



2023

**COMPREHENSIVE
NEEDS ASSESSMENT**

CLINTON

PUBLIC SCHOOL DISTRICT

CLINTON PUBLIC SCHOOL DISTRICT

Comprehensive Needs Assessment 2023

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

CLINTON PUBLIC SCHOOL DISTRICT
Dr. Andy Schoggin, Superintendent

©2023

Clinton Public School District
201 Easthaven Drive • Clinton, MS • 39056
Phone 601-924-7533 • Fax 601-924-6345

School Board

DR. MATT THOMAS - PRESIDENT

BERNARD KINES, VICE-PRESIDENT

PAULA DEYOUNG - SECRETARY

DR. FELICIA GAVIN – ASSISTANT
SECRETARY

DEREK HOLMES – MEMBER

DR. ANDY SCHOGGIN
SUPERINTENDENT OF EDUCATION



Table of Contents

SCHOOL BOARD	III
TABLE OF CONTENTS	V
SECTION 1	1
CLINTON PUBLIC SCHOOL DISTRICT PROFILE.....	1
Introduction.....	1
Philosophy	2
Vision.....	2
Mission.....	2
Goals.....	2
Community Characteristics.....	3
District Characteristics	3
Enrollment.....	4
Attendance	5
Average Daily Attendance.....	5
Chronic Absence.....	6
Accountability	8
Accountability Measures.....	8
Proficiency by Demographic Groups.....	10
Gap-to-Goal by Demographic Group.....	15
4-Year Graduation Rates.....	20
School Improvement Designations.....	21
Advanced Course and Post-Secondary Enrollment.....	22
Assessment	24
ACT	25
Kindergarten Readiness Assessment (KRA)	27
Third-Grade Reading Assessment	27
Mississippi Academic Assessment Program (MAAP)	29
MAAP ELA	29
MAAP MATH	30
MAAP-SCIENCE.....	32
MAAP-END-OF-COURSE	32
Discipline	35
Finance.....	36
Personnel.....	39
Distribution of Respondents.....	42
Universal Questions.....	44
Federal Programs.....	44
Curriculum and Instruction	45
Parent, Family, and Community Engagement	46
School Improvement	47
School Climate and Culture.....	47
Summary of District Strengths and Challenges.....	49
Notes	50
SECTION 2	51

Table of Contents

CLINTON PUBLIC SCHOOL DISTRICT PARENT SURVEY	51
<i>Introduction</i>	51
<i>Survey Results</i>	51
<i>Federal Programs</i>	51
<i>Curriculum and Instruction</i>	55
<i>Parent, Family, and Community Engagement</i>	57
<i>School Improvement</i>	60
<i>School Climate and Culture</i>	61
<i>Technology</i>	63
SECTION 3.....	65
CLINTON PUBLIC SCHOOL DISTRICT STUDENT SURVEY	65
<i>Introduction</i>	65
<i>Survey Results</i>	65
<i>Federal Programs</i>	65
<i>Curriculum and Instruction</i>	66
<i>Parent, Family, and Community Engagement</i>	69
<i>School Improvement</i>	71
<i>School Climate and Culture</i>	71
<i>Technology</i>	74
<i>Notes</i>	76
SECTION 4.....	77
CLINTON PUBLIC SCHOOL DISTRICT FACULTY/STAFF SURVEY	77
<i>Introduction</i>	77
<i>Survey Results</i>	77
<i>Federal Programs</i>	77
<i>Curriculum and Instruction</i>	80
<i>Parent, Family, and Community Engagement</i>	83
<i>School Improvement</i>	85
<i>School Climate and Culture</i>	85
<i>Technology</i>	88
<i>Professional Development</i>	89
SECTION 5.....	91
CLINTON PUBLIC SCHOOL DISTRICT COMMUNITY SURVEY	91
<i>Introduction</i>	91
<i>Survey Results</i>	91
<i>Federal Programs</i>	91
<i>Curriculum and Instruction</i>	92
<i>Parent, Family, and Community Engagement</i>	94
<i>School Improvement</i>	96
<i>School Climate and Culture</i>	97
<i>General Opinion</i>	99
<i>Notes</i>	100
SECTION 6.....	101
CLINTON PUBLIC SCHOOL DISTRICT ADMINISTRATOR SURVEY.....	101
<i>Introduction</i>	101
<i>Survey Results</i>	101
<i>Federal Programs</i>	101
<i>Curriculum and Instruction</i>	103

Table of Contents

Parent, Family, and Community Engagement	105
School Improvement	106
School Climate and Culture.....	106
Professional Development.....	107
Notes	108
SECTION 7	109
CLINTON PARK ELEMENTARY SCHOOL.....	109
Introduction.....	109
Enrollment.....	110
Attendance	111
Average Daily Attendance.....	111
Chronic Absence.....	112
Accountability	113
Accountability Measures.....	113
Proficiency by Demographic Group	114
Assessment	116
Kindergarten Readiness.....	116
Personnel.....	116
Discipline	117
Survey Results	118
Clinton Park Elementary School Faculty/Staff Survey	118
Federal Programs.....	118
Curriculum and Instruction	121
Parent, Family, and Community Engagement	124
School Improvement	126
School Climate and Culture.....	126
Technology.....	129
Professional Development.....	130
General Opinion	132
Clinton Park Elementary School Parent Survey	132
Federal Programs.....	132
Curriculum and Instruction	136
Parent, Family, and Community Engagement	138
School Improvement	140
School Climate and Culture.....	141
Technology.....	143
General Opinion	145
Notes	146
SECTION 8	147
NORTHSIDE ELEMENTARY SCHOOL.....	147
Introduction.....	147
Enrollment.....	148
Attendance	149
Average Daily Attendance.....	149
Chronic Absence.....	150
Accountability	151
Accountability Measures.....	151
Proficiency by Demographic Group	153
Assessment	155
Third-Grade Reading Assessment	155



Table of Contents

Mississippi Academic Assessment Program (MAAP)	155
MAAP ELA and MATH	155
Personnel	156
Discipline	157
Survey Results	158
Northside Elementary School Faculty/Staff Survey	158
Federal Programs	158
Curriculum and Instruction	161
Parent, Family, and Community Engagement	164
School Improvement	166
School Climate and Culture	166
Technology	169
Professional Development	170
General Opinion	172
Northside Elementary School Parent Survey	172
Federal Programs	172
Curriculum and Instruction	176
Parent, Family, and Community Engagement	178
School Improvement	181
School Climate and Culture	182
General Opinion	184
SECTION 9	185
EASTSIDE ELEMENTARY SCHOOL	185
Introduction	185
Enrollment	186
Attendance	187
Average Daily Attendance	187
Chronic Absence	188
Accountability	189
Accountability Measures	189
Proficiency by Demographic Group	191
Assessment	194
Mississippi Academic Assessment Program (MAAP)	194
MAAP ELA	194
MAAP MATH	194
MAAP SCIENCE	195
Personnel	195
Discipline	196
Survey Results	197
Eastside Elementary School Faculty/Staff Survey	197
Federal Programs	197
Curriculum and Instruction	200
Parent, Family, and Community Engagement	203
School Improvement	205
School Climate and Culture	205
Technology	208
Professional Development	209
General Opinion	211
Eastside Elementary School Student Survey	211
Federal Programs	211
Curriculum and Instruction	212

Table of Contents

Parent, Family, and Community Engagement	215
School Improvement	216
School Climate and Culture.....	217
Technology.....	219
General Opinion	220
Eastside Elementary School Parent Survey.....	221
Federal Programs.....	221
Curriculum and Instruction	224
Parent, Family, and Community Engagement	226
School Improvement	229
School Climate and Culture.....	230
Technology.....	232
General Opinion	233
Notes	234
SECTION 10	235
LOVETT ELEMENTARY SCHOOL.....	235
Introduction.....	235
Enrollment.....	236
Attendance	237
Average Daily Attendance.....	237
Chronic Absence.....	238
Accountability	239
Accountability Measures.....	239
Proficiency by Demographic Group	241
School Improvement	243
Assessment.....	243
Mississippi Academic Assessment Program (MAAP)	243
MAAP ELA and Math.....	243
Personnel.....	244
Discipline	245
Survey Results.....	246
Lovett Elementary School Faculty/Staff Survey.....	246
Federal Programs.....	246
Curriculum and Instruction	249
Parent, Family, and Community Engagement	252
School Improvement	254
School Climate and Culture.....	254
Technology.....	257
Professional Development.....	258
General Opinion	259
Lovett Elementary School Parent Survey.....	260
Federal Programs.....	260
Curriculum and Instruction	264
Parent, Family, and Community Engagement	266
School Improvement	269
School Climate and Culture.....	269
Technology.....	271
General Opinion	273
Notes	274
SECTION 11	275

Table of Contents

CLINTON JUNIOR HIGH SCHOOL.....	275
Introduction.....	275
Enrollment.....	276
Attendance	277
Average Daily Attendance.....	277
Chronic Absence.....	278
Accountability	279
Accountability Measures.....	279
Proficiency by Demographic Group	281
School Improvement	284
Assessment.....	284
Mississippi Academic Assessment Program (MAAP)	284
MAAP ELA.....	284
MAAP MATH.....	285
MAAP SCIENCE.....	285
Personnel.....	286
Discipline	287
Survey Results	288
Clinton Junior High School Faculty/Staff Survey.....	288
Federal Programs.....	288
Curriculum and Instruction	291
Parent, Family, and Community Engagement	294
School Improvement	296
School Climate and Culture.....	296
Technology.....	299
Professional Development.....	300
General Opinion	301
Clinton Junior High School Student Survey.....	302
Federal Programs.....	302
Curriculum and Instruction	303
Parent, Family, and Community Engagement	306
School Improvement	307
School Climate and Culture.....	307
Technology.....	310
General Opinion	311
Clinton Junior High School Parent Survey.....	311
Federal Programs.....	311
Curriculum and Instruction	315
Parent, Family, and Community Engagement	317
School Improvement	320
School Climate and Culture.....	320
Technology.....	322
General Opinion	324
SECTION 12.....	325
SUMNER HILL JUNIOR HIGH SCHOOL.....	325
Introduction.....	325
Enrollment.....	326
Attendance	327
Average Daily Attendance.....	327
Chronic Absence.....	328
Accountability	329

Table of Contents

Accountability Measures.....	329
Proficiency by Demographic Group	331
School Improvement	335
Assessment	335
Mississippi Academic Assessment Program (MAAP)	335
MAAP MATH	335
MAAP END-OF-COURSE	336
Personnel.....	336
Discipline	337
Survey Results.....	338
Sumner Hill Junior High School Faculty/Staff Survey	338
Federal Programs.....	338
Curriculum and Instruction	341
Parent, Family, and Community Engagement	344
School Improvement	346
School Climate and Culture.....	346
Technology.....	349
Professional Development.....	350
General Opinion	351
Sumner Hill Junior High School Student Survey.....	352
Federal Programs.....	352
Curriculum and Instruction	353
Parent, Family, and Community Engagement	356
School Improvement	357
School Climate and Culture.....	357
Technology.....	360
General Opinion	361
Sumner Hill Junior High School Parent Survey.....	362
Federal Programs.....	362
Curriculum and Instruction	366
Parent, Family, and Community Engagement	368
School Improvement	371
School Climate and Culture.....	371
Technology.....	373
General Opinion	375
Notes	376
SECTION 13	377
CLINTON HIGH SCHOOL	377
Introduction.....	377
Enrollment.....	378
Attendance	379
Average Daily Attendance.....	379
Chronic Absence.....	380
Accountability	381
Accountability Measures.....	381
Proficiency by Demographic Group	383
4-Year Graduation Rates.....	387
School Improvement	387
Assessment	387
ACT	387
Mississippi Academic Assessment Program (MAAP)	389

Table of Contents

MAAP ELA and MATH.....	389
MAAP END-OF-COURSE	389
Personnel.....	390
Discipline	390
Survey Results	391
Clinton High School Faculty/Staff Survey	391
Federal Programs.....	391
Curriculum and Instruction	394
Parent, Family, and Community Engagement	397
School Improvement	399
School Climate and Culture.....	399
Technology.....	402
Professional Development.....	403
General Opinion	404
Clinton High School Student Survey.....	405
Federal Programs.....	405
Curriculum and Instruction	406
Parent, Family, and Community Engagement	409
School Improvement	410
School Climate and Culture.....	411
Technology.....	413
General Opinion	414
Clinton High School Parent Survey.....	415
Federal Programs.....	415
Curriculum and Instruction	419
Parent, Family, and Community Engagement	421
School Improvement	424
School Climate and Culture.....	424
Technology.....	426
General Opinion	428
SECTION 14.....	429
CLINTON SUCCESS CENTER.....	429
Introduction.....	429
Survey Results	430
Clinton Success Center Faculty/Staff Survey	430
Federal Programs.....	430
Curriculum and Instruction	433
Parent, Family, and Community Engagement	436
School Improvement	438
School Climate and Culture.....	438
Technology.....	441
Professional Development.....	442
General Opinion	443
Notes	444
SECTION 15.....	445
CLINTON HIGH SCHOOL CAREER COMPLEX	445
Introduction.....	445
Survey Results	446
Clinton High School Career Complex Faculty/Staff Survey	446
Federal Programs.....	446

Table of Contents

<i>Curriculum and Instruction</i>	449
<i>Parent, Family, and Community Engagement</i>	452
<i>School Improvement</i>	454
<i>School Climate and Culture</i>	454
<i>Technology</i>	457
<i>Professional Development</i>	458
<i>General Opinion</i>	460
FIGURES	461
BIBLIOGRAPHY	467

CLINTON PUBLIC SCHOOL DISTRICT PROFILE

Introduction

Clinton Public School District is located at 201 Easthaven Drive in Clinton, Mississippi. In January of 2023, the district housed five thousand two hundred eleven (5,211) students in prekindergarten through twelfth grades (PK-12). The district has one elementary school serving prekindergarten through first grade (PK-1), one elementary school serving second through third grade (2-3), one elementary school serving fourth through fifth grade (4-5), one elementary school serving sixth grade (6), one junior high school serving seventh through eighth grade (7-8), one junior high school serving ninth grade (9), and one high school serving tenth through twelfth grade (10-12). The district also runs a career and technical center and an alternative school.



Clinton Public School District is one of the largest districts in the state. CPSD prides itself in competing at the highest level across the state in academics and athletics. The district has an active alumni association. Clinton Public School District also prides itself by connecting with the community, alumni, and families to help make the district successful.

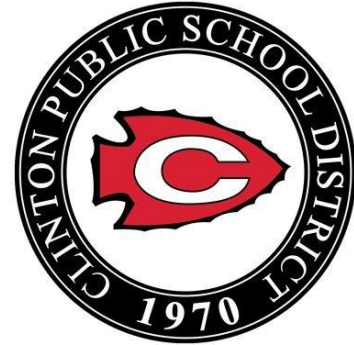
Philosophy

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

- GOAL 1:** The district will promote a user-friendly culture throughout.
- GOAL 2:** All schools/programs will obtain the highest level of accountability/achievement while ensuring students are prepared for college and careers.
- GOAL 3:** The district will provide state-of-the-art, environmentally/educationally friendly, and safe and secure facilities.
- GOAL 4:** The district will utilize emerging technologies to transform teaching and learning.
- GOAL 5:** The district will emphasize coordinated school health as required by law.

(Clinton Public School District, 2018)

Community Characteristics

Located in the central part of the Jackson metropolitan area, Hinds County gets its name from General Thomas Hinds, a hero of the Battle of New Orleans during the war of 1812. Hinds County is the most populous county in Mississippi. The county is a professional, educational, medical, business, and industry hub for the state. Jackson, the county seat, is its biggest population center. According to the latest Census data, Hinds County had a population of 54,213 people with a median age of 34.4 and a median household income of \$42,092. Demographically, the population was 72.6% Black, 24.1% White, and 1.51% Hispanic. Between 4% and 5% of the people in Hinds County speak a non-English language, and 99% are U.S. citizens. Major industries include health care and social assistance, retail trade, and education. Hinds is home to the University of Mississippi Medical Center and several private and public colleges and universities.



The poverty rate for Hinds County is estimated by the U. S. Census Bureau at 25.2%, with 34% of children birth to 17 years old living in poverty and 33.3% of children ages 5 to 17 living in poverty-related households.

District Characteristics

The **Clinton Public School District** is in Clinton, Mississippi. The school district has seven schools, a career and technical center, and an alternative school. If a student enrolls in kindergarten, they will attend each of the seven schools before they graduate. All schools within the district are located in urban, highly populated areas. Health care and social assistance, educational services, and public administration are the primary employment sectors in the community. In the fall of 2022, the Clinton and Jackson areas were impacted by major water lines breaking. Damage was severe and businesses and homes went without water for several days on end.



Within Clinton Public School District, as reported by the *Small Area Income and Poverty Estimate* from the U. S. Census Bureau, about 15.5% of children between ages 5 and 17 live in poverty-related households.

Enrollment

TAKEAWAY: District enrollment has almost regained prepandemic levels, with a net loss of less than 2% over 5 years, in contrast with the state, where enrollment has declined 6.5% since 2019.

CLINTON PUBLIC SCHOOL DISTRICT ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	5310	5306	5250	5196	5211
PK	27	45	45	46	46
K	367	359	362	320	342
ELEM_SPED	33	0	24	17	14
GR_1	350	380	332	359	324
GR_2	396	365	365	350	369
GR_3	404	410	367	372	358
GR_4	470	406	410	387	383
GR_5	426	465	393	424	376
GR_6	439	442	465	396	444
GR_7	427	434	451	448	405
GR_8	418	415	448	444	452
GR_9	397	408	422	460	465
GR_10	417	393	413	426	468
GR_11	370	380	369	373	395
GR_12	352	354	361	351	348
SEC_SPED	0	25	23	23	22

Figure 1: District Enrollment

CLINTON PUBLIC SCHOOL DISTRICT CHANGES IN ENROLLMENT					
	2019	2023	CHANGE		
PK-5TH	1577	1453	-124	↓	-7.9%
6TH-8TH	1335	1203	-132	↓	-9.9%
9TH - 12TH	2011	2138	127	↑	6.3%
TOTAL	5310	5211	-99	↓	-1.9%

Note: MDE masks enrollment figures for some grades to meet FERPA requirements. Counts for those grades are excluded except in final total.

Figure 2: District Change in Enrollment

CLINTON PUBLIC SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP		2019	2020	2021	2022	2023
ALL	ALL	5310	5306	5250	5196	5211
GENDER	FEMALE	2657	2616	2584	2552	2575
	MALE	2653	2690	2666	2644	2636
RACE	ASIAN	305	300	284	278	266
	BLACK OR AFRICAN AMERICAN	2889	2889	2904	2840	2907
	HISPANIC OR LATINO	104	122	123	146	161
	TWO OR MORE RACES	33	71	97	119	130
	WHITE	1959	1901	1826	1798	1734

Figure 3: District Enrollment by Demographic Group

Attendance

TAKEAWAY: The district experienced a -5.7% change in average daily attendance between 2021 and 2022, a sharper decline than the state change of -1.9%. However, because ADA data collection during the pandemic years of 2020 and 2021 may have been less rigorous in all districts, the difference between 2021 and 2022 may not be as great as it appears. Chronic absence decreased slightly to 19.4% in 2022 and continues to be problematic.

Average Daily Attendance

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

CLINTON PUBLIC SCHOOL DISTRICT ADA					
	2018	2019	2020	2021	2022
K-5	2322.2	2316.8	2317.7	2116.2	2087.2
6-8	1182.6	1217.1	1240.7	1245.5	1200.5
9-12	1419.6	1414.3	1447.9	1410.9	1461.0
TOTAL	4973.7	4995.3	5052.3	4818.6	4786.3

Note: ADA averages excluding Special Education except for TOTAL.

(MDE, 2018, 2019, 2020, 2021, 2022, ADA)

Figure 4: District Average Daily Attendance



Clinton Public School District Profile

CLINTON PUBLIC SCHOOL DISTRICT ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
K-5	107.3%	105.4%	107.5%	100.3%	102.1%
6-8	98.3%	98.8%	102.0%	97.1%	90.3%
9-12	190.8%	92.1%	94.3%	90.2%	90.7%
TOTAL	121.0%	100.6%	102.9%	97.2%	96.0%

Note: ADA averages excluding Special Education except for TOTAL.

(MDE, 2018, 2019, 2020, 2021, 2022, ADA)

Figure 5: District ADA as Percentage of Enrollment

Note: Percentages for the figure above are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Blanks indicate data suppressed by MDE “to prevent the identification of individuals in small cells or with unique characteristics.” Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes and prekindergarten are not represented here.

Chronic Absence

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

Case Study of Chronic Absenteeism

In the 2017 publication, *Preventing Missed Opportunity: Taking Collective Action to Confront Chronic Absence*, Attendance Works provided compelling evidence that any student absences equivalent to missing 10% or more of school, whether excused, unexcused or due to suspension predicts:

- lower levels of numeracy and literacy by third grade,
- class failure in middle school, higher levels of suspension, and
- higher likelihood of high school dropout and lower rates of college completion.

The impact begins in the early grades where chronic absenteeism effects the most vulnerable children living in poverty. The families do not typically have the financial resources to make up for lost educational opportunities. Chronic absence is missing so much school for any reason that a student is academically at risk. It means missing 10 percent or more of the school year for any reason - excused, unexcused and suspensions.

<https://www.mdek12.org/chronicabsenteeism>

CLINTON PUBLIC SCHOOL DISTRICT % CHRONIC ABSENCE

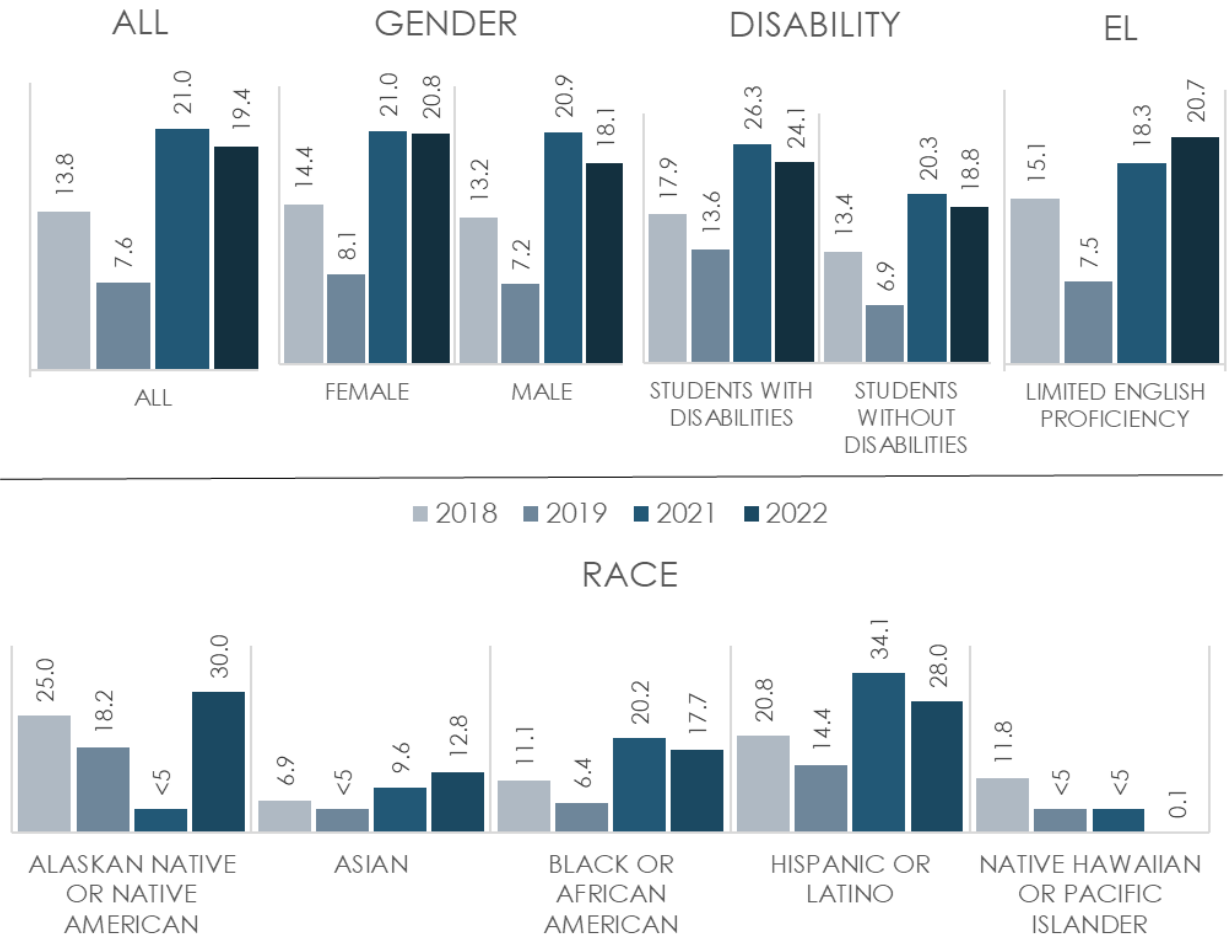



Figure 6: District Chronic Absence by Demographic Group



Accountability

TAKEAWAY: The district posted significant gains between 2021 and 2022 on all accountability measures. Black or African American students underperformed their white counterparts in all subjects but made a jump of 36.6 percentage points in U. S. History between 2021 and 2022. All demographic groups made progress toward the 70% state-wide goal. Probably due to the pandemic waiver of MAAP passing requirements, graduation rates rose sharply for the 2021 graduating class (AY2022). While they remained high in 2022 (AY2023), graduation rates for each demographic group dropped slightly in 2022. Enrollment in advanced courses has increased and enrollment in post-secondary courses remains consistent.

Accountability Measures

 In the **Mississippi Succeeds Report Card**, MDE states that “COVID-19 pandemic disruptions continue to be reflected in 2021-2022 accountability data, particularly growth data. Growth calculations for some high school students required measuring growth from the 2018-2019 school year, and overall student performance on assessments improved since the first full year of pandemic-era schooling in 2020-2021. Additionally, students did not have to pass end-of-course high school assessments in 2020-2021, which affected the 2021-22 graduation rate.”

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

1. **Proficiency in English/language arts, mathematics, science, and U. S. History** measured by the percentage of students who score proficient or advanced on the state MAAP, MAAP-SCI, and MAAP-EOC assessments.
2. **Growth in English/language arts and mathematics** measured by the percentage of students making adequate progress toward proficiency from one year to the next.

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

CLINTON PUBLIC SCHOOL DISTRICT ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	A	A	A
POINTS	729		774
ELA/READING			
% PROFICIENT	61.1	53.5	60.8
STATE	41.8	35	41.9
% GROWTH	72.8		73.6
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	58.4		60.2
STATE	56.2		56.6
MATH			
% PROFICIENT	69.1	61.1	74
STATE	47	36	46.8
% GROWTH	77.5		87.4
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	64.4		78.5
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 7: District Accountability: ELA and Math



CLINTON PUBLIC SCHOOL DISTRICT ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE	73.2	68.7	69.5
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY	76.7	56.8	85.8
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS	51.7	39.7	52.4
STATE	37.4	34.3	42.9
ACCELERATION	76	65.8	89.2
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY	15.1		12.4
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	63.7		46.3
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 8: District Accountability: Science, History, Other

Proficiency by Demographic Groups

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



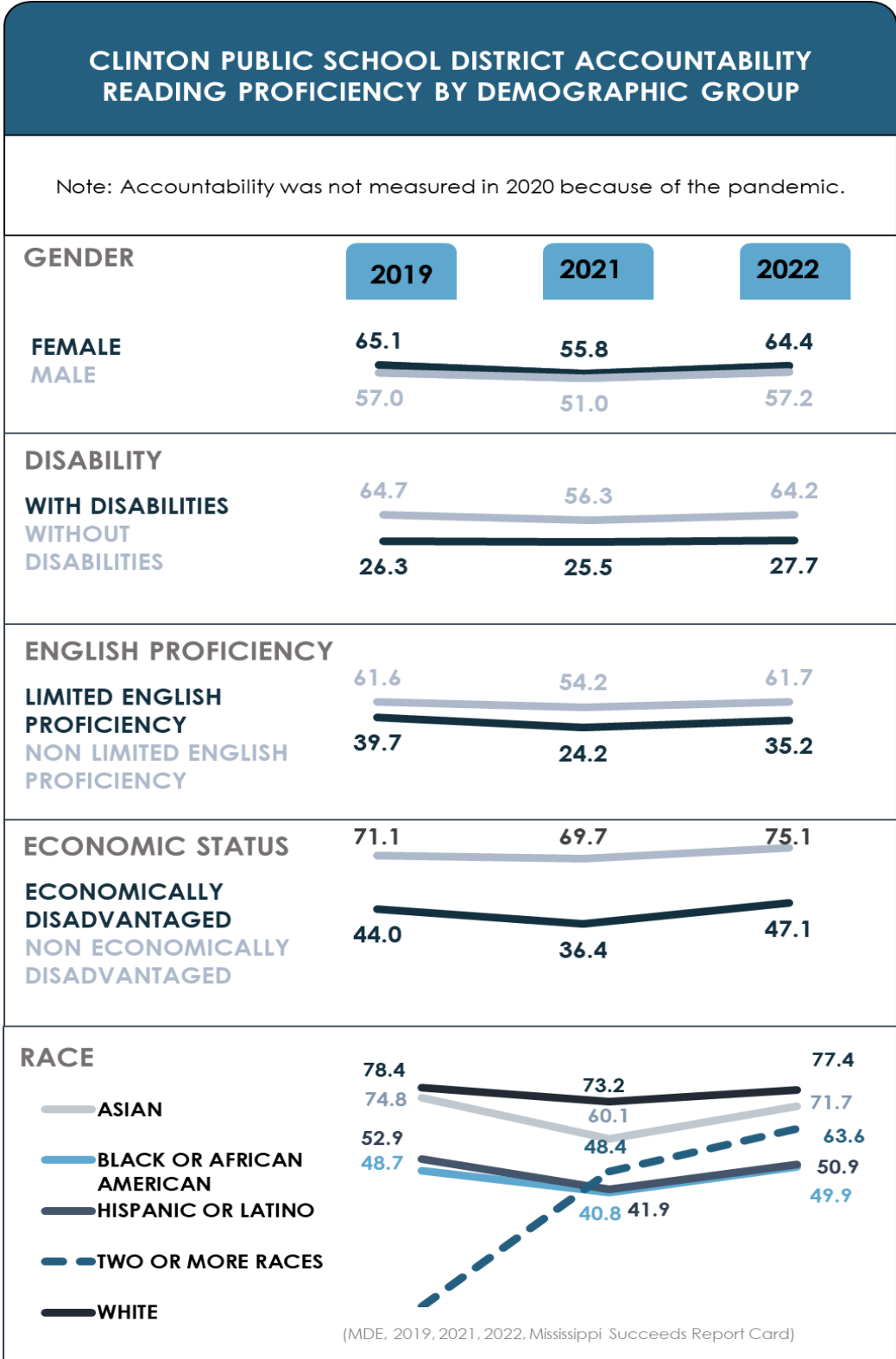


Figure 9: District Reading Proficiency by Demographic Group



Clinton Public School District Profile

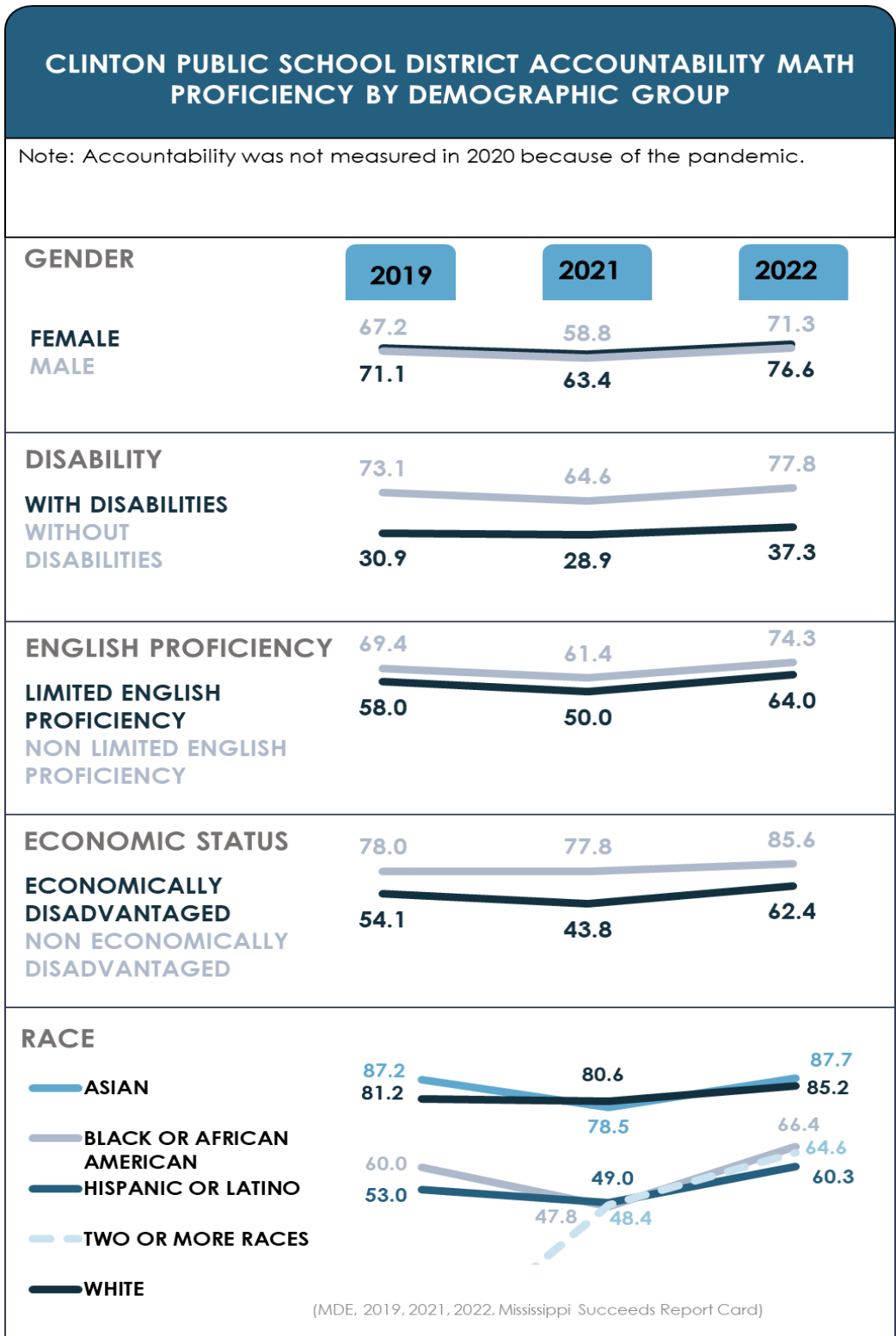


Figure 10: District Math Proficiency by Demographic Group

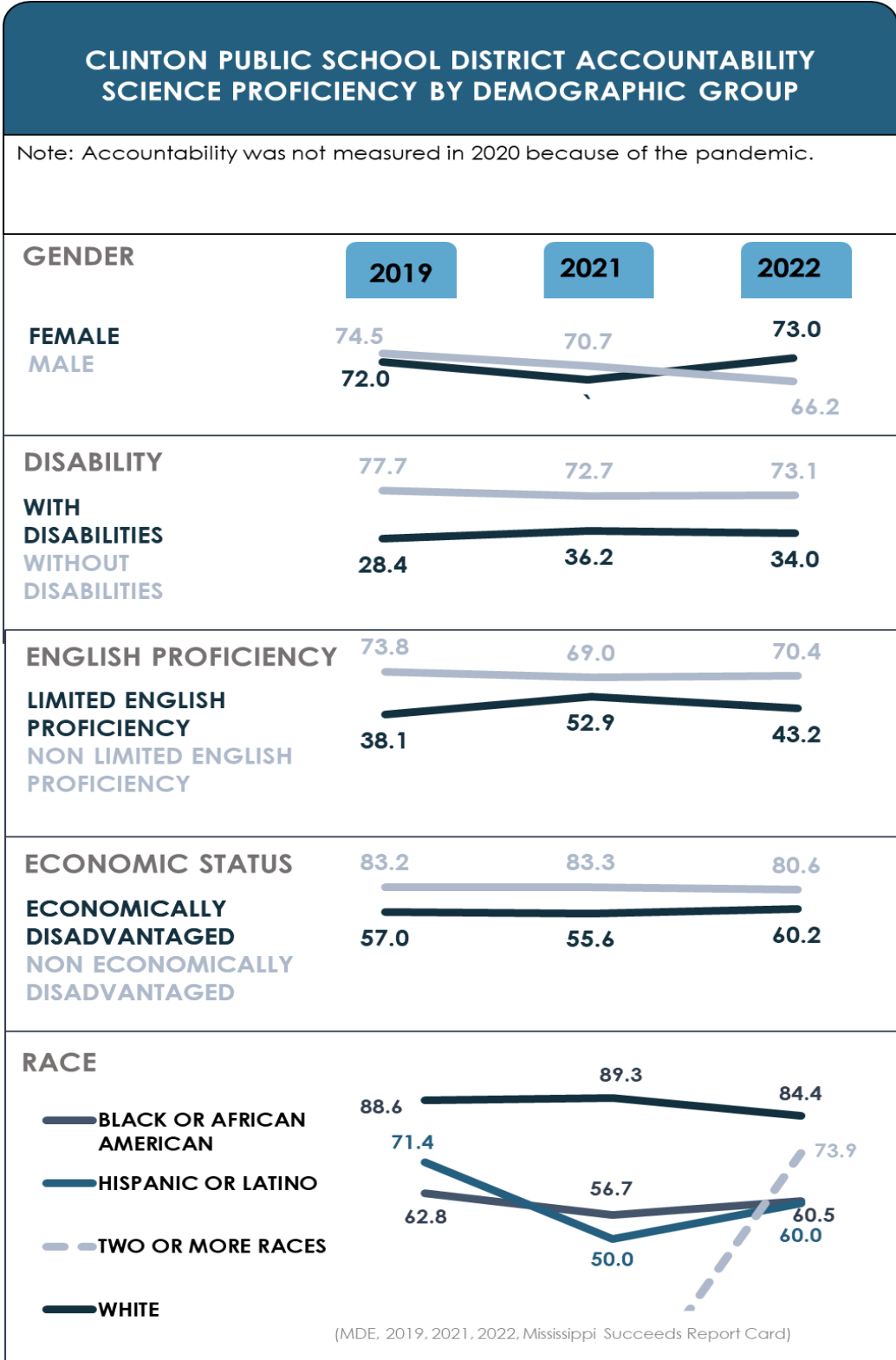


Figure 11: District Science Proficiency by Demographic Group



Clinton Public School District Profile

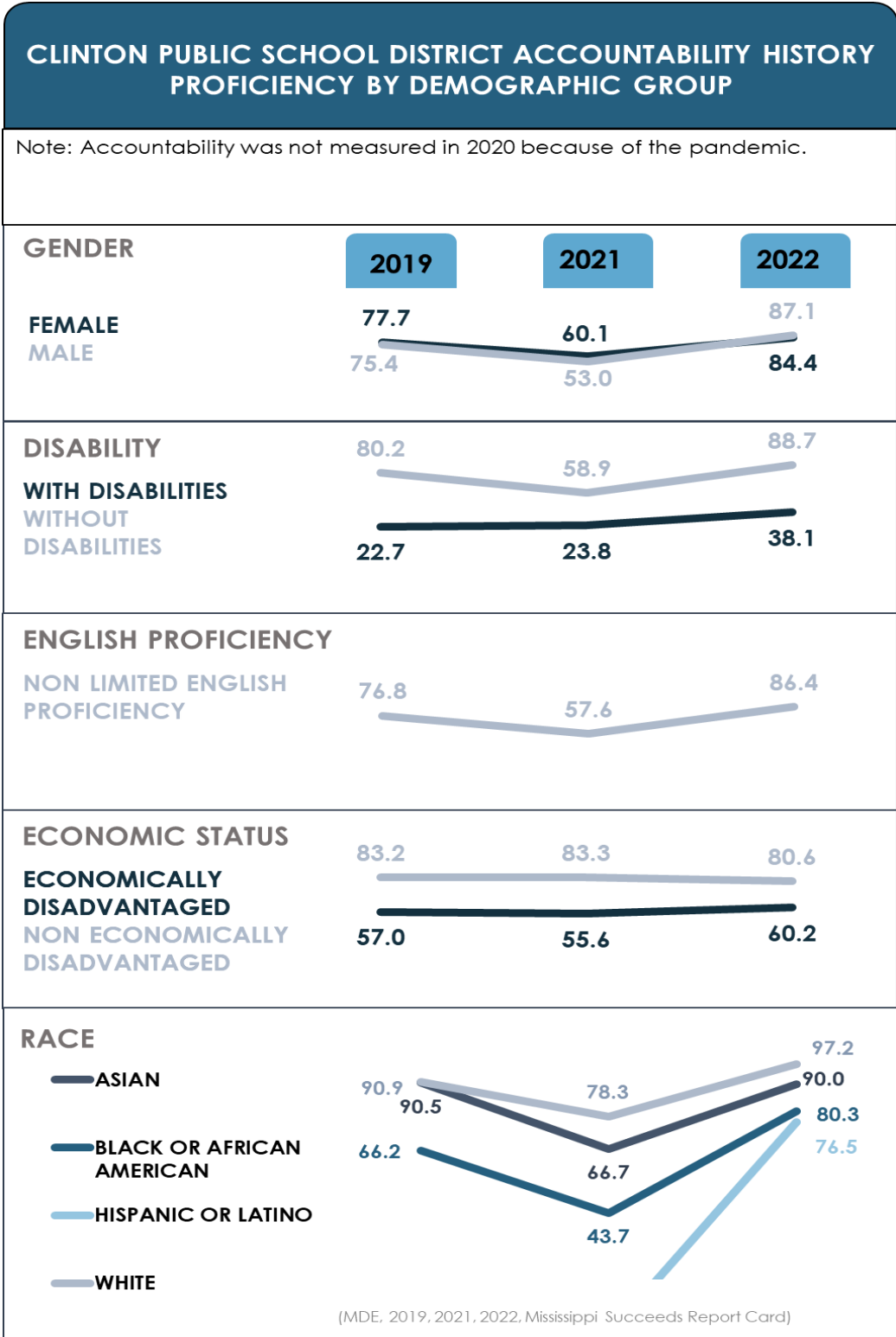


Figure 12: District History Proficiency by Demographic Group

Gap-to-Goal by Demographic Group

The Mississippi Succeeds Plan for the Every Student Succeeds Act specifies a goal of 70% proficiency for all students by 2025. Other specific long-range goals for the state include:

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

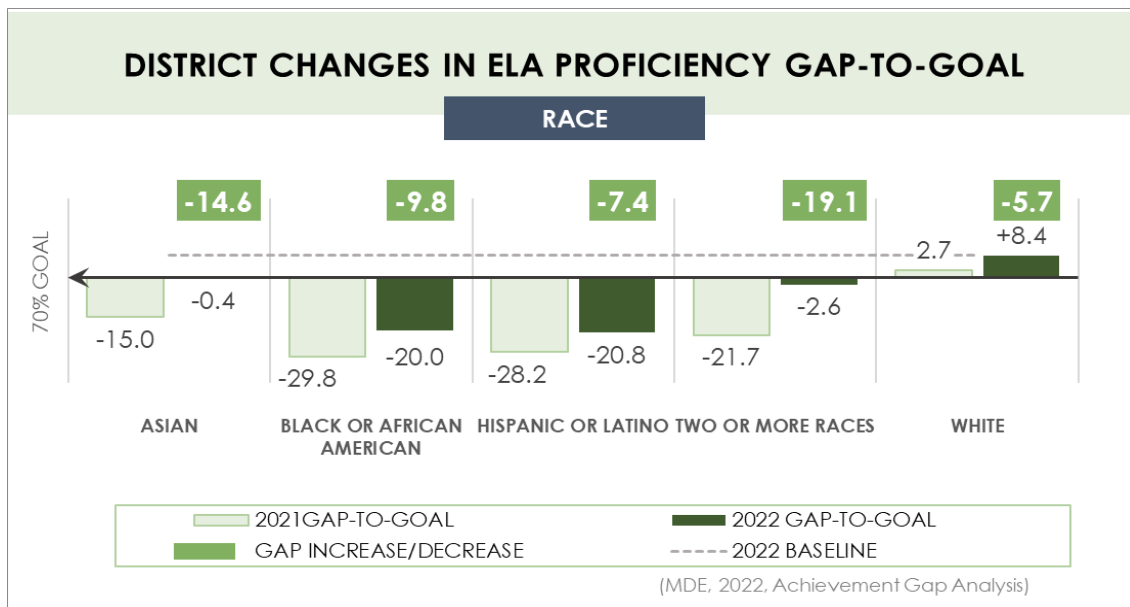


Figure 13: District Changes in ELA Proficiency Gap-to-Goal by Race

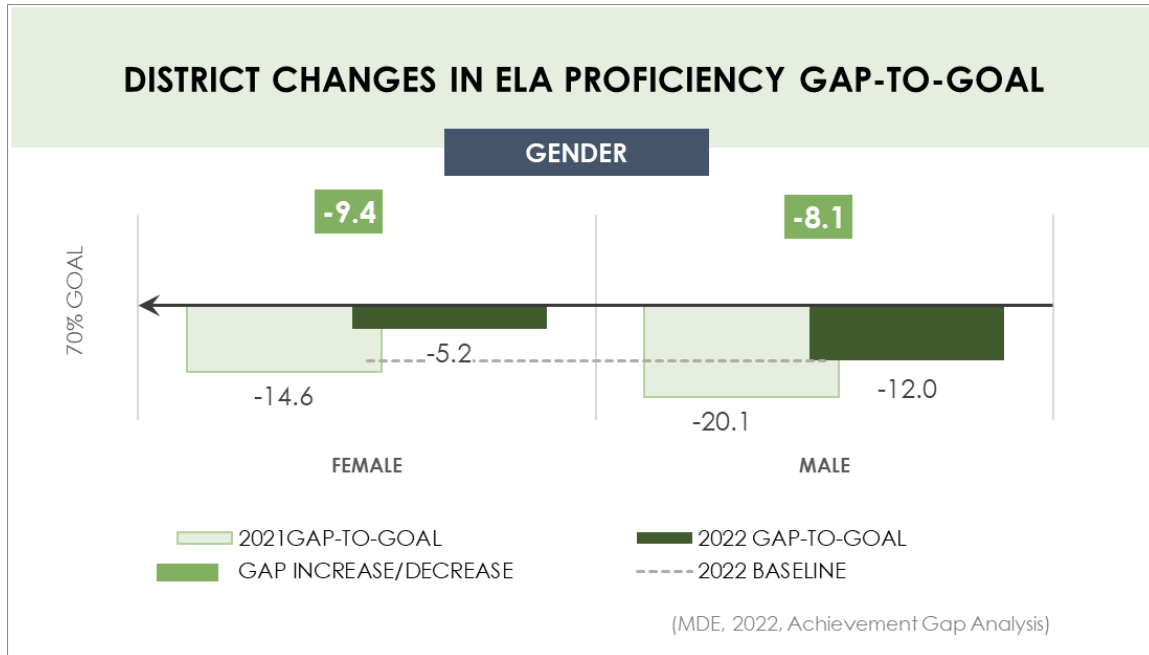


Figure 14: District Changes in ELA Proficiency Gap-to-Goal by Gender

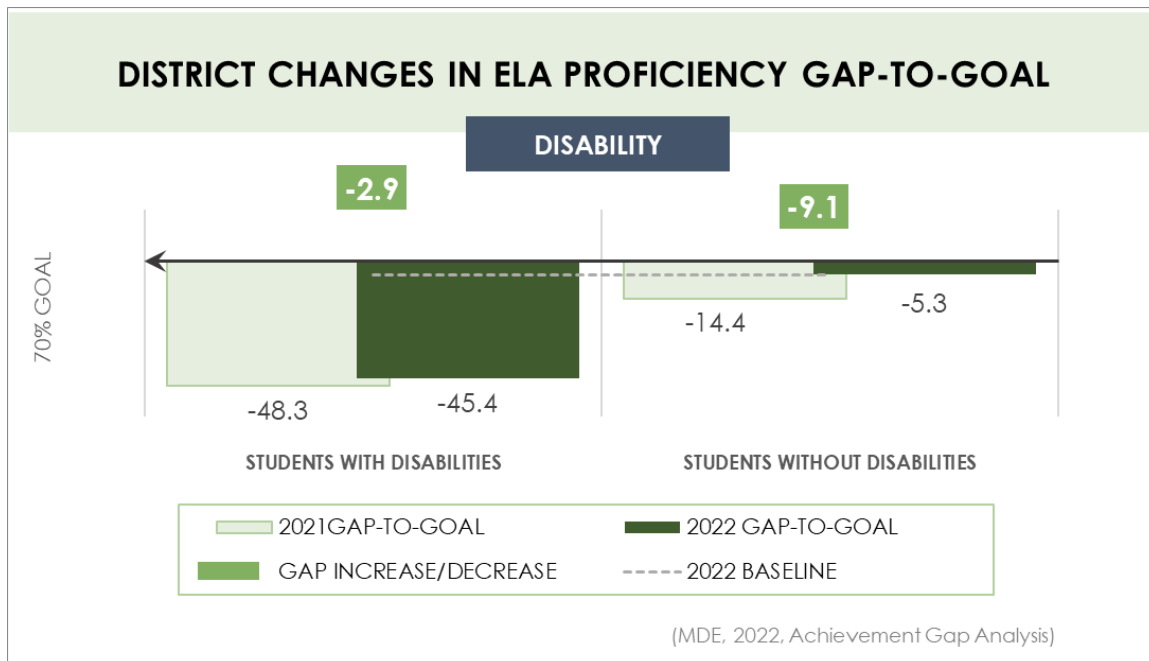


Figure 15: District Changes in ELA Proficiency Gap-To-Goal by Disability

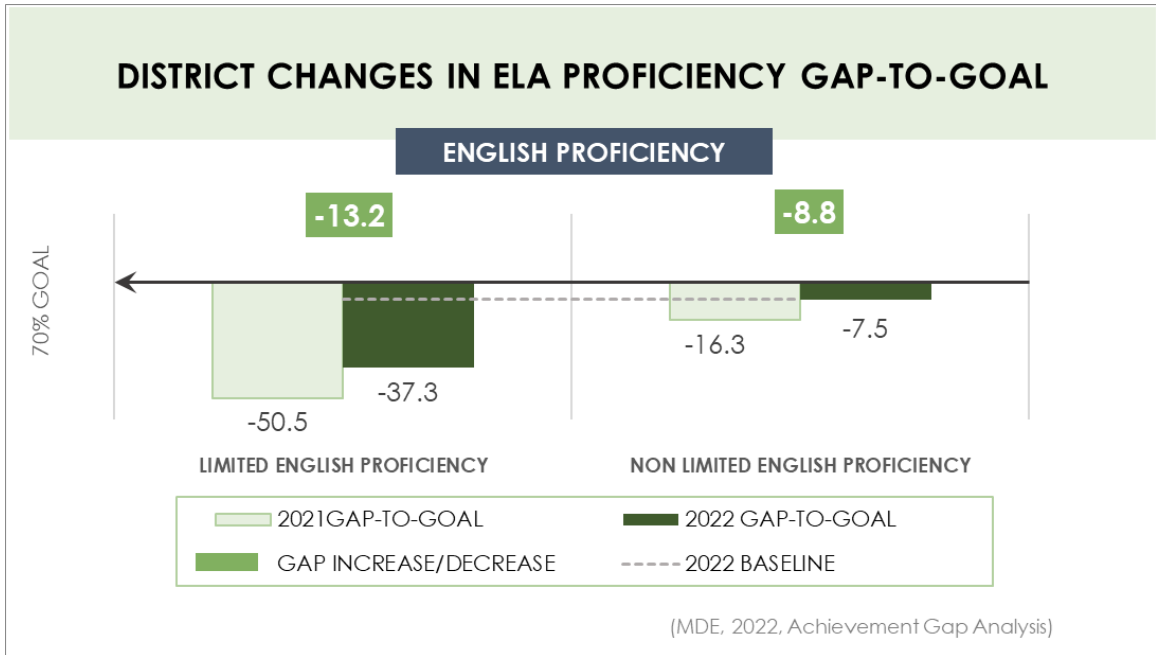


Figure 16: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency

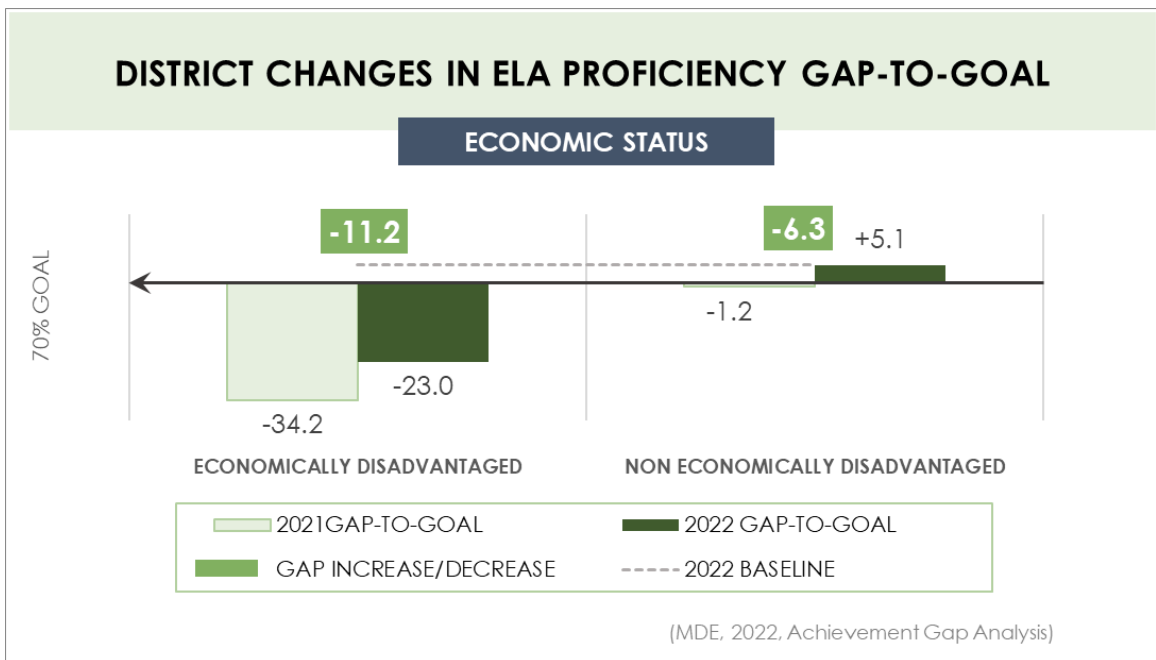


Figure 17: District Changes in ELA Proficiency Gap-To-Goal by Economic Status



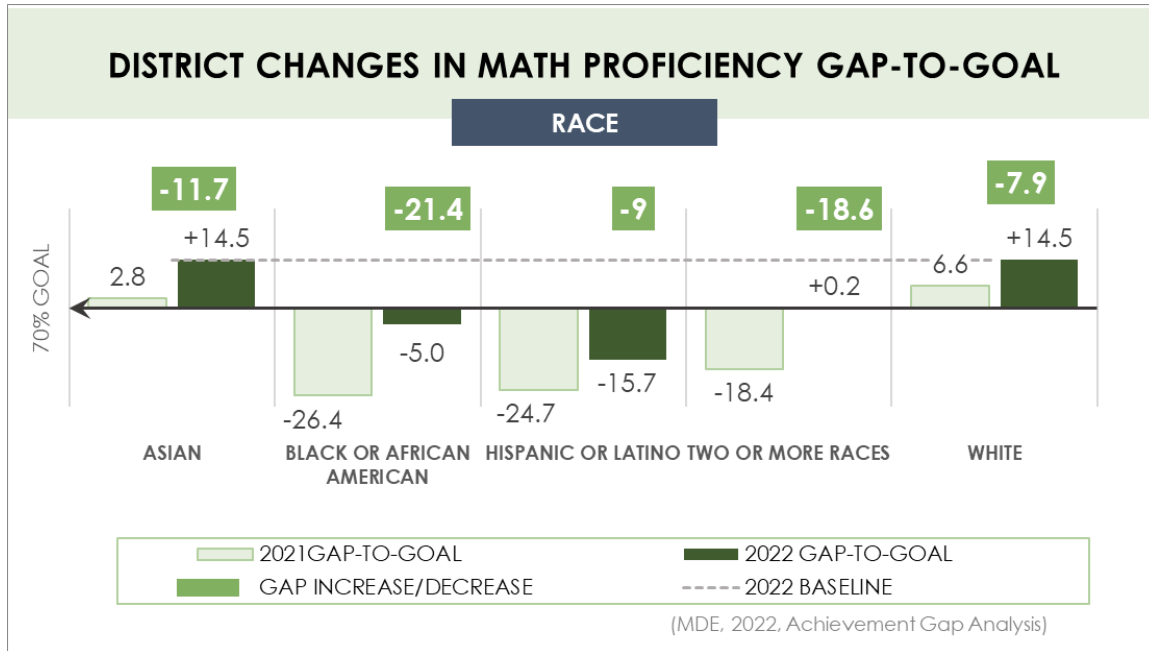


Figure 18: District Changes in Math Proficiency Gap-to-Goal by Race

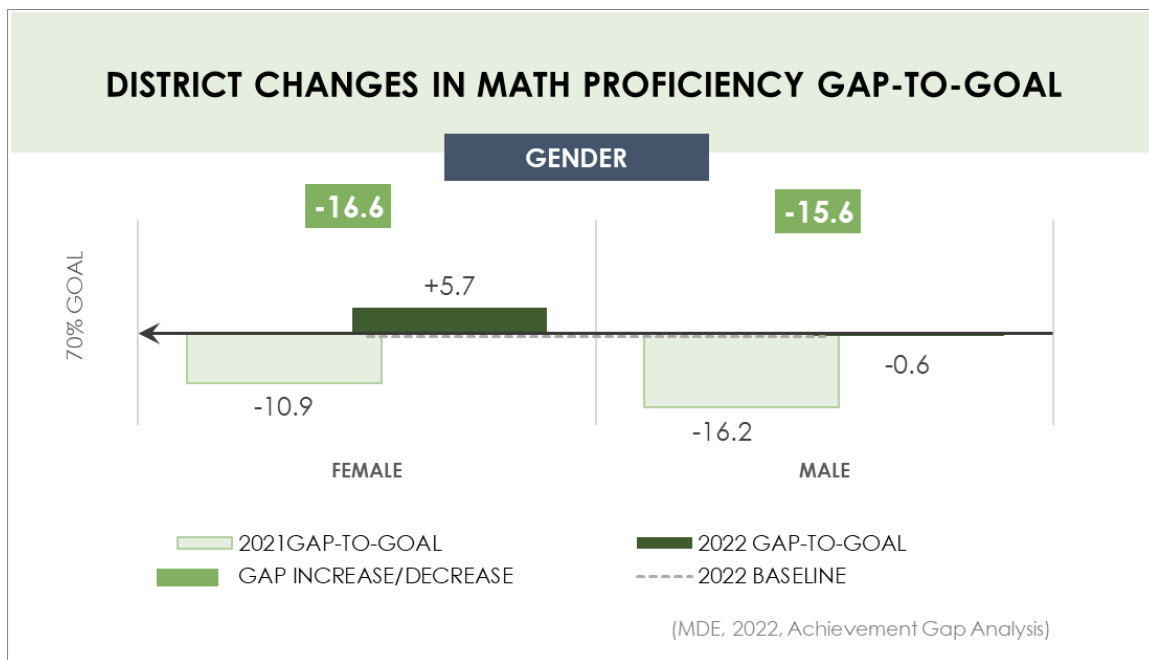


Figure 19: District Changes in Math Proficiency Gap-To-Goal by Gender

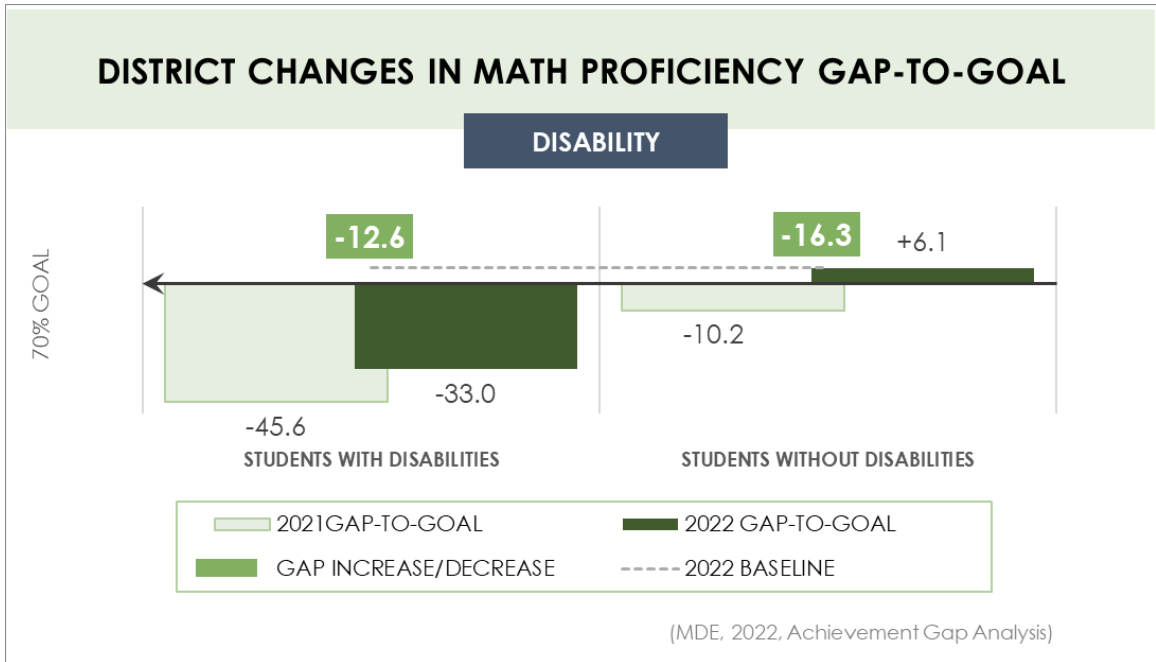


Figure 20: District Changes in Math Proficiency Gap-To-Goal by Disability

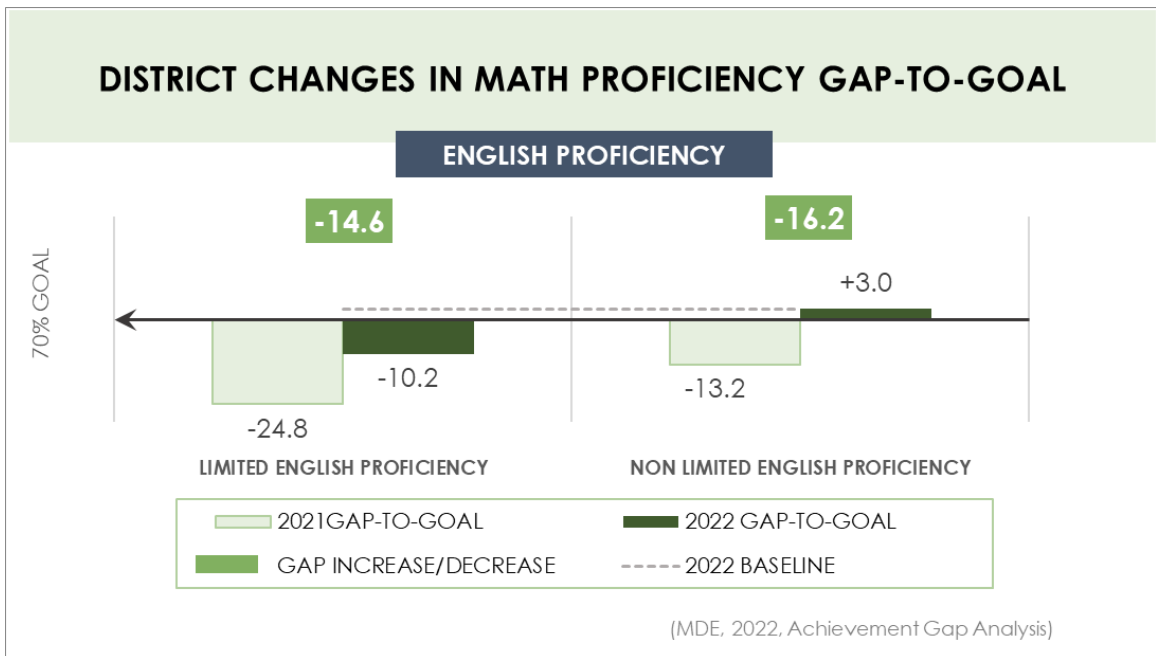


Figure 21: District Changes in Math Proficiency Gap-To-Goal by English Proficiency



Clinton Public School District Profile

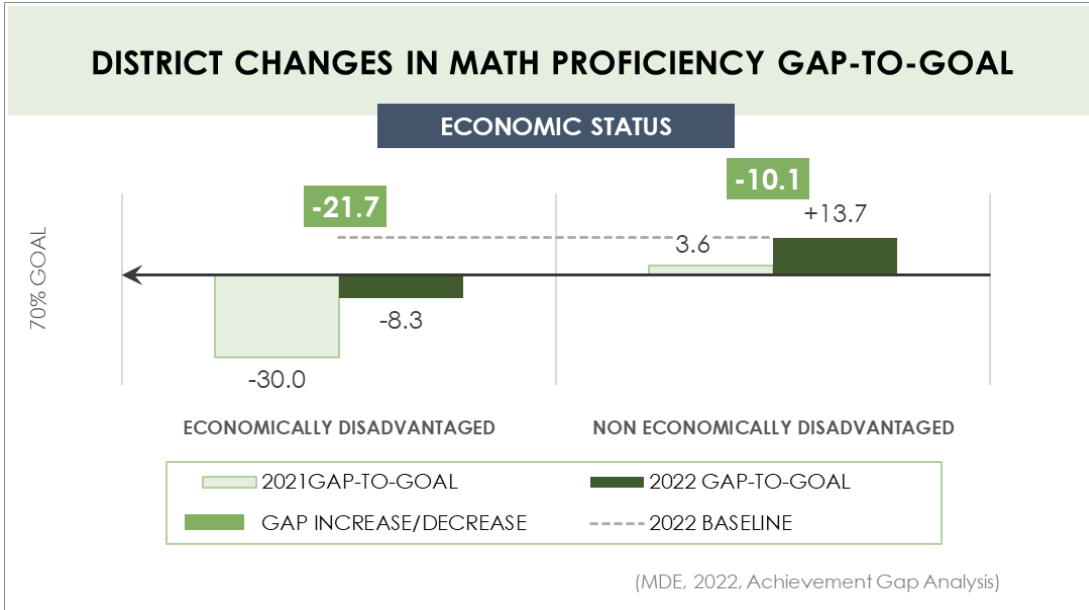


Figure 22: District Changes in Math Proficiency Gap-To-Goal by Economic Status

4-Year Graduation Rates

In accordance with 34 C.F.R. § 200.19(b) and Miss. Code Ann. § 37-17-6, graduation and dropout rates were calculated following the four-year adjusted cohort method. This method determines the high school completion status for students four (4) years after entering Grade 9 for the first time during the school year (SY) 2018 - 2019 (Seniors SY 2021 - 2022) and graduated within the cohort window which ended July 31, 2022.

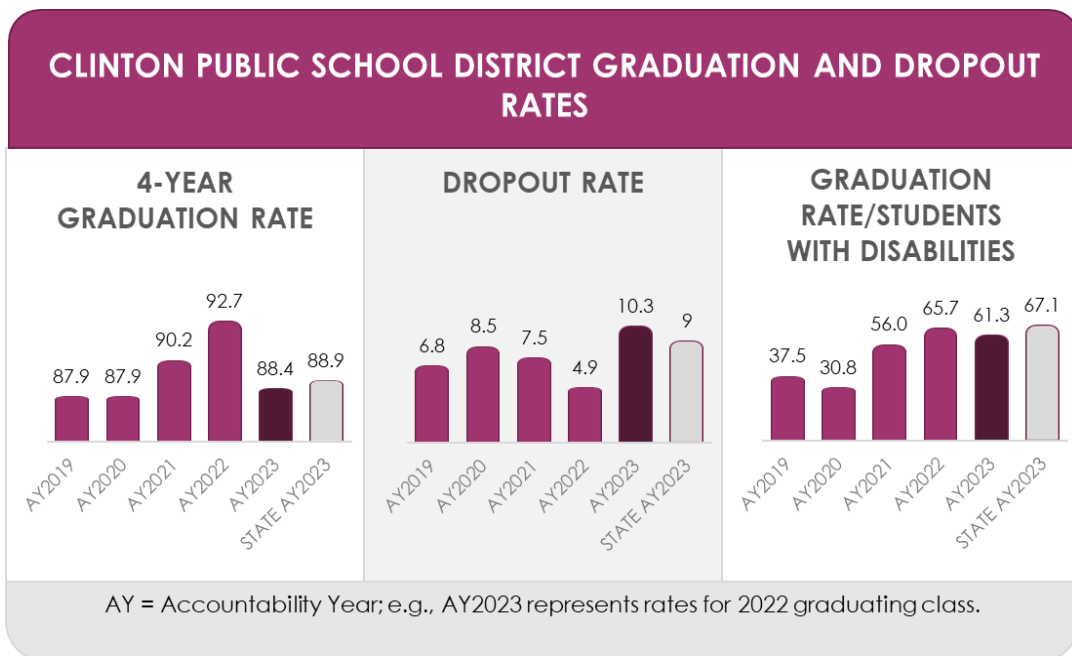


Figure 23: District 4-Year Graduation Rates

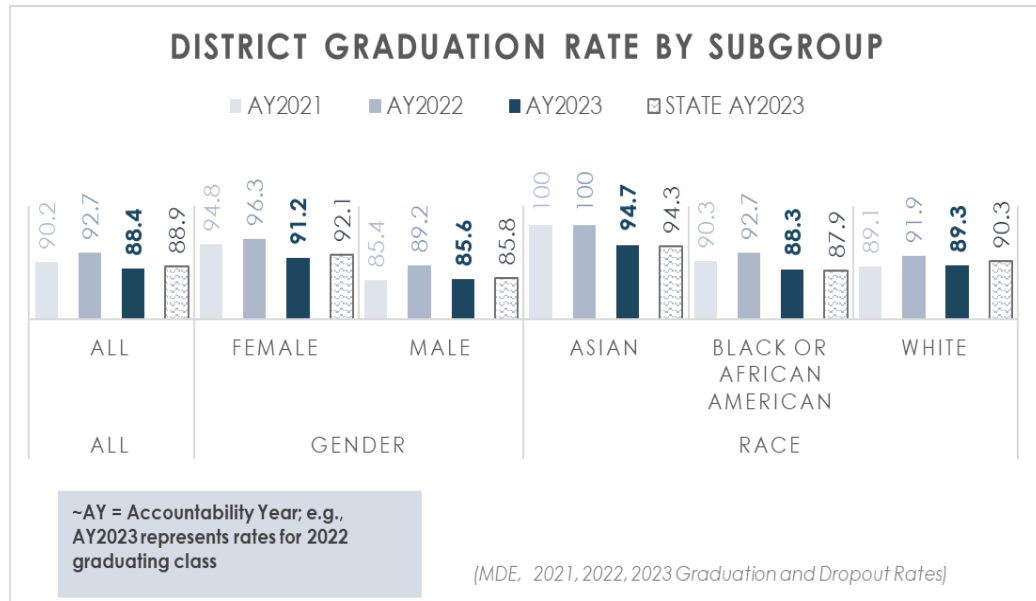


Figure 24: District Graduation Rate by Subgroup

School Improvement Designations

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

Clinton High School was reidentified as a **Targeted Support and Improvement (TSI)** school because scores for **Students with Disabilities** were in the lowest 50% of overall accountability, in the lowest quartile of a 3-year average gap-to-goal ratio, and in the lowest quartile of a 3-year improvement toward gap-to-goal closure. It was first identified as **TSI** in 2018.

