



COMPREHENSIVE
NEEDS ASSESSMENT

SPRINGDALE
SCHOOL DISTRICT

2024

SPRINGDALE SCHOOL DISTRICT

COMPREHENSIVE NEEDS ASSESSMENT 2024

Survey and data analysis conducted and compiled by
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SPRINGDALE SCHOOL DISTRICT
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SCHOOL BOARD

John Doe, President
Jane Jones - Vice President
Sue Smith - Secretary
James Payton - Member
Ron McDonald – Member

Dr. Jo Somebody
Superintendent of Education



TABLE OF CONTENTS

SCHOOL BOARD.....	III
TABLE OF CONTENTS.....	V
SECTION 1	1
SPRINGDALE SCHOOL DISTRICT PROFILE	1
Introduction	1
Philosophy.....	2
Vision	2
Mission	2
Goals	2
Core Values.....	2
Community Characteristics.....	3
District Characteristics.....	3
Enrollment.....	4
Attendance.....	5
Average Daily Attendance.....	5
Chronic Absence.....	6
Accountability.....	7
Accountability Measures.....	7
Proficiency by Demographic Groups	11
Gap-to-Goal by Demographic Group	14
4-Year Graduation Rates.....	17
School Improvement Designations.....	19
Advanced Course and Post-Secondary Enrollment	20
Assessment	21
ACT	22
Kindergarten Readiness Assessment (KRA)	23
Third-Grade Reading Assessment.....	24
Mississippi Academic Assessment Program (MAAP)	26
MAAP ELA	26
MAAP MATH	28
MAAP-SCIENCE	30
MAAP-END-OF-COURSE	31
Proficiency Gain/Loss Over Time	31
Discipline.....	32
Finance	33
Personnel	36
Distribution of Respondents.....	39
Universal Questions.....	41
Federal Programs.....	41
Summary of District Strengths and Challenges.....	42
SECTION 2	43

Table of Contents

SPRINGDALE SCHOOL DISTRICT PARENT SURVEY	43
Introduction	43
Survey Results.....	43
Federal Programs	43
School Climate and Culture	44
Technology	44
Notes.....	46
SECTION 3.....	47
SPRINGDALE SCHOOL DISTRICT STUDENT SURVEY	47
Introduction	47
Survey Results.....	47
Federal Programs	47
SECTION 4.....	49
SPRINGDALE SCHOOL DISTRICT FACULTY/STAFF SURVEY	49
Introduction	49
Survey Results.....	49
Federal Programs	49
SECTION 5.....	51
SPRINGDALE SCHOOL DISTRICT COMMUNITY SURVEY	51
Introduction	51
Survey Results.....	51
Federal Programs	51
General Opinion.....	52
SECTION 6.....	53
SPRINGDALE ELEMENTARY SCHOOL.....	53
Introduction	53
Enrollment	54
Attendance	55
Average Daily Attendance	55
Chronic Absence	55
Accountability	56
Accountability Measures	56
Proficiency by Demographic Group	58
School Improvement	60
Assessment.....	60
Kindergarten Readiness	60
Third-Grade Reading Assessment	61
Mississippi Academic Assessment Program (MAAP)	62
MAAP ELA.....	62
MAAP MATH	63
MAAP SCIENCE.....	64
Personnel.....	64
Discipline	65
Survey Results.....	66
Springdale Elementary School Faculty/Staff Survey	66
Federal Programs	66
Curriculum and Instruction.....	69
Parent, Family, and Community Engagement.....	70
School Climate and Culture	71

Table of Contents

Technology.....	72
Prekindergarten and Kindergarten	73
Professional Development.....	73
General Opinion	74
Springdale Elementary School Parent Survey	75
Federal Programs.....	75
Curriculum and Instruction	77
Parent, Family, and Community Engagement	78
School Climate and Culture	80
Technology.....	81
Prekindergarten and Kindergarten	81
General Opinion	81
Springdale Elementary School Student Survey	82
Federal Programs.....	82
Curriculum and Instruction	82
Parent, Family, and Community Engagement	84
School Climate and Culture	84
Technology.....	86
General Opinion	86
SECTION 7	87
SPRINGDALE MIDDLE SCHOOL	87
Introduction	87
Enrollment	88
Attendance.....	88
Average Daily Attendance.....	88
Chronic Absence.....	89
Accountability.....	90
Accountability Measures.....	90
Proficiency by Demographic Group.....	92
School Improvement.....	94
Assessment	94
Mississippi Academic Assessment Program (MAAP)	94
MAAP ELA	94
MAAP MATH	95
MAAP SCIENCE	96
Personnel	97
Discipline.....	97
Survey Results	98
Springdale Middle School Faculty/Staff Survey	98
Federal Programs.....	98
Curriculum and Instruction	101
Parent, Family, and Community Engagement	102
School Climate and Culture	103
Technology.....	104
Prekindergarten and Kindergarten	105
Professional Development.....	105
General Opinion	106
Springdale Middle School Parent Survey.....	107
Federal Programs.....	107
Curriculum and Instruction	109
Parent, Family, and Community Engagement	110
School Climate and Culture	112

Table of Contents

Technology	113
Prekindergarten and Kindergarten.....	113
General Opinion.....	113
Springdale Middle School Student Survey	114
Federal Programs	114
Curriculum and Instruction	114
Parent, Family, and Community Engagement.....	115
School Climate and Culture	116
Technology	118
General Opinion.....	118
SECTION 8.....	119
SPRINGDALE HIGH SCHOOL	119
Introduction	119
Enrollment	120
Attendance	120
Average Daily Attendance	120
Chronic Absence	121
Accountability	122
Accountability Measures	122
Proficiency by Demographic Group	125
4-Year Graduation Rates	127
School Improvement	127
Assessment	128
ACT.....	128
Mississippi Academic Assessment Program (MAAP)	129
MAAP ELA and MATH	129
MAAP END-OF-COURSE	129
Personnel.....	130
Discipline	130
Survey Results.....	131
Springdale High School Faculty/Staff Survey	131
Federal Programs	131
Curriculum and Instruction	134
Parent, Family, and Community Engagement.....	135
School Climate and Culture	136
Technology	137
Prekindergarten and Kindergarten.....	138
Professional Development	138
General Opinion.....	139
Springdale High School Parent Survey	140
Federal Programs	140
Curriculum and Instruction	142
Parent, Family, and Community Engagement.....	143
School Climate and Culture	145
Technology	146
Prekindergarten and Kindergarten.....	146
General Opinion.....	146
Springdale High School Student Survey	147
Federal Programs	147
Curriculum and Instruction	147
Parent, Family, and Community Engagement.....	149
School Climate and Culture	149

Table of Contents

Technology.....	151
General Opinion	151
Notes	152
FIGURES	153
BIBLIOGRAPHY	157

SECTION 1

Springdale School District Profile

Introduction

SPRINGDALE SCHOOL DISTRICT'S CENTRAL OFFICE is located at 361 Highway 445 in Springdale, Mississippi. In January of 2024, the district housed two thousand one hundred eighty-seven (2,187) students in prekindergarten through twelfth grades (PK-12). The district has one elementary school serving prekindergarten through fifth grade (PK-5), one middle school serving sixth through eighth grade (6-8), and one high school serving ninth through twelfth grade (9-12). The district also runs a career and technical center and a behavioral management alternative school.

Lorem ipsum dolor sit amet, elit. Maecenas pulvinar ultricies,

purus lectus malesuada libero, sit amet commodo magna eros quis urna. Nunc viverra imperdiet enim. Fusce est.

Vivamus a tellus. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Proin pharetra nonummy pede. Mauris et orci. Aenean nec lorem. In porttitor. Donec laoreet nonummy augue. Suspendisse dui purus, scelerisque at, vulputate vitae, pretium mattis, nunc. Mauris eget neque at sem venenatis eleifend. Ut nonummy.



Philosophy

VISION

STRIVING FOR EXCELLENCE

MISSION

THE EDUCATIONAL PHILOSOPHY OF THE SPRINGDALE SCHOOL DISTRICT IS TO PROVIDE EACH CHILD OPPORTUNITIES FOR INTELLECTUAL STIMULATION, SELF-REALIZATION, AND PHYSICAL AND EMOTIONAL GROWTH IN AN EFFORT TO PREPARE HIM, WITHIN THE LIMITS OF HIS POTENTIAL, TO FUNCTION EFFECTIVELY AS A MEMBER OF AN EVER-CHANGING SOCIETY.

GOALS

GOAL 1: All students are proficient and show growth.

GOAL 2: Students have access to professional and effective educators.

GOAL 3: Students are assured a safe and nurturing learning environment.

GOAL 4: Students experience innovative learning opportunities.

GOAL 5: Foster mutually beneficial relationships within our community.

CORE VALUES

 **Safe and Orderly Environment**

 **Integrity**

 **Inclusive**

 **Strong Relationships**

(Springdale School District, 2022)



Community Characteristics

SITUATED ON THE MISSISSIPPI/TENNESSEE BORDER, Sample

County gets its name from a Chickasaw language word meaning "cut off", taken from the creek of the same name that flows across the county before emptying into the Tallahatchie River. The county is primarily rural and agricultural with small, isolated communities. Several tornadoes have impacted the county in the past decade, with most damage limited to farmland and timber. Springdale, the county seat, is its biggest population center. In 2023, Sample County had a population of 22,061 people with a median age of 38.7 and a median household income of \$37,109. Demographically, the population was 77.5% White, 16.5% Black, and 4.76% Hispanic. Between 4% and 5% of the people in Sample County speak a non-English language, and 97.5% are U.S. citizens. Major industries include manufacturing, transportation and distribution, and farming. Sample County is home to Miriam College and is a significant stop on the Mississippi Blues Trail.



The U. S. Census Bureau estimates the poverty rate for Sample County to be 24.8%, with 23.1% of children birth to 17 years old living in poverty and 22.7% of children ages 5 to 17 living in poverty-related households.

District Characteristics

THE SPRINGDALE SCHOOL DISTRICT is in Springdale, Mississippi. In addition to Springdale, the district serves the towns of Woodland and Center Hill, the unincorporated community of Hickory as well as rural areas in northern Sample County. All schools within the district are rural. District-wide free and reduced eligibility is around 70% and trending upward. Manufacturing, retail, education/government, and agriculture are the primary employment sectors in the community. Many families travel to surrounding communities for work. Natural disasters have had no direct impact on schools.



Within Springdale School District, as reported by the *Small Area Income and Poverty Estimate* from the U. S. Census Bureau, about 28.6% of children between ages 5 and 17 live in poverty-related households.

Enrollment

TAKEAWAY: District enrollment is slowly rebuilding since its low in 2021; there has been a net loss of -2.8% over 5 years. The student population has become more diverse, with a slight influx of Asian and Hispanic or Latino students.

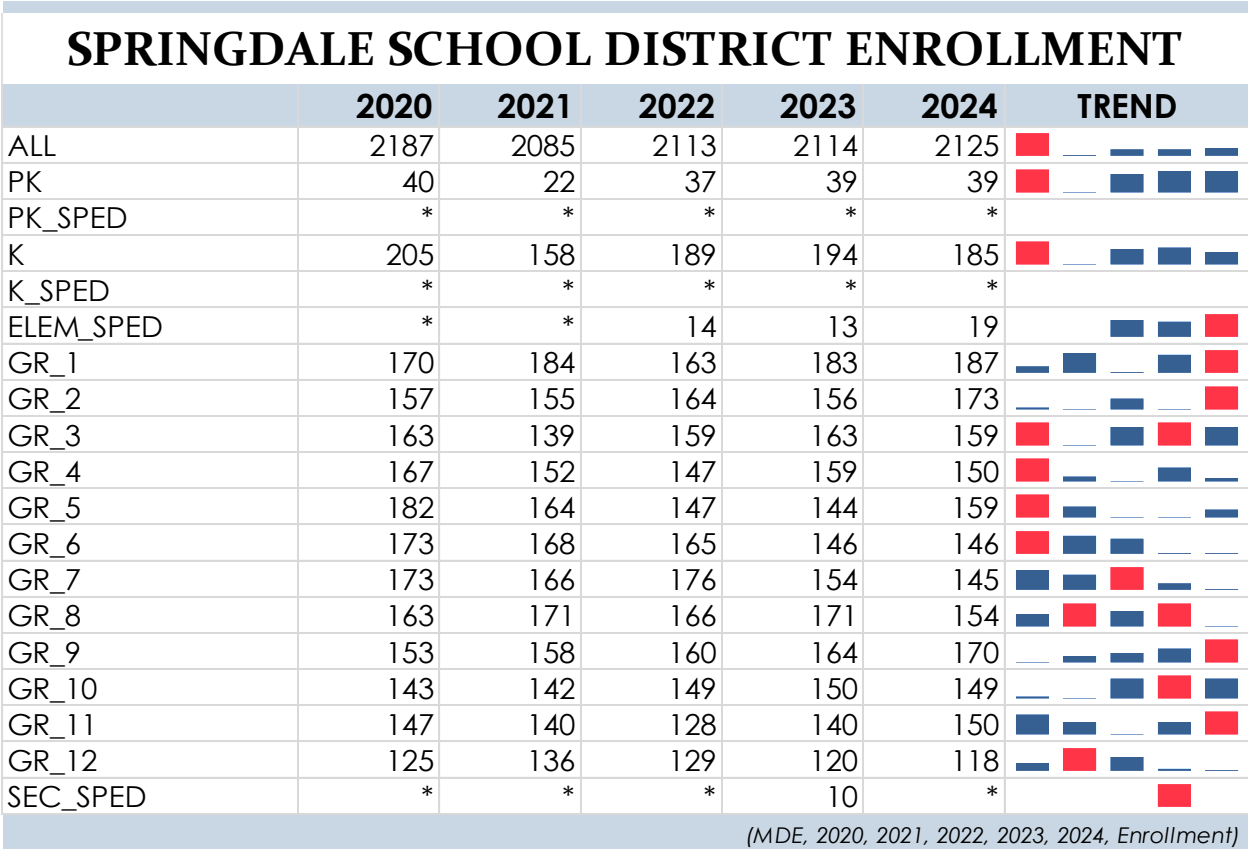


Figure 1: District Enrollment

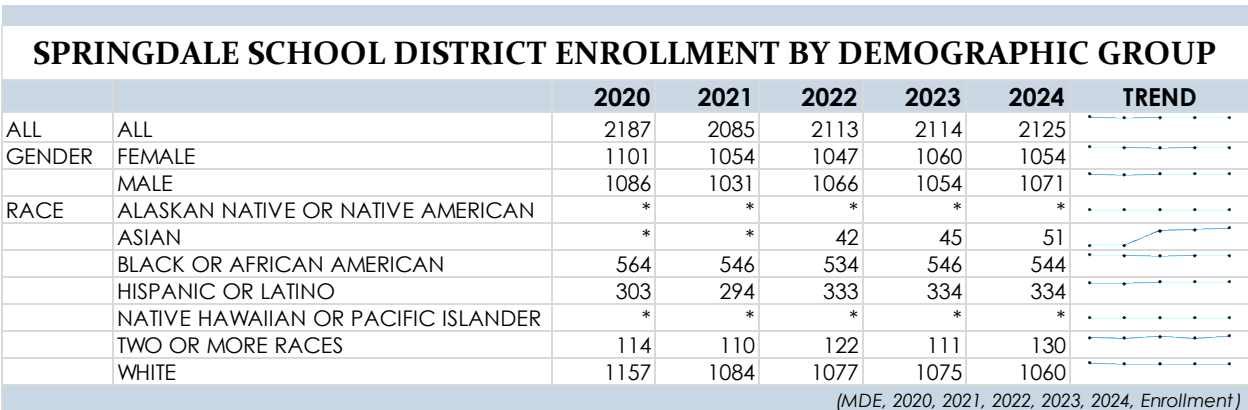


Figure 2: District Enrollment by Demographic Group

Attendance

TAKEAWAY: Average Daily Attendance decreased to 93% of enrollment in 2023 from 94.5% of enrollment in 2021 (ADA divided by total enrollment less PK, which is not counted in ADA). Chronic absence has decreased to 17.6% in comparison to 23.9% for the state.

AVERAGE DAILY ATTENDANCE

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

SPRINGDALE SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	1948.8	1924.7	1929.1
K	150.4	177.1	178.7
K_SPED	0.6	3.5	2.6
ELEM_SPED	15.3	12.9	13.5
GR_1	174.6	153.7	176.4
GR_2	152.6	155.0	148.3
GR_3	131.2	151.1	155.1
GR_4	143.5	138.1	150.2
GR_5	154.9	137.5	135.3
GR_6	166.5	151.1	131.6
GR_7	157.7	161.2	144.9
GR_8	161.2	156.1	159.0
GR_9	149.7	149.3	150.4
GR_10	131.7	135.8	139.9
GR_11	130.2	119.8	126.1
GR_12	122.9	115.5	108.6
SEC_SPED	5.9	7.2	8.7

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 3: District Average Daily Attendance

Springdale School District Profile

CHRONIC ABSENCE

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

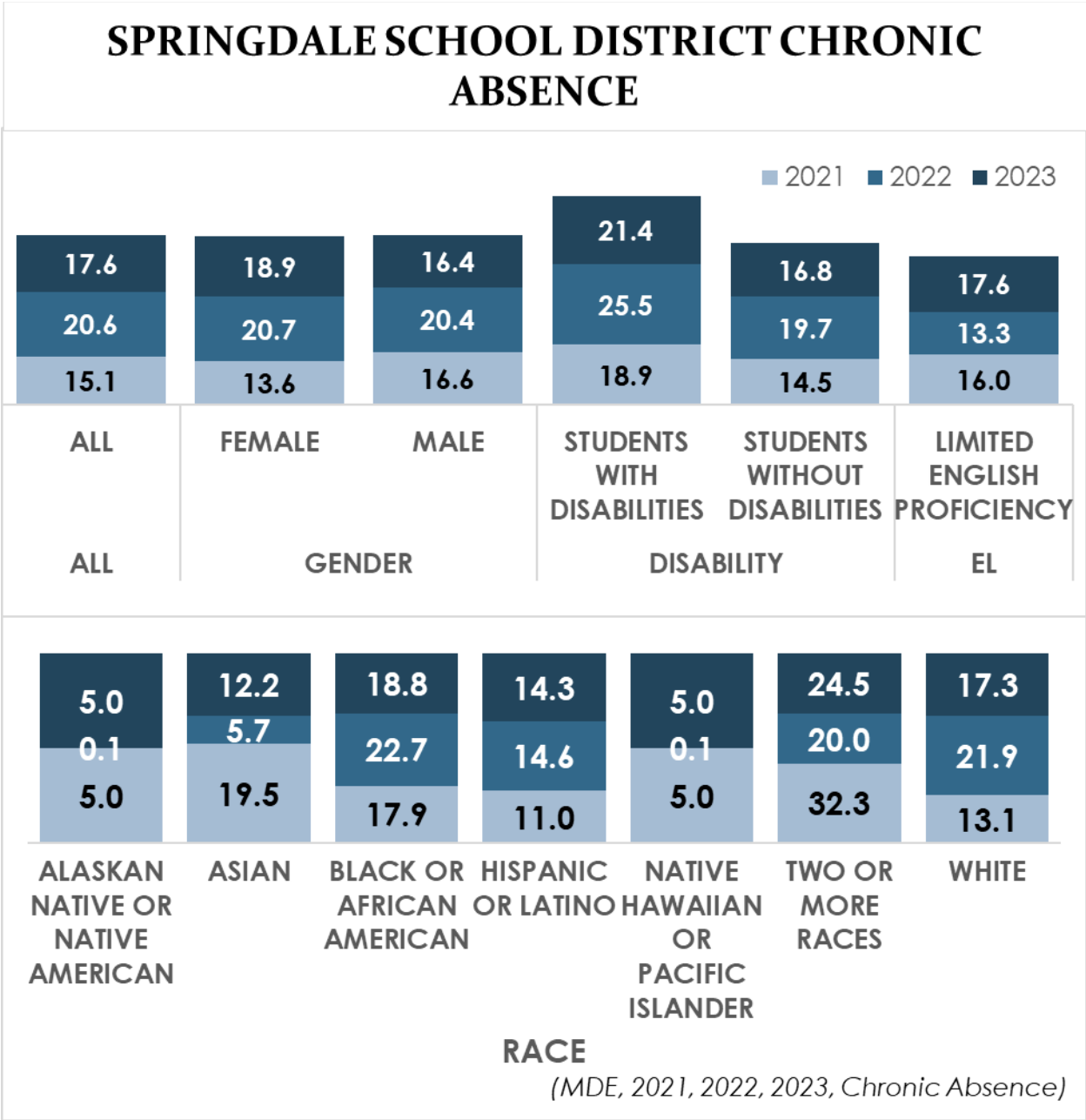


Figure 4: District Chronic Absence by Demographic Group

Accountability

TAKEAWAY: The district posted gains in proficiency in both reading and math between 2021 and 2023, although growth percentages either remained the same or decreased. Proficiency in science did not change; proficiency in U. S. History decreased from a high of 89.3% in 2022. College and career measures were higher, as was proficiency for English language learners. Student participation in accelerated courses remained high. Proficiency in reading and math was up across almost all demographic groups from 2021; however, no significant changes were noted in gap-to-goal closure. Graduation rates dropped below the state average for all except black and Hispanic students; students with disabilities were hardest hit. The dropout rate increased by 3.8 percentage points but still remains low.

ACCOUNTABILITY MEASURES

ACCOUNTABILITY MEASURES SET OUT BY the Mississippi Public School Accountability Standards include the following:

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

Springdale School District Profile

According to a press release from MDE in September 2023, 87% of schools and 91% of districts earned a grade of C or higher in 2023. “The grades are an improvement over 2021-22 when approximately 81% of schools and 87% of districts were rated C or higher. In 2016, when the Mississippi State Board of Education set a goal that all schools and districts be rated C or higher, the percentage of schools and districts meeting this goal was both 62%” (MDE, 2023).

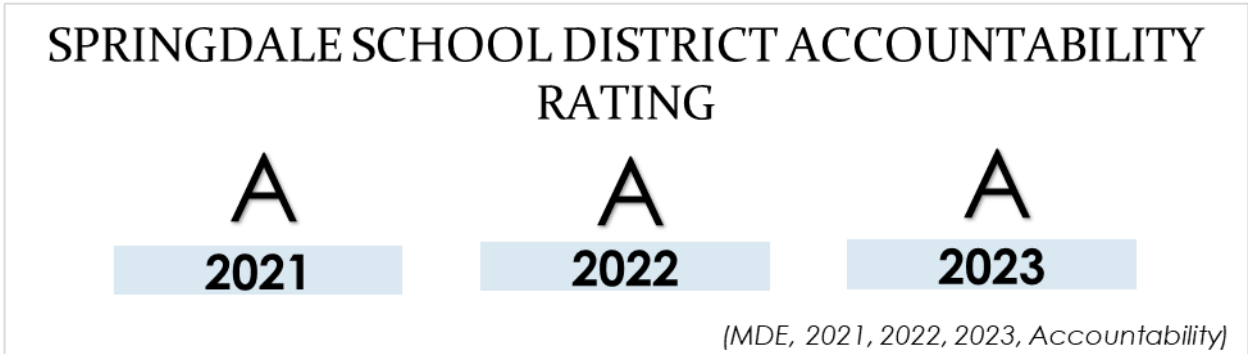


Figure 5: District Accountability Rating

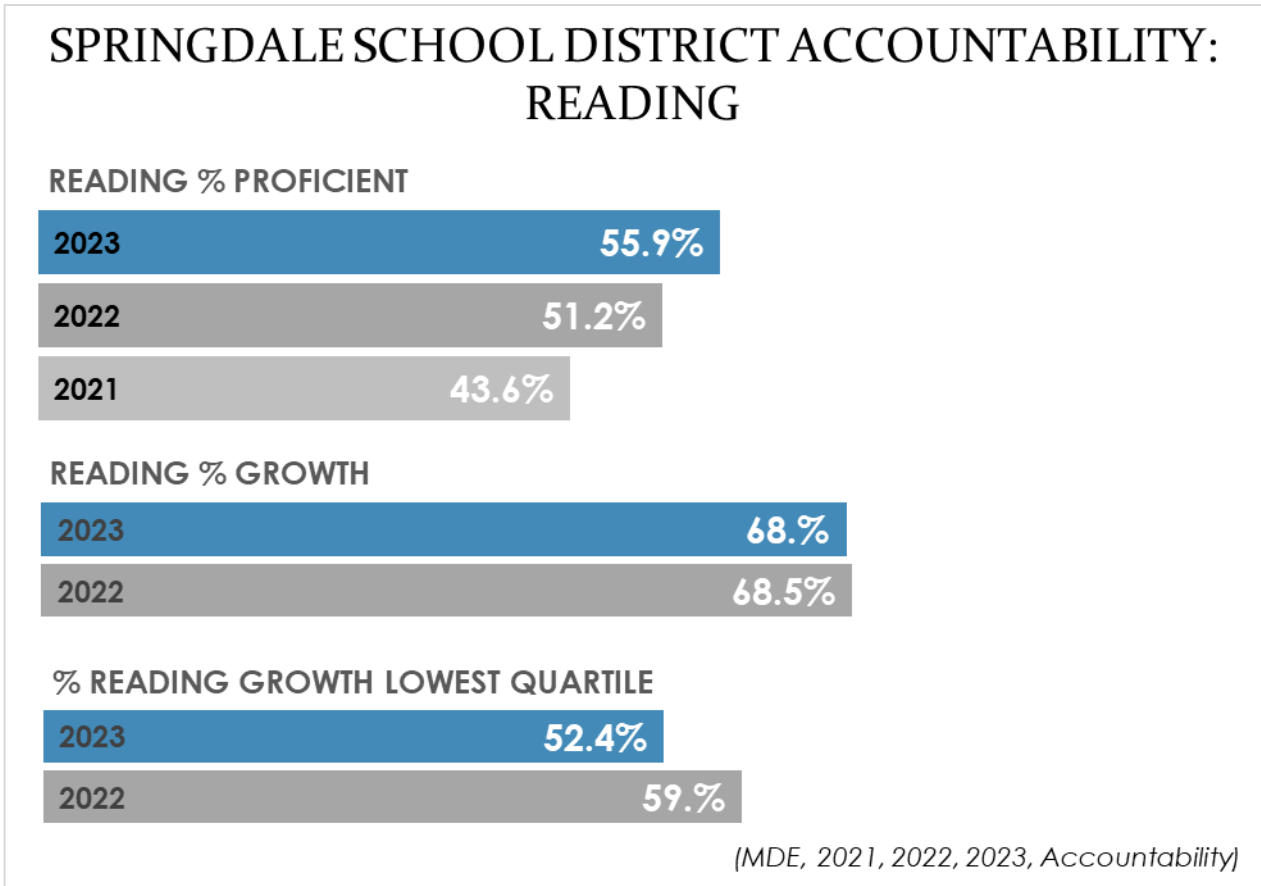


Figure 6: District Accountability: Reading

SPRINGDALE SCHOOL DISTRICT ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 7: District Accountability: Math

SPRINGDALE SCHOOL DISTRICT ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



(MDE, 2021, 2022, 2023, Accountability)

Figure 8: District Accountability: Science

SPRINGDALE SCHOOL DISTRICT ACCOUNTABILITY: HISTORY

HISTORY % PROFICIENT

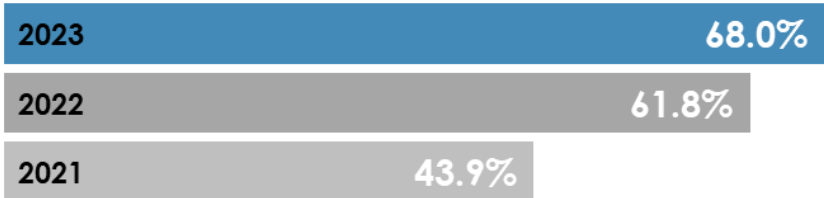


(MDE, 2021, 2022, 2023, Accountability)

Figure 9: District Accountability: History

SPRINGDALE SCHOOL DISTRICT ACCOUNTABILITY: ADVANCED

COLLEGE AND CAREER READINESS



ACCELERATION



(MDE, 2021, 2022, 2023, Accountability)

Figure 10: District Accountability: Advanced

College and Career Readiness is the percentage of high school students who met the ACT benchmarks for English (18) or reading (22) and for math (22), or earn a Silver ACT WorkKeys Certificate with a CTE pathway completion or industry certification, or a Gold or Platinum WorkKeys Certificate.

Acceleration refers to the percentage of points earned for a combination of student participation and performance in accelerated courses (Advanced Placement, Dual Credit/Dual Enrollment, International Baccalaureate, Cambridge, and Industry Certification).

SPRINGDALE SCHOOL DISTRICT ACCOUNTABILITY: ENGLISH PROFICIENCY

ENGLISH LANGUAGE LEARNERS PROFICIENCY



ENGLISH LANGUAGE LEARNERS GROWTH

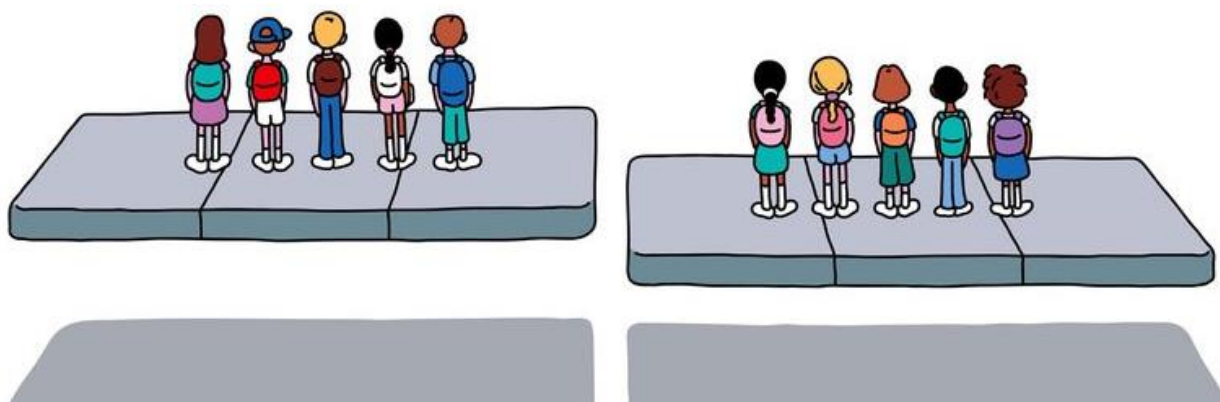


(MDE, 2021, 2022, 2023, Accountability)

Figure 11: District Accountability: English Proficiency

English Language Learners Proficiency is the percentage of English Learners attaining English Language Proficiency on the *English Language Proficiency Test* (ELPT).

English Language Learners Growth refers to the percentage of English Learners who met growth expectations towards exiting the English Learner program in the expected time limit.



PROFICIENCY BY DEMOGRAPHIC GROUPS

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

Springdale School District Profile

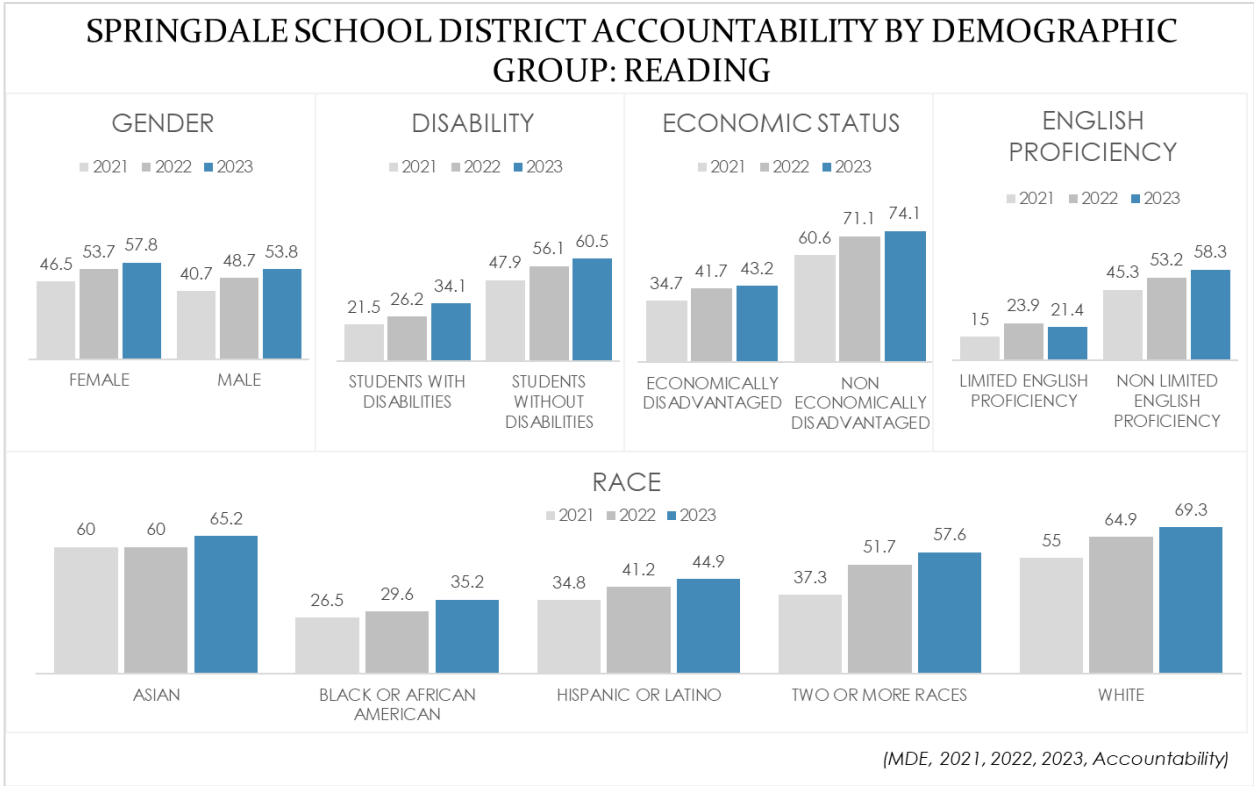


Figure 12: District Accountability by Demographic Group: Reading

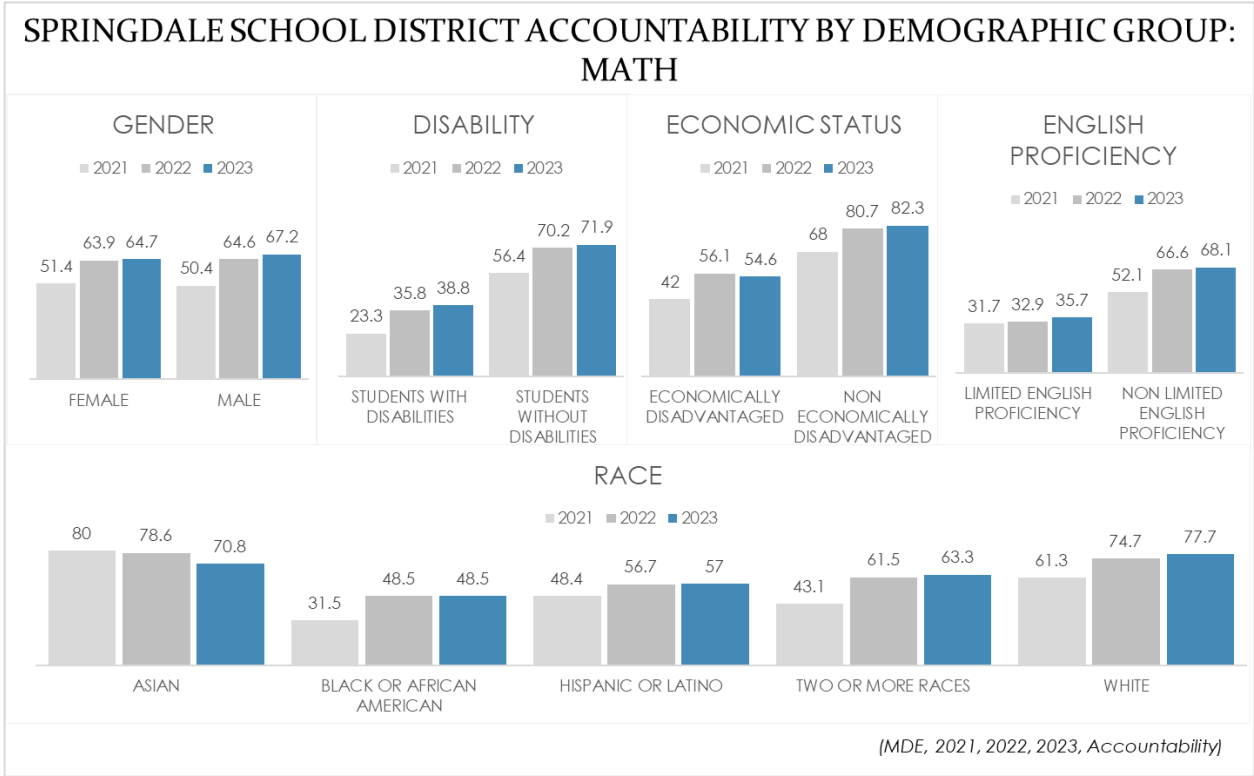


Figure 13: District Accountability by Demographic Group: Math

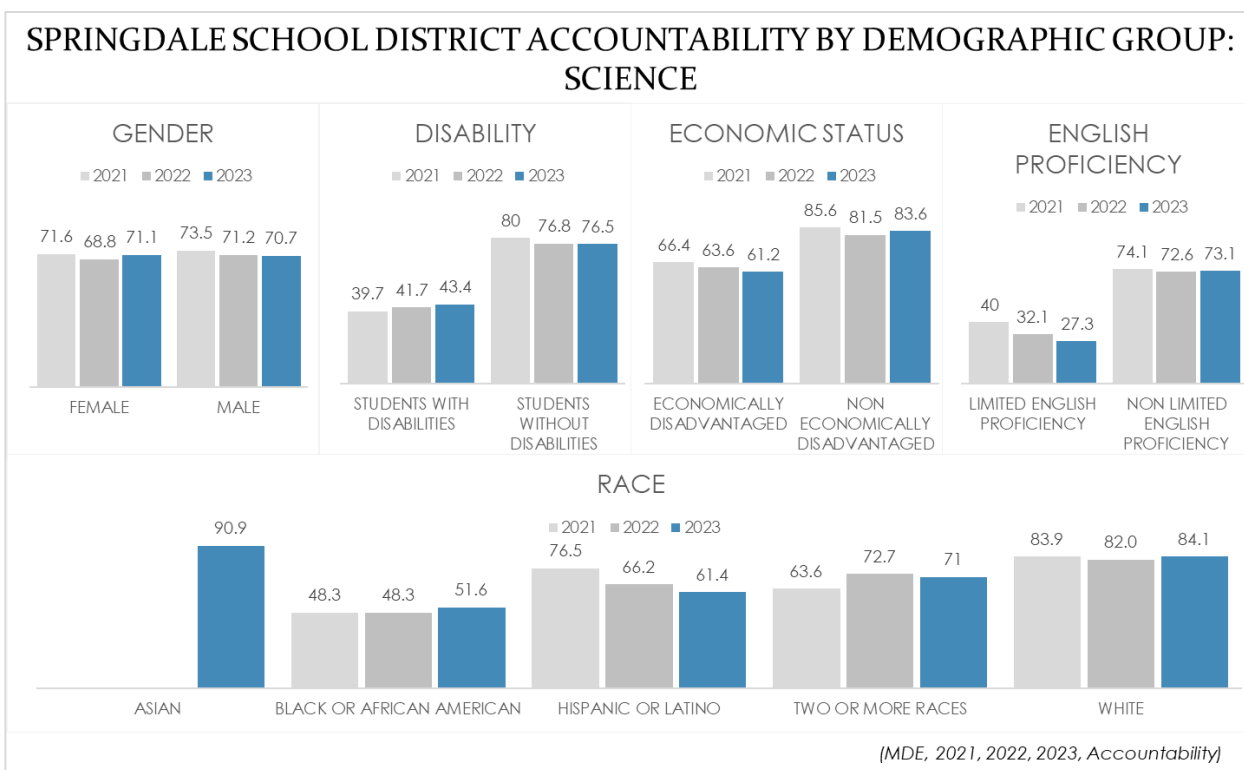


Figure 14: District Accountability by Demographic Group: Science

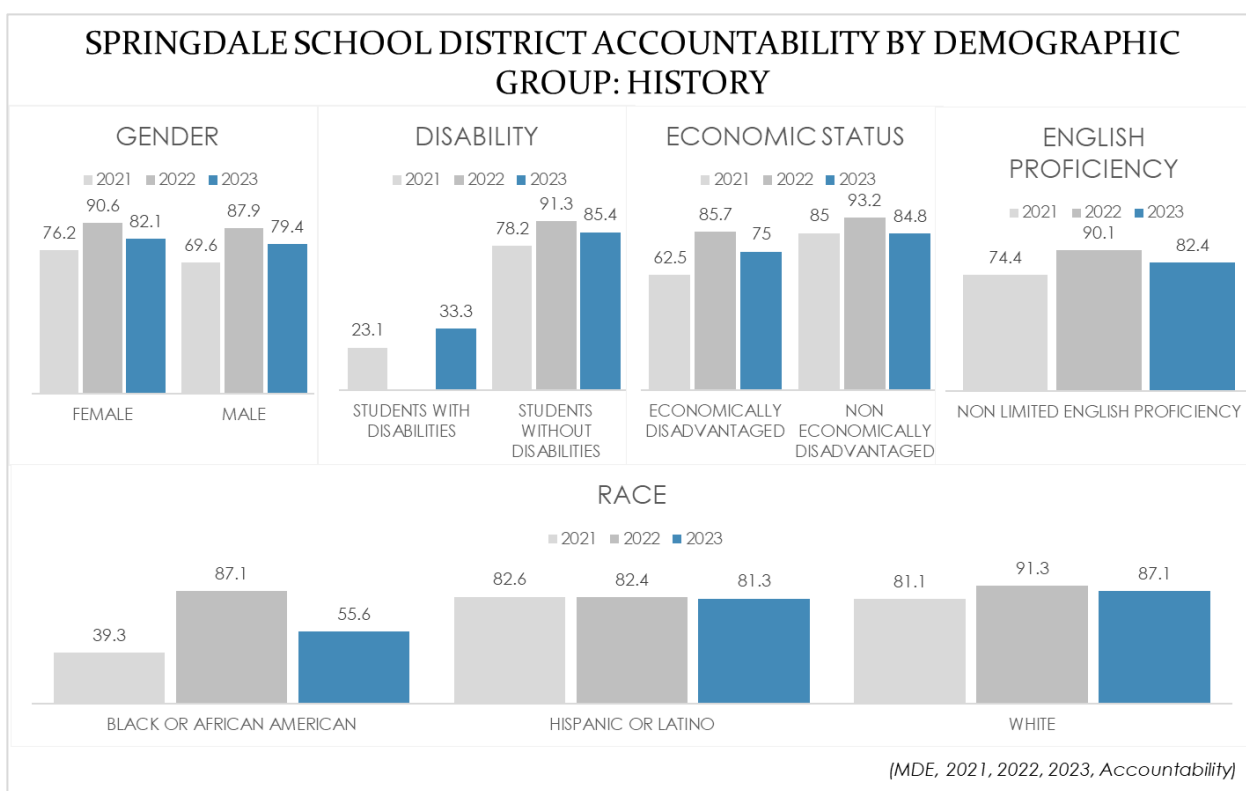


Figure 15: District Accountability by Demographic Group: History

Springdale School District Profile

GAP-TO-GOAL BY DEMOGRAPHIC GROUP

THE MISSISSIPPI SUCCEEDS PLAN for the Every Student Succeeds Act specifies a goal of 70% proficiency for all students by 2025. Other specific long-range goals for the state include:

