SECTION 9

Caledonia High School

INTRODUCTION

Caledonia High School is located at 111 Confederate Drive in Caledonia, Mississippi. In 2020-2021, it housed six hundred twenty (620) students in ninth through twelfth grades (9-12). The school is led by its principal, Gregory Elliott.

The online letter from the school's principal states "We are proud of our achievements at Caledonia High School and are dedicated to providing a quality education for all our students. Our school has been given a successful school accountability rating by the Mississippi Department of Education. Our program is thriving because of the staff of dedicated, inspiring teachers who

have a common goal to do what is best for the students. The Caledonia School facility has doubled in size due to our student growth and the tornado damage of 2008. Our school's athletic program has grown to include 17 varsity sports in a competitive class 4A division."

ENROLLMENT

CALEDONIA HIGH SCHOOL ENROLLMENT						
	2016	**2017**	**2018**	**2019**	**2020**	**2021**
ALL	577	599	578	572	569	620
GR_9	157	175	150	171	144	181
GR_10	155	128	160	143	172	147
GR_11	144	139	121	126	*	158
GR_12	109	143	138	124	130	*

(MDE, 2016, 2017, 2018, 2019, 2020, 2021, Enrollment)

Figure 91: 2016-2021 Caledonia High School Enrollment

CALEDONIA HIGH SCHOOL ENROLLMENT BY GRADE 2016-2021

■ 2016   ■ 2017   ■ 2018   ■ 2019   ■ 2020   ■ 2021

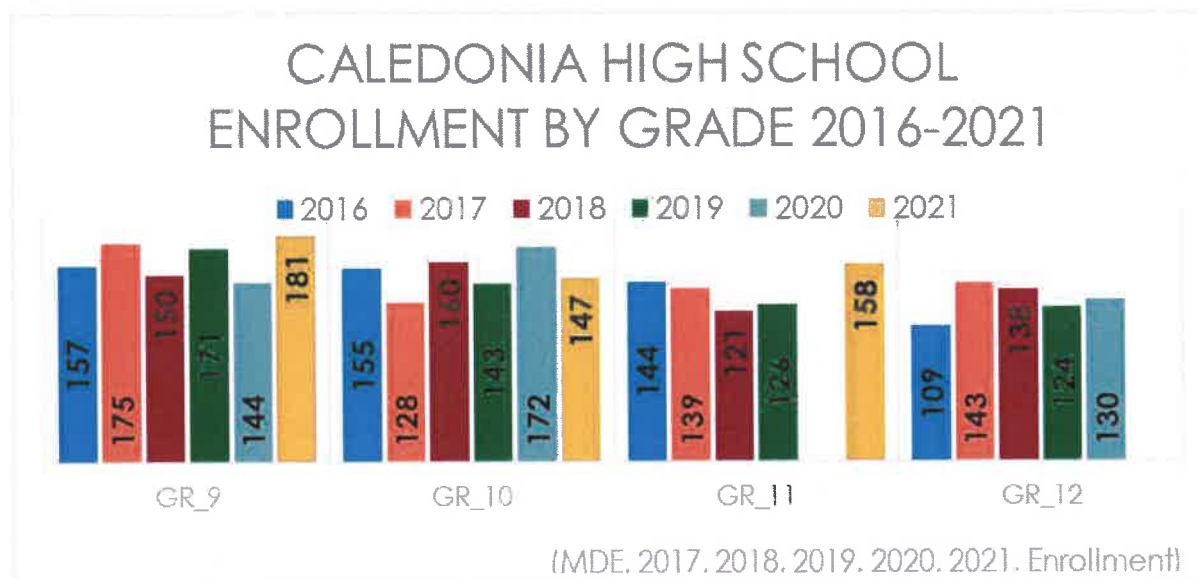(MDE, 2017, 2018, 2019, 2020, 2021, Enrollment)

Figure 92: 2016-2021 Caledonia High School Enrollment by Grade

(MDE, 2016, 2017, 2018, 2019, 2020, 2021, Enrollment)

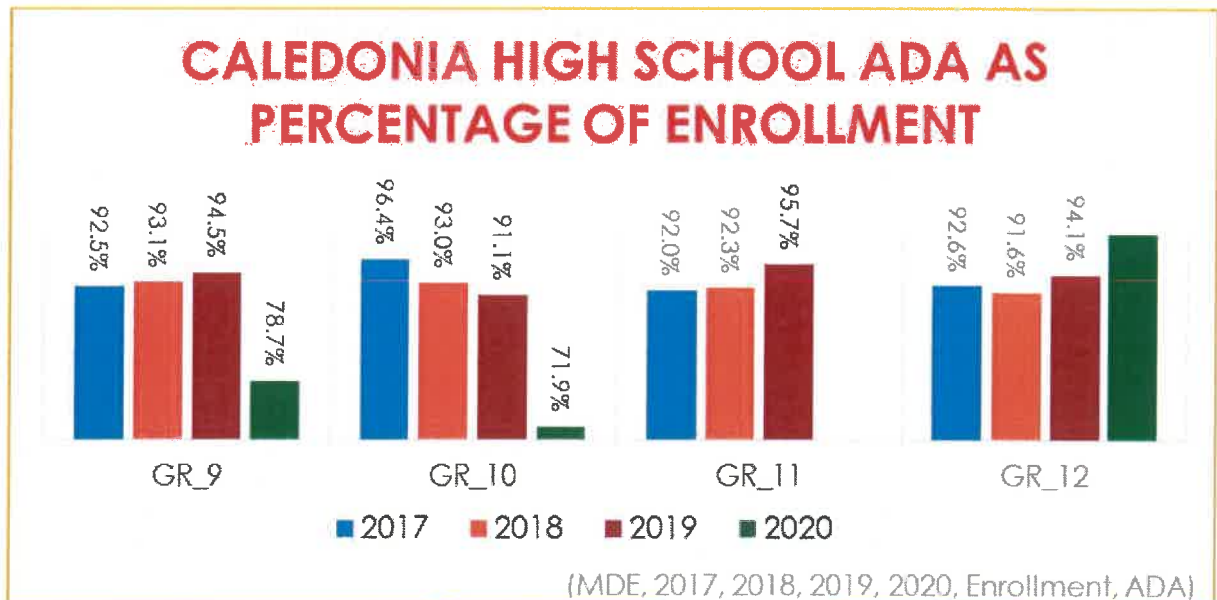| CALEDONIA HIGH SCHOOL CHANGE IN ENROLLMENT 2016-2021				
GRADE	**2016**	**2021**	**CHANGE**	**% CHANGE**
ALL	577	620	43	7.5%
GR_9	157	181	24	15.3%
GR_10	155	147	-8	-5.2%
GR_11	144	158	14	9.7%
GR_12	109	*	NA	NA

Figure 93: 2016-2021 Caledonia High School Change in Enrollment

CALEDONIA HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
	2016	2017	2018	2019	2020	2021
ALL	577	599	578	572	569	620
FEMALE	282	280	287	265	283	316
MALE	295	319	291	307	286	304
ALASKAN NATIVE OR NATIVE AMERICAN	NA	NA	NA	NA	NA	NA
ASIAN	11	*	*	*	*	*
BLACK OR AFRICAN AMERICAN	107	111	108	99	102	115
HISPANIC OR LATINO	13	12	11	13	11	15
NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*	NA
TWO OR MORE RACES	*	*	*	*	*	*
WHITE	443	462	446	451	445	477
STUDENTS WITH DISABILITIES	NA	NA	NA	NA	NA	NA
STUDENTS WITHOUT	NA	NA	NA	NA	NA	NA
ENGLISH LEARNERS	NA	NA	NA	NA	NA	NA
NON ENGLISH LEARNERS	NA	NA	NA	NA	NA	NA

(MDE, 2016, 2017, 2018, 2019, 2020, 2021, Enrollment)

Figure 94: 2016-2021 Caledonia High School Enrollment by Demographic Group

ATTENDANCE

(MDE, 2017, 2018, 2019, 2020, Enrollment, ADA)

Figure 95: 2017-2020 Caledonia High School Average Daily Attendance as Percentage of Enrollment

CALEDONIA HIGH SCHOOL ADA AS PERCENTAGE OF ENROLLMENT

	2016	2017	2018	2019	2020
ALL	93.9%	93.4%	92.6%	93.8%	95.0%
GR_9	93.2%	92.5%	93.1%	94.5%	78.7%
GR_10	94.0%	96.4%	93.0%	91.1%	71.9%
GR_11	93.7%	92.0%	92.3%	95.7%	
GR_12	95.1%	92.6%	91.6%	94.1%	123.2%

Figure 96: 2016-2020 Caledonia High School ADA as Percentage of Enrollment: Heat Map

CALEDONIA HIGH SCHOOL CHRONIC ABSENCE BY DEMOGRAPHIC GROUP

(MDE, 2017, Chronic Absenteeism; 2018, 2019, Mississippi Succeeds Report Card Data)

	2017	2018	2019
ALL	19.2%	17.9%	15.5%
FEMALE	NA	17.6%	13.4%
MALE	NA	18.2%	17.3%
ALASKAN NATIVE OR NATIVE	NA	NA	<5%
ASIAN	NA	<5%	<5%
BLACK OR AFRICAN AMERICAN	NA	18.4%	16.2%
HISPANIC OR LATINO	NA	<5%	6.7%
NATIVE HAWAIIAN OR PACIFIC	NA	<5%	<5%
TWO OR MORE RACES	NA	<5%	<5%
WHITE	18.3%	15.8%	15.8%
STUDENTS WITH DISABILITIES	24.6%	28.8%	28.8%
STUDENTS WITHOUT DISABILITIES	17.2%	14.1%	14.1%
ENGLISH LEARNERS	<5%	<5%	<5%

