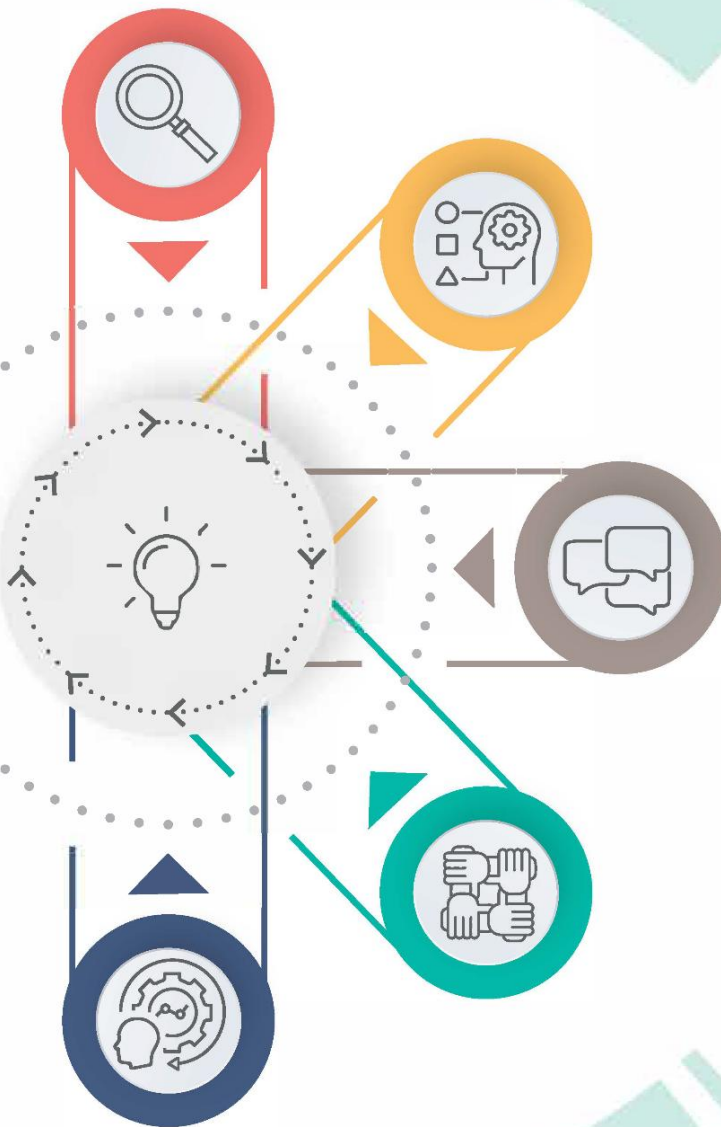




2025

**COMPREHENSIVE
NEEDS ASSESSMENT**

***PICAYUNE
SCHOOL DISTRICT***

PICAYUNE SCHOOL DISTRICT

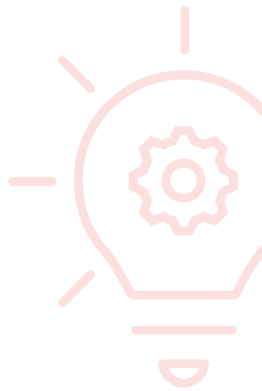
2025 COMPREHENSIVE NEEDS ASSESSMENT

Survey and data analysis conducted and compiled by
Education Resources, LLC
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PICAYUNE SCHOOL DISTRICT
Mr. Dean Shaw, Superintendent

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Picayune School District
706 Goodyear Boulevard • Picayune, MS • 39466
Phone 601-798-3230 • Fax 601-798-1742



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Superintendent of Education



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Introduction



DISTRICT PROFILE

Picayune School District's central office is located at 706 Goodyear Boulevard in Picayune, Mississippi. In January of 2025, the district housed three thousand five hundred nine (3,509) students in prekindergarten through twelfth grades (PK-12). The district has one elementary school serving prekindergarten through second grade (PK-2), one elementary school serving third through sixth grades (3-6), three elementary schools serving kindergarten through sixth grade (K-6), one junior high school serving seventh through eighth grades (7-8), and one high school serving ninth through twelfth grades (9-12). The district also runs a career and technical center and an early childhood program.

The successful district has maintained a B rating for the second year in a row. The district takes pride in its motto of "Learners Today, Leaders Tomorrow". A committed group of faculty, staff, paraprofessionals, parents, and community members works together to ensure the success the students of this district.

The school district has recently implemented new reading and math programs for grades K-8. This has resulted in significant strides in academic performance and improvements in school grades. Picayune School District has also made a commitment to provide teachers with high-quality materials as well as to foster collaboration among other schools.



MISSION AND VISION

OUR MISSION

The mission of Picayune School District is to empower each student to be a person of character who can maximize his/her gifts and talents and contribute to the enrichment of a global society.

OUR MOTTO

Learners Today, Leaders Tomorrow

OUR GOALS

- **Identify, develop, and utilize current and untapped resources in the community to help accomplish our strategic plan.**
- **Develop a compelling, proactive public relations movement that empowers all members of the community to understand, value, and support the mission and objectives.**
- **Design and implement programs for all staff to clarify expectations and develop skills necessary for each student to achieve strategic objectives.**
- **Develop integrated K-12 curricula that promote positive character traits, explore and develop individual gifts and talents and guide each student toward executing service projects of his/her choice.**
- **Develop the ability and willingness in our staff to expand their thinking beyond traditional approaches to meet the educational needs of the twenty-first century.**

CORE VALUES

All human life is sacred.

All people have gifts and talents.

The community is strengthened when the gifts and talents of all its members are used for the common good.

People are responsible for the choices they make.

The family, in all its forms, is the cornerstone of society.

Society is a better place when its members are people of character.



COMMUNITY CHARACTERISTICS

Situated on the Mississippi/Louisiana border, Picayune gets its name from a Spanish coin bearing the same name. Located within a 45 mile radius from several larger cities, Picayune is part of the New Orleans-Metairie-Hammond combined statistical area. The area received extensive damage from Hurricane Katrina, and the city became the temporary home of many fleeing from New Orleans and the Mississippi Gulf Coast. Picayune is the largest city in Pearl River County. In 2024, Picayune had a population of 11,577 people with a median age of 39.3 and a median household income of \$55,830. Demographically, the population was 53.4% White, 39.1% Black, and 3.8% Hispanic. Between 2% and 3% of the people in Picayune speak a non-English language, and 98.5% are U.S. citizens. Major industries include retail trade, health care and social assistance, and manufacturing. Picayune is located just ten miles away from the Stennis Space Center.

The U. S. Census Bureau estimates the poverty rate for Picayune to be 27%, with 36% of children birth to 17 years old living in poverty and 36% of children ages 5 to 17 living in poverty-related households.



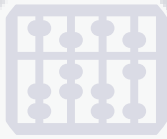


DISTRICT CHARACTERISTICS

The Picayune School District is in Picayune, Mississippi. All of the schools in the district, except Nicholson Elementary, are located within the city limits of Picayune. Many students benefit from the district-wide free and reduced lunch program. Office and administrative support, sales, and material moving are the primary employment occupations in the community. Many families travel to surrounding communities for work.

Within Picayune School District, as reported by the *Small Area Income and Poverty Estimate* from the U. S. Census Bureau, about 29% of children between ages 5 and 17 live in poverty-related households.





ENROLLMENT AND ATTENDANCE

PICAYUNE SCHOOL DISTRICT ENROLLMENT

	2023	2024	2025
ALL	3431	3598	3509
PK	264	422	337
PK_SPED	13	15	*
K	249	277	289
K_SPED	*	*	*
ELEM_SPED	21	34	*
GR_1	271	230	260
GR_2	232	273	216
GR_3	254	226	254
GR_4	219	247	236
GR_5	210	208	237
GR_6	241	208	199
GR_7	230	248	219
GR_8	270	225	246
GR_9	278	275	240
GR_10	268	245	257
GR_11	217	246	240
GR_12	157	169	199
SEC_SPED	30	39	*

(MDE, 2023, 2024, 2025, Enrollment)

Figure 1: District Enrollment

DISTRICT ENROLLMENT

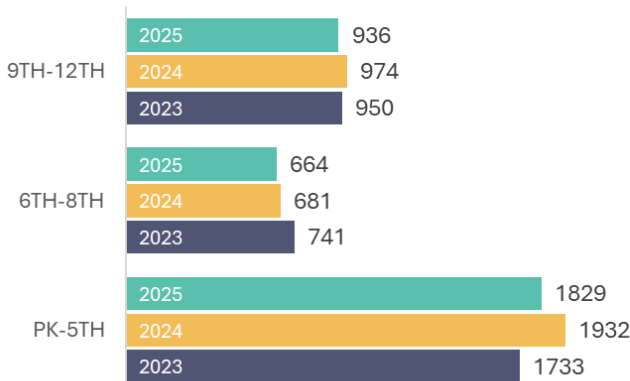


Figure 2: District Enrollment by Grade Group

TAKEAWAY

District enrollment has risen, adding 2.3% over three years. Growth for PK-5th grade was highest at 5.5%.

Demographically, enrollment shifted slightly between 2022 and 2024, resulting in about 2% fewer white students and 2% more students of two or more races. Changes in other racial categories were less than 1%.

Average daily attendance decreased to 88.9% of total enrollment between 2022 and 2024. ADA is not counted for prekindergarten.

The district significantly increased its chronic absence rate, with its percentage of chronically absent students rising from 26.3% in 2022 to 34.3% in 2024.

NOTE: Because MDE is currently transitioning to a new student information system, enrollment figures for 2025 do not include demographic data or enrollment for special education.

PICAYUNE SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP				
		2022	2023	2024
ALL	ALL	3315	3431	3598
GENDER	FEMALE	1593	1656	1715
	MALE	1722	1775	1883
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*
	ASIAN	39	30	37
	BLACK OR AFRICAN AMERICAN	1056	1126	1170
	HISPANIC OR LATINO	75	69	63
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*
	TWO OR MORE RACES	224	267	327
<i>(MDE, 2022, 2023, 2024, Enrollment)</i>				

Figure 3: District Enrollment by Demographic Group

PICAYUNE SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE			
	2022	2023	2024
ALL	2755.9	2840.3	2812.5
K	227.5	224.9	242.1
K_SPED	0.9	4.3	8.0
ELEM_SPED	21.2	24.9	30.0
GR_1	210.4	245.6	204.9
GR_2	198.5	209.6	244.2
GR_3	223.8	227.4	208.3
GR_4	184.4	201.9	228.4
GR_5	222.1	189.9	187.3
GR_6	195.4	221.5	189.1
GR_7	255.3	207.9	224.4
GR_8	231.5	242.0	199.2
GR_9	269.5	248.3	243.7
GR_10	194.9	234.5	215.6
GR_11	161.8	186.5	215.7
GR_12	133.1	144.5	136.7
SEC_SPED	23.8	26.3	33.8
<i>(MDE, 2022, 2023, 2024, Superintendent's Annual Report)</i>			

Figure 4: District Average Daily Attendance

ADA Compared to Total Enrollment (Less PK)

2022	2023	2024
90.6%	89.9%	88.9%

Figure 5: ADA Compared to Total Enrollment





CHRONIC ABSENCE

ACCORDING TO THE MISSISSIPPI DEPARTMENT OF EDUCATION, any student enrolled in a school for at least 10 days and missing 10% of the school days for which they are enrolled is considered chronically absent. In addition, a student who misses 50% or more of a school day will be counted as absent for that day.

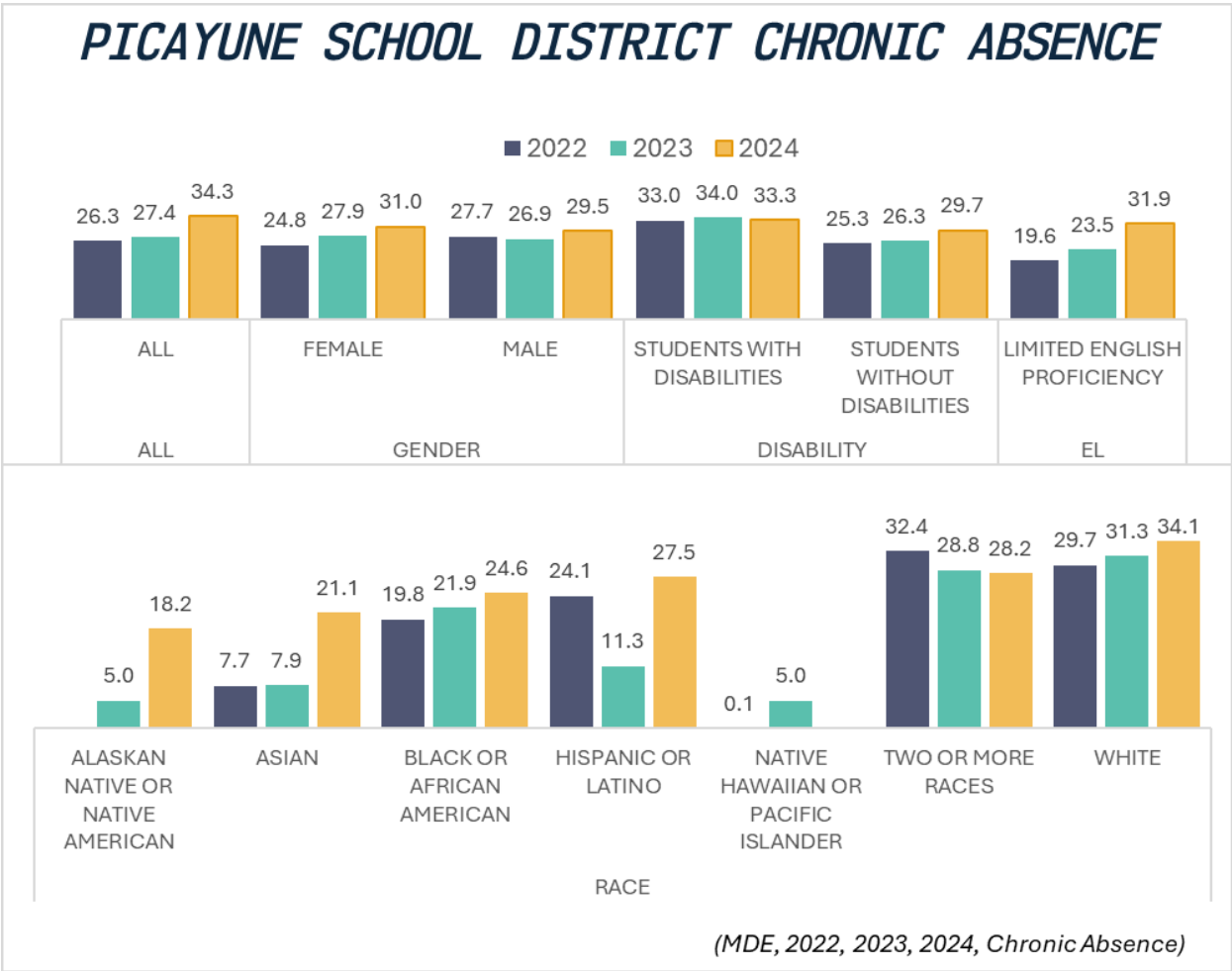
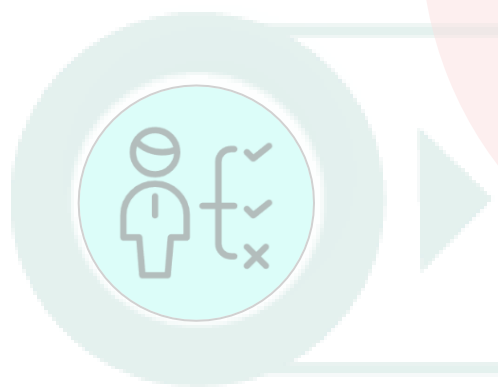


Figure 6: District Chronic Absence



ACCOUNTABILITY

“While many factors contribute to raising student achievement, experience shows that by holding schools accountable for student learning—by measuring student performance against objective standards—we see results.

Accountability itself does not improve student outcomes, but the data it produces should inspire action that will improve student outcomes.

School accountability is the foundation for a strong state education system because what gets measured, gets done. School accountability systems serve two main functions:

- Define and measure what matters.
- Communicate the results.

Providing transparent information to all stakeholders – students, parents, teachers, administrators, policymakers, etc. – empowers them with data to facilitate continuous improvement, direct resources where they are needed most and make informed choices that are best for their family, school, and community. ”

(ExcelinEd. 2022)



TAKEAWAY

The district retained its “B” accountability rating in 2024, and it saw increases in all accountability measures except proficiency in history. College and career measures and student participation in accelerated courses were down.

Proficiency in reading was up across all demographic groups from 2023 levels; the same is true for proficiency in math. Graduation rates remained below the state. The dropout rate increased by 1.7 percentage points.

Most demographic groups have reached the 70% proficiency goal MDE set for 2027 in history and science. None have reached the mark in math, and only Asian students have reached 70% in reading.



RATINGS AND PROFICIENCY

PICAYUNE SCHOOL DISTRICT ACCOUNTABILITY RATING				
	2022	2023	2024	
	C	B	B	
POINTS	594	633	661	
(MDE, 2022, 2023, 2024, Accountability)				

Figure 7: District Accountability Rating

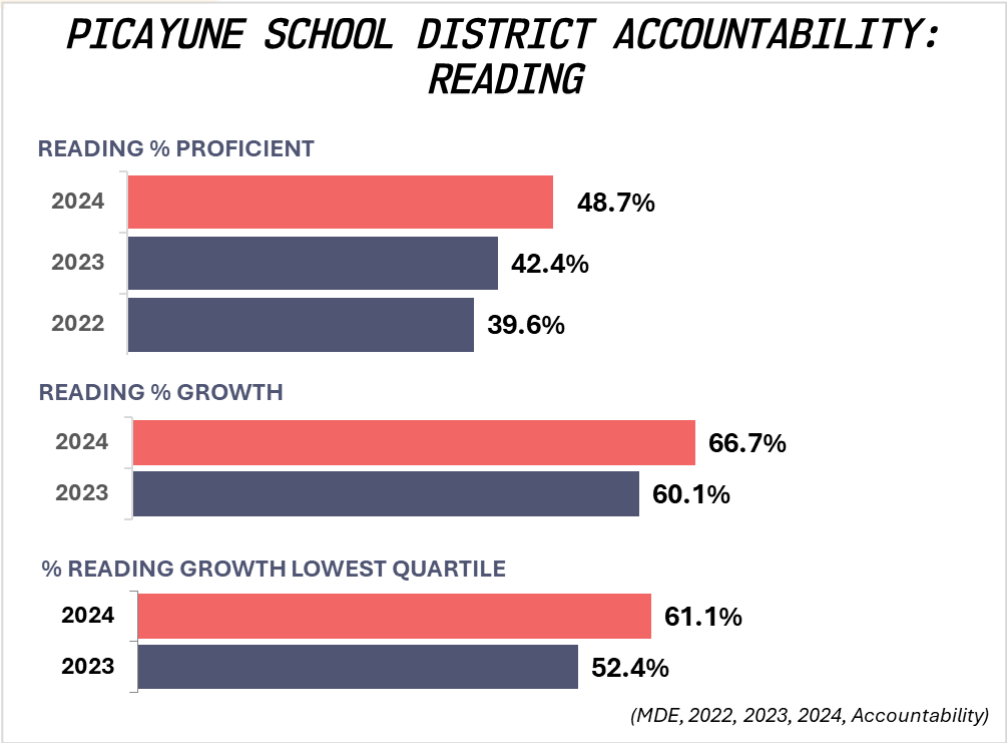


Figure 8: District Accountability: Reading

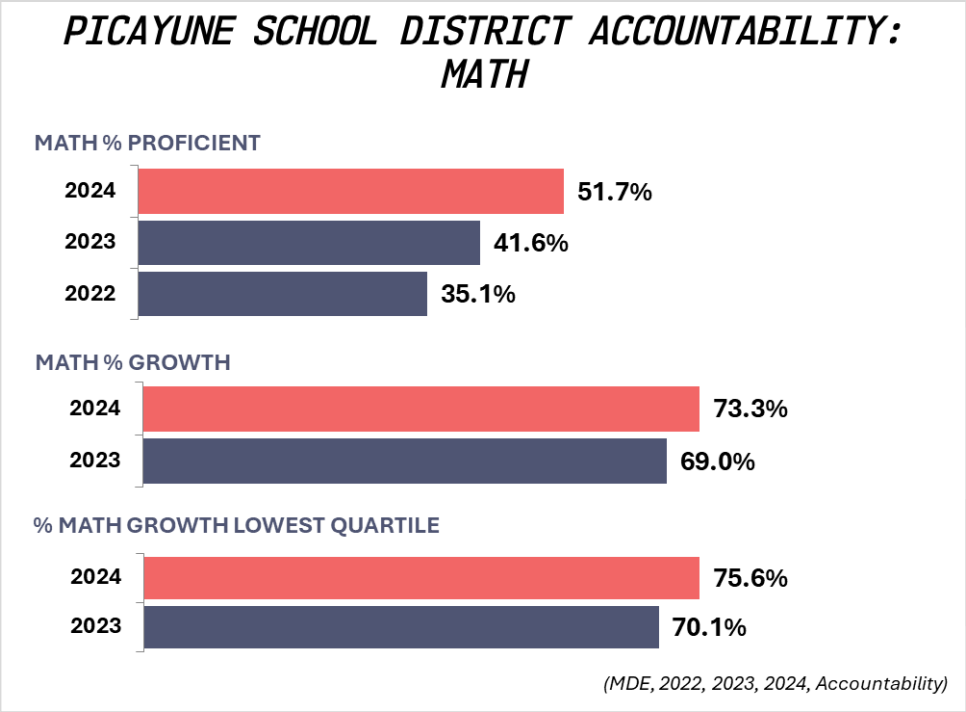


Figure 9: District Accountability: Math

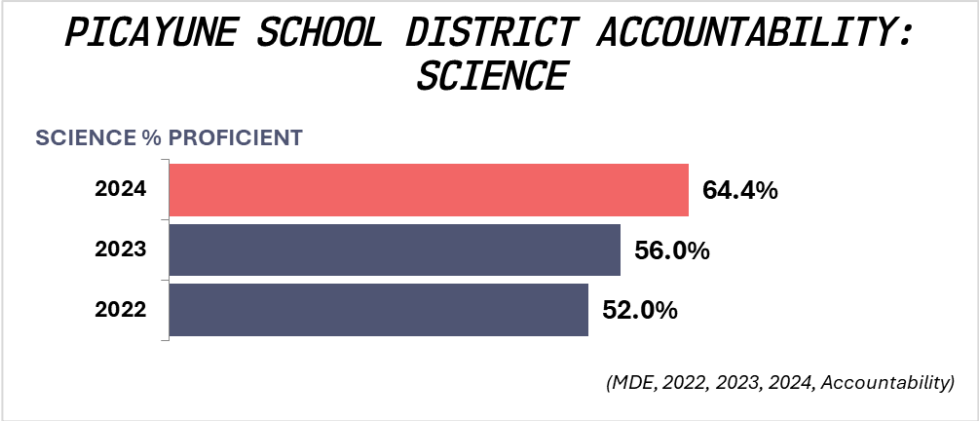


Figure 10: District Accountability: Science

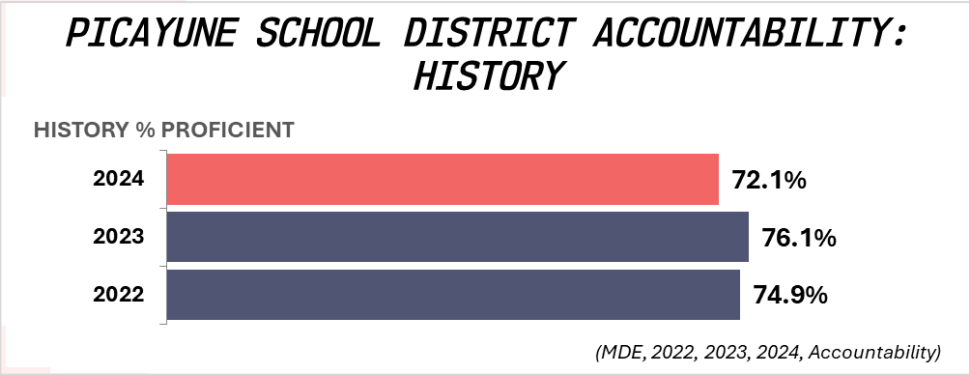


Figure 11: District Accountability: History

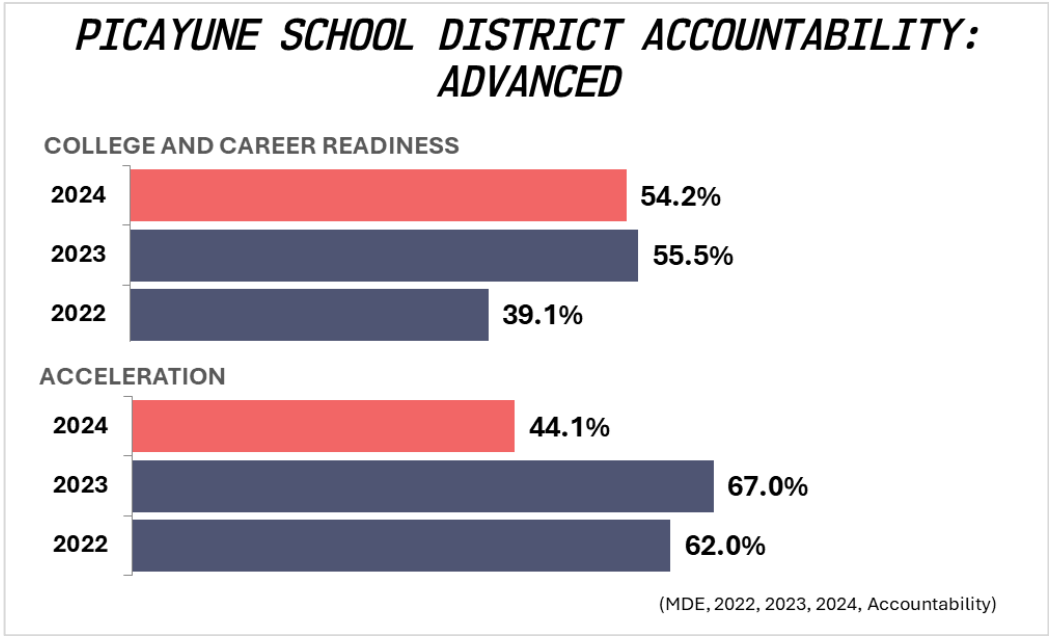


Figure 12: District Accountability: Advanced

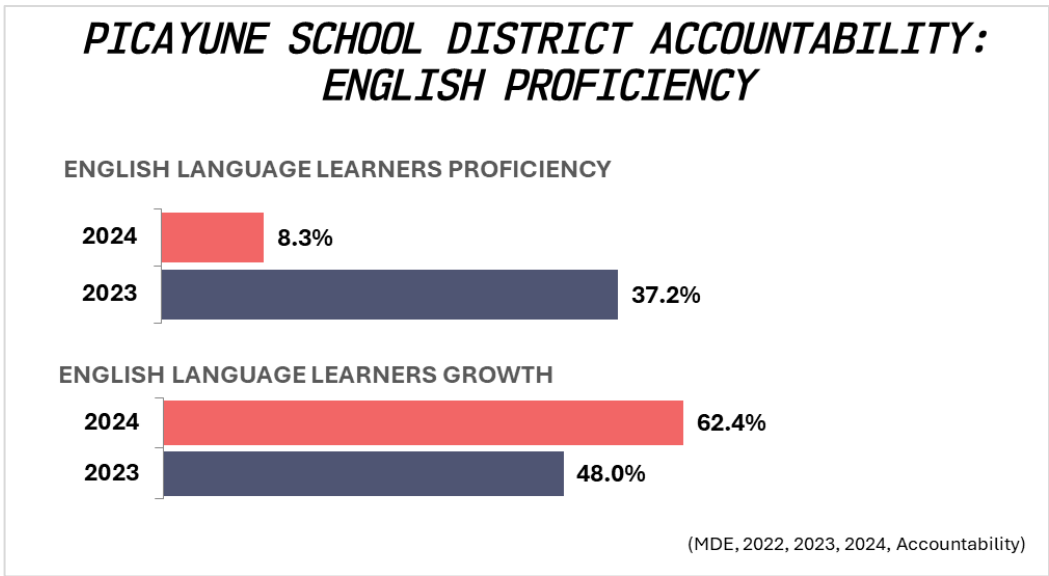


Figure 13: District Accountability: English Proficiency

“Language is not a genetic gift; it is a social gift. Learning a new language is becoming a member of the club – the community of speakers of that language.” — Frank Smith.



DEMOGRAPHIC PROFICIENCY

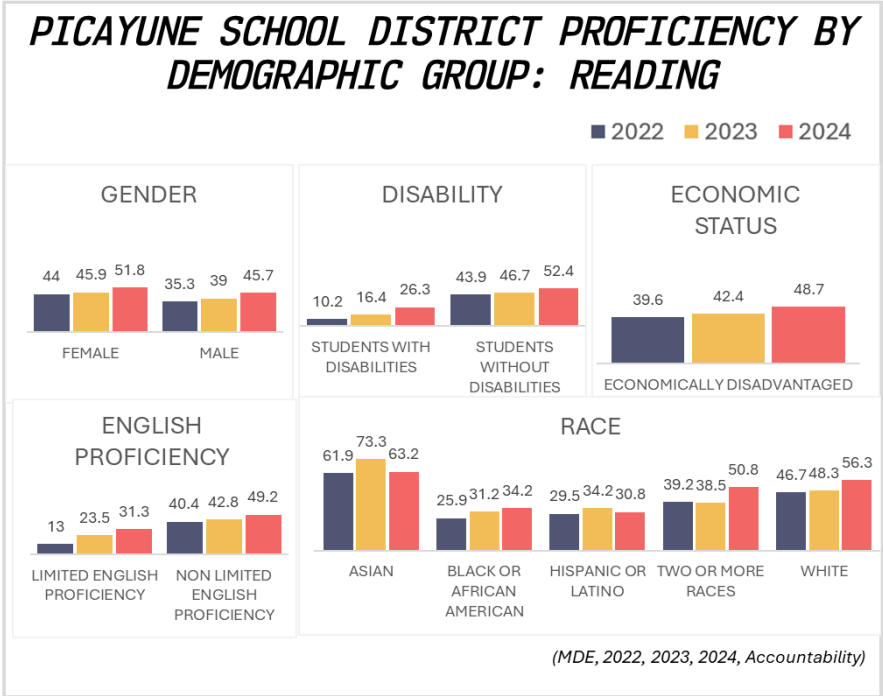


Figure 14: District Proficiency by Demographic Group: Reading

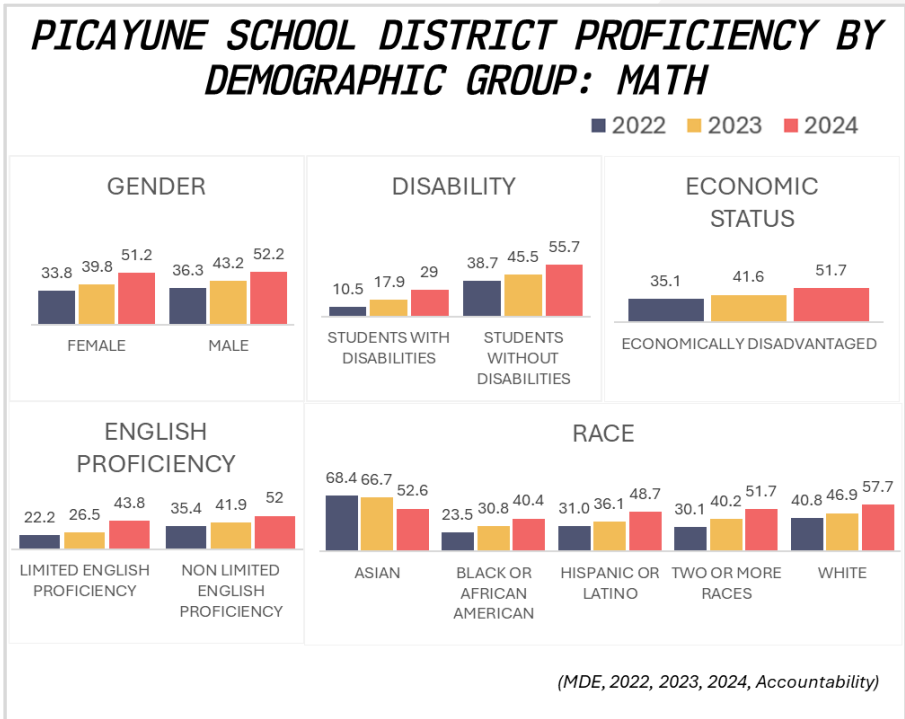


Figure 15: District Proficiency by Demographic Group: Math

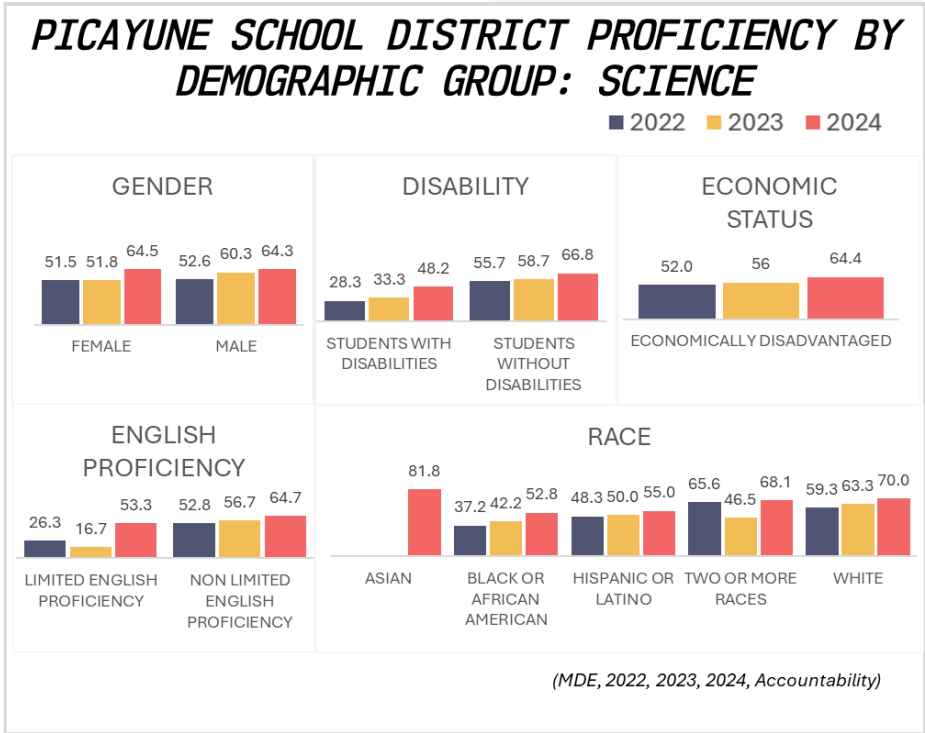


Figure 16: District Proficiency by Demographic Group: Science

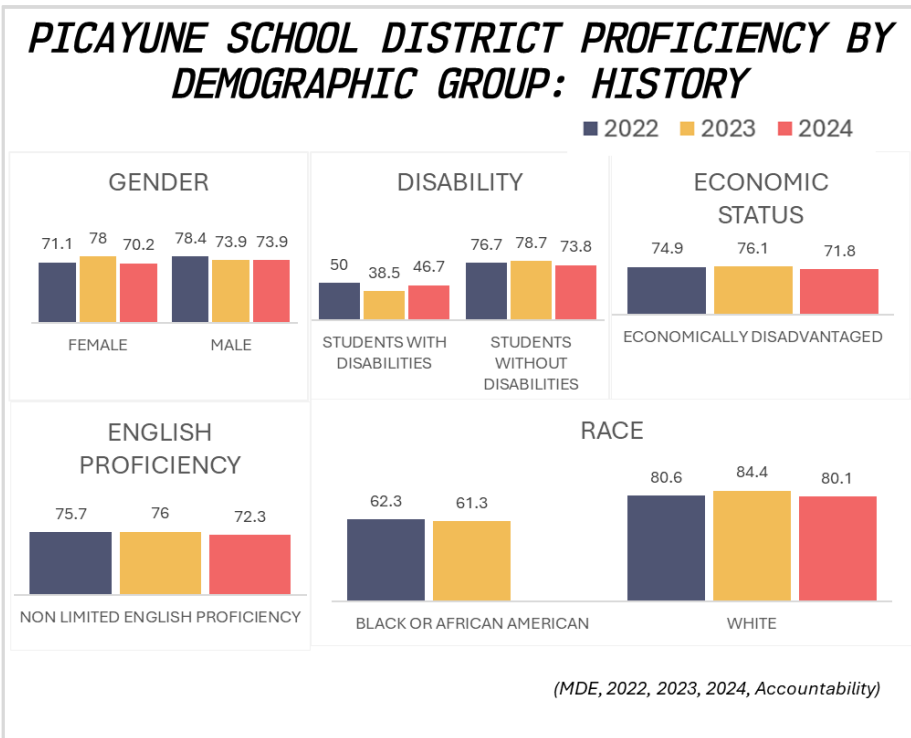


Figure 17: District Proficiency by Demographic Group: History

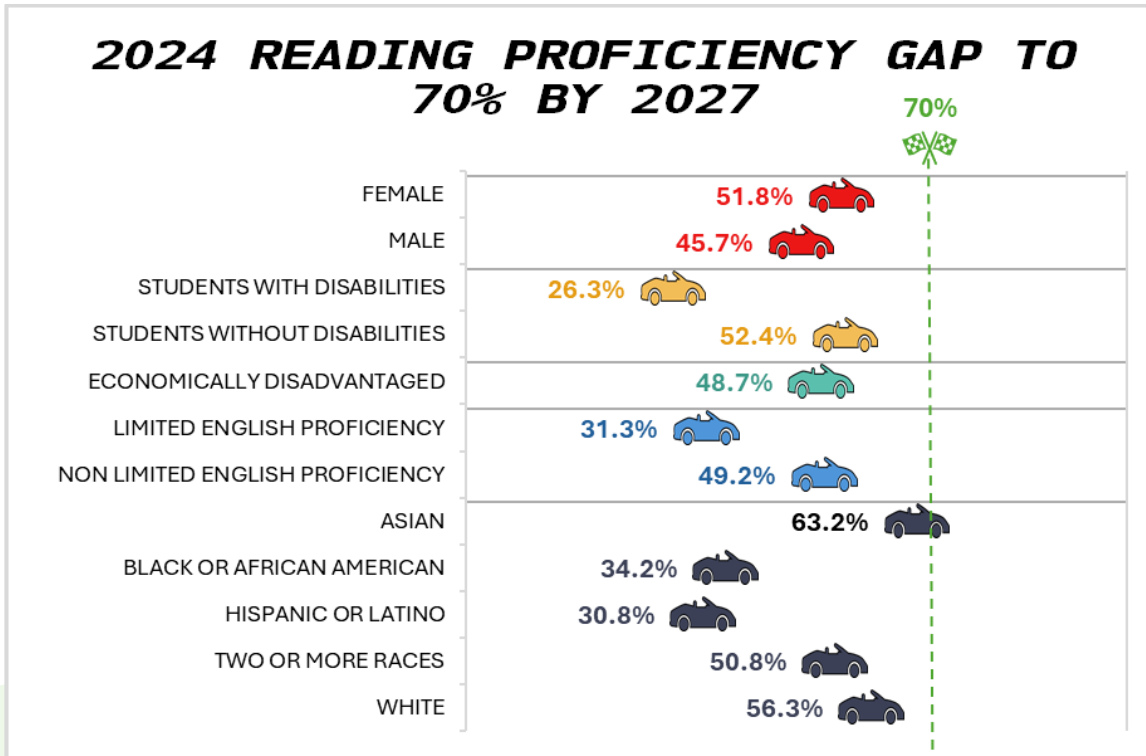


Figure 18: District Reading Proficiency Gap to 70% by 2027

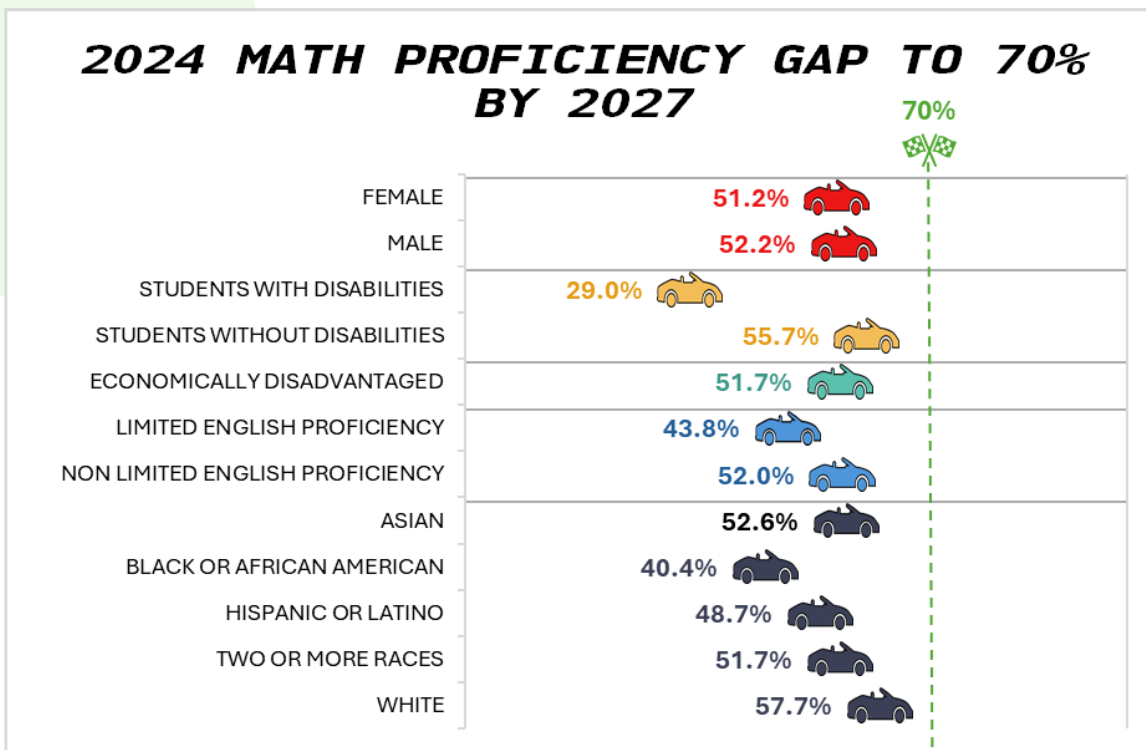


Figure 19: District Math Proficiency Gap to 70% by 2027

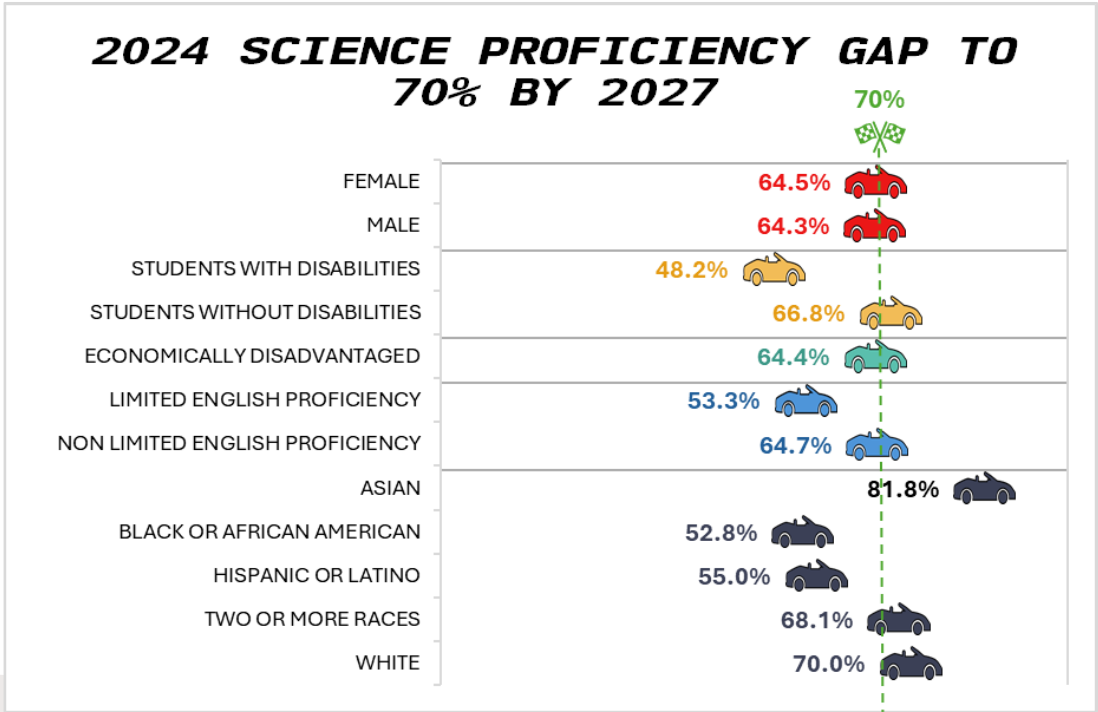


Figure 20: District Science Proficiency Gap to 70% by 2027

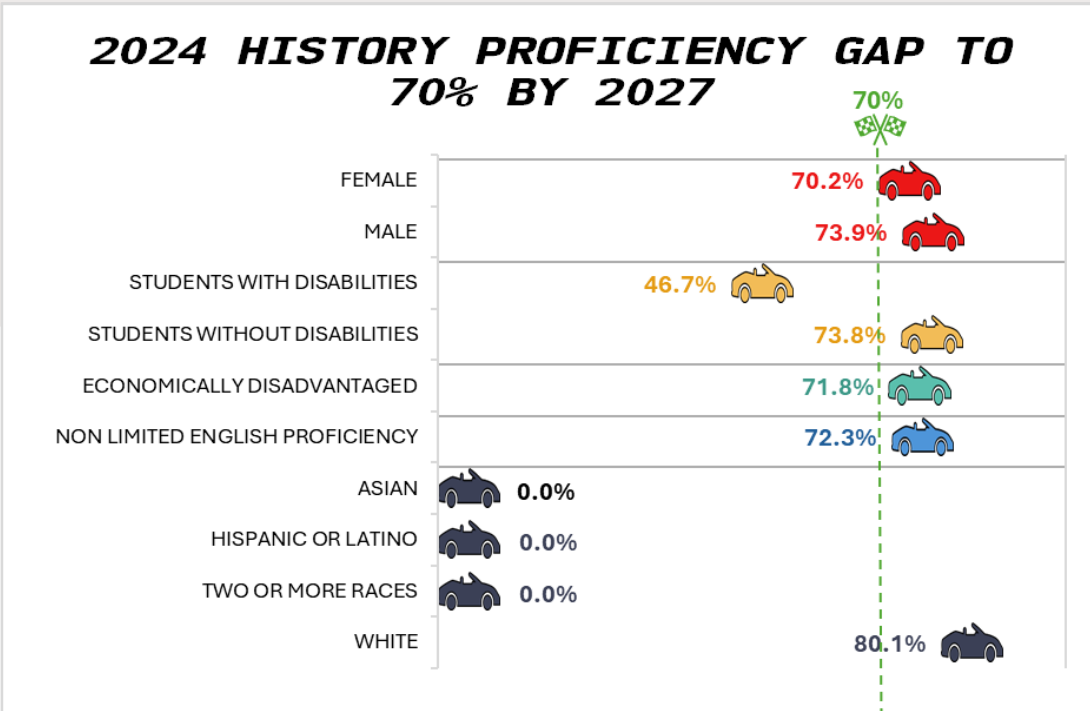


Figure 21: District History Proficiency Gap to 70% by 2027

GRADUATION RATES



PICAYUNE SCHOOL DISTRICT 4-YEAR GRADUATION RATE

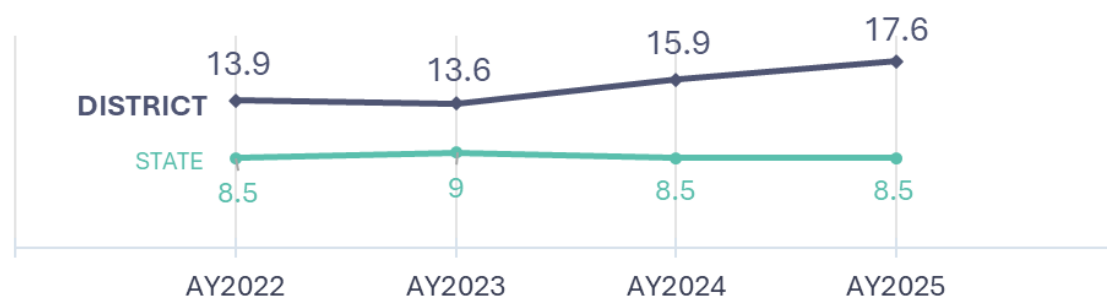


AY = Accountability Year; e.g. AY2025 represents the graduating class of 2024.

(MDE, 2022, 2023, 2024, 2025, 4-Year Graduation Rate)

Figure 22: District 4-Year Graduation Rate

PICAYUNE SCHOOL DISTRICT DROPOUT RATE



AY = Accountability Year; e.g. AY2025 represents the graduating class of 2024.

(MDE, 2022, 2023, 2024, 2025, 4-Year Graduation Rate)

Figure 23: District Dropout Rate



According to National Center for Educational Statistics, the average graduation rate for public high school students in the United States in 2022, the last data available, was 87%.

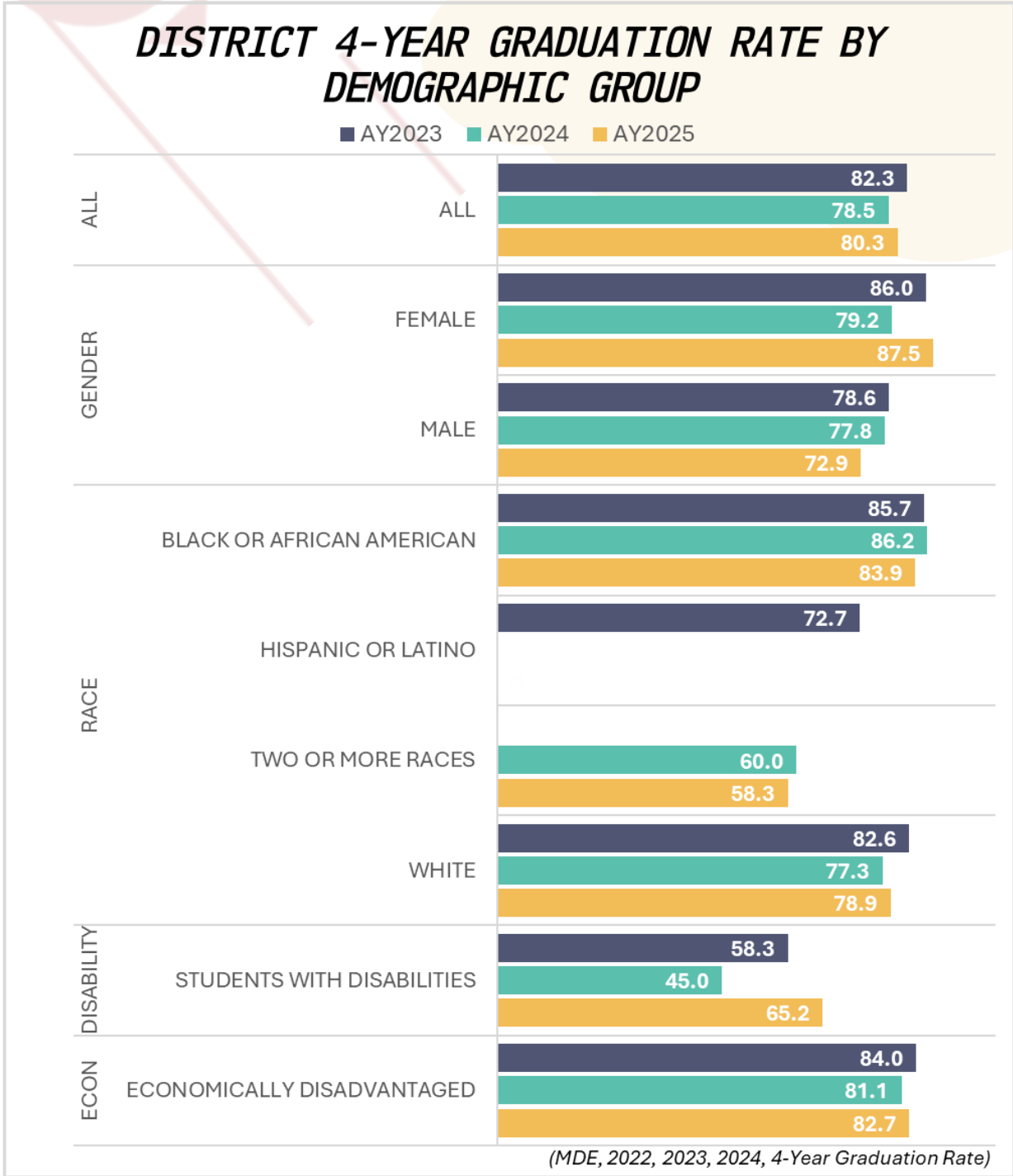


Figure 24: District 4-Year Graduation Rate by Demographic Group

ADVANCED ENROLLMENT

ENROLLED IN ADVANCED COURSES

	2022		2023		2024	
	#	%	#	%	#	%
ALL						
ALL	154.3	45.7%	194.1	50.3%	220.4	51.9%
GENDER						
FEMALE	99.3	60.6%	106.9	54.5%	117.4	54.6%
MALE	55	31.6%	87.2	45.9%	103	49.1%
RACE						
BLACK OR AFRICAN AMERICAN	35.1	31.6%	42.4	33.4%	54.9	41.6%
HISPANIC OR LATINO	<10	33.3%	0	61.0%	<10	40.0%
TWO OR MORE RACES	<10	30.0%	0	43.6%	<10	39.5%
WHITE	109.2	54.6%	133.5	58.3%	146.5	57.5%
DISABILITY						
STUDENTS WITH DISABILITIES	<10	9.7%	0	9.7%	<10	20.6%
STUDENTS WITHOUT DISABILITIES	151.3	49.3%	191.1	53.8%	213.8	54.4%
EL						
LIMITED ENGLISH PROFICIENCY	<10	<5%	0	0.0%	<10	18.2%
NON LIMITED ENGLISH PROFICIENCY	152.3	45.6%	192	50.8%	218.4	52.8%

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

Figure 25: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES

	2022	2023	2024
ALL			
ALL	49.1%	62.9%	63.2%
GENDER			
FEMALE	46.8%	72.0%	67.4%
MALE	51.5%	54.8%	58.6%
RACE			
BLACK OR AFRICAN AMERICAN	53.8%	64.2%	65.1%
WHITE	45.4%	64.1%	62.0%
DISABILITY			
STUDENTS WITH DISABILITIES	38.5%	23.1%	<10
ECONOMICS			
ECONOMICALLY DISADVANTAGED	49.5%	62.9%	63.0%

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

Figure 26: District Post-Secondary Enrollment by Demographic Group



ASSESSMENT

TAKEAWAY

In 2024, district Junior ACT scores declined in all subjects; scores were the lowest they have been in the last five years.

Kindergarten Readiness scores show losses at both the prekindergarten and kindergarten levels; Third-Grade Reading Assessment scores showed a dramatic increase in the fall of 2023.

MAAP proficiency increased in ELA in all grades except 6th grade, which dropped by just 1.9 points. Almost all grades fared better in math, with 6th grade posting a 13 point gain; 4th grade, however, took a slight loss of 0.9 points.

Over the span of three years, between 2022 and 2024, gains were significant both math and ELA. The highest gains were posted in grade 4 for ELA and grade 3 for math; scores for sixth grade in ELA and eighth grade in math decreased.

ACT

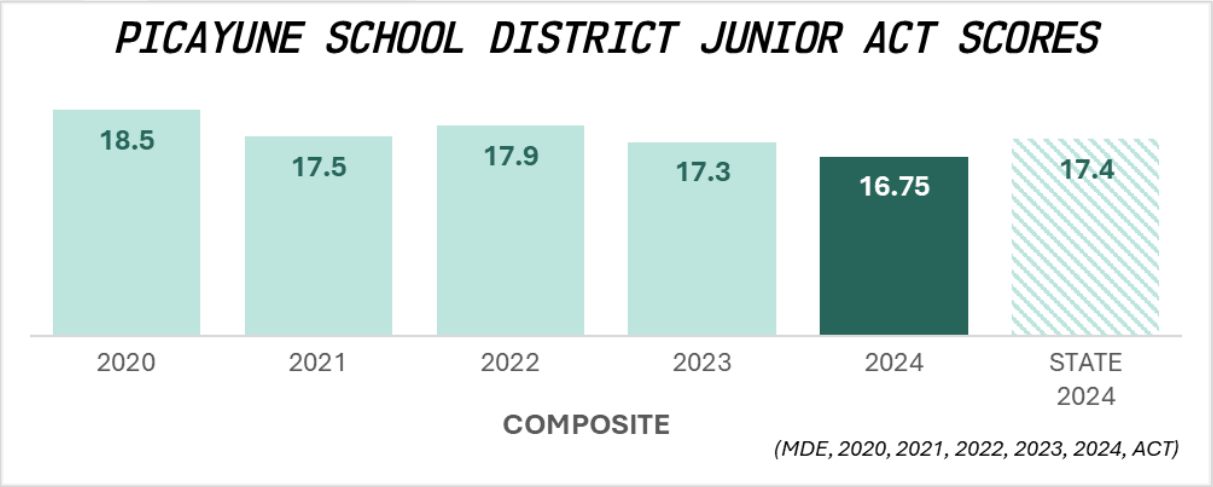


Figure 27: District Junior ACT Scores: Composite

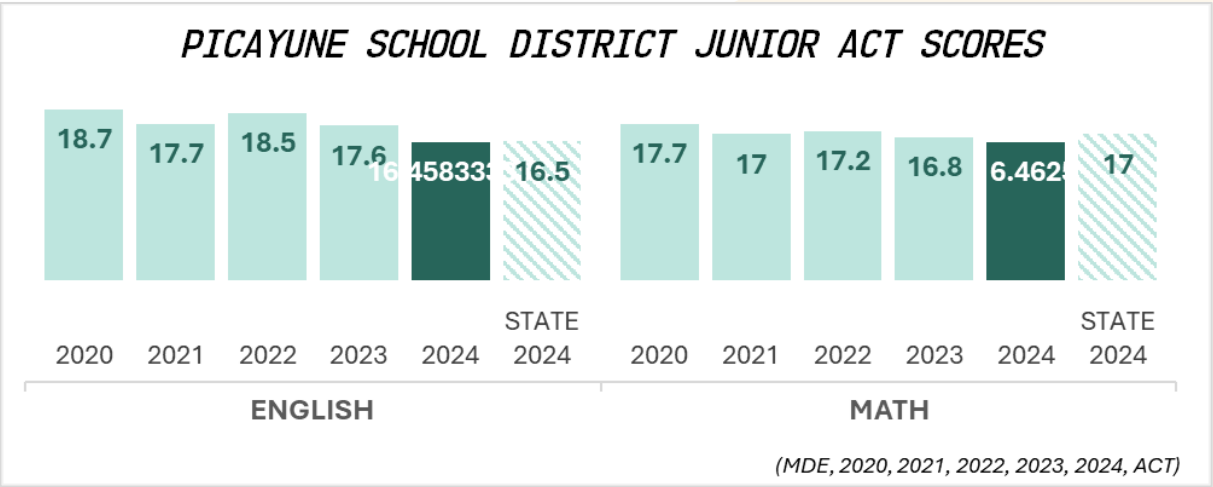


Figure 28: District Junior ACT Scores: English and Math

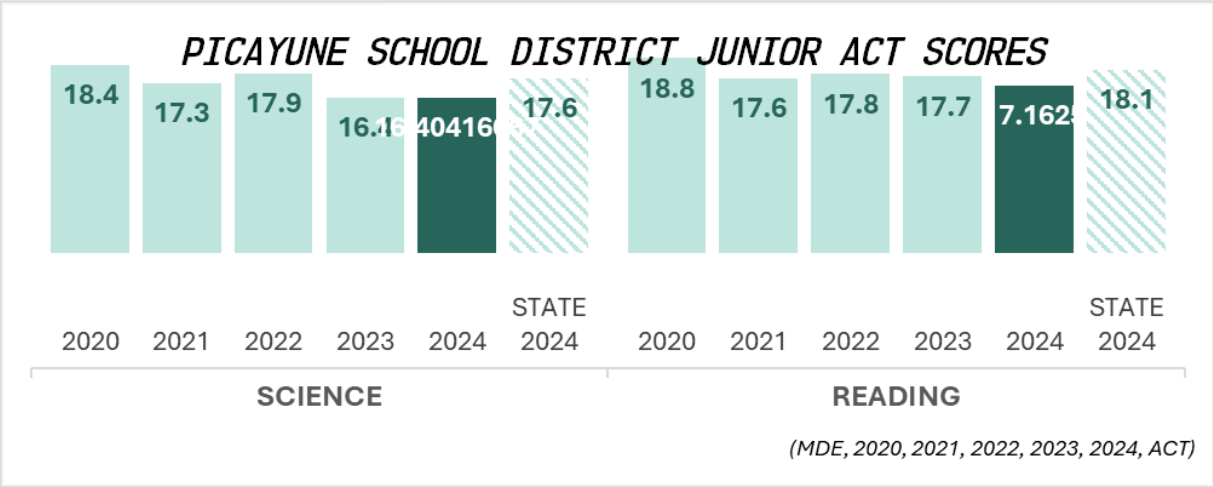


Figure 29: District Junior ACT Scores Science and Reading

KINDERGARTEN READINESS

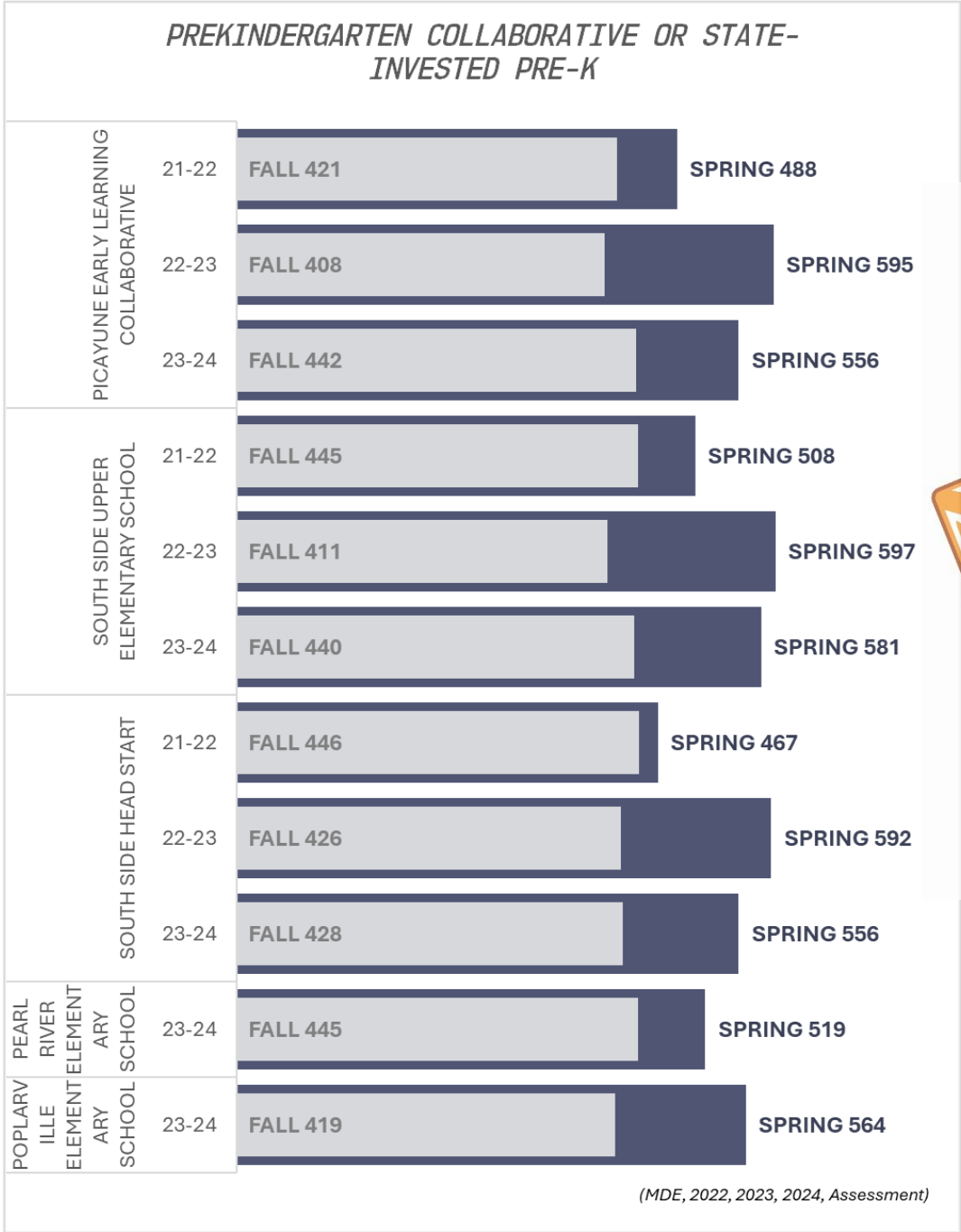


Figure 30: Picayune Early Learning Collaborative: Kindergarten Readiness Assessment

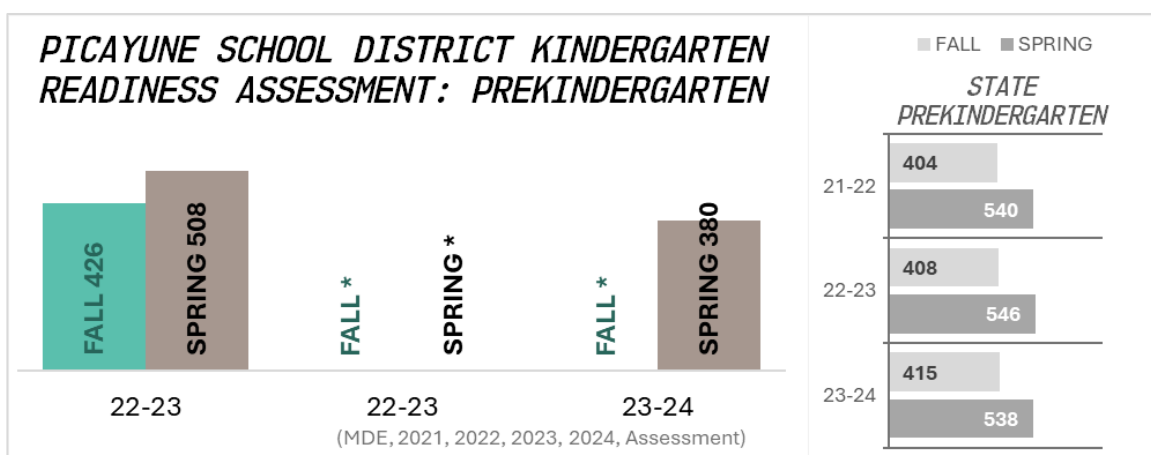


Figure 31: District Kindergarten Readiness Assessment: Prekindergarten

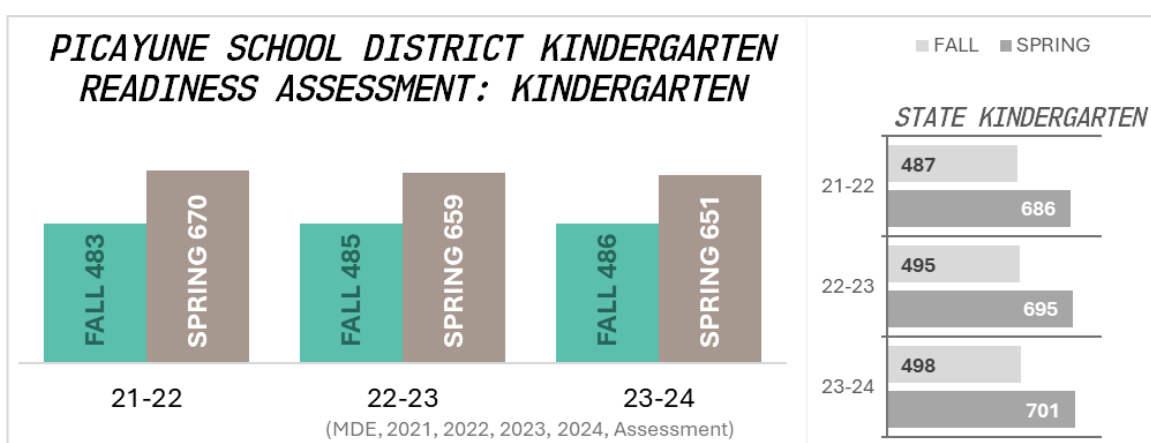


Figure 32: District Kindergarten Readiness Assessment: Kindergarten

THIRD-GRADE READING

DISTRICT LITERACY-BASED PROMOTION ACT (LBPA) THIRD-GRADE READING ASSESSMENT

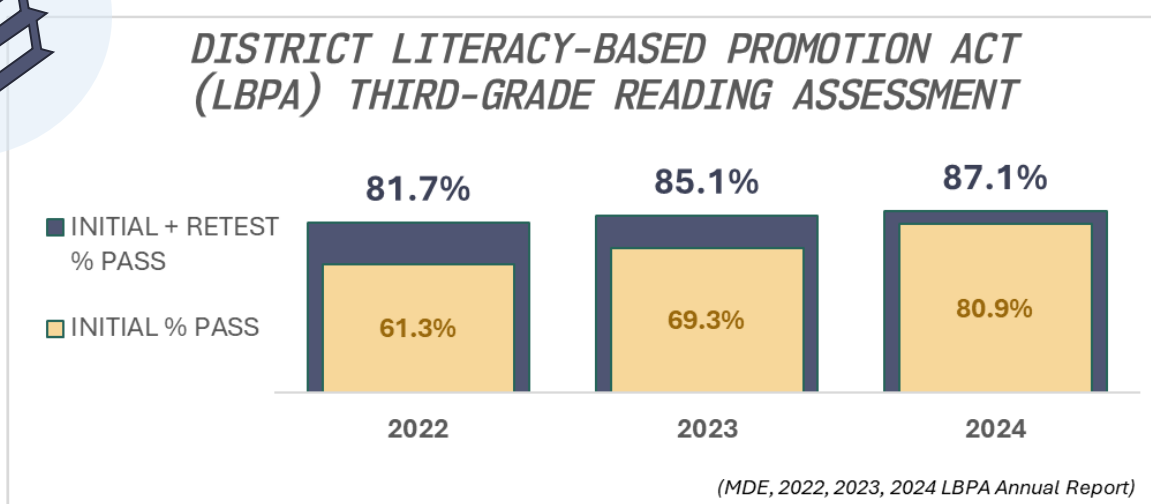


Figure 33: District Third-Grade Reading Assessment

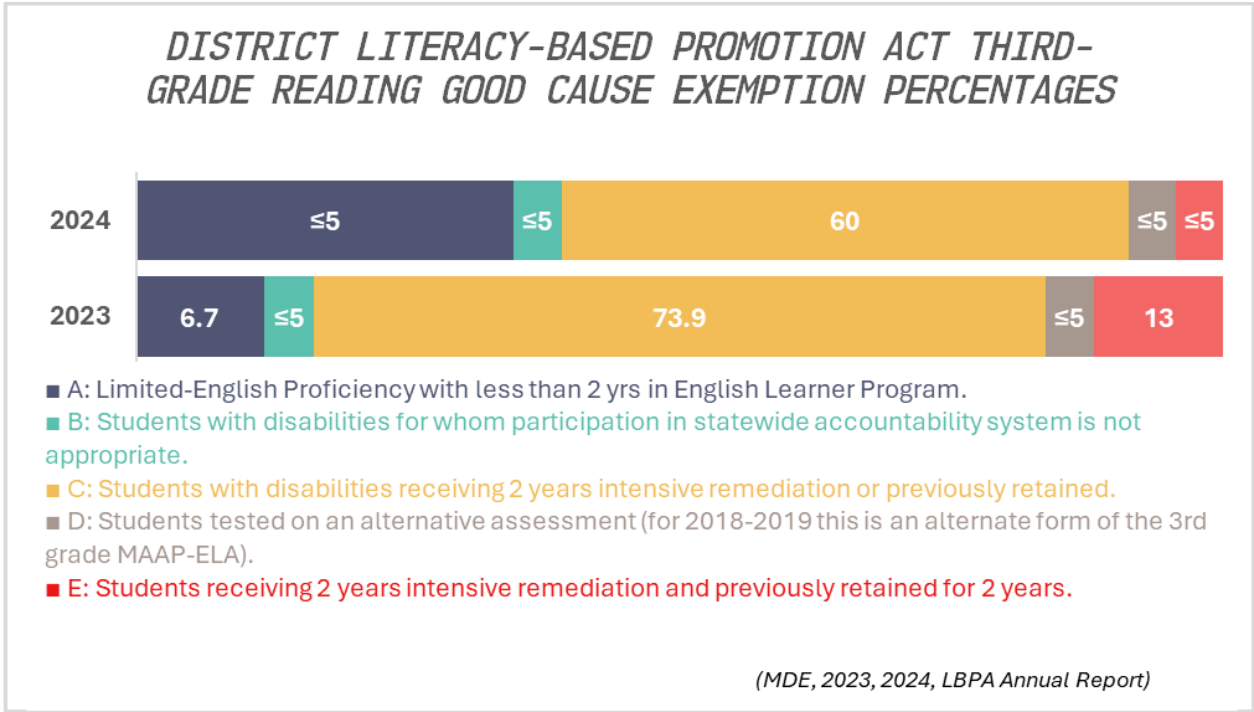


Figure 34: District Literacy-Based Promotion Act (LBPA) Third-Grade Reading Good Cause Exemption