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

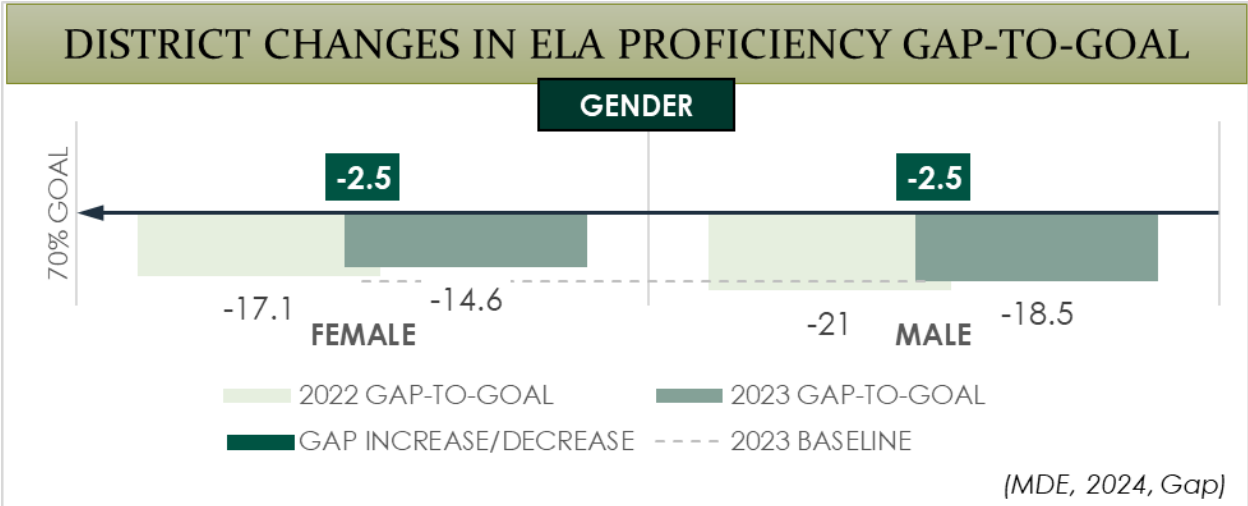


Figure 16: District Changes in ELA Proficiency Gap-to-Goal by Gender

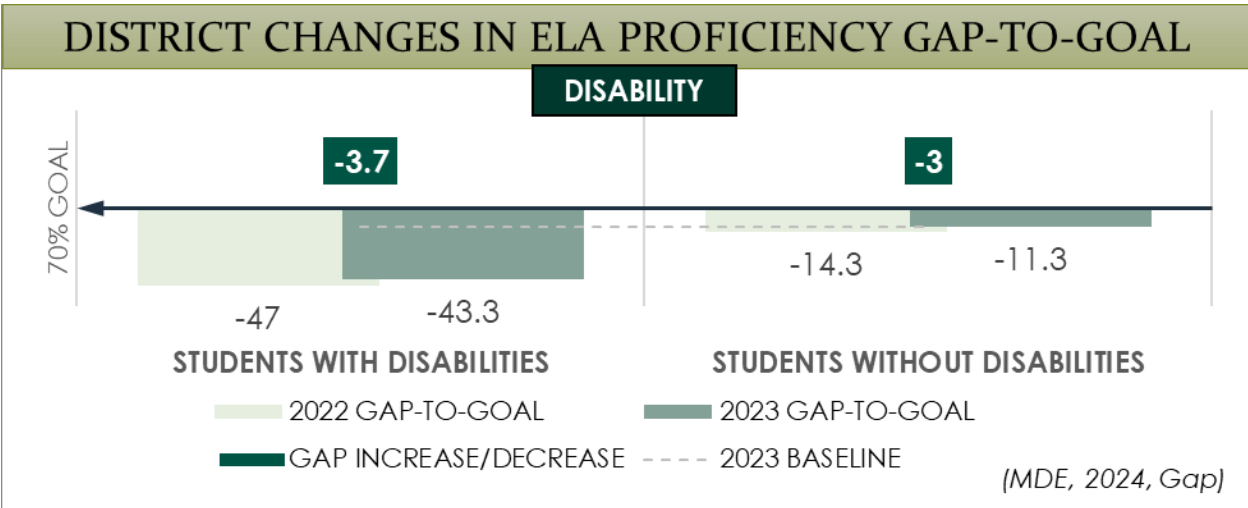


Figure 17: District Changes in ELA Proficiency Gap-to-Goal by Disability

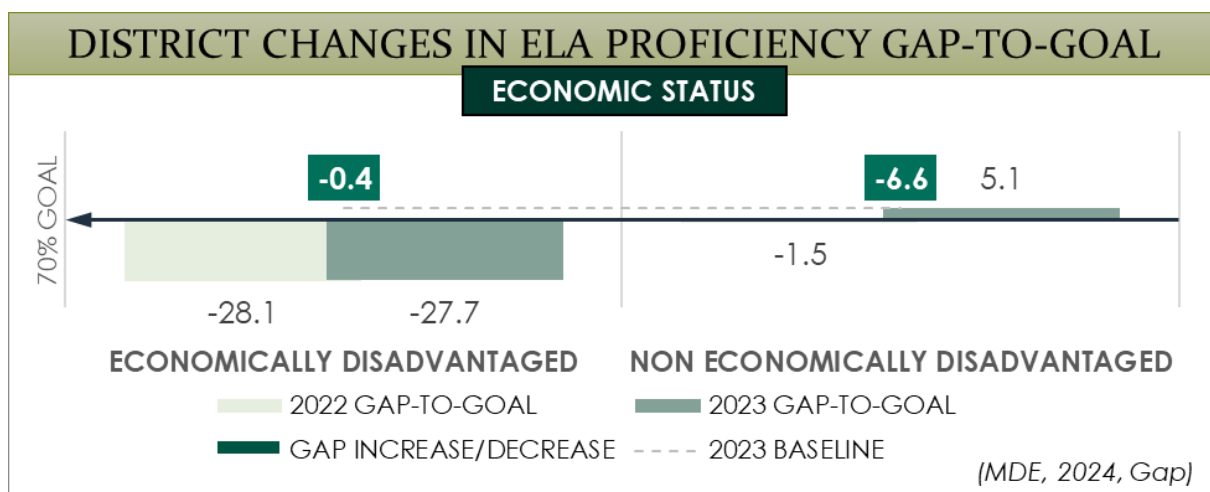


Figure 18: District Changes in ELA Proficiency Gap-To-Goal by Economic Status

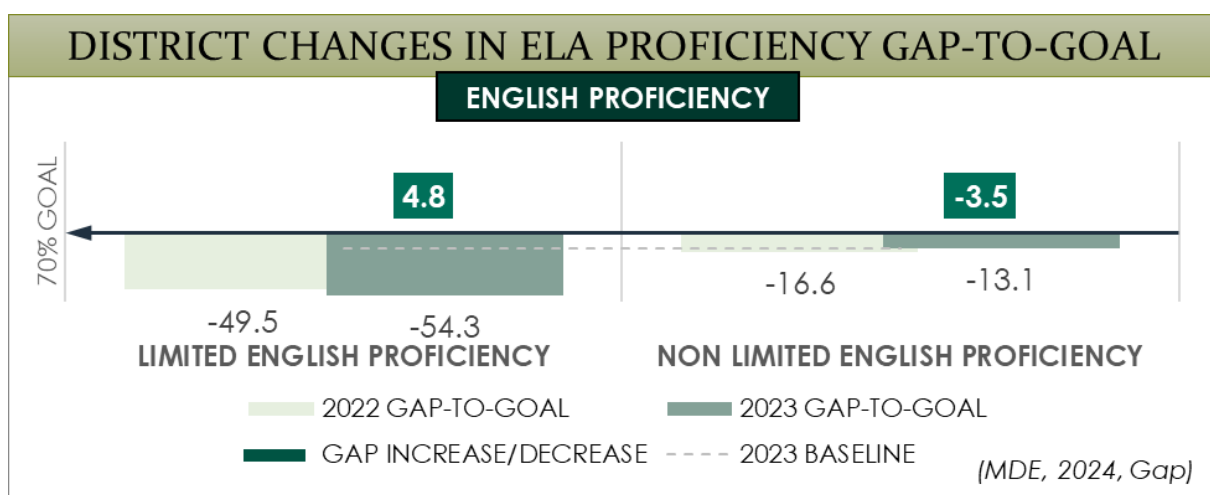


Figure 19: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency

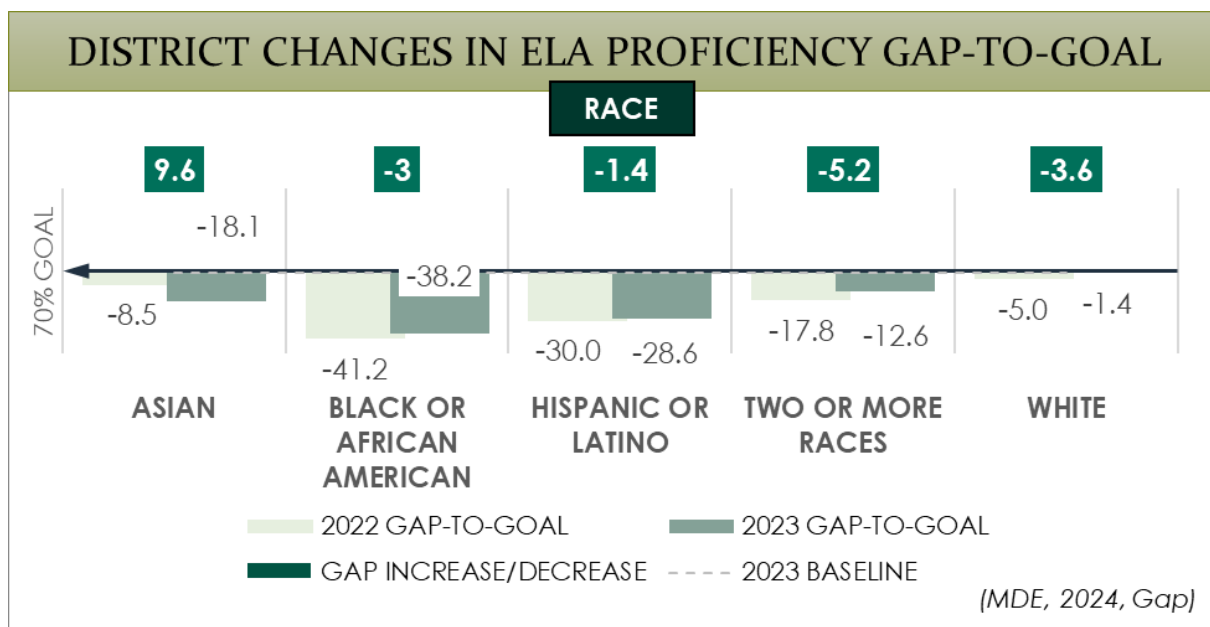


Figure 20: District Changes in ELA Proficiency Gap-To-Goal by Race

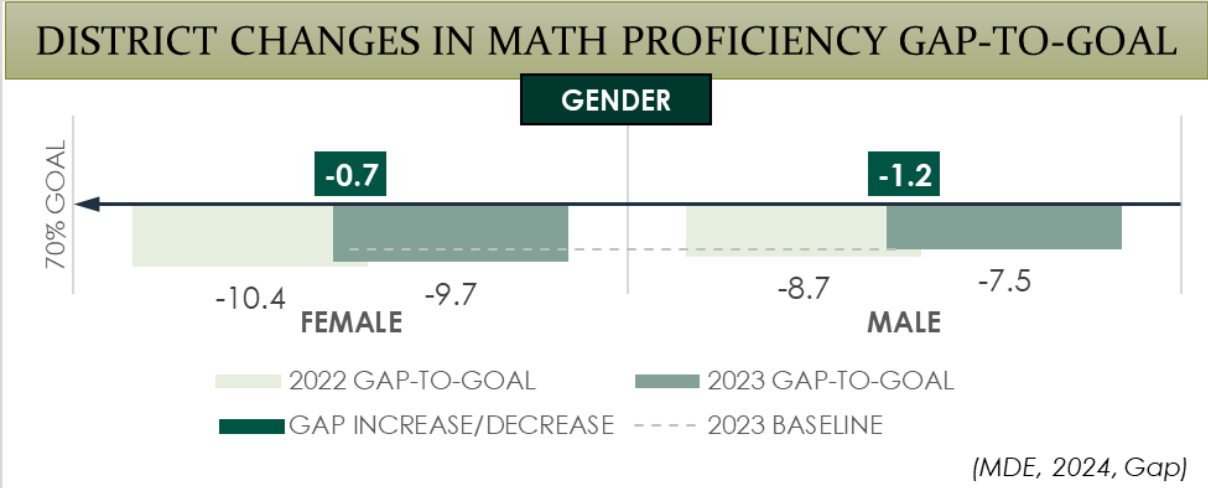


Figure 21: District Changes in Math Proficiency Gap-to-Goal by Gender

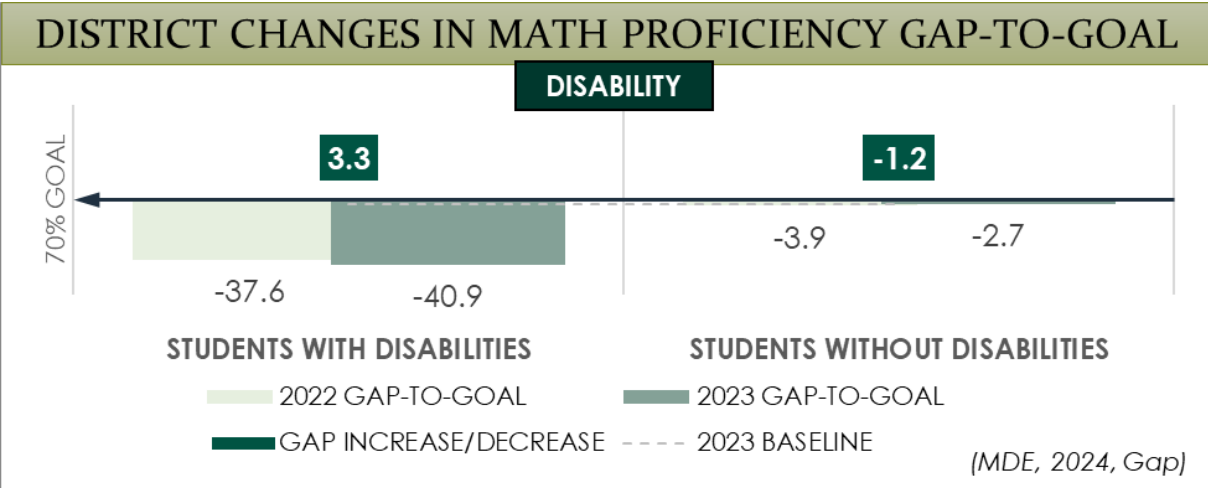


Figure 22: District Changes in Math Proficiency Gap-To-Goal by Disability

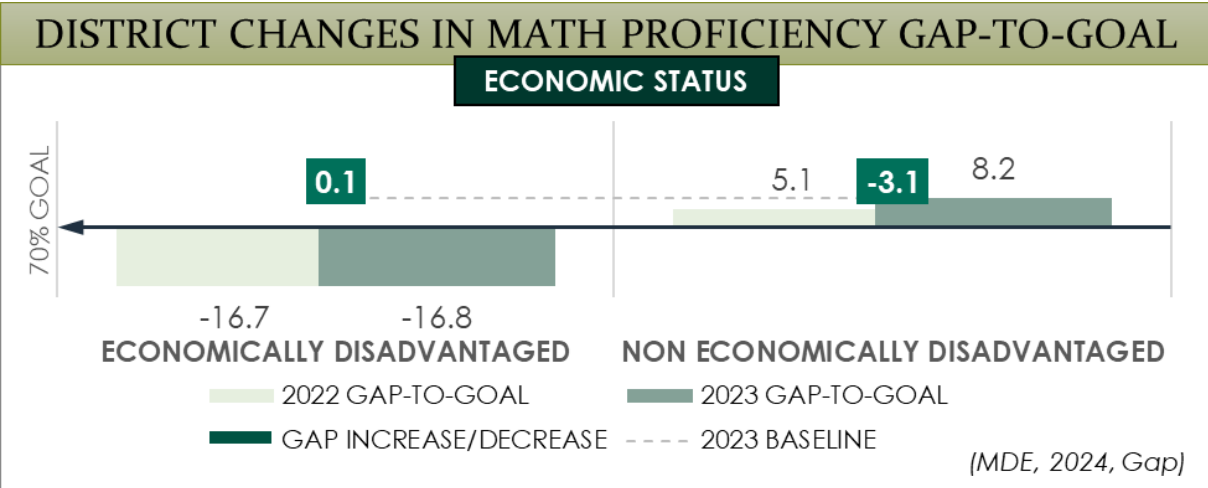


Figure 23: District Changes in Math Proficiency Gap-To-Goal by Economic Status

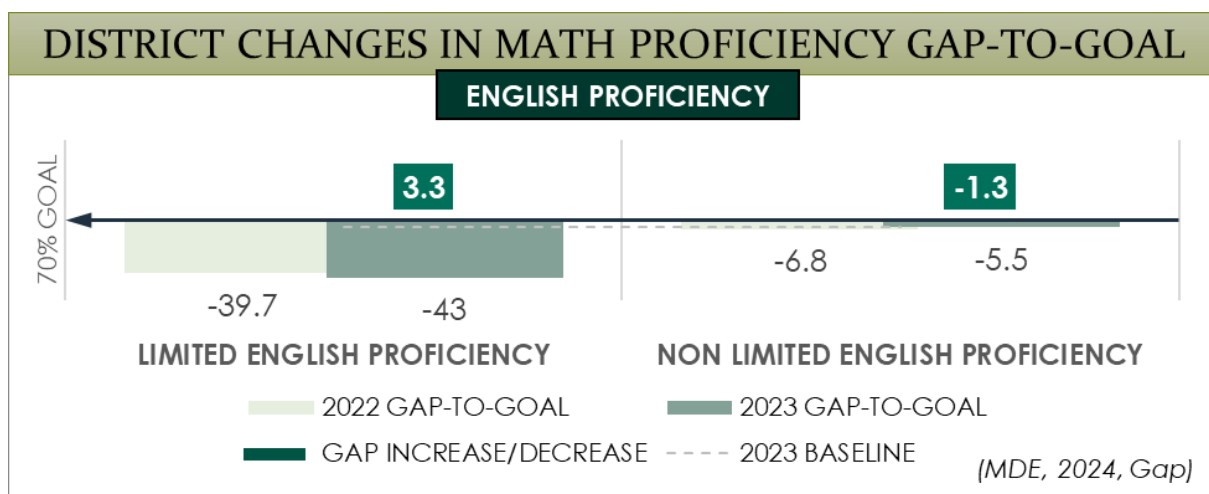


Figure 24: District Changes in Math Proficiency Gap-To-Goal by English Proficiency

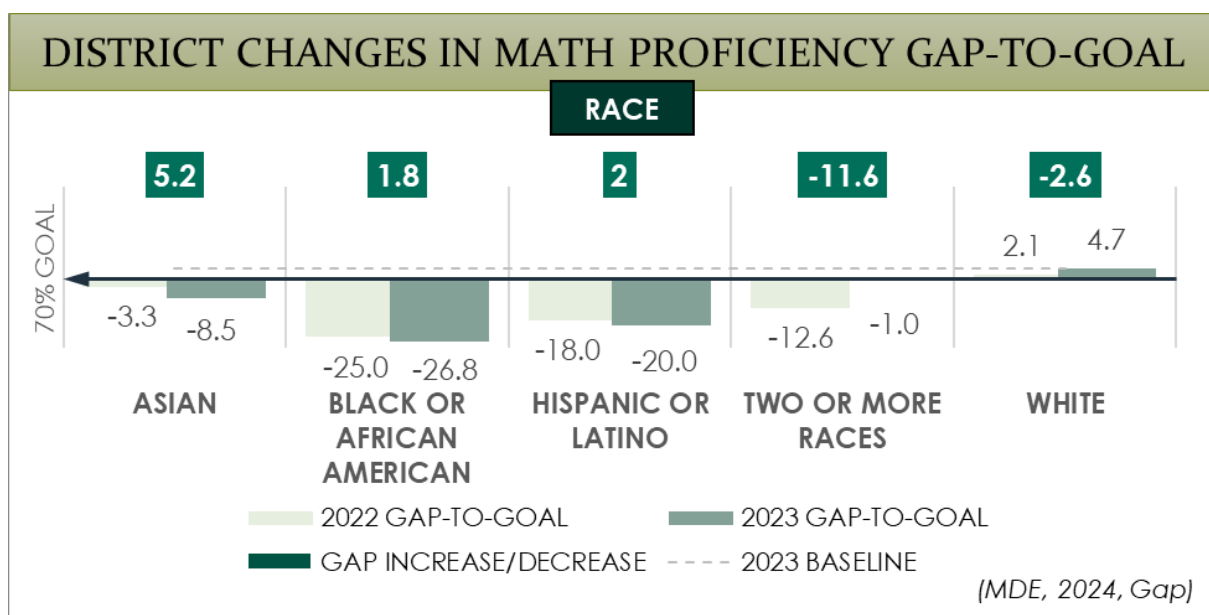


Figure 25: District Changes in Math Proficiency Gap-To-Goal by Race

4-YEAR GRADUATION RATES

IN ACCORDANCE WITH 34 C.F.R. § 200.19(b) and Miss. Code Ann. § 37-17-6, graduation and dropout rates were calculated following the four-year adjusted cohort method. This method determines the high school completion status for students four (4) years after entering Grade 9 for the first time during the school year (SY) 2019 - 2020 (Seniors SY 2022 - 2023) and graduated within the cohort window which ended July 31, 2023.

Springdale School District Profile

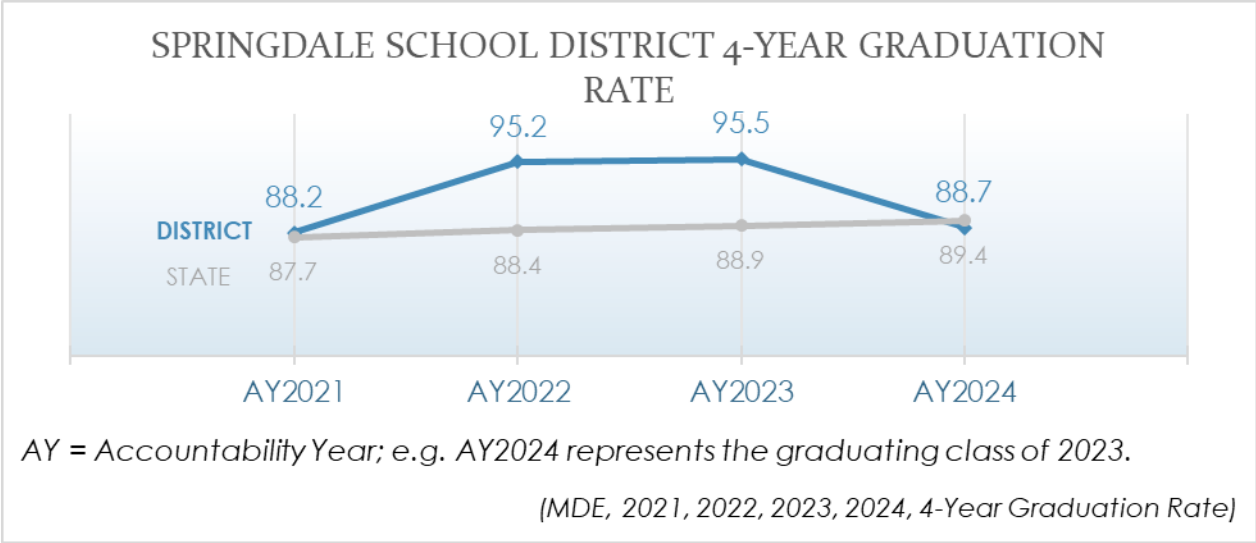


Figure 26: District 4-Year Graduation Rates

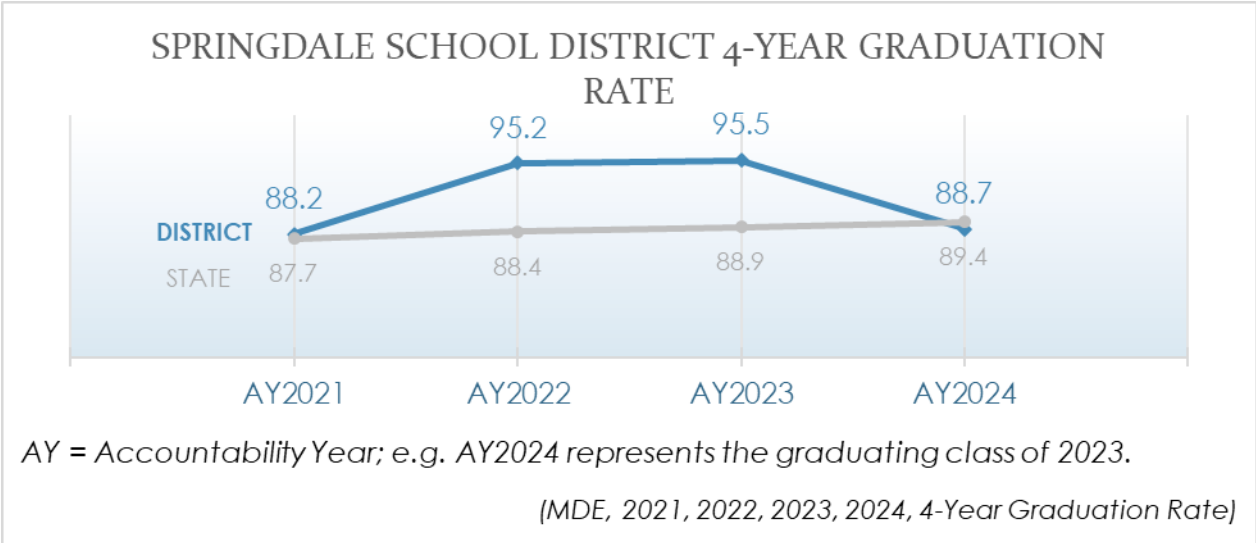


Figure 27: District Dropout Rate



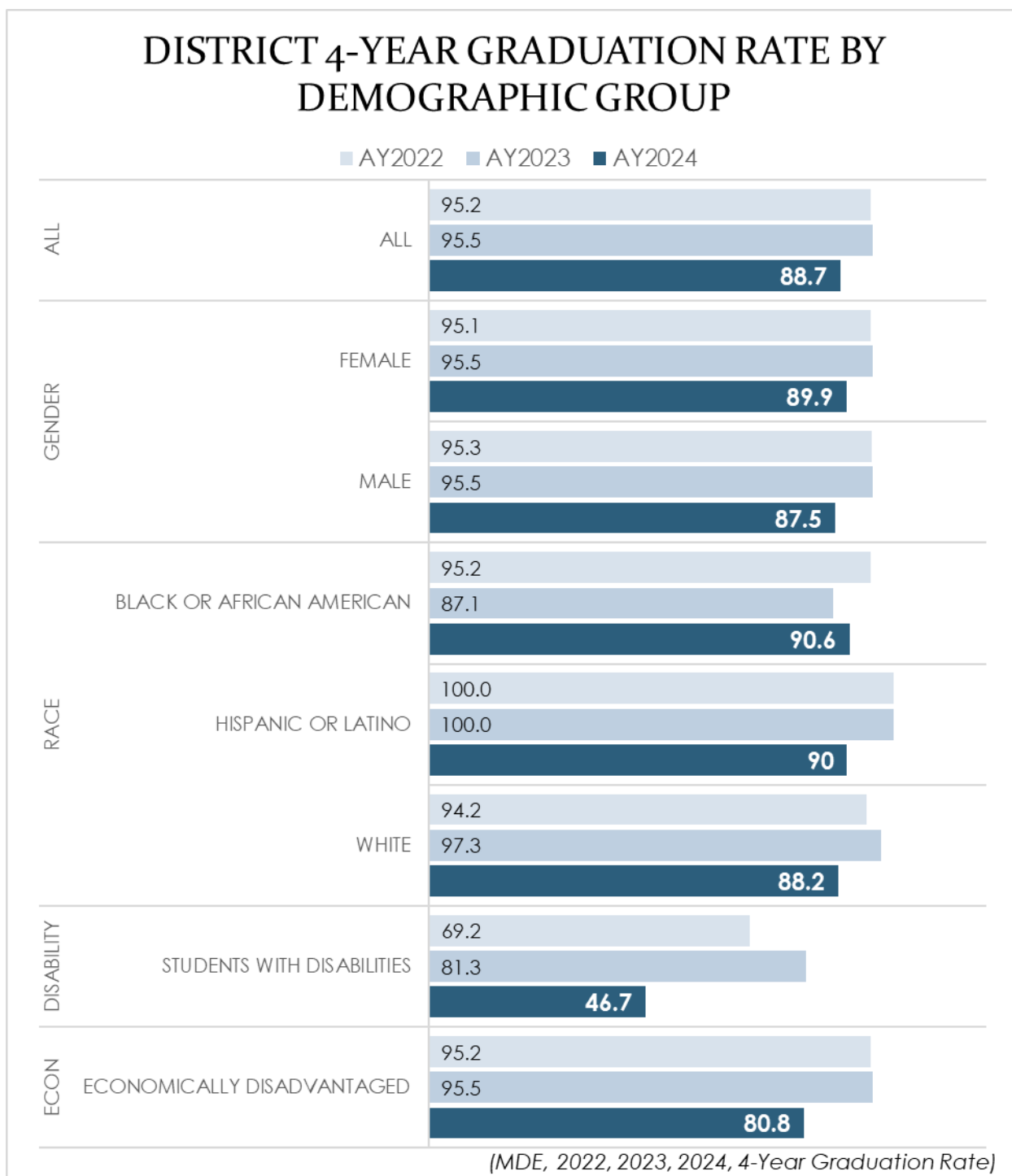


Figure 28: District Graduation Rate by Demographic Group

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.

Springdale School District Profile

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

ADVANCED COURSE AND POST-SECONDARY ENROLLMENT

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

ENROLLED IN ADVANCED COURSES							
	2021		2022		2023		
	#	%	#	%	#	%	
ALL							
ALL	183.1	69.4%	211.5	79.8%	193.7	69.9%	
GENDER							
FEMALE	107.7	78.6%	119.6	84.8%	101.1	70.2%	
MALE	75.4	59.4%	91.9	74.1%	92.6	69.6%	
RACE							
ASIAN	<10	<5%	<10	<5%	0	0.0%	
BLACK OR AFRICAN AMERICAN	20.3	30.8%	32.8	56.6%	36.4	54.3%	
HISPANIC OR LATINO	21.3	54.6%	30.7	74.9%	29	80.6%	
TWO OR MORE RACES	<10	<5%	<10	<5%	0	0.0%	
WHITE	139.3	93.5%	139.1	89.2%	120.1	75.1%	
DISABILITY							
STUDENTS WITH DISABILITIES	<10	13.2%	<10	25.2%	10.8	36.0%	
STUDENTS WITHOUT DISABILITIES	179.8	75.2%	204.2	86.5%	182.9	74.1%	
EL							
LIMITED ENGLISH PROFICIENCY	<10	<5%	<10	<5%	0	0.0%	

Figure 29: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES				
		2021	2022	2023
ALL				
	ALL	71.7%	78.1%	73.1%
GENDER				
	FEMALE	79.6%	82.9%	78.8%
	MALE	64.0%	71.2%	67.2%
RACE				
	BLACK OR AFRICAN AMERICAN	72.4%	65.5%	63.0%
	HISPANIC OR LATINO	45.5%	72.2%	66.7%
	WHITE	75.9%	86.1%	78.4%
DISABILITY				
	STUDENTS WITH DISABILITIES	<5%	<5%	50.0%

Figure 30: District Post-Secondary Enrollment by Demographic Group

Assessment

TAKEAWAY: In 2023, district Junior ACT scores were significantly lower than in 2022, but still came in above state averages. Kindergarten Readiness scores are up, but Third-Grade Reading Assessment scores, while better than the previous year, have yet to reach prepandemic levels. MAAP proficiency percentages were higher in 2023 than in 2021 in all subjects and grades except Algebra I and eighth-grade science. The largest gains were made in third and sixth grade ELA.

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.

Springdale School District Profile

ACT

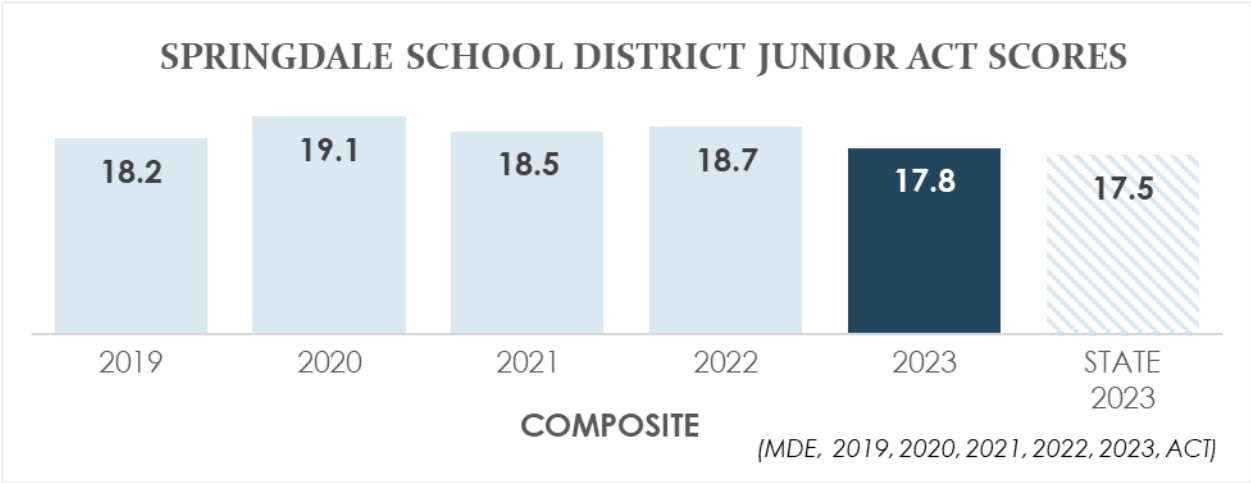


Figure 31: District Junior ACT: Composite

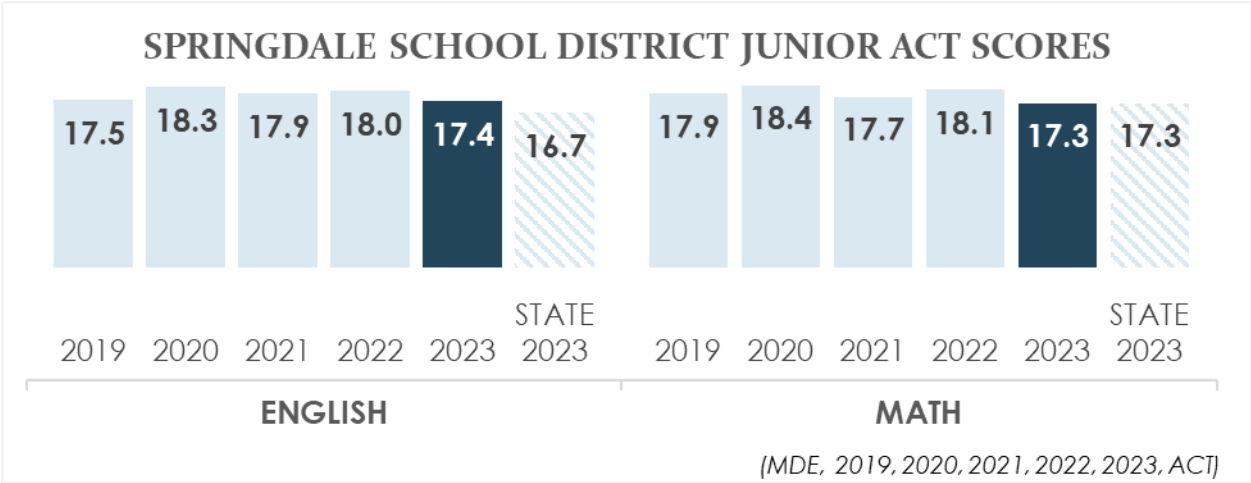


Figure 32: District Junior ACT: English and Math

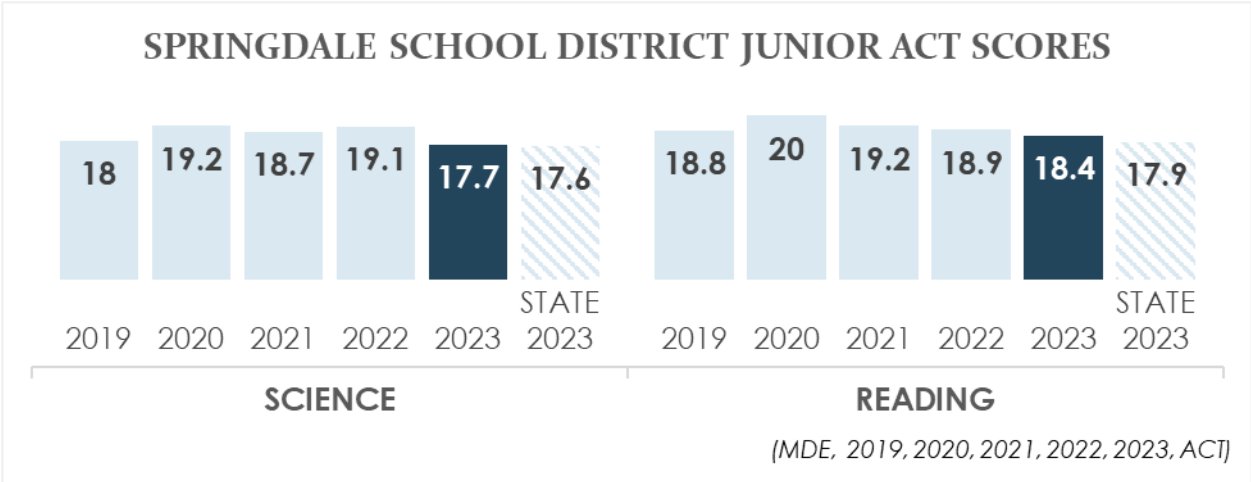


Figure 33: District Junior ACT: Science and Reading

KINDERGARTEN READINESS ASSESSMENT (KRA)

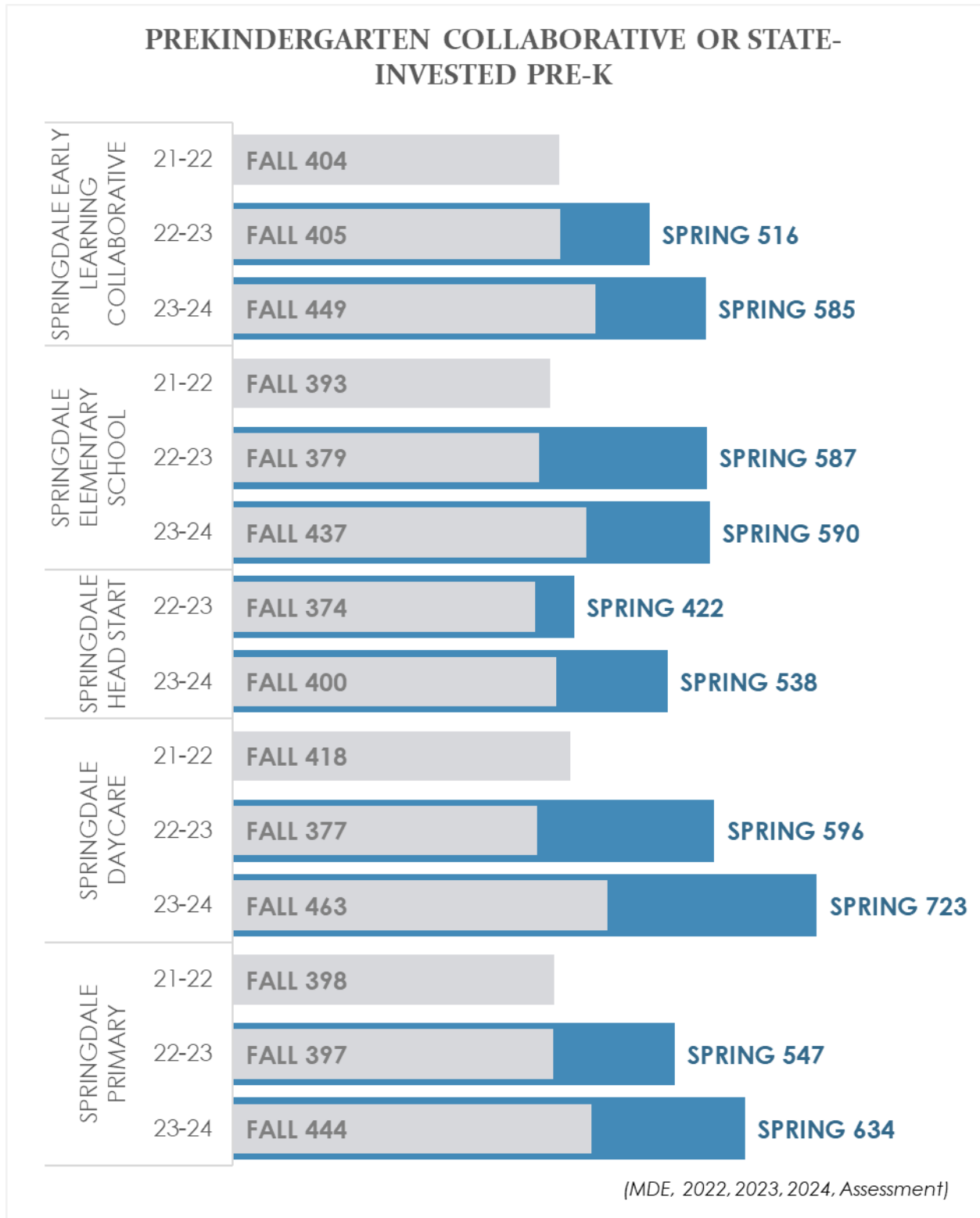


Figure 34: Early Learning Collaborative or State-Invested Prekindergarten: Kindergarten Readiness Assessment

Springdale School District Profile

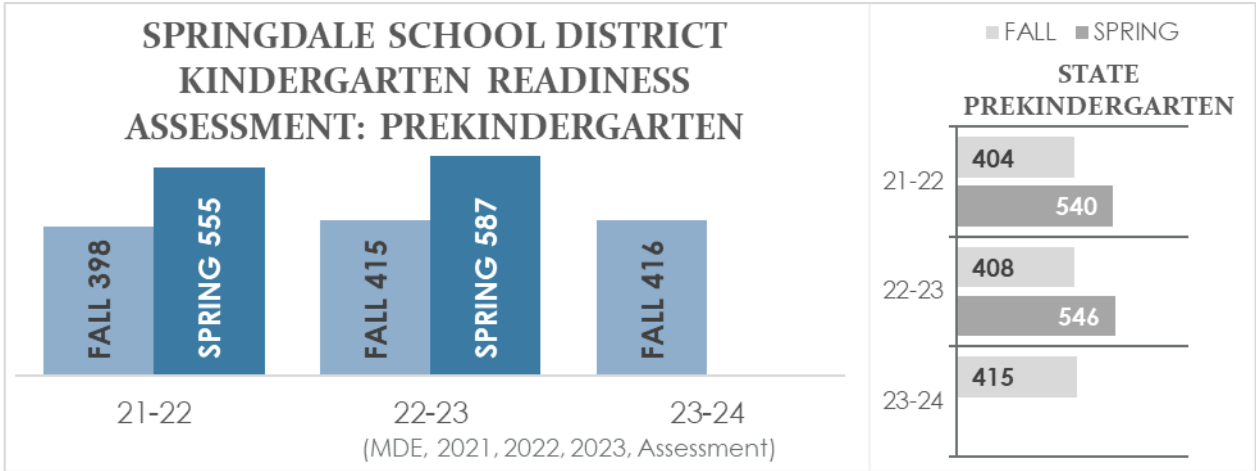


Figure 35: District Kindergarten Readiness Assessment: Prekindergarten

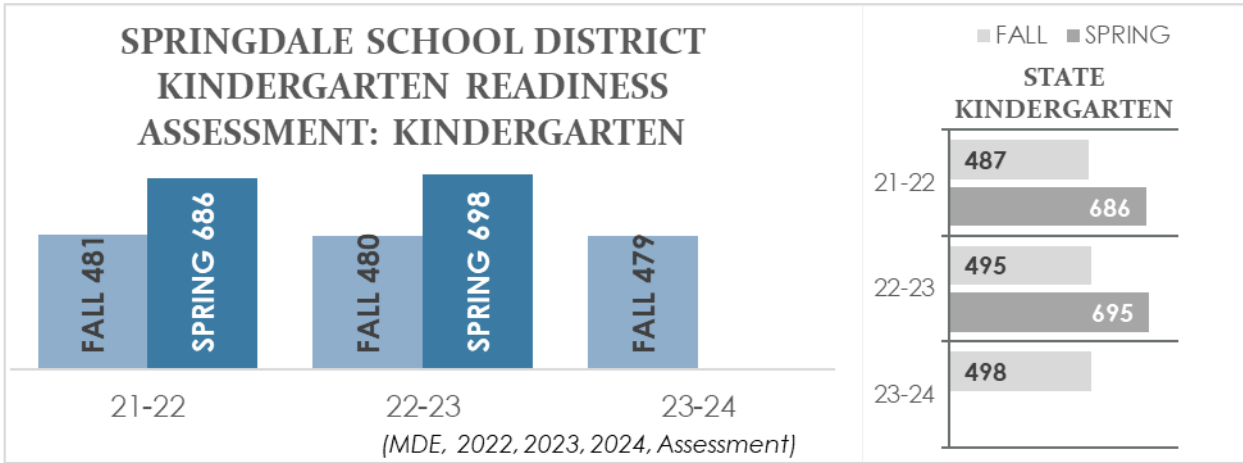


Figure 36: District Kindergarten Readiness Assessment: Kindergarten

THIRD-GRADE READING ASSESSMENT

THE PURPOSE OF THE LITERACY-BASED PROMOTION ACT (LBPA) is to improve the reading skills of kindergarten through 3rd grade students enrolled in the public schools so that every student completing the 3rd grade is able to read at or above grade level. (Miss. Code Ann § 37-177-1 et seq.)

