



2023

**COMPREHENSIVE
NEEDS ASSESSMENT**

**CARROLL COUNTY
SCHOOL DISTRICT**

CARROLL COUNTY SCHOOL DISTRICT

Comprehensive Needs Assessment 2023

Survey and data analysis conducted and compiled by
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CARROLL COUNTY SCHOOL DISTRICT
Mr. Joey Carpenter, Superintendent

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*ALL STUDENTS WILL LEAVE OUR SCHOOLS
PREPARED TO BE SUCCESSFUL AT THE NEXT LEVEL.*

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CARROLL COUNTY SCHOOL DISTRICT PROFILE

Introduction

Carroll County School District is located at 603 Lexington Street in Carrollton, Mississippi. In 2023, the district housed eight hundred five (805) students in prekindergarten through twelfth grades (PK-12). The district has one elementary school serving prekindergarten through fifth grade (PK-5) and one high school serving sixth through twelfth grade (6-12). Carroll County School District is dedicated to providing an outstanding educational environment that prepares students for success in life. According to Superintendent Joey Carpenter, "Our school district desires an excellent educational environment that will pave the way for all students to succeed in life. We want to work with Parents and students to ensure that all educational needs are met while attending our schools." The district values the involvement of the community in creating opportunities for students and takes pride in



fostering a family environment. With a focus on high expectations and a holistic approach to education, the Carroll County School District offers strong academic programs, as well as robust athletic and extra-curricular opportunities.

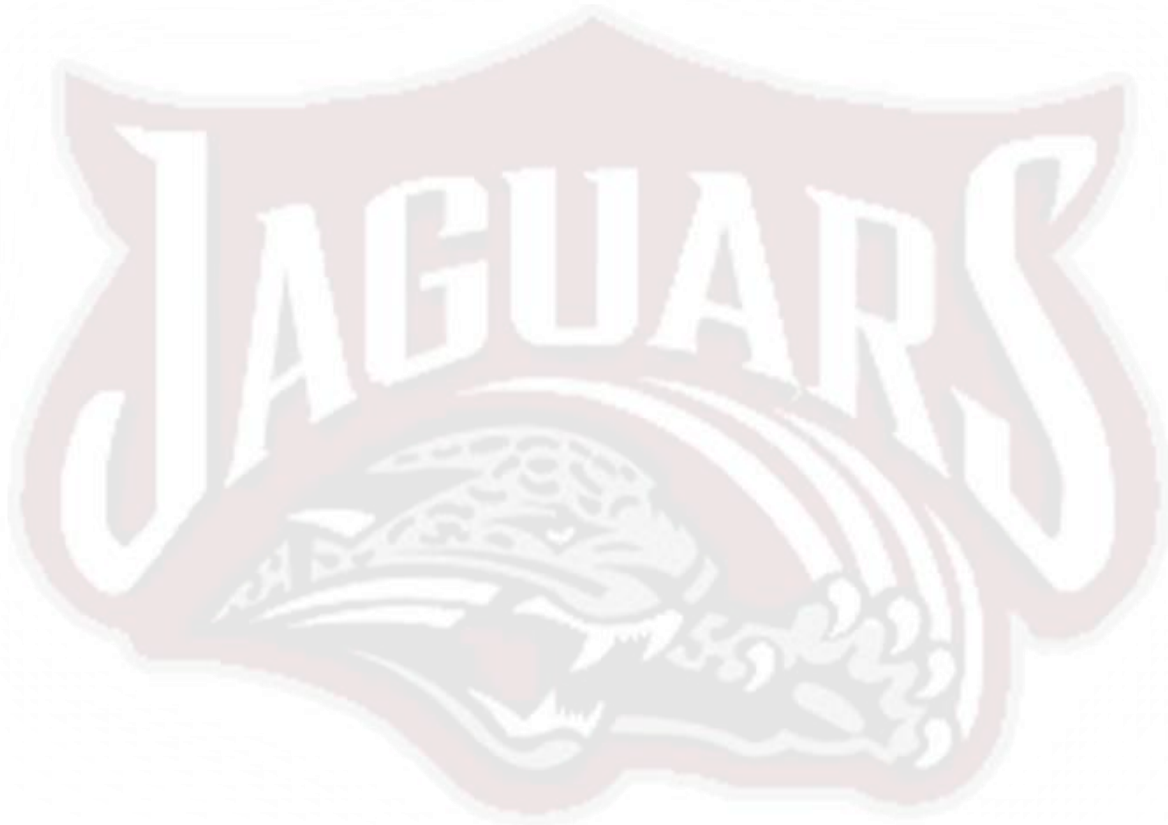
Philosophy



Mission

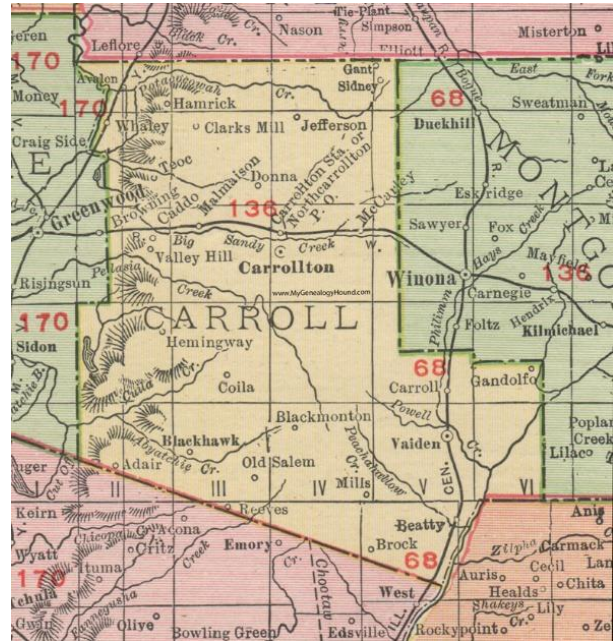
THE CARROLL COUNTY SCHOOL BOARD OF EDUCATION, ADMINISTRATORS, TEACHERS, SUPPORT STAFF, STUDENTS, PARENTS AND COMMUNITY OF THE CARROLL COUNTY SCHOOL DISTRICT ARE DEVOTED TO ACADEMIC EXCELLENCE AND THE CULTIVATION OF INDIVIDUAL STRENGTHS AND TALENTS IN A SUPPORTIVE ENVIRONMENT WHERE INDIVIDUAL DIFFERENCES AND RESPECT FOR THE RIGHTS OF OTHERS GUIDE SCHOOL AND COMMUNITY BEHAVIOR.

(Carroll County School District, 2023)



Community Characteristics

Situated on the edge of the Mississippi River Delta, Carroll County gets its name from Charles Carroll, one of the men who signed the Declaration of Independence. The county is primarily rural and agricultural with small, isolated communities. In 2020, Carroll County had a population of 9,998 people with a median household income of \$46,814. Demographically, the population was 64.2% White, 33% Black, and 1.6% Hispanic. Major industries include farming, logging, and forestry. Carroll County is home to Old Valley Store, which is a significant stop on the Mississippi Blues Trail. The poverty rate for Carroll County is estimated by the U. S. Census Bureau at 15.6%, with 22% of children birth to 17 years old living in poverty and 21.5% of children ages 5 to 17 living in poverty-related households. District Characteristics



District Characteristics

The **Carroll County School District** is in Carroll County, Mississippi. In addition to Carrollton, the district serves North Carrollton and Vaiden. All schools within the district are rural. The Carroll County School District has a paid meal status of 8.55%, a reduced meal status of 7.68%, and a free meal status of 83.77%. Manufacturing, retail, education/government, and agriculture are the primary employment sectors in the community. Many families travel to surrounding communities for work. The Covid-19 pandemic directly impacted the school district, including an extended closure and close contact quarantines. Within Carroll County School District, as reported by the Small Area Income and Poverty Estimate from the U. S. Census Bureau, about 21.1% of children between ages 5 and 17 live in poverty-related households.



CARROLL COUNTY
SCHOOL DISTRICT



Enrollment

TAKEAWAY: District enrollment has not yet regained prepandemic levels, with a net loss of more than 13% over 5 years, in contrast with the state, where enrollment has declined 6.5% since 2019.

CARROLL COUNTY SCHOOL DISTRICT ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	933	923	835	851	805
PK	19	20	29	20	20
PK_SPED	*	*	*	*	*
K	67	58	45	51	54
K_SPED	*	*	*	*	*
ELEM_SPED	*	11	*	10	*
GR_1	62	59	55	49	53
GR_2	60	65	64	65	50
GR_3	51	67	58	66	69
GR_4	75	45	59	53	56
GR_5	76	85	45	61	54
GR_6	84	93	80	53	53
GR_7	68	76	88	90	61
GR_8	77	69	68	81	79
GR_9	81	75	58	80	83
GR_10	53	69	62	50	63
GR_11	73	52	59	48	47
GR_12	67	70	44	59	46
SEC_SPED	*	*	*	12	*

Figure 1: District Enrollment

CARROLL COUNTY SCHOOL DISTRICT CHANGES IN ENROLLMENT					
	2019	2023	CHANGE		
PK-5TH	410	246	-164	↓	-40.0%
6TH-8TH	229	163	-66	↓	-28.8%
9TH - 12TH	274	332	58	↑	21.2%
TOTAL	933	805	-128	↓	-13.7%

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

Figure 2: District Change in Enrollment

CARROLL COUNTY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP		2019	2020	2021	2022	2023
ALL	ALL	933	923	835	851	805
GENDER	FEMALE	447	446	397	409	391
	MALE	486	477	438	442	414
RACE	ASIAN	*	*	*	*	16
	BLACK OR AFRICAN AMERICAN	521	524	450	467	443
	HISPANIC OR LATINO	35	33	33	37	35
	TWO OR MORE RACES	21	24	*	*	20
	WHITE	349	332	328	322	291

Figure 3: District Enrollment by Demographic Group

Attendance

TAKEAWAY: The district experienced a -5.4% change in average daily attendance between 2021 and 2022, a sharper decline than the state change of -1.9%. However, because ADA data collection during the pandemic years of 2020 and 2021 may have been less rigorous in all districts, the difference between 2021 and 2022 may not be as great as it appears. Chronic absence increased to 35.7% in 2022 and continues to be problematic.

Average Daily Attendance

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

CARROLL COUNTY SCHOOL DISTRICT ADA					
	2018	2019	2020	2021	2022
K-5	379.1	376.3	369.2	305.8	315.8
6-8	205.6	217.6	223.5	223.8	197.7
9-12	249.3	245.0	241.4	204.3	204.2
TOTAL	845.0	857.0	850.3	751.8	738.6

Note: ADA averages excluding Special Education except for TOTAL.

(MDE, 2018, 2019, 2020, 2021, 2022, ADA)

Figure 4: District Average Daily Attendance



Carroll County School District Profile

CARROLL COUNTY SCHOOL DISTRICT ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
K-5	93.4%	96.3%	97.4%	93.8%	91.5%
6-8	91.8%	95.0%	93.9%	94.8%	88.3%
9-12	90.3%	87.8%	83.5%	74.0%	67.8%
TOTAL	93.3%	95.3%	93.8%	89.7%	84.9%

Note: ADA averages excluding Special Education except for TOTAL.

(MDE, 2018, 2019, 2020, 2021, 2022, ADA)

Figure 5: District ADA as Percentage of Enrollment

Note: Percentages for the figure above are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Blanks indicate data suppressed by MDE “to prevent the identification of individuals in small cells or with unique characteristics.” Since enrollment is compiled in October of each school year, while ADA is compiled in May, discrepancies may occur. Special Education classes and prekindergarten are not represented here.

Chronic Absence

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

Case Study of Chronic Absenteeism

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

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

The impact begins in the early grades where chronic absenteeism effects the most vulnerable children living in poverty. The families do not typically have the financial resources to make up for lost educational opportunities. Chronic absence is missing so much school for any reason that a student is academically at risk. It means missing 10 percent or more of the school year for any reason - excused, unexcused and suspensions.

<https://www.mdek12.org/chronicabsenteeism>

CARROLL COUNTY SCHOOL DISTRICT % CHRONIC ABSENCE

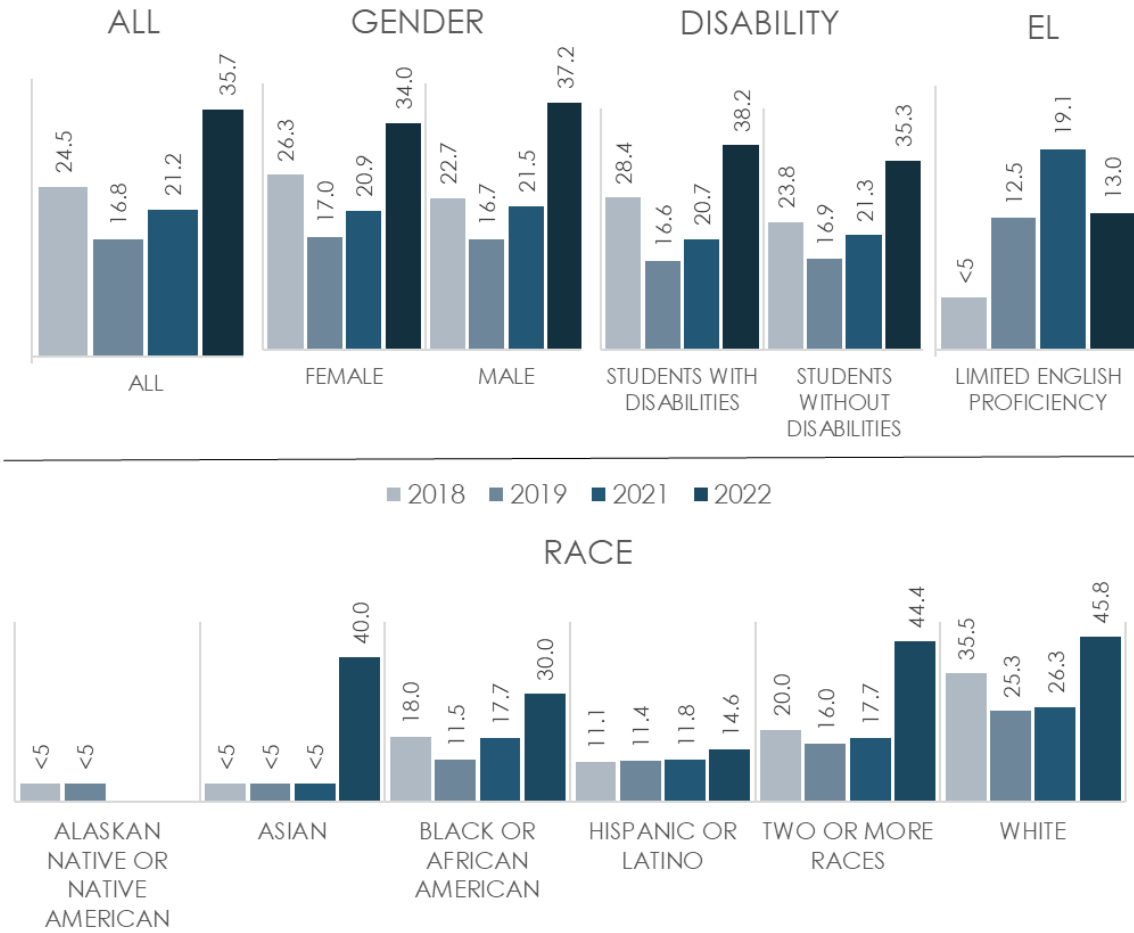


Figure 6: District Chronic Absence by Demographic Group



Accountability

TAKEAWAY: The district posted significant gains between 2021 and 2022 on all accountability measures except acceleration which fell slightly from 2021 levels. Black or African American students underperformed their white counterparts in all subjects but made a jump of 12.6 percentage points in math between 2021 and 2022. All demographic groups made progress toward the 70% state-wide goal.

Accountability Measures

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

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

1. **Proficiency in English/language arts, mathematics, science, and U. S. History** measured by the percentage of students who score proficient or advanced on the state MAAP, MAAP-SCI, and MAAP-EOC assessments.
2. **Growth in English/language arts and mathematics** measured by the percentage of students making adequate progress toward proficiency from one year to the next.
3. **Growth in English/ language arts and mathematics for students who fall in the lowest quartile of performance** measured by the percentage of students making adequate progress toward proficiency from one year to the next.

Carroll County School District Profile

4. **College and career readiness** measured by the percentage of high school students who meet the ACT benchmarks for English (18) or reading (22) and for math (22).
5. **Acceleration** measured by the number of points earned for a combination of student participation and performance in accelerated courses like Advanced Placement, Dual Credit, and International Baccalaureate.
6. **Graduation rate** measured by the number of students who graduate within four years of entering high school.
7. **English language proficiency** measured by the percentage of English Learners who reach English Language Proficiency.

CARROLL COUNTY SCHOOL DISTRICT ACCOUNTABILITY

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

	2019	2021	2022
RATINGS	D	D	C
POINTS	493		565
ELA/READING			
% PROFICIENT	26.6	21.2	25.7
STATE	41.8	35	41.9
% GROWTH	49.1		53.8
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	59.3		56.9
STATE	56.2		56.6
MATH			
% PROFICIENT	27	11.6	24
STATE	47	36	46.8
% GROWTH	41.3		70
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	48.9		74.2
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 7: District Accountability: ELA and Math



Carroll County School District Profile

CARROLL COUNTY SCHOOL DISTRICT ACCOUNTABILITY

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

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE	40.3	36.1	39.9
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY	37.8	26.4	48
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS	22.2	27.6	28
STATE	37.4	34.3	42.9
ACCELERATION	67.5	52.2	50.8
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY	0		0
STATE		17	14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		55.6
STATE		57.8	51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 8: District Accountability: Science, History, Other

Proficiency by Demographic Groups

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



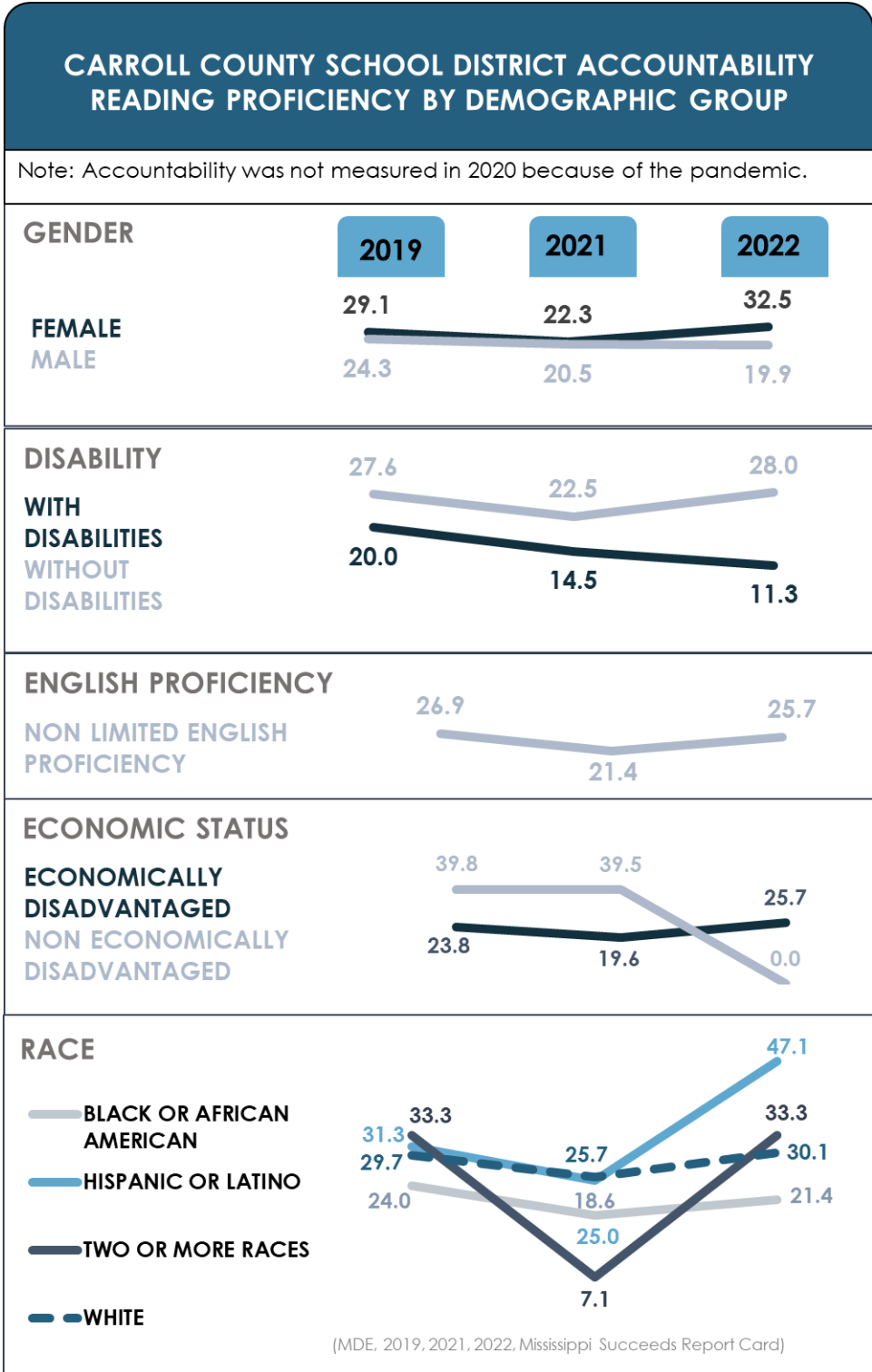


Figure 9: District Reading Proficiency by Demographic Group



Carroll County School District Profile

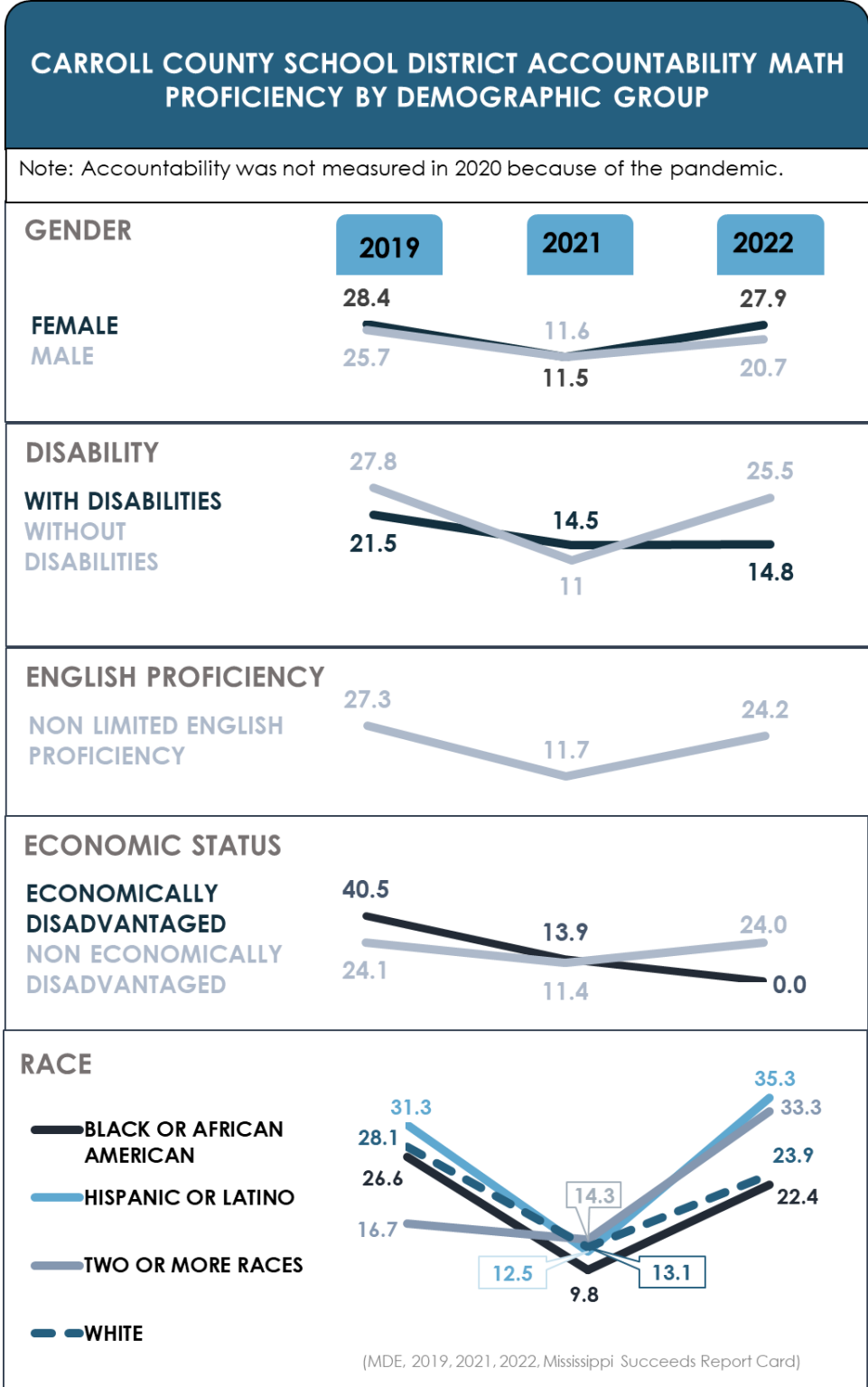


Figure 10: District Math Proficiency by Demographic Group

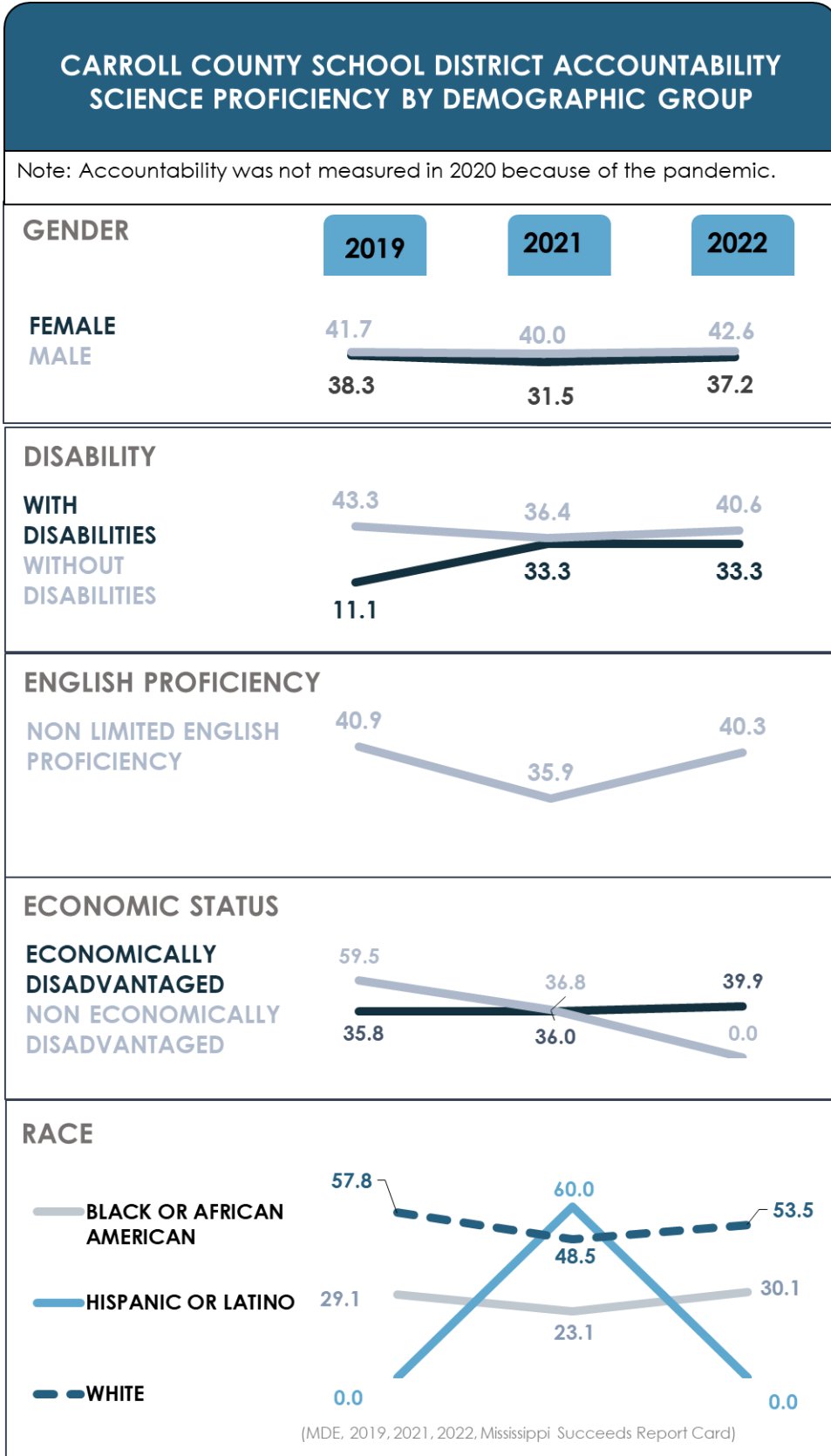


Figure 11: District Science Proficiency by Demographic Group



Carroll County School District Profile

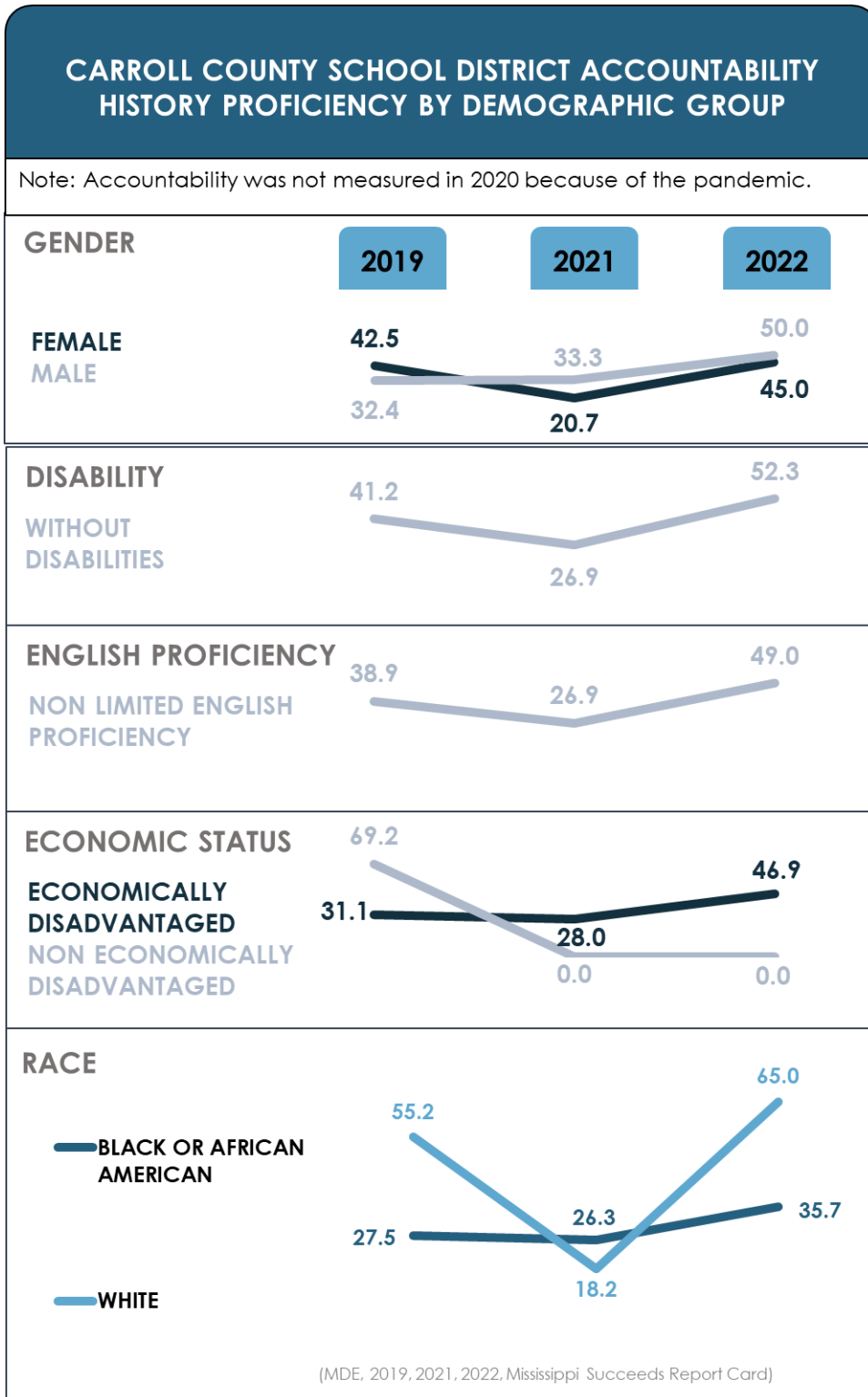


Figure 12: District History Proficiency by Demographic Group

Gap-to-Goal by Demographic Group

The Mississippi Succeeds Plan for the Every Student Succeeds Act specifies a goal of 70% proficiency for all students by 2025. Other specific long-range goals for the state include:

