

## GULFPORT SCHOOL DISTRICT

# Comprehensive Needs Assessment 2023 

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

GULFPORT SCHOOL DISTRICT Mr. Glen East, Superintendent
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Gulfport School District
2001 Pass Road • Gulfport, MS • 39501
Phone 228-865-4600 • Fax 228-865-4718

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## Section 1

## Gulfport School District Profile

## Introduction

Gulfport School District's central office is located at 2001 Pass Street in Gulfport, Mississippi. In January of 2023, the district housed six thousand one hundred thirteen $(6,113)$ students in prekindergarten through twelfth grades (PK-12). The district has six elementary schools serving prekindergarten through fifth grade (PK-5 or K-5), two middle schools serving sixth through eighth grades (6-8), and one high school serving ninth through twelfth grades (9-12). The district also runs a college and career readiness institute.

According to the district website, "Our schools remain committed to providing educational excellence and a multitude of educational experiences for all of our students. The Gulfport School
 District is successful because the teachers, administrators, and support staff have collectively agreed to roll up their sleeves and go about their work in a serious and professional manner. As a result, the majority of our students are challenged across a broad spectrum of classes and well-planned extracurricular activities. This is made possible because of the staff's collective work ethic and a belief that our students are capable - physically, emotionally, and intellectually - of achievement levels much higher than might be expected elsewhere. As a district, we push children academically, we expect them to behave properly, and we are willing to invest ourselves in helping them understand everything from the basic rules of grammar to the complexities of human rights."

## Philosophy

## Vision

WHAT'S BEST FOR CHILDREN?

## Mission

the mission of the Gulfport school district is to inspire each STUDENT TO BECOME A PROBLEM SOLVER, LIFELONG LEARNER, AND PRODUCTIVE MEMBER OF SOCIETY.

## Goals

GOAL 1: Provide an opportunity of choice for Pre-K.
BOAL 2: Recruit, develop, and retain high-quality teachers.
GOAL 3: Explore and provide options for social and cultural development for all students.

BOAL 4. Provide a broader range of educational and extracurricular opportunities for all students.

BOAL 5: Explore systems to provide flexible scheduling and structure for schools to meet the needs of all students.

BOAL 6: Devise a committee to investigate and influence educational policy, promote local autonomy, and leverage funding.

GOAL 7: Increase community awareness and improve public perception of our schools.
(Gulfport School District, 2018)

## Community Characteristics

ocated along 26 miles of sand beach beside the Gulf of Mexico, equidistant between New Orleans, Lovisiana and Mobile, Alabama, Gulfport is the second-largest city in Mississippi after the state capital, Jackson. Along with Biloxi, Gulfport is the co-county seat of Harrison County and the larger of the two principal cities of the GulfportBiloxi, Mississippi Metropolitan Statistical Area. It is a premier
 resort destination with year-round golfing, fresh and saltwater fishing, boating, and gaming. In 2021, Gulfport had an estimated population of 72,105 people with a median age of 38.7 and a median household income of $\$ 41,250$. Demographically, the population was $50 \%$ White, $39.2 \%$ Black, and $5.4 \%$ Hispanic, with other demographic groups represented at less than $2 \%$. About $6 \%$ of the people in Gulfport speak a non-English language at home. Major employment sectors in Gulfport are construction; arts, entertainment and recreation; healthcare, accommodation, and food services. Gulfport offers easy access to Mississippi Gulf Coast Community College, William Carey University, and the University of Southern Mississippi, among others.

The poverty rate for Gulfport is estimated by the U. S. Census Bureau at $25.6 \%$, with $37.3 \%$ of children birth to 17 years old living in poverty and $35.7 \%$ of children ages 5 to 17 living in poverty-related households.

## District Characteristics

 he Gulfport School District serves students within the city limits of Gulfport. Schools follow a flexible year-round schedule that features nine-week sessions with two-week intersessions to allow students to catch up if they fall behind. All students in elementary and middle school are eligible for free breakfast and lunch through the Community Eligibility Provision (CEP)

Within Gulfport School District, as reported by the Small Area Income and Poverty Estimate from the U. S. Census Bureau, about $32.8 \%$ of children between ages 5 and 17 live in poverty-related households.

## Enrollment

TAKEAWAY: District enrollment has declined $5.8 \%$ over 5 years, with the primary losses occurring in elementary grades. State enrollment figures have declined $6.5 \%$ since 2019.

## GULFPORT SCHOOL DISTRICT ENROLLMENT

|  | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ | $\mathbf{2 0 2 3}$ |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | 6487 | 6576 | 6367 | 6349 | 6113 |
| PK | 0 | 29 | 64 | 83 | 81 |
| K | 538 | 549 | 494 | 546 | 484 |
| ELEM_SPED | 44 | 34 | 29 | 44 | $*$ |
| GR_1 | 591 | 569 | 506 | 492 | 523 |
| GR_2 | 513 | 550 | 548 | 493 | 498 |
| GR_3 | 523 | 512 | 501 | 499 | 449 |
| GR_4 | 475 | 492 | 465 | 486 | 482 |
| GR_5 | 607 | 495 | 484 | 474 | 456 |
| GR_6 | 516 | 580 | 456 | 488 | 466 |
| GR_7 | 501 | 526 | 554 | 453 | 460 |
| GR_8 | 485 | 497 | 501 | 545 | 485 |
| GR_9 | 494 | 507 | 473 | 536 | 549 |
| GR_10 | 432 | 476 | 468 | 412 | 416 |
| GR_11 | 361 | 339 | 408 | 344 | 360 |
| GR_12 | 376 | 394 | 390 | 423 | 401 |
| SEC_SPED | 31 | 27 | 26 | 31 | $*$ |

Figure 1: District Enrollment

## GULFPORT SCHOOL DISTRICT CHANGES IN <br> ENROLLMENT

|  | 2019 | 2023 | CHANGE |  |
| :--- | ---: | ---: | ---: | ---: |
| PK-5TH | 3807 | 3358 | -449 | $\mathbf{- 1 1 . 8 \%}$ |
| 6TH-8TH | 1480 | 1494 | 14 | $0.9 \%$ |
| 9TH -12TH | 1200 | 1177 | -23 | $\mathbf{- 1 . 9 \%}$ |
| TOTAL | 6487 | 6113 | -374 | $\mathbf{- 5 . 8 \%}$ |

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

Figure 2: District Change in Enrollment

| GULFPORT SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2019 | 2020 | 2021 | 2022 | 2023 |
| ALL | ALL | 6487 | 6576 | 6367 | 6349 | 6113 |
| GENDER | FEMALE | 3253 | 3235 | 3107 | 3131 | 3059 |
|  | MALE | 3234 | 3341 | 3260 | 3218 | 3054 |
| RACE | ASIAN | 68 | 89 | 85 | 89 | 75 |
|  | BLACK OR AFRICAN AMERICAN | 3464 | 3480 | 3360 | 3334 | 3202 |
|  | HISPANIC OR LATINO | 467 | 518 | 524 | 542 | 525 |
|  | TWO OR MORE RACES | 154 | 181 | 191 | 226 | 246 |
|  | WHITE | 2315 | 2285 | 2182 | 2137 | 2048 |

Figure 3: District Enrollment by Demographic Group

## Attendance

TAKEAWAY: The district regained some ground in average daily attendance between 2021 and 2022 on the strength of greater attendance at the high school level. ADA has not, however, recovered to prepandemic levels. Chronic absence decreased somewhat in 2022 but continues to be problematic at over $20 \%$.

## Average Daily Attendance

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

## GULFPORT SCHOOL DISTRICT ADA

|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| K-5 | 3029.7 | 3031.6 | 3000.2 | 2789.7 | 2766.8 |
| 6-8 | 1364.9 | 1406.6 | 1515.6 | 1406.0 | 1375.6 |
| 9-12 | 1440.9 | 1509.8 | 1608.0 | 1564.3 | 1564.3 |
| TOTAL | 5898.4 | 6017.6 | 6186.6 | 5823.1 | 5786.4 |

Note: ADA averages excluding Special Education except for TOTAL.
(MDE, 2018, 2019, 2020, 2021, 2022, ADA)
Figure 4: District Average Daily Attendance

## GULFPORT SCHOOL DISTRICT ADA AS PERCENTAGE OF ENROLLMENT

|  | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | 2020 | $\mathbf{2 0 2 1}$ |
| :--- | :--- | :--- | :--- | :--- |
| K-5 | $94.1 \%$ | $93.4 \%$ | $94.7 \%$ | $93.1 \%$ |
| 2022 |  |  |  |  |
| 6-8 | $94.0 \%$ | $93.6 \%$ | $94.5 \%$ | $93.1 \%$ |
| 9-12 | $91.9 \%$ | $90.8 \%$ | $93.6 \%$ | $90.0 \%$ |
| TOTAL | $94.5 \%$ | $93.8 \%$ | $95.4 \%$ | $93.2 \%$ |

Note: ADA averages excluding Special Education except for TOTAL.
(MDE, 2018, 2019, 2020, 2021, 2022, ADA)
Figure 5: District ADA as Percentage of Enrollment
Note: Percentages for the figure above are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Blanks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes and prekindergarten are not represented here.

## Chronic Absence

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

## Case Study of Chronic Absenteeism

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

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

[^0]
## GULFPORT SCHOOL DISTRICT \% CHRONIC ABSENCE



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card
Figure 6: District Chronic Absence by Demographic Group


## Accountability

TAKEAWAY: The district posted gains between 2021 and 2022 on all accountability measures except science and college and career readiness, both of which fell slightly from 2021 levels, but still came in well above the state average. Black or African American students underperformed their white counterparts but nevertheless improved in all subjects. All demographic groups made progress toward the $70 \%$ state-wide goal. Possibly due to the pandemic waiver of MAAP passing requirements, graduation rates rose sharply for the 2021 graduating class (AY2022) before falling back below previous levels. Graduation rates for students with disabilities, however, continued to rise.

## Accountability Measures

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

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

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

(MDE, 2019, 2021, 2022, Accountability)

## GULFPORT SCHOOL DISTRICT ACCOUNTABILITY

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

|  | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| SCIENCE/HISTORY |  |  |  |
| \% PROFICIENT SCIENCE | 61.2 | 54 | 55.7 |
| STATE | 56.2 | 49.6 | 55.5 |
| \% PROFICIENT HISTORY | 57.5 | 49.9 | 63.3 |
| STATE | 55.7 | 47.8 | 69.4 |
| COLLEGE/CAREER |  |  |  |
| COLLEGE/CAREER READINESS | 56.4 | 48.6 | 64.5 |
| STATE | 37.4 | 34.3 | 42.9 |
| ACCELERATION | 76.1 | 73.9 | 82.2 |
| STATE | 65.9 | 65.7 | 73.2 |
| LIMITED ENGLISH PROFICIENCY |  |  |  |
| \% PROFICIENT LIMITED ENGLISH PROFICIENCY | 14.3 |  | 15 |
| STATE | 17 |  | 14.8 |
| \% GROWTH LIMITED ENGLISH PROFICIENCY | 71.4 |  | 57.8 |
| STATE | 57.8 |  | 51.8 |
| (MDE, 2019, 2021, 2022, Accountability) |  |  |  |

Figure 8: District Accountability: Science, History, Other

## Proficiency by Demographic Groups

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


Figure 9: District Reading Proficiency by Demographic Group


Figure 10: District Math Proficiency by Demographic Group

## GULFPORT SCHOOL DISTRICT ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

| GENDER | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | :---: | :---: | :---: |
| FEMALE <br> MALE | $\mathbf{5 9 . 5}$ | 55.3 | 56.5 |
| DISABILITY <br> WITH <br> DISABILITIES <br> WITHOUT <br> DISABILITIES | 62.7 | $\mathbf{5 2 . 6}$ | $\mathbf{5 4 . 9}$ |




Figure 11: District Science Proficiency by Demographic Group

GULFPORT SCHOOL DISTRICT ACCOUNTABILITY HISTORY PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the
pandemic.

| GENDER | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | :---: | :---: | :---: |
| FEMALE <br> MALE | $\mathbf{6 0 . 4}$ | 54.9 | 62.5 |
| DISABILITY <br> WITH <br> DISABILITIES <br> WITHOUT <br> DISABILITIES | $\mathbf{5 4 . 8}$ | $\mathbf{4 4 . 9}$ | $\mathbf{6 3 . 9}$ |


(MDE, 2019, 2021, 2022, Mississippi Succeeds Report Card)
Figure 12: District History Proficiency by Demographic Group

## Gap-to-Goal by Demographic Group

- he Mississippi Succeeds Plan for the Every Student Succeeds Act specifies a goal of $70 \%$ proficiency for all students by 2025. Other specific long-range goals for the state include:
- Eliminate the proficiency gap between Black students and all students entirely, as the overall student proficiency rate increases to $70 \%$ by 2025 .
- Close the graduation rate gap between students with disabilities and all students. This gap will be reduced to $20 \%$, as the overall graduation rate increases to $90 \%$ by 2025.
- Have $70 \%$ of English learners making expected progress toward English language proficiency by 2025 (MDE, 2022)



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

# DISTRICT CHANGES IN ELA PROFICIENCY GAP-TO-GOAL 



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


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

DISTRICT CHANGES IN ELA PROFICIENCY GAP-TO-GOAL

(MDE, 2022, Achievement Gap Analysis)
Figure 16: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency


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


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

(MDE, 2022, Achievement Gap Analysis)
Figure 19: District Changes in Math Proficiency Gap-To-Goal by Gender

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

## DISTRICT CHANGES IN MATH PROFICIENCY GAP-TO-GOAL


(MDE, 2022, Achievement Gap Analysis)
Figure 21: District Changes in Math Proficiency Gap-To-Goal by English Proficiency


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

## 4-Year Graduation Rates

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


Figure 23: District 4-Year Graduation Rates


Figure 24: District Graduation Rate by Subgroup

## School Improvement Designations

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

Bayou View Elementary School was newly identified in 2021 as a Targeted Support and Improvement (TSI) school because scores for Students with Disabilities were in the lowest $50 \%$ of overall accountability, in the lowest quartile of a 3 -year average gap-to-goal ratio, and in the lowest quartile of a 3 -year improvement toward gap-to-goal closure.

Gulfport Central Elementary School was reidentified as an Additional Targeted Support and Improvement (ATSI) school because 3-year average scores for Students with Disabilities were in the bottom $5 \%$ of those for all Title I A schools. It was first identified as ATSI in 2017.

Gulfport High School was reidentified as an Additional Targeted Support and Improvement (ATSI) school because 3-year average scores for Students with Disabilities were in the bottom $5 \%$ of those for all Title I A schools. It was first identified as ATSI in 2018.

Twenty-Eighth Street Elementary School was newly identified in 2021 as an
Additional Targeted Support and Improvement (ATSI) school because 3-year average scores for Students with Disabilities were in the bottom $5 \%$ of those for all Title I A schools.

## Advanced Course and Post-Secondary Enrollment

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

| ENROLLED IN ADVANCED COURSES |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 |  | 2021 |  | 2022 |  |
|  | \# | $\%$ | \# | $\%$ | \# | $\%$ |
| ALL |  |  |  |  |  |  |
| ALL | 530.8 | 71.7\% | 587.6 | 72.9\% | 596.2 | 75.2\% |
| GENDER |  |  |  |  |  |  |
| FEMALE | 298.5 | 73.2\% | 313 | 77.3\% | 300.8 | 73.7\% |
| MALE | 232.3 | 70.0\% | 274.6 | 68.5\% | 295.4 | 76.7\% |
| RACE |  |  |  |  |  |  |
| ASIAN | 13.1 | 87.3\% | 15 | 93.8\% | 21.7 | 95.0\% |
| BLACK OR AFRICAN AMERICAN | 163 | 46.2\% | 164.5 | 45.3\% | 167.5 | 46.9\% |
| HISPANIC OR LATINO | 26.6 | 56.6\% | 29.8 | 64.8\% | 30.9 | 65.7\% |
| TWO OR MORE RACES | <10 | <5\% | $<10$ | <5\% | 13.2 | 95.0\% |
| WHITE | 327.1 | 95.0\% | 369.1 | 95.0\% | 362.9 | 95.0\% |
| DISABILITY |  |  |  |  |  |  |
| STUDENTS WITH DISABILITIES | $<10$ | 8.6\% | $<10$ | 7.9\% | 10.7 | 13.4\% |
| STUDENTS WITHOUT DISABILITIES | 525.7 | 77.2\% | 582.1 | 79.1\% | 585.5 | 82.1\% |
| EL |  |  |  |  |  |  |
| LIMITED ENGLISH PROFICIENCY | $<10$ | 12.5\% | $<10$ | 12.5\% | $<10$ | 23.1\% |
| NON LIMITED ENGLISH PROFICIENCY | 528.8 | 73.0\% | 585.6 | 74.1\% | 593.2 | 76.1\% |

Figure 25: District Advanced Course Enrollment by Demographic Group

## ENROLLED IN POST-SECONDARY COURSES

201920212022

| ALL |  |  |  |
| :---: | :---: | :---: | :---: |
| ALL | 60.6\% | 66.1\% | 67.9\% |
| GENDER |  |  |  |
| FEMALE |  | 70.9\% | 74.2\% |
| MALE |  | 60.2\% | 59.9\% |
| RACE |  |  |  |
| ASIAN | <5\% | <5\% | <5\% |
| BLACK OR AFRICAN AMERICAN | 57.5\% | 61.4\% | 58.8\% |
| HISPANIC OR LATINO | <5\% | 43.5\% | 36.4\% |
| TWO OR MORE RACES |  | <5\% | <5\% |
| WHITE | 66.7\% | 74.8\% | 81.9\% |
| DISABILITY |  |  |  |
| STUDENTS WITH DISABILITIES | 53.9\% | 31.3\% | 55.0\% |
| STUDENTS WITHOUT DISABILITIES |  |  |  |
| EL |  |  |  |
| LIMITED ENGLISH PROFICIENCY | <5\% | <5\% | <5\% |
| NON LIMITED ENGLISH PROFICIENCY |  |  |  |

Figure 26: District Post-Secondary Enrollment by Demographic Group

## Assessment

TAKEAWAY:In 2022, district ACT scores are still well above state averages, but dropped some from a peak in 2020, except in math where scores peaked in 2021. Kindergarten Readiness scores are up but trends are vague given the spotty administration of this assessment in the past three years. For third graders required to pass the Third-Grade Reading Assessment for promotion for the first time since 2019, both initial and re-test passing percentages were down significantly. MAAP proficiency percentages were higher in 2022 than in 2021 in most subjects and grades; ELA grade eight, math grades five and seven, and science grade eight all showed losses. The largest gains were made in English II and Algebra I.

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

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

ACT


Figure 27: District Junior ACT: Composite


ENGLISH
(MDE, 2018, 2019, 2020, 2021, 2022, Assessment)
Figure 28: District Junior ACT: English

# GULFPORT SCHOOL DISTRICT JUNIOR ACT SCORES <br> $■ 2018$ ■ 2019 ■ 2020 ■ 2021 ■ 2022 - STATE 2022 <br>  <br>  <br>  <br>  <br> MATH 

(MDE, 2018, 2019, 2020, 2021, 2022, Assessment)
Figure 29: District Junior ACT: Math


READING
(MDE, 2018, 2019, 2020, 2021, 2022, Assessment)
Figure 30: District Junior ACT: Reading

## GULFPORT SCHOOL DISTRICT JUNIOR ACT SCORES <br> 2018 <br>  <br> 

SCIENCE
(MDE, 2018, 2019, 2020, 2021, 2022, Assessment)
Figure 31: District Junior ACT: Science

## Kindergarten Readiness Assessment (KRA)

| DISTRICT KINDERGARTEN READINESS |
| :---: | :---: | :---: | :---: | :---: |
| ASSESSMENT: PREKINDERGARTEN |

Figure 32: District Kindergarten Readiness Assessment: Prekindergarten


Figure 33: District Kindergarten Readiness Assessment: Kindergarten

## Third-Grade Reading Assessment

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

| DISTRICT LITERACY-BASED PROMOTION ACT |  |
| :---: | :---: | :---: |
| (LBPA) THIRD-GRADE READING ASSESSMENT |  |
| $>95 \%$ |  |$)$

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

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


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

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


Figure 36: District K-8 Retention Rates

## Mississippi Academic Assessment Program [MAAP]

MAAP ELA


Figure 37: District MAAP ELA Grades 3 and 4


Figure 38: District MAAP ELA Grades 5 and 6



Figure 39: District MAAP ELA Grades 7 and 8


Figure 40: District MAAP ELA English II
MAAP MATH


Figure 41: District MAAP Math Grades 3 and 4

GULFPORT SCHOOL DISTRICT MAAP MATH GRADE 5


|  | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | ---: | ---: | ---: |
| PROFICIENT $(4+5)$ | 46.3 | $\mathbf{5 5 . 9}$ | $\mathbf{4 5 . 6}$ |
| STATE PROFICIENT | 38.9 | $\mathbf{3 3 . 4}$ | $\mathbf{3 6 . 6}$ |



Figure 42: District MAAP Math Grades 5 and 6

Figure 43: District MAAP Math Grades 7 and 8


Figure 44: District MAAP Math Algebra I

MAAP-SCIENCE


Figure 45: District MAAP-SCI Grades 5 and 8

## MAAP-END-OF-COURSE

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


Figure 46: District MAAP-EOC Biology I and U. S. History
In 2022, the statewide percentage of students scoring proficient or advanced on MAAP assessments reached an all-time high of $42.2 \%$ in English Language Arts (ELA) and $55.9 \%$ in science, and reached $47.3 \%$ in mathematics, just shy of the prepandemic rate of 47.4\%. (MDE, 2023)


Figure 47: ELA Loss/Gain in Proficiency


Figure 48: Math Loss/Gain in Proficiency


Figure 49: Science Loss/Gain in Proficiency


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

## Discipline

TAKEAWAY: Minimal disciplinary actions were reported during the pandemic years of 2020 and 2021. The number of incidents of violence increased between 2021 and 2022.

| GULFPORT SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ISS |  |  |  | OSS |  |  |  | EXPULSIONS |  |  |  |
|  |  | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| ALL | ALL | <5 | <5 | <5 | <5 | 15.3 | <5 | 5.51 | 14.4 | <5 | <5 | <5 | <5 |
| GENDER | FEMALE | <5 |  | <5 | <5 | 10.3 |  | <5 | <10 | <5 |  |  |  |
|  | MALE | <5 |  |  | <5 | 20.2 |  | 7.21 | 18.7 | <5 |  | <5 | <5 |
| RACE | ASIAN |  |  |  |  | <5 |  | <5 | <5 |  |  |  |  |
|  | BLACK OR AFRICAN AMERICAN | <5 |  |  | <5 | 22.7 |  | 7.24 | 21.4 | <5 |  | <5 | <5 |
|  | HISPANIC OR LATINO |  |  | <5 |  | 6.35 |  | <5 | 6.6 |  |  |  |  |
|  | TWO OR MORE RACES | <5 |  |  | <5 | 11.1 |  | 7.18 | 11.4 |  |  |  |  |
|  | WHITE | <5 |  |  | <5 | 6.66 |  | <5 | 6.4 | <5 |  |  |  |
| DISABILITY | STUDENTS WITH DISABILITIES | <5 |  |  | <5 | 25.7 |  | 7.45 | 22.6 | <5 |  | <5 |  |
|  | STUDENTS WITHOUT DISABILITIES | <5 |  | <5 | <5 | 13.5 |  | 5.15 | 13 | <5 |  | <5 | <5 |
| EL | LIMITED ENGLISH PROFICIENCY |  |  |  |  | <5 |  |  | <5 |  |  |  |  |
|  | NON LIMITED ENGLISH PROFICIENCY | <5 |  |  | <5 | 15.7 |  |  | 15 | <5 |  |  | <5 |
|  |  | INCIDENTS OF VIOLENCE |  |  |  | REFERRAL TO LAW ENFORCEMENT |  |  |  | $\begin{aligned} & \text { SCHOOL-BASED } \\ & \text { ARRESTS } \end{aligned}$ |  |  |  |
|  |  | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| ALL | ALL | 43 | <10 | 20 | 66 | <5 |  |  | <5 | <5 |  |  | <5 |
| GENDER | FEMALE | $<10$ |  | $<10$ | 20 | <5 |  |  | <5 | <5 |  |  | <5 |
|  | MALE | 35 |  | 16 | 46 | <5 |  |  | <5 | <5 |  |  | <5 |
| RACE | ASIAN |  |  |  |  | <5 |  |  | <5 | <5 |  |  | <5 |
|  | BLACK OR AFRICAN AMERICAN | 34 |  | $<10$ | 64 | <5 |  |  | <5 | <5 |  |  | <5 |
|  | HISPANIC OR LATINO |  |  | $<10$ |  | <5 |  |  | <5 | <5 |  |  | <5 |
|  | TWO OR MORE RACES | $<10$ |  | $<10$ |  | <5 |  |  | <5 | <5 |  |  | <5 |
|  | WHITE | $<10$ |  | $<10$ | $<10$ | <5 |  |  | <5 | <5 |  |  | <5 |
| DISABILITY | STUDENTS WITH DISABILITIES | 13 |  | <10 | 15 | <5 |  |  | <5 | <5 |  |  | <5 |
|  | STUDENTS WITHOUT DISABILITIES | 30 |  | 14 | 51 | <5 |  |  | <5 | <5 |  |  | <5 |
| EL | LIMITED ENGLISH PROFICIENCY |  |  |  |  | <5 |  |  | <5 | <5 |  |  | <5 |
|  | NON LIMITED ENGLISH PROFICIENCY | 43 |  |  | 66 | <5 |  |  | <5 | <5 |  |  | <5 |
| (MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Figure 51: District Disciplinary Actions Reported to MDE

## Finance

TAKEAWAY: Overall expenditures went down by $\$ 0.75 \mathrm{M}$ in 2022; instructional expenditures were down from 2021, while instructional support and noninstructional expenses were up. Total revenue is up $\$ 23.5 \mathrm{M}$, while total operational expenditure including capitalized equipment has increased $\$ 8.2 \mathrm{M}$. Title funding has increased in all programs except Title IV; ESSER funds for pandemic expenses have expired. FY2023 MAEP allocations are up $\$ 896.5 \mathrm{~K}$ since FY 2022 but fall $\$ 3.9 \mathrm{M}$ below full funding.

DISTRICT PER PUPIL EXPENDITURES

(MDE, 2018, 2019, 2020, 2021, 2022, Superintendent's Annual Report)
Figure 52: District Per Pupil Expenditures

| DISTRICT EXPENDITURES BY FUNCTION |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| - TOTAL OPERATION | \$58.6M | \$59.8M | \$61.8M | \$67.8M | \$67.05M |
| $\square$ ADMIN | ¢ ${ }_{\text {S53.2M }}$ | $\begin{aligned} & \$ 5.2 \mathrm{M} \\ & \$ 3.2 \mathrm{M} \end{aligned}$ | $\begin{array}{r} \text { S5.1M } \\ \hline 3.5 \mathrm{M} \end{array}$ | S3.M | $\$ 3.7 \mathrm{M}$ |
|  | \$10.M | \$10.1m | \$10.2M | \$12.5M | \$11.9M |
| - NONINSTRUCTION |  |  |  |  |  |
| - INSTRUCTION SUPPORT | \$40.5M | \$41.3M | \$43.M | \$47.4M | \$46.3M |
| - | 2018 | 2019 | 2020 | 2021 | 2022 |
| ADMIN combinesGeneral A | min and Scho | Admin expen | ves. |  |  |

Figure 53: District Expenditures by Function


Figure 54: District Changes in Percentages of Expenditures by Function

## DISTRICT REVENUE BY SOURCE



Figure 55: District Revenue by Source

## MISSISSIPPI ADEQUATE EDUGATION PROGRAM IMAEPJ ALLOGATIONS

| 2023 FULL <br> FUNDING | 2023 <br> ALLOCATION | 2022 <br> ALLOCATION | BELOW FULL <br> $(10.5 \%)$ | +-2022 VS <br> 2023 |
| :---: | :---: | :---: | :---: | :---: |
| $\$ 36.8 \mathrm{M}$ | $\$ 32.9 \mathrm{M}$ | $\$ 32.0 \mathrm{M}$ | $\mathbf{- \$ 3 . 9 \mathrm { M }}$ | $\mathbf{+} \$ 896.5 \mathrm{~K}$ |

Figure 56: Mississippi Adequate Education Program (MAEP) Allocations

# DISTRICT FEDERAL TITLE PROGRAMS FUNDING ALLOCATION 

|  | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | ---: | ---: | ---: | ---: | ---: |
|  | $\$ 3.6 \mathrm{M}$ | $\$ 2.1 \mathrm{M}$ | $\$ 3.5 \mathrm{M}$ | $\$ 3.5 \mathrm{M}$ | $\$ 3.6 \mathrm{M}$ |
| TITLE I A | $\$ 23.9 \mathrm{~K}$ | $\$ 33.4 \mathrm{~K}$ | $\$ 28.0 \mathrm{~K}$ | $\$ 11.7 \mathrm{~K}$ |  |
| TITLE I D (NEGLECTED A | $\$ 466.9 \mathrm{~K}$ | $\$ 451.4 \mathrm{~K}$ | $\$ 473.7 \mathrm{~K}$ | $\$ 446.7 \mathrm{~K}$ | $\$ 492.9 \mathrm{~K}$ |
| TITLE II A |  |  | $\$ 35.2 \mathrm{~K}$ | $\$ 43.1 \mathrm{~K}$ | $\$ 46.5 \mathrm{~K}$ |
| TITLE III (LEP) |  |  |  | $\$ 10.4 \mathrm{~K}$ | $\$ 32.7 \mathrm{~K}$ |
| TITLE III (IMMIGRANT) |  | $\$ 252.6 \mathrm{~K}$ | $\$ 260.0 \mathrm{~K}$ | $\$ 261.4 \mathrm{~K}$ | $\$ 258.9 \mathrm{~K}$ |
| TITLE IV A |  |  | $\$ 2.8 \mathrm{M}$ | $\$ 2.8 \mathrm{M}$ |  |
| ESSER 1 |  |  | $\$ 1.4 \mathrm{M}$ |  |  |
| ESSER 2 |  |  |  |  |  |

Figure 57: District Federal Title Programs Funding Allocation


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


## Personnel

TAKEAWAY: Although the percentage of teachers teaching in their certified field has remained steady, the percentage of experienced teachers districtwide has declined about $6 \%$ since 2018 . The per-pupil ratio has decreased to 12.6 . Average teacher salaries have increased, but average salaries for most administrators and support personnel have decreased.

## DISTRICT CLASSROOM TEACHERS AND PER PUPIL RATIO



Figure 59: District Classroom Teachers and Per Pupil Ratio


## DISTRICT TEACHING STAFF EXPERIENCE BY PERCENTAGE OF TEACHERS

—TEACHING IN FIELD

- EXPERIENCED TEACHERS
—INEXPERIENCED
TEACHERS (<4 YRS, NOT PROVISIONAL)

PROVISIONAL
TEACHERS

Figure 60: District Teaching Staff Experience by Percentage of Teachers

DISTRICT ADMINISTRATIVE AND SUPPORT PERSONNEL


Figure 61: District Administrative and Support Personnel

## DISTRICT ADMINISTRATIVE AND SUPPORT STAFF AVERAGE SALARIES



Figure 62: District Administrative and Support Staff Average Salaries

## DISTRICT TEACHER AND INSTRUCTIONAL PERSONNEL AVERAGE SALARIES



Figure 63: District Teacher and Instructional Personnel Average Salaries

## Distribution of Respondents

Three thousand five hundred forty-nine $(3,549)$ respondents from six stakeholder groups and nine schools responded to the Comprehensive Needs Assessment Survey in 2023. The figure below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in the subsequent graphs and charts. Responses from all groups were totaled and divided by the number of survey respondents to calculate district-wide percentage distributions. Additional graphs detail the responses disaggregated by stakeholder group, school, and grade where appropriate.


Figure 64: Distribution of Stakeholders

## DATA COLLECTION

Some information for this report was gathered through a district-wide Comprehensive Needs Assessment Survey administered online. Respondents were asked to express an opinion on statements using a 5point 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 Gulfport School District.

# DISTRIBUTION OF FACULTY/STAFF RESPONDENTS BY SCHOOL 



Figure 65: Distribution of Faculty/Staff Respondents by School


Figure 66: Faculty/Staff Certification Status and Years of Experience


Figure 67: Distribution of Student Respondents by School


Figure 68: Distribution of Parent Respondents by School

## Universal Questions

aculty, staff, parents, community members, and students responded to several questions in common so that a consensus might be ascertained for the whole district. Individual stakeholder group responses are recorded in other sections of this report for comparison purposes.

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1283 | $36.2 \%$ |
| Agree | 1935 | $54.5 \%$ |
| Disagree | 127 | $3.6 \%$ |
| Strongly Disagree | 44 | $1.2 \%$ |
| Not Applicable or No Information | 160 | $4.5 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1058 | $29.8 \%$ |
| Agree | 1794 | $50.6 \%$ |
| Disagree | 195 | $5.5 \%$ |
| Strongly Disagree | 73 | $2.1 \%$ |
| Not Applicable or No Information | 429 | $12.1 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1151 | $32.4 \%$ |
| Agree | 1804 | $50.8 \%$ |
| Disagree | 278 | $7.8 \%$ |
| Strongly Disagree | 71 | $2.0 \%$ |
| Not Applicable or No Information | 245 | $6.9 \%$ |


| Parents feel welcome in our school. |  |  |
| :--- | ---: | ---: |
|  | Count | Percentage |
| Strongly Agree | 1015 | $28.6 \%$ |
| Agree | 1740 | $49.0 \%$ |
| Disagree | 263 | $7.4 \%$ |
| Strongly Disagree | 79 | $2.2 \%$ |
| Not Applicable or No Information | 452 | $12.7 \%$ |
|  |  |  |
| For the most part, I am satisfied with our school. | Count | Percentage |
| Strongly Agree | 1004 | $28.3 \%$ |
| Agree | 1759 | $49.6 \%$ |
| Disagree | 454 | $12.8 \%$ |
| Strongly Disagree | 219 | $6.2 \%$ |
| Not Applicable or No Information | 113 | $3.2 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1121 | $31.6 \%$ |
| Agree | 2011 | $56.7 \%$ |
| Disagree | 219 | $6.2 \%$ |
| Strongly Disagree | 90 | $2.5 \%$ |
| Not Applicable or No Information | 108 | $3.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1365 | $38.5 \%$ |
| Agree | 1940 | $54.7 \%$ |
| Disagree | 122 | $3.4 \%$ |
| Strongly Disagree | 42 | $1.2 \%$ |
| Not Applicable or No Information | 80 | $2.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 985 | $27.8 \%$ |
| Agree | 1862 | $52.5 \%$ |
| Disagree | 420 | $11.8 \%$ |
| Strongly Disagree | 174 | $4.9 \%$ |
| Not Applicable or No Information | 108 | $3.0 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1274 | $36.1 \%$ |
| Agree | 1583 | $44.8 \%$ |
| Disagree | 125 | $3.5 \%$ |
| Strongly Disagree | 58 | $1.6 \%$ |
| Not Applicable or No Information | 490 | $13.9 \%$ |

We believe that...

- All people are responsible for the
choices they make.
- Family is the most powerful influence
on children and society.


## Summary of District Strengths and Challenges

Three thousand five hundred forty-nine $(3,549)$ stakeholders from nine schools responded to the 2023 Gulfport School District Comprehensive Needs Assessment survey online. Students comprise $74.8 \%$ of the total. Faculty/staff members, along with administrators and support services personnel, represent $55.7 \%$ of the adult response, with parents accounting for $42 \%$. Community members make up $2.4 \%$ of the adult response or less than $1 \%$ of the total.

Gulfport School District is a successful district focused on teaching and learning. District enrollment has declined $5.9 \%$ over 5 years. Accountability ratings for the district remain at the "A" level in 2022 after MDE resumed assigning letter grades for accountability. The district saw a slight uptick in average daily attendance in 2022, although chronic absence is still over 20\%. The district's graduation rate fell back to 89.4\%; the dropout rate increased to $6.9 \%$. Graduation rates for students with disabilities rose by 3.4 percentage points.

In response to statements about federal programs and curriculum and instruction on the comprehensive needs survey, stakeholders agree that teachers in the district are state-certified and effective. About $80 \%$ believe that the district's programs meet requirements for special needs students. Over three-quarters of respondents agree with statements about parent, family, and community engagement: the district promotes parent-teacher communication, and parents feel welcome in schools. Overall satisfaction with schools comes in at $77.9 \%$.

Stakeholders are positive about school climate and culture. Eighty-eight percent believe that schools are safe and orderly, while $93 \%$ think students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries. About $80 \%$ agree that schools are clean, well-maintained, and pleasant environments for learning.


Gulfport School District Profile
Notes

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## Section 2

## Gulfport School District Parent Survey

## Introduction

Parents from across Gulfport School District were asked to respond to questions about the school or schools their children attend. Three hundred seventy-five (375) parents responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from parents in the categories of Federal Programs; Curriculum and Instruction;
 Parent, Family, and Community Engagement; School Climate and Culture; Technology; and Prekindergarten and Kindergarten. A summary of open-ended question answers is included in each school's parent section.

## Survey Results

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 169 | $45.1 \%$ |
| Agree | 177 | $47.2 \%$ |
| Disagree | 11 | $2.9 \%$ |
| Strongly Disagree | 1 | $0.3 \%$ |
| Not Applicable or No Information | 17 | $4.5 \%$ |

## As a parent, I would like more information regarding:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Testing and grades | 198 | $52.8 \%$ |
| Safety in the schools | 180 | $48.0 \%$ |
| Curriculum and learning goals | 195 | $52.0 \%$ |
| Available technology and how it's used in the |  |  |
| classroom | 122 | $32.5 \%$ |
| How to contact my child's teacher | 75 | $20.0 \%$ |
| Homework | 125 | $33.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Abuse Prevention | 39 | $10.4 \%$ |
| Computer Classes | 71 | $18.9 \%$ |
| Conflict Resolution | 81 | $21.6 \%$ |
| Discipline | 58 | $15.5 \%$ |
| Drug/Alcohol Awareness | 54 | $14.4 \%$ |
| English as a Second Language | 46 | $12.3 \%$ |
| Health Classes | 62 | $16.5 \%$ |
| Literacy Classes | 43 | $11.5 \%$ |
| Math Classes | 63 | $16.8 \%$ |
| Parent-to-School Relationships | 110 | $29.3 \%$ |
| Parent/Child Communication | 85 | $22.7 \%$ |
| Preparing for College | 129 | $34.4 \%$ |
| Parenting Workshops | 74 | $19.7 \%$ |
| Social Media Classes | 56 | $14.9 \%$ |
| Stress/Anger Management | 90 | $24.0 \%$ |
| Understanding College- and Career-Ready Standards | 136 | $36.3 \%$ |

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Babysitting/childcare at parent meetings | 66 | $17.6 \%$ |
| District and/or school newsletters | 87 | $23.2 \%$ |

## Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.

| Parent resources in the Family Education Center | Count | Percentage |
| :--- | ---: | ---: |
| (computer access, lending library of books, CDs, <br> videos, education games, etc.) | 147 | $39.2 \%$ |
| Resource materials for parental training | 81 | $21.6 \%$ |
| Training for parents to work with other parents on <br> becoming involved in the schools | 124 | $33.1 \%$ |
| Travel expenses to attend parent and family |  |  |
| engagement/PTA workshops and conferences. | 57 | $15.2 \%$ |
| Home/School folders | 92 | $24.5 \%$ |
| Home/School Planners | 130 | $34.7 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 97 | $25.9 \%$ |
| Agree | 155 | $41.3 \%$ |
| Disagree | 22 | $5.9 \%$ |
| Strongly Disagree | 12 | $3.2 \%$ |
| Not Applicable or No Information | 89 | $23.7 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 116 | $30.9 \%$ |
| Agree | 201 | $53.6 \%$ |
| Disagree | 36 | $9.6 \%$ |
| Strongly Disagree | 14 | $3.7 \%$ |
| Not Applicable or No Information | 8 | $2.1 \%$ |
|  |  |  |

## Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 145 | $38.7 \%$ |
| Agree | 194 | $51.7 \%$ |
| Disagree | 22 | $5.9 \%$ |
| Strongly Disagree | 9 | $2.4 \%$ |
| Not Applicable or No Information | 5 | $1.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 139 | $37.1 \%$ |
| Agree | 194 | $51.7 \%$ |
| Disagree | 29 | $7.7 \%$ |
| Strongly Disagree | 8 | $2.1 \%$ |
| Not Applicable or No Information | 5 | $1.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 98 | $26.1 \%$ |
| Agree | 180 | $48.0 \%$ |
| Disagree | 60 | $16.0 \%$ |
| Strongly Disagree | 16 | $4.3 \%$ |
| Not Applicable or No Information | 21 | $5.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 75 | $20.0 \%$ |
| Agree | 177 | $47.2 \%$ |
| Disagree | 57 | $15.2 \%$ |
| Strongly Disagree | 16 | $4.3 \%$ |
| Not Applicable or No Information | 50 | $13.3 \%$ |


| Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate. |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Strongly Agree | 125 | 33.3\% |
| Agree | 203 | 54.1\% |
| Disagree | 30 | 8.0\% |
| Strongly Disagree | 12 | 3.2\% |
| Not Applicable or No Information | 5 | 1.3\% |
| In the past year, I have attended/participated in the following: |  |  |
|  | Count | Percentage |
| Parent/teacher conference | 183 | 48.8\% |
| Checked my child's grades/assignments online | 255 | 68.0\% |
| Been in contact with my child's teacher | 296 | 78.9\% |
| Received a newsletter from the district, school, or teacher | 278 | 74.1\% |
| Worked with a committee or group on school or district policies | 27 | 7.2\% |
| Attended a workshop, parent night, or other event geared toward helping me help my child academically | 122 | 32.5\% |
| Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers | 229 | 61.1\% |
| Volunteered at my child's school | 73 | 19.5\% |
|  |  |  |
| On social media, I follow |  |  |
|  | Twitter | Facebook |
| Gulfport School District | 6.4\% | 62.7\% |
| GSD Athletics | 6.7\% | 35.5\% |
| My child's school | 4.8\% | 63.2\% |
| Other GSD clubs/organizations | 4.8\% | 31.2\% |

How often do you visit these websites?

|  | Daily | 1 or 2 times <br> per week | A few times <br> per month | Not at <br> all |
| :--- | ---: | ---: | ---: | ---: |
| GSD's Facebook page | $7.5 \%$ | $25.1 \%$ | $32.0 \%$ | $35.5 \%$ |
| GSD's website | $7.7 \%$ | $21.9 \%$ | $48.0 \%$ | $22.4 \%$ |
| Your child's school's website | $8.0 \%$ | $24.8 \%$ | $46.9 \%$ | $20.3 \%$ |
| Your child's teacher's webpage | $4.0 \%$ | $13.9 \%$ | $25.1 \%$ | $57.1 \%$ |

## How often do you visit these websites?

| 1 or 2 times | A few times | Not at |  |
| ---: | ---: | ---: | ---: |
| Daily | per week | per month | all |

The parent portal to view grades, attendance, and progress
$18.1 \%$
25.9\%
$30.9 \% \quad 25.1 \%$

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 126 | $33.6 \%$ |
| Agree | 218 | $58.1 \%$ |
| Disagree | 16 | $4.3 \%$ |
| Strongly Disagree | 9 | $2.4 \%$ |
| Not Applicable or No Information | 6 | $1.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 140 | $37.3 \%$ |
| Agree | 215 | $57.3 \%$ |
| Disagree | 7 | $1.9 \%$ |
| Strongly Disagree | 2 | $0.5 \%$ |
| Not Applicable or No Information | 11 | $2.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 148 | $39.5 \%$ |
| Agree | 209 | $55.7 \%$ |
| Disagree | 5 | $1.3 \%$ |
| Strongly Disagree | 7 | $1.9 \%$ |
| Not Applicable or No Information | 6 | $1.6 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 153 | $40.8 \%$ |
| Agree | 190 | $50.7 \%$ |
| Disagree | 1 | $0.3 \%$ |
| Strongly Disagree | 2 | $0.5 \%$ |
| Not Applicable or No Information | 29 | $7.7 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 147 | $39.2 \%$ |
| Agree | 93 | $24.8 \%$ |
| Disagree | 4 | $1.1 \%$ |
| Strongly Disagree | 2 | $0.5 \%$ |
| Not Applicable or No Information | 129 | $34.4 \%$ |

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:



Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," $\begin{array}{lllllll}\text { sounding out unfamiliar words. } & 23.7 \% & 19.2 \% & 0.5 \% & 0.5 \% & 52.5 \%\end{array}$

## I am pleased with my preschooler's or kindergartener's progress in the following academic skills:

|  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Section 3

## Gulfport School District Student Survey

## Introduction

Students from across Gulfport School District were asked to respond to questions about the schools they attend. Two thousand six hundred fifty-six $(2,656)$ students responded to the survey.

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

## Survey Results

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 834 | $31.4 \%$ |
| Agree | 1540 | $58.0 \%$ |
| Disagree | 111 | $4.2 \%$ |
| Strongly Disagree | 37 | $1.4 \%$ |
| Not Applicable or No Information | 134 | $5.1 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 781 | $29.4 \%$ |
| Agree | 1370 | $51.6 \%$ |
| Disagree | 133 | $5.0 \%$ |
| Strongly Disagree | 54 | $2.0 \%$ |
| Not Applicable or No Information | 318 | $12.0 \%$ |

My schoolwork is challenging and requires my best effort.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 887 | $33.4 \%$ |
| Agree | 1469 | $55.3 \%$ |
| Disagree | 214 | $8.1 \%$ |
| Strongly Disagree | 51 | $1.9 \%$ |
| Not Applicable or No Information | 35 | $1.3 \%$ |

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or porffolios.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 660 | $24.9 \%$ |
| Agree | 1541 | $58.0 \%$ |
| Disagree | 274 | $10.3 \%$ |
| Strongly Disagree | 61 | $2.3 \%$ |
| Not Applicable or No Information | 120 | $4.5 \%$ |

The grading and evaluation of my class work is fair.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 610 | $23.0 \%$ |
| Agree | 1540 | $58.0 \%$ |
| Disagree | 324 | $12.2 \%$ |
| Strongly Disagree | 96 | $3.6 \%$ |
| Not Applicable or No Information | 86 | $3.2 \%$ |

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

Count Percentage

| Strongly Agree | 737 | $27.8 \%$ |
| :--- | ---: | ---: |
| Agree | 1384 | $52.1 \%$ |
| Disagree | 242 | $9.1 \%$ |
| Strongly Disagree | 72 | $2.7 \%$ |
| Not Applicable or No Information | 199 | $7.5 \%$ |

In my class, time is spent doing work that I find meaningful.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Yes | 2120 | $79.8 \%$ |
| No | 536 | $20.2 \%$ |


| In my home, I have access to |  |  |
| :--- | ---: | ---: |
|  | Count | Percentage |
| Internet | 2491 | $93.8 \%$ |
| Computer | 2049 | $77.2 \%$ |
| Smartphone/Tablet | 2511 | $94.5 \%$ |
| Gaming console | 2101 | $79.1 \%$ |

I use social media (TikTok, Instagram, Facebook, YouTube, Snapchat, etc.).

|  | Count | Percentage |
| :--- | ---: | ---: |
| Daily | 2119 | $79.8 \%$ |
| 1 or 2 times per week | 255 | $9.6 \%$ |
| A few times per month | 119 | $4.5 \%$ |
| Not at all | 163 | $6.1 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 741 | $27.9 \%$ |
| Agree | 1403 | $52.8 \%$ |
| Disagree | 232 | $8.7 \%$ |
| Strongly Disagree | 52 | $2.0 \%$ |
| Not Applicable or No Information | 228 | $8.6 \%$ |


| Parents feel welcome in our school. |  |  |
| :--- | ---: | ---: |
|  | Count | Percentage |
| Strongly Agree | 605 | $22.8 \%$ |
| Agree | 1328 | $50.0 \%$ |
| Disagree | 225 | $8.5 \%$ |
| Strongly Disagree | 65 | $2.5 \%$ |
| Not Applicable or No Information | 433 | $16.3 \%$ |
| For the most part, I am satisfied with our school. |  |  |
| Strongly Agree | Count | Percentage |
| Agree | 632 | $23.8 \%$ |
| Disagree | 1331 | $50.1 \%$ |
| Strongly Disagree | 389 | $14.7 \%$ |
| Not Applicable or No Information | 203 | $7.6 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 762 | $28.7 \%$ |
| Agree | 1539 | $57.9 \%$ |
| Disagree | 182 | $6.9 \%$ |
| Strongly Disagree | 75 | $2.8 \%$ |
| Not Applicable or No Information | 98 | $3.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 918 | $34.6 \%$ |
| Agree | 1530 | $57.6 \%$ |
| Disagree | 107 | $4.0 \%$ |
| Strongly Disagree | 37 | $1.4 \%$ |
| Not Applicable or No Information | 64 | $2.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 600 | $22.6 \%$ |
| Agree | 1407 | $53.0 \%$ |
| Disagree | 395 | $14.9 \%$ |
| Strongly Disagree | 159 | $6.0 \%$ |
| Not Applicable or No Information | 95 | $3.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 903 | $34.0 \%$ |
| Agree | 1321 | $49.7 \%$ |
| Disagree | 189 | $7.1 \%$ |
| Strongly Disagree | 97 | $3.7 \%$ |
| Not Applicable or No Information | 146 | $5.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 529 | $19.9 \%$ |
| Agree | 1267 | $47.7 \%$ |
| Disagree | 337 | $12.7 \%$ |
| Strongly Disagree | 125 | $4.7 \%$ |
| Not Applicable or No Information | 398 | $15.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 653 | $24.6 \%$ |
| Agree | 1353 | $50.9 \%$ |
| Disagree | 374 | $14.1 \%$ |
| Strongly Disagree | 123 | $4.6 \%$ |
| Not Applicable or No Information | 153 | $5.8 \%$ |


| I feel safe at my school. |  |  |
| :--- | ---: | ---: |
|  | Count | Percentage |
| Strongly Agree | 622 | $23.4 \%$ |
| Agree | 1289 | $48.5 \%$ |
| Disagree | 380 | $14.3 \%$ |
| Strongly Disagree | 220 | $8.3 \%$ |
| Not Applicable or No Information | 145 | $5.5 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 816 | $30.7 \%$ |
| Agree | 1227 | $46.2 \%$ |
| Disagree | 123 | $4.6 \%$ |
| Strongly Disagree | 53 | $2.0 \%$ |
| Not Applicable or No Information | 437 | $16.5 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 658 | $24.8 \%$ |
| Agree | 1141 | $43.0 \%$ |
| Disagree | 230 | $8.7 \%$ |
| Strongly Disagree | 117 | $4.4 \%$ |
| Not Applicable or No Information | 510 | $19.2 \%$ |

## Section 4

## Gulfport School District Faculty/Staff Survey

## Introduction

Faculty and staff from across Gulfport School District were asked to respond to questions about the schools in which they work. Four hundred forty-nine (449) faculty and staff members responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from faculty and staff members in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement;
 School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development. A summary of open-ended question responses is included in each school's faculty/staff section.

