95	47.3%
Agree	95	47.3%
Disagree	6	3.0%
Strongly Disagree	2	1.0%
Not Applicable or No Information	3	1.5%

I frequently use the results of assessments to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.		
	Count	Percentage
Strongly agree	117	58.2%
Agree	65	32.3%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	18	9.0%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	102	50.7%
Agree	69	34.3%
Disagree	4	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	26	12.9%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	Count	Percentage
Strongly Agree	132	65.7%
Agree	43	21.4%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	25	12.4%

Students spend sufficient effort (in and out of class) to learn what we teach.		
	Count	Percentage
Strongly agree	55	27.4%
Agree	91	45.3%
Disagree	36	17.9%
Strongly Disagree	8	4.0%
Not Applicable or No Information	11	5.5%

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	71	7.8%
Utilize technology such as class websites, blogs, and videos	123	13.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	105	11.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	141	15.4%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	138	15.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	115	12.6%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
Use bilingual handouts and cues	25	2.7%
Use visual displays, portable white boards, and posters when giving instructions	131	14.3%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	65	7.1%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling, pull out ESL instruction, Intervention, etc.	139	44.3%
Teachers provide unique instructional time inside the classroom for English instruction.	56	17.8%
Mentoring with another student	72	22.9%
Not Applicable	47	15.0%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	127	63.2%
No	74	36.8%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	11	4.8%
Mental Health Services	10	4.3%
Counseling	17	7.4%
Transitional Services	12	5.2%
Not Applicable	180	78.3%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	17	16.3%
No	1	1.0%
Not Applicable	86	82.7%

Please check the areas below that are routinely evaluated to determine the needs of EL students.		
	Count	Percentage
Language Spoken in the Home	158	14.3%
Language Proficiency of the Parent	89	8.1%
Level of Parental Involvement	59	5.3%
Family income and socioeconomic status	23	2.1%
Visual Screening Result	96	8.7%
Auditory Screening Result	100	9.1%
Grade Retention (if applicable)	65	5.9%
Number of Failed Courses	47	4.3%
Dropout Status (if applicable)	16	1.5%
Enrichment programs/activities	61	5.5%
Supplemental Academic Instruction	91	8.3%
Behavioral Supports	63	5.7%
Counseling Services	67	6.1%
Discipline Records	39	3.5%
Social-Emotional Learning Services	62	5.6%
Social Behavioral Assessment Inventory Score	41	3.7%
Mental Health Supports	26	2.4%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	145	72.1%
Agree	54	26.9%
Disagree	1	0.5%
Strongly Disagree	1	0.5%
Not Applicable or No Information	0	0.0%

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	61	30.3%
Agree	115	57.2%
Disagree	21	10.4%
Strongly Disagree	3	1.5%
Not Applicable or No Information	1	0.5%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	102	50.7%
Agree	92	45.8%
Disagree	4	2.0%
Strongly Disagree	1	0.5%
Not Applicable or No Information	2	1.0%
Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	81	40.3%
Agree	108	53.7%
Disagree	9	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.5%
Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	72	35.8%
Agree	104	51.7%
Disagree	19	9.5%
Strongly Disagree	3	1.5%
Not Applicable or No Information	3	1.5%
For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	106	52.7%
Agree	88	43.8%
Disagree	5	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.0%
Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	98	48.8%
Agree	91	45.3%
Disagree	8	4.0%
Strongly Disagree	2	1.0%
Not Applicable or No Information	2	1.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	118	58.7%
Agree	71	35.3%
Disagree	3	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	4.5%

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

	Count	Percentage
Strongly Agree	100	49.8%
Agree	88	43.8%
Disagree	6	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	3.5%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	123	61.2%
Agree	73	36.3%
Disagree	2	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.5%

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

	Count	Percentage
Strongly Agree	114	56.7%
Agree	80	39.8%
Disagree	5	2.5%
Strongly Disagree	2	1.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	97	48.3%
Agree	94	46.8%
Disagree	3	1.5%
Strongly Disagree	5	2.5%
Not Applicable or No Information	2	1.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	93	46.3%
Agree	92	45.8%
Disagree	12	6.0%
Strongly Disagree	2	1.0%
Not Applicable or No Information	2	1.0%

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.		
	Count	Percentage
Strongly Agree	101	50.2%
Agree	83	41.3%
Disagree	12	6.0%
Strongly Disagree	2	1.0%
Not Applicable or No Information	3	1.5%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	85	42.3%
Agree	79	39.3%
Disagree	30	14.9%
Strongly Disagree	6	3.0%
Not Applicable or No Information	1	0.5%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly agree	101	50.2%
Agree	94	46.8%
Disagree	5	2.5%
Strongly Disagree	1	0.5%
Not Applicable or No Information	0	0.0%

Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly agree	105	52.2%
Agree	84	41.8%
Disagree	3	1.5%
Strongly Disagree	4	2.0%
Not Applicable or No Information	5	2.5%

Teachers are provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	71	35.3%
Agree	103	51.2%
Disagree	18	9.0%
Strongly Disagree	5	2.5%
Not Applicable or No Information	4	2.0%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	110	54.7%
Agree	70	34.8%
Disagree	12	6.0%
Strongly Disagree	6	3.0%
Not Applicable or No Information	3	1.5%

I am satisfied with being a teacher in the Clinton Public School District.		
	Count	Percentage
Strongly agree	116	57.7%
Agree	73	36.3%
Disagree	3	1.5%
Strongly Disagree	2	1.0%
Not Applicable or No Information	7	3.5%

The principal is viewed as the instructional leader of this school.		
	Count	Percentage
Strongly Agree	103	51.8%
Agree	69	34.7%
Disagree	14	7.0%
Strongly Disagree	5	2.5%
Not Applicable or No Information	8	4.0%

The Clinton Public School District is the best choice for my own children to attend school.		
	Count	Percentage
Strongly Agree	109	54.2%
Agree	56	27.9%
Disagree	8	4.0%
Strongly Disagree	2	1.0%
Not Applicable or No Information	26	12.9%

TECHNOLOGY

I am comfortable with classroom management as related to the 1:1 program.		
	Count	Percentage
Strongly Agree	92	45.8%
Agree	87	43.3%
Disagree	9	4.5%
Strongly Disagree	3	1.5%
Not Applicable or No Information	10	5.0%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	63	31.3%
Agree	96	47.8%
Disagree	23	11.4%
Strongly Disagree	7	3.5%
Not Applicable or No Information	12	6.0%

I effectively incorporate and use technology in my lessons to provide instruction and facilitate learning on a regular basis.

	Count	Percentage
Strongly Agree	99	49.3%
Agree	87	43.3%
Disagree	2	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	6.5%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	134	66.7%
Agree	49	24.4%
Disagree	2	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	16	8.0%

PROFESSIONAL DEVELOPMENT

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

	Count	Percentage
Strongly Agree	63	31.3%
Agree	102	50.7%
Disagree	22	10.9%
Strongly Disagree	7	3.5%
Not Applicable or No Information	7	3.5%

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

	Count	Percentage
Strongly Agree	62	30.8%
Agree	106	52.7%
Disagree	10	5.0%
Strongly Disagree	4	2.0%
Not Applicable or No Information	19	9.5%

Rank your top ten choices for professional development topics.	
	Rank
Classroom Management	#1
Differentiated Instruction	#2
Reading for at risk students	#3
Teaching and understanding the needs of neurodiverse students	#4
Successful inclusion strategies	#5
Writing strategies	#6
Conflict resolution	#7
English Learners (ELs)	#8
Data-based Decision Making	#9
Social Emotional Learning	#10
Using technology to enhance instruction	#11
Soft Skills/Emotional Intelligence	#12
Developing quality assessments	#13
Interpreting and analyzing student data	#14
Response to Intervention (RTI/MTSS)	#15
Executive functioning skills	#16
Depth of Knowledge	#17
Culture sensitivity	#18
Mississippi College and Career Readiness Standards	#19
Teaching and understanding students in poverty	#20
Teaching and understanding the needs of homeless students	#21
Sensitivity Training	#22

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	75	37.3%
Agree	98	48.8%
Disagree	15	7.5%
Strongly Disagree	3	1.5%
Not Applicable or No Information	10	5.0%

Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?		
	Count	Percentage
Yes	145	72.1%
No	56	27.9%

I need more professional development in the identification of, the rights of, and services for students who meet the homeless definition, and/or professional development designed to heighten the understanding and sensitivity to the needs of homeless children and youth.		
	Count	Percentage
Strongly Agree	24	11.9%
Agree	90	44.8%
Disagree	65	32.3%
Strongly Disagree	4	2.0%
Not Applicable or No Information	18	9.0%

DISTRICT PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	69	32.9%
Differentiated instruction	57	27.1%
Access to supplemental resources and individualized instruction	84	40.0%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	86	58.5%
Agree	54	36.7%
Disagree	1	0.7%
Strongly Disagree	1	0.7%
Not Applicable or No Information	5	3.4%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	22	15.0%
Agree	74	50.3%
Disagree	26	17.7%
Strongly Disagree	9	6.1%
Not Applicable or No Information	16	10.9%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?

	Count	Percentage
Strongly Agree	80	54.4%
Agree	49	33.3%
Disagree	1	0.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	11.6%

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

	Count	Percentage
Strongly Agree	13	8.8%
Agree	44	29.9%
Disagree	28	19.0%
Strongly Disagree	15	10.2%
Not Applicable or No Information	47	32.0%

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	65	19.7%
Safety in the schools	73	22.1%
Curriculum and learning goals	90	27.3%
Available technology and how it's used in the classroom	58	17.6%
How to contact my child’s teacher	12	3.6%
Homework	32	9.7%

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

	Count	Percentage
Abuse Prevention	7	1.5%
Computer Classes	14	3.0%
Conflict Resolution	30	6.5%
Discipline	28	6.1%
Drug/Alcohol Awareness	18	3.9%
English as a Second Language	8	1.7%
Health Classes	19	4.1%

I would like my child's school (district) to offer classes for parents on the following:		
Literacy Classes	22	4.8%
Math Classes	25	5.4%
Parent-to-School Relationships	41	8.9%
Parent/Child Communication	36	7.8%
Preparing for College	68	14.8%
Parenting Workshops	24	5.2%
Social Media Classes	29	6.3%
Stress/Anger/Management	32	7.0%
Understanding College- and Career-Ready Standards	59	12.8%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
Activities to help my child learn over the summer	64	15.7%
Help my child with homework	34	8.4%
How to motivate my child	51	12.5%
How to promote family reading	19	4.7%
How to set goals for my child	35	8.6%
Manage time	64	15.7%
Prepare my child for testing	60	14.7%
Understand my child's learning styles	80	19.7%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.	Count	Percentage
Babysitting/childcare at parent meetings	9	3.2%
District and/or school newsletters	32	11.5%
Resource materials for parental training	28	10.0%
Training for parents to work with other parents on becoming involved in the schools	32	11.5%
Home/School folders	35	12.5%
Home/School Planners	34	12.2%
Resources to help my child be successful in meeting state standards	109	39.1%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	59	40.1%
Agree	70	47.6%
Disagree	7	4.8%
Strongly Disagree	3	2.0%
Not Applicable or No Information	8	5.4%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	59	16.8%
Supporting college and career counseling	82	23.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	91	25.9%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	63	17.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	57	16.2%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	51	10.0%
Providing school-based mental health services and counseling	102	20.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	41	8.1%
Establishing or improving dropout prevention	24	4.7%
Supporting re-entry programs and transition services for Justice-involved youth	21	4.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	64	12.6%

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:		
Implementing systems and practices to prevent bullying and harassment	83	16.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	73	14.3%
Establishing community partnerships	50	9.8%

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	89	34.9%
Building technological capacity and infrastructure	51	20.0%
Carrying out innovative blended learning projects	69	27.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	46	18.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	53	36.1%
Agree	66	44.9%
Disagree	6	4.1%
Strongly Disagree	2	1.4%
Not Applicable or No Information	20	13.6%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	68	46.3%
Agree	65	44.2%
Disagree	7	4.8%
Strongly Disagree	1	0.7%
Not Applicable or No Information	6	4.1%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	31	21.1%
Agree	91	61.9%
Disagree	20	13.6%
Strongly Disagree	2	1.4%
Not Applicable or No Information	3	2.0%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Strongly Agree	50	34.0%
Agree	85	57.8%
Disagree	7	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	3.4%

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

	Count	Percentage
Strongly Agree	79	53.7%
Agree	59	40.1%
Disagree	5	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	2.7%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	83	56.5%
Agree	56	38.1%
Disagree	5	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	2.0%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	60	40.8%
Agree	43	29.3%
Disagree	7	4.8%
Strongly Disagree	2	1.4%
Not Applicable or No Information	35	23.8%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Career and Technical Education	42.2%	30.6%	2.0%	1.4%	23.8%
English/Language Arts (reading, writing, speaking, listening)	50.3%	42.9%	2.7%	0.0%	4.1%
Mathematics	49.0%	44.9%	2.0%	1.4%	2.7%
Social Studies	32.7%	50.3%	6.8%	0.0%	10.2%
Fine Arts (music, visual arts, dance, drama)	45.6%	38.1%	4.1%	2.0%	10.2%
Physical Education	35.4%	47.6%	7.5%	2.0%	7.5%
Foreign Languages	22.4%	38.8%	6.8%	0.7%	31.3%
Science	41.5%	46.3%	5.4%	0.7%	6.1%
Health Education	25.9%	44.9%	10.2%	0.7%	18.4%

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	65	44.2%
Agree	53	36.1%
Disagree	8	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	21	14.3%

Is your child an English Language Learner?		
	Count	Percentage
Yes	17	11.6%
No	130	88.4%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	14	43.8%
Mentoring	7	21.9%
Academic or career counseling	7	21.9%
Mental Health counseling	4	12.5%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	14	82.4%
No	3	17.6%

Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	14	82.4%
No	3	17.6%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	64	43.5%
Agree	73	49.7%
Disagree	8	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.4%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	77	52.4%
Agree	57	38.8%
Disagree	9	6.1%
Strongly Disagree	2	1.4%
Not Applicable or No Information	2	1.4%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	65	44.2%
Agree	73	49.7%
Disagree	4	2.7%
Strongly Disagree	1	0.7%
Not Applicable or No Information	4	2.7%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	45	30.6%
Agree	75	51.0%
Disagree	18	12.2%
Strongly Disagree	2	1.4%
Not Applicable or No Information	7	4.8%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	81	55.1%
Agree	53	36.1%
Disagree	9	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	2.7%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	77	52.4%
Agree	61	41.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	6.1%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly agree	63	42.9%
Agree	67	45.6%
Disagree	11	7.5%
Strongly Disagree	1	0.7%
Not Applicable or No Information	5	3.4%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly agree	41	27.9%
Agree	66	44.9%
Disagree	17	11.6%
Strongly Disagree	7	4.8%
Not Applicable or No Information	16	10.9%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly agree	57	38.8%
Agree	64	43.5%
Disagree	17	11.6%
Strongly Disagree	6	4.1%
Not Applicable or No Information	3	2.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly agree	72	49.0%
Agree	61	41.5%
Disagree	10	6.8%
Strongly Disagree	2	1.4%
Not Applicable or No Information	2	1.4%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly agree	65	44.2%
Agree	48	32.7%
Disagree	6	4.1%
Strongly Disagree	2	1.4%
Not Applicable or No Information	26	17.7%

Our community is actively involved in our school.		
	Count	Percentage
Strongly agree	64	43.5%
Agree	64	43.5%
Disagree	4	2.7%
Strongly Disagree	1	0.7%
Not Applicable or No Information	14	9.5%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	85	11.7%
Checked my child's grades/assignments online	138	18.9%
Been in contact with my child's teacher	125	17.1%
Received a newsletter from the district, school, or teacher	127	17.4%
Worked with a committee or group on school or district policies	14	1.9%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	60	8.2%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	127	17.4%
Volunteered at my child's school	53	7.3%

SCHOOL IMPROVEMENT

My school (district) is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.		
	Count	Percentage
Strongly Agree	67	45.6%
Agree	63	42.9%
Disagree	1	0.7%
Strongly Disagree	1	0.7%
Not Applicable or No Information	15	10.2%

My school (district) has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.		
	Count	Percentage
Strongly Agree	64	43.5%
Agree	61	41.5%
Disagree	4	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	18	12.2%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.		
	Count	Percentage
Strongly Agree	73	49.7%
Agree	61	41.5%
Disagree	8	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	3.4%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	75	51.0%
Agree	63	42.9%
Disagree	5	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	2.7%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	56	38.1%
Agree	73	49.7%
Disagree	12	8.2%
Strongly Disagree	4	2.7%
Not Applicable or No Information	2	1.4%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	77	52.4%
Agree	62	42.2%
Disagree	3	2.0%
Strongly Disagree	2	1.4%
Not Applicable or No Information	3	2.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	77	52.4%
Agree	63	42.9%
Disagree	4	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	2.0%

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

	Count	Percentage
Strongly Agree	72	49.0%
Agree	67	45.6%
Disagree	6	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.4%

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

	Count	Percentage
Strongly agree	43	29.3%
Agree	74	50.3%
Disagree	7	4.8%
Strongly Disagree	2	1.4%
Not Applicable or No Information	21	14.3%

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

	Count	Percentage
Strongly Agree	62	42.2%
Agree	77	52.4%
Disagree	6	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.4%

If you are a parent of a child with a disability, does this school meet the needs of your child?

	Count	Percentage
Yes	63	73.3%
No	23	26.7%

TECHNOLOGY

I understand how my child is using his/her computer for educational purposes.

	Count	Percentage
Strongly Agree	61	41.5%
Agree	68	46.3%
Disagree	10	6.8%
Strongly Disagree	2	1.4%
Not Applicable or No Information	6	4.1%

My child regularly uses his/her computer to complete homework assignments.

	Count	Percentage
Strongly Agree	63	42.9%
Agree	42	28.6%
Disagree	6	4.1%
Strongly Disagree	3	2.0%
Not Applicable or No Information	33	22.4%

My child has Internet access when away from school.

	Count	Percentage
Yes	145	98.6%
No	2	1.4%

I feel comfortable limiting my child's access to his/her computer at home, after his/her schoolwork is completed.

	Count	Percentage
Strongly Agree	75	51.0%
Agree	55	37.4%
Disagree	3	2.0%
Strongly Disagree	3	2.0%
Not Applicable or No Information	11	7.5%

I feel the 1:1 program is helping improve the educational experience of our students.

	Count	Percentage
Strongly Agree	45	30.6%
Agree	35	23.8%
Disagree	19	12.9%
Strongly Disagree	7	4.8%
Not Applicable or No Information	41	27.9%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	95	64.6%
Agree	27	18.4%
Disagree	1	0.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	24	16.3%

DISTRICT STUDENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	187	28.8%
Differentiated instruction	198	30.5%
Access to supplemental resources and individualized instruction	264	40.7%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	74	20.2%
Agree	231	63.1%
Disagree	36	9.8%
Strongly Disagree	19	5.2%
Not Applicable or No Information	6	1.6%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	29	7.9%
Agree	101	27.6%
Disagree	134	36.6%
Strongly Disagree	95	26.0%
Not Applicable or No Information	7	1.9%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.

	Count	Percentage
Strongly Agree	124	33.9%
Agree	181	49.5%
Disagree	42	11.5%
Strongly Disagree	15	4.1%
Not Applicable or No Information	4	1.1%

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

	Count	Percentage
Strongly Agree	128	35.0%
Agree	187	51.1%
Disagree	21	5.7%
Strongly Disagree	7	1.9%
Not Applicable or No Information	23	6.3%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	29	7.9%
Agree	162	44.3%
Disagree	99	27.0%
Strongly Disagree	61	16.7%
Not Applicable or No Information	15	4.1%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Strongly Agree	102	27.9%
Agree	204	55.7%
Disagree	42	11.5%
Strongly Disagree	8	2.2%
Not Applicable or No Information	10	2.7%

Student assessments are designed to reflect what students know and are able to do.

	Count	Percentage
Strongly Agree	89	24.3%
Agree	214	58.5%
Disagree	46	12.6%
Strongly Disagree	10	2.7%
Not Applicable or No Information	7	1.9%

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

	Count	Percentage
Strongly Agree	79	21.6%
Agree	213	58.2%
Disagree	48	13.1%
Strongly Disagree	13	3.6%
Not Applicable or No Information	13	3.6%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	166	45.4%
Agree	170	46.4%
Disagree	21	5.7%
Strongly Disagree	4	1.1%
Not Applicable or No Information	5	1.4%

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

	Count	Percentage
Strongly Agree	163	44.5%
Agree	153	41.8%
Disagree	17	4.6%
Strongly Disagree	3	0.8%
Not Applicable or No Information	30	8.2%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Career and Technical Education	24.3%	27.9%	4.4%	2.5%	41.0%
English/Language Arts (reading, writing, speaking, listening)	32.8%	50.8%	12.3%	3.0%	1.1%
Mathematics	39.3%	50.0%	6.8%	2.5%	1.4%
Social Studies	52.5%	41.8%	3.3%	0.5%	1.9%
Fine Arts (music, visual arts, dance, drama)	32.2%	39.6%	9.6%	7.1%	11.5%
Physical Education	40.4%	27.3%	4.6%	0.5%	27.0%
Foreign Languages	9.6%	12.6%	5.5%	2.5%	69.9%
Science	55.2%	36.9%	5.2%	1.4%	1.4%
Health Education	19.7%	30.3%	6.8%	2.7%	40.4%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	144	39.3%
Agree	170	46.4%
Disagree	39	10.7%
Strongly Disagree	7	1.9%
Not Applicable or No Information	6	1.6%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.		
	Count	Percentage
Strongly Agree	89	24.3%
Agree	189	51.6%
Disagree	57	15.6%
Strongly Disagree	21	5.7%
Not Applicable or No Information	10	2.7%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	75	20.5%
Agree	175	47.8%
Disagree	68	18.6%
Strongly Disagree	37	10.1%
Not Applicable or No Information	11	3.0%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	109	29.8%
Agree	159	43.4%
Disagree	58	15.8%
Strongly Disagree	21	5.7%
Not Applicable or No Information	19	5.2%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	111	30.3%
Agree	181	49.5%
Disagree	42	11.5%
Strongly Disagree	14	3.8%
Not Applicable or No Information	18	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	287	45.8%
Additional academic support	24	3.8%
Tutoring	23	3.7%
Counseling	10	1.6%
A mentor	15	2.4%
School supplies	37	5.9%
Structured note taking mechanisms	36	5.7%
The teacher slows speech at times to help you understand	41	6.5%
The teacher uses gestures and demonstrations	48	7.7%
Use think aloud and think pair shares	39	6.2%
Use of bilingual handouts and cues	22	3.5%
Use of display word walls with high frequency words	45	7.2%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	126	34.4%
Agree	180	49.2%
Disagree	41	11.2%
Strongly Disagree	9	2.5%
Not Applicable or No Information	10	2.7%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	94	25.7%
Agree	181	49.5%
Disagree	67	18.3%
Strongly Disagree	15	4.1%
Not Applicable or No Information	9	2.5%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	72	19.7%
Agree	200	54.6%
Disagree	63	17.2%
Strongly Disagree	23	6.3%
Not Applicable or No Information	8	2.2%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	83	22.7%
Agree	192	52.5%
Disagree	47	12.8%
Strongly Disagree	32	8.7%
Not Applicable or No Information	12	3.3%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	76	20.8%
Agree	181	49.5%
Disagree	65	17.8%
Strongly Disagree	25	6.8%
Not Applicable or No Information	19	5.2%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	73	19.9%
Agree	238	65.0%
Disagree	30	8.2%
Strongly Disagree	9	2.5%
Not Applicable or No Information	16	4.4%

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

	Count	Percentage
Strongly Agree	74	20.2%
Agree	207	56.6%
Disagree	44	12.0%
Strongly Disagree	17	4.6%
Not Applicable or No Information	24	6.6%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	130	35.5%
Agree	191	52.2%
Disagree	27	7.4%
Strongly Disagree	15	4.1%
Not Applicable or No Information	3	0.8%

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

	Count	Percentage
Strongly Agree	118	32.2%
Agree	188	51.4%
Disagree	45	12.3%
Strongly Disagree	8	2.2%
Not Applicable or No Information	7	1.9%

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

	Count	Percentage
Strongly Agree	62	16.9%
Agree	161	44.0%
Disagree	76	20.8%
Strongly Disagree	58	15.8%
Not Applicable or No Information	9	2.5%

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

	Count	Percentage
Strongly Agree	79	21.6%
Agree	172	47.0%
Disagree	66	18.0%
Strongly Disagree	37	10.1%
Not Applicable or No Information	12	3.3%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	77	21.0%
Agree	221	60.4%
Disagree	35	9.6%
Strongly Disagree	7	1.9%
Not Applicable or No Information	26	7.1%

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

	Count	Percentage
Strongly Agree	106	29.0%
Agree	182	49.7%
Disagree	50	13.7%
Strongly Disagree	21	5.7%
Not Applicable or No Information	7	1.9%

Innovative technologies are incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	70	19.1%
Agree	211	57.7%
Disagree	48	13.1%
Strongly Disagree	15	4.1%
Not Applicable or No Information	22	6.0%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	136	37.2%
Agree	165	45.1%
Disagree	22	6.0%
Strongly Disagree	14	3.8%
Not Applicable or No Information	29	7.9%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	96	26.2%
Agree	194	53.0%
Disagree	37	10.1%
Strongly Disagree	17	4.6%
Not Applicable or No Information	22	6.0%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	87	23.8%
Agree	152	41.5%
Disagree	73	19.9%
Strongly Disagree	42	11.5%
Not Applicable or No Information	12	3.3%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	96	26.2%
Agree	151	41.3%
Disagree	73	19.9%
Strongly Disagree	28	7.7%
Not Applicable or No Information	18	4.9%

TECHNOLOGY

I understand how to use my computer for my school assignments.

	Count	Percentage
Strongly Agree	190	51.9%
Agree	164	44.8%
Disagree	5	1.4%
Strongly Disagree	4	1.1%
Not Applicable or No Information	3	0.8%

My teachers allow me to use my computer for instructional/classroom purposes.

	Count	Percentage
Strongly Agree	173	47.3%
Agree	179	48.9%
Disagree	9	2.5%
Strongly Disagree	2	0.5%
Not Applicable or No Information	3	0.8%

My computer has the software programs I need to support classroom learning.

	Count	Percentage
Strongly Agree	123	33.6%
Agree	204	55.7%
Disagree	24	6.6%
Strongly Disagree	8	2.2%
Not Applicable or No Information	7	1.9%

I have access to Wi-Fi outside of the classroom.

	Count	Percentage
Strongly Agree	155	42.3%
Agree	165	45.1%
Disagree	24	6.6%
Strongly Disagree	14	3.8%
Not Applicable or No Information	8	2.2%

I feel the 1:1 program is helping improve my educational experience (preparing me for college or career, enhancing my classroom learning, etc.).		
	Count	Percentage
Strongly Agree	113	30.9%
Agree	172	47.0%
Disagree	35	9.6%
Strongly Disagree	12	3.3%
Not Applicable or No Information	34	9.3%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	131	35.8%
Agree	146	39.9%
Disagree	22	6.0%
Strongly Disagree	22	6.0%
Not Applicable or No Information	45	12.3%

DISTRICT ADMINISTRATOR SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	5	26.3%
Differentiated instruction	7	36.8%
Access to supplemental resources and individualized instruction	7	36.8%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	9	75.0%
Agree	3	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	2	16.7%
Agree	7	58.3%
Disagree	2	16.7%
Strongly Disagree	1	8.3%
Not Applicable or No Information	0	0.0%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?

	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%

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

	Count	Percentage
Strongly Agree	6	50.0%
Agree	4	33.3%
Disagree	2	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	41.7%
Agree	3	25.0%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	25.0%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.

	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%

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

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

CURRICULUM & INSTRUCTION

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

	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%

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

	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%

Teachers hold high expectations for student learning.		
	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%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	7	58.3%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Health Education	33.3%	41.7%	8.3%	8.3%	8.3%
Career and Technical Education	58.3%	41.7%	0.0%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	58.3%	41.7%	0.0%	0.0%	0.0%
Mathematics	58.3%	41.7%	0.0%	0.0%	0.0%
Social Studies	41.7%	58.3%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	83.3%	16.7%	0.0%	0.0%	0.0%
Physical Education	33.3%	50.0%	8.3%	8.3%	0.0%
Foreign Languages	33.3%	66.7%	0.0%	0.0%	0.0%
Science	50.0%	50.0%	0.0%	0.0%	0.0%

Students are receiving adequate instruction in the basic skills.		
	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%

Citizenship is effectively taught in our schools.		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	9	75.0%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Digital citizenship is effectively taught and monitored at my school.		
	Count	Percentage
Strongly Agree	3	25.0%
Agree	7	58.3%
Disagree	2	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	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%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	6	50.0%
Agree	5	41.7%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents have a good understanding of the school's programs and operations.

	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%

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

	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%

Teachers in our school (district) are respected in the community.

	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%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	9	75.0%
Agree	3	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	7	58.3%
Agree	4	33.3%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	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%

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

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

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

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

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	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%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve 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%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development for your faculty.	
	Rank
Classroom Management	#1
Successful inclusion strategies	#2
Data-based Decision Making	#3
Response to Intervention (RTI/MTSS)	#4
Developing quality assessments	#5
Executive functioning skills	#6
Conflict resolution	#7
Interpreting and analyzing student data	#8
Differentiated Instruction	#9
Reading for at risk students	#10
Culture sensitivity	#11
Social Emotional Learning	#12
Using technology to enhance instruction	#13
English Learners (ELs)	#14
Teaching and understanding the needs of neurodiverse students	#15

Rank your top ten choices for professional development for your faculty.	
Teaching and understanding students in poverty	#16
Writing strategies	#17
Soft Skills/Emotional Intelligence	#18
Depth of Knowledge	#19
Mississippi College and Career Readiness Standards	#20
Teaching and understanding the needs of homeless students	#21
Sensitivity Training	#22

DISTRICT COMMUNITY SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	9	28.1%
Differentiated instruction	3	9.4%
Access to supplemental resources and individualized instruction	20	62.5%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	19	67.9%
Agree	7	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.1%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	Count	Percentage
Strongly Agree	16	57.1%
Agree	9	32.1%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.1%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	5	17.9%
Agree	3	10.7%
Disagree	3	10.7%
Strongly Disagree	3	10.7%
Not Applicable or No Information	14	50.0%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	17	60.7%
Agree	9	32.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.1%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	17	60.7%
Agree	8	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.7%

CURRICULUM & INSTRUCTION

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

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 hold high expectations for student learning.

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

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

	Count	Percentage
Strongly Agree	14	50.0%
Agree	8	28.6%
Disagree	0	0.0%
Strongly Disagree	2	7.1%
Not Applicable or No Information	4	14.3%

Students are receiving adequate instruction in the basic skills.

	Count	Percentage
Strongly Agree	15	53.6%
Agree	9	32.1%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.7%

Citizenship is effectively taught in our schools.

	Count	Percentage
Strongly Agree	5	17.9%
Agree	12	42.9%
Disagree	1	3.6%
Strongly Disagree	1	3.6%
Not Applicable or No Information	9	32.1%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Career and Technical Education	60.7%	25.0%	3.6%	0.0%	10.7%
English/Language Arts (reading, writing, speaking, listening)	60.7%	39.3%	0.0%	0.0%	0.0%
Mathematics	57.1%	35.7%	3.6%	0.0%	3.6%
Social Studies	50.0%	42.9%	3.6%	0.0%	3.6%
Fine Arts (music, visual arts, dance, drama)	71.4%	25.0%	3.6%	0.0%	0.0%
Physical Education	39.3%	46.4%	3.6%	0.0%	10.7%
Foreign Languages	35.7%	42.9%	3.6%	0.0%	17.9%
Science	53.6%	39.3%	3.6%	0.0%	3.6%
Health Education	32.1%	46.4%	0.0%	0.0%	21.4%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	10	35.7%
Agree	15	53.6%
Disagree	0	0.0%
Strongly Disagree	1	3.6%
Not Applicable or No Information	2	7.1%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	13	46.4%
Agree	13	46.4%
Disagree	0	0.0%
Strongly Disagree	1	3.6%
Not Applicable or No Information	1	3.6%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	8	28.6%
Agree	14	50.0%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	17.9%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	16	57.1%
Agree	11	39.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	16	57.1%
Agree	10	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.1%

The goals of the school (district) are consistent with local values held by the community.		
	Count	Percentage
Strongly Agree	19	67.9%
Agree	8	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

School board members represent our community well and are attentive to community input.		
	Count	Percentage
Strongly Agree	14	50.0%
Agree	10	35.7%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.7%

School officials welcome visits from members of the community.		
	Count	Percentage
Strongly Agree	13	46.4%
Agree	10	35.7%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	14.3%

Our schools have a positive impact on the community's property values.		
	Count	Percentage
Strongly Agree	19	67.9%
Agree	7	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.1%

The quality of our schools helps the area attract and retain business.		
	Count	Percentage
Strongly Agree	17	60.7%
Agree	10	35.7%
Disagree	1	3.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The amount of money spent to support the schools in our community is worth the investment.		
	Count	Percentage
Strongly agree	19	67.9%
Agree	8	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.6%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	14	50.0%
Agree	9	32.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	17.9%

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

	Count	Percentage
Strongly Agree	14	50.0%
Agree	7	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	25.0%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	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%

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

	Count	Percentage
Strongly Agree	20	71.4%
Agree	8	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	19	67.9%
Agree	9	32.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	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%

Our school (district) is well regarded across the state.

	Count	Percentage
Strongly Agree	21	75.0%
Agree	6	21.4%
Disagree	1	3.6%
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	18	64.3%
Agree	8	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.1%

All students have an equal opportunity to participate in activities (clubs, musical groups, athletics, etc.)		
	Count	Percentage
Strongly Agree	16	57.1%
Agree	10	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	7.1%

The proportion of funds allocated for the academic program (in contrast to the athletic program, maintenance of facilities, administration, etc.) is appropriate.		
	Count	Percentage
Strongly Agree	11	39.3%
Agree	7	25.0%
Disagree	3	10.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	25.0%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	20	71.4%
Agree	5	17.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.7%

GENERAL OPINION

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

Community members from Clinton Public School District praised the district for its academic excellence, strong college and career preparation, dedicated teachers and staff, safe learning environments, and diverse extracurricular opportunities. Suggested improvements included expanding social-emotional supports, strengthening discipline and bullying prevention efforts, increasing access to preschool programs, investing in staff retention and facilities, and promoting the district's accomplishments more.

CLINTON PARK ELEMENTARY SCHOOL

INTRODUCTION

Clinton Park Elementary School, located at 501 Arrow Drive in Clinton, Mississippi, serves seven hundred sixty-seven (767) of the youngest learners in the Clinton School District with a focused early-childhood mission spanning prekindergarten through first grade (PK-1). Clinton Park Elementary has long been recognized for its emphasis on early literacy, student engagement, and family involvement, reflecting the district's broader commitment to high academic expectations and student success. CPES is led by its principal Ms. Kelli Pope, and its assistant principal, Ms. Summer Rigney.

The school consistently performs at a high level within Mississippi's accountability system and recently maintained its "A" accountability rating, contributing to the district's continued standing among the top-ranked school districts in the state. Clinton Park Elementary has embraced evidence-based instructional practices, including Mississippi's science of reading initiatives, targeted literacy interventions, and data-driven instruction designed to support student growth from the earliest grades. Teachers and staff emphasize both academic achievement and character development through positive behavior supports, enrichment opportunities, and strong partnerships with families and the community.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

CLINTON PARK ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	725	712	731	752	767
PK	46	46	48	50	48
K	320	342	361	342	384
GR_01	359	324	322	360	335
					(MDE, 2025m)

Figure 79: Clinton Park Elementary School Enrollment by Grade Level

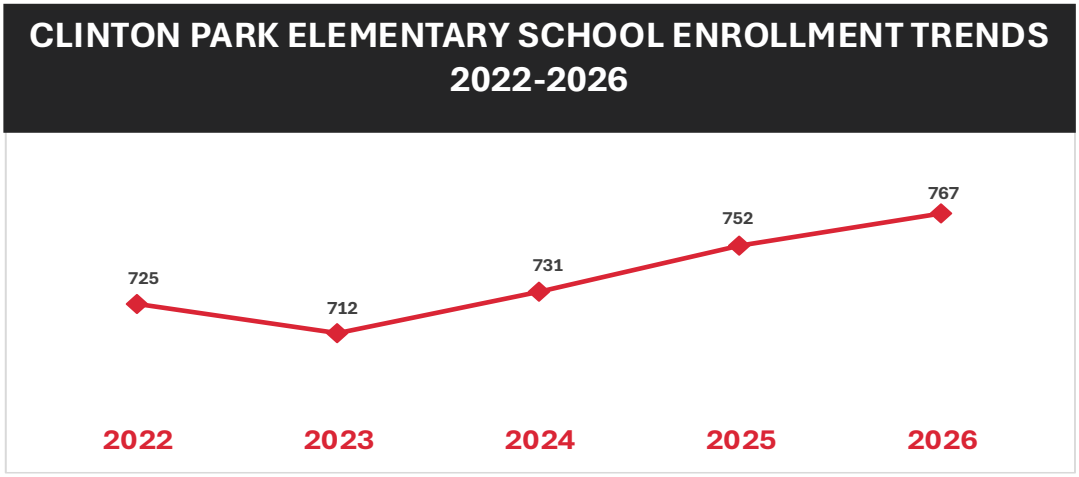


Figure 80: Clinton Park Elementary School Enrollment Trends 2022-2026

CLINTON PARK ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	725	712	731	752	767
GENDER	FEMALE	342	341	339	358	388
	MALE	383	371	392	394	379
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*		*
	ASIAN	38	35	42	42	42
	BLACK OR AFRICAN AMERICAN	364	391	400	419	421
	HISPANIC OR LATINO	30	*	29	39	46
	NATIVE HAWAIIAN OR PACIFIC ISLANDER			*	*	*
	TWO OR MORE RACES	*	35	34	*	22
	WHITE	262	225	224	231	234
						(MDE, 2025m)

Figure 81: Clinton Park Elementary School Enrollment by Demographic Group

CLINTON PARK ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ASIAN	5.2%	5.5%	0.2%
BLACK OR AFRICAN AMERICAN	50.2%	54.9%	4.7%
HISPANIC OR LATINO	4.1%	6.0%	1.9%
TWO OR MORE RACES		2.9%	
WHITE	36.1%	30.5%	-5.6%

Figure 82: Clinton Park Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

CLINTON PARK ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	622.4	650.8	712.3
PK			48.6
K	320.5	346.0	322.4
GR_01	301.9	304.8	341.3
(MDE, 2023o, 2024q, 2025s)			

Figure 83: Clinton Park Elementary School Average Daily Attendance

CLINTON PARK ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	87.4%	89.0%	94.7%
PK			97.2%
K	93.7%	95.9%	94.3%
GR_01	93.2%	94.6%	94.8%
(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 84: Clinton Park Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

CLINTON PARK ELEMENTARY SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	13.3	14.1	12.2
GENDER	FEMALE	14.9	14.8	12.9
	MALE	11.8	13.5	11.6
DISABILITY	STUDENTS WITH DISABILITIES	11.8	21.8	14.9
	STUDENTS WITHOUT DISABILITIES	13.7	12.0	11.6
EL	LIMITED ENGLISH PROFICIENCY	10.9	16.2	9.7
RACE	ASIAN	10.3	≤5%	9.1
	BLACK OR AFRICAN AMERICAN	15.5	14.9	13.1
	HISPANIC OR LATINO	14.8	24.2	11.4
	NATIVE HAWAIIAN OR PACIFIC ISLANDER		≤5%	≤5%
	TWO OR MORE RACES	17.1	11.1	9.1
	WHITE	9.3	13.1	11.4
				(MDE, 2026f)

Figure 85: Clinton Park Elementary School Chronic Absence by Demographic Group



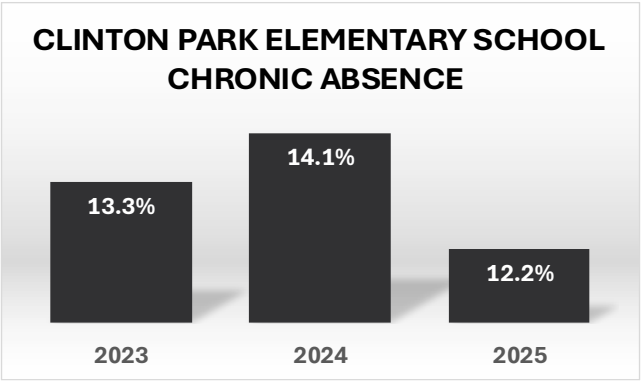


Figure 86: Clinton Park Elementary School Chronic Absence

CPES Enrollment and Attendance Takeaways

Clinton Park Elementary School has experienced steady enrollment growth in recent years. After enrollment dipped to 712 in 2023, the school rebounded to 731 students in 2024, increased to 752 in 2025, and reached 767 students in 2026, representing a net gain of 55 students, or nearly 8%, over the five-year period. The strongest growth has occurred in the school's early grades. Kindergarten enrollment increased from 320 students in 2022 to 384 in 2026, a gain of 64 students, while first-grade enrollment grew from 324 students in 2023 to 360 in 2025 before settling at 335 students in 2026.

Enrollment trends also highlight a gradually changing student population. Black or African American student enrollment increased from 364 students in 2022 to 421 in 2026, raising the group's share of enrollment from 50.2% to 54.9%. Hispanic enrollment grew from 30 students to 46 students during the same period, increasing from 4.1% to 6.0%. Meanwhile, the percentage of White students declined from 36.1% to 30.5%.

Average daily attendance increased substantially from 622.4 students in 2023 to 712.3 in 2025, while attendance rates climbed from 87.4% to 94.7%. Chronic absenteeism also improved, falling from 14.1% in 2024 to 12.2% in 2025. Together, these trends indicate not only growing enrollment but also stronger student engagement and consistent attendance, positioning the school for continued success.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

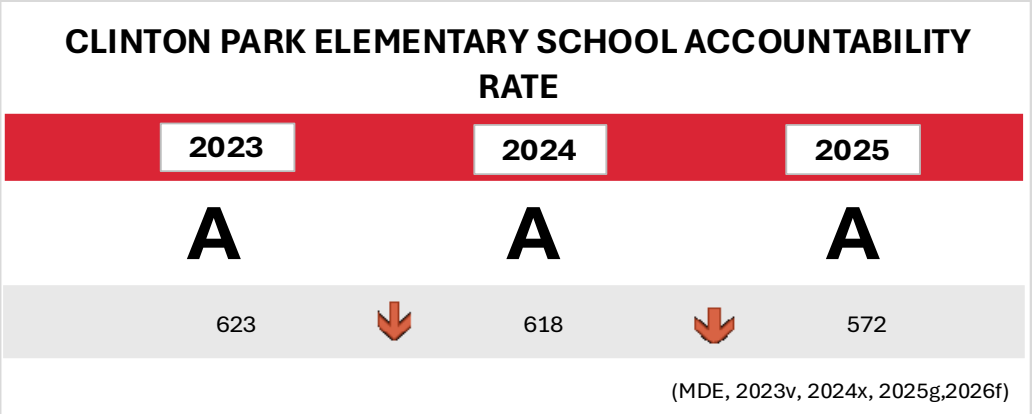


Figure 87: Clinton Park Elementary School Accountability Rating

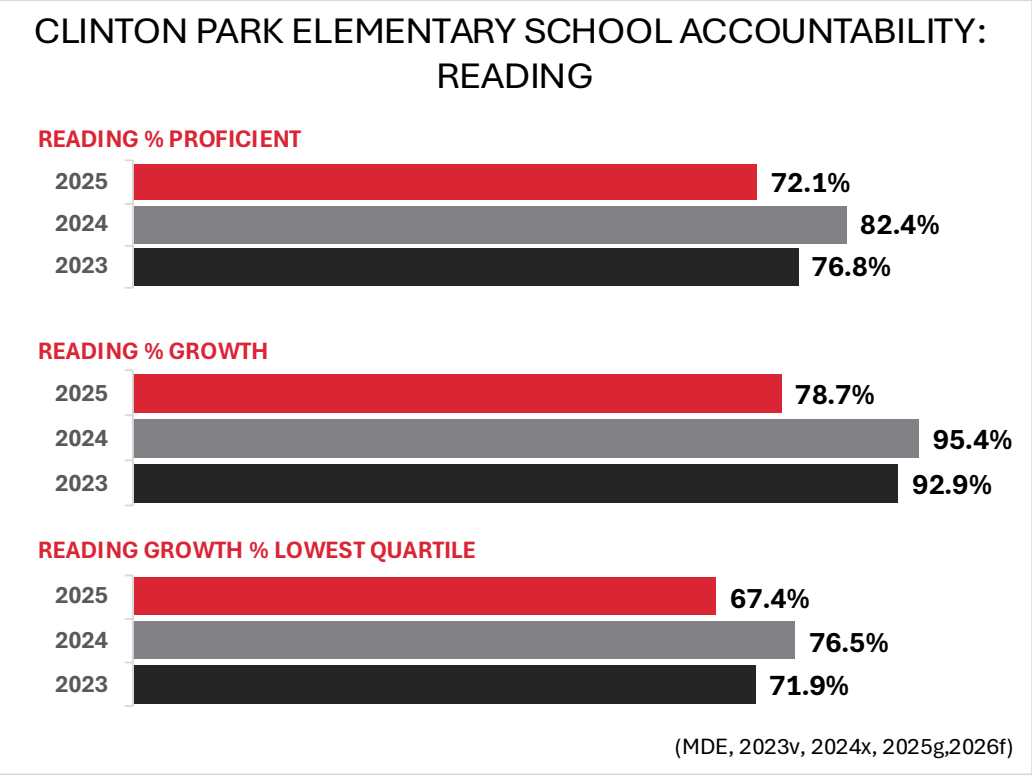


Figure 88: Clinton Park Elementary School Accountability: Reading

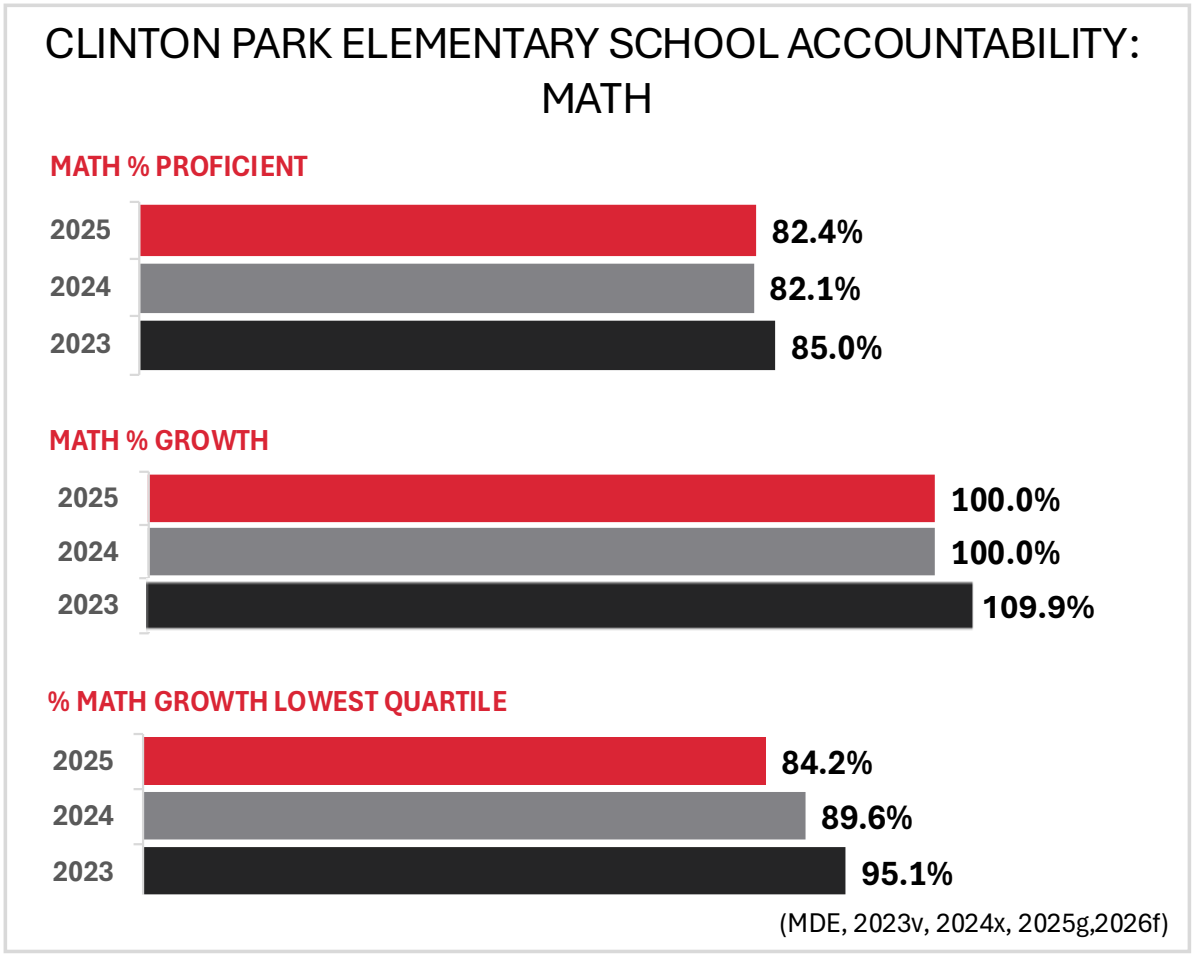


Figure 89: Clinton Park Elementary School Accountability: Math

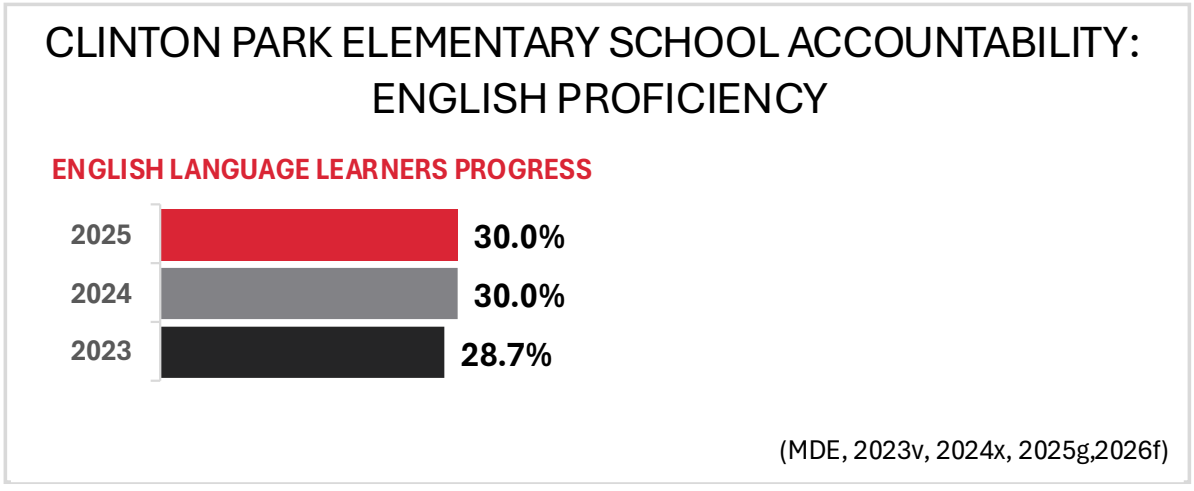


Figure 90: Clinton Park Elementary School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

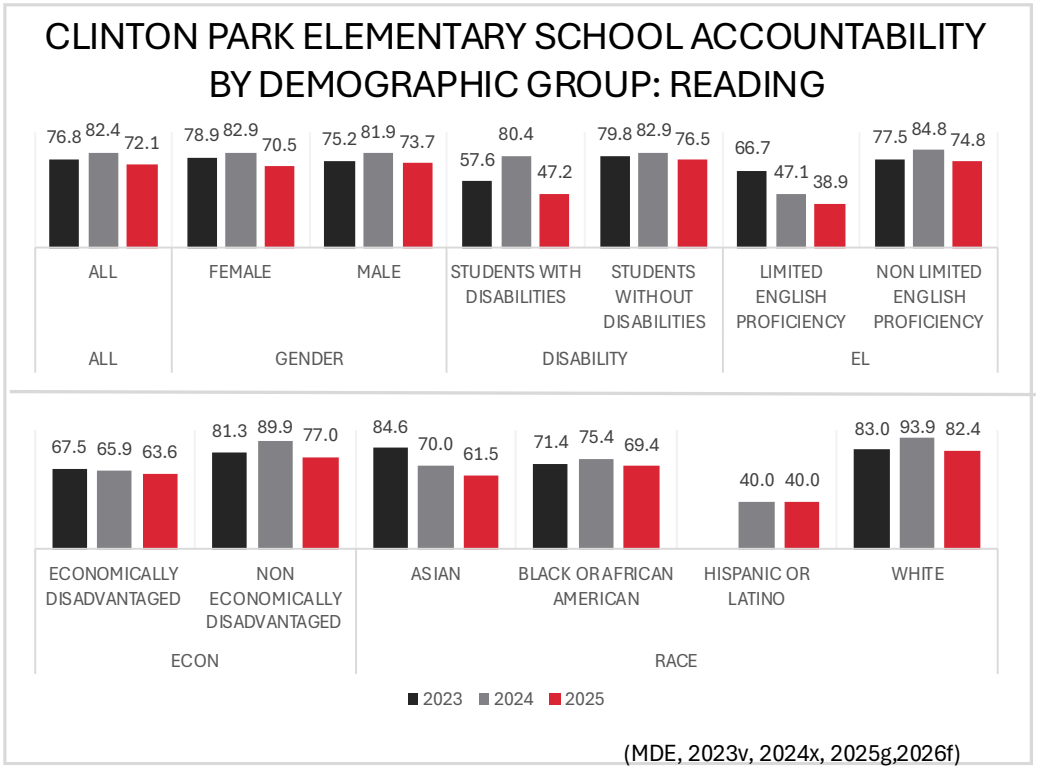


Figure 91: Clinton Park Elementary School Accountability by Demographic Group: Reading

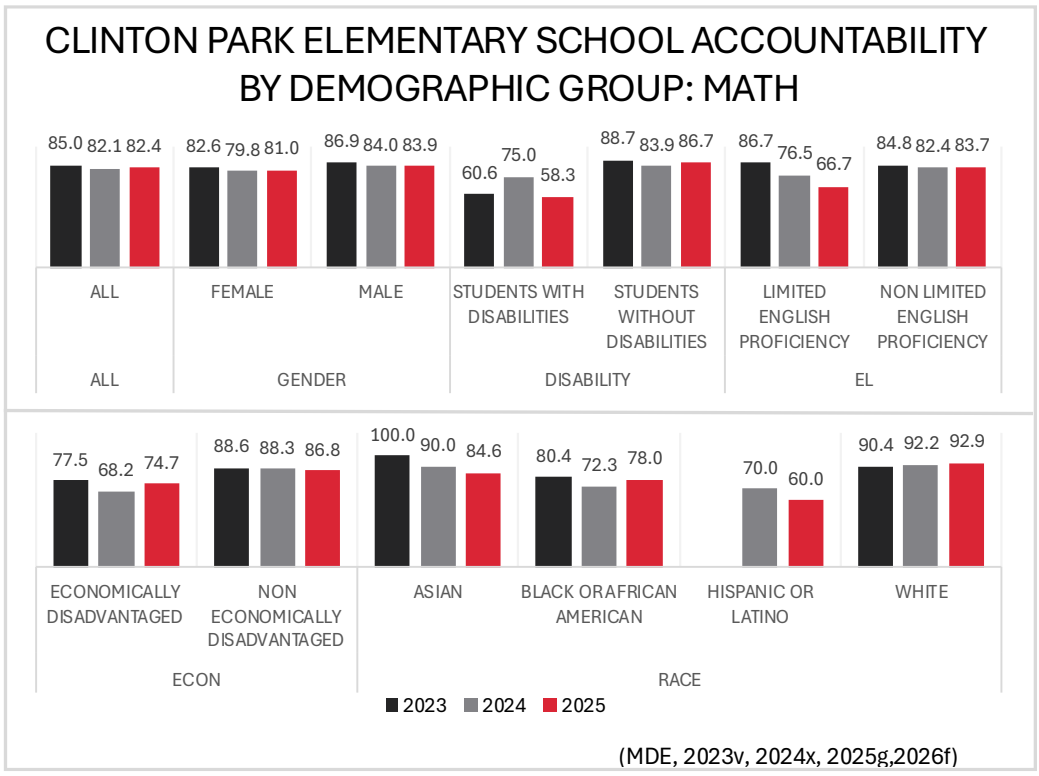


Figure 92: Clinton Park Elementary School Accountability by Demographic Group: Math

PROFICIENCY GAP TO GOAL

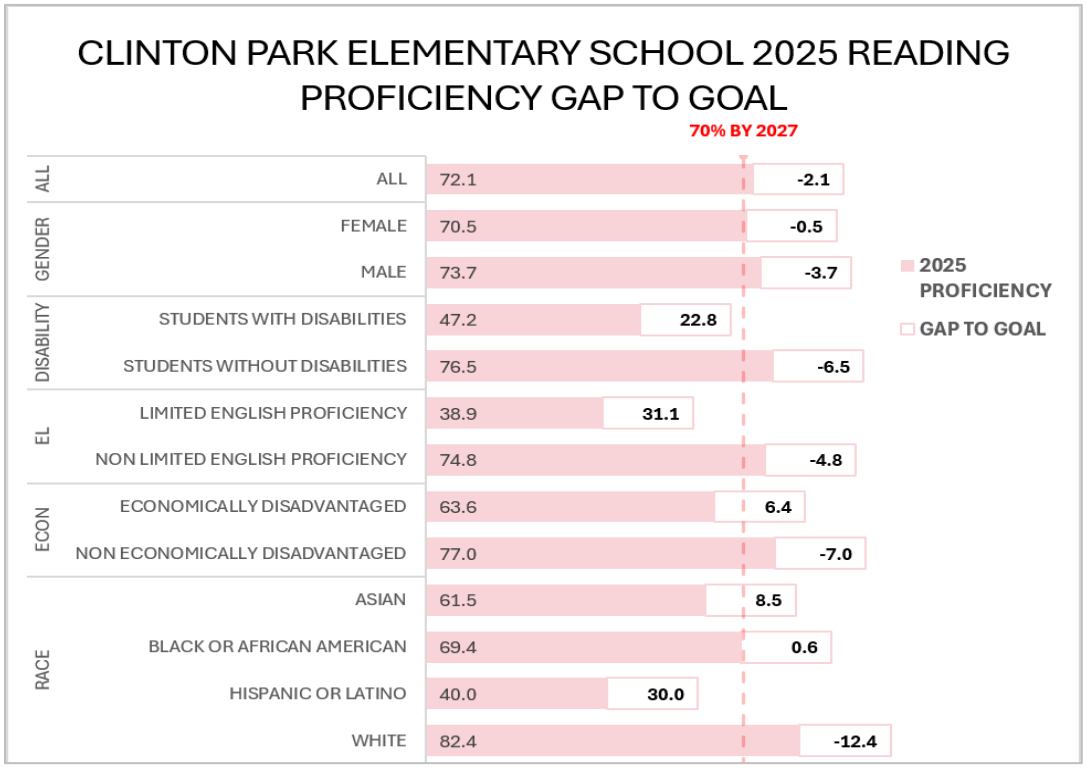


Figure 93: Clinton Park Elementary School 2025 Reading Proficiency Gap to Goal

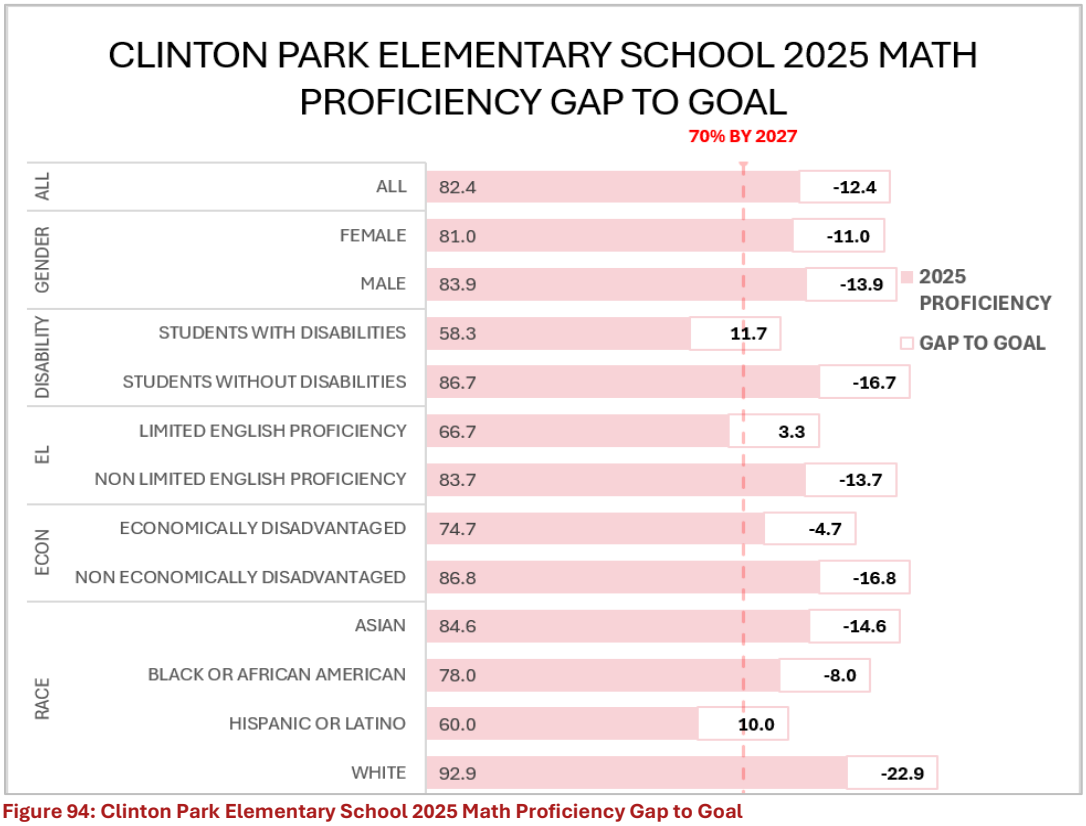


Figure 94: Clinton Park Elementary School 2025 Math Proficiency Gap to Goal

CPES ACCOUNTABILITY TAKEAWAYS

Clinton Park Elementary maintained an "A" accountability rating and posted achievement results that exceed state goals in several areas. In 2025, reading proficiency reached 72.1%, surpassing the state target of 70%, while mathematics proficiency remained exceptionally strong at 82.4%. Student growth and achievement were evident across multiple demographic groups, with Black or African American students achieving 69.4% proficiency in reading and 78.0% in math. White students posted particularly strong results, reaching 82.4% proficiency in reading and 92.9% in math. Economically disadvantaged students also demonstrated solid performance, with proficiency rates of 63.6% in reading and 74.7% in math. Accountability data indicates opportunities to further support students with disabilities, whose proficiency rates were 47.2% in reading and 58.3% in math, as well as English learners, who achieved 38.9% proficiency in reading. Overall, the school's sustained high performance, strong proficiency rates, and success across student groups reflect a strong academic foundation and a bright future.

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.

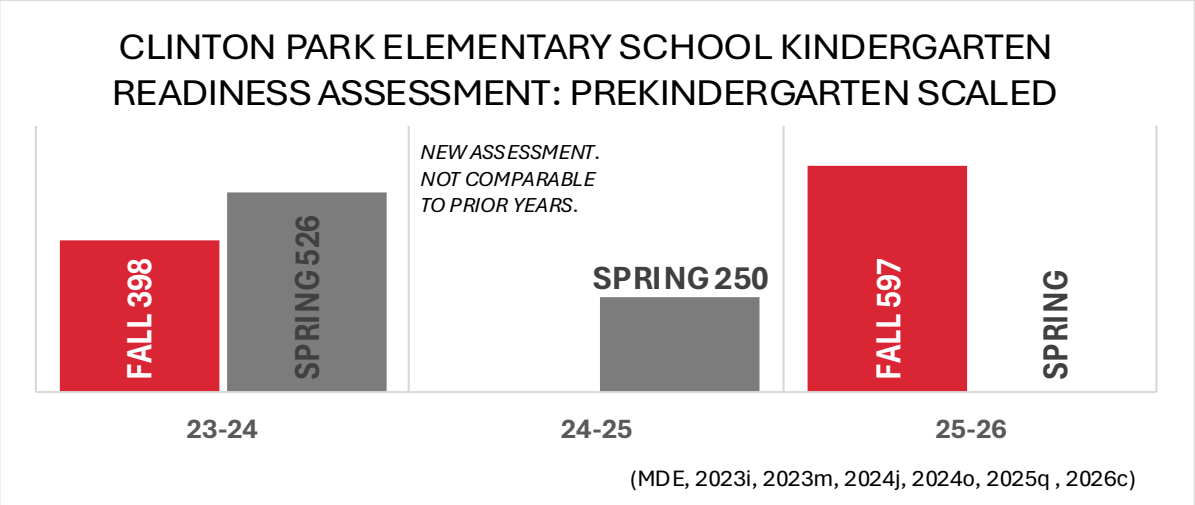


Figure 95: Clinton Park Elementary School Kindergarten Readiness Assessment: Prekindergarten Scaled Scores

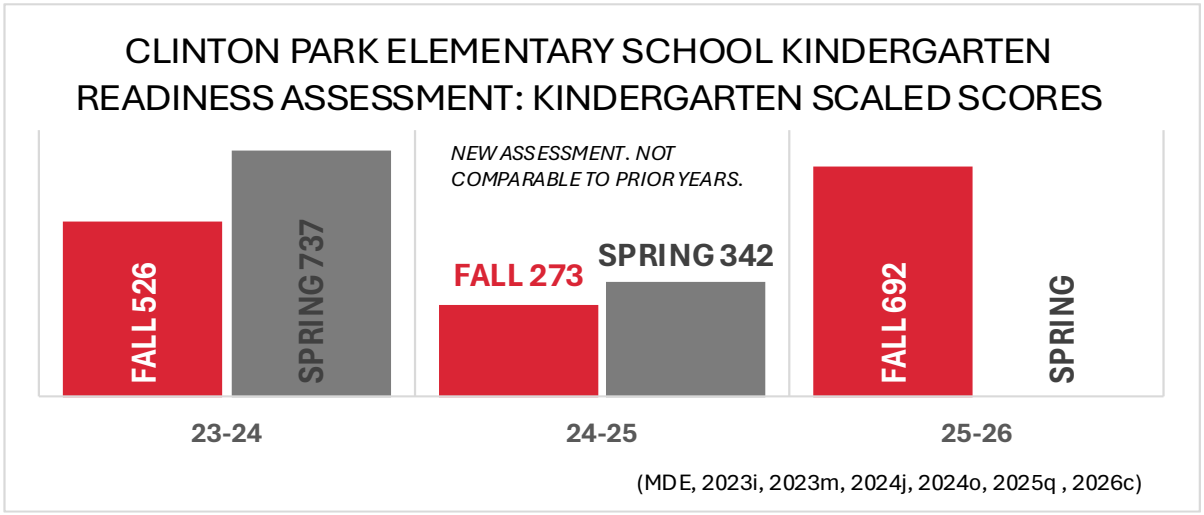


Figure 96: Clinton Park Elementary School Kindergarten Readiness Assessment: Kindergarten Scaled Scores

PERSONNEL

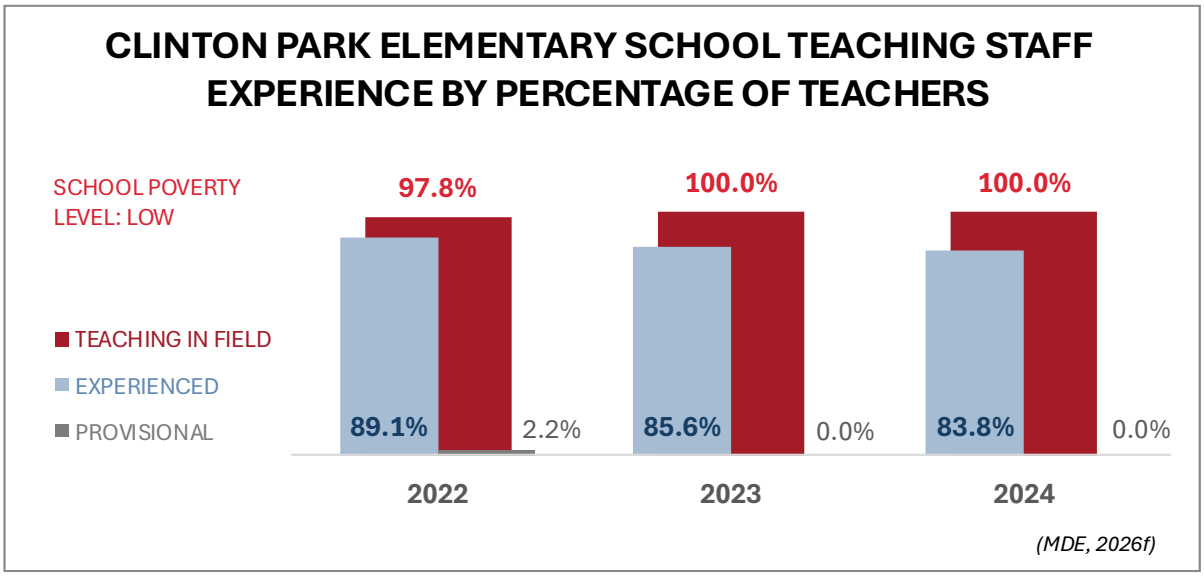


Figure 97: Clinton Park Elementary School Teaching Staff Experience by Percentage of Teachers



CLINTON PARK ELEMENTARY CNA SURVEY

INTRODUCTION

Twenty-one (21) faculty members, twenty-two (22) parents, and zero (0) students 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 Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

CLINTON PARK ELEMENTARY SCHOOL FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	10	27.0%
Differentiated instruction	10	27.0%
Access to supplemental resources and individualized instruction	17	45.9%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	13	61.9%
Agree	8	38.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	1	4.8%
Agree	4	19.0%
Disagree	9	42.9%
Strongly Disagree	7	33.3%
Not Applicable or No Information	0	0.0%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	Count	Percentage
Strongly Agree	14	66.7%
Agree	6	28.6%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	2	9.5%
Agree	9	42.9%
Disagree	3	14.3%
Strongly Disagree	2	9.5%
Not Applicable or No Information	5	23.8%

I use effective, evidence-based strategies for:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Successful classroom management.	76.2%	23.8%	0.0%	0.0%	0.0%
Teaching special needs students.	61.9%	28.6%	0.0%	0.0%	9.5%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	61.9%	28.6%	0.0%	0.0%	9.5%
Developing and using classroom assessments.	66.7%	33.3%	0.0%	0.0%	0.0%
Closing the achievement gap between diverse groups of students.	71.4%	28.6%	0.0%	0.0%	0.0%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	9	42.9%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	10	47.6%
Agree	9	42.9%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	5	26.3%
Minor disruptions that steal instructional time	13	68.4%
Major classroom disruptions	1	5.3%

Identify the educational needs of the students at your school who meet the homeless definition.		
	Count	Percentage
Expedited evaluation services for students with learning disabilities	8	6.0%
Expedited evaluation services for students with limited English	8	6.0%
Expedited evaluation services for gifted and talented students	3	2.2%
Additional academic support	15	11.2%
Tutoring	10	7.5%
Enrichment educational services	12	9.0%
Counseling	18	13.4%
Mentors	9	6.7%

Identify the educational needs of the students at your school who meet the homeless definition.		
School supplies	20	14.9%
Clothing for school	17	12.7%
Dental referrals	5	3.7%
Medical referrals	7	5.2%
Bullying assistance	2	1.5%

Support for intervention is available and allows teachers to use Professional Learning Communities to share instructional practices that allow this school to maximize student achievement		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	12	57.1%
Disagree	0	0.0%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

Intervention supports are a vital part of my school and should be funded by Federal Programs to assist in maximizing 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%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	11	52.4%
Agree	9	42.9%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	9	42.9%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.		
	Count	Percentage
Strongly Agree	5	23.8%
Agree	7	33.3%
Disagree	6	28.6%
Strongly Disagree	2	9.5%
Not Applicable or No Information	1	4.8%

CURRICULUM & INSTRUCTION

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.		
	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%

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

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	18	85.7%
Agree	3	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	11	52.4%
Agree	8	38.1%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	14	66.7%
Agree	7	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Mathematics	76.2%	19.0%	4.8%	0.0%	0.0%
Social Studies	47.6%	28.6%	9.5%	0.0%	14.3%
Fine Arts (music, visual arts, dance, drama)	57.1%	33.3%	0.0%	0.0%	9.5%
Physical Education	57.1%	38.1%	4.8%	0.0%	0.0%
Foreign Languages	52.4%	14.3%	0.0%	0.0%	33.3%
Science	52.4%	28.6%	9.5%	0.0%	9.5%
Health Education	52.4%	23.8%	4.8%	0.0%	19.0%
Career and Technical Education	52.4%	9.5%	0.0%	0.0%	38.1%
English/Language Arts (reading, writing, speaking, listening)	71.4%	23.8%	4.8%	0.0%	0.0%

To my knowledge, 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%

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

	Count	Percentage
Strongly Agree	14	66.7%
Agree	7	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To my knowledge, 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 to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly agree	11	52.4%
Agree	9	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	11	52.4%
Agree	8	38.1%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	Count	Percentage
Strongly Agree	14	66.7%
Agree	4	19.0%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

Students spend sufficient effort (in and out of class) to learn what we teach.		
	Count	Percentage
Strongly agree	11	52.4%
Agree	8	38.1%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

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	12	11.0%
Utilize technology such as class websites, blogs, and videos	14	12.8%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	6	5.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	18	16.5%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	14	12.8%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	12	11.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
Use bilingual handouts and cues	3	2.8%
Use visual displays, portable white boards, and posters when giving instructions	17	15.6%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	13	11.9%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling, pull out ESL instruction, Intervention, etc.	18	56.2%
Teachers provide unique instructional time inside the classroom for English instruction.	7	21.9%
Mentoring with another student	5	15.6%
Not Applicable	2	6.2%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	16	76.2%
No	5	23.8%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	1	4.3%
Mental Health Services	0	0.0%
Counseling	1	4.3%
Transitional Services	1	4.3%
Not Applicable	20	87.0%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	3	20.0%
No	0	0.0%
Not Applicable	12	80.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students.		
	Count	Percentage
Language Spoken in the Home	19	15.0%
Language Proficiency of the Parent	16	12.6%
Level of Parental Involvement	9	7.1%
Family income and socioeconomic status	4	3.1%
Visual Screening Result	11	8.7%
Auditory Screening Result	10	7.9%
Grade Retention (if applicable)	4	3.1%
Number of Failed Courses	2	1.6%
Dropout Status (if applicable)	1	0.8%
Enrichment programs/activities	8	6.3%
Supplemental Academic Instruction	8	6.3%
Behavioral Supports	8	6.3%
Counseling Services	7	5.5%
Discipline Records	4	3.1%
Social-Emotional Learning Services	10	7.9%
Social Behavioral Assessment Inventory Score	5	3.9%
Mental Health Supports	1	0.8%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

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

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	6	28.6%
Agree	11	52.4%
Disagree	4	19.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	14	66.7%
Agree	6	28.6%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	8	38.1%
Agree	13	61.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	8	38.1%
Agree	11	52.4%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	10	47.6%
Agree	10	47.6%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	12	57.1%
Agree	7	33.3%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	9	42.9%
Agree	12	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	42.9%
Agree	10	47.6%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	15	71.4%
Agree	5	23.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

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

	Count	Percentage
Strongly Agree	15	71.4%
Agree	6	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	13	61.9%
Agree	6	28.6%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	12	57.1%
Agree	6	28.6%
Disagree	3	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.

