



Louisville Municipal School District

Dropout Prevention Plan

2026-2027

David Luke, Ph.D., Superintendent

Louisville Municipal School District
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Every Child - Every Chance - Every Day

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The LMSD Dropout Prevention Plan is a working document and is subject to change in response to the needs of our students. Upon request, a current plan containing any revisions or changes will be provided.

Dropout Prevention/Restructuring Plan Assurances Page

On behalf of the **Louisville Municipal School District**, I hereby submit the Dropout Prevention/Restructuring Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention plan:

- Reducing the retention rates in grades kindergarten, first and second.
- Targeting subgroups that need additional assistance to meet graduation requirements.
- Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

District Superintendent: David Luke, Ph.D.

David Luke

Date: 07/09/2026

School Board Chair: Thomas M. Dowd

Thomas M. Dowd

Date: 07/09/2026

The Louisville Municipal School District includes the following schools:

- ☐ Fair Elementary School (FES): Grades PreK-2
- ☐ Louisville Elementary School (LES): Grades 3-5
- ☐ Eiland Middle School (EMS): Grades 6-8
- ☐ Louisville High School (LHS): Grades 9-12
- ☐ Nanih Waiya Attendance Center (NW): Grades K-12
- ☐ Noxapater Attendance Center (NOX): Grades K-12
- ☐ Winston-Louisville Career and Technology Center (W-L CTC)
- ☐ Louisville Municipal School District Alternative School/REACHES

District Dropout Prevention Team Members (A principal may designate personnel to represent him/her on this team):

- ☐ Sarah Webb, FES Principal
- ☐ Tareva Hill-Jenkins, LES Principal
- ☐ Derek Hopkins, EMS Principal
- ☐ Monica Miller, LHS Principal
- ☐ Drew Smith, NOX Principal
- ☐ Julie Fancher, NW Principal
- ☐ Torya Blair, REACHES/Alternative School Director
- ☐ Rosemary Lampley, SPED & Student Services Director
- ☐ Shane McDaniel, Ph.D., W-LCTC Director
- ☐ Cynthia Haynes McDonald, Director of Curriculum & Professional Development

District Point of Contact for the Dropout Prevention Plan:

Cynthia Haynes McDonald, Director of Curriculum, Professional Development, and Assessment
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Board of Trustees

Thomas M. Dowd
Brenda Johnson
Renee P. Jones
Jacqueline Steele
John C. Wilkes

David Luke, Ph.D., Superintendent

Belinda Swart, Assistant Superintendent

Vision Statement

All Louisville Municipal School District students will graduate ready for college and/or career success.

Mission Statement

The Louisville Municipal School District provides educational opportunities to meet the needs of students with various backgrounds and abilities.

Demographics

The Louisville Municipal School District comprises all public school students in Winston County and consists of six schools, an alternative learning school and a career-technical center. The student enrollment of the school district is approximately 2,700 students. There are approximately 410 district employees which includes both certified and classified personnel.

The school district is located in Winston County, which is in the east central part of Mississippi. The population of the county is approximately 18,011. The city of Louisville has a population of 5,983 and the city of Noxapater has a population of 445.

Importance of Graduation Rate

[\(https://mdek12.org/ocsa/Dropout-Prevention/\)](https://mdek12.org/ocsa/Dropout-Prevention/)

According to the Mississippi Department of Education's website: Graduating from high school is a strong predictor of adult success which includes physical and mental health outcomes.

Mississippi is committed to improving the number of students who graduate each year college and Career Ready (State Board Goal 2). As required by state law, each school district shall implement an annual dropout prevention plan.

Mississippi calculates graduation rates consistent with federal requirements for a four-year adjusted cohort graduation rate method. Every student in the four-year cohort is assigned one of five statuses: Graduate, Dropout, Completer, Still Enrolled, or Excluded. Excluded students are those who move out of state, transfer to home school, transfer to private school, or are deceased during the four-year cohort timeframe. Still Enrolled are students that continue enrollment beyond the four-year timeframe. These may be students that need to repeat a grade or are students with an Individualized Education Plan (IEP) that continues beyond four years. These five categories are mutually exclusive; and therefore, students with a status of still enrolled (repeaters) are not included in the graduation rate, nor the dropout rate.

The Difference Between Graduation Rate and Dropout Rate

[\(https://mdek12.org/ocsa/Dropout-Prevention/\)](https://mdek12.org/ocsa/Dropout-Prevention/)

In considering the annual dropout rate, it is critical to note that this rate is not the same as the four-year cohort graduation rate. The cohort graduation rate follows a group of ninth graders across four years' time and reports the percentage of these students who graduate four years after beginning high school.

The annual dropout rate illustrates the number and percentage of students who drop out during one year's time. Some of these students may return to school the following year and complete high school while others may drop out multiple times. The four-year cohort graduation rate is considered a more comprehensive picture of the issue of students' persistence and high school completion.

Developing a comprehensive Dropout Prevention Plan for the Louisville Municipal School District requires ongoing analysis of past data, collaboration with various stakeholders, and strategic planning. The following plan provides an overview of efforts to support dropout prevention.

DISTRICT DROPOUT PREVENTION VISION:

Louisville Municipal School District is committed to creating a culture in which every student is known, supported, engaged, and empowered to succeed. Through strong relationships, equitable access to opportunities, high-quality instruction, early intervention, and shared responsibility among schools, families, and the community, we will proactively remove barriers to learning and ensure that every student remains connected to school, progresses toward graduation, and graduates prepared for college, career, military service, and lifelong success.

1. Early Literacy and Reading Foundations

SMART Goal: By May 2027, the Louisville Municipal School District will strengthen early literacy outcomes by increasing the percentage of students in grades K–3 demonstrating proficiency in foundational reading skills and grade-level literacy benchmarks by at least 8 percentage points districtwide, while reducing the percentage of students identified as significantly below benchmark by 10 percentage points, as measured through district literacy screening data, benchmark assessments, classroom assessments, and state accountability indicators. Progress will be monitored through universal screening conducted three times annually, monthly data reviews, targeted intervention cycles, and family literacy engagement activities, with each elementary school establishing campus-specific improvement targets.