Figure 97: 2017-2019 Caledonia High School Chronic Absence by Demographic Group

ACCOUNTABILITY

CALEDONIA HIGH SCHOOL

ACCOUNTABILITY

	2017		2018		2019
RATING	A	⬇	B	➡	B
POINTS	767.0	⬇	666	⬆	685

ELA/READING

	2017		2018		2019
PROFICIENCY	**58.2%**	⬆	**61.2%**	⬇	**57.9%**
STATE	32.9%		39.8%		41.8%
GROWTH ALL STUDENTS	**94.5%**	⬇	**74.6%**	⬇	**72.1%**
STATE	58.7%		60.6%		58.8%
GROWTH LOW 25%	**91.0%**	⬇	**49.2%**	⬆	**72.7%**
STATE	61.9%		61.4%		56.2%

MATH

	2017		2018		2019
PROFICIENCY	**48.2%**	⬆	**51.1%**	⬇	**50.7%**
STATE	32.9%		39.8%		41.8%
GROWTH ALL STUDENTS	**85.1%**	⬇	**61.7%**	⬇	**59.1%**
STATE	58.7%		60.6%		58.8%
GROWTH LOW 25%	**105.0%**	⬇	**58.1%**	⬇	**56.6%**
STATE	61.9%		61.4%		56.2%

(MDE. 2017, 2018, 2019. Mississippi Succeeds Report Card)

Figure 98: 2017-2019 Caledonia High School Accountability: ELA and MATH

ACCOUNTABILITY

PROFICIENCY					
	2017		**2018**		**2019**
SCIENCE	**68.1%**	⬆	**69.2%**	⬆	**74.1%**
STATE	32.9%		64.5%		56.2%
U. S. HISTORY	**70.0%**	⇨	**70.0%**	⬆	**74.7%**
STATE	58.7%		53.9%		55.7%
ENGLISH LEARNERS	**NA**	⚪	**NA**	⚫	**NA**
STATE	NA		13.7%		17.0%

OTHER					
	2017		**2018**		**2019**
GRADUATION RATE	**80.7%**	⬆	**89.9%**	⬇	**88.0%**
STATE	32.9%		83.0%		84.0%
ACCELERATION	**57.0%**	⬆	**71.9%**	⬆	**80.6%**
STATE	58.7%		58.2%		65.9%
COLLEGE/ CAREER READINESS	**53.0%**	⬇	**51.6%**	⬇	**50.0%**
STATE	32.4%		38.1%		37.4%

(NDE, 2017, 2018, 2019, Mississippi Succeeds Report Card)

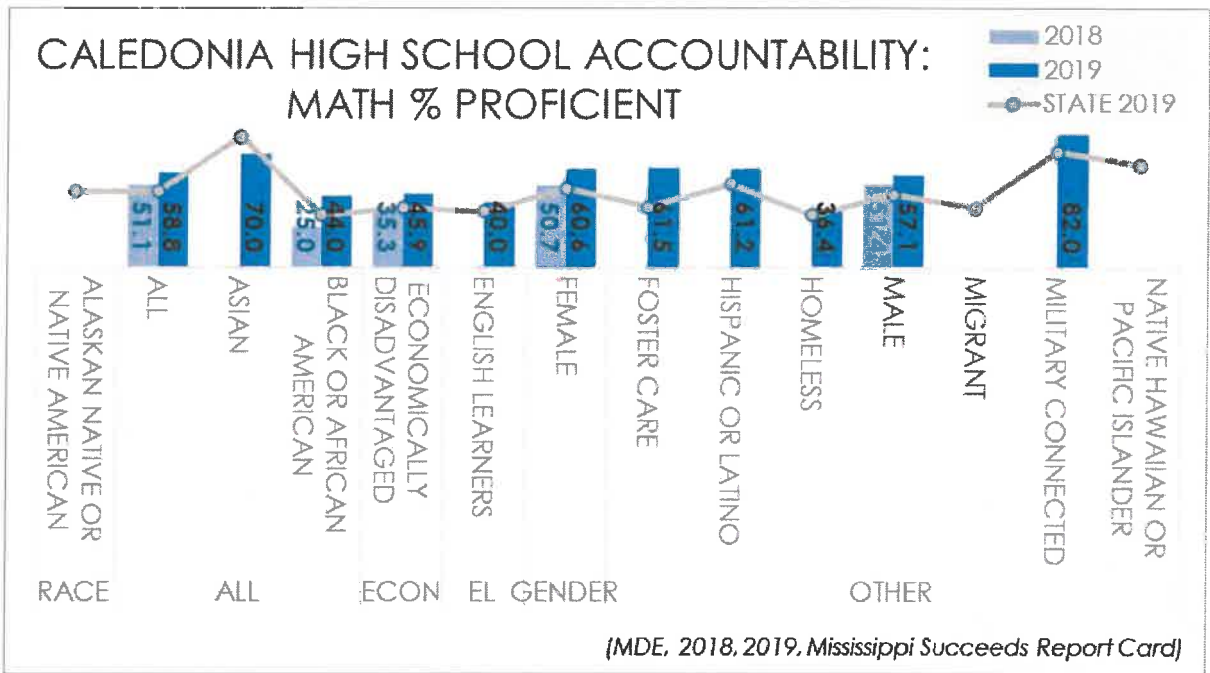**Figure 99: 2017-2019 Caledonia High School Accountability: Other**

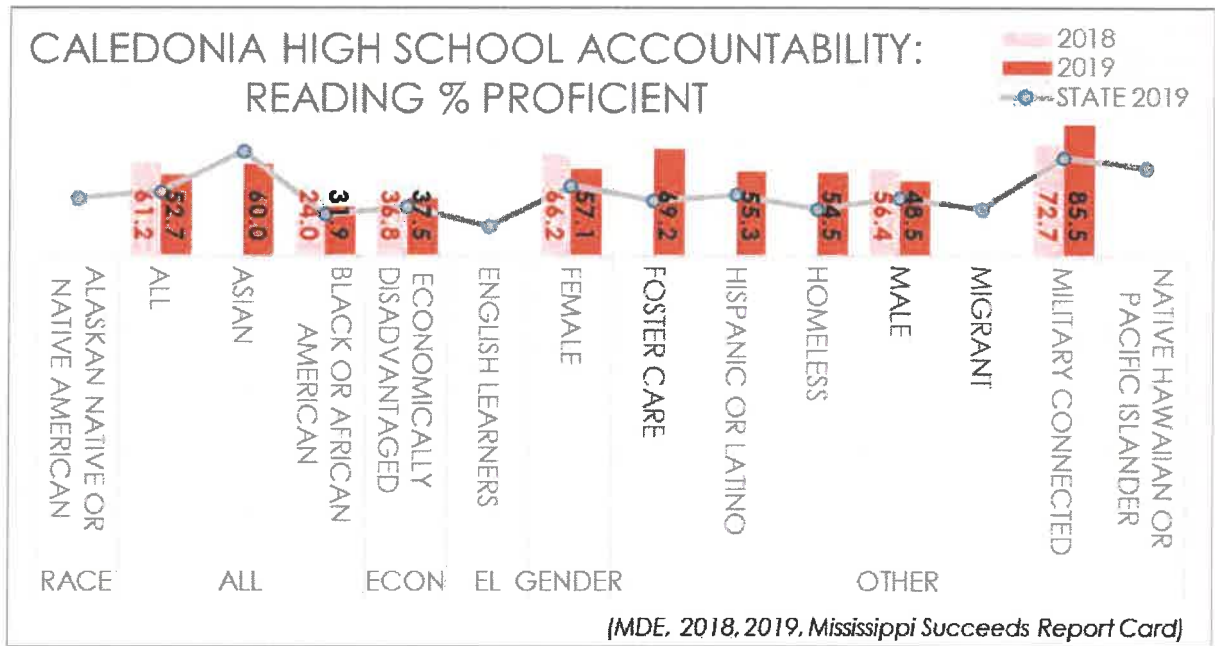**Figure 100: 2018-2019 Caledonia High School Accountability Math % Proficient**

Figure 101: 2018-2019 Caledonia High School Accountability: Reading % Proficient
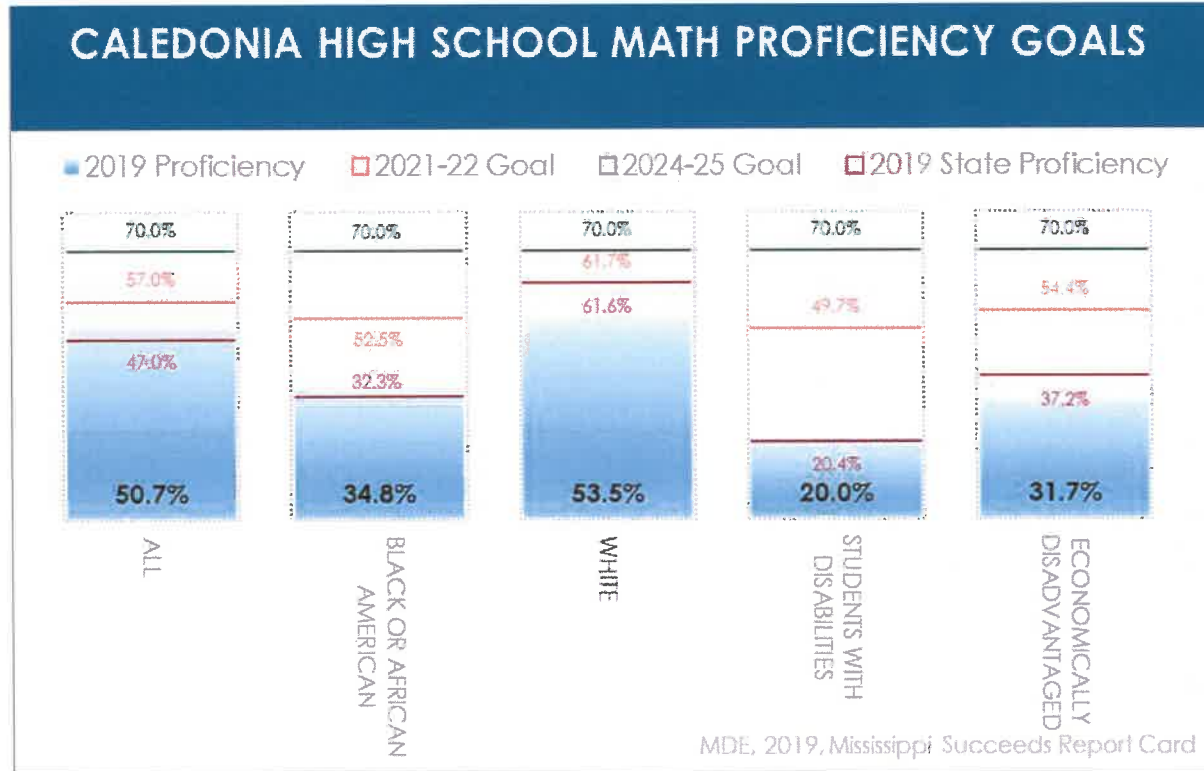
ACCOUNTABLE