	Count	Percentage
Strongly Agree	11	52.4%
Agree	7	33.3%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	9	42.9%
Agree	4	19.0%
Disagree	5	23.8%
Strongly Disagree	3	14.3%
Not Applicable or No Information	0	0.0%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly agree	10	47.6%
Agree	10	47.6%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have a major role in curriculum development in this 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%

Teachers are provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	8	38.1%
Agree	5	23.8%
Disagree	5	23.8%
Strongly Disagree	2	9.5%
Not Applicable or No Information	1	4.8%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	10	47.6%
Agree	9	42.9%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

I am satisfied with being a teacher in the Clinton Public School District.		
	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 principal is viewed as the instructional leader of this school.		
	Count	Percentage
Strongly Agree	10	47.6%
Agree	8	38.1%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

The Clinton Public School District is the best choice for my own children to attend school.		
	Count	Percentage
Strongly Agree	12	57.1%
Agree	8	38.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

TECHNOLOGY

I am comfortable with classroom management as related to the 1:1 program.		
	Count	Percentage
Strongly Agree	14	66.7%
Agree	6	28.6%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	13	61.9%
Agree	5	23.8%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

I effectively incorporate and use technology in my lessons to provide instruction and facilitate learning on a regular basis.		
	Count	Percentage
Strongly Agree	12	57.1%
Agree	7	33.3%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	14	66.7%
Agree	7	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	9	42.9%
Disagree	4	19.0%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	8	38.1%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	3	14.3%

Rank your top ten choices for professional development topics.	
	Rank
Classroom Management	#1
Differentiated Instruction	#2
Reading for at risk students	#3
Executive functioning skills	#4
Writing strategies	#5
Successful inclusion strategies	#6
Social Emotional Learning	#7
Using technology to enhance instruction	#8
Teaching and understanding the needs of neurodiverse students	**#9**
English Learners (ELs)	#10
Data-based Decision Making	#11
Developing quality assessments	#12
Response to Intervention (RTI/MTSS)	#13
Soft Skills/Emotional Intelligence	#14
Depth of Knowledge	#15
Interpreting and analyzing student data	#16
Conflict resolution	#17
Mississippi College and Career Readiness Standards	#18
Teaching and understanding students in poverty	#19
Teaching and understanding the needs of homeless students	#20
Culture sensitivity	#21
Sensitivity Training	#22

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	33.3%
Agree	8	38.1%
Disagree	6	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?		
	Count	Percentage
Yes	17	81.0%
No	4	19.0%

I need more professional development in the identification of, the rights of, and services for students who meet the homeless definition, and/or professional development designed to heighten the understanding and sensitivity to the needs of homeless children and youth.		
	Count	Percentage
Strongly Agree	4	19.0%
Agree	11	52.4%
Disagree	6	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

In response to open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Faculty members were also asked what state/locally funded professional development was provided for the EL staff and community.

Faculty members from Clinton Park Elementary School praise the district's strong culture of excellence, broad academic and extracurricular opportunities, supportive administration, and meaningful community engagement. Respondents highlighted the availability of instructional materials, clear communication with families, professional support for teachers, and a school leadership team that fosters both personal and professional encouragement. Faculty also value the district's commitment to student growth from early childhood through graduation and its encouragement of teacher development, including advanced certification opportunities. Areas identified for improvement centered largely on resources and infrastructure, particularly the need for additional classroom space, stronger internet reliability, and improved technology systems that consistently support instruction. Several faculty members emphasized the pressing need for increased special education staffing, expanded space for specialized services, and manageable caseloads to better meet student needs. Additional suggestions included stronger behavioral support training, dedicated planning time for implementation of new initiatives, a reading curriculum, and clearer enforcement of district enrollment accountability procedures. Regarding professional development for the EL staff and community, some faculty members commented that they had the opportunity to attend conferences such as the Elevate conference and a program presented by Bailey Education Group.

CLINTON PARK ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are

	Count	Percentage
Emphasis on cooperation between home and school	10	33.3%
Differentiated instruction	9	30.0%
Access to supplemental resources and individualized instruction	11	36.7%

In my experience, teachers in my district are highly qualified and effective.

	Count	Percentage
Strongly Agree	17	77.3%
Agree	4	18.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	6	27.3%
Agree	9	40.9%
Disagree	3	13.6%
Strongly Disagree	2	9.1%
Not Applicable or No Information	2	9.1%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?

	Count	Percentage
Strongly Agree	16	72.7%
Agree	2	9.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	18.2%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	1	4.5%
Agree	7	31.8%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	50.0%

As a parent, I would like more information regarding:		
	Count	Percentage
Testing and grades	6	13.0%
Safety in the schools	6	13.0%
Curriculum and learning goals	19	41.3%
Available technology and how it's used in the classroom	10	21.7%
How to contact my child's teacher	1	2.2%
Homework	4	8.7%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:		
	Count	Percentage
Activities to help my child learn over the summer	11	16.9%
Help my child with homework	2	3.1%
How to motivate my child	8	12.3%
How to promote family reading	5	7.7%
How to set goals for my child	3	4.6%
Manage time	8	12.3%
Prepare my child for testing	12	18.5%
Understand my child's learning styles	16	24.6%

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	0	0.0%
District and/or school newsletters	5	12.8%
Resource materials for parental training	2	5.1%
Training for parents to work with other parents on becoming involved in the schools	3	7.7%
Home/School folders	7	17.9%
Home/School Planners	5	12.8%
Resources to help my child be successful in meeting state standards	17	43.6%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	0	0.0%
Computer Classes	1	1.8%
Conflict Resolution	4	7.1%
Discipline	4	7.1%
Drug/Alcohol Awareness	0	0.0%
English as a Second Language	1	1.8%
Health Classes	4	7.1%
Literacy Classes	7	12.5%
Math Classes	7	12.5%
Parent-to-School Relationships	8	14.3%
Parent/Child Communication	4	7.1%
Preparing for College	4	7.1%
Parenting Workshops	2	3.6%
Social Media Classes	4	7.1%
Stress/Anger/Management	2	3.6%
Understanding College- and Career-Ready Standards	4	7.1%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	11	50.0%
Agree	10	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	12	19.7%
Supporting college and career counseling	10	16.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	17	27.9%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on		
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	13	21.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	9	14.8%

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	6	7.9%
Providing school-based mental health services and counseling	17	22.4%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	5	6.6%
Establishing or improving dropout prevention	3	3.9%
Supporting re-entry programs and transition services for Justice-involved youth	3	3.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	12	15.8%
Implementing systems and practices to prevent bullying and harassment	14	18.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	9.2%
Establishing community partnerships	9	11.8%

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	32.5%
Building technological capacity and infrastructure	11	27.5%
Carrying out innovative blended learning projects	10	25.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	6	15.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	10	45.5%
Agree	5	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	31.8%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	14	63.6%
Agree	7	31.8%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	7	31.8%
Agree	15	68.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.		
	Count	Percentage
Strongly Agree	10	45.5%
Agree	12	54.5%
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	68.2%
Agree	6	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	17	77.3%
Agree	5	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	36.4%
Agree	7	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	31.8%

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	11	50.0%
Agree	5	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	27.3%

Is your child an English Language Learner?

	Count	Percentage
Yes	0	0.0%
No	22	100.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Physical Education	45.5%	40.9%	9.1%	0.0%	4.5%
Foreign Languages	18.2%	36.4%	0.0%	0.0%	45.5%
Science	50.0%	45.5%	0.0%	0.0%	4.5%
Health Education	27.3%	31.8%	9.1%	0.0%	31.8%
Career and Technical Education	45.5%	18.2%	0.0%	0.0%	36.4%
English/Language Arts (reading, writing, speaking, listening)	54.5%	45.5%	0.0%	0.0%	0.0%
Mathematics	50.0%	50.0%	0.0%	0.0%	0.0%
Social Studies	40.9%	45.5%	0.0%	0.0%	13.6%
Fine Arts (music, visual arts, dance, drama)	59.1%	31.8%	4.5%	0.0%	4.5%

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

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	11	50.0%
Agree	11	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	15	68.2%
Agree	7	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	15	68.2%
Agree	7	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	11	50.0%
Agree	10	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	17	77.3%
Agree	5	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	15	68.2%
Agree	6	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly agree	14	63.6%
Agree	8	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly agree	10	45.5%
Agree	10	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly agree	14	63.6%
Agree	7	31.8%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly agree	15	68.2%
Agree	7	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

It is easy to get an appointment with teachers or administrators of our school.		
	Count	Percentage
Strongly agree	14	63.6%
Agree	5	22.7%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

Our community is actively involved in our school.		
	Count	Percentage
Strongly agree	14	63.6%
Agree	8	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	17	13.7%
Checked my child's grades/assignments online	16	12.9%
Been in contact with my child's teacher	21	16.9%
Received a newsletter from the district, school, or teacher	22	17.7%
Worked with a committee or group on school or district policies	4	3.2%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	14	11.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	21	16.9%
Volunteered at my child's school	9	7.3%

SCHOOL IMPROVEMENT

My school (district) is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.		
	Count	Percentage
Strongly Agree	11	50.0%
Agree	8	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.6%

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

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

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	10	45.5%
Agree	11	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly Agree	13	59.1%
Agree	8	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly Agree	12	54.5%
Agree	10	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	16	72.7%
Agree	5	22.7%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	15	68.2%
Agree	7	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	14	63.6%
Agree	8	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly agree	7	31.8%
Agree	12	54.5%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

If you are a parent of a child with a disability, does this school meet the needs of your child?

	Count	Percentage
Yes	11	84.6%
No	2	15.4%

The school's grading policies and practices are administered fairly.		
	Count	Percentage
Strongly Agree	12	54.5%
Agree	10	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

I understand how my child is using his/her computer for educational purposes.		
	Count	Percentage
Strongly Agree	9	40.9%
Agree	7	31.8%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	18.2%

My child regularly uses his/her computer to complete homework assignments.		
	Count	Percentage
Strongly Agree	3	13.6%
Agree	1	4.5%
Disagree	1	4.5%
Strongly Disagree	2	9.1%
Not Applicable or No Information	15	68.2%

My child has Internet access when away from school.		
	Count	Percentage
Yes	21	95.5%
No	1	4.5%

I feel comfortable limiting my child's access to his/her computer at home, after his/her schoolwork is completed.		
	Count	Percentage
Strongly Agree	11	50.0%
Agree	4	18.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	31.8%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	6	27.3%
Agree	3	13.6%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	11	50.0%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	19	86.4%
Agree	3	13.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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

Parents of students from Clinton Park Elementary School praise the school for its engaging teachers, meaningful parent involvement, and a wide range of academic and extracurricular activities. Families especially value the early childhood programs, hands-on learning in the primary grades, and opportunities that broaden students' experiences beyond the classroom. Suggestions for improvement focus on creating more consistent teacher communication, particularly with timely responses to families, and expanding support for students who struggle with attention or learning challenges but may not qualify for formal intervention plans. Additional recommendations included stronger school-community partnerships and increased emphasis on social-emotional learning, including bullying prevention and conflict resolution.

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Clinton Park Elementary School is a growing early-learning campus with strong academic outcomes, improving attendance, and a student population that is becoming more diverse. Enrollment rose from 725 students in 2022 to 767 students in 2026, with the largest growth occurring in kindergarten. **Attendance also strengthened considerably,** with average daily attendance increasing from 622.4 students in 2023 to 712.3 in 2025 and the estimated attendance rate rising to 94.7**%. Chronic absenteeism improved** from 14.1% in 2024 to 12.2% in 2025, placing the school in a stronger position than many districtwide attendance trends.

Academically, Clinton Park remains a high-performing school. The school maintained an "A" accountability rating, **exceeded the 70% reading goal** with 72.1% proficiency, and posted **particularly strong mathematics results at 82.4% proficiency**. These outcomes are reinforced by stakeholder perceptions: all faculty respondents agreed that teachers are highly qualified and effective, and about 95% of parents agreed. Likewise, all faculty agreed that teachers use effective evidence-based strategies for classroom assessment and closing achievement gaps, and all faculty agreed that the educational program is high quality.

STRENGTHS



1) **The combination of enrollment growth and improving student engagement.** The school is serving more students while also bringing more students to school consistently. This matters because growth in early grades can place pressure on staffing, classroom space, intervention systems, and family communication; however, the improved attendance rate and lower chronic absenteeism suggest that Clinton Park has maintained strong family connection and daily school participation during this growth period.



2) **Academic performance.** Overall reading proficiency exceeded the state goal, and math proficiency was well above it. Math performance was strong across multiple groups, including 78.0% proficiency among Black or African American students, 74.7% among economically disadvantaged students, and 92.9% among White students. Reading results were also solid, with 69.4% of Black or African American students near the 70% goal and 76.5% of students without disabilities meeting proficiency. These outcomes suggest effective foundational instruction in the early grades and a strong academic culture.



3) **Strong confidence in instructional quality.** Faculty unanimously agreed that teachers use instructional strategies that help students master expected knowledge and skills, and all faculty agreed that teachers hold high expectations for student learning. Parents showed similarly high confidence, with about 95% agreeing that teachers are highly qualified and effective. Faculty and parents also strongly supported the use of federal funds for intervention teachers and supplemental supports, with about 95% of faculty and about 82% of parents agreeing that this is an effective use of funds. This consensus supports continued investment in early intervention, small-group instruction, and supplemental resources.



4) **School safety.** About 95% of faculty agreed that the school or district has effective procedures for addressing school safety. This positive perception is important in an early childhood setting where families place especially high value on supervision, communication, and orderly routines.

CHALLENGES



1) **The uneven performance of student groups, particularly students with disabilities and English learners.** Students with disabilities posted 47.2% proficiency in reading and 58.3% in math, compared with 76.5% and 86.7% for students without disabilities. English learners showed a particularly large reading need, with 38.9% reading proficiency and a 31.1-point gap to the 70% goal. Hispanic students also showed gaps, with 40.0% reading proficiency and 60.0% math proficiency. These results do not erase the school's overall strength, but they show that the next stage of improvement must focus on

precision: earlier identification of skill gaps, stronger intervention matching, and closer monitoring of subgroup progress.



2) **Behavior.** Only about 24% of faculty agreed that student behavior is rarely a problem, while about 76% disagreed. Parents were more positive, with about 68% agreeing that behavior is rarely a problem, but the faculty response suggests that classroom-level disruptions are affecting instruction. Faculty identified minor disruptions that steal instructional time as the most common behavior problem. This indicates that the issue may not be severe discipline incidents as much as repeated off-task behavior, interruptions, and classroom management demands that reduce instructional efficiency.



3) **Technology support.** While faculty largely agreed that the district has an appropriate internet policy for students, only about 57% agreed that teachers receive adequate technology training and software troubleshooting support, while about 38% disagreed. In a school where young students increasingly use digital resources, technology must support instruction rather than interrupt it. The need is not simply more devices; it is reliable support, age-appropriate use, teacher confidence, and troubleshooting systems that minimize lost instructional time.



4) **Continued enrollment growth creates planning challenges.** Kindergarten enrollment increased substantially, and the student population has become more diverse. Black or African American enrollment increased from 50.2% to 54.9% of total enrollment, Hispanic enrollment increased from 4.1% to 6.0%, and the percentage of White students declined from 36.1% to 30.5%. These shifts call for sustained attention to culturally responsive family engagement, multilingual communication, staffing allocations, and early academic supports that are responsive to changing student needs.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: 0–6 MONTHS

1. **Begin conducting a student-by-student review of reading and math data for students with disabilities, English learners, Hispanic students, and economically disadvantaged students**. This review should identify the specific foundational literacy and numeracy skills each student has not mastered, match

students to targeted interventions, and establish short-cycle progress monitoring every four to six weeks. The goal should be to move beyond broad subgroup concern and create an instructional response that is specific, measurable, and tied to daily classroom practice.

2. **Strengthen classroom behavior supports without framing the issue as a schoolwide failure.** Since faculty concerns point mainly to minor disruptions and lost instructional time, the district should help the school implement consistent early-grade routines, common behavior language, and developmentally appropriate classroom management practices. Coaching should focus on transitions, small-group expectations, positive reinforcement, and strategies for reducing repeated interruptions during foundational reading and math instruction.
3. **Review intervention staffing and schedules.** This should ensure that students with the greatest needs receive the most consistent support. Stakeholders already show strong agreement that federal funds used for intervention teachers and supplemental resources are effective, so the district should protect those investments while checking whether intervention time is occurring at the right frequency, with the right group size, and with the right instructional materials. This should include a review of how intervention teachers, classroom teachers, special education staff, and English learner supports coordinate services.
4. **Create a simple help process for classroom software issues.** Teachers should know exactly how to report recurring problems, how quickly support can be expected, and where to access short training resources. Because fewer faculty expressed confidence in technology training and troubleshooting, the first step should be practical and classroom-centered rather than broad or theoretical.

SHORT-TERM PRIORITIES: 6–12 MONTHS

1. **Build a stronger early literacy acceleration plan for English learners and students with disabilities.** This plan should include explicit phonemic awareness, phonics, vocabulary, oral language, and comprehension routines, with frequent checks for mastery. English learner support should be integrated into classroom instruction so that language development and academic content are addressed together rather than treated as separate needs.
2. **Expand professional learning around inclusive early-grade instruction.** Teachers reported confidence in using evidence-based strategies, but subgroup results show a need for deeper support in adapting instruction for students with

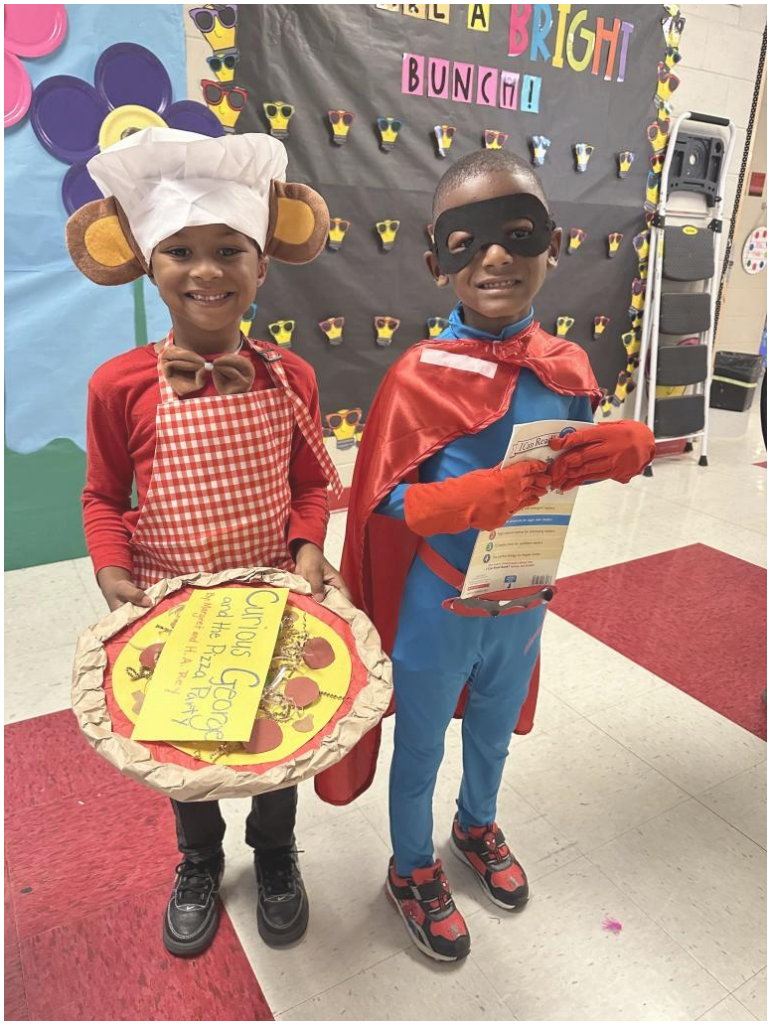
disabilities and English learners. Professional development should include modeling, classroom coaching, collaborative planning, and review of student work. The strongest approach would connect training directly to the students currently below proficiency rather than offering general professional development disconnected from classroom data.

3. **Formalize a family engagement strategy tied to attendance, early literacy, and behavior.** Attendance is improving, but chronic absenteeism still affects more than one in ten students. Families should receive clear, positive communication about why early-grade attendance matters, what skills students are expected to master, and how families can support reading, language development, and school routines at home. Communication should be accessible, consistent, and responsive to the school's increasingly diverse population.
4. **Create a kindergarten transition and readiness review process.** Since kindergarten enrollment is growing, the district should examine preschool-to-kindergarten readiness data, classroom capacity, staffing needs, and family orientation practices. This would help ensure that growth in the earliest grades is matched with adequate instructional support, intervention capacity, and developmentally appropriate learning environments.

LONG-TERM PRIORITIES: 12–24 MONTHS

1. **Establish subgroup proficiency targets that are ambitious but realistic.** Clinton Park already exceeds the overall reading goal and performs strongly in math, so the next improvement phase should focus less on broad overall gains and more on closing gaps. The district should set annual targets for students with disabilities, English learners, Hispanic students, and economically disadvantaged students, then review progress publicly within leadership teams and privately through student-level intervention meetings.
2. **Continue investing in intervention teachers and supplemental resources while evaluating impact annually.** Because faculty and parents largely agree that these supports are valuable, the district should not reduce them; instead, it should refine them. Each year, the district should examine whether students receiving interventions are making adequate growth, whether intervention schedules protect core instruction, and whether the strongest gains are occurring among the students with the greatest needs.

3. **Develop a long-range staffing and space plan for Clinton Park.** Continued enrollment growth, especially in kindergarten, may require adjustments in staffing allocations, classroom space, support personnel, and instructional materials. Planning should account not only for total enrollment but also for the changing needs of the student population, including English learner support, special education services, counseling, and family engagement capacity.
4. **Build a more coherent early childhood instructional pathway from prekindergarten through first grade.** Clinton Park's strong outcomes show that the foundation is solid, but the next step is ensuring that curriculum, assessment, intervention, behavior expectations, and family communication are aligned across the earliest grades. A coherent pathway would help the district sustain its "A" performance while ensuring that students who enter with greater needs receive support early enough to prevent later achievement gaps.



NORTHSIDE ELEMENTARY SCHOOL

INTRODUCTION



Northside Elementary School, located at 451 Arrow Drive in Clinton, Mississippi, serves seven hundred twenty-nine (729) students in second and third grades (2-3). Led by its principal Ms. Mandy Ambrose and its assistant principal, Ms. Jessica Crawley, NES has earned a reputation for academic excellence, strong instructional leadership, and a supportive learning environment focused on the developmental needs of young elementary students. In her online address, Principal Ambrose stated, “The students who attend Northside are blessed to spend their days with a faculty that always puts children first.”



Northside Elementary has maintained an “A” accountability rating, contributing to Clinton Public School District’s continued status as one of Mississippi’s top-ranked districts. NES received significant statewide recognition during the 2025–2026 school year for its outstanding academic achievement. The school ranked seventh in Mississippi for third grade reading performance and fourth statewide in mathematics, placing it among the state’s top-performing elementary schools. Northside Elementary promotes engagement for all students through STEM activities, physical education, music, a gifted program, Dyslexia therapy, special education, and behavior support.

ENROLLMENT AND ATTENDANCE

ENROLLMENT

NORTHSIDE ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	723	728	710	684	729
GR_02	*	369	330	337	372
GR_03	372	*	380	347	357
					(MDE, 2025m)

Figure 98: Northside Elementary School Enrollment by Grade Level

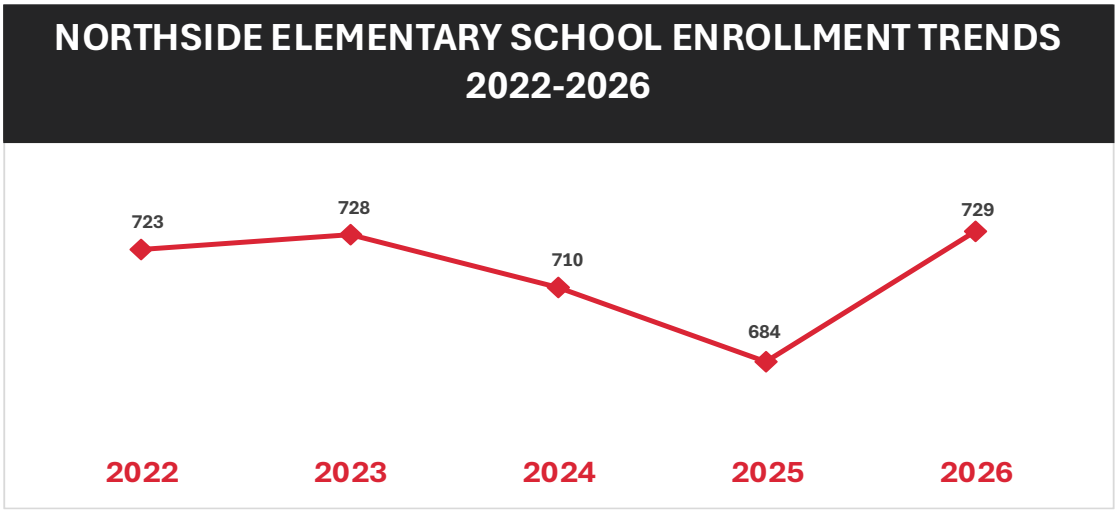


Figure 99: Northside Elementary School Enrollment Trends 2022-2026

NORTHSIDE ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	723	728	710	684	729
GENDER	FEMALE	340	339	358	334	341
	MALE	383	389	352	350	388
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*		*	*
	ASIAN	57	37	40	42	45
	BLACK OR AFRICAN AMERICAN	364	362	368	362	413
	HISPANIC OR LATINO	18	*	30	37	33
	TWO OR MORE RACES	42	37	28	*	*
	WHITE	239	265	244	213	209
						(MDE, 2025m)

Figure 100: Northside Elementary School Enrollment by Demographic Group

NORTHSIDE ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ASIAN	7.9%	6.2%	-1.7%
BLACK OR AFRICAN AMERICAN	50.3%	56.7%	6.3%
HISPANIC OR LATINO	2.5%	4.5%	2.0%
WHITE	33.1%	28.7%	-4.4%

Figure 101: Northside Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

NORTHSIDE ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	684.4	673.5	647.6
GR_02	346.6	314.2	321.2
GR_03	336.9	359.3	326.4
(MDE, 2023o, 2024q, 2025s)			

Figure 102: Northside Elementary School Average Daily Attendance

NORTHSIDE ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	94.0%	94.9%	94.7%
GR_02	93.9%	95.2%	95.3%
GR_03		94.6%	94.1%
(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 103: Northside Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

NORTHSIDE ELEMENTARY SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	12.5	11.7	15.5
GENDER	FEMALE	13.2	13.1	15.4
	MALE	11.9	10.3	15.5
DISABILITY	STUDENTS WITH DISABILITIES	17.6	13.5	19.9
	STUDENTS WITHOUT DISABILITIES	11.3	11.3	14.5
EL	LIMITED ENGLISH PROFICIENCY	20.3	10.3	22.2
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	≤5%		≤5%
	ASIAN	5.1	6.5	13.6
	BLACK OR AFRICAN AMERICAN	10.9	11.3	14.6
	HISPANIC OR LATINO	26.7	17.7	20.5
	TWO OR MORE RACES	7.3	23.3	28.1
	WHITE	15.0	11.1	14.6
				(MDE, 2026f)

Figure 104: Northside Elementary School Chronic Absence by Demographic Group



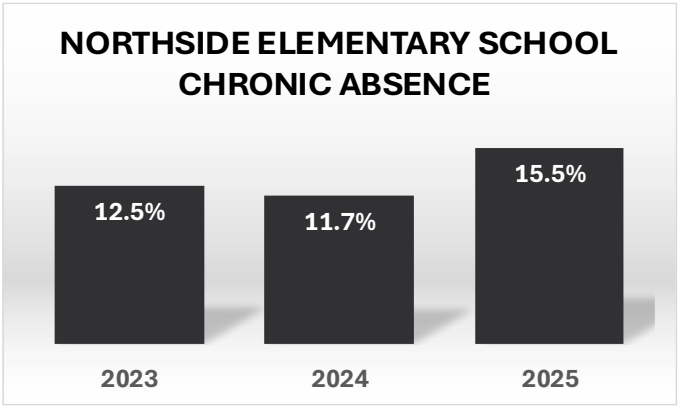


Figure 105: Northside Elementary School Chronic Absence

NES Enrollment and Attendance Takeaways

Northside Elementary School enrollment increased from 723 students in 2022 to 728 in 2023 before decreasing to 684 in 2025. By 2026, enrollment rebounded to 729 students, the highest total in the five-year period, indicating strong retention and continued demand. The school's enrollment remains balanced across grade levels, with 372 second-grade students and 357 third-grade students in 2026.

Black or African American enrollment grew from 364 students in 2022 to 413 students in 2026, increasing its share of enrollment from 50.3% to 56.7%. Hispanic or Latino enrollment also expanded, rising from 18 students to 33 students and increasing from 2.5% to 4.5% of the student body. Meanwhile, the proportion of White students declined from 33.1% to 28.7%, while Asian students continued to represent a meaningful portion of enrollment at 6.2%. These trends suggest a growing and increasingly diverse school community supported by consistently strong enrollment levels.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

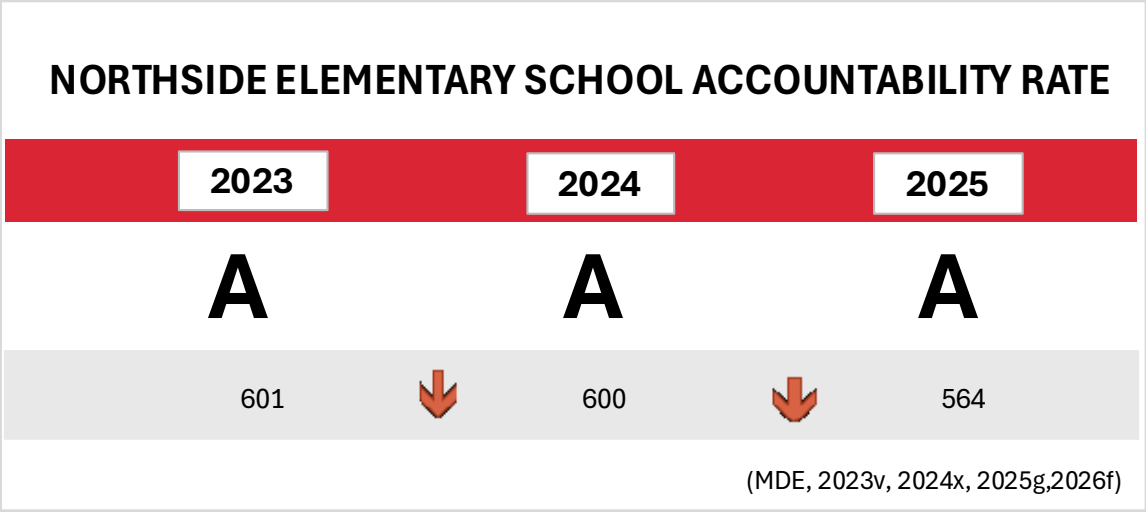


Figure 106: Northside Elementary School Accountability Rating

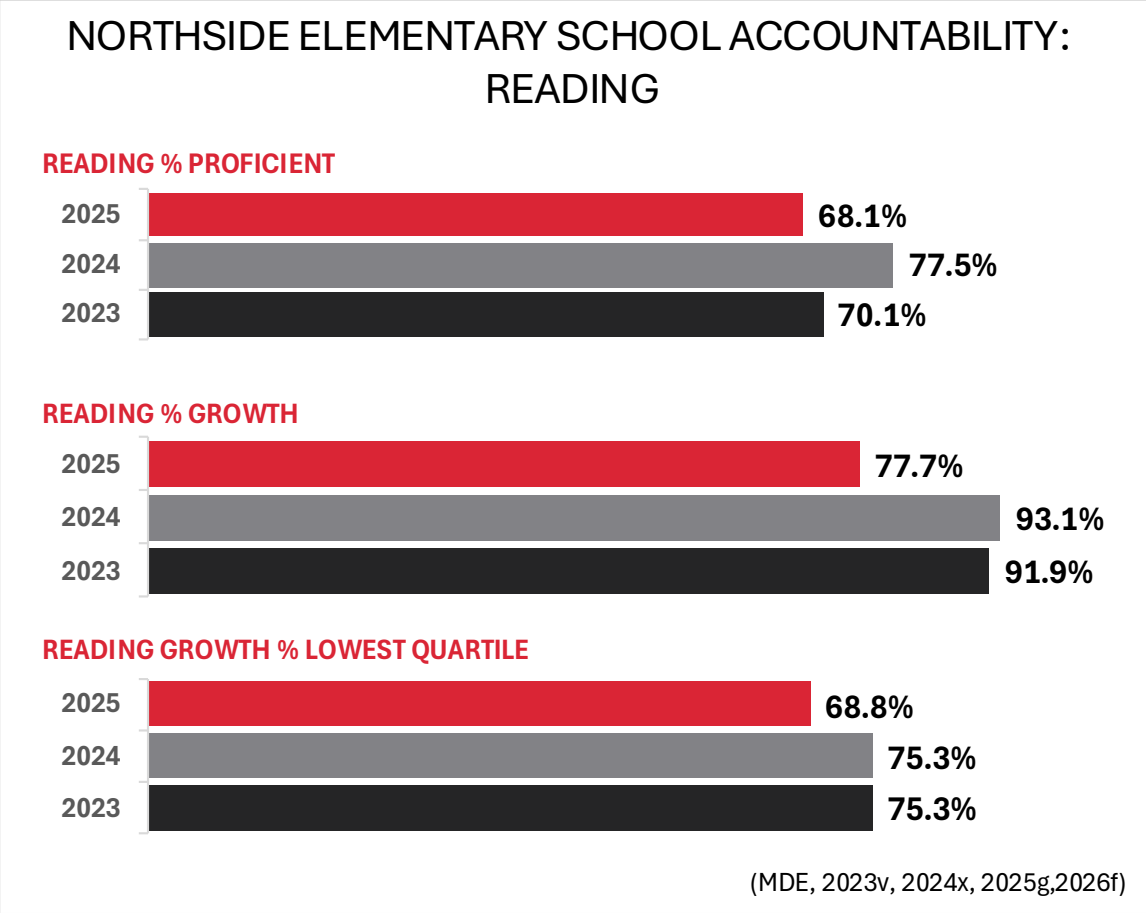


Figure 107: Northside Elementary School Accountability: Reading

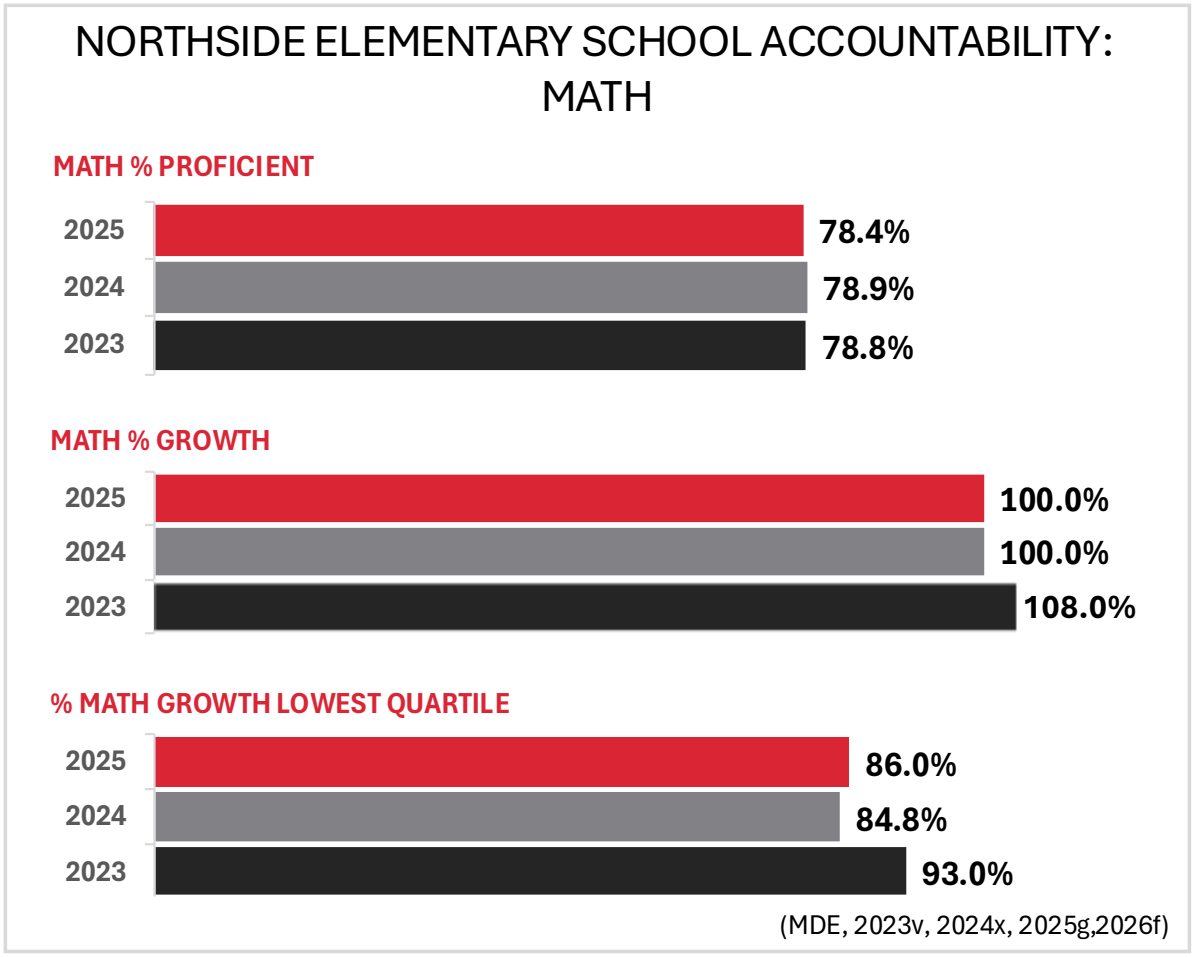


Figure 108: Northside Elementary School Accountability: Math

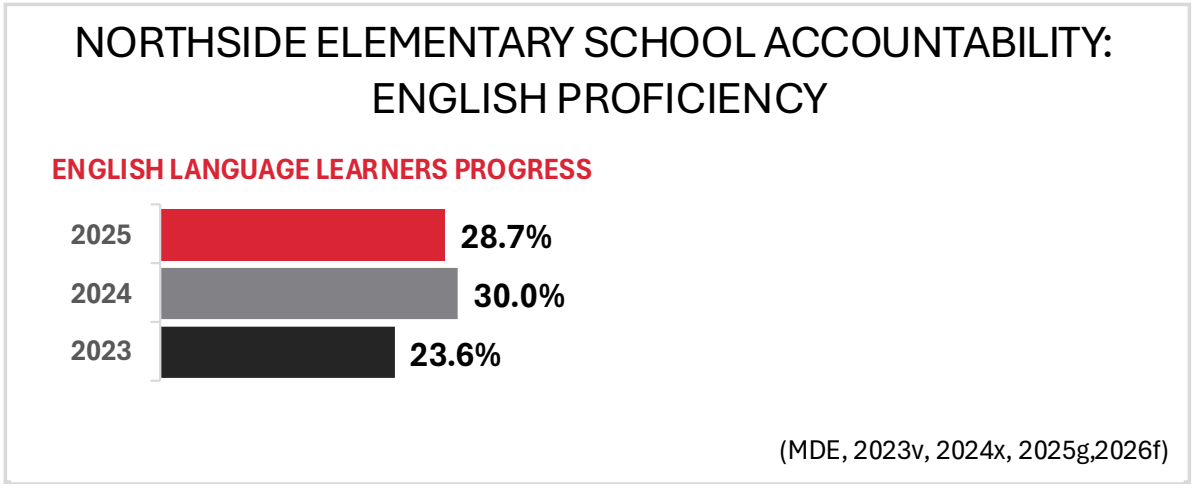


Figure 109: Northside Elementary School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

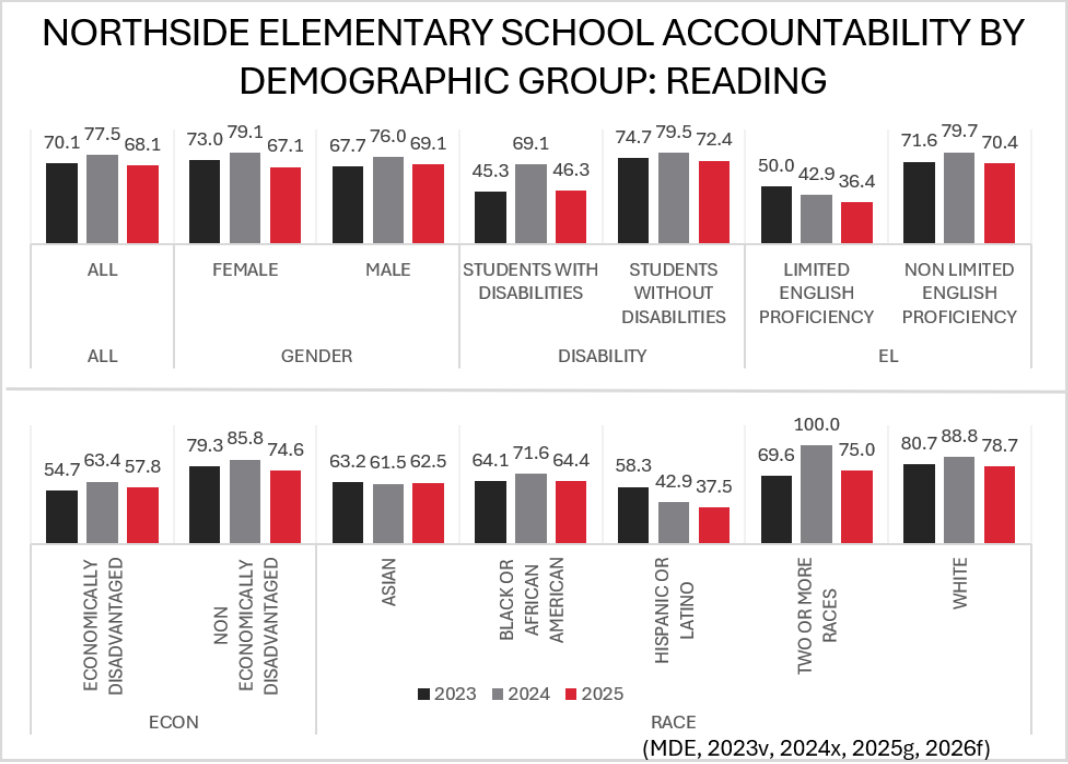


Figure 110: Northside Elementary School Accountability by Demographic Group: Reading

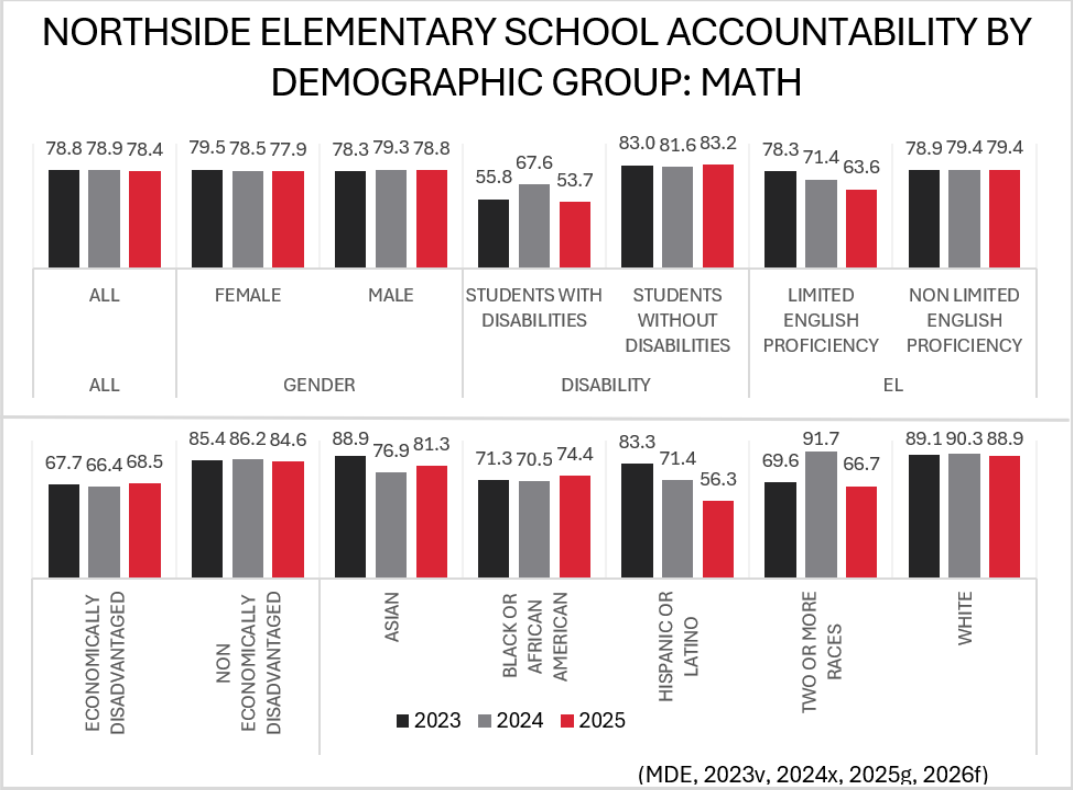


Figure 111: Northside Elementary School Accountability by Demographic Group: Math

PROFICIENCY GAP TO GOAL

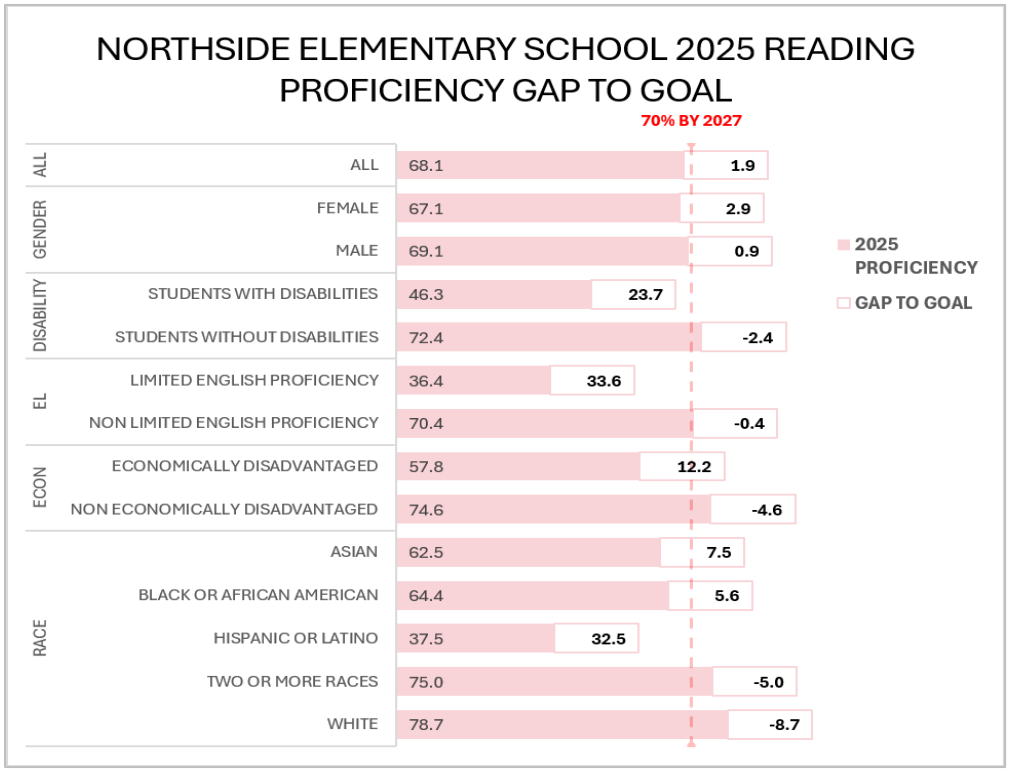


Figure 112: Northside Elementary School 2025 Reading Proficiency Gap to Goal

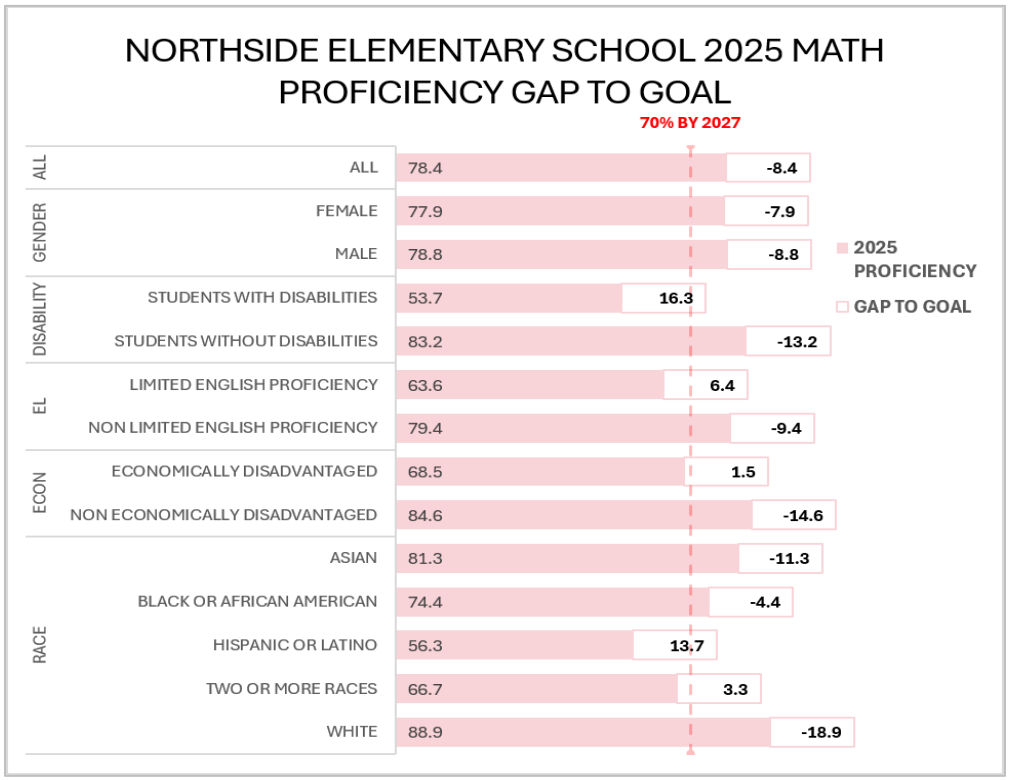


Figure 113: Northside Elementary School 2025 Math Proficiency Gap to Goal

NES ACCOUNTABILITY TAKEAWAYS

Reading proficiency remained high, reaching 68.1% in 2025 after peaking at 77.5% in 2024. Math proficiency showed greater consistency, holding near 79% over the three-year period, reflecting sustained mastery of grade-level standards.

Among student groups, female students achieved reading proficiency of 67.1% and math proficiency of 77.9% in 2025, while male students posted similar results at 69.1% in reading and 78.8% in math. Students without disabilities consistently outperformed overall averages, reaching 72.4% proficiency in reading and 83.2% in math. White students demonstrated particularly strong outcomes, achieving 78.7% proficiency in reading and 88.9% in math. Asian students also maintained strong performance, recording 62.5% proficiency in reading and 81.3% in math.

Achievement gaps remain evident; students with disabilities scored 46.3% proficient in reading and 53.7% in math, trailing their peers without disabilities by more than 25 percentage points in both subjects. Economically disadvantaged students also performed below non-economically disadvantaged students, with reading proficiency of 57.8% compared to 74.6% and math proficiency of 68.5% compared to 84.6%.

The school's accountability results reflect a strong academic foundation, particularly in mathematics, while underscoring the importance of continued efforts to close achievement gaps and accelerate growth among historically underserved groups.

ASSESSMENT

LITERACY-BASED PROMOTION ACT (LBPA)

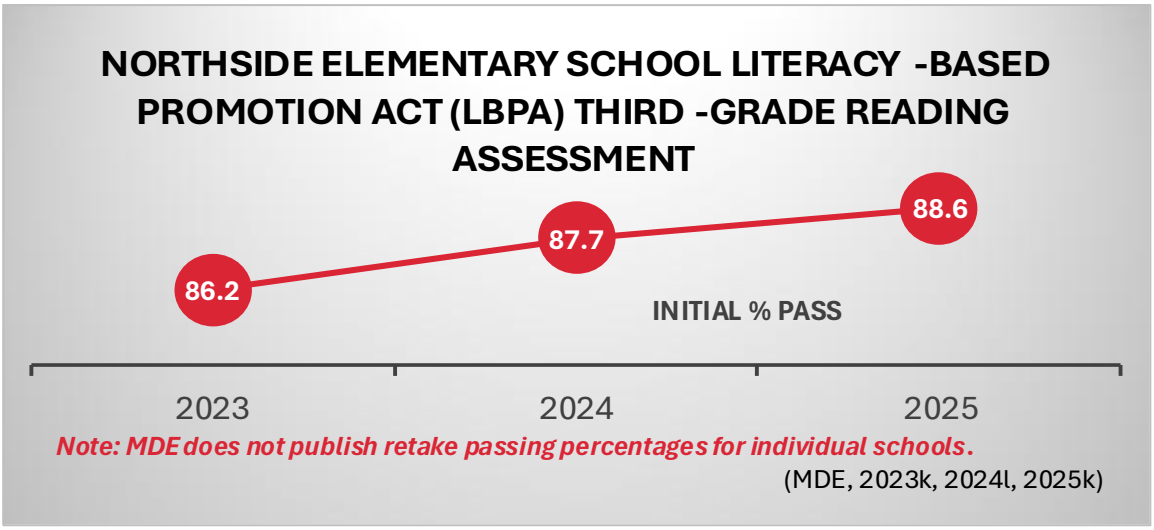


Figure 114: Northside Elementary School Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA AND MATH

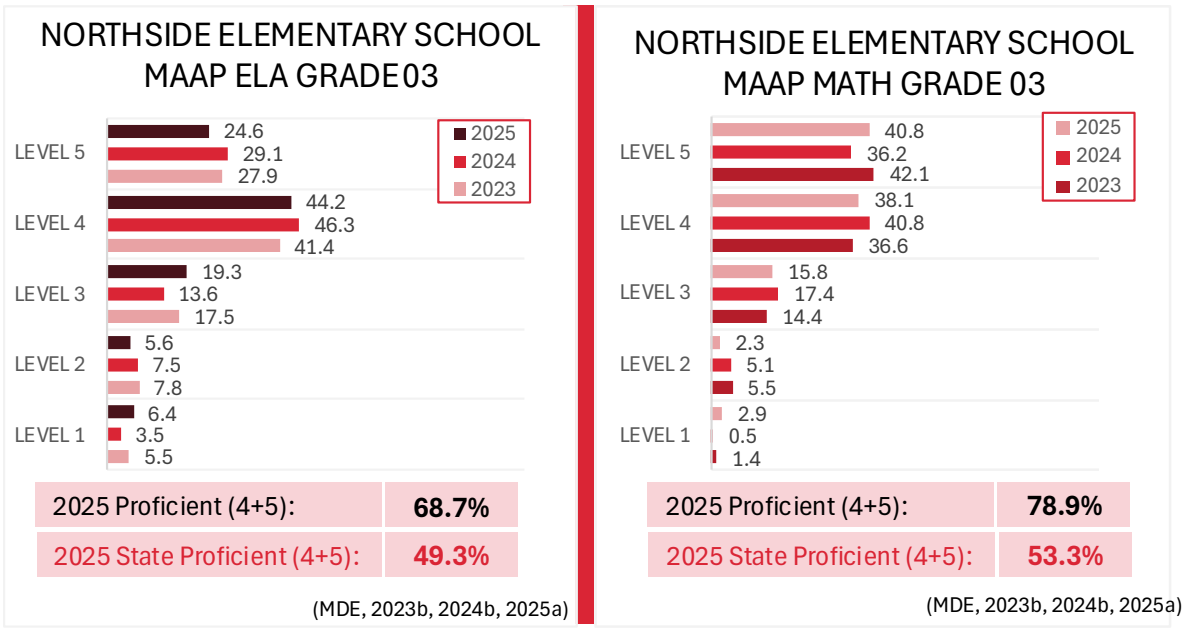


Figure 115: Northside Elementary School MAAP ELA and MATH Grade 3

NES ASSESSMENT TAKEAWAYS

On the third-grade MAAP assessment, students significantly outperformed state averages in both English Language Arts and mathematics. In ELA, 68.7% of students achieved proficiency at Levels 4 and 5, compared to the statewide proficiency rate of 49.3%, a gap of more than 19 percentage points. Mathematics results were even stronger, with 78.9% of students reaching Levels 4 and 5 compared to the state average of 53.3%, exceeding statewide performance by more than 25 percentage points.

The distribution of student performance also highlights notable strengths. In ELA, more than half of students scored in the highest two achievement levels, while relatively few students performed at the lowest levels. Mathematics demonstrated an even stronger profile, with nearly four out of five students reaching advanced levels of proficiency. These results suggest that students are mastering grade-level standards at rates well above state expectations.

Overall, assessment outcomes indicate a strong instructional foundation in both literacy and mathematics. The consistently higher proficiency rates relative to state averages suggest that students are well-prepared for future academic success.

PERSONNEL

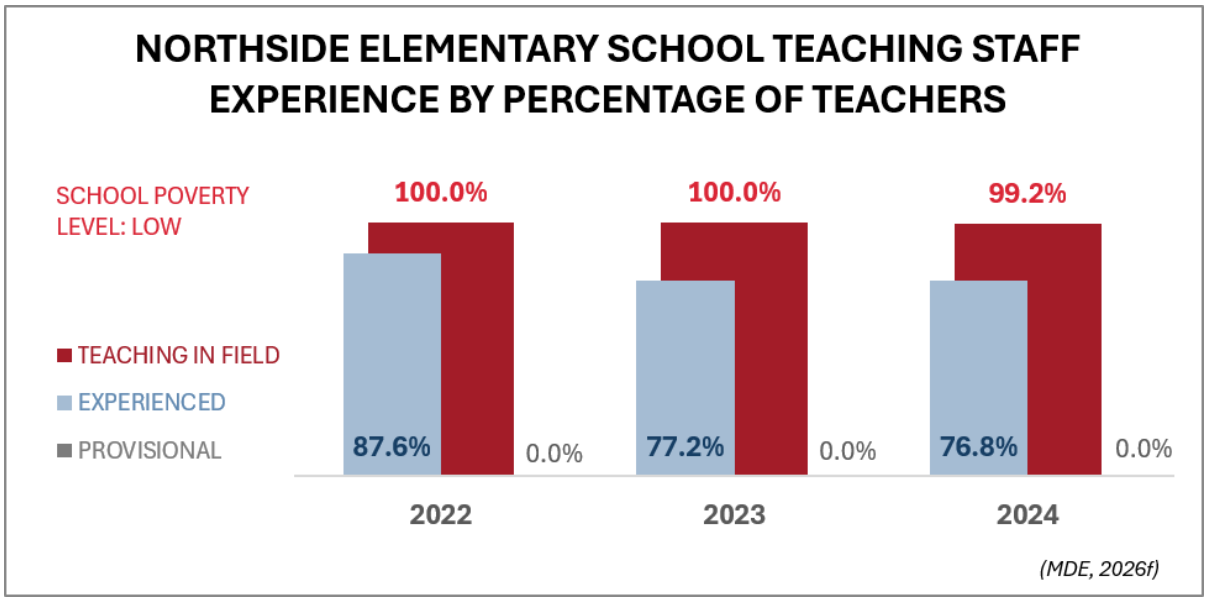


Figure 116: Northside Elementary School Teaching Staff Experience by Percentage of Teachers



NORTHSIDE ELEMENTARY CNA SURVEY

INTRODUCTION

Twenty-five (25) faculty members, twenty-two (22) parents, and zero (0) students 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 Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

NORTHSIDE ELEMENTARY SCHOOL FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	7	17.1%
Differentiated instruction	13	31.7%
Access to supplemental resources and individualized instruction	21	51.2%

In my experience, teachers in my district are highly qualified and effective.		
	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%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	2	8.0%
Agree	8	32.0%
Disagree	11	44.0%
Strongly Disagree	4	16.0%
Not Applicable or No Information	0	0.0%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	Count	Percentage
Strongly Agree	15	60.0%
Agree	9	36.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	9	36.0%
Agree	8	32.0%
Disagree	2	8.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	4	16.0%

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

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	18	72.0%
Agree	6	24.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

I use effective, evidence-based strategies for:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	72.0%	28.0%	0.0%	0.0%	0.0%
Successful classroom management.	76.0%	24.0%	0.0%	0.0%	0.0%
Teaching special needs students.	64.0%	32.0%	0.0%	0.0%	4.0%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	68.0%	32.0%	0.0%	0.0%	0.0%
Developing and using classroom assessments.	76.0%	20.0%	0.0%	0.0%	4.0%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	13	52.0%
Minor disruptions that steal instructional time	10	40.0%
Major classroom disruptions	2	8.0%

Support for intervention is available and allows teachers to use Professional Learning Communities to share instructional practices that allow this school to maximize student achievement		
	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%

Intervention supports are a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.		
	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%

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	9.3%
Expedited evaluation services for students with limited English	9	6.4%
Expedited evaluation services for gifted and talented students	6	4.3%
Additional academic support	19	13.6%
Tutoring	6	4.3%
Enrichment educational services	10	7.1%
Counseling	19	13.6%
Mentors	11	7.9%
School supplies	18	12.9%
Clothing for school	12	8.6%
Dental referrals	5	3.6%
Medical referrals	7	5.0%
Bullying assistance	5	3.6%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.

	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%

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

	Count	Percentage
Strongly Agree	13	52.0%
Agree	10	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%

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

	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%

CURRICULUM & INSTRUCTION

Teachers use instructional strategies that help students achieve the knowledge and skills they 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%

The educational program offered to students in our school (district) is of high quality.		
	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 hold high expectations for student learning.		
	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%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	13	52.0%
Agree	12	48.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To my knowledge, 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%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly agree	16	64.0%
Agree	9	36.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Career and Technical Education	44.0%	12.0%	4.0%	0.0%	40.0%
English/Language Arts (reading, writing, speaking, listening)	84.0%	16.0%	0.0%	0.0%	0.0%
Mathematics	84.0%	16.0%	0.0%	0.0%	0.0%
Social Studies	36.0%	32.0%	12.0%	0.0%	20.0%
Fine Arts (music, visual arts, dance, drama)	52.0%	24.0%	8.0%	4.0%	12.0%
Physical Education	68.0%	28.0%	0.0%	0.0%	4.0%
Foreign Languages	36.0%	20.0%	4.0%	0.0%	40.0%
Science	44.0%	32.0%	16.0%	0.0%	8.0%
Health Education	40.0%	24.0%	4.0%	0.0%	32.0%

I frequently use the results of assessments to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.		
	Count	Percentage
Strongly agree	19	76.0%
Agree	5	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	19	76.0%
Agree	5	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	Count	Percentage
Strongly Agree	21	84.0%
Agree	3	12.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

Students spend sufficient effort (in and out of class) to learn what we teach.		
	Count	Percentage
Strongly agree	11	44.0%
Agree	11	44.0%
Disagree	3	12.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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	12	7.9%
Utilize technology such as class websites, blogs, and videos	22	14.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	16	10.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	23	15.2%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	20	13.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	19	12.6%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
Use bilingual handouts and cues	5	3.3%
Use visual displays, portable white boards, and posters when giving instructions	23	15.2%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	11	7.3%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling, pull out ESL instruction, Intervention, etc.	23	51.1%
Teachers provide unique instructional time inside the classroom for English instruction.	7	15.6%
Mentoring with another student	13	28.9%
Not Applicable	2	4.4%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	12	48.0%
No	13	52.0%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	0	0.0%
Mental Health Services	0	0.0%
Counseling	1	3.8%
Transitional Services	1	3.8%
Not Applicable	24	92.3%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	1	16.7%
No	0	0.0%
Not Applicable	5	83.3%

Please check the areas below that are routinely evaluated to determine the needs of EL students.		
	Count	Percentage
Language Spoken in the Home	23	13.5%
Language Proficiency of the Parent	15	8.8%
Level of Parental Involvement	8	4.7%
Family income and socioeconomic status	4	2.4%
Visual Screening Result	15	8.8%
Auditory Screening Result	17	10.0%
Grade Retention (if applicable)	15	8.8%
Number of Failed Courses	8	4.7%
Dropout Status (if applicable)	2	1.2%
Enrichment programs/activities	12	7.1%
Supplemental Academic Instruction	12	7.1%
Behavioral Supports	8	4.7%
Counseling Services	8	4.7%
Discipline Records	5	2.9%
Social-Emotional Learning Services	10	5.9%
Social Behavioral Assessment Inventory Score	4	2.4%
Mental Health Supports	4	2.4%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

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

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	9	36.0%
Agree	13	52.0%
Disagree	3	12.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	16	64.0%
Agree	9	36.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	12	48.0%
Agree	12	48.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	11	44.0%
Agree	12	48.0%
Disagree	2	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our district.		
	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 in our school (district) are respected in the community.		
	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 IMPROVEMENT

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

	Count	Percentage
Strongly Agree	16	64.0%
Agree	8	32.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

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

	Count	Percentage
Strongly Agree	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 CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	18	72.0%
Agree	6	24.0%
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 their learning, such as technology, media centers, and libraries.

	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%

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

	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%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	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%

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.

	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%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	15	60.0%
Agree	7	28.0%
Disagree	3	12.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly agree	16	64.0%
Agree	9	36.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have a major role in curriculum development in this school.		
	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 provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	6	24.0%
Agree	14	56.0%
Disagree	4	16.0%
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	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 am satisfied with being a teacher in the Clinton Public School District.		
	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%

The principal is viewed as the instructional leader of this school.		
	Count	Percentage
Strongly Agree	13	54.2%
Agree	10	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

The Clinton Public School District is the best choice for my own children to attend school.		
	Count	Percentage
Strongly Agree	19	76.0%
Agree	3	12.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.0%

TECHNOLOGY

I am comfortable with classroom management as related to the 1:1 program.		
	Count	Percentage
Strongly Agree	16	64.0%
Agree	9	36.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	10	40.0%
Agree	12	48.0%
Disagree	3	12.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I effectively incorporate and use technology in my lessons to provide instruction and facilitate learning on a regular basis.		
	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%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve 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%

PROFESSIONAL DEVELOPMENT

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	7	28.0%
Agree	17	68.0%
Disagree	0	0.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	10	40.0%
Agree	15	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Rank your top ten choices for professional development topics.	
	Rank
Reading for at risk students	#1
Teaching and understanding the needs of neurodiverse students	#2
Writing strategies	#3
Differentiated Instruction	#4
Successful inclusion strategies	#5
Classroom Management	#6
Social Emotional Learning	#7
Culture sensitivity	#8
Executive functioning skills	#9
English Learners (ELs)	#10
Response to Intervention (RTI/MTSS)	#11
Soft Skills/Emotional Intelligence	#12
Data-based Decision Making	#13
Teaching and understanding students in poverty	#14
Conflict resolution	#15
Depth of Knowledge	#16
Interpreting and analyzing student data	#17
Developing quality assessments	#18
Teaching and understanding the needs of homeless students	#19
Using technology to enhance instruction	#20
Sensitivity Training	#21
Mississippi College and Career Readiness Standards	#22

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	56.0%
Agree	10	40.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?		
	Count	Percentage
Yes	21	84.0%
No	4	16.0%

I need more professional development in the identification of, the rights of, and services for students who meet the homeless definition, and/or professional development designed to heighten the understanding and sensitivity to the needs of homeless children and youth.		
	Count	Percentage
Strongly Agree	3	12.0%
Agree	10	40.0%
Disagree	8	32.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	3	12.0%

GENERAL OPINION

In response to open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Faculty members were also asked what state/locally funded professional development was provided for the EL staff and community.

Faculty members from Northside Elementary School describe a highly committed school community centered on doing what is best for students, with strong leadership, collaborative staff, and a district-wide focus on supporting the whole child. Respondents praised the positive culture for students and staff, meaningful community involvement, robust intervention programs, professional development opportunities, and systems that help identify and address student academic needs. Teachers also expressed appreciation for efforts that support staff morale and retention, including increased personal leave and incentives for professional certification. Suggestions for improvement focused on expanding specialized student supports, particularly full-time dyslexia and additional English learner staffing, as well as reducing class sizes to better meet student needs. Some faculty voiced concerns about curriculum workload, compensation for additional responsibilities, and the need for stronger vertical alignment in instruction across campuses. Others encouraged renewed emphasis on foundational literacy skills, with less dependency on technology. Regarding professional development for the EL staff and community, some faculty members commented that the school provided training at the beginning of the year and presentations such as TESOL and Get Your Teach On. However, some stated that they did not have information on this topic.

NORTHSIDE ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are

	Count	Percentage
Emphasis on cooperation between home and school	13	34.2%
Differentiated instruction	10	26.3%
Access to supplemental resources and individualized instruction	15	39.5%

In my experience, teachers in my district are highly qualified and effective.

	Count	Percentage
Strongly Agree	16	72.7%
Agree	5	22.7%
Disagree	0	0.0%
Strongly Disagree	1	4.5%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	4	18.2%
Agree	9	40.9%
Disagree	8	36.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?