Action Steps:

- **Early Assessment Implementation:**
 - Administer a Universal Screener three times a year (fall, winter, and spring) for all students in grades 1–3.
 - Administer the Kindergarten Readiness Assessment three times a year for all kindergarten students.
 - Use assessment data to assign Tier 2 and Tier 3 Multi-Tiered System of Supports interventions and monitor Response-to-Intervention cycles every 6–8 weeks.
- **MTSS/RTI Framework:**
 - Review literacy data monthly during PLC/MTSS meetings
 - Maintain at least one interventionist per Title I elementary school to support Tier 3 students.
 - Implement Tier II and Tier III interventions with fidelity on all campuses.
- **Professional Development:**
 - Implement biannual PD on evidence-based literacy instruction (e.g., Science of Reading).
 - Maintain monthly grade-level PLCs to analyze student work and share literacy strategies.
 - Provide ongoing training and support for MTSS implementation.

2. Parent-School Communication

SMART Goal: By May 2027, the Louisville Municipal School District will strengthen parent–school communication and family engagement by increasing documented two-way communication and participation opportunities such that each school achieves at least a 15% increase in parent engagement activities and communication responsiveness, as measured through participation logs, family surveys, conference attendance, digital communication analytics, and school-level engagement records. Progress will be monitored through monthly communication audits and/or quarterly stakeholder feedback reviews, and school improvement data meetings, with each school establishing annual communication benchmarks and outreach plans.

Action Steps:

- **Regular Communication:**
 - Utilize a district-wide communication protocol for contacting parents of at-risk students (**minimum 2 touchpoints per 9 weeks**). Platforms for contact may include the following: phone, email, text, website, social media, newsletters, surveys, etc.)
 - Maintain consistent outreach to families of students identified as at-risk for attendance, academic, or behavioral concerns.
- **Parent Workshops:**
 - Host at least one parent workshop per school per year focusing on topics selected from (but not limited to) the following categories: literacy, math, science, technology/digital learning, and homework strategies, etc.
 - Provide digital access to parent resources via school websites and social media platforms.
- **Family Engagement Activities:**
 - Schools and/or the district will organize at least one family engagement night per year (literacy night, STEM night, etc.) to build community and reinforce learning at home.

3. Attendance Initiatives

SMART Goal: By May 2027, the Louisville Municipal School District will reduce districtwide chronic absenteeism by at least 5 percentage points from 2025–2026 baseline levels, with each school implementing a tiered attendance improvement process that includes early identification, family outreach, student support interventions, and monthly attendance monitoring. Success will be measured through district attendance reports, school attendance team documentation, intervention records, and student participation data, with progress reviewed during monthly school leadership meetings and quarterly district data reviews.

Action Steps:

- **Implementation Milestones:**
 - Quarter 1: Establish attendance teams, review baseline data, begin early outreach

- Quarter 2: Implement targeted interventions and monitor attendance trends
 - Identify and review **100% of students reaching early warning attendance thresholds** as determined by the MDE.
- Quarter 3: Intensify support for chronically absent students and families
 - Conduct attendance conferences and documented outreach for students demonstrating attendance concerns.
- Quarter 4: Evaluate outcomes, recognize growth, and refine practices for the following year
- **Attendance Recognition Programs:**
 - Implement school-level monthly, or grading-term, or semester, etc. awards (certificates, community-donated prizes, etc.).
 - Publicly celebrate student attendance improvement and positive attendance habits via bulletin boards, newsletters, social media posts, or school assemblies, etc.
- **Positive Reinforcement:**
 - Introduce classroom-level incentives (homework passes, special seating at lunch, etc.) for strong attendance.
- **Parent Outreach:**
 - Schedule counselor or administrator contact with families of students missing 3 or more consecutive days.

4. Positive Behavior Intervention Support (PBIS)

SMART Goal: By May 2027, the LMSD will strengthen implementation of Positive Behavioral Interventions and Supports (PBIS) to improve school climate, increase student engagement, and reduce behavioral barriers to learning by increasing schoolwide PBIS implementation fidelity and reducing office discipline referrals and exclusionary discipline outcomes by 10% districtwide compared to baseline 2025–2026 data. Progress will be measured through behavior data, attendance records, climate surveys, PBIS fidelity tools, and school-level implementation monitoring.

Action Steps:

- **Implementation Milestones**
 - Participating schools will implement a PBIS framework in with clearly defined behavioral expectations and acknowledgment systems
 - Reduce office discipline referrals, suspensions, and exclusionary practices by 10%
 - Increase positive student behavior recognition opportunities across all campuses
- **Mentoring Program:**
 - Identify initial list of students who may benefit from participation in the newly-formed mentorship program by August 7, 2026.
 - Establish regular mentor/student check-ins through collaboration between schools and mentors.
- **Behavioral Support Plans:**

- Implement social-emotional learning (SEL) curricula districtwide.

5. Subgroup Assistance (SPED, EL, Economically Disadvantaged, & Other Students)

SMART Goal: By **May 2027**, the **Louisville Municipal School District** will strengthen outcomes for identified student subgroups by reducing achievement and engagement gaps and increasing academic growth through targeted intervention, differentiated support, and equitable access to instruction and opportunities. The district will increase proficiency and/or growth measures for identified student groups by **at least 5 percentage points districtwide**, while increasing participation in intervention and enrichment opportunities and improving attendance and engagement indicators. Progress will be measured through assessment data, growth measures, attendance reports, progress monitoring, intervention records, and school improvement reviews.

Action Steps:

- **Data-Driven Identification:**
 - Conduct quarterly data review to identify gaps in subgroup performance and adjust instructional plans accordingly.
 - Establish regular opportunities for multidisciplinary teams to review student data, monitor progress, identify barriers to success, and coordinate academic, behavioral, attendance, and social-emotional supports.
- **Student Support:**
 - Ensure 100% of students identified for support services receive documented intervention plans and progress monitoring
 - Deliver interventions 3–5 times per week in small-group or one-on-one formats.
- **Community & Parent Engagement:**
 - Strengthen collaboration among general education, special education, intervention staff, counselors, and families through consistent, structured, and meaningful communication designed to support student achievement.
 - Ensure families are active partners in the decision-making process through ongoing two-way communication, shared goal setting, progress updates, and access to resources that promote student success across school and home environments.