Students must receive a “met requirements” or score above the lowest two (2) achievement levels in reading on the established state-wide assessment. Students must pass the 3rd-grade Assessment or meet a Good Cause Exemption to pass to the 4th grade.



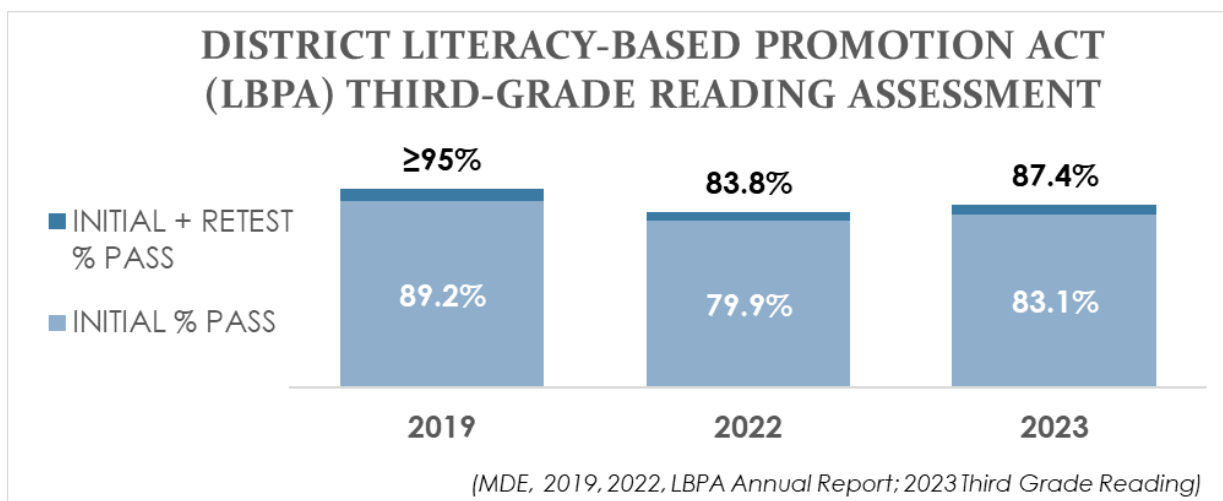


Figure 37: District Literacy-Based Promotion Act Third Grade Reading Assessment

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.

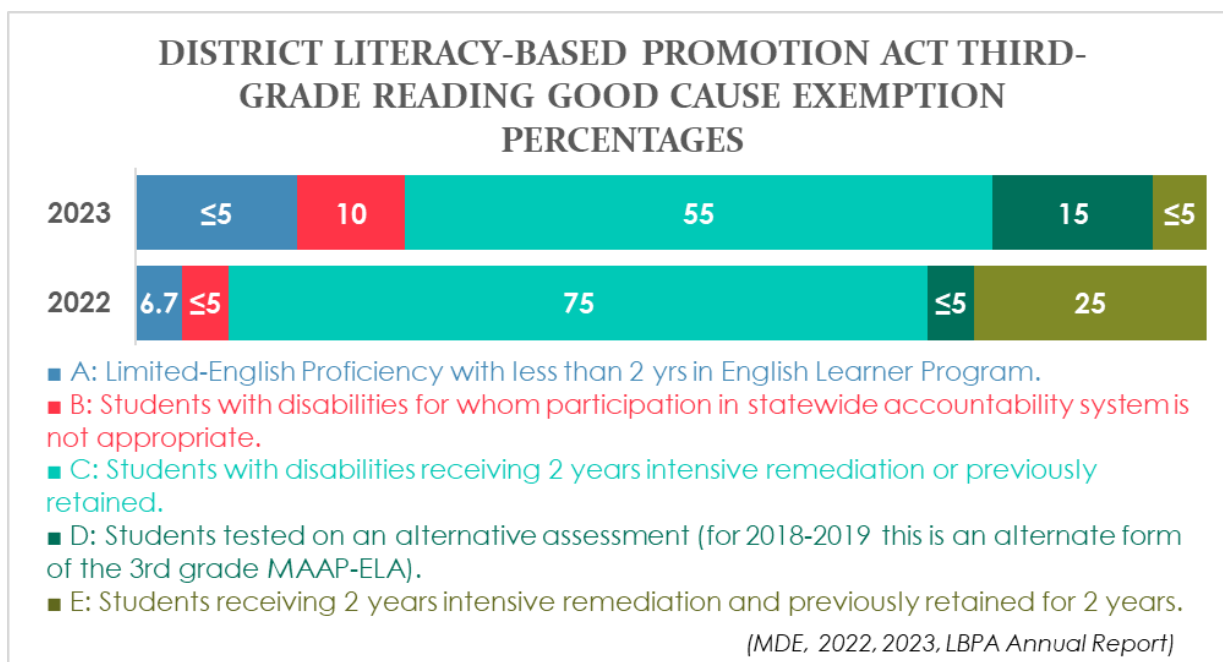


Figure 38: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption

MS Code 37-177-17 of the LBPA requires MDE to report the following components: the number and percentage of students:

- scoring at each performance level on the state assessment in reading and math,
- taking the alternative assessments (retest),
- being retained at each grade level kindergarten through 8th grade,
- passing for good-cause exemptions; and
- any revised district policies for promotion and retention.

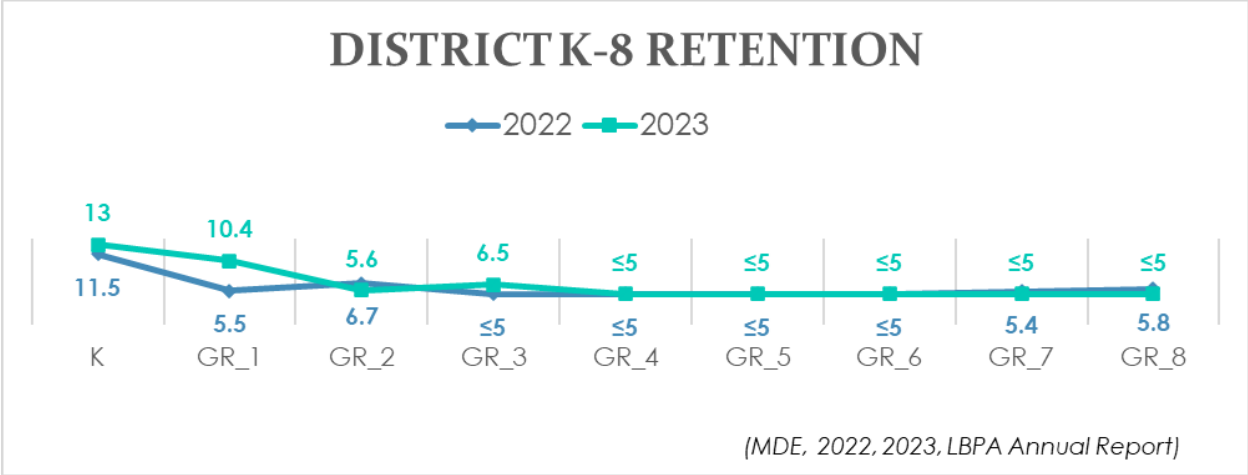


Figure 39: District K-8 Retention Rates

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)
MAAP ELA

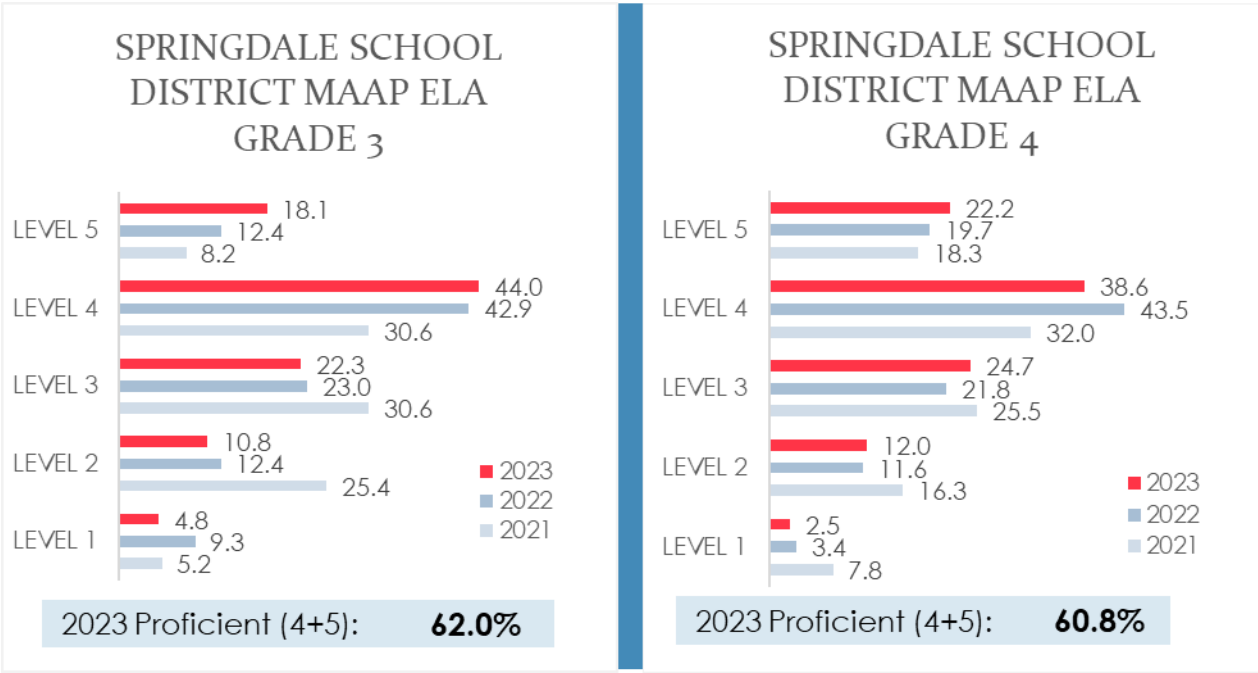


Figure 40: District MAAP ELA Grades 3 and 4

Springdale School District Profile

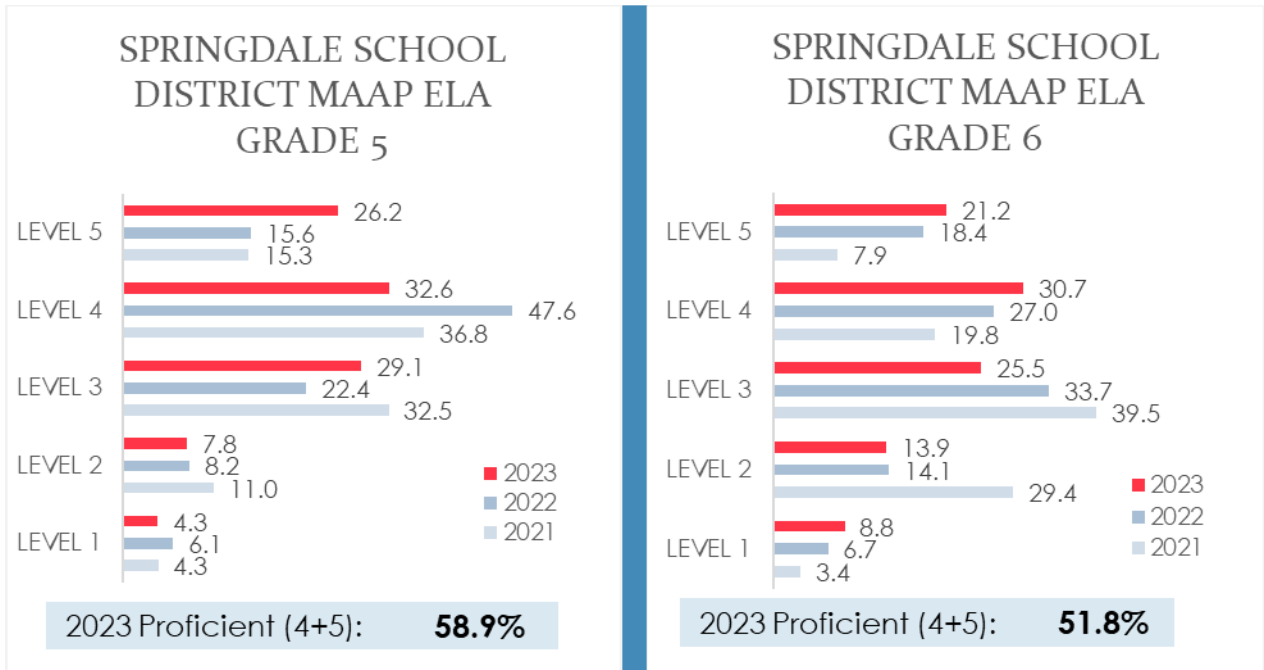


Figure 41: District MAAP ELA Grades 5 and 6

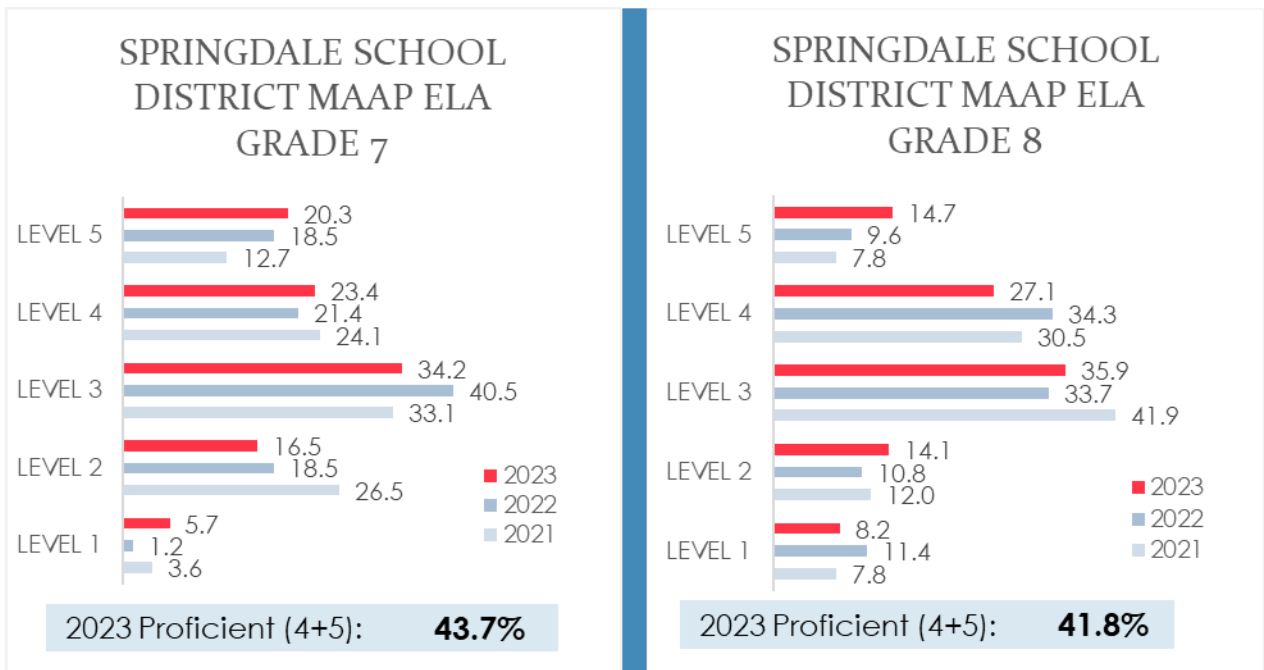


Figure 42: District MAAP ELA Grades 7 and 8

Springdale School District Profile

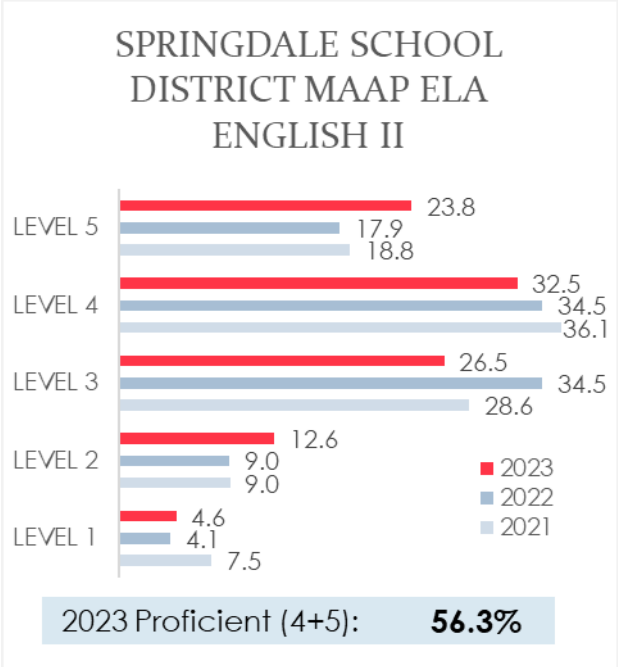


Figure 43: District MAAP ELA English II



MAAP MATH

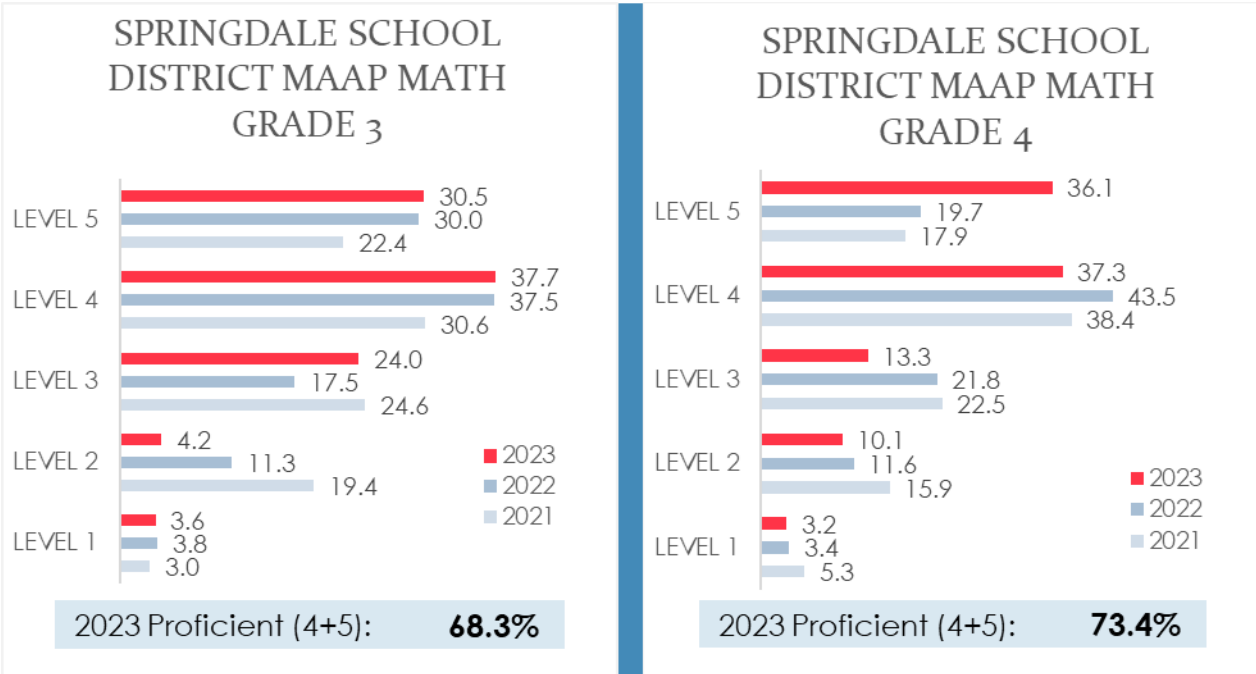


Figure 44: District MAAP Math Grades 3 and 4

Springdale School District Profile

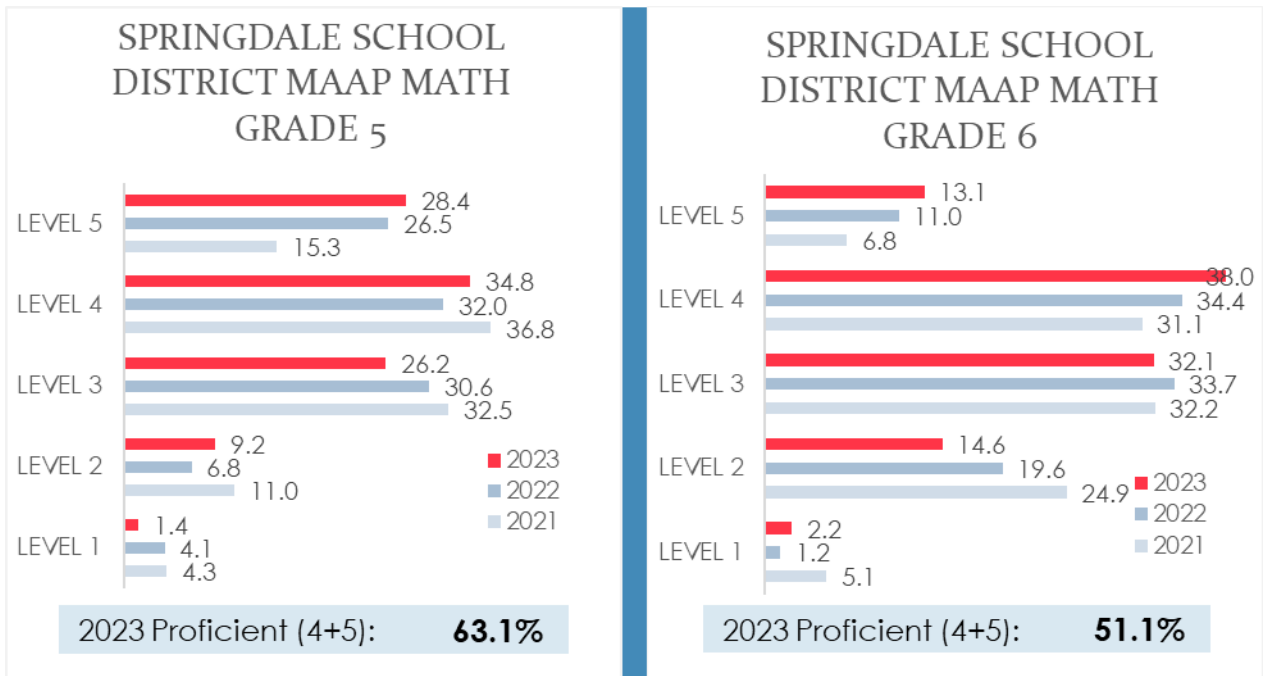


Figure 45: District MAAP Math Grades 5 and 6

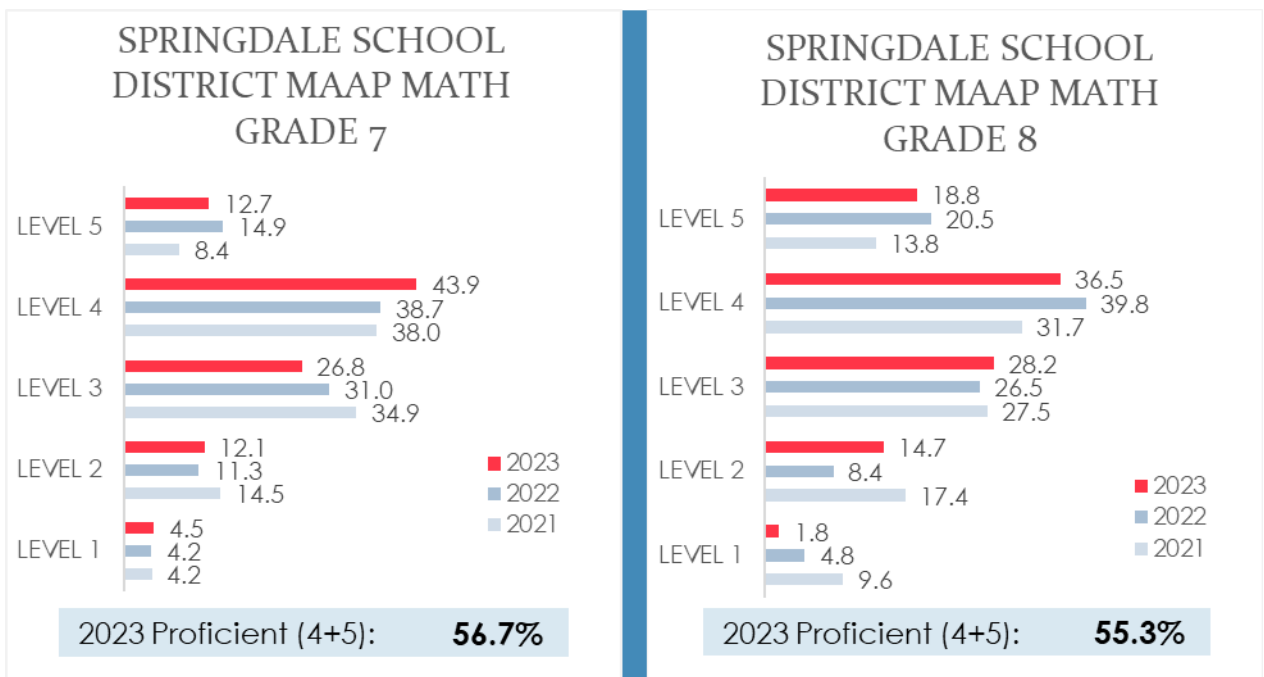


Figure 46: District MAAP Math Grades 7 and 8

Springdale School District Profile

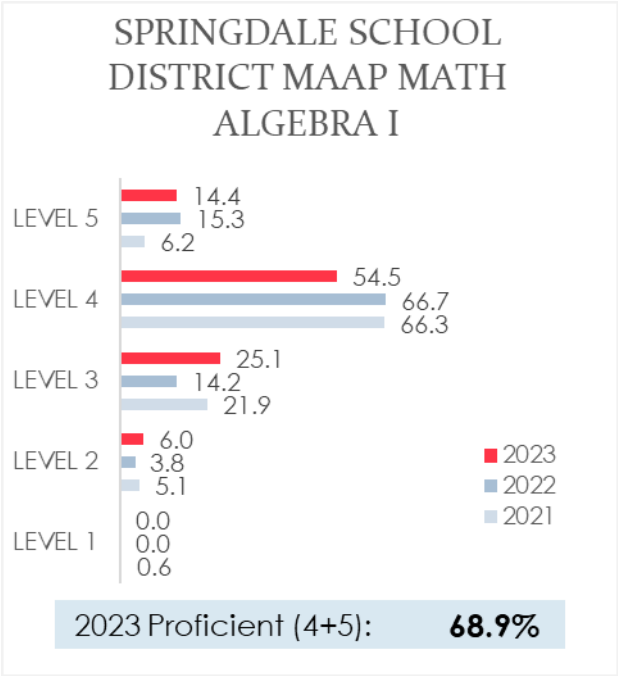
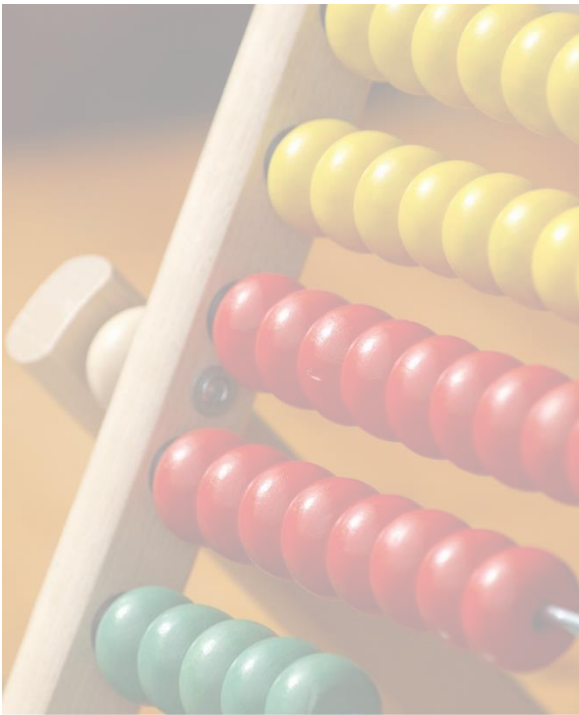


Figure 47: District MAAP Math Algebra I



MAAP-SCIENCE

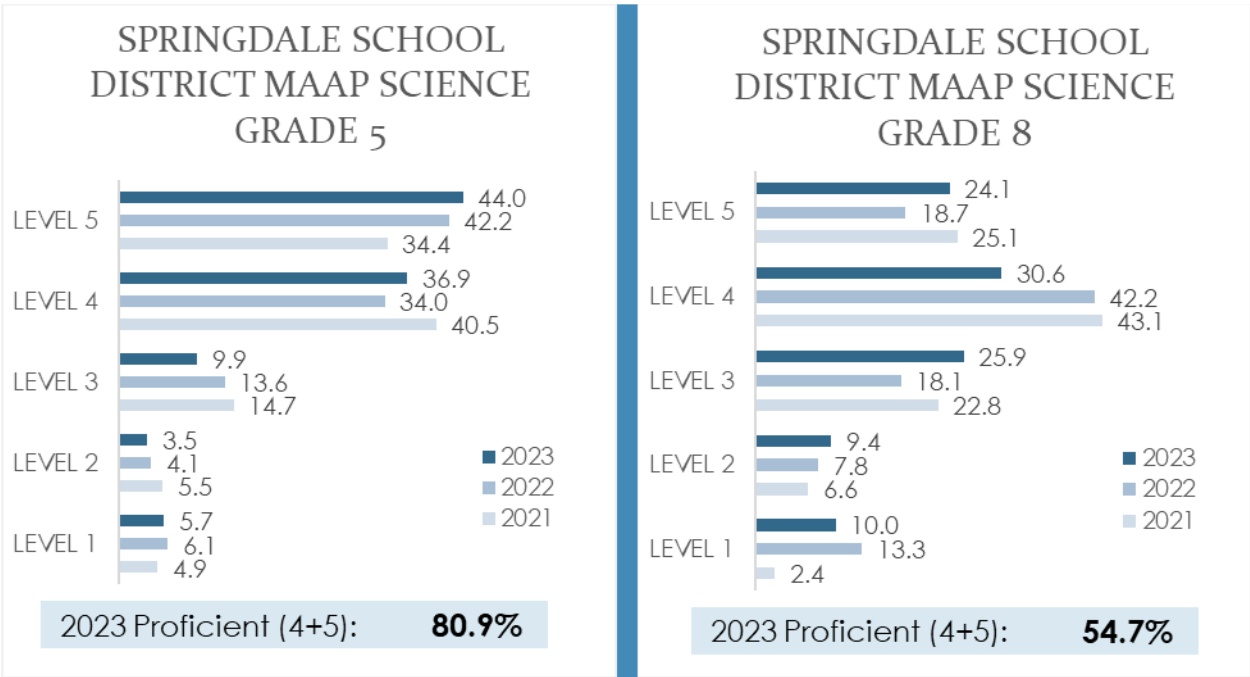


Figure 48: District MAAP-SCI Grades 5 and 8

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.

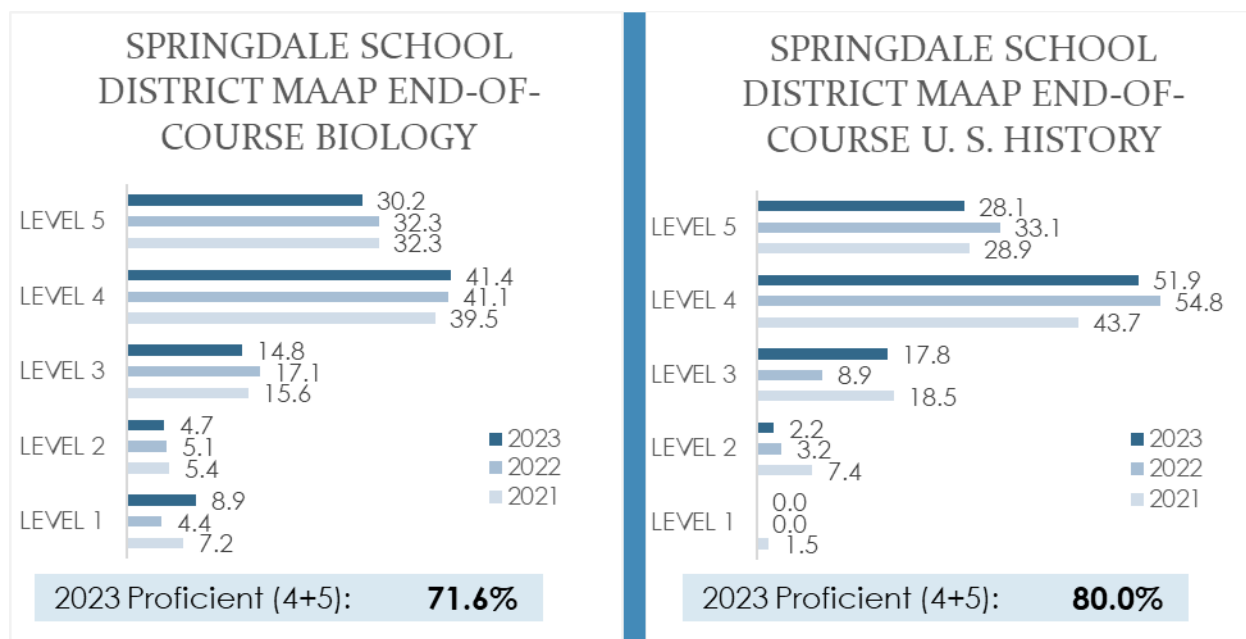


Figure 49: District MAAP-EOC Biology I and U. S. History

PROFICIENCY GAIN/LOSS OVER TIME

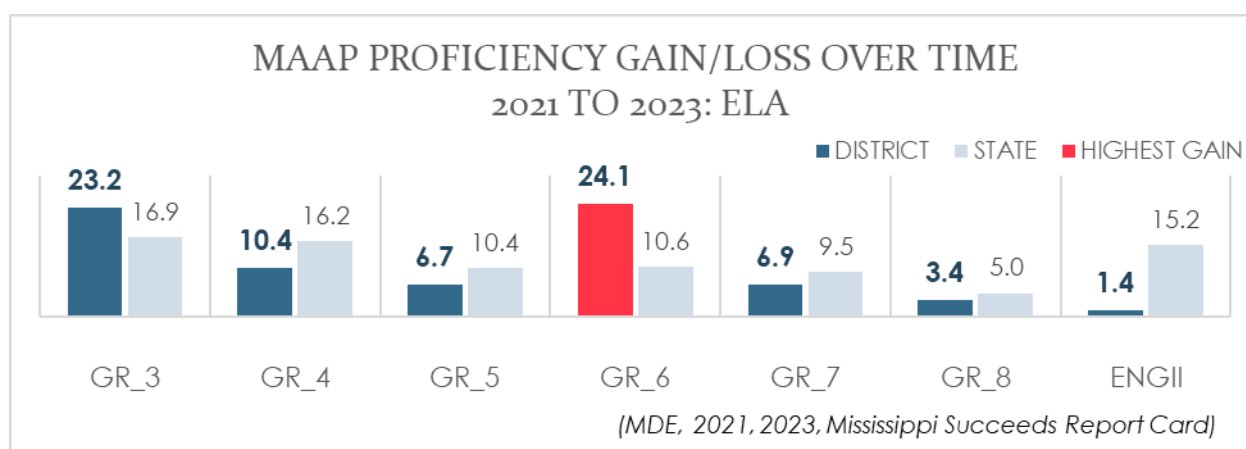


Figure 50: ELA Proficiency Gain/Loss Over Time

Springdale School District Profile

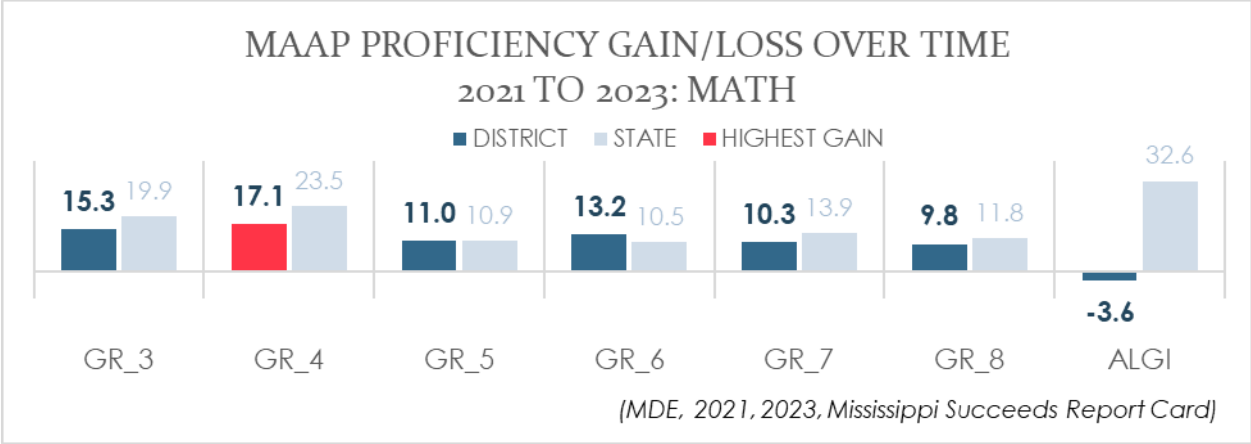


Figure 51: Math Proficiency Gain/Loss Over Time

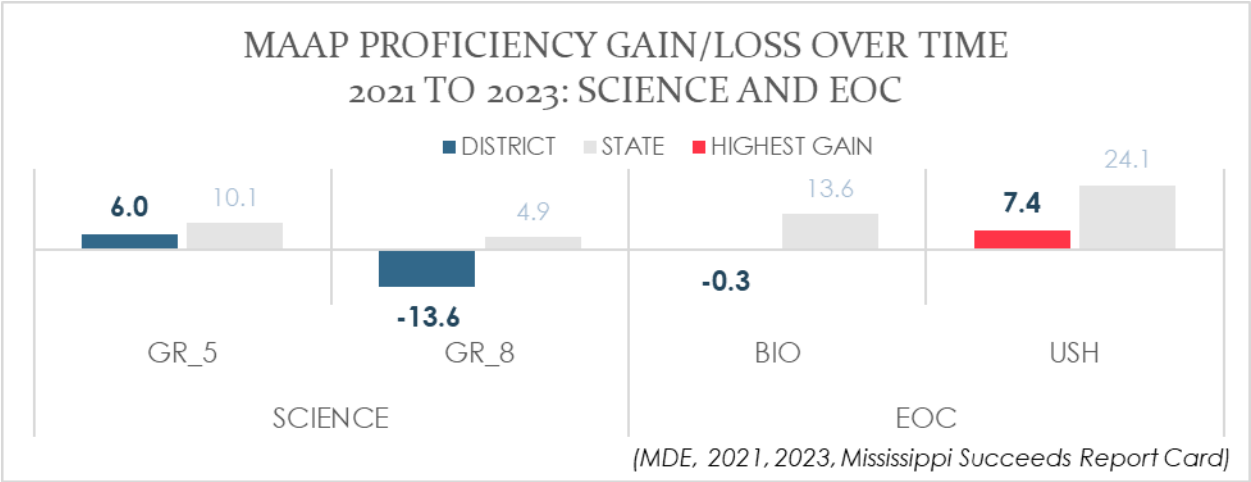


Figure 52: Science and EOC Proficiency Gain/Loss Over Time



Discipline

TAKEAWAY: In-school-suspension totals were not reported to MDE. Out-of-school-suspension (OSS) involved less than 5% of the student population; the majority of such actions involved Black or African American males. Reported incidents of violence were up sharply in 2023.

SPRINGDALE SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL				≤5	6.8	≤5			≤5
GENDER	FEMALE				≤5	≤5	≤5			
	MALE				≤5	9.2	6.3			≤5
RACE	BLACK OR AFRICAN AMERICAN				5.4	12.5	9.2			≤5
	HISPANIC OR LATINO				≤5	≤5	≤5			
	TWO OR MORE RACES				≤5	8.9	≤5			
	WHITE				≤5	≤5	≤5			
DISABILITY	STUDENTS WITH DISABILITIES				≤5	11.1	5.9			
	STUDENTS WITHOUT DISABILITIES				≤5	5.9	≤5			≤5
EL	LIMITED ENGLISH PROFICIENCY				≤5	≤5	≤5			
	NON LIMITED ENGLISH PROFICIENCY					7.2	≤5			≤5
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	16.0	38.0	113.0		≤5			≤5	
GENDER	FEMALE	≤10	≤10	27.0		≤5			≤5	
	MALE	≤10	29.0	86.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	11.0	19.0	62.0		≤5			≤5	
	HISPANIC OR LATINO	≤10	≤10	≤10		≤5			≤5	
	TWO OR MORE RACES		≤10	≤10		≤5			≤5	
	WHITE	≤10	12.0	36.0		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES	≤10	12.0	29.0		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	12.0	26.0	84.0		≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY	≤10		≤10		≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		38.0	110.0		≤5			≤5	

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 53: District Disciplinary Actions Reported to MDE



Finance

TAKEAWAY: Spending for instructional support and administration has increased slightly since 2019. Total revenue is up \$8.1M, while total operational expenditure including capitalized equipment has increased \$5.6M. Title funding increased about \$47,000 between 2022 and 2023; ESSER funds for pandemic expenses have expired. FY2024 MAEP allocations are down -\$213.3K since FY2023 and fall \$1.4M below full funding.