	Count	Percentage
Strongly Agree	18	81.8%
Agree	4	18.2%
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 district.		
	Count	Percentage
Strongly Agree	3	13.6%
Agree	10	45.5%
Disagree	6	27.3%
Strongly Disagree	1	4.5%
Not Applicable or No Information	2	9.1%

As a parent, I would like more information regarding:		
	Count	Percentage
Testing and grades	8	15.4%
Safety in the schools	14	26.9%
Curriculum and learning goals	12	23.1%
Available technology and how it's used in the classroom	13	25.0%
How to contact my child’s teacher	2	3.8%
Homework	3	5.8%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	1	1.1%
Computer Classes	1	1.1%
Conflict Resolution	7	8.0%
Discipline	7	8.0%
Drug/Alcohol Awareness	3	3.4%
English as a Second Language	3	3.4%
Health Classes	5	5.7%
Literacy Classes	7	8.0%
Math Classes	3	3.4%
Parent-to-School Relationships	8	9.1%
Parent/Child Communication	10	11.4%
Preparing for College	9	10.2%
Parenting Workshops	7	8.0%
Social Media Classes	3	3.4%
Stress/Anger/Management	9	10.2%
Understanding College- and Career-Ready Standards	5	5.7%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:	Count	Percentage
Activities to help my child learn over the summer	11	15.5%
Help my child with homework	4	5.6%
How to motivate my child	9	12.7%
How to promote family reading	5	7.0%
How to set goals for my child	7	9.9%
Manage time	7	9.9%
Prepare my child for testing	9	12.7%
Understand my child's learning styles	19	26.8%

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	3	6.4%
District and/or school newsletters	6	12.8%
Resource materials for parental training	6	12.8%
Training for parents to work with other parents on becoming involved in the schools	6	12.8%
Home/School folders	6	12.8%
Home/School Planners	4	8.5%
Resources to help my child be successful in meeting state standards	16	34.0%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.	Count	Percentage
Strongly Agree	11	50.0%
Agree	9	40.9%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on	Count	Percentage
Improving access to foreign language instruction, arts, and music education	11	23.9%
Supporting college and career counseling	8	17.4%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on		
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	13	28.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	7	15.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	7	15.2%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	8	9.2%
Providing school-based mental health services and counseling	19	21.8%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	6	6.9%
Establishing or improving dropout prevention	4	4.6%
Supporting re-entry programs and transition services for Justice-involved youth	4	4.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	13	14.9%
Implementing systems and practices to prevent bullying and harassment	14	16.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	13	14.9%
Establishing community partnerships	6	6.9%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	8	36.4%
Agree	10	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	18.2%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	15	40.5%
Building technological capacity and infrastructure	6	16.2%
Carrying out innovative blended learning projects	11	29.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	5	13.5%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	12	54.5%
Agree	8	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	7	31.8%
Agree	12	54.5%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.		
	Count	Percentage
Strongly Agree	13	59.1%
Agree	8	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	15	68.2%
Agree	5	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	14	63.6%
Agree	7	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	8	36.4%
Agree	7	31.8%
Disagree	2	9.1%
Strongly Disagree	1	4.5%
Not Applicable or No Information	4	18.2%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Mathematics	59.1%	27.3%	0.0%	4.5%	9.1%
Social Studies	22.7%	45.5%	4.5%	0.0%	27.3%
Fine Arts (music, visual arts, dance, drama)	45.5%	27.3%	4.5%	4.5%	18.2%
Physical Education	40.9%	50.0%	0.0%	0.0%	9.1%
Foreign Languages	22.7%	22.7%	0.0%	0.0%	54.5%
Science	31.8%	45.5%	4.5%	0.0%	18.2%
Health Education	22.7%	50.0%	13.6%	0.0%	13.6%
Career and Technical Education	36.4%	22.7%	0.0%	0.0%	40.9%
English/Language Arts (reading, writing, speaking, listening)	59.1%	31.8%	0.0%	0.0%	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	45.5%
Agree	7	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	22.7%

Is your child an English Language Learner?		
	Count	Percentage
Yes	4	18.2%
No	18	81.8%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	4	57.1%
Mentoring	1	14.3%
Academic or career counseling	1	14.3%
Mental Health counseling	1	14.3%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	2	50.0%
No	2	50.0%

Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	2	50.0%
No	2	50.0%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	8	36.4%
Agree	12	54.5%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	14	63.6%
Agree	5	22.7%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	10	45.5%
Agree	10	45.5%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	5	22.7%
Agree	13	59.1%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	13	59.1%
Agree	5	22.7%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	13	59.1%
Agree	7	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

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

	Count	Percentage
Strongly agree	13	59.1%
Agree	5	22.7%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly agree	6	27.3%
Agree	10	45.5%
Disagree	3	13.6%
Strongly Disagree	1	4.5%
Not Applicable or No Information	2	9.1%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly agree	11	50.0%
Agree	8	36.4%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly agree	12	54.5%
Agree	7	31.8%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly agree	13	59.1%
Agree	4	18.2%
Disagree	0	0.0%
Strongly Disagree	1	4.5%
Not Applicable or No Information	4	18.2%

Our community is actively involved in our school.		
	Count	Percentage
Strongly agree	14	63.6%
Agree	6	27.3%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	15	12.8%
Checked my child's grades/assignments online	21	17.9%
Been in contact with my child's teacher	22	18.8%
Received a newsletter from the district, school, or teacher	21	17.9%
Worked with a committee or group on school or district policies	2	1.7%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	8	6.8%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	20	17.1%
Volunteered at my child's school	8	6.8%

SCHOOL IMPROVEMENT

My school (district) is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.		
	Count	Percentage
Strongly Agree	12	54.5%
Agree	7	31.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.6%

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

	Count	Percentage
Strongly Agree	13	59.1%
Agree	6	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.6%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	15	68.2%
Agree	4	18.2%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly Agree	14	63.6%
Agree	6	27.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

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

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

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

	Count	Percentage
Strongly Agree	12	54.5%
Agree	7	31.8%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	17	77.3%
Agree	4	18.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly Agree	13	59.1%
Agree	7	31.8%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly agree	9	40.9%
Agree	8	36.4%
Disagree	0	0.0%
Strongly Disagree	1	4.5%
Not Applicable or No Information	4	18.2%

If you are a parent of a child with a disability, does this school meet the needs of your child?

	Count	Percentage
Yes	11	73.3%
No	4	26.7%

The school's grading policies and practices are administered fairly.		
	Count	Percentage
Strongly Agree	12	54.5%
Agree	9	40.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

TECHNOLOGY

I understand how my child is using his/her computer for educational purposes.		
	Count	Percentage
Strongly Agree	9	40.9%
Agree	8	36.4%
Disagree	4	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

My child regularly uses his/her computer to complete homework assignments.		
	Count	Percentage
Strongly Agree	5	22.7%
Agree	4	18.2%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	50.0%

My child has Internet access when away from school.		
	Count	Percentage
Yes	21	95.5%
No	1	4.5%

I feel comfortable limiting my child's access to his/her computer at home, after his/her schoolwork is completed.		
	Count	Percentage
Strongly Agree	11	50.0%
Agree	8	36.4%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	5	22.7%
Agree	5	22.7%
Disagree	5	22.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	31.8%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	16	72.7%
Agree	4	18.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

GENERAL OPINION

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

Parents of students from Northside Elementary School praise the school for its caring teachers and staff, strong academic expectations, and a school culture that supports students' academic, social, and developmental growth. Families value the attentive administrators, meaningful accommodations for students with disabilities, gifted and speech supports, and engaging programs that foster enthusiasm for learning. Many also appreciate policies that reduce stress at home, such as limited homework, which have improved family life and students' attitudes toward school. Suggestions for improvement center on reducing reliance on technology in the early grades in favor of more hands-on learning experiences, improving facilities such as cafeteria access, restroom cleanliness, and carpool efficiency, and restoring enrichment opportunities like art. Some parents also recommended greater curriculum consistency across classrooms, more staff training in student conflict resolution, and consideration of more affordable meal options.

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Northside Elementary School shows a pattern of strong overall stability, high attendance, and generally solid academic performance, while also facing clear challenges related to reading growth, subgroup gaps, and chronic absenteeism. Enrollment moved from 723 students in 2022 to 729 students in 2026, with a dip to 684 in 2025 before rebounding. The school's **student population has also continued to diversify,** with Black or African American students increasing from 50.3% to 56.7% of enrollment and Hispanic students increasing from 2.5% to 4.5%, while White enrollment declined from 33.1% to 28.7%.

Attendance remains a strength, with estimated average daily attendance holding near 95% in recent years. However, **chronic absenteeism increased** from 11.7% in 2024 to 15.5% in 2025, with higher rates among students with disabilities, English learners, Hispanic students, and students identifying as two or more races. Academically, **mathematics is a clear strength, with 78.4% proficiency** in 2025. Reading performance is closer to the 70% goal, with 68.1% proficiency overall, but several subgroups remain well below that benchmark.

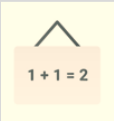
Stakeholder feedback reinforces both the strengths and areas of concern. Faculty respondents showed full agreement that teachers are highly qualified and effective, and 96% agreed that federal funds used for intervention teachers and supplemental resources are effective. However, **only 40% agreed that student behavior is rarely a problem,** suggesting that classroom disruptions may be affecting instructional consistency.

STRENGTHS



1) **Attendance.** The estimated attendance rate remained strong at 94.7% in 2025, with second grade reaching 95.3% and third grade reaching 94.1%. These figures indicate that most students are consistently present and

that families remain connected to school routines. Strong attendance gives the school a solid foundation for academic improvement because students are generally available for instruction.



2) **Mathematics performance.** Overall math proficiency reached 78.4% in 2025, exceeding the 70% goal by 8.4 percentage points. Several student groups performed well in math, including students without disabilities at 83.2%, non-economically disadvantaged students at 84.6%, Asian students at 81.3%, Black or African American students at 74.4%, and White students at 88.9%. These results suggest that math instruction is producing strong outcomes across multiple groups, even while some gaps remain.



3) **Strong instructional capacity.** All faculty respondents agreed that teachers are highly qualified and effective, and all agreed that they use evidence-based strategies for closing achievement gaps and successful classroom management. In addition, 96% agreed that they use disaggregated student data to guide classroom decisions. This is a significant strength because the school's challenges are not caused by a lack of professional commitment or awareness; rather, the next step is to translate existing instructional capacity into sharper, more targeted improvement for students who are not yet meeting proficiency.



4) **Stakeholders value intervention and supplemental support.** Among faculty, 96% agreed that using federal funds for intervention teachers and additional resources is effective. This supports continued investment in targeted instruction, small-group support, and supplemental materials, especially for students with disabilities, English learners, and students performing below grade level in reading.

CHALLENGES

1) **Reading performance.** Overall reading proficiency reached 68.1% in 2025, just below the 70% goal, but subgroup results show deeper needs. Students with disabilities reached 46.3% proficiency, English learners reached 36.4%, economically disadvantaged students reached 57.8%, Hispanic students reached 37.5%, and Black or African American students reached 64.4%. These gaps show that the school's reading challenge is not evenly distributed. The strongest improvement

opportunity is not simply raising the overall average, but accelerating growth among specific student groups.



2) **Achievement gaps between student groups in reading and math.** In reading, students without disabilities reached 72.4% proficiency, compared with 46.3% for students with disabilities. Non-economically disadvantaged students reached 74.6%, compared with 57.8% for economically disadvantaged students. In math, students without disabilities reached 83.2%, compared with 53.7% for students with disabilities. Hispanic students also remained below the goal in both reading and math. These differences suggest the need for more precise intervention, stronger accommodations, and closer monitoring of whether supports are producing measurable growth.



3) **Chronic absenteeism.** Although overall attendance remains high, chronic absence increased to 15.5% in 2025. Students with disabilities had a chronic absence rate of 19.9%, English learners 22.2%, Hispanic students 20.5%, and students identifying as two or more races 28.1%. These patterns matter because the same groups needing stronger academic support are also more likely to miss significant instructional time. Attendance interventions should therefore be directly connected to academic intervention planning.



4) **Behavior.** Only 40% of faculty agreed that student behavior is rarely a problem, while 60% disagreed. This does not necessarily suggest widespread severe discipline problems, but it does indicate that disruptions may be reducing instructional time, especially in classrooms where students already need intensive academic support. Faculty confidence in classroom management strategies is high, but the perception data show that teachers may need more consistent schoolwide systems, shared expectations, and support for repeated minor disruptions.



5) **Changing demographics require continued attention.** As Black or African American and Hispanic enrollment shares increase, the school should ensure that instructional resources, communication practices, and intervention models are aligned with the needs of the students and families Northside currently serves.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: 0–6 MONTHS

1. **Begin with a focused reading review for students below proficiency**, especially students with disabilities, English learners, economically disadvantaged students, Hispanic students, and Black or African American students. This review should identify each student's specific reading needs, including phonics, fluency, vocabulary, comprehension, and written response. Teachers and interventionists should use this information to assign targeted supports and monitor progress every four to six weeks.
2. **Connect attendance work directly to academic intervention.** Students who are both chronically absent and below proficiency should be prioritized for family outreach, attendance problem-solving, and instructional recovery plans. Rather than treating attendance and academics as separate concerns, Northside should use a single student support process that looks at missed time, skill gaps, intervention placement, and family needs together.
3. **Strengthen consistency around classroom behavior expectations.** Since faculty responses show concern about behavior, the district should support Northside in developing common routines for transitions, small-group work, independent practice, and classroom interruptions. This work should be framed as protecting instructional time rather than simply increasing discipline.
4. **Preserve and refine intervention staffing.** Faculty strongly support the use of federal funds for intervention teachers and supplemental resources, so the next step should be ensuring that those resources are targeted to the students and skills most in need. Intervention schedules should be reviewed to confirm that students receive enough time, instruction is aligned to diagnosed needs, and progress data are reviewed regularly.

SHORT-TERM PRIORITIES: 6–12 MONTHS

1. **Develop a reading acceleration plan** that includes grade-level instruction, intervention, special education support, and English learner services. This plan should define what strong reading instruction looks like in every classroom and how students move into and out of interventions based on evidence of growth.
2. **Provide professional learning focused on reading instruction for diverse learners.** Teachers already report strong use of data and evidence-based

strategies, so professional development should move beyond general training and focus on application. Teachers need time to study student work, practice instructional routines, review progress monitoring data, and adjust instruction for students with disabilities and English learners.

3. **Strengthen family communication around attendance and reading growth.** Families should receive clear, practical information about how attendance affects reading development, what reading skills students are expected to master, and how families can support learning at home. Communication should be simple, consistent, and accessible for families with different language and support needs.
4. **Review behavior data and teacher feedback at least quarterly.** If repeated disruptions are concentrated in particular settings, times of day, or routines, the response should be targeted. Supports may include coaching, additional supervision during transitions, classroom management modeling, or small-group social-emotional skill building for students who need it.

LONG-TERM PRIORITIES: 12–24 MONTHS

1. **Establish subgroup growth targets for reading, math, attendance, and behavior.** Northside's overall performance is solid, but the deeper need is reducing gaps. Targets should focus on students with disabilities, English learners, economically disadvantaged students, Hispanic students, and Black or African American students. Progress should be reviewed regularly so that improvement efforts remain focused and measurable.
2. **Build a more integrated support model for students with disabilities.** The proficiency gaps in reading and math suggest the need for stronger alignment among classroom instruction, special education services, intervention, accommodations, and progress monitoring. Co-planning between general education teachers, interventionists, and special education staff should become a routine part of the school's improvement process.
3. **Continue strengthening English learner support.** English learners showed one of the largest reading gaps and one of the highest chronic absence rates. Long-term improvement should include language development embedded in core instruction, targeted vocabulary and oral language routines, family communication supports, and careful monitoring of both academic and attendance data.

4. **Develop a sustained plan for maintaining high math performance while raising reading outcomes.** The school's math results show that strong achievement is possible across multiple student groups. The district should study the instructional practices, scheduling structures, and intervention routines that are working in math and consider how similar clarity and consistency can be applied to reading. This approach would allow Northside to build from an existing strength while addressing its most urgent academic challenge.

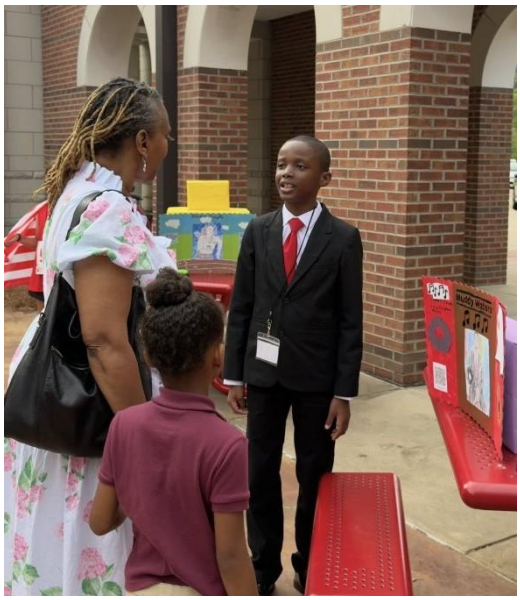


NOTES

EASTSIDE ELEMENTARY SCHOOL

INTRODUCTION

Eastside Elementary School, located at 453 Arrow Drive in Clinton, Mississippi, serves seven hundred thirty-six (736) students in fourth through fifth grades (4-5). Led by its principal Ms. Mandy Taylor and its assistant principal Dr. Jennifer Cooper, Eastside has maintained its "A" accountability rating.



Instruction focuses on strengthening literacy, mathematics, critical thinking, and problem-solving through data-informed teaching, targeted interventions, and engaging classroom experiences. As students move through the upper elementary grades, Eastside also emphasizes responsibility, collaboration, and positive character development.



The school benefits from districtwide initiatives in instructional technology, school safety, student support services, and evidence-based academic practices. Through family engagement, enrichment activities, and a strong school culture, Eastside Elementary continues to help students grow academically and socially while preparing them for continued success in Clinton Public School District.

ENROLLMENT AND ATTENDANCE

ENROLLMENT

EASTSIDE ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	815	761	730	748	736
GR_04	*	383	*	382	352
GR_05	424	*	370	366	384
					(MDE, 2025m)

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

Figure 117: Eastside Elementary School Enrollment by Grade Level

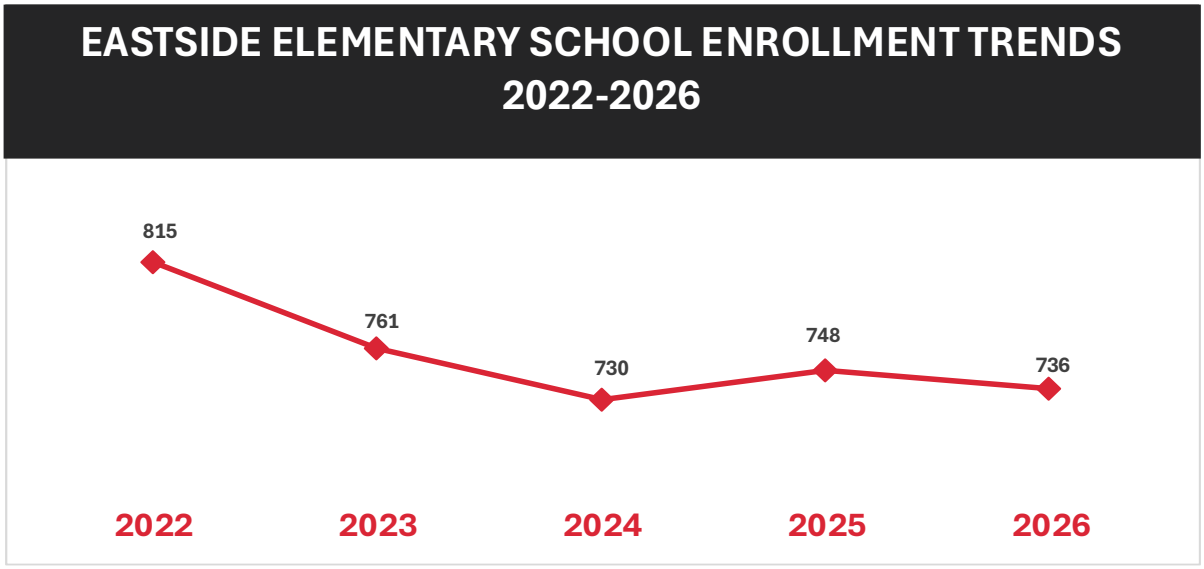


Figure 118: Eastside Elementary School Enrollment Trends 2022-2026

EASTSIDE ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	815	761	730	748	736
GENDER	FEMALE	407	386	339	355	366
	MALE	408	375	391	393	370
RACE	ASIAN	40	51	56	45	38
	BLACK OR AFRICAN AMERICAN	435	438	378	378	394
	HISPANIC OR LATINO	15	22	27	44	40
	TWO OR MORE RACES	14	*	39	*	22
	WHITE	307	231	228	250	242
						(MDE, 2025m)

Figure 119: Eastside Elementary School Enrollment by Demographic Group

EASTSIDE ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ASIAN	4.9%	5.2%	0.3%
BLACK OR AFRICAN AMERICAN	53.4%	53.5%	0.2%
HISPANIC OR LATINO	1.8%	5.4%	3.6%
TWO OR MORE RACES	1.7%	3.0%	1.3%
WHITE	37.7%	32.9%	-4.8%

Figure 120: Eastside Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

EASTSIDE ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	714.8	690.2	712.2
GR_04	354.5	336.0	360.6
GR_05	359.1	352.3	351.6
(MDE, 2023o, 2024q, 2025s)			

Figure 121: Eastside Elementary School Average Daily Attendance

EASTSIDE ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	93.9%	94.5%	95.2%
GR_04	92.6%		94.4%
GR_05		95.2%	96.1%
(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. MDE masks some numbers due to FERPA laws.**

Figure 122: Eastside Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

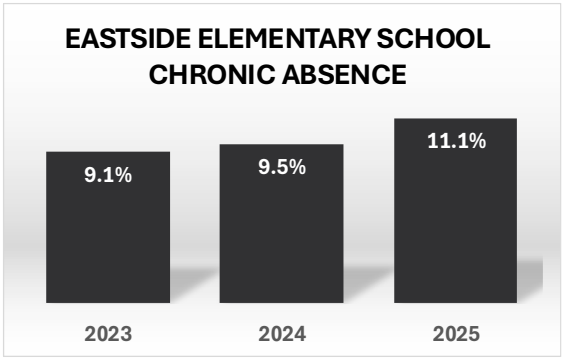


Figure 123: Eastside Elementary School Chronic Absence

EASTSIDE ELEMENTARY SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	9.1	9.5	11.1
GENDER	FEMALE	10.2	8.5	11.9
	MALE	8.0	10.3	10.5
DISABILITY	STUDENTS WITH DISABILITIES	12.1	12.6	12.6
	STUDENTS WITHOUT DISABILITIES	8.7	9.1	10.9
EL	LIMITED ENGLISH PROFICIENCY	9.3	13.5	16.9
RACE	ALASKAN NATIVE OR NATIVE AMERICAN		≤5%	≤5%
	ASIAN	5.6	6.5	8.3
	BLACK OR AFRICAN AMERICAN	9.0	9.0	8.1
	HISPANIC OR LATINO	12.5	21.4	16.3
	TWO OR MORE RACES	19.1	7.5	≤5%
	WHITE	8.9	10.2	16.7
				(MDE, 2026f)

Figure 124: Eastside Elementary School Chronic Absence by Demographic Group

EES Enrollment and Attendance Takeaways

Eastside Elementary School has experienced a gradual enrollment decline over the past five years, though recent data suggests stabilization. Enrollment decreased from 815 students in 2022 to 730 in 2024 before rebounding to 748 in 2025 and settling at 736 in 2026. Despite the overall decline of 79 students, enrollment has remained relatively steady during the last three years, indicating a more stable student population. Demographic trends show increasing diversity within the school. Hispanic enrollment grew from 15 students in 2022 to 40 students in 2026, increasing its share of enrollment from 1.8% to 5.4%. The proportion of students identified as two or more races also rose from 1.7% to 3.0%, while the percentage of White students declined from 37.7% to 32.9%. Attendance remains a strength, with average daily attendance reaching 712.2 students in 2025 and attendance rates improving from 93.9% in 2023 to 95.2% in 2025. Chronic absenteeism, however, increased from 9.1% to 11.1%, highlighting an area for continued attention.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

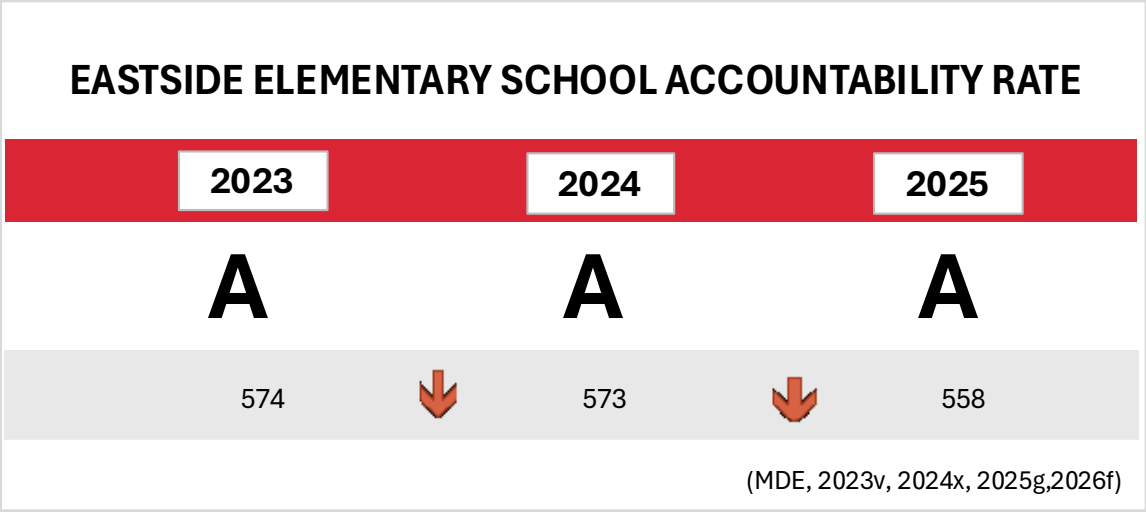


Figure 125: Eastside Elementary School Accountability Rating

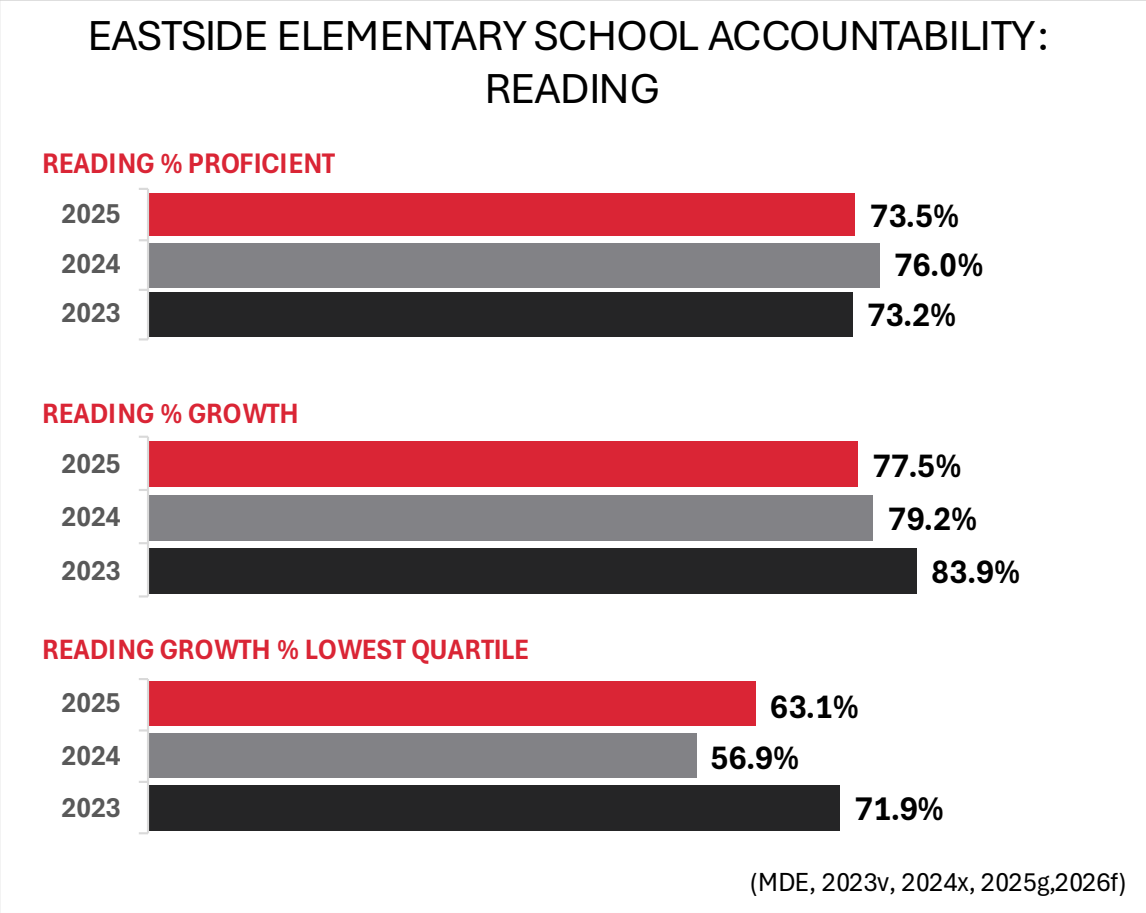


Figure 126: Eastside Elementary School Accountability: Reading

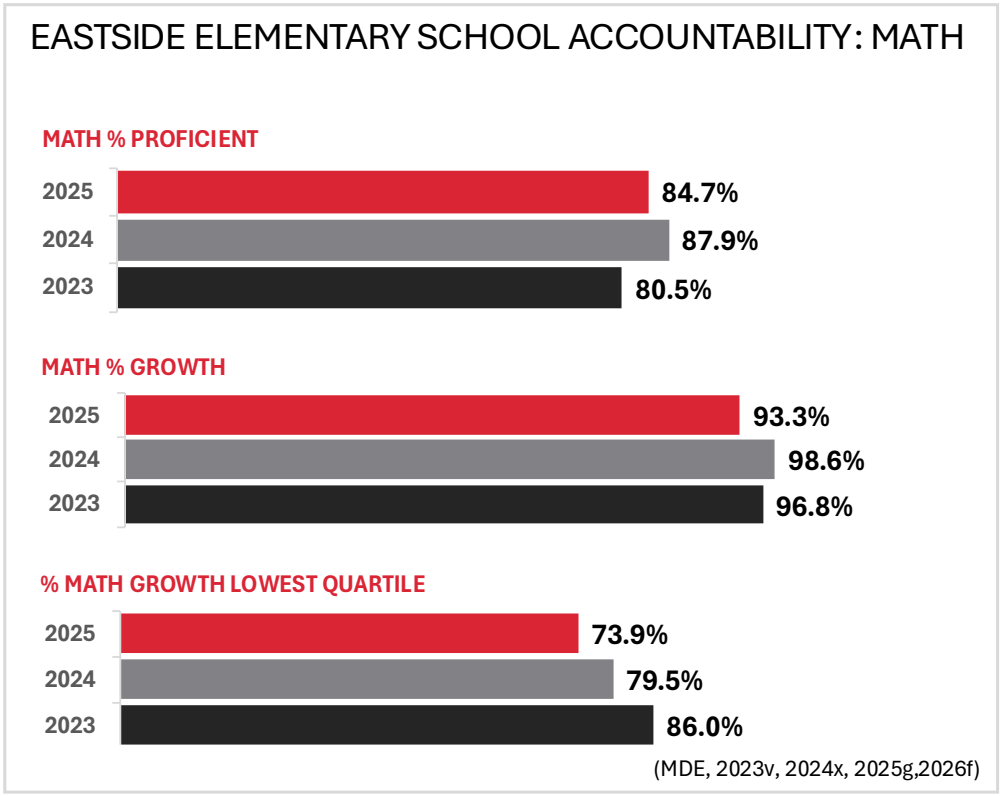


Figure 127: Eastside Elementary School Accountability: Math

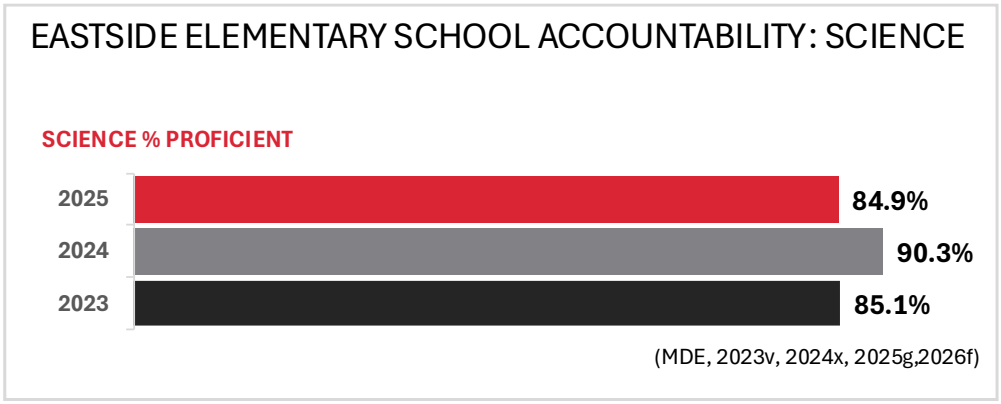


Figure 128: Eastside Elementary School Accountability: Science

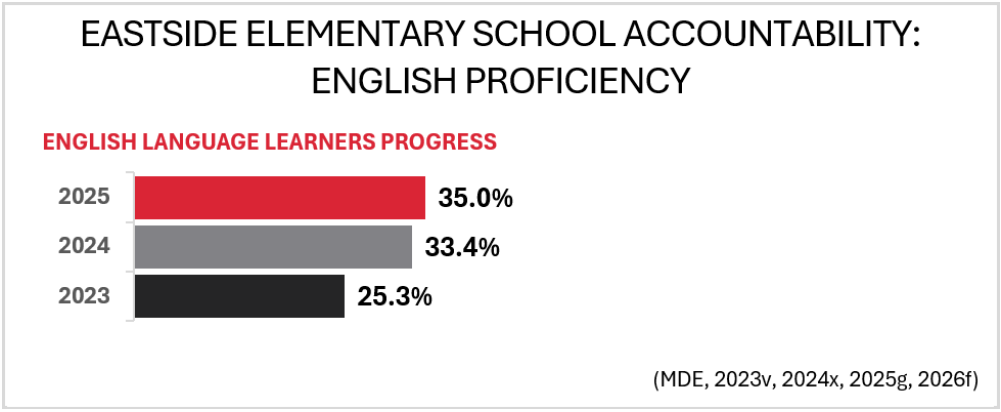


Figure 129: Eastside Elementary School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

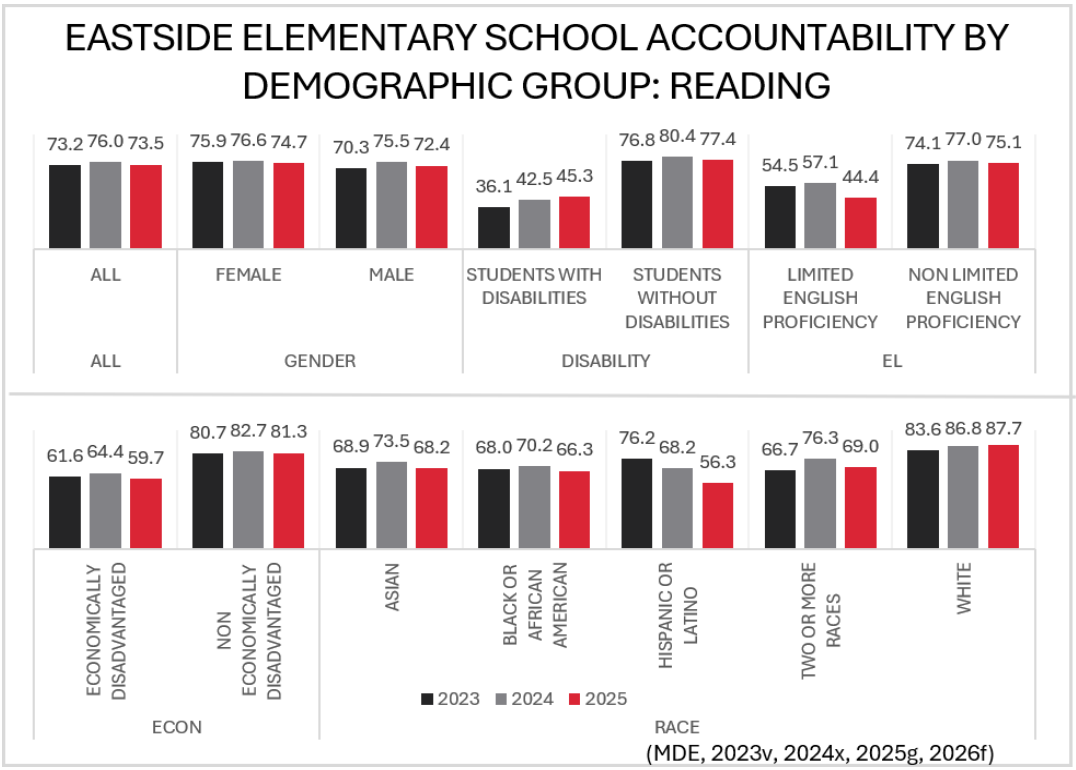


Figure 130: Eastside Elementary School Accountability by Demographic Group: Reading

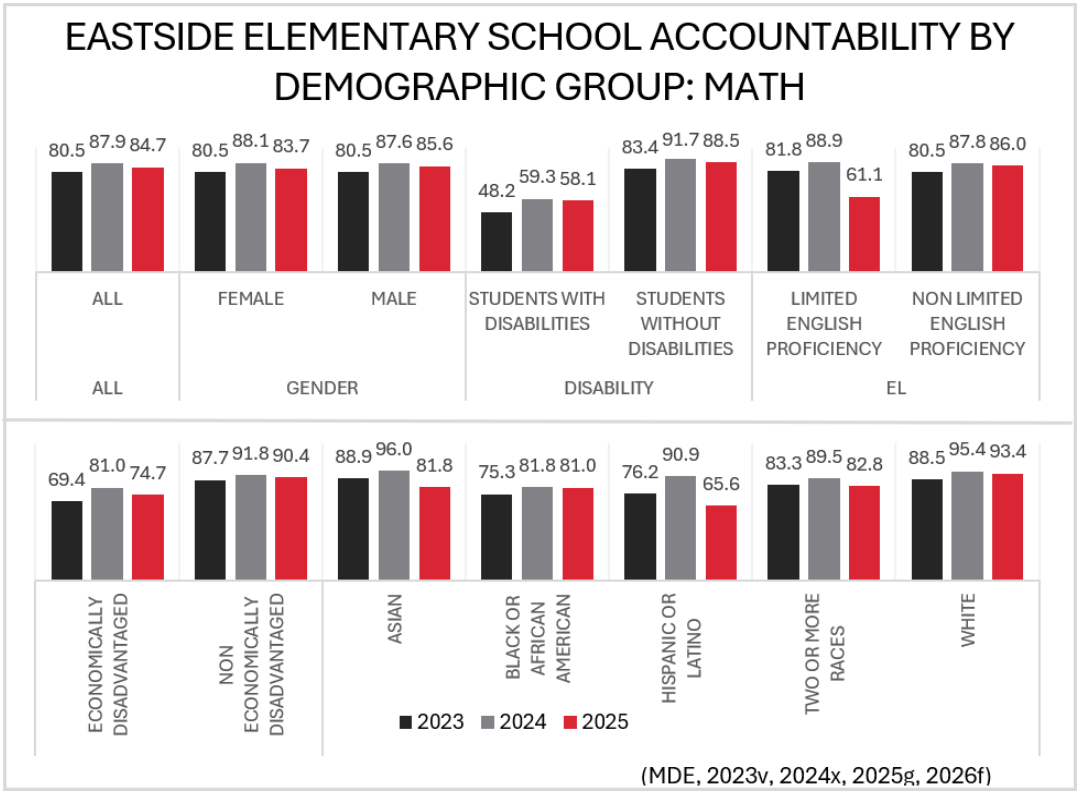


Figure 131: Eastside Elementary School Accountability by Demographic Group: Math

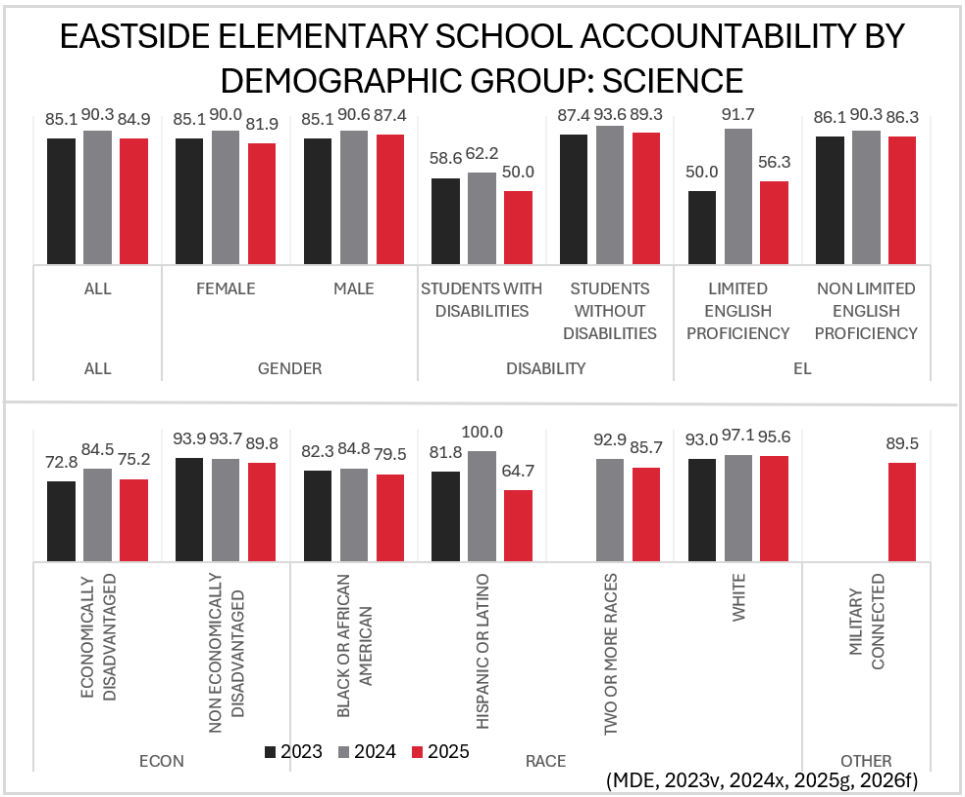


Figure 132: Eastside Elementary School Accountability by Demographic Group: Science

PROFICIENCY GAP TO GOAL

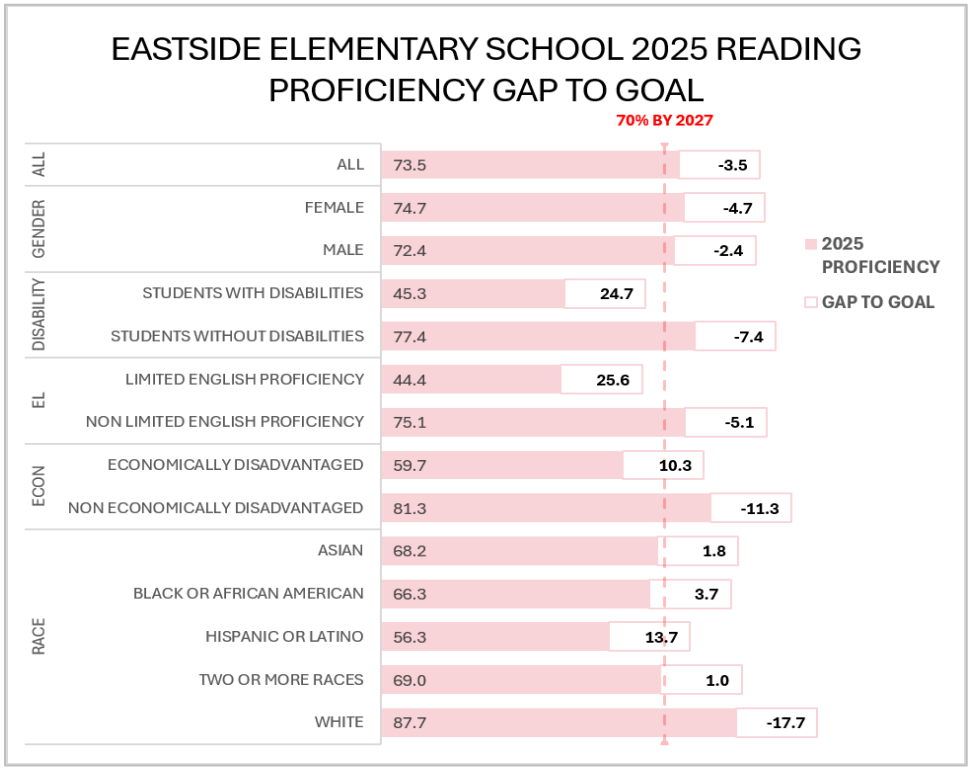


Figure 133: Eastside Elementary School 2025 Reading Proficiency Gap to Goal

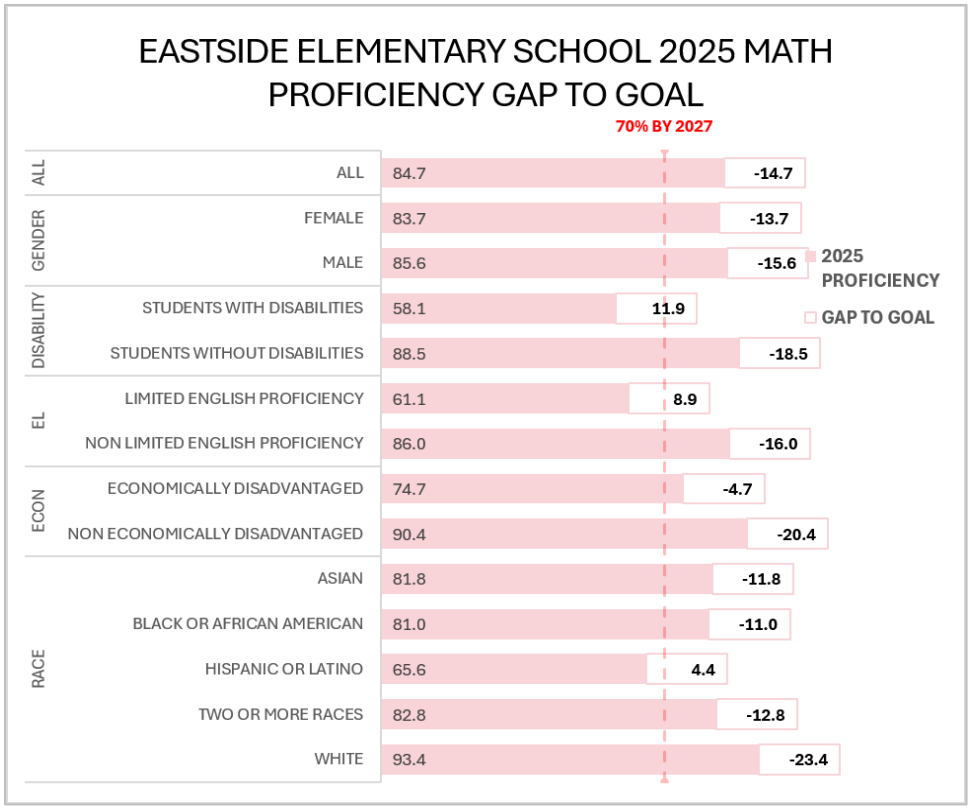


Figure 134: Eastside Elementary School 2025 Math Proficiency Gap to Goal

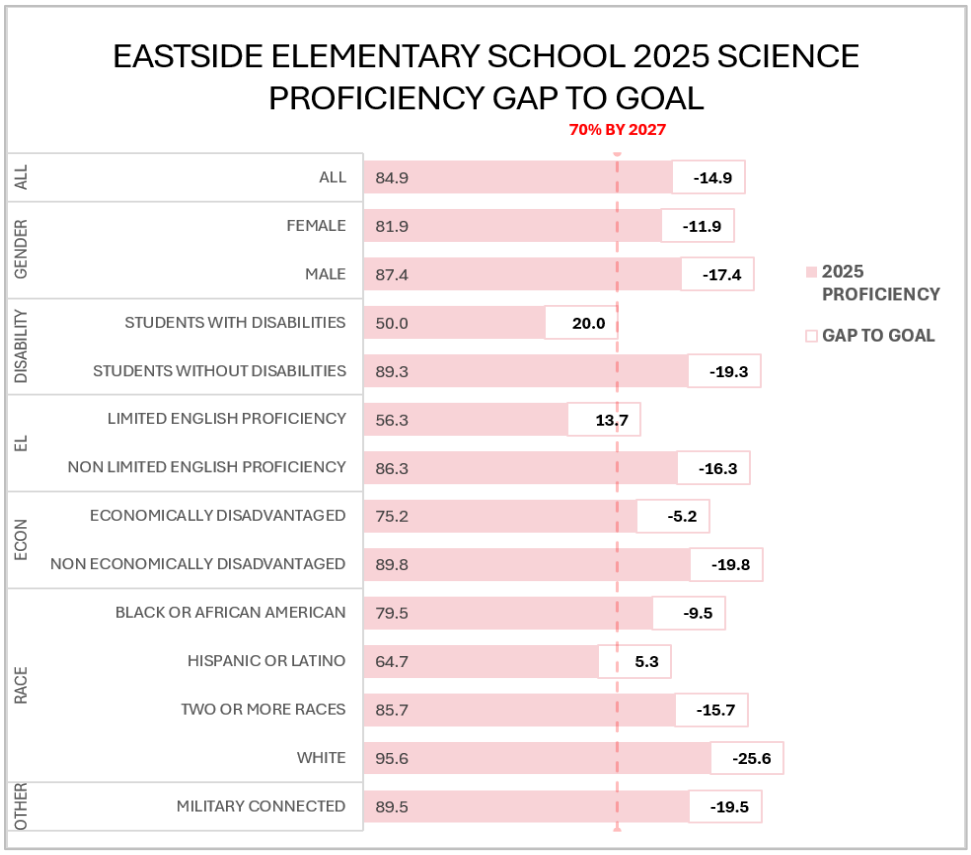


Figure 135: Eastside Elementary School 2025 Science Proficiency Gap to Goal

EES Accountability Takeaways

Eastside Elementary retained an "A" rating while consistently outperforming state averages across core subject areas. In 2025, reading proficiency reached 73.5%, exceeding the state goal of 70%, while mathematics proficiency was an impressive 84.7%. Science performance remained equally strong, with 84.9% of students scoring proficient, nearly 19 percentage points above the statewide proficiency rate of 66.3%. Student achievement has remained relatively stable over the past three years, with reading proficiency holding above 73% and math proficiency consistently above 80%.

Performance across student groups reflects broad academic success. Economically disadvantaged students achieved proficiency rates of 59.7% in reading and 74.7% in math, while non-economically disadvantaged students posted 81.3% and 90.4%, respectively. Students with disabilities continue to be an area for targeted support, with proficiency rates of 45.3% in reading, 58.1% in math, and 50.0% in science. Overall, the school's sustained high achievement, strong science outcomes, and consistent "A" rating highlight a culture of academic excellence while identifying opportunities to further close achievement gaps among student subgroups.

ASSESSMENT

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

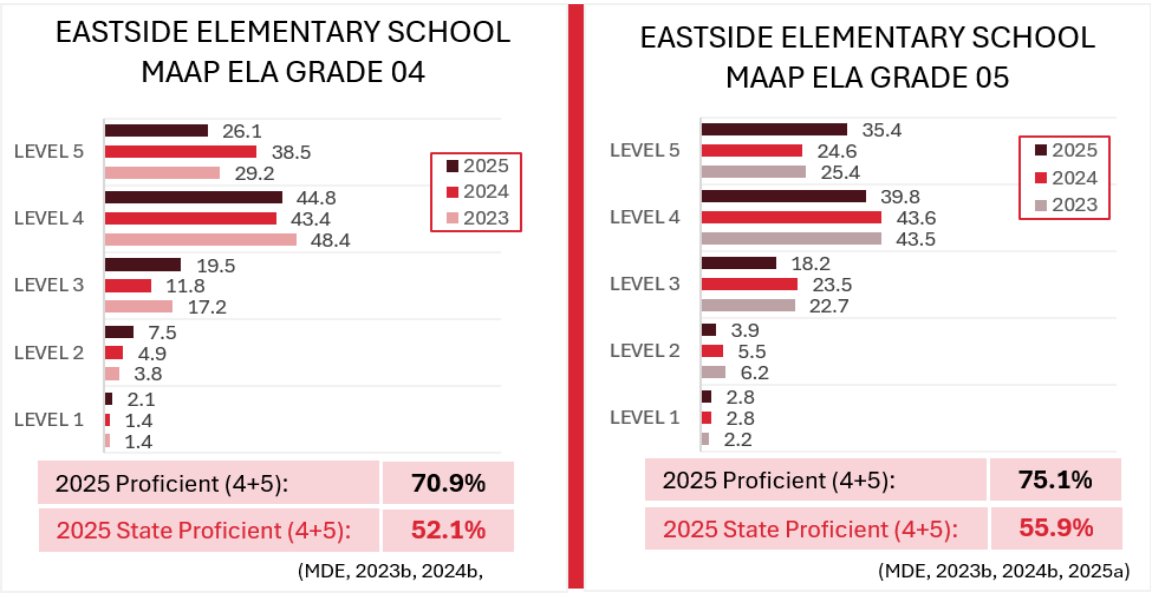


Figure 136: Eastside Elementary School MAAP ELA Grades 4 and 5

MAAP MATH

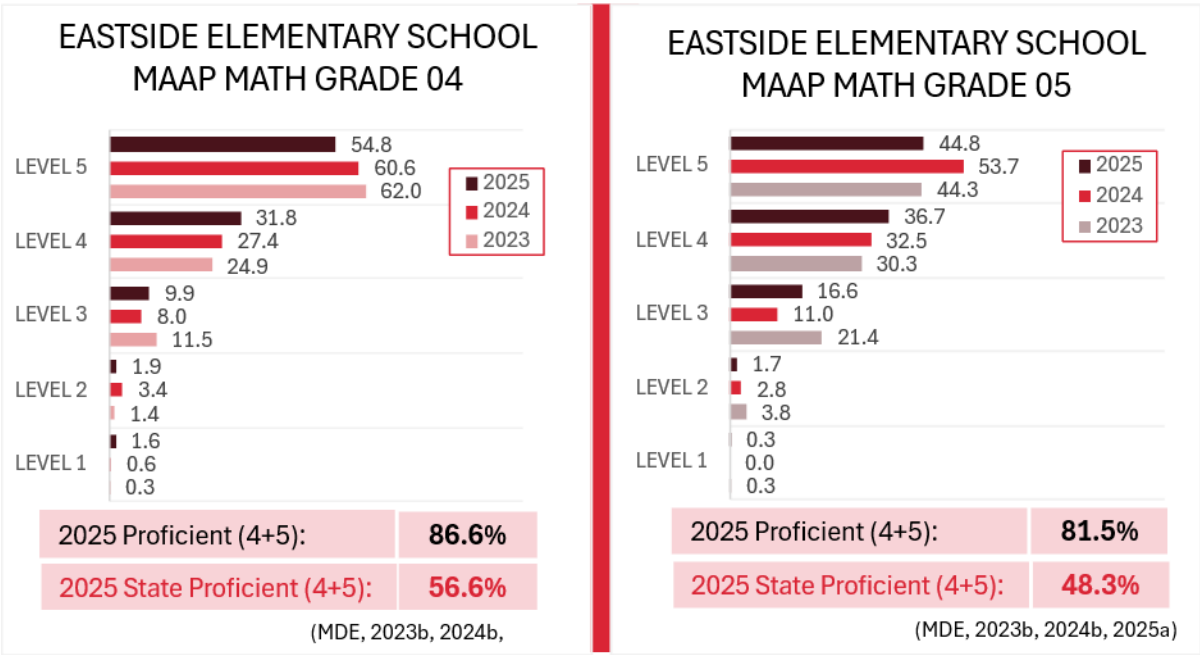


Figure 137: Eastside Elementary School MAAP Math Grades 4 and 5

MAAP SCIENCE



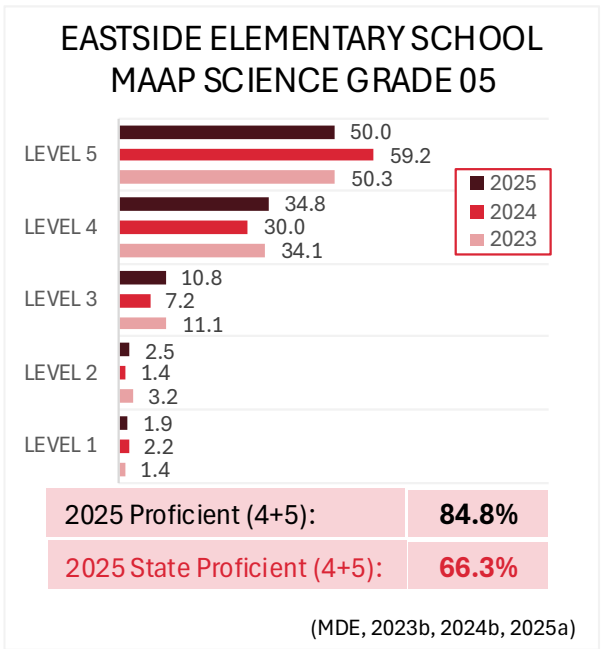


Figure 138: Eastside Elementary School MAAP Science Grade 5

EES Assessment Takeaways

Eastside Elementary's assessment results reflect strong academic achievement. In English Language Arts, proficiency rates remained above 70% in every tested grade during 2025, with fourth grade reaching 73.4% and fifth grade climbing to 73.7%. Mathematics performance was even stronger, with 84.4% of fourth-grade students and 84.9% of fifth-grade students scoring proficient, continuing a trend of high achievement that has remained above 80% in recent years. These results significantly exceed statewide averages and demonstrate sustained mastery of grade-level standards.

Fifth-grade science proficiency reached 84.9% in 2025, marking one of the school's highest-performing assessment areas. The consistency between mathematics and science performance suggests students are developing strong analytical and problem-solving skills across content areas.

Eastside has maintained performance despite fluctuations in student enrollment and demographic composition. Reading proficiency has remained relatively stable over multiple years, while mathematics and science have consistently produced results well above state benchmarks. The school's balanced performance across subjects suggests effective instructional practices and a strong academic foundation. With proficiency rates exceeding 70% in ELA and approaching or surpassing 85% in mathematics and science, assessment data point to a school that continues to prepare students successfully for future academic challenges.

PERSONNEL

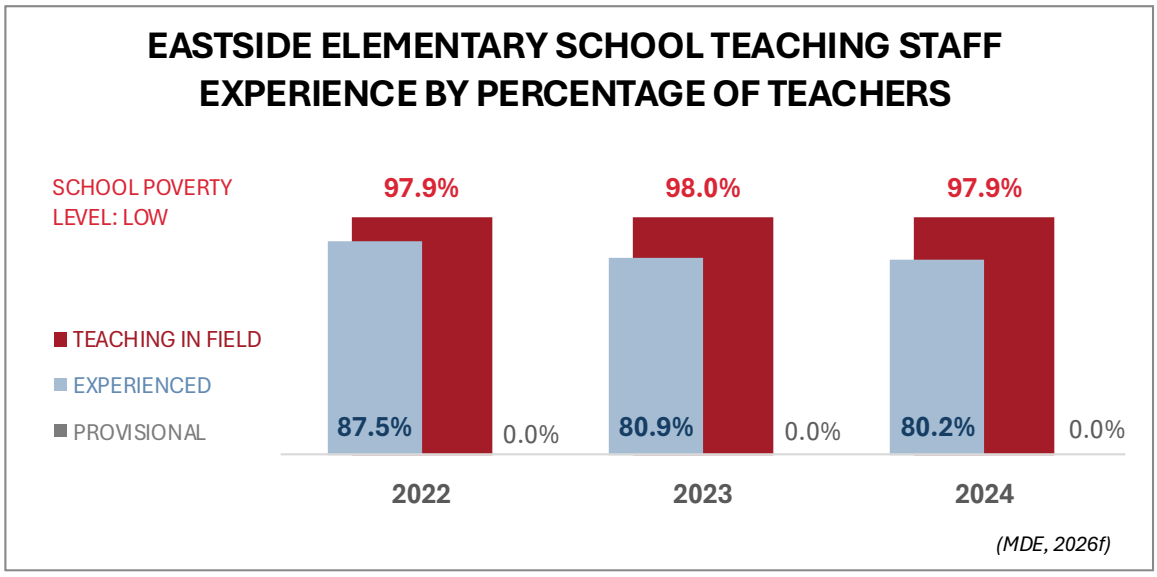


Figure 139: Eastside Elementary School Teaching Staff Experience by Percentage of Teachers

EASTSIDE ELEMENTARY CNA SURVEY

INTRODUCTION

Forty-eight (48) faculty members, seventeen (17) parents, and zero (0) students 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 Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

EASTSIDE ELEMENTARY SCHOOL FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	18	24.7%
Differentiated instruction	25	34.2%
Access to supplemental resources and individualized instruction	30	41.1%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	24	50.0%
Agree	24	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	29	60.4%
Disagree	16	33.3%
Strongly Disagree	1	2.1%
Not Applicable or No Information	2	4.2%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	Count	Percentage
Strongly Agree	31	64.6%
Agree	14	29.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.2%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	3	6.2%
Agree	19	39.6%
Disagree	9	18.8%
Strongly Disagree	2	4.2%
Not Applicable or No Information	15	31.2%

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	12	25.0%
Agree	22	45.8%
Disagree	3	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	22.9%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	21	45.7%
Minor disruptions that steal instructional time	25	54.3%
Major classroom disruptions	0	0.0%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	26	54.2%
Agree	17	35.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.4%

I use effective, evidence-based strategies for:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Closing the achievement gap between diverse groups of students.	52.1%	35.4%	0.0%	2.1%	10.4%
Successful classroom management.	60.4%	27.1%	2.1%	2.1%	8.3%
Teaching special needs students.	33.3%	31.2%	2.1%	2.1%	31.2%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	35.4%	45.8%	4.2%	0.0%	14.6%
Developing and using classroom assessments.	62.5%	22.9%	0.0%	2.1%	12.5%

Support for intervention is available and allows teachers to use Professional Learning Communities to share instructional practices that allow this school to maximize student achievement		
	Count	Percentage
Strongly Agree	20	41.7%
Agree	25	52.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.2%

Intervention supports are a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.		
	Count	Percentage
Strongly agree	31	64.6%
Agree	14	29.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.2%

Identify the educational needs of the students at your school who meet the homeless definition.		
	Count	Percentage
Expedited evaluation services for students with learning disabilities	14	5.9%
Expedited evaluation services for students with limited English	10	4.2%
Expedited evaluation services for gifted and talented students	7	2.9%
Additional academic support	26	10.9%
Tutoring	21	8.8%
Enrichment educational services	14	5.9%
Counseling	34	14.3%
Mentors	18	7.6%
School supplies	34	14.3%
Clothing for school	27	11.3%
Dental referrals	11	4.6%
Medical referrals	10	4.2%
Bullying assistance	12	5.0%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	29	60.4%
Agree	19	39.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	20	41.7%
Agree	22	45.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	12.5%

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

	Count	Percentage
Strongly Agree	16	33.3%
Agree	26	54.2%
Disagree	5	10.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

CURRICULUM & INSTRUCTION

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Strongly Agree	28	58.3%
Agree	20	41.7%
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	29	60.4%
Agree	18	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	30	62.5%
Agree	18	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	21	43.8%
Agree	25	52.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.2%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Mathematics	56.2%	41.7%	0.0%	0.0%	2.1%
Social Studies	18.8%	31.2%	4.2%	8.3%	37.5%
Fine Arts (music, visual arts, dance, drama)	45.8%	47.9%	0.0%	2.1%	4.2%
Physical Education	50.0%	47.9%	0.0%	0.0%	2.1%
Foreign Languages	16.7%	25.0%	4.2%	2.1%	52.1%
Science	47.9%	50.0%	0.0%	0.0%	2.1%
Health Education	20.8%	33.3%	6.2%	2.1%	37.5%
Career and Technical Education	35.4%	25.0%	0.0%	0.0%	39.6%
English/Language Arts (reading, writing, speaking, listening)	45.8%	50.0%	2.1%	0.0%	2.1%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	24	50.0%
Agree	23	47.9%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly agree	21	43.8%
Agree	22	45.8%
Disagree	3	6.2%
Strongly Disagree	1	2.1%
Not Applicable or No Information	1	2.1%

I frequently use the results of assessments to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.		
	Count	Percentage
Strongly agree	29	60.4%
Agree	14	29.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.4%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	24	50.0%
Agree	18	37.5%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.4%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	34	70.8%
Agree	9	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.4%

Students spend sufficient effort (in and out of class) to learn what we teach.

	Count	Percentage
Strongly agree	10	20.8%
Agree	29	60.4%
Disagree	4	8.3%
Strongly Disagree	1	2.1%
Not Applicable or No Information	4	8.3%

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

	Count	Percentage
Through regular scheduling, pull out ESL instruction, Intervention, etc.	38	48.7%
Teachers provide unique instructional time inside the classroom for English instruction.	14	17.9%
Mentoring with another student	19	24.4%
Not Applicable	7	9.0%

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	20	8.9%
Utilize technology such as class websites, blogs, and videos	27	12.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	26	11.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	34	15.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	36	16.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	31	13.8%
Use bilingual handouts and cues	4	1.8%
Use visual displays, portable white boards, and posters when giving instructions	36	16.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	11	4.9%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	25	52.1%
No	23	47.9%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	3	5.7%
Mental Health Services	1	1.9%
Counseling	3	5.7%
Transitional Services	1	1.9%
Not Applicable	45	84.9%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	5	13.9%
No	0	0.0%
Not Applicable	31	86.1%

Please check the areas below that are routinely evaluated to determine the needs of EL students.		
	Count	Percentage
Language Spoken in the Home	38	14.6%
Language Proficiency of the Parent	19	7.3%
Level of Parental Involvement	11	4.2%
Family income and socioeconomic status	6	2.3%
Visual Screening Result	26	10.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students.		
Auditory Screening Result	29	11.1%
Grade Retention (if applicable)	17	6.5%
Number of Failed Courses	12	4.6%
Dropout Status (if applicable)	3	1.1%
Enrichment programs/activities	13	5.0%
Supplemental Academic Instruction	20	7.7%
Behavioral Supports	15	5.7%
Counseling Services	11	4.2%
Discipline Records	7	2.7%
Social-Emotional Learning Services	15	5.7%
Social Behavioral Assessment Inventory Score	12	4.6%
Mental Health Supports	7	2.7%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	34	70.8%
Agree	14	29.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	15	31.2%
Agree	26	54.2%
Disagree	7	14.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	21	43.8%
Agree	26	54.2%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	17	35.4%
Agree	30	62.5%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	16	33.3%
Agree	26	54.2%
Disagree	5	10.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	21	43.8%
Agree	26	54.2%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	20	41.7%
Agree	25	52.1%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	32	66.7%
Agree	14	29.2%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

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

	Count	Percentage
Strongly Agree	19	39.6%
Agree	25	52.1%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.2%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	25	52.1%
Agree	21	43.8%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

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

	Count	Percentage
Strongly Agree	23	47.9%
Agree	24	50.0%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	26	54.2%
Agree	21	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	23	47.9%
Agree	25	52.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.

	Count	Percentage
Strongly Agree	31	64.6%
Agree	17	35.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	17	35.4%
Agree	20	41.7%
Disagree	10	20.8%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly agree	19	39.6%
Agree	28	58.3%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly agree	26	54.2%
Agree	21	43.8%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	14	29.2%
Agree	28	58.3%
Disagree	5	10.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	17	35.4%
Agree	24	50.0%
Disagree	6	12.5%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

I am satisfied with being a teacher in the Clinton Public School District.		
	Count	Percentage
Strongly agree	19	39.6%
Agree	26	54.2%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.2%

The principal is viewed as the instructional leader of this school.		
	Count	Percentage
Strongly Agree	15	31.9%
Agree	23	48.9%
Disagree	6	12.8%
Strongly Disagree	1	2.1%
Not Applicable or No Information	2	4.3%

The Clinton Public School District is the best choice for my own children to attend school.		
	Count	Percentage
Strongly Agree	22	45.8%
Agree	18	37.5%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	12.5%

TECHNOLOGY

I am comfortable with classroom management as related to the 1:1 program.		
	Count	Percentage
Strongly Agree	21	43.8%
Agree	23	47.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.3%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	11	22.9%
Agree	29	60.4%
Disagree	5	10.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.2%

I effectively incorporate and use technology in my lessons to provide instruction and facilitate learning on a regular basis.		
	Count	Percentage
Strongly Agree	21	43.8%
Agree	24	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.2%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	27	56.2%
Agree	17	35.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.3%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.	
	Rank
Differentiated Instruction	#1
Reading for at risk students	#2
Teaching and understanding the needs of neurodiverse students	#3
Writing strategies	#4
Successful inclusion strategies	#5
English Learners (ELs)	#6
Classroom Management	#7
Conflict resolution	#8
Data-based Decision Making	#9
Social Emotional Learning	#10
Response to Intervention (RTI/MTSS)	#11
Developing quality assessments	#12
Interpreting and analyzing student data	#13
Using technology to enhance instruction	#14
Depth of Knowledge	#15
Executive functioning skills	#16
Culture sensitivity	#17
Teaching and understanding students in poverty	#18

Rank your top ten choices for professional development topics.	
Mississippi College and Career Readiness Standards	#19
Soft Skills/Emotional Intelligence	#20
Sensitivity Training	#21
Teaching and understanding the needs of homeless students	#22

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	16	33.3%
Agree	26	54.2%
Disagree	4	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.2%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	13	27.1%
Agree	27	56.2%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	12.5%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	13	27.1%
Agree	28	58.3%
Disagree	4	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.2%

Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?		
	Count	Percentage
Yes	36	75.0%
No	12	25.0%

I need more professional development in the identification of, the rights of, and services for students who meet the homeless definition, and/or professional development designed to heighten the understanding and sensitivity to the needs of homeless children and youth.		
	Count	Percentage
Strongly Agree	1	2.1%
Agree	23	47.9%
Disagree	19	39.6%
Strongly Disagree	1	2.1%
Not Applicable or No Information	4	8.3%

GENERAL OPINION

In response to open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Faculty members were also asked what state/locally funded professional development was provided for the EL staff and community.

Faculty members at Eastside Elementary describe a highly supportive and collaborative school culture marked by strong leadership, transparent communication, high expectations, and a shared commitment to student success. Respondents praised the district's inclusive environment, academic rigor, use of data to inform instruction, strong parental involvement, and the freedom given to educators to use their expertise in planning and teaching without excessive micromanagement. Faculty also highlighted the sense of belonging within the district, quality extracurricular opportunities, and the consistent focus on meeting diverse student needs through interventions and support services. Suggestions for improvement centered on creating a better balance between technology and traditional instructional methods, with many expressing concerns about internet reliability, overdependence on devices, and an intense emphasis on test preparation. Additional recommendations included stronger curriculum alignment, increased staffing for dyslexia and English learner services, and clearer attendance expectations. Faculty members also expressed a need for improved anti-bullying policies, more classroom space, and renewed emphasis on foundational literacy skills such as grammar and writing to better prepare students for long-term success. Regarding professional development for the EL staff and community faculty members commented that they had the opportunity to attend training with Bailey's Education Group, Barksdale Reading, and EL Bootcamp. However, some faculty members stated that they did not have any information about this topic.

EASTSIDE ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are

	Count	Percentage
Emphasis on cooperation between home and school	9	32.1%
Differentiated instruction	5	17.9%
Access to supplemental resources and individualized instruction	14	50.0%

In my experience, teachers in my district are highly qualified and effective.

	Count	Percentage
Strongly Agree	12	70.6%
Agree	5	29.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.

	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%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?