## Survey Results

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 257 | $57.2 \%$ |
| Agree | 186 | $41.4 \%$ |
| Disagree | 2 | $0.5 \%$ |
| Strongly Disagree | 2 | $0.5 \%$ |
| Not Applicable or No Information | 2 | $0.5 \%$ |


| I use disaggregated student data to inform classroom decisions and |  |  |
| :--- | ---: | ---: |
| instructional practices. | Count | Percentage |
|  | 174 | $38.8 \%$ |
| Strongly Agree | 191 | $42.5 \%$ |
| Agree | 3 | $0.7 \%$ |
| Disagree | 2 | $0.5 \%$ |
| Strongly Disagree | 79 | $17.6 \%$ |
| Not Applicable or No Information |  |  |

I use effective, evidence-based strategies for

|  |  | - | $\begin{aligned} & \mathbb{0} \\ & \underline{0} \\ & \mathbf{0} \\ & \hline \mathbf{O} \\ & \hline \mathbf{O} \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Developing and using classroom assessments. | 51.9\% | 34.7\% | 0.5\% | 0.2\% | 12.7\% |
| Closing the achievement gap between diverse groups of students. | 47.7\% | 40.5\% | 0.9\% | 0.0\% | 10.9\% |
| Successful classroom management. | 53.7\% | 36.8\% | 0.9\% | 0.0\% | 8.7\% |
| Teaching special needs students. | 42.3\% | 41.9\% | 1.3\% | 0.7\% | 13.8\% |
| Providing instructions to students with limited English proficiency to improve their language and academic skills. | 38.8\% | 41.7\% | 1.8\% | 0.7\% | 17.2\% |

## The most common behavior problem in my classroom is:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Off-task behavior | 193 | $43.0 \%$ |
| Minor disruptions that steal instructional time | 169 | $37.6 \%$ |
| Major classroom disruptions | 20 | $4.5 \%$ |
| Not Applicable | 67 | $14.9 \%$ |


|  | Count | Percentage |
| :---: | :---: | :---: |
| Expedited evaluation services for students with learning disabilifies | 145 | 32.3\% |
| Expedited evaluation services for students with limited English | 116 | 25.8\% |
| Expedited evaluation services for gifted and talented students | 71 | 15.8\% |
| Additional academic support | 255 | 56.8\% |
| Tutoring | 214 | 47.7\% |
| Enrichment educational services | 119 | 26.5\% |
| Counseling | 306 | 68.2\% |
| Mentors | 221 | 49.2\% |
| School supplies | 273 | 60.8\% |
| Dental referrals | 162 | 36.1\% |
| Medical referrals | 156 | 34.7\% |
| Bullying assistance | 122 | 27.2\% |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 164 | $36.5 \%$ |
| Agree | 234 | $52.1 \%$ |
| Disagree | 32 | $7.1 \%$ |
| Strongly Disagree | 3 | $0.7 \%$ |
| Not Applicable or No Information | 16 | $3.6 \%$ |



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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 213 | $47.4 \%$ |
| Agree | 215 | $47.9 \%$ |
| Disagree | 13 | $2.9 \%$ |
| Strongly Disagree | 1 | $0.2 \%$ |
| Not Applicable or No Information | 7 | $1.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 169 | $37.6 \%$ |
| Agree | 189 | $42.1 \%$ |
| Disagree | 11 | $2.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 80 | $17.8 \%$ |

I develop assessments that mirror the format \& complexity of state assessments.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 176 | $39.2 \%$ |
| Agree | 167 | $37.2 \%$ |
| Disagree | 3 | $0.7 \%$ |
| Strongly Disagree | 1 | $0.2 \%$ |
| Not Applicable or No Information | 102 | $22.7 \%$ |

## I use state content standards, objectives, sample test items, and other

 materials to develop assessments and to assess student learning.|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 225 | $50.1 \%$ |
| Agree | 147 | $32.7 \%$ |
| Disagree | 3 | $0.7 \%$ |
| Strongly Disagree | 1 | $0.2 \%$ |
| Not Applicable or No Information | 73 | $16.3 \%$ |


|  | Count | Percentage |
| :---: | :---: | :---: |
| Embed multicultural education throughout the curriculum | 205 | 45.7\% |
| Utilize technology such as class websites, blogs, and videos | 284 | 63.3\% |
| Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies | 205 | 45.7\% |
| Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations | 284 | 63.3\% |
| Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc. | 271 | 60.4\% |
| Use think-alouds and think-pair-shares when asking questions; allow wait time for answers | 226 | 50.3\% |
| Use bilingual handouts and cues | 99 | 22.1\% |
| Use visual displays, portable whiteboards, and posters when giving instructions | 267 | 59.5\% |
| Create and display word walls (displays of highfrequency words for a unit, arranged alphabetically) | 205 | 45.7\% |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 270 | $60.1 \%$ |
| Agree | 167 | $37.2 \%$ |
| Disagree | 9 | $2.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $0.7 \%$ |

## Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 240 | $53.5 \%$ |
| Agree | 182 | $40.5 \%$ |
| Disagree | 13 | $2.9 \%$ |
| Strongly Disagree | 4 | $0.9 \%$ |
| Not Applicable or No Information | 10 | $2.2 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 211 | $47.0 \%$ |
| Agree | 203 | $45.2 \%$ |
| Disagree | 29 | $6.5 \%$ |
| Strongly Disagree | 4 | $0.9 \%$ |
| Not Applicable or No Information | 2 | $0.5 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 209 | $46.6 \%$ |
| Agree | 217 | $48.3 \%$ |
| Disagree | 17 | $3.8 \%$ |
| Strongly Disagree | 4 | $0.9 \%$ |
| Not Applicable or No Information | 2 | $0.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 280 | $62.4 \%$ |
| Agree | 162 | $36.1 \%$ |
| Disagree | 4 | $0.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $0.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 213 | $47.4 \%$ |
| Agree | 215 | $47.9 \%$ |
| Disagree | 15 | $3.3 \%$ |
| Strongly Disagree | 5 | $1.1 \%$ |
| Not Applicable or No Information | 1 | $0.2 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 213 | $47.4 \%$ |
| Agree | 204 | $45.4 \%$ |
| Disagree | 19 | $4.2 \%$ |
| Strongly Disagree | 5 | $1.1 \%$ |
| Not Applicable or No Information | 8 | $1.8 \%$ |

Technology is sufficiently available to support instruction.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 251 | $55.9 \%$ |
| Agree | 185 | $41.2 \%$ |
| Disagree | 9 | $2.0 \%$ |
| Strongly Disagree | 1 | $0.2 \%$ |
| Not Applicable or No Information | 3 | $0.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 102 | $22.7 \%$ |
| Agree | 213 | $47.4 \%$ |
| Disagree | 82 | $18.3 \%$ |
| Strongly Disagree | 28 | $6.2 \%$ |
| Not Applicable or No Information | 24 | $5.4 \%$ |

The school's priorities for the expenditure of funds are appropriate.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 133 | $29.6 \%$ |
| Agree | 247 | $55.0 \%$ |
| Disagree | 25 | $5.6 \%$ |
| Strongly Disagree | 2 | $0.5 \%$ |
| Not Applicable or No Information | 42 | $9.4 \%$ |

How would you rate your morale as a district employee?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Superior | 109 | $24.3 \%$ |
| Above Average | 166 | $37.0 \%$ |
| Average | 140 | $31.2 \%$ |
| Poor | 33 | $7.4 \%$ |
| Not Applicable or No Information | 1 | $0.2 \%$ |

I feel safe at my school.
Count Percentage

| Strongly Agree | 179 | $39.9 \%$ |
| :--- | ---: | ---: |
| Agree | 235 | $52.3 \%$ |
| Disagree | 30 | $6.7 \%$ |
| Strongly Disagree | 2 | $0.5 \%$ |
| Not Applicable or No Information | 3 | $0.7 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 287 | $63.9 \%$ |
| Agree | 142 | $31.6 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 20 | $4.5 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 299 | $66.6 \%$ |
| Agree | 100 | $22.3 \%$ |
| Disagree | 2 | $0.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 48 | $10.7 \%$ |

## Professional Development

Rank your top ten choices for professional development topics.

|  | \#1 | \#2 | \#3 | \#4 | \#5 | \#6 | \#7 | \#8 | \#9 | 10 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Classroom Management | 117 | 36 | 18 | 19 | 21 | 24 | 18 | 14 | 17 | 14 | 1 |
| Differentiated Instruction | 52 | 54 | 30 | 27 | 25 | 23 | 35 | 10 | 17 | 15 | 2 |
| Reading for at-risk students | 28 | 38 | 44 | 37 | 26 | 23 | 24 | 8 | 12 | 11 | 3 |
| My specific content area | 63 | 39 | 27 | 18 | 18 | 13 | 17 | 13 | 11 | 15 | 4 |
| Teaching and understanding students in poverty | 24 | 29 | 43 | 28 | 26 | 34 | 24 | 24 | 21 | 11 | 5 |
| Conflict resolution | 18 | 35 | 26 | 30 | 27 | 21 | 18 | 31 | 28 | 15 | 6 |
| Successful inclusion strategies | 13 | 21 | 33 | 28 | 36 | 29 | 26 | 30 | 24 | 18 | 7 |
| Writing strategies | 23 | 31 | 25 | 29 | 30 | 17 | 9 | 21 | 15 | 10 | 8 |
| English Learners | 25 | 27 | 23 | 15 | 17 | 29 | 29 | 21 | 18 | 12 | 9 |
| Culture sensitivity | 19 | 21 | 22 | 27 | 27 | 20 | 23 | 18 | 17 | 20 | 10 |
| Using technology to enhance instruction | 8 | 17 | 27 | 33 | 19 | 17 | 23 | 22 | 20 | 26 | 1 |
| Teaching and understanding the needs of homeless students | 10 | 17 | 23 | 22 | 24 | 19 | 25 | 15 | 17 | 18 | 12 |
| Developing quality assessments | 6 | 15 | 16 | 24 | 20 | 19 | 20 | 14 | 17 | 16 | 13 |
| Depth of Knowledge | 11 | 16 | 17 | 18 | 16 | 17 | 10 | 21 | 22 | 18 | 14 |
| Interpreting and analyzing student data | 4 | 10 | 18 | 18 | 20 | 26 | 15 | 12 | 16 | 26 | 15 |
| Mississippi College and Career Readiness Standards | 11 | 15 | 18 | 18 | 14 | 12 | 16 | 16 | 7 | 12 | 16 |
| Response to Intervention (RTI/MTSS) | 9 | 16 | 17 | 17 | 14 | 18 | 6 | 21 | 10 | 18 | 17 |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 152 | $33.9 \%$ |
| Agree | 241 | $53.7 \%$ |
| Disagree | 30 | $6.7 \%$ |
| Strongly Disagree | 3 | $0.7 \%$ |
| Not Applicable or No Information | 23 | $5.1 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 100 | $22.3 \%$ |
| Agree | 250 | $55.7 \%$ |
| Disagree | 65 | $14.5 \%$ |
| Strongly Disagree | 10 | $2.2 \%$ |
| Not Applicable or No Information | 24 | $5.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 101 | $22.5 \%$ |
| Agree | 238 | $53.0 \%$ |
| Disagree | 52 | $11.6 \%$ |
| Strongly Disagree | 10 | $2.2 \%$ |
| Not Applicable or No Information | 48 | $10.7 \%$ |

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 119 | $26.5 \%$ |
| Agree | 244 | $54.3 \%$ |
| Disagree | 10 | $2.2 \%$ |
| Strongly Disagree | 3 | $0.7 \%$ |
| Not Applicable or No Information | 73 | $16.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 145 | $32.3 \%$ |
| Agree | 225 | $50.1 \%$ |
| Disagree | 40 | $8.9 \%$ |
| Strongly Disagree | 12 | $2.7 \%$ |
| Not Applicable or No Information | 27 | $6.0 \%$ |


| I would like further guidance in: | Count | Percentage |
| :--- | :---: | :---: |
| Arranging my classroom for maximum student <br> learning. | 66 | $14.7 \%$ |
| Keeping my students on task and engaged. | 149 | $33.2 \%$ |
| Strategies for effective classroom management. <br> Maintaining high expectations for ALL students. | 106 | $23.6 \%$ |
| Strategies to get students actively engaged in the <br> lesson. | 129 | $28.7 \%$ |
| Improving the knowledge and skills in my content <br> area. | 154 | $34.3 \%$ |
| Developing comprehensive and effective lesson <br> plans. | 116 | $25.8 \%$ |
| Pedagogy and implementing the components of an <br> effective lesson. | 45 | $10.0 \%$ |
| Effective questioning to promote students to think <br> critically. | 38 | $8.5 \%$ |
| Planning lessons/activities to address individual <br> differences. | 113 | $25.2 \%$ |
| Developing and adjusting lessons to meet the needs <br> of diverse learners. | 117 | $26.1 \%$ |
| Designing flexible groups for specific learning or <br> behavioral needs. | 108 | $24.1 \%$ |
| Implementing the Teacher Support Team (TST) <br> process. <br> Developing appropriate assessments for varying <br> subgroups | 111 | $24.7 \%$ |
| Analyzing and interpreting student test data. <br> Using state standards, objectives, sample test items, <br> and blueprints to develop appropriate assessments. | 40 | $11.1 \%$ |
| Using assessment results to improve instruction. | 48 | $10.7 \%$ |

The availability of staff development to support my instructional needs is
excellent in this school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 125 | $27.8 \%$ |
| Agree | 239 | $53.2 \%$ |
| Disagree | 44 | $9.8 \%$ |
| Strongly Disagree | 7 | $1.6 \%$ |
| Not Applicable or No Information | 34 | $7.6 \%$ |

## Please select the top five professional learning topics that you feel would be most beneficial to you and your students.

|  | Count | Percentage |
| :---: | :---: | :---: |
| Cybersafety and Digital Citizenship | 125 | 27.8\% |
| Microsoft Word | 61 | 13.6\% |
| Microsoft Excel | 65 | 14.5\% |
| Microsoft PowerPoint | 81 | 18.0\% |
| Office 365 - Basic Usage (Word, OneDrive, Software |  |  |
| Download) | 48 | 10.7\% |
| Office 365 - Classroom Usage (OneNote, Sway, Class |  |  |
| Notebook) | 40 | 8.9\% |
| Digital Formative Assessments | 103 | 22.9\% |
| Activity Building with ActivInspire (Promethean |  |  |
| Software) | 108 | 24.1\% |
| Classflow (Online Interactive Lessons) | 97 | 21.6\% |
| G-Suite (Google Docs, Google Forms, YouTube, |  |  |
| Email, etc.) | 158 | 35.2\% |
| Google Classroom | 185 | 41.2\% |
| Cloud Storage/Services (Dropbox, Google Drive, |  |  |
| One Drive) | 52 | 11.6\% |
| Classroom Technology Integration | 108 | 24.1\% |
| Coding (Computer Science) | 74 | 16.5\% |
| Classroom/lab Technology Management and Care | 41 | 9.1\% |
| STEM (Science, Tech, Engineering and Math)/STEAM (Science, Tech, Engineering, Arts, and Math) | 155 | 34.5\% |
| Remote Teaching and Learning | 42 | 9.4\% |
| Kami Digital Classroom Annotation and Markup |  |  |
| Application | 117 | 26.1\% |
| Video Conferencing (Zoom, Google Meet, etc.) | 41 | 9.1\% |
| Video Creation and Editing (Screencastify, WeVideo, ScreenCastomatic, etc.) | 90 | 20.0\% |

Overall, the professional learning I have experienced has helped me to perform better in my job role.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 135 | $30.1 \%$ |
| Agree | 257 | $57.2 \%$ |
| Disagree | 25 | $5.6 \%$ |
| Strongly Disagree | 1 | $0.2 \%$ |
| Not Applicable or No Information | 31 | $6.9 \%$ |

If you have not used the information, activities, or materials from recent professional learning, what factor limited your use?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Time constraints | 208 | $46.3 \%$ |
| I do not have the current technology to support the |  |  |
| act | 19 | $4.2 \%$ |
| I prefer to use other activities | 43 | $9.6 \%$ |
| Other | 179 | $39.9 \%$ |

I have been given opportunities to present at site level or district level training.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 119 | $26.5 \%$ |
| Agree | 191 | $42.5 \%$ |
| Disagree | 38 | $8.5 \%$ |
| Strongly Disagree | 5 | $1.1 \%$ |
| Not Applicable or No Information | 96 | $21.4 \%$ |

Gulfport School District Faculty/Staff Survey
Notes

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## Gulfport School District Administration and Support Survey

## Introduction

Administrators and support staff from across Gulfport School District were asked to respond to questions about the district and its schools. Twenty-nine (29) administrators and nineteen (19) support staff members responded to the survey.
The following tables detail responses to the Comprehensive Needs Assessment Survey from community
 members in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; and Prekindergarten and Kindergarten. A summary of open-ended question responses is included at the end of this section.

## Gulfport School District Administrator Survey

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $44.8 \%$ |
| Agree | 11 | $37.9 \%$ |
| Disagree | 1 | $3.5 \%$ |
| Strongly Disagree | 2 | $6.9 \%$ |
| Not Applicable or No Information | 2 | $6.9 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $27.6 \%$ |
| Agree | 16 | $55.2 \%$ |
| Disagree | 3 | $10.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $6.9 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $41.4 \%$ |
| Agree | 13 | $44.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 3 | $10.3 \%$ |
| Not Applicable or No Information | 1 | $3.5 \%$ |

## Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $48.3 \%$ |
| Agree | 12 | $41.4 \%$ |
| Disagree | 1 | $3.5 \%$ |
| Strongly Disagree | 1 | $3.5 \%$ |
| Not Applicable or No Information | 1 | $3.5 \%$ |

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

| Strongly Agree | 12 | $41.4 \%$ |
| :--- | ---: | ---: |
| Agree | 14 | $48.3 \%$ |
| Disagree | 2 | $6.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $3.5 \%$ |

[^1]
## School Climate and Culture

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

| Strongly Agree | 12 | $41.4 \%$ |
| :--- | ---: | ---: |
| Agree | 14 | $48.3 \%$ |
| Disagree | 2 | $6.9 \%$ |
| Strongly Disagree | 1 | $3.5 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 15 | $51.7 \%$ |
| Agree | 11 | $37.9 \%$ |
| Disagree | 2 | $6.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $3.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $44.8 \%$ |
| Agree | 11 | $37.9 \%$ |
| Disagree | 3 | $10.3 \%$ |
| Strongly Disagree | 1 | $3.5 \%$ |
| Not Applicable or No Information | 1 | $3.5 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $48.3 \%$ |
| Agree | 11 | $37.9 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 3 | $10.3 \%$ |
| Not Applicable or No Information | 1 | $3.5 \%$ |

## Gulfport School District Support Staff Survey

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 5 | $26.3 \%$ |
| Agree | 10 | $52.6 \%$ |
| Disagree | 1 | $5.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $15.8 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 6 | $31.6 \%$ |
| Agree | 9 | $47.4 \%$ |
| Disagree | 1 | $5.3 \%$ |
| Strongly Disagree | 2 | $10.5 \%$ |
| Not Applicable or No Information | 1 | $5.3 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 9 | $47.4 \%$ |
| Agree | 6 | $31.6 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $5.3 \%$ |
| Not Applicable or No Information | 3 | $15.8 \%$ |


| Parents feel welcome in our school. |  |  |
| :--- | ---: | ---: |
| Count | Percentage |  |
| Strongly Agree | 8 | $42.1 \%$ |
| Agree | 7 | $36.8 \%$ |
| Disagree | 1 | $5.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $15.8 \%$ |
|  |  |  |
| For the most part, I am satisfied with our school. | Count | Percentage |
| Strongly Agree | 7 | $36.8 \%$ |
| Agree | 8 | $42.1 \%$ |
| Disagree | 1 | $5.3 \%$ |
| Strongly Disagree | 1 | $5.3 \%$ |
| Not Applicable or No Information | 2 | $10.5 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 7 | $36.8 \%$ |
| Agree | 11 | $57.9 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $5.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 9 | $47.4 \%$ |
| Agree | 7 | $36.8 \%$ |
| Disagree | 1 | $5.3 \%$ |
| Strongly Disagree | 1 | $5.3 \%$ |
| Not Applicable or No Information | 1 | $5.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 7 | $36.8 \%$ |
| Agree | 7 | $36.8 \%$ |
| Disagree | 1 | $5.3 \%$ |
| Strongly Disagree | 1 | $5.3 \%$ |
| Not Applicable or No Information | 3 | $15.8 \%$ |

Decisions of the Gulfport School District are fair and equitable to all schools in
the district.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $15.8 \%$ |
| Agree | 10 | $52.6 \%$ |
| Disagree | 3 | $15.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $15.8 \%$ |

You have input in the district-level decision-making.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $10.5 \%$ |
| Agree | 6 | $31.6 \%$ |
| Disagree | 7 | $36.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 4 | $21.1 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 11 | $57.9 \%$ |
| Agree | 5 | $26.3 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $5.3 \%$ |
| Not Applicable or No Information | 2 | $10.5 \%$ |

## General Opinion

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.
dministrators and support staff personnel from Gulfport School District feel that the district is currently making positive strides in caring for student needs, teaching to the curriculum, and preparing students for the next level. One administrator said, "The Gulfport School District does a great job at making sure all their students succeed professionally, especially with our new Academic Institution." Responding administrators also believe there is room for improvement in infrastructure, resources, and policies involving personal electronics. Another administrator stated, "We need greater resources for teachers (special education and general) for true behavior intervention/modification methods; an "in district" option for students who are in danger of not receiving a diploma due to disciplinary issues or being over age at the high school level."

# The task of the leader is to get his people from where they are to where they have not been. 

Henry Kissinger

Gulfport School District Administration and Support Survey
Notes
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## Section 6

## Gulfport School District Community Survey

## Introduction

 community members in the categories of Federal Programs;
Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; and Technology. A summary of open-ended question responses is included at the end of this section.

## Survey Results

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 5 | $23.8 \%$ |
| Agree | 11 | $52.4 \%$ |
| Disagree | 1 | $4.8 \%$ |
| Strongly Disagree | 2 | $9.5 \%$ |
| Not Applicable or No Information | 2 | $9.5 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $9.5 \%$ |
| Agree | 10 | $47.6 \%$ |
| Disagree | 4 | $19.1 \%$ |
| Strongly Disagree | 2 | $9.5 \%$ |
| Not Applicable or No Information | 3 | $14.3 \%$ |

## Citizenship is effectively taught in our schools.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1 | $4.8 \%$ |
| Agree | 10 | $47.6 \%$ |
| Disagree | 7 | $33.3 \%$ |
| Strongly Disagree | 3 | $14.3 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $14.3 \%$ |
| Agree | 14 | $66.7 \%$ |
| Disagree | 1 | $4.8 \%$ |
| Strongly Disagree | 1 | $4.8 \%$ |
| Not Applicable or No Information | 2 | $9.5 \%$ |

Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $14.3 \%$ |
| Agree | 17 | $81.0 \%$ |
| Disagree | 1 | $4.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $14.3 \%$ |
| Agree | 9 | $42.9 \%$ |
| Disagree | 4 | $19.1 \%$ |
| Strongly Disagree | 3 | $14.3 \%$ |
| Not Applicable or No Information | 2 | $9.5 \%$ |

I keep current with news about the school, as reported by the local media.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 6 | $28.6 \%$ |
| Agree | 8 | $38.1 \%$ |
| Disagree | 4 | $19.1 \%$ |
| Strongly Disagree | 2 | $9.5 \%$ |
| Not Applicable or No Information | 1 | $4.8 \%$ |

I understand the mission of the school in our community.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 5 | $23.8 \%$ |
| Agree | 11 | $52.4 \%$ |
| Disagree | 1 | $4.8 \%$ |
| Strongly Disagree | 2 | $9.5 \%$ |
| Not Applicable or No Information | 2 | $9.5 \%$ |

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

Count Percentage

| Strongly Agree | 8 | $38.1 \%$ |
| :--- | :--- | ---: |
| Agree | 8 | $38.1 \%$ |
| Disagree | 3 | $14.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $9.5 \%$ |

In our community parents are involved in their children's education.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 6 | $28.6 \%$ |
| Agree | 9 | $42.9 \%$ |
| Disagree | 2 | $9.5 \%$ |
| Strongly Disagree | 3 | $14.3 \%$ |
| Not Applicable or No Information | 1 | $4.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 5 | $23.8 \%$ |
| Agree | 11 | $52.4 \%$ |
| Disagree | 3 | $14.3 \%$ |
| Strongly Disagree | 1 | $4.8 \%$ |
| Not Applicable or No Information | 1 | $4.8 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 5 | $23.8 \%$ |
| Agree | 12 | $57.1 \%$ |
| Disagree | 2 | $9.5 \%$ |
| Strongly Disagree | 1 | $4.8 \%$ |
| Not Applicable or No Information | 1 | $4.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $14.3 \%$ |
| Agree | 15 | $71.4 \%$ |
| Disagree | 1 | $4.8 \%$ |
| Strongly Disagree | 2 | $9.5 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 4 | $19.1 \%$ |
| Agree | 13 | $61.9 \%$ |
| Disagree | 1 | $4.8 \%$ |
| Strongly Disagree | 1 | $4.8 \%$ |
| Not Applicable or No Information | 2 | $9.5 \%$ |

## Technology

| The district has an Internet policy for students that meet the requirements of the |  |  |
| :--- | ---: | ---: |
| Children's Internet Protection Act (CIPA). | Count | Percentage |
|  | 4 | $19.1 \%$ |
| Strongly Agree | 13 | $61.9 \%$ |
| Agree | 1 | $4.8 \%$ |
| Disagree | 1 | $4.8 \%$ |
| Strongly Disagree | 2 | $9.5 \%$ |
| Not Applicable or No Information |  |  |

## General Opinion

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.
ommunity members from Gulfport School District feel that the school does well in fostering student success, teaching core subjects, and caring for student needs. Responding community members feel there is room for improvement in personal electronics policies, technology, and dress code policies. Another community member stated, "More should be done to support low-income, disadvantaged families."

Gulfport School District Community Survey
Notes
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## Section 7

## Anniston Avenue Elementary School

## Introduction

Anniston Avenue Elementary School is located at 2314 Jones Street in Gulfport, Mississippi. In January of 2023, it served five hundred thirty-five (535) students, prekindergarten through fifth grade (PK-5). The school's mission is "to inspire each student to become a problem solver, lifelong learner, and productive member of society."


The school website states, "Anniston Avenue Elementary School is beginning its fifth decade of educating the youth of east Gulfport. Anniston Elementary School's district lines make up the old communities of Handsboro and Mississippi City. A community rich in tradition, our parents and community leaders look to Anniston Elementary as a leader in education. Under the leadership of 7 principals over the last 40 years, Anniston maintains a quality educational environment with test scores that are consistently above the national average." The school's motto is, "At Anniston, we Optimize, Never Give Up, and Empower! We are ONE Anniston"


## Enrollment

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

| ANNISTON AVENUE ELEMENTARY SCHOOL |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ENROLLMENT |  |  |  |  |  |
|  | 2019 | 2020 | 2021 | 2022 | 2023 |
| ALL | 667 | 627 | 569 | 582 | 535 |
| PK | 100 | 104 | 89 | 17 | 17 |
| K | 110 | 106 | 109 | 98 | 71 |
| GR_1 | 117 | 98 | 91 | 110 | 99 |
| GR_2 | 100 | 106 | 83 | 84 | 98 |
| GR_3 | 98 | 102 | 98 | 88 | 81 |
| GR_4 | 142 | 111 | 99 | 96 | 80 |
| GR_5 |  |  |  |  |  |

Figure 69: Anniston Avenue Elementary School Enrollment

## ANNISTON AVENUE ELEMENTARY SCHOOL CHANGES IN ENROLLMENT

|  | 2019 | 2023 | CHANGE |
| :--- | ---: | ---: | ---: |
| ALL | 667 | 535 | -132 |

Figure 70: Anniston Avenue Elementary School Change in Enrollment

# ANNISTON AVENUE ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP 

|  |  | 2019 | 2020 | 2021 | 2022 | 2023 |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | ALL | 667 | 627 | 569 | 582 | 535 |
| GENDER | FEMALE | 333 | 313 | 272 | 280 | 275 |
|  | MALE | 334 | 314 | 297 | 302 | 260 |
| RACE | ASIAN | $*$ | $*$ | 13 | $*$ | $*$ |
|  | BLACK OR AFRICAN AMERICAN | 272 | 246 | 205 | 221 | 202 |
|  | HISPANIC OR LATINO | 107 | 120 | 111 | 108 | 103 |
|  | TWO OR MORE RACES | 34 | 29 | 26 | 28 | 26 |
|  | WHITE | 247 | 220 | 214 | 212 | 196 |

Figure 71: Anniston Avenue Elementary School Enrollment by Demographic Group

## Attendance

## Average Daily Attendance

| ANNISTON AVENUE ELEMENTARY SCHOOL ADA |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| ALL | 609.3 | 629.1 | 600.9 | 537.3 | 525.5 |
| K | 95.5 | 93.7 | 100.0 | 83.4 | 82.5 |
| GR_1 | 104.2 | 102.4 | 101.6 | 101.1 | 93.0 |
| GR_2 | 104.9 | 110.9 | 92.6 | 87.8 | 99.9 |
| GR_3 | 87.4 | 95.7 | 102.1 | 78.8 | 82.1 |
| GR_4 | 123.1 | 92.9 | 99.4 | 91.6 | 78.8 |
| GR_5 | 94.3 | 133.6 | 105.2 | 94.6 | 89 |

Figure 72: Anniston Avenue Elementary School Average Daily Attendance
Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

## ANNISTON AVENUE ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

|  | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | $95.3 \%$ | $94.3 \%$ | $95.8 \%$ | $94.5 \%$ | $93.1 \%$ |
| K | $91.8 \%$ | $93.7 \%$ | $96.1 \%$ | $93.7 \%$ | $92.7 \%$ |
| GR_1 | $98.3 \%$ | $93.1 \%$ | $95.9 \%$ | $92.8 \%$ | $94.9 \%$ |
| GR_2 | $95.3 \%$ | $94.8 \%$ | $94.5 \%$ | $96.5 \%$ | $90.9 \%$ |
| GR_3 | $94.9 \%$ | $95.7 \%$ | $96.3 \%$ | $94.9 \%$ | $97.7 \%$ |
| GR_4 | $95.4 \%$ | $94.8 \%$ | $97.4 \%$ | $93.4 \%$ | $89.6 \%$ |
| GR_5 | $96.3 \%$ | $94.1 \%$ | $94.8 \%$ | $95.6 \%$ | $92.8 \%$ |

Figure 73: Anniston Avenue Elementary School ADA as Percentage of Enrollment

## Chronic Absence



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card
Figure 74: Anniston Avenue Elementary School Chronic Absence by Demographic Group


## Accountability

## Accountability Measures

## ANNISTON AVENUE ELEMENTARY SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 |  | 2022 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| RATINGS | A | A |  | A |  |
| POINTS | 450 |  |  | 479 |  |
| ELA/READING |  |  |  |  |  |
| \% PROFICIENT | 61.4 | 52.1 |  | 66.4 |  |
| STATE |  |  | 35 |  | 41.9 |
| \% GROWTH | 69.9 |  |  | 78.7 |  |
| STATE |  |  |  |  | 62.1 |
| \% GROWTH LOWEST QUARTILE | 61.8 |  |  | 72.2 |  |
| STATE |  |  |  |  | 56.6 |
| MATH |  |  |  |  |  |
| \% PROFICIENT | 66.1 | 55.2 |  | 61 |  |
| STATE |  |  | 36 |  | 46.8 |
| \% GROWTH | 65.9 |  |  | 71 |  |
| STATE |  |  |  |  | 72.6 |
| \% GROWTH LOWEST QUARTILE | 42.7 |  |  | 48.3 |  |
| STATE |  |  |  |  | 68.6 |
| (MDE, 2019, 2021, 2022, Accountability) |  |  |  |  |  |

Figure 75: Anniston Avenue Elementary School Accountability: ELA and Math

## ANNISTON AVENUE ELEMENTARY SCHOOL ACCOUNTABLLITY

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

|  | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| SCIENCE/HISTORY |  |  |  |
| \% PROFICIENT SCIENCE | 63.2 | 81.3 | 73 |
| STATE | 56.2 | 49.6 | 55.5 |
| \% PROFICIENT HISTORY |  |  |  |
| STATE | 55.7 | 47.8 | 69.4 |
| COLLEGE/CAREER |  |  |  |
| COLLEGE/CAREER READINESS |  |  |  |
| STATE | 37.4 | 34.3 | 42.9 |
| ACCELERATION |  |  |  |
| STATE | 65.9 | 65.7 | 73.2 |
| LIMITED ENGLISH PROFICIENCY |  |  |  |
| \% PROFICIENT LIMITED ENGLISH PROFICIENCY | 18.9 |  | 16.9 |
| STATE | 17 |  | 14.8 |
| \% GROWTH LIMITED ENGLISH PROFICIENCY | 76 |  | 62.8 |
| STATE | 57.8 |  | 51.8 |
|  |  | MDE, 2019, 2021, | Accountability) |

Figure 76: Anniston Avenue Elementary School Accountability: Science, History, Other

## Proficiency by Demographic Group



Figure 77: Anniston Avenue Elementary School Reading Proficiency by Demographic Group

## ANNISTON AVENUE ELEMENTARY SCHOOL ACCOUNTABILITY MATH PROFICIENCY BY DEMOGRAPHIC GROUP



## RACE

$\longrightarrow B L A C K$ OR AFRICAN AMERICAN

HISPANIC OR LATINO

(MDE, 2019, 2021, 2022, Mississippi Succeeds Report Card)
Figure 78: Anniston Avenue Elementary School Math Proficiency by Demographic Group

## ANNISTON AVENUE ELEMENTARY SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP



## RACE

## $\longrightarrow$ BLACK OR AFRICAN AMERICAN <br> HISPANIC OR LATINO



WHITE
(MDE, 2019, 2021, 2022, Mississippi Succeeds Report Card)
Figure 79: Anniston Avenue Elementary School Science Proficiency by Demographic Group

## Assessment

## Kindergarten Readiness



Figure 80: Anniston Avenue Elementary School Kindergarten Readiness Assessment: Prekindergarten


Figure 81: Anniston Avenue Elementary School Kindergarten Readiness Assessment: Kindergarten

## Third-Grade Reading Assessment

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

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools. In 2019, the initial passing rate for Anniston Avenue Elementary School was 87.3\%. The 2022 passing rate was $\mathbf{8 4 . 1 \%}$.

## Mississippi Academic Assessment Program [MAAP]

maAP ELA


Figure 82: Anniston Avenue Elementary School MAAP ELA Grades 3 and 4


Figure 83: Anniston Avenue Elementary School MAAP ELA Grade 5

Come and join us: Anniston Avenue Elementary School, where we are constantly asking, "What is best for children?"

## MAAP MATH



Figure 84: Anniston Avenue Elementary School MAAP Math Grades 3 and 4



|  | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | ---: | ---: | ---: |
| PROFICIENT $(4+5)$ | 57.8 | $\mathbf{5 7 . 4}$ | 58.1 |
| STATE PROFICIENT | 38.9 | 33.4 | $\mathbf{3 6 . 6}$ |

Figure 85: Anniston Avenue Elementary School MAAP Math Grade 5

## MAAP SCIENCE



Figure 86: Anniston Avenue Elementary School MAAP Science Grade 5

## Personnel



Figure 87: Anniston Avenue Elementary School Teaching Staff Experience by Percentage of Teachers

## Discipline

| ANNISTON AVENUE ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ISS |  |  |  | OSS |  |  |  | EXPULSIONS |  |  |  |
|  |  | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| ALL | ALL | $<10$ | <5 |  |  | 21.7 | <5 | <5 | 9.2 | <10 | <5 |  |  |
| GENDER | FEMALE |  |  |  |  | 5.71 |  |  | <5 |  |  |  |  |
|  | MALE |  |  |  |  | 15.8 |  | <5 | 13.9 |  |  |  |  |
| RACE | ASIAN |  |  |  |  |  |  |  |  |  |  |  |  |
|  | BLACK OR AFRICAN AMERICAN |  |  |  |  | 19.5 |  | <5 | 15.1 |  |  |  |  |
|  | HISPANIC OR LATINO |  |  |  |  | 6.14 |  |  | <5 |  |  |  |  |
|  | TWO OR MORE RACES |  |  |  |  | <5 |  |  | <5 |  |  |  |  |
|  | WHITE |  |  |  |  | <5 |  |  | 8.7 |  |  |  |  |
| DISABILITY | STUDENTS WITH DISABILITIES |  |  |  |  | 17.6 |  | <5 | 19.8 |  |  |  |  |
|  | STUDENTS WITHOUT DISABILITIES |  |  |  |  | 9.4 |  |  | 6.8 |  |  |  |  |
| EL | LIMITED ENGLISH PROFICIENCY |  |  |  |  | <5 |  |  |  |  |  |  |  |
|  | NON LIMITED ENGLISH PROFICIENCY |  |  |  |  | 11.9 |  |  | 10.6 |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| (MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Figure 88: Anniston Avenue Elementary School Disciplinary Actions Reported to MDE

## Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Anniston Avenue Elementary School in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Fifty-six (56) faculty and staff members, seventy (70) parents, and two hundred seven (207) students responded to the survey.

## Anniston Avenue Elementary School Faculty/Staff Survey

Please indicate your certification status and your years of experience as an educator.

| $\mathbf{1 - 3}$ years | $\mathbf{4 - 1 0}$ years | $\mathbf{1 1 - 2 0}$ years | $\mathbf{2 1 +}$ years |  |
| :--- | ---: | ---: | ---: | ---: |
| Certified | 17 | 13 | 7 | 4 |
| Classified | 6 | 7 | 3 | 1 |

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 34 | $60.7 \%$ |
| Agree | 22 | $39.3 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


| I use disaggregated student data to inform classroom decisions and |  |  |
| :--- | ---: | ---: | ---: |
| instructional practices. | Count | Percentage |
|  | 18 | $32.1 \%$ |
| Strongly Agree | 27 | $48.2 \%$ |
| Agree | 0 | $0.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 11 | $19.6 \%$ |
| Not Applicable or No Information |  |  |

I use effective, evidence-based strategies for

|  |  | $\stackrel{\text { ® }}{\substack{8 \\ 4}}$ | $\begin{aligned} & \stackrel{\otimes}{\mathbb{N}} \\ & \stackrel{0}{0} \\ & \stackrel{H}{0} \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Developing and using classroom assessments. | 50.0\% | 28.6\% | 0.0\% | 0.0\% | 21.4\% |
| Closing the achievement gap between diverse groups of students. | 51.8\% | 32.1\% | 0.0\% | 0.0\% | 16.1\% |
| Successful classroom management. | 51.8\% | 37.5\% | 0.0\% | 0.0\% | 10.7\% |
| Teaching special needs students. | 48.2\% | 33.9\% | 1.8\% | 0.0\% | 16.1\% |
| Providing instructions to students with limited English proficiency to improve their language and academic skills. | 44.6\% | 37.5\% | 1.8\% | 1.8\% | 14.3\% |

The most common behavior problem in my classroom is:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Off-task behavior | 25 | $44.6 \%$ |
| Minor disruptions that steal instructional time | 19 | $33.9 \%$ |
| Major classroom disruptions | 4 | $7.1 \%$ |
| Not Applicable | 8 | $14.3 \%$ |


| Identify the educational needs of the students at your school who meet the <br> homeless definition. | Count | Percentage |
| :--- | :---: | ---: |
| Expedited evaluation services for students with | 145 | $32.3 \%$ |
| learning disabilities | 116 | $25.8 \%$ |
| Expedited evaluation services for students with | 17 | $30.4 \%$ |
| limited English | 16 | $28.6 \%$ |
| Expedited evaluation services for gifted and | 10 | $17.9 \%$ |
| talented students | 27 | $48.2 \%$ |
| Additional academic support | 28 | $50.0 \%$ |
| Tutoring | 16 | $28.6 \%$ |
| Enrichment educational services | 41 | $73.2 \%$ |
| Counseling | 23 | $41.1 \%$ |
| Mentors | 32 | $57.1 \%$ |
| School supplies | 20 | $35.7 \%$ |
| Dental referrals |  |  |
| Medical referrals |  | 10 |

## Curriculum and Instruction

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

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

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 28 | $50.0 \%$ |
| Agree | 27 | $48.2 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $1.8 \%$ |

[^2]I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 26 | $46.4 \%$ |
| Agree | 15 | $26.8 \%$ |
| Disagree | 2 | $3.6 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 13 | $23.2 \%$ |

I develop assessments that mirror the format \& complexity of state assessments.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 24 | $42.9 \%$ |
| Agree | 14 | $25.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 18 | $32.1 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 33 | $58.9 \%$ |
| Agree | 14 | $25.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 9 | $16.1 \%$ |


| I incorporate the following evidence-based strategies in my teaching to meet |
| :--- |
| the needs of EL learners: |
| Embed multicultural education throughout the <br> curriculum |
| Utilize technology such as class websites, blogs, and <br> videos |

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

|  | Count | Percentage |
| :--- | :---: | :---: |
| Utilize structured note-taking formats (i.e., graphic <br> organizers) and teach viewing comprehension <br> strategies | 23 | $41.1 \%$ |
| Slow down my speech; use shorter sentences, present <br> tense, synonyms, examples, gestures, and |  |  |
| demonstrations | 40 | $71.4 \%$ |
| Use as many mediums as possible to convey <br> information: oral, written, videos, teacher | 36 | $64.3 \%$ |
| demonstration, student demonstration, etc. | 38 | $67.9 \%$ |
| Use think-alouds and think-pair-shares when asking <br> questions; allow wait time for answers | 14 | $25.0 \%$ |
| Use bilingual handouts and cues | 43 | $76.8 \%$ |
| Use visual displays, portable whiteboards, and posters <br> when giving instructions | 32 | $57.1 \%$ |
| Create and display word walls (displays of high- <br> frequency words for a unit, arranged alphabetically) | 32 |  |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 32 | $57.1 \%$ |
| Agree | 22 | $39.3 \%$ |
| Disagree | 2 | $3.6 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 34 | $60.7 \%$ |
| Agree | 17 | $30.4 \%$ |
| Disagree | 3 | $5.4 \%$ |
| Strongly Disagree | 1 | $1.8 \%$ |
| Not Applicable or No Information | 1 | $1.8 \%$ |

108—Anniston Avenue Elementary School Faculty/Staff Survey | Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 34 | $60.7 \%$ |
| Agree | 20 | $35.7 \%$ |
| Disagree | 2 | $3.6 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 33 | $58.9 \%$ |
| Agree | 21 | $37.5 \%$ |
| Disagree | 2 | $3.6 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 40 | $71.4 \%$ |
| Agree | 16 | $28.6 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

Count Percentage

| Strongly Agree | 32 | $57.1 \%$ |
| :--- | ---: | ---: |
| Agree | 21 | $37.5 \%$ |
| Disagree | 3 | $5.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 32 | $57.1 \%$ |
| Agree | 22 | $39.3 \%$ |
| Disagree | 2 | $3.6 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

Technology is sufficiently available to support instruction.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 37 | $66.1 \%$ |
| Agree | 19 | $33.9 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 15 | $26.8 \%$ |
| Agree | 22 | $39.3 \%$ |
| Disagree | 9 | $16.1 \%$ |
| Strongly Disagree | 5 | $8.9 \%$ |
| Not Applicable or No Information | 5 | $8.9 \%$ |

The school's priorities for the expenditure of funds are appropriate.
Count Percentage

| Strongly Agree | 25 | $44.6 \%$ |
| :--- | ---: | ---: |
| Agree | 23 | $41.1 \%$ |
| Disagree | 3 | $5.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 5 | $8.9 \%$ |

How would you rate your morale as a district employee?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Superior | 22 | $39.3 \%$ |
| Above Average | 18 | $32.1 \%$ |
| Average | 15 | $26.8 \%$ |
| Poor | 1 | $1.8 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

[^3]| I feel safe at my school. | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 27 | $48.2 \%$ |
| Agree | 29 | $51.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 36 | $64.3 \%$ |
| Agree | 18 | $32.1 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $3.6 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 39 | $69.6 \%$ |
| Agree | 14 | $25.0 \%$ |
| Disagree | 1 | $1.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $3.6 \%$ |

## Professional Development

Rank your top ten choices for professional development topics.

|  | \#1 | \#2 | \#3 | \#4 | \#5 | \#6 | \#7 | \#8 | \#9 | \#10 | ALL |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | 9 | 10 | 3 | 3 | 4 | 0 | 5 | 2 | 2 | 1 | $\mathbf{1}$ |
| Differentiated Instruction | 9 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 4 | 3 | $\mathbf{2}$ |

## Rank your top ten choices for professional development topics.

|  |  |  |  | \#4 | \#5 |  |  |  |  |  |  | ALL |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reading for at-risk students | 5 | 3 | 7 | 7 | 75 | 5 | 4 | 2 | 0 | 1 | 2 | 3 |
| English Learners | 2 | 7 | 7 | 7 | 31 | 15 | 5 | 2 | 3 | 6 | 1 | 4 |
| My specific content area | 4 | 4 | 4 | 4 | 43 | 3 | 1 | 4 | 0 | 2 | 2 | 5 |
| Teaching and understanding students in poverty | 3 | 2 | 4 | 5 | 3 | 32 | 2 | 4 | 2 | 1 | 1 | 6 |
| Teaching and understanding the needs of homeless students | 4 | 4 | 2 | 2 | 25 | 5 | 3 | 2 | 2 | 0 | 2 | 7 |
| Successful inclusion strategies | 3 | 0 | 5 | 54 | 43 | 3 | 3 | 3 | 6 | 2 | 1 | 8 |
| Writing strategies | 3 | 4 | 3 | 32 | 23 | 3 | 0 | 1 | 2 | 2 | 1 | 9 |
| Culture sensitivity | 0 | 2 | 3 | 34 | 43 | 3 | 3 | 2 | 4 | 3 | 4 | 10 |
| Conflict resolution | 1 | 3 | 2 | 24 | 42 | 2 | 2 | 3 | 1 | 3 | 2 | 11 |
| Developing quality assessments | 1 | 1 | 2 | 26 | 6 | 12 | 2 | 1 | 1 | 2 | 3 | 12 |
| Using technology to enhance instruction | 0 | 1 | 2 | 22 | 24 | 4 | 4 | 3 | 1 | 2 | 2 | 13 |
| Interpreting and analyzing student data | 0 | 1 | 2 | 22 | 22 | 2 | 6 | 1 | 4 | 1 | 2 | 14 |
| Response to Intervention (RTI/MTSS) | 1 | 3 | 0 | 01 | 2 | 2 | 4 | 1 | 4 | 1 | 5 | 15 |
| Mississippi College and Career Readiness Standards | 2 | 4 | 1 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 1 | 16 |
| Depth of Knowledge | 1 | 0 | 0 | 0 | - 3 | 3 | 1 | 1 | 3 | 1 | 1 | 17 |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 27 | $48.2 \%$ |
| Agree | 25 | $44.6 \%$ |
| Disagree | 1 | $1.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $5.4 \%$ |


| Teachers have adequate time for opportunities to learn from each other <br> (professional learning communities). |  |  |
| :--- | ---: | ---: |
|  | Count | Percentage |
| Strongly Agree | 18 | $32.1 \%$ |
| Agree | 28 | $50.0 \%$ |
| Disagree | 5 | $8.9 \%$ |
| Strongly Disagree | 1 | $1.8 \%$ |
| Not Applicable or No Information | 4 | $7.1 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 18 | $32.1 \%$ |
| Agree | 27 | $48.2 \%$ |
| Disagree | 5 | $8.9 \%$ |
| Strongly Disagree | 1 | $1.8 \%$ |
| Not Applicable or No Information | 5 | $8.9 \%$ |

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.

Count Percentage

| Strongly Agree | 18 | $32.1 \%$ |
| :--- | ---: | ---: |
| Agree | 29 | $51.8 \%$ |
| Disagree | 1 | $1.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 8 | $14.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 28 | $50.0 \%$ |
| Agree | 22 | $39.3 \%$ |
| Disagree | 1 | $1.8 \%$ |
| Strongly Disagree | 1 | $1.8 \%$ |
| Not Applicable or No Information | 4 | $7.1 \%$ |


| I would like further guidance in: | Count | Percentage |
| :--- | :---: | ---: |
| Arranging my classroom for maximum student <br> learning. | 8 | $14.3 \%$ |
| Keeping my students on task and engaged. | 18 | $32.1 \%$ |
| Strategies for effective classroom management. | 15 | $26.8 \%$ |
| Maintaining high expectations for ALL students. | $35.7 \%$ |  |
| Strategies to get students actively engaged in the <br> lesson. | 22 | $39.3 \%$ |
| Improving the knowledge and skills in my content <br> area. | 18 | $32.1 \%$ |
| Developing comprehensive and effective lesson <br> plans. | 4 | $7.1 \%$ |
| Pedagogy and implementing the components of an <br> effective lesson. | 5 | $8.9 \%$ |
| Effective questioning to promote students to think <br> critically. | 19 | $33.9 \%$ |
| Planning lessons/activities to address individual <br> differences. | 20 | $35.7 \%$ |
| Developing and adjusting lessons to meet the needs <br> of diverse learners. | 16 | $28.6 \%$ |
| Designing flexible groups for specific learning or <br> behavioral needs. | 15 | $26.8 \%$ |
| Implementing the Teacher Support Team (TST) <br> process. | 4 | $7.1 \%$ |
| Developing appropriate assessments for varying <br> subgroups | 4 | $7.1 \%$ |
| Analyzing and interpreting student test data. | 10 | $17.9 \%$ |
| Using state standards, objectives, sample test items, <br> and blueprints to develop appropriate assessments. | 8 | $14.3 \%$ |
| Using assessment results to improve instruction. | 13 | $23.2 \%$ |

## The availability of staff development to support my instructional needs is excellent in this school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 23 | $41.1 \%$ |
| Agree | 23 | $41.1 \%$ |
| Disagree | 6 | $10.7 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 4 | $7.1 \%$ |

Please select the top five professional learning topics that you feel would be most beneficial to you and your students.

|  | Count | Percentage |
| :---: | :---: | :---: |
| Cybersafety and Digital Citizenship | 14 | 25.0\% |
| Microsoft Word | 10 | 17.9\% |
| Microsoft Excel | 8 | 14.3\% |
| Microsoft PowerPoint | 13 | 23.2\% |
| Office 365 - Basic Usage (Word, OneDrive, Software Download) | 9 | 16.1\% |
| Office 365 - Classroom Usage (OneNote, Sway, Class Notebook) | 4 | 7.1\% |
| Digital Formative Assessments | 14 | 25.0\% |
| Activity Building with ActivInspire (Promethean Software) | 12 | 21.4\% |
| Classflow (Online Interactive Lessons) | 15 | 26.8\% |
| G-Suite (Google Docs, Google Forms, YouTube, Email, etc.) | 16 | 28.6\% |
| Google Classroom | 22 | 39.3\% |
| Cloud Storage/Services (Dropbox, Google Drive, One Drive) | 4 | 7.1\% |
| Classroom Technology Integration | 13 | 23.2\% |
| Coding (Computer Science) | 4 | 7.1\% |
| Classroom/lab Technology Management and Care | 6 | 10.7\% |
| STEM (Science, Tech, Engineering and Math)/STEAM (Science, Tech, Engineering, Arts, and Math) | 22 | 39.3\% |
| Remote Teaching and Learning | 3 | 5.4\% |
| Kami Digital Classroom Annotation and Markup Application | 17 | 30.4\% |

Please select the top five professional learning topics that you feel would be

most beneficial to you and your students. Count \begin{tabular}{l}
Percentage <br>
\hline Video Conferencing (Zoom, Google Meet, etc.) <br>

| Video Creation and Editing (Screencastify, WeVideo, |
| :--- |
| ScreenCastomatic, etc.) | <br>

\hline
\end{tabular}

## Overall, the professional learning I have experienced has helped me to perform better in my job role.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 19 | $33.9 \%$ |
| Agree | 31 | $55.4 \%$ |
| Disagree | 2 | $3.6 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 4 | $7.1 \%$ |

If you have not used the information, activities, or materials from recent professional learning, what factor limited your use?

|  | Count | Percentage |
| :--- | ---: | ---: | ---: |
| Time constraints | 33 | $58.9 \%$ |
| I do not have the current technology to support the |  |  |
| act | 3 | $5.4 \%$ |
| I prefer to use other activities | 3 | $5.4 \%$ |
| Other | 17 | $30.4 \%$ |

I have been given opportunities to present at site level or district level training.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $30.4 \%$ |
| Agree | 21 | $37.5 \%$ |
| Disagree | 6 | $10.7 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 12 | $21.4 \%$ |

[^4]
## General Opinion

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

$\square$aculty and staff members from Anniston Avenue Elementary School feel that the school does well in encouraging staff members, building relationships, and prioritizing student achievement. One faculty member said, "GSD is a great district to work for. Anniston's new administrators are making some wonderful and positive changes in our school." Responding teachers feel there is room for improvement in human resources, technology, and resource management. Another faculty member stated, "It would be extremely helpful to host "Parent/Teacher Conferences" once per quarter, similar to Open House, but with scheduled time slots for parents to come and talk about their student's progress."

## Anniston Avenue Elementary School Parent Survey

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 38 | $54.3 \%$ |
| Agree | 29 | $41.4 \%$ |
| Disagree | 1 | $1.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $2.9 \%$ |

## As a parent, I would like more information regarding:

|  | Count | Percentage |
| :---: | :---: | :---: |
| Testing and grades | 32 | 45.7\% |
| Safety in the schools | 27 | 38.6\% |
| Curriculum and learning goals | 35 | 50.0\% |
| Available technology and how it's used in the classroom | 19 | 27.1\% |
| How to contact my child's teacher | 4 | 5.7\% |
| Homework | 15 | 21.4\% |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Abuse Prevention | 1 | $1.4 \%$ |
| Computer Classes | 9 | $12.9 \%$ |
| Conflict Resolution | 13 | $18.6 \%$ |
| Discipline | 11 | $15.7 \%$ |
| Drug/Alcohol Awareness | 3 | $4.3 \%$ |
| English as a Second Language | 9 | $12.9 \%$ |
| Health Classes | 7 | $22.9 \%$ |
| Literacy Classes | 6 | $10.0 \%$ |
| Math Classes | 16 | $8.6 \%$ |
| Parent-to-School Relationships | 18 | $22.9 \%$ |
| Parent/Child Communication | 12 | $17.7 \%$ |
| Preparing for College | 16 | $22.1 \%$ |
| Parenting Workshops | 5 | $7.1 \%$ |
| Social Media Classes | 18 | $25.7 \%$ |
| Stress/Anger Management | 13 | $18.6 \%$ |
| Understanding College- and Career-Ready Standards |  |  |

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Babysitting/childcare at parent meetings | 11 | $15.7 \%$ |
| District and/or school newsletters | 13 | $18.6 \%$ |


| Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level. |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.) | 27 | 38.6\% |
| Resource materials for parental training | 10 | 14.3\% |
| Training for parents to work with other parents on becoming involved in the schools | 19 | 27.1\% |
| Travel expenses to attend parent and family engagement/PTA workshops and conferences. | 8 | 11.4\% |
| Home/School folders | 10 | 14.3\% |
| Home/School Planners | 19 | 27.1\% |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 22 | $31.4 \%$ |
| Agree | 33 | $47.1 \%$ |
| Disagree | 3 | $4.3 \%$ |
| Strongly Disagree | 3 | $4.3 \%$ |
| Not Applicable or No Information | 9 | $12.9 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 27 | $38.6 \%$ |
| Agree | 35 | $50.0 \%$ |
| Disagree | 6 | $8.6 \%$ |
| Strongly Disagree | 1 | $1.4 \%$ |
| Not Applicable or No Information | 1 | $1.4 \%$ |

## Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 40 | $57.1 \%$ |
| Agree | 29 | $41.4 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $1.4 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 34 | $48.6 \%$ |
| Agree | 32 | $45.7 \%$ |
| Disagree | 4 | $5.7 \%$ |
| 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 | 23 | $32.9 \%$ |
| Agree | 37 | $52.9 \%$ |
| Disagree | 8 | $11.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $2.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 18 | $25.7 \%$ |
| Agree | 35 | $50.0 \%$ |
| Disagree | 9 | $12.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 8 | $11.4 \%$ |


| Reports concerning my son's or daughter's progress (report cards, progress |  |  |
| :--- | ---: | ---: | ---: |
| reports, etc.) are adequate. | Count | Percentage |
| Strongly Agree | 34 | $48.6 \%$ |
| Agree | 28 | $40.0 \%$ |
| Disagree | 6 | $8.6 \%$ |
| Strongly Disagree | 1 | $1.4 \%$ |
| Not Applicable or No Information | 1 | $1.4 \%$ |

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

|  | Count | Percentage |
| :---: | :---: | :---: |
| Parent/teacher conference | 34 | 48.6\% |
| Checked my child's grades/assignments online | 42 | 60.0\% |
| Been in contact with my child's teacher | 62 | 88.6\% |
| Received a newsletter from the district, school, or teacher | 52 | 74.3\% |
| Worked with a committee or group on school or district policies | 4 | 5.7\% |
| Attended a workshop, parent night, or other event geared toward helping me help my child academically | 24 | 34.3\% |
| Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers | 45 | 64.3\% |
| Volunteered at my child's school | 14 | 20.0\% |
| On social media, I follow |  |  |
|  | Twitter | Facebook |
| Gulfport School District | 8.6\% | 77.1\% |
| GSD Athletics | 5.7\% | 34.3\% |
| My child's school | 2.9\% | 82.9\% |
| Other GSD clubs/organizations | 4.3\% | 31.4\% |

How often do you visit these websites?

|  | Daily | 1 or 2 times <br> per week | A few times <br> per month | Not at <br> all |
| :--- | ---: | ---: | ---: | ---: |
| GSD's Facebook page | $11.4 \%$ | $35.7 \%$ | $31.4 \%$ | $21.4 \%$ |
| GSD's website | $7.1 \%$ | $18.6 \%$ | $38.6 \%$ | $35.7 \%$ |
| Your child's school's website | $8.6 \%$ | $24.3 \%$ | $48.6 \%$ | $18.6 \%$ |
| Your child's teacher's webpage | $4.3 \%$ | $12.9 \%$ | $28.6 \%$ | $54.3 \%$ |
| The parent portal to view grades, <br> attendance, and progress | $17.1 \%$ | $24.3 \%$ | $34.3 \%$ | $24.3 \%$ |

## School Climate and Culture

## Our school (district) provides students and teachers with a safe and orderly

 environment for learning.|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 30 | $42.9 \%$ |
| Agree | 39 | $55.7 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $1.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 31 | $44.3 \%$ |
| Agree | 37 | $52.9 \%$ |
| Disagree | 1 | $1.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $1.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 33 | $47.1 \%$ |
| Agree | 36 | $51.4 \%$ |
| Disagree | 1 | $1.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

122—Anniston Avenue Elementary School Parent Survey | School Climate and
Culture

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 28 | $40.0 \%$ |
| Agree | 36 | $51.4 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 6 | $8.6 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 34 | $48.6 \%$ |
| Agree | 15 | $21.4 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 21 | $30.0 \%$ |

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:


Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," $\begin{array}{lllllll}\text { sounding out unfamiliar words. } & 31.4 \% & 18.6 \% & 0.0 \% & 0.0 \% & 31.4 \%\end{array}$

| I am pleased with my preschooler's or kindergartener's progress in the <br> following academic skills: |
| :--- |

## General Opinion

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

Parents of students from Anniston Avenue Elementary School feel that the school does well in contacting parents, preparing students for the next level, and bolstering school spirit. One parent said, "I enjoy that the teachers greet each child by name during drop off; it makes the learning process seem more individualized." Responding parents feel there is room for improvement in safety, parental involvement, and extracurricular activities. Another parent stated, "Send newsletters out via School Status so it reaches all parents and [have] better teacher/parent communication. I have heard from so many parents this year about not hearing from teachers."