Springdale School District Profile

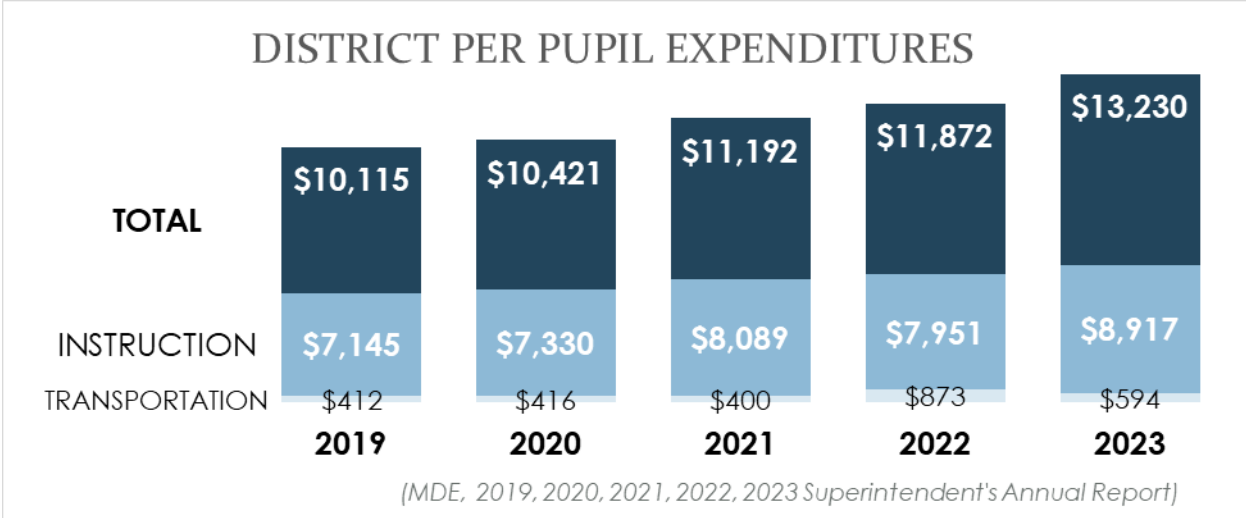


Figure 54: District Per Pupil Expenditures

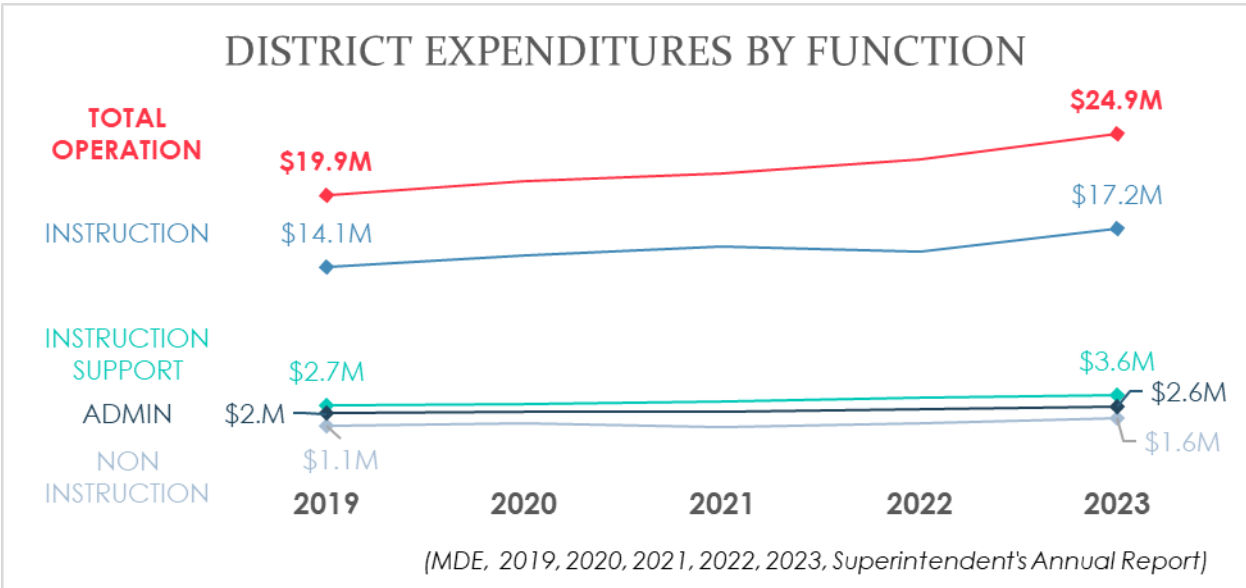


Figure 55: District Expenditures by Function

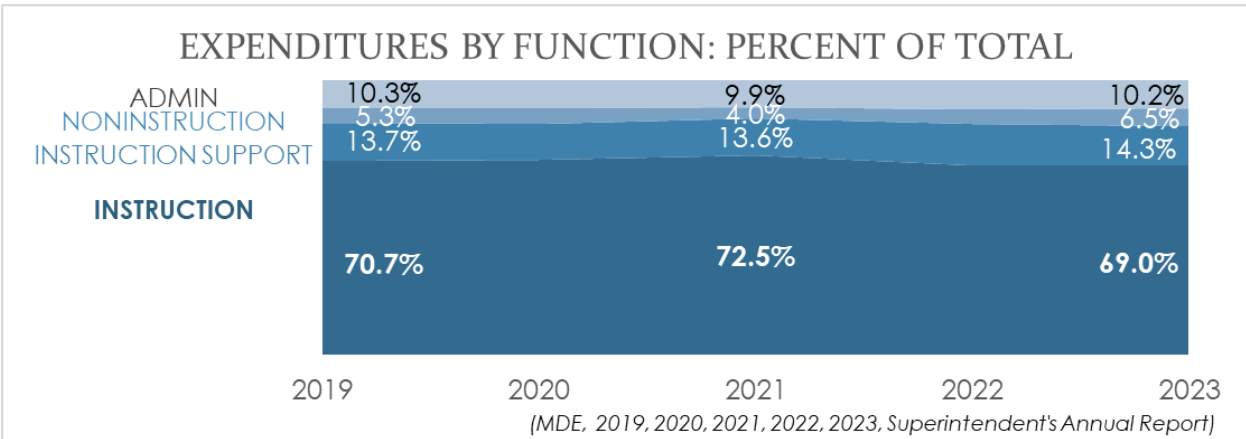


Figure 56: District Expenditures by Function: Percent of Total

Springdale School District Profile

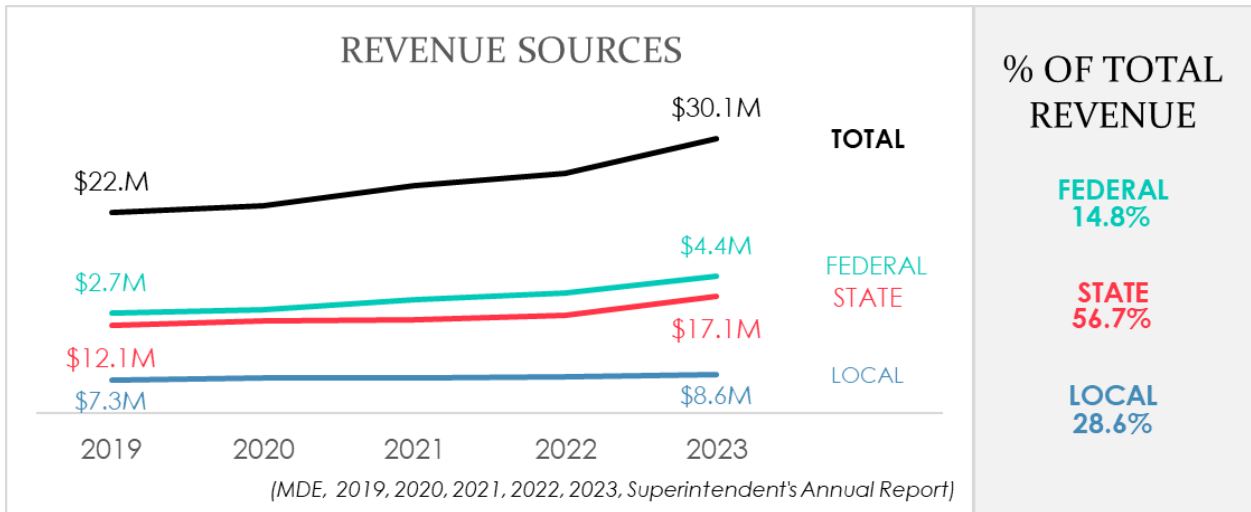


Figure 57: District Revenue Sources

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS				
FY2024 FULL FUND	FY2024 ALLOCATION	FY2023 ALLOCATION	BELOW FULL (10.5%)	+/- FY2023 VS FY2024
\$13.4M	\$12.0M	\$12.2M	\$1.4M	-\$213.3K

Figure 58: Mississippi Adequate Education Program (MAEP) Allocations

FEDERAL TITLE PROGRAMS FUNDING ALLOCATIONS					
	2019	2020	2021	2022	2023
TITLE I A	\$601.8K	\$540.6K	\$489.3K	\$484.9K	\$518.1K
TITLE II A	\$93.7K	\$89.0K	\$85.4K	\$87.2K	\$94.8K
TITLE III (LEP)		\$16.3K	\$20.1K	\$21.7K	\$27.3K
TITLE III (IMMIGRANT)			\$3.5K		
TITLE IV A	\$44.2K	\$44.4K	\$40.5K	\$36.7K	\$37.6K
TITLE V B	\$39.1K	\$41.2K	\$40.0K		
ESSER 1		\$434.7K	\$435.6K		
ESSER 2			\$1.6M		

(MDE, 2019, 2020, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 59: District Federal Title Programs Funding Allocation

Springdale School District Profile

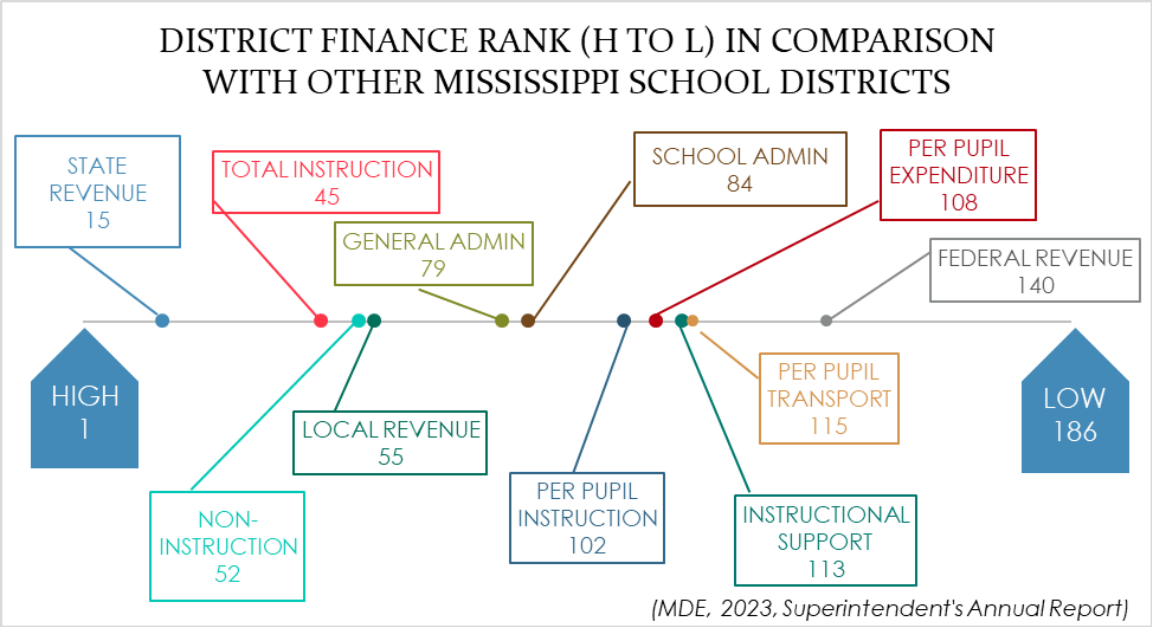


Figure 60: Current District Finance Rank Compared to Other Mississippi School Districts

Personnel

TAKEAWAY: Although the percentage of teachers teaching in their certified field has remained steady, the percentage of experienced teachers districtwide has declined slightly since 2021. The per-pupil ratio has decreased to 12.5. Average teacher salaries have increased, as have administrative salaries. Average salaries for guidance counselors and librarians have decreased slightly.

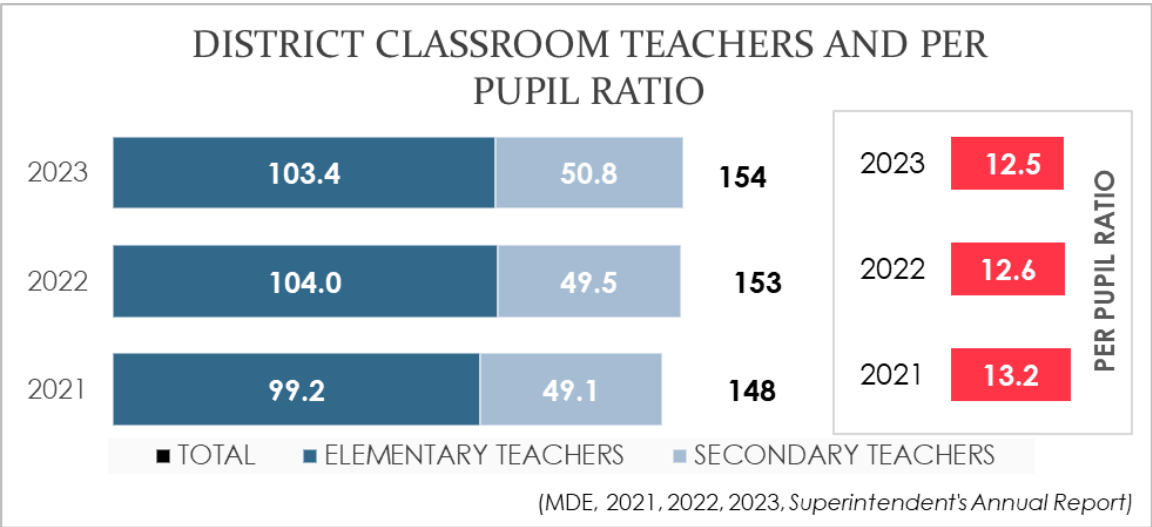


Figure 61: District Classroom Teachers and Per Pupil Ratio

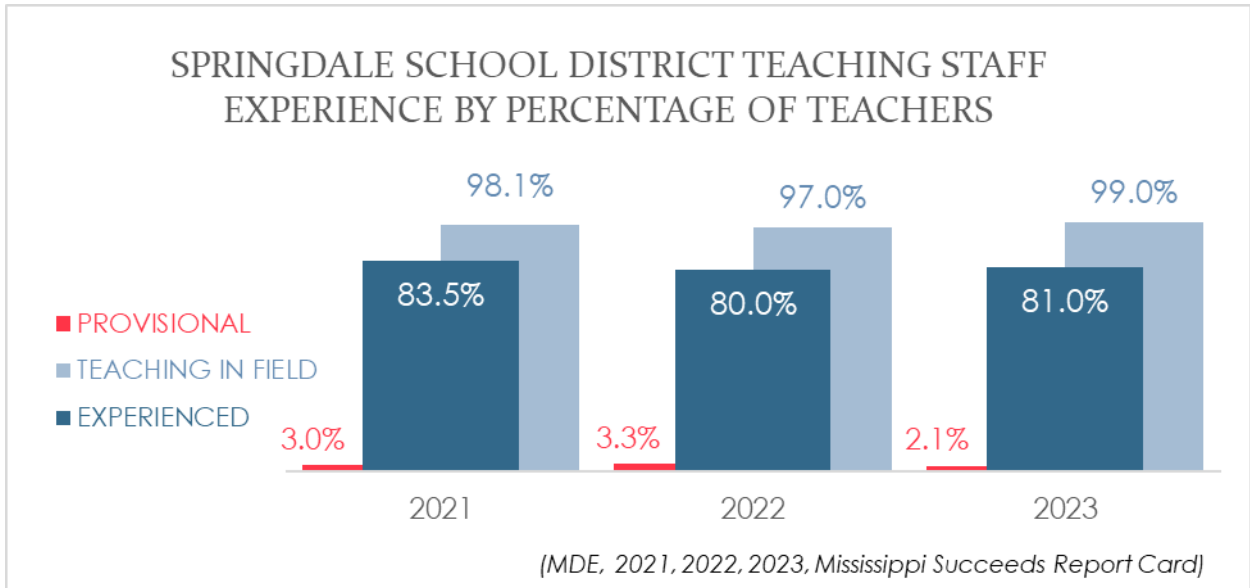


Figure 62: District Teaching Staff Experience by Percentage of Teachers

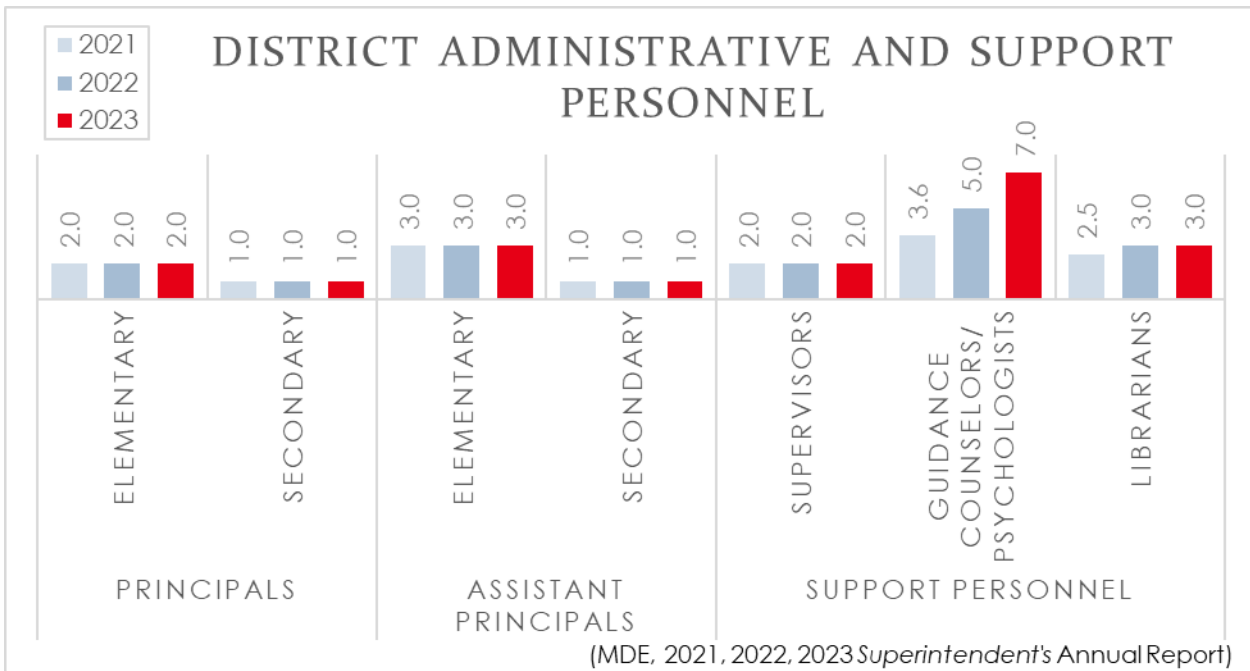
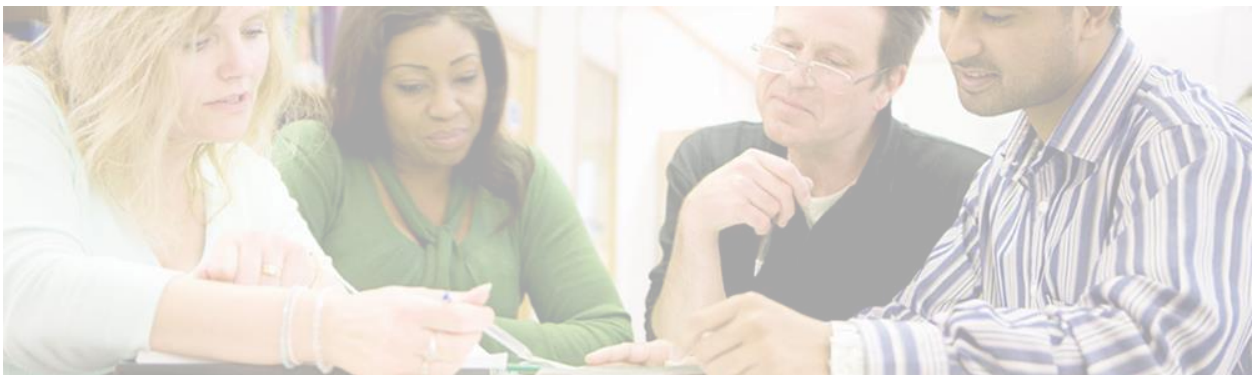


Figure 63: District Administrative and Support Personnel



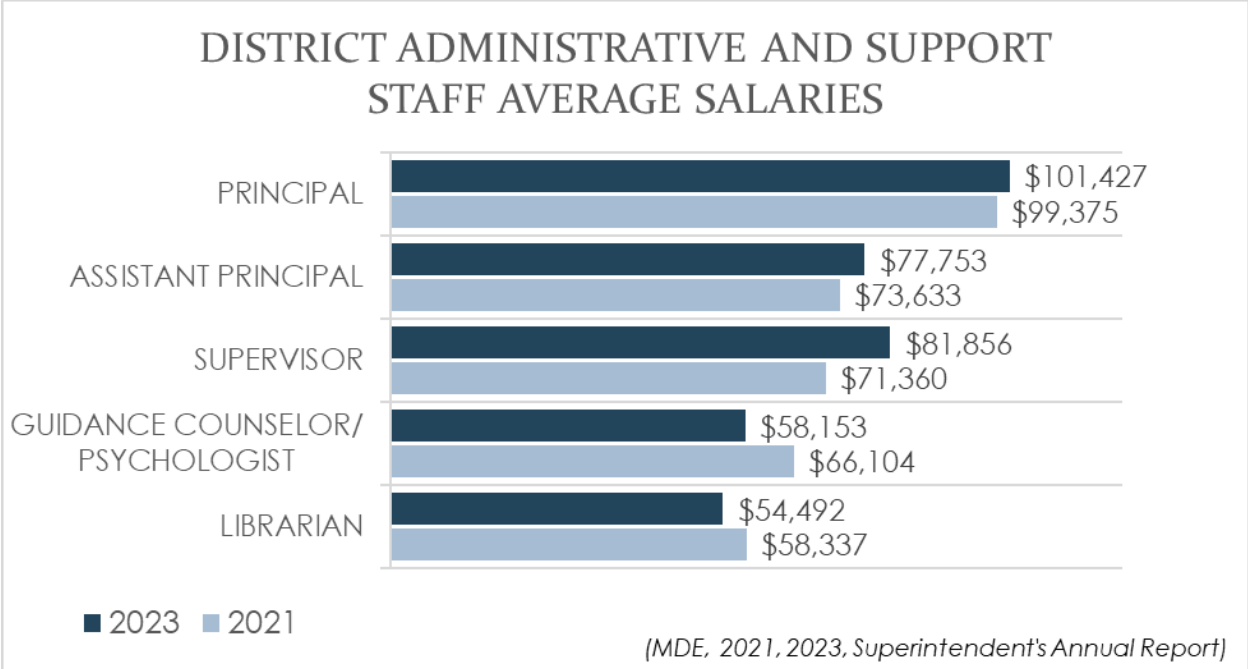


Figure 64: District Administrative and Support Staff Average Salaries

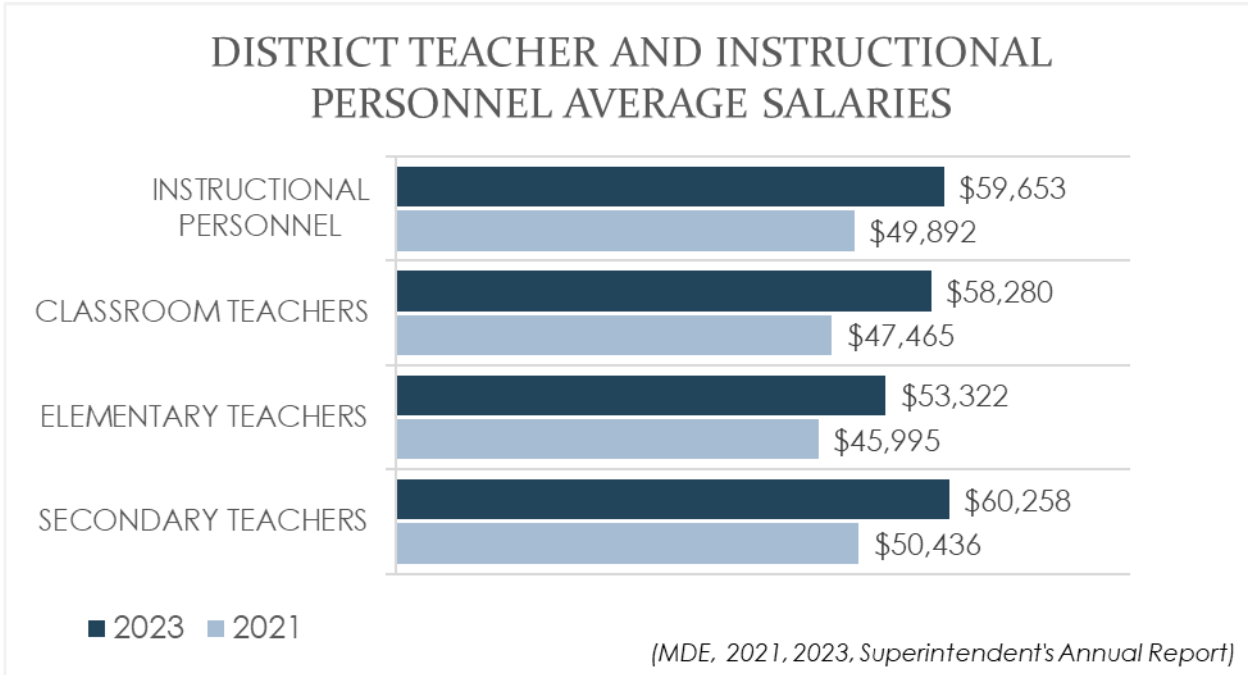


Figure 65: District Teacher and Instructional Personnel Average Salaries

Distribution of Respondents

ONE THOUSAND NINETY-ONE

(1,091) respondents from three stakeholder groups and four schools responded to the Comprehensive Needs Assessment Survey in 2024. 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.

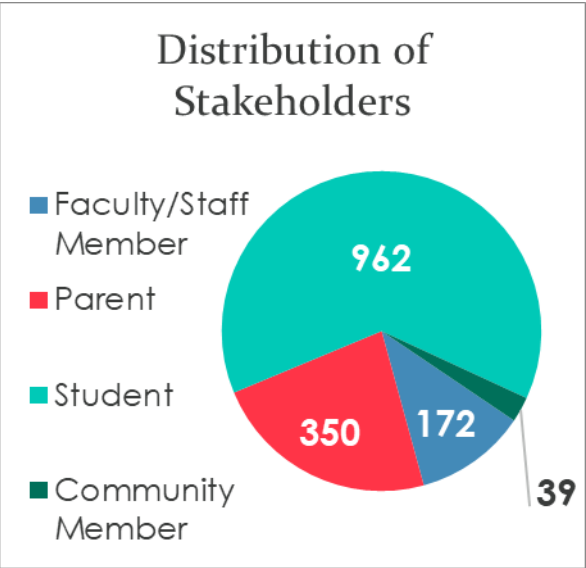


Figure 66: Distribution of Stakeholders



DATA COLLECTION

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

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



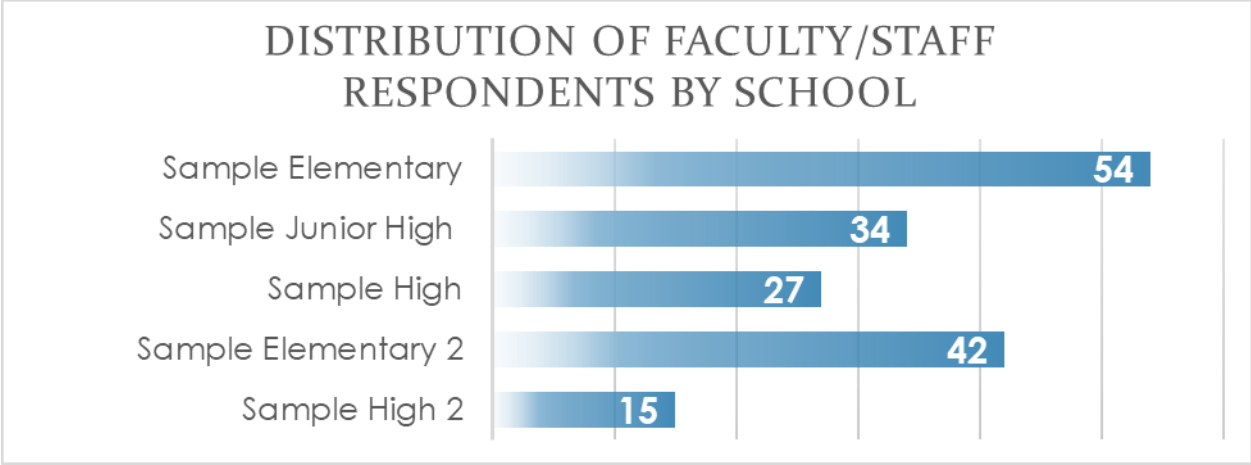


Figure 67: Distribution of Faculty/Staff Respondents by School

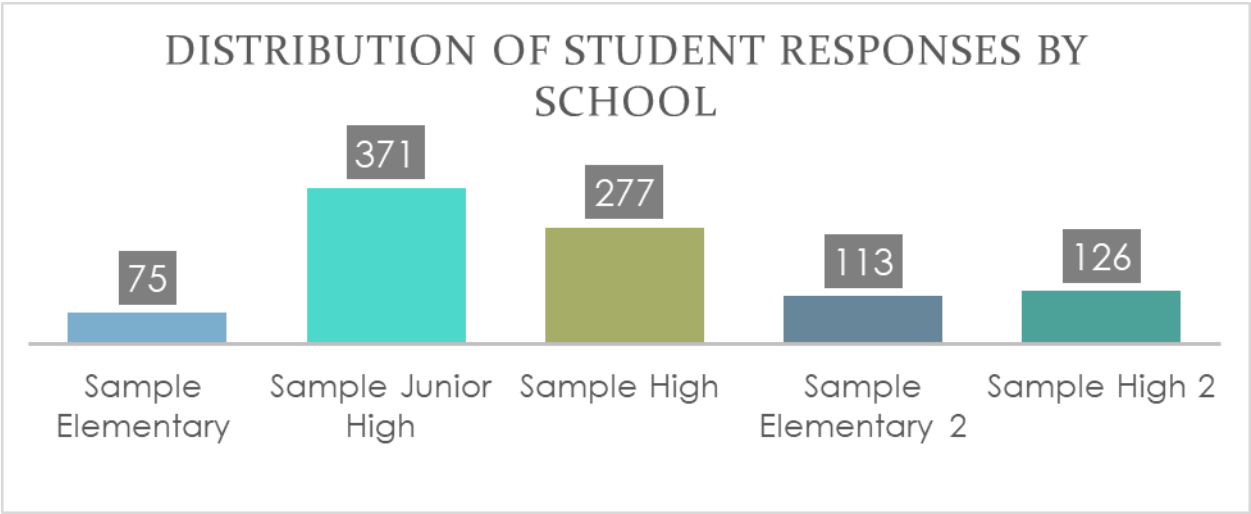


Figure 68: Distribution of Student Respondents by School

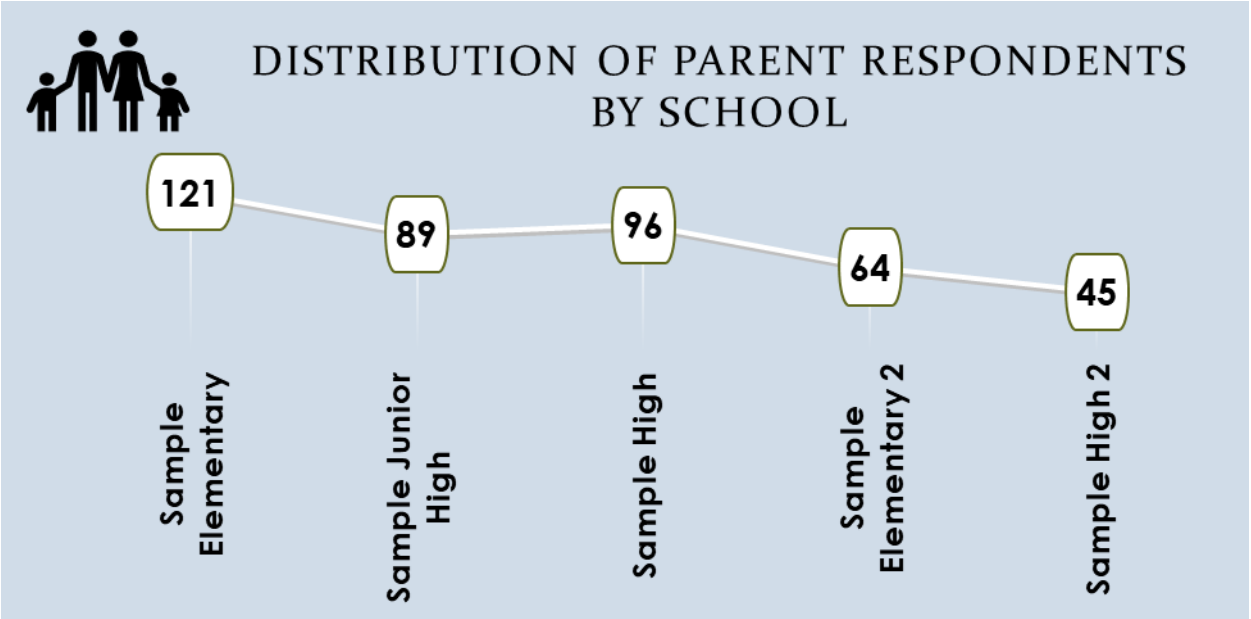


Figure 69: Distribution of Parent Respondents by School

Universal Questions

FACULTY, STAFF, PARENTS, COMMUNITY MEMBERS, AND STUDENTS responded to several questions in common so that a consensus might be ascertained for the whole district. Individual stakeholder group responses are recorded in other sections of this report for comparison purposes.

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	52	33.6%
Highly qualified teachers	66	42.6%
Differentiated instruction	17	11.0%
Access to computers and individualized instruction	42	27.1%

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

	Count	Percentage
Strongly Agree	47	30.3%
Agree	55	35.5%
Disagree	23	14.8%
Strongly Disagree	13	8.4%
Not Applicable or No Information	17	11.0%

Other universal questions and topics would continue here.

Summary of District Strengths and Challenges

One thousand ninety-one (1,091) stakeholders from four schools responded to the 2023 Springdale School District Comprehensive Needs Assessment survey online. Students comprise 84.4% of the total. Faculty/staff members represent 54.8% of the adult response, with parents accounting for 32.2%. Community members make up 12.9% of the adult response or 2% of the total.

Springdale School District is a successful district focused on teaching and learning. District enrollment has decreased -2.9% since 2020. The district held to its “A” accountability rating in 2023 for the fifth year in a row. The district experienced a -0.7% change in average daily attendance between 2022 and 2023, and chronic absence dropped to 18.4%. The district's graduation rate rose to 92.3%; the dropout rate decreased to 6%. Graduation rates for students with disabilities rose by 6.4 percentage points.

In response to statements on the comprehensive needs survey about federal programs, stakeholders strongly indicate that school and district safety procedures are adequate. About 84% believe that federal funds are used effectively. Seventy-five percent of respondents agree that federal funding for parent and family engagement is used appropriately; another 20%, however, say they have no information on this subject.

Statements about curriculum and instruction received varying levels of positive feedback. Only two-thirds of stakeholders believe that students see a relationship between what they are studying and their everyday lives. Seventy-eight percent think the district is preparing students to deal with issues and problems they will face in the future. Statements about teaching received higher ratings: between 85% and 90% think that teachers involve students in their learning and that teachers are available to assist with assignments. Ninety-three percent affirm that teachers hold high expectations for student learning, and 87% believe that the overall educational program is of high quality.

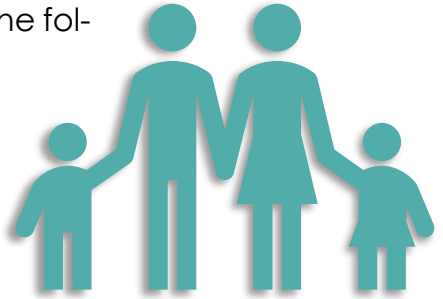


SECTION 2

Springdale School District Parent Survey

Introduction

PARENTS from across Springdale School District were asked to respond to questions about the school or schools their children attend. Twenty-nine (29) 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*; and *School Climate and Culture*. A summary of open-ended question answers is included in each school's parent section.



Survey Results

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	52	33.6%
Highly qualified teachers	66	42.6%
Differentiated instruction	17	11.0%
Access to computers and individualized instruction	42	27.1%

Springdale School District Parent Survey

In my experience, teachers in my school are state-certified and effective.

	Count	Percentage
Strongly Agree	47	30.3%
Agree	55	35.5%
Disagree	23	14.8%
Strongly Disagree	13	8.4%
Not Applicable or No Information	17	11.0%

SCHOOL CLIMATE AND CULTURE

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	13	76.5%
Agree	4	23.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	12	70.6%
Agree	5	29.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TECHNOLOGY

Technology has increased student engagement in learning.

	Count	Percentage
Strongly Agree	13	76.5%
Agree	3	17.7%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Springdale School District Parent Survey

Technology has helped students achieve greater academic success.

	Count	Percentage
Strongly Agree	13	76.5%
Agree	3	17.7%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Springdale School District Parent Survey

Notes

SECTION 3

Springdale School District Student Survey

Introduction

STUDENTS from across Springdale School District were asked to respond to questions about the schools they attend. Seven hundred ninety-seven (797) students responded to the survey.

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



Survey Results

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	149	23.6%
Highly qualified teachers	261	41.3%
Differentiated instruction	103	16.3%
Access to computers and individualized instruction	226	35.8%

Springdale School District Student Survey

In my experience, teachers in my school (district) are state-certified and effective.		
	Count	Percentage
Strongly Agree	162	25.6%
Agree	276	43.7%
Disagree	103	16.3%
Strongly Disagree	51	8.1%
Not Applicable or No Information	40	6.3%

SECTION 4

Springdale School District Faculty/Staff Survey

Introduction

FACULTY AND STAFF from across Springdale School District were asked to respond to questions about the schools in which they work. One hundred seventy-two (172) faculty and staff members responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from faculty and staff members in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; 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

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

	Count	Percentage
Smaller class size	57	53.3%
Emphasis on cooperation between home and school	34	31.8%
Highly qualified teachers	50	46.7%
Differentiated instruction	38	35.5%
Access to computers and individualized instruction	43	40.2%

Springdale School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	48	10.7%
Agree	196	43.6%
Disagree	119	26.4%
Strongly Disagree	23	5.1%
Not Applicable or No Information	63	14.0%

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

	Count	Percentage
Strongly Agree	125	27.8%
Agree	257	57.1%
Disagree	10	2.2%
Strongly Disagree	3	0.7%
Not Applicable or No Information	53	11.8%

SECTION 5

Springdale School District Community Survey

Introduction

COMMUNITY MEMBERS from across Springdale School District were asked to respond to questions about the district and its schools. Twenty-six (26) community members responded to the survey.

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



Survey Results

FEDERAL PROGRAMS

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

	Count	Percentage
Smaller class sizes	16	61.5%
Emphasis on cooperation between home and school	7	26.9%
Professional development activities	5	19.2%
Access to computers and individualized instruction	12	46.2%
Teacher resources	4	15.4%
Support staff	8	30.8%
Tutoring service	12	46.2%

Springdale School District Community Survey

GENERAL OPINION

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

COMMUNITY MEMBERS from Springdale School District feel that the school does a good job in caring for student needs, promoting academic growth, and holding students and teachers to a high standard of achievement. One community member said, “The district's technology initiatives are very impressive.” Respondents expressed concerns about human resource needs and facility management. They would like stronger emphasis to be placed on social aspects for students and feel the school day should include more physical activity for students. Another community member stated, “We need more teachers. Our schools have the highest student-to-teacher ratio in the county. Smaller class size increases learning potential.”

SECTION 6

Springdale Elementary School

Introduction

SPRINGDALE ELEMENTARY SCHOOL is located at 508 West Somewhere Street in Someplace, Mississippi. In January of 2024, it served one thousand six (1006) students, prekindergarten through fifth grade (PK-5). SES is dedicated to ensuring each child reaches their next level guided by a collaborative and supportive network of teachers, paraprofessionals, parents, and community members.

Springdale Elementary School's mission is that "All students will be ready for their next level." Springdale Elementary is a school-wide Title I school.

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus

malesuada libero, sit amet commodo magna eros quis urna. Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus.

Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Proin pharetra nonummy pede. Mauris et orci.



Enrollment

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

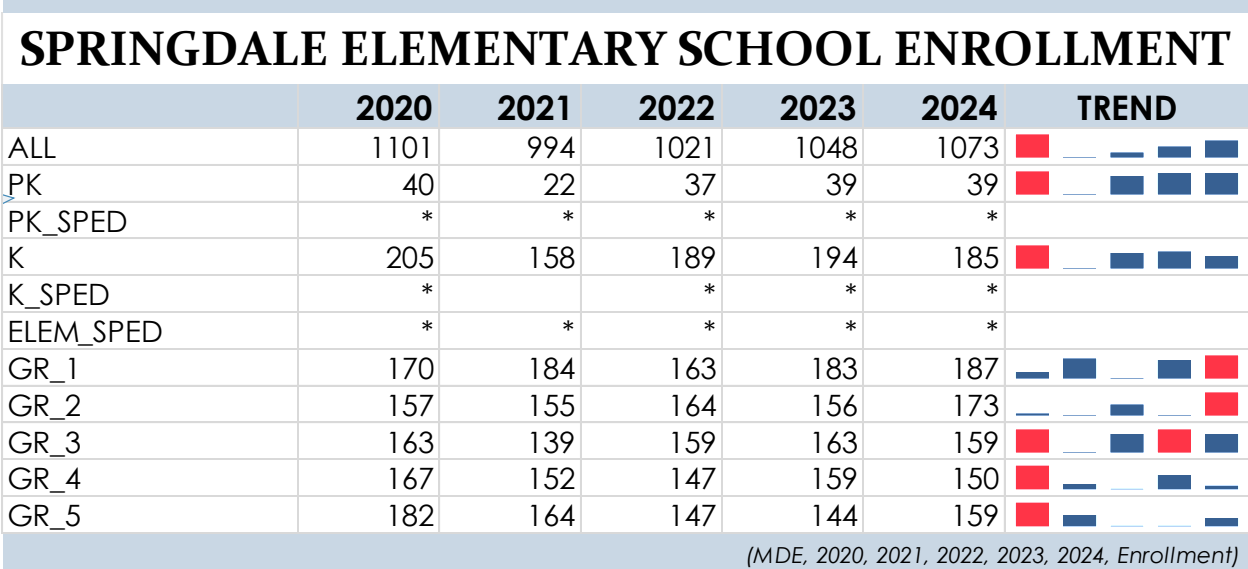


Figure 70: Springdale Elementary School Enrollment

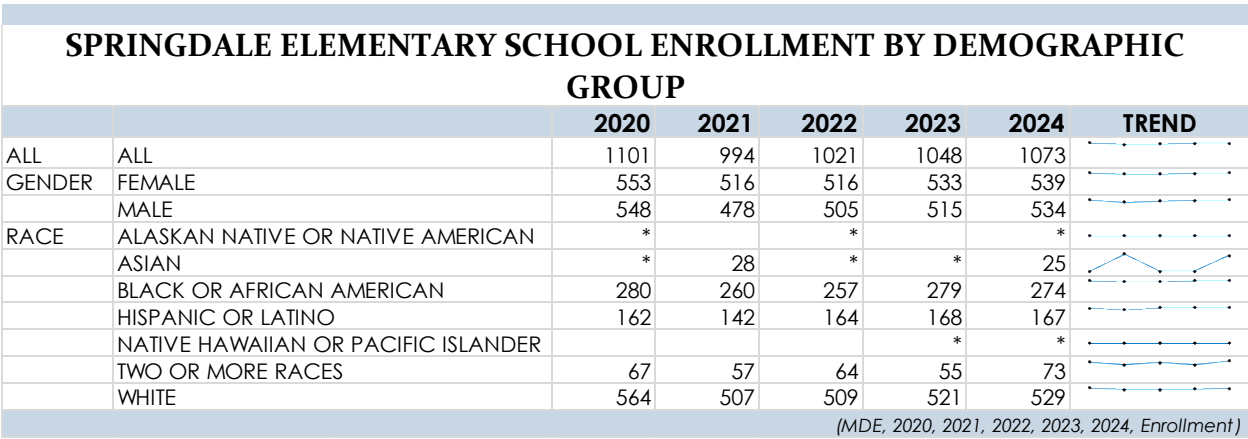


Figure 71: Springdale Elementary School Enrollment by Demographic Group



Attendance

AVERAGE DAILY ATTENDANCE

SPRINGDALE ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	918.6	919.0	949.5
K	150.4	177.1	178.7
K_SPED	0.6	3.5	2.6
ELEM_SPED	10.9	3.0	3.0
GR_1	174.6	153.7	176.4
GR_2	152.6	155.0	148.3
GR_3	131.2	151.1	155.1
GR_4	143.5	138.1	150.2
GR_5	154.9	137.5	135.3

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 72: Springdale Elementary School Average Daily Attendance