Caledonia High School

CALEDONIA HIGH SCHOOL MATH PROFICIENCY GOALS
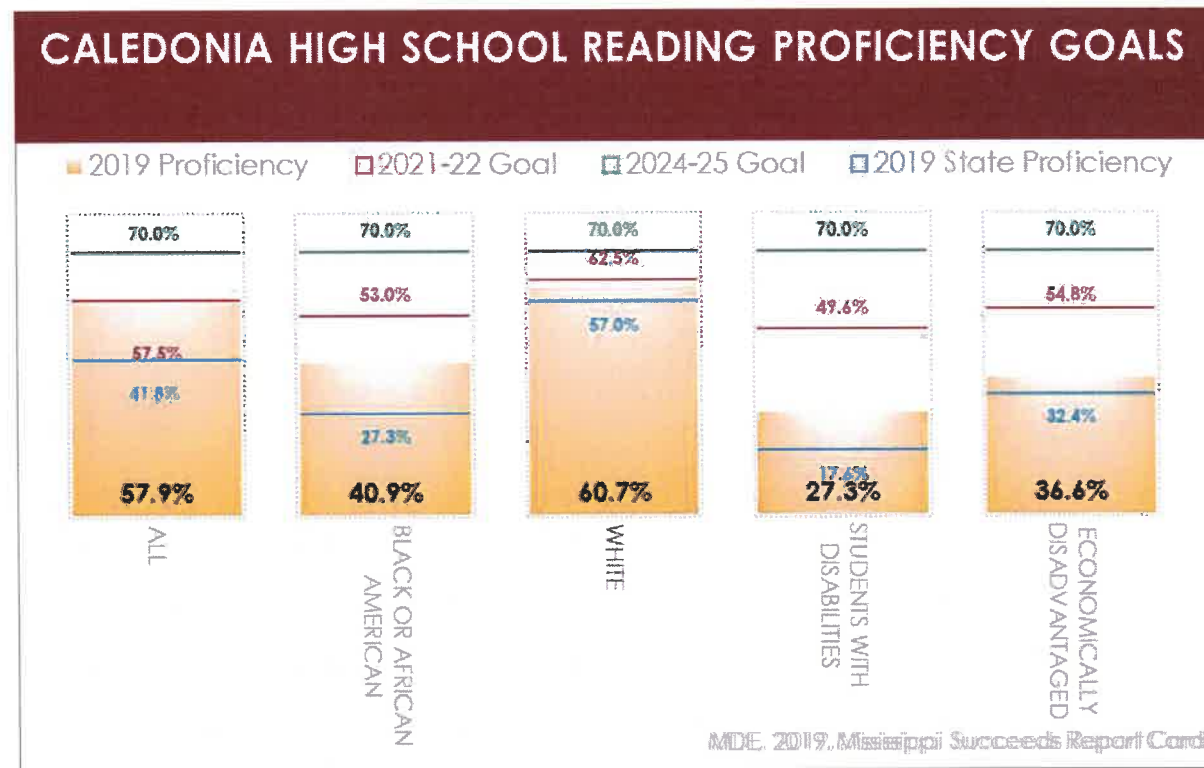
■ 2019 Proficiency □ 2021-22 Goal □ 2024-25 Goal □ 2019 State Proficiency

Group	2024-25 Goal	2021-22 Goal	2019 State	2019 Proficiency
ALL	70.0%	57.0%	47.0%	50.7%
BLACK OR AFRICAN AMERICAN	70.0%	52.5%	32.3%	34.8%
WHITE	70.0%	61.7%	61.6%	53.5%
STUDENTS WITH DISABILITIES	70.0%	49.7%	20.4%	20.0%
ECONOMICALLY DISADVANTAGED	70.0%	54.4%	37.2%	31.7%

MDE, 2019, Mississippi Succeeds Report Card

Figure 102: Caledonia High School Math Proficiency Goals

CALEDONIA HIGH SCHOOL READING PROFICIENCY GOALS

■ 2019 Proficiency □ 2021-22 Goal □ 2024-25 Goal □ 2019 State Proficiency

Group	2024-25 Goal	2021-22 Goal	2019 State	2019 Proficiency
ALL	70.0%	57.5%	41.8%	57.9%
BLACK OR AFRICAN AMERICAN	70.0%	53.0%	27.3%	40.9%
WHITE	70.0%	62.5%	57.0%	60.7%
STUDENTS WITH DISABILITIES	70.0%	49.6%	17.6%	27.3%
ECONOMICALLY DISADVANTAGED	70.0%	54.8%	32.4%	36.6%

MDE, 2019, Mississippi Succeeds Report Card

Figure 103: Caledonia High School Reading Proficiency Goals

PERSONNEL

2020 CHARACTERISTICS OF INSTRUCTIONAL PERSONNEL

CALEDONIA HIGH SCHOOL

Experienced Teachers — 83.7%
STATE AVERAGE: 77.2%

Emergency/Provisional Teachers — 2.7%
STATE AVERAGE: 8.35%

Inexperienced Teache (<4 yrs.) — 16.3%
STATE AVERAGE: 14.45%

School Poverty Level — LOW

Teaching in Field — 99.4%
STATE AVERAGE: 73.52%

Experienced Principals — 100%
STATE AVERAGE: 73.52%

(MDE, 2020, Mississippi Succeeds Report Card)

Figure 104: 2020 Caledonia High School Characteristics of Instructional Personnel

"THE ABSENCE OF ANNUAL TESTS AND OTHER IMPORTANT MEASURES OF STUDENTS' OUTCOMES DOES NOT MEAN WE MUST ABANDON SCHOOL ACCOUNTABILITY THIS YEAR. HIGH-STAKES TESTING IS NOT THE ONLY TOOL IN THE ACCOUNTABILITY TOOLBOX. IN FACT, POLICYMAKERS NOW HAVE AN OPPORTUNITY TO EMPLOY A WIDER RANGE OF TOOLS THAN SCHOOLS HAVE TYPICALLY USED" (Gill, 2020)

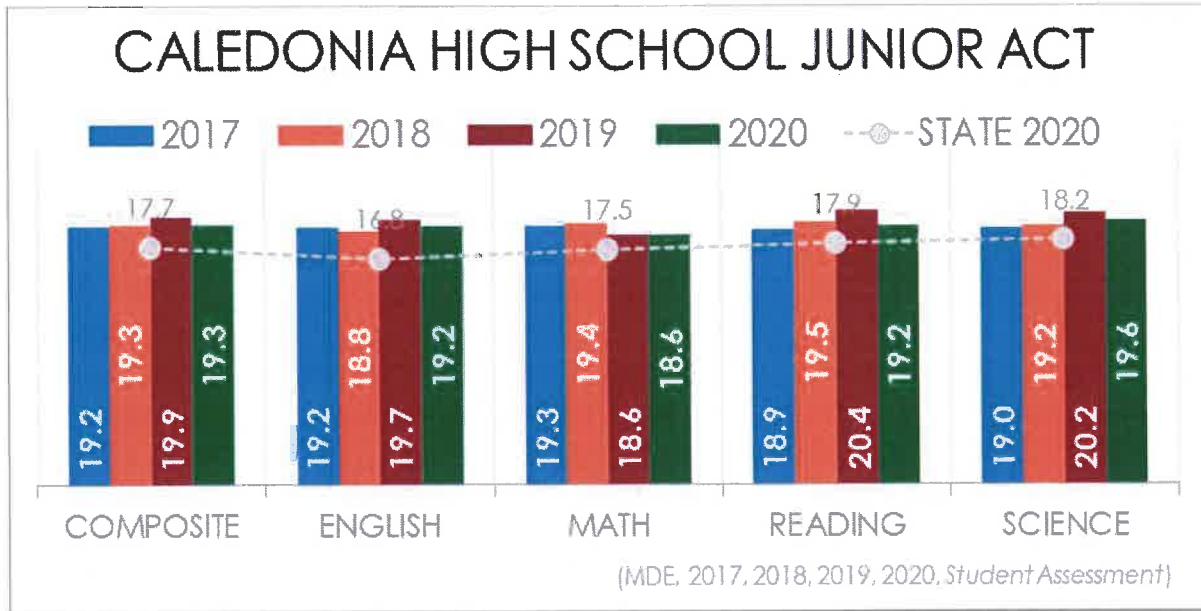Brian Gill, *Regional Educational Laboratory Program*

ASSESSMENT

ACT

CALEDONIA HIGH SCHOOL JUNIOR ACT

2017 2018 2019 2020 - -⊙- - STATE 2020

	COMPOSITE	ENGLISH	MATH	READING	SCIENCE
State 2020	17.7	16.8	17.5	17.9	18.2
2017	19.2	19.2	19.3	18.9	19.0
2018	19.3	18.8	19.4	19.5	19.2
2019	19.9	19.7	18.6	20.4	20.2
2020	19.3	19.2	18.6	19.2	19.6

(MDE, 2017, 2018, 2019, 2020, *Student Assessment*)