GRADE RETENTION

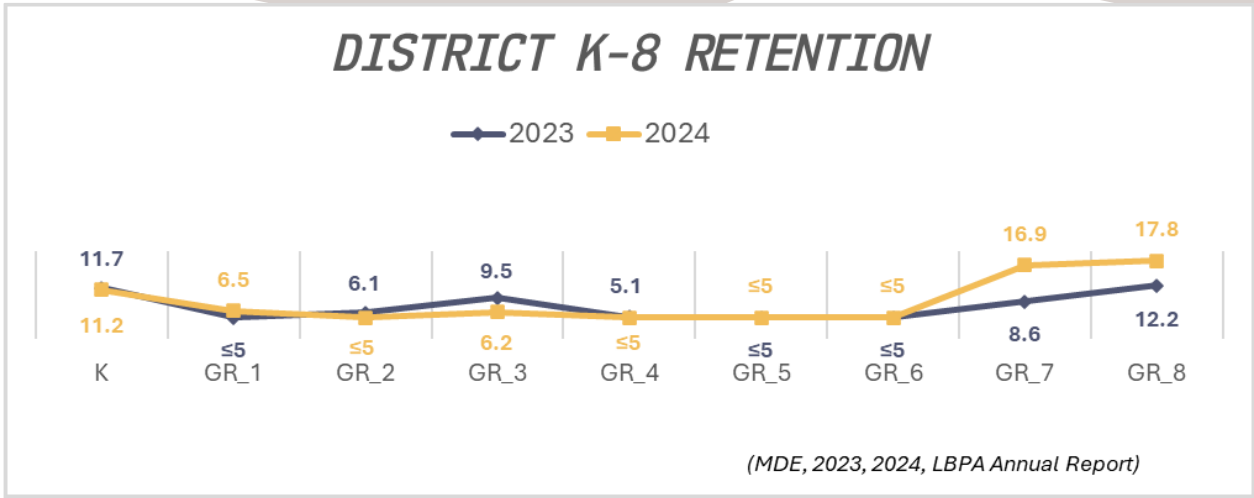


Figure 35: District K-8 Retention

MAAP

Mississippi Academic Assessment Program

MAAP ELA

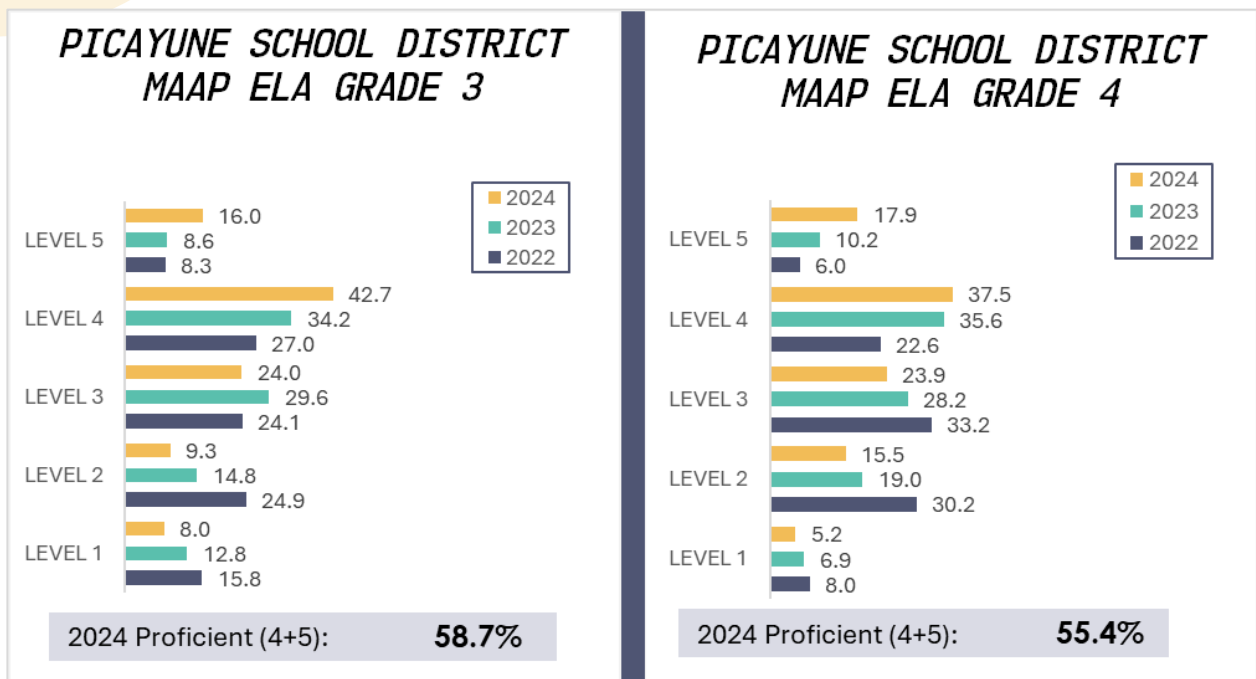


Figure 36: District MAAP ELA Grades 3 and 4

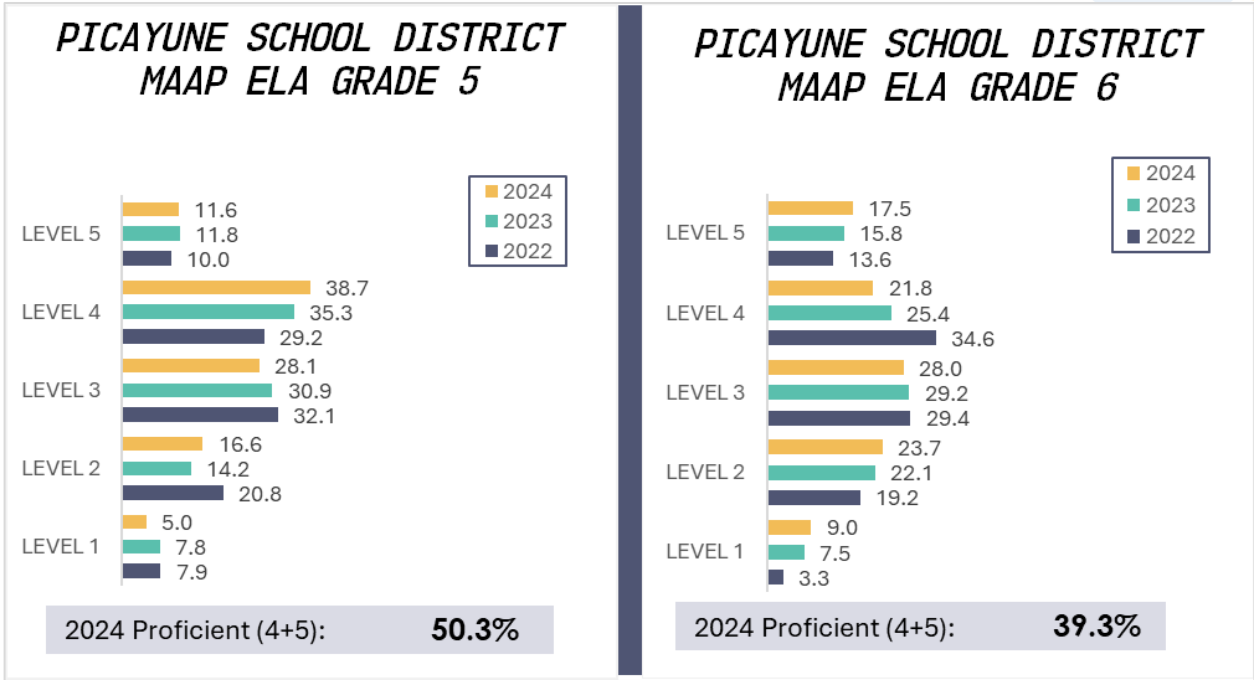


Figure 37: District MAAP ELA Grades 5 and 6

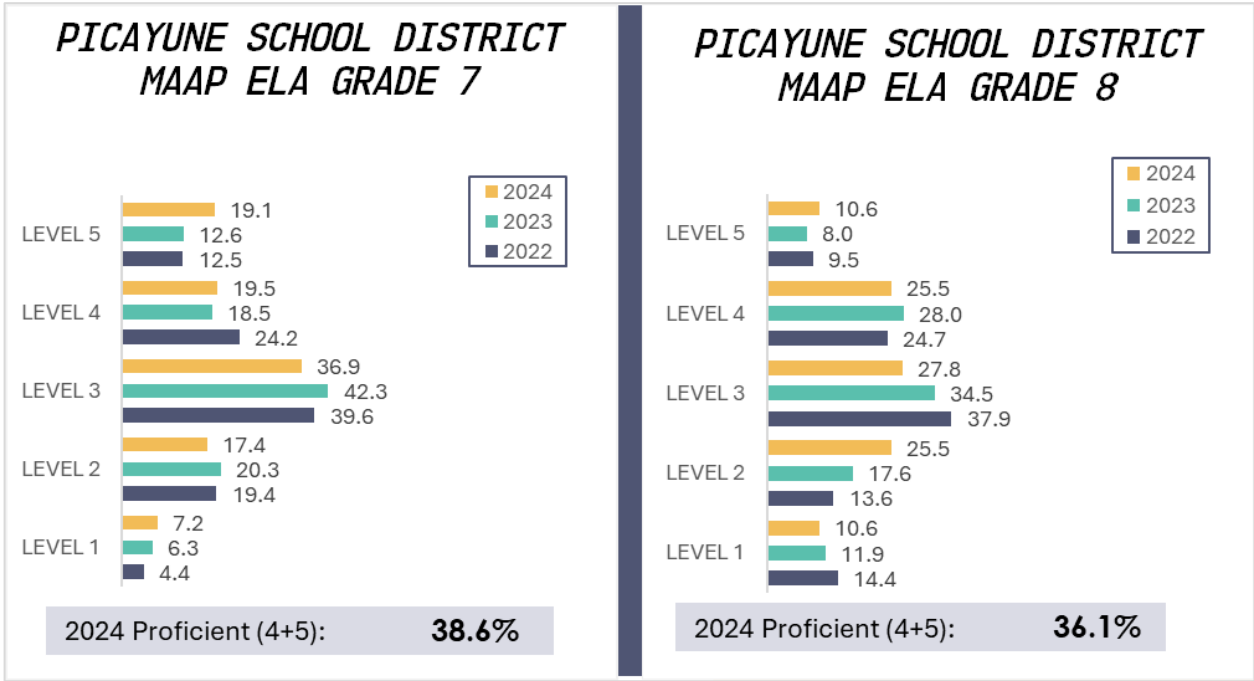


Figure 38: District MAAP ELA Grades 7 and 8

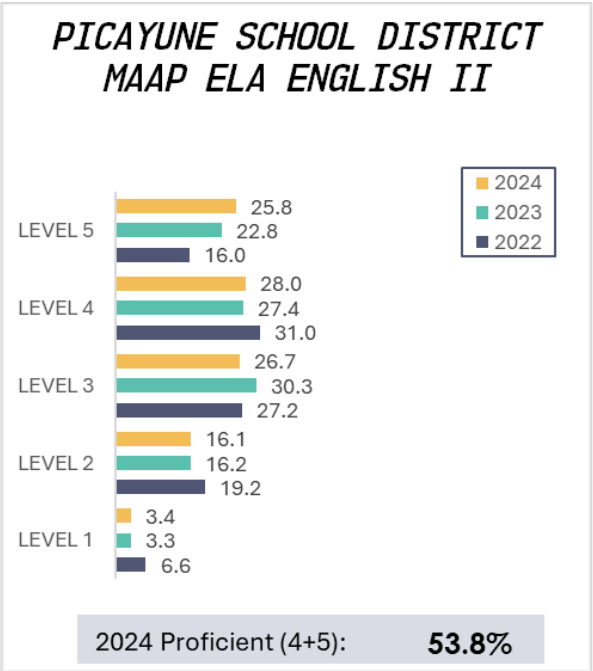


Figure 39: District MAAP ELA English II

MAAP MATH

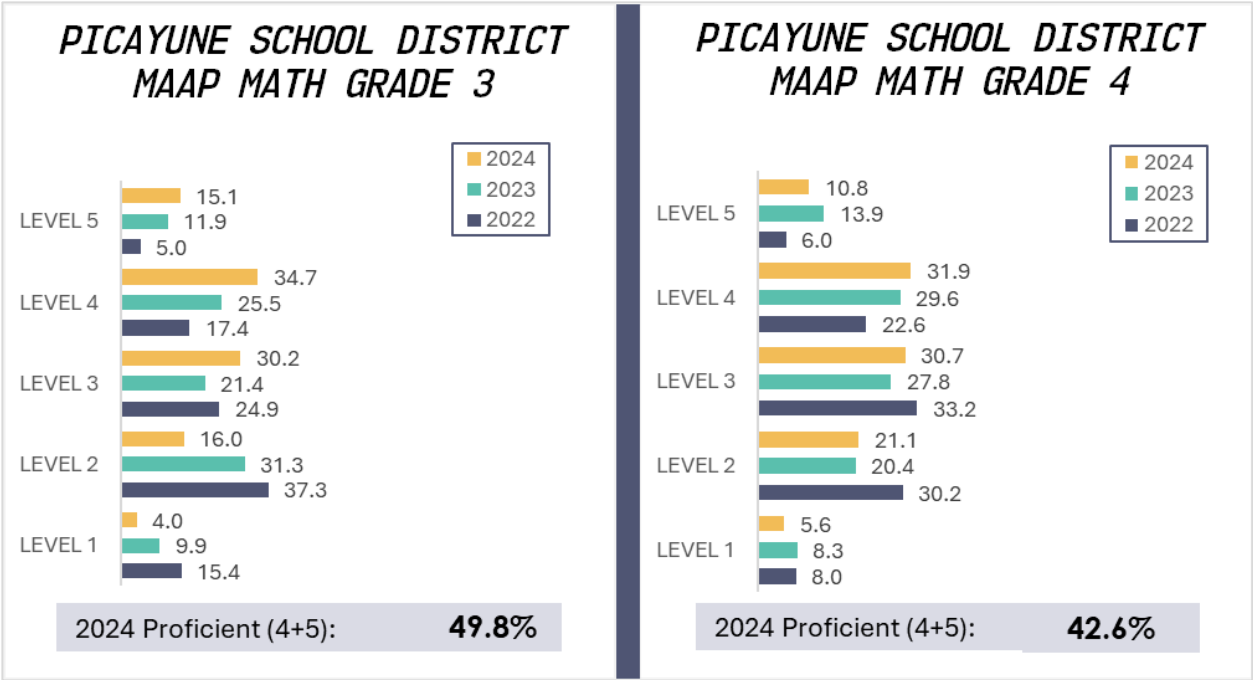


Figure 40: District MAAP Math Grades 3 and 4

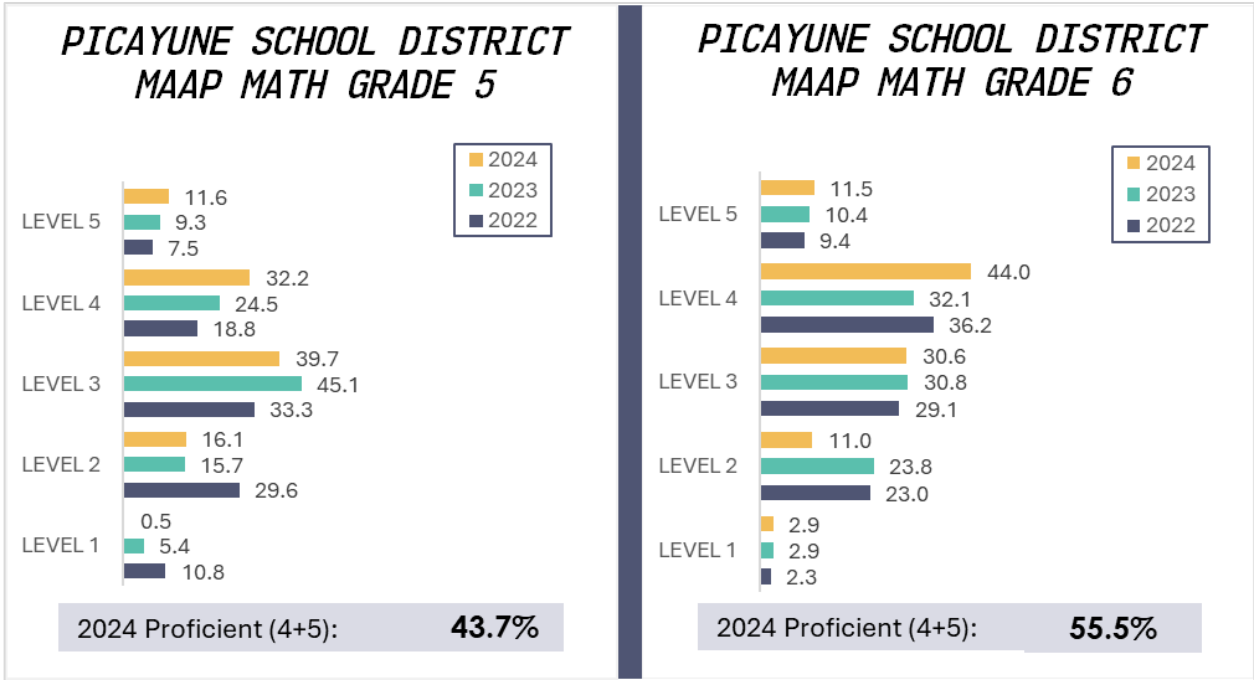


Figure 41: District MAAP Math Grades 5 and 6

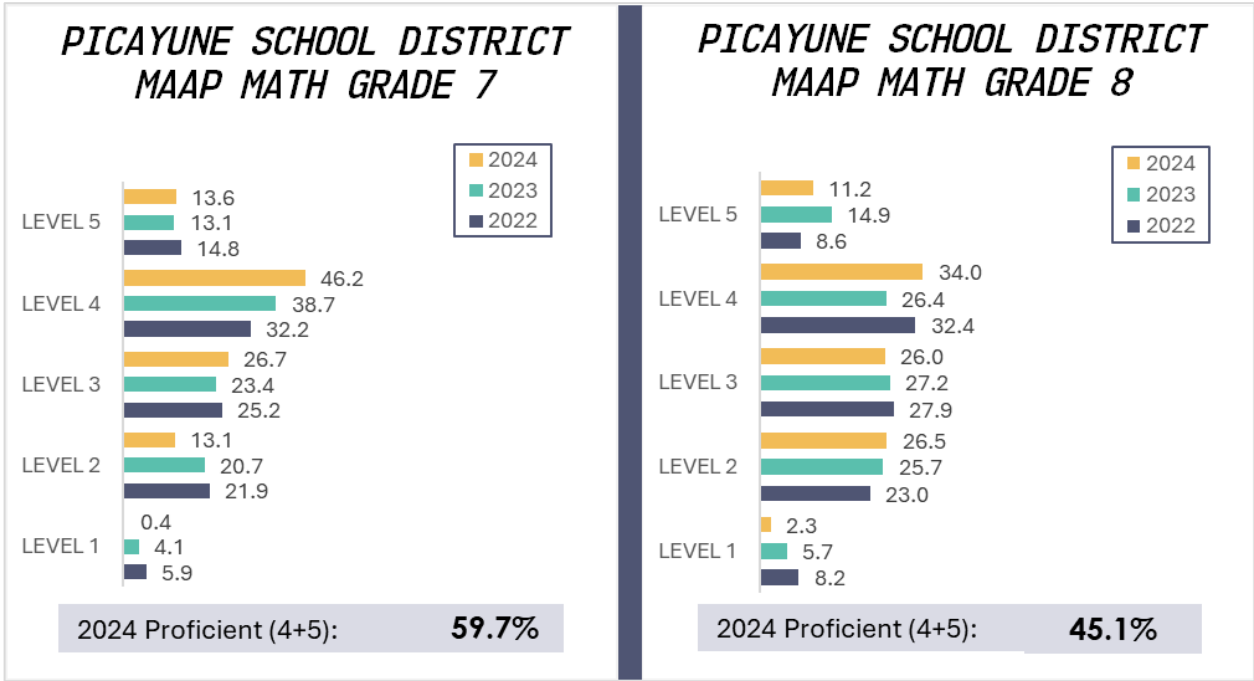


Figure 42: District MAAP Math Grades 7 and 8

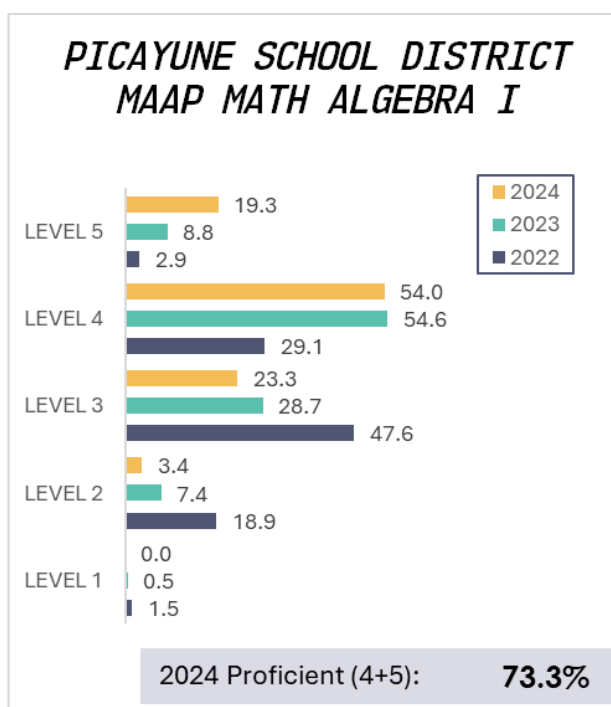


Figure 43: District MAAP Math Algebra I

MAAP SCIENCE

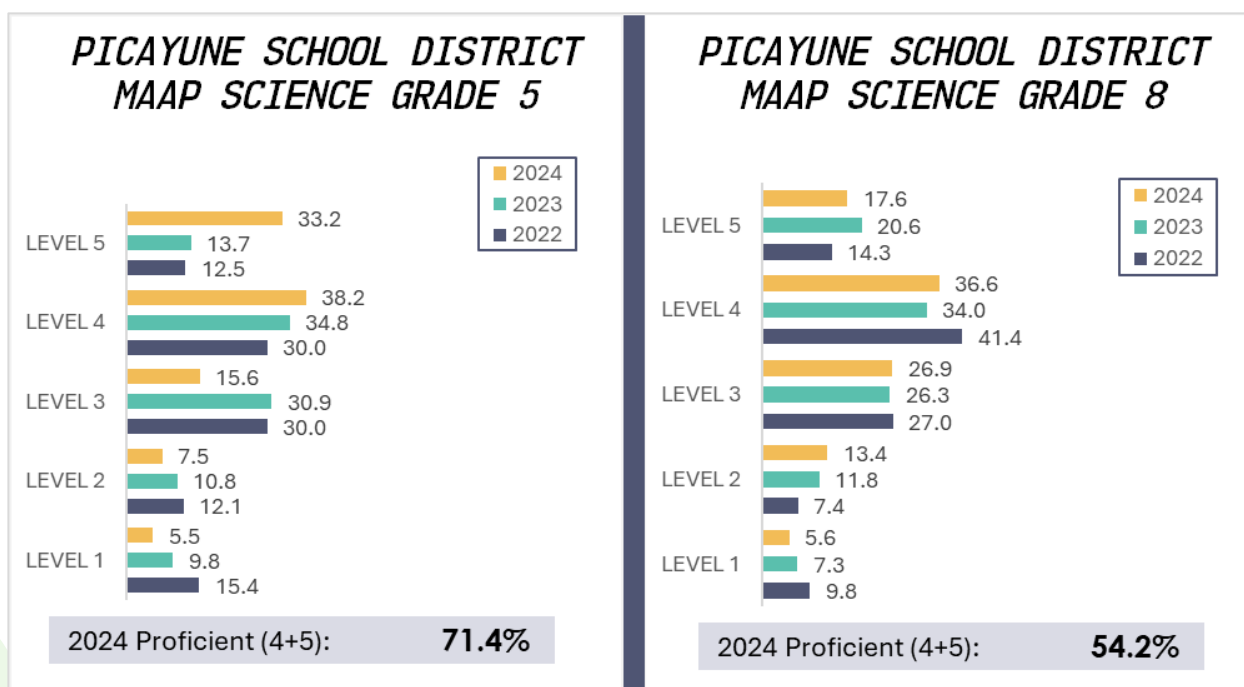


Figure 44: District MAAP Science Grades 5 and 8

MAAP END OF COURSE

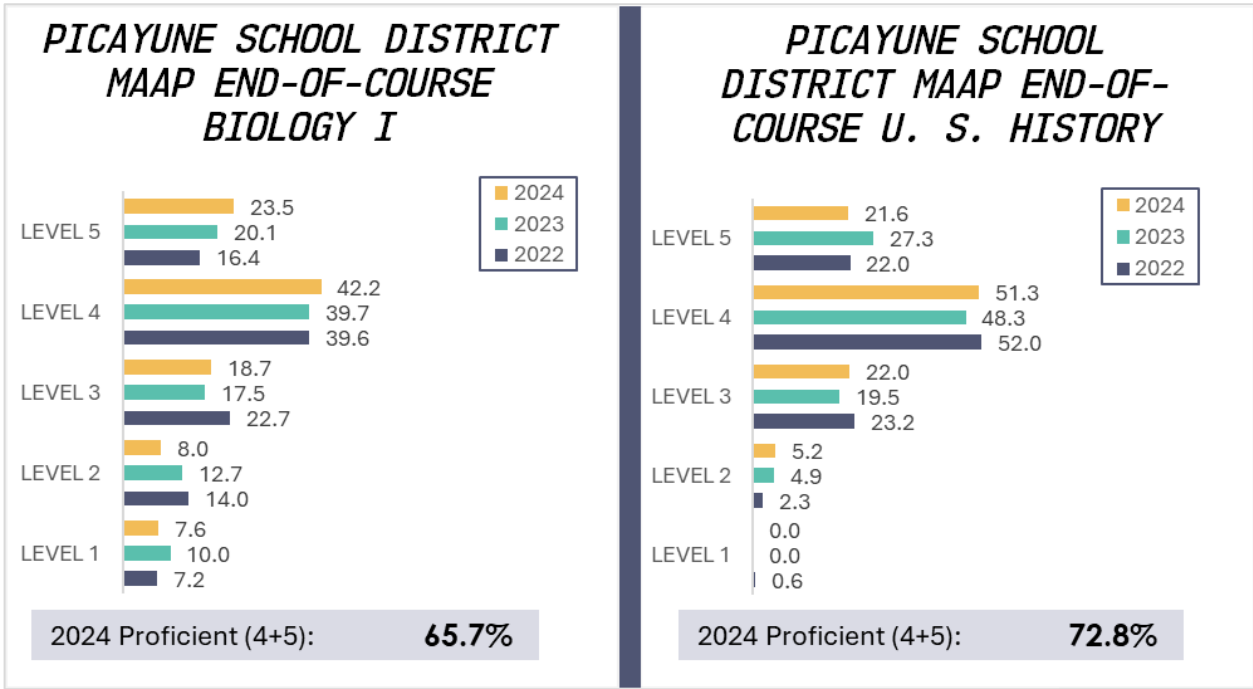


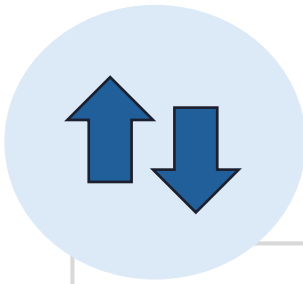
Figure 45: District MAAP EOC Biology I and U. S. History

Mississippi Student Achievement Reaches All-Time High In Mathematics, English Language Arts (ELA) And Science

Overall, for 2023-24, the percentage of students scoring proficient or advanced on the MAAP assessment in Mississippi reached a record high of 47.8% in ELA, 56.3% in mathematics and 63.4% in science. U.S. History decreased slightly from 71.4% in 2022-23 to 70.9% in 2023-24.

“The continued rise in student achievement across Mississippi is a testament to the hard work and dedication of our students, teachers and school leaders,” said Dr. Lance Evans, state superintendent of education. “Our focus now is on building more momentum to guarantee that all our graduates are prepared for the challenges and opportunities they will encounter in college, their careers, and life.”

(MDE, 2024)



MAAP GAIN/LOSS OVER TIME

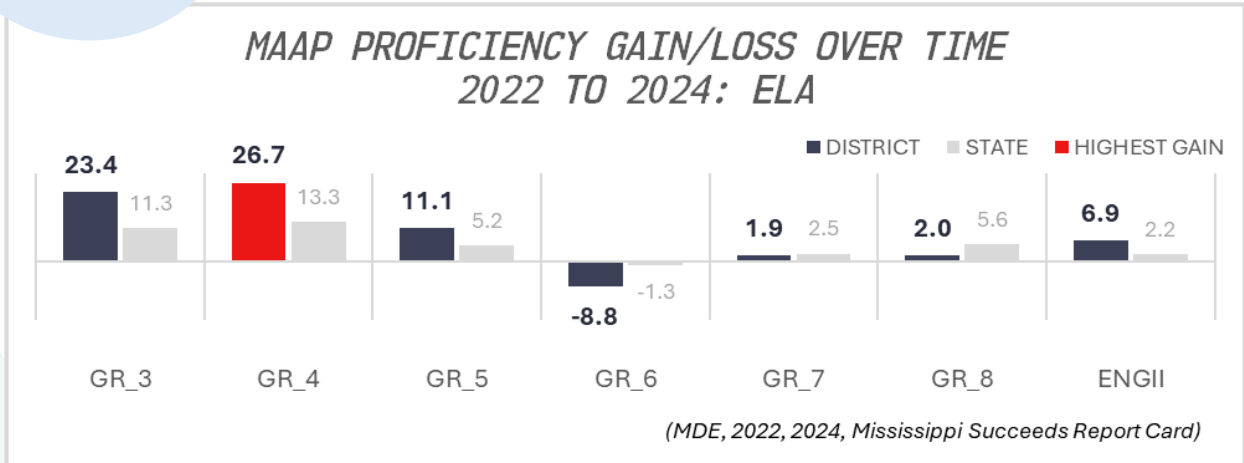


Figure 46: District MAAP Proficiency Gain/Loss Over Time: ELA

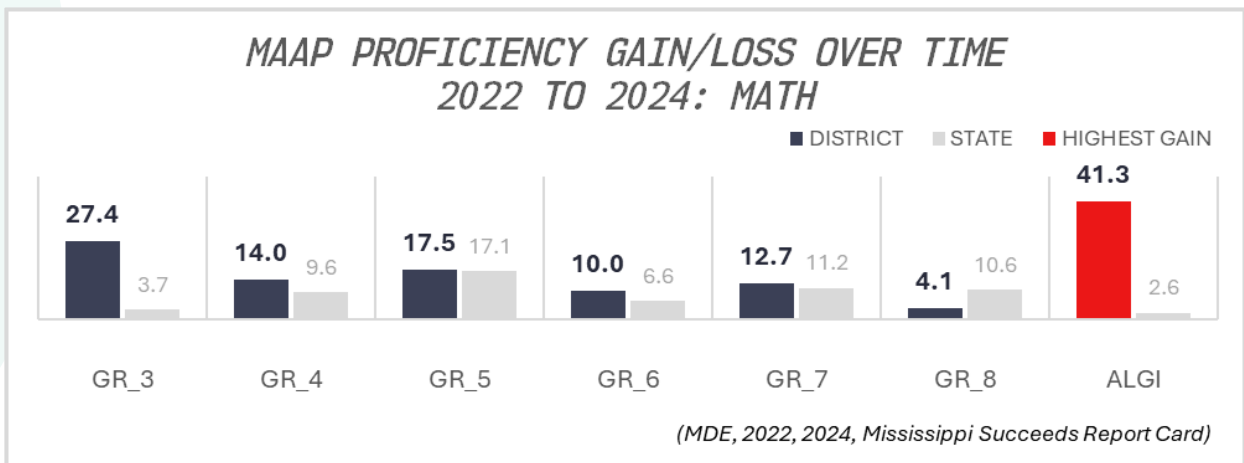


Figure 47: District MAAP Proficiency Gain/Loss Over Time: Math

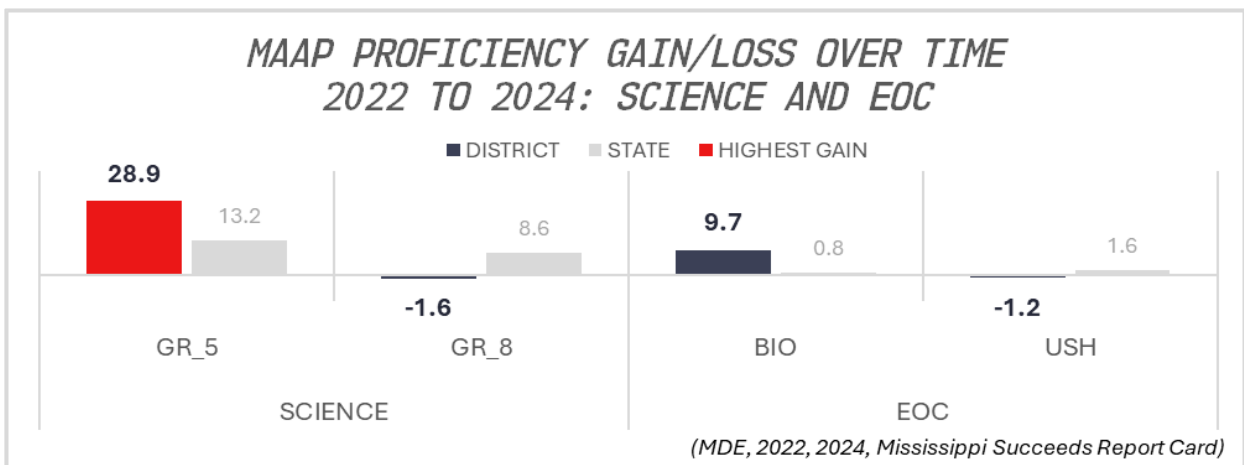


Figure 48: District MAAP Proficiency Gain/Loss Over Time: Science and EOC



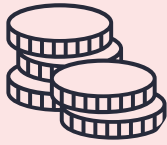
FINANCE

TAKEAWAY

Total district revenue increased by \$17.8M between 20220 and 2024. The biggest increase was in federal funding, which grew by \$13.5M, increasing its percentage of total revenue to 40.2%.

MAEP funding for 2024 increased by \$869.2K from 2023 levels based on enrollment and attendance. However, under the new funding mechanism, the Mississippi Student Funding Formula provides about \$5.6M more for 2025, growing from an estimated total budget for 2024 of \$19.4 million to \$25.05M. The new amount, however, also includes the legislature's allocation of additional money to cover teacher raises and rising health insurance costs.

Total expenditures, including capitalized equipment, rose \$9.6M between 2020 and 2024. While per-pupil expenditure has risen 33.6% in the last five years, only 4.3% of that increase occurred between 2023 and 2024. Proportions of expenditure by function have risen steadily over five years.



REVENUE

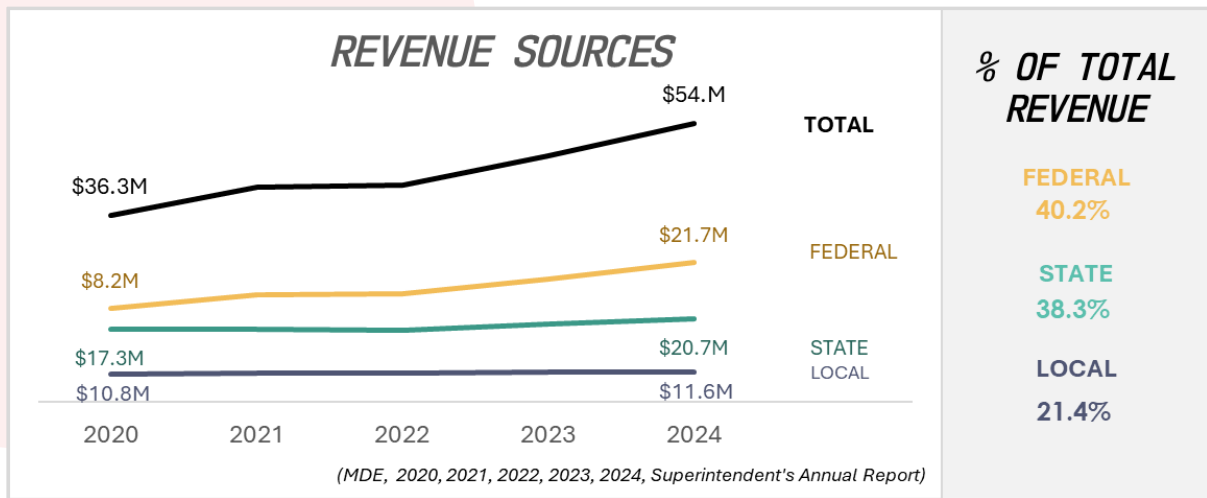


Figure 49: District Revenue Sources

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS				
FY2024 FULL FUND	FY2024 ALLOCATION	FY2023 ALLOCATION	BELOW FULL (10.5%)	+/- FY2023 VS FY2024
\$19.1M	\$17.2M	\$16.3M	\$2.0M	\$869.2K
(MDE, 2024, Allocations)				

Figure 50: Mississippi Adequate Education Program (MAEP) Allocations

FEDERAL TITLE PROGRAMS FUNDING ALLOCATIONS					
	2021	2022	2023	2024	2025
TITLE I A	\$1.6M	\$1.6M	\$1.6M	\$1.5M	\$1.6M
TITLE II A	\$247.2K	\$249.1K	\$233.6K	\$207.3K	\$244.5K
TITLE III (LEP)	\$13.1K		\$15.8K	\$16.6K	\$21.1K
TITLE III (IMMIGRANT)					\$4.3K
TITLE IV A	\$104.3K		\$127.5K	\$126.7K	\$112.9K
TITLE V B	\$61.6K		\$81.0K	\$91.7K	\$108.1K
ESSER 1	\$1.1M				
ESSER 2	\$5.4M				
(MDE, 2021, 2022, 2023, 2024, 2025, MCAPS)					

Figure 51: District Federal Title Programs Funding Allocation



2025 FUNDING

The Mississippi Student Funding Formula (MSFF), signed into law in May of 2024, replaced the Mississippi Adequate Education Program (MAEP). MSFF is a weighted funding formula based on net enrollment and a base student amount (BSA), with additional weights for various student categories including low-income students, English-language learners, special education, gifted, and career and technical education students.

Starting in FY25, the base (BSA) will be \$6,695.34; combined with the weighted categories, MSFF resulted in an estimated \$2.96 billion in state funding for public schools, an increase of over \$200 million from the current fiscal year under the MAEP formula.

MSFF includes an “objective formula” to recalculate the BSA every four years, starting in FY29. In the intervening years between recalculations (including the three fiscal years between FY25 and the first recalculation in FY29), the BSA will be subject to an inflationary component.

Net Enrollment

Unlike MAEP, the MSFF will base funding on the net enrollment, a count of students enrolled in each district rather than ADA, or average daily attendance, a count of students present at school each day. Due to student absences, counting students using net enrollment will yield a higher count—though the exact amount will vary by district.

DISTRICT MSFF FUNDING 2025

MISSISSIPPI STUDENT FUNDING FORMULA (MSFF) REPLACES
MISSISSIPPI ADEQUATE EDUCATION FUNDING (MAEP)

BASELINE MSFF



Core funding based on enrollment and needs



+

PERS INCREASE



Additional funds for retirement system



+

HEALTH INSURANCE INCREASE



Extra funds for health coverage



TOTAL MSFF ALLOCATION



MSFF, PERS & Health Insurance Increase



MORE THAN \$19.4M

THE ESTIMATED TOTAL 2024 MAEP ALLOCATION

(MDE, 2025, MSFF)

Weighted Criteria

Counts of students who meet certain criteria are weighted. For instance, a low-income student carries an additional weight of 30%. In other words, each applicable student is counted as 1.3 students. Criteria can also be cumulative; that is, a student who falls into two weighted categories receives a bonus for both. For instance, a student who is both low-income and an English language learner would count as 1.45 students (0.3 for low-income and 0.15 for EL) (Mississippi First, 2024).

Additional Percentage Applied for Each Student Meeting Criteria



(Mississippi First, 2024)



EXPENDITURES

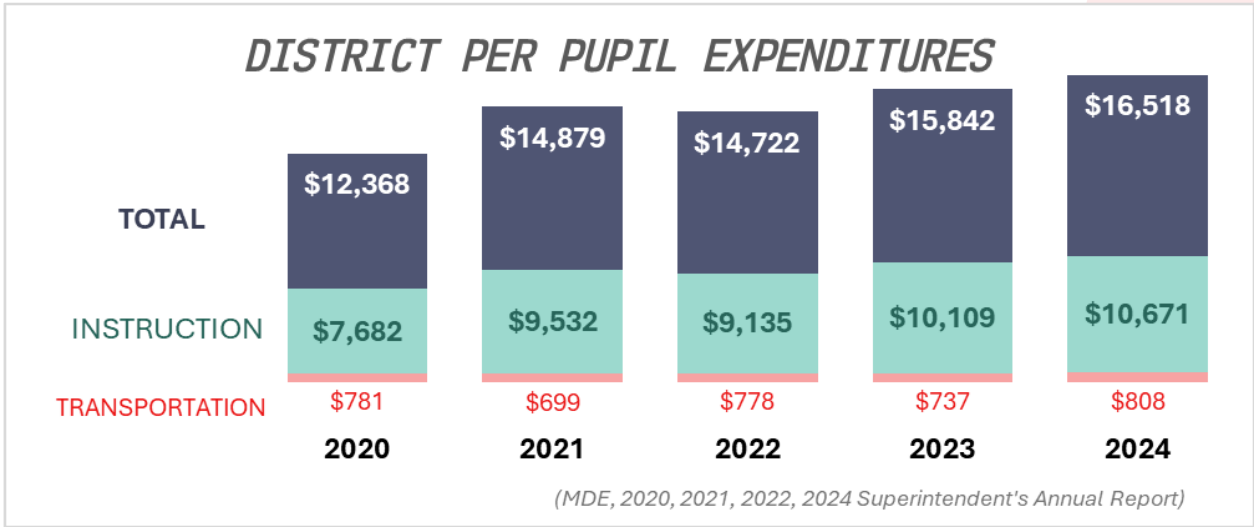


Figure 52: District Per Pupil Expenditures

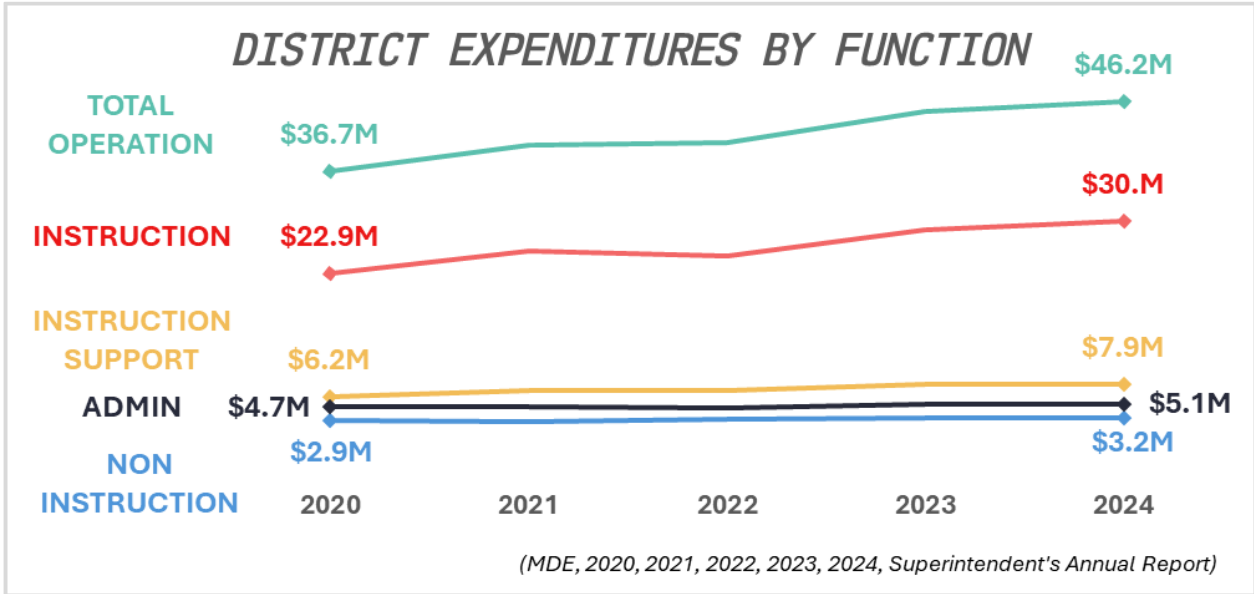


Figure 53: District Expenditures by Function

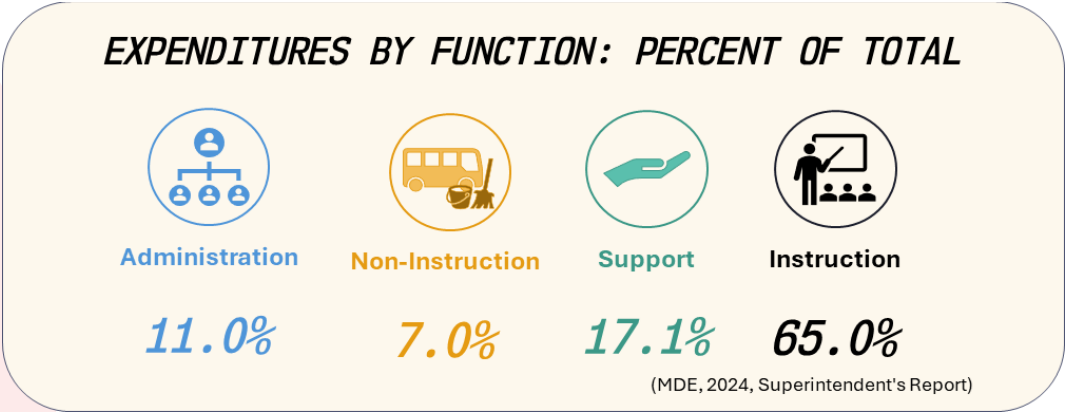


Figure 54: District Expenditures by Function: Percent of Total

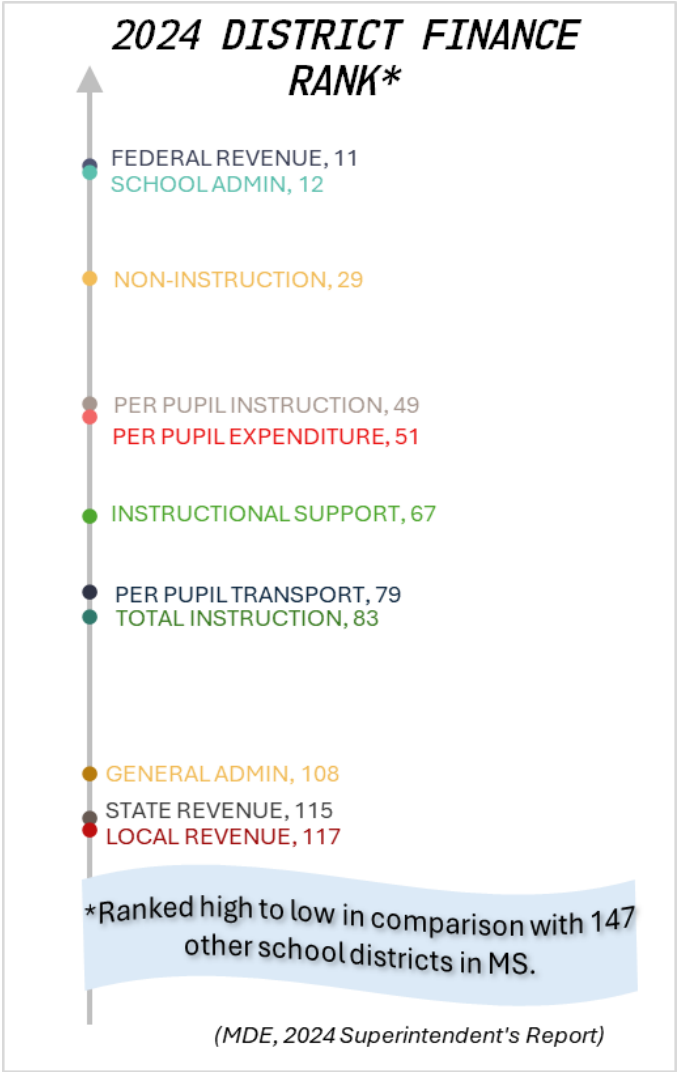


Figure 55: District Finance Rank Compared to Other Districts

“If a man empties his purse into his head, no one can take it from him. An investment in knowledge always pays the highest return.”

Benjamin Franklin

PERSONNEL



TAKEAWAY

The percentage of experienced teachers has increased slightly since 2022, as has the percentage of teachers who are teaching in their appropriate field. The per-pupil ratio has decreased to 13.7. Average teacher salaries have increased, as have administrative salaries and support staff salaries.

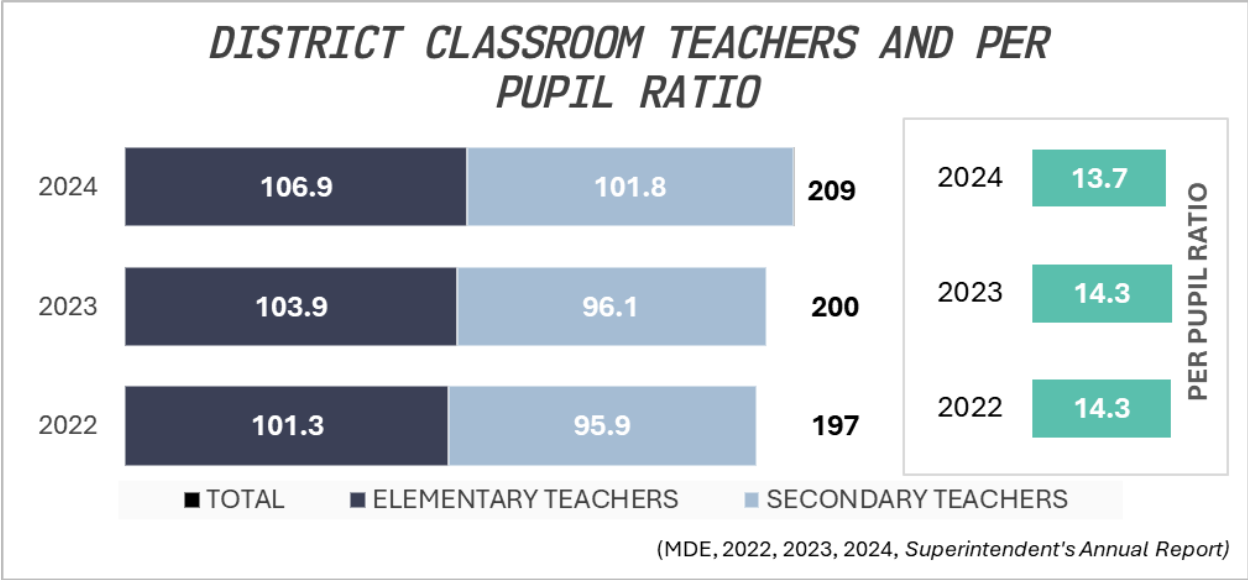


Figure 56: District Classroom Teachers and Per Pupil Ratio

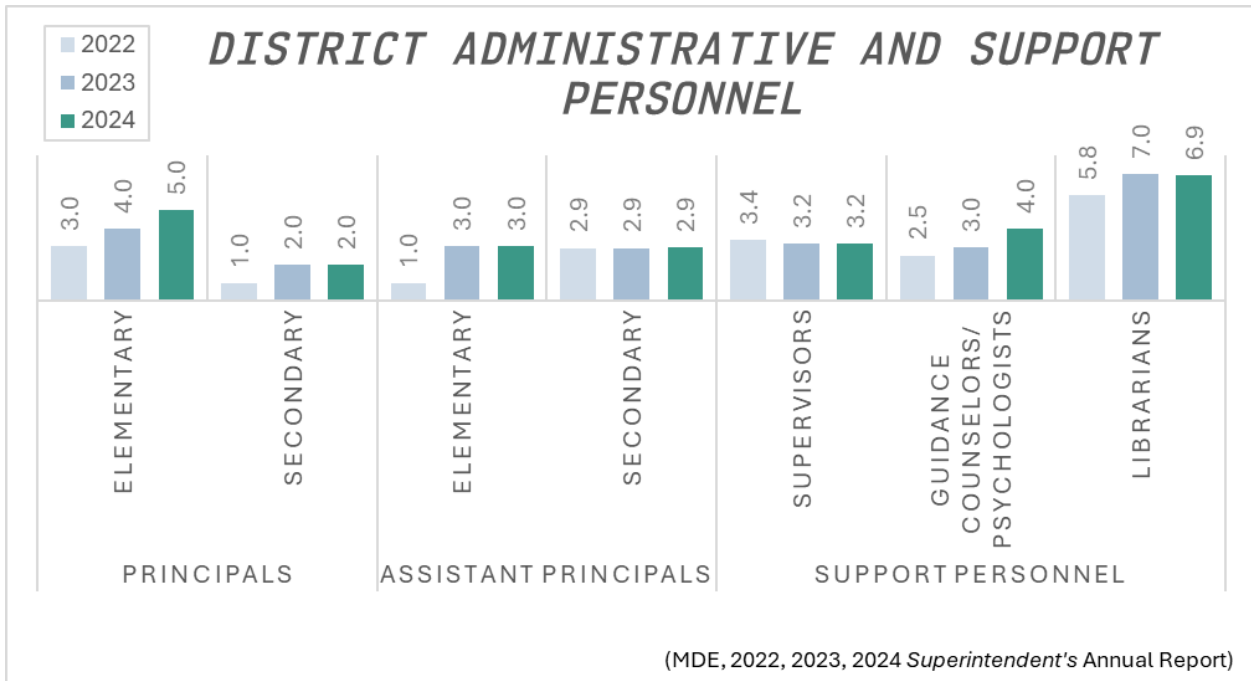


Figure 57: District Administrative and Support Personnel

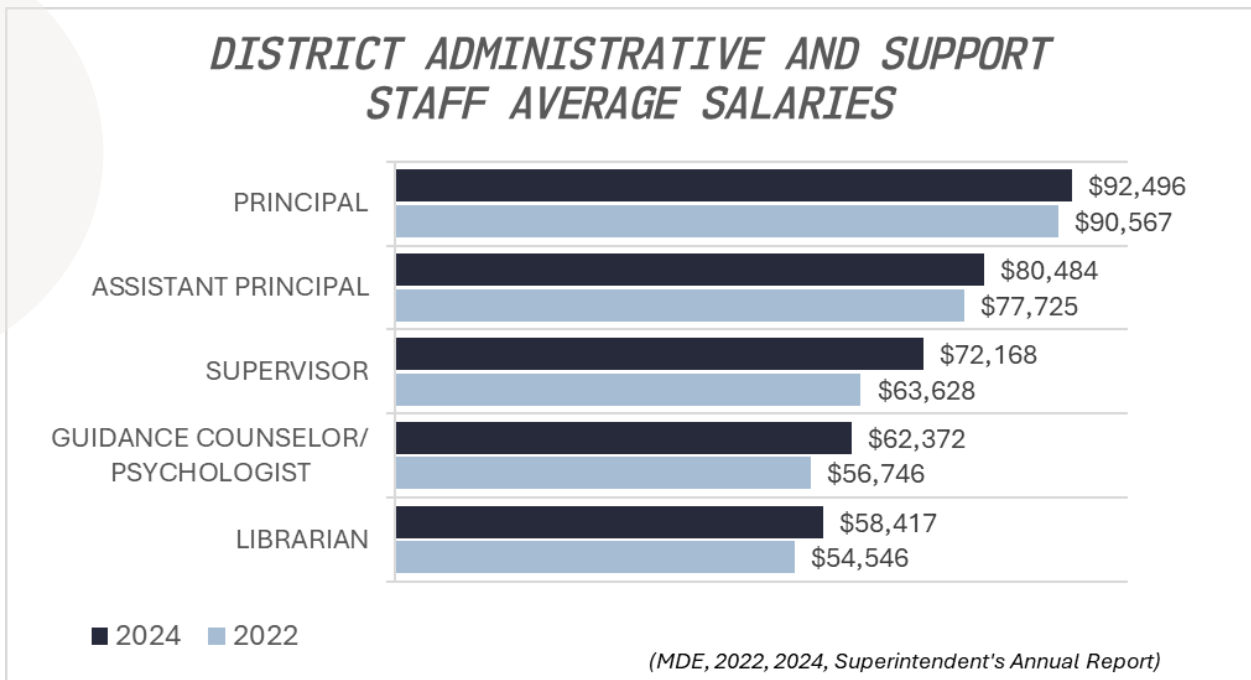


Figure 58: District Administrative and Support Staff Average Salaries

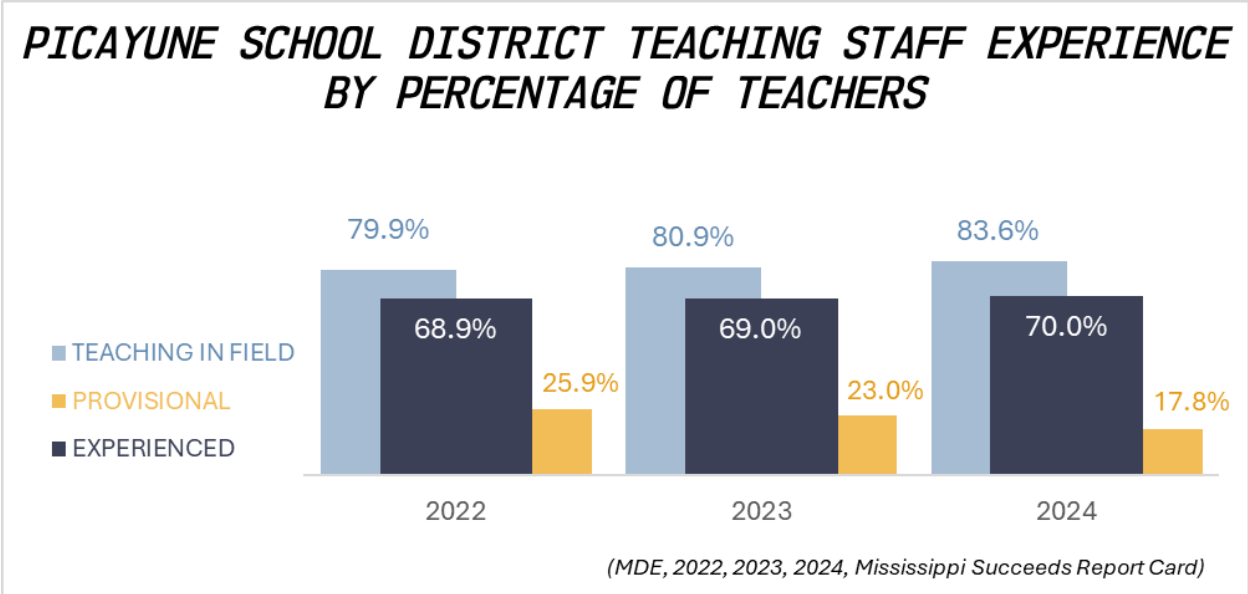


Figure 59: District Teaching Staff Experience by Percentage of Teachers

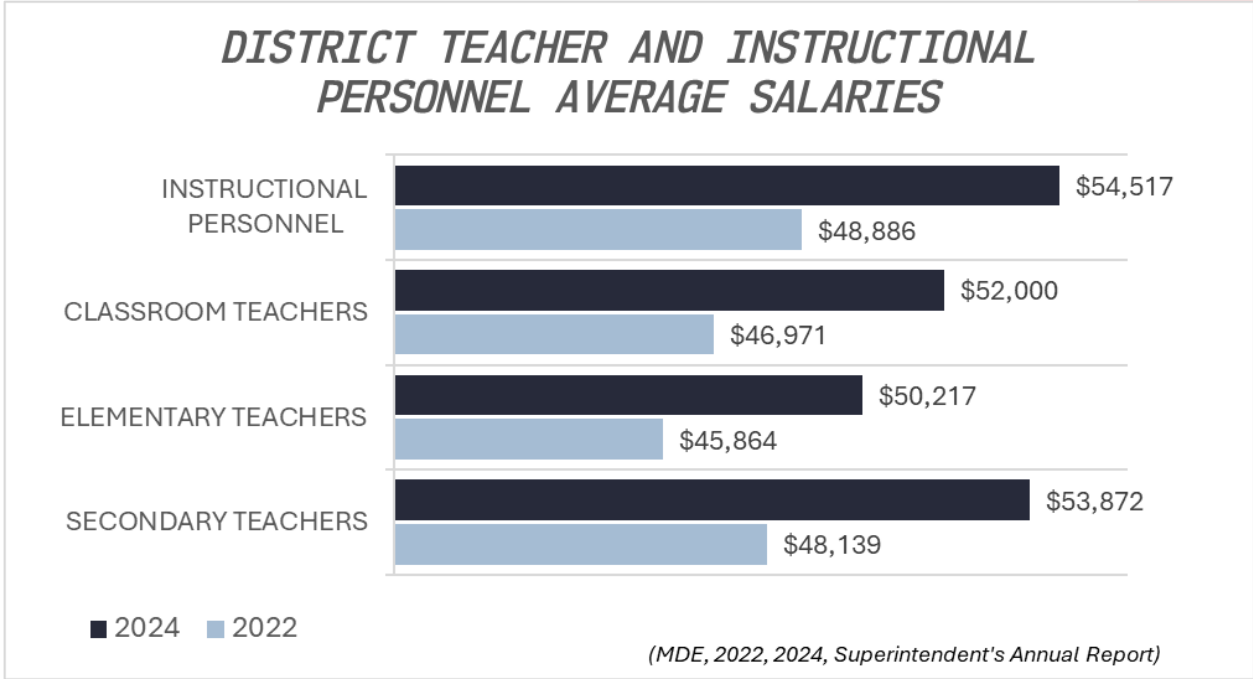
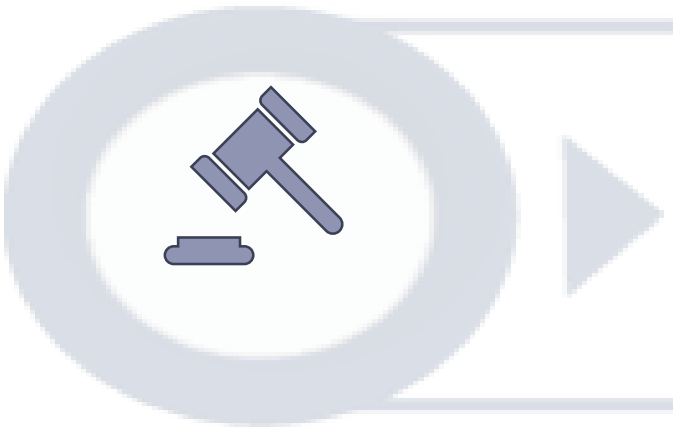


Figure 60: District Teacher and Personnel Average Salaries





DISCIPLINE

TAKEAWAY

In-school suspensions were not reported to MDE. OSS numbers dropped slightly since 2022, and incidents of violence showed a significant decrease since 2022.

PICAYUNE SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	≤5	≤5		10.5	10.9	9.3	≤5	≤5	
GENDER	FEMALE	≤5	≤5		6.7	6.8	5.6	≤5	≤5	
	MALE	≤5	≤5		14.1	14.7	12.6	≤5	≤5	
RACE	BLACK OR AFRICAN AMERICAN	≤5	≤5		15.3	15.4	12.4	≤5	≤5	
	HISPANIC OR LATINO	≤5			≤5	5.6	10.8			
	WHITE	≤5	≤5		8.6	8.8	8.5	≤5	≤5	
DISABILITY	STUDENTS WITH DISABILITIES	≤5	≤5		14.5	15.0	11.1			
	STUDENTS WITHOUT DISABILITIES	≤5	≤5		9.9	10.2	9.0	≤5	≤5	
EL	LIMITED ENGLISH PROFICIENCY	≤5	≤5		≤5	≤5	5.8			
	NON LIMITED ENGLISH PROFICIENCY	≤5	≤5		10.7	11.1	9.5	≤5	≤5	
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	137.0	113.0	89.0	≤5			≤5		
GENDER	FEMALE	45.0	36.0	26.0	≤5			≤5		
	MALE	92.0	77.0	63.0	≤5			≤5		
RACE	BLACK OR AFRICAN AMERICAN	67.0	60.0	46.0	≤5			≤5		
	WHITE	61.0	48.0	33.0	≤5			≤5		
DISABILITY	STUDENTS WITH DISABILITIES	14.0	16.0	17.0	≤5			≤5		
	STUDENTS WITHOUT DISABILITIES	123.0	97.0	72.0	≤5			≤5		
EL	NON LIMITED ENGLISH PROFICIENCY	137.0	113.0	86.0	≤5			≤5		

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

Figure 61: District Disciplinary Actions Reported to MDE

DISTRIBUTION OF SURVEY RESPONDENTS



DATA COLLECTION

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

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

ONE THOUSAND FOUR HUNDRED

TWELVE (1,412) respondents from three stakeholder groups and seven schools responded to the Comprehensive Needs Assessment Survey in 2025. 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.

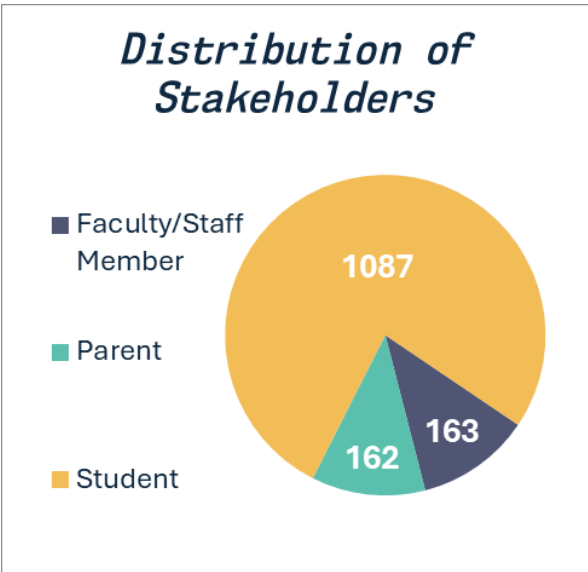


Figure 62: Distribution of Stakeholders

DISTRIBUTION OF FACULTY/STAFF RESPONDENTS BY SCHOOL

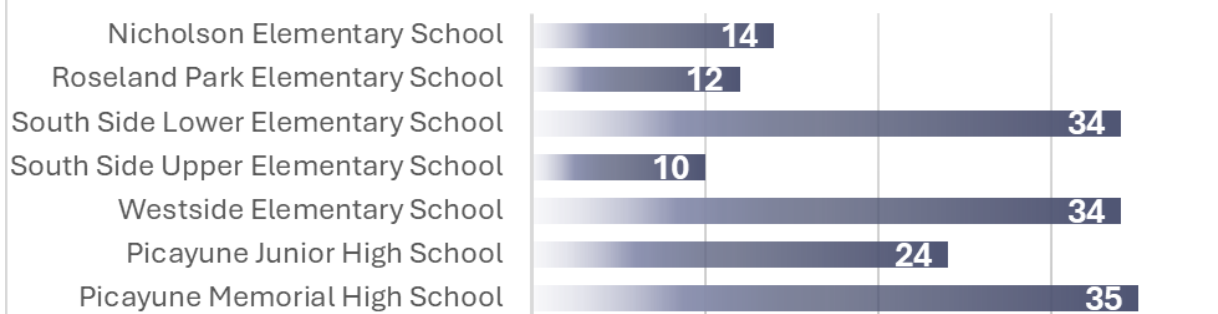


Figure 63: Distribution of Faculty/Staff Respondents by School

DISTRIBUTION OF STUDENT RESPONSES BY SCHOOL

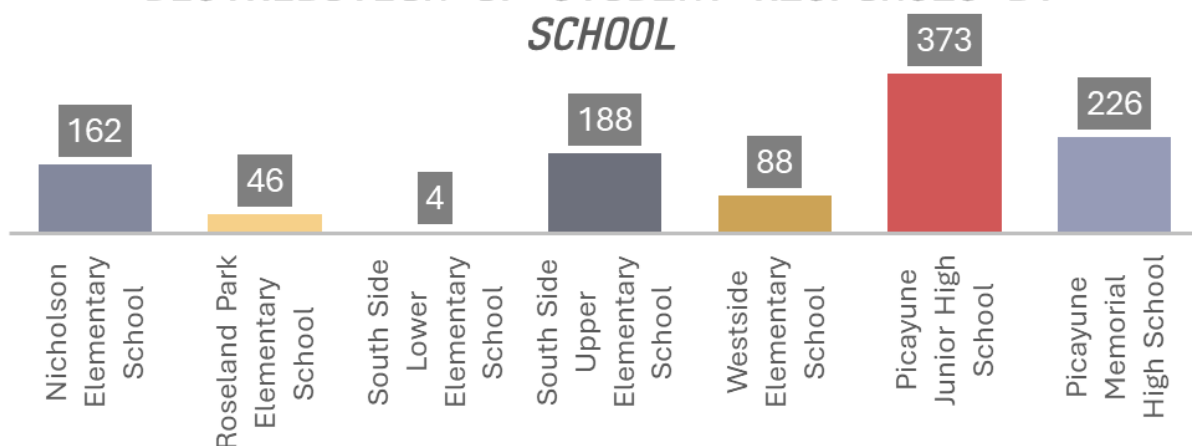


Figure 64: Distribution of Student Respondents by School



DISTRIBUTION OF PARENT RESPONDENTS BY SCHOOL

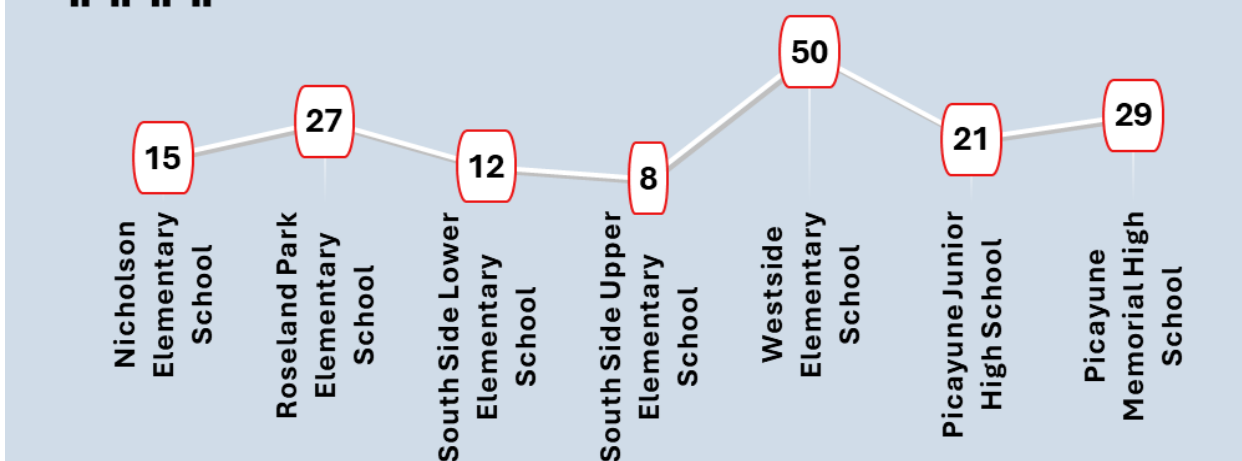


Figure 65: Distribution of Parent Respondents by School

UNIVERSAL QUESTIONS

FACULTY, STAFF, PARENTS, COMMUNITY MEMBERS, AND STUDENTS

responded to several questions in common so that a consensus might be ascertained for the whole district. Individual stakeholder group responses are recorded in other sections of this report for comparison purposes.

FEDERAL PROGRAMS

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	331	23.4%
Agree	628	44.5%
Disagree	92	6.5%
Strongly Disagree	48	3.4%
Not Applicable or No Information	313	22.2%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	476	33.7%
Not Applicable or No Information	233	16.5%
Agree	457	32.4%
Disagree	191	13.5%
Strongly Disagree	55	3.9%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	342	24.2%
Agree	643	45.5%
Disagree	118	8.4%
Strongly Disagree	57	4.0%
Not Applicable or No Information	252	17.8%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	519	36.8%
Agree	692	49.0%
Disagree	105	7.4%
Strongly Disagree	41	2.9%
Not Applicable or No Information	55	3.9%

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

	Count	Percentage
Strongly Agree	437	30.9%
Agree	683	48.4%
Disagree	83	5.9%
Strongly Disagree	40	2.8%
Not Applicable or No Information	169	12.0%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	463	32.8%
Agree	704	49.9%
Disagree	78	5.5%
Strongly Disagree	46	3.3%
Not Applicable or No Information	121	8.6%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	341	24.2%
Agree	609	43.1%
Disagree	137	9.7%
Strongly Disagree	49	3.5%
Not Applicable or No Information	276	19.5%

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	316	22.4%
Agree	710	50.3%
Disagree	116	8.2%
Strongly Disagree	53	3.8%
Not Applicable or No Information	217	15.4%

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

	Count	Percentage
Strongly Agree	336	23.8%
Agree	687	48.7%
Disagree	134	9.5%
Strongly Disagree	57	4.0%
Not Applicable or No Information	198	14.0%

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	361	25.6%
Agree	700	49.6%
Disagree	106	7.5%
Strongly Disagree	66	4.7%
Not Applicable or No Information	179	12.7%

DISTRICT STRENGTHS AND CHALLENGES

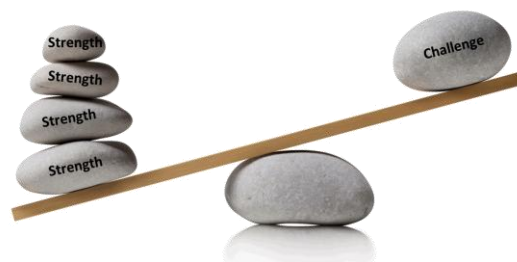
One thousand four hundred twelve (1,412) stakeholders from seven schools responded to the 2025 Picayune School District Comprehensive Needs Assessment survey online. Students comprise 77.0% of the total. Faculty/staff members represent 50.2% of the adult response, with parents accounting for 49.8%.

Picayune School District is a successful district focused on teaching and learning.

District enrollment has increased 2.3% since 2020. The district held to its “B” accountability rating in 2024 for the second year in a row. The district experienced a -1.0% change in average daily attendance between 2023 and 2024, and chronic absence rose to 34.3%. The district's graduation rate rose to 80.3%; the dropout rate increased to 17.6%. Graduation rates for students with disabilities rose to 65.2%.

In response to statements on the comprehensive needs survey about federal programs and Title IV-A, stakeholders strongly indicate that school and district safety procedures are adequate. About 68% believe that tutoring is delivered by well trained and qualified instructors and students are properly motivated. Only 50% of respondents agree that school nurses help improve student attendance and academic achievement. Almost 80% agree that the school has an Internet policy for students that meets the requirements of the Children's Internet Protection Act (CIPA), and 83% think that administrators and appropriate district-level staff model effective uses of technology.

Statements about school improvement received varying levels of positive feedback. Seventy-three percent of stakeholders believe that the district is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures. Seventy-eight percent think the district is preparing students to deal with issues and problems they will face in the future. Almost 73% agree that the district has adequate human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations, and 76% believe that the district has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.



NOTES



DISTRICT CNA SURVEY

Introduction

DIFFERENT GROUPS OF STAKEHOLDERS FROM Picayune School District were asked to respond to questions about the district and its schools. While some questions were answered by members from more than one stakeholder group, others were targeted toward specific respondents. One hundred sixty-three (163) faculty members, one hundred sixty-two (162) parents, and one thousand eighty-seven (1,087) students responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders in the categories of Federal Programs; Title IV-A; Curriculum and Instruction; School Climate and Culture; School Improvement; Technology; Parent, Family, and Community Engagement; and Professional Development. A summary of responses to any open-ended questions can be found in the survey results for each school.

DISTRICT FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	73	44.8%
Differentiated instruction	69	42.3%
Access to computers and individualized instruction	104	63.8%

The Title I program has resulted in improved:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student attitude about reading.	19.0%	49.7%	12.3%	6.7%	12.3%
Student reading achievement.	27.0%	49.7%	9.2%	1.8%	12.3%
Mathematics achievement.	26.4%	51.5%	8.0%	1.2%	12.9%
Student morale.	22.1%	54.6%	9.8%	2.5%	11.0%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	49	30.1%
Agree	67	41.1%
Disagree	10	6.1%
Strongly Disagree	8	4.9%
Not Applicable or No Information	29	17.8%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	65	39.9%
Not Applicable or No Information	21	12.9%
Agree	59	36.2%
Disagree	17	10.4%
Strongly Disagree	1	0.6%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	59	36.2%
Agree	52	31.9%
Disagree	6	3.7%
Strongly Disagree	2	1.2%
Not Applicable or No Information	44	27.0%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	6	6.1%
K-2	11	11.2%
K-3	30	30.6%
4-6	9	9.2%
K-6	42	42.9%

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	73	44.8%
Expedited evaluation services for students with limited English	66	40.5%
Expedited evaluation services for gifted and talented students	41	25.2%
Additional academic support	94	57.7%
Tutoring	79	48.5%
Enrichment educational services	44	27.0%
Counseling	123	75.5%
Mentors	67	41.1%
School supplies	118	72.4%
School uniforms	122	74.8%
Dental referrals	65	39.9%
Medical referrals	65	39.9%
Bullying assistance	48	29.4%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	28	17.2%
Agree	71	43.6%
Disagree	9	5.5%
Strongly Disagree	4	2.5%
Not Applicable or No Information	51	31.3%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	60	36.8%
Agree	85	52.1%
Disagree	12	7.4%
Strongly Disagree	4	2.5%
Not Applicable or No Information	2	1.2%

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

	Count	Percentage
Strongly Agree	55	33.7%
Agree	95	58.3%
Disagree	0	0.0%
Strongly Disagree	1	0.6%
Not Applicable or No Information	12	7.4%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	53	32.5%
Agree	95	58.3%
Disagree	8	4.9%
Strongly Disagree	4	2.5%
Not Applicable or No Information	3	1.8%

The district technology staff works to update and maintain the classroom and computer labs technology to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	38	23.3%
Agree	91	55.8%
Disagree	22	13.5%
Strongly Disagree	5	3.1%
Not Applicable or No Information	7	4.3%

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

	Count	Percentage
Strongly Agree	21	12.9%
Agree	74	45.4%
Disagree	43	26.4%
Strongly Disagree	11	6.7%
Not Applicable or No Information	14	8.6%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.

	Count	Percentage
Strongly Agree	45	27.6%
Agree	93	57.1%
Disagree	11	6.7%
Strongly Disagree	6	3.7%
Not Applicable or No Information	8	4.9%

My greatest equipment needs are:

	Count	Percentage
Additional Classroom Computers	25	15.3%
Classroom Computers need updating or repairs	100	61.3%
Chrome-books	58	35.6%
Interactive White Board	21	12.9%
Projector	13	8.0%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	63	38.7%
Agree	87	53.4%
Disagree	12	7.4%
Strongly Disagree	1	0.6%
Not Applicable or No Information	0	0.0%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	62	38.3%
Agree	82	50.6%
Disagree	15	9.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	1.9%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	61	37.4%
Agree	86	52.8%
Disagree	11	6.7%
Strongly Disagree	1	0.6%
Not Applicable or No Information	4	2.5%

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	49	30.1%
Agree	80	49.1%
Disagree	22	13.5%
Strongly Disagree	3	1.8%
Not Applicable or No Information	9	5.5%

The school has rules, expectations and consistent discipline policies which allow the student to learn and the teacher to teach.

	Count	Percentage
Strongly Agree	59	36.2%
Agree	78	47.9%
Disagree	16	9.8%
Strongly Disagree	5	3.1%
Not Applicable or No Information	5	3.1%

The school utilizes the College and Career Readiness Standards and provides a rigorous curriculum for each grade level and/or content area.

	Count	Percentage
Strongly Agree	56	34.4%
Agree	87	53.4%
Disagree	5	3.1%
Strongly Disagree	1	0.6%
Not Applicable or No Information	14	8.6%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	38.7%	52.8%	3.1%	0.6%	4.9%
Mathematics	38.0%	53.4%	3.7%	0.0%	4.9%
Science	32.5%	54.0%	6.1%	0.0%	7.4%

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

	Count	Percentage
Strongly Agree	72	44.2%
Agree	79	48.5%
Disagree	10	6.1%
Strongly Disagree	2	1.2%
Not Applicable or No Information	0	0.0%

I am confident in teaching the state required standards for my grade level / subject area.

	Count	Percentage
Strongly Agree	76	46.6%
Agree	59	36.2%
Disagree	4	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	24	14.7%

During instructional teaching, my use of academic verbiage is intentionally designed to meet the rigorous state standard's terminology appropriate for my grade level and/or subject area in which I teach.

	Count	Percentage
Strongly Agree	72	44.2%
Agree	62	38.0%
Disagree	2	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	27	16.6%

I use effective, research-based strategies and assessment data to frequently modify and adjust teaching strategies to differentiate instruction to best meet the individual learning needs of students.

	Count	Percentage
Strongly Agree	60	36.8%
Agree	74	45.4%
Disagree	1	0.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	28	17.2%

I use a variety of teaching strategies and provide a variety of learning activities to meet student needs.

	Count	Percentage
Strongly Agree	70	43.2%
Agree	70	43.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	22	13.6%

I have an adequate amount of materials and supplies needed to provide a variety learning activities to meet student needs.

	Count	Percentage
Strongly Agree	47	28.8%
Agree	81	49.7%
Disagree	17	10.4%
Strongly Disagree	2	1.2%
Not Applicable or No Information	16	9.8%

School Social Workers are beneficial in helping to meet the basic individual needs of identified students (Homeless, ELL, etc.) to provide equal opportunities to all students to become academically successful.