## Anniston Avenue Elementary School Student Survey

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 120 | $58.0 \%$ |
| Agree | 75 | $36.2 \%$ |
| Disagree | 6 | $2.9 \%$ |
| Strongly Disagree | 3 | $1.5 \%$ |
| Not Applicable or No Information | 3 | $1.5 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 110 | $53.1 \%$ |
| Agree | 86 | $41.6 \%$ |
| Disagree | 1 | $0.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 10 | $4.8 \%$ |

My schoolwork is challenging and requires my best effort.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 69 | $33.3 \%$ |
| Agree | 106 | $51.2 \%$ |
| Disagree | 24 | $11.6 \%$ |
| Strongly Disagree | 7 | $3.4 \%$ |
| Not Applicable or No Information | 1 | $0.5 \%$ |

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or porffolios.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 77 | $37.2 \%$ |
| Agree | 112 | $54.1 \%$ |
| Disagree | 12 | $5.8 \%$ |
| Strongly Disagree | 1 | $0.5 \%$ |
| Not Applicable or No Information | 5 | $2.4 \%$ |

The grading and evaluation of my class work is fair.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 79 | $38.2 \%$ |
| Agree | 99 | $47.8 \%$ |
| Disagree | 13 | $6.3 \%$ |
| Strongly Disagree | 7 | $3.4 \%$ |
| Not Applicable or No Information | 9 | $4.4 \%$ |

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

Count Percentage

| Strongly Agree | 83 | $40.1 \%$ |
| :--- | ---: | ---: |
| Agree | 87 | $42.0 \%$ |
| Disagree | 22 | $10.6 \%$ |
| Strongly Disagree | 2 | $1.0 \%$ |
| Not Applicable or No Information | 10 | $4.8 \%$ |

In my class, time is spent doing work that I find meaningful.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Yes | 178 | $86.0 \%$ |
| No | 29 | $14.0 \%$ |


| In my home, I have access to |  |  |
| :--- | ---: | ---: |
|  | Count | Percentage |
| Internet | 190 | $91.8 \%$ |
| Computer | 161 | $77.8 \%$ |
| Smartphone/Tablet | 191 | $92.3 \%$ |
| Gaming console | 167 | $80.7 \%$ |

I use social media (TikTok, Instagram, Facebook, YouTube, Snapchat, etc.).

|  | Count | Percentage |
| :--- | ---: | ---: | ---: |
| Daily | 137 | $66.2 \%$ |
| 1 or 2 times per week | 37 | $17.9 \%$ |
| A few times per month | 13 | $6.3 \%$ |
| Not at all | 20 | $9.7 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 111 | $53.6 \%$ |
| Agree | 76 | $36.7 \%$ |
| Disagree | 6 | $2.9 \%$ |
| Strongly Disagree | 2 | $1.0 \%$ |
| Not Applicable or No Information | 12 | $5.8 \%$ |

## Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 92 | $44.4 \%$ |
| Agree | 83 | $40.1 \%$ |
| Disagree | 7 | $3.4 \%$ |
| Strongly Disagree | 3 | $1.5 \%$ |
| Not Applicable or No Information | 22 | $10.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 97 | $46.9 \%$ |
| Agree | 80 | $38.7 \%$ |
| Disagree | 17 | $8.2 \%$ |
| Strongly Disagree | 7 | $3.4 \%$ |
| Not Applicable or No Information | 6 | $2.9 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 113 | $54.6 \%$ |
| Agree | 78 | $37.7 \%$ |
| Disagree | 8 | $3.9 \%$ |
| Strongly Disagree | 2 | $1.0 \%$ |
| Not Applicable or No Information | 6 | $2.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 102 | $49.3 \%$ |
| Agree | 97 | $46.9 \%$ |
| Disagree | 2 | $1.0 \%$ |
| Strongly Disagree | 1 | $0.5 \%$ |
| Not Applicable or No Information | 5 | $2.4 \%$ |

[^5]This school (district) provides a clean, well-maintained, and pleasant environment for learning.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 107 | $51.7 \%$ |
| Agree | 87 | $42.0 \%$ |
| Disagree | 8 | $3.9 \%$ |
| Strongly Disagree | 2 | $1.0 \%$ |
| Not Applicable or No Information | 3 | $1.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 112 | $54.1 \%$ |
| Agree | 72 | $34.8 \%$ |
| Disagree | 11 | $5.3 \%$ |
| Strongly Disagree | 4 | $1.9 \%$ |
| Not Applicable or No Information | 8 | $3.9 \%$ |
|  |  |  |
| If I have a problem or suggestion for the principal, he/she is available. |  |  |
| Strongly Agree | Count | Percentage |
| Agree | 69 | $33.3 \%$ |
| Disagree | 98 | $47.3 \%$ |
| Strongly Disagree | 16 | $7.7 \%$ |
| Not Applicable or No Information | 7 | $3.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 83 | $40.1 \%$ |
| Agree | 93 | $44.9 \%$ |
| Disagree | 19 | $9.2 \%$ |
| Strongly Disagree | 4 | $1.9 \%$ |
| Not Applicable or No Information | 8 | $3.9 \%$ |

I feel safe at my school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 112 | $54.1 \%$ |
| Agree | 75 | $36.2 \%$ |
| Disagree | 9 | $4.4 \%$ |
| Strongly Disagree | 6 | $2.9 \%$ |
| Not Applicable or No Information | 5 | $2.4 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 119 | $57.5 \%$ |
| Agree | 68 | $32.9 \%$ |
| Disagree | 9 | $4.4 \%$ |
| Strongly Disagree | 1 | $0.5 \%$ |
| Not Applicable or No Information | 10 | $4.8 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 86 | $41.6 \%$ |
| Agree | 99 | $47.8 \%$ |
| Disagree | 8 | $3.9 \%$ |
| Strongly Disagree | 1 | $0.5 \%$ |
| Not Applicable or No Information | 13 | $6.3 \%$ |

## General Opinion

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

Qtudents from Anniston Avenue Elementary School feel the school does a good job in helping students learn, making learning fun and engaging, and encouraging student success. One student said, "What I like about my school is they have good teachers, and I learn very well." Students feel there is room for improvement in facilities and maintenance, motivational rewards, and active play resources. Another student stated, "They could work on improving by having more drills so students could know and get in their head about what they are supposed to do if there was an emergency."

## Section 8

## Bayou View Elementary School

## Introduction

Bayou View Elementary School is located at 4898 Washington Avenue in Gulfport, Mississippi. In January of 2023, it served six hundred eighty-two (682) students, kindergarten through fifth grade (K-5). Bayou View
 Elementary School was named a National Blue Ribbon School in 2007 and again in 2019. The school participated in the Great Kindness Challenge, a global campaign that promotes kindness, socialemotional health, and bullying prevention in pre-kindergarten through grade twelve in 2021 and was designated a Kindness Certified School.

The school website states, "Our staff is committed to rigor, relevance, and relationships. We accept all new students where they are academically, and take them where they need to be, and beyond. All of our students receive instruction in all the standard academic disciplines, as well as the extra-curricular disciplines of art, music, library sciences, and physical education. Spanish will be offered to students this year at BVE in conjunction with students' activity classes. Fourth- and fifth-grade students may enroll in strings class, which is taught two days per week and feeds into our district's internationally-acclaimed secondary orchestra program."


Bayou View Elementary School

## Enrollment

Note: Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics."
BAYOU VIEW ELEMENTARY SCHOOL ENROLLMENT

|  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| ALL | 2019 | 2020 | 2021 | 2022 | 2023 |
| K | 682 | 685 | 691 | 684 | 682 |
| ELEM_SPED | 131 | 125 | 120 | 109 | 112 |
| GR_1 | $*$ | $*$ | $*$ | 15 | $*$ |
| GR_2 | 131 | 137 | 106 | 119 | 107 |
| GR_3 | $*$ | 116 | 150 | 102 | 116 |
| GR_4 | 122 | 97 | $*$ | 135 | $*$ |
| GR_5 | 99 | 109 | 100 | 110 | 134 |

Figure 89: Bayou View Elementary School Enrollment

| BAYOU VIEW ELEMENTARY SCHOOL CHANGES IN |
| :--- | ---: | ---: | ---: | ---: |
| ENROLLMENT |

Figure 90: Bayou View Elementary School Change in Enrollment

| BAYOU VIEW ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2019 | 2020 | 2021 | 2022 | 2023 |
| ALL | ALL | 682 | 685 | 691 | 684 | 682 |
| GENDER | FEMALE | 329 | 319 | 330 | 333 | 344 |
|  | MALE | 353 | 366 | 361 | 351 | 338 |
| RACE | ASIAN | 12 | 18 | 17 | 19 | 21 |
|  | BLACK OR AFRICAN AMERICAN | 111 | 121 | 126 | 117 | 104 |
|  | HISPANIC OR LATINO | 28 | 36 | 43 | 34 | 31 |
|  | TWO OR MORE RACES | * | * | 12 | * | * |
|  | WHITE | 519 | 497 | 490 | 505 | 509 |

Figure 91: Bayou View Elementary School Enrollment by Demographic Group

## Attendance

## Average Daily Attendance

| BAYOU VIEW ELEMENTARY SCHOOL |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| ADA |  |  |  |  |  |
|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| ALL | 610.0 | 630.2 | 651.5 | 652.8 | 634.4 |
| K | 112.6 | 122.4 | 115.6 | 113.9 | 101.8 |
| GR_1 | 94.2 | 118.7 | 133.1 | 98.7 | 113.2 |
| GR_2 | 106.8 | 88.6 | 110.2 | 141.9 | 96.4 |
| GR_3 | 95.5 | 114.8 | 95.2 | 95.7 | 132.2 |
| GR_4 | 100.3 | 92.8 | 104.5 | 94.9 | 100.9 |
| GR_5 | 100.6 | 93.0 | 92.8 | 107.7 | 90.1 |

Figure 92: Bayou View Elementary School Average Daily Attendance
Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

## BAYOU VIEW ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

|  | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | 2022 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | $94.6 \%$ | $93.4 \%$ | $95.7 \%$ | $94.2 \%$ | $94.7 \%$ |
| K | $93.8 \%$ | $93.4 \%$ | $92.5 \%$ | $95.0 \%$ | $93.4 \%$ |
| GR_1 | $*$ | $90.6 \%$ | $97.2 \%$ | $93.1 \%$ | $95.1 \%$ |
| GR_2 | $96.2 \%$ | $*$ | $95.0 \%$ | $94.6 \%$ | $94.5 \%$ |
| GR_3 | $93.7 \%$ | $94.1 \%$ | $98.2 \%$ | $*$ | $97.9 \%$ |
| GR_4 | $94.6 \%$ | $93.7 \%$ | $95.8 \%$ | $94.9 \%$ | $91.7 \%$ |
| GR_5 | $94.9 \%$ | $94.9 \%$ | $*$ | $93.6 \%$ | $95.8 \%$ |

Figure 93: Bayou View Elementary School ADA as Percentage of Enrollment

## Chronic Absence

## BAYOU VIEW ELEMENTARY SCHOOL\% CHRONIC ABSENCE




MDE, 2018,2019,2021, 2022, Mississippi Succeeds Report Card
Figure 94: Bayou View Elementary School Chronic Absence by Demographic Group


## Accountability

## Accountability Measures

## BAYOU VIEW ELEMENTARY SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| RATINGS | A | A | A |
| POINTS | 592 |  | 574 |
| ELA/READING |  |  |  |
| \% PROFICIENT | 87 | 83.3 | 84.6 |
| STATE | 41.8 | 35 | 41.9 |
| \% GROWTH | 95.9 |  | 89.9 |
| STATE | 58.8 |  | 62.1 |
| \% GROWTH LOWEST QUARTILE | 77.5 |  | 73.9 |
| STATE | 56.2 |  | 56.6 |
| MATH |  |  |  |
| \% PROFICIENT | 83.3 | 77.7 | 80.1 |
| STATE | 47 | 36 | 46.8 |
| \% GROWTH | 89.7 |  | 86.5 |
| STATE | 65.2 |  | 72.6 |
| \% GROWTH LOWEST QUARTILE | 65.6 |  | 73.3 |
| STATE | 60 |  | 68.6 |
|  |  | (MDE, 2019, 2021 | Accountability) |

Figure 95: Bayou View Elementary School Accountability: ELA and Math

## BAYOU VIEW ELEMENTARY SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 |  | 2022 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| SCIENCE/HISTORY |  |  |  |  |  |
| \% PROFICIENT SCIENCE | 89.1 | 87 |  | 85.7 |  |
| State | 56.2 | 49.6 |  | 55.5 |  |

\% PROFICIENT HISTORY

| STATE | 55.7 | 47.8 | 69.4 |
| :--- | :--- | :--- | :--- |

COLLEGE/CAREER
COLLEGE/CAREER READINESS

| STATE | 37.4 | 34.3 |  | 42.9 |
| :---: | :---: | :---: | :---: | :---: |
| ACCELERATION |  |  |  |  |
| STATE | 65.9 | 65.7 |  | 73.2 |
| LIMITED ENGLISH PROFICIENCY |  |  |  |  |
| \% PROFICIENT LIMITED ENGLISH PROFICIENCY | 9.1 |  | 35 |  |
| STATE | 17 |  |  | 14.8 |
| \% GROWTH LIMITED ENGLISH PROFICIENCY | <=5 |  | < $=5$ |  |
| StATE | 57.8 |  |  | 51.8 |

## Proficiency by Demographic Group

## BAYOU VIEW ELEMENTARY SCHOOL ACCOUNTABILITY READING PROFICIENCY BY DEMOGRAPHIC GROUP

## Note: Accountability was not measured in 2020 because of the pandemic.

| GENDER | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| FEMALE | $87.7$ | 82.0 | 85.8 |
| MALE | 86.4 | 84.7 | 83.5 |
| DISABILITY | 91.8 | 86.4 | 86.6 |
| WITH DISABILITIES WITHOUT |  |  | - |
| DISABILITIES | 46.9 | 42.9 | 61.5 |

## ENGLISH PROFICIENCY

LIMITED ENGLISH
PROFICIENCY
87.9

PROFICIENCY
NON LIMITED ENGLISH
PROFICIENCY

| ECONOMIC STATUS | 92.8 | 87.4 | 91.0 |  |
| :--- | :---: | :---: | :---: | :---: |
| ECONOMICALLY <br> DISADVANTAGED <br> NON ECONOMICALLY <br> DISADVANTAGED |  | 70.5 | 72.9 | 67.0 |
| RACE |  |  |  |  |

Figure 97: Bayou View Elementary School Reading Proficiency by Demographic Group

## BAYOU VIEW ELEMENTARY SCHOOL ACCOUNTABILITY MATH PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

| GENDER | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| FEMALE MALE | 82.2 | 77.3 |  |
|  | 84.4 | 78.0 | 80.5 |
| DISABILITY <br> WITH DISABILITIES WITHOUT DISABILITIES | 89.2 | 80.3 | 82 |
|  |  |  |  |
|  |  |  | 57.7 |
|  | 34.4 | 42.9 |  |
| ENGLISH PROFICIENCY <br> LIMITED ENGLISH PROFICIENCY <br> NON LIMITED ENGLISH PROFICIENCY | 83.8 |  |  |
|  | - | 77.6 | 80.7 |
|  |  |  |  |
|  |  |  |  |


| ECONOMIC STATUS | $\mathbf{8 4}$ | $\mathbf{7 8}$ | $\mathbf{8 1}$ |
| :--- | :---: | :---: | :---: |
| ECONOMICALLY |  | 61.2 | 56.8 |
| DISADVANTAGED <br> NON ECONOMICALLY <br> DISADVANTAGED | 60.3 |  |  |



Figure 98: Bayou View Elementary School Math Proficiency by Demographic Group


Figure 99: Bayou View Elementary School Science Proficiency by Demographic Group

## School Improvement

Bayou View Elementary School was newly identified in 2021 as a Targeted Support and Improvement (TSI) school because scores for Students with Disabilities were in the lowest $50 \%$ of overall accountability, in the lowest quartile of a 3 -year average gap-to-goal ratio, and in the lowest quartile of a 3 -year improvement toward gap-to-goal closure.

## Assessment

## Kindergarten Readiness



Figure 100: Bayou View Elementary School Kindergarten Readiness Assessment: Kindergarten

## Third-Grade Reading Assessment

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

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools. In 2019, the initial passing rate for Bayou View Elementary School was 94.9\%. The 2022 passing rate was $\mathbf{9 2 . 8 \%}$.

## Mississippi Academic Assessment Program [MAAP]

maAP ELA


Figure 101: Bayou View Elementary School MAAP ELA Grades 3 and 4

| BAYOU VIEW ELEMENTARY SCHOOL MAAP ELA GRADE 5 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| $\bigcirc 0.00$ | No. | No. | \|cco |  |
| LEVEL 1 | LEVEL 2 - 2019 | LEVEL 3 <br> - 2021 | $\begin{aligned} & \text { LEVEL } 4 \\ & -2022 \end{aligned}$ | LEVEL 5 |
|  |  | 2019 | 2021 | 2022 |
| PROFICIEN | NT ( $4+5$ ) | 86.6 | 90.1 | 87.5 |
| STATE PRO | FICIENT | 43.1 | 41.5 | 46.5 |

Figure 102: Bayou View Elementary School MAAP ELA Grade 5

You cannot open a book without learning something.

Confucius


## MAAP MATH



Figure 103: Bayou View Elementary School MAAP Math Grades 3 and 4



Figure 104: Bayou View Elementary School MAAP Math Grade 5

## MAAP SCIENCE

| BAYOU VIEW ELEMENTARY SCHOOL MAAP-SCI GRADE 5 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| $\bigcirc 0^{\circ} \mathrm{O}$ |  |  |  |  |
| LEVELI | $\begin{gathered} \text { LEVEL } 2 \\ \\ \hline 2019 \end{gathered}$ | $\begin{aligned} & \text { LEVEL } 3 \\ & \text { E2021 } \end{aligned}$ | $\begin{gathered} \text { LEVEL } 4 \\ \hline 2022 \end{gathered}$ | LEVE |
|  |  |  | 2021 |  |
| PROFICIE | NT (4+5) | 36.6 | 87.4 |  |
| STATE PRO | OFICIENT | 55.8 | 54.3 |  |



Figure 105: Bayou View Elementary School MAAP Science Grade 5

## Personnel



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

## Discipline

| BAYOU VIEW ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ISS |  |  |  | OSS |  |  |  | EXPULSIONS |  |  |  |
|  |  | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| ALL GENDER | ALL | <10 | <5 |  | <5 | <10 | <5 | <5 | <5 | <10 | <5 |  |  |
|  | FEMALE |  |  |  | <5 | <5 |  |  | <5 |  |  |  |  |
|  | MALE |  |  |  | <5 | 5.97 |  | <5 | 5.1 |  |  |  |  |
| RACE | ASIAN |  |  |  |  |  |  |  |  |  |  |  |  |
|  | BLACK OR AFRICAN |  |  |  |  |  |  |  |  |  |  |  |  |
|  | AMERICAN |  |  |  | <5 | 14.6 |  | <5 | <5 |  |  |  |  |
|  | HISPANIC OR LATINO |  |  |  |  | 6.45 |  | <5 | <5 |  |  |  |  |
|  | TWO OR MORE RACES |  |  |  | < | <10 |  |  | <5 |  |  |  |  |
|  | WHITE |  |  |  | <5 | <5 |  | <5 | <5 |  |  |  |  |
| DISABILITY | STUDENTS WITH |  |  |  |  |  |  |  |  |  |  |  |  |
|  | DISABILITIES |  |  |  | <5 | 15.7 |  | 5.36 | 6.5 |  |  |  |  |
|  | STUDENTS WTHOUT DISABILITIES |  |  |  | <5 | <5 |  | <5 | <5 |  |  |  |  |
| EL | LIMITED ENGLISH |  |  |  |  |  |  |  |  |  |  |  |  |
|  | PROFICIENCY |  |  |  |  |  |  |  |  |  |  |  |  |
|  | NON LIMITED ENGLISH PROFICIENCY |  |  |  | <5 | <5 |  |  | <5 |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| (MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Figure 107: Bayou View Elementary School Disciplinary Actions Reported to MDE

## Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Bayou View Elementary School in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty (40) faculty and staff members, twenty-nine (29) parents, and ten (10) students responded to the survey.

## Bayou View Elementary School Faculty/Staff Survey

Please indicate your certification status and your years of experience as an educator.

|  | $\mathbf{1 - 3}$ years | $\mathbf{4 - 1 0}$ years | $\mathbf{1 1 - 2 0}$ years | $\mathbf{2 1 +}$ years |
| :--- | ---: | ---: | ---: | ---: |
| Certified | 6 | 14 | 9 | 10 |
| Classified | 0 | 0 | 0 | 0 |

## Federal Programs

## In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 33 | $82.5 \%$ |
| Agree | 7 | $17.5 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


| I use disaggregated student data to inform classroom decisions and |  |  |
| :--- | ---: | ---: |
| instructional practices. | Count | Percentage |
|  | 25 | $62.5 \%$ |
| Strongly Agree | 13 | $32.5 \%$ |
| Agree | 0 | $0.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 2 | $5.0 \%$ |
| Not Applicable or No Information |  |  |

I use effective, evidence-based strategies for

Developing and using classroom assessments.
Closing the achievement gap between diverse groups of students. $\quad 70.0 \% \quad 25.0 \% \quad 0.0 \% \quad 0.0 \% \quad 5$

| Successful classroom management. | $77.5 \%$ | $22.5 \%$ | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- |

$\begin{array}{llllll}\text { Teaching special needs students. } & 62.5 \% & 30.0 \% & 0.0 \% & 0.0 \% & 7.5 \%\end{array}$
Providing instructions to students with limited English proficiency to improve their language and $\begin{array}{llllll}\text { academic skills. } & 60.0 \% & 30.0 \% & 0.0 \% & 0.0 \% & 10.0 \%\end{array}$

The most common behavior problem in my classroom is:

|  | Count | Percentage |
| :--- | ---: | ---: | ---: |
| Off-task behavior | 21 | $52.5 \%$ |
| Minor disruptions that steal instructional time | 15 | $37.5 \%$ |
| Major classroom disruptions | 0 | $0.0 \%$ |
| Not Applicable | 4 | $10.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Expedited evaluation services for students with learning <br> disabilities | 7 | $17.5 \%$ |
| Expedited evaluation services for students with limited |  |  |
| English | 6 | $15.0 \%$ |
| Expedited evaluation services for gifted and talented | 5 | $12.5 \%$ |
| students | 28 | $70.0 \%$ |
| Additional academic support | 19 | $47.5 \%$ |
| Tutoring | 8 | $20.0 \%$ |
| Enrichment educational services | 24 | $60.0 \%$ |
| Counseling | 12 | $30.0 \%$ |
| Mentors | 17 | $42.5 \%$ |
| School supplies | 9 | $22.5 \%$ |
| Dental referrals | 9 | $22.5 \%$ |
| Medical referrals | 4 | $10.0 \%$ |
| Bullying assistance |  |  |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 18 | $45.0 \%$ |
| Agree | 17 | $42.5 \%$ |
| Disagree | 3 | $7.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $5.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 27 | $67.5 \%$ |
| Agree | 12 | $30.0 \%$ |
| Disagree | 1 | $2.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |



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

Count Percentage

| Embed multicultural education throughout the |  | 17 | $42.5 \%$ |
| :--- | :--- | :--- | :--- |
| curriculum |  |  |  |
| Utilize technology such as class websites, blogs, and |  |  |  |
| videos |  |  |  |
| Utilize structured note-taking formats (i.e., graphic |  |  |  |
| organizers) and teach viewing comprehension |  |  |  |
| strategies |  |  |  |

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

|  | Count | Percentage |
| :--- | :---: | :---: |
| Slow down my speech; use shorter sentences, present <br> tense, synonyms, examples, gestures, and <br> demonstrations | 26 | $65.0 \%$ |
| Use as many mediums as possible to convey <br> information: oral, written, videos, teacher | 28 | $70.0 \%$ |
| demonstration, student demonstration, etc. | 20 | $50.0 \%$ |
| Use think-alouds and think-pair-shares when asking <br> questions; allow wait time for answers | 8 | $20.0 \%$ |
| Use bilingual handouts and cues | 25 | $62.5 \%$ |
| Use visual displays, portable whiteboards, and posters <br> when giving instructions | 25 | $45.0 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 30 | $75.0 \%$ |
| Agree | 10 | $25.0 \%$ |
| 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 | 31 | $77.5 \%$ |
| Agree | 9 | $22.5 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

[^6]For the most part, I am satisfied with our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 25 | $62.5 \%$ |
| Agree | 15 | $37.5 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 29 | $72.5 \%$ |
| Agree | 11 | $27.5 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 26 | $65.0 \%$ |
| Agree | 13 | $32.5 \%$ |
| Disagree | 1 | $2.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| ---: | ---: | ---: |
| Strongly Agree | 22 | $55.0 \%$ |
| Agree | 17 | $42.5 \%$ |
| Disagree | 1 | $2.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 21 | $52.5 \%$ |
| Agree | 16 | $40.0 \%$ |
| Disagree | 2 | $5.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.5 \%$ |

Technology is sufficiently available to support instruction.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 22 | $55.0 \%$ |
| Agree | 17 | $42.5 \%$ |
| Disagree | 1 | $2.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $20.0 \%$ |
| Agree | 18 | $45.0 \%$ |
| Disagree | 11 | $27.5 \%$ |
| Strongly Disagree | 3 | $7.5 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

The school's priorities for the expenditure of funds are appropriate.
Count Percentage

| Strongly Agree | 14 | $35.0 \%$ |
| :--- | ---: | ---: |
| Agree | 25 | $62.5 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.5 \%$ |

How would you rate your morale as a district employee?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Superior | 12 | $30.0 \%$ |
| Above Average | 9 | $22.5 \%$ |
| Average | 17 | $42.5 \%$ |
| Poor | 2 | $5.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

[^7]| I feel safe at my school. | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 24 | $60.0 \%$ |
| Agree | 15 | $37.5 \%$ |
| Disagree | 1 | $2.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 30 | $75.0 \%$ |
| Agree | 9 | $22.5 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.5 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 29 | $72.5 \%$ |
| Agree | 11 | $27.5 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Professional Development

Rank your top ten choices for professional development topics.

|  | \#1 | \#2 | \#3 | \#4 | \#5 | \#6 | \#7 | \#8 | \#9 | \#10 | ALL |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  | 10 | 4 | 5 | 4 | 2 | 1 | 0 | 0 | 2 | 1 | $\mathbf{1}$ |
| Differentiated Instruction | 10 | 3 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 4 | $\mathbf{2}$ |


|  | \#1 | \#2 | \#3 | \#4 | 5 | 6 |  | 8 |  |  | ALL |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reading for at-risk students | 3 | 5 | 5 | 4 | 1 | 0 | 3 | 1 | 3 | 2 | 3 |
| Using technology to enhance instruction | 3 | 5 | 3 | 4 | 1 | 1 | 2 | 3 | 4 | 2 | 4 |
| My specific content area | 2 | 6 | 3 | 2 | 3 | 1 | 0 | 2 | 2 | 1 | 5 |
| Writing strategies | 4 | 3 | 3 | 2 | 3 | 1 | 1 | 2 | 3 | 1 | 6 |
| Successful inclusion strategies | 2 | 1 | 1 | 1 | 6 | 6 | 3 | 2 | 1 | 3 | 7 |
| Conflict resolution | 0 | 1 | 2 | 4 | 4 | 1 | 2 | 6 | 3 | 1 | 8 |
| Interpreting and analyzing student data | 0 | 4 | 2 | 0 | 1 | 4 | 1 | 1 | 0 | 4 | 9 |
| Developing quality assessments | 2 | 0 | 2 | 2 | 3 | 0 | 2 | 2 | 1 | 2 | 10 |
| Teaching and understanding students in poverty | 0 | 2 | 1 | 1 | 2 | 3 | 3 | 1 | 2 | 0 | 11 |
| English Learners | 0 | 2 | 0 | 2 | 0 | 4 | 5 | 1 | 1 | 0 | 12 |
| Response to Intervention (RTI/MTSS) | 0 | 1 | 4 | 1 | 1 | 2 | 2 | 0 | 0 | 2 | 13 |
| Mississippi College and Career Readiness Standards | 0 | 0 | 3 | 4 | 0 | 0 | 2 | 2 | 2 | 3 | 14 |
| Culture sensitivity | 1 | 1 | 2 | 0 | 2 | 3 | 0 | 2 | 2 | 0 | 15 |
| Depth of Knowledge | 0 | 1 | 0 | 0 | 2 | 2 | 2 | 3 | 2 | 1 | 16 |
| Teaching and understanding the needs of homeless students | 0 | 1 | 2 | 1 | 0 | 2 | 1 | 1 | 0 | 1 | 17 |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 19 | $47.5 \%$ |
| Agree | 20 | $50.0 \%$ |
| Disagree | 1 | $2.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


| Teachers have adequate time for opportunities to learn from each other |  |  |
| :--- | ---: | ---: |
| (professional learning communities). | Count | Percentage |
| Strongly Agree | 12 | $30.0 \%$ |
| Agree | 22 | $55.0 \%$ |
| Disagree | 6 | $15.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $35.0 \%$ |
| Agree | 23 | $57.5 \%$ |
| Disagree | 1 | $2.5 \%$ |
| Strongly Disagree | 1 | $2.5 \%$ |
| Not Applicable or No Information | 1 | $2.5 \%$ |

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 16 | $40.0 \%$ |
| Agree | 21 | $52.5 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $7.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 19 | $47.5 \%$ |
| Agree | 18 | $45.0 \%$ |
| Disagree | 2 | $5.0 \%$ |
| Strongly Disagree | 1 | $2.5 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


| I would like further guidance in: |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Arranging my classroom for maximum student learning. | 8 | 20.0\% |
| Keeping my students on task and engaged. | 8 | 20.0\% |
| Strategies for effective classroom management. | 7 | 17.5\% |
| Maintaining high expectations for ALL students. | 5 | 12.5\% |
| Strategies to get students actively engaged in the lesson. | 5 | 12.5\% |
| Improving the knowledge and skills in my content area. | 5 | 12.5\% |
| Developing comprehensive and effective lesson plans. | 2 | 5.0\% |
| Pedagogy and implementing the components of an effective lesson. | 4 | 10.0\% |
| Effective questioning to promote students to think critically. | 9 | 22.5\% |
| Planning lessons/activities to address individual differences. | 6 | 15.0\% |
| Developing and adjusting lessons to meet the needs of diverse learners. | 6 | 15.0\% |
| Designing flexible groups for specific learning or behavioral needs. | 8 | 20.0\% |
| Implementing the Teacher Support Team (TST) process. | 2 | 5.0\% |
| Developing appropriate assessments for varying subgroups | 2 | 5.0\% |
| Analyzing and interpreting student test data. | 3 | 7.5\% |
| Using state standards, objectives, sample test items, and blueprints to develop appropriate assessments. | 3 | 7.5\% |
| Using assessment results to improve instruction. | 7 | 17.5\% |
| The availability of staff development to support my instructional needs is excellent in this school. |  |  |
|  | Count | Percentage |
| Strongly Agree | 16 | 40.0\% |
| Agree | 22 | 55.0\% |
| Disagree | 2 | 5.0\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 0 | 0.0\% |

[^8]| Please select the top five professional learning topics that you feel would be most beneficial to you and your students. |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Cybersafety and Digital Citizenship | 10 | 25.0\% |
| Microsoft Word | 4 | 10.0\% |
| Microsoft Excel | 7 | 17.5\% |
| Microsoft PowerPoint | 1 | 2.5\% |
| Office 365 - Basic Usage (Word, OneDrive, Software Download) | 2 | 5.0\% |
| Office 365 - Classroom Usage (OneNote, Sway, Class Notebook) | 0 | 0.0\% |
| Digital Formative Assessments | 6 | 15.0\% |
| Activity Building with ActivInspire (Promethean Software) | 6 | 15.0\% |
| Classflow (Online Interactive Lessons) | 5 | 12.5\% |
| G-Suite (Google Docs, Google Forms, YouTube, Email, etc.) | 13 | 32.5\% |
| Google Classroom | 14 | 35.0\% |
| Cloud Storage/Services (Dropbox, Google Drive, One Drive) | 3 | 7.5\% |
| Classroom Technology Integration | 12 | 30.0\% |
| Coding (Computer Science) | 22 | 55.0\% |
| Classroom/lab Technology Management and Care | 5 | 12.5\% |
| STEM (Science, Tech, Engineering and Math)/STEAM (Science, Tech, Engineering, Arts, and Math) | 28 | 70.0\% |
| Remote Teaching and Learning | 1 | 2.5\% |
| Kami Digital Classroom Annotation and Markup Application | 11 | 27.5\% |
| Video Conferencing (Zoom, Google Meet, etc.) | 1 | 2.5\% |
| Video Creation and Editing (Screencastify, WeVideo, ScreenCastomatic, etc.) | 7 | 17.5\% |


| Overall, the professional learning I have experienced has helped me to |  |  |
| :--- | ---: | ---: |
| perform better in my job role. | Count | Percentage |
|  | 17 | $42.5 \%$ |
| Strongly Agree | 23 | $57.5 \%$ |
| Agree | 0 | $0.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information |  |  |

## If you have not used the information, activities, or materials from recent professional learning, what factor limited your use?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Time constraints | 31 | $77.5 \%$ |
| I do not have the current technology to support the |  |  |
| act | 2 | $5.0 \%$ |
| I prefer to use other activities | 0 | $0.0 \%$ |
| Other | 7 | $17.5 \%$ |

## I have been given opportunities to present at site level or district level training.

| Strongly Agree | Count | Percentage |
| :--- | ---: | ---: |
| Agree | 18 | $45.0 \%$ |
| Disagree | 19 | $47.5 \%$ |
| Strongly Disagree | 1 | $2.5 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## General Opinion

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.
aculty and staff members from Bayou View Elementary School feel that the school does well in supporting staff and assistants, offering quality leadership, and striving for student success. One faculty member said, "Our school goes over and beyond to include parents, celebrate student success, and grow each and every student." Responding teachers feel there is
room for improvement in facility maintenance, technology, and issues involving classroom interruptions. Another faculty member stated, "BVE is the best elementary school in the district but has the WORST buildings. There are roof leaks constantly and heating and air problems too."

## Bayou View Elementary School Parent Survey

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 21 | $72.4 \%$ |
| Agree | 7 | $24.1 \%$ |
| Disagree | 1 | $3.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

As a parent, I would like more information regarding:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Testing and grades | 15 | $51.7 \%$ |
| Safety in the schools | 15 | $51.7 \%$ |
| Curriculum and learning goals | 16 | $55.2 \%$ |
| Available technology and how it's used in the |  |  |
| classroom | 8 | $27.6 \%$ |
| How to contact my child's teacher | 8 | $27.6 \%$ |
| Homework | 8 | $27.6 \%$ |

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

Count Percentage

| Abuse Prevention | 1 | $3.5 \%$ |
| :--- | :--- | ---: |
| Computer Classes | 4 | $13.8 \%$ |
| Conflict Resolution | 4 | $13.8 \%$ |
| Discipline | 3 | $10.3 \%$ |
| Drug/Alcohol Awareness | 3 | $10.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| English as a Second Language | 2 | $6.9 \%$ |
| Health Classes | 6 | $20.7 \%$ |
| Literacy Classes | 4 | $13.8 \%$ |
| Math Classes | 4 | $13.8 \%$ |
| Parent-to-School Relationships | 13 | $44.8 \%$ |
| Parent/Child Communication | 6 | $20.7 \%$ |
| Preparing for College | 5 | $27.6 \%$ |
| Parenting Workshops | 4 | $17.2 \%$ |
| Social Media Classes | 6 | $20.8 \%$ |
| Stress/Anger Management | 7 | $24.1 \%$ |

Please indicate ways in which you would like to see Title I Parent and Family
Engagement funds spent at the school and/or district level.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Babysitting/childcare at parent meetings | 7 | $24.1 \%$ |
| District and/or school newsletters | 7 | $24.1 \%$ |
| Parent resources in the Family Education Center <br> (computer access, lending library of books, CDs, |  |  |
| videos, education games, etc.) | 7 | $31.0 \%$ |
| Resource materials for parental training | $24.1 \%$ |  |
| Training for parents to work with other parents on <br> becoming involved in the schools | 7 | $24.1 \%$ |
| Travel expenses to attend parent and family <br> engagement/PTA workshops and conferences. | 3 | $10.3 \%$ |
| Home/School folders | 11 | $37.9 \%$ |
| Home/School Planners | 8 | $27.6 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 6 | $20.7 \%$ |
| Agree | 12 | $41.4 \%$ |
| Disagree | 1 | $3.5 \%$ |
| Strongly Disagree | 2 | $6.9 \%$ |
| Not Applicable or No Information | 8 | $27.6 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 16 | $55.2 \%$ |
| Agree | 11 | $37.9 \%$ |
| Disagree | 1 | $3.5 \%$ |
| Strongly Disagree | 1 | $3.5 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |
| Parents feel welcome in our school. |  |  |
|  | Count | Percentage |
| Strongly Agree | 14 | $48.3 \%$ |
| Agree | 13 | $44.8 \%$ |
| Disagree | 1 | $3.5 \%$ |
| Strongly Disagree | 1 | $3.5 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 16 | $55.2 \%$ |
| Agree | 12 | $41.4 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $3.5 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

Bayou View Elementary School

| Our school (district) <br> engagement. | provides sufficient opportunities for parent and family |  |
| :--- | ---: | ---: |
|  | Count | Percentage |
| Strongly Agree | 15 | $51.7 \%$ |
| Agree | 12 | $41.4 \%$ |
| Disagree | 1 | $3.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $3.5 \%$ |

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

| Strongly Agree | 9 | $31.0 \%$ |
| :--- | ---: | ---: |
| Agree | 15 | $51.7 \%$ |
| Disagree | 2 | $6.9 \%$ |
| Strongly Disagree | 1 | $3.5 \%$ |
| Not Applicable or No Information | 2 | $6.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $48.3 \%$ |
| Agree | 13 | $44.8 \%$ |
| Disagree | 1 | $3.5 \%$ |
| Strongly Disagree | 1 | $3.5 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Parent/teacher conference | 18 | $62.1 \%$ |
| Checked my child's grades/assignments online | 23 | $79.3 \%$ |
| Been in contact with my child's teacher | 28 | $96.6 \%$ |
| Received a newsletter from the district, school, or <br> teacher | 27 | $93.1 \%$ |
| Worked with a committee or group on school or <br> district policies | 1 | $3.5 \%$ |

[^9]
## In the past year, I have attended/participated in the following:

Count Percentage


## School Climate and Culture

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

Count Percentage
Strongly Agree $\quad 15 \quad 51.7 \%$
Agree $\quad 12 \quad 41.4 \%$
Disagree 1
Strongly Disagree 1
Not Applicable or No Information $00.0 \%$

Bayou View Elementary School

| In our school (district) students have access to a variety of resources to help |  |  |
| :--- | ---: | ---: |
| them succeed in their learning, such as technology, media centers, and |  |  |
| libraries. | Count | Percentage |
| Strongly Agree | 15 | $51.7 \%$ |
| Agree | 13 | $44.8 \%$ |
| Disagree | 1 | $3.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $48.3 \%$ |
| Agree | 14 | $48.3 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $3.5 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $48.3 \%$ |
| Agree | 13 | $44.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $6.9 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $58.6 \%$ |
| Agree | 4 | $13.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 8 | $27.6 \%$ |

[^10]I am pleased with my preschooler's or kindergartener's progress in the following academic skills:
Strongly Disagree
Not Applicable
or No Information

Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," $\begin{array}{llllll}\text { sounding out unfamiliar words. } & 37.9 \% & 20.7 \% & 0.0 \% & 0.0 \% & 37.9 \%\end{array}$ Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.

|  | $41.4 \%$ | $17.2 \%$ | $0.0 \%$ | $0.0 \%$ |
| :--- | :--- | :--- | :--- | :--- |

Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.
$41.4 \% \quad 17.2 \% \quad 0.0 \% \quad 0.0 \% \quad 37.9 \%$

Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.

| $37.9 \%$ | $10.3 \%$ | $6.9 \%$ | $0.0 \%$ | $41.4 \%$ |
| :--- | :--- | :--- | :--- | :--- |

Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things
$31.0 \% \quad 24.1 \% \quad 3.5 \% \quad 0.0 \% \quad 37.9 \%$

## General Opinion

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.
arents of students from Bayou View Elementary School feel that the school does well in communicating with parents, fostering academic success, and supporting student needs. One parent said, "We love how they have pushed our children to academic excellence. I love seeing the progress they report back during several times per year." Responding parents feel there is room for improvement in parent contact, curriculum, and building and facility maintenance. Another parent stated, "After school activities for students are limited or not available."

## Bayou View Elementary School Student Survey

## Federal Programs

In my experience, teachers in my school (district) are state certified and
effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $20.0 \%$ |
| Agree | 7 | $70.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $10.0 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $30.0 \%$ |
| Agree | 3 | $30.0 \%$ |
| Disagree | 1 | $10.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $30.0 \%$ |

My schoolwork is challenging and requires my best effort.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $20.0 \%$ |
| Agree | 7 | $70.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $10.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1 | $10.0 \%$ |
| Agree | 5 | $50.0 \%$ |
| Disagree | 3 | $30.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $10.0 \%$ |

The grading and evaluation of my class work is fair.
Count Percentage

| Strongly Agree | 0 | $0.0 \%$ |
| :--- | :--- | ---: |
| Agree | 6 | $60.0 \%$ |
| Disagree | 3 | $30.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $10.0 \%$ |

Bayou View Elementary School
Teachers are willing to give students individual help outside of class time.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 4 | $40.0 \%$ |
| Agree | 3 | $30.0 \%$ |
| Disagree | 1 | $10.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $20.0 \%$ |

In my class, time is spent doing work that I find meaningful.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Yes | 6 | $60.0 \%$ |
| No | 4 | $40.0 \%$ |
|  |  |  |
| In my home, I have access to |  |  |
|  | Count | Percentage |
| Internet | 8 | $80.0 \%$ |
| Computer | 10 | $100.0 \%$ |
| Smartphone/Tablet | 8 | $80.0 \%$ |
| Gaming console | 7 | $70.0 \%$ |

I use social media (TikTok, Instagram, Facebook, YouTube, Snapchat, etc.).
Count Percentage

| Daily | 8 | $80.0 \%$ |
| :--- | :--- | ---: |
| 1 or 2 times per week | 1 | $10.0 \%$ |
| A few times per month | 0 | $0.0 \%$ |
| Not at all | 1 | $10.0 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $30.0 \%$ |
| Agree | 3 | $30.0 \%$ |
| Disagree | 2 | $20.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $20.0 \%$ |

[^11]| Parents feel welcome in our school. |  |  |
| :--- | ---: | ---: |
|  | Count | Percentage |
| Strongly Agree | 1 | $10.0 \%$ |
| Agree | 6 | $60.0 \%$ |
| Disagree | 1 | $10.0 \%$ |
| Strongly Disagree | 1 | $10.0 \%$ |
| Not Applicable or No Information | 1 | $10.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $20.0 \%$ |
| Agree | 3 | $30.0 \%$ |
| Disagree | 3 | $30.0 \%$ |
| Strongly Disagree | 1 | $10.0 \%$ |
| Not Applicable or No Information | 1 | $10.0 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $30.0 \%$ |
| Agree | 4 | $40.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 3 | $30.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $20.0 \%$ |
| Agree | 7 | $70.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $10.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1 | $10.0 \%$ |
| Agree | 5 | $50.0 \%$ |
| Disagree | 1 | $10.0 \%$ |
| Strongly Disagree | 1 | $10.0 \%$ |
| Not Applicable or No Information | 2 | $20.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $30.0 \%$ |
| Agree | 5 | $50.0 \%$ |
| Disagree | 2 | $20.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $20.0 \%$ |
| Agree | 4 | $40.0 \%$ |
| Disagree | 1 | $10.0 \%$ |
| Strongly Disagree | 1 | $10.0 \%$ |
| Not Applicable or No Information | 2 | $20.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1 | $10.0 \%$ |
| Agree | 6 | $60.0 \%$ |
| Disagree | 2 | $20.0 \%$ |
| Strongly Disagree | 1 | $10.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## I feel safe at my school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $20.0 \%$ |
| Agree | 3 | $30.0 \%$ |
| Disagree | 1 | $10.0 \%$ |
| Strongly Disagree | 3 | $30.0 \%$ |
| Not Applicable or No Information | 1 | $10.0 \%$ |

[^12] Culture

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1 | $10.0 \%$ |
| Agree | 5 | $50.0 \%$ |
| Disagree | 1 | $10.0 \%$ |
| Strongly Disagree | 2 | $20.0 \%$ |
| Not Applicable or No Information | 1 | $10.0 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $20.0 \%$ |
| Agree | 3 | $30.0 \%$ |
| Disagree | 1 | $10.0 \%$ |
| Strongly Disagree | 1 | $10.0 \%$ |
| Not Applicable or No Information | 3 | $30.0 \%$ |

## General Opinion

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

Students from Bayou View Elementary School feel the school does a good job in maintaining order, teaching core subjects, and caring for student needs One student said, "They want the students to succeed." Students feel there is room for improvement in tutorials, arts and music electives, and breaks within the schedule. Another student stated, "They should try promoting anti-bullying more (that's a huge problem for a lot of people here)."

Bayou View Elementary School
Notes
$\square$
$\square$ $\square$ $\square$

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## Section 9

## Central Elementary School

## Introduction

Central Elementary School is located at 1043 Pass Road in Gulfport, Mississippi. In January of 2023, it served four hundred eighty (480) students, prekindergarten through fifth grade (PK-5). The school's mission is "to provide a safe, nurturing, and academically rich environment where selfworth is valued, expectations are high, and success is the only option." It also supports the district mission, which is "to inspire each student to become a problem solver, lifelong learner, and
 productive member of society."
The school's motto is, "SAIL To Success: Safe, Attentive, In Control, And Ready To Learn!"


## Enrollment

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

CENTRAL ELEMENTARY SCHOOL ENROLLMENT

|  | 2019 | 2020 | 2021 | 2022 | 2023 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | 483 | 483 | 357 | 506 | 480 |
| PK |  |  | 16 | 17 | 17 |
| K | 74 | 80 | 70 | 101 | 93 |
| ELEM_SPED | 106 | 79 |  |  |  |
| GR_1 | 72 | 100 | 49 | 75 | 95 |
| GR_2 | 80 | 85 | 62 | 78 | 72 |
| GR_3 | 70 | 73 | 45 | 79 | 64 |
| GR_4 | 81 | $*$ | 54 | 85 | 64 |
| GR_5 |  | 70 | 75 |  |  |

Figure 108: Central Elementary School Enrollment
CENTRAL ELEMENTARY SCHOOL CHANGES IN ENROLLMENT

|  | 2019 | 2023 | CHANGE |  |
| :--- | ---: | ---: | ---: | ---: |
| ALL | 483 | 480 | -3 | $\mathbf{- 0 . 6 \%}$ |
| PK |  | 17 | $*$ | $*$ |
| K | 74 | 93 | 19 | $\mathbf{2 5 . 7 \%}$ |
| ELEM_SPED |  |  | $*$ | $*$ |
| GR_1 | 106 | 95 | -11 | $\mathbf{- 1 0 . 4 \%}$ |
| GR_2 | 72 | 72 | 0 | $\mathbf{0 . 0 \%}$ |
| GR_3 | 80 | 64 | -16 | $\mathbf{- 2 0 . 0 \%}$ |
| GR_4 | 70 | 64 | $-6 \Downarrow$ | $\mathbf{- 8 . 6 \%}$ |
| GR_5 | 81 | 75 | $-6 \Downarrow 山$ | $\mathbf{- 7 . 4 \%}$ |

Figure 109: Central Elementary School Change in Enrollment

| CENTRAL ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2019 | 2020 | 2021 | 2022 | 2023 |
| ALL | ALL | 483 | 483 | 357 | 506 | 480 |
| GENDER | FEMALE | 239 | 231 | 165 | 262 | 240 |
|  | MALE | 244 | 252 | 192 | 244 | 240 |
| RACE | ASIAN | * |  | * | * | * |
|  | BLACK OR AFRICAN AMERICAN | 346 | 331 | 240 | 336 | 324 |
|  | HISPANIC OR LATINO | 36 | 45 | 44 | 63 | 60 |
|  | TWO OR MORE RACES | 14 | * | * | 27 | 24 |
|  | WHITE | 85 | 86 | 61 | 77 | 68 |

Figure 110: Central Elementary School Enrollment by Demographic Group

## Attendance

## Average Daily Attendance

| CENTRAL ELEMENTARY SCHOOL ADA |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: |
|  | 2018 | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | 2022 |
| ALL | 456.3 | 443.9 | 462.6 | 368.9 | 444.7 |
| K | 89.3 | 69.3 | 78.9 | 62.2 | 93.6 |
| GR_1 | 89.9 | 97.7 | 72.4 | 62.1 | 64.4 |
| GR_2 | 78.0 | 66.8 | 91.2 | 59.4 | 69.6 |
| GR_3 | 60.5 | 70.1 | 83.9 | 68.6 | 66.9 |
| GR_4 | 77.7 | 64.1 | 73.4 | 56.8 | 72.0 |
| GR_5 | 60.8 | 75.8 | 62.8 | 59.9 | 78.2 |

Figure 111: Central Elementary School Average Daily Attendance
Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

CENTRAL ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

|  | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | $94.3 \%$ | $91.9 \%$ | $96.2 \%$ | $109.9 \%$ | $90.9 \%$ |
| K | $93.1 \%$ | $93.7 \%$ | $98.7 \%$ | $88.8 \%$ | $92.7 \%$ |
| GR_1 | $95.7 \%$ | $92.2 \%$ | $91.7 \%$ | $101.7 \%$ | $85.9 \%$ |
| GR_2 | $88.6 \%$ | $92.7 \%$ | $91.2 \%$ | $121.2 \%$ | $89.2 \%$ |
| GR_3 | $94.6 \%$ | $87.6 \%$ | $98.7 \%$ | $110.7 \%$ | $94.3 \%$ |
| GR_4 | $97.1 \%$ | $91.6 \%$ | $100.5 \%$ | $126.1 \%$ | $91.1 \%$ |
| GR_5 | $96.6 \%$ | $93.6 \%$ | $*$ | $110.9 \%$ | $92.0 \%$ |

Figure 112: Central Elementary School ADA as Percentage of Enrollment
Note: Discrepancies in 2020 and 2021 in the figure above have been verified for accuracy with original MDE sources. Possible causes might be late-year enrollments or difficulties with distance-learning attendance records.

Central Elementary School

## Chronic Absence

CENTRAL ELEMENTARY SCHOOL \% CHRONIC ABSENCE


$$
■ 2018 ■ 2019 ■ 2021 \text { ■ } 2022
$$

RACE

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

Figure 113: Central Elementary School Chronic Absence by Demographic Group


## Accountability

## Accountability Measures

## CENTRAL ELEMENTARY SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| RATINGS | B | B | B |
| POINTS | 430 |  | 393 |
| ELA/READING |  |  |  |
| \% PROFICIENT | 44.8 | 31.9 | 39.8 |
| STATE | 41.8 | 35 | 41.9 |
| \% GROWTH | 63.8 |  | 61 |
| STATE | 58.8 |  | 62.1 |
| \% GROWTH LOWEST QUARTILE | 73.5 |  | 61.8 |
| STATE | 56.2 |  | 56.6 |
| MATH |  |  |  |
| \% PROFICIENT | 42.2 | 22.1 | 33.5 |
| STATE | 47 | 36 | 46.8 |
| \% GROWTH | 54.5 |  | 68.7 |
| STATE | 65.2 |  | 72.6 |
| \% GROWTH LOWEST QUARTILE | 65.4 |  | 78.2 |
| STATE | 60 |  | 68.6 |
| (MDE, 2019, 2021, 2022, Accountability) |  |  |  |

Figure 114: Central Elementary School Accountability: ELA and Math

## CENTRAL ELEMENTARY SCHOOL ACCOUNTABILITY

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


COLLEGE/CAREER READINESS

| STATE | 37.4 | 34.3 |  | 42.9 |
| :---: | :---: | :---: | :---: | :---: |
| ACCELERATION |  |  |  |  |
| STATE | 65.9 | 65.7 |  | 73.2 |
| LIMITED ENGLISH PROFICIENCY |  |  |  |  |
| \% PROFICIENT LIMITED ENGLISH PROFICIENCY | 0 |  | 5.2 |  |
| STATE | 17 |  |  | 14.8 |
| \% GROWTH LIMITED ENGLISH PROFICIENCY | 71.4 |  | 45.5 |  |
| STATE | 57.8 |  |  | 51.8 |

## Proficiency by Demographic Group

CENTRAL ELEMENTARY SCHOOL ACCOUNTABILITY READING PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.


Figure 116: Central Elementary School Reading Proficiency by Demographic Group

## CENTRAL ELEMENTARY SCHOOL ACCOUNTABILITY MATH PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

| GENDER | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| FEMALE MALE | 48.9 | 18.9 | $31.4$ |
|  | 36.5 | 24.7 | 35.6 |
| DISABILITY |  |  |  |
| WITH DISABILITIES WITHOUT DISABILITIES | $51.7$ | 25.2 | 40.1 |
|  | 14.3 | 11.1 | 9.1 |
| ENGLISH PROFICIENCY <br> LIMITED ENGLISH PROFICIENCY <br> NON LIMITED ENGLISH PROFICIENCY | 42.3 | $\frac{22.4}{18}$ | ${ }^{33.7} 31$ |
| ECONOMIC STATUS <br> ECONOMICALLY <br> DISADVANTAGED <br> NON ECONOMICALLY <br> DISADVANTAGED |  | $\underline{22}$ | $\begin{gathered} 34 \\ 33.7 \end{gathered}$ |


(MDE, 2019, 2021, 2022, Mississippi Succeeds Report Card)
Figure 117: Central Elementary School Math Proficiency by Demographic Group

## CENTRAL ELEMENTARY SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

| GENDER | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | :---: | :---: | :---: |
| FEMALE | 64.5 |  |  |
| MALE | 48.8 | 43.3 | 41.2 |


| DISABILITY |  |  |  |
| :--- | :---: | :---: | :---: |
| WITH DISABILITIES | 67.3 | 33.3 | 47.4 |
| WITHOUT |  |  |  |
| DISABILITIES | $\mathbf{3 0 . 4}$ |  | $\mathbf{1 8 . 8}$ |
| ENGLISH PROFICIENCY <br> LIMITED ENGLISH <br> PROFICIENCY | 56.3 | 40.4 | 41.2 |

NON LIMITED ENGLISH
PROFICIENCY

ECONOMIC STATUS
ECONOMICALLY
DISADVANTAGED
NON ECONOMICALLY DISADVANTAGED

| RACE |  |
| :---: | :---: |
| $\longrightarrow$ BLACK OR AFRICAN AMERICAN <br> WHITE | (MDE, 2019, 2021, 2022, Mississippi Succeeds Report Card) |

Figure 118: Central Elementary School Science Proficiency by Demographic Group

## Assessment

## Kindergarten Readiness



## CENTRAL ELEMENTARY SCHOOL KINDERGARTEN READINESS ASSESSMENT: KINDERGARTEN



18-19

19-20

Figure 120: Central Elementary School Kindergarten Readiness Assessment: Kindergarten

## Third-Grade Reading Assessment

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

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools. In 2019, the initial passing rate for Central Elementary School was $\mathbf{8 7 . 3 \%}$. The 2022 passing rate was $\mathbf{8 4 . 1 \%}$.

## Mississippi Academic Assessment Program [MAAP]

maAP ELA


Figure 121: Central Elementary School MAAP ELA Grades 3 and 4


Figure 122: Central Elementary School MAAP ELA Grade 5



Figure 123: Central Elementary School MAAP Math Grades 3 and 4



Figure 124: Central Elementary School MAAP Math Grade 5

## MAAP SCIENCE




Figure 125: Central Elementary School MAAP Science Grade 5

## Personnel



Figure 126: Central Elementary School Teaching Staff Experience by Percentage of Teachers

## Discipline

| CENTRAL ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ISS |  |  |  | OSS |  |  |  | EXPULSIONS |  |  |  |
|  |  | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| ALL | ALL | <10 | <5 |  |  | 35.6 | <5 | <5 | 18.5 | <10 | <5 |  |  |
| GENDER | FEMALE |  |  |  |  | 8.33 |  | <5 | 11.6 |  |  |  |  |
|  | MALE | $<10$ |  |  |  | 52.6 |  | <5 | 25.8 |  |  |  |  |
| RACE | ASIAN |  |  |  |  |  |  |  |  |  |  |  |  |
|  | BLACK OR AFRICAN AMERICAN | <10 |  |  |  | 43.1 |  | <5 | 24.2 |  |  |  |  |
|  | HISPANIC OR LATINO |  |  |  |  | <5 |  |  | 6.9 |  |  |  |  |
|  | TWO OR MORE RACES |  |  |  |  | 21.1 |  |  | 10.3 |  |  |  |  |
|  | WHITE |  |  |  |  | 11.2 |  | < 5 | 8.2 |  |  |  |  |
| DISABILITY | STUDENTS WITH DISABILITIES | <10 |  |  |  | 52 |  | <5 | 25.9 |  |  |  |  |
|  | STUDENTS WITHOUT DISABILITIES |  |  |  |  | 15.8 |  | <5 | 16.7 |  |  |  |  |
| EL | LIMITED ENGLISH PROFICIENCY |  |  |  |  | 7.14 |  |  | <5 |  |  |  |  |
|  | NON LIMITED ENGLISH PROFICIENCY | $<10$ |  |  |  | 36.8 |  |  | 20.2 |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| (MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Figure 127: Central Elementary School Disciplinary Actions Reported to MDE

## Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Central Elementary School in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-one (41) faculty and staff members, seventeen (17) parents, and one hundred sixty-nine (169) students responded to the survey.