Figure 105: 2017-2019 Caledonia High School Junior ACT

MAAP

CALEDONIA HIGH SCHOOL MAAP ELA ENGLISH II

2017 2018 2019 · ·⊙· · STATE 2019

MDE, 2017, 2018, 2019, *Student Assessment*

CALEDONIA HIGH SCHOOL MAAP MATH ALGEBRA I

2017 2018 2019 · ·⊙· · STATE 2019

MDE, 2017, 2018, 2019, *Student Assessment*

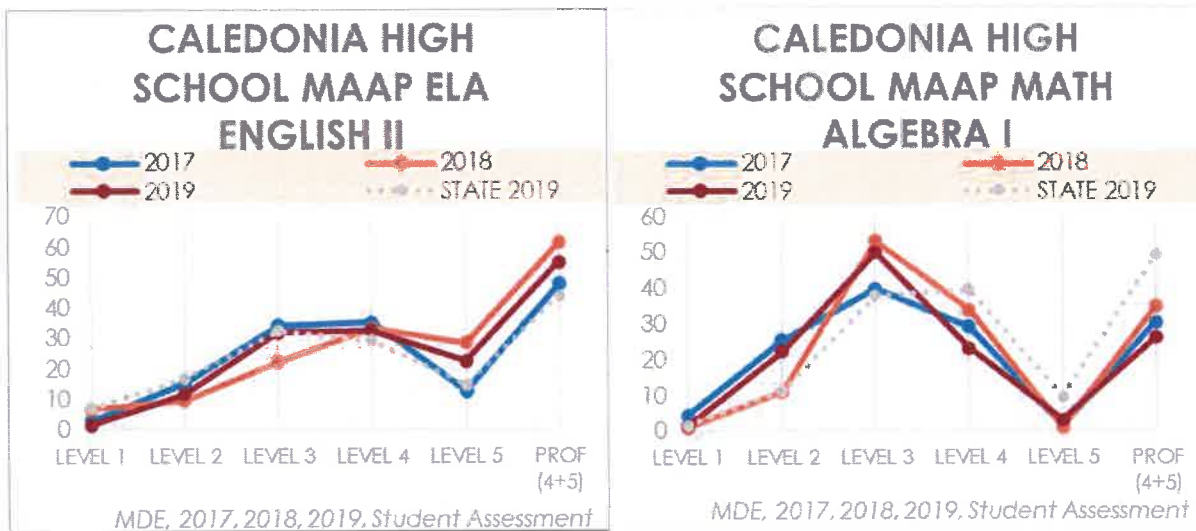**Figure 106: 2017-2019 Caledonia High School MAAP ELA and Math English II and Algebra I**

CALEDONIA HIGH SCHOOL MAAP-EOC BIOLOGY I

No Level 5 on test for 2017, 2018, 2019 based on new standards.

MDE, 2017, 2018, 2019, Student Assessment

CALEDONIA HIGH SCHOOL MAAP-EOC U. S. HISTORY

No Level 5 on test through 2019. New standards apply when testing resumes.
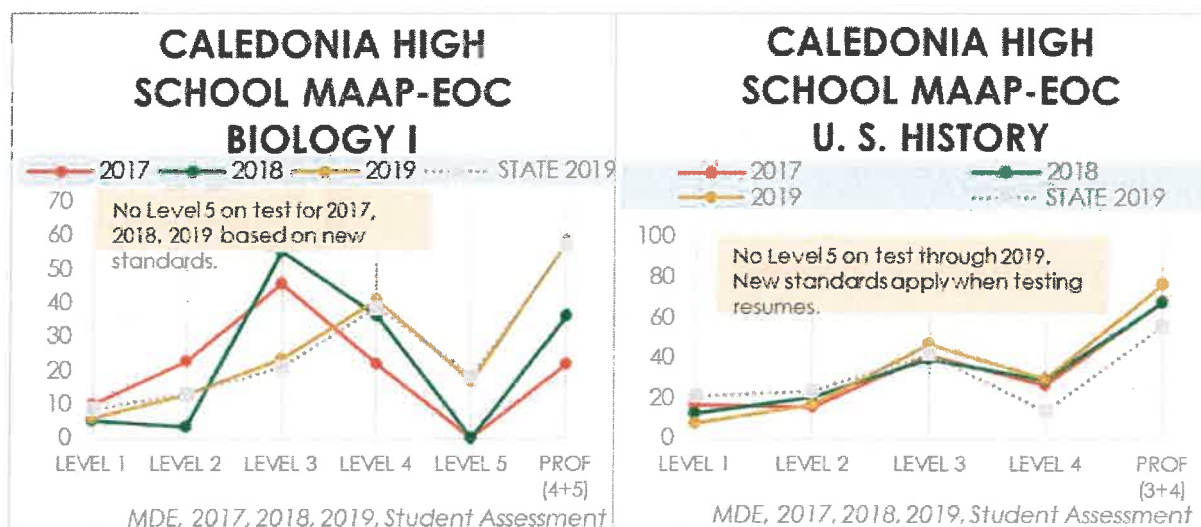
MDE, 2017, 2018, 2019, Student Assessment

Figure 107: 2017-2019 Caledonia High School MAAP-EOC Biology I and U. S. History

INCREASING STUDENT ENGAGEMENT IN REMOTE LEARNING

"Grounded in the learning sciences, engagement is deepest in **environments that support** fostering relationships, productive instructional strategies, and social and emotional development. Engaged learners demonstrate **stronger satisfaction with learning experiences, stronger achievement in courses and increased graduation rates.**

Researchers identify **three primary components of learner engagement** for in-person and online settings: **behavioral, cognitive and emotional.** In other words, we know that learners are engaged if they exhibit behaviors, thinking processes or emotions that indicate they are connecting with course materials, with the teacher and with each other" (Rice & Kipp, 2020).

SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Caledonia High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; Professional Development; COVID-19 and Distance Learning.* Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-one (41) faculty and staff members, seventy (70) parents, and five hundred twenty-two (522) students responded to the survey.

CALEDONIA HIGH SCHOOL FACULTY/STAFF SURVEY

FEDERAL PROGRAMS

Summary for FPTPSCAQ0001D2M
The aspects of the Title I instructional program I feel are most beneficial are:

	Count	Percentage
Emphasis on cooperation between home and school	11	27%
Professional development activities	8	20%
Access to computers and individualized instruction	19	46%
Teacher resources	23	56%
Support staff	20	49%
Tutoring service	18	44%

Summary for FPTPSCAQ0006NAL
School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	20	48.8%
Agree	14	34.2%
Disagree	5	12.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.9%

Summary for FPTPSCAQ0010NAL
My school (district) has effective procedures for addressing school safety.

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

Summary for FPTPSCAQ0013NAL

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

	Count	Percentage
Strongly Agree	4	9.8%
Agree	10	24.4%
Disagree	11	26.8%
Strongly Disagree	5	12.2%
Not Applicable or No Information	11	26.8%

Summary for FPTPSCAQ0014D4L

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

	Count	Percentage
Strongly Agree	5	12.2%
Agree	20	48.8%
Disagree	2	4.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	34.2%

Summary for FPT0000Q0025D2A

Our faculty use effective, research-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No
Developing and using classroom assessments.	50.0%	50.0%	0.0%	0.0%	0.0%
Closing the achievement gap between diverse groups of students.	35.3%	47.1%	8.8%	2.9%	5.9%
Successful classroom management.	35.3%	55.9%	5.9%	0.0%	2.9%
Teaching special needs students.	38.2%	58.8%	0.0%	0.0%	2.9%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	23.5%	47.1%	14.7%	8.8%	5.9%

Summary for FPT000AQ1111D2AR

Please rank the following issues by their impact on student achievement and growth.

	#1	#2	#3	#4	#5	OVERALL RANK
Off-task behavior	5	18	12	4	0	2
Minor disruptions that steal instructional time	2	11	14	8	3	3
Major classroom disruptions	8	5	8	13	4	4
Truancy	25	4	4	7	0	1
Other	1	1	1	6	20	5

Caledonia High School

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	8	20%
Expedited evaluation services for students with limited English	7	17%
Expedited evaluation services for gifted and talented students	3	7%
Additional academic support	20	49%
Tutoring	15	37%
Enrichment educational services	6	15%
Counseling	22	54%
Mentors	16	39%
School supplies	23	56%
School uniforms	5	12%
Dental referrals	10	24%
Medical referrals	13	32%
Bullying assistance	7	17%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	13	31.7%
Agree	25	61.0%
Disagree	1	2.4%
Strongly Disagree	1	2.4%
Not Applicable or No Information	1	2.4%

The programs of this school (district) meet the requirement of students with special needs.

	Count	Percentage
Strongly Agree	12	29.3%
Agree	26	63.4%
Disagree	2	4.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Summary for CITPSCAQ0047D2A

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
English/Language Arts	43.9%	43.9%	4.9%	0.0%	7.3%
Mathematics	56.1%	39.0%	2.4%	0.0%	2.4%
Science	46.3%	43.9%	2.4%	0.0%	7.3%
Social Studies	39.0%	48.8%	7.3%	0.0%	4.9%
Fine Arts	41.5%	43.9%	7.3%	0.0%	7.3%
Physical Education	31.7%	41.5%	12.2%	4.9%	9.8%
Health Education	29.3%	58.5%	2.4%	2.4%	7.3%
Foreign Languages	34.2%	46.3%	9.8%	4.9%	4.9%
Career/Vocational Education	39.0%	53.7%	2.4%	0.0%	4.9%
Special Education	30.6%	38.9%	3.8%	2.6%	23.4%
Gifted Education	31.3%	38.5%	5.1%	3.0%	21.4%

Summary for CIT0000Q0065D2L

Our faculty frequently use the results of student learning assessments to modify and adjust teaching strategies to best meet the learning needs of students.