	Count	Percentage
Strongly Agree	44	27.0%
Agree	81	49.7%
Disagree	12	7.4%
Strongly Disagree	3	1.8%
Not Applicable or No Information	23	14.1%

I utilize both formative and summative assessments for all students, including varying subgroups (SPED, ELL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	50	30.7%
Agree	71	43.6%
Disagree	2	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	40	24.5%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, EL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	51	31.3%
Agree	74	45.4%
Disagree	1	0.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	37	22.7%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	54	33.1%
Utilize technology such as class websites, blogs, and videos	75	46.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	53	32.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	74	45.4%

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	78	47.9%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	53	32.5%
Use bilingual handouts and cues	21	12.9%
Use visual displays, portable white boards, and posters when giving instructions	72	44.2%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	45	27.6%
Not applicable	57	35.0%

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

	Count	Percentage
Through regular scheduling	64	39.3%
Teachers provide unique instructional time inside the classroom for English instruction.	44	27.0%
Mentoring with another student	40	24.5%
Not Applicable	77	47.2%

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

	Count	Percentage
Yes	66	40.5%
No	97	59.5%

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

	Count	Percentage
Language Spoken in the Home	123	75.5%
Language Proficiency of the Parent	69	42.3%
Level of Parental Involvement	56	34.4%
Family income and socioeconomic status	29	17.8%
Visual Screening Result	37	22.7%
Auditory Screening Result	42	25.8%
Grade Retention (if applicable)	48	29.4%
Number of Failed Courses	41	25.2%
Dropout Status (if applicable)	21	12.9%

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

	Count	Percentage
Enrichment programs/activities	32	19.6%
Supplemental Academic Instruction	54	33.1%
Behavioral Supports	46	28.2%
Counseling Services	60	36.8%
Discipline Records	34	20.9%
Social-Emotional Learning Services	36	22.1%
Social Behavioral Assessment Inventory Score	23	14.1%
Mental Health Supports	23	14.1%

What services are offered to students who are incarcerated?

	Count	Percentage
Tutoring	7	4.3%
Mental Health Services	3	1.8%
Counseling	8	4.9%
Transitional Services	4	2.5%
Not applicable	151	92.6%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?

	Count	Percentage
Yes	27	16.6%
No	9	5.5%
Not applicable	127	77.9%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	59	36.2%
Agree	82	50.3%
Disagree	8	4.9%
Strongly Disagree	6	3.7%
Not Applicable or No Information	8	4.9%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	51	31.3%
Agree	82	50.3%
Disagree	12	7.4%
Strongly Disagree	3	1.8%
Not Applicable or No Information	15	9.2%

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	49	30.1%
Agree	88	54.0%
Disagree	5	3.1%
Strongly Disagree	3	1.8%
Not Applicable or No Information	18	11.0%

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

	Count	Percentage
Strongly Agree	39	23.9%
Agree	89	54.6%
Disagree	20	12.3%
Strongly Disagree	3	1.8%
Not Applicable or No Information	12	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	46	28.2%
Agree	89	54.6%
Disagree	12	7.4%
Strongly Disagree	3	1.8%
Not Applicable or No Information	13	8.0%

TECHNOLOGY

I am confident in my skills with using computer programs within the classroom and in the computer lab.

	Count	Percentage
Strongly Agree	60	36.8%
Agree	81	49.7%
Disagree	5	3.1%
Strongly Disagree	1	0.6%
Not Applicable or No Information	16	9.8%

The school utilizes updated technology resources to enhance the curriculum and student academic achievement.

	Count	Percentage
Strongly Agree	42	25.8%
Agree	91	55.8%
Disagree	21	12.9%
Strongly Disagree	1	0.6%
Not Applicable or No Information	8	4.9%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	79	48.5%
Agree	58	35.6%
Disagree	2	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	24	14.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	63	38.7%
Agree	82	50.3%
Disagree	9	5.5%
Strongly Disagree	1	0.6%
Not Applicable or No Information	8	4.9%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	57	35.0%
Agree	84	51.5%
Disagree	8	4.9%
Strongly Disagree	3	1.8%
Not Applicable or No Information	11	6.7%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	40	24.5%
Agree	79	48.5%
Disagree	27	16.6%
Strongly Disagree	7	4.3%
Not Applicable or No Information	10	6.1%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	74	45.4%
Agree	79	48.5%
Disagree	2	1.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	4.9%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	112	9.5%
Progress Reports	153	12.9%
Report Cards	151	12.8%
Parent/Teacher Notes	123	10.4%
Parent/Teacher Conferences	138	11.7%
School / District website	117	9.9%
Newsletters	72	6.1%
Phone Calls	135	11.4%
Messages sent via phone message and/or text	139	11.7%
Radio Station	22	1.9%
Newspaper	22	1.9%

PROFESSIONAL DEVELOPMENT

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

	Count	Percentage
Strongly Agree	32	19.6%
Agree	70	42.9%
Disagree	33	20.2%
Strongly Disagree	8	4.9%
Not Applicable or No Information	20	12.3%

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

	Count	Percentage
Mississippi	2	1.2%
None that I know of.	1	0.6%
idk	1	0.6%
not applicable	1	0.6%
MS	2	1.2%
N/A	15	9.2%
We have been able to do PERS professional development online and other Professional Development at the school.	1	0.6%
Workshops, Meetings, On-line Training	1	0.6%
Not sure	2	1.2%
I was able to attend the TEACCH conference	1	0.6%
PD days usually have some form of training.	1	0.6%
none that I am aware of	1	0.6%
Trainings	1	0.6%
Homeless, EL, Dyslexia	1	0.6%
Unknown	1	0.6%
None	9	5.5%
na	1	0.6%
dyslexia training	1	0.6%
GCEIC	1	0.6%
Im not sure.	1	0.6%
Recently dyslexia informational presentation	1	0.6%
tutors	1	0.6%
None that I'm aware of.	1	0.6%
Not aiot for paraprofessiional	1	0.6%
I don't know	1	0.6%
none	3	1.8%
Technology training, EL	1	0.6%

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

	Count	Percentage
So far at this school, I have not had any training or materials to help my ESL students. I have students who speak very little to no English but know enough to nod their heads. I do not have the appropriate materials to communicate with them without having to take the time to type into Google Translate, which then takes time away from keeping up with other students and helping them.	1	0.6%
PREPS, Training from MDE, Consulting from Millennium and Catalyst	1	0.6%
Dyslexia Training, ELPA21 Training, CPI	1	0.6%
Not Applicable	1	0.6%
ELA	1	0.6%
Online video	1	0.6%
I am not aware of a PD that we've had at our school for any of those listed.	1	0.6%
I am unable to answer this question.	1	0.6%
None Applicable	1	0.6%
Not applicable	1	0.6%
P	1	0.6%
Chrome books	1	0.6%
on going professional development	1	0.6%
Renaissance	1	0.6%
We have professional development on it every year at least twice.	1	0.6%
Evaluation tools	1	0.6%
Not sure	6	3.7%
N/a	3	1.8%
unsure	1	0.6%
PBIS training and regular meetings with consultants in reading and math.	1	0.6%
Suicide Prevention, PAPER , training for EL and parent square	1	0.6%
I am not aware of any EL professional development.	1	0.6%
n/a	2	1.2%
I am not aware of any professional development that my school has provided for EL teachers, etc.	1	0.6%
Making Connections	1	0.6%
No information known	1	0.6%
I am not sure	2	1.2%
NULLNOEXIST	0	0.0%
We had PD at the beginning of the year regarding our EL kids.	1	0.6%
no idea	1	0.6%

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

	Count	Percentage
I am not sure.	1	0.6%
I traveled to an MDE Literacy conference.	1	0.6%
	1	0.6%
An EL PLC was available at the beginning of the academic year to all educational staff.	1	0.6%
A representative from Renaissance came to encourage the teachers working in the Elementary schools for the upcoming school year.	1	0.6%
I am unaware of any.	1	0.6%
I'm not sure	1	0.6%
I have no idea.	1	0.6%
Professional development at the beginning of the school.	1	0.6%
My school has provided one professional development opportunity, to my knowledge, regarding STAR testing resources; they provided this in an effort to seek out additional support in utilizing STAR products for MTSS purposes, as we found the district-provided training exceptionally unsatisfactory.	1	0.6%
At this moment I cannot think of one.	1	0.6%
We have EL trainings we do.	1	0.6%
N/A	1	0.6%
Dyslexia training	2	1.2%
I am not familiar with above training.	1	0.6%
Dyslexia	1	0.6%
EL Professional Development	1	0.6%
No idea	2	1.2%
We have no EL teachers.	1	0.6%
Unsure	2	1.2%
Millenium and other PD provided by our district	1	0.6%
NONE	1	0.6%
Na	2	1.2%
Teacher-led PLC held after-school	1	0.6%
needs assessment	1	0.6%
Millennium training, Dyslexia training.	1	0.6%
I don't know /not applicable	1	0.6%
I don't know.	1	0.6%
I don't know the names of the programs	1	0.6%
Workshops, taking classes, peer tutoring, hands-on activity	1	0.6%
N?A	1	0.6%
access to inservices in the community along with on-line inservices	1	0.6%

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

	Count	Percentage
I do not know how it was funded, but some of our teachers have recently attended Phonics First and Making Connections for our professional development.	1	0.6%
English Language Learner training	1	0.6%
Testing trainings is about all.	1	0.6%
Testing Class	1	0.6%
I am not aware of any.	1	0.6%
I'm not sure about EL professional development.	1	0.6%
promethean training and mastery connect	1	0.6%
NA	6	3.7%
I don't know	2	1.2%
not sure	2	1.2%
Idk	2	1.2%
Assistant principal updates	1	0.6%
Dyslexia and Autism training	1	0.6%
unknown	1	0.6%
Not aware of any	1	0.6%
not applicable	1	0.6%
None that I am aware of	1	0.6%
community meetings	1	0.6%
?	3	1.8%
Resa has great conference options available.	1	0.6%
We had EL training and Dyslexia training, as well as a training on the needs for students that meet the definition of homelessness.	1	0.6%
I don't know what has been provided for Teachers. Paraprofessionals have not received any professional development.	1	0.6%
Not sure. We need more EL techers and resources for our teachers	1	0.6%
I don't remember having in person professional development.	1	0.6%
EL Explanations and professional development	1	0.6%

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

	Count	Percentage
Yes	79	48.5%
No	84	51.5%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?

	Count	Percentage
Yes	53	32.5%
No	110	67.5%

The school uses research based strategies and data to make instructional decisions about the type of Professional Development activities at both the classroom and school (district) level.

	Count	Percentage
Strongly Agree	32	19.6%
Agree	71	43.6%
Disagree	17	10.4%
Strongly Disagree	6	3.7%
Not Applicable or No Information	37	22.7%

This school year, the school provided adequate academic support through Professional Development Consulting services which allowed for instructional incorporation of purposeful and beneficial teaching strategies providing student and teacher growth.

	Count	Percentage
Strongly Agree	36	22.1%
Agree	66	40.5%
Disagree	22	13.5%
Strongly Disagree	4	2.5%
Not Applicable or No Information	35	21.5%

Additional Professional Development needs for next school year: (Choose any area of interest):

	Count	Percentage
On-site Consultant Instructional Support for Math	37	22.7%
On-site Consultant Instructional Support for E/LA	48	29.4%
Consultant Instructional Support for Science	25	15.3%
Usage of Vocabulary (academic verbiage) to drive curriculum standards	27	16.6%
ACT	20	12.3%
Interpreting Data / Use of Data to Drive Instruction	29	17.8%
Providing instruction to Limited English Proficiency students to improve their language and academic skills	57	35.0%
Writing strategies	57	35.0%
Response to Intervention (RTI)	40	24.5%
Differentiated instruction	52	31.9%

Additional Professional Development needs for next school year: (Choose any area of interest):

	Count	Percentage
Developing quality assessments	22	13.5%
Successful inclusion strategies	61	37.4%
Interpreting and analyzing student data	28	17.2%
Mental Health/Teacher Burnout	83	50.9%

As a NEW teacher to the Picayune School District or a BEGINNING first or second year teacher to Picayune, the school provided beneficial Professional Development or mentoring to assist me in joining the Picayune School System.

	Count	Percentage
Strongly Agree	13	35.1%
Agree	12	32.4%
Disagree	2	5.4%
Strongly Disagree	2	5.4%
Not Applicable or No Information	8	21.6%

As a NEW teacher to the Picayune School District or a BEGINNING first or second year teacher to Picayune, I would like further guidance or Professional Development in -- (Optional)

	Count	Percentage
All items checked in Survey Question # PDT0000Q1113T2M	1	0.6%
NULLNOEXIST	126	77.3%
Working with EL students.	1	0.6%
none	1	0.6%
	26	16.0%
Using SAM's and spedTrack.	1	0.6%
Writing Strategies-Professional Developments	1	0.6%
Special Education	1	0.6%
N/A	2	1.2%
N/a	1	0.6%
Writing and implementing interventions for tier. We need an interventionist.	1	0.6%
EL Student help Meeting Standards Teacher Effectiveness		
Professional Development General terms I should be aware of		
- Please do not get me wrong, I have had a great year and have felt good so far, but I also feel as though I am lacking in support and feedback and that there is still a lot for me to learn that I do not know how to ask for.	1	0.6%

DISTRICT PARENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	90	55.6%
Differentiated instruction	68	42.0%
Access to computers and individualized instruction	99	61.1%

The Title I program has resulted in improved:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics achievement.	34.6%	50.0%	5.6%	2.5%	7.4%
Student morale.	35.2%	45.1%	4.9%	2.5%	12.3%
Student attitude about reading.	34.0%	50.6%	4.9%	1.9%	8.6%
Student reading achievement.	36.4%	49.4%	2.5%	1.2%	10.5%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	49	30.2%
Agree	59	36.4%
Disagree	10	6.2%
Strongly Disagree	7	4.3%
Not Applicable or No Information	37	22.8%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	85	52.5%
Not Applicable or No Information	21	13.0%
Agree	44	27.2%
Disagree	9	5.6%
Strongly Disagree	3	1.9%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	65	40.1%
Agree	65	40.1%
Disagree	2	1.2%
Strongly Disagree	2	1.2%
Not Applicable or No Information	28	17.3%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	18	15.9%
K-2	10	8.8%
K-3	24	21.2%
4-6	17	15.0%
K-6	44	38.9%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	52	32.1%
Agree	60	37.0%
Disagree	5	3.1%
Strongly Disagree	4	2.5%
Not Applicable or No Information	41	25.3%

TITLE IV-A**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	90	55.6%
Building technological capacity and infrastructure	50	30.9%
Carrying out innovative blended learning projects	77	47.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	65	40.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	75	46.3%

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

	Count	Percentage
Promoting community and parent involvement in schools	74	45.7%
Providing school-based mental health services and counseling	90	55.6%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	67	41.4%
Establishing or improving dropout prevention	54	33.3%
Supporting re-entry programs and transition services for Justice-involved youth	47	29.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	64	39.5%
Implementing systems and practices to prevent bullying and harassment	97	59.9%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	81	50.0%
Establishing community partnerships	54	33.3%

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	82	50.6%
Supporting college and career counseling	86	53.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	102	63.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	68	42.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	74	45.7%

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

	Count	Percentage
Strongly Agree	69	42.6%
Agree	73	45.1%
Disagree	10	6.2%
Strongly Disagree	4	2.5%
Not Applicable or No Information	6	3.7%

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

	Count	Percentage
Strongly Agree	64	39.5%
Agree	76	46.9%
Disagree	3	1.9%
Strongly Disagree	1	0.6%
Not Applicable or No Information	18	11.1%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	58	35.8%
Agree	79	48.8%
Disagree	3	1.9%
Strongly Disagree	3	1.9%
Not Applicable or No Information	19	11.7%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	66	41.2%
Agree	79	49.4%
Disagree	7	4.4%
Strongly Disagree	2	1.2%
Not Applicable or No Information	6	3.8%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	58	36.0%
Agree	84	52.2%
Disagree	9	5.6%
Strongly Disagree	4	2.5%
Not Applicable or No Information	6	3.7%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	53	32.7%
Agree	91	56.2%
Disagree	4	2.5%
Strongly Disagree	3	1.9%
Not Applicable or No Information	11	6.8%

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	52	32.7%
Agree	70	44.0%
Disagree	12	7.5%
Strongly Disagree	4	2.5%
Not Applicable or No Information	21	13.2%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	35.8%	51.9%	4.3%	1.2%	6.8%
Mathematics	32.7%	50.6%	6.8%	3.7%	6.2%
Science	34.0%	51.9%	3.1%	3.1%	8.0%

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

	Count	Percentage
Strongly Agree	60	37.0%
Agree	85	52.5%
Disagree	10	6.2%
Strongly Disagree	3	1.9%
Not Applicable or No Information	4	2.5%

Transportation services to and from school meet the needs of all students.

	Count	Percentage
Strongly Agree	59	36.4%
Agree	71	43.8%
Disagree	9	5.6%
Strongly Disagree	3	1.9%
Not Applicable or No Information	20	12.3%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).

	Count	Percentage
School Counselors	133	82.1%
School Nurses	136	84.0%
School Social Workers	100	61.7%
Tutors	116	71.6%
Inclusion Teachers	113	69.8%
Class-size Reduction Teachers	96	59.3%
Title I Assistants	100	61.7%
Special Education Services	112	69.1%
Speech	106	65.4%
Gifted	104	64.2%
Technology (Computer Labs, classroom computers, etc.)	133	82.1%
Sports	112	69.1%
Art	109	67.3%
Music (Choir, Band, etc.)	121	74.7%
JROTC	75	46.3%

Is your child an English Language Learner?

	Count	Percentage
Yes	41	25.3%
No	121	74.7%

Please check all the services your child has access to or is receiving:

	Count	Percentage
English Instruction	29	17.9%
Mentoring	16	9.9%
Academic or career counseling	20	12.3%
Mental Health counseling	10	6.2%

Do you think the services your child is receiving as an English Learner are adequate for academic success?

	Count	Percentage
Yes	37	90.2%
No	4	9.8%

Do you think the EL faculty and staff have the required certification and training to help English Learners?

	Count	Percentage
Yes	40	97.6%
No	1	2.4%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	45	27.8%
Agree	80	49.4%
Disagree	9	5.6%
Strongly Disagree	2	1.2%
Not Applicable or No Information	26	16.0%

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	46	28.4%
Agree	80	49.4%
Disagree	10	6.2%
Strongly Disagree	4	2.5%
Not Applicable or No Information	22	13.6%

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

	Count	Percentage
Strongly Agree	47	29.0%
Agree	80	49.4%
Disagree	12	7.4%
Strongly Disagree	4	2.5%
Not Applicable or No Information	19	11.7%

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	45	27.8%
Agree	86	53.1%
Disagree	5	3.1%
Strongly Disagree	4	2.5%
Not Applicable or No Information	22	13.6%

TECHNOLOGY

The school (district) provides educational resources for me to access through a computer at home to help my child to practice academic skills.

	Count	Percentage
Strongly Agree	40	25.2%
Agree	72	45.3%
Disagree	25	15.7%
Strongly Disagree	6	3.8%
Not Applicable or No Information	16	10.1%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	89	54.9%
Agree	60	37.0%
Disagree	7	4.3%
Strongly Disagree	3	1.9%
Not Applicable or No Information	3	1.9%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	59	36.4%
Agree	75	46.3%
Disagree	16	9.9%
Strongly Disagree	7	4.3%
Not Applicable or No Information	5	3.1%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	65	40.1%
Agree	69	42.6%
Disagree	18	11.1%
Strongly Disagree	7	4.3%
Not Applicable or No Information	3	1.9%

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

	Count	Percentage
Strongly Agree	58	35.8%
Agree	77	47.5%
Disagree	17	10.5%
Strongly Disagree	7	4.3%
Not Applicable or No Information	3	1.9%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	61	37.7%
Agree	74	45.7%
Disagree	16	9.9%
Strongly Disagree	8	4.9%
Not Applicable or No Information	3	1.9%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	56	34.6%
Agree	71	43.8%
Disagree	22	13.6%
Strongly Disagree	9	5.6%
Not Applicable or No Information	4	2.5%

Please rank the best times for you to attend meetings and activities at school (district), placing the most convenient time at the top of the list.

	Rank
Evenings	#1
During the school day	#2
Immediately after school dismissal	#3
Before school	#4

Check any of the following you participated in during the year at your child's school:							
	Annual Title I Meeting / Planning / Evaluation	PTO Meetings	Parent-Teacher Conferences	Family Day Activities/Performances (Science Fair,	Family Nights Activities/Performances (Math Night,	Volunteering in the School	Other
Roseland Park Elementary School	7.9%	9.5%	20.6%	27.0%	19.0%	6.3%	9.5%
Picayune Memorial High School	8.1%	4.8%	11.3%	12.9%	16.1%	6.5%	40.3%
Early Head Start Nicholson	16.7%	0.0%	16.7%	33.3%	8.3%	16.7%	8.3%
Westside Elementary School	9.4%	8.8%	19.4%	21.8%	20.0%	11.8%	8.8%
Early Head Start Rosa Street	4.3%	21.7%	17.4%	17.4%	17.4%	13.0%	8.7%
Southside Lower Elementary School	9.4%	3.1%	12.5%	18.8%	21.9%	18.8%	15.6%
Nicholson Elementary School	9.8%	14.6%	19.5%	24.4%	17.1%	9.8%	4.9%
Southside Upper Elementary School	10.5%	7.9%	23.7%	23.7%	23.7%	5.3%	5.3%
Picayune Junior High School	10.9%	4.3%	26.1%	15.2%	17.4%	8.7%	17.4%

If you were not able to attend Title I meetings, PTO, or school activities, please indicate why:

	Count	Percentage
School has provided enough information through other avenues	38	23.5%
Times of programs are not suitable to my schedule	51	31.5%
Too busy	20	12.3%
Conflicting family events	22	13.6%
Undesirable topics	3	1.9%
Not Applicable (I attended meetings.)	40	24.7%

I have received the following information from the school (district) for this school year:

	Count	Percentage
Student/Parent/Teacher Compact	115	71.0%
Student Handbook	125	77.2%
Discipline Policy	116	71.6%
Attendance Policy	115	71.0%
Uniform Policy	125	77.2%
District Calendar	127	78.4%

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

	Count	Percentage
Parent/teacher conference	85	52.5%
Checked my child's grades/assignments online	144	88.9%
Been in contact with my child's teacher	128	79.0%
Received a newsletter from the district, school, or teacher	109	67.3%
Worked with a committee or group on school or district policies	25	15.4%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	58	35.8%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	99	61.1%
Volunteered at my child's school	36	22.2%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	99	61.1%
Agree	56	34.6%
Disagree	3	1.9%
Strongly Disagree	3	1.9%
Not Applicable or No Information	1	0.6%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	106	10.5%
Progress Reports	143	14.1%
Report Cards	143	14.1%
Parent/Teacher Notes	112	11.1%
Parent/Teacher Conferences	87	8.6%
School / District website	104	10.3%
Newsletters	71	7.0%
Phone Calls	98	9.7%
Messages sent via phone message and/or text	129	12.7%
Radio Station	9	0.9%
Newspaper	11	1.1%

DISTRICT STUDENT SURVEY

FEDERAL PROGRAMS

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	233	21.4%
Agree	502	46.2%
Disagree	72	6.6%
Strongly Disagree	33	3.0%
Not Applicable or No Information	247	22.7%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	326	30.0%
Not Applicable or No Information	191	17.6%
Agree	354	32.6%
Disagree	165	15.2%
Strongly Disagree	51	4.7%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	262	24.1%
Agree	512	47.1%
Disagree	104	9.6%
Strongly Disagree	49	4.5%
Not Applicable or No Information	160	14.7%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	390	35.9%
Agree	534	49.1%
Disagree	83	7.6%
Strongly Disagree	33	3.0%
Not Applicable or No Information	47	4.3%

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

	Count	Percentage
Strongly Agree	318	29.3%
Agree	512	47.1%
Disagree	80	7.4%
Strongly Disagree	38	3.5%
Not Applicable or No Information	139	12.8%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	352	32.4%
Agree	530	48.8%
Disagree	67	6.2%
Strongly Disagree	39	3.6%
Not Applicable or No Information	99	9.1%

CURRICULUM AND INSTRUCTION

I learn new things in my classes.

	Count	Percentage
Strongly Agree	478	44.2%
Agree	506	46.8%
Disagree	45	4.2%
Strongly Disagree	26	2.4%
Not Applicable or No Information	26	2.4%

Clear guidelines of what is expected of me are given in my classes.

	Count	Percentage
Strongly Agree	367	33.8%
Agree	558	51.3%
Disagree	92	8.5%
Strongly Disagree	25	2.3%
Not Applicable or No Information	45	4.1%

My teacher tells me how I am doing with my daily work.

	Count	Percentage
Strongly Agree	226	20.8%
Agree	502	46.2%
Disagree	212	19.5%
Strongly Disagree	84	7.7%
Not Applicable or No Information	63	5.8%

My teacher tells me how I can improve on my daily work.

	Count	Percentage
Strongly Agree	300	27.6%
Agree	483	44.4%
Disagree	174	16.0%
Strongly Disagree	74	6.8%
Not Applicable or No Information	56	5.2%

My teacher tells me how I am doing on tests.

	Count	Percentage
Strongly Agree	274	25.2%
Agree	519	47.7%
Disagree	162	14.9%
Strongly Disagree	50	4.6%
Not Applicable or No Information	82	7.5%

My teacher tells me how I can improve on tests.

	Count	Percentage
Strongly Agree	318	29.3%
Agree	481	44.3%
Disagree	175	16.1%
Strongly Disagree	64	5.9%
Not Applicable or No Information	49	4.5%

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

	Count	Percentage
Strongly Agree	214	19.7%
Agree	389	35.8%
Disagree	175	16.1%
Strongly Disagree	180	16.6%
Not Applicable or No Information	129	11.9%

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	291	26.9%
Agree	474	43.9%
Disagree	136	12.6%
Strongly Disagree	94	8.7%
Not Applicable or No Information	85	7.9%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	367	34.0%
Agree	530	49.1%
Disagree	94	8.7%
Strongly Disagree	39	3.6%
Not Applicable or No Information	49	4.5%

Class discipline is maintained in order to have the best learning environment.

	Count	Percentage
Strongly Agree	379	34.9%
Agree	505	46.5%
Disagree	114	10.5%
Strongly Disagree	53	4.9%
Not Applicable or No Information	36	3.3%

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

	Count	Percentage
Strongly Agree	372	34.2%
Agree	522	48.0%
Disagree	103	9.5%
Strongly Disagree	46	4.2%
Not Applicable or No Information	44	4.0%

I feel comfortable going to the school counselor for advice with academics and / or personal issues.

	Count	Percentage
Strongly Agree	93	15.2%
Agree	228	37.3%
Disagree	111	18.2%
Strongly Disagree	109	17.8%
Not Applicable or No Information	70	11.5%

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

	Count	Percentage
Strongly Agree	75	12.3%
Agree	322	52.9%
Disagree	93	15.3%
Strongly Disagree	41	6.7%
Not Applicable or No Information	78	12.8%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	85	13.9%
Agree	365	59.7%
Disagree	82	13.4%
Strongly Disagree	45	7.4%
Not Applicable or No Information	34	5.6%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.

	Count	Percentage
Strongly Agree	265	24.4%
Agree	569	52.3%
Disagree	129	11.9%
Strongly Disagree	44	4.0%
Not Applicable or No Information	80	7.4%

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	102	16.7%
Agree	374	61.2%
Disagree	69	11.3%
Strongly Disagree	34	5.6%
Not Applicable or No Information	32	5.2%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	290	26.8%
Agree	450	41.6%
Disagree	167	15.4%
Strongly Disagree	109	10.1%
Not Applicable or No Information	66	6.1%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	333	30.6%
Agree	585	53.8%
Disagree	64	5.9%
Strongly Disagree	33	3.0%
Not Applicable or No Information	72	6.6%

I like to come to school.

	Count	Percentage
Strongly Agree	138	29.2%
Agree	100	21.2%
Disagree	70	14.8%
Strongly Disagree	108	22.9%
Not Applicable or No Information	56	11.9%

My class is a good place for learning.

	Count	Percentage
Strongly Agree	252	52.9%
Agree	185	38.9%
Disagree	14	2.9%
Strongly Disagree	4	0.8%
Not Applicable or No Information	21	4.4%

I use objects (counters, blocks, chips, etc.) to help me with my Math work.

	Count	Percentage
Strongly Agree	151	31.7%
Agree	162	34.0%
Disagree	78	16.4%
Strongly Disagree	41	8.6%
Not Applicable or No Information	44	9.2%

Our school is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	46.6%	40.4%	5.8%	3.7%	3.6%
Mathematics	43.0%	40.8%	6.9%	5.3%	4.0%
Science	37.5%	40.4%	8.2%	8.7%	5.2%

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

	Count	Percentage
Strongly Agree	268	24.7%
Agree	512	47.1%
Disagree	145	13.3%
Strongly Disagree	86	7.9%
Not Applicable or No Information	76	7.0%

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:

	Count	Percentage
Not an English Language Learner	624	57.4%
Additional academic support	155	14.3%
Tutoring	156	14.4%
Counseling	78	7.2%
A mentor	89	8.2%
School supplies	308	28.3%
Structured note taking mechanisms	206	19.0%
The teacher slows speech at times to help you understand	255	23.5%
The teacher uses gestures and demonstrations	258	23.7%
Use think aloud and think pair shares	182	16.7%
Use of bilingual handouts and cues	127	11.7%
Use of display word walls with high frequency words	209	19.2%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	452	41.6%
Agree	513	47.2%
Disagree	55	5.1%
Strongly Disagree	33	3.0%
Not Applicable or No Information	34	3.1%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	391	36.0%
Agree	547	50.3%
Disagree	57	5.2%
Strongly Disagree	35	3.2%
Not Applicable or No Information	57	5.2%

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

	Count	Percentage
Strongly Agree	319	29.3%
Agree	450	41.4%
Disagree	83	7.6%
Strongly Disagree	62	5.7%
Not Applicable or No Information	173	15.9%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	245	22.5%
Agree	447	41.1%
Disagree	116	10.7%
Strongly Disagree	44	4.0%
Not Applicable or No Information	235	21.6%

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	221	20.3%
Agree	542	49.9%
Disagree	101	9.3%
Strongly Disagree	46	4.2%
Not Applicable or No Information	177	16.3%

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

	Count	Percentage
Strongly Agree	250	23.0%
Agree	518	47.7%
Disagree	102	9.4%
Strongly Disagree	50	4.6%
Not Applicable or No Information	167	15.4%

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	270	24.8%
Agree	525	48.3%
Disagree	89	8.2%
Strongly Disagree	59	5.4%
Not Applicable or No Information	144	13.2%

TECHNOLOGY

Computers are updated and maintained while offering educational programs in classrooms and computer labs to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	127	20.8%
Agree	327	53.5%
Disagree	71	11.6%
Strongly Disagree	44	7.2%
Not Applicable or No Information	42	6.9%

NICHOLSON ELEMENTARY SCHOOL



Introduction

Nicholson Elementary School is located at 1887 Highway 11 South in Picayune, Mississippi. In January of 2025, it served three hundred twenty-four (324) students, kindergarten through



sixth grade (K-6). Home of the Mustangs, Nicholson Elementary is proud of its “B” rating. Led by principal Lisa Howie and assistant principal Deidra Thompson, NES strives to encourage each student in a positive educational environment.

LET’S LASSO UP AND LEARN

As stated on the school’s website, its mission statement is: Create a community of learners who are empowered to achieve growth in academics, self-worth, and responsibility. Students are given



opportunities for learning and growth both inside and outside of the classroom. The school enjoys and benefits from an outdoor classroom. Each month sees a focus on a new character trait for faculty and students. Gifted education classes are offered as a supplement to the school’s regular classroom studies.



ENROLLMENT AND ATTENDANCE

NICHOLSON ELEMENTARY SCHOOL ENROLLMENT

	2023	2024	2025
ALL	363	363	324
K	*	51	58
K_SPED		*	
ELEM_SPED	*	*	
GR_1	66	42	37
GR_2	56	64	41
GR_3	57	54	51
GR_4	43	52	51
GR_5	44	41	49
GR_6	53	48	37

(MDE, 2023, 2024, 2025, Enrollment)

Figure 66: Nicholson Elementary School Enrollment

Note: Special Education enrollment for 2025 is not available.

NICHOLSON ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2022	2023	2024
ALL	ALL	339	363	363
GENDER	FEMALE	136	173	168
	MALE	203	190	195
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*
	ASIAN	*		*
	BLACK OR AFRICAN AMERICAN	82	99	108
	HISPANIC OR LATINO	23	*	*
	TWO OR MORE RACES	51	69	80
	WHITE	179	177	164

(MDE, 2022, 2023, 2024, Enrollment)

Figure 67: Nicholson Elementary School Enrollment by Demographic Group

Note: Demographic enrollment for 2025 will not be available until March of 2025.

NICHOLSON ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2022	2023	2024
ALL	312.6	322.6	311.5
K	49.5	36.2	41.5
K_SPED	0.0	0.0	0.9
ELEM_SPED	7.0	5.8	8.8
GR_1	41.8	57.4	34.9
GR_2	43.8	47.6	54.7
GR_3	43.1	49.3	47.4
GR_4	37.5	37.0	47.9
GR_5	49.9	39.4	34.5
GR_6	40.1	49.9	41.0
<i>(MDE, 2022, 2023, 2024, Superintendent's Annual Report)</i>			

Figure 68: Nicholson Elementary School Average Daily Attendance

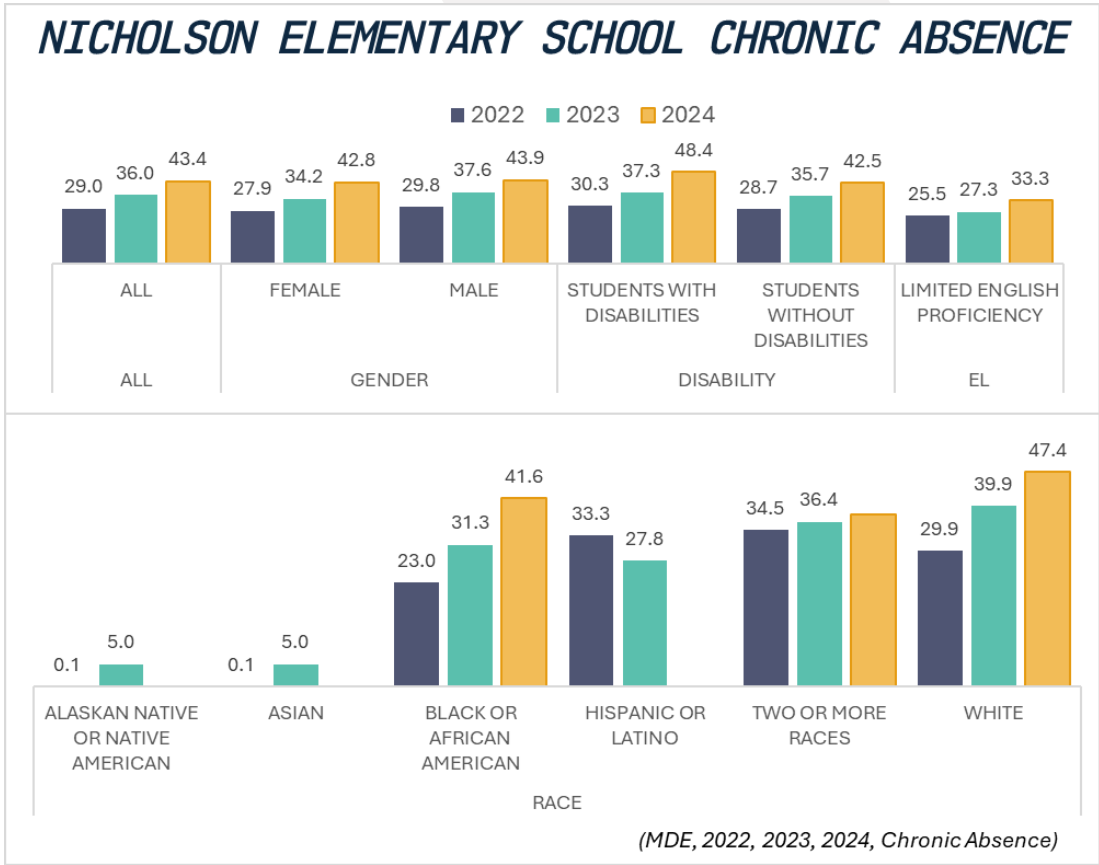


Figure 69: Nicholson Elementary School Chronic Absence



ACCOUNTABILITY

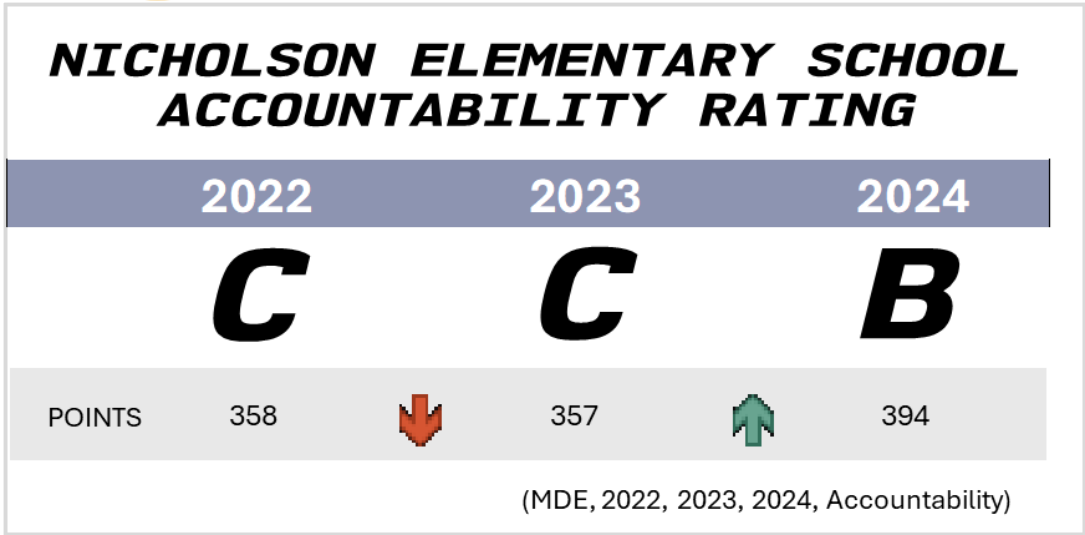


Figure 70: Nicholson Elementary School Accountability

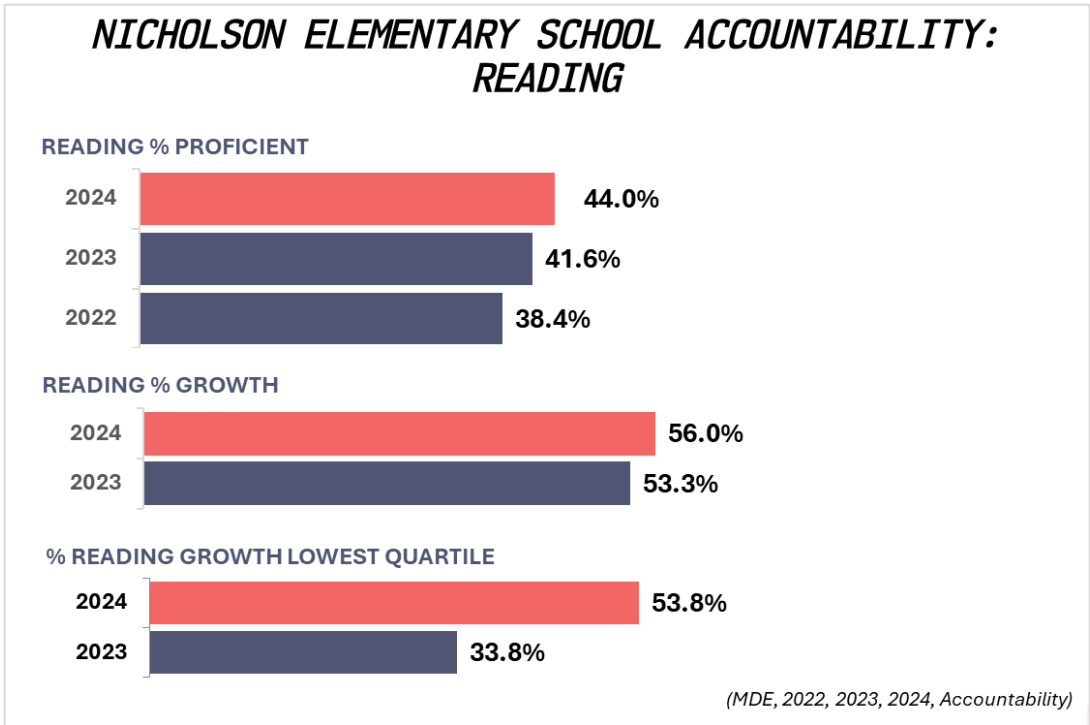


Figure 71: Nicholson Elementary School Accountability: Reading

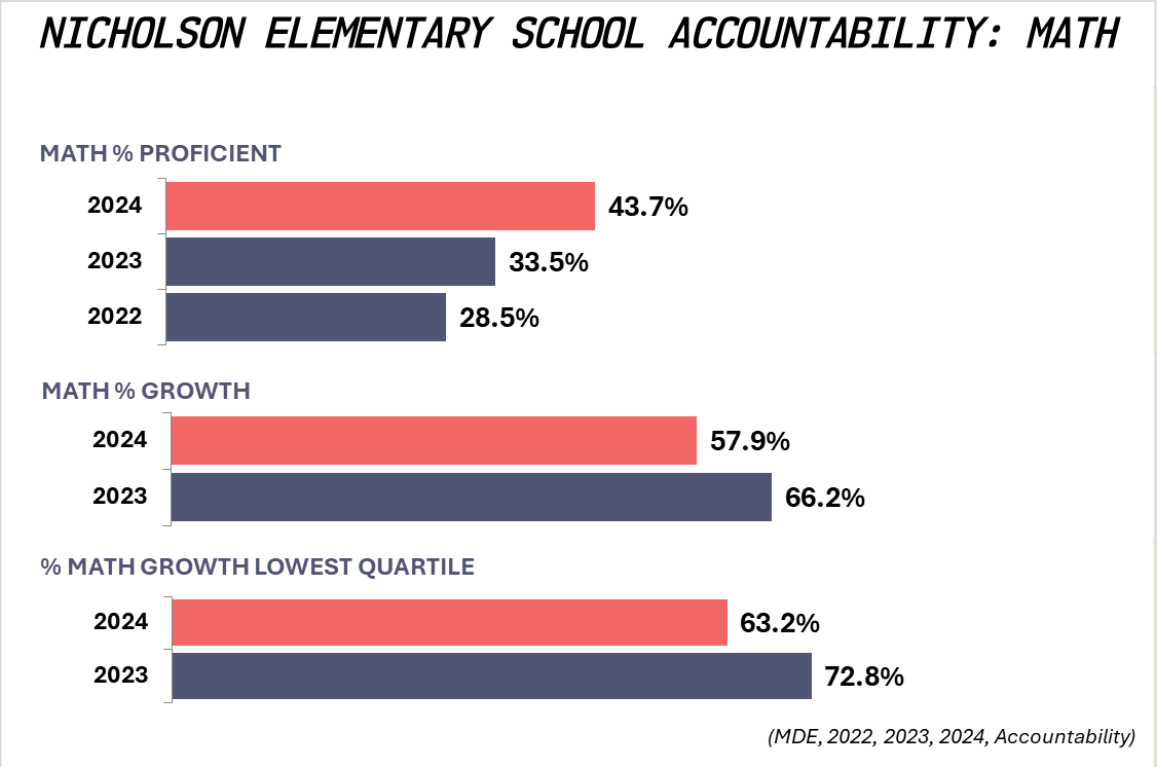


Figure 72: Nicholson Elementary School Accountability: Math

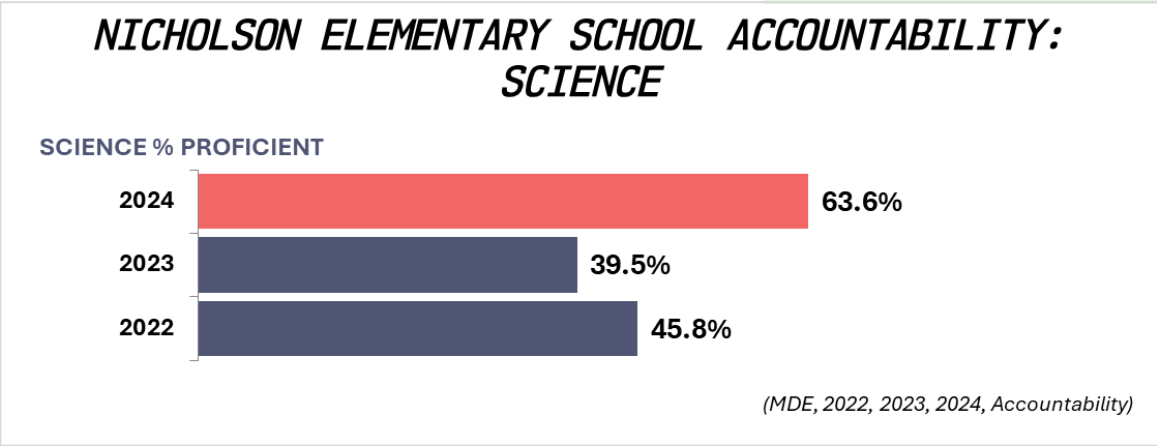


Figure 73: Nicholson Elementary School Accountability: Science



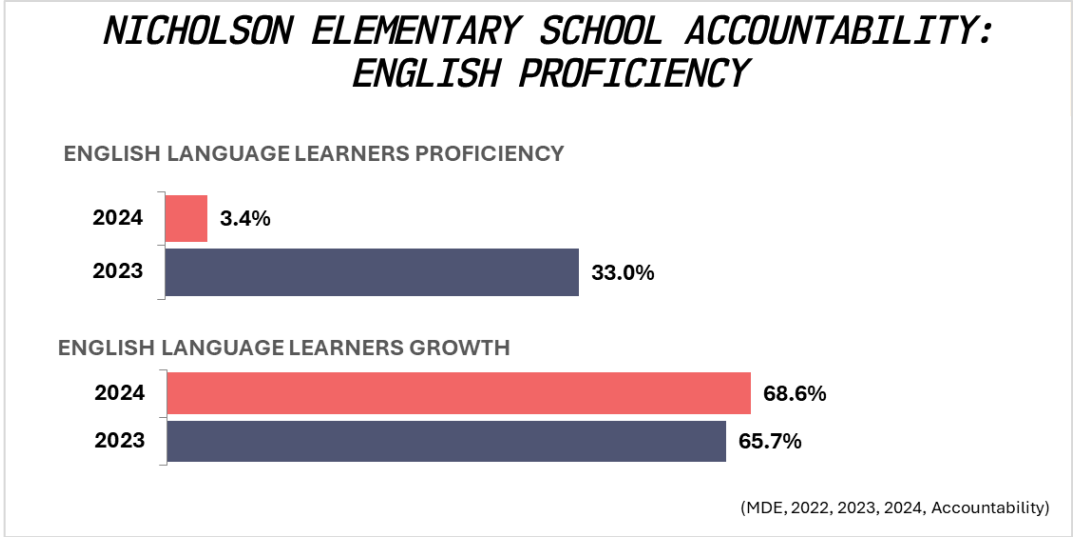


Figure 74: Nicholson Elementary School Accountability: English Proficiency

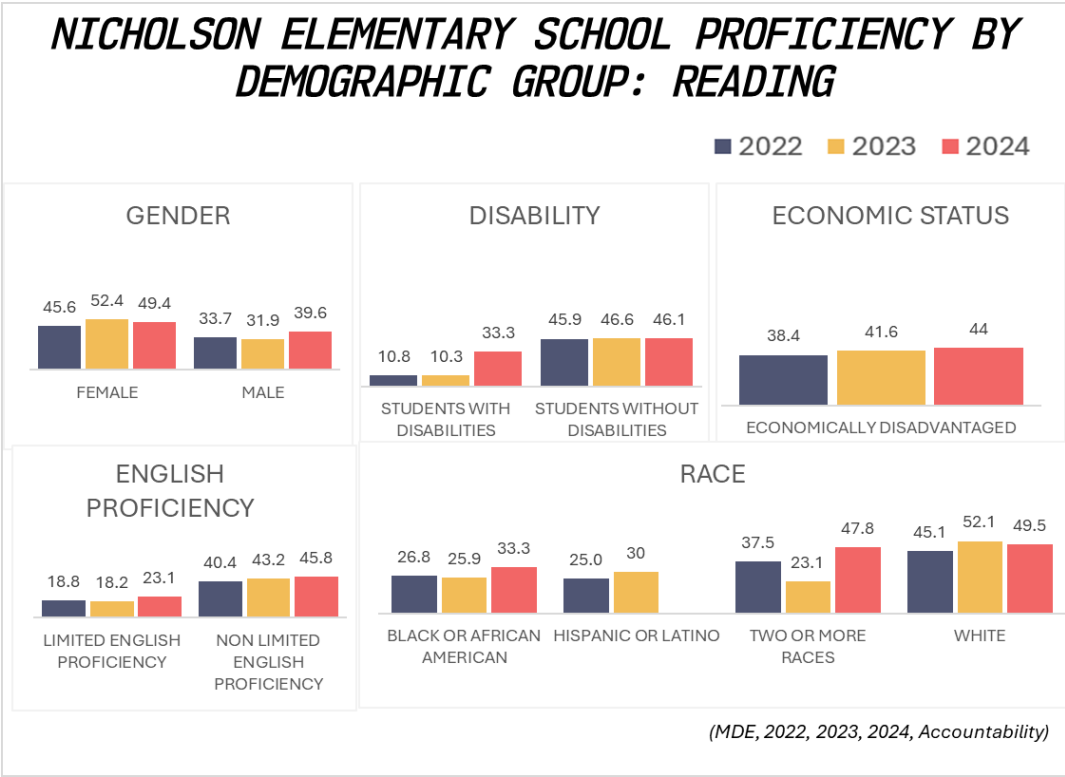


Figure 75: Nicholson Elementary School Proficiency by Demographic Group: Reading

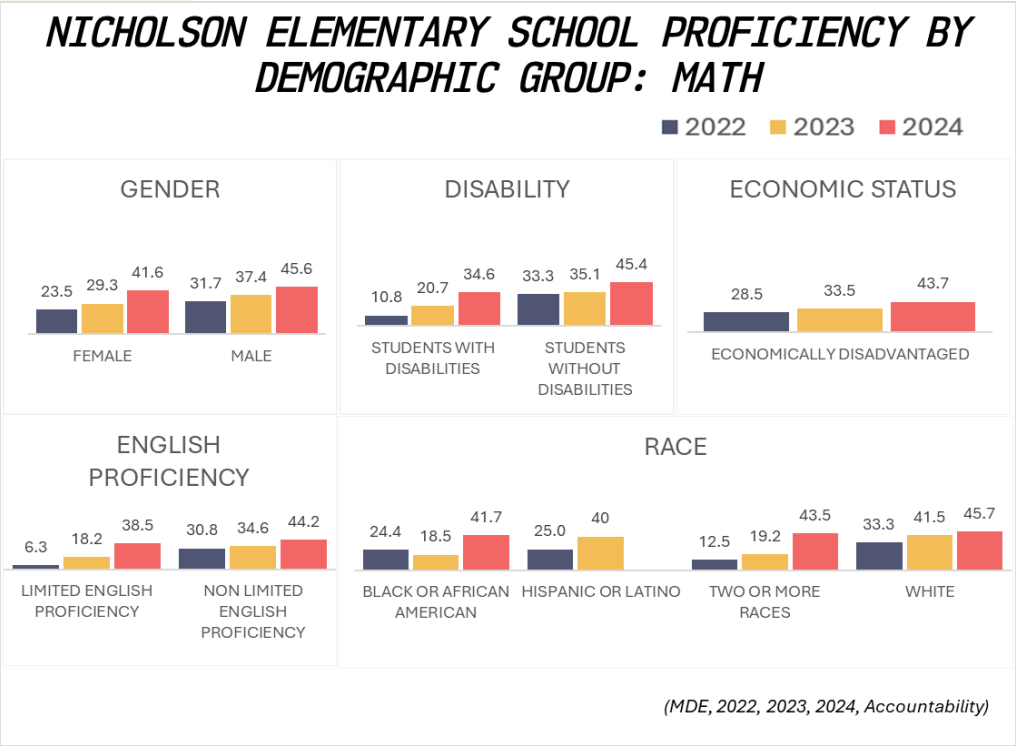


Figure 76: Nicholson Elementary School Proficiency by Demographic Group: Math

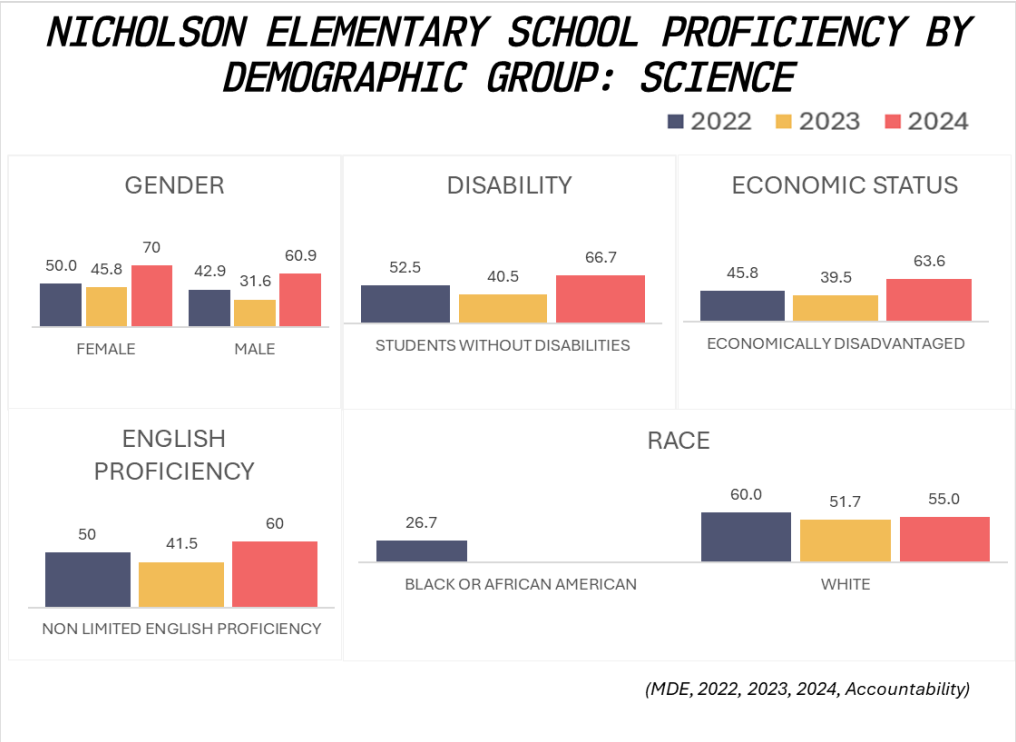


Figure 77: Nicholson Elementary School Proficiency by Demographic Group: Science



ASSESSMENT

KINDERGARTEN READINESS

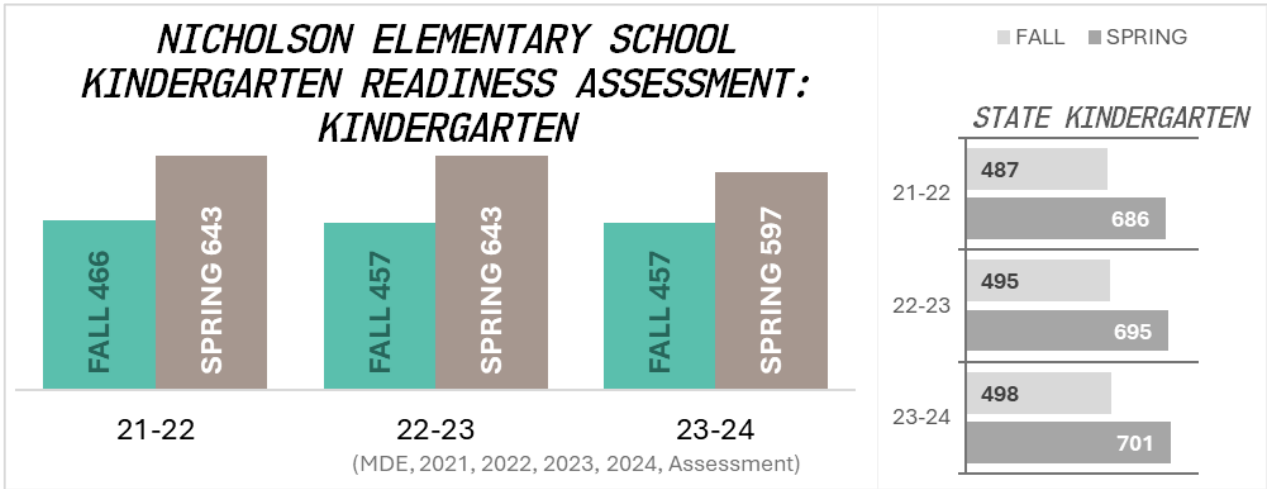


Figure 78: Nicholson Elementary School Kindergarten Readiness Assessment: Kindergarten

THIRD-GRADE READING

NICHOLSON ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE

2022	2023	2024
63.8	68	70.6

Figure 79: Nicholson Elementary School Initial Third-Grade Reading Assessment Pass Rate

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



MAAP

MAAP ELA

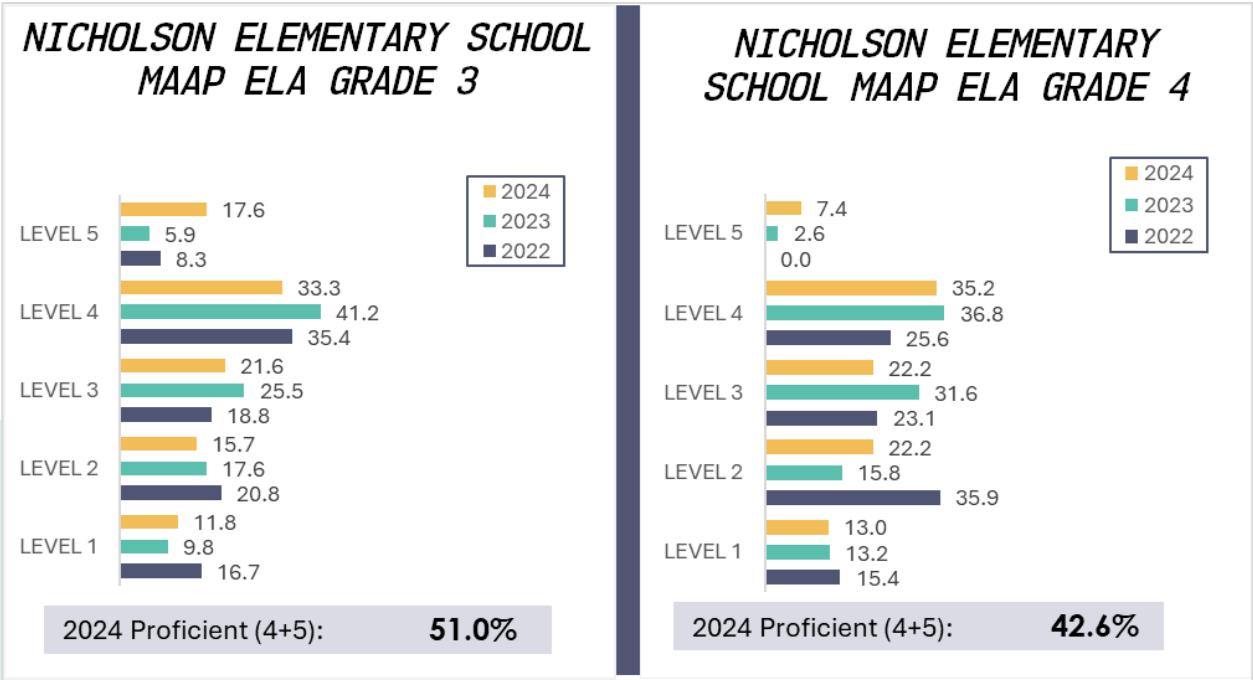


Figure 80: Nicholson Elementary School MAAP ELA Grades 3 and 4

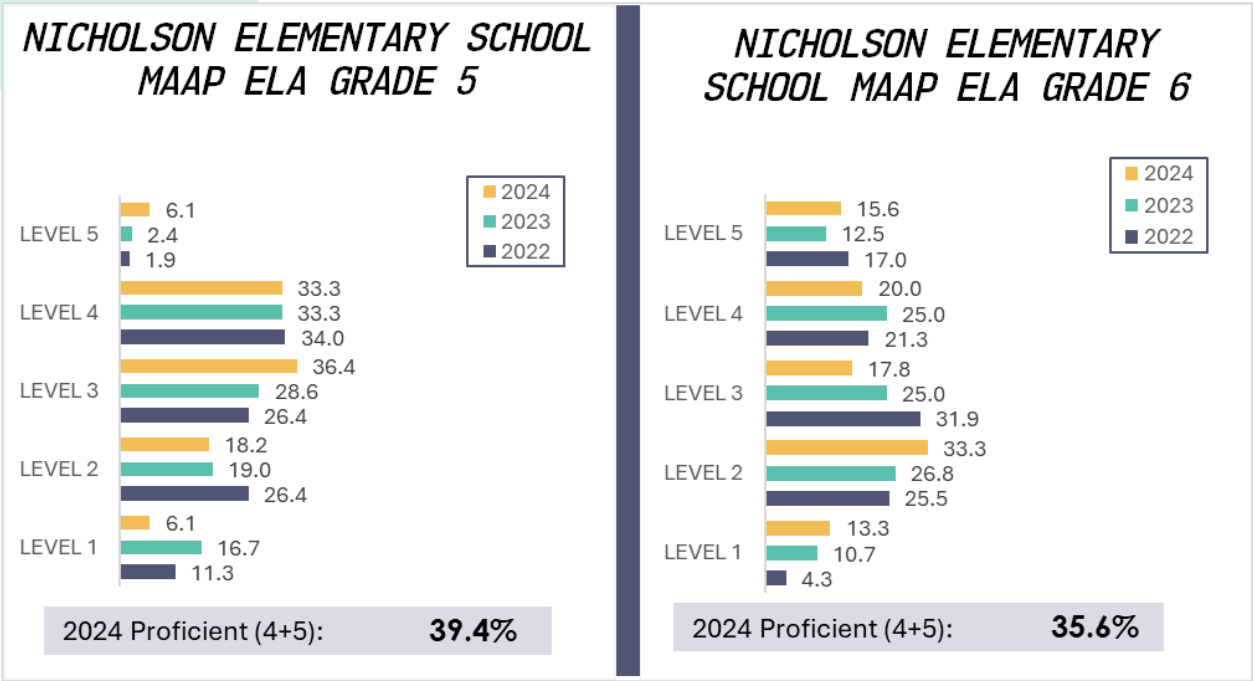


Figure 81: Nicholson Elementary School MAAP ELA Grades 5 and 6

MAAP MATH

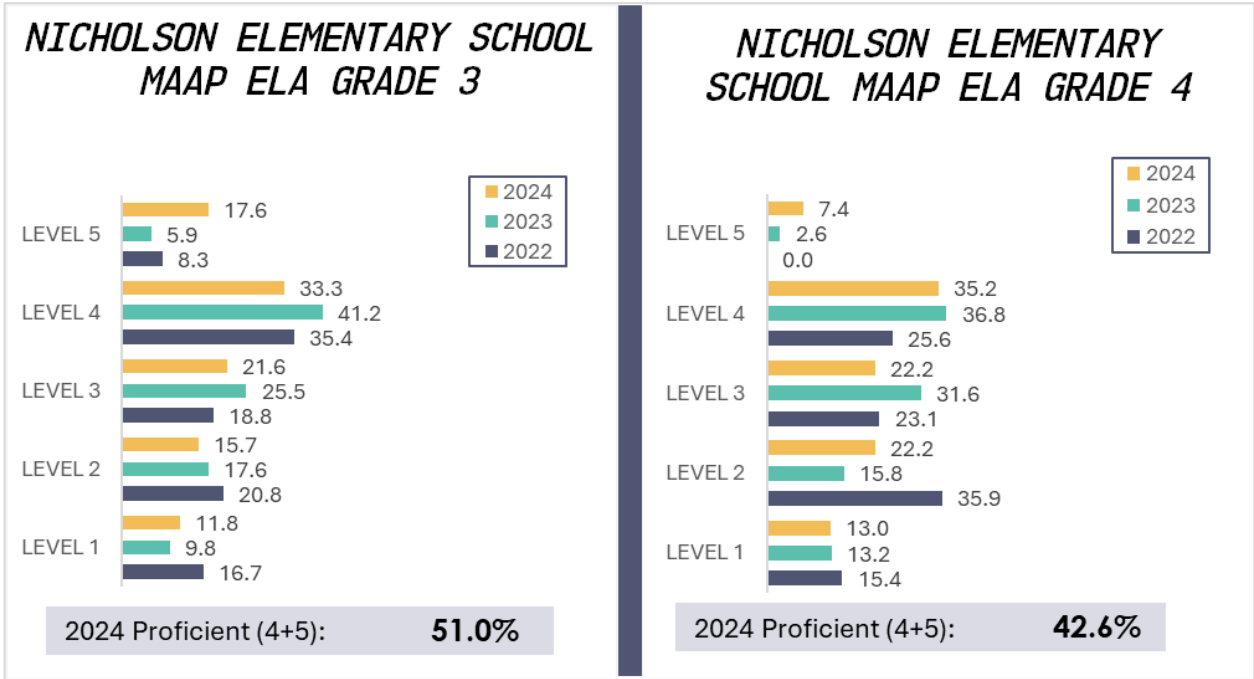


Figure 82: Nicholson Elementary School MAAP Math Grades 3 and 4

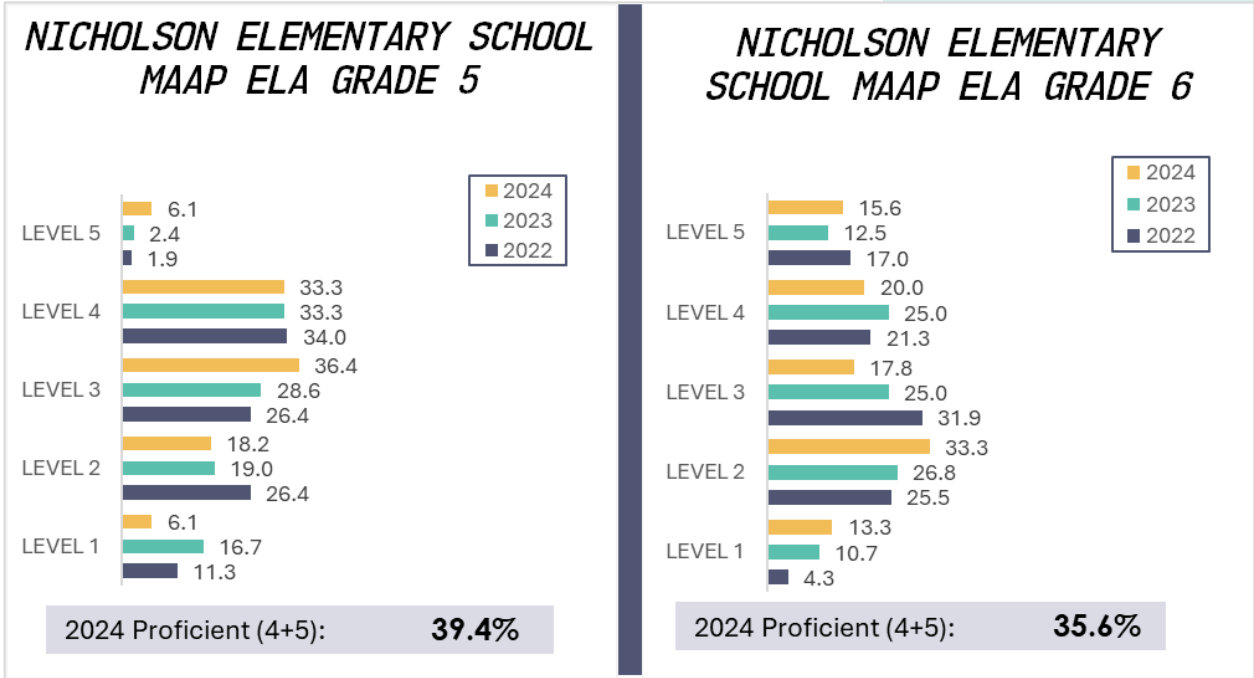


Figure 83: Nicholson Elementary School MAAP Math Grades 5 and 6

MAAP SCIENCE

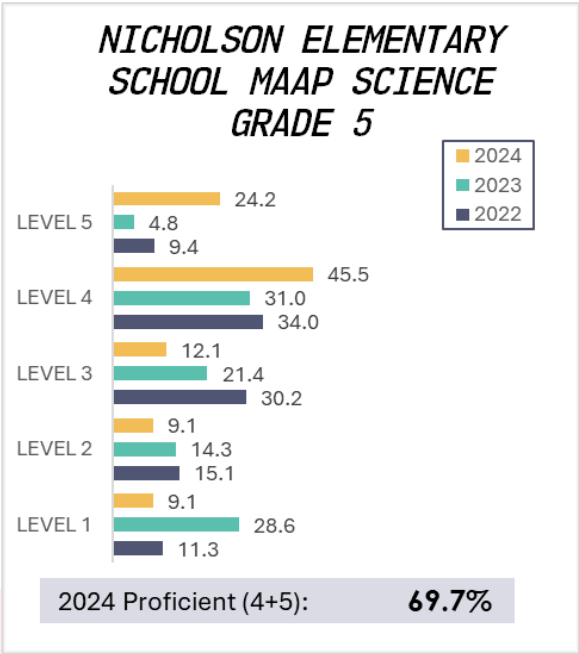
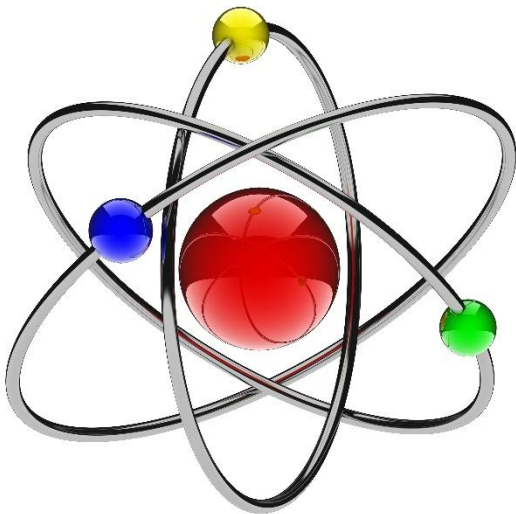


Figure 84: Nicholson Elementary School MAAP Science Grade 5

PERSONNEL

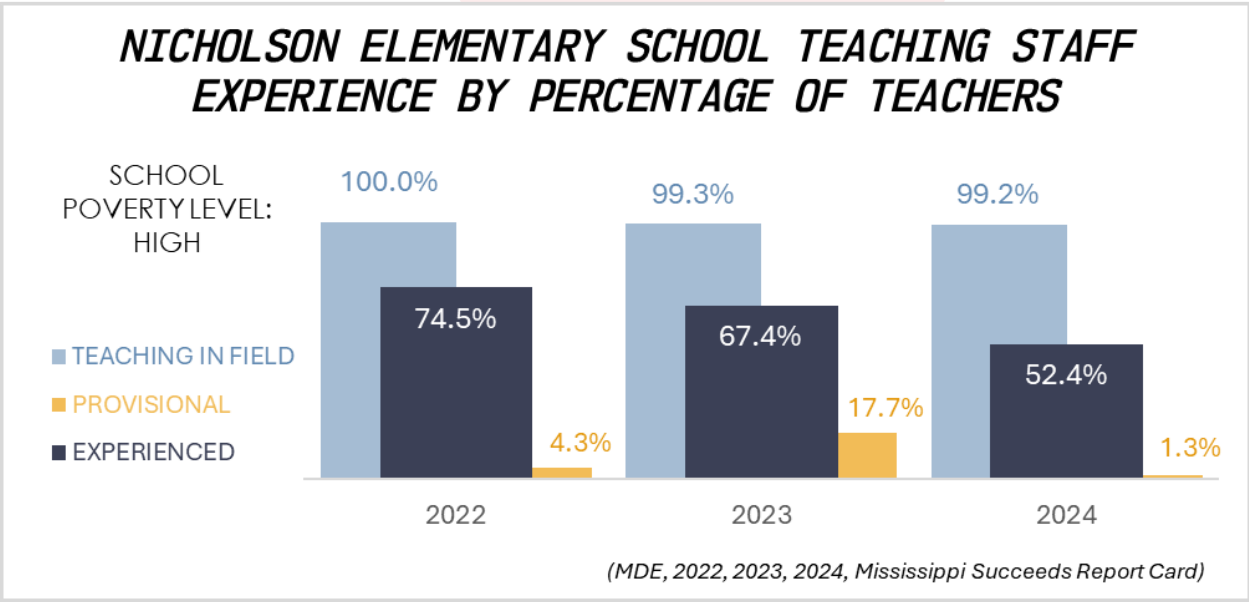


Figure 85: Nicholson Elementary School Teaching Staff Experience by Percentage of Teachers

DISCIPLINE

NICHOLSON ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL				8.3	16.7	16.1			
GENDER	FEMALE				≤5	11.7	12.1			
	MALE				11.7	21.2	19.3			
RACE	BLACK OR AFRICAN AMERICAN				18.7	32.4	30.2			
	TWO OR MORE RACES				5.4	9.5	6.0			
	WHITE				≤5	12.3	12.6			
DISABILITY	STUDENTS WITH DISABILITIES				12.9	22.6	16.1			
	STUDENTS WITHOUT DISABILITIES				7.4	15.5	16.1			
EL	LIMITED ENGLISH PROFICIENCY				≤5	5.6	7.7			
	NON LIMITED ENGLISH PROFICIENCY				9.2	18.5	17.8			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL		≤10		≤5			≤5		
GENDER	FEMALE		≤10		5.6			5.6		
	MALE				≤5			≤5		
RACE	BLACK OR AFRICAN AMERICAN				≤5			≤5		
	TWO OR MORE RACES		≤10		≤5			≤5		
	WHITE				≤5			≤5		
DISABILITY	STUDENTS WITH DISABILITIES				8.7			8.7		
	STUDENTS WITHOUT DISABILITIES		≤10		≤5			≤5		
EL	LIMITED ENGLISH PROFICIENCY				≤5			≤5		
EL	NON LIMITED ENGLISH PROFICIENCY		≤10		≤5			≤5		

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

Figure 86: Nicholson Elementary School Disciplinary Actions Reported to MDE



NICHOLSON ELEMENTARY SCHOOL CNA SURVEY



Introduction

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Nicholson Elementary School in the categories of Federal Programs; Title IV-A; Curriculum and Instruction; School Climate and Culture; School Improvement; Technology; Parent, Family, and Community Engagement; and Professional Development. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Fourteen (14) faculty and staff members, fifteen (15) parents, and one hundred sixty-two (162) students responded to the survey.

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	7	50.0%
Differentiated instruction	10	71.4%
Access to computers and individualized instruction	8	57.1%

The Title I program has resulted in improved:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student reading achievement.	21.4%	42.9%	28.6%	0.0%	7.1%
Mathematics achievement.	21.4%	50.0%	21.4%	0.0%	7.1%
Student morale.	21.4%	35.7%	35.7%	0.0%	7.1%
Student attitude about reading.	21.4%	28.6%	21.4%	14.3%	14.3%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	3	21.4%
Agree	8	57.1%
Disagree	1	7.1%
Strongly Disagree	2	14.3%
Not Applicable or No Information	0	0.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	9	64.3%
Not Applicable or No Information	0	0.0%
Agree	4	28.6%
Disagree	1	7.1%
Strongly Disagree	0	0.0%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	6	42.9%
Agree	5	35.7%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	1	9.1%
K-2	1	9.1%
K-3	3	27.3%
4-6	2	18.2%
K-6	4	36.4%

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	8	57.1%
Expedited evaluation services for students with limited English	9	64.3%
Expedited evaluation services for gifted and talented students	8	57.1%
Additional academic support	10	71.4%
Tutoring	7	50.0%
Enrichment educational services	6	42.9%
Counseling	10	71.4%
Mentors	10	71.4%
School supplies	12	85.7%
School uniforms	13	92.9%
Dental referrals	6	42.9%
Medical referrals	8	57.1%
Bullying assistance	6	42.9%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	1	7.1%
Agree	7	50.0%
Disagree	2	14.3%
Strongly Disagree	1	7.1%
Not Applicable or No Information	3	21.4%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	2	14.3%
Agree	9	64.3%
Disagree	3	21.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	21.4%
Agree	10	71.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	3	21.4%
Agree	8	57.1%
Disagree	2	14.3%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

The district technology staff works to update and maintain the classroom and computer labs technology to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	4	28.6%
Agree	6	42.9%
Disagree	3	21.4%
Strongly Disagree	1	7.1%
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	2	14.3%
Agree	6	42.9%
Disagree	4	28.6%
Strongly Disagree	1	7.1%
Not Applicable or No Information	1	7.1%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.

	Count	Percentage
Strongly Agree	6	42.9%
Agree	7	50.0%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

My greatest equipment needs are:

	Count	Percentage
Additional Classroom Computers	1	7.1%
Classroom Computers need updating or repairs	11	78.6%
Chrome-books	6	42.9%
Interactive White Board	3	21.4%
Projector	1	7.1%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	2	14.3%
Agree	12	85.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	2	14.3%
Agree	8	57.1%
Disagree	4	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	3	21.4%
Agree	8	57.1%
Disagree	3	21.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	3	21.4%
Agree	8	57.1%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

The school has rules, expectations and consistent discipline policies which allow the student to learn and the teacher to teach.

	Count	Percentage
Strongly Agree	3	21.4%
Agree	7	50.0%
Disagree	2	14.3%
Strongly Disagree	2	14.3%
Not Applicable or No Information	0	0.0%

The school utilizes the College and Career Readiness Standards and provides a rigorous curriculum for each grade level and/or content area.

	Count	Percentage
Strongly Agree	5	35.7%
Agree	9	64.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science	42.9%	57.1%	0.0%	0.0%	0.0%
English/Language Arts	35.7%	64.3%	0.0%	0.0%	0.0%
Mathematics	42.9%	50.0%	7.1%	0.0%	0.0%

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

	Count	Percentage
Strongly Agree	4	28.6%
Agree	8	57.1%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

I am confident in teaching the state required standards for my grade level / subject area.

	Count	Percentage
Strongly Agree	5	35.7%
Agree	7	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

During instructional teaching, my use of academic verbiage is intentionally designed to meet the rigorous state standard's terminology appropriate for my grade level and/or subject area in which I teach.

	Count	Percentage
Strongly Agree	7	50.0%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

I use effective, research-based strategies and assessment data to frequently modify and adjust teaching strategies to differentiate instruction to best meet the individual learning needs of students.