CHRONIC ABSENCE

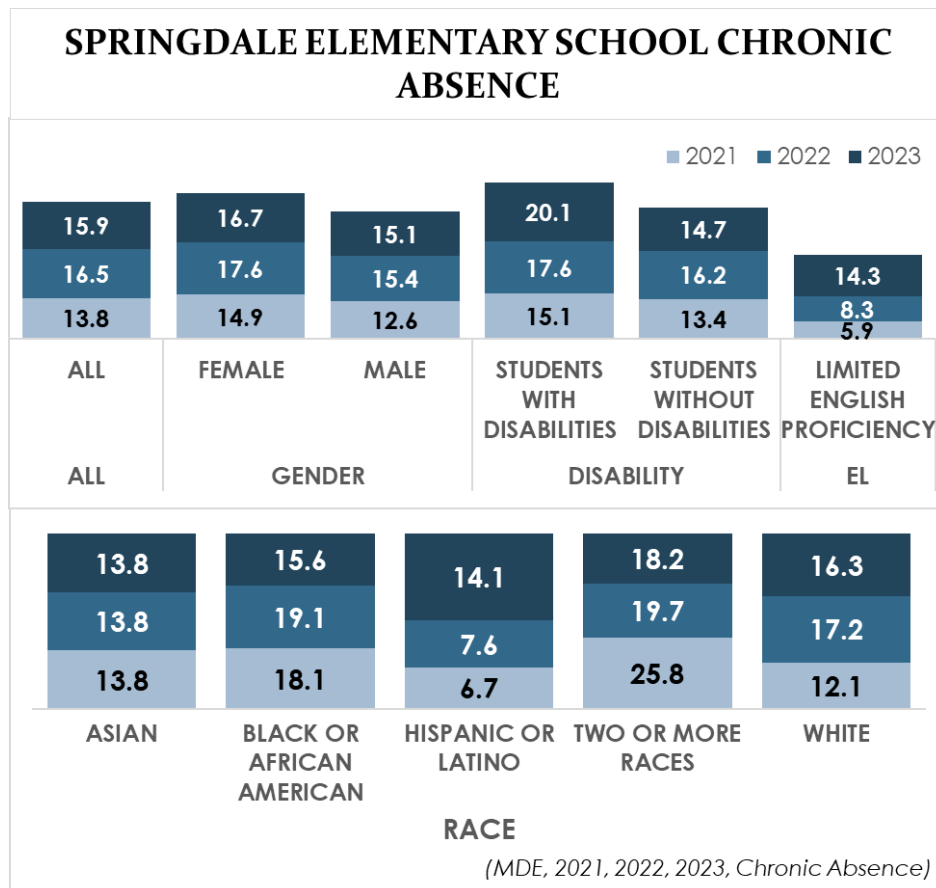


Figure 73: Springdale Elementary School Chronic Absence by Demographic Group

Accountability

ACCOUNTABILITY MEASURES

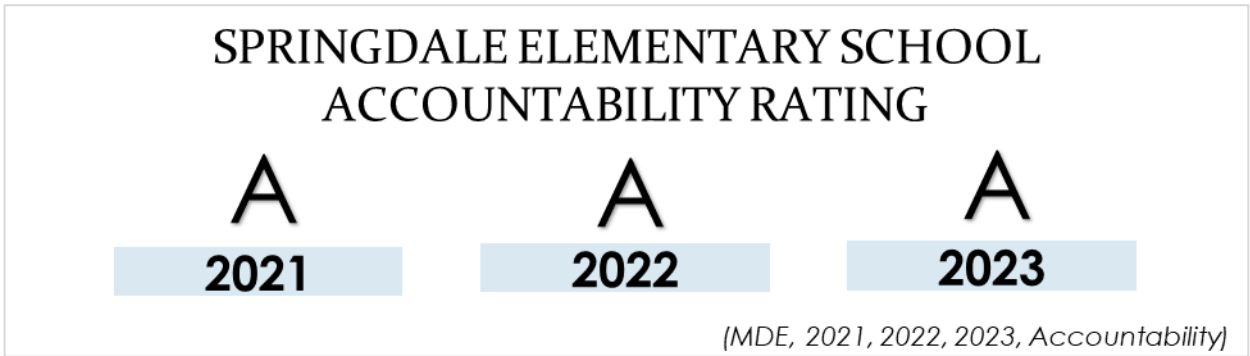


Figure 74: Springdale Elementary School Accountability Rating

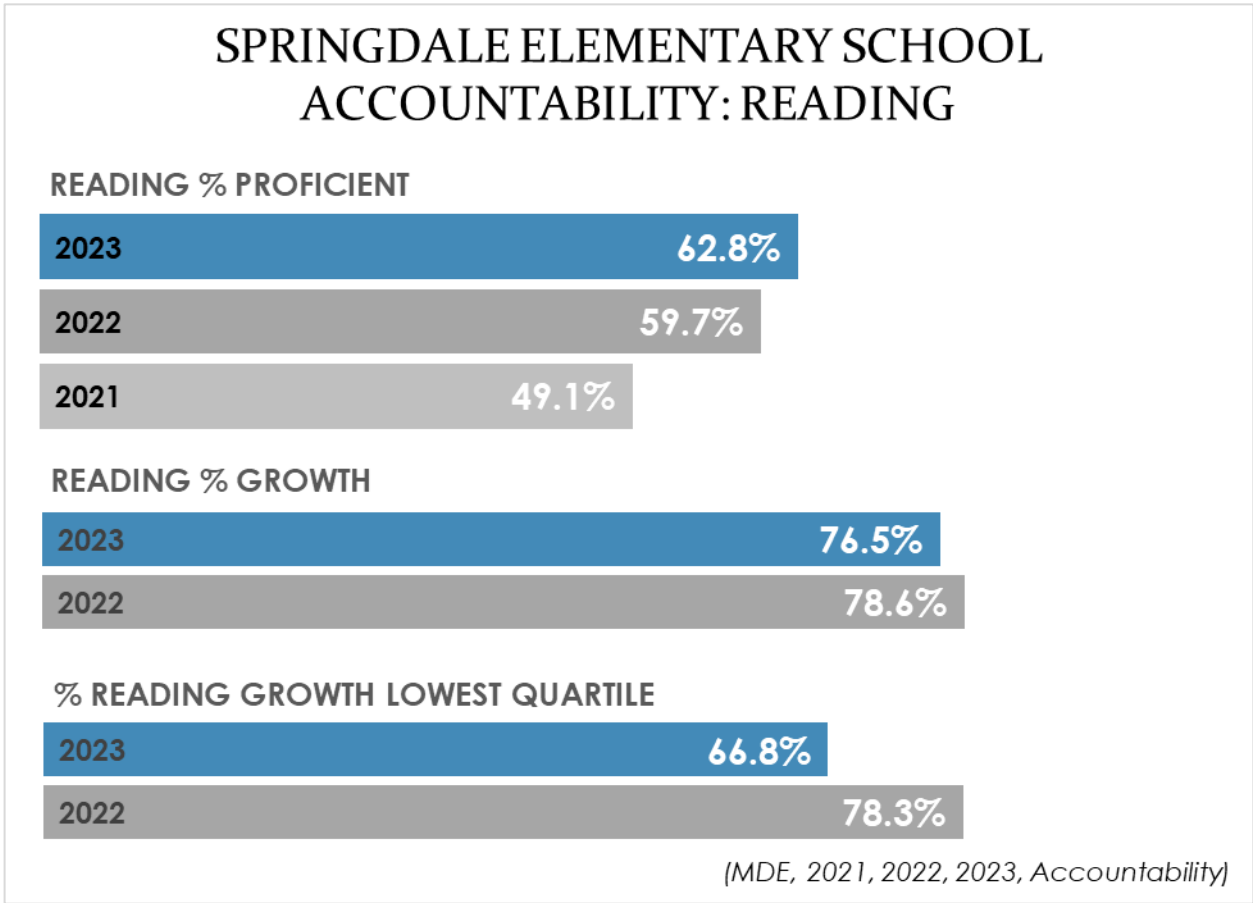


Figure 75: Springdale Elementary School Accountability: Reading

SPRINGDALE ELEMENTARY SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 76: Springdale Elementary School Accountability: Math

SPRINGDALE ELEMENTARY SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



(MDE, 2021, 2022, 2023, Accountability)

Figure 77: Springdale Elementary School Accountability: Science

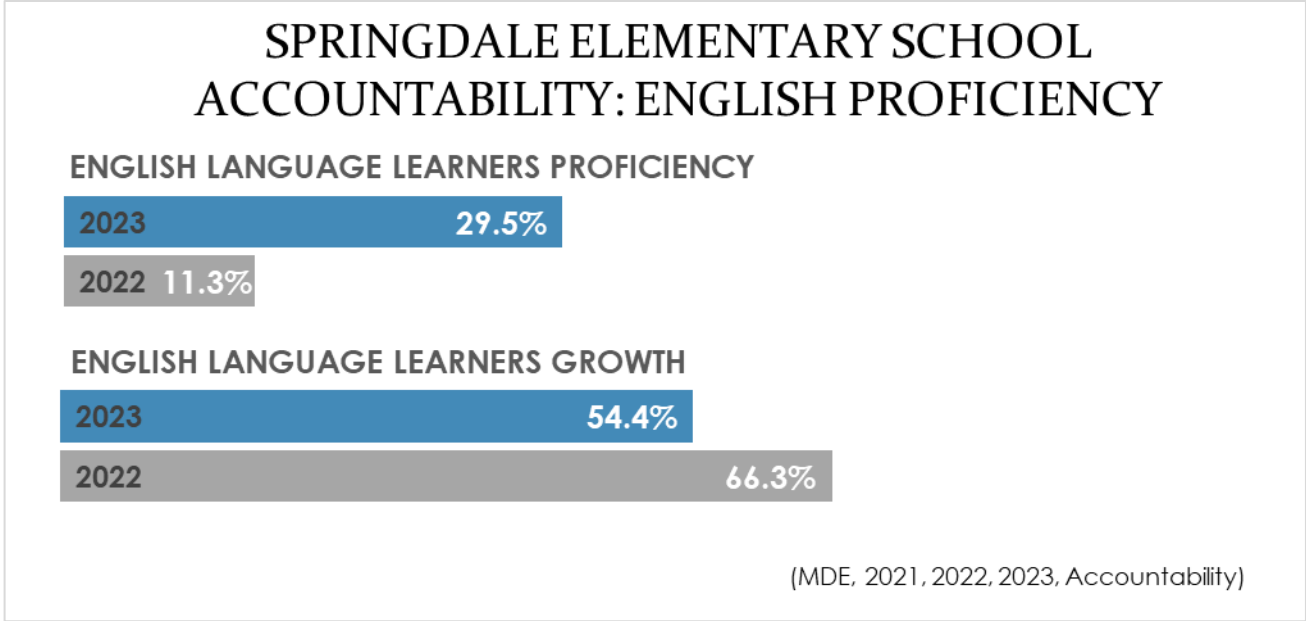


Figure 78: Springdale Elementary School Accountability: English Proficiency

PROFICIENCY BY DEMOGRAPHIC GROUP

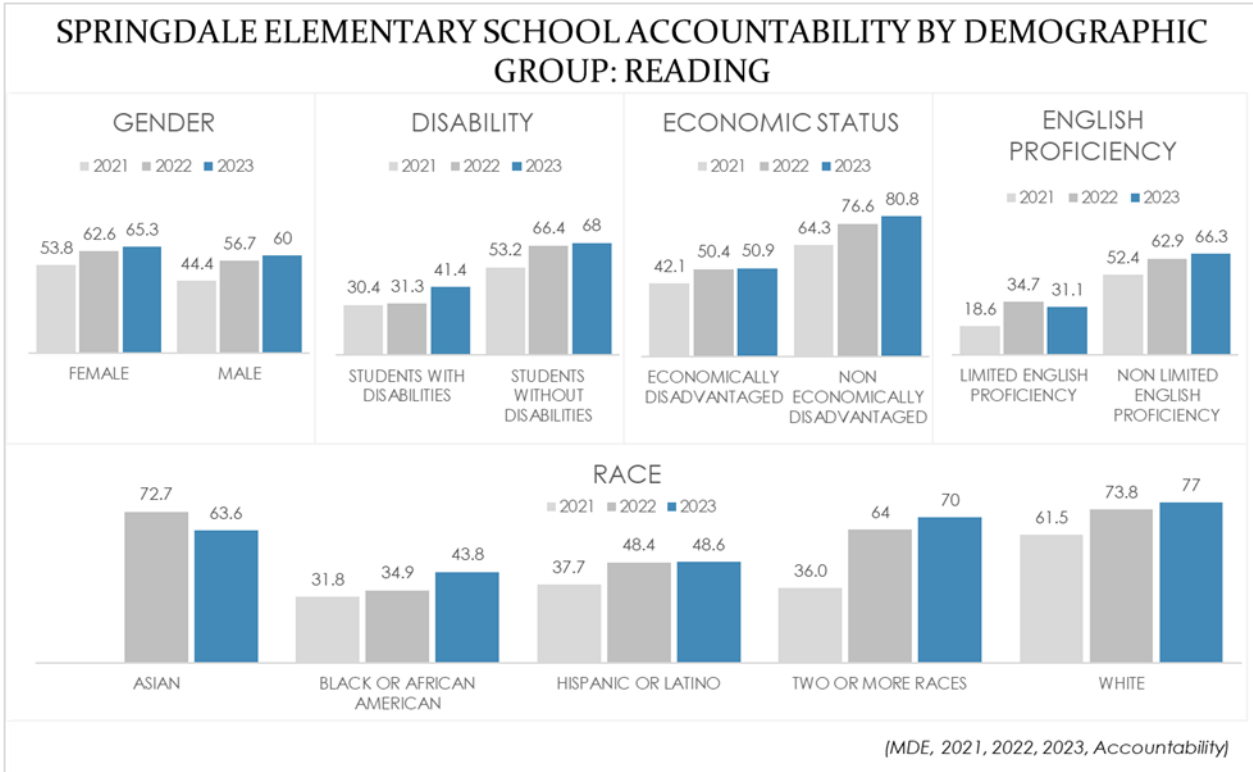


Figure 79: Springdale Elementary School Reading Proficiency by Demographic Group

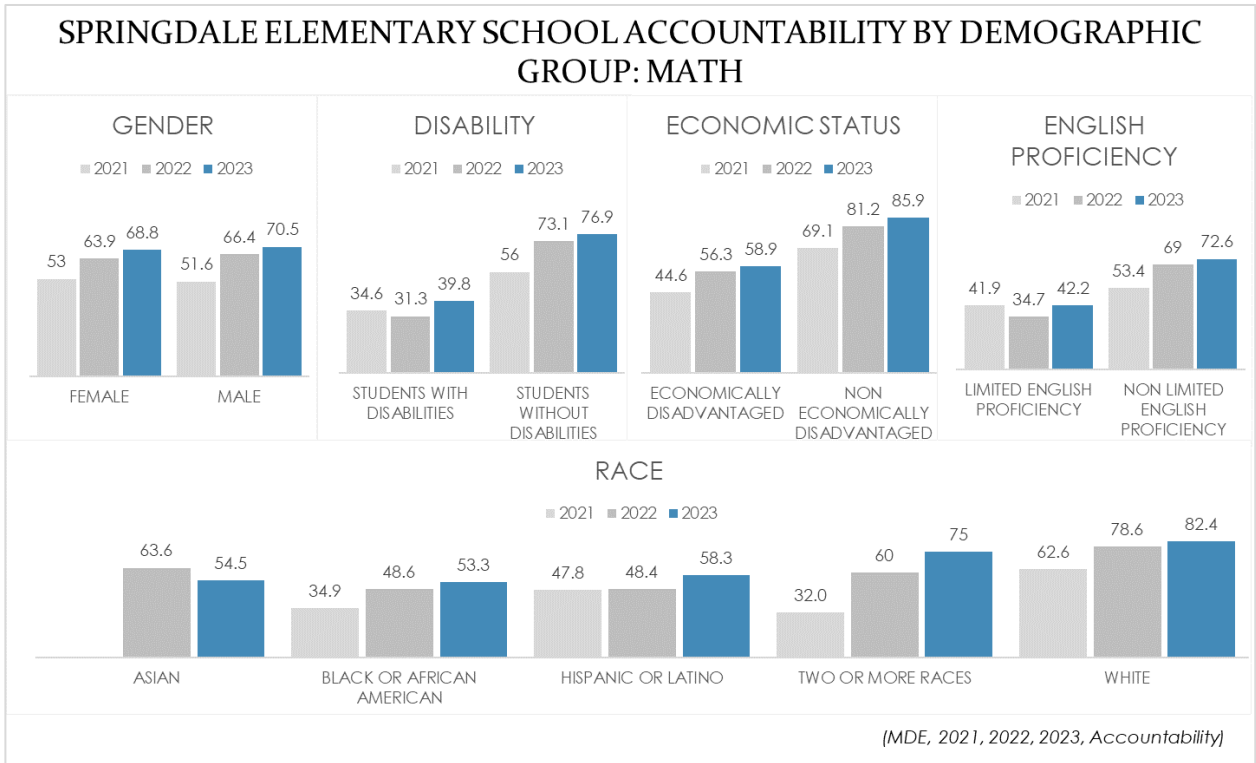


Figure 80: Springdale Elementary School Math Proficiency by Demographic Group

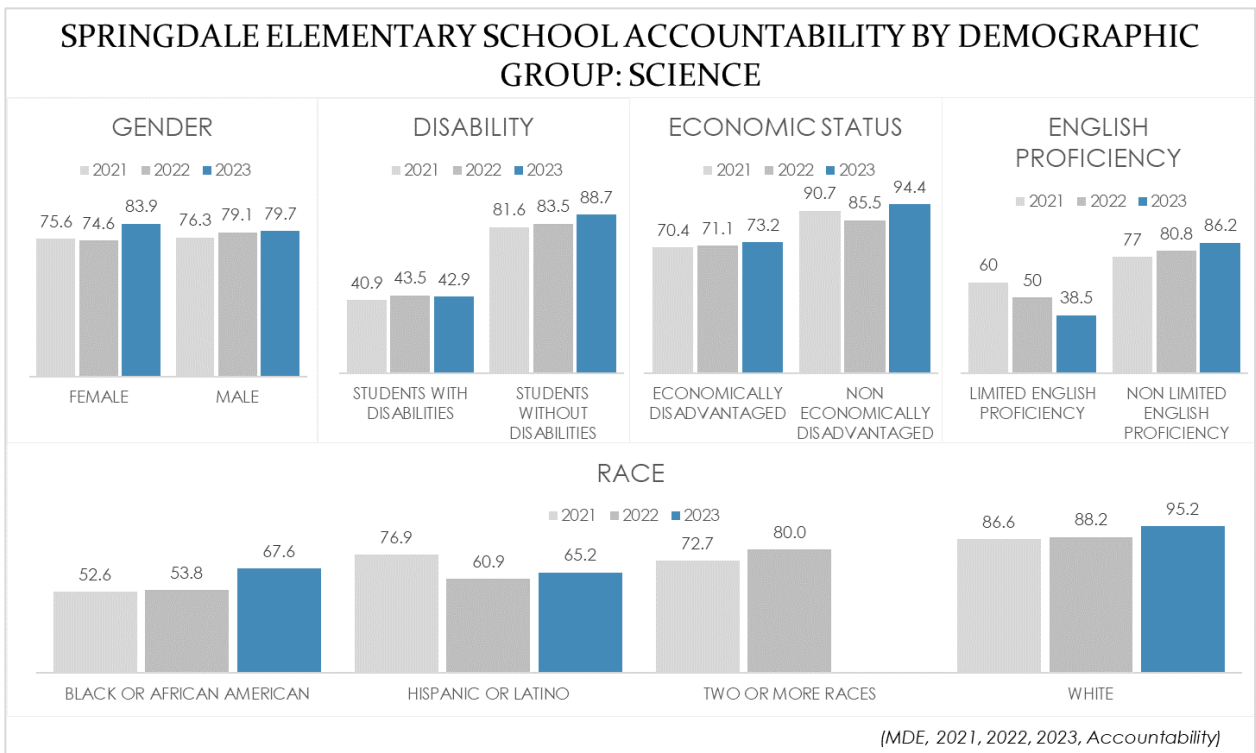


Figure 81: Springdale Elementary School Science Proficiency by Demographic Group

Springdale Elementary School

SCHOOL IMPROVEMENT

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

Assessment

KINDERGARTEN READINESS

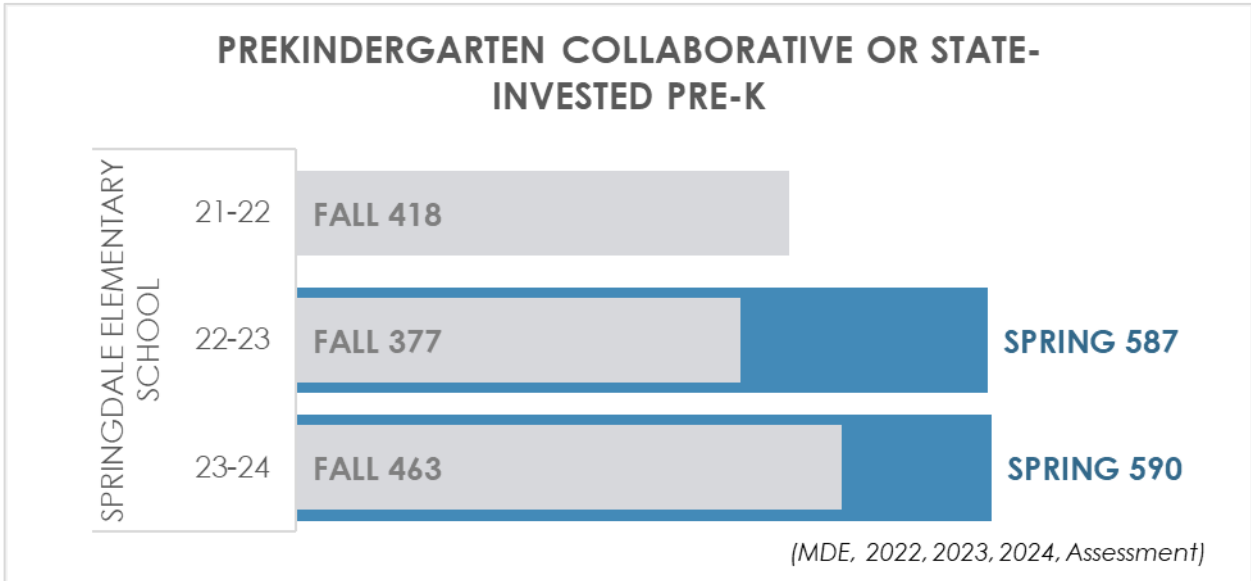


Figure 82: Springdale Elementary School Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten

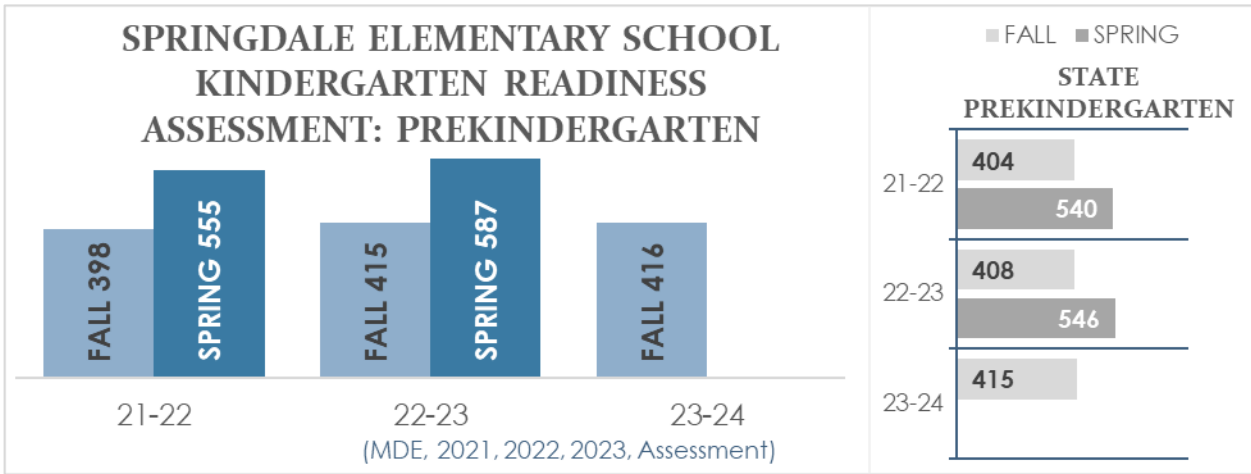


Figure 83: Springdale Elementary School Kindergarten Readiness Assessment: Prekindergarten

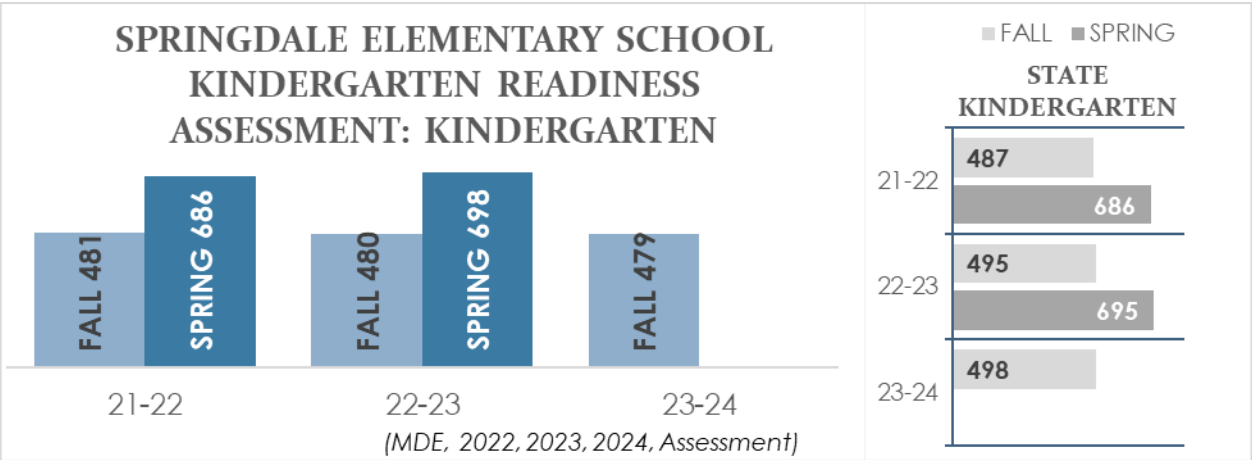


Figure 84: Springdale Elementary School Kindergarten Readiness Assessment: Kindergarten

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.

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools.

SPRINGDALE ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE		
2019	2022	2023
89.2	80	83.1

Figure 85: Springdale Elementary School Initial Third-Grade Reading Assessment Pass Rate



Springdale Elementary School

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP) MAAP ELA

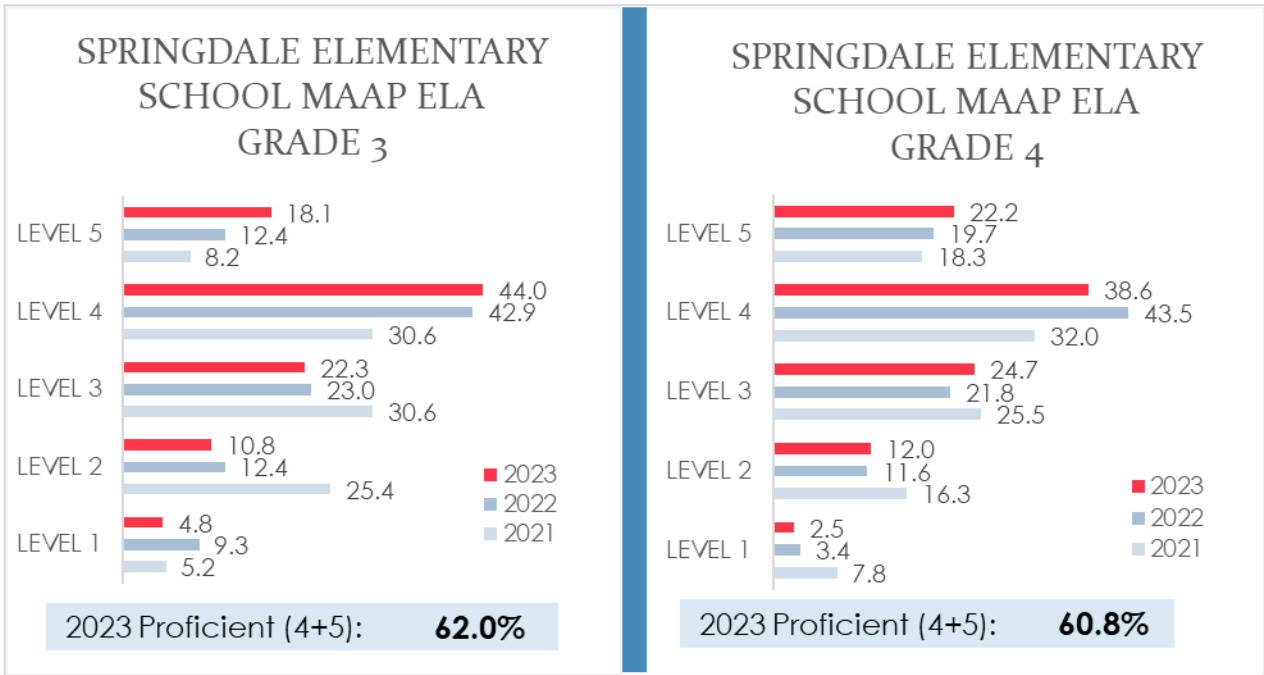


Figure 86: Springdale Elementary School MAAP ELA Grades 3 and 4

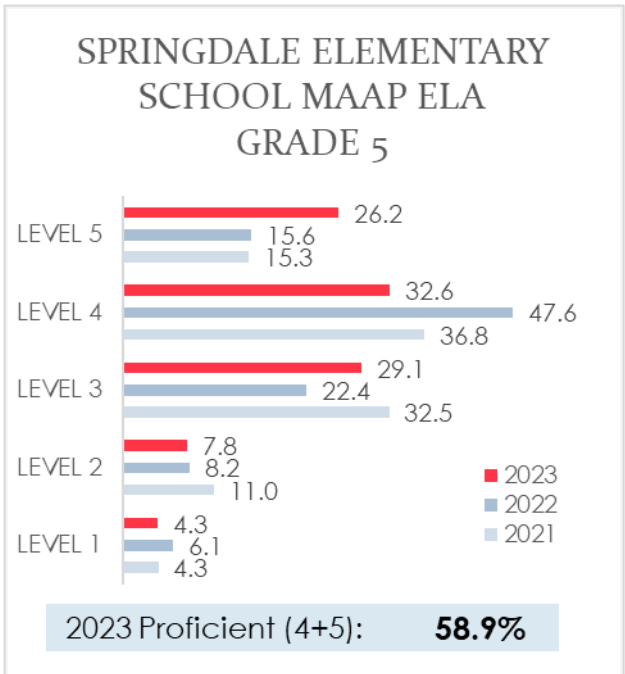


Figure 87: Springdale Elementary School MAAP ELA Grade 5



MAAP MATH

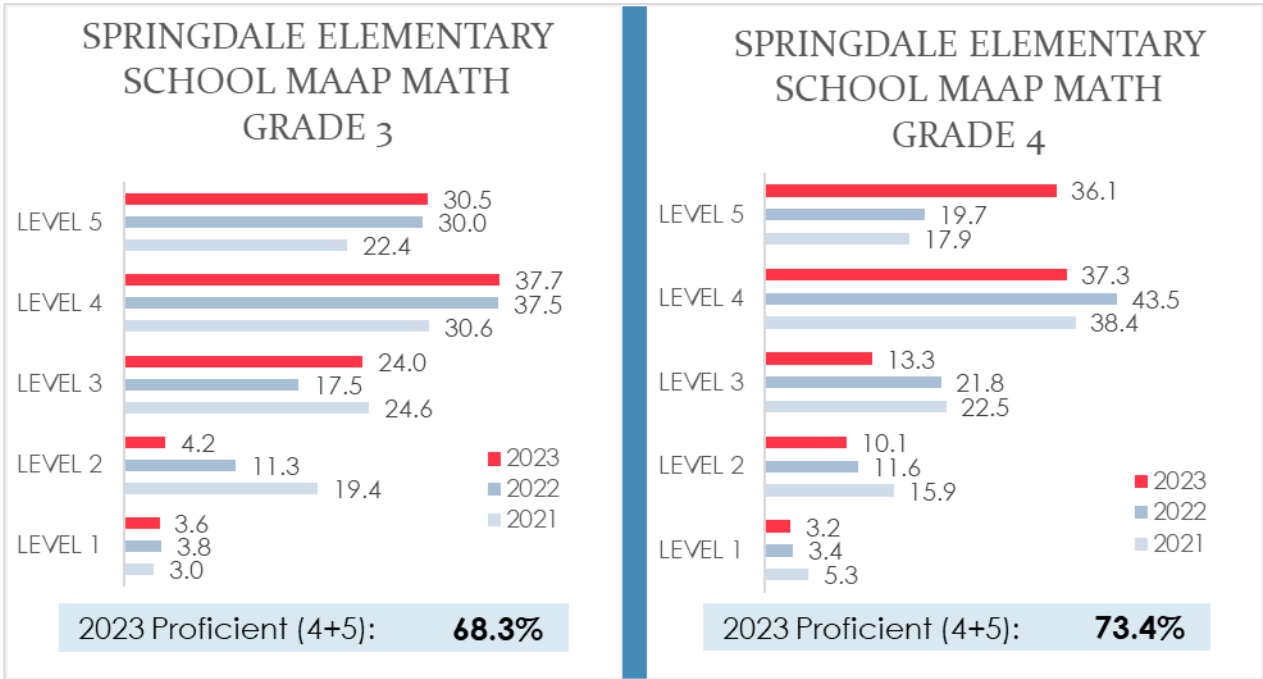


Figure 88: Springdale Elementary School MAAP Math Grades 3 and 4

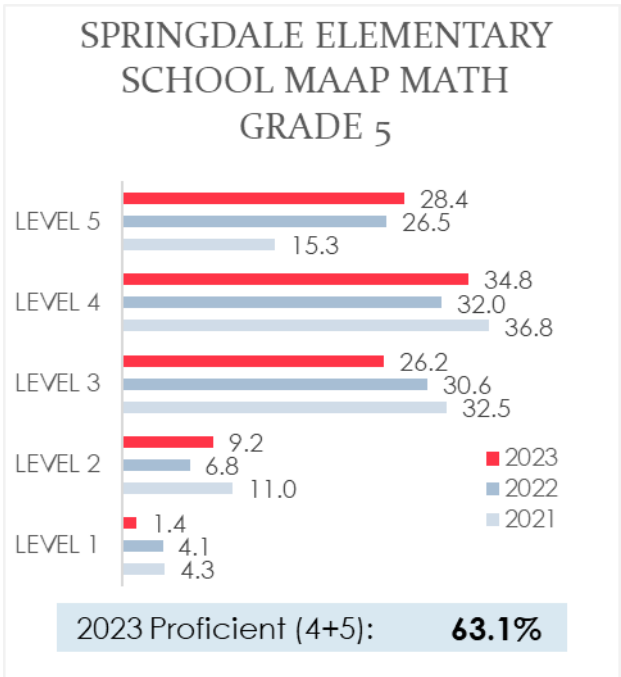


Figure 89: Springdale Elementary School MAAP Math Grade 5



Springdale Elementary School

MAAP SCIENCE

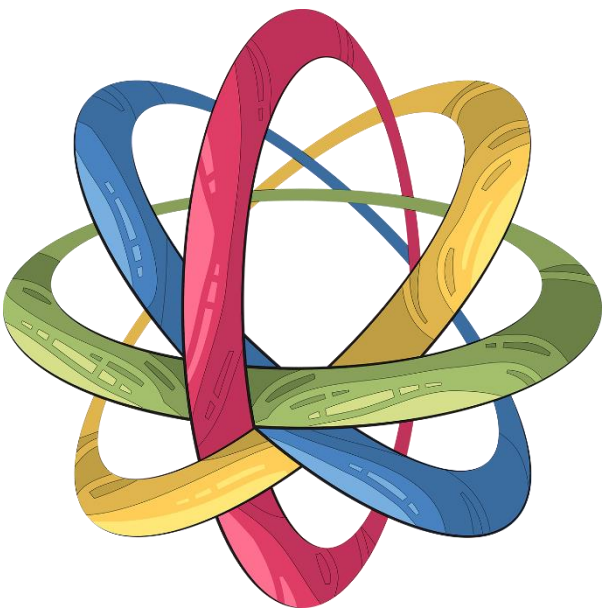
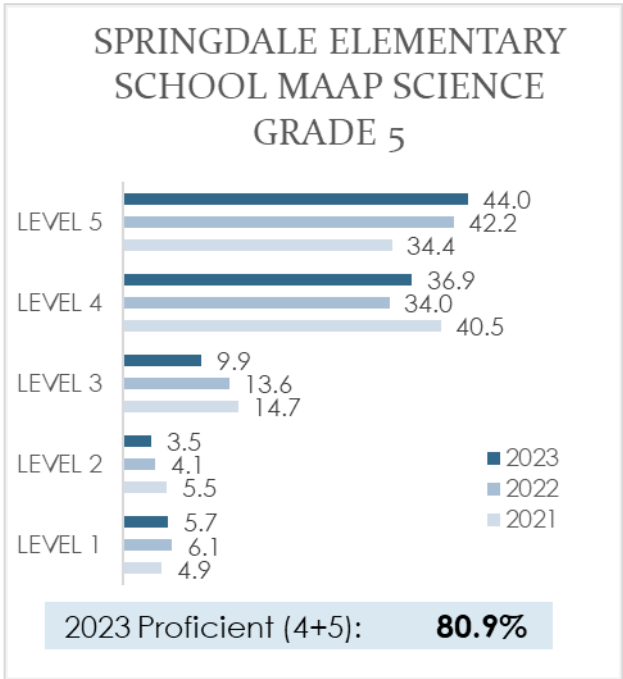


Figure 90: Springdale Elementary School MAAP Science Grade 5

Personnel

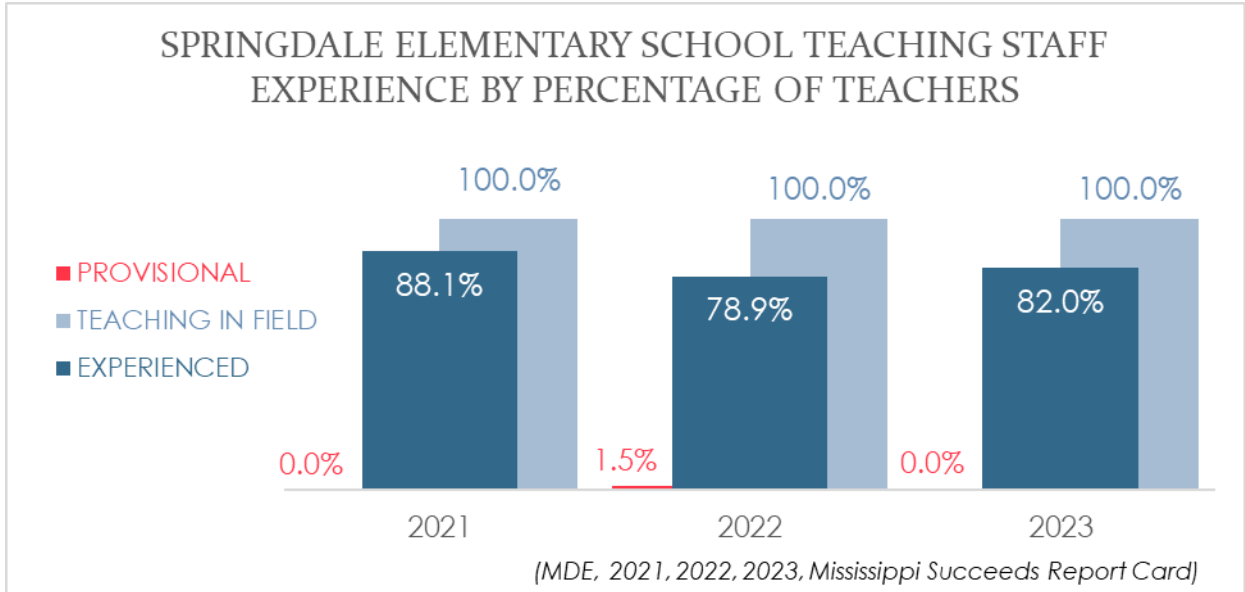


Figure 91: Springdale Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

SPRINGDALE ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE											
		ISS			OSS			EXPULSIONS			
		2021	2022	2023	2021	2022	2023	2021	2022	2023	
ALL	ALL				≤5	≤5	≤5				
GENDER	FEMALE				≤5	≤5	≤5				
	MALE				≤5	≤5	≤5				
RACE	BLACK OR AFRICAN AMERICAN				5.3	5.4	≤5				
	HISPANIC OR LATINO				≤5	≤5	≤5				
	WHITE				≤5	≤5	≤5				
DISABILITY	STUDENTS WITH DISABILITIES				≤5	6.4	≤5				
	STUDENTS WITHOUT DISABILITIES				≤5	≤5	≤5				
EL	LIMITED ENGLISH PROFICIENCY					≤5	≤5				
	NON LIMITED ENGLISH PROFICIENCY					≤5	≤5				

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 92: Springdale Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Springdale 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 responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Nine (9) faculty and staff members, three (3) parents, and two hundred twenty-five (225) students responded to the survey.

Springdale Elementary School Faculty/Staff Survey

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are effective.		
	Count	Percentage
Strongly Agree	5	55.6%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%
To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	4	44.4%
Supporting college and career counseling	2	22.2%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	5	55.6%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	1	11.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	3	33.3%

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

	Count	Percentage
Promoting community and parent involvement in schools	3	33.3%
Providing school-based mental health services and counseling	6	66.7%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	4	44.4%
Establishing or improving dropout prevention	2	22.2%
Supporting re-entry programs and transition services for Justice-involved youth	1	11.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	2	22.2%
Implementing systems and practices to prevent bullying and harassment	2	22.2%
Developing relationship-building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	2	22.2%
Establishing community partnerships	3	33.3%

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

	Count	Percentage
Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve achievement	3	33.3%
Building technological capacity and infrastructure	4	44.4%
Carrying out innovative blended learning projects	3	33.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	3	33.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	2	22.2%

Springdale Elementary School

I use disaggregated student data to inform classroom decisions and instructional practices.

	Count	Percentage
Strongly Agree	6	66.7%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I use effective, research-based strategies for

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	66.7%	11.1%	11.1%	11.1%	0.0%
Closing the achievement gap between diverse groups of students.	44.4%	44.4%	0.0%	11.1%	0.0%
Successful classroom management.	66.7%	22.2%	0.0%	11.1%	0.0%
Teaching special needs students.	22.2%	44.4%	11.1%	11.1%	11.1%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	33.3%	33.3%	0.0%	22.2%	11.1%

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	5	55.6%
Expedited evaluation services for students with limited English	4	44.4%
Expedited evaluation services for gifted and talented students	3	33.3%
Additional academic support	3	33.3%
Tutoring	5	55.6%
Enrichment educational services	3	33.3%
Counseling	5	55.6%

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

	Count	Percentage
Mentors	5	55.6%
School supplies	7	77.8%
School uniforms	7	77.8%
Dental referrals	5	55.6%
Medical referrals	3	33.3%
Bullying assistance	1	11.1%

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	1	11.1%
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	4	44.4%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	3	33.3%
Utilize technology such as class websites, blogs, and videos	5	55.6%
Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies	4	44.4%

Springdale Elementary School

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	6	66.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	7	77.8%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	5	55.6%
Use bilingual handouts and cues	1	11.1%
Use visual displays, portable white boards, and posters when giving instructions	6	66.7%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	5	55.6%

Which of the following would be the most beneficial as a result of the district offering distance learning to students?

	Count	Percentage
Flexibility in schedule	2	22.2%
Allows atypical scheduling for unforeseen circumstances	4	44.4%
Promotes time management	1	11.1%
Promotes college & career readiness	0	0.0%
Reduces social anxiety	2	22.2%

The Multi-Tiered System of Supports (MTSS) is effective in my school (district).

	Count	Percentage
Strongly Agree	4	44.4%
Agree	2	22.2%
Disagree	1	11.1%
Strongly Disagree	2	22.2%
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	4	44.4%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
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	33.3%
Agree	5	55.6%
Disagree	1	11.1%
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	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
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	5	55.6%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Springdale Elementary School

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

	Count	Percentage
Strongly Agree	5	55.6%
Agree	3	33.3%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, the size of classes here does not limit effectiveness.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	3	33.3%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

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

	Count	Percentage
Strongly Agree	6	66.7%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

How often do you observe bullying on a school campus?

	Count	Percentage
Never	3	33.3%
Seldom	1	11.1%
Sometimes	5	55.6%
Often	0	0.0%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	4	44.4%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

*PREKINDERGARTEN AND KINDERGARTEN***Having preschool and kindergarten classes in my district will improve student achievement.**

	Count	Percentage
Strongly Agree	8	88.9%
Agree	1	11.1%
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	OVERALL RANK
Successful inclusion strategies	0	1	1	0	1	17	0	0	0	7	1
Using technology to enhance instruction	0	0	2	0	0	14	0	2	0	7	2
Reading for at-risk students	1	1	1	1	0	8	0	0	0	8	3
Differentiated Instruction	2	0	0	0	1	9	0	0	2	4	4
Writing strategies	0	1	2	0	0	8	1	0	0	7	5
Interpreting and analyzing student data	1	0	0	0	1	9	0	0	1	4	6
My specific content area	0	1	0	2	0	7	0	0	0	5	7
Response to Intervention (RTI/MTSS)	0	1	1	1	0	4	2	0	0	7	8
Teaching and understanding students in poverty	0	0	0	2	0	7	1	0	1	4	9
Mississippi College and Career Readiness Standards	0	0	1	0	0	9	0	0	0	5	10
Conflict resolution	1	0	0	0	1	6	0	0	1	6	11
Culture sensitivity	0	0	0	1	1	5	1	1	1	7	12
Teaching and understanding the needs of homeless students	1	0	0	0	0	6	1	1	0	5	13
English Learners	1	1	0	1	1	3	0	0	0	4	14
Developing quality assessments	0	0	0	0	0	6	0	2	0	7	15
Depth of Knowledge	0	1	0	0	0	4	0	0	0	9	16
Classroom Management	1	1	0	0	0	1	0	0	0	3	17

Springdale Elementary School

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

	Count	Percentage
Strongly Agree	1	11.1%
Agree	7	77.8%
Disagree	1	11.1%
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	0	0.0%
Agree	7	77.8%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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/STAFF MEMBERS from Springdale Elementary School expressed a strong belief in the team mentality encouraged by the district, with everyone willing to support students. However, they highlighted the need for major revisions to the Multi-Tiered System of Supports (MTSS) procedures. One faculty member mentioned the lack of dedicated MTSS coordinators in each school, resulting in teachers being overwhelmed with remediating students while also teaching grade-level standards. They emphasized the need for more time or additional support to effectively carry out both interventions and instruction.

Springdale Elementary School Parent Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	66.7%
Disagree	0	0.0%
Strongly Disagree	1	33.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	0	0.0%
Supporting college and career counseling	2	66.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	1	33.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	1	33.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	0	0.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	1	33.3%
Providing school-based mental health services and counseling	0	0.0%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	1	33.3%
Establishing or improving dropout prevention	1	33.3%
Supporting re-entry programs and transition services for Justice-involved youth	2	66.7%

Springdale Elementary School

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

	Count	Percentage
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	0	0.0%
Implementing systems and practices to prevent bullying and harassment	1	33.3%
Developing relationship-building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	0	0.0%
Establishing community partnerships	0	0.0%

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

	Count	Percentage
Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement	0	0.0%
Building technological capacity and infrastructure	1	33.3%
Carrying out innovative blended learning projects	1	33.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	2	66.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	1	33.3%

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

	Count	Percentage
Abuse Prevention	0	0.0%
Computer Classes	0	0.0%
Conflict Resolution	1	33.3%
Discipline	1	33.3%
Drug/Alcohol Awareness	0	0.0%
English as a Second Language	0	0.0%
Health Classes	1	33.3%
Literacy Classes	0	0.0%
Math Classes	1	33.3%
Parent-to-School Relationships	1	33.3%

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

	Count	Percentage
Parent/Child Communication	1	33.3%
Preparing for College	0	0.0%
Parenting Workshops	0	0.0%
Social Media Classes	0	0.0%
Stress/Anger Management	1	33.3%
Understanding College- and Career-Ready Standards	0	0.0%

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

	Count	Percentage
Babysitting/childcare at parent meetings	1	33.3%
District and/or school newsletters	1	33.3%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	0	0.0%
Resource materials for parental training	1	33.3%
Training for parents to work with other parents on becoming involved in the schools	1	33.3%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	0	0.0%
Home/School Planners	1	33.3%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Springdale Elementary School

Which of the following would be the most beneficial as a result of the district offering distance learning to students?