6. Dropout Recovery & Alternative Programs

SMART Goal: By May 2027, the Louisville Municipal School District will strengthen dropout recovery and alternative education services through ASCEND by increasing successful student re-engagement and credit completion outcomes such that at least 85% of students enrolled in ASCEND demonstrate measurable progress toward graduation through earned credits, improved attendance, and completion of individualized student success plans, while reducing the number of students identified as off-track for graduation by 10% compared to baseline data from the 2025–2026 school year. Progress will be monitored through monthly student review meetings, transcript audits, attendance reports, and graduation pathway tracking.

Action Steps:

- **Online Program Implementation:**
 - Continue to offer a district-supported online learning platform starting July 30, 2026.
 - Ensure all content is aligned to MS College and Career Readiness Standards.
- **Credit Recovery & Flexibility:**
 - Offer rolling admission, flexible pacing, and targeted remediation for core credits.
 - Utilize competency-based progression models.
 - Increase the percentage of ASCEND students successfully recovering credits and remaining enrolled through the end of the term through monitoring and ongoing support
- **Monitoring & Support:**
 - Assign program staff to monitor online student progress weekly.
 - Conduct monthly transcript and/or graduation audits for all participating students
 - Provide documented academic, behavioral, and social-emotional supports for all students identified for recovery services
 - Increase successful transitions from ASCEND into traditional school settings, graduation pathways, workforce entry, technical training, or postsecondary opportunities
 - Conduct quarterly family conferences to review student progress and next steps

7. Transition Support for Alternative School or Juvenile Settings

SMART Goal: By May 2027, the Louisville Municipal School District will strengthen transition and re-engagement supports for students returning from alternative school placements, juvenile settings, and other nontraditional educational environments by ensuring that 100% of identified students receive an individualized transition and support plan within 10 school days of enrollment or re-entry, while increasing successful school reintegration outcomes and reducing attendance, behavioral, and academic risk indicators. Progress will be measured through transition records, attendance data, academic monitoring, behavior indicators, student support documentation, and quarterly case reviews

Action Steps:

- **Transition Planning:**
 - Conduct pre-return planning meetings involving alternative site, home school, family, and counselor.
 - Assign counselor or other SEL-trained school personnel to track student reintegration.
- **Wraparound Support:**
 - Schedule a minimum of one weekly check-in with a counselor for the first 90 days.
 - Connect returning students to teachers and/or school-based mentors.
- **Parental Involvement:**

- Conduct monthly family check-ins and offer information regarding resources for home-based academic and behavioral support.
- Share quarterly progress report updates and recognize milestones.

8. Career and Technical Education (CTE)

SMART Goal: By May 2027, the Louisville Municipal School District will expand access to and engagement in Career and Technical Education (CTE) by increasing the percentage of students who participate in high-quality career exploration, career pathway coursework, work-based learning, industry credential opportunities, and postsecondary readiness experiences by 10 percentage points districtwide, while increasing the percentage of students meeting College and Career Readiness (CCR) indicators and reducing the number of students identified as off-track for graduation. Progress will be measured through enrollment data, credential attainment, CCR reporting, pathway completion records, student surveys, and transition outcomes.

Action Steps:

- **Program Expansion:**
 - Explore opportunities to offer new pathways in high-demand fields if possible (e.g., cybersecurity).
 - Encourage CTE instructors to attain industry certifications and participate in relevant professional development
 - Ensure each program is aligned to nationally recognized certifications.
- **Industry & Postsecondary Partnerships:**
 - Partner with one or more businesses to provide job shadowing and internships.
 - Engage industry professionals in CTE program development and evaluation.
 - Collaborate with community colleges to offer dual enrollment options.
- **Student Engagement & Awareness:**
 - Conduct at least one CTE event (open house, career fair, informational meetings, etc.) each semester and include hands-on activities.
 - Collaborate with elementary and middle schools to schedule CTE tours/field trips to promote CTE participation.
- **Credentialing & Workforce Readiness:**
 - Offer students opportunities to earn industry certifications and credentials.
 - Provide certification prep support (e.g., practice exams, tutoring).
 - Embed soft skills curriculum and resume/interview coaching in all CTE courses.
 - Provide career counseling and job placement services to assist students in transitioning to the workforce.

Implementation & Evaluation

SMART Goal: By May 2027, the LMSD will implement and evaluate the districtwide Dropout Prevention Plan with fidelity by establishing a structured leadership and monitoring system that ensures 100% of schools participate in implementation activities, quarterly progress reviews, and continuous improvement cycles. The district will demonstrate measurable progress toward

identified dropout prevention indicators—including attendance, engagement, achievement, persistence, graduation readiness, and intervention participation—as measured through district dashboards, school action plans, and stakeholder feedback.

Action Steps:

- **Evaluation Protocols**
 - Establish districtwide implementation expectations and timelines
 - Define annual benchmarks and performance indicators
 - Conduct monthly leadership check-ins and quarterly implementation reviews
 - Identify barriers and allocate resources to support implementation
 - Recommend revisions based on implementation and outcome data
- **School-Level Action Steps:**
 - Establish campus dropout prevention teams
 - Identify priority student groups and intervention strategies
 - Integrate goals into school improvement planning
 - Document intervention implementation and outcomes

Supporting Information

LMSD Math Accountability Data

SCHOOL YEAR	Math Proficiency	Math Growth	Math Growth Lowest 25%
2024-2025	49.5%	61.7%	54.8%
2023-24	55.5%	69.1%	67.5%
2022-23	49.2%	69.5%	75.8%
2021-22	44.1%	61.6%	56.7%
2020-21	33.9%	NA	NA

LMSD ELA Accountability Data

SCHOOL YEAR	English Proficiency	English Growth	English Growth Lowest 25%
2024-2025	40.0%	52.6%	50.9%
2023-24	41.2%	51.3%	42.4%
2022-23	42.1%	62.3%	57.1%
2021-22	32.8%	54.6%	52.9%
2020-21	29.3%	NA	NA

LMSD Science Accountability Data

SCHOOL YEAR	Science Proficiency
2024-25	52.0
2023-24	51.7%
2022-23	52.8%
2021-22	44.3%
2020-21	40.3%

LMSD Post-Secondary Enrollment, Advanced Course Participation, Acceleration, & College & Career Readiness