	Count	Percentage
Strongly Agree	6	42.9%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

I use a variety of teaching strategies and provide a variety of learning activities to meet student needs.

	Count	Percentage
Strongly Agree	6	42.9%
Agree	7	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

I have an adequate amount of materials and supplies needed to provide a variety learning activities to meet student needs.

	Count	Percentage
Strongly Agree	3	21.4%
Agree	7	50.0%
Disagree	4	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Social Workers are beneficial in helping to meet the basic individual needs of identified students (Homeless, ELL, etc.) to provide equal opportunities to all students to become academically successful.

	Count	Percentage
Strongly Agree	6	42.9%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I utilize both formative and summative assessments for all students, including varying subgroups (SPED, ELL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	3	21.4%
Agree	6	42.9%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	28.6%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, EL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	3	21.4%
Agree	8	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	7	50.0%
Utilize technology such as class websites, blogs, and videos	5	35.7%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	4	28.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	8	57.1%

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	7	50.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	7	50.0%
Use bilingual handouts and cues	3	21.4%
Use visual displays, portable white boards, and posters when giving instructions	7	50.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	6	42.9%
Not applicable	4	28.6%

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

	Count	Percentage
Through regular scheduling	6	42.9%
Teachers provide unique instructional time inside the classroom for English instruction.	5	35.7%
Mentoring with another student	4	28.6%
Not Applicable	6	42.9%

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

	Count	Percentage
Yes	2	14.3%
No	12	85.7%

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

	Count	Percentage
Language Spoken in the Home	11	78.6%
Language Proficiency of the Parent	8	57.1%
Level of Parental Involvement	7	50.0%
Family income and socioeconomic status	4	28.6%
Visual Screening Result	4	28.6%
Auditory Screening Result	4	28.6%
Grade Retention (if applicable)	5	35.7%
Number of Failed Courses	3	21.4%
Dropout Status (if applicable)	1	7.1%

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

	Count	Percentage
Enrichment programs/activities	4	28.6%
Supplemental Academic Instruction	4	28.6%
Behavioral Supports	4	28.6%
Counseling Services	5	35.7%
Discipline Records	4	28.6%
Social-Emotional Learning Services	6	42.9%
Social Behavioral Assessment Inventory Score	1	7.1%
Mental Health Supports	2	14.3%

What services are offered to students who are incarcerated?

	Count	Percentage
Tutoring	1	7.1%
Mental Health Services	1	7.1%
Counseling	2	14.3%
Transitional Services	0	0.0%
Not applicable	12	85.7%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?

	Count	Percentage
Yes	4	28.6%
No	1	7.1%
Not applicable	9	64.3%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	1	7.1%
Agree	8	57.1%
Disagree	4	28.6%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	3	21.4%
Agree	7	50.0%
Disagree	3	21.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

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

	Count	Percentage
Strongly Agree	4	28.6%
Agree	10	71.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	21.4%
Agree	9	64.3%
Disagree	2	14.3%
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	4	28.6%
Agree	9	64.3%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

I am confident in my skills with using computer programs within the classroom and in the computer lab.

	Count	Percentage
Strongly Agree	4	28.6%
Agree	8	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

The school utilizes updated technology resources to enhance the curriculum and student academic achievement.

	Count	Percentage
Strongly Agree	4	28.6%
Agree	5	35.7%
Disagree	4	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	8	57.1%
Agree	5	35.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	4	28.6%
Agree	6	42.9%
Disagree	3	21.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	3	21.4%
Agree	5	35.7%
Disagree	1	7.1%
Strongly Disagree	3	21.4%
Not Applicable or No Information	2	14.3%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	3	21.4%
Agree	3	21.4%
Disagree	5	35.7%
Strongly Disagree	2	14.3%
Not Applicable or No Information	1	7.1%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	6	42.9%
Agree	6	42.9%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	12	11.0%
Progress Reports	13	11.9%
Report Cards	14	12.8%
Parent/Teacher Notes	12	11.0%
Parent/Teacher Conferences	12	11.0%
School / District website	12	11.0%
Newsletters	8	7.3%
Phone Calls	13	11.9%
Messages sent via phone message and/or text	11	10.1%
Radio Station	1	0.9%
Newspaper	1	0.9%

PROFESSIONAL DEVELOPMENT

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

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

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

	Count	Percentage
Yes	4	28.6%
No	10	71.4%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?

	Count	Percentage
Yes	6	42.9%
No	8	57.1%

The school uses research based strategies and data to make instructional decisions about the type of Professional Development activities at both the classroom and school (district) level.

	Count	Percentage
Strongly Agree	1	7.1%
Agree	10	71.4%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

This school year, the school provided adequate academic support through Professional Development Consulting services which allowed for instructional incorporation of purposeful and beneficial teaching strategies providing student and teacher growth.

	Count	Percentage
Strongly Agree	2	14.3%
Agree	7	50.0%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

Additional Professional Development needs for next school year: (Choose any area of interest):

	Count	Percentage
On-site Consultant Instructional Support for Math	3	21.4%
On-site Consultant Instructional Support for E/LA	4	28.6%
Consultant Instructional Support for Science	3	21.4%
Usage of Vocabulary (academic verbiage) to drive curriculum standards	4	28.6%
ACT	1	7.1%
Interpreting Data / Use of Data to Drive Instruction	4	28.6%
Providing instruction to Limited English Proficiency students to improve their language and academic skills	7	50.0%
Writing strategies	8	57.1%
Response to Intervention (RTI)	6	42.9%
Differentiated instruction	8	57.1%
Developing quality assessments	1	7.1%
Successful inclusion strategies	6	42.9%
Interpreting and analyzing student data	4	28.6%
Mental Health/Teacher Burnout	6	42.9%

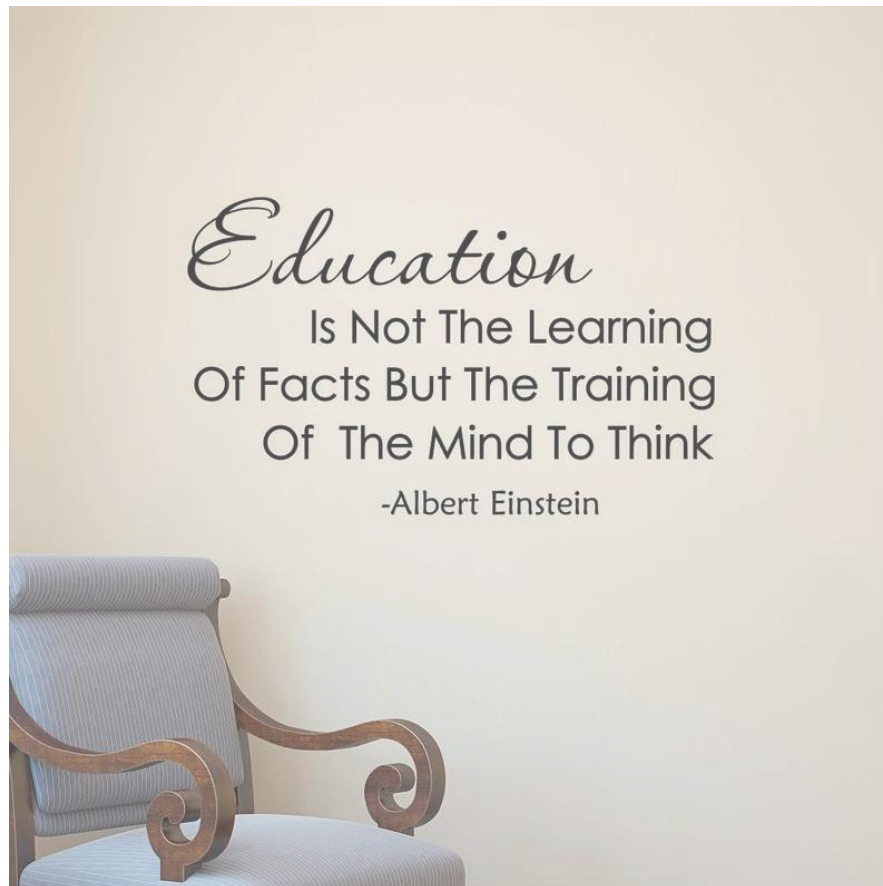
As a NEW teacher to the Picayune School District or a BEGINNING first or second year teacher to Picayune, the school provided beneficial Professional Development or mentoring to assist me in joining the Picayune School System.

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

GENERAL OPINION

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

FACULTY/STAFF MEMBERS from Nicholson Elementary School agree that the school does a good job of recognizing student achievement and making learning fun. One faculty member said, “They even acknowledge culture in the ways they decorate.” Responders would like to see updated technology, changes to daily schedules, and more fine arts classes. Another faculty member stated, “Do away with school uniforms. stop policing the clothes and just be thankful the student is at school to learn.”



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	11	73.3%
Differentiated instruction	4	26.7%
Access to computers and individualized instruction	4	26.7%

The Title I program has resulted in improved:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student reading achievement.	73.3%	26.7%	0.0%	0.0%	0.0%
Mathematics achievement.	53.3%	40.0%	6.7%	0.0%	0.0%
Student morale.	53.3%	33.3%	6.7%	0.0%	6.7%
Student attitude about reading.	66.7%	33.3%	0.0%	0.0%	0.0%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	8	53.3%
Agree	4	26.7%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	13.3%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	11	73.3%
Not Applicable or No Information	0	0.0%
Agree	4	26.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	11	73.3%
Agree	4	26.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	2	16.7%
K-2	1	8.3%
K-3	3	25.0%
4-6	1	8.3%
K-6	5	41.7%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	8	53.3%
Agree	5	33.3%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.7%

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	8	53.3%
Building technological capacity and infrastructure	2	13.3%
Carrying out innovative blended learning projects	7	46.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	3	20.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	26.7%

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	4	26.7%
Providing school-based mental health services and counseling	7	46.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	5	33.3%
Establishing or improving dropout prevention	4	26.7%
Supporting re-entry programs and transition services for Justice-involved youth	4	26.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	3	20.0%
Implementing systems and practices to prevent bullying and harassment	6	40.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	5	33.3%
Establishing community partnerships	4	26.7%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	10	66.7%
Supporting college and career counseling	5	33.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	7	46.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	6	40.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	7	46.7%

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

	Count	Percentage
Strongly Agree	10	66.7%
Agree	3	20.0%
Disagree	1	6.7%
Strongly Disagree	1	6.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	60.0%
Agree	4	26.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	13.3%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	9	60.0%
Agree	6	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	7	46.7%
Agree	8	53.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	6	40.0%
Agree	6	40.0%
Disagree	2	13.3%
Strongly Disagree	1	6.7%
Not Applicable or No Information	0	0.0%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	7	46.7%
Agree	8	53.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	8	57.1%
Agree	4	28.6%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	46.7%	46.7%	6.7%	0.0%	0.0%
Mathematics	53.3%	40.0%	6.7%	0.0%	0.0%
Science	53.3%	40.0%	6.7%	0.0%	0.0%

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

	Count	Percentage
Strongly Agree	8	53.3%
Agree	5	33.3%
Disagree	2	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Transportation services to and from school meet the needs of all students.

	Count	Percentage
Strongly Agree	10	66.7%
Agree	4	26.7%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).

	Count	Percentage
School Counselors	11	73.3%
School Nurses	12	80.0%
School Social Workers	8	53.3%
Tutors	9	60.0%
Inclusion Teachers	8	53.3%
Class-size Reduction Teachers	7	46.7%
Title I Assistants	8	53.3%
Special Education Services	7	46.7%
Speech	9	60.0%
Gifted	8	53.3%
Technology (Computer Labs, classroom computers, etc.)	12	80.0%
Sports	9	60.0%
Art	8	53.3%
Music (Choir, Band, etc.)	10	66.7%
JROTC	7	46.7%

Is your child an English Language Learner?

	Count	Percentage
Yes	6	40.0%
No	9	60.0%

Please check all the services your child has access to or is receiving:

	Count	Percentage
English Instruction	6	40.0%
Mentoring	4	26.7%
Academic or career counseling	5	33.3%
Mental Health counseling	3	20.0%

Do you think the services your child is receiving as an English Learner are adequate for academic success?

	Count	Percentage
Yes	6	100.0%
No	0	0.0%

Do you think the EL faculty and staff have the required certification and training to help English Learners?

	Count	Percentage
Yes	6	100.0%
No	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	7	46.7%
Agree	6	40.0%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.7%

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

	Count	Percentage
Strongly Agree	7	46.7%
Agree	6	40.0%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.7%

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

	Count	Percentage
Strongly Agree	5	33.3%
Agree	7	46.7%
Disagree	2	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.7%

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

	Count	Percentage
Strongly Agree	7	46.7%
Agree	6	40.0%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.7%

TECHNOLOGY

The school (district) provides educational resources for me to access through a computer at home to help my child to practice academic skills.

	Count	Percentage
Strongly Agree	8	53.3%
Agree	5	33.3%
Disagree	2	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	11	73.3%
Agree	4	26.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	9	60.0%
Agree	6	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	9	60.0%
Agree	5	33.3%
Disagree	1	6.7%
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	53.3%
Agree	6	40.0%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	6	40.0%
Agree	9	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	7	46.7%
Agree	7	46.7%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Please rank the best times for you to attend meetings and activities at school (district), placing the most convenient time at the top of the list.

	Rank
During the school day	#1
Evenings	#2
Immediately after school dismissal	#3
Before school	#4

If you were not able to attend Title I meetings, PTO, or school activities, please indicate why:

	Count	Percentage
School has provided enough information through other avenues	3	20.0%
Times of programs are not suitable to my schedule	5	33.3%
Too busy	1	6.7%
Conflicting family events	1	6.7%
Undesirable topics	0	0.0%
Not Applicable (I attended meetings.)	3	20.0%

I have received the following information from the school (district) for this school year:

	Count	Percentage
Student/Parent/Teacher Compact	11	73.3%
Student Handbook	11	73.3%
Discipline Policy	14	93.3%
Attendance Policy	11	73.3%
Uniform Policy	14	93.3%
District Calendar	10	66.7%

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

	Count	Percentage
Parent/teacher conference	7	46.7%
Checked my child's grades/assignments online	12	80.0%
Been in contact with my child's teacher	12	80.0%
Received a newsletter from the district, school, or teacher	8	53.3%
Worked with a committee or group on school or district policies	2	13.3%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	2	13.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	10	66.7%
Volunteered at my child's school	3	20.0%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	13	86.7%
Agree	2	13.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	13	12.4%
Progress Reports	13	12.4%
Report Cards	14	13.3%
Parent/Teacher Notes	12	11.4%
Parent/Teacher Conferences	9	8.6%
School / District website	12	11.4%
Newsletters	8	7.6%
Phone Calls	8	7.6%
Messages sent via phone message and/or text	14	13.3%
Radio Station	1	1.0%
Newspaper	1	1.0%

GENERAL OPINION

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

PARENTS OF STUDENTS from Nicholson Elementary School who participated in the survey praised the school for good communication and focus on student safety. One parent commented, "The school is always clean and well disinfected by custodians, although teachers are in need of more disinfectant products and easier ways to keep the room clean thru out the day." Responders agree that the school needs smaller class sizes, more tutoring options, and changes to the uniform policy. Another parent said, "Virtual learning should be a constant option if your child is sick to prevent spreading disease and illness in the classroom."

STUDENT SURVEY

FEDERAL PROGRAMS

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	50	30.9%
Agree	66	40.7%
Disagree	5	3.1%
Strongly Disagree	7	4.3%
Not Applicable or No Information	34	21.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	87	53.7%
Not Applicable or No Information	15	9.3%
Agree	46	28.4%
Disagree	8	4.9%
Strongly Disagree	6	3.7%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	57	35.2%
Agree	69	42.6%
Disagree	10	6.2%
Strongly Disagree	10	6.2%
Not Applicable or No Information	16	9.9%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	89	54.9%
Agree	48	29.6%
Disagree	9	5.6%
Strongly Disagree	7	4.3%
Not Applicable or No Information	9	5.6%

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

	Count	Percentage
Strongly Agree	67	41.4%
Agree	55	34.0%
Disagree	18	11.1%
Strongly Disagree	7	4.3%
Not Applicable or No Information	15	9.3%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	72	44.4%
Agree	46	28.4%
Disagree	12	7.4%
Strongly Disagree	11	6.8%
Not Applicable or No Information	21	13.0%

CURRICULUM AND INSTRUCTION

I learn new things in my classes.

	Count	Percentage
Strongly Agree	104	64.2%
Agree	47	29.0%
Disagree	3	1.9%
Strongly Disagree	1	0.6%
Not Applicable or No Information	7	4.3%

Clear guidelines of what is expected of me are given in my classes.

	Count	Percentage
Strongly Agree	80	49.4%
Agree	62	38.3%
Disagree	11	6.8%
Strongly Disagree	4	2.5%
Not Applicable or No Information	5	3.1%

My teacher tells me how I am doing with my daily work.

	Count	Percentage
Strongly Agree	53	32.7%
Agree	69	42.6%
Disagree	19	11.7%
Strongly Disagree	8	4.9%
Not Applicable or No Information	13	8.0%

My teacher tells me how I can improve on my daily work.

	Count	Percentage
Strongly Agree	73	45.1%
Agree	63	38.9%
Disagree	12	7.4%
Strongly Disagree	5	3.1%
Not Applicable or No Information	9	5.6%

My teacher tells me how I am doing on tests.

	Count	Percentage
Strongly Agree	78	48.1%
Agree	57	35.2%
Disagree	11	6.8%
Strongly Disagree	4	2.5%
Not Applicable or No Information	12	7.4%

My teacher tells me how I can improve on tests.

	Count	Percentage
Strongly Agree	79	48.8%
Agree	63	38.9%
Disagree	12	7.4%
Strongly Disagree	5	3.1%
Not Applicable or No Information	3	1.9%

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

	Count	Percentage
Strongly Agree	47	29.0%
Agree	50	30.9%
Disagree	14	8.6%
Strongly Disagree	26	16.0%
Not Applicable or No Information	25	15.4%

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	57	35.6%
Agree	50	31.2%
Disagree	16	10.0%
Strongly Disagree	15	9.4%
Not Applicable or No Information	22	13.8%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	82	50.9%
Agree	58	36.0%
Disagree	6	3.7%
Strongly Disagree	4	2.5%
Not Applicable or No Information	11	6.8%

Class discipline is maintained in order to have the best learning environment.

	Count	Percentage
Strongly Agree	87	53.7%
Agree	63	38.9%
Disagree	3	1.9%
Strongly Disagree	2	1.2%
Not Applicable or No Information	7	4.3%

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

	Count	Percentage
Strongly Agree	67	41.4%
Agree	67	41.4%
Disagree	12	7.4%
Strongly Disagree	7	4.3%
Not Applicable or No Information	9	5.6%

I feel comfortable going to the school counselor for advice with academics and / or personal issues.

	Count	Percentage
Strongly Agree	2	33.3%
Agree	2	33.3%
Disagree	0	0.0%
Strongly Disagree	1	16.7%
Not Applicable or No Information	1	16.7%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	33.3%
Disagree	2	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	33.3%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	1	16.7%
Agree	5	83.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.

	Count	Percentage
Strongly Agree	60	37.0%
Agree	63	38.9%
Disagree	13	8.0%
Strongly Disagree	8	4.9%
Not Applicable or No Information	18	11.1%

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	1	16.7%
Agree	3	50.0%
Disagree	2	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	61	37.7%
Agree	49	30.2%
Disagree	24	14.8%
Strongly Disagree	16	9.9%
Not Applicable or No Information	12	7.4%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	65	40.1%
Agree	59	36.4%
Disagree	11	6.8%
Strongly Disagree	8	4.9%
Not Applicable or No Information	19	11.7%

I like to come to school.

	Count	Percentage
Strongly Agree	44	28.4%
Agree	39	25.2%
Disagree	17	11.0%
Strongly Disagree	40	25.8%
Not Applicable or No Information	15	9.7%

My class is a good place for learning.

	Count	Percentage
Strongly Agree	77	49.4%
Agree	59	37.8%
Disagree	7	4.5%
Strongly Disagree	4	2.6%
Not Applicable or No Information	9	5.8%

I use objects (counters, blocks, chips, etc.) to help me with my Math work.

	Count	Percentage
Strongly Agree	53	34.0%
Agree	51	32.7%
Disagree	21	13.5%
Strongly Disagree	15	9.6%
Not Applicable or No Information	16	10.3%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	54.3%	31.5%	8.6%	2.5%	3.1%
Mathematics	54.9%	34.6%	2.5%	2.5%	5.6%
Science	50.6%	32.7%	6.2%	5.6%	4.9%

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

	Count	Percentage
Strongly Agree	58	35.8%
Agree	57	35.2%
Disagree	11	6.8%
Strongly Disagree	13	8.0%
Not Applicable or No Information	23	14.2%

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:

	Count	Percentage
Not an English Language Learner	93	57.4%
Additional academic support	25	15.4%
Tutoring	40	24.7%
Counseling	23	14.2%
A mentor	18	11.1%
School supplies	58	35.8%
Structured note taking mechanisms	23	14.2%
The teacher slows speech at times to help you understand	51	31.5%
The teacher uses gestures and demonstrations	41	25.3%
Use think aloud and think pair shares	35	21.6%
Use of bilingual handouts and cues	22	13.6%
Use of display word walls with high frequency words	44	27.2%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	91	56.2%
Agree	61	37.7%
Disagree	1	0.6%
Strongly Disagree	5	3.1%
Not Applicable or No Information	4	2.5%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	64	39.5%
Agree	64	39.5%
Disagree	13	8.0%
Strongly Disagree	10	6.2%
Not Applicable or No Information	11	6.8%

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

	Count	Percentage
Strongly Agree	65	40.1%
Agree	46	28.4%
Disagree	11	6.8%
Strongly Disagree	13	8.0%
Not Applicable or No Information	27	16.7%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	61	37.7%
Agree	44	27.2%
Disagree	10	6.2%
Strongly Disagree	8	4.9%
Not Applicable or No Information	39	24.1%

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	55	34.0%
Agree	51	31.5%
Disagree	10	6.2%
Strongly Disagree	7	4.3%
Not Applicable or No Information	39	24.1%

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

	Count	Percentage
Strongly Agree	54	33.3%
Agree	52	32.1%
Disagree	12	7.4%
Strongly Disagree	9	5.6%
Not Applicable or No Information	35	21.6%

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	60	37.0%
Agree	55	34.0%
Disagree	9	5.6%
Strongly Disagree	10	6.2%
Not Applicable or No Information	28	17.3%

TECHNOLOGY

Computers are updated and maintained while offering educational programs in classrooms and computer labs to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	4	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	33.3%

GENERAL OPINION

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

STUDENTS from Nicholson Elementary School believe the school does a good job of keeping students safe, rewarding positive behavior, and employing caring and effective teachers. One student said, “They care for us, and they love us and give us what we need if we need it, and they want us to be good and better kids for them.” Others express a desire for specific improvements, such as having more recess, field trips, or access to special classes like art or music. Students also mention the need for better cafeteria food, increased social activities, and less reliance on online learning platforms.



ROSELAND PARK ELEMENTARY SCHOOL



Introduction

Roseland Park Elementary School is located at 1610 Gilcrease Avenue in Picayune, Mississippi. In January of 2025, it served three hundred seventy (370) students, kindergarten through sixth grade (K-6). RPES is dedicated to ensuring each child reaches the next level guided by a collaborative and supportive network of teachers, paraprofessionals, parents, and community members. Led by principal Raegan Sampey and assistant principal Chris Wilder, the school jumped to a “B” rating this year.

WHERE LIFELONG LEARNING BEGINS



As stated on the school’s website, the school’s mission statement says, “We are dedicated to providing the necessary opportunities for all children to develop powerful thinking skills, to make effective decisions, and to educate all students to their highest level of academic performance, while nurturing the positive development of their physical, mental, and social needs.” The school boasts numerous features that enhance student learning and development, with extras like pep rallies, family nights, and celebrations of special school days.



ENROLLMENT AND ATTENDANCE

ROSELAND PARK ELEMENTARY SCHOOL ENROLLMENT			
	2023	2024	2025
ALL	366	368	370
K	64	82	67
K_SPED		*	
ELEM_SPED	*	*	
GR_1	57	49	71
GR_2	*	55	43
GR_3	51	41	55
GR_4	49	45	41
GR_5	46	50	47
GR_6	51	41	46
(MDE, 2023, 2024, 2025, Enrollment)			

Figure 87: Roseland Park Elementary School Enrollment

Note: Special Education enrollment for 2025 is not available.

ROSELAND PARK ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
		2022	2023	2024
ALL	ALL	367	366	368
GENDER	FEMALE	170	177	180
	MALE	197	189	188
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*
	ASIAN	*	*	*
	BLACK OR AFRICAN AMERICAN	104	104	114
	HISPANIC OR LATINO	*	*	*
	TWO OR MORE RACES	28	33	40
	WHITE	218	218	201
(MDE, 2022, 2023, 2024, Enrollment)				

Figure 88: Roseland Park Elementary School Enrollment by Demographic Group

Note: Demographic enrollment for 2025 will not be available until March of 2025.

ROSELAND PARK ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

	2022	2023	2024
ALL	332.7	336.3	333.3
K	47.3	56.3	72.3
K_SPED	0.0	0.0	0.7
ELEM_SPED	2.1	6.8	3.6
GR_1	46.6	52.1	43.0
GR_2	43.7	41.3	49.3
GR_3	55.6	45.8	38.0
GR_4	44.7	45.8	42.9
GR_5	40.5	41.8	44.5
GR_6	52.3	46.3	38.8

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

Figure 89: Roseland Park Elementary School Average Daily Attendance

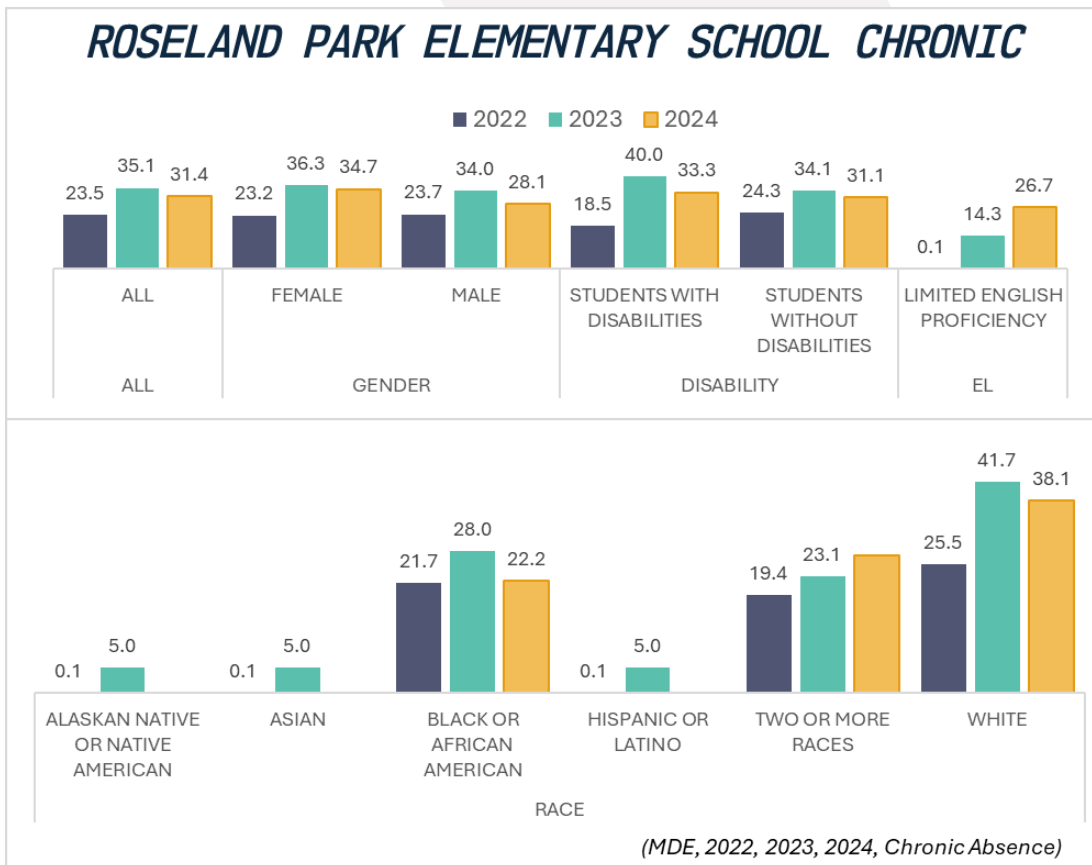


Figure 90: Roseland Park Elementary School Chronic Absence



ACCOUNTABILITY

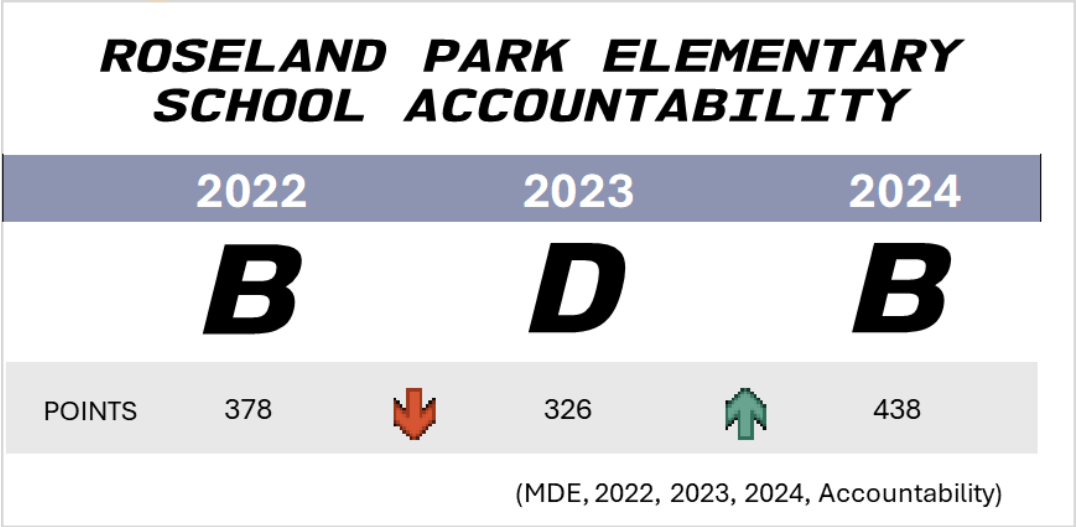


Figure 91: Roseland Park Elementary School Accountability

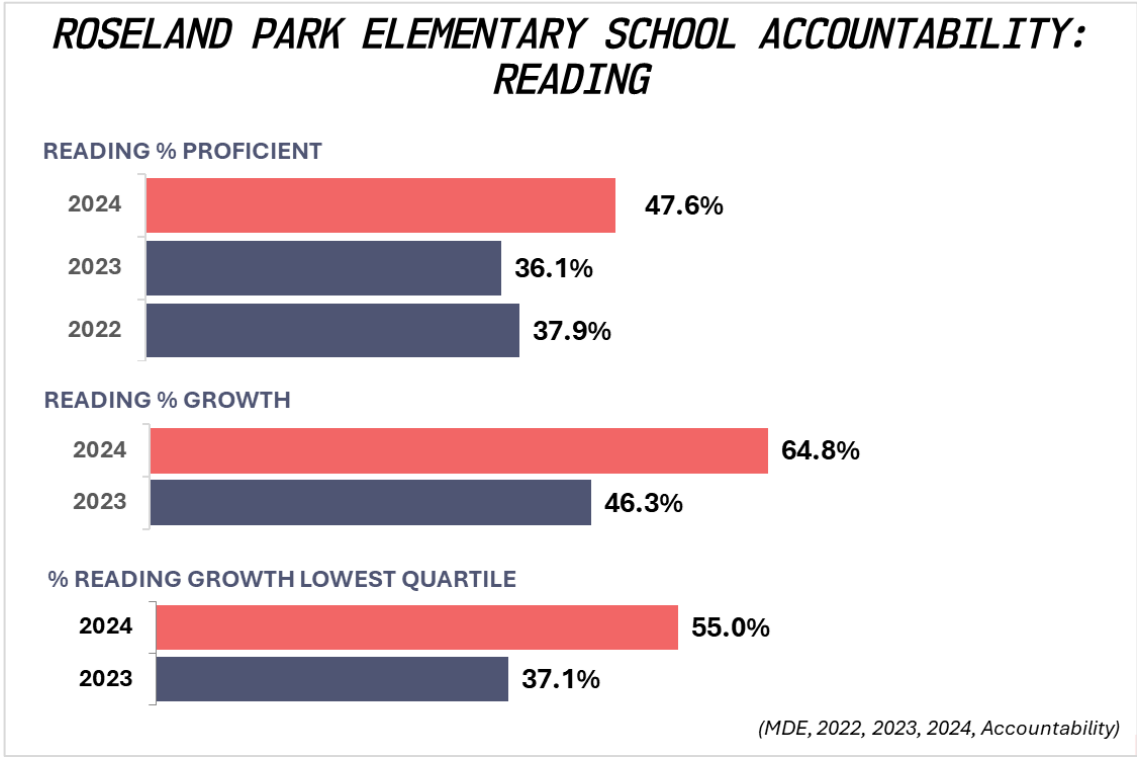


Figure 92: Roseland Park Elementary School Accountability: Reading

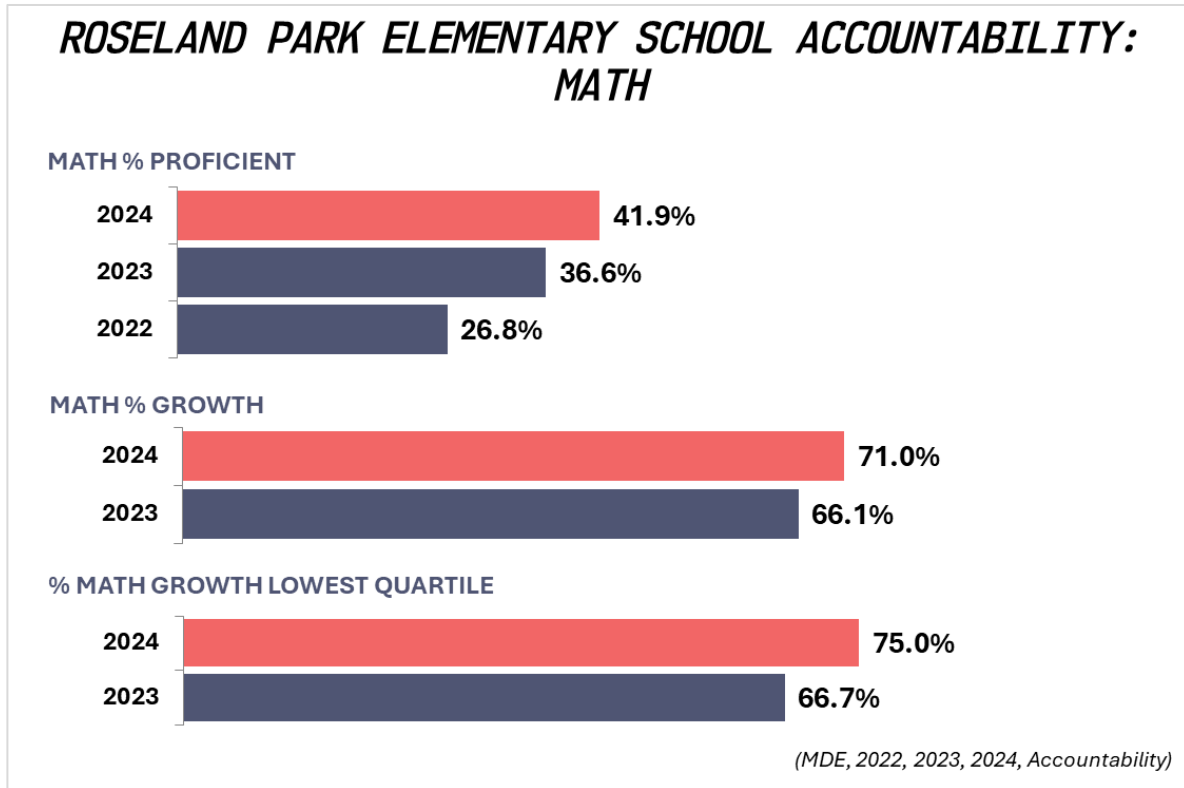


Figure 93: Roseland Park Elementary School Accountability: Math

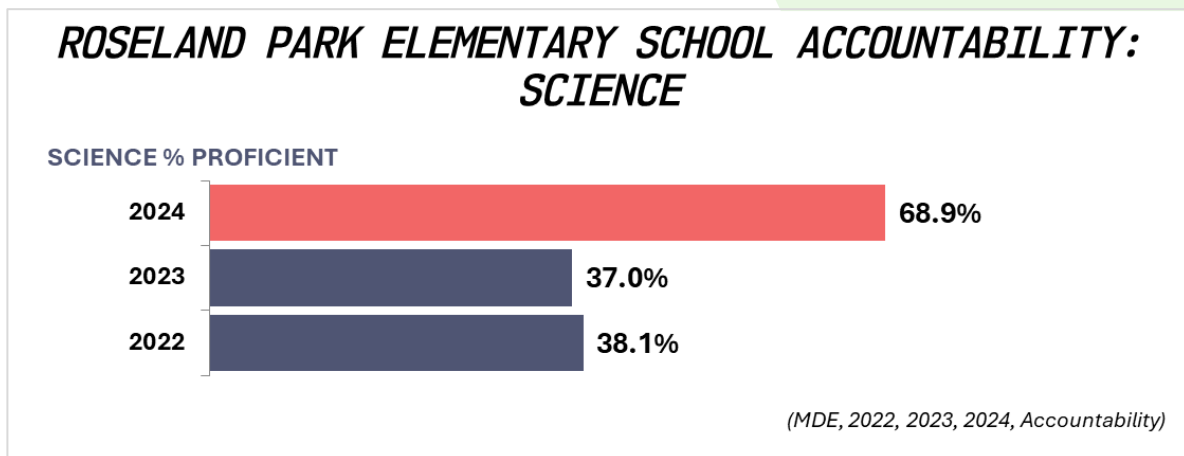


Figure 94: Roseland Park Elementary School Accountability: Science



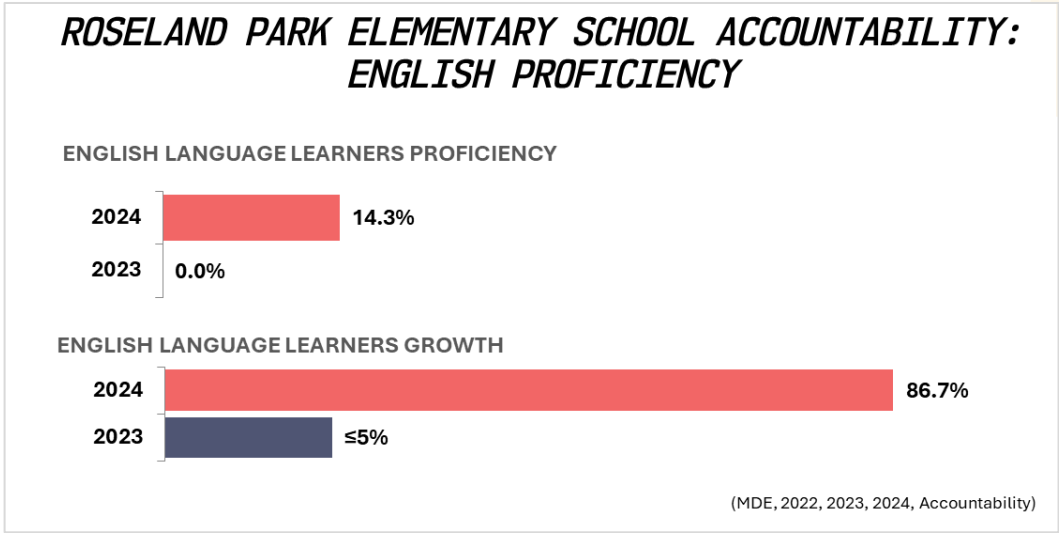


Figure 95: Roseland Park Elementary School Accountability: English Proficiency

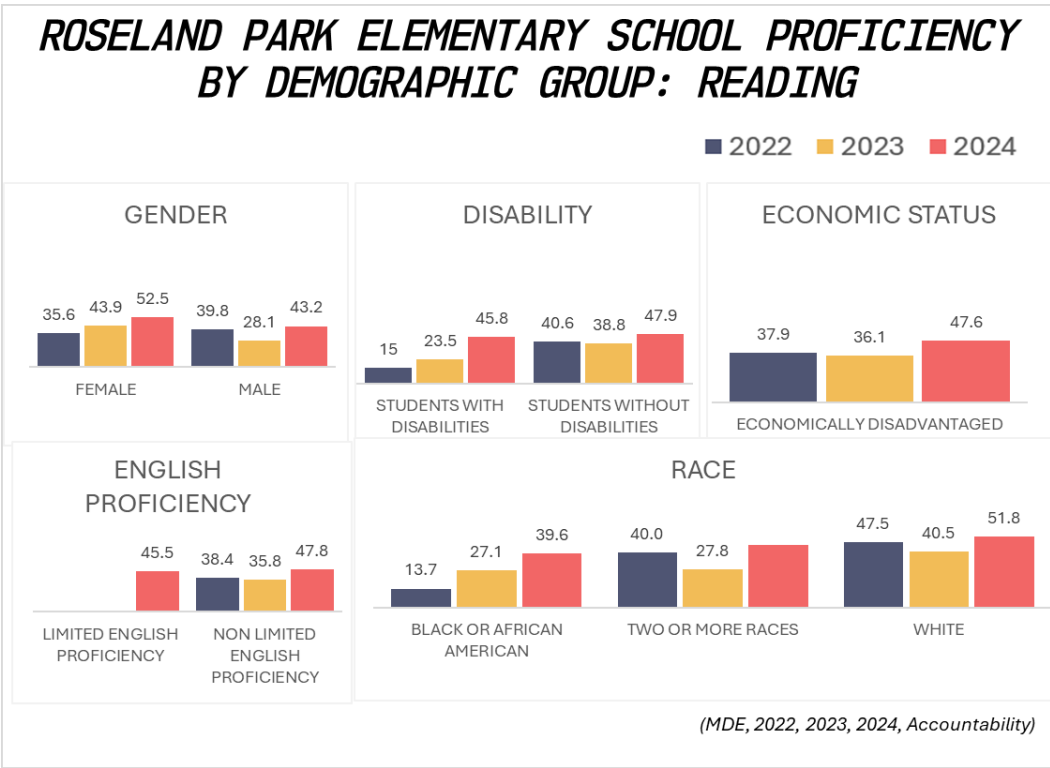


Figure 96: Roseland Park Elementary School Proficiency by Demographic Group: Reading

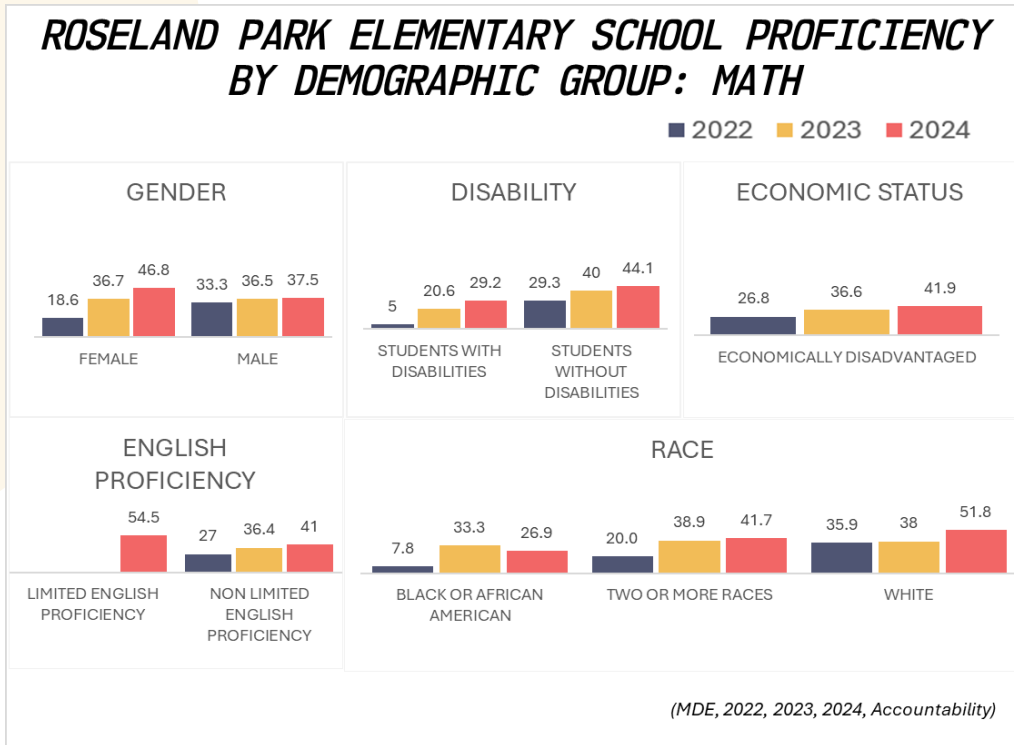


Figure 97: Roseland Park Elementary School Proficiency by Demographic Group: Math

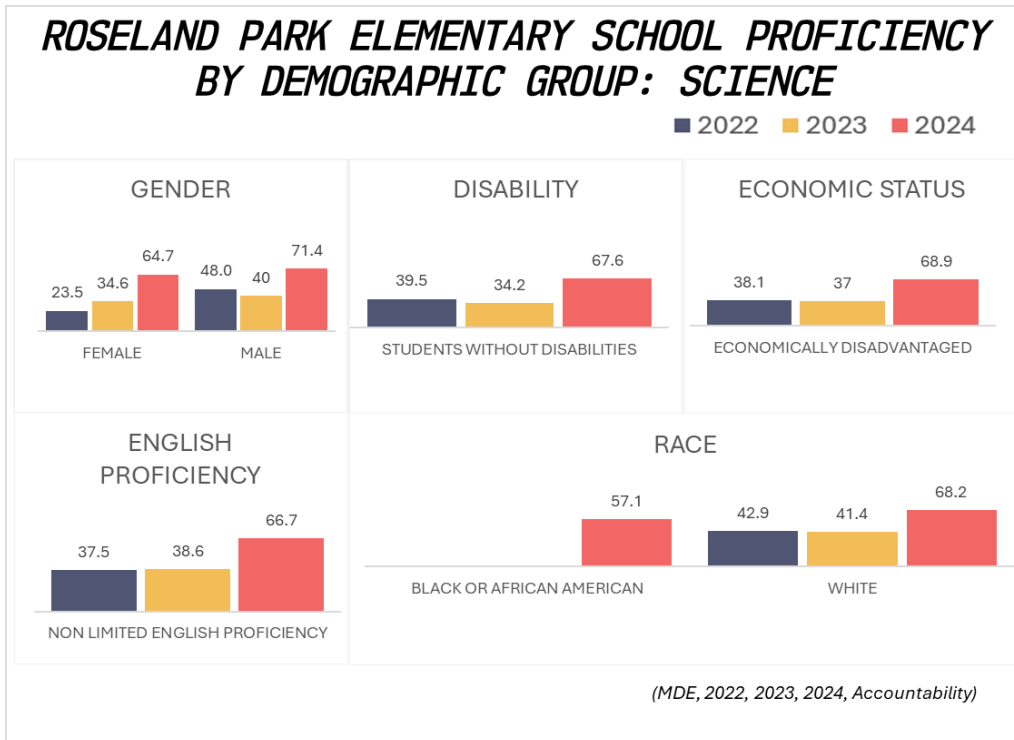


Figure 98: Roseland Park Elementary School Proficiency by Demographic Group: Science



ASSESSMENT

KINDERGARTEN READINESS

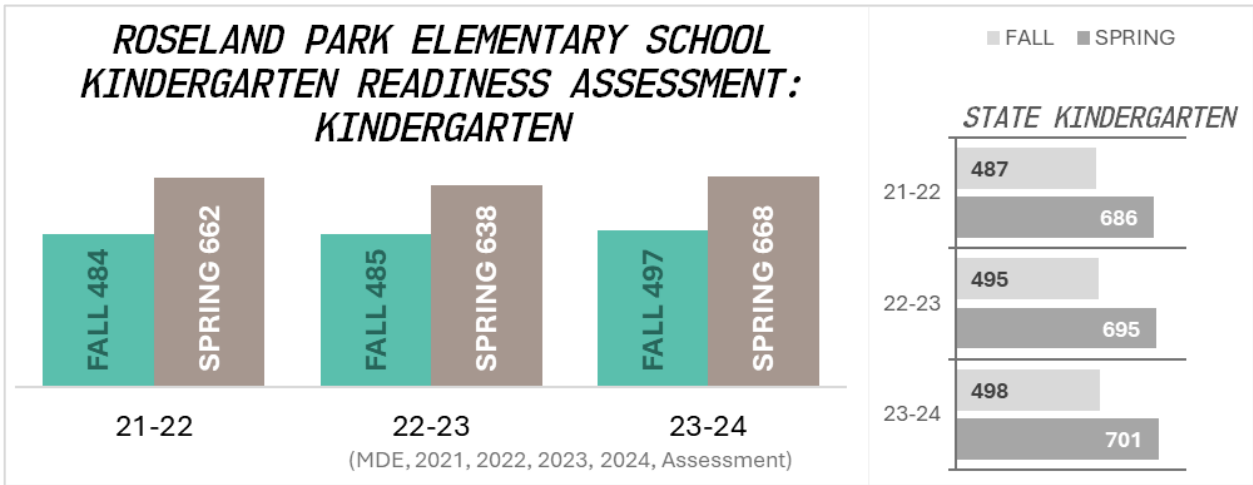


Figure 99: Roseland Park Elementary School Kindergarten Readiness Assessment: Kindergarten

THIRD-GRADE READING

ROSELAND PARK ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE

2022	2023	2024
60	76	78.6

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

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



MAAP

MAAP ELA

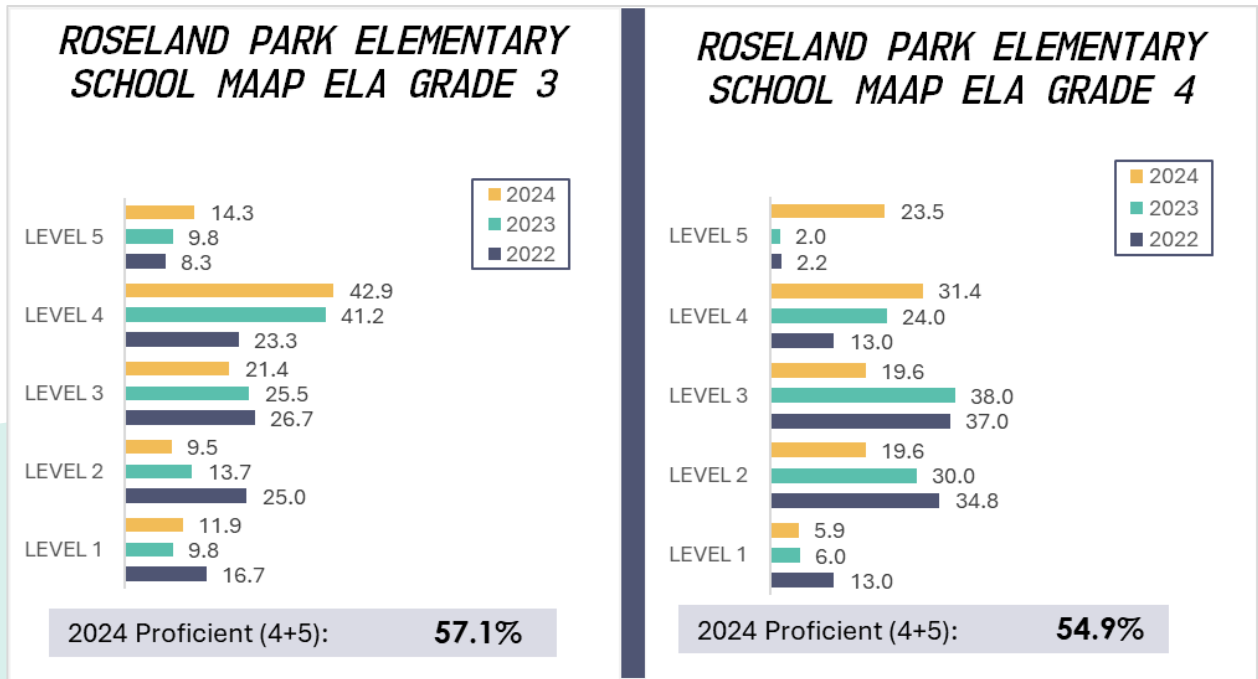


Figure 101: Roseland Park Elementary School MAAP ELA Grades 3 and 4

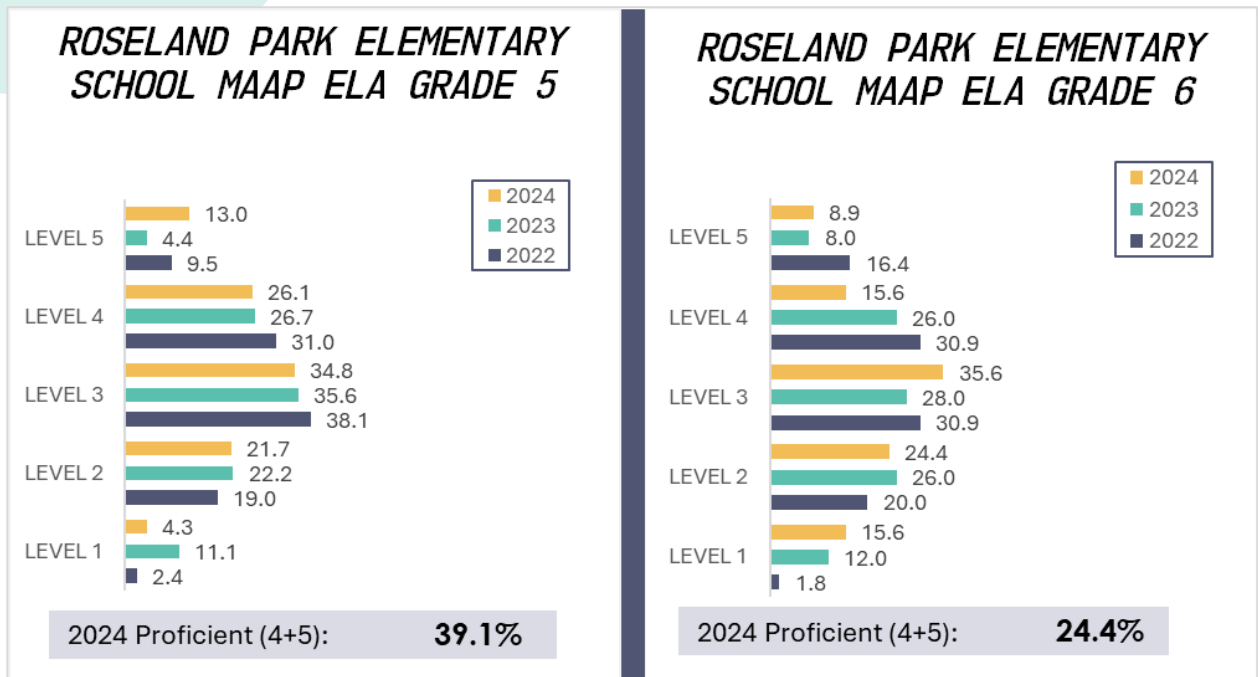


Figure 102: Roseland Park Elementary School MAAP ELA Grades 5 and 6

MAAP MATH

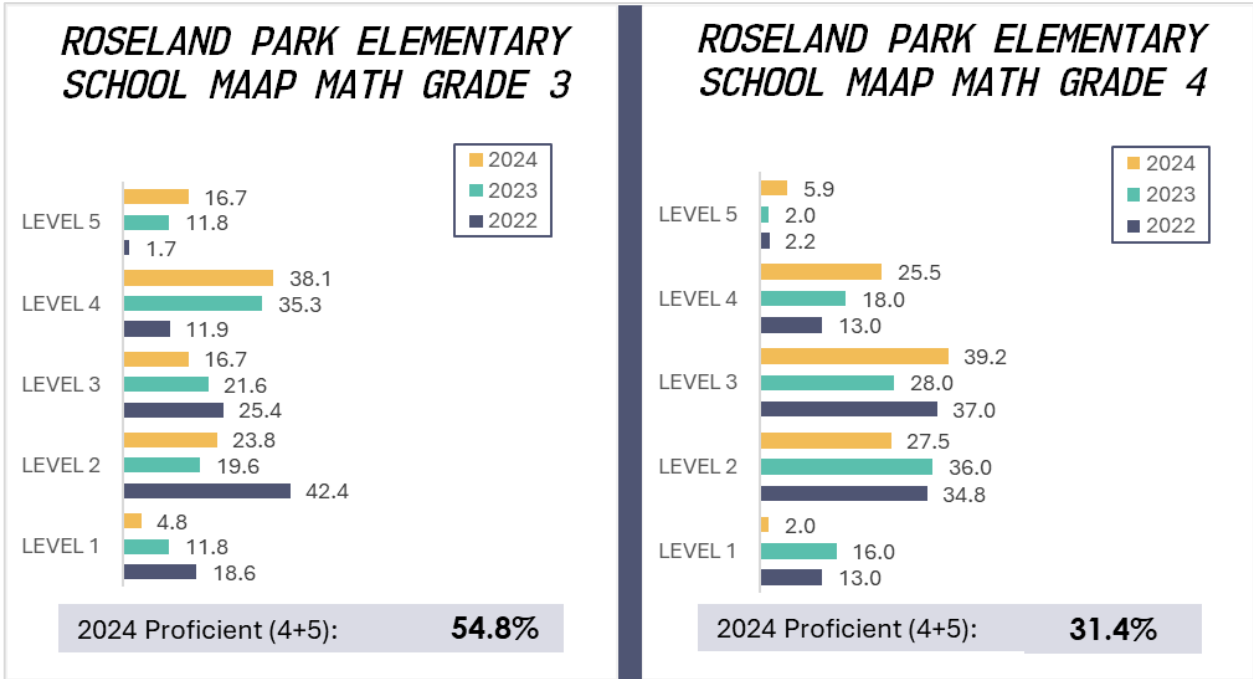


Figure 103: Roseland Park Elementary School MAAP Math Grades 3 and 4

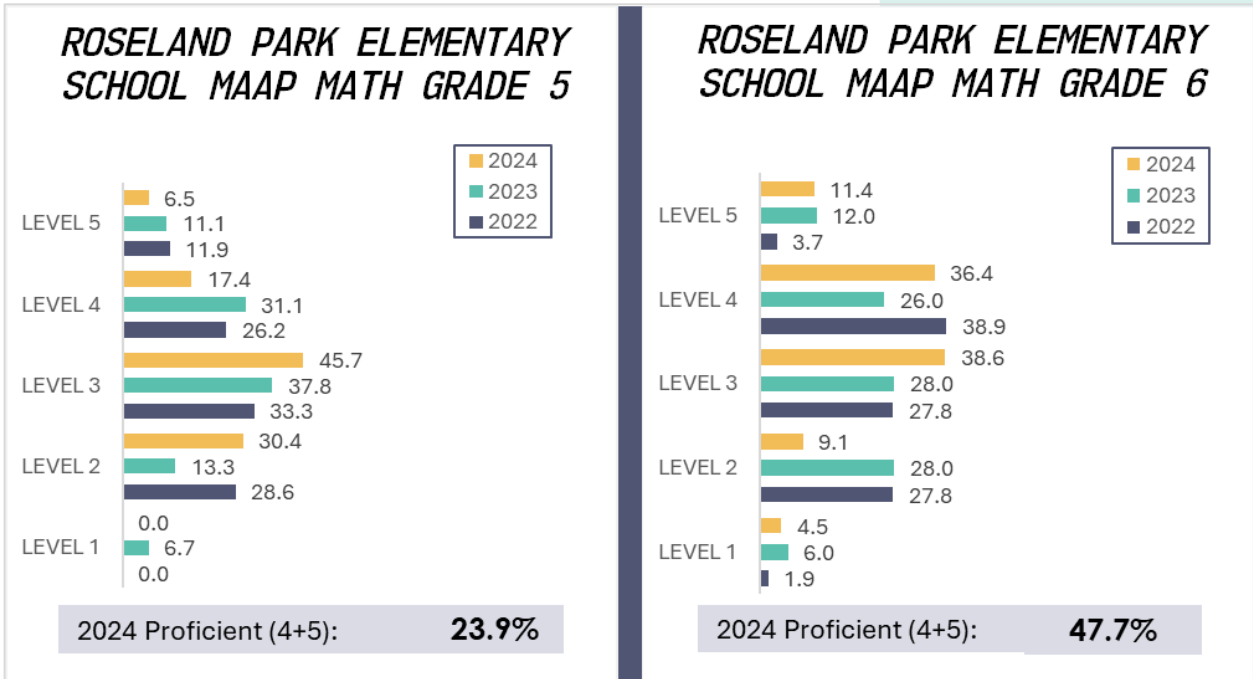


Figure 104: Roseland Park Elementary School MAAP Math Grades 5 and 6



MAAP SCIENCE

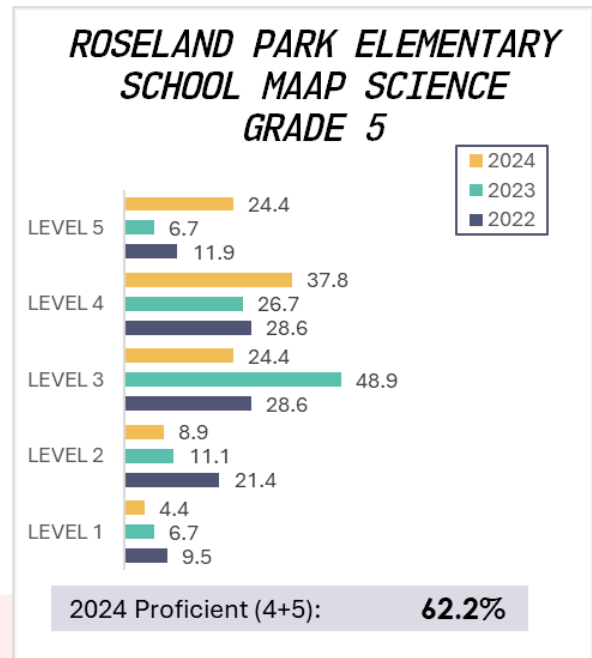
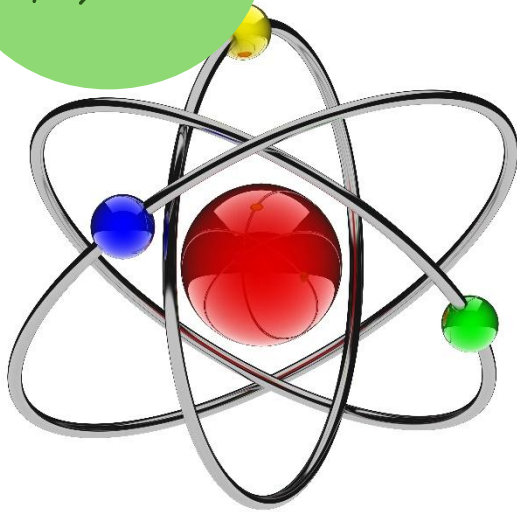


Figure 105: Roseland Park Elementary School MAAP Science Grade 5

PERSONNEL

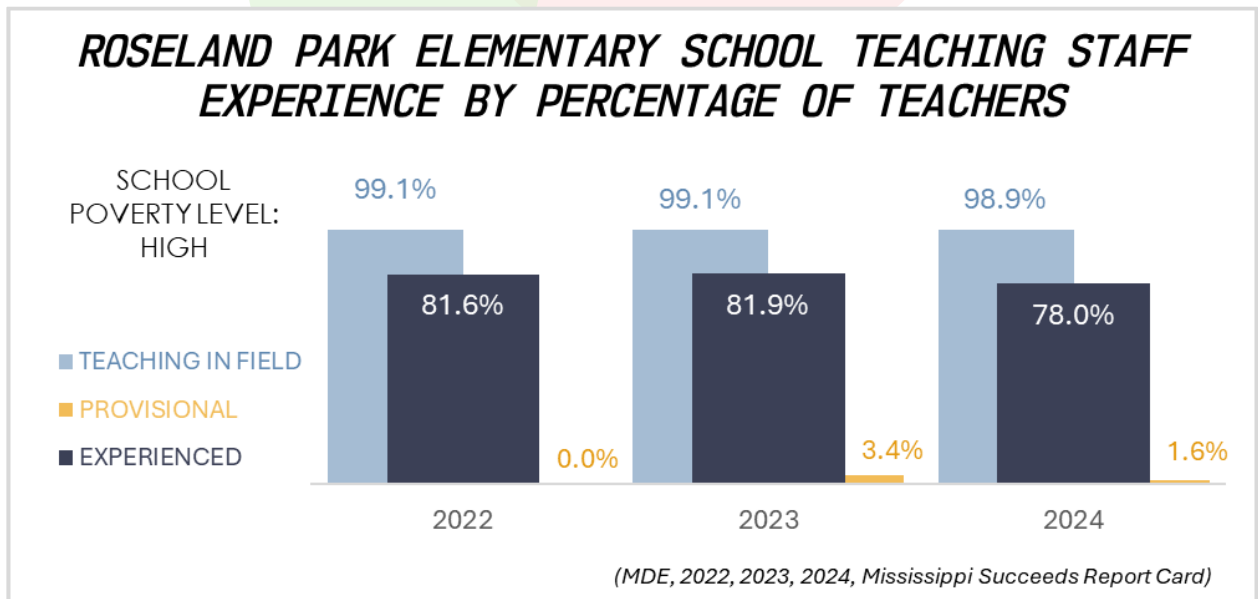


Figure 106: Roseland Park Elementary School Teaching Staff Experience by Percentage of Teachers

DISCIPLINE

ROSELAND PARK ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL				5.7	6.1	5.6			
GENDER	MALE				8.1	8.8	9.6			
RACE	BLACK OR AFRICAN AMERICAN				8.6	7.1	7.4			
	WHITE				≤5	5.2	6.3			
DISABILITY	STUDENTS WITH DISABILITIES				≤5	6.0	11.9			
EL	NON LIMITED ENGLISH PROFICIENCY				5.8	6.3	6.1			
(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)										

Figure 107: Roseland Park Elementary School Disciplinary Actions Reported to MDE



ROSELAND PARK ELEMENTARY SCHOOL CNA SURVEY



Introduction

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Roseland Park Elementary School in the categories of Federal Programs; Title IV-A; Curriculum and Instruction; School Climate and Culture; School Improvement; Technology; Parent, Family, and Community Engagement; and Professional Development. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Twelve (12) faculty and staff members, twenty-seven (27) parents, and forty-six (46) students responded to the survey.

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	6	50.0%
Differentiated instruction	4	33.3%
Access to computers and individualized instruction	10	83.3%

The Title I program has resulted in improved:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student attitude about reading.	16.7%	75.0%	8.3%	0.0%	0.0%
Student reading achievement.	41.7%	58.3%	0.0%	0.0%	0.0%
Mathematics achievement.	33.3%	50.0%	8.3%	0.0%	8.3%
Student morale.	33.3%	66.7%	0.0%	0.0%	0.0%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

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

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	3	25.0%
Not Applicable or No Information	3	25.0%
Agree	4	33.3%
Disagree	2	16.7%
Strongly Disagree	0	0.0%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	9	75.0%
Agree	2	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	0	0.0%
K-2	1	9.1%
K-3	3	27.3%
4-6	1	9.1%
K-6	6	54.5%

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	7	58.3%
Expedited evaluation services for students with limited English	6	50.0%
Expedited evaluation services for gifted and talented students	3	25.0%
Additional academic support	6	50.0%
Tutoring	6	50.0%
Enrichment educational services	1	8.3%
Counseling	10	83.3%
Mentors	2	16.7%
School supplies	8	66.7%
School uniforms	9	75.0%
Dental referrals	6	50.0%
Medical referrals	7	58.3%
Bullying assistance	2	16.7%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	4	33.3%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	4	33.3%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

Administrators and appropriate district-level staff model effective uses of technology.

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

The district technology staff works to update and maintain the classroom and computer labs technology to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	2	16.7%
Agree	6	50.0%
Disagree	4	33.3%
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	2	16.7%
Agree	4	33.3%
Disagree	5	41.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.

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

My greatest equipment needs are:

	Count	Percentage
Additional Classroom Computers	3	25.0%
Classroom Computers need updating or repairs	1	8.3%
Chrome-books	9	75.0%
Interactive White Board	1	8.3%
Projector	0	0.0%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

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

School rules and regulations affecting students are reasonable.

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

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

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

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

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

The school has rules, expectations and consistent discipline policies which allow the student to learn and the teacher to teach.

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

The school utilizes the College and Career Readiness Standards and provides a rigorous curriculum for each grade level and/or content area.

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

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	50.0%	50.0%	0.0%	0.0%	0.0%
Mathematics	41.7%	58.3%	0.0%	0.0%	0.0%
Science	33.3%	50.0%	16.7%	0.0%	0.0%

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

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

I am confident in teaching the state required standards for my grade level / subject area.

	Count	Percentage
Strongly Agree	8	66.7%
Agree	4	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

During instructional teaching, my use of academic verbiage is intentionally designed to meet the rigorous state standard's terminology appropriate for my grade level and/or subject area in which I teach.

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

I use effective, research-based strategies and assessment data to frequently modify and adjust teaching strategies to differentiate instruction to best meet the individual learning needs of students.

	Count	Percentage
Strongly Agree	6	50.0%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I use a variety of teaching strategies and provide a variety of learning activities to meet student needs.

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

I have an adequate amount of materials and supplies needed to provide a variety learning activities to meet student needs.

	Count	Percentage
Strongly Agree	4	33.3%
Agree	5	41.7%
Disagree	2	16.7%
Strongly Disagree	1	8.3%
Not Applicable or No Information	0	0.0%

School Social Workers are beneficial in helping to meet the basic individual needs of identified students (Homeless, ELL, etc.) to provide equal opportunities to all students to become academically successful.

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

I utilize both formative and summative assessments for all students, including varying subgroups (SPED, ELL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	6	50.0%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, EL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

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

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	66.7%
Utilize technology such as class websites, blogs, and videos	6	50.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	2	16.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	8	66.7%

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	8	66.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	8	66.7%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	7	58.3%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	8	66.7%
Not applicable	1	8.3%

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

	Count	Percentage
Through regular scheduling	5	41.7%
Teachers provide unique instructional time inside the classroom for English instruction.	6	50.0%
Mentoring with another student	2	16.7%
Not Applicable	3	25.0%

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

	Count	Percentage
Yes	6	50.0%
No	6	50.0%

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

	Count	Percentage
Language Spoken in the Home	10	83.3%
Language Proficiency of the Parent	5	41.7%
Level of Parental Involvement	6	50.0%
Family income and socioeconomic status	4	33.3%
Visual Screening Result	2	16.7%
Auditory Screening Result	2	16.7%
Grade Retention (if applicable)	3	25.0%
Number of Failed Courses	2	16.7%
Dropout Status (if applicable)	1	8.3%

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

	Count	Percentage
Enrichment programs/activities	1	8.3%
Supplemental Academic Instruction	6	50.0%
Behavioral Supports	2	16.7%
Counseling Services	5	41.7%
Discipline Records	1	8.3%
Social-Emotional Learning Services	3	25.0%
Social Behavioral Assessment Inventory Score	0	0.0%
Mental Health Supports	1	8.3%

What services are offered to students who are incarcerated?

	Count	Percentage
Tutoring	1	8.3%
Mental Health Services	0	0.0%
Counseling	1	8.3%
Transitional Services	0	0.0%
Not applicable	11	91.7%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?

	Count	Percentage
Yes	2	16.7%
No	1	8.3%
Not applicable	9	75.0%

SCHOOL CLIMATE AND CULTURE

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

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

SCHOOL IMPROVEMENT

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

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

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

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

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

	Count	Percentage
Strongly Agree	3	25.0%
Agree	7	58.3%
Disagree	2	16.7%
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	4	33.3%
Agree	6	50.0%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

TECHNOLOGY

I am confident in my skills with using computer programs within the classroom and in the computer lab.

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

The school utilizes updated technology resources to enhance the curriculum and student academic achievement.

	Count	Percentage
Strongly Agree	3	25.0%
Agree	8	66.7%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	10	83.3%
Agree	0	0.0%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	8	66.7%
Agree	4	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

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

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	4	33.3%
Agree	6	50.0%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	0	0.0%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	6	50.0%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	10	10.5%
Progress Reports	11	11.6%
Report Cards	11	11.6%
Parent/Teacher Notes	12	12.6%
Parent/Teacher Conferences	10	10.5%
School / District website	9	9.5%
Newsletters	9	9.5%
Phone Calls	10	10.5%
Messages sent via phone message and/or text	11	11.6%
Radio Station	0	0.0%
Newspaper	2	2.1%

PROFESSIONAL DEVELOPMENT

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

	Count	Percentage
Strongly Agree	4	33.3%
Agree	5	41.7%
Disagree	2	16.7%
Strongly Disagree	1	8.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Yes	5	41.7%
No	7	58.3%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?

	Count	Percentage
Yes	2	16.7%
No	10	83.3%

The school uses research based strategies and data to make instructional decisions about the type of Professional Development activities at both the classroom and school (district) level.

	Count	Percentage
Strongly Agree	5	41.7%
Agree	4	33.3%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	1	8.3%

This school year, the school provided adequate academic support through Professional Development Consulting services which allowed for instructional incorporation of purposeful and beneficial teaching strategies providing student and teacher growth.

	Count	Percentage
Strongly Agree	4	33.3%
Agree	5	41.7%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

Additional Professional Development needs for next school year: (Choose any area of interest):

	Count	Percentage
On-site Consultant Instructional Support for Math	1	8.3%
On-site Consultant Instructional Support for E/LA	1	8.3%
Consultant Instructional Support for Science	0	0.0%
Usage of Vocabulary (academic verbiage) to drive curriculum standards	0	0.0%
ACT	0	0.0%
Interpreting Data / Use of Data to Drive Instruction	2	16.7%
Providing instruction to Limited English Proficiency students to improve their language and academic skills	4	33.3%
Writing strategies	6	50.0%
Response to Intervention (RTI)	1	8.3%
Differentiated instruction	1	8.3%
Developing quality assessments	0	0.0%
Successful inclusion strategies	3	25.0%
Interpreting and analyzing student data	1	8.3%
Mental Health/Teacher Burnout	6	50.0%

As a NEW teacher to the Picayune School District or a BEGINNING first or second year teacher to Picayune, the school provided beneficial Professional Development or mentoring to assist me in joining the Picayune School System.

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

GENERAL OPINION

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

FACULTY/STAFF MEMBERS from Roseland Park Elementary School expressed a strong appreciation of the administrators and their support of students and teachers. One responder stated, “We have several after-school events for the student's families, recognize students of the month, and even have activities for the parents to attend.” Faculty members would like to see improvements to the playground, updated computers for students and teachers, and more SPED teachers to support each grade level. Another responder said, “To improve security, the district should install electronic swipe card systems to allow teachers access to the building and their classrooms.”

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	17	63.0%
Differentiated instruction	9	33.3%
Access to computers and individualized instruction	15	55.6%

The Title I program has resulted in improved:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student reading achievement.	29.6%	40.7%	7.4%	0.0%	22.2%
Mathematics achievement.	29.6%	40.7%	7.4%	7.4%	14.8%
Student morale.	29.6%	51.9%	3.7%	0.0%	14.8%
Student attitude about reading.	33.3%	48.1%	3.7%	0.0%	14.8%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	6	22.2%
Agree	6	22.2%
Disagree	1	3.7%
Strongly Disagree	1	3.7%
Not Applicable or No Information	13	48.1%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	8	29.6%
Not Applicable or No Information	7	25.9%
Agree	9	33.3%
Disagree	3	11.1%
Strongly Disagree	0	0.0%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	11	40.7%
Agree	11	40.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	18.5%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	4	19.0%
K-2	2	9.5%
K-3	3	14.3%
4-6	4	19.0%
K-6	8	38.1%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	6	22.2%
Agree	7	25.9%
Disagree	2	7.4%
Strongly Disagree	1	3.7%
Not Applicable or No Information	11	40.7%

TITLE IV-A

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	59.3%
Building technological capacity and infrastructure	9	33.3%
Carrying out innovative blended learning projects	20	74.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	14	51.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	17	63.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	16	59.3%
Providing school-based mental health services and counseling	18	66.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	16	59.3%
Establishing or improving dropout prevention	13	48.1%
Supporting re-entry programs and transition services for Justice-involved youth	14	51.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	17	63.0%
Implementing systems and practices to prevent bullying and harassment	22	81.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	18	66.7%
Establishing community partnerships	12	44.4%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	16	59.3%
Supporting college and career counseling	16	59.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	20	74.1%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	14	51.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	15	55.6%

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

	Count	Percentage
Strongly Agree	8	29.6%
Agree	15	55.6%
Disagree	1	3.7%
Strongly Disagree	1	3.7%
Not Applicable or No Information	2	7.4%

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

	Count	Percentage
Strongly Agree	7	25.9%
Agree	14	51.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	22.2%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	7	25.9%
Agree	13	48.1%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	22.2%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	8	29.6%
Agree	16	59.3%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.7%

School rules and regulations affecting students are reasonable.

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

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	8	29.6%
Agree	14	51.9%
Disagree	1	3.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	14.8%

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	8	29.6%
Agree	10	37.0%
Disagree	2	7.4%
Strongly Disagree	1	3.7%
Not Applicable or No Information	6	22.2%

Our school is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	29.6%	48.1%	7.4%	0.0%	14.8%
Mathematics	25.9%	48.1%	11.1%	0.0%	14.8%
Science	29.6%	51.9%	0.0%	3.7%	14.8%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	7	25.9%
Agree	16	59.3%
Disagree	2	7.4%
Strongly Disagree	1	3.7%
Not Applicable or No Information	1	3.7%

Transportation services to and from school meet the needs of all students.		
	Count	Percentage
Strongly Agree	5	18.5%
Agree	17	63.0%
Disagree	1	3.7%
Strongly Disagree	1	3.7%
Not Applicable or No Information	3	11.1%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).

	Count	Percentage
School Counselors	23	85.2%
School Nurses	26	96.3%
School Social Workers	19	70.4%
Tutors	22	81.5%
Inclusion Teachers	19	70.4%
Class-size Reduction Teachers	20	74.1%
Title I Assistants	18	66.7%
Special Education Services	21	77.8%
Speech	22	81.5%
Gifted	19	70.4%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).