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

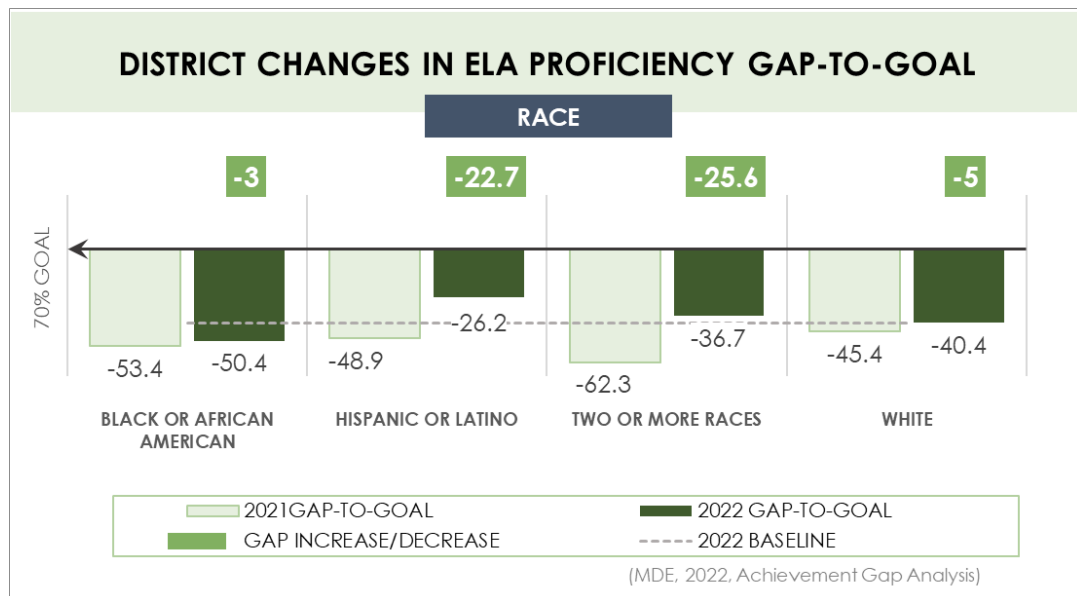


Figure 13: District Changes in ELA Proficiency Gap-to-Goal by Race

Carroll County School District Profile

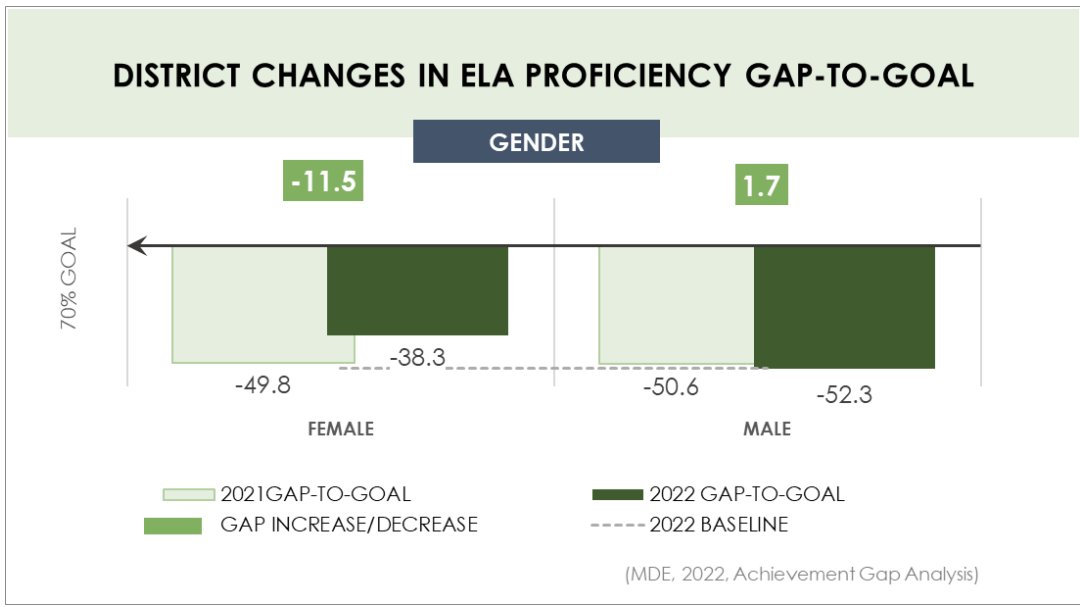


Figure 14: District Changes in ELA Proficiency Gap-to-Goal by Gender

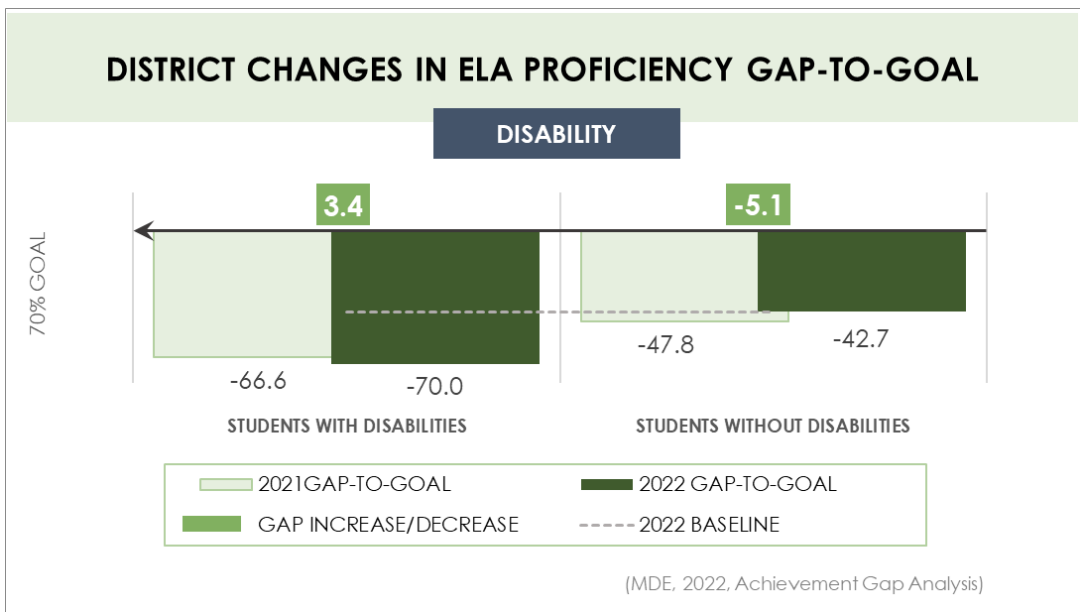


Figure 15: District Changes in ELA Proficiency Gap-To-Goal by Disability

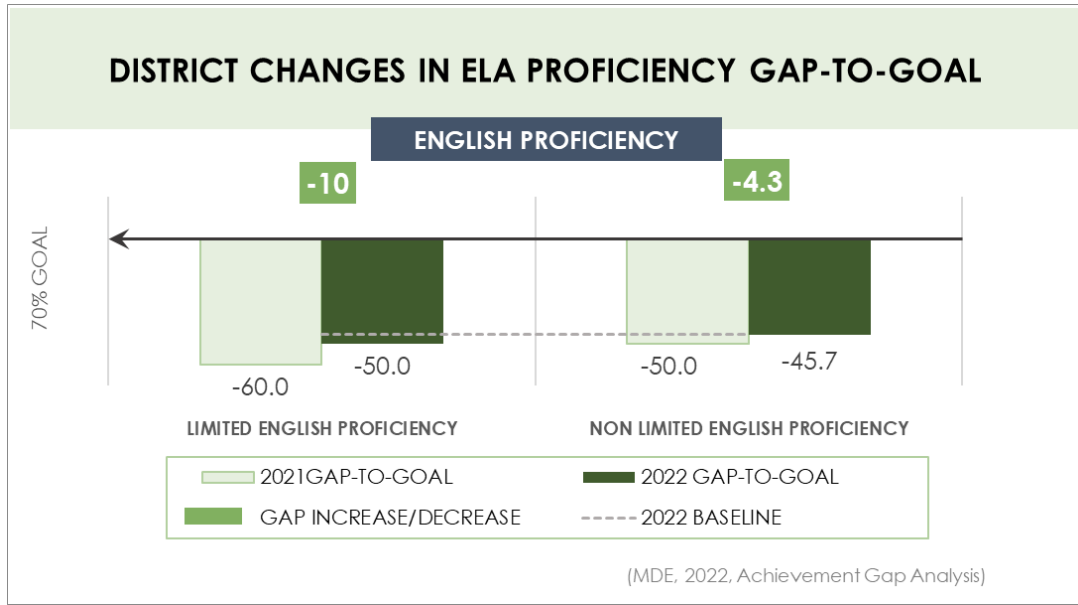


Figure 16: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency

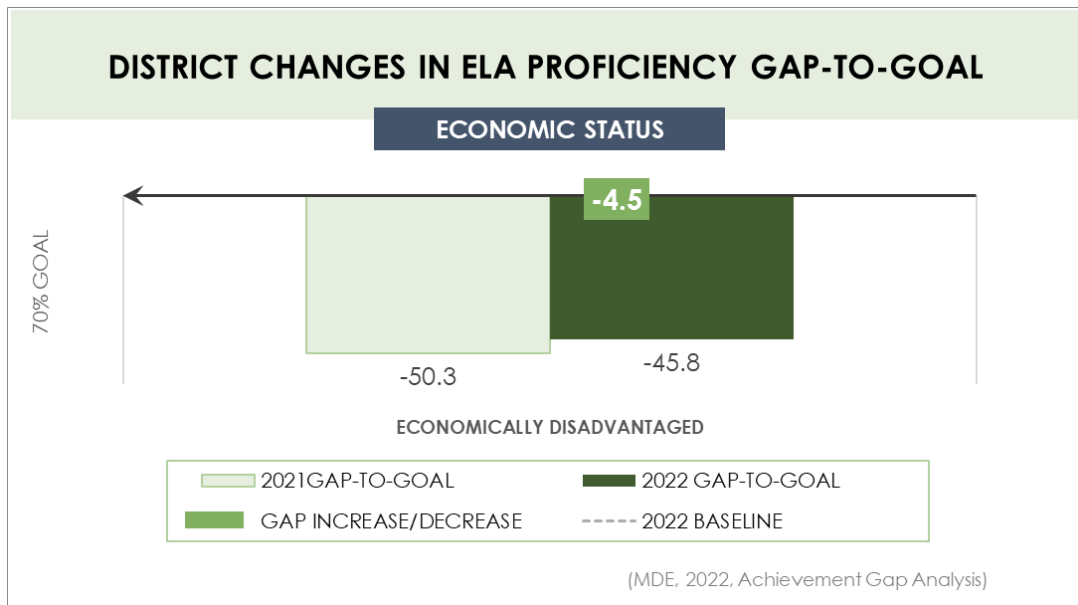


Figure 17: District Changes in ELA Proficiency Gap-To-Goal by Economic Status



Carroll County School District Profile

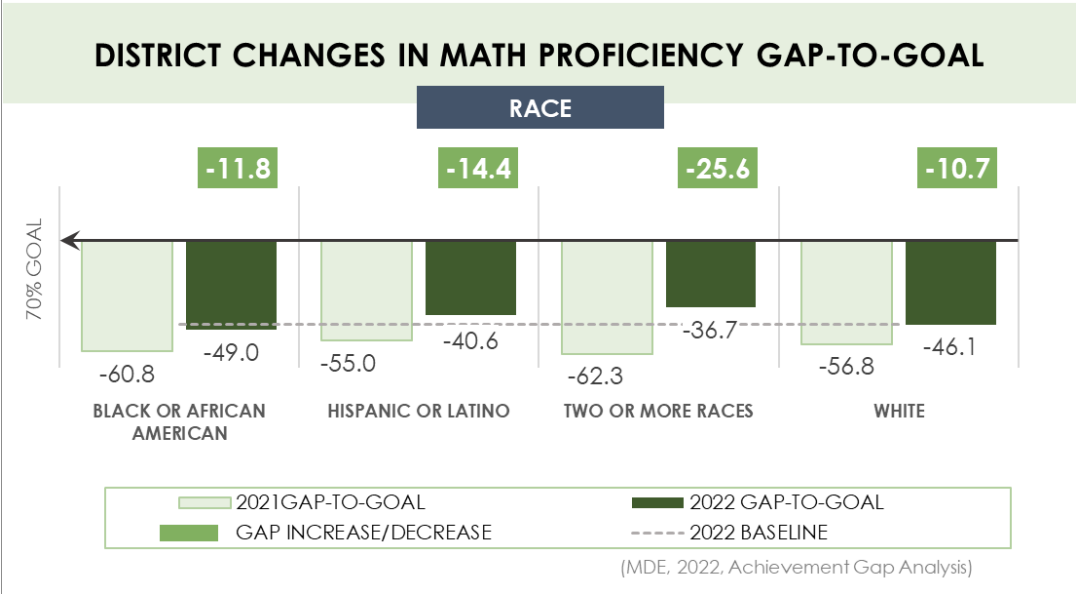


Figure 18: District Changes in Math Proficiency Gap-to-Goal by Race

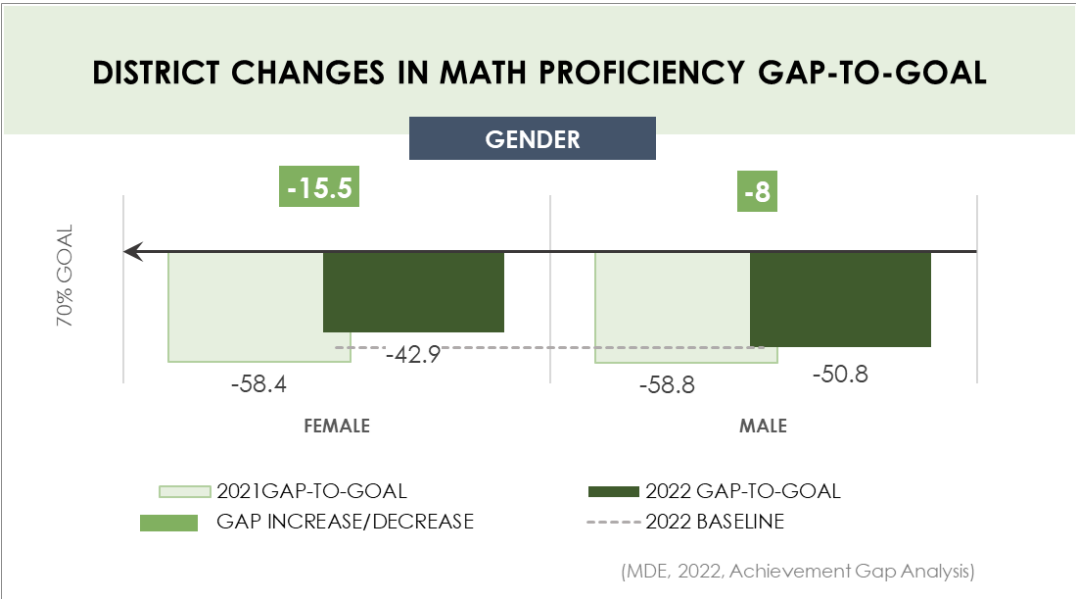


Figure 19: District Changes in Math Proficiency Gap-To-Goal by Gender

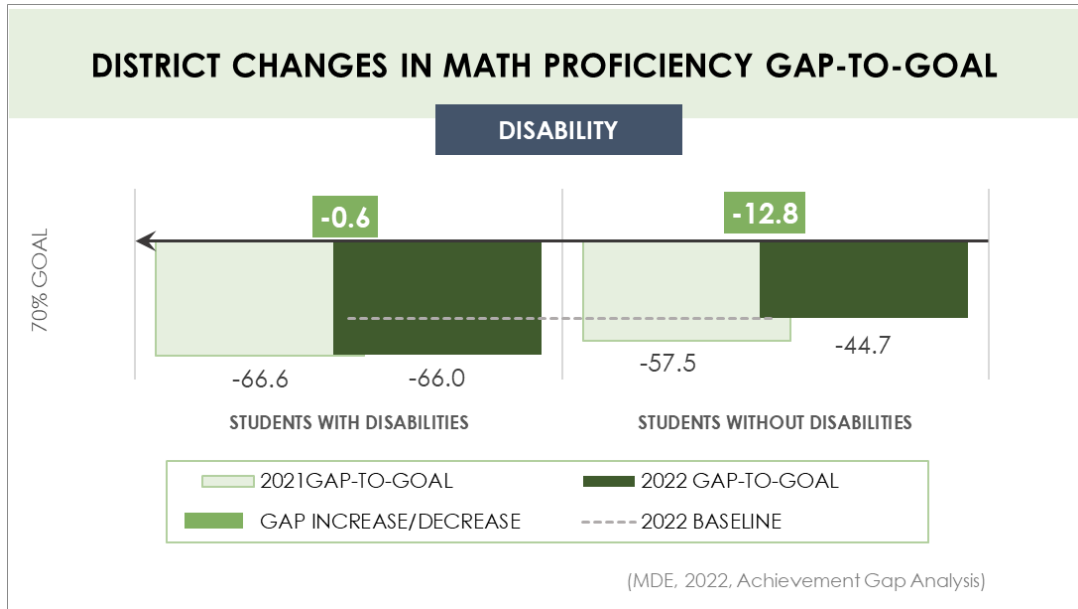


Figure 20: District Changes in Math Proficiency Gap-To-Goal by Disability

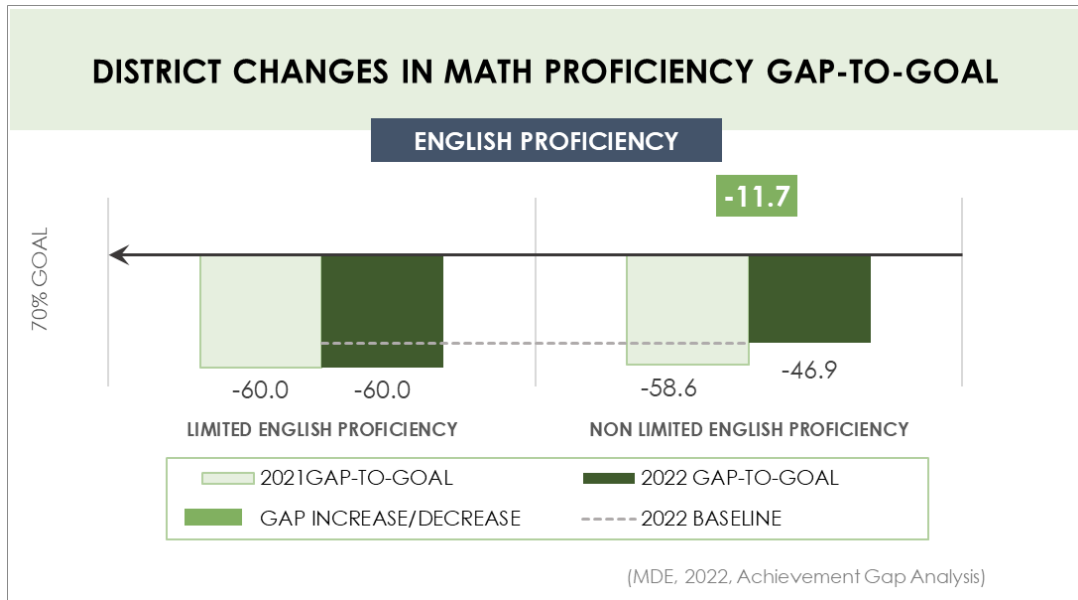


Figure 21: District Changes in Math Proficiency Gap-To-Goal by English Proficiency

Carroll County School District Profile

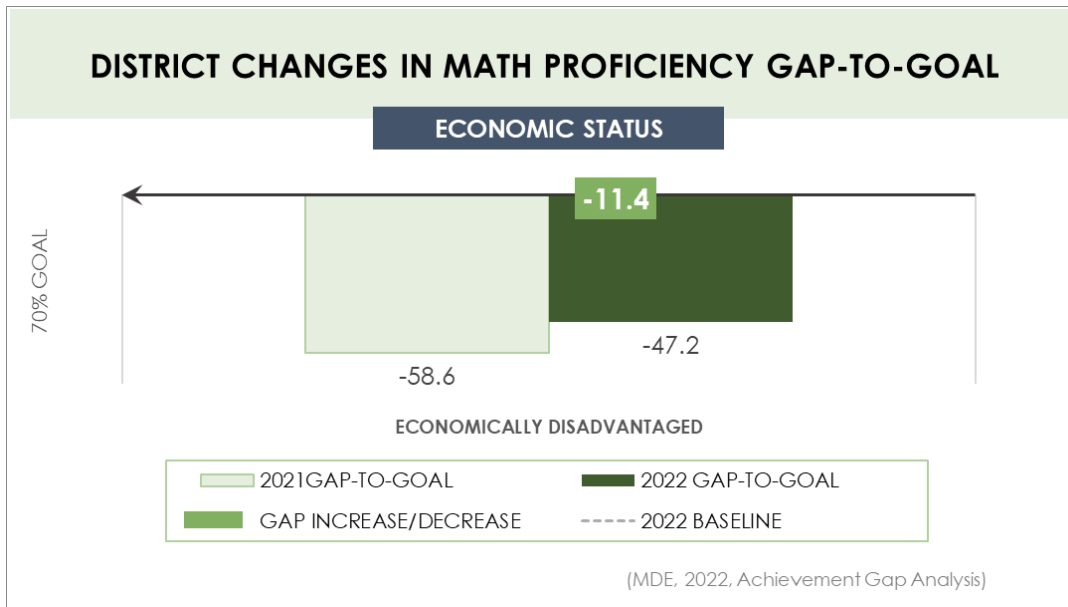


Figure 22: District Changes in Math Proficiency Gap-To-Goal by Economic Status

4-Year Graduation Rates

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

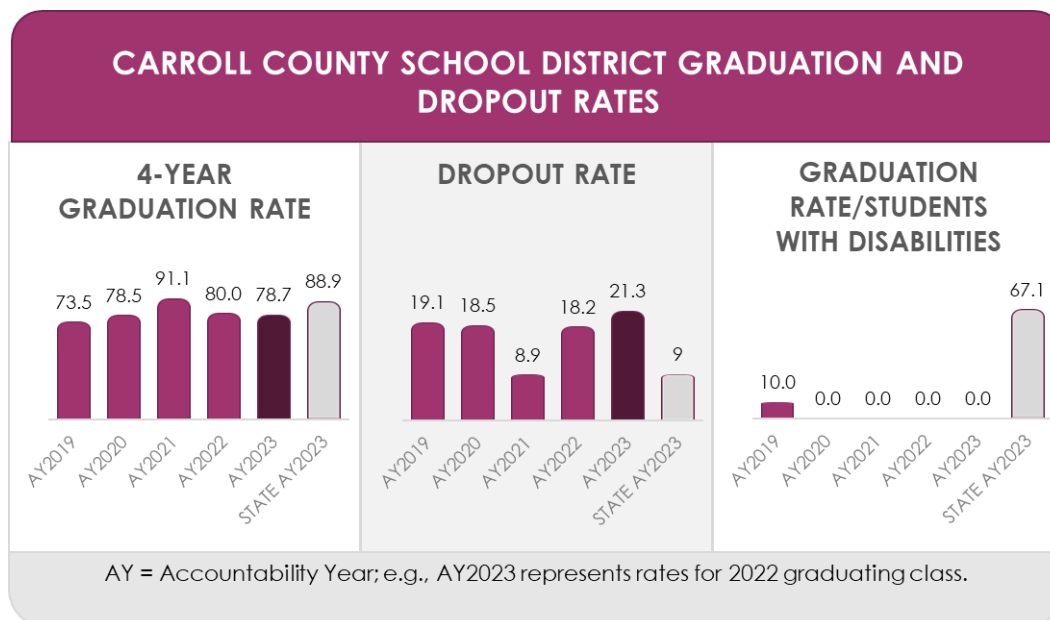


Figure 23: District 4-Year Graduation Rates

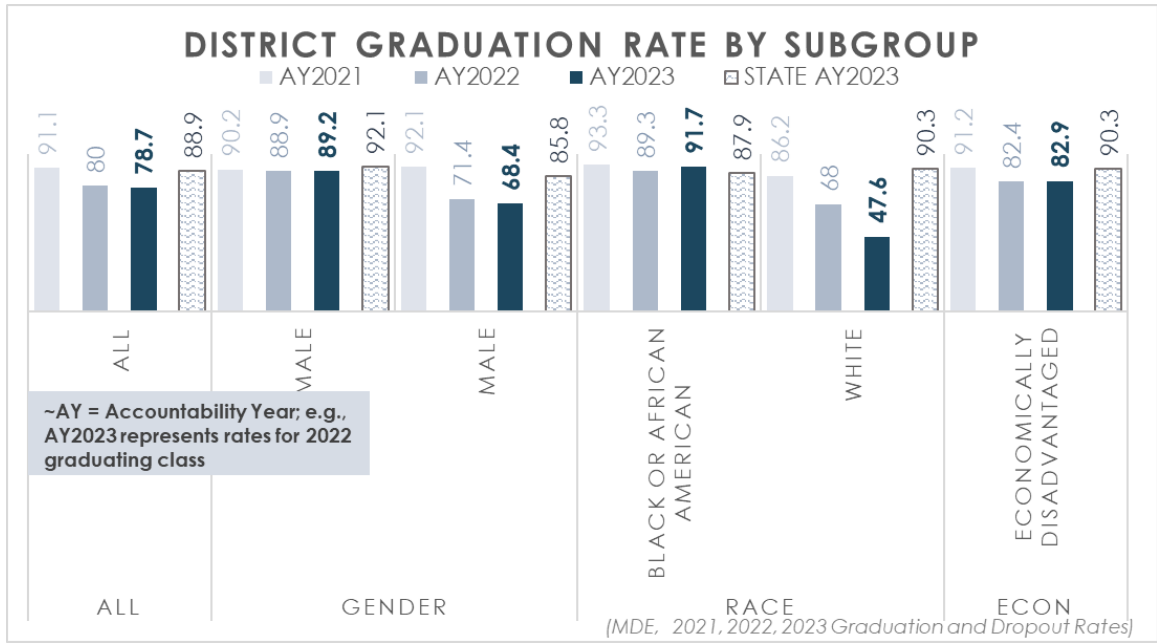


Figure 24: District Graduation Rate by Subgroup

School Improvement Designations

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

J.Z. George High School was newly identified in 2021 as an **Additional Targeted Support and Improvement (ATSI)** school because 3-year average scores for **Black and African American students** and **Economically Disadvantaged students** were in the bottom 5% of those for all Title I A schools.



Advanced Course and Post-Secondary Enrollment

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

ENROLLED IN ADVANCED COURSES							
		2019		2021		2022	
		#	%	#	%	#	%
ALL							
	ALL	58	38.9%	38.7	37.6%	40.5	36.8%
GENDER							
	FEMALE	32.7	44.2%	25.7	47.6%	15	28.9%
	MALE	25.3	33.7%	13	26.5%	25.5	44.0%
RACE							
	BLACK OR AFRICAN AMERICAN	27.4	32.2%	20.3	31.2%	18.9	27.0%
	HISPANIC OR LATINO	<10	<5%	<10	<5%	<10	<5%
	TWO OR MORE RACES	<10	<5%		NA		NA
	WHITE	25.5	47.2%	14.3	44.7%	19.4	58.8%
DISABILITY							
	STUDENTS WITH DISABILITIES	<10	6.3%	<10	<5%	<10	<5%
	STUDENTS WITHOUT DISABILITIES	57	42.9%	37.7	39.3%	38.5	38.1%
EL							
	NON LIMITED ENGLISH PROFICIENCY	57	39.0%	37.7	37.3%	40.5	37.5%

Figure 25: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES				
		2019	2021	2022
ALL				
	ALL	60.3%	62.3%	69.1%
GENDER				
	FEMALE		75.0%	83.3%
	MALE		48.0%	53.1%
RACE				
	BLACK OR AFRICAN AMERICAN	61.4%	67.6%	75.0%
	HISPANIC OR LATINO	<5%	<5%	<5%
	TWO OR MORE RACES			
	WHITE	56.5%	60.0%	65.2%
DISABILITY				
	STUDENTS WITH DISABILITIES	<5%	<5%	<5%
	STUDENTS WITHOUT DISABILITIES			
EL				
	NON LIMITED ENGLISH PROFICIENCY			

Figure 26: District Post-Secondary Enrollment by Demographic Group

Assessment

TAKEAWAY: In 2022, district ACT scores are similar to the state scores and are consistent with scores from 2019. Kindergarten Readiness scores are also consistent with scores from previous years, but are slightly below the state average. For third graders required to pass the Third-Grade Reading Assessment for promotion for the first time since 2019; initial retest was relative similar to 2019 scores. MAAP proficiency percentages were higher in 2022 than in 2021.