## Central Elementary School Faculty/Staff Survey

Please indicate your certification status and your years of experience as an educator.

1-3 years $\quad 4-10$ years $\quad 11-20$ years $21+$ years

| Certified | 10 | 5 | 7 | 5 |
| :--- | ---: | :--- | :--- | :--- |
| Classified | 9 | 6 | 1 | 0 |

## Federal Programs

## In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 18 | $43.9 \%$ |
| Agree | 20 | $48.8 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $4.9 \%$ |


| I use disaggregated student data to inform classroom decisions and |  |  |
| :--- | ---: | ---: |
| instructional practices. | Count | Percentage |
|  | 19 | $46.3 \%$ |
| Strongly Agree | 11 | $26.8 \%$ |
| Agree | 2 | $4.9 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 9 | $22.0 \%$ |
| Not Applicable or No Information |  |  |

## I use effective, evidence-based strategies for

Developing and using classroom assessments.
$41.5 \% \quad 41.5 \% \quad 0.0 \% \quad 0.0 \% \quad 17.1 \%$
Closing the achievement gap between diverse groups of students.
$43.9 \% \quad 36.6 \% \quad 2.4 \% \quad 0.0 \% \quad 17.1 \%$
Successful classroom management.
$\begin{array}{llll}46.3 \% & 39.0 \% & 2.4 \% & 0.0 \%\end{array}$
$12.2 \%$
Teaching special needs students. $39.0 \% \quad 36.6 \% \quad 2.4 \% \quad 4.9 \%$
17.1\%

Providing instructions to students with limited English proficiency to improve their language and academic skills.
$41.5 \% \quad 41.5 \% \quad 4.9 \% \quad 0.0 \% \quad 12.2 \%$

The most common behavior problem in my classroom is:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Off-task behavior | 10 | $24.4 \%$ |
| Minor disruptions that steal instructional time | 21 | $51.2 \%$ |
| Major classroom disruptions | 2 | $4.9 \%$ |
| Not Applicable | 8 | $19.5 \%$ |

## Central Elementary School

| Identify the educational needs of the students at your school who meet the |  |  |
| :--- | :---: | :---: |
| homeless definition. | Count | Percentage |
| Expedited evaluation services for students with |  |  |
| learning disabilities | 17 | $41.5 \%$ |
| Expedited evaluation services for students with | 19 | $46.3 \%$ |
| limited English |  |  |
| Expedited evaluation services for gifted and | 13 | $31.7 \%$ |
| talented students | 22 | $53.7 \%$ |
| Additional academic support | 21 | $51.2 \%$ |
| Tutoring | 13 | $31.7 \%$ |
| Enrichment educational services | 26 | $63.4 \%$ |
| Counseling | 23 | $56.1 \%$ |
| Mentors | 26 | $63.4 \%$ |
| School supplies | 14 | $34.2 \%$ |
| Dental referrals | 16 | $39.0 \%$ |
| Medical referrals | 11 | $26.8 \%$ |
| Bullying assistance |  |  |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 15 | $36.6 \%$ |
| Agree | 23 | $56.1 \%$ |
| Disagree | 2 | $4.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $31.7 \%$ |
| Agree | 27 | $65.9 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $29.3 \%$ |
| Agree | 20 | $48.8 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 8 | $19.5 \%$ |

I develop assessments that mirror the format \& complexity of state assessments.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 10 | $24.4 \%$ |
| Agree | 21 | $51.2 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 9 | $22.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 16 | $39.0 \%$ |
| Agree | 15 | $36.6 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 8 | $19.5 \%$ |

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

| Embed multicultural education throughout the | Count | Percentage |
| :--- | ---: | ---: |
| curriculum | 20 | $48.8 \%$ |
| Utilize technology such as class websites, blogs, and <br> videos | 27 | $65.9 \%$ |
| Utilize structured note-taking formats (i.e., graphic <br> organizers) and teach viewing comprehension <br> strategies | 20 | $48.8 \%$ |

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

| Slow down my speech; use shorter sentences, present | Count | Percentage |
| :--- | :---: | :---: |
| tense, synonyms, examples, gestures, and <br> demonstrations | 27 | $65.9 \%$ |
| Use as many mediums as possible to convey <br> information: oral, written, videos, teacher | 25 | $61.0 \%$ |
| demonstration, student demonstration, etc. | 29 | $70.7 \%$ |
| Use think-alouds and think-pair-shares when asking <br> questions; allow wait time for answers | 15 | $36.6 \%$ |
| Use bilingual handouts and cues | 21 | $75.6 \%$ |
| Use visual displays, portable whiteboards, and posters <br> when giving instructions | 31 | $48.8 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 22 | $53.7 \%$ |
| Agree | 17 | $41.5 \%$ |
| Disagree | 2 | $4.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 19 | $46.3 \%$ |
| Agree | 20 | $48.8 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $29.3 \%$ |
| Agree | 25 | $61.0 \%$ |
| Disagree | 3 | $7.3 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $31.7 \%$ |
| Agree | 27 | $65.9 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 21 | $51.2 \%$ |
| Agree | 20 | $48.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

Count Percentage

| Strongly Agree | 17 | $41.5 \%$ |
| :--- | ---: | ---: |
| Agree | 23 | $56.1 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 20 | $48.8 \%$ |
| Agree | 19 | $46.3 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

Technology is sufficiently available to support instruction.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 19 | $46.3 \%$ |
| Agree | 20 | $48.8 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 5 | $12.2 \%$ |
| Agree | 18 | $43.9 \%$ |
| Disagree | 13 | $31.7 \%$ |
| Strongly Disagree | 2 | $4.9 \%$ |
| Not Applicable or No Information | 3 | $7.3 \%$ |

The school's priorities for the expenditure of funds are appropriate.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $31.7 \%$ |
| Agree | 22 | $53.7 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 5 | $12.2 \%$ |

How would you rate your morale as a district employee?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Superior | 10 | $24.4 \%$ |
| Above Average | 16 | $39.0 \%$ |
| Average | 13 | $31.7 \%$ |
| Poor | 2 | $4.9 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


| I feel safe at my school. | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 11 | $26.8 \%$ |
| Agree | 29 | $70.7 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 21 | $51.2 \%$ |
| Agree | 18 | $43.9 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $4.9 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 28 | $68.3 \%$ |
| Agree | 13 | $31.7 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Professional Development

Rank your top ten choices for professional development topics.

|  | \#1 | \#2 | \#3 | \#4 | \#5 | \#6 | \#7 | \#8 | \#9 | \#10 | ALL |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | 13 | 3 | 1 | 1 | 1 | 4 | 2 | 0 | 0 | 0 | $\mathbf{1}$ |
| Classroom Management | 3 | 8 | 3 | 7 | 2 | 1 | 0 | 0 | 1 | 0 | $\mathbf{2}$ |


|  | \#1 |  | \#3 |  |  |  |  |  |  |  |  | ALL |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Differentiated Instruction | 5 | 9 |  | 1 | 2 | 3 | 1 | 3 | 0 | 1 | 1 | 3 |
| Teaching and understanding students in poverty | 2 | 4 |  | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 4 | 4 |
| Successful inclusion strategies | 1 | 3 |  | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | 5 |
| Response to Intervention (RTI/MTSS) | 1 | 2 |  | 4 | 4 | 3 | 0 | 1 | 4 | 0 | 1 | 6 |
| Writing strategies | 2 | 1 |  | 3 | 4 | 2 | 2 | 1 | 2 | 1 | 2 | 7 |
| My specific content area | 5 | 1 |  | 3 | 0 | 2 | 2 | 1 | 1 | 0 | 2 | 8 |
| Culture sensitivity | 1 | 0 |  | 3 | 2 | 2 | 5 | 3 | 2 | 2 | 0 | 9 |
| English Learners | 4 | 2 |  | 2 | 1 | 0 | 1 | 4 | 0 | 1 | 1 | 10 |
| Conflict resolution | 0 | 1 |  | 2 | 4 | 4 | 2 | 0 | 3 | 3 | 1 | 11 |
| Using technology to enhance instruction | 1 | 1 |  | 5 | 2 | 2 | 0 | 2 | 0 | 0 | 1 | 12 |
| Interpreting and analyzing student data | 1 | 0 |  | 1 | 1 | 3 | 3 | 0 | 2 | 3 | 2 | 13 |
| Teaching and understanding the needs of homeless students | 0 | 0 |  | 2 | 0 | 2 | 3 | 3 | 3 | 1 | 1 | 14 |
| Depth of Knowledge | 0 | 1 |  | 2 | 1 | 0 | 2 | 0 | 3 | 4 | 1 | 15 |
| Developing quality assessments | 0 | 1 |  | 1 | 1 | 2 | 1 | 3 | 1 | 2 | 0 | 15 |
| Mississippi College and Career Readiness Standards | 0 | 2 |  | 0 | 2 | 1 | 0 | 1 | 1 | 0 | 2 | 17 |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 10 | $24.4 \%$ |
| Agree | 26 | $63.4 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 4 | $9.8 \%$ |


| Teachers have adequate time for opportunities to learn from each other |  |  |
| :--- | ---: | ---: |
| (professional learning communities). | Count | Percentage |
| Strongly Agree | 7 | $17.1 \%$ |
| Agree | 25 | $61.0 \%$ |
| Disagree | 4 | $9.8 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 4 | $9.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $19.5 \%$ |
| Agree | 25 | $61.0 \%$ |
| Disagree | 2 | $4.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 6 | $14.6 \%$ |

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $29.3 \%$ |
| Agree | 21 | $51.2 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 6 | $14.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $31.7 \%$ |
| Agree | 19 | $46.3 \%$ |
| Disagree | 5 | $12.2 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 3 | $7.3 \%$ |


| I would like further guidance in: |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Arranging my classroom for maximum student learning. | 7 | 17.1\% |
| Keeping my students on task and engaged. | 14 | 34.2\% |
| Strategies for effective classroom management. | 8 | 19.5\% |
| Maintaining high expectations for ALL students. | 13 | 31.7\% |
| Strategies to get students actively engaged in the lesson. | 15 | 36.6\% |
| Improving the knowledge and skills in my content area. | 14 | 34.2\% |
| Developing comprehensive and effective lesson plans. | 6 | 14.6\% |
| Pedagogy and implementing the components of an effective lesson. | 4 | 9.8\% |
| Effective questioning to promote students to think critically. | 9 | 22.0\% |
| Planning lessons/activities to address individual differences. | 12 | 29.3\% |
| Developing and adjusting lessons to meet the needs of diverse learners. | 12 | 29.3\% |
| Designing flexible groups for specific learning or behavioral needs. | 12 | 29.3\% |
| Implementing the Teacher Support Team (TST) process. | 7 | 17.1\% |
| Developing appropriate assessments for varying subgroups | 10 | 24.4\% |
| Analyzing and interpreting student test data. | 10 | 24.4\% |
| Using state standards, objectives, sample test items, and blueprints to develop appropriate assessments. | 9 | 22.0\% |
| Using assessment results to improve instruction. | 11 | 26.8\% |

## The availability of staff development to support my instructional needs is excellent in this school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $19.5 \%$ |
| Agree | 24 | $58.5 \%$ |
| Disagree | 5 | $12.2 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 4 | $9.8 \%$ |


| Please select the top five professional learning topics that you feel would be most beneficial to you and your students. |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Cybersafety and Digital Citizenship | 10 | 24.4\% |
| Microsoft Word | 5 | 12.2\% |
| Microsoft Excel | 3 | 7.3\% |
| Microsoft PowerPoint | 11 | 26.8\% |
| Office 365 - Basic Usage (Word, OneDrive, Software |  |  |
| Download) | 4 | 9.8\% |
| Office 365 - Classroom Usage (OneNote, Sway, Class |  |  |
| Notebook) | 3 | 7.3\% |
| Digital Formative Assessments | 8 | 19.5\% |
| Activity Building with ActivInspire (Promethean |  |  |
| Software) | 7 | 17.1\% |
| Classflow (Online Interactive Lessons) | 12 | 29.3\% |
| G-Suite (Google Docs, Google Forms, YouTube, |  |  |
| Email, etc.) | 15 | 36.6\% |
| Google Classroom | 28 | 68.3\% |
| Cloud Storage/Services (Dropbox, Google Drive, |  |  |
| One Drive) | 4 | 9.8\% |
| Classroom Technology Integration | 12 | 29.3\% |
| Coding (Computer Science) | 9 | 22.0\% |
| Classroom/lab Technology Management and Care | 2 | 4.9\% |
| STEM (Science, Tech, Engineering and Math)/STEAM (Science, Tech, Engineering, Arts, and Math) | 13 | 31.7\% |
| Remote Teaching and Learning | 5 | 12.2\% |
| Kami Digital Classroom Annotation and Markup |  |  |
| Application | 10 | 24.4\% |
| Video Conferencing (Zoom, Google Meet, etc.) | 8 | 19.5\% |
| Video Creation and Editing (Screencastify, WeVideo, ScreenCastomatic, etc.) | 9 | 22.0\% |
|  |  |  |
| Overall, the professional learning I have experienced has helped me to perform better in my job role. |  |  |
|  |  |  |
|  | Count | Percentage |
| Strongly Agree | 11 | 26.8\% |
| Agree | 26 | 63.4\% |
| Disagree | 0 | 0.0\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 4 | 9.8\% |

## If you have not used the information, activities, or materials from recent professional learning, what factor limited your use?

|  | Count | Percentage |
| :--- | ---: | ---: | ---: |
| Time constraints | 16 | $39.0 \%$ |
| I do not have the current technology to support the |  |  |
| act | 3 | $7.3 \%$ |
| I prefer to use other activities | 3 | $7.3 \%$ |
| Other | 19 | $46.3 \%$ |
| I have been given opportunities to present at site level or district level training. |  |  |
|  | Count | Percentage |
| Strongly Agree | 11 | $26.8 \%$ |
| Agree | 12 | $29.3 \%$ |
| Disagree | 4 | $9.8 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 13 | $31.7 \%$ |

## General Opinion

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.
aculty and staff members from Central Elementary School feel that the school does well in providing classrooms with resources, supporting teacher needs, and maintaining facilities and infrastructure throughout the school. One faculty member said, "Our administrators have worked so hard to create a POSITIVE atmosphere! Expectations are clear and known." Responding teachers feel there is room for improvement in the areas of human resource needs, instructional planning needs, and campus safety concerns. Another faculty member stated, "I feel that the district focuses too much on testing and micro-manages teachers. The district should let teachers who are thriving do their job and stop adding things to their plate."

## Central Elementary School Parent Survey

| Federal Programs |  |  |
| :--- | ---: | ---: |
| In my experience, teachers in my school (district) <br> effective. |  |  |
|  | Count | Percentage |
| Strongly Agree | 3 | $17.7 \%$ |
| Agree | 10 | $58.8 \%$ |
| Disagree | 1 | $5.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $17.7 \%$ |
| As a parent, I would like more information regarding: | Count | Percentage |
|  | 9 | $52.9 \%$ |
| Testing and grades | 7 | $41.2 \%$ |
| Safety in the schools | 10 | $58.8 \%$ |
| Curriculum and learning goals |  |  |
| Available technology and how it's used in the | 8 | $47.1 \%$ |
| classroom | 4 | $23.5 \%$ |
| How to contact my child's teacher | 5 | $29.4 \%$ |
| Homework |  |  |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Abuse Prevention | 3 | $17.7 \%$ |
| Computer Classes | 6 | $35.3 \%$ |
| Conflict Resolution | 4 | $23.5 \%$ |
| Discipline | 4 | $23.5 \%$ |
| Drug/Alcohol Awareness | 3 | $17.7 \%$ |
| English as a Second Language | 2 | $11.8 \%$ |
| Health Classes | 1 | $5.9 \%$ |
| Literacy Classes | 3 | $17.7 \%$ |
| Math Classes | 5 | $29.4 \%$ |
| Parent-to-School Relationships | 2 | $11.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Parent/Child Communication | 3 | $17.7 \%$ |
| Preparing for College | 3 | $17.7 \%$ |
| Parenting Workshops | 2 | $11.8 \%$ |
| Social Media Classes | 2 | $11.8 \%$ |
| Stress/Anger Management | 4 | $23.5 \%$ |
| Understanding College- and Career-Ready Standards | 4 | $23.5 \%$ |

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Babysitting/childcare at parent meetings | 4 | $23.5 \%$ |
| District and/or school newsletters | 2 | $11.8 \%$ |
| Parent resources in the Family Education Center <br> (computer access, lending library of books, CDs, | 8 | $47.1 \%$ |
| videos, education games, etc.) | 6 | $35.3 \%$ |
| Resource materials for parental training |  |  |
| Training for parents to work with other parents on <br> becoming involved in the schools | 3 | $17.7 \%$ |
| Travel expenses to attend parent and family <br> engagement/PTA workshops and conferences. | 1 | $5.9 \%$ |
| Home/School folders | 6 | $35.3 \%$ |
| Home/School Planners | 6 | $35.3 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 6 | $35.3 \%$ |
| Agree | 8 | $47.1 \%$ |
| Disagree | 1 | $5.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $11.8 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $17.7 \%$ |
| Agree | 11 | $64.7 \%$ |
| Disagree | 2 | $11.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $5.9 \%$ |

## Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 5 | $29.4 \%$ |
| Agree | 10 | $58.8 \%$ |
| Disagree | 1 | $5.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $5.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $17.7 \%$ |
| Agree | 8 | $47.1 \%$ |
| Disagree | 4 | $23.5 \%$ |
| Strongly Disagree | 1 | $5.9 \%$ |
| Not Applicable or No Information | 1 | $5.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 4 | $23.5 \%$ |
| Agree | 6 | $35.3 \%$ |
| Disagree | 2 | $11.8 \%$ |
| Strongly Disagree | 1 | $5.9 \%$ |
| Not Applicable or No Information | 4 | $23.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $11.8 \%$ |
| Agree | 10 | $58.8 \%$ |
| Disagree | 1 | $5.9 \%$ |
| Strongly Disagree | 1 | $5.9 \%$ |
| Not Applicable or No Information | 3 | $17.7 \%$ |

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

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

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Parent/teacher conference | 8 | $47.1 \%$ |
| Checked my child's grades/assignments online | 8 | $47.1 \%$ |
| Been in contact with my child's teacher | 11 | $64.7 \%$ |
| Received a newsletter from the district, school, or <br> teacher | 10 | $58.8 \%$ |
| Worked with a committee or group on school or <br> district policies | 2 | $11.8 \%$ |
| Attended a workshop, parent night, or other event <br> geared toward helping me help my child |  |  |
| academically | 4 | $23.5 \%$ |
| Attended a performance, athletic event, <br> celebration, or awards ceremony involving my child <br> and/or his or her peers |  |  |
| Volunteered at my child's school | 8 | $47.1 \%$ |

## On social media, I follow

|  | Twitter | Facebook |
| :--- | ---: | ---: |
| Gulfport School District | $5.9 \%$ | $29.4 \%$ |
| GSD Athletics | $5.9 \%$ | $5.9 \%$ |
| My child's school | $5.9 \%$ | $17.7 \%$ |
| Other GSD clubs/organizations | $5.9 \%$ | $5.9 \%$ |

How often do you visit these websites?

|  | Daily | 1 or 2 times <br> per week | A few times <br> per month | Not at <br> all |
| :--- | ---: | ---: | ---: | ---: |
| GSD's Facebook page | $11.8 \%$ | $11.8 \%$ | $11.8 \%$ | $64.7 \%$ |
| GSD's website | $11.8 \%$ | $5.9 \%$ | $29.4 \%$ | $52.9 \%$ |
| Your child's school's website | $5.9 \%$ | $11.8 \%$ | $29.4 \%$ | $52.9 \%$ |
| Your child's teacher's webpage | $11.8 \%$ | $11.8 \%$ | $17.7 \%$ | $58.8 \%$ |
| The parent portal to view grades, <br> attendance, and progress | $11.8 \%$ | $23.5 \%$ | $23.5 \%$ | $41.2 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 4 | $23.5 \%$ |
| Agree | 9 | $52.9 \%$ |
| Disagree | 1 | $5.9 \%$ |
| Strongly Disagree | 2 | $11.8 \%$ |
| Not Applicable or No Information | 1 | $5.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 4 | $23.5 \%$ |
| Agree | 10 | $58.8 \%$ |
| Disagree | 2 | $11.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $5.9 \%$ |


| This school (district) provides a clean, well-maintained, and pleasant |  |  |
| :--- | ---: | ---: |
| environment for learning. |  |  |
|  | Count | Percentage |
| Strongly Agree | 5 | $29.4 \%$ |
| Agree | 10 | $58.8 \%$ |
| Disagree | 1 | $5.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $5.9 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 6 | $35.3 \%$ |
| Agree | 8 | $47.1 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $17.7 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 6 | $35.3 \%$ |
| Agree | 7 | $41.2 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 4 | $23.5 \%$ |

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:

Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," $\begin{array}{llllll}\text { sounding out unfamiliar words. } & 29.4 \% & 47.1 \% & 0.0 \% & 0.0 \% & 17.7 \%\end{array}$ Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.
$35.3 \% \quad 29.4 \% \quad 11.8 \% \quad 5.9 \% \quad 11.8 \%$

Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.
23.5\%
$41.2 \%$
$5.9 \% \quad 0.0 \%$
23.5\%

Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods and recognizing the uses of maps and globes.
$41.2 \% \quad 29.4 \% \quad 5.9 \% \quad 0.0 \% \quad 17.7 \%$

Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things
$17.7 \% \quad 35.3 \% \quad 5.9 \% \quad 0.0 \% \quad 23.5 \%$

## General Opinion

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

Parents of students from Central Elementary School feel that the school does well at hiring quality teachers, creating a positive environment for education, and supporting student academic needs. One parent said, "The teachers reach out to me by text, and I really appreciate that. I also can reach the teachers by text, and they generally get back to me within 24 hours." Responding parents feel there is room for improvement in curriculum, transportation, and behavior management. Another parent stated, "We need to improve on the morning drop-off route for the children. The parents hold up traffic in the middle of the road trying to turn into the school."

## Central Elementary School Student Survey

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 56 | $33.1 \%$ |
| Agree | 85 | $50.3 \%$ |
| Disagree | 12 | $7.1 \%$ |
| Strongly Disagree | 2 | $1.2 \%$ |
| Not Applicable or No Information | 14 | $8.3 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 54 | $32.0 \%$ |
| Agree | 80 | $47.3 \%$ |
| Disagree | 12 | $7.1 \%$ |
| Strongly Disagree | 8 | $4.7 \%$ |
| Not Applicable or No Information | 15 | $8.9 \%$ |

My schoolwork is challenging and requires my best effort.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 85 | $50.3 \%$ |
| Agree | 64 | $37.9 \%$ |
| Disagree | 14 | $8.3 \%$ |
| Strongly Disagree | 3 | $1.8 \%$ |
| Not Applicable or No Information | 3 | $1.8 \%$ |

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 | 41 | $24.3 \%$ |
| Agree | 90 | $53.3 \%$ |
| Disagree | 15 | $8.9 \%$ |
| Strongly Disagree | 4 | $2.4 \%$ |
| Not Applicable or No Information | 19 | $11.2 \%$ |

The grading and evaluation of my class work is fair.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 50 | $29.6 \%$ |
| Agree | 78 | $46.2 \%$ |
| Disagree | 22 | $13.0 \%$ |
| Strongly Disagree | 11 | $6.5 \%$ |
| Not Applicable or No Information | 8 | $4.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 53 | $31.4 \%$ |
| Agree | 71 | $42.0 \%$ |
| Disagree | 18 | $10.7 \%$ |
| Strongly Disagree | 14 | $8.3 \%$ |
| Not Applicable or No Information | 11 | $6.5 \%$ |

In my class, time is spent doing work that 1 find meaningful.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Yes | 138 | $81.7 \%$ |
| No | 31 | $18.3 \%$ |
| In my home, I have access to |  |  |
| Internet | Count | Percentage |
| Computer | 147 | $87.0 \%$ |
| Smartphone/Tablet | 114 | $6.5 \%$ |
| Gaming console | 128 | $91.1 \%$ |

I use social media (TikTok, Instagram, Facebook, YouTube, Snapchat, etc.).

|  | Count | Percentage |
| :--- | ---: | ---: |
| Daily | 128 | $75.7 \%$ |
| 1 or 2 times per week | 19 | $11.2 \%$ |
| A few times per month | 13 | $7.7 \%$ |
| Not at all | 9 | $5.3 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 68 | $40.2 \%$ |
| Agree | 70 | $41.4 \%$ |
| Disagree | 10 | $5.9 \%$ |
| Strongly Disagree | 4 | $2.4 \%$ |
| Not Applicable or No Information | 17 | $10.1 \%$ |


| Parents feel welcome in our school. |  |  |
| :--- | ---: | ---: |
| Count | Percentage |  |
| Strongly Agree | 59 | $34.9 \%$ |
| Agree | 79 | $46.8 \%$ |
| Disagree | 15 | $8.9 \%$ |
| Strongly Disagree | 9 | $5.3 \%$ |
| Not Applicable or No Information | 7 | $4.1 \%$ |
|  |  |  |
| For the most part, I am satisfied with our school. | Count | Percentage |
| Strongly Agree | 61 | $36.1 \%$ |
| Agree | 62 | $36.7 \%$ |
| Disagree | 23 | $13.6 \%$ |
| Strongly Disagree | 14 | $8.3 \%$ |
| Not Applicable or No Information | 9 | $5.3 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 68 | $40.2 \%$ |
| Agree | 70 | $41.4 \%$ |
| Disagree | 16 | $9.5 \%$ |
| Strongly Disagree | 7 | $4.1 \%$ |
| Not Applicable or No Information | 8 | $4.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 69 | $40.8 \%$ |
| Agree | 77 | $45.6 \%$ |
| Disagree | 13 | $7.7 \%$ |
| Strongly Disagree | 4 | $2.4 \%$ |
| Not Applicable or No Information | 6 | $3.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 52 | $30.8 \%$ |
| Agree | 71 | $42.0 \%$ |
| Disagree | 25 | $14.8 \%$ |
| Strongly Disagree | 14 | $8.3 \%$ |
| Not Applicable or No Information | 7 | $4.1 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 75 | $44.4 \%$ |
| Agree | 65 | $38.5 \%$ |
| Disagree | 10 | $5.9 \%$ |
| Strongly Disagree | 9 | $5.3 \%$ |
| Not Applicable or No Information | 10 | $5.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 57 | $33.7 \%$ |
| Agree | 65 | $38.5 \%$ |
| Disagree | 25 | $14.8 \%$ |
| Strongly Disagree | 8 | $4.7 \%$ |
| Not Applicable or No Information | 14 | $8.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 43 | $25.4 \%$ |
| Agree | 74 | $43.8 \%$ |
| Disagree | 29 | $17.2 \%$ |
| Strongly Disagree | 16 | $9.5 \%$ |
| Not Applicable or No Information | 7 | $4.1 \%$ |
| I feel safe at my school. |  |  |
|  | Count | Percentage |
| Strongly Agree | 60 | $35.5 \%$ |
| Agree | 59 | $34.9 \%$ |
| Disagree | 25 | $14.8 \%$ |
| Strongly Disagree | 18 | $10.7 \%$ |
| Not Applicable or No Information | 7 | $4.1 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 60 | $35.5 \%$ |
| Agree | 57 | $33.7 \%$ |
| Disagree | 19 | $11.2 \%$ |
| Strongly Disagree | 9 | $5.3 \%$ |
| Not Applicable or No Information | 24 | $14.2 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 59 | $34.9 \%$ |
| Agree | 65 | $38.5 \%$ |
| Disagree | 18 | $10.7 \%$ |
| Strongly Disagree | 5 | $3.0 \%$ |
| Not Applicable or No Information | 22 | $13.0 \%$ |

## General Opinion

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

Qtudents from Central Elementary School feel the school or district is doing a good job in supporting student needs, fostering success, and keeping students safe on campus. One student said, "Central Elementary provides good and needed food for the kids. They keep the place clean, teachers are awesome, [it's] very safe, and treats everyone fairly." Students feel there is room for improvement in facilities, student activities, and technology. Another student stated, "They should make more of an effort to help people with their mental health."

Central Elementary School
Notes

## Section 10

## Pass Road Elementary School

## Introduction

Pass Road Elementary School is located at 37 Pass Road in Gulfport, Mississippi. In January of 2023, it served three hundred ninety-eight (398) students, prekindergarten through fifth grade (PK-5). The school supports the district mission, which is "to inspire each student to become a problem solver, lifelong learner, and productive member of society." According to the latest school newsletter, "We strive for excellence in academics while providing social and emotional support for all."


The school's motto is "We are Learning today, so we can Lead tomorrow." Its mascot is "Sea Kings."


## Enrollment

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

## PASS ROAD ELEMENTARY SCHOOL ENROLLMENT

|  | 2019 | 2020 | 2021 | 2022 | 2023 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | 399 | 391 | 520 | 398 | 398 |
| PK |  |  | 16 | 17 | 17 |
| K | 56 | 75 | 82 | 69 | 64 |
| GR_1 | 65 | 68 | 95 | 66 | 71 |
| GR_2 | 63 | 60 | 86 | 61 | 70 |
| GR_3 | 67 | 59 | 84 | 65 | 58 |
| GR_4 | 62 | 59 | 75 | 64 | 62 |
| GR_5 | 86 | 70 | 82 | 56 | 56 |

Figure 128: Pass Road Elementary School Enrollment

| PASS ROAD ELEMENTARY SCHOOL CHANGES IN ENROLLMENT |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2023 | CHA |  |
| ALL | 399 | 398 | -1 | -0.3\% |
| PK |  | 17 | * | * |
| K | 56 | 64 | 8 | 14.3\% |
| GR_1 | 65 | 71 | 6 | 9.2\% |
| GR_2 | 63 | 70 | 7 | 11.1\% |
| GR_3 | 67 | 58 | -9 | -13.4\% |
| GR_4 | 62 | 62 | 0 | 0.0\% |
| GR_5 | 86 | 56 | -30 | -34.9\% |

Figure 129: Pass Road Elementary School Change in Enrollment

| PASS ROAD ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2019 | 2020 | 2021 | 2022 | 2023 |
| ALL | ALL | 399 | 391 | 520 | 398 | 398 |
| GENDER | FEMALE | 188 | 189 | 257 | 191 | 193 |
|  | MALE | 211 | 202 | 263 | 207 | 205 |
| RACE | ASIAN | * | * | * | * |  |
|  | BLACK OR AFRICAN AMERICAN | 230 | 241 | 345 | 232 | 219 |
|  | HISPANIC OR LATINO | 53 | 43 | 45 | 44 | 49 |
|  | TWO OR MORE RACES | 17 | 12 | 38 | 31 | 29 |
|  | WHITE | 94 | 90 | 88 | 85 | 99 |

Figure 130: Pass Road Elementary School Enrollment by Demographic Group

## Attendance

## Average Daily Attendance

| PASS ROAD ELEMENTARY SCHOOL ADA |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: |
|  | 2018 | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| ALL | 380.7 | 372.8 | 361.7 | 422.8 | 355.2 |
| K | 59.8 | 49.3 | 67.2 | 71.5 | 61.4 |
| GR_1 | 62.9 | 62.8 | 64.3 | 79.1 | 62.1 |
| GR_2 | 65.8 | 58.6 | 57.7 | 67.0 | 56.4 |
| GR_3 | 55.2 | 62.0 | 52.9 | 70.2 | 60.8 |
| GR_4 | 79.3 | 56.3 | 52.2 | 64.7 | 62.3 |
| GR_5 | 57.7 | 83.8 | 67.4 | 70.4 | 52.1 |

Figure 131: Pass Road Elementary School Average Daily Attendance

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

## PASS ROAD ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | $92.7 \%$ | $93.1 \%$ | $92.5 \%$ | $84.0 \%$ | $93.3 \%$ |
| K | $92.0 \%$ | $88.0 \%$ | $89.5 \%$ | $87.2 \%$ | $89.0 \%$ |
| GR_1 | $91.2 \%$ | $96.5 \%$ | $94.6 \%$ | $83.2 \%$ | $94.1 \%$ |
| GR_2 | $91.4 \%$ | $93.1 \%$ | $96.2 \%$ | $77.9 \%$ | $92.5 \%$ |
| GR_3 | $96.8 \%$ | $92.6 \%$ | $89.7 \%$ | $83.6 \%$ | $93.6 \%$ |
| GR_4 | $93.3 \%$ | $90.8 \%$ | $88.5 \%$ | $86.3 \%$ | $97.3 \%$ |
| GR_5 | $91.6 \%$ | $97.4 \%$ | $96.3 \%$ | $85.8 \%$ | $93.1 \%$ |

Figure 132: Pass Road Elementary School ADA as Percentage of Enrollment

## Chronic Absence



MDE, 2018,2019,2021, 2022, Mississippi Succeeds Report Card
Figure 133: Pass Road Elementary School Chronic Absence by Demographic Group


## Accountability

## Accountability Measures

## PASS ROAD ELEMENTARY SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 |  | 2022 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| RATINGS | A | A |  | A |  |
| POINTS | 465 |  |  | 461 |  |
| ELA/READING |  |  |  |  |  |
| \% PROFICIENT | 53.8 | 43.9 |  | 55.6 |  |
| STATE |  |  | 35 |  | 41.9 |
| \% GROWTH | 70 |  |  | 70.9 |  |
| STATE |  |  |  |  | 62.1 |
| \% GROWTH LOWEST QUARTILE | 67.9 |  |  | 75.9 |  |
| STATE |  |  |  |  | 56.6 |
| MATH |  |  |  |  |  |
| \% PROFICIENT | 58.5 | 33.3 |  | 48 |  |
| STATE |  |  | 36 |  | 46.8 |
| \% GROWTH | 62.8 |  |  | 63.7 |  |
| STATE |  |  |  |  | 72.6 |
| \% GROWTH LOWEST QUARTILE | 53.7 |  |  | 66.1 |  |


| STATE | 60 | 68.6 |
| :--- | :--- | :--- |

(MDE, 2019, 2021, 2022, Accountability)
Figure 134: Pass Road Elementary School Accountability: ELA and Math

## PASS ROAD ELEMENTARY SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| SCIENCE/HISTORY |  |  |  |
| \% PROFICIENT SCIENCE | 75 | 41.8 | 72 |
| State | 56.2 | 49.6 | 55.5 |
| \% PROFICIENT HISTORY |  |  |  |
| StATE | 55.7 | 47.8 | 69.4 |
| COLLEGE/CAREER |  |  |  |

COLLEGE/CAREER READINESS


Figure 135: Pass Road Elementary School Accountability: Science, History, Other

## Proficiency by Demographic Group

| PASS ROAD ELEMENTARY SCHOOL ACCOUNTABILITY READING PROFICIENCY BY DEMOGRAPHIC GROUP |  |  |  |
| :---: | :---: | :---: | :---: |
| Note: Accountability was not measured in 2020 because of the pandemic. |  |  |  |
| GENDER | 2019 | 2021 | 2022 |
| FEMALE | 56.3 | 43.6 | 62.8 |
| MALE | 51.9 | 44.2 | 48.2 |
| DISABILITY |  |  |  |
| WITH DISABILITIES | 57.7 | 50.3 |  |
| . 6 |  | 7.1 | 13.8 |
| ENGLISH PROFICIENCY <br> LIMITED ENGLISH PROFICIENCY <br> NON LIMITED ENGLISH PROFICIENCY |  |  | $55.47$ |
| ECONOMIC STATUS <br> ECONOMICALLY <br> DISADVANTAGED <br> NON ECONOMICALLY <br> DISADVANTAGED |  | $62.5$ <br> 40.1 | $54.4$ |
| RACE |  |  |  |

Figure 136: Pass Road Elementary School Reading Proficiency by Demographic Group

PASS ROAD ELEMENTARY SCHOOL ACCOUNTABILITY MATH PROFICIENCY BY DEMOGRAPHIC GROUP

| Note: Accountability was not measured in 2020 because of the pandemic. |  |  |  |
| :---: | :---: | :---: | :---: |
| GENDER | 2019 | 2021 | 2022 |
| FEMALE MALE | $50.6$ | $\frac{26.6}{40.0}$ | $\frac{45.3}{50.6}$ |
| DISABILITY <br> WITH DISABILITIES WITHOUT DISABILITIES | $\begin{gathered} 64.3 \\ 22.2 \end{gathered}$ | $37.9$ $7.1$ | $\begin{aligned} & 52.8 \\ & \hline 24.1 \end{aligned}$ |
| ENGLISH PROFICIENCY <br> LIMITED ENGLISH PROFICIENCY <br> NON LIMITED ENGLISH PROFICIENCY | $\stackrel{59.0}{50}$ | $\frac{32.6}{43}$ | $46.564$ |
| ECONOMIC STATUS <br> ECONOMICALLY <br> DISADVANTAGED <br> NON ECONOMICALLY <br> DISADVANTAGED | $59$ $55.8$ | $\frac{33}{28.7}$ | $\underbrace{47}_{45.0}$ |
| RACE $\qquad$ BLACK OR AFRICAN AMERICAN $\qquad$ HISPANIC OR LATINO $\qquad$ TWO OR MORE RACES <br> - - WHITE | 71.4 <br> 64.7 <br> 52.7 | 50. <br> 44. <br> 25. <br> Mississippi |  |

Figure 137: Pass Road Elementary School Math Proficiency by Demographic Group

## PASS ROAD ELEMENTARY SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP



Figure 138: Pass Road Elementary School Science Proficiency by Demographic Group

## Assessment

## Kindergarten Readiness



## PASS ROAD ELEMENTARY SCHOOL KINDERGARTEN READINESS ASSESSMENT: KINDERGARTEN


$\qquad$

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools. In 2019, the initial passing rate for Pass Road Elementary School was 79.7\%. The 2022 passing rate was $\mathbf{7 8 . 5 \%}$.

## Mississippi Academic Assessment Program [MAAP]

maAP ELA

|  | AD EL <br> OL M <br> GRAD | EMENT <br> AAP ELA <br> E 3 | ARY $\operatorname{\sigma a}_{\alpha}^{\top} \stackrel{\infty}{\circ}$ | PASS ROA SCHO | AD ELE <br> OL MA RADE $\stackrel{\infty}{\mathrm{m}} \underset{\sim}{\infty} \stackrel{m}{\sim}$ | MENTA <br> AP ELA <br> 4 $\stackrel{a}{\mathrm{~m}} \circ \stackrel{\circ}{\mathrm{~N}} \stackrel{0}{\mathrm{~N}}$ | RY $\stackrel{\vdots}{\mathrm{N}} \stackrel{\circ}{\circ} \stackrel{\circ}{\circ}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - 2019 - 2021 - 2022 |  |  | LEVEL 5 | LEVEL 1 | LEVEL 3 <br> - 2021 | $\begin{aligned} & \text { LEVEL } 4 \\ & ■ 2022 \end{aligned}$ | LEVEL 5 |
|  | 2019 | 2021 | 2022 |  | 20 | 2021 | 2022 |
| PROFICIENT ( $4+5$ ) | 54.7 | 36.6 | 55.4 | PROFICIENT ( $4+5$ ) | 50.0 | 35.9 | 39.4 |
| STATE PROFICIENT | 48.3 | 34.8 | 46. | STATE PROFICIENT | 48.5 | 37.2 | 43. |

Figure 141: Pass Road Elementary School MAAP ELA Grades 3 and 4

| PASS ROAD ELEMENTARY SCHOOL MAAP ELA GRADE 5 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| + ${ }^{\circ}$ is |  | crim | - | ¢ |
| LEVEL 1 | $\begin{array}{r} \text { LEVEL } 2 \\ \quad-201 \end{array}$ | LEVEL 3 <br> - 2021 | $\begin{gathered} \quad \text { LEVEL } 4 \\ -2022 \end{gathered}$ | LEVEL 5 |
|  |  | 2019 | 2021 | 2022 |
| PROFICIENT ( $4+5$ |  | 54.0 | 52.9 | 61.1 |
| STATE PROFICIENT |  | 43.1 | 41.5 | 46.5 |

Figure 142: Pass Road Elementary School MAAP ELA Grade 5


PASS ROAD ELEMENTARY SCHOOL MAAP MATH GRADE 3


|  | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | ---: | ---: | ---: |
| PROFICIENT (4 +5) | 59.4 | $\mathbf{3 3 . 8}$ | 53.8 |
| STATE PROFICIENT | 51.4 | $\mathbf{3 4 . 9}$ | $\mathbf{4 9 . 5}$ |

## PASS ROAD ELEMENTARY SCHOOL MAAP MATH GRADE 4



Figure 143: Pass Road Elementary School MAAP Math Grades 3 and 4


Figure 144: Pass Road Elementary School MAAP Math Grade 5

## MAAP SCIENCE

> PASS ROAD ELEMENTARY SCHOOL MAAP-SCI GRADE 5

| 二 $\stackrel{\text { ¢ }}{\square} \mathrm{O}$ | $\stackrel{\bar{\circ}}{\substack{\circ}}$ |  |  | $\underset{-\infty}{\stackrel{m}{m}}$ |
| :---: | :---: | :---: | :---: | :---: |
| LEVEL 1 | $\begin{aligned} & \text { LEVEL } 2 \\ & \quad=2018 \end{aligned}$ | LEVEL 3 <br> - 2021 | $\begin{aligned} & \quad \text { LEVEL } 4 \\ & =2022 \end{aligned}$ | LEVEL 5 |
|  |  | 2019 | 2021 | 2022 |
| PROFICIENT ( $4+5$ ) |  | 73.6 | 43.5 | 68.5 |
| STATE PROFICIENT |  | 55.8 | 54.3 | 58.1 |



Figure 145: Pass Road Elementary School MAAP Science Grade 5

## Personnel



Figure 146: Pass Road Elementary School Teaching Staff Experience by Percentage of Teachers

## Discipline

| PASS ROAD ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ISS |  |  |  | OSS |  |  |  | EXPULSIONS |  |  |  |
|  |  | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| ALL | ALL | <10 | <5 |  |  | 28.92 | <5 | <5 | 5.4 | $<10$ | <5 |  |  |
| GENDER | FEMALE |  |  |  |  | 8.08 |  | <5 | <5 | <5 |  |  |  |
|  | MALE | <10 |  |  |  | 40.56 |  | <5 | 7.4 | $<10$ |  |  |  |
| RACE | ASIAN |  |  |  |  |  |  |  |  |  |  |  |  |
|  | BLACK OR AFRICAN | $<10$ |  |  |  | 39.84 |  | $<5$ | 6.2 | $<10$ |  |  |  |
|  | HISPANIC OR LATINO |  |  |  |  | <5 |  | <5 |  |  |  |  |  |
|  | TWO OR MORE RACES |  |  |  |  | 17.65 |  | <5 | <5 |  |  |  |  |
|  | WHITE |  |  |  |  | 6.52 |  |  | 6.3 | <5 |  |  |  |
| DISABILITY | STUDENTS WITH DISABILITIES |  |  |  |  | 21.88 |  | <5 | 7 | <5 |  |  |  |
|  | STUDENTS WITHOUT DISABILITIES | $<10$ |  |  |  | 26.22 |  | <5 | 5.1 | $<10$ |  |  |  |
| EL | LIMITED ENGLISH PROFICIENCY |  |  |  |  |  |  |  |  |  |  |  |  |
|  | NON LIMITED ENGLISH PROFICIENCY | $<10$ |  |  |  | 31.58 |  |  | 5.9 | $<10$ |  |  |  |
| (MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Figure 147: Pass Road Elementary School Disciplinary Actions Reported to MDE

## Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Pass Road Elementary School in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Thirty (30) faculty and staff members, twenty-four (24) parents, and one hundred two (102) students responded to the survey.

## Pass Road Elementary School Faculty/Staff Survey

Please indicate your certification status and your years of experience as an educator.

1-3 years $\quad 4-10$ years $\quad 11-20$ years $\quad 21+$ years

| Certified | 3 | 3 | 6 | 7 |
| :--- | :--- | :--- | :--- | :--- |
| Classified | 3 | 4 | 2 | 3 |

## Federal Programs

## In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $56.7 \%$ |
| Agree | 13 | $43.3 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


| I use disaggregated student data to inform classroom decisions and <br> instructional practices. |  |  |
| :--- | ---: | ---: |
|  | Count | Percentage |
| Strongly Agree | 8 | $26.7 \%$ |
| Agree | 15 | $50.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 7 | $23.3 \%$ |

I use effective, evidence-based strategies for

| Developing and using classroom assessments. | 36.7\% | 40.0\% | 0.0\% | 0.0\% | 23.3\% |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Closing the achievement gap between diverse groups of students. | 43.3\% | 36.7\% | 0.0\% | 0.0\% | 20.0\% |
| Successful classroom management. | 43.3\% | 43.3\% | 0.0\% | 0.0\% | 13.3\% |
| Teaching special needs students. | 30.0\% | 50.0\% | 3.3\% | 0.0\% | 16.7\% |
| Providing instructions to students with limited English proficiency to improve their language and academic skills. | 33.3\% | 46.7\% | 0.0\% | 0.0\% | 20.0\% |

The most common behavior problem in my classroom is:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Off-task behavior | 11 | $36.7 \%$ |
| Minor disruptions that steal instructional time | 10 | $33.3 \%$ |
| Major classroom disruptions | 2 | $6.7 \%$ |
| Not Applicable | 7 | $23.3 \%$ |


|  | Count | Percentage |
| :---: | :---: | :---: |
| Expedited evaluation services for students with learning disabilities | 11 | 36.7\% |
| Expedited evaluation services for students with limited English | 11 | 36.7\% |
| Expedited evaluation services for gifted and talented students | 7 | 23.3\% |
| Additional academic support | 14 | 46.7\% |
| Tutoring | 12 | 40.0\% |
| Enrichment educational services | 9 | 30.0\% |
| Counseling | 22 | 73.3\% |
| Mentors | 13 | 43.3\% |
| School supplies | 18 | 60.0\% |
| Dental referrals | 13 | 43.3\% |
| Medical referrals | 10 | 33.3\% |
| Bullying assistance | 7 | 23.3\% |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 11 | $36.7 \%$ |
| Agree | 16 | $53.3 \%$ |
| Disagree | 2 | $6.7 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $3.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 16 | $53.3 \%$ |
| Agree | 12 | $40.0 \%$ |
| Disagree | 2 | $6.7 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


|  | Count | Percentage |
| :---: | :---: | :---: |
| Strongly Agree | 12 | 40.0\% |
| Agree | 8 | 26.7\% |
| Disagree | 1 | 3.3\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 9 | 30.0\% |
| I develop assessments that mirror the format \& complexity of state assessments. |  |  |
|  | Count | Percentage |
| Strongly Agree | 9 | 30.0\% |
| Agree | 11 | 36.7\% |
| Disagree | 0 | 0.0\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 10 | 33.3\% |
| I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning. |  |  |
|  | Count | Percentage |
| Strongly Agree | 11 | 36.7\% |
| Agree | 11 | 36.7\% |
| Disagree | 0 | 0.0\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 8 | 26.7\% |

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

Count Percentage
$\left.\begin{array}{lcc}\text { Embed multicultural education throughout the } & & \\ \text { curriculum }\end{array}\right)$

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

| Slow down my speech; use shorter sentences, present <br> tense, synonyms, examples, gestures, and <br> demonstrations | Count | Percentage |
| :--- | :---: | :---: |
| Use as many mediums as possible to convey <br> information: oral, written, videos, teacher <br> demonstration, student demonstration, etc. | 23 | $76.7 \%$ |
| Use think-alouds and think-pair-shares when asking <br> questions; allow wait time for answers | 15 | $50.0 \%$ |
| Use bilingual handouts and cues | 15 | $50.0 \%$ |
| Use visual displays, portable whiteboards, and posters <br> when giving instructions | 7 | $23.3 \%$ |
| Create and display word walls (displays of high- <br> frequency words for a unit, arranged alphabetically) | 15 | $50.0 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $43.3 \%$ |
| Agree | 17 | $56.7 \%$ |
| 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 | 17 | $56.7 \%$ |
| Agree | 13 | $43.3 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $56.7 \%$ |
| Agree | 11 | $36.7 \%$ |
| Disagree | 2 | $6.7 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $43.3 \%$ |
| Agree | 15 | $50.0 \%$ |
| Disagree | 2 | $6.7 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 19 | $63.3 \%$ |
| Agree | 11 | $36.7 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

Count Percentage

| Strongly Agree | 13 | $43.3 \%$ |
| :--- | ---: | ---: |
| Agree | 17 | $56.7 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $43.3 \%$ |
| Agree | 16 | $53.3 \%$ |
| Disagree | 1 | $3.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

Technology is sufficiently available to support instruction.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $56.7 \%$ |
| Agree | 13 | $43.3 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 7 | $23.3 \%$ |
| Agree | 16 | $53.3 \%$ |
| Disagree | 3 | $10.0 \%$ |
| Strongly Disagree | 1 | $3.3 \%$ |
| Not Applicable or No Information | 3 | $10.0 \%$ |

The school's priorities for the expenditure of funds are appropriate.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $26.7 \%$ |
| Agree | 17 | $56.7 \%$ |
| Disagree | 1 | $3.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 4 | $13.3 \%$ |

How would you rate your morale as a district employee?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Superior | 12 | $40.0 \%$ |
| Above Average | 10 | $33.3 \%$ |
| Average | 7 | $23.3 \%$ |
| Poor | 1 | $3.3 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


| I feel safe at my school. | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $46.7 \%$ |
| Agree | 10 | $33.3 \%$ |
| Disagree | 6 | $20.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 19 | $63.3 \%$ |
| Agree | 9 | $30.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $6.7 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| ---: | ---: | ---: |
| Strongly Agree | 23 | $76.7 \%$ |
| Agree | 7 | $23.3 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Professional Development

Rank your top ten choices for professional development topics.

|  | \#1 | \#2 | \#3 | \#4 | \#5 | \#6 | \#7 | \#8 | \#9 | \#10 | ALL |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  | 4 | 2 | 5 | 2 | 3 | 2 | 3 | 1 | 0 | 0 | $\mathbf{1}$ |
| Reading for at-risk students | 4 | 3 | 4 | 3 | 2 | 0 | 4 | 1 | 1 | 1 | $\mathbf{2}$ |

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## Pass Road Elementary School

| Rank your top ten choices for professional development topics. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 |  |  | 4 | 5 | 6 |  | 7 | \#8 | \# |  |  | ALL |
| Teaching and understanding students in poverty |  |  | 2 | 3 | 2 | 3 |  | 0 | 1 |  | 0 | 1 | 0 | 3 |
| Classroom Management |  |  | 4 | 1 | 1 | 1 |  | 2 | 1 |  | 0 | 3 | 0 | 4 |
| Writing strategies |  |  | 3 | 3 | 4 | 0 |  | 2 | 1 |  | 2 | 1 | 1 | 5 |
| Successful inclusion strategies |  |  | 2 | 1 | 6 | 0 |  | 2 | 2 |  | 5 | 0 | 2 | 6 |
| My specific content area |  |  | 4 | 1 | 2 | 1 |  | 1 | 1 |  | 1 | 0 | 0 | 7 |
| Developing quality assessments |  |  | 3 | 2 | 0 | 3 |  | 0 | 2 |  | 1 | 0 | 0 | 8 |
| English Learners |  |  | 0 | 2 | 2 | 2 |  | 2 | 1 |  | 3 | 2 | 0 | 9 |
| Conflict resolution |  |  | 2 | 0 | 1 | 1 |  | 0 | 1 |  | 2 | 3 | 2 | 9 |
| Teaching and understanding the needs of homeless students |  |  | 0 | 1 | 2 | 2 |  | 4 | 0 |  | 0 | 0 | 1 | 11 |
| Culture sensitivity |  |  | 1 | 0 | 0 | 2 |  | 3 | 1 |  | 0 | 2 | 0 | 12 |
| Response to Intervention (RTI/MTSS) |  |  | 2 | 1 | 0 | 1 |  | 1 | 1 |  | 1 | 1 | 3 | 13 |
| Depth of Knowledge |  |  | 0 | 1 | 1 | 0 |  | 2 | 0 |  | 0 | 4 | 1 | 14 |
| Using technology to enhance instruction |  |  | 1 | 2 | 1 | 0 |  | 1 | 1 |  | 1 | 1 | 2 | 15 |
| Interpreting and analyzing student data |  |  | 0 | 1 | 1 | 1 |  | 1 | 2 |  | 2 | 0 | 3 | 16 |
| Mississippi College and Career Readiness Standards |  |  | 0 | 0 | 0 | 2 |  | 1 | 2 |  |  | 0 | 2 | 17 |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 11 | $36.7 \%$ |
| Agree | 15 | $50.0 \%$ |
| Disagree | 2 | $6.7 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $6.7 \%$ |


| Teachers have adequate time for opportunities to learn from each other (professional learning communities). |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Strongly Agree | 4 | 13.3\% |
| Agree | 19 | 63.3\% |
| Disagree | 6 | 20.0\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 1 | 3.3\% |
| The professional development I received this year provided me with strategies that were incorporated into my instructional delivery. |  |  |
|  | Count | Percentage |
| Strongly Agree | 5 | 16.7\% |
| Agree | 13 | 43.3\% |
| Disagree | 3 | 10.0\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 9 | 30.0\% |
| Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement. |  |  |
|  | Count | Percentage |
| Strongly Agree | 9 | 30.0\% |
| Agree | 14 | 46.7\% |
| Disagree | 1 | 3.3\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 6 | 20.0\% |
| The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers. |  |  |
|  | Count | Percentage |
| Strongly Agree | 12 | 40.0\% |
| Agree | 15 | 50.0\% |
| Disagree | 1 | 3.3\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 2 | 6.7\% |


| I would like further guidance in: |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Arranging my classroom for maximum student learning. | 4 | 13.3\% |
| Keeping my students on task and engaged. | 10 | 33.3\% |
| Strategies for effective classroom management. | 8 | 26.7\% |
| Maintaining high expectations for ALL students. | 11 | 36.7\% |
| Strategies to get students actively engaged in the lesson. | 9 | 30.0\% |
| Improving the knowledge and skills in my content area. | 5 | 16.7\% |
| Developing comprehensive and effective lesson plans. | 1 | 3.3\% |
| Pedagogy and implementing the components of an effective lesson. | 2 | 6.7\% |
| Effective questioning to promote students to think critically. | 5 | 16.7\% |
| Planning lessons/activities to address individual differences. | 6 | 20.0\% |
| Developing and adjusting lessons to meet the needs of diverse learners. | 3 | 10.0\% |
| Designing flexible groups for specific learning or behavioral needs. | 4 | 13.3\% |
| Implementing the Teacher Support Team (TST) process. | 3 | 10.0\% |
| Developing appropriate assessments for varying subgroups | 5 | 16.7\% |
| Analyzing and interpreting student test data. | 4 | 13.3\% |
| Using state standards, objectives, sample test items, and blueprints to develop appropriate assessments. | 5 | 16.7\% |
| Using assessment results to improve instruction. | 6 | 20.0\% |
| The availability of staff development to support my instructional needs is excellent in this school. |  |  |
|  | Count | Percentage |
| Strongly Agree | 11 | 36.7\% |
| Agree | 13 | 43.3\% |
| Disagree | 1 | 3.3\% |
| Strongly Disagree | 2 | 6.7\% |
| Not Applicable or No Information | 3 | 10.0\% |


| Please select the top five professional learning topics that you feel would be most beneficial to you and your students. |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Cybersafety and Digital Citizenship | 8 | 26.7\% |
| Microsoft Word | 3 | 10.0\% |
| Microsoft Excel | 3 | 10.0\% |
| Microsoft PowerPoint | 4 | 13.3\% |
| Office 365 - Basic Usage (Word, OneDrive, Software |  |  |
| Download) | 2 | 6.7\% |
| Office 365 - Classroom Usage (OneNote, Sway, Class |  |  |
| Notebook) | 6 | 20.0\% |
| Digital Formative Assessments | 7 | 23.3\% |
| Activity Building with ActivInspire (Promethean |  |  |
| Software) | 10 | 33.3\% |
| Classflow (Online Interactive Lessons) | 6 | 20.0\% |
| G-Suite (Google Docs, Google Forms, YouTube, Email, etc.) | 11 | 36.7\% |
| Google Classroom | 17 | 56.7\% |
| Cloud Storage/Services (Dropbox, Google Drive, One |  |  |
| Drive) | 6 | 20.0\% |
| Classroom Technology Integration | 5 | 16.7\% |
| Coding (Computer Science) | 7 | 23.3\% |
| Classroom/lab Technology Management and Care | 3 | 10.0\% |
| STEM (Science, Tech, Engineering and Math)/STEAM (Science, Tech, Engineering, Arts, and Math) | 12 | 40.0\% |
| Remote Teaching and Learning | 1 | 3.3\% |
| Kami Digital Classroom Annotation and Markup |  |  |
| Application | 8 | 26.7\% |
| Video Conferencing (Zoom, Google Meet, etc.) | 3 | 10.0\% |
| Video Creation and Editing (Screencastify, WeVideo, ScreenCastomatic, etc.) | 4 | 13.3\% |

Overall, the professional learning I have experienced has helped me to perform better in my job role.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 10 | $33.3 \%$ |
| Agree | 16 | $53.3 \%$ |
| Disagree | 1 | $3.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $10.0 \%$ |

## Pass Road Elementary School

## If you have not used the information, activities, or materials from recent professional learning, what factor limited your use?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Time constraints | 11 | $36.7 \%$ |
| I do not have the current technology to support the |  |  |
| act | 1 | $3.3 \%$ |
| I prefer to use other activities | 5 | $16.7 \%$ |
| Other | 13 | $43.3 \%$ |

I have been given opportunities to present at site level or district level training.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $26.7 \%$ |
| Agree | 15 | $50.0 \%$ |
| Disagree | 2 | $6.7 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 5 | $16.7 \%$ |

## General Opinion

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.
aculty and staff members from Pass Road Elementary School feel that the school does well in communicating with stakeholders, providing opportunities for students, and working together as a cohesive unit. One faculty member said, "I think the district does a good job pushing all learners and providing professional development." Responding teachers feel there is room for improvement in exam pressure, cafeteria choices, and community needs. Another faculty member stated, "I would like to see more security improvements available at our school."