SCHOOL YEAR	Post-Secondary Enrollment	Advanced Course Participation	Acceleration	College & Career Readiness
2024-25	–	–	93.5%	59.1%
2023-24	63.5%	87.6%	87.6%	56.4%
2022-23	52.1%	54.7%	81.2%	47.8%
2021-22	71.7%	48.0%	68.2%	43.6%
2020-21	69.1%	44.0%	57.5%	23.2%

LMSD Report Card Scores

SCHOOL YEAR	LMSD	FES	LES	EMS	LHS	NW	NOX
2024-25	B	F	D	D	B	B	B
2023-24	B	C	B	D	B	B	C
2022-23	B	B	B	C	B	B	B
2021-22	C	D	C	D	D	A	C
2020-21	B	B	B	C	C	A	A

5-Year Graduation Rate by Subgroup

	Graduation Rate Percentages 2021-2025				
Subgroup	2025	2024	2023	2022	2021
All	84.4%	91.3%	87.5%	88.9%	90.0%
Male	91.1%	90.1%	80.5%	88.1%	86.0%
Female	97.7%	92.4%	95.3%	90.1%	94.4%
Black/African American	93.2%	90.2%	86.0%	88.1%	92.7%
White	100%	96.8%	92.2%	93.2%	85.5%
Economically Disadvantaged	95.4%	93.0%	88.2%	89.8%	91.4%
Students with Disabilities	69.2%	70.6%	52.4%	47.1%	63.2%

Graduation & Dropout Rates by District & School

	2024/25		2023/24		2022/23		2021/22		2020/21	
	Graduation Rate Percentage	Dropout Rate Percentage	Graduation Rate Percentage	Dropout Rate Percentage	Graduation Rate Percentage	Dropout Rate Percentage	Graduation Rate Percentage	Dropout Rate Percentage	Graduation Rate Percentage	Dropout Rate Percentage
LMSD	94.4%	–	91.3%	7.8%	87.5%	11.2%	88.9%	8.9%	90.0%	7.9%
LHS	96.5%	–	91.5%	7.7%	85.6%	12.1%	85.5%	11.8%	87.7%	10.7%
NW	92.5%	–	92.2%	7.8%	88.0%	12.0%	93.1%	6.9%	94.4%	5.6%
NOX	86.4%	–	89.5%	7.9%	92.9%	7.1%	95.5%	0.0%	93.8%	0.0%

District Report Card 2024 - 2025

For more detailed information, please visit <https://msrc.mdek12.org>.



Louisville Municipal School District

Louisville, MS



891 South Columbus Ave P.O.Box 909
Louisville, MS 39339



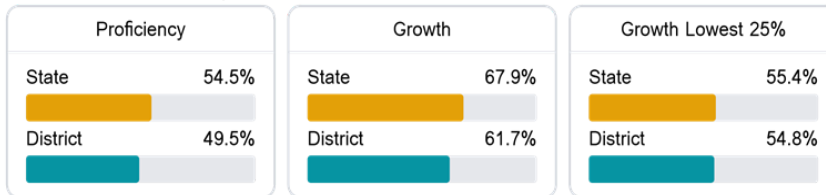
FRANKLIN LUKE
dluke@louisville.k12.ms.us

School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

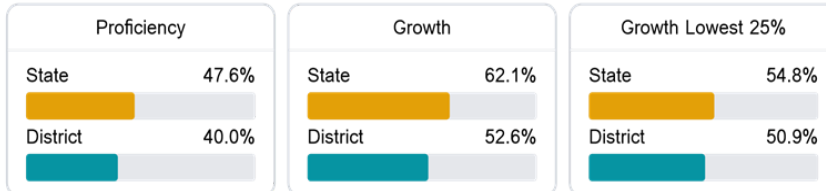
Math

Measurements of student performance on the statewide math assessment.



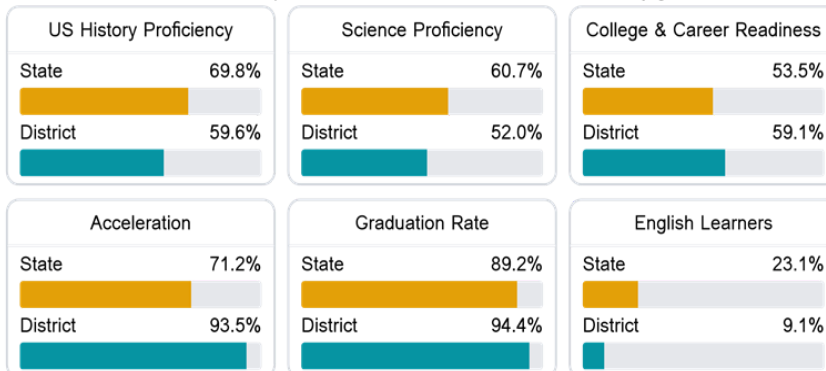
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.

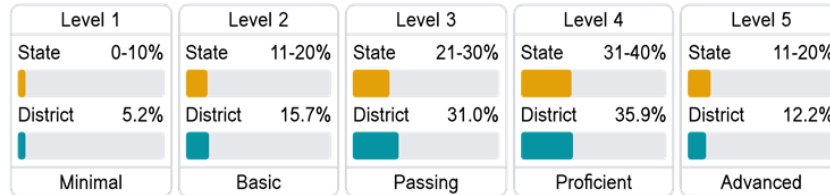


Detailed Assessment and Other Data

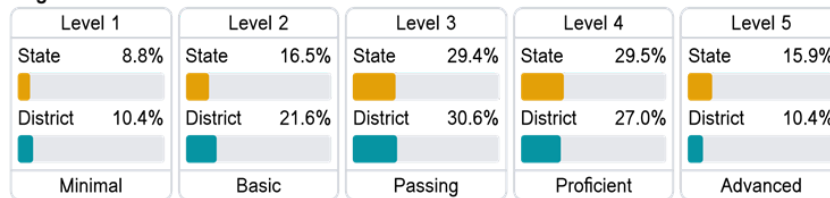
Student Performance

The following information shows each level of student performance on statewide assessments.