	Count	Percentage
Flexibility in schedule	1	33.3%
Allows atypical scheduling for unforeseen circumstances	0	0.0%
Promotes time management	0	0.0%
Promotes college & career readiness	0	0.0%
Reduces social anxiety	2	66.7%

The Multi-Tiered System of Supports (MTSS) is effective in my school (district).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	66.7%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	33.3%
Disagree	2	66.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

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

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

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

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

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

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

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

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

	Count	Percentage
Parent/teacher conference	0	0.0%
Checked my child's grades/assignments online	3	100.0%
Been in contact with my child's teacher	1	33.3%
Received a newsletter from the district, school, or teacher	1	33.3%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	0	0.0%

Springdale Elementary School

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

	Count	Percentage
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	0	0.0%
Volunteered at my child's school	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	0	0.0%
Agree	2	66.7%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

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

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

How often does your child experience bullying on a school campus?

	Count	Percentage
Never	0	0.0%
Seldom	2	66.7%
Sometimes	0	0.0%
Often	1	33.3%

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

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

*PREKINDERGARTEN AND KINDERGARTEN***Having preschool and kindergarten classes in my district will improve student achievement.**

	Count	Percentage
Strongly Agree	1	88.9%
Agree	1	11.1%
Disagree	1	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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

PARENTS OF STUDENTS from Springdale Elementary School who participated in the survey praised Springdale Elementary School for treating their children as their

Springdale Elementary School

own and providing excellent education. A parent commented, "Treats my kids as their own and teach so well!" The positive feedback indicated that parents appreciate the school's commitment to their children's well-being and learning.

Springdale Elementary School Student Survey

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state-certified and effective.		
	Count	Percentage
Strongly Agree	114	50.7%
Agree	94	41.8%
Disagree	6	2.7%
Strongly Disagree	3	1.3%
Not Applicable or No Information	8	3.6%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	93	41.3%
Agree	101	44.9%
Disagree	12	5.3%
Strongly Disagree	6	2.7%
Not Applicable or No Information	13	5.8%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	114	50.7%
Agree	93	41.3%
Disagree	10	4.4%
Strongly Disagree	3	1.3%
Not Applicable or No Information	5	2.2%

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

	Count	Percentage
Strongly Agree	106	47.1%
Agree	88	39.1%
Disagree	17	7.6%
Strongly Disagree	5	2.2%
Not Applicable or No Information	9	4.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	84	37.3%
Agree	93	41.3%
Disagree	20	8.9%
Strongly Disagree	7	3.1%
Not Applicable or No Information	21	9.3%

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

	Count	Percentage
Strongly Agree	68	30.2%
Agree	108	48.0%
Disagree	28	12.4%
Strongly Disagree	7	3.1%
Not Applicable or No Information	14	6.2%

Which of the following would be the most beneficial as a result of the district offering distance learning to students?

	Count	Percentage
Flexibility in schedule	71	31.6%
Allows atypical scheduling for unforeseen circumstances	39	17.3%
Promotes time management	39	17.3%
Promotes college & career readiness	28	12.4%
Reduces social anxiety	48	21.3%

The Multi-Tiered System of Supports (MTSS) is effective in my school (district).

	Count	Percentage
Strongly Agree	74	32.9%
Agree	77	34.2%
Disagree	13	5.8%
Strongly Disagree	7	3.1%
Not Applicable or No Information	54	24.0%

Springdale Elementary School

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	115	51.1%
Agree	89	39.6%
Disagree	9	4.0%
Strongly Disagree	8	3.6%
Not Applicable or No Information	4	1.8%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	110	48.9%
Agree	92	40.9%
Disagree	5	2.2%
Strongly Disagree	4	1.8%
Not Applicable or No Information	14	6.2%

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

	Count	Percentage
Strongly Agree	87	38.7%
Agree	97	43.1%
Disagree	23	10.2%
Strongly Disagree	11	4.9%
Not Applicable or No Information	7	3.1%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	110	48.9%
Agree	92	40.9%
Disagree	11	4.9%
Strongly Disagree	6	2.7%
Not Applicable or No Information	6	2.7%

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	112	49.8%
Agree	92	40.9%
Disagree	13	5.8%
Strongly Disagree	3	1.3%
Not Applicable or No Information	5	2.2%

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

	Count	Percentage
Strongly Agree	106	47.1%
Agree	97	43.1%
Disagree	10	4.4%
Strongly Disagree	5	2.2%
Not Applicable or No Information	7	3.1%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	104	46.2%
Agree	97	43.1%
Disagree	7	3.1%
Strongly Disagree	5	2.2%
Not Applicable or No Information	12	5.3%

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

	Count	Percentage
Strongly Agree	117	52.0%
Agree	88	39.1%
Disagree	11	4.9%
Strongly Disagree	4	1.8%
Not Applicable or No Information	5	2.2%

Springdale Elementary School

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

	Count	Percentage
Strongly Agree	87	38.7%
Agree	100	44.4%
Disagree	20	8.9%
Strongly Disagree	7	3.1%
Not Applicable or No Information	11	4.9%

How often do you experience bullying on a school campus?

	Count	Percentage
Never	122	54.2%
Seldom	27	12.0%
Sometimes	48	21.3%
Often	28	12.4%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	123	54.7%
Agree	77	34.2%
Disagree	7	3.1%
Strongly Disagree	3	1.3%
Not Applicable or No Information	15	6.7%

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.

STUDENTS from Springdale Elementary School vary widely in their responses, reflecting their personal experiences and perspectives. Some students praise the teachers and the overall learning environment, stating that the school does well in educating and helping them. Others express a desire for specific improvements, such as having more recess, field trips, or access to special classes like art or music. Students also mention the need for better cafeteria food, increased social activities, and less reliance on online learning platforms.

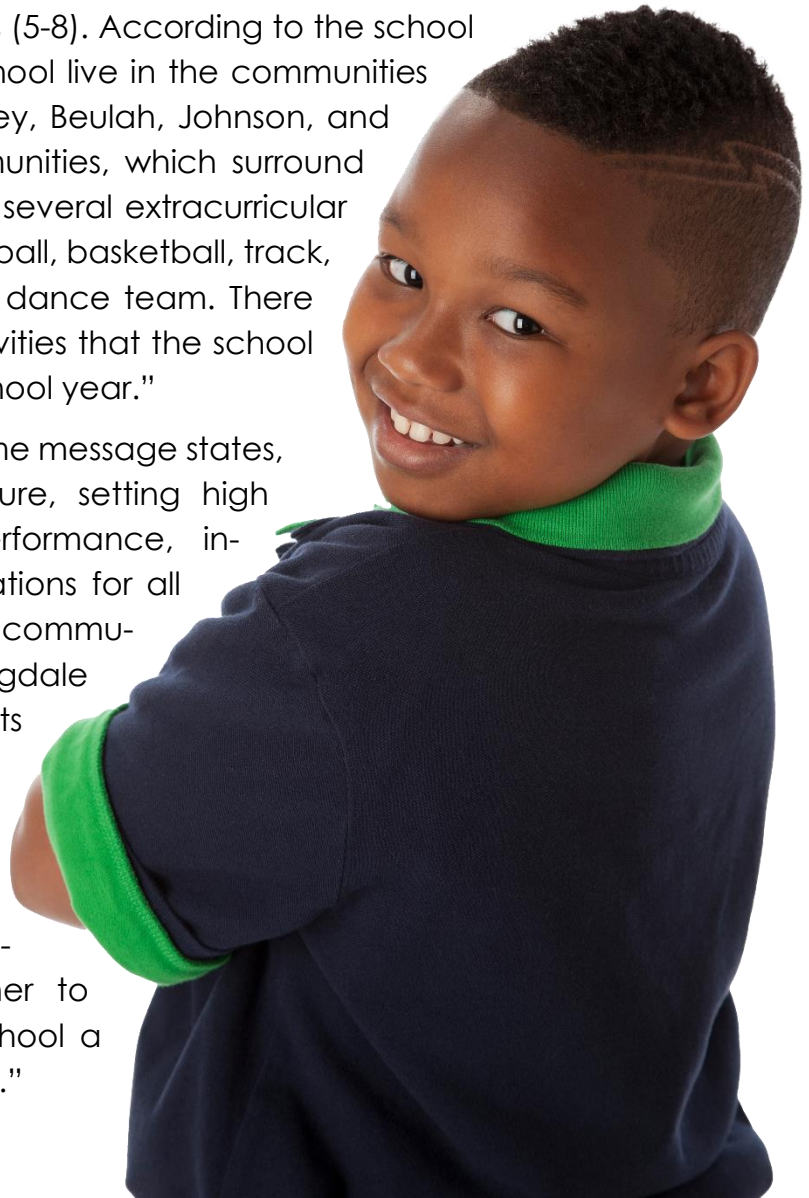
SECTION 7

Springdale Middle School

Introduction

SPRINGDALE MIDDLE SCHOOL is located at 1213 Main Street in Anywhere, Mississippi. In January of 2024, it housed one hundred seventy-seven (177) students in fifth through eighth grades (5-8). According to the school website, "Students in our school live in the communities of East, Pine Hill, Locust Valley, Beulah, Johnson, and several small farming communities, which surround these areas. The school has several extracurricular activities, which include football, basketball, track, cheerleading, band, and a dance team. There are other functions and activities that the school promotes throughout the school year."

The principal's online welcome message states, "By addressing school culture, setting high standards for teacher performance, increased academic expectations for all students and engaging the community, it is our goal at the Springdale Middle School that all students are college or career ready. We gladly embrace the challenges of the future. Our remarkable staff, involved parents, and committed students come together to make Springdale Middle School a wonderful and unique place."



Enrollment

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

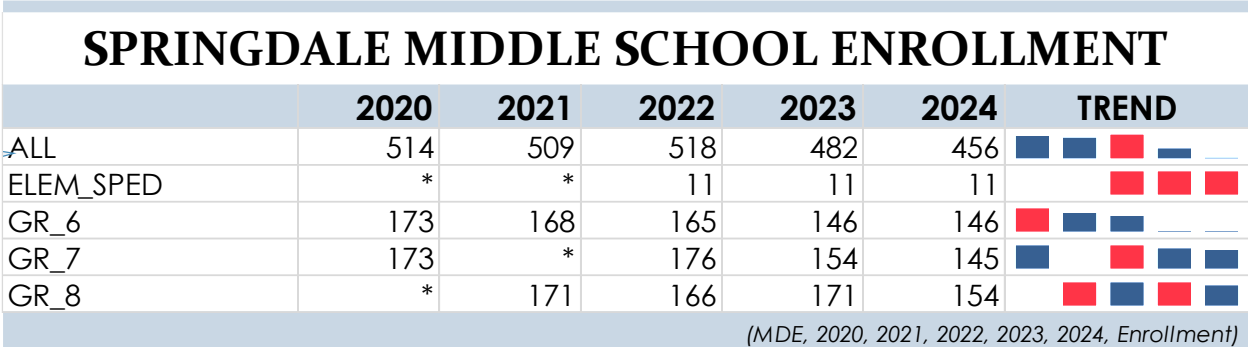


Figure 93: Springdale Middle School Enrollment

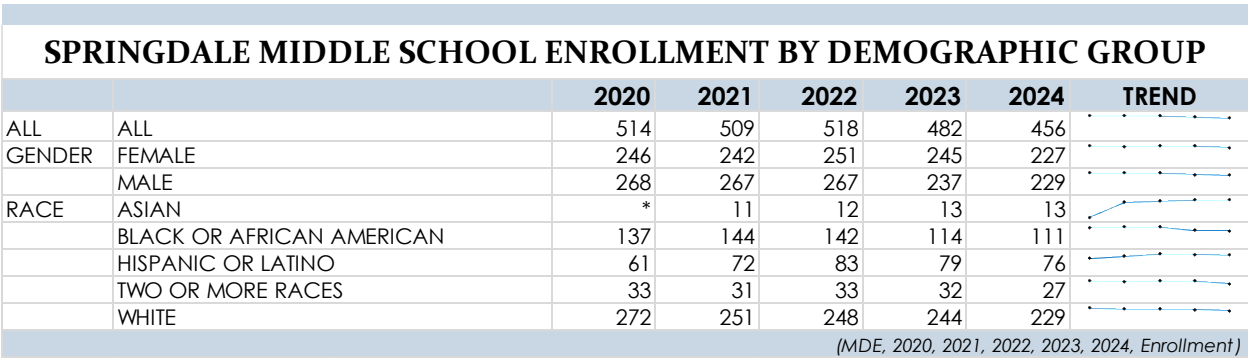


Figure 94: Springdale Middle School Enrollment by Demographic Group

Attendance

AVERAGE DAILY ATTENDANCE

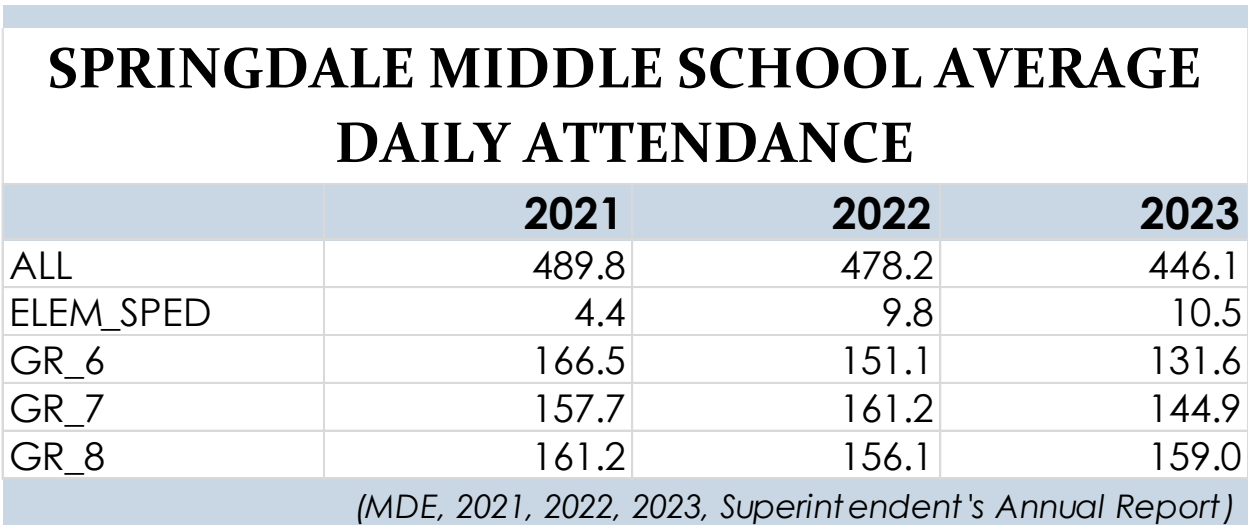


Figure 95: Springdale Middle School Average Daily Attendance

CHRONIC ABSENCE

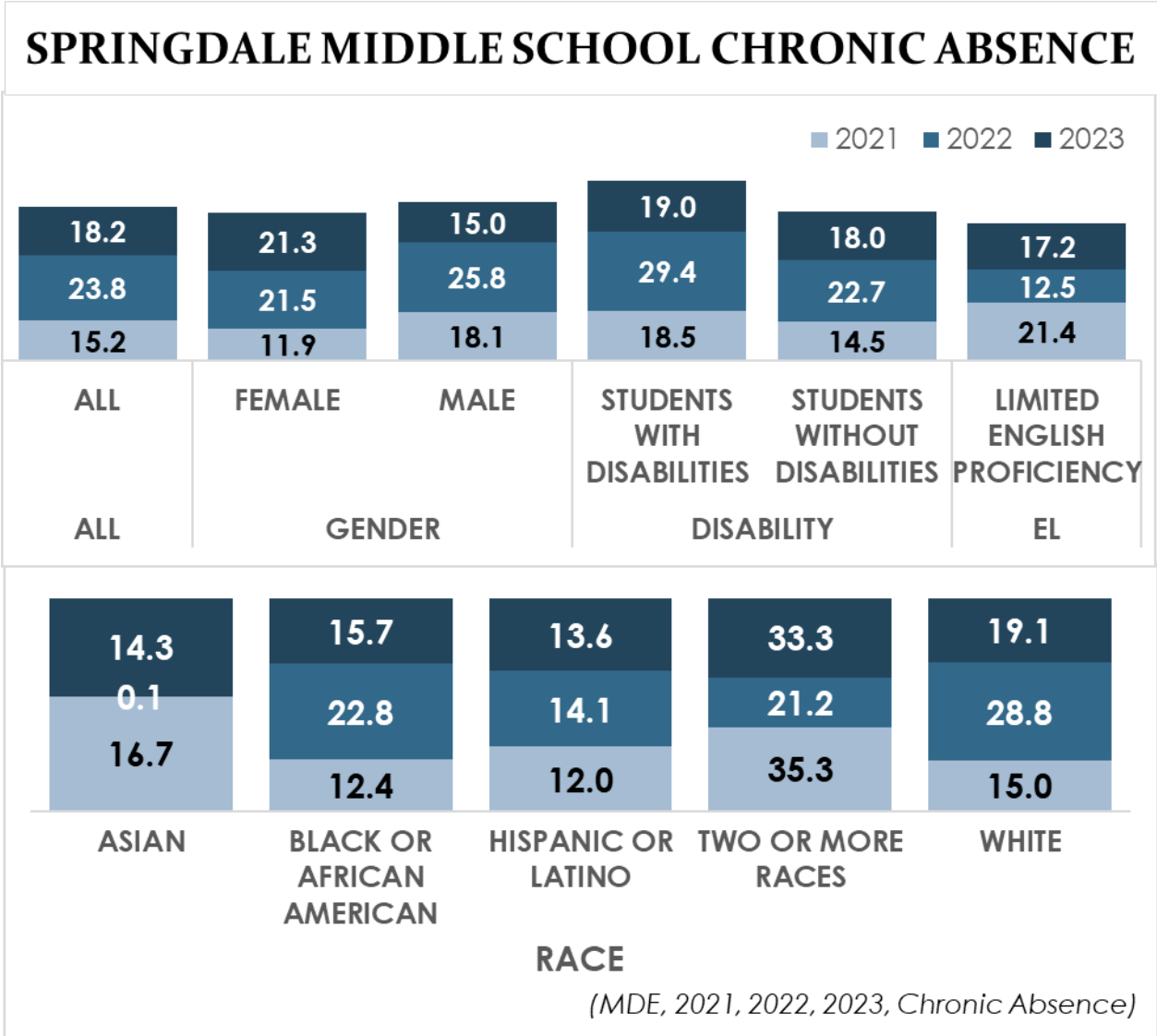


Figure 96: Springdale Middle School Chronic Absence by Demographic Group



Accountability

ACCOUNTABILITY MEASURES

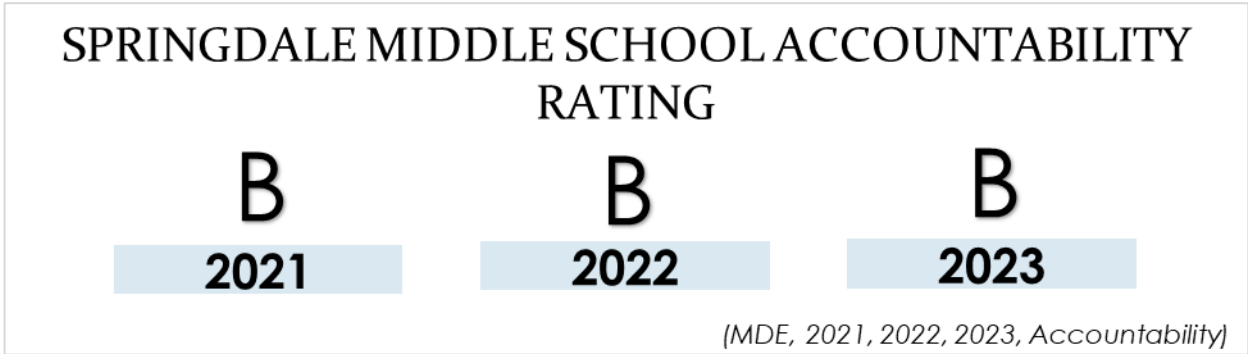


Figure 97: Springdale Middle School Accountability Rating

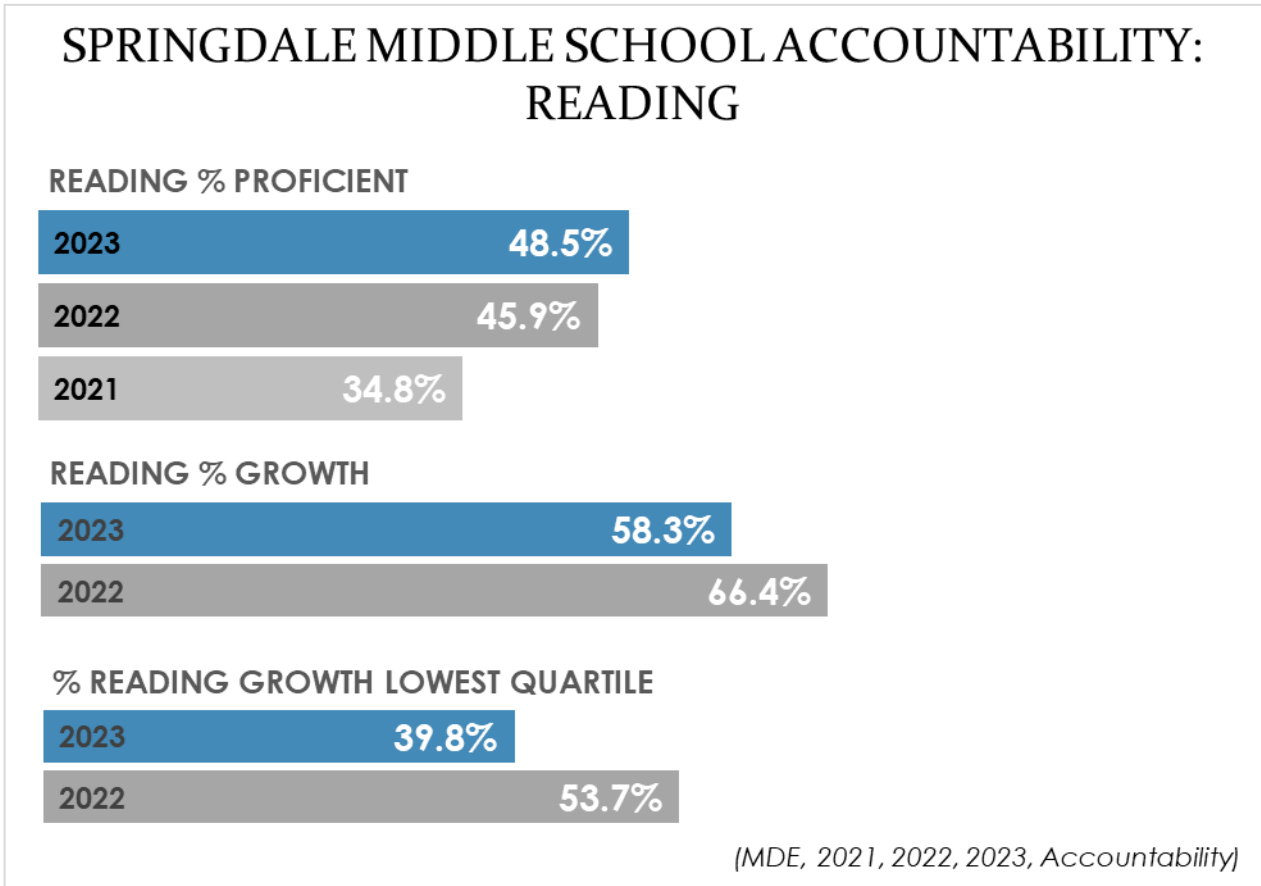
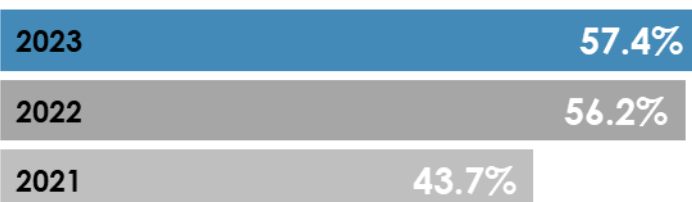


Figure 98: Springdale Middle School Accountability: Reading

SPRINGDALE MIDDLE SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 99: Springdale Middle School Accountability: Math

SPRINGDALE MIDDLE SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



(MDE, 2021, 2022, 2023, Accountability)

Figure 100: Springdale Middle School Accountability: Science

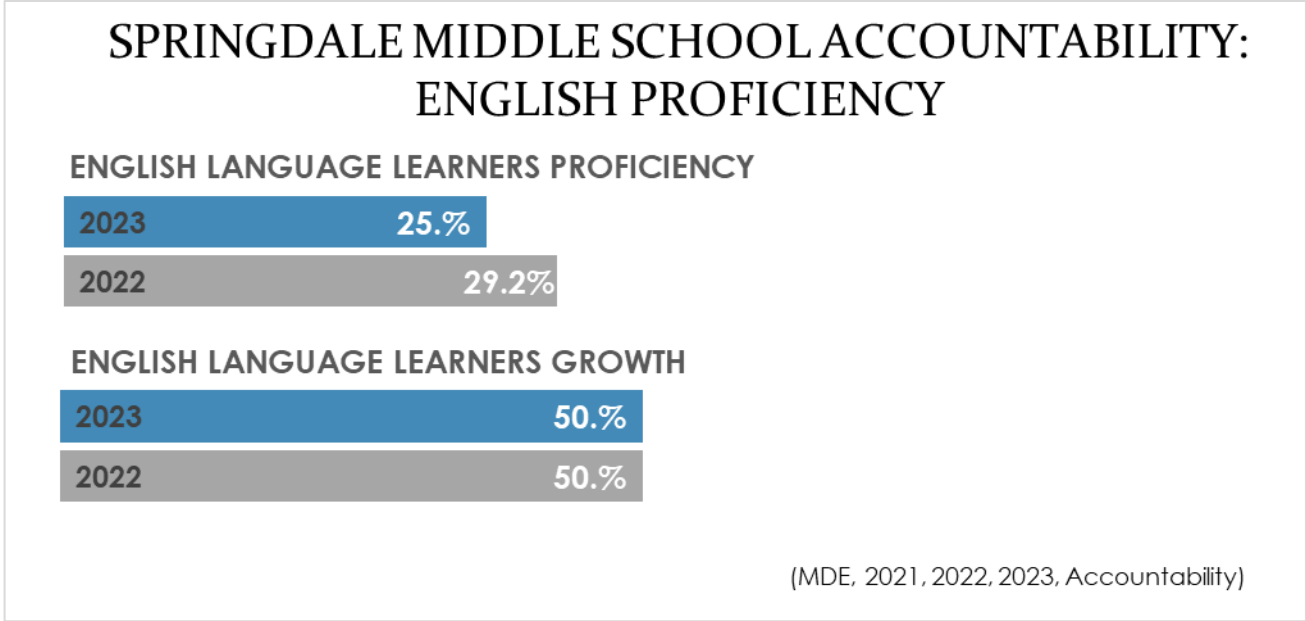


Figure 101: Springdale Middle School Accountability: English Proficiency

PROFICIENCY BY DEMOGRAPHIC GROUP

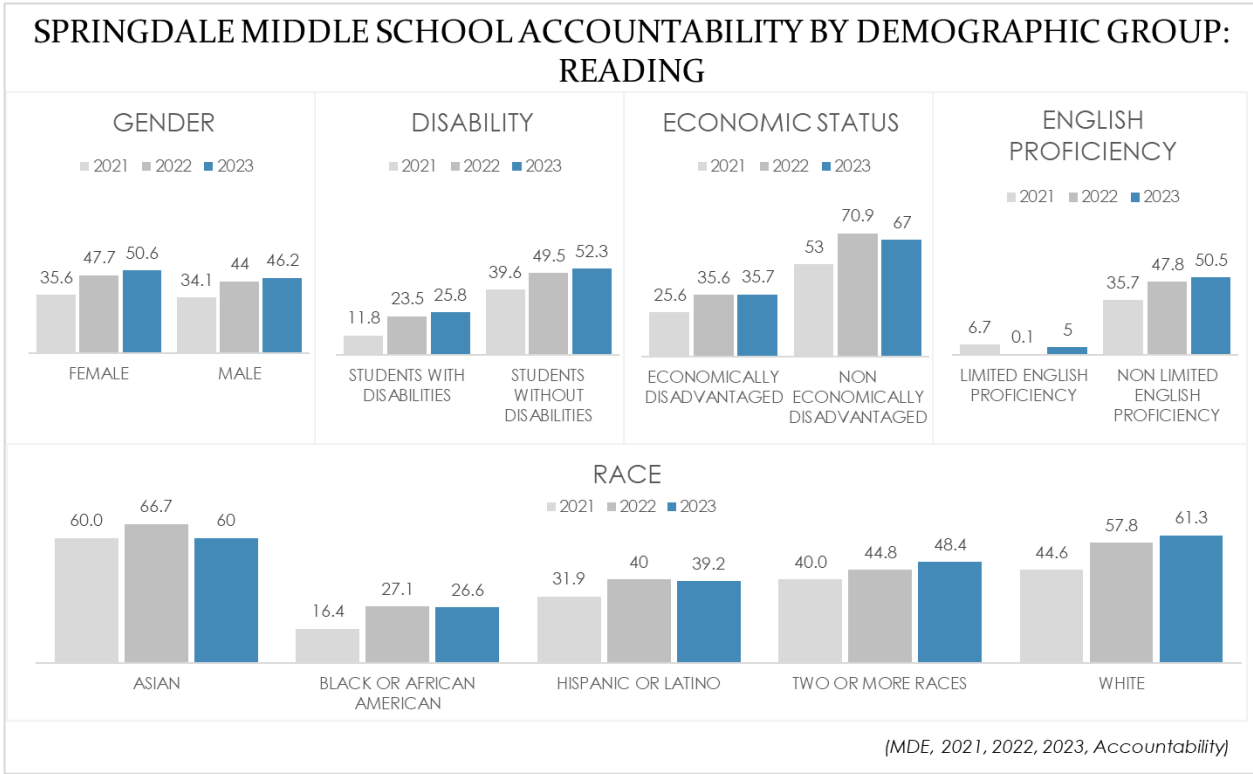


Figure 102: Springdale Middle School Accountability by Demographic Group: Reading

SPRINGDALE MIDDLE SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: MATH

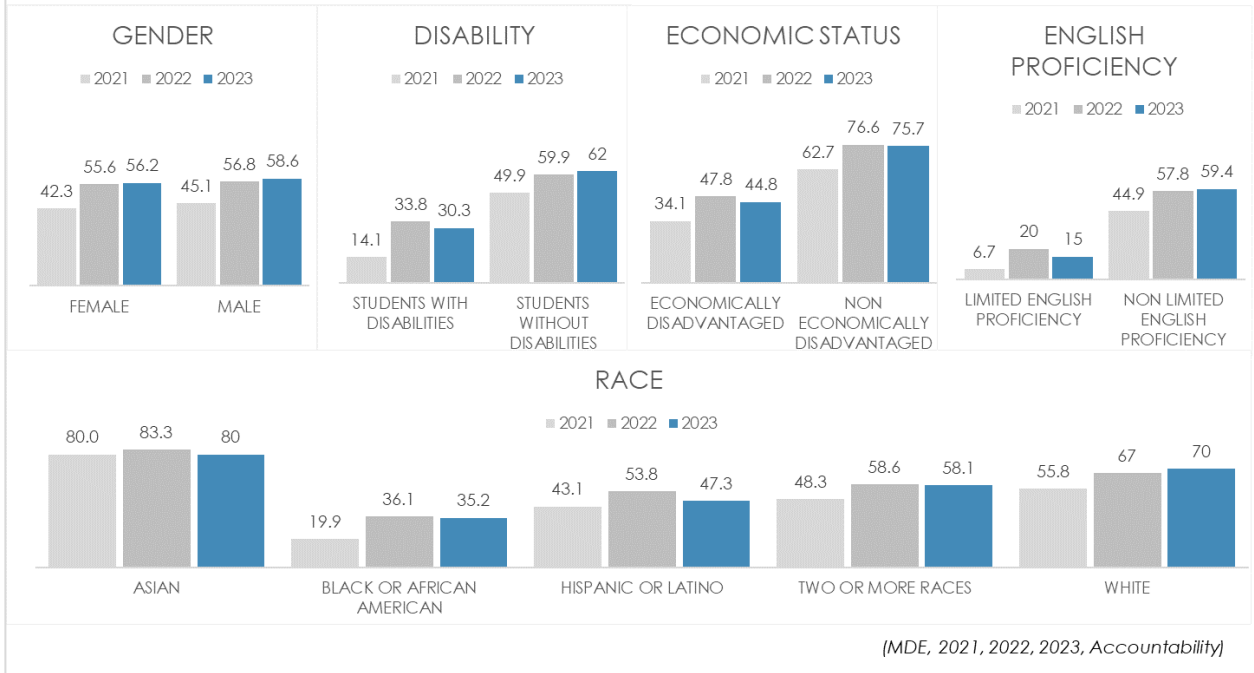


Figure 103: Springdale Middle School Proficiency by Demographic Group: Math

SPRINGDALE MIDDLE SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: SCIENCE

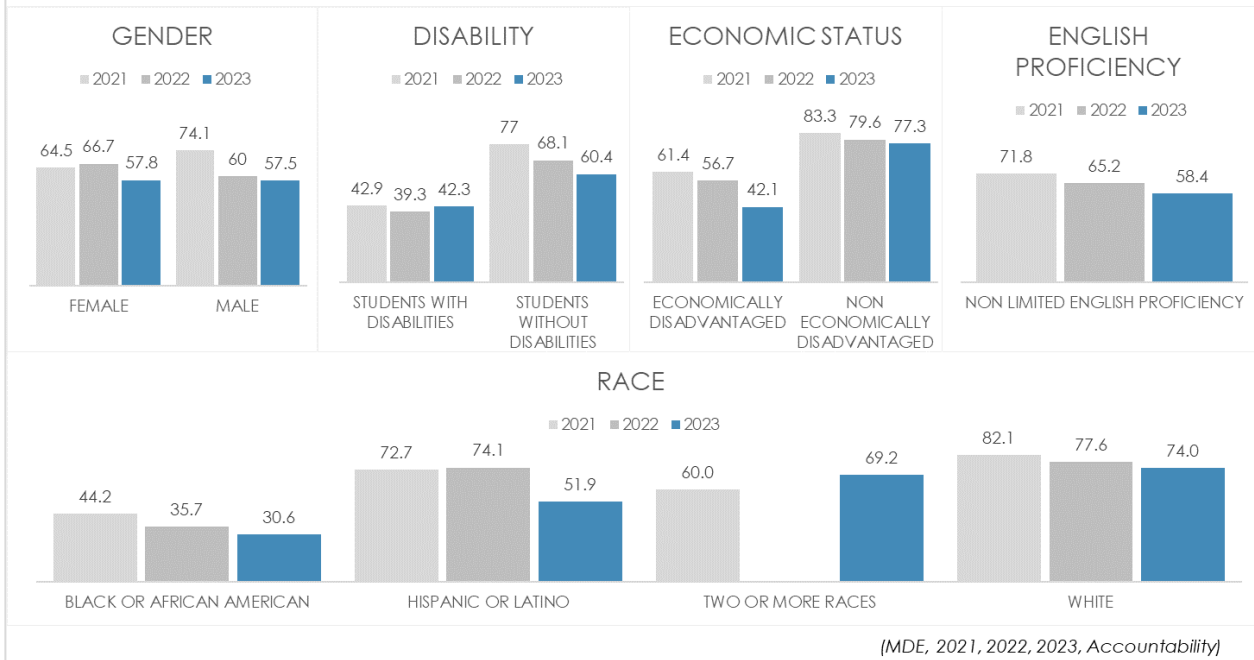


Figure 104: Springdale Middle School Proficiency by Demographic Group: Science

Springdale Middle School

SCHOOL IMPROVEMENT

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

Assessment

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP) MAAP ELA

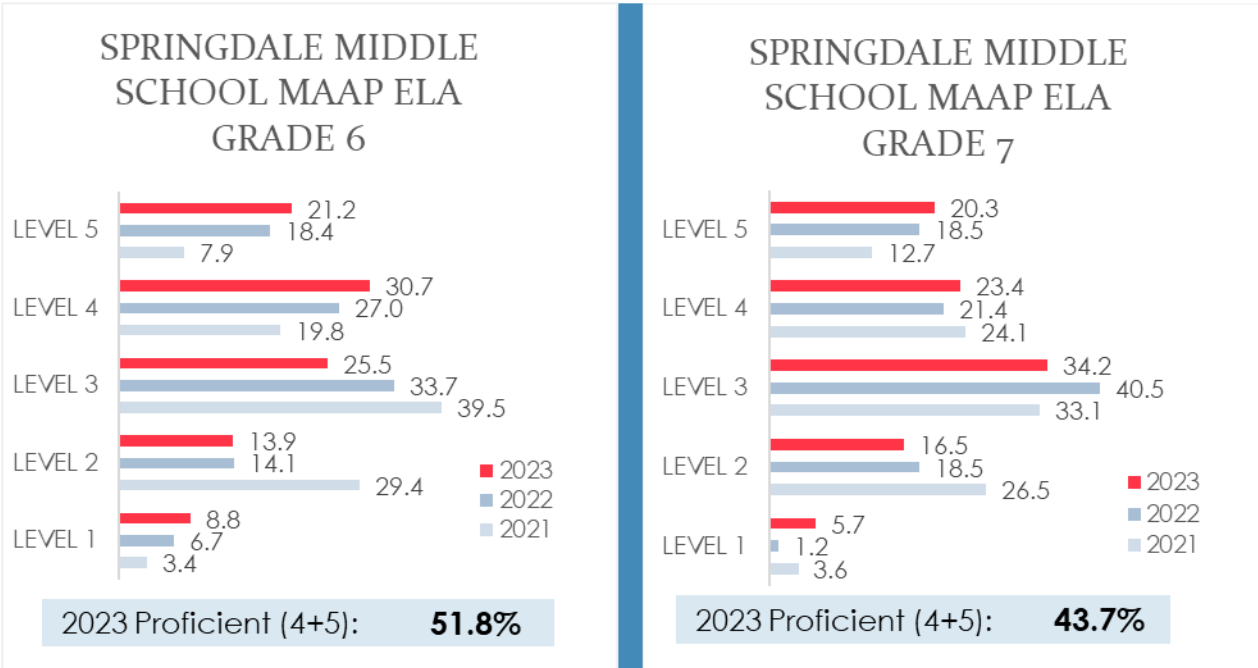


Figure 105: Springdale Middle School MAAP ELA Grades 6 and 7



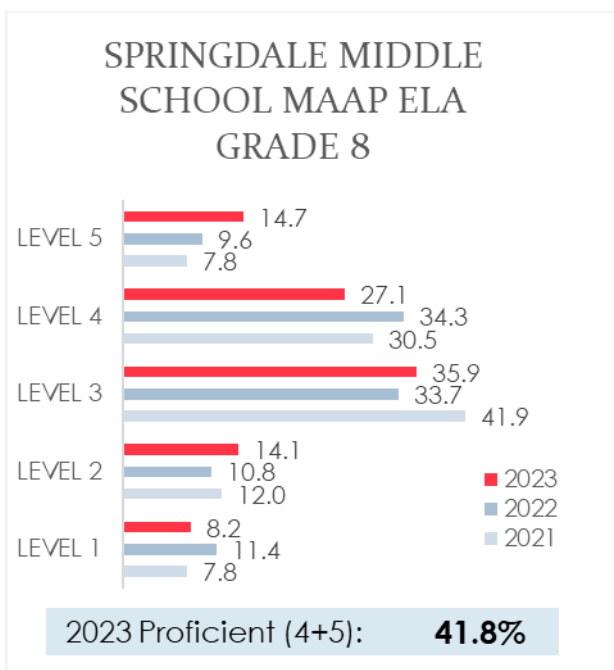


Figure 106: Springdale Middle School MAAP ELA Grade 8

MAAP MATH

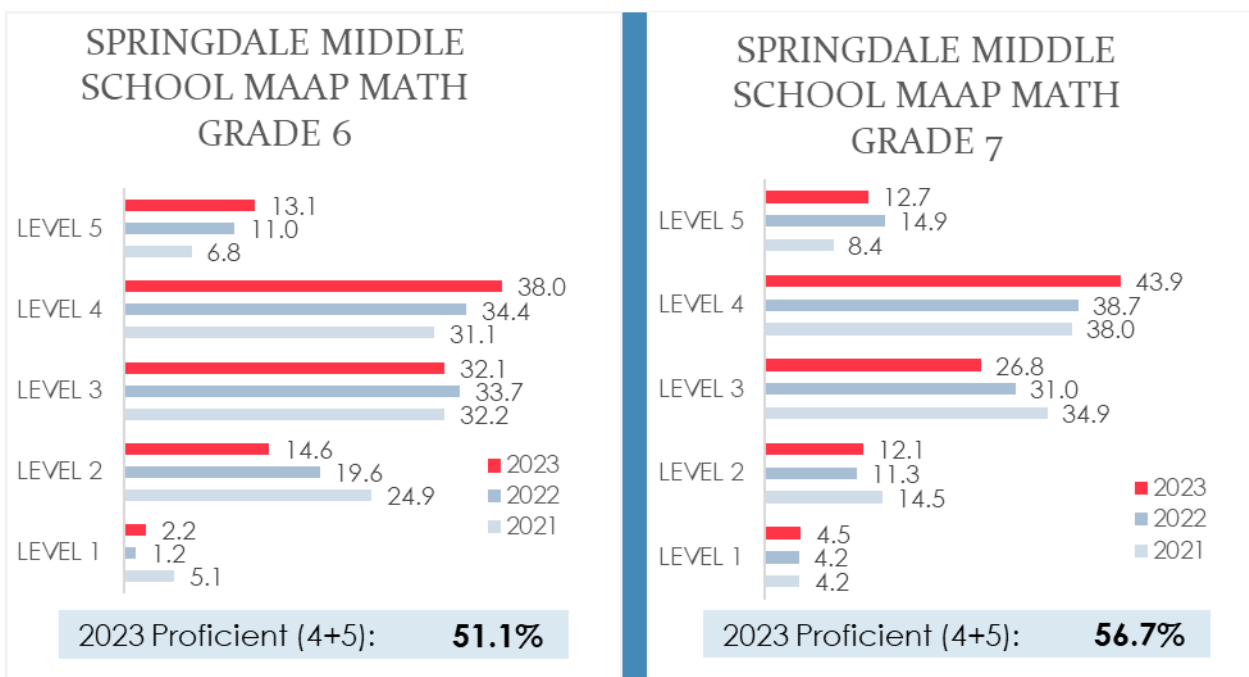
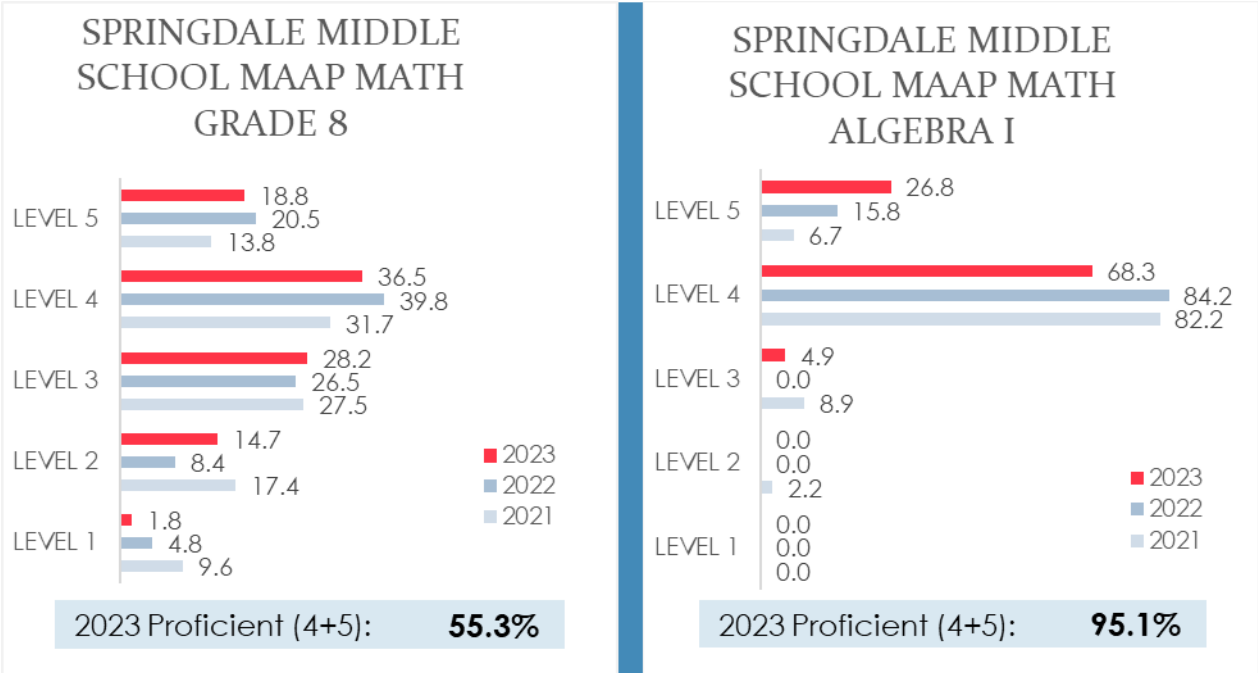


Figure 107: Springdale Middle School MAAP Math Grades 6 and 7

Springdale Middle School



Personnel

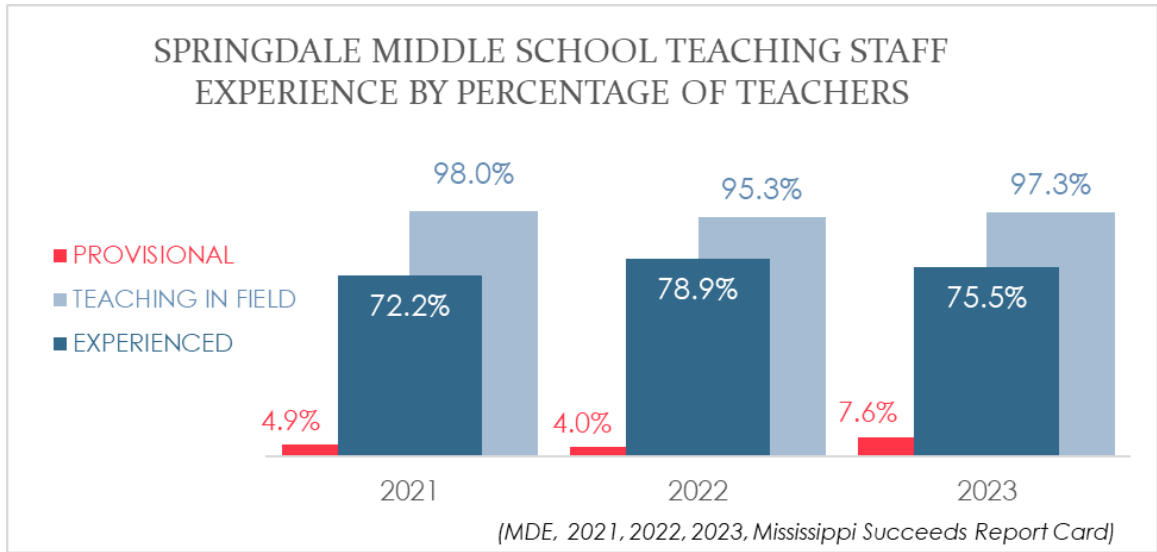


Figure 110: Springdale Middle School Teaching Staff Experience by Percentage of Teachers

Discipline

SPRINGDALE MIDDLE SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL				5.1	15.6	7.9			≤5
GENDER	FEMALE				5.1	12.0	≤5			
	MALE				5.1	19.0	11.3			≤5
RACE	ASIAN						7.1			
	BLACK OR AFRICAN AMERICAN				8.8	33.3	16.8			≤5
	HISPANIC OR LATINO				≤5	9.6	≤5			
	TWO OR MORE RACES				6.1	18.2	15.6			
	WHITE				≤5	7.7	≤5			
DISABILITY	STUDENTS WITH DISABILITIES				7.8	26.6	13.2			
	STUDENTS WITHOUT DISABILITIES				≤5	13.6	7.0			≤5
EL	LIMITED ENGLISH PROFICIENCY				5.3	13.0	≤5			
	NON LIMITED ENGLISH PROFICIENCY					15.7	8.2			≤5
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	12.0	23.0	41.0		≤5			≤5	
GENDER	FEMALE	≤10	≤10	14.0		≤5			≤5	
	MALE	≤10	16.0	27.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	≤10	14.0	19.0		≤5			≤5	
	HISPANIC OR LATINO	≤10	≤10	≤10		≤5			≤5	
	WHITE	≤10	≤10	12.0		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES	≤10	≤10	≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	11.0	17.0	31.0		≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY	≤10		≤10		≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		23.0	40.0		≤5			≤5	

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 111: Springdale Middle School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Springdale 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. Nine (9) faculty and staff members, three (3) parents, and two hundred twenty-five (225) students responded to the survey.