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



Carroll County School District Profile

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

ACT

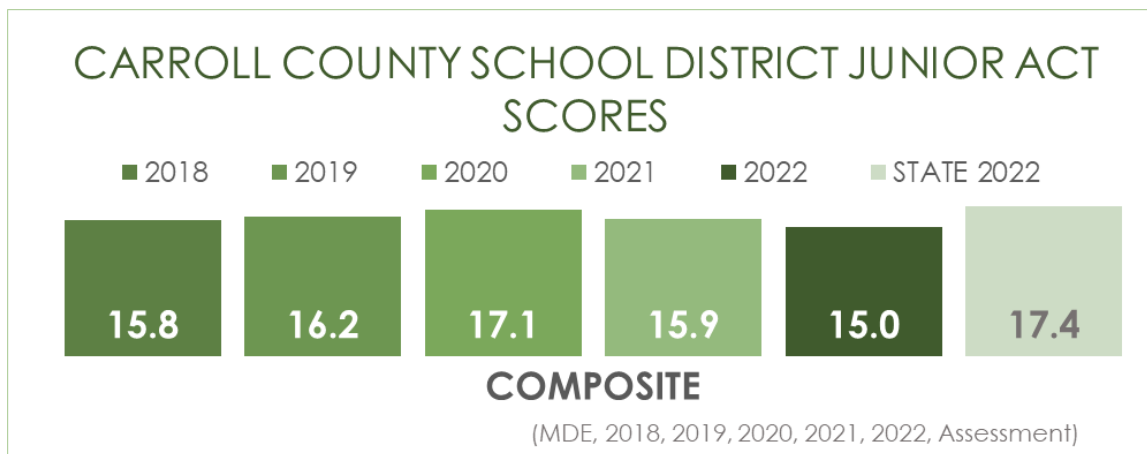


Figure 27: District Junior ACT: Composite

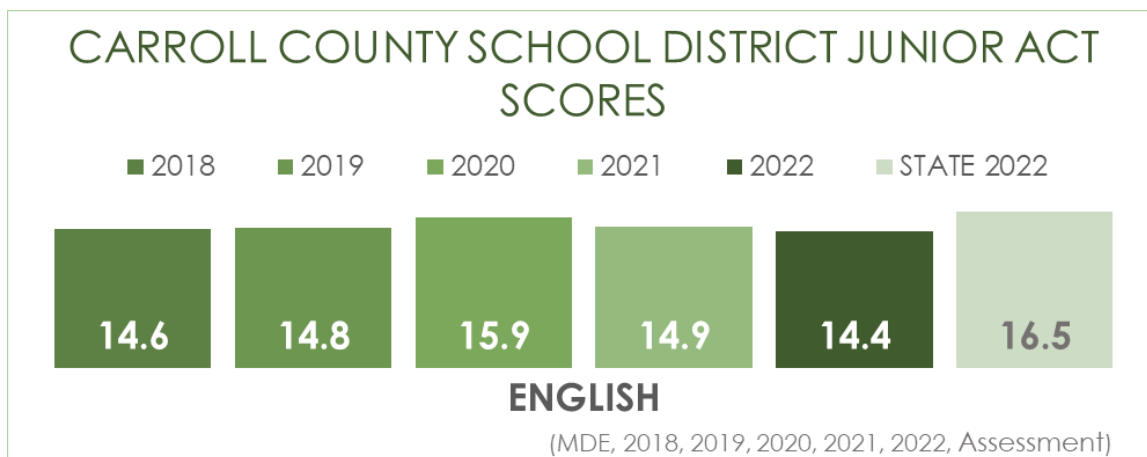


Figure 28: District Junior ACT: English

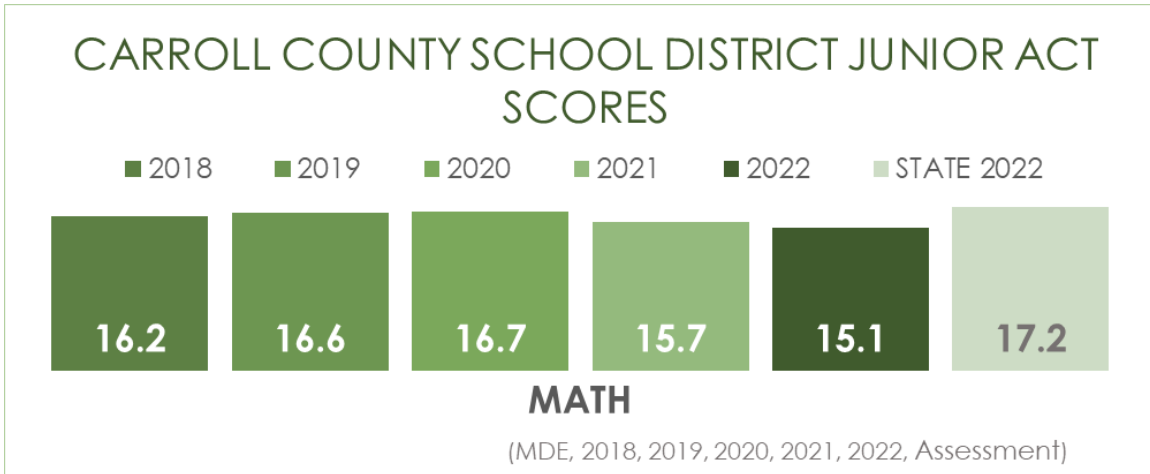


Figure 29: District Junior ACT: Math

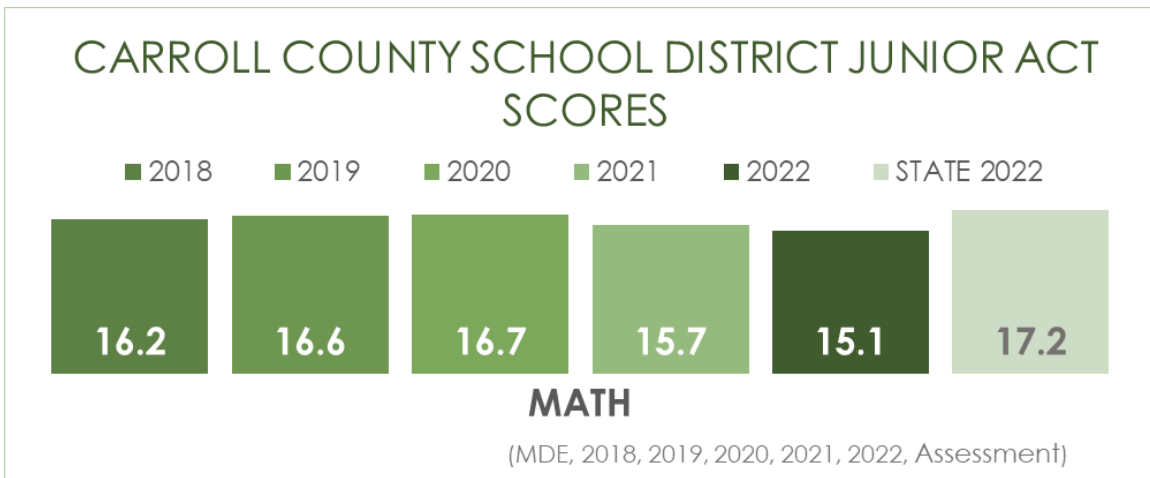


Figure 30: District Junior ACT: Reading

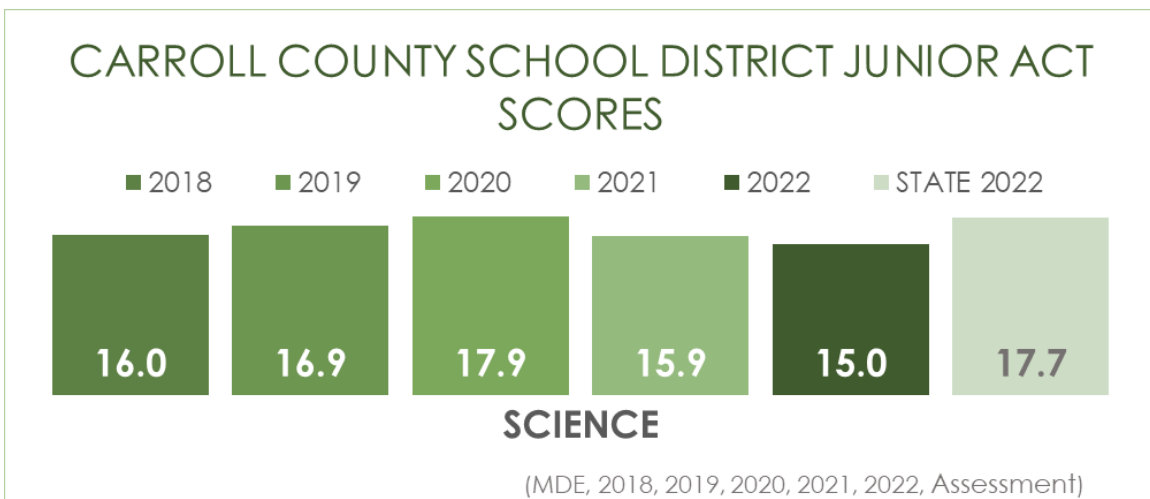


Figure 31: District Junior ACT: Science



Kindergarten Readiness Assessment (KRA)

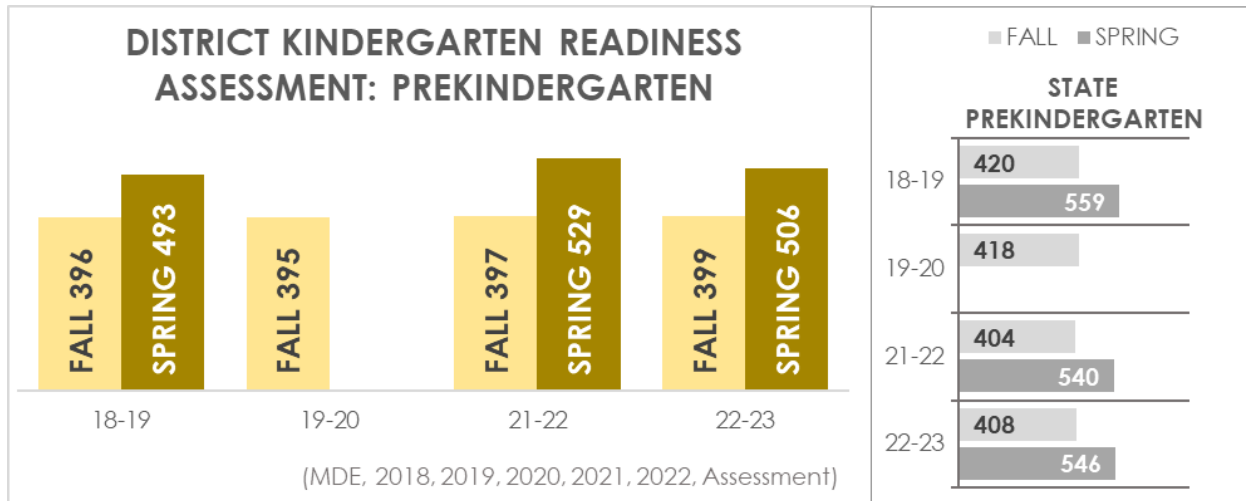


Figure 32: District Kindergarten Readiness Assessment: Prekindergarten

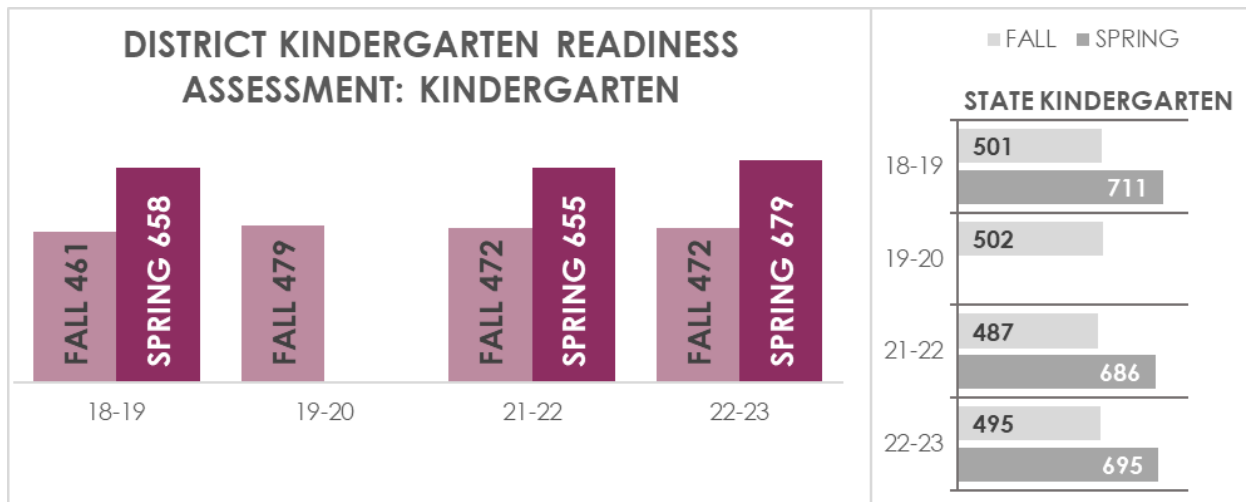


Figure 33: District Kindergarten Readiness Assessment: Kindergarten

Third-Grade Reading Assessment

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

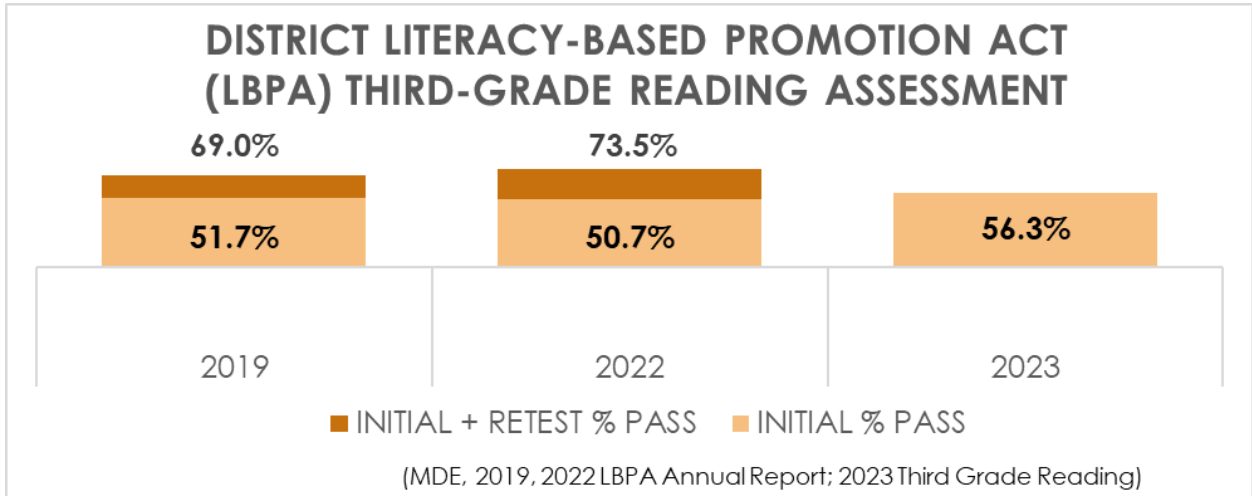


Figure 34: District Literacy-Based Promotion Act Third Grade Reading Assessment

Students who do not pass the Third-Grade Reading Assessment may still be promoted to the fourth grade if they meet one of the approved exemption criteria. The retest pass rates have not yet been released for the 2023 assessment.

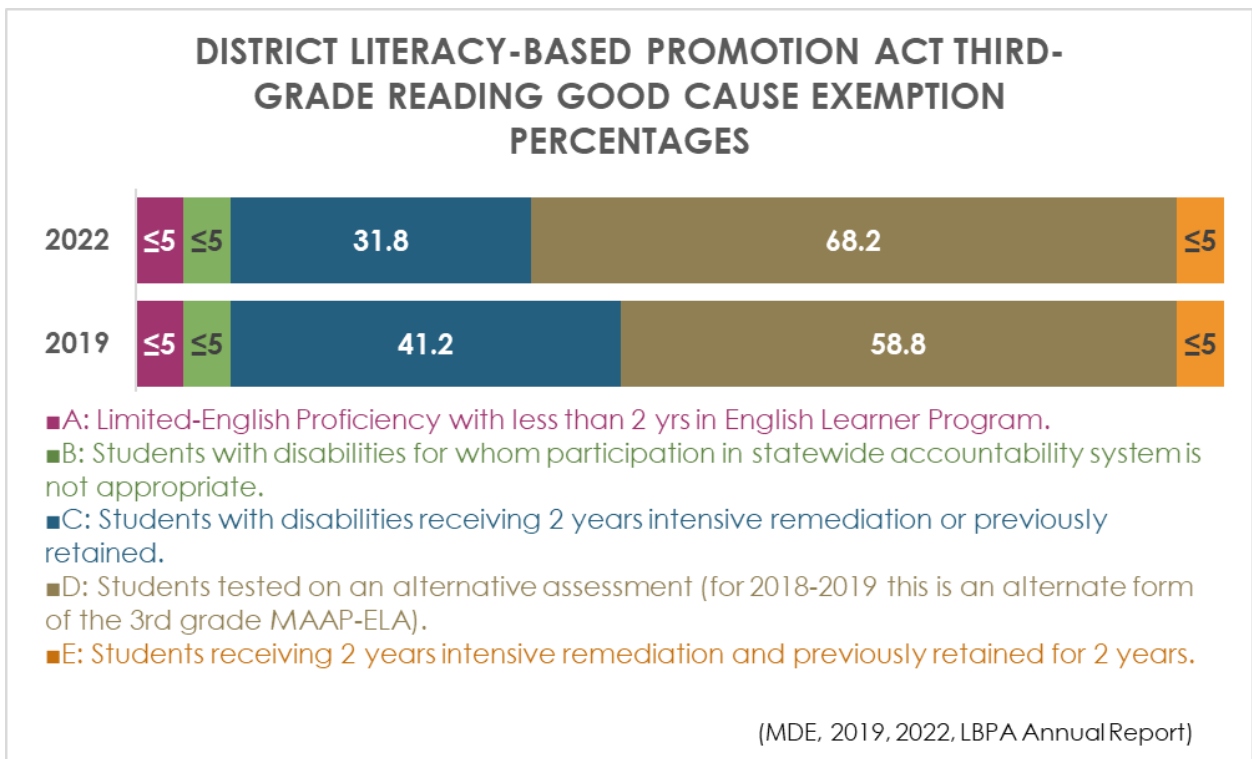


Figure 35: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption



Carroll County School District Profile

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

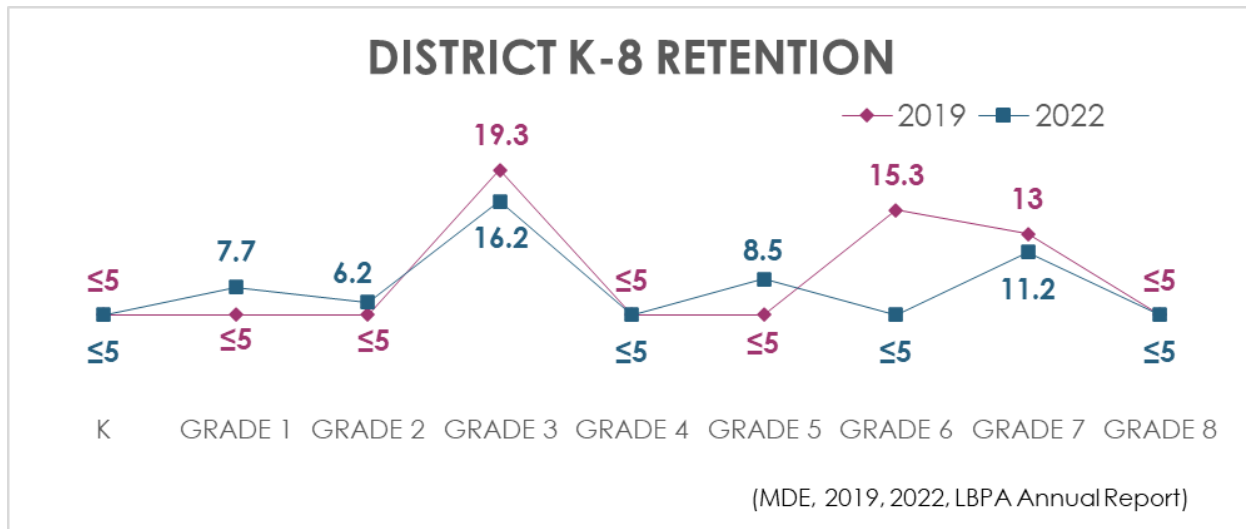


Figure 36: District K-8 Retention Rates

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

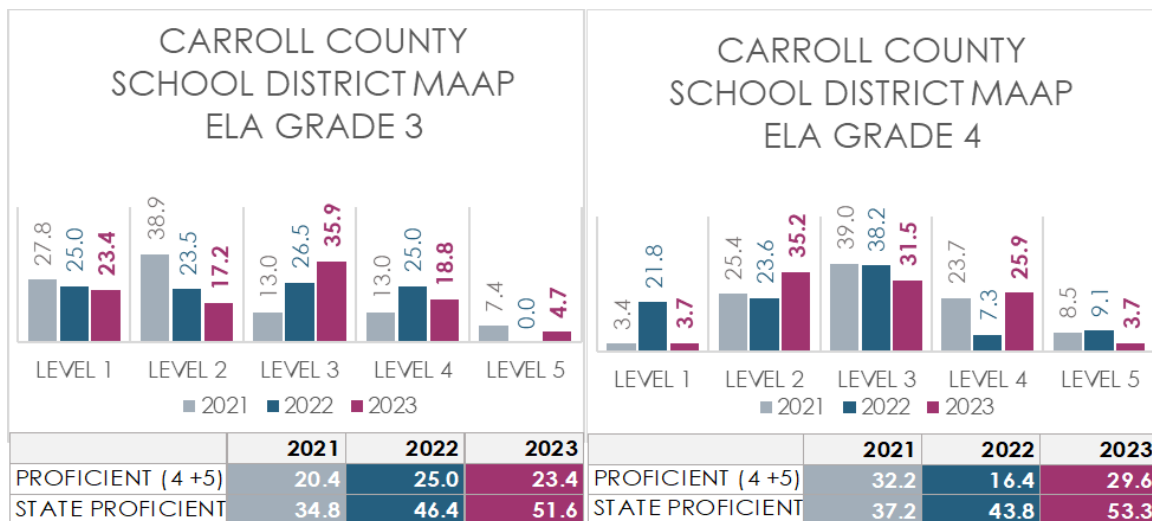


Figure 37: District MAAP ELA Grades 3 and 4

Carroll County School District Profile

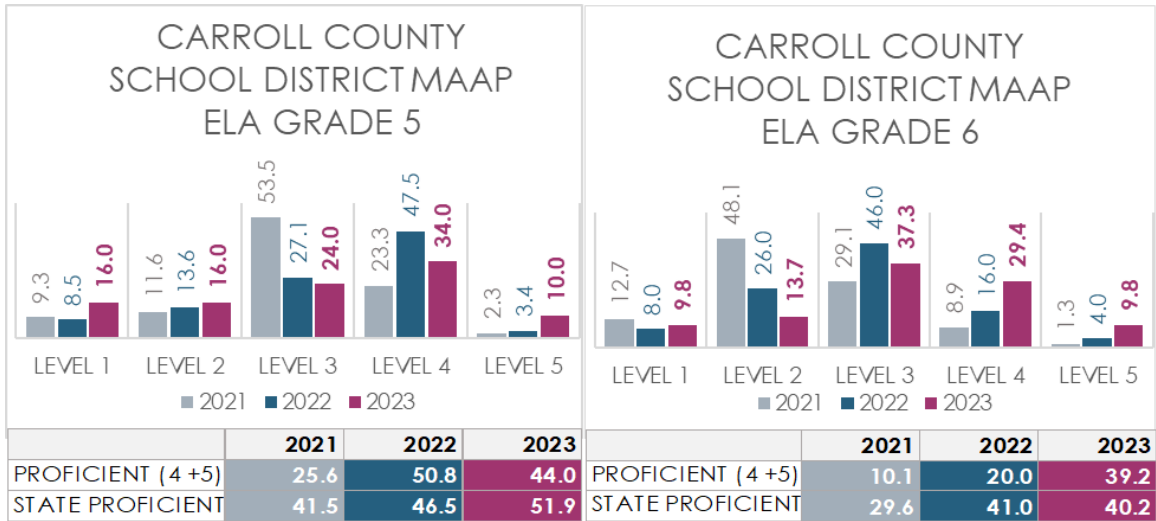


Figure 38: District MAAP ELA Grades 5 and 6

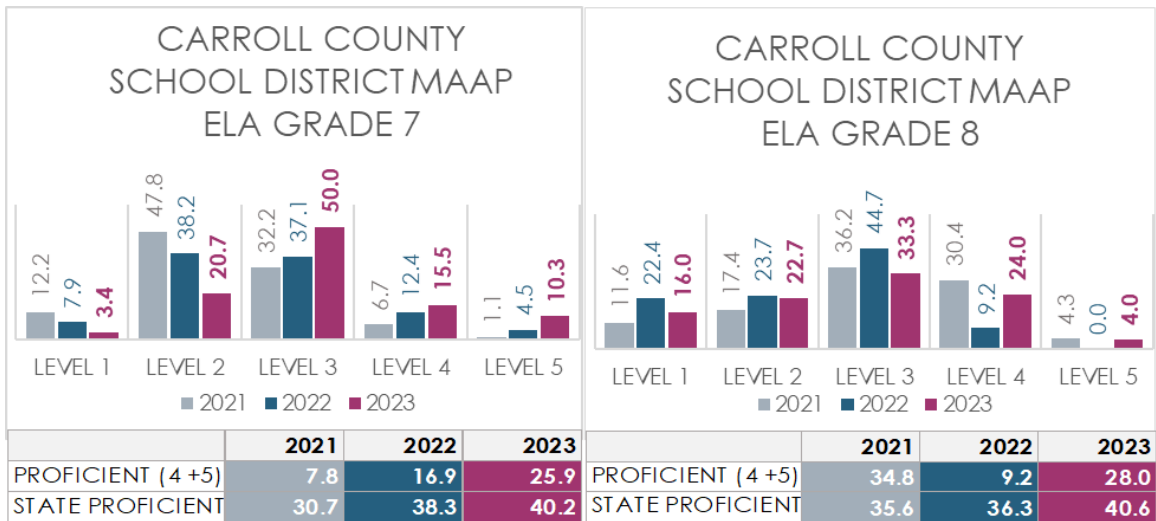


Figure 39: District MAAP ELA Grades 7 and 8

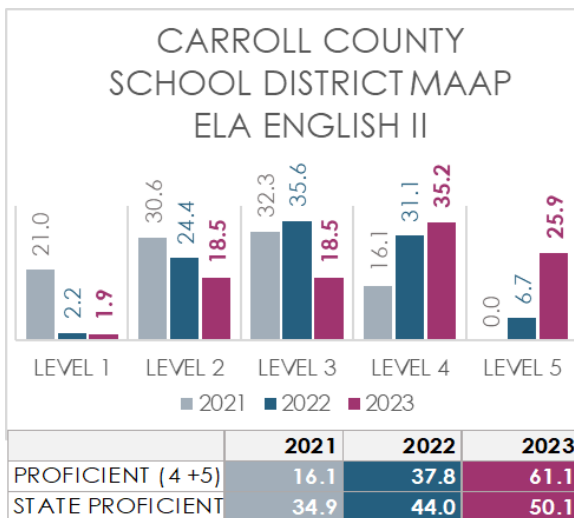


Figure 40: District MAAP ELA English II



Carroll County School District Profile

MAAP MATH

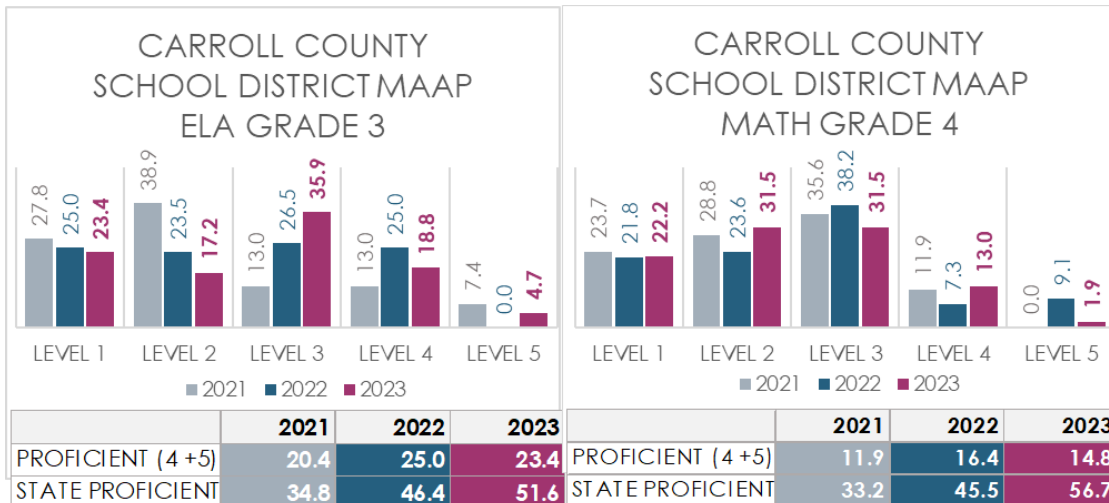


Figure 41: District MAAP Math Grades 3 and 4

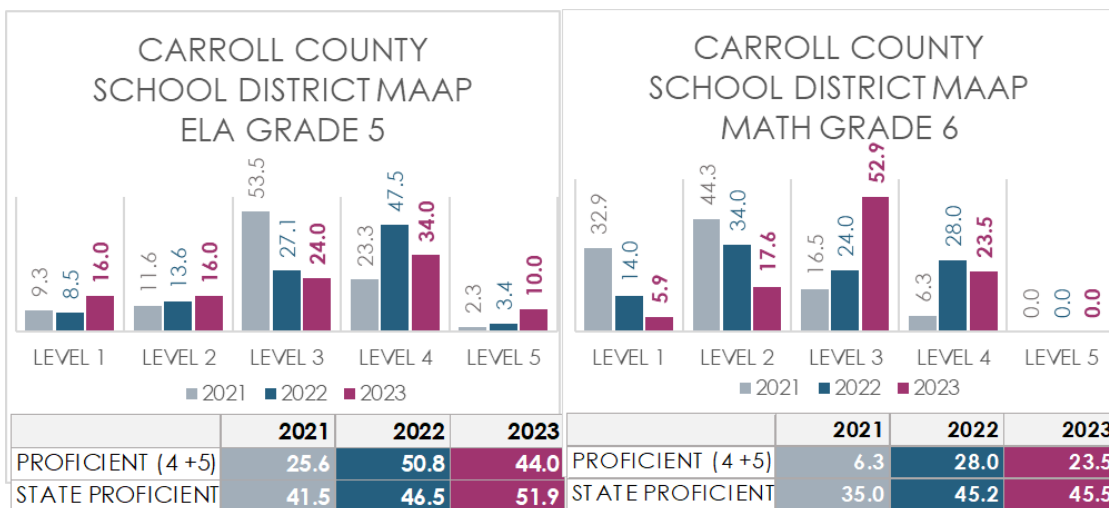


Figure 42: District MAAP Math Grades 5 and 6

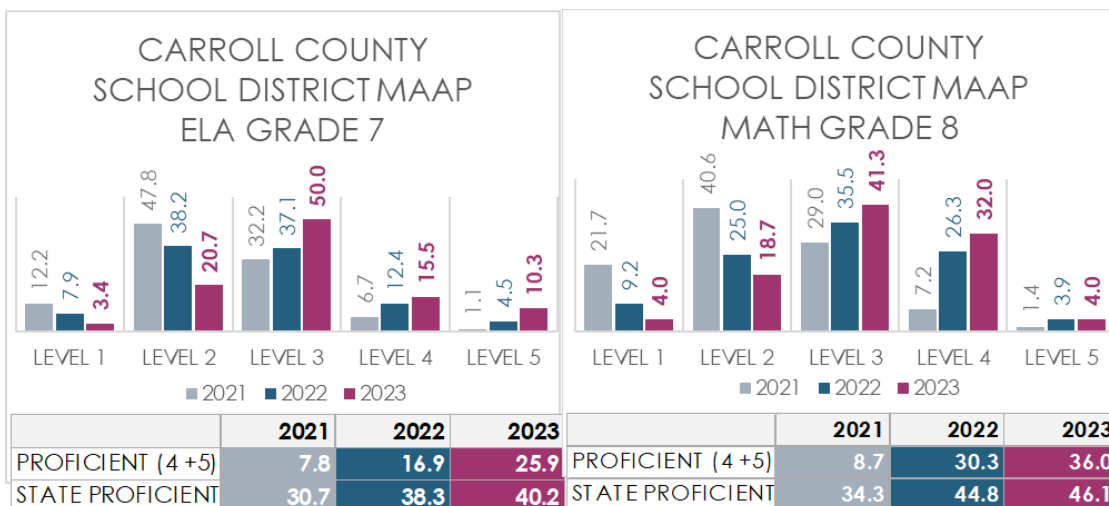


Figure 43: District MAAP Math Grades 7 and 8

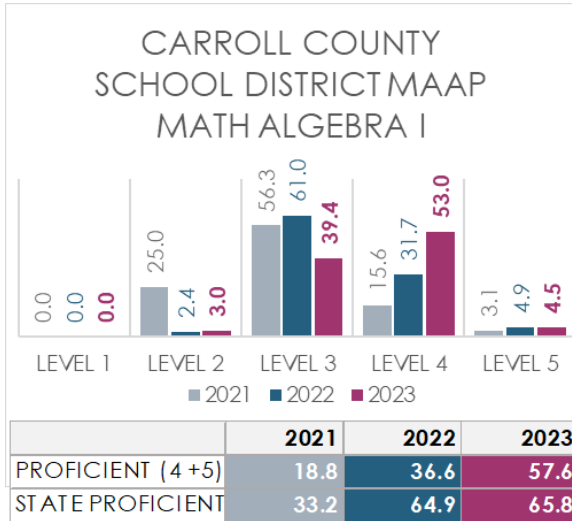


Figure 44: District MAAP Math Algebra I

MAAP-SCIENCE

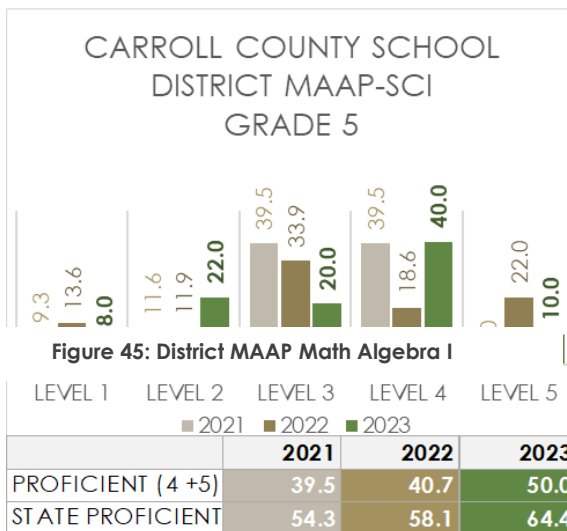


Figure 45: District MAAP Math Algebra I

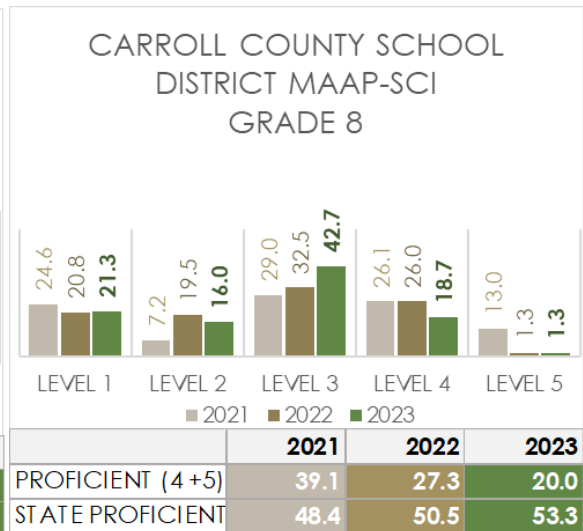


Figure 46: District MAAP-SCI Grades 5 and 8



Carroll County School District Profile

MAAP-END-OF-COURSE

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

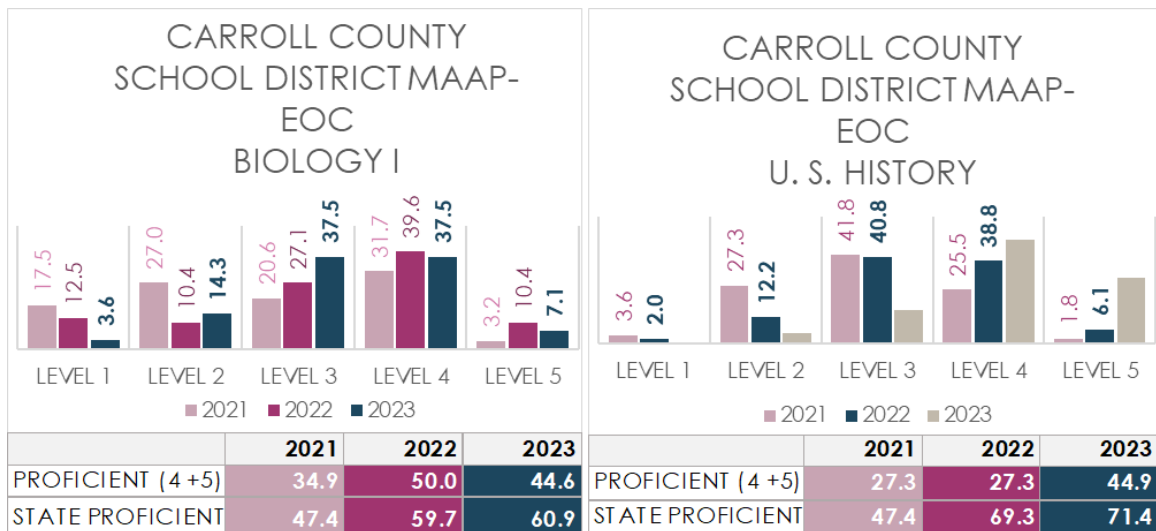


Figure 47: District MAAP-EOC Biology I and U. S. History

In 2022, the statewide percentage of students scoring proficient or advanced on MAAP assessments reached an all-time high of 42.2% in English Language Arts (ELA) and 55.9% in science, and reached 47.3% in mathematics, just shy of the prepandemic rate of 47.4%. (MDE, 2023)