## Pass Road Elementary School Parent Survey



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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Abuse Prevention | 2 | $8.3 \%$ |
| Computer Classes | 5 | $20.8 \%$ |
| Conflict Resolution | 5 | $20.8 \%$ |
| Discipline | 3 | $12.5 \%$ |
| Drug/Alcohol Awareness | 2 | $8.3 \%$ |
| English as a Second Language | 8 | $33.3 \%$ |
| Health Classes | 5 | $20.8 \%$ |
| Literacy Classes | 3 | $12.5 \%$ |
| Math Classes | 3 | $12.5 \%$ |
| Parent-to-School Relationships | 7 | $29.2 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Parent/Child Communication | 6 | $25.0 \%$ |
| Preparing for College | 6 | $25.0 \%$ |
| Parenting Workshops | 4 | $16.7 \%$ |
| Social Media Classes | 3 | $12.5 \%$ |
| Stress/Anger Management | 6 | $25.0 \%$ |
| Understanding College- and Career-Ready Standards | 3 | $12.5 \%$ |

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Babysitting/childcare at parent meetings | 7 | $29.2 \%$ |
| District and/or school newsletters | 3 | $12.5 \%$ |
| Parent resources in the Family Education Center <br> (computer access, lending library of books, CDs, <br> videos, education games, etc.) | 8 | $33.3 \%$ |
| Resource materials for parental training | 2 | $8.3 \%$ |
| Training for parents to work with other parents on <br> becoming involved in the schools | 9 | $37.5 \%$ |
| Travel expenses to attend parent and family <br> engagement/PTA workshops and conferences. | 3 | $12.5 \%$ |
| Home/School folders | 4 | $16.7 \%$ |
| Home/School Planners | 9 | $37.5 \%$ |

## Curriculum and Instruction

| The programs of this school (district) |
| :--- |
| meet the requirement of students with |
| special needs (handicapped, learning disabled, gifted and talented, etc.). |
| Count |
| Percentage |
| Strongly Agree |
| Agree |
| Disagree |
| Strongly Disagree |
| Not Applicable or No Information |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 11 | $45.8 \%$ |
| Agree | 11 | $45.8 \%$ |
| Disagree | 1 | $4.2 \%$ |
| Strongly Disagree | 1 | $4.2 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $50.0 \%$ |
| Agree | 10 | $41.7 \%$ |
| Disagree | 1 | $4.2 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $4.2 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 15 | $62.5 \%$ |
| Agree | 6 | $25.0 \%$ |
| Disagree | 2 | $8.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $4.2 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 9 | $37.5 \%$ |
| Agree | 10 | $41.7 \%$ |
| Disagree | 3 | $12.5 \%$ |
| Strongly Disagree | 1 | $4.2 \%$ |
| Not Applicable or No Information | 1 | $4.2 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 7 | $29.2 \%$ |
| Agree | 12 | $50.0 \%$ |
| Disagree | 5 | $20.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 11 | $45.8 \%$ |
| Agree | 11 | $45.8 \%$ |
| Disagree | 2 | $8.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Parent/teacher conference | 14 | $58.3 \%$ |
| Checked my child's grades/assignments online | 12 | $50.0 \%$ |
| Been in contact with my child's teacher | 19 | $79.2 \%$ |
| Received a newsletter from the district, school, or <br> teacher | 16 | $66.7 \%$ |
| Worked with a committee or group on school or <br> district policies | 1 | $4.2 \%$ |
| Attended a workshop, parent night, or other event <br> geared toward helping me help my child |  |  |
| academically | 6 | $25.0 \%$ |
| Attended a performance, athletic event, <br> celebration, or awards ceremony involving my child <br> and/or his or her peers | 13 | $54.2 \%$ |
| Volunteered at my child's school | 4 | $16.7 \%$ |

[^14]| On social media, I follow |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | Twitter | Facebook |
| Gulfport School District |  |  | 4.2\% | 58.3\% |
| GSD Athletics |  |  | 0.0\% | 16.7\% |
| My child's school |  |  | 4.2\% | 62.5\% |
| Other GSD clubs/organizations |  |  | 4.2\% | 4.2\% |
|  |  |  |  |  |
| How often do you visit these web |  |  |  |  |
|  |  | 1 or 2 times | A few times | Not at |
|  | Daily | per week | per month | all |
| GSD's Facebook page | 8.3\% | 29.2\% | 29.2\% | 33.3\% |
| GSD's website | 8.3\% | 29.2\% | 37.5\% | 25.0\% |
| Your child's school's website | 12.5\% | 29.2\% | 33.3\% | 25.0\% |
| Your child's teacher's webpage | 4.2\% | 16.7\% | 33.3\% | 45.8\% |
| The parent portal to view grades, attendance, and progress | 8.3\% | 25.0\% | 37.5\% | 29.2\% |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $50.0 \%$ |
| Agree | 11 | $45.8 \%$ |
| Disagree | 1 | $4.2 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $50.0 \%$ |
| Agree | 11 | $45.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $4.2 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 11 | $45.8 \%$ |
| Agree | 12 | $50.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $4.2 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Technology

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

|  | 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 | $8.3 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $70.8 \%$ |
| Agree | 3 | $12.5 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 4 | $16.7 \%$ |

[^15]
## I am pleased with my preschooler's or kindergartener's progress in the

 following academic skills:|  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Pass Road Elementary School

## General Opinion

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.
arents of students from Pass Road Elementary School feel that the school does a good job in communicating with parents, caring for students with special needs, and caring for student wellbeing. One parent said, "They have a wonderful staff at PRE. I always feel welcome and love my student's administration and teachers." Responding parents feel there is room for improvement in accommodations for disabled students, field trips, and security. Another parent stated, "I would like to see teachers and staff members better trained in how to deal with students with special needs, such as autism, sensory disorders, etc."

## Pass Road Elementary School Student Survey

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 58 | $56.9 \%$ |
| Agree | 36 | $35.3 \%$ |
| Disagree | 2 | $2.0 \%$ |
| Strongly Disagree | 1 | $1.0 \%$ |
| Not Applicable or No Information | 5 | $4.9 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 55 | $53.9 \%$ |
| Agree | 38 | $37.3 \%$ |
| Disagree | 2 | $2.0 \%$ |
| Strongly Disagree | 2 | $2.0 \%$ |
| Not Applicable or No Information | 5 | $4.9 \%$ |

My schoolwork is challenging and requires my best effort.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 54 | $52.9 \%$ |
| Agree | 40 | $39.2 \%$ |
| Disagree | 8 | $7.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 23 | $22.6 \%$ |
| Agree | 54 | $52.9 \%$ |
| Disagree | 21 | $20.6 \%$ |
| Strongly Disagree | 1 | $1.0 \%$ |
| Not Applicable or No Information | 3 | $2.9 \%$ |

The grading and evaluation of my class work is fair.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 33 | $32.4 \%$ |
| Agree | 49 | $48.0 \%$ |
| Disagree | 15 | $14.7 \%$ |
| Strongly Disagree | 2 | $2.0 \%$ |
| Not Applicable or No Information | 3 | $2.9 \%$ |


| Teachers are willing to give students individual help outside of class time. |  |  |
| :--- | ---: | ---: |
|  | Count | Percentage |
| Strongly Agree | 34 | $33.3 \%$ |
| Agree | 56 | $54.9 \%$ |
| Disagree | 4 | $3.9 \%$ |
| Strongly Disagree | 2 | $2.0 \%$ |
| Not Applicable or No Information | 6 | $5.9 \%$ |

In my class, time is spent doing work that I find meaningful.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Yes | 82 | $80.4 \%$ |
| No | 20 | $19.6 \%$ |


| In my home, I have access to |  |  |
| :--- | ---: | ---: |
| Count | Percentage |  |
| Internet | 94 | $92.2 \%$ |
| Computer | 70 | $68.6 \%$ |
| Smartphone/Tablet | 95 | $93.1 \%$ |
| Gaming console | 83 | $81.4 \%$ |

I use social media (TikTok, Instagram, Facebook, YouTube, Snapchat, etc.).

|  | Count | Percentage |
| :--- | ---: | ---: |
| Daily | 73 | $71.6 \%$ |
| 1 or 2 times per week | 10 | $9.8 \%$ |
| A few times per month | 8 | $7.8 \%$ |
| Not at all | 11 | $10.8 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 56 | $54.9 \%$ |
| Agree | 34 | $33.3 \%$ |
| Disagree | 2 | $2.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 10 | $9.8 \%$ |

[^16]| Parents feel welcome in our school. |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Strongly Agree | 45 | 44.1\% |
| Agree | 39 | 38.2\% |
| Disagree | 6 | 5.9\% |
| Strongly Disagree | 4 | 3.9\% |
| Not Applicable or No Information | 8 | 7.8\% |
| For the most part, I am satisfied with our school. |  |  |
|  | Count | Percentage |
| Strongly Agree | 35 | 34.3\% |
| Agree | 45 | 44.1\% |
| Disagree | 14 | 13.7\% |
| Strongly Disagree | 7 | 6.9\% |
| Not Applicable or No Information | 1 | 1.0\% |
| School Climate and Culture |  |  |
| Our school (district) provides students and teachers with a safe and orderly environment for learning. |  |  |
|  | Count | Percentage |
| Strongly Agree | 45 | 44.1\% |
| Agree | 48 | 47.1\% |
| Disagree | 6 | 5.9\% |
| Strongly Disagree | 1 | 1.0\% |
| Not Applicable or No Information | 2 | 2.0\% |
| In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries. |  |  |
|  | Count | Percentage |
| Strongly Agree | 46 | 45.1\% |
| Agree | 49 | 48.0\% |
| Disagree | 2 | 2.0\% |
| Strongly Disagree | 3 | 2.9\% |
| Not Applicable or No Information | 2 | 2.0\% |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 29 | $28.4 \%$ |
| Agree | 38 | $37.3 \%$ |
| Disagree | 16 | $15.7 \%$ |
| Strongly Disagree | 14 | $13.7 \%$ |
| Not Applicable or No Information | 5 | $4.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 52 | $51.0 \%$ |
| Agree | 35 | $34.3 \%$ |
| Disagree | 6 | $5.9 \%$ |
| Strongly Disagree | 2 | $2.0 \%$ |
| Not Applicable or No Information | 7 | $6.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 20 | $19.6 \%$ |
| Agree | 39 | $38.2 \%$ |
| Disagree | 6 | $5.9 \%$ |
| Strongly Disagree | 5 | $4.9 \%$ |
| Not Applicable or No Information | 32 | $31.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 30 | $29.4 \%$ |
| Agree | 41 | $40.2 \%$ |
| Disagree | 8 | $7.8 \%$ |
| Strongly Disagree | 5 | $4.9 \%$ |
| Not Applicable or No Information | 18 | $17.7 \%$ |
|  |  |  |
| I feel safe at my school. | Count | Percentage |
| Strongly Agree | 42 | $41.2 \%$ |
| Agree | 43 | $42.2 \%$ |
| Disagree | 6 | $5.9 \%$ |
| Strongly Disagree | 8 | $7.8 \%$ |
| Not Applicable or No Information | 3 | $2.9 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 46 | $45.1 \%$ |
| Agree | 34 | $33.3 \%$ |
| Disagree | 4 | $3.9 \%$ |
| Strongly Disagree | 2 | $2.0 \%$ |
| Not Applicable or No Information | 16 | $15.7 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 28 | $27.5 \%$ |
| Agree | 47 | $46.1 \%$ |
| Disagree | 2 | $2.0 \%$ |
| Strongly Disagree | 10 | $9.8 \%$ |
| Not Applicable or No Information | 15 | $14.7 \%$ |

## General Opinion

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

$\omega$tudents from Pass Road Elementary School feel the school does a good job in maintaining school facilities, encouraging student growth, and helping students learn. One student said, "They teach well, give rewards, cooperate, and understand students." Students feel there is room for improvement in cafeteria selection, facility and maintenance needs, and lack of activity time. Another student stated, "[Please have] healthier food for breakfast and lunch. It helps with the brain."

Pass Road Elementary School

Notes
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## Section 11

## Twenty-Eighth Street Elementary School

## Introduction

- wenty-Eighth Street Elementary School is located at 3034 46th Avenue in Gulfport, Mississippi. In January of 2023, it served three hundred fifty-six (356) students, prekindergarten through fifth grade (PK-5). The school supports the district mission, which is "to inspire each student to become a problem solver, lifelong learner, and productive member of society." According to the school website, "A hidden treasure located at the end of a quiet street in the 28th Street community, our school is a state-of-the-art facility
 which opened during the 2010-2011 school year.... Our students live in the surrounding residential neighborhood and the Seabee Base (Naval Construction Battalion Center). Our highly qualified staff emphasizes great expectations for ALL students."

The school's motto is "Anchored in Excellence."


Twenty-Eighth Street Elementary School

## Enrollment

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

| TWENTY EIGHTH STREET ELEMENTARY SCHOOL |
| :--- |
| ENROLLMENT |
| ENL |
| ALL |
| PK |
| K |

Figure 148: Twenty-Eighth Street Elementary School Enrollment
TWENTY EIGHTH STREET ELEMENTARY SCHOOL
CHANGES IN ENROLLMENT

Figure 149: Twenty-Eighth Street Elementary School Change in Enrollment

| TWENTY EIGHTH STREET ELEMENTARY SCHOOL ENROLLMENT BY |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2019 | 2020 | 2021 | 2022 | 2023 |
| ALL | ALL | 413 | 432 | 354 | 361 | 356 |
| GENDER | FEMALE | 201 | 204 | 173 | 179 | 175 |
|  | MALE | 212 | 228 | 181 | 182 | 181 |
| RACE | BLACK OR AFRICAN AMERICAN | 365 | 363 | 299 | 311 | 303 |
|  | HISPANIC OR LATINO | 17 | 22 | 21 | 10 | 12 |
|  | TWO OR MORE RACES | 10 | * | * | 12 | 17 |
|  | WHITE | 21 | 29 | 21 | 28 | 24 |

Figure 150: Twenty-Eighth Street Elementary School Enrollment by Demographic Group

## Attendance

## Average Daily Attendance

TWENTY EIGHTH STREET ELEMENTARY SCHOOL ADA

|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | 421.2 | 401.4 | 382.0 | 308.1 | 310.8 |
| K | 75.8 | 66.9 | 52.6 | 43.8 | 60.1 |
| GR_1 | 64.8 | 69.4 | 73.5 | 41.4 | 47.3 |
| GR_2 | 77.2 | 62.0 | 68.9 | 66.6 | 48.8 |
| GR_3 | 63.5 | 67.8 | 60.6 | 60.2 | 53.6 |
| GR_4 | 69.3 | 62.5 | 59.3 | 51.6 | 50.8 |
| GR_5 | 70.7 | 72.7 | 67.2 | 44.5 | 50.2 |

Figure 151: Twenty-Eighth Street Elementary School Average Daily Attendance
Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

## TWENTY EIGHTH STREET ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | $93.9 \%$ | $97.4 \%$ | $91.4 \%$ | $90.9 \%$ | $90.3 \%$ |
| K | $90.2 \%$ | $94.3 \%$ | $84.8 \%$ | $93.3 \%$ | $88.4 \%$ |
| GR_1 | $96.7 \%$ | $97.8 \%$ | $93.1 \%$ | $90.0 \%$ | $92.8 \%$ |
| GR_2 | $90.8 \%$ | $103.3 \%$ | $91.9 \%$ | $91.3 \%$ | $93.8 \%$ |
| GR_3 | $93.3 \%$ | $96.8 \%$ | $93.2 \%$ | $91.2 \%$ | $89.3 \%$ |
| GR_4 | $100.4 \%$ | $99.2 \%$ | $91.2 \%$ | $95.5 \%$ | $90.6 \%$ |
| GR_5 | $91.8 \%$ | $93.2 \%$ | $94.6 \%$ | $83.9 \%$ | $86.6 \%$ |

Figure 152: Twenty-Eighth Street Elementary School ADA as Percentage of Enrollment

## Chronic Absence



MDE, 2018,2019,2021, 2022, Mississippi Succeeds Report Card
Figure 153: Twenty-Eighth Street Elementary School Chronic Absence by Demographic Group


## Accountability

## Accountability Measures

## TWENTY EIGHTH STREET ELEMENTARY SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| RATINGS | C | C | B |
| POINTS | 332 |  | 406 |
| ELA/READING |  |  |  |
| \% PROFICIENT | 38.1 | 27.3 | 45.1 |
| STATE | 41.8 | 35 | 41.9 |
| \% GROWTH | 56.7 |  | 64.9 |
| STATE | 58.8 |  | 62.1 |
| \% GROWTH LOWEST QUARTILE | 38.6 |  | 82 |
| STATE | 56.2 |  | 56.6 |
| MATH |  |  |  |
| \% PROFICIENT | 44.7 | 37 | 39.2 |
| STATE | 47 | 36 | 46.8 |
| \% GROWTH | 57.8 |  | 62.5 |
| STATE | 65.2 |  | 72.6 |
| \% GROWTH LOWEST QUARTILE | 50.8 |  | 66.3 |
| STATE | 60 |  | 68.6 |
| (MDE, 2019, 2021, 2022, Accountability) |  |  |  |

Figure 154: Twenty-Eighth Street Elementary School Accountability: ELA and Math

## TWENTY EIGHTH STREET ELEMENTARY SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 |  | 2022 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| SCIENCE/HISTORY |  |  |  |  |  |
| \% PROFICIENT SCIENCE | 45.2 | 45.7 |  | 46 |  |
| STATE |  |  | 49.6 |  | 55.5 |
| \% PROFICIENT HISTORY |  |  |  |  |  |
| STATE |  |  | 47.8 |  | 69.4 |
| COLLEGE/CAREER |  |  |  |  |  |

COLLEGE/CAREER READINESS


Figure 155: Twenty-Eighth Street Elementary School Accountability: Science, History, Other

## Proficiency by Demographic Group

$\left.\begin{array}{|llll|}\hline \\ \text { TWENTY EIGHTH STREET ELEMENTARY SCHOOL ACCOUNTABILITY } \\ \text { READING PROFICIENCY BY DEMOGRAPHIC GROUP }\end{array}\right]$

Figure 156: Twenty-Eighth Street Elementary School Reading Proficiency by Demographic Group

TWENTY EIGHTH STREET ELEMENTARY SCHOOL ACCOUNTABILITY MATH PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

| GENDER | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | :---: | :---: | :---: |
| FEMALE <br> MALE | $\mathbf{5 0 . 0}$ | $\mathbf{3 6 . 3}$ | $\mathbf{4 0 . 3}$ |
| DISABILITY <br> WITH DISABILITIES <br> WITHOUT <br> DISABILITIES | 39.8 | 37.8 | 38.3 |
| ENGLISH PROFICIENCY | 44.3 | 37.5 | 46.4 |
| LIMITED ENGLISH <br> PROFICIENCY <br> NON LIMITED ENGLISH <br> PROFICIENCY | $\mathbf{2 0 . 9}$ | $\mathbf{3 5 . 3}$ | $\mathbf{1 9 . 5}$ |


| ECONOMIC STATUS | 44 | 37 | 39 |
| :--- | :---: | :---: | :---: |
| ECONOMICALLY |  |  |  |
| DISADVANTAGED |  |  |  |
| NON ECONOMICALLY |  |  |  |
| DISADVANTAGED |  |  |  |

Figure 157: Twenty-Eighth Street Elementary School Math Proficiency by Demographic Group


Figure 158: Twenty-Eighth Street Elementary School Science Proficiency by Demographic Group

## School Improvement

Twenty-Eighth Street Elementary School was newly identified in 2021 as an Additional Targeted Support and Improvement (ATSI) school because 3-year average scores for Students with Disabilities were in the bottom $5 \%$ of those for all Title I A schools.

## Assessment

## Kindergarten Readiness



Figure 159: Twenty-Eighth Street Elementary School Kindergarten Readiness Assessment: Prekindergarten


Figure 160: Twenty-Eighth Street Elementary School Kindergarten Readiness Assessment: Kindergarten

## Third-Grade Reading Assessment

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

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools. In 2019, the initial passing rate for Twenty-Eighth Street Elementary School was 71.4\%. The 2022 passing rate was 82.1\%.

## Mississippi Academic Assessment Program [MAAP]

## MAAP ELA



Figure 161: Twenty-Eighth Street Elementary School MAAP ELA Grades 3 and 4


Figure 162: Twenty-Eighth Street Elementary School MAAP ELA Grade 5

Twenty-Eighth Street Elementary School

## MAAP MATH



Figure 163: Twenty-Eighth Street Elementary School MAAP Math Grades 3 and 4


Figure 164: Twenty-Eighth Street Elementary School MAAP Math Grade 5

## MAAP SCIENCE



Figure 165: Twenty-Eighth Street Elementary School MAAP Science Grade 5

## Personnel



Figure 166: Twenty-Eighth Street Elementary School Teaching Staff Experience by Percentage of Teachers

## Discipline

| TWENTY EIGHTH STREET ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ISS |  |  |  | OSS |  |  |  | EXPULSIONS |  |  |  |
|  |  | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| ALL | ALL | <10 | <5 |  |  | 39.9 | <5 | <5 | 29.5 | <10 | <5 |  | <5 |
| GENDER | FEMALE |  |  |  |  | 13.4 |  | <5 | 18.6 |  |  |  |  |
|  | MALE |  |  |  |  | 25.9 |  | <5 | 39.2 |  |  |  | <5 |
| RACE | ASIAN |  |  |  |  |  |  |  |  |  |  |  |  |
|  | BLACK OR AFRICAN AMERICAN |  |  |  |  | 20.6 |  | <5 | 32.1 |  |  |  | <5 |
|  | HISPANIC OR LATINO |  |  |  |  | 12.5 |  |  | $<10$ |  |  |  |  |
|  | TWO OR MORE RACES |  |  |  |  | 14.3 |  | 9.09 | 25 |  |  |  |  |
|  | WHITE |  |  |  |  | 17.9 |  |  | 11.8 |  |  |  |  |
| DISABILITY | STUDENTS WITH DISABILITIES |  |  |  |  | 36.1 |  | 7.25 | 44.2 |  |  |  |  |
|  | STUDENTS WITHOUT DISABILITIES |  |  |  |  | 16.5 |  | <5 | 25.8 |  |  |  | <5 |
| EL | LIMITED ENGLISH PROFICIENCY |  |  |  |  |  |  |  |  |  |  |  |  |
|  | NON LIMITED ENGLISH PROFICIENCY |  |  |  |  | 20.4 |  |  | 30.1 |  |  |  | <5 |
| (MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Figure 167: Twenty-Eighth Street Elementary School Disciplinary Actions Reported to MDE

## Twenty-Eighth Street Elementary School

## Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Twenty-Eighth Street Elementary School in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Thirty-two (32) faculty and staff members, six (6) parents, and seventy-seven (77) students responded to the survey.

## Twenty-Eighth Street Elementary School Faculty/Staff Survey

Please indicate your certification status and your years of experience as an educator.

|  | $\mathbf{1 - 3}$ years | $\mathbf{4 - 1 0}$ years | $\mathbf{1 1 - 2 0}$ years | $\mathbf{2 1 +}$ years |
| :--- | ---: | ---: | ---: | ---: |
| Certified | 7 | 10 | 6 | 5 |
| Classified | 4 | 1 | 0 | 0 |

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 15 | $46.9 \%$ |
| Agree | 17 | $53.1 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


| I use disaggregated student data to inform classroom decisions and |  |  |
| :--- | ---: | ---: |
| instructional practices. |  |  |
|  | Count | Percentage |
| Strongly Agree | 12 | $37.5 \%$ |
| Agree | 0 | $50.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 4 | $0.0 \%$ |
| Not Applicable or No Information |  | $12.5 \%$ |

I use effective, evidence-based strategies for

Developing and using classroom assessments.
$50.0 \% \quad 46.9 \% \quad 0.0 \% \quad 0.0 \% \quad 3.1 \%$
Closing the achievement gap
$\begin{array}{llllll}\text { between diverse groups of students. } & 50.0 \% & 46.9 \% & 0.0 \% & 0.0 \% & 3.1 \%\end{array}$
$\begin{array}{llllll}\text { Successful classroom management. } & 50.0 \% & 50.0 \% & 0.0 \% & 0.0 \% & 0.0 \%\end{array}$
$\begin{array}{llllll}\text { Teaching special needs students. } & 46.9 \% & 46.9 \% & 3.1 \% & 0.0 \% & 3.1 \%\end{array}$
Providing instructions to students with limited English proficiency to improve their language and

| academic skills. | $28.1 \%$ | $56.3 \%$ | $0.0 \%$ | $3.1 \%$ | $12.5 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- |

The most common behavior problem in my classroom is:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Off-task behavior | 15 | $46.9 \%$ |
| Minor disruptions that steal instructional time | 12 | $37.5 \%$ |
| Major classroom disruptions | 5 | $15.6 \%$ |
| Not Applicable | 0 | $0.0 \%$ |


|  | Count | Percentage |
| :---: | :---: | :---: |
| Expedited evaluation services for students with learning disabilities | 15 | 46.9\% |
| Expedited evaluation services for students with limited English | 6 | 18.8\% |
| Expedited evaluation services for gifted and talented students | 8 | 25.0\% |
| Additional academic support | 28 | 87.5\% |
| Tutoring | 16 | 50.0\% |
| Enrichment educational services | 14 | 43.8\% |
| Counseling | 26 | 81.3\% |
| Mentors | 18 | 56.3\% |
| School supplies | 19 | 59.4\% |
| Dental referrals | 18 | 56.3\% |
| Medical referrals | 16 | 50.0\% |
| Bullying assistance | 8 | 25.0\% |

## Curriculum and Instruction

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

Count Percentage

| Strongly Agree | 5 | $15.6 \%$ |
| :--- | ---: | ---: |
| Agree | 19 | $59.4 \%$ |
| Disagree | 7 | $21.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $3.1 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $25.0 \%$ |
| Agree | 23 | $71.9 \%$ |
| Disagree | 1 | $3.1 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


| I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.). |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Strongly Agree | 8 | 25.0\% |
| Agree | 20 | 62.5\% |
| Disagree | 1 | 3.1\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 3 | 9.4\% |
| I develop assessments that mirror the format \& complexity of state assessments. |  |  |
|  | Count | Percentage |
| Strongly Agree | 10 | 31.3\% |
| Agree | 16 | 50.0\% |
| Disagree | 1 | 3.1\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 5 | 15.6\% |
| I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning. |  |  |
|  | Count | Percentage |
| Strongly Agree | 16 | 50.0\% |
| Agree | 13 | 40.6\% |
| Disagree | 0 | 0.0\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 3 | 9.4\% |

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

| Embed multicultural education throughout the | Count | Percentage |
| :--- | :---: | :---: |
| curriculum | 14 | $43.8 \%$ |
| Utilize technology such as class websites, blogs, and <br> videos | 18 | $56.3 \%$ |
| Utilize structured note-taking formats (i.e., graphic <br> organizers) and teach viewing comprehension <br> strategies | 17 | $53.1 \%$ |

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

|  | Count | Percentage |
| :--- | :---: | :---: |
| Slow down my speech; use shorter sentences, present <br> tense, synonyms, examples, gestures, and <br> demonstrations | 20 | $62.5 \%$ |
| Use as many mediums as possible to convey <br> information: oral, written, videos, teacher | 19 | $59.4 \%$ |
| demonstration, student demonstration, etc. | 24 | $75.0 \%$ |
| Use think-alouds and think-pair-shares when asking <br> questions; allow wait time for answers | 6 | $18.8 \%$ |
| Use bilingual handouts and cues | 21 | $65.6 \%$ |
| Use visual displays, portable whiteboards, and posters <br> when giving instructions | 21 |  |
| Create and display word walls (displays of high- <br> frequency words for a unit, arranged alphabetically) | 15 | $46.9 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 20 | $62.5 \%$ |
| Agree | 11 | $34.4 \%$ |
| Disagree | 1 | $3.1 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $40.6 \%$ |
| Agree | 17 | $53.1 \%$ |
| Disagree | 1 | $3.1 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $3.1 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $37.5 \%$ |
| Agree | 16 | $50.0 \%$ |
| Disagree | 4 | $12.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $43.8 \%$ |
| Agree | 17 | $53.1 \%$ |
| Disagree | 1 | $3.1 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 16 | $50.0 \%$ |
| Agree | 16 | $50.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

Count Percentage

| Strongly Agree | 13 | $40.6 \%$ |
| :--- | ---: | ---: |
| Agree | 17 | $53.1 \%$ |
| Disagree | 2 | $6.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Twenty-Eighth Street Elementary School

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

Count Percentage
Strongly Agree 9 28.1\%
Agree 21 65.6\%
Disagree $1 \quad 3.1 \%$
Strongly Disagree 1 3.1\%
Not Applicable or No Information 0 0.0\%

## Technology is sufficiently available to support instruction.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $53.1 \%$ |
| Agree | 15 | $46.9 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 5 | $15.6 \%$ |
| Agree | 16 | $50.0 \%$ |
| Disagree | 7 | $21.9 \%$ |
| Strongly Disagree | 4 | $12.5 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

The school's priorities for the expenditure of funds are appropriate.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 7 | $21.9 \%$ |
| Agree | 22 | $68.8 \%$ |
| Disagree | 2 | $6.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $3.1 \%$ |

How would you rate your morale as a district employee?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Superior | 6 | $18.8 \%$ |
| Above Average | 16 | $50.0 \%$ |
| Average | 7 | $21.9 \%$ |
| Poor | 3 | $9.4 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

[^17]| I feel safe at my school. | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $43.8 \%$ |
| Agree | 16 | $50.0 \%$ |
| Disagree | 2 | $6.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 21 | $65.6 \%$ |
| Agree | 8 | $25.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $9.4 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 23 | $71.9 \%$ |
| Agree | 9 | $28.1 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Professional Development

Rank your top ten choices for professional development topics.

|  | \#1 | \#2 | \#3 | \#4 | \#5 | \#6 | \#7 | \#8 | \#9 | \#10 | ALL |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | 11 | 3 | 4 | 2 | 1 | 0 | 1 | 1 | 1 | 1 | $\mathbf{1}$ |
| Classroom Management | 3 | 3 | 2 | 5 | 5 | 2 | 2 | 0 | 1 | 2 | $\mathbf{2}$ |


|  |  | \#2 | \#3 |  | 4 |  | \#6 |  | \#8 |  |  |  | ALL |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Differentiated Instruction | 2 | 5 |  | 3 | 1 | 3 | 3 | 2 | 0 |  | 1 | 1 | 3 |
| Teaching and understanding students in poverty | 3 | 3 |  | 3 | 1 | 3 | 4 | 0 | 2 |  | 3 | 1 | 4 |
| My specific content area | 7 | 2 |  | 1 | 1 | 1 | 0 | 0 | 3 |  | 0 | 1 | 5 |
| Conflict resolution | 2 | 3 |  | 5 | 0 | 0 | 4 | 1 | 0 |  | 2 | 0 | 6 |
| Successful inclusion strategies | 0 | 5 |  | 2 | 1 | 3 | 1 | 1 | 1 |  | 3 | 0 | 7 |
| Response to Intervention (RTI/MTSS) | 1 | 1 |  | 1 | 3 | 1 | 4 | 0 | 6 |  | 2 | 0 | 8 |
| Writing strategies | 0 | 3 |  | 0 | 2 | 4 | 2 | 1 | 1 |  | 2 | 0 | 9 |
| Depth of Knowledge | 0 | 0 |  | 4 | 3 | 0 | 2 | 1 | 4 |  | 1 | 2 | 10 |
| Culture sensitivity | 2 | 1 |  | 0 | 2 | 3 | 0 | 5 | 0 |  | 0 | 1 | 11 |
| Interpreting and analyzing student data | 1 | 0 |  | 1 | 4 | 0 | 0 | 4 | 2 |  | 2 | 2 | 12 |
| English Learners | 0 | 1 |  | 1 | 1 | 0 | 3 | 3 | 0 |  | 1 | 2 | 13 |
| Developing quality assessments | 0 | 0 |  | 2 | 0 | 1 | 1 | 4 | 1 |  | 0 | 3 | 14 |
| Using technology to enhance instruction | 0 | 0 |  | 1 | 2 | 2 | 0 | 0 | 2 |  | 1 | 6 | 15 |
| Teaching and understanding the needs of homeless students | 0 | 1 |  | 1 | 0 | 2 | 1 | 1 | 0 |  | 3 | 2 | 16 |
| Mississippi College and Career Readiness Standards | 0 | 1 |  | 1 | 1 | 0 | 0 | 0 | 2 |  | 1 | 0 | 17 |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 16 | $50.0 \%$ |
| Agree | 14 | $43.8 \%$ |
| Disagree | 1 | $3.1 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $3.1 \%$ |



## I would like further guidance in:

| Arranging my classroom for maximum student | Count Percentage |  |
| :--- | :---: | ---: |
| learning. |  |  |
| Keeping my students on task and engaged. | 4 | $12.5 \%$ |
| Strategies for effective classroom management. <br> Maintaining high expectations for ALL students. | 12 | $53.1 \%$ |
| Strategies to get students actively engaged in the <br> lesson. | 10 | $31.5 \%$ |
| Improving the knowledge and skills in my content <br> area. | 14 | $43.8 \%$ |
| Developing comprehensive and effective lesson <br> plans. | 11 | $34.4 \%$ |
| Pedagogy and implementing the components of an <br> effective lesson. | 3 | $9.4 \%$ |
| Effective questioning to promote students to think <br> critically. | 5 | $15.6 \%$ |
| Planning lessons/activities to address individual <br> differences. | 7 | $21.9 \%$ |
| Developing and adjusting lessons to meet the needs <br> of diverse learners. | 7 | $21.9 \%$ |
| Designing flexible groups for specific learning or <br> behavioral needs. | 5 | $15.6 \%$ |
| Implementing the Teacher Support Team (TST) process. | 15 | $46.9 \%$ |
| Developing appropriate assessments for varying <br> subgroups | 4 | $12.5 \%$ |
| Analyzing and interpreting student test data. | 3 | $9.4 \%$ |
| Using state standards, objectives, sample test items, <br> and blueprints to develop appropriate assessments. | 2 | $21.9 \%$ |
| Using assessment results to improve instruction. | 5 | $15.6 \%$ |

The availability of staff development to support my instructional needs is excellent in this school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 6 | $18.8 \%$ |
| Agree | 23 | $71.9 \%$ |
| Disagree | 1 | $3.1 \%$ |
| Strongly Disagree | 1 | $3.1 \%$ |
| Not Applicable or No Information | 1 | $3.1 \%$ |


| Please select the top five professional learning topics that you feel would be most beneficial to you and your students. |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Cybersafety and Digital Citizenship | 8 | 25.0\% |
| Microsoft Word | 7 | 21.9\% |
| Microsoft Excel | 3 | 9.4\% |
| Microsoft PowerPoint | 11 | $34.4 \%$ |
| Office 365 - Basic Usage (Word, OneDrive, Software |  |  |
| Download) | 3 | 9.4\% |
| Office 365 - Classroom Usage (OneNote, Sway, Class |  |  |
| Notebook) | 1 | 3.1\% |
| Digital Formative Assessments | 10 | 31.3\% |
| Activity Building with ActivInspire (Promethean |  |  |
| Software) | 10 | 31.3\% |
| Classflow (Online Interactive Lessons) | 10 | 31.3\% |
| G-Suite (Google Docs, Google Forms, YouTube, |  |  |
| Email, etc.) | 9 | 28.1\% |
| Google Classroom | 13 | 40.6\% |
| Cloud Storage/Services (Dropbox, Google Drive, |  |  |
| One Drive) | 3 | 9.4\% |
| Classroom Technology Integration | 9 | 28.1\% |
| Coding (Computer Science) | 8 | 25.0\% |
| Classroom/lab Technology Management and Care | 3 | 9.4\% |
| STEM (Science, Tech, Engineering and Math)/STEAM (Science, Tech, Engineering, Arts, and Math) | 17 | 53.1\% |
| Remote Teaching and Learning | 3 | 9.4\% |
| Kami Digital Classroom Annotation and Markup |  |  |
| Application | 6 | 18.8\% |
| Video Conferencing (Zoom, Google Meet, etc.) | 3 | 9.4\% |
| Video Creation and Editing (Screencastify, WeVideo, |  |  |
| ScreenCastomatic, etc.) | 3 | 9.4\% |


| Overall, the professional learning I have experienced has helped me to |  |  |
| :--- | ---: | ---: |
| perform better in my job role. | Count | Percentage |
|  | 9 | $28.1 \%$ |
| Strongly Agree | 20 | $62.5 \%$ |
| Agree | 2 | $6.3 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $3.1 \%$ |
| Not Applicable or No Information |  |  |

## If you have not used the information, activities, or materials from recent professional learning, what factor limited your use?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Time constraints | 20 | $62.5 \%$ |
| I do not have the current technology to support the act | 0 | $0.0 \%$ |
| I prefer to use other activities | 1 | $3.1 \%$ |
| Other | 11 | $34.4 \%$ |

I have been given opportunities to present at site level or district level training.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $37.5 \%$ |
| Agree | 15 | $46.9 \%$ |
| Disagree | 3 | $9.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $6.3 \%$ |

## General Opinion

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.
aculty and staff members from Twenty-Eighth Street Elementary School feel that the school does well in holding students accountable, utilizing technology in the district, and communicating with stakeholders. One faculty member said, "I feel safe at school. I feel valued by my administrators." Responding teachers feel there is room for improvement in technology, resource management, and professional development. Another faculty member stated, "I would like to see mentorship programs for the students. Also, after-school activities to broaden their horizons and get them familiar with hobbies and subjects that they don't get to experience in their neighborhoods."

## Twenty-Eighth Street Elementary School Parent Survey

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $33.3 \%$ |
| Agree | 4 | $66.7 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

As a parent, I would like more information regarding:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Testing and grades | 3 | $50.0 \%$ |
| Safety in the schools | 1 | $16.7 \%$ |
| Curriculum and learning goals | 5 | $83.3 \%$ |
| Available technology and how it's used in the |  |  |
| classroom | 2 | $33.3 \%$ |
| How to contact my child's teacher | 0 | $0.0 \%$ |
| Homework | 1 | $16.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Abuse Prevention | 1 | $16.7 \%$ |
| Computer Classes | 1 | $16.7 \%$ |
| Conflict Resolution | 1 | $16.7 \%$ |
| Discipline | 2 | $33.3 \%$ |
| Drug/Alcohol Awareness | 1 | $16.7 \%$ |
| English as a Second Language | 0 | $0.0 \%$ |
| Health Classes | 2 | $33.3 \%$ |
| Literacy Classes | 1 | $16.7 \%$ |
| Math Classes | 2 | $33.3 \%$ |
| Parent-to-School Relationships | 2 | $33.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Parent/Child Communication | 1 | $16.7 \%$ |
| Preparing for College | 1 | $16.7 \%$ |
| Parenting Workshops | 0 | $0.0 \%$ |
| Social Media Classes | 1 | $16.7 \%$ |
| Stress/Anger Management | 4 | $66.7 \%$ |
| Understanding College- and Career-Ready Standards | 2 | $33.3 \%$ |

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Babysitting/childcare at parent meetings | 2 | $33.3 \%$ |
| District and/or school newsletters | 0 | $0.0 \%$ |
| Parent resources in the Family Education Center <br> (computer access, lending library of books, CDs, |  |  |
| videos, education games, etc.) | 2 | $33.3 \%$ |
| Resource materials for parental training | 1 | $16.7 \%$ |
| Training for parents to work with other parents on <br> becoming involved in the schools | 4 | $66.7 \%$ |
| Travel expenses to attend parent and family |  |  |
| engagement/PTA workshops and conferences. | 1 | $16.7 \%$ |
| Home/School folders | 2 | $33.3 \%$ |
| Home/School Planners | 2 | $33.3 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 0 | $0.0 \%$ |
| Agree | 3 | $50.0 \%$ |
| Disagree | 1 | $16.7 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $33.3 \%$ |

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## Parent, Family, and Community Engagement

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

|  | 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 | $0.0 \%$ |
| Parents feel welcome in our school. |  |  |
|  | 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 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $33.3 \%$ |
| Agree | 3 | $50.0 \%$ |
| Disagree | 1 | $16.7 \%$ |
| 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 | 2 | $33.3 \%$ |
| Agree | 3 | $50.0 \%$ |
| Disagree | 1 | $16.7 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1 | $16.7 \%$ |
| Agree | 1 | $16.7 \%$ |
| Disagree | 2 | $33.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $33.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 1 | $16.7 \%$ |
| Agree | 4 | $66.7 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $16.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Parent/teacher conference | 6 | $100.0 \%$ |
| Checked my child's grades/assignments online | 4 | $66.7 \%$ |
| Been in contact with my child's teacher | 6 | $100.0 \%$ |

Received a newsletter from the district, school, or
teacher $\quad 5 \quad 83.3 \%$
Worked with a committee or group on school or
district policies
Attended a workshop, parent night, or other event
geared toward helping me help my child
academically

| Attended a performance, athletic event, |  |  |
| :--- | :--- | :--- | :--- |
| celebration, or awards ceremony involving my child |  |  |
| and/or his or her peers | 5 | $83.3 \%$ |
| Volunteered at my child's school | 3 | $50.0 \%$ |

On social media, I follow

|  | Twitter | Facebook |
| :--- | ---: | ---: |
| Gulfport School District | $0.0 \%$ | $83.3 \%$ |
| GSD Athletics | $0.0 \%$ | $33.3 \%$ |
| My child's school | $0.0 \%$ | $83.3 \%$ |
| Other GSD clubs/organizations | $0.0 \%$ | $33.3 \%$ |

How often do you visit these websites?

|  | Daily | 1 or 2 times <br> per week | A few times <br> per month | Not at <br> all |
| :--- | ---: | ---: | ---: | ---: |
| GSD's Facebook page | $33.3 \%$ | $33.3 \%$ | $16.7 \%$ | $16.7 \%$ |
| GSD's website | $16.7 \%$ | $33.3 \%$ | $33.3 \%$ | $16.7 \%$ |
| Your child's school's website | $16.7 \%$ | $16.7 \%$ | $66.7 \%$ | $0.0 \%$ |
| Your child's teacher's webpage | $0.0 \%$ | $33.3 \%$ | $0.0 \%$ | $66.7 \%$ |
| The parent portal to view grades, <br> attendance, and progress | $16.7 \%$ | $33.3 \%$ | $33.3 \%$ | $16.7 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $33.3 \%$ |
| Agree | 4 | $66.7 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $50.0 \%$ |
| Agree | 3 | $50.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $50.0 \%$ |
| Agree | 3 | $50.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 2 | $33.3 \%$ |
| Agree | 4 | $66.7 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $50.0 \%$ |
| Agree | 1 | $16.7 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $33.3 \%$ |

I am pleased with my preschooler's or kindergartener's progress in the
following academic skills:

Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.
$\begin{array}{llllll}16.7 \% & 33.3 \% & 0.0 \% & 0.0 \% & 33.3 \%\end{array}$
 following academic skills:

|  |  |  |  |  | 0 |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## General Opinion

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

Parents of students from Twenty-Eighth Street Elementary School feel that the school does a good job in caring for student needs, creating a positive atmosphere for learning, and fostering academic success. One parent said, "Our school tries really hard to get activities together for family engagement." Responding parents feel there is room for improvement in cafeteria selection and communication. Another parent stated, "The cafeteria food is honestly not good at all. It is not eye-appealing nor does it have enough options."

## Twenty-Eighth Street Elementary School Student Survey

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 36 | $46.8 \%$ |
| Agree | 32 | $41.6 \%$ |
| Disagree | 4 | $5.2 \%$ |
| Strongly Disagree | 1 | $1.3 \%$ |
| Not Applicable or No Information | 4 | $5.2 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 33 | $42.9 \%$ |
| Agree | 36 | $46.8 \%$ |
| Disagree | 2 | $2.6 \%$ |
| Strongly Disagree | 5 | $6.5 \%$ |
| Not Applicable or No Information | 1 | $1.3 \%$ |

My schoolwork is challenging and requires my best effort.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 51 | $66.2 \%$ |
| Agree | 21 | $27.3 \%$ |
| Disagree | 3 | $3.9 \%$ |
| Strongly Disagree | 2 | $2.6 \%$ |
| Not Applicable or No |  |  |
| Information | 0 | $0.0 \%$ |

[^18]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 | 35 | $45.5 \%$ |
| Agree | 31 | $40.3 \%$ |
| Disagree | 8 | $10.4 \%$ |
| Strongly Disagree | 1 | $1.3 \%$ |
| Not Applicable or No Information | 2 | $2.6 \%$ |
| The grading and evaluation of my class work is fair. |  |  |
| Strongly Agree | Count | Percentage |
| Agree | 34 | $44.2 \%$ |
| Disagree | 33 | $42.9 \%$ |
| Strongly Disagree | 5 | $6.5 \%$ |
| Not Applicable or No Information | 3 | $3.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 35 | $45.5 \%$ |
| Agree | 31 | $40.3 \%$ |
| Disagree | 5 | $6.5 \%$ |
| Strongly Disagree | 1 | $1.3 \%$ |
| Not Applicable or No Information | 4 | $5.2 \%$ |

In my class, time is spent doing work that I find meaningful.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Yes | 64 | $83.1 \%$ |
| No | 13 | $16.9 \%$ |
| In my home, I have access to |  |  |
|  | Count | Percentage |
| Internet | 72 | $93.5 \%$ |
| Computer | 51 | $66.2 \%$ |
| Smartphone/Tablet | 71 | $92.2 \%$ |
| Gaming console | 65 | $84.4 \%$ |

I use social media (TikTok, Instagram, Facebook, YouTube, Snapchat, etc.).

|  | Count | Percentage |
| :--- | ---: | ---: |
| Daily | 62 | $80.5 \%$ |
| 1 or 2 times per week | 8 | $10.4 \%$ |
| A few times per month | 5 | $6.5 \%$ |
| Not at all | 2 | $2.6 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 48 | $62.3 \%$ |
| Agree | 24 | $31.2 \%$ |
| Disagree | 2 | $2.6 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $3.9 \%$ |

## Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 31 | $40.3 \%$ |
| Agree | 26 | $33.8 \%$ |
| Disagree | 5 | $6.5 \%$ |
| Strongly Disagree | 2 | $2.6 \%$ |
| Not Applicable or No Information | 13 | $16.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 23 | $29.9 \%$ |
| Agree | 30 | $39.0 \%$ |
| Disagree | 15 | $19.5 \%$ |
| Strongly Disagree | 8 | $10.4 \%$ |
| Not Applicable or No Information | 1 | $1.3 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 35 | $45.5 \%$ |
| Agree | 33 | $42.9 \%$ |
| Disagree | 2 | $2.6 \%$ |
| Strongly Disagree | 3 | $3.9 \%$ |
| Not Applicable or No Information | 4 | $5.2 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 36 | $46.8 \%$ |
| Agree | 39 | $50.7 \%$ |
| Disagree | 2 | $2.6 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 38 | $49.4 \%$ |
| Agree | 31 | $40.3 \%$ |
| Disagree | 4 | $5.2 \%$ |
| Strongly Disagree | 3 | $3.9 \%$ |
| Not Applicable or No Information | 1 | $1.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 35 | $45.5 \%$ |
| Agree | 36 | $46.8 \%$ |
| Disagree | 3 | $3.9 \%$ |
| Strongly Disagree | 1 | $1.3 \%$ |
| Not Applicable or No Information | 2 | $2.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 24 | $31.2 \%$ |
| Agree | 35 | $45.5 \%$ |
| Disagree | 9 | $11.7 \%$ |
| Strongly Disagree | 4 | $5.2 \%$ |
| Not Applicable or No Information | 5 | $6.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 16 | $20.8 \%$ |
| Agree | 31 | $40.3 \%$ |
| Disagree | 15 | $19.5 \%$ |
| Strongly Disagree | 1 | $1.3 \%$ |
| Not Applicable or No Information | 14 | $18.2 \%$ |

## I feel safe at my school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 21 | $27.3 \%$ |
| Agree | 34 | $44.2 \%$ |
| Disagree | 11 | $14.3 \%$ |
| Strongly Disagree | 8 | $10.4 \%$ |
| Not Applicable or No Information | 3 | $3.9 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 45 | $58.4 \%$ |
| Agree | 24 | $31.2 \%$ |
| Disagree | 3 | $3.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 5 | $6.5 \%$ |

## Prekindergarten and Kindergarten

| Having preschool and kindergarten classes in $\mathbf{m y}$ district will improve student <br> achievement. | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 40 | $52.0 \%$ |
| Agree | 29 | $37.7 \%$ |
| Disagree | 1 | $1.3 \%$ |
| Strongly Disagree | 3 | $3.9 \%$ |
| Not Applicable or No Information | 4 | $5.2 \%$ |

## General Opinion

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.
tudents from Twenty-Eighth Street Elementary School feel the school does a good job in caring for student needs, offering tutorial support, and offering a variety of activities. One student said, "My school district helps students learn and know what's coming ahead of them." Students feel there is room for improvement in bullying prevention, facility maintenance, and personal electronics policies. Another student stated, "They should have more types of snacks at lunch, and they should un-ban some learning games such as Cool Math."

Twenty-Eighth Street Elementary School
Notes
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## Section 12

## West Elementary School

## Introduction

West Elementary School is located at 4051 15 th Street in Gulfport, Mississippi. In January of 2023, it served five hundred twenty-three (523) students, prekindergarten through fifth grade (PK-5). According to the school website, "Our vision at West Elementary School is to create a collaborative learning community where staff, students, and parents share a common commitment toward ensuring success for each child. Diversity is valued, encouraged, and celebrated! We believe a safe, nurturing, fun, and creative environment provides a foundation to build
 confident children who are willing to take risks in order to grow academically, socially, and emotionally. Our curriculum is challenging, and lessons are planned around The Common Core.
Instruction is differentiated based upon the strengths and needs of the learners with an emphasis on helping students continually expand their skills and horizons. Students receive feedback regarding progress toward their goals. Parents and visitors feel welcome and become actively involved in the life of our school. Our students receive high-quality instruction in Art, Music, Physical Education, Media/Library, and Technology."
"Talented staff members, involved families, and respectful students work together to make West Elementary School a great place to learn and grow!"