	Count	Percentage
Strongly Agree	15	44.1%
Agree	17	50.0%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

Summary for CIT0000Q0069D2L

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

	Count	Percentage
Strongly Agree	21	51.2%
Agree	17	41.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.9%

Caledonia High School

Please evaluate the impact of the following factors on the English/Language Arts program in meeting state standards of student proficiency and growth:

	A strength of the program	An area in which we are making progress	Not a factor in the success of the program	Still a challenge for the program	A weakness that needs to be addressed	I have no information about this topic.
CLIMATE						
Class size	17.7%	14.7%	0.0%	20.6%	11.8%	35.3%
Discipline	44.1%	5.9%	2.9%	8.8%	0.0%	38.2%
Classroom culture	44.1%	14.7%	2.9%	2.9%	0.0%	35.3%
School culture	38.2%	17.7%	0.0%	2.9%	0.0%	41.2%
PBIS	23.5%	5.9%	8.8%	17.7%	0.0%	44.1%
ATTENDANCE						
Student mobility	20.6%	11.8%	11.8%	2.9%	2.9%	50.0%
Student attendance	14.7%	14.7%	0.0%	17.7%	17.7%	35.3%
Teacher attendance	50.0%	8.8%	2.9%	0.0%	0.0%	38.2%
Scheduling	32.4%	5.9%	2.9%	14.7%	5.9%	38.2%
TEACHING						
Teacher knowledge of standards	61.8%	5.9%	0.0%	0.0%	0.0%	32.4%
Differentiation	47.1%	20.6%	0.0%	0.0%	0.0%	32.4%
Shared responsibility for state test results	32.4%	23.5%	0.0%	5.9%	5.9%	32.4%
Teacher input	32.4%	29.4%	0.0%	0.0%	5.9%	32.4%
Common planning	32.4%	11.8%	0.0%	8.8%	2.9%	44.1%
STUDENT CHARACTERISTICS						
The number of Tier 2 and Tier 3 students	14.7%	23.5%	5.9%	14.7%	0.0%	41.2%
Student prerequisite knowledge	11.8%	23.5%	0.0%	11.8%	17.7%	35.3%
ASSESSMENT						
Analyzing test data	38.2%	26.5%	2.9%	0.0%	0.0%	32.4%
Student progress monitoring	38.2%	23.5%	0.0%	2.9%	2.9%	32.4%
STAR screening	35.3%	20.6%	5.9%	0.0%	0.0%	38.2%
SUPPORT SERVICES						
Professional development	23.5%	29.4%	2.9%	0.0%	5.9%	38.2%
Tutoring services	23.5%	29.4%	2.9%	5.9%	2.9%	35.3%
Intervention services	26.5%	23.5%	0.0%	5.9%	2.9%	41.2%
Inclusion	32.4%	14.7%	0.0%	8.8%	2.9%	41.2%
Gifted education services	20.6%	11.8%	0.0%	8.8%	2.9%	55.9%
Teacher resources	29.4%	20.6%	0.0%	2.9%	2.9%	44.1%
Leadership Team	23.5%	17.7%	0.0%	5.9%	0.0%	52.9%
TECHNOLOGY						
Technology skills	41.2%	20.6%	0.0%	2.9%	0.0%	35.3%
1:1	61.8%	8.8%	0.0%	2.9%	0.0%	26.5%

Summary for CIT0000Q1112D2A

Please evaluate the impact of the following factors on the mathematics program in meeting state standards of student proficiency and growth:

	A strength of the program	An area in which we are making progress	Not a factor in the success of the program	Still a challenge for the program	A weakness that needs to be addressed	I have no information about this topic.
CLIMATE						
Class size	14.7%	23.5%	0.0%	8.8%	17.7%	35.3%
Discipline	47.1%	11.8%	0.0%	2.9%	0.0%	38.2%
Classroom culture	32.4%	20.6%	0.0%	2.9%	0.0%	44.1%
School culture	41.2%	14.7%	0.0%	2.9%	0.0%	41.2%
PBIS	26.5%	5.9%	8.8%	8.8%	8.8%	41.2%
ATTENDANCE						
Student mobility	20.6%	17.7%	14.7%	0.0%	0.0%	47.1%
Student attendance	11.8%	23.5%	0.0%	20.6%	5.9%	38.2%
Teacher attendance	47.1%	8.8%	2.9%	0.0%	0.0%	41.2%
Scheduling	35.3%	11.8%	0.0%	5.9%	5.9%	41.2%
TEACHING						
Teacher knowledge of standards	67.7%	2.9%	0.0%	0.0%	0.0%	29.4%
Differentiation	47.1%	20.6%	0.0%	0.0%	0.0%	32.4%
Shared responsibility for state test results	41.2%	26.5%	0.0%	0.0%	0.0%	32.4%
Teacher input	38.2%	26.5%	0.0%	0.0%	0.0%	35.3%
Common planning	29.4%	17.7%	2.9%	2.9%	5.9%	41.2%
STUDENT CHARACTERISTICS						
The number of Tier 2 and Tier 3 students	17.7%	23.5%	5.9%	11.8%	0.0%	41.2%
Student prerequisite knowledge	17.7%	20.6%	0.0%	23.5%	2.9%	35.3%
ASSESSMENT						
Analyzing test data	50.0%	17.7%	0.0%	0.0%	0.0%	32.4%
Student progress monitoring	38.2%	26.5%	0.0%	0.0%	2.9%	32.4%
STAR screening	41.2%	17.7%	2.9%	0.0%	0.0%	38.2%
SUPPORT SERVICES						
Professional development	29.4%	26.5%	2.9%	0.0%	0.0%	41.2%
Tutoring services	29.4%	23.5%	0.0%	11.8%	0.0%	35.3%
Intervention services	29.4%	26.5%	0.0%	5.9%	0.0%	38.2%
Inclusion	29.4%	26.5%	0.0%	5.9%	0.0%	38.2%
Gifted education services	14.7%	17.7%	2.9%	2.9%	2.9%	58.8%
Teacher resources	29.4%	26.5%	0.0%	0.0%	2.9%	41.2%
Leadership Team	32.4%	20.6%	0.0%	2.9%	0.0%	44.1%
TECHNOLOGY						
Technology skills	50.0%	17.7%	0.0%	0.0%	0.0%	32.4%
1:1	67.7%	5.9%	0.0%	0.0%	0.0%	26.5%

Caledonia High School

Please evaluate the impact of the following factors on the science program in meeting state standards of student proficiency and growth:

	A strength of the program	An area in which we are making progress	Not a factor in the success of the program	Still a challenge for the program	A weakness that needs to be addressed	I have no information about this topic.
CLIMATE						
Class size	20.6%	26.5%	0.0%	8.8%	17.7%	26.5%
Discipline	35.3%	26.5%	0.0%	2.9%	5.9%	29.4%
Classroom culture	41.2%	20.6%	0.0%	2.9%	2.9%	32.4%
School culture	50.0%	17.7%	2.9%	0.0%	0.0%	29.4%
PBIS	32.4%	8.8%	5.9%	8.8%	8.8%	35.3%
ATTENDANCE						
Student mobility	29.4%	20.6%	8.8%	2.9%	2.9%	35.3%
Student attendance	17.7%	17.7%	0.0%	23.5%	17.7%	23.5%
Teacher attendance	55.9%	14.7%	2.9%	0.0%	0.0%	26.5%
Scheduling	35.3%	23.5%	0.0%	5.9%	2.9%	32.4%
TEACHING						
Teacher knowledge of standards	73.5%	8.8%	0.0%	0.0%	0.0%	17.7%
Differentiation	55.9%	23.5%	0.0%	0.0%	0.0%	20.6%
Shared responsibility for state test results	41.2%	26.5%	0.0%	5.9%	2.9%	23.5%
Teacher input	47.1%	26.5%	0.0%	0.0%	0.0%	26.5%
Common planning	29.4%	20.6%	2.9%	8.8%	2.9%	35.3%
STUDENT CHARACTERISTICS						
The number of Tier 2 and Tier 3 students	17.7%	23.5%	2.9%	20.6%	0.0%	35.3%
Student prerequisite knowledge	26.5%	26.5%	0.0%	17.7%	2.9%	26.5%
ASSESSMENT						
Analyzing test data	52.9%	26.5%	0.0%	0.0%	0.0%	20.6%
Student progress monitoring	47.1%	26.5%	0.0%	0.0%	2.9%	23.5%
STAR screening	41.2%	26.5%	2.9%	0.0%	2.9%	26.5%
SUPPORT SERVICES						
Professional development	23.5%	35.3%	0.0%	5.9%	2.9%	32.4%
Tutoring services	38.2%	23.5%	0.0%	8.8%	0.0%	29.4%
Intervention services	38.2%	26.5%	0.0%	8.8%	0.0%	26.5%
Inclusion	47.1%	20.6%	0.0%	5.9%	0.0%	26.5%
Gifted education services	20.6%	17.7%	0.0%	11.8%	0.0%	50.0%
Teacher resources	38.2%	32.4%	0.0%	0.0%	0.0%	29.4%
Leadership Team	32.4%	26.5%	0.0%	0.0%	2.9%	38.2%
TECHNOLOGY						
Technology skills	58.8%	14.7%	0.0%	0.0%	0.0%	26.5%
1:1	70.6%	8.8%	0.0%	0.0%	0.0%	20.6%

Summary for CIT0000Q1114D2A

Teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school through their involvement in:

	Yes	No	Uncertain
Tier placement	85.3%	5.9%	8.8%
Scheduling	32.4%	35.3%	32.4%
Planning	61.8%	11.8%	26.5%
Grouping	47.1%	23.5%	29.4%
Remediation	73.5%	5.9%	20.6%
Enrichment	58.8%	5.9%	35.3%
Pacing guides	52.9%	11.8%	35.3%
Common assessment	50.0%	14.7%	35.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for PFT0S0AQ1111D4A

What are the strengths and challenges of our parental, family, and community involvement program?

	Mostly a strength of the program	Mostly a challenge for the program	Not sure/No information
Meeting times	41.5%	19.5%	39.0%
Meeting topics	51.2%	14.6%	34.2%
Athletics	68.3%	0.0%	31.7%
Parent communication	56.1%	17.1%	26.8%
Schoology	75.6%	4.9%	19.5%
Parent All-Calls	70.7%	7.3%	22.0%
Parent participation	31.7%	29.3%	39.0%

SCHOOL CLIMATE AND CULTURE

Summary for SCTPSCAQ0111SCL

Teachers and administrators in our school (district) consistently enforce school rules.