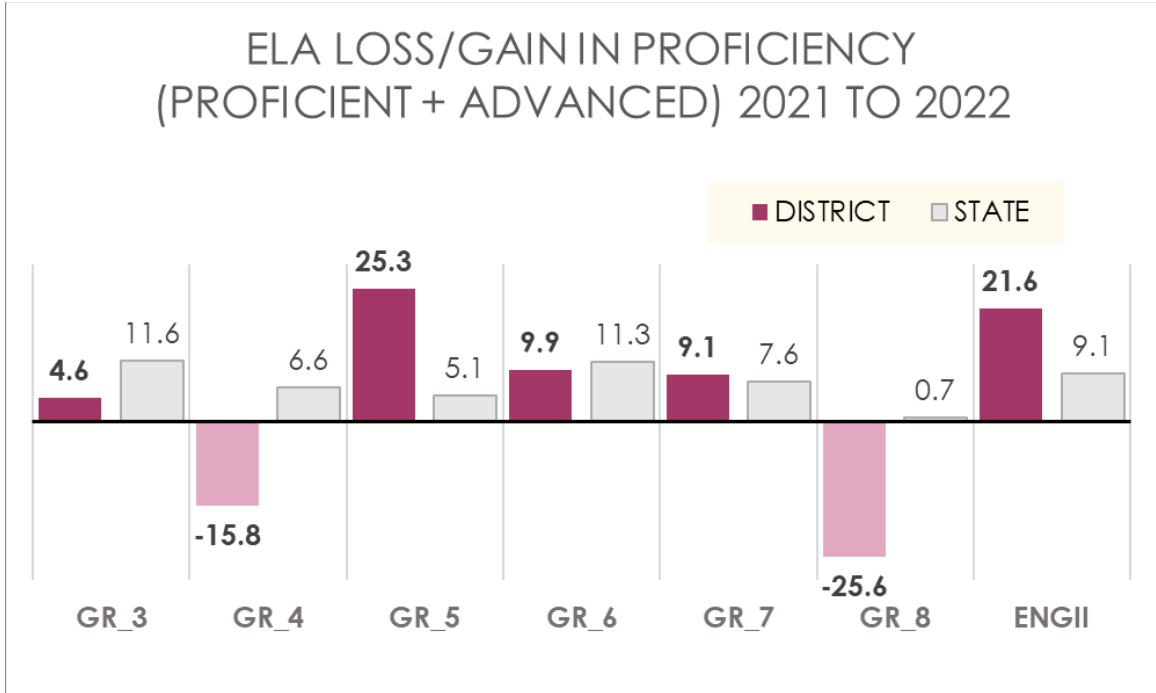


Figure 48: ELA Loss/Gain in Proficiency

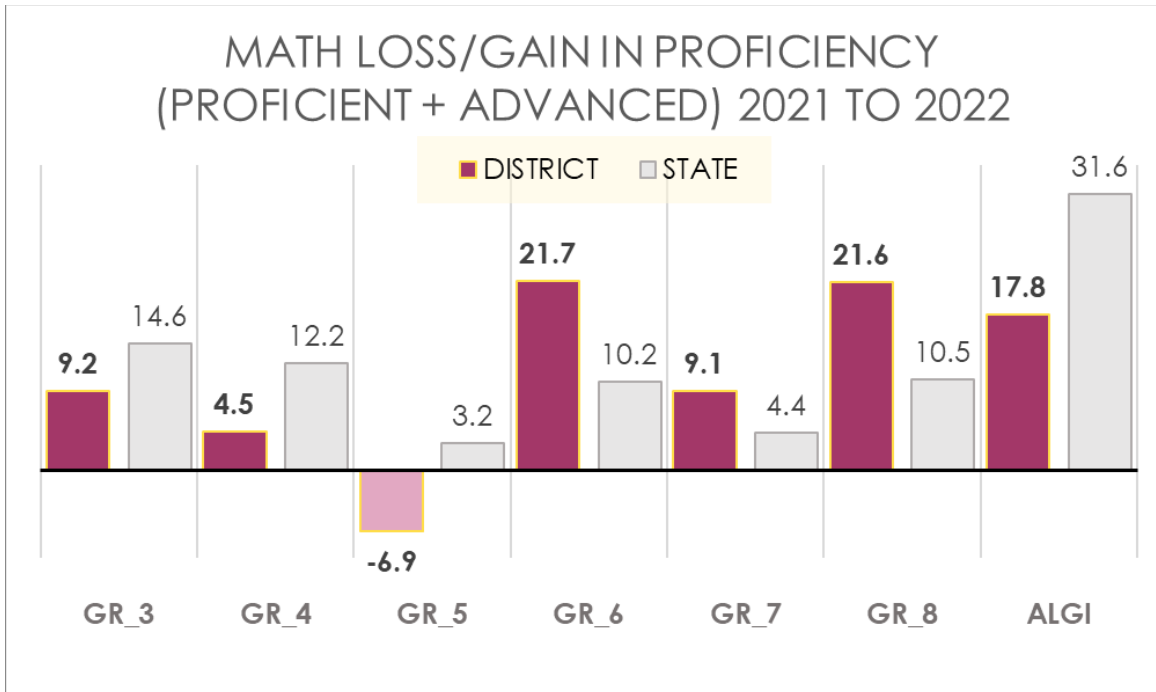


Figure 49: Math Loss/Gain in Proficiency



Carroll County School District Profile

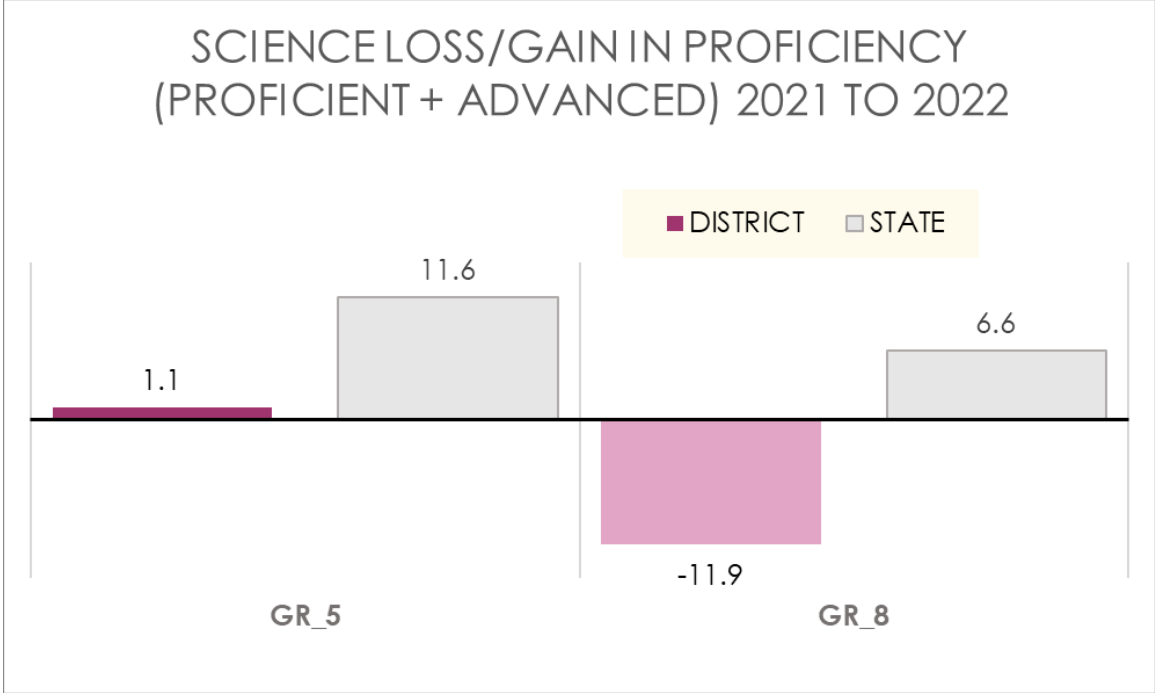


Figure 50: Science Loss/Gain in Proficiency

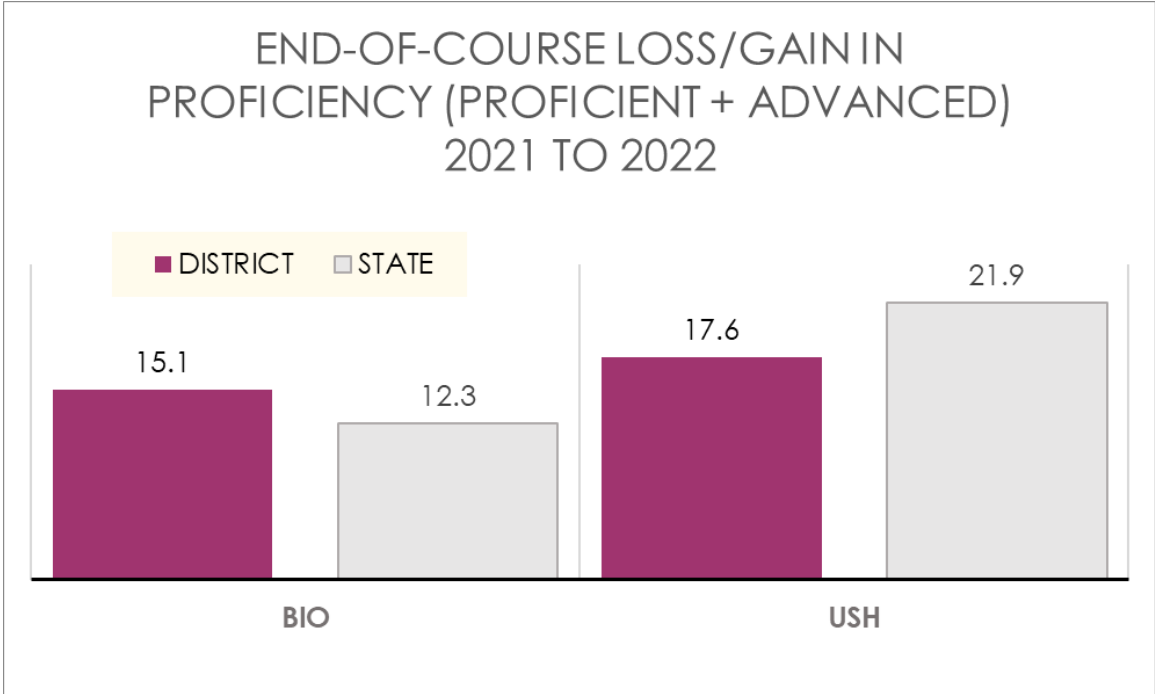


Figure 51: End-of-Course Loss/Gain in Proficiency

Discipline

TAKEAWAY: Minimal disciplinary actions were reported during the pandemic years of 2020 and 2021. The number of incidents of violence increased between 2021 and 2022, but did not reach prepandemic levels.

CARROLL COUNTY SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	9.04	<5	<5	9	11.4	<5	5.73	13.7	<5	<5		<5
GENDER	FEMALE	7.45		<5	5.8	10.6		<5	9.8				<5
	MALE	10.5		<5	11.8	12		8.41	17.1				
RACE	ALASKAN NATIVE OR NATIVE AMERICAN												
	ASIAN	<5			13.3	<5		<5					
	BLACK OR AFRICAN AMERICAN	12		<5	10.6	13.1		6.65	14				
	HISPANIC OR LATINO			<5		<5							
	TWO OR MORE RACES				5.6	<5			5.6				
	WHITE	5.96		<5	7.7	10.3		5.17	16				<5
DISABILITY	STUDENTS WITH DISABILITIES	<5		<5	5.4	8.67		<5	7.8				
	STUDENTS WITHOUT DISABILITIES	9.94		<5	9.6	11.9		6.08	14.7				<5
EL	LIMITED ENGLISH PROFICIENCY				<5								
	NON LIMITED ENGLISH PROFICIENCY	9.18			9.1	11.6			14.1				<5
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	61	<10	<10	48	<5			<5	<5			<5
GENDER	FEMALE	29		<10	20	<5			<5	<5			<5
	MALE	32		<10	28	<5			<5	<5			<5
RACE	ALASKAN NATIVE OR NATIVE AMERICAN								<5				<5
	ASIAN					<5			<5	<5			<5
	BLACK OR AFRICAN AMERICAN	46		<10	34	<5			<5	<5			<5
	HISPANIC OR LATINO	<10				<5			<5	<5			<5
	TWO OR MORE RACES	<10				<5			<5	<5			<5
	WHITE	13			14	<5			<5	<5			<5
DISABILITY	STUDENTS WITH DISABILITIES	<10			<10	<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES	55		<10	43	<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH PROFICIENCY	61			48	<5			<5	<5			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 52: District Disciplinary Actions Reported to MDE



Finance

TAKEAWAY: Spending for instructional support and administration has increased slightly since 2018. Total revenue is up \$1.1M, while total operational expenditure including capitalized equipment has increased \$1.4M. Title funding is down, and ESSER funds for pandemic expenses have expired. FY2023 MAEP allocations are at \$4.6M but fall \$500K below full funding.

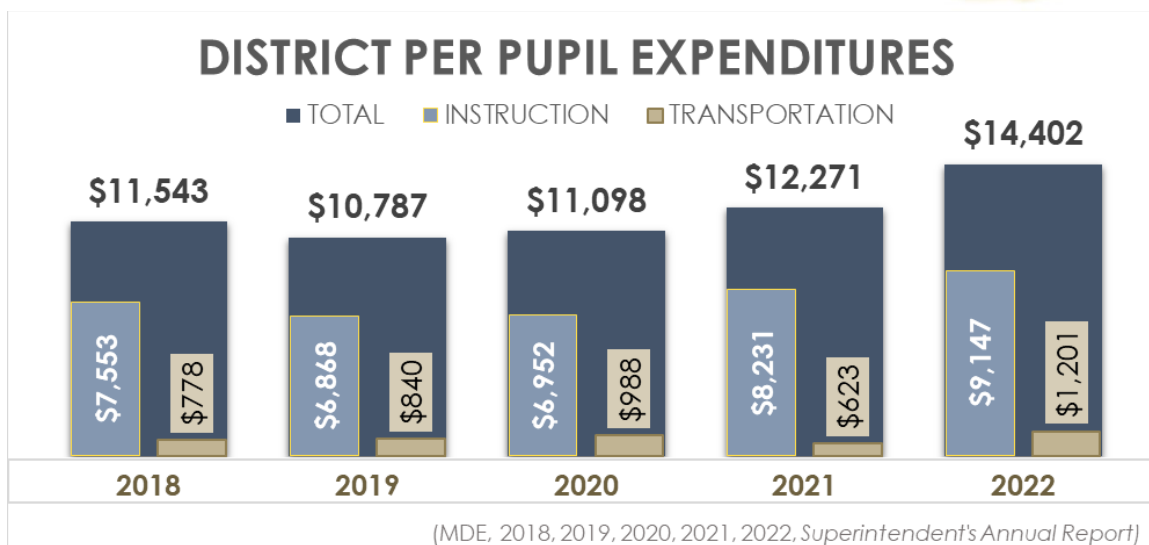


Figure 53: District Per Pupil Expenditures

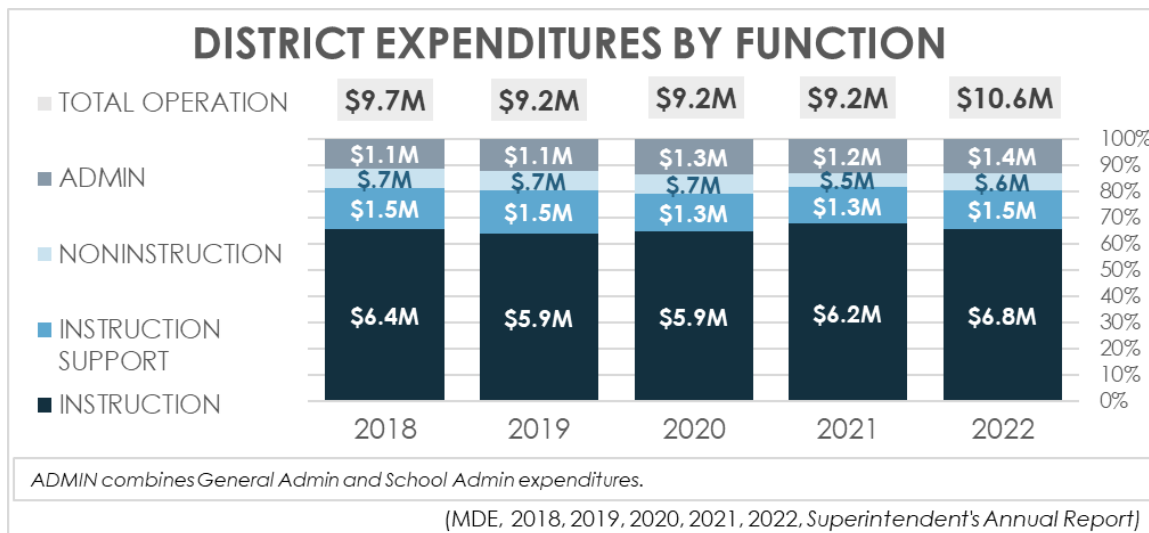


Figure 54: District Expenditures by Function

CHANGES IN PERCENTAGES OF EXPENDITURES BY FUNCTION 2018 TO 2022

	2018		2022
INSTRUCTION	65.7%	↓	65.6%
INSTRUCTION SUPPORT	15.7%	↓	14.9%
NONINSTRUCTION	7.0%	↓	6.3%
ADMIN	11.5%	↑	13.2%

ADMIN combines General Admin and School Admin expenditures.

(MDE, 2018, 2019, 2020, 2021, 2022, Superintendent's Annual Report)



Figure 55: District Changes in Percentages of Expenditures by Function

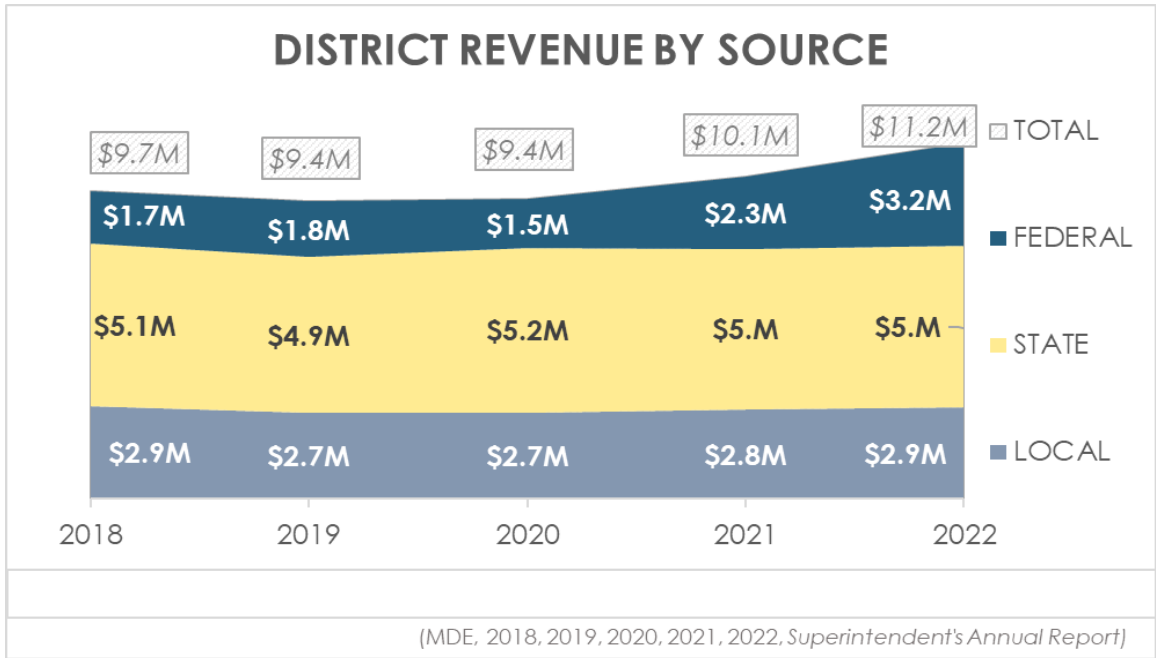


Figure 56: District Revenue by Source

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS

2023 FULL FUNDING	2023 ALLOCATION	2022 ALLOCATION	BELOW FULL (10.5%)	+/- 2022 VS 2023
\$5.2M	\$4.6M	\$4.6M	-\$0.5M	-\$32,409

Figure 57: Mississippi Adequate Education Program (MAEP) Allocations



Carroll County School District Profile

DISTRICT FEDERAL TITLE PROGRAMS FUNDING ALLOCATION					
	2018	2019	2020	2021	2022
TITLE I A	\$376.1K	\$2.2M	\$371.9K	\$368.5K	\$365.3K
TITLE II A	\$73.7K	\$74.3K	\$72.3K	\$67.1K	\$68.6K
TITLE IV A		\$26.7K	\$27.7K	\$27.9K	\$27.6K
TITLE V B		\$17.7K	\$18.6K	\$17.3K	\$18.5K
ESSER 1			\$299.0K	\$304.5K	
ESSER 2				\$1.2M	

(MDE, 2018, 2019, 2020, 2021, 2022, Superintendent's Annual Report)

Figure 58: District Federal Title Programs Funding Allocation

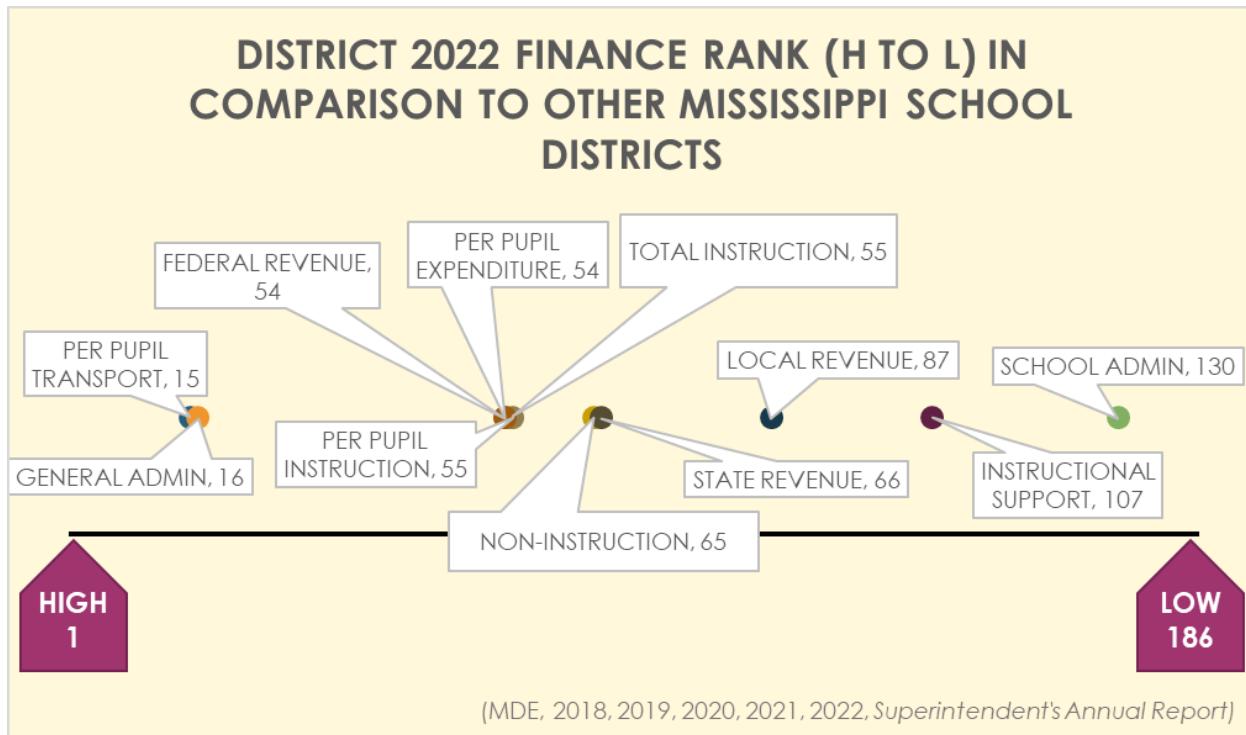
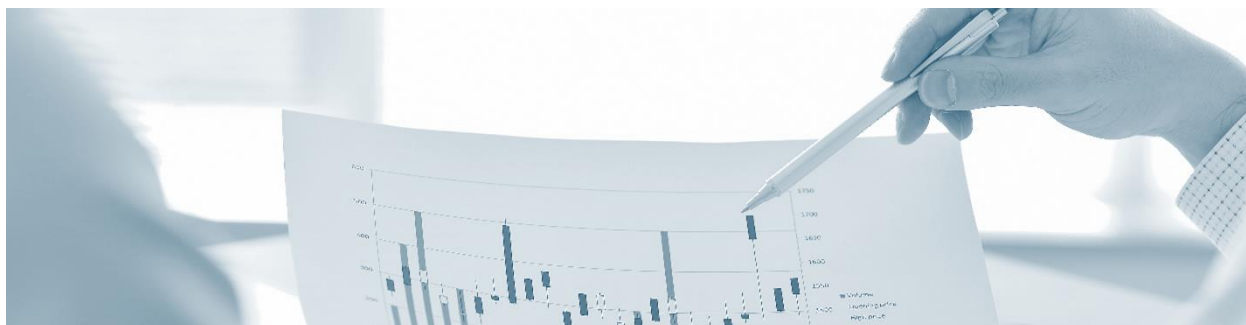


Figure 59: Current District Finance Rank Compared to Other Mississippi School Districts



Personnel

TAKEAWAY: The percentage of teachers teaching in their certified field has remained steady, the percentage of experienced teachers districtwide has increased by more than 5% since 2018. The per-pupil ratio has decreased to 12.8. Average teacher salaries have increased, but average salaries for most administrators and support personnel have decreased.