West Elementary School

## Enrollment

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

| WEST ELEMENTARY SCHOOL ENROLLMENT |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: |
|  | 2019 | 2020 | 2021 | 2022 | 2023 |
| ALL | 388 | 599 | 581 | 569 | 523 |
| PK |  | 14 | $*$ | 16 | 16 |
| K | 64 | 103 | 86 | 110 | 88 |
| ELEM＿SPED | 21 | 15 | $*$ | 12 |  |
| GR＿1 | 65 | 100 | 89 | 83 | 97 |
| GR＿2 | 61 | 101 | 99 | 90 | 80 |
| GR＿3 | 57 | 100 | 108 | 84 | 81 |
| GR＿4 | 46 | 84 | 93 | 89 | 83 |
| GR＿5 | 74 | 82 | 81 | 85 | 78 |

Figure 168：West Elementary School Enrollment

## WEST ELEMENTARY SCHOOL CHANGES IN ENROLLMENT

|  | 2019 | 2023 | CHANGE |  |
| :---: | :---: | :---: | :---: | :---: |
| ALL | 388 | 523 | 135 | ¢ 34．8\％ |
| PK |  | 16 | ＊ | ＊ |
| K | 64 | 88 | 24 | 兆 $37.5 \%$ |
| ELEM＿SPED | 21 |  | ＊ | ＊ |
| GR＿1 | 65 | 97 | 32 | ＾49．2\％ |
| GR＿2 | 61 | 80 | 19 | ¢ $31.1 \%$ |
| GR＿3 | 57 | 81 | 24 | 的 $42.1 \%$ |
| GR＿4 | 46 | 83 | 37 | 丽 $80.4 \%$ |
| GR＿5 | 74 | 78 | 4 | ¢ $5.4 \%$ |

Figure 169：West Elementary School Change in Enrollment

| WEST ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2019 | 2020 | 2021 | 2022 | 2023 |
| ALL | ALL | 388 | 599 | 581 | 569 | 523 |
| GENDER | FEMALE | 182 | 295 | 291 | 273 | 251 |
|  | MALE | 206 | 304 | 290 | 296 | 272 |
| RACE | ASIAN | ＊ | ＊ | ＊ | ＊ |  |
|  | BLACK OR AFRICAN AMERICAN | 270 | 450 | 443 | 425 | 392 |
|  | HISPANIC OR LATINO | 26 | 41 | 38 | 43 | 31 |
|  | TWO OR MORE RACES | 21 | 26 | 22 | 23 | 26 |
|  | WHITE | 64 | 75 | 71 | 70 | 67 |

Figure 170：West Elementary School Enrollment by Demographic Group

## Attendance

## Average Daily Attendance

# WEST ELEMENTARY SCHOOL ADA 

|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| ---: | ---: | ---: | ---: | ---: | ---: |
| ALL | 328.1 | 343.4 | 541.5 | 499.8 | 496.1 |
| K | 59.6 | 58.0 | 97.7 | 82.8 | 101.6 |
| GR_1 | 62.1 | 60.1 | 100.2 | 81.7 | 73.1 |
| GR_2 | 52.7 | 58.8 | 98.4 | 88.5 | 83.4 |
| GR_3 | 42.5 | 54.3 | 93.3 | 93.1 | 75.8 |
| GR_4 | 67.3 | 45.3 | 79.0 | 84.2 | 80.0 |
| GR_5 | 43.8 | 67.0 | 72.9 | 69.5 | 82.3 |

Figure 171: West Elementary School Average Daily Attendance
Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

WEST ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | $93.6 \%$ | $93.9 \%$ | $94.8 \%$ | $90.0 \%$ | $91.7 \%$ |
| K | $96.2 \%$ | $90.7 \%$ | $94.9 \%$ | $96.3 \%$ | $92.4 \%$ |
| GR_1 | $91.4 \%$ | $92.4 \%$ | $100.2 \%$ | $91.8 \%$ | $88.0 \%$ |
| GR_2 | $87.9 \%$ | $96.4 \%$ | $97.4 \%$ | $89.4 \%$ | $92.7 \%$ |
| GR_3 | $98.8 \%$ | $95.2 \%$ | $93.3 \%$ | $86.2 \%$ | $90.2 \%$ |
| GR_4 | $92.2 \%$ | $98.6 \%$ | $94.0 \%$ | $90.5 \%$ | $89.8 \%$ |
| GR_5 | $95.3 \%$ | $90.5 \%$ | $88.9 \%$ | $85.8 \%$ | $96.8 \%$ |

Figure 172: West Elementary School ADA as Percentage of Enrollment

## Chronic Absence

## WEST ELEMENTARY SCHOOL \% CHRONIC ABSENCE



MDE, 2018,2019,2021,2022, Mississippi Succeeds Report Card
Figure 173: West Elementary School Chronic Absence by Demographic Group


## Accountability

## Accountability Measures

## WEST ELEMENTARY SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| RATINGS | B | B | B |
| POINTS | 416 |  | 411 |
| ELA/READING |  |  |  |
| \% PROFICIENT | 44 | 34.3 | 43.5 |
| STATE | 41.8 | 35 | 41.9 |
| \% GROWTH | 60 |  | 67.3 |
| STATE | 58.8 |  | 62.1 |
| \% GROWTH LOWEST QUARTILE | 51.7 |  | 63.8 |
| STATE | 56.2 |  | 56.6 |
| MATH |  |  |  |
| \% PROFICIENT | 49.1 | 24.9 | 40.7 |
| STATE | 47 | 36 | 46.8 |
| \% GROWTH | 62.3 |  | 62.8 |
| STATE | 65.2 |  | 72.6 |
| \% GROWTH LOWEST QUARTILE | 61.1 |  | 74.4 |
| STATE | 60 |  | 68.6 |
| (MDE, 2019, 2021, 2022, Accountability) |  |  |  |

Figure 174: West Elementary School Accountability: ELA and Math

## WEST ELEMENTARY SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| SCIENCE/HISTORY |  |  |  |
| \% PROFICIENT SCIENCE | 52.3 | 27.8 | 51.3 |
| STATE | 56.2 | 49.6 | 55.5 |
| \% PROFICIENT HISTORY |  |  |  |
| STATE | 55.7 | 47.8 | 69.4 |
| COLLEGE/CAREER |  |  |  |

COLLEGE/CAREER READINESS

| STATE | 37.4 | 34.3 | 42.9 |
| :---: | :---: | :---: | :---: |
| ACCELERATION |  |  |  |
| STATE | 65.9 | 65.7 | 73.2 |
| LIMITED ENGLISH PROFICIENCY |  |  |  |
| \% PROFICIENT LIMITED ENGLISH PROFICIENCY | 4.8 |  | 15.2 |
| STATE | 17 |  | 14.8 |
| \% GROWTH LIMITED ENGLISH PROFICIENCY | 71.4 |  | 54.2 |
| STATE | 57.8 |  | 51.8 |
| (MDE, 2019, 2021, 2022, Accountability) |  |  |  |

Figure 175: West Elementary School Accountability: Science, History, Other

## Proficiency by Demographic Group

> WEST ELEMENTARY SCHOOL ACCOUNTABILITY READING PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

| GENDER | 2019 | 2021 | 2022 |
| :--- | :---: | :---: | :---: |
| FEMALE <br> MALE | 51.2 | 42.9 | 48.7 |
| DISABILITY <br> WITH DISABILITIES <br> WITHOUT <br> DISABILITIES | 36.4 | 24.1 | 38.5 |


| ENGLISH PROFICIENCY | 44.6 |  | 44.3 |
| :--- | :---: | :---: | :---: |
| LIMITED ENGLISH | 34.2 |  |  |
| PROFICIENCY | 36 |  |  |
| NON LIMITED ENGLISH |  |  |  |
| PROFICIENCY |  |  |  |

ECONOMIC STATUS
ECONOMICALLY
DISADVANTAGED
NON ECONOMICALLY
DISADVANTAGED


Figure 176: West Elementary School Reading Proficiency by Demographic Group

## WEST ELEMENTARY SCHOOL ACCOUNTABILITY MATH PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.


(MDE, 2019, 2021, 2022, Mississippi Succeeds Report Card)
Figure 177: West Elementary School Math Proficiency by Demographic Group

## WEST ELEMENTARY SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.


Figure 178: West Elementary School Science Proficiency by Demographic Group

## Assessment

## Kindergarten Readiness



Figure 180: West Elementary School Kindergarten Readiness Assessment: Kindergarten

## Third-Grade Reading Assessment

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

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools. In 2019, the initial passing rate for West Elementary School was $67.9 \%$. The 2022 passing rate was $70.7 \%$.

## Mississippi Academic Assessment Program [MAAP]

MAAP ELA


Figure 181: West Elementary School MAAP ELA Grades 3 and 4


Figure 182: West Elementary School MAAP ELA Grade 5


West Elementary School

## MAAP MATH



Figure 183: West Elementary School MAAP Math Grades 3 and 4

figure 184: West Elementary School MAAP Math Grade 5

## MAAP SCIENCE



Figure 185: West Elementary School MAAP Science Grade 5

## Personnel



Figure 186: West Elementary School Teaching Staff Experience by Percentage of Teachers

## Discipline

| WEST ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ISS |  |  |  | OSS |  |  |  | EXPULSIONS |  |  |  |
|  |  | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| ALL | ALL | $<10$ | <5 |  |  | 22.1 | <5 | <5 | 20.9 | <10 | <5 |  | <5 |
| GENDER | FEMALE |  |  |  |  | 5.43 |  |  | 12.5 |  |  |  |  |
|  | MALE |  |  |  |  | 16.1 |  | <5 | 28.6 |  |  |  | <5 |
| RACE | ASIAN |  |  |  |  |  |  |  |  |  |  |  |  |
|  | BLACK OR AFRICAN AMERICAN |  |  |  |  | 13.4 |  | <5 | 23.3 |  |  |  | <5 |
|  | HISPANIC OR LATINO |  |  |  |  |  |  |  | 15.8 |  |  |  |  |
|  | TWO OR MORE RACES |  |  |  |  |  |  |  | 15.4 |  |  |  |  |
|  | WHITE |  |  |  |  | 8.77 |  |  | 13.5 |  |  |  |  |
| DISABILITY | STUDENTS WITH DISABILITIES |  |  |  |  | 19.8 |  |  | 25.2 |  |  |  |  |
|  | STUDENTS WITHOUT DISABILITIES |  |  |  |  | 8.77 |  | $<5$ | 19.9 |  |  |  | <5 |
| EL | LIMITED ENGLISH PROFICIENCY |  |  |  |  |  |  |  | 18.2 |  |  |  |  |
|  | NON LIMITED ENGLISH PROFICIENCY |  |  |  |  | 11.7 |  |  | 21 |  |  |  | $<5$ |
| (MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Figure 187: West Elementary School Disciplinary Actions Reported to MDE

## Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at West Elementary School in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-one (41) faculty and staff members, twenty-one (21) parents, and one hundred seventy-seven (177) students responded to the survey.

## West Elementary School Faculty/Staff Survey

| Please indicate your certification status and your years of experience as an <br> educator. <br>  <br> Certified $\mathbf{1 - 3}$ years |
| :--- |
| Classified |

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 20 | $48.8 \%$ |
| Agree | 21 | $51.2 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


| I use disaggregated student data to inform classroom decisions and |  |  |
| :--- | ---: | ---: |
| instructional practices. |  |  |
|  | Count | Percentage |
| Strongly Agree | 22 | $53.7 \%$ |
| Agree | 8 | $19.5 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 11 | $26.8 \%$ |

I use effective, evidence-based strategies for

Developing and using classroom assessments.
Closing the achievement gap
$\begin{array}{llllll}\text { between diverse groups of students. } & 51.2 \% & 36.6 \% & 0.0 \% & 0.0 \% & 12.2 \%\end{array}$
$\begin{array}{lllllll}\text { Successful classroom management. } & 53.7 \% & 39.0 \% & 0.0 \% & 0.0 \% & 7.3 \%\end{array}$
$\begin{array}{llllll}\text { Teaching special needs students. } & 34.2 \% & 46.3 \% & 0.0 \% & 2.4 \% & 17.1 \%\end{array}$
Providing instructions to students with limited English proficiency to improve their language and $\begin{array}{llllll}\text { academic skills. } & 43.9 \% & 39.0 \% & 0.0 \% & 0.0 \% & 17.1 \%\end{array}$

The most common behavior problem in my classroom is:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Off-task behavior | 22 | $53.7 \%$ |
| Minor disruptions that steal instructional time | 10 | $24.4 \%$ |
| Major classroom disruptions | 2 | $4.9 \%$ |
| Not Applicable | 7 | $17.1 \%$ |


| Identify the educational needs of the students at your school who meet the |  |  |
| :--- | :---: | ---: |
| homeless definition. | Count | Percentage |
| Expedited evaluation services for students with | 18 | $43.9 \%$ |
| learning disabilities | 12 | $29.3 \%$ |
| Expedited evaluation services for students with |  |  |
| limited English | 7 | $17.1 \%$ |
| Expedited evaluation services for gifted and | 24 | $58.5 \%$ |
| talented students | 21 | $51.2 \%$ |
| Additional academic support | 12 | $29.3 \%$ |
| Tutoring | 25 | $61.0 \%$ |
| Enrichment educational services | 19 | $46.3 \%$ |
| Counseling | 24 | $58.5 \%$ |
| Mentors | 18 | $43.9 \%$ |
| School supplies | 18 | $43.9 \%$ |
| Dental referrals | 11 | $26.8 \%$ |
| Medical referrals |  |  |
| Bullying assistance |  |  |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 15 | $36.6 \%$ |
| Agree | 22 | $53.7 \%$ |
| Disagree | 2 | $4.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $4.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 21 | $51.2 \%$ |
| Agree | 19 | $46.3 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $34.2 \%$ |
| Agree | 17 | $41.5 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 9 | $22.0 \%$ |

I develop assessments that mirror the format \& complexity of state assessments.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 16 | $39.0 \%$ |
| Agree | 17 | $41.5 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 8 | $19.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 21 | $51.2 \%$ |
| Agree | 14 | $34.2 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 5 | $12.2 \%$ |

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

Count Percentage

| Embed multicultural education throughout the <br> curriculum | 22 | $53.7 \%$ |
| :--- | :---: | :---: |
| Utilize technology such as class websites, blogs, and <br> videos | 26 | $63.4 \%$ |
| Utilize structured note-taking formats (i.e., graphic <br> organizers) and teach viewing comprehension <br> strategies | 17 | $41.5 \%$ |

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

|  | Count | Percentage |
| :--- | :---: | :---: |
| Slow down my speech; use shorter sentences, present <br> tense, synonyms, examples, gestures, and <br> demonstrations | 28 | $68.3 \%$ |
| Use as many mediums as possible to convey <br> information: oral, written, videos, teacher |  |  |
| demonstration, student demonstration, etc. | 23 | $56.1 \%$ |
| Use think-alouds and think-pair-shares when asking <br> questions; allow wait time for answers | 21 | $51.2 \%$ |
| Use bilingual handouts and cues | 12 | $29.3 \%$ |
| Use visual displays, portable white boards, and posters <br> when giving instructions | 21 | $51.2 \%$ |
| Create and display word walls (displays of high- <br> frequency words for a unit, arranged alphabetically) | 19 | $46.3 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 27 | $65.9 \%$ |
| Agree | 12 | $29.3 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

## Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 20 | $48.8 \%$ |
| Agree | 18 | $43.9 \%$ |
| Disagree | 2 | $4.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 21 | $51.2 \%$ |
| Agree | 18 | $43.9 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 21 | $51.2 \%$ |
| Agree | 16 | $39.0 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 2 | $4.9 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 23 | $56.1 \%$ |
| Agree | 16 | $39.0 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 20 | $48.8 \%$ |
| Agree | 20 | $48.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 20 | $48.8 \%$ |
| Agree | 17 | $41.5 \%$ |
| Disagree | 2 | $4.9 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

Technology is sufficiently available to support instruction.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 21 | $51.2 \%$ |
| Agree | 17 | $41.5 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $19.5 \%$ |
| Agree | 17 | $41.5 \%$ |
| Disagree | 8 | $19.5 \%$ |
| Strongly Disagree | 5 | $12.2 \%$ |
| Not Applicable or No Information | 3 | $7.3 \%$ |

The school's priorities for the expenditure of funds are appropriate.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $31.7 \%$ |
| Agree | 21 | $51.2 \%$ |
| Disagree | 1 | $2.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 6 | $14.6 \%$ |

How would you rate your morale as a district employee?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Superior | 7 | $17.1 \%$ |
| Above Average | 19 | $46.3 \%$ |
| Average | 13 | $31.7 \%$ |
| Poor | 2 | $4.9 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


| I feel safe at my school. | Count | Percentage |
| :--- | ---: | ---: |
|  | 15 | $36.6 \%$ |
| Strongly Agree | 21 | $51.2 \%$ |
| Agree | 2 | $4.9 \%$ |
| Disagree | 2 | $4.9 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information |  |  |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 29 | $70.7 \%$ |
| Agree | 11 | $26.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.4 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 37 | $90.2 \%$ |
| Agree | 2 | $4.9 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $4.9 \%$ |

## Professional Development

Rank your top ten choices for professional development topics.

|  | 13 | 3 | 1 | 1 | 1 | 4 | 2 | 0 | 0 | 0 | $\mathbf{1}$ |
| :--- | ---: | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Classroom Management | 3 | 8 | 3 | 7 | 2 | 1 | 0 | 0 | 1 | 0 | $\mathbf{2}$ |
| Reading for at risk students | 5 | 9 | 1 | 2 | 3 | 1 | 3 | 0 | 1 | 1 | $\mathbf{3}$ |

## Rank your top ten choices for professional development topics.

|  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Teaching and understanding students in poverty | 2 | 4 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 4 | 4 |
| Successful inclusion strategies | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | 5 |
| Response to Intervention (RTI/MTSS) | 1 | 2 | 4 | 4 | 3 | 0 | 1 | 4 | 0 | 1 | 6 |
| Writing strategies | 2 | 1 | 3 | 4 | 2 | 2 | 1 | 2 | 1 | 2 | 7 |
| My specific content area | 5 | 1 | 3 | 0 | 2 | 2 | 1 | 1 | 0 | 2 | 8 |
| Culture sensitivity | 1 | 0 | 3 | 2 | 2 | 5 | 3 | 2 | 2 | 0 | 9 |
| English Learners | 4 | 2 | 2 | 1 | 0 | 1 | 4 | 0 | 1 | 1 | 10 |
| Conflict resolution | 0 | 1 | 2 | 4 | 4 | 2 | 0 | 3 | 3 | 1 | 11 |
| Using technology to enhance instruction | 1 | 1 | 5 | 2 | 2 | 0 | 2 | 0 | 0 | 1 | 12 |
| Interpreting and analyzing student data | 1 | 0 | 1 | 1 | 3 | 3 | 0 | 2 | 3 | 2 | 13 |
| Teaching and understanding the needs of homeless students | 0 | 0 | 2 | 0 | 2 | 3 | 3 | 3 | 1 | 1 | 14 |
| Depth of Knowledge | 0 | 1 | 2 | 1 | 0 | 2 | 0 | 3 | 4 | 1 | 15 |
| Developing quality assessments | 0 | 1 | 1 | 1 | 2 | 1 | 3 | 1 | 2 | 0 | 15 |
| Mississippi College and Career Readiness Standards | 0 | 2 | 0 | 2 | 1 | 0 | 1 | 1 | 0 | 2 | 17 |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 10 | $24.4 \%$ |
| Agree | 24 | $58.5 \%$ |
| Disagree | 2 | $4.9 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 4 | $9.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 6 | $14.6 \%$ |
| Agree | 25 | $61.0 \%$ |
| Disagree | 4 | $9.8 \%$ |
| Strongly Disagree | 2 | $4.9 \%$ |
| Not Applicable or No Information | 4 | $9.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 9 | $22.0 \%$ |
| Agree | 24 | $58.5 \%$ |
| Disagree | 4 | $9.8 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 3 | $7.3 \%$ |

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $29.3 \%$ |
| Agree | 23 | $56.1 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 5 | $12.2 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 10 | $24.4 \%$ |
| Agree | 25 | $61.0 \%$ |
| Disagree | 2 | $4.9 \%$ |
| Strongly Disagree | 1 | $2.4 \%$ |
| Not Applicable or No Information | 3 | $7.3 \%$ |

## I would like further guidance in:

Count Percentage

| Arranging my classroom for maximum student |  |  |
| :--- | ---: | ---: |
| learning. | 4 | $9.8 \%$ |
| Keeping my students on task and engaged. | 15 | $36.6 \%$ |
| Strategies for effective classroom management. | 8 | $19.5 \%$ |
| Maintaining high expectations for ALL students. | 14 | $34.2 \%$ |
| Strategies to get students actively engaged in the <br> lesson. | 17 | $41.5 \%$ |

## I would like further guidance in:

Count Percentage
Improving the knowledge and skills in my content
area.

| Developing comprehensive and effective lesson <br> plans. | 3 | $7.3 \%$ |
| :--- | :--- | :--- |

Pedagogy and implementing the components of an effective lesson. 1 ..... 2.4\%
Effective questioning to promote students to think critically. ..... $9 \quad 22.0 \%$
Planning lessons/activities to address individual differences. ..... 13 ..... $31.7 \%$
Developing and adjusting lessons to meet the needs of diverse learners. ..... 12 ..... 29.3\%
Designing flexible groups for specific learning or behavioral needs. ..... 6 ..... $14.6 \%$
Implementing the Teacher Support Team (TST) process. ..... 5 ..... $12.2 \%$
Developing appropriate assessments for varying subgroups 2 ..... 4.9\%
Analyzing and interpreting student test data. ..... 9 ..... 22.0\%
Using state standards, objectives, sample test items, and blueprints to develop appropriate assessments. ..... 1 ..... 2.4\%
Using assessment results to improve instruction. ..... 8 ..... 19.5\%
The availability of staff development to support my instructional needs is excellent in this school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $29.3 \%$ |
| Agree | 21 | $51.2 \%$ |
| Disagree | 3 | $7.3 \%$ |
| Strongly Disagree | 2 | $4.9 \%$ |
| Not Applicable or No Information | 3 | $7.3 \%$ |


| Please select the top five professional learning topics that you feel would be most beneficial to you and your students. |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Cybersafety and Digital Citizenship | 7 | 17.1\% |
| Microsoft Word | 6 | 14.6\% |
| Microsoft Excel | 6 | 14.6\% |
| Microsoft PowerPoint | 9 | 22.0\% |
| Office 365 - Basic Usage (Word, OneDrive, Software |  |  |
| Download) | 4 | 9.8\% |
| Office 365 - Classroom Usage (OneNote, Sway, Class |  |  |
| Notebook) | 3 | 7.3\% |
| Digital Formative Assessments | 3 | 7.3\% |
| Activity Building with ActivInspire (Promethean |  |  |
| Software) | 15 | 36.6\% |
| Classflow (Online Interactive Lessons) | 10 | 24.4\% |
| G-Suite (Google Docs, Google Forms, YouTube, |  |  |
| Email, etc.) | 16 | 39.0\% |
| Google Classroom | 19 | 46.3\% |
| Cloud Storage/Services (Dropbox, Google Drive, |  |  |
| One Drive) | 3 | 7.3\% |
| Classroom Technology Integration | 8 | 19.5\% |
| Coding (Computer Science) | 5 | 12.2\% |
| Classroom/lab Technology Management and Care | 3 | 7.3\% |
| STEM (Science, Tech, Engineering and Math)/STEAM (Science, Tech, Engineering, Arts and Math) | 8 | 19.5\% |
| Remote Teaching and Learning | 3 | 7.3\% |
| Kami Digital Classroom Annotation and Markup |  |  |
| Application | 11 | 26.8\% |
| Video Conferencing (Zoom, Google Meet, etc.) | 1 | 2.4\% |
| Video Creation and Editing (Screencastify, WeVideo, ScreenCastomatic, etc.) | 4 | 9.8\% |
|  |  |  |
| Overall, the professional learning I have experienced has helped me to perform better in my job role. |  |  |
|  |  |  |
|  | Count | Percentage |
| Strongly Agree | 10 | 24.4\% |
| Agree | 26 | 63.4\% |
| Disagree | 2 | 4.9\% |
| Strongly Disagree | 1 | 2.4\% |
| Not Applicable or No Information | 2 | 4.9\% |

## If you have not used the information, activities, or materials from recent professional learning, what factor limited your use?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Time constraints | 17 | $41.5 \%$ |
| I do not have the current technology to support the |  |  |
| act | 2 | $4.9 \%$ |
| I prefer to use other activities | 4 | $9.8 \%$ |
| Other | 18 | $43.9 \%$ |
| I have been given opportunities to present at site level or district level training. |  |  |
|  | Count | Percentage |
| Strongly Agree | 8 | $19.5 \%$ |
| Agree | 18 | $43.9 \%$ |
| Disagree | 4 | $9.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 11 | $26.8 \%$ |

## General Opinion

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.
aculty and staff members from West Elementary School feel that the school does well in working together as a cohesive unit, communicating with stakeholders, and providing quality professional development opportunities. One faculty member said, "My school does a great job creating an environment where everyone is welcome." Responding teachers feel there is room for improvement in safety, logistics, and technology. Another faculty member stated, "This district needs an effective discipline plan."

## West Elementary School Parent Survey



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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Abuse Prevention | 4 | $19.1 \%$ |
| Computer Classes | 4 | $19.1 \%$ |
| Conflict Resolution | 4 | $19.1 \%$ |
| Discipline | 6 | $28.6 \%$ |
| Drug/Alcohol Awareness | 4 | $19.1 \%$ |
| English as a Second Language | 4 | $19.1 \%$ |
| Health Classes | 3 | $14.3 \%$ |
| Literacy Classes | 2 | $9.5 \%$ |
| Math Classes | 6 | $28.6 \%$ |
| Parent-to-School Relationships | 7 | $33.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Parent/Child Communication | 3 | $14.3 \%$ |
| Preparing for College | 6 | $28.6 \%$ |
| Parenting Workshops | 7 | $33.3 \%$ |
| Social Media Classes | 3 | $14.3 \%$ |
| Stress/Anger Management | 7 | $33.3 \%$ |
| Understanding College- and Career-Ready Standards | 2 | $9.5 \%$ |

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Babysitting/childcare at parent meetings | 3 | $14.3 \%$ |
| District and/or school newsletters | 7 | $33.3 \%$ |
| Parent resources in the Family Education Center <br> (computer access, lending library of books, CDs, <br> videos, education games, etc.) | 9 | $42.9 \%$ |
| Resource materials for parental training | 6 | $28.6 \%$ |
| Training for parents to work with other parents on <br> becoming involved in the schools | 8 | $38.1 \%$ |
| Travel expenses to attend parent and family |  |  |
| engagement/PTA workshops and conferences. | 4 | $19.1 \%$ |
| Home/School folders | 5 | $23.8 \%$ |
| Home/School Planners | 7 | $33.3 \%$ |

## Curriculum and Instruction

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

Count Percentage
Strongly Agree 8 38.1\%
Agree 10 47.6\%
Disagree 1 4.8\%
Strongly Disagree $0 \quad 0.0 \%$

Not Applicable or No Information 2 9.5\%

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 11 | $52.4 \%$ |
| Agree | 9 | $42.9 \%$ |
| Disagree | 1 | $4.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 11 | $52.4 \%$ |
| Agree | 8 | $38.1 \%$ |
| Disagree | 2 | $9.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $38.1 \%$ |
| Agree | 12 | $57.1 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $4.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $38.1 \%$ |
| Agree | 8 | $38.1 \%$ |
| Disagree | 2 | $9.5 \%$ |
| Strongly Disagree | 2 | $9.5 \%$ |
| Not Applicable or No Information | 1 | $4.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 4 | $19.1 \%$ |
| Agree | 8 | $38.1 \%$ |
| Disagree | 5 | $23.8 \%$ |
| Strongly Disagree | 2 | $9.5 \%$ |
| Not Applicable or No Information | 2 | $9.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $38.1 \%$ |
| Agree | 12 | $57.1 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $4.8 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Parent/teacher conference | 12 | $57.1 \%$ |
| Checked my child's grades/assignments online | 8 | $38.1 \%$ |
| Been in contact with my child's teacher | 19 | $90.5 \%$ |
| Received a newsletter from the district, school, or <br> teacher | 14 | $66.7 \%$ |
| Worked with a committee or group on school or <br> district policies | 1 | $4.8 \%$ |
| Attended a workshop, parent night, or other event <br> geared toward helping me help my child |  |  |
| academically | 6 | $28.6 \%$ |
| Attended a performance, athletic event, <br> celebration, or awards ceremony involving my child <br> and/or his or her peers | 13 | $61.9 \%$ |
| Volunteered at my child's school | 1 | $4.8 \%$ |

On social media, I follow

|  | Twitter | Facebook |
| :--- | ---: | ---: |
| Gulfport School District | $0.0 \%$ | $38.1 \%$ |
| GSD Athletics | $0.0 \%$ | $19.1 \%$ |
| My child's school | $0.0 \%$ | $57.1 \%$ |
| Other GSD clubs/organizations | $0.0 \%$ | $14.3 \%$ |

[^19]How often do you visit these websites?

|  | Daily | 1 or 2 times <br> per week | A few times <br> per month | Not at <br> all |
| :--- | ---: | ---: | ---: | ---: |
| GSD's Facebook page | $4.8 \%$ | $19.1 \%$ | $23.8 \%$ | $52.4 \%$ |
| GSD's website | $0.0 \%$ | $28.6 \%$ | $52.4 \%$ | $19.1 \%$ |
| Your child's school's website | $4.8 \%$ | $38.1 \%$ | $38.1 \%$ | $19.1 \%$ |
| Your child's teacher's webpage | $9.5 \%$ | $19.1 \%$ | $19.1 \%$ | $52.4 \%$ |
| The parent portal to view grades, |  |  |  |  |
| attendance, and progress | $9.5 \%$ | $14.3 \%$ | $19.1 \%$ | $57.1 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 7 | $33.3 \%$ |
| Agree | 12 | $57.1 \%$ |
| Disagree | 2 | $9.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 4 | $19.1 \%$ |
| Agree | 15 | $71.4 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $9.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 10 | $47.6 \%$ |
| Agree | 10 | $47.6 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $4.8 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 10 | $47.6 \%$ |
| Agree | 9 | $42.9 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $4.8 \%$ |
| Not Applicable or No Information | 1 | $4.8 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $66.7 \%$ |
| Agree | 3 | $14.3 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $4.8 \%$ |
| Not Applicable or No Information | 3 | $14.3 \%$ |

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:


Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.

| $57.1 \%$ | $9.5 \%$ | $4.8 \%$ | $0.0 \%$ | $28.6 \%$ |
| :--- | :--- | :--- | :--- | :--- |
| $52.4 \%$ | $19.1 \%$ | $0.0 \%$ | $0.0 \%$ | $28.6 \%$ |

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:

|  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## General Opinion

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

Parents of students from West Elementary School feel that the school does a good job in maintaining school facilities, teaching core subjects, and caring for student needs. One parent said, "The school is very well run. They are all about the children's safety and happiness." Responding parents also feel there is room for improvement in multicultural needs, cafeteria selection, and communication issues. Another parent stated, "More attention to the Hispanic parents. More communication and meeting weekly. Show how to work with student on their homework. Bring an example of worksheet of math."

## West Elementary School Student Survey

## Federal Programs

| In my experience, teachers in my school (district) are state certified and |  |  |
| :--- | ---: | ---: |
| effective. | Count | Percentage |
| Strongly Agree | 78 | $44.1 \%$ |
| Agree | 84 | $47.5 \%$ |
| Disagree | 2 | $1.1 \%$ |
| Strongly Disagree | 4 | $2.3 \%$ |
| Not Applicable or No Information | 9 | $5.1 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 62 | $35.0 \%$ |
| Agree | 92 | $52.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $0.6 \%$ |
| Not Applicable or No Information | 22 | $12.4 \%$ |

My schoolwork is challenging and requires my best effort.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 71 | $40.1 \%$ |
| Agree | 93 | $52.5 \%$ |
| Disagree | 3 | $1.7 \%$ |
| Strongly Disagree | 6 | $3.4 \%$ |
| Not Applicable or No Information | 4 | $2.3 \%$ |

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 | 53 | $29.9 \%$ |
| Agree | 104 | $58.8 \%$ |
| Disagree | 7 | $4.0 \%$ |
| Strongly Disagree | 3 | $1.7 \%$ |
| Not Applicable or No Information | 10 | $5.7 \%$ |

The grading and evaluation of my class work is fair.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 52 | $29.4 \%$ |
| Agree | 99 | $55.9 \%$ |
| Disagree | 14 | $7.9 \%$ |
| Strongly Disagree | 12 | $6.8 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 58 | $32.8 \%$ |
| Agree | 94 | $53.1 \%$ |
| Disagree | 6 | $3.4 \%$ |
| Strongly Disagree | 5 | $2.8 \%$ |
| Not Applicable or No Information | 11 | $6.2 \%$ |

In my class, time is spent doing work that I find meaningful.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Yes | 161 | $91.0 \%$ |
| No | 16 | $9.0 \%$ |
| In my home, I have access to |  |  |
|  | Count | Percentage |
| Internet | 165 | $93.2 \%$ |
| Computer | 124 | $70.1 \%$ |
| Smart phone/Tablet | 151 | $85.3 \%$ |
| Gaming console | 148 | $83.6 \%$ |

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I use social media (TikTok, Instagram, Facebook, YouTube, Snapchat, etc.).

|  | Count | Percentage |
| :--- | ---: | ---: |
| Daily | 142 | $80.2 \%$ |
| 1 or 2 times per week | 14 | $7.9 \%$ |
| A few times per month | 12 | $6.8 \%$ |
| Not at all | 9 | $5.1 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 76 | $42.9 \%$ |
| Agree | 85 | $48.0 \%$ |
| Disagree | 6 | $3.4 \%$ |
| Strongly Disagree | 3 | $1.7 \%$ |
| Not Applicable or No Information | 7 | $4.0 \%$ |

## Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 69 | $39.0 \%$ |
| Agree | 84 | $47.5 \%$ |
| Disagree | 8 | $4.5 \%$ |
| Strongly Disagree | 1 | $0.6 \%$ |
| Not Applicable or No Information | 15 | $8.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 76 | $42.9 \%$ |
| Agree | 73 | $41.2 \%$ |
| Disagree | 15 | $8.5 \%$ |
| Strongly Disagree | 8 | $4.5 \%$ |
| Not Applicable or No Information | 5 | $2.8 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 76 | $42.9 \%$ |
| Agree | 92 | $52.0 \%$ |
| Disagree | 6 | $3.4 \%$ |
| Strongly Disagree | 2 | $1.1 \%$ |
| Not Applicable or No Information | 1 | $0.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 89 | $50.3 \%$ |
| Agree | 81 | $45.8 \%$ |
| Disagree | 1 | $0.6 \%$ |
| Strongly Disagree | 3 | $1.7 \%$ |
| Not Applicable or No Information | 3 | $1.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 58 | $32.8 \%$ |
| Agree | 93 | $52.5 \%$ |
| Disagree | 18 | $10.2 \%$ |
| Strongly Disagree | 5 | $2.8 \%$ |
| Not Applicable or No Information | 3 | $1.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 63 | $35.6 \%$ |
| Agree | 90 | $50.9 \%$ |
| Disagree | 7 | $4.0 \%$ |
| Strongly Disagree | 5 | $2.8 \%$ |
| Not Applicable or No Information | 12 | $6.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 68 | $38.4 \%$ |
| Agree | 79 | $44.6 \%$ |
| Disagree | 16 | $9.0 \%$ |
| Strongly Disagree | 6 | $3.4 \%$ |
| Not Applicable or No Information | 8 | $4.5 \%$ |

## The variety of activities is great enough so that everyone can find an activity

 that matches his/her interest.|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 60 | $33.9 \%$ |
| Agree | 80 | $45.2 \%$ |
| Disagree | 22 | $12.4 \%$ |
| Strongly Disagree | 6 | $3.4 \%$ |
| Not Applicable or No Information | 9 | $5.1 \%$ |

## I feel safe at my school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 66 | $37.3 \%$ |
| Agree | 62 | $35.0 \%$ |
| Disagree | 30 | $17.0 \%$ |
| Strongly Disagree | 14 | $7.9 \%$ |
| Not Applicable or No Information | 5 | $2.8 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 71 | $40.1 \%$ |
| Agree | 83 | $46.9 \%$ |
| Disagree | 8 | $4.5 \%$ |
| Strongly Disagree | 2 | $1.1 \%$ |
| Not Applicable or No Information | 13 | $7.3 \%$ |

## Prekindergarten and Kindergarten

| Having preschool and kindergarten classes in my district will improve student |  |  |
| :--- | ---: | ---: |
| achievement. | Count | Percentage |
|  | 74 | $41.8 \%$ |
| Strongly Agree | 79 | $44.6 \%$ |
| Agree | 8 | $4.5 \%$ |
| Disagree | 4 | $2.3 \%$ |
| Strongly Disagree | 12 | $6.8 \%$ |
| Not Applicable or No Information |  |  |

## General Opinion

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and what improvements the school or district should make. Those responses are summarized below.
tudents from West Elementary School feel the school does a good job in helping students learn, caring for student needs, and keeping students safe on campus. One student said, "In my school district I think teachers do well teaching, helping students out, and I think principals help out on some things we are struggling about." Students believe there is room for improvement in extracurricular class needs, bullying concerns, and dress code policies. Another student stated, "Our school should let us have like 2 more activities besides technology, art, P. E, library, and music."

West Elementary School
Notes

## Section 13

## Bayou View Middle School

## Introduction

Bayou View Middle School is located at 212 43rd Avenue in Gulfport, Mississippi. In January of 2023, it housed eight hundred twenty-six (826) students in sixth through eighth grades (6-8). According to the school website, "BVMS is a National Blue Ribbon School. Selected by the U.S. Department of Education, Blue Ribbon Schools are recognized as the top schools in the nation. Only $5 \%$ of
 American schools (public, private, or parochial) are designated as Blue Ribbon Schools."
"Bayou View Middle offers a variety of courses including English, math, history, science, and computer technology. Advanced classes are available for students who qualify. The school also offers a variety of elective courses such as health/physical education, art, band, choir, and strings. Bayou View Middle fields athletic teams in football, basketball, soccer, baseball, volleyball, and track. BVMS students may also compete for positions on Gulfport High School teams such as swimming, golf, tennis, cross-country, and softball."


Bayou View Middle School

## Enrollment

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

| BAYOU VIEW MIDDLE SCHOOL ENROLLMENT |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: |
|  | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ | $\mathbf{2 0 2 3}$ |
| ALL | 842 | 907 | 897 | 907 | 826 |
| GR_6 | 292 | 327 | 279 | 300 | 249 |
| GR_7 | 276 | 307 | 324 | 275 | 286 |
| GR_8 | 274 | 273 | 294 | 332 | 291 |

Figure 188: Bayou View Middle School Enrollment


Figure 189: Bayou View Middle School Changes in Enrollment

| BAYOU VIEW MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2019 | 2020 | 2021 | 2022 | 2023 |
| ALL | ALL | 842 | 907 | 897 | 907 | 826 |
| GENDER | FEMALE | 422 | 461 | 424 | 433 | 402 |
|  | MALE | 420 | 446 | 473 | 474 | 424 |
| RACE | ASIAN | 12 | 15 | * | * | 12 |
|  | BLACK OR AFRICAN AMERICAN | 290 | 329 | 322 | 347 | 309 |
|  | HISPANIC OR LATINO | 55 | 78 | 93 | 97 | 93 |
|  | TWO OR MORE RACES | 18 | 30 | 29 | 40 | 32 |
|  | WHITE | 461 | 448 | 435 | 409 | 380 |

Figure 190: Bayou View Middle School Enrollment by Demographic Group

## Attendance

## Average Daily Attendance

| BAYOU VIEW MIDDLE SCHOOL ADA |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| ALL | 776.5 | 797.9 | 864.5 | 835.5 | 840.7 |
| GR_6 | 252.1 | 276.8 | 310.4 | 256.4 | 272.8 |
| GR_7 | 251.5 | 261.7 | 292.3 | 304.4 | 261.6 |
| GR_8 | 272.8 | 259.5 | 261.8 | 274.7 | 306.3 |

Figure 191: Bayou View Middle School Average Daily Attendance
Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

## BAYOU VIEW MIDDLE SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

|  | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| ALL | $94.2 \%$ | $94.8 \%$ | $95.3 \%$ | $93.1 \%$ | $92.8 \%$ |
| GR_6 | $94.4 \%$ | $94.8 \%$ | $94.9 \%$ | $91.9 \%$ | $90.9 \%$ |
| GR_7 | $93.8 \%$ | $94.8 \%$ | $95.2 \%$ | $94.0 \%$ | $95.1 \%$ |
| GR_8 | $94.4 \%$ | $94.7 \%$ | $95.9 \%$ | $93.4 \%$ | $92.3 \%$ |

Figure 192: Bayou View Middle School ADA as Percentage of Enrollment


## Chronic Absence



Figure 193: Bayou View Middle School Chronic Absence by Demographic Group


## Accountability

## Accountability Measures

## BAYOU VIEW MIDDLE SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| RATINGS | A | A | B |
| POINTS | 456 |  | 419 |
| ELA/READING |  |  |  |
| \% PROFICIENT | 53.7 | 50.3 | 55.7 |
| STATE | 41.8 | 35 | 41.9 |
| \% GROWTH | 62 |  | 67.7 |
| STATE | 58.8 |  | 62.1 |
| \% GROWTH LOWEST QUARTILE | 47.4 |  | 48.6 |
| STATE | 56.2 |  | 56.6 |
| MATH |  |  |  |
| \% PROFICIENT | 72.2 | 56.1 | 55.9 |
| STATE | 47 | 36 | 46.8 |
| \% GROWTH | 86.7 |  | 67.2 |
| STATE | 65.2 |  | 72.6 |
| \% GROWTH LOWEST QUARTILE | 63.8 |  | 52.9 |
| STATE | 60 |  | 68.6 |

(MDE, 2019, 2021, 2022, Accountability)
Figure 194: Bayou View Middle School Accountability: ELA and Math

## BAYOU VIEW MIDDLE SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 |  | 2022 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| SCIENCE/HISTORY |  |  |  |  |  |
| \% PROFICIENT SCIENCE | 69.8 | 69.9 |  | 63.7 |  |
| STATE |  |  | 49.6 |  | 55.5 |
| \% PROFICIENT HISTORY |  |  |  |  |  |
| STATE |  |  | 47.8 |  | 69.4 |
| COLLEGE/CAREER |  |  |  |  |  |

## COLLEGE/CAREER READINESS

| STATE | 37.4 | 34.3 |  | 42.9 |
| :---: | :---: | :---: | :---: | :---: |
| ACCELERATION |  |  |  |  |
| STATE | 65.9 | 65.7 |  | 73.2 |
| LIMITED ENGLISH PROFICIENCY |  |  |  |  |
| \% PROFICIENT LIMITED ENGLISH PROFICIENCY | 25 |  | 26.3 |  |
| STATE | 17 |  |  | 14.8 |
| \% GROWTH LIMITED ENGLISH PROFICIENCY | <=5 |  | 50 |  |
| STATE | 57.8 |  |  | 51.8 |

Figure 195: Bayou View Middle School Accountability: Science, History, Other

## Proficiency by Demographic Group

## BAYOU VIEW MIDDLE SCHOOL ACCOUNTABILITY READING PROFICIENCY BY DEMOGRAPHIC GROUP

| GENDER | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| FEMALE <br> MALE | 57.2 | 57.3 | 60.4 |
|  | 50.0 | 44.1 | 51.5 |
| DISABILITY |  |  |  |
| WITH DISABILITIES | 58.5 | 56.1 | 61.7 |
| WITHOUT DISABILITIES |  |  |  |
|  |  |  |  |
|  | 17.2 | 11.0 | 17.4 |

## ENGLISH PROFICIENCY

| LIMITED ENGLISH | 54.3 | 50.8 | 56.6 |
| :--- | :---: | :---: | :---: |
| PROFICIENCY |  |  |  |
| NON LIMITED ENGLISH |  |  |  |
| PROFICIENCY |  |  |  |$\quad \mathbf{7}$


| RACE | 76.9 |  | 100.0 |
| :---: | :---: | :---: | :---: |
| ASIAN | 72.7 |  |  |
|  | 66.7 | 70.4 | $56.4$ |
| BLACK OR AFRICAN <br> AMERICAN | 38.8 | 48.0 | 35.7 |
| $\longrightarrow$ HISPANIC OR LATINO | 33.5 | 28.6 |  |

Figure 196: Bayou View Middle School Reading Proficiency by Demographic Group

Bayou View Middle School

BAYOU VIEW MIDDLE SCHOOL ACCOUNTABILITY MATH PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

| GENDER | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | :---: | :---: | :---: |
| FEMALE <br> MALE | $\mathbf{7 5 . 9}$ | $\mathbf{5 9 . 1}$ | $\mathbf{5 4 . 4}$ |
| DISABILITY <br> WITH DISABILITIES <br> WITHOUT <br> DISABILITIES | 78.4 | 53.4 | 57.3 |
| ENGLISH PROFICIENCY <br> LIMITED ENGLISH <br> PROFICIENCY <br> NON LIMITED ENGLISH <br> PROFICIENCY | $\mathbf{7 2 . 6}$ | $\mathbf{3 0 . 1}$ | 61.7 |

ECONOMIC STATUS ECONOMICALLY

73
$57 \quad 57$
DISADVANTAGED
NON ECONOMICALLY
DISADVANTAGED


## RACE

ASIAN
BLACK OR AFRICAN
AMERICAN
HISPANIC OR LATINO


- TWO OR MORE RACES
(MDE, 2019, 2021, 2022. Mississippi Succeeds Report Card)
Figure 197: Bayou View Middle School Math Proficiency by Demographic Group


## BAYOU VIEW MIDDLE SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP

| Note: Accountability was not measured in 2020 because of the pandemic. |  |  |  |
| :---: | :---: | :---: | :---: |
| GENDER | 2019 | 2021 | 2022 |
| FEMALE MALE | $\underbrace{69.4}_{70.1}$ | $\frac{70.3}{69.4}$ | $\begin{aligned} & 63.7 \\ & 63.7 \end{aligned}$ |
| DISABILITY <br> WITH DISABILITIES <br> WITHOUT DISABILITIES | 73.9 | $76.3$ $21.9$ | $\underbrace{68.2}_{32.5}$ |
| ENGLISH PROFICIENC <br> LIMITED ENGLISH PROFICIENCY <br> NON LIMITED ENGLISH PROFICIENCY | $70.6$ | $70.6$ | 64.5 |
| ECONOMIC STATUS <br> ECONOMICALLY DISADVANTAGED <br> NON ECONOMICALLY DISADVANTAGED | 49.6 | 60.8 | 53.4 |
| RACE $\qquad$ BLACK OR AFRICAN AMERICAN $\qquad$ HISPANIC OR LATINO <br> - OTWO OR MORE RACES $\qquad$ WHITE | $\begin{aligned} & 84.0 \\ & 46.7 \\ & 43.0 \end{aligned}$ | $79.9$ <br> 49. <br> sissippi Succee | $\begin{gathered} 78.5 \\ \\ \hline \\ \hline \end{gathered} \begin{gathered} 55.2 \\ 50.8 \\ 41.7 \end{gathered}$ |

Figure 198: Bayou View Middle School Science Proficiency by Demographic Group

## Assessment

## Mississippi Academic Assessment Program [MAAP]

maAP ELA

| BAYOU VIEW MIDDLE SCHOOL MAAP ELA GRADE 6 |  |  |  | - ${ }_{\text {j }}^{\text {m }}$ | BAYOU SCHO $\stackrel{\circ}{\circ}$ | VIEW <br> L MA <br> RADE <br> 人 | MIDDLE <br> AP ELA <br> 7 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\text { - } 2019 ■ 2021 \quad 2022$ |  |  |  | LEVEL 1 | $\begin{array}{r} \text { LEVEL } \\ \quad-2 \end{array}$ | $\begin{aligned} & \text { LEVEL } 3 \\ & \text { - } 2021 \end{aligned}$ | $\begin{aligned} & \text { LEVEL } 4 \\ & 2022 \end{aligned}$ | LEVEL 5 |
|  | 2019 | 2021 | 2022 |  |  | 20 | 2021 | 2022 |
| PROFICIENT ( $4+5$ ) | 52.4 | 47.4 | 61.5 | PROF | T ( $4+5$ ) | 57.5 | 49. | 53. |
| STATE PROFICIENT | 33.6 | 29.6 | 41.0 | STATE | OFICIENT | 39.0 | 30.7 | 38 |

Figure 199: Bayou View Middle School MAAP ELA Grades 6 and 7



Figure 200: Bayou View Middle School MAAP ELA Grade 8


MAAP MATH


Figure 201: Bayou View Middle School MAAP Math Grades 6 and 7


Figure 202: Bayou View Middle School MAAP Math Grade 8

## MAAP SCIENCE



## Personnel



Figure 204: Bayou View Middle School Teaching Staff Experience by Percentage of Teachers

## Discipline

| BAYOU VIEW MIDDLE SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ISS |  |  |  | OSS |  |  |  | EXPULSIONS |  |  |  |
|  |  | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| ALL | ALL | <10 | <5 | <5 |  | 20.1 | <5 | 10.7 | 6.3 | <10 | <5 | <5 |  |
| GENDER | FEMALE |  |  | <5 |  | 6.35 |  | <5 | 5.4 |  |  |  |  |
|  | MALE |  |  |  |  | 13.7 |  | 16.1 | 7.2 |  |  | <5 |  |
| RACE | ASIAN |  |  |  |  |  |  |  | 7.7 |  |  |  |  |
|  | BLACK OR AFRICAN AMERICAN |  |  |  |  | 18.7 |  | 16.3 | 8.1 |  |  | <5 |  |
|  | HISPANIC OR LATINO |  |  | <5 |  | <5 |  | 8.42 | 9.4 |  |  |  |  |
|  | TWO OR MORE RACES |  |  |  |  | 5.26 |  | 20.6 | 7.5 |  |  |  |  |
|  | WHITE |  |  |  |  | 5.91 |  | 6.5 | <5 |  |  |  |  |
| DISABILITY | STUDENTS WITH DISABILITIES |  |  |  |  | 20.4 |  | 20.8 | 10.2 |  |  | <5 |  |
|  | STUDENTS WTHOUT DISABILITIES |  |  | <5 |  | 8.7 |  | 9.27 | 5.7 |  |  |  |  |
| EL | LIMITED ENGLISH PROFICIENCY |  |  |  |  |  |  |  | <5 |  |  |  |  |
|  | NON LIMITED ENGLISH PROFICIENCY |  |  |  |  | 10.3 |  |  | 6.4 |  |  |  |  |
| (MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Figure 205: Bayou View Middle School Disciplinary Actions Reported to MDE

## Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Bayou View Middle School in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Fifty-seven (57) faculty and staff members, thirty-nine (39) parents, and six hundred eighty-three (683) students responded to the survey.

## Bayou View Middle School Faculty/Staff Survey

Please indicate your certification status and your years of experience as an educator.

|  | $\mathbf{1 - 3}$ years | $\mathbf{4 - 1 0}$ years | $\mathbf{1 1 - 2 0}$ years | $\mathbf{2 1 +}$ years |
| :--- | ---: | ---: | ---: | ---: | ---: |
| Certified | 7 | 21 | 20 | 6 |
| Classified | 1 | 1 | 1 | 0 |

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 36 | $63.2 \%$ |
| Agree | 21 | $36.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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| I use disaggregated student data to inform classroom decisions and |  |  |
| :--- | ---: | ---: | ---: |
| instructional practices. | Count | Percentage |
|  | 26 | $45.6 \%$ |
| Strongly Agree | 23 | $40.4 \%$ |
| Agree | 0 | $0.0 \%$ |
| Disagree | 1 | $1.8 \%$ |
| Strongly Disagree | 7 | $12.3 \%$ |
| Not Applicable or No Information |  |  |

I use effective, evidence-based strategies for

|  |  | - | $\begin{aligned} & \stackrel{0}{\otimes} \\ & \stackrel{0}{0} \\ & \stackrel{\leftrightarrow}{0} \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Developing and using classroom assessments. | 56.1\% | 35.1\% | 0.0\% | 0.0\% | 8.8\% |
| Closing the achievement gap between diverse groups of students. | 45.6\% | 47.4\% | 0.0\% | 0.0\% | 7.0\% |
| Successful classroom management. | 64.9\% | 28.1\% | 0.0\% | 0.0\% | 7.0\% |
| Teaching special needs students. | 45.6\% | 49.1\% | 0.0\% | 0.0\% | 5.3\% |
| Providing instructions to students with limited English proficiency to improve their language and academic skills. | 40.4\% | 45.6\% | 1.8\% | 0.0\% | 12.3\% |

## The most common behavior problem in my classroom is:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Off-task behavior | 21 | $36.8 \%$ |
| Minor disruptions that steal instructional time | 28 | $49.1 \%$ |
| Major classroom disruptions | 1 | $1.8 \%$ |
| Not Applicable | 7 | $12.3 \%$ |


|  | Count | Percentage |
| :---: | :---: | :---: |
| Expedited evaluation services for students with learning disabilities | 14 | 24.6\% |
| Expedited evaluation services for students with limited English | 11 | 19.3\% |
| Expedited evaluation services for gifted and talented students | 7 | 12.3\% |
| Additional academic support | 31 | 54.4\% |
| Tutoring | 26 | 45.6\% |
| Enrichment educational services | 13 | 22.8\% |
| Counseling | 43 | 75.4\% |
| Mentors | 36 | 63.2\% |
| School supplies | 38 | 66.7\% |
| Dental referrals | 20 | 35.1\% |
| Medical referrals | 23 | 40.4\% |
| Bullying assistance | 20 | 35.1\% |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 20 | $35.1 \%$ |
| Agree | 31 | $54.4 \%$ |
| Disagree | 6 | $10.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 32 | $56.1 \%$ |
| Agree | 25 | $43.9 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 26 | $45.6 \%$ |
| Agree | 26 | $45.6 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 5 | $8.8 \%$ |

I develop assessments that mirror the format \& complexity of state assessments.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 23 | $40.4 \%$ |
| Agree | 26 | $45.6 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 8 | $14.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 31 | $54.4 \%$ |
| Agree | 22 | $38.6 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 4 | $7.0 \%$ |

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 ..... 30 ..... 52.6\%
Utilize technology such as class websites, blogs, and videos ..... 39 ..... 68.4\%
Utilize structured note-taking formats (i.e., graphicorganizers) and teach viewing comprehensionstrategies 3357.9\%
346—Bayou View Middle School Faculty/Staff Survey | Curriculum and Instruction

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

Count Percentage
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations 36
63.2\%

Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc. $40 \quad 70.2 \%$
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers 28 49.1\%
Use bilingual handouts and cues ..... 12 ..... 21.1\%
Use visual displays, portable white boards, and posters when giving instructions ..... 34 ..... 59.7\%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)2950.9\%
Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 35 | $61.4 \%$ |
| Agree | 22 | $38.6 \%$ |
| 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 | 33 | $57.9 \%$ |
| Agree | 23 | $40.4 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $1.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 31 | $54.4 \%$ |
| Agree | 25 | $43.9 \%$ |
| Disagree | 1 | $1.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 26 | $45.6 \%$ |
| Agree | 30 | $52.6 \%$ |
| Disagree | 1 | $1.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 38 | $66.7 \%$ |
| Agree | 18 | $31.6 \%$ |
| Disagree | 1 | $1.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $29.8 \%$ |
| Agree | 35 | $61.4 \%$ |
| Disagree | 2 | $3.5 \%$ |
| Strongly Disagree | 3 | $5.3 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 27 | $47.4 \%$ |
| Agree | 30 | $52.6 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

Technology is sufficiently available to support instruction.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 34 | $59.7 \%$ |
| Agree | 23 | $40.4 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $22.8 \%$ |
| Agree | 36 | $63.2 \%$ |
| Disagree | 5 | $8.8 \%$ |
| Strongly Disagree | 2 | $3.5 \%$ |
| Not Applicable or No Information | 1 | $1.8 \%$ |
|  |  |  |
| The school's priorities for the expenditure of funds are appropriate. |  |  |
| Strongly Agree | Count | Percentage |
| Agree | 19 | $33.3 \%$ |
| Disagree | 33 | $57.9 \%$ |
| Strongly Disagree | 3 | $5.3 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |
| How would you rate your morale as a district employee? | 2 | $3.5 \%$ |
| Cuperior |  |  |
| Above Average | 15 | Percentage |
| Average | 25 | $26.3 \%$ |
| Poor | 17 | $23.9 \%$ |
| Not Applicable or No Information | 0 | $0.8 \%$ |

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| I feel safe at my school. | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 20 | $35.1 \%$ |
| Agree | 35 | $61.4 \%$ |
| Disagree | 2 | $3.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 38 | $66.7 \%$ |
| Agree | 18 | $31.6 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $1.8 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 40 | $70.2 \%$ |
| Agree | 11 | $19.3 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 6 | $10.5 \%$ |

## Professional Development

Rank your top ten choices for professional development topics.

|  | \#1 | \#2 | \#3 | \#4 | \#5 | \#6 | \#7 | \#8 | \#9 | \#10 | ALL |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| My specific content area | 12 | 6 | 4 | 4 | 4 | 3 | 1 | 1 | 1 | 2 | $\mathbf{1}$ |
| Classroom Management | 14 | 6 | 2 | 3 | 3 | 3 | 2 | 2 | 1 | 2 | $\mathbf{2}$ |
| Differentiated Instruction | 7 | 5 | 6 | 3 | 2 | 1 | 8 | 3 | 3 | 2 | $\mathbf{3}$ |
| Conflict resolution | 5 | 7 | 1 | 2 | 4 | 4 | 1 | 6 | 1 | 2 | $\mathbf{4}$ |

[^20]Rank your top ten choices for professional development topics.

|  | \#1 | \#2 | \#3 | \#4 | \#5 | \#6 | \#7 | \#8 | \#9 | \#10 | ALL |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  | 2 | 6 | 3 | 4 | 5 | 3 | 0 | 3 | 2 | 1 | $\mathbf{5}$ |
| Writing strategies | 1 | 3 | 6 | 2 | 3 | 6 | 4 | 2 | 6 | 0 | $\mathbf{6}$ |
| Successful inclusion strategies | 1 | 2 | 7 | 4 | 2 | 3 | 3 | 5 | 4 | 1 | $\mathbf{7}$ |
| Teaching and understanding <br> students in poverty | 4 | 2 | 5 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | $\mathbf{8}$ |
| Reading for at risk students <br> Culture sensitivity | 1 | 3 | 2 | 4 | 5 | 1 | 4 | 2 | 0 | 2 | $\mathbf{9}$ |
| English Learners <br> Mississippi College and Career | 4 | 4 | 0 | 1 | 2 | 1 | 4 | 4 | 0 | 6 | $\mathbf{1 0}$ |
| Readiness Standards <br> Using technology to enhance <br> instruction | 1 | 2 | 5 | 2 | 3 | 3 | 1 | 3 | 1 | 1 | $\mathbf{1 1}$ |
| Teaching and understanding <br> the needs of homeless students | 0 | 2 | 4 | 4 | 3 | 1 | 2 | 1 | 2 | 4 | $\mathbf{1 3}$ |
| Developing quality assessments <br> Depth of Knowledge | 0 | 2 | 0 | 4 | 3 | 5 | 5 | 1 | 1 | 1 | $\mathbf{1 4}$ |
| Response to Intervention <br> (RTI/MTSS) | 3 | 2 | 1 | 2 | 3 | 0 | 0 | 1 | 4 | 0 | $\mathbf{1 5}$ |
| Interpreting and analyzing |  |  |  |  |  |  |  |  |  |  |  |
| student data |  |  |  |  |  |  |  |  |  |  |  |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 16 | $28.1 \%$ |
| Agree | 34 | $59.7 \%$ |
| Disagree | 4 | $7.0 \%$ |
| Strongly Disagree | 2 | $3.5 \%$ |
| Not Applicable or No Information | 1 | $1.8 \%$ |

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

Count Percentage

| Strongly Agree | 17 | $29.8 \%$ |
| :--- | ---: | ---: |
| Agree | 34 | $59.7 \%$ |
| Disagree | 6 | $10.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $22.8 \%$ |
| Agree | 34 | $59.7 \%$ |
| Disagree | 7 | $12.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 3 | $5.3 \%$ |

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 16 | $28.1 \%$ |
| Agree | 34 | $59.7 \%$ |
| Disagree | 1 | $1.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 6 | $10.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 18 | $31.6 \%$ |
| Agree | 34 | $59.7 \%$ |
| Disagree | 4 | $7.0 \%$ |
| Strongly Disagree | 1 | $1.8 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## I would like further guidance in:

Count Percentage

| Arranging my classroom for maximum student |  |  |
| :--- | ---: | :--- |
| learning. | 8 | $14.0 \%$ |
| Keeping my students on task and engaged. | 19 | $33.3 \%$ |
| Strategies for effective classroom management. | 11 | $19.3 \%$ |
| Maintaining high expectations for ALL students. | 20 | $35.1 \%$ |
| Strategies to get students actively engaged in the <br> lesson. | 18 | $31.6 \%$ |


| I would like further guidance in: | Count | Percentage |
| :--- | ---: | ---: | ---: |
| Improving the knowledge and skills in my content <br> area. | 13 | $22.8 \%$ |
| Developing comprehensive and effective lesson <br> plans. | 6 | $10.5 \%$ |
| Pedagogy and implementing the components of an <br> effective lesson. | 3 | $5.3 \%$ |
| Effective questioning to promote students to think <br> critically. | 13 | $22.8 \%$ |
| Planning lessons/activities to address individual <br> differences. | 14 | $24.6 \%$ |
| Developing and adjusting lessons to meet the needs <br> of diverse learners. | 16 | $28.1 \%$ |
| Designing flexible groups for specific learning or <br> behavioral needs. | 15 | $26.3 \%$ |
| Implementing the Teacher Support Team (TST) <br> process. | 7 | $12.3 \%$ |
| Developing appropriate assessments for varying <br> subgroups | 4 | $7.0 \%$ |
| Analyzing and interpreting student test data. | 4 | $7.0 \%$ |
| Using state standards, objectives, sample test items, <br> and blueprints to develop appropriate assessments. | 7 | $12.3 \%$ |
| Using assessment results to improve instruction. | 7 | $12.3 \%$ |
| The availability of staff development to support my instructional needs is <br> excellent in this school. |  |  |
| Strongly Agree | Count | Percentage |
| Agree | 12 | $21.1 \%$ |
| Disagree | 40 | $70.2 \%$ |
| Strongly Disagree | 4 | $7.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |


| Please select the top five professional learning topics that you feel would be most beneficial to you and your students. |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Cybersafety and Digital Citizenship | 26 | 45.6\% |
| Microsoft Word | 4 | 7.0\% |
| Microsoft Excel | 8 | 14.0\% |
| Microsoft PowerPoint | 10 | 17.5\% |
| Office 365 - Basic Usage (Word, OneDrive, Software |  |  |
| Download) | 3 | 5.3\% |
| Office 365 - Classroom Usage (OneNote, Sway, Class |  |  |
| Notebook) | 4 | 7.0\% |
| Digital Formative Assessments | 15 | 26.3\% |
| Activity Building with ActivInspire (Promethean |  |  |
| Software) | 11 | 19.3\% |
| Classflow (Online Interactive Lessons) | 8 | 14.0\% |
| G-Suite (Google Docs, Google Forms, YouTube, |  |  |
| Email, etc.) | 25 | 43.9\% |
| Google Classroom | 22 | 38.6\% |
| Cloud Storage/Services (Dropbox, Google Drive, |  |  |
| One Drive) | 8 | 14.0\% |
| Classroom Technology Integration | 13 | 22.8\% |
| Coding (Computer Science) | 9 | 15.8\% |
| Classroom/lab Technology Management and Care | 2 | 3.5\% |
| STEM (Science, Tech, Engineering and Math)/STEAM (Science, Tech, Engineering, Arts and Math) | 13 | 22.8\% |
| Remote Teaching and Learning | 7 | 12.3\% |
| Kami Digital Classroom Annotation and Markup |  |  |
| Application | 19 | 33.3\% |
| Video Conferencing (Zoom, Google Meet, etc.) | 3 | 5.3\% |
| Video Creation and Editing (Screencastify, WeVideo, ScreenCastomatic, etc.) | 15 | 26.3\% |

Overall, the professional learning I have experienced has helped me to
perform better in my job role.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 18 | $31.6 \%$ |
| Agree | 34 | $59.7 \%$ |
| Disagree | 3 | $5.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $3.5 \%$ |

## If you have not used the information, activities, or materials from recent professional learning, what factor limited your use?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Time constraints | 29 | $50.9 \%$ |
| I do not have the current technology to support the |  |  |
| act | 2 | $3.5 \%$ |
| I prefer to use other activities | 4 | $7.0 \%$ |
| Other | 22 | $38.6 \%$ |
| I have been given opportunities to present at site level or district level training. |  |  |
| Count | Percentage |  |
| Strongly Agree | 9 | $15.8 \%$ |
| Agree | 28 | $49.1 \%$ |
| Disagree | 7 | $12.3 \%$ |
| Strongly Disagree | 2 | $3.5 \%$ |
| Not Applicable or No Information | 11 | $19.3 \%$ |
|  |  |  |

## General Opinion

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

Faculty and staff members from Bayou View Middle School feel that the school does well in using technology in the district, creating a positive atmosphere for education, and setting high expectations for all students. One faculty member said, "My school district makes education a priority and supports staff in doing it better." Responding teachers feel there is room for improvement in curriculum, professional development, and disciplinary policies. Another faculty member stated, "We need more academic options for students with learning disabilities. Our district tests too much and implements too many programs, especially at the elementary level."