	Count	Percentage
Strongly Agree	16	39.0%
Agree	15	36.6%
Disagree	10	24.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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Summary for SCTPSCAQ0112SCL

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

	Count	Percentage
Strongly Agree	21	51.2%
Agree	17	41.5%
Disagree	2	4.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Summary for SCTPSCAQ0122D5L

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

	Count	Percentage
Strongly Agree	17	41.5%
Agree	14	34.2%
Disagree	6	14.6%
Strongly Disagree	3	7.3%
Not Applicable or No Information	1	2.4%

Summary for SCT0000Q0159D5L

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

	Count	Percentage
Strongly Agree	8	19.5%
Agree	12	29.3%
Disagree	15	36.6%
Strongly Disagree	6	14.6%
Not Applicable or No Information	0	0.0%

Summary for SCT0000Q0160D5L

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

	Count	Percentage
Strongly Agree	20	58.8%
Agree	12	35.3%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

Summary for SCT0000Q0163SCL

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

	Count	Percentage
Strongly Agree	18	43.9%
Agree	16	39.0%
Disagree	5	12.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.9%

Summary for SCT0000Q0165D5L
The principal is appropriately in contact with teachers and their classroom activities.

	Count	Percentage
Strongly Agree	21	51.2%
Agree	18	43.9%
Disagree	1	2.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

TECHNOLOGY

Summary for TETPSCAQ1111D2L
Technology has increased student engagement in learning.

	Count	Percentage
Strongly Agree	8	19.5%
Agree	21	51.2%
Disagree	10	24.4%
Strongly Disagree	2	4.9%
Not Applicable or No Information	0	0.0%

Summary for TETPS0AQ1112D2L
Technology has helped students achieve greater academic success.

	Count	Percentage
Strongly Agree	8	19.5%
Agree	21	51.2%
Disagree	9	22.0%
Strongly Disagree	3	7.3%
Not Applicable or No Information	0	0.0%

Summary for TETPSCAQ0171D2L
The district technology staff works to update and maintain the classroom technology to enhance student progress and to improve student achievement.

	Count	Percentage
Strongly Agree	17	41.5%
Agree	18	43.9%
Disagree	5	12.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.4%

Summary for TETPSCAQ0172D2L
Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.

	Count	Percentage
Strongly Agree	15	36.6%
Agree	20	48.8%
Disagree	4	9.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.9%

PREKINDERGARTEN AND KINDERGARTEN

Summary for PKTP0CAQ1111D2L

Due to increasing standards, we should increase the number of Title I Pre-K classes offered.

	Count	Percentage
Strongly Agree	10	24.4%
Agree	12	29.3%
Disagree	4	9.8%
Strongly Disagree	1	2.4%
Not Applicable or No Information	14	34.2%

Summary for PKTP0CAQ1112D2M

The greatest benefits of having a preschool at my school are (or would be):

	Count	Percentage
Helps boost student achievement	22	54%
Reduces the achievement gap between low-income children and their more affluent peers	18	44%
Reduces placement of children in special education	9	22%
Reduces need to retain students in the primary grades	11	27%
Accelerates children's social, emotional, and cognitive development to become school ready	24	59%
Increases student interest in school and learning	15	37%
Provides a safe place for children during the day	19	46%
Saves district expenses in the long-term by decreasing remediation and special education costs	8	20%
Increases United States international competitiveness	3	7%
Other	2	5%

PROFESSIONAL DEVELOPMENT

Summary for PDT0000Q0180D3R

Rank your top ten choices for professional development topics.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	OVERALL
Classroom management	5	1	1	1	1	2	2	2	1	1	9
Differentiated instruction	5	4	3	4	5	5	1	0	1	0	1
Depth of Knowledge	2	3	0	2	4	2	2	2	1	2	8
Response to Intervention/Multi-tiered System of Support (RTI/MTSS)	1	2	3	4	3	3	1	0	0	3	6
My specific content area	11	3	3	3	0	0	1	1	3	2	2
Writing strategies	0	3	4	1	1	1	4	0	1	2	11
Reading for at-risk students	2	6	4	3	0	1	0	1	1	1	3

Summary for PDT0000Q0180D3R

Rank your top ten choices for professional development topics.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	OVERALL
College- and Career-Ready Standards	3	4	1	1	1	2	2	5	4	0	4.5
Developing quality assessments	0	1	2	2	1	2	1	2	0	2	12
Conflict resolution	0	0	1	0	1	1	1	4	2	1	16
Successful inclusion strategies	0	1	4	2	5	0	1	2	2	2	10
Interpreting and analyzing student data	0	1	2	2	1	1	1	3	1	1	13
Using technology to enhance instruction	0	3	3	3	2	2	4	1	3	0	7
Teaching and understanding students in poverty	1	0	0	1	1	1	1	0	3	4	15
Teaching and understanding the needs of homeless students	1	0	0	0	1	2	0	2	1	2	17
Homeless Education	0	0	0	0	0	1	3	0	0	1	18
English Language Learners	0	0	1	1	3	1	3	1	3	1	14
Reading and writing across the curriculum	3	2	2	2	2	4	2	2	1	2	4.5

Summary for PDT0000Q0184D3L

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

	Count	Percentage
Strongly Agree	8	23.5%
Agree	18	52.9%
Disagree	5	14.7%
Strongly Disagree	2	5.9%
Not Applicable or No Information	1	2.9%

Summary for PDT0000Q0188D3L

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

	Count	Percentage
Strongly Agree	11	26.8%
Agree	21	51.2%
Disagree	3	7.3%
Strongly Disagree	2	4.9%
Not Applicable or No Information	4	9.8%

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Summary for PDT0000Q0191D3L

Teachers play a meaningful role in the design and selection of staff development programs.

	Count	Percentage
Strongly Agree	10	24.4%
Agree	13	31.7%
Disagree	8	19.5%
Strongly Disagree	3	7.3%
Not Applicable or No Information	7	17.1%

COVID-19 AND DISTANCE LEARNING

Summary for CVTPSCAQ0201NAL

To what extent is the district meeting the academic needs of students and their families (e.g., online learning support, other educational resources, access to teachers and staff)?

	Count	Percentage
To a very great extent	38	33.6%
To great extent	48	42.5%
To a moderate extent	24	21.2%
To a small extent	3	2.7%
Not at all	0	0.0%

Summary for CVTPSCAQ0212NAM

Which of the following successes have there been with distance learning?

	Count	Percentage
Student can work at his or her own pace.	75	66.4%
Student can focus better.	17	15.0%
Student is learning the material.	15	13.3%
Student is more engaged.	9	8.0%
Parent is more engaged with student learning.	55	48.7%
Other	1	0.9%
None of the above	13	11.5%

Summary for CVT0000Q0221NAM

Which of the following have been the biggest professional challenges related to the move to distance learning and working remotely?

	Count	Percentage
Finding space to do work	17	15%
Doing live lessons	45	40%
Supporting parents	34	30%
Figuring out how to approach distance learning	54	48%
Finding enough work for students to do	8	7%
Absent students for online lessons or check-ins	69	61%
Keeping my students engaged in learning	40	35%

Summary for CVT0000Q0221NAM

Which of the following have been the biggest professional challenges related to the move to distance learning and working remotely?

	Count	Percentage
Time management	14	12%
Recording and posting lessons	16	14%
Using the online platform	18	16%
Lack of equipment for recording lessons or doing live chats	16	14%
Maintaining communication with students	27	24%
Converting offline materials into online resources	33	29%
Maintaining a good work-life balance	32	28%
Maintaining professional relationships with colleagues	7	6%
Keeping up with grading	13	12%

GENERAL OPINION

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

Faculty and staff members from Caledonia High School feel that the school does well in creating an inclusive and safe environment, focusing on academic success, and supporting the faculty and staff. One faculty member said, "My district does well in providing technological support for teaching aids and training us in new apps." Responding teachers would like to see use and effectiveness of technology re-evaluated, smaller class sizes, and implementation of rewards and recognition. Another faculty member stated, "We need community commercial sponsors for each school or campus that can help with small or large projects/goals."

CALEDONIA HIGH SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Summary for FPTPSCAQ0001D2M

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

	Count	Percentage
Emphasis on cooperation between home and school	34	49%
Professional development activities	18	26%
Access to computers and individualized instruction	45	64%
Teacher resources	26	37%
Support staff	18	26%
Tutoring service	20	29%

Summary for FPTPSCAQ0006NAL

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	31	44.3%
Agree	26	37.1%
Disagree	7	10.0%
Strongly Disagree	2	2.9%
Not Applicable or No Information	4	5.7%

Summary for FPTPSCAQ0010NAL

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

	Count	Percentage
Strongly Agree	31	44.3%
Agree	31	44.3%
Disagree	4	5.7%
Strongly Disagree	2	2.9%
Not Applicable or No Information	2	2.9%

Summary for FPTPSCAQ0014D4L

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

	Count	Percentage
Strongly Agree	17	24.3%
Agree	30	42.9%
Disagree	3	4.3%
Strongly Disagree	2	2.9%
Not Applicable or No Information	17	24.3%

Summary for FP0P000Q0016D2M

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	21	30%
Supporting college and career counseling	43	61%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics	36	51%
Promoting access to accelerated learning opportunities (including Advanced Placement and Dual Credit)	31	44%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	18	26%

Summary for FP0P000Q0017SCM

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	20	29%
Providing school-based mental health services and counseling	30	43%
Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline	12	17%
Establishing or improving dropout prevention	25	36%
Supporting re-entry programs and transition services for Justice-involved youth	14	20%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	31	44%
Implementing systems and practices to prevent bullying and harassment	37	53%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	32	46%
Establishing community partnerships	25	36%

Summary for FP0P000Q0018D2M

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	32	46%
Building technological capacity and infrastructure	23	33%
Carrying out innovative blended learning projects	22	31%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	46	66%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	25	36%

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Summary for FP0P000Q0022D4M

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

	Count	Percentage
District and/or school newsletters	37	53%
Resource materials for parental training	24	34%
Training for parents to work with other parents on becoming involved in the schools	27	39%
Travel expenses for staff to attend parent and family engagement/PTA workshops and conferences	19	27%
Other	4	6%

CURRICULUM AND INSTRUCTION

Summary for CITPSCAQ0039CCL

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

	Count	Percentage
Strongly Agree	17	24.3%
Agree	40	57.1%
Disagree	9	12.9%
Strongly Disagree	2	2.9%
Not Applicable or No Information	2	2.9%

Summary for CITPSCAQ0046D1L

The programs of this school (district) meet the requirement of students with special needs.