Clinton Junior High School was reidentified as a **Targeted Support and Improvement (TSI)** school because scores for **Students with Disabilities** were in the lowest 50% of overall accountability, in the lowest quartile of a 3-year average gap-to-goal ratio, and in the lowest quartile of a 3-year improvement toward gap-to-goal closure. It was first identified as **TSI** in 2017.

Sumner Hill Junior High School was reidentified as a **Targeted Support and Improvement (TSI)** school because scores for **Students with Disabilities** were in the lowest 50% of overall accountability, in the lowest quartile of a 3-year average gap-to-goal ratio, and in the lowest quartile of a 3-year improvement toward gap-to-goal closure. It was first identified as **TSI** in 2018.



Clinton Public School District Profile

Lovett Elementary School was newly identified in 2012 as a **Targeted Support and Improvement (TSI)** school because scores for **Students with Disabilities** were in the lowest 50% of overall accountability, in the lowest quartile of a 3-year average gap-to-goal ratio, and in the lowest quartile of a 3-year improvement toward gap-to-goal closure.

Advanced Course and Post-Secondary Enrollment

Advanced courses include Dual Credit/Dual Enrollment, Advanced International Certificate of Education, Advanced Placement, International Baccalaureate, and Industry Certification. Post-secondary enrollment percentages count graduates who enrolled in public in-state colleges and universities within a year of graduating and are calculated from the prior year's graduation class but lag a year (i.e., the 2023 report uses the 2022 graduating class) (MDE, 2021).

ENROLLED IN ADVANCED COURSES							
		2019		2021		2022	
		#	%	#	%	#	%
ALL							
	ALL	392.8	52.0%	391.4	53.6%	433.5	58.5%
GENDER							
	FEMALE	210.1	54.0%	215.3	58.2%	222.2	62.8%
	MALE	182.7	49.8%	176.1	48.9%	211.3	54.6%
RACE							
	ASIAN	36.5	79.4%	24.8	70.9%	33.3	83.3%
	BLACK OR AFRICAN AMERICAN	147.6	34.7%	144.8	34.2%	170.5	40.0%
	HISPANIC OR LATINO	<10	34.6%	<10	36.1%	11.5	52.3%
	TWO OR MORE RACES	NA	NA	<10	<5%	<10	<5%
	WHITE	203.2	76.1%	212.2	86.6%	215.1	87.8%
DISABILITY							
	STUDENTS WITH DISABILITIES	<10	5.2%	<10	12.4%	<10	9.5%
	STUDENTS WITHOUT DISABILITIES	389.7	56.0%	383	57.9%	427.5	63.1%

ENROLLED IN ADVANCED COURSES							
		2019		2021		2022	
		#	%	#	%	#	%
EL							
	LIMITED ENGLISH PROFICIENCY	<10	<10	<10	12.4%	<10	<10
	NON LIMITED ENGLISH PROFICIENCY	391.8	52.5%	389.3	54.6%	432.5	59.2%

Figure 25: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES				
		2019	2021	2022
ALL				
	ALL	73.9%	79.2%	78.4%
GENDER				
	FEMALE		84.0%	83.9%
	MALE		74.3%	72.1%
RACE				
	ASIAN	73.9%	70.0%	69.6%
	BLACK OR AFRICAN AMERICAN	74.6%	78.4%	75.7%
	HISPANIC OR LATINO	<5%	<5%	<5%
	TWO OR MORE RACES		<5%	<5%
	WHITE	74.3%	83.7%	85.4%
DISABILITY				
	STUDENTS WITH DISABILITIES	<5%	<5%	37.5%
	STUDENTS WITHOUT DISABILITIES			
EL				
	LIMITED ENGLISH PROFICIENCY	61.5%	<5%	
	NON LIMITED ENGLISH PROFICIENCY			

Figure 26: District Post-Secondary Enrollment by Demographic Group



Assessment

TAKEAWAY: In 2022, district ACT scores are well above state averages, nearly regaining 2019 levels. Kindergarten Readiness scores have dropped slightly and have still not matched prepandemic levels. For third graders required to pass the Third-Grade Reading Assessment for promotion; both initial passing percentages retest percentages increased slightly from the 2019 scores. MAAP proficiency percentages were higher in 2022 than in 2021 in all subjects and grades and well above the state average. The largest gains were made in fourth grade ELA, Algebra I, and U. S. History.

Mississippi's statewide assessments measure students' academic aptitude from prekindergarten through high school. Each assessment evaluates student learning to ensure students develop the knowledge and skills they need.

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



ACT

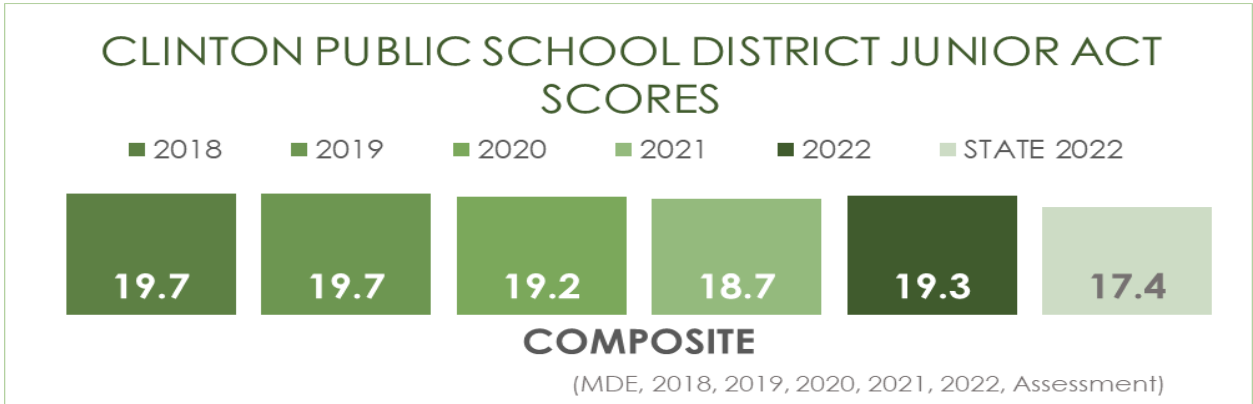


Figure 27: District Junior ACT: Composite

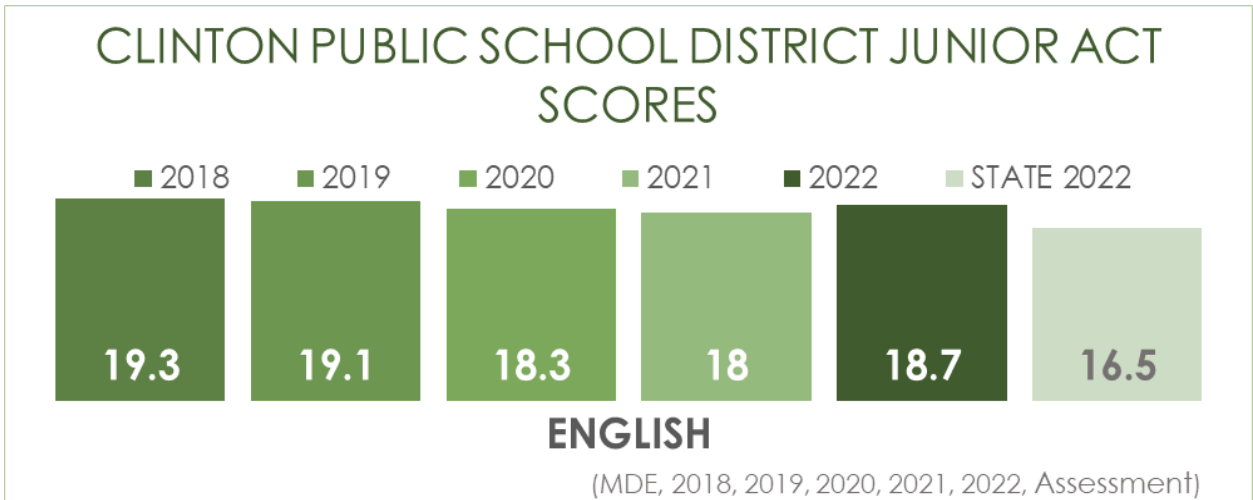


Figure 28: District Junior ACT: English

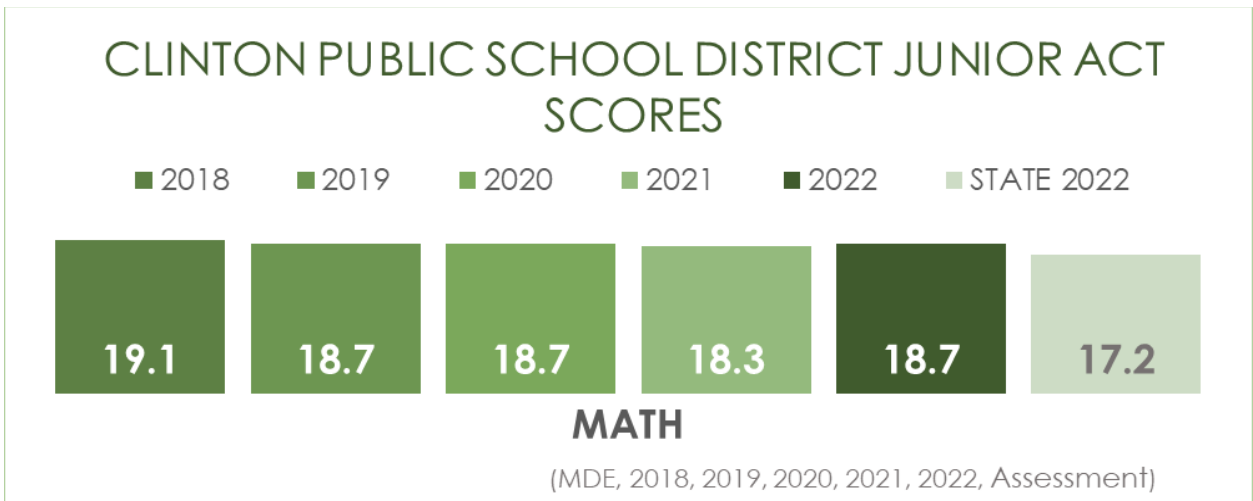


Figure 29: District Junior ACT: Math



Clinton Public School District Profile

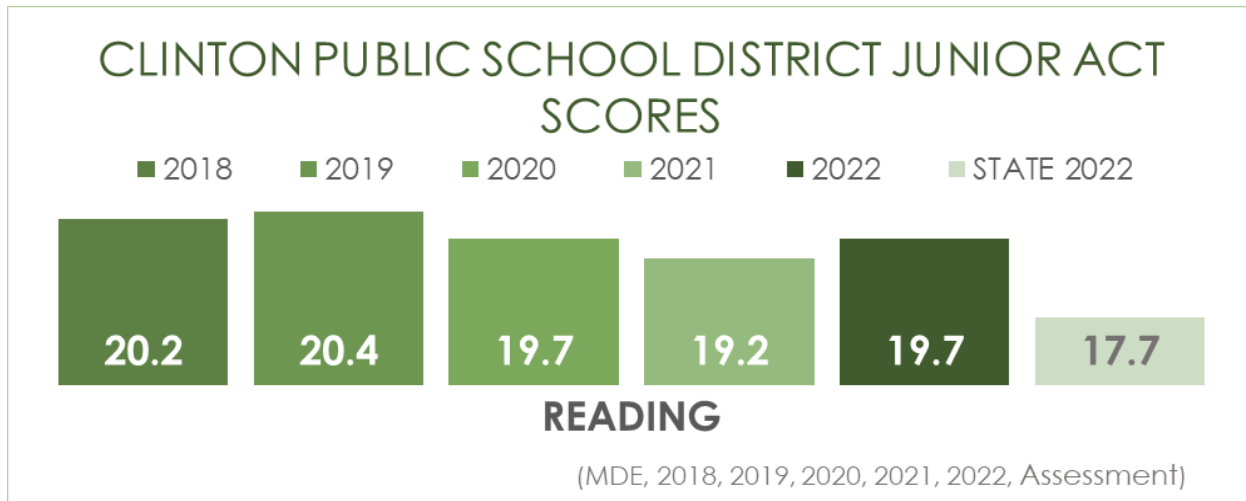


Figure 30: District Junior ACT: Reading

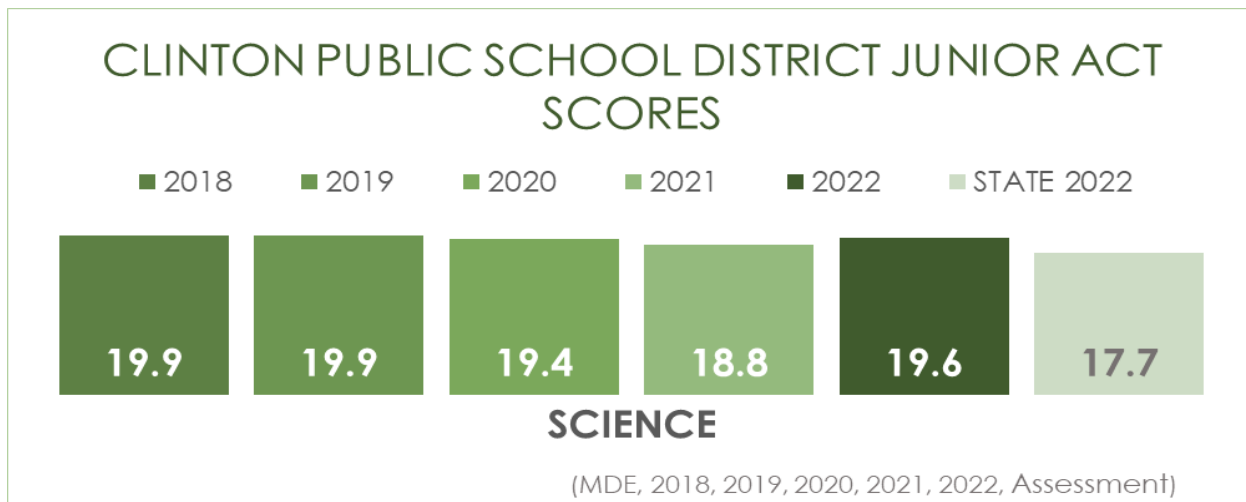


Figure 31: District Junior ACT: Science



Kindergarten Readiness Assessment (KRA)

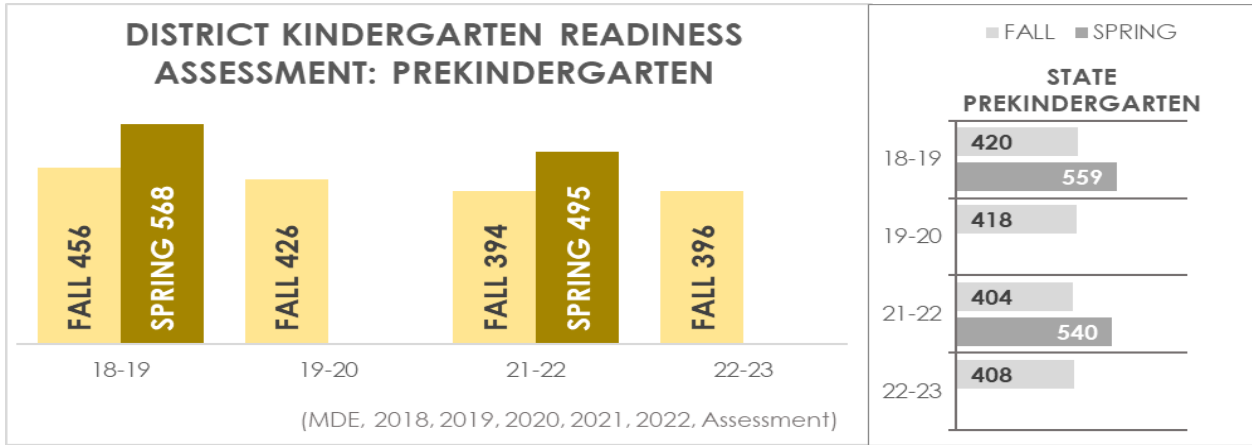


Figure 32: District Kindergarten Readiness Assessment: Prekindergarten

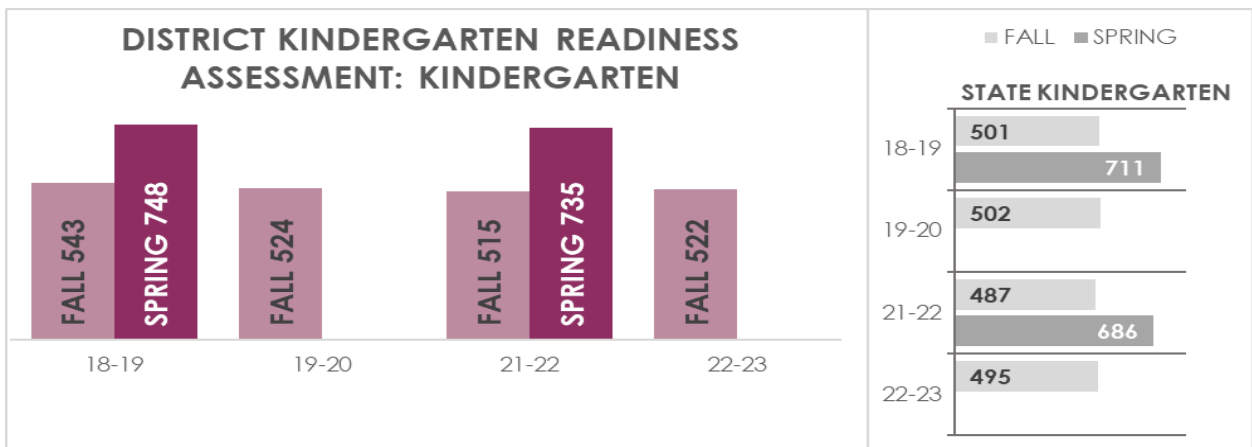


Figure 33: District Kindergarten Readiness Assessment: Kindergarten

Third-Grade Reading Assessment

Note: The Literacy-Based Promotion Act requirements for passing the third grade were waived in 2020 and 2021 because of the pandemic.

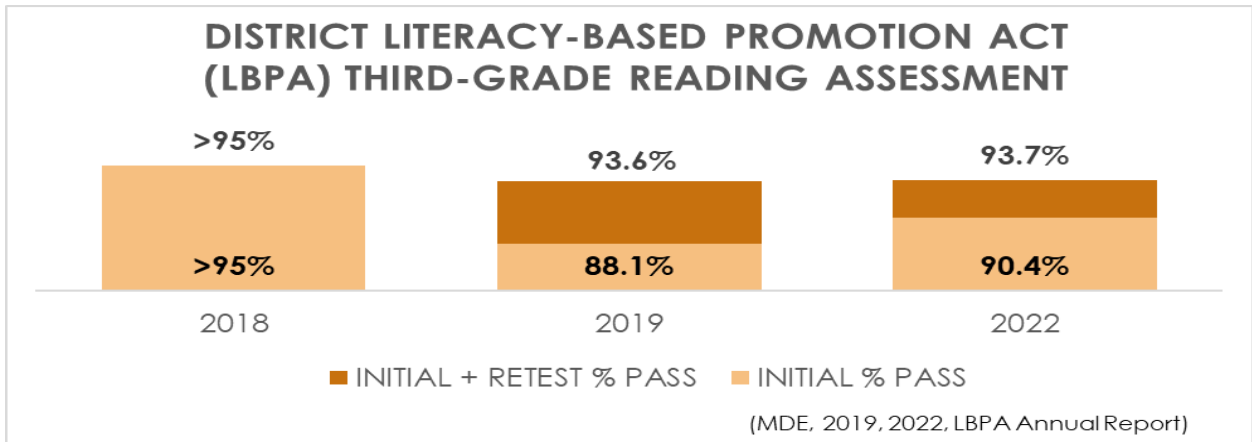


Figure 34: District Literacy-Based Promotion Act Third Grade Reading Assessment



Clinton Public School District Profile

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

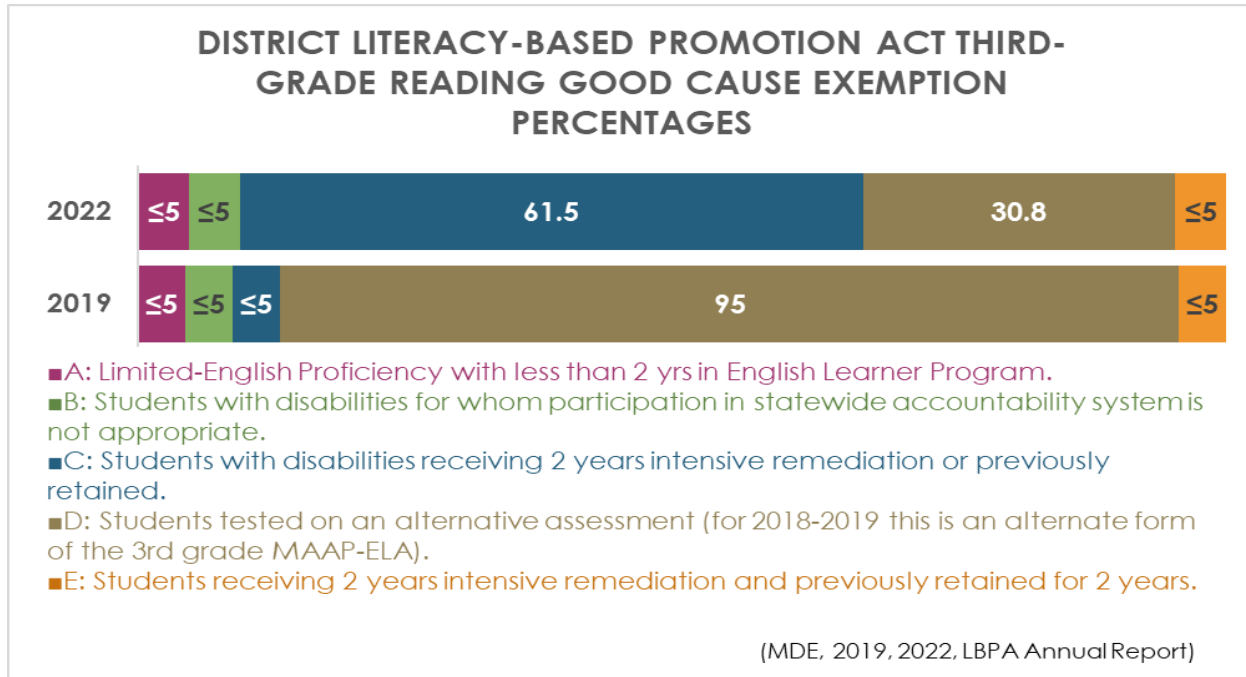


Figure 35: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption

Kindergarten through eighth-grade retention rates are also published by MDE in the Literacy-Based Promotion Act report. Rates for 2019 and 2022 are shown below; no report was posted publicly for 2020 or 2021.

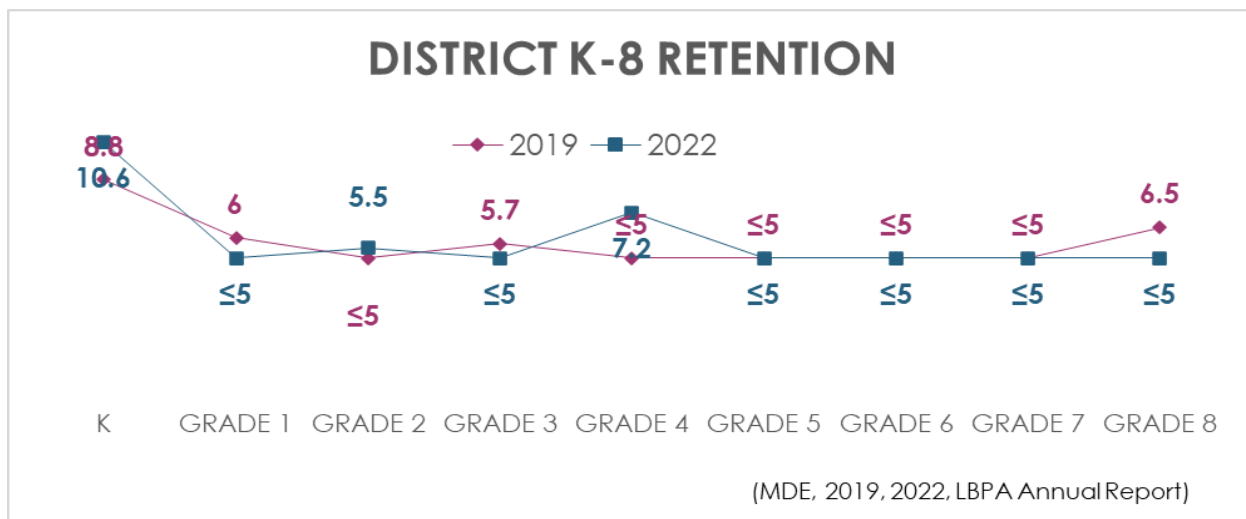


Figure 36: District K-8 Retention Rates

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

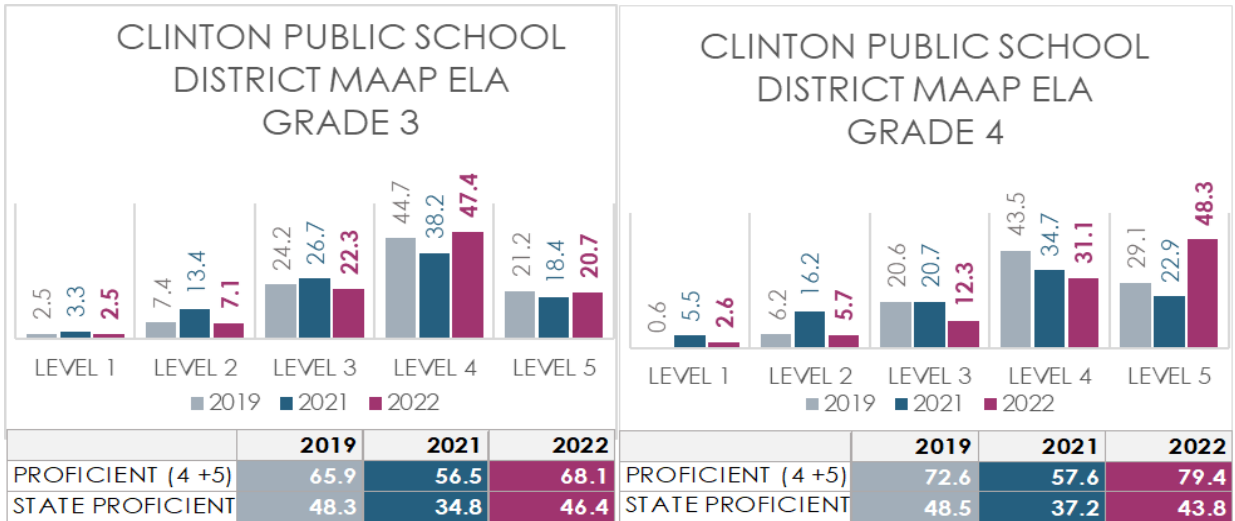


Figure 37: District MAAP ELA Grades 3 and 4

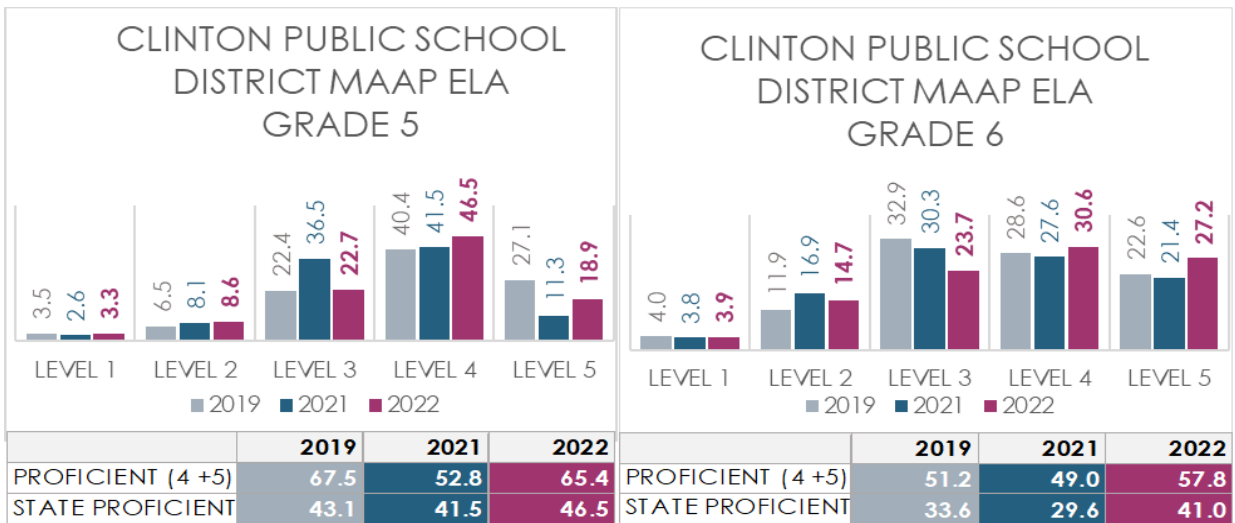


Figure 38: District MAAP ELA Grades 5 and 6



Clinton Public School District Profile

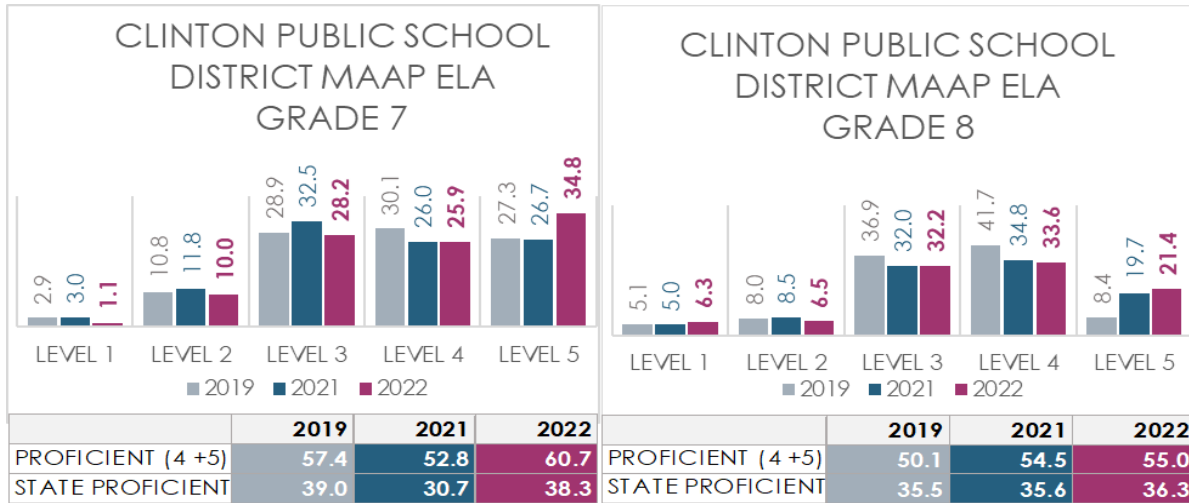


Figure 39: District MAAP ELA Grades 7 and 8

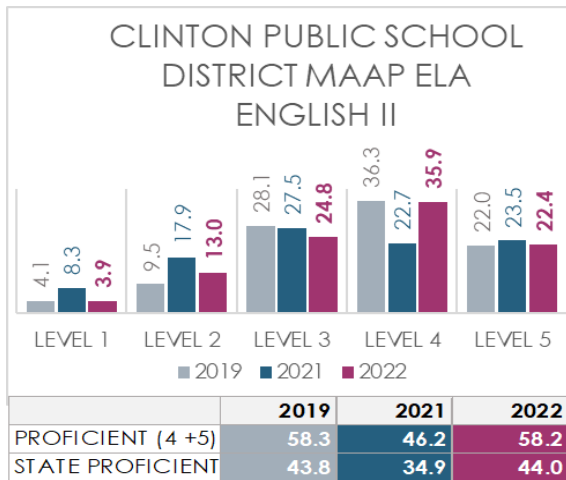


Figure 40: District MAAP ELA English II



MAAP MATH

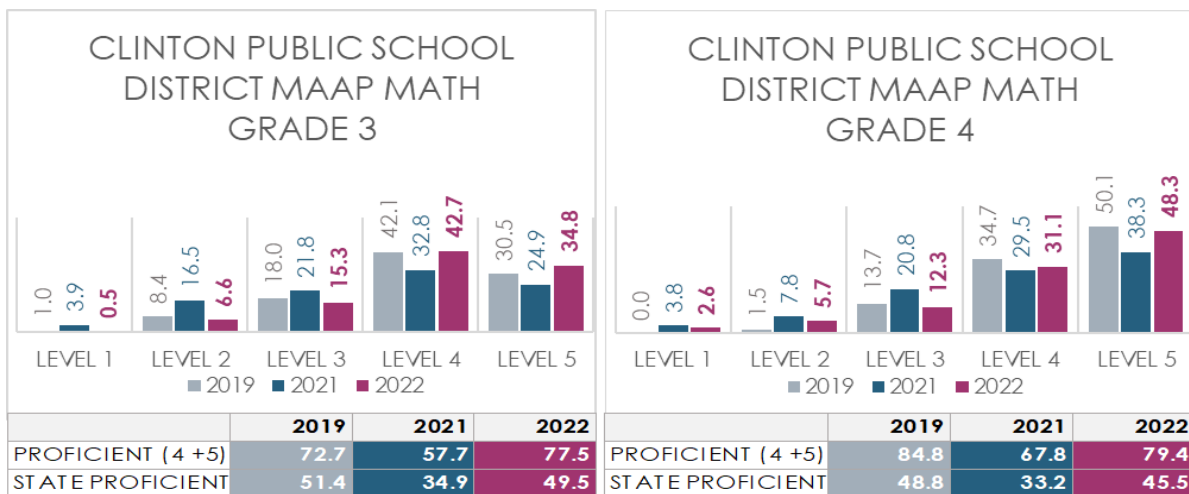


Figure 41: District MAAP Math Grades 3 and 4

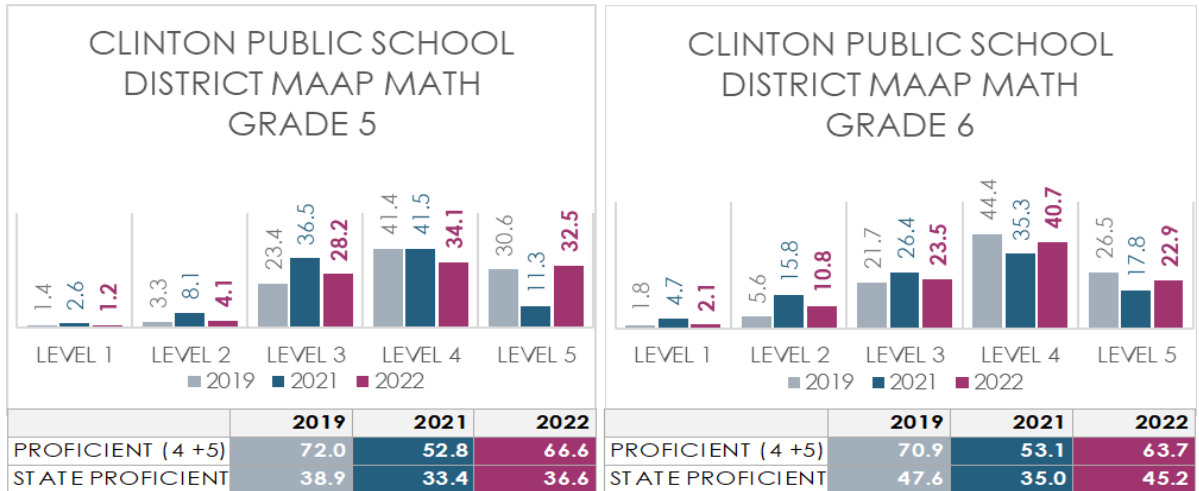


Figure 42: District MAAP Math Grades 5 and 6

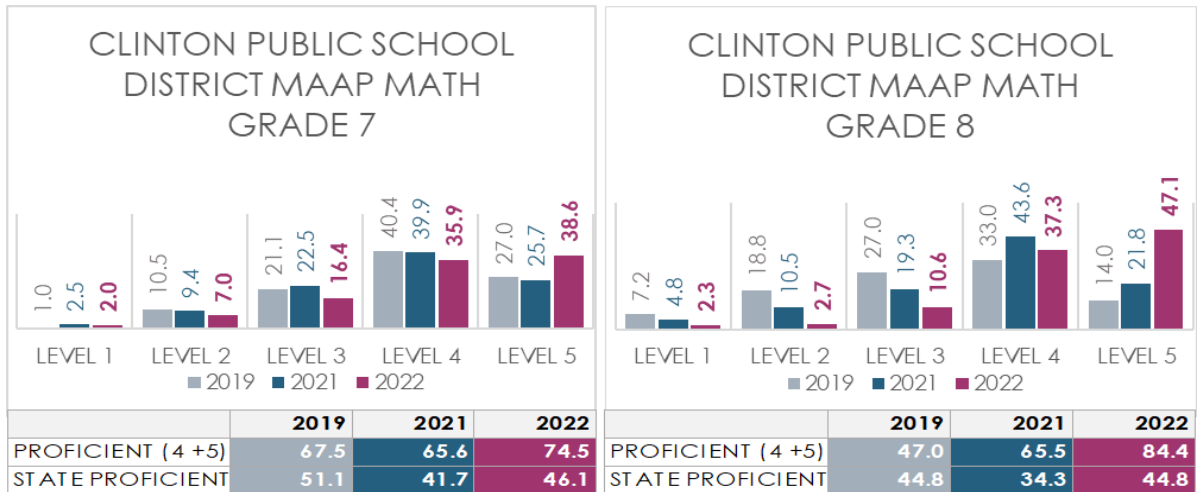


Figure 43: District MAAP Math Grades 7 and 8

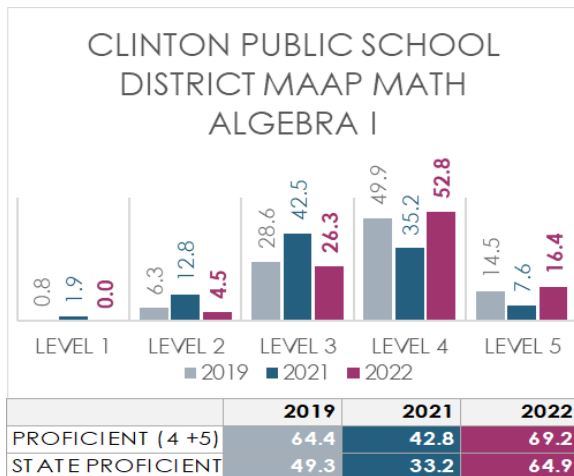


Figure 44: District MAAP Math Algebra I



Clinton Public School District Profile

MAAP-SCIENCE

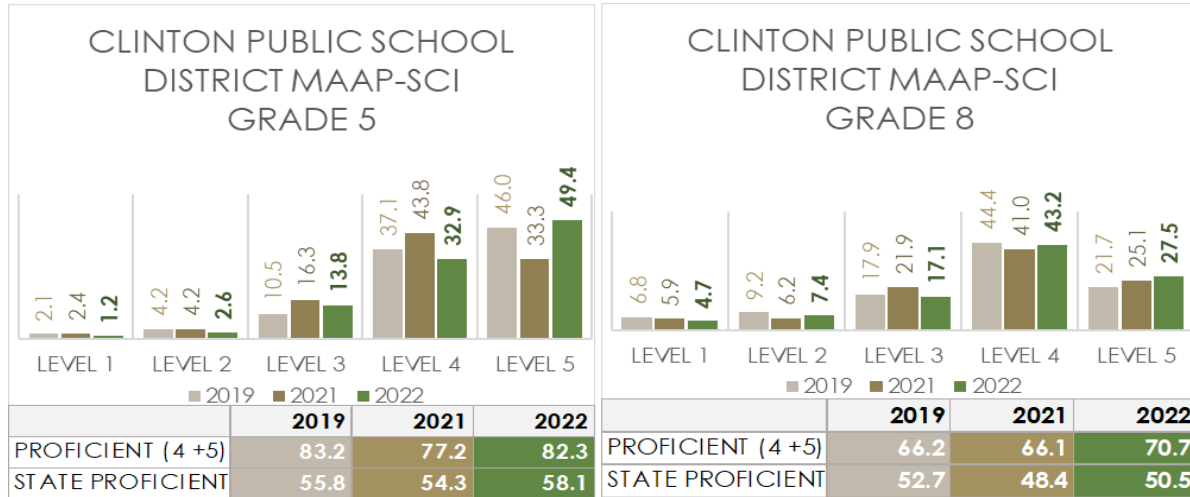


Figure 45: District MAAP-SCI Grades 5 and 8

MAAP-END-OF-COURSE

MAAP assessments were not administered in 2020 because of school shutdowns during the covid pandemic. in 2021, amid ongoing pandemic adjustments, End-of-Course MAAP passing requirements (English II, Algebra I, Biology I, and U. S. History) for graduation were waived, although all tests were administered to determine learning loss since 2019.

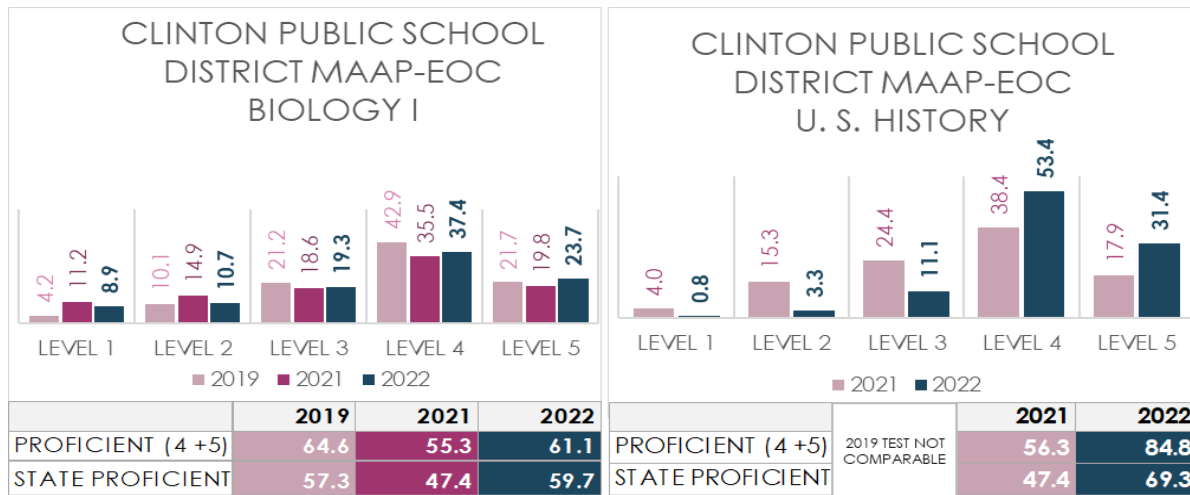


Figure 46: District MAAP-EOC Biology I and U. S. History

In 2022, the statewide percentage of students scoring proficient or advanced on MAAP assessments reached an all-time high of 42.2% in English Language Arts (ELA) and 55.9% in science, and reached 47.3% in mathematics, just shy of the prepandemic rate of 47.4%. (MDE, 2023)

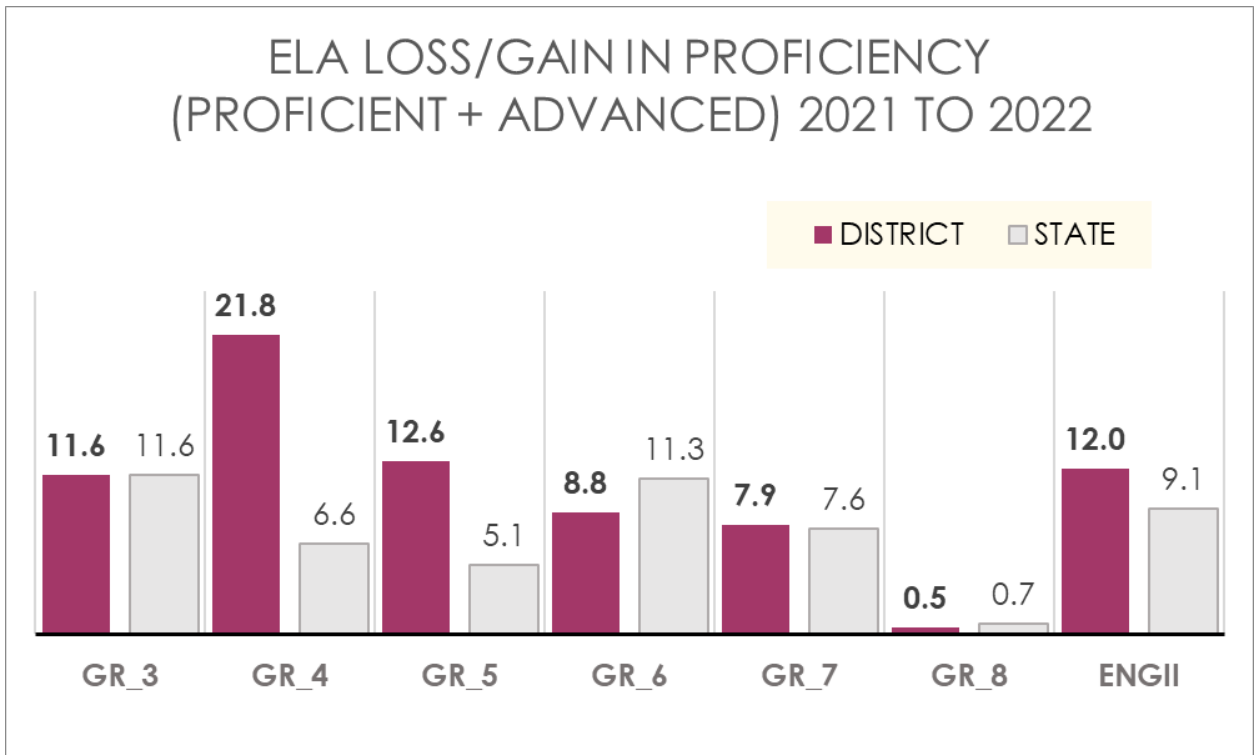


Figure 47: ELA Loss/Gain in Proficiency

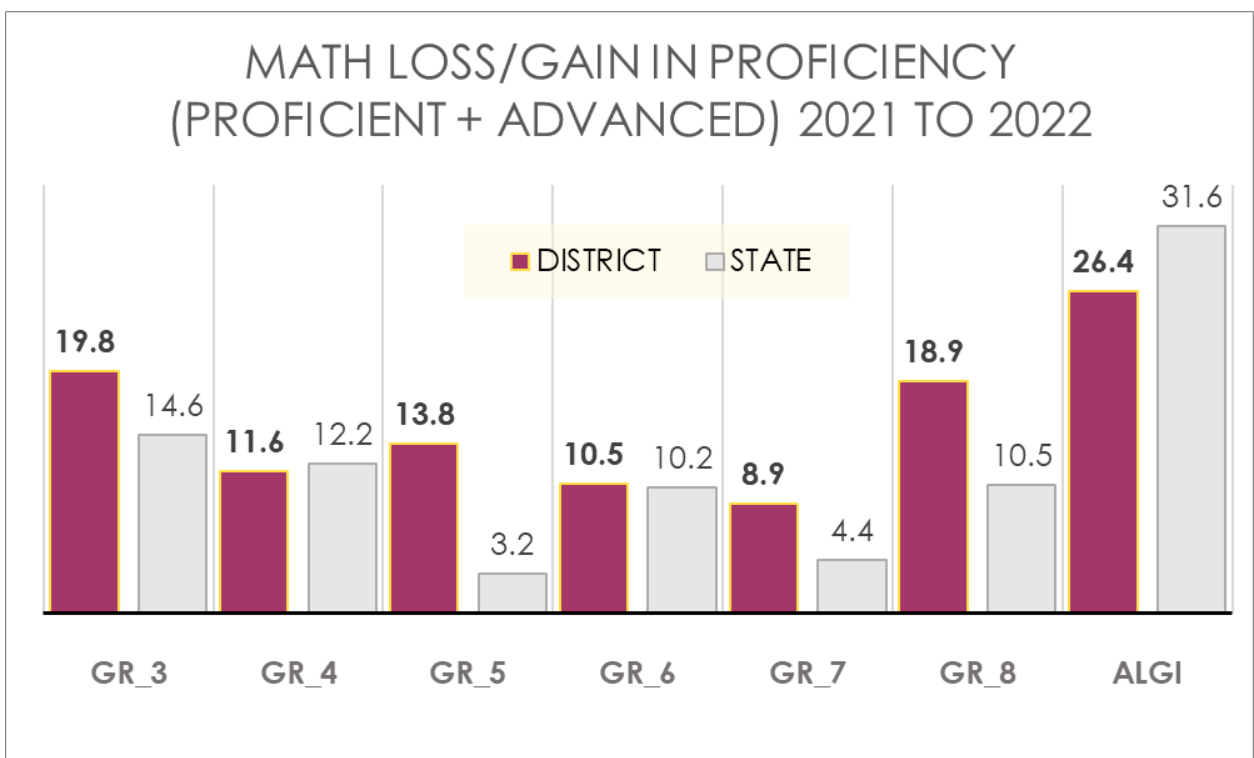


Figure 48: Math Loss/Gain in Proficiency



Clinton Public School District Profile

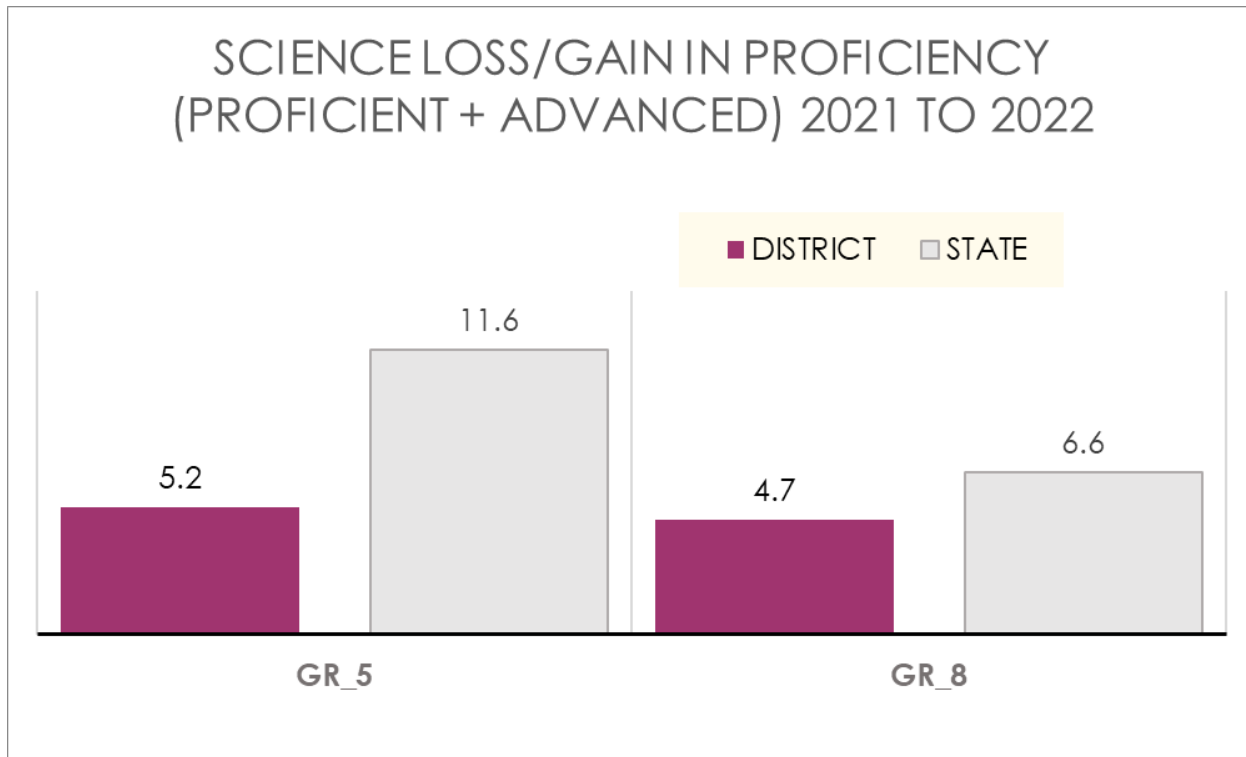


Figure 49: Science Loss/Gain in Proficiency

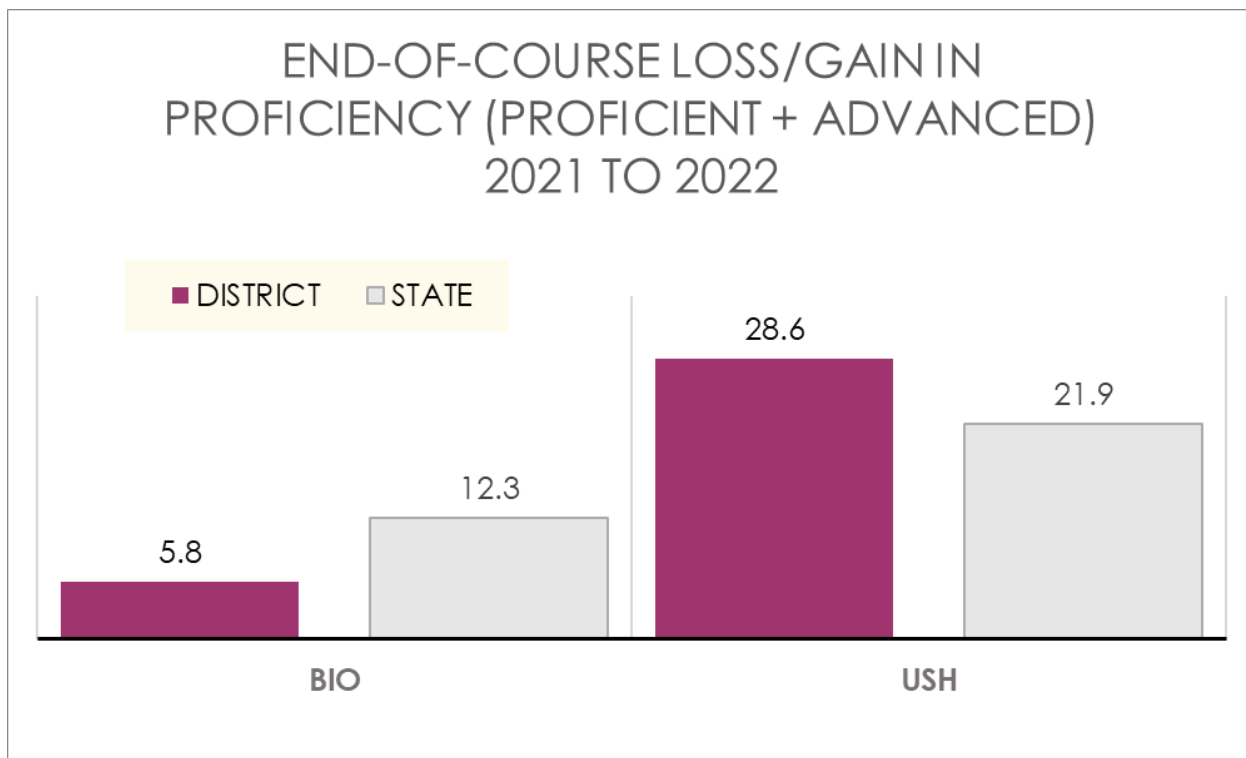


Figure 50: End-of-Course Loss/Gain in Proficiency

Discipline

TAKEAWAY: Minimal disciplinary actions were reported during the pandemic years of 2020 and 2021. The number of incidents of violence increased between 2021 and 2022, slightly passing pre-pandemic levels.

CLINTON PUBLIC SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<5	<5	<5	<5	6.24	<5	<5	7.6	<5	<5		<5
GENDER	FEMALE			<5		<5		<5	<5				
	MALE	<5			<5	8.91		<5	10.5				<5
RACE	ASIAN					<5		<5	<5				
	BLACK OR AFRICAN AMERICAN	<5		<5		9.01		<5	10.8				
	HISPANIC OR LATINO					<5			<5				
	TWO OR MORE RACES					<5		<5	<5				
	WHITE				<5	<5		<5	<5				<5
DISABILITY	STUDENTS WITH					10.6		<5	9.1				<5
	STUDENTS WITHOUT	<5		<5	<5	5.73		<5	7.4				<5
EL	LIMITED ENGLISH PROFICIENCY					<5			<5				
	NON LIMITED ENGLISH PROFICIENCY	<5			<5	6.43			7.8				<5
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	127	<10	39	104	<5			<5	<5			<5
GENDER	FEMALE	32		<10	29	<5			<5	<5			<5
	MALE	95		33	75	<5			<5	<5			<5
RACE	ASIAN	<10				<5			<5	<5			<5
	BLACK OR AFRICAN AMERICAN	103		33	88	<5			<5	<5			<5
	HISPANIC OR LATINO					<5			<5	<5			<5
	TWO OR MORE RACES	<10		<10	<10				<5				<5
	WHITE	18		<10	14	<5			<5	<5			<5
DISABILITY	STUDENTS WITH	14		<10	13	<5			<5	<5			<5
	STUDENTS WITHOUT	113		33	91	<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY	<10				<5			<5	<5			<5
	NON LIMITED ENGLISH PROFICIENCY	121			104	<5			<5	<5			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 51: District Disciplinary Actions Reported to MDE



Finance

TAKEAWAY: Spending for instructional support and administration has increased slightly since 2018. Total revenue is up \$9.2M, while total operational expenditure including capitalized equipment has increased \$2.6M. Title funding is down, and ESSER funds for pandemic expenses have expired. FY2023 MAEP allocations are up \$2.4M since FY2022 but fall \$3.2M below full funding.

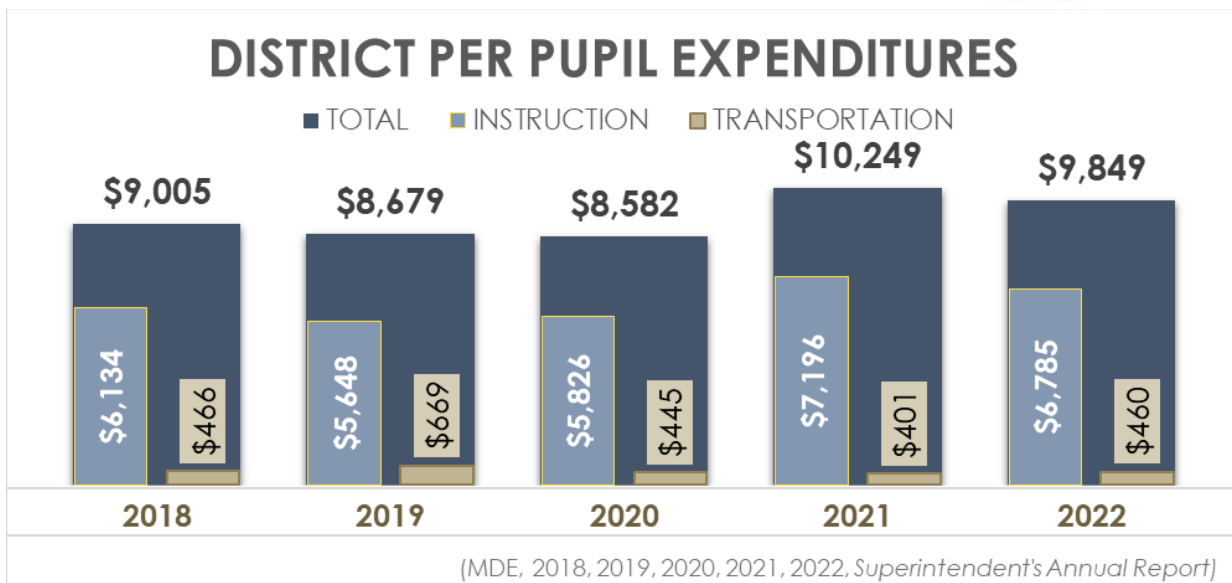


Figure 52: District Per Pupil Expenditures

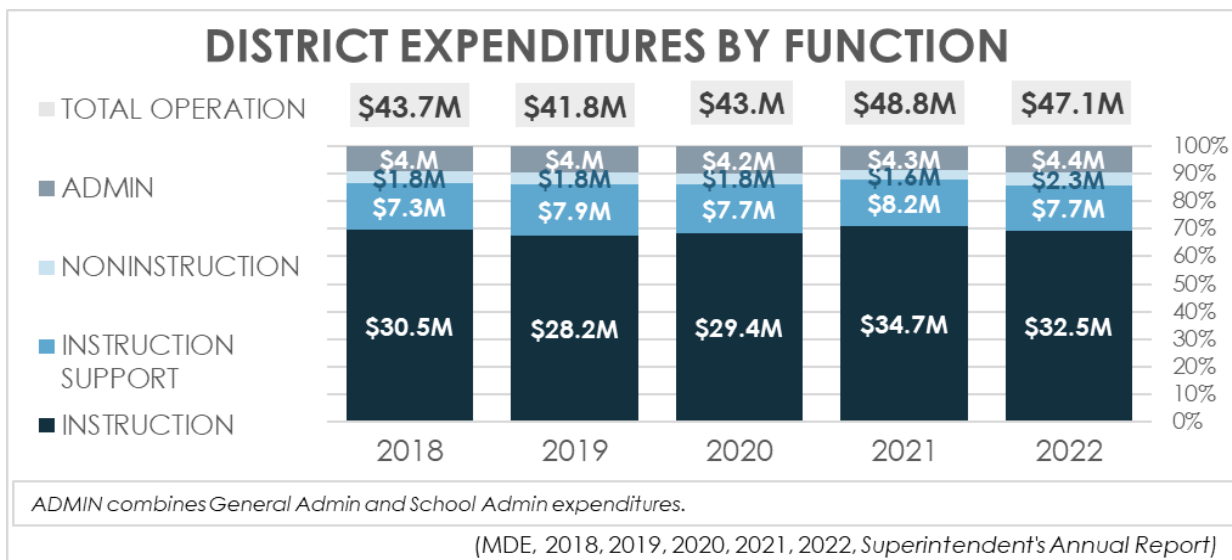


Figure 53: District Expenditures by Function

CHANGES IN PERCENTAGES OF EXPENDITURES BY FUNCTION 2018 TO 2022

	2018		2022
INSTRUCTION	69.8%	↓	69.3%
INSTRUCTION SUPPORT	16.7%	↓	16.4%
NONINSTRUCTION	4.2%	↑	4.9%
ADMIN	9.2%	↑	9.4%

ADMIN combines General Admin and School Admin expenditures.

(MDE, 2018, 2019, 2020, 2021, 2022, Superintendent's Annual Report)



Figure 54: District Changes in Percentages of Expenditures by Function

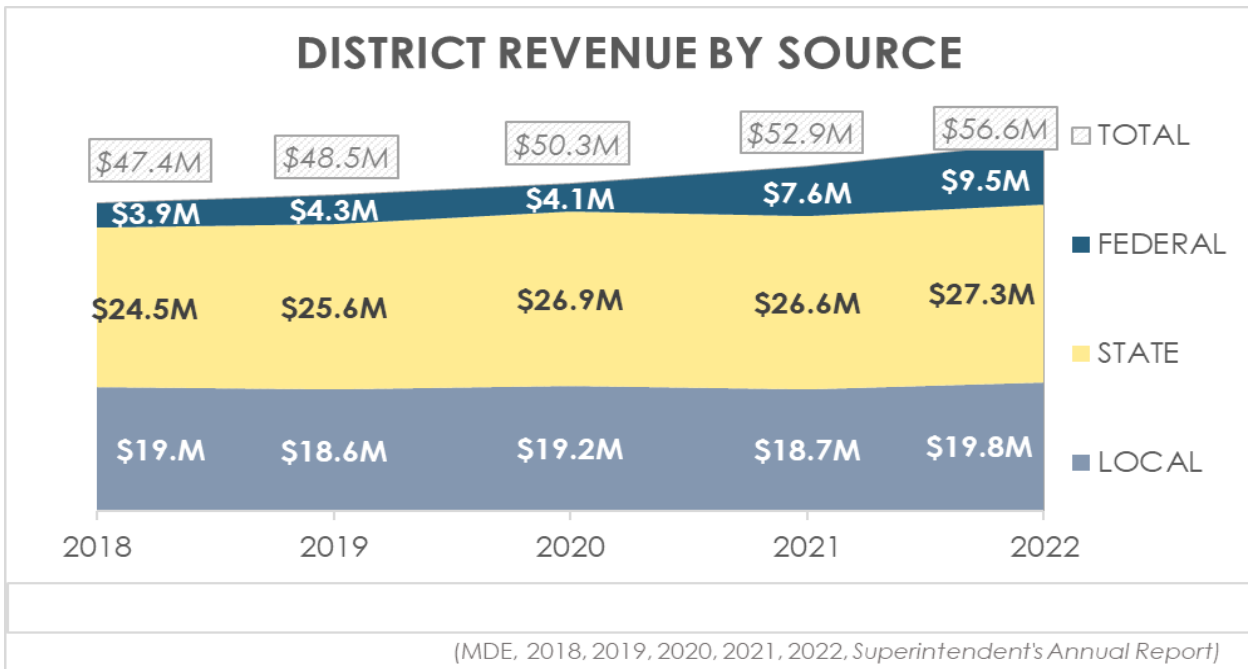


Figure 55: District Revenue by Source

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS

2023 FULL FUNDING	2023 ALLOCATION	2022 ALLOCATION	BELOW FULL (10.5%)	+/- 2022 VS 2023
\$31.0M	\$27.7M	\$25.3M	-\$3.2M	+\$2.4M

Figure 56: Mississippi Adequate Education Program (MAEP) Allocations



DISTRICT FEDERAL TITLE PROGRAMS FUNDING ALLOCATION

	2018	2019	2020	2021	2022
TITLE I A	\$1.2M	\$2.1M	\$953.1K	\$810.4K	\$719.4K
TITLE I D (NEGLECTED /	\$9.4K	\$19.6K	\$11.9K	\$14.4K	-
TITLE II A	\$229.3K	\$188.2K	\$165.0K	\$160.6K	\$153.2K
TITLE III (LEP)			\$27.3K	\$29.8K	\$32.2K
TITLE IV A		\$82.5K	\$83.0K	\$71.4K	\$60.7K
ESSER 1			\$766.4K	\$768.0K	
ESSER 2				\$2.7M	

(MDE, 2018, 2019, 2020, 2021, 2022, Superintendent's Annual Report)

Figure 57: District Federal Title Programs Funding Allocation

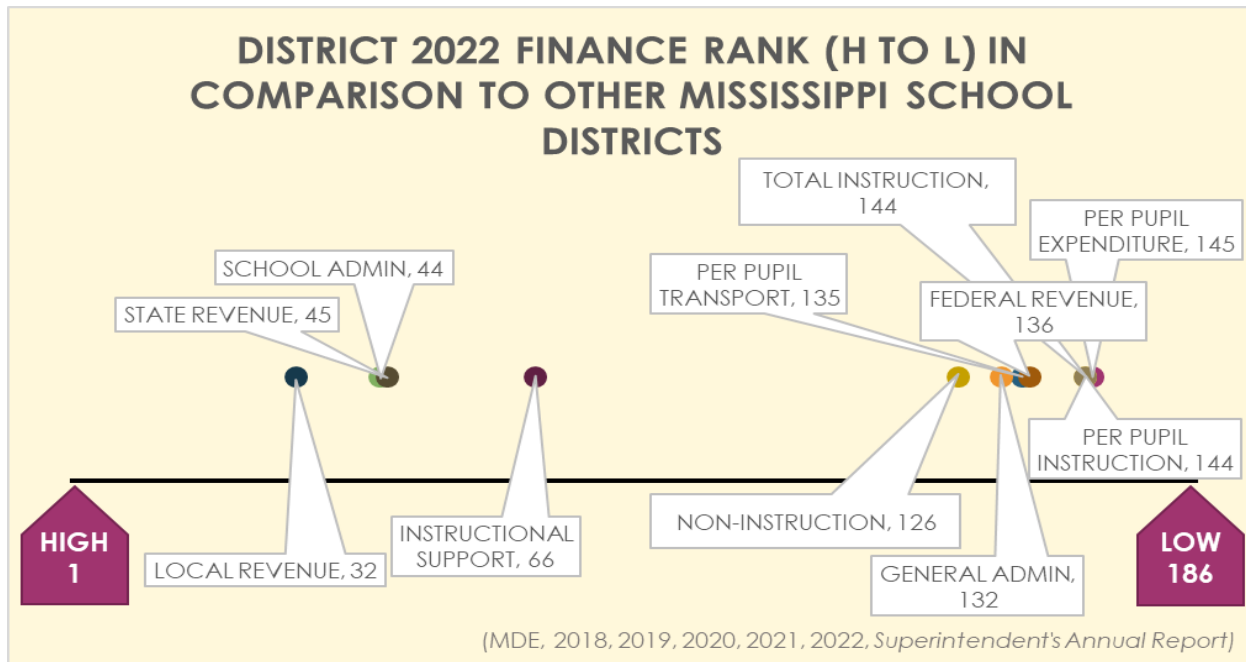


Figure 58: Current District Finance Rank Compared to Other Mississippi School Districts



Personnel

TAKEAWAY: The percentage of teachers teaching in their certified field has remained steady. The percentage of experienced teachers districtwide has declined about 4.7% since 2018. The per-pupil ratio has decreased to 14.9. Average teacher salaries and average salaries for most administrators and support personnel have increased.