	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%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	1	5.9%
Agree	3	17.6%
Disagree	4	23.5%
Strongly Disagree	3	17.6%
Not Applicable or No Information	6	35.3%

As a parent, I would like more information regarding:		
	Count	Percentage
Testing and grades	11	29.7%
Safety in the schools	4	10.8%
Curriculum and learning goals	12	32.4%
Available technology and how it's used in the classroom	7	18.9%
How to contact my child’s teacher	0	0.0%
Homework	3	8.1%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	1	1.9%
Computer Classes	3	5.8%
Conflict Resolution	4	7.7%
Discipline	3	5.8%
Drug/Alcohol Awareness	2	3.8%
English as a Second Language	1	1.9%
Health Classes	2	3.8%
Literacy Classes	2	3.8%
Math Classes	3	5.8%
Parent-to-School Relationships	6	11.5%
Parent/Child Communication	4	7.7%
Preparing for College	6	11.5%
Parenting Workshops	3	5.8%
Social Media Classes	1	1.9%
Stress/Anger/Management	5	9.6%
Understanding College- and Career-Ready Standards	6	11.5%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:		
	Count	Percentage
Activities to help my child learn over the summer	11	26.2%
Help my child with homework	6	14.3%
How to motivate my child	2	4.8%
How to promote family reading	1	2.4%
How to set goals for my child	6	14.3%
Manage time	4	9.5%
Prepare my child for testing	5	11.9%
Understand my child's learning styles	7	16.7%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	1	2.8%
District and/or school newsletters	6	16.7%
Resource materials for parental training	5	13.9%
Training for parents to work with other parents on becoming involved in the schools	2	5.6%
Home/School folders	5	13.9%
Home/School Planners	6	16.7%
Resources to help my child be successful in meeting state standards	11	30.6%

TITLE IV-A

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	7	14.9%
Supporting college and career counseling	11	23.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	14	29.8%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	17.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	7	14.9%

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	10	58.8%
Agree	6	35.3%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	6	9.4%
Providing school-based mental health services and counseling	7	10.9%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	9	14.1%
Establishing or improving dropout prevention	5	7.8%
Supporting re-entry programs and transition services for Justice-involved youth	4	6.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	9	14.1%
Implementing systems and practices to prevent bullying and harassment	8	12.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	10	15.6%
Establishing community partnerships	6	9.4%

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	12	37.5%
Building technological capacity and infrastructure	6	18.8%
Carrying out innovative blended learning projects	10	31.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	12.5%

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

	Count	Percentage
Strongly Agree	7	41.2%
Agree	8	47.1%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	11	64.7%
Agree	5	29.4%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	4	23.5%
Agree	10	58.8%
Disagree	3	17.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Strongly Agree	6	35.3%
Agree	9	52.9%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	12	70.6%
Agree	4	23.5%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	12	70.6%
Agree	4	23.5%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	10	58.8%
Agree	4	23.5%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Career and Technical Education	35.3%	29.4%	5.9%	0.0%	29.4%
English/Language Arts (reading, writing, speaking, listening)	70.6%	23.5%	5.9%	0.0%	0.0%
Mathematics	64.7%	29.4%	5.9%	0.0%	0.0%
Social Studies	29.4%	47.1%	5.9%	0.0%	17.6%
Fine Arts (music, visual arts, dance, drama)	47.1%	35.3%	11.8%	0.0%	5.9%
Physical Education	41.2%	47.1%	11.8%	0.0%	0.0%
Foreign Languages	17.6%	35.3%	5.9%	0.0%	41.2%
Science	52.9%	41.2%	5.9%	0.0%	0.0%
Health Education	35.3%	35.3%	5.9%	0.0%	23.5%

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

Is your child an English Language Learner?		
	Count	Percentage
Yes	1	5.9%
No	16	94.1%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	0	0.0%
Mentoring	1	100.0%
Academic or career counseling	0	0.0%
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	1	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	1	100.0%
No	0	0.0%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	12	70.6%
Agree	5	29.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	9	52.9%
Agree	7	41.2%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	8	47.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	6	35.3%
Agree	6	35.3%
Disagree	3	17.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	9	52.9%
Agree	6	35.3%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	10	58.8%
Agree	6	35.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly agree	7	41.2%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly agree	4	23.5%
Agree	9	52.9%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	17.6%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly agree	6	35.3%
Agree	7	41.2%
Disagree	3	17.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly agree	8	47.1%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly agree	7	41.2%
Agree	6	35.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	23.5%

Our community is actively involved in our school.		
	Count	Percentage
Strongly agree	6	35.3%
Agree	7	41.2%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	17.6%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	9	11.1%
Checked my child's grades/assignments online	16	19.8%
Been in contact with my child's teacher	13	16.0%
Received a newsletter from the district, school, or teacher	14	17.3%
Worked with a committee or group on school or district policies	3	3.7%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	6	7.4%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	13	16.0%
Volunteered at my child's school	7	8.6%

SCHOOL IMPROVEMENT

My school (district) is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.		
	Count	Percentage
Strongly Agree	9	52.9%
Agree	6	35.3%
Disagree	0	0.0%
Strongly Disagree	1	5.9%
Not Applicable or No Information	1	5.9%

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

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

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	9	52.9%
Agree	8	47.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	52.9%
Agree	7	41.2%
Disagree	1	5.9%
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	47.1%
Agree	7	41.2%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	11	64.7%
Agree	6	35.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	9	52.9%
Agree	6	35.3%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

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

	Count	Percentage
Strongly Agree	12	70.6%
Agree	5	29.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly agree	8	47.1%
Agree	4	23.5%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	23.5%

If you are a parent of a child with a disability, does this school meet the needs of your child?

	Count	Percentage
Yes	6	60.0%
No	4	40.0%

The school's grading policies and practices are administered fairly.		
	Count	Percentage
Strongly Agree	9	52.9%
Agree	7	41.2%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

I understand how my child is using his/her computer for educational purposes.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	8	47.1%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My child regularly uses his/her computer to complete homework assignments.		
	Count	Percentage
Strongly Agree	6	35.3%
Agree	2	11.8%
Disagree	2	11.8%
Strongly Disagree	1	5.9%
Not Applicable or No Information	6	35.3%

I feel comfortable limiting my child's access to his/her computer at home, after his/her schoolwork is completed.		
	Count	Percentage
Strongly Agree	10	58.8%
Agree	5	29.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

My child has Internet access when away from school.		
	Count	Percentage
Yes	17	100.0%
No	0	0.0%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	4	23.5%
Disagree	2	11.8%
Strongly Disagree	1	5.9%
Not Applicable or No Information	3	17.6%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	10	58.8%
Agree	4	23.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	17.6%

GENERAL OPINION

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

Parents of students from Eastside Elementary School express strong pride in the school's longstanding tradition of excellence, praising its high academic standards, strong preparation for assessments, and wide variety of opportunities for students to explore their interests through gifted programming, music, and physical activities. Families appreciate the continued emphasis on paper-based learning in elementary grades. Suggestions for improvement focus on simplifying communication and technology platforms so families can more easily access important information. Some parents would like a broader educational focus beyond standardized test preparation, with additional fun or enrichment opportunities for students who are meeting expectations. Concerns were also raised about homework demands in upper grades, the modified calendar, and the need for stronger counseling support to help families make informed academic decisions.

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Eastside Elementary School is a high-performing campus with strong attendance, sustained academic achievement, and a student population that has become increasingly diverse. **Enrollment declined** from 815 students in 2022 to 736 in 2026, but the last three years show greater stability. **Attendance improved** from 93.9% in 2023 to 95.2% in 2025, although chronic absenteeism increased from 9.1% to 11.1%.

Academically, Eastside remains a clear strength for the district. The school retained an "A" rating, reached **73.5% reading proficiency**, **84.7% math proficiency**, and **84.9% science proficiency** in 2025. Faculty and parent responses reinforce this picture. All faculty agreed that teachers are highly qualified and effective, all agreed that teachers use strategies that help students master expected skills, and nearly all agreed that the educational program is high quality. Parents also expressed strong confidence, with **100% agreeing that teachers are highly qualified and effective** and about 94% agreeing that the educational program is high quality.

STRENGTHS



1) **Academic performance across core subjects.** Reading remained above the 70% goal, while math and science were both near 85% proficiency. Grade-level results also showed strength, with fourth- and fifth-grade ELA proficiency above 70% and math proficiency above 84% in both grades. These results point to strong instructional alignment, effective classroom practice, and a culture of high expectations.



2) **Attendance.** Eastside's 95.2% attendance rate in 2025 is especially positive given enrollment changes over time. Fifth-grade attendance reached 96.1%, and fourth-grade attendance reached 94.4%. Strong daily attendance gives the school a firm foundation for continued academic success.



3) **Stakeholder confidence.** All faculty agreed that teachers hold high expectations for student learning, and about 94% of parents agreed. All faculty and about 94% of parents agreed that the school provides a safe and orderly environment, while all faculty and about 94% of parents agreed that safety procedures are effective. This shared confidence suggests that families and staff generally view Eastside as academically strong, safe, and well organized.



4) **Broad success among many student groups.** White students reached 87.7% reading proficiency and 93.4% math proficiency. Black or African American students reached 81.0% math proficiency, and economically disadvantaged students reached 74.7% math proficiency. These results show that Eastside's strengths are not limited to one area or one group.

CHALLENGES



1) **Closing achievement gaps.** Students with disabilities reached 45.3% proficiency in reading, 58.1% in math, and 50.0% in science. English learners reached 44.4% in reading and 61.1% in math. Hispanic students also showed gaps, with 56.3% reading proficiency, 65.6% math proficiency, and 64.7% science proficiency. These results show that Eastside's overall success is strong, but not yet evenly experienced by all students.



2) **Chronic absenteeism.** The overall rate remains lower than many schools, but it increased to 11.1% in 2025. English learners had a chronic absence rate of 16.9%, Hispanic students 16.3%, and White students 16.7%. These patterns are important because some of the same groups with achievement gaps also show attendance concerns.



3) **Behavior.** About 60% of faculty agreed that student behavior is rarely a problem, while about 35% disagreed. Parents were more positive, with about 88% agreeing that behavior is rarely a problem. Faculty identified off-task behavior and minor disruptions as the most common concerns, suggesting that the issue may be more about protecting instructional time than addressing severe discipline problems.



4) **Technology support.** About 88% of faculty agreed that teachers receive adequate technology training and troubleshooting support, while about 10% disagreed. This is not a major weakness, but continued attention will help ensure technology strengthens instruction rather than interrupts it.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: 0–6 MONTHS

1. **Begin with a targeted review** of students with disabilities, English learners, Hispanic students, and chronically absent students who are below proficiency. This review should identify specific skill gaps in reading, math, and science and connect each student to an intervention plan with clear progress checks every four to six weeks.
2. **Examine chronic absenteeism.** Students who are both chronically absent and below proficiency should receive coordinated family contact, attendance problem-solving, and academic recovery supports. This approach would keep attendance work connected to student learning rather than treating it as a separate issue.
3. **Strengthen classroom routines that reduce off-task behavior and minor disruptions.** Since faculty concerns focus on instructional time, the district should support consistent expectations for transitions, small-group instruction, independent work, and student engagement. The goal should be to protect learning time while maintaining the positive school climate already recognized by parents and staff.
4. **Preserve the intervention structures that stakeholders value.** About 94% of faculty and about 88% of parents agreed that federal funds for intervention teachers and supplemental resources are effective. These resources should remain focused on the students with the largest proficiency gaps.

SHORT-TERM PRIORITIES: 6–12 MONTHS

1. **Implement a subgroup acceleration plan for students with disabilities and English learners.** This plan should align classroom instruction, intervention, accommodations, language support, and progress monitoring. Teachers, interventionists, and support staff should meet regularly to determine whether students are making enough growth.
2. **Provide professional learning focused on inclusive instruction in upper elementary grades.** Training should emphasize reading comprehension, academic vocabulary, math problem solving, science literacy, and scaffolds for students with disabilities and English learners. Professional learning should include coaching and collaborative planning rather than stand-alone workshops.

3. **Strengthen family communication.** Families should receive clear information about how absences affect learning, what grade-level proficiency requires, and how they can support reading, math, and science at home. Communication should be accessible to families across language and background differences.
4. **Continue monitoring enrollment and staffing patterns.** Although enrollment has stabilized recently, the five-year decline and changing demographics should inform staffing, intervention capacity, family engagement, and student support planning.

LONG-TERM PRIORITIES: 12–24 MONTHS

1. **Establish measurable subgroup goals for reading, math, science, and attendance.** Eastside's overall results are strong, so the next level of improvement should focus on reducing gaps for students with disabilities, English learners, economically disadvantaged students, and Hispanic students.
2. **Build a stronger system for evaluating intervention impact.** Each year, leaders should review which students received support, how often they received it, how much growth they made, and whether the intervention was strong enough to close gaps. This would help ensure that resources are not only available but producing results.
3. **Use its math and science success as a model** for strengthening reading outcomes among lower-performing groups. The school's strong performance in analytical and problem-solving areas suggests that effective instructional systems are already in place. The school should identify what is working in those areas and apply similar clarity, consistency, and progress monitoring to reading.
4. **The district should continue supporting Eastside as a high-performing school** while refusing to let overall success hide subgroup needs. Sustaining an "A" rating matters, but the long-term goal should be excellence that is more evenly shared across all student groups.



LOVETT ELEMENTARY SCHOOL

INTRODUCTION

A TTENTIVE

R ESPONSIBLE

R ESPECTFUL

O BEDIENT

W ISE

Lovett Elementary School, located at 2002 W. Northside Drive in Clinton, Mississippi, currently serves three hundred seventy-seven (377) students in sixth grade (6). As the upper-elementary campus, it functions as a bridge between primary grades and middle school, emphasizing foundational literacy and numeracy alongside growing student independence and responsibility.

Led by its principal, Dr. Demetria Funchess and its assistant principal Dr. Jana Chao, LES continues to contribute to Clinton Public School District's standing as one of Mississippi's top-performing school systems. The school has maintained strong academic performance within the state accountability model with an "A" accountability rating. Teachers and administrators focus on evidence-based literacy instruction, data-driven teaching practices, and targeted interventions designed to support student achievement across all grade levels. On the school website, Dr. Funchess also states, "We also hope to build strong relationships with parents and other community members to ensure a positive educational experience for all our students."



ENROLLMENT AND ATTENDANCE

ENROLLMENT

LOVETT ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	396	446	383	380	377
GR_06	396	*	383	380	377
					(MDE, 2025m)

Figure 140: Lovett Elementary School Enrollment by Grade Level

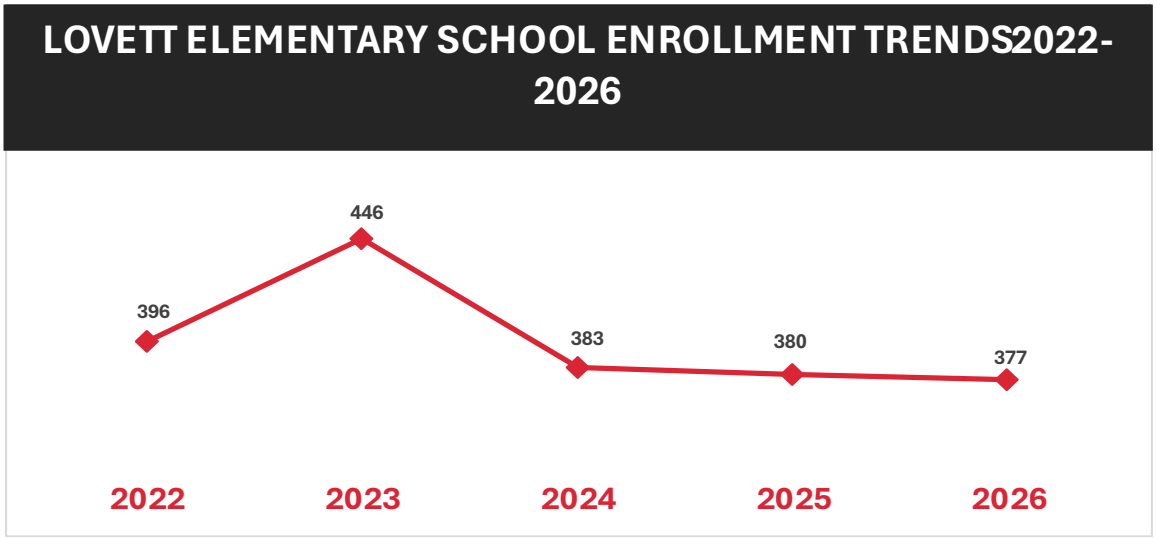


Figure 141: Lovett Elementary School Enrollment Trends 2022-2026

LOVETT ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	396	446	383	380	377
GENDER	FEMALE	193	207	208	190	173
	MALE	203	239	175	190	204
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*		*
	ASIAN	18	23	20	35	26
	BLACK OR AFRICAN AMERICAN	235	223	229	208	193
	HISPANIC OR LATINO	*	*	12	14	24
	TWO OR MORE RACES	*	*	*	*	*
	WHITE	134	181	113	111	111
						(MDE, 2025m)

Figure 142: Lovett Elementary School Enrollment by Demographic Group

LOVETT ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ASIAN	4.5%	6.9%	2.4%
BLACK OR AFRICAN AMERICAN	59.3%	51.2%	-8.1%
HISPANIC OR LATINO		6.4%	
WHITE	33.8%	29.4%	-4.4%

Figure 143: Lovett Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

LOVETT ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	412.0	363.5	357.5
GR_06	410.1	363.5	357.5
(MDE, 2023o, 2024q, 2025s)			

Figure 144: Lovett Elementary School Average Daily Attendance

LOVETT ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	92.4%	94.9%	94.1%
GR_06		94.9%	94.1%
(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. MDE masks some numbers due to FERPA laws.**

Figure 145: Lovett Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

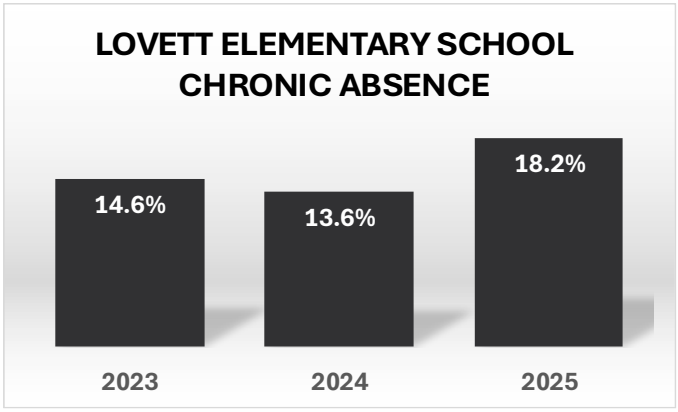


Figure 146: Lovett Elementary School Chronic Absence

LOVETT ELEMENTARY SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	14.6	13.6	18.2
GENDER	FEMALE	13.7	12.8	18.7
	MALE	15.5	14.4	17.7
DISABILITY	STUDENTS WITH DISABILITIES	20.0	10.0	8.3
	STUDENTS WITHOUT DISABILITIES	14.1	14.0	19.2
EL	LIMITED ENGLISH PROFICIENCY	26.3	≤5%	16.7
RACE	ASIAN	8.7	≤5%	≤5%
	BLACK OR AFRICAN AMERICAN	11.4	12.4	20.2
	HISPANIC OR LATINO	≤5%	15.4	17.7
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	≤5%		≤5%
	TWO OR MORE RACES	≤5%	≤5%	41.7
	WHITE	16.3	18.1	17.7
				(MDE, 2026f)

Figure 147: Lovett Elementary School Chronic Absence by Demographic Group

LES Enrollment and Attendance Takeaways

Enrollment increased to a peak of 446 in 2023 before declining to 383 in 2024 and stabilizing at 380 in 2025 and 377 in 2026. This represents an overall decrease of approximately 4.8% from 2022 to 2026, indicating that recent enrollment levels have largely settled following the temporary surge in 2023. The student population has also become more diverse over time. Black or African American students remain the largest demographic group, though their share of enrollment declined from 59.3% to 51.2%. Hispanic enrollment increased from less than 1% to 6.4%, while Asian enrollment grew from 4.5% to 6.9%. White enrollment declined from 33.8% to 29.4%. Attendance rates remain strong, with average daily attendance equaling 94.1% of enrollment in 2025, up from 92.4% in 2023. However, chronic absenteeism increased from 13.6% in 2024 to 18.2% in 2025, suggesting that while most students attend regularly, a growing subset of students may require additional attendance interventions and support.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

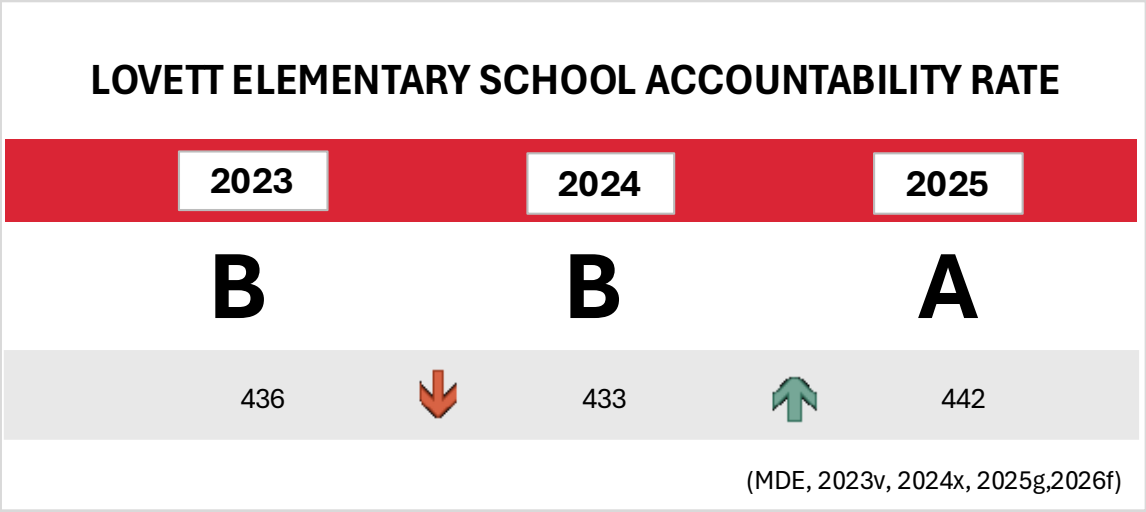


Figure 148: Lovett Elementary School Accountability Rating

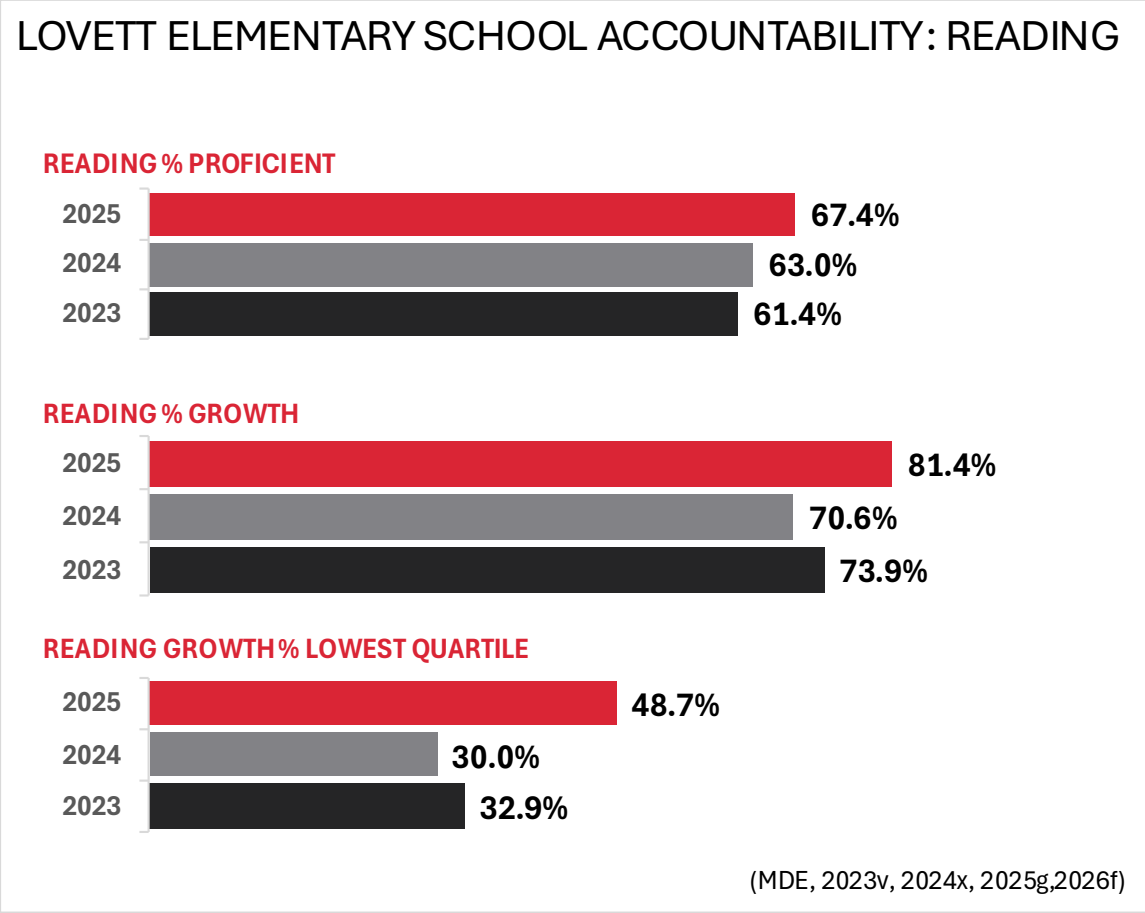


Figure 149: Lovett Elementary School Accountability: Reading

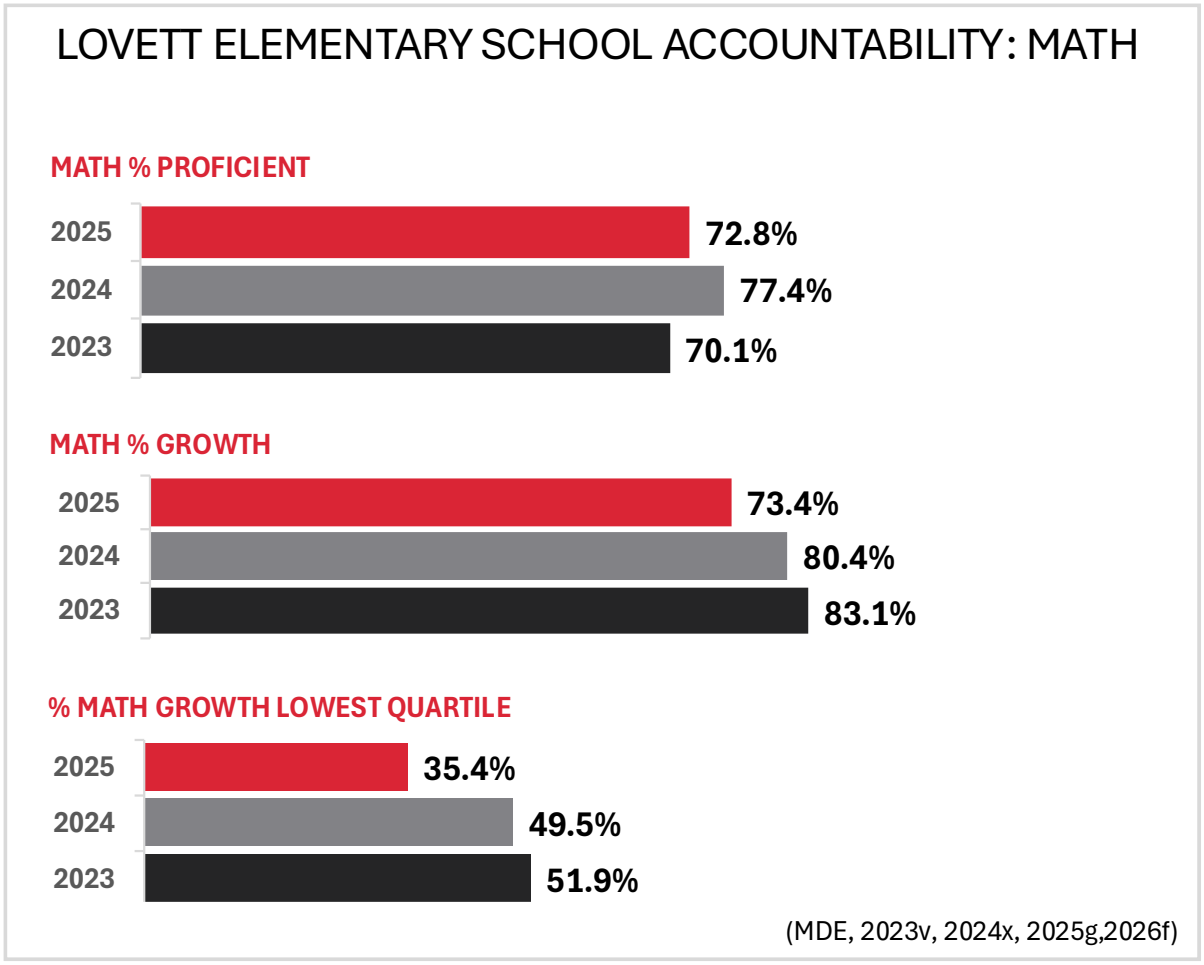


Figure 150: Lovett Elementary School Accountability: Math

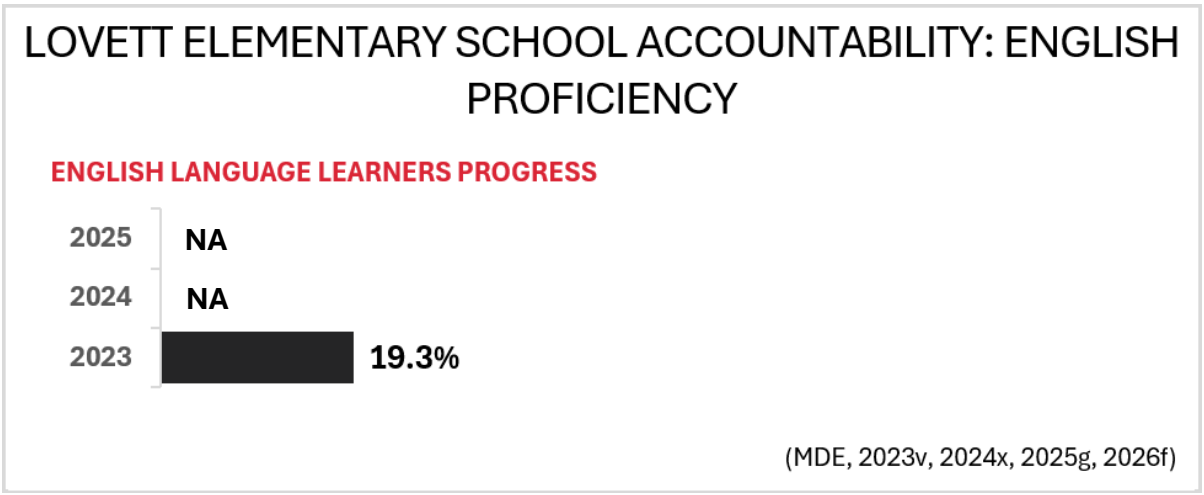


Figure 151: Lovett Elementary School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

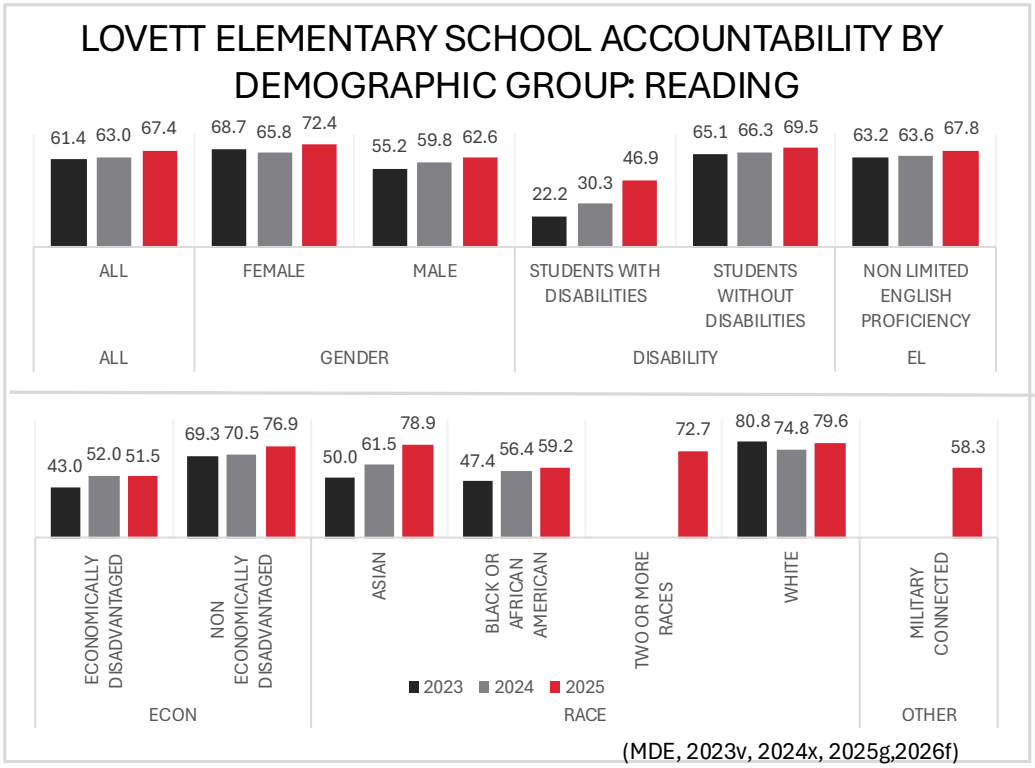


Figure 152: Lovett Elementary School Accountability by Demographic Group: Reading

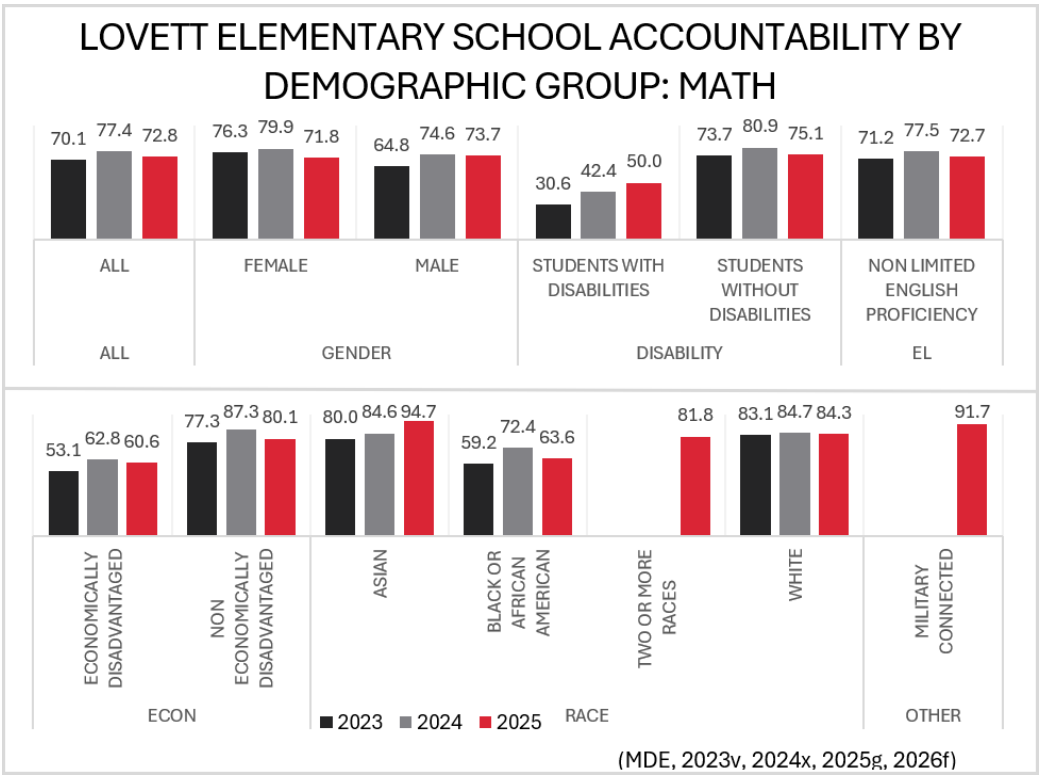


Figure 153: Lovett Elementary School Accountability by Demographic Group: Math

PROFICIENCY GAP TO GOAL

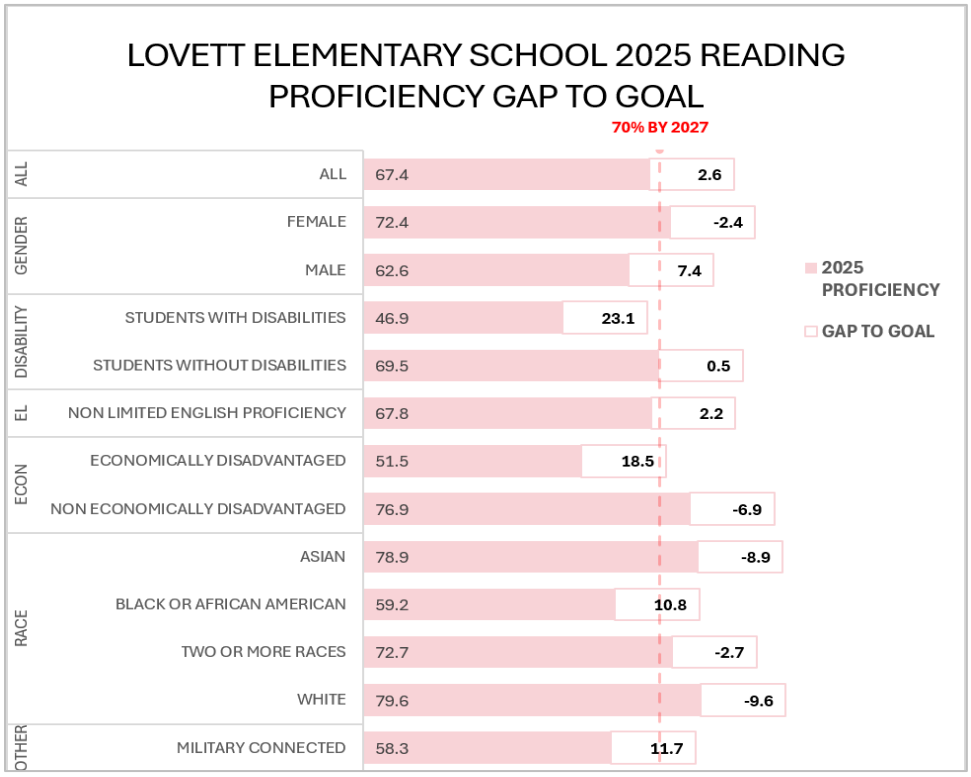


Figure 154: Lovett Elementary School 2025 Reading Proficiency Gap to Goal

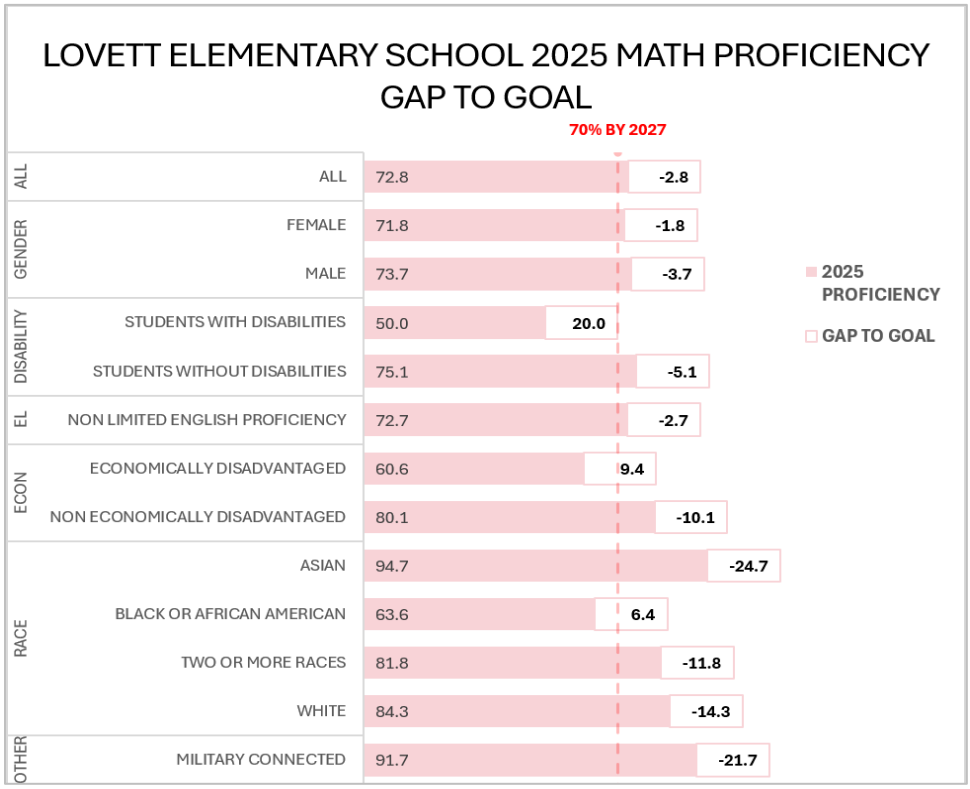


Figure 155: Lovett Elementary School 2025 Math Proficiency Gap to Goal

SCHOOL IMPROVEMENT

Lovett Elementary School exited in 2026 as a **Targeted School Improvement (TSI)** after being reidentified in 2024 and 2025 due to the performance of **students with disabilities** in English.

LES ACCOUNTABILITY TAKEAWAYS

Accountability results indicate that Lovett Elementary continues to perform at a strong level, although several measures reflect a need to sustain momentum and close achievement gaps among student groups. Reading proficiency improved from 61.4% in 2023 to 67.4% in 2025, exceeding the state's 2027 proficiency target by 2.6 percentage points. Female students outperformed males in reading, with proficiency rates of 72.4% and 62.6%, respectively. Math proficiency followed a similar pattern of overall strength, rising from 70.1% in 2023 to 72.8% in 2025, though it remains slightly below the 70% target for some student groups. Students from non-economically disadvantaged backgrounds achieved 80.1% math proficiency, compared to 60.6% among economically disadvantaged students, highlighting a persistent achievement gap.

Growth indicators suggest that academic progress remains a challenge. Reading growth for the lowest-performing quartile increased from 22.3% in 2023 to 30.3% in 2025, but performance among students with disabilities remains significantly lower than their peers. Reading proficiency for students with disabilities reached 46.9% in 2025 compared to 69.5% for students without disabilities. In math, students with disabilities achieved 50.0% proficiency, while students without disabilities reached 75.1%.

Despite these disparities, several demographic groups demonstrated strong outcomes. Asian students posted reading proficiency of 78.9% and math proficiency of 94.7%, while White students reached 79.6% in reading and 84.3% in math. Overall, the school's accountability data reflects solid academic performance, particularly in reading gains, while emphasizing the importance of targeted support for struggling learners and economically disadvantaged students to ensure continued improvement for all students.

ASSESSMENT

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA AND MATH

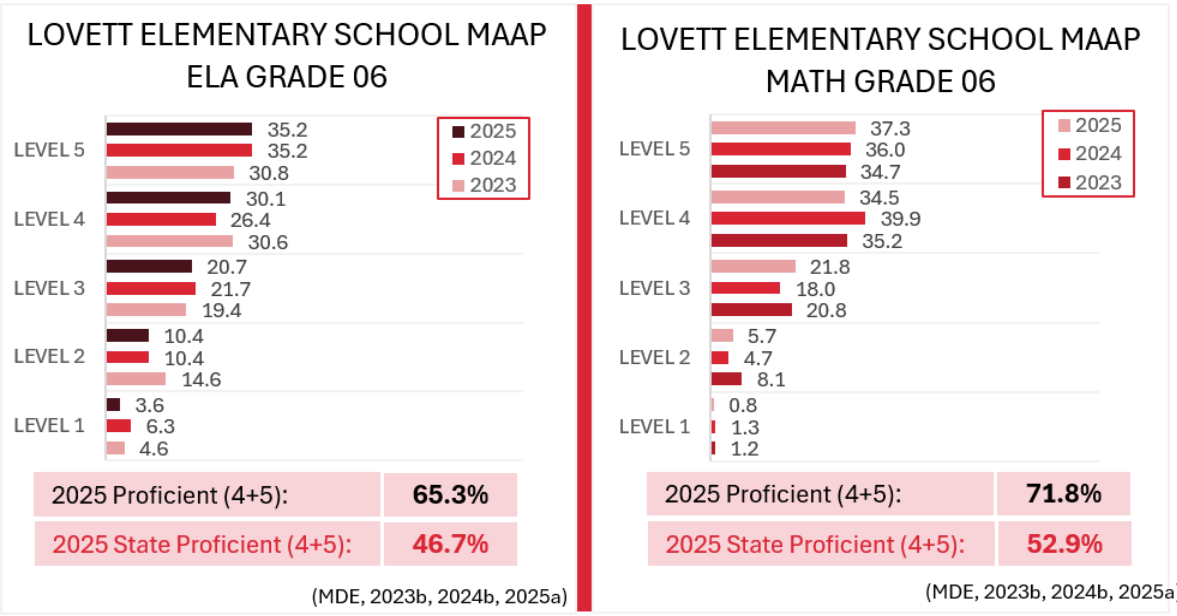


Figure 156: Lovett Elementary School MAAP ELA and MATH Grade 6

PERSONNEL

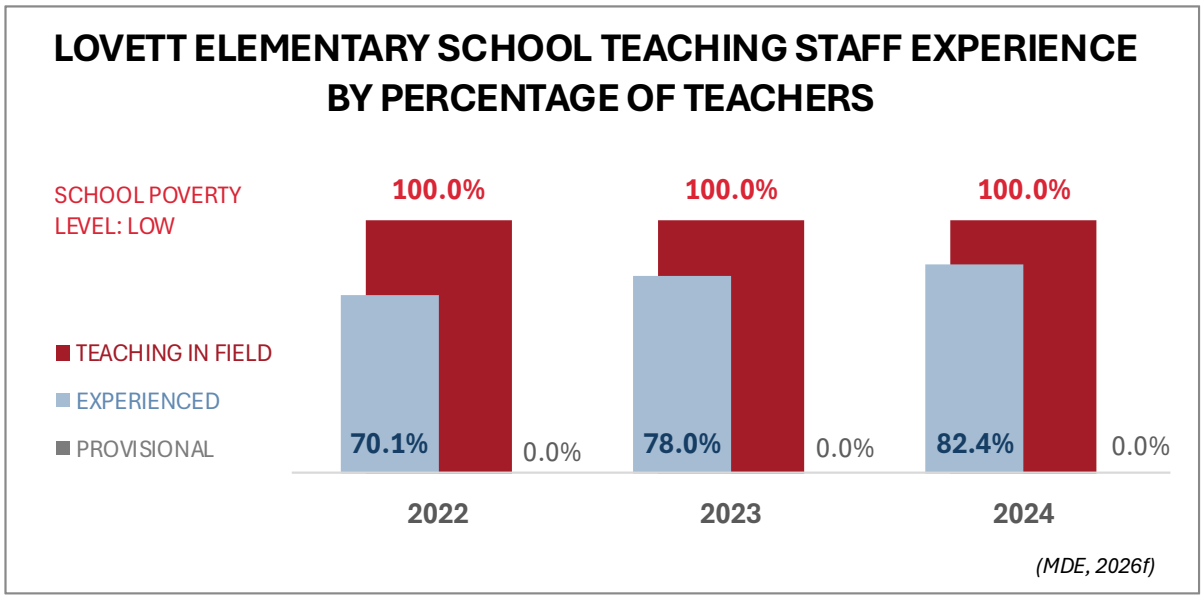


Figure 157: Lovett Elementary School Teaching Staff Experience by Percentage of Teachers

LOVETT ELEMENTARY SCHOOL CNA SURVEY

INTRODUCTION

Twenty-four (24) faculty members, thirteen (13) parents, and two hundred ninety-seven (297) students 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 Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

LOVETT ELEMENTARY SCHOOL FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	11	35.5%
Differentiated instruction	11	35.5%
Access to supplemental resources and individualized instruction	9	29.0%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	16	66.7%
Agree	7	29.2%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	1	4.2%
Agree	13	54.2%
Disagree	7	29.2%
Strongly Disagree	3	12.5%
Not Applicable or No Information	0	0.0%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	Count	Percentage
Strongly Agree	11	45.8%
Agree	9	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.7%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	1	4.2%
Agree	7	29.2%
Disagree	8	33.3%
Strongly Disagree	1	4.2%
Not Applicable or No Information	7	29.2%

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	3	12.5%
Agree	13	54.2%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	6	25.0%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	10	43.5%
Minor disruptions that steal instructional time	13	56.5%
Major classroom disruptions	0	0.0%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	9	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	25.0%

I use effective, evidence-based strategies for:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Closing the achievement gap between diverse groups of students.	50.0%	45.8%	0.0%	0.0%	4.2%
Successful classroom management.	58.3%	33.3%	4.2%	0.0%	4.2%
Teaching special needs students.	45.8%	45.8%	4.2%	0.0%	4.2%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	41.7%	41.7%	0.0%	0.0%	16.7%
Developing and using classroom assessments.	75.0%	20.8%	0.0%	0.0%	4.2%

Support for intervention is available and allows teachers to use Professional Learning Communities to share instructional practices that allow this school to maximize student achievement		
	Count	Percentage
Strongly Agree	6	25.0%
Agree	16	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

Intervention supports are a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.		
	Count	Percentage
Strongly agree	13	54.2%
Agree	9	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

Identify the educational needs of the students at your school who meet the homeless definition.		
	Count	Percentage
Expedited evaluation services for students with learning disabilities	10	8.1%
Expedited evaluation services for students with limited English	6	4.8%
Expedited evaluation services for gifted and talented students	4	3.2%
Additional academic support	12	9.7%
Tutoring	11	8.9%
Enrichment educational services	4	3.2%
Counseling	18	14.5%
Mentors	3	2.4%
School supplies	18	14.5%
Clothing for school	20	16.1%
Dental referrals	5	4.0%
Medical referrals	7	5.6%
Bullying assistance	6	4.8%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	13	54.2%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	13	54.2%
Agree	8	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.5%

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

	Count	Percentage
Strongly Agree	6	25.0%
Agree	14	58.3%
Disagree	3	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

CURRICULUM & INSTRUCTION

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Strongly Agree	14	58.3%
Agree	9	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

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

	Count	Percentage
Strongly Agree	17	70.8%
Agree	7	29.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	16	66.7%
Agree	8	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	14	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Career and Technical Education	37.5%	29.2%	0.0%	0.0%	33.3%
English/Language Arts (reading, writing, speaking, listening)	54.2%	37.5%	8.3%	0.0%	0.0%
Mathematics	62.5%	33.3%	0.0%	0.0%	4.2%
Social Studies	58.3%	29.2%	4.2%	4.2%	4.2%
Fine Arts (music, visual arts, dance, drama)	58.3%	33.3%	0.0%	0.0%	8.3%
Physical Education	33.3%	41.7%	20.8%	0.0%	4.2%
Foreign Languages	33.3%	25.0%	8.3%	0.0%	33.3%
Science	62.5%	33.3%	0.0%	0.0%	4.2%
Health Education	37.5%	20.8%	12.5%	0.0%	29.2%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	15	62.5%
Agree	8	33.3%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly agree	14	58.3%
Agree	10	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I frequently use the results of assessments to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.		
	Count	Percentage
Strongly agree	13	54.2%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.5%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	Count	Percentage
Strongly Agree	15	62.5%
Agree	7	29.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

Students spend sufficient effort (in and out of class) to learn what we teach.		
	Count	Percentage
Strongly agree	4	16.7%
Agree	13	54.2%
Disagree	7	29.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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	4	4.2%
Utilize technology such as class websites, blogs, and videos	15	15.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	11	11.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	14	14.6%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	15	15.6%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	15	15.6%
Use bilingual handouts and cues	2	2.1%
Use visual displays, portable white boards, and posters when giving instructions	12	12.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	8	8.3%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling, pull out ESL instruction, Intervention, etc.	18	40.0%
Teachers provide unique instructional time inside the classroom for English instruction.	7	15.6%
Mentoring with another student	14	31.1%
Not Applicable	6	13.3%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	12	50.0%
No	12	50.0%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	0	0.0%
Mental Health Services	3	11.1%
Counseling	1	3.7%
Transitional Services	2	7.4%
Not Applicable	21	77.8%

Please check the areas below that are routinely evaluated to determine the needs of EL students.		
	Count	Percentage
Language Spoken in the Home	19	14.6%
Language Proficiency of the Parent	6	4.6%
Level of Parental Involvement	7	5.4%
Family income and socioeconomic status	2	1.5%
Visual Screening Result	15	11.5%
Auditory Screening Result	16	12.3%
Grade Retention (if applicable)	8	6.2%
Number of Failed Courses	5	3.8%
Dropout Status (if applicable)	2	1.5%
Enrichment programs/activities	5	3.8%
Supplemental Academic Instruction	7	5.4%
Behavioral Supports	8	6.2%
Counseling Services	9	6.9%
Discipline Records	7	5.4%

Please check the areas below that are routinely evaluated to determine the needs of EL students.		
Social-Emotional Learning Services	6	4.6%
Social Behavioral Assessment Inventory Score	6	4.6%
Mental Health Supports	2	1.5%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	2	10.5%
No	1	5.3%
Not Applicable	16	84.2%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	17	70.8%
Agree	7	29.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	13	54.2%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	13	54.2%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	12	50.0%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	10	41.7%
Disagree	2	8.3%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	13	54.2%
Agree	10	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	11	45.8%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%



SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	12	50.0%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

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

	Count	Percentage
Strongly Agree	13	54.2%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	15	62.5%
Agree	9	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	12	50.0%
Agree	12	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	14	58.3%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	7	29.2%
Agree	14	58.3%
Disagree	3	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.		
	Count	Percentage
Strongly Agree	5	20.8%
Agree	13	54.2%
Disagree	5	20.8%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	8	33.3%
Agree	11	45.8%
Disagree	3	12.5%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly agree	14	58.3%
Agree	9	37.5%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly agree	11	45.8%
Agree	12	50.0%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%

Teachers are provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	11	45.8%
Agree	11	45.8%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	15	62.5%
Agree	7	29.2%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

I am satisfied with being a teacher in the Clinton Public School District.		
	Count	Percentage
Strongly agree	14	58.3%
Agree	10	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The principal is viewed as the instructional leader of this school.		
	Count	Percentage
Strongly Agree	17	70.8%
Agree	6	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

The Clinton Public School District is the best choice for my own children to attend school.		
	Count	Percentage
Strongly Agree	14	58.3%
Agree	7	29.2%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

TECHNOLOGY

I am comfortable with classroom management as related to the 1:1 program.		
	Count	Percentage
Strongly Agree	8	33.3%
Agree	13	54.2%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	6	25.0%
Agree	15	62.5%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

I effectively incorporate and use technology in my lessons to provide instruction and facilitate learning on a regular basis.		
	Count	Percentage
Strongly Agree	13	54.2%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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

Faculty members at Lovett Elementary describe a welcoming, family-like school culture supported by visible administrators, strong school morale, high expectations, and a commitment to maintaining a positive learning environment. Respondents praised the sense of community across the district, the accessibility of school and district leadership, and the consistent focus on supporting both staff and students. Faculty also noted appreciation for well-maintained facilities. Suggestions for improvement focused on relationship-building across all staff, ensuring all voices are heard equitably, and maintaining consistent, fair communication and support. Practical concerns included unreliable internet, the need for adequate classroom supplies when technology disruptions occur, and more opportunities for teacher collaboration across campuses.

LOVETT ELEMENTARY SCHOOL PARENT SURVEY

IDENTIFICATION

Please tell us whether you are a faculty/staff member, a parent, a student, a community member, or an administrator.		
	Count	Percentage
Faculty/Staff Member	0	0.0%
Parent	13	100.0%
Student	0	0.0%
Community Member	0	0.0%
Administrator	0	0.0%

Please indicate which school your child attends. If you have children in more than one school, you will need to complete a survey for each school your children currently attend.

	Count	Percentage
Clinton Park Elementary School	0	0.0%
Northside Elementary School	0	0.0%
Eastside Elementary School	0	0.0%
Lovett Elementary School	13	100.0%
Clinton Junior High School	0	0.0%
Sumner Hill Junior High School	0	0.0%
Clinton High School	0	0.0%
Clinton Success Center	0	0.0%
CHS Career Complex	0	0.0%

Do you have a child who is either currently attending or has recently completed preschool or kindergarten in this district?

	Count	Percentage
Yes	1	7.7%
No	12	92.3%

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are

	Count	Percentage
Emphasis on cooperation between home and school	6	28.6%
Differentiated instruction	6	28.6%
Access to supplemental resources and individualized instruction	9	42.9%

In my experience, teachers in my district are highly qualified and effective.

	Count	Percentage
Strongly Agree	8	61.5%
Agree	3	23.1%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	1	7.7%
Agree	5	38.5%
Disagree	4	30.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	23.1%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	Count	Percentage
Strongly Agree	6	46.2%
Agree	5	38.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	15.4%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	2	15.4%
Agree	1	7.7%
Disagree	2	15.4%
Strongly Disagree	2	15.4%
Not Applicable or No Information	6	46.2%

As a parent, I would like more information regarding:		
	Count	Percentage
Testing and grades	8	22.2%
Safety in the schools	9	25.0%
Curriculum and learning goals	10	27.8%
Available technology and how it's used in the classroom	5	13.9%
How to contact my child’s teacher	1	2.8%
Homework	3	8.3%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	0	0.0%
Computer Classes	1	2.0%
Conflict Resolution	3	6.1%

I would like my child's school (district) to offer classes for parents on the following:		
Discipline	3	6.1%
Drug/Alcohol Awareness	1	2.0%
English as a Second Language	2	4.1%
Health Classes	0	0.0%
Literacy Classes	2	4.1%
Math Classes	4	8.2%
Parent-to-School Relationships	2	4.1%
Parent/Child Communication	4	8.2%
Preparing for College	7	14.3%
Parenting Workshops	2	4.1%
Social Media Classes	6	12.2%
Stress/Anger/Management	4	8.2%
Understanding College- and Career-Ready Standards	8	16.3%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:		
	Count	Percentage
Activities to help my child learn over the summer	7	17.9%
Help my child with homework	4	10.3%
How to motivate my child	4	10.3%
How to promote family reading	2	5.1%
How to set goals for my child	5	12.8%
Manage time	8	20.5%
Prepare my child for testing	3	7.7%
Understand my child's learning styles	6	15.4%

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	3	7.9%
District and/or school newsletters	5	13.2%
Resource materials for parental training	5	13.2%
Training for parents to work with other parents on becoming involved in the schools	5	13.2%
Home/School folders	4	10.5%
Home/School Planners	5	13.2%
Resources to help my child be successful in meeting state standards	11	28.9%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	4	30.8%
Agree	7	53.8%
Disagree	0	0.0%
Strongly Disagree	2	15.4%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	8	19.5%
Supporting college and career counseling	7	17.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	9	22.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	7	17.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	10	24.4%

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	8	34.8%
Building technological capacity and infrastructure	5	21.7%
Carrying out innovative blended learning projects	6	26.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	17.4%

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	7	13.2%
Providing school-based mental health services and counseling	8	15.1%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	5	9.4%
Establishing or improving dropout prevention	2	3.8%
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)	7	13.2%
Implementing systems and practices to prevent bullying and harassment	11	20.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	8	15.1%
Establishing community partnerships	5	9.4%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	6	46.2%
Agree	5	38.5%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	7	53.8%
Agree	4	30.8%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	2	15.4%
Agree	9	69.2%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Strongly Agree	6	46.2%
Agree	5	38.5%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

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

	Count	Percentage
Strongly Agree	7	53.8%
Agree	6	46.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	10	76.9%
Agree	3	23.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	7	53.8%
Agree	2	15.4%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	15.4%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Foreign Languages	23.1%	38.5%	7.7%	7.7%	23.1%
Science	46.2%	53.8%	0.0%	0.0%	0.0%
Health Education	23.1%	38.5%	7.7%	7.7%	23.1%
Career and Technical Education	46.2%	15.4%	0.0%	15.4%	23.1%
English/Language Arts (reading, writing, speaking, listening)	53.8%	46.2%	0.0%	0.0%	0.0%
Mathematics	61.5%	30.8%	0.0%	7.7%	0.0%
Social Studies	46.2%	30.8%	23.1%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	69.2%	15.4%	0.0%	15.4%	0.0%
Physical Education	38.5%	38.5%	0.0%	15.4%	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	8	61.5%
Agree	3	23.1%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

Is your child an English Language Learner?		
	Count	Percentage
Yes	2	15.4%
No	11	84.6%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	1	33.3%
Mentoring	0	0.0%
Academic or career counseling	1	33.3%
Mental Health counseling	1	33.3%

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%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	6	46.2%
Agree	5	38.5%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	9	69.2%
Agree	3	23.1%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	6	46.2%
Agree	5	38.5%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	5	38.5%
Agree	4	30.8%
Disagree	3	23.1%
Strongly Disagree	1	7.7%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	8	61.5%
Agree	3	23.1%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	9	69.2%
Agree	3	23.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly agree	7	53.8%
Agree	4	30.8%
Disagree	1	7.7%
Strongly Disagree	1	7.7%
Not Applicable or No Information	0	0.0%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly agree	5	38.5%
Agree	3	23.1%
Disagree	1	7.7%
Strongly Disagree	3	23.1%
Not Applicable or No Information	1	7.7%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly agree	6	46.2%
Agree	4	30.8%
Disagree	2	15.4%
Strongly Disagree	1	7.7%
Not Applicable or No Information	0	0.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly agree	8	61.5%
Agree	1	7.7%
Disagree	3	23.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly agree	7	53.8%
Agree	3	23.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	23.1%

Our community is actively involved in our school.		
	Count	Percentage
Strongly agree	8	61.5%
Agree	4	30.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	8	11.9%
Checked my child's grades/assignments online	13	19.4%
Been in contact with my child's teacher	12	17.9%
Received a newsletter from the district, school, or teacher	11	16.4%
Worked with a committee or group on school or district policies	1	1.5%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	5	7.5%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	13	19.4%
Volunteered at my child's school	4	6.0%

SCHOOL IMPROVEMENT

My school (district) is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.		
	Count	Percentage
Strongly Agree	9	69.2%
Agree	3	23.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

My school (district) has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.		
	Count	Percentage
Strongly Agree	7	53.8%
Agree	3	23.1%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	15.4%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	8	61.5%
Agree	2	15.4%
Disagree	3	23.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	7	53.8%
Agree	4	30.8%
Disagree	2	15.4%
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	6	46.2%
Agree	5	38.5%
Disagree	1	7.7%
Strongly Disagree	1	7.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	69.2%
Agree	3	23.1%
Disagree	0	0.0%
Strongly Disagree	1	7.7%
Not Applicable or No Information	0	0.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	8	61.5%
Agree	5	38.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	46.2%
Agree	6	46.2%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly agree	5	38.5%
Agree	3	23.1%
Disagree	2	15.4%
Strongly Disagree	1	7.7%
Not Applicable or No Information	2	15.4%

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

	Count	Percentage
Strongly Agree	9	69.2%
Agree	3	23.1%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

If you are a parent of a child with a disability, does this school meet the needs of your child?

	Count	Percentage
Yes	6	75.0%
No	2	25.0%

TECHNOLOGY

I understand how my child is using his/her computer for educational purposes.

	Count	Percentage
Strongly Agree	6	46.2%
Agree	7	53.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My child regularly uses his/her computer to complete homework assignments.

	Count	Percentage
Strongly Agree	10	76.9%
Agree	3	23.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My child has Internet access when away from school.

	Count	Percentage
Yes	13	100.0%
No	0	0.0%

I feel comfortable limiting my child's access to his/her computer at home, after his/her schoolwork is completed.

	Count	Percentage
Strongly Agree	9	69.2%
Agree	3	23.1%
Disagree	0	0.0%
Strongly Disagree	1	7.7%
Not Applicable or No Information	0	0.0%

I feel the 1:1 program is helping improve the educational experience of our students.

	Count	Percentage
Strongly Agree	5	38.5%
Agree	3	23.1%
Disagree	1	7.7%
Strongly Disagree	2	15.4%
Not Applicable or No Information	2	15.4%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	10	76.9%
Agree	1	7.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	15.4%

GENERAL OPINION

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

Parents of students from Lovett Elementary School praise the school for its strong academic focus, high expectations, and commitment to helping students succeed through supportive teachers, rigorous instruction, and access to meaningful educational resources. Some parents also value the district's use of technology and expanded instructional time in core academic areas, viewing these as contributors to student achievement. Suggestions for improvement focus on expanding hands-on enrichment opportunities for all students, not just those in specialized programs, while providing clearer communication about eligibility requirements and pathways for advanced opportunities. Additional concerns included the physical strain of heavy backpacks and the importance of ensuring all bullying concerns, including those involving adults, are addressed consistently and appropriately.

LOVETT ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	158	28.1%
Differentiated instruction	177	31.4%
Access to supplemental resources and individualized instruction	228	40.5%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	58	19.5%
Agree	185	62.3%
Disagree	32	10.8%
Strongly Disagree	18	6.1%
Not Applicable or No Information	4	1.3%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	24	8.1%
Agree	87	29.3%
Disagree	105	35.4%
Strongly Disagree	79	26.6%
Not Applicable or No Information	2	0.7%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	105	35.4%
Agree	142	47.8%
Disagree	33	11.1%
Strongly Disagree	14	4.7%
Not Applicable or No Information	3	1.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	116	39.1%
Agree	152	51.2%
Disagree	14	4.7%
Strongly Disagree	5	1.7%
Not Applicable or No Information	10	3.4%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	26	8.8%
Agree	128	43.1%
Disagree	83	27.9%
Strongly Disagree	53	17.8%
Not Applicable or No Information	7	2.4%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Strongly Agree	84	28.3%
Agree	161	54.2%
Disagree	38	12.8%
Strongly Disagree	6	2.0%
Not Applicable or No Information	8	2.7%

Student assessments are designed to reflect what students know and are able to do.

	Count	Percentage
Strongly Agree	72	24.2%
Agree	180	60.6%
Disagree	34	11.4%
Strongly Disagree	7	2.4%
Not Applicable or No Information	4	1.3%

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

	Count	Percentage
Strongly Agree	61	20.5%
Agree	176	59.3%
Disagree	37	12.5%
Strongly Disagree	13	4.4%
Not Applicable or No Information	10	3.4%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	138	46.5%
Agree	134	45.1%
Disagree	17	5.7%
Strongly Disagree	4	1.3%
Not Applicable or No Information	4	1.3%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	139	46.8%
Agree	128	43.1%
Disagree	12	4.0%
Strongly Disagree	3	1.0%
Not Applicable or No Information	15	5.1%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Career and Technical Education	22.9%	24.9%	4.7%	3.0%	44.4%
English/Language Arts (reading, writing, speaking, listening)	29.3%	52.5%	13.8%	3.4%	1.0%
Mathematics	40.1%	50.8%	5.4%	2.4%	1.3%
Social Studies	54.2%	41.8%	2.7%	0.3%	1.0%
Fine Arts (music, visual arts, dance, drama)	28.6%	41.4%	11.4%	8.8%	9.8%
Physical Education	42.8%	24.9%	2.7%	0.3%	29.3%
Foreign Languages	7.1%	8.8%	5.7%	2.0%	76.4%
Science	60.3%	34.0%	4.4%	0.7%	0.7%
Health Education	19.5%	28.3%	6.1%	3.0%	43.1%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	119	40.1%
Agree	142	47.8%
Disagree	28	9.4%
Strongly Disagree	6	2.0%
Not Applicable or No Information	2	0.7%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.		
	Count	Percentage
Strongly Agree	73	24.6%
Agree	155	52.2%
Disagree	42	14.1%
Strongly Disagree	18	6.1%
Not Applicable or No Information	9	3.0%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	60	20.2%
Agree	133	44.8%
Disagree	62	20.9%
Strongly Disagree	35	11.8%
Not Applicable or No Information	7	2.4%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	93	31.3%
Agree	126	42.4%
Disagree	46	15.5%
Strongly Disagree	20	6.7%
Not Applicable or No Information	12	4.0%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	95	32.0%
Agree	143	48.1%
Disagree	36	12.1%
Strongly Disagree	13	4.4%
Not Applicable or No Information	10	3.4%

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	249	53.1%
Additional academic support	12	2.6%
Tutoring	14	3.0%
Counseling	6	1.3%
A mentor	11	2.3%
School supplies	24	5.1%
Structured note taking mechanisms	21	4.5%
The teacher slows speech at times to help you understand	28	6.0%
The teacher uses gestures and demonstrations	29	6.2%
Use think aloud and think pair shares	25	5.3%
Use of bilingual handouts and cues	17	3.6%
Use of display word walls with high frequency words	33	7.0%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	107	36.0%
Agree	144	48.5%
Disagree	31	10.4%
Strongly Disagree	8	2.7%
Not Applicable or No Information	7	2.4%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	77	25.9%
Agree	146	49.2%
Disagree	54	18.2%
Strongly Disagree	14	4.7%
Not Applicable or No Information	6	2.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	58	19.5%
Agree	157	52.9%
Disagree	55	18.5%
Strongly Disagree	20	6.7%
Not Applicable or No Information	7	2.4%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	61	20.5%
Agree	158	53.2%
Disagree	41	13.8%
Strongly Disagree	28	9.4%
Not Applicable or No Information	9	3.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	56	18.9%
Agree	145	48.8%
Disagree	59	19.9%
Strongly Disagree	23	7.7%
Not Applicable or No Information	14	4.7%

SCHOOL IMPROVEMENT

My school (district) is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.		
	Count	Percentage
Strongly Agree	58	19.5%
Agree	195	65.7%
Disagree	25	8.4%
Strongly Disagree	7	2.4%
Not Applicable or No Information	12	4.0%

My school (district) has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.		
	Count	Percentage
Strongly Agree	59	19.9%
Agree	171	57.6%
Disagree	35	11.8%
Strongly Disagree	16	5.4%
Not Applicable or No Information	16	5.4%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	101	34.0%
Agree	158	53.2%
Disagree	25	8.4%
Strongly Disagree	11	3.7%
Not Applicable or No Information	2	0.7%

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

	Count	Percentage
Strongly Agree	90	30.3%
Agree	157	52.9%
Disagree	40	13.5%
Strongly Disagree	7	2.4%
Not Applicable or No Information	3	1.0%

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

	Count	Percentage
Strongly Agree	47	15.8%
Agree	129	43.4%
Disagree	62	20.9%
Strongly Disagree	53	17.8%
Not Applicable or No Information	6	2.0%

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

	Count	Percentage
Strongly Agree	63	21.2%
Agree	133	44.8%
Disagree	58	19.5%
Strongly Disagree	34	11.4%
Not Applicable or No Information	9	3.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	60	20.2%
Agree	180	60.6%
Disagree	33	11.1%
Strongly Disagree	5	1.7%
Not Applicable or No Information	19	6.4%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	75	25.3%
Agree	159	53.5%
Disagree	40	13.5%
Strongly Disagree	18	6.1%
Not Applicable or No Information	5	1.7%

Innovative technologies are incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	54	18.2%
Agree	172	57.9%
Disagree	43	14.5%
Strongly Disagree	15	5.1%
Not Applicable or No Information	13	4.4%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	114	38.4%
Agree	138	46.5%
Disagree	14	4.7%
Strongly Disagree	12	4.0%
Not Applicable or No Information	19	6.4%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	78	26.3%
Agree	156	52.5%
Disagree	34	11.4%
Strongly Disagree	16	5.4%
Not Applicable or No Information	13	4.4%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	68	22.9%
Agree	117	39.4%
Disagree	65	21.9%
Strongly Disagree	38	12.8%
Not Applicable or No Information	9	3.0%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	73	24.6%
Agree	119	40.1%
Disagree	67	22.6%
Strongly Disagree	24	8.1%
Not Applicable or No Information	14	4.7%

TECHNOLOGY

I understand how to use my computer for my school assignments.		
	Count	Percentage
Strongly Agree	153	51.5%
Agree	135	45.5%
Disagree	5	1.7%
Strongly Disagree	3	1.0%
Not Applicable or No Information	1	0.3%

My teachers allow me to use my computer for instructional/classroom purposes.		
	Count	Percentage
Strongly Agree	134	45.1%
Agree	153	51.5%
Disagree	6	2.0%
Strongly Disagree	2	0.7%
Not Applicable or No Information	2	0.7%

My computer has the software programs I need to support classroom learning.		
	Count	Percentage
Strongly Agree	97	32.7%
Agree	167	56.2%
Disagree	20	6.7%
Strongly Disagree	7	2.4%
Not Applicable or No Information	6	2.0%

I have access to Wi-Fi outside of the classroom.		
	Count	Percentage
Strongly Agree	129	43.4%
Agree	133	44.8%
Disagree	20	6.7%
Strongly Disagree	12	4.0%
Not Applicable or No Information	3	1.0%

I feel the 1:1 program is helping improve my educational experience (preparing me for college or career, enhancing my classroom learning, etc.).		
	Count	Percentage
Strongly Agree	93	31.3%
Agree	147	49.5%
Disagree	28	9.4%
Strongly Disagree	11	3.7%
Not Applicable or No Information	18	6.1%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	111	37.4%
Agree	119	40.1%
Disagree	20	6.7%
Strongly Disagree	19	6.4%
Not Applicable or No Information	28	9.4%

GENERAL OPINION

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

Students from Lovett Elementary School described their school in largely positive terms, highlighting supportive teachers, a safe and clean learning environment, strong academics, and a wide range of extracurricular opportunities that make school engaging. One student captured this sentiment by saying, “I am learning a lot, and they have a lot of behavior parties. I think that overall, Lovett is a very good school, and the teachers put a lot of effort into the school.” Students frequently praised teachers for helping them understand lessons, supporting those with special needs, encouraging success, and creating fun learning experiences through rewards, activities, and clubs. Suggestions for improvement centered on practical concerns such as stronger Wi-Fi, cleaner bathrooms, better food options, less restrictive dress code policies, more recess or outdoor activities, and greater student voice in school decisions. Some students also expressed a desire for more kindness, consistency, and fairness in how rules and discipline are applied.



STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Lovett Elementary School demonstrates solid academic performance, strong daily attendance, and clear evidence of progress in reading and math, while also facing challenges related to chronic absenteeism, student subgroup gaps, and uneven academic growth among struggling learners. Enrollment peaked at 446 students in 2023 before stabilizing at 377 students in 2026. **The student population has become more diverse,** with Hispanic enrollment rising to 6.4% and Asian enrollment rising to 6.9%, while Black or African American students remain the largest group at 51.2%.

Attendance remains generally strong, with the estimated attendance rate at 94.1% in 2025. However, **chronic absenteeism increased** from 13.6% in 2024 to 18.2% in 2025, showing that a meaningful group of students is missing too much instructional time. Academically, **reading proficiency improved** from 61.4% in 2023 to 67.4% in 2025, and **math proficiency rose** from 70.1% to 72.8% over the same period. **Lovett also exited Targeted School Improvement status in 2026** after prior identification tied to the performance of students with disabilities in English, a positive sign that targeted improvement efforts have begun to produce results.

Stakeholder feedback supports the school's academic foundation. About 96% of faculty agreed that teachers are highly qualified and effective, and about 85% of parents agreed. Faculty also expressed strong support for intervention funding, with about 83% agreeing that federal funds for intervention teachers and supplemental resources are effective.

STRENGTHS



1) **Upward movement in reading and math.** Reading proficiency increased over three years and came within a few points of the 70% goal, while math proficiency exceeded the goal overall. The school's sixth-grade MAAP results were also above state averages, with 65.3% of students proficient in ELA compared with 46.7% statewide and 71.8% proficient in math

compared with 52.9% statewide. These results show that Lovett is preparing students well for the next grade span.



2) **Several student groups posted especially strong results.** Asian students reached 78.9% proficiency in reading and 94.7% in math. White students reached 79.6% in reading and 84.3% in math. Students identifying with two or more races also performed above the target in both reading and math. These outcomes suggest that the school has strong instructional systems that are producing high achievement for many learners.



3) **Instructional staffing.** The school reported 100% of teachers teaching in field across recent years, and the percentage of experienced teachers increased to 82.4% in 2024. Strong staffing stability matters because Lovett serves a transitional grade level where students need both academic rigor and readiness for junior high expectations.



4) **Stakeholder perceptions reinforce these academic strengths.** Faculty confidence in teacher quality is high, and students described the school positively, citing supportive teachers, a safe and clean environment, strong academics, clubs, activities, and rewards that make school engaging. Students also frequently praised teachers for helping them understand lessons and supporting those with special needs. This positive school identity is an important foundation for improvement.



5) **Broad support for intervention resources.** About 83% of faculty agreed that using federal funds for intervention teachers and supplemental resources is effective. This aligns with the data showing improvement among some previously underperforming groups and supports continued investment in targeted academic help.

CHALLENGES



1) **Closing achievement gaps.** Students with disabilities reached 46.9% proficiency in reading and 50.0% in math, compared with 69.5% and 75.1% for students without disabilities. Economically disadvantaged students reached 51.5% in reading and 60.6% in math, while non-economically disadvantaged students reached 76.9% and 80.1%. Black or African American students reached 59.2% in reading and 63.6% in math. These gaps show that overall improvement has not yet produced equitable outcomes across all student groups.



2) **Academic growth among the lowest-performing students.** Reading growth for the lowest-performing quartile improved, but math growth for the lowest quartile declined from 51.9% in 2023 to 35.4% in 2025. This suggests that students who are farthest behind may need more intensive, consistent, and skill-specific intervention.



3) **Chronic absenteeism.** Although the overall attendance rate is high, chronic absence rose to 18.2% in 2025. Black or African American students had a chronic absence rate of 20.2%, Hispanic students 17.7%, White students 17.7%, and students identifying with two or more races 41.7%. Students without disabilities had a chronic absence rate of 19.2%. These patterns indicate that attendance support should be connected directly to academic intervention, especially for students already below proficiency.



4) **Behavior.** About 58% of faculty agreed that student behavior is rarely a problem, while about 42% disagreed. Faculty identified minor disruptions that steal instructional time and off-task behavior as the primary concerns. This suggests that the school's behavior challenge is not primarily about severe incidents, but about preserving instructional time and maintaining consistent expectations across classrooms.



5) **Practical needs related to student voice, consistency, technology, and facilities.** Students praised the school overall but suggested stronger Wi-Fi, cleaner bathrooms, better food options, more recess or outdoor activity, and more fairness and consistency in rule enforcement. These concerns may seem operational, but they influence student engagement and school climate.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: 0–6 MONTHS

1. **Begin with a targeted academic review** of students with disabilities, economically disadvantaged students, Black or African American students, and students with chronic absences. This review should identify each student's current reading and math skill gaps and match students to targeted supports. Progress should be monitored every four to six weeks so that interventions can be adjusted quickly when students are not growing.

2. **Connect attendance intervention directly to academic support.** Students who are both chronically absent and below proficiency should receive coordinated outreach that includes family contact, problem-solving around barriers to attendance, and a plan for recovering missed instruction. Attendance work should not be separated from academic planning because missed instructional time is likely contributing to achievement gaps.
3. **Strengthen consistency around classroom routines and behavior expectations.** Since faculty concerns center on minor disruptions and off-task behavior, the district should support common expectations for transitions, independent work, small-group instruction, technology use, and student movement. The goal should be to protect instructional time while preserving the positive school culture students described.
4. **Preserve intervention funding and review how intervention time is being used.** Faculty largely agree that intervention teachers and supplemental resources are effective, so the immediate priority should be refining placement, dosage, and alignment rather than changing the overall approach.

SHORT-TERM PRIORITIES: 6–12 MONTHS

1. **Implement a subgroup acceleration plan for students with disabilities and economically disadvantaged students.** This plan should align classroom instruction, intervention, special education services, accommodations, and progress monitoring. Teachers, interventionists, and support staff should meet regularly to determine whether students are receiving the right level of support and whether the support is producing growth.
2. **Strengthen math intervention for the lowest-performing students.** The decline in lowest-quartile math growth indicates that some students need more intensive support in foundational skills, problem solving, mathematical vocabulary, and multi-step reasoning. Intervention should be skill-specific and should include frequent checks for mastery.
3. **Provide professional learning focused on inclusive sixth-grade instruction.** Training should emphasize reading comprehension, academic vocabulary, written response, math problem solving, and scaffolding for students with disabilities. Professional development should include classroom modeling, collaborative planning, and review of student work rather than stand-alone sessions.

4. **Expand family communication** around attendance, academic expectations, and transition readiness. Families should receive clear information about what sixth-grade proficiency requires, how absences affect learning, and how they can support homework, reading, organization, and study habits at home.

LONG-TERM PRIORITIES: 12–24 MONTHS

1. **Set measurable subgroup targets for reading, math, academic growth, and chronic absenteeism.** Lovett's overall results are solid, but long-term improvement should focus on reducing gaps for students with disabilities, economically disadvantaged students, and Black or African American students.
2. **Build a stronger system for evaluating intervention impact.** Each year, leaders should review which students received intervention, how often they received it, how much progress they made, and whether the intervention was strong enough to close gaps. This would help ensure that resources are not only provided but are producing measurable gains.
3. **Develop a sustained transition-readiness model for sixth grade.** Because students are preparing for junior high, the school should emphasize academic stamina, organization, independent learning habits, writing across content areas, and problem-solving skills. This work would help students leave Lovett prepared not only to pass assessments but to succeed in a more demanding secondary environment.
4. **Continue supporting Lovett's positive school culture while addressing student concerns** about consistency, fairness, technology, and facilities. Students already describe the school as supportive and engaging. Long-term improvement should build on that foundation by making school routines more consistent, strengthening student voice, and ensuring that operational issues do not interfere with learning.

NOTES

CLINTON JUNIOR HIGH SCHOOL

INTRODUCTION



Clinton Junior High School is located at 711 West Lakeview Drive in Clinton, Mississippi. In January of 2026, it served eight hundred twenty-three (823) students in seventh and eighth (7-8) grades. Led by its principal, Dr. Ivory Gray, and three assistant principals, Clinton Junior High plays a key role in preparing students for the academic expectations of high school while continuing the district's tradition of educational excellence.

CJHS has maintained its "A" accountability rating for four consecutive years. The school recently earned statewide recognition for academic achievement during the 2025–2026 school year, ranking among Mississippi's Top 5 junior high schools in both English and mathematics performance. Beyond academics, Clinton Junior High offers its students extensive opportunities in athletics, fine arts, leadership organizations, STEM activities, and service programs.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

CLINTON JUNIOR HIGH SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	911	871	872	866	823
GR_07	448	405	447	418	393
GR_08	444	452	410	448	430
					(MDE, 2025m)

Figure 158: Clinton Junior High School Enrollment by Grade Level

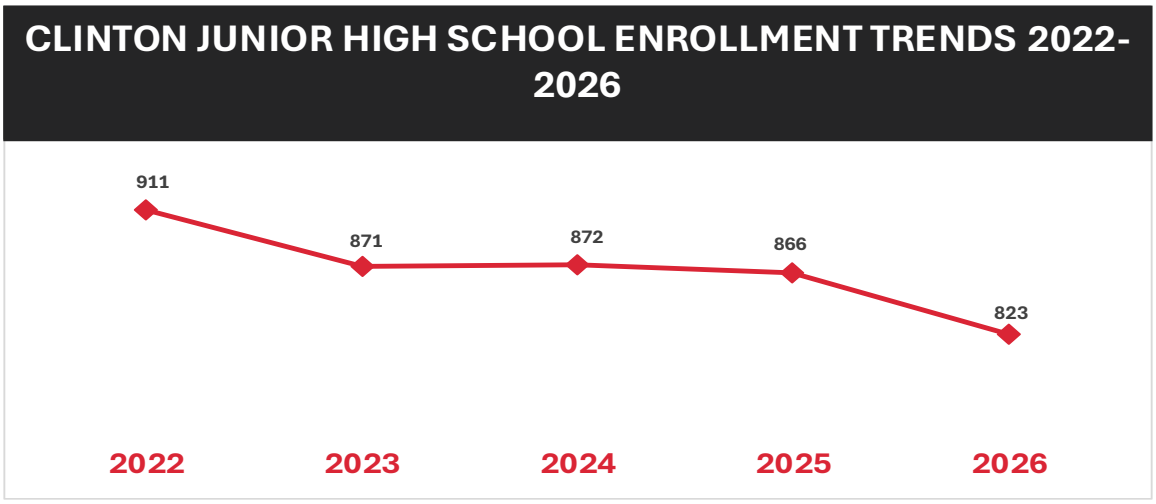


Figure 159: Clinton Junior High School Enrollment Trends 2022-2026

CLINTON JUNIOR HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	911	871	872	866	823
GENDER	FEMALE	462	440	420	433	409
	MALE	449	431	452	433	414
RACE	ASIAN	48	44	48	46	58
	BLACK OR AFRICAN AMERICAN	509	527	478	490	494
	HISPANIC OR LATINO	25	17	18	32	27
	NATIVE HAWAIIAN OR PACIFIC ISLANDER		*	*	*	*
	TWO OR MORE RACES	16	*	13	15	*
	WHITE	313	271	307	281	226
						(MDE, 2025m)

Figure 160: Clinton Junior High School Enrollment by Demographic Group

CLINTON JUNIOR HIGH SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ASIAN	5.3%	7.0%	1.8%
BLACK OR AFRICAN AMERICAN	55.9%	60.0%	4.2%
HISPANIC OR LATINO	2.7%	3.3%	0.5%
WHITE	34.4%	27.5%	-6.9%

Figure 161: Clinton Junior High School Change in Ethnic Group Percent of Enrollment Over 5 Years

ATTENDANCE

CLINTON JUNIOR HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	796.2	803.1	804.5
GR_07	370.7	410.7	387.0
GR_08	412.7	377.9	417.5
(MDE, 2023o, 2024q, 2025s)			

Figure 162: Clinton Junior High School Average Daily Attendance

CLINTON JUNIOR HIGH SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	91.4%	92.1%	92.9%
GR_07	91.5%	91.9%	92.6%
GR_08	91.3%	92.2%	93.2%
(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 163: Clinton Junior High School Estimated Average Daily Attendance as Percentage of Enrollment

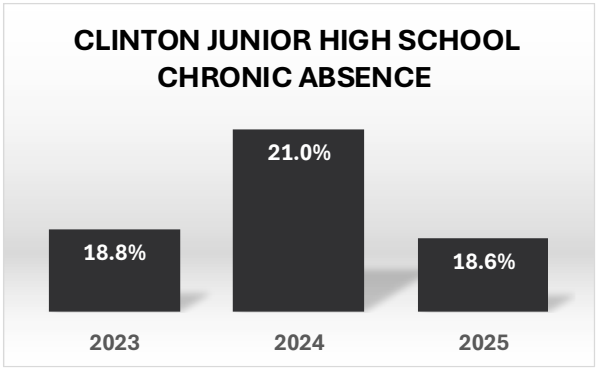


Figure 164: Clinton Junior High School Chronic Absence

CLINTON JUNIOR HIGH SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	18.8	21.0	18.6
GENDER	FEMALE	20.6	20.4	17.1
	MALE	17.0	21.7	20.0
DISABILITY	STUDENTS WITH DISABILITIES	24.5	24.3	23.5
	STUDENTS WITHOUT DISABILITIES	18.1	20.6	18.0
EL	LIMITED ENGLISH PROFICIENCY	26.7	15.8	19.2
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	≤5%	≤5%	≤5%
	ASIAN	9.1	13.7	5.9
	BLACK OR AFRICAN AMERICAN	16.7	20.2	17.7
	HISPANIC OR LATINO	40.0	30.4	27.3
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	≤5%	≤5%	≤5%
	TWO OR MORE RACES	20.0	28.6	26.7
	WHITE	23.1	23.0	21.1
				(MDE, 2026f)

Figure 165: Clinton Junior High School Chronic Absence Percentage by Demographic Group

CJHS Enrollment and Attendance Takeaways

Clinton Junior High School's enrollment has experienced a gradual decline over the past five years, decreasing from 911 students in 2022 to 823 students in 2026, a reduction of 88 students or 9.7%. The largest decrease occurred in seventh grade, where enrollment fell from 448 students to 393. Despite declining enrollment, attendance indicators have remained strong and have improved steadily. Average daily attendance increased from 796.2 students in 2023 to 804.5 in 2025, while attendance as a percentage of enrollment rose from 91.4% to 92.9%. Chronic absenteeism also improved, declining from 21.0% in 2024 to 18.6% in 2025 after rising the previous year. Demographic trends show growing diversity within the student population. Black or African American students increased from 55.9% of enrollment in 2022 to 60.0% in 2026, while Asian students grew from 5.3% to 7.0%. Hispanic enrollment also increased modestly from 2.7% to 3.3%. These trends indicate a school maintaining strong student engagement and attendance despite modest enrollment declines and changing demographic patterns.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

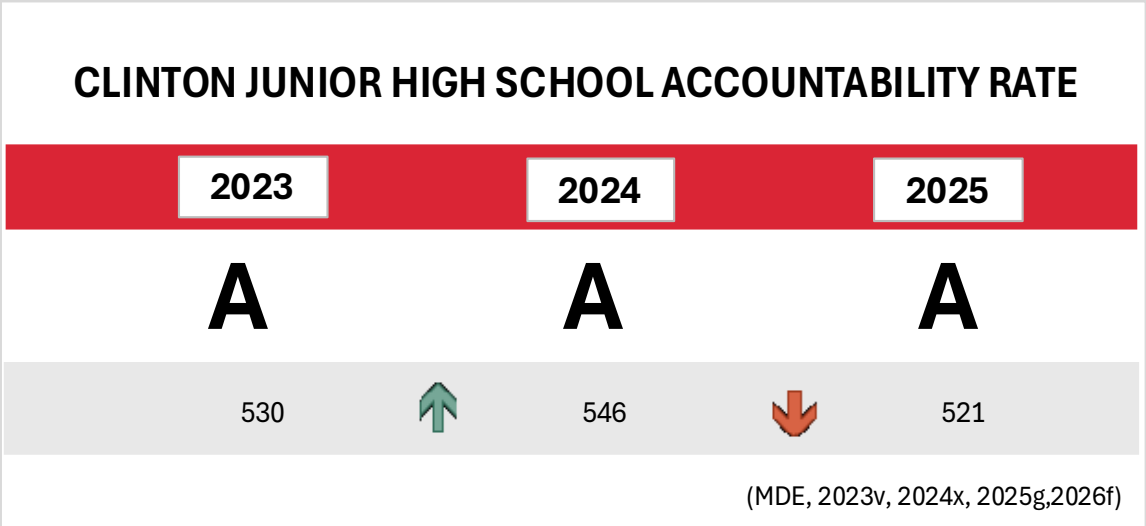


Figure 166: Clinton Junior High School Accountability Rating

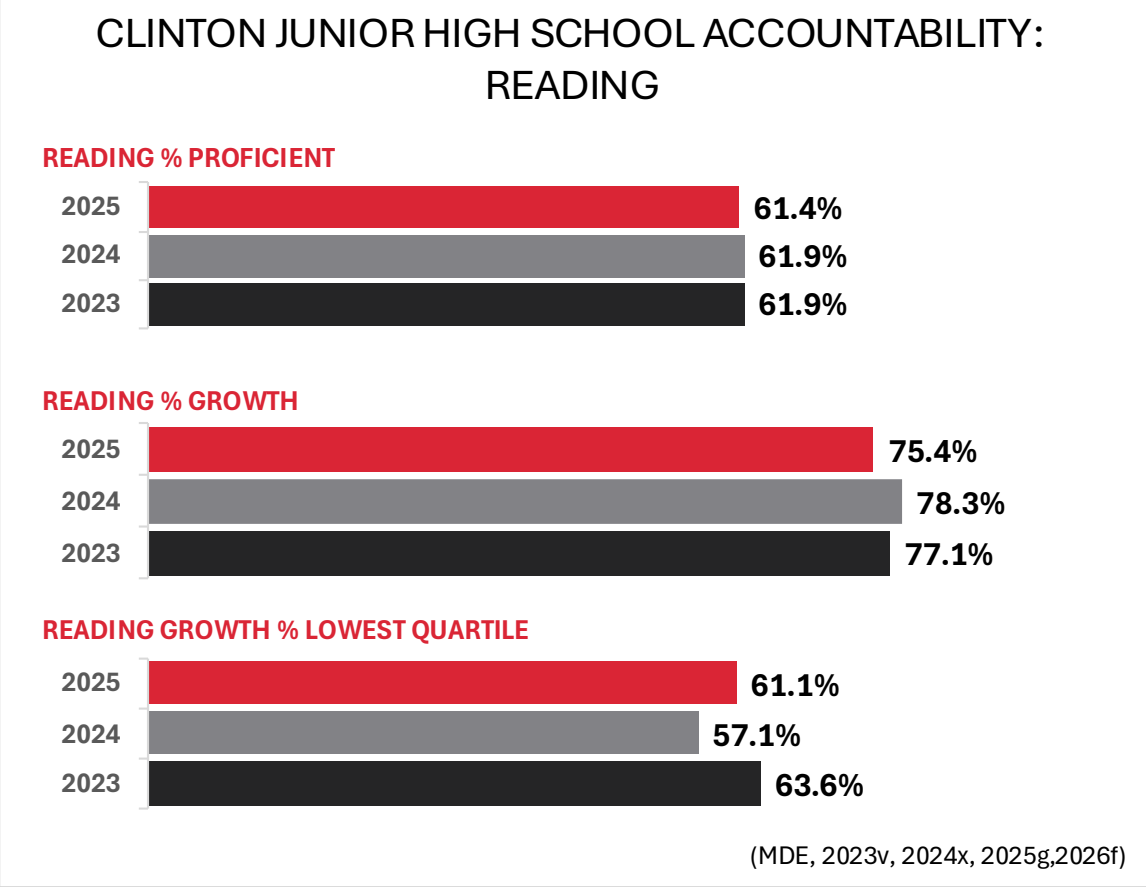


Figure 167: Clinton Junior High School Accountability: Reading

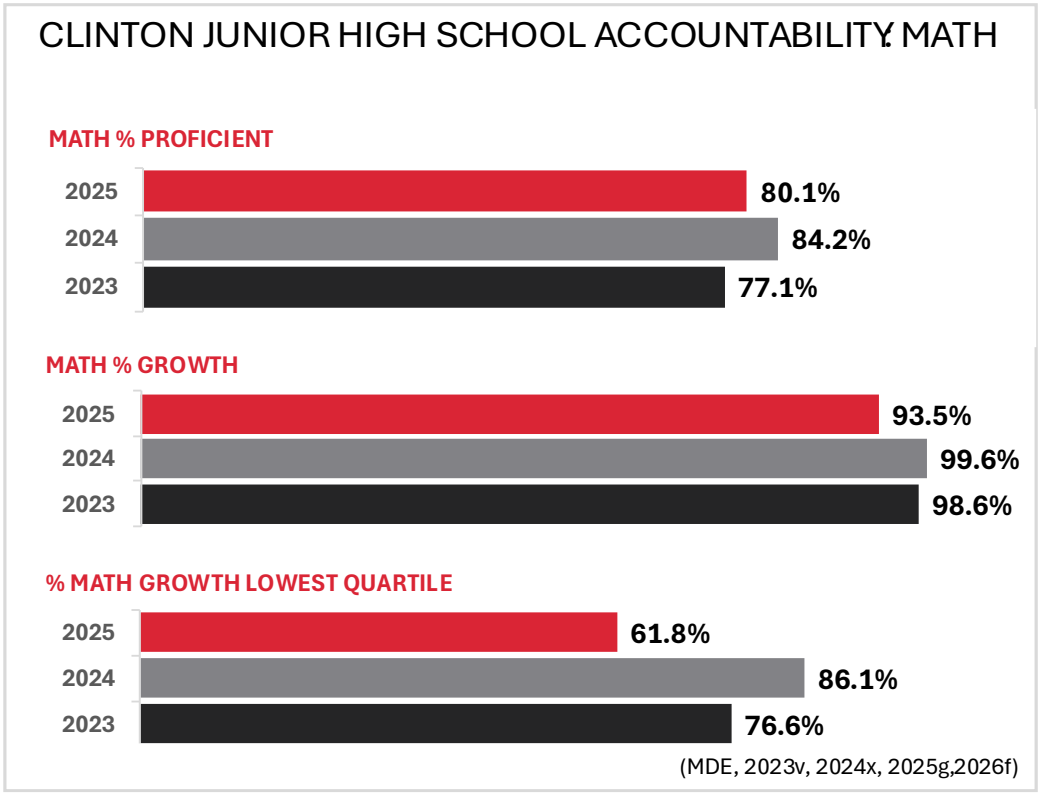


Figure 168: Clinton Junior High School Accountability: Math

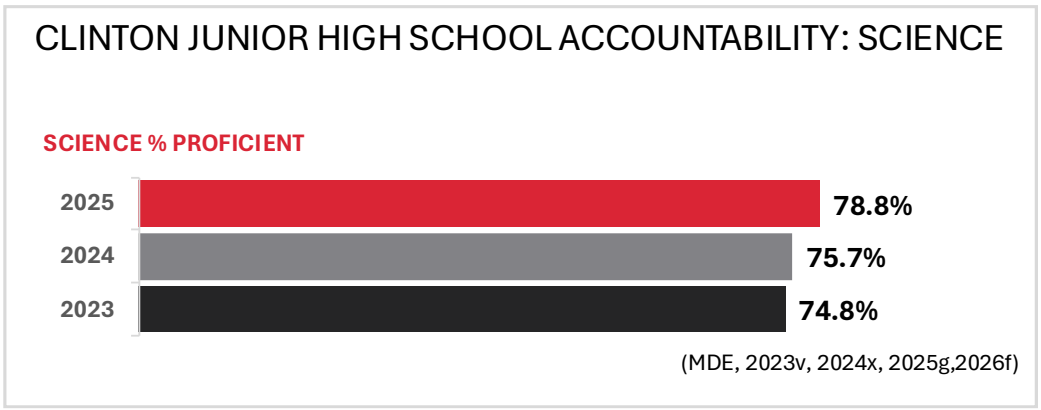


Figure 169: Clinton Junior High School Accountability: Science

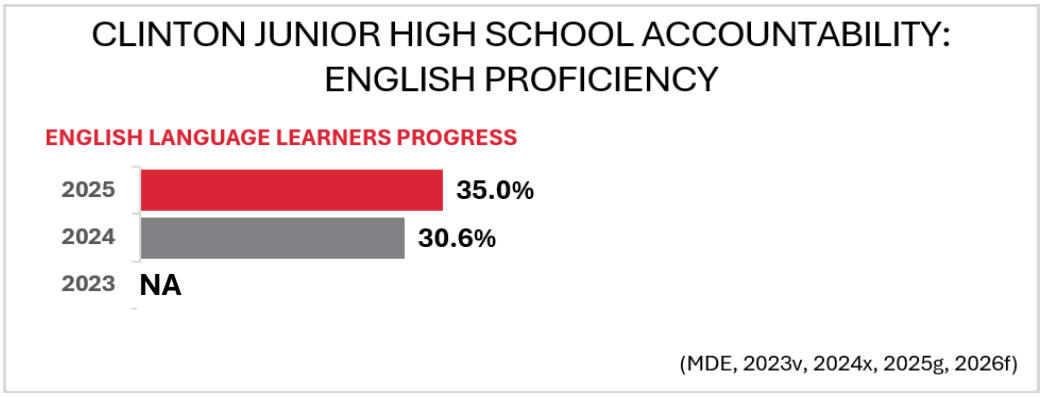


Figure 170: Clinton Junior High School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

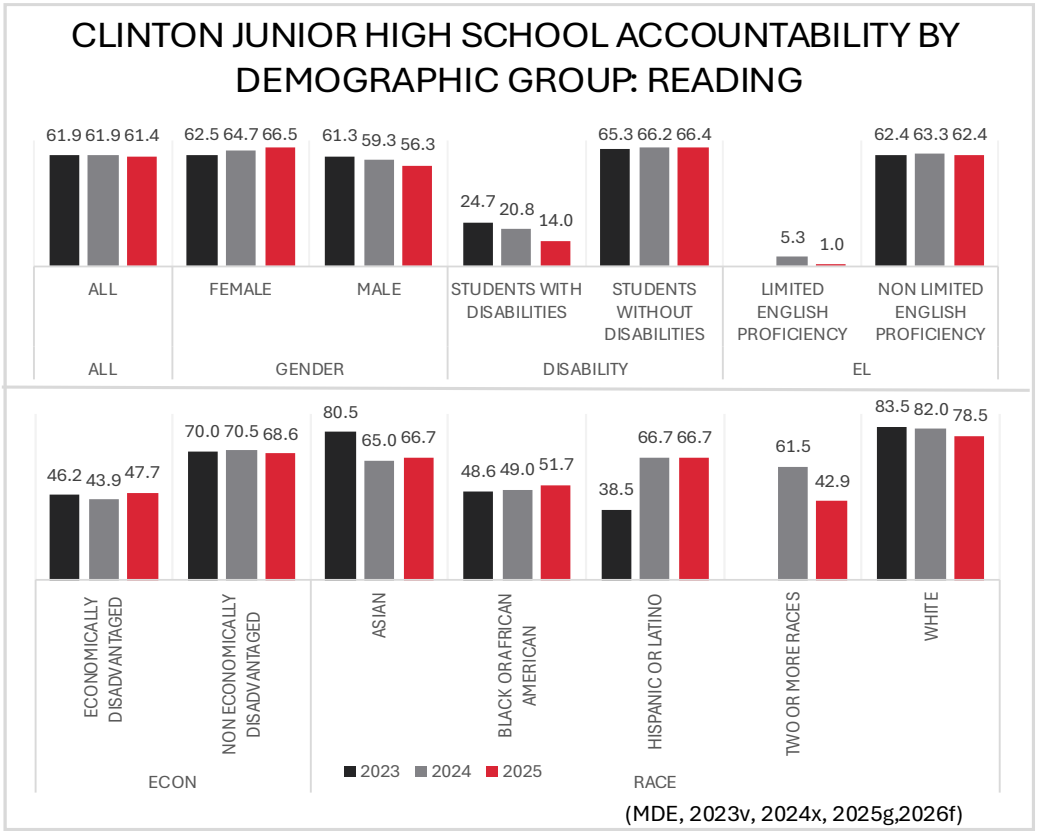


Figure 171: Clinton Junior High School Accountability by Demographic Group: Reading

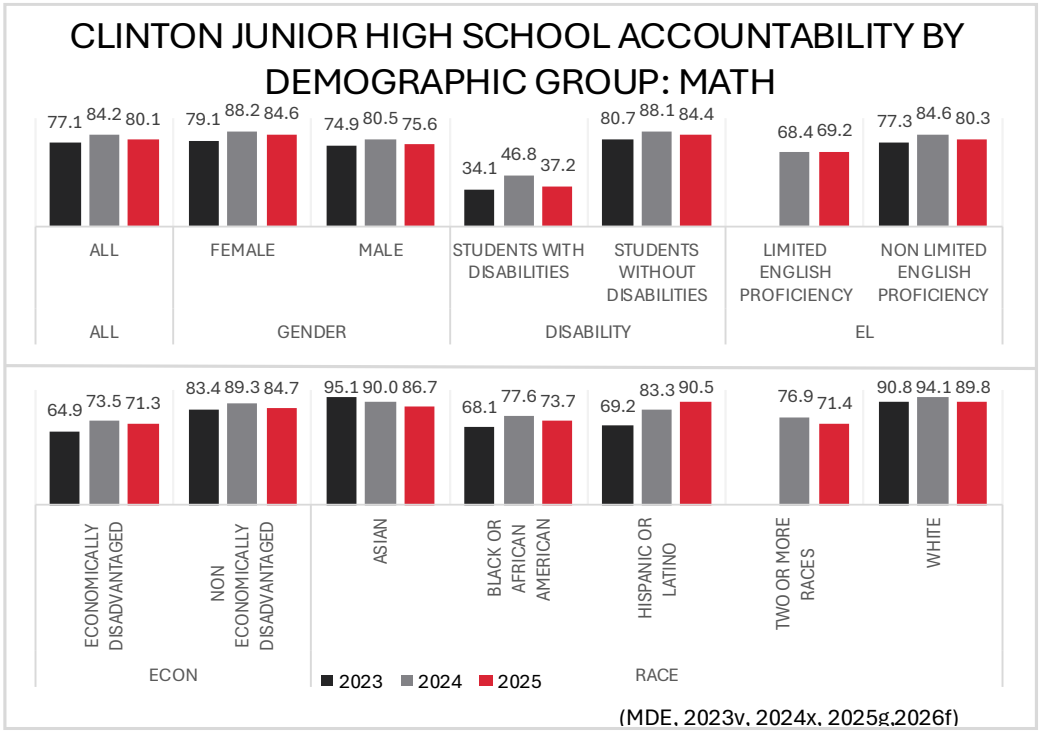


Figure 172: Clinton Junior High School Accountability by Demographic Group: Math

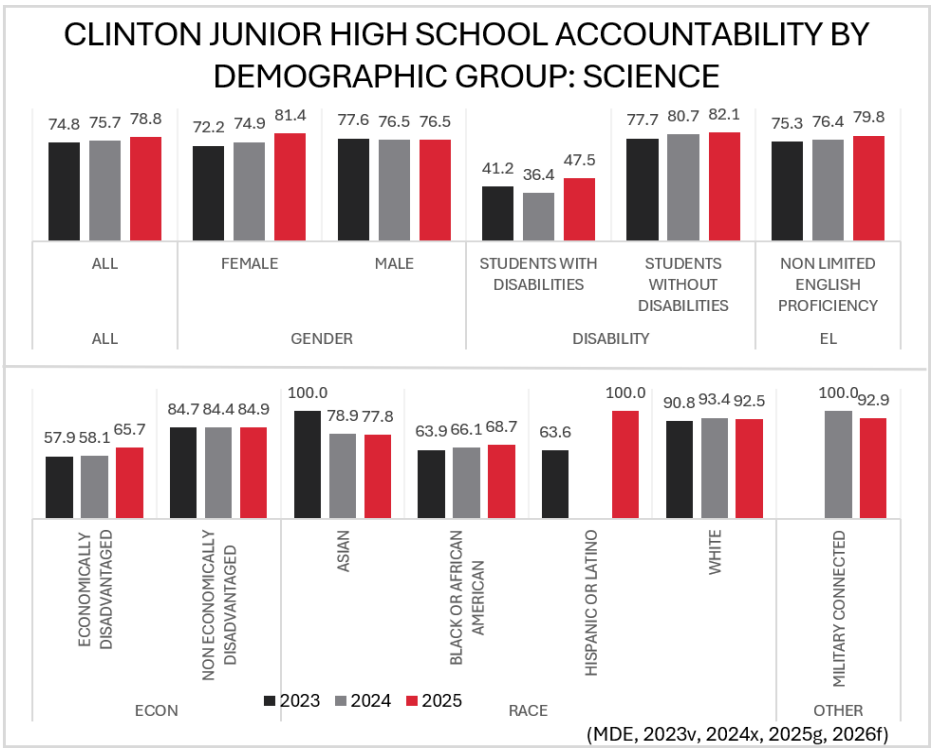


Figure 173: Clinton Junior High School Accountability by Demographic Group: Science

PROFICIENCY GAP TO GOAL

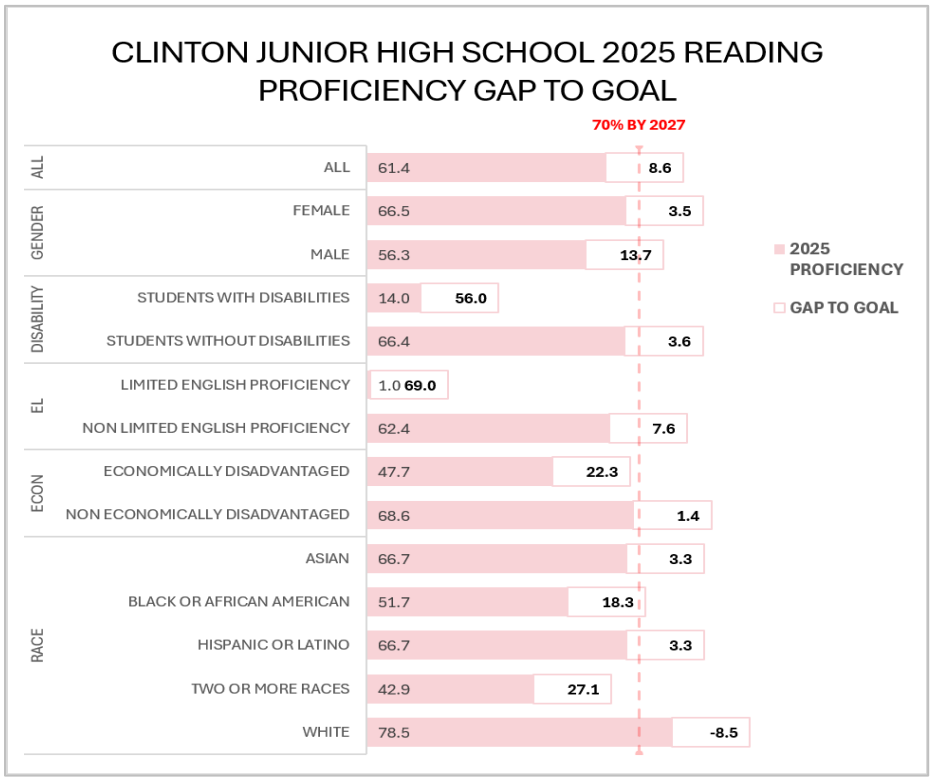


Figure 174: Clinton Junior High School 2025 Reading Proficiency Gap to Goal

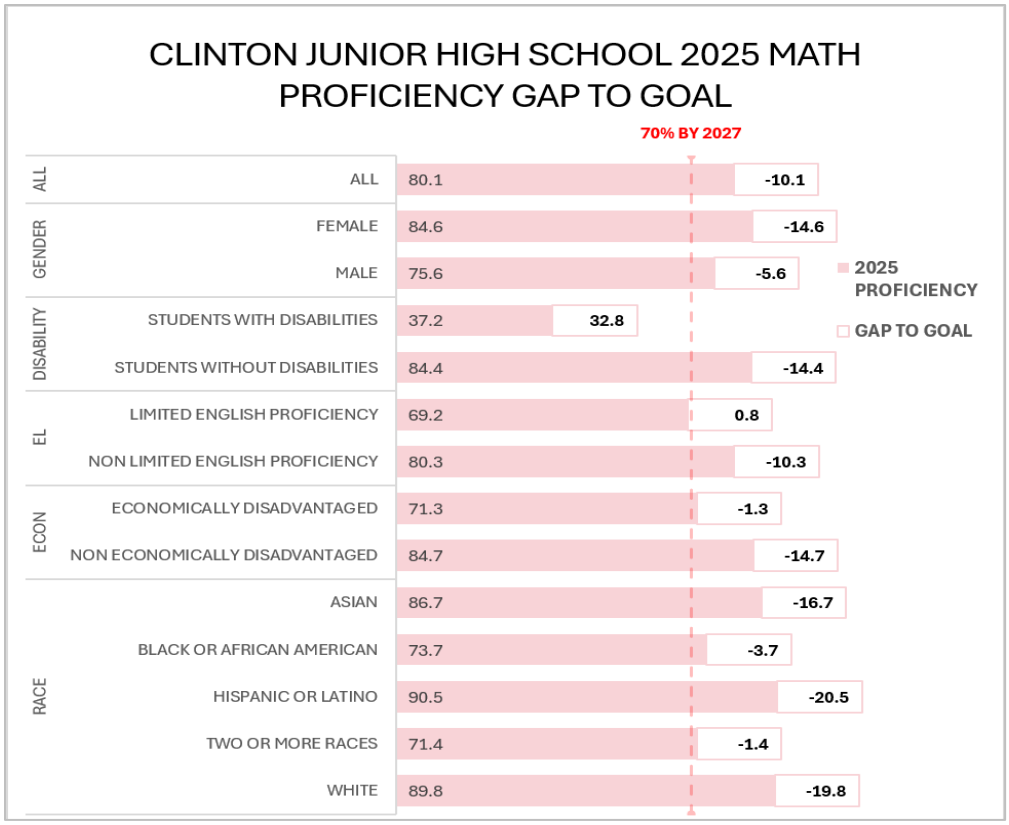


Figure 175: Clinton Junior High School 2025 Math Proficiency Gap to Goal

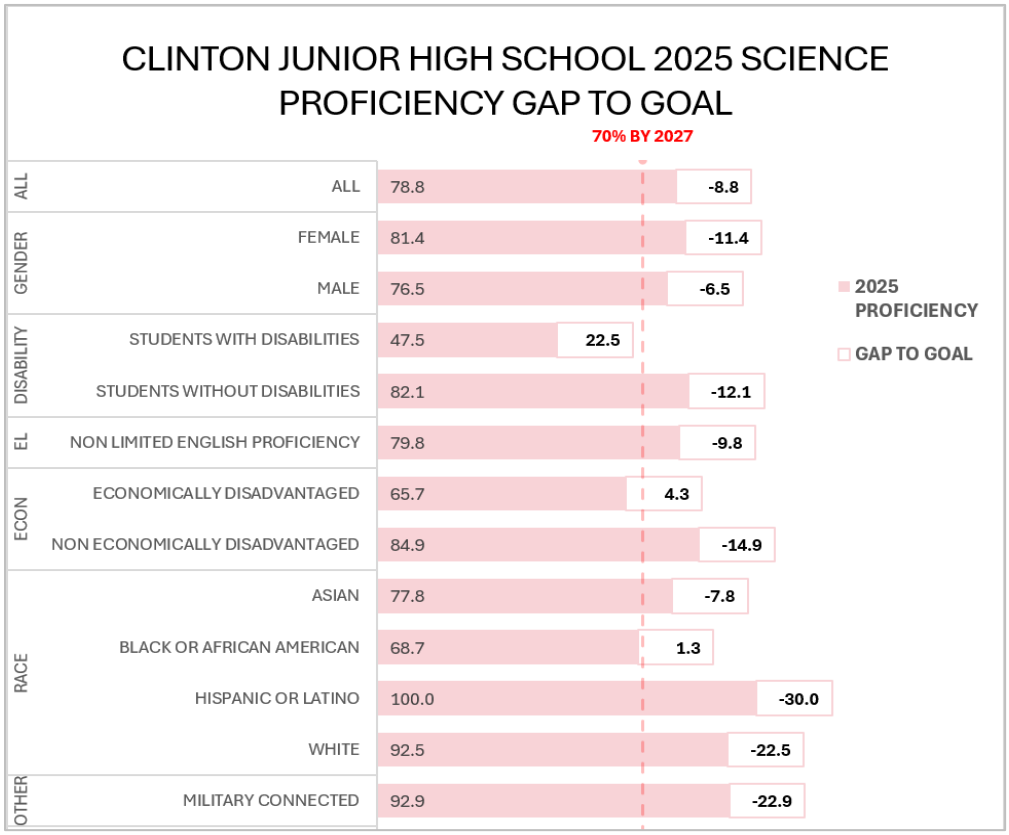


Figure 176: Clinton Junior High School 2025 Science Proficiency Gap to Goal

CJHS Accountability Takeaways

Clinton Junior High School continues to demonstrate strong academic performance, particularly in mathematics and science. In 2025, math proficiency reached 80.1%, exceeding the state goal benchmark and reflecting sustained success despite a slight decline from the 84.2% recorded in 2024. Science proficiency improved steadily over three years, rising from 74.8% in 2023 to 78.8% in 2025, while English learner progress increased from 30.6% to 35.0% during the past year. Reading proficiency remained a relative strength at 61.4%, although it fell short of the 70% target and declined from previous years. Students without disabilities significantly outperformed their peers with disabilities across all tested subjects, with gaps exceeding 25 percentage points in reading, math, and science. Performance differences were also evident between economically disadvantaged and non-disadvantaged students, particularly in reading where proficiency rates were 47.7% and 68.6%, respectively. Demographic subgroup data showed several areas of excellence, including science proficiency rates above 90% among Hispanic students and military-connected students. The school maintains high levels of achievement, especially in mathematics and science, while future growth efforts will likely focus on strengthening reading outcomes and reducing performance disparities among student groups.

ASSESSMENT

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

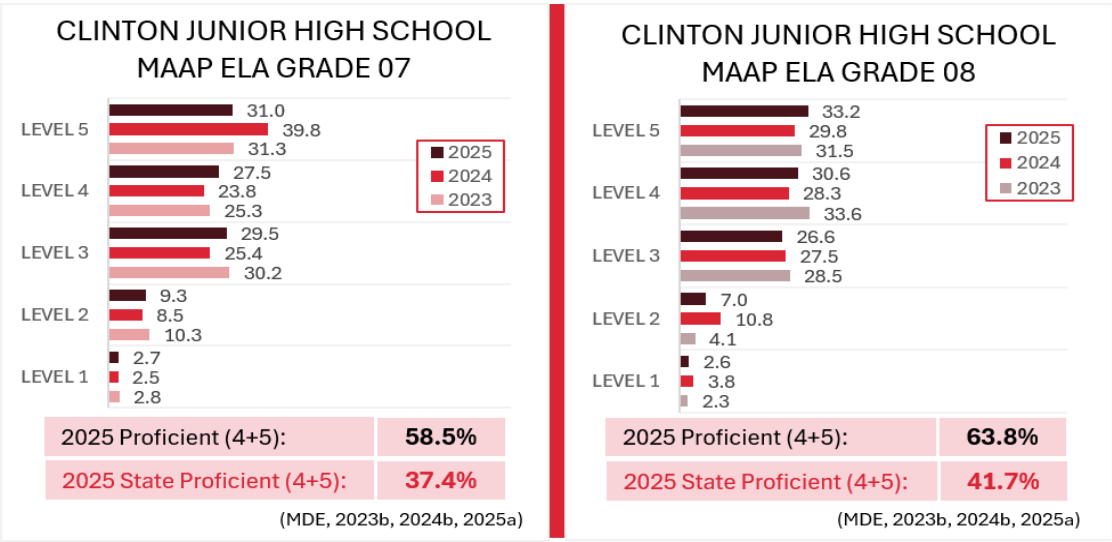


Figure 177: Clinton Junior High School MAAP ELA Grades 7 and 8

MAAP MATH

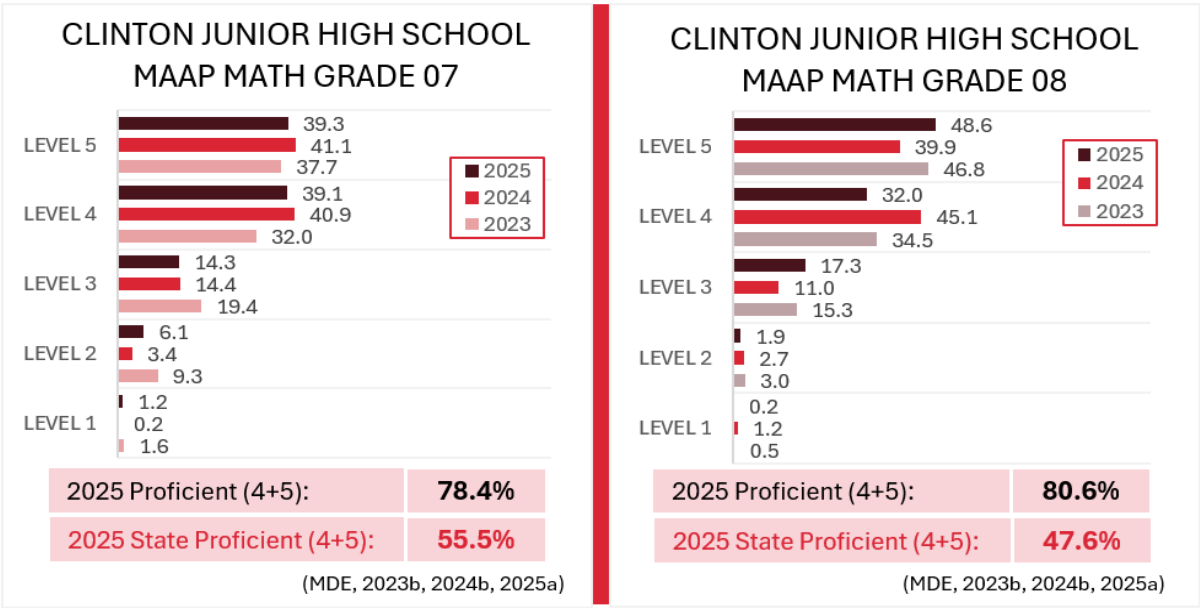


Figure 178: Clinton Junior High School MAAP Math Grades 7 and 8

MAAP SCIENCE

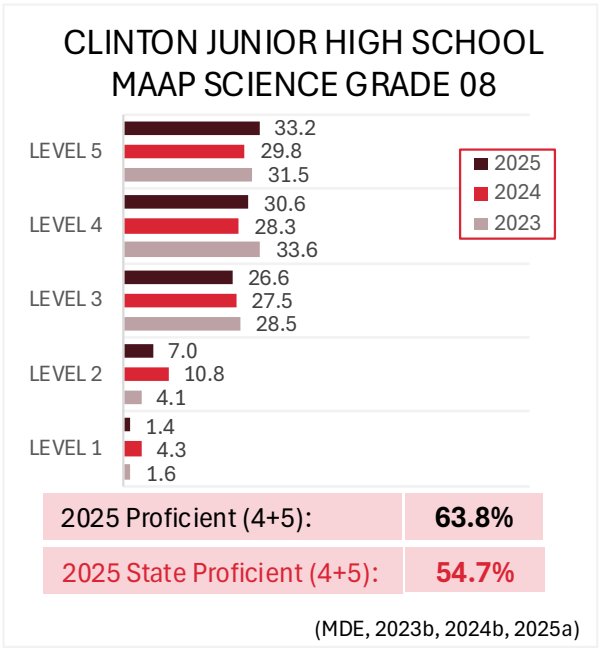




Figure 179: Clinton Junior High School MAAP Science Grade 8

CJHS Assessment Takeaways

CJHS students substantially outperformed state MAAP proficiency rates in both tested grades and subjects. In Grade 7 English Language Arts, 58.5% of students scored at proficiency Levels 4 or 5 compared to the statewide rate of 37.4%. Grade 8 ELA performance was even stronger at 63.8%, exceeding the state average of 41.7%.

Grade 7 math proficiency reached 78.4%, more than twenty points above the state average of 55.5%. Grade 8 math proficiency climbed to 80.6%, outperforming the statewide rate of 47.6% by an even wider margin. Assessments show a large concentration of students performing at Levels 4 and 5, indicating that many students are achieving at advanced levels.

Overall math proficiency reached 80.1% in 2025, while science proficiency increased steadily from 74.8% in 2023 to 78.8% in 2025. Reading proficiency remained solid at 61.4%, although it continues to trail mathematics and science outcomes. English learner progress also improved from 30.6% in 2024 to 35.0% in 2025.

There are some challenges; students without disabilities significantly outperformed students with disabilities across reading, mathematics, and science. Economic disparities were also evident, particularly in reading, where economically disadvantaged students achieved a proficiency rate of 47.7% compared to 68.6% for their non-economically disadvantaged peers. Despite these challenges, several student groups demonstrated exceptional performance, including science proficiency rates above 90% among Hispanic and military-connected students.

PERSONNEL

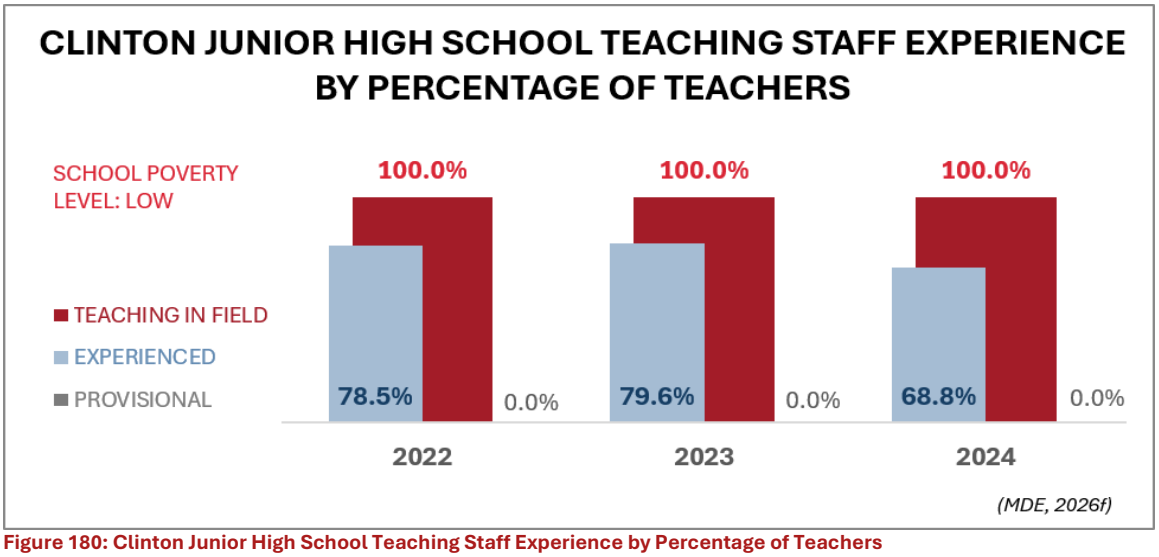


Figure 180: Clinton Junior High School Teaching Staff Experience by Percentage of Teachers

CLINTON JUNIOR HIGH CNA SURVEY

INTRODUCTION

Thirty-two (32) faculty members, twenty-three (23) parents, and thirty-three (33) students 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 Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

CLINTON JUNIOR HIGH SCHOOL FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are

	Count	Percentage
Emphasis on cooperation between home and school	11	26.2%
Differentiated instruction	10	23.8%
Access to supplemental resources and individualized instruction	21	50.0%

In my experience, teachers in my district are highly qualified and effective.

	Count	Percentage
Strongly Agree	28	87.5%
Agree	4	12.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	6	18.8%
Agree	16	50.0%
Disagree	7	21.9%
Strongly Disagree	3	9.4%
Not Applicable or No Information	0	0.0%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	Count	Percentage
Strongly Agree	13	40.6%
Agree	12	37.5%
Disagree	3	9.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	12.5%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	2	6.2%
Agree	4	12.5%
Disagree	14	43.8%
Strongly Disagree	3	9.4%
Not Applicable or No Information	9	28.1%

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	7	21.9%
Agree	12	37.5%
Disagree	2	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	34.4%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	13	40.6%
Agree	10	31.2%
Disagree	1	3.1%
Strongly Disagree	1	3.1%
Not Applicable or No Information	7	21.9%

I use effective, evidence-based strategies for:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Teaching special needs students.	50.0%	21.9%	6.2%	0.0%	21.9%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	43.8%	21.9%	12.5%	0.0%	21.9%
Developing and using classroom assessments.	68.8%	21.9%	0.0%	0.0%	9.4%
Closing the achievement gap between diverse groups of students.	53.1%	37.5%	0.0%	0.0%	9.4%
Successful classroom management.	59.4%	31.2%	0.0%	0.0%	9.4%

Support for intervention is available and allows teachers to use Professional Learning Communities to share instructional practices that allow this school to maximize student achievement		
	Count	Percentage
Strongly Agree	12	37.5%
Agree	13	40.6%
Disagree	2	6.2%
Strongly Disagree	3	9.4%
Not Applicable or No Information	2	6.2%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	14	56.0%
Minor disruptions that steal instructional time	10	40.0%
Major classroom disruptions	1	4.0%

Intervention supports are a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.		
	Count	Percentage
Strongly agree	16	50.0%
Agree	11	34.4%
Disagree	2	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.4%

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	10	6.5%
Expedited evaluation services for students with limited English	9	5.8%
Expedited evaluation services for gifted and talented students	4	2.6%
Additional academic support	23	14.9%
Tutoring	15	9.7%
Enrichment educational services	7	4.5%
Counseling	23	14.9%
Mentors	10	6.5%
School supplies	17	11.0%
Clothing for school	10	6.5%
Dental referrals	7	4.5%
Medical referrals	9	5.8%
Bullying assistance	10	6.5%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.

	Count	Percentage
Strongly Agree	15	46.9%
Agree	11	34.4%
Disagree	3	9.4%
Strongly Disagree	2	6.2%
Not Applicable or No Information	1	3.1%

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

	Count	Percentage
Strongly Agree	16	50.0%
Agree	12	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	12.5%

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

	Count	Percentage
Strongly Agree	8	25.0%
Agree	14	43.8%
Disagree	8	25.0%
Strongly Disagree	1	3.1%
Not Applicable or No Information	1	3.1%

CURRICULUM & INSTRUCTION

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Strongly Agree	20	62.5%
Agree	10	31.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.2%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	21	65.6%
Agree	10	31.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	22	68.8%
Agree	9	28.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Foreign Languages	59.4%	28.1%	3.1%	0.0%	9.4%
Science	68.8%	25.0%	0.0%	0.0%	6.2%
Health Education	40.6%	18.8%	12.5%	6.2%	21.9%
Career and Technical Education	62.5%	28.1%	3.1%	0.0%	6.2%
English/Language Arts (reading, writing, speaking, listening)	65.6%	28.1%	0.0%	0.0%	6.2%
Mathematics	75.0%	18.8%	0.0%	0.0%	6.2%
Social Studies	50.0%	43.8%	0.0%	0.0%	6.2%
Fine Arts (music, visual arts, dance, drama)	78.1%	12.5%	3.1%	0.0%	6.2%
Physical Education	53.1%	25.0%	9.4%	6.2%	6.2%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	18	56.2%
Agree	12	37.5%
Disagree	1	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	20	62.5%
Agree	10	31.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.2%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly agree	17	53.1%
Agree	13	40.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.2%

I frequently use the results of assessments to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.		
	Count	Percentage
Strongly agree	22	68.8%
Agree	6	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	12.5%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	17	53.1%
Agree	11	34.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	12.5%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	Count	Percentage
Strongly Agree	21	65.6%
Agree	6	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	15.6%

Students spend sufficient effort (in and out of class) to learn what we teach.		
	Count	Percentage
Strongly agree	9	28.1%
Agree	14	43.8%
Disagree	4	12.5%
Strongly Disagree	2	6.2%
Not Applicable or No Information	3	9.4%

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	11	9.0%
Utilize technology such as class websites, blogs, and videos	17	13.9%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	17	13.9%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	20	16.4%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	18	14.8%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	14	11.5%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
Use bilingual handouts and cues	2	1.6%
Use visual displays, portable white boards, and posters when giving instructions	14	11.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	9	7.4%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling, pull out ESL instruction, Intervention, etc.	18	40.0%
Teachers provide unique instructional time inside the classroom for English instruction.	11	24.4%
Mentoring with another student	7	15.6%
Not Applicable	9	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	24	15.7%
Language Proficiency of the Parent	17	11.1%
Level of Parental Involvement	11	7.2%
Family income and socioeconomic status	4	2.6%
Visual Screening Result	12	7.8%
Auditory Screening Result	10	6.5%
Grade Retention (if applicable)	7	4.6%
Number of Failed Courses	6	3.9%
Dropout Status (if applicable)	1	0.7%
Enrichment programs/activities	7	4.6%
Supplemental Academic Instruction	13	8.5%
Behavioral Supports	7	4.6%
Counseling Services	11	7.2%
Discipline Records	7	4.6%
Social-Emotional Learning Services	7	4.6%
Social Behavioral Assessment Inventory Score	5	3.3%
Mental Health Supports	4	2.6%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	29	90.6%
No	3	9.4%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	4	9.3%
Mental Health Services	4	9.3%
Counseling	7	16.3%
Transitional Services	3	7.0%
Not Applicable	25	58.1%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	1	20.0%
No	0	0.0%
Not Applicable	4	80.0%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	25	78.1%
Agree	7	21.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	14	43.8%
Agree	15	46.9%
Disagree	3	9.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	18	56.2%
Agree	14	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	15	46.9%
Agree	16	50.0%
Disagree	1	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	15	46.9%
Agree	14	43.8%
Disagree	3	9.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	19	59.4%
Agree	11	34.4%
Disagree	2	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	20	62.5%
Agree	10	31.2%
Disagree	2	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	24	75.0%
Agree	6	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.2%

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

	Count	Percentage
Strongly Agree	18	56.2%
Agree	12	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.2%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	24	75.0%
Agree	8	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	21	65.6%
Agree	9	28.1%
Disagree	1	3.1%
Strongly Disagree	1	3.1%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	14	43.8%
Agree	15	46.9%
Disagree	1	3.1%
Strongly Disagree	1	3.1%
Not Applicable or No Information	1	3.1%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	14	43.8%
Agree	13	40.6%
Disagree	2	6.2%
Strongly Disagree	1	3.1%
Not Applicable or No Information	2	6.2%

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.		
	Count	Percentage
Strongly Agree	17	53.1%
Agree	11	34.4%
Disagree	2	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.2%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	14	43.8%
Agree	13	40.6%
Disagree	5	15.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly agree	20	62.5%
Agree	12	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly agree	21	65.6%
Agree	7	21.9%
Disagree	0	0.0%
Strongly Disagree	1	3.1%
Not Applicable or No Information	3	9.4%

Teachers are provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	14	43.8%
Agree	13	40.6%
Disagree	2	6.2%
Strongly Disagree	2	6.2%
Not Applicable or No Information	1	3.1%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	21	65.6%
Agree	7	21.9%
Disagree	0	0.0%
Strongly Disagree	3	9.4%
Not Applicable or No Information	1	3.1%

I am satisfied with being a teacher in the Clinton Public School District.		
	Count	Percentage
Strongly agree	20	62.5%
Agree	8	25.0%
Disagree	1	3.1%
Strongly Disagree	1	3.1%
Not Applicable or No Information	2	6.2%

The principal is viewed as the instructional leader of this school.		
	Count	Percentage
Strongly Agree	21	65.6%
Agree	7	21.9%
Disagree	0	0.0%
Strongly Disagree	2	6.2%
Not Applicable or No Information	2	6.2%

The Clinton Public School District is the best choice for my own children to attend school.		
	Count	Percentage
Strongly Agree	18	56.2%
Agree	5	15.6%
Disagree	2	6.2%
Strongly Disagree	1	3.1%
Not Applicable or No Information	6	18.8%

TECHNOLOGY

I am comfortable with classroom management as related to the 1:1 program.		
	Count	Percentage
Strongly Agree	13	40.6%
Agree	10	31.2%
Disagree	5	15.6%
Strongly Disagree	1	3.1%
Not Applicable or No Information	3	9.4%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	11	34.4%
Agree	11	34.4%
Disagree	4	12.5%
Strongly Disagree	2	6.2%
Not Applicable or No Information	4	12.5%

I effectively incorporate and use technology in my lessons to provide instruction and facilitate learning on a regular basis.		
	Count	Percentage
Strongly Agree	15	46.9%
Agree	14	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.4%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	20	62.5%
Agree	6	18.8%
Disagree	1	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	15.6%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.	
	Rank
Classroom Management	#1
Differentiated Instruction	#2
Data-based Decision Making	#3
Reading for at risk students	#4
Interpreting and analyzing student data	#5
English Learners (ELs)	#6
Successful inclusion strategies	#7
Using technology to enhance instruction	#8
Conflict resolution	#9
Depth of Knowledge	#10
Writing strategies	#11
Developing quality assessments	#12
Mississippi College and Career Readiness Standards	#13
Response to Intervention (RTI/MTSS)	#14
Culture sensitivity	#15
Teaching and understanding the needs of neurodiverse students	#16
Executive functioning skills	#17
Social Emotional Learning	#18

Rank your top ten choices for professional development topics.	
Soft Skills/Emotional Intelligence	#19
Teaching and understanding students in poverty	#20
Teaching and understanding the needs of homeless students	#21
Sensitivity Training	#22

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

	Count	Percentage
Strongly Agree	12	37.5%
Agree	12	37.5%
Disagree	4	12.5%
Strongly Disagree	2	6.2%
Not Applicable or No Information	2	6.2%

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

	Count	Percentage
Strongly Agree	10	31.2%
Agree	16	50.0%
Disagree	1	3.1%
Strongly Disagree	2	6.2%
Not Applicable or No Information	3	9.4%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.

	Count	Percentage
Strongly Agree	14	43.8%
Agree	12	37.5%
Disagree	1	3.1%
Strongly Disagree	2	6.2%
Not Applicable or No Information	3	9.4%

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

	Count	Percentage
Yes	24	75.0%
No	8	25.0%

I need more professional development in the identification of, the rights of, and services for students who meet the homeless definition, and/or professional development designed to heighten the understanding and sensitivity to the needs of homeless children and youth.		
	Count	Percentage
Strongly Agree	10	31.2%
Agree	12	37.5%
Disagree	7	21.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.4%

GENERAL OPINION

In response to open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Faculty members were also asked what state/locally funded professional development was provided for the EL staff and community.

Faculty members from Clinton Jr. High praised their school community for its strong communication, high expectations, supportive teachers, and family-oriented culture that prioritizes both students' academic and social development. Respondents highlighted the district's commitment to excellence, broad extracurricular opportunities, community support, and leadership that listens to staff while encouraging student engagement in meaningful learning experiences. Suggestions for improvement centered on strengthening teacher voice in district decision-making, improving building maintenance and internet reliability, increasing planning time and instructional resources, and addressing compensation concerns to support morale and retention. Some faculty also emphasized the need for clearer discipline follow-through to improve student behavior and safety. Additional recommendations included reducing screen dependence and expanded support for students with accommodations. Regarding professional development for the EL staff and community faculty members commented that they had the opportunity to attend training provided through Title II and Title III on ESL strategies and how to support ESL students in the classroom. However, most faculty members commented that they do not have enough information on this topic.

CLINTON JUNIOR HIGH PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are

	Count	Percentage
Emphasis on cooperation between home and school	14	46.7%
Differentiated instruction	8	26.7%
Access to supplemental resources and individualized instruction	8	26.7%

In my experience, teachers in my district are highly qualified and effective.

	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%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	1	4.3%
Agree	14	60.9%
Disagree	2	8.7%
Strongly Disagree	3	13.0%
Not Applicable or No Information	3	13.0%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?

	Count	Percentage
Strongly Agree	13	56.5%
Agree	9	39.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.3%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	26.1%
Disagree	7	30.4%
Strongly Disagree	4	17.4%
Not Applicable or No Information	6	26.1%

As a parent, I would like more information regarding:		
	Count	Percentage
Testing and grades	10	17.9%
Safety in the schools	13	23.2%
Curriculum and learning goals	14	25.0%
Available technology and how it's used in the classroom	8	14.3%
How to contact my child’s teacher	2	3.6%
Homework	9	16.1%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	2	2.8%
Computer Classes	3	4.2%
Conflict Resolution	3	4.2%
Discipline	4	5.6%
Drug/Alcohol Awareness	3	4.2%
English as a Second Language	0	0.0%
Health Classes	4	5.6%
Literacy Classes	3	4.2%
Math Classes	6	8.5%
Parent-to-School Relationships	5	7.0%
Parent/Child Communication	6	8.5%
Preparing for College	9	12.7%
Parenting Workshops	4	5.6%
Social Media Classes	6	8.5%
Stress/Anger/Management	4	5.6%
Understanding College- and Career-Ready Standards	9	12.7%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:		
	Count	Percentage
Activities to help my child learn over the summer	9	13.0%
Help my child with homework	9	13.0%
How to motivate my child	12	17.4%
How to promote family reading	3	4.3%
How to set goals for my child	4	5.8%
Manage time	13	18.8%
Prepare my child for testing	8	11.6%
Understand my child's learning styles	11	15.9%

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	1	2.3%
District and/or school newsletters	4	9.3%
Resource materials for parental training	4	9.3%
Training for parents to work with other parents on becoming involved in the schools	5	11.6%
Home/School folders	5	11.6%
Home/School Planners	8	18.6%
Resources to help my child be successful in meeting state standards	16	37.2%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	11	47.8%
Agree	9	39.1%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	9	17.0%
Supporting college and career counseling	12	22.6%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on		
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	14	26.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	7	13.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	20.8%

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	6	8.7%
Providing school-based mental health services and counseling	16	23.2%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	3	4.3%
Establishing or improving dropout prevention	2	2.9%
Supporting re-entry programs and transition services for Justice-involved youth	4	5.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	9	13.0%
Implementing systems and practices to prevent bullying and harassment	13	18.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	9	13.0%
Establishing community partnerships	7	10.1%

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	16	42.1%
Building technological capacity and infrastructure	5	13.2%

Carrying out innovative blended learning projects	10	26.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	7	18.4%

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

	Count	Percentage
Strongly Agree	7	30.4%
Agree	12	52.2%
Disagree	2	8.7%
Strongly Disagree	1	4.3%
Not Applicable or No Information	1	4.3%

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

	Count	Percentage
Strongly Agree	8	34.8%
Agree	13	56.5%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.3%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	4	17.4%
Agree	13	56.5%
Disagree	6	26.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.		
	Count	Percentage
Strongly Agree	5	21.7%
Agree	18	78.3%
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	12	52.2%
Agree	10	43.5%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	10	43.5%
Agree	11	47.8%
Disagree	2	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	7	30.4%
Agree	8	34.8%
Disagree	0	0.0%
Strongly Disagree	1	4.3%
Not Applicable or No Information	7	30.4%

Is your child an English Language Learner?		
	Count	Percentage
Yes	3	13.0%
No	20	87.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Career and Technical Education	47.8%	39.1%	4.3%	0.0%	8.7%
English/Language Arts (reading, writing, speaking, listening)	52.2%	43.5%	4.3%	0.0%	0.0%
Mathematics	43.5%	52.2%	4.3%	0.0%	0.0%
Social Studies	34.8%	52.2%	13.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	43.5%	43.5%	8.7%	0.0%	4.3%
Physical Education	30.4%	56.5%	8.7%	0.0%	4.3%
Foreign Languages	26.1%	43.5%	4.3%	0.0%	26.1%
Science	43.5%	39.1%	17.4%	0.0%	0.0%
Health Education	26.1%	52.2%	8.7%	0.0%	13.0%

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	43.5%
Agree	10	43.5%
Disagree	2	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.3%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	3	42.9%
Mentoring	2	28.6%
Academic or career counseling	1	14.3%
Mental Health counseling	1	14.3%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	3	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	3	100.0%
No	0	0.0%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	10	43.5%
Agree	12	52.2%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	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	4.3%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	11	47.8%
Agree	12	52.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	5	21.7%
Agree	18	78.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	11	47.8%
Agree	11	47.8%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	11	47.8%
Agree	12	52.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly agree	7	30.4%
Agree	13	56.5%
Disagree	3	13.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly agree	4	17.4%
Agree	14	60.9%
Disagree	5	21.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly agree	5	21.7%
Agree	12	52.2%
Disagree	4	17.4%
Strongly Disagree	2	8.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly agree	7	30.4%
Agree	14	60.9%
Disagree	1	4.3%
Strongly Disagree	1	4.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly agree	8	34.8%
Agree	9	39.1%
Disagree	2	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	17.4%

Our community is actively involved in our school.

	Count	Percentage
Strongly agree	6	26.1%
Agree	15	65.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.7%

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	13	12.0%
Checked my child's grades/assignments online	23	21.3%
Been in contact with my child's teacher	19	17.6%
Received a newsletter from the district, school, or teacher	18	16.7%
Worked with a committee or group on school or district policies	1	0.9%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	9	8.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	17	15.7%
Volunteered at my child's school	8	7.4%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	11	47.8%
Agree	12	52.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	11	47.8%
Agree	11	47.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.3%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	13	56.5%
Agree	8	34.8%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.3%

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

	Count	Percentage
Strongly Agree	12	52.2%
Agree	10	43.5%
Disagree	1	4.3%
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	3	13.0%
Agree	19	82.6%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	39.1%
Agree	13	56.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.3%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	9	39.1%
Agree	13	56.5%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	11	47.8%
Agree	11	47.8%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly agree	5	21.7%
Agree	14	60.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	17.4%

The school's grading policies and practices are administered fairly.		
	Count	Percentage
Strongly Agree	8	34.8%
Agree	14	60.9%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

If you are a parent of a child with a disability, does this school meet the needs of your child?		
	Count	Percentage
Yes	9	64.3%
No	5	35.7%

TECHNOLOGY

I understand how my child is using his/her computer for educational purposes.		
	Count	Percentage
Strongly Agree	9	39.1%
Agree	13	56.5%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My child regularly uses his/her computer to complete homework assignments.		
	Count	Percentage
Strongly Agree	13	56.5%
Agree	9	39.1%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My child has Internet access when away from school.		
	Count	Percentage
Yes	23	100.0%
No	0	0.0%

I feel comfortable limiting my child's access to his/her computer at home, after his/her schoolwork is completed.		
	Count	Percentage
Strongly Agree	11	47.8%
Agree	10	43.5%
Disagree	1	4.3%
Strongly Disagree	1	4.3%
Not Applicable or No Information	0	0.0%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	6	26.1%
Agree	6	26.1%
Disagree	5	21.7%
Strongly Disagree	2	8.7%
Not Applicable or No Information	4	17.4%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	14	60.9%
Agree	5	21.7%
Disagree	1	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.0%

GENERAL OPINION

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

Parents of students from Clinton Junior High School express strong appreciation for the district's high academic standards, quality instruction, caring teachers, approachable administrators, and the wide variety of programs, fine arts, sports, and extracurricular opportunities available to students. Families value the district's focus on both high-achieving learners and students needing additional academic support, as well as the ability to monitor student progress regularly through accessible grade reporting systems. Suggestions for improvement center on reducing behavioral disruptions through more consistent discipline, increasing proactive communication from teachers regarding student progress, and creating clearer districtwide expectations for grading practices. A recurring concern involves balancing technology with more traditional instructional methods, with several parents advocating for less screen time, stronger controls on device access, and more printed or hands-on learning materials.