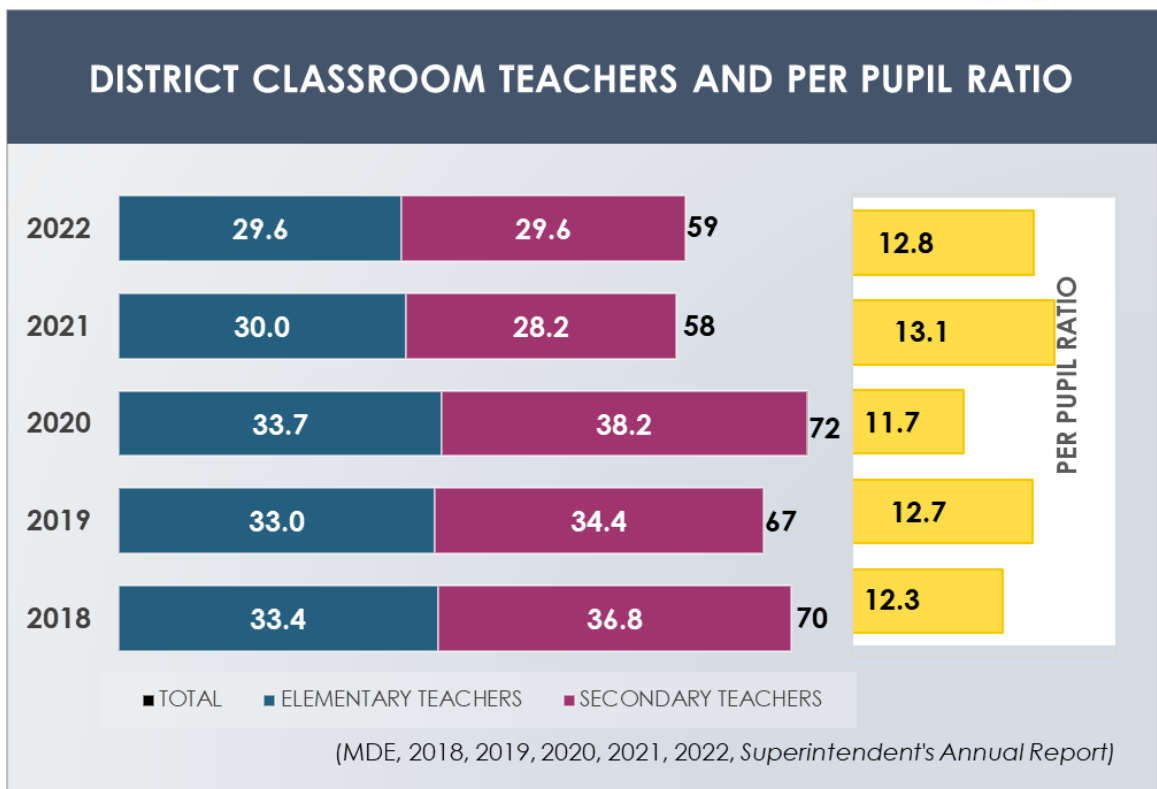


Figure 60: District Classroom Teachers and Per Pupil Ratio



Carroll County School District Profile

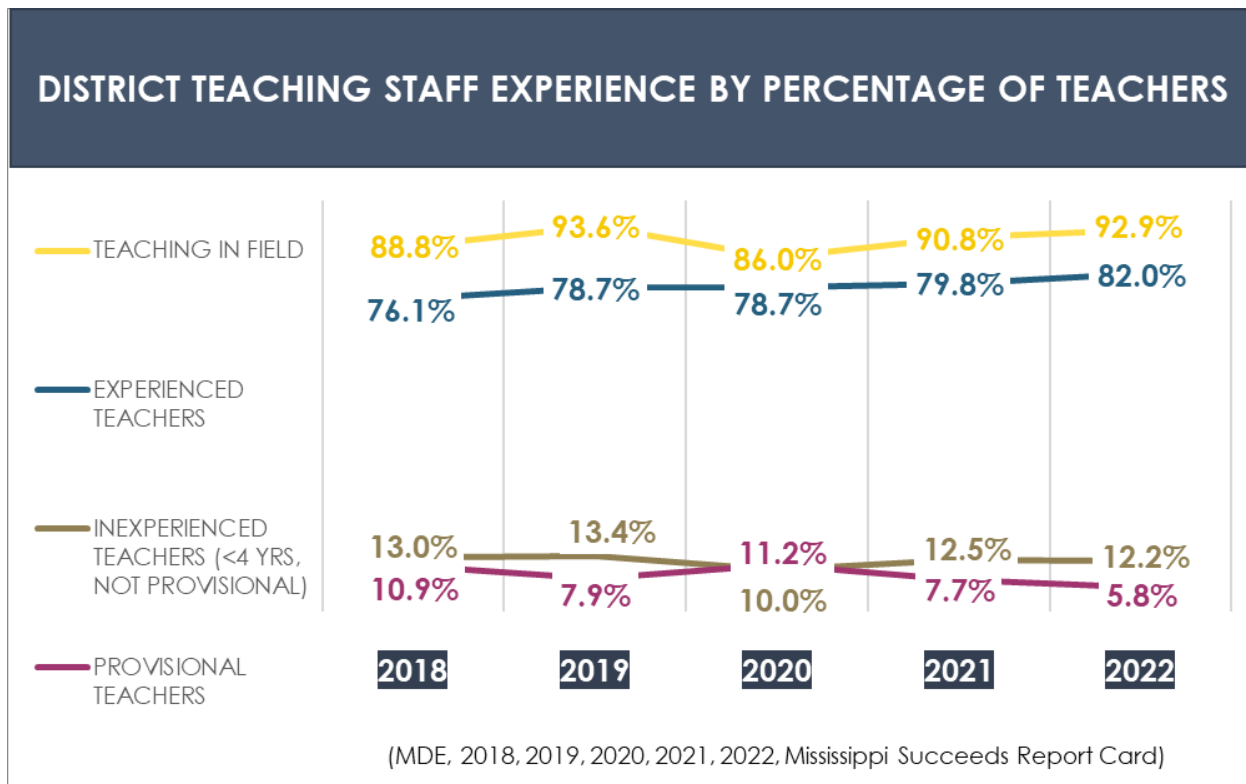


Figure 61: District Teaching Staff Experience by Percentage of Teachers

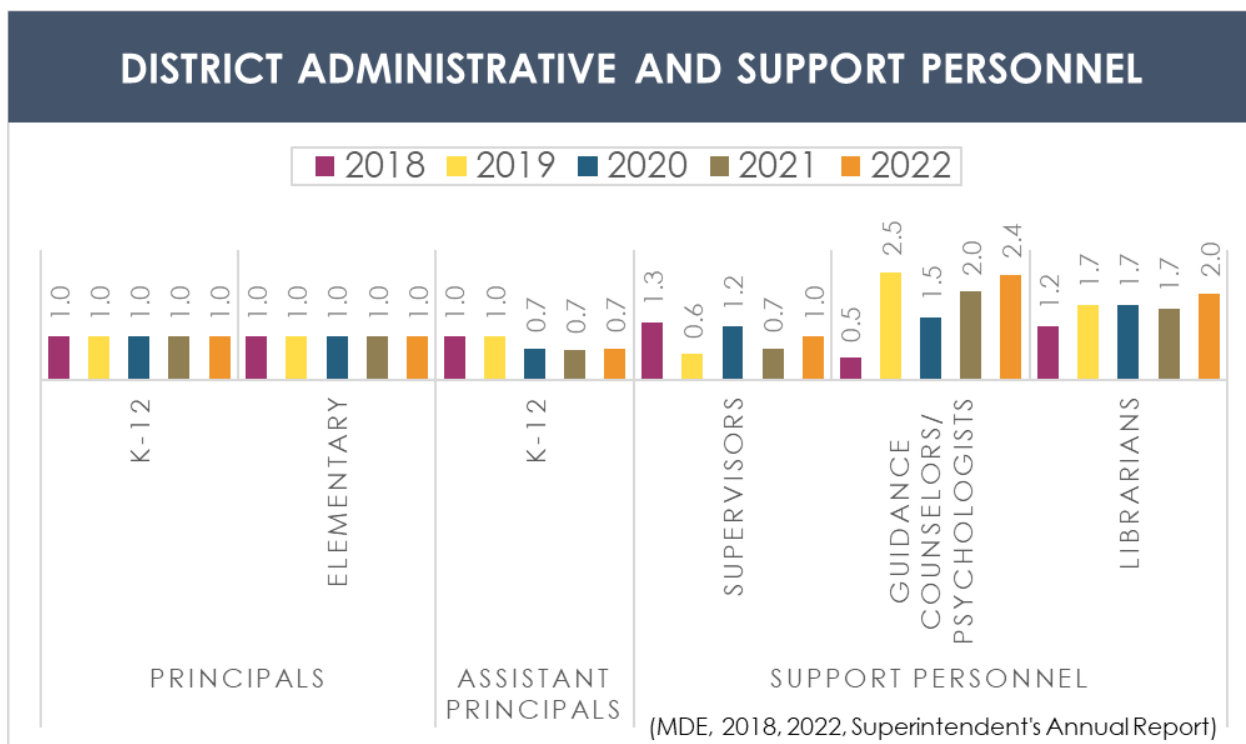


Figure 62: District Administrative and Support Personnel

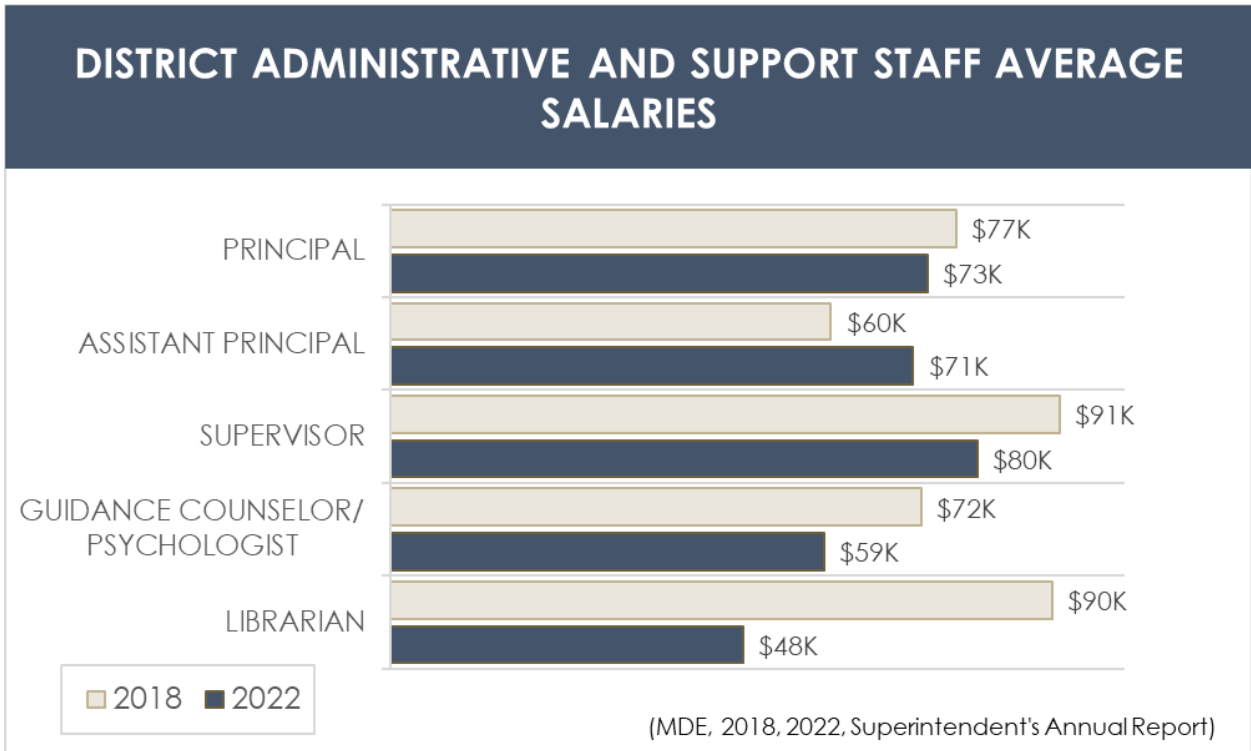


Figure 63: District Administrative and Support Staff Average Salaries

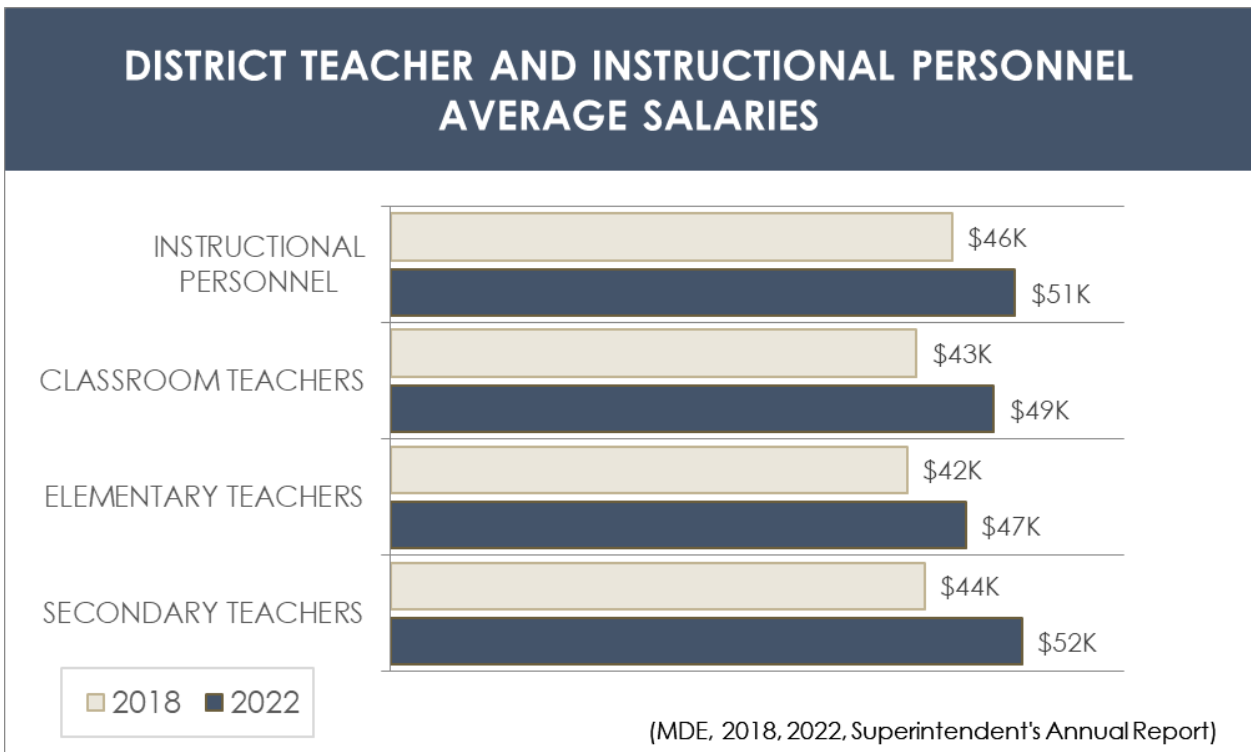
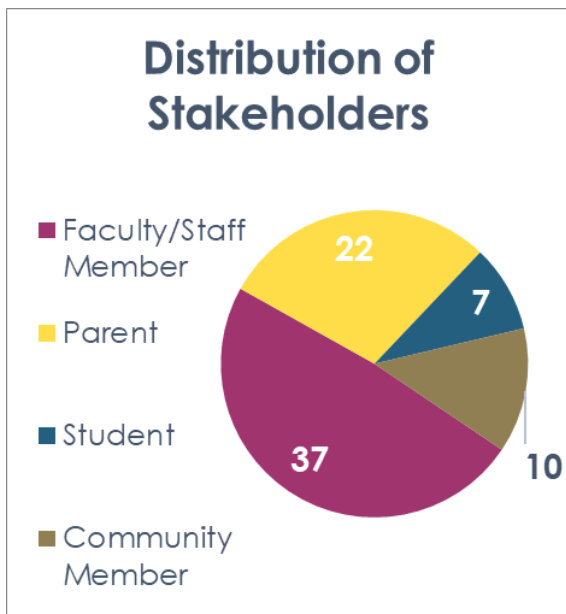


Figure 64: District Teacher and Instructional Personnel Average Salaries



Distribution of Respondents

Seventy-six (76) respondents from four stakeholder groups and two schools responded to the Comprehensive Needs Assessment Survey in 2023. The figure below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in the subsequent graphs and charts. Responses from all groups were totaled and divided by the number of survey respondents to calculate district-wide percentage distributions. Additional graphs detail the responses disaggregated by stakeholder group, school, and grade where appropriate.



DATA COLLECTION

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

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

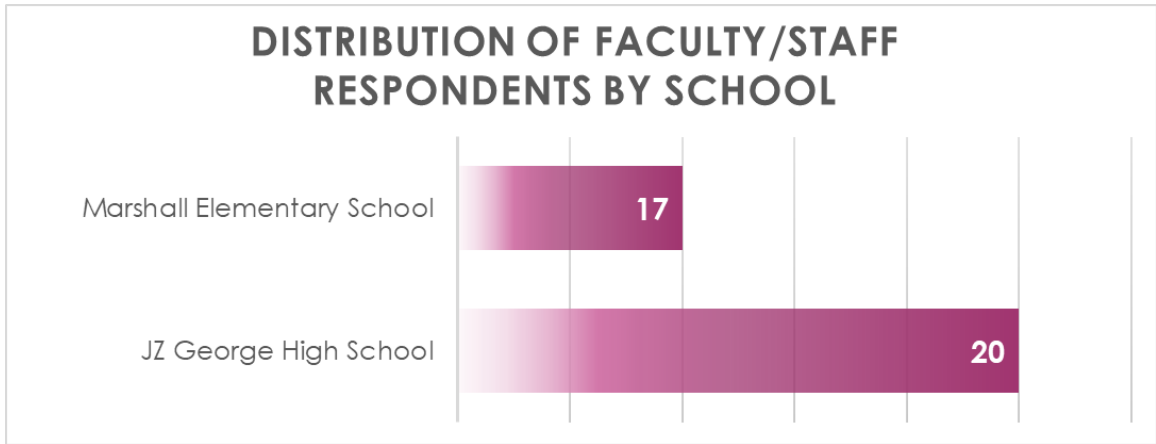


Figure 66: Distribution of Faculty/Staff Respondents by School

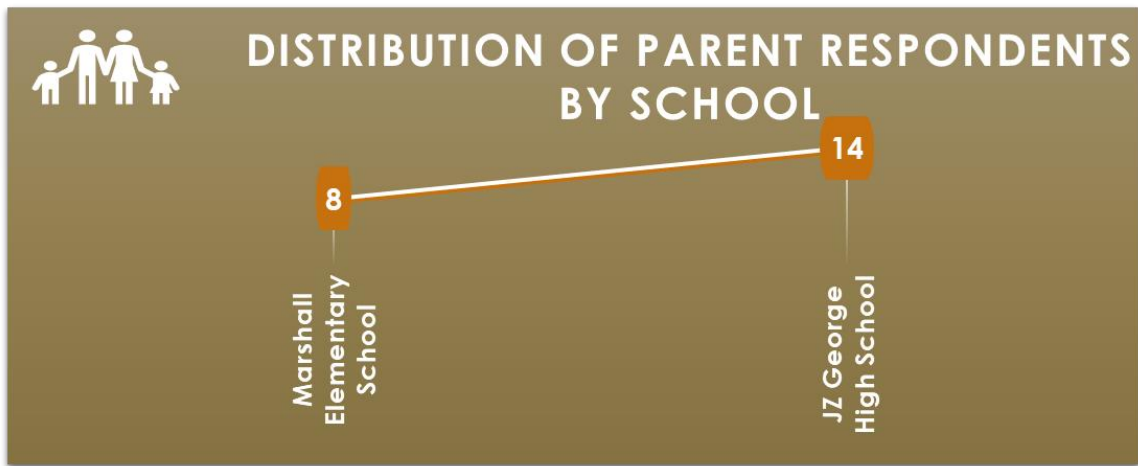


Figure 67: Distribution of Parent Respondents by School

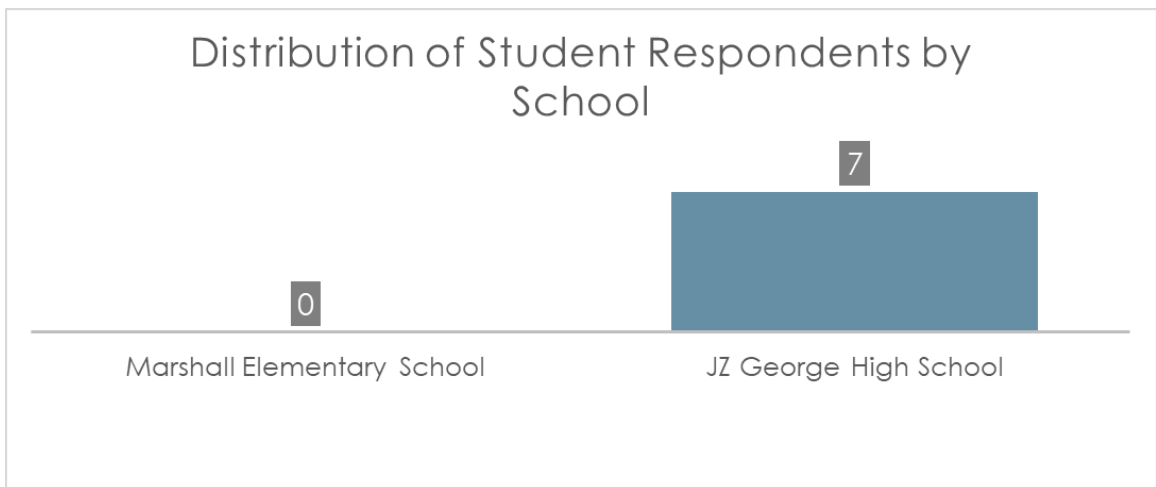


Figure 68: Distribution of Student Respondents by School



Universal Questions

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

Federal Programs

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

	Count	Percentage
Strongly Agree	25	32.9%
Agree	40	52.6%
Disagree	4	5.3%
Strongly Disagree	3	3.9%
Not Applicable or No Information	4	5.3%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	16	21.1%
Agree	39	51.3%
Disagree	7	9.2%
Strongly Disagree	3	3.9%
Not Applicable or No Information	11	14.5%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	24	31.6%
Agree	31	40.8%
Disagree	11	14.5%
Strongly Disagree	7	9.2%
Not Applicable or No Information	3	3.9%

Carroll County School District Profile

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	24	31.6%
Agree	38	50.0%
Disagree	7	9.2%
Strongly Disagree	3	3.9%
Not Applicable or No Information	4	5.3%

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

	Count	Percentage
Strongly Agree	15	19.7%
Agree	45	59.2%
Disagree	8	10.5%
Strongly Disagree	5	6.6%
Not Applicable or No Information	3	3.9%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	16	21.1%
Agree	51	67.1%
Disagree	4	5.3%
Strongly Disagree	1	1.3%
Not Applicable or No Information	4	5.3%

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

	Count	Percentage
Strongly Agree	18	23.7%
Agree	43	56.6%
Disagree	11	14.5%
Strongly Disagree	2	2.6%
Not Applicable or No Information	2	2.6%

Carroll County School District Profile

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

	Count	Percentage
Strongly Agree	18	23.7%
Agree	42	55.3%
Disagree	8	10.5%
Strongly Disagree	6	7.9%
Not Applicable or No Information	2	2.6%

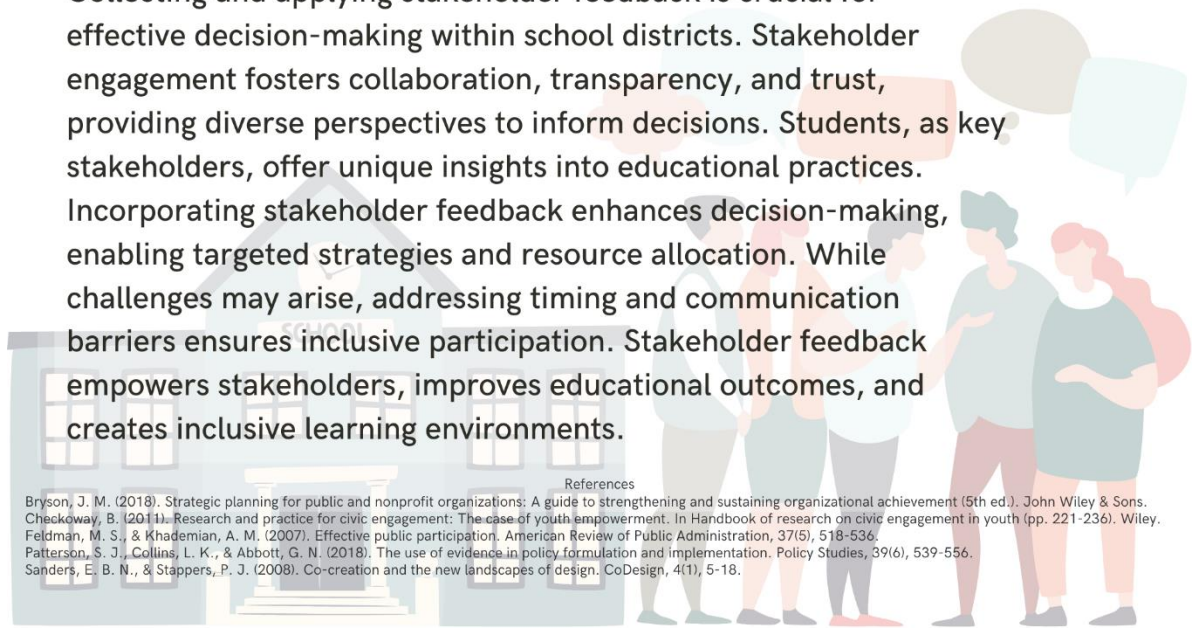
Technology

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

	Count	Percentage
Strongly Agree	26	34.2%
Agree	36	47.4%
Disagree	2	2.6%
Strongly Disagree	2	2.6%
Not Applicable or No Information	10	13.2%

THE IMPORTANCE OF STAKEHOLDER FEEDBACK IN A SCHOOL DISTRICT

Collecting and applying stakeholder feedback is crucial for effective decision-making within school districts. Stakeholder engagement fosters collaboration, transparency, and trust, providing diverse perspectives to inform decisions. Students, as key stakeholders, offer unique insights into educational practices. Incorporating stakeholder feedback enhances decision-making, enabling targeted strategies and resource allocation. While challenges may arise, addressing timing and communication barriers ensures inclusive participation. Stakeholder feedback empowers stakeholders, improves educational outcomes, and creates inclusive learning environments.



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Summary of District Strengths and Challenges

Seventy-six (76) stakeholders from two schools responded to the 2023 Carroll County School District Comprehensive Needs Assessment survey online. Students comprise 9.2% of the total. Faculty/staff members represent 53.6% of the adult response, with parents accounting for 31.9%. Community members make up 14.5% of the adult response or 13.2% of the total.

Carroll County School District is a district focused on teaching and learning. District enrollment has not yet regained prepandemic levels, with a net loss of more than 13% over 5 years. Accountability ratings for the district remain at the "C" level in 2022 after MDE resumed assigning letter grades for accountability. The district experienced a -4.8% change in average daily attendance between 2021 and 2022, and chronic attendance rose to 35.7%. The district's graduation rate fell to 78.7%; the dropout rate increased to 21.3%.

Regarding the district's federal programs, the survey reveals a generally positive sentiment. A substantial percentage, totaling 85.5% of respondents, either "Strongly Agree" or "Agree" that teachers in the district are state certified and effective. This consensus among stakeholders is indicative of a strong foundation of trust in the quality of education provided by the district.

When assessing the district's curriculum and instruction, the responses indicate that a significant majority of stakeholders have confidence in the district's ability to meet the requirements of students with special needs. Specifically, 72.4% of respondents either "Strongly Agree" or "Agree" with this statement. However, it is noteworthy that 12.7% expressed disagreement, highlighting potential areas for improvement and a need for further evaluation in this domain.

The survey outcomes demonstrate a strong sense of safety and support within Carroll County School District's environment. A substantial majority of stakeholders, totaling 88.2%, either "Strongly Agree" or "Agree" that the district provides a safe and orderly environment for learning. Furthermore, the district's commitment to providing resources for student success is acknowledged, with 80.3% of respondents either "Strongly Agreeing" or "Agreeing" that students have access to various resources, including technology, media centers, and libraries. Additionally, 78.9% of stakeholders believe that the district maintains a clean, well-maintained, and pleasant environment for learning.

Notes

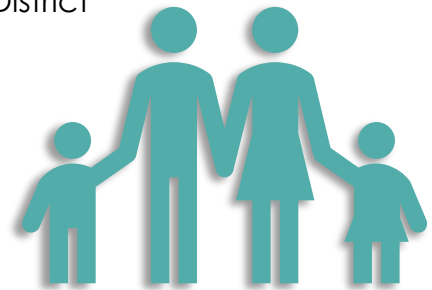
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CARROLL COUNTY SCHOOL DISTRICT PARENT SURVEY

Introduction

Parents from across Carroll County School District were asked to respond to questions about the school or schools their children attend.

Twenty-two (22) parents responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from parents in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; and Preschool and Kindergarten*. A summary of open-ended question answers is included in each school's parent section.



Survey Results

Federal Programs

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

	Count	Percentage
Strongly Agree	5	22.7%
Agree	11	50.0%
Disagree	3	13.6%
Strongly Disagree	1	4.5%
Not Applicable or No Information	2	9.1%

Carroll County School District Parent Survey

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	9	40.9%
Supporting college and career counseling	12	54.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	14	63.6%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	11	50.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	10	45.5%

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

	Count	Percentage
Promoting community and parent involvement in schools	13	59.1%
Providing school-based mental health services and counseling	13	59.1%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	7	31.8%
Establishing or improving dropout prevention	10	45.5%
Supporting re-entry programs and transition services for Justice-involved youth	6	27.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	10	45.5%
Implementing systems and practices to prevent bullying and harassment	17	77.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	14	63.6%
Establishing community partnerships	9	40.9%

Carroll County School District Parent Survey

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	14	63.6%
Building technological capacity and infrastructure	12	54.5%
Carrying out innovative blended learning projects	7	31.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	12	54.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	10	45.5%

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

	Count	Percentage
Abuse Prevention	4	18.2%
Computer Classes	5	22.7%
Conflict Resolution	8	36.4%
Discipline	8	36.4%
Drug/Alcohol Awareness	10	45.5%
English as a Second Language	2	9.1%
Health Classes	5	22.7%
Literacy Classes	4	18.2%
Math Classes	5	22.7%
Parent-to-School Relationships	12	54.5%
Parent/Child Communication	12	54.5%
Preparing for College	14	63.6%
Parenting Workshops	4	18.2%
Social Media Classes	5	22.7%
Stress/Anger Management	8	36.4%
Understanding College- and Career-Ready Standards	13	59.1%



Carroll County School District Parent Survey

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

	Count	Percentage
Babysitting/childcare at parent meetings	5	22.7%
District and/or school newsletters	11	50.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	8	36.4%
Resource materials for parental training	7	31.8%
Training for parents to work with other parents on becoming involved in the schools	12	54.5%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	5	22.7%
Home/School folders	7	31.8%
Home/School Planners	9	40.9%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	4	18.2%
Agree	11	50.0%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	22.7%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	5	22.7%
Agree	5	22.7%
Disagree	6	27.3%
Strongly Disagree	4	18.2%
Not Applicable or No Information	2	9.1%

Carroll County School District Parent Survey

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	5	22.7%
Agree	10	45.5%
Disagree	4	18.2%
Strongly Disagree	1	4.5%
Not Applicable or No Information	2	9.1%

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

	Count	Percentage
Strongly Agree	6	27.3%
Agree	11	50.0%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	3	13.6%

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

	Count	Percentage
Strongly Agree	5	22.7%
Agree	8	36.4%
Disagree	8	36.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly Agree	6	27.3%
Agree	11	50.0%
Disagree	2	9.1%
Strongly Disagree	1	4.5%
Not Applicable or No Information	2	9.1%

Carroll County School District Parent Survey

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

	Count	Percentage
Parent/teacher conference	11	50.0%
Checked my child's grades/assignments online	18	81.8%
Been in contact with my child's teacher	18	81.8%
Received a newsletter from the district, school, or teacher	9	40.9%
Worked with a committee or group on school or district policies	1	4.5%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	6	27.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	16	72.7%
Volunteered at my child's school	5	22.7%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	5	22.7%
Agree	13	59.1%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.6%

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

	Count	Percentage
Strongly Agree	4	18.2%
Agree	11	50.0%
Disagree	4	18.2%
Strongly Disagree	1	4.5%
Not Applicable or No Information	2	9.1%

Carroll County School District Parent Survey

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

	Count	Percentage
Strongly Agree	6	27.3%
Agree	11	50.0%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

Technology

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

	Count	Percentage
Strongly Agree	9	40.9%
Agree	8	36.4%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.6%

Preschool and Kindergarten

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

	Count	Percentage
Strongly Agree	10	45.5%
Agree	8	36.4%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	13.6%

Notes

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CARROLL COUNTY SCHOOL DISTRICT STUDENT SURVEY

Introduction

Students from across Carroll County School District were asked to respond to questions about the schools in which they work. Seven (7) students responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from faculty and staff members in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; and Technology*. A summary of open-ended question responses is included in each school's faculty/staff section.



Survey Results

Federal Programs

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

	Count	Percentage
Strongly Agree	1	14.3%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	2	28.6%
Not Applicable or No Information	0	0.0%

Carroll County School District Student Survey

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	2	28.6%
Agree	2	28.6%
Disagree	1	14.3%
Strongly Disagree	1	14.3%
Not Applicable or No Information	1	14.3%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	4	57.1%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	1	14.3%
Agree	3	42.9%
Disagree	2	28.6%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

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

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

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	3	42.9%
Agree	1	14.3%
Disagree	3	42.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	3	42.9%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	14.3%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	3	42.9%
Not Applicable or No Information	0	0.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	2	28.6%
Agree	5	71.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Student Survey

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

	Count	Percentage
Strongly Agree	3	42.9%
Agree	2	28.6%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	14.3%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	4	57.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	57.1%
Agree	0	0.0%
Disagree	2	28.6%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

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

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

Technology

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

	Count	Percentage
Strongly Agree	1	14.3%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	2	28.6%
Not Applicable or No Information	1	14.3%



Notes

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CARROLL COUNTY SCHOOL DISTRICT FACULTY/STAFF SURVEY

Introduction

Faculty and staff from across Carroll County School District were asked to respond to questions about the schools in which they work. Thirty-seven (37) faculty and staff members responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from faculty and staff members in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of open-ended question responses is included in each school's faculty/staff section.