## Bayou View Middle School Parent Survey

## Federal Programs

| In my experience, teachers in my school (district) are state certified and |  |  |
| :--- | ---: | ---: |
| effective. | Count | Percentage |
|  | 17 | $43.6 \%$ |
| Strongly Agree | 18 | $46.2 \%$ |
| Agree | 3 | $7.7 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $2.6 \%$ |
| Not Applicable or No Information |  |  |

As a parent, I would like more information regarding:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Testing and grades | 22 | $56.4 \%$ |
| Safety in the schools | 21 | $53.9 \%$ |
| Curriculum and learning goals | 25 | $64.1 \%$ |
| Available technology and how it's used in the |  |  |
| classroom | 15 | $38.5 \%$ |
| How to contact my child's teacher | 10 | $25.6 \%$ |
| Homework | 17 | $43.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Abuse Prevention | 4 | $10.3 \%$ |
| Computer Classes | 7 | $18.0 \%$ |
| Conflict Resolution | 8 | $20.5 \%$ |
| Discipline | 5 | $12.8 \%$ |
| Drug/Alcohol Awareness | 6 | $15.4 \%$ |
| English as a Second Language | 6 | $15.4 \%$ |
| Health Classes | 2 | $5.1 \%$ |
| Literacy Classes | 4 | $10.3 \%$ |
| Math Classes | 9 | $23.1 \%$ |
| Parent-to-School Relationships | 13 | $33.3 \%$ |


| I would like <br> following: | Child's school (district) to offer classes for parents on the |  |
| :--- | ---: | ---: | ---: |
|  | Percentage |  |
| Parent/Child Communication | 5 | $12.8 \%$ |
| Preparing for College | 18 | $46.2 \%$ |
| Parenting Workshops | 7 | $18.0 \%$ |
| Social Media Classes | 3 | $7.7 \%$ |
| Stress/Anger Management | 5 | $12.8 \%$ |
| Understanding College- and Career-Ready Standards | 14 | $35.9 \%$ |

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.
Count Percentage$\begin{array}{lll}\text { Babysitting/childcare at parent meetings } & 8 & 20.5 \%\end{array}$
District and/or school newsletters ..... 13 ..... 33.3\%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.) ..... 14 ..... 35.9\%
Resource materials for parental training ..... 20.5\%
Training for parents to work with other parents on becoming involved in the schools ..... 13 ..... 33.3\%
Travel expenses to attend parent and family engagement/PTA workshops and conferences. ..... 8 ..... 20.5\%
Home/School folders ..... 8 ..... 20.5\%
Home/School Planners ..... 13 ..... 33.3\%

## Curriculum and Instruction

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

Count Percentage
Strongly Agree 8 20.5\%
Agree 14 35.9\%

Disagree 3 7.7\%

Strongly Disagree 3 7.7\%
Not Applicable or No Information 11
28.2\%

Bayou View Middle School

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $20.5 \%$ |
| Agree | 24 | $61.5 \%$ |
| Disagree | 2 | $5.1 \%$ |
| Strongly Disagree | 5 | $12.8 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $35.9 \%$ |
| Agree | 19 | $48.7 \%$ |
| Disagree | 4 | $10.3 \%$ |
| Strongly Disagree | 2 | $5.1 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $35.9 \%$ |
| Agree | 19 | $48.7 \%$ |
| Disagree | 4 | $10.3 \%$ |
| Strongly Disagree | 1 | $2.6 \%$ |
| Not Applicable or No Information | 1 | $2.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 7 | $18.0 \%$ |
| Agree | 17 | $43.6 \%$ |
| Disagree | 8 | $20.5 \%$ |
| Strongly Disagree | 4 | $10.3 \%$ |
| Not Applicable or No Information | 3 | $7.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 7 | $18.0 \%$ |
| Agree | 18 | $46.2 \%$ |
| Disagree | 3 | $7.7 \%$ |
| Strongly Disagree | 5 | $12.8 \%$ |
| Not Applicable or No Information | 6 | $15.4 \%$ |
|  |  |  |
| Reports concerning my son's or daughter's progress (report cards, progress |  |  |
| reports, etc.) are adequate. | Count | Percentage |
|  | 9 | $23.1 \%$ |
| Strongly Agree | 26 | $66.7 \%$ |
| Agree | 2 | $5.1 \%$ |
| Disagree | 2 | $5.1 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information |  |  |

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

|  | Count | Percentage |
| :---: | :---: | :---: |
| Parent/teacher conference | 20 | 51.3\% |
| Checked my child's grades/assignments online | 29 | 74.4\% |
| Been in contact with my child's teacher | 30 | 76.9\% |
| Received a newsletter from the district, school, or teacher | 27 | 69.2\% |
| Worked with a committee or group on school or district policies | 4 | 10.3\% |
| Attended a workshop, parent night, or other event geared toward helping me help my child academically | 12 | 30.8\% |
| Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers | 21 | 53.9\% |
| Volunteered at my child's school | 6 | 15.4\% |
|  |  |  |
| On social media, I follow |  |  |
|  | Twitter | Facebook |
| Gulfport School District | 5.1\% | 74.4\% |
| GSD Athletics | 7.7\% | 38.5\% |
| My child's school | 2.6\% | 71.8\% |
| Other GSD clubs/organizations | 0.0\% | 30.8\% |

How often do you visit these websites?

|  | Daily | 1 or 2 times <br> per week | A few times <br> per month | Not at <br> all |
| :--- | ---: | ---: | ---: | ---: |
| GSD's Facebook page | $5.1 \%$ | $20.5 \%$ | $43.6 \%$ | $30.8 \%$ |
| GSD's website | $7.7 \%$ | $28.2 \%$ | $43.6 \%$ | $20.5 \%$ |
| Your child's school's website | $5.1 \%$ | $23.1 \%$ | $48.7 \%$ | $23.1 \%$ |
| Your child's teacher's webpage | $7.7 \%$ | $15.4 \%$ | $28.2 \%$ | $48.7 \%$ |
| The parent portal to view grades, |  |  |  |  |
| attendance, and progress | $25.6 \%$ | $23.1 \%$ | $25.6 \%$ | $25.6 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $30.8 \%$ |
| Agree | 22 | $56.4 \%$ |
| Disagree | 2 | $5.1 \%$ |
| Strongly Disagree | 2 | $5.1 \%$ |
| Not Applicable or No Information | 1 | $2.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $35.9 \%$ |
| Agree | 23 | $59.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $2.6 \%$ |
| Not Applicable or No Information | 1 | $2.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $33.3 \%$ |
| Agree | 20 | $51.3 \%$ |
| Disagree | 2 | $5.1 \%$ |
| Strongly Disagree | 3 | $7.7 \%$ |
| Not Applicable or No Information | 1 | $2.6 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 19 | $48.7 \%$ |
| Agree | 18 | $46.2 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $5.1 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 10 | $25.6 \%$ |
| Agree | 11 | $28.2 \%$ |
| Disagree | 2 | $5.1 \%$ |
| Strongly Disagree | 1 | $2.6 \%$ |
| Not Applicable or No Information | 15 | $38.5 \%$ |

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:

|  |  | $\begin{aligned} & \mathbb{\otimes} \\ & \stackrel{\otimes}{\mathbb{O}} \end{aligned}$ | $\begin{aligned} & \stackrel{0}{\omega} \\ & \stackrel{0}{0} \\ & \stackrel{H}{0} \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," | 18.0\% | 128\% | 2.6\% | 2.6\% | 59.0\% |


| I am pleased with my preschooler's or kindergartener's progress in the following academic skills: |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 0 | $\begin{aligned} & \mathbb{0} \\ & \underline{0} \\ & 0 \\ & \cdot \underline{0} \\ & \hline 0 \end{aligned}$ |  |  |
| Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences. | 15.4\% | 15.4\% | 5.1\% | 0.0\% | 59.0\% |
| Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements. | 23.1\% | 10.3\% | 5.1\% | 0.0\% | 56.4\% |
| Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods and recognizing the uses of maps and globes. | 25.6\% | 10.3\% | 2.6\% | 0.0\% | 56.4\% |
| Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things | 23.1\% | 7.7\% | 2.6\% | 0.0\% | 59.0\% |

## General Opinion

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

Parents of students from Bayou View Middle School feel that the school does well in teaching core subjects, encouraging critical thinking, and creating a positive environment for education. One parent said, "The district has great teachers and administrators that make me confident in the education for my kids." Responding parents feel there is room for improvement in parent involvement, transportation, and cafeteria selection. Another parent stated, "The district has too many tests, meaning District and State testing. Seems like every 9 weeks the kids have their normal school tests and then DCA and State tests. Way TOO MUCH stress on our children caused by all of this testing."

## Bayou View Middle School Student Survey

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 213 | $31.2 \%$ |
| Agree | 411 | $60.2 \%$ |
| Disagree | 18 | $2.6 \%$ |
| Strongly Disagree | 8 | $1.2 \%$ |
| Not Applicable or No Information | 33 | $4.8 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 155 | $22.7 \%$ |
| Agree | 372 | $54.5 \%$ |
| Disagree | 40 | $5.9 \%$ |
| Strongly Disagree | 9 | $1.3 \%$ |
| Not Applicable or No Information | 107 | $15.7 \%$ |

My schoolwork is challenging and requires my best effort.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 160 | $23.4 \%$ |
| Agree | 426 | $62.4 \%$ |
| Disagree | 70 | $10.3 \%$ |
| Strongly Disagree | 12 | $1.8 \%$ |
| Not Applicable or No Information | 15 | $2.2 \%$ |

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 | 149 | $21.8 \%$ |
| Agree | 424 | $62.1 \%$ |
| Disagree | 65 | $9.5 \%$ |
| Strongly Disagree | 12 | $1.8 \%$ |
| Not Applicable or No Information | 33 | $4.8 \%$ |

The grading and evaluation of my class work is fair.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 168 | $24.6 \%$ |
| Agree | 418 | $61.2 \%$ |
| Disagree | 60 | $8.8 \%$ |
| Strongly Disagree | 11 | $1.6 \%$ |
| Not Applicable or No Information | 26 | $3.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 124 | $18.2 \%$ |
| Agree | 364 | $53.3 \%$ |
| Disagree | 79 | $11.6 \%$ |
| Strongly Disagree | 17 | $2.5 \%$ |
| Not Applicable or No Information | 96 | $14.1 \%$ |

In my class, time is spent doing work that I find meaningful.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Yes | 530 | $77.6 \%$ |
| No | 153 | $22.4 \%$ |


| In my home, I have access to |  |  |
| :--- | ---: | ---: |
| Internet | 662 | $96.9 \%$ |
| Computer | 575 | $84.2 \%$ |
| Smart phone/Tablet | 659 | $96.5 \%$ |
| Gaming console | 564 | $82.6 \%$ |

I use social media (TikTok, Instagram, Facebook, YouTube, Snapchat, etc.).

|  | Count | Percentage |
| :--- | ---: | ---: |
| Daily | 535 | $78.3 \%$ |
| 1 or 2 times per week | 63 | $9.2 \%$ |
| A few times per month | 29 | $4.3 \%$ |
| Not at all | 56 | $8.2 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 158 | $23.1 \%$ |
| Agree | 399 | $58.4 \%$ |
| Disagree | 40 | $5.9 \%$ |
| Strongly Disagree | 15 | $2.2 \%$ |
| Not Applicable or No Information | 71 | $10.4 \%$ |

Bayou View Middle School
Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 139 | $20.4 \%$ |
| Agree | 353 | $51.7 \%$ |
| Disagree | 36 | $5.3 \%$ |
| Strongly Disagree | 13 | $1.9 \%$ |
| Not Applicable or No Information | 142 | $20.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 150 | $22.0 \%$ |
| Agree | 395 | $57.8 \%$ |
| Disagree | 76 | $11.1 \%$ |
| Strongly Disagree | 40 | $5.9 \%$ |
| Not Applicable or No Information | 22 | $3.2 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 194 | $28.4 \%$ |
| Agree | 414 | $60.6 \%$ |
| Disagree | 35 | $5.1 \%$ |
| Strongly Disagree | 12 | $1.8 \%$ |
| Not Applicable or No Information | 28 | $4.1 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 219 | $32.1 \%$ |
| Agree | 419 | $61.4 \%$ |
| Disagree | 20 | $2.9 \%$ |
| Strongly Disagree | 7 | $1.0 \%$ |
| Not Applicable or No Information | 18 | $2.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 119 | $17.4 \%$ |
| Agree | 381 | $55.8 \%$ |
| Disagree | 116 | $17.0 \%$ |
| Strongly Disagree | 40 | $5.9 \%$ |
| Not Applicable or No Information | 27 | $4.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 259 | $37.9 \%$ |
| Agree | 354 | $51.8 \%$ |
| Disagree | 26 | $3.8 \%$ |
| Strongly Disagree | 13 | $1.9 \%$ |
| Not Applicable or No Information | 31 | $4.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 109 | $16.0 \%$ |
| Agree | 361 | $52.9 \%$ |
| Disagree | 69 | $10.1 \%$ |
| Strongly Disagree | 18 | $2.6 \%$ |
| Not Applicable or No Information | 126 | $18.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 140 | $20.5 \%$ |
| Agree | 373 | $54.6 \%$ |
| Disagree | 97 | $14.2 \%$ |
| Strongly Disagree | 31 | $4.5 \%$ |
| Not Applicable or No Information | 42 | $6.2 \%$ |

I feel safe at my school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 159 | $23.3 \%$ |
| Agree | 376 | $55.1 \%$ |
| Disagree | 78 | $11.4 \%$ |
| Strongly Disagree | 40 | $5.9 \%$ |
| Not Applicable or No Information | 30 | $4.4 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 180 | $26.4 \%$ |
| Agree | 323 | $47.3 \%$ |
| Disagree | 19 | $2.8 \%$ |
| Strongly Disagree | 9 | $1.3 \%$ |
| Not Applicable or No Information | 152 | $22.3 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 118 | $17.3 \%$ |
| Agree | 269 | $39.4 \%$ |
| Disagree | 72 | $10.5 \%$ |
| Strongly Disagree | 37 | $5.4 \%$ |
| Not Applicable or No Information | 187 | $27.4 \%$ |

## General Opinion

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

$\bigcirc$tudents from Bayou View Middle School feel the school does a good job in keeping students safe, motivating student achievement, and teaching using a variety of methods. One student said, "Bayou View Middle has a great learning system and district. This district helps students learn. They care about children's needs." Students feel there is room for improvement in facility management, scheduling, and frequent testing. Another student stated, "Our food is okay, but overall, there are more schools that have better food and better sanitation. Our bathrooms regularly run out of soap and paper towels and stay like that for weeks on end."

## Section 14

## Gulfport Central Middle School

## Introduction

Gulfport Central Middle School is located at 1310 42nd Avenue in Gulfport, Mississippi. In January of 2023 , it housed five hundred eighty-five (585) students in sixth through eighth grades (6-8). The school's mission is "to provide our students with a strong
 safe and challenging environment to
 enable them to reach their maximum potential." Its vision is "All students at Gulfport Central Middle School will meet or exceed district and state standards, show marked improvement in all academic areas, and contribute to the community in a positive manner."

According to the school website, "Gulfport Central Middle School (GCMS) opened its doors in August of 1997 under the leadership of Principal C. L. Luckett. Built as a "state of the art" school, it included grades six through eight that were housed on separate hallways using the teaming concept. In August of 2006, a separate Nathan Walker Sixth Grade Academy was created within the school to better introduce students to middle school curriculum and activities."
"Clubs and activities at GCMS range from sports to robotics and Beta Club to Student Council. Gulfport Central Middle School is the place where Everybody is Somebody!"

Gulfport Central Middle School

## Enrollment

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

| GULFPORT CENTRAL MIDDLE SCHOOL ENROLLMENT |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2020 | 2021 | 2022 | 2023 |
| ALL | 676 | 709 | 633 | 596 | 585 |
| ELEM_SPED | 16 | 13 | 19 | 17 |  |
| GR_6 | 224 | 253 | 177 | 188 | 217 |
| GR_7 | 225 | 219 | 230 | 178 | 174 |
| GR_8 | 211 | 224 | 207 | 213 | 194 |

Figure 206: Gulfport Central Middle School Enrollment

| GULFPORT CENTRAL MIDDLE SCHOOL CHANGES IN ENROLLMENT |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2023 |  | ANGE |
| ALL | 676 | 585 | -91 | (4) -13.5\% |
| ELEM_SPED | 16 |  | * |  |
| GR_6 | 224 | 217 | -7 | (4) $-3.1 \%$ |
| GR_7 | 225 | 174 | -51 | -22.7\% |
| GR_8 | 211 | 194 | -17 | , -8.1\% |

Figure 207: Gulfport Central Middle School Changes in Enrollment

| GULFPORT CENTRAL MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2019 | 2020 | 2021 | 2022 | 2023 |
| ALL | ALL | 676 | 709 | 633 | 596 | 585 |
| GENDER | FEMALE | 352 | 340 | 291 | 280 | 290 |
|  | MALE | 324 | 369 | 342 | 316 | 295 |
| RACE | ASIAN | * | * | * | * | * |
|  | BLACK OR AFRICAN AMERICAN | 534 | 541 | 505 | 479 | 469 |
|  | HISPANIC OR LATINO | 24 | 34 | 33 | 36 | 31 |
|  | TWO OR MORE RACES | 13 | 19 | 17 | 15 | 23 |
|  | WHITE | 97 | 106 | 68 | 61 | 59 |

Figure 208: Gulfport Central Middle School Enrollment by Demographic Group

## Attendance

## Average Daily Attendance

## GULFPORT CENTRAL MIDDLE SCHOOL <br> ADA

|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | 588.4 | 608.7 | 651.1 | 570.5 | 535.0 |
| GR_6 | 199.3 | 211.3 | 237.5 | 164.3 | 176.4 |
| GR_7 | 210.5 | 208.4 | 203.6 | 212.7 | 161.9 |
| GR_8 | 178.6 | 189.1 | 210.1 | 193.5 | 196.7 |

Figure 209: Gulfport Central Middle School Average Daily Attendance
Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

## GULFPORT CENTRAL MIDDLE SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| ALL | $93.9 \%$ | $92.2 \%$ | $93.5 \%$ | $92.9 \%$ | $92.4 \%$ |
| GR_6 | $96.3 \%$ | $94.3 \%$ | $93.9 \%$ | $92.8 \%$ | $93.8 \%$ |
| GR_7 | $90.0 \%$ | $92.6 \%$ | $93.0 \%$ | $92.5 \%$ | $91.0 \%$ |
| GR_8 | $95.5 \%$ | $89.6 \%$ | $93.8 \%$ | $93.5 \%$ | $92.3 \%$ |

Figure 210: Gulfport Central Middle School ADA as Percentage of Enrollment


## Chronic Absence



MDE, 2018, 2019, 2021, 2022, Mississippi Succeeds Report Card
Figure 211: Gulfport Central Middle School Chronic Absence by Demographic Group


## Accountability

## Accountability Measures

## GULFPORT CENTRAL MIDDLE SCHOOL ACCOUNTABILITY

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

(MDE, 2019, 2021, 2022, Accountability)

## GULFPORT CENTRAL MIDDLE SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| SCIENCE/HISTORY |  |  |  |
| \% PROFICIENT SCIENCE | 47.3 | 44 | 45.2 |
| State | 56.2 | 49.6 | 55.5 |
| \% PROFICIENT HISTORY |  |  |  |
| STATE | 55.7 | 47.8 | 69.4 |
| COLLEGE/CAREER |  |  |  |

## COLLEGE/CAREER READINESS

| STATE | 37.4 | 34.3 | 42.9 |
| :---: | :---: | :---: | :---: |
| ACCELERATION |  |  |  |
| STATE | 65.9 | 65.7 | 73.2 |
| LIMITED ENGLISH PROFICIENCY |  |  |  |
| \% PROFICIENT LIMITED ENGLISH PROFICIENCY | 6.7 |  | 13 |
| STATE | 17 |  | 14.8 |
| \% GROWTH LIMITED ENGLISH PROFICIENCY | <=5 |  | 85.7 |
| STATE | 57.8 |  | 51.8 |
| (MDE, 2019, 2021, 2022, Accountability) |  |  |  |

Figure 213: Gulfport Central Middle School Accountability: Science, History, Other

## Proficiency by Demographic Group

GULFPORT CENTRAL MIDDLE SCHOOL ACCOUNTABILITY READING PROFICIENCY BY DEMOGRAPHIC GROUP

| GENDER | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
|  | 33.8 | 28.8 | 35.6 |
| FEMALE |  |  |  |
| MALE | 28.2 | 21.8 | 26.6 |
| DISABILITY <br> WITH DISABILITIES <br> WITHOUT DISABILITIES | 35.5 | 29.5 | 37.4 |
|  |  |  |  |
|  | 10.4 | 9.3 | 7.7 |
| ENGLISH PROFICIENCY |  |  |  |
| LIMITED ENGLISH PROFICIENCY <br> NON LIMITED ENGLISH PROFICIENCY |  |  | 31.9 |
|  |  |  |  |
| ECONOMIC STATUS |  |  |  |
| ECONOMICALLY | 50.0 | 30.8 | 40.0 |
| DISADVANTAGED |  |  |  |
| NON ECONOMICALLY DISADVANTAGED | 29.7 | 24.7 | 30.5 |
| RACE <br> BLACK OR AFRICAN <br> AMERICAN <br> HISPANIC OR LATINO <br>  | 46.246.3 |  |  |
|  |  |  |  |  |  |
|  | $36.4 \sim 38.2$ |  | 29. |
|  | $\begin{array}{ll}27.4 & 28.0 \\ 23.0\end{array}$ |  |  |
|  | (MDE, 2019, 2021, 2022, Missisippi Succeeds Report Card) |  |  |

Figure 214: Gulfport Central Middle School Reading Proficiency by Demographic Group

GULFPORT CENTRAL MIDDLE SCHOOL ACCOUNTABILITY MATH PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

| GENDER | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| FEMALE |  | 18.6 | 22.8 |
| MALE | 36.4 | 23.9 | 24.9 |
| DISABILITY | 44 |  |  |
| WITH DISABILITIES WITHOUT DISABILITIES | $\square 24$ |  | 28.1 |
|  |  | 11.9 | 8.5 |
| ENGLISH PROFICIENCY 39.3 |  |  |  |
| LIMITED ENGLISH | . | 21.5 | 24.6 |
| PROFICIENCY |  |  |  |
| NON LIMITED ENGLISH PROFICIENCY |  |  |  |

ECONOMIC STATUS
ECONOMICALLY
DISADVANTAGED
NON ECONOMICALLY

| $\mathbf{3 9}$ | $\mathbf{2 2}$ | $\mathbf{2 5}$ |
| :---: | :---: | :---: |
| 37.5 | 21.0 | 22.6 |

DISADVANTAGED
RACE
$\longrightarrow$ BLACK OR AFRICAN AMERICAN

HISPANIC OR LATINO
$\ldots$ TWO OR MORE RACES


- -WHITE
(MDE, 2019, 2021, 2022, Mississippi Succeeds Report Card)
Figure 215: Gulfport Central Middle School Math Proficiency by Demographic Group


## GULFPORT CENTRAL MIDDLE SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP



Figure 216: Gulfport Central Middle School Science Proficiency by Demographic Group

## Assessment

## Mississippi Academic Assessment Program [MAAP]

maAP ELA

| GULFPORT CENTRAL MIDDLESCHOOL MAAP ELA GRADE 6 |  |  |  |  | GULFPORT CENTRAL MIDDLESCHOOL MAAP ELA GRADE 7 |  | $\begin{aligned} & \text { TRAL } \\ & \text { MAA } \\ & 7 \end{aligned}$ | P $\stackrel{\text { N }}{=} \underset{\sim}{\circ}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{cc}\text { LEVEL } 1 & \text { LEVEL } 2 \\ & =2010\end{array}$ | $\begin{aligned} & \text { LEVEL } 3 \\ & \text { : } 2021 \end{aligned}$ | $\begin{aligned} & \text { LEVELL } 4 \\ & \mathbf{1 2 0 2 2} \end{aligned}$ | LEVEL 5 | LEVEL 1 | $\begin{gathered} \text { LEVEL } 2 \\ =2019 \end{gathered}$ | $\text { LEVEL } 3$ $\text { ■ } 2021$ |  | LeVEL 5 |
|  | 2019 | 2021 | 2022 |  |  | 2019 | 2021 | 2022 |
| PROFICIENT ( $4+5$ ) | 24.5 | 21.4 | 30.1 | PROFIC | 4+5) | 39.0 | 18. | 36 |
| TE PROFICIENT | 33.6 | 29.6 | 41.0 | TATE PRO | FICIENT | 39.0 | 30. | 38 |

Figure 217: Gulfport Central Middle School MAAP ELA Grades 6 and 7


MAAP MATH

| GULFPORT CENTRAL MIDDLESCHOOL MAAP MATH GRADE 6 | GULFPORT CENTRAL MIDDLESCHOOL MAAP MATH GRADE 7 |
| :---: | :---: |
|  |  |
|  |  |
| $\begin{array}{llll}2019 & 2021 \\ 850 \\ 8.1 & & 2022 \\ 18.9\end{array}$ | 2021  <br> 2022  <br> 20.7  |
| STATE PROFICIENT |  |

Figure 219: Gulfport Central Middle School MAAP Math Grades 6 and 7


Figure 220: Gulfport Central Middle School MAAP Math Grade 8
MAAP SCIENCE


Figure 221: Gulfport Central Middle School MAAP Science Grade 8

## Personnel



Figure 222: Gulfport Central Middle School Teaching Staff Experience by Percentage of Teachers

## Discipline

| GULFPORT CENTRAL MIDDLE SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ISS |  |  |  | OSS |  |  |  | EXPULSIONS |  |  |  |
|  |  | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| ALL | ALL | 10.2 | <5 |  |  | 58.3 | <5 | <5 | 26.7 | <10 | <5 |  |  |
| GENDER | FEMALE | <10 |  |  |  | 43.5 |  | <5 | 23.9 |  |  |  |  |
|  | MALE | 15.9 |  |  |  | 73.1 |  | <5 | 29.3 | <10 |  |  |  |
| RACE | ASIAN |  |  |  |  | <5 |  |  |  |  |  |  |  |
|  | BLACK OR AFRICAN AMERICAN | 12 |  |  |  | 65.7 |  | <5 | 30.8 |  |  |  |  |
|  | HISPANIC OR LATINO |  |  |  |  | 5.56 |  |  | 7.9 |  |  |  |  |
|  | TWO OR MORE RACES | 12.5 |  |  |  | 37.5 |  | 5.56 | 14.3 |  |  |  |  |
|  | WHITE | <10 |  |  |  | 40.4 |  |  | 13.7 | <10 |  |  |  |
| DISABILITY | STUDENTS WITH DISABILITIES | 17.2 |  |  |  | 78.1 |  | <5 | 31.1 |  |  |  |  |
|  | STUDENTS WITHOUT DISABILITIES | $<10$ |  |  |  | 53.9 |  | <5 | 25.3 | $<10$ |  |  |  |
| EL | LIMITED ENGLISH PROFICIENCY |  |  |  |  | 6.25 |  |  |  |  |  |  |  |
|  | NON LIMITED ENGLISH PROFICIENCY | 10.4 |  |  |  | 59.3 |  |  | 27.6 | $<10$ |  |  |  |
| (MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Figure 223: Gulfport Central Middle School Disciplinary Actions Reported to MDE

## Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Gulfport Central Middle School in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-seven (47) faculty and staff members, thirty-two (32) parents, and three hundred ninety (390) students responded to the survey.

## Gulfport Central Middle School Faculty/Staff Survey

| Please indicate your certification status and your years of experience as an educator. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 1-3 years | 4-10 years | 11-20 years | 21+ years |
| Certified | 17 | 14 | 9 | 4 |
| Classified | 2 | 1 | 0 | 2 |

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 27 | $57.5 \%$ |
| Agree | 18 | $38.3 \%$ |
| Disagree | 1 | $2.1 \%$ |
| Strongly Disagree | 1 | $2.1 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $36.2 \%$ |
| Agree | 22 | $46.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 8 | $17.0 \%$ |

## I use effective, evidence-based strategies for

|  |  | ¢ | $\begin{aligned} & \mathbb{0} \\ & \stackrel{0}{0} \\ & 0 \\ & \vdots 0 \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Developing and using classroom assessments. | 46.8\% | 44.7\% | 0.0\% | 2.1\% | 6.4\% |
| Closing the achievement gap between diverse groups of students. | 55.3\% | 38.3\% | 2.1\% | 0.0\% | 4.3\% |
| Successful classroom management. | 57.5\% | 29.8\% | 6.4\% | 0.0\% | 6.4\% |
| Teaching special needs students. | 42.6\% | 44.7\% | 0.0\% | 0.0\% | 12.8\% |
| Providing instructions to students with limited English proficiency to improve their language and academic skills. | 42.6\% | 36.2\% | 4.3\% | 0.0\% | 17.0\% |

## The most common behavior problem in my classroom is:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Off-task behavior | 15 | $31.9 \%$ |
| Minor disruptions that steal instructional time | 22 | $46.8 \%$ |
| Major classroom disruptions | 3 | $6.4 \%$ |
| Not Applicable | 7 | $14.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Expedited evaluation services for students with | 16 | $34.0 \%$ |
| learning disabilities | 13 | $27.7 \%$ |
| Expedited evaluation services for students with | 5 | $10.6 \%$ |
| limited English | 26 | $55.3 \%$ |
| Expedited evaluation services for gifted and | 28 | $59.6 \%$ |
| talented students | 14 | $29.8 \%$ |
| Additional academic support | 32 | $68.1 \%$ |
| Tutoring | 21 | $44.7 \%$ |
| Enrichment educational services | 27 | $57.5 \%$ |
| Counseling | 16 | $34.0 \%$ |
| Mentors | 13 | $27.7 \%$ |
| school supplies | 14 | $29.8 \%$ |
| Dental referrals |  |  |
| Medical referrals |  |  |
| Bullying assistance |  |  |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 19 | $40.4 \%$ |
| Agree | 25 | $53.2 \%$ |
| Disagree | 1 | $2.1 \%$ |
| Strongly Disagree | 1 | $2.1 \%$ |
| Not Applicable or No Information | 1 | $2.1 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 25 | $53.2 \%$ |
| Agree | 16 | $34.0 \%$ |
| Disagree | 4 | $8.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $4.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $36.2 \%$ |
| Agree | 22 | $46.8 \%$ |
| Disagree | 1 | $2.1 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 7 | $14.9 \%$ |

## I develop assessments that mirror the format \& complexity of state assessments.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 19 | $40.4 \%$ |
| Agree | 16 | $34.0 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 12 | $25.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 21 | $44.7 \%$ |
| Agree | 17 | $36.2 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 9 | $19.2 \%$ |

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

| Embed multicultural education throughout the <br> curriculum | 20 | $42.6 \%$ |
| :--- | :---: | :---: |
| Utilize technology such as class websites, blogs, and <br> videos | 26 | $55.3 \%$ |
| Utilize structured note-taking formats (i.e., graphic <br> organizers) and teach viewing comprehension <br> strategies | 21 | $44.7 \%$ |


|  | Count | Percentage |
| :---: | :---: | :---: |
| Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations | 29 | 61.7\% |
| Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc. | 28 | 59.6\% |
| Use think-alouds and think-pair-shares when asking questions; allow wait time for answers | 22 | 46.8\% |
| Use bilingual handouts and cues | 13 | 27.7\% |
| Use visual displays, portable white boards, and posters when giving instructions | 23 | 48.9\% |
| Create and display word walls (displays of highfrequency words for a unit, arranged alphabetically) | 13 | 27.7\% |
| Parent, Family, and Community Engagement |  |  |
| Our school (district) actively promotes parent/teacher communication. |  |  |
|  | Count | Percentage |
| Strongly Agree | 32 | 68.1\% |
| Agree | 14 | 29.8\% |
| Disagree | 0 | 0.0\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 1 | 2.1\% |
| Parents feel welcome in our school. |  |  |
|  | Count | Percentage |
| Strongly Agree | 25 | 53.2\% |
| Agree | 18 | 38.3\% |
| Disagree | 2 | 4.3\% |
| Strongly Disagree | 2 | 4.3\% |
| Not Applicable or No Information | 0 | 0.0\% |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $36.2 \%$ |
| Agree | 22 | $46.8 \%$ |
| Disagree | 7 | $14.9 \%$ |
| Strongly Disagree | 1 | $2.1 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 19 | $40.4 \%$ |
| Agree | 25 | $53.2 \%$ |
| Disagree | 1 | $2.1 \%$ |
| Strongly Disagree | 2 | $4.3 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 27 | $57.5 \%$ |
| Agree | 18 | $38.3 \%$ |
| Disagree | 1 | $2.1 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.1 \%$ |

## This school (district) provides a clean, well-maintained, and pleasant

 environment for learning.|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 20 | $42.6 \%$ |
| Agree | 20 | $42.6 \%$ |
| Disagree | 5 | $10.6 \%$ |
| Strongly Disagree | 1 | $2.1 \%$ |
| Not Applicable or No Information | 1 | $2.1 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $36.2 \%$ |
| Agree | 21 | $44.7 \%$ |
| Disagree | 7 | $14.9 \%$ |
| Strongly Disagree | 1 | $2.1 \%$ |
| Not Applicable or No Information | 1 | $2.1 \%$ |

Technology is sufficiently available to support instruction.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 24 | $51.1 \%$ |
| Agree | 19 | $40.4 \%$ |
| Disagree | 3 | $6.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.1 \%$ |

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

|  | Count | Percentage |
| :---: | :---: | :---: |
| Strongly Agree | 9 | 19.2\% |
| Agree | 21 | 44.7\% |
| Disagree | 13 | 27.7\% |
| Strongly Disagree | 3 | 6.4\% |
| Not Applicable or No Information | 1 | 2.1\% |
| The school's priorities for the expenditure of funds are appropriate. |  |  |
|  | Count | Percentage |
| Strongly Agree | 13 | 27.7\% |
| Agree | 23 | 48.9\% |
| Disagree | 5 | 10.6\% |
| Strongly Disagree | 0 | 0.0\% |
| Not Applicable or No Information | 6 | 12.8\% |
| How would you rate your morale as a district employee? |  |  |
|  | Count | Percentage |
| Superior | 7 | 14.9\% |
| Above Average | 16 | 34.0\% |
| Average | 18 | 38.3\% |
| Poor | 6 | 12.8\% |
| Not Applicable or No Information | 0 | 0.0\% |

## I feel safe at my school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 20 | $42.6 \%$ |
| Agree | 22 | $46.8 \%$ |
| Disagree | 4 | $8.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.1 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 31 | $66.0 \%$ |
| Agree | 14 | $29.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $4.3 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 26 | $55.3 \%$ |
| Agree | 9 | $19.2 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 12 | $25.5 \%$ |

## Professional Development

Rank your top ten choices for professional development topics.

|  | \#1 | \#2 | \#3 | \#4 | \#5 | \#6 | \#7 | \#8 | \#9 | \#10 | ALL |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Classroom Management | 16 | 2 | 1 | 2 | 0 | 3 | 1 | 1 | 1 | 2 | $\mathbf{1}$ |
| Reading for at risk students | 2 | 5 | 7 | 3 | 2 | 5 | 1 | 0 | 0 | 1 | $\mathbf{2}$ |
| Successful inclusion strategies | 1 | 0 | 6 | 6 | 5 | 5 | 1 | 3 | 2 | 2 | $\mathbf{3}$ |
| Writing strategies | 1 | 5 | 3 | 3 | 4 | 4 | 1 | 4 | 2 | 1 | $\mathbf{4}$ |

[^21]Rank your top ten choices for professional development topics.

|  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Conflict resolution | 2 | 5 | 1 | 3 | 5 | 2 | 4 | 2 | 4 | 0 | 5 |
| Teaching and understanding students in poverty | 5 | 1 | 6 | 1 | 2 | 2 | 1 | 4 | 5 | 1 | 6 |
| Differentiated Instruction | 3 | 5 | 1 | 3 | 4 | 2 | 4 | 1 | 2 |  | 7 |
| My specific content area | 5 | 4 | 2 | 2 | 0 | 3 | 2 | 2 | 4 | 2 | 8 |
| English Learners | 5 | 3 | 3 | 1 | 2 | 0 | 2 | 2 | 1 | 0 | 9 |
| Culture sensitivity | 0 | 3 | 2 | 5 | 3 | 1 | 3 | 1 | 2 | 5 | 10 |
| Depth of Knowledge | 2 | 3 | 4 | 2 | 3 | 0 | 1 | 2 | 0 | 2 | 11 |
| Using technology to enhance instruction | 0 | 2 | 1 | 2 | 4 | 2 | 4 | 4 | 1 | 3 | 12 |
| Teaching and understanding the needs of homeless students | 1 | 2 | 1 | 3 | 2 | 1 | 4 | 3 | 2 | 2 | 13 |
| Mississippi College and Career Readiness Standards | 3 | 2 | 2 | 2 | 0 | 2 | 3 | 1 | 0 | 1 | 14 |
| Developing quality assessments | 0 | 3 | 1 | 2 | 1 | 3 | 0 | 2 | 5 | 2 | 15 |
| Interpreting and analyzing student data | 0 | 0 | 1 | 1 | 2 | 4 | 3 | 1 | 1 | 2 | 16 |
| Response to Intervention (RTI/MTSS) | 0 |  |  | 2 | 2 | 1 | 0 | 1 | 1 | 3 | 17 |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 17 | $36.2 \%$ |
| Agree | 21 | $44.7 \%$ |
| Disagree | 8 | $17.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $2.1 \%$ |

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

Count Percentage

| Strongly Agree | 12 | $25.5 \%$ |
| :--- | ---: | ---: |
| Agree | 25 | $53.2 \%$ |
| Disagree | 6 | $12.8 \%$ |
| Strongly Disagree | 2 | $4.3 \%$ |
| Not Applicable or No Information | 2 | $4.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 10 | $21.3 \%$ |
| Agree | 26 | $55.3 \%$ |
| Disagree | 6 | $12.8 \%$ |
| Strongly Disagree | 2 | $4.3 \%$ |
| Not Applicable or No Information | 3 | $6.4 \%$ |

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 12 | $25.5 \%$ |
| Agree | 27 | $57.5 \%$ |
| Disagree | 1 | $2.1 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 7 | $14.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 15 | $31.9 \%$ |
| Agree | 23 | $48.9 \%$ |
| Disagree | 5 | $10.6 \%$ |
| Strongly Disagree | 3 | $6.4 \%$ |
| Not Applicable or No Information | 1 | $2.1 \%$ |

## I would like further guidance in:

Count Percentage

| Arranging my classroom for maximum student |  |  |
| :--- | :--- | :--- |
| learning. | 13 | $27.7 \%$ |
| Keeping my students on task and engaged. | 13 | $27.7 \%$ |
| Strategies for effective classroom management. | 14 | $29.8 \%$ |
| Maintaining high expectations for ALL students. | 10 | $21.3 \%$ |
| Strategies to get students actively engaged in the | 17 | $36.2 \%$ |


| I would like further guidance in: |  |  |
| :---: | :---: | :---: |
| Improving the knowledge and skills in my content area. | Count | Percentage |
|  | 18 | 38.3\% |
| Developing comprehensive and effective lesson plans. | 13 | 27.7\% |
| Pedagogy and implementing the components of an effective lesson. | 9 | 19.2\% |
| Effective questioning to promote students to think critically. | 16 | 34.0\% |
| Planning lessons/activities to address individual differences. | 22 | 46.8\% |
| Developing and adjusting lessons to meet the needs of diverse learners. | 13 | 27.7\% |
| Designing flexible groups for specific learning or behavioral needs. | 15 | 31.9\% |
| Implementing the Teacher Support Team (TST) process. | 11 | 23.4\% |
| Developing appropriate assessments for varying subgroups | 10 | 21.3\% |
| Analyzing and interpreting student test data. | 10 | 21.3\% |
| Using state standards, objectives, sample test items, and blueprints to develop appropriate assessments. | 10 | 21.3\% |
| Using assessment results to improve instruction. | 12 | 25.5\% |
| The availability of staff development to support my instructional needs is excellent in this school. |  |  |
|  | Count | Percentage |
| Strongly Agree | 16 | 34.0\% |
| Agree | 23 | 48.9\% |
| Disagree | 5 | 10.6\% |
| Strongly Disagree | 1 | 2.1\% |
| Not Applicable or No Information | 2 | 4.3\% |


| Please select the top five professional learning topics that you feel would be most beneficial to you and your students. |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Cybersafety and Digital Citizenship | 13 | 27.7\% |
| Microsoft Word | 8 | 17.0\% |
| Microsoft Excel | 10 | 21.3\% |
| Microsoft PowerPoint | 14 | 29.8\% |
| Office 365 - Basic Usage (Word, OneDrive, Software |  |  |
| Download) | 13 | 27.7\% |
| Office 365 - Classroom Usage (OneNote, Sway, Class |  |  |
| Notebook) | 9 | 19.2\% |
| Digital Formative Assessments | 15 | 31.9\% |
| Activity Building with ActivInspire (Promethean |  |  |
| Software) | 14 | 29.8\% |
| Classflow (Online Interactive Lessons) | 6 | 12.8\% |
| G-Suite (Google Docs, Google Forms, YouTube, |  |  |
| Email, etc.) | 16 | 34.0\% |
| Google Classroom | 20 | 42.6\% |
| Cloud Storage/Services (Dropbox, Google Drive, |  |  |
| One Drive) | 8 | 17.0\% |
| Classroom Technology Integration | 14 | 29.8\% |
| Coding (Computer Science) | 7 | 14.9\% |
| Classroom/lab Technology Management and Care | 6 | 12.8\% |
| STEM (Science, Tech, Engineering and Math)/STEAM | 15 | 31.9\% |
| Remote Teaching and Learning | 12 | 25.5\% |
| Kami Digital Classroom Annotation and Markup |  |  |
| Application | 10 | 21.3\% |
| Video Conferencing (Zoom, Google Meet, etc.) | 4 | 8.5\% |
| Video Creation and Editing (Screencastify, WeVideo, ScreenCastomatic, etc.) | 14 | 29.8\% |

Overall, the professional learning I have experienced has helped me to perform better in my job role.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 15 | $31.9 \%$ |
| Agree | 26 | $55.3 \%$ |
| Disagree | 4 | $8.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $4.3 \%$ |

[^22]
## If you have not used the information, activities, or materials from recent professional learning, what factor limited your use?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Time constraints | 21 | $44.7 \%$ |
| I do not have the current technology to support the |  |  |
| act | 3 | $6.4 \%$ |
| I prefer to use other activities | 5 | $10.6 \%$ |
| Other | 18 | $38.3 \%$ |
| I have been given opportunities to present at site level or district level training. |  |  |
| Count | Percentage |  |
| Strongly Agree | 13 | $27.7 \%$ |
| Agree | 16 | $34.0 \%$ |
| Disagree | 4 | $8.5 \%$ |
| Strongly Disagree | 1 | $2.1 \%$ |
| Not Applicable or No Information | 13 | $27.7 \%$ |

## General Opinion

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

Faculty and staff members from Gulfport Central Middle School feel that the school does well in caring for student needs, providing professional development opportunities, and providing classroom resources. One faculty member said, "GCMS is a great place that support the whole student on many levels." Responding teachers feel there is room for improvement in behavioral management, student tutorials, and campus morale. Another faculty member stated, "I believe that communication between parents and the school could be better."

## Gulfport Central Middle School Parent Survey

## Federal Programs

| In my experience, teachers in my school (district) are state certified and |  |  |
| :--- | ---: | ---: |
| effective. | Count | Percentage |
|  | 6 | $18.8 \%$ |
| Strongly Agree | 23 | $71.9 \%$ |
| Agree | 1 | $3.1 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 2 | $6.3 \%$ |
| Not Applicable or No Information |  |  |

As a parent, I would like more information regarding:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Testing and grades | 18 | $56.3 \%$ |
| Safety in the schools | 17 | $53.1 \%$ |
| Curriculum and learning goals | 15 | $46.9 \%$ |
| Available technology and how it's used in the |  |  |
| classroom | 9 | $28.1 \%$ |
| How to contact my child's teacher | 10 | $31.3 \%$ |
| Homework | 16 | $50.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Abuse Prevention | 6 | $18.8 \%$ |
| Computer Classes | 5 | $15.6 \%$ |
| Conflict Resolution | 12 | $37.5 \%$ |
| Discipline | 7 | $21.9 \%$ |
| Drug/Alcohol Awareness | 5 | $15.6 \%$ |
| English as a Second Language | 6 | $18.8 \%$ |
| Health Classes | 11 | $34.4 \%$ |
| Literacy Classes | 3 | $9.4 \%$ |
| Math Classes | 8 | $25.0 \%$ |
| Parent-to-School Relationships | 12 | $37.5 \%$ |


| I would like my child's school (district) to offer classes for parents on the |  |  |
| :--- | ---: | ---: | ---: |
| following: | Count | Percentage |
| Parent/Child Communication | 9 | $28.1 \%$ |
| Preparing for College | 11 | $34.4 \%$ |
| Parenting Workshops | 5 | $15.6 \%$ |
| Social Media Classes | 9 | $28.1 \%$ |
| Stress/Anger Management | 7 | $21.9 \%$ |
| Understanding College- and Career-Ready Standards | 11 | $34.4 \%$ |

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.
Count Percentage
Babysitting/childcare at parent meetings ..... 7 ..... 21.9\%
District and/or school newsletters ..... 12 ..... 37.5\%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.) 16 ..... 50.0\%
Resource materials for parental training ..... 9 ..... 28.1\%
Training for parents to work with other parents on becoming involved in the schools ..... 13 ..... 40.6\%
Travel expenses to attend parent and family engagement/PTA workshops and conferences. ..... 21.9\%
Home/School folders ..... 10 ..... 31.3\%
Home/School Planners ..... 12 ..... 37.5\%

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $25.0 \%$ |
| Agree | 16 | $50.0 \%$ |
| Disagree | 1 | $3.1 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 7 | $21.9 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 5 | $15.6 \%$ |
| Agree | 23 | $71.9 \%$ |
| Disagree | 2 | $6.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 2 | $6.3 \%$ |

Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 9 | $28.1 \%$ |
| Agree | 19 | $59.4 \%$ |
| Disagree | 3 | $9.4 \%$ |
| Strongly Disagree | 1 | $3.1 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 5 | $15.6 \%$ |
| Agree | 22 | $68.8 \%$ |
| Disagree | 3 | $9.4 \%$ |
| Strongly Disagree | 1 | $3.1 \%$ |
| Not Applicable or No Information | 1 | $3.1 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 4 | $12.5 \%$ |
| Agree | 21 | $65.6 \%$ |
| Disagree | 3 | $9.4 \%$ |
| Strongly Disagree | 1 | $3.1 \%$ |
| Not Applicable or No Information | 3 | $9.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 3 | $9.4 \%$ |
| Agree | 19 | $59.4 \%$ |
| Disagree | 4 | $12.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 6 | $18.8 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 9 | $28.1 \%$ |
| Agree | 21 | $65.6 \%$ |
| Disagree | 2 | $6.3 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

In the past year, I have attended/participated in the following:
$\left.\begin{array}{lrr} & \text { Count } & \text { Percentage } \\ \hline \text { Parent/teacher conference } & 16 & 50.0 \% \\ \hline \text { Checked my child's grades/assignments online } & 20 & 62.5 \% \\ \hline \text { Been in contact with my child's teacher }\end{array}\right)$

How often do you visit these websites?

|  | Daily | 1 or 2 times <br> per week | A few times <br> per month | Not at <br> all |
| :--- | ---: | ---: | ---: | ---: |
| GSD's Facebook page | $0.0 \%$ | $31.3 \%$ | $31.3 \%$ | $37.5 \%$ |
| GSD's website | $6.3 \%$ | $25.0 \%$ | $50.0 \%$ | $18.8 \%$ |
| Your child's school's website | $12.5 \%$ | $21.9 \%$ | $46.9 \%$ | $18.8 \%$ |
| Your child's teacher's webpage | $3.1 \%$ | $15.6 \%$ | $37.5 \%$ | $43.8 \%$ |
| The parent portal to view grades, |  |  |  |  |
| attendance, and progress | $34.4 \%$ | $28.1 \%$ | $25.0 \%$ | $12.5 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 7 | $21.9 \%$ |
| Agree | 22 | $68.8 \%$ |
| Disagree | 1 | $3.1 \%$ |
| Strongly Disagree | 2 | $6.3 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 7 | $21.9 \%$ |
| Agree | 23 | $71.9 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $3.1 \%$ |
| Not Applicable or No Information | 1 | $3.1 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 8 | $25.0 \%$ |
| Agree | 23 | $71.9 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $3.1 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 7 | $21.9 \%$ |
| Agree | 22 | $68.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $3.1 \%$ |
| Not Applicable or No Information | 2 | $6.3 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 7 | $21.9 \%$ |
| Agree | 17 | $53.1 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 8 | $25.0 \%$ |

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:

|  |  | $\begin{gathered} \mathbb{N} \\ \stackrel{\otimes}{\mathbb{Q}} \end{gathered}$ | $\begin{aligned} & \mathscr{0} \\ & \stackrel{0}{0} \\ & 0.0 \\ & \hline 0 . \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words. | 21.9\% | 43.8\% | 0.0\% | 0.0\% | 31.3\% |

## I am pleased with my preschooler's or kindergartener's progress in the following academic skills:

|  |  | $\begin{gathered} \stackrel{0}{\omega} \\ \stackrel{0}{8} \end{gathered}$ | $\begin{aligned} & \stackrel{0}{0} \\ & \stackrel{0}{0} \\ & \stackrel{\leftrightarrow}{0} \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences. | 18.8\% | 40.6\% | 3.1\% | 0.0\% | 31.3\% |
| Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements. | 15.6\% | 46.9\% | 0.0\% | 0.0\% | 31.3\% |
| Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods and recognizing the uses of maps and globes. | 18.8\% | 43.8\% | 0.0\% | 0.0\% | 31.3\% |
| Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things | 15.6\% | 43.8\% | 0.0\% | 0.0\% | 34.4\% |

## General Opinion

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

Parents of students from Gulfport Central Middle School feel that the school does well in communicating with parents, keeping students motivated, and supporting student activities. One parent said, "I love how my son's teachers keep me involved." Responding parents feel there is room to improve in cafeteria selection, dress code policies, and behavioral management. Another parent stated, "If the majority of students in one subject are not performing well in that subject then there possibly needs to be a change."