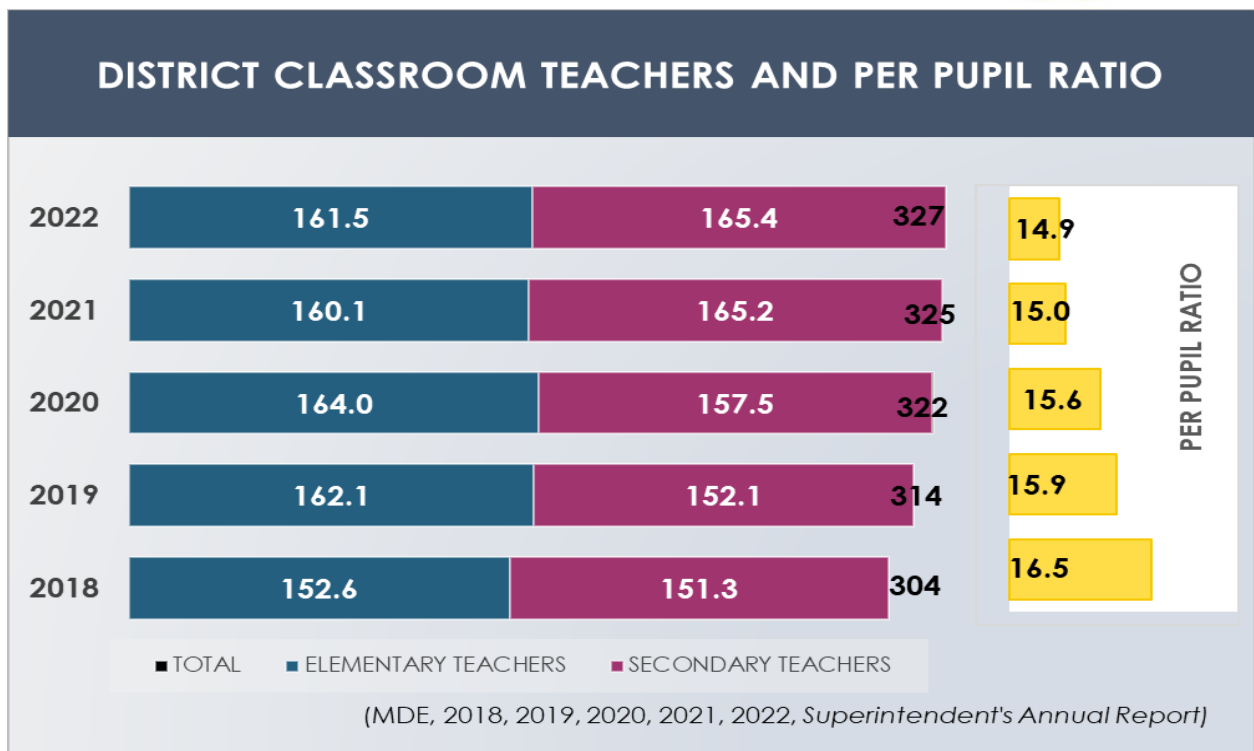


Figure 59: District Classroom Teachers and Per Pupil Ratio



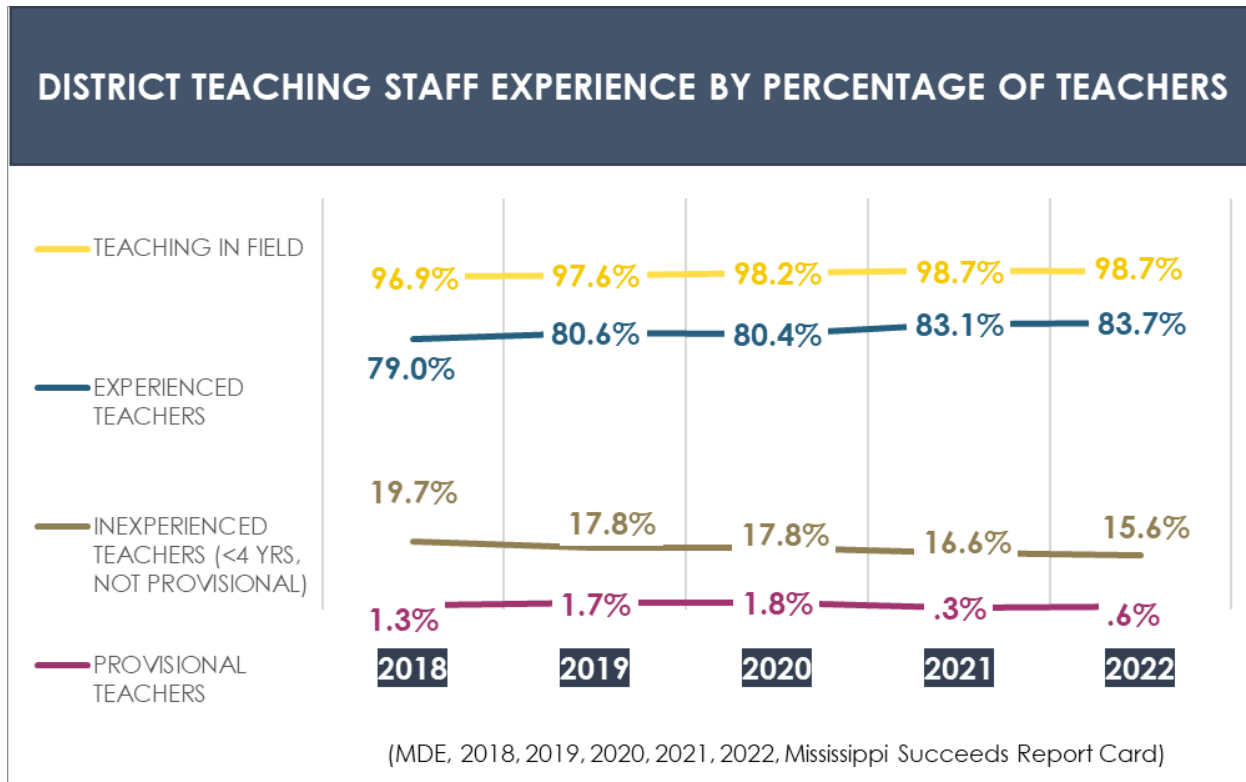


Figure 60: District Teaching Staff Experience by Percentage of Teachers

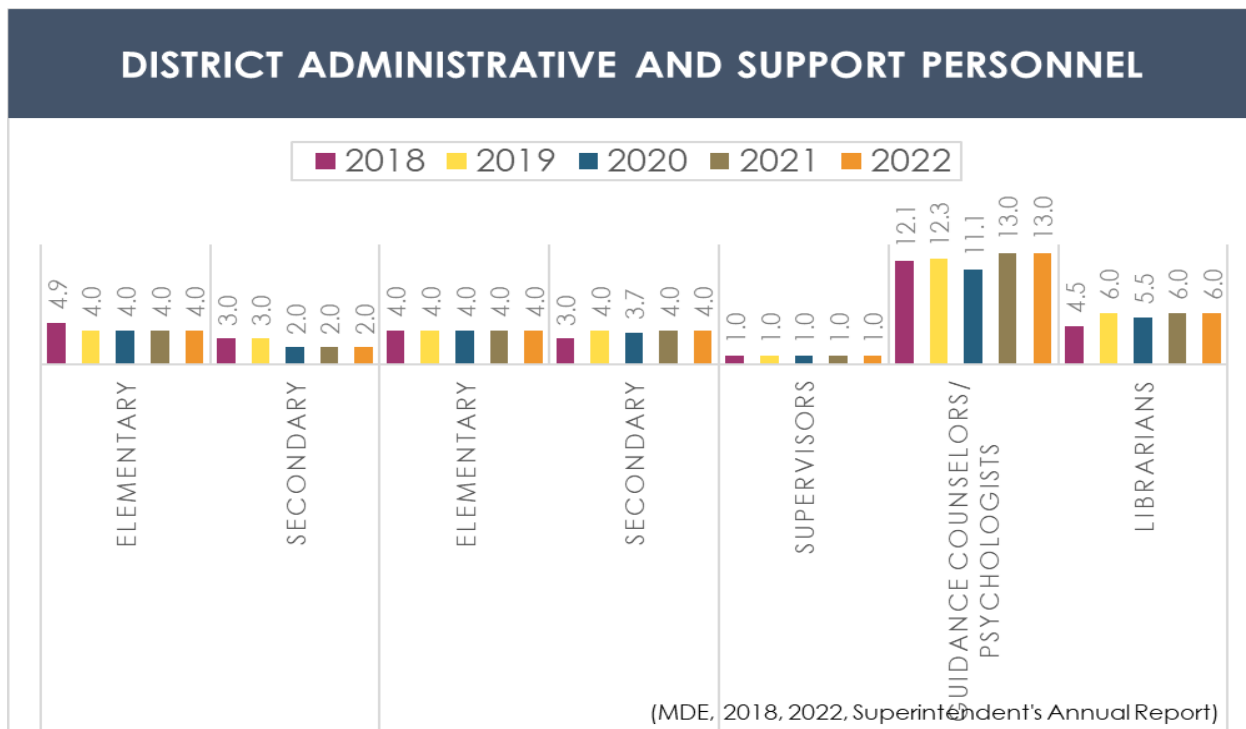


Figure 61: District Administrative and Support Personnel

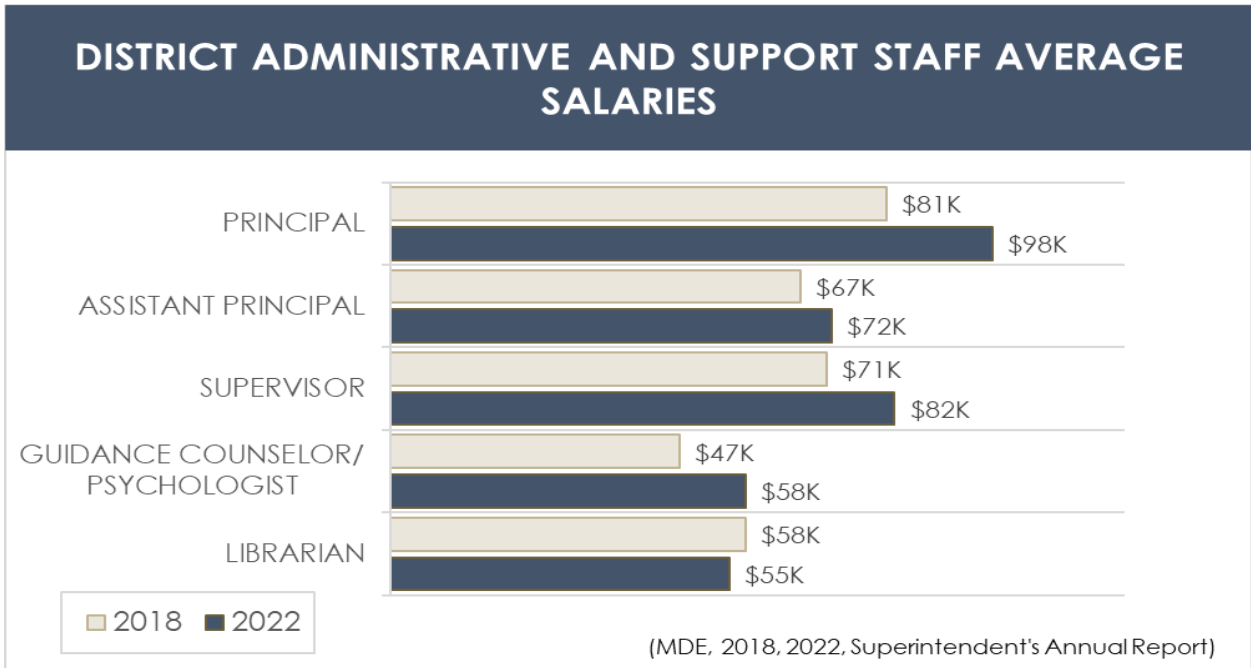


Figure 62: District Administrative and Support Staff Average Salaries

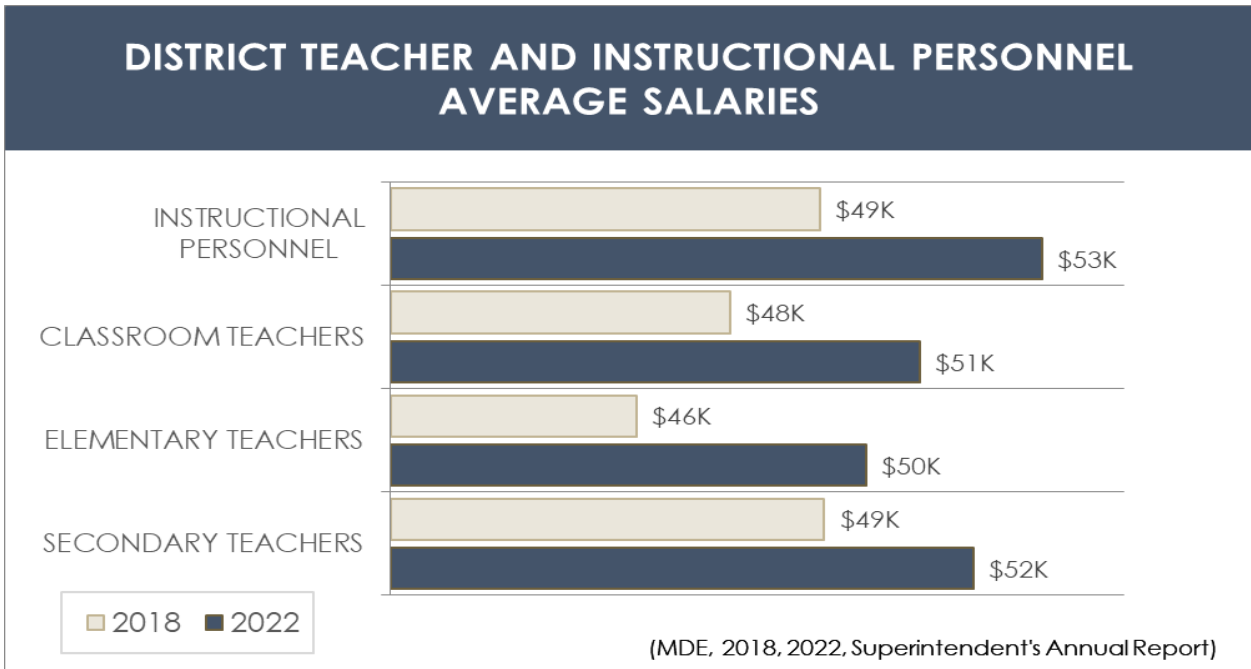


Figure 63: District Teacher and Instructional Personnel Average Salaries



Distribution of Respondents

Six hundred fifty (650) respondents from five stakeholder groups and nine schools responded to the Comprehensive Needs Assessment Survey in 2023. 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.

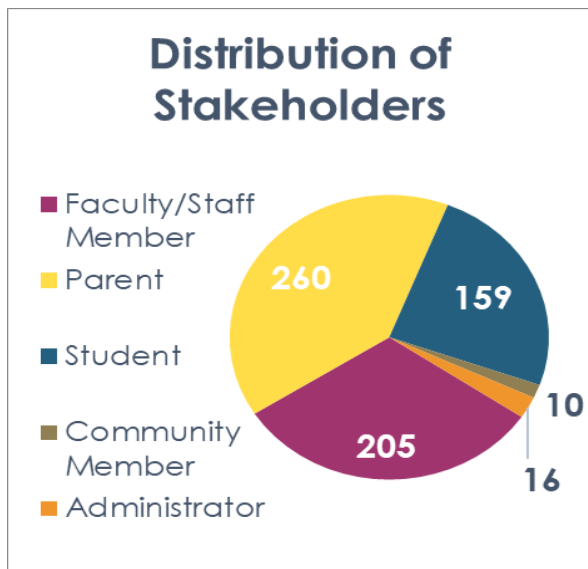


Figure 64: Distribution of Stakeholders



DATA COLLECTION

Some information for this report was gathered through a district-wide Comprehensive Needs Assessment Survey administered online. Respondents were asked to express an opinion on statements using a 5-point Likert scale, indicating “Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree,” or “Not Applicable or No Information.” Some questions asked respondents to choose among a variety of options, to rank choices, or to write in responses to open-ended statements. Some overall open-ended questions were also included. Data were compiled by school and by stakeholder group, then combined to create a district summary.

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

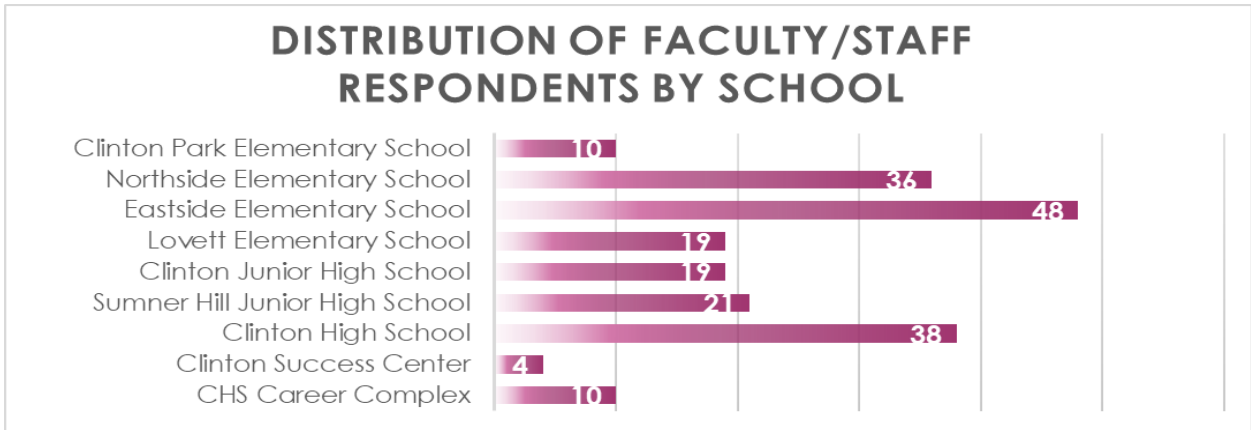


Figure 65: Distribution of Faculty/Staff Respondents by School

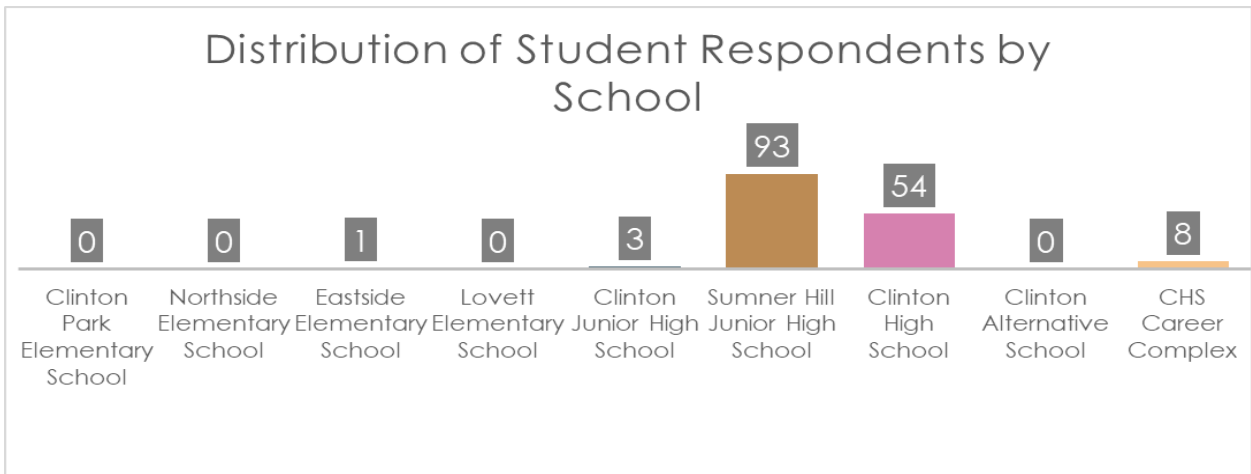


Figure 66: Distribution of Student Respondents by School

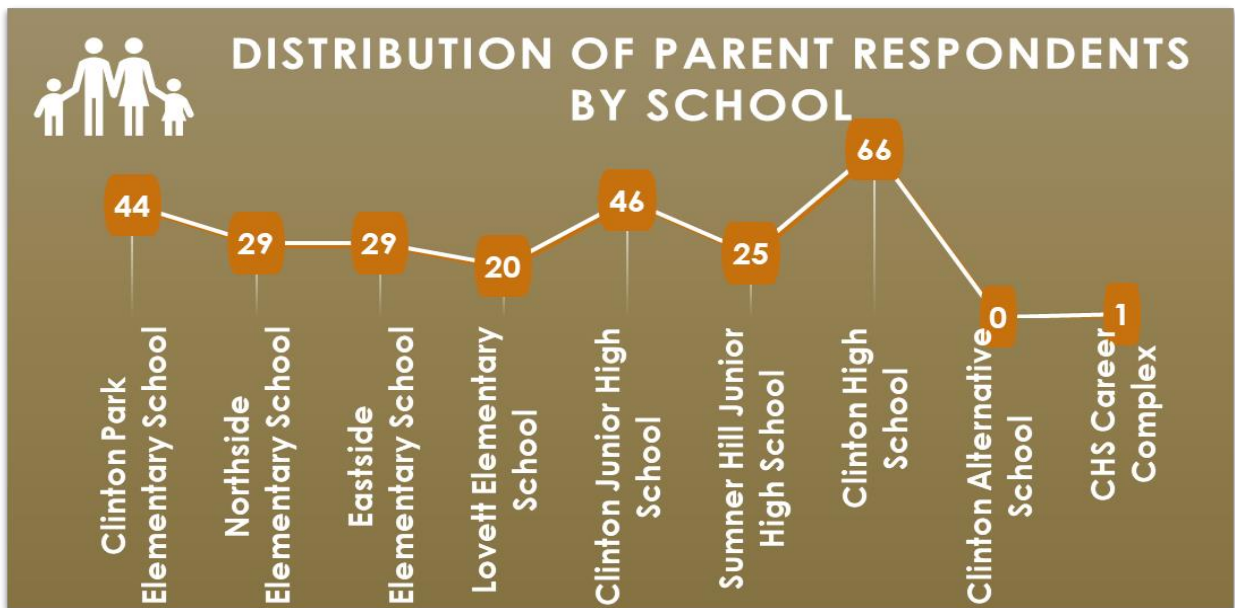


Figure 67: Distribution of Parent Respondents by School



Universal Questions

Faculty, staff, parents, community members, students, and administrators 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	270	41.5%
Differentiated instruction	270	41.5%
Access to computers and individualized instruction	400	61.5%

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

	Count	Percentage
Strongly Agree	316	48.6%
Agree	300	46.2%
Disagree	21	3.2%
Strongly Disagree	3	0.5%
Not Applicable or No Information	10	1.5%

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

	Count	Percentage
Strongly Agree	283	43.5%
Agree	305	46.9%
Disagree	40	6.2%
Strongly Disagree	10	1.5%
Not Applicable or No Information	12	1.8%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	325	50.0%
Agree	285	43.8%
Disagree	23	3.5%
Strongly Disagree	7	1.1%
Not Applicable or No Information	10	1.5%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	351	54.0%
Agree	264	40.6%
Disagree	23	3.5%
Strongly Disagree	3	0.5%
Not Applicable or No Information	9	1.4%

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)	42.6%	42.0%	5.2%	0.9%	9.2%
Social Studies	34.0%	50.2%	6.2%	1.5%	8.2%
English/Language Arts (reading, writing, speaking, listening)	43.2%	49.8%	3.8%	0.5%	2.6%
Foreign Languages	26.8%	37.7%	8.6%	2.8%	24.2%
Career and Technical Education	38.3%	31.8%	2.8%	0.9%	26.2%
Science	38.9%	50.5%	4.6%	0.9%	5.1%
Health Education	25.4%	45.2%	8.9%	1.2%	19.2%
Mathematics	48.5%	43.5%	4.6%	1.5%	1.8%
Physical Education	30.6%	45.8%	9.5%	2.5%	11.5%



Parent, Family, and Community Engagement

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	190	29.2%
Agree	351	54.0%
Disagree	70	10.8%
Strongly Disagree	15	2.3%
Not Applicable or No Information	24	3.7%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	197	30.3%
Agree	355	54.6%
Disagree	57	8.8%
Strongly Disagree	7	1.1%
Not Applicable or No Information	34	5.2%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	136	20.9%
Agree	343	52.8%
Disagree	121	18.6%
Strongly Disagree	22	3.4%
Not Applicable or No Information	28	4.3%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	265	40.8%
Agree	326	50.2%
Disagree	40	6.2%
Strongly Disagree	16	2.5%
Not Applicable or No Information	3	0.5%

Teachers in our school (district) are respected in the community.		
	Count	Percentage
Strongly Agree	249	38.3%
Agree	323	49.7%
Disagree	33	5.1%
Strongly Disagree	7	1.1%
Not Applicable or No Information	38	5.8%

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	239	36.8%
Agree	329	50.6%
Disagree	23	3.5%
Strongly Disagree	11	1.7%
Not Applicable or No Information	48	7.4%

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	226	34.8%
Agree	312	48.0%
Disagree	34	5.2%
Strongly Disagree	8	1.2%
Not Applicable or No Information	70	10.8%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	303	46.6%
Agree	292	44.9%
Disagree	31	4.8%
Strongly Disagree	10	1.5%
Not Applicable or No Information	14	2.2%

Clinton Public School District Profile

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	316	48.6%
Agree	303	46.6%
Disagree	15	2.3%
Strongly Disagree	5	0.8%
Not Applicable or No Information	11	1.7%

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

	Count	Percentage
Strongly Agree	270	41.5%
Agree	298	45.8%
Disagree	50	7.7%
Strongly Disagree	22	3.4%
Not Applicable or No Information	10	1.5%

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	277	42.6%
Agree	316	48.6%
Disagree	31	4.8%
Strongly Disagree	5	0.8%
Not Applicable or No Information	21	3.2%



CLINTON
PUBLIC SCHOOL DISTRICT

Summary of District Strengths and Challenges

Six hundred fifty (650) stakeholders from nine schools responded to the 2023 Clinton Public School District Comprehensive Needs Assessment survey online. Students comprise 24.5% of the total. Faculty/staff members represent 41.8% of the adult response, while administrators make up 3.3%, parents accounting for 53%, community members make up 2% of the adult response or 1.5% of the total.

Clinton Public School District is a successful district focused on teaching and learning. District enrollment has almost regained prepandemic levels, with a net loss of less than 2% over 5 years, Accountability ratings for the district remain at the “A” level in 2022 after MDE resumed assigning letter grades for accountability. The district experienced a -5.7% change in average daily attendance between 2021 and 2022, and chronic attendance decreased to 19.4%. The district's graduation rate decreased slightly to 88.4%; the dropout rate rose to 10.3%. Graduation rates for students with disabilities decreased by 4.4 percentage points.

In response to statements on the comprehensive needs survey about federal programs, stakeholders indicate that the most beneficial Title I programs are access to computers, differentiated instruction, and cooperation between home and school. About 95% believe that teachers in the district are highly qualified and effective. Ninety percent of respondents agree that the school district has effective procedures for addressing school safety.

Statements about curriculum and instruction received varying levels of positive feedback. Nearly 94% of stakeholders believe that the educational programs offered to students within the district are of high quality. Ninety-five percent think the teachers hold high expectations for student learning. When asked which subject areas the school district does a good job in, mathematics, English/language arts, and fine arts received the highest levels of feedback.

Eighty-five percent affirm that parents take an active role in their child's education.



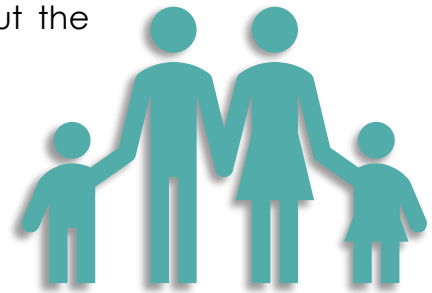
Notes

[This section contains 15 horizontal grey bars for taking notes.]

CLINTON PUBLIC SCHOOL DISTRICT PARENT SURVEY

Introduction

Parents from across Clinton Public School District were asked to respond to questions about the school or schools their children attend. Two hundred sixty (260) parents responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from parents in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; and Technology*. A summary of open-ended question answers is included in each school's parent section.



Survey Results

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	117	45.0%
Differentiated instruction	97	37.3%
Access to computers and individualized instruction	157	60.4%

Clinton Public School District Parent Survey

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

	Count	Percentage
Strongly Agree	119	45.8%
Agree	131	50.4%
Disagree	4	1.5%
Strongly Disagree	1	0.4%
Not Applicable or No Information	5	1.9%

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

	Count	Percentage
Strongly Agree	103	39.6%
Agree	137	52.7%
Disagree	8	3.1%
Strongly Disagree	3	1.2%
Not Applicable or No Information	9	3.5%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	35	13.5%
Agree	139	53.5%
Disagree	57	21.9%
Strongly Disagree	12	4.6%
Not Applicable or No Information	17	6.5%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	65	25.0%
Agree	123	47.3%
Disagree	2	0.8%
Strongly Disagree	2	0.8%
Not Applicable or No Information	68	26.2%

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

	Count	Percentage
Strongly Agree	30	11.5%
Agree	80	30.8%
Disagree	48	18.5%
Strongly Disagree	19	7.3%
Not Applicable or No Information	83	31.9%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	98	37.7%
Supporting college and career counseling	147	56.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	162	62.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	105	40.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	77	29.6%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	100	38.5%
Providing school-based mental health services and counseling	165	63.5%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	58	22.3%
Establishing or improving dropout prevention	58	22.3%
Supporting re-entry programs and transition services for Justice-involved youth	48	18.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	126	48.5%
Implementing systems and practices to prevent bullying and harassment	146	56.2%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	117	45.0%
Establishing community partnerships	77	29.6%



Clinton Public School District Parent Survey

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	144	55.4%
Building technological capacity and infrastructure	89	34.2%
Carrying out innovative blended learning projects	101	38.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	100	38.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	122	46.9%

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	113	43.5%
Safety in the schools	132	50.8%
Curriculum and learning goals	170	65.4%
Available technology and how it's used in the classroom	113	43.5%
How to contact my child's teacher	30	11.5%
Homework	56	21.5%

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	122	46.9%
Help my child with homework	61	23.5%
How to motivate my child	89	34.2%
How to promote family reading	38	14.6%
How to set goals for my child	72	27.7%
Manage time	97	37.3%
Prepare my child for testing	124	47.7%
Understand my child's learning styles	133	51.2%

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

	Count	Percentage
Abuse Prevention	29	11.2%
Computer Classes	56	21.5%
Conflict Resolution	70	26.9%
Discipline	59	22.7%
Drug/Alcohol Awareness	55	21.2%
English as a Second Language	28	10.8%
Health Classes	62	23.8%
Literacy Classes	46	17.7%
Math Classes	48	18.5%
Parent-to-School Relationships	108	41.5%
Parent/Child Communication	93	35.8%
Preparing for College	131	50.4%
Parenting Workshops	56	21.5%
Social Media Classes	65	25.0%
Stress/Anger/Management	94	36.2%
Understanding College- and Career-Ready Standards	135	51.9%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	44	16.9%
Agree	149	57.3%
Disagree	49	18.8%
Strongly Disagree	8	3.1%
Not Applicable or No Information	10	3.8%

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

	Count	Percentage
Strongly Agree	76	29.2%
Agree	156	60.0%
Disagree	12	4.6%
Strongly Disagree	2	0.8%
Not Applicable or No Information	14	5.4%

Clinton Public School District Parent Survey

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

	Count	Percentage
Strongly Agree	126	48.5%
Agree	123	47.3%
Disagree	6	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	1.9%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	124	47.7%
Agree	117	45.0%
Disagree	12	4.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	2.7%

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

	Count	Percentage
Strongly Agree	62	23.8%
Agree	94	36.2%
Disagree	15	5.8%
Strongly Disagree	4	1.5%
Not Applicable or No Information	85	32.7%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Health Education	18.5%	49.6%	7.3%	0.8%	23.8%
Mathematics	41.2%	53.5%	2.3%	0.4%	2.7%
Physical Education	25.0%	52.7%	7.7%	2.3%	12.3%
Foreign Languages	17.7%	37.3%	8.8%	2.7%	33.5%
Career and Technical Education	25.0%	30.8%	4.2%	1.2%	38.8%
Science	34.2%	52.3%	3.8%	1.2%	8.5%
Social Studies	26.5%	54.6%	5.0%	1.9%	11.9%
English/Language Arts (reading, writing, speaking, listening)	36.5%	54.6%	5.4%	0.0%	3.5%
Fine Arts (music, visual arts, dance, drama)	31.2%	53.1%	5.0%	0.8%	10.0%

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	74	28.5%
Agree	133	51.2%
Disagree	12	4.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	41	15.8%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	104	40.0%
Agree	134	51.5%
Disagree	11	4.2%
Strongly Disagree	2	0.8%
Not Applicable or No Information	9	3.5%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	94	36.2%
Agree	129	49.6%
Disagree	31	11.9%
Strongly Disagree	4	1.5%
Not Applicable or No Information	2	0.8%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	89	34.2%
Agree	146	56.2%
Disagree	14	5.4%
Strongly Disagree	1	0.4%
Not Applicable or No Information	10	3.8%



Clinton Public School District Parent Survey

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

	Count	Percentage
Strongly Agree	57	21.9%
Agree	138	53.1%
Disagree	50	19.2%
Strongly Disagree	6	2.3%
Not Applicable or No Information	9	3.5%

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

	Count	Percentage
Strongly Agree	115	44.2%
Agree	130	50.0%
Disagree	12	4.6%
Strongly Disagree	3	1.2%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	116	44.6%
Agree	125	48.1%
Disagree	2	0.8%
Strongly Disagree	1	0.4%
Not Applicable or No Information	16	6.2%

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

	Count	Percentage
Strongly agree	81	31.2%
Agree	125	48.1%
Disagree	36	13.8%
Strongly Disagree	6	2.3%
Not Applicable or No Information	12	4.6%

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

	Count	Percentage
Strongly agree	51	19.6%
Agree	122	46.9%
Disagree	38	14.6%
Strongly Disagree	16	6.2%
Not Applicable or No Information	33	12.7%

Clinton Public School District Parent Survey

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly agree	85	32.7%
Agree	124	47.7%
Disagree	39	15.0%
Strongly Disagree	5	1.9%
Not Applicable or No Information	7	2.7%

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

	Count	Percentage
Strongly agree	94	36.2%
Agree	144	55.4%
Disagree	17	6.5%
Strongly Disagree	2	0.8%
Not Applicable or No Information	3	1.2%

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

	Count	Percentage
Strongly agree	79	30.4%
Agree	115	44.2%
Disagree	15	5.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	51	19.6%

Our community is actively involved in our school.

	Count	Percentage
Strongly agree	96	36.9%
Agree	124	47.7%
Disagree	9	3.5%
Strongly Disagree	2	0.8%
Not Applicable or No Information	29	11.2%

Clinton Public School District Parent Survey

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	111	42.7%
Checked my child's grades/assignments online	221	85.0%
Been in contact with my child's teacher	220	84.6%
Received a newsletter from the district, school, or teacher	220	84.6%
Worked with a committee or group on school or district policies	33	12.7%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	109	41.9%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	172	66.2%
Volunteered at my child's school	103	39.6%

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	78	30.0%
Agree	150	57.7%
Disagree	4	1.5%
Strongly Disagree	3	1.2%
Not Applicable or No Information	25	9.6%

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	83	31.9%
Agree	126	48.5%
Disagree	7	2.7%
Strongly Disagree	1	0.4%
Not Applicable or No Information	43	16.5%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	99	38.1%
Agree	149	57.3%
Disagree	5	1.9%
Strongly Disagree	2	0.8%
Not Applicable or No Information	5	1.9%

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

	Count	Percentage
Strongly Agree	106	40.8%
Agree	128	49.2%
Disagree	12	4.6%
Strongly Disagree	2	0.8%
Not Applicable or No Information	12	4.6%

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

	Count	Percentage
Strongly Agree	104	40.0%
Agree	139	53.5%
Disagree	7	2.7%
Strongly Disagree	1	0.4%
Not Applicable or No Information	9	3.5%

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

	Count	Percentage
Strongly Agree	84	32.3%
Agree	143	55.0%
Disagree	21	8.1%
Strongly Disagree	3	1.2%
Not Applicable or No Information	9	3.5%

Clinton Public School District Parent Survey

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

	Count	Percentage
Strongly Agree	117	45.0%
Agree	133	51.2%
Disagree	5	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	1.9%

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	112	43.1%
Agree	137	52.7%
Disagree	3	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	3.1%

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

	Count	Percentage
Strongly Agree	100	38.5%
Agree	130	50.0%
Disagree	14	5.4%
Strongly Disagree	5	1.9%
Not Applicable or No Information	11	4.2%

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

	Count	Percentage
Strongly agree	62	23.8%
Agree	113	43.5%
Disagree	14	5.4%
Strongly Disagree	1	0.4%
Not Applicable or No Information	70	26.9%

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

	Count	Percentage
Strongly Agree	96	36.9%
Agree	145	55.8%
Disagree	4	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	15	5.8%

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

	Count	Percentage
Yes	77	67.5%
No	37	32.5%

Technology

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

	Count	Percentage
Strongly Agree	99	38.1%
Agree	133	51.2%
Disagree	15	5.8%
Strongly Disagree	2	0.8%
Not Applicable or No Information	11	4.2%

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

	Count	Percentage
Strongly Agree	108	41.5%
Agree	78	30.0%
Disagree	21	8.1%
Strongly Disagree	10	3.8%
Not Applicable or No Information	43	16.5%

My child has Internet access when away from school.

	Count	Percentage
Strongly Agree	176	67.7%
Agree	78	30.0%
Disagree	4	1.5%
Strongly Disagree	2	0.8%
Not Applicable or No Information	0	0.0%

Clinton Public School District Parent Survey

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

	Count	Percentage
Strongly Agree	133	51.2%
Agree	99	38.1%
Disagree	7	2.7%
Strongly Disagree	3	1.2%
Not Applicable or No Information	18	6.9%

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

	Count	Percentage
Strongly Agree	91	35.0%
Agree	99	38.1%
Disagree	5	1.9%
Strongly Disagree	3	1.2%
Not Applicable or No Information	62	23.8%



CLINTON PUBLIC SCHOOL DISTRICT STUDENT SURVEY

Introduction

Students from across Clinton Public School District were asked to respond to questions about the schools they attend. One hundred fifty-nine (159) students responded to the survey.

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



Survey Results

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	53	33.3%
Differentiated instruction	51	32.1%
Access to computers and individualized instruction	115	72.3%

Clinton Public School District Student Survey

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

	Count	Percentage
Strongly Agree	25	15.7%
Agree	112	70.4%
Disagree	17	10.7%
Strongly Disagree	2	1.3%
Not Applicable or No Information	3	1.9%

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

	Count	Percentage
Strongly Agree	34	21.4%
Agree	90	56.6%
Disagree	26	16.4%
Strongly Disagree	7	4.4%
Not Applicable or No Information	2	1.3%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	5	3.1%
Agree	31	19.5%
Disagree	70	44.0%
Strongly Disagree	48	30.2%
Not Applicable or No Information	5	3.1%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	12	7.5%
Agree	63	39.6%
Disagree	64	40.3%
Strongly Disagree	18	11.3%
Not Applicable or No Information	2	1.3%

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

	Count	Percentage
Strongly Agree	18	11.3%
Agree	121	76.1%
Disagree	14	8.8%
Strongly Disagree	5	3.1%
Not Applicable or No Information	1	0.6%

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

	Count	Percentage
Strongly Agree	15	9.4%
Agree	98	61.6%
Disagree	30	18.9%
Strongly Disagree	15	9.4%
Not Applicable or No Information	1	0.6%

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

	Count	Percentage
Strongly Agree	29	18.2%
Agree	104	65.4%
Disagree	17	10.7%
Strongly Disagree	6	3.8%
Not Applicable or No Information	3	1.9%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	62	39.0%
Agree	84	52.8%
Disagree	10	6.3%
Strongly Disagree	3	1.9%
Not Applicable or No Information	0	0.0%



Clinton Public School District Student Survey

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

	Count	Percentage
Strongly Agree	32	20.1%
Agree	69	43.4%
Disagree	18	11.3%
Strongly Disagree	14	8.8%
Not Applicable or No Information	26	16.4%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Health Education	26.4%	44.7%	11.3%	1.3%	16.4%
Mathematics	33.3%	47.2%	13.8%	5.7%	0.0%
Physical Education	19.5%	44.7%	11.3%	4.4%	20.1%
Foreign Languages	20.8%	43.4%	16.4%	6.3%	13.2%
Career and Technical Education	39.6%	37.1%	3.1%	0.6%	19.5%
Science	27.7%	57.2%	10.7%	1.9%	2.5%
Social Studies	32.1%	54.1%	6.3%	1.9%	5.7%
English/Language Arts (reading, writing, speaking, listening)	37.1%	57.2%	3.8%	1.3%	0.6%
Fine Arts (music, visual arts, dance, drama)	35.8%	35.2%	10.7%	1.9%	16.4%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	54	34.0%
Agree	80	50.3%
Disagree	16	10.1%
Strongly Disagree	8	5.0%
Not Applicable or No Information	1	0.6%

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	27	17.0%
Agree	93	58.5%
Disagree	30	18.9%
Strongly Disagree	7	4.4%
Not Applicable or No Information	2	1.3%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	23	14.5%
Agree	87	54.7%
Disagree	35	22.0%
Strongly Disagree	11	6.9%
Not Applicable or No Information	3	1.9%

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	31	19.5%
Agree	84	52.8%
Disagree	29	18.2%
Strongly Disagree	11	6.9%
Not Applicable or No Information	4	2.5%

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

	Count	Percentage
Strongly Agree	34	21.4%
Agree	90	56.6%
Disagree	16	10.1%
Strongly Disagree	9	5.7%
Not Applicable or No Information	10	6.3%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	22	13.8%
Agree	89	56.0%
Disagree	28	17.6%
Strongly Disagree	10	6.3%
Not Applicable or No Information	10	6.3%

Clinton Public School District Student Survey

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	19	11.9%
Agree	86	54.1%
Disagree	33	20.8%
Strongly Disagree	4	2.5%
Not Applicable or No Information	17	10.7%

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

	Count	Percentage
Strongly Agree	10	6.3%
Agree	75	47.2%
Disagree	49	30.8%
Strongly Disagree	14	8.8%
Not Applicable or No Information	11	6.9%

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

	Count	Percentage
Strongly Agree	23	14.5%
Agree	94	59.1%
Disagree	26	16.4%
Strongly Disagree	13	8.2%
Not Applicable or No Information	3	1.9%

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

	Count	Percentage
Strongly Agree	25	15.7%
Agree	88	55.3%
Disagree	25	15.7%
Strongly Disagree	6	3.8%
Not Applicable or No Information	15	9.4%



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	21	13.2%
Agree	102	64.2%
Disagree	19	11.9%
Strongly Disagree	8	5.0%
Not Applicable or No Information	9	5.7%

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	20	12.6%
Agree	94	59.1%
Disagree	25	15.7%
Strongly Disagree	7	4.4%
Not Applicable or No Information	13	8.2%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	46	28.9%
Agree	86	54.1%
Disagree	18	11.3%
Strongly Disagree	8	5.0%
Not Applicable or No Information	1	0.6%

Clinton Public School District Student Survey

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

	Count	Percentage
Strongly Agree	52	32.7%
Agree	95	59.7%
Disagree	6	3.8%
Strongly Disagree	4	2.5%
Not Applicable or No Information	2	1.3%

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

	Count	Percentage
Strongly Agree	18	11.3%
Agree	86	54.1%
Disagree	32	20.1%
Strongly Disagree	21	13.2%
Not Applicable or No Information	2	1.3%

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

	Count	Percentage
Strongly Agree	16	10.1%
Agree	83	52.2%
Disagree	35	22.0%
Strongly Disagree	20	12.6%
Not Applicable or No Information	5	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	32	20.1%
Agree	93	58.5%
Disagree	20	12.6%
Strongly Disagree	3	1.9%
Not Applicable or No Information	11	6.9%

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

	Count	Percentage
Strongly Agree	63	39.6%
Agree	85	53.5%
Disagree	8	5.0%
Strongly Disagree	3	1.9%
Not Applicable or No Information	0	0.0%

Innovative technologies are incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	34	21.4%
Agree	87	54.7%
Disagree	24	15.1%
Strongly Disagree	4	2.5%
Not Applicable or No Information	10	6.3%

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

	Count	Percentage
Strongly Agree	54	34.0%
Agree	79	49.7%
Disagree	12	7.5%
Strongly Disagree	5	3.1%
Not Applicable or No Information	9	5.7%

If I have a problem or suggestion for the principal, he/she is available.

	Count	Percentage
Strongly Agree	20	12.6%
Agree	75	47.2%
Disagree	25	15.7%
Strongly Disagree	18	11.3%
Not Applicable or No Information	21	13.2%

School spirit is very high at our school.

	Count	Percentage
Strongly Agree	27	17.0%
Agree	59	37.1%
Disagree	43	27.0%
Strongly Disagree	26	16.4%
Not Applicable or No Information	4	2.5%



Clinton Public School District Student Survey

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

	Count	Percentage
Strongly Agree	35	22.0%
Agree	85	53.5%
Disagree	27	17.0%
Strongly Disagree	7	4.4%
Not Applicable or No Information	5	3.1%

Technology

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

	Count	Percentage
Strongly Agree	90	56.6%
Agree	66	41.5%
Disagree	1	0.6%
Strongly Disagree	1	0.6%
Not Applicable or No Information	1	0.6%

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

	Count	Percentage
Strongly Agree	85	53.5%
Agree	70	44.0%
Disagree	1	0.6%
Strongly Disagree	1	0.6%
Not Applicable or No Information	2	1.3%

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

	Count	Percentage
Strongly Agree	68	42.8%
Agree	79	49.7%
Disagree	8	5.0%
Strongly Disagree	3	1.9%
Not Applicable or No Information	1	0.6%

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

	Count	Percentage
Strongly Agree	68	42.8%
Agree	75	47.2%
Disagree	7	4.4%
Strongly Disagree	3	1.9%
Not Applicable or No Information	6	3.8%

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	34	21.4%
Agree	74	46.5%
Disagree	15	9.4%
Strongly Disagree	4	2.5%
Not Applicable or No Information	32	20.1%



Notes

[This section contains 16 horizontal grey bars for taking notes.]

CLINTON PUBLIC SCHOOL DISTRICT FACULTY/STAFF SURVEY

Introduction

Faculty and staff from across Clinton School District were asked to respond to questions about the schools in which they work. Two hundred five (205) faculty and staff members responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from faculty and staff members in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; and Professional Development*. A summary of open-ended question responses is included in each school's faculty/staff section.



Survey Results

Federal Programs

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

	Count	Percentage
Emphasis on cooperation between home and school	86	42.0%
Differentiated instruction	114	55.6%
Access to computers and individualized instruction	115	56.1%

Clinton Public School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	154	75.1%
Agree	51	24.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	133	64.9%
Agree	66	32.2%
Disagree	6	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	13	6.3%
Agree	93	45.4%
Disagree	85	41.5%
Strongly Disagree	14	6.8%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	78	38.0%
Agree	99	48.3%
Disagree	5	2.4%
Strongly Disagree	1	0.5%
Not Applicable or No Information	22	10.7%

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

	Count	Percentage
Strongly Agree	24	11.7%
Agree	87	42.4%
Disagree	47	22.9%
Strongly Disagree	7	3.4%
Not Applicable or No Information	40	19.5%

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

	Count	Percentage
Strongly Agree	52	25.4%
Agree	84	41.0%
Disagree	5	2.4%
Strongly Disagree	1	0.5%
Not Applicable or No Information	63	30.7%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Providing instructions to students with limited English proficiency to improve their language and academic skills.	36.1%	43.9%	4.9%	0.5%	14.6%
Developing and using classroom assessments.	62.4%	28.8%	0.0%	0.0%	8.8%
Closing the achievement gap between diverse groups of students.	49.3%	44.4%	0.0%	0.0%	6.3%
Successful classroom management.	55.1%	38.5%	0.5%	0.0%	5.9%
Teaching special needs students.	39.0%	41.5%	0.0%	0.0%	19.5%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	103	54.2%
Minor disruptions that steal instructional time	83	43.7%
Major classroom disruptions	4	2.1%

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	107	52.2%
Agree	83	40.5%
Disagree	4	2.0%
Strongly Disagree	2	1.0%
Not Applicable or No Information	9	4.4%



Clinton Public School District Faculty/Staff Survey

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	125	61.0%
Agree	62	30.2%
Disagree	5	2.4%
Strongly Disagree	2	1.0%
Not Applicable or No Information	11	5.4%

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	88	42.9%
Expedited evaluation services for students with limited English	65	31.7%
Expedited evaluation services for gifted and talented students	32	15.6%
Addition academic support	121	59.0%
Tutoring	100	48.8%
Enrichment educational services	55	26.8%
Counseling	156	76.1%
Mentors	75	36.6%
School supplies	119	58.0%
School uniforms	12	5.9%
Dental referrals	43	21.0%
Medical referrals	55	26.8%
Bullying assistance	39	19.0%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	137	66.8%
Agree	64	31.2%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.5%

Clinton Public School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	153	74.6%
Agree	49	23.9%
Disagree	0	0.0%
Strongly Disagree	1	0.5%
Not Applicable or No Information	2	1.0%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	150	73.2%
Agree	53	25.9%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

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

	Count	Percentage
Strongly Agree	124	60.5%
Agree	72	35.1%
Disagree	7	3.4%
Strongly Disagree	0	0.0%
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
Mathematics	71.2%	26.8%	1.0%	0.0%	1.0%
Physical Education	47.8%	36.1%	11.7%	1.5%	2.9%
Foreign Languages	42.4%	32.2%	3.4%	0.5%	21.5%
Career and Technical Education	53.7%	27.8%	1.0%	1.0%	16.6%
Science	55.1%	41.5%	1.5%	0.0%	2.0%
Health Education	34.6%	38.0%	10.2%	2.0%	15.1%
Social Studies	45.9%	40.5%	8.3%	1.0%	4.4%
English/Language Arts (reading, writing, speaking, listening)	58.5%	37.1%	2.4%	0.5%	1.5%
Fine Arts (music, visual arts, dance, drama)	62.9%	32.7%	2.0%	0.5%	2.0%



Clinton Public School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	130	63.4%
Agree	72	35.1%
Disagree	2	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.

	Count	Percentage
Strongly agree	117	57.1%
Agree	82	40.0%
Disagree	6	2.9%
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	129	62.9%
Agree	56	27.3%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	9.3%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	141	68.8%
Agree	38	18.5%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	25	12.2%

Clinton Public School District Faculty/Staff Survey

Students spend sufficient effort (in and out of class) to learn what we teach.

	Count	Percentage
Strongly agree	53	25.9%
Agree	91	44.4%
Disagree	41	20.0%
Strongly Disagree	7	3.4%
Not Applicable or No Information	13	6.3%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	80	39.0%
Utilize technology such as class websites, blogs, and videos	153	74.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	103	50.2%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	153	74.6%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	147	71.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	109	53.2%
Use bilingual handouts and cues	26	12.7%
Use visual displays, portable white boards, and posters when giving instructions	131	63.9%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	75	36.6%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	141	68.8%
Agree	62	30.2%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%



Clinton Public School District Faculty/Staff Survey

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	58	28.3%
Agree	112	54.6%
Disagree	31	15.1%
Strongly Disagree	2	1.0%
Not Applicable or No Information	2	1.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	101	49.3%
Agree	98	47.8%
Disagree	4	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	81	39.5%
Agree	108	52.7%
Disagree	10	4.9%
Strongly Disagree	1	0.5%
Not Applicable or No Information	5	2.4%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	63	30.7%
Agree	114	55.6%
Disagree	22	10.7%
Strongly Disagree	1	0.5%
Not Applicable or No Information	5	2.4%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	117	57.1%
Agree	86	42.0%
Disagree	2	1.0%
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	101	49.3%
Agree	95	46.3%
Disagree	6	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.5%

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	133	64.9%
Agree	64	31.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	3.9%

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	116	56.6%
Agree	80	39.0%
Disagree	2	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	3.4%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	137	66.8%
Agree	66	32.2%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	0.5%

Clinton Public School District Faculty/Staff Survey

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	143	69.8%
Agree	60	29.3%
Disagree	2	1.0%
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	123	60.0%
Agree	70	34.1%
Disagree	10	4.9%
Strongly Disagree	2	1.0%
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	121	59.0%
Agree	73	35.6%
Disagree	8	3.9%
Strongly Disagree	2	1.0%
Not Applicable or No Information	1	0.5%

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

	Count	Percentage
Strongly Agree	132	64.4%
Agree	65	31.7%
Disagree	3	1.5%
Strongly Disagree	1	0.5%
Not Applicable or No Information	4	2.0%

Clinton Public School District Faculty/Staff Survey

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	153	74.6%
Agree	49	23.9%
Disagree	1	0.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.0%

Teachers here have a sense of common mission.

	Count	Percentage
Strongly agree	136	66.3%
Agree	67	32.7%
Disagree	2	1.0%
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	124	60.5%
Agree	66	32.2%
Disagree	6	2.9%
Strongly Disagree	2	1.0%
Not Applicable or No Information	7	3.4%

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

	Count	Percentage
Strongly Agree	85	41.5%
Agree	95	46.3%
Disagree	13	6.3%
Strongly Disagree	4	2.0%
Not Applicable or No Information	8	3.9%

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

	Count	Percentage
Strongly Agree	125	61.0%
Agree	66	32.2%
Disagree	12	5.9%
Strongly Disagree	1	0.5%
Not Applicable or No Information	1	0.5%

Clinton Public School District Faculty/Staff Survey

I am satisfied with being a teacher in the Clinton Public School District.

	Count	Percentage
Strongly agree	130	63.4%
Agree	58	28.3%
Disagree	2	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	15	7.3%

The principal is viewed as the instructional leader of this school.

	Count	Percentage
Strongly Agree	114	55.9%
Agree	73	35.8%
Disagree	15	7.4%
Strongly Disagree	2	1.0%
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	127	62.9%
Agree	46	22.8%
Disagree	4	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	25	12.4%

Technology

I am comfortable with classroom management as related to the 1:1 program.

	Count	Percentage
Strongly Agree	118	57.6%
Agree	73	35.6%
Disagree	1	0.5%
Strongly Disagree	1	0.5%
Not Applicable or No Information	12	5.9%

Clinton Public School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	114	55.6%
Agree	69	33.7%
Disagree	11	5.4%
Strongly Disagree	1	0.5%
Not Applicable or No Information	10	4.9%

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

	Count	Percentage
Strongly Agree	127	62.0%
Agree	59	28.8%
Disagree	4	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	15	7.3%

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

	Count	Percentage
Strongly Agree	95	46.3%
Agree	83	40.5%
Disagree	17	8.3%
Strongly Disagree	1	0.5%
Not Applicable or No Information	9	4.4%

Professional Development

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.

	Count	Percentage
Strongly Agree	89	43.4%
Agree	93	45.4%
Disagree	13	6.3%
Strongly Disagree	1	0.5%
Not Applicable or No Information	9	4.4%

Clinton Public School District Faculty/Staff Survey

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	91	44.4%
Agree	90	43.9%
Disagree	15	7.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	4.4%

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

	Count	Percentage
Strongly Agree	67	32.7%
Agree	103	50.2%
Disagree	16	7.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	9.3%

CLINTON PUBLIC SCHOOL DISTRICT COMMUNITY SURVEY

Introduction

Community members from across Clinton Public School District were asked to respond to questions about the district and its schools. Ten (10) community members responded to the survey.



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

Survey Results

Federal Programs

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

	Count	Percentage
Emphasis on cooperation between home and school	8	80.0%
Differentiated instruction	1	10.0%
Access to computers and individualized instruction	5	50.0%

Clinton Public School District Community Survey

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

	Count	Percentage
Strongly Agree	7	70.0%
Agree	3	30.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	7	70.0%
Agree	3	30.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	1	10.0%
Agree	3	30.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	50.0%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	5	50.0%
Agree	4	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

Clinton Public School District Community Survey

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

	Count	Percentage
Strongly Agree	6	60.0%
Agree	4	40.0%
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	7	70.0%
Agree	3	30.0%
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
Science	30.0%	70.0%	0.0%	0.0%	0.0%
Health Education	10.0%	70.0%	0.0%	0.0%	20.0%
Mathematics	30.0%	70.0%	0.0%	0.0%	0.0%
Physical Education	10.0%	80.0%	0.0%	0.0%	10.0%
Foreign Languages	40.0%	40.0%	0.0%	0.0%	20.0%
Career and Technical Education	50.0%	40.0%	0.0%	0.0%	10.0%
Social Studies	30.0%	60.0%	0.0%	0.0%	10.0%
English/Language Arts (reading, writing, speaking, listening)	30.0%	70.0%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	50.0%	50.0%	0.0%	0.0%	0.0%

Students are receiving adequate instruction in the basic skills.

	Count	Percentage
Strongly Agree	5	50.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton Public School District Community Survey

Citizenship is effectively taught in our schools.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	3	30.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	4	40.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
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	30.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	4	40.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Clinton Public School District Community Survey

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

	Count	Percentage
Strongly Agree	2	20.0%
Agree	8	80.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	30.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School board members represent our community well and are attentive to community input.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

School officials welcome visits from members of the community.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	3	30.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	40.0%

Our schools have a positive impact on the community's property values.

	Count	Percentage
Strongly Agree	5	50.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Clinton Public School District Community Survey

The quality of our schools helps the area attract and retain business.

	Count	Percentage
Strongly Agree	5	50.0%
Agree	4	40.0%
Disagree	1	10.0%
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	6	60.0%
Agree	4	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	1	10.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

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	10.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	30.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	6	60.0%
Agree	4	40.0%
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	6	60.0%
Agree	4	40.0%
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	6	60.0%
Agree	4	40.0%
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	5	50.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton Public School District Community Survey

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

	Count	Percentage
Strongly Agree	8	80.0%
Agree	2	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	50.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	50.0%
Agree	3	30.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	2	20.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

General Opinion

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

Community members from Clinton Public School District feel that the school does a good job in caring for student needs, promoting academic growth, and holding students and teachers to a high standard of achievement. One community member said, “Our school district consistently scores well in relation to other school districts. It is very aligned with the community, and is highly regarded by our community and others. Students are very well prepared for college and university, as well as vocational work.” Another respondent said, “Maintain high expectations of students, encourage and hire excellent teachers.” Respondents expressed concerns about sustainable resources and discipline. They would like a stronger emphasis to be placed on teaching and using recyclable resources in the schools. Another community member stated, “We need to be more “green” focused- don't use one use materials in cafeterias, practice recycling, consider more environmentally friendly power sources, continue and ramp up environmental education for students, etc. We should focus more on all the arts, not just Attache. We need to focus teacher training more on developing creative thinking with all students.”

No other investment yields as great a return as the investment in education. An educated workforce is the foundation of every community and the future of every economy.

Brad Henry

Notes

[This section contains 16 horizontal grey bars for taking notes.]

CLINTON PUBLIC SCHOOL DISTRICT ADMINISTRATOR SURVEY

Introduction

Administrators from across Clinton Public School District were asked to respond to questions about the district and its schools. Sixteen (16) community members responded to the survey.



The following tables detail responses to the Comprehensive Needs Assessment Survey from community members in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; and Professional Development.*

Survey Results

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	37.5%
Differentiated instruction	7	43.8%
Access to computers and individualized instruction	8	50.0%

Clinton Public School District Administrator Survey

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

	Count	Percentage
Strongly Agree	11	68.8%
Agree	3	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	12.5%

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

	Count	Percentage
Strongly Agree	6	37.5%
Agree	9	56.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	1	6.2%
Agree	7	43.8%
Disagree	4	25.0%
Strongly Disagree	1	6.2%
Not Applicable or No Information	3	18.8%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	8	50.0%
Agree	6	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	12.5%

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

	Count	Percentage
Strongly Agree	3	18.8%
Agree	6	37.5%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	37.5%

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

	Count	Percentage
Strongly Agree	4	25.0%
Agree	5	31.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	43.8%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	10	62.5%
Agree	4	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	12.5%

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

	Count	Percentage
Strongly Agree	11	68.8%
Agree	5	31.2%
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	8	50.0%
Agree	7	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

Clinton Public School District Administrator Survey

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%	43.8%	0.0%	0.0%	18.8%
Science	25.0%	56.2%	0.0%	0.0%	18.8%
Health Education	18.8%	56.2%	0.0%	0.0%	25.0%
Mathematics	37.5%	43.8%	0.0%	0.0%	18.8%
Physical Education	25.0%	50.0%	0.0%	0.0%	25.0%
Foreign Languages	25.0%	56.2%	0.0%	0.0%	18.8%
Social Studies	25.0%	56.2%	0.0%	0.0%	18.8%
English/Language Arts (reading, writing, speaking, listening)	25.0%	50.0%	0.0%	0.0%	25.0%
Fine Arts (music, visual arts, dance, drama)	31.2%	43.8%	0.0%	0.0%	25.0%

Students are receiving adequate instruction in the basic skills.

	Count	Percentage
Strongly Agree	8	50.0%
Agree	4	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	25.0%

Citizenship is effectively taught in our schools.

	Count	Percentage
Strongly Agree	3	18.8%
Agree	7	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	37.5%

Digital citizenship is effectively taught and monitored at my school.

	Count	Percentage
Strongly Agree	2	12.5%
Agree	8	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	37.5%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	3	18.8%
Agree	10	62.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	18.8%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	4	25.0%
Agree	10	62.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	12.5%

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

	Count	Percentage
Strongly Agree	3	18.8%
Agree	11	68.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	12.5%

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

	Count	Percentage
Strongly Agree	6	37.5%
Agree	10	62.5%
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	31.2%
Agree	7	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	25.0%

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	6	37.5%
Agree	6	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	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	6	37.5%
Agree	6	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	25.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	8	50.0%
Agree	8	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	11	68.8%
Agree	5	31.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Clinton Public School District Administrator Survey

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

	Count	Percentage
Strongly Agree	8	50.0%
Agree	8	50.0%
Disagree	0	0.0%
Strongly Disagree	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	43.8%
Agree	8	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

Professional Development

Rank your top ten choices for professional development for your faculty.

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



Notes

[This section contains 16 horizontal grey bars for taking notes.]

CLINTON PARK ELEMENTARY SCHOOL

Introduction

Clinton Park Elementary School is located at 501 Arrow Drive in Clinton, Mississippi. In 2022-2023 it served seven hundred twelve (712) students, prekindergarten through first grade (PK-1). CPES is dedicated to ensuring each child reaches their next level guided by a collaborative and supportive network of teachers, paraprofessionals, parents, and community members. Students at the school are encouraged to develop a love of reading from an early age, and many of the school's programs and activities are designed to promote literacy skills. Teachers work closely with students to help them build their reading skills, and the school provides a wide range of reading materials to suit every interest and reading level.

The school website states, "We want our students to develop a lifelong love for reading at Clinton Park!" Faculty at Clinton Park Elementary School work hard to develop a strong foundation in reading skills. Each month, the school sends home a "Building Readers" newsletter. This newsletter provides parents and caregivers with tips and tools to help their student become a better reader. With a focus on reading and a commitment to providing high-quality education, the school is sure to help its students succeed both academically and personally.