CLINTON JUNIOR HIGH STUDENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	18	42.9%
Differentiated instruction	6	14.3%
Access to supplemental resources and individualized instruction	18	42.9%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	8	24.2%
Agree	23	69.7%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	4	12.1%
Agree	8	24.2%
Disagree	13	39.4%
Strongly Disagree	6	18.2%
Not Applicable or No Information	2	6.1%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	10	30.3%
Agree	20	60.6%
Disagree	3	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	7	21.2%
Agree	17	51.5%
Disagree	2	6.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	6	18.2%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	2	6.1%
Agree	18	54.5%
Disagree	9	27.3%
Strongly Disagree	1	3.0%
Not Applicable or No Information	3	9.1%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.		
	Count	Percentage
Strongly Agree	10	30.3%
Agree	22	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

Student assessments are designed to reflect what students know and are able to do.		
	Count	Percentage
Strongly Agree	9	27.3%
Agree	17	51.5%
Disagree	6	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	9	27.3%
Agree	17	51.5%
Disagree	5	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	12	36.4%
Agree	19	57.6%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	12	36.4%
Agree	14	42.4%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	15.2%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Science	45.5%	54.5%	0.0%	0.0%	0.0%
Health Education	12.1%	39.4%	6.1%	3.0%	39.4%
Career and Technical Education	21.2%	48.5%	6.1%	0.0%	24.2%
English/Language Arts (reading, writing, speaking, listening)	51.5%	39.4%	9.1%	0.0%	0.0%
Mathematics	39.4%	42.4%	12.1%	3.0%	3.0%
Social Studies	39.4%	51.5%	6.1%	0.0%	3.0%
Fine Arts (music, visual arts, dance, drama)	42.4%	36.4%	0.0%	0.0%	21.2%
Physical Education	27.3%	48.5%	12.1%	0.0%	12.1%
Foreign Languages	9.1%	30.3%	3.0%	0.0%	57.6%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	11	33.3%
Agree	18	54.5%
Disagree	3	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.		
	Count	Percentage
Strongly Agree	6	18.2%
Agree	19	57.6%
Disagree	5	15.2%
Strongly Disagree	3	9.1%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	8	24.2%
Agree	22	66.7%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	8	24.2%
Agree	15	45.5%
Disagree	5	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	15.2%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	10	30.3%
Agree	15	45.5%
Disagree	4	12.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	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	16	20.8%
Additional academic support	6	7.8%
Tutoring	2	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:		
Counseling	1	1.3%
A mentor	2	2.6%
School supplies	6	7.8%
Structured note taking mechanisms	7	9.1%
The teacher slows speech at times to help you understand	7	9.1%
The teacher uses gestures and demonstrations	11	14.3%
Use think aloud and think pair shares	8	10.4%
Use of bilingual handouts and cues	3	3.9%
Use of display word walls with high frequency words	8	10.4%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	9	27.3%
Agree	18	54.5%
Disagree	5	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	9	27.3%
Agree	16	48.5%
Disagree	6	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	6	18.2%
Agree	22	66.7%
Disagree	4	12.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	9	27.3%
Agree	19	57.6%
Disagree	4	12.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	10	30.3%
Agree	17	51.5%
Disagree	3	9.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	2	6.1%

SCHOOL IMPROVEMENT

My school (district) is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.		
	Count	Percentage
Strongly Agree	8	24.2%
Agree	21	63.6%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

My school (district) has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.		
	Count	Percentage
Strongly Agree	6	18.2%
Agree	18	54.5%
Disagree	6	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.1%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	14	42.4%
Agree	16	48.5%
Disagree	1	3.0%
Strongly Disagree	2	6.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	13	39.4%
Agree	15	45.5%
Disagree	3	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

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

	Count	Percentage
Strongly Agree	6	18.2%
Agree	14	42.4%
Disagree	11	33.3%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

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

	Count	Percentage
Strongly Agree	6	18.2%
Agree	20	60.6%
Disagree	4	12.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	2	6.1%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	9	27.3%
Agree	17	51.5%
Disagree	1	3.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	5	15.2%

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

	Count	Percentage
Strongly Agree	13	39.4%
Agree	13	39.4%
Disagree	5	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

Innovative technologies are incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	4	12.1%
Agree	20	60.6%
Disagree	3	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	18.2%

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

	Count	Percentage
Strongly Agree	6	18.2%
Agree	15	45.5%
Disagree	4	12.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	7	21.2%

If I have a problem or suggestion for the principal, he/she is available.

	Count	Percentage
Strongly Agree	7	21.2%
Agree	15	45.5%
Disagree	2	6.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	8	24.2%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	9	27.3%
Agree	16	48.5%
Disagree	4	12.1%
Strongly Disagree	2	6.1%
Not Applicable or No Information	2	6.1%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	11	33.3%
Agree	14	42.4%
Disagree	4	12.1%
Strongly Disagree	3	9.1%
Not Applicable or No Information	1	3.0%

TECHNOLOGY

I understand how to use my computer for my school assignments.		
	Count	Percentage
Strongly Agree	16	48.5%
Agree	15	45.5%
Disagree	0	0.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

My teachers allow me to use my computer for instructional/classroom purposes.		
	Count	Percentage
Strongly Agree	16	48.5%
Agree	15	45.5%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My computer has the software programs I need to support classroom learning.		
	Count	Percentage
Strongly Agree	11	33.3%
Agree	18	54.5%
Disagree	3	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

I have access to Wi-Fi outside of the classroom.		
	Count	Percentage
Strongly Agree	12	36.4%
Agree	16	48.5%
Disagree	2	6.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	2	6.1%

I feel the 1:1 program is helping improve my educational experience (preparing me for college or career, enhancing my classroom learning, etc.).		
	Count	Percentage
Strongly Agree	7	21.2%
Agree	13	39.4%
Disagree	5	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	24.2%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	10	30.3%
Agree	14	42.4%
Disagree	0	0.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	8	24.2%

GENERAL OPINION

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

Students from Clinton Junior High School generally described their school in positive terms, emphasizing strong teaching, a safe and well-supervised environment, supportive staff, and a wide variety of extracurricular opportunities that help students find their interests and stay engaged. One student noted, “Something that my district does well is the wide range of activities for students. Each student is able to find and participate in a program that they enjoy.” Students also appreciated inclusive practices and programs that help prepare them for future careers. Suggestions for improvement focused on expanding academic opportunities such as gifted, honors, and additional elective programs, including languages, career, and arts options. Other recommendations included cleaner bathrooms, improved lunch quality, better access to student support services, more hands-on and active learning experiences, upgraded facilities such as a science lab and air conditioning in the gym, and increased responsiveness to student health and academic needs.



STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Clinton Junior High School shows strong academic performance in mathematics and science, improving attendance, and a student body that has become **increasingly diverse.** Enrollment declined from 911 students in 2022 to 823 in 2026, a decrease of 88 students, or 9.7%. Despite that decline, **average daily attendance increased** from 796.2 students in 2023 to 804.5 in 2025, and the estimated attendance rate rose from 91.4% to 92.9%. **Chronic absenteeism also improved** from 21.0% in 2024 to 18.6% in 2025, although it remains high enough to require continued attention.

Academically, **the school performs especially well in mathematics and science**. In 2025, math proficiency reached 80.1%, science proficiency reached 78.8%, and English learner progress improved to 35.0%. **Reading proficiency, however, was lower** at 61.4% and remained below the 70% goal. Student subgroup data show substantial gaps, particularly for students with disabilities and economically disadvantaged students.

Stakeholder responses reinforce the school's strengths while also pointing to areas for improvement. All faculty respondents agreed that teachers are highly qualified and effective, and about 78% agreed that federal funds used for intervention teachers and supplemental resources are effective. **Faculty perceptions of behavior were generally more positive** than in some other schools, with about 69% agreeing that student behavior is rarely a problem, though nearly one-third disagreed.

STRENGTHS



1) **Performance in mathematics.** Overall math proficiency reached 80.1% in 2025, exceeding the 70% goal by more than 10 percentage points. Both seventh and eighth grades substantially outperformed the state in math, with seventh grade at 78.4% proficiency compared with 55.5% statewide and eighth grade at 80.6% compared with 47.6% statewide. These results

suggest that the school has strong math instruction, effective curriculum alignment, and a solid foundation for continued growth.



2) **Science.** Overall science proficiency improved from 74.8% in 2023 to 78.8% in 2025, and eighth-grade science proficiency reached 63.8% compared with 54.7% statewide. Several student groups performed especially well in science, including Hispanic students and military-connected students, both above 90%. The steady upward trend in science suggests that instruction is improving over time and that students are developing stronger content knowledge and inquiry skills.



3) **Attendance trends.** Even with declining enrollment, average daily attendance increased, and the overall attendance rate improved to 92.9%. Chronic absenteeism declined from 21.0% to 18.6% after rising the previous year. This suggests that the school has made progress in reconnecting students to daily attendance expectations, even though absenteeism remains a challenge.



4) **Strong professional confidence.** Faculty unanimously agreed that teachers are highly qualified and effective, and the school's academic outcomes support that perception. Stakeholder support for intervention funding is also meaningful, with about 78% of faculty agreeing that federal funds for intervention teachers and supplemental resources are an effective use of funds. This suggests that the district should continue supporting intervention structures while refining how they are targeted.



5) **Serving a diverse student body.** Black or African American students increased from 55.9% to 60.0% of enrollment, Asian students increased from 5.3% to 7.0%, and Hispanic students increased from 2.7% to 3.3%. The school's strongest results in math and science show that high achievement is possible across a changing student population.

CHALLENGES

1) **Reading.** Overall reading proficiency was 61.4% in 2025, leaving an 8.6-point gap to the 70% goal. Students with disabilities reached only 14.0% reading proficiency, economically disadvantaged students reached 47.7%, Black or African American students reached 51.7%, and students identifying with two or more races reached 42.9%. These results show that

reading improvement must be a central priority, particularly for students who need more intensive support.



2) **Achievement gaps for students with disabilities.** Students with disabilities reached 14.0% proficiency in reading, 37.2% in math, and 47.5% in science, while students without disabilities reached 66.4% in reading, 84.4% in math, and 82.1% in science. These gaps exceed 25 percentage points across all tested subjects and indicate the need for stronger alignment among classroom instruction, special education services, interventions, accommodations, and progress monitoring.



3) **Economically disadvantaged students also need targeted support.** In reading, they reached 47.7% proficiency compared with 68.6% for non-economically disadvantaged students. In science, economically disadvantaged students were also below the 70% goal. This suggests that academic supports should be coordinated with attendance, family engagement, and student support services.



4) **Chronic absenteeism** remains a challenge despite improvement. The overall rate of 18.6% means nearly one in five students missed significant instructional time. Students with disabilities had a chronic absence rate of 23.5%, Hispanic students 27.3%, students identifying with two or more races 26.7%, and White students 21.1%. These patterns matter because several groups with higher absenteeism also show academic gaps.



5) **Behavior and school climate.** About 69% of faculty agreed that student behavior is rarely a problem, but about 31% disagreed. This suggests that behavior is not perceived as a universal crisis, but it may still be disrupting learning in some classrooms or grade-level settings. Because junior high students are navigating a transitional developmental stage, consistent expectations, strong relationships, and structured routines remain important.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: 0–6 MONTHS

1. **Begin with a focused reading acceleration plan** for students below proficiency, especially students with disabilities, economically disadvantaged students, Black or African American students, and students with chronic absences. Each

student should be assigned a clear reading profile that identifies needs in comprehension, vocabulary, fluency, written response, and academic language. Intervention should be matched to those needs and reviewed every four to six weeks.

2. **Conduct a special education achievement review across reading, math, and science.** The goal should be to determine whether students with disabilities are receiving the right combination of core instruction, specially designed instruction, accommodations, intervention time, and progress monitoring. The review should lead to immediate schedule and support adjustments where students are not making adequate progress.
3. **Connect attendance interventions to academic support.** Students who are both chronically absent and below proficiency should receive coordinated outreach that includes family contact, attendance problem-solving, counseling or mentoring when needed, and a plan for recovering missed instruction. Attendance work should be treated as part of the academic improvement strategy rather than a separate compliance task.
4. **Preserve intervention funding while sharpening its use.** Faculty support for intervention teachers and supplemental resources is strong, so the next step should be reviewing whether intervention time is targeted to the students with the largest gaps and whether intervention results are monitored closely enough to adjust support quickly.

SHORT-TERM PRIORITIES: 6–12 MONTHS

1. **Implement a schoolwide reading improvement framework across all content areas.** Since students read complex material in science, social studies, math, and electives, every teacher should have practical strategies for vocabulary instruction, comprehension checks, written explanation, and academic discussion. This would allow reading support to occur throughout the school day rather than only in ELA classes.
2. **Provide professional learning focused on inclusive secondary instruction.** Teachers need time and support to strengthen accommodations, scaffold complex texts, design accessible assessments, and support students with disabilities in grade-level work. Professional learning should include coaching, co-planning, and student work analysis rather than one-time training.
3. **Study the practices behind its strong math and science performance** and use those findings to strengthen reading. If math and science teachers are using

clearer pacing, stronger progress monitoring, more consistent practice routines, or more effective intervention structures, those lessons should be adapted for ELA and reading support.

4. **Continue strengthening behavior consistency** through common expectations and relationship-based supports. Faculty responses suggest that behavior is manageable but still a concern for some staff. The district should support consistent routines for transitions, hallway movement, technology use, class starts, and independent work so that instructional time is protected.

LONG-TERM PRIORITIES: 12–24 MONTHS

1. **Set measurable subgroup goals for reading, math, science, attendance, and academic growth.** The strongest focus should be students with disabilities, economically disadvantaged students, Black or African American students, and chronically absent students. Goals should be reviewed regularly so improvement efforts remain specific and measurable.
2. **Build a stronger transition system** from elementary school into junior high and from junior high into ninth grade. Declining enrollment and achievement gaps suggest the need for careful monitoring of students as they enter seventh grade and prepare for high school. This system should include academic readiness checks, attendance reviews, student support planning, and communication between sending and receiving schools.
3. **Develop a sustained model for reducing chronic absenteeism.** The school has improved, but the rate remains too high. Long-term work should include early-warning indicators, mentoring for students at risk of chronic absence, family communication, student incentives, counseling support, and regular review of attendance patterns by subgroup.



NOTES

SUMNER HILL JUNIOR HIGH SCHOOL

INTRODUCTION

Sumner Hill Junior High School is located at 400 West Northside Drive in Clinton, Mississippi and currently serves four hundred forty-one (441) ninth (9) grade students as an important transitional campus within the district. Led by Principal Dr. Matt Fulton and Assistant Principal Jermaine Brown, Sumner Hill provides students with a supportive environment that emphasizes both academic rigor and personal growth during this critical stage of their educational development.

On the school website, Principal Fulton stated, “This year is a pivotal moment for students as they move into high school and take another huge step towards becoming Clinton High School graduates.” September 2025 marks nine years that Sumner Hill Junior High School held their Commit to Graduate ceremony. Each student in the Class of 2029 was presented with a certificate signifying their commitment to graduate from high school. The students all sign a banner which follows them to Clinton High School and hangs there until their graduation.

Students at SHJHS participate in a variety of academic, athletic, leadership, and fine arts opportunities that encourage involvement and school pride. The school recently received statewide attention when Principal Fulton was named the 2026 Mississippi Administrator of the Year by the Mississippi Department of Education, recognizing the school’s strong instructional leadership and commitment to student success.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

SUMNER HILL JUNIOR HIGH SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	462	467	471	399	441
GR_09	*	*	471	399	441
					(MDE, 2025m)

Figure 181: Sumner Hill Junior High School Enrollment by Grade Level

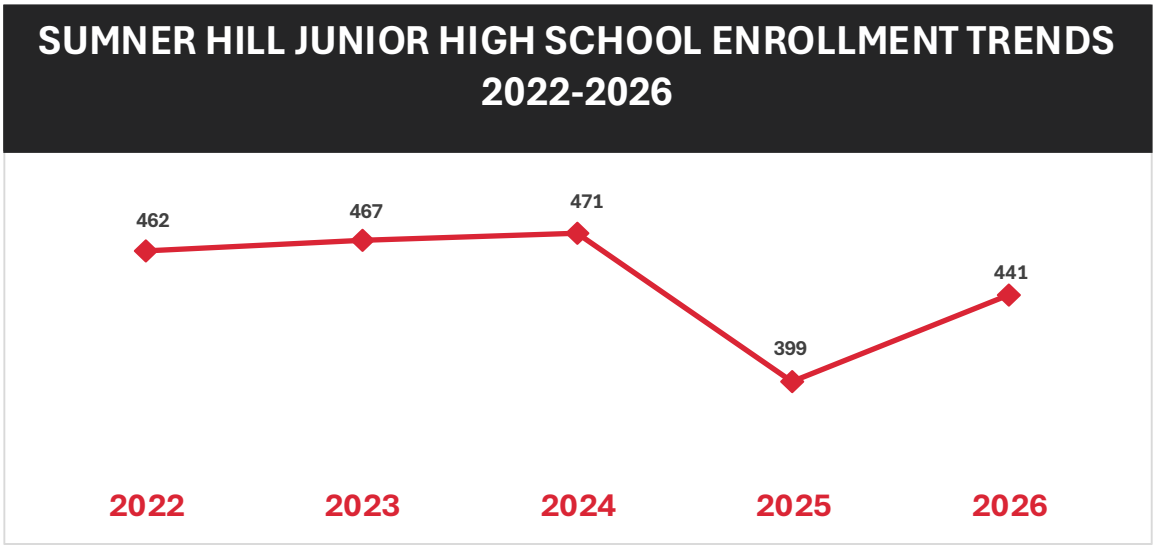


Figure 182: Sumner Hill Junior High School Enrollment Trends 2022-2026

SUMNER HILL JUNIOR HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	462	467	471	399	441
GENDER	FEMALE	236	239	246	201	219
	MALE	226	228	225	198	222
RACE	ALASKAN NATIVE OR NATIVE AMERICAN				*	*
	ASIAN	25	20	20	24	26
	BLACK OR AFRICAN AMERICAN	260	262	279	238	232
	HISPANIC OR LATINO	*	*	*	10	17
	NATIVE HAWAIIAN OR PACIFIC ISLANDER				*	*
	TWO OR MORE RACES	*	*	*	*	10
	WHITE	155	158	152	119	154
						(MDE, 2025m)

Figure 183: Sumner Hill Junior High School Enrollment by Demographic Group

SUMNER HILL JUNIOR HIGH SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ASIAN	5.4%	5.9%	0.5%
BLACK OR AFRICAN AMERICAN	56.3%	52.6%	-3.7%
HISPANIC OR LATINO		3.9%	
TWO OR MORE RACES		2.3%	
WHITE	33.5%	34.9%	1.4%

Figure 184: Sumner Hill Junior High School Change in Ethnic Group Percent of Enrollment Over 5 Years

ATTENDANCE

SUMNER HILL JUNIOR HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	425.7	437.1	371.8
GR_09	423.8	437.1	371.8
(MDE, 2023o, 2024q, 2025s)			

Figure 185: Sumner Hill Junior High School Average Daily Attendance

SUMNER HILL JUNIOR HIGH SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	91.2%	92.8%	93.2%
GR_09		92.8%	93.2%
(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: Sumner Hill Junior High School Estimated Average Daily Attendance as Percentage of Enrollment

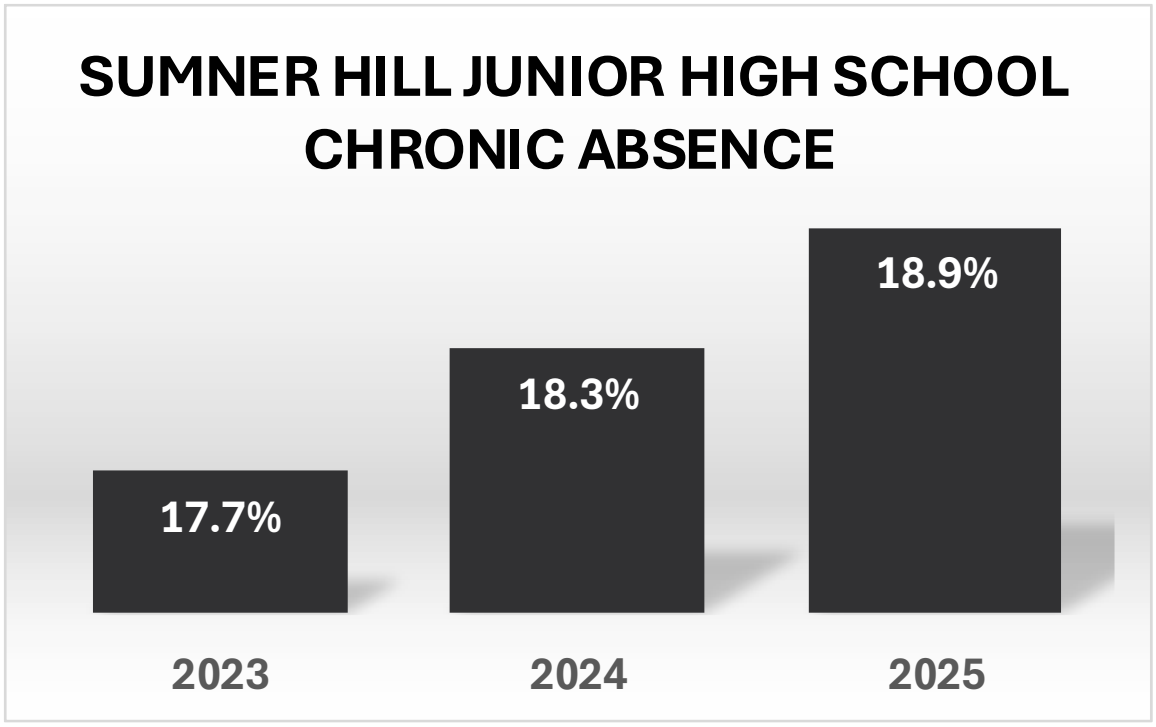
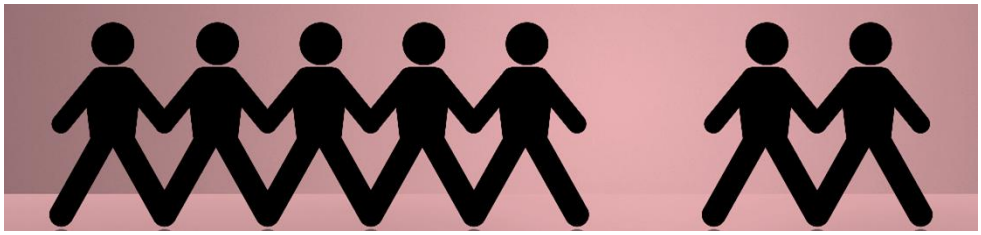


Figure 187: Sumner Hill Junior High School Chronic Absence



SUMNER HILL JUNIOR HIGH SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	17.7	18.3	18.9
GENDER	FEMALE	21.6	20.4	19.1
	MALE	13.5	16.0	18.7
DISABILITY	STUDENTS WITH DISABILITIES	13.8	20.0	30.0
	STUDENTS WITHOUT DISABILITIES	17.9	18.2	17.7
EL	LIMITED ENGLISH PROFICIENCY	26.3	≤5%	16.7
RACE	ALASKAN NATIVE OR NATIVE AMERICAN			≤5%
	ASIAN	≤5%	20.8	11.1
	BLACK OR AFRICAN AMERICAN	15.4	15.1	16.1
	HISPANIC OR LATINO	40.0	50.0	25.0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER			≤5%
	TWO OR MORE RACES	20.0	≤5%	≤5%
	WHITE	20.3	22.8	25.8
				(MDE, 2026f)

Figure 188: Sumner Hill Junior High School Chronic Absence Percentage by Demographic Group

SHJHS Enrollment and Attendance Takeaways

Total enrollment increased modestly from 462 students in 2022 to 467 in 2023 and 471 in 2024. Demographic trends show a student body that remains diverse while experiencing gradual shifts in composition. Black or African American students continue to represent the largest subgroup, accounting for 52.6% of enrollment in 2026, although this reflects a decline from 56.3% in 2022. White student enrollment increased slightly as a share of the student population, rising from 33.5% to 34.9% over the same period. Asian students also experienced modest growth, increasing from 5.4% to 5.9% of enrollment. Hispanic or Latino students and students identifying with two or more races represent growing segments of the school population as well.

Attendance data indicates strong student engagement. Average daily attendance increased from 425.7 students in 2023 to 437.1 in 2024, while estimated attendance rates improved from 91.2% to 93.2% by 2025. Although chronic absenteeism rose slightly from 17.7% in 2023 to 18.9% in 2025, overall attendance remains high, suggesting that most students attend school consistently. Together, these trends point to a school that has maintained solid enrollment, a stable and diverse student population, and strong attendance levels despite recent enrollment fluctuations.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

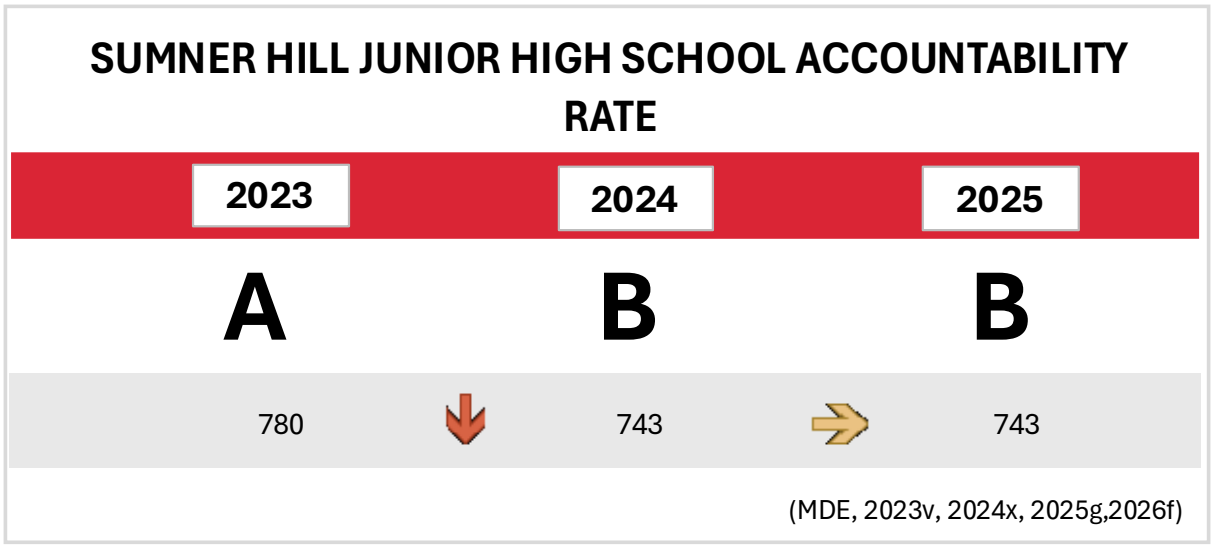


Figure 189: Sumner Hill Junior High School Accountability Rating

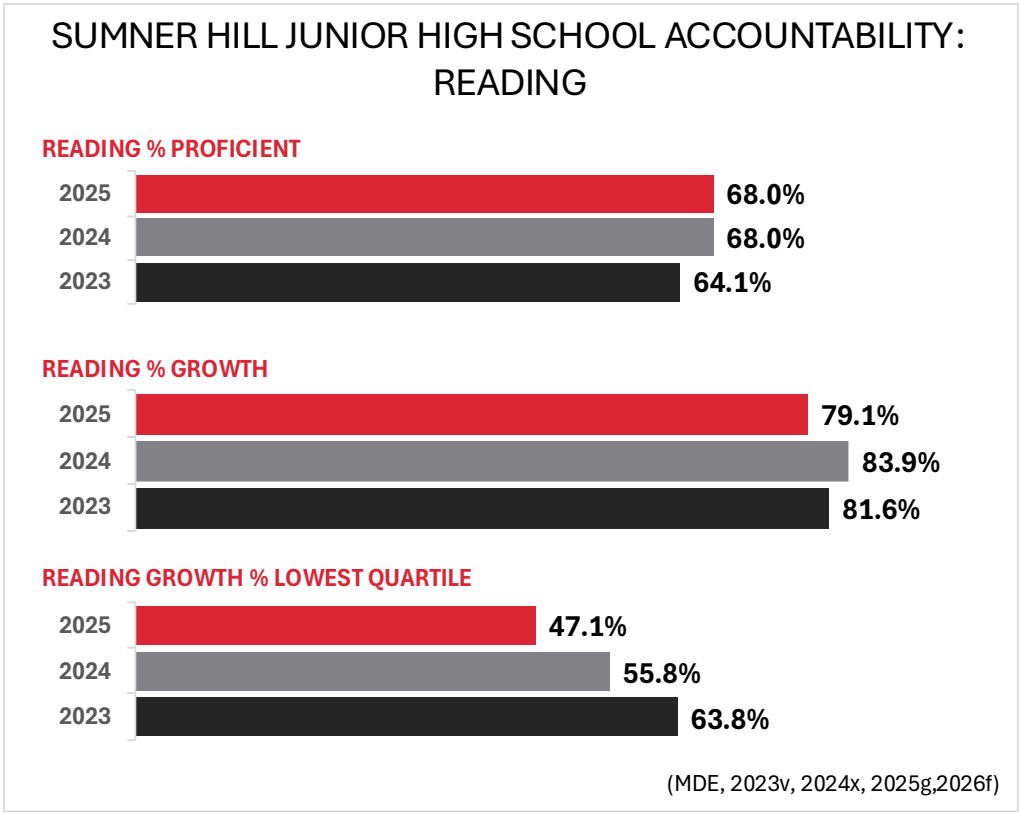


Figure 190: Sumner Hill Junior High School Accountability: Reading

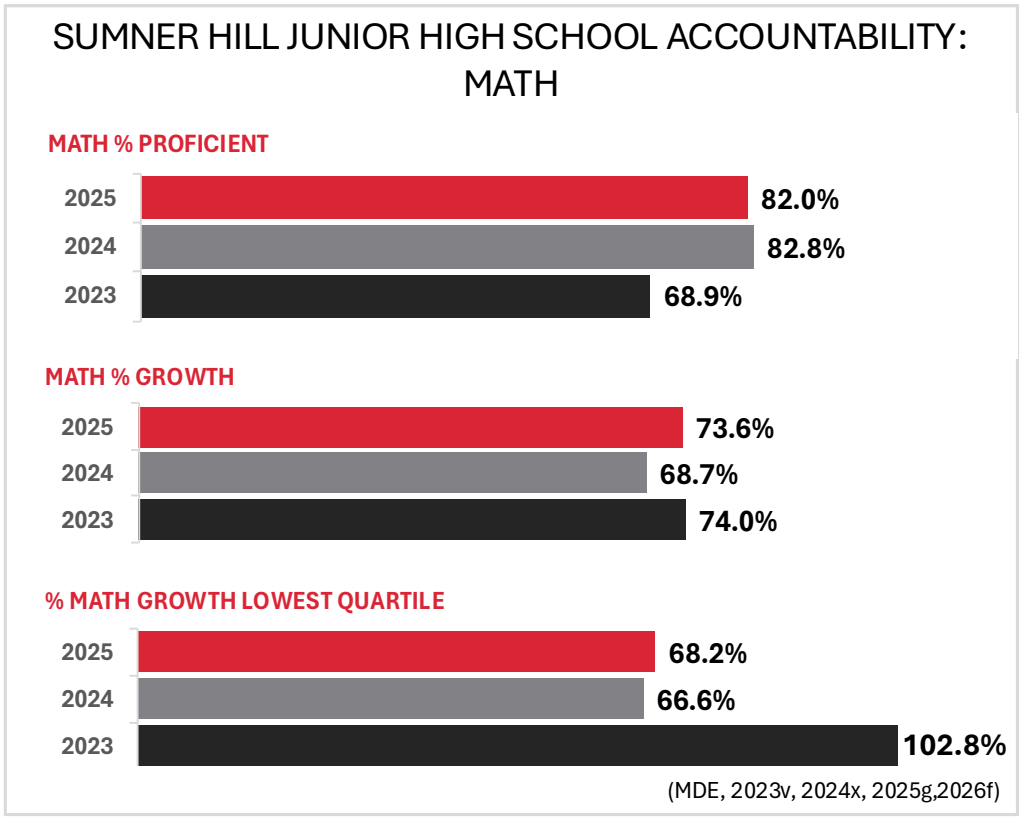


Figure 191: Sumner Hill Junior High School Accountability: Math

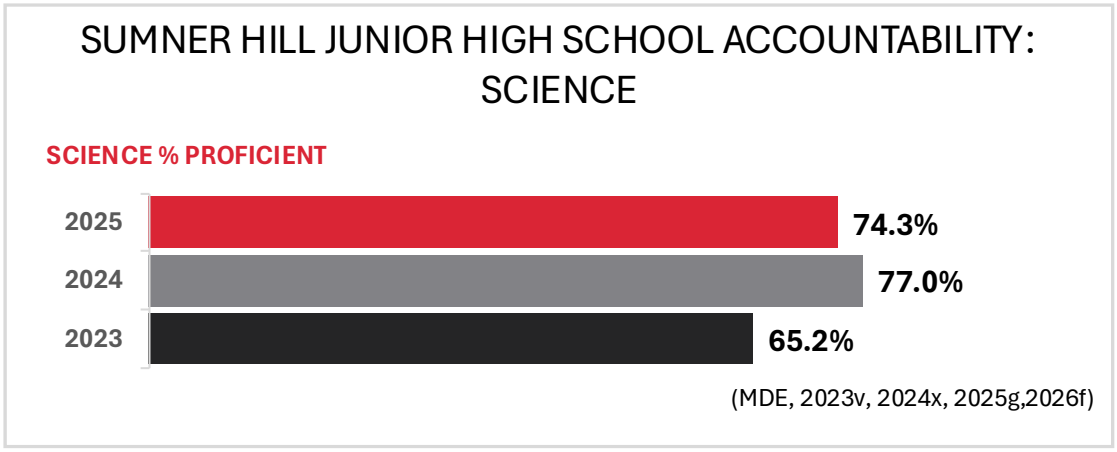


Figure 192: Sumner Hill Junior High School Accountability: Science

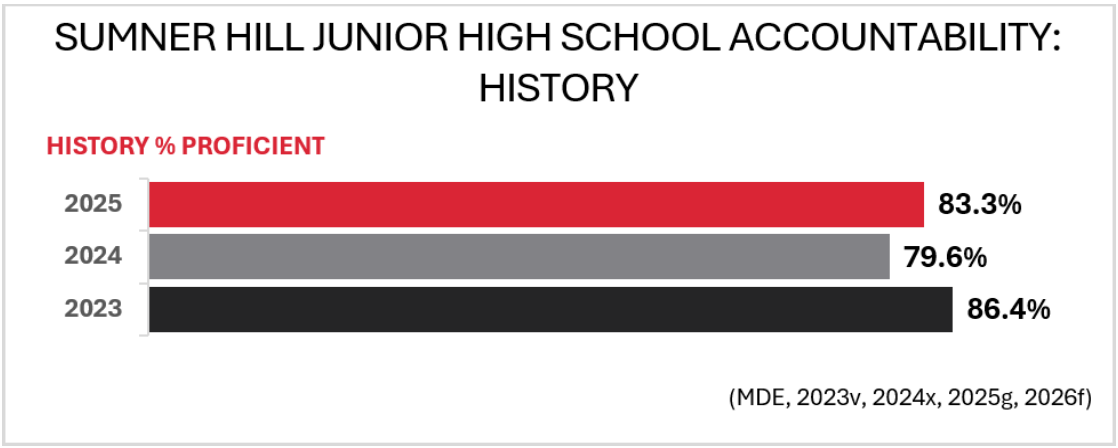


Figure 193: Sumner Hill Junior High School Accountability: History

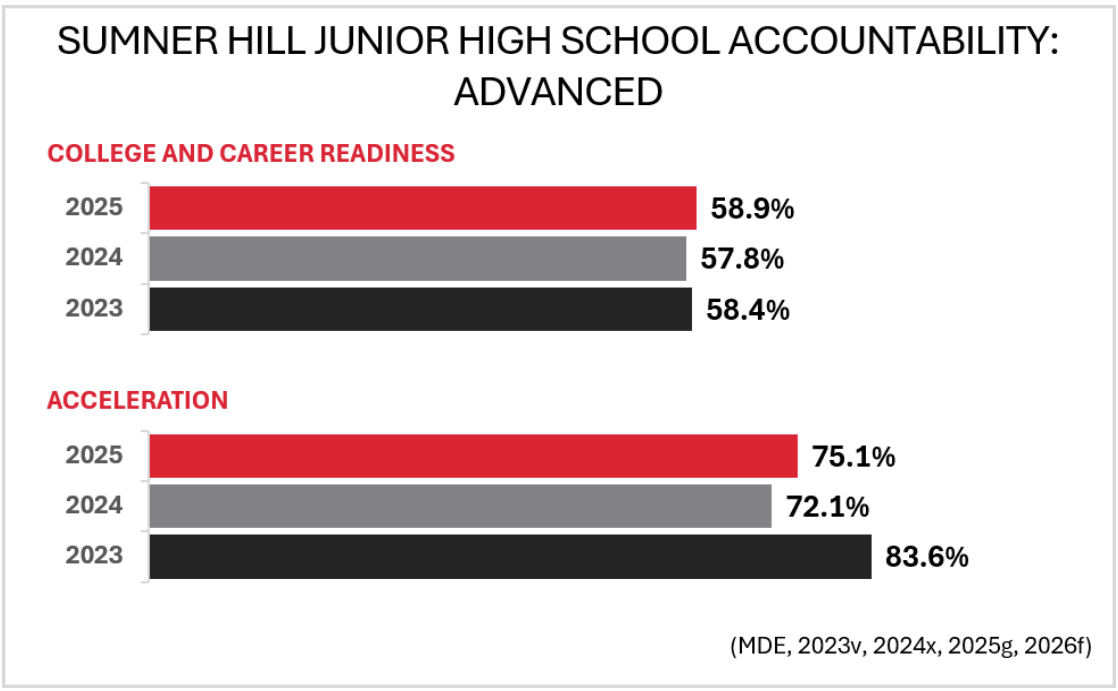


Figure 194: Sumner Hill Junior High School Accountability: Advanced

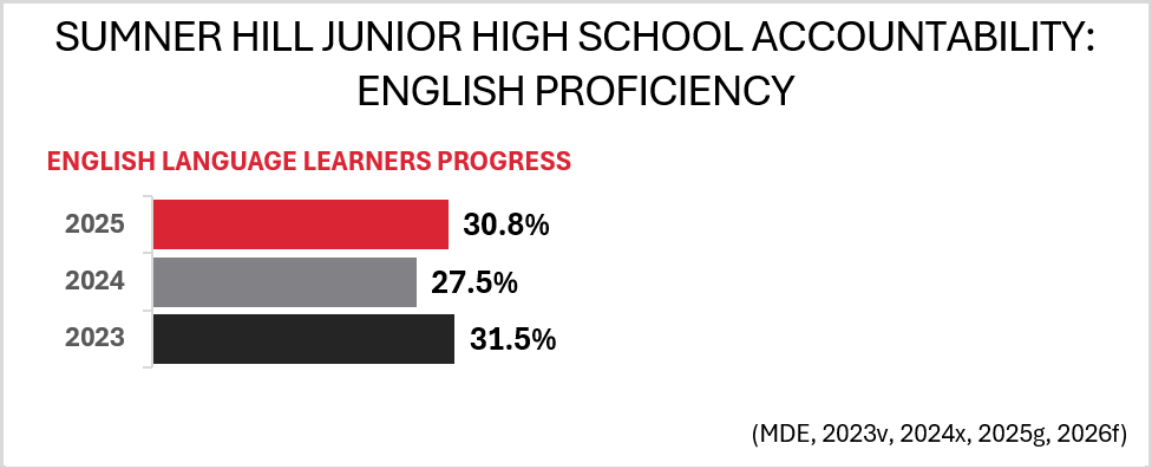


Figure 195: Sumner Hill Junior High School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

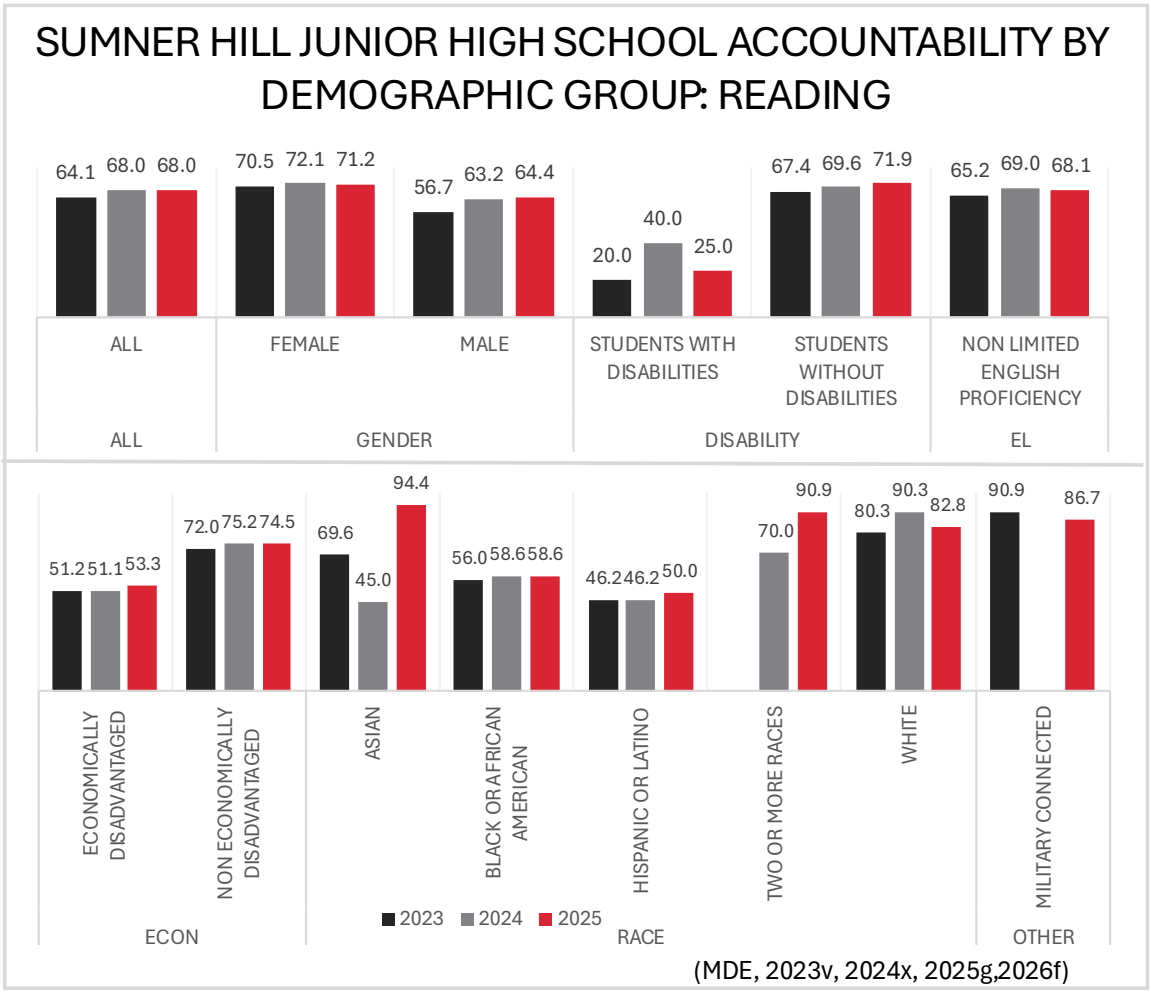


Figure 196: Sumner Hill Junior High School Accountability by Demographic Group: Reading

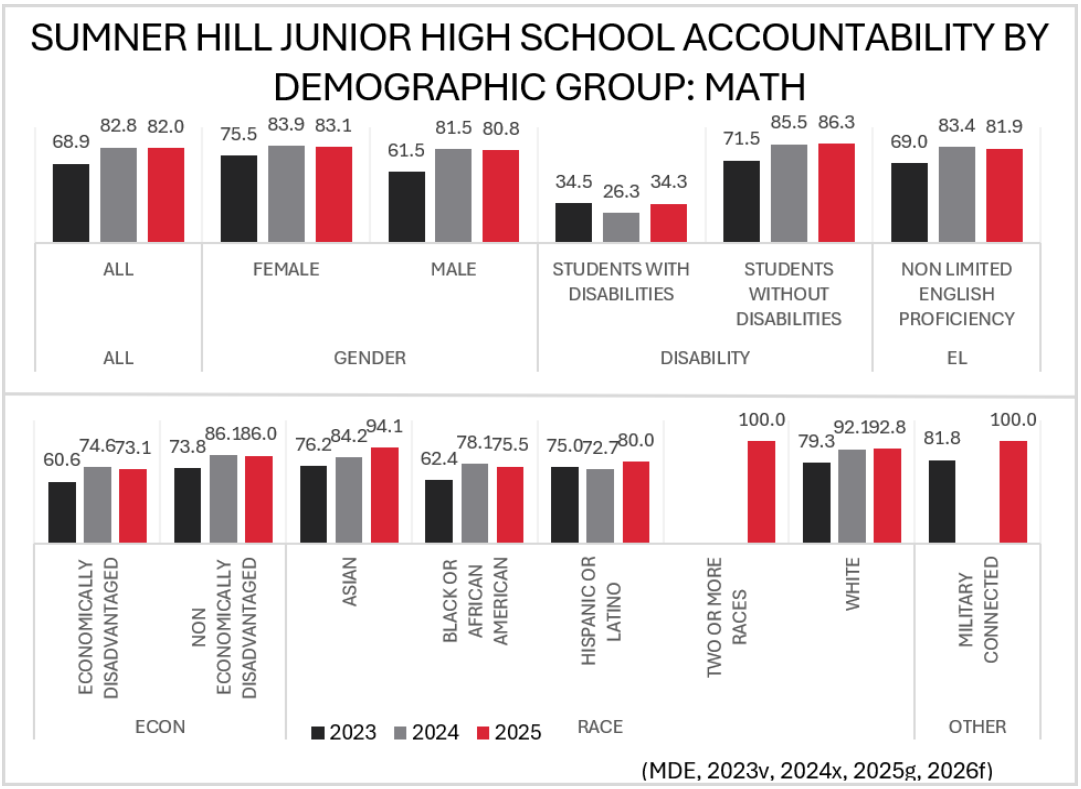


Figure 197: Sumner Hill Junior High School Accountability by Demographic Group: Math

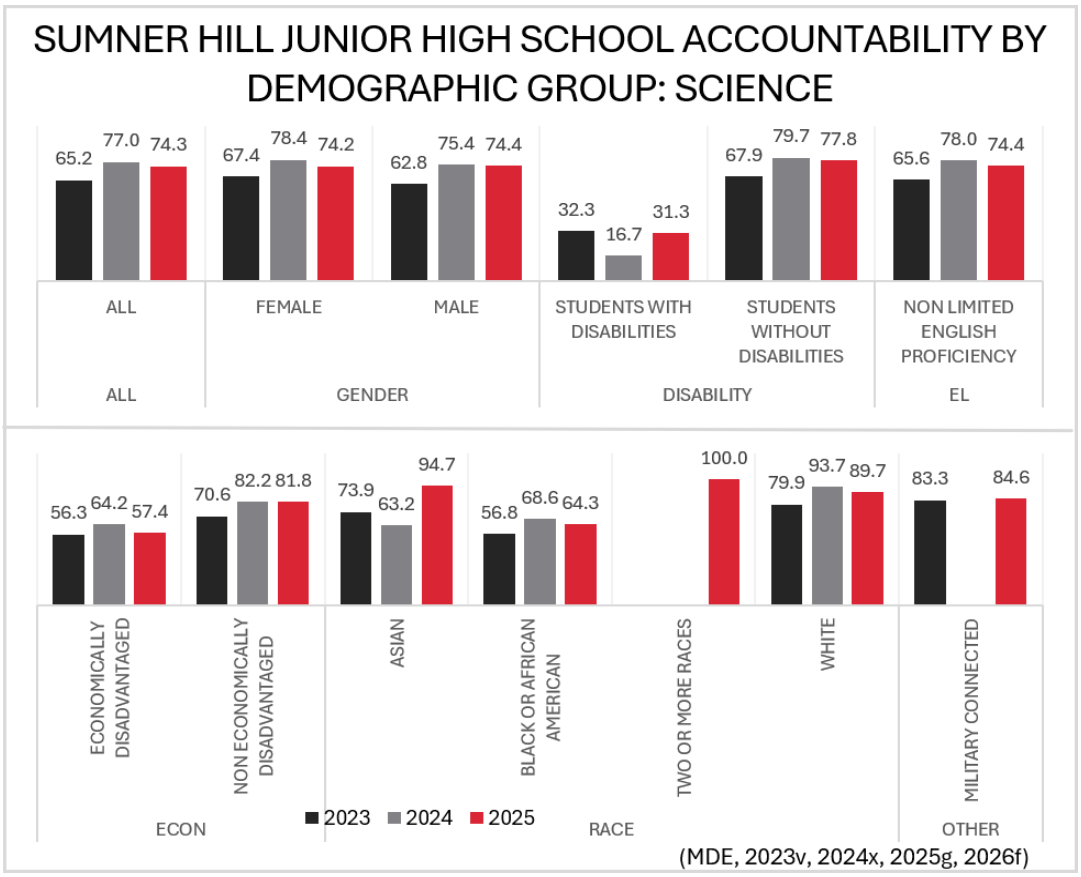


Figure 198: Sumner Hill Junior High School Accountability by Demographic Group: Science

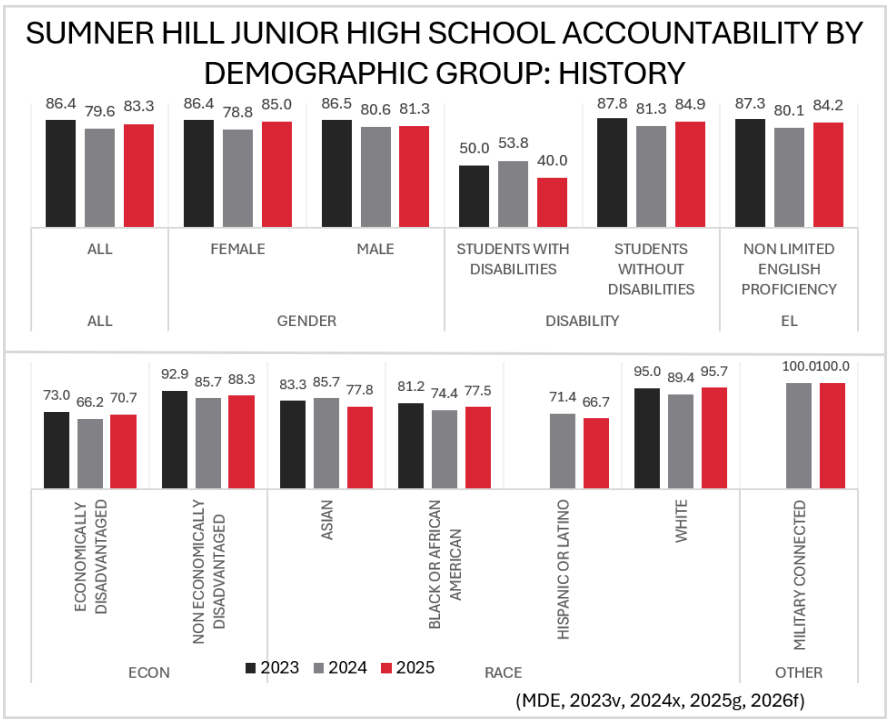


Figure 199: Sumner Hill Junior High School Accountability by Demographic Group: History

PROFICIENCY GAP TO GOAL

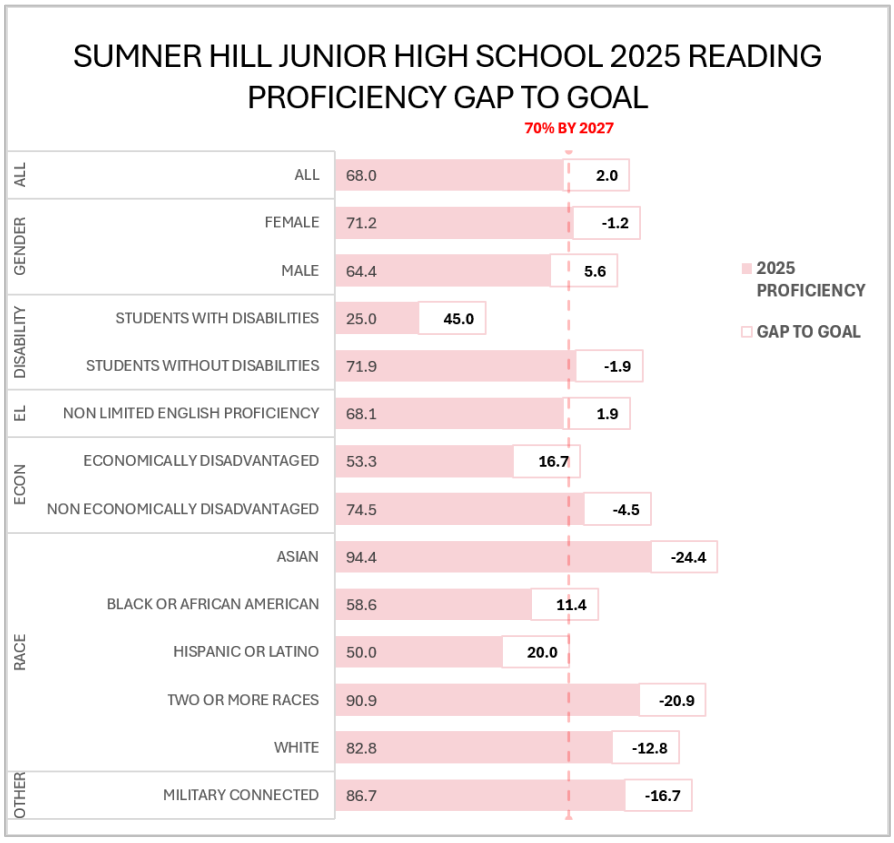


Figure 200: Sumner Hill Junior High School 2025 Reading Proficiency Gap to Goal

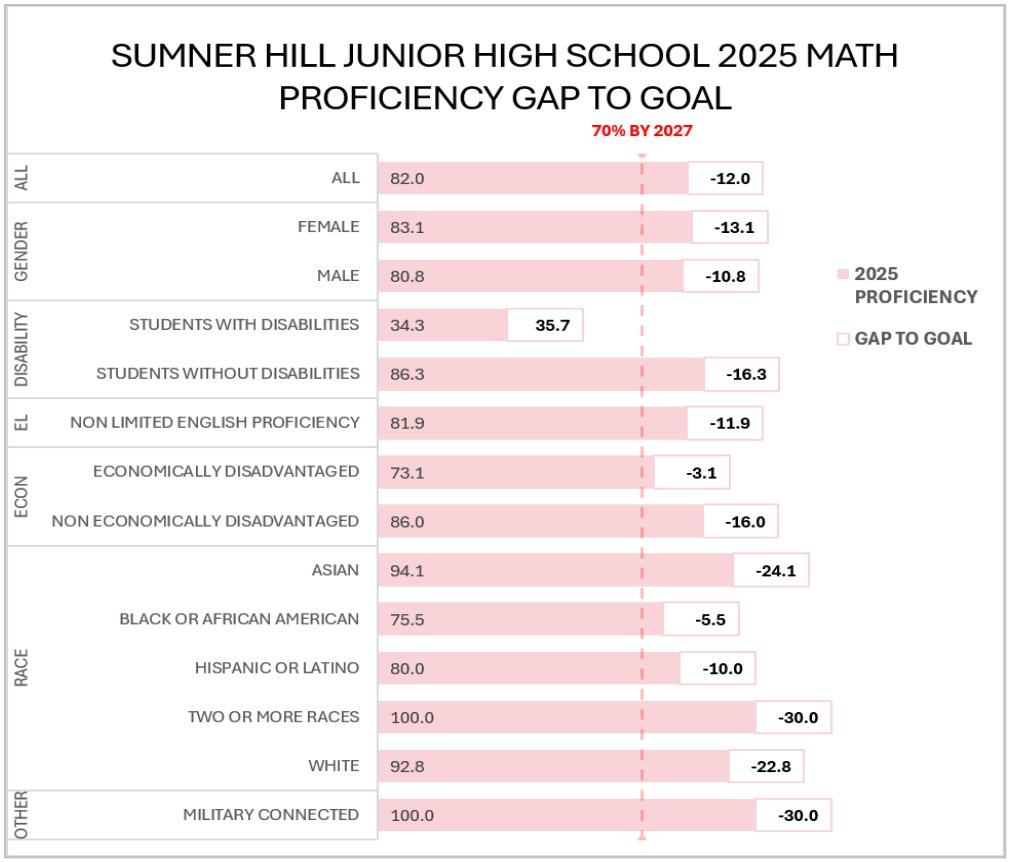


Figure 201: Sumner Hill Junior High School 2025 Math Proficiency Gap to Goal

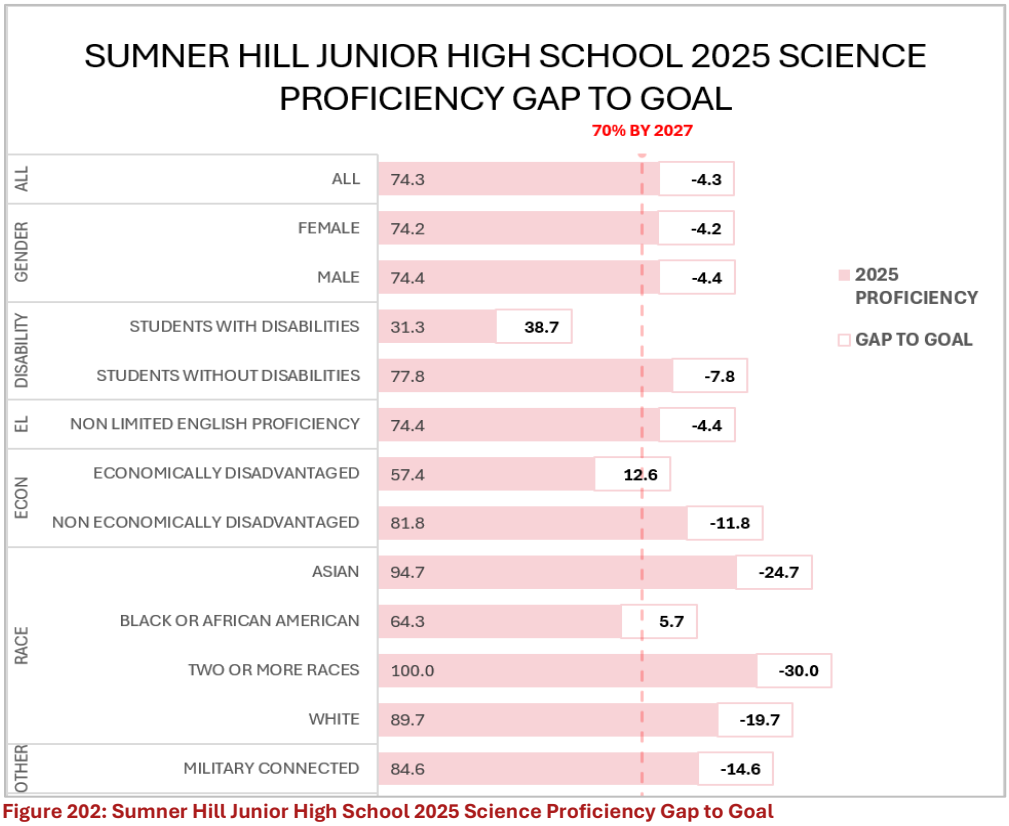


Figure 202: Sumner Hill Junior High School 2025 Science Proficiency Gap to Goal

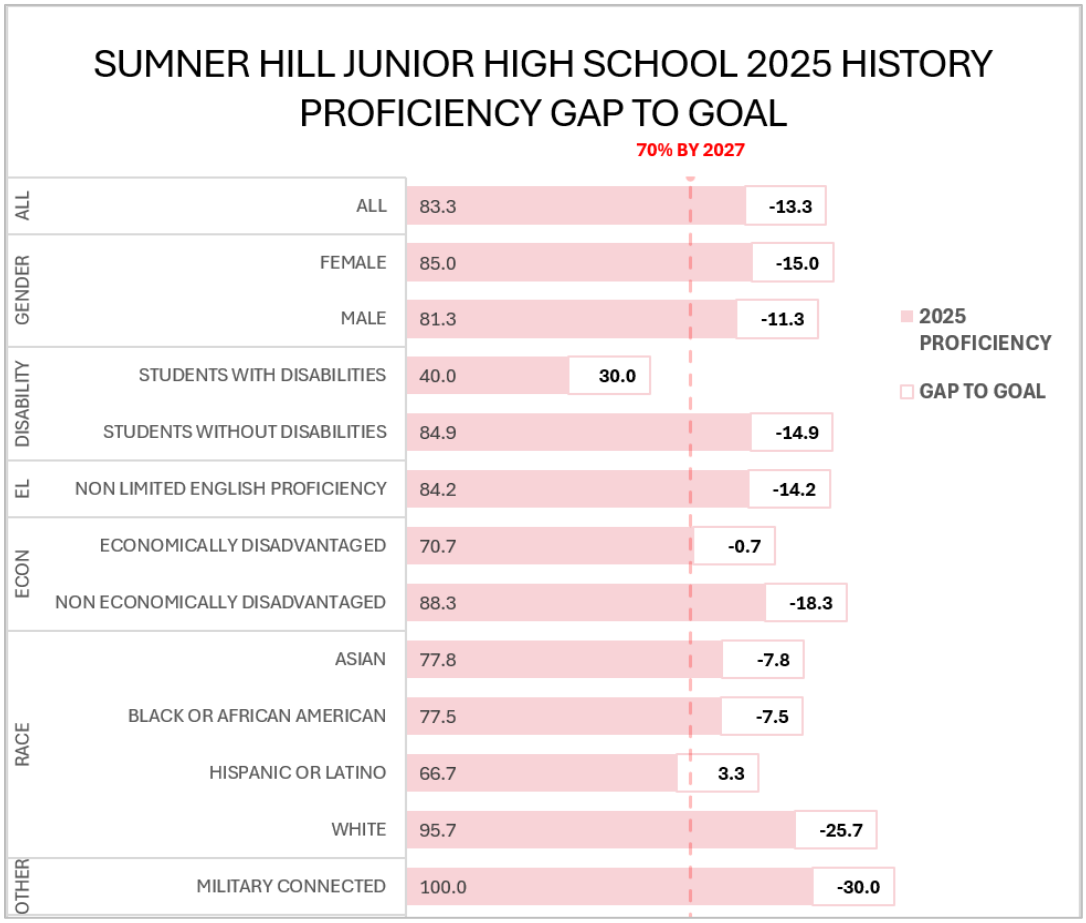


Figure 203: Sumner Hill Junior High School 2025 History Proficiency Gap to Goal

SHJHS Accountability Takeaways

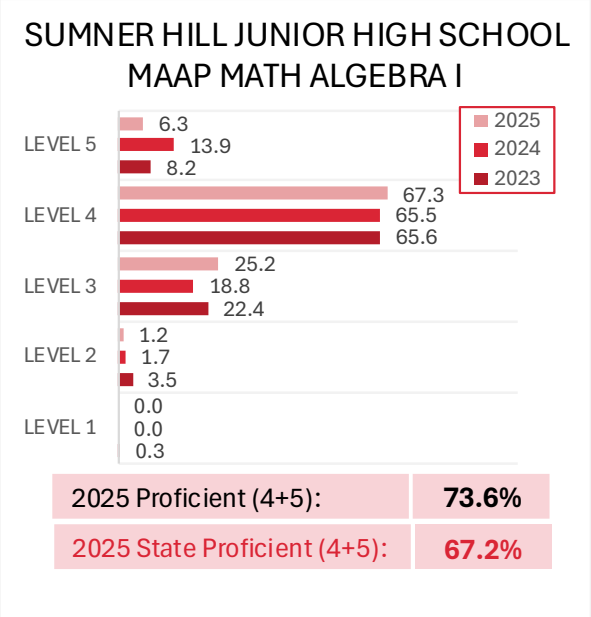
Sumner Hill Junior High School's reading proficiency improved from 64.1% in 2023 to 68.0% in 2025, while mathematics proficiency showed even greater gains, increasing from 68.9% to 82.0% during the same period. Science performance also strengthened, rising from 65.2% in 2023 to 74.3% in 2025. In History 83.3% of students scored proficient in 2025. College and career readiness held steady at 58.9%, while acceleration measures remained strong at 75.1%.

Female students outperformed overall averages in reading, mathematics, science, and history, while male students also demonstrated solid achievement gains. Students without disabilities consistently achieved high proficiency rates, exceeding 70% in reading and 85% in mathematics. Several racial and ethnic subgroups posted particularly strong results, including Asian students and students identifying with two or more races. Although achievement gaps remain for some student populations, especially students with disabilities, overall proficiency levels indicate sustained academic strength and a continued focus on improving outcomes for all learners.

ASSESSMENT

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP MATH



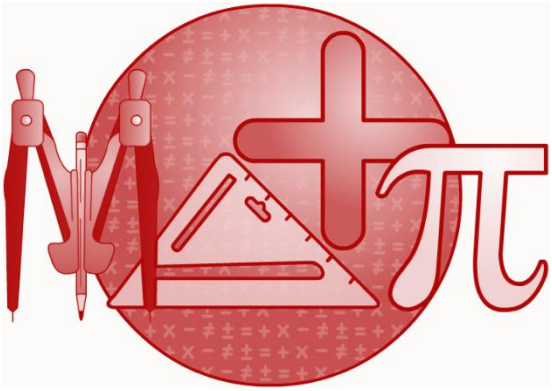


Figure 204: Sumner Hill Junior High School MAAP Math Algebra I

MAAP END-OF-COURSE

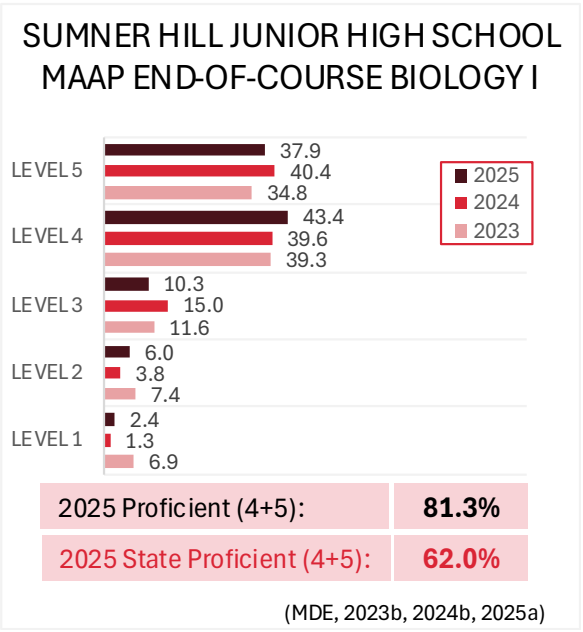




Figure 205: Sumner Hill Junior High School MAAP End-of-Course Biology I

SHJHS Assessment Takeaways

Assessment results indicate that Sumner Hill Junior High School continues to demonstrate strong academic performance in key high school credit-bearing courses. Student achievement in Algebra I and Biology I reflects a solid foundation in both mathematics and science, supporting the school's broader accountability success and readiness indicators. Performance patterns suggest that students are entering high school coursework well-prepared and are maintaining high levels of proficiency in subjects that serve as gateways to future academic success.

The assessment data also aligns with the school's overall trend of strong achievement across core content areas. Consistent results in end-of-course assessments point to effective instruction, curriculum alignment, and sustained student engagement. Strong outcomes in Algebra I are particularly important because success in advanced mathematics is often linked to college and career readiness, while Biology I proficiency demonstrates students' ability to apply scientific reasoning and analytical skills.

PERSONNEL

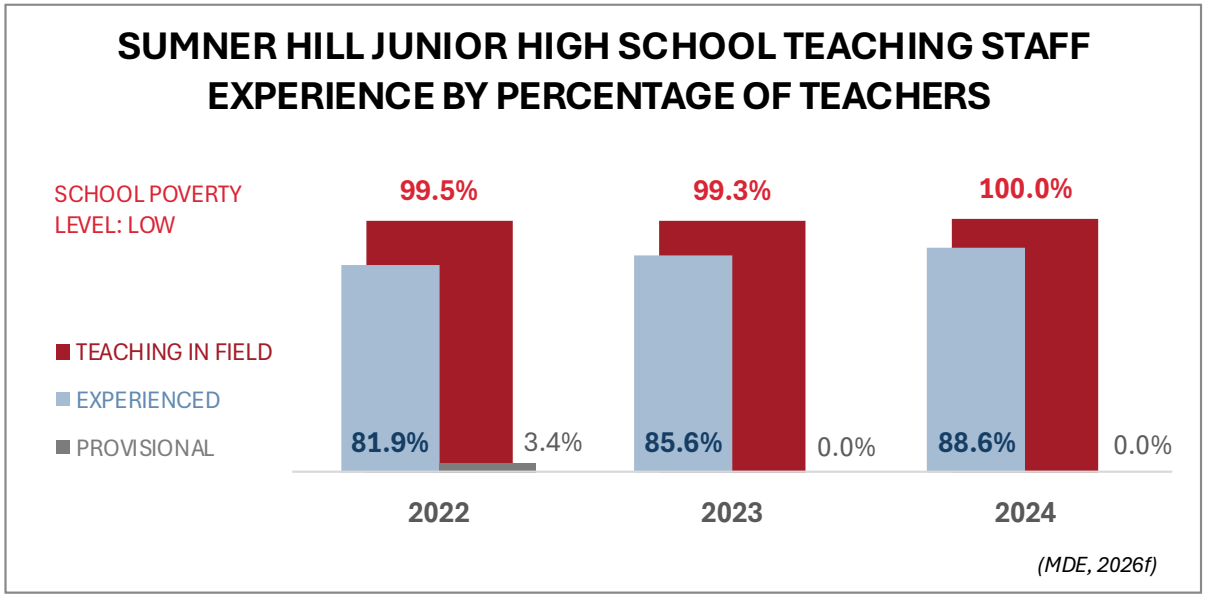


Figure 206: Sumner Hill Junior High School Teaching Staff Experience by Percentage of Teachers

SUMNER HILL JUNIOR HIGH CNA SURVEY

INTRODUCTION

Fourteen (14) faculty members, seventeen (17) parents, and twenty-one (21) students 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 Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

SUMNER HILL JUNIOR HIGH SCHOOL FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	5	27.8%
Differentiated instruction	6	33.3%
Access to supplemental resources and individualized instruction	7	38.9%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	12	85.7%
Agree	2	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	2	14.3%
Agree	7	50.0%
Disagree	4	28.6%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	6	42.9%
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 district.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	4	28.6%
Disagree	2	14.3%
Strongly Disagree	1	7.1%
Not Applicable or No Information	4	28.6%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	8	57.1%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

I use effective, evidence-based strategies for:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	35.7%	50.0%	0.0%	0.0%	14.3%
Successful classroom management.	57.1%	28.6%	0.0%	0.0%	14.3%
Teaching special needs students.	57.1%	21.4%	0.0%	0.0%	21.4%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	28.6%	42.9%	7.1%	0.0%	21.4%
Developing and using classroom assessments.	57.1%	28.6%	0.0%	0.0%	14.3%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	9	75.0%
Minor disruptions that steal instructional time	3	25.0%
Major classroom disruptions	0	0.0%

Support for intervention is available and allows teachers to use Professional Learning Communities to share instructional practices that allow this school to maximize student achievement

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

Intervention supports are a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	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%

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	3	5.2%
Expedited evaluation services for students with limited English	3	5.2%
Expedited evaluation services for gifted and talented students	1	1.7%
Additional academic support	9	15.5%
Tutoring	7	12.1%
Enrichment educational services	1	1.7%
Counseling	9	15.5%
Mentors	7	12.1%
School supplies	9	15.5%
Clothing for school	6	10.3%
Dental referrals	1	1.7%
Medical referrals	2	3.4%
Bullying assistance	0	0.0%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	12	85.7%
Agree	2	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

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

CURRICULUM & INSTRUCTION

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	6	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	8	57.1%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	9	64.3%
Agree	3	21.4%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Career and Technical Education	64.3%	21.4%	7.1%	0.0%	7.1%
English/Language Arts (reading, writing, speaking, listening)	57.1%	42.9%	0.0%	0.0%	0.0%
Mathematics	64.3%	35.7%	0.0%	0.0%	0.0%
Social Studies	57.1%	42.9%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	71.4%	28.6%	0.0%	0.0%	0.0%
Physical Education	57.1%	35.7%	7.1%	0.0%	0.0%
Foreign Languages	50.0%	50.0%	0.0%	0.0%	0.0%
Science	57.1%	42.9%	0.0%	0.0%	0.0%
Health Education	57.1%	42.9%	0.0%	0.0%	0.0%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	9	64.3%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	8	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly agree	5	35.7%
Agree	9	64.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	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%

Students spend sufficient effort (in and out of class) to learn what we teach.		
	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%

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	8.9%
Utilize technology such as class websites, blogs, and videos	5	8.9%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	9	16.1%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	8	14.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	10	17.9%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	7	12.5%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
Use bilingual handouts and cues	4	7.1%
Use visual displays, portable white boards, and posters when giving instructions	5	8.9%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	3	5.4%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling, pull out ESL instruction, Intervention, etc.	8	36.4%
Teachers provide unique instructional time inside the classroom for English instruction.	4	18.2%
Mentoring with another student	6	27.3%
Not Applicable	4	18.2%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	9	64.3%
No	5	35.7%

Please check the areas below that are routinely evaluated to determine the needs of EL students.		
	Count	Percentage
Language Spoken in the Home	12	16.2%
Language Proficiency of the Parent	4	5.4%
Level of Parental Involvement	4	5.4%
Family income and socioeconomic status	0	0.0%
Visual Screening Result	4	5.4%
Auditory Screening Result	5	6.8%
Grade Retention (if applicable)	4	5.4%
Number of Failed Courses	4	5.4%
Dropout Status (if applicable)	2	2.7%
Enrichment programs/activities	2	2.7%
Supplemental Academic Instruction	8	10.8%
Behavioral Supports	5	6.8%
Counseling Services	6	8.1%

Please check the areas below that are routinely evaluated to determine the needs of EL students.		
Discipline Records	4	5.4%
Social-Emotional Learning Services	4	5.4%
Social Behavioral Assessment Inventory Score	4	5.4%
Mental Health Supports	2	2.7%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	0	0.0%
Mental Health Services	0	0.0%
Counseling	1	6.7%
Transitional Services	1	6.7%
Not Applicable	13	86.7%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	0	0.0%
No	0	0.0%
Not Applicable	4	100.0%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

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

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	9	64.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	7	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	11	78.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	7	50.0%
Agree	7	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	57.1%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	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%

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

	Count	Percentage
Strongly Agree	4	28.6%
Agree	7	50.0%
Disagree	3	21.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	8	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	8	57.1%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	8	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	8	57.1%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly agree	8	57.1%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have a major role in curriculum development in this school.		
	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 are provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	9	64.3%
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	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 am satisfied with being a teacher in the Clinton Public School District.		
	Count	Percentage
Strongly agree	10	71.4%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

The principal is viewed as the instructional leader of this school.		
	Count	Percentage
Strongly Agree	9	64.3%
Agree	3	21.4%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The Clinton Public School District is the best choice for my own children to attend 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%

TECHNOLOGY

I am comfortable with classroom management as related to the 1:1 program.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	2	14.3%
Not Applicable or No Information	0	0.0%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	5	35.7%
Disagree	3	21.4%
Strongly Disagree	2	14.3%
Not Applicable or No Information	0	0.0%

I effectively incorporate and use technology in my lessons to provide instruction and facilitate learning on a regular basis.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	10	71.4%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.	
	Rank
Differentiated Instruction	#1
Classroom Management	#2
Writing strategies	#3
Interpreting and analyzing student data	#4
Successful inclusion strategies	#5
Developing quality assessments	#6
Data-based Decision Making	#7
Conflict resolution	#8
Using technology to enhance instruction	#9
Reading for at risk students	#10
English Learners (ELs)	#11
Teaching and understanding the needs of neurodiverse students	#12
Soft Skills/Emotional Intelligence	#13
Mississippi College and Career Readiness Standards	#14
Depth of Knowledge	#15
Executive functioning skills	#16
Social Emotional Learning	#17
Culture sensitivity	#18

Rank your top ten choices for professional development topics.	
Sensitivity Training	#19
Response to Intervention (RTI/MTSS)	#20
Teaching and understanding students in poverty	#21
Teaching and understanding the needs of homeless students	#22

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	9	64.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	8	57.1%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?		
	Count	Percentage
Yes	9	64.3%
No	5	35.7%

I need more professional development in the identification of, the rights of, and services for students who meet the homeless definition, and/or professional development designed to heighten the understanding and sensitivity to the needs of homeless children and youth.		
	Count	Percentage
Strongly Agree	1	7.1%
Agree	7	50.0%
Disagree	5	35.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

GENERAL OPINION

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

Faculty members at Sumner Hill Junior High School describe a district culture built on high expectations, strong instructional support, and a clear commitment to student and staff success. Respondents praised the district for providing meaningful resources, supplemental funding for classroom needs, recognition of student and faculty achievements, well-maintained facilities, and interventions designed to help struggling learners succeed. Suggestions for improvement focused on providing teachers with additional time and support to address student learning gaps while reducing workload pressures. Several respondents encouraged a more balanced approach to technology, noting the importance of maintaining traditional instructional resources and reducing overdependence on digital tools that may limit student retention and independence.