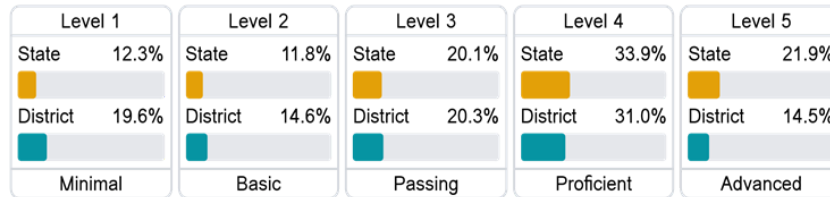
Math



English



Science



Student Assessment Participation



Other Data



23.5%

Chronic Absenteeism

School Report Card 2024 - 2025

For more detailed information, please visit <https://msrc.mdek12.org>.



Fair Elementary School

Louisville Municipal School District



177 N COLUMBUS AVENUE
Louisville, MS 39339



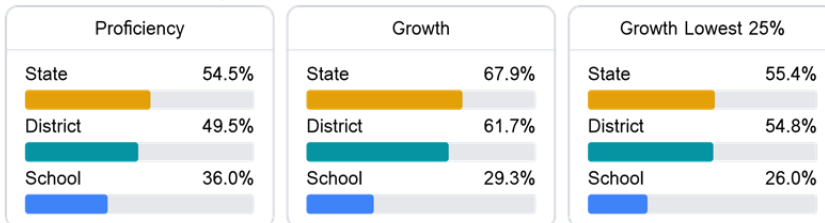
SARAH WEBB
sarah.webb@louisville.k12.ms.us

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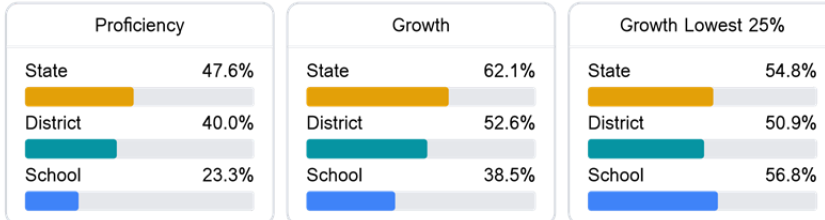
Math

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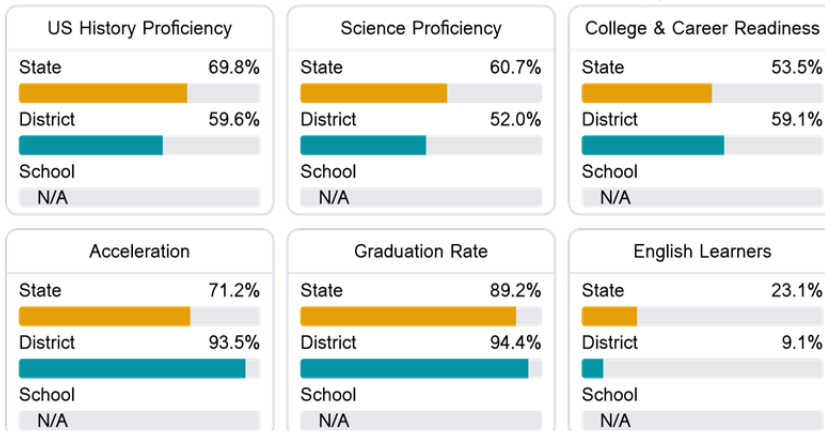
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.



Detailed Assessment and Other Data

Student Performance

The following information shows each level of student performance on statewide assessments.

Math

Level 1	Level 2	Level 3	Level 4	Level 5
State 0-10%	State 11-20%	State 21-30%	State 31-40%	State 11-20%
District 5.2%	District 15.7%	District 31.0%	District 35.9%	District 12.2%
School	School	School	School	School
N/A	N/A	N/A	N/A	N/A
Minimal	Basic	Passing	Proficient	Advanced

English

Level 1	Level 2	Level 3	Level 4	Level 5
State 8.8%	State 16.5%	State 29.4%	State 29.5%	State 15.9%
District 10.4%	District 21.6%	District 30.6%	District 27.0%	District 10.4%
School	School	School	School	School
N/A	N/A	N/A	N/A	N/A
Minimal	Basic	Passing	Proficient	Advanced

Science

Level 1	Level 2	Level 3	Level 4	Level 5
State 12.3%	State 11.8%	State 20.1%	State 33.9%	State 21.9%
District 19.6%	District 14.6%	District 20.3%	District 31.0%	District 14.5%
School	School	School	School	School
N/A	N/A	N/A	N/A	N/A
Minimal	Basic	Passing	Proficient	Advanced

Other Data



20.7%

Chronic Absenteeism

School Report Card 2024 - 2025

For more detailed information, please visit <https://msrc.mdek12.org>.



Louisville Elementary School

Louisville Municipal School District



172 N COLUMBUS AVENUE
Louisville, MS 39339



DREW SMITH
dsmith@louisville.k12.ms.us

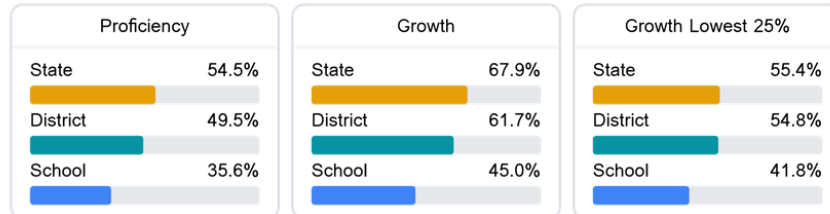
Identified for **Targeted Support and Improvement**