Springdale Middle School Faculty/Staff Survey

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are effective.		
	Count	Percentage
Strongly Agree	5	55.6%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	4	44.4%
Supporting college and career counseling	2	22.2%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	5	55.6%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	1	11.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	3	33.3%

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

	Count	Percentage
Promoting community and parent involvement in schools	3	33.3%
Providing school-based mental health services and counseling	6	66.7%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	4	44.4%
Establishing or improving dropout prevention	2	22.2%
Supporting re-entry programs and transition services for Justice-involved youth	1	11.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	2	22.2%
Implementing systems and practices to prevent bullying and harassment	2	22.2%
Developing relationship-building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	2	22.2%
Establishing community partnerships	3	33.3%

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

	Count	Percentage
Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve achievement	3	33.3%
Building technological capacity and infrastructure	4	44.4%
Carrying out innovative blended learning projects	3	33.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	3	33.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	2	22.2%

I use disaggregated student data to inform classroom decisions and instructional practices.

	Count	Percentage
Strongly Agree	6	66.7%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I use effective, research-based strategies for

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	66.7%	11.1%	11.1%	11.1%	0.0%
Closing the achievement gap between diverse groups of students.	44.4%	44.4%	0.0%	11.1%	0.0%
Successful classroom management.	66.7%	22.2%	0.0%	11.1%	0.0%
Teaching special needs students.	22.2%	44.4%	11.1%	11.1%	11.1%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	33.3%	33.3%	0.0%	22.2%	11.1%

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	5	55.6%
Expedited evaluation services for students with limited English	4	44.4%
Expedited evaluation services for gifted and talented students	3	33.3%
Additional academic support	3	33.3%
Tutoring	5	55.6%
Enrichment educational services	3	33.3%
Counseling	5	55.6%

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

	Count	Percentage
Mentors	5	55.6%
School supplies	7	77.8%
School uniforms	7	77.8%
Dental referrals	5	55.6%
Medical referrals	3	33.3%
Bullying assistance	1	11.1%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	1	11.1%
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	4	44.4%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	3	33.3%
Utilize technology such as class websites, blogs, and videos	5	55.6%
Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies	4	44.4%

Springdale Middle School

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	6	66.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	7	77.8%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	5	55.6%
Use bilingual handouts and cues	1	11.1%
Use visual displays, portable white boards, and posters when giving instructions	6	66.7%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	5	55.6%

Which of the following would be the most beneficial as a result of the district offering distance learning to students?

	Count	Percentage
Flexibility in schedule	2	22.2%
Allows atypical scheduling for unforeseen circumstances	4	44.4%
Promotes time management	1	11.1%
Promotes college & career readiness	0	0.0%
Reduces social anxiety	2	22.2%

The Multi-Tiered System of Supports (MTSS) is effective in my school (district).

	Count	Percentage
Strongly Agree	4	44.4%
Agree	2	22.2%
Disagree	1	11.1%
Strongly Disagree	2	22.2%
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	4	44.4%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
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	33.3%
Agree	5	55.6%
Disagree	1	11.1%
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	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
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	5	55.6%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Springdale Middle School

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

	Count	Percentage
Strongly Agree	5	55.6%
Agree	3	33.3%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, the size of classes here does not limit effectiveness.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	3	33.3%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

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

	Count	Percentage
Strongly Agree	6	66.7%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

How often do you observe bullying on a school campus?

	Count	Percentage
Never	3	33.3%
Seldom	1	11.1%
Sometimes	5	55.6%
Often	0	0.0%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	4	44.4%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

*PREKINDERGARTEN AND KINDERGARTEN***Having preschool and kindergarten classes in my district will improve student achievement.**

	Count	Percentage
Strongly Agree	8	88.9%
Agree	1	11.1%
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	OVERALL RANK
Successful inclusion strategies	0	1	1	0	1	17	0	0	0	7	1
Using technology to enhance instruction	0	0	2	0	0	14	0	2	0	7	2
Reading for at-risk students	1	1	1	1	0	8	0	0	0	8	3
Differentiated Instruction	2	0	0	0	1	9	0	0	2	4	4
Writing strategies	0	1	2	0	0	8	1	0	0	7	5
Interpreting and analyzing student data	1	0	0	0	1	9	0	0	1	4	6
My specific content area	0	1	0	2	0	7	0	0	0	5	7
Response to Intervention (RTI/MTSS)	0	1	1	1	0	4	2	0	0	7	8
Teaching and understanding students in poverty	0	0	0	2	0	7	1	0	1	4	9
Mississippi College and Career Readiness Standards	0	0	1	0	0	9	0	0	0	5	10
Conflict resolution	1	0	0	0	1	6	0	0	1	6	11
Culture sensitivity	0	0	0	1	1	5	1	1	1	7	12
Teaching and understanding the needs of homeless students	1	0	0	0	0	6	1	1	0	5	13
English Learners	1	1	0	1	1	3	0	0	0	4	14
Developing quality assessments	0	0	0	0	0	6	0	2	0	7	15
Depth of Knowledge	0	1	0	0	0	4	0	0	0	9	16
Classroom Management	1	1	0	0	0	1	0	0	0	3	17

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

	Count	Percentage
Strongly Agree	1	11.1%
Agree	7	77.8%
Disagree	1	11.1%
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	0	0.0%
Agree	7	77.8%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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/STAFF MEMBERS from Springdale Middle School expressed a strong belief in the team mentality encouraged by the district, with everyone willing to support students. However, they highlighted the need for major revisions to the Multi-Tiered System of Supports (MTSS) procedures. One faculty member mentioned the lack of dedicated MTSS coordinators in each school, resulting in teachers being overwhelmed with remediating students while also teaching grade-level standards. They emphasized the need for more time or additional support to effectively carry out both interventions and instruction.

Springdale Middle School Parent Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	66.7%
Disagree	0	0.0%
Strongly Disagree	1	33.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	0	0.0%
Supporting college and career counseling	2	66.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	1	33.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	1	33.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	0	0.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	1	33.3%
Providing school-based mental health services and counseling	0	0.0%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	1	33.3%
Establishing or improving dropout prevention	1	33.3%
Supporting re-entry programs and transition services for Justice-involved youth	2	66.7%

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

	Count	Percentage
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	0	0.0%
Implementing systems and practices to prevent bullying and harassment	1	33.3%
Developing relationship-building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	0	0.0%
Establishing community partnerships	0	0.0%

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

	Count	Percentage
Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement	0	0.0%
Building technological capacity and infrastructure	1	33.3%
Carrying out innovative blended learning projects	1	33.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	2	66.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	1	33.3%

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

	Count	Percentage
Abuse Prevention	0	0.0%
Computer Classes	0	0.0%
Conflict Resolution	1	33.3%
Discipline	1	33.3%
Drug/Alcohol Awareness	0	0.0%
English as a Second Language	0	0.0%
Health Classes	1	33.3%
Literacy Classes	0	0.0%
Math Classes	1	33.3%
Parent-to-School Relationships	1	33.3%

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

	Count	Percentage
Parent/Child Communication	1	33.3%
Preparing for College	0	0.0%
Parenting Workshops	0	0.0%
Social Media Classes	0	0.0%
Stress/Anger Management	1	33.3%
Understanding College- and Career-Ready Standards	0	0.0%

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

	Count	Percentage
Babysitting/childcare at parent meetings	1	33.3%
District and/or school newsletters	1	33.3%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	0	0.0%
Resource materials for parental training	1	33.3%
Training for parents to work with other parents on becoming involved in the schools	1	33.3%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	0	0.0%
Home/School Planners	1	33.3%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Springdale Middle School

Which of the following would be the most beneficial as a result of the district offering distance learning to students?

	Count	Percentage
Flexibility in schedule	1	33.3%
Allows atypical scheduling for unforeseen circumstances	0	0.0%
Promotes time management	0	0.0%
Promotes college & career readiness	0	0.0%
Reduces social anxiety	2	66.7%

The Multi-Tiered System of Supports (MTSS) is effective in my school (district).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	66.7%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	33.3%
Disagree	2	66.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

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

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

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

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

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

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

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

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

	Count	Percentage
Parent/teacher conference	0	0.0%
Checked my child's grades/assignments online	3	100.0%
Been in contact with my child's teacher	1	33.3%
Received a newsletter from the district, school, or teacher	1	33.3%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	0	0.0%

Springdale Middle School

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

	Count	Percentage
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	0	0.0%
Volunteered at my child's school	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	0	0.0%
Agree	2	66.7%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

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

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

How often does your child experience bullying on a school campus?

	Count	Percentage
Never	0	0.0%
Seldom	2	66.7%
Sometimes	0	0.0%
Often	1	33.3%

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

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

*PREKINDERGARTEN AND KINDERGARTEN***Having preschool and kindergarten classes in my district will improve student achievement.**

	Count	Percentage
Strongly Agree	1	88.9%
Agree	1	11.1%
Disagree	1	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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

PARENTS OF STUDENTS from Springdale Middle School who participated in the survey praised Springdale Middle School for treating their children as their own

and providing excellent education. A parent commented, "Treats my kids as their own and teach so well!" The positive feedback indicated that parents appreciate the school's commitment to their children's well-being and learning.

Springdale Middle School Student Survey

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state-certified and effective.		
	Count	Percentage
Strongly Agree	114	50.7%
Agree	94	41.8%
Disagree	6	2.7%
Strongly Disagree	3	1.3%
Not Applicable or No Information	8	3.6%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	93	41.3%
Agree	101	44.9%
Disagree	12	5.3%
Strongly Disagree	6	2.7%
Not Applicable or No Information	13	5.8%

My schoolwork is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	114	50.7%
Agree	93	41.3%
Disagree	10	4.4%
Strongly Disagree	3	1.3%
Not Applicable or No Information	5	2.2%

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.		
	Count	Percentage
Strongly Agree	106	47.1%

Agree	88	39.1%
Disagree	17	7.6%
Strongly Disagree	5	2.2%
Not Applicable or No Information	9	4.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	84	37.3%
Agree	93	41.3%
Disagree	20	8.9%
Strongly Disagree	7	3.1%
Not Applicable or No Information	21	9.3%

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

	Count	Percentage
Strongly Agree	68	30.2%
Agree	108	48.0%
Disagree	28	12.4%
Strongly Disagree	7	3.1%
Not Applicable or No Information	14	6.2%

Which of the following would be the most beneficial as a result of the district offering distance learning to students?

	Count	Percentage
Flexibility in schedule	71	31.6%
Allows atypical scheduling for unforeseen circumstances	39	17.3%
Promotes time management	39	17.3%
Promotes college & career readiness	28	12.4%
Reduces social anxiety	48	21.3%

The Multi-Tiered System of Supports (MTSS) is effective in my school (district).

	Count	Percentage
Strongly Agree	74	32.9%
Agree	77	34.2%
Disagree	13	5.8%
Strongly Disagree	7	3.1%
Not Applicable or No Information	54	24.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

Count Percentage

Springdale Middle School

Strongly Agree	115	51.1%
Agree	89	39.6%
Disagree	9	4.0%
Strongly Disagree	8	3.6%
Not Applicable or No Information	4	1.8%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	110	48.9%
Agree	92	40.9%
Disagree	5	2.2%
Strongly Disagree	4	1.8%
Not Applicable or No Information	14	6.2%

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

	Count	Percentage
Strongly Agree	87	38.7%
Agree	97	43.1%
Disagree	23	10.2%
Strongly Disagree	11	4.9%
Not Applicable or No Information	7	3.1%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	110	48.9%
Agree	92	40.9%
Disagree	11	4.9%
Strongly Disagree	6	2.7%
Not Applicable or No Information	6	2.7%

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	112	49.8%

Agree	92	40.9%
Disagree	13	5.8%
Strongly Disagree	3	1.3%
Not Applicable or No Information	5	2.2%

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

	Count	Percentage
Strongly Agree	106	47.1%
Agree	97	43.1%
Disagree	10	4.4%
Strongly Disagree	5	2.2%
Not Applicable or No Information	7	3.1%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	104	46.2%
Agree	97	43.1%
Disagree	7	3.1%
Strongly Disagree	5	2.2%
Not Applicable or No Information	12	5.3%

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

	Count	Percentage
Strongly Agree	117	52.0%
Agree	88	39.1%
Disagree	11	4.9%
Strongly Disagree	4	1.8%
Not Applicable or No Information	5	2.2%

Springdale Middle School

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

	Count	Percentage
Strongly Agree	87	38.7%
Agree	100	44.4%
Disagree	20	8.9%
Strongly Disagree	7	3.1%
Not Applicable or No Information	11	4.9%

How often do you experience bullying on a school campus?

	Count	Percentage
Never	122	54.2%
Seldom	27	12.0%
Sometimes	48	21.3%
Often	28	12.4%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	123	54.7%
Agree	77	34.2%
Disagree	7	3.1%
Strongly Disagree	3	1.3%
Not Applicable or No Information	15	6.7%

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.

STUDENTS from Springdale Middle School vary widely in their responses, reflecting their personal experiences and perspectives. Some students praise the teachers and the overall learning environment, stating that the school does well in educating and helping them. Others express a desire for specific improvements, such as having more recess, field trips, or access to special classes like art or music. Students also mention the need for better cafeteria food, increased social activities, and less reliance on online learning platforms.

SECTION 8

Springdale High School

Introduction







SPRINGDALE HIGH SCHOOL is located at 505 Main Street in Anywhere, Mississippi. In January of 2024, it housed one hundred seventy-five (175) students in ninth through twelfth grades (9-12). According to the school website, "Springdale High School was built in 1921 as a place for the youth of Anywhere to receive an education. In 1970, it was integrated so that all of the youth of Anywhere could receive a quality education. In 2001, the school was established as a historical landmark and renovated. Springdale High is working hard to become an academically superior school. Some instructional programs include 8th-period remediation, Classworks, USA Test Prep, and STAR Reading to improve our students' reading and math scores."

The online letter from the school's principal states "We are working diligently to prepare our students to become productive citizens with quality, bell to bell instruction. Our mission is, "Working together as a team to provide students with a quality education that they can use to become productive citizens."



Enrollment

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

SPRINGDALE HIGH SCHOOL ENROLLMENT						
	2020	2021	2022	2023	2024	TREND
ALL	572	582	574	584	596	
GR_9	153	158	160	164	170	
GR_10	143	142	149	150	149	
GR_11	147	140	*	140	150	
GR_12	*	*	129	120	*	
SEC_SPED	*	*	*	10	*	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

Figure 112: Springdale High School Enrollment









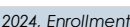
SPRINGDALE HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP							
		2020	2021	2022	2023	2024	TREND
ALL GENDER	ALL	572	582	574	584	596	
	FEMALE	302	296	280	282	288	
RACE	MALE	270	286	294	302	308	
	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*	
	ASIAN	*	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	147	142	135	153	159	
	HISPANIC OR LATINO	80	80	86	87	91	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*	
	TWO OR MORE RACES	*	*	25	24	30	
	WHITE	321	326	320	310	302	
(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)							

Figure 113: Springdale High School Enrollment by Demographic Group

Attendance

AVERAGE DAILY ATTENDANCE

SPRINGDALE HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	540.5	527.6	533.6
GR_9	149.7	149.3	150.4
GR_10	131.7	135.8	139.9
GR_11	130.2	119.8	126.1
GR_12	122.9	115.5	108.6
SEC_SPED	5.9	7.2	8.7

(MDE, 2021, 2022, 2023, Superintendent's Annual Report)

Figure 114: Springdale High School Average Daily Attendance

CHRONIC ABSENCE

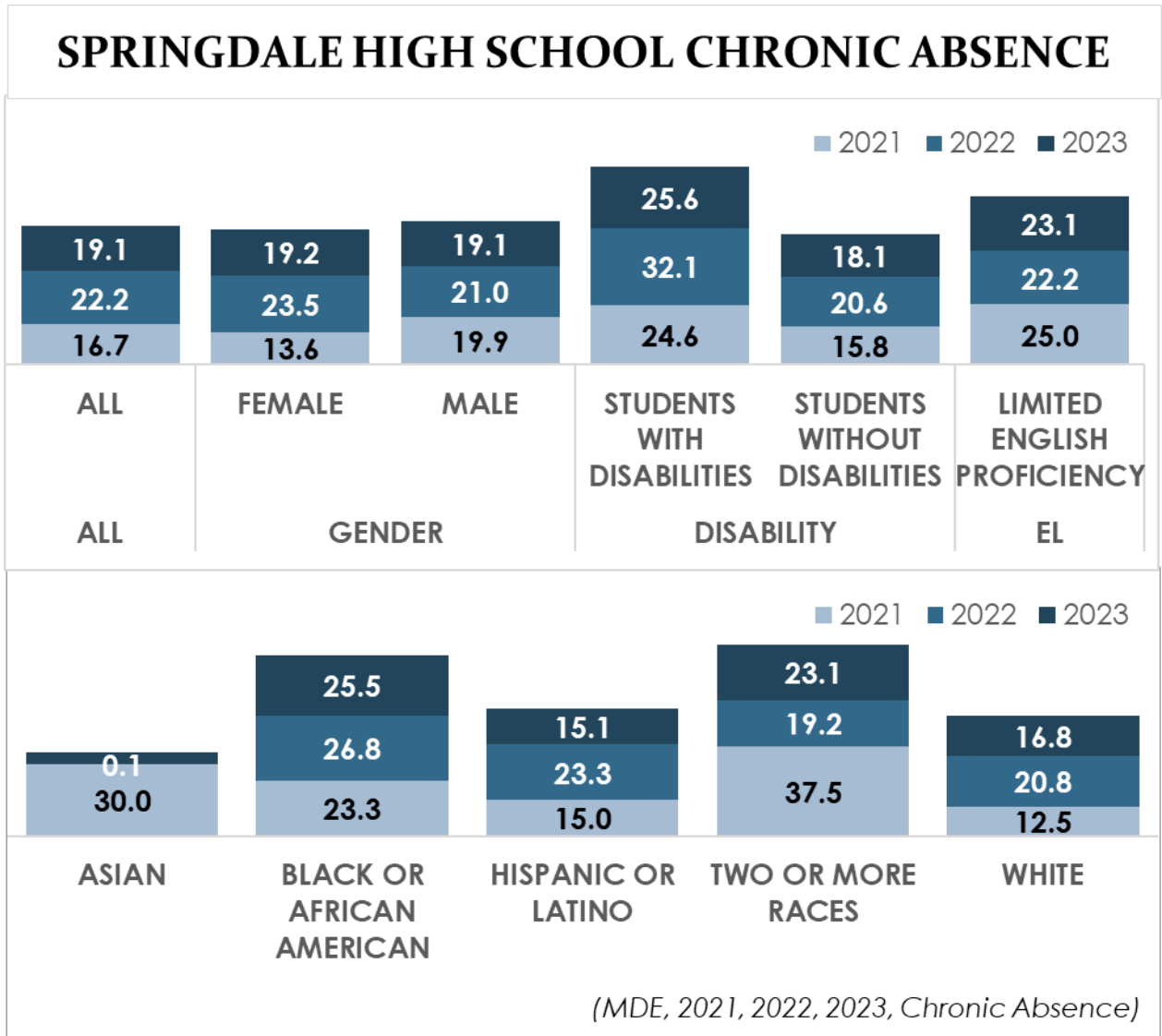


Figure 115: Springdale High School Chronic Absence



Accountability

ACCOUNTABILITY MEASURES

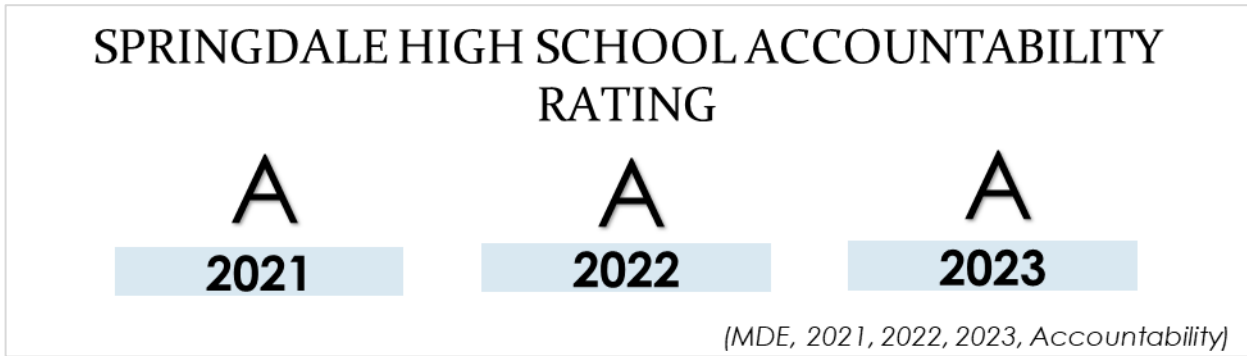


Figure 116: Springdale High School Accountability Rating

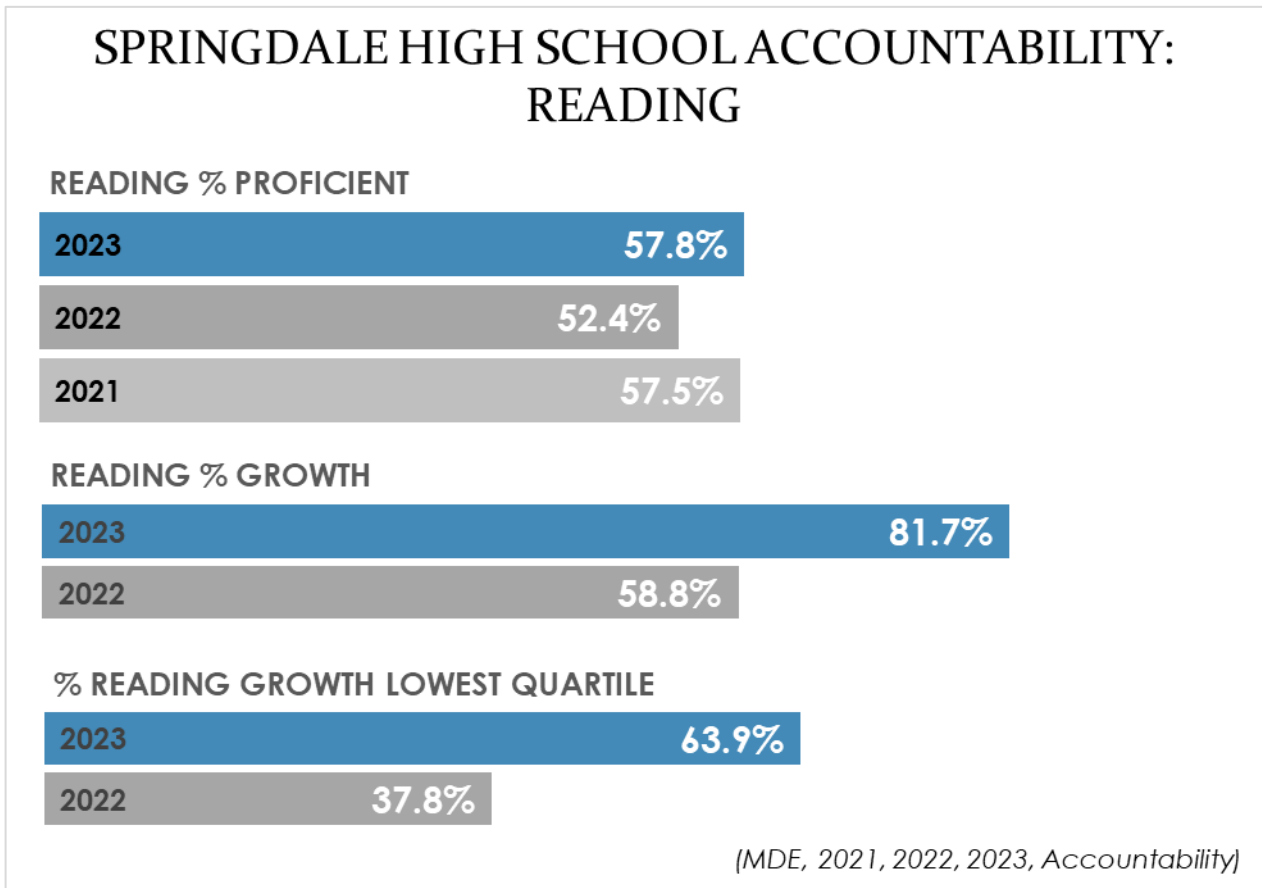


Figure 117: Springdale High School Accountability: Reading

SPRINGDALE HIGH SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 118: Springdale High School Accountability: Math

SPRINGDALE HIGH SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



(MDE, 2021, 2022, 2023, Accountability)