## Gulfport Central Middle School Student Survey

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 83 | $21.3 \%$ |
| Agree | 247 | $63.3 \%$ |
| Disagree | 17 | $4.4 \%$ |
| Strongly Disagree | 5 | $1.3 \%$ |
| Not Applicable or No Information | 38 | $9.7 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 106 | $27.2 \%$ |
| Agree | 212 | $54.4 \%$ |
| Disagree | 20 | $5.1 \%$ |
| Strongly Disagree | 12 | $3.1 \%$ |
| Not Applicable or No Information | 40 | $10.3 \%$ |

My schoolwork is challenging and requires my best effort.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 150 | $38.5 \%$ |
| Agree | 210 | $53.9 \%$ |
| Disagree | 17 | $4.4 \%$ |
| Strongly Disagree | 7 | $1.8 \%$ |
| Not Applicable or No Information | 6 | $1.5 \%$ |

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or porffolios.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 74 | $19.0 \%$ |
| Agree | 233 | $59.7 \%$ |
| Disagree | 45 | $11.5 \%$ |
| Strongly Disagree | 13 | $3.3 \%$ |
| Not Applicable or No Information | 25 | $6.4 \%$ |

The grading and evaluation of my class work is fair.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 56 | $14.4 \%$ |
| Agree | 229 | $58.7 \%$ |
| Disagree | 58 | $14.9 \%$ |
| Strongly Disagree | 24 | $6.2 \%$ |
| Not Applicable or No Information | 23 | $5.9 \%$ |

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

Count Percentage

| Strongly Agree | 87 | $22.3 \%$ |
| :--- | ---: | ---: |
| Agree | 198 | $50.8 \%$ |
| Disagree | 53 | $13.6 \%$ |
| Strongly Disagree | 13 | $3.3 \%$ |
| Not Applicable or No Information | 36 | $9.2 \%$ |

In my class, time is spent doing work that I find meaningful.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Yes | 333 | $85.4 \%$ |
| No | 57 | $14.6 \%$ |


| In my home, I have access to |  |  |
| :--- | ---: | ---: |
|  | Count | Percentage |
| Internet | 365 | $93.6 \%$ |
| Computer | 258 | $66.2 \%$ |
| Smart phone/Tablet | 367 | $94.1 \%$ |
| Gaming console | 301 | $77.2 \%$ |

I use social media (TikTok, Instagram, Facebook, YouTube, Snapchat, etc.).

|  | Count | Percentage |
| :--- | ---: | ---: |
| Daily | 305 | $78.2 \%$ |
| 1 or 2 times per week | 50 | $12.8 \%$ |
| A few times per month | 15 | $3.9 \%$ |
| Not at all | 20 | $5.1 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 95 | $24.4 \%$ |
| Agree | 224 | $57.4 \%$ |
| Disagree | 26 | $6.7 \%$ |
| Strongly Disagree | 5 | $1.3 \%$ |
| Not Applicable or No Information | 40 | $10.3 \%$ |

## Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 55 | $14.1 \%$ |
| Agree | 189 | $48.5 \%$ |
| Disagree | 56 | $14.4 \%$ |
| Strongly Disagree | 11 | $2.8 \%$ |
| Not Applicable or No Information | 79 | $20.3 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 54 | $13.9 \%$ |
| Agree | 179 | $45.9 \%$ |
| Disagree | 79 | $20.3 \%$ |
| Strongly Disagree | 53 | $13.6 \%$ |
| Not Applicable or No Information | 25 | $6.4 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 77 | $19.7 \%$ |
| Agree | 232 | $59.5 \%$ |
| Disagree | 34 | $8.7 \%$ |
| Strongly Disagree | 12 | $3.1 \%$ |
| Not Applicable or No Information | 35 | $9.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 98 | $25.1 \%$ |
| Agree | 246 | $63.1 \%$ |
| Disagree | 20 | $5.1 \%$ |
| Strongly Disagree | 4 | $1.0 \%$ |
| Not Applicable or No Information | 22 | $5.6 \%$ |

[^23]This school (district) provides a clean, well-maintained, and pleasant environment for learning.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 46 | $11.8 \%$ |
| Agree | 213 | $54.6 \%$ |
| Disagree | 72 | $18.5 \%$ |
| Strongly Disagree | 33 | $8.5 \%$ |
| Not Applicable or No Information | 26 | $6.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 127 | $32.6 \%$ |
| Agree | 204 | $52.3 \%$ |
| Disagree | 18 | $4.6 \%$ |
| Strongly Disagree | 6 | $1.5 \%$ |
| Not Applicable or No Information | 35 | $9.0 \%$ |

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

| Strongly Agree | 69 | $17.7 \%$ |
| :--- | ---: | ---: |
| Agree | 181 | $46.4 \%$ |
| Disagree | 59 | $15.1 \%$ |
| Strongly Disagree | 17 | $4.4 \%$ |
| Not Applicable or No Information | 64 | $16.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 85 | $21.8 \%$ |
| Agree | 205 | $52.6 \%$ |
| Disagree | 50 | $12.8 \%$ |
| Strongly Disagree | 18 | $4.6 \%$ |
| Not Applicable or No Information | 32 | $8.2 \%$ |

I feel safe at my school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 51 | $13.1 \%$ |
| Agree | 164 | $42.1 \%$ |
| Disagree | 77 | $19.7 \%$ |
| Strongly Disagree | 58 | $14.9 \%$ |
| Not Applicable or No Information | 40 | $10.3 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 90 | $23.1 \%$ |
| Agree | 188 | $48.2 \%$ |
| Disagree | 27 | $6.9 \%$ |
| Strongly Disagree | 7 | $1.8 \%$ |
| Not Applicable or No Information | 78 | $20.0 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 75 | $19.2 \%$ |
| Agree | 156 | $40.0 \%$ |
| Disagree | 46 | $11.8 \%$ |
| Strongly Disagree | 24 | $6.2 \%$ |
| Not Applicable or No Information | 89 | $22.8 \%$ |

## General Opinion

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

Students from Gulfport Central Middle School feel the school does a good job in hiring quality teachers, encouraging academic success, and offering tutorial support when needed. One student said, "My school district does a good job at keeping the school clean and making sure we are protected." Students feel there is room for improvement in cafeteria selection, human resource issues, and building and facility needs. Another student stated, "We can do more tutoring and make sure everyone understands the work to the fullest."

## Section 15

## GuLFPOBT HIGH School

## Introduction

Gulfport High School is located at 100 Perry Street in Gulfport, Mississippi. In January of 2023, it housed one thousand seven hundred twenty-eight $(1,728)$ students in ninth through twelfth grades (9-12).

The school supports the district mission, which is, "to inspire each student to become a problem-solver, lifelong learner, and a productive member of society."


According to the school's social media, Gulfport High School was established in 1923; the current facilities were constructed in 1967. In 1978, as a result of desegregation, it merged with Gulfport East High School. A \$46 million renovation in 2017 included limiting the number of entrances to increase safety, new classes, a state-of-the-art culinary arts department, new band halls, new buildings, a new theater, general school improvements, and facilities for the Academic Institutes, or careerreadiness programs; the goal was for Gulfport High to resemble "a college campus."

Gulfport High School

## Enrollment

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

GULFPORT HIGH SCHOOL ENROLLMENT

|  | 2019 | 2020 | 2021 | 2022 | 2023 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | 1694 | 1743 | 1765 | 1746 | 1728 |
| GR_9 | 494 | 507 | 473 | 536 | 549 |
| GR_10 | 432 | 476 | 468 | 412 | 416 |
| GR_11 | 361 | 339 | 408 | 344 | $*$ |
| GR_12 | 376 | 394 | 390 | 423 | 401 |
| SEC_SPED | 31 | 27 | 26 | 31 | $*$ |

Figure 224: Gulfport High School Enrollment


Figure 225: Gulfport High School Changes in Enrollment

## GULFPORT HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

|  |  | 2019 | 2020 | 2021 | 2022 | 2023 |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | ALL | 1694 | 1743 | 1765 | 1746 | 1728 |
| GENDER | FEMALE | 874 | 883 | 904 | 900 | 889 |
|  | MALE | 820 | 860 | 861 | 846 | 839 |
| RACE | ASIAN | 21 | 27 | 26 | 32 | $*$ |
|  | BLACK OR AFRICAN AMERICAN | 837 | 858 | 875 | 866 | 880 |
|  | HISPANIC OR LATINO | 111 | 99 | 96 | 107 | 115 |
|  | TWO OR MORE RACES | 15 | 20 | 27 | 43 | 55 |
|  | WHITE | 707 | 734 | 734 | 690 | 646 |

Figure 226: Gulfport High School Enrollment by Demographic Group

## Attendance

## Average Daily Attendance

## GULFPORT HIGH SCHOOL ADA

|  | 2018 | 2019 | 2020 | 2021 | 2022 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ALL | 1440.9 | 1509.8 | 1608.0 | 1564.3 | 1564.3 |
| GR_9 | 408.4 | 450.7 | 475.9 | 431.8 | 492.5 |
| GR_10 | 397.2 | 393.2 | 438.5 | 415.7 | 376.6 |
| GR_11 | 300.8 | 328.9 | 328.4 | 365.8 | 311.5 |
| GR_12 | 334.5 | 337.0 | 365.2 | 351.0 | 383.7 |

Figure 227: Gulfport High School Average Daily Attendance
Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes are not represented here.

## GULFPORT HIGH SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

|  | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | :---: | :---: | :---: | :---: | :---: |
| ALL | $92.0 \%$ | $90.7 \%$ | $93.9 \%$ | $89.9 \%$ | $91.1 \%$ |
| GR_9 | $92.0 \%$ | $91.2 \%$ | $93.9 \%$ | $91.3 \%$ | $91.9 \%$ |
| GR_10 | $90.9 \%$ | $91.0 \%$ | $92.1 \%$ | $88.8 \%$ | $91.4 \%$ |
| GR_11 | $93.7 \%$ | $91.1 \%$ | $96.9 \%$ | $89.7 \%$ | $90.6 \%$ |
| GR_12 | $91.4 \%$ | $89.6 \%$ | $92.7 \%$ | $90.0 \%$ | $90.7 \%$ |

Figure 228: Gulfport High School ADA as Percentage of Enrollment

## Chronic Absence

## GULFPORT HIGH SCHOOL \% CHRONIC ABSENCE



MDE, 2018,2019, 2021, 2022, Mississippi Succeeds Report Card
Figure 229: Gulfport High School Chronic Absence by Demographic Group


## Accountability

## Accountability Measures

## GULFPORT HIGH SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 |  | 2022 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| RATINGS | B | B |  | A |  |
| POINTS | 680 |  |  | 762 |  |
| ELA/READING |  |  |  |  |  |
| \% PROFICIENT | 51.3 | 36.4 |  | 61.5 |  |
| StATE |  |  | 35 |  | 41.9 |
| \% GROWTH | 69.3 |  |  | 64.5 |  |
| STATE |  |  |  |  | 62.1 |
| \% GROWTH LOWEST QUARTILE | 56.7 |  |  | 45.7 |  |
| STATE |  |  |  |  | 56.6 |
| MATH |  |  |  |  |  |
| \% PROFICIENT | 51.9 | 13.6 |  | 76.3 |  |
| STATE |  |  | 36 |  | 46.8 |
| \% GROWTH | 70 |  |  | 102.4 |  |
| STATE |  |  |  |  | 72.6 |
| \% GROWTH LOWEST QUARTILE | 72.8 |  |  | 106.6 |  |
| STATE |  |  |  |  | 68.6 |
| (MDE, 2019, 2021, 2022, Accountability) |  |  |  |  |  |

Figure 230: Gulfport High School Accountability: ELA and Math

## GULFPORT HIGH SCHOOL ACCOUNTABILITY

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

|  | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| SCIENCE/HISTORY |  |  |  |
| \% PROFICIENT SCIENCE | 61.7 | 16.8 | 48.7 |
| STATE | 56.2 | 49.6 | 55.5 |
| \% PROFICIENT HISTORY | 57.6 | 49.9 | 63.2 |
| STATE | 55.7 | 47.8 | 69.4 |
| COLLEGE/CAREER |  |  |  |
| COLLEGE/CAREER READINESS | 56.4 | 48.6 | 64.5 |
| STATE | 37.4 | 34.3 | 42.9 |
| ACCELERATION | 76.1 | 73.9 | 82.2 |
| STATE | 65.9 | 65.7 | 73.2 |
| LIMITED ENGLISH PROFICIENCY |  |  |  |
| \% PROFICIENT LIMITED ENGLISH PROFICIENCY | 7.9 |  | 8.3 |
| STATE | 17 |  | 14.8 |
| \% GROWTH LIMITED ENGLISH PROFICIENCY | 58.6 |  | 45.5 |
| STATE | 57.8 |  | 51.8 |
| (MDE, 2019, 2021, 2022, Accountability) |  |  |  |

Figure 231: Gulfport High School Accountability: Science, History, Other

## Proficiency by Demographic Group

## GULFPORT HIGH SCHOOL ACCOUNTABILITY READING PROFICIENCY BY DEMOGRAPHIC GROUP



Figure 232: Gulfport High School Reading Proficiency by Demographic Group
$\left.\begin{array}{|llll|}\hline \text { GULFPORT HIGH SCHOOL ACCOUNTABILITY MATH PROFICIENCY } \\ \text { BY DEMOGRAPHIC GROUP }\end{array}\right]$

Figure 233: Gulfport High School Math Proficiency by Demographic Group

## GULFPORT HIGH SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP

| Note: Accountability was not measured in 2020 because of the pandemic. |  |  |  |
| :--- | :---: | :---: | :---: |
| GENDER | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ |  |
|  |  |  |  |
| FEMALE | 59.0 | 2022 |  |
| MALE | 64.0 | 19.4 |  |


| DISABILITY |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| WITH DISABILITIES |  |  |  |
| WITHOUT |  |  |  |
| DISABILITIES |  |  |  |

(MDE, 2019, 2021, 2022, Mississippi Succeeds Report Card)
Figure 234: Gulfport High School Science Proficiency by Demographic Group

## GULFPORT HIGH SCHOOL ACCOUNTABILITY HISTORY PROFICIENCY BY DEMOGRAPHIC GROUP

Note: Accountability was not measured in 2020 because of the pandemic.

| GENDER | 2019 | 2021 | 2022 |
| :---: | :---: | :---: | :---: |
| FEMALE MALE | 54.6 | 44.9 |  |
|  | 60.7 | 54.9 | 62.3 |
| DISABILITY <br> WITH DISABILITIES WITHOUT DISABILITIES | 61.5 | 54.1 | 66.2 |
|  | 23.3 | 18.2 | 26.5 |
| ENGLISH PROFICIENCY <br> LIMITED ENGLISH PROFICIENCY <br> NON LIMITED ENGLISH PROFICIENCY | 58.1 | 50.8 | 63.9 |
|  |  |  |  |
| ECONOMIC STATUS <br> ECONOMICALLY DISADVANTAGED <br> NON ECONOMICALLY DISADVANTAGED | 72.8 | 77.1 | 82.2 |
|  |  |  | - |
|  | 46.3 | 34.6 | 53.5 |


(MDE, 2019, 2021, 2022, Mississippi Succeeds Report Card)
Figure 235: Gulfport High School History Proficiency by Demographic Group

## 4-Year Graduation Rates

## GULFPORT HIGH SCHOOL GRADUATION AND DROPOUT RATES



AY = Accountability Year; e.g., AY2023 represents rates for 2022 graduating class. Graduation data for schools were not reported by MDE in 2020; dropout rates were not reported by MDE for individualschools before 2021.
(MDE, 2018, 2019, 2020, 2021, 2022, District Graduation and Dropout Rates)
Figure 236: Gulfport High School 4-Year Graduation Rate

## School Improvement

Gulfport High School was reidentified as an Additional Targeted Support and Improvement (ATSI) school because 3-year average scores for Students with Disabilities were in the bottom $5 \%$ of those for all Title I A schools. It was first identified as ATSI in 2018.

## Assessment

## ACT



Figure 237: Gulfport High School Junior ACT: Composite

# GULFPORT HIGH SCHOOL JUNIOR ACT SCORES <br>  <br> ENGLISH <br> MDE, 2018, 2019, 2020, 2021, 2022, ASSESSMENT 

Figure 238: Gulfport High School Junior ACT: English


Figure 239: Gulfport High School Junior ACT: Math


Figure 240: Gulfport High School Junior ACT: Reading

| GULFPORT HIGH SCHOOL JUNIOR ACT SCORES |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| - 2018 | -2019 | - 2020 | - 2021 | - 2022 ■ S | 2022 |
| 20.4 | 19.8 | 20.1 | 19.6 | 19.4 | 17.7 |
| SCIENCE |  |  |  |  |  |

Figure 241: Gulfport High School Junior ACT: Science

## Mississippi Academic Assessment Program [MAAP]

## MAAP ELA and MATH

GULFPORT HIGH SCHOOL MAAP ELA ENGLISH II


|  | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |  | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| PROFICIENT (4 +5) | 50.6 | $\mathbf{3 6 . 8}$ | $\mathbf{6 1 . 1}$ | PROFICIENT (4 +5) | 63.3 | $\mathbf{4 2 . 5}$ | $\mathbf{7 7 . 5}$ |
| STATE PROFICIENT | $\mathbf{4 3 . 8}$ | $\mathbf{3 4 . 9}$ | $\mathbf{4 4 . 0}$ | STATE PROFICIENT | 49.3 | $\mathbf{3 3 . 2}$ | $\mathbf{6 4 . 9}$ |

Figure 242: Gulfport High School MAAP ELA and Math English II and Algebra I
MAAP END-OF-COURSE

Figure 243: Gulfport High School MAAP End-of-Course Biology I and U. S. History

## Personnel



Figure 244: Gulfport High School Teaching Staff Experience by Percentage of Teachers

## Discipline

| GULFPORT HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ISS |  |  |  | OSS |  |  |  | EXPULSIONS |  |  |  |
|  |  | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| ALL | ALL | $<10$ | <5 |  | <5 | 34.5 | <5 | 12.1 | 16.5 | <10 | <5 | <5 |  |
| GENDER | FEMALE |  |  |  | <5 | 13.4 |  | 9.31 | 11.8 |  |  |  |  |
|  | MALE | $<10$ |  |  |  | 42.7 |  | 14.9 | 21.5 |  |  | <5 |  |
| RACE | ASIAN |  |  |  |  |  |  | 7.69 | 9.1 |  |  |  |  |
|  | BLACK OR AFRICAN AMERICAN |  |  |  | <5 | 26.1 |  | 17.9 | 24.7 |  |  | <5 |  |
|  | HISPANIC OR LATINO |  |  |  |  | 9.82 |  | <5 | 9.6 |  |  |  |  |
|  | TWO OR MORE RACES |  |  |  |  | 20 |  | 18.5 | 14 |  |  |  |  |
|  | WHITE | $<10$ |  |  |  | 16.8 |  | 5.91 | 8.1 |  |  |  |  |
| DISABILITY | STUDENTS WITH DISABILITIES | $<10$ |  |  |  | 62.6 |  | 17.5 | 25.2 |  |  |  |  |
|  | STUDENTS WITHOUT DISABILITIES |  |  |  | <5 | 15.4 |  | 11.3 | 15.4 |  |  | <5 |  |
| EL | LIMITED ENGLISH PROFICIENCY |  |  |  |  | 10.9 |  |  | <5 |  |  |  |  |
|  | NON LIMITED ENGLISH PROFICIENCY | $<10$ |  |  | <5 | 34.8 |  |  | 16.8 |  |  |  |  |
|  |  | INCIDENTS OF VIOLENCE |  |  |  | REFERRAL TO LAW ENFORCEMENT |  |  |  | SCHOOL-BASED ARRESTS |  |  |  |
|  |  | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| ALL | ALL | 34 | <10 |  | <10 | <10 |  |  | <5 | <10 |  |  | <5 |
| GENDER | FEMALE | $<10$ |  |  |  | <5 |  |  | <5 | <5 |  |  | <5 |
|  | MALE | 26 |  |  | $<10$ | <10 |  |  | <5 | <10 |  |  | <5 |
| RACE | ASIAN |  |  |  |  |  |  |  | <5 |  |  |  | <5 |
|  | BLACK OR AFRICAN AMERICAN | 13 |  |  | $<10$ | <5 |  |  | <5 | <5 |  |  | < |
|  | HISPANIC OR LATINO |  |  |  |  | <5 |  |  | <5 | <5 |  |  | <5 |
|  | TWO OR MORE RACES | $<10$ |  |  |  | <5 |  |  | <5 | <5 |  |  | <5 |
|  | WHITE | 20 |  |  |  | $<10$ |  |  | <5 | <10 |  |  | <5 |
| DISABILITY | STUDENTS WITH DISABILITIES | 20 |  |  |  | <10 |  |  | <5 | <10 |  |  | <5 |
|  | STUDENTS WITHOUT DISABILITIES | 14 |  |  | $<10$ | <5 |  |  | <5 | <5 |  |  | <5 |
| EL | LIMITED ENGLISH PROFICIENCY |  |  |  |  | <5 |  |  | <5 | <5 |  |  | <5 |
|  | NON LIMITED ENGLISH PROFICIENCY | 34 |  |  | $<10$ | <10 |  |  | <5 | $<10$ |  |  | <5 |
| (MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Figure 245: Gulfport High School Disciplinary Actions Reported to MDE

## Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Gulfport High School in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. One hundred five (105) faculty and staff members, one hundred thirty-seven (137) parents, and eight hundred forty-one (841) students responded to the survey.

## Gulfport High School Faculty/Staff Survey

Please indicate your certification status and your years of experience as an educator.

|  | $\mathbf{1 - 3}$ years | $\mathbf{4 - 1 0}$ years | $\mathbf{1 1 - 2 0}$ years | $\mathbf{2 1 +}$ years |
| :--- | ---: | ---: | ---: | ---: |
| Certified | 19 | 24 | 34 | 17 |
| Classified | 6 | 3 | 2 | 2 |
|  |  |  |  |  |

## Federal Programs

In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 57 | $54.3 \%$ |
| Agree | 47 | $44.8 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 1 | $1.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 27 | $25.7 \%$ |
| Agree | 56 | $53.3 \%$ |
| Disagree | 1 | $1.0 \%$ |
| Strongly Disagree | 1 | $1.0 \%$ |
| Not Applicable or No Information | 20 | $19.1 \%$ |

I use effective, evidence-based strategies for

|  |  | - | $\begin{aligned} & \stackrel{0}{\otimes} \\ & \stackrel{0}{0} \\ & \stackrel{\leftrightarrow}{0} \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Developing and using classroom assessments. | 51.4\% | 33.3\% | 1.9\% | 0.0\% | 13.3\% |
| Closing the achievement gap between diverse groups of students. | 35.2\% | 50.5\% | 1.9\% | 0.0\% | 12.4\% |
| Successful classroom management. | 44.8\% | 41.9\% | 0.0\% | 0.0\% | 13.3\% |
| Teaching special needs students. | 36.2\% | 41.9\% | 1.9\% | 0.0\% | 20.0\% |
| Providing instructions to students with limited English proficiency to improve their language and academic skills. | 26.7\% | 43.8\% | 1.9\% | 1.0\% | 26.7\% |

## The most common behavior problem in my classroom is:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Off-task behavior | 53 | $50.5 \%$ |
| Minor disruptions that steal instructional time | 32 | $30.5 \%$ |
| Major classroom disruptions | 1 | $1.0 \%$ |
| Not Applicable | 19 | $\mathbf{1 8 . 1 \%}$ |


|  | Count | Percentage |
| :---: | :---: | :---: |
| Expedited evaluation services for students with learning disabilities | 30 | 28.6\% |
| Expedited evaluation services for students with limited English | 22 | 21.0\% |
| Expedited evaluation services for gifted and talented students | 9 | 8.6\% |
| Additional academic support | 55 | 52.4\% |
| Tutoring | 43 | 41.0\% |
| Enrichment educational services | 20 | 19.1\% |
| Counseling | 67 | 63.8\% |
| Mentors | 56 | 53.3\% |
| School supplies | 72 | 68.6\% |
| Dental referrals | 34 | 32.4\% |
| Medical referrals | 33 | 31.4\% |
| Bullying assistance | 31 | 29.5\% |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 37 | $35.2 \%$ |
| Agree | 54 | $51.4 \%$ |
| Disagree | 5 | $4.8 \%$ |
| Strongly Disagree | 1 | $1.0 \%$ |
| Not Applicable or No Information | 8 | $7.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 43 | $41.0 \%$ |
| Agree | 54 | $51.4 \%$ |
| Disagree | 4 | $3.8 \%$ |
| Strongly Disagree | 1 | $1.0 \%$ |
| Not Applicable or No Information | 3 | $2.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 34 | $32.4 \%$ |
| Agree | 47 | $44.8 \%$ |
| Disagree | 4 | $3.8 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 20 | $19.1 \%$ |

I develop assessments that mirror the format \& complexity of state assessments.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 47 | $44.8 \%$ |
| Agree | 33 | $31.4 \%$ |
| Disagree | 2 | $1.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 23 | $21.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 54 | $51.4 \%$ |
| Agree | 30 | $28.6 \%$ |
| Disagree | 1 | $1.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 20 | $19.1 \%$ |

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:
Count Percentage
Embed multicultural education throughout the curriculum ..... 34 ..... $32.4 \%$
Utilize technology such as class websites, blogs, and videos ..... 66 ..... 62.9\%
Utilize structured note-taking formats (i.e., graphicorganizers) and teach viewing comprehensionstrategies4341.0\%

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

Count Percentage
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations 55 52.4\%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc 57 54.3\%

Use think-alouds and think-pair-shares when asking questions; allow wait time for answers 29 27.6\%
Use bilingual handouts and cues ..... 12 ..... 11.4\%
Use visual displays, portable white boards, and posters when giving instructions ..... 54 ..... 51.4\%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)4946.7\%

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 59 | $56.2 \%$ |
| Agree | 42 | $40.0 \%$ |
| Disagree | 3 | $2.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $1.0 \%$ |
| Parents feel welcome in our school. |  |  |
|  | Count | Percentage |
| Strongly Agree | 48 | $45.7 \%$ |
| Agree | 47 | $44.8 \%$ |
| Disagree | 4 | $3.8 \%$ |
| Strongly Disagree | 1 | $1.0 \%$ |
| Not Applicable or No Information | 5 | $4.8 \%$ |
|  |  |  |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 42 | $40.0 \%$ |
| Agree | 51 | $48.6 \%$ |
| Disagree | 9 | $8.6 \%$ |
| Strongly Disagree | 2 | $1.9 \%$ |
| Not Applicable or No Information | 1 | $1.0 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 41 | $39.1 \%$ |
| Agree | 55 | $52.4 \%$ |
| Disagree | 8 | $7.6 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $1.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 70 | $66.7 \%$ |
| Agree | 34 | $32.4 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $1.0 \%$ |

## This school (district) provides a clean, well-maintained, and pleasant

 environment for learning.|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 59 | $56.2 \%$ |
| Agree | 45 | $42.9 \%$ |
| Disagree | 1 | $1.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 54 | $51.4 \%$ |
| Agree | 42 | $40.0 \%$ |
| Disagree | 3 | $2.9 \%$ |
| Strongly Disagree | 2 | $1.9 \%$ |
| Not Applicable or No Information | 4 | $3.8 \%$ |

Technology is sufficiently available to support instruction.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 60 | $57.1 \%$ |
| Agree | 42 | $40.0 \%$ |
| Disagree | 3 | $2.9 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 32 | $30.5 \%$ |
| Agree | 49 | $46.7 \%$ |
| Disagree | 13 | $12.4 \%$ |
| Strongly Disagree | 3 | $2.9 \%$ |
| Not Applicable or No Information | 8 | $7.6 \%$ |
| The school's priorities for the expenditure of funds are appropriate. |  |  |
| Count | Percentage |  |
| Strongly Agree | 21 | $20.0 \%$ |
| Agree | 61 | $58.1 \%$ |
| Disagree | 10 | $9.5 \%$ |
| Strongly Disagree | 1 | $1.0 \%$ |
| Not Applicable or No Information | 12 | $11.4 \%$ |
| How would you rate your morale as a district employee? |  |  |
| Cuperior | Count | Percentage |
| Above Average | 18 | $17.1 \%$ |
| Average | 37 | $35.2 \%$ |
| Poor | 33 | $31.4 \%$ |
| Not Applicable or No Information | 16 | $15.2 \%$ |

Gulfport High School

## I feel safe at my school.

Count Percentage

| Strongly Agree | 34 | $32.4 \%$ |
| :--- | :---: | :---: |
| Agree | 58 | $55.2 \%$ |
| Disagree | 12 | $11.4 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 1 | $1.0 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 62 | $59.1 \%$ |
| Agree | 37 | $35.2 \%$ |
| Disagree | 0 | $0.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 6 | $5.7 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 54 | $51.4 \%$ |
| Agree | 24 | $22.9 \%$ |
| Disagree | 1 | $1.0 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 26 | $24.8 \%$ |

## Professional Development

Rank your top ten choices for professional development topics.

|  | \#1 | \#2 | \#3 | \#4 | \#5 | \#6 | \#7 | \#8 | \#9 | \#10 | ALL |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Classroom Management | 19 | 11 | 4 | 5 | 12 | 5 | 7 | 5 | 3 | 2 | $\mathbf{1}$ |
| My specific content area | 26 | 7 | 6 | 2 | 3 | 2 | 7 | 3 | 2 | 3 | $\mathbf{2}$ |
| Teaching and understanding <br> students in poverty | 3 | 9 | 13 | 8 | 7 | 14 | 6 | 4 | 1 | 2 | $\mathbf{3}$ |

Rank your top ten choices for professional development topics.

|  | \#1 | \#2 | \#3 | \#4 | \#5 | \#6 | \#7 | \#8 | \#9 | \#10 | ALL |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Culture sensitivity | 8 | 10 | 9 | 6 | 5 | 3 | 2 | 5 | 4 | 4 | $\mathbf{4}$ |
| Differentiated Instruction | 8 | 9 | 6 | 5 | 3 | 13 | 4 | 2 | 3 | 6 | $\mathbf{5}$ |
| Conflict resolution | 4 | 10 | 12 | 7 | 3 | 3 | 3 | 7 | 4 | 6 | $\mathbf{6}$ |
| Teaching and understanding <br> the needs of homeless students | 4 | 4 | 8 | 9 | 5 | 2 | 9 | 3 | 7 | 1 | $\mathbf{7}$ |
| English Learners | 7 | 5 | 4 | 3 | 7 | 7 | 7 | 6 | 4 | 2 | $\mathbf{8}$ |
| Using technology to enhance <br> instruction | 3 | 5 | 7 | 10 | 2 | 5 | 5 | 7 | 4 | 4 | $\mathbf{9}$ |
| Successful inclusion strategies | 3 | 6 | 5 | 5 | 5 | 2 | 6 | 8 | 5 | 4 | $\mathbf{1 0}$ |
| Mississippi College and Career <br> Readiness Standards | 4 | 3 | 6 | 6 | 6 | 4 | 2 | 4 | 2 | 1 | $\mathbf{1 1}$ |
| Depth of Knowledge <br> Writing strategies | 2 | 5 | 2 | 7 | 4 | 6 | 5 | 3 | 4 | 5 | $\mathbf{1 2}$ |
| Reading for at risk students <br> Developing quality assessments <br> Interpreting and analyzing | $\mathbf{6}$ | 3 | 3 | 6 | 6 | 2 | 2 | 2 | 1 | 3 | $\mathbf{1 3}$ |
| student data | 2 | 5 | 3 | 4 | 5 | 5 | 8 | 1 | 3 | 2 | $\mathbf{1 4}$ |
| Response to Intervention <br> (RTI/MTSS) | $\mathbf{1}$ | 3 | 6 | 5 | 4 | 3 | 4 | 3 | 4 | $\mathbf{1 5}$ |  |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 26 | $24.8 \%$ |
| Agree | 62 | $59.1 \%$ |
| Disagree | 10 | $9.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 7 | $6.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 18 | $17.1 \%$ |
| Agree | 56 | $53.3 \%$ |
| Disagree | 18 | $17.1 \%$ |
| Strongly Disagree | 4 | $3.8 \%$ |
| Not Applicable or No Information | 9 | $8.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 14 | $13.3 \%$ |
| Agree | 49 | $46.7 \%$ |
| Disagree | 21 | $20.0 \%$ |
| Strongly Disagree | 4 | $3.8 \%$ |
| Not Applicable or No Information | 17 | $16.2 \%$ |

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 13 | $12.4 \%$ |
| Agree | 56 | $53.3 \%$ |
| Disagree | 5 | $4.8 \%$ |
| Strongly Disagree | 1 | $1.0 \%$ |
| Not Applicable or No Information | 30 | $28.6 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 18 | $17.1 \%$ |
| Agree | 55 | $52.4 \%$ |
| Disagree | 16 | $15.2 \%$ |
| Strongly Disagree | 4 | $3.8 \%$ |
| Not Applicable or No Information | 12 | $11.4 \%$ |

## I would like further guidance in:

Count Percentage

| Arranging my classroom for maximum student |  |  |
| :--- | :--- | ---: |
| learning. | 10 | $9.5 \%$ |
| Keeping my students on task and engaged. | 35 | $33.3 \%$ |
| Strategies for effective classroom management. | 23 | $21.9 \%$ |
| Maintaining high expectations for ALL students. | 26 | $24.8 \%$ |
| Strategies to get students actively engaged in the <br> lesson. | 37 | $35.2 \%$ |


| I would like further guidance in: |  |  |
| :---: | :---: | :---: |
| Improving the knowledge and skills in my content area. | Count | Percentage |
|  | 17 | 16.2\% |
| Developing comprehensive and effective lesson plans. | 7 | 6.7\% |
| Pedagogy and implementing the components of an effective lesson. | 5 | 4.8\% |
| Effective questioning to promote students to think critically. | 26 | 24.8\% |
| Planning lessons/activities to address individual differences. | 17 | 16.2\% |
| Developing and adjusting lessons to meet the needs of diverse learners. | 25 | 23.8\% |
| Designing flexible groups for specific learning or behavioral needs. | 21 | 20.0\% |
| Implementing the Teacher Support Team (TST) process. | 7 | 6.7\% |
| Developing appropriate assessments for varying subgroups | 8 | 7.6\% |
| Analyzing and interpreting student test data. | 12 | 11.4\% |
| Using state standards, objectives, sample test items, and blueprints to develop appropriate assessments. | 4 | 3.8\% |
| Using assessment results to improve instruction. | 11 | 10.5\% |
| The availability of staff development to support my instructional needs is excellent in this school. |  |  |
|  | Count | Percentage |
| Strongly Agree | 21 | 20.0\% |
| Agree | 50 | 47.6\% |
| Disagree | 17 | 16.2\% |
| Strongly Disagree | 1 | 1.0\% |
| Not Applicable or No Information | 16 | 15.2\% |


| Please select the top five professional learning topics that you feel would be most beneficial to you and your students. |  |  |
| :---: | :---: | :---: |
|  | Count | Percentage |
| Cybersafety and Digital Citizenship | 29 | 27.6\% |
| Microsoft Word | 14 | 13.3\% |
| Microsoft Excel | 17 | 16.2\% |
| Microsoft PowerPoint | 8 | 7.6\% |
| Office 365 - Basic Usage (Word, OneDrive, Software |  |  |
| Download) | 8 | 7.6\% |
| Office 365 - Classroom Usage (OneNote, Sway, Class |  |  |
| Notebook) | 10 | 9.5\% |
| Digital Formative Assessments | 25 | 23.8\% |
| Activity Building with Activlnspire (Promethean |  |  |
| Software) | 23 | 21.9\% |
| Classflow (Online Interactive Lessons) | 25 | 23.8\% |
| G-Suite (Google Docs, Google Forms, YouTube, |  |  |
| Email, etc.) | 37 | 35.2\% |
| Google Classroom | 30 | 28.6\% |
| Cloud Storage/Services (Dropbox, Google Drive, |  |  |
| One Drive) | 13 | 12.4\% |
| Classroom Technology Integration | 22 | 21.0\% |
| Coding (Computer Science) | 3 | 2.9\% |
| Classroom/lab Technology Management and Care | 11 | 10.5\% |
| STEM (Science, Tech, Engineering and Math)/STEAM (Science, Tech, Engineering, Arts and Math) | 27 | 25.7\% |
| Remote Teaching and Learning | 7 | 6.7\% |
| Kami Digital Classroom Annotation and Markup |  |  |
| Application | 25 | 23.8\% |
| Video Conferencing (Zoom, Google Meet, etc.) | 11 | 10.5\% |
| Video Creation and Editing (Screencastify, WeVideo, ScreenCastomatic, etc.) | 26 | 24.8\% |

Overall, the professional learning I have experienced has helped me to
perform better in my job role. perform better in my job role.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 26 | $24.8 \%$ |
| Agree | 55 | $52.4 \%$ |
| Disagree | 11 | $10.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 13 | $12.4 \%$ |

If you have not used the information, activities, or materials from recent professional learning, what factor limited your use?

|  | Count | Percentage |
| :--- | ---: | ---: |
| Time constraints | 30 | $28.6 \%$ |
| I do not have the current technology to support the |  |  |
| act | 3 | $2.9 \%$ |
| I prefer to use other activities | 18 | $17.1 \%$ |
| Other | 54 | $51.4 \%$ |

I have been given opportunities to present at site level or district level training.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 23 | $21.9 \%$ |
| Agree | 47 | $44.8 \%$ |
| Disagree | 7 | $6.7 \%$ |
| Strongly Disagree | 1 | $1.0 \%$ |
| Not Applicable or No Information | 27 | $25.7 \%$ |

## General Opinion

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

Faculty and staff members from Gulfport High School feel that the school does well in administrators' being visible during teaching hours, caring for student wellbeing, and holding students to a high standard. One faculty member said, "Gulfport School District does a great job at offering students either a career pathway or college readiness." Responding teachers feel there is room for improvement in policy, communication, and curriculum. Another faculty member stated, "Gulfport School District needs to do a better job at providing funds for CTE programs."

## Gulfport High School Parent Survey

## Federal Programs

| In my experience, teachers in my school (district) are state certified and <br> effective. <br>  <br> Strongly Agree | Count | Percentage |
| :--- | ---: | ---: |
| Agree | 54 | $39.4 \%$ |
| Disagree | 71 | $51.8 \%$ |
| Strongly Disagree | 3 | $2.2 \%$ |
| Not Applicable or No Information | 1 | $0.7 \%$ |

## As a parent, I would like more information regarding:

|  | Count | Percentage |
| :--- | ---: | ---: |
| Testing and grades | 79 | $57.7 \%$ |
| Safety in the schools | 72 | $52.6 \%$ |
| Curriculum and learning goals | 71 | $51.8 \%$ |
| Available technology and how it's used in the |  |  |
| classroom | 48 | $35.0 \%$ |
| How to contact my child's teacher | 34 | $24.8 \%$ |
| Homework | 54 | $39.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Abuse Prevention | 17 | $12.4 \%$ |
| Computer Classes | 30 | $21.9 \%$ |
| Conflict Resolution | 30 | $21.9 \%$ |
| Discipline | 17 | $12.4 \%$ |
| Drug/Alcohol Awareness | 27 | $19.7 \%$ |
| English as a Second Language | 9 | $6.6 \%$ |
| Health Classes | 16 | $11.7 \%$ |
| Literacy Classes | 16 | $11.7 \%$ |
| Math Classes | 20 | $14.6 \%$ |
| Parent-to-School Relationships | 38 | $27.7 \%$ |


| I would like my child's school (district) to offer classes for parents on the |  |  |
| :--- | ---: | ---: |
| following: | Count | Percentage |
|  | 34 | $24.8 \%$ |
| Parent/Child Communication | 64 | $46.7 \%$ |
| Preparing for College | 28 | $20.4 \%$ |
| Parenting Workshops | 26 | $19.0 \%$ |
| Social Media Classes | 33 | $24.1 \%$ |
| Stress/Anger Management | 80 | $58.4 \%$ |
| Understanding College- and Career-Ready Standards |  |  |

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.

Count Percentage

| Babysitting/childcare at parent meetings | 17 | $12.4 \%$ |
| :--- | :--- | :--- |

District and/or school newsletters 30 21.9\%
Parent resources in the Family Education Center
(computer access, lending library of books, CDs,
videos, education games, etc.)
Resource materials for parental training 32 23.4\%
Training for parents to work with other parents on
becoming involved in the schools
Travel expenses to attend parent and family
engagement/PTA workshops and conferences.

Home/School folders 36 26.3\%
Home/School Planners $54 \quad 39.4 \%$

## Curriculum and Instruction

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

Count Percentage
Strongly Agree $31 \quad 22.6 \%$
Agree 49 35.8\%

Disagree 8 5.8\%
Strongly Disagree 4 2.9\%
Not Applicable or No Information $45 \quad 32.9 \%$

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 34 | $24.8 \%$ |
| Agree | 72 | $52.6 \%$ |
| Disagree | 21 | $15.3 \%$ |
| Strongly Disagree | 6 | $4.4 \%$ |
| Not Applicable or No Information | 4 | $2.9 \%$ |

Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 39 | $28.5 \%$ |
| Agree | 81 | $59.1 \%$ |
| Disagree | 10 | $7.3 \%$ |
| Strongly Disagree | 4 | $2.9 \%$ |
| Not Applicable or No Information | 3 | $2.2 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 42 | $30.7 \%$ |
| Agree | 80 | $58.4 \%$ |
| Disagree | 11 | $8.0 \%$ |
| Strongly Disagree | 4 | $2.9 \%$ |
| Not Applicable or No Information | 0 | $0.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 26 | $19.0 \%$ |
| Agree | 66 | $48.2 \%$ |
| Disagree | 32 | $23.4 \%$ |
| Strongly Disagree | 7 | $5.1 \%$ |
| Not Applicable or No Information | 6 | $4.4 \%$ |


| The concerns of parents are reflected in decisions affecting our school. |
| :--- | :--- | ---: | ---: |
| Count | Percentage

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

|  | Count | Percentage |
| :--- | ---: | ---: | ---: |
| Parent/teacher conference | 55 | $40.2 \%$ |
| Checked my child's grades/assignments online | 109 | $79.6 \%$ |
| Been in contact with my child's teacher | 98 | $71.5 \%$ |
| Received a newsletter from the district, school, or <br> teacher | 111 | $81.0 \%$ |
| Worked with a committee or group on school or <br> district policies | 7 | $5.1 \%$ |
| Attended a workshop, parent night, or other event <br> geared toward helping me help my child |  |  |
| academically |  |  |
| Attended a performance, athletic event, | 38 | $27.7 \%$ |
| celebration, or awards ceremony involving my child |  |  |
| and/or his or her peers | 85 | $62.0 \%$ |
| Volunteered at my child's school | 26 | $19.0 \%$ |
|  |  |  |
| On social media, I follow | Twitter | Facebook |
| Gulfport School District | $5.8 \%$ | $60.6 \%$ |
| GSD Athletics | $8.0 \%$ | $44.5 \%$ |
| My child's school | $5.8 \%$ | $55.5 \%$ |
| Other GSD clubs/organizations | $6.6 \%$ | $38.7 \%$ |

## How often do you visit these websites?

|  | Daily | 1 or 2 times per week | A few times per month | Not at all |
| :---: | :---: | :---: | :---: | :---: |
| GSD's Facebook page | 6.6\% | 23.4\% | 29.2\% | 40.9\% |
| GSD's website | 8.0\% | 19.7\% | 58.4\% | 13.9\% |
| Your child's school's website | 8.0\% | 24.1\% | 51.1\% | 16.8\% |
| Your child's teacher's webpage | 1.5\% | 10.2\% | 21.2\% | 67.2\% |
| The parent portal to view grades, attendance, and progress | 16.8\% | 26.3\% | 35.8\% | 21.2\% |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 37 | $27.0 \%$ |
| Agree | 87 | $63.5 \%$ |
| Disagree | 8 | $5.8 \%$ |
| Strongly Disagree | 2 | $1.5 \%$ |
| Not Applicable or No Information | 3 | $2.2 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 50 | $36.5 \%$ |
| Agree | 80 | $58.4 \%$ |
| Disagree | 3 | $2.2 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 4 | $2.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 51 | $37.2 \%$ |
| Agree | 81 | $59.1 \%$ |
| Disagree | 1 | $0.7 \%$ |
| Strongly Disagree | 1 | $0.7 \%$ |
| Not Applicable or No Information | 3 | $2.2 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 56 | $40.9 \%$ |
| Agree | 69 | $50.4 \%$ |
| Disagree | 1 | $0.7 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 11 | $8.0 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 39 | $28.5 \%$ |
| Agree | 32 | $23.4 \%$ |
| Disagree | 2 | $1.5 \%$ |
| Strongly Disagree | 0 | $0.0 \%$ |
| Not Applicable or No Information | 64 | $46.7 \%$ |

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:

|  |  | ¢ | $\begin{aligned} & \stackrel{\otimes}{\omega} \\ & \stackrel{0}{0} \\ & \stackrel{H}{0} \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words. | 10.2\% | 13.1\% | 0.0\% | 0.7\% | 73.7\% |

## I am pleased with my preschooler's or kindergartener's progress in the following academic skills:

|  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## General Opinion

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

Parents of students from Gulfport High School feel that the school does a good job in communicating with parents, encouraging student growth, and caring for student wellbeing. One parent said, "Gulfport High School does an excellent job of helping all students explore their academic and extracurricular interests. There's something for everyone. I would not want my child to attend any other high school." Responding parents feel there is room for improvement in extracurricular offerings, communication, and transportation. Another parent stated, "I would like to be more involved in the school as a volunteer. However, I haven't been presented with opportunities to do so. I do receive the newsletter; however, I haven't seen information on PTSA or any committees that would provide me an opportunity to be a part of the school community as a volunteer."

## Gulfport High School Student Survey

## Federal Programs

## In my experience, teachers in my school (district) are state certified and effective.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 188 | $22.4 \%$ |
| Agree | 563 | $66.9 \%$ |
| Disagree | 50 | $6.0 \%$ |
| Strongly Disagree | 13 | $1.6 \%$ |
| Not Applicable or No Information | 27 | $3.2 \%$ |

## Curriculum and Instruction

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 203 | $24.1 \%$ |
| Agree | 451 | $53.6 \%$ |
| Disagree | 55 | $6.5 \%$ |
| Strongly Disagree | 17 | $2.0 \%$ |
| Not Applicable or No Information | 115 | $13.7 \%$ |

My schoolwork is challenging and requires my best effort.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 245 | $29.1 \%$ |
| Agree | 502 | $59.7 \%$ |
| Disagree | 75 | $8.9 \%$ |
| Strongly Disagree | 13 | $1.6 \%$ |
| Not Applicable or No Information | 6 | $0.7 \%$ |

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or porffolios.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 207 | $24.6 \%$ |
| Agree | 488 | $58.0 \%$ |
| Disagree | 98 | $11.7 \%$ |
| Strongly Disagree | 26 | $3.1 \%$ |
| Not Applicable or No Information | 22 | $2.6 \%$ |

The grading and evaluation of my class work is fair.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 138 | $16.4 \%$ |
| Agree | 529 | $62.9 \%$ |
| Disagree | 134 | $15.9 \%$ |
| Strongly Disagree | 26 | $3.1 \%$ |
| Not Applicable or No Information | 14 | $1.7 \%$ |

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

Count Percentage

| Strongly Agree | 259 | $30.8 \%$ |
| :--- | ---: | ---: |
| Agree | 480 | $57.1 \%$ |
| Disagree | 54 | $6.4 \%$ |
| Strongly Disagree | 18 | $2.1 \%$ |
| Not Applicable or No Information | 23 | $2.7 \%$ |

In my class, time is spent doing work that I find meaningful.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Yes | 628 | $74.7 \%$ |
| No | 213 | $25.3 \%$ |


| In my home, I have access to |  |  |
| :--- | ---: | ---: |
|  | Count | Percentage |
| Internet | 788 | $93.7 \%$ |
| Computer | 686 | $81.6 \%$ |
| Smart phone/Tablet | 815 | $96.9 \%$ |
| Gaming console | 638 | $75.9 \%$ |

I use social media (TikTok, Instagram, Facebook, YouTube, Snapchat, etc.).

|  | Count | Percentage |
| :--- | ---: | ---: |
| Daily | 729 | $86.7 \%$ |
| 1 or 2 times per week | 53 | $6.3 \%$ |
| A few times per month | 24 | $2.9 \%$ |
| Not at all | 35 | $4.2 \%$ |

## Parent, Family, and Community Engagement

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 126 | $15.0 \%$ |
| Agree | 488 | $58.0 \%$ |
| Disagree | 138 | $16.4 \%$ |
| Strongly Disagree | 23 | $2.7 \%$ |
| Not Applicable or No Information | 66 | $7.9 \%$ |

Gulfport High School
Parents feel welcome in our school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 114 | $13.6 \%$ |
| Agree | 469 | $55.8 \%$ |
| Disagree | 91 | $10.8 \%$ |
| Strongly Disagree | 21 | $2.5 \%$ |
| Not Applicable or No Information | 146 | $17.4 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 134 | $15.9 \%$ |
| Agree | 464 | $55.2 \%$ |
| Disagree | 147 | $17.5 \%$ |
| Strongly Disagree | 65 | $7.7 \%$ |
| Not Applicable or No Information | 31 | $3.7 \%$ |

## School Climate and Culture

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 151 | $18.0 \%$ |
| Agree | 568 | $67.5 \%$ |
| Disagree | 75 | $8.9 \%$ |
| Strongly Disagree | 33 | $3.9 \%$ |
| Not Applicable or No Information | 14 | $1.7 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 257 | $30.6 \%$ |
| Agree | 515 | $61.2 \%$ |
| Disagree | 47 | $5.6 \%$ |
| Strongly Disagree | 14 | $1.7 \%$ |
| Not Applicable or No Information | 8 | $1.0 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 150 | $17.8 \%$ |
| Agree | 488 | $58.0 \%$ |
| Disagree | 135 | $16.1 \%$ |
| Strongly Disagree | 47 | $5.6 \%$ |
| Not Applicable or No Information | 21 | $2.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 177 | $21.1 \%$ |
| Agree | 460 | $54.7 \%$ |
| Disagree | 106 | $12.6 \%$ |
| Strongly Disagree | 57 | $6.8 \%$ |
| Not Applicable or No Information | 41 | $4.9 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 111 | $13.2 \%$ |
| Agree | 405 | $48.2 \%$ |
| Disagree | 136 | $16.2 \%$ |
| Strongly Disagree | 59 | $7.0 \%$ |
| Not Applicable or No Information | 130 | $15.5 \%$ |

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 195 | $23.2 \%$ |
| Agree | 450 | $53.5 \%$ |
| Disagree | 132 | $15.7 \%$ |
| Strongly Disagree | 41 | $4.9 \%$ |
| Not Applicable or No Information | 23 | $2.7 \%$ |

I feel safe at my school.

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 109 | $13.0 \%$ |
| Agree | 473 | $56.2 \%$ |
| Disagree | 143 | $17.0 \%$ |
| Strongly Disagree | 65 | $7.7 \%$ |
| Not Applicable or No Information | 51 | $6.1 \%$ |

## Technology

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 204 | $24.3 \%$ |
| Agree | 445 | $52.9 \%$ |
| Disagree | 33 | $3.9 \%$ |
| Strongly Disagree | 21 | $2.5 \%$ |
| Not Applicable or No Information | 138 | $16.4 \%$ |

## Prekindergarten and Kindergarten

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

|  | Count | Percentage |
| :--- | ---: | ---: |
| Strongly Agree | 176 | $20.9 \%$ |
| Agree | 394 | $46.9 \%$ |
| Disagree | 74 | $8.8 \%$ |
| Strongly Disagree | 32 | $3.8 \%$ |
| Not Applicable or No Information | 165 | $19.6 \%$ |

## General Opinion

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

Students from Gulfport High School feel the school does a good job in maintaining discipline, communicating with students, and using technology in the district. One student said, "Gulfport High is very diverse and accepting of others, and they handle discipline very well." Students feel there is room to improve in uniform policies, cafeteria selection, and testing concerns. Another student stated, "Our school should release some of the restrictions on internet usage because it makes it difficult to engage in schoolbased research, projects, and other internet assignments because we cannot access many of the websites we need to."
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[^0]:    The impact begins in the early grades where chronic absenteeism effects the most vulnerable children living in poverty. The families do not typically have the financial resources to make up for lost educational opportunities. Chronic absence is missing so much school for any reason that a student is academically at risk. It means missing 10 percent or more of the school year for any reason - excused, unexcused and suspensions.
    https://www.mdek12.org/chronicabsenteeism

[^1]:    78-Gulfport School District Administrator Survey | Parent, Family, and Community Engagement

[^2]:    106-Anniston Avenue Elementary School Faculty/Staff Survey | Curriculum and Instruction

[^3]:    110—Anniston Avenue Elementary School Faculty/Staff Survey | School Climate and Culture

[^4]:    116—Anniston Avenue Elementary School Faculty/Staff Survey | Professional Development

[^5]:    128—Anniston Avenue Elementary School Student Survey
    School Climate and Culture

[^6]:    148—Bayou View Elementary School Faculty/Staff Survey | Parent, Family, and Community Engagement

[^7]:    150—Bayou View Elementary School Faculty/Staff Survey | School Climate and Culture

[^8]:    154—Bayou View Elementary School Faculty/Staff Survey | Professional Development

[^9]:    160—Bayou View Elementary School Parent Survey | Parent, Family, and Community Engagement

[^10]:    162—Bayou View Elementary School Parent Survey | Prekindergarten and Kindergarten

[^11]:    166—Bayou View Elementary School Student Survey | Parent, Family, and Community Engagement

[^12]:    168—Bayou View Elementary School Student Survey | School Climate and

[^13]:    Pass Road Elementary School Faculty/Staff Survey | Professional Development—

[^14]:    240—Pass Road Elementary School Parent Survey | Parent, Family, and Community Engagement

[^15]:    242—Pass Road Elementary School Parent Survey | Prekindergarten and Kindergarten

[^16]:    246—Pass Road Elementary School Student Survey | Parent, Family, and Community Engagement

[^17]:    270—Twenty-Eighth Street Elementary School Faculty/Staff Survey | School Climate and Culture

[^18]:    284—Twenty-Eighth Street Elementary School Student Survey | Curriculum and Instruction

[^19]:    320—West Elementary School Parent Survey | Parent, Family, and Community Engagement

[^20]:    350—Bayou View Middle School Faculty/Staff Survey | Professional Development

[^21]:    388—Gulfport Central Middle School Faculty/Staff Survey | Professional Development

[^22]:    392—Gulfport Central Middle School Faculty/Staff Survey |
    Professional Development

[^23]:    404—Gulfport Central Middle School Student Survey | School Climate and Culture