Federal Programs

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

	Count	Percentage
Strongly Agree	18	48.6%
Agree	18	48.6%
Disagree	1	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Faculty/Staff Survey

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	14	37.8%
Supporting college and career counseling	12	32.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	18	48.6%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	21.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	13	35.1%

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	19	51.4%
Providing school-based mental health services and counseling	10	27.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	13	35.1%
Establishing or improving dropout prevention	10	27.0%
Supporting re-entry programs and transition services for Justice-involved youth	0	0.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	16	43.2%
Implementing systems and practices to prevent bullying and harassment	13	35.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	8	21.6%
Establishing community partnerships	10	27.0%

Carroll County School District Faculty/Staff Survey

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	23	62.2%
Building technological capacity and infrastructure	10	27.0%
Carrying out innovative blended learning projects	3	8.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	8	21.6%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	12	32.4%

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

	Count	Percentage
Strongly Agree	7	18.9%
Agree	25	67.6%
Disagree	1	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.8%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	29.7%	56.8%	0.0%	0.0%	13.5%
Closing the achievement gap between diverse groups of students.	24.3%	64.9%	0.0%	0.0%	10.8%
Successful classroom management.	32.4%	59.5%	0.0%	0.0%	8.1%
Teaching special needs students.	27.0%	56.8%	2.7%	0.0%	13.5%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	13.5%	59.5%	5.4%	0.0%	21.6%



Carroll County School District Faculty/Staff Survey

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	9	24.3%
Expedited evaluation services for students with limited english	5	13.5%
Expedited evaluation services for gifted and talented students	5	13.5%
Additional academic support	17	45.9%
Tutoring	20	54.1%
Enrichment educational services	12	32.4%
Counseling	17	45.9%
Mentors	10	27.0%
School supplies	19	51.4%
School uniforms	21	56.8%
Dental referrals	7	18.9%
Medical referrals	10	27.0%
Bullying assistance	8	21.6%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	9	24.3%
Agree	22	59.5%
Disagree	3	8.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.1%

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

	Count	Percentage
Strongly Agree	7	18.9%
Agree	23	62.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	18.9%

Carroll County School District Faculty/Staff Survey

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

	Count	Percentage
Embed multicultural education throughout the curriculum	8	21.6%
Utilize technology such as class websites, blogs, and videos	18	48.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	11	29.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	16	43.2%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	15	40.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	10	27.0%
Use bilingual handouts and cues	3	8.1%
Use visual displays, portable white boards, and posters when giving instructions	12	32.4%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	12	32.4%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	14	37.8%
Agree	22	59.5%
Disagree	1	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	14	37.8%
Agree	21	56.8%
Disagree	1	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.7%



Carroll County School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	7	18.9%
Agree	26	70.3%
Disagree	4	10.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	7	18.9%
Agree	26	70.3%
Disagree	3	8.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.7%

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

	Count	Percentage
Strongly Agree	11	29.7%
Agree	24	64.9%
Disagree	2	5.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	24.3%
Agree	23	62.2%
Disagree	4	10.8%
Strongly Disagree	1	2.7%
Not Applicable or No Information	0	0.0%

Carroll County School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	5	13.5%
Agree	16	43.2%
Disagree	9	24.3%
Strongly Disagree	7	18.9%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	13	35.1%
Agree	19	51.4%
Disagree	5	13.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology

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

	Count	Percentage
Strongly Agree	14	37.8%
Agree	20	54.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.1%

Preschool and Kindergarten

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

	Count	Percentage
Strongly Agree	19	51.4%
Agree	13	35.1%
Disagree	1	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.8%

Professional Development

Rank your top ten choices for professional development topics.	
	Rank
Classroom Management	#1
Differentiated Instruction	#2
My specific content area	#3
Reading for at risk students	#4
Using technology to enhance instruction	#5
Successful inclusion strategies	#6
Depth of Knowledge	#7
Mississippi College and Career Readiness Standards	#8
Teaching and understanding students in poverty	#9
Writing strategies	#10
Response to Intervention (RTI/MTSS)	#11
English Learners (ELs)	#12
Interpreting and analyzing student data	#13
Conflict resolution	#14
Developing quality assessments	#15
Culture sensitivity	#16
Teaching and understanding homeless students	#17

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	24	64.9%
Disagree	10	27.0%
Strongly Disagree	2	5.4%
Not Applicable or No Information	1	2.7%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	4	10.8%
Agree	25	67.6%
Disagree	2	5.4%
Strongly Disagree	3	8.1%
Not Applicable or No Information	3	8.1%

CARROLL COUNTY SCHOOL DISTRICT COMMUNITY SURVEY

Introduction

Community members from across Carroll County School District were asked to respond to questions about the district and its schools. Ten (10) community members responded to the survey.



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

Survey Results

Federal Programs

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

	Count	Percentage
Strongly Agree	1	10.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	20.0%

Carroll County School District Community Survey

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	6	60.0%
Supporting college and career counseling	7	70.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	7	70.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	80.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	3	30.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	7	70.0%
Providing school-based mental health services and counseling	6	60.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	6	60.0%
Establishing or improving dropout prevention	5	50.0%
Supporting re-entry programs and transition services for Justice-involved youth	4	40.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	5	50.0%
Implementing systems and practices to prevent bullying and harassment	8	80.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	5	50.0%
Establishing community partnerships	5	50.0%

Carroll County School District Community Survey

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	6	60.0%
Building technological capacity and infrastructure	6	60.0%
Carrying out innovative blended learning projects	2	20.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	6	60.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	5	50.0%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	1	10.0%
Agree	4	40.0%
Disagree	1	10.0%
Strongly Disagree	2	20.0%
Not Applicable or No Information	2	20.0%

Citizenship is effectively taught in our schools.

	Count	Percentage
Strongly Agree	1	10.0%
Agree	5	50.0%
Disagree	2	20.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	1	10.0%



Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	2	20.0%
Agree	3	30.0%
Disagree	1	10.0%
Strongly Disagree	3	30.0%
Not Applicable or No Information	1	10.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	2	20.0%
Agree	4	40.0%
Disagree	1	10.0%
Strongly Disagree	2	20.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	1	10.0%
Agree	5	50.0%
Disagree	3	30.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	30.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Carroll County School District Community Survey

I understand the mission of the school in our community.

	Count	Percentage
Strongly Agree	2	20.0%
Agree	4	40.0%
Disagree	2	20.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	2	20.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	2	20.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	60.0%
Disagree	2	20.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	1	10.0%

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

	Count	Percentage
Strongly Agree	1	10.0%
Agree	6	60.0%
Disagree	2	20.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	2	20.0%
Agree	7	70.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	60.0%
Disagree	3	30.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	2	20.0%
Agree	6	60.0%
Disagree	1	10.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

Technology

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

	Count	Percentage
Strongly Agree	2	20.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	30.0%

Preschool and Kindergarten

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

	Count	Percentage
Strongly Agree	6	60.0%
Agree	4	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

General Opinion

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

Community responses concerning Carroll County School District highlight several key concerns and areas for improvement. Firstly, there is a call for the district to establish a Pre-K 4 program rather than relying on Head Start to use school facilities. This suggestion is grounded in the need to accommodate K4 students who may not meet Head Start requirements or are unable to secure a spot in the program. It underscores the importance of early education opportunities within the district. Additionally, the community expresses the desire for greater transparency and communication from the school district. They emphasize the need for timely publication of school board meeting dates and times in both print media and digital social media channels. This request reflects the community's interest in staying informed and engaged in the district's decision-making processes. Furthermore, there is a plea to eliminate the need to apply for K3-K4 services, advocating for a more inclusive class structure that serves all students, not just a select few. This indicates a desire for equitable access to early education services within the district. In response to the question about what the school or district does well, a positive note is struck regarding the elementary school. Community members commend the elementary school for its outstanding teachers and staff, emphasizing that they deserve more recognition for their dedicated efforts.

Notes

[This section contains 20 horizontal grey bars for taking notes.]

MARSHALL ELEMENTARY SCHOOL

Introduction

Marshall Elementary School is located at 802 Marshall Road in North Carrollton, Mississippi. In 2022-2023 it served three hundred sixty-four (364) students, prekindergarten through fifth grade (PK-5). Marshall Elementary School, a cornerstone of the Carroll County School District in Mississippi, is committed to nurturing every child's growth and development. The school's mission revolves around empowering students to reach their full potential, supported by a collaborative and dedicated network of educators, paraprofessionals, engaged parents, and active community members.

As articulated on the school's official website, Marshall Elementary embodies a dynamic learning environment that encourages children to express themselves while diligently cultivating a robust academic, social, and emotional foundation. It is here that young minds are prepared to transform their dreams into reality. A prevailing culture at Marshall Elementary thrives on teamwork, where teachers and administrators work in unison to meet the diverse needs of their students.



Enrollment

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

MARSHALL ELEMENTARY SCHOOL ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	423	414	367	377	364
PK	19	20	29	20	20
PK_SPED	*	*	*	*	*
K	67	58	45	51	54
K_SPED	*	*	*	*	*
ELEM_SPED	*	10	*	*	*
GR_1	62	59	55	49	53
GR_2	60	65	64	65	50
GR_3	51	67	58	66	69
GR_4	75	45	59	53	56
GR_5	76	85	45	61	54

Figure 69: Marshall Elementary School Enrollment

MARSHALL ELEMENTARY SCHOOL CHANGES IN ENROLLMENT				
	2019	2023	CHANGE	
ALL	423	364	-59	-13.9%
PK	19	20	1	5.3%
PK_SPED	*	*	*	*
K	67	54	-13	-19.4%
K_SPED	*	*	*	*
ELEM_SPED	*	*	*	*
GR_1	62	53	-9	-14.5%
GR_2	60	50	-10	-16.7%
GR_3	51	69	18	35.3%
GR_4	75	56	-19	-25.3%
GR_5	76	54	-22	-28.9%

Figure 70: Marshall Elementary School Change in Enrollment

MARSHALL ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC						
		2019	2020	2021	2022	2023
ALL	ALL	423	414	367	377	364
GENDER	FEMALE	187	202	181	180	174
	MALE	236	212	186	197	190
RACE	ASIAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	236	232	191	205	210
	HISPANIC OR LATINO	13	13	*	18	15
	TWO OR MORE RACES	17	15	11	*	*
	WHITE	155	150	151	141	119

Figure 71: Marshall Elementary School Enrollment by Demographic Group

Attendance

Average Daily Attendance

MARSHALL ELEMENTARY SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	379.1	376.3	369.2	305.8	315.8
K	51.6	63.2	56.8	43.5	45.5
GR_1	60.7	58.9	59.9	53.4	45.6
GR_2	49.0	57.3	60.8	61.1	59.8
GR_3	70.7	50.6	62.5	52.3	61.6
GR_4	70.8	74.1	43.7	54.9	48.8
GR_5	76.3	72.0	85.4	40.6	54.5

Figure 72: Marshall Elementary School Average Daily Attendance

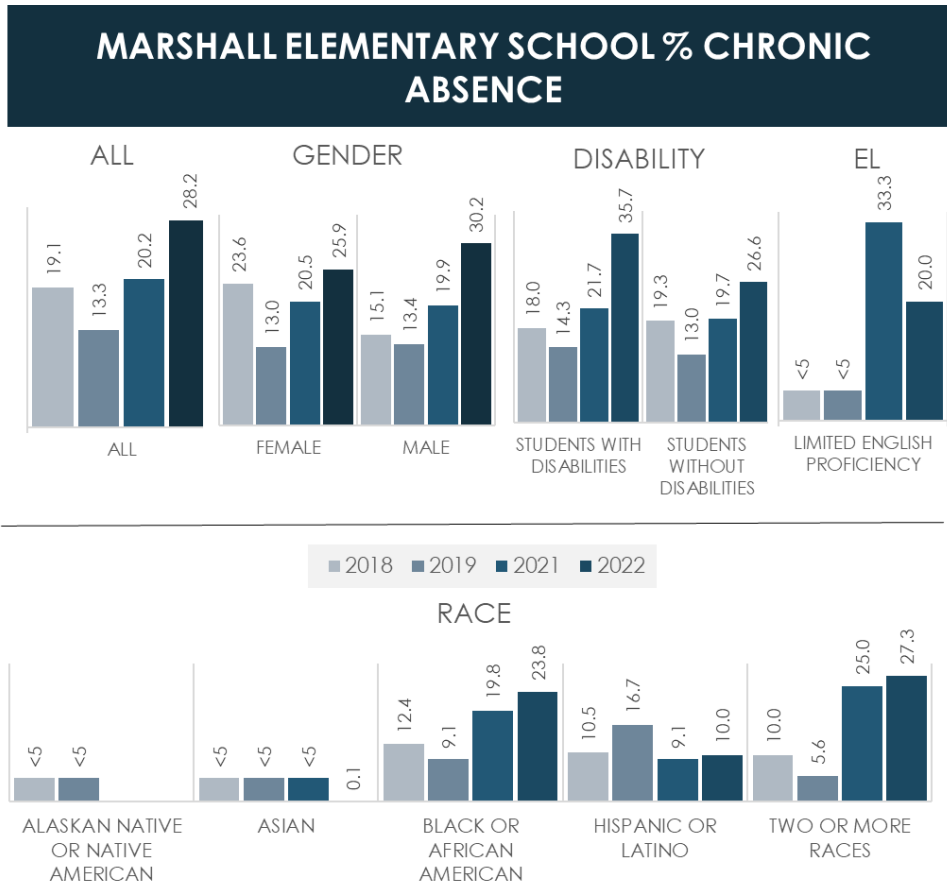
Note: Percentages in the figure below are calculated by dividing ADA by grade enrollment. Total percentages are calculated by averaging grade percentages. Asterisks indicate data suppressed by MDE "to prevent the identification of individuals in small cells or with unique characteristics." Since enrollment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

MARSHALL ELEMENTARY SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	93.3%	96.3%	97.3%	93.8%	91.5%
K	90.5%	94.4%	97.9%	96.7%	89.2%
GR_1	94.9%	95.1%	101.5%	97.1%	93.1%
GR_2	94.3%	95.6%	93.5%	95.4%	92.0%
GR_3	94.3%	99.3%	93.3%	90.2%	93.4%
GR_4	90.8%	98.9%	97.2%	93.1%	92.0%
GR_5	95.3%	94.8%	100.5%	90.2%	89.4%

Figure 73: Marshall Elementary School ADA as Percentage of Enrollment



Chronic Absence



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

Figure 74: Marshall Elementary School Chronic Absence by Demographic Group



Accountability

Accountability Measures

MARSHALL ELEMENTARY SCHOOL ACCOUNTABILITY

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

	2019	2021	2022
RATINGS	D	D	B
POINTS	305		409
ELA/READING			
% PROFICIENT	29.5	27.6	33.7
STATE	41.8	35	41.9
% GROWTH	48.5		67.5
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	56.7		75
STATE	56.2		56.6
MATH			
% PROFICIENT	30	13.5	17.8
STATE	47	36	46.8
% GROWTH	35		77.3
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	41.5		79.3
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 75: Marshall Elementary School Accountability: ELA and Math



MARSHALL ELEMENTARY SCHOOL ACCOUNTABILITY

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

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE	27.4	39	43.3
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY			
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS			
STATE	37.4	34.3	42.9
ACCELERATION			
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY			0
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		63.6
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 76: Marshall Elementary School Accountability: Science, History, Other

Proficiency by Demographic Group

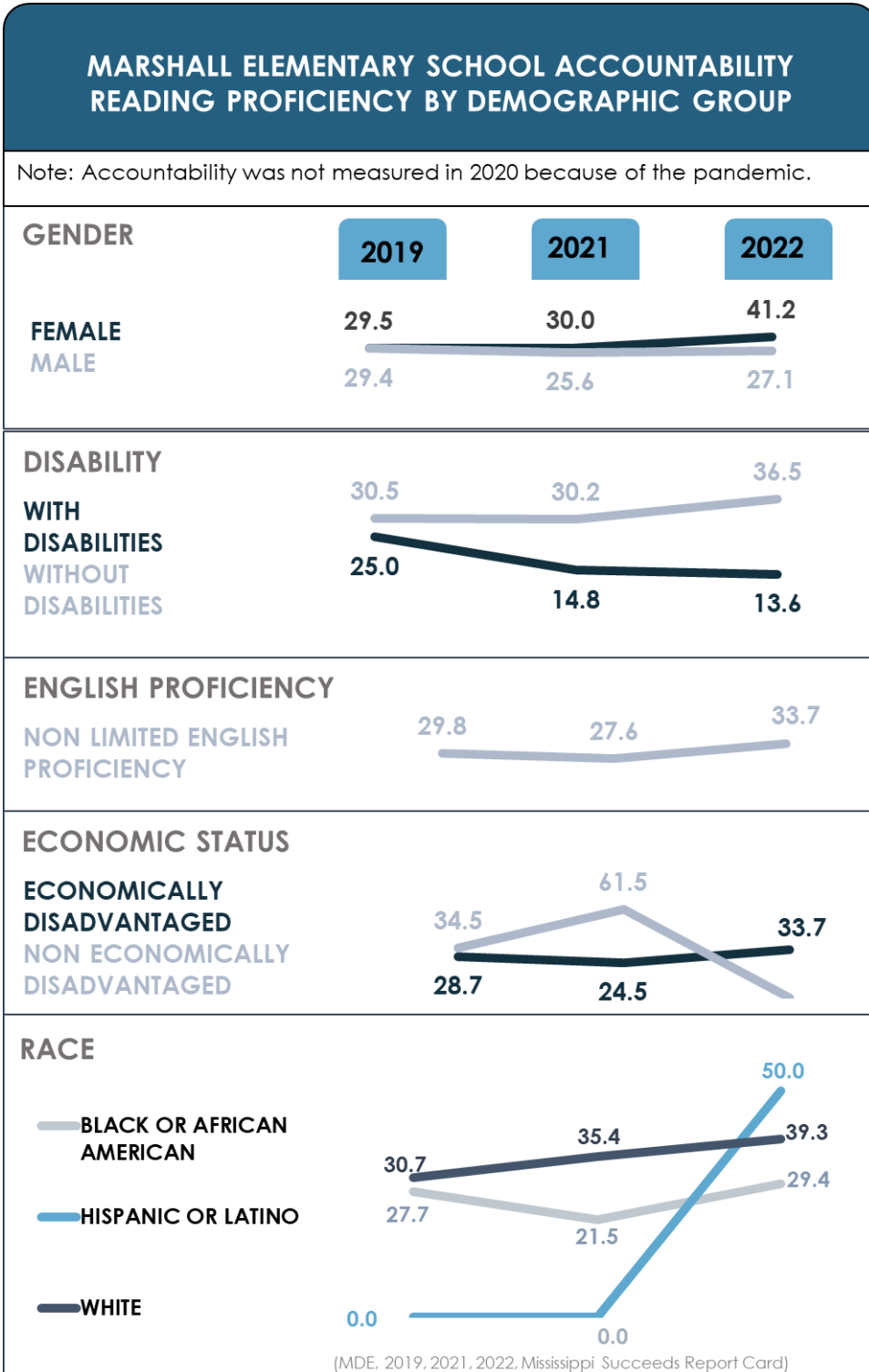


Figure 77: Marshall Elementary School Reading Proficiency by Demographic Group



Marshall Elementary School

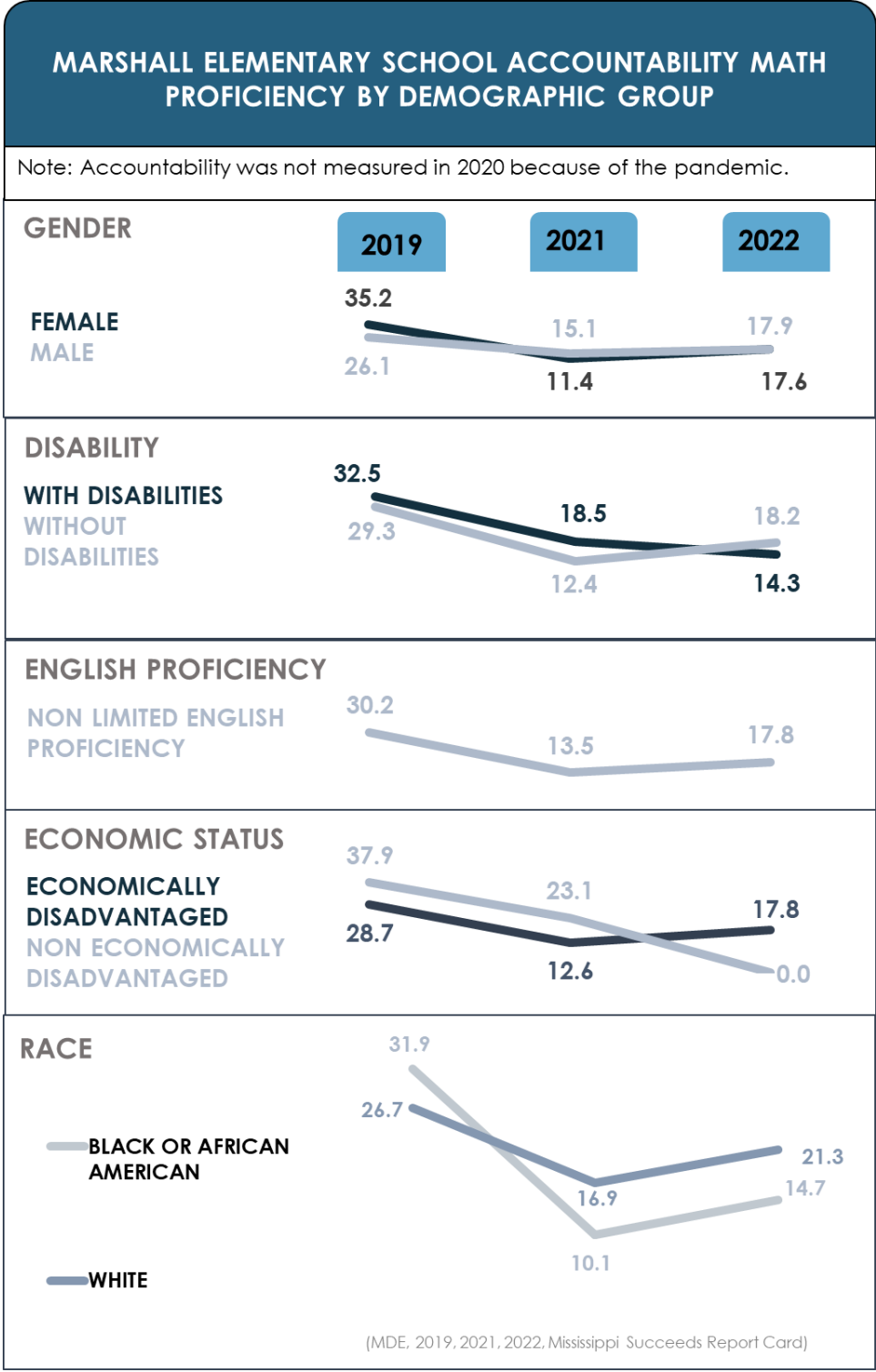


Figure 78: Marshall Elementary School Math Proficiency by Demographic Group

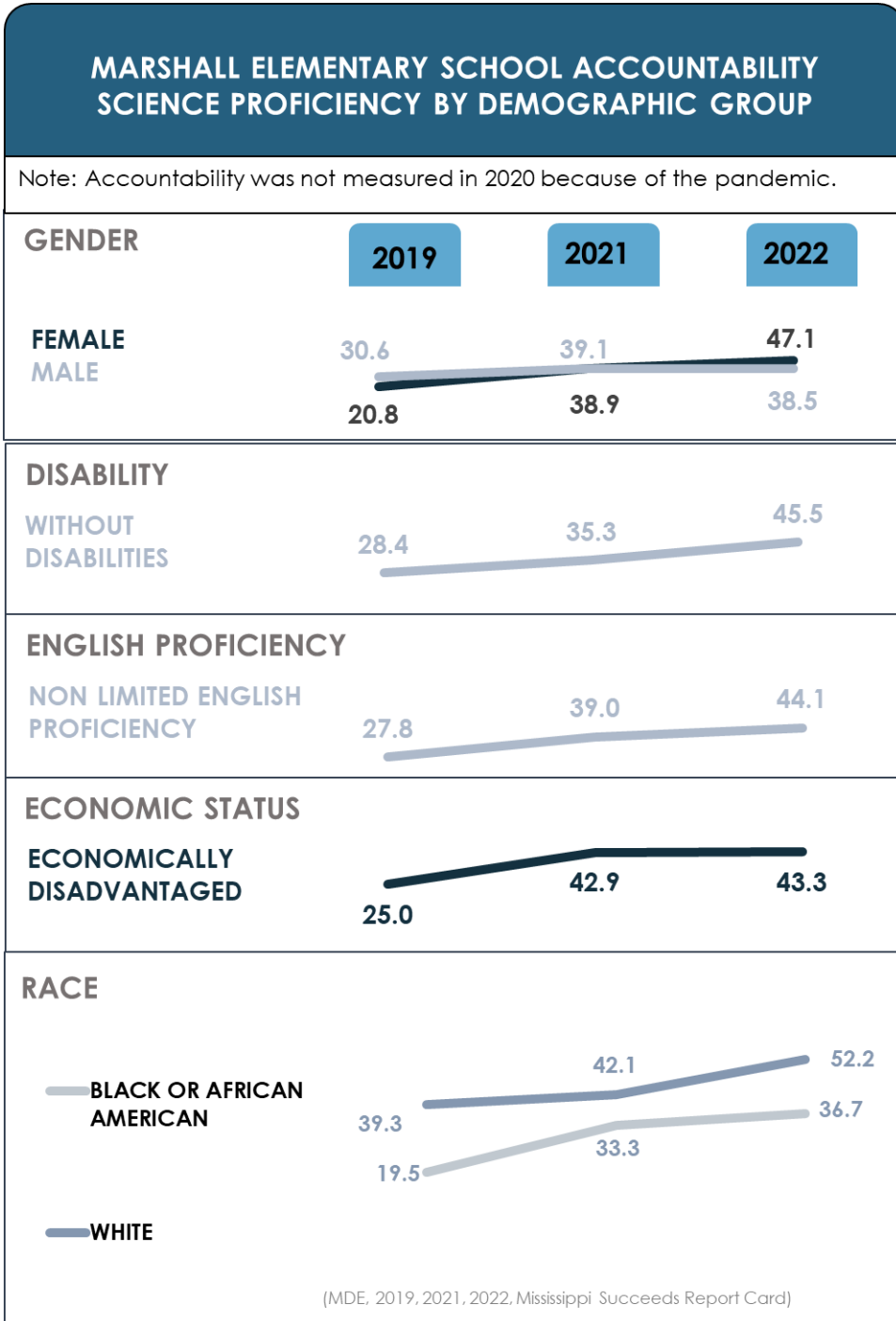


Figure 79: Marshall Elementary School Science Proficiency by Demographic Group



Assessment

Kindergarten Readiness

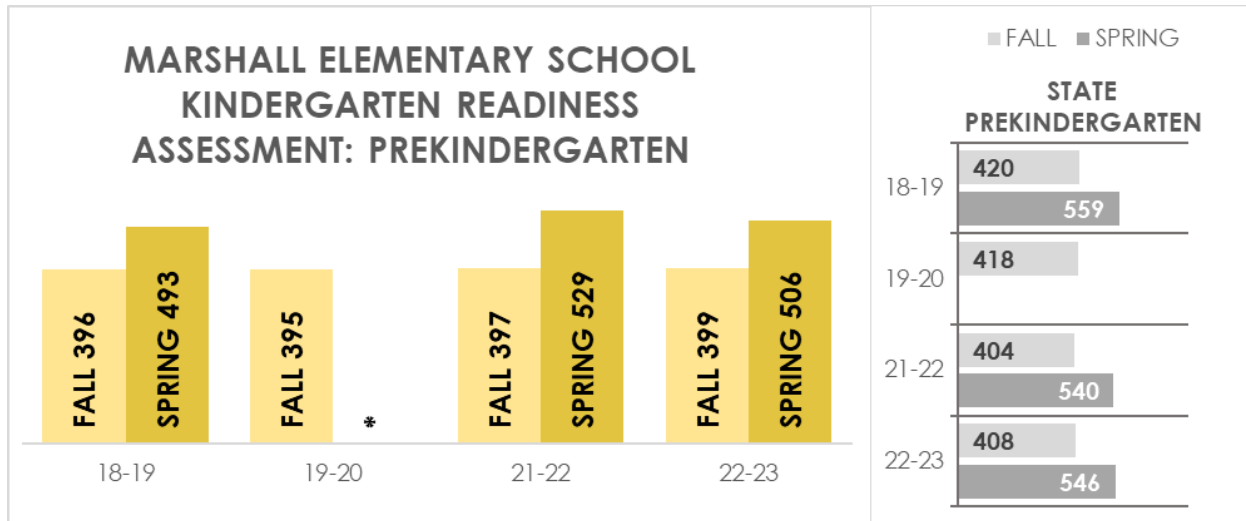


Figure 80: Marshall Elementary School Kindergarten Readiness Assessment: Prekindergarten

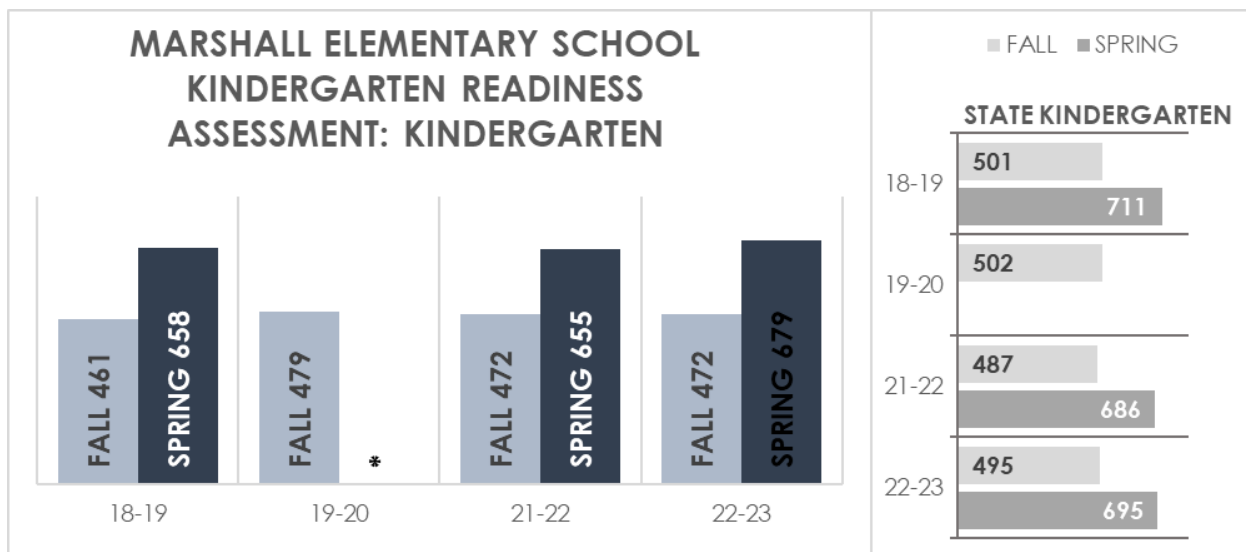


Figure 81: Marshall Elementary School Kindergarten Readiness Assessment: Kindergarten

Third-Grade Reading Assessment

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

MDE publishes only initial passing rates on the Third-Grade Reading Assessment for individual schools. In 2019, the initial passing rate for Marshall Elementary School was 50.9%. The 2022 passing rate was 50.7%. The school saw an improvement in initial pass rate in 2023 with an initial pass rate of 56.3%.