Enrollment

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

CLINTON PARK ELEMENTARY SCHOOL ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	746	785	739	725	712
PK	*	*	45	46	46
K	367	359	362	320	342
GR_1	350	380	332	359	324

Figure 68: Clinton Park Elementary School Enrollment

CLINTON PARK ELEMENTARY SCHOOL CHANGES IN ENROLLMENT				
	2019	2023	CHANGE	
ALL	746	712	-34	↓ -4.6%
PK	*	46	*	*
K	367	342	-25	↓ -6.8%
GR_1	350	324	-26	↓ -7.4%

Figure 69: Clinton Park Elementary School Change in Enrollment

CLINTON PARK ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2019	2020	2021	2022	2023
ALL	ALL	746	785	739	725	712
GENDER	FEMALE	384	337	328	342	341
	MALE	362	448	411	383	371
RACE	ASIAN	56	66	38	38	35
	BLACK OR AFRICAN AMERICAN	383	380	371	364	391
	HISPANIC OR LATINO	*	18	*	30	*
	TWO OR MORE RACES	17	40	46	*	35
	WHITE	277	277	265	262	225

Figure 70: Clinton Park Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

CLINTON PARK ELEMENTARY SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	715.4	693.3	721.0	657.5	639.7
K	333.1	352.1	348.5	341.2	305.2
GR_1	382.3	341.2	372.4	316.3	334.5

Figure 71: Clinton Park Elementary School Average Daily Attendance

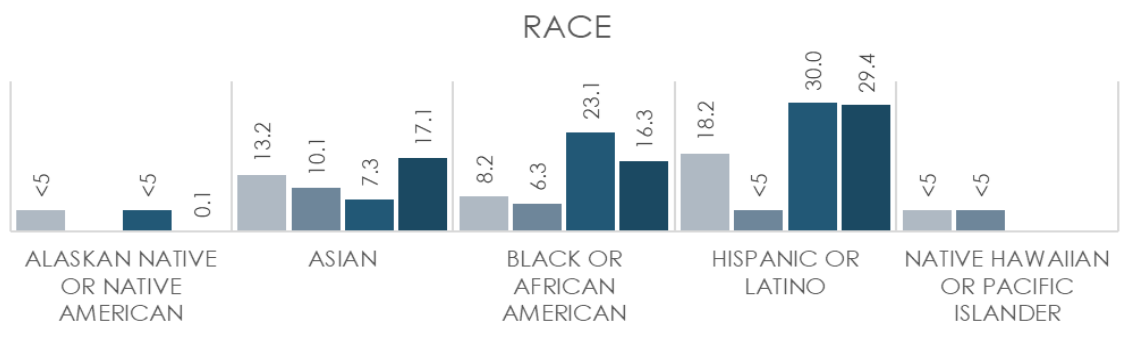
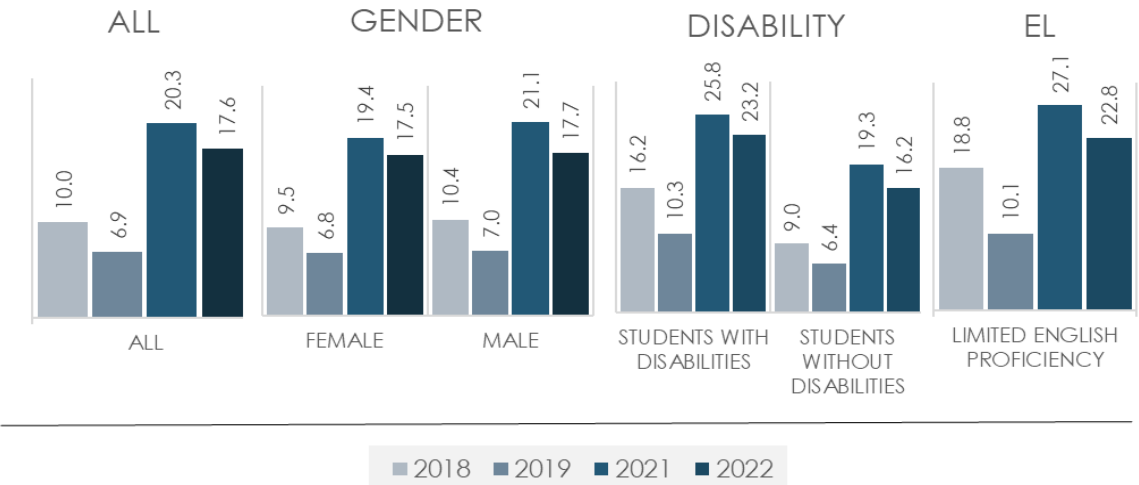
Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

CLINTON PARK ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	96.3%	96.7%	97.5%	94.8%	94.3%
K	95.7%	95.9%	97.1%	94.2%	95.4%
GR_1	96.8%	97.5%	98.0%	95.3%	93.2%

Figure 72: Clinton Park Elementary School ADA as Percentage of Enrollment

Chronic Absence

CLINTON PARK ELEMENTARY SCHOOL % CHRONIC ABSENCE



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 73: Clinton Park Elementary School Chronic Absence by Demographic Group



Accountability

Accountability Measures

CLINTON PARK ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	A	A	A
POINTS	618		577
ELA/READING			
% PROFICIENT	75.7	63.8	71
STATE	41.8	35	41.9
% GROWTH	90.8		82.1
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	79		61.9
STATE	56.2		56.6
MATH			
% PROFICIENT	78.9	63.3	81.5
STATE	47	36	46.8
% GROWTH	109.1		106
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	93.2		91.4
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 74: Clinton Park Elementary School Accountability: ELA and Math



Proficiency by Demographic Group

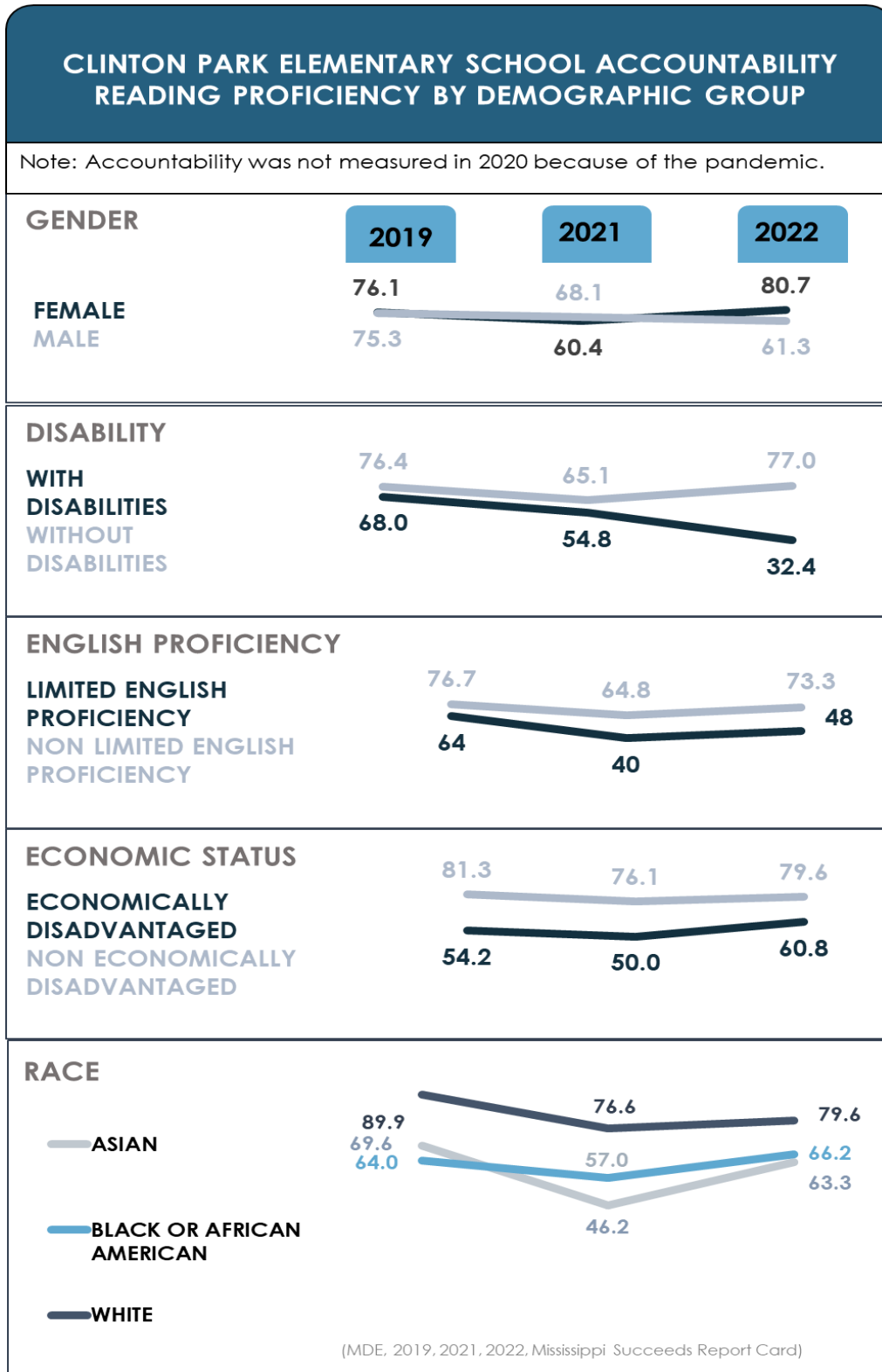


Figure 75: Clinton Park Elementary School Reading Proficiency by Demographic Group

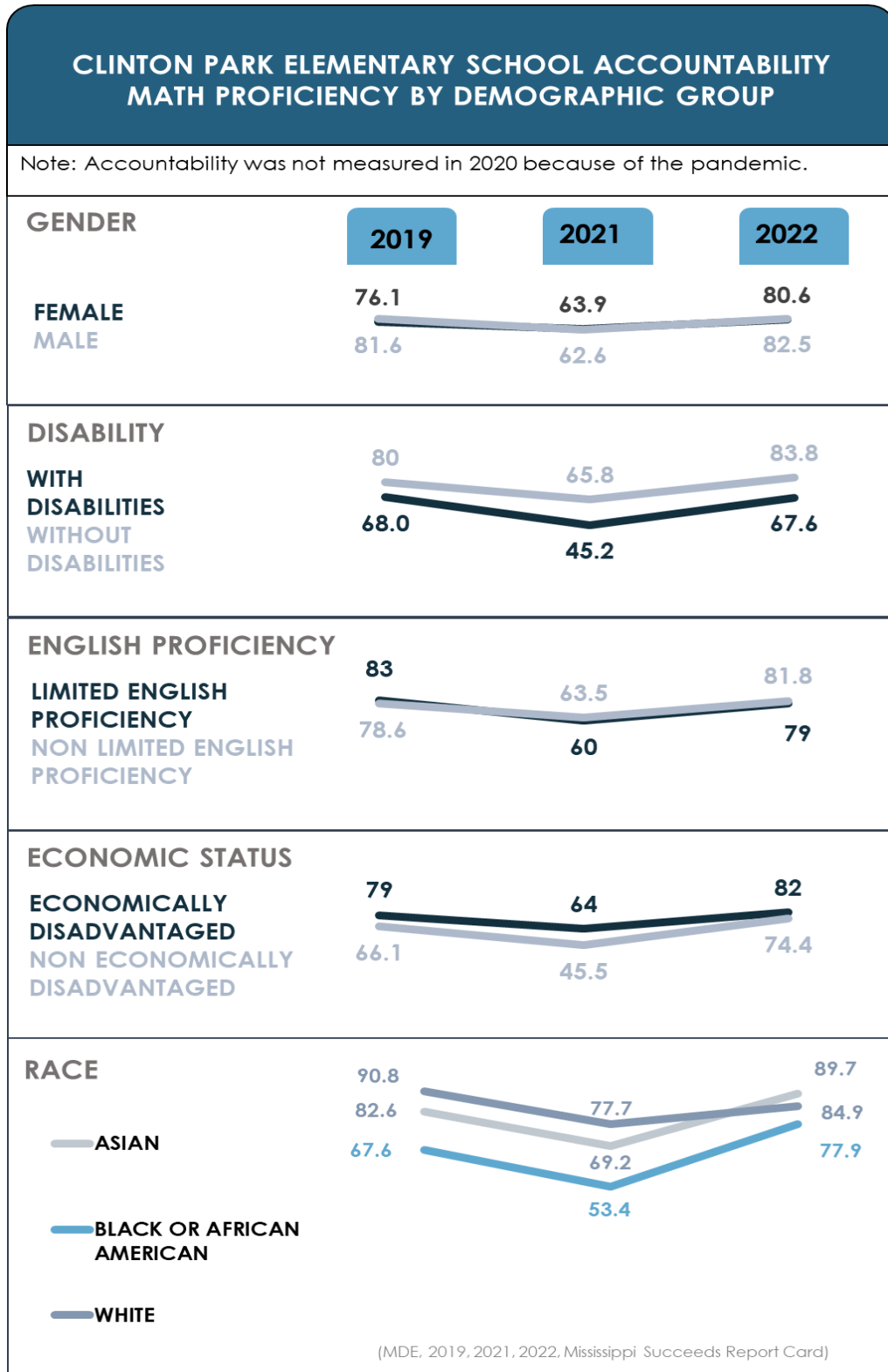


Figure 76: Clinton Park Elementary School Math Proficiency by Demographic Group



Assessment

Kindergarten Readiness

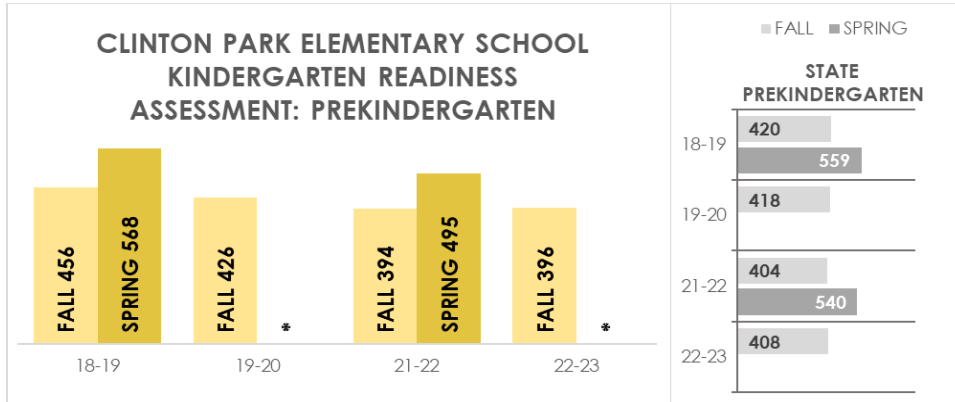


Figure 77: Clinton Park Elementary School Kindergarten Readiness Assessment: Prekindergarten

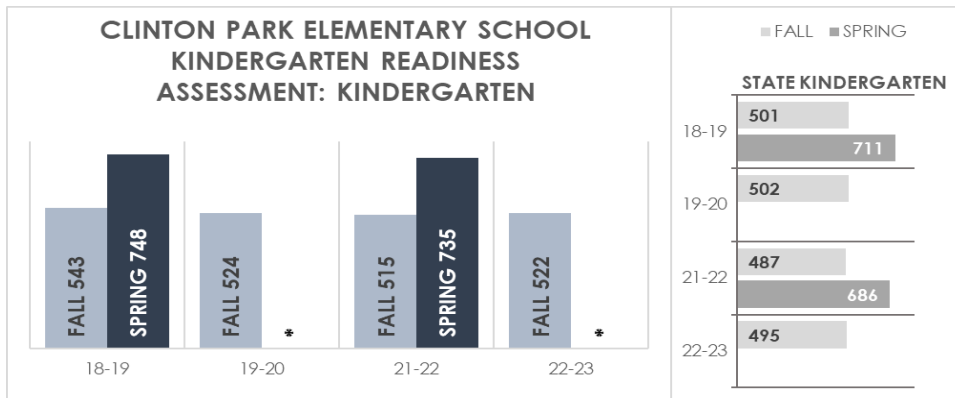


Figure 78: Clinton Park Elementary School Kindergarten Readiness Assessment: Kindergarten

Personnel

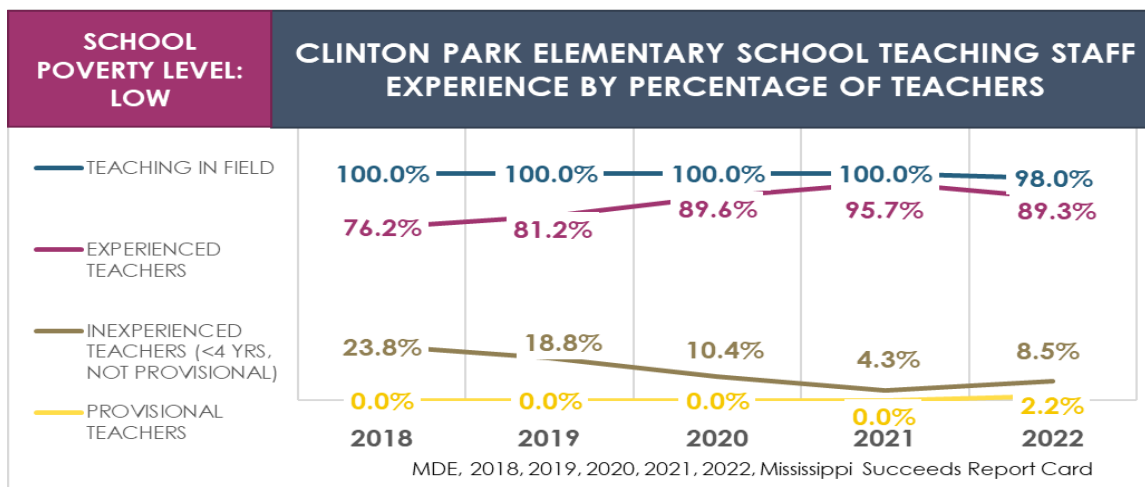


Figure 79: Clinton Park Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

CLINTON PARK ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5			<10	<5	<5	<5	<10	<5		
GENDER	FEMALE					<5		<5	<5				
	MALE					<5		<5	<5				
RACE	ASIAN												
	BLACK OR AFRICAN AMERICAN					<5		<5	<5				
	HISPANIC OR LATINO												
	TWO OR MORE RACES								<5				
	WHITE					<5		<5	<5				
DISABILITY	STUDENTS WITH DISABILITIES					<5			<5				
	STUDENTS WITHOUT LIMITED ENGLISH PROFICIENCY					<5		<5	<5				
EL	NON LIMITED ENGLISH PROFICIENCY					<5			<5				
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	20	<10		<10	<10			<5	<10			<5
GENDER	FEMALE					<5			<5	<5			<5
	MALE	<10			<10	<5			<5	<5			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN	<10			<10	<5			<5	<5			<5
	HISPANIC OR LATINO								<5				<5
	TWO OR MORE RACES								<5				<5
	WHITE	<10			<10	<5			<5	<5			<5
DISABILITY	STUDENTS WITH				<10	<5			<5	<5			<5
	STUDENTS WITHOUT LIMITED ENGLISH PROFICIENCY	<10			<10	<5			<5	<5			<5
EL	NON LIMITED ENGLISH PROFICIENCY	<10			<10	<5			<5	<5			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 80: Clinton Park Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Clinton Park Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology;* and *Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Ten (10) faculty and staff members and forty-four (44) parents responded to the survey.

Clinton Park Elementary School Faculty/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	3	30.0%
Differentiated instruction	10	100.0%
Access to computers and individualized instruction	3	30.0%

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

	Count	Percentage
Strongly Agree	9	90.0%
Agree	1	10.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	80.0%
Agree	2	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	1	10.0%
Agree	6	60.0%
Disagree	2	20.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	5	50.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	40.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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	50.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	2	22.2%
Minor disruptions that steal instructional time	6	66.7%
Major classroom disruptions	1	11.1%



Clinton Park Elementary School

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	70.0%	30.0%	0.0%	0.0%	0.0%
Successful classroom management.	80.0%	20.0%	0.0%	0.0%	0.0%
Teaching special needs students.	60.0%	20.0%	0.0%	0.0%	20.0%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	60.0%	40.0%	0.0%	0.0%	0.0%
Developing and using classroom assessments.	60.0%	30.0%	0.0%	0.0%	10.0%

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	8	80.0%
Agree	2	20.0%
Disagree	0	0.0%
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	10	100.0%
Agree	0	0.0%
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	4	40.0%
Expedited evaluation services for students with limited English	3	30.0%
Expedited evaluation services for gifted and talented students	2	20.0%
Addition academic support	7	70.0%
Tutoring	3	30.0%
Enrichment educational services	4	40.0%
Counseling	7	70.0%
Mentors	3	30.0%
School supplies	7	70.0%
School uniforms	0	0.0%
Dental referrals	3	30.0%
Medical referrals	4	40.0%
Bullying assistance	1	10.0%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	9	90.0%
Agree	1	10.0%
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	9	90.0%
Agree	1	10.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton Park Elementary School

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	9	90.0%
Agree	1	10.0%
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 requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	8	80.0%
Agree	2	20.0%
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
Social Studies	60.0%	30.0%	0.0%	0.0%	10.0%
English/Language Arts (reading, writing, speaking, listening)	90.0%	10.0%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	90.0%	10.0%	0.0%	0.0%	0.0%
Career and Technical Education	50.0%	20.0%	0.0%	0.0%	30.0%
Science	80.0%	10.0%	0.0%	0.0%	10.0%
Health Education	40.0%	20.0%	0.0%	0.0%	40.0%
Mathematics	90.0%	10.0%	0.0%	0.0%	0.0%
Physical Education	50.0%	40.0%	10.0%	0.0%	0.0%
Foreign Languages	50.0%	20.0%	0.0%	0.0%	30.0%

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

	Count	Percentage
Strongly Agree	9	90.0%
Agree	1	10.0%
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	8	80.0%
Agree	2	20.0%
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	9	90.0%
Agree	1	10.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	7	70.0%
Agree	1	10.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%



Clinton Park Elementary School

Students spend sufficient effort (in and out of class) to learn what we teach.

	Count	Percentage
Strongly agree	4	40.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	6	60.0%
Utilize technology such as class websites, blogs, and videos	9	90.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	2	20.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	8	80.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	7	70.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	5	50.0%
Use bilingual handouts and cues	6	60.0%
Use visual displays, portable white boards, and posters when giving instructions	6	60.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	8	80.0%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	8	80.0%
Agree	2	20.0%
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	3	30.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	8	80.0%
Agree	2	20.0%
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	4	40.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	30.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	80.0%
Agree	2	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton Park Elementary School

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

	Count	Percentage
Strongly Agree	5	50.0%
Agree	5	50.0%
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	9	90.0%
Agree	1	10.0%
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	9	90.0%
Agree	1	10.0%
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	9	90.0%
Agree	1	10.0%
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	9	90.0%
Agree	1	10.0%
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	8	80.0%
Agree	2	20.0%
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	8	80.0%
Agree	2	20.0%
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	9	90.0%
Agree	1	10.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton Park Elementary School

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	9	90.0%
Agree	1	10.0%
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	9	90.0%
Agree	1	10.0%
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	7	70.0%
Agree	2	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	6	60.0%
Agree	4	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	90.0%
Agree	1	10.0%
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	9	90.0%
Agree	1	10.0%
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	8	80.0%
Agree	2	20.0%
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	8	80.0%
Agree	1	10.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

Technology

I am comfortable with classroom management as related to the 1:1 program.

	Count	Percentage
Strongly Agree	8	80.0%
Agree	2	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton Park Elementary School

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

	Count	Percentage
Strongly Agree	9	90.0%
Agree	1	10.0%
Disagree	0	0.0%
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	8	80.0%
Agree	2	20.0%
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	7	70.0%
Agree	3	30.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Professional Development

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	70.0%
Agree	3	30.0%
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
Writing strategies	#1
Data-based Decision Making	#2
Soft Skills/Emotional Intelligence	#3
Social Emotional Learning	#4
Response to Intervention (RTI/MTSS)	#5
Differentiated Instruction	#6
Successful inclusion strategies	#7
Reading for at risk students	#8
Classroom Management	#9
Interpreting and analyzing student data	#10
Conflict resolution	#11
Developing quality assessments	#12
Sensitivity Training	#13
Depth of Knowledge	#14
Culture sensitivity	#15
Using technology to enhance instruction	#16
English Learners (ELs)	#17
Teaching and understanding the needs of homeless students	#18
Teaching and understanding students in poverty	#19
Mississippi College and Career Readiness Standards	#20

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

	Count	Percentage
Strongly Agree	8	80.0%
Agree	2	20.0%
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	6	60.0%
Agree	4	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



General Opinion

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

Faculty and staff members from Clinton Park Elementary School feel that the school does a good job in supporting teachers, bridging the learning gap, and implementing tier interventions. One faculty member said, “The tier process at the school level is effectively meeting the needs of the students or showing the students who needs are for individual educational plans.” Respondents expressed concerns about class sizes and special education resources. They would like to utilize more speech pathologists and other interventions to help lay a strong foundation for students struggling in the early years of education. Another faculty member stated, “We really need smaller classroom sizes to meet everyone's needs. The old story of trees that grew far apart were strong, tall and had deep routes versus trees that grew close together were skinny and had shallow roots really applies to how we set up our classroom sizes. We also have a heavy case load of sped (including speech students) because this is the first steppingstones into an educational setting. We could really use another sped teacher and/or speech pathologist.”

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	22	50.0%
Differentiated instruction	15	34.1%
Access to computers and individualized instruction	25	56.8%

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

	Count	Percentage
Strongly Agree	25	56.8%
Agree	19	43.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	24	54.5%
Agree	17	38.6%
Disagree	2	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	6	13.6%
Agree	28	63.6%
Disagree	6	13.6%
Strongly Disagree	1	2.3%
Not Applicable or No Information	3	6.8%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	13	29.5%
Agree	17	38.6%
Disagree	0	0.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	13	29.5%

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

	Count	Percentage
Strongly Agree	6	13.6%
Agree	10	22.7%
Disagree	6	13.6%
Strongly Disagree	3	6.8%
Not Applicable or No Information	19	43.2%



Clinton Park Elementary School

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	17	38.6%
Supporting college and career counseling	20	45.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	34	77.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	16	36.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	15	34.1%

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	21	47.7%
Providing school-based mental health services and counseling	30	68.2%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	12	27.3%
Establishing or improving dropout prevention	11	25.0%
Supporting re-entry programs and transition services for Justice-involved youth	11	25.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	20	45.5%
Implementing systems and practices to prevent bullying and harassment	24	54.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	23	52.3%
Establishing community partnerships	15	34.1%

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	25	56.8%
Building technological capacity and infrastructure	16	36.4%
Carrying out innovative blended learning projects	20	45.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	20	45.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	21	47.7%

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	22	50.0%
Safety in the schools	22	50.0%
Curriculum and learning goals	28	63.6%
Available technology and how it's used in the classroom	28	63.6%
How to contact my child's teacher	6	13.6%
Homework	10	22.7%

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	29	65.9%
Help my child with homework	14	31.8%
How to motivate my child	15	34.1%
How to promote family reading	12	27.3%
How to set goals for my child	18	40.9%
Manage time	16	36.4%
Prepare my child for testing	18	40.9%
Understand my child's learning styles	29	65.9%



Clinton Park Elementary School

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

	Count	Percentage
Abuse Prevention	5	11.4%
Computer Classes	13	29.5%
Conflict Resolution	13	29.5%
Discipline	15	34.1%
Drug/Alcohol Awareness	10	22.7%
English as a Second Language	6	13.6%
Health Classes	16	36.4%
Literacy Classes	15	34.1%
Math Classes	7	15.9%
Parent-to-School Relationships	27	61.4%
Parent/Child Communication	23	52.3%
Preparing for College	17	38.6%
Parenting Workshops	11	25.0%
Social Media Classes	16	36.4%
Stress/Anger/Management	21	47.7%
Understanding College- and Career-Ready Standards	14	31.8%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	14	31.8%
Agree	24	54.5%
Disagree	5	11.4%
Strongly Disagree	1	2.3%
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	25	56.8%
Agree	17	38.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.5%

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

	Count	Percentage
Strongly Agree	26	59.1%
Agree	18	40.9%
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	23	52.3%
Agree	19	43.2%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

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

	Count	Percentage
Strongly Agree	12	27.3%
Agree	14	31.8%
Disagree	3	6.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	15	34.1%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Fine Arts (music, visual arts, dance, drama)	34.1%	50.0%	6.8%	2.3%	6.8%
Social Studies	22.7%	45.5%	6.8%	0.0%	25.0%
English/Language Arts (reading, writing, speaking, listening)	40.9%	50.0%	6.8%	0.0%	2.3%
Foreign Languages	9.1%	22.7%	6.8%	0.0%	61.4%
Career and Technical Education	15.9%	18.2%	2.3%	0.0%	63.6%
Science	29.5%	43.2%	6.8%	0.0%	20.5%
Health Education	15.9%	50.0%	6.8%	0.0%	27.3%
Mathematics	43.2%	54.5%	2.3%	0.0%	0.0%
Physical Education	27.3%	59.1%	6.8%	2.3%	4.5%



Clinton Park Elementary School

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	22.7%
Agree	21	47.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	29.5%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	22	50.0%
Agree	21	47.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	22	50.0%
Agree	21	47.7%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	22	50.0%
Agree	22	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	13	29.5%
Agree	23	52.3%
Disagree	6	13.6%
Strongly Disagree	1	2.3%
Not Applicable or No Information	1	2.3%

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

	Count	Percentage
Strongly Agree	20	45.5%
Agree	21	47.7%
Disagree	2	4.5%
Strongly Disagree	1	2.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	23	52.3%
Agree	19	43.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.5%

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

	Count	Percentage
Strongly agree	21	47.7%
Agree	19	43.2%
Disagree	2	4.5%
Strongly Disagree	1	2.3%
Not Applicable or No Information	1	2.3%

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

	Count	Percentage
Strongly agree	13	29.5%
Agree	18	40.9%
Disagree	7	15.9%
Strongly Disagree	1	2.3%
Not Applicable or No Information	5	11.4%



Clinton Park Elementary School

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly agree	20	45.5%
Agree	21	47.7%
Disagree	2	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

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

	Count	Percentage
Strongly agree	19	43.2%
Agree	21	47.7%
Disagree	3	6.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%

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

	Count	Percentage
Strongly agree	16	36.4%
Agree	15	34.1%
Disagree	2	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	25.0%

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	20	45.5%
Agree	18	40.9%
Disagree	0	0.0%
Strongly Disagree	1	2.3%
Not Applicable or No Information	5	11.4%

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	19	43.2%
Agree	20	45.5%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	9.1%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	20	45.5%
Agree	24	54.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	20	45.5%
Agree	19	43.2%
Disagree	3	6.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	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	18	40.9%
Agree	23	52.3%
Disagree	2	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.3%



Clinton Park Elementary School

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

	Count	Percentage
Strongly Agree	17	38.6%
Agree	23	52.3%
Disagree	4	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	26	59.1%
Agree	18	40.9%
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	24	54.5%
Agree	18	40.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.5%

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

	Count	Percentage
Strongly Agree	25	56.8%
Agree	16	36.4%
Disagree	3	6.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly agree	15	34.1%
Agree	19	43.2%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	20.5%

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

	Count	Percentage
Strongly Agree	21	47.7%
Agree	19	43.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	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	8	50.0%
No	8	50.0%

Technology

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

	Count	Percentage
Strongly Agree	14	31.8%
Agree	16	36.4%
Disagree	5	11.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	20.5%

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

	Count	Percentage
Strongly Agree	4	9.1%
Agree	5	11.4%
Disagree	5	11.4%
Strongly Disagree	3	6.8%
Not Applicable or No Information	27	61.4%



Clinton Park Elementary School

My child has Internet access when away from school.

	Count	Percentage
Strongly Agree	27	61.4%
Agree	15	34.1%
Disagree	2	4.5%
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	25	56.8%
Agree	11	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	18.2%

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

	Count	Percentage
Strongly Agree	9	20.5%
Agree	15	34.1%
Disagree	1	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	43.2%



General Opinion

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

Parents from Clinton Park School feel that the school does a good job in family involvement, caring for teachers, and providing activities for students. One parent said, “I believe that our teachers and staff are well cared for and in turn they care for their students and the success of their students. This is our first full year in Clinton and I’ve had both my children’s teachers reach out to share something about my children that was not needed but knew it would be something fun and happy to share. It makes sending my children to school each day a bit easier knowing they are loved and cared for by the people that teach them all day.” Respondents expressed concerns about digital safety and physical education. They would also like to see a stronger emphasis placed on incentives for gifted and talented students. Another parent stated, “I would love to see more about the physical education that is happening in school. Give students and families challenges to work out or wear red for heart health, create a running schedule to help students build up to running a mile for the fun run activity.”



Notes

[This section contains 16 horizontal grey bars for writing notes.]

NORTHSIDE ELEMENTARY SCHOOL

Introduction

Northside Elementary School is located at 451 Arrow Drive in Clinton, Mississippi. In 2022-2023 it served seven hundred twenty-eight (728) students, second through third grade (2-3). The faculty and staff at NES strive to work together to continue a never-ending quest for excellence.

The principal's welcome message states, "The students who attend Northside are blessed to spend their days with a faculty that always puts children first. We strive to meet the educational and emotional needs of each student by ensuring engaging instruction and opportunities to be challenged."

In order to equip parents to assist their child with learning at home, Northside Elementary offers a portal for students to access Accelerated Reading material on the school website.



Enrollment

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

NORTHSIDE ELEMENTARY SCHOOL ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	809	782	733	723	728
ELEM_SPED	*	*	*	*	*
GR_2	*	*	*	*	369
GR_3	404	410	367	372	*

Figure 81: Northside Elementary School Enrollment


NORTHSIDE ELEMENTARY SCHOOL CHANGES IN ENROLLMENT				
	2019	2023	CHANGE	
ALL	809	728	-81	 -10.0%
ELEM_SPED	*	*	*	*
GR_2	*	369	*	*
GR_3	404	*	*	*

Figure 82: Northside Elementary School Change in Enrollment

NORTHSIDE ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2019	2020	2021	2022	2023
ALL	ALL	809	782	733	723	728
GENDER	FEMALE	383	397	368	340	339
	MALE	426	385	365	383	389
RACE	ASIAN	53	39	60	57	37
	BLACK OR AFRICAN AMERICAN	390	404	410	364	362
	HISPANIC OR LATINO	*	12	*	18	*
	TWO OR MORE RACES	*	10	17	42	37
	WHITE	341	311	232	239	265

Figure 83: Northside Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

NORTHSIDE ELEMENTARY SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	806.8	762.7	754.4	701.5	684.9
GR_2	375.8	377.3	353.6	352.2	335.3
GR_3	431.0	385.5	400.8	349.3	349.6

Figure 84: Northside Elementary School Average Daily Attendance

Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE “to prevent the identification of individuals in small cells or with unique characteristics.” Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

NORTHSIDE ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	96.6%	95.4%	97.8%	95.2%	94.0%
GR_2	*	*	*	*	*
GR_3	96.6%	95.4%	97.8%	95.2%	94.0%

Figure 85: Northside Elementary School ADA as Percentage of Enrollment



Chronic Absence

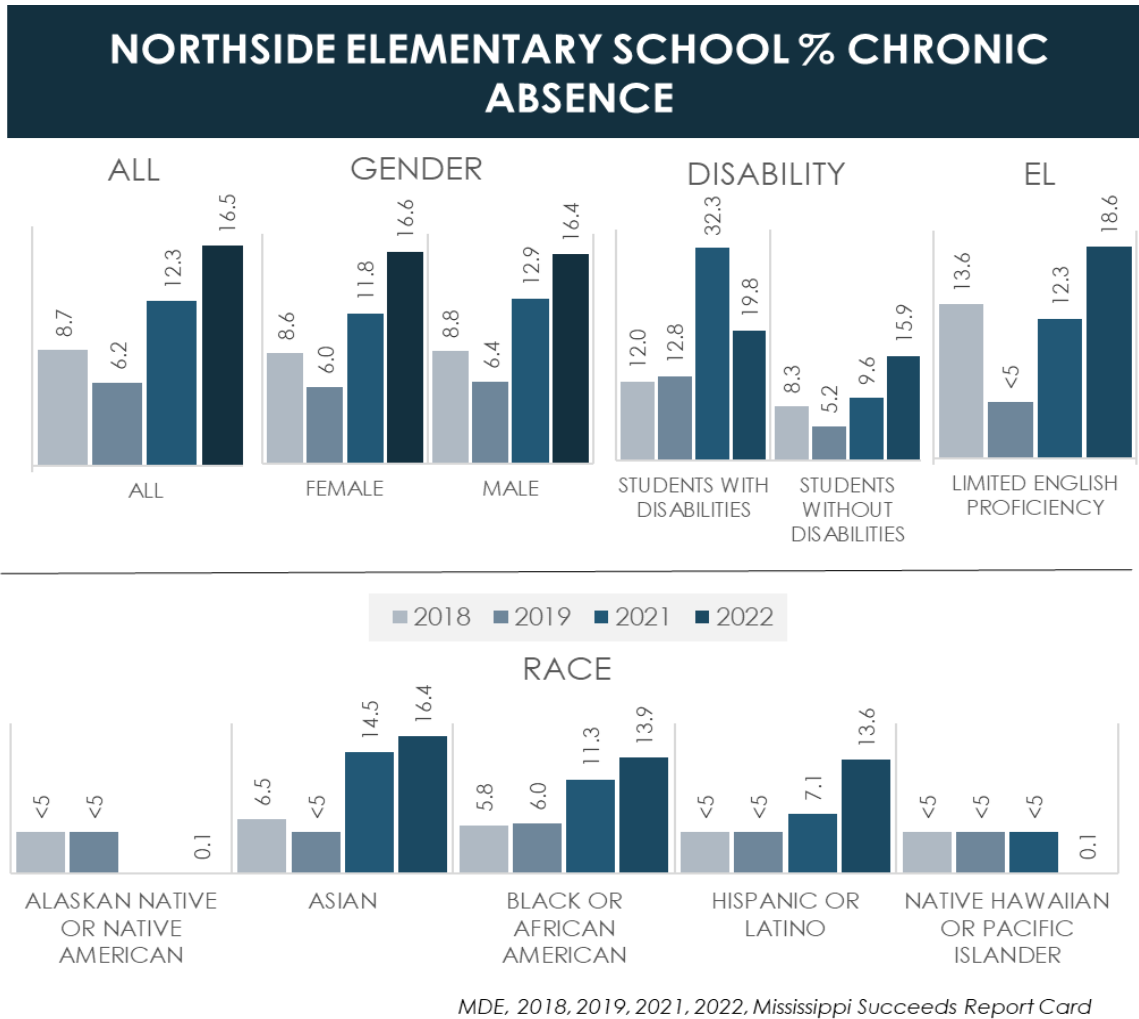


Figure 86: Northside Elementary School Chronic Absence by Demographic Group

School Matters!



Accountability

Accountability Measures

NORTHSIDE ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	A	A	A
POINTS	595		561
ELA/READING			
% PROFICIENT	66.1	56.7	68.8
STATE	41.8	35	41.9
% GROWTH	89.7		80
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	80.3		64.3
STATE	56.2		56.6
MATH			
% PROFICIENT	72.5	58.2	77.8
STATE	47	36	46.8
% GROWTH	107.3		102.3
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	92.3		84.2
STATE	60		68.6

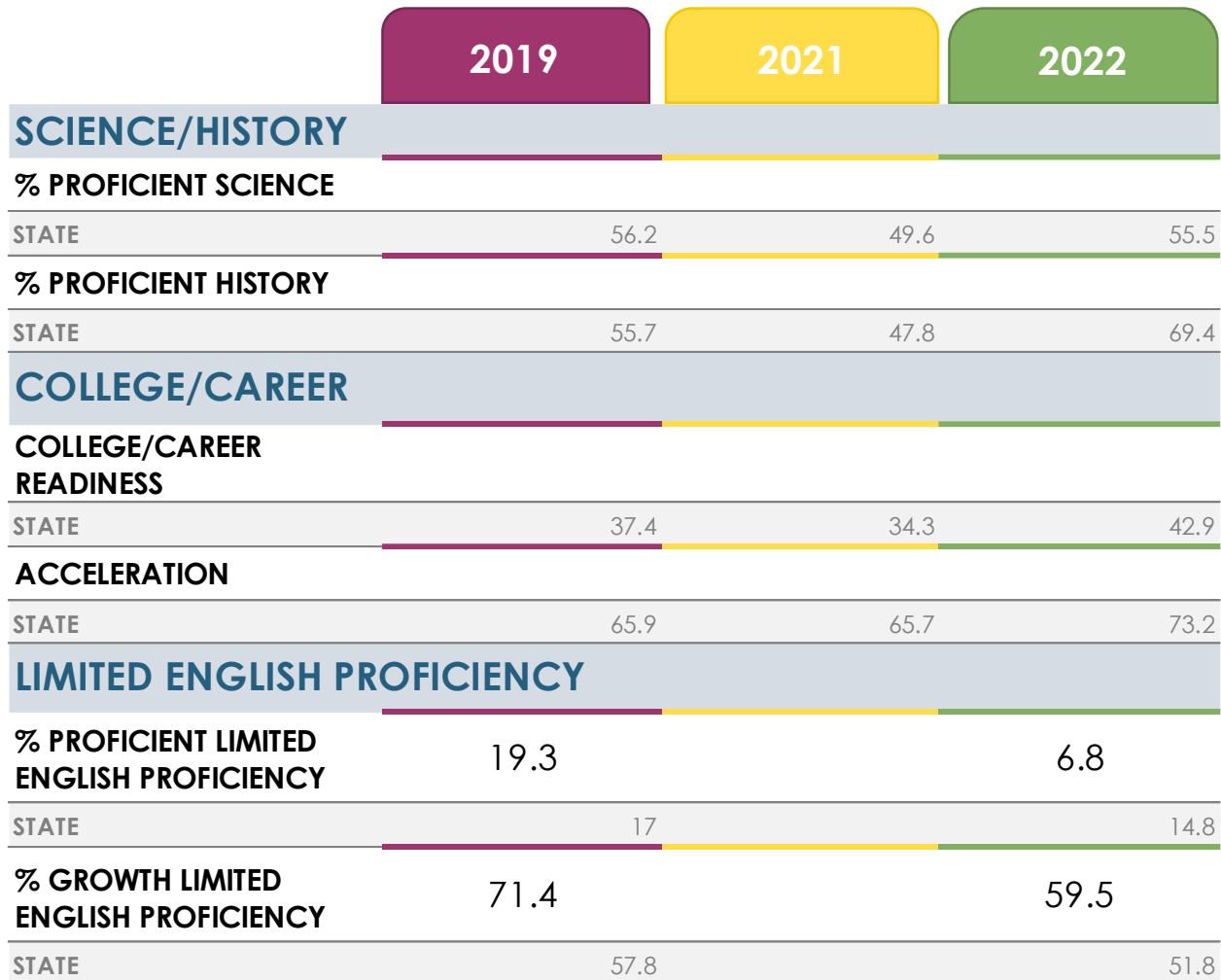
(MDE, 2019, 2021, 2022, Accountability)

Figure 87: Northside Elementary School Accountability: ELA and Math



NORTHSIDE ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.



(MDE, 2019, 2021, 2022, Accountability)

Figure 88: Northside Elementary School Accountability: Science, History, Other

Proficiency by Demographic Group

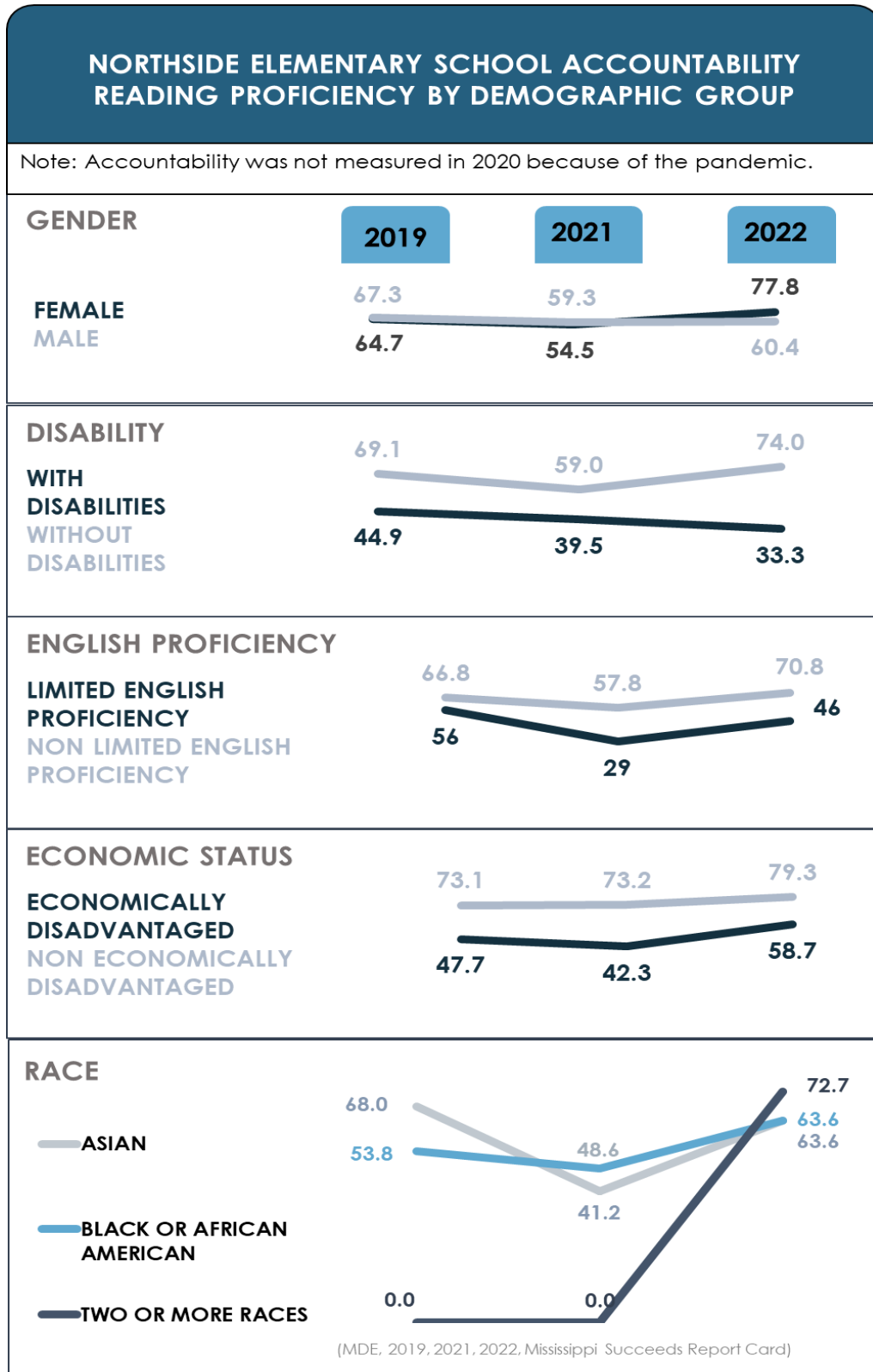


Figure 89: Northside Elementary School Reading Proficiency by Demographic Group



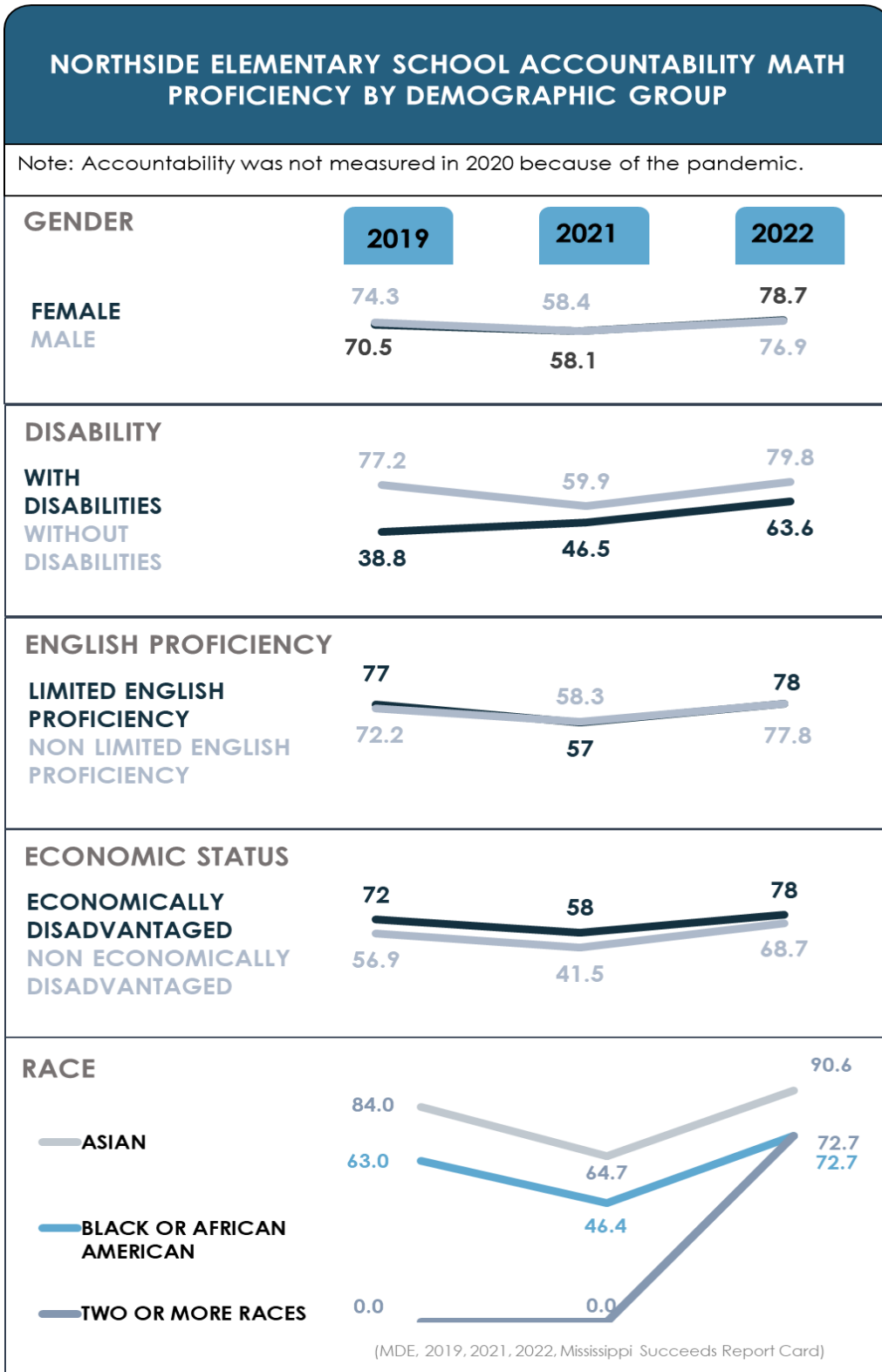


Figure 90: Northside Elementary School Math Proficiency by Demographic Group

Assessment

Third-Grade Reading Assessment

The Literacy-Based Promotion Act (LBPA) requires that students pass the Third-Grade Reading Assessment or meet one of the exemption criteria to be promoted to the fourth grade. Students are given three opportunities to take the assessment. However, the requirement was waived in 2020 and 2021 because of pandemic disruptions to instruction.

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools. In 2019, the initial passing rate for Northside Elementary School was 88.1%. The 2022 passing rate was 90.5%.

Mississippi Academic Assessment Program (MAAP)

MAAP ELA and MATH

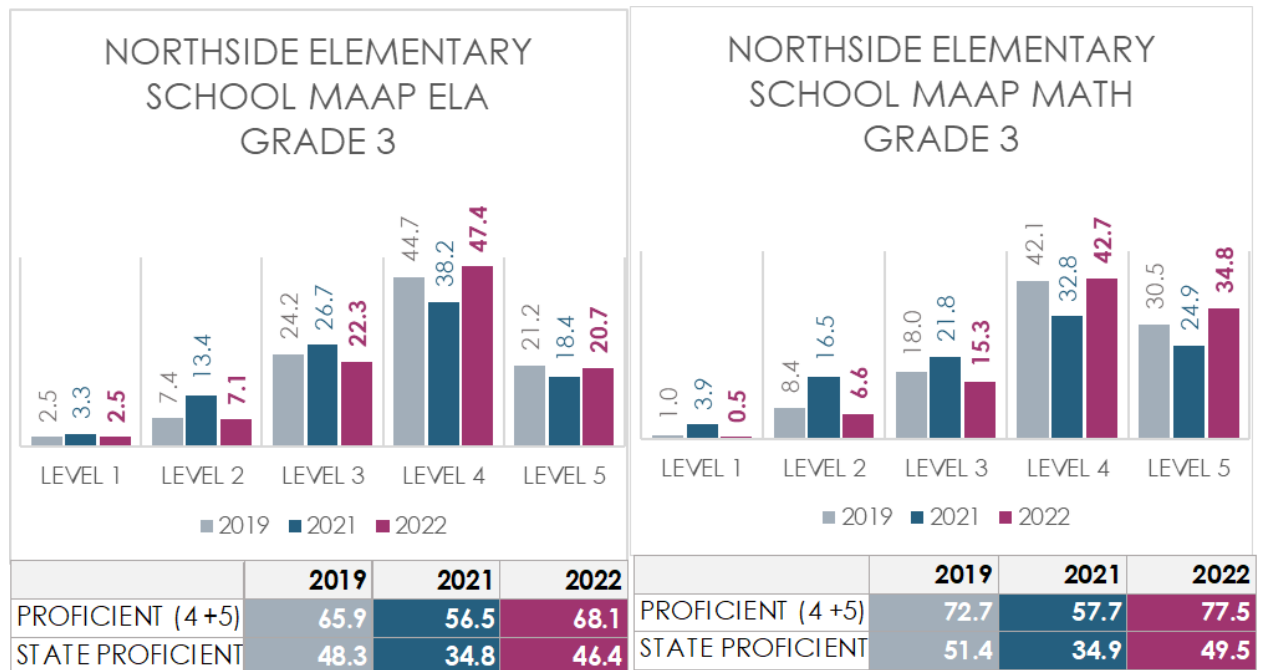


Figure 91: Northside Elementary School MAAP ELA and Math Grade 3



Personnel

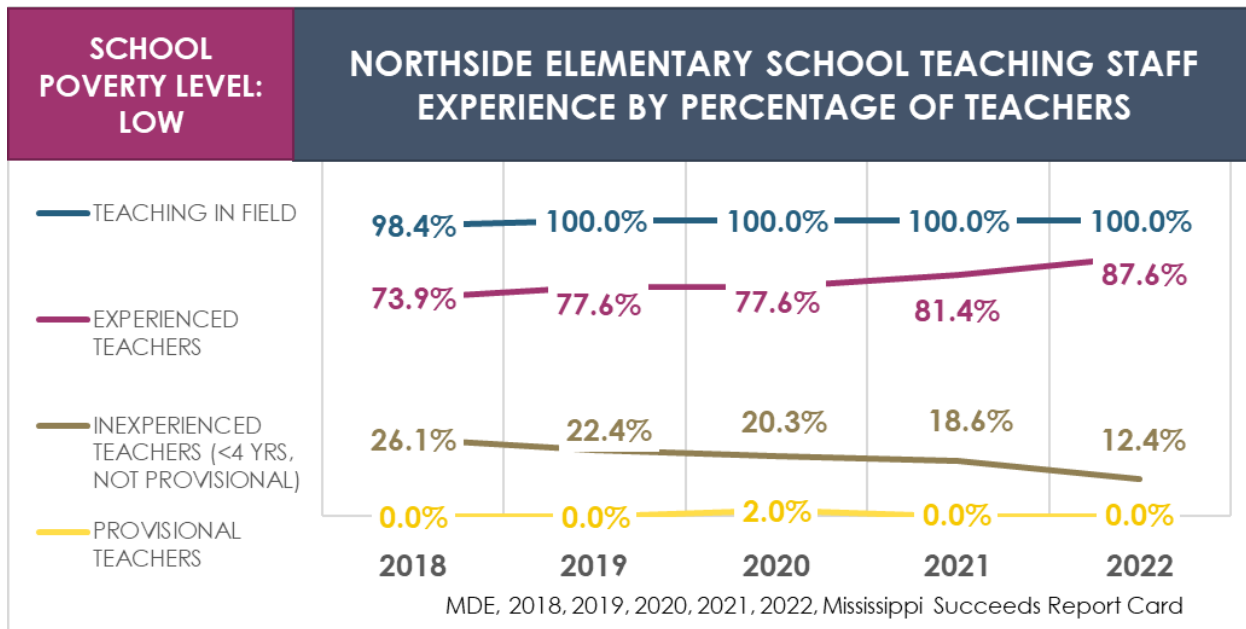


Figure 92: Northside Elementary School Teaching Staff Experience by Percentage of Teachers



Discipline

NORTHSIDE ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5			<10	<5	<5	<5	<10	<5		
GENDER	FEMALE					<5							
	MALE					<5		<5	<5				
RACE	ASIAN												
	BLACK OR AFRICAN AMERICAN					<5		<5	<5				
	HISPANIC OR LATINO												
	TWO OR MORE RACES												
	WHITE					<5		<5	<5				
DISABILITY	STUDENTS WITH DISABILITIES					<5			<5				
	STUDENTS WITHOUT DISABILITIES					<5		<5	<5				
EL	LIMITED ENGLISH PROFICIENCY												
	NON LIMITED ENGLISH PROFICIENCY					<5			<5				
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	20	<10			<10			<5	<10			<5
GENDER	FEMALE					<5			<5	<5			<5
	MALE					<5			<5	<5			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN					<5			<5	<5			<5
	HISPANIC OR LATINO								<5				<5
	TWO OR MORE RACES								<5				<5
	WHITE					<5			<5	<5			<5
DISABILITY	STUDENTS WITH DISABILITIES					<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES					<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH PROFICIENCY					<5			<5	<5			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 93: Northside Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Northside Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology;* and *Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Thirty-six (36) faculty and twenty-nine (29) parents responded to the survey.

Northside Elementary School Faculty/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	17	47.2%
Differentiated instruction	25	69.4%
Access to computers and individualized instruction	18	50.0%

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

	Count	Percentage
Strongly Agree	35	97.2%
Agree	1	2.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	28	77.8%
Agree	8	22.2%
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	2.8%
Agree	16	44.4%
Disagree	16	44.4%
Strongly Disagree	3	8.3%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	17	47.2%
Agree	17	47.2%
Disagree	0	0.0%
Strongly Disagree	1	2.8%
Not Applicable or No Information	1	2.8%

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

	Count	Percentage
Strongly Agree	6	16.7%
Agree	18	50.0%
Disagree	8	22.2%
Strongly Disagree	1	2.8%
Not Applicable or No Information	3	8.3%

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	17	47.2%
Agree	16	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.3%



Northside Elementary School

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	69.4%	25.0%	0.0%	0.0%	5.6%
Closing the achievement gap between diverse groups of students.	61.1%	36.1%	0.0%	0.0%	2.8%
Successful classroom management.	61.1%	33.3%	2.8%	0.0%	2.8%
Teaching special needs students.	47.2%	38.9%	0.0%	0.0%	13.9%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	50.0%	33.3%	2.8%	0.0%	13.9%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	14	41.2%
Minor disruptions that steal instructional time	19	55.9%
Major classroom disruptions	1	2.9%

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	25	69.4%
Agree	10	27.8%
Disagree	1	2.8%
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	28	77.8%
Agree	8	22.2%
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	16	44.4%
Expedited evaluation services for students with limited English	11	30.6%
Expedited evaluation services for gifted and talented students	6	16.7%
Addition academic support	23	63.9%
Tutoring	16	44.4%
Enrichment educational services	9	25.0%
Counseling	26	72.2%
Mentors	7	19.4%
School supplies	18	50.0%
School uniforms	1	2.8%
Dental referrals	5	13.9%
Medical referrals	7	19.4%
Bullying assistance	7	19.4%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	28	77.8%
Agree	7	19.4%
Disagree	1	2.8%
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	30	83.3%
Agree	6	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Northside Elementary School

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	30	83.3%
Agree	6	16.7%
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 requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	27	75.0%
Agree	9	25.0%
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
English/Language Arts (reading, writing, speaking, listening)	66.7%	27.8%	2.8%	2.8%	0.0%
Fine Arts (music, visual arts, dance, drama)	72.2%	25.0%	0.0%	0.0%	2.8%
Social Studies	41.7%	41.7%	11.1%	2.8%	2.8%
Physical Education	66.7%	33.3%	0.0%	0.0%	0.0%
Foreign Languages	38.9%	36.1%	2.8%	0.0%	22.2%
Career and Technical Education	55.6%	25.0%	0.0%	0.0%	19.4%
Science	44.4%	47.2%	5.6%	0.0%	2.8%
Health Education	41.7%	36.1%	5.6%	0.0%	16.7%
Mathematics	80.6%	19.4%	0.0%	0.0%	0.0%

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

	Count	Percentage
Strongly Agree	26	72.2%
Agree	9	25.0%
Disagree	1	2.8%
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	26	72.2%
Agree	9	25.0%
Disagree	1	2.8%
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	28	77.8%
Agree	5	13.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.3%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	31	86.1%
Agree	2	5.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.3%

Students spend sufficient effort (in and out of class) to learn what we teach.

	Count	Percentage
Strongly agree	21	58.3%
Agree	10	27.8%
Disagree	2	5.6%
Strongly Disagree	1	2.8%
Not Applicable or No Information	2	5.6%



Northside Elementary School

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	18	50.0%
Utilize technology such as class websites, blogs, and videos	28	77.8%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	15	41.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	30	83.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	28	77.8%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	27	75.0%
Use bilingual handouts and cues	5	13.9%
Use visual displays, portable white boards, and posters when giving instructions	29	80.6%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	21	58.3%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	27	75.0%
Agree	9	25.0%
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	13	36.1%
Agree	18	50.0%
Disagree	5	13.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	21	58.3%
Agree	15	41.7%
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	18	50.0%
Agree	18	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	13	36.1%
Agree	21	58.3%
Disagree	2	5.6%
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	23	63.9%
Agree	12	33.3%
Disagree	1	2.8%
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	22	61.1%
Agree	13	36.1%
Disagree	1	2.8%
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	29	80.6%
Agree	6	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

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	25	69.4%
Agree	9	25.0%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	29	80.6%
Agree	7	19.4%
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	31	86.1%
Agree	5	13.9%
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	25	69.4%
Agree	8	22.2%
Disagree	3	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	27	75.0%
Agree	9	25.0%
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	30	83.3%
Agree	5	13.9%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	32	88.9%
Agree	4	11.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Northside Elementary School

Teachers here have a sense of common mission.

	Count	Percentage
Strongly agree	28	77.8%
Agree	8	22.2%
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	26	72.2%
Agree	8	22.2%
Disagree	1	2.8%
Strongly Disagree	1	2.8%
Not Applicable or No Information	0	0.0%

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

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

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

	Count	Percentage
Strongly Agree	21	58.3%
Agree	13	36.1%
Disagree	2	5.6%
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	24	66.7%
Agree	11	30.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

The principal is viewed as the instructional leader of this school.

	Count	Percentage
Strongly Agree	23	63.9%
Agree	12	33.3%
Disagree	1	2.8%
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	24	66.7%
Agree	8	22.2%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.3%

Technology

I am comfortable with classroom management as related to the 1:1 program.

	Count	Percentage
Strongly Agree	26	72.2%
Agree	10	27.8%
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	25	69.4%
Agree	11	30.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Northside Elementary School

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

	Count	Percentage
Strongly Agree	27	75.0%
Agree	7	19.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.6%

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

	Count	Percentage
Strongly Agree	22	61.1%
Agree	12	33.3%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

Professional Development

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	19	52.8%
Agree	16	44.4%
Disagree	1	2.8%
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	17	47.2%
Agree	17	47.2%
Disagree	1	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.

	Count	Percentage
Strongly Agree	22	61.1%
Agree	13	36.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.8%



General Opinion

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

Faculty members from Northside Elementary School feel that the school does a good job in supporting teachers and caring for all the needs of the students. One faculty member said, “Our district does a good job of being transparent with staff and parents throughout its decision making process. As a teacher I felt very heard and validated as we navigated through the calendar decision process.” Respondents expressed concerns about vertical alignment, out of district students, and the need for additional interventionists. They would like to see more assistant teachers and interventionists in the younger grades. Another faculty member stated, “I wish our district could somehow be more unified through its curriculum and assessment across the schools. I feel there is very little vertical alignment through our elementary grades as students progress.”

Northside Elementary School Parent Survey

Federal Programs

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	14	48.3%
Agree	14	48.3%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Emphasis on cooperation between home and school	14	48.3%
Differentiated instruction	15	51.7%
Access to computers and individualized instruction	17	58.6%

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

	Count	Percentage
Strongly Agree	10	34.5%
Agree	17	58.6%
Disagree	0	0.0%
Strongly Disagree	1	3.4%
Not Applicable or No Information	1	3.4%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	4	13.8%
Agree	17	58.6%
Disagree	3	10.3%
Strongly Disagree	1	3.4%
Not Applicable or No Information	4	13.8%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	6	20.7%
Agree	15	51.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	27.6%

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

	Count	Percentage
Strongly Agree	4	13.8%
Agree	10	34.5%
Disagree	4	13.8%
Strongly Disagree	2	6.9%
Not Applicable or No Information	9	31.0%



Northside Elementary School

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	16	55.2%
Supporting college and career counseling	12	41.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	20	69.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	9	31.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	37.9%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	13	44.8%
Providing school-based mental health services and counseling	22	75.9%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	6	20.7%
Establishing or improving dropout prevention	5	17.2%
Supporting re-entry programs and transition services for Justice-involved youth	5	17.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	21	72.4%
Implementing systems and practices to prevent bullying and harassment	14	48.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	15	51.7%
Establishing community partnerships	8	27.6%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	16	55.2%
Building technological capacity and infrastructure	10	34.5%
Carrying out innovative blended learning projects	16	55.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	14	48.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	15	51.7%

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

	Count	Percentage
Abuse Prevention	3	10.3%
Computer Classes	4	13.8%
Conflict Resolution	7	24.1%
Discipline	8	27.6%
Drug/Alcohol Awareness	4	13.8%
English as a Second Language	7	24.1%
Health Classes	7	24.1%
Literacy Classes	9	31.0%
Math Classes	8	27.6%
Parent-to-School Relationships	16	55.2%
Parent/Child Communication	15	51.7%
Preparing for College	11	37.9%
Parenting Workshops	7	24.1%
Social Media Classes	5	17.2%
Stress/Anger/Management	12	41.4%
Understanding College- and Career-Ready Standards	10	34.5%



Northside Elementary School

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	15	51.7%
Safety in the schools	16	55.2%
Curriculum and learning goals	22	75.9%
Available technology and how it's used in the classroom	10	34.5%
How to contact my child's teacher	2	6.9%
Homework	8	27.6%

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	18	62.1%
Help my child with homework	7	24.1%
How to motivate my child	10	34.5%
How to promote family reading	4	13.8%
How to set goals for my child	8	27.6%
Manage time	9	31.0%
Prepare my child for testing	20	69.0%
Understand my child's learning styles	16	55.2%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	3	10.3%
Agree	18	62.1%
Disagree	6	20.7%
Strongly Disagree	1	3.4%
Not Applicable or No Information	1	3.4%

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

	Count	Percentage
Strongly Agree	5	17.2%
Agree	21	72.4%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	14	48.3%
Agree	13	44.8%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	16	55.2%
Agree	11	37.9%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	20.7%
Agree	10	34.5%
Disagree	3	10.3%
Strongly Disagree	2	6.9%
Not Applicable or No Information	8	27.6%



Northside Elementary School

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)	37.9%	51.7%	3.4%	0.0%	6.9%
Fine Arts (music, visual arts, dance, drama)	13.8%	69.0%	6.9%	0.0%	10.3%
Social Studies	3.4%	51.7%	13.8%	6.9%	24.1%
Physical Education	10.3%	65.5%	10.3%	3.4%	10.3%
Foreign Languages	3.4%	20.7%	6.9%	6.9%	62.1%
Career and Technical Education	13.8%	20.7%	6.9%	3.4%	55.2%
Science	17.2%	55.2%	10.3%	3.4%	13.8%
Health Education	6.9%	48.3%	13.8%	0.0%	31.0%
Mathematics	34.5%	55.2%	6.9%	0.0%	3.4%

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	6	20.7%
Agree	17	58.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	20.7%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	13	44.8%
Agree	12	41.4%
Disagree	2	6.9%
Strongly Disagree	1	3.4%
Not Applicable or No Information	1	3.4%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	14	48.3%
Agree	13	44.8%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	13	44.8%
Agree	15	51.7%
Disagree	1	3.4%
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	8	27.6%
Agree	13	44.8%
Disagree	6	20.7%
Strongly Disagree	1	3.4%
Not Applicable or No Information	1	3.4%

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

	Count	Percentage
Strongly Agree	14	48.3%
Agree	13	44.8%
Disagree	2	6.9%
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	41.4%
Agree	15	51.7%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%



Northside Elementary School

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

	Count	Percentage
Strongly agree	11	37.9%
Agree	10	34.5%
Disagree	4	13.8%
Strongly Disagree	2	6.9%
Not Applicable or No Information	2	6.9%

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

	Count	Percentage
Strongly agree	4	13.8%
Agree	15	51.7%
Disagree	3	10.3%
Strongly Disagree	3	10.3%
Not Applicable or No Information	4	13.8%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly agree	10	34.5%
Agree	12	41.4%
Disagree	5	17.2%
Strongly Disagree	1	3.4%
Not Applicable or No Information	1	3.4%

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

	Count	Percentage
Strongly agree	8	27.6%
Agree	18	62.1%
Disagree	1	3.4%
Strongly Disagree	1	3.4%
Not Applicable or No Information	1	3.4%

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

	Count	Percentage
Strongly agree	8	27.6%
Agree	15	51.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	20.7%

Our community is actively involved in our school.

	Count	Percentage
Strongly agree	8	27.6%
Agree	15	51.7%
Disagree	0	0.0%
Strongly Disagree	1	3.4%
Not Applicable or No Information	5	17.2%

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	13	44.8%
Checked my child's grades/assignments online	21	72.4%
Been in contact with my child's teacher	27	93.1%
Received a newsletter from the district, school, or teacher	28	96.6%
Worked with a committee or group on school or district policies	5	17.2%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	13	44.8%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	18	62.1%
Volunteered at my child's school	13	44.8%

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	8	27.6%
Agree	19	65.5%
Disagree	0	0.0%
Strongly Disagree	1	3.4%
Not Applicable or No Information	1	3.4%



Northside Elementary School

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	27.6%
Agree	15	51.7%
Disagree	1	3.4%
Strongly Disagree	1	3.4%
Not Applicable or No Information	4	13.8%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	12	41.4%
Agree	16	55.2%
Disagree	0	0.0%
Strongly Disagree	1	3.4%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	31.0%
Agree	16	55.2%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.3%

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

	Count	Percentage
Strongly Agree	11	37.9%
Agree	16	55.2%
Disagree	2	6.9%
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	12	41.4%
Agree	13	44.8%
Disagree	2	6.9%
Strongly Disagree	1	3.4%
Not Applicable or No Information	1	3.4%

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

	Count	Percentage
Strongly Agree	17	58.6%
Agree	12	41.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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	16	55.2%
Agree	13	44.8%
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	13	44.8%
Agree	13	44.8%
Disagree	1	3.4%
Strongly Disagree	2	6.9%
Not Applicable or No Information	0	0.0%



Northside Elementary School

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

	Count	Percentage
Strongly agree	4	13.8%
Agree	10	34.5%
Disagree	2	6.9%
Strongly Disagree	1	3.4%
Not Applicable or No Information	12	41.4%

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

	Count	Percentage
Strongly Agree	8	27.6%
Agree	21	72.4%
Disagree	0	0.0%
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	7	63.6%
No	4	36.4%

General Opinion

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

Parents from Northside Elementary School feel that the school does a good job in communicating with parents, teaching students, and supporting one another. One parent said, "Teachers, principals and staff are caring, fun, and they seem experienced. School facilities are nice and well equipped with what students need to feel their environment is clean, good looking and safe." Respondents expressed concerns about special education and use of technology. They would like to see less reliance on technology. Another parent stated, "Differentiated instruction for special needs/inclusion children that goes beyond simply helping them with independent practice. I'd for my child to get more help closing any gaps he has in his education."

EASTSIDE ELEMENTARY SCHOOL

Introduction

Eastside Elementary School is located at 453 Arrow Drive in Clinton, Mississippi. In 2022-2023 it served seven hundred sixty-one (761) students, fourth through fifth grade (4-5). Eastside Elementary school shares a campus with Northside Elementary School, which serves second and third grade. In 2018, Eastside Elementary School was recognized as a Blue Ribbon School by the U.S. Department of Education.



Eastside Elementary School offers many resources for parents and community members to be involved in the daily activities of the school. On the school website, viewers can find access to the school's podcast, Accelerated Reader resources, free tutoring resources, school supply lists, and more. The "Eastside Arrow" Podcast is produced by Eastside Elementary's technology team. The podcast shares stories, news, events, and more about the happenings at the school. Recent episodes contain interviews with the EES tech team and the EES teacher of the year.