	Count	Percentage
Technology (Computer Labs, classroom computers, etc.)	23	85.2%
Sports	19	70.4%
Art	21	77.8%
Music (Choir, Band, etc.)	22	81.5%
JROTC	12	44.4%

Is your child an English Language Learner?

	Count	Percentage
Yes	9	33.3%
No	18	66.7%

Please check all the services your child has access to or is receiving:

	Count	Percentage
English Instruction	7	25.9%
Mentoring	3	11.1%
Academic or career counseling	2	7.4%
Mental Health counseling	2	7.4%

Do you think the services your child is receiving as an English Learner are adequate for academic success?

	Count	Percentage
Yes	6	66.7%
No	3	33.3%

Do you think the EL faculty and staff have the required certification and training to help English Learners?

	Count	Percentage
Yes	8	88.9%
No	1	11.1%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	6	22.2%
Agree	11	40.7%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	29.6%

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	29.6%
Agree	11	40.7%
Disagree	2	7.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	22.2%

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

	Count	Percentage
Strongly Agree	7	25.9%
Agree	11	40.7%
Disagree	4	14.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	18.5%

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	6	22.2%
Agree	11	40.7%
Disagree	1	3.7%
Strongly Disagree	2	7.4%
Not Applicable or No Information	7	25.9%

TECHNOLOGY

The school (district) provides educational resources for me to access through a computer at home to help my child to practice academic skills.

	Count	Percentage
Strongly Agree	8	29.6%
Agree	9	33.3%
Disagree	3	11.1%
Strongly Disagree	2	7.4%
Not Applicable or No Information	5	18.5%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	13	48.1%
Agree	11	40.7%
Disagree	1	3.7%
Strongly Disagree	1	3.7%
Not Applicable or No Information	1	3.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	7	25.9%
Agree	13	48.1%
Disagree	5	18.5%
Strongly Disagree	2	7.4%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	7	25.9%
Agree	12	44.4%
Disagree	6	22.2%
Strongly Disagree	2	7.4%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	7	25.9%
Agree	14	51.9%
Disagree	4	14.8%
Strongly Disagree	2	7.4%
Not Applicable or No Information	0	0.0%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	8	29.6%
Agree	14	51.9%
Disagree	3	11.1%
Strongly Disagree	1	3.7%
Not Applicable or No Information	1	3.7%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	6	22.2%
Agree	13	48.1%
Disagree	5	18.5%
Strongly Disagree	1	3.7%
Not Applicable or No Information	2	7.4%

Please rank the best times for you to attend meetings and activities at school (district), placing the most convenient time at the top of the list.

	Rank
Evenings	#1
During the school day	#2
Immediately after school dismissal	#3
Before school	#4

If you were not able to attend Title I meetings, PTO, or school activities, please indicate why:

	Count	Percentage
School has provided enough information through other avenues	9	33.3%
Times of programs are not suitable to my schedule	11	40.7%
Too busy	5	18.5%
Conflicting family events	5	18.5%
Undesirable topics	2	7.4%
Not Applicable (I attended meetings.)	4	14.8%

I have received the following information from the school (district) for this school year:

	Count	Percentage
Student/Parent/Teacher Compact	18	66.7%
Student Handbook	16	59.3%
Discipline Policy	13	48.1%
Attendance Policy	17	63.0%
Uniform Policy	16	59.3%
District Calendar	22	81.5%

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

	Count	Percentage
Parent/teacher conference	17	63.0%
Checked my child's grades/assignments online	24	88.9%
Been in contact with my child's teacher	24	88.9%
Received a newsletter from the district, school, or teacher	20	74.1%
Worked with a committee or group on school or district policies	3	11.1%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	11	40.7%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	16	59.3%
Volunteered at my child's school	2	7.4%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	15	55.6%
Agree	11	40.7%
Disagree	0	0.0%
Strongly Disagree	1	3.7%
Not Applicable or No Information	0	0.0%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	22	13.0%
Progress Reports	23	13.6%
Report Cards	24	14.2%
Parent/Teacher Notes	21	12.4%
Parent/Teacher Conferences	14	8.3%
School / District website	15	8.9%
Newsletters	12	7.1%
Phone Calls	15	8.9%
Messages sent via phone message and/or text	21	12.4%
Radio Station	1	0.6%
Newspaper	1	0.6%

GENERAL OPINION

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

PARENTS OF STUDENTS from Roseland Park Elementary School who participated in the survey praised the school for communicating well with them and showing interest in the well-being of their students. A parent commented, "Parent Square is helpful with communicating." Parents would like to see smaller class sizes, improvements in special services follow-up with parents, and different communication options for staff and students. Another parent stated, "Language learner's teachers should have more knowledge and practices so that they can better assist these students."

STUDENT SURVEY

FEDERAL PROGRAMS

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	16	34.8%
Agree	22	47.8%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	6	13.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	16	34.8%
Not Applicable or No Information	5	10.9%
Agree	15	32.6%
Disagree	10	21.7%
Strongly Disagree	0	0.0%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	9	19.6%
Agree	26	56.5%
Disagree	4	8.7%
Strongly Disagree	3	6.5%
Not Applicable or No Information	4	8.7%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	13	28.3%
Agree	26	56.5%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	5	10.9%

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

	Count	Percentage
Strongly Agree	13	28.3%
Agree	23	50.0%
Disagree	3	6.5%
Strongly Disagree	1	2.2%
Not Applicable or No Information	6	13.0%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	25	54.3%
Agree	14	30.4%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	5	10.9%

CURRICULUM AND INSTRUCTION

I learn new things in my classes.

	Count	Percentage
Strongly Agree	18	39.1%
Agree	23	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.9%

Clear guidelines of what is expected of me are given in my classes.

	Count	Percentage
Strongly Agree	15	32.6%
Agree	24	52.2%
Disagree	4	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.5%

My teacher tells me how I am doing with my daily work.

	Count	Percentage
Strongly Agree	12	26.1%
Agree	22	47.8%
Disagree	8	17.4%
Strongly Disagree	2	4.3%
Not Applicable or No Information	2	4.3%

My teacher tells me how I can improve on my daily work.

	Count	Percentage
Strongly Agree	16	34.8%
Agree	21	45.7%
Disagree	4	8.7%
Strongly Disagree	1	2.2%
Not Applicable or No Information	4	8.7%

My teacher tells me how I am doing on tests.

	Count	Percentage
Strongly Agree	11	23.9%
Agree	26	56.5%
Disagree	5	10.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.7%

My teacher tells me how I can improve on tests.

	Count	Percentage
Strongly Agree	15	32.6%
Agree	23	50.0%
Disagree	7	15.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	13.0%
Agree	16	34.8%
Disagree	8	17.4%
Strongly Disagree	7	15.2%
Not Applicable or No Information	9	19.6%

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	8	17.4%
Agree	20	43.5%
Disagree	7	15.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	10	21.7%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	14	30.4%
Agree	25	54.3%
Disagree	3	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.7%

Class discipline is maintained in order to have the best learning environment.

	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%

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

	Count	Percentage
Strongly Agree	15	32.6%
Agree	22	47.8%
Disagree	4	8.7%
Strongly Disagree	2	4.3%
Not Applicable or No Information	3	6.5%

I feel comfortable going to the school counselor for advice with academics and / or personal issues.

	Count	Percentage
Strongly Agree	2	66.7%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	33.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	33.3%
Agree	1	33.3%
Disagree	1	33.3%
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	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	66.7%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.

	Count	Percentage
Strongly Agree	9	19.6%
Agree	29	63.0%
Disagree	4	8.7%
Strongly Disagree	1	2.2%
Not Applicable or No Information	3	6.5%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

	Count	Percentage
Strongly Agree	1	33.3%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	33.3%
Not Applicable or No Information	1	33.3%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	11	24.4%
Agree	19	42.2%
Disagree	11	24.4%
Strongly Disagree	1	2.2%
Not Applicable or No Information	3	6.7%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	13	28.3%
Agree	26	56.5%
Disagree	3	6.5%
Strongly Disagree	1	2.2%
Not Applicable or No Information	3	6.5%

I like to come to school.

	Count	Percentage
Strongly Agree	4	9.3%
Agree	6	14.0%
Disagree	9	20.9%
Strongly Disagree	18	41.9%
Not Applicable or No Information	6	14.0%

My class is a good place for learning.

	Count	Percentage
Strongly Agree	10	23.3%
Agree	27	62.8%
Disagree	3	7.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.0%

I use objects (counters, blocks, chips, etc.) to help me with my Math work.

	Count	Percentage
Strongly Agree	8	18.6%
Agree	13	30.2%
Disagree	7	16.3%
Strongly Disagree	11	25.6%
Not Applicable or No Information	4	9.3%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	47.8%	39.1%	4.3%	0.0%	8.7%
Mathematics	21.7%	54.3%	15.2%	4.3%	4.3%
Science	21.7%	45.7%	13.0%	13.0%	6.5%

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

	Count	Percentage
Strongly Agree	7	15.2%
Agree	20	43.5%
Disagree	9	19.6%
Strongly Disagree	5	10.9%
Not Applicable or No Information	5	10.9%

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:

	Count	Percentage
Not an English Language Learner	26	56.5%
Additional academic support	11	23.9%
Tutoring	8	17.4%
Counseling	6	13.0%
A mentor	5	10.9%
School supplies	15	32.6%
Structured note taking mechanisms	8	17.4%
The teacher slows speech at times to help you understand	14	30.4%
The teacher uses gestures and demonstrations	8	17.4%
Use think aloud and think pair shares	8	17.4%
Use of bilingual handouts and cues	8	17.4%
Use of display word walls with high frequency words	8	17.4%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	27	58.7%
Agree	17	37.0%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	27	58.7%
Agree	16	34.8%
Disagree	2	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.2%

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

	Count	Percentage
Strongly Agree	9	19.6%
Agree	16	34.8%
Disagree	7	15.2%
Strongly Disagree	3	6.5%
Not Applicable or No Information	11	23.9%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	9	19.6%
Agree	11	23.9%
Disagree	7	15.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	41.3%

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	23.9%
Agree	25	54.3%
Disagree	1	2.2%
Strongly Disagree	1	2.2%
Not Applicable or No Information	8	17.4%

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

	Count	Percentage
Strongly Agree	12	26.1%
Agree	21	45.7%
Disagree	2	4.3%
Strongly Disagree	2	4.3%
Not Applicable or No Information	9	19.6%

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	8	17.4%
Agree	27	58.7%
Disagree	5	10.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	13.0%

TECHNOLOGY

Computers are updated and maintained while offering educational programs in classrooms and computer labs to enhance student progress and to improve student achievement.

	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%

GENERAL OPINION

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

STUDENTS from Roseland Park Elementary School agree that the school does a great job of teaching students what is needed, taking care of any problems a student might have, and making learning fun. One student stated, “They keep me safe and make sure I eat healthy and help me understand things I don't know.” Others express a desire for better food options, improvements to the basketball court, and changes to the dress code. Another student suggested, “My school could be better by giving us a longer recess and giving us better activities.”



SOUTH SIDE LOWER ELEMENTARY SCHOOL



Introduction

Southside Lower Elementary School is located at 400 South Beech Street in Picayune, Mississippi. In January of 2025, it served three hundred twenty (320) students, prekindergarten through second grade (PK-2). Home of the Little Eagles, the “A” rated school is dedicated to laying a strong educational foundation for its young students. Led by its principal, Dr. Jeremy Williams, SSLES offers a variety of learning experiences for its students.

The school’s website states its vision: “The vision of South Side Lower Elementary is to meet the individual needs of each student by focusing on the academic and social skills necessary for the development of the whole child in a safe and secure environment.”





ENROLLMENT AND ATTENDANCE

SOUTH SIDE LOWER ELEMENTARY SCHOOL ENROLLMENT			
	2023	2024	2025
ALL	335	340	320
PK	73	75	77
PK_SPED	13	15	
K	80	79	80
K_SPED	*	*	
ELEM_SPED	*	*	
GR_1	74	80	85
GR_2	79	77	75
(MDE, 2023, 2024, 2025, Enrollment)			

Figure 108: South Side Lower Elementary School Enrollment

Note: Special Education enrollment for 2025 is not available.

SOUTH SIDE LOWER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
		2022	2023	2024
ALL	ALL	312	335	340
GENDER	FEMALE	152	157	157
	MALE	160	178	183
RACE	ASIAN	*	*	*
	BLACK OR AFRICAN AMERICAN	112	115	123
	TWO OR MORE RACES	25	23	*
	WHITE	172	195	191
(MDE, 2022, 2023, 2024, Enrollment)				

Figure 109: South Side Lower Elementary School Enrollment by Demographic Group

Note: Demographic enrollment for 2025 will not be available until March of 2025.

SOUTH SIDE LOWER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

	2022	2023	2024
ALL	212.2	223.1	224.7
K	70.4	71.6	70.3
K_SPED	0.9	2.9	4.7
ELEM_SPED	6.0	8.1	7.2
GR_1	71.3	68.7	72.2
GR_2	63.6	71.8	70.4

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

Figure 110: South Side Lower Elementary School Average Daily Attendance

SOUTH SIDE LOWER ELEMENTARY SCHOOL CHRONIC

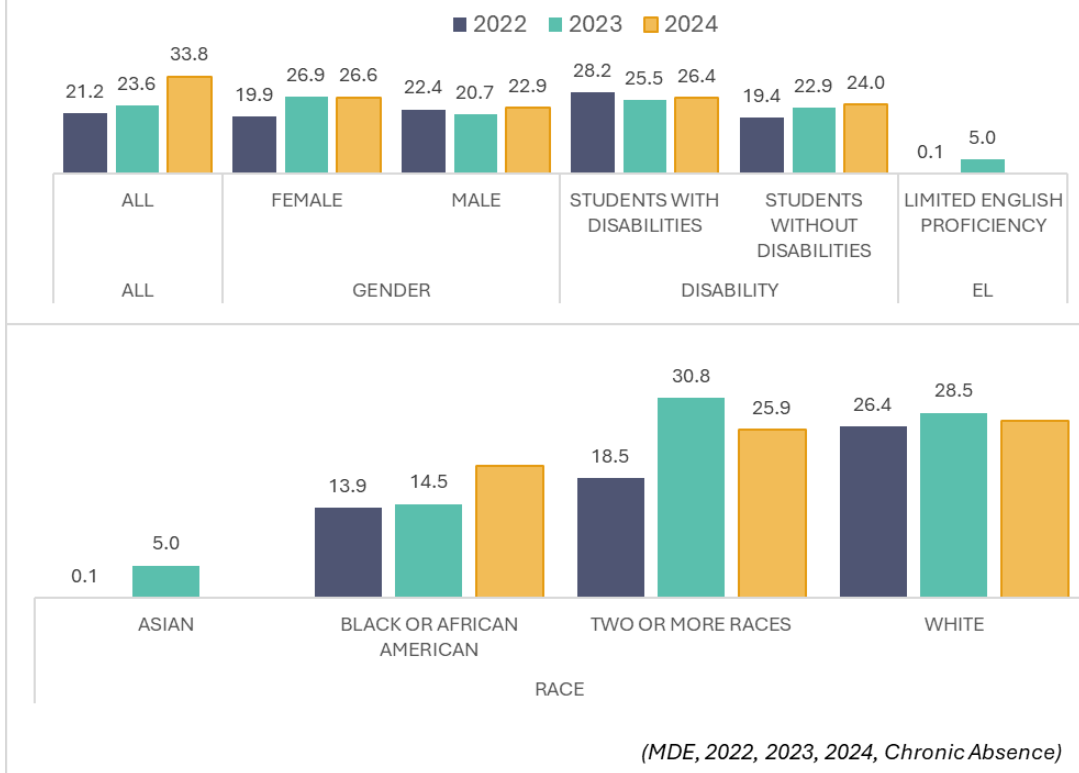


Figure 111: South Side Lower Elementary School Chronic Absence



ACCOUNTABILITY

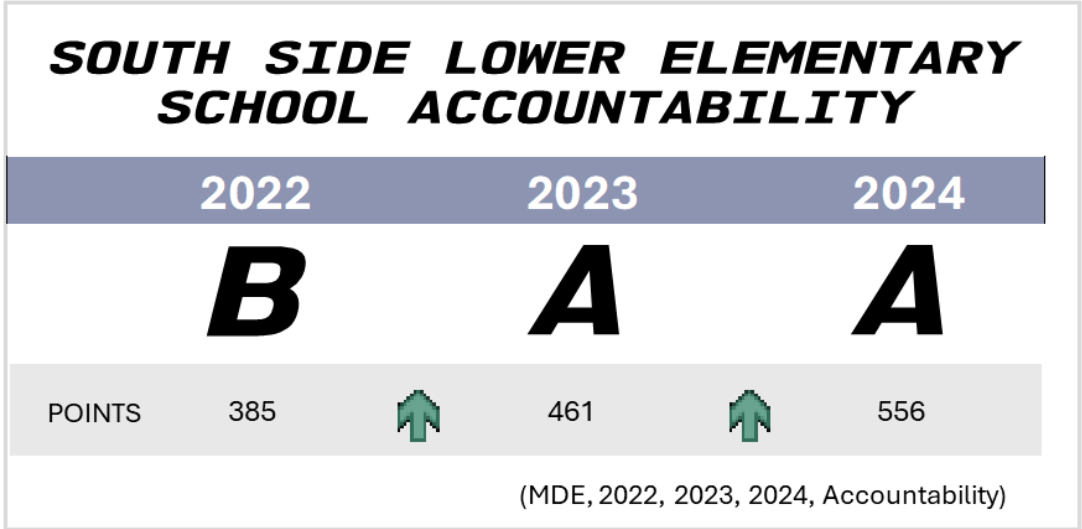


Figure 112: South Side Lower Elementary School Accountability

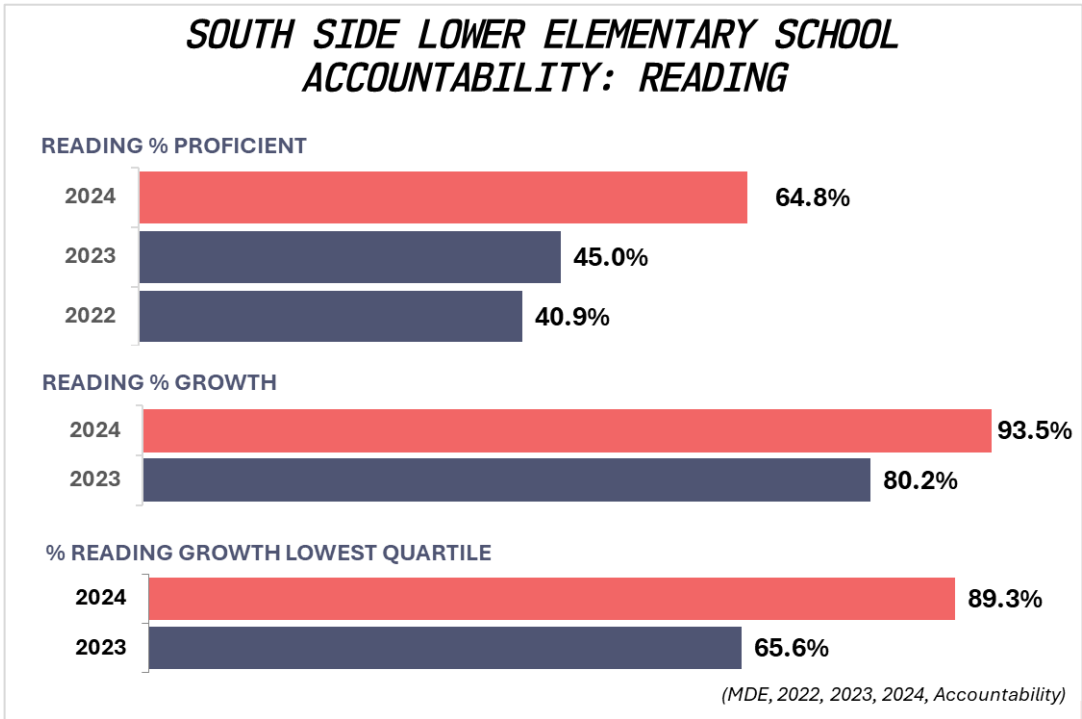


Figure 113: South Side Lower Elementary School Accountability: Reading

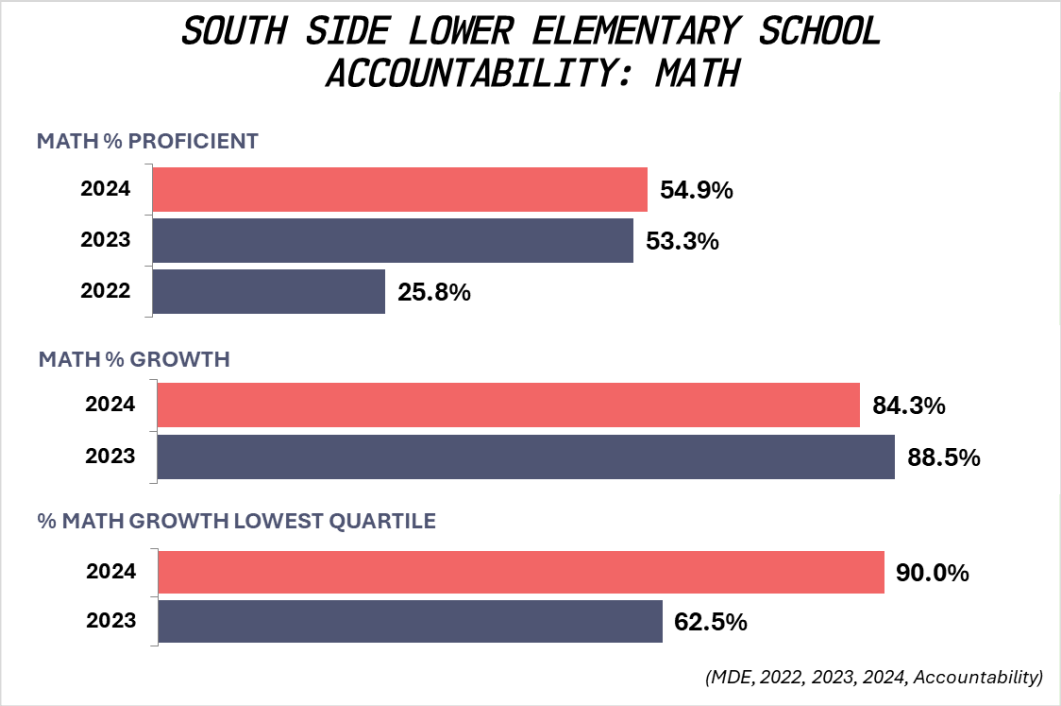
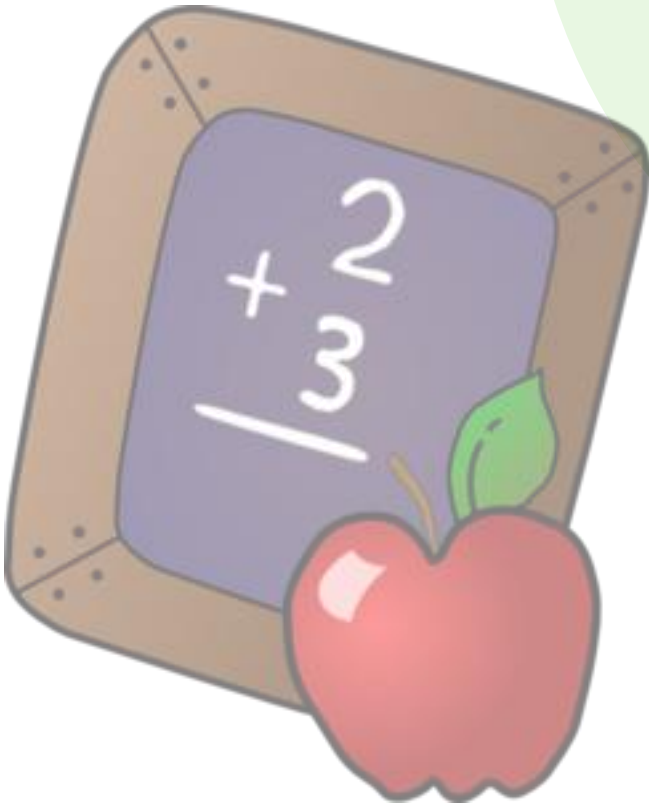


Figure 114: South Side Lower Elementary School Accountability: Math



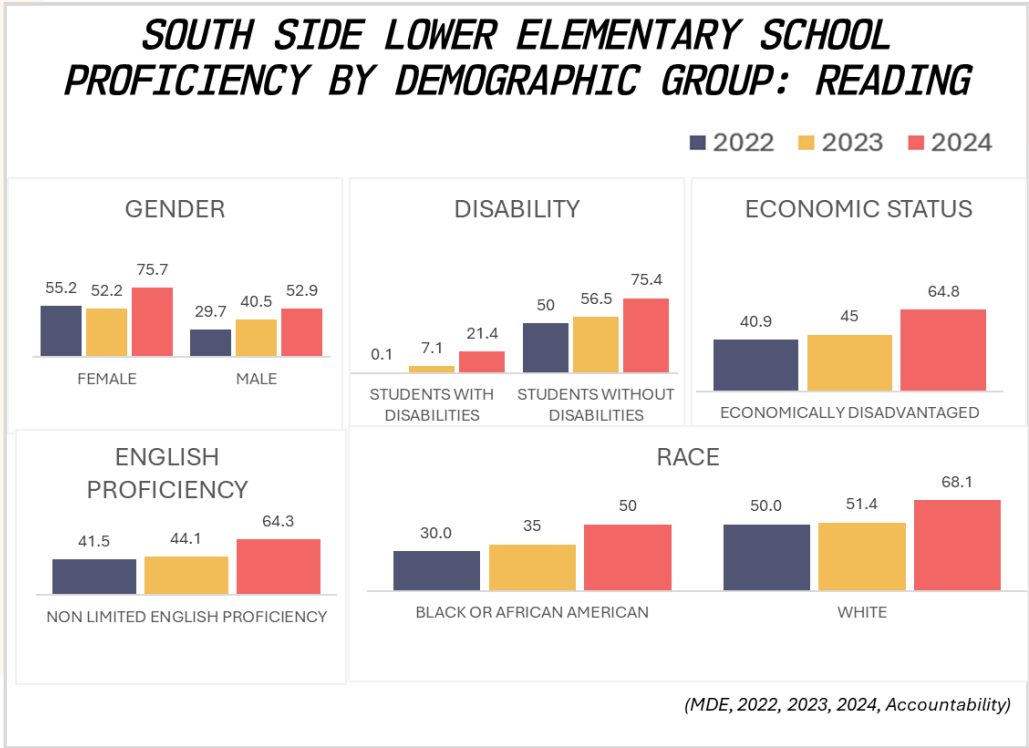


Figure 115: South Side Lower Elementary School Proficiency by Demographic Group: Reading

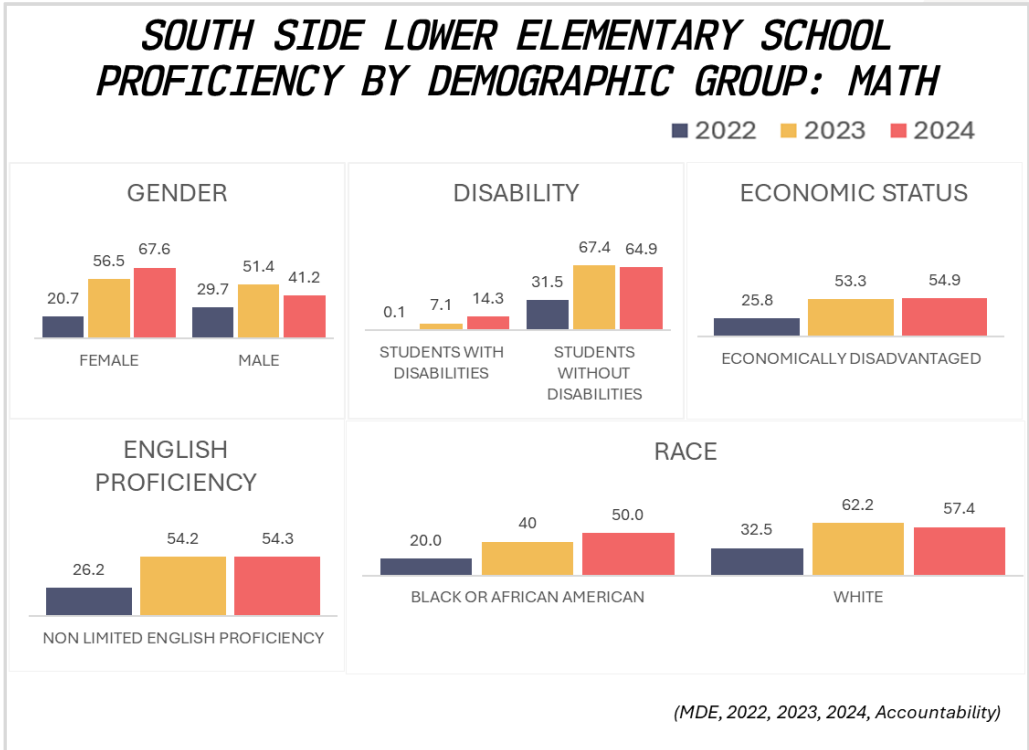


Figure 116: South Side Lower Elementary School Proficiency by Demographic Group: Math



ASSESSMENT

KINDERGARTEN READINESS

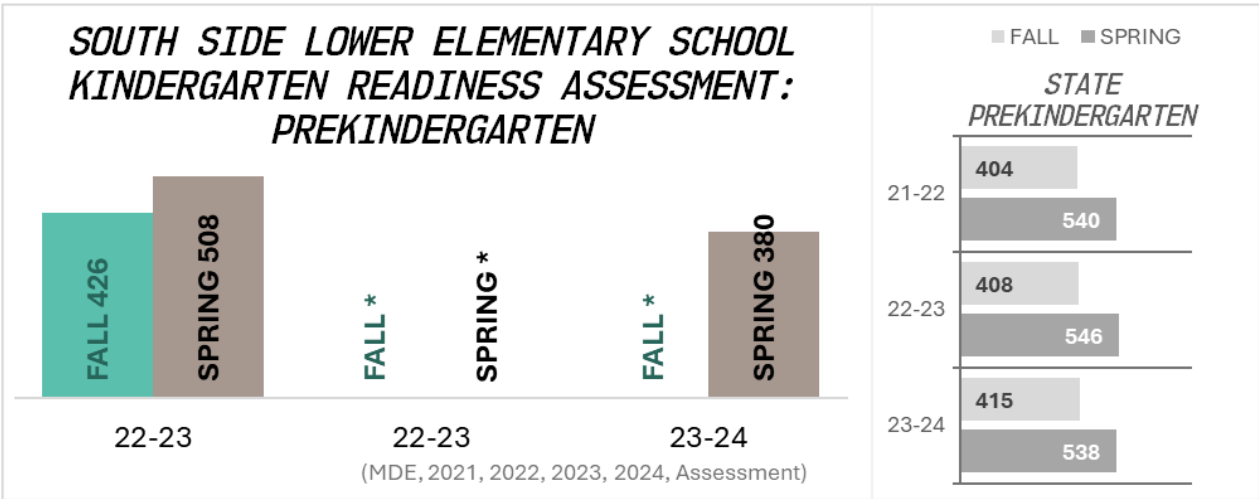


Figure 117: South Side Lower Elementary School Kindergarten Readiness Assessment: Prekindergarten

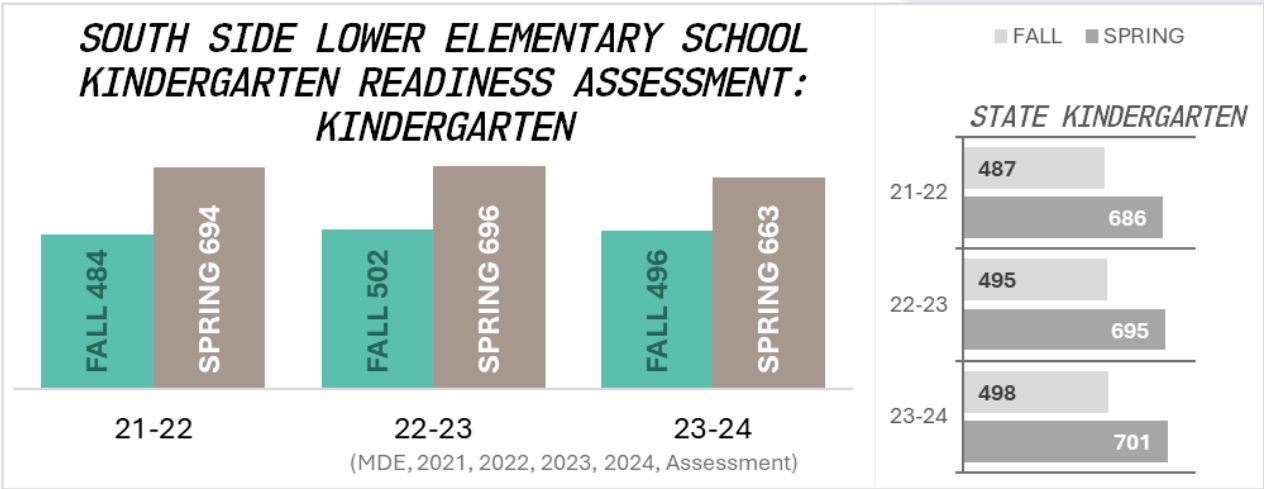


Figure 118: South Side Lower Elementary School Kindergarten Readiness Assessment: Kindergarten



PERSONNEL

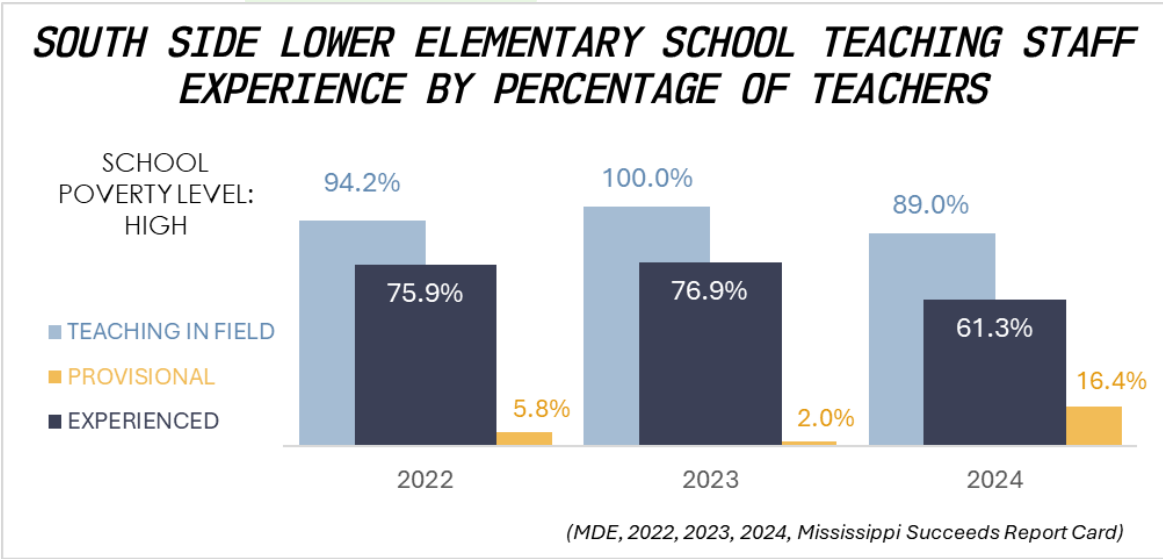


Figure 119: South Side Lower Elementary School Teaching Staff Experience by Percentage of Teachers



SOUTH SIDE LOWER ELEMENTARY SCHOOL CNA SURVEY



Introduction

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at South Side Lower Elementary School in the categories of Federal Programs; Title IV-A; Curriculum and Instruction; School Climate and Culture; School Improvement; Technology; Parent, Family, and Community Engagement; and Professional Development. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Thirty-four (34) faculty and staff members, twelve (12) parents, and four (4) students responded to the survey.

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	50.0%
Differentiated instruction	14	41.2%
Access to computers and individualized instruction	22	64.7%

The Title I program has resulted in improved:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student reading achievement.	17.6%	61.8%	8.8%	0.0%	11.8%
Mathematics achievement.	17.6%	64.7%	5.9%	0.0%	11.8%
Student morale.	17.6%	67.6%	5.9%	0.0%	8.8%
Student attitude about reading.	20.6%	55.9%	11.8%	0.0%	11.8%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	4	11.8%
Agree	20	58.8%
Disagree	4	11.8%
Strongly Disagree	2	5.9%
Not Applicable or No Information	4	11.8%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	12	35.3%
Not Applicable or No Information	6	17.6%
Agree	13	38.2%
Disagree	3	8.8%
Strongly Disagree	0	0.0%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	16	47.1%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	26.5%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	2	10.0%
K-2	6	30.0%
K-3	5	25.0%
4-6	1	5.0%
K-6	6	30.0%

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	21	61.8%
Expedited evaluation services for students with limited English	15	44.1%
Expedited evaluation services for gifted and talented students	11	32.4%
Additional academic support	19	55.9%
Tutoring	17	50.0%
Enrichment educational services	12	35.3%
Counseling	23	67.6%
Mentors	10	29.4%
School supplies	24	70.6%
School uniforms	24	70.6%
Dental referrals	13	38.2%
Medical referrals	14	41.2%
Bullying assistance	9	26.5%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	3	8.8%
Agree	22	64.7%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	23.5%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	12	35.3%
Agree	18	52.9%
Disagree	4	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	11	32.4%
Agree	23	67.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	24	70.6%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

The district technology staff works to update and maintain the classroom and computer labs technology to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	2	5.9%
Agree	22	64.7%
Disagree	5	14.7%
Strongly Disagree	1	2.9%
Not Applicable or No Information	4	11.8%

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

	Count	Percentage
Strongly Agree	1	2.9%
Agree	16	47.1%
Disagree	10	29.4%
Strongly Disagree	4	11.8%
Not Applicable or No Information	3	8.8%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.

	Count	Percentage
Strongly Agree	5	14.7%
Agree	20	58.8%
Disagree	4	11.8%
Strongly Disagree	2	5.9%
Not Applicable or No Information	3	8.8%

My greatest equipment needs are:

	Count	Percentage
Additional Classroom Computers	8	23.5%
Classroom Computers need updating or repairs	24	70.6%
Chrome-books	12	35.3%
Interactive White Board	4	11.8%
Projector	4	11.8%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	10	29.4%
Agree	23	67.6%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	14	41.2%
Agree	20	58.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	12	35.3%
Agree	17	50.0%
Disagree	3	8.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	11	32.4%
Agree	17	50.0%
Disagree	4	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

The school has rules, expectations and consistent discipline policies which allow the student to learn and the teacher to teach.

	Count	Percentage
Strongly Agree	12	35.3%
Agree	20	58.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

The school utilizes the College and Career Readiness Standards and provides a rigorous curriculum for each grade level and/or content area.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	17	50.0%
Disagree	2	5.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	6	17.6%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	29.4%	55.9%	5.9%	0.0%	8.8%
Mathematics	26.5%	61.8%	2.9%	0.0%	8.8%
Science	20.6%	64.7%	2.9%	0.0%	11.8%

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

	Count	Percentage
Strongly Agree	16	47.1%
Agree	17	50.0%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I am confident in teaching the state required standards for my grade level / subject area.

	Count	Percentage
Strongly Agree	11	32.4%
Agree	15	44.1%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	20.6%

During instructional teaching, my use of academic verbiage is intentionally designed to meet the rigorous state standard's terminology appropriate for my grade level and/or subject area in which I teach.

	Count	Percentage
Strongly Agree	11	32.4%
Agree	15	44.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	23.5%

I use effective, research-based strategies and assessment data to frequently modify and adjust teaching strategies to differentiate instruction to best meet the individual learning needs of students.

	Count	Percentage
Strongly Agree	10	29.4%
Agree	16	47.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	23.5%

I use a variety of teaching strategies and provide a variety of learning activities to meet student needs.

	Count	Percentage
Strongly Agree	12	35.3%
Agree	16	47.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	17.6%

I have an adequate amount of materials and supplies needed to provide a variety learning activities to meet student needs.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	18	52.9%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	14.7%

School Social Workers are beneficial in helping to meet the basic individual needs of identified students (Homeless, ELL, etc.) to provide equal opportunities to all students to become academically successful.

	Count	Percentage
Strongly Agree	7	20.6%
Agree	21	61.8%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.8%

I utilize both formative and summative assessments for all students, including varying subgroups (SPED, ELL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	7	20.6%
Agree	15	44.1%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	32.4%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, EL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	6	17.6%
Agree	17	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	32.4%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	11	32.4%
Utilize technology such as class websites, blogs, and videos	15	44.1%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	8	23.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	17	50.0%

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	15	44.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	9	26.5%
Use bilingual handouts and cues	8	23.5%
Use visual displays, portable white boards, and posters when giving instructions	14	41.2%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	6	17.6%
Not applicable	13	38.2%

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

	Count	Percentage
Through regular scheduling	17	50.0%
Teachers provide unique instructional time inside the classroom for English instruction.	9	26.5%
Mentoring with another student	5	14.7%
Not Applicable	13	38.2%

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

	Count	Percentage
Yes	16	47.1%
No	18	52.9%

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

	Count	Percentage
Language Spoken in the Home	29	85.3%
Language Proficiency of the Parent	19	55.9%
Level of Parental Involvement	13	38.2%
Family income and socioeconomic status	4	11.8%
Visual Screening Result	10	29.4%
Auditory Screening Result	11	32.4%
Grade Retention (if applicable)	12	35.3%
Number of Failed Courses	9	26.5%
Dropout Status (if applicable)	4	11.8%

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

	Count	Percentage
Enrichment programs/activities	7	20.6%
Supplemental Academic Instruction	8	23.5%
Behavioral Supports	10	29.4%
Counseling Services	12	35.3%
Discipline Records	7	20.6%
Social-Emotional Learning Services	7	20.6%
Social Behavioral Assessment Inventory Score	5	14.7%
Mental Health Supports	3	8.8%

What services are offered to students who are incarcerated?

	Count	Percentage
Tutoring	2	5.9%
Mental Health Services	2	5.9%
Counseling	3	8.8%
Transitional Services	1	2.9%
Not applicable	31	91.2%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?

	Count	Percentage
Yes	6	17.6%
No	0	0.0%
Not applicable	28	82.4%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	13	38.2%
Agree	18	52.9%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	2	5.9%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	7	20.6%
Agree	21	61.8%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	5	14.7%

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	5.9%
Agree	23	67.6%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	7	20.6%

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

	Count	Percentage
Strongly Agree	3	8.8%
Agree	22	64.7%
Disagree	4	11.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	4	11.8%

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	5	14.7%
Agree	23	67.6%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	4	11.8%

TECHNOLOGY

I am confident in my skills with using computer programs within the classroom and in the computer lab.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	21	61.8%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.8%

The school utilizes updated technology resources to enhance the curriculum and student academic achievement.

	Count	Percentage
Strongly Agree	4	11.8%
Agree	24	70.6%
Disagree	4	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	12	35.3%
Agree	15	44.1%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	17.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	14	41.2%
Agree	18	52.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	12	35.3%
Agree	19	55.9%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	21	61.8%
Disagree	3	8.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	14	41.2%
Agree	16	47.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.8%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	31	12.1%
Progress Reports	32	12.5%
Report Cards	31	12.1%
Parent/Teacher Notes	31	12.1%
Parent/Teacher Conferences	30	11.7%
School / District website	23	8.9%
Newsletters	20	7.8%
Phone Calls	30	11.7%
Messages sent via phone message and/or text	25	9.7%
Radio Station	3	1.2%
Newspaper	1	0.4%

PROFESSIONAL DEVELOPMENT

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

	Count	Percentage
Strongly Agree	6	17.6%
Agree	13	38.2%
Disagree	5	14.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	29.4%

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

	Count	Percentage
Yes	20	58.8%
No	14	41.2%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?

	Count	Percentage
Yes	12	35.3%
No	22	64.7%

The school uses research based strategies and data to make instructional decisions about the type of Professional Development activities at both the classroom and school (district) level.

	Count	Percentage
Strongly Agree	3	8.8%
Agree	17	50.0%
Disagree	5	14.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	26.5%

This school year, the school provided adequate academic support through Professional Development Consulting services which allowed for instructional incorporation of purposeful and beneficial teaching strategies providing student and teacher growth.

	Count	Percentage
Strongly Agree	4	11.8%
Agree	16	47.1%
Disagree	4	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	29.4%

Additional Professional Development needs for next school year: (Choose any area of interest):

	Count	Percentage
On-site Consultant Instructional Support for Math	6	17.6%
On-site Consultant Instructional Support for E/LA	8	23.5%
Consultant Instructional Support for Science	1	2.9%
Usage of Vocabulary (academic verbiage) to drive curriculum standards	1	2.9%
ACT	1	2.9%
Interpreting Data / Use of Data to Drive Instruction	2	5.9%
Providing instruction to Limited English Proficiency students to improve their language and academic skills	8	23.5%
Writing strategies	5	14.7%
Response to Intervention (RTI)	12	35.3%
Differentiated instruction	11	32.4%
Developing quality assessments	4	11.8%
Successful inclusion strategies	13	38.2%
Interpreting and analyzing student data	5	14.7%
Mental Health/Teacher Burnout	17	50.0%

As a NEW teacher to the Picayune School District or a BEGINNING first or second year teacher to Picayune, the school provided beneficial Professional Development or mentoring to assist me in joining the Picayune School System.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	22.2%

GENERAL OPINION

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

Faculty/staff members from South Side Lower Elementary School agree that the school does a good job of building relationships with students, communicating with families, and fostering a good learning environment. One faculty member said, “I feel that I am allowed some freedom to work the curriculum in a manner that is best for my students.” Responders would like to see updated facilities and bathrooms, smaller class sizes, and improved safety precautions. Another faculty member stated, “EL students have minimal support. SPED students are often an afterthought when funds are being considered and distributed.”

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	8	66.7%
Differentiated instruction	4	33.3%
Access to computers and individualized instruction	6	50.0%

The Title I program has resulted in improved:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student morale.	41.7%	41.7%	0.0%	0.0%	16.7%
Student attitude about reading.	33.3%	50.0%	0.0%	0.0%	16.7%
Student reading achievement.	33.3%	58.3%	0.0%	0.0%	8.3%
Mathematics achievement.	41.7%	50.0%	0.0%	0.0%	8.3%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

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

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	9	75.0%
Not Applicable or No Information	1	8.3%
Agree	2	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	5	41.7%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	4	44.4%
K-2	1	11.1%
K-3	0	0.0%
4-6	1	11.1%
K-6	3	33.3%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	5	41.7%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	16.7%

TITLE IV-A

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	6	50.0%
Building technological capacity and infrastructure	1	8.3%
Carrying out innovative blended learning projects	4	33.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	3	25.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	25.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	7	58.3%
Providing school-based mental health services and counseling	5	41.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	4	33.3%
Establishing or improving dropout prevention	2	16.7%
Supporting re-entry programs and transition services for Justice-involved youth	2	16.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	4	33.3%
Implementing systems and practices to prevent bullying and harassment	5	41.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	3	25.0%
Establishing community partnerships	4	33.3%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	4	33.3%
Supporting college and career counseling	5	41.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	8	66.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	4	33.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	2	16.7%

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

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

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

	Count	Percentage
Strongly Agree	8	66.7%
Agree	4	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Administrators and appropriate district-level staff model effective uses of technology.

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

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

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

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	4	33.3%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	6	50.0%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

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

Our school is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	33.3%	66.7%	0.0%	0.0%	0.0%
Mathematics	33.3%	66.7%	0.0%	0.0%	0.0%
Science	33.3%	66.7%	0.0%	0.0%	0.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	5	41.7%
Agree	6	50.0%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Transportation services to and from school meet the needs of all students.		
	Count	Percentage
Strongly Agree	4	33.3%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).		
	Count	Percentage
School Counselors	9	75.0%
School Nurses	9	75.0%
School Social Workers	6	50.0%
Tutors	10	83.3%
Inclusion Teachers	8	66.7%
Class-size Reduction Teachers	6	50.0%
Title I Assistants	9	75.0%
Special Education Services	11	91.7%
Speech	9	75.0%
Gifted	8	66.7%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).

	Count	Percentage
Technology (Computer Labs, classroom computers, etc.)	11	91.7%
Sports	9	75.0%
Art	7	58.3%
Music (Choir, Band, etc.)	8	66.7%
JROTC	7	58.3%

Is your child an English Language Learner?

	Count	Percentage
Yes	3	25.0%
No	9	75.0%

Please check all the services your child has access to or is receiving:

	Count	Percentage
English Instruction	1	8.3%
Mentoring	1	8.3%
Academic or career counseling	2	16.7%
Mental Health counseling	1	8.3%

Do you think the services your child is receiving as an English Learner are adequate for academic success?

	Count	Percentage
Yes	3	100.0%
No	0	0.0%

Do you think the EL faculty and staff have the required certification and training to help English Learners?

	Count	Percentage
Yes	3	100.0%
No	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	4	33.3%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	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	33.3%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

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

	Count	Percentage
Strongly Agree	3	25.0%
Agree	9	75.0%
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	3	25.0%
Agree	8	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

TECHNOLOGY

The school (district) provides educational resources for me to access through a computer at home to help my child to practice academic skills.

	Count	Percentage
Strongly Agree	3	27.3%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	8	66.7%
Agree	4	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

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

Parents feel welcome in our school.

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

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

	Count	Percentage
Strongly Agree	6	50.0%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	6	50.0%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I feel parent and family engagement in our school is satisfactory.

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

Please rank the best times for you to attend meetings and activities at school (district), placing the most convenient time at the top of the list.

	Rank
During the school day	#1
Evenings	#2
Immediately after school dismissal	#3
Before school	#4

If you were not able to attend Title I meetings, PTO, or school activities, please indicate why:

	Count	Percentage
School has provided enough information through other avenues	2	16.7%
Times of programs are not suitable to my schedule	3	25.0%
Too busy	2	16.7%
Conflicting family events	0	0.0%
Undesirable topics	0	0.0%
Not Applicable (I attended meetings.)	4	33.3%

I have received the following information from the school (district) for this school year:

	Count	Percentage
Student/Parent/Teacher Compact	9	75.0%
Student Handbook	11	91.7%
Discipline Policy	8	66.7%
Attendance Policy	7	58.3%
Uniform Policy	9	75.0%
District Calendar	9	75.0%

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

	Count	Percentage
Parent/teacher conference	8	66.7%
Checked my child's grades/assignments online	10	83.3%
Been in contact with my child's teacher	10	83.3%
Received a newsletter from the district, school, or teacher	9	75.0%
Worked with a committee or group on school or district policies	2	16.7%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	6	50.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	9	75.0%
Volunteered at my child's school	5	41.7%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

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

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	10	11.5%
Progress Reports	11	12.6%
Report Cards	10	11.5%
Parent/Teacher Notes	11	12.6%
Parent/Teacher Conferences	10	11.5%
School / District website	9	10.3%
Newsletters	7	8.0%
Phone Calls	8	9.2%
Messages sent via phone message and/or text	11	12.6%
Radio Station	0	0.0%
Newspaper	0	0.0%

GENERAL OPINION

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

Parents of students from South Side Lower Elementary School who participated in the survey praised the school for good communication with parents and showing care for their students. One parent commented, "South Side Lower does a great job of getting information out through multiple platforms. The school staff are always friendly." Responders agree that the school needs smaller class sizes, better food options, and more SPED teachers. Another parent sees the need for "stricter policies for people using the incorrect addresses to register. Going to another school because my child's school is full is not ok."

STUDENT SURVEY

FEDERAL PROGRAMS

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	1	25.0%
Not Applicable or No Information	0	0.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	1	25.0%

The character education program at my school is comprehensive and effective.

	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%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

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

	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%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	1	25.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	1	25.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

I learn new things in my classes.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

Clear guidelines of what is expected of me are given in my classes.

	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 teacher tells me how I am doing with my daily work.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My teacher tells me how I can improve on my daily work.

	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%

My teacher tells me how I am doing on tests.

	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%

My teacher tells me how I can improve on tests.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	1	25.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	25.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

My school work is challenging and requires my best effort.

	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%

Class discipline is maintained in order to have the best learning environment.

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

	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 evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.

	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%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	50.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	75.0%
Disagree	0	0.0%
Strongly Disagree	1	25.0%
Not Applicable or No Information	0	0.0%

I like to come to school.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	50.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

My class is a good place for learning.

	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 use objects (counters, blocks, chips, etc.) to help me with my Math work.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	1	25.0%
Not Applicable or No Information	1	25.0%

Our school is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics	25.0%	75.0%	0.0%	0.0%	0.0%
Science	0.0%	75.0%	0.0%	0.0%	25.0%
English/Language Arts	50.0%	50.0%	0.0%	0.0%	0.0%

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

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	2	50.0%
Additional academic support	1	25.0%
Tutoring	1	25.0%
Counseling	0	0.0%
A mentor	1	25.0%
School supplies	1	25.0%
Structured note taking mechanisms	0	0.0%
The teacher slows speech at times to help you understand	0	0.0%
The teacher uses gestures and demonstrations	1	25.0%
Use think aloud and think pair shares	1	25.0%
Use of bilingual handouts and cues	1	25.0%
Use of display word walls with high frequency words	0	0.0%

SCHOOL CLIMATE AND CULTURE

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

	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%

Technology is incorporated into instruction in many classes.

	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%

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

	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%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	50.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	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	0	0.0%
Agree	1	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	75.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	50.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	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	1	25.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

TECHNOLOGY

Computers are updated and maintained while offering educational programs in classrooms and computer labs to enhance student progress and to improve student achievement.

	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	0	0.0%

GENERAL OPINION

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

STUDENTS from South Side Lower Elementary School believe the school does a good job of teaching their students. One student said, “My school does really well with us students here, and they have good teachers and very fun events and more.” Others express a desire for specific improvements, such as improved technology and better playground equipment. One student said, “Stop letting the kids fight each other, and move kids who hate each other away from each other because I get scared they are gonna get physical.”



NOTES

SOUTH SIDE UPPER ELEMENTARY SCHOOL



Introduction

South Side Upper Elementary School is located at 1500 Rosa Street in Picayune, Mississippi. In January of 2025, it served three hundred ten (310) students, third through sixth grades (3-6). Home of the Soaring Eagles, SSUES has earned an “A” rating for the past two years. Led by principal Tarva Cook, the school is dedicated to its mission: South Side Upper Elementary School is committed to providing a place where every child matters every day to all people.

IF YOU BELIEVE IT YOU CAN ACHIEVE IT!

Students are encouraged to remember the South Side Pledge: “Today is going to be a great day. Today I choose to be confident. Today I choose to be positive. Today I choose to be kind



and respectful. There is no one better to be than myself. I am an amazing person. I can do anything I set my mind to. I get even better everyday. I forgive myself for my mistakes. When I am confronted with a problem, I think before I act. I have people who love and respect me. I am part of the South Side team. I am an Eagle.”



ENROLLMENT AND ATTENDANCE

SOUTH SIDE UPPER ELEMENTARY SCHOOL ENROLLMENT

	2023	2024	2025
ALL	298	313	310
ELEM_SPED		*	
GR_3	75	81	77
GR_4	78	80	85
GR_5	70	78	80
GR_6	75	*	68
(MDE, 2023, 2024, 2025, Enrollment)			

Figure 120: South Side Upper Elementary School Enrollment

Note: Special Education enrollment for 2025 is not available.

SOUTH SIDE UPPER ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2022	2023	2024
ALL	ALL	292	298	313
GENDER	FEMALE	135	123	141
	MALE	157	175	172
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*		*
	ASIAN	*	*	*
	BLACK OR AFRICAN AMERICAN	98	100	96
	HISPANIC OR LATINO	*	*	*
	TWO OR MORE RACES	10	13	15
	WHITE	176	180	197
(MDE, 2022, 2023, 2024, Enrollment)				

Figure 121: South Side Upper Elementary School Enrollment by Demographic Group

Note: Demographic enrollment for 2025 will not be available until March of 2025.

SOUTH SIDE UPPER ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

	2022	2023	2024
ALL	269.8	275.7	284.8
ELEM_SPED	1.8	1.4	3.1
GR_3	76.7	68.3	75.7
GR_4	58.1	73.1	72.1
GR_5	67.9	63.7	70.7
GR_6	65.4	69.3	63.2

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

Figure 122: South Side Upper Elementary School Average Daily Attendance

SOUTH SIDE UPPER ELEMENTARY SCHOOL CHRONIC ABSENCE

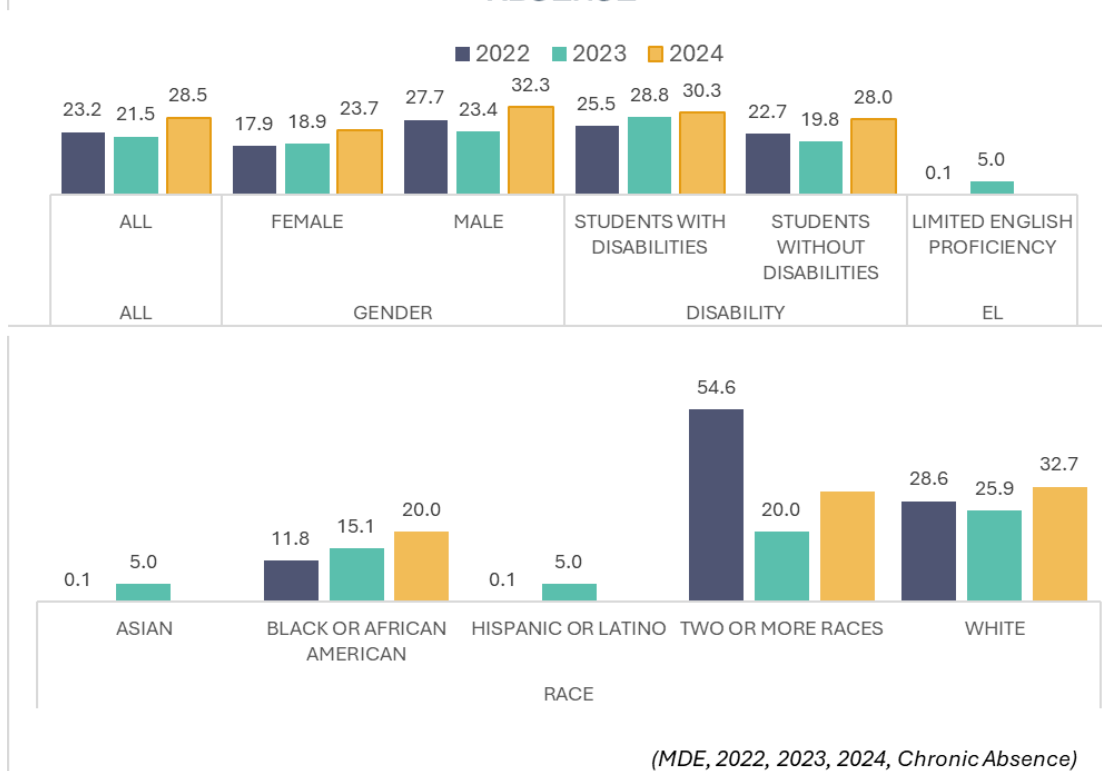


Figure 123: South Side Upper Elementary School Chronic Absence



ACCOUNTABILITY

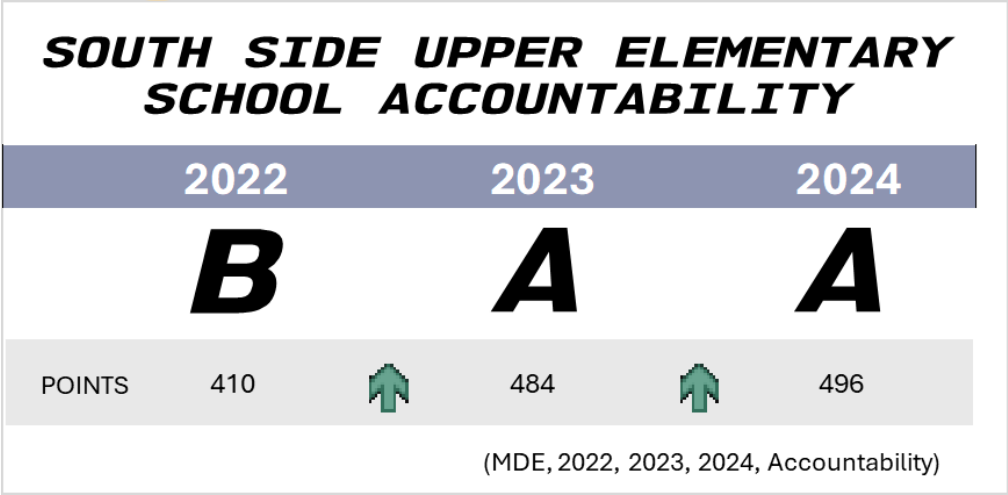


Figure 124: South Side Upper Elementary School Accountability

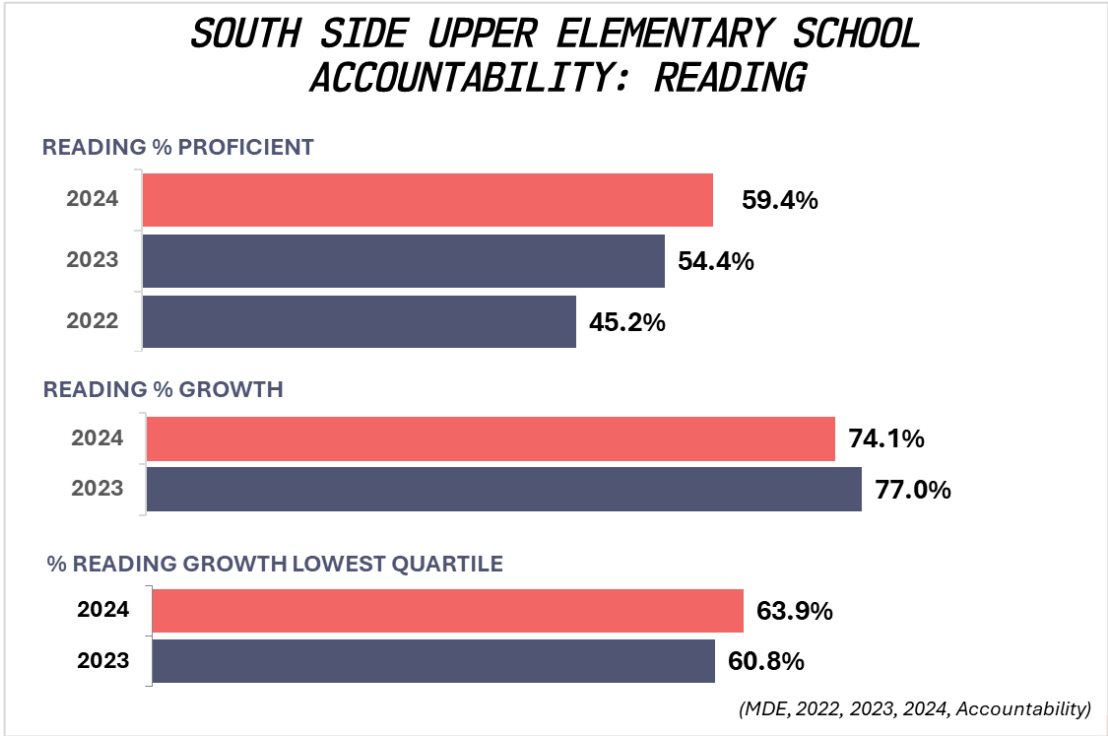


Figure 125: South Side Upper Elementary School Accountability: Reading

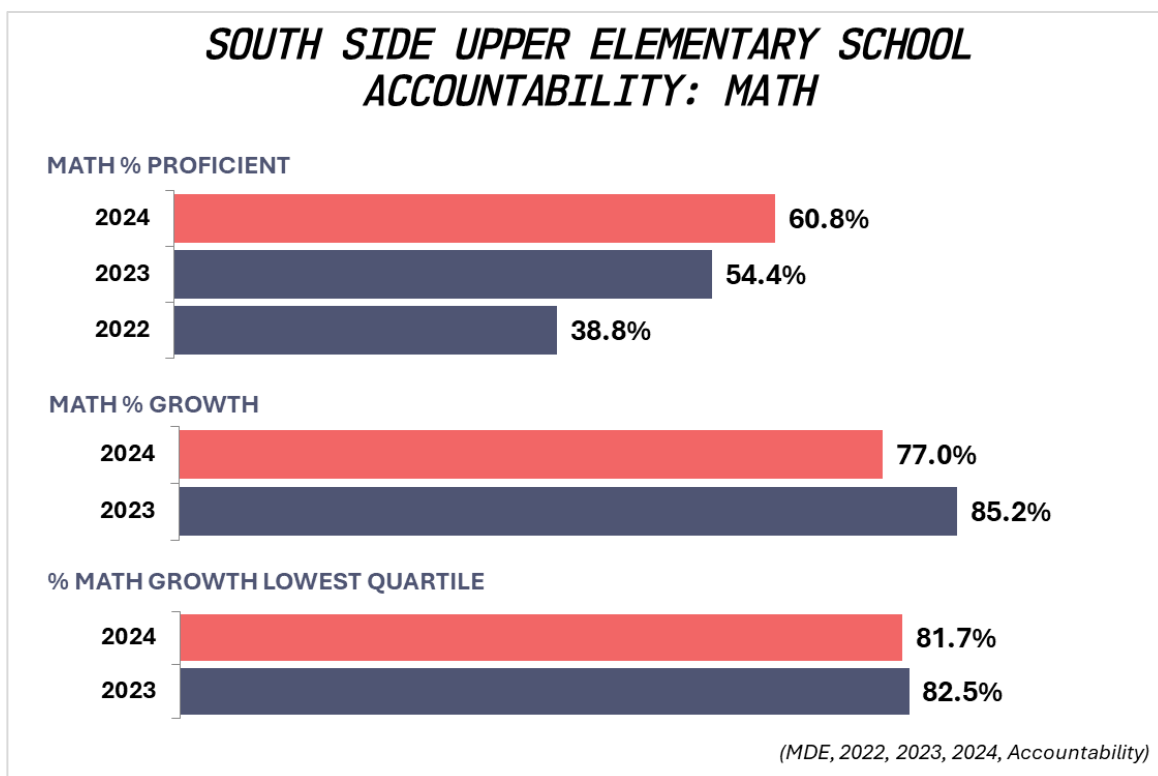


Figure 126: South Side Upper Elementary School Accountability: Math

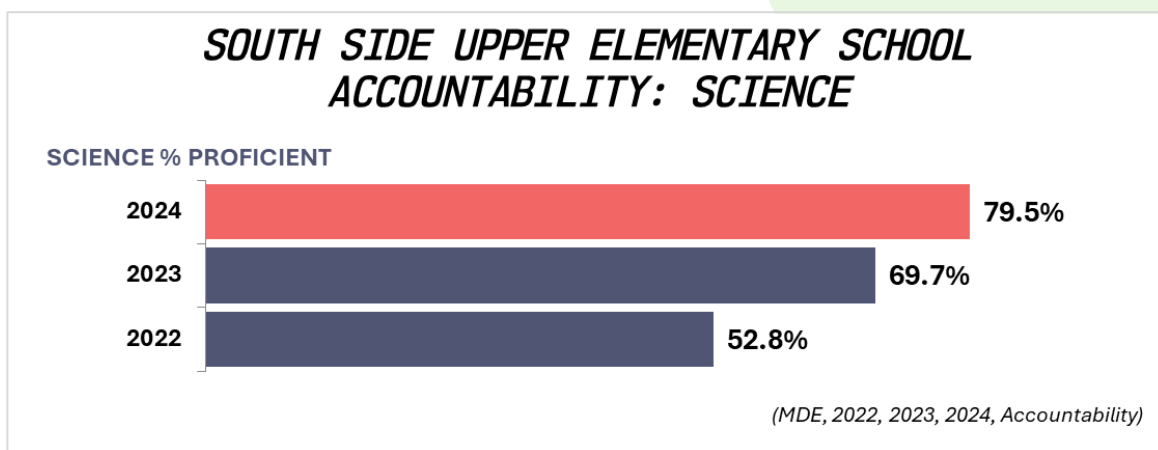


Figure 127: South Side Upper Elementary School Accountability: Science



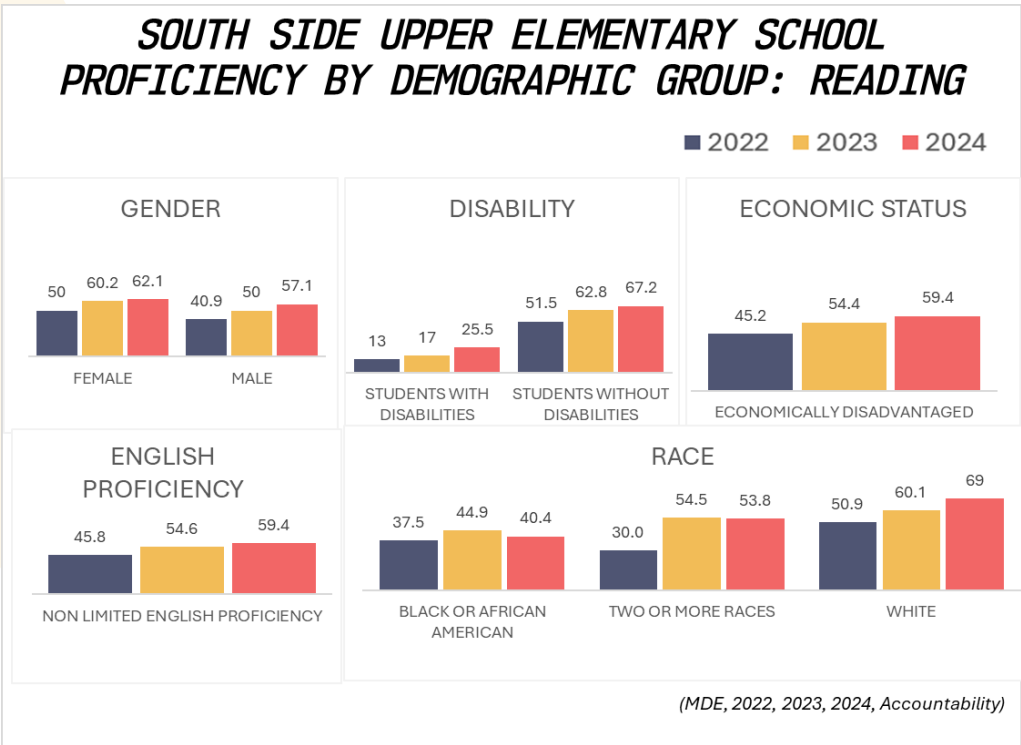


Figure 128: South Side Upper Elementary School Proficiency by Demographic Group: Reading

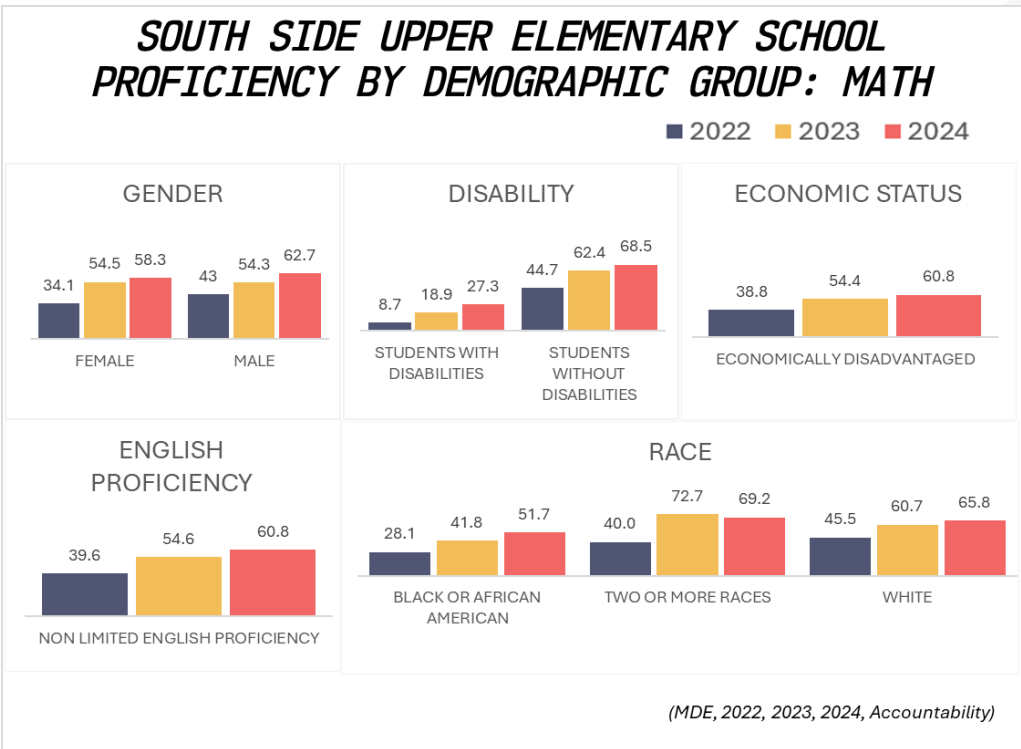


Figure 129: South Side Upper Elementary School Proficiency by Demographic Group: Math

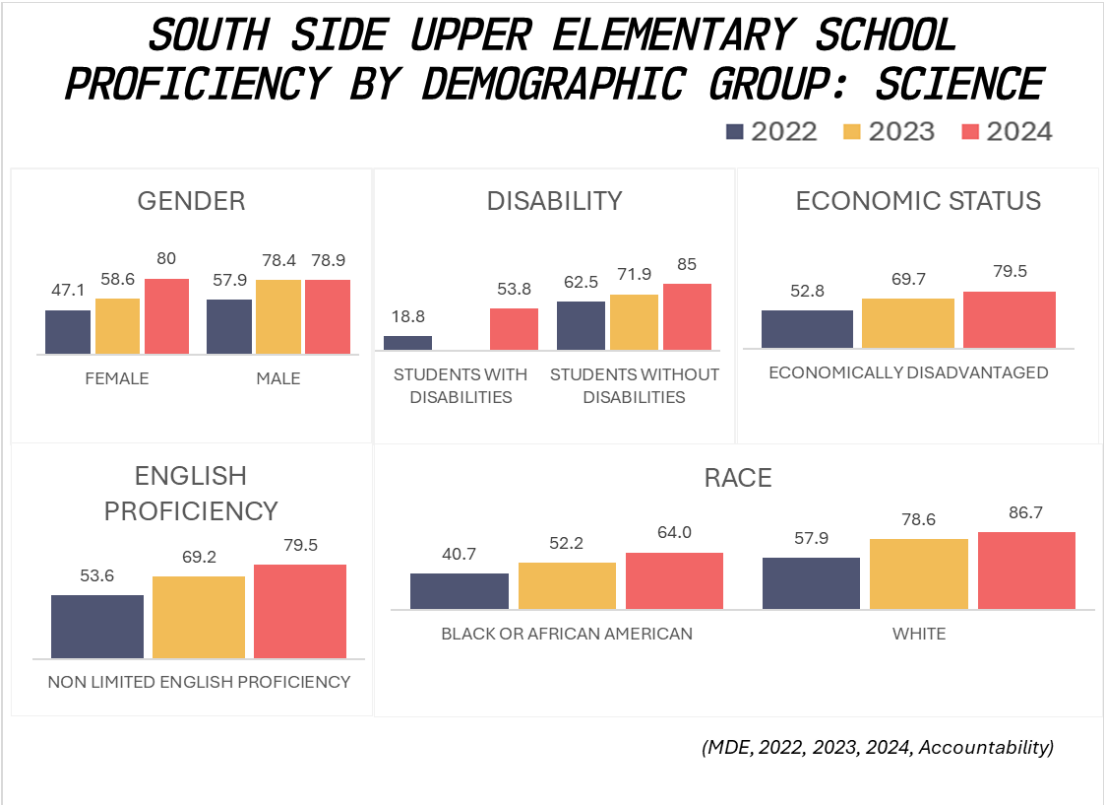


Figure 130: South Side Upper Elementary School Proficiency by Demographic Group: Science



ASSESSMENT

THIRD-GRADE READING

SOUTH SIDE UPPER ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE		
2022	2023	2024
70.7	66.7	84

Figure 131: South Side Upper Elementary School Initial Third-Grade Reading Assessment Pass Rate