SUMNER HILL JUNIOR HIGH PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	4	18.2%
Differentiated instruction	10	45.5%
Access to supplemental resources and individualized instruction	8	36.4%

In my experience, teachers in my district are highly qualified and effective.		
	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%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	1	5.9%
Agree	11	64.7%
Disagree	1	5.9%
Strongly Disagree	3	17.6%
Not Applicable or No Information	1	5.9%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	Count	Percentage
Strongly Agree	8	47.1%
Agree	3	17.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	35.3%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	2	11.8%
Agree	3	17.6%
Disagree	2	11.8%
Strongly Disagree	3	17.6%
Not Applicable or No Information	7	41.2%

As a parent, I would like more information regarding:		
	Count	Percentage
Testing and grades	6	17.6%
Safety in the schools	9	26.5%
Curriculum and learning goals	7	20.6%
Available technology and how it's used in the classroom	6	17.6%
How to contact my child’s teacher	1	2.9%
Homework	5	14.7%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	2	3.2%
Computer Classes	3	4.8%
Conflict Resolution	5	7.9%
Discipline	3	4.8%
Drug/Alcohol Awareness	3	4.8%
English as a Second Language	0	0.0%
Health Classes	1	1.6%
Literacy Classes	1	1.6%
Math Classes	2	3.2%
Parent-to-School Relationships	5	7.9%
Parent/Child Communication	5	7.9%
Preparing for College	9	14.3%
Parenting Workshops	3	4.8%
Social Media Classes	4	6.3%
Stress/Anger/Management	6	9.5%
Understanding College- and Career-Ready Standards	11	17.5%

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	1	3.0%
District and/or school newsletters	3	9.1%
Resource materials for parental training	3	9.1%
Training for parents to work with other parents on becoming involved in the schools	3	9.1%
Home/School folders	6	18.2%
Home/School Planners	4	12.1%
Resources to help my child be successful in meeting state standards	13	39.4%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:		
	Count	Percentage
Activities to help my child learn over the summer	5	11.1%
Help my child with homework	5	11.1%
How to motivate my child	6	13.3%
How to promote family reading	0	0.0%
How to set goals for my child	1	2.2%
Manage time	9	20.0%
Prepare my child for testing	11	24.4%
Understand my child's learning styles	8	17.8%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	8	47.1%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	5	13.2%
Supporting college and career counseling	11	28.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	9	23.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	21.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	5	13.2%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	7	11.9%
Providing school-based mental health services and counseling	11	18.6%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	5	8.5%
Establishing or improving dropout prevention	2	3.4%
Supporting re-entry programs and transition services for Justice-involved youth	1	1.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	4	6.8%
Implementing systems and practices to prevent bullying and harassment	10	16.9%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	11	18.6%
Establishing community partnerships	8	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	7	28.0%
Building technological capacity and infrastructure	5	20.0%
Carrying out innovative blended learning projects	6	24.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	7	28.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	5	29.4%
Disagree	0	0.0%
Strongly Disagree	1	5.9%
Not Applicable or No Information	4	23.5%

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

	Count	Percentage
Strongly Agree	6	35.3%
Agree	7	41.2%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	2	11.8%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	3	17.6%
Agree	10	58.8%
Disagree	2	11.8%
Strongly Disagree	2	11.8%
Not Applicable or No Information	0	0.0%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Strongly Agree	4	23.5%
Agree	9	52.9%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

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	0	0.0%
Not Applicable or No Information	1	5.9%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	5	29.4%
Agree	5	29.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	41.2%

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	7	41.2%
Agree	6	35.3%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	17.6%

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	2	100.0%
Mentoring	0	0.0%
Academic or career counseling	0	0.0%
Mental Health counseling	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Physical Education	29.4%	35.3%	5.9%	5.9%	23.5%
Foreign Languages	17.6%	41.2%	11.8%	0.0%	29.4%
Science	41.2%	35.3%	5.9%	5.9%	11.8%
Health Education	23.5%	47.1%	5.9%	0.0%	23.5%
Career and Technical Education	41.2%	23.5%	0.0%	0.0%	35.3%
English/Language Arts (reading, writing, speaking, listening)	47.1%	41.2%	0.0%	0.0%	11.8%
Mathematics	47.1%	41.2%	0.0%	0.0%	11.8%
Social Studies	35.3%	52.9%	0.0%	0.0%	11.8%
Fine Arts (music, visual arts, dance, drama)	29.4%	41.2%	0.0%	0.0%	29.4%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	1	50.0%
No	1	50.0%

Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	1	50.0%
No	1	50.0%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	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%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	7	41.2%
Disagree	2	11.8%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	9	52.9%
Disagree	0	0.0%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	4	23.5%
Agree	7	41.2%
Disagree	4	23.5%
Strongly Disagree	1	5.9%
Not Applicable or No Information	1	5.9%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	10	58.8%
Agree	5	29.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

Teachers in our school (district) are respected in the community.		
	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%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly agree	5	29.4%
Agree	8	47.1%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly agree	5	29.4%
Agree	5	29.4%
Disagree	3	17.6%
Strongly Disagree	2	11.8%
Not Applicable or No Information	2	11.8%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly agree	7	41.2%
Agree	7	41.2%
Disagree	2	11.8%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly agree	10	58.8%
Agree	6	35.3%
Disagree	0	0.0%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly agree	7	41.2%
Agree	5	29.4%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	23.5%

Our community is actively involved in our school.		
	Count	Percentage
Strongly agree	6	35.3%
Agree	7	41.2%
Disagree	0	0.0%
Strongly Disagree	1	5.9%
Not Applicable or No Information	3	17.6%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	9	11.0%
Checked my child's grades/assignments online	16	19.5%
Been in contact with my child's teacher	13	15.9%
Received a newsletter from the district, school, or teacher	16	19.5%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	5	6.1%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	15	18.3%
Volunteered at my child's school	8	9.8%

SCHOOL IMPROVEMENT

My school (district) is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.		
	Count	Percentage
Strongly Agree	6	35.3%
Agree	5	29.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	35.3%

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

	Count	Percentage
Strongly Agree	6	35.3%
Agree	6	35.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	29.4%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	9	52.9%
Agree	6	35.3%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
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 their learning, such as technology, media centers, and libraries.

	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%

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

	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%

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

	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%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	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%

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

	Count	Percentage
Strongly Agree	8	47.1%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly agree	5	29.4%
Agree	10	58.8%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

The school's grading policies and practices are administered fairly.		
	Count	Percentage
Strongly Agree	6	35.3%
Agree	9	52.9%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

If you are a parent of a child with a disability, does this school meet the needs of your child?		
	Count	Percentage
Yes	4	66.7%
No	2	33.3%

TECHNOLOGY

I understand how my child is using his/her computer for educational purposes.		
	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%

My child regularly uses his/her computer to complete homework assignments.		
	Count	Percentage
Strongly Agree	11	64.7%
Agree	5	29.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

I feel comfortable limiting my child's access to his/her computer at home, after his/her schoolwork is completed.		
	Count	Percentage
Strongly Agree	11	64.7%
Agree	5	29.4%
Disagree	0	0.0%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

My child has Internet access when away from school.		
	Count	Percentage
Yes	17	100.0%
No	0	0.0%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	7	41.2%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	58.8%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	9	52.9%
Agree	3	17.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	29.4%

GENERAL OPINION

In response to open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Faculty members were also asked what state/locally funded professional development was provided for the EL staff and community.

Parents of students from Sumner Hill Jr. High School express pride in the district's longstanding reputation for excellence. They commend the district for its strong academic expectations and wide range of opportunities that help students excel socially, athletically, and in preparation for life after high school, whether through college, trade pathways, or workforce readiness. Suggestions for improvement focus on creating more proactive systems to address bullying, including confidential reporting options that encourage early intervention before situations escalate. Parents also

expressed interest in more regular opportunities for individual teacher-parent communication and feedback, as well as a constructive parent input process for teacher reflection. Additional recommendations include reducing student screen time in favor of more traditional instructional methods and increasing funding for arts programs and smaller extracurricular activities.

SUMNER HILL JUNIOR HIGH STUDENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are

	Count	Percentage
Emphasis on cooperation between home and school	5	19.2%
Differentiated instruction	9	34.6%
Access to supplemental resources and individualized instruction	12	46.2%

In my experience, teachers in my district are highly qualified and effective.

	Count	Percentage
Strongly Agree	4	19.0%
Agree	13	61.9%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	1	4.8%
Agree	1	4.8%
Disagree	9	42.9%
Strongly Disagree	8	38.1%
Not Applicable or No Information	2	9.5%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	5	23.8%
Agree	11	52.4%
Disagree	4	19.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	3	14.3%
Agree	9	42.9%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	6	28.6%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	9	42.9%
Disagree	5	23.8%
Strongly Disagree	5	23.8%
Not Applicable or No Information	2	9.5%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.		
	Count	Percentage
Strongly Agree	6	28.6%
Agree	10	47.6%
Disagree	4	19.0%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

Student assessments are designed to reflect what students know and are able to do.		
	Count	Percentage
Strongly Agree	4	19.0%
Agree	9	42.9%
Disagree	5	23.8%
Strongly Disagree	2	9.5%
Not Applicable or No Information	1	4.8%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	10	47.6%
Disagree	4	19.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	8	38.1%
Agree	11	52.4%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	5	23.8%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	33.3%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	9	42.9%
Agree	4	19.0%
Disagree	5	23.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	2	9.5%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.		
	Count	Percentage
Strongly Agree	5	23.8%
Agree	10	47.6%
Disagree	6	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Social Studies	52.4%	38.1%	4.8%	4.8%	0.0%
Fine Arts (music, visual arts, dance, drama)	61.9%	23.8%	4.8%	0.0%	9.5%
Physical Education	19.0%	23.8%	23.8%	0.0%	33.3%
Foreign Languages	28.6%	28.6%	4.8%	14.3%	23.8%
Science	9.5%	38.1%	28.6%	14.3%	9.5%
Health Education	23.8%	33.3%	23.8%	0.0%	19.0%
Career and Technical Education	28.6%	33.3%	0.0%	0.0%	38.1%
English/Language Arts (reading, writing, speaking, listening)	42.9%	47.6%	0.0%	4.8%	4.8%
Mathematics	28.6%	47.6%	19.0%	4.8%	0.0%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	3	14.3%
Agree	11	52.4%
Disagree	4	19.0%
Strongly Disagree	1	4.8%
Not Applicable or No Information	2	9.5%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	5	23.8%
Agree	8	38.1%
Disagree	6	28.6%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	3	14.3%
Agree	13	61.9%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	3	14.3%

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	17	58.6%
Additional academic support	2	6.9%
Tutoring	2	6.9%
Counseling	0	0.0%
A mentor	0	0.0%
School supplies	1	3.4%
Structured note taking mechanisms	2	6.9%
The teacher slows speech at times to help you understand	1	3.4%
The teacher uses gestures and demonstrations	2	6.9%
Use think aloud and think pair shares	0	0.0%
Use of bilingual handouts and cues	1	3.4%
Use of display word walls with high frequency words	1	3.4%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	6	28.6%
Agree	10	47.6%
Disagree	3	14.3%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	5	23.8%
Agree	9	42.9%
Disagree	6	28.6%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	4	19.0%
Agree	13	61.9%
Disagree	4	19.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	8	38.1%
Disagree	1	4.8%
Strongly Disagree	2	9.5%
Not Applicable or No Information	3	14.3%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	5	23.8%
Agree	12	57.1%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	2	9.5%
Agree	13	61.9%
Disagree	3	14.3%
Strongly Disagree	2	9.5%
Not Applicable or No Information	1	4.8%

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

	Count	Percentage
Strongly Agree	3	14.3%
Agree	12	57.1%
Disagree	3	14.3%
Strongly Disagree	1	4.8%
Not Applicable or No Information	2	9.5%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	9	42.9%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

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

	Count	Percentage
Strongly Agree	8	38.1%
Agree	11	52.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

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

	Count	Percentage
Strongly Agree	2	9.5%
Agree	10	47.6%
Disagree	3	14.3%
Strongly Disagree	4	19.0%
Not Applicable or No Information	2	9.5%

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

	Count	Percentage
Strongly Agree	4	19.0%
Agree	13	61.9%
Disagree	3	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	3	14.3%
Agree	15	71.4%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

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

	Count	Percentage
Strongly Agree	11	52.4%
Agree	4	19.0%
Disagree	3	14.3%
Strongly Disagree	3	14.3%
Not Applicable or No Information	0	0.0%

Innovative technologies are incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	5	23.8%
Agree	12	57.1%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	14.3%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	6	28.6%
Agree	10	47.6%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	2	9.5%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	13	61.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	4	19.0%
Agree	12	57.1%
Disagree	2	9.5%
Strongly Disagree	2	9.5%
Not Applicable or No Information	1	4.8%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	4	19.0%
Agree	13	61.9%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

TECHNOLOGY

I understand how to use my computer for my school assignments.

	Count	Percentage
Strongly Agree	12	57.1%
Agree	8	38.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

My teachers allow me to use my computer for instructional/classroom purposes.

	Count	Percentage
Strongly Agree	15	71.4%
Agree	5	23.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

My computer has the software programs I need to support classroom learning.

	Count	Percentage
Strongly Agree	8	38.1%
Agree	12	57.1%
Disagree	0	0.0%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

I have access to Wi-Fi outside of the classroom.

	Count	Percentage
Strongly Agree	8	38.1%
Agree	9	42.9%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	2	9.5%

I feel the 1:1 program is helping improve my educational experience (preparing me for college or career, enhancing my classroom learning, etc.).		
	Count	Percentage
Strongly Agree	5	23.8%
Agree	7	33.3%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	6	28.6%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	8	38.1%
Disagree	0	0.0%
Strongly Disagree	2	9.5%
Not Applicable or No Information	4	19.0%

GENERAL OPINION

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

Students from Sumner Hill Junior High School praised the school for its inclusive and welcoming environment, strong leadership, supportive teachers, and the wide range of extracurricular opportunities that help students prepare for college and future careers. One student shared, “I admire how my district has staff, administrators, and organizations that accommodate to all different types of students. Everyone can find something that they enjoy doing or someone who they feel comfortable enough to work with or talk to.” Students particularly appreciated the accessibility of administrators, the district’s commitment to helping learners who need additional academic or behavioral support, and the overall positive school climate. Suggestions for improvement were generally constructive, including requests for more advanced academic opportunities such as competitive robotics, stronger emphasis on conceptual understanding in math, improved supervision in certain situations, more efficient bathroom access procedures, longer lunch periods, and greater responsiveness to student feedback.

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Sumner Hill Junior High School demonstrates strong academic performance, improving attendance, and a stable ninth-grade identity, while also facing challenges related to chronic absenteeism, subgroup achievement gaps, and the need to sustain student engagement as students transition toward high school. Enrollment fluctuated over the past five years, moving from 462 students in 2022 to 471 in 2024, dropping to 399 in 2025, and rebounding to 441 in 2026. The **student population remains diverse**, with Black or African American students representing 52.6% of enrollment, White students 34.9%, Asian students 5.9%, Hispanic students 3.9%, and students identifying with two or more races 2.3%.

Attendance is generally positive. The **estimated attendance rate increased** from 91.2% in 2023 to 93.2% in 2025, showing stronger daily participation. However, **chronic absenteeism rose** from 17.7% to 18.9% over the same period, with especially high rates among students with disabilities, Hispanic students, and White students. Academically, the school shows clear strength. **Reading proficiency improved** to 68.0%, **math rose** to 82.0%, science reached 74.3%, and history remained strong at 83.3%. College and career readiness held steady at 58.9%, while acceleration remained strong at 75.1%.

Stakeholder feedback reinforces the school's **positive academic culture**. All faculty respondents agreed that teachers are highly qualified and effective, and students praised the school's **inclusive environment**, **supportive teachers**, **accessible leadership,** and extracurricular opportunities. Faculty also described a culture built on high expectations, strong instructional support, and meaningful resources.

STRENGTHS



1) **Performance across multiple tested subjects.** Math proficiency increased from 68.9% in 2023 to 82.0% in 2025, showing major growth and placing the school well above the 70% benchmark. Science also improved from 65.2% to 74.3%, and history remained a clear strength at 83.3%

proficiency. These results suggest strong content-area instruction, effective course alignment, and a high level of readiness for high school-level academic expectations.

2) **Reading.** Proficiency improved from 64.1% to 68.0%, placing the school close to the 70% goal. While additional work is still needed, the upward trend suggests that instructional systems are producing gains. Female students exceeded the goal in reading at 71.2%, and several student groups posted very strong outcomes, including Asian students at 94.4%, students identifying with two or more races at 90.9%, White students at 82.8%, and military-connected students at 86.7%.



3) **Attendance.** The school's estimated attendance rate rose to 93.2% in 2025, indicating that most students attend consistently. This is important for a ninth-grade campus because steady attendance supports credit accumulation, academic confidence, and successful transition into high school coursework.



4) **A positive culture and strong stakeholder confidence.** Faculty unanimously agreed that teachers are highly qualified and effective. Open-ended faculty feedback described strong resources, supplemental support, recognition of student and staff achievement, well-maintained facilities, and interventions for struggling learners. Students described the school as inclusive and welcoming, praising staff, administrators, organizations, and extracurricular opportunities that help students feel connected.



5) **Student engagement.** Students recognized the availability of activities and the school's efforts to help different types of learners find a place to belong. This matters because ninth grade is a pivotal year when students' sense of belonging can affect attendance, academic motivation, and long-term graduation success.

CHALLENGES



1) **The performance gap for students with disabilities.** Students with disabilities reached 25.0% proficiency in reading, 34.3% in math, 31.3% in science, and 40.0% in history. Students without disabilities exceeded 70% in reading and 85% in math, creating large gaps that require targeted district attention. These results suggest a need for stronger alignment

among general education instruction, special education services, accommodations, intervention, and progress monitoring.



2) **Economically disadvantaged students** also remain below overall performance levels. In reading, they reached 53.3% proficiency compared with 74.5% for non-economically disadvantaged students. In science, economically disadvantaged students reached 57.4%, while non-economically disadvantaged students reached 81.8%. These gaps indicate that the school's overall academic strength is not yet shared evenly by all students.



3) **Chronic absenteeism.** The overall rate rose to 18.9% in 2025. Students with disabilities had a chronic absence rate of 30.0%, Hispanic students 25.0%, and White students 25.8%. These patterns are especially important because some of the same student groups with higher absenteeism also show academic gaps. Attendance improvement should therefore be linked directly to academic support and transition planning.



4) **Technology.** Students were mixed on whether the 1:1 program improved their educational experience, with only about 57% agreeing. Faculty comments also encouraged a more balanced approach to technology, noting the need to preserve traditional instructional resources and reduce overdependence on digital tools that may limit retention and independence. This does not argue against technology, but it does suggest that digital tools should be used more strategically.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: 0–6 MONTHS

1. **Begin with a focused review of students with disabilities** who are below proficiency in reading, math, science, and history. This review should examine each student's current services, accommodations, intervention placement, classroom performance, attendance, and progress monitoring data. The goal should be to determine whether each student is receiving support that is intensive enough, consistent enough, and aligned closely enough with grade-level expectations.
2. **Connect chronic absenteeism work directly to academic planning.** Students who are both chronically absent and below proficiency should receive coordinated outreach that includes family contact, attendance problem-solving,

academic recovery planning, and mentoring where needed. Attendance should be treated as a ninth-grade success indicator, not simply a compliance measure.

3. **Strengthen schoolwide literacy supports across all content areas.** Since reading is close to the goal but still below it, teachers in all subjects should use common routines for vocabulary development, comprehension checks, written explanation, and academic discussion. This would help students build the reading stamina needed for high school-level work.
4. **Review how technology is being used in instruction.** Faculty and student feedback suggest a need for balance, so leaders should identify where digital tools are improving learning and where traditional resources, writing, discussion, and hands-on practice may be more effective.

SHORT-TERM PRIORITIES: 6–12 MONTHS

1. **Implement a ninth-grade subgroup acceleration plan** focused on students with disabilities, economically disadvantaged students, Black or African American students, and students with chronic absences. This plan should set clear growth targets and include scheduled reviews of student progress, intervention effectiveness, attendance, and course performance.
2. **Provide professional learning focused on inclusive high school readiness instruction.** Teachers need time and support to strengthen accommodations, scaffold complex texts, support writing across content areas, and help students with disabilities access grade-level expectations. Professional learning should include co-planning, modeling, and analysis of student work.
3. **Expand student voice as part of improvement planning.** Students praised the school's inclusiveness and leadership access, while also asking for more advanced opportunities, better bathroom procedures, stronger conceptual math instruction, longer lunch periods, and greater responsiveness to feedback. A structured student advisory process could help the school address practical concerns before they affect engagement.

LONG-TERM PRIORITIES: 12–24 MONTHS

1. **Establish measurable goals for reducing achievement gaps** among students with disabilities and economically disadvantaged students. These goals should address proficiency, growth, attendance, and course success. Progress should

be reviewed regularly so that supports are adjusted before students fall further behind.

2. **Develop a stronger ninth-grade transition and success system.** Because Sumner Hill serves a critical bridge year, the school should track attendance, behavior, academic progress, intervention needs, and student engagement from the beginning of the year. Students showing early warning signs should receive support quickly so they enter high school on track.
3. **Create a long-term attendance strategy for ninth-grade students.** This strategy should include early alerts, family communication, mentoring, student incentives, counseling support, and targeted outreach for groups with the highest chronic absence rates. Since chronic absenteeism is connected to achievement gaps, attendance improvement should remain part of the academic improvement plan.
4. **Continue strengthening college and career readiness and acceleration opportunities.** The school already shows steady college and career readiness and strong acceleration, and students expressed interest in additional advanced academic opportunities, including robotics and deeper conceptual learning. Expanding rigorous, engaging opportunities would help sustain student motivation while preparing students for success in high school and beyond.



CLINTON HIGH SCHOOL

INTRODUCTION



Clinton High School is located at 401 Arrow Drive in Clinton, Mississippi. In January 2026, it served one thousand two hundred sixty-three (1,263) students in tenth through twelfth grades (10-12). CHS is led by its principal Dr. Brian Fortenberry and four assistant principals.

CHS has long been recognized as one of Mississippi's premier public high schools. It maintains a graduation rate of nearly 93 percent, reflecting the school's emphasis on student achievement and college and career readiness. Clinton High offers a rigorous curriculum that includes Advanced Placement courses, dual enrollment opportunities, and career and technical education pathways, with more than half of students participating in accelerated academic or workforce certification programs. Students also benefit from access to the district's Career Complex, which provides hands-on instruction in fields such as health sciences, engineering, culinary arts, and automotive technology. Beyond academics, Clinton High School is widely known for its award-winning fine arts and extracurricular programs. Students have the opportunity to participate in athletics, band, theater, leadership organizations, academic teams, and community service initiatives that promote school pride and well-rounded development.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

CLINTON HIGH SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	1164	1226	1290	1343	1263
GR_10	426	468	469	473	*
GR_11	373	395	446	452	441
GR_12	351	348	360	*	410
					(MDE, 2025m)

Figure 207: Clinton High School Enrollment by Grade Level

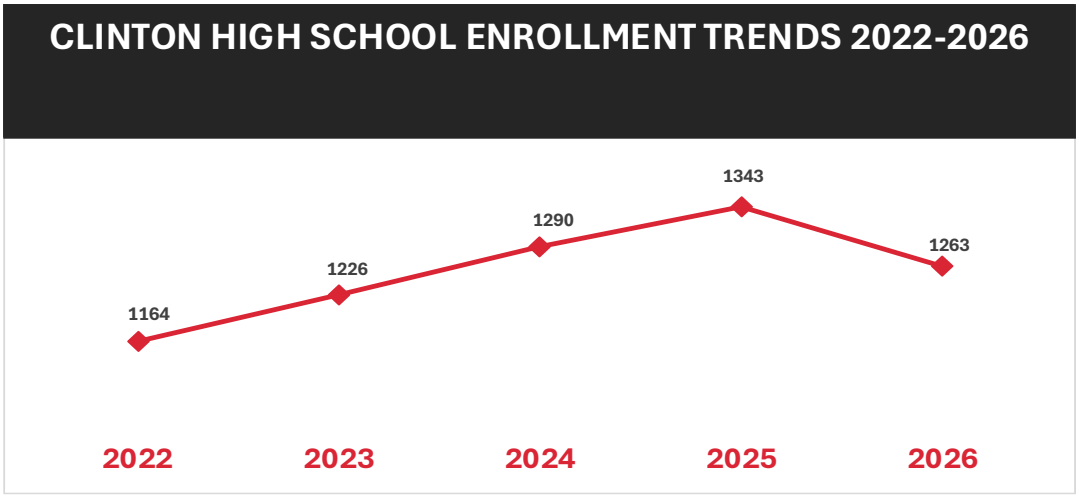


Figure 208: Clinton High School Enrollment Trends 2022-2026

CLINTON HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	1164	1226	1290	1343	1263
GENDER	FEMALE	572	623	672	719	659
	MALE	592	603	618	624	604
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*
	ASIAN	52	56	63	65	64
	BLACK OR AFRICAN AMERICAN	673	704	734	797	752
	HISPANIC OR LATINO	39	47	50	42	35
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*			*
	TWO OR MORE RACES	*	14	*	*	23
	WHITE	388	403	425	409	385
						(MDE, 2025m)

Figure 209: Clinton High School Enrollment by Demographic Group

CLINTON HIGH SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
ASIAN	4.5%	5.1%	0.6%
BLACK OR AFRICAN AMERICAN	57.8%	59.5%	1.7%
HISPANIC OR LATINO	3.4%	2.8%	-0.6%
TWO OR MORE RACES		1.8%	
WHITE	33.3%	30.5%	-2.9%

Figure 210: Clinton High School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

CLINTON HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	1127.1	1185.4	1225.6
GR_10	429.8	436.5	432.4
GR_11	355.6	405.9	409.4
GR_12	328.4	328.4	379.0
(MDE, 2023o, 2024q, 2025s)			

Figure 211: Clinton High School Average Daily Attendance

CLINTON HIGH SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	91.9%	91.9%	91.3%
GR_10	91.8%	93.1%	91.4%
GR_11	90.0%	91.0%	90.6%
(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 212: Clinton High School Estimated Average Daily Attendance as Percentage of Enrollment

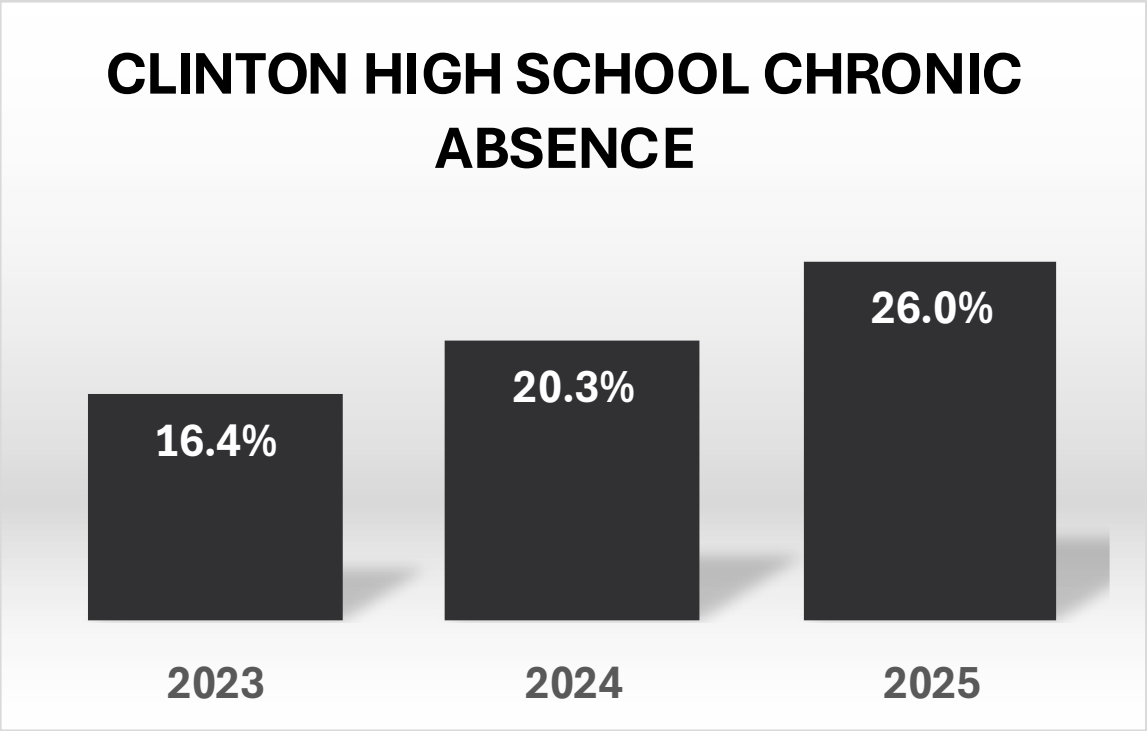


Figure 213: Clinton High School Chronic Absence

CLINTON HIGH SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	16.4	20.3	26.0
GENDER	FEMALE	18.8	24.3	30.4
	MALE	13.8	16.0	20.9
DISABILITY	STUDENTS WITH DISABILITIES	31.9	24.5	28.9
	STUDENTS WITHOUT DISABILITIES	15.1	20.0	25.8
EL	LIMITED ENGLISH PROFICIENCY	11.1	12.2	37.9
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	≤5%	≤5%	≤5%
	ASIAN	≤5%	5.8	20.6
	BLACK OR AFRICAN AMERICAN	16.8	22.4	26.0
	HISPANIC OR LATINO	21.6	32.7	39.1
	TWO OR MORE RACES	47.1	11.1	23.3
	WHITE	15.5	17.9	25.8
				(MDE, 2026f)

Figure 214: Clinton High School Chronic Absence Percentage by Demographic Group

CHS Enrollment and Attendance Takeaways

Enrollment at Clinton High School increased steadily from 1,164 students in 2022 to 1,226 in 2023, 1,290 in 2024, and a peak of 1,343 students in 2025. Enrollment in 2026 declined slightly to 1,263 students but remained well above 2022 levels, representing a net gain of nearly 100 students over the five-year period. This pattern suggests continued demand for the school while maintaining a large and stable student population.

The school's demographic composition has remained diverse while experiencing gradual shifts. Black or African American students continue to comprise the largest subgroup, increasing from 673 students in 2022 to 752 in 2026 and representing 59.5% of total enrollment. White student enrollment remained substantial at 385 students in 2026, while Asian enrollment grew from 52 to 64 students over the same period. The percentage of students identifying as Black or African American increased by 1.7 percentage points, while the proportion of White students declined by 2.9%.

Attendance measures indicate strong student engagement. Average daily attendance increased from 1,127.1 students in 2023 to 1,225.6 in 2025, while attendance rates remained consistently above 91%. These trends demonstrate that Clinton High School continues to maintain both strong enrollment and steady student participation.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

CLINTON HIGH SCHOOL ACCOUNTABILITY RATE

2023		2024		2025
A		B		B
780	↓	743	→	743

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

Figure 215: Clinton High School Accountability Rating

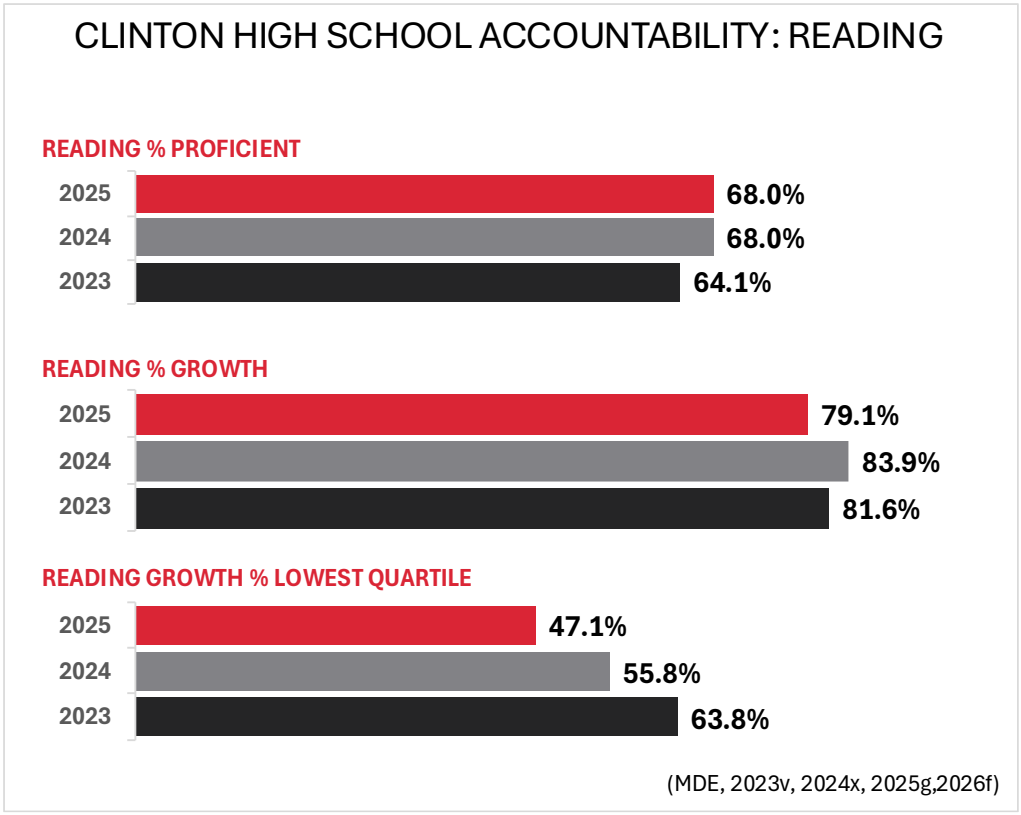


Figure 216: Clinton High School Accountability: Reading

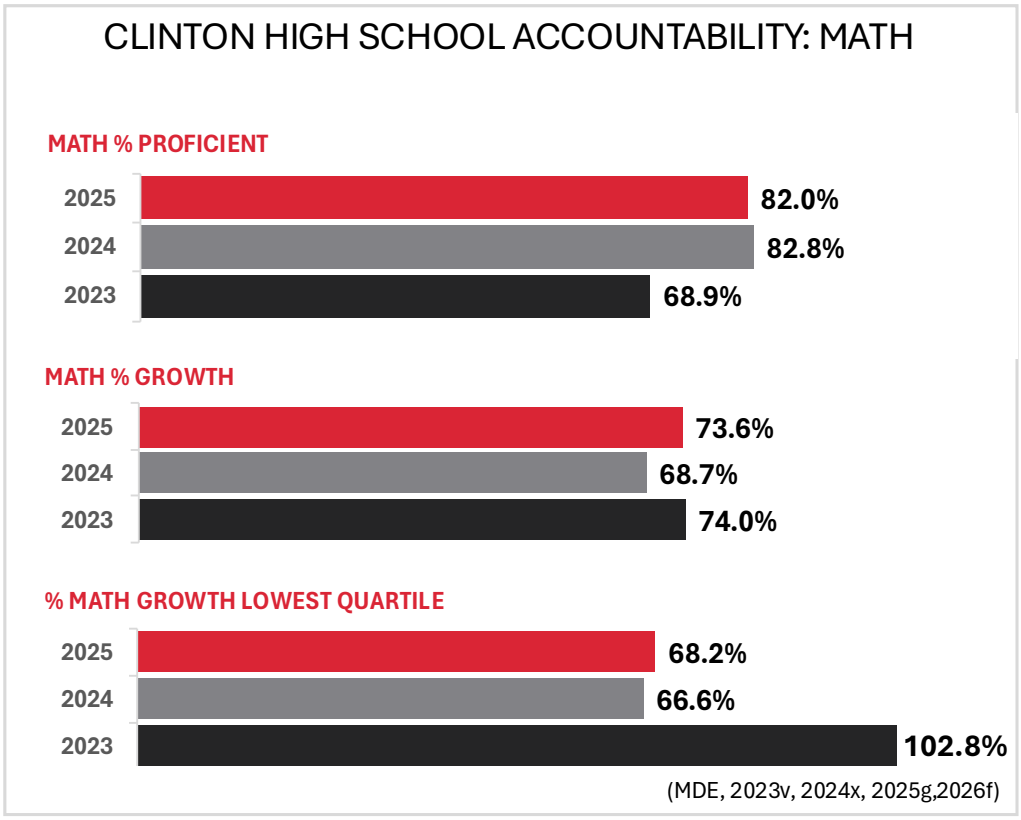


Figure 217: Clinton High School Accountability: Math

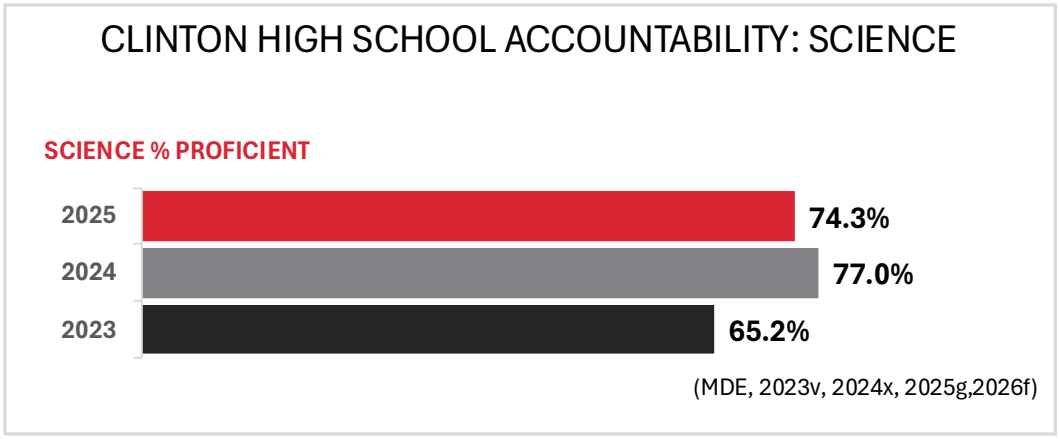


Figure 218: Clinton High School Accountability: Science

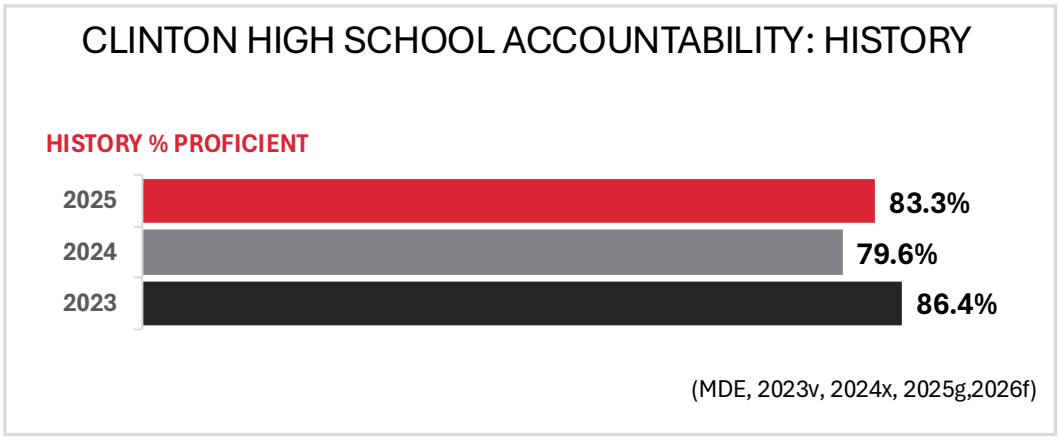


Figure 219: Clinton High School Accountability: History

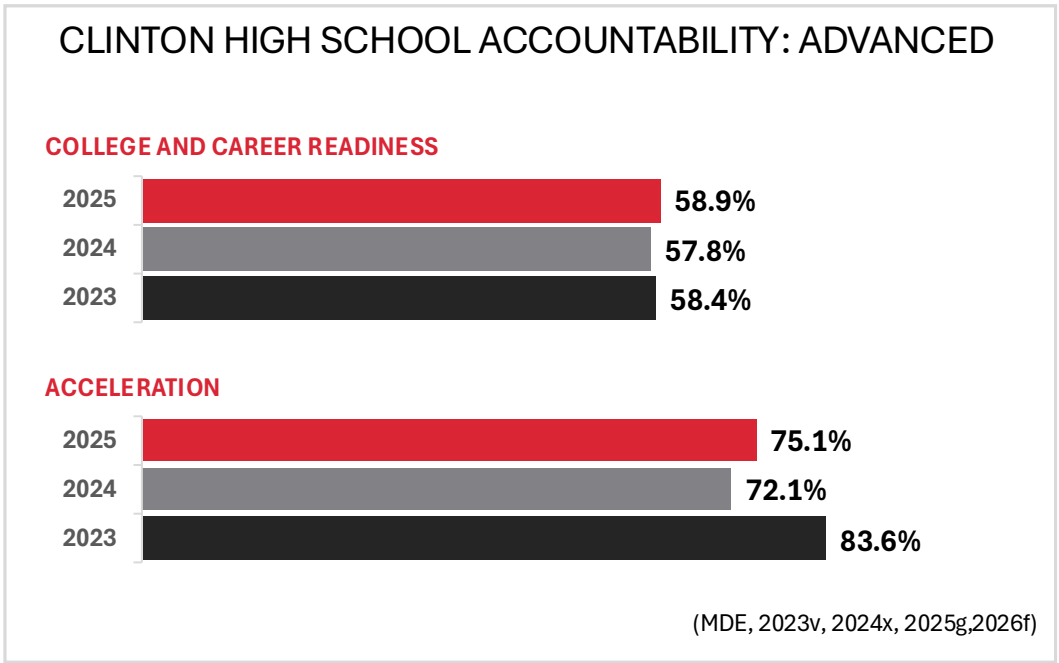


Figure 220: Clinton High School Accountability: Advanced

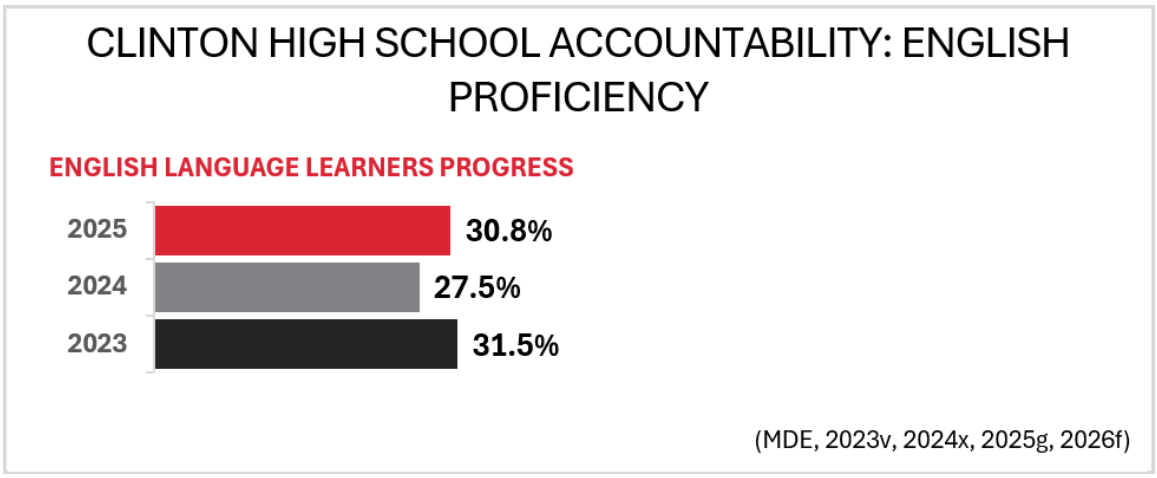


Figure 221: Clinton High School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

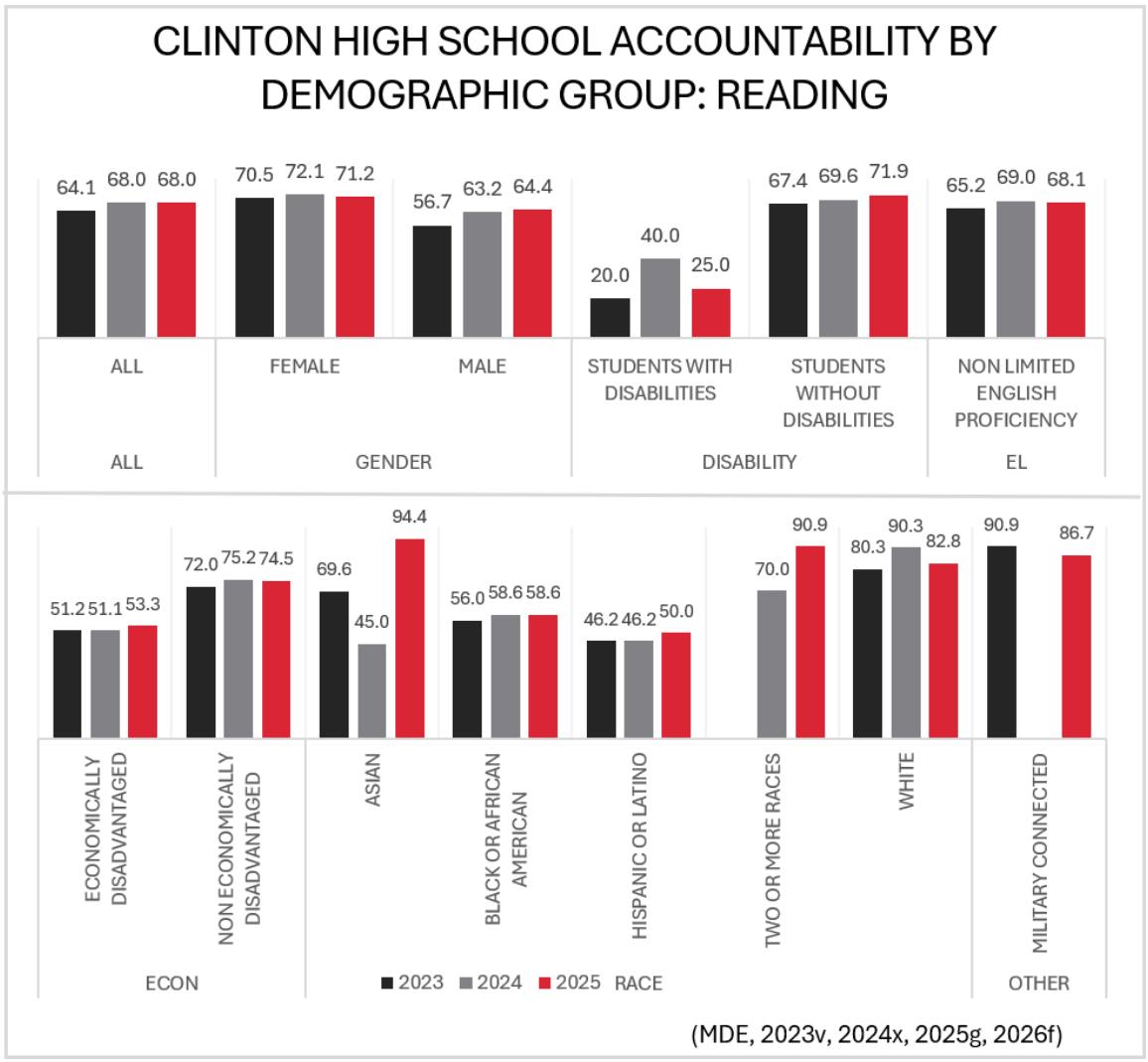


Figure 222: Clinton High School Accountability by Demographic Group: Reading

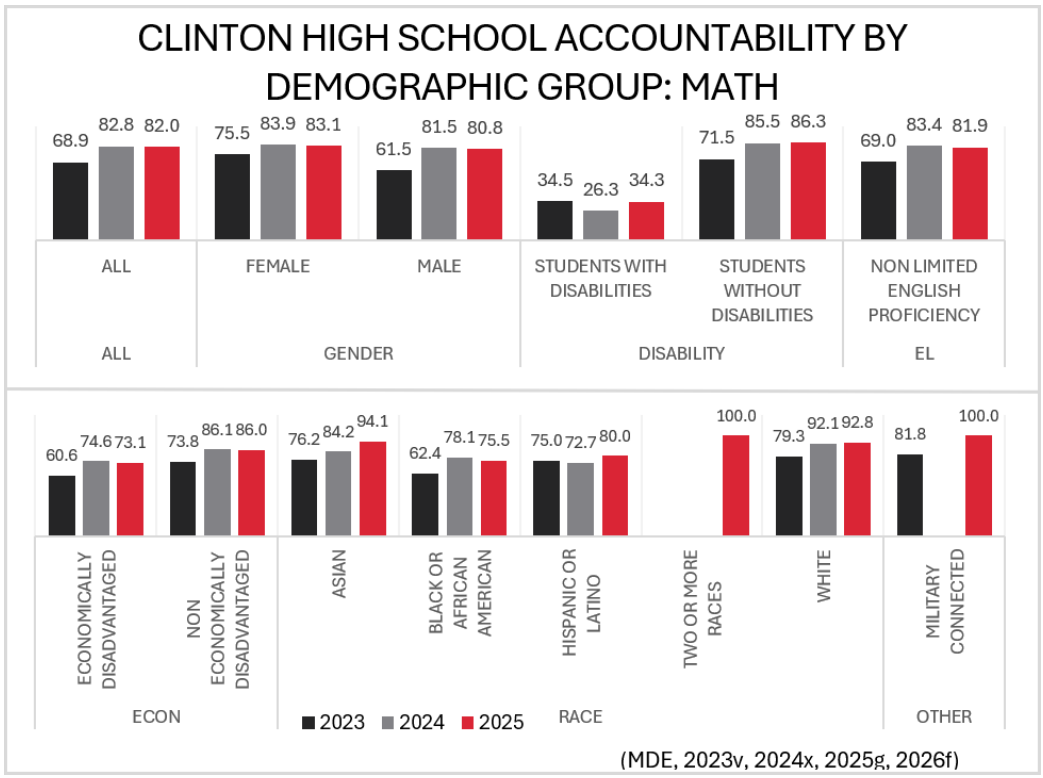


Figure 223: Clinton High School Accountability by Demographic Group: Math

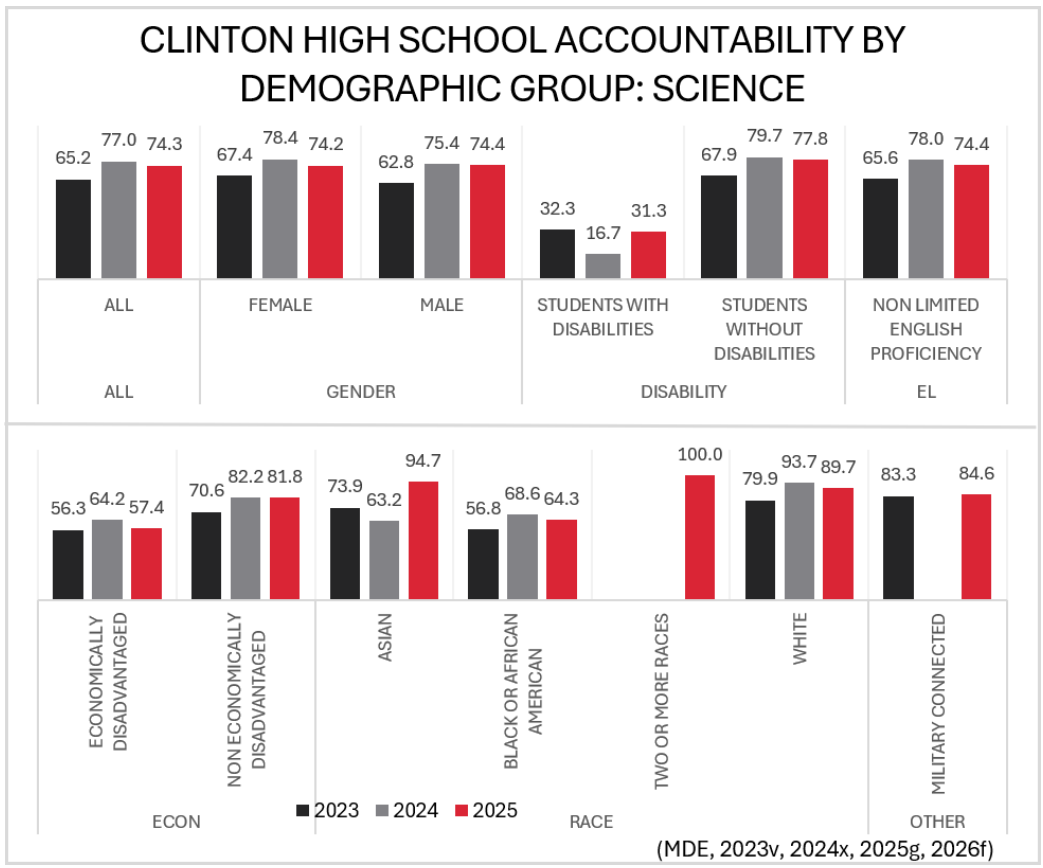


Figure 224: Clinton High School Accountability by Demographic Group: Science

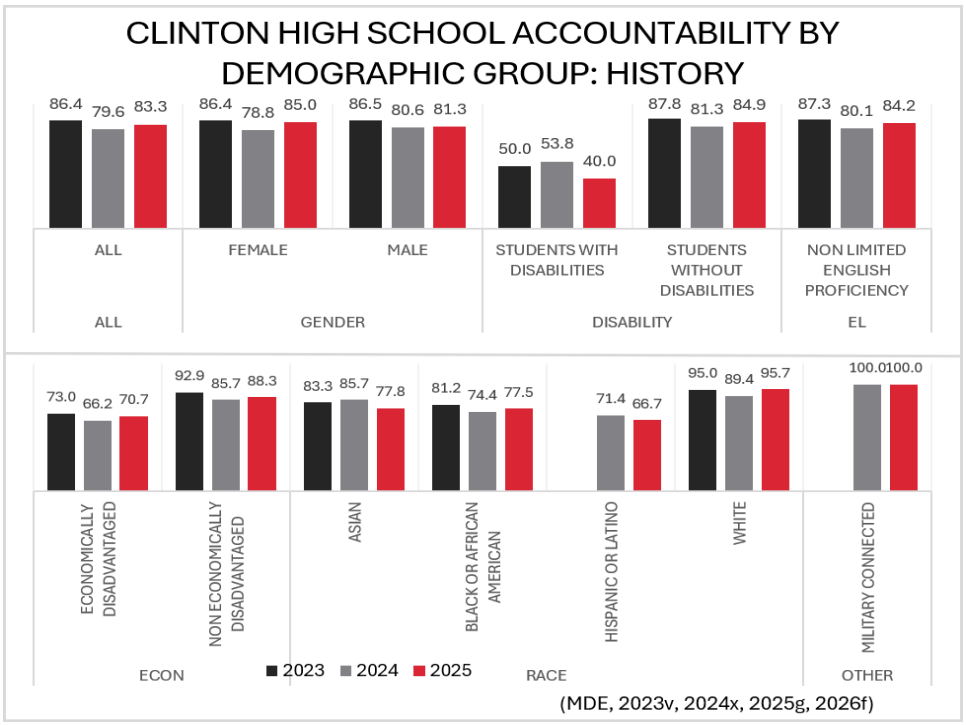


Figure 225: Clinton High School Accountability by Demographic Group: History

PROFICIENCY GAP TO GOAL

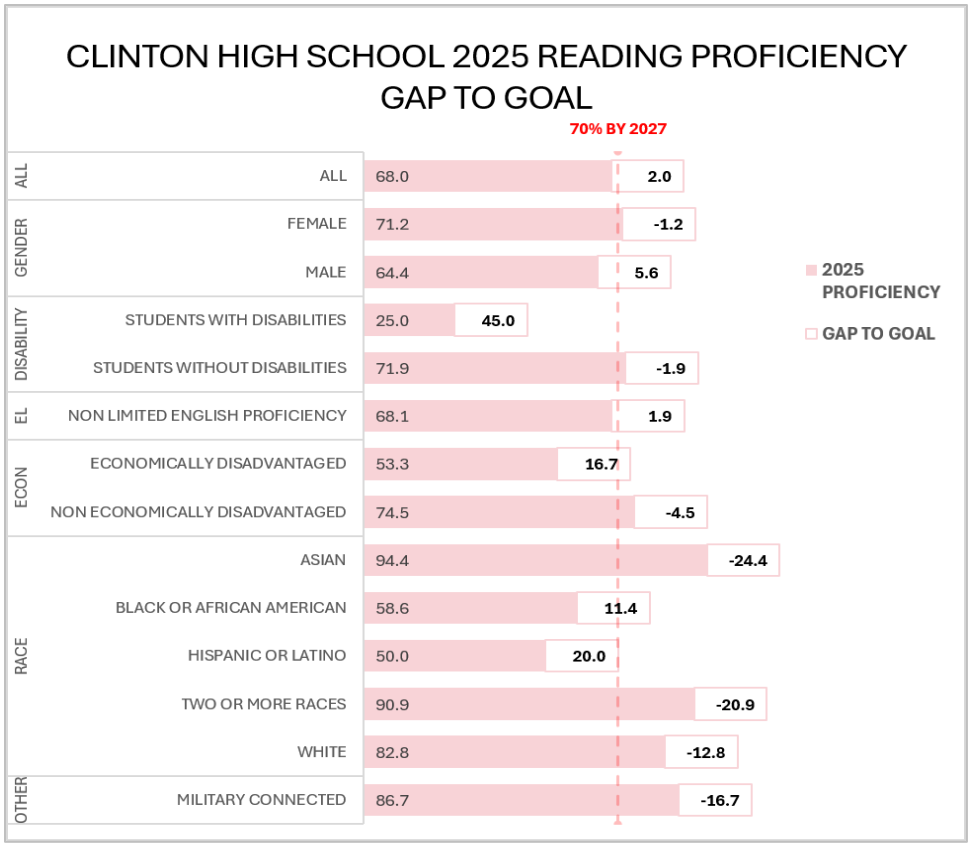


Figure 226: Clinton High School 2025 Reading Proficiency Gap to Goal

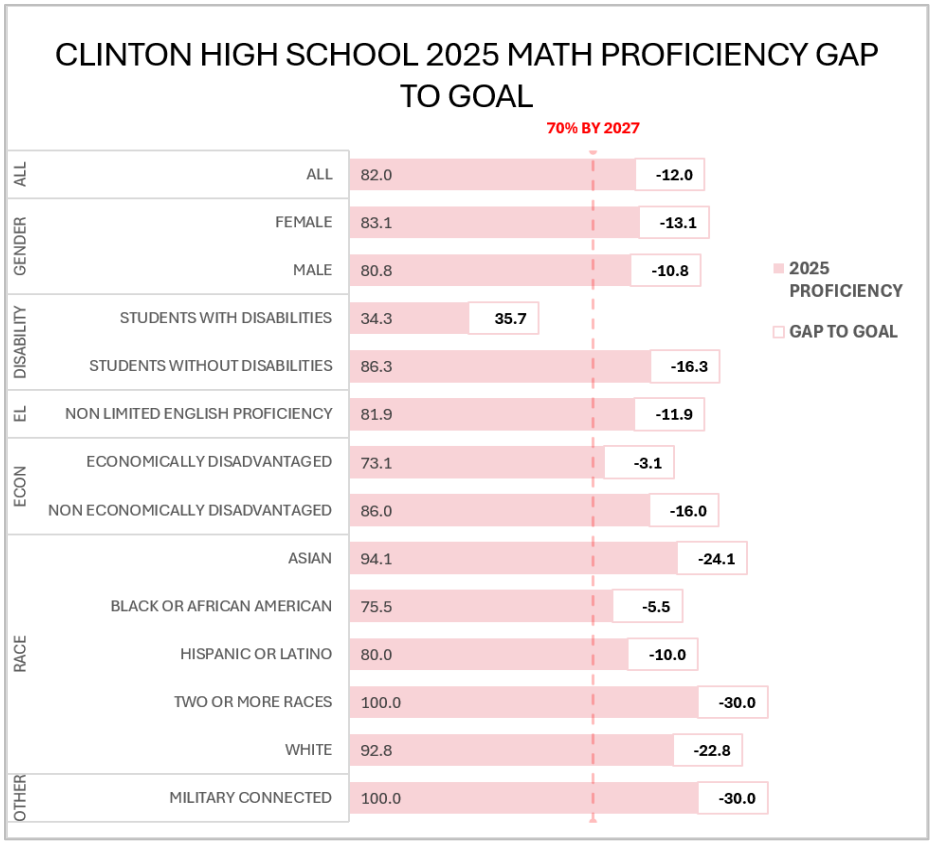


Figure 227: Clinton High School 2025 Math Proficiency Gap to Goal

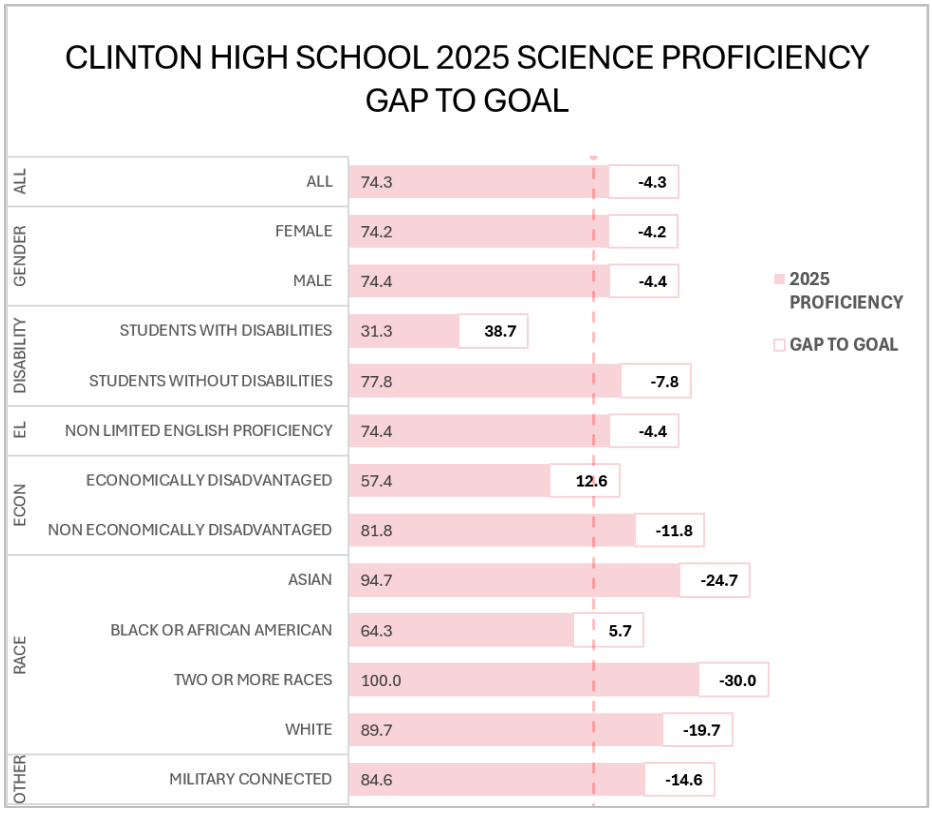


Figure 228: Clinton High School 2025 Science Proficiency Gap to Goal

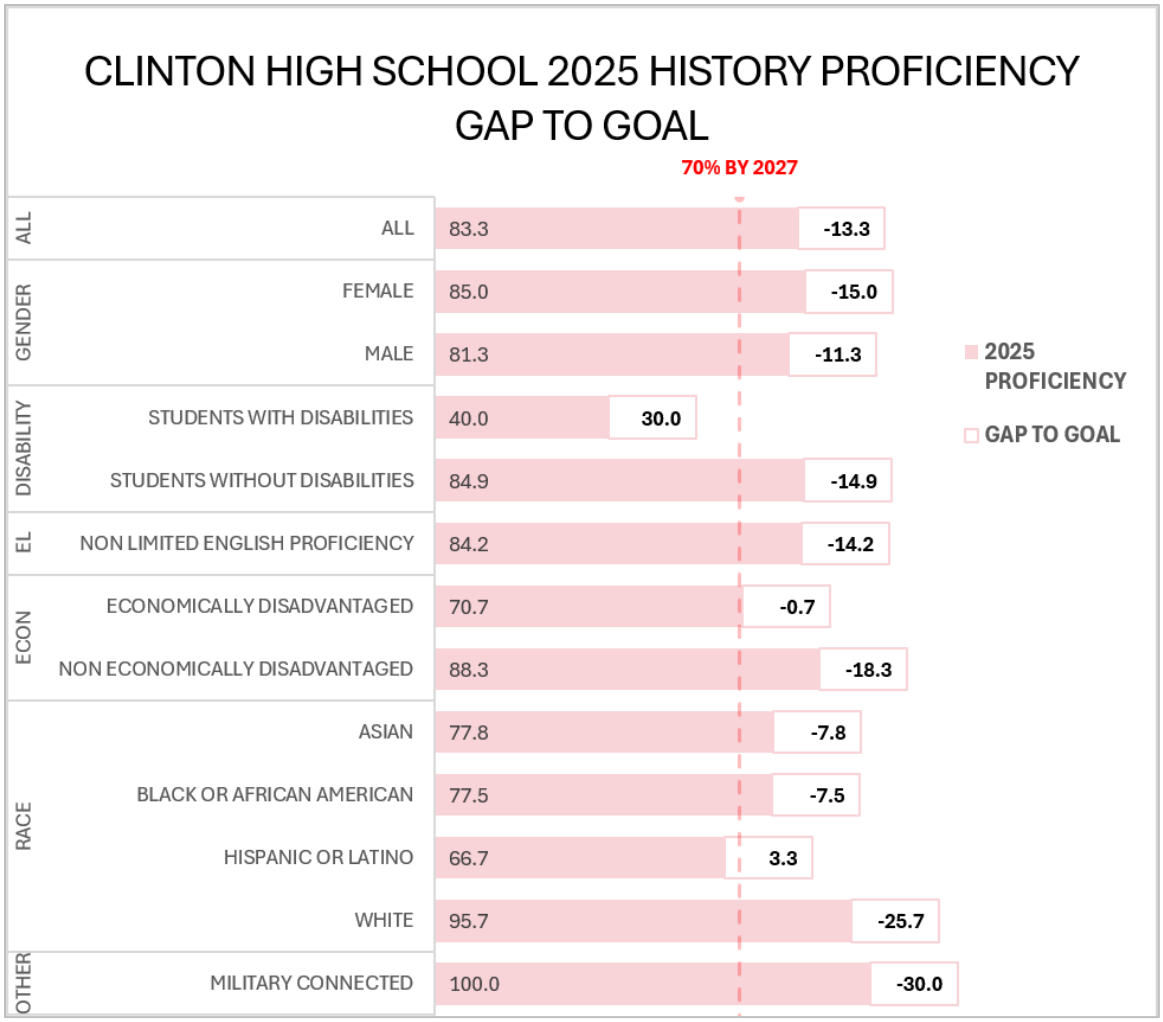


Figure 229: Clinton High School 2025 History Proficiency Gap to Goal

GRADUATION RATES

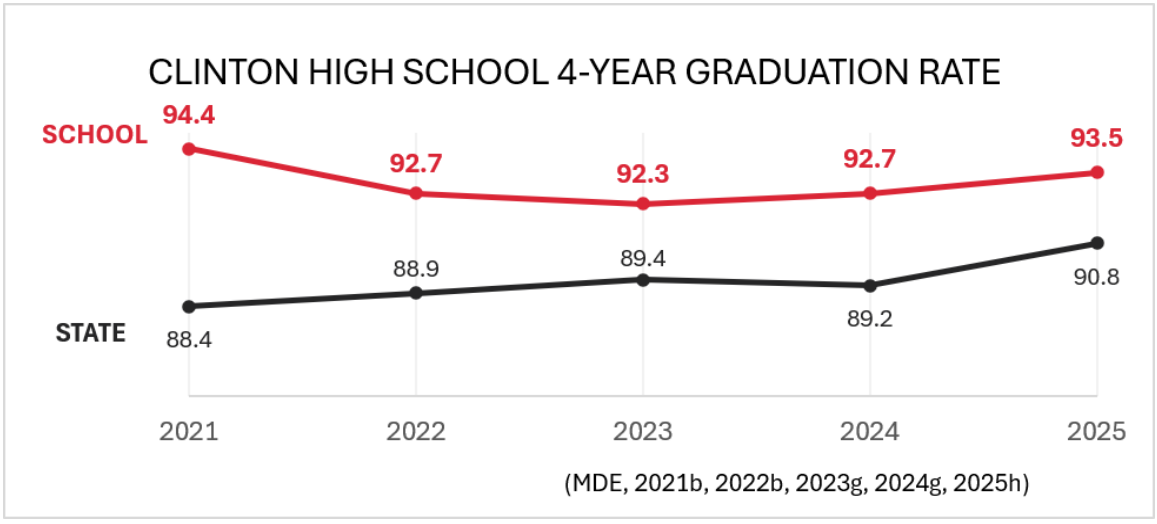


Figure 230: Clinton High School 4-Year Graduation Rate

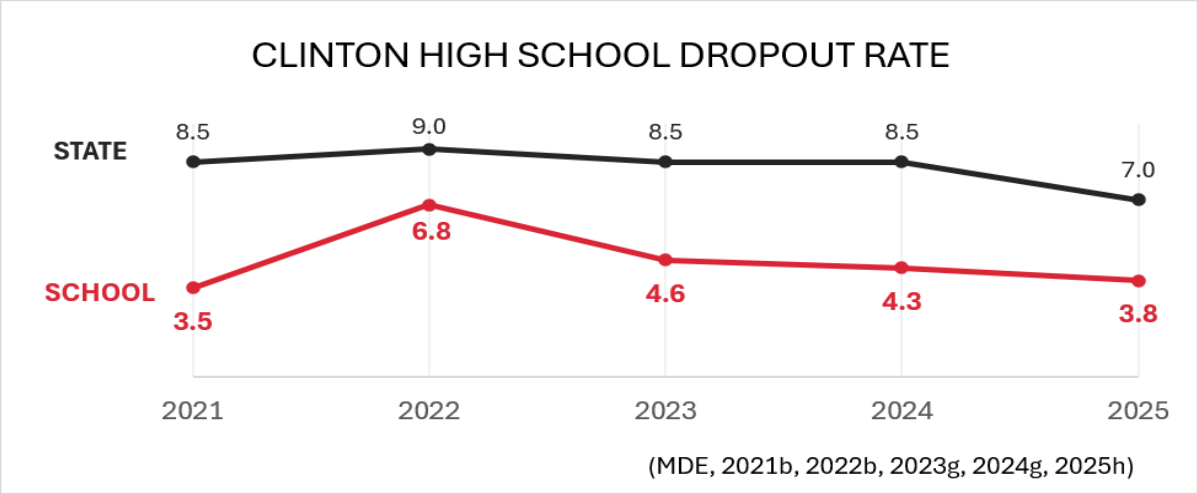


Figure 231: Clinton High School Dropout Rate

ADVANCED COURSE ENROLLMENT

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

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
ALL		433.5	59.0%	445.8	57.9%	512.6	59.6%
GENDER	FEMALE	222.2	63.1%	220.9	59.5%	281.5	63.4%
	MALE	211.3	55.2%	224.9	56.4%	231.1	55.6%
RACE	ASIAN	33.3	83.3%	39.0	88.6%	43.8	89.4%
	BLACK OR AFRICAN AMERICAN	170.5	40.5%	186.5	43.3%	214.3	45.0%
	HISPANIC OR LATINO	11.5	52.3%	13.2	48.9%	<10	27.1%
	WHITE	215.1	88.2%	202.8	78.3%	240.6	82.4%
DISABILITY	STUDENTS WITH DISABILITIES	10.0	10.5%		18.7%	12.3	25.6%
	STUDENTS WITHOUT DISABILITIES	427.5	63.1%	437.2	60.4%	500.3	61.6%
EL	LIMITED ENGLISH PROFICIENCY				29.4%	<10	27.3%

Figure 232: Clinton High School Advanced Course Enrollment

ENROLLED IN POST-SECONDARY COURSES			
	2022	2023	2024
ALL			
ALL	78.4	72.1	42.1
GENDER			
FEMALE	78.4	72.1	42.1
MALE	78.4	72.1	42.1
RACE			
ASIAN	69.6	77.8	66.7
BLACK OR AFRICAN AMERICAN	75.7	71.0	38.8
HISPANIC OR LATINO	5.0		31.3
WHITE	85.4	75.0	47.5
DISABILITY			
STUDENTS WITH DISABILITIES	37.5	35.0	5.3
(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)			

Figure 233: Clinton High School Post-Secondary Enrollment

SCHOOL IMPROVEMENT

Clinton High School is continuing in 2026 as an **Additional Targeted School Improvement (ATSI)** school. In 2026, the district received $36,272 in Title I School Improvement allocations to increase subgroup performance.