Enrollment

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

EASTSIDE ELEMENTARY SCHOOL ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	905	877	812	815	761
ELEM_SPED	*	*	*	*	*
GR_4	470	*	410	*	383
GR_5	*	465	*	424	*

Figure 94: Eastside Elementary School Enrollment



EASTSIDE ELEMENTARY SCHOOL CHANGES IN ENROLLMENT				
	2019	2023	CHANGE	
ALL	905	761	-144	 -15.9%
ELEM_SPED	*	*	*	*
GR_4	470	383	-87	 -18.5%
GR_5	*	*	*	*

Figure 95: Eastside Elementary School Change in Enrollment

EASTSIDE ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2019	2020	2021	2022	2023
ALL	ALL	905	877	812	815	761
GENDER	FEMALE	459	431	383	407	386
	MALE	446	446	429	408	375
RACE	ASIAN	51	58	43	40	51
	BLACK OR AFRICAN AMERICAN	484	481	422	435	438
	HISPANIC OR LATINO	*	15	13	15	22
	TWO OR MORE RACES	*	*	*	14	*
	WHITE	351	311	316	307	231

Figure 96: Eastside Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

EASTSIDE ELEMENTARY SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	800.0	860.8	842.4	757.2	762.6
GR_4	403.0	450.2	388.8	384.6	366.8
GR_5	396.9	410.6	453.5	372.7	395.8

Figure 97: Eastside Elementary School Average Daily Attendance

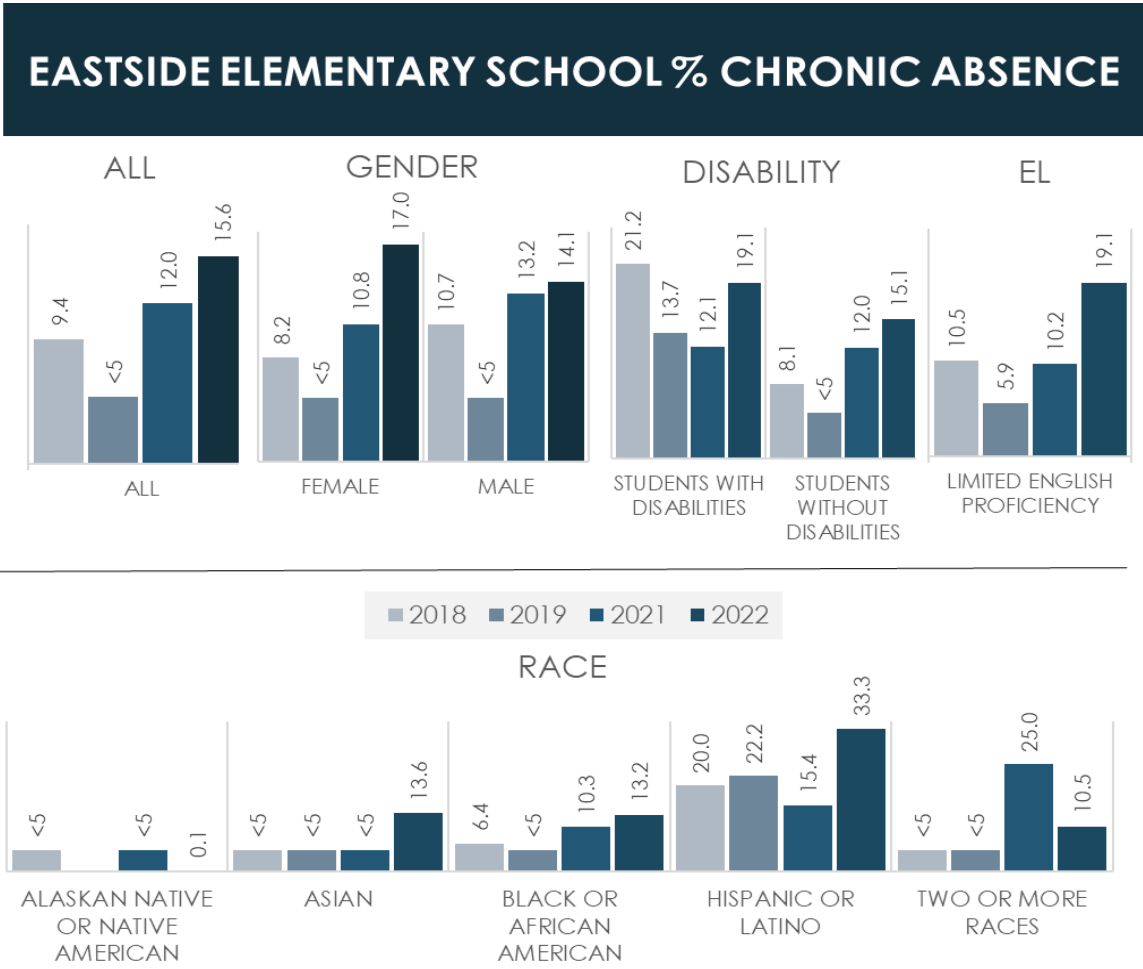
Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE “to prevent the identification of individuals in small cells or with unique characteristics.” Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

EASTSIDE ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	96.1%	95.8%	97.5%	93.8%	93.3%
GR_4	96.7%	95.8%	*	93.8%	*
GR_5	95.6%	*	97.5%	*	93.3%

Figure 98: Eastside Elementary School ADA as Percentage of Enrollment



Chronic Absence



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 99: Eastside Elementary School Chronic Absence by Demographic Group



Accountability

Accountability Measures

EASTSIDE ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	A	A	A
POINTS	548		546
ELA/READING			
% PROFICIENT	70.7	55	66.3
STATE	41.8	35	41.9
% GROWTH	81.7		79.2
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	63.3		70
STATE	56.2		56.6
MATH			
% PROFICIENT	79	63.8	73.7
STATE	47	36	46.8
% GROWTH	87.6		91.1
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	75.8		81.3
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

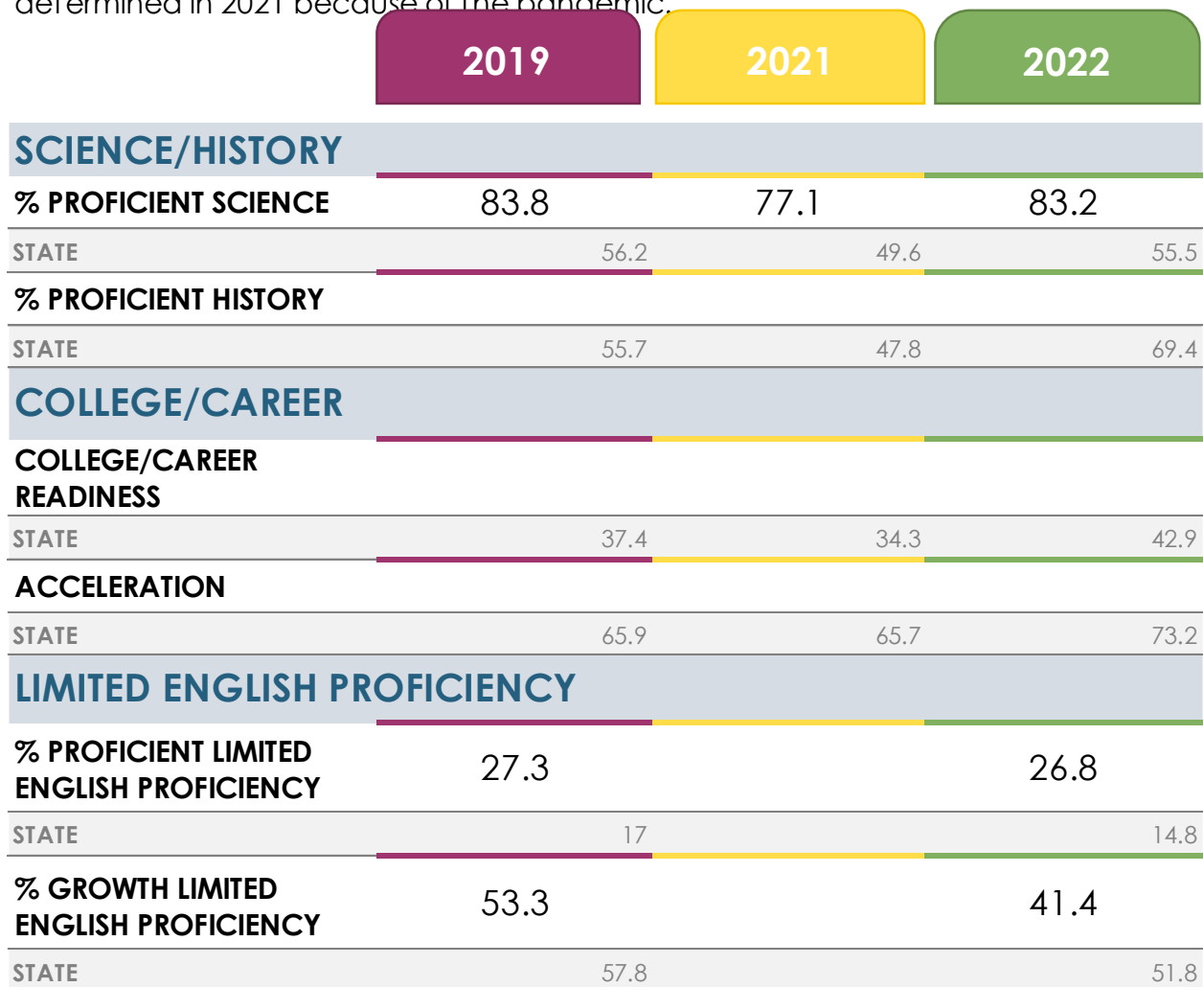
Figure 100: Eastside Elementary School Accountability: ELA and Math



(MDE, 2019, 2021, 2022, Accountability)

EASTSIDE ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.



(MDE, 2019, 2021, 2022, Accountability)

Figure 101: Eastside Elementary School Accountability: Science, History, Other

Proficiency by Demographic Group

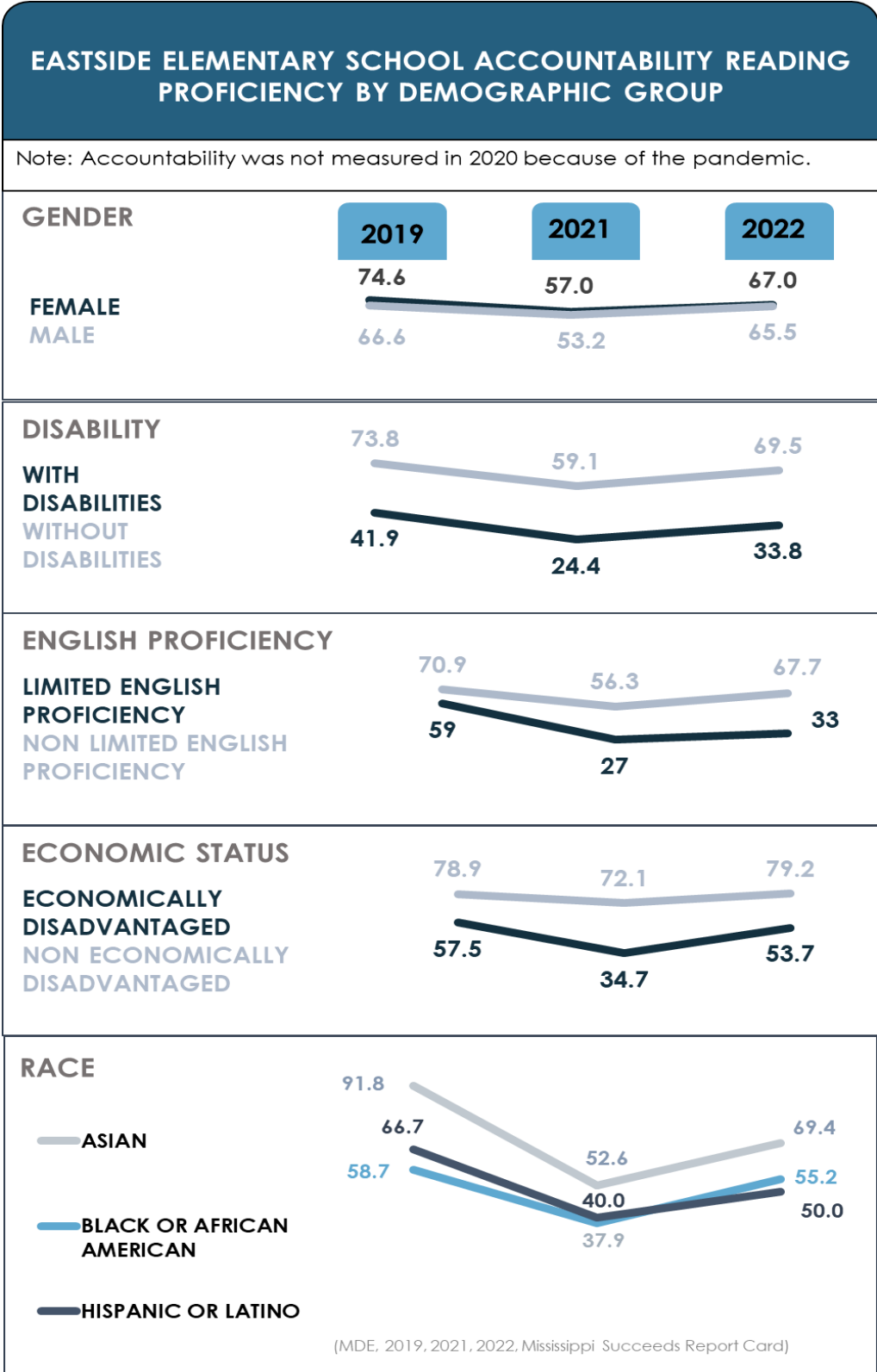


Figure 102: Eastside Elementary School Reading Proficiency by Demographic Group



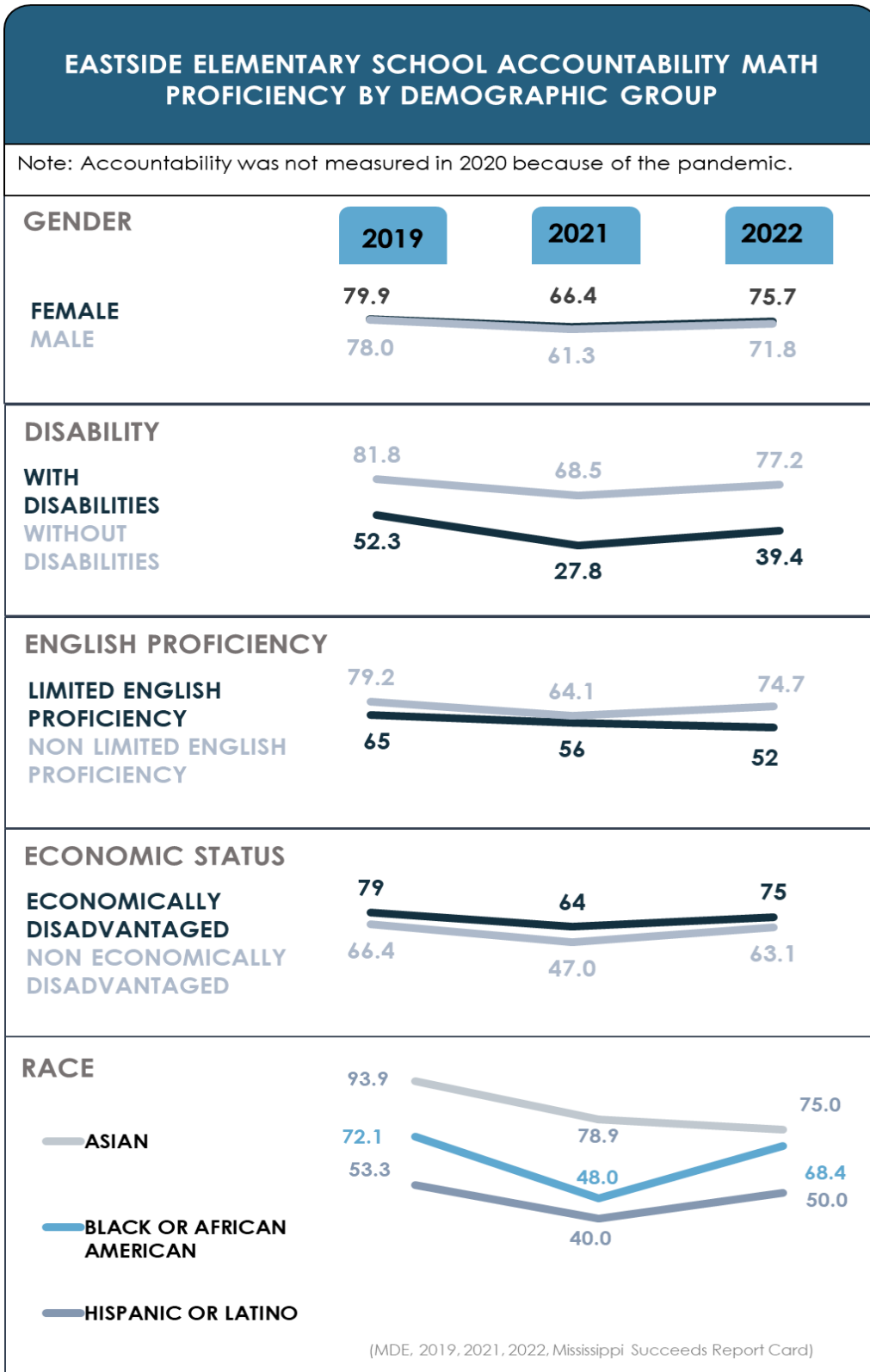


Figure 103: Eastside Elementary School Math Proficiency by Demographic Group

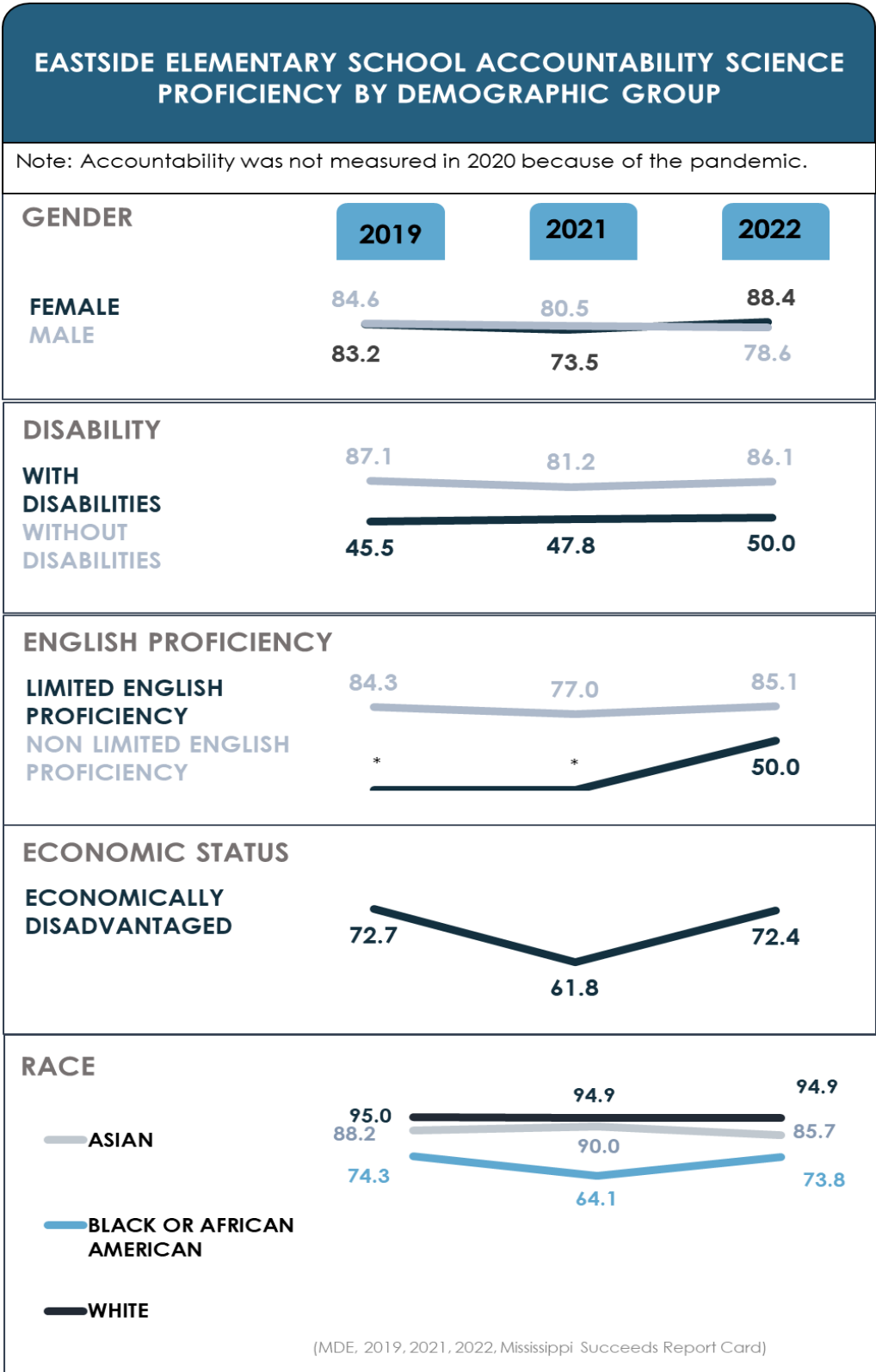


Figure 104: Eastside Elementary School Science Proficiency by Demographic Group



Assessment

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

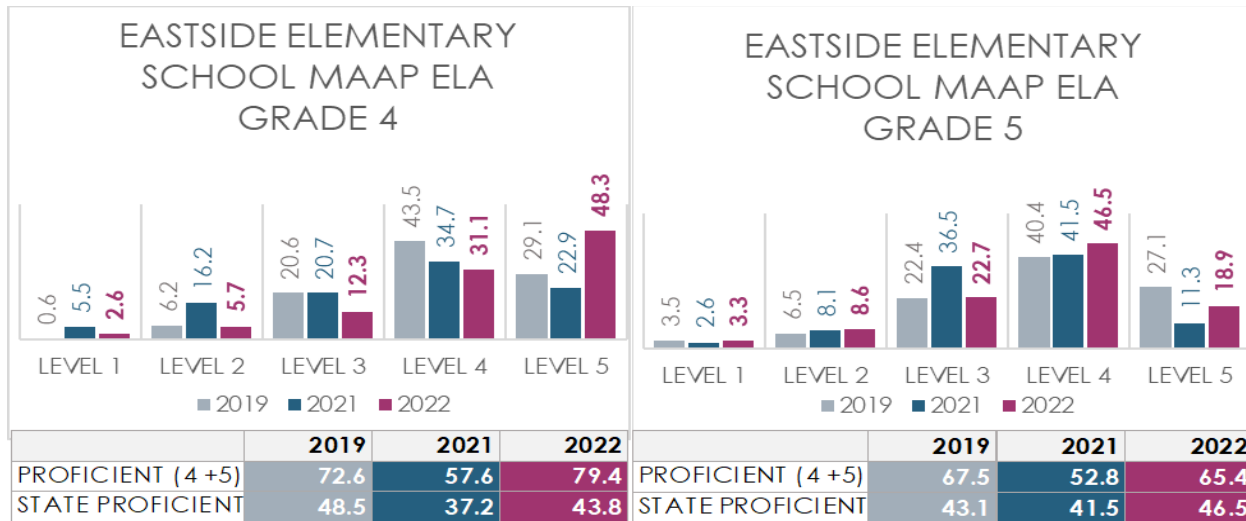


Figure 105: Eastside Elementary School MAAP ELA Grades 4 and 5

MAAP MATH

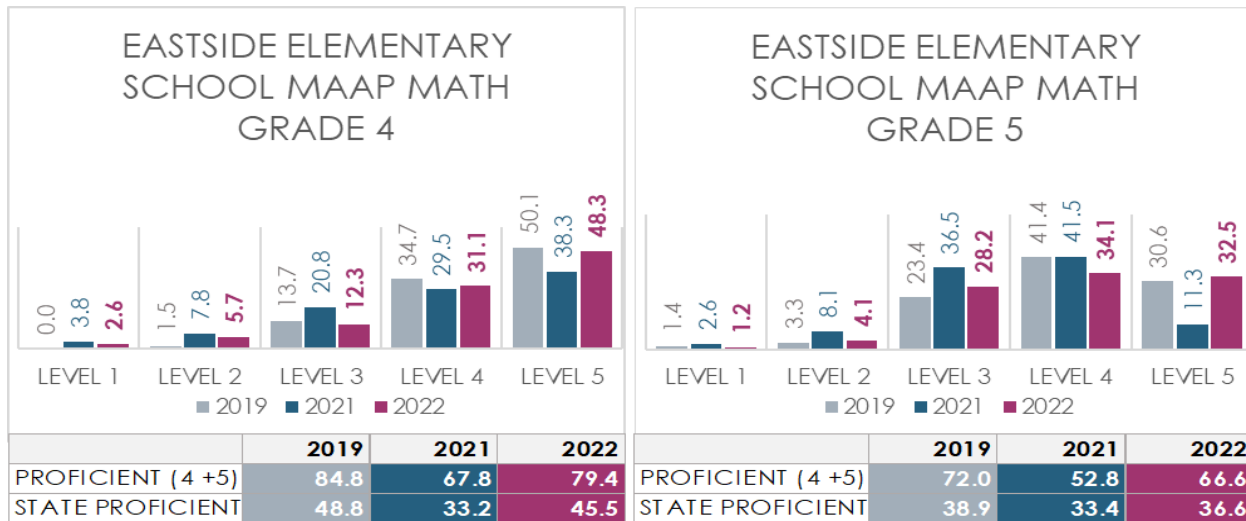


Figure 106: Eastside Elementary School MAAP Math Grades 4 and 5

MAAP SCIENCE

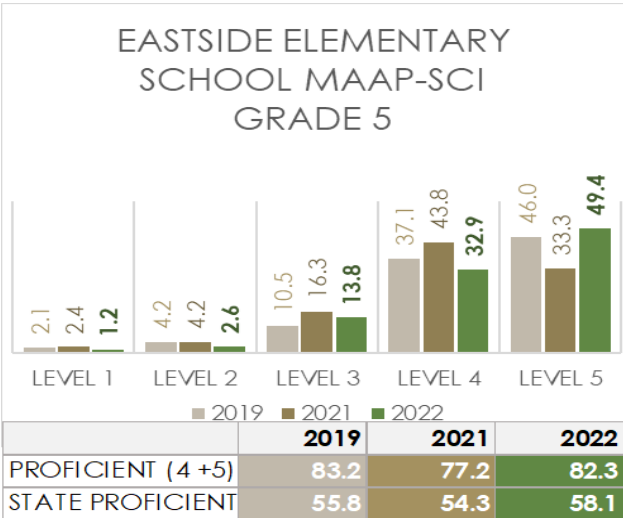


Figure 107: Eastside Elementary School MAAP Science Grade 5

Personnel

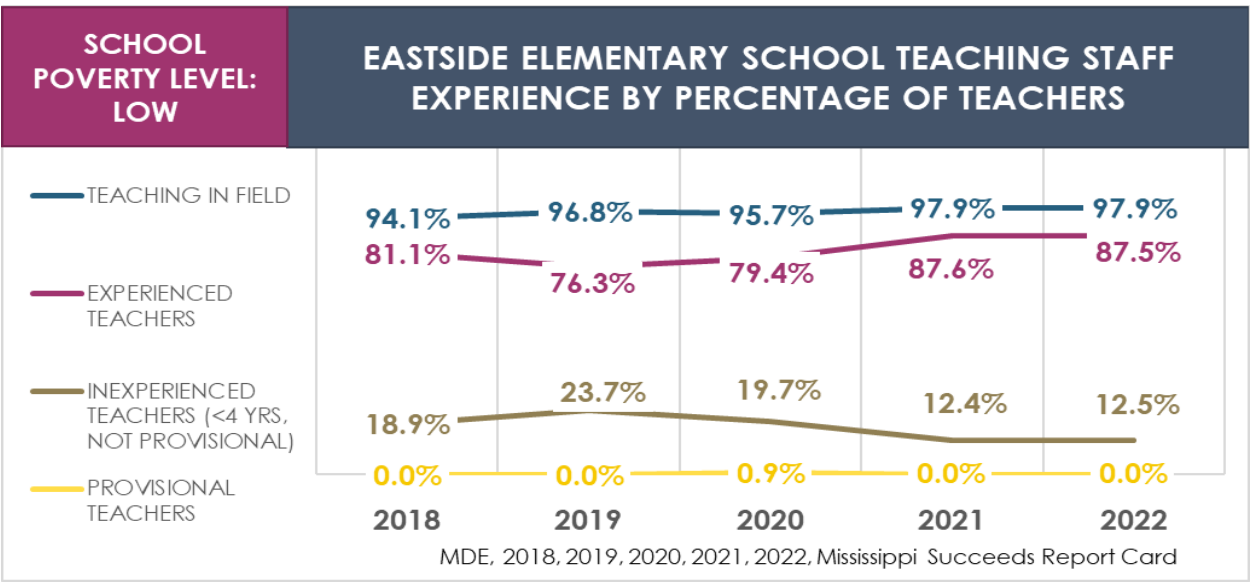


Figure 108: Eastside Elementary School Teaching Staff Experience by Percentage of Teachers



Discipline

EASTSIDE ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5	<5	<5	<10	<5	<5	5.6	<10	<5		
GENDER	FEMALE							<5	<5				
	MALE				<5	<5		5.91	9				
RACE	ASIAN								<5				
	BLACK OR AFRICAN AMERICAN					<5		5.98	8.3				
	HISPANIC OR LATINO												
	TWO OR MORE RACES							9.09	5.6				
	WHITE				<5	<5		<5	<5				
DISABILITY	STUDENTS WITH DISABILITIES					<5		<5	9.2				
	STUDENTS WITHOUT DISABILITIES				<5	<5		<5	5.2				
EL	LIMITED ENGLISH PROFICIENCY								<5				
	NON LIMITED ENGLISH PROFICIENCY				<5	<5			5.7				
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	20	<10			<10			<5	<10			<5
GENDER	FEMALE								<5				<5
	MALE					<5			<5	<5			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN					<5			<5	<5			<5
	HISPANIC OR LATINO								<5				<5
	TWO OR MORE RACES								<5				<5
	WHITE					<5			<5	<5			<5
DISABILITY	STUDENTS WITH DISABILITIES					<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES					<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH PROFICIENCY					<5			<5	<5			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 109: Eastside Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Eastside Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; and Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-eight (48) faculty and staff members, twenty-nine (29) parents, and one (1) student responded to the survey.

Eastside Elementary School Faculty/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	21	43.8%
Differentiated instruction	30	62.5%
Access to computers and individualized instruction	28	58.3%

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

	Count	Percentage
Strongly Agree	39	81.2%
Agree	9	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	38	79.2%
Agree	9	18.8%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Eastside Elementary School

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	6	12.5%
Agree	28	58.3%
Disagree	13	27.1%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	26	54.2%
Agree	18	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.3%

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

	Count	Percentage
Strongly Agree	7	14.6%
Agree	20	41.7%
Disagree	9	18.8%
Strongly Disagree	1	2.1%
Not Applicable or No Information	11	22.9%

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	14	29.2%
Agree	22	45.8%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	20.8%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	23	48.9%
Minor disruptions that steal instructional time	24	51.1%
Major classroom disruptions	0	0.0%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	60.4%	35.4%	0.0%	0.0%	4.2%
Successful classroom management.	70.8%	25.0%	0.0%	0.0%	4.2%
Teaching special needs students.	37.5%	33.3%	0.0%	0.0%	29.2%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	37.5%	41.7%	4.2%	0.0%	16.7%
Developing and using classroom assessments.	75.0%	18.8%	0.0%	0.0%	6.2%

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	31	64.6%
Agree	15	31.2%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

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	36	75.0%
Agree	11	22.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%



Eastside Elementary School

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	24	50.0%
Expedited evaluation services for students with limited English	13	27.1%
Expedited evaluation services for gifted and talented students	10	20.8%
Addition academic support	28	58.3%
Tutoring	30	62.5%
Enrichment educational services	16	33.3%
Counseling	37	77.1%
Mentors	15	31.2%
School supplies	40	83.3%
School uniforms	3	6.2%
Dental referrals	16	33.3%
Medical referrals	18	37.5%
Bullying assistance	8	16.7%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	36	75.0%
Agree	12	25.0%
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	41	85.4%
Agree	7	14.6%
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	40	83.3%
Agree	8	16.7%
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 requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	35	72.9%
Agree	13	27.1%
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
Social Studies	31.2%	37.5%	18.8%	2.1%	10.4%
English/Language Arts (reading, writing, speaking, listening)	64.6%	35.4%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	60.4%	35.4%	2.1%	0.0%	2.1%
Science	70.8%	29.2%	0.0%	0.0%	0.0%
Health Education	39.6%	29.2%	4.2%	2.1%	25.0%
Mathematics	83.3%	16.7%	0.0%	0.0%	0.0%
Physical Education	66.7%	33.3%	0.0%	0.0%	0.0%
Foreign Languages	39.6%	14.6%	0.0%	2.1%	43.8%
Career and Technical Education	52.1%	20.8%	0.0%	2.1%	25.0%



Eastside Elementary School

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

	Count	Percentage
Strongly Agree	37	77.1%
Agree	11	22.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.

	Count	Percentage
Strongly agree	32	66.7%
Agree	16	33.3%
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	35	72.9%
Agree	10	20.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.2%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	36	75.0%
Agree	9	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.2%

Students spend sufficient effort (in and out of class) to learn what we teach.

	Count	Percentage
Strongly agree	16	33.3%
Agree	25	52.1%
Disagree	6	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

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	21	43.8%
Utilize technology such as class websites, blogs, and videos	42	87.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	33	68.8%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	38	79.2%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	41	85.4%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	32	66.7%
Use bilingual handouts and cues	1	2.1%
Use visual displays, portable white boards, and posters when giving instructions	34	70.8%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	24	50.0%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	33	68.8%
Agree	15	31.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Eastside Elementary School

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

	Count	Percentage
Strongly Agree	19	39.6%
Agree	23	47.9%
Disagree	6	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	25	52.1%
Agree	22	45.8%
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	23	47.9%
Agree	23	47.9%
Disagree	2	4.2%
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	20	41.7%
Agree	24	50.0%
Disagree	4	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	36	75.0%
Agree	12	25.0%
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	26	54.2%
Agree	21	43.8%
Disagree	0	0.0%
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	37	77.1%
Agree	11	22.9%
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	32	66.7%
Agree	16	33.3%
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	36	75.0%
Agree	11	22.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%



Eastside Elementary School

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	38	79.2%
Agree	10	20.8%
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	38	79.2%
Agree	10	20.8%
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	37	77.1%
Agree	10	20.8%
Disagree	1	2.1%
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	38	79.2%
Agree	9	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	41	85.4%
Agree	7	14.6%
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	35	72.9%
Agree	13	27.1%
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	36	75.0%
Agree	12	25.0%
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	20	41.7%
Agree	24	50.0%
Disagree	3	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

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

	Count	Percentage
Strongly Agree	23	47.9%
Agree	16	33.3%
Disagree	7	14.6%
Strongly Disagree	1	2.1%
Not Applicable or No Information	1	2.1%



Eastside Elementary School

I am satisfied with being a teacher in the Clinton Public School District.

	Count	Percentage
Strongly agree	33	68.8%
Agree	12	25.0%
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	21	44.7%
Agree	17	36.2%
Disagree	7	14.9%
Strongly Disagree	2	4.3%
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	32	69.6%
Agree	8	17.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	13.0%

Technology

I am comfortable with classroom management as related to the 1:1 program.

	Count	Percentage
Strongly Agree	33	68.8%
Agree	13	27.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.2%

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

	Count	Percentage
Strongly Agree	30	62.5%
Agree	15	31.2%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.2%

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

	Count	Percentage
Strongly Agree	34	70.8%
Agree	12	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.2%

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

	Count	Percentage
Strongly Agree	27	56.2%
Agree	18	37.5%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%

Professional Development

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

	Count	Percentage
Strongly Agree	23	47.9%
Agree	23	47.9%
Disagree	1	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.1%



Eastside Elementary School

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	15	31.2%
Agree	27	56.2%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.3%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.

	Count	Percentage
Strongly Agree	24	50.0%
Agree	20	41.7%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.2%

General Opinion

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

Faculty members from Eastside Elementary School feel that the school does a good job in providing technology, supporting faculty, and maintaining a clean environment. One faculty member said, “I think expectations for our students across the board are higher than most schools. We expect them to work hard, and we work harder. This is shown in our data. We’re constantly pushing the kids to do more and be better. It is the culture of the school, and we are all bought into this idea.” Respondents expressed concerns about professional development and study skills. They would like stronger emphasis to be placed on student growth, rather than student achievement.

Eastside 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	0	0.0%
Differentiated instruction	1	100.0%
Access to computers and individualized instruction	0	0.0%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Eastside Elementary School

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%

Student behavior is rarely a problem.

	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 and 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	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 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 requirement 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%



Eastside Elementary School

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Foreign Languages	0.0%	0.0%	0.0%	0.0%	100.0%
Career and Technical Education	0.0%	0.0%	0.0%	0.0%	100.0%
Science	100.0%	0.0%	0.0%	0.0%	0.0%
Health Education	0.0%	0.0%	0.0%	0.0%	100.0%
Mathematics	100.0%	0.0%	0.0%	0.0%	0.0%
Physical Education	100.0%	0.0%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	0.0%	0.0%	0.0%	0.0%	100.0%
Social Studies	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%

My schoolwork 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	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 grading and evaluation of my class work is fair.

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

Teachers are concerned that students learn the subjects they teach.

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

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

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

Parent, Family, and Community Engagement

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

	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%

Parents are involved and support school functions.

	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%



Eastside Elementary School

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

	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%

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



Eastside Elementary School

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

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

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

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

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

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

If I have a problem or suggestion for the principal, he/she is available.

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

School spirit is very high at our school.

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

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

Technology

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

	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%



Eastside Elementary School

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

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

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

	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%

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

	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%

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

General Opinion

No response given.

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	16	55.2%
Differentiated instruction	11	37.9%
Access to computers and individualized instruction	14	48.3%

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

	Count	Percentage
Strongly Agree	20	69.0%
Agree	8	27.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%

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

	Count	Percentage
Strongly Agree	15	51.7%
Agree	12	41.4%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	6	20.7%
Agree	14	48.3%
Disagree	6	20.7%
Strongly Disagree	2	6.9%
Not Applicable or No Information	1	3.4%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	11	37.9%
Agree	10	34.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	27.6%



Eastside Elementary School

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	16	55.2%
Supporting college and career counseling	13	44.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	21	72.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	14	48.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	15	51.7%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	11	37.9%
Providing school-based mental health services and counseling	21	72.4%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	8	27.6%
Establishing or improving dropout prevention	5	17.2%
Supporting re-entry programs and transition services for Justice-involved youth	4	13.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	17	58.6%
Implementing systems and practices to prevent bullying and harassment	18	62.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	16	55.2%
Establishing community partnerships	8	27.6%

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

	Count	Percentage
Strongly Agree	4	13.8%
Agree	11	37.9%
Disagree	5	17.2%
Strongly Disagree	2	6.9%
Not Applicable or No Information	7	24.1%

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	15	51.7%
Building technological capacity and infrastructure	7	24.1%
Carrying out innovative blended learning projects	15	51.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	9	31.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	11	37.9%

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	17	58.6%
Safety in the schools	17	58.6%
Curriculum and learning goals	18	62.1%
Available technology and how it's used in the classroom	14	48.3%
How to contact my child's teacher	7	24.1%
Homework	10	34.5%



Eastside Elementary School

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

	Count	Percentage
Abuse Prevention	5	17.2%
Computer Classes	2	6.9%
Conflict Resolution	8	27.6%
Discipline	5	17.2%
Drug/Alcohol Awareness	3	10.3%
English as a Second Language	2	6.9%
Health Classes	8	27.6%
Literacy Classes	5	17.2%
Math Classes	8	27.6%
Parent-to-School Relationships	11	37.9%
Parent/Child Communication	9	31.0%
Preparing for College	17	58.6%
Parenting Workshops	5	17.2%
Social Media Classes	5	17.2%
Stress/Anger/Management	13	44.8%
Understanding College- and Career-Ready Standards	15	51.7%

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	16	55.2%
Help my child with homework	8	27.6%
How to motivate my child	10	34.5%
How to promote family reading	4	13.8%
How to set goals for my child	6	20.7%
Manage time	9	31.0%
Prepare my child for testing	14	48.3%
Understand my child's learning styles	20	69.0%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	11	37.9%
Agree	17	58.6%
Disagree	1	3.4%
Strongly Disagree	0	0.0%

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

	Count	Percentage
Strongly Agree	5	17.2%
Agree	17	58.6%
Disagree	6	20.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%

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

	Count	Percentage
Strongly Agree	21	72.4%
Agree	7	24.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	21	72.4%
Agree	7	24.1%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	13	44.8%
Agree	10	34.5%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.8%



Eastside Elementary School

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Social Studies	37.9%	44.8%	0.0%	6.9%	10.3%
English/Language Arts (reading, writing, speaking, listening)	55.2%	37.9%	6.9%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	41.4%	48.3%	3.4%	0.0%	6.9%
Mathematics	69.0%	27.6%	0.0%	0.0%	3.4%
Physical Education	44.8%	41.4%	10.3%	0.0%	3.4%
Foreign Languages	17.2%	17.2%	13.8%	3.4%	48.3%
Career and Technical Education	27.6%	20.7%	3.4%	3.4%	44.8%
Science	55.2%	34.5%	3.4%	0.0%	6.9%
Health Education	20.7%	31.0%	13.8%	0.0%	34.5%

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	10	34.5%
Agree	10	34.5%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	27.6%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	14	48.3%
Agree	11	37.9%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	17	58.6%
Agree	7	24.1%
Disagree	5	17.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	13	44.8%
Agree	12	41.4%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%

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

	Count	Percentage
Strongly Agree	10	34.5%
Agree	15	51.7%
Disagree	3	10.3%
Strongly Disagree	1	3.4%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	17	58.6%
Agree	10	34.5%
Disagree	2	6.9%
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	22	75.9%
Agree	6	20.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%



Eastside Elementary School

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

	Count	Percentage
Strongly agree	13	44.8%
Agree	11	37.9%
Disagree	4	13.8%
Strongly Disagree	1	3.4%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly agree	10	34.5%
Agree	10	34.5%
Disagree	2	6.9%
Strongly Disagree	3	10.3%
Not Applicable or No Information	4	13.8%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly agree	15	51.7%
Agree	8	27.6%
Disagree	4	13.8%
Strongly Disagree	2	6.9%
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	15	51.7%
Agree	11	37.9%
Disagree	3	10.3%
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	16	55.2%
Agree	11	37.9%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%

Our community is actively involved in our school.

	Count	Percentage
Strongly agree	14	48.3%
Agree	10	34.5%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	15	51.7%
Checked my child's grades/assignments online	25	86.2%
Been in contact with my child's teacher	26	89.7%
Received a newsletter from the district, school, or teacher	24	82.8%
Worked with a committee or group on school or district policies	3	10.3%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	18	62.1%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	19	65.5%
Volunteered at my child's school	15	51.7%

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	10	34.5%
Agree	16	55.2%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%



Eastside Elementary School

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	34.5%
Agree	12	41.4%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	20.7%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	18	62.1%
Agree	10	34.5%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	13	44.8%
Agree	12	41.4%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%

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	17	58.6%
Agree	11	37.9%
Disagree	1	3.4%
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	16	55.2%
Agree	11	37.9%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	20	69.0%
Agree	9	31.0%
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	62.1%
Agree	11	37.9%
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	13	44.8%
Agree	15	51.7%
Disagree	1	3.4%
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	8	66.7%
No	4	33.3%



Eastside Elementary School

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

	Count	Percentage
Strongly agree	8	27.6%
Agree	12	41.4%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	27.6%

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

	Count	Percentage
Strongly Agree	15	51.7%
Agree	13	44.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%

Technology

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

	Count	Percentage
Strongly Agree	14	48.3%
Agree	14	48.3%
Disagree	0	0.0%
Strongly Disagree	1	3.4%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	11	37.9%
Agree	6	20.7%
Disagree	5	17.2%
Strongly Disagree	3	10.3%
Not Applicable or No Information	4	13.8%

My child has Internet access when away from school.

	Count	Percentage
Strongly Agree	22	75.9%
Agree	5	17.2%
Disagree	1	3.4%
Strongly Disagree	1	3.4%
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	21	72.4%
Agree	6	20.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%

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

	Count	Percentage
Strongly Agree	11	37.9%
Agree	12	41.4%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	17.2%

General Opinion

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

Parents from Eastside Elementary School feel that the school does a good job in partnering with the community and meeting the needs of students. One parent said, “The district does well with incorporating the community and outside resources needed to help student with academic, physical, and mental success.” Respondents expressed concerns the cafeteria options, special education, and overuse of technology. They would like stronger emphasis to be placed on social aspects for students and feel the school day should include more physical activity for students. Another parent stated, “I encourage the District to consider Mental Health Counseling and continued support to those students with dyslexia. Since we are a great school district and our testing is good, I would like to see the school district work with those students that struggle in some areas to be the best they can be. I am thankful for the new schedule so those students that need help can get it.”



Notes

[This section contains 16 horizontal grey bars for writing notes.]

LOVETT ELEMENTARY SCHOOL

Introduction

Lovett Elementary School is located at 2002 West Northside Drive in Clinton, Mississippi. In 2022-2023, it housed four hundred forty-six (446) students in sixth grade (6). In 2013, Lovett Elementary School was recognized as a Blue Ribbon School by the U.S. Department of Education.

According to the school website, "The highly qualified Lovett faculty and staff are committed to a standard of excellence in teaching and learning. Reaching and maintaining an "A" status according to the school accountability standards is one of our most important goals. We are also focused on school and student safety, and strive to protect and nurture all of our students. Another goal is to prepare our students for the 7th grade using the Mississippi College and Career Readiness Standards. We also hope to build strong relationships with parents and other community members to ensure a positive educational experience for all of our students."



Lovett Elementary School prides itself in preparing students for seventh grade. One way the school does that is by exposing students to different clubs and student organizations. LES has a robotics club, yearbook committee, and Arise Show Choir.

Enrollment

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

LOVETT ELEMENTARY SCHOOL ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	443	443	466	396	446
ELEM_SPED	*	*	*		*
GR_6	*	*	*	396	*

Figure 110: Lovett Elementary School Enrollment


LOVETT ELEMENTARY SCHOOL CHANGES IN ENROLLMENT					
	2019	2023	CHANGE		
ALL	443	446	3		0.7%
ELEM_SPED	*	*	*		*
GR_6	*	*	*		*

Figure 111: Lovett Elementary School Changes in Enrollment

LOVETT ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2019	2020	2021	2022	2023
ALL	ALL	443	443	466	396	446
GENDER	FEMALE	229	228	238	193	207
	MALE	214	215	228	203	239
RACE	ASIAN	27	19	27	18	23
	BLACK OR AFRICAN AMERICAN	241	240	268	235	223
	HISPANIC OR LATINO	12	*	*	*	*
	TWO OR MORE RACES	*	*	*	*	*
	WHITE	160	168	155	134	181

Figure 112: Lovett Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

LOVETT ELEMENTARY SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	390.0	418.2	425.6	432.3	368.1
GR_6	390.0	418.2	425.6	432.3	368.1

Figure 113: Lovett Elementary School Average Daily Attendance

Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE “to prevent the identification of individuals in small cells or with unique characteristics.” Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

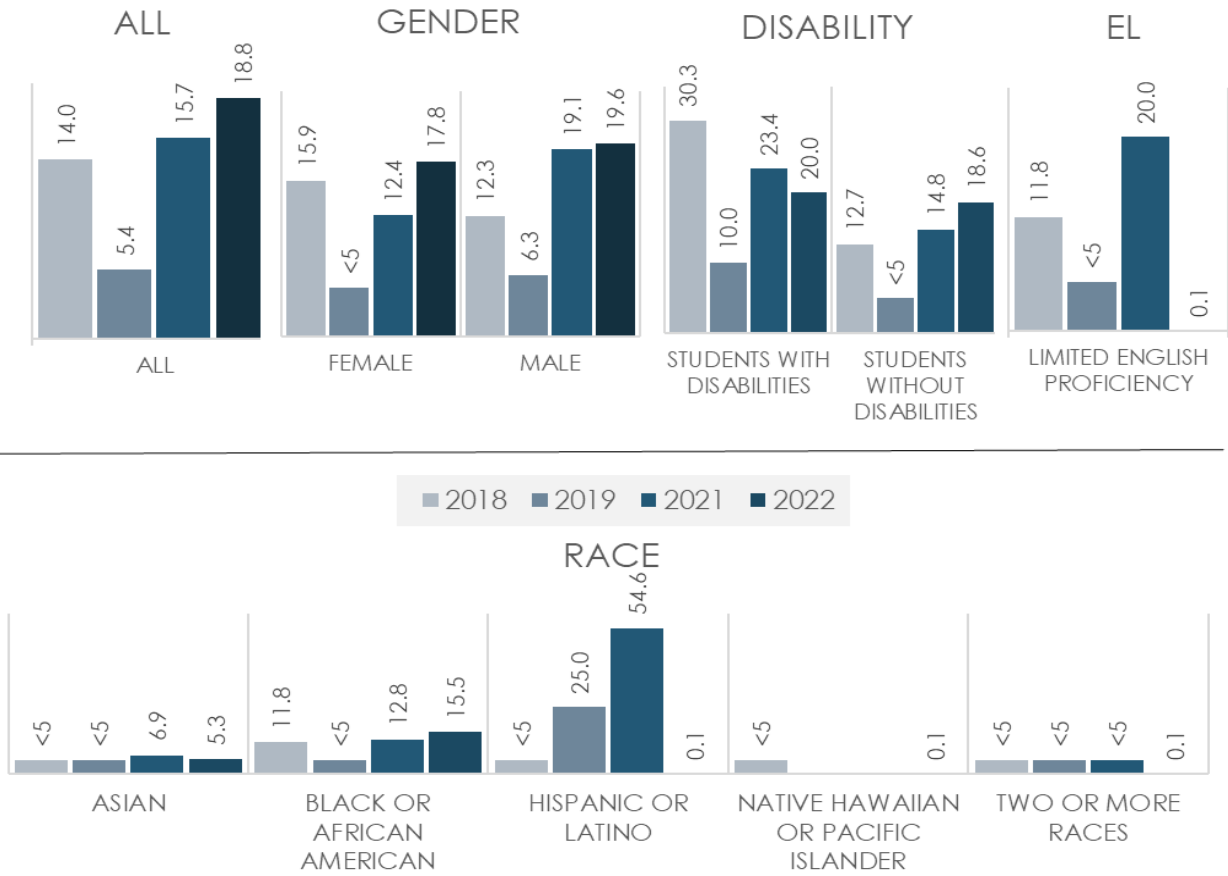
LOVETT ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	*	*	*	*	92.9%
GR_6	*	*	*	*	92.9%

Figure 114: Lovett Elementary School ADA as Percentage of Enrollment



Chronic Absence

LOVETT ELEMENTARY SCHOOL % CHRONIC ABSENCE



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 115: Lovett Elementary School Chronic Absence by Demographic Group



Accountability

Accountability Measures

LOVETT ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	A	A	B
POINTS	446		407
ELA/READING			
% PROFICIENT	52.6	49.7	58.2
STATE	41.8	35	41.9
% GROWTH	67.1		73.1
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	44.5		42.1
STATE	56.2		56.6
MATH			
% PROFICIENT	72	54	64.1
STATE	47	36	46.8
% GROWTH	82.7		68.9
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	63.4		42.7
STATE	60		68.6

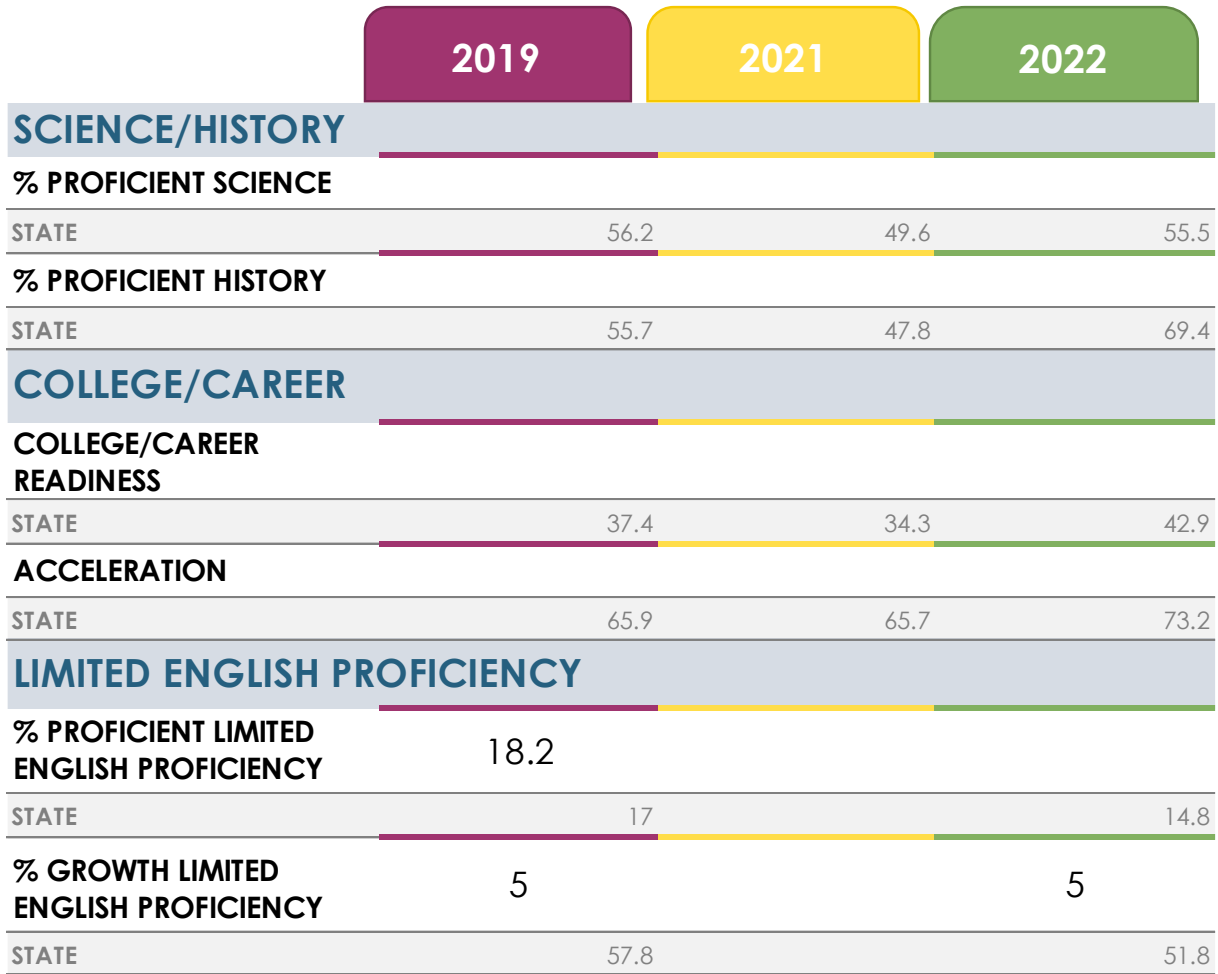
(MDE, 2019, 2021, 2022, Accountability)

Figure 116: Lovett Elementary School Accountability: ELA and Math



LOVETT ELEMENTARY SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.



(MDE, 2019, 2021, 2022, Accountability)

Figure 117: Lovett Elementary School Accountability: Science, History, Other

Proficiency by Demographic Group

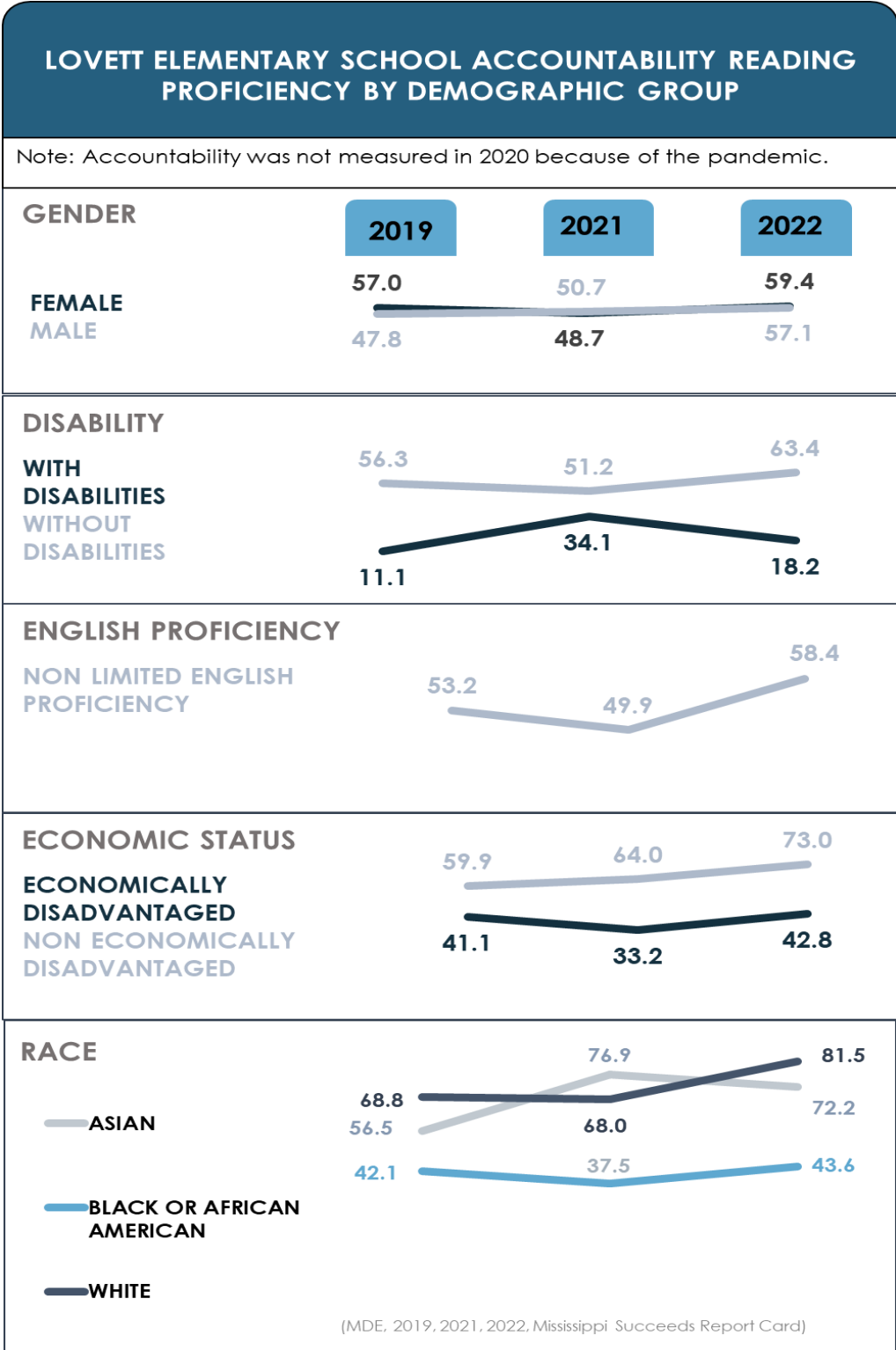


Figure 118: Lovett Elementary School Reading Proficiency by Demographic Group



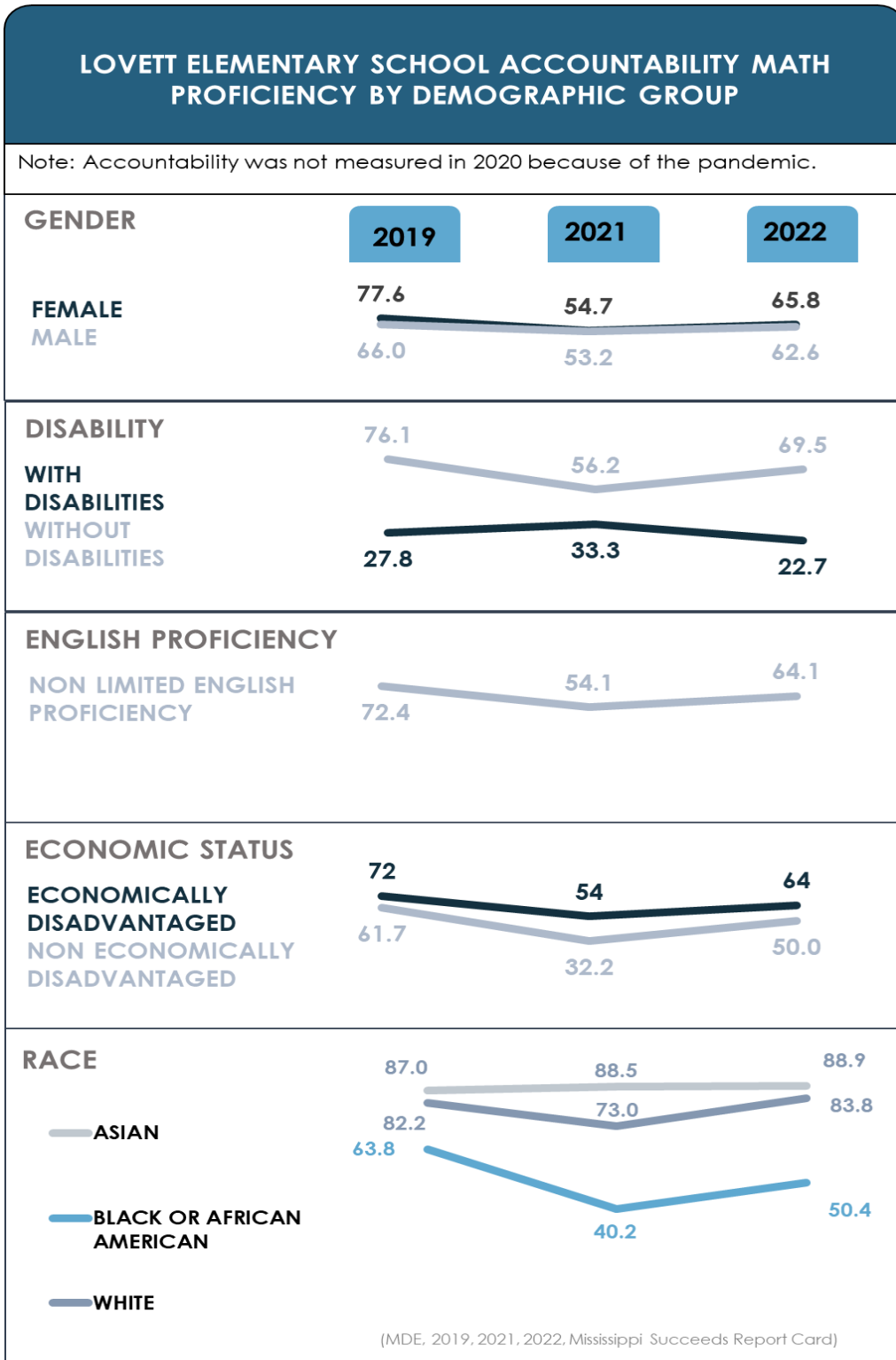


Figure 119: Lovett Elementary School Math Proficiency by Demographic Group

School Improvement

Lovett Elementary School was newly identified in 2021 as a **Targeted Support and Improvement (TSI)** school because scores for **Students with Disabilities** were in the lowest 50% of overall accountability, in the lowest quartile of a 3-year average gap-to-goal, and in the lowest quartile of a 3-year improvement toward gap-to-goal closure.

Assessment

Mississippi Academic Assessment Program (MAAP)

MAAP ELA and Math

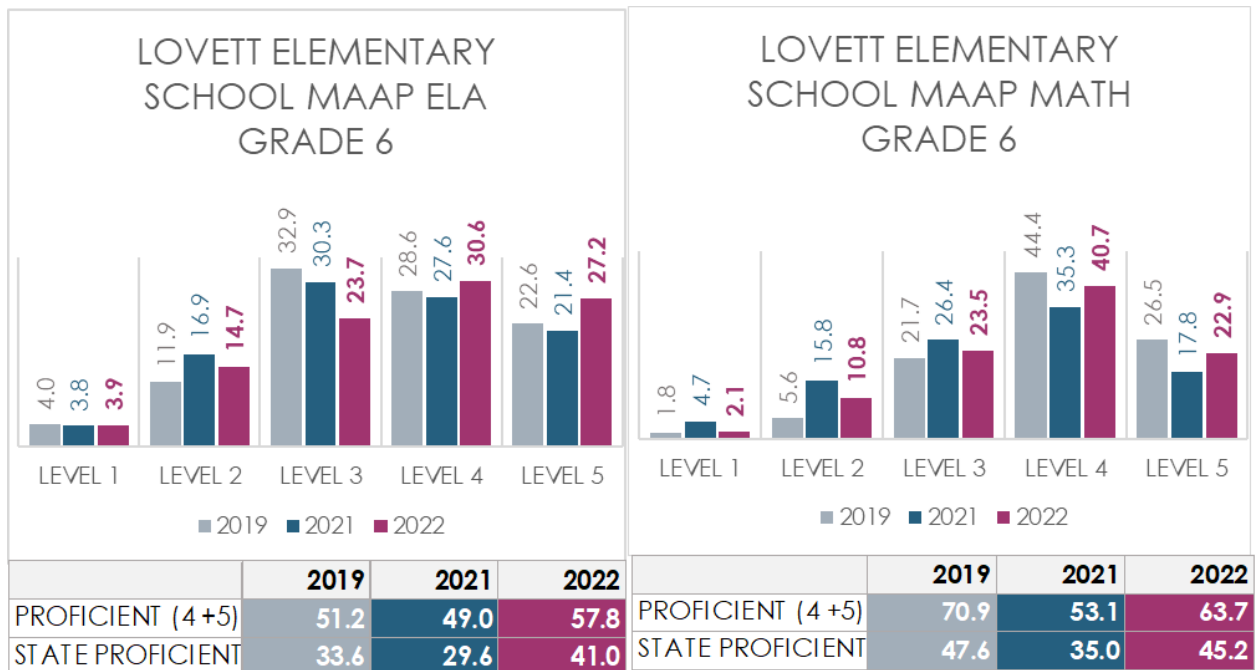


Figure 120: Lovett Elementary School MAAP ELA and Math Grade 6



Personnel

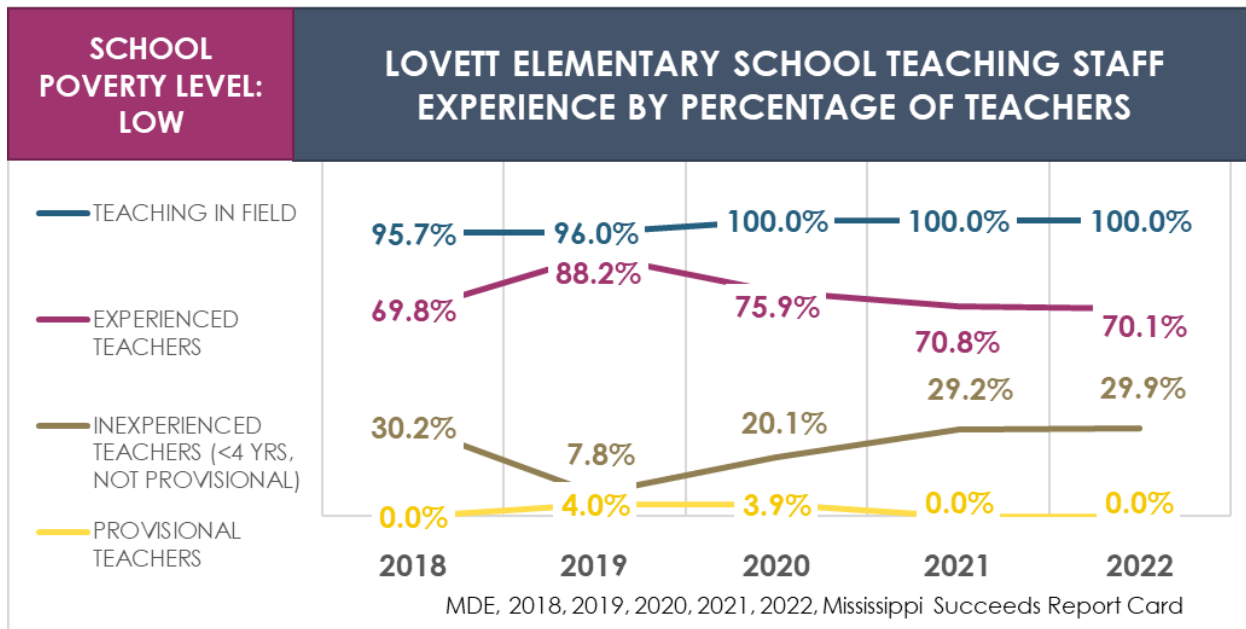


Figure 121: Lovett Elementary School Teaching Staff Experience by Percentage of Teachers



Discipline

LOVETT ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5			25.9	<5	<5	17.1	<10	<5		
GENDER	FEMALE					<5		<5	7.3				
	MALE					22		9.52	26.1				
RACE	ASIAN					<5			5.9				
	BLACK OR AFRICAN AMERICAN					18.5		6.77	25.5				
	HISPANIC OR LATINO					8.33							
	TWO OR MORE RACES					<5							
	WHITE					6.21		<5	<5				
DISABILITY	STUDENTS WITH DISABILITIES					26.3		10.6	16.7				
	STUDENTS WITHOUT DISABILITIES					11.7		<5	17.1				
EL	LIMITED ENGLISH PROFICIENCY					9.09							
	NON LIMITED ENGLISH PROFICIENCY					13			17.3				
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	38	<10	<10	26	<10			<5	<10			<5
GENDER	FEMALE	<10			<10	<5			<5	<5			<5
	MALE	18		<10	20	<5			<5	<5			<5
RACE	ASIAN	<10				<5			<5	<5			<5
	BLACK OR AFRICAN AMERICAN	13		<10	24	<5			<5	<5			<5
	HISPANIC OR LATINO					<5			<5	<5			<5
	TWO OR MORE RACES	<10											
	WHITE	<10		<10	<10	<5			<5	<5			<5
DISABILITY	STUDENTS WITH DISABILITIES	<10		<10	<10	<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES	17		<10	21	<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY	<10				<5			<5	<5			<5
	NON LIMITED ENGLISH PROFICIENCY	18			26	<5			<5	<5			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 122: Lovett Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Lovett Elementary School in the categories of *Federal Programs*; *Curriculum and Instruction*; *Parent, Family, and Community Engagement*; *School Improvement*; *School Climate and Culture*; *Technology*; and *Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Nineteen (19) faculty and staff members and twenty (20) parents responded to the survey.