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

MAAP

MAAP ELA

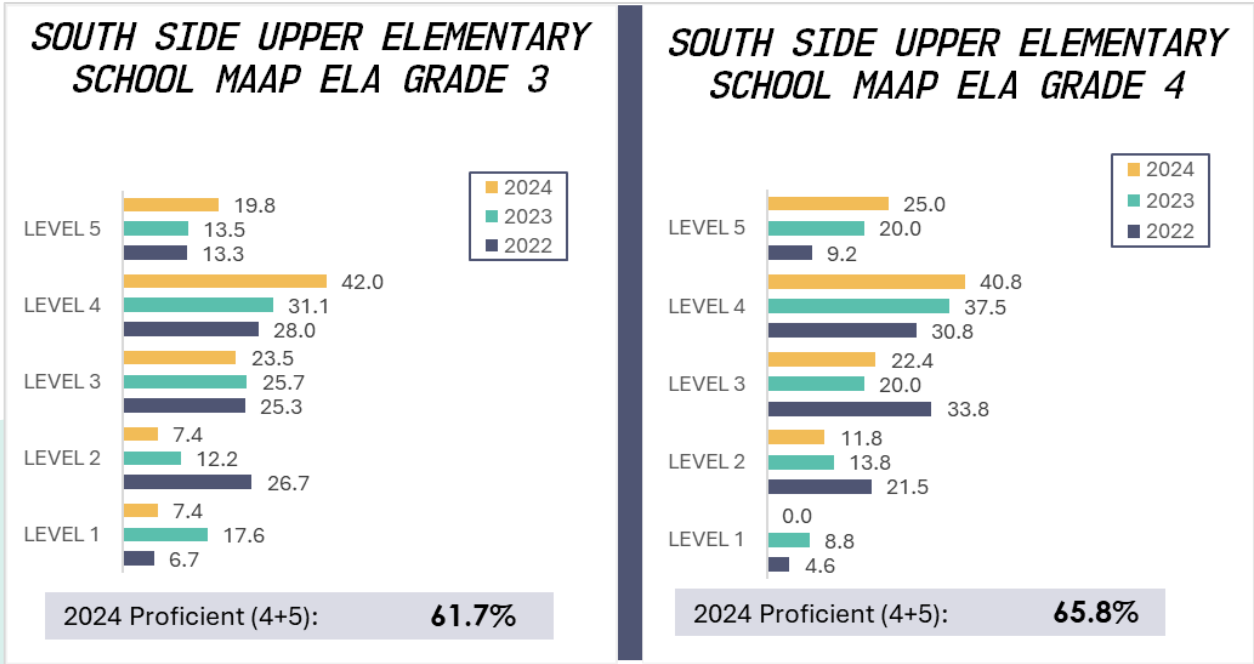


Figure 132: South Side Upper Elementary School MAAP ELA Grades 3 and 4

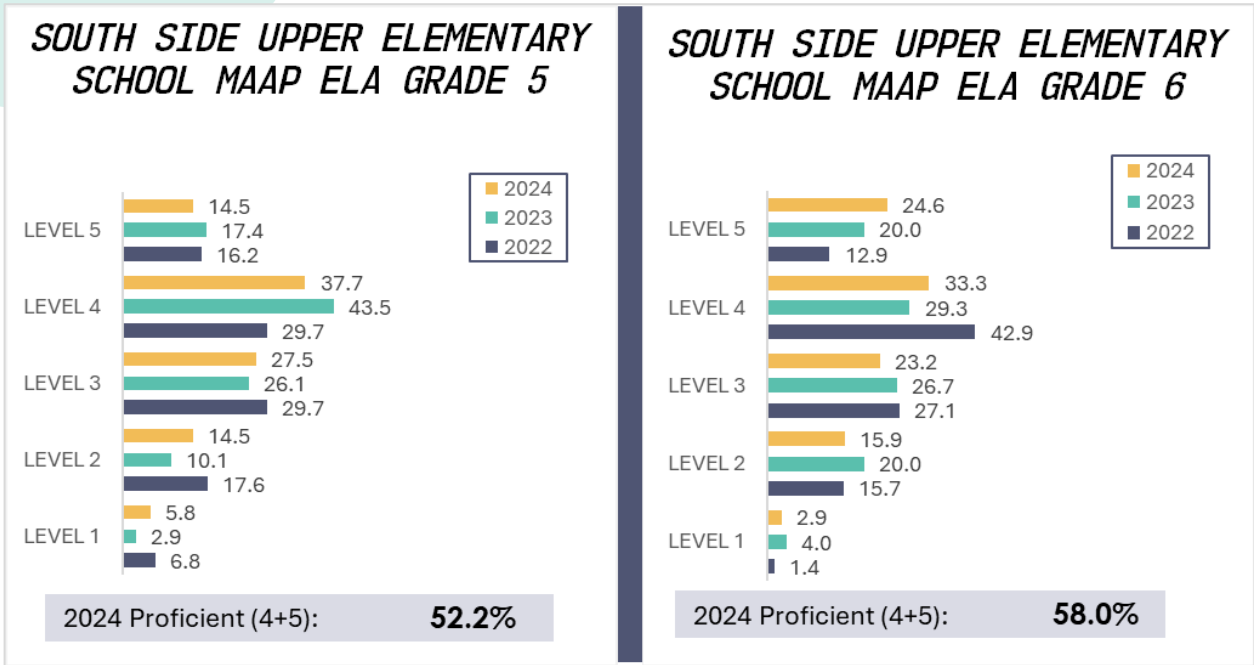


Figure 133: South Side Upper Elementary School MAAP ELA Grades 5 and 6

MAAP MATH

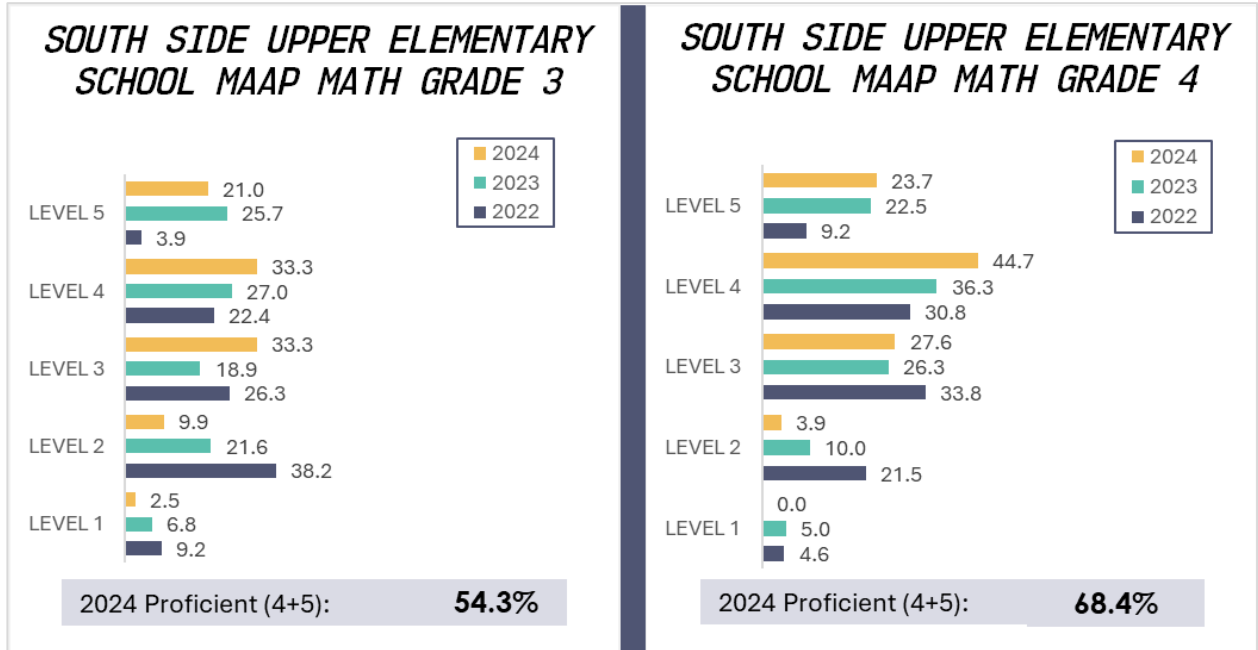


Figure 134: South Side Upper Elementary School MAAP Math Grades 3 and 4

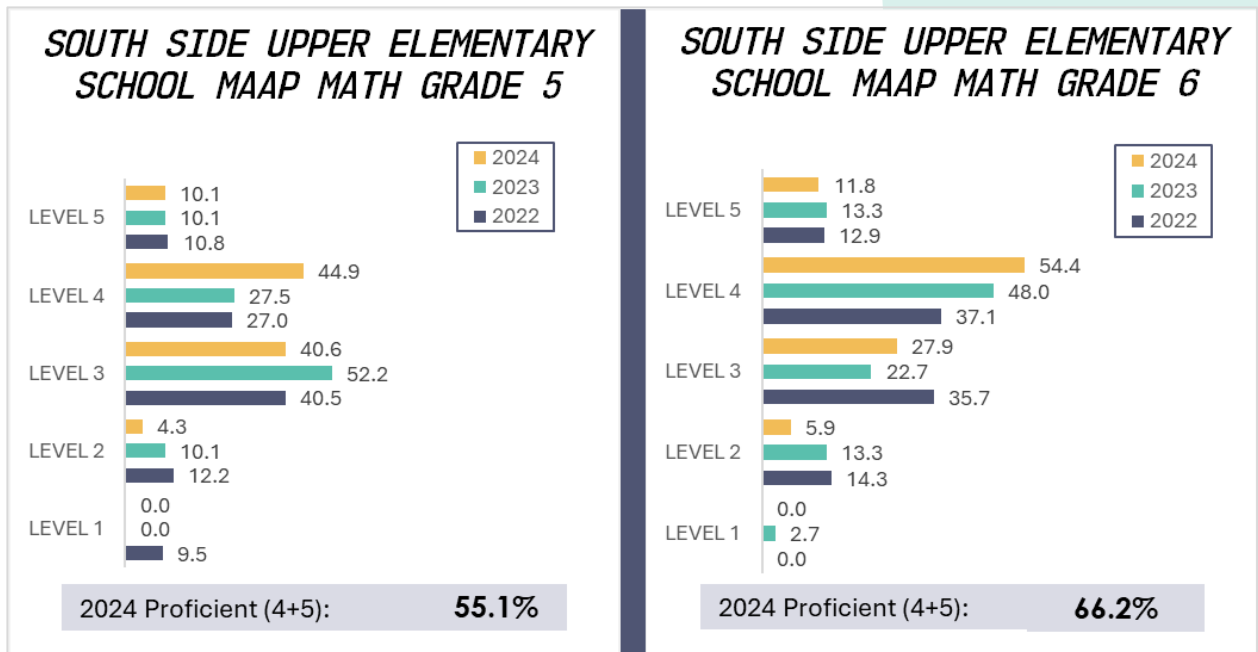


Figure 135: South Side Upper Elementary School MAAP Math Grades 5 and 6



MAAP SCIENCE

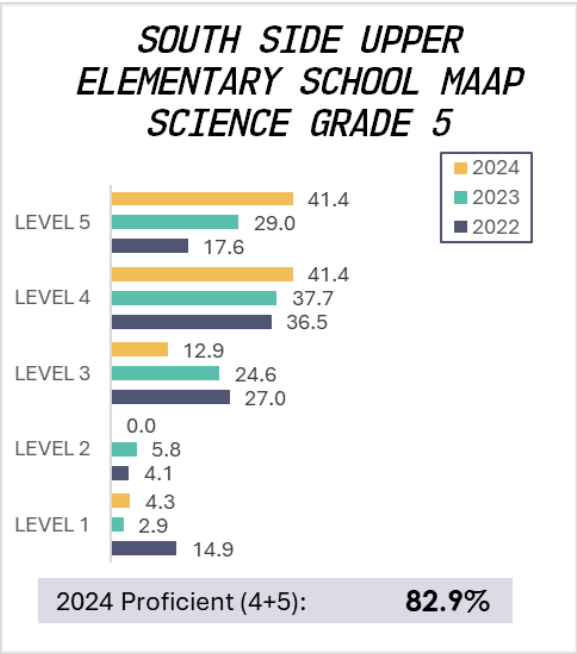
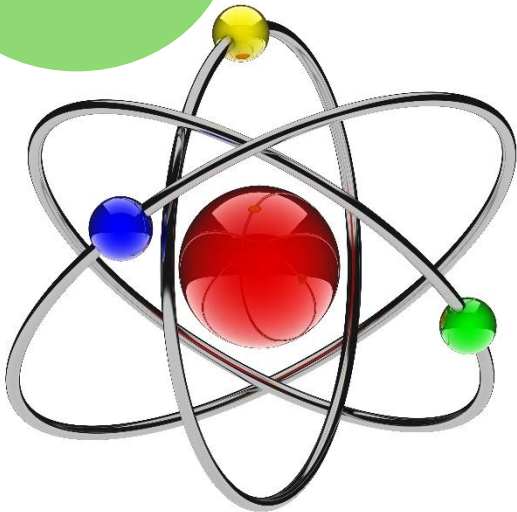


Figure 136: South Side Upper Elementary School MAAP Science Grade 5

PERSONNEL

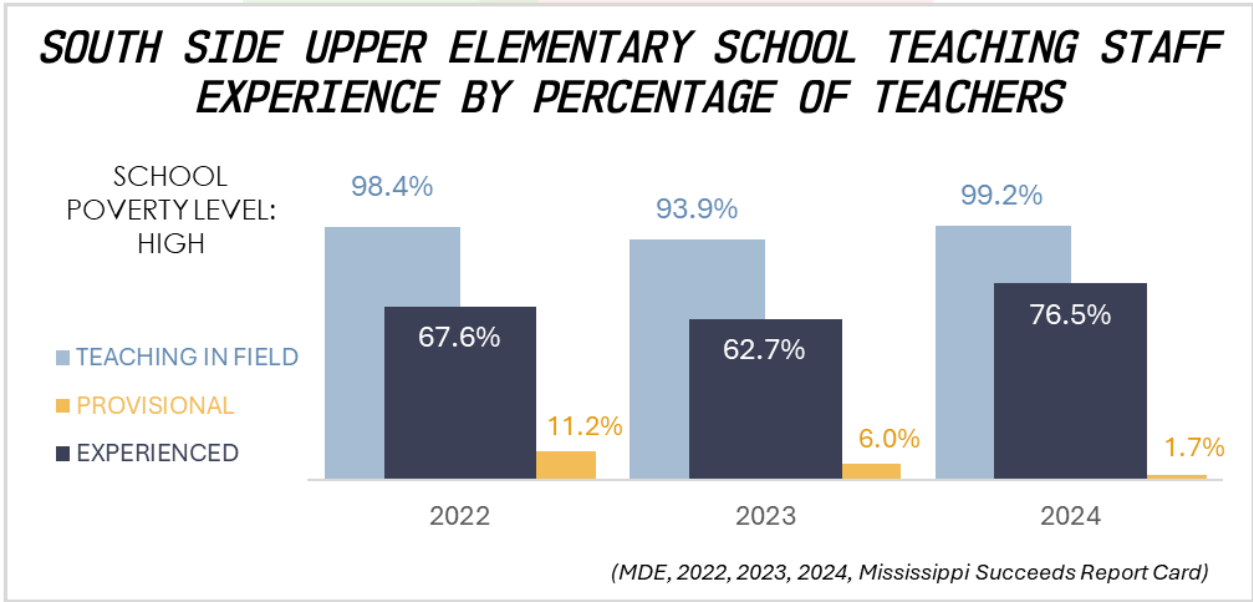


Figure 137: South Side Upper Elementary School Teaching Staff Experience by Percentage of Teachers

DISCIPLINE

SOUTH SIDE UPPER ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	10.7	16.8	16.7	18.7	12.9	10.4			
GENDER	FEMALE	10.0	11.6	9.2	15.7	8.5	5.7			
	MALE	11.3	20.6	22.6	21.3	16.1	14.1			
RACE	BLACK OR AFRICAN AMERICAN	17.0	26.0	21.2	26.0	20.2	13.1			
	TWO OR MORE RACES		20.0	12.5		13.3				
	WHITE	7.1	12.0	15.2	15.4	9.2	9.6			
DISABILITY	STUDENTS WITH DISABILITIES	≤5	17.2	15.5	17.0	27.6	17.2			
	STUDENTS WITHOUT DISABILITIES	12.3	16.7	16.9	19.0	9.6	8.9			
EL	NON LIMITED ENGLISH PROFICIENCY	10.5	17.3	16.6	18.7	13.3	10.2			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	14.0	≤10		≤5			≤5		
GENDER	FEMALE	≤10			≤5			≤5		
	MALE	≤10	≤10		≤5			≤5		
RACE	BLACK OR AFRICAN AMERICAN	≤10			≤5			≤5		
	TWO OR MORE RACES				≤5			≤5		
	WHITE	≤10	≤10		≤5			≤5		
DISABILITY	STUDENTS WITH DISABILITIES	≤10	≤10		≤5			≤5		
	STUDENTS WITHOUT DISABILITIES	13.0			≤5			≤5		
EL	NON LIMITED ENGLISH PROFICIENCY	14.0	≤10		≤5			≤5		

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

Figure 138: South Side Upper Elementary School Disciplinary Actions Reported to MDE



***SOUTH SIDE
UPPER
ELEMENTARY
SCHOOL CNA
SURVEY***



Introduction

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at South Side Upper Elementary School in the categories of Federal Programs; Title IV-A; Curriculum and Instruction; School Climate and Culture; School Improvement; Technology; Parent, Family, and Community Engagement; and Professional Development. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Ten (10) faculty and staff members, eight (8) parents, and one hundred eighty-eight (188) students responded to the survey.

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	4	40.0%
Differentiated instruction	4	40.0%
Access to computers and individualized instruction	6	60.0%

The Title I program has resulted in improved:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student reading achievement.	70.0%	30.0%	0.0%	0.0%	0.0%
Mathematics achievement.	60.0%	40.0%	0.0%	0.0%	0.0%
Student morale.	50.0%	40.0%	10.0%	0.0%	0.0%
Student attitude about reading.	50.0%	40.0%	10.0%	0.0%	0.0%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	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%

School nurses help improve student attendance and academic achievement.

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

Title II Class size reduction teachers are effective in raising student achievement.

	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%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	0	0.0%
K-2	1	11.1%
K-3	3	33.3%
4-6	1	11.1%
K-6	4	44.4%

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	5	50.0%
Expedited evaluation services for students with limited English	5	50.0%
Expedited evaluation services for gifted and talented students	2	20.0%
Additional academic support	4	40.0%
Tutoring	7	70.0%
Enrichment educational services	3	30.0%
Counseling	7	70.0%
Mentors	5	50.0%
School supplies	7	70.0%
School uniforms	8	80.0%
Dental referrals	3	30.0%
Medical referrals	3	30.0%
Bullying assistance	3	30.0%

The character education program at my school is comprehensive and effective.

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

TITLE IV-A**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%

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

	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%

Administrators and appropriate district-level staff model effective uses of technology.

	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 district technology staff works to update and maintain the classroom and computer labs technology to enhance student progress and to improve student achievement.

	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%

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

	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%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.

	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%

My greatest equipment needs are:

	Count	Percentage
Additional Classroom Computers	0	0.0%
Classroom Computers need updating or repairs	6	60.0%
Chrome-books	5	50.0%
Interactive White Board	0	0.0%
Projector	1	10.0%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for 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 rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	7	77.8%
Agree	2	22.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	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 programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	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%

The school has rules, expectations and consistent discipline policies which allow the student to learn and the teacher to teach.

	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 utilizes the College and Career Readiness Standards and provides a rigorous curriculum for each grade level and/or content area.

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

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	80.0%	20.0%	0.0%	0.0%	0.0%
Mathematics	80.0%	20.0%	0.0%	0.0%	0.0%
Science	80.0%	20.0%	0.0%	0.0%	0.0%

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

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

I am confident in teaching the state required standards for my grade level / subject area.

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

During instructional teaching, my use of academic verbiage is intentionally designed to meet the rigorous state standard's terminology appropriate for my grade level and/or subject area in which I teach.

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

I use effective, research-based strategies and assessment data to frequently modify and adjust teaching strategies to differentiate instruction to best meet the individual learning needs of students.

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

I use a variety of teaching strategies and provide a variety of learning activities to meet student needs.

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

I have an adequate amount of materials and supplies needed to provide a variety learning activities to meet student needs.

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

School Social Workers are beneficial in helping to meet the basic individual needs of identified students (Homeless, ELL, etc.) to provide equal opportunities to all students to become academically successful.

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

I utilize both formative and summative assessments for all students, including varying subgroups (SPED, ELL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

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

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, EL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

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

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	3	30.0%
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	2	20.0%

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	2	20.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	2	20.0%
Use bilingual handouts and cues	1	10.0%
Use visual displays, portable white boards, and posters when giving instructions	2	20.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	2	20.0%
Not applicable	7	70.0%

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

	Count	Percentage
Through regular scheduling	3	30.0%
Teachers provide unique instructional time inside the classroom for English instruction.	3	30.0%
Mentoring with another student	3	30.0%
Not Applicable	5	50.0%

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

	Count	Percentage
Yes	6	60.0%
No	4	40.0%

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

	Count	Percentage
Language Spoken in the Home	9	90.0%
Language Proficiency of the Parent	4	40.0%
Level of Parental Involvement	3	30.0%
Family income and socioeconomic status	4	40.0%
Visual Screening Result	3	30.0%
Auditory Screening Result	4	40.0%
Grade Retention (if applicable)	4	40.0%
Number of Failed Courses	3	30.0%
Dropout Status (if applicable)	1	10.0%

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

	Count	Percentage
Enrichment programs/activities	2	20.0%
Supplemental Academic Instruction	3	30.0%
Behavioral Supports	4	40.0%
Counseling Services	3	30.0%
Discipline Records	3	30.0%
Social-Emotional Learning Services	4	40.0%
Social Behavioral Assessment Inventory Score	2	20.0%
Mental Health Supports	4	40.0%

What services are offered to students who are incarcerated?

	Count	Percentage
Tutoring	0	0.0%
Mental Health Services	0	0.0%
Counseling	0	0.0%
Transitional Services	0	0.0%
Not applicable	10	100.0%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?

	Count	Percentage
Yes	2	20.0%
No	0	0.0%
Not applicable	8	80.0%

SCHOOL CLIMATE AND CULTURE

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

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

SCHOOL IMPROVEMENT

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

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

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

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

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

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

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

TECHNOLOGY

I am confident in my skills with using computer programs within the classroom and in the computer lab.

	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%

The school utilizes updated technology resources to enhance the curriculum and student academic 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%

On-line registration has made registering students for school an easier process.

	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%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	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%

Parents feel welcome in our school.

	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%

I feel parent and family engagement in our school is satisfactory.

	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%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	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%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	9	14.1%
Progress Reports	8	12.5%
Report Cards	7	10.9%
Parent/Teacher Notes	8	12.5%
Parent/Teacher Conferences	7	10.9%
School / District website	7	10.9%
Newsletters	2	3.1%
Phone Calls	8	12.5%
Messages sent via phone message and/or text	8	12.5%
Radio Station	0	0.0%
Newspaper	0	0.0%

PROFESSIONAL DEVELOPMENT

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

	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%

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

	Count	Percentage
Yes	7	70.0%
No	3	30.0%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?

	Count	Percentage
Yes	6	60.0%
No	4	40.0%

The school uses research based strategies and data to make instructional decisions about the type of Professional Development activities at both the classroom and school (district) level.

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

This school year, the school provided adequate academic support through Professional Development Consulting services which allowed for instructional incorporation of purposeful and beneficial teaching strategies providing student and teacher growth.

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

Additional Professional Development needs for next school year: (Choose any area of interest):

	Count	Percentage
On-site Consultant Instructional Support for Math	3	30.0%
On-site Consultant Instructional Support for E/LA	4	40.0%
Consultant Instructional Support for Science	1	10.0%
Usage of Vocabulary (academic verbiage) to drive curriculum standards	0	0.0%
ACT	0	0.0%
Interpreting Data / Use of Data to Drive Instruction	1	10.0%
Providing instruction to Limited English Proficiency students to improve their language and academic skills	1	10.0%
Writing strategies	5	50.0%
Response to Intervention (RTI)	2	20.0%
Differentiated instruction	4	40.0%
Developing quality assessments	0	0.0%
Successful inclusion strategies	2	20.0%
Interpreting and analyzing student data	1	10.0%
Mental Health/Teacher Burnout	4	40.0%

As a NEW teacher to the Picayune School District or a BEGINNING first or second year teacher to Picayune, the school provided beneficial Professional Development or mentoring to assist me in joining the Picayune School System.

	Count	Percentage
Strongly Agree	3	75.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

GENERAL OPINION

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

Faculty/staff members from South Side Upper Elementary School agree that the school does a good job of supporting the faculty and staff and providing rigorous instruction. One faculty member said, “They offer a wide range of different learning strategies for students with various learning styles.” Responders would like to see updated technology and discontinuing benchmark tests on skills not yet taught. Another faculty member stated, “Mastery Connect needs to be done differently!”

PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	4	50.0%
Differentiated instruction	3	37.5%
Access to computers and individualized instruction	5	62.5%

The Title I program has resulted in improved:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student morale.	37.5%	25.0%	25.0%	0.0%	12.5%
Student attitude about reading.	25.0%	50.0%	12.5%	0.0%	12.5%
Student reading achievement.	37.5%	50.0%	0.0%	0.0%	12.5%
Mathematics achievement.	37.5%	50.0%	0.0%	0.0%	12.5%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	1	12.5%
Agree	4	50.0%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	2	25.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	4	50.0%
Not Applicable or No Information	1	12.5%
Agree	1	12.5%
Disagree	2	25.0%
Strongly Disagree	0	0.0%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	3	37.5%
Agree	3	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	0	0.0%
K-2	1	16.7%
K-3	1	16.7%
4-6	2	33.3%
K-6	2	33.3%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	1	12.5%
Agree	3	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	50.0%

TITLE IV-A

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	3	37.5%
Building technological capacity and infrastructure	1	12.5%
Carrying out innovative blended learning projects	3	37.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	4	50.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	37.5%

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

	Count	Percentage
Promoting community and parent involvement in schools	4	50.0%
Providing school-based mental health services and counseling	4	50.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	0	0.0%
Establishing or improving dropout prevention	0	0.0%
Supporting re-entry programs and transition services for Justice-involved youth	0	0.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	2	25.0%
Implementing systems and practices to prevent bullying and harassment	4	50.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	3	37.5%
Establishing community partnerships	3	37.5%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	5	62.5%
Supporting college and career counseling	4	50.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	4	50.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	2	25.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	2	25.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	75.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	7	87.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	3	37.5%
Agree	4	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	1	12.5%
Agree	5	62.5%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	75.0%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	1	12.5%

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	5	62.5%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	37.5%	50.0%	0.0%	0.0%	12.5%
Mathematics	25.0%	50.0%	0.0%	12.5%	12.5%
Science	25.0%	62.5%	0.0%	0.0%	12.5%

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

	Count	Percentage
Strongly Agree	2	25.0%
Agree	4	50.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

Transportation services to and from school meet the needs of all students.

	Count	Percentage
Strongly Agree	2	25.0%
Agree	4	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).

	Count	Percentage
School Counselors	7	87.5%
School Nurses	7	87.5%
School Social Workers	4	50.0%
Tutors	7	87.5%
Inclusion Teachers	5	62.5%
Class-size Reduction Teachers	6	75.0%
Title I Assistants	5	62.5%
Special Education Services	7	87.5%
Speech	5	62.5%
Gifted	5	62.5%
Technology (Computer Labs, classroom computers, etc.)	7	87.5%
Sports	6	75.0%
Art	6	75.0%
Music (Choir, Band, etc.)	7	87.5%
JROTC	5	62.5%

Is your child an English Language Learner?

	Count	Percentage
Yes	1	12.5%
No	7	87.5%

Do you think the services your child is receiving as an English Learner are adequate for academic success?

	Count	Percentage
Yes	1	100.0%
No	0	0.0%

Do you think the EL faculty and staff have the required certification and training to help English Learners?

	Count	Percentage
Yes	1	100.0%
No	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	1	12.5%
Agree	4	50.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	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	0	0.0%
Agree	4	50.0%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

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

	Count	Percentage
Strongly Agree	1	12.5%
Agree	4	50.0%
Disagree	1	12.5%
Strongly Disagree	1	12.5%
Not Applicable or No Information	1	12.5%

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	1	12.5%
Agree	5	62.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

TECHNOLOGY

The school (district) provides educational resources for me to access through a computer at home to help my child to practice academic skills.

	Count	Percentage
Strongly Agree	1	12.5%
Agree	3	37.5%
Disagree	3	37.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	4	50.0%
Agree	3	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	1	12.5%
Agree	3	37.5%
Disagree	3	37.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	1	12.5%
Agree	4	50.0%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

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

	Count	Percentage
Strongly Agree	1	12.5%
Agree	3	37.5%
Disagree	2	25.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	1	12.5%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	2	25.0%
Agree	2	25.0%
Disagree	1	12.5%
Strongly Disagree	2	25.0%
Not Applicable or No Information	1	12.5%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	1	12.5%
Agree	3	37.5%
Disagree	2	25.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	1	12.5%

Please rank the best times for you to attend meetings and activities at school (district), placing the most convenient time at the top of the list.

	Rank
Evenings	#1
Immediately after school dismissal	#2
During the school day	#3
Before school	#4

If you were not able to attend Title I meetings, PTO, or school activities, please indicate why:

	Count	Percentage
School has provided enough information through other avenues	1	12.5%
Times of programs are not suitable to my schedule	1	12.5%
Too busy	1	12.5%
Conflicting family events	1	12.5%
Undesirable topics	0	0.0%
Not Applicable (I attended meetings.)	2	25.0%

I have received the following information from the school (district) for this school year:

	Count	Percentage
Student/Parent/Teacher Compact	3	37.5%
Student Handbook	4	50.0%
Discipline Policy	4	50.0%
Attendance Policy	3	37.5%
Uniform Policy	4	50.0%
District Calendar	7	87.5%

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

	Count	Percentage
Parent/teacher conference	4	50.0%
Checked my child's grades/assignments online	5	62.5%
Been in contact with my child's teacher	6	75.0%
Received a newsletter from the district, school, or teacher	5	62.5%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	3	37.5%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	4	50.0%
Volunteered at my child's school	0	0.0%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	3	37.5%
Agree	3	37.5%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	4	13.8%
Progress Reports	7	24.1%
Report Cards	7	24.1%
Parent/Teacher Notes	3	10.3%
Parent/Teacher Conferences	2	6.9%
School / District website	0	0.0%
Newsletters	1	3.4%
Phone Calls	1	3.4%
Messages sent via phone message and/or text	4	13.8%
Radio Station	0	0.0%
Newspaper	0	0.0%

GENERAL OPINION

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

Parents of students from South Side Upper Elementary School who participated in the survey praised the school for contacting parents and supporting students, "My child feels welcome and looks forward to spending time with class mates and instructors." Responders agree that the school needs improved tutoring resources and more social media posts. Another parent said, "Bullying needs to be addressed better, and parents' wishes in the matter should be respected in a reasonable manner, such as not putting the student in the same class as the student doing the bullying as per parent's request."

STUDENT SURVEY

FEDERAL PROGRAMS

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	73	38.8%
Agree	85	45.2%
Disagree	4	2.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	26	13.8%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	105	55.9%
Not Applicable or No Information	18	9.6%
Agree	55	29.3%
Disagree	6	3.2%
Strongly Disagree	4	2.1%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	84	44.7%
Agree	73	38.8%
Disagree	0	0.0%
Strongly Disagree	2	1.1%
Not Applicable or No Information	29	15.4%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	122	64.9%
Agree	59	31.4%
Disagree	3	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	2.1%

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

	Count	Percentage
Strongly Agree	97	51.6%
Agree	65	34.6%
Disagree	11	5.9%
Strongly Disagree	1	0.5%
Not Applicable or No Information	14	7.4%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	88	46.8%
Agree	72	38.3%
Disagree	5	2.7%
Strongly Disagree	1	0.5%
Not Applicable or No Information	22	11.7%

CURRICULUM AND INSTRUCTION

I learn new things in my classes.

	Count	Percentage
Strongly Agree	124	66.0%
Agree	60	31.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	2.1%

Clear guidelines of what is expected of me are given in my classes.

	Count	Percentage
Strongly Agree	103	54.8%
Agree	73	38.8%
Disagree	5	2.7%
Strongly Disagree	1	0.5%
Not Applicable or No Information	6	3.2%

My teacher tells me how I am doing with my daily work.

	Count	Percentage
Strongly Agree	68	36.2%
Agree	85	45.2%
Disagree	17	9.0%
Strongly Disagree	2	1.1%
Not Applicable or No Information	16	8.5%

My teacher tells me how I can improve on my daily work.

	Count	Percentage
Strongly Agree	87	46.3%
Agree	77	41.0%
Disagree	8	4.3%
Strongly Disagree	1	0.5%
Not Applicable or No Information	15	8.0%

My teacher tells me how I am doing on tests.

	Count	Percentage
Strongly Agree	76	40.4%
Agree	74	39.4%
Disagree	14	7.4%
Strongly Disagree	2	1.1%
Not Applicable or No Information	22	11.7%

My teacher tells me how I can improve on tests.

	Count	Percentage
Strongly Agree	83	44.1%
Agree	78	41.5%
Disagree	13	6.9%
Strongly Disagree	1	0.5%
Not Applicable or No Information	13	6.9%

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

	Count	Percentage
Strongly Agree	73	38.8%
Agree	64	34.0%
Disagree	14	7.4%
Strongly Disagree	14	7.4%
Not Applicable or No Information	23	12.2%

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	102	54.8%
Agree	62	33.3%
Disagree	6	3.2%
Strongly Disagree	4	2.2%
Not Applicable or No Information	12	6.5%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	93	50.3%
Agree	76	41.1%
Disagree	6	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	5.4%

Class discipline is maintained in order to have the best learning environment.

	Count	Percentage
Strongly Agree	130	69.1%
Agree	54	28.7%
Disagree	1	0.5%
Strongly Disagree	2	1.1%
Not Applicable or No Information	1	0.5%

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

	Count	Percentage
Strongly Agree	108	57.4%
Agree	68	36.2%
Disagree	7	3.7%
Strongly Disagree	1	0.5%
Not Applicable or No Information	4	2.1%

I feel comfortable going to the school counselor for advice with academics and / or personal issues.

	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%

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%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.

	Count	Percentage
Strongly Agree	75	39.9%
Agree	87	46.3%
Disagree	6	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	20	10.6%

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	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 rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	100	53.2%
Agree	72	38.3%
Disagree	5	2.7%
Strongly Disagree	1	0.5%
Not Applicable or No Information	10	5.3%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	91	48.4%
Agree	72	38.3%
Disagree	8	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	9.0%

I like to come to school.

	Count	Percentage
Strongly Agree	63	33.9%
Agree	38	20.4%
Disagree	26	14.0%
Strongly Disagree	36	19.4%
Not Applicable or No Information	23	12.4%

My class is a good place for learning.

	Count	Percentage
Strongly Agree	113	60.4%
Agree	67	35.8%
Disagree	2	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	2.7%

I use objects (counters, blocks, chips, etc.) to help me with my Math work.

	Count	Percentage
Strongly Agree	63	33.7%
Agree	65	34.8%
Disagree	30	16.0%
Strongly Disagree	11	5.9%
Not Applicable or No Information	18	9.6%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics	63.8%	30.3%	2.1%	1.1%	2.7%
Science	61.7%	32.4%	1.6%	1.1%	3.2%
English/Language Arts	61.2%	30.3%	3.2%	2.1%	3.2%

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

	Count	Percentage
Strongly Agree	96	51.1%
Agree	71	37.8%
Disagree	8	4.3%
Strongly Disagree	5	2.7%
Not Applicable or No Information	8	4.3%

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:

	Count	Percentage
Not an English Language Learner	140	74.5%
Additional academic support	14	7.4%
Tutoring	24	12.8%
Counseling	4	2.1%
A mentor	6	3.2%
School supplies	36	19.1%
Structured note taking mechanisms	11	5.9%
The teacher slows speech at times to help you understand	29	15.4%
The teacher uses gestures and demonstrations	28	14.9%
Use think aloud and think pair shares	13	6.9%
Use of bilingual handouts and cues	7	3.7%
Use of display word walls with high frequency words	16	8.5%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	133	70.7%
Agree	50	26.6%
Disagree	3	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.1%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	111	59.0%
Agree	60	31.9%
Disagree	6	3.2%
Strongly Disagree	1	0.5%
Not Applicable or No Information	10	5.3%

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

	Count	Percentage
Strongly Agree	69	36.7%
Agree	57	30.3%
Disagree	13	6.9%
Strongly Disagree	7	3.7%
Not Applicable or No Information	42	22.3%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	52	27.7%
Agree	46	24.5%
Disagree	11	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	79	42.0%

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	58	30.9%
Agree	57	30.3%
Disagree	24	12.8%
Strongly Disagree	2	1.1%
Not Applicable or No Information	47	25.0%

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

	Count	Percentage
Strongly Agree	76	40.4%
Agree	66	35.1%
Disagree	5	2.7%
Strongly Disagree	1	0.5%
Not Applicable or No Information	40	21.3%

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	92	48.9%
Agree	61	32.4%
Disagree	4	2.1%
Strongly Disagree	3	1.6%
Not Applicable or No Information	28	14.9%

TECHNOLOGY

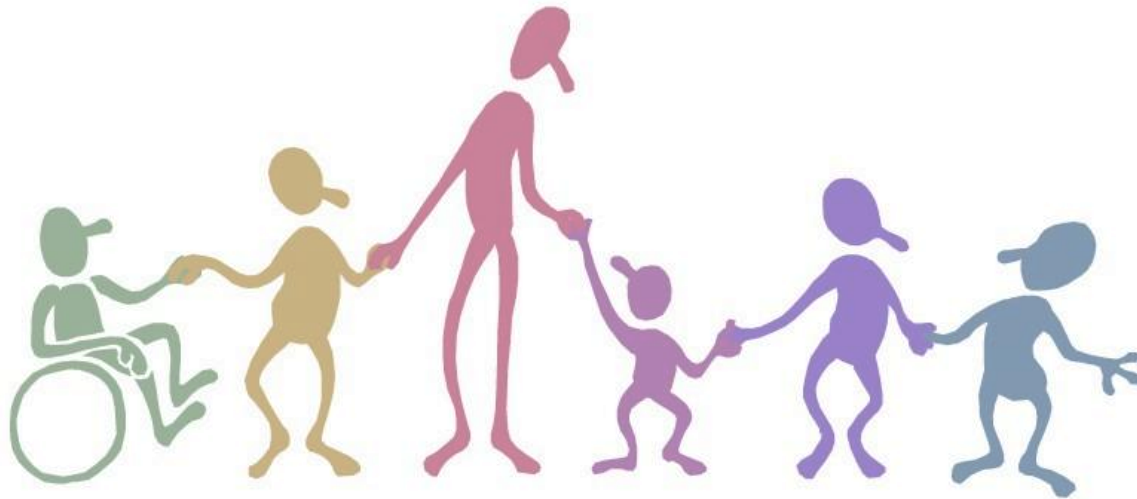
Computers are updated and maintained while offering educational programs in classrooms and computer labs to enhance student progress and to improve student achievement.

	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%

GENERAL OPINION

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

STUDENTS from South Side Upper Elementary School believe the school does a good job of helping students understand difficult content, keeping students safe, and rewarding positive behavior. One student said, “I believe that my school does well in state testing and making sure the students comprehend class lessons..” Others express a desire for specific improvements, such as updated technology, changes to the dress code, and longer recess times. Another student stated, “Make science an important subject because science is very important.”



WEST SIDE ELEMENTARY SCHOOL



Introduction

West Side Elementary School is located at 111 Kirkwood Street in Picayune, Mississippi. In January of 2025, it served four hundred forty-four (444) students, kindergarten through sixth grade (K-6). Led by principal Kim Hart and assistant principal Erin Stockstill, the school earned an “A” rating this year.

MAKING DREAMS COME TRUE

Home of the Gators, the school offers a variety of educational experiences for its students. Gifted classes, STEAM emphasis, family nights, and field trips are just a few of the opportunities given to facilitate learning and growth in all areas for the students of WSES.





ENROLLMENT AND ATTENDANCE

WEST SIDE ELEMENTARY SCHOOL ENROLLMENT

	2023	2024	2025
ALL	427	419	444
K	65	65	84
K_SPED		*	
ELEM_SPED	*	*	
GR_1	74	59	67
GR_2	53	77	57
GR_3	71	50	71
GR_4	*	70	>10
GR_5	50	39	>10
GR_6	62	49	>10
(MDE, 2023, 2024, 2025, Enrollment)			

Figure 139: West Side Elementary School Enrollment

Note: Special Education enrollment for 2025 is not available.

WEST SIDE ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2022	2023	2024
ALL	ALL	391	427	419
GENDER	FEMALE	195	200	206
	MALE	196	227	213
RACE	ASIAN	*	*	*
	BLACK OR AFRICAN AMERICAN	101	118	99
	HISPANIC OR LATINO	*	*	*
	TWO OR MORE RACES	27	31	37
	WHITE	248	267	274
(MDE, 2022, 2023, 2024, Enrollment)				

Figure 140: West Side Elementary School Enrollment by Demographic Group

Note: Demographic enrollment for 2025 will not be available until March of 2025.

WEST SIDE ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

	2022	2023	2024
ALL	356.9	392.4	388.0
K	60.3	60.7	57.9
K_SPED	0.0	1.4	1.7
ELEM_SPED	4.2	2.9	7.3
GR_1	50.8	67.4	54.8
GR_2	47.4	48.9	69.9
GR_3	48.5	64.0	47.2
GR_4	44.1	46.0	65.4
GR_5	63.8	45.1	37.6
GR_6	37.7	56.0	46.1

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

Figure 141: West Side Elementary School Average Daily Attendance

WEST SIDE ELEMENTARY SCHOOL CHRONIC ABSENCE

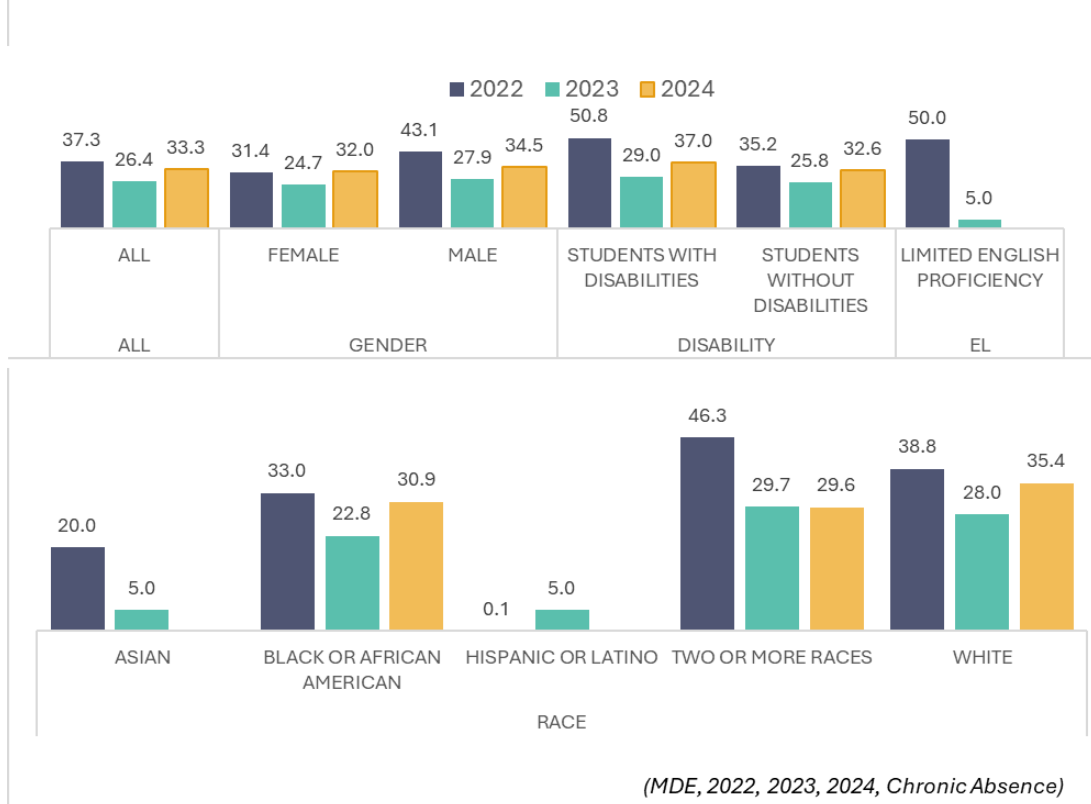


Figure 142: West Side Elementary School Chronic Absence



ACCOUNTABILITY

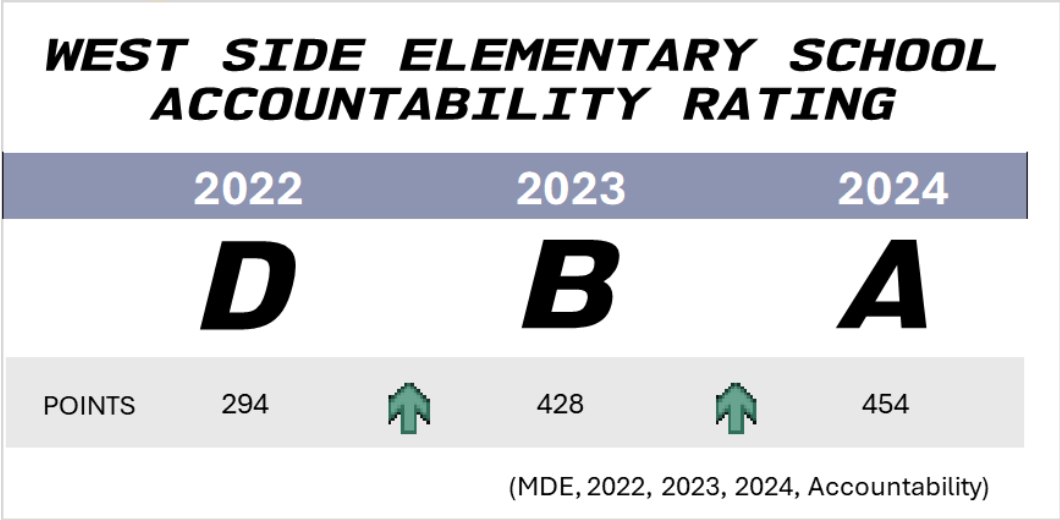


Figure 143: West Side Elementary School Accountability

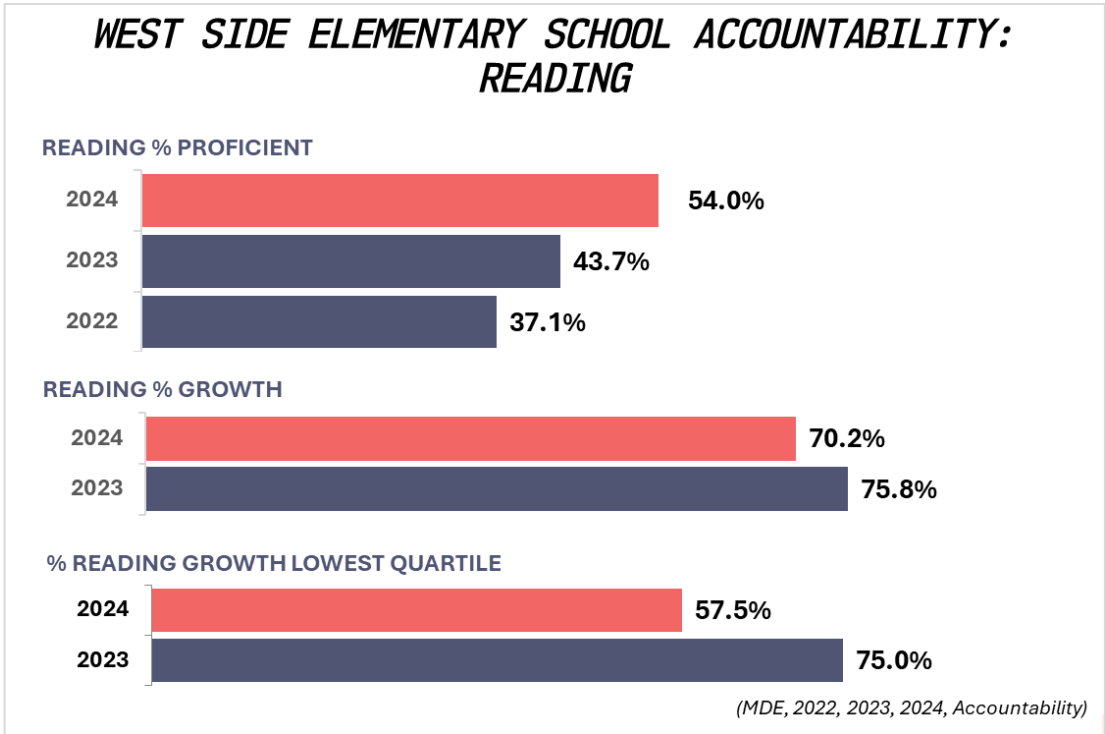
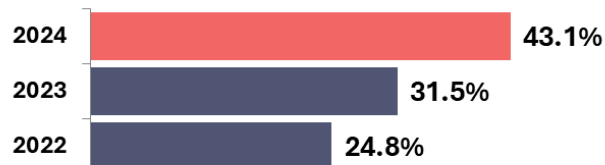


Figure 144: West Side Elementary School Accountability: Reading

WEST SIDE ELEMENTARY SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE

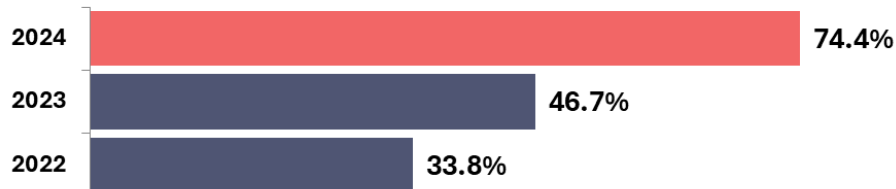


(MDE, 2022, 2023, 2024, Accountability)

Figure 145: West Side Elementary School Accountability: Math

WEST SIDE ELEMENTARY SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



(MDE, 2022, 2023, 2024, Accountability)

Figure 146: West Side Elementary School Accountability: Science



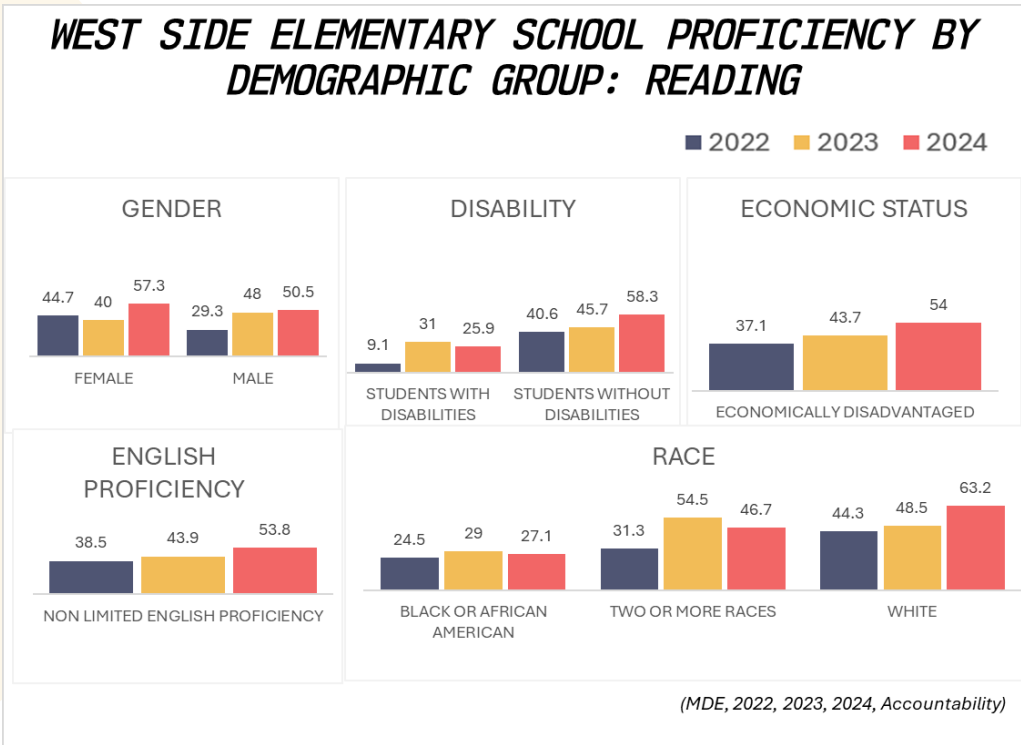


Figure 147: West Side Elementary School Proficiency by Demographic Group: Reading

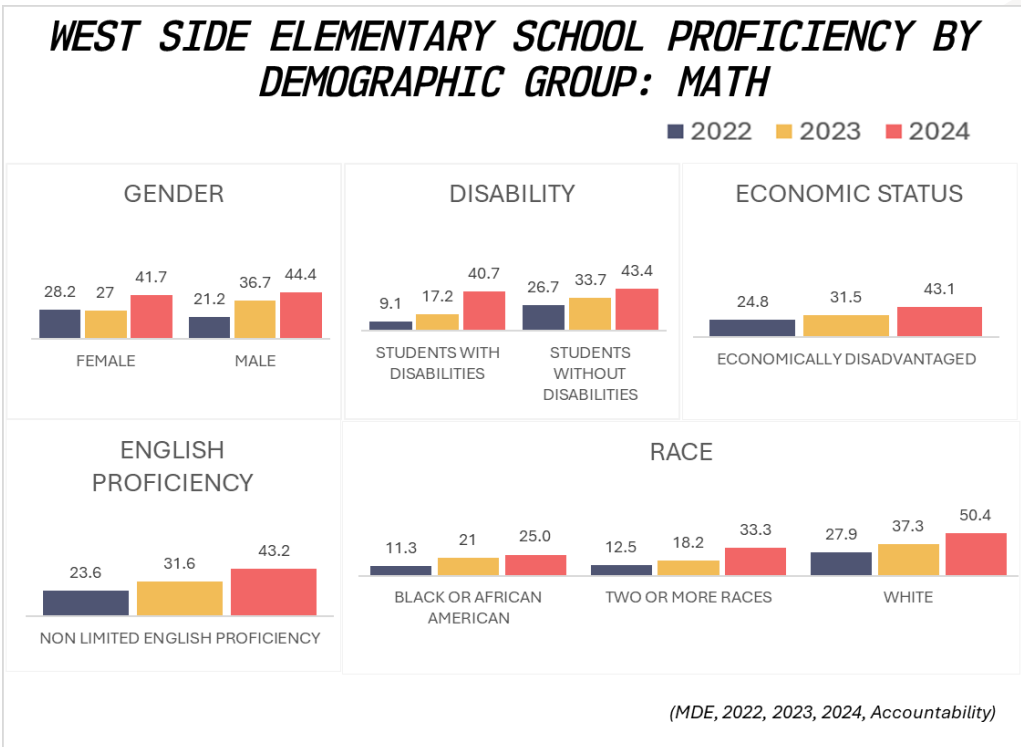


Figure 148: West Side Elementary School Proficiency by Demographic Group: Math

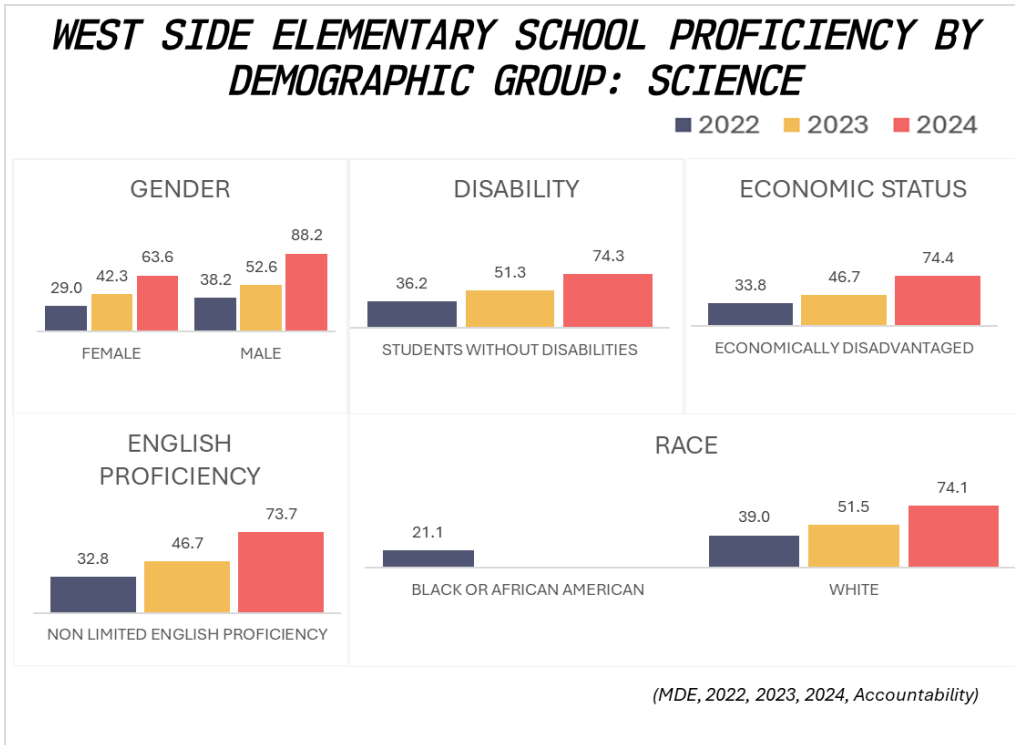


Figure 149: West Side Elementary School Proficiency by Demographic Group: Science



ASSESSMENT

KINDERGARTEN READINESS

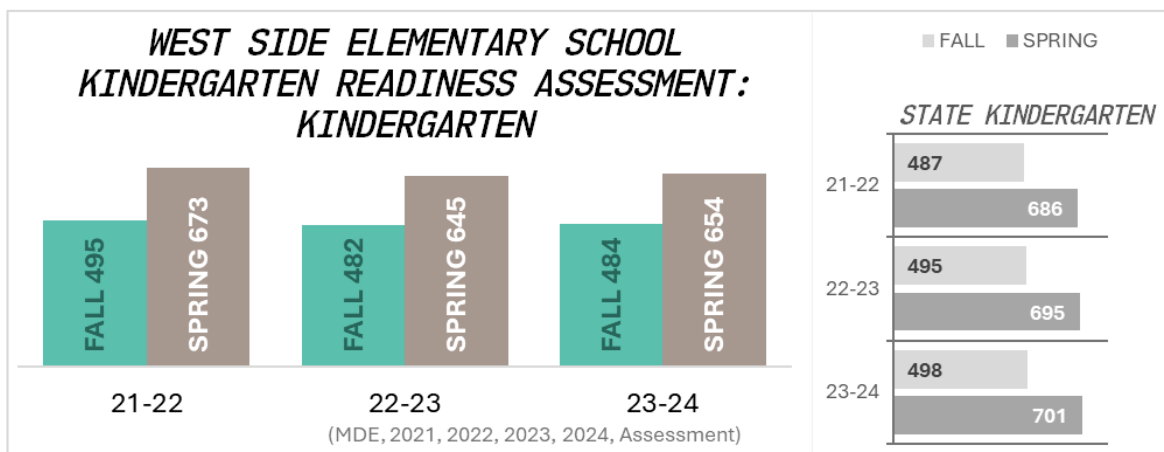


Figure 150: West Side Elementary School Kindergarten Readiness Assessment: Kindergarten

THIRD-GRADE READING

WEST SIDE ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE

2022	2023	2024
48.3	68.2	88.2

Figure 151: West Side Elementary School Initial Third-Grade Reading Assessment Pass Rate

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



MAAP

MAAP ELA

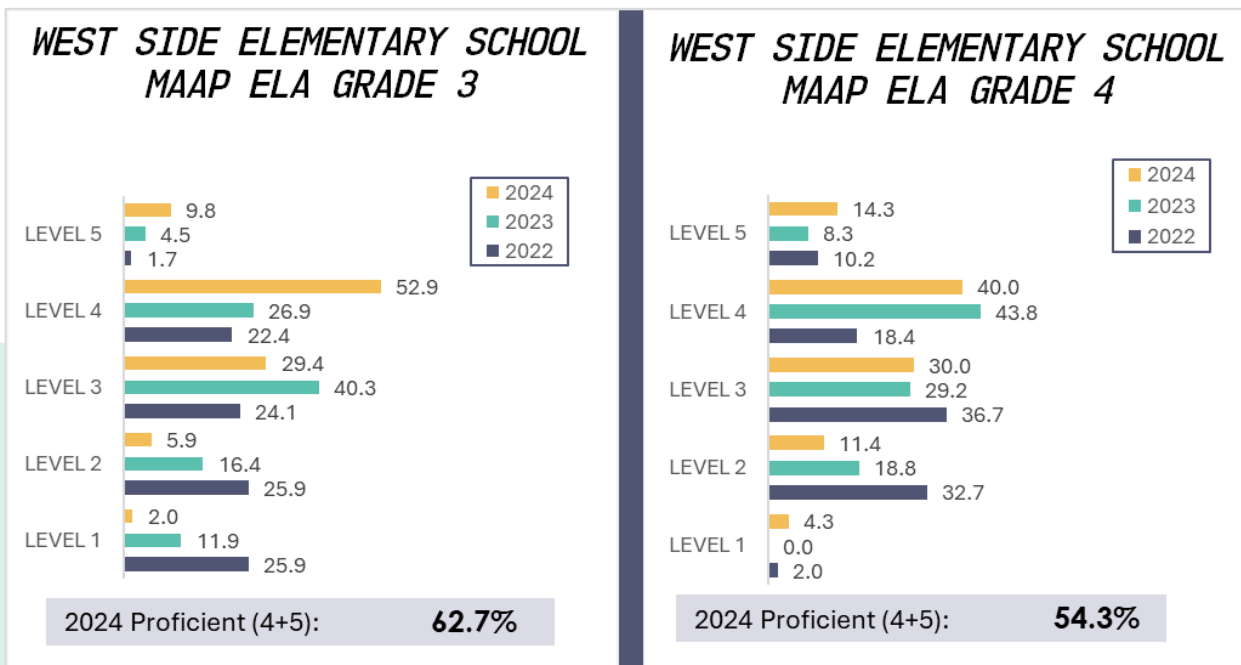


Figure 152: West Side Elementary School MAAP ELA Grades 3 and 4

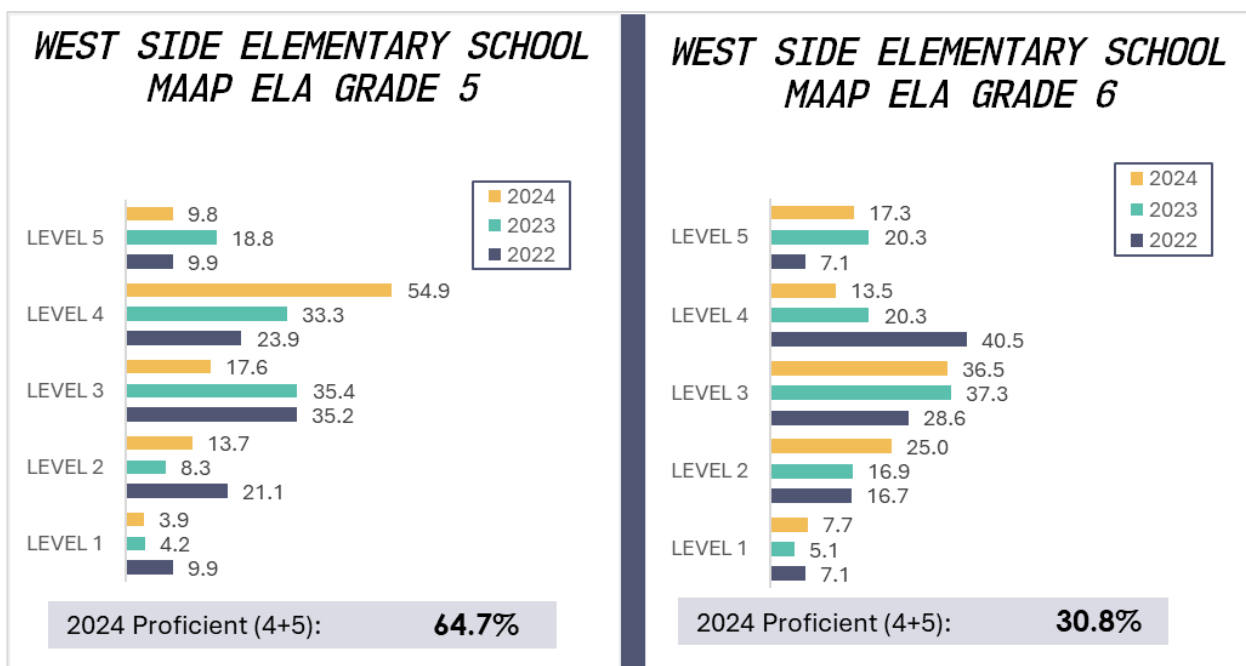


Figure 153: West Side Elementary School MAAP ELA Grades 5 and 6

MAAP MATH

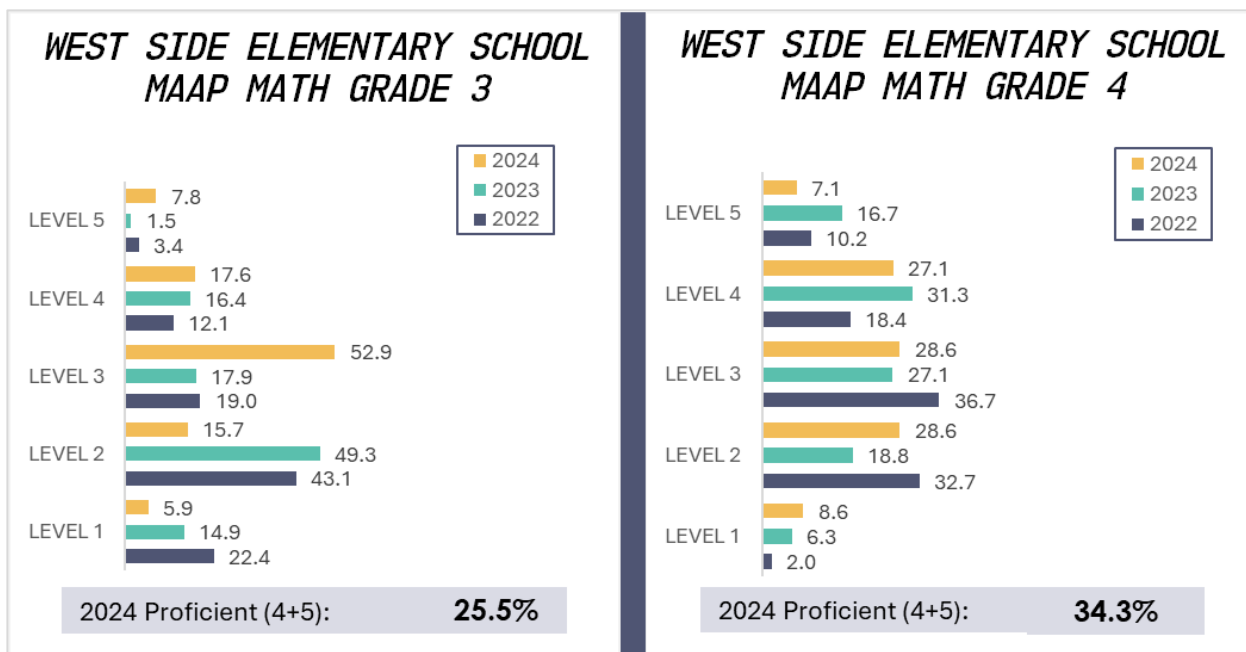


Figure 154: West Side Elementary School MAAP Math Grades 3 and 4

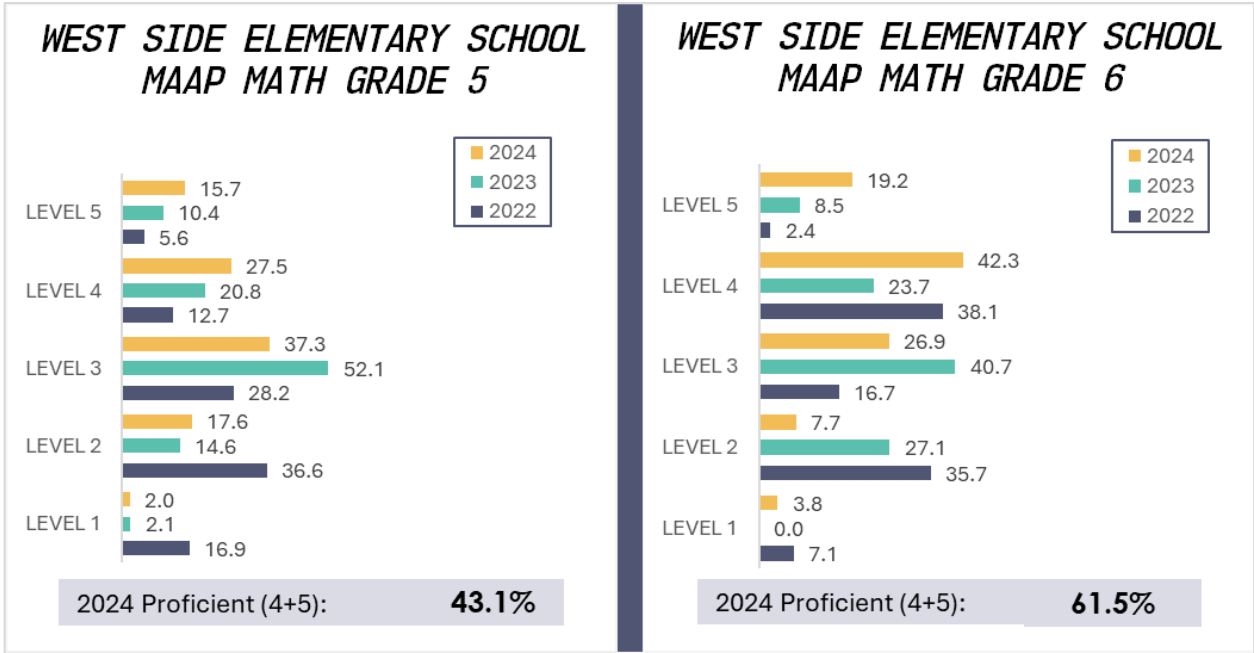


Figure 155: West Side Elementary School MAAP Math Grades 5 and 6

MAAP SCIENCE

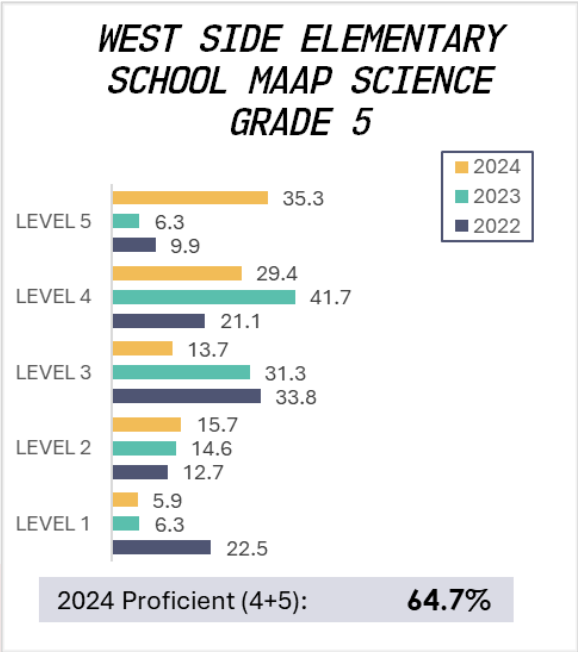
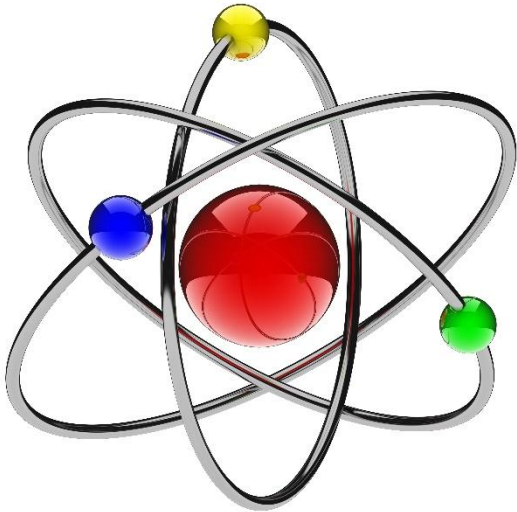


Figure 156: West Side Elementary School MAAP Science Grade 5



PERSONNEL

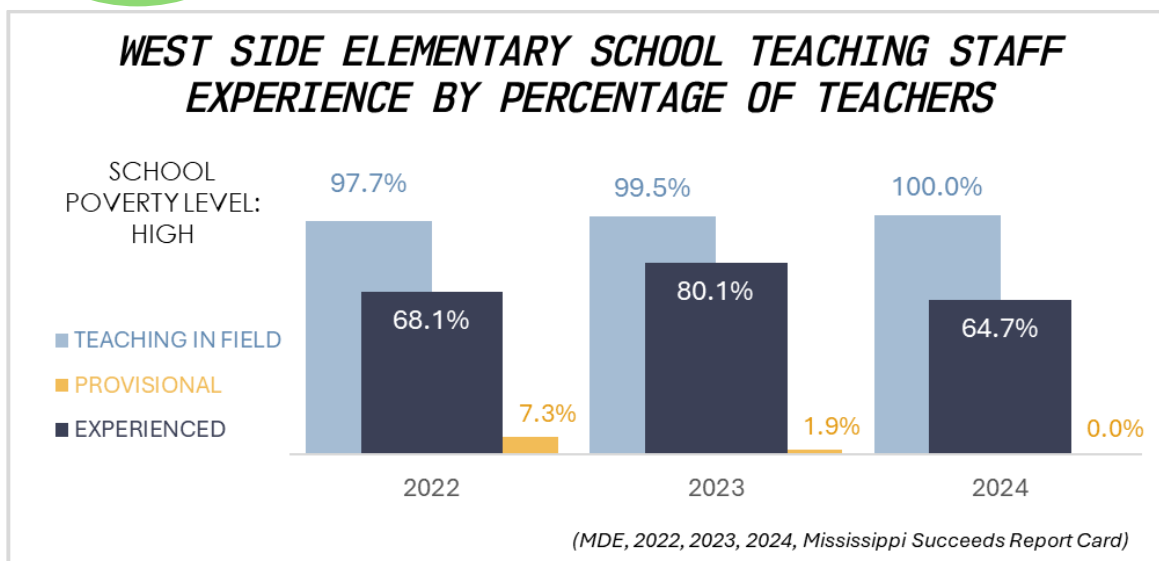


Figure 157: West Side Elementary School Teaching Staff Experience by Percentage of Teachers



DISCIPLINE

WEST SIDE ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	≤5	≤5		12.2	16.3	12.6			
GENDER	FEMALE		≤5		≤5	10.9	5.1			
	MALE	≤5	≤5		19.4	21.2	19.8			
RACE	BLACK OR AFRICAN AMERICAN		≤5		19.4	22.8	17.4			
	TWO OR MORE RACES				7.9	18.8	7.0			
	WHITE	≤5	≤5		10.8	13.6	12.0			
DISABILITY	STUDENTS WITH DISABILITIES				21.8	17.8	13.2			
	STUDENTS WITHOUT DISABILITIES	≤5	≤5		10.7	16.0	12.5			
EL	NON LIMITED ENGLISH PROFICIENCY	≤5	≤5		12.3	16.5	12.9			
(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)										

Figure 158: West Side Elementary School Disciplinary Actions Reported to MDE

WEST SIDE ELEMENTARY SCHOOL CNA SURVEY



Introduction

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at West Side Elementary School in the categories of Federal Programs; Title IV-A; Curriculum and Instruction; School Climate and Culture; School Improvement; Technology; Parent, Family, and Community Engagement; and Professional Development. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Thirty-four (34) faculty and staff members, fifty (50) parents, and eighty-eight (88) students responded to the survey.

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	15	44.1%
Differentiated instruction	14	41.2%
Access to computers and individualized instruction	25	73.5%

The Title I program has resulted in improved:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics achievement.	35.3%	55.9%	2.9%	0.0%	5.9%
Student morale.	35.3%	52.9%	2.9%	0.0%	8.8%
Student attitude about reading.	26.5%	61.8%	2.9%	0.0%	8.8%
Student reading achievement.	41.2%	52.9%	0.0%	0.0%	5.9%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	15	44.1%
Agree	15	44.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.8%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	13	38.2%
Not Applicable or No Information	3	8.8%
Agree	18	52.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	15	44.1%
Agree	9	26.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	29.4%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	1	5.0%
K-2	1	5.0%
K-3	10	50.0%
4-6	1	5.0%
K-6	7	35.0%

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	47.1%
Expedited evaluation services for students with limited English	16	47.1%
Expedited evaluation services for gifted and talented students	11	32.4%
Additional academic support	20	58.8%
Tutoring	22	64.7%
Enrichment educational services	12	35.3%
Counseling	29	85.3%
Mentors	18	52.9%
School supplies	30	88.2%
School uniforms	31	91.2%
Dental referrals	21	61.8%
Medical referrals	18	52.9%
Bullying assistance	11	32.4%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	12	35.3%
Agree	16	47.1%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	14.7%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	14	41.2%
Agree	17	50.0%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	2	5.9%

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

	Count	Percentage
Strongly Agree	10	29.4%
Agree	21	61.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.8%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	11	32.4%
Agree	19	55.9%
Disagree	3	8.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

The district technology staff works to update and maintain the classroom and computer labs technology to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	10	29.4%
Agree	18	52.9%
Disagree	4	11.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

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

	Count	Percentage
Strongly Agree	6	17.6%
Agree	15	44.1%
Disagree	10	29.4%
Strongly Disagree	2	5.9%
Not Applicable or No Information	1	2.9%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	20	58.8%
Disagree	2	5.9%
Strongly Disagree	2	5.9%
Not Applicable or No Information	1	2.9%

My greatest equipment needs are:

	Count	Percentage
Additional Classroom Computers	11	32.4%
Classroom Computers need updating or repairs	16	47.1%
Chrome-books	12	35.3%
Interactive White Board	9	26.5%
Projector	5	14.7%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	16	47.1%
Agree	17	50.0%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	15	44.1%
Agree	19	55.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	16	47.1%
Agree	16	47.1%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	11	32.4%
Agree	16	47.1%
Disagree	6	17.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

The school has rules, expectations and consistent discipline policies which allow the student to learn and the teacher to teach.

	Count	Percentage
Strongly Agree	14	41.2%
Agree	18	52.9%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school utilizes the College and Career Readiness Standards and provides a rigorous curriculum for each grade level and/or content area.

	Count	Percentage
Strongly Agree	15	44.1%
Agree	17	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	41.2%	52.9%	0.0%	0.0%	5.9%
Mathematics	38.2%	55.9%	0.0%	0.0%	5.9%
Science	35.3%	55.9%	0.0%	0.0%	8.8%

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

	Count	Percentage
Strongly Agree	16	47.1%
Agree	18	52.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I am confident in teaching the state required standards for my grade level / subject area.

	Count	Percentage
Strongly Agree	20	58.8%
Agree	11	32.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.8%

During instructional teaching, my use of academic verbiage is intentionally designed to meet the rigorous state standard's terminology appropriate for my grade level and/or subject area in which I teach.

	Count	Percentage
Strongly Agree	19	55.9%
Agree	11	32.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.8%

I use effective, research-based strategies and assessment data to frequently modify and adjust teaching strategies to differentiate instruction to best meet the individual learning needs of students.

	Count	Percentage
Strongly Agree	14	41.2%
Agree	16	47.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.8%

I use a variety of teaching strategies and provide a variety of learning activities to meet student needs.

	Count	Percentage
Strongly Agree	16	47.1%
Agree	15	44.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.8%

I have an adequate amount of materials and supplies needed to provide a variety learning activities to meet student needs.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	20	58.8%
Disagree	3	8.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

School Social Workers are beneficial in helping to meet the basic individual needs of identified students (Homeless, ELL, etc.) to provide equal opportunities to all students to become academically successful.