	Count	Percentage
Strongly Agree	18	25.7%
Agree	26	37.1%
Disagree	5	7.1%
Strongly Disagree	4	5.7%
Not Applicable or No Information	17	24.3%

Summary for CITPSCAQ0047D2A

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
English/Language Arts	24.3%	57.1%	11.4%	2.9%	4.3%
Mathematics	38.6%	48.6%	7.1%	4.3%	1.4%
Science	32.9%	55.7%	4.3%	5.7%	1.4%
Social Studies	28.6%	54.3%	5.7%	5.7%	5.7%
Fine Arts	22.9%	47.1%	12.9%	5.7%	11.4%

Summary for CITPSCAQ0047D2A

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Physical Education	24.3%	58.6%	8.6%	5.7%	2.9%
Health Education	25.7%	50.0%	11.4%	4.3%	8.6%
Foreign Languages	21.4%	44.3%	5.7%	5.7%	22.9%
Career/Vocational Education	32.9%	45.7%	5.7%	2.9%	11.4%
Special Education	30.6%	38.9%	3.8%	2.6%	23.4%
Gifted Education	31.3%	38.5%	5.1%	3.0%	21.4%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for PF0P000Q0094D4L

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

	Count	Percentage
Strongly Agree	14	20.0%
Agree	30	42.9%
Disagree	10	14.3%
Strongly Disagree	4	5.7%
Not Applicable or No Information	11	15.7%

Summary for PF0P000Q0097D4L

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	21	30.0%
Agree	27	38.6%
Disagree	12	17.1%
Strongly Disagree	8	11.4%
Not Applicable or No Information	2	2.9%

Summary for PF0P000Q0098D4L

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

	Count	Percentage
Strongly Agree	23	32.9%
Agree	33	47.1%
Disagree	9	12.9%
Strongly Disagree	4	5.7%
Not Applicable or No Information	1	1.4%

Caledonia High School

Summary for PF0P000Q0101D4M

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

	Count	Percentage
Parent/teacher conference	26	37%
Checked my child's grades/assignments online	62	89%
Been in contact with my child's teacher	52	74%
Received a newsletter from the district, school, or teacher	20	29%
Worked with a committee or group on school or district policies	2	3%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	9	13%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	39	56%
Volunteered at my child's school	12	17%

SCHOOL CLIMATE AND CULTURE

Summary for SCTPSCAQ0111SCL

Teachers and administrators in our school (district) consistently enforce school rules.

	Count	Percentage
Strongly Agree	22	31.4%
Agree	32	45.7%
Disagree	5	7.1%
Strongly Disagree	4	5.7%
Not Applicable or No Information	6	8.6%

Summary for SCTPSCAQ0112SCL

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

	Count	Percentage
Strongly Agree	24	34.3%
Agree	40	57.1%
Disagree	3	4.3%
Strongly Disagree	2	2.9%
Not Applicable or No Information	1	1.4%

Summary for SCTPSCAQ0122D5L

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

	Count	Percentage
Strongly Agree	27	38.6%
Agree	35	50.0%
Disagree	4	5.7%
Strongly Disagree	1	1.4%
Not Applicable or No Information	3	4.3%

TECHNOLOGY

Summary for TETPSCAQ1111D2L
Technology has increased student engagement in learning.

	Count	Percentage
Strongly Agree	21	30.0%
Agree	33	47.1%
Disagree	14	20.0%
Strongly Disagree	2	2.9%
Not Applicable or No Information	0	0.0%

Summary for TETPS0AQ1112D2L
Technology has helped students achieve greater academic success.

	Count	Percentage
Strongly Agree	20	28.6%
Agree	32	45.7%
Disagree	13	18.6%
Strongly Disagree	3	4.3%
Not Applicable or No Information	2	2.9%

PREKINDERGARTEN AND KINDERGARTEN

Summary for PKTP0CAQ1111D2L
Due to increasing standards, we should increase the number of Title I Pre-K classes offered.

	Count	Percentage
Strongly Agree	30	42.9%
Agree	15	21.4%
Disagree	3	4.3%
Strongly Disagree	2	2.9%
Not Applicable or No Information	20	28.6%

Summary for PKTP0CAQ1112D2M
The greatest benefits of having a preschool at my school are (or would be):

	Count	Percentage
Helps boost student achievement	37	53%
Reduces the achievement gap between low-income children and their more affluent peers	26	37%
Reduces placement of children in special education	19	27%
Reduces need to retain students in the primary grades	29	41%
Accelerates children's social, emotional, and cognitive development to become school ready	43	61%
Increases student interest in school and learning	30	43%
Provides a safe place for children during the day	31	44%
Saves district expenses in the long-term by decreasing remediation and special education costs	21	30%
Increases United States international competitiveness	17	24%
Other	3	4%

COVID-19 AND DISTANCE LEARNING

Summary for CV0P000Q0194NAL

The materials provided to me for my child's or children's COVID-19 remote learning program are or were:

	Count	Percentage
Print-based (via textbooks or a printed packet, etc.)	2	2.9%
Screen-based	25	35.7%
A combination of both, but more screen-based	31	44.3%
A combination of both, but more print-based	6	8.6%
I received no remote learning materials.	6	8.6%

Summary for CV0P000Q0195NAL

What kind of reliable Internet access do you have in your home?

	Count	Percentage
Broadband connection (cable, DSL)	33	47.1%
Cellular network (3G, 4G)	5	7.1%
Other reliable access provider	7	10.0%
I use the WiFi hotspot set up by my school district.	2	2.9%
I have access sometimes, but it is not reliable.	13	18.6%
I do not have internet access at home.	10	14.3%

Summary for CV0P000Q0198NAL

How satisfied are you with your school or district's COVID-19 remote learning program?

	Count	Percentage
Extremely satisfied	15	21.4%
Very satisfied	13	18.6%
Moderately satisfied	21	30.0%
Somewhat satisfied	14	20.0%
Not at all satisfied	7	10.0%

Summary for CV0P000Q0199NAL

I am finding or have found it easy to manage my child's COVID-19 remote learning program.

	Count	Percentage
Strongly Agree	14	20.0%
Agree	23	32.9%
Disagree	17	24.3%
Strongly Disagree	8	11.4%
Not Applicable or No Information	8	11.4%

Summary for CVTPSCAQ0201NAL

To what extent is the district meeting the academic needs of students and their families (e.g., online learning support, other educational resources, access to teachers and staff)?

	Count	Percentage
To a very great extent	11	15.7%
To great extent	26	37.1%
To a moderate extent	21	30.0%
To a small extent	8	11.4%
Not at all	4	5.7%

Summary for CVOPS00Q0206NAM

What kind of distance learning is or has been taking place in your home?

	Count	Percentage
Watching recorded instruction from teachers	26	37%
Participating in class discussions online	18	26%
Completing graded schoolwork	35	50%
Working with classmates (group projects)	3	4%
Using other resources assigned by teachers	33	47%
Watching live instruction from teachers	13	19%
Using general education resources (e.g. educational websites, education videos)	28	40%
Completing ungraded schoolwork	27	39%
Doing schoolwork in mailed or picked up learning packets	11	16%
Taking quizzes or tests	27	39%
Doing schoolwork online	54	77%
Other	3	4%
None of the above	8	11%

Summary for CVOPS00Q0207NAL

How much of the schoolwork done in distance learning was graded?

	Count	Percentage
All	15	21.4%
Most	26	37.1%
Some	6	8.6%
None	2	2.9%
I don't know	21	30.0%

Summary for CVOPS00Q0209NAM

Which of the following have been the biggest academic challenges related to the move to distance learning?

	Count	Percentage
Staying engaged in learning	43	61%
Lack of access to devices to use for schoolwork	16	23%
Keeping up with due dates/deadlines	23	33%
Making time to do schoolwork	12	17%
Lack of access to an internet connection	24	34%
Finding space to do schoolwork	7	10%
Lack of feedback from teachers	22	31%
Feeling that the student is falling behind academically	33	47%
Quality of class materials (e.g., readings, videos)	13	19%
Lack of school supplies (e.g., pencils, paper, art supplies)	6	9%
Quality of online teacher	13	19%
None of the above	11	16%

Caledonia High School

Summary for CVOPS00Q0211NAM

Which of the following subject areas have been the most challenging during distance learning?

	Count	Percentage
English/Language Arts	28	40%
Mathematics	42	60%
Science	16	23%
Social Studies	8	11%
Fine Arts	7	10%
Physical Education	5	7%
Health Education	2	3%
Foreign Languages	5	7%
Career/Vocational Education	8	11%
English as a Second Language	2	3%
Other	5	7%
None of the above	13	19%

Summary for CVTPSCAQ0212NAM

Which of the following successes have there been with distance learning?

	Count	Percentage
Student can work at his or her own pace.	49	70.0%
Student can focus better.	13	18.6%
Student is learning the material.	5	7.1%
Student is more engaged.	4	5.7%
Parent is more engaged with student learning.	19	27.1%
Other	2	2.9%
None of the above	16	22.9%

Summary for CVTPSCAQ0214NAM

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Technical support	22	31%
Remote appointments with a counselor or mental health professional	12	17%
Remote appointments with a school nurse	3	4%
Devices to use for schoolwork	16	23%
Meals for students	7	10%
Class materials available online	28	40%
Mobile hotspots or other ways to access the internet	23	33%
School supplies (pencils, paper, etc.)	4	6%
Class materials available offline (sent through mail, picked up at school)	18	26%
Virtual school events (assemblies, awards ceremonies, graduation)	12	17%
Other	5	7%
None of the above	15	21%

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 Caledonia High School have been pleased with the weekly virtual day, believe the school communicates well, and sees the school as providing needed help to their students. One parent said, "Our district provides devices for all students, regardless of the ability to pay a usage fee." Responding parents would like to see more dual credit courses offered, options for WiFi and hotspots in the home, and better communication with the school counselor. Another parent stated, "When you see a child struggling, don't wait to offer the programs available to them until the year is almost over."