Lovett Elementary School Faculty/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	57.9%
Differentiated instruction	12	63.2%
Access to computers and individualized instruction	12	63.2%

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

	Count	Percentage
Strongly Agree	14	73.7%
Agree	5	26.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	13	68.4%
Agree	5	26.3%
Disagree	1	5.3%
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	8	42.1%
Disagree	9	47.4%
Strongly Disagree	2	10.5%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	5	26.3%
Agree	11	57.9%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	7	36.8%
Disagree	8	42.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	21.1%

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	3	15.8%
Agree	8	42.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	42.1%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	5	31.2%
Minor disruptions that steal instructional time	10	62.5%
Major classroom disruptions	1	6.2%



Lovett Elementary School

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	73.7%	15.8%	0.0%	0.0%	10.5%
Closing the achievement gap between diverse groups of students.	68.4%	26.3%	0.0%	0.0%	5.3%
Successful classroom management.	63.2%	31.6%	0.0%	0.0%	5.3%
Teaching special needs students.	52.6%	42.1%	0.0%	0.0%	5.3%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	42.1%	42.1%	5.3%	0.0%	10.5%

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	8	42.1%
Agree	10	52.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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	14	73.7%
Agree	4	21.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	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	6	31.6%
Expedited evaluation services for students with limited English	6	31.6%
Expedited evaluation services for gifted and talented students	3	15.8%
Addition academic support	10	52.6%
Tutoring	11	57.9%
Enrichment educational services	7	36.8%
Counseling	15	78.9%
Mentors	7	36.8%
School supplies	13	68.4%
School uniforms	3	15.8%
Dental referrals	2	10.5%
Medical referrals	4	21.1%
Bullying assistance	5	26.3%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	12	63.2%
Agree	7	36.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	14	73.7%
Agree	5	26.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Lovett Elementary School

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	14	73.7%
Agree	5	26.3%
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 requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	9	47.4%
Agree	9	47.4%
Disagree	1	5.3%
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
Mathematics	63.2%	36.8%	0.0%	0.0%	0.0%
Physical Education	36.8%	47.4%	10.5%	0.0%	5.3%
Foreign Languages	15.8%	26.3%	15.8%	0.0%	42.1%
Career and Technical Education	31.6%	31.6%	5.3%	0.0%	31.6%
Science	52.6%	47.4%	0.0%	0.0%	0.0%
Health Education	21.1%	52.6%	15.8%	0.0%	10.5%
Social Studies	52.6%	36.8%	10.5%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	47.4%	52.6%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	52.6%	42.1%	5.3%	0.0%	0.0%

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

	Count	Percentage
Strongly Agree	12	63.2%
Agree	6	31.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.

	Count	Percentage
Strongly agree	10	52.6%
Agree	8	42.1%
Disagree	1	5.3%
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	14	73.7%
Agree	3	15.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	14	73.7%
Agree	3	15.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

Students spend sufficient effort (in and out of class) to learn what we teach.

	Count	Percentage
Strongly agree	2	10.5%
Agree	9	47.4%
Disagree	6	31.6%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%



Lovett Elementary School

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	8	42.1%
Utilize technology such as class websites, blogs, and videos	10	52.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	10	52.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	15	78.9%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	13	68.4%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	10	52.6%
Use bilingual handouts and cues	1	5.3%
Use visual displays, portable white boards, and posters when giving instructions	12	63.2%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	7	36.8%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	11	57.9%
Agree	8	42.1%
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	26.3%
Agree	11	57.9%
Disagree	3	15.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	12	63.2%
Agree	7	36.8%
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	6	31.6%
Agree	11	57.9%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	7	36.8%
Agree	10	52.6%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	10	52.6%
Agree	9	47.4%
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	7	36.8%
Agree	12	63.2%
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	12	63.2%
Agree	6	31.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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	8	42.1%
Agree	9	47.4%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	8	42.1%
Agree	11	57.9%
Disagree	0	0.0%
Strongly Disagree	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	63.2%
Agree	7	36.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

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

	Count	Percentage
Strongly Agree	12	63.2%
Agree	7	36.8%
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	8	42.1%
Agree	10	52.6%
Disagree	1	5.3%
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	10	52.6%
Agree	8	42.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	12	63.2%
Agree	6	31.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%



Lovett Elementary School

Teachers here have a sense of common mission.

	Count	Percentage
Strongly agree	13	68.4%
Agree	6	31.6%
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	12	63.2%
Agree	6	31.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	9	47.4%
Agree	6	31.6%
Disagree	2	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

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

	Count	Percentage
Strongly Agree	14	73.7%
Agree	5	26.3%
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	14	73.7%
Agree	3	15.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

The principal is viewed as the instructional leader of this school.

	Count	Percentage
Strongly Agree	14	73.7%
Agree	4	21.1%
Disagree	1	5.3%
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	12	63.2%
Agree	4	21.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	15.8%

Technology

I am comfortable with classroom management as related to the 1:1 program.

	Count	Percentage
Strongly Agree	10	52.6%
Agree	7	36.8%
Disagree	0	0.0%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	9	47.4%
Agree	9	47.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%



Lovett Elementary School

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

	Count	Percentage
Strongly Agree	11	57.9%
Agree	6	31.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

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

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

Professional Development

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	6	31.6%
Agree	10	52.6%
Disagree	2	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	6	31.6%
Agree	10	52.6%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

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	26.3%
Agree	12	63.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

General Opinion

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

Faculty members from Lovett Elementary School feel that the school does a good job in providing high quality instruction for students and developing teachers. One faculty member said, “The district provides technology for students and teachers. We also have clean, safe, and well equipped schools. There are plenty of funds to purchase school supplies.” Respondents expressed concerns about class size and providing teachers with resources for digital learning. They would like a stronger emphasis to be placed on lowering the



Lovett Elementary School

number of students in each class. Another faculty member stated, "Technology exists but generally isn't used effectively. Teachers struggle to incorporate technology past the point of substitution. iPads are not viewed as a tool to enhance and build instructional opportunities; they are used as a reward or for "finish early" time. The majority of meaningful use is not regular use, but something done here and there. So much of what is available on our devices is never (or rarely) touched."

Lovett 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	7	35.0%
Differentiated instruction	7	35.0%
Access to computers and individualized instruction	14	70.0%

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

	Count	Percentage
Strongly Agree	7	35.0%
Agree	11	55.0%
Disagree	0	0.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	1	5.0%

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

	Count	Percentage
Strongly Agree	5	25.0%
Agree	12	60.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.0%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	2	10.0%
Agree	8	40.0%
Disagree	7	35.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	2	10.0%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	3	15.0%
Agree	11	55.0%
Disagree	0	0.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	5	25.0%

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

	Count	Percentage
Strongly Agree	2	10.0%
Agree	6	30.0%
Disagree	6	30.0%
Strongly Disagree	2	10.0%
Not Applicable or No Information	4	20.0%

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	7	35.0%
Supporting college and career counseling	9	45.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	11	55.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	7	35.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	3	15.0%



Lovett Elementary School

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	5	25.0%
Providing school-based mental health services and counseling	13	65.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	6	30.0%
Establishing or improving dropout prevention	3	15.0%
Supporting re-entry programs and transition services for Justice-involved youth	5	25.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	7	35.0%
Implementing systems and practices to prevent bullying and harassment	12	60.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	4	20.0%
Establishing community partnerships	4	20.0%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	7	35.0%
Building technological capacity and infrastructure	8	40.0%
Carrying out innovative blended learning projects	4	20.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	4	20.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	8	40.0%

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	10	50.0%
Safety in the schools	13	65.0%
Curriculum and learning goals	11	55.0%
Available technology and how it's used in the classroom	7	35.0%
How to contact my child's teacher	3	15.0%
Homework	3	15.0%

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

	Count	Percentage
Abuse Prevention	2	10.0%
Computer Classes	4	20.0%
Conflict Resolution	4	20.0%
Discipline	4	20.0%
Drug/Alcohol Awareness	5	25.0%
English as a Second Language	1	5.0%
Health Classes	8	40.0%
Literacy Classes	2	10.0%
Math Classes	2	10.0%
Parent-to-School Relationships	9	45.0%
Parent/Child Communication	9	45.0%
Preparing for College	10	50.0%
Parenting Workshops	5	25.0%
Social Media Classes	1	5.0%
Stress/Anger/Management	6	30.0%
Understanding College- and Career-Ready Standards	11	55.0%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:

	Count	Percentage
Activities to help my child learn over the summer	7	35.0%
Help my child with homework	5	25.0%
How to motivate my child	7	35.0%
How to promote family reading	2	10.0%
How to set goals for my child	5	25.0%
Manage time	11	55.0%
Prepare my child for testing	9	45.0%
Understand my child's learning styles	13	65.0%



Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	2	10.0%
Agree	13	65.0%
Disagree	2	10.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	2	10.0%

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

	Count	Percentage
Strongly Agree	4	20.0%
Agree	11	55.0%
Disagree	2	10.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	2	10.0%

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

	Count	Percentage
Strongly Agree	7	35.0%
Agree	11	55.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.0%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	7	35.0%
Agree	11	55.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.0%

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

	Count	Percentage
Strongly Agree	3	15.0%
Agree	6	30.0%
Disagree	2	10.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	8	40.0%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Social Studies	20.0%	70.0%	0.0%	5.0%	5.0%
English/Language Arts (reading, writing, speaking, listening)	20.0%	70.0%	5.0%	0.0%	5.0%
Fine Arts (music, visual arts, dance, drama)	15.0%	55.0%	15.0%	5.0%	10.0%
Health Education	5.0%	65.0%	10.0%	0.0%	20.0%
Mathematics	35.0%	60.0%	0.0%	0.0%	5.0%
Physical Education	10.0%	55.0%	15.0%	5.0%	15.0%
Foreign Languages	0.0%	40.0%	25.0%	0.0%	35.0%
Career and Technical Education	5.0%	40.0%	5.0%	0.0%	50.0%
Science	30.0%	60.0%	5.0%	0.0%	5.0%

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	4	20.0%
Agree	9	45.0%
Disagree	3	15.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	20.0%



Parent, Family, and Community Engagement

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	5	25.0%
Agree	13	65.0%
Disagree	0	0.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	1	5.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	4	20.0%
Agree	10	50.0%
Disagree	3	15.0%
Strongly Disagree	3	15.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.		
	Count	Percentage
Strongly Agree	3	15.0%
Agree	14	70.0%
Disagree	2	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.0%

Parents have a good understanding of the school's programs and operations.		
	Count	Percentage
Strongly Agree	2	10.0%
Agree	13	65.0%
Disagree	4	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.0%

For the most part, I am satisfied with our district.		
	Count	Percentage
Strongly Agree	6	30.0%
Agree	12	60.0%
Disagree	0	0.0%
Strongly Disagree	2	10.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	25.0%
Agree	12	60.0%
Disagree	0	0.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	2	10.0%

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

	Count	Percentage
Strongly agree	4	20.0%
Agree	11	55.0%
Disagree	4	20.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly agree	2	10.0%
Agree	9	45.0%
Disagree	3	15.0%
Strongly Disagree	3	15.0%
Not Applicable or No Information	3	15.0%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly agree	7	35.0%
Agree	10	50.0%
Disagree	2	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.0%

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

	Count	Percentage
Strongly agree	6	30.0%
Agree	12	60.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.0%



Lovett Elementary School

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

	Count	Percentage
Strongly agree	3	15.0%
Agree	13	65.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	15.0%

Our community is actively involved in our school.

	Count	Percentage
Strongly agree	3	15.0%
Agree	10	50.0%
Disagree	3	15.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	20.0%

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	10	50.0%
Checked my child's grades/assignments online	19	95.0%
Been in contact with my child's teacher	19	95.0%
Received a newsletter from the district, school, or teacher	18	90.0%
Worked with a committee or group on school or district policies	2	10.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	7	35.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	14	70.0%
Volunteered at my child's school	6	30.0%



School Improvement

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	4	20.0%
Agree	10	50.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	25.0%

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	20.0%
Agree	11	55.0%
Disagree	1	5.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	3	15.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	6	30.0%
Agree	11	55.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.0%

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

	Count	Percentage
Strongly Agree	5	25.0%
Agree	11	55.0%
Disagree	2	10.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	1	5.0%



Lovett Elementary School

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	40.0%
Agree	9	45.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.0%

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

	Count	Percentage
Strongly Agree	2	10.0%
Agree	14	70.0%
Disagree	1	5.0%
Strongly Disagree	2	10.0%
Not Applicable or No Information	1	5.0%

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

	Count	Percentage
Strongly Agree	4	20.0%
Agree	13	65.0%
Disagree	2	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.0%

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	20.0%
Agree	14	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.0%

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

	Count	Percentage
Strongly Agree	2	10.0%
Agree	13	65.0%
Disagree	2	10.0%
Strongly Disagree	2	10.0%
Not Applicable or No Information	1	5.0%

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

	Count	Percentage
Strongly agree	1	5.0%
Agree	12	60.0%
Disagree	2	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	25.0%

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

	Count	Percentage
Strongly Agree	5	25.0%
Agree	14	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.0%

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

	Count	Percentage
Yes	5	55.6%
No	4	44.4%

Technology

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

	Count	Percentage
Strongly Agree	9	45.0%
Agree	11	55.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Lovett Elementary School

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

	Count	Percentage
Strongly Agree	9	45.0%
Agree	11	55.0%
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
Strongly Agree	11	55.0%
Agree	8	40.0%
Disagree	1	5.0%
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	60.0%
Agree	7	35.0%
Disagree	0	0.0%
Strongly Disagree	1	5.0%
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	6	30.0%
Agree	9	45.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	25.0%

General Opinion

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

Parents from Lovett Elementary School feel that the school does a good job in teaching students and providing a safe atmosphere. One parent said, "I genuinely believe that most of the teachers really care about the wellbeing of the students. Although the academic expectations are high at times, I do believe that they are consistent and beneficial to the students. When a relationship with the teachers is established, it appears to be easy to maintain. Any concerns with my children's safety in regard to conflicts has been resolved." Respondents expressed concerns about communication with parents and cafeteria offerings. Another parent stated, "There is a significant lack of communication from the administration with the upcoming changes to the academic calendar. Not only with the process but a thorough explanation of the reason for the change. Most of the information I am able to receive is from staff and faculty and not from the administration directly."



Notes

[A series of 15 horizontal grey bars for writing notes.]

CLINTON JUNIOR HIGH SCHOOL

Introduction

Clinton Junior High School is located at 711 Lakeview Drive in Clinton, Mississippi. In 2022-2023, it housed eight hundred seventy-one (871) students in seventh through eighth grades (7-8). The school motto is, "Always an ARROW." "ARROW," is an acronym which stands for: achieving, respectful, responsible, organized, willing to learn, successful students.

Clinton Junior High School is a Positive Behavior Interventions and Supports (PBIS) School. PBIS is a proactive approach to establishing the behavioral supports needed for all students to achieve social, emotional and academic success. It works together with effective academic instruction in a positive and safe school climate to maximize the success of all students. PBIS recognizes positive behavior through positive praise, recognition, and rewards. Students will also begin to build intrinsic motivation.

The school PBIS handbook states, "Our school wide expectations, matrix, motto, and a list of PBIS committee leaders are posted throughout the building. The school motto and matrix are integrated together to ensure that all students are ready, respectful, responsible



and safe. Student expectations are posted in all common areas. These areas consist of the hallway, classroom, restroom, cafeteria, library, assembly area, bus, car rider line, arrival and dismissal. This helps prompt students to pay attention to the school rules and expectations."

Enrollment

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

CLINTON JUNIOR HIGH SCHOOL ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	859	872	920	911	871
ELEM_SPED	*	10	*	*	*
GR_7	427	434	451	448	405
GR_8	418	415	448	444	452

Figure 123: Clinton Junior High School Enrollment




CLINTON JUNIOR HIGH SCHOOL CHANGES IN ENROLLMENT					
	2019	2023	CHANGE		
ALL	859	871	12		1.4%
ELEM_SPED	*	*	*		*
GR_7	427	405	-22		-5.2%
GR_8	418	452	34		8.1%

Figure 124: Clinton Junior High School Changes in Enrollment

CLINTON JUNIOR HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2019	2020	2021	2022	2023
ALL	ALL	859	872	920	911	871
GENDER	FEMALE	407	439	474	462	440
	MALE	452	433	446	449	431
RACE	ASIAN	41	41	46	48	44
	BLACK OR AFRICAN AMERICAN	489	487	512	509	527
	HISPANIC OR LATINO	28	22	*	25	17
	TWO OR MORE RACES	*	*	*	16	*
	WHITE	299	317	329	313	271

Figure 125: Clinton Junior High School Enrollment by Demographic Group

Attendance

Average Daily Attendance

CLINTON JUNIOR HIGH SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	792.5	798.9	815.1	813.3	832.4
GR_7	408.8	400.6	418.7	409.5	416.8
GR_8	383.7	398.4	396.4	403.7	415.6

Figure 126: Clinton Junior High School Average Daily Attendance

Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

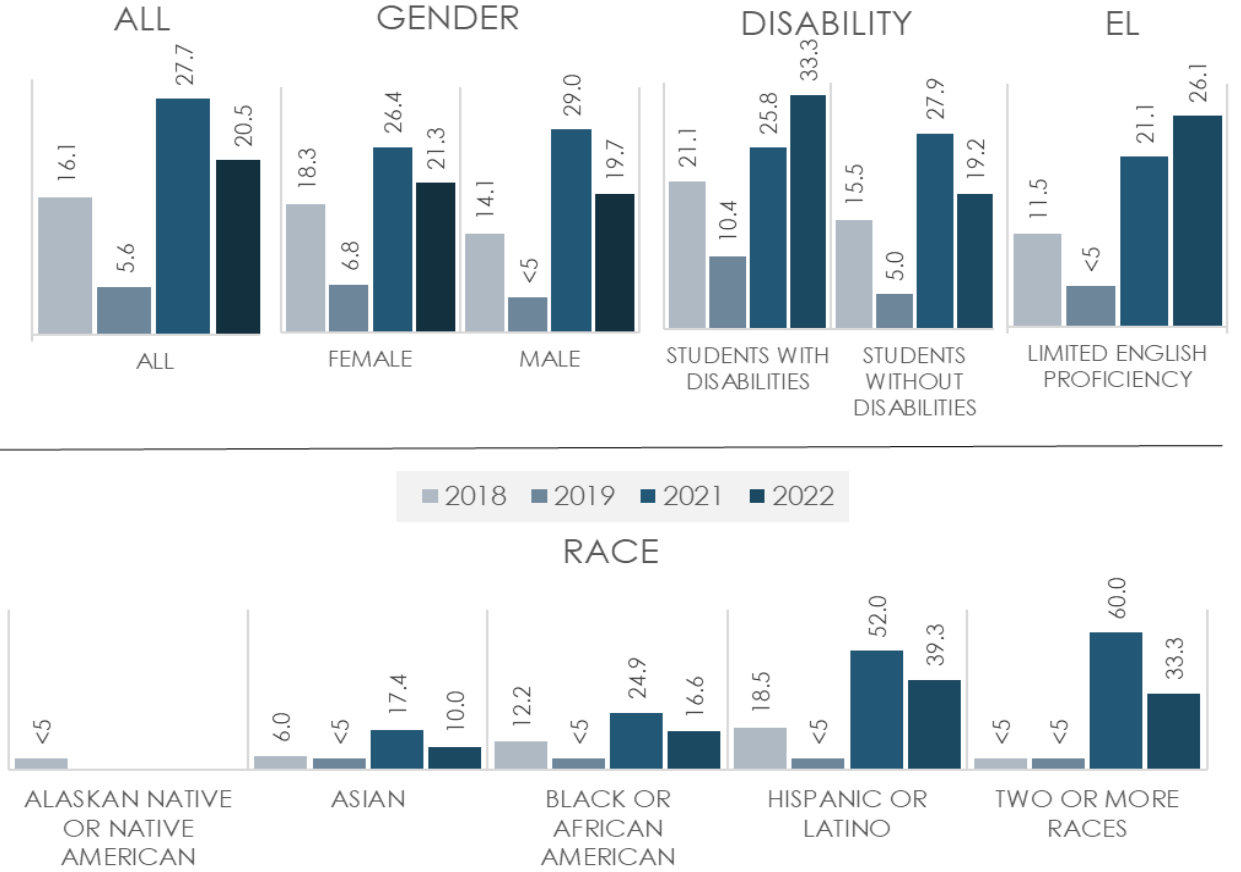
CLINTON JUNIOR HIGH SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	93.3%	94.6%	96.0%	90.5%	93.3%
GR_7	93.8%	93.8%	96.5%	90.8%	93.0%
GR_8	92.9%	95.3%	95.5%	90.1%	93.6%

Figure 127: Clinton Junior High School ADA as Percentage of Enrollment



Chronic Absence

CLINTON JUNIOR HIGH SCHOOL % CHRONIC ABSENCE



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 128: Clinton Junior High School Chronic Absence by Demographic Group



Accountability

Accountability Measures

CLINTON JUNIOR HIGH SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	B	B	A
POINTS	417		522
ELA/READING			
% PROFICIENT	53.8	55.6	58.2
STATE	41.8	35	41.9
% GROWTH	63.8		74.5
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	58		61.4
STATE	56.2		56.6
MATH			
% PROFICIENT	57.8	66.9	79.5
STATE	47	36	46.8
% GROWTH	64.5		100.8
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	48.2		78.9
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 129: Clinton Junior High School Accountability: ELA and Math



CLINTON JUNIOR HIGH SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE	66.5	68.2	72.2
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY			
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS			
STATE	37.4	34.3	42.9
ACCELERATION			
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY	20		31.8
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		41.2
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 130: Clinton Junior High School Accountability: Science, History, Other

Proficiency by Demographic Group

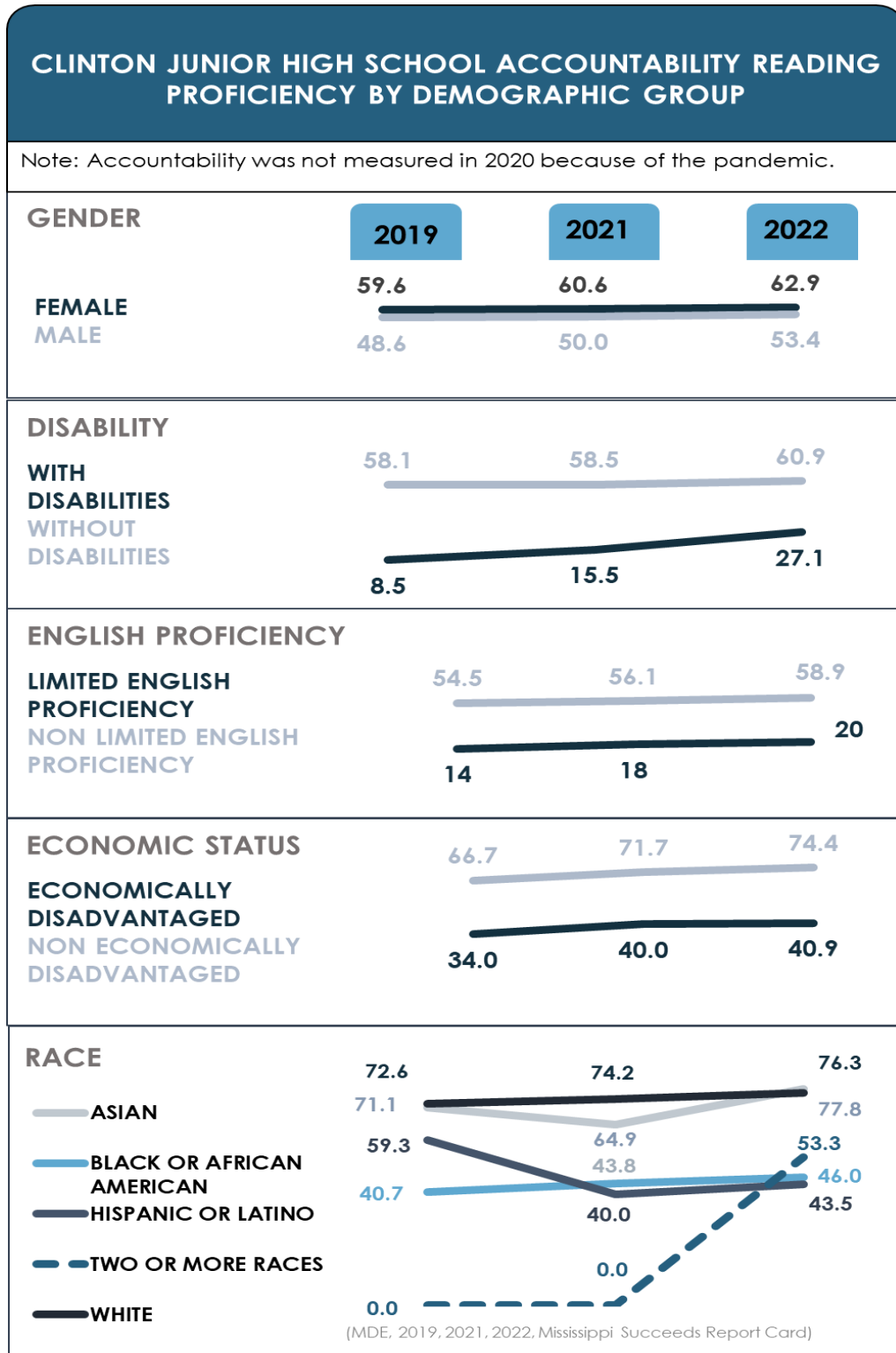


Figure 131: Clinton Junior High School Reading Proficiency by Demographic Group



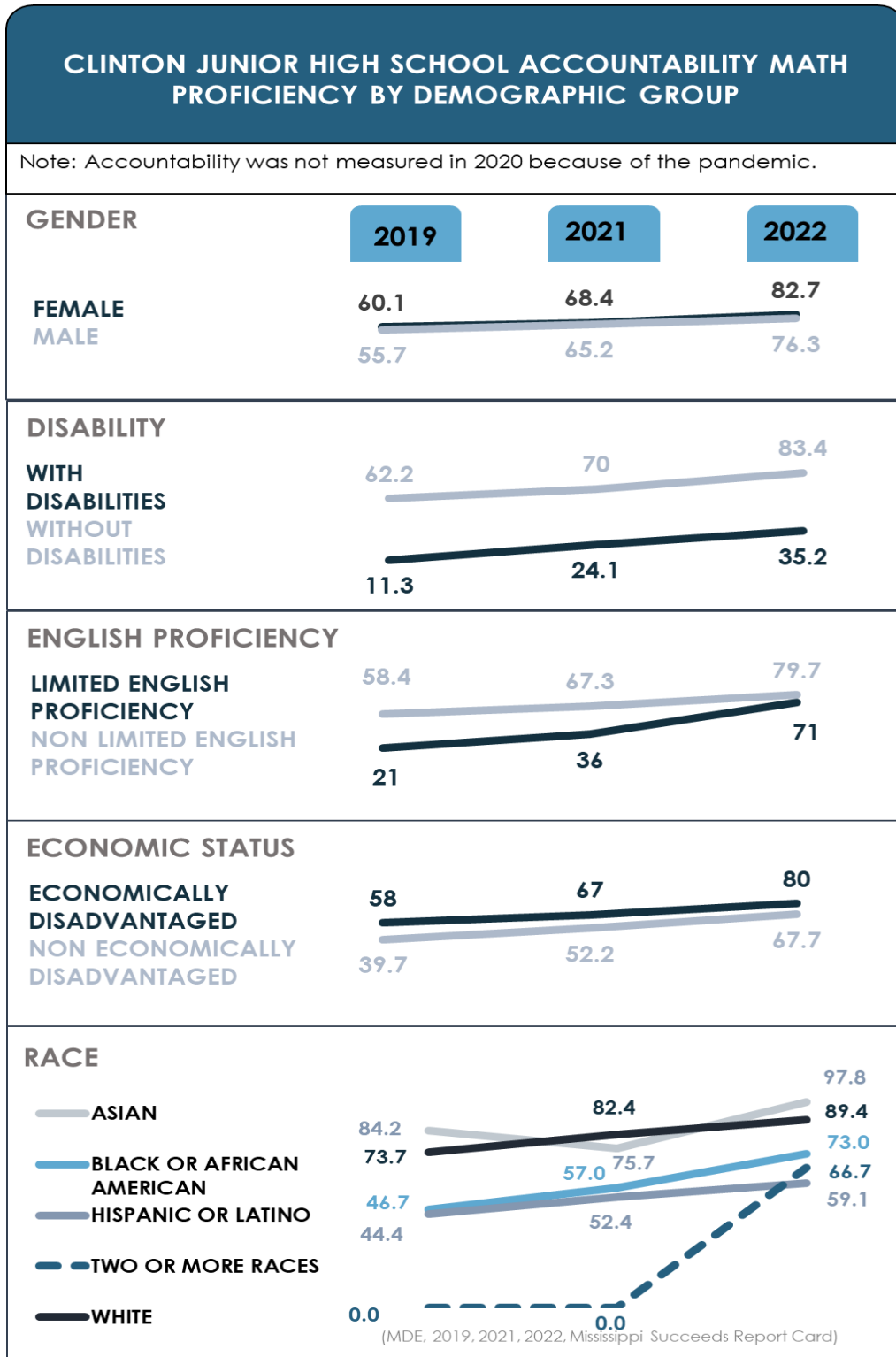


Figure 132: Clinton Junior High School Math Proficiency by Demographic Group

CLINTON JUNIOR HIGH SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

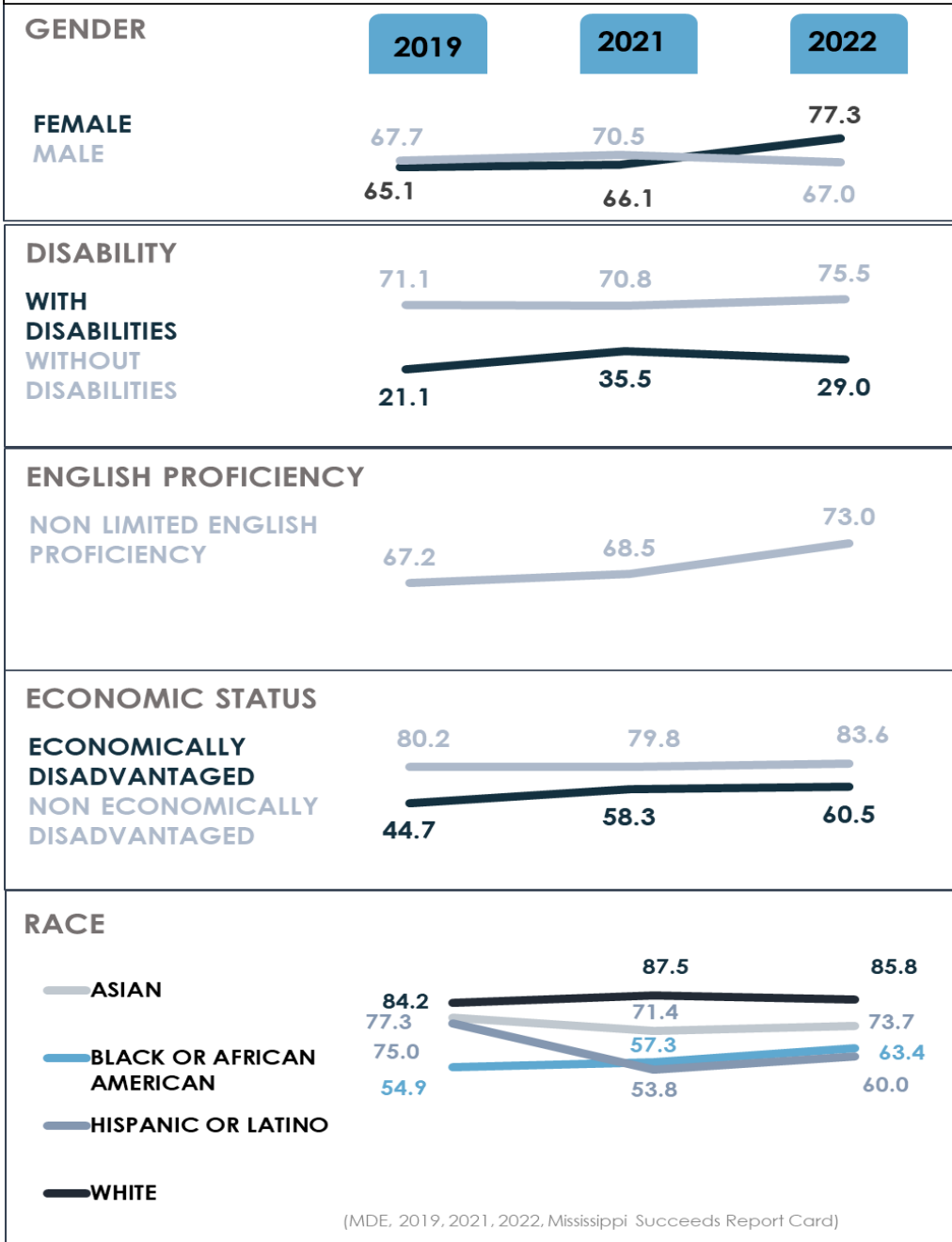


Figure 133: Clinton Junior High School Science Proficiency by Demographic Group



School Improvement

Clinton Junior High School was reidentified as a **Targeted Support and Improvement (TSI)** school because scores for **Students with Disabilities** were in the lowest 50% of overall accountability, in the lowest quartile of a 3-year average gap-to-goal, and in the lowest quartile of a 3-year improvement toward gap-to-goal closure. It was first identified as **TSI** in 2017.

Assessment

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

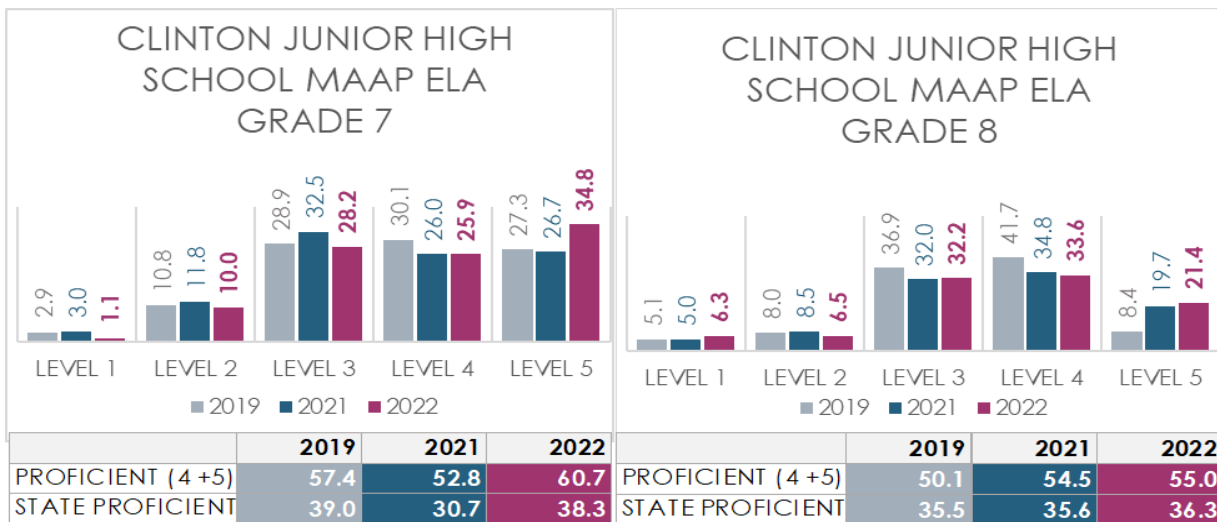


Figure 134: Clinton Junior High School MAAP ELA Grades 7 and 8



English/Language Arts

MAAP MATH

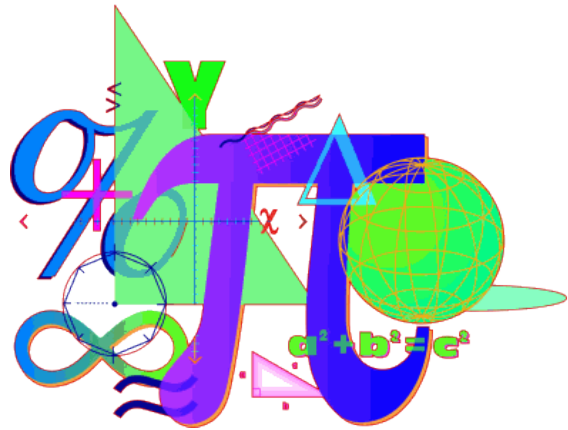
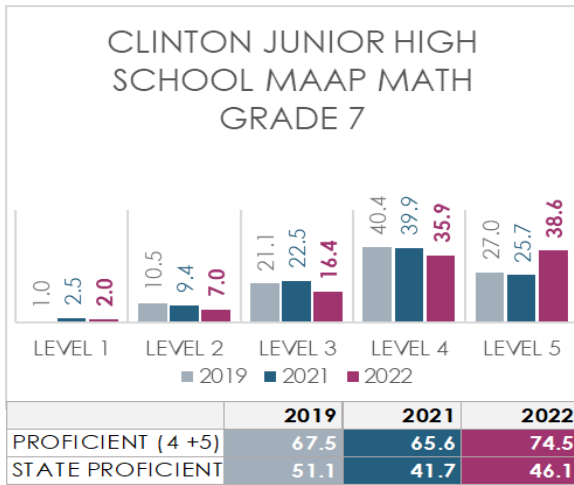


Figure 135: Clinton Junior High School MAAP Math Grade 7

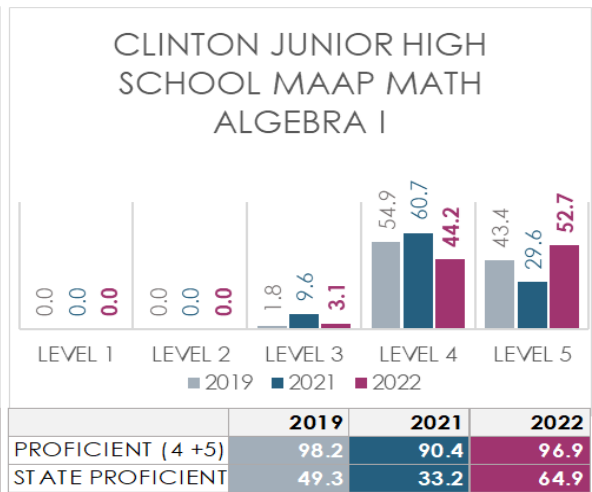
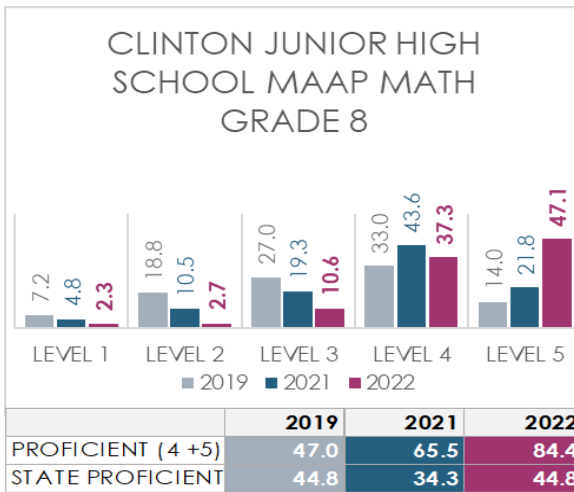


Figure 136: Clinton Junior High School MAAP Math Grade 8 and Algebra I

MAAP SCIENCE

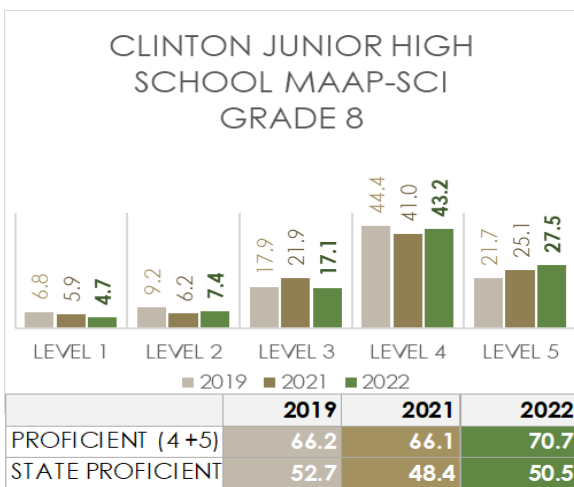


Figure 137: Clinton Junior High School MAAP Science Grade 8

Personnel

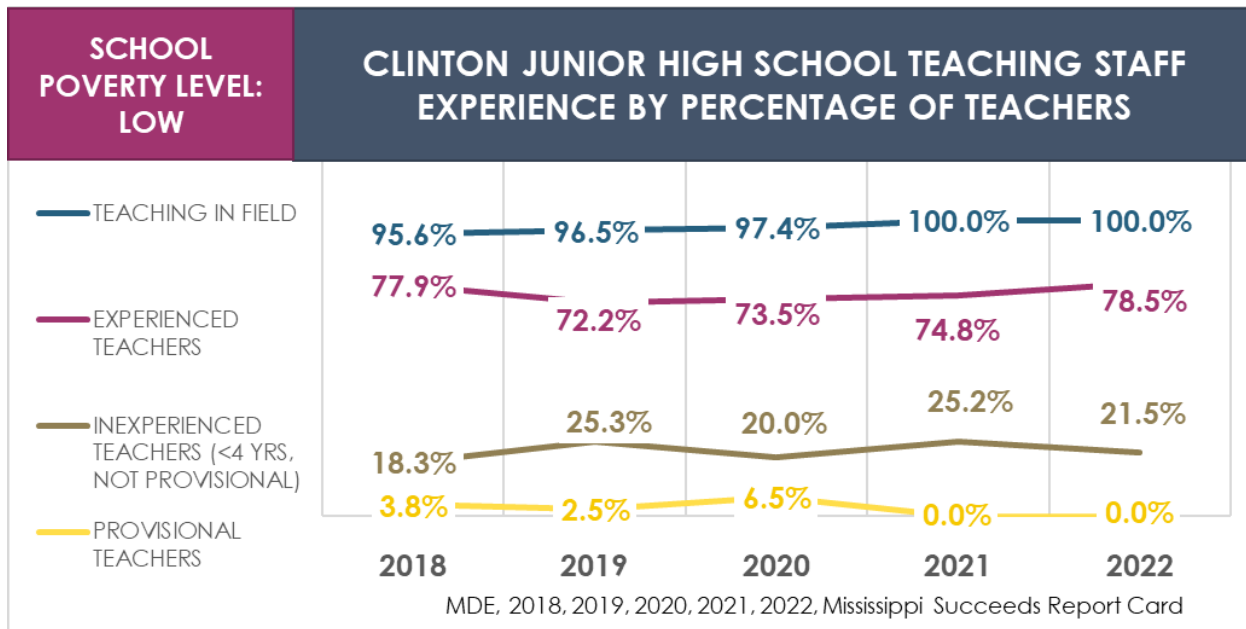


Figure 138: Clinton Junior High School Teaching Staff Experience by Percentage of Teachers



Discipline

CLINTON JUNIOR HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5	<5		26.1	<5	7.11	14.6	<10	<5		
GENDER	FEMALE			<5		7.89		<5	10.2				
	MALE					17.7		10.6	19.1				
RACE	ASIAN					<5			<5				
	BLACK OR AFRICAN AMERICAN			<5		18.1		8.51	19.1				
	HISPANIC OR LATINO								14.8				
	TWO OR MORE RACES							<5	7.1				
	WHITE					7.77		6.01	9.3				
DISABILITY	STUDENTS WITH DISABILITIES					23.1		17.1	21.6				
	STUDENTS WITHOUT DISABILITIES			<5		11.9		6.07	13.9				
EL	LIMITED ENGLISH PROFICIENCY					5.88			<5				
	NON LIMITED ENGLISH PROFICIENCY					13.2			14.9				
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	94	<10	17	13	<10			<5	<10			<5
GENDER	FEMALE	<10		<10	<10	<5			<5	<5			<5
	MALE	40		15	<10	<5			<5	<5			<5
RACE	ASIAN	<10				<5			<5	<5			<5
	BLACK OR AFRICAN AMERICAN	36		12	<10	<5			<5	<5			<5
	HISPANIC OR LATINO								<5				<5
	TWO OR MORE RACES			<10									
	WHITE	<10		<10	<10	<5			<5	<5			<5
DISABILITY	STUDENTS WITH DISABILITIES	<10		<10		<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES	40		13	13	<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY	<10				<5			<5	<5			<5
	NON LIMITED ENGLISH PROFICIENCY	43			13	<5			<5	<5			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 139: Clinton Junior High School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders Clinton Junior High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; and Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Nineteen (19) faculty and staff members, forty-six (46) parents, and three (3) students responded to the survey.

Clinton Junior High School Faculty/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	57.9%
Differentiated instruction	10	52.6%
Access to computers and individualized instruction	12	63.2%

In my experience, teachers in my district are highly qualified and effective.		
	Count	Percentage
Strongly Agree	14	73.7%
Agree	5	26.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	11	57.9%
Agree	8	42.1%
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	0	0.0%
Agree	11	57.9%
Disagree	5	26.3%
Strongly Disagree	3	15.8%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	4	21.1%
Agree	9	47.4%
Disagree	3	15.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	15.8%

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

	Count	Percentage
Strongly Agree	1	5.3%
Agree	4	21.1%
Disagree	5	26.3%
Strongly Disagree	2	10.5%
Not Applicable or No Information	7	36.8%

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

	Count	Percentage
Strongly Agree	4	21.1%
Agree	3	15.8%
Disagree	2	10.5%
Strongly Disagree	1	5.3%
Not Applicable or No Information	9	47.4%



Clinton Junior High School

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	68.4%	21.1%	0.0%	0.0%	10.5%
Closing the achievement gap between diverse groups of students.	36.8%	52.6%	0.0%	0.0%	10.5%
Successful classroom management.	42.1%	52.6%	0.0%	0.0%	5.3%
Teaching special needs students.	26.3%	52.6%	0.0%	0.0%	21.1%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	21.1%	47.4%	10.5%	0.0%	21.1%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	8	47.1%
Minor disruptions that steal instructional time	8	47.1%
Major classroom disruptions	1	5.9%

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	36.8%
Agree	10	52.6%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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	11	57.9%
Agree	6	31.6%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	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	9	47.4%
Expedited evaluation services for students with limited English	9	47.4%
Expedited evaluation services for gifted and talented students	2	10.5%
Addition academic support	12	63.2%
Tutoring	10	52.6%
Enrichment educational services	4	21.1%
Counseling	16	84.2%
Mentors	10	52.6%
School supplies	10	52.6%
School uniforms	1	5.3%
Dental referrals	4	21.1%
Medical referrals	4	21.1%
Bullying assistance	7	36.8%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	12	63.2%
Agree	6	31.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	12	63.2%
Agree	5	26.3%
Disagree	0	0.0%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%



Clinton Junior High School

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	11	57.9%
Agree	7	36.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	8	42.1%
Agree	7	36.8%
Disagree	3	15.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts (reading, writing, speaking, listening)	42.1%	42.1%	10.5%	0.0%	5.3%
Fine Arts (music, visual arts, dance, drama)	42.1%	42.1%	5.3%	5.3%	5.3%
Social Studies	31.6%	63.2%	0.0%	0.0%	5.3%
Physical Education	31.6%	42.1%	21.1%	0.0%	5.3%
Foreign Languages	31.6%	63.2%	0.0%	0.0%	5.3%
Career and Technical Education	36.8%	31.6%	5.3%	5.3%	21.1%
Science	42.1%	52.6%	0.0%	0.0%	5.3%
Health Education	21.1%	31.6%	26.3%	5.3%	15.8%
Mathematics	68.4%	26.3%	0.0%	0.0%	5.3%

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

	Count	Percentage
Strongly Agree	10	52.6%
Agree	9	47.4%
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	10	52.6%
Agree	7	36.8%
Disagree	2	10.5%
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	57.9%
Agree	5	26.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	15.8%

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	73.7%
Agree	1	5.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	21.1%



Clinton Junior High School

Students spend sufficient effort (in and out of class) to learn what we teach.

	Count	Percentage
Strongly agree	4	21.1%
Agree	9	47.4%
Disagree	2	10.5%
Strongly Disagree	2	10.5%
Not Applicable or No Information	2	10.5%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	7	36.8%
Utilize technology such as class websites, blogs, and videos	14	73.7%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	11	57.9%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	15	78.9%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	14	73.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	10	52.6%
Use bilingual handouts and cues	2	10.5%
Use visual displays, portable white boards, and posters when giving instructions	15	78.9%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	6	31.6%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	15	78.9%
Agree	3	15.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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

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

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	8	42.1%
Agree	11	57.9%
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	36.8%
Agree	9	47.4%
Disagree	2	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	5	26.3%
Agree	11	57.9%
Disagree	2	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	9	47.4%
Agree	9	47.4%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton Junior High School

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

	Count	Percentage
Strongly Agree	9	47.4%
Agree	9	47.4%
Disagree	1	5.3%
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	11	57.9%
Agree	8	42.1%
Disagree	0	0.0%
Strongly Disagree	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	10	52.6%
Agree	9	47.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	9	47.4%
Agree	10	52.6%
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	9	47.4%
Agree	10	52.6%
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	7	36.8%
Agree	9	47.4%
Disagree	2	10.5%
Strongly Disagree	1	5.3%
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	6	31.6%
Agree	9	47.4%
Disagree	2	10.5%
Strongly Disagree	2	10.5%
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	47.4%
Agree	8	42.1%
Disagree	0	0.0%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%



Clinton Junior High School

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	11	57.9%
Agree	7	36.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

Teachers here have a sense of common mission.

	Count	Percentage
Strongly agree	12	63.2%
Agree	6	31.6%
Disagree	1	5.3%
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	9	47.4%
Agree	8	42.1%
Disagree	1	5.3%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	42.1%
Agree	9	47.4%
Disagree	0	0.0%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	11	57.9%
Agree	5	26.3%
Disagree	3	15.8%
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	52.6%
Agree	7	36.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

The principal is viewed as the instructional leader of this school.

	Count	Percentage
Strongly Agree	11	57.9%
Agree	6	31.6%
Disagree	2	10.5%
Strongly Disagree	0	0.0%

The Clinton Public School District is the best choice for my own children to attend school.

	Count	Percentage
Strongly Agree	10	52.6%
Agree	7	36.8%
Disagree	1	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

Technology

I am comfortable with classroom management as related to the 1:1 program.

	Count	Percentage
Strongly Agree	8	42.1%
Agree	9	47.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

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

	Count	Percentage
Strongly Agree	6	31.6%
Agree	8	42.1%
Disagree	2	10.5%
Strongly Disagree	1	5.3%
Not Applicable or No Information	2	10.5%



Clinton Junior High School

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

	Count	Percentage
Strongly Agree	9	47.4%
Agree	8	42.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

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

	Count	Percentage
Strongly Agree	3	15.8%
Agree	11	57.9%
Disagree	4	21.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

Professional Development

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	9	47.4%
Agree	6	31.6%
Disagree	3	15.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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

	Count	Percentage
Strongly Agree	6	31.6%
Agree	4	21.1%
Disagree	6	31.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	15.8%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.

	Count	Percentage
Strongly Agree	8	42.1%
Agree	6	31.6%
Disagree	3	15.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.5%

General Opinion

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

Faculty members from Clinton Junior High School feel that the school does a good job in hiring qualified teachers and using data to drive instruction. One faculty member said, "This district really offers students the support necessary to be successful socially, emotionally, and physically. They are doing a good job at growing the whole child rather than labeling students based on their test scores. The admin team at CJHS is phenomenal!" Respondents expressed concerns about needing additional teacher units and building



Clinton Junior High School

updates. They would like to see more resources and teaching units at the Clinton Success Center. Another faculty member stated, "CJHS needs to be updated to match the infrastructure of the other campuses. Although repairs and upkeep are an utmost priority of the administration, the age of the building greatly limits the ability to spend funding on improvements over necessary repairs. The boiler heating system and a/c system is grossly outdated and ineffective and needs to be updated school-wide so that our students can be comfortable in their learning environment."

Clinton Junior High 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	1	33.3%
Differentiated instruction	1	33.3%
Access to computers and individualized instruction	1	33.3%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	100.0%
Agree	0	0.0%
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	1	33.3%
Disagree	2	66.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	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	3	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	3	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Clinton Junior High School

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

	Count	Percentage
Strongly Agree	1	33.3%
Agree	2	66.7%
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	1	33.3%
Agree	2	66.7%
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 requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	1	33.3%
Agree	2	66.7%
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
Social Studies	33.3%	66.7%	0.0%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	0.0%	100.0%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	33.3%	33.3%	0.0%	0.0%	33.3%
Science	33.3%	66.7%	0.0%	0.0%	0.0%
Health Education	0.0%	33.3%	0.0%	0.0%	66.7%
Mathematics	66.7%	33.3%	0.0%	0.0%	0.0%
Physical Education	0.0%	33.3%	0.0%	0.0%	66.7%
Foreign Languages	0.0%	100.0%	0.0%	0.0%	0.0%
Career and Technical Education	66.7%	0.0%	0.0%	0.0%	33.3%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	2	66.7%
Agree	1	33.3%
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	33.3%
Agree	2	66.7%
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	33.3%
Agree	2	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Parent, Family, and Community Engagement

Parents take an active role in their children's education.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	66.7%
Disagree	1	33.3%
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	33.3%
Agree	2	66.7%
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	0	0.0%
Agree	1	33.3%
Disagree	2	66.7%
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	0	0.0%
Agree	3	100.0%
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	0	0.0%
Agree	2	66.7%
Disagree	1	33.3%
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	0	0.0%
Agree	3	100.0%
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	0	0.0%
Agree	3	100.0%
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	2	66.7%
Agree	1	33.3%
Disagree	0	0.0%
Strongly Disagree	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	0	0.0%
Agree	3	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

Clinton Junior High School

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

	Count	Percentage
Strongly Agree	1	33.3%
Agree	2	66.7%
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	0	0.0%
Agree	3	100.0%
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	33.3%
Agree	1	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	33.3%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	100.0%
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	0	0.0%
Agree	1	33.3%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	33.3%

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

	Count	Percentage
Strongly Agree	1	33.3%
Agree	2	66.7%
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	33.3%
Agree	1	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	33.3%

School spirit is very high at our school.

	Count	Percentage
Strongly Agree	2	66.7%
Agree	1	33.3%
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	33.3%
Agree	2	66.7%
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	33.3%
Agree	2	66.7%
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	2	66.7%
Agree	1	33.3%
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	33.3%
Agree	2	66.7%
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	33.3%
Agree	2	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 my educational experience (preparing me for college or career, enhancing my classroom learning, etc.).

	Count	Percentage
Strongly Agree	1	33.3%
Agree	1	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	33.3%

General Opinion

No response given.

Clinton Junior High 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	19	41.3%
Differentiated instruction	13	28.3%
Access to computers and individualized instruction	36	78.3%

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

	Count	Percentage
Strongly Agree	12	26.1%
Agree	31	67.4%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.3%

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

	Count	Percentage
Strongly Agree	14	30.4%
Agree	25	54.3%
Disagree	2	4.3%
Strongly Disagree	1	2.2%
Not Applicable or No Information	4	8.7%



Clinton Junior High School

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	4	8.7%
Agree	27	58.7%
Disagree	9	19.6%
Strongly Disagree	3	6.5%
Not Applicable or No Information	3	6.5%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	5	10.9%
Agree	26	56.5%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	30.4%

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

	Count	Percentage
Strongly Agree	2	4.3%
Agree	13	28.3%
Disagree	8	17.4%
Strongly Disagree	5	10.9%
Not Applicable or No Information	18	39.1%

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	14	30.4%
Supporting college and career counseling	30	65.2%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	31	67.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	18	39.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	14	30.4%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	17	37.0%
Providing school-based mental health services and counseling	29	63.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	11	23.9%
Establishing or improving dropout prevention	13	28.3%
Supporting re-entry programs and transition services for Justice-involved youth	10	21.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	24	52.2%
Implementing systems and practices to prevent bullying and harassment	33	71.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	23	50.0%
Establishing community partnerships	18	39.1%

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	27	58.7%
Building technological capacity and infrastructure	20	43.5%
Carrying out innovative blended learning projects	21	45.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	20	43.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	24	52.2%



Clinton Junior High School

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	19	41.3%
Safety in the schools	24	52.2%
Curriculum and learning goals	34	73.9%
Available technology and how it's used in the classroom	22	47.8%
How to contact my child's teacher	8	17.4%
Homework	12	26.1%

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

	Count	Percentage
Abuse Prevention	5	10.9%
Computer Classes	11	23.9%
Conflict Resolution	14	30.4%
Discipline	10	21.7%
Drug/Alcohol Awareness	8	17.4%
English as a Second Language	4	8.7%
Health Classes	10	21.7%
Literacy Classes	8	17.4%
Math Classes	13	28.3%
Parent-to-School Relationships	18	39.1%
Parent/Child Communication	14	30.4%
Preparing for College	22	47.8%
Parenting Workshops	10	21.7%
Social Media Classes	13	28.3%
Stress/Anger/Management	15	32.6%
Understanding College- and Career-Ready Standards	28	60.9%

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	24	52.2%
Help my child with homework	12	26.1%
How to motivate my child	20	43.5%
How to promote family reading	8	17.4%
How to set goals for my child	13	28.3%
Manage time	18	39.1%
Prepare my child for testing	23	50.0%
Understand my child's learning styles	20	43.5%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	8	17.4%
Agree	28	60.9%
Disagree	7	15.2%
Strongly Disagree	2	4.3%
Not Applicable or No Information	1	2.2%

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

	Count	Percentage
Strongly Agree	10	21.7%
Agree	31	67.4%
Disagree	2	4.3%
Strongly Disagree	1	2.2%
Not Applicable or No Information	2	4.3%

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

	Count	Percentage
Strongly Agree	17	37.0%
Agree	27	58.7%
Disagree	2	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	16	34.8%
Agree	25	54.3%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.5%

Clinton Junior High School

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

	Count	Percentage
Strongly Agree	9	19.6%
Agree	18	39.1%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	37.0%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics	30.4%	58.7%	4.3%	2.2%	4.3%
Physical Education	15.2%	60.9%	2.2%	6.5%	15.2%
Foreign Languages	21.7%	45.7%	4.3%	4.3%	23.9%
Career and Technical Education	13.0%	41.3%	6.5%	2.2%	37.0%
Science	26.1%	63.0%	2.2%	4.3%	4.3%
Health Education	10.9%	54.3%	4.3%	4.3%	26.1%
Social Studies	21.7%	71.7%	2.2%	0.0%	4.3%
English/Language Arts (reading, writing, speaking, listening)	23.9%	63.0%	8.7%	0.0%	4.3%
Fine Arts (music, visual arts, dance, drama)	26.1%	56.5%	2.2%	0.0%	15.2%

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	12	26.1%
Agree	25	54.3%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	15.2%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	19	41.3%
Agree	24	52.2%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	15	32.6%
Agree	24	52.2%
Disagree	5	10.9%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	11	23.9%
Agree	29	63.0%
Disagree	2	4.3%
Strongly Disagree	1	2.2%
Not Applicable or No Information	3	6.5%

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

	Count	Percentage
Strongly Agree	7	15.2%
Agree	25	54.3%
Disagree	12	26.1%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

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

	Count	Percentage
Strongly Agree	19	41.3%
Agree	22	47.8%
Disagree	5	10.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Clinton Junior High School

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

	Count	Percentage
Strongly Agree	14	30.4%
Agree	25	54.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	15.2%

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

	Count	Percentage
Strongly agree	8	17.4%
Agree	25	54.3%
Disagree	9	19.6%
Strongly Disagree	1	2.2%
Not Applicable or No Information	3	6.5%

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

	Count	Percentage
Strongly agree	4	8.7%
Agree	25	54.3%
Disagree	7	15.2%
Strongly Disagree	4	8.7%
Not Applicable or No Information	6	13.0%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly agree	11	23.9%
Agree	26	56.5%
Disagree	7	15.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%

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

	Count	Percentage
Strongly agree	16	34.8%
Agree	28	60.9%
Disagree	2	4.3%
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	10	21.7%
Agree	23	50.0%
Disagree	4	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	19.6%

Our community is actively involved in our school.

	Count	Percentage
Strongly agree	12	26.1%
Agree	27	58.7%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	5	10.9%

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	18	39.1%
Checked my child's grades/assignments online	43	93.5%
Been in contact with my child's teacher	39	84.8%
Received a newsletter from the district, school, or teacher	38	82.6%
Worked with a committee or group on school or district policies	6	13.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	18	39.1%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	26	56.5%
Volunteered at my child's school	10	21.7%



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	9	19.6%
Agree	30	65.2%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.9%

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	11	23.9%
Agree	28	60.9%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	13.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	13	28.3%
Agree	31	67.4%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

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

	Count	Percentage
Strongly Agree	15	32.6%
Agree	27	58.7%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.5%

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	11	23.9%
Agree	31	67.4%
Disagree	0	0.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	3	6.5%

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

	Count	Percentage
Strongly Agree	9	19.6%
Agree	28	60.9%
Disagree	5	10.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.7%

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

	Count	Percentage
Strongly Agree	9	19.6%
Agree	33	71.7%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	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	6	13.0%
Agree	36	78.3%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.5%



Clinton Junior High School

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

	Count	Percentage
Strongly Agree	14	30.4%
Agree	25	54.3%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.9%

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

	Count	Percentage
Strongly agree	6	13.0%
Agree	24	52.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	16	34.8%

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

	Count	Percentage
Strongly Agree	13	28.3%
Agree	27	58.7%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.7%

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

	Count	Percentage
Yes	17	65.4%
No	9	34.6%

Technology

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

	Count	Percentage
Strongly Agree	15	32.6%
Agree	29	63.0%
Disagree	2	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	24	52.2%
Agree	21	45.7%
Disagree	1	2.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My child has Internet access when away from school.

	Count	Percentage
Strongly Agree	31	67.4%
Agree	15	32.6%
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	22	47.8%
Agree	21	45.7%
Disagree	3	6.5%
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	18	39.1%
Agree	19	41.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	19.6%



General Opinion

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

Parents from Clinton Junior High School feel that the school does a good job in preparing students for the next level and motivating students to learn. One parent said, “The students have been rewarded more this year and I think that goes a long way in providing motivation for them, especially in the tenuous pre-teen/teenage years. They need positive reinforcement for what they are doing because it’s hard for them to connect school to real life. Keep providing these positive events for them!” Respondents expressed concerns about facilities and discipline. Another parent stated, “I believe the district could do better spotlighting the kids in higher grades when they perform well both academically and behavior wise. This was done really well on the elementary level.”

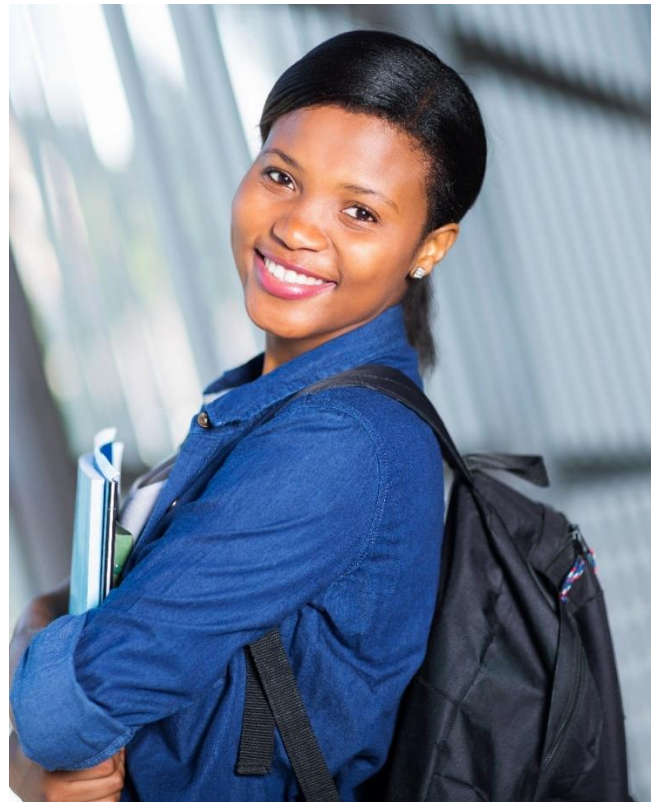


SUMNER HILL JUNIOR HIGH SCHOOL

Introduction

Sumner Hill Junior High School is located at 400 West Northside Drive in Clinton, Mississippi. In 2022-2023, it housed four hundred sixty-seven (467) students in ninth grade (9). The school operates under the motto, "Excellence without excuse"

The online letter from the school's principal states, "As students embark on a four-year journey starting with Sumner Hill in the 9th grade, I am confident they will have an outstanding experience. We have a talented and skillful faculty, a rigorous curriculum to promote academic press, and we offer sports and activities to engage students outside the classroom. Again, I am delighted to be part of The ARROW community of learners with a legacy of excellence that stretches back more than 50 years."



The faculty and staff of Sumner Hill Junior High School believe that each student who enters the doors will have the opportunity to be educated in a safe, caring, and innovative learning environment. Each learner will be prepared with academic relevance, a rigorous work ethic, and civic responsibility.

Enrollment

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

SUMNER HILL JUNIOR HIGH SCHOOL ENROLLMENT

	2019	2020	2021	2022	2023
ALL	397	408	426	462	467
GR_9	397	408	*	*	*
SEC_SPED			*	*	*

Figure 140: Sumner Hill Junior High School Enrollment

SUMNER HILL JUNIOR HIGH SCHOOL CHANGES IN ENROLLMENT


	2019	2023	CHANGE
ALL	397	467	70  17.6%
GR_9	397	*	* *
SEC_SPED		*	* *

Figure 141: Sumner Hill Junior High School Changes in Enrollment

SUMNER HILL JUNIOR HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2019	2020	2021	2022	2023
ALL	ALL	397	408	426	462	467
GENDER	FEMALE	198	199	214	236	239
	MALE	199	209	212	226	228
RACE	ASIAN	22	21	15	25	20
	BLACK OR AFRICAN AMERICAN	236	235	248	260	262
	HISPANIC OR LATINO	*	*	*	*	*
	TWO OR MORE RACES		*	*	*	*
	WHITE	131	130	150	155	158

Figure 142: Sumner Hill Junior High School Enrollment by Demographic Group

Attendance

Average Daily Attendance

SUMNER HILL JUNIOR HIGH SCHOOL ADA

	2018	2019	2020	2021	2022
ALL	383.0	363.1	386.2	390.1	424.4
GR_9	383.0	363.1	386.2	390.1	424.4

Figure 143: Sumner Hill Junior High School Average Daily Attendance

Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE “to prevent the identification of individuals in small cells or with unique characteristics.” Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

SUMNER HILL JUNIOR HIGH SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

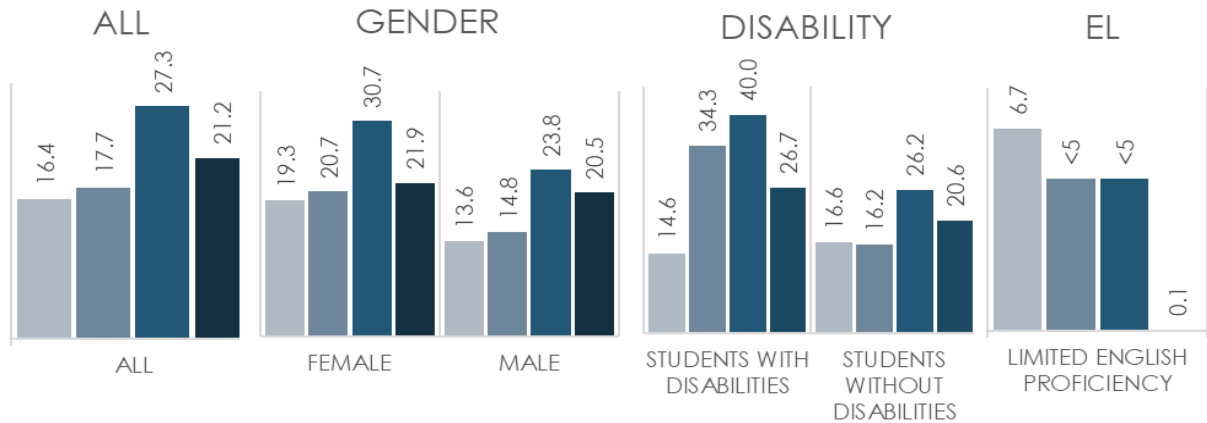
	2018	2019	2020	2021	2022
ALL		91.5%	94.7%		
GR_9	*	91.5%	94.7%	*	*

Figure 144: Sumner Hill Junior High School ADA as Percentage of Enrollment

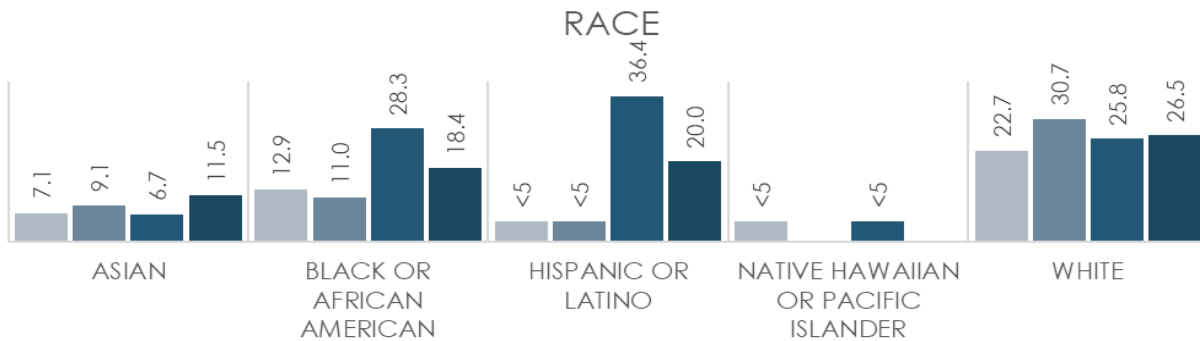


Chronic Absence

SUMNER HILL JUNIOR HIGH SCHOOL % CHRONIC ABSENCE



■ 2018 ■ 2019 ■ 2021 ■ 2022



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 145: Sumner Hill Junior High School Chronic Absenteeism



Accountability

Accountability Measures

Note: Sumner Hill Junior High School serves ninth grade students and shares accountability data with Clinton High School, which serves students in tenth through twelfth grades.