School Accountability Grade Components

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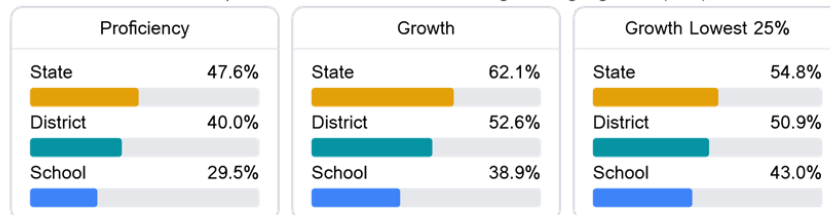
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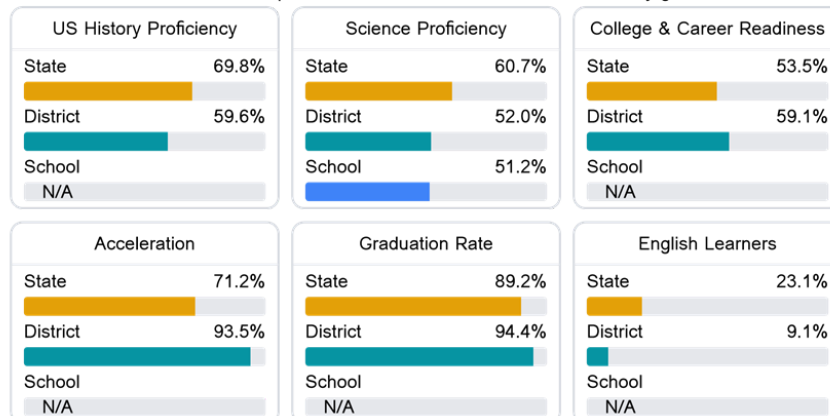
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.



Detailed Assessment and Other Data

Student Performance

The following information shows each level of student performance on statewide assessments.

Math

Level 1	Level 2	Level 3	Level 4	Level 5
State 0-10%	State 11-20%	State 21-30%	State 31-40%	State 41-50%
District 5.2%	District 15.7%	District 31.0%	District 35.9%	District 12.2%
School 10.8%	School 22.0%	School 33.9%	School 23.4%	School 9.8%
Minimal	Basic	Passing	Proficient	Advanced

English

Level 1	Level 2	Level 3	Level 4	Level 5
State 8.8%	State 16.5%	State 29.4%	State 29.5%	State 15.9%
District 10.4%	District 21.6%	District 30.6%	District 27.0%	District 10.4%
School 9.1%	School 26.6%	School 35.3%	School 23.8%	School 5.2%
Minimal	Basic	Passing	Proficient	Advanced

Science

Level 1	Level 2	Level 3	Level 4	Level 5
State 12.3%	State 11.8%	State 20.1%	State 33.9%	State 21.9%
District 19.6%	District 14.6%	District 20.3%	District 31.0%	District 14.5%
School 17.1%	School 8.5%	School 23.2%	School 29.3%	School 22.0%
Minimal	Basic	Passing	Proficient	Advanced

Student Assessment Participation



Other Data



14.5%

Chronic Absenteeism

School Report Card 2024 - 2025

For more detailed information, please visit <https://msrc.mdek12.org>.



Eiland Middle School

Louisville Municipal School District



83 CAMILE STREET
Louisville, MS 39339



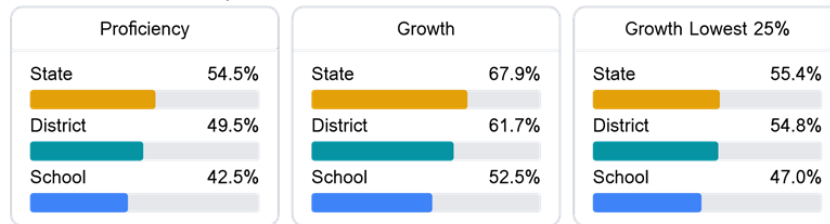
MELISSA TISDALE
melissa.davis@louisville.k12.ms.us

School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

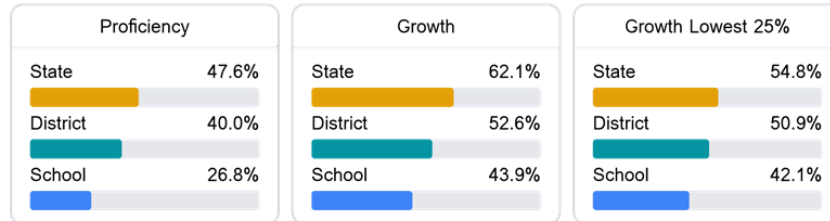
Math

Measurements of student performance on the statewide math assessment.



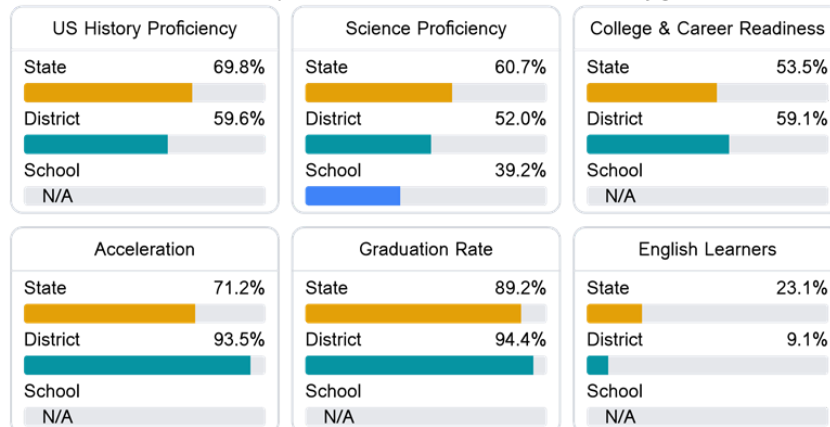
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.



Detailed Assessment and Other Data

Student Performance

The following information shows each level of student performance on statewide assessments.

Math

Level 1	Level 2	Level 3	Level 4	Level 5
State 0-10%	State 11-20%	State 21-30%	State 31-40%	State 11-20%
District 5.2%	District 15.7%	District 31.0%	District 35.9%	District 12.2%
School 5.6%	School 18.5%	School 35.0%	School 32.7%	School 8.3%
Minimal	Basic	Passing	Proficient	Advanced

English

Level 1	Level 2	Level 3	Level 4	Level 5
State 8.8%	State 16.5%	State 29.4%	State 29.5%	State 15.9%
District 10.4%	District 21.6%	District 30.6%	District 27.0%	District 10.4%
School 14.9%	School 24.1%	School 36.0%	School 18.5%	School 6.6%
Minimal	Basic	Passing	Proficient	Advanced

Science

Level 1	Level 2	Level 3	Level 4	Level 5
State 12.3%	State 11.8%	State 20.1%	State 33.9%	State 21.9%
District 19.6%	District 14.6%	District 20.3%	District 31.0%	District 14.5%
School 24.3%	School 25.2%	School 13.5%	School 26.1%	School 10.8%
Minimal	Basic	Passing	Proficient	Advanced

Student Assessment Participation



Other Data



18.7%

Chronic Absenteeism

School Report Card 2024 - 2025

For more detailed information, please visit <https://msrc.mdek12.org>.