	Count	Percentage
Strongly Agree	13	38.2%
Agree	17	50.0%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

I utilize both formative and summative assessments for all students, including varying subgroups (SPED, ELL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	13	38.2%
Agree	15	44.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	17.6%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, EL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	15	44.1%
Agree	15	44.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.8%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	7	20.6%
Utilize technology such as class websites, blogs, and videos	17	50.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	12	35.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	14	41.2%

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	14	41.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	12	35.3%
Use bilingual handouts and cues	2	5.9%
Use visual displays, portable white boards, and posters when giving instructions	16	47.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	14	41.2%
Not applicable	13	38.2%

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

	Count	Percentage
Through regular scheduling	7	20.6%
Teachers provide unique instructional time inside the classroom for English instruction.	7	20.6%
Mentoring with another student	6	17.6%
Not Applicable	22	64.7%

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

	Count	Percentage
Yes	12	35.3%
No	22	64.7%

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

	Count	Percentage
Language Spoken in the Home	27	79.4%
Language Proficiency of the Parent	15	44.1%
Level of Parental Involvement	12	35.3%
Family income and socioeconomic status	6	17.6%
Visual Screening Result	7	20.6%
Auditory Screening Result	12	35.3%
Grade Retention (if applicable)	10	29.4%
Number of Failed Courses	6	17.6%
Dropout Status (if applicable)	3	8.8%

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

	Count	Percentage
Enrichment programs/activities	5	14.7%
Supplemental Academic Instruction	7	20.6%
Behavioral Supports	6	17.6%
Counseling Services	9	26.5%
Discipline Records	7	20.6%
Social-Emotional Learning Services	7	20.6%
Social Behavioral Assessment Inventory Score	5	14.7%
Mental Health Supports	5	14.7%

What services are offered to students who are incarcerated?

	Count	Percentage
Tutoring	1	2.9%
Mental Health Services	0	0.0%
Counseling	2	5.9%
Transitional Services	0	0.0%
Not applicable	32	94.1%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?

	Count	Percentage
Yes	5	14.7%
No	1	2.9%
Not applicable	28	82.4%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	13	38.2%
Agree	19	55.9%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	12	35.3%
Agree	18	52.9%
Disagree	2	5.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

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	35.3%
Agree	16	47.1%
Disagree	3	8.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	2	5.9%

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

	Count	Percentage
Strongly Agree	10	29.4%
Agree	16	47.1%
Disagree	6	17.6%
Strongly Disagree	2	5.9%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	11	32.4%
Agree	17	50.0%
Disagree	3	8.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	2	5.9%

TECHNOLOGY

I am confident in my skills with using computer programs within the classroom and in the computer lab.

	Count	Percentage
Strongly Agree	18	52.9%
Agree	13	38.2%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	2	5.9%

The school utilizes updated technology resources to enhance the curriculum and student academic achievement.

	Count	Percentage
Strongly Agree	12	35.3%
Agree	16	47.1%
Disagree	5	14.7%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	18	52.9%
Agree	11	32.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	14.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	17	50.0%
Agree	17	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	16	47.1%
Agree	17	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	13	38.2%
Agree	19	55.9%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	18	52.9%
Agree	16	47.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	30	10.1%
Progress Reports	33	11.1%
Report Cards	33	11.1%
Parent/Teacher Notes	34	11.5%
Parent/Teacher Conferences	32	10.8%
School / District website	27	9.1%
Newsletters	26	8.8%
Phone Calls	30	10.1%
Messages sent via phone message and/or text	31	10.5%
Radio Station	8	2.7%
Newspaper	12	4.1%

PROFESSIONAL DEVELOPMENT

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

	Count	Percentage
Strongly Agree	10	29.4%
Agree	16	47.1%
Disagree	3	8.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	4	11.8%

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

	Count	Percentage
Yes	13	38.2%
No	21	61.8%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?

	Count	Percentage
Yes	11	32.4%
No	23	67.6%

The school uses research based strategies and data to make instructional decisions about the type of Professional Development activities at both the classroom and school (district) level.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	14	41.2%
Disagree	3	8.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	23.5%

This school year, the school provided adequate academic support through Professional Development Consulting services which allowed for instructional incorporation of purposeful and beneficial teaching strategies providing student and teacher growth.

	Count	Percentage
Strongly Agree	12	35.3%
Agree	14	41.2%
Disagree	4	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.8%

Additional Professional Development needs for next school year: (Choose any area of interest):

	Count	Percentage
On-site Consultant Instructional Support for Math	12	35.3%
On-site Consultant Instructional Support for E/LA	16	47.1%
Consultant Instructional Support for Science	10	29.4%
Usage of Vocabulary (academic verbiage) to drive curriculum standards	8	23.5%
ACT	1	2.9%
Interpreting Data / Use of Data to Drive Instruction	11	32.4%
Providing instruction to Limited English Proficiency students to improve their language and academic skills	16	47.1%
Writing strategies	13	38.2%
Response to Intervention (RTI)	13	38.2%
Differentiated instruction	13	38.2%
Developing quality assessments	8	23.5%
Successful inclusion strategies	17	50.0%
Interpreting and analyzing student data	10	29.4%
Mental Health/Teacher Burnout	18	52.9%

As a NEW teacher to the Picayune School District or a BEGINNING first or second year teacher to Picayune, the school provided beneficial Professional Development or mentoring to assist me in joining the Picayune School System.

	Count	Percentage
Strongly Agree	4	36.4%
Agree	5	45.5%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

GENERAL OPINION

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

Faculty/staff members from West Side Elementary School agree that the school does a good job on data drive instruction, listening to teachers, and maintaining a positive learning environment. One faculty member said, “Our school works hard on including parents in all aspects and promotes parental involvement.” Responders would like to see improvements to technology and the IT department, tier/intervention help, and security updates to the building. Another faculty member stated, “EL students who don't speak English need more support and resources to help them learn in the classroom instead of being left behind.”

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	30	60.0%
Differentiated instruction	28	56.0%
Access to computers and individualized instruction	33	66.0%

The Title I program has resulted in improved:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student reading achievement.	44.0%	46.0%	4.0%	0.0%	6.0%
Mathematics achievement.	42.0%	50.0%	2.0%	0.0%	6.0%
Student morale.	42.0%	44.0%	2.0%	2.0%	10.0%
Student attitude about reading.	42.0%	46.0%	4.0%	0.0%	8.0%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	20	40.0%
Agree	21	42.0%
Disagree	2	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	14.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	34	68.0%
Not Applicable or No Information	5	10.0%
Agree	10	20.0%
Disagree	0	0.0%
Strongly Disagree	1	2.0%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	19	38.0%
Agree	22	44.0%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	16.0%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	5	14.3%
K-2	3	8.6%
K-3	12	34.3%
4-6	3	8.6%
K-6	12	34.3%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	23	46.0%
Agree	21	42.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	12.0%

TITLE IV-A

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	32	64.0%
Building technological capacity and infrastructure	18	36.0%
Carrying out innovative blended learning projects	26	52.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	19	38.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	30	60.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	24	48.0%
Providing school-based mental health services and counseling	26	52.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	27	54.0%
Establishing or improving dropout prevention	19	38.0%
Supporting re-entry programs and transition services for Justice-involved youth	17	34.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	24	48.0%
Implementing systems and practices to prevent bullying and harassment	33	66.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	30	60.0%
Establishing community partnerships	21	42.0%

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	30	60.0%
Supporting college and career counseling	27	54.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	37	74.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	24	48.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	29	58.0%

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

	Count	Percentage
Strongly Agree	26	52.0%
Agree	19	38.0%
Disagree	3	6.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	1	2.0%

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

	Count	Percentage
Strongly Agree	23	46.0%
Agree	22	44.0%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.0%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	20	40.0%
Agree	23	46.0%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	5	10.0%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	24	50.0%
Agree	19	39.6%
Disagree	2	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.2%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	23	46.9%
Agree	23	46.9%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	20	40.0%
Agree	26	52.0%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.0%

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	20	41.7%
Agree	21	43.8%
Disagree	1	2.1%
Strongly Disagree	1	2.1%
Not Applicable or No Information	5	10.4%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics	42.0%	48.0%	4.0%	0.0%	6.0%
Science	40.0%	44.0%	2.0%	2.0%	12.0%
English/Language Arts	46.0%	44.0%	4.0%	0.0%	6.0%

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

	Count	Percentage
Strongly Agree	23	46.0%
Agree	24	48.0%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.0%

Transportation services to and from school meet the needs of all students.

	Count	Percentage
Strongly Agree	21	42.0%
Agree	20	40.0%
Disagree	4	8.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.0%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).

	Count	Percentage
School Counselors	42	84.0%
School Nurses	48	96.0%
School Social Workers	35	70.0%
Tutors	36	72.0%
Inclusion Teachers	43	86.0%
Class-size Reduction Teachers	32	64.0%
Title I Assistants	36	72.0%
Special Education Services	37	74.0%
Speech	38	76.0%
Gifted	41	82.0%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).

	Count	Percentage
Technology (Computer Labs, classroom computers, etc.)	42	84.0%
Sports	37	74.0%
Art	35	70.0%
Music (Choir, Band, etc.)	43	86.0%
JROTC	18	36.0%

Is your child an English Language Learner?

	Count	Percentage
Yes	13	26.0%
No	37	74.0%

Please check all the services your child has access to or is receiving:

	Count	Percentage
English Instruction	9	18.0%
Mentoring	7	14.0%
Academic or career counseling	6	12.0%
Mental Health counseling	3	6.0%

Do you think the services your child is receiving as an English Learner are adequate for academic success?

	Count	Percentage
Yes	13	100.0%
No	0	0.0%

Do you think the EL faculty and staff have the required certification and training to help English Learners?

	Count	Percentage
Yes	13	100.0%
No	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	16	32.0%
Agree	24	48.0%
Disagree	2	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	16.0%

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	16	32.0%
Agree	27	54.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	14.0%

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

	Count	Percentage
Strongly Agree	20	40.0%
Agree	23	46.0%
Disagree	2	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	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	17	34.0%
Agree	27	54.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	12.0%

TECHNOLOGY

The school (district) provides educational resources for me to access through a computer at home to help my child to practice academic skills.

	Count	Percentage
Strongly Agree	11	22.9%
Agree	24	50.0%
Disagree	6	12.5%
Strongly Disagree	1	2.1%
Not Applicable or No Information	6	12.5%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	25	50.0%
Agree	22	44.0%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	1	2.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	20	40.0%
Agree	28	56.0%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	25	50.0%
Agree	23	46.0%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

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

	Count	Percentage
Strongly Agree	23	46.0%
Agree	26	52.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	23	46.0%
Agree	25	50.0%
Disagree	2	4.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	23	46.0%
Agree	21	42.0%
Disagree	5	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Please rank the best times for you to attend meetings and activities at school (district), placing the most convenient time at the top of the list.

	Rank
During the school day	#1
Evenings	#2
Immediately after school dismissal	#3
Before school	#4

If you were not able to attend Title I meetings, PTO, or school activities, please indicate why:

	Count	Percentage
School has provided enough information through other avenues	13	26.0%
Times of programs are not suitable to my schedule	13	26.0%
Too busy	5	10.0%
Conflicting family events	9	18.0%
Undesirable topics	1	2.0%
Not Applicable (I attended meetings.)	17	34.0%

I have received the following information from the school (district) for this school year:

	Count	Percentage
Student/Parent/Teacher Compact	43	86.0%
Student Handbook	46	92.0%
Discipline Policy	41	82.0%
Attendance Policy	42	84.0%
Uniform Policy	43	86.0%
District Calendar	40	80.0%

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

	Count	Percentage
Parent/teacher conference	32	64.0%
Checked my child's grades/assignments online	45	90.0%
Been in contact with my child's teacher	46	92.0%
Received a newsletter from the district, school, or teacher	44	88.0%
Worked with a committee or group on school or district policies	16	32.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	27	54.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	37	74.0%
Volunteered at my child's school	23	46.0%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	29	58.0%
Agree	20	40.0%
Disagree	0	0.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	0	0.0%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	41	10.6%
Progress Reports	47	12.1%
Report Cards	47	12.1%
Parent/Teacher Notes	45	11.6%
Parent/Teacher Conferences	33	8.5%
School / District website	40	10.3%
Newsletters	34	8.8%
Phone Calls	43	11.1%
Messages sent via phone message and/or text	42	10.9%
Radio Station	6	1.6%
Newspaper	9	2.3%

GENERAL OPINION

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

Parents of students from West Side Elementary School who participated in the survey praised the school for helping students who are struggling, communicating well with parents, and promoting a welcoming environment for students. One parent commented, "Children are recognized and rewarded for performance and achievements." Responders agree that the school needs cleaner restrooms, smaller class sizes, and more attention given to the issue of bullying. Another parent said, "I don't like that my child has passing grades but just because he was 1 point off from passing the state reading test, he was held back in 3rd grade."

STUDENT SURVEY

FEDERAL PROGRAMS

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	23	26.1%
Agree	20	22.7%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	44	50.0%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	41	46.6%
Not Applicable or No Information	7	8.0%
Agree	33	37.5%
Disagree	4	4.5%
Strongly Disagree	3	3.4%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	44	50.0%
Agree	29	33.0%
Disagree	4	4.5%
Strongly Disagree	7	8.0%
Not Applicable or No Information	4	4.5%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	55	62.5%
Agree	26	29.5%
Disagree	1	1.1%
Strongly Disagree	1	1.1%
Not Applicable or No Information	5	5.7%

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

	Count	Percentage
Strongly Agree	28	31.8%
Agree	30	34.1%
Disagree	8	9.1%
Strongly Disagree	6	6.8%
Not Applicable or No Information	16	18.2%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	55	62.5%
Agree	27	30.7%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	5.7%

CURRICULUM AND INSTRUCTION

I learn new things in my classes.

	Count	Percentage
Strongly Agree	56	65.1%
Agree	27	31.4%
Disagree	2	2.3%
Strongly Disagree	1	1.2%
Not Applicable or No Information	0	0.0%

Clear guidelines of what is expected of me are given in my classes.

	Count	Percentage
Strongly Agree	45	51.1%
Agree	39	44.3%
Disagree	3	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.1%

My teacher tells me how I am doing with my daily work.

	Count	Percentage
Strongly Agree	38	43.2%
Agree	36	40.9%
Disagree	7	8.0%
Strongly Disagree	1	1.1%
Not Applicable or No Information	6	6.8%

My teacher tells me how I can improve on my daily work.

	Count	Percentage
Strongly Agree	49	55.7%
Agree	29	33.0%
Disagree	4	4.5%
Strongly Disagree	1	1.1%
Not Applicable or No Information	5	5.7%

My teacher tells me how I am doing on tests.

	Count	Percentage
Strongly Agree	37	42.0%
Agree	31	35.2%
Disagree	7	8.0%
Strongly Disagree	1	1.1%
Not Applicable or No Information	12	13.6%

My teacher tells me how I can improve on tests.

	Count	Percentage
Strongly Agree	55	62.5%
Agree	24	27.3%
Disagree	3	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	6.8%

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

	Count	Percentage
Strongly Agree	24	27.3%
Agree	16	18.2%
Disagree	12	13.6%
Strongly Disagree	10	11.4%
Not Applicable or No Information	26	29.5%

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	41	46.6%
Agree	28	31.8%
Disagree	7	8.0%
Strongly Disagree	2	2.3%
Not Applicable or No Information	10	11.4%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	44	50.6%
Agree	34	39.1%
Disagree	1	1.1%
Strongly Disagree	1	1.1%
Not Applicable or No Information	7	8.0%

Class discipline is maintained in order to have the best learning environment.

	Count	Percentage
Strongly Agree	54	61.4%
Agree	29	33.0%
Disagree	2	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.4%

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

	Count	Percentage
Strongly Agree	42	47.7%
Agree	33	37.5%
Disagree	5	5.7%
Strongly Disagree	1	1.1%
Not Applicable or No Information	7	8.0%

I feel comfortable going to the school counselor for advice with academics and / or personal issues.

	Count	Percentage
Strongly Agree	1	25.0%
Agree	1	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	50.0%

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

	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%

The grading and evaluation of my class work is fair.

	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 evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.

	Count	Percentage
Strongly Agree	41	46.6%
Agree	39	44.3%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	8.0%

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

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	44	50.6%
Agree	28	32.2%
Disagree	5	5.7%
Strongly Disagree	5	5.7%
Not Applicable or No Information	5	5.7%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	42	47.7%
Agree	38	43.2%
Disagree	2	2.3%
Strongly Disagree	1	1.1%
Not Applicable or No Information	5	5.7%

I like to come to school.

	Count	Percentage
Strongly Agree	27	32.9%
Agree	14	17.1%
Disagree	16	19.5%
Strongly Disagree	14	17.1%
Not Applicable or No Information	11	13.4%

My class is a good place for learning.

	Count	Percentage
Strongly Agree	51	60.7%
Agree	28	33.3%
Disagree	2	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.6%

I use objects (counters, blocks, chips, etc.) to help me with my Math work.

	Count	Percentage
Strongly Agree	27	32.1%
Agree	30	35.7%
Disagree	19	22.6%
Strongly Disagree	3	3.6%
Not Applicable or No Information	5	6.0%

Our school is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	68.2%	29.5%	2.3%	0.0%	0.0%
Mathematics	65.9%	27.3%	0.0%	3.4%	3.4%
Science	71.6%	21.6%	1.1%	3.4%	2.3%

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

	Count	Percentage
Strongly Agree	36	40.9%
Agree	32	36.4%
Disagree	7	8.0%
Strongly Disagree	1	1.1%
Not Applicable or No Information	12	13.6%

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:

	Count	Percentage
Not an English Language Learner	47	53.4%
Additional academic support	12	13.6%
Tutoring	6	6.8%
Counseling	3	3.4%
A mentor	7	8.0%
School supplies	34	38.6%
Structured note taking mechanisms	20	22.7%
The teacher slows speech at times to help you understand	21	23.9%
The teacher uses gestures and demonstrations	21	23.9%
Use think aloud and think pair shares	16	18.2%
Use of bilingual handouts and cues	5	5.7%
Use of display word walls with high frequency words	19	21.6%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	67	76.1%
Agree	20	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.1%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	47	53.4%
Agree	36	40.9%
Disagree	1	1.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	4.5%

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

	Count	Percentage
Strongly Agree	38	43.2%
Agree	22	25.0%
Disagree	6	6.8%
Strongly Disagree	1	1.1%
Not Applicable or No Information	21	23.9%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	38	43.2%
Agree	22	25.0%
Disagree	2	2.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	26	29.5%

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	28	31.8%
Agree	40	45.5%
Disagree	5	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	15	17.0%

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

	Count	Percentage
Strongly Agree	25	28.4%
Agree	16	18.2%
Disagree	17	19.3%
Strongly Disagree	4	4.5%
Not Applicable or No Information	26	29.5%

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	29	33.0%
Agree	34	38.6%
Disagree	3	3.4%
Strongly Disagree	6	6.8%
Not Applicable or No Information	16	18.2%

TECHNOLOGY

Computers are updated and maintained while offering educational programs in classrooms and computer labs to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	1	25.0%
Agree	2	50.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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

STUDENTS from West Side Elementary School believe the school does a good job of teaching students in a fun way, providing a safe learning environment, and helping students with problems. One student said, “Your gifted program is really good. Also we have a student leadership and they are awesome and do a lot.” Others express a desire for specific improvements, such as more tutoring opportunities, better playground equipment, and better food options. Another student stated, “What I think could be better is that we can wear whatever we want but we wear school appropriate clothing.”



NOTES

PICAYUNE JUNIOR HIGH SCHOOL



Introduction

Picayune Junior High School is located at 702 Goodyear Boulevard in Picayune, Mississippi. In January of 2025, it housed four hundred sixty-five (465) students in seventh through eighth grades (7-8). Led by its principal, Mrs. Daphnie Beebe, and its assistant principal, Ms. Renee Johns, PJHS improved to a “B” rating this year.

WE ARE PICAYUNE PROUD!

The school provides a robust academic and extracurricular program, including a wide range of athletic opportunities. The PJHS Band has a successful program, and the school provides participation in organizations such as FBLA.





ENROLLMENT AND ATTENDANCE

PICAYUNE JUNIOR HIGH SCHOOL ENROLLMENT

	2023	2024	2025
ALL	510	488	465
GR_7	230	248	219
GR_8	270	225	246
SEC_SPED	10	*	

(MDE, 2023, 2024, 2025, Enrollment)

Figure 159: Picayune Junior High School Enrollment

Note: Special Education enrollment for 2025 is not available.

PICAYUNE JUNIOR HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2022	2023	2024
ALL	ALL	553	510	488
GENDER	FEMALE	275	246	222
	MALE	278	264	266
RACE	ALASKAN NATIVE OR NATIVE AMERICAN		*	*
	ASIAN	*	*	*
	BLACK OR AFRICAN AMERICAN	186	166	148
	HISPANIC OR LATINO	*	17	25
	NATIVE HAWAIIAN OR PACIFIC ISLANDER		*	*
	TWO OR MORE RACES	32	31	30
	WHITE	315	289	277

(MDE, 2022, 2023, 2024, Enrollment)

Figure 160: Picayune Junior High School Enrollment by Demographic Group

Note: Demographic enrollment for 2025 will not be available until March of 2025.

PICAYUNE JUNIOR HIGH SCHOOL AVERAGE DAILY ATTENDANCE

	2022	2023	2024
ALL	493.0	459.1	437.2
GR_7	255.3	207.9	224.4
GR_8	231.5	242.0	199.2
SEC_SPED	6.2	9.2	12.8

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

Figure 161: Picayune Junior High School Average Daily Attendance

PICAYUNE JUNIOR HIGH SCHOOL CHRONIC ABSENCE

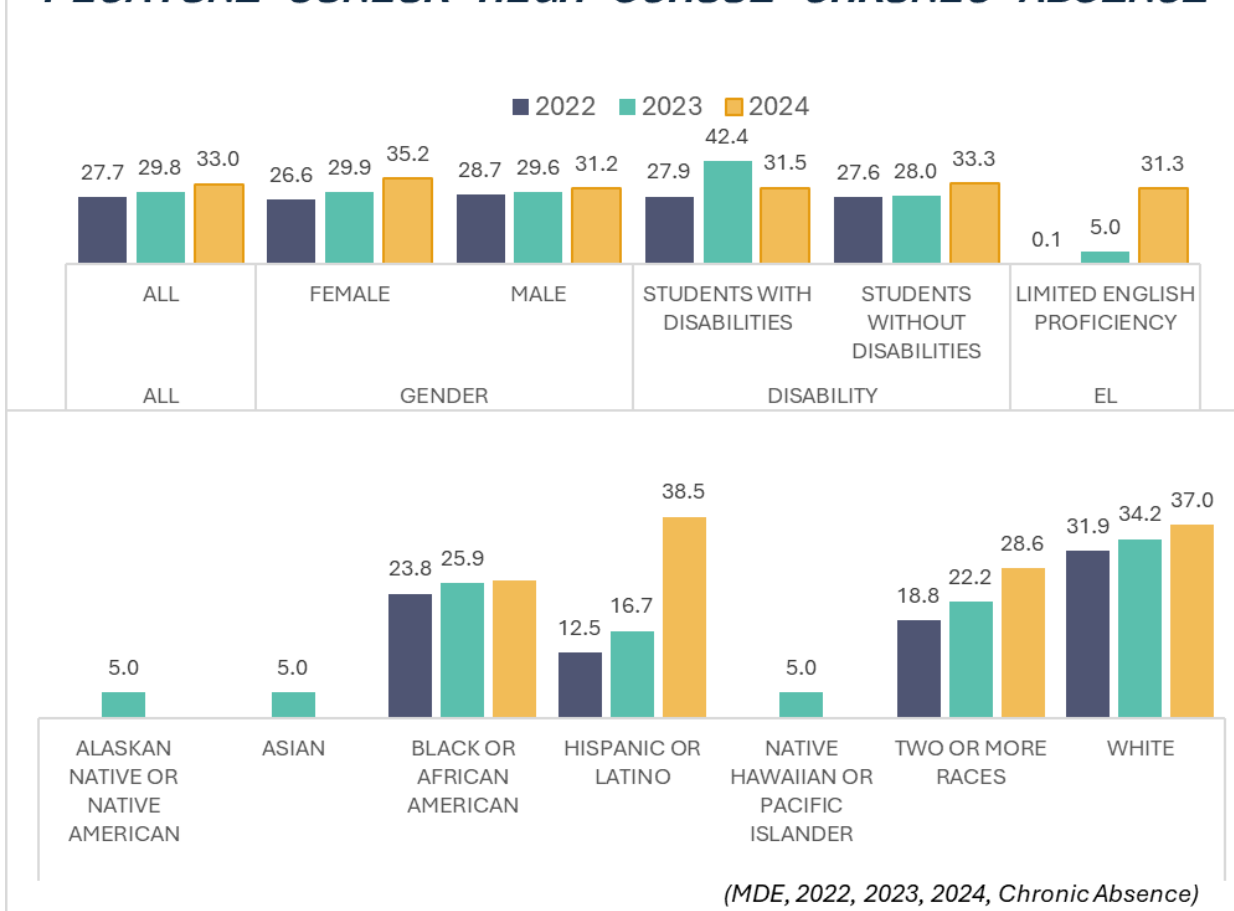


Figure 162: Picayune Junior High School Chronic Absence



ACCOUNTABILITY

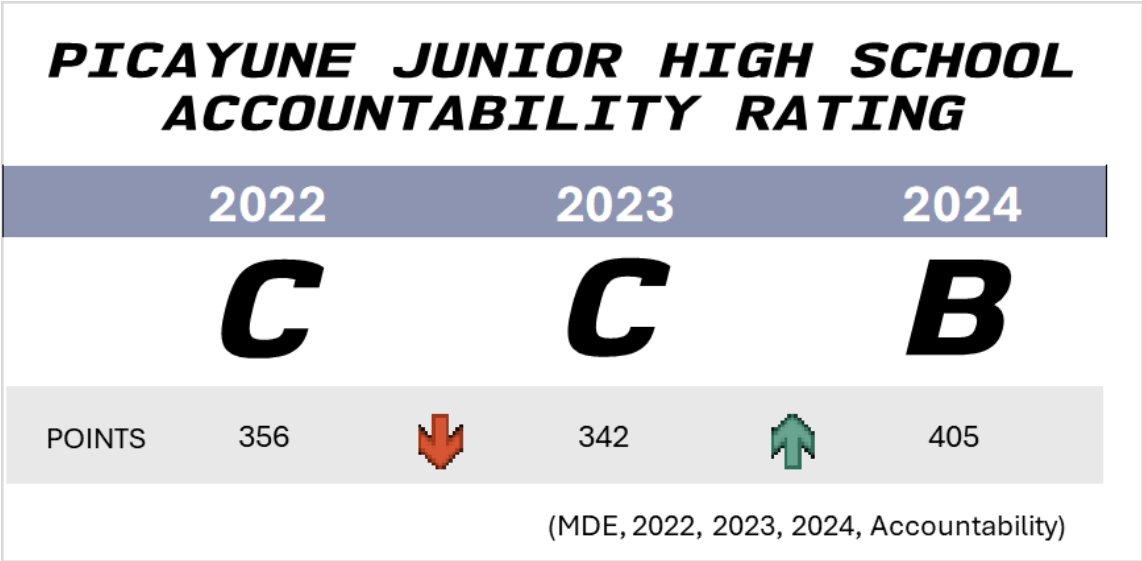


Figure 163: Picayune Junior High School Accountability

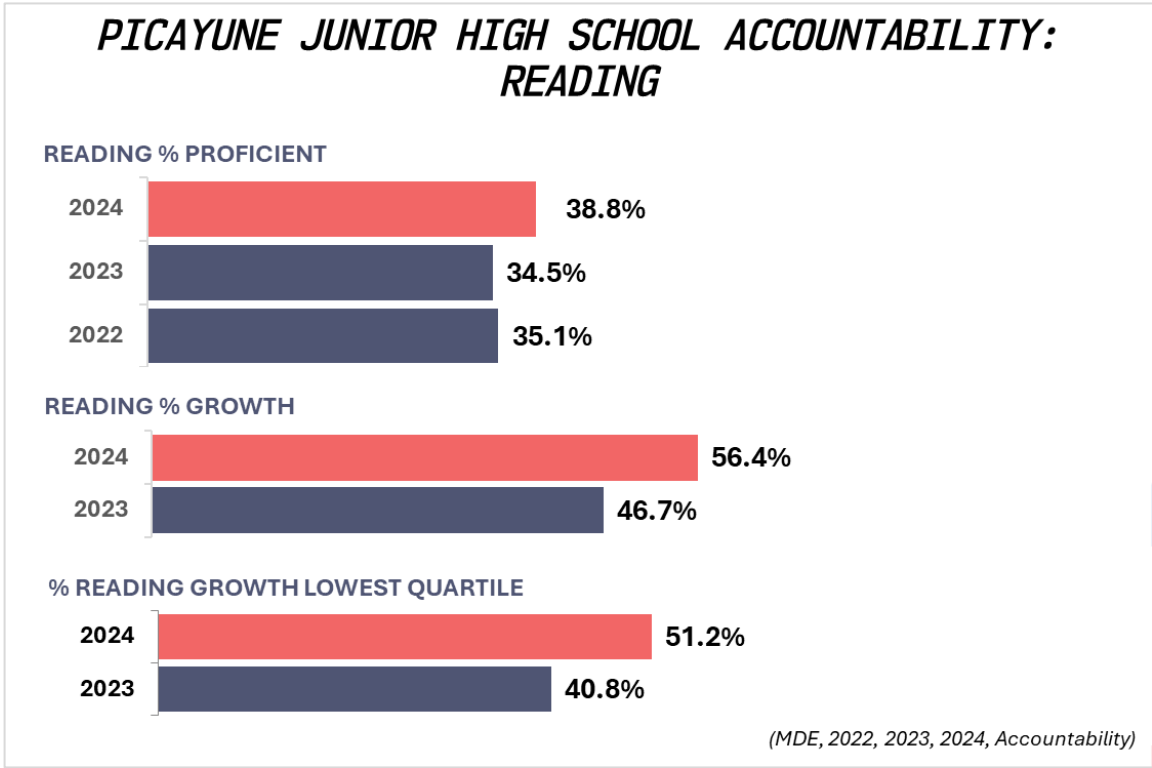


Figure 164: Picayune Junior High School Accountability: Reading

PICAYUNE JUNIOR HIGH SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE



(MDE, 2022, 2023, 2024, Accountability)

Figure 165: Picayune Junior High School Accountability: Math

PICAYUNE JUNIOR HIGH SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



(MDE, 2022, 2023, 2024, Accountability)

Figure 166: Picayune Junior High School Accountability: Science



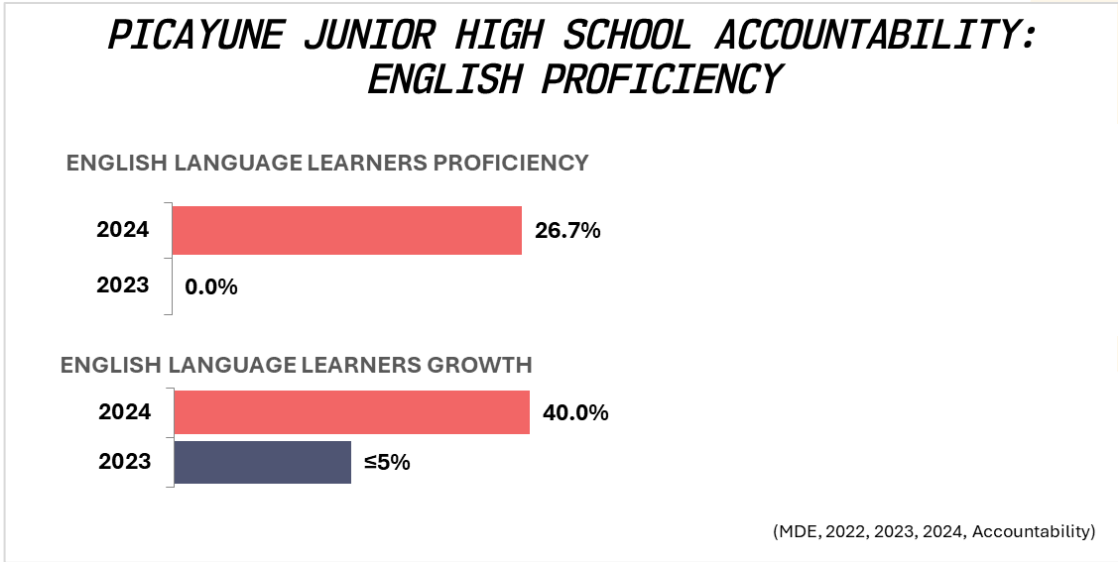


Figure 167: Picayune Junior High School Accountability: English Proficiency

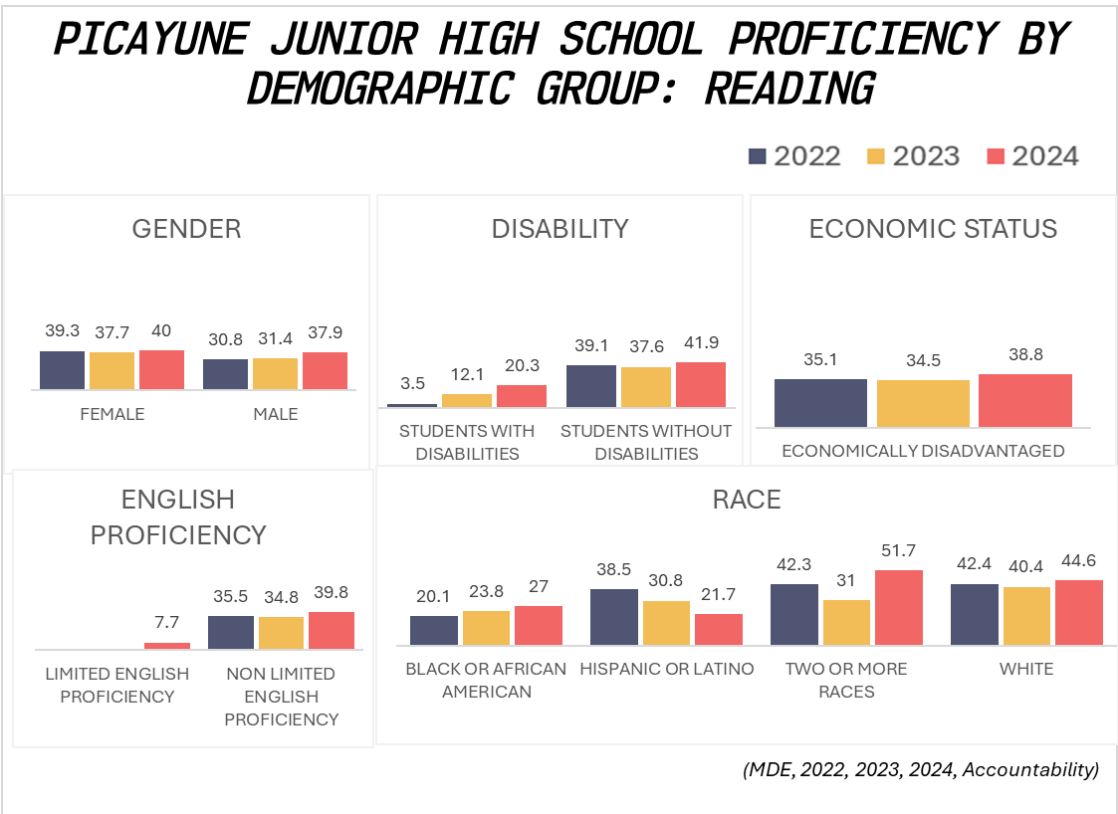


Figure 168: Picayune Junior High School Proficiency by Demographic Group: Reading

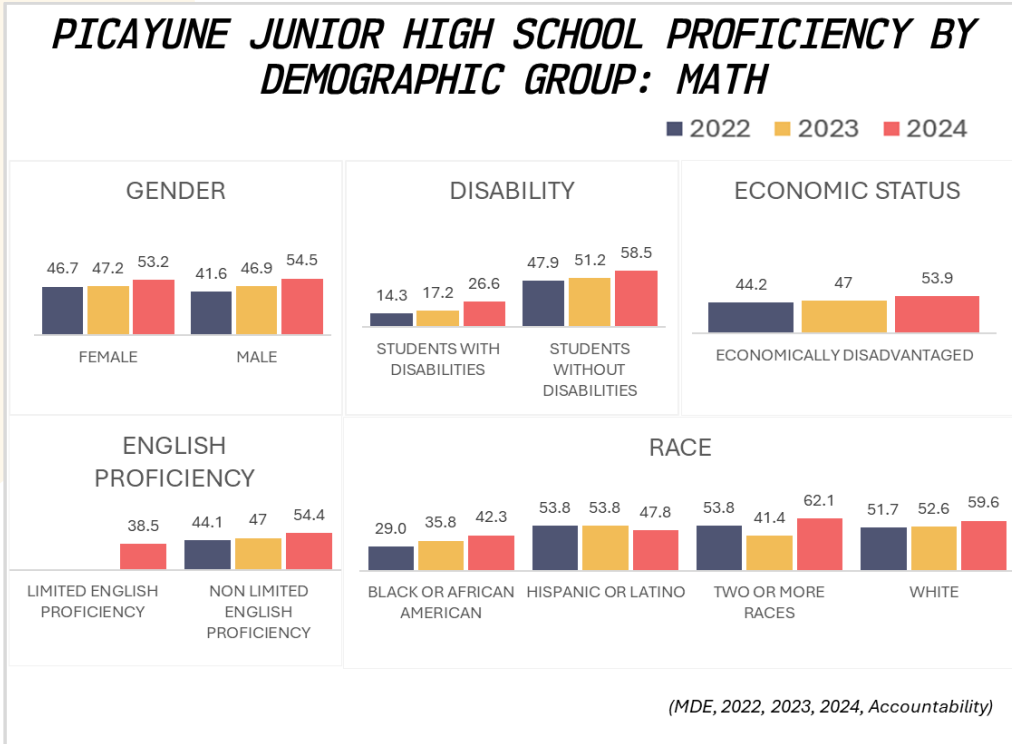


Figure 169: Picayune Junior High School Proficiency by Demographic Group: Math

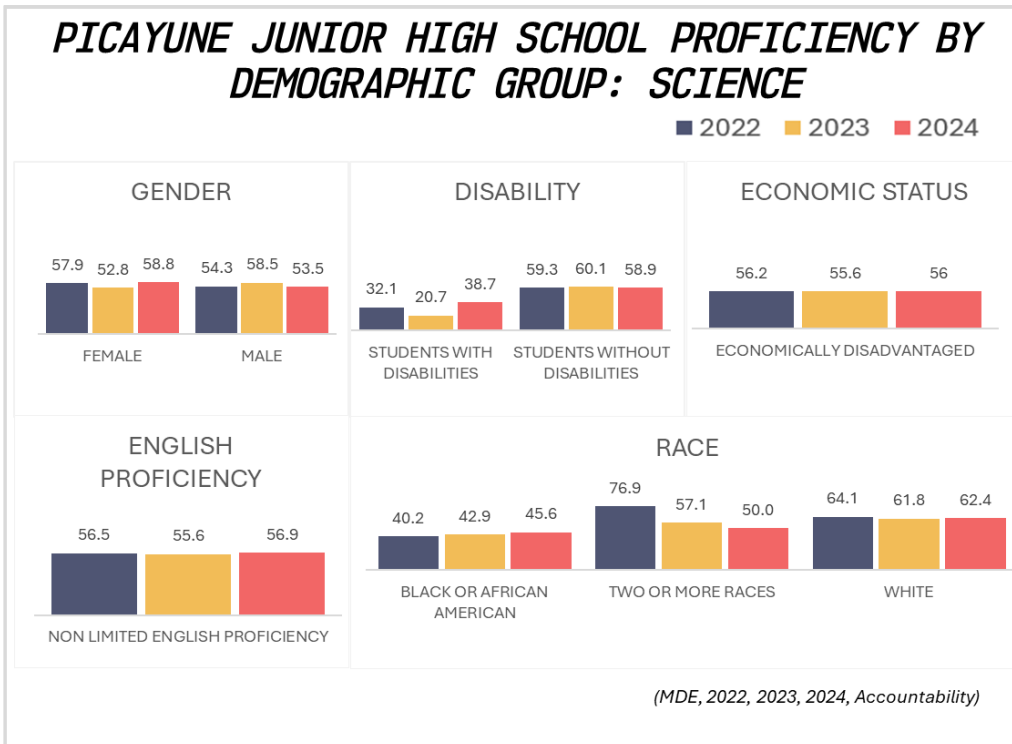


Figure 170: Picayune Junior High School Proficiency by Demographic Group: Science



ASSESSMENT

MAAP

MAAP ELA

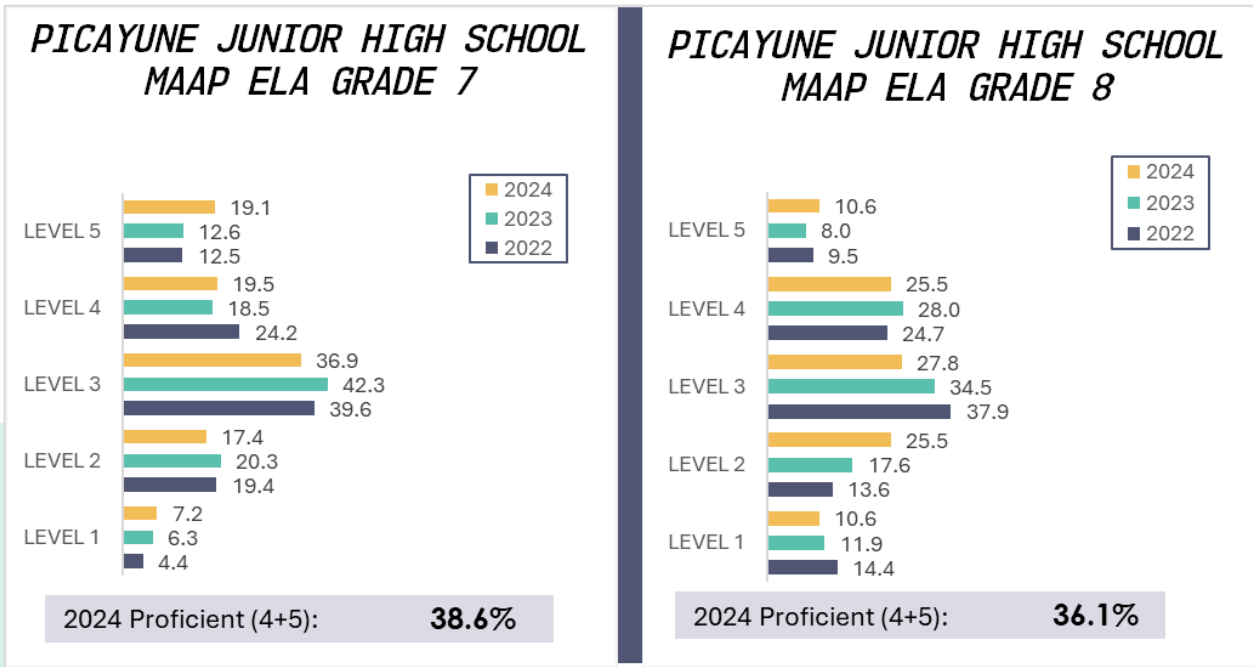


Figure 171: Picayune Junior High School MAAP ELA Grades 7 and 8



MAAP MATH

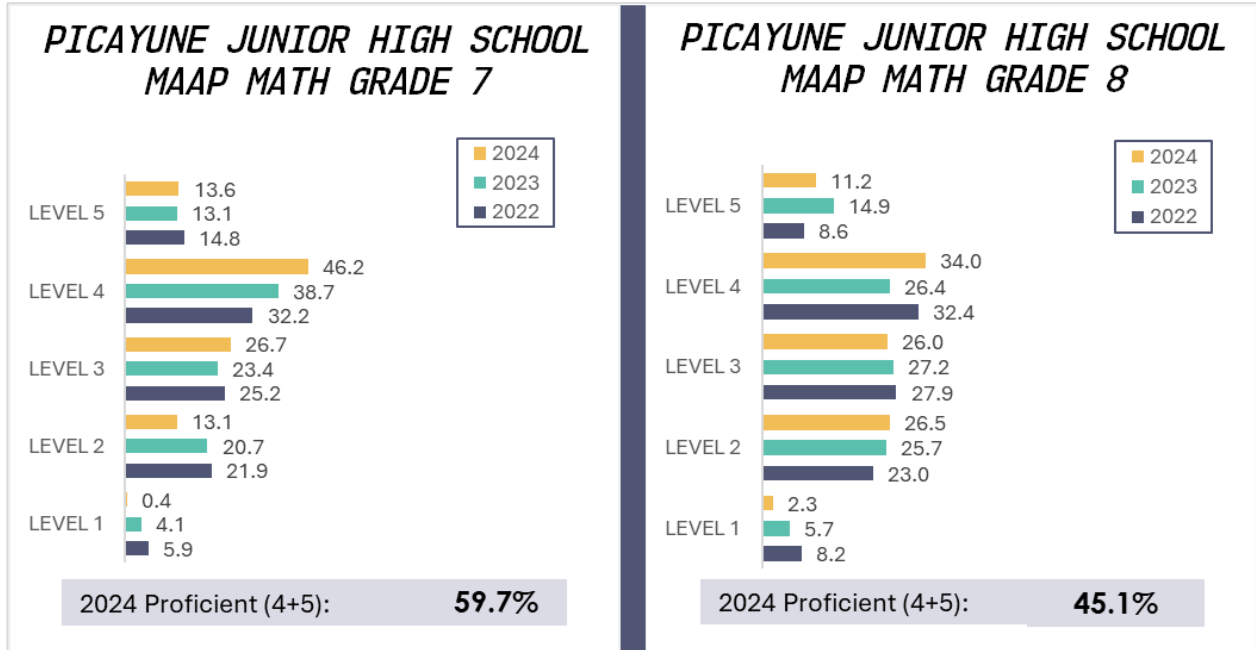


Figure 172: Picayune Junior High School MAAP Math Grades 7 and 8

MAAP SCIENCE

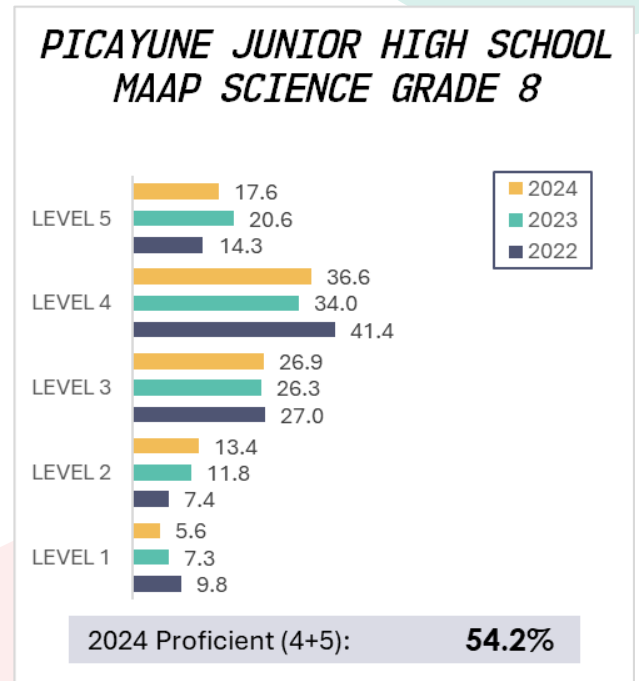
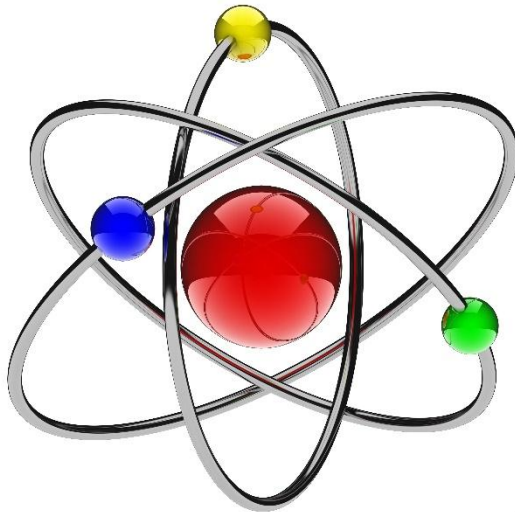


Figure 173: Picayune Junior High School MAAP Science Grade 8



PERSONNEL

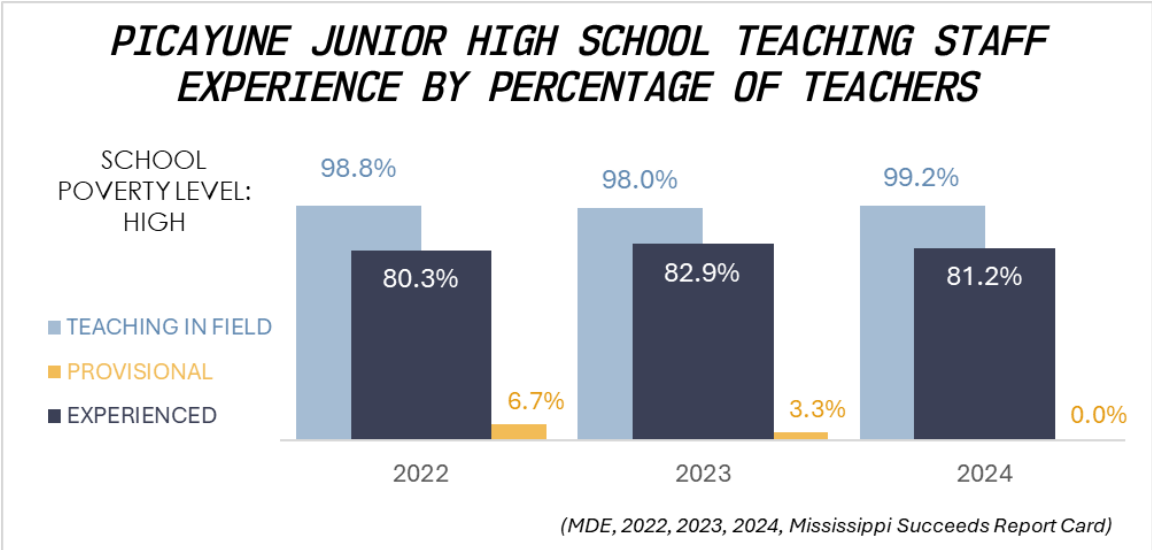


Figure 174: Picayune Junior High School Teaching Staff Experience by Percentage of Teachers





DISCIPLINE

PICAYUNE JUNIOR HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL				29.1	28.9	25.9	≤5	≤5	
GENDER	FEMALE				19.0	18.6	19.3	≤5	≤5	
	MALE				39.1	38.5	31.4	≤5	≤5	
RACE	BLACK OR AFRICAN AMERICAN				42.2	42.4	32.5	≤5	≤5	
	HISPANIC OR LATINO					16.7	19.2			
	TWO OR MORE RACES				35.5	17.7	17.7			
	WHITE				22.7	24.3	24.2	≤5	≤5	
DISABILITY	STUDENTS WITH DISABILITIES				43.1	34.4	20.8			
	STUDENTS WITHOUT DISABILITIES				27.3	28.2	26.7	≤5	≤5	
EL	LIMITED ENGLISH PROFICIENCY				7.7	≤5	18.8			
	NON LIMITED ENGLISH PROFICIENCY				29.6	29.2	26.1	≤5	≤5	
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	95.0	77.0	61.0	≤5			≤5		
GENDER	FEMALE	30.0	25.0	19.0	≤5			≤5		
	MALE	65.0	52.0	42.0	≤5			≤5		
RACE	BLACK OR AFRICAN AMERICAN	46.0	37.0	24.0	≤5			≤5		
	TWO OR MORE RACES	≤10	≤10		≤5			≤5		
	WHITE	42.0	37.0	27.0	≤5			≤5		
DISABILITY	STUDENTS WITH DISABILITIES	≤10	≤10		≤5			≤5		
	STUDENTS WITHOUT DISABILITIES	85.0	68.0	52.0	≤5			≤5		
	NON LIMITED ENGLISH PROFICIENCY	95.0	77.0	58.0	≤5			≤5		

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

Figure 175: Picayune Junior High School Disciplinary Actions Reported to MDE

*PICAYUNE
JUNIOR HIGH
SCHOOL CNA
SURVEY*



Introduction

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Picayune Junior High School in the categories of Federal Programs; Title IV-A; Curriculum and Instruction; School Climate and Culture; School Improvement; Technology; Parent, Family, and Community Engagement; and Professional Development. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Twenty-four(24) faculty and staff members, twenty-one (21) parents, and three hundred seventy-three (373) students responded to the survey.

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	9	37.5%
Differentiated instruction	9	37.5%
Access to computers and individualized instruction	13	54.2%

The Title I program has resulted in improved:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student morale.	4.2%	62.5%	20.8%	4.2%	8.3%
Student attitude about reading.	4.2%	45.8%	25.0%	20.8%	4.2%
Student reading achievement.	12.5%	54.2%	20.8%	4.2%	8.3%
Mathematics achievement.	20.8%	58.3%	8.3%	0.0%	12.5%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	4	16.7%
Agree	5	20.8%
Disagree	3	12.5%
Strongly Disagree	2	8.3%
Not Applicable or No Information	10	41.7%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	7	29.2%
Not Applicable or No Information	4	16.7%
Agree	6	25.0%
Disagree	7	29.2%
Strongly Disagree	0	0.0%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	7	29.2%
Agree	7	29.2%
Disagree	2	8.3%
Strongly Disagree	1	4.2%
Not Applicable or No Information	7	29.2%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	0	0.0%
K-2	0	0.0%
K-3	3	23.1%
4-6	3	23.1%
K-6	7	53.8%

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	8	33.3%
Expedited evaluation services for students with limited English	7	29.2%
Expedited evaluation services for gifted and talented students	2	8.3%
Additional academic support	15	62.5%
Tutoring	8	33.3%
Enrichment educational services	3	12.5%
Counseling	17	70.8%
Mentors	9	37.5%
School supplies	16	66.7%
School uniforms	15	62.5%
Dental referrals	9	37.5%
Medical referrals	10	41.7%
Bullying assistance	10	41.7%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	1	4.2%
Agree	5	20.8%
Disagree	3	12.5%
Strongly Disagree	2	8.3%
Not Applicable or No Information	13	54.2%

TITLE IV-A**My school (district) has effective procedures for addressing school safety.**

	Count	Percentage
Strongly Agree	5	20.8%
Agree	15	62.5%
Disagree	4	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	7	29.2%
Agree	16	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	6	25.0%
Agree	15	62.5%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

The district technology staff works to update and maintain the classroom and computer labs technology to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	10	41.7%
Agree	12	50.0%
Disagree	2	8.3%
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	1	4.2%
Agree	13	54.2%
Disagree	6	25.0%
Strongly Disagree	2	8.3%
Not Applicable or No Information	2	8.3%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.

	Count	Percentage
Strongly Agree	8	33.3%
Agree	16	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My greatest equipment needs are:

	Count	Percentage
Additional Classroom Computers	1	4.2%
Classroom Computers need updating or repairs	17	70.8%
Chrome-books	4	16.7%
Interactive White Board	2	8.3%
Projector	2	8.3%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	5	20.8%
Agree	11	45.8%
Disagree	8	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	5	20.8%
Agree	11	45.8%
Disagree	6	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	7	29.2%
Agree	16	66.7%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	4	16.7%
Agree	8	33.3%
Disagree	7	29.2%
Strongly Disagree	2	8.3%
Not Applicable or No Information	3	12.5%

The school has rules, expectations and consistent discipline policies which allow the student to learn and the teacher to teach.

	Count	Percentage
Strongly Agree	5	20.8%
Agree	6	25.0%
Disagree	8	33.3%
Strongly Disagree	3	12.5%
Not Applicable or No Information	2	8.3%

The school utilizes the College and Career Readiness Standards and provides a rigorous curriculum for each grade level and/or content area.

	Count	Percentage
Strongly Agree	7	29.2%
Agree	13	54.2%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	20.8%	62.5%	4.2%	4.2%	8.3%
Mathematics	29.2%	58.3%	4.2%	0.0%	8.3%
Science	20.8%	50.0%	16.7%	0.0%	12.5%

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

	Count	Percentage
Strongly Agree	8	33.3%
Agree	11	45.8%
Disagree	5	20.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I am confident in teaching the state required standards for my grade level / subject area.

	Count	Percentage
Strongly Agree	11	45.8%
Agree	8	33.3%
Disagree	3	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

During instructional teaching, my use of academic verbiage is intentionally designed to meet the rigorous state standard's terminology appropriate for my grade level and/or subject area in which I teach.

	Count	Percentage
Strongly Agree	9	37.5%
Agree	12	50.0%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

I use effective, research-based strategies and assessment data to frequently modify and adjust teaching strategies to differentiate instruction to best meet the individual learning needs of students.

	Count	Percentage
Strongly Agree	9	37.5%
Agree	12	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.5%

I use a variety of teaching strategies and provide a variety of learning activities to meet student needs.

	Count	Percentage
Strongly Agree	11	45.8%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

I have an adequate amount of materials and supplies needed to provide a variety learning activities to meet student needs.

	Count	Percentage
Strongly Agree	7	29.2%
Agree	11	45.8%
Disagree	5	20.8%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%

School Social Workers are beneficial in helping to meet the basic individual needs of identified students (Homeless, ELL, etc.) to provide equal opportunities to all students to become academically successful.

	Count	Percentage
Strongly Agree	4	16.7%
Agree	11	45.8%
Disagree	3	12.5%
Strongly Disagree	2	8.3%
Not Applicable or No Information	4	16.7%

I utilize both formative and summative assessments for all students, including varying subgroups (SPED, ELL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	8	33.3%
Agree	12	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.7%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, EL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	8	33.3%
Agree	11	45.8%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.7%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	8	33.3%
Utilize technology such as class websites, blogs, and videos	12	50.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	9	37.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	13	54.2%

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	15	62.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	10	41.7%
Use bilingual handouts and cues	3	12.5%
Use visual displays, portable white boards, and posters when giving instructions	10	41.7%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	3	12.5%
Not applicable	7	29.2%

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

	Count	Percentage
Through regular scheduling	8	33.3%
Teachers provide unique instructional time inside the classroom for English instruction.	4	16.7%
Mentoring with another student	10	41.7%
Not Applicable	14	58.3%

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

	Count	Percentage
Yes	5	20.8%
No	19	79.2%

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

	Count	Percentage
Language Spoken in the Home	14	58.3%
Language Proficiency of the Parent	8	33.3%
Level of Parental Involvement	4	16.7%
Family income and socioeconomic status	2	8.3%
Visual Screening Result	4	16.7%
Auditory Screening Result	3	12.5%
Grade Retention (if applicable)	6	25.0%
Number of Failed Courses	7	29.2%
Dropout Status (if applicable)	2	8.3%

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

	Count	Percentage
Enrichment programs/activities	3	12.5%
Supplemental Academic Instruction	10	41.7%
Behavioral Supports	7	29.2%
Counseling Services	12	50.0%
Discipline Records	5	20.8%
Social-Emotional Learning Services	4	16.7%
Social Behavioral Assessment Inventory Score	6	25.0%
Mental Health Supports	4	16.7%

What services are offered to students who are incarcerated?

	Count	Percentage
Tutoring	1	4.2%
Mental Health Services	0	0.0%
Counseling	0	0.0%
Transitional Services	1	4.2%
Not applicable	22	91.7%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?

	Count	Percentage
Yes	2	8.3%
No	6	25.0%
Not applicable	16	66.7%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	6	25.0%
Agree	10	41.7%
Disagree	3	12.5%
Strongly Disagree	3	12.5%
Not Applicable or No Information	2	8.3%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	4	16.7%
Agree	11	45.8%
Disagree	3	12.5%
Strongly Disagree	1	4.2%
Not Applicable or No Information	5	20.8%

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

	Count	Percentage
Strongly Agree	7	29.2%
Agree	11	45.8%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	20.8%

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

	Count	Percentage
Strongly Agree	4	16.7%
Agree	13	54.2%
Disagree	3	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.7%

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	5	20.8%
Agree	12	50.0%
Disagree	4	16.7%
Strongly Disagree	1	4.2%
Not Applicable or No Information	2	8.3%

TECHNOLOGY

I am confident in my skills with using computer programs within the classroom and in the computer lab.

	Count	Percentage
Strongly Agree	11	45.8%
Agree	10	41.7%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

The school utilizes updated technology resources to enhance the curriculum and student academic achievement.

	Count	Percentage
Strongly Agree	6	25.0%
Agree	13	54.2%
Disagree	4	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	8	33.3%
Agree	10	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	25.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	5	20.8%
Agree	12	50.0%
Disagree	4	16.7%
Strongly Disagree	1	4.2%
Not Applicable or No Information	2	8.3%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	6	25.0%
Agree	9	37.5%
Disagree	4	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	20.8%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	3	12.5%
Agree	4	16.7%
Disagree	9	37.5%
Strongly Disagree	4	16.7%
Not Applicable or No Information	4	16.7%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	11	45.8%
Agree	12	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	9	5.7%
Progress Reports	24	15.3%
Report Cards	24	15.3%
Parent/Teacher Notes	14	8.9%
Parent/Teacher Conferences	22	14.0%
School / District website	16	10.2%
Newsletters	2	1.3%
Phone Calls	18	11.5%
Messages sent via phone message and/or text	23	14.6%
Radio Station	3	1.9%
Newspaper	2	1.3%

PROFESSIONAL DEVELOPMENT

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

	Count	Percentage
Strongly Agree	3	12.5%
Agree	8	33.3%
Disagree	7	29.2%
Strongly Disagree	2	8.3%
Not Applicable or No Information	4	16.7%

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

	Count	Percentage
Yes	5	20.8%
No	19	79.2%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?

	Count	Percentage
Yes	4	16.7%
No	20	83.3%

The school uses research based strategies and data to make instructional decisions about the type of Professional Development activities at both the classroom and school (district) level.

	Count	Percentage
Strongly Agree	2	8.3%
Agree	10	41.7%
Disagree	2	8.3%
Strongly Disagree	3	12.5%
Not Applicable or No Information	7	29.2%

This school year, the school provided adequate academic support through Professional Development Consulting services which allowed for instructional incorporation of purposeful and beneficial teaching strategies providing student and teacher growth.

	Count	Percentage
Strongly Agree	2	8.3%
Agree	6	25.0%
Disagree	6	25.0%
Strongly Disagree	3	12.5%
Not Applicable or No Information	7	29.2%

Additional Professional Development needs for next school year: (Choose any area of interest):

	Count	Percentage
On-site Consultant Instructional Support for Math	6	25.0%
On-site Consultant Instructional Support for E/LA	10	41.7%
Consultant Instructional Support for Science	5	20.8%
Usage of Vocabulary (academic verbiage) to drive curriculum standards	6	25.0%
ACT	3	12.5%
Interpreting Data / Use of Data to Drive Instruction	6	25.0%
Providing instruction to Limited English Proficiency students to improve their language and academic skills	15	62.5%
Writing strategies	12	50.0%
Response to Intervention (RTI)	2	8.3%
Differentiated instruction	7	29.2%
Developing quality assessments	5	20.8%
Successful inclusion strategies	11	45.8%
Interpreting and analyzing student data	4	16.7%
Mental Health/Teacher Burnout	12	50.0%

As a NEW teacher to the Picayune School District or a BEGINNING first or second year teacher to Picayune, the school provided beneficial Professional Development or mentoring to assist me in joining the Picayune School System.

	Count	Percentage
Strongly Agree	1	25.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	2	50.0%
Not Applicable or No Information	1	25.0%

GENERAL OPINION

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

Faculty/staff members from Picayune Junior High School agree that the school does a good job of listening to teachers and welcoming parental involvement. One faculty member said, “The district does a good job attempting to meet the individual needs of students with IEPs.” Responders would like to see improvements to safety measures, common planning periods for teachers, and better process for locating substitute teachers. Another faculty member stated, “The continuing influx of ELL students necessitates more professional development including how to better serve this demographic.”

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	12	57.1%
Differentiated instruction	10	47.6%
Access to computers and individualized instruction	12	57.1%

The Title I program has resulted in improved:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student attitude about reading.	14.3%	57.1%	9.5%	9.5%	9.5%
Student reading achievement.	23.8%	57.1%	0.0%	4.8%	14.3%
Mathematics achievement.	23.8%	57.1%	4.8%	4.8%	9.5%
Student morale.	23.8%	42.9%	4.8%	9.5%	19.0%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	3	14.3%
Agree	8	38.1%
Disagree	2	9.5%
Strongly Disagree	2	9.5%
Not Applicable or No Information	6	28.6%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	9	42.9%
Not Applicable or No Information	3	14.3%
Agree	7	33.3%
Disagree	1	4.8%
Strongly Disagree	1	4.8%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	6	28.6%
Agree	8	38.1%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	5	23.8%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	1	8.3%
K-2	1	8.3%
K-3	1	8.3%
4-6	5	41.7%
K-6	4	33.3%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	3	14.3%
Agree	8	38.1%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	8	38.1%

TITLE IV-A

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	11	52.4%
Building technological capacity and infrastructure	6	28.6%
Carrying out innovative blended learning projects	7	33.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	8	38.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	6	28.6%

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	9	42.9%
Providing school-based mental health services and counseling	11	52.4%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	7	33.3%
Establishing or improving dropout prevention	5	23.8%
Supporting re-entry programs and transition services for Justice-involved youth	5	23.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	7	33.3%
Implementing systems and practices to prevent bullying and harassment	12	57.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	10	47.6%
Establishing community partnerships	3	14.3%

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	42.9%
Supporting college and career counseling	11	52.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	12	57.1%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	6	28.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	9	42.9%

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

	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%

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

	Count	Percentage
Strongly Agree	9	42.9%
Agree	9	42.9%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	8	38.1%
Agree	11	52.4%
Disagree	0	0.0%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	10	47.6%
Agree	9	42.9%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	8	38.1%
Agree	9	42.9%
Disagree	1	4.8%
Strongly Disagree	2	9.5%
Not Applicable or No Information	1	4.8%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

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

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	5	23.8%
Agree	9	42.9%
Disagree	3	14.3%
Strongly Disagree	2	9.5%
Not Applicable or No Information	2	9.5%

Our school is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	23.8%	61.9%	9.5%	4.8%	0.0%
Mathematics	23.8%	57.1%	9.5%	9.5%	0.0%
Science	23.8%	61.9%	9.5%	4.8%	0.0%

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

	Count	Percentage
Strongly Agree	5	23.8%
Agree	12	57.1%
Disagree	3	14.3%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

Transportation services to and from school meet the needs of all students.

	Count	Percentage
Strongly Agree	8	38.1%
Agree	9	42.9%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	2	9.5%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).

	Count	Percentage
School Counselors	17	81.0%
School Nurses	14	66.7%
School Social Workers	12	57.1%
Tutors	12	57.1%
Inclusion Teachers	12	57.1%
Class-size Reduction Teachers	9	42.9%
Title I Assistants	10	47.6%
Special Education Services	11	52.4%
Speech	5	23.8%
Gifted	6	28.6%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).

	Count	Percentage
Technology (Computer Labs, classroom computers, etc.)	15	71.4%
Sports	12	57.1%
Art	11	52.4%
Music (Choir, Band, etc.)	10	47.6%
JROTC	8	38.1%

Is your child an English Language Learner?

	Count	Percentage
Yes	4	19.0%
No	17	81.0%

Please check all the services your child has access to or is receiving:

	Count	Percentage
English Instruction	3	14.3%
Mentoring	0	0.0%
Academic or career counseling	3	14.3%
Mental Health counseling	0	0.0%

Do you think the services your child is receiving as an English Learner are adequate for academic success?

	Count	Percentage
Yes	4	100.0%
No	0	0.0%

Do you think the EL faculty and staff have the required certification and training to help English Learners?

	Count	Percentage
Yes	4	100.0%
No	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	6	28.6%
Agree	11	52.4%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

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	19.0%
Agree	11	52.4%
Disagree	2	9.5%
Strongly Disagree	2	9.5%
Not Applicable or No Information	2	9.5%

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

	Count	Percentage
Strongly Agree	4	19.0%
Agree	11	52.4%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	4	19.0%

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	4	19.0%
Agree	14	66.7%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	1	4.8%

TECHNOLOGY

The school (district) provides educational resources for me to access through a computer at home to help my child to practice academic skills.

	Count	Percentage
Strongly Agree	4	19.0%
Agree	10	47.6%
Disagree	4	19.0%
Strongly Disagree	2	9.5%
Not Applicable or No Information	1	4.8%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	13	61.9%
Agree	7	33.3%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	6	28.6%
Agree	7	33.3%
Disagree	4	19.0%
Strongly Disagree	3	14.3%
Not Applicable or No Information	1	4.8%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	7	33.3%
Agree	7	33.3%
Disagree	4	19.0%
Strongly Disagree	3	14.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	23.8%
Agree	8	38.1%
Disagree	6	28.6%
Strongly Disagree	2	9.5%
Not Applicable or No Information	0	0.0%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	7	33.3%
Agree	6	28.6%
Disagree	5	23.8%
Strongly Disagree	2	9.5%
Not Applicable or No Information	1	4.8%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	5	23.8%
Agree	7	33.3%
Disagree	5	23.8%
Strongly Disagree	4	19.0%
Not Applicable or No Information	0	0.0%

Please rank the best times for you to attend meetings and activities at school (district), placing the most convenient time at the top of the list.

	Rank
Evenings	#1
Immediately after school dismissal	#2
During the school day	#3
Before school	#4

If you were not able to attend Title I meetings, PTO, or school activities, please indicate why:

	Count	Percentage
School has provided enough information through other avenues	7	33.3%
Times of programs are not suitable to my schedule	7	33.3%
Too busy	2	9.5%
Conflicting family events	3	14.3%
Undesirable topics	0	0.0%
Not Applicable (I attended meetings.)	3	14.3%

I have received the following information from the school (district) for this school year:

	Count	Percentage
Student/Parent/Teacher Compact	15	71.4%
Student Handbook	17	81.0%
Discipline Policy	14	66.7%
Attendance Policy	14	66.7%
Uniform Policy	16	76.2%
District Calendar	16	76.2%

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

	Count	Percentage
Parent/teacher conference	11	52.4%
Checked my child's grades/assignments online	20	95.2%
Been in contact with my child's teacher	16	76.2%
Received a newsletter from the district, school, or teacher	12	57.1%
Worked with a committee or group on school or district policies	2	9.5%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	7	33.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	14	66.7%
Volunteered at my child's school	3	14.3%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	13	61.9%
Agree	7	33.3%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	8	7.8%
Progress Reports	18	17.6%
Report Cards	18	17.6%
Parent/Teacher Notes	8	7.8%
Parent/Teacher Conferences	12	11.8%
School / District website	11	10.8%
Newsletters	4	3.9%
Phone Calls	8	7.8%
Messages sent via phone message and/or text	15	14.7%
Radio Station	0	0.0%
Newspaper	0	0.0%

GENERAL OPINION

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

Parents of students from Picayune Junior High School who participated in the survey praised the school for teachers who teach well and keep parents informed. One parent commented, "They appreciate and care for students." Responders agree that the school needs a better policy for addressing bullying, improved welcoming atmosphere from the administration, and better drop-off situation. Another parent said, "Teachers and staff need further education on IEP and 504 accommodations."

STUDENT SURVEY

FEDERAL PROGRAMS

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	41	11.0%
Agree	206	55.2%
Disagree	28	7.5%
Strongly Disagree	13	3.5%
Not Applicable or No Information	85	22.8%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	58	15.5%
Not Applicable or No Information	82	22.0%
Agree	135	36.2%
Disagree	82	22.0%
Strongly Disagree	16	4.3%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	47	12.6%
Agree	193	51.7%
Disagree	47	12.6%
Strongly Disagree	17	4.6%
Not Applicable or No Information	69	18.5%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	76	20.4%
Agree	226	60.6%
Disagree	44	11.8%
Strongly Disagree	14	3.8%
Not Applicable or No Information	13	3.5%

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

	Count	Percentage
Strongly Agree	73	19.6%
Agree	202	54.2%
Disagree	31	8.3%
Strongly Disagree	13	3.5%
Not Applicable or No Information	54	14.5%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	76	20.4%
Agree	219	58.7%
Disagree	31	8.3%
Strongly Disagree	15	4.0%
Not Applicable or No Information	32	8.6%

CURRICULUM AND INSTRUCTION

I learn new things in my classes.

	Count	Percentage
Strongly Agree	123	33.2%
Agree	207	55.9%
Disagree	20	5.4%
Strongly Disagree	15	4.1%
Not Applicable or No Information	5	1.4%

Clear guidelines of what is expected of me are given in my classes.

	Count	Percentage
Strongly Agree	79	21.2%
Agree	220	59.0%
Disagree	42	11.3%
Strongly Disagree	13	3.5%
Not Applicable or No Information	19	5.1%

My teacher tells me how I am doing with my daily work.

	Count	Percentage
Strongly Agree	37	9.9%
Agree	171	45.8%
Disagree	102	27.3%
Strongly Disagree	47	12.6%
Not Applicable or No Information	16	4.3%

My teacher tells me how I can improve on my daily work.

	Count	Percentage
Strongly Agree	52	13.9%
Agree	183	49.1%
Disagree	89	23.9%
Strongly Disagree	38	10.2%
Not Applicable or No Information	11	2.9%

My teacher tells me how I am doing on tests.

	Count	Percentage
Strongly Agree	44	11.8%
Agree	206	55.2%
Disagree	74	19.8%
Strongly Disagree	27	7.2%
Not Applicable or No Information	22	5.9%

My teacher tells me how I can improve on tests.

	Count	Percentage
Strongly Agree	65	17.4%
Agree	182	48.8%
Disagree	77	20.6%
Strongly Disagree	32	8.6%
Not Applicable or No Information	17	4.6%

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

	Count	Percentage
Strongly Agree	42	11.3%
Agree	141	37.8%
Disagree	87	23.3%
Strongly Disagree	71	19.0%
Not Applicable or No Information	32	8.6%

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	55	14.8%
Agree	185	49.9%
Disagree	68	18.3%
Strongly Disagree	43	11.6%
Not Applicable or No Information	20	5.4%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	88	23.8%
Agree	200	54.1%
Disagree	48	13.0%
Strongly Disagree	26	7.0%
Not Applicable or No Information	8	2.2%

Class discipline is maintained in order to have the best learning environment.

	Count	Percentage
Strongly Agree	60	16.1%
Agree	202	54.2%
Disagree	71	19.0%
Strongly Disagree	27	7.2%
Not Applicable or No Information	13	3.5%

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

	Count	Percentage
Strongly Agree	87	23.3%
Agree	203	54.4%
Disagree	49	13.1%
Strongly Disagree	22	5.9%
Not Applicable or No Information	12	3.2%

I feel comfortable going to the school counselor for advice with academics and / or personal issues.

	Count	Percentage
Strongly Agree	45	12.1%
Agree	128	34.4%
Disagree	85	22.8%
Strongly Disagree	72	19.4%
Not Applicable or No Information	42	11.3%

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

	Count	Percentage
Strongly Agree	48	12.9%
Agree	202	54.4%
Disagree	55	14.8%
Strongly Disagree	23	6.2%
Not Applicable or No Information	43	11.6%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	53	14.2%
Agree	214	57.5%
Disagree	54	14.5%
Strongly Disagree	31	8.3%
Not Applicable or No Information	20	5.4%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.

	Count	Percentage
Strongly Agree	53	14.2%
Agree	219	58.7%
Disagree	63	16.9%
Strongly Disagree	20	5.4%
Not Applicable or No Information	18	4.8%

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	69	18.5%
Agree	225	60.5%
Disagree	40	10.8%
Strongly Disagree	21	5.6%
Not Applicable or No Information	17	4.6%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	54	14.6%
Agree	181	48.8%
Disagree	71	19.1%
Strongly Disagree	46	12.4%
Not Applicable or No Information	19	5.1%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	81	21.7%
Agree	244	65.4%
Disagree	23	6.2%
Strongly Disagree	11	2.9%
Not Applicable or No Information	14	3.8%

I like to come to school.

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

My class is a good place 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%

I use objects (counters, blocks, chips, etc.) to help me with my Math work.

	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%

Our school is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	39.9%	45.8%	4.8%	5.9%	3.5%
Mathematics	36.2%	43.2%	8.0%	8.8%	3.8%
Science	20.9%	39.4%	15.0%	18.5%	6.2%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	44	11.8%
Agree	204	54.7%
Disagree	76	20.4%
Strongly Disagree	34	9.1%
Not Applicable or No Information	15	4.0%

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	183	49.1%
Additional academic support	64	17.2%
Tutoring	54	14.5%
Counseling	30	8.0%
A mentor	34	9.1%
School supplies	111	29.8%
Structured note taking mechanisms	92	24.7%
The teacher slows speech at times to help you understand	98	26.3%
The teacher uses gestures and demonstrations	106	28.4%
Use think aloud and think pair shares	80	21.4%
Use of bilingual handouts and cues	51	13.7%
Use of display word walls with high frequency words	84	22.5%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	92	24.7%
Agree	224	60.1%
Disagree	23	6.2%
Strongly Disagree	18	4.8%
Not Applicable or No Information	16	4.3%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	92	24.7%
Agree	231	61.9%
Disagree	19	5.1%
Strongly Disagree	14	3.8%
Not Applicable or No Information	17	4.6%

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

	Count	Percentage
Strongly Agree	90	24.1%
Agree	187	50.1%
Disagree	26	7.0%
Strongly Disagree	23	6.2%
Not Applicable or No Information	47	12.6%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	58	15.5%
Agree	204	54.7%
Disagree	53	14.2%
Strongly Disagree	19	5.1%
Not Applicable or No Information	39	10.5%

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	45	12.1%
Agree	234	62.7%
Disagree	39	10.5%
Strongly Disagree	22	5.9%
Not Applicable or No Information	33	8.8%

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

	Count	Percentage
Strongly Agree	49	13.1%
Agree	233	62.5%
Disagree	42	11.3%
Strongly Disagree	19	5.1%
Not Applicable or No Information	30	8.0%

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	54	14.5%
Agree	217	58.2%
Disagree	47	12.6%
Strongly Disagree	22	5.9%
Not Applicable or No Information	33	8.8%

TECHNOLOGY

Computers are updated and maintained while offering educational programs in classrooms and computer labs to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	90	24.2%
Agree	196	52.7%
Disagree	39	10.5%
Strongly Disagree	23	6.2%
Not Applicable or No Information	24	6.5%

GENERAL OPINION

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

STUDENTS from Picayune Junior High School believe the school does a good job of keeping showing care and concern for their students, employing competent teachers who do their jobs well, and providing a safe learning environment. One student said, “I think they manage most students well and keep the school maintained.” Others express a desire for specific improvements, such as changing the dress code, improved food options, and more extracurricular activities and clubs. Another student commented, “I think one improvement is to have staff that need to talk in Spanish or a class that has to have a teacher that talks English and Spanish at the same time so she or he can help the students don't understand English.”