SUMNER HILL JUNIOR HIGH SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	B	B	B
POINTS	750		747
ELA/READING			
% PROFICIENT	59.2	47.3	59.6
STATE	41.8	35	41.9
% GROWTH	79		64.9
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	60.2		45.1
STATE	56.2		56.6
MATH			
% PROFICIENT	64	50	69.1
STATE	47	36	46.8
% GROWTH	76.7		78.9
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	83.3		96.1
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 146: Sumner Hill Junior High School Accountability: ELA and Math



SUMNER HILL JUNIOR HIGH SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE	69.3	25.4	62.3
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY	76.6	56.8	85.8
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS	51.7	39.7	52.4
STATE	37.4	34.3	42.9
ACCELERATION	76.3	66	89.4
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY			0
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		5
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 147: Sumner Hill Junior High School Accountability: Science, History, Other

Proficiency by Demographic Group

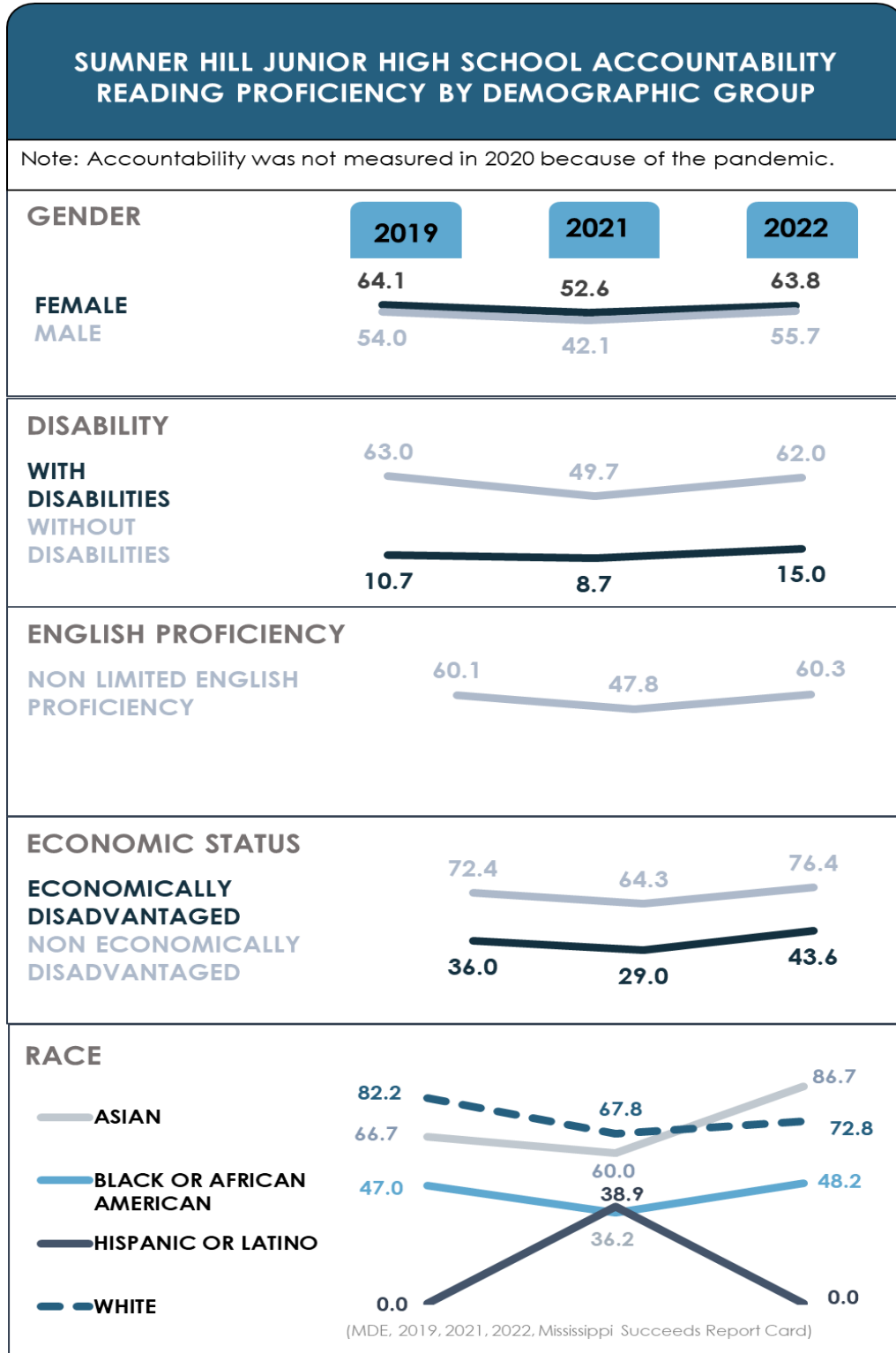


Figure 148: Sumner Hill Junior High School Reading Proficiency by Demographic Group



Sumner Hill Junior High School

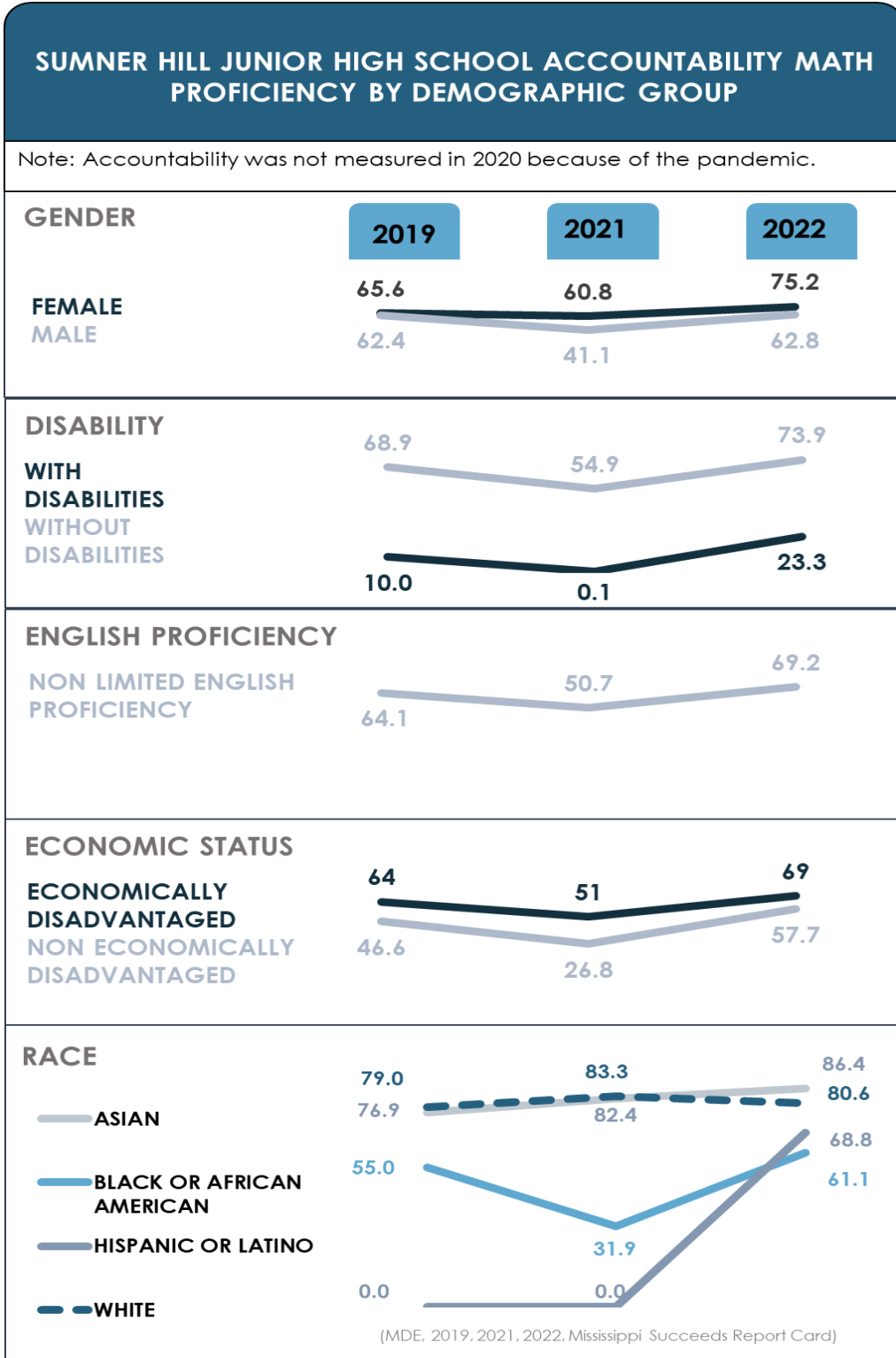


Figure 149: Sumner Hill Junior High School Math Proficiency by Demographic Group

**SUMNER HILL JUNIOR HIGH SCHOOL ACCOUNTABILITY
SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP**

Note: Accountability was not measured in 2020 because of the pandemic.

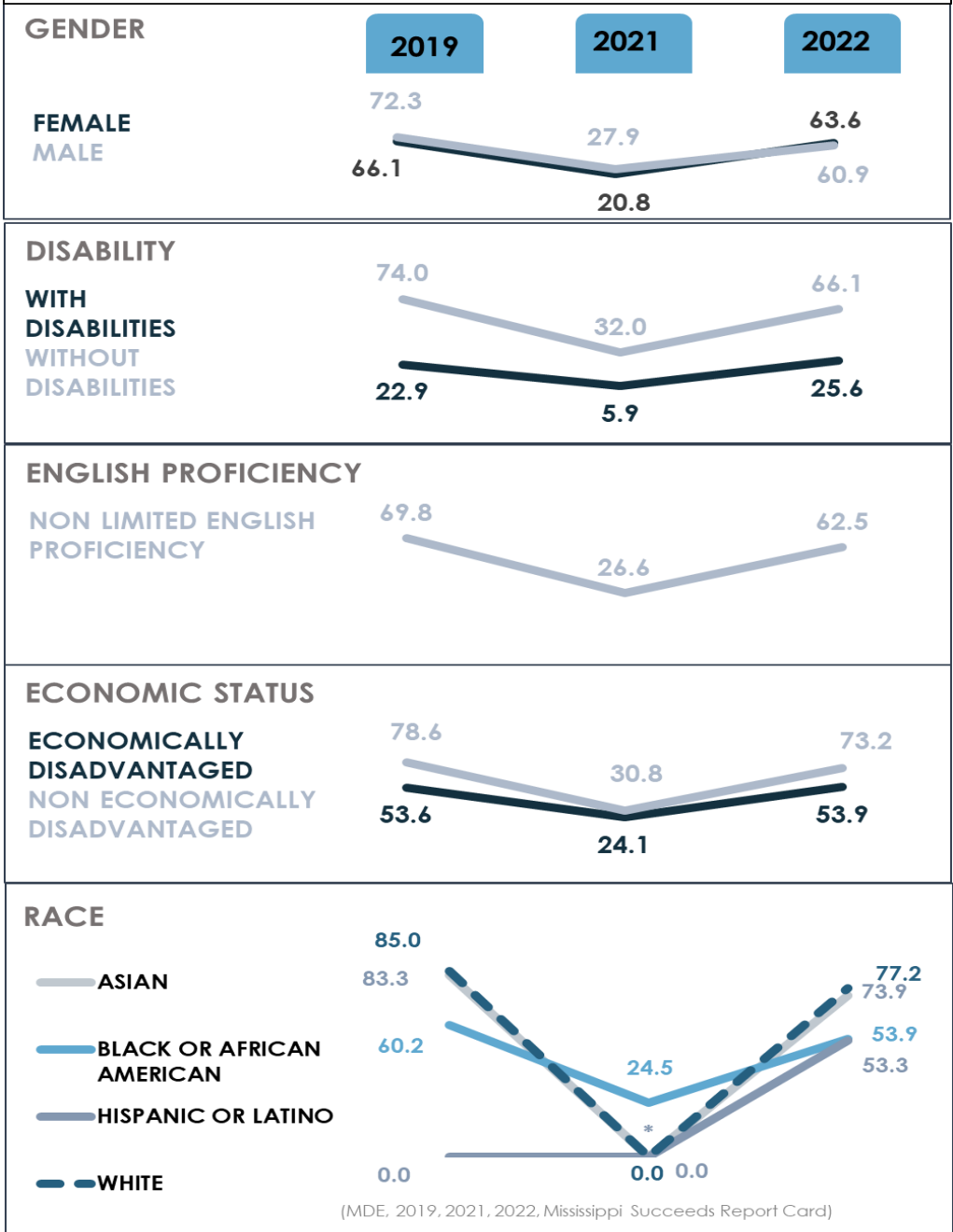


Figure 150: Sumner Hill Junior High School Science Proficiency by Demographic Group



Sumner Hill Junior High School

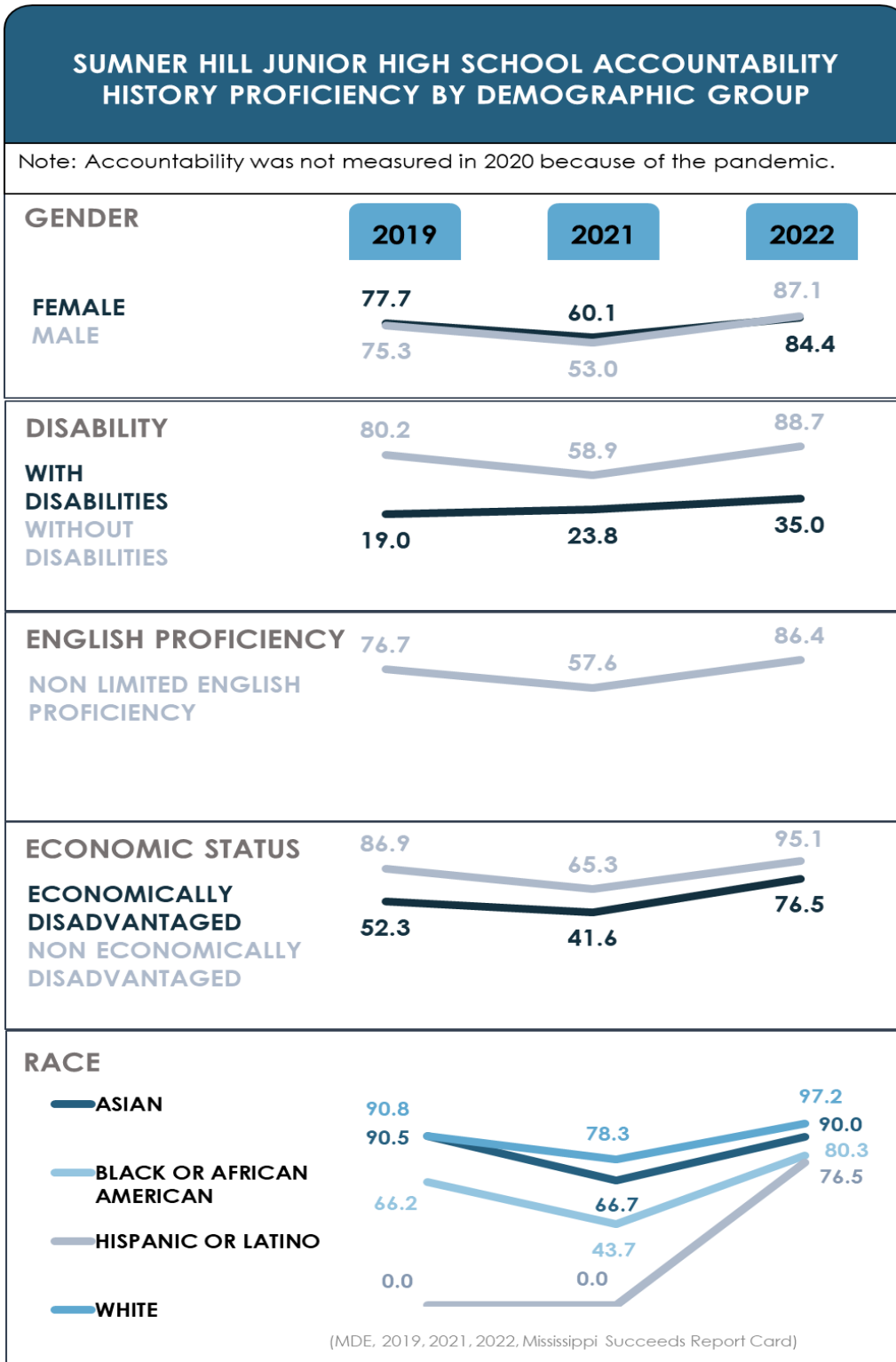


Figure 151: Sumner Hill Junior High School History Proficiency by Demographic Group

School Improvement

Sumner Hill Junior High School was reidentified as a Targeted Support and Improvement (TSI) school because scores for Students with Disabilities were in the lowest 50% of overall accountability, in the lowest quartile of a 3-year average gap-to-goal, and in the lowest quartile of a 3-year improvement toward gap-to-goal closure. It was first identified as TSI in 2018.

Assessment

Mississippi Academic Assessment Program (MAAP)

MAAP MATH

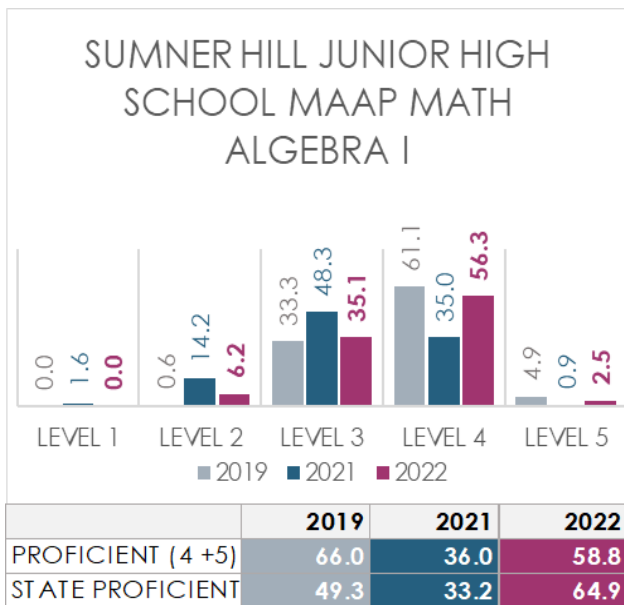
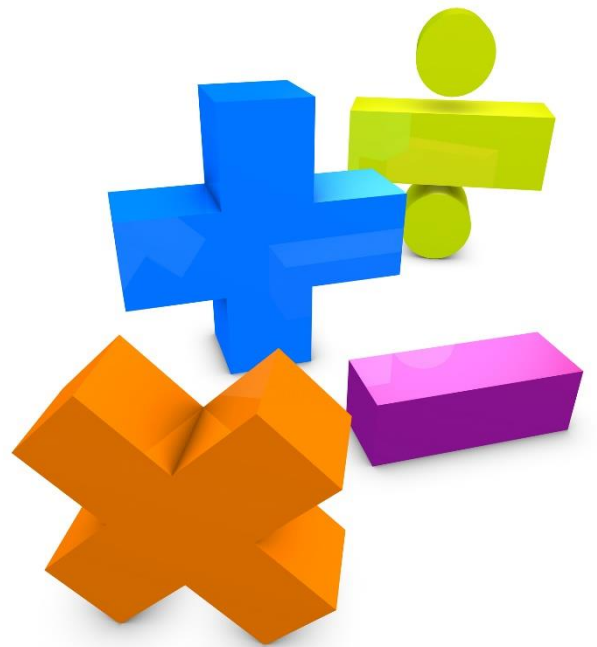


Figure 152: Sumner Hill Junior High School MAAP Math Algebra I



Sumner Hill Junior High School

MAAP END-OF-COURSE

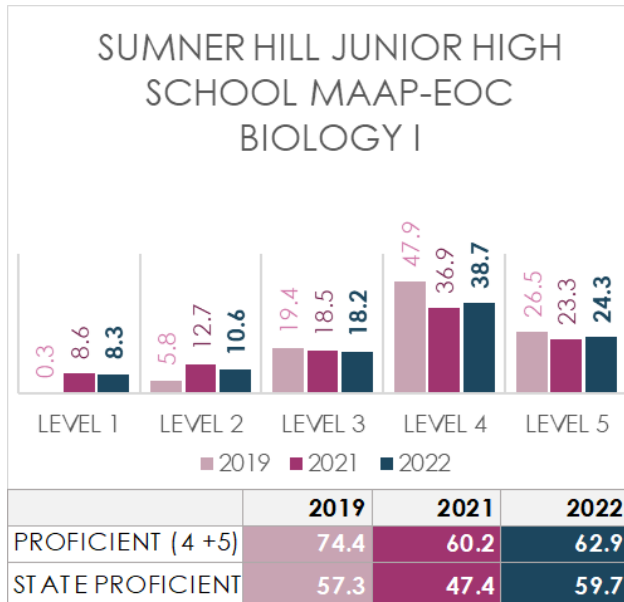


Figure 153: Sumner Hill Junior High School MAAP End-of-Course Biology I

Personnel

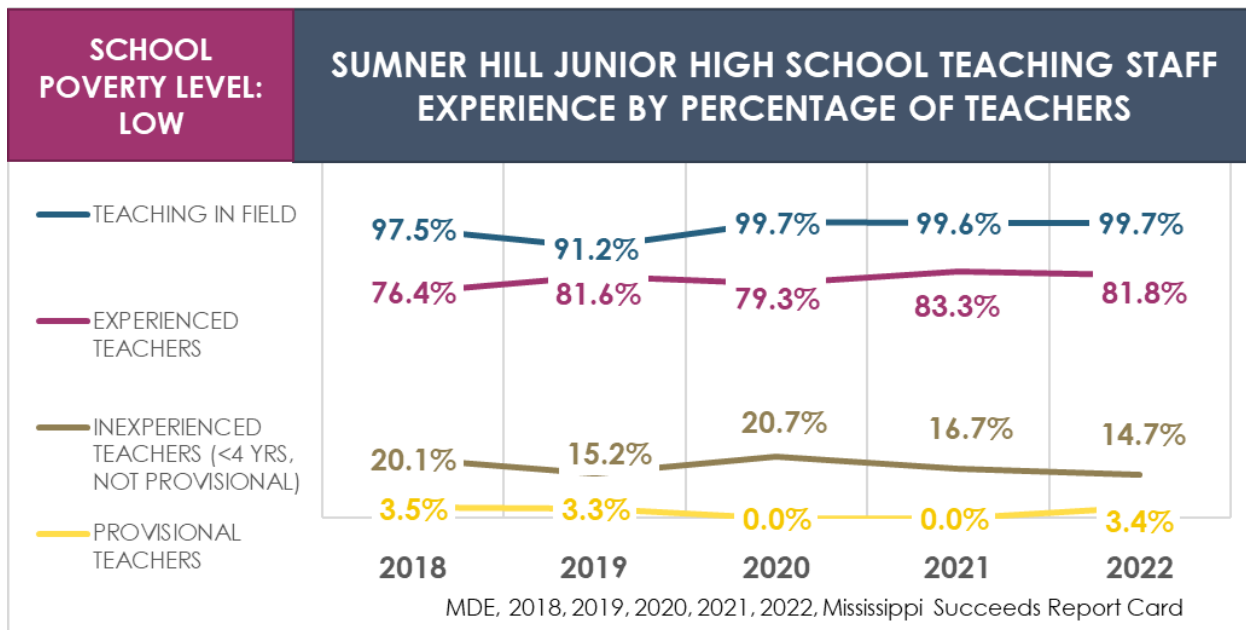


Figure 154: Sumner Hill Junior High School Teaching Staff Experience by Percentage of Teachers

Discipline

SUMNER HILL JUNIOR HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5			23.2	<5	<5	12.1	<10	<5		<5
GENDER	FEMALE					7.43		<5	7.3				
	MALE					15.7		<5	17.2				<5
RACE	ASIAN					<5							
	BLACK OR AFRICAN AMERICAN					12.5		<5	16				
	HISPANIC OR LATINO					<5			<5				
	TWO OR MORE RACES								<5				
	WHITE					10.2			8.1				<5
DISABILITY	STUDENTS WITH DISABILITIES					21.9			24.4				<5
	STUDENTS WITHOUT DISABILITIES					10.7		<5	10.8				<5
EL	LIMITED ENGLISH PROFICIENCY					<5							
	NON LIMITED ENGLISH PROFICIENCY					11.6			12.3				<5
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	50	<10		29	<10			<5	<10			<5
GENDER	FEMALE	<10			<10	<5			<5	<5			<5
	MALE	16			22	<5			<5	<5			<5
RACE	ASIAN	<10				<5			<5	<5			<5
	BLACK OR AFRICAN AMERICAN	21			26	<5			<5	<5			<5
	HISPANIC OR LATINO					<5			<5	<5			<5
	TWO OR MORE RACES				<10								
	WHITE	<10			<10	<5			<5	<5			<5
DISABILITY	STUDENTS WITH DISABILITIES	<10			<10	<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES	24			25	<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY	<10				<5			<5	<5			<5
	NON LIMITED ENGLISH PROFICIENCY	24			29	<5			<5	<5			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 155: Sumner Hill Junior High School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Sumner Hill Junior High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; and Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Twenty-one (21) faculty and staff members, twenty-five (25) parents, and ninety-three (93) students responded to the survey.

Sumner Hill Junior High School Faculty/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	47.6%
Differentiated instruction	10	47.6%
Access to computers and individualized instruction	9	42.9%

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%

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

	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%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	2	9.5%
Agree	5	23.8%
Disagree	13	61.9%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively in my district.

	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%

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

	Count	Percentage
Strongly Agree	1	4.8%
Agree	11	52.4%
Disagree	4	19.0%
Strongly Disagree	1	4.8%
Not Applicable or No Information	4	19.0%

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



Sumner Hill Junior High School

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	52.4%	38.1%	0.0%	0.0%	9.5%
Closing the achievement gap between diverse groups of students.	33.3%	57.1%	0.0%	0.0%	9.5%
Successful classroom management.	42.9%	47.6%	0.0%	0.0%	9.5%
Teaching special needs students.	33.3%	47.6%	0.0%	0.0%	19.0%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	19.0%	61.9%	4.8%	0.0%	14.3%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	14	73.7%
Minor disruptions that steal instructional time	5	26.3%
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	11	52.4%
Agree	8	38.1%
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	9	42.9%
Agree	7	33.3%
Disagree	3	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	9	42.9%
Expedited evaluation services for students with limited English	9	42.9%
Expedited evaluation services for gifted and talented students	3	14.3%
Addition academic support	11	52.4%
Tutoring	8	38.1%
Enrichment educational services	5	23.8%
Counseling	19	90.5%
Mentors	11	52.4%
School supplies	9	42.9%
School uniforms	0	0.0%
Dental referrals	5	23.8%
Medical referrals	8	38.1%
Bullying assistance	5	23.8%

Curriculum and Instruction

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

	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%

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

	Count	Percentage
Strongly Agree	13	61.9%
Agree	7	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%



Sumner Hill Junior High School

Teachers hold high expectations for student learning.

	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%

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

	Count	Percentage
Strongly Agree	10	47.6%
Agree	11	52.4%
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
English/Language Arts (reading, writing, speaking, listening)	47.6%	47.6%	0.0%	0.0%	4.8%
Fine Arts (music, visual arts, dance, drama)	61.9%	28.6%	4.8%	0.0%	4.8%
Social Studies	57.1%	33.3%	4.8%	0.0%	4.8%
Physical Education	47.6%	42.9%	4.8%	0.0%	4.8%
Foreign Languages	57.1%	33.3%	4.8%	0.0%	4.8%
Career and Technical Education	52.4%	42.9%	0.0%	0.0%	4.8%
Science	47.6%	47.6%	0.0%	0.0%	4.8%
Health Education	52.4%	38.1%	4.8%	0.0%	4.8%
Mathematics	61.9%	33.3%	0.0%	0.0%	4.8%

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

	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%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.

	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%

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	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 use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	10	47.6%
Agree	8	38.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	14.3%

Students spend sufficient effort (in and out of class) to learn what we teach.

	Count	Percentage
Strongly agree	3	14.3%
Agree	9	42.9%
Disagree	7	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%



Sumner Hill Junior High School

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:

	Count	Percentage
Embed multicultural education throughout the curriculum	7	33.3%
Utilize technology such as class websites, blogs, and videos	18	85.7%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	12	57.1%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	14	66.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	14	66.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	9	42.9%
Use bilingual handouts and cues	3	14.3%
Use visual displays, portable white boards, and posters when giving instructions	13	61.9%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	2	9.5%

Parent, Family, and Community Engagement

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

	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%

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

	Count	Percentage
Strongly Agree	3	14.3%
Agree	16	76.2%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

Parents feel welcome in our school.

	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%

Parents are involved and support school functions.

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

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

	Count	Percentage
Strongly Agree	5	23.8%
Agree	14	66.7%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

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

	Count	Percentage
Strongly Agree	6	28.6%
Agree	15	71.4%
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	9	42.9%
Agree	10	47.6%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%



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

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	8	38.1%
Agree	11	52.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
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	10	47.6%
Agree	10	47.6%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	12	57.1%
Agree	9	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	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 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	42.9%
Agree	11	52.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

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

	Count	Percentage
Strongly Agree	10	47.6%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

Technology is sufficiently available to support instruction.

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



Sumner Hill Junior High School

Teachers here have a sense of common mission.

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

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

	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%

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

	Count	Percentage
Strongly Agree	10	47.6%
Agree	7	33.3%
Disagree	3	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

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

	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%

I am satisfied with being a teacher in the Clinton Public School District.

	Count	Percentage
Strongly agree	11	52.4%
Agree	8	38.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

The principal is viewed as the instructional leader of this school.

	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%

The Clinton Public School District is the best choice for my own children to attend school.

	Count	Percentage
Strongly Agree	10	47.6%
Agree	7	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	19.0%

Technology

I am comfortable with classroom management as related to the 1:1 program.

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

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

	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%



Sumner Hill Junior High School

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	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	10	47.6%
Agree	8	38.1%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

Professional Development

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	8	38.1%
Agree	8	38.1%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	14.3%

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

	Count	Percentage
Strongly Agree	6	28.6%
Agree	11	52.4%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	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	7	33.3%
Agree	10	47.6%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

General Opinion

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

Faculty members from Sumner Hill Junior High School feel that the school does a good job in setting high expectations and working together. One faculty member said, “There is a sense of community and camaraderie among the teachers in our district. I like being able to work with other professionals in my subject area and share ideas. I also like that we work together to encourage students in all disciplines to provide a strong support network. I like feeling respected by my principal instead of being talked down to. This makes it



Sumner Hill Junior High School

enjoyable to come to work." Respondents expressed concerns about adding additional teacher units and restricting technology. They would like stronger emphasis to be placed on digital safety and responsibility to keep students from cheating. Another faculty member stated, "Sumner Hill needs at least two special education teachers (one for inclusion and one for self-contained). As a whole each department needs another teacher because the class sizes are big."

Sumner Hill Junior High 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	34	36.6%
Differentiated instruction	30	32.3%
Access to computers and individualized instruction	66	71.0%

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

	Count	Percentage
Strongly Agree	10	10.8%
Agree	67	72.0%
Disagree	12	12.9%
Strongly Disagree	2	2.2%
Not Applicable or No Information	2	2.2%

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

	Count	Percentage
Strongly Agree	15	16.1%
Agree	58	62.4%
Disagree	16	17.2%
Strongly Disagree	3	3.2%
Not Applicable or No Information	1	1.1%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	4	4.3%
Agree	12	12.9%
Disagree	41	44.1%
Strongly Disagree	32	34.4%
Not Applicable or No Information	4	4.3%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	7	7.5%
Agree	35	37.6%
Disagree	38	40.9%
Strongly Disagree	12	12.9%
Not Applicable or No Information	1	1.1%

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

	Count	Percentage
Strongly Agree	8	8.6%
Agree	68	73.1%
Disagree	12	12.9%
Strongly Disagree	4	4.3%
Not Applicable or No Information	1	1.1%

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

	Count	Percentage
Strongly Agree	8	8.6%
Agree	50	53.8%
Disagree	22	23.7%
Strongly Disagree	12	12.9%
Not Applicable or No Information	1	1.1%



Sumner Hill Junior High School

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

	Count	Percentage
Strongly Agree	11	11.8%
Agree	64	68.8%
Disagree	12	12.9%
Strongly Disagree	4	4.3%
Not Applicable or No Information	2	2.2%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	32	34.4%
Agree	51	54.8%
Disagree	7	7.5%
Strongly Disagree	3	3.2%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	12	12.9%
Agree	40	43.0%
Disagree	14	15.1%
Strongly Disagree	10	10.8%
Not Applicable or No Information	17	18.3%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	30	32.3%
Agree	48	51.6%
Disagree	10	10.8%
Strongly Disagree	4	4.3%
Not Applicable or No Information	1	1.1%

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	11	11.8%
Agree	51	54.8%
Disagree	23	24.7%
Strongly Disagree	6	6.5%
Not Applicable or No Information	2	2.2%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Social Studies	34.4%	48.4%	7.5%	3.2%	6.5%
English/Language Arts (reading, writing, speaking, listening)	35.5%	58.1%	3.2%	2.2%	1.1%
Fine Arts (music, visual arts, dance, drama)	36.6%	34.4%	10.8%	2.2%	16.1%
Career and Technical Education	29.0%	44.1%	5.4%	1.1%	20.4%
Science	20.4%	57.0%	18.3%	3.2%	1.1%
Health Education	26.9%	50.5%	9.7%	1.1%	11.8%
Mathematics	32.3%	46.2%	15.1%	6.5%	0.0%
Physical Education	15.1%	51.6%	12.9%	2.2%	18.3%
Foreign Languages	22.6%	35.5%	20.4%	9.7%	11.8%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	9	9.7%
Agree	47	50.5%
Disagree	28	30.1%
Strongly Disagree	8	8.6%
Not Applicable or No Information	1	1.1%

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	18	19.4%
Agree	48	51.6%
Disagree	14	15.1%
Strongly Disagree	10	10.8%
Not Applicable or No Information	3	3.2%

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

	Count	Percentage
Strongly Agree	19	20.4%
Agree	55	59.1%
Disagree	7	7.5%
Strongly Disagree	7	7.5%
Not Applicable or No Information	5	5.4%



Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	10	10.8%
Agree	53	57.0%
Disagree	17	18.3%
Strongly Disagree	9	9.7%
Not Applicable or No Information	4	4.3%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	9	9.7%
Agree	50	53.8%
Disagree	20	21.5%
Strongly Disagree	3	3.2%
Not Applicable or No Information	11	11.8%

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

	Count	Percentage
Strongly Agree	5	5.4%
Agree	39	41.9%
Disagree	33	35.5%
Strongly Disagree	10	10.8%
Not Applicable or No Information	6	6.5%

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

	Count	Percentage
Strongly Agree	9	9.7%
Agree	58	62.4%
Disagree	15	16.1%
Strongly Disagree	9	9.7%
Not Applicable or No Information	2	2.2%

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

	Count	Percentage
Strongly Agree	14	15.1%
Agree	52	55.9%
Disagree	17	18.3%
Strongly Disagree	3	3.2%
Not Applicable or No Information	7	7.5%

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	11	11.8%
Agree	60	64.5%
Disagree	12	12.9%
Strongly Disagree	7	7.5%
Not Applicable or No Information	3	3.2%

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	11	11.8%
Agree	52	55.9%
Disagree	20	21.5%
Strongly Disagree	4	4.3%
Not Applicable or No Information	6	6.5%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	22	23.7%
Agree	50	53.8%
Disagree	14	15.1%
Strongly Disagree	6	6.5%
Not Applicable or No Information	1	1.1%

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	27	29.0%
Agree	57	61.3%
Disagree	4	4.3%
Strongly Disagree	4	4.3%
Not Applicable or No Information	1	1.1%



Sumner Hill Junior High School

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

	Count	Percentage
Strongly Agree	7	7.5%
Agree	49	52.7%
Disagree	22	23.7%
Strongly Disagree	13	14.0%
Not Applicable or No Information	2	2.2%

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

	Count	Percentage
Strongly Agree	7	7.5%
Agree	46	49.5%
Disagree	26	28.0%
Strongly Disagree	11	11.8%
Not Applicable or No Information	3	3.2%

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	19.4%
Agree	51	54.8%
Disagree	15	16.1%
Strongly Disagree	3	3.2%
Not Applicable or No Information	6	6.5%

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

	Count	Percentage
Strongly Agree	34	36.6%
Agree	50	53.8%
Disagree	6	6.5%
Strongly Disagree	3	3.2%
Not Applicable or No Information	0	0.0%

Innovative technologies are incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	17	18.3%
Agree	50	53.8%
Disagree	18	19.4%
Strongly Disagree	2	2.2%
Not Applicable or No Information	6	6.5%

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

	Count	Percentage
Strongly Agree	28	30.1%
Agree	48	51.6%
Disagree	8	8.6%
Strongly Disagree	5	5.4%
Not Applicable or No Information	4	4.3%

If I have a problem or suggestion for the principal, he/she is available.

	Count	Percentage
Strongly Agree	8	8.6%
Agree	43	46.2%
Disagree	17	18.3%
Strongly Disagree	16	17.2%
Not Applicable or No Information	9	9.7%

School spirit is very high at our school.

	Count	Percentage
Strongly Agree	9	9.7%
Agree	33	35.5%
Disagree	28	30.1%
Strongly Disagree	22	23.7%
Not Applicable or No Information	1	1.1%

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

	Count	Percentage
Strongly Agree	16	17.2%
Agree	50	53.8%
Disagree	20	21.5%
Strongly Disagree	4	4.3%
Not Applicable or No Information	3	3.2%



Technology

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

	Count	Percentage
Strongly Agree	49	52.7%
Agree	43	46.2%
Disagree	0	0.0%
Strongly Disagree	1	1.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	47	50.5%
Agree	44	47.3%
Disagree	1	1.1%
Strongly Disagree	1	1.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	37	39.8%
Agree	48	51.6%
Disagree	5	5.4%
Strongly Disagree	3	3.2%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	33	35.5%
Agree	48	51.6%
Disagree	5	5.4%
Strongly Disagree	3	3.2%
Not Applicable or No Information	4	4.3%

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	16	17.2%
Agree	46	49.5%
Disagree	14	15.1%
Strongly Disagree	3	3.2%
Not Applicable or No Information	14	15.1%

General Opinion

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

Students from Sumner Hill Junior High School feel that the school does a good job in providing a safe environment, preparing students for their future, and teaching. One student said, “I feel like the district is good at preparing students for college. I also feel like there is a good range of electives. I’ve never heard people complain about the lack of classes.” Respondents expressed concerns about cafeteria options and facility upgrades. Another student stated, “In my particular school, I feel like there’s not enough hands on work. Personally, too much interaction with the computer causes me to feel all around exhausted. I feel as if there should be more physical work, as opposed to everything being on the computer.”



Sumner Hill Junior High 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	52.0%
Differentiated instruction	7	28.0%
Access to computers and individualized instruction	12	48.0%

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

	Count	Percentage
Strongly Agree	13	52.0%
Agree	11	44.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	13	52.0%
Agree	11	44.0%
Disagree	0	0.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	5	20.0%
Agree	14	56.0%
Disagree	4	16.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%

Federal funds are used effectively in my district.

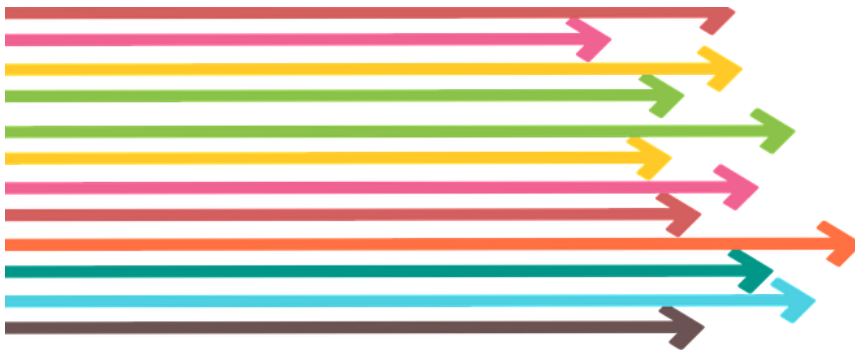
	Count	Percentage
Strongly Agree	11	44.0%
Agree	9	36.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	20.0%

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

	Count	Percentage
Strongly Agree	3	12.0%
Agree	13	52.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	32.0%

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	9	36.0%
Supporting college and career counseling	21	84.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	9	36.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	15	60.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	4	16.0%



Sumner Hill Junior High School

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:

	Count	Percentage
Promoting community and parent involvement in schools	9	36.0%
Providing school-based mental health services and counseling	14	56.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	7	28.0%
Establishing or improving dropout prevention	8	32.0%
Supporting re-entry programs and transition services for Justice-involved youth	7	28.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	14	56.0%
Implementing systems and practices to prevent bullying and harassment	13	52.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	13	52.0%
Establishing community partnerships	9	36.0%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	16	64.0%
Building technological capacity and infrastructure	9	36.0%
Carrying out innovative blended learning projects	8	32.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	8	32.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	16	64.0%

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	9	36.0%
Safety in the schools	9	36.0%
Curriculum and learning goals	19	76.0%
Available technology and how it's used in the classroom	10	40.0%
How to contact my child's teacher	2	8.0%
Homework	6	24.0%

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

	Count	Percentage
Abuse Prevention	2	8.0%
Computer Classes	7	28.0%
Conflict Resolution	8	32.0%
Discipline	3	12.0%
Drug/Alcohol Awareness	9	36.0%
English as a Second Language	4	16.0%
Health Classes	4	16.0%
Literacy Classes	4	16.0%
Math Classes	5	20.0%
Parent-to-School Relationships	8	32.0%
Parent/Child Communication	6	24.0%
Preparing for College	15	60.0%
Parenting Workshops	5	20.0%
Social Media Classes	11	44.0%
Stress/Anger/Management	5	20.0%
Understanding College- and Career-Ready Standards	15	60.0%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:

	Count	Percentage
Activities to help my child learn over the summer	8	32.0%
Help my child with homework	5	20.0%
How to motivate my child	7	28.0%
How to promote family reading	3	12.0%
How to set goals for my child	7	28.0%
Manage time	10	40.0%
Prepare my child for testing	14	56.0%
Understand my child's learning styles	10	40.0%



Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	5	20.0%
Agree	11	44.0%
Disagree	6	24.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.0%

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

	Count	Percentage
Strongly Agree	7	28.0%
Agree	12	48.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	20.0%

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

	Count	Percentage
Strongly Agree	13	52.0%
Agree	11	44.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	14	56.0%
Agree	9	36.0%
Disagree	2	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	24.0%
Agree	7	28.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	48.0%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Physical Education	48.0%	40.0%	0.0%	0.0%	12.0%
Foreign Languages	36.0%	48.0%	8.0%	0.0%	8.0%
Career and Technical Education	36.0%	40.0%	0.0%	0.0%	24.0%
Science	36.0%	56.0%	4.0%	0.0%	4.0%
Health Education	40.0%	48.0%	0.0%	0.0%	12.0%
Mathematics	40.0%	60.0%	0.0%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	44.0%	48.0%	4.0%	0.0%	4.0%
Fine Arts (music, visual arts, dance, drama)	44.0%	52.0%	0.0%	0.0%	4.0%
Social Studies	44.0%	48.0%	4.0%	0.0%	4.0%

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	11	44.0%
Agree	12	48.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%



Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	9	36.0%
Agree	14	56.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	6	24.0%
Agree	14	56.0%
Disagree	5	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	11	44.0%
Agree	12	48.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

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

	Count	Percentage
Strongly Agree	6	24.0%
Agree	12	48.0%
Disagree	6	24.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

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

	Count	Percentage
Strongly Agree	12	48.0%
Agree	13	52.0%
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	13	52.0%
Agree	11	44.0%
Disagree	1	4.0%
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	8	32.0%
Agree	15	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%

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

	Count	Percentage
Strongly agree	6	24.0%
Agree	12	48.0%
Disagree	2	8.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	4	16.0%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly agree	6	24.0%
Agree	13	52.0%
Disagree	3	12.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	2	8.0%

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

	Count	Percentage
Strongly agree	8	32.0%
Agree	14	56.0%
Disagree	2	8.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%



Sumner Hill Junior High School

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

	Count	Percentage
Strongly agree	5	20.0%
Agree	9	36.0%
Disagree	4	16.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	28.0%

Our community is actively involved in our school.

	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%

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	10	40.0%
Checked my child's grades/assignments online	24	96.0%
Been in contact with my child's teacher	17	68.0%
Received a newsletter from the district, school, or teacher	20	80.0%
Worked with a committee or group on school or district policies	6	24.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	11	44.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	21	84.0%
Volunteered at my child's school	10	40.0%



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	10	40.0%
Agree	12	48.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.0%

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	44.0%
Agree	8	32.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	20.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	10	40.0%
Agree	14	56.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	12	48.0%
Agree	13	52.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Sumner Hill Junior High School

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	48.0%
Agree	13	52.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	32.0%
Agree	12	48.0%
Disagree	4	16.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

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

	Count	Percentage
Strongly Agree	12	48.0%
Agree	12	48.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

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

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

	Count	Percentage
Strongly Agree	10	40.0%
Agree	11	44.0%
Disagree	3	12.0%
Strongly Disagree	1	4.0%
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	9	36.0%
Agree	9	36.0%
Disagree	2	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	20.0%

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

	Count	Percentage
Strongly Agree	10	40.0%
Agree	12	48.0%
Disagree	1	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.0%

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

	Count	Percentage
Yes	7	87.5%
No	1	12.5%

Technology

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

	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%



Sumner Hill Junior High School

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

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

My child has Internet access when away from school.

	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%

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	48.0%
Agree	12	48.0%
Disagree	1	4.0%
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	12	48.0%
Agree	12	48.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.0%

General Opinion

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

Parents from Sumner Hill Junior High School feel that the school does a good job in communication, CTE course offerings, and the counseling program. One parent said, “The district pushes students to excel academically. I have no doubt my children will be well-prepared for college. They also do a great job with CTE classes.” Respondents expressed concerns about safety. Another parent stated, “The district needs to encourage students who are not athletes or aren’t involved in extracurricular activities more. If a child is working hard to accomplish good grades and good behavior, they should be encouraged as well.”



Notes

[A series of 20 horizontal grey bars for writing notes, separated by thin white lines.]

CLINTON HIGH SCHOOL

Introduction

Clinton High School is located at 401 Arrow Drive in Clinton, Mississippi. In 2022-2023, it housed one thousand two hundred twenty-six (1,226) students in tenth through twelfth grades (10-12). CHS prides itself with working toward a tradition of excellence and achievement.

The principal's online welcome message states, "We hope that your years with us will be educationally profitable for you. Clinton High School has a rich tradition in excelling in academics, fine arts, and athletics. It is our goal that our students will be well prepared for any challenge life brings them after completing their tenure at CHS."

The school website provides students, teachers, parents, and community members with a great deal of information. The school posts daily announcements to the website as well as calendar information, club and athletic information, and



much more. The school's library and media center also provides resources to students online.

Clinton High School actively engages with alumni by inviting them back for athletic events and celebrations.

Enrollment

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

CLINTON HIGH SCHOOL ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	1151	1139	1154	1164	1226
GR_10	417	393	413	426	468
GR_11	370	380	369	373	395
GR_12	352	354	361	351	348
SEC_SPED	12	12	11	14	15

Figure 156: Clinton High School Enrollment

CLINTON HIGH SCHOOL CHANGES IN ENROLLMENT					
	2019	2023	CHANGE		
ALL	1151	1226	75	↑	6.5%
GR_10	417	468	51	↑	12.2%
GR_11	370	395	25	↑	6.8%
GR_12	352	348	-4	↓	-1.1%
SEC_SPED	12	15	3	↑	25.0%

Figure 157: Clinton High School Changes in Enrollment

CLINTON HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2019	2020	2021	2022	2023
ALL	ALL	1151	1139	1154	1164	1226
GENDER	FEMALE	597	585	579	572	623
	MALE	554	554	575	592	603
RACE	ASIAN	55	56	55	52	56
	BLACK OR AFRICAN AMERICAN	666	662	673	673	704
	HISPANIC OR LATINO	24	22	37	39	47
	TWO OR MORE RACES	*	*	*	*	14
	WHITE	400	387	379	388	403

Figure 158: Clinton High School Enrollment by Demographic Group

Attendance

Average Daily Attendance

CLINTON HIGH SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	1036.6	1051.2	1061.6	1020.8	1036.6
GR_10	360.8	382.4	370.3	369.5	386.4
GR_11	350.0	342.8	356.7	323.2	339.0
GR_12	325.7	326.1	334.7	328.1	311.2

Figure 159: Clinton High School Average Daily Attendance

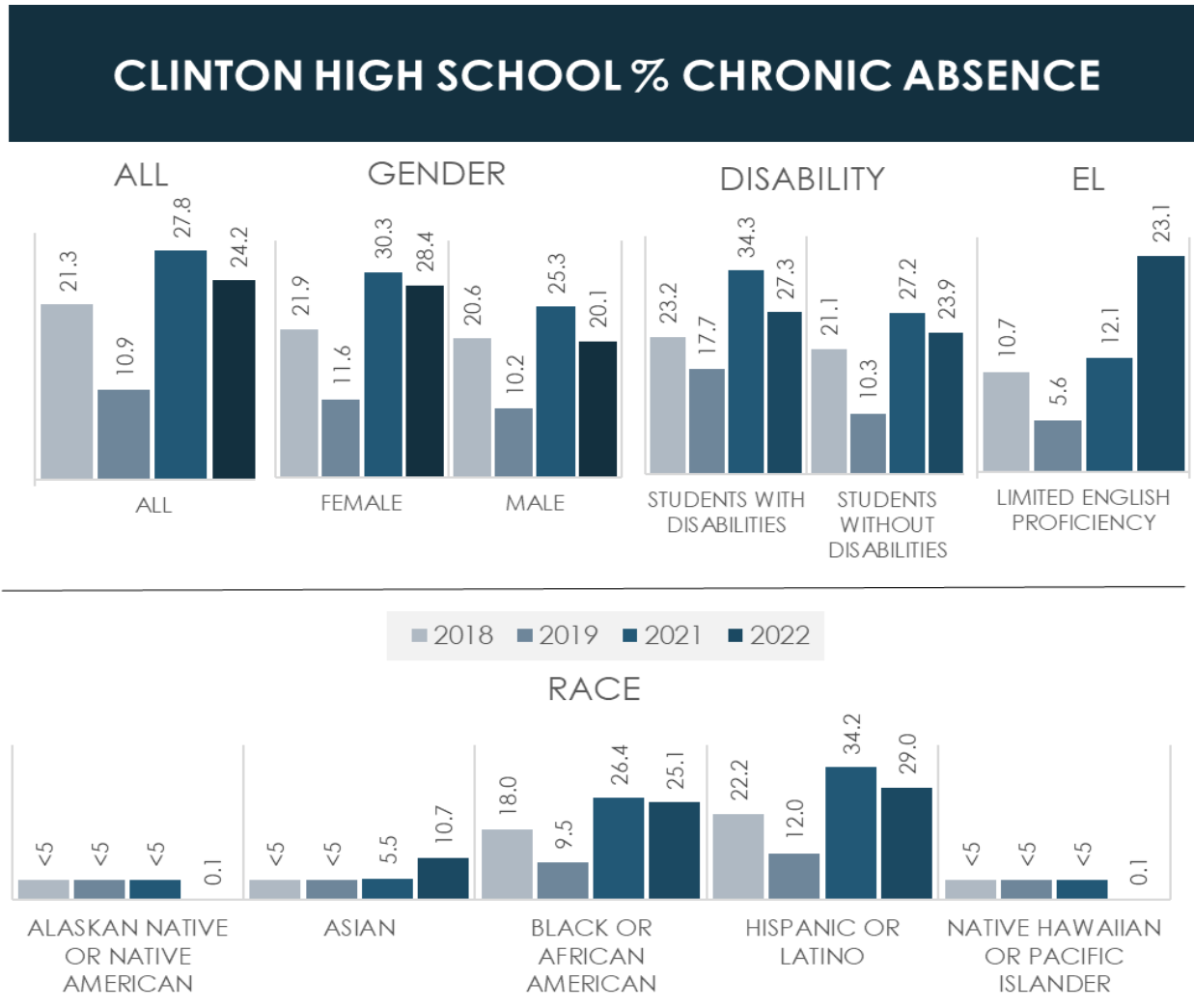
Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

CLINTON HIGH SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	91.6%	92.3%	94.2%	89.3%	90.1%
GR_10	93.0%	91.7%	94.2%	89.5%	90.7%
GR_11	90.2%	92.7%	93.9%	87.6%	90.9%
GR_12	*	92.6%	94.5%	90.9%	88.7%

Figure 160: Clinton High School ADA as Percentage of Enrollment



Chronic Absence



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card

Figure 161: Clinton High School Chronic Absenteeism



Accountability

Accountability Measures

CLINTON HIGH SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
RATINGS	B	B	B
POINTS	750		747
ELA/READING			
% PROFICIENT	59.2	47.3	59.6
STATE	41.8	35	41.9
% GROWTH	79		64.9
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	60.2		45.1
STATE	56.2		56.6
MATH			
% PROFICIENT	64	50	69.1
STATE	47	36	46.8
% GROWTH	76.7		78.9
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	83.3		96.1
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 162: Clinton High School Accountability: ELA and Math



CLINTON HIGH SCHOOL ACCOUNTABILITY

Note: Accountability was not measured in 2020 and only proficiency could be determined in 2021 because of the pandemic.

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE	69.3	25.4	62.3
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY	76.6	56.8	85.8
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS	51.7	39.7	52.4
STATE	37.4	34.3	42.9
ACCELERATION	76.3	66	89.4
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY	15		9.1
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	30		20
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 163: Clinton High School Accountability: Science, History, Other

Proficiency by Demographic Group

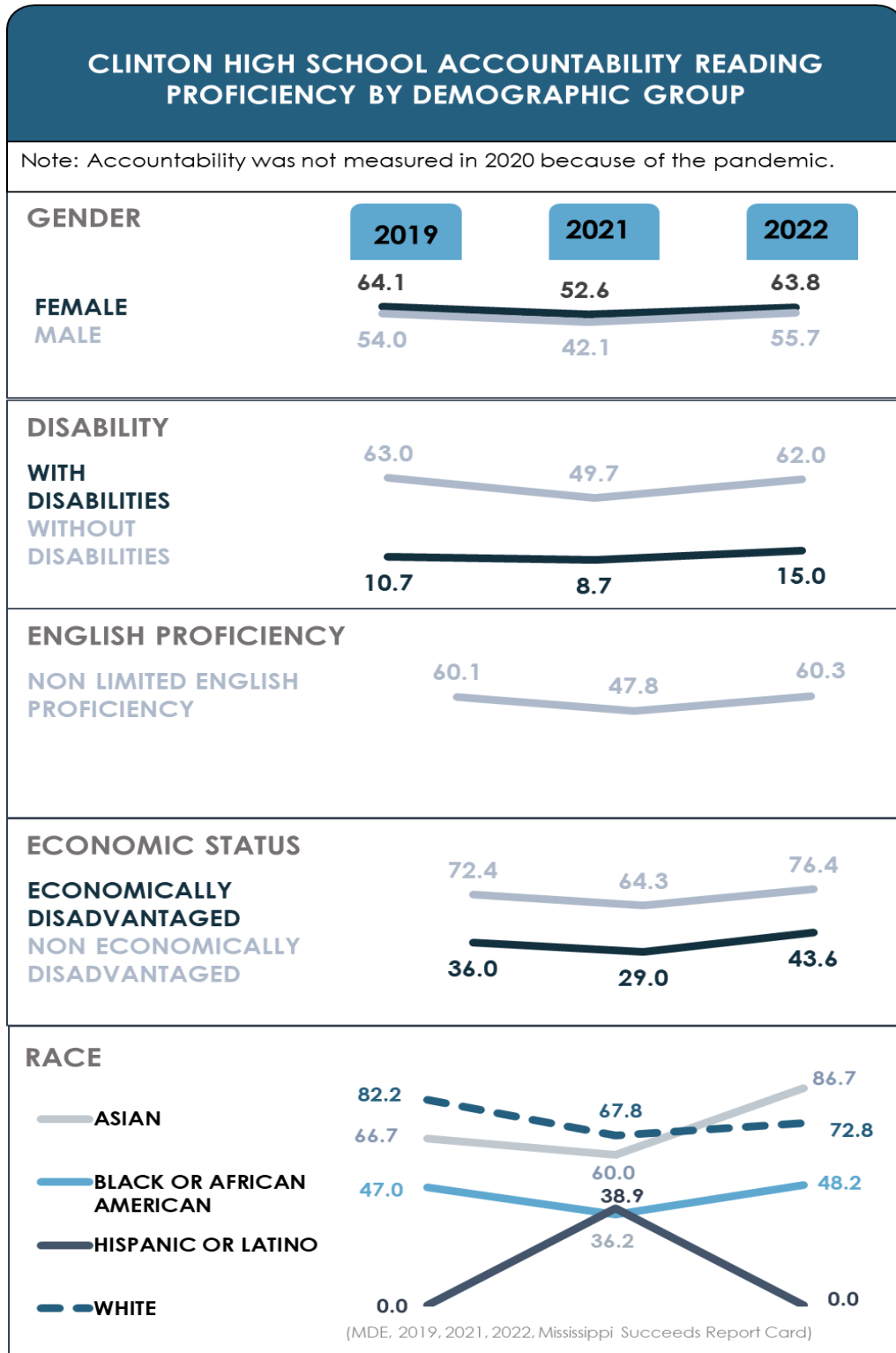


Figure 164: Clinton High School Reading Proficiency by Demographic Group



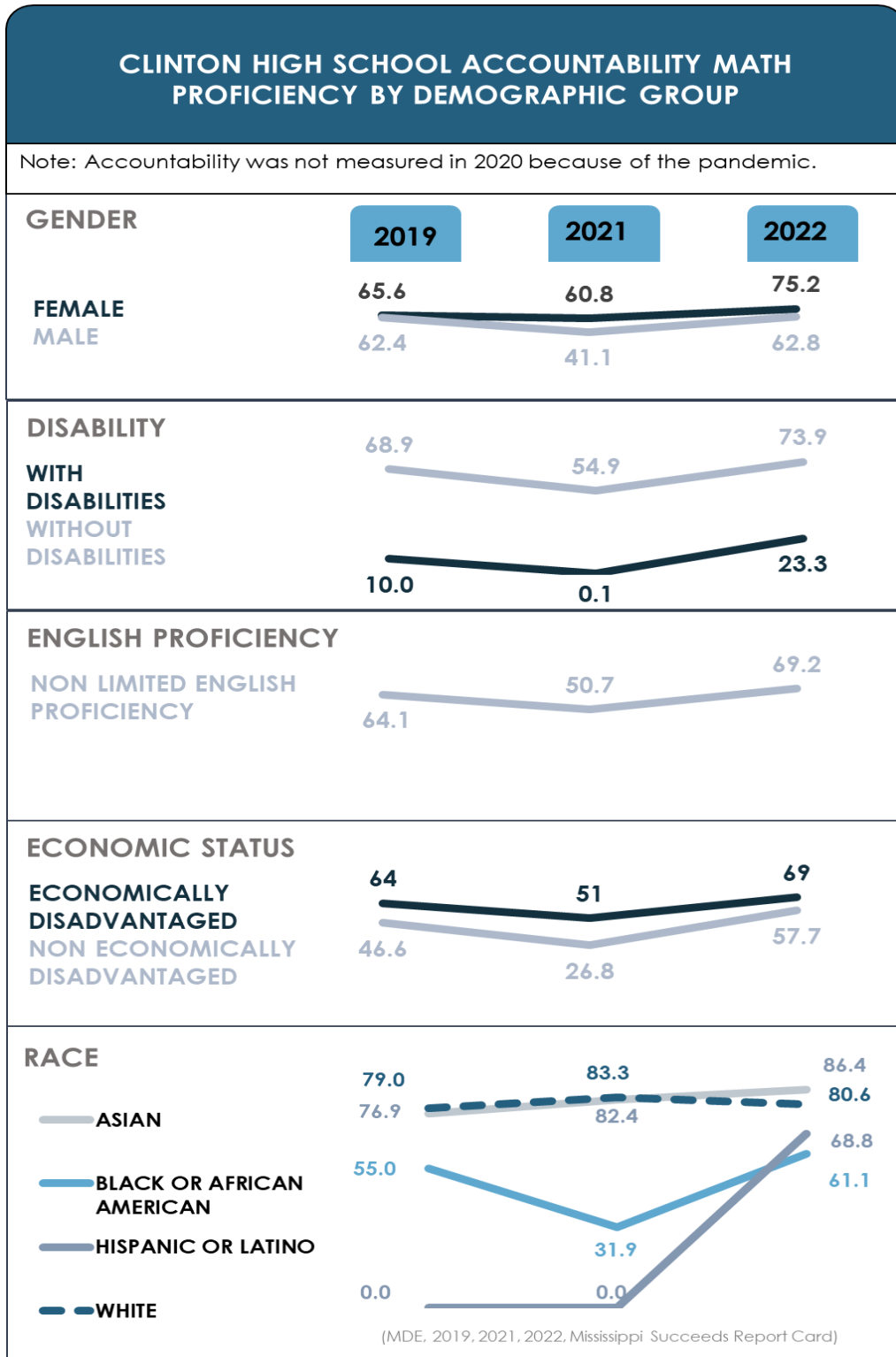


Figure 165: Clinton High School Math Proficiency by Demographic Group

CLINTON HIGH SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

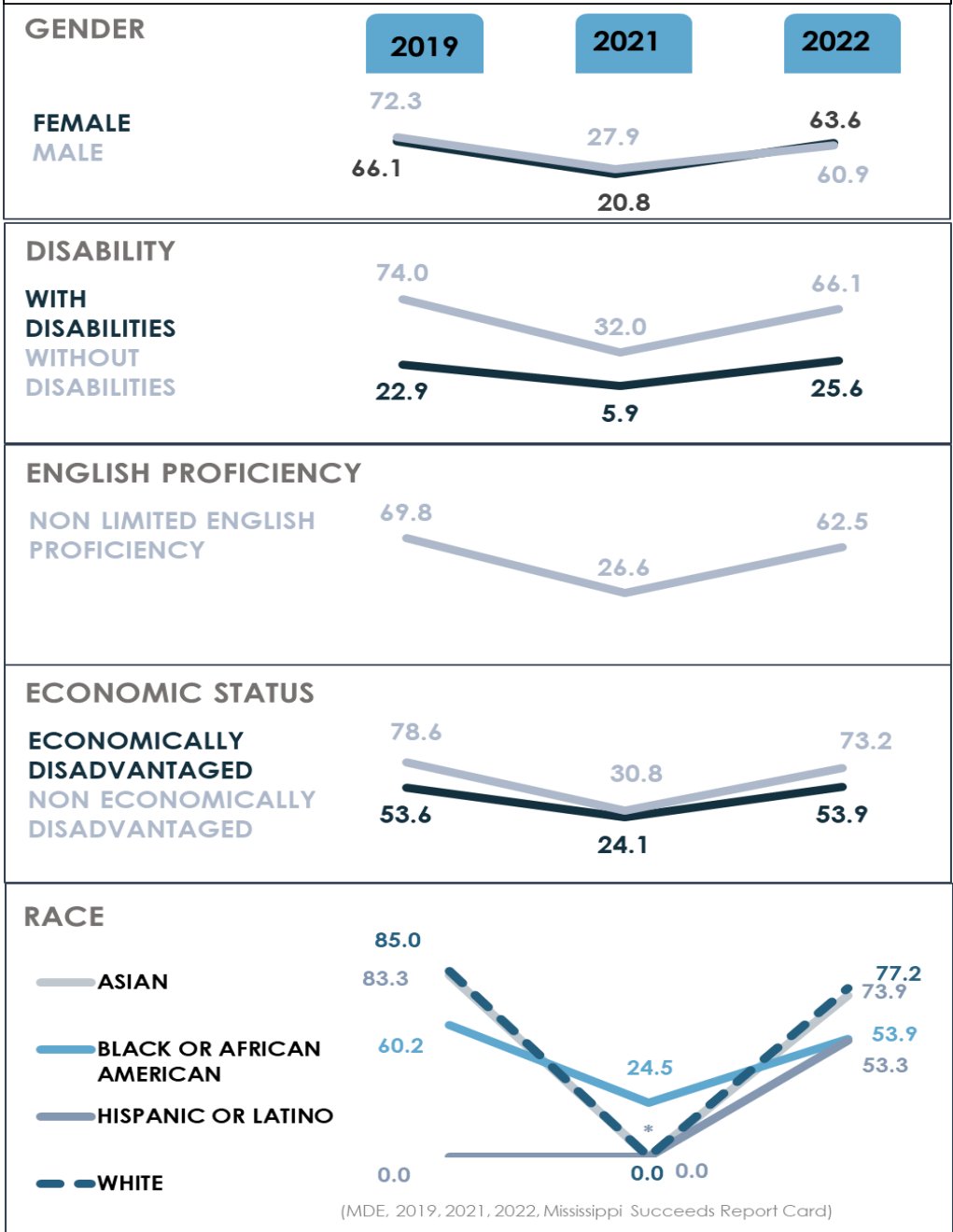


Figure 166: Clinton High School Science Proficiency by Demographic Group



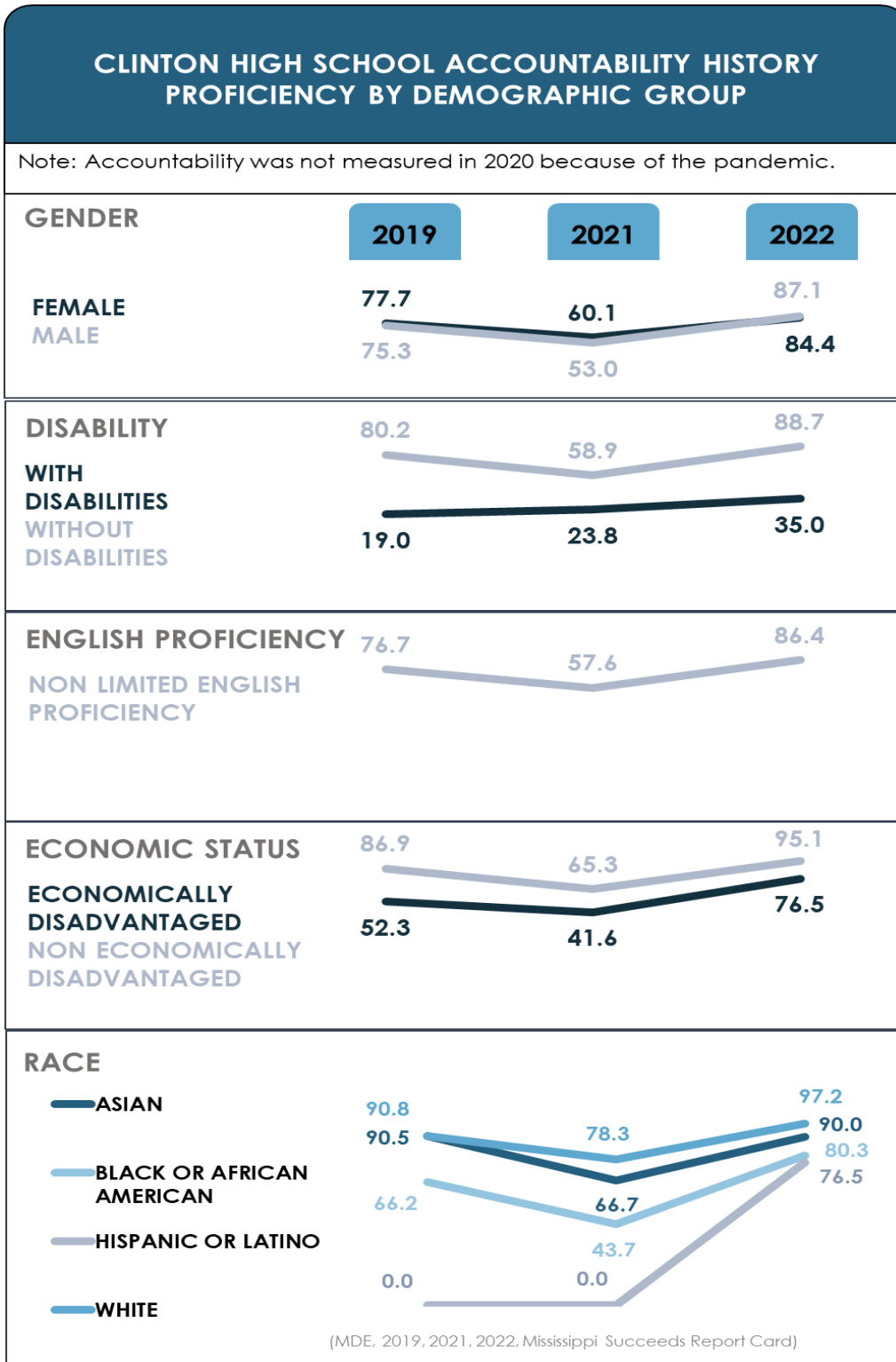


Figure 167: Clinton High School History Proficiency by Demographic Group

4-Year Graduation Rates

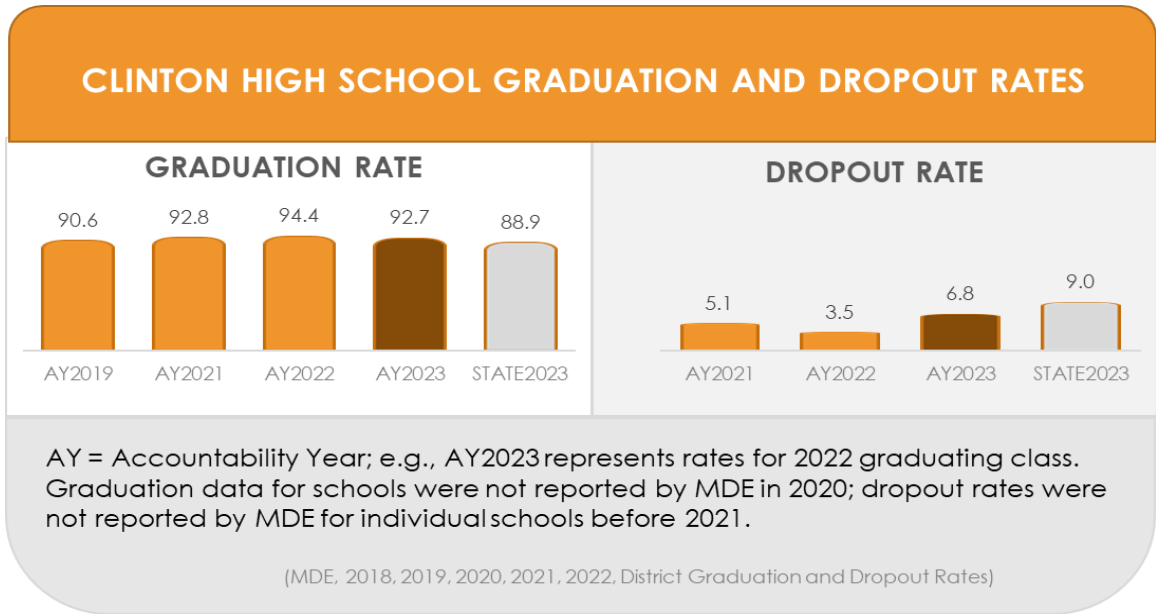


Figure 168: Clinton High School 4-Year Graduation Rate

School Improvement

Clinton High School was reidentified as a Targeted Support and Improvement (TSI) school because scores for Students with Disabilities were in the lowest 50% of overall accountability, in the lowest quartile of a 3-year average gap-to-goal, and in the lowest quartile of a 3-year improvement toward gap-to-goal closure. It was first identified as TSI in 2018.