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

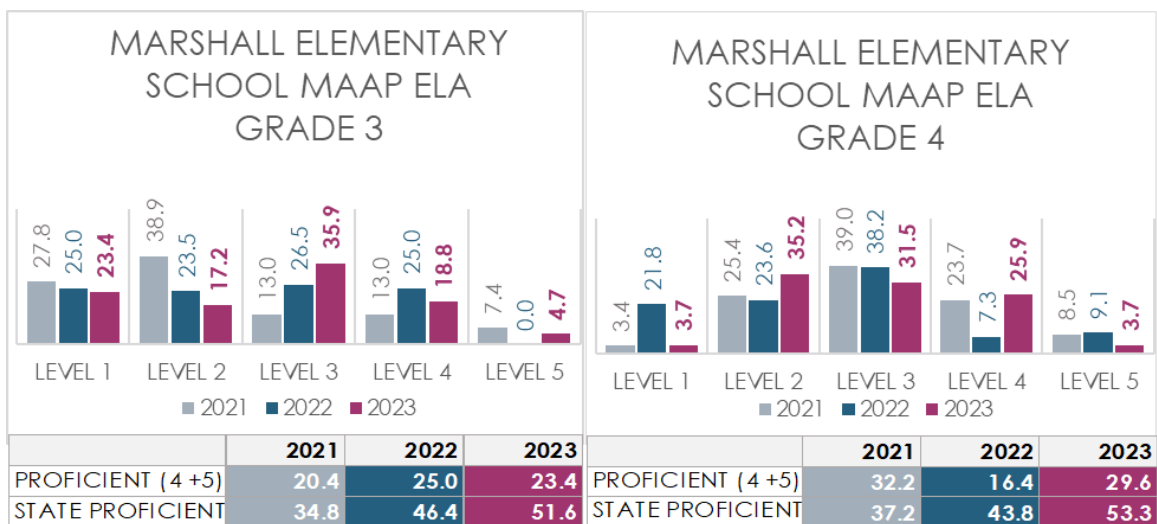


Figure 82: Marshall Elementary School MAAP ELA Grades 3 and 4



Marshall Elementary School

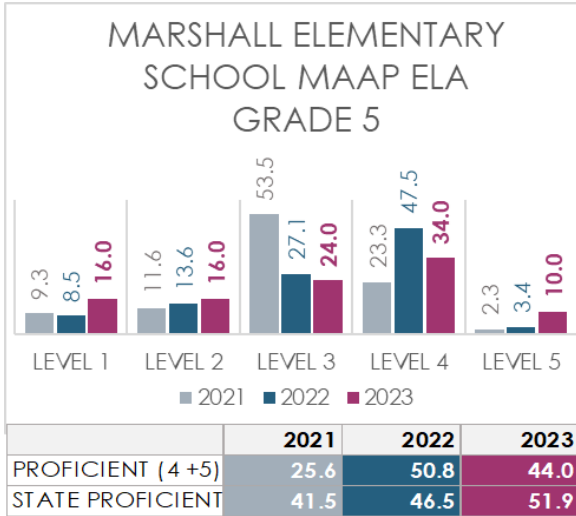


Figure 83: Marshall Elementary School MAAP ELA Grade 5

MAAP MATH

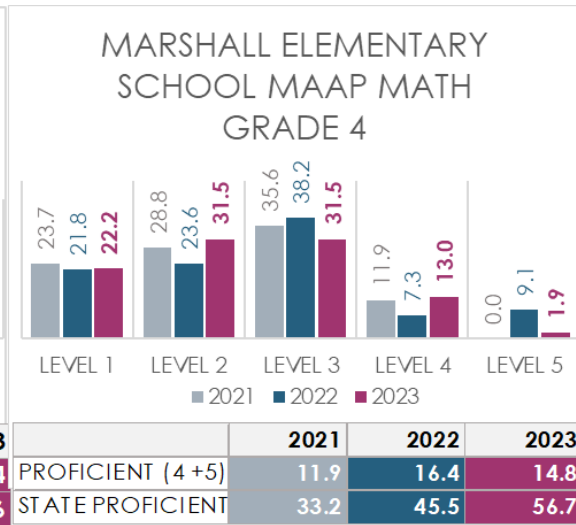
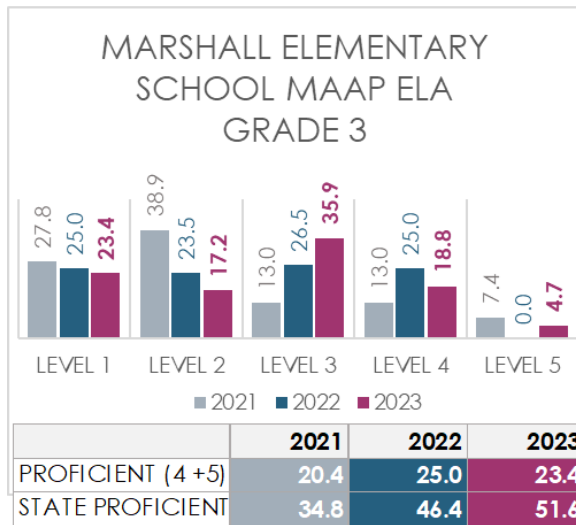


Figure 84: Marshall Elementary School MAAP Math Grades 3 and 4

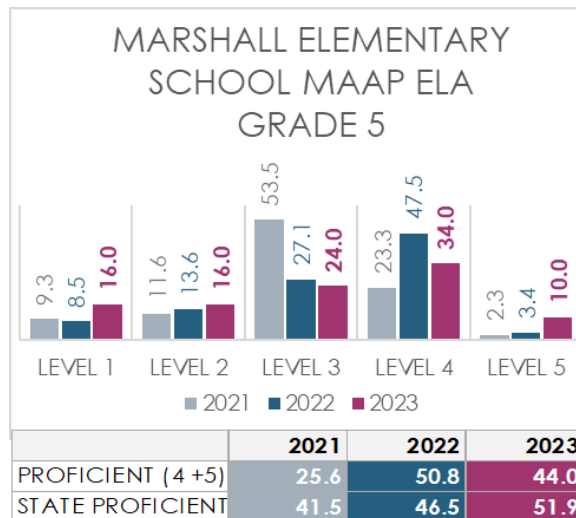
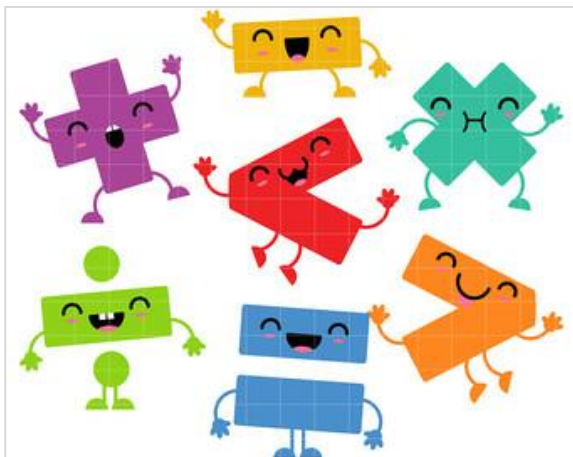


Figure 85: Marshall Elementary School MAAP Math Grade 5

MAAP SCIENCE

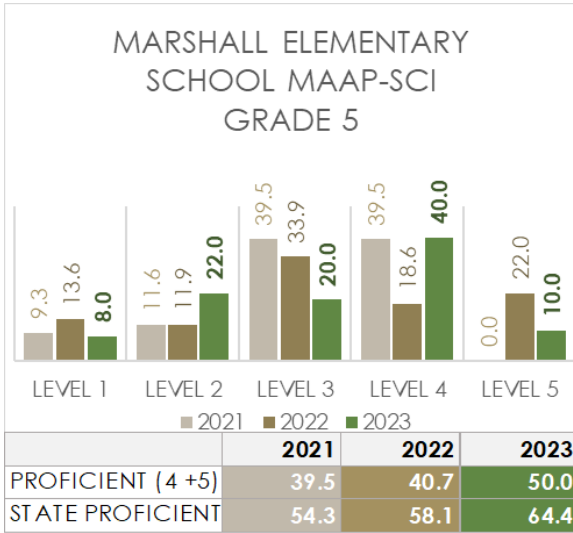


Figure 86: Marshall Elementary School MAAP Science Grade 5

Personnel

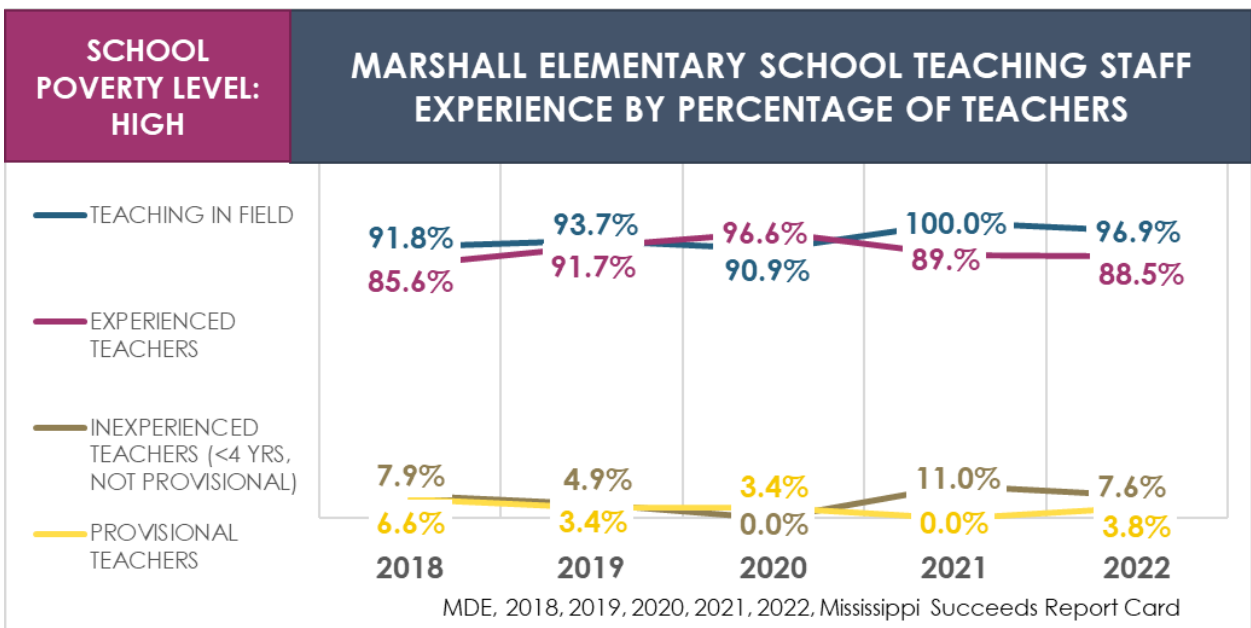


Figure 87: Marshall Elementary School Teaching Staff Experience by Percentage of Teachers



Discipline

MARSHALL ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	<10	<5	<5		<10	<5	<5	5.2	<10	<5		
GENDER	FEMALE					<5		<5	<5				
	MALE			<5		<5		5.47	7.2				
RACE	ALASKAN NATIVE OR NATIVE AMERICAN												
	ASIAN												
	BLACK OR AFRICAN AMERICAN					<5		<5	<5				
	HISPANIC OR LATINO												
	TWO OR MORE RACES												
	WHITE			<5		<5		<5	7.5				
DISABILITY	STUDENTS WITH DISABILITIES					<5		<5					
	STUDENTS WITHOUT DISABILITIES			<5		<5		<5	6.3				
EL	LIMITED ENGLISH PROFICIENCY												
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	20	<10			<10			<5	<10			<5
GENDER	FEMALE					<5			<5	<5			<5
	MALE					<5			<5	<5			<5
RACE	ALASKAN NATIVE OR NATIVE AMERICAN								<5				<5
	ASIAN								<5				<5
	BLACK OR AFRICAN AMERICAN					<5			<5	<5			<5
	HISPANIC OR LATINO								<5				<5
	TWO OR MORE RACES								<5				<5
	WHITE					<5			<5	<5			<5
DISABILITY	STUDENTS WITH DISABILITIES					<5			<5	<5			<5
	STUDENTS WITHOUT DISABILITIES					<5			<5	<5			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 88: Marshall Elementary School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Marshall Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Seventeen (17) faculty and staff members, eight (8) parents, and zero (0) students responded to the survey.

Marshall Elementary School Faculty/Staff Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	10	58.8%
Agree	6	35.3%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	9	52.9%
Supporting college and career counseling	5	29.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	6	35.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	3	17.6%

Marshall Elementary School

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

	Count	Percentage
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	3	17.6%

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

	Count	Percentage
Promoting community and parent involvement in schools	8	47.1%
Providing school-based mental health services and counseling	6	35.3%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	10	58.8%
Establishing or improving dropout prevention	4	23.5%
Supporting re-entry programs and transition services for Justice-involved youth	0	0.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	11	64.7%
Implementing systems and practices to prevent bullying and harassment	7	41.2%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	3	17.6%
Establishing community partnerships	6	35.3%

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	10	58.8%
Building technological capacity and infrastructure	7	41.2%
Carrying out innovative blended learning projects	2	11.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	7	41.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	17.6%

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

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

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	29.4%	64.7%	0.0%	0.0%	5.9%
Closing the achievement gap between diverse groups of students.	35.3%	64.7%	0.0%	0.0%	0.0%
Successful classroom management.	41.2%	58.8%	0.0%	0.0%	0.0%
Teaching special needs students.	35.3%	52.9%	5.9%	0.0%	5.9%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	23.5%	52.9%	11.8%	0.0%	11.8%



Marshall Elementary School

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	6	35.3%
Expedited evaluation services for students with limited english	2	11.8%
Expedited evaluation services for gifted and talented students	3	17.6%
Additional academic support	11	64.7%
Tutoring	10	58.8%
Enrichment educational services	7	41.2%
Counseling	7	41.2%
Mentors	6	35.3%
School supplies	12	70.6%
School uniforms	12	70.6%
Dental referrals	5	29.4%
Medical referrals	6	35.3%
Bullying assistance	3	17.6%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	5	29.4%
Agree	8	47.1%
Disagree	3	17.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

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

	Count	Percentage
Strongly Agree	3	17.6%
Agree	12	70.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	4	23.5%
Utilize technology such as class websites, blogs, and videos	8	47.1%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	2	11.8%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	8	47.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	8	47.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	4	23.5%
Use bilingual handouts and cues	2	11.8%
Use visual displays, portable white boards, and posters when giving instructions	6	35.3%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	7	41.2%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	7	41.2%
Agree	9	52.9%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	7	41.2%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%



Marshall Elementary School

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

	Count	Percentage
Strongly Agree	3	17.6%
Agree	13	76.5%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	3	17.6%
Agree	11	64.7%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

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

	Count	Percentage
Strongly Agree	4	23.5%
Agree	11	64.7%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	17.6%
Agree	10	58.8%
Disagree	3	17.6%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	5.9%
Agree	3	17.6%
Disagree	6	35.3%
Strongly Disagree	7	41.2%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	23.5%
Agree	9	52.9%
Disagree	4	23.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology

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

	Count	Percentage
Strongly Agree	5	29.4%
Agree	10	58.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

Preschool and Kindergarten

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

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



Professional Development

Rank your top ten choices for professional development topics.	
	Rank
Classroom Management	#1
Differentiated Instruction	#2
Reading for at risk students	#3
Successful inclusion strategies	#4
My specific content area	#5
Response to Intervention (RTI/MTSS)	#6
Using technology to enhance instruction	#7
Teaching and understanding students in poverty	#8
Writing strategies	#9
Depth of Knowledge	#10
Interpreting and analyzing student data	#11
English Learners (ELs)	#12
Mississippi College and Career Readiness Standards	#13
Developing quality assessments	#14
Conflict resolution	#15
Culture sensitivity	#16
Teaching and understanding homeless students	#17

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	10	58.8%
Disagree	6	35.3%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	14	82.4%
Disagree	1	5.9%
Strongly Disagree	2	11.8%
Not Applicable or No Information	0	0.0%

General Opinion

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

Faculty responses from Marshall Elementary School in the Carroll County School District reflect a positive commitment to effective education. Teachers emphasize their hard work in delivering content area instruction and their ability to collaborate effectively, highlighting a strong sense of teamwork and resource utilization. The faculty is dedicated to making the most of instructional time, ensuring student safety, and maintaining a productive partnership with the principal. However, the responses also shed light on several areas for improvement. Concerns include the need for higher pay for assistants, smaller class sizes, a new school building, updated technology such as Chromebooks, additional teachers to reduce class sizes, a year-round playground, and a desire for open communication. Furthermore, faculty members stress the importance of maintaining a clean and safe school environment, particularly as janitorial staff transitions, emphasizing the need for proper supervision and training. These insights provide valuable perspectives for the ongoing development and enhancement of Marshall Elementary School.

Marshall Elementary School Parent Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	2	25.0%
Agree	3	37.5%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%



Marshall Elementary School

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	4	50.0%
Supporting college and career counseling	5	62.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	7	87.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	5	62.5%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	4	50.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	8	100.0%
Providing school-based mental health services and counseling	8	100.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	37.5%
Establishing or improving dropout prevention	2	25.0%
Supporting re-entry programs and transition services for Justice-involved youth	3	37.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	5	62.5%
Implementing systems and practices to prevent bullying and harassment	7	87.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	87.5%
Establishing community partnerships	6	75.0%

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	7	87.5%
Building technological capacity and infrastructure	6	75.0%
Carrying out innovative blended learning projects	3	37.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	7	87.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	50.0%

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

	Count	Percentage
Abuse Prevention	2	25.0%
Computer Classes	2	25.0%
Conflict Resolution	4	50.0%
Discipline	4	50.0%
Drug/Alcohol Awareness	4	50.0%
English as a Second Language	1	12.5%
Health Classes	2	25.0%
Literacy Classes	2	25.0%
Math Classes	3	37.5%
Parent-to-School Relationships	5	62.5%
Parent/Child Communication	6	75.0%
Preparing for College	5	62.5%
Parenting Workshops	2	25.0%
Social Media Classes	2	25.0%
Stress/Anger Management	5	62.5%
Understanding College- and Career-Ready Standards	5	62.5%



Marshall Elementary School

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

	Count	Percentage
Babysitting/childcare at parent meetings	3	37.5%
District and/or school newsletters	4	50.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	3	37.5%
Resource materials for parental training	2	25.0%
Training for parents to work with other parents on becoming involved in the schools	6	75.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	2	25.0%
Home/School folders	4	50.0%
Home/School Planners	4	50.0%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	3	37.5%
Agree	2	25.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	2	25.0%
Agree	2	25.0%
Disagree	2	25.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	1	12.5%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	2	25.0%
Agree	3	37.5%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

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

	Count	Percentage
Strongly Agree	2	25.0%
Agree	4	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

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

	Count	Percentage
Strongly Agree	2	25.0%
Agree	3	37.5%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

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

	Count	Percentage
Strongly Agree	2	25.0%
Agree	4	50.0%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	1	12.5%



Marshall Elementary School

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

	Count	Percentage
Parent/teacher conference	4	50.0%
Checked my child's grades/assignments online	6	75.0%
Been in contact with my child's teacher	7	87.5%
Received a newsletter from the district, school, or teacher	7	87.5%
Worked with a committee or group on school or district policies	1	12.5%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	2	25.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	6	75.0%
Volunteered at my child's school	1	12.5%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	3	37.5%
Agree	4	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

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

	Count	Percentage
Strongly Agree	2	25.0%
Agree	1	12.5%
Disagree	3	37.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

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

	Count	Percentage
Strongly Agree	3	37.5%
Agree	3	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

Technology

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

	Count	Percentage
Strongly Agree	3	37.5%
Agree	2	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	37.5%

Preschool and Kindergarten

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

	Count	Percentage
Strongly Agree	4	50.0%
Agree	4	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



General Opinion

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

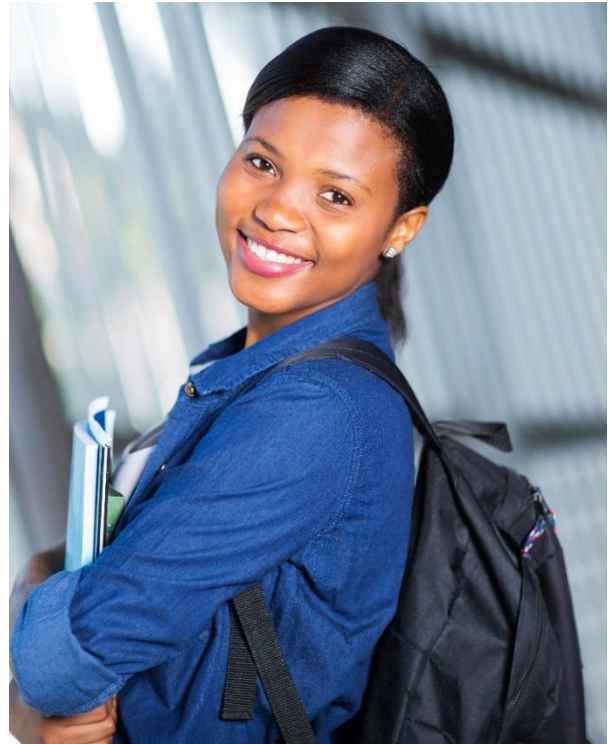
Parent responses from Marshall Elementary School showcase a shared appreciation for certain positive aspects of the school community. Specifically, parents express admiration for the organization of various spirit weeks for students, highlighting these events as a noteworthy strength. These spirit weeks, which likely promote school spirit and engagement among students, are seen as a commendable initiative within the district. While the comments are brief, they underscore the importance of fostering a vibrant and engaging school environment that values student participation and enthusiasm.



J.Z. GEORGE HIGH SCHOOL

Introduction

J.Z. George High School is located at 900 George Street in North Carrollton, Mississippi. In 2022-2023, it houses four hundred forty-one (441) students in sixth through twelfth grades (6-12). In the online welcome message from J.Z. George High School's principal, a resounding commitment emerges, echoing the school's dedication to providing a secure and intellectually stimulating environment. At J.Z. George, the focus is on nurturing students into innovative thinkers, adept problem solvers, and enthusiastic learners, preparing them for the demands of the twenty-first century. Notably, the school places a strong emphasis on fostering a sense of pride and self-confidence in its students, recognizing the importance of self-belief in the journey to academic success. J.Z. George High School takes a multifaceted approach to education, offering an array of career and technical pathways to graduation, each designed to equip students with practical skills and knowledge. Among these pathways are Construction and Health Services, both of which cater to the diverse interests and aspirations of the student body. The Construction pathway, thoughtfully structured, enables graduates to seamlessly transition into the workforce, armed with foundational skills ready for immediate application in the construction industry. On the other hand, the Health Services pathway introduces students to the world of health careers, instilling essential knowledge in basic health sciences and fundamental health career skills.



Enrollment

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

J. Z. GEORGE HIGH SCHOOL ENROLLMENT					
	2019	2020	2021	2022	2023
ALL	510	509	468	474	441
GR_6	84	93	80	53	53
GR_7	68	76	88	90	61
GR_8	77	69	68	81	79
GR_9	81	75	58	80	83
GR_10	53	69	62	50	63
GR_11	73	52	59	48	47
GR_12	67	70	*	59	46
SEC_SPED	*	*	*	*	*

Figure 89: J.Z. George High School Enrollment

J. Z. GEORGE HIGH SCHOOL CHANGES IN ENROLLMENT					
	2019	2023	CHANGE		
ALL	510	441	-69	↓	-13.5%
GR_6	*	*	*		*
GR_7	84	53	-31	↓	-36.9%
GR_8	68	61	-7	↓	-10.3%
GR_9	77	79	2	↑	2.6%
GR_10	81	83	2	↑	2.5%
GR_11	53	63	10	↑	18.9%
GR_12	73	47	-26	↓	-35.6%
SEC_SPED	67	46	-21	↓	-31.3%

Figure 90: J.Z. George High School Changes in Enrollment

J. Z. GEORGE HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC						
		2019	2020	2021	2022	2023
ALL	ALL	510	509	468	474	441
GENDER	FEMALE	260	244	216	229	217
	MALE	250	265	252	245	224
RACE	ASIAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	285	292	259	262	233
	HISPANIC OR LATINO	22	20	23	19	20
	TWO OR MORE RACES	*	*	*	*	*
	WHITE	194	182	177	181	172

Figure 91: J.Z. George High School Enrollment by Demographic Group

Attendance

Average Daily Attendance

J. Z. GEORGE HIGH SCHOOL ADA					
	2018	2019	2020	2021	2022
ALL	454.9	462.6	464.9	428.1	401.9
GR_6	60.4	80.7	87.1	76.1	44.7
GR_7	72.0	65.5	72.2	83.5	80.9
GR_8	73.2	71.4	64.3	64.2	72.1
GR_9	57.8	72.7	68.9	54.7	69.1
GR_10	75.6	47.6	62.7	55.0	44.4
GR_11	62.2	68.3	46.5	54.6	41.6
GR_12	53.7	56.3	63.3	40.0	49.1

Figure 92: J.Z. George High School Average Daily Attendance

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

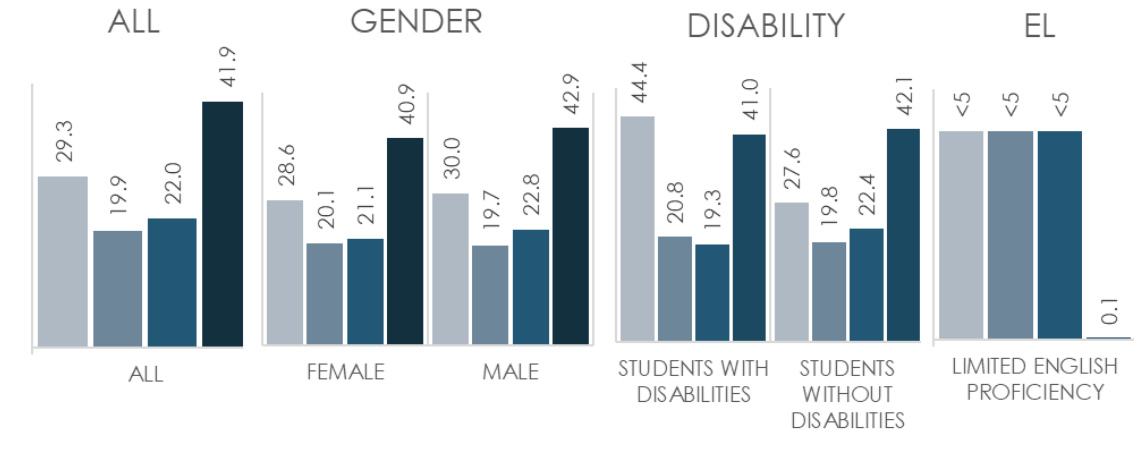
J. Z. GEORGE HIGH SCHOOL ADA AS PERCENTAGE OF ENROLLMENT					
	2018	2019	2020	2021	2022
ALL	91.5%	91.8%	92.0%	93.3%	86.9%
GR_6	90.1%	96.1%	93.6%	95.2%	84.3%
GR_7	92.4%	96.3%	95.0%	94.9%	89.9%
GR_8	92.6%	92.7%	93.1%	94.3%	89.1%
GR_9	91.7%	89.8%	91.9%	94.3%	86.3%
GR_10	92.2%	89.8%	90.9%	88.7%	88.8%
GR_11	90.2%	93.6%	89.4%	92.5%	86.6%
GR_12	*	84.1%	90.4%	*	83.2%

Figure 93: J.Z. George High School ADA as Percentage of Enrollment

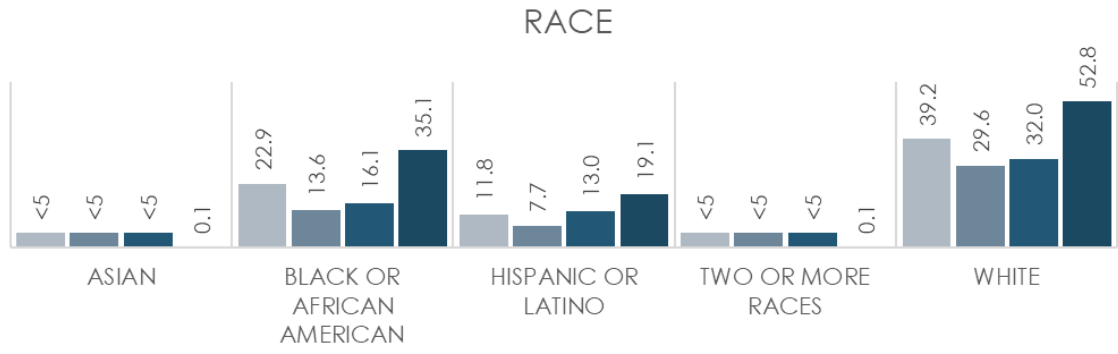


Chronic Absence

J. Z. GEORGE HIGH SCHOOL % CHRONIC ABSENCE



■ 2018 ■ 2019 ■ 2021 ■ 2022



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

Figure 94: J.Z. George High School Chronic Absenteeism



Accountability

Accountability Measures

J. Z. GEORGE HIGH SCHOOL ACCOUNTABILITY

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

	2019	2021	2022
RATINGS	D	D	D
POINTS	498		529
ELA/READING			
% PROFICIENT	24.3	17.9	20.2
STATE	41.8	35	41.9
% GROWTH	49.5		47.9
STATE	58.8		62.1
% GROWTH LOWEST QUARTILE	60.8		49.7
STATE	56.2		56.6
MATH			
% PROFICIENT	24.7	10.5	28.3
STATE	47	36	46.8
% GROWTH	44.8		66.7
STATE	65.2		72.6
% GROWTH LOWEST QUARTILE	53.3		73.4
STATE	60		68.6

(MDE, 2019, 2021, 2022, Accountability)

Figure 95: J.Z. George High School Accountability: ELA and Math



J. Z. GEORGE HIGH SCHOOL ACCOUNTABILITY

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

	2019	2021	2022
SCIENCE/HISTORY			
% PROFICIENT SCIENCE	48	35	38.3
STATE	56.2	49.6	55.5
% PROFICIENT HISTORY	37.8	26.4	48
STATE	55.7	47.8	69.4
COLLEGE/CAREER			
COLLEGE/CAREER READINESS	22.2	27.6	28
STATE	37.4	34.3	42.9
ACCELERATION	67.5	52.2	50.8
STATE	65.9	65.7	73.2
LIMITED ENGLISH PROFICIENCY			
% PROFICIENT LIMITED ENGLISH PROFICIENCY			0
STATE	17		14.8
% GROWTH LIMITED ENGLISH PROFICIENCY	5		5
STATE	57.8		51.8

(MDE, 2019, 2021, 2022, Accountability)