Figure 119: Springdale High School Accountability: Science

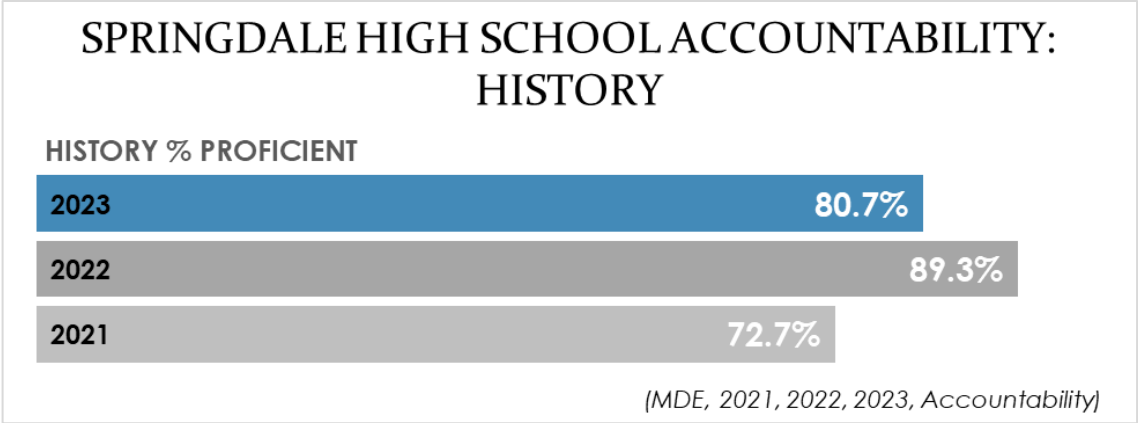


Figure 120: Springdale High School Accountability: History

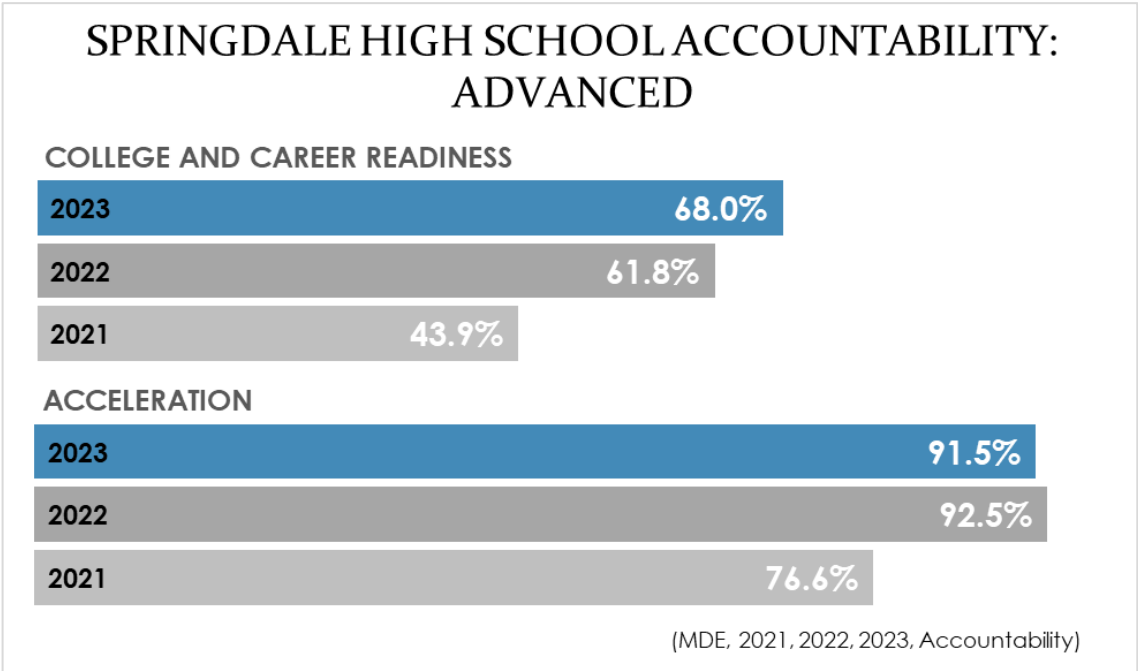


Figure 121: Springdale High School Accountability: Advanced

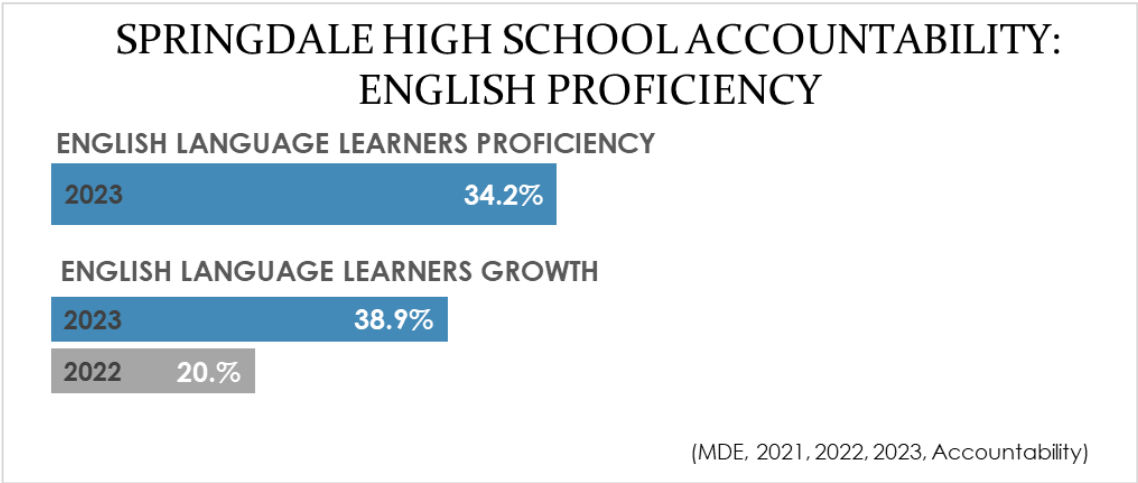


Figure 122: Springdale High School Accountability: English Proficiency

PROFICIENCY BY DEMOGRAPHIC GROUP

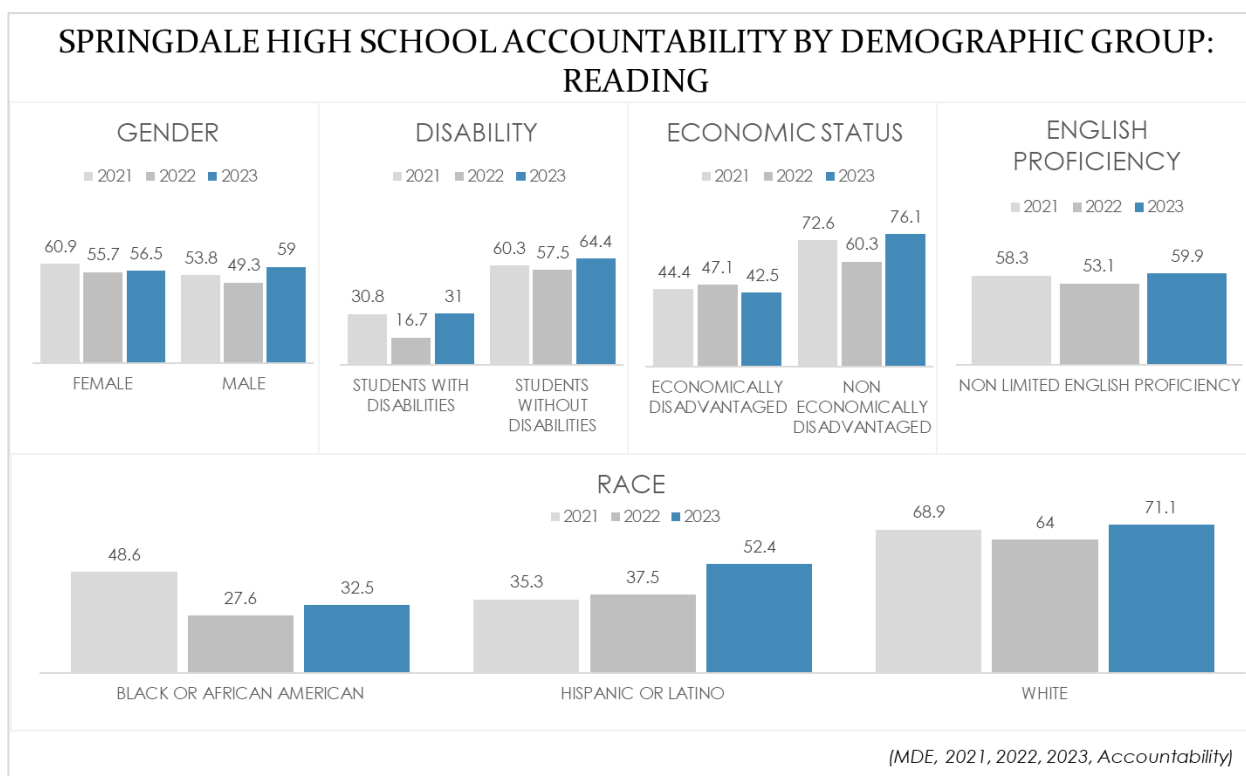


Figure 123: Springdale High School Proficiency by Demographic Group: Reading

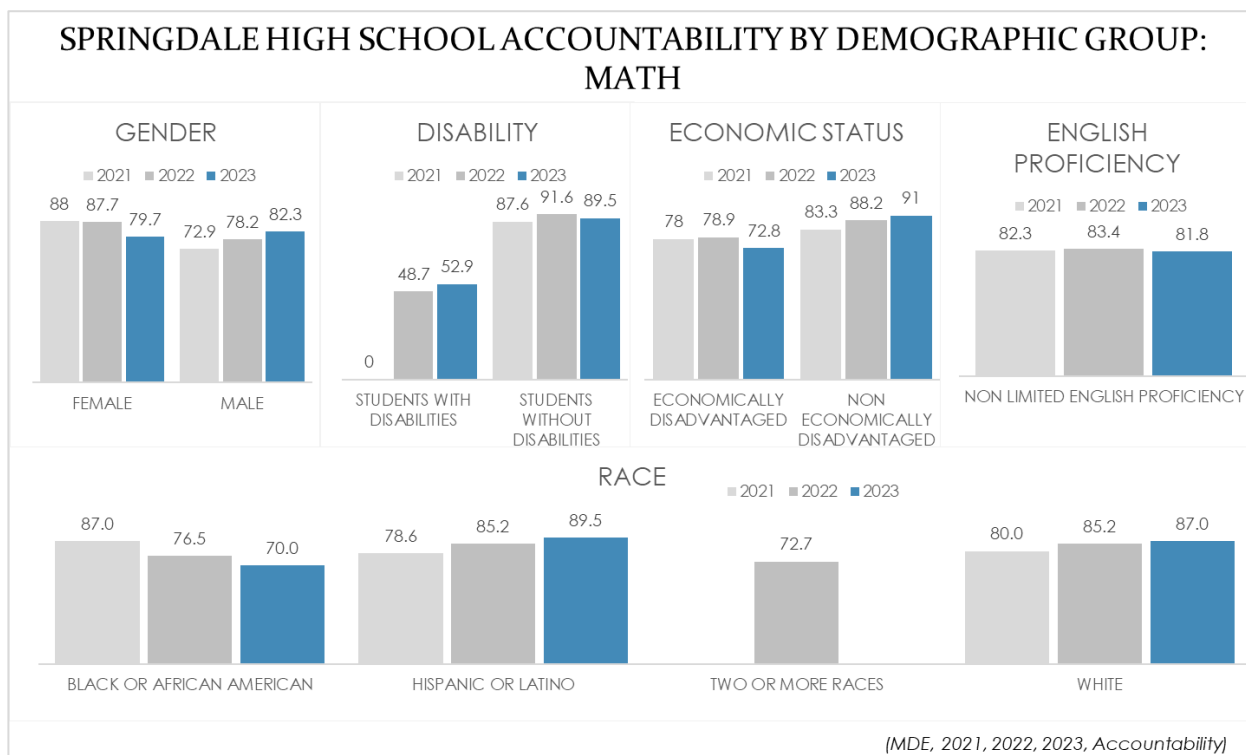


Figure 124: Springdale High School Proficiency by Demographic Group: Math

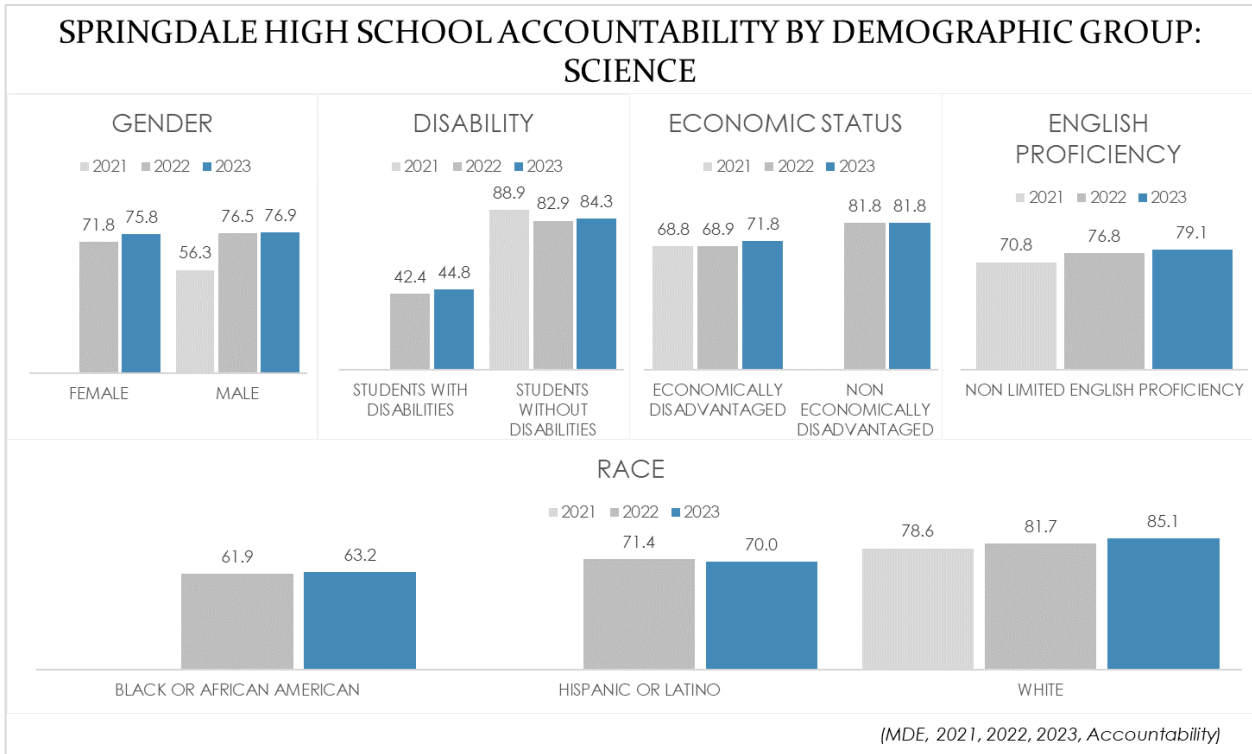


Figure 125: Springdale High School Proficiency by Demographic Group: Science

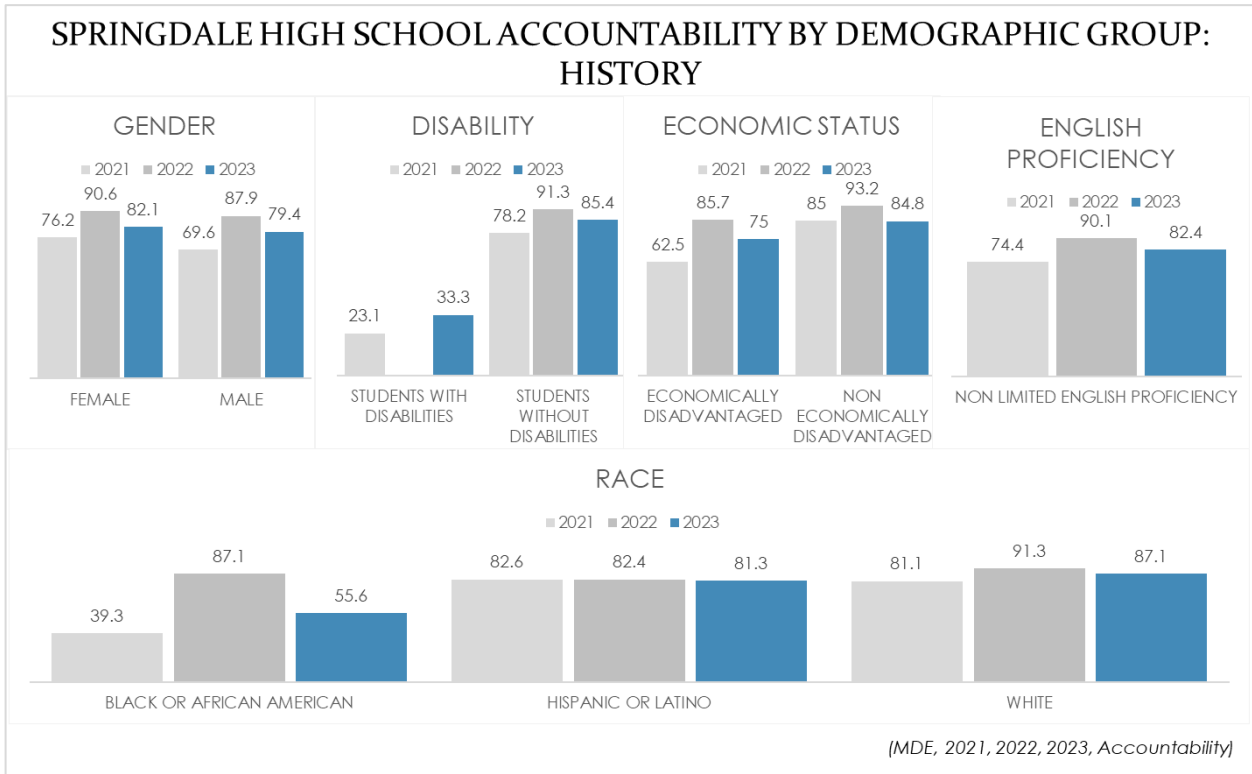


Figure 126: Springdale High School Proficiency by Demographic Group: History

4-YEAR GRADUATION RATES

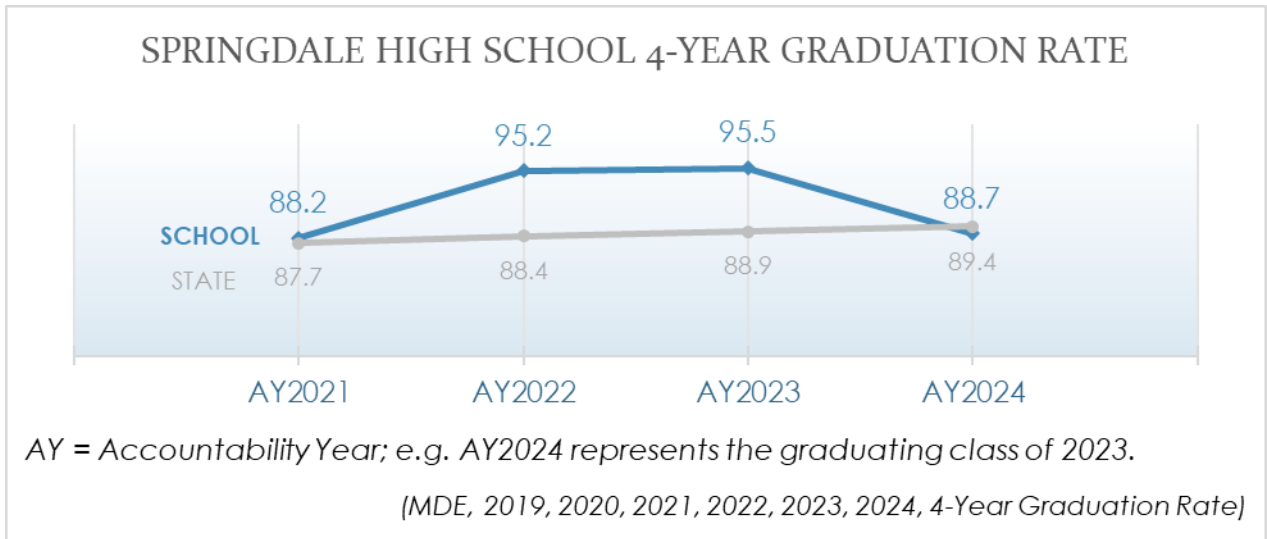


Figure 127: Springdale High School 4-Year Graduation Rate

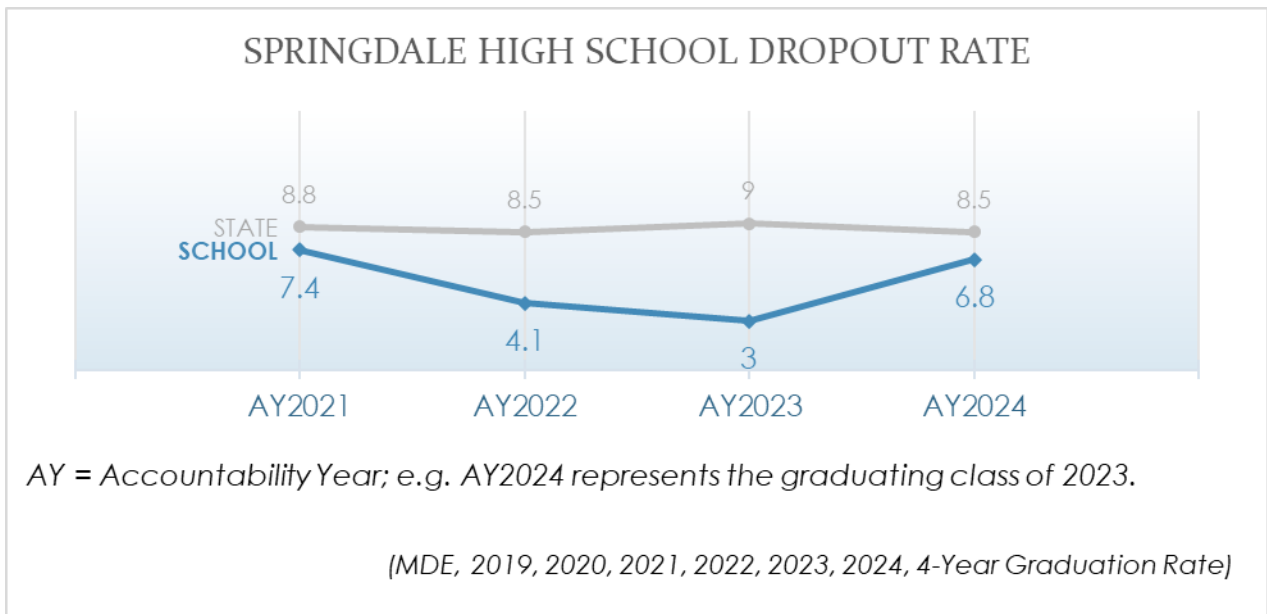


Figure 128: Springdale High School Dropout Rate

SCHOOL IMPROVEMENT

SPRINGDALE HIGH SCHOOL exited the school improvement process in 2021 after being identified as a **Comprehensive Support and Improvement (CSI)** school in 2018 for either having a 67% or lower graduation rate, having scores that fell in the bottom 5% of those of all Title I A schools, or being designated **Additional Targeted Support and Improvement (ATSI)** for 3 years.

Assessment

ACT

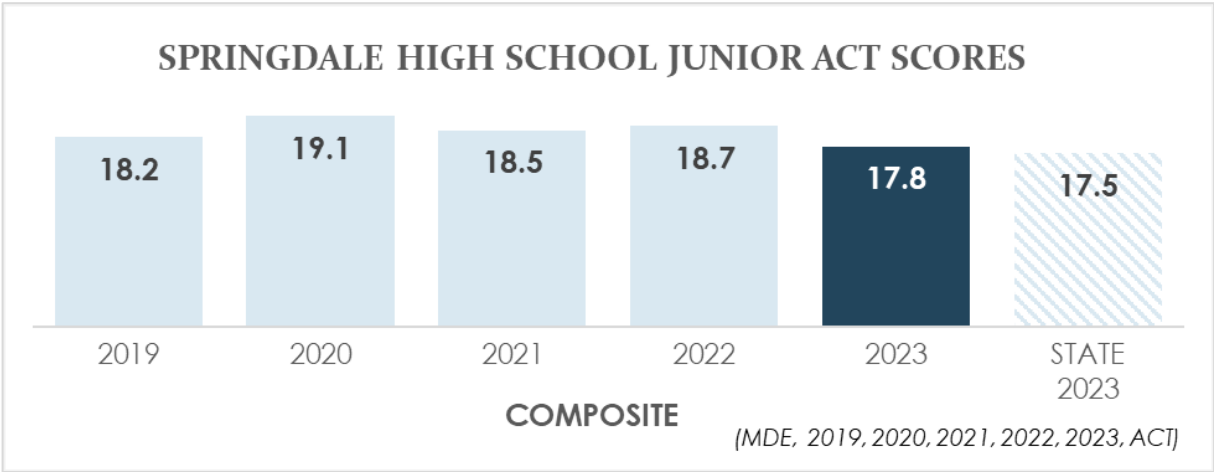


Figure 129: Springdale High School Junior ACT: Composite

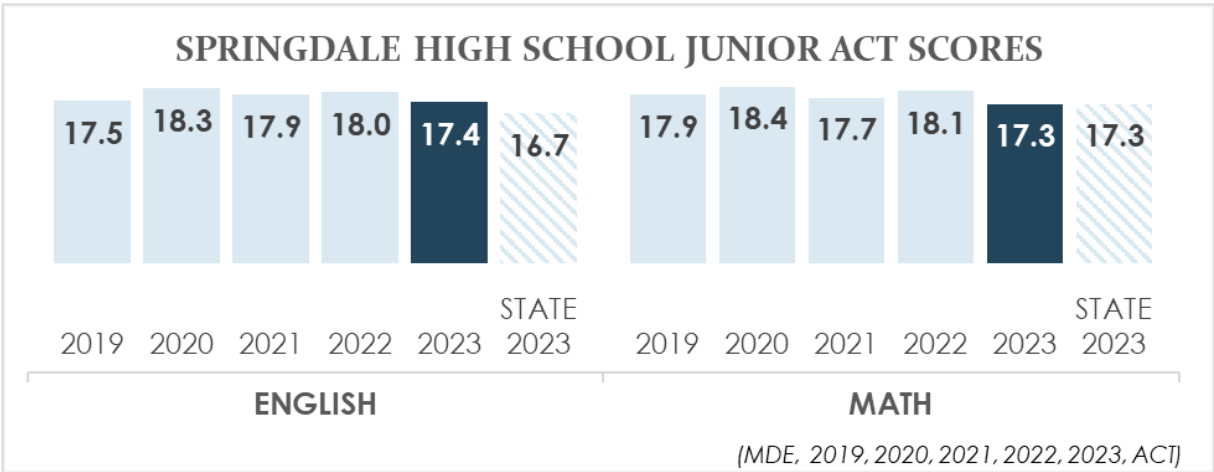


Figure 130: Springdale High School Junior ACT: English and Math

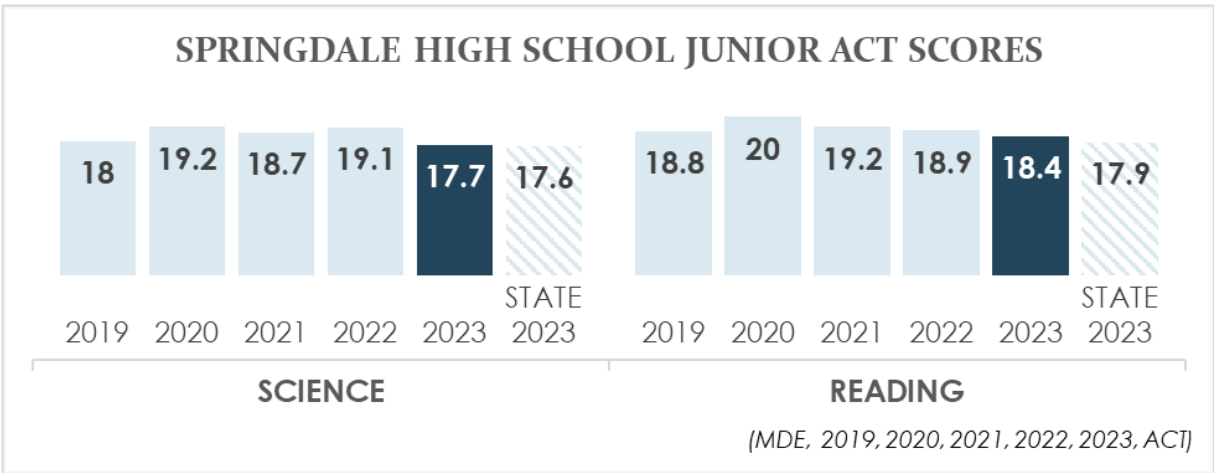


Figure 131: Springdale High School Junior ACT: Science and Reading

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA and MATH

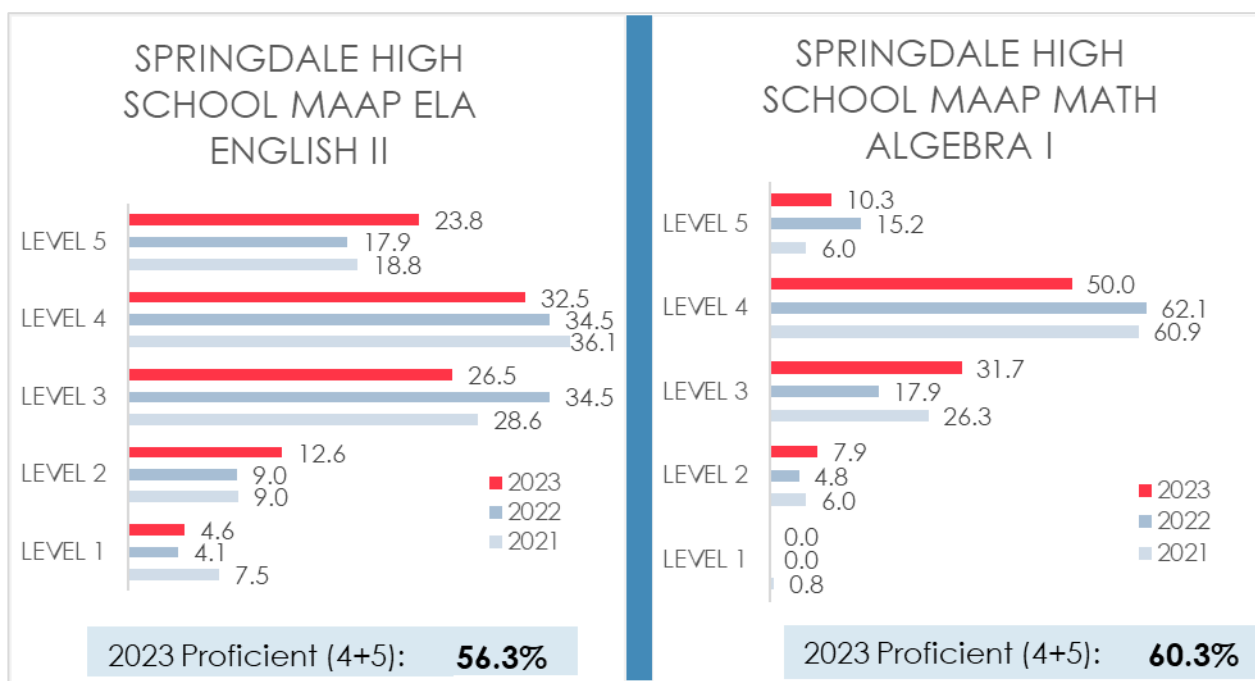


Figure 132: Springdale High School MAAP ELA and Math: English II and Algebra I

MAAP END-OF-COURSE

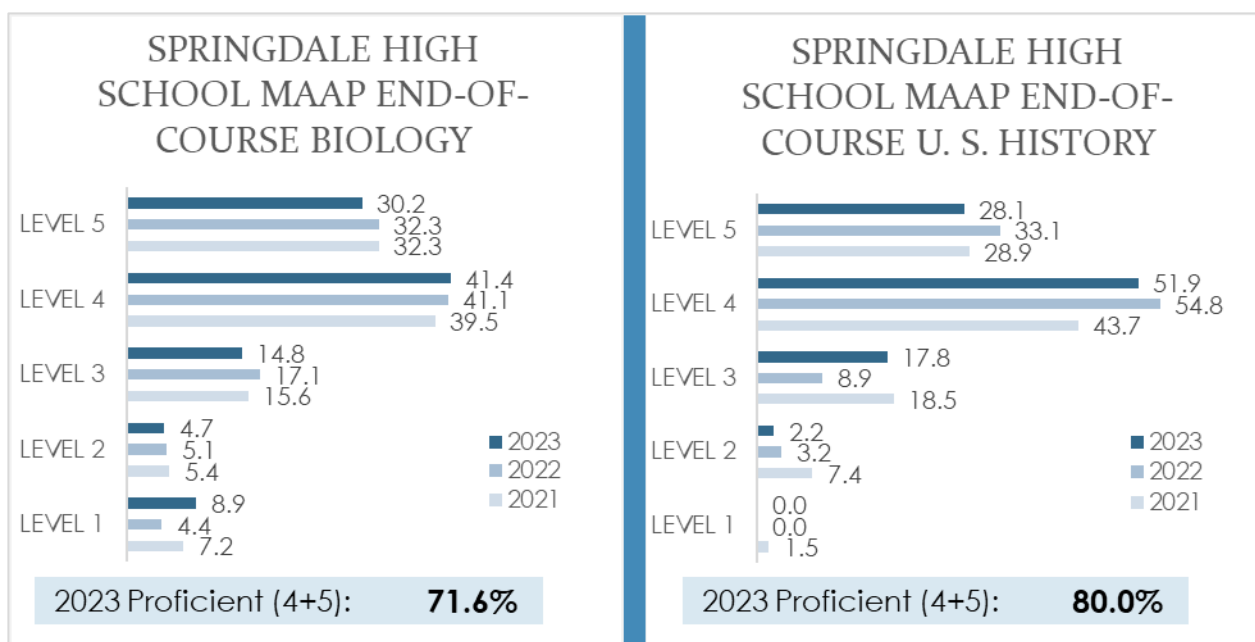


Figure 133: Springdale High School MAAP End-of-Course Biology I and U. S. History

Personnel

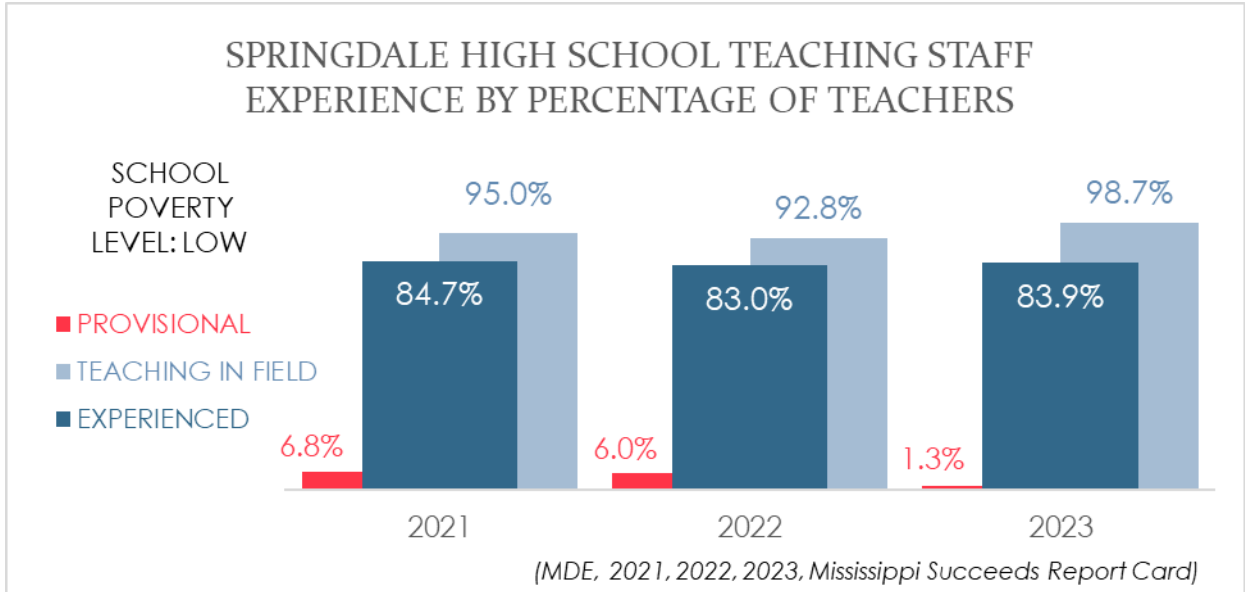


Figure 134: Springdale High School Teaching Staff Experience by Percentage of Teachers

Discipline

SPRINGDALE HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL				≤5	6.3	≤5			
GENDER	FEMALE				≤5	≤5	≤5			
	MALE				≤5	8.4	6.5			
RACE	BLACK OR AFRICAN AMERICAN				≤5	≤5	13.6			
	HISPANIC OR LATINO					5.6				
	TWO OR MORE RACES				≤5	8.7				
	WHITE				≤5	7.1	≤5			
DISABILITY	STUDENTS WITH DISABILITIES				9.8	9.8	≤5			
	STUDENTS WITHOUT DISABILITIES				≤5	5.8	≤5			
EL	LIMITED ENGLISH PROFICIENCY									
	NON LIMITED ENGLISH PROFICIENCY					6.5	≤5			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤10	≤10	17.0		≤5			≤5	
GENDER	FEMALE	≤10	≤10	≤10		≤5			≤5	
	MALE		≤10	12.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	≤10	≤10	13.0		≤5			≤5	
	WHITE		≤10	≤10		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES	≤10	≤10	≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	≤10	≤10	12.0		≤5			≤5	
EL	NON LIMITED ENGLISH PROFICIENCY		≤10	17.0		≤5			≤5	

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

Figure 135: Springdale High School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Springdale High 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. Nine (9) faculty and staff members, three (3) parents, and two hundred twenty-five (225) students responded to the survey.

Springdale High School Faculty/Staff Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	5	55.6%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	4	44.4%
Supporting college and career counseling	2	22.2%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	5	55.6%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	1	11.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	3	33.3%

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

Springdale High School

	Count	Percentage
Promoting community and parent involvement in schools	3	33.3%
Providing school-based mental health services and counseling	6	66.7%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	4	44.4%
Establishing or improving dropout prevention	2	22.2%
Supporting re-entry programs and transition services for Justice-involved youth	1	11.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	2	22.2%
Implementing systems and practices to prevent bullying and harassment	2	22.2%
Developing relationship-building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	2	22.2%
Establishing community partnerships	3	33.3%

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

	Count	Percentage
Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve achievement	3	33.3%
Building technological capacity and infrastructure	4	44.4%
Carrying out innovative blended learning projects	3	33.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	3	33.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	2	22.2%

I use disaggregated student data to inform classroom decisions and instructional practices.

	Count	Percentage
Strongly Agree	6	66.7%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I use effective, research-based strategies for

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments.	66.7%	11.1%	11.1%	11.1%	0.0%
Closing the achievement gap between diverse groups of students.	44.4%	44.4%	0.0%	11.1%	0.0%
Successful classroom management.	66.7%	22.2%	0.0%	11.1%	0.0%
Teaching special needs students.	22.2%	44.4%	11.1%	11.1%	11.1%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	33.3%	33.3%	0.0%	22.2%	11.1%

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	5	55.6%
Expedited evaluation services for students with limited English	4	44.4%
Expedited evaluation services for gifted and talented students	3	33.3%
Additional academic support	3	33.3%
Tutoring	5	55.6%
Enrichment educational services	3	33.3%
Counseling	5	55.6%

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

	Count	Percentage
Mentors	5	55.6%
School supplies	7	77.8%
School uniforms	7	77.8%
Dental referrals	5	55.6%
Medical referrals	3	33.3%
Bullying assistance	1	11.1%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	1	11.1%
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	4	44.4%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	3	33.3%
Utilize technology such as class websites, blogs, and videos	5	55.6%
Utilize structured note-taking formats (i.e., graphic organizers) and teach viewing comprehension strategies	4	44.4%

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	6	66.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	7	77.8%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	5	55.6%
Use bilingual handouts and cues	1	11.1%
Use visual displays, portable white boards, and posters when giving instructions	6	66.7%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	5	55.6%

Which of the following would be the most beneficial as a result of the district offering distance learning to students?

	Count	Percentage
Flexibility in schedule	2	22.2%
Allows atypical scheduling for unforeseen circumstances	4	44.4%
Promotes time management	1	11.1%
Promotes college & career readiness	0	0.0%
Reduces social anxiety	2	22.2%

The Multi-Tiered System of Supports (MTSS) is effective in my school (district).

	Count	Percentage
Strongly Agree	4	44.4%
Agree	2	22.2%
Disagree	1	11.1%
Strongly Disagree	2	22.2%
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	4	44.4%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

Springdale High School

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
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	33.3%
Agree	5	55.6%
Disagree	1	11.1%
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	3	33.3%
Agree	5	55.6%
Disagree	1	11.1%
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	5	55.6%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	55.6%
Agree	3	33.3%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, the size of classes here does not limit effectiveness.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	3	33.3%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

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

	Count	Percentage
Strongly Agree	6	66.7%
Agree	3	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

How often do you observe bullying on a school campus?

	Count	Percentage
Never	3	33.3%
Seldom	1	11.1%
Sometimes	5	55.6%
Often	0	0.0%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	4	44.4%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

Springdale High School

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	8	88.9%
Agree	1	11.1%
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	OVERALL RANK
Successful inclusion strategies	0	1	1	0	1	17	0	0	0	7	1
Using technology to enhance instruction	0	0	2	0	0	14	0	2	0	7	2
Reading for at-risk students	1	1	1	1	0	8	0	0	0	8	3
Differentiated Instruction	2	0	0	0	1	9	0	0	2	4	4
Writing strategies	0	1	2	0	0	8	1	0	0	7	5
Interpreting and analyzing student data	1	0	0	0	1	9	0	0	1	4	6
My specific content area	0	1	0	2	0	7	0	0	0	5	7
Response to Intervention (RTI/MTSS)	0	1	1	1	0	4	2	0	0	7	8
Teaching and understanding students in poverty	0	0	0	2	0	7	1	0	1	4	9
Mississippi College and Career Readiness Standards	0	0	1	0	0	9	0	0	0	5	10
Conflict resolution	1	0	0	0	1	6	0	0	1	6	11
Culture sensitivity	0	0	0	1	1	5	1	1	1	7	12
Teaching and understanding the needs of homeless students	1	0	0	0	0	6	1	1	0	5	13
English Learners	1	1	0	1	1	3	0	0	0	4	14
Developing quality assessments	0	0	0	0	0	6	0	2	0	7	15
Depth of Knowledge	0	1	0	0	0	4	0	0	0	9	16
Classroom Management	1	1	0	0	0	1	0	0	0	3	17

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

	Count	Percentage
Strongly Agree	1	11.1%
Agree	7	77.8%
Disagree	1	11.1%
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	0	0.0%
Agree	7	77.8%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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/STAFF MEMBERS from Springdale High School expressed a strong belief in the team mentality encouraged by the district, with everyone willing to support students. However, they highlighted the need for major revisions to the Multi-Tiered System of Supports (MTSS) procedures. One faculty member mentioned the lack of dedicated MTSS coordinators in each school, resulting in teachers being overwhelmed with remediating students while also teaching grade-level standards. They emphasized the need for more time or additional support to effectively carry out both interventions and instruction.

Springdale High School Parent Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	66.7%
Disagree	0	0.0%
Strongly Disagree	1	33.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	0	0.0%
Supporting college and career counseling	2	66.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	1	33.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	1	33.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	0	0.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	1	33.3%
Providing school-based mental health services and counseling	0	0.0%
Promoting supportive school climates to reduce the use of out-of-school suspension and promoting supportive school discipline	1	33.3%
Establishing or improving dropout prevention	1	33.3%
Supporting re-entry programs and transition services for Justice-involved youth	2	66.7%

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

	Count	Percentage
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	0	0.0%
Implementing systems and practices to prevent bullying and harassment	1	33.3%
Developing relationship-building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	0	0.0%
Establishing community partnerships	0	0.0%

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

	Count	Percentage
Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement	0	0.0%
Building technological capacity and infrastructure	1	33.3%
Carrying out innovative blended learning projects	1	33.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	2	66.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	1	33.3%

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

	Count	Percentage
Abuse Prevention	0	0.0%
Computer Classes	0	0.0%
Conflict Resolution	1	33.3%
Discipline	1	33.3%
Drug/Alcohol Awareness	0	0.0%
English as a Second Language	0	0.0%
Health Classes	1	33.3%
Literacy Classes	0	0.0%
Math Classes	1	33.3%
Parent-to-School Relationships	1	33.3%

Springdale High School

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

	Count	Percentage
Parent/Child Communication	1	33.3%
Preparing for College	0	0.0%
Parenting Workshops	0	0.0%
Social Media Classes	0	0.0%
Stress/Anger Management	1	33.3%
Understanding College- and Career-Ready Standards	0	0.0%

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

	Count	Percentage
Babysitting/childcare at parent meetings	1	33.3%
District and/or school newsletters	1	33.3%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	0	0.0%
Resource materials for parental training	1	33.3%
Training for parents to work with other parents on becoming involved in the schools	1	33.3%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	0	0.0%
Home/School Planners	1	33.3%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Which of the following would be the most beneficial as a result of the district offering distance learning to students?

	Count	Percentage
Flexibility in schedule	1	33.3%
Allows atypical scheduling for unforeseen circumstances	0	0.0%
Promotes time management	0	0.0%
Promotes college & career readiness	0	0.0%
Reduces social anxiety	2	66.7%

The Multi-Tiered System of Supports (MTSS) is effective in my school (district).

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	66.7%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

*PARENT, FAMILY, AND COMMUNITY ENGAGEMENT***Our school (district) actively promotes parent/teacher communication.**

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	33.3%
Disagree	2	66.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

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

Springdale High School

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

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

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

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

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

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

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

	Count	Percentage
Parent/teacher conference	0	0.0%
Checked my child's grades/assignments online	3	100.0%
Been in contact with my child's teacher	1	33.3%
Received a newsletter from the district, school, or teacher	1	33.3%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	0	0.0%

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

	Count	Percentage
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	0	0.0%
Volunteered at my child's school	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	0	0.0%
Agree	2	66.7%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

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

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

Springdale High School

How often does your child experience bullying on a school campus?		
	Count	Percentage
Never	0	0.0%
Seldom	2	66.7%
Sometimes	0	0.0%
Often	1	33.3%

TECHNOLOGY

The district has an Internet policy for students that meets the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	33.3%
Disagree	1	33.3%
Strongly Disagree	1	33.3%
Not Applicable or No Information	0	0.0%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	1	88.9%
Agree	1	11.1%
Disagree	1	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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

PARENTS OF STUDENTS from Springdale High School who participated in the survey praised Springdale High School for treating their children as their own and

providing excellent education. A parent commented, "Treats my kids as their own and teach so well!" The positive feedback indicated that parents appreciate the school's commitment to their children's well-being and learning.

Springdale High School Student Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	114	50.7%
Agree	94	41.8%
Disagree	6	2.7%
Strongly Disagree	3	1.3%
Not Applicable or No Information	8	3.6%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	93	41.3%
Agree	101	44.9%
Disagree	12	5.3%
Strongly Disagree	6	2.7%
Not Applicable or No Information	13	5.8%

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	114	50.7%
Agree	93	41.3%
Disagree	10	4.4%
Strongly Disagree	3	1.3%
Not Applicable or No Information	5	2.2%

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

	Count	Percentage
Strongly Agree	106	47.1%
Agree	88	39.1%
Disagree	17	7.6%
Strongly Disagree	5	2.2%
Not Applicable or No Information	9	4.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	84	37.3%
Agree	93	41.3%
Disagree	20	8.9%
Strongly Disagree	7	3.1%
Not Applicable or No Information	21	9.3%

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

	Count	Percentage
Strongly Agree	68	30.2%
Agree	108	48.0%
Disagree	28	12.4%
Strongly Disagree	7	3.1%
Not Applicable or No Information	14	6.2%

Which of the following would be the most beneficial as a result of the district offering distance learning to students?

	Count	Percentage
Flexibility in schedule	71	31.6%
Allows atypical scheduling for unforeseen circumstances	39	17.3%
Promotes time management	39	17.3%
Promotes college & career readiness	28	12.4%
Reduces social anxiety	48	21.3%

The Multi-Tiered System of Supports (MTSS) is effective in my school (district).

	Count	Percentage
Strongly Agree	74	32.9%
Agree	77	34.2%
Disagree	13	5.8%
Strongly Disagree	7	3.1%
Not Applicable or No Information	54	24.0%

*PARENT, FAMILY, AND COMMUNITY ENGAGEMENT***Our school (district) actively promotes parent/teacher communication.**

	Count	Percentage
Strongly Agree	115	51.1%
Agree	89	39.6%
Disagree	9	4.0%
Strongly Disagree	8	3.6%
Not Applicable or No Information	4	1.8%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	110	48.9%
Agree	92	40.9%
Disagree	5	2.2%
Strongly Disagree	4	1.8%
Not Applicable or No Information	14	6.2%

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

	Count	Percentage
Strongly Agree	87	38.7%
Agree	97	43.1%
Disagree	23	10.2%
Strongly Disagree	11	4.9%
Not Applicable or No Information	7	3.1%

*SCHOOL CLIMATE AND CULTURE***Our school (district) provides students and teachers with a safe and orderly environment for learning.**

	Count	Percentage
Strongly Agree	110	48.9%
Agree	92	40.9%
Disagree	11	4.9%
Strongly Disagree	6	2.7%
Not Applicable or No Information	6	2.7%

Springdale High School

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

	Count	Percentage
Strongly Agree	112	49.8%
Agree	92	40.9%
Disagree	13	5.8%
Strongly Disagree	3	1.3%
Not Applicable or No Information	5	2.2%

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

	Count	Percentage
Strongly Agree	106	47.1%
Agree	97	43.1%
Disagree	10	4.4%
Strongly Disagree	5	2.2%
Not Applicable or No Information	7	3.1%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	104	46.2%
Agree	97	43.1%
Disagree	7	3.1%
Strongly Disagree	5	2.2%
Not Applicable or No Information	12	5.3%

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

	Count	Percentage
Strongly Agree	117	52.0%
Agree	88	39.1%
Disagree	11	4.9%
Strongly Disagree	4	1.8%
Not Applicable or No Information	5	2.2%

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

	Count	Percentage
Strongly Agree	87	38.7%
Agree	100	44.4%
Disagree	20	8.9%
Strongly Disagree	7	3.1%
Not Applicable or No Information	11	4.9%

How often do you experience bullying on a school campus?

	Count	Percentage
Never	122	54.2%
Seldom	27	12.0%
Sometimes	48	21.3%
Often	28	12.4%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	123	54.7%
Agree	77	34.2%
Disagree	7	3.1%
Strongly Disagree	3	1.3%
Not Applicable or No Information	15	6.7%

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.

STUDENTS from Springdale High School vary widely in their responses, reflecting their personal experiences and perspectives. Some students praise the teachers and the overall learning environment, stating that the school does well in educating and helping them. Others express a desire for specific improvements, such as having more recess, field trips, or access to special classes like art or music. Students also mention the need for better cafeteria food, increased social activities, and less reliance on online learning platforms.

Notes

FIGURES

Figure 1: District Enrollment	4
Figure 2: District Enrollment by Demographic Group	4
Figure 3: District Average Daily Attendance	5
Figure 4: District Chronic Absence by Demographic Group	6
Figure 5: District Accountability Rating	8
Figure 6: District Accountability: Reading	8
Figure 7: District Accountability: Math	9
Figure 8: District Accountability: Science	9
Figure 9: District Accountability: History	10
Figure 10: District Accountability: Advanced	10
Figure 11: District Accountability: English Proficiency	11
Figure 12: District Accountability by Demographic Group: Reading	12
Figure 13: District Accountability by Demographic Group: Math	12
Figure 14: District Accountability by Demographic Group: Science	13
Figure 15: District Accountability by Demographic Group: History	13
Figure 16: District Changes in ELA Proficiency Gap-to-Goal by Gender	14
Figure 17: District Changes in ELA Proficiency Gap-to-Goal by Disability	14
Figure 18: District Changes in ELA Proficiency Gap-To-Goal by Economic Status	15
Figure 19: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency	15
Figure 20: District Changes in ELA Proficiency Gap-To-Goal by Race	15
Figure 21: District Changes in Math Proficiency Gap-to-Goal by Gender	16
Figure 22: District Changes in Math Proficiency Gap-To-Goal by Disability	16
Figure 23: District Changes in Math Proficiency Gap-To-Goal by Economic Status	16
Figure 24: District Changes in Math Proficiency Gap-To-Goal by English Proficiency	17
Figure 25: District Changes in Math Proficiency Gap-To-Goal by Race	17
Figure 26: District 4-Year Graduation Rates	18
Figure 27: District Dropout Rate	18
Figure 28: District Graduation Rate by Demographic Group	19
Figure 29: District Advanced Course Enrollment by Demographic Group	20
Figure 30: District Post-Secondary Enrollment by Demographic Group	21
Figure 31: District Junior ACT: Composite	22
Figure 32: District Junior ACT: English and Math	22
Figure 33: District Junior ACT: Science and Reading	22
Figure 34: Early Learning Collaborative or State-Invested Prekindergarten: Kindergarten Readiness Assessment	23
Figure 35: District Kindergarten Readiness Assessment: Prekindergarten	24
Figure 36: District Kindergarten Readiness Assessment: Kindergarten	24
Figure 37: District Literacy-Based Promotion Act Third Grade Reading Assessment	25
Figure 38: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption	25
Figure 39: District K-8 Retention Rates	26
Figure 40: District MAAP ELA Grades 3 and 4	26
Figure 41: District MAAP ELA Grades 5 and 6	27
Figure 42: District MAAP ELA Grades 7 and 8	27
Figure 43: District MAAP ELA English II	28
Figure 44: District MAAP Math Grades 3 and 4	28
Figure 45: District MAAP Math Grades 5 and 6	29
Figure 46: District MAAP Math Grades 7 and 8	29

Figures

Figure 47: District MAAP Math Algebra I _____	30
Figure 48: District MAAP-SCI Grades 5 and 8 _____	30
Figure 49: District MAAP-EOC Biology I and U. S. History _____	31
Figure 50: ELA Proficiency Gain/Loss Over Time _____	31
Figure 51: Math Proficiency Gain/Loss Over Time _____	32
Figure 52: Science and EOC Proficiency Gain/Loss Over Time _____	32
Figure 53: District Disciplinary Actions Reported to MDE _____	33
Figure 54: District Per Pupil Expenditures _____	34
Figure 55: District Expenditures by Function _____	34
Figure 56: District Expenditures by Function: Percent of Total _____	34
Figure 57: District Revenue Sources _____	35
Figure 58: Mississippi Adequate Education Program (MAEP) Allocations _____	35
Figure 59: District Federal Title Programs Funding Allocation _____	35
Figure 60: Current District Finance Rank Compared to Other Mississippi School Districts _____	36
Figure 61: District Classroom Teachers and Per Pupil Ratio _____	36
Figure 62: District Teaching Staff Experience by Percentage of Teachers _____	37
Figure 63: District Administrative and Support Personnel _____	37
Figure 64: District Administrative and Support Staff Average Salaries _____	38
Figure 65: District Teacher and Instructional Personnel Average Salaries _____	38
Figure 66: Distribution of Stakeholders _____	39
Figure 67: Distribution of Faculty/Staff Respondents by School _____	40
Figure 68: Distribution of Student Respondents by School _____	40
Figure 69: Distribution of Parent Respondents by School _____	40
Figure 70: Springdale Elementary School Enrollment _____	54
Figure 71: Springdale Elementary School Enrollment by Demographic Group _____	54
Figure 72: Springdale Elementary School Average Daily Attendance _____	55
Figure 73: Springdale Elementary School Chronic Absence by Demographic Group _____	55
Figure 74: Springdale Elementary School Accountability Rating _____	56
Figure 75: Springdale Elementary School Accountability: Reading _____	56
Figure 76: Springdale Elementary School Accountability: Math _____	57
Figure 77: Springdale Elementary School Accountability: Science _____	57
Figure 78: Springdale Elementary School Accountability: English Proficiency _____	58
Figure 79: Springdale Elementary School Reading Proficiency by Demographic Group _____	58
Figure 80: Springdale Elementary School Math Proficiency by Demographic Group _____	59
Figure 81: Springdale Elementary School Science Proficiency by Demographic Group _____	59
Figure 82: Springdale Elementary School Early Learning Collaborative Kindergarten Readiness Assessment: Prekindergarten _____	60
Figure 83: Springdale Elementary School Kindergarten Readiness Assessment: Prekindergarten _____	60
Figure 84: Springdale Elementary School Kindergarten Readiness Assessment: Kindergarten _____	61
Figure 85: Springdale Elementary School Initial Third-Grade Reading Assessment Pass Rate _____	61
Figure 86: Springdale Elementary School MAAP ELA Grades 3 and 4 _____	62
Figure 87: Springdale Elementary School MAAP ELA Grade 5 _____	62
Figure 88: Springdale Elementary School MAAP Math Grades 3 and 4 _____	63
Figure 89: Springdale Elementary School MAAP Math Grade 5 _____	63
Figure 90: Springdale Elementary School MAAP Science Grade 5 _____	64
Figure 91: Springdale Elementary School Teaching Staff Experience by Percentage of Teachers _____	64
Figure 92: Springdale Elementary School Disciplinary Actions Reported to MDE _____	65
Figure 93: Springdale Middle School Enrollment _____	88
Figure 94: Springdale Middle School Enrollment by Demographic Group _____	88
Figure 95: Springdale Middle School Average Daily Attendance _____	88
Figure 96: Springdale Middle School Chronic Absence by Demographic Group _____	89
Figure 97: Springdale Middle School Accountability Rating _____	90

Figure 98: Springdale Middle School Accountability: Reading	90
Figure 99: Springdale Middle School Accountability: Math	91
Figure 100: Springdale Middle School Accountability: Science	91
Figure 101: Springdale Middle School Accountability: English Proficiency	92
Figure 102: Springdale Middle School Accountability by Demographic Group: Reading	92
Figure 103: Springdale Middle School Proficiency by Demographic Group: Math	93
Figure 104: Springdale Middle School Proficiency by Demographic Group: Science	93
Figure 105: Springdale Middle School MAAP ELA Grades 6 and 7	94
Figure 106: Springdale Middle School MAAP ELA Grade 8	95
Figure 107: Springdale Middle School MAAP Math Grades 6 and 7	95
Figure 108: Springdale Middle School MAAP Math Grade 8 and Algebra I	96
Figure 109: Springdale Middle School MAAP Science Grade 8	96
Figure 110: Springdale Middle School Teaching Staff Experience by Percentage of Teachers	97
Figure 111: Springdale Middle School Disciplinary Actions Reported to MDE	97
Figure 112: Springdale High School Enrollment	120
Figure 113: Springdale High School Enrollment by Demographic Group	120
Figure 114: Springdale High School Average Daily Attendance	120
Figure 115: Springdale High School Chronic Absence	121
Figure 116: Springdale High School Accountability Rating	122
Figure 117: Springdale High School Accountability: Reading	122
Figure 118: Springdale High School Accountability: Math	123
Figure 119: Springdale High School Accountability: Science	123
Figure 120: Springdale High School Accountability: History	124
Figure 121: Springdale High School Accountability: Advanced	124
Figure 122: Springdale High School Accountability: English Proficiency	124
Figure 123: Springdale High School Proficiency by Demographic Group: Reading	125
Figure 124: Springdale High School Proficiency by Demographic Group: Math	125
Figure 125: Springdale High School Proficiency by Demographic Group: Science	126
Figure 126: Springdale High School Proficiency by Demographic Group: History	126
Figure 127: Springdale High School 4-Year Graduation Rate	127
Figure 128: Springdale High School Dropout Rate	127
Figure 129: Springdale High School Junior ACT: Composite	128
Figure 130: Springdale High School Junior ACT: English and Math	128
Figure 131: Springdale High School Junior ACT: Science and Reading	128
Figure 132: Springdale High School MAAP ELA and Math: English II and Algebra I	129
Figure 133: Springdale High School MAAP End-of-Course Biology I and U. S. History	129
Figure 134: Springdale High School Teaching Staff Experience by Percentage of Teachers	130
Figure 135: Springdale High School Disciplinary Actions Reported to MDE	130

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