Louisville High School

Louisville Municipal School District



258 IVY AVENUE
Louisville, MS 39339



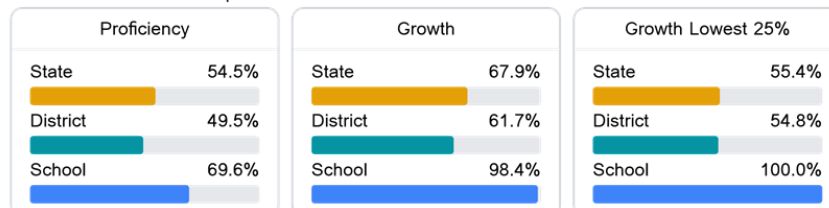
DANYA TURNER
dturner@louisville.k12.ms.us

School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

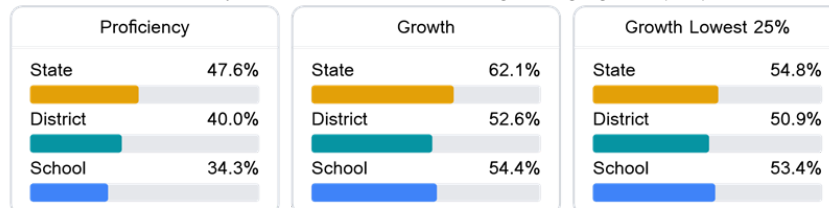
Math

Measurements of student performance on the statewide math assessment.



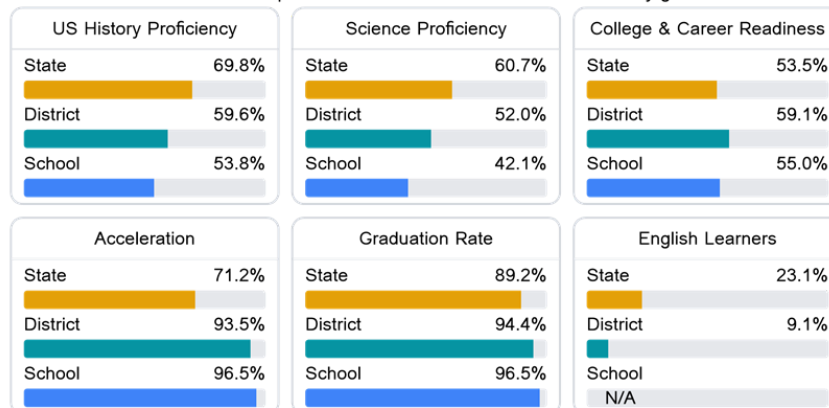
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.



Detailed Assessment and Other Data

Student Performance

The following information shows each level of student performance on statewide assessments.

Math

Level 1	Level 2	Level 3	Level 4	Level 5
State 0-10%	State 11-20%	State 21-30%	State 31-40%	State 11-20%
District 5.2%	District 15.7%	District 31.0%	District 35.9%	District 12.2%
School 0-10%	School 0-10%	School 21-30%	School 51-60%	School 11-20%
Minimal	Basic	Passing	Proficient	Advanced

English

Level 1	Level 2	Level 3	Level 4	Level 5
State 8.8%	State 16.5%	State 29.4%	State 29.5%	State 15.9%
District 10.4%	District 21.6%	District 30.6%	District 27.0%	District 10.4%
School 14.5%	School 36.1%	School 22.9%	School 17.5%	School 9.0%
Minimal	Basic	Passing	Proficient	Advanced

Science

Level 1	Level 2	Level 3	Level 4	Level 5
State 12.3%	State 11.8%	State 20.1%	State 33.9%	State 21.9%
District 19.6%	District 14.6%	District 20.3%	District 31.0%	District 14.5%
School 29.3%	School 18.9%	School 22.0%	School 24.4%	School 5.5%
Minimal	Basic	Passing	Proficient	Advanced

Student Assessment Participation



Other Data



33.1 %

Chronic Absenteeism

School Report Card 2024 - 2025

For more detailed information, please visit <https://msrc.mdek12.org>.



Nanah Waiya Attendance Center

Louisville Municipal School District



4880 Highway 397
Louisville, MS 39339



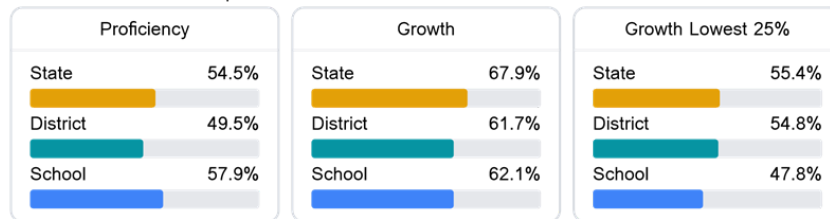
JULIE FANCHER
jfancher@starkvillesd.com

School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

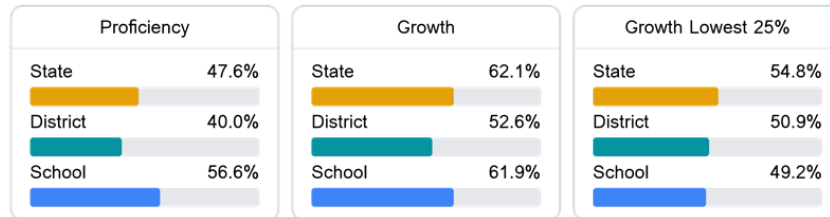
Math

Measurements of student performance on the statewide math assessment.