Assessment

ACT

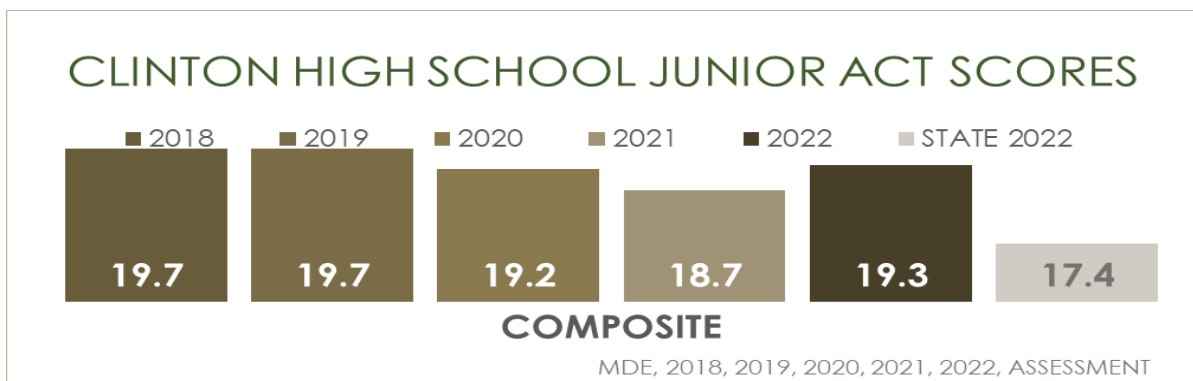


Figure 169: Clinton High School Junior ACT: Composite



Clinton High School

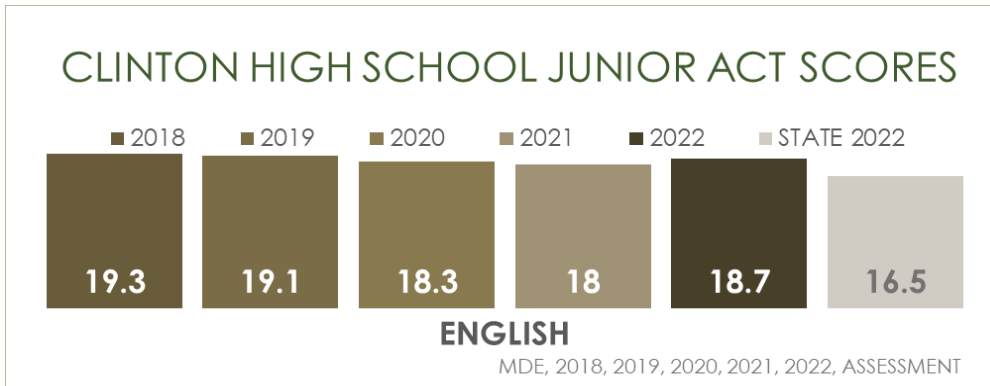


Figure 170: Clinton High School Junior ACT: English

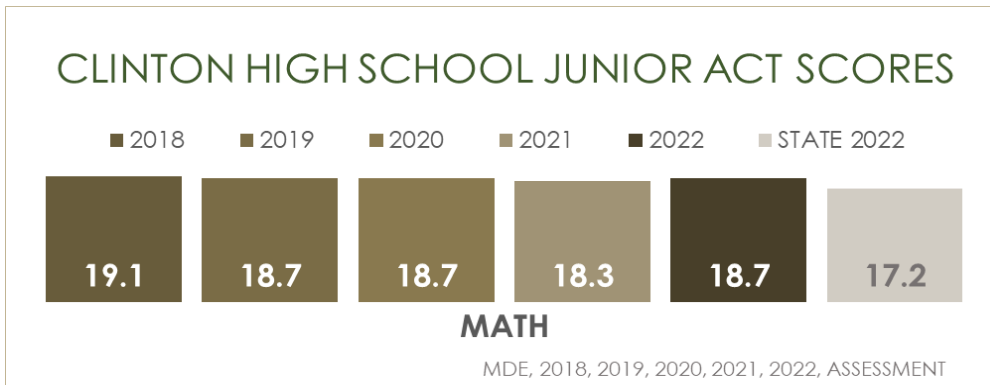


Figure 171: Clinton High School Junior ACT: Math

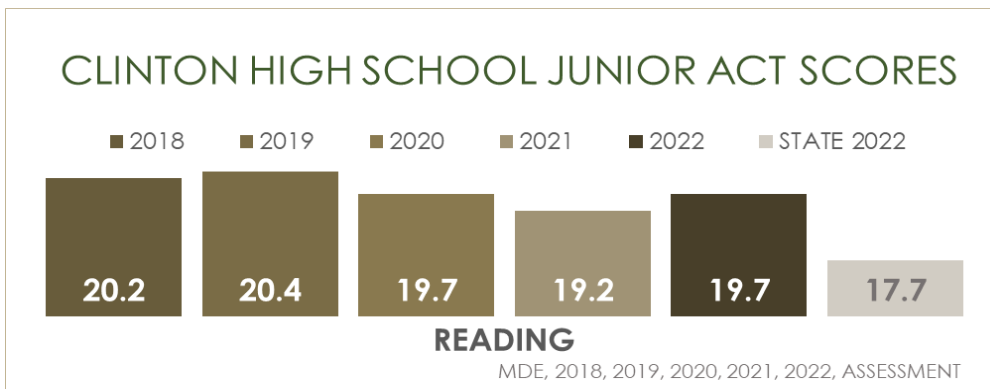


Figure 172: Clinton High School Junior ACT: Reading

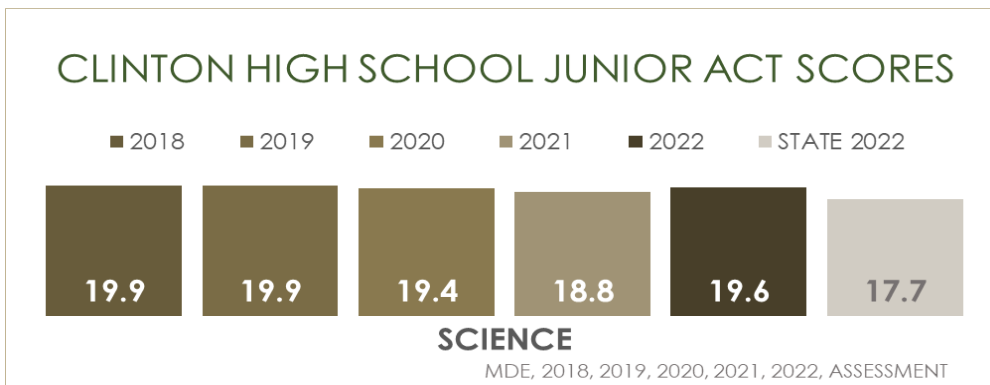


Figure 173: Clinton High School Junior ACT: Science

Mississippi Academic Assessment Program (MAAP)

MAAP ELA and MATH

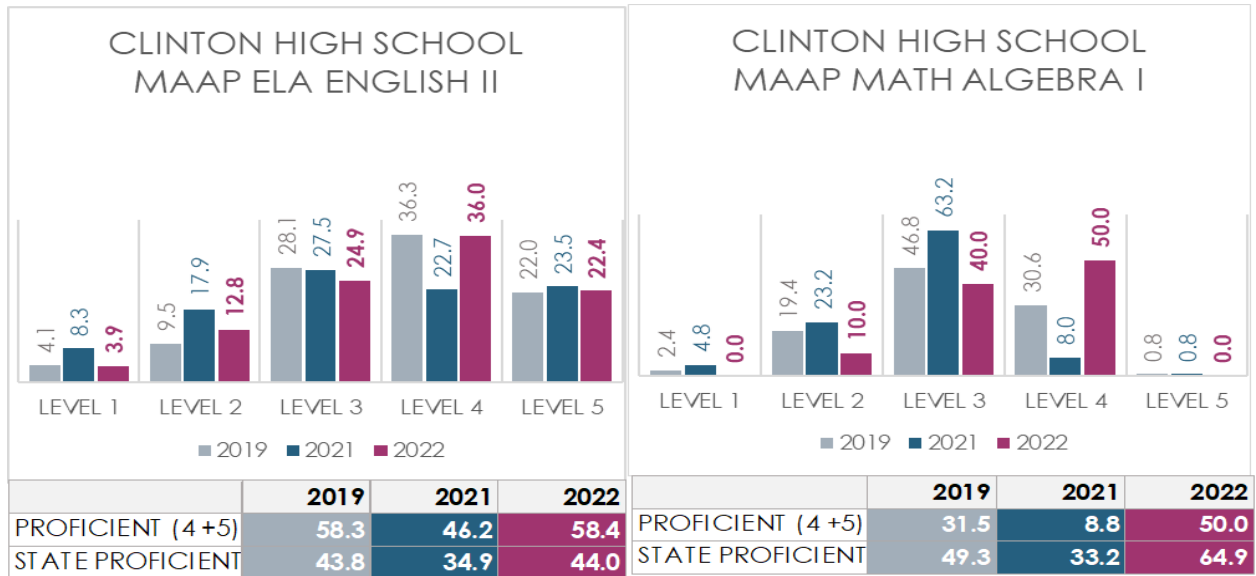


Figure 174: Clinton High School MAAP ELA and Math English II and Algebra I

MAAP END-OF-COURSE

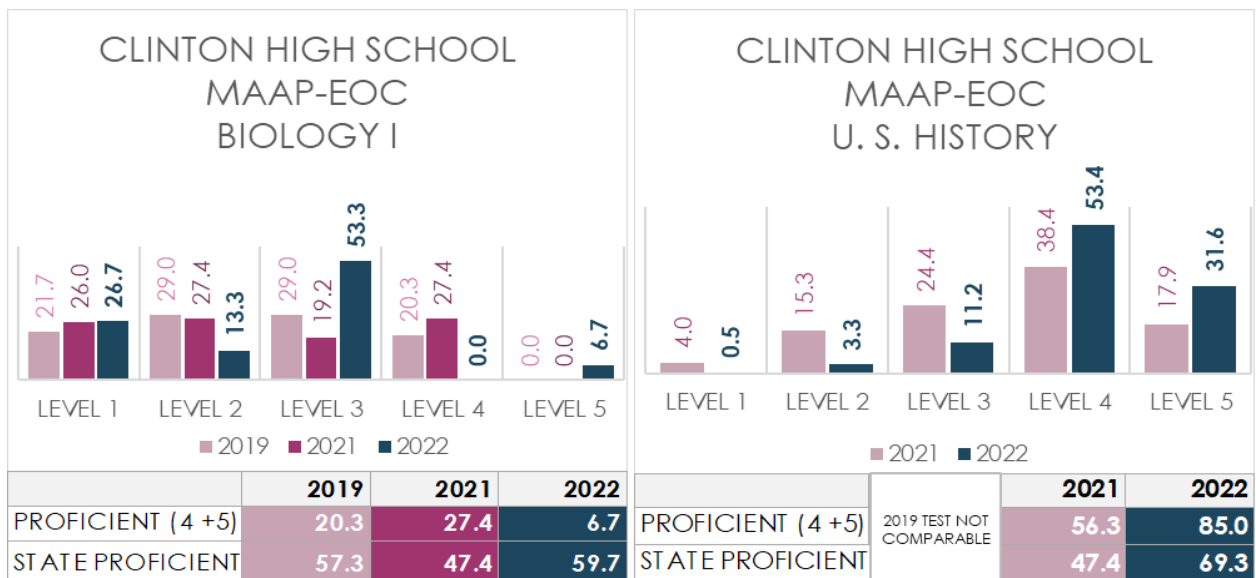


Figure 175: Clinton High School MAAP End-of-Course Biology I and U. S. History



Personnel

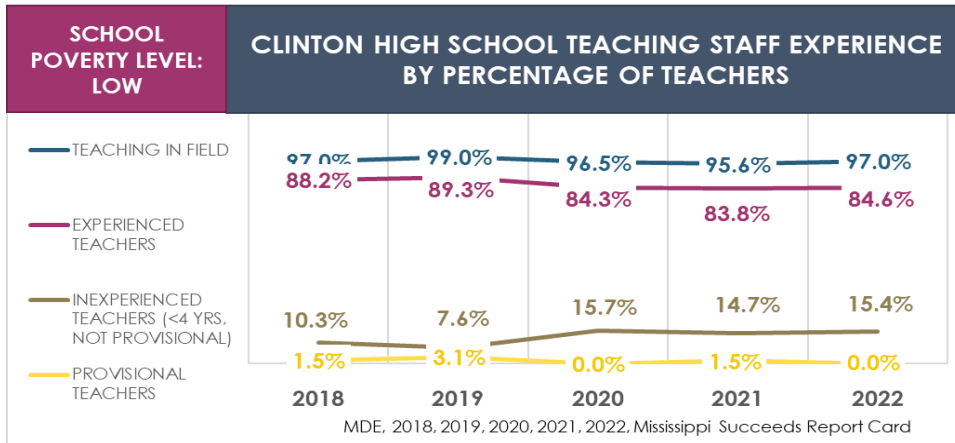


Figure 176: Clinton High School Teaching Staff Experience by Percentage of Teachers

Discipline

CLINTON HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5			14.7	<5	<5	6.6	<10	<5		
GENDER	FEMALE					5.69		<5	<5				
	MALE	<10				18.1		<5	8.4				
RACE	ASIAN							<5	<5				
	BLACK OR AFRICAN AMERICAN	<10				21.6		<5	9				
	HISPANIC OR LATINO							<5	20				
	TWO OR MORE RACES							<5	<5				
	WHITE					<5		<5	<5				
DISABILITY	STUDENTS WITH DISABILITIES					18.5		<5	8.3				
	STUDENTS WITHOUT DISABILITIES	<10				12.8		<5	6.5				
EL	LIMITED ENGLISH PROFICIENCY												
	NON LIMITED ENGLISH PROFICIENCY	<10				14.9			6.7				
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	66	<10	12	31	<10			<5	<10			<5
GENDER	FEMALE	15		<10	13	<5			<5	<5			<5
	MALE	36		<10	18	<10			<5	<10			<5
RACE	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN	62		12	26	<10			<5	<10			<5
	HISPANIC OR LATINO								<5				<5
	TWO OR MORE RACES				<10				<5				<5
	WHITE	<10			<10	<5			<5	<5			<5
DISABILITY	STUDENTS WITH DISABILITIES	<10		<10	<10	<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES	58		11	28	<10			<5	<10			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH PROFICIENCY	66			31	<10			<5	<10			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 177: Clinton High School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Clinton High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; and Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Thirty-eight (38) faculty and staff members, sixty-six (66) parents, and fifty-four (54) students responded to the survey.

Clinton High School Faculty/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	8	21.1%
Differentiated instruction	12	31.6%
Access to computers and individualized instruction	26	68.4%

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

	Count	Percentage
Strongly Agree	24	63.2%
Agree	14	36.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	19	50.0%
Agree	18	47.4%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Clinton High School

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	2	5.3%
Agree	15	39.5%
Disagree	20	52.6%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	11	28.9%
Agree	16	42.1%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	26.3%

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

	Count	Percentage
Strongly Agree	5	13.2%
Agree	10	26.3%
Disagree	11	28.9%
Strongly Disagree	2	5.3%
Not Applicable or No Information	10	26.3%

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	5	13.2%
Agree	13	34.2%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	50.0%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	47.4%	42.1%	0.0%	0.0%	10.5%
Closing the achievement gap between diverse groups of students.	31.6%	60.5%	0.0%	0.0%	7.9%
Successful classroom management.	42.1%	50.0%	0.0%	0.0%	7.9%
Teaching special needs students.	36.8%	50.0%	0.0%	0.0%	13.2%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	34.2%	42.1%	7.9%	2.6%	13.2%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	28	80.0%
Minor disruptions that steal instructional time	7	20.0%
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	14	36.8%
Agree	18	47.4%
Disagree	1	2.6%
Strongly Disagree	1	2.6%
Not Applicable or No Information	4	10.5%

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	15	39.5%
Agree	16	42.1%
Disagree	1	2.6%
Strongly Disagree	1	2.6%
Not Applicable or No Information	5	13.2%



Clinton High School

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	17	44.7%
Expedited evaluation services for students with limited English	13	34.2%
Expedited evaluation services for gifted and talented students	6	15.8%
Addition academic support	21	55.3%
Tutoring	15	39.5%
Enrichment educational services	8	21.1%
Counseling	28	73.7%
Mentors	15	39.5%
School supplies	15	39.5%
School uniforms	3	7.9%
Dental referrals	6	15.8%
Medical referrals	7	18.4%
Bullying assistance	5	13.2%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	23	60.5%
Agree	14	36.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

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

	Count	Percentage
Strongly Agree	29	76.3%
Agree	9	23.7%
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	26	68.4%
Agree	11	28.9%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	20	52.6%
Agree	15	39.5%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Social Studies	65.8%	31.6%	2.6%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	63.2%	34.2%	2.6%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	68.4%	31.6%	0.0%	0.0%	0.0%
Career and Technical Education	76.3%	23.7%	0.0%	0.0%	0.0%
Science	60.5%	36.8%	2.6%	0.0%	0.0%
Health Education	28.9%	44.7%	18.4%	2.6%	5.3%
Mathematics	63.2%	34.2%	2.6%	0.0%	0.0%
Physical Education	28.9%	26.3%	34.2%	5.3%	5.3%
Foreign Languages	57.9%	39.5%	2.6%	0.0%	0.0%

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

	Count	Percentage
Strongly Agree	21	55.3%
Agree	17	44.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton High School

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.

	Count	Percentage
Strongly agree	18	47.4%
Agree	20	52.6%
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	18	47.4%
Agree	16	42.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.5%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	23	60.5%
Agree	9	23.7%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	13.2%

Students spend sufficient effort (in and out of class) to learn what we teach.

	Count	Percentage
Strongly agree	3	7.9%
Agree	16	42.1%
Disagree	14	36.8%
Strongly Disagree	1	2.6%
Not Applicable or No Information	4	10.5%

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	9	23.7%
Utilize technology such as class websites, blogs, and videos	25	65.8%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	17	44.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	24	63.2%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	24	63.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	10	26.3%
Use bilingual handouts and cues	5	13.2%
Use visual displays, portable white boards, and posters when giving instructions	16	42.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	5	13.2%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	27	71.1%
Agree	11	28.9%
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	8	21.1%
Agree	21	55.3%
Disagree	9	23.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton High School

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	13	34.2%
Agree	23	60.5%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	13	34.2%
Agree	22	57.9%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

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

	Count	Percentage
Strongly Agree	8	21.1%
Agree	21	55.3%
Disagree	7	18.4%
Strongly Disagree	1	2.6%
Not Applicable or No Information	1	2.6%

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

	Count	Percentage
Strongly Agree	21	55.3%
Agree	17	44.7%
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	18	47.4%
Agree	17	44.7%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

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	21	55.3%
Agree	14	36.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.9%

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	21	55.3%
Agree	15	39.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.3%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	29	76.3%
Agree	9	23.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	25	65.8%
Agree	12	31.6%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Clinton High School

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

	Count	Percentage
Strongly Agree	17	44.7%
Agree	17	44.7%
Disagree	4	10.5%
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	20	52.6%
Agree	14	36.8%
Disagree	4	10.5%
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	20	52.6%
Agree	16	42.1%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	28	73.7%
Agree	9	23.7%
Disagree	1	2.6%
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	19	50.0%
Agree	18	47.4%
Disagree	1	2.6%
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	44.7%
Agree	17	44.7%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.3%

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

	Count	Percentage
Strongly Agree	11	28.9%
Agree	23	60.5%
Disagree	1	2.6%
Strongly Disagree	1	2.6%
Not Applicable or No Information	2	5.3%

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

	Count	Percentage
Strongly Agree	25	65.8%
Agree	13	34.2%
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	21	55.3%
Agree	11	28.9%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	13.2%

The principal is viewed as the instructional leader of this school.

	Count	Percentage
Strongly Agree	19	50.0%
Agree	17	44.7%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton High School

The Clinton Public School District is the best choice for my own children to attend school.

	Count	Percentage
Strongly Agree	24	64.9%
Agree	5	13.5%
Disagree	2	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	16.2%

Technology

I am comfortable with classroom management as related to the 1:1 program.

	Count	Percentage
Strongly Agree	18	47.4%
Agree	16	42.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.5%

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

	Count	Percentage
Strongly Agree	17	44.7%
Agree	12	31.6%
Disagree	5	13.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.5%

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

	Count	Percentage
Strongly Agree	19	50.0%
Agree	14	36.8%
Disagree	2	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.9%

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

	Count	Percentage
Strongly Agree	14	36.8%
Agree	16	42.1%
Disagree	5	13.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.9%

Professional Development

Rank your top ten choices for professional development topics.

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

Clinton High School

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

	Count	Percentage
Strongly Agree	12	31.6%
Agree	19	50.0%
Disagree	5	13.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.3%

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

	Count	Percentage
Strongly Agree	8	21.1%
Agree	21	55.3%
Disagree	4	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	13.2%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.

	Count	Percentage
Strongly Agree	12	31.6%
Agree	20	52.6%
Disagree	5	13.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

General Opinion

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

Faculty members from Clinton High School feel that the school does a good job in promoting high expectations and cultivating a strong sense of community. One faculty member said, "I feel our schools are exceptionally well-maintained and safe. Principals are approachable and professional, and they love their students. Our teachers are highly professional and educated - our district encourages its teachers to pursue higher educational opportunities." Respondents expressed concerns about holding students accountable and

facility maintenance. Another faculty member stated, “Student school climate needs some work. We are making strides towards a more positive environment. The district is changing. More students from other districts that have not had stellar learning environments/ opportunities are coming to the district at the secondary level. That means that we have to change how we do things to meet the needs of ALL of our students. The RTI process leaves a lot to be desired. I’m hopeful that with the modified school year schedule, some of this can be addressed.”

Clinton High 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	13	24.1%
Differentiated instruction	15	27.8%
Access to computers and individualized instruction	44	81.5%

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

	Count	Percentage
Strongly Agree	12	22.2%
Agree	36	66.7%
Disagree	5	9.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

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

	Count	Percentage
Strongly Agree	14	25.9%
Agree	26	48.1%
Disagree	9	16.7%
Strongly Disagree	4	7.4%
Not Applicable or No Information	1	1.9%

Clinton High School

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	1	1.9%
Agree	15	27.8%
Disagree	21	38.9%
Strongly Disagree	16	29.6%
Not Applicable or No Information	1	1.9%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	5	9.3%
Agree	19	35.2%
Disagree	23	42.6%
Strongly Disagree	6	11.1%
Not Applicable or No Information	1	1.9%

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

	Count	Percentage
Strongly Agree	8	14.8%
Agree	43	79.6%
Disagree	2	3.7%
Strongly Disagree	1	1.9%
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	7	13.0%
Agree	36	66.7%
Disagree	8	14.8%
Strongly Disagree	3	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	14	25.9%
Agree	32	59.3%
Disagree	5	9.3%
Strongly Disagree	2	3.7%
Not Applicable or No Information	1	1.9%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	23	42.6%
Agree	28	51.9%
Disagree	3	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	15	27.8%
Agree	23	42.6%
Disagree	4	7.4%
Strongly Disagree	4	7.4%
Not Applicable or No Information	8	14.8%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Social Studies	29.6%	61.1%	3.7%	0.0%	5.6%
English/Language Arts (reading, writing, speaking, listening)	40.7%	53.7%	5.6%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	33.3%	35.2%	13.0%	1.9%	16.7%
Mathematics	33.3%	46.3%	14.8%	5.6%	0.0%
Physical Education	24.1%	33.3%	11.1%	7.4%	24.1%
Foreign Languages	16.7%	51.9%	13.0%	1.9%	16.7%
Career and Technical Education	51.9%	29.6%	0.0%	0.0%	18.5%



Clinton High School

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science	37.0%	57.4%	0.0%	0.0%	5.6%
Health Education	22.2%	37.0%	16.7%	1.9%	22.2%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	19	35.2%
Agree	26	48.1%
Disagree	5	9.3%
Strongly Disagree	4	7.4%
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	14	25.9%
Agree	33	61.1%
Disagree	6	11.1%
Strongly Disagree	1	1.9%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	12	22.2%
Agree	30	55.6%
Disagree	7	13.0%
Strongly Disagree	3	5.6%
Not Applicable or No Information	2	3.7%

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	12	22.2%
Agree	27	50.0%
Disagree	13	24.1%
Strongly Disagree	1	1.9%
Not Applicable or No Information	1	1.9%

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

	Count	Percentage
Strongly Agree	13	24.1%
Agree	28	51.9%
Disagree	8	14.8%
Strongly Disagree	2	3.7%
Not Applicable or No Information	3	5.6%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	11	20.4%
Agree	27	50.0%
Disagree	10	18.5%
Strongly Disagree	1	1.9%
Not Applicable or No Information	5	9.3%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	8	14.8%
Agree	27	50.0%
Disagree	12	22.2%
Strongly Disagree	1	1.9%
Not Applicable or No Information	6	11.1%

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

	Count	Percentage
Strongly Agree	5	9.3%
Agree	27	50.0%
Disagree	13	24.1%
Strongly Disagree	4	7.4%
Not Applicable or No Information	5	9.3%



Clinton High School

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

	Count	Percentage
Strongly Agree	10	18.5%
Agree	29	53.7%
Disagree	10	18.5%
Strongly Disagree	4	7.4%
Not Applicable or No Information	1	1.9%

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

	Count	Percentage
Strongly Agree	9	16.7%
Agree	28	51.9%
Disagree	7	13.0%
Strongly Disagree	3	5.6%
Not Applicable or No Information	7	13.0%

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	16.7%
Agree	32	59.3%
Disagree	7	13.0%
Strongly Disagree	1	1.9%
Not Applicable or No Information	5	9.3%

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	8	14.8%
Agree	32	59.3%
Disagree	5	9.3%
Strongly Disagree	3	5.6%
Not Applicable or No Information	6	11.1%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	18	33.3%
Agree	30	55.6%
Disagree	4	7.4%
Strongly Disagree	2	3.7%
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	38.9%
Agree	30	55.6%
Disagree	2	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

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

	Count	Percentage
Strongly Agree	10	18.5%
Agree	27	50.0%
Disagree	9	16.7%
Strongly Disagree	8	14.8%
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	8	14.8%
Agree	28	51.9%
Disagree	8	14.8%
Strongly Disagree	8	14.8%
Not Applicable or No Information	2	3.7%

Clinton High School

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	22.2%
Agree	33	61.1%
Disagree	5	9.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.4%

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

	Count	Percentage
Strongly Agree	26	48.1%
Agree	26	48.1%
Disagree	2	3.7%
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	16	29.6%
Agree	29	53.7%
Disagree	4	7.4%
Strongly Disagree	2	3.7%
Not Applicable or No Information	3	5.6%

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

	Count	Percentage
Strongly Agree	22	40.7%
Agree	25	46.3%
Disagree	3	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	7.4%

If I have a problem or suggestion for the principal, he/she is available.

	Count	Percentage
Strongly Agree	10	18.5%
Agree	26	48.1%
Disagree	7	13.0%
Strongly Disagree	2	3.7%
Not Applicable or No Information	9	16.7%

School spirit is very high at our school.

	Count	Percentage
Strongly Agree	13	24.1%
Agree	21	38.9%
Disagree	13	24.1%
Strongly Disagree	4	7.4%
Not Applicable or No Information	3	5.6%

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

	Count	Percentage
Strongly Agree	16	29.6%
Agree	26	48.1%
Disagree	7	13.0%
Strongly Disagree	3	5.6%
Not Applicable or No Information	2	3.7%

Technology

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

	Count	Percentage
Strongly Agree	37	68.5%
Agree	15	27.8%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

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

	Count	Percentage
Strongly Agree	33	61.1%
Agree	20	37.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

Clinton High School

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

	Count	Percentage
Strongly Agree	27	50.0%
Agree	23	42.6%
Disagree	3	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

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

	Count	Percentage
Strongly Agree	30	55.6%
Agree	20	37.0%
Disagree	2	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.7%

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	16	29.6%
Agree	21	38.9%
Disagree	1	1.9%
Strongly Disagree	1	1.9%
Not Applicable or No Information	15	27.8%

General Opinion

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

Students from Clinton High School feel that the school does a good job in providing high quality teachers and technology. One student said, “I believe my school has great staff, who teach well and make me feel safe in the classroom. They help when it is needed and do all they can to make sure you succeed.” Respondents expressed concerns about dress code and crowded classes. Another student stated, “Better bathrooms and bathroom maintenance, there should be a veterinary course for career complex, art apps you can install, should be a place for people overstimulated and stressed.”

Clinton High 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	25	37.9%
Differentiated instruction	28	42.4%
Access to computers and individualized instruction	38	57.6%

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

	Count	Percentage
Strongly Agree	27	40.9%
Agree	37	56.1%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

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

	Count	Percentage
Strongly Agree	21	31.8%
Agree	43	65.2%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	8	12.1%
Agree	30	45.5%
Disagree	22	33.3%
Strongly Disagree	4	6.1%
Not Applicable or No Information	2	3.0%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	16	24.2%
Agree	35	53.0%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	21.2%

Clinton High School

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	18	27.3%
Supporting college and career counseling	41	62.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	35	53.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	25	37.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	14	21.2%

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	24	36.4%
Providing school-based mental health services and counseling	35	53.0%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	7	10.6%
Establishing or improving dropout prevention	13	19.7%
Supporting re-entry programs and transition services for Justice-involved youth	6	9.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	22	33.3%
Implementing systems and practices to prevent bullying and harassment	31	47.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	22	33.3%
Establishing community partnerships	14	21.2%

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

	Count	Percentage
Strongly Agree	9	13.6%
Agree	17	25.8%
Disagree	18	27.3%
Strongly Disagree	4	6.1%
Not Applicable or No Information	18	27.3%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	38	57.6%
Building technological capacity and infrastructure	19	28.8%
Carrying out innovative blended learning projects	17	25.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	24	36.4%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	26	39.4%

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	21	31.8%
Safety in the schools	31	47.0%
Curriculum and learning goals	37	56.1%
Available technology and how it's used in the classroom	21	31.8%
How to contact my child's teacher	2	3.0%
Homework	7	10.6%



Clinton High School

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

	Count	Percentage
Abuse Prevention	7	10.6%
Computer Classes	15	22.7%
Conflict Resolution	15	22.7%
Discipline	13	19.7%
Drug/Alcohol Awareness	15	22.7%
English as a Second Language	4	6.1%
Health Classes	8	12.1%
Literacy Classes	2	3.0%
Math Classes	4	6.1%
Parent-to-School Relationships	18	27.3%
Parent/Child Communication	16	24.2%
Preparing for College	38	57.6%
Parenting Workshops	13	19.7%
Social Media Classes	14	21.2%
Stress/Anger/Management	21	31.8%
Understanding College- and Career-Ready Standards	41	62.1%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:

	Count	Percentage
Activities to help my child learn over the summer	19	28.8%
Help my child with homework	10	15.2%
How to motivate my child	19	28.8%
How to promote family reading	4	6.1%
How to set goals for my child	15	22.7%
Manage time	24	36.4%
Prepare my child for testing	25	37.9%
Understand my child's learning styles	24	36.4%



Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	7	10.6%
Agree	37	56.1%
Disagree	17	25.8%
Strongly Disagree	3	4.5%
Not Applicable or No Information	2	3.0%

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

	Count	Percentage
Strongly Agree	14	21.2%
Agree	46	69.7%
Disagree	3	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.5%

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

	Count	Percentage
Strongly Agree	28	42.4%
Agree	35	53.0%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.0%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	26	39.4%
Agree	35	53.0%
Disagree	4	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Clinton High School

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

	Count	Percentage
Strongly Agree	13	19.7%
Agree	29	43.9%
Disagree	3	4.5%
Strongly Disagree	1	1.5%
Not Applicable or No Information	20	30.3%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics	40.9%	54.5%	1.5%	0.0%	3.0%
Physical Education	24.2%	47.0%	10.6%	0.0%	18.2%
Foreign Languages	25.8%	53.0%	7.6%	3.0%	10.6%
Career and Technical Education	45.5%	34.8%	4.5%	0.0%	15.2%
Science	42.4%	54.5%	0.0%	0.0%	3.0%
Health Education	25.8%	51.5%	6.1%	0.0%	16.7%
Social Studies	33.3%	53.0%	6.1%	0.0%	7.6%
English/Language Arts (reading, writing, speaking, listening)	36.4%	57.6%	3.0%	0.0%	3.0%
Fine Arts (music, visual arts, dance, drama)	36.4%	48.5%	4.5%	0.0%	10.6%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	21	31.8%
Agree	38	57.6%
Disagree	5	7.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.0%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	21	31.8%
Agree	39	59.1%
Disagree	4	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	16	24.2%
Agree	39	59.1%
Disagree	10	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	16	24.2%
Agree	41	62.1%
Disagree	5	7.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	6.1%

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

	Count	Percentage
Strongly Agree	11	16.7%
Agree	36	54.5%
Disagree	13	19.7%
Strongly Disagree	2	3.0%
Not Applicable or No Information	4	6.1%

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

	Count	Percentage
Strongly Agree	26	39.4%
Agree	39	59.1%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Clinton High School

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

	Count	Percentage
Strongly Agree	26	39.4%
Agree	37	56.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.5%

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

	Count	Percentage
Strongly agree	16	24.2%
Agree	34	51.5%
Disagree	13	19.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.5%

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

	Count	Percentage
Strongly agree	12	18.2%
Agree	33	50.0%
Disagree	13	19.7%
Strongly Disagree	1	1.5%
Not Applicable or No Information	7	10.6%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly agree	15	22.7%
Agree	34	51.5%
Disagree	16	24.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

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

	Count	Percentage
Strongly agree	22	33.3%
Agree	39	59.1%
Disagree	5	7.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly agree	21	31.8%
Agree	28	42.4%
Disagree	3	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	21.2%

Our community is actively involved in our school.

	Count	Percentage
Strongly agree	23	34.8%
Agree	36	54.5%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	9.1%

In the past year, I have attended/participated in the following:

	Count	Percentage
Parent/teacher conference	19	28.8%
Checked my child's grades/assignments online	59	89.4%
Been in contact with my child's teacher	49	74.2%
Received a newsletter from the district, school, or teacher	50	75.8%
Worked with a committee or group on school or district policies	5	7.6%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	17	25.8%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	49	74.2%
Volunteered at my child's school	24	36.4%



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	17	25.8%
Agree	43	65.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	9.1%

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	20	30.3%
Agree	32	48.5%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	19.7%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	19	28.8%
Agree	43	65.2%
Disagree	1	1.5%
Strongly Disagree	1	1.5%
Not Applicable or No Information	2	3.0%

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

	Count	Percentage
Strongly Agree	31	47.0%
Agree	30	45.5%
Disagree	3	4.5%
Strongly Disagree	1	1.5%
Not Applicable or No Information	1	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	27	40.9%
Agree	36	54.5%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.0%

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

	Count	Percentage
Strongly Agree	20	30.3%
Agree	41	62.1%
Disagree	3	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.0%

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

	Count	Percentage
Strongly Agree	28	42.4%
Agree	36	54.5%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%

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	28	42.4%
Agree	35	53.0%
Disagree	2	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.5%



Clinton High School

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

	Count	Percentage
Strongly Agree	22	33.3%
Agree	37	56.1%
Disagree	2	3.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	7.6%

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

	Count	Percentage
Strongly agree	19	28.8%
Agree	27	40.9%
Disagree	6	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	21.2%

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

	Count	Percentage
Strongly Agree	23	34.8%
Agree	39	59.1%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.5%

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

	Count	Percentage
Yes	25	80.6%
No	6	19.4%

Technology

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

	Count	Percentage
Strongly Agree	30	45.5%
Agree	34	51.5%
Disagree	2	3.0%
Strongly Disagree	0	0.0%

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

	Count	Percentage
Strongly Agree	39	59.1%
Agree	25	37.9%
Disagree	2	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
Strongly Agree	43	65.2%
Agree	22	33.3%
Disagree	0	0.0%
Strongly Disagree	1	1.5%
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	27	40.9%
Agree	32	48.5%
Disagree	3	4.5%
Strongly Disagree	2	3.0%
Not Applicable or No Information	2	3.0%

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

	Count	Percentage
Strongly Agree	27	40.9%
Agree	25	37.9%
Disagree	1	1.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	19.7%



General Opinion

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

Parents from Clinton High School feel that the school does a good job in providing a clean environment and keeping students engaged. One parent said, “I feel our district provides a clean and safe environment. Most of the teachers seem to care and try hard to provide necessary instruction and communication to student and parent of course there are exceptions to every situation.” Respondents expressed concerns about parent involvement and course offerings. Another parent stated, “I would like the district to create opportunities where High School parents can be more involved and support the school. PTA seems to be nonexistent. Have sessions where parents can voice their concerns about bullying and vaping on campus. Strengthen the cell phone policy for students.”



CLINTON SUCCESS CENTER

Introduction

Clinton Success Center is located at 201 Easthaven Drive in Clinton, Mississippi. According to the school website, “We believe all children can learn and we strive to provide the tools that each student needs to be successful. Our highly qualified faculty and staff are here to provide a quality learning environment for all of the children who come through our doors.”

The online letter from the school’s principal states “Each school year will provide important transitions and the achievement of new skills that will enhance each student’s ability to apply learning in many ways. Clinton Success Center is committed to successfully educating all students and assisting in each students’ progress at a developmentally appropriate rate and providing a safe environment for all students.”

The faculty and staff of the Clinton Success Center strive for academic excellence and social competence to help students mee the demands of the ever-changing society. The welcome messages from Principal Christie Claxton also state, “Beyond the rigors of academics, it is our goal to instill within each student the essential principals of responsibility, respect, and safety so that they can become positive and productive members of our great Arrow Community.”



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at the Clinton Success Center in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology;* and *Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Four (4) faculty and staff members responded to the survey.

Clinton Success Center Faculty/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	3	75.0%
Differentiated instruction	2	50.0%
Access to computers and individualized instruction	0	0.0%

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

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

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

	Count	Percentage
Strongly Agree	4	100.0%
Agree	0	0.0%
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	4	100.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	1	25.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	4	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	25.0%	50.0%	0.0%	0.0%	25.0%
Teaching special needs students.	25.0%	25.0%	0.0%	0.0%	50.0%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	25.0%	25.0%	0.0%	0.0%	50.0%
Developing and using classroom assessments.	50.0%	25.0%	0.0%	0.0%	25.0%
Closing the achievement gap between diverse groups of students.	25.0%	50.0%	0.0%	0.0%	25.0%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	2	66.7%
Minor disruptions that steal instructional time	1	33.3%
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	1	25.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

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	1	25.0%
Agree	3	75.0%
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	3	75.0%
Expedited evaluation services for students with limited English	0	0.0%
Expedited evaluation services for gifted and talented students	0	0.0%
Addition academic support	3	75.0%
Tutoring	3	75.0%
Enrichment educational services	1	25.0%
Counseling	3	75.0%
Mentors	2	50.0%
School supplies	2	50.0%
School uniforms	0	0.0%
Dental referrals	0	0.0%
Medical referrals	1	25.0%
Bullying assistance	0	0.0%

Curriculum and Instruction

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

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

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

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

Clinton Success Center

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	3	75.0%
Agree	1	25.0%
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 requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	2	50.0%
Agree	2	50.0%
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
Science	25.0%	75.0%	0.0%	0.0%	0.0%
Health Education	25.0%	50.0%	0.0%	0.0%	25.0%
Mathematics	75.0%	25.0%	0.0%	0.0%	0.0%
Physical Education	25.0%	50.0%	0.0%	0.0%	25.0%
Foreign Languages	25.0%	50.0%	0.0%	0.0%	25.0%
Career and Technical Education	25.0%	50.0%	0.0%	0.0%	25.0%
Social Studies	50.0%	50.0%	0.0%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	50.0%	25.0%	0.0%	0.0%	25.0%
Fine Arts (music, visual arts, dance, drama)	50.0%	50.0%	0.0%	0.0%	0.0%

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

	Count	Percentage
Strongly Agree	1	25.0%
Agree	3	75.0%
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	1	25.0%
Agree	3	75.0%
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	2	50.0%
Agree	0	0.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	3	75.0%
Agree	1	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Students spend sufficient effort (in and out of class) to learn what we teach.

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

Clinton Success Center

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	25.0%
Utilize technology such as class websites, blogs, and videos	1	25.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	1	25.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	2	50.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	1	25.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	2	50.0%
Use bilingual handouts and cues	1	25.0%
Use visual displays, portable white boards, and posters when giving instructions	1	25.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	0	0.0%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	3	75.0%
Agree	1	25.0%
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	1	25.0%
Agree	2	50.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	3	75.0%
Agree	1	25.0%
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	2	50.0%
Agree	1	25.0%
Disagree	1	25.0%
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	25.0%
Agree	2	50.0%
Disagree	1	25.0%
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	25.0%
Agree	3	75.0%
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	2	50.0%
Agree	2	50.0%
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	2	50.0%
Agree	2	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	2	50.0%
Agree	2	50.0%
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	2	50.0%
Agree	2	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	2	50.0%
Agree	2	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	1	25.0%
Agree	3	75.0%
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	2	50.0%
Agree	2	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	1	25.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	3	75.0%
Agree	1	25.0%
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	2	50.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Clinton Success Center

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

	Count	Percentage
Strongly agree	1	25.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

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

	Count	Percentage
Strongly Agree	1	25.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	75.0%
Agree	1	25.0%
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	3	75.0%
Agree	1	25.0%
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	4	100.0%
Agree	0	0.0%
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	3	75.0%
Agree	1	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology

I am comfortable with classroom management as related to the 1:1 program.

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

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

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

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

	Count	Percentage
Strongly Agree	2	50.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

Professional Development

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	2	50.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

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

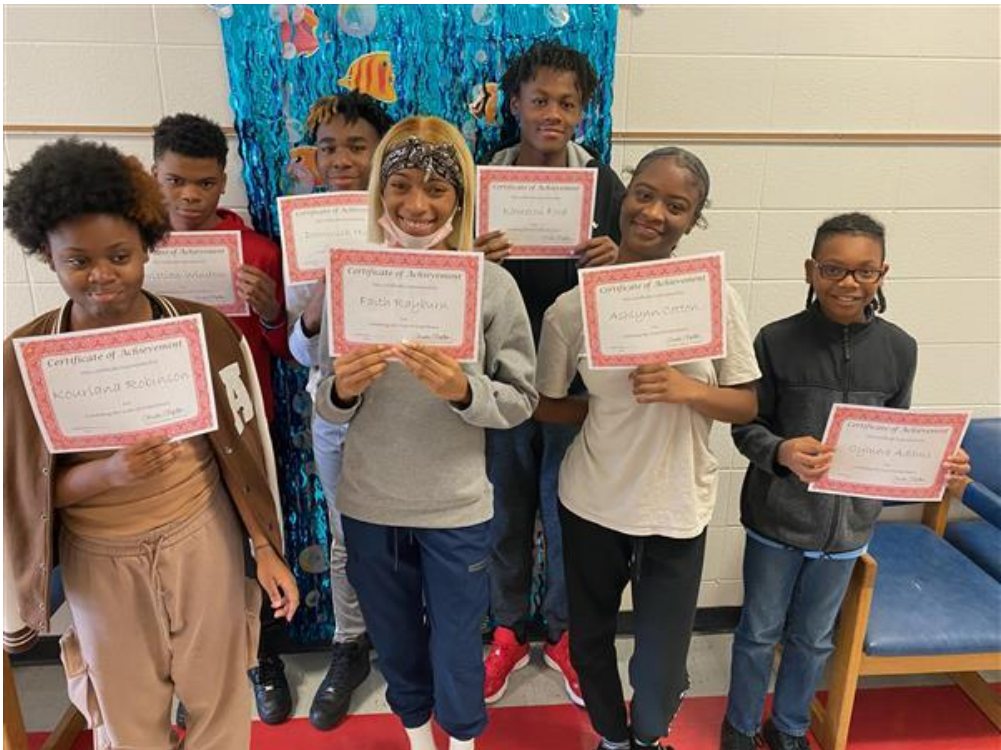
	Count	Percentage
Strongly Agree	1	25.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.

	Count	Percentage
Strongly Agree	1	25.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

General Opinion

No response given.



Notes

16 horizontal grey bars for writing notes.

CLINTON HIGH SCHOOL CAREER COMPLEX

Introduction

Clinton High School Career Complex is located at 401 Arrow Drive in Clinton, Mississippi. The CCHC motto is, "Linking education to tomorrow's careers." Dr. Bill Hardin, Clinton's Career and Technical Education Director, utilizes grant funding to drive the CTE programs at the Career Complex. The career and technical education programs focus grant money on program offerings and national certifications.

Career and technical education prepare students to be college and career ready by providing core academic skills, employability skills, and technical job-specific skills. Courses offered at the Clinton High School Career Complex include Automotive Technology, Civil Engineering and Architecture, Computer Science Principles, Construction and Carpentry, Culinary Arts, Digital Media Technology, Engineering Design, Health Sciences, Information Technology, Law and Public Safety I & II, Teacher Academy, and Work-Based Learning.

The online letter from the school's director states "We are on the cutting edge of equipping students to fill a variety of roles in the workforce as well as preparing many of our students for academic degrees beyond high school."



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at the Clinton High School Career Complex in the categories of *Federal Programs*; *Curriculum and Instruction*; *Parent, Family, and Community Engagement*; *School Improvement*; *School Climate and Culture*; *Technology*; and *Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Ten (10) faculty and staff members responded to the survey.

Clinton High School Career Complex Faculty/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	3	30.0%
Access to computers and individualized instruction	7	70.0%

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

	Count	Percentage
Strongly Agree	4	40.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	30.0%
Agree	4	40.0%
Disagree	3	30.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	1	10.0%
Agree	4	40.0%
Disagree	3	30.0%
Strongly Disagree	2	20.0%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively in my district.

	Count	Percentage
Strongly Agree	2	20.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	8	80.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	1	10.0%
Agree	3	30.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	60.0%



Clinton High School Career Complex

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	30.0%	60.0%	0.0%	0.0%	10.0%
Teaching special needs students.	20.0%	50.0%	0.0%	0.0%	30.0%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	20.0%	70.0%	0.0%	0.0%	10.0%
Developing and using classroom assessments.	30.0%	60.0%	0.0%	0.0%	10.0%
Closing the achievement gap between diverse groups of students.	30.0%	60.0%	0.0%	0.0%	10.0%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	7	70.0%
Minor disruptions that steal instructional time	3	30.0%
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	2	20.0%
Agree	8	80.0%
Disagree	0	0.0%
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	1	10.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	1	10.0%

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	0	0.0%
Expedited evaluation services for students with limited English	1	10.0%
Expedited evaluation services for gifted and talented students	0	0.0%
Addition academic support	6	60.0%
Tutoring	4	40.0%
Enrichment educational services	1	10.0%
Counseling	5	50.0%
Mentors	5	50.0%
School supplies	5	50.0%
School uniforms	1	10.0%
Dental referrals	2	20.0%
Medical referrals	2	20.0%
Bullying assistance	1	10.0%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	3	30.0%
Agree	7	70.0%
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	3	30.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton High School Career Complex

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	7	70.0%
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 requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	5	50.0%
Agree	4	40.0%
Disagree	1	10.0%
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
Social Studies	30.0%	70.0%	0.0%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	30.0%	60.0%	10.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	60.0%	40.0%	0.0%	0.0%	0.0%
Mathematics	30.0%	60.0%	10.0%	0.0%	0.0%
Physical Education	20.0%	40.0%	30.0%	10.0%	0.0%
Foreign Languages	50.0%	30.0%	10.0%	0.0%	10.0%
Career and Technical Education	60.0%	40.0%	0.0%	0.0%	0.0%
Science	30.0%	70.0%	0.0%	0.0%	0.0%
Health Education	20.0%	60.0%	10.0%	10.0%	0.0%

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

	Count	Percentage
Strongly Agree	4	40.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To my knowledge, most teachers here provide students with a variety of ways to demonstrate their learning.

	Count	Percentage
Strongly agree	3	30.0%
Agree	5	50.0%
Disagree	2	20.0%
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	4	40.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	3	30.0%
Agree	4	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	30.0%



Clinton High School Career Complex

Students spend sufficient effort (in and out of class) to learn what we teach.

	Count	Percentage
Strongly agree	0	0.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	2	20.0%
Not Applicable or No Information	1	10.0%

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	3	30.0%
Utilize technology such as class websites, blogs, and videos	6	60.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	2	20.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	7	70.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	5	50.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	4	40.0%
Use bilingual handouts and cues	2	20.0%
Use visual displays, portable white boards, and posters when giving instructions	5	50.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	2	20.0%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	4	40.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	10.0%
Agree	5	50.0%
Disagree	3	30.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	1	10.0%
Agree	7	70.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	2	20.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	1	10.0%
Agree	5	50.0%
Disagree	3	30.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	3	30.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton High School Career Complex

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

	Count	Percentage
Strongly Agree	3	30.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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	20.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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	10.0%
Agree	8	80.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	5	50.0%
Agree	5	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	5	50.0%
Agree	4	40.0%
Disagree	1	10.0%
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	40.0%
Agree	4	40.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
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	40.0%
Agree	6	60.0%
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	50.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton High School Career Complex

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	5	50.0%
Agree	5	50.0%
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	6	60.0%
Agree	4	40.0%
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	4	40.0%
Agree	4	40.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	5	50.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	60.0%
Agree	4	40.0%
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	5	50.0%
Agree	4	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

The principal is viewed as the instructional leader of this school.

	Count	Percentage
Strongly Agree	4	40.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The Clinton Public School District is the best choice for my own children to attend school.

	Count	Percentage
Strongly Agree	4	40.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

Technology

I am comfortable with classroom management as related to the 1:1 program.

	Count	Percentage
Strongly Agree	4	40.0%
Agree	5	50.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



Clinton High School Career Complex

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

	Count	Percentage
Strongly Agree	5	50.0%
Agree	4	40.0%
Disagree	1	10.0%
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	6	60.0%
Agree	2	20.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	3	30.0%
Agree	5	50.0%
Disagree	2	20.0%
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	4	40.0%
Agree	4	40.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	2	20.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%



Career and Technical Education



Clinton High School Career Complex

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	30.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

General Opinion

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

Faculty and staff members from the Clinton High School Career Complex feel that the school does a good job in communication, technology, and publicizing events. One faculty member said, “Our district does a great job of communicating to our city and community. They are very transparent. They also have a great use of technology. The community as a whole is focused on making our schools great!” Another faculty member said, “The district does a great job promoting certain programs/schools/teachers within the district. I’m proud of the district for taking the initiative to lead the area in the modified calendar. It’s always ready to purchase more technology.” Respondents expressed concerns about school maintenance and discipline. They would also like to see a stronger emphasis placed on physical education. Another faculty member stated, “I feel like there should be an overhaul of Physical Education in the upper grades. Students take PE and are not getting anything of value.”



Figures

Figure 1: District Enrollment	4
Figure 2: District Change in Enrollment	4
Figure 3: District Enrollment by Demographic Group	5
Figure 4: District Average Daily Attendance	5
Figure 5: District ADA as Percentage of Enrollment	6
Figure 6: District Chronic Absence by Demographic Group	7
Figure 7: District Accountability: ELA and Math	9
Figure 8: District Accountability: Science, History, Other	10
Figure 9: District Reading Proficiency by Demographic Group	11
Figure 10: District Math Proficiency by Demographic Group	12
Figure 11: District Science Proficiency by Demographic Group	13
Figure 12: District History Proficiency by Demographic Group	14
Figure 13: District Changes in ELA Proficiency Gap-to-Goal by Race	15
Figure 14: District Changes in ELA Proficiency Gap-to-Goal by Gender	16
Figure 15: District Changes in ELA Proficiency Gap-To-Goal by Disability	16
Figure 16: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency	17
Figure 17: District Changes in ELA Proficiency Gap-To-Goal by Economic Status	17
Figure 18: District Changes in Math Proficiency Gap-to-Goal by Race	18
Figure 19: District Changes in Math Proficiency Gap-To-Goal by Gender	18
Figure 20: District Changes in Math Proficiency Gap-To-Goal by Disability	19
Figure 21: District Changes in Math Proficiency Gap-To-Goal by English Proficiency	19
Figure 22: District Changes in Math Proficiency Gap-To-Goal by Economic Status	20
Figure 23: District 4-Year Graduation Rates	20
Figure 24: District Graduation Rate by Subgroup	21
Figure 25: District Advanced Course Enrollment by Demographic Group	23
Figure 26: District Post-Secondary Enrollment by Demographic Group	23
Figure 27: District Junior ACT: Composite	25
Figure 28: District Junior ACT: English	25
Figure 29: District Junior ACT: Math	25
Figure 30: District Junior ACT: Reading	26
Figure 31: District Junior ACT: Science	26
Figure 32: District Kindergarten Readiness Assessment: Prekindergarten	27
Figure 33: District Kindergarten Readiness Assessment: Kindergarten	27
Figure 34: District Literacy-Based Promotion Act Third Grade Reading Assessment	27
Figure 35: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption	28
Figure 36: District K-8 Retention Rates	28
Figure 37: District MAAP ELA Grades 3 and 4	29
Figure 38: District MAAP ELA Grades 5 and 6	29
Figure 39: District MAAP ELA Grades 7 and 8	30
Figure 40: District MAAP ELA English II	30
Figure 41: District MAAP Math Grades 3 and 4	30

Figures

Figure 42: District MAAP Math Grades 5 and 6	31
Figure 43: District MAAP Math Grades 7 and 8	31
Figure 44: District MAAP Math Algebra I	31
Figure 45: District MAAP-SCI Grades 5 and 8	32
Figure 46: District MAAP-EOC Biology I and U. S. History	32
Figure 47: ELA Loss/Gain in Proficiency	33
Figure 48: Math Loss/Gain in Proficiency	33
Figure 49: Science Loss/Gain in Proficiency	34
Figure 50: End-of-Course Loss/Gain in Proficiency	34
Figure 51: District Disciplinary Actions Reported to MDE	35
Figure 52: District Per Pupil Expenditures	36
Figure 53: District Expenditures by Function	36
Figure 54: District Changes in Percentages of Expenditures by Function	37
Figure 55: District Revenue by Source	37
Figure 56: Mississippi Adequate Education Program (MAEP) Allocations	37
Figure 57: District Federal Title Programs Funding Allocation	38
Figure 58: Current District Finance Rank Compared to Other Mississippi School Districts	38
Figure 59: District Classroom Teachers and Per Pupil Ratio	39
Figure 60: District Teaching Staff Experience by Percentage of Teachers	40
Figure 61: District Administrative and Support Personnel	40
Figure 62: District Administrative and Support Staff Average Salaries	41
Figure 63: District Teacher and Instructional Personnel Average Salaries	41
Figure 64: Distribution of Stakeholders	42
Figure 65: Distribution of Faculty/Staff Respondents by School	43
Figure 66: Distribution of Student Respondents by School	43
Figure 67: Distribution of Parent Respondents by School	43
Figure 68: Clinton Park Elementary School Enrollment	110
Figure 69: Clinton Park Elementary School Change in Enrollment	110
Figure 70: Clinton Park Elementary School Enrollment by Demographic Group	110
Figure 71: Clinton Park Elementary School Average Daily Attendance	111
Figure 72: Clinton Park Elementary School ADA as Percentage of Enrollment	111
Figure 73: Clinton Park Elementary School Chronic Absence by Demographic Group	112
Figure 74: Clinton Park Elementary School Accountability: ELA and Math	113
Figure 75: Clinton Park Elementary School Reading Proficiency by Demographic Group	114
Figure 76: Clinton Park Elementary School Math Proficiency by Demographic Group	115
Figure 77: Clinton Park Elementary School Kindergarten Readiness Assessment: Prekindergarten	116
Figure 78: Clinton Park Elementary School Kindergarten Readiness Assessment: Kindergarten	116
Figure 79: Clinton Park Elementary School Teaching Staff Experience by Percentage of Teachers	116
Figure 80: Clinton Park Elementary School Disciplinary Actions Reported to MDE	117
Figure 81: Northside Elementary School Enrollment	148
Figure 82: Northside Elementary School Change in Enrollment	148
Figure 83: Northside Elementary School Enrollment by Demographic Group	148
Figure 84: Northside Elementary School Average Daily Attendance	149
Figure 85: Northside Elementary School ADA as Percentage of Enrollment	149

Figure 86: Northside Elementary School Chronic Absence by Demographic Group _____	150
Figure 87: Northside Elementary School Accountability: ELA and Math _____	151
Figure 88: Northside Elementary School Accountability: Science, History, Other _____	152
Figure 89: Northside Elementary School Reading Proficiency by Demographic Group _____	153
Figure 90: Northside Elementary School Math Proficiency by Demographic Group _____	154
Figure 91: Northside Elementary School MAAP ELA and Math Grade 3 _____	155
Figure 92: Northside Elementary School Teaching Staff Experience by Percentage of Teachers _____	156
Figure 93: Northside Elementary School Disciplinary Actions Reported to MDE _____	157
Figure 94: Eastside Elementary School Enrollment _____	186
Figure 95: Eastside Elementary School Change in Enrollment _____	186
Figure 96: Eastside Elementary School Enrollment by Demographic Group _____	186
Figure 97: Eastside Elementary School Average Daily Attendance _____	187
Figure 98: Eastside Elementary School ADA as Percentage of Enrollment _____	187
Figure 99: Eastside Elementary School Chronic Absence by Demographic Group _____	188
Figure 100: Eastside Elementary School Accountability: ELA and Math _____	189
Figure 101: Eastside Elementary School Accountability: Science, History, Other _____	190
Figure 102: Eastside Elementary School Reading Proficiency by Demographic Group _____	191
Figure 103: Eastside Elementary School Math Proficiency by Demographic Group _____	192
Figure 104: Eastside Elementary School Science Proficiency by Demographic Group _____	193
Figure 105: Eastside Elementary School MAAP ELA Grades 4 and 5 _____	194
Figure 106: Eastside Elementary School MAAP Math Grades 4 and 5 _____	194
Figure 107: Eastside Elementary School MAAP Science Grade 5 _____	195
Figure 108: Eastside Elementary School Teaching Staff Experience by Percentage of Teachers _____	195
Figure 109: Eastside Elementary School Disciplinary Actions Reported to MDE _____	196
Figure 110: Lovett Elementary School Enrollment _____	236
Figure 111: Lovett Elementary School Changes in Enrollment _____	236
Figure 112: Lovett Elementary School Enrollment by Demographic Group _____	236
Figure 113: Lovett Elementary School Average Daily Attendance _____	237
Figure 114: Lovett Elementary School ADA as Percentage of Enrollment _____	237
Figure 115: Lovett Elementary School Chronic Absence by Demographic Group _____	238
Figure 116: Lovett Elementary School Accountability: ELA and Math _____	239
Figure 117: Lovett Elementary School Accountability: Science, History, Other _____	240
Figure 118: Lovett Elementary School Reading Proficiency by Demographic Group _____	241
Figure 119: Lovett Elementary School Math Proficiency by Demographic Group _____	242
Figure 120: Lovett Elementary School MAAP ELA and Math Grade 6 _____	243
Figure 121: Lovett Elementary School Teaching Staff Experience by Percentage of Teachers _____	244
Figure 122: Lovett Elementary School Disciplinary Actions Reported to MDE _____	245
Figure 123: Clinton Junior High School Enrollment _____	276
Figure 124: Clinton Junior High School Changes in Enrollment _____	276
Figure 125: Clinton Junior High School Enrollment by Demographic Group _____	276
Figure 126: Clinton Junior High School Average Daily Attendance _____	277
Figure 127: Clinton Junior High School ADA as Percentage of Enrollment _____	277
Figure 128: Clinton Junior High School Chronic Absence by Demographic Group _____	278
Figure 129: Clinton Junior High School Accountability: ELA and Math _____	279
Figure 130: Clinton Junior High School Accountability: Science, History, Other _____	280
Figure 131: Clinton Junior High School Reading Proficiency by Demographic Group _____	281

Figures

Figure 132: Clinton Junior High School Math Proficiency by Demographic Group _____	282
Figure 133: Clinton Junior High School Science Proficiency by Demographic Group _____	283
Figure 134: Clinton Junior High School MAAP ELA Grades 7 and 8 _____	284
Figure 135: Clinton Junior High School MAAP Math Grade 7 _____	285
Figure 136: Clinton Junior High School MAAP Math Grade 8 and Algebra I _____	285
Figure 137: Clinton Junior High School MAAP Science Grade 8 _____	285
Figure 138: Clinton Junior High School Teaching Staff Experience by Percentage of Teachers _____	286
Figure 139: Clinton Junior High School Disciplinary Actions Reported to MDE _____	287
Figure 140: Sumner Hill Junior High School Enrollment _____	326
Figure 141: Sumner Hill Junior High School Changes in Enrollment _____	326
Figure 142: Sumner Hill Junior High School Enrollment by Demographic Group _____	326
Figure 143: Sumner Hill Junior High School Average Daily Attendance _____	327
Figure 144: Sumner Hill Junior High School ADA as Percentage of Enrollment _____	327
Figure 145: Sumner Hill Junior High School Chronic Absenteeism _____	328
Figure 146: Sumner Hill Junior High School Accountability: ELA and Math _____	329
Figure 147: Sumner Hill Junior High School Accountability: Science, History, Other _____	330
Figure 148: Sumner Hill Junior High School Reading Proficiency by Demographic Group _____	331
Figure 149: Sumner Hill Junior High School Math Proficiency by Demographic Group _____	332
Figure 150: Sumner Hill Junior High School Science Proficiency by Demographic Group _____	333
Figure 151: Sumner Hill Junior High School History Proficiency by Demographic Group _____	334
Figure 152: Sumner Hill Junior High School MAAP Math Algebra I _____	335
Figure 153: Sumner Hill Junior High School MAAP End-of-Course Biology I _____	336
Figure 154: Sumner Hill Junior High School Teaching Staff Experience by Percentage of Teachers _____	336
Figure 155: Sumner Hill Junior High School Disciplinary Actions Reported to MDE _____	337
Figure 156: Clinton High School Enrollment _____	378
Figure 157: Clinton High School Changes in Enrollment _____	378
Figure 158: Clinton High School Enrollment by Demographic Group _____	378
Figure 159: Clinton High School Average Daily Attendance _____	379
Figure 160: Clinton High School ADA as Percentage of Enrollment _____	379
Figure 161: Clinton High School Chronic Absenteeism _____	380
Figure 162: Clinton High School Accountability: ELA and Math _____	381
Figure 163: Clinton High School Accountability: Science, History, Other _____	382
Figure 164: Clinton High School Reading Proficiency by Demographic Group _____	383
Figure 165: Clinton High School Math Proficiency by Demographic Group _____	384
Figure 166: Clinton High School Science Proficiency by Demographic Group _____	385
Figure 167: Clinton High School History Proficiency by Demographic Group _____	386
Figure 168: Clinton High School 4-Year Graduation Rate _____	387
Figure 169: Clinton High School Junior ACT: Composite _____	387
Figure 170: Clinton High School Junior ACT: English _____	388
Figure 171: Clinton High School Junior ACT: Math _____	388
Figure 172: Clinton High School Junior ACT: Reading _____	388
Figure 173: Clinton High School Junior ACT: Science _____	388
Figure 174: Clinton High School MAAP ELA and Math English II and Algebra I _____	389
Figure 175: Clinton High School MAAP End-of-Course Biology I and U. S. History _____	389
Figure 176: Clinton High School Teaching Staff Experience by Percentage of Teachers _____	390

Figure 177: Clinton High School Disciplinary Actions Reported to MDE _____ 390



This Page Left Intentionally Blank.

Bibliography

- MDE. (2018, January). *2017-2018 Chronic Absenteeism Report*. MDE Public Reporting: Reports. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2018/chronicabsenteeism_report2017-18.pdf
- MDE. (2018). *2017-2018 Literacy-Based Promotion Act Annual Report*. MDE Public Reporting: Reports. <https://www.mdek12.org/sites/default/files/Offices/MDE/SSE/2017-2018-Combined-report-LBPA.pdf>
- MDE. (2018). *2017-2018 Mississippi Succeeds Report Card Data*. Mississippi Succeeds Report Card. <https://msrc.mdek12.org/downloads/2017/2017ReportCardData.xlsx>
- MDE. (2018). *2018 Accountability Media File*. MDE Accountability. <https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2018/Updated-2018-Accountability-Media-File.xlsx>
- MDE. (2018). *2018 Accountability System District Graduation and Dropout Rates*. MDE Public Reporting: Accountability. <https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2018/Grad%20Dropout%20Rates%20-%202018%20Report%2009FEB2018.pdf>
- MDE. (2018, January). *2018 Enrollment*. MDE State Data Export. <https://newreports.mdek12.org/>
- MDE. (2018). *2018 Student Assessment*. MDE Public Reporting: Student Assessment. <https://www.mdek12.org/OPR/Reporting/Assessment/2017-18>
- MDE. (2019, January). *2017-2018 Superintendent's Annual Report*. MDE Public Reporting: Reports. <https://www.mdek12.org/superintendent2018>
- MDE. (2019, January). *2018-2019 Chronic Absenteeism Report*. MDE Public Reporting: Reports. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2019/chronic_absenteeism_report_2019-final_003.pdf
- MDE. (2019). *2018-2019 Literacy-Based Promotion Act Annual Report*. MDE Public Reporting: Reports. https://www.mdek12.org/sites/default/files/Offices/MDE/SSE/lbpa_summary_2018.pdf
- MDE. (2019). *2018-2019 Mississippi Succeeds Report Card Data*. Mississippi Succeeds Report Card. <https://msrc.mdek12.org/downloads/2019/2019ReportCardData.xlsx>
- MDE. (2019, September 17). *2019 Accountability Media File*. MDE Office of Educational Accountability. <https://www.mdek12.org/sites/default/>

Bibliography

- files/Offices/MDE/OEA/OPR/2019/2019_accountability_media_file_9.17.19.xlsx
- MDE. (2019). *2019 Accountability System District Graduation and Dropout Rates*. MDE Public Reporting: Accountability. <https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2019/grad-dropout-rates-2019-report.pdf>
- MDE. (2019, January). *2019 Enrollment*. MDE State Data Export. <https://newreports.mdek12.org/>
- MDE. (2019). *2019 Student Assessment*. MDE Public Reporting: Student Assessment. <https://www.mdek12.org/OPR/Reporting/Assessment/2018-19>
- MDE. (2020, January). *2018-2019 Superintendent's Annual Report*. MDE Public Reporting: Reports. <https://www.mdek12.org/superintendent2019>
- MDE. (2020). *2020 Accountability System District Graduation and Dropout Rates*. MDE Public Reporting: Accountability. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2020/grad_dropout_rates_2020_report.pdf
- MDE. (2020, January). *2020 Enrollment*. MDE State Data Export. <https://newreports.mdek12.org/>
- MDE. (2020). *2020 Student Assessment*. MDE Public Reporting: Student Assessment. <https://www.mdek12.org/OPR/Reporting/Assessment/2019-20>
- MDE. (2021, January). *2019-2020 Superintendent's Annual Report*. MDE Public Reporting: Reports. <https://www.mdek12.org/superintendent2020>
- MDE. (2021). *2021 Accountability Media File*. <https://www.mdek12.org/OPR/Reporting/Accountability>
- MDE. (2021, March). *2021 Accountability System District Graduation and Dropout Rates*. MDE Public Reporting. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2021/2021_graduation_and_dropout_rates.pdf
- MDE. (2021). *2021 Assessment Achievement Gap Analysis*. Student Assessment. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2021/2021_assessment_achievement_gap_analysis.xlsx
- MDE. (2021, January). *2021 Enrollment*. MDE State Data Export. <https://newreports.mdek12.org/>
- MDE. (2021). *User Guide*. Mississippi Succeeds Annual Report Card. <https://msrc.mdek12.org/downloads/MSRCUserGuide.pdf>
- MDE. (2022, February 17). *2022 Accountability System District Graduation and Dropout Rates*. Accountability. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2022/grad_dropout_rates_2022_report.pdf

- MDE. (2022). *Mississippi Succeeds Plan (revised)*. Mississippi Department of Education. <https://www.mdek12.org/SSE/ESSA>
- MDE. (2023, January 3). *State Superintendent's 2021-22 Annual Report notes academic progress*. MDE News. https://www.mdek12.org/news/2023/1/3/State-Superintendents-2021-22-Annual-Report-notes-academic-progress-as-MDE-designates-more-than-96M-to-help-districts-recover-from-pandemic-disruptions_20230103