CALEDONIA HIGH SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

Summary for FPTPSCAQ0006NAL
School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	32	6.1%
Agree	247	47.3%
Disagree	140	26.8%
Strongly Disagree	50	9.6%
Not Applicable or No Information	53	10.2%

Summary for FPTPSCAQ0010NAL
My school (district) has effective procedures for addressing school safety.

	Count	Percentage
Strongly Agree	83	15.9%
Agree	366	70.1%
Disagree	46	8.8%
Strongly Disagree	11	2.1%
Not Applicable or No Information	16	3.1%

Caledonia High School

CURRICULUM AND INSTRUCTION

Summary for CITPSCAQ0039CCL
The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	78	14.9%
Agree	326	62.5%
Disagree	73	14.0%
Strongly Disagree	27	5.2%
Not Applicable or No Information	18	3.5%

Summary for CITPSCAQ0046D1L
The programs of this school (district) meet the requirement of students with special needs.

	Count	Percentage
Strongly Agree	99	19.0%
Agree	269	51.5%
Disagree	21	4.0%
Strongly Disagree	21	4.0%
Not Applicable or No Information	112	21.5%

Summary for CITPSCAQ0047D2A
Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
English/Language Arts	28.7%	58.6%	7.3%	2.3%	2.7%
Mathematics	37.7%	53.1%	5.8%	1.5%	1.7%
Science	31.6%	56.5%	8.1%	1.7%	1.9%
Social Studies	28.5%	55.2%	6.9%	3.3%	4.2%
Fine Arts	26.3%	44.8%	9.2%	6.9%	11.1%
Physical Education	27.4%	49.8%	9.0%	5.9%	7.3%
Health Education	28.9%	54.2%	6.1%	2.5%	8.1%
Foreign Languages	25.1%	50.0%	5.6%	4.8%	14.4%
Career/Vocational Education	34.3%	45.4%	3.5%	2.1%	14.0%
Special Education	30.6%	38.9%	3.8%	2.6%	23.4%
Gifted Education	31.3%	38.5%	5.1%	3.0%	21.4%

Summary for CI00S00Q0052D2L
My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	125	24.0%
Agree	306	58.6%
Disagree	64	12.3%
Strongly Disagree	19	3.6%
Not Applicable or No Information	6	1.2%

Summary for CI00S00Q0056D2L

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

	Count	Percentage
Strongly Agree	136	26.1%
Agree	309	59.2%
Disagree	46	8.8%
Strongly Disagree	19	3.6%
Not Applicable or No Information	12	2.3%

Summary for CI00S00Q0059D2L

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	81	15.5%
Agree	356	68.2%
Disagree	54	10.3%
Strongly Disagree	18	3.5%
Not Applicable or No Information	13	2.5%

Summary for CI00S00Q0214SCL

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

	Count	Percentage
Strongly Agree	135	25.9%
Agree	328	62.8%
Disagree	32	6.1%
Strongly Disagree	13	2.5%
Not Applicable or No Information	14	2.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary for PFT0S0AQ1111D4A

What are the strengths and challenges of our parental, family, and community involvement program?

	Mostly a strength of the program	Mostly a challenge for the program	Not sure/No information
Meeting times	47.3%	13.2%	39.5%
Meeting topics	45.4%	13.6%	41.0%
Athletics	67.6%	9.0%	23.4%
Parent communication	54.4%	17.2%	28.4%
Schoology	73.4%	12.5%	14.2%
Parent All-Calls	50.6%	12.1%	37.4%
Parent participation	44.3%	20.5%	35.3%

SCHOOL CLIMATE AND CULTURE

Summary for SCTPSCAQ0111SCL
Teachers and administrators in our school (district) consistently enforce school rules.

	Count	Percentage
Strongly Agree	116	22.2%
Agree	339	64.9%
Disagree	39	7.5%
Strongly Disagree	16	3.1%
Not Applicable or No Information	10	1.9%

Summary for SCTPSCAQ0112SCL
Our school (district) provides students and teachers with a safe and orderly environment for learning.

	Count	Percentage
Strongly Agree	104	19.9%
Agree	359	68.8%
Disagree	36	6.9%
Strongly Disagree	14	2.7%
Not Applicable or No Information	9	1.7%

Summary for SCTPSCAQ0122D5L
This school (district) provides a clean, well-maintained, and pleasant environment for learning.

	Count	Percentage
Strongly Agree	77	14.8%
Agree	330	63.2%
Disagree	76	14.6%
Strongly Disagree	27	5.2%
Not Applicable or No Information	10	1.9%

Summary for SC00S00Q0141D2L
Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	188	36.0%
Agree	297	56.9%
Disagree	14	2.7%
Strongly Disagree	11	2.1%
Not Applicable or No Information	12	2.3%

Summary for SC00S00Q0143SCL
A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	94	18.0%
Agree	295	56.5%
Disagree	40	7.7%
Strongly Disagree	34	6.5%
Not Applicable or No Information	57	10.9%

Summary for SC00S00Q0144SCL

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

	Count	Percentage
Strongly Agree	81	15.5%
Agree	302	57.9%
Disagree	39	7.5%
Strongly Disagree	17	3.3%
Not Applicable or No Information	83	15.9%

TECHNOLOGY

Summary for TETPSCAQ1111D2L

Technology has increased student engagement in learning.

	Count	Percentage
Strongly Agree	127	24.3%
Agree	274	52.5%
Disagree	75	14.4%
Strongly Disagree	30	5.8%
Not Applicable or No Information	15	2.9%

Summary for TETPS0AQ1112D2L

Technology has helped students achieve greater academic success.

	Count	Percentage
Strongly Agree	120	23.0%
Agree	290	55.6%
Disagree	56	10.7%
Strongly Disagree	30	5.8%
Not Applicable or No Information	26	5.0%

Summary for TETPSCAQ0171D2L

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

	Count	Percentage
Strongly Agree	87	16.7%
Agree	312	59.8%
Disagree	66	12.6%
Strongly Disagree	20	3.8%
Not Applicable or No Information	37	7.1%

COVID-19 AND DISTANCE LEARNING

Summary for CVTPSCAQ0201NAL
To what extent is the district meeting the academic needs of students and their families (e.g., online learning support, other educational resources, access to teachers and staff)?

	Count	Percentage
To a very great extent	74	14.2%
To great extent	233	44.6%
To a moderate extent	183	35.1%
To a small extent	27	5.2%
Not at all	5	1.0%

Summary for CVOPS00Q0206NAM
What kind of distance learning is or has been taking place in your home?

	Count	Percentage
Watching recorded instruction from teachers	270	52%
Participating in class discussions online	169	32%
Completing graded schoolwork	358	69%
Working with classmates (group projects)	85	16%
Using other resources assigned by teachers	274	52%
Watching live instruction from teachers	125	24%
Using general education resources (e.g. educational websites, education videos)	269	52%
Completing ungraded schoolwork	298	57%
Doing schoolwork in mailed or picked up learning packets	62	12%
Taking quizzes or tests	248	48%
Doing schoolwork online	386	74%
Other	55	11%
None of the above	37	7%

Summary for CVOPS00Q0207NAL
How much of the schoolwork done in distance learning was graded?

	Count	Percentage
All	168	32.2%
Most	223	42.7%
Some	82	15.7%
None	1	0.2%
I don't know	48	9.2%

Summary for CVOPS00Q0209NAM
Which of the following have been the biggest academic challenges related to the move to distance learning?

	Count	Percentage
Staying engaged in learning	330	56%
Lack of access to devices to use for schoolwork	102	14%
Keeping up with due dates/deadlines	290	54%
Making time to do schoolwork	271	52%
Lack of access to an internet connection	158	27%
Finding space to do schoolwork	116	27%

Summary for CVOPS00Q0209NAM

Which of the following have been the biggest academic challenges related to the move to distance learning?

	Count	Percentage
Lack of feedback from teachers	157	25%
Feeling that the student is falling behind academically	168	33%
Quality of class materials (e.g., readings, videos)	112	19%
Lack of school supplies (e.g., pencils, paper, art supplies)	51	13%
Quality of online teacher	100	14%
None of the above	61	14%

Summary for CVOPS00Q0211NAM

Which of the following subject areas have been the most challenging during distance learning?

	Count	Percentage
English/Language Arts	221	43%
Mathematics	268	60%
Science	130	23%
Social Studies	58	16%
Fine Arts	34	6%
Physical Education	30	10%
Health Education	32	5%
Foreign Languages	30	4%
Career/Vocational Education	37	3%
English as a Second Language	20	2%
Other	23	8%
None of the above	93	14%

Summary for CVTPSCAQ0212NAM

Which of the following successes have there been with distance learning?

	Count	Percentage
Student can work at his or her own pace.	355	68.0%
Student can focus better.	159	30.5%
Student is learning the material.	90	17.2%
Student is more engaged.	90	17.2%
Parent is more engaged with student learning.	100	19.2%
Other	38	7.3%
None of the above	106	20.3%

Summary for CVTPSCAQ0214NAM

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Technical support	198	29%
Remote appointments with a counselor or mental health professional	86	19%
Remote appointments with a school nurse	31	8%
Devices to use for schoolwork	145	29%

Caledonia High School

Which of the following would be most useful for the district to offer students and parents to improve distance learning in the future?

	Count	Percentage
Meals for students	82	23%
Class materials available online	145	30%
Mobile hotspots or other ways to access the internet	195	41%
School supplies (pencils, paper, etc.)	91	21%
Class materials available offline (sent through mail, picked up at school)	125	28%
Virtual school events (assemblies, awards ceremonies, graduation)	103	27%
Other	47	14%
None of the above	102	18%

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 Caledonia High School feel the school does a good job enforcing rules and keeping students safe, balancing traditional and virtual schooling, and preparing them for life after graduation. One student said, "My school district does well by employing teachers who care about their students and try to be engaging." Responding students would like to see better food options, improvements in the fine arts program, and cleaner buildings and facilities. Another student stated, "I wish the history classes were more in depth. I feel like many of the topics in world history or US history are skimmed over or not even discussed. I also wish the school cared a little more about the fine arts programs it has."