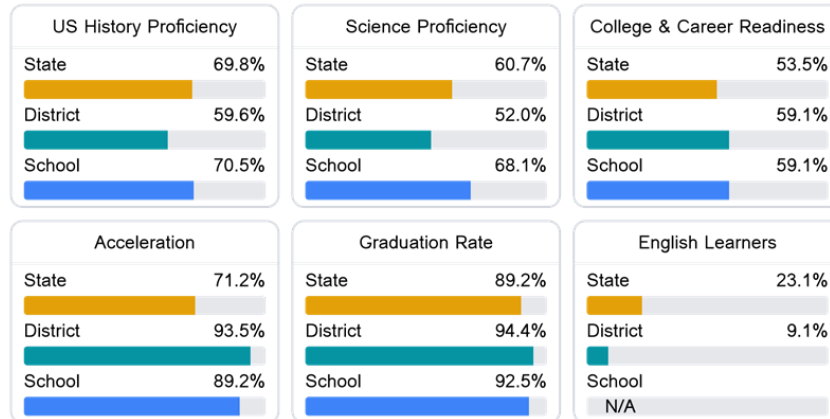
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.



Detailed Assessment and Other Data

Student Performance

The following information shows each level of student performance on statewide assessments.

Math

Level 1	Level 2	Level 3	Level 4	Level 5
State 0-10%	State 11-20%	State 21-30%	State 31-40%	State 41-50%
District 5.2%	District 15.7%	District 31.0%	District 35.9%	District 12.2%
School 0-10%	School 11-20%	School 21-30%	School 41-50%	School 11-20%
Minimal	Basic	Passing	Proficient	Advanced

English

Level 1	Level 2	Level 3	Level 4	Level 5
State 8.8%	State 16.5%	State 29.4%	State 29.5%	State 15.9%
District 10.4%	District 21.6%	District 30.6%	District 27.0%	District 10.4%
School 7.4%	School 11.3%	School 27.1%	School 38.0%	School 16.2%
Minimal	Basic	Passing	Proficient	Advanced

Science

Level 1	Level 2	Level 3	Level 4	Level 5
State 12.3%	State 11.8%	State 20.1%	State 33.9%	State 21.9%
District 19.6%	District 14.6%	District 20.3%	District 31.0%	District 14.5%
School 8.9%	School 8.0%	School 23.2%	School 43.8%	School 16.1%
Minimal	Basic	Passing	Proficient	Advanced

Student Assessment Participation



Other Data



30.3%

Chronic Absenteeism

School Report Card 2024 - 2025

For more detailed information, please visit <https://msrc.mdek12.org>.



Noxapater Attendance Center

Louisville Municipal School District



249 WEST ALICE STREET
Noxapater, MS 39346



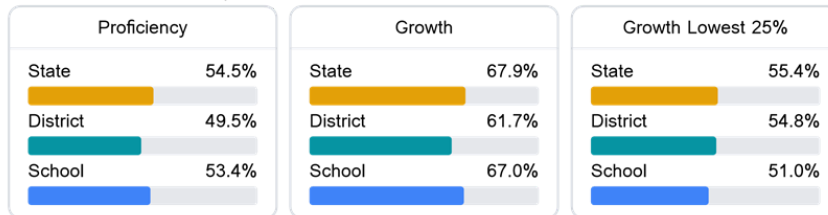
REGINA SMITH
rsmith@louisville.k12.ms.us

School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

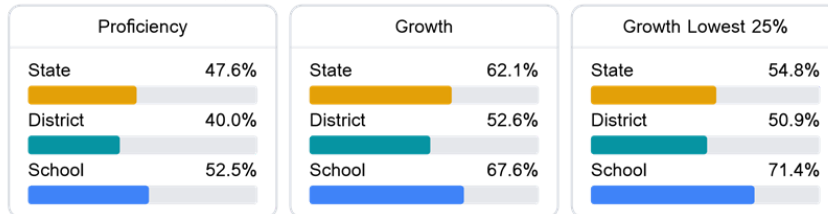
Math

Measurements of student performance on the statewide math assessment.



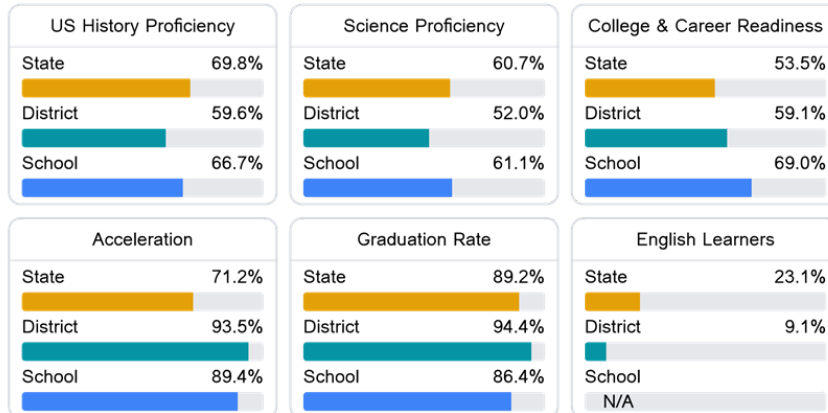
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.



Detailed Assessment and Other Data

Student Performance

The following information shows each level of student performance on statewide assessments.

Math

Level 1	Level 2	Level 3	Level 4	Level 5
State 0-10%	State 11-20%	State 21-30%	State 31-40%	State 11-20%
District 5.2%	District 15.7%	District 31.0%	District 35.9%	District 12.2%
School 0-10%	School 11-20%	School 21-30%	School 31-40%	School 11-20%
Minimal	Basic	Passing	Proficient	Advanced

English

Level 1	Level 2	Level 3	Level 4	Level 5
State 8.8%	State 16.5%	State 29.4%	State 29.5%	State 15.9%
District 10.4%	District 21.6%	District 30.6%	District 27.0%	District 10.4%
School 7.3%	School 14.9%	School 27.8%	School 34.7%	School 15.3%
Minimal	Basic	Passing	Proficient	Advanced

Science

Level 1	Level 2	Level 3	Level 4	Level 5
State 12.3%	State 11.8%	State 20.1%	State 33.9%	State 21.9%
District 19.6%	District 14.6%	District 20.3%	District 31.0%	District 14.5%
School 12.2%	School 8.2%	School 19.4%	School 34.7%	School 25.5%
Minimal	Basic	Passing	Proficient	Advanced

Student Assessment Participation



Other Data



18.4%

Chronic Absenteeism