CHS ACCOUNTABILITY TAKEAWAYS

Clinton High School continues to demonstrate strong accountability performance across multiple academic indicators. Overall proficiency rates remain high, with reading proficiency increasing from 64.1% in 2023 to 68.0% in 2025, while mathematics achievement rose significantly from 68.9% to 82.0% during the same period. Science proficiency improved from 65.2% in 2023 to 74.3% in 2025, and history proficiency remained strong at 83.3% in 2025. These results reflect sustained academic growth and strong performance across core subject areas.

Measures of advanced learning also remained positive. College and career readiness held steady at 58.9% in 2025, while acceleration increased from 72.1% in 2024 to 75.1%

in 2025, indicating continued participation in advanced coursework and academic opportunities. Graduation outcomes remain a particular strength, with the four-year graduation rate reaching 93.5% in 2025, well above the state rate of 90.8%. At the same time, the school maintained a relatively low dropout rate of 3.8%, compared to the statewide rate of 7.0%.

Student subgroup data reveal strong achievement across many populations, particularly in mathematics and history, while highlighting opportunities to further support students with disabilities and other groups experiencing achievement gaps. The accountability data indicates a high-performing school that continues to build on strong academic outcomes while pursuing greater success for all learners.

ASSESSMENT

ACT

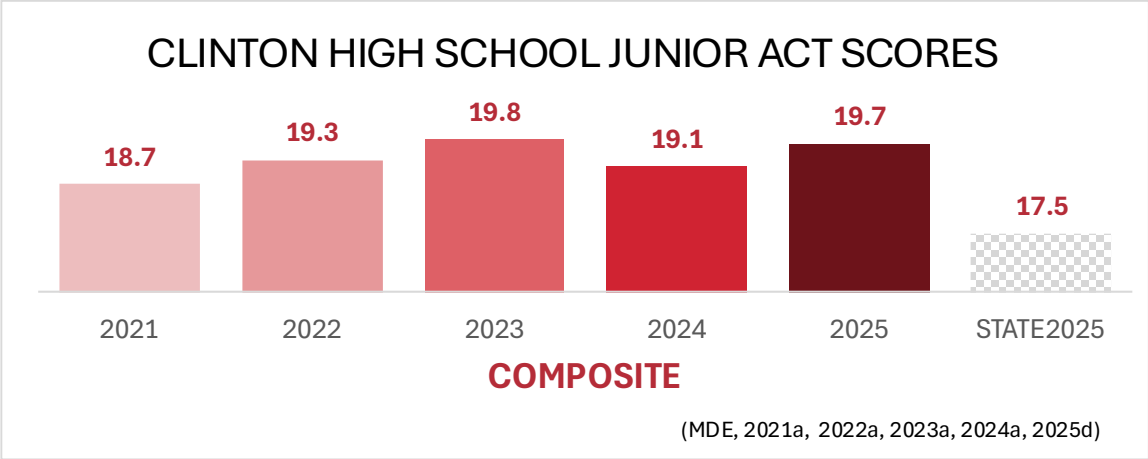


Figure 234: Clinton High School Junior ACT Scores: Composite

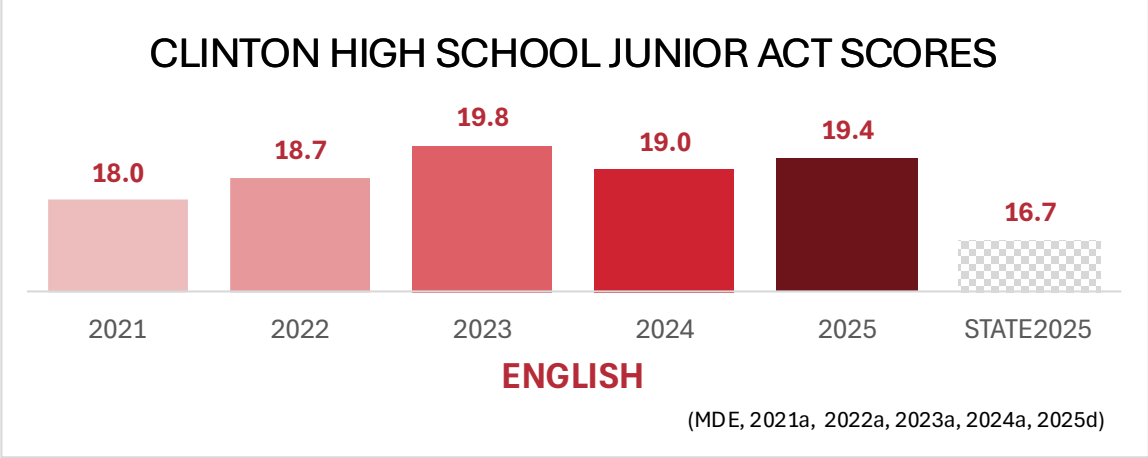


Figure 235: Clinton High School Junior ACT Scores: English

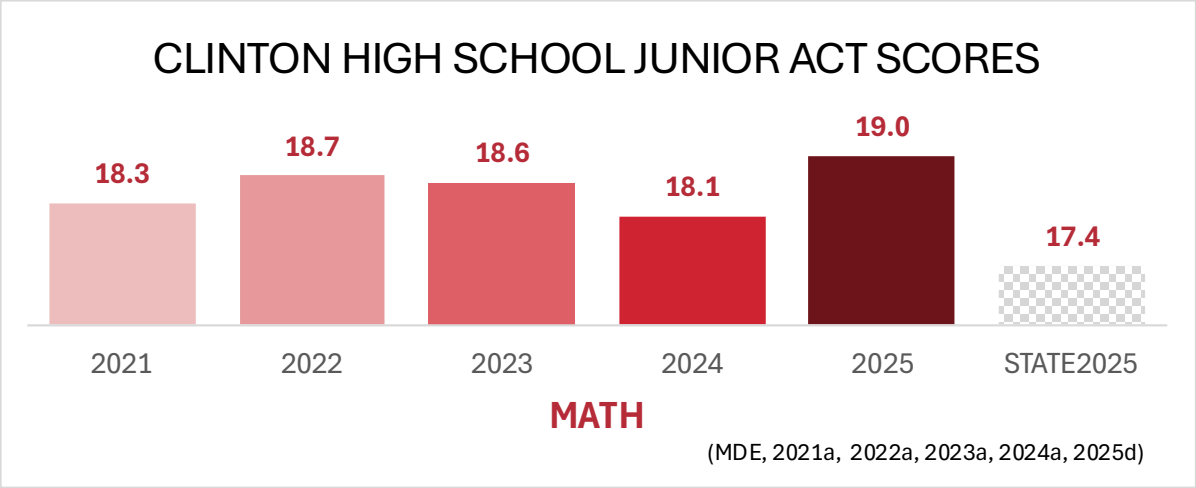


Figure 236: Clinton High School Junior ACT Scores: Math

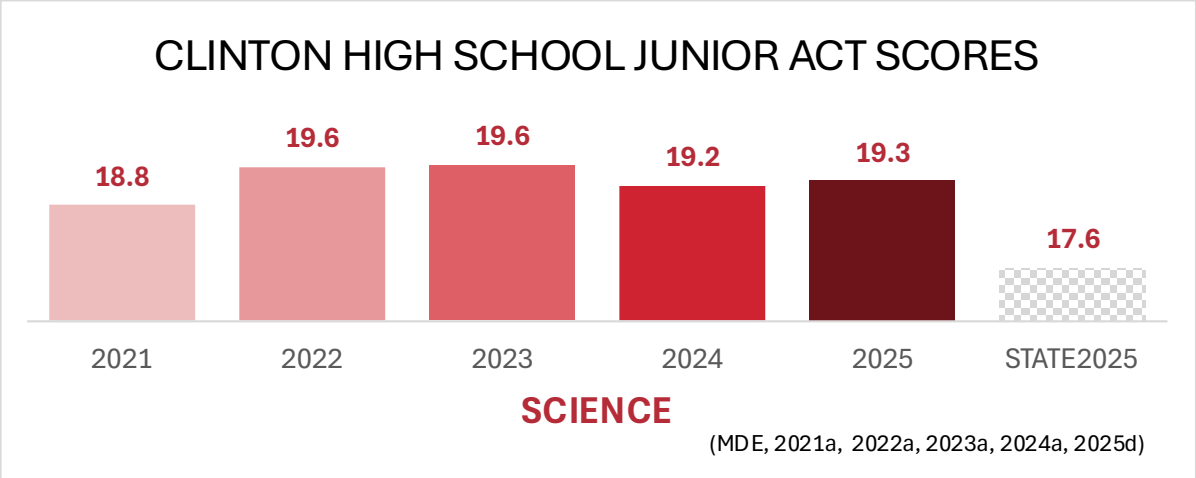


Figure 237: Clinton High School Junior ACT Scores: Science

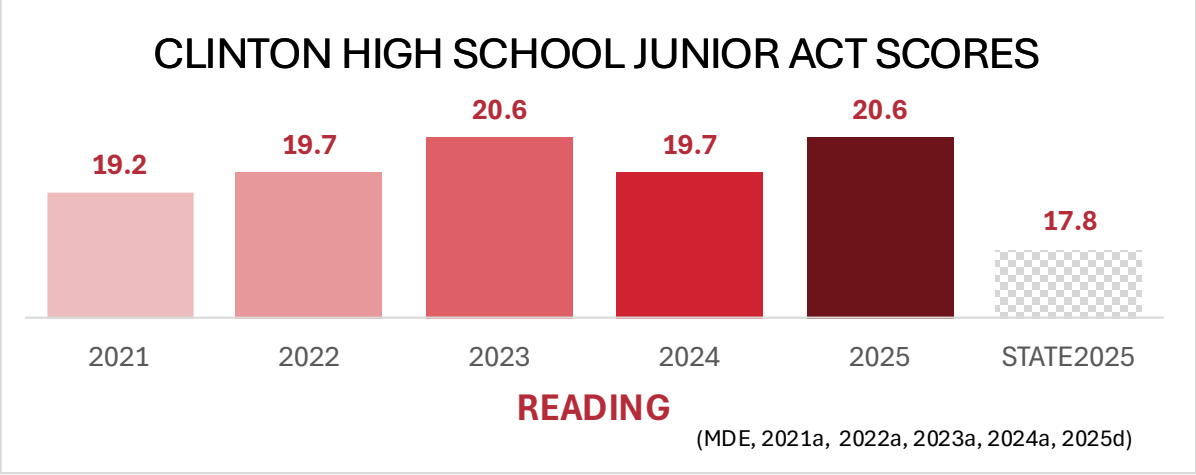


Figure 238: Clinton High School Junior ACT Scores: Reading

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

MAAP ELA AND MATH

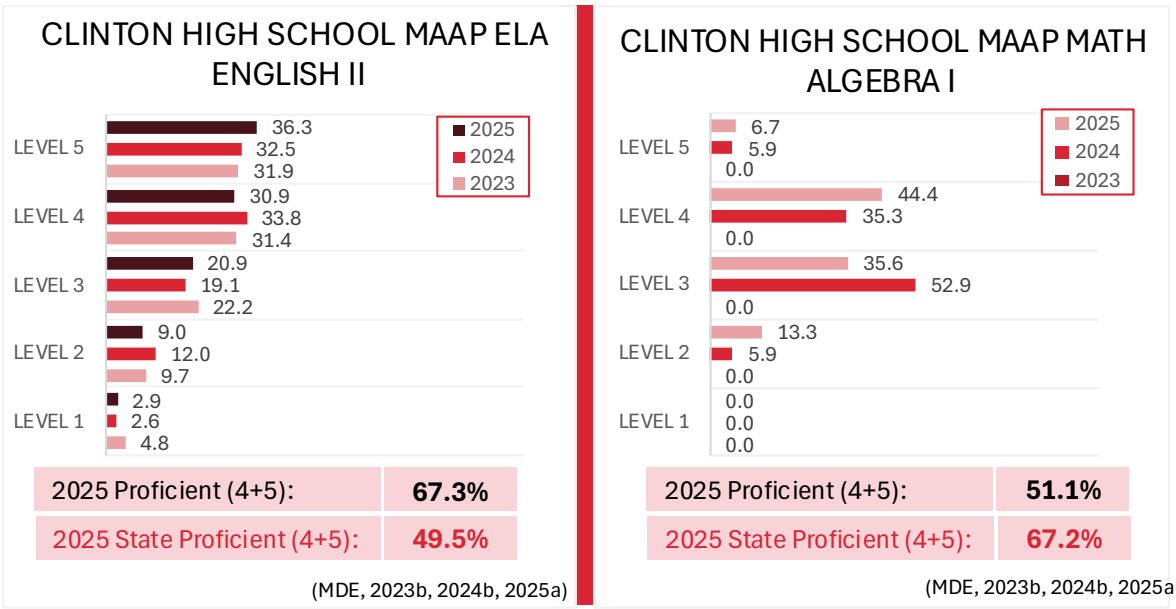


Figure 239: Clinton High School MAAP ELA and MATH English II and Algebra I

MAAP END-OF-COURSE

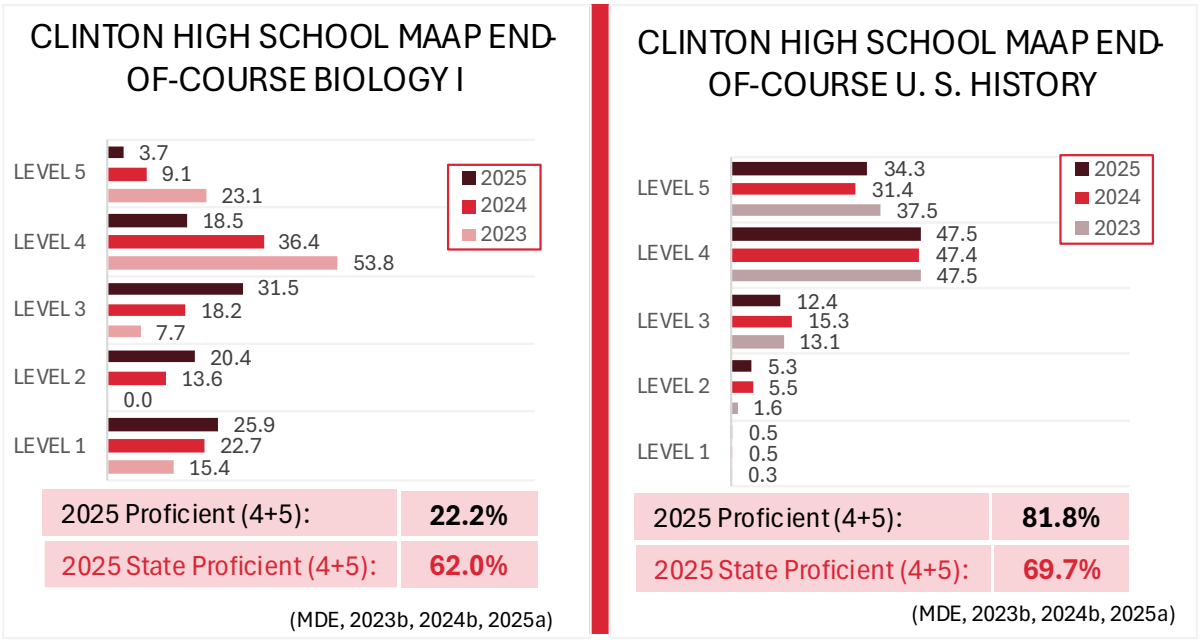


Figure 240: Clinton High School MAAP End-Of-Course Biology I and U. S. History

CHS Assessment Takeaways

CHS ACT performance has remained consistently above state averages, with the composite score increasing from 18.7 in 2021 to 19.7 in 2025, compared to the state average of 17.5. Students also outperformed the state in every ACT content area, including English (19.4 versus 16.7), Mathematics (19.0 versus 17.4), Science (19.3 versus 17.6), and Reading (20.6 versus 17.8). These results indicate strong college-readiness skills and sustained achievement across multiple academic disciplines.

State assessment results reveal particularly strong performance in English II and U.S. History. In 2025, 67.3% of students scored at proficiency levels 4 or 5 in English II, substantially exceeding the state average of 49.5%. U.S. History was an area of exceptional strength, with 81.8% of students reaching proficiency compared to 69.7% statewide. Assessment distributions show a growing concentration of students in the highest performance levels, especially in English II and U.S. History.

Mathematics and Biology I present opportunities for continued improvement. Algebra I proficiency reached 51.1% in 2025, below the state average of 67.2%, while Biology I proficiency was 22.2% compared to 62.0% statewide. Despite these challenges, the school's strong ACT outcomes and high performance in literacy and history suggest a solid academic foundation upon which continued growth in mathematics and science can be built.

PERSONNEL

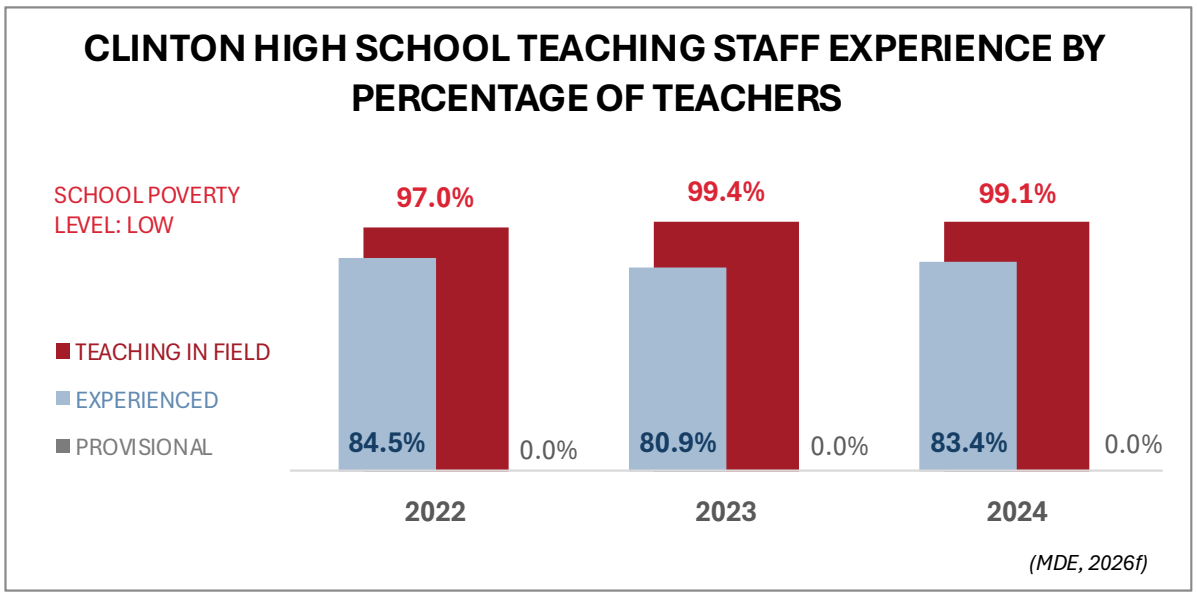


Figure 241: Clinton High School Teaching Staff Experience by Percentage of Teachers

CLINTON HIGH CNA SURVEY

INTRODUCTION

Eighteen (18) faculty members, thirty-three (33) parents, and one (1) student 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 Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

CLINTON HIGH SCHOOL FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	7	28.0%
Differentiated instruction	5	20.0%
Access to supplemental resources and individualized instruction	13	52.0%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	8	44.4%
Agree	9	50.0%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	1	5.6%
Agree	10	55.6%
Disagree	7	38.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	Count	Percentage
Strongly Agree	7	38.9%
Agree	8	44.4%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	4	22.2%
Disagree	6	33.3%
Strongly Disagree	4	22.2%
Not Applicable or No Information	4	22.2%

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	3	16.7%
Agree	8	44.4%
Disagree	1	5.6%
Strongly Disagree	1	5.6%
Not Applicable or No Information	5	27.8%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	12	85.7%
Minor disruptions that steal instructional time	2	14.3%
Major classroom disruptions	0	0.0%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	4	22.2%
Agree	11	61.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	16.7%

I use effective, evidence-based strategies for:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	50.0%	38.9%	0.0%	0.0%	11.1%
Successful classroom management.	61.1%	27.8%	0.0%	0.0%	11.1%
Teaching special needs students.	38.9%	38.9%	0.0%	0.0%	22.2%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	27.8%	50.0%	5.6%	0.0%	16.7%
Developing and using classroom assessments.	66.7%	16.7%	5.6%	0.0%	11.1%

Support for intervention is available and allows teachers to use Professional Learning Communities to share instructional practices that allow this school to maximize student achievement		
	Count	Percentage
Strongly Agree	4	22.2%
Agree	9	50.0%
Disagree	1	5.6%
Strongly Disagree	2	11.1%
Not Applicable or No Information	2	11.1%

Intervention supports are a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.		
	Count	Percentage
Strongly agree	4	22.2%
Agree	9	50.0%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	22.2%

Identify the educational needs of the students at your school who meet the homeless definition.		
	Count	Percentage
Expedited evaluation services for students with learning disabilities	8	9.8%
Expedited evaluation services for students with limited English	3	3.7%
Expedited evaluation services for gifted and talented students	2	2.4%
Additional academic support	8	9.8%
Tutoring	5	6.1%
Enrichment educational services	4	4.9%
Counseling	12	14.6%
Mentors	7	8.5%
School supplies	9	11.0%
Clothing for school	7	8.5%
Dental referrals	5	6.1%
Medical referrals	7	8.5%
Bullying assistance	5	6.1%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	7	38.9%
Agree	9	50.0%
Disagree	0	0.0%
Strongly Disagree	2	11.1%
Not Applicable or No Information	0	0.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	5	27.8%
Agree	12	66.7%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.		
	Count	Percentage
Strongly Agree	6	33.3%
Agree	7	38.9%
Disagree	3	16.7%
Strongly Disagree	1	5.6%
Not Applicable or No Information	1	5.6%

CURRICULUM & INSTRUCTION

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.		
	Count	Percentage
Strongly Agree	6	33.3%
Agree	11	61.1%
Disagree	0	0.0%
Strongly Disagree	1	5.6%
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	10	55.6%
Agree	6	33.3%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	8	44.4%
Agree	8	44.4%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	6	33.3%
Agree	10	55.6%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Career and Technical Education	72.2%	22.2%	5.6%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	50.0%	44.4%	5.6%	0.0%	0.0%
Mathematics	50.0%	44.4%	5.6%	0.0%	0.0%
Social Studies	44.4%	44.4%	11.1%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	55.6%	38.9%	5.6%	0.0%	0.0%
Physical Education	16.7%	27.8%	22.2%	27.8%	5.6%
Foreign Languages	38.9%	44.4%	5.6%	5.6%	5.6%
Science	44.4%	44.4%	5.6%	5.6%	0.0%
Health Education	22.2%	50.0%	16.7%	11.1%	0.0%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	6	33.3%
Agree	12	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly agree	5	27.8%
Agree	11	61.1%
Disagree	1	5.6%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

I frequently use the results of assessments to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.		
	Count	Percentage
Strongly agree	9	50.0%
Agree	6	33.3%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	7	38.9%
Agree	6	33.3%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	16.7%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	Count	Percentage
Strongly Agree	9	50.0%
Agree	6	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	16.7%

Students spend sufficient effort (in and out of class) to learn what we teach.		
	Count	Percentage
Strongly agree	3	16.7%
Agree	4	22.2%
Disagree	6	33.3%
Strongly Disagree	2	11.1%
Not Applicable or No Information	3	16.7%

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	5	6.0%
Utilize technology such as class websites, blogs, and videos	10	11.9%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	13	15.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	12	14.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	13	15.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	11	13.1%
Use bilingual handouts and cues	4	4.8%
Use visual displays, portable white boards, and posters when giving instructions	12	14.3%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	4	4.8%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling, pull out ESL instruction, Intervention, etc.	12	50.0%
Teachers provide unique instructional time inside the classroom for English instruction.	3	12.5%
Mentoring with another student	3	12.5%
Not Applicable	6	25.0%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	9	50.0%
No	9	50.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students.		
	Count	Percentage
Language Spoken in the Home	10	12.5%
Language Proficiency of the Parent	6	7.5%
Level of Parental Involvement	5	6.2%
Family income and socioeconomic status	2	2.5%
Visual Screening Result	6	7.5%
Auditory Screening Result	6	7.5%
Grade Retention (if applicable)	5	6.2%
Number of Failed Courses	6	7.5%
Dropout Status (if applicable)	3	3.8%
Enrichment programs/activities	5	6.2%
Supplemental Academic Instruction	10	12.5%
Behavioral Supports	4	5.0%
Counseling Services	4	5.0%
Discipline Records	1	1.2%
Social-Emotional Learning Services	3	3.8%
Social Behavioral Assessment Inventory Score	2	2.5%
Mental Health Supports	2	2.5%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	1	5.3%
Mental Health Services	0	0.0%
Counseling	1	5.3%
Transitional Services	1	5.3%
Not Applicable	16	84.2%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	2	22.2%
No	0	0.0%
Not Applicable	7	77.8%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	9	50.0%
Agree	7	38.9%
Disagree	1	5.6%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	1	5.6%
Agree	14	77.8%
Disagree	3	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	5	27.8%
Agree	11	61.1%
Disagree	0	0.0%
Strongly Disagree	1	5.6%
Not Applicable or No Information	1	5.6%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	6	33.3%
Agree	9	50.0%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	2	11.1%
Agree	12	66.7%
Disagree	2	11.1%
Strongly Disagree	1	5.6%
Not Applicable or No Information	1	5.6%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	7	38.9%
Agree	9	50.0%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	5	27.8%
Agree	13	72.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	8	44.4%
Agree	7	38.9%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

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

	Count	Percentage
Strongly Agree	7	38.9%
Agree	8	44.4%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	10	55.6%
Agree	7	38.9%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	44.4%
Agree	9	50.0%
Disagree	0	0.0%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	7	38.9%
Agree	10	55.6%
Disagree	0	0.0%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	8	44.4%
Agree	9	50.0%
Disagree	0	0.0%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.

	Count	Percentage
Strongly Agree	9	50.0%
Agree	8	44.4%
Disagree	0	0.0%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	6	33.3%
Agree	9	50.0%
Disagree	2	11.1%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly agree	5	27.8%
Agree	10	55.6%
Disagree	2	11.1%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly agree	5	27.8%
Agree	10	55.6%
Disagree	1	5.6%
Strongly Disagree	1	5.6%
Not Applicable or No Information	1	5.6%

Teachers are provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	6	33.3%
Agree	11	61.1%
Disagree	1	5.6%
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	12	66.7%
Agree	4	22.2%
Disagree	1	5.6%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

I am satisfied with being a teacher in the Clinton Public School District.		
	Count	Percentage
Strongly agree	9	50.0%
Agree	5	27.8%
Disagree	1	5.6%
Strongly Disagree	1	5.6%
Not Applicable or No Information	2	11.1%

The principal is viewed as the instructional leader of this school.		
	Count	Percentage
Strongly Agree	9	50.0%
Agree	4	22.2%
Disagree	4	22.2%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

The Clinton Public School District is the best choice for my own children to attend school.		
	Count	Percentage
Strongly Agree	8	44.4%
Agree	6	33.3%
Disagree	0	0.0%
Strongly Disagree	1	5.6%
Not Applicable or No Information	3	16.7%

TECHNOLOGY

I am comfortable with classroom management as related to the 1:1 program.		
	Count	Percentage
Strongly Agree	5	27.8%
Agree	10	55.6%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	3	16.7%
Agree	8	44.4%
Disagree	4	22.2%
Strongly Disagree	1	5.6%
Not Applicable or No Information	2	11.1%

I effectively incorporate and use technology in my lessons to provide instruction and facilitate learning on a regular basis.		
	Count	Percentage
Strongly Agree	8	44.4%
Agree	8	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	10	55.6%
Agree	4	22.2%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	16.7%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.	
	Rank
Classroom Management	#1
Differentiated Instruction	#2
Teaching and understanding the needs of neurodiverse students	#3
Executive functioning skills	#4
Reading for at risk students	#5
Soft Skills/Emotional Intelligence	#6
Conflict resolution	#7
Writing strategies	#8
Successful inclusion strategies	#9
Using technology to enhance instruction	#10
Social Emotional Learning	#11
Response to Intervention (RTI/MTSS)	#12
Interpreting and analyzing student data	#13
English Learners (ELs)	#14
Depth of Knowledge	#15
Culture sensitivity	#16
Developing quality assessments	#17
Teaching and understanding the needs of homeless students	#18

Rank your top ten choices for professional development topics.	
Teaching and understanding students in poverty	#19
Data-based Decision Making	#20
Mississippi College and Career Readiness Standards	#21
Sensitivity Training	#22

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

	Count	Percentage
Strongly Agree	5	27.8%
Agree	9	50.0%
Disagree	3	16.7%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	33.3%
Agree	8	44.4%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	16.7%

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

	Count	Percentage
Yes	11	61.1%
No	7	38.9%

I need more professional development in the identification of, the rights of, and services for students who meet the homeless definition, and/or professional development designed to heighten the understanding and sensitivity to the needs of homeless children and youth.

	Count	Percentage
Strongly Agree	2	11.1%
Agree	9	50.0%
Disagree	4	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	16.7%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	5	27.8%
Agree	10	55.6%
Disagree	1	5.6%
Strongly Disagree	1	5.6%
Not Applicable or No Information	1	5.6%

GENERAL OPINION

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

Faculty members at Clinton High School praised the school for offering strong academic, extracurricular, and career-focused opportunities while maintaining a clear commitment to student success and community engagement. Respondents also noted appreciation for the autonomy in instruction that teachers are given, dedicated planning time, high-quality staff, and the district's investment in programs such as career and technical education, fine arts, athletics, and other activities that support the development of the whole student. Suggestions for improvement focused on establishing clearer and more consistent student behavior expectations, particularly regarding cell phone use, discipline enforcement, and appropriate use of 1:1 technology to minimize distractions and strengthen engagement. Additional recommendations included improving technology infrastructure reliability, updating the bus fleet, and expanding opportunities for students in self-contained special education settings.

CLINTON HIGH PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	13	31.7%
Differentiated instruction	9	22.0%
Access to supplemental resources and individualized instruction	19	46.3%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	12	36.4%
Agree	20	60.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	3	9.1%
Agree	17	51.5%
Disagree	7	21.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	18.2%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	Count	Percentage
Strongly Agree	11	33.3%
Agree	19	57.6%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	4	12.1%
Agree	14	42.4%
Disagree	4	12.1%
Strongly Disagree	2	6.1%
Not Applicable or No Information	9	27.3%

As a parent, I would like more information regarding:		
	Count	Percentage
Testing and grades	16	23.2%
Safety in the schools	18	26.1%
Curriculum and learning goals	16	23.2%
Available technology and how it's used in the classroom	9	13.0%
How to contact my child’s teacher	5	7.2%
Homework	5	7.2%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	1	1.2%
Computer Classes	2	2.5%
Conflict Resolution	4	4.9%
Discipline	4	4.9%
Drug/Alcohol Awareness	6	7.4%
English as a Second Language	1	1.2%
Health Classes	3	3.7%
Literacy Classes	0	0.0%
Math Classes	0	0.0%
Parent-to-School Relationships	7	8.6%
Parent/Child Communication	3	3.7%
Preparing for College	24	29.6%
Parenting Workshops	3	3.7%
Social Media Classes	5	6.2%
Stress/Anger/Management	2	2.5%
Understanding College- and Career-Ready Standards	16	19.8%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:		
	Count	Percentage
Activities to help my child learn over the summer	10	13.2%
Help my child with homework	4	5.3%
How to motivate my child	10	13.2%
How to promote family reading	3	3.9%
How to set goals for my child	9	11.8%
Manage time	15	19.7%
Prepare my child for testing	12	15.8%
Understand my child's learning styles	13	17.1%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	3	7.0%
Resource materials for parental training	3	7.0%

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.		
Training for parents to work with other parents on becoming involved in the schools	8	18.6%
Home/School folders	2	4.7%
Home/School Planners	2	4.7%
Resources to help my child be successful in meeting state standards	25	58.1%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	7	21.2%
Agree	21	63.6%
Disagree	1	3.0%
Strongly Disagree	1	3.0%
Not Applicable or No Information	3	9.1%

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	10.6%
Supporting college and career counseling	23	34.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	15	22.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	13	19.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	8	12.1%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	11	10.9%
Providing school-based mental health services and counseling	24	23.8%

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:		
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	8	7.9%
Establishing or improving dropout prevention	6	5.9%
Supporting re-entry programs and transition services for Justice-involved youth	5	5.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	10	9.9%
Implementing systems and practices to prevent bullying and harassment	13	12.9%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	15	14.9%
Establishing community partnerships	9	8.9%

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	18	30.0%
Building technological capacity and infrastructure	13	21.7%
Carrying out innovative blended learning projects	16	26.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	13	21.7%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	8	24.2%
Agree	21	63.6%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.1%

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

	Count	Percentage
Strongly Agree	10	30.3%
Agree	21	63.6%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	4	12.1%
Agree	22	66.7%
Disagree	5	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Strongly Agree	6	18.2%
Agree	24	72.7%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

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

	Count	Percentage
Strongly Agree	10	30.3%
Agree	21	63.6%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	13	39.4%
Agree	18	54.5%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	15	45.5%
Agree	10	30.3%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	18.2%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
English/Language Arts (reading, writing, speaking, listening)	30.3%	57.6%	6.1%	0.0%	6.1%
Mathematics	33.3%	63.6%	3.0%	0.0%	0.0%
Social Studies	27.3%	63.6%	6.1%	0.0%	3.0%
Fine Arts (music, visual arts, dance, drama)	36.4%	54.5%	0.0%	0.0%	9.1%
Physical Education	27.3%	54.5%	12.1%	0.0%	6.1%
Foreign Languages	27.3%	48.5%	15.2%	0.0%	9.1%
Science	33.3%	57.6%	3.0%	0.0%	6.1%
Health Education	24.2%	51.5%	15.2%	0.0%	9.1%
Career and Technical Education	42.4%	48.5%	3.0%	0.0%	6.1%

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	12	36.4%
Agree	15	45.5%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	12.1%

Is your child an English Language Learner?		
	Count	Percentage
Yes	5	15.2%
No	28	84.8%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	4	33.3%
Mentoring	3	25.0%
Academic or career counseling	4	33.3%
Mental Health counseling	1	8.3%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	5	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	5	100.0%
No	0	0.0%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	10	30.3%
Agree	21	63.6%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	11	33.3%
Agree	18	54.5%
Disagree	4	12.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	9	27.3%
Agree	22	66.7%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	9	27.3%
Agree	17	51.5%
Disagree	5	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	13	39.4%
Agree	18	54.5%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	11	33.3%
Agree	20	60.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.1%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly agree	10	30.3%
Agree	21	63.6%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly agree	7	21.2%
Agree	15	45.5%
Disagree	4	12.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	6	18.2%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly agree	8	24.2%
Agree	19	57.6%
Disagree	3	9.1%
Strongly Disagree	2	6.1%
Not Applicable or No Information	1	3.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly agree	12	36.4%
Agree	18	54.5%
Disagree	3	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

It is easy to get an appointment with the teachers or administrators of our school.		
	Count	Percentage
Strongly agree	9	27.3%
Agree	16	48.5%
Disagree	2	6.1%
Strongly Disagree	1	3.0%
Not Applicable or No Information	5	15.2%

Our community is actively involved in our school.		
	Count	Percentage
Strongly agree	10	30.3%
Agree	17	51.5%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	12.1%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	14	9.3%
Checked my child's grades/assignments online	33	22.0%
Been in contact with my child's teacher	25	16.7%
Received a newsletter from the district, school, or teacher	25	16.7%
Worked with a committee or group on school or district policies	3	2.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	13	8.7%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	28	18.7%
Volunteered at my child's school	9	6.0%

SCHOOL IMPROVEMENT

My school (district) is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.		
	Count	Percentage
Strongly Agree	9	27.3%
Agree	22	66.7%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

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

	Count	Percentage
Strongly Agree	8	24.2%
Agree	20	60.6%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	9.1%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	Count	Percentage
Strongly Agree	9	27.3%
Agree	22	66.7%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

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

	Count	Percentage
Strongly Agree	12	36.4%
Agree	19	57.6%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

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

	Count	Percentage
Strongly Agree	9	27.3%
Agree	16	48.5%
Disagree	6	18.2%
Strongly Disagree	1	3.0%
Not Applicable or No Information	1	3.0%

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

	Count	Percentage
Strongly Agree	10	30.3%
Agree	23	69.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	9	27.3%
Agree	23	69.7%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	24.2%
Agree	22	66.7%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.0%

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

	Count	Percentage
Strongly agree	4	12.1%
Agree	23	69.7%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	12.1%

The school's grading policies and practices are administered fairly.		
	Count	Percentage
Strongly Agree	6	18.2%
Agree	25	75.8%
Disagree	2	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

If you are a parent of a child with a disability, does this school meet the needs of your child?		
	Count	Percentage
Yes	16	80.0%
No	4	20.0%

TECHNOLOGY

I understand how my child is using his/her computer for educational purposes.		
	Count	Percentage
Strongly Agree	11	33.3%
Agree	20	60.6%
Disagree	0	0.0%
Strongly Disagree	2	6.1%
Not Applicable or No Information	0	0.0%

My child regularly uses his/her computer to complete homework assignments.		
	Count	Percentage
Strongly Agree	15	45.5%
Agree	18	54.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I feel comfortable limiting my child's access to his/her computer at home, after his/her schoolwork is completed.		
	Count	Percentage
Strongly Agree	12	36.4%
Agree	20	60.6%
Disagree	1	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My child has Internet access when away from school.		
	Count	Percentage
Yes	33	100.0%
No	0	0.0%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	9	27.3%
Agree	14	42.4%
Disagree	5	15.2%
Strongly Disagree	1	3.0%
Not Applicable or No Information	4	12.1%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	17	51.5%
Agree	7	21.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	27.3%

GENERAL OPINION

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

Parents of students from Clinton High School express strong pride in the school's tradition of excellence, praising its organized leadership, caring teachers, safe learning environment, and broad range of academic, extracurricular, artistic, and career-focused opportunities. Families especially value the district's college preparation, Career and Technical Education offerings, support for students with exceptional needs, and the sense of community that defines the "Clinton Arrow" experience. Suggestions for improvement center on reducing distractions from excessive technology and cell phone use, strengthening direct instruction and classroom monitoring, and increasing

consistency in communication with parents regarding student progress. Additional recommendations include clearer districtwide grading expectations, enhanced ACT preparation, expanded arts offerings such as theater and American Sign Language, and greater visibility of school resource officers.

CLINTON HIGH STUDENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	0	0.0%
Differentiated instruction	1	100.0%
Access to supplemental resources and individualized instruction	0	0.0%

In my experience, teachers in my district are highly qualified and effective.		
	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%

Student behavior is rarely a problem.		
	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%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.

	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%

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

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

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	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 use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	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%

Student assessments are designed to reflect what students know and are able to do.

	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%

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

	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 hold high expectations for student learning.

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

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

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

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

My school work is challenging and requires my best effort.		
	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 addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.		
	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 are concerned that students learn the subjects they teach.		
	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 are willing to give students individual help outside of class time.		
	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%

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	1	20.0%
Structured note taking mechanisms	1	20.0%
The teacher slows speech at times to help you understand	1	20.0%
The teacher uses gestures and demonstrations	1	20.0%
Use think aloud and think pair shares	1	20.0%
Use of bilingual handouts and cues	0	0.0%
Use of display word walls with high frequency words	0	0.0%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.

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

Parents are involved and support school functions.

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

Parents have a good understanding of the school's programs and operations.

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

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

	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 in our school (district) are respected in the community.

	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 IMPROVEMENT

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

	Count	Percentage
Strongly Agree	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 developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.

	Count	Percentage
Strongly Agree	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 CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

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

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

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

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%

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

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

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

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

Innovative technologies are incorporated into instruction in many classes.		
	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	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	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 spirit is very high 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%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

I understand how to use my computer for my school assignments.

	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 teachers allow me to use my computer for instructional/classroom purposes.

	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 computer has the software programs I need to support classroom learning.

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

I have access to Wi-Fi outside of the classroom.

	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 feel the 1:1 program is helping improve my educational experience (preparing me for college or career, enhancing my classroom learning, etc.).		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PREKINDERGARTEN AND KINDERGARTEN

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

GENERAL OPINION

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

Students at Clinton High School had no responses to the open-ended questions.



STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Clinton High School demonstrates strong overall academic performance, high graduation outcomes, broad participation in advanced coursework, and clear evidence of college and career readiness. **Enrollment increased** from 1,164 students in 2022 to a peak of 1,343 in 2025 before settling at 1,263 in 2026, remaining well above the 2022 level. **Average daily attendance also increased** from 1,127.1 students in 2023 to 1,225.6 in 2025, though the estimated attendance rate declined slightly to 91.3%. The **most urgent attendance concern is chronic absenteeism**, which rose from 16.4% in 2023 to 26.0% in 2025.

Academically, the school shows strong outcomes in reading, math, science, history, ACT performance, graduation, and advanced course participation. The four-year **graduation rate reached 93.5%, exceeding the state rate** of 90.8%, while the dropout rate remained comparatively low at 3.8%. ACT performance was also strong, with the composite score rising to 19.7 compared with the state average of 17.5. Stakeholder feedback reinforces this positive picture: about 94% of faculty and 97% of parents agreed that **teachers are highly qualified and effective**, and about 82% of parents agreed that the school is doing a good job preparing students for advanced education or the workforce.

STRENGTHS



1) **Clinton High School's college and career-readiness profile.** The ACT composite score exceeded the state average, and students outperformed the state in English, mathematics, science, and reading. These results suggest that students are leaving high school with academic skills that compare favorably with statewide peers and that the school's instructional program is supporting readiness beyond graduation.



2) **Graduation outcomes.** The 93.5% graduation rate and 3.8% dropout rate show that most students are successfully completing high school. These

outcomes are especially important because they reflect not only academic performance, but also persistence, credit completion, counseling support, student engagement, and family-school connection.



3) **Strong performance in several state-tested areas.** Reading proficiency reached 68.0%, math reached 82.0%, science reached 74.3%, and history reached 83.3%. English II performance was especially strong at 67.3%, well above the state average of 49.5%, and U.S. History was also a strength at 81.8% compared with 69.7% statewide. These outcomes point to strong instruction in literacy, social studies, and several college-readiness skill areas.



4) **Advanced coursework.** Nearly 60% of students were enrolled in advanced courses in 2024, indicating continued access to rigorous academic opportunities. This supports the school's broader college-readiness profile and helps explain the strong ACT and graduation outcomes.



5) **Stakeholder confidence.** Faculty praised the school's academic, extracurricular, and career-focused opportunities, along with teacher autonomy, planning time, high-quality staff, and investments in fine arts, athletics, career and technical education, and other programs that support the whole student. Parent feedback similarly supports the school's academic direction, with strong agreement that teachers are effective and that students are being prepared for future education or work.

CHALLENGES



1) **Chronic absenteeism.** Although average daily attendance increased, chronic absenteeism rose sharply to 26.0% in 2025. Female students reached 30.4%, students with disabilities 28.9%, English learners 37.9%, Hispanic students 39.1%, Black or African American students 26.0%, and White students 25.8%. These rates indicate that a large share of students are missing enough school to threaten academic progress, course completion, and long-term readiness.



2) **Achievement gaps for students with disabilities.** Students with disabilities reached 25.0% proficiency in reading, 34.3% in math, 31.3% in science, and 40.0% in history, while students without disabilities performed far higher in every subject. These gaps suggest that the district

should examine whether students are receiving the right combination of core instruction, specially designed instruction, accommodations, intervention, and progress monitoring.



3) **Some subject-specific assessment results require attention.** Algebra I proficiency was 51.1%, below the state average of 67.2%, and Biology I proficiency was 22.2%, compared with the state average of 62.0%. These results complicate the otherwise strong academic profile. The school is producing strong ACT outcomes and high overall accountability results, but Algebra I and Biology I indicate a need for closer alignment between instruction, assessment expectations, intervention, and student support.



4) **Behavior, cell phone use, and technology distractions.** Faculty feedback pointed to the need for clearer and more consistent student behavior expectations, especially regarding cell phone use, discipline enforcement, and appropriate use of 1:1 technology. These concerns matter because they directly affect instructional time, student engagement, and the learning environment.



5) **Ensure that opportunities are accessible to all students.** Advanced coursework, extracurriculars, career pathways, and strong graduation outcomes are major strengths, but subgroup gaps and absenteeism patterns show that some students may need more intentional support to fully benefit from those opportunities.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: 0–6 MONTHS

1. **Begin with an intensive chronic absenteeism review.** Students who are chronically absent should be sorted by grade level, subgroup, course failures, credit status, and academic performance. The school should identify students who are both chronically absent and off track academically, then assign immediate outreach, mentoring, counseling, or family support based on the cause of missed time.
2. **Review Algebra I and Biology I** instruction, pacing, assessment alignment, and intervention support. Because these two areas are below state averages, leaders should identify whether gaps are related to prerequisite skills, curriculum alignment, attendance, assessment readiness, or instructional time. This review

should lead to immediate support for students currently struggling in math and science courses.

3. **Review supports for students with disabilities across tested subjects.** The district should examine accommodations, inclusion practices, specially designed instruction, intervention schedules, and progress monitoring. The goal should be to determine whether each student's support plan is strong enough to close gaps rather than simply provide access.
4. **Establish consistent expectations for cell phone use and 1:1 technology** during instruction. Faculty concerns suggest that technology is sometimes reducing engagement rather than strengthening learning. Clear schoolwide expectations, consistent enforcement, and teacher-supported routines would help protect instructional time.

SHORT-TERM PRIORITIES: 6–12 MONTHS

1. **Implement a coordinated attendance and credit-recovery plan.** Students with repeated absences should receive early-warning alerts, family contact, academic recovery options, and regular monitoring of course progress. Attendance work should be tied directly to graduation readiness so that missed time does not become missed credits.
2. **Provide targeted professional learning for Algebra I and Biology I teachers**, with emphasis on standards alignment, formative assessment, academic vocabulary, problem-solving, lab-based reasoning, and support for students who enter with skill gaps. This professional learning should include collaborative planning and student work analysis rather than one-time training.
3. **Strengthen subgroup progress monitoring**, especially for students with disabilities, economically disadvantaged students, English learners, and chronically absent students. Teachers, counselors, interventionists, and administrators should review progress regularly and adjust support when students are not improving.
4. **Continue expanding access** to advanced coursework, career pathways, and extracurricular opportunities while monitoring participation by subgroup. The school's strong college and career readiness outcomes should be extended to more students, especially those who may need encouragement, advising, or academic support to enter and succeed in rigorous pathways.

LONG-TERM PRIORITIES: 12–24 MONTHS

1. **Establish measurable improvement targets** for chronic absenteeism, Algebra I, Biology I, and subgroup achievement. Clinton High School's overall outcomes are strong, but these targets would keep attention focused on the areas most likely to limit future growth.
2. **Build a stronger transition system from ninth grade into high school graduation pathways.** Students should enter tenth grade with a clear understanding of credit requirements, attendance expectations, advanced course options, career pathways, and support services. Early identification of students who are off track would help prevent later graduation risks.
3. **Create a sustained model for supporting students with disabilities** in high school coursework. This should include co-planning between general education and special education teachers, stronger progress monitoring, consistent accommodations, and targeted support in reading, math, science, and history.



CLINTON SUCCESS CENTER

INTRODUCTION

Clinton Success Center, located at 201 Easthaven Drive in Clinton, Mississippi serves as the Clinton Public School District's alternative learning center. According to the school handbook, the purpose of CSC is "to offer a program for students who have not been able to or cannot function in regular classroom settings [and] who will benefit from a small group setting for a period of time."

The mission of the Clinton Success Center is "to provide students with opportunities to increase their functionality in a normal classroom environment, regulate their emotions, increase advances in cognitive skills, confront the growing importance of peer relationships, and create an individual identity," to allow individualized instruction and academic progress. Once a student is referred to the Clinton Success Center, a conference team meets to develop a plan and list of goals for the student's success. This plan includes assignments from the home school's teachers, counseling with the CSC counselor or other support staff, and parental involvement. On the school website, CSC principal, Ms. Christie Claxon stated, "Clinton Success Center is committed to successfully educating all students and assisting in each student's progress at a developmentally appropriate rate and providing a safe environment for all students."



CLINTON SUCCESS CENTER CNA SURVEY

INTRODUCTION

Seven (7) faculty members, zero (0) parents, and fourteen (14) students 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 Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

CLINTON SUCCESS CENTER FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	2	20.0%
Differentiated instruction	4	40.0%
Access to supplemental resources and individualized instruction	4	40.0%
In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	5	71.4%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	28.6%
Disagree	4	57.1%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	Count	Percentage
Strongly Agree	4	57.1%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	4	57.1%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

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

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	5	71.4%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	28.6%

I use effective, evidence-based strategies for:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Developing and using classroom assessments.	71.4%	28.6%	0.0%	0.0%	0.0%
Closing the achievement gap between diverse groups of students.	57.1%	28.6%	0.0%	0.0%	14.3%
Successful classroom management.	71.4%	14.3%	0.0%	0.0%	14.3%
Teaching special needs students.	42.9%	42.9%	0.0%	0.0%	14.3%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	14.3%	28.6%	0.0%	0.0%	57.1%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	5	71.4%
Minor disruptions that steal instructional time	2	28.6%
Major classroom disruptions	0	0.0%

Support for intervention is available and allows teachers to use Professional Learning Communities to share instructional practices that allow this school to maximize student achievement		
	Count	Percentage
Strongly Agree	2	28.6%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

Intervention supports are a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.		
	Count	Percentage
Strongly agree	5	71.4%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Identify the educational needs of the students at your school who meet the homeless definition.		
	Count	Percentage
Expedited evaluation services for students with learning disabilities	4	6.8%
Expedited evaluation services for students with limited English	2	3.4%
Expedited evaluation services for gifted and talented students	1	1.7%
Additional academic support	7	11.9%
Tutoring	5	8.5%
Enrichment educational services	4	6.8%
Counseling	7	11.9%
Mentors	7	11.9%
School supplies	6	10.2%
Clothing for school	6	10.2%
Dental referrals	3	5.1%
Medical referrals	3	5.1%
Bullying assistance	4	6.8%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	5	71.4%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	5	71.4%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.		
	Count	Percentage
Strongly Agree	3	42.9%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM & INSTRUCTION

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.		
	Count	Percentage
Strongly Agree	6	85.7%
Agree	1	14.3%
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	85.7%
Agree	1	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	5	71.4%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Health Education	28.6%	42.9%	0.0%	14.3%	14.3%
Mathematics	71.4%	28.6%	0.0%	0.0%	0.0%
Career and Technical Education	42.9%	28.6%	0.0%	14.3%	14.3%
English/Language Arts (reading, writing, speaking, listening)	57.1%	28.6%	0.0%	0.0%	14.3%
Social Studies	71.4%	28.6%	0.0%	0.0%	0.0%
Science	71.4%	28.6%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	28.6%	42.9%	0.0%	14.3%	14.3%
Physical Education	14.3%	42.9%	0.0%	14.3%	28.6%
Foreign Languages	42.9%	28.6%	0.0%	14.3%	14.3%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	4	57.1%
Agree	2	28.6%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.		
	Count	Percentage
Strongly agree	3	42.9%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I frequently use the results of assessments to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.		
	Count	Percentage
Strongly agree	5	71.4%
Agree	1	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	4	57.1%
Agree	1	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	28.6%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	Count	Percentage
Strongly Agree	5	71.4%
Agree	1	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

Students spend sufficient effort (in and out of class) to learn what we teach.		
	Count	Percentage
Strongly agree	0	0.0%
Agree	1	14.3%
Disagree	6	85.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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	1	3.3%
Utilize technology such as class websites, blogs, and videos	4	13.3%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	4	13.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	5	16.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	4	13.3%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	3	10.0%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	6	20.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	3	10.0%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling, pull out ESL instruction, Intervention, etc.	0	0.0%
Teachers provide unique instructional time inside the classroom for English instruction.	1	14.3%
Mentoring with another student	1	14.3%
Not Applicable	5	71.4%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	3	42.9%
No	4	57.1%

Please check the areas below that are routinely evaluated to determine the needs of EL students.		
	Count	Percentage
Language Spoken in the Home	5	8.2%
Language Proficiency of the Parent	3	4.9%
Level of Parental Involvement	3	4.9%
Family income and socioeconomic status	1	1.6%
Visual Screening Result	4	6.6%
Auditory Screening Result	4	6.6%
Grade Retention (if applicable)	2	3.3%
Number of Failed Courses	4	6.6%
Dropout Status (if applicable)	2	3.3%
Enrichment programs/activities	3	4.9%
Supplemental Academic Instruction	5	8.2%
Behavioral Supports	5	8.2%
Counseling Services	6	9.8%
Discipline Records	3	4.9%
Social-Emotional Learning Services	5	8.2%
Social Behavioral Assessment Inventory Score	3	4.9%
Mental Health Supports	3	4.9%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	2	16.7%
Mental Health Services	2	16.7%
Counseling	2	16.7%
Transitional Services	2	16.7%
Not Applicable	4	33.3%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	3	50.0%
No	0	0.0%
Not Applicable	3	50.0%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	5	71.4%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	85.7%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	4	57.1%
Agree	2	28.6%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	4	57.1%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	3	42.9%
Agree	2	28.6%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	3	42.9%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	2	28.6%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	5	71.4%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	71.4%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

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

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

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

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

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

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

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

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	5	71.4%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.

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

Teachers here have a sense of common mission.		
	Count	Percentage
Strongly agree	4	57.1%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly agree	1	14.3%
Agree	6	85.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	2	28.6%
Agree	5	71.4%
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	4	57.1%
Agree	1	14.3%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I am satisfied with being a teacher in the Clinton Public School District.		
	Count	Percentage
Strongly agree	5	71.4%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The principal is viewed as the instructional leader of this school.		
	Count	Percentage
Strongly Agree	4	57.1%
Agree	1	14.3%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	1	14.3%

The Clinton Public School District is the best choice for my own children to attend school.		
	Count	Percentage
Strongly Agree	4	57.1%
Agree	1	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	28.6%

TECHNOLOGY

I am comfortable with classroom management as related to the 1:1 program.		
	Count	Percentage
Strongly Agree	4	57.1%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I feel the 1:1 program is helping improve the educational experience of our students.		
	Count	Percentage
Strongly Agree	3	42.9%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I effectively incorporate and use technology in my lessons to provide instruction and facilitate learning on a regular basis.		
	Count	Percentage
Strongly Agree	4	57.1%
Agree	1	14.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	28.6%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	7	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.	
	Rank
Conflict resolution	#1
Successful inclusion strategies	#2
Response to Intervention (RTI/MTSS)	#3
Interpreting and analyzing student data	#4
Teaching and understanding the needs of neurodiverse students	#5
Data-based Decision Making	#6
Teaching and understanding students in poverty	#7
Social Emotional Learning	#8
Mississippi College and Career Readiness Standards	#9
Differentiated Instruction	#10
Reading for at risk students	#11
Classroom Management	#12
Using technology to enhance instruction	#13
Soft Skills/Emotional Intelligence	#14
Culture sensitivity	#15
Sensitivity Training	#16
Depth of Knowledge	#17
Teaching and understanding the needs of homeless students	#18

Rank your top ten choices for professional development topics.	
Writing strategies	#19
Developing quality assessments	#20
Executive functioning skills	#21
English Learners (ELs)	#22

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	2	28.6%
Disagree	3	42.9%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	5	71.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	3	42.9%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?		
	Count	Percentage
Yes	5	71.4%
No	2	28.6%

I need more professional development in the identification of, the rights of, and services for students who meet the homeless definition, and/or professional development designed to heighten the understanding and sensitivity to the needs of homeless children and youth.		
	Count	Percentage
Strongly Agree	2	28.6%
Agree	3	42.9%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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

Faculty members from Clinton Success Center praised the school for its unwavering commitment to student growth, academic excellence, and compassionate support for learners facing significant academic, emotional, and mental health challenges. Respondents highlighted the dedication of educators who teach across multiple grade levels and subject areas while building strong relationships with students and creating a safe, nurturing environment. Faculty also commended the district for providing students with opportunities to become involved in school programs and for fostering a culture that encourages both achievement and character development. Suggestions for improvement focused on strengthening safeguards against academic dishonesty associated with student technology use and providing teachers with additional strategies and tools to promote authentic learning. Respondents also expressed a desire for greater recognition of the work and accomplishments of Clinton Success Center staff, along with increased attention to school climate, morale, and leadership alignment to ensure educators feel valued, supported, and empowered to continue their important work.

CLINTON SUCCESS CENTER STUDENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	6	35.3%
Differentiated instruction	5	29.4%
Access to supplemental resources and individualized instruction	6	35.3%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	9	64.3%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	5	35.7%
Disagree	6	42.9%
Strongly Disagree	2	14.3%
Not Applicable or No Information	1	7.1%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	7	50.0%
Disagree	2	14.3%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	2	14.3%
Agree	8	57.1%
Disagree	3	21.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

CURRICULUM & INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	1	7.1%
Agree	6	42.9%
Disagree	2	14.3%
Strongly Disagree	2	14.3%
Not Applicable or No Information	3	21.4%

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.		
	Count	Percentage
Strongly Agree	2	14.3%
Agree	10	71.4%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	1	7.1%

Student assessments are designed to reflect what students know and are able to do.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	1	7.1%

The educational program offered to students in our school (district) is of high quality.		
	Count	Percentage
Strongly Agree	2	14.3%
Agree	9	64.3%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	6	42.9%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	6	42.9%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	6	42.9%
Disagree	3	21.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	5	35.7%
Disagree	4	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	9	64.3%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	2	14.3%
Agree	10	71.4%
Disagree	1	7.1%
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	3	21.4%
Agree	9	64.3%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

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	5	10.6%
Additional academic support	4	8.5%
Tutoring	5	10.6%
Counseling	3	6.4%
A mentor	2	4.3%
School supplies	5	10.6%
Structured note taking mechanisms	5	10.6%
The teacher slows speech at times to help you understand	4	8.5%
The teacher uses gestures and demonstrations	5	10.6%
Use think aloud and think pair shares	5	10.6%
Use of bilingual handouts and cues	1	2.1%
Use of display word walls with high frequency words	3	6.4%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	8	57.1%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	2	14.3%
Agree	10	71.4%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	8	57.1%
Disagree	0	0.0%
Strongly Disagree	2	14.3%
Not Applicable or No Information	1	7.1%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	1	7.1%

SCHOOL IMPROVEMENT

My school (district) is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	9	64.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

My school (district) has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	5	35.7%
Disagree	2	14.3%
Strongly Disagree	1	7.1%
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	6	42.9%
Agree	8	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	6	42.9%
Disagree	1	7.1%
Strongly Disagree	2	14.3%
Not Applicable or No Information	0	0.0%

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	9	64.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	6	42.9%
Agree	6	42.9%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Innovative technologies are incorporated into instruction in many classes.		
	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	9	64.3%
Agree	2	14.3%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	10	71.4%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	7	50.0%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

TECHNOLOGY

I understand how to use my computer for my school assignments.

	Count	Percentage
Strongly Agree	8	57.1%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My teachers allow me to use my computer for instructional/classroom purposes.

	Count	Percentage
Strongly Agree	7	50.0%
Agree	6	42.9%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My computer has the software programs I need to support classroom learning.

	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%

I have access to Wi-Fi outside of the classroom.

	Count	Percentage
Strongly Agree	5	35.7%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

I feel the 1:1 program is helping improve my educational experience (preparing me for college or career, enhancing my classroom learning, etc.).		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	2	14.3%
Agree	5	35.7%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	35.7%

GENERAL OPINION

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

Students from Clinton Success Center praised the school for its caring atmosphere, supportive staff, effective teaching, and commitment to helping students succeed. One student shared, “They teach well. Every day it’s smiles; it’s never really a problem.” Students appreciated the compassion shown by teachers and staff, the availability of technology and school activities, and the encouragement they receive when facing personal or academic challenges. Suggestions for improvement were relatively limited and focused on providing more activities and enrichment opportunities, addressing opportunity gaps through additional academic support for struggling students, and offering greater flexibility for students who have completed their work.

CHS CAREER COMPLEX

INTRODUCTION

CHS Career Center is located at 401 Arrow Drive in Clinton, Mississippi and serves as a centerpiece of the district's college and career readiness efforts. Designed to provide students with hands-on, workforce-focused learning experiences, the Career Complex offers a wide range of career and technical education pathways that prepare students for both immediate employment opportunities and post-secondary education. Programs within the CHS Career Complex include health sciences, engineering, culinary arts, automotive technology, business and marketing, information technology, multimedia, education, and other career-oriented fields. Students have opportunities to prepare for industry certifications, participate in dual enrollment coursework, and engage in project-based learning experiences that connect classroom instruction to real-world applications. The district has continued expanding technology access and partnerships with local businesses and colleges to strengthen workforce preparation opportunities for students.

The CHS Career Complex has received praise from community members and stakeholders for the quality of its programs and its role in supporting career readiness throughout the district. Students regularly participate in career and technical student organizations, competitions, internships, and leadership activities that promote both technical skills and professional development.



CHS CAREER COMPLEX CNA SURVEY

INTRODUCTION

Twelve (12) faculty members, zero (0) parents, and zero (0) students 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 Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

CHS CAREER COMPLEX FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are		
	Count	Percentage
Emphasis on cooperation between home and school	2	15.4%
Differentiated instruction	3	23.1%
Access to supplemental resources and individualized instruction	8	61.5%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	1	8.3%
Agree	9	75.0%
Disagree	2	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Clinton uses federal funds to pay the salaries and benefits of intervention teachers at our Title I schools as well as provide additional resources to those schools. Do you agree this is an effective use of funds in the district?		
	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%

I have input into how federal dollars are spent in my district.		
	Count	Percentage
Strongly Agree	1	8.3%
Agree	5	41.7%
Disagree	3	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	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	1	8.3%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	50.0%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	11	91.7%
Minor disruptions that steal instructional time	1	8.3%
Major classroom disruptions	0	0.0%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	10	83.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

I use effective, evidence-based strategies for:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Teaching special needs students.	16.7%	66.7%	0.0%	0.0%	16.7%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	16.7%	66.7%	0.0%	0.0%	16.7%
Developing and using classroom assessments.	33.3%	50.0%	0.0%	0.0%	16.7%
Closing the achievement gap between diverse groups of students.	25.0%	58.3%	0.0%	0.0%	16.7%
Successful classroom management.	25.0%	66.7%	0.0%	0.0%	8.3%

Support for intervention is available and allows teachers to use Professional Learning Communities to share instructional practices that allow this school to maximize student achievement		
	Count	Percentage
Strongly Agree	1	8.3%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	41.7%

Intervention supports are a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.		
	Count	Percentage
Strongly agree	1	8.3%
Agree	8	66.7%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

Identify the educational needs of the students at your school who meet the homeless definition.		
	Count	Percentage
Expedited evaluation services for students with learning disabilities	3	6.1%
Expedited evaluation services for students with limited English	2	4.1%
Expedited evaluation services for gifted and talented students	1	2.0%
Additional academic support	6	12.2%
Tutoring	6	12.2%
Enrichment educational services	2	4.1%
Counseling	8	16.3%
Mentors	5	10.2%
School supplies	4	8.2%
Clothing for school	5	10.2%
Dental referrals	2	4.1%
Medical referrals	2	4.1%
Bullying assistance	3	6.1%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	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%

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

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

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

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

CURRICULUM & INSTRUCTION

Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Strongly Agree	2	16.7%
Agree	10	83.3%
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	7	58.3%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	6	50.0%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	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) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Career and Technical Education	58.3%	33.3%	0.0%	0.0%	8.3%
English/Language Arts (reading, writing, speaking, listening)	41.7%	33.3%	8.3%	0.0%	16.7%
Mathematics	41.7%	33.3%	0.0%	0.0%	25.0%
Social Studies	41.7%	33.3%	0.0%	0.0%	25.0%
Fine Arts (music, visual arts, dance, drama)	50.0%	33.3%	0.0%	0.0%	16.7%
Physical Education	33.3%	25.0%	25.0%	8.3%	8.3%
Foreign Languages	33.3%	41.7%	8.3%	0.0%	16.7%
Science	41.7%	33.3%	0.0%	0.0%	25.0%
Health Education	33.3%	33.3%	16.7%	0.0%	16.7%

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

	Count	Percentage
Strongly Agree	3	25.0%
Agree	8	66.7%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.

	Count	Percentage
Strongly agree	2	16.7%
Agree	10	83.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly agree	3	25.0%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

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

	Count	Percentage
Strongly Agree	4	33.3%
Agree	3	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	41.7%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	3	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	33.3%

Students spend sufficient effort (in and out of class) to learn what we teach.		
	Count	Percentage
Strongly agree	2	16.7%
Agree	7	58.3%
Disagree	1	8.3%
Strongly Disagree	2	16.7%
Not Applicable or No Information	0	0.0%

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	1	2.4%
Utilize technology such as class websites, blogs, and videos	9	22.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	3	7.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	7	17.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	8	19.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	3	7.3%
Use bilingual handouts and cues	1	2.4%
Use visual displays, portable white boards, and posters when giving instructions	6	14.6%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	3	7.3%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling, pull out ESL instruction, Intervention, etc.	4	25.0%
Teachers provide unique instructional time inside the classroom for English instruction.	2	12.5%
Mentoring with another student	4	25.0%
Not Applicable	6	37.5%

Please check the areas below that are routinely evaluated to determine the needs of EL students.		
	Count	Percentage
Language Spoken in the Home	8	17.0%
Language Proficiency of the Parent	3	6.4%
Level of Parental Involvement	1	2.1%
Family income and socioeconomic status	0	0.0%
Visual Screening Result	3	6.4%
Auditory Screening Result	3	6.4%
Grade Retention (if applicable)	3	6.4%
Number of Failed Courses	0	0.0%
Dropout Status (if applicable)	0	0.0%
Enrichment programs/activities	6	12.8%
Supplemental Academic Instruction	8	17.0%
Behavioral Supports	3	6.4%
Counseling Services	5	10.6%
Discipline Records	1	2.1%
Social-Emotional Learning Services	2	4.3%
Social Behavioral Assessment Inventory Score	0	0.0%
Mental Health Supports	1	2.1%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	0	0.0%
Mental Health Services	0	0.0%
Counseling	0	0.0%
Transitional Services	0	0.0%
Not Applicable	12	100.0%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	12	100.0%
No	0	0.0%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	0	0.0%
No	0	0.0%
Not Applicable	4	100.0%

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

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

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	2	16.7%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	2	16.7%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	3	25.0%
Agree	7	58.3%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	5	41.7%
Disagree	2	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	4	33.3%
Agree	6	50.0%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	5	41.7%
Disagree	2	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	5	41.7%
Agree	4	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	25.0%

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

	Count	Percentage
Strongly Agree	3	25.0%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

SCHOOL CLIMATE AND CULTURE

The variety of student activities available in our district is excellent.

	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%

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

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

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

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

The school facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	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%

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.

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

Technology is sufficiently available to support instruction.

	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 here have a sense of common mission.		
	Count	Percentage
Strongly agree	5	41.7%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly agree	6	50.0%
Agree	4	33.3%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

Teachers are provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

I am satisfied with being a teacher in the Clinton Public School District.		
	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%

The principal is viewed as the instructional leader of this school.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The Clinton Public School District is the best choice for my own children to attend school.		
	Count	Percentage
Strongly Agree	6	50.0%
Agree	2	16.7%
Disagree	2	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

TECHNOLOGY

I am comfortable with classroom management as related to the 1:1 program.		
	Count	Percentage
Strongly Agree	4	33.3%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I feel the 1:1 program is helping improve the educational experience of our 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%

I effectively incorporate and use technology in my lessons to provide instruction and facilitate learning on a regular basis.		
	Count	Percentage
Strongly Agree	7	58.3%
Agree	4	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.	
	Rank
Soft Skills/Emotional Intelligence	#1
Social Emotional Learning	#2
Classroom Management	#3
Teaching and understanding the needs of neurodiverse students	#4
Using technology to enhance instruction	#5
Culture sensitivity	#6
Differentiated Instruction	#7
Conflict resolution	#8
Executive functioning skills	#9
Teaching and understanding students in poverty	#10
Data-based Decision Making	#11
Reading for at risk students	#12
Mississippi College and Career Readiness Standards	#13
Developing quality assessments	#14
Sensitivity Training	#15
Successful inclusion strategies	#16
Writing strategies	#17
Interpreting and analyzing student data	#18

Rank your top ten choices for professional development topics.	
Depth of Knowledge	#19
Teaching and understanding the needs of homeless students	#20
English Learners (ELs)	#21
Response to Intervention (RTI/MTSS)	#22

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	3	25.0%
Agree	5	41.7%
Disagree	2	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	4	33.3%
Agree	4	33.3%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	2	16.7%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	4	33.3%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?		
	Count	Percentage
Yes	10	83.3%
No	2	16.7%

I need more professional development in the identification of, the rights of, and services for students who meet the homeless definition, and/or professional development designed to heighten the understanding and sensitivity to the needs of homeless children and youth.		
	Count	Percentage
Strongly Agree	1	8.3%
Agree	5	41.7%
Disagree	3	25.0%
Strongly Disagree	1	8.3%
Not Applicable or No Information	2	16.7%

GENERAL OPINION

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

Faculty members from CHS Clinton Career Complex praised the school for its strong overall performance, high-quality instruction, excellent facilities, and the collaborative support of students, parents, staff, and administrators. Respondents expressed appreciation for the district's investment in technology and its commitment to providing students with a positive learning environment that supports academic and career readiness. Suggestions for improvement included placing a greater emphasis on cultural inclusion and enhancing physical education programs to better promote fitness, healthy lifestyles, and active participation for all students.



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