NOTES

PICAYUNE MEMORIAL HIGH SCHOOL



Introduction

Picayune Memorial High School is located at 800 Fifth Avenue in Picayune, Mississippi. In January of 2025, it housed nine hundred forty (940) students in ninth through twelfth grades (9-12). The successful school earned a “B” rating this year, and it is led by its principal, Kristi Mitchell, and its assistant principals, Adam Feeley and Toni Tucei.

Home of the Maroon Tide Nation, the school is renowned for its commitment to academic excellence, athletic achievement, and community involvement. Over half of the student population takes advantage of advanced courses offered at the school, and its athletic teams and extracurricular organizations have seen student success in a variety of fields.





ENROLLMENT AND ATTENDANCE

PICAYUNE MEMORIAL HIGH SCHOOL ENROLLMENT			
	2023	2024	2025
ALL	941	960	940
GR_9	278	275	240
GR_10	268	245	257
GR_11	217	246	240
GR_12	157	169	199
SEC_SPED	*	25	
(MDE, 2023, 2024, 2025, Enrollment)			

Figure 176: Picayune Memorial High School Enrollment

Note: Special Education enrollment for 2025 is not available.

PICAYUNE MEMORIAL HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
		2022	2023	2024
ALL	ALL	875	941	960
GENDER	FEMALE	439	493	478
	MALE	436	448	482
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*
	ASIAN	*	*	*
	BLACK OR AFRICAN AMERICAN	269	311	304
	HISPANIC OR LATINO	22	24	25
	TWO OR MORE RACES	40	52	59
	WHITE	533	544	560
(MDE, 2022, 2023, 2024, Enrollment)				

Figure 177: Picayune Memorial High School Enrollment by Demographic Group

Note: Demographic enrollment for 2025 will not be available until March of 2025.

PICAYUNE MEMORIAL HIGH SCHOOL AVERAGE DAILY ATTENDANCE

	2022	2023	2024
ALL	778.8	831.2	833.0
GR_9	269.5	248.3	243.7
GR_10	194.9	234.5	215.6
GR_11	161.8	186.5	215.7
GR_12	133.1	144.5	136.7
SEC_SPED	17.7	17.0	21.0

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

Figure 178: Picayune Memorial High School Average Daily Attendance

PICAYUNE MEMORIAL HIGH SCHOOL CHRONIC ABSENCE

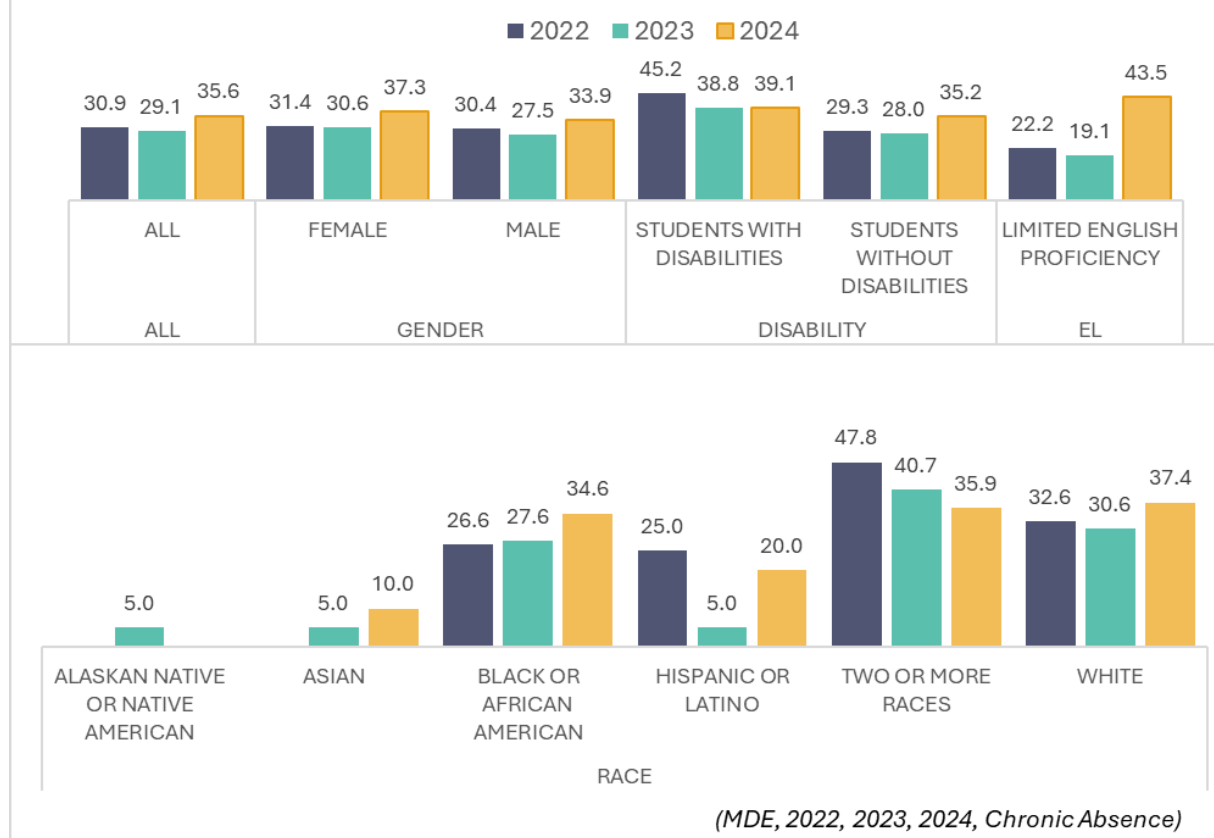


Figure 179: Picayune Memorial High School Chronic Absence



ACCOUNTABILITY

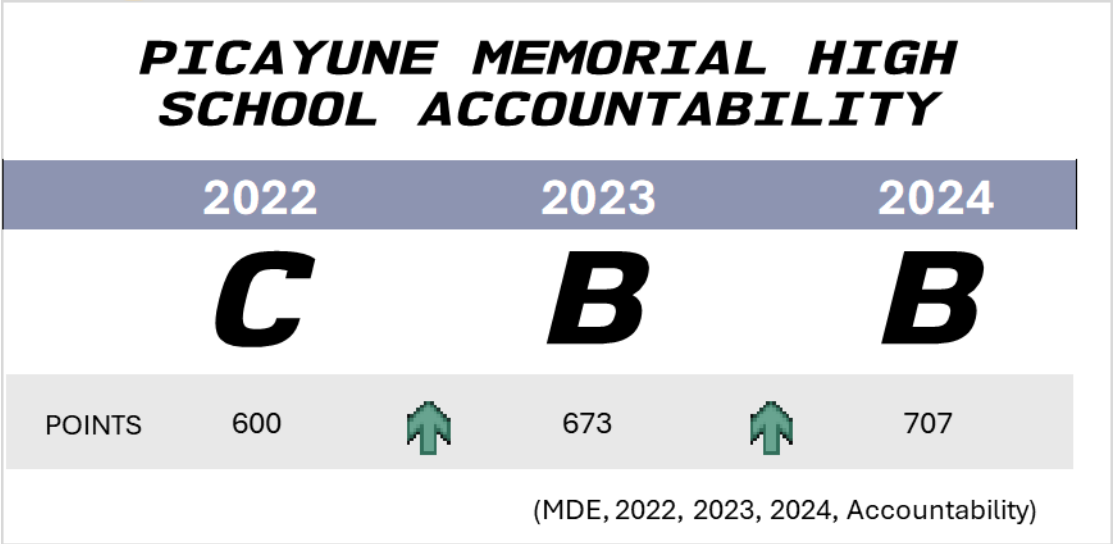


Figure 180: Picayune Memorial High School Accountability

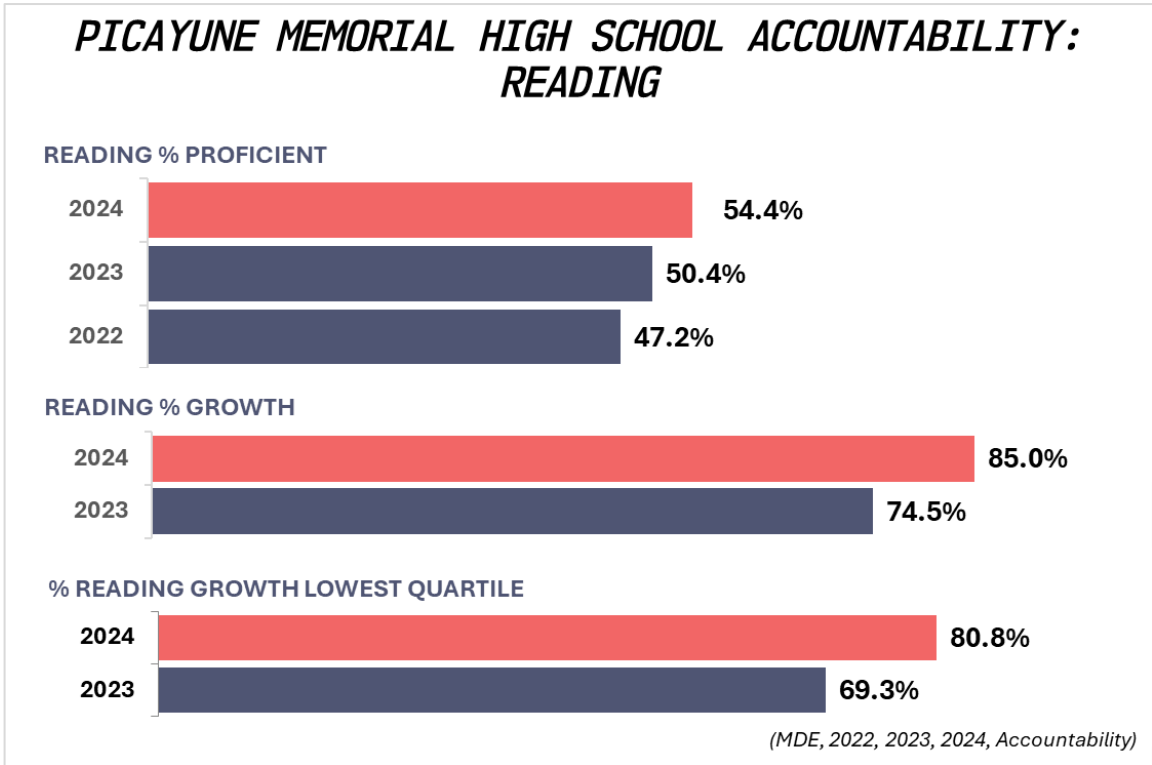


Figure 181: Picayune Memorial High School Accountability: Reading

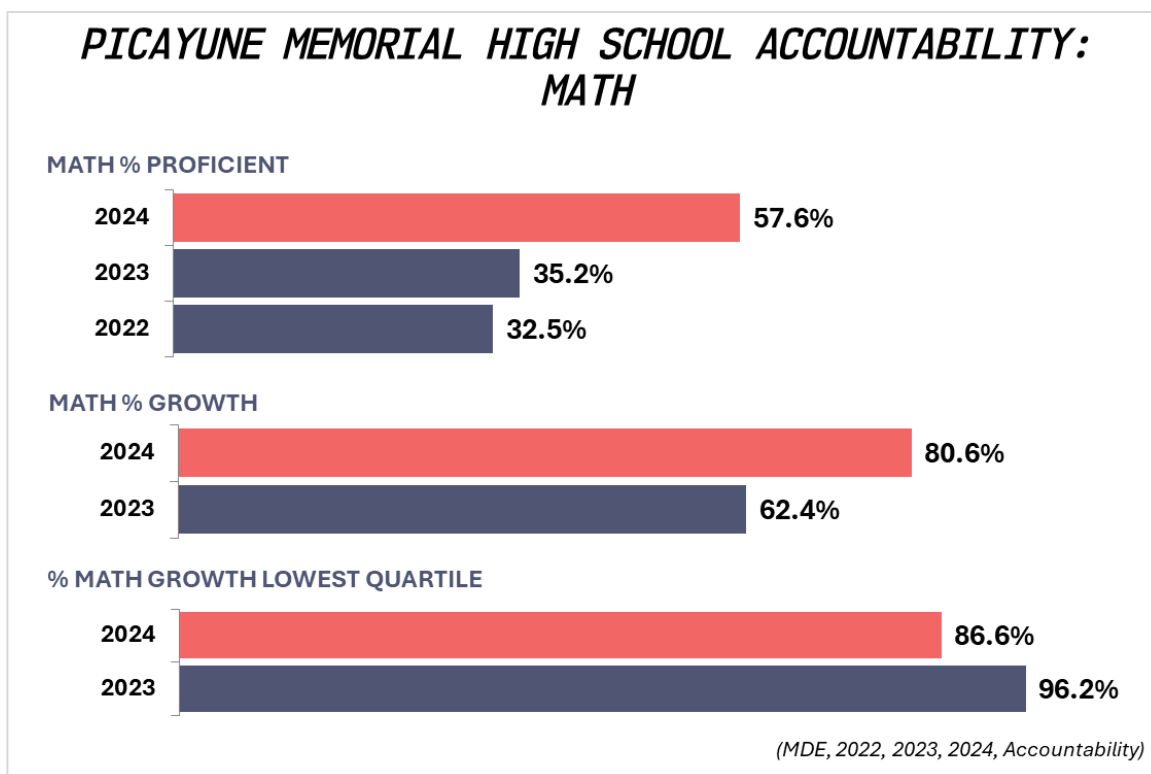


Figure 182: Picayune Memorial High School Accountability: Math

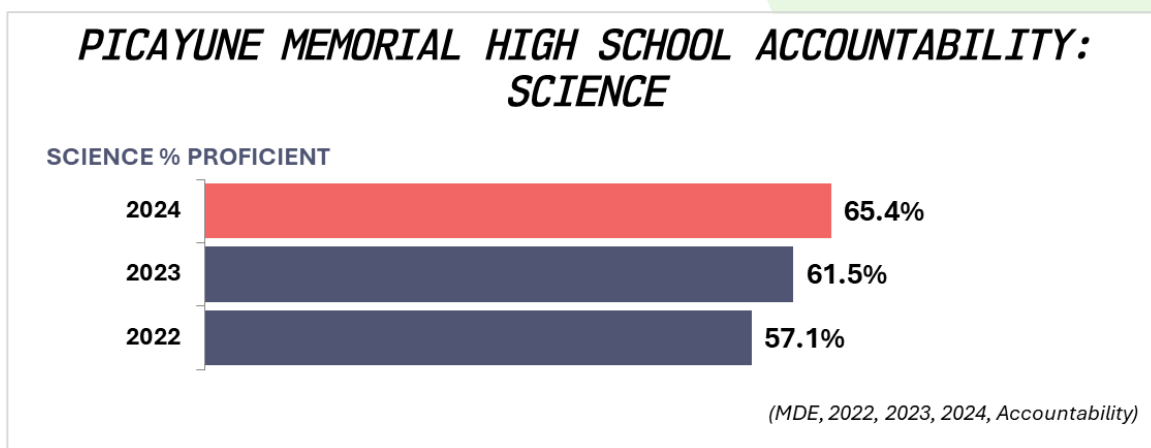


Figure 183: Picayune Memorial High School Accountability: Science



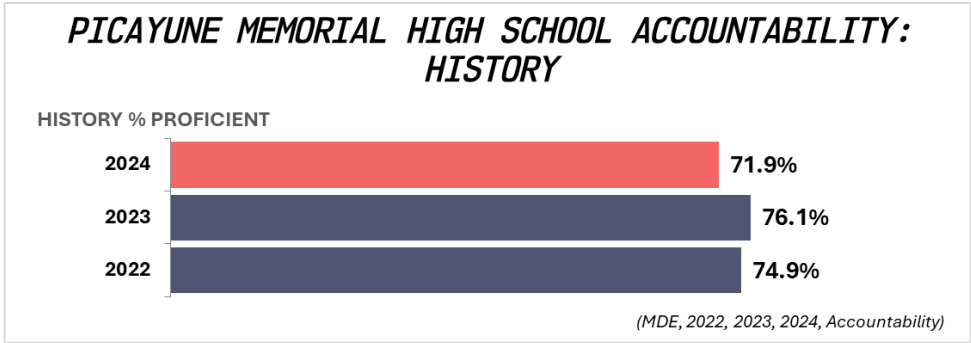


Figure 184: Picayune Memorial High School Accountability: History

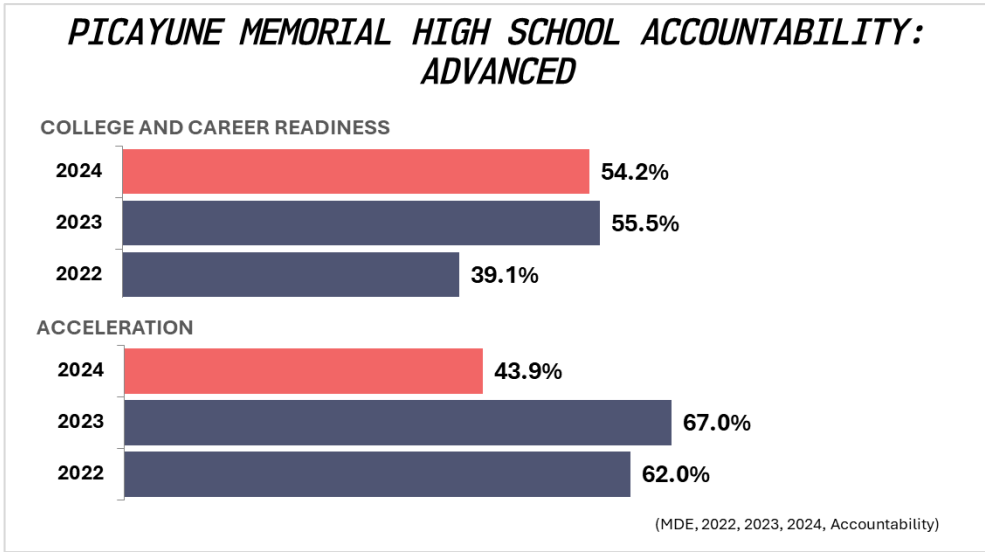


Figure 185: Picayune Memorial High School Accountability: Advanced

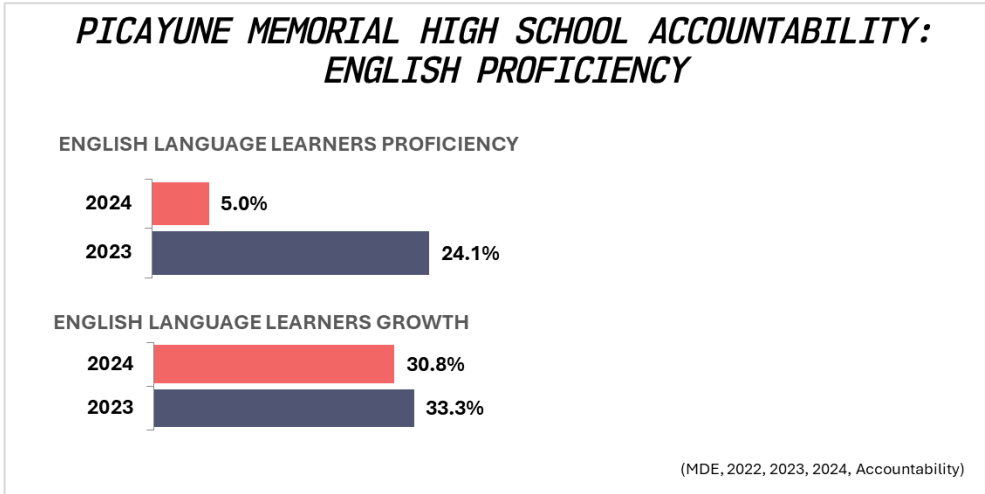


Figure 186: Picayune Memorial High School Accountability: English Proficiency

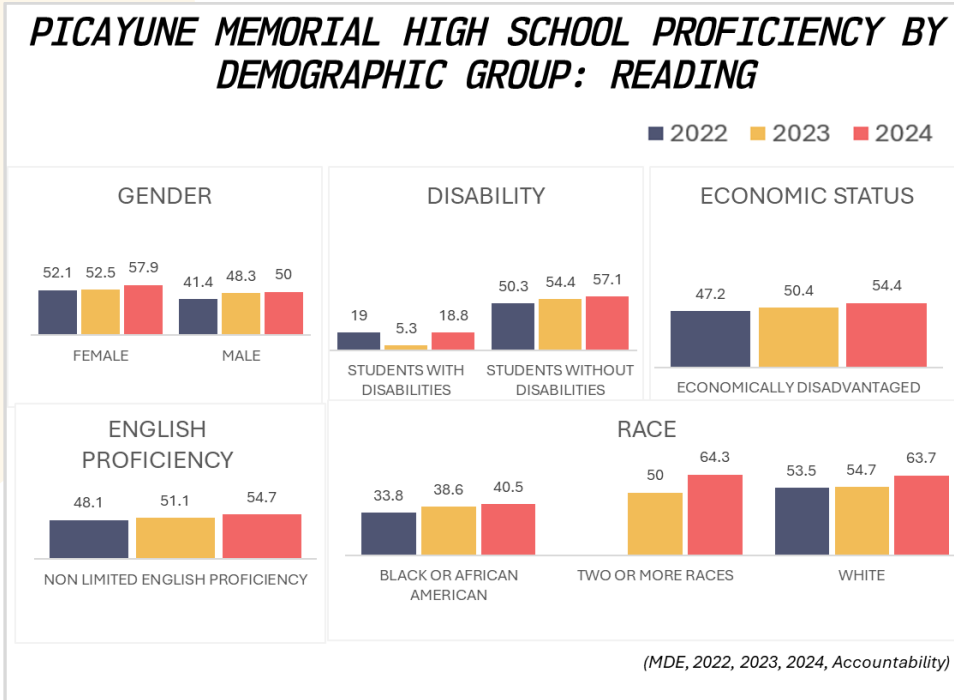


Figure 187: Picayune Memorial High School Proficiency by Demographic Group: Reading

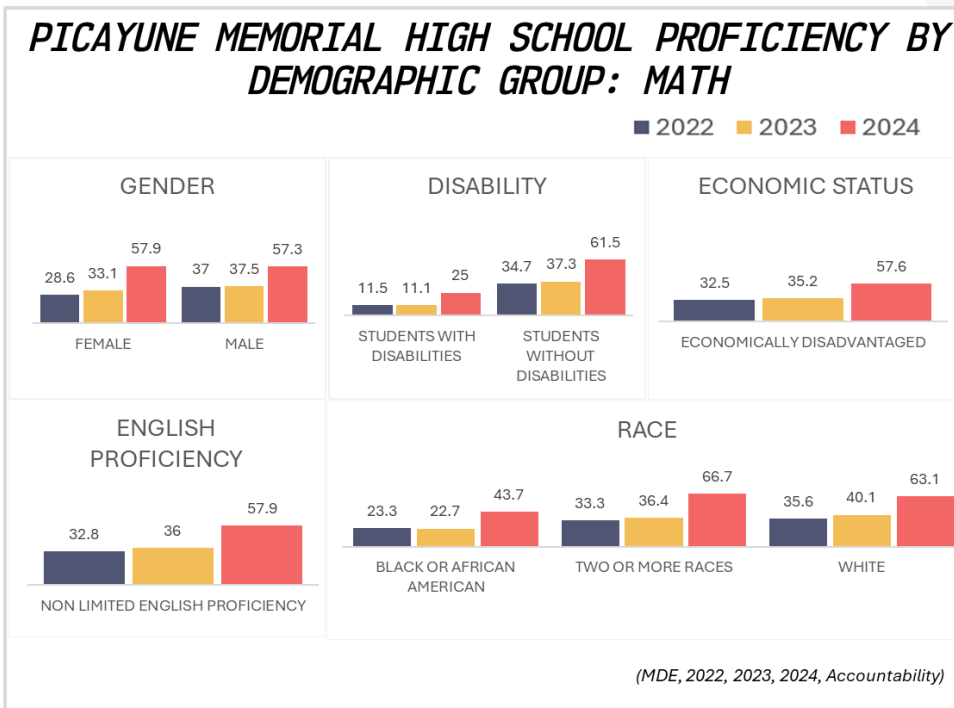


Figure 188: Picayune Memorial High School Proficiency by Demographic Group: Math

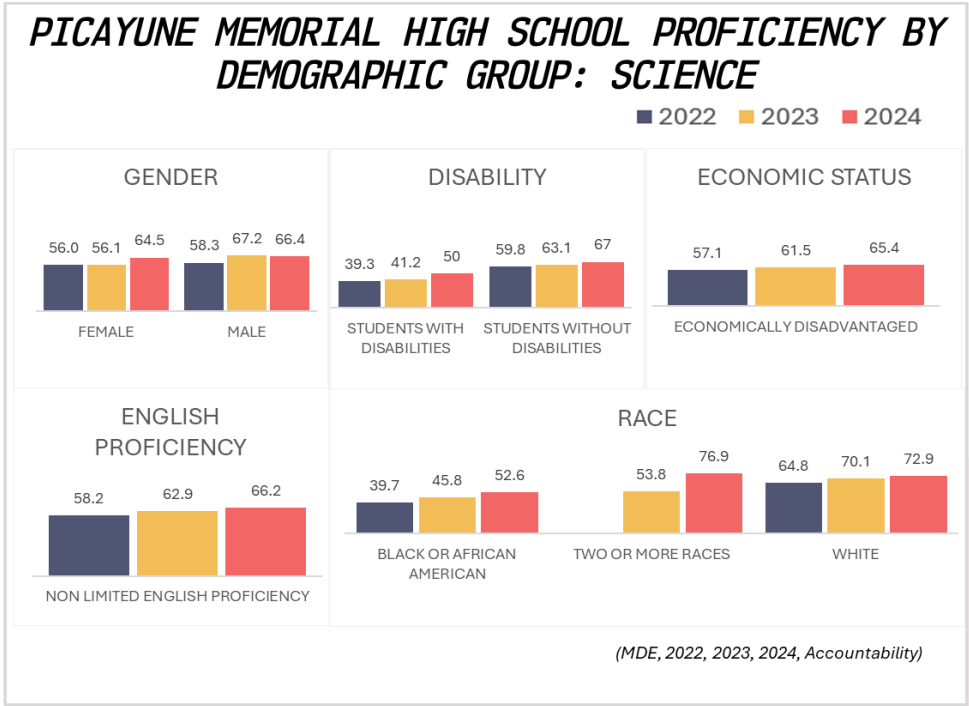


Figure 189: Picayune Memorial High School Proficiency by Demographic Group: Science

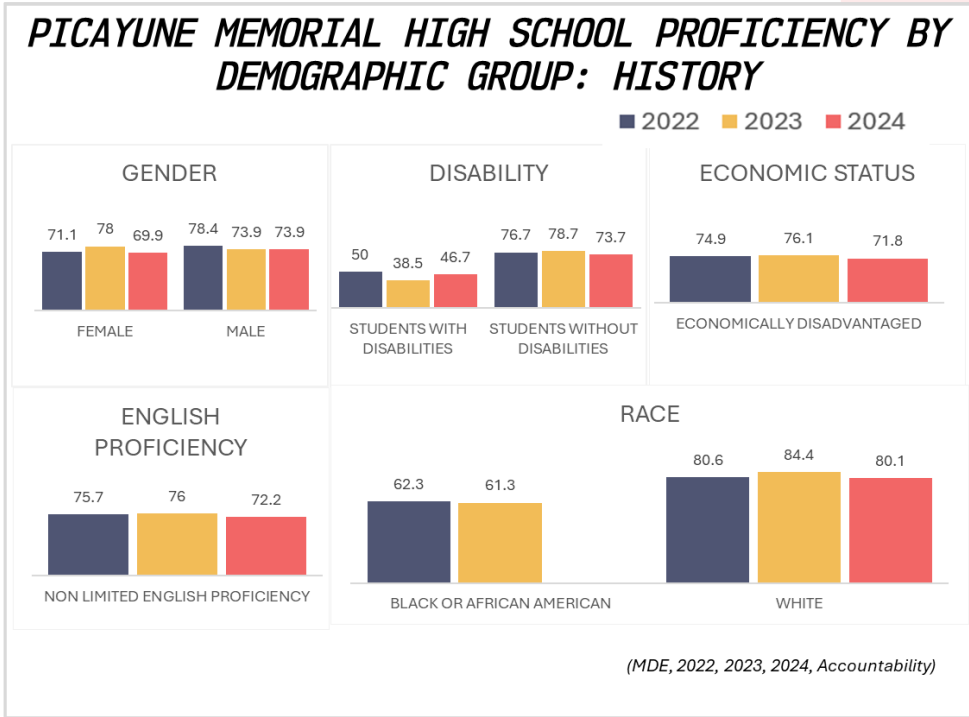


Figure 190: Picayune Memorial High School Proficiency by Demographic Group: History

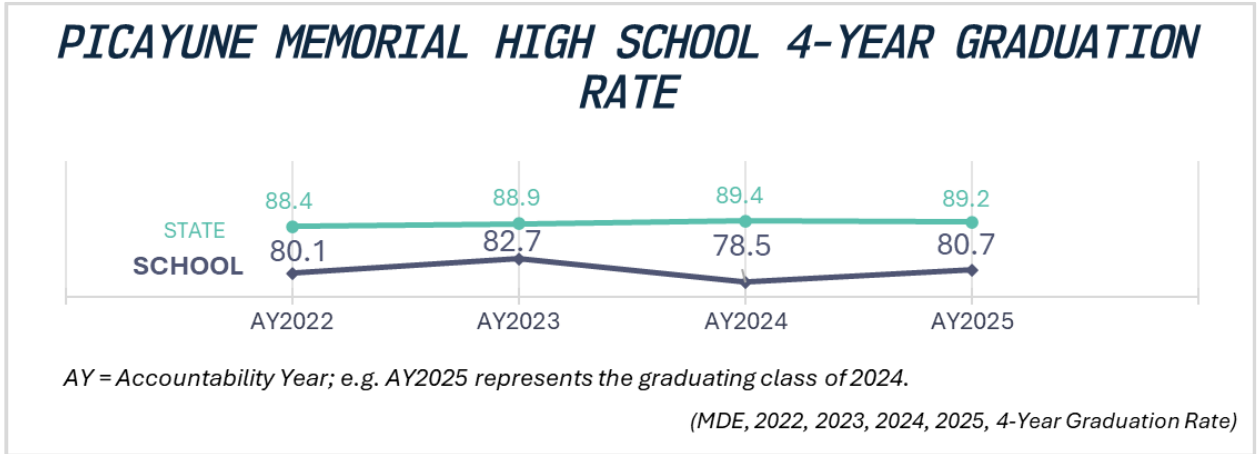


Figure 191: Picayune Memorial High School 4-Year Graduation Rate

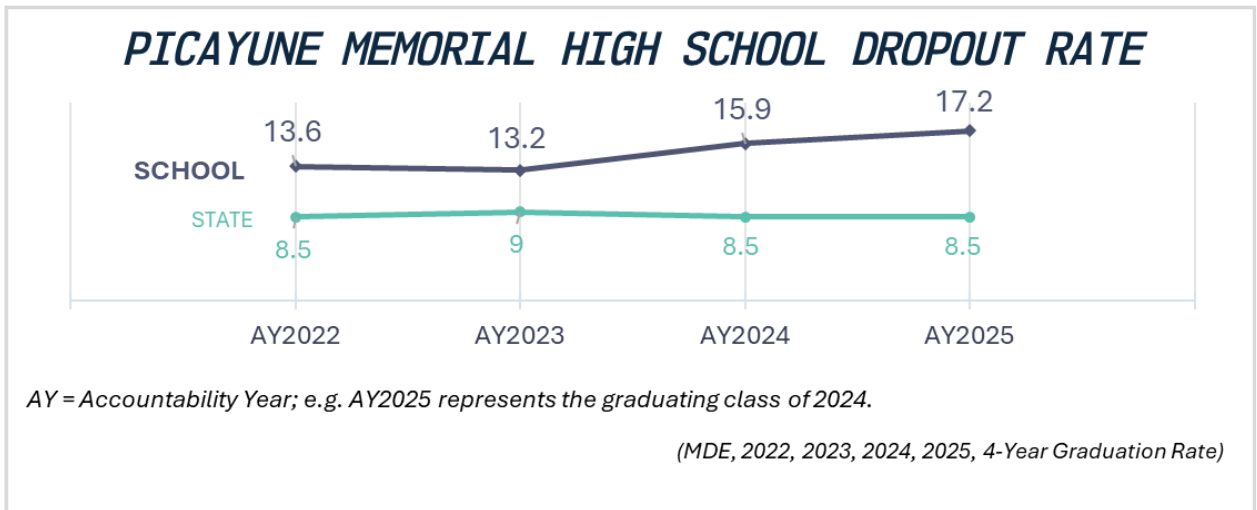


Figure 192: Picayune Memorial High School Dropout Rate



ASSESSMENT

ACT

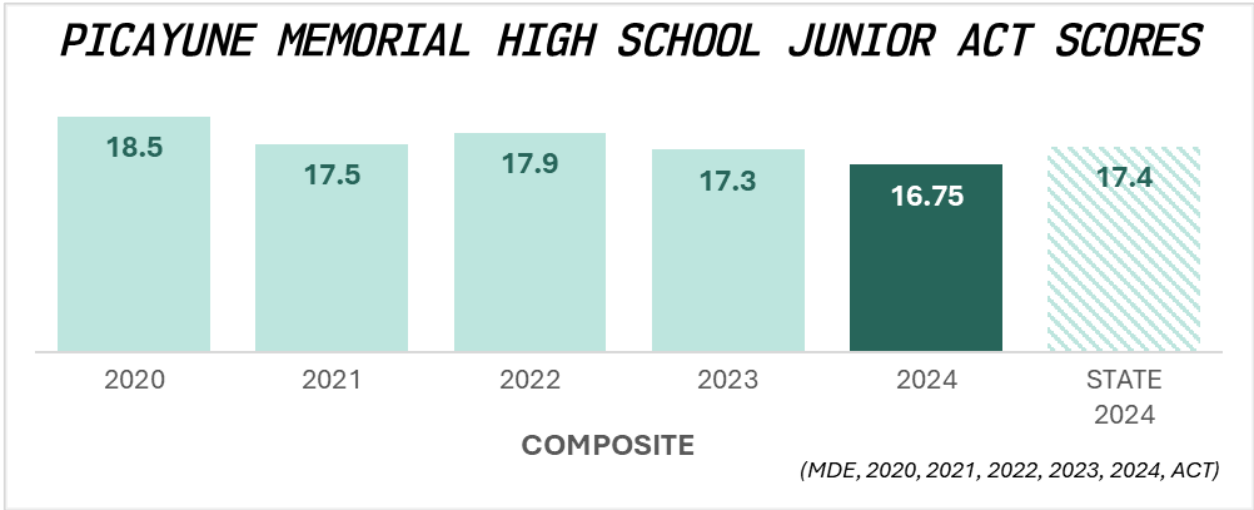


Figure 193: Picayune Memorial High School Junior ACT: Composite

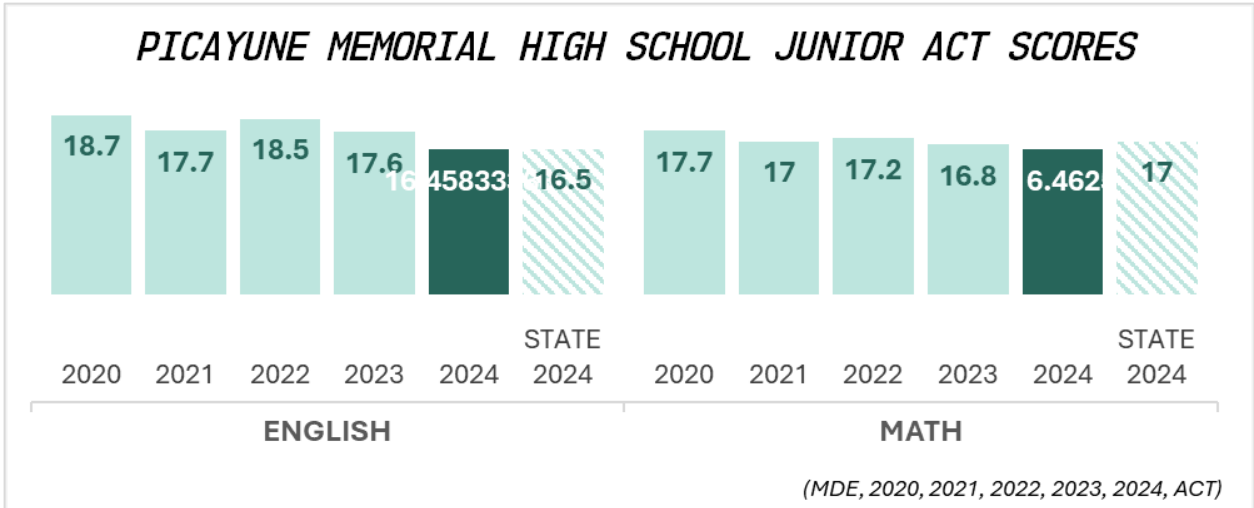


Figure 194: Picayune Memorial High School Junior ACT: English and Math

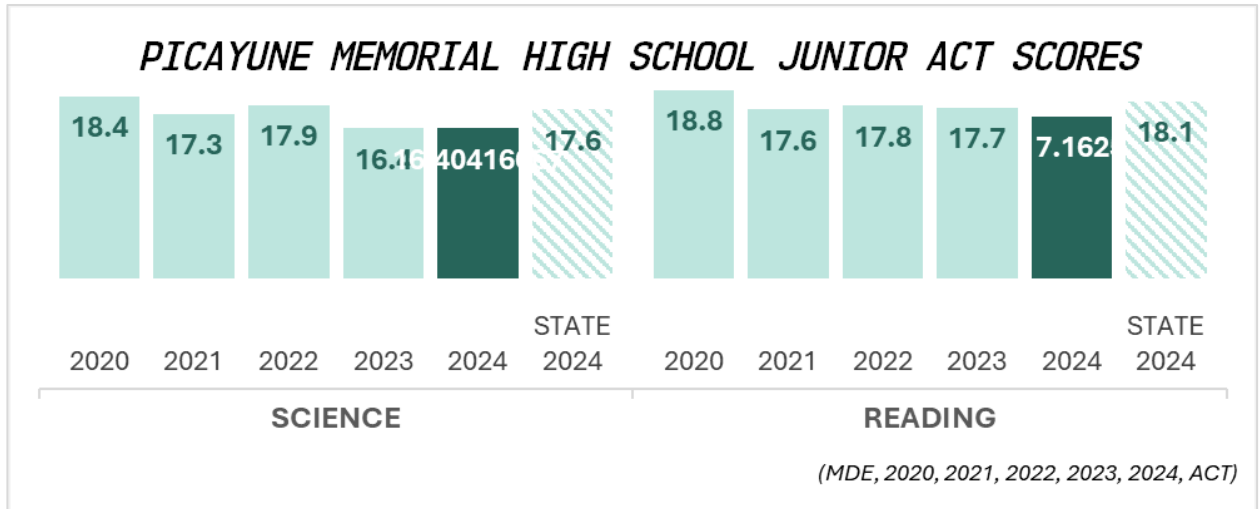


Figure 195: Picayune Memorial High School Junior ACT: Science and Reading

MAAP

MAAP ELA and MATH

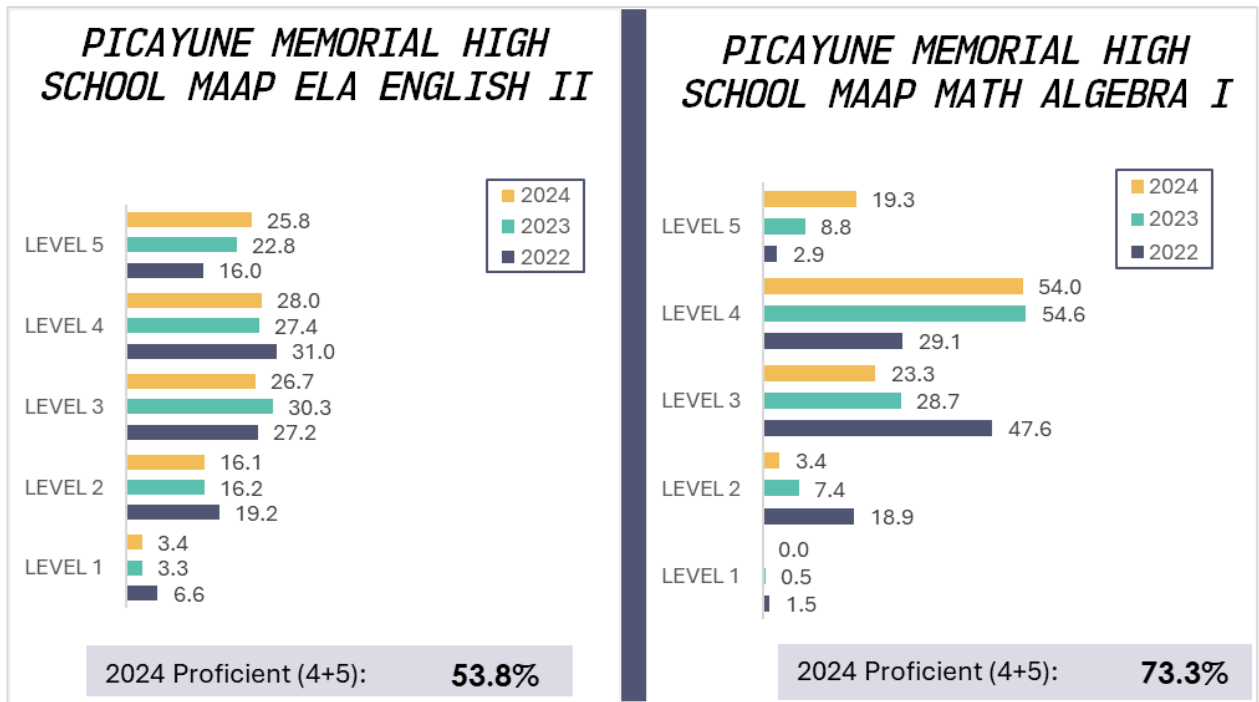


Figure 196: Picayune Memorial High School MAAP English II and Algebra I

MAAP END-OF-COURSE

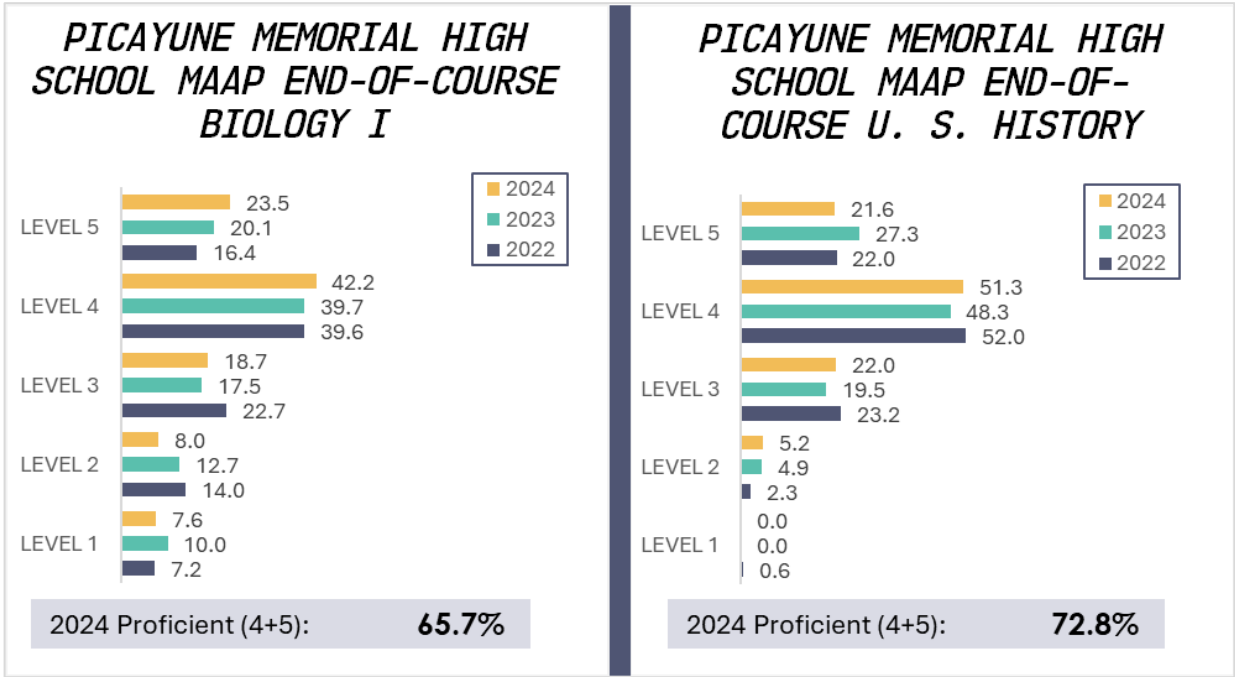


Figure 197: Picayune Memorial High School MAAP Biology I and U. S. History



PERSONNEL

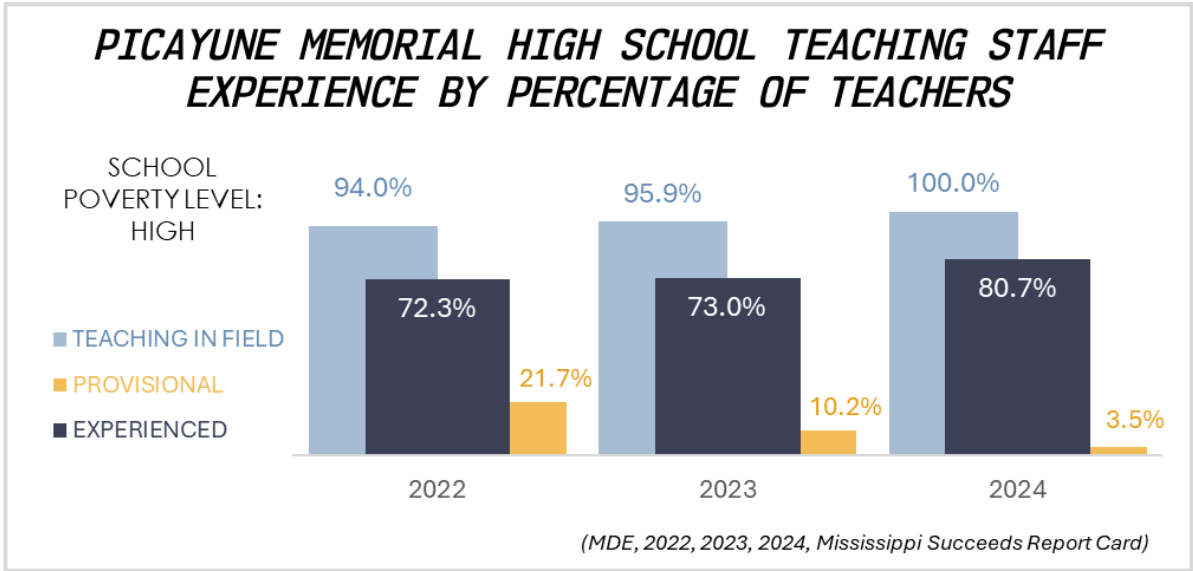


Figure 198: Picayune Memorial High School Teaching Staff Experience by Percentage of Teachers



DISCIPLINE

PICAYUNE MEMORIAL HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL				≤5	≤5				
GENDER	MALE				≤5	5.1	5.6			
RACE	BLACK OR AFRICAN AMERICAN				5.2	5.9	7.1			
DISABILITY	STUDENTS WITH DISABILITIES				≤5	7.8	5.8			
	STUDENTS WITHOUT DISABILITIES				≤5	≤5				
EL	NON LIMITED ENGLISH PROFICIENCY				≤5	≤5				
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	24.0	32.0	27.0	≤5			≤5		
GENDER	MALE	13.0	22.0	20.0	≤5			≤5		
RACE	BLACK OR AFRICAN AMERICAN	12.0	21.0	21.0	≤5			≤5		
DISABILITY	STUDENTS WITH DISABILITIES	≤10	≤10		≤5			≤5		
	STUDENTS WITHOUT DISABILITIES	21.0	26.0	19.0	≤5			≤5		
EL	NON LIMITED ENGLISH PROFICIENCY	24.0	32.0	27.0	≤5			≤5		

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

Figure 199: Picayune Memorial High School Disciplinary Actions Reported to MDE

PICAYUNE MEMORIAL HIGH SCHOOL CNA SURVEY



Introduction

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Picayune Memorial High School in the categories of Federal Programs; Title IV-A; Curriculum and Instruction; School Climate and Culture; School Improvement; Technology; Parent, Family, and Community Engagement; and Professional Development. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Thirty-five (35) faculty and staff members, twenty-nine (29) parents, and two hundred twenty-six (226) students responded to the survey.

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	15	42.9%
Differentiated instruction	14	40.0%
Access to computers and individualized instruction	20	57.1%

The Title I program has resulted in improved:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Student reading achievement.	17.1%	37.1%	8.6%	5.7%	31.4%
Mathematics achievement.	20.0%	34.3%	11.4%	5.7%	28.6%
Student morale.	14.3%	45.7%	5.7%	8.6%	25.7%
Student attitude about reading.	11.4%	37.1%	11.4%	11.4%	28.6%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	10	28.6%
Agree	12	34.3%
Disagree	1	2.9%
Strongly Disagree	2	5.7%
Not Applicable or No Information	10	28.6%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	14	40.0%
Not Applicable or No Information	5	14.3%
Agree	11	31.4%
Disagree	4	11.4%
Strongly Disagree	1	2.9%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	7	20.0%
Agree	11	31.4%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	15	42.9%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	2	14.3%
K-2	1	7.1%
K-3	3	21.4%
4-6	0	0.0%
K-6	8	57.1%

Identify the educational needs of the students at your school who meet the homeless definition.

	Count	Percentage
Expedited evaluation services for students with learning disabilities	8	22.9%
Expedited evaluation services for students with limited English	8	22.9%
Expedited evaluation services for gifted and talented students	4	11.4%
Additional academic support	20	57.1%
Tutoring	12	34.3%
Enrichment educational services	7	20.0%
Counseling	27	77.1%
Mentors	13	37.1%
School supplies	21	60.0%
School uniforms	22	62.9%
Dental referrals	7	20.0%
Medical referrals	5	14.3%
Bullying assistance	7	20.0%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	2	5.7%
Agree	10	28.6%
Disagree	2	5.7%
Strongly Disagree	1	2.9%
Not Applicable or No Information	20	57.1%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	15	42.9%
Agree	16	45.7%
Disagree	1	2.9%
Strongly Disagree	3	8.6%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	11	31.4%
Agree	17	48.6%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	6	17.1%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	11	31.4%
Agree	21	60.0%
Disagree	0	0.0%
Strongly Disagree	2	5.7%
Not Applicable or No Information	1	2.9%

The district technology staff works to update and maintain the classroom and computer labs technology to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	5	14.3%
Agree	23	65.7%
Disagree	3	8.6%
Strongly Disagree	2	5.7%
Not Applicable or No Information	2	5.7%

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

	Count	Percentage
Strongly Agree	4	11.4%
Agree	17	48.6%
Disagree	7	20.0%
Strongly Disagree	2	5.7%
Not Applicable or No Information	5	14.3%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.

	Count	Percentage
Strongly Agree	9	25.7%
Agree	20	57.1%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	4	11.4%

My greatest equipment needs are:

	Count	Percentage
Additional Classroom Computers	1	2.9%
Classroom Computers need updating or repairs	25	71.4%
Chrome-books	10	28.6%
Interactive White Board	2	5.7%
Projector	0	0.0%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	15	42.9%
Agree	18	51.4%
Disagree	2	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	12	34.3%
Agree	17	48.6%
Disagree	5	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	9	25.7%
Agree	22	62.9%
Disagree	2	5.7%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	9	25.7%
Agree	22	62.9%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	2	5.7%

The school has rules, expectations and consistent discipline policies which allow the student to learn and the teacher to teach.

	Count	Percentage
Strongly Agree	12	34.3%
Agree	18	51.4%
Disagree	4	11.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

The school utilizes the College and Career Readiness Standards and provides a rigorous curriculum for each grade level and/or content area.

	Count	Percentage
Strongly Agree	9	25.7%
Agree	23	65.7%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.7%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	42.9%	48.6%	5.7%	0.0%	2.9%
Mathematics	40.0%	48.6%	8.6%	0.0%	2.9%
Science	31.4%	54.3%	8.6%	0.0%	5.7%

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

	Count	Percentage
Strongly Agree	13	37.1%
Agree	20	57.1%
Disagree	2	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I am confident in teaching the state required standards for my grade level / subject area.

	Count	Percentage
Strongly Agree	15	42.9%
Agree	13	37.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	20.0%

During instructional teaching, my use of academic verbiage is intentionally designed to meet the rigorous state standard's terminology appropriate for my grade level and/or subject area in which I teach.

	Count	Percentage
Strongly Agree	13	37.1%
Agree	14	40.0%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	20.0%

I use effective, research-based strategies and assessment data to frequently modify and adjust teaching strategies to differentiate instruction to best meet the individual learning needs of students.

	Count	Percentage
Strongly Agree	10	28.6%
Agree	16	45.7%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	22.9%

I use a variety of teaching strategies and provide a variety of learning activities to meet student needs.

	Count	Percentage
Strongly Agree	13	38.2%
Agree	15	44.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	17.6%

I have an adequate amount of materials and supplies needed to provide a variety learning activities to meet student needs.

	Count	Percentage
Strongly Agree	11	31.4%
Agree	17	48.6%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	17.1%

School Social Workers are beneficial in helping to meet the basic individual needs of identified students (Homeless, ELL, etc.) to provide equal opportunities to all students to become academically successful.

	Count	Percentage
Strongly Agree	4	11.4%
Agree	15	42.9%
Disagree	4	11.4%
Strongly Disagree	1	2.9%
Not Applicable or No Information	11	31.4%

I utilize both formative and summative assessments for all students, including varying subgroups (SPED, ELL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	8	22.9%
Agree	17	48.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	28.6%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, EL, etc.) by using the format & complexity of state assessments, content standards, objectives, sample test items, and other materials to assess student learning.

	Count	Percentage
Strongly Agree	7	20.0%
Agree	19	54.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	25.7%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	10	28.6%
Utilize technology such as class websites, blogs, and videos	17	48.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	16	45.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	12	34.3%

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	17	48.6%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	5	14.3%
Use bilingual handouts and cues	4	11.4%
Use visual displays, portable white boards, and posters when giving instructions	16	45.7%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	6	17.1%
Not applicable	12	34.3%

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

	Count	Percentage
Through regular scheduling	18	51.4%
Teachers provide unique instructional time inside the classroom for English instruction.	10	28.6%
Mentoring with another student	10	28.6%
Not Applicable	14	40.0%

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

	Count	Percentage
Yes	19	54.3%
No	16	45.7%

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

	Count	Percentage
Language Spoken in the Home	23	65.7%
Language Proficiency of the Parent	10	28.6%
Level of Parental Involvement	11	31.4%
Family income and socioeconomic status	5	14.3%
Visual Screening Result	7	20.0%
Auditory Screening Result	6	17.1%
Grade Retention (if applicable)	8	22.9%
Number of Failed Courses	11	31.4%
Dropout Status (if applicable)	9	25.7%

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

	Count	Percentage
Enrichment programs/activities	10	28.6%
Supplemental Academic Instruction	16	45.7%
Behavioral Supports	13	37.1%
Counseling Services	14	40.0%
Discipline Records	7	20.0%
Social-Emotional Learning Services	5	14.3%
Social Behavioral Assessment Inventory Score	4	11.4%
Mental Health Supports	4	11.4%

What services are offered to students who are incarcerated?

	Count	Percentage
Tutoring	1	2.9%
Mental Health Services	0	0.0%
Counseling	0	0.0%
Transitional Services	2	5.7%
Not applicable	33	94.3%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?

	Count	Percentage
Yes	6	17.1%
No	0	0.0%
Not applicable	29	82.9%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	15	42.9%
Agree	18	51.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.7%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	12	34.3%
Agree	16	45.7%
Disagree	4	11.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.6%

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	34.3%
Agree	20	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.6%

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

	Count	Percentage
Strongly Agree	8	22.9%
Agree	20	57.1%
Disagree	3	8.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	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	10	28.6%
Agree	20	57.1%
Disagree	2	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.6%

TECHNOLOGY

I am confident in my skills with using computer programs within the classroom and in the computer lab.

	Count	Percentage
Strongly Agree	5	14.3%
Agree	22	62.9%
Disagree	2	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	17.1%

The school utilizes updated technology resources to enhance the curriculum and student academic achievement.

	Count	Percentage
Strongly Agree	5	14.3%
Agree	23	65.7%
Disagree	3	8.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.4%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	16	45.7%
Agree	15	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.4%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	8	22.9%
Agree	22	62.9%
Disagree	2	5.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.6%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	6	17.1%
Agree	26	74.3%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.7%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	3	8.6%
Agree	21	60.0%
Disagree	7	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	11.4%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

	Count	Percentage
Strongly Agree	12	34.3%
Agree	21	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.7%

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	11	5.3%
Progress Reports	32	15.5%
Report Cards	31	15.0%
Parent/Teacher Notes	12	5.8%
Parent/Teacher Conferences	25	12.1%
School / District website	23	11.2%
Newsletters	5	2.4%
Phone Calls	26	12.6%
Messages sent via phone message and/or text	30	14.6%
Radio Station	7	3.4%
Newspaper	4	1.9%

PROFESSIONAL DEVELOPMENT

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

	Count	Percentage
Strongly Agree	2	5.7%
Agree	16	45.7%
Disagree	12	34.3%
Strongly Disagree	3	8.6%
Not Applicable or No Information	2	5.7%

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

	Count	Percentage
Yes	25	71.4%
No	10	28.6%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?

	Count	Percentage
Yes	12	34.3%
No	23	65.7%

The school uses research based strategies and data to make instructional decisions about the type of Professional Development activities at both the classroom and school (district) level.

	Count	Percentage
Strongly Agree	6	17.1%
Agree	13	37.1%
Disagree	4	11.4%
Strongly Disagree	2	5.7%
Not Applicable or No Information	10	28.6%

This school year, the school provided adequate academic support through Professional Development Consulting services which allowed for instructional incorporation of purposeful and beneficial teaching strategies providing student and teacher growth.

	Count	Percentage
Strongly Agree	6	17.1%
Agree	15	42.9%
Disagree	5	14.3%
Strongly Disagree	1	2.9%
Not Applicable or No Information	8	22.9%

Additional Professional Development needs for next school year: (Choose any area of interest):

	Count	Percentage
On-site Consultant Instructional Support for Math	6	17.1%
On-site Consultant Instructional Support for E/LA	5	14.3%
Consultant Instructional Support for Science	5	14.3%
Usage of Vocabulary (academic verbiage) to drive curriculum standards	8	22.9%
ACT	14	40.0%
Interpreting Data / Use of Data to Drive Instruction	3	8.6%
Providing instruction to Limited English Proficiency students to improve their language and academic skills	6	17.1%
Writing strategies	8	22.9%
Response to Intervention (RTI)	4	11.4%
Differentiated instruction	8	22.9%
Developing quality assessments	4	11.4%
Successful inclusion strategies	9	25.7%
Interpreting and analyzing student data	3	8.6%
Mental Health/Teacher Burnout	20	57.1%

As a NEW teacher to the Picayune School District or a BEGINNING first or second year teacher to Picayune, the school provided beneficial Professional Development or mentoring to assist me in joining the Picayune School System.

	Count	Percentage
Strongly Agree	1	14.3%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	42.9%

GENERAL OPINION

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

Faculty/staff members from Picayune Memorial High School agree that the school does a good job demonstrating concern for student achievement, remaining consistent with rules and procedures, and fostering a strong sense of community. One faculty member said, “This school is dedicated to student safety and well-being. It emphasizes safety and personal responsibility for students.” Responders would like to see updated buildings and facilities, more planning time for teachers, and smaller class sizes. Another faculty member stated, “There is serious concerns regarding the ongoing issues within the district’s business office.”

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	8	27.6%
Differentiated instruction	10	34.5%
Access to computers and individualized instruction	24	82.8%

The Title I program has resulted in improved:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics achievement.	20.7%	58.6%	13.8%	3.4%	3.4%
Student morale.	24.1%	55.2%	6.9%	3.4%	10.3%
Student attitude about reading.	20.7%	65.5%	6.9%	3.4%	3.4%
Student reading achievement.	20.7%	65.5%	0.0%	3.4%	10.3%

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	6	20.7%
Agree	10	34.5%
Disagree	4	13.8%
Strongly Disagree	3	10.3%
Not Applicable or No Information	6	20.7%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	10	34.5%
Not Applicable or No Information	4	13.8%
Agree	11	37.9%
Disagree	3	10.3%
Strongly Disagree	1	3.4%

Title II Class size reduction teachers are effective in raising student achievement.

	Count	Percentage
Strongly Agree	10	34.5%
Agree	12	41.4%
Disagree	0	0.0%
Strongly Disagree	1	3.4%
Not Applicable or No Information	6	20.7%

Title II class size reduction teachers are MOST effective in raising student achievement at what grade level?

	Count	Percentage
K-1	2	11.1%
K-2	1	5.6%
K-3	4	22.2%
4-6	1	5.6%
K-6	10	55.6%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	6	20.7%
Agree	11	37.9%
Disagree	1	3.4%
Strongly Disagree	2	6.9%
Not Applicable or No Information	9	31.0%

TITLE IV-A

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	14	48.3%
Building technological capacity and infrastructure	13	44.8%
Carrying out innovative blended learning projects	10	34.5%
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	12	41.4%

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	10	34.5%
Providing school-based mental health services and counseling	19	65.5%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	8	27.6%
Establishing or improving dropout prevention	11	37.9%
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)	7	24.1%
Implementing systems and practices to prevent bullying and harassment	15	51.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	12	41.4%
Establishing community partnerships	7	24.1%

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	8	27.6%
Supporting college and career counseling	18	62.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	14	48.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	12	41.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	10	34.5%

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

	Count	Percentage
Strongly Agree	7	24.1%
Agree	18	62.1%
Disagree	2	6.9%
Strongly Disagree	1	3.4%
Not Applicable or No Information	1	3.4%

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

	Count	Percentage
Strongly Agree	8	27.6%
Agree	16	55.2%
Disagree	1	3.4%
Strongly Disagree	1	3.4%
Not Applicable or No Information	3	10.3%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	8	27.6%
Agree	16	55.2%
Disagree	0	0.0%
Strongly Disagree	1	3.4%
Not Applicable or No Information	4	13.8%

CURRICULUM AND INSTRUCTION

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	9	31.0%
Agree	17	58.6%
Disagree	1	3.4%
Strongly Disagree	1	3.4%
Not Applicable or No Information	1	3.4%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	8	27.6%
Agree	16	55.2%
Disagree	2	6.9%
Strongly Disagree	1	3.4%
Not Applicable or No Information	2	6.9%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

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

The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless and migrant students, etc.).

	Count	Percentage
Strongly Agree	5	17.2%
Agree	16	55.2%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	20.7%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	27.6%	58.6%	0.0%	3.4%	10.3%
Mathematics	20.7%	51.7%	10.3%	10.3%	6.9%
Science	27.6%	55.2%	3.4%	6.9%	6.9%

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

	Count	Percentage
Strongly Agree	10	34.5%
Agree	18	62.1%
Disagree	0	0.0%
Strongly Disagree	1	3.4%
Not Applicable or No Information	0	0.0%

Transportation services to and from school meet the needs of all students.

	Count	Percentage
Strongly Agree	9	31.0%
Agree	10	34.5%
Disagree	2	6.9%
Strongly Disagree	1	3.4%
Not Applicable or No Information	7	24.1%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).

	Count	Percentage
School Counselors	24	82.8%
School Nurses	20	69.0%
School Social Workers	16	55.2%
Tutors	20	69.0%
Inclusion Teachers	18	62.1%
Class-size Reduction Teachers	16	55.2%
Title I Assistants	14	48.3%
Special Education Services	18	62.1%
Speech	18	62.1%
Gifted	17	58.6%

The school offers a variety of services to support students for all students to have an equal opportunity to grow academically and to reach their full potential. Check all areas of services which are valuable to the school (district).

	Count	Percentage
Technology (Computer Labs, classroom computers, etc.)	23	79.3%
Sports	20	69.0%
Art	21	72.4%
Music (Choir, Band, etc.)	21	72.4%
JROTC	18	62.1%

Is your child an English Language Learner?

	Count	Percentage
Yes	5	17.2%
No	24	82.8%

Please check all the services your child has access to or is receiving:

	Count	Percentage
English Instruction	3	10.3%
Mentoring	1	3.4%
Academic or career counseling	2	6.9%
Mental Health counseling	1	3.4%

Do you think the services your child is receiving as an English Learner are adequate for academic success?

	Count	Percentage
Yes	4	80.0%
No	1	20.0%

Do you think the EL faculty and staff have the required certification and training to help English Learners?

	Count	Percentage
Yes	5	100.0%
No	0	0.0%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	5	17.2%
Agree	19	65.5%
Disagree	1	3.4%
Strongly Disagree	1	3.4%
Not Applicable or No Information	3	10.3%

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

	Count	Percentage
Strongly Agree	7	24.1%
Agree	14	48.3%
Disagree	3	10.3%
Strongly Disagree	2	6.9%
Not Applicable or No Information	3	10.3%

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

	Count	Percentage
Strongly Agree	7	24.1%
Agree	15	51.7%
Disagree	2	6.9%
Strongly Disagree	2	6.9%
Not Applicable or No Information	3	10.3%

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	7	24.1%
Agree	15	51.7%
Disagree	2	6.9%
Strongly Disagree	1	3.4%
Not Applicable or No Information	4	13.8%

TECHNOLOGY

The school (district) provides educational resources for me to access through a computer at home to help my child to practice academic skills.

	Count	Percentage
Strongly Agree	5	17.2%
Agree	13	44.8%
Disagree	7	24.1%
Strongly Disagree	1	3.4%
Not Applicable or No Information	3	10.3%

On-line registration has made registering students for school an easier process.

	Count	Percentage
Strongly Agree	15	51.7%
Agree	9	31.0%
Disagree	4	13.8%
Strongly Disagree	1	3.4%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school encourages parents to become active partners with the school to provide meaningful information on what to do at home to help support a child's learning needs.

	Count	Percentage
Strongly Agree	9	31.0%
Agree	13	44.8%
Disagree	3	10.3%
Strongly Disagree	2	6.9%
Not Applicable or No Information	2	6.9%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	9	31.0%
Agree	13	44.8%
Disagree	4	13.8%
Strongly Disagree	2	6.9%
Not Applicable or No Information	1	3.4%

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

	Count	Percentage
Strongly Agree	8	27.6%
Agree	14	48.3%
Disagree	4	13.8%
Strongly Disagree	2	6.9%
Not Applicable or No Information	1	3.4%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	9	31.0%
Agree	12	41.4%
Disagree	5	17.2%
Strongly Disagree	3	10.3%
Not Applicable or No Information	0	0.0%

I feel parent and family engagement in our school is satisfactory.

	Count	Percentage
Strongly Agree	7	24.1%
Agree	15	51.7%
Disagree	4	13.8%
Strongly Disagree	3	10.3%
Not Applicable or No Information	0	0.0%

Please rank the best times for you to attend meetings and activities at school (district), placing the most convenient time at the top of the list.

	Rank
Evenings	#1
During the school day	#2
Immediately after school dismissal	#3
Before school	#4

If you were not able to attend Title I meetings, PTO, or school activities, please indicate why:

	Count	Percentage
School has provided enough information through other avenues	3	10.3%
Times of programs are not suitable to my schedule	11	37.9%
Too busy	4	13.8%
Conflicting family events	3	10.3%
Undesirable topics	0	0.0%
Not Applicable (I attended meetings.)	7	24.1%

I have received the following information from the school (district) for this school year:

	Count	Percentage
Student/Parent/Teacher Compact	16	55.2%
Student Handbook	20	69.0%
Discipline Policy	22	75.9%
Attendance Policy	21	72.4%
Uniform Policy	23	79.3%
District Calendar	23	79.3%

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

	Count	Percentage
Parent/teacher conference	6	20.7%
Checked my child's grades/assignments online	28	96.6%
Been in contact with my child's teacher	14	48.3%
Received a newsletter from the district, school, or teacher	11	37.9%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	2	6.9%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	9	31.0%
Volunteered at my child's school	0	0.0%

Messages sent via phone message and/or text has been a good form of communication this year between school and home.

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

The school actively promotes parent teacher communication to inform parents on how students are doing through different forms of communication. Check all the ways the school communicates to parents/community.

	Count	Percentage
Handouts	8	6.0%
Progress Reports	24	17.9%
Report Cards	23	17.2%
Parent/Teacher Notes	12	9.0%
Parent/Teacher Conferences	7	5.2%
School / District website	17	12.7%
Newsletters	5	3.7%
Phone Calls	15	11.2%
Messages sent via phone message and/or text	22	16.4%
Radio Station	1	0.7%
Newspaper	0	0.0%

GENERAL OPINION

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

Parents of students from Picayune Memorial High School who participated in the survey praised the school for good communication with parents and families. Responders agree that the school needs more classes in life skills, better access to counselors, and a higher awareness of drug and alcohol use on school premises. Another parent said, “I feel all subject should be studied each year. The block scheduling does not help the child to remember each subject when it is not being taught.”

STUDENT SURVEY

FEDERAL PROGRAMS

Tutoring is delivered by well trained and qualified instructors and students are properly motivated.

	Count	Percentage
Strongly Agree	30	13.3%
Agree	100	44.2%
Disagree	33	14.6%
Strongly Disagree	12	5.3%
Not Applicable or No Information	51	22.6%

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	18	8.0%
Not Applicable or No Information	64	28.3%
Agree	68	30.1%
Disagree	55	24.3%
Strongly Disagree	21	9.3%

The character education program at my school is comprehensive and effective.

	Count	Percentage
Strongly Agree	20	8.8%
Agree	120	53.1%
Disagree	39	17.3%
Strongly Disagree	10	4.4%
Not Applicable or No Information	37	16.4%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	35	15.5%
Agree	146	64.6%
Disagree	25	11.1%
Strongly Disagree	10	4.4%
Not Applicable or No Information	10	4.4%

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

	Count	Percentage
Strongly Agree	38	16.8%
Agree	135	59.7%
Disagree	9	4.0%
Strongly Disagree	10	4.4%
Not Applicable or No Information	34	15.0%

Administrators and appropriate district-level staff model effective uses of technology.

	Count	Percentage
Strongly Agree	35	15.5%
Agree	150	66.4%
Disagree	17	7.5%
Strongly Disagree	10	4.4%
Not Applicable or No Information	14	6.2%

CURRICULUM AND INSTRUCTION

I learn new things in my classes.

	Count	Percentage
Strongly Agree	53	23.6%
Agree	139	61.8%
Disagree	20	8.9%
Strongly Disagree	9	4.0%
Not Applicable or No Information	4	1.8%

Clear guidelines of what is expected of me are given in my classes.

	Count	Percentage
Strongly Agree	43	19.0%
Agree	138	61.1%
Disagree	27	11.9%
Strongly Disagree	7	3.1%
Not Applicable or No Information	11	4.9%

My teacher tells me how I am doing with my daily work.

	Count	Percentage
Strongly Agree	18	8.0%
Agree	116	51.3%
Disagree	58	25.7%
Strongly Disagree	24	10.6%
Not Applicable or No Information	10	4.4%

My teacher tells me how I can improve on my daily work.

	Count	Percentage
Strongly Agree	23	10.2%
Agree	106	46.9%
Disagree	57	25.2%
Strongly Disagree	28	12.4%
Not Applicable or No Information	12	5.3%

My teacher tells me how I am doing on tests.

	Count	Percentage
Strongly Agree	27	11.9%
Agree	122	54.0%
Disagree	51	22.6%
Strongly Disagree	16	7.1%
Not Applicable or No Information	10	4.4%

My teacher tells me how I can improve on tests.

	Count	Percentage
Strongly Agree	21	9.3%
Agree	108	47.8%
Disagree	63	27.9%
Strongly Disagree	24	10.6%
Not Applicable or No Information	10	4.4%

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

	Count	Percentage
Strongly Agree	21	9.3%
Agree	100	44.2%
Disagree	40	17.7%
Strongly Disagree	52	23.0%
Not Applicable or No Information	13	5.8%

Our school provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning.

	Count	Percentage
Strongly Agree	28	12.4%
Agree	126	56.0%
Disagree	32	14.2%
Strongly Disagree	29	12.9%
Not Applicable or No Information	10	4.4%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	45	19.9%
Agree	134	59.3%
Disagree	30	13.3%
Strongly Disagree	8	3.5%
Not Applicable or No Information	9	4.0%

Class discipline is maintained in order to have the best learning environment.

	Count	Percentage
Strongly Agree	32	14.2%
Agree	126	55.8%
Disagree	35	15.5%
Strongly Disagree	22	9.7%
Not Applicable or No Information	11	4.9%

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

	Count	Percentage
Strongly Agree	52	23.0%
Agree	126	55.8%
Disagree	26	11.5%
Strongly Disagree	13	5.8%
Not Applicable or No Information	9	4.0%

I feel comfortable going to the school counselor for advice with academics and / or personal issues.

	Count	Percentage
Strongly Agree	43	19.1%
Agree	96	42.7%
Disagree	26	11.6%
Strongly Disagree	35	15.6%
Not Applicable or No Information	25	11.1%

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

	Count	Percentage
Strongly Agree	24	10.7%
Agree	115	51.3%
Disagree	34	15.2%
Strongly Disagree	18	8.0%
Not Applicable or No Information	33	14.7%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	28	12.4%
Agree	143	63.6%
Disagree	28	12.4%
Strongly Disagree	14	6.2%
Not Applicable or No Information	12	5.3%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.

	Count	Percentage
Strongly Agree	26	11.5%
Agree	130	57.5%
Disagree	42	18.6%
Strongly Disagree	15	6.6%
Not Applicable or No Information	13	5.8%

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	30	13.3%
Agree	142	63.1%
Disagree	27	12.0%
Strongly Disagree	12	5.3%
Not Applicable or No Information	14	6.2%

School rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	20	8.9%
Agree	99	44.0%
Disagree	50	22.2%
Strongly Disagree	40	17.8%
Not Applicable or No Information	16	7.1%

In our school students have access to a variety of academic resources to help them succeed in their learning, such as technology, media centers, counselors/social workers, and libraries.

	Count	Percentage
Strongly Agree	41	18.1%
Agree	143	63.3%
Disagree	17	7.5%
Strongly Disagree	11	4.9%
Not Applicable or No Information	14	6.2%

I like to come to 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%

My class is a good place 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%

I use objects (counters, blocks, chips, etc.) to help me with my Math work.

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

Our school is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
English/Language Arts	31.0%	50.4%	9.3%	4.4%	4.9%
Mathematics	23.9%	51.8%	13.3%	6.2%	4.9%
Science	26.1%	59.7%	5.8%	2.7%	5.8%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	27	11.9%
Agree	124	54.9%
Disagree	34	15.0%
Strongly Disagree	28	12.4%
Not Applicable or No Information	13	5.8%

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	133	58.8%
Additional academic support	28	12.4%
Tutoring	23	10.2%
Counseling	12	5.3%
A mentor	18	8.0%
School supplies	53	23.5%
Structured note taking mechanisms	52	23.0%
The teacher slows speech at times to help you understand	42	18.6%
The teacher uses gestures and demonstrations	53	23.5%
Use think aloud and think pair shares	29	12.8%
Use of bilingual handouts and cues	33	14.6%
Use of display word walls with high frequency words	38	16.8%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	40	17.7%
Agree	139	61.5%
Disagree	27	11.9%
Strongly Disagree	9	4.0%
Not Applicable or No Information	11	4.9%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	49	21.7%
Agree	137	60.6%
Disagree	16	7.1%
Strongly Disagree	10	4.4%
Not Applicable or No Information	14	6.2%

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

	Count	Percentage
Strongly Agree	47	20.8%
Agree	121	53.5%
Disagree	19	8.4%
Strongly Disagree	15	6.6%
Not Applicable or No Information	24	10.6%

SCHOOL IMPROVEMENT

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

	Count	Percentage
Strongly Agree	27	11.9%
Agree	118	52.2%
Disagree	32	14.2%
Strongly Disagree	17	7.5%
Not Applicable or No Information	32	14.2%

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

	Count	Percentage
Strongly Agree	24	10.6%
Agree	134	59.3%
Disagree	22	9.7%
Strongly Disagree	14	6.2%
Not Applicable or No Information	32	14.2%

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

	Count	Percentage
Strongly Agree	34	15.0%
Agree	128	56.6%
Disagree	23	10.2%
Strongly Disagree	15	6.6%
Not Applicable or No Information	26	11.5%

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	26	11.5%
Agree	129	57.1%
Disagree	21	9.3%
Strongly Disagree	18	8.0%
Not Applicable or No Information	32	14.2%

TECHNOLOGY

Computers are updated and maintained while offering educational programs in classrooms and computer labs to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	34	15.1%
Agree	123	54.7%
Disagree	31	13.8%
Strongly Disagree	21	9.3%
Not Applicable or No Information	16	7.1%

GENERAL OPINION

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

STUDENTS from Picayune Memorial High School believe the school does a good job of helping students with problems, maintaining a safe educational environment, and employing good teachers. One student said, “Our school does good with sports and having different programs that you can get into that will help you in the future.” Others express a desire for specific improvements, such as changes to the dress code, a better variety of school lunches, and cleaner restrooms and buildings. Another student stated, “My school district could try to incorporate more technology and activities for students to learn in subjects such as Math, English, Science, and History.”



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