Figure 96: J.Z. George High School Accountability: Science, History, Other

Proficiency by Demographic Group

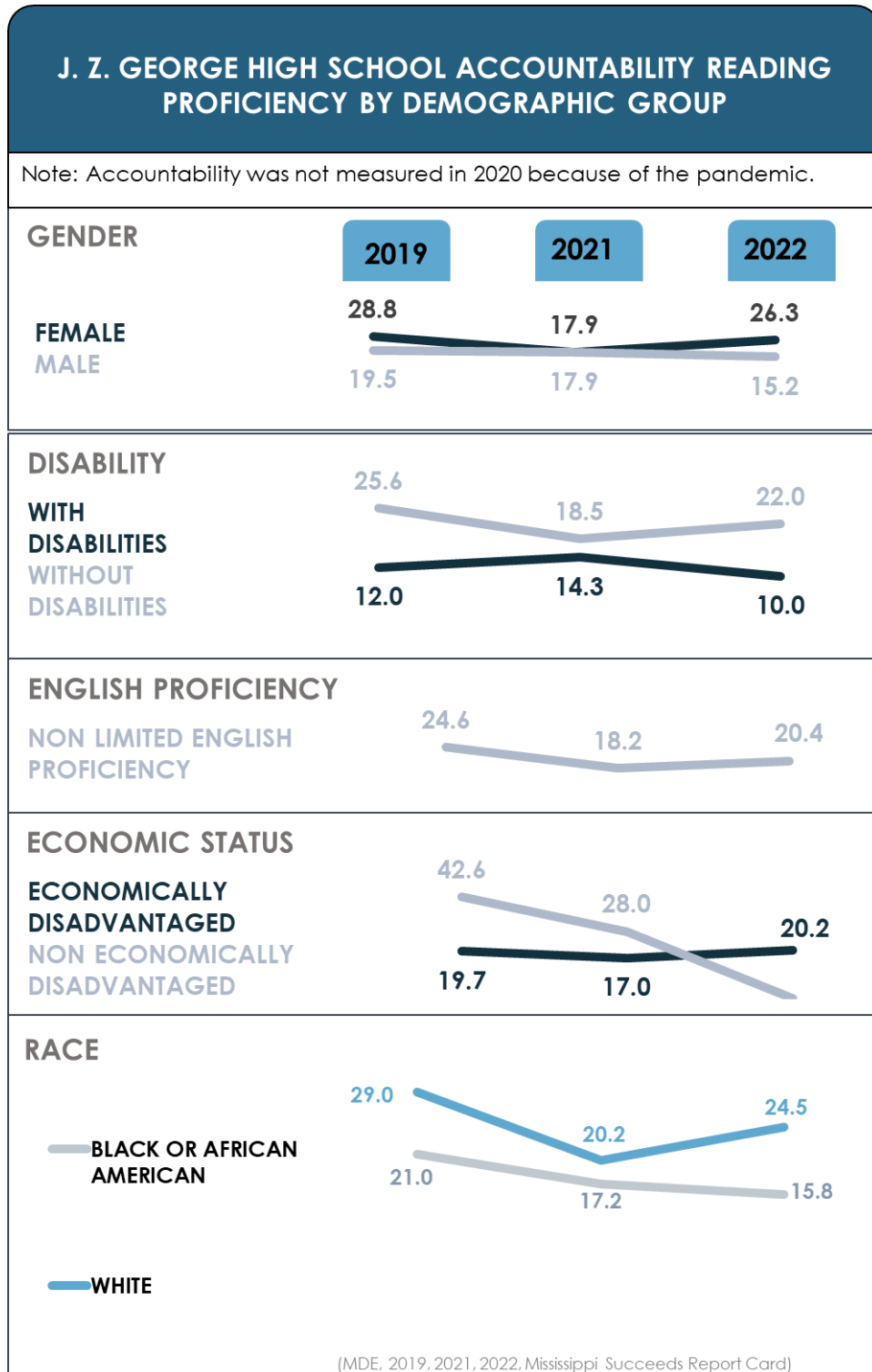


Figure 97: J.Z. George High School Reading Proficiency by Demographic Group



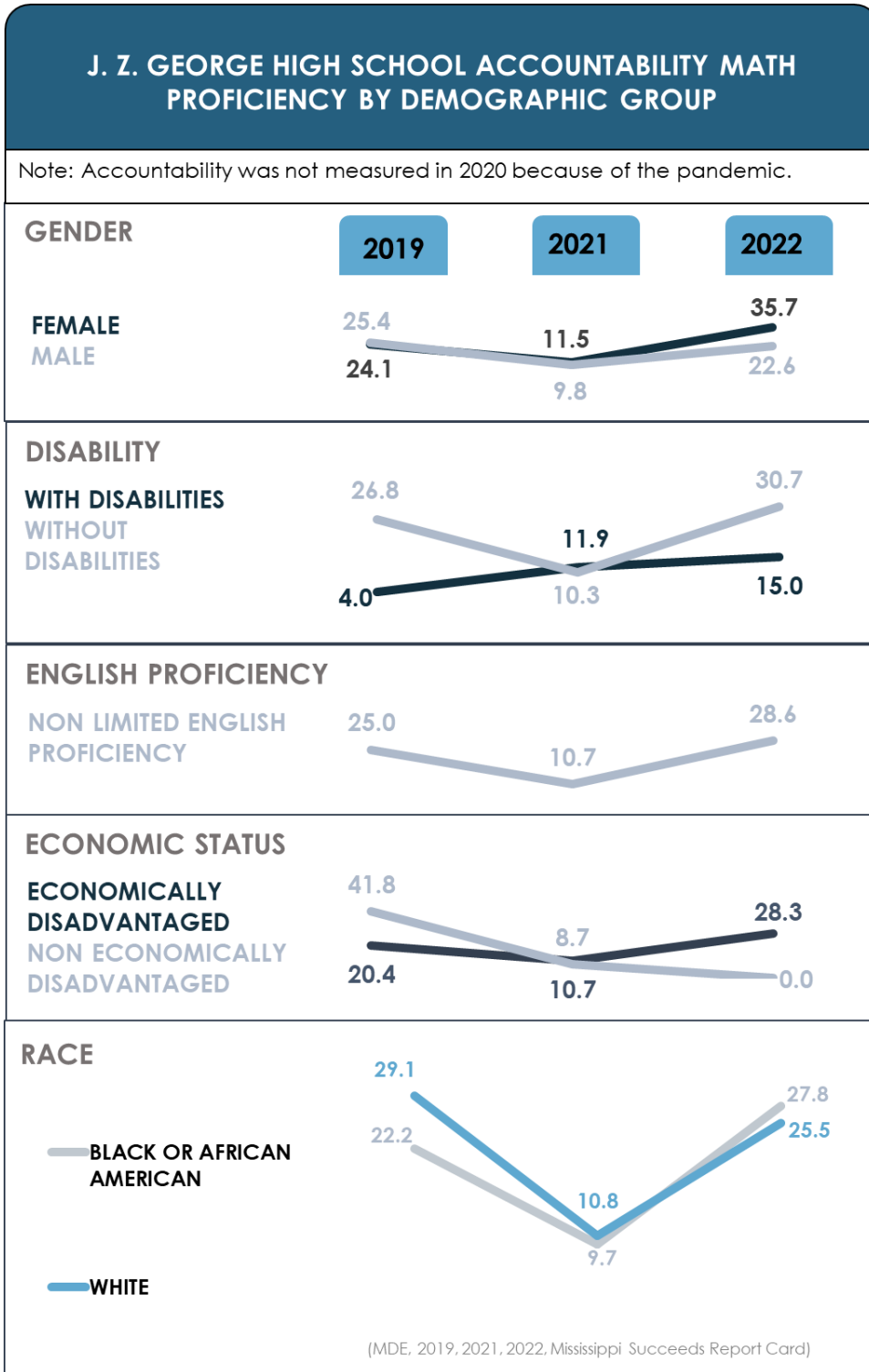


Figure 98: J.Z. George High School Math Proficiency by Demographic Group

J. Z. GEORGE HIGH SCHOOL ACCOUNTABILITY SCIENCE PROFICIENCY BY DEMOGRAPHIC GROUP

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

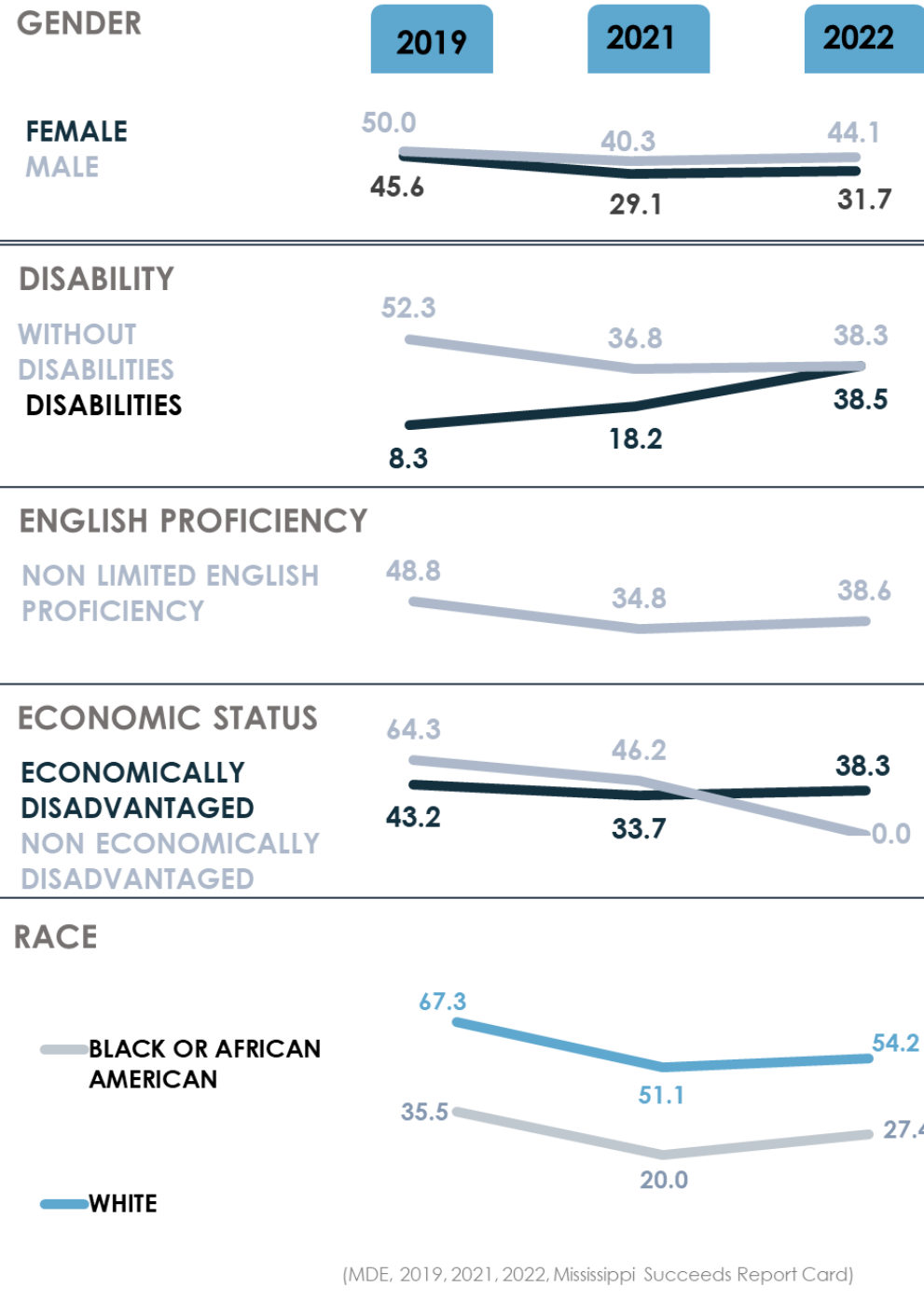


Figure 99: J.Z. George High School Science Proficiency by Demographic Group



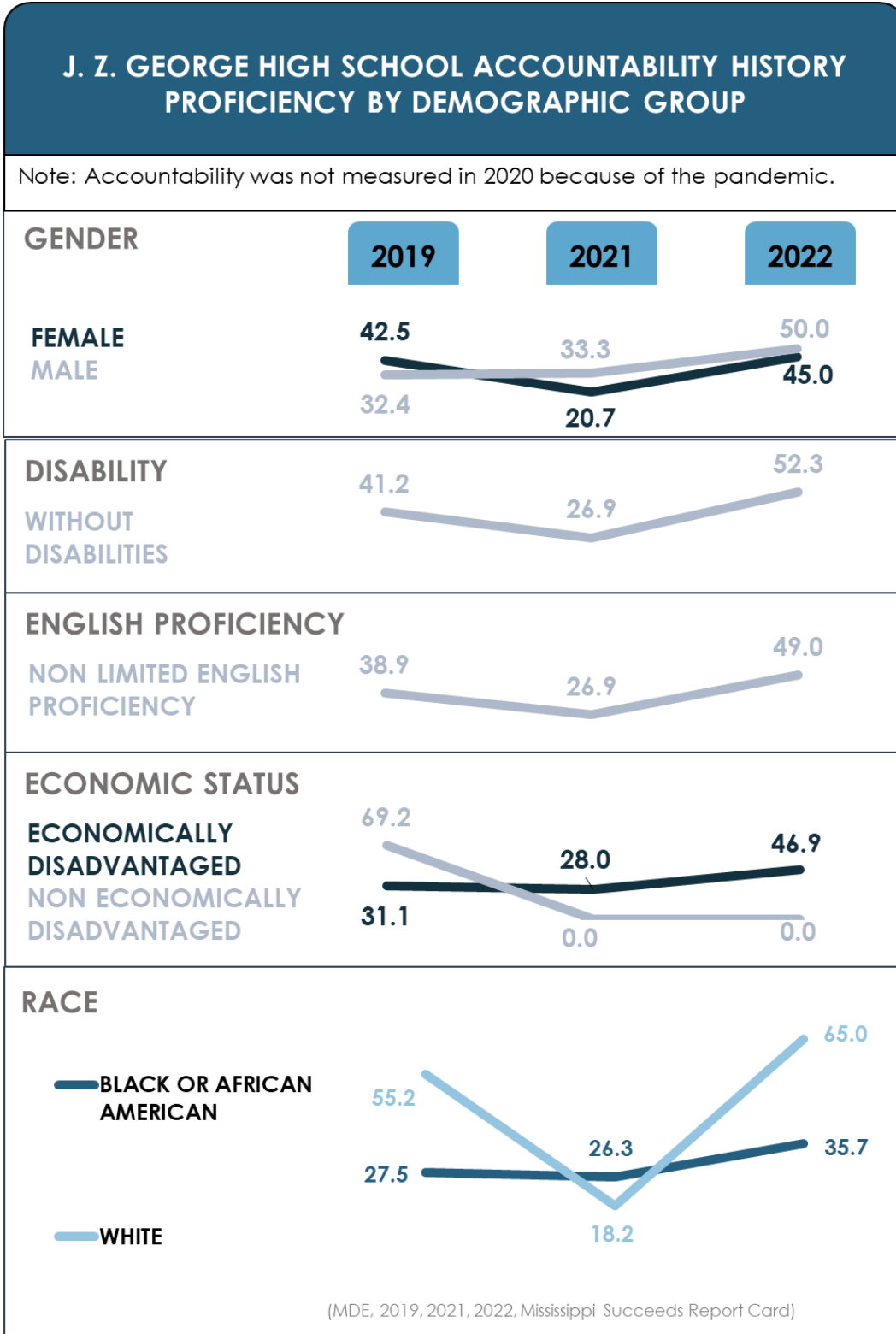


Figure 100: J.Z. George High School History Proficiency by Demographic Group

4-Year Graduation Rates

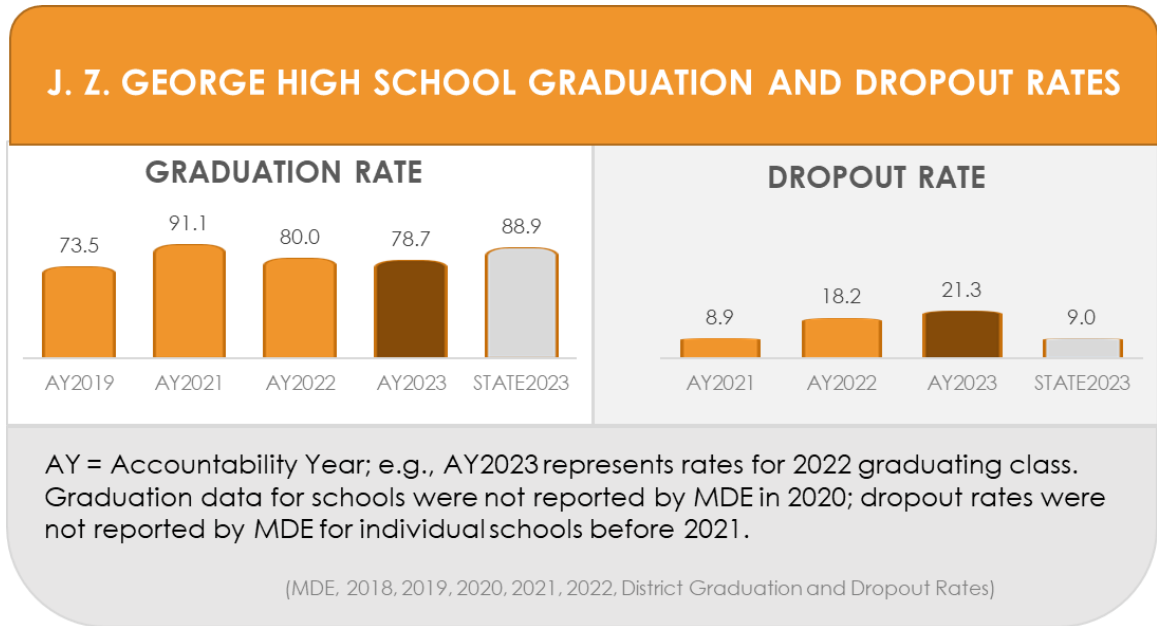


Figure 101: J.Z. George High School 4-Year Graduation Rate

School Improvement Designations

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

J.Z. George High School was newly identified in 2021 as an **Additional Targeted Support and Improvement (ATSI)** school because 3-year average scores for **Black and African American students and Economically Disadvantaged students** were in the bottom 5% of those for all Title I A schools.

Assessment

ACT

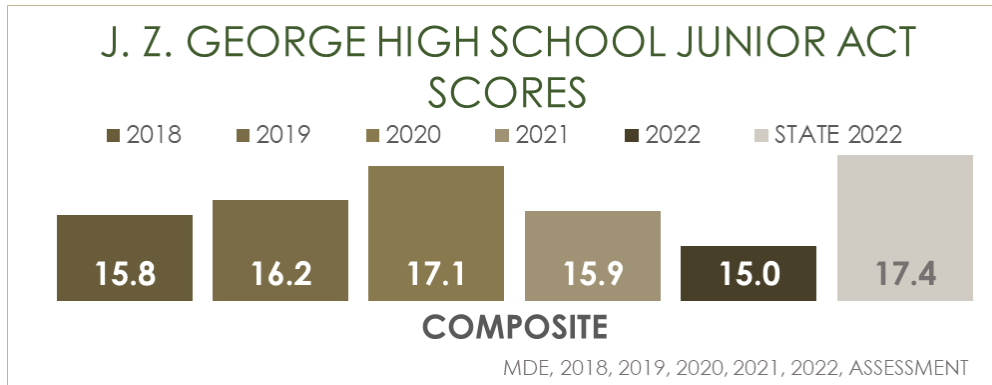


Figure 102: J.Z. George High School Junior ACT: Composite

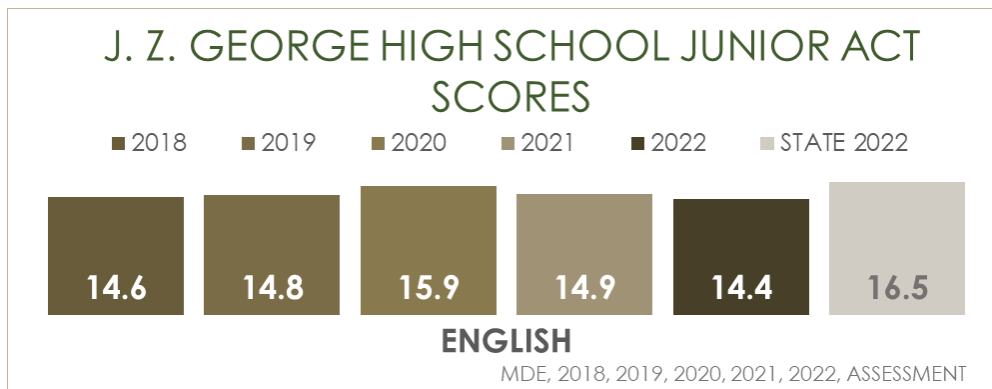


Figure 103: J.Z. George High School Junior ACT: English

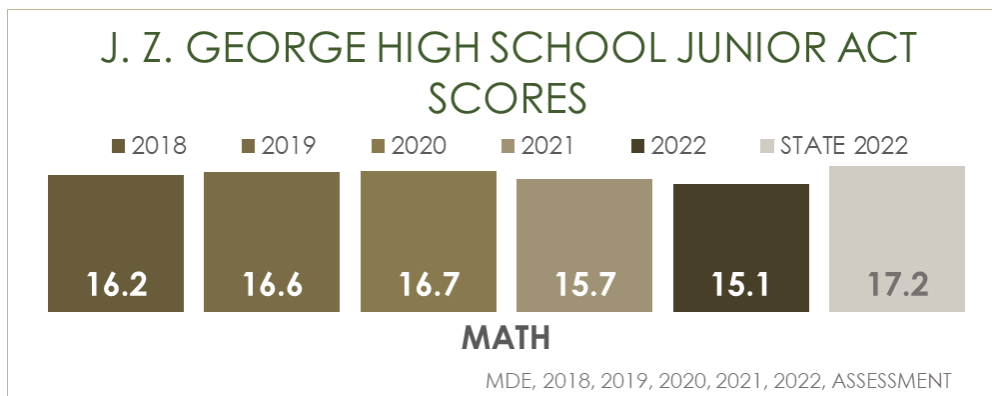


Figure 104: J.Z. George High School Junior ACT: Math

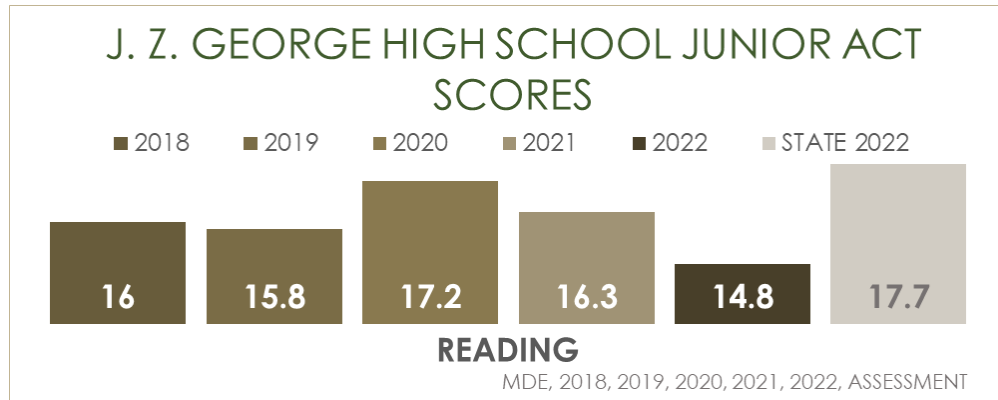


Figure 105: J.Z. George High School Junior ACT: Reading

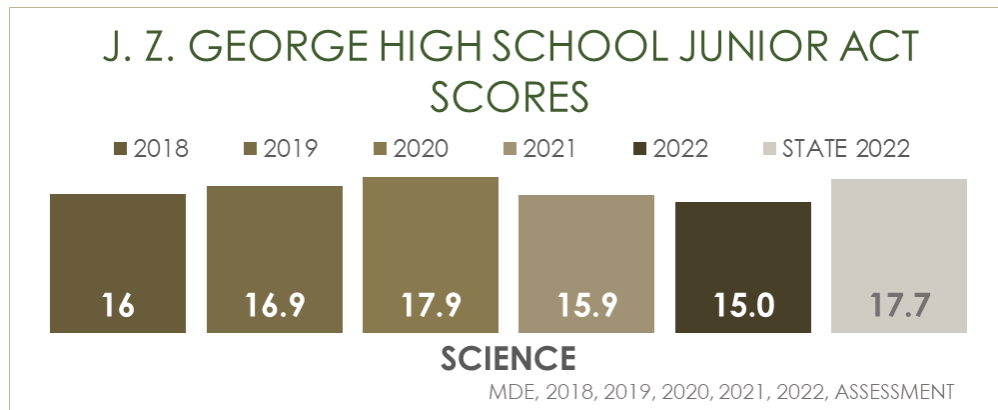


Figure 106: J.Z. George High School Junior ACT: Science

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

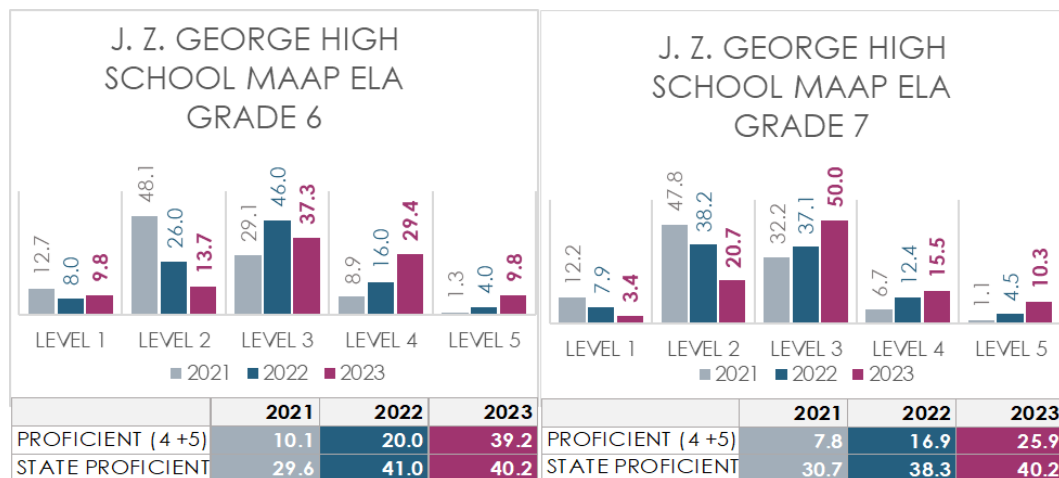


Figure 107: J.Z. George High School MAAP ELA 6 and 7



J.Z. George High School

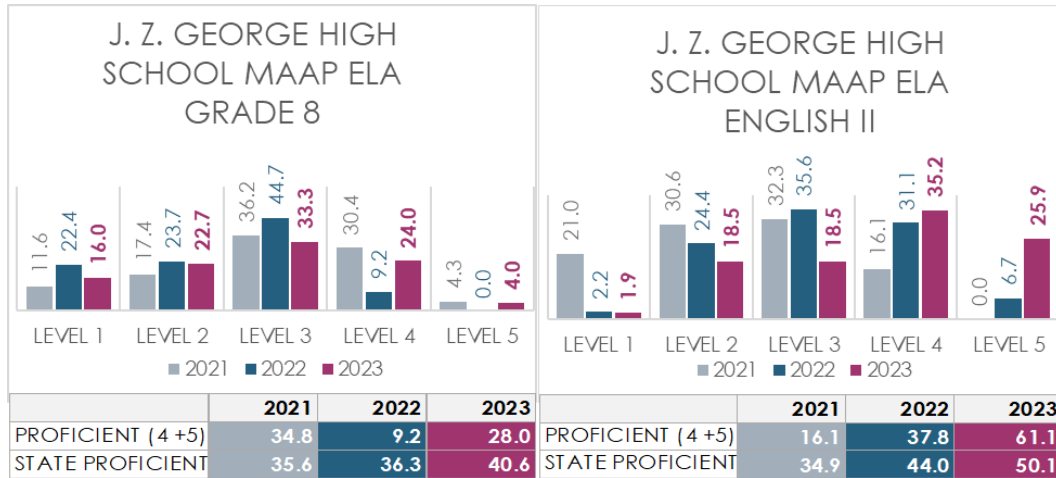


Figure 108: J.Z. George High School Grade 8 and English II

MAAP Math

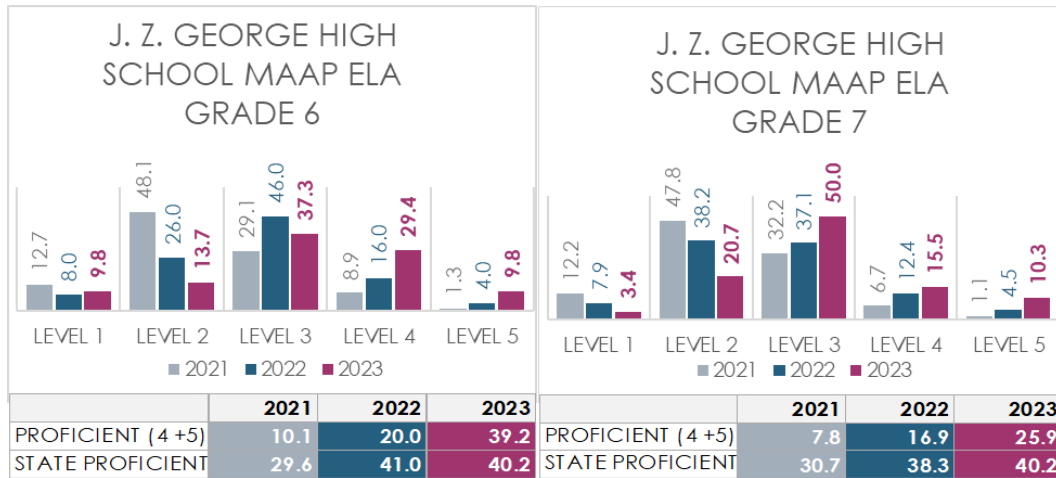


Figure 109: J.Z. George High School Grades 6 and 7

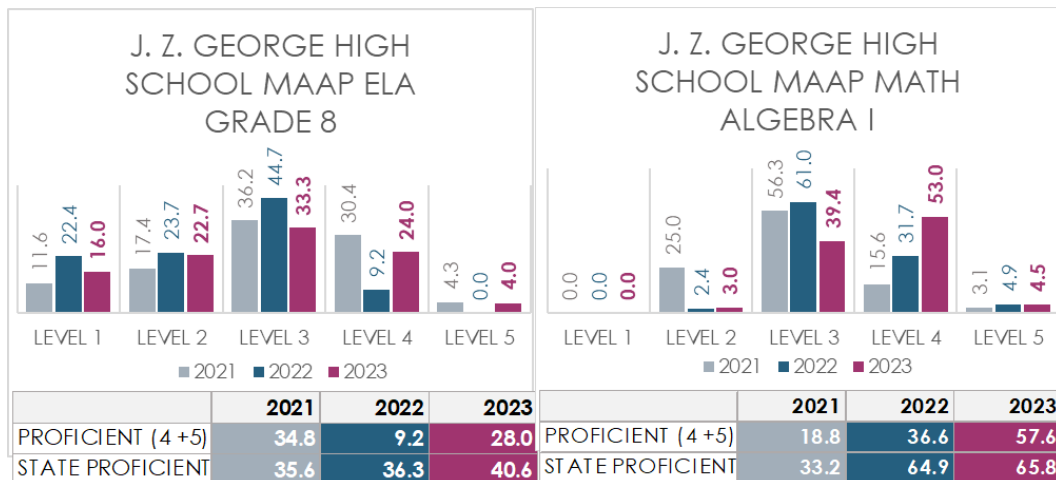


Figure 110: J.Z. George High School Grade 8 and Algebra I

MAAP END-OF-COURSE

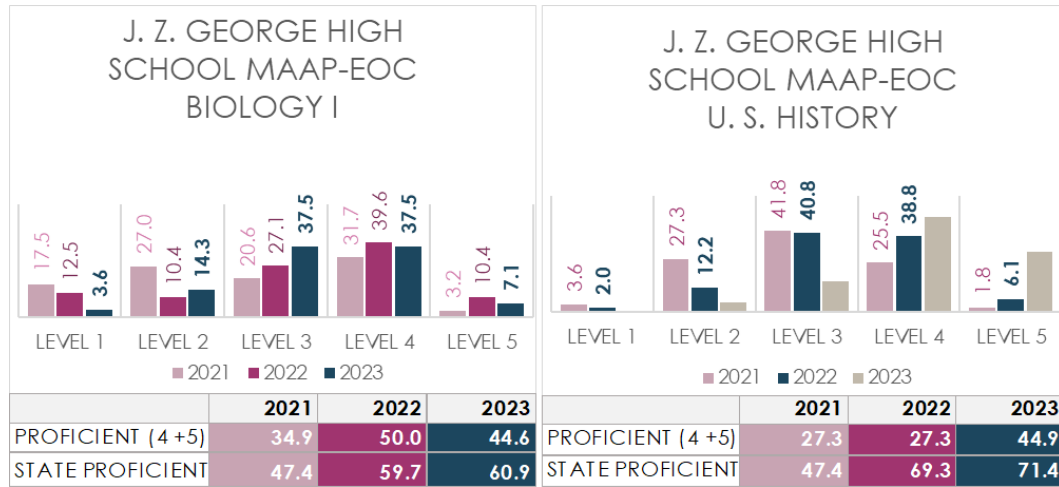


Figure 111: J.Z. George High School MAAP End-of-Course Biology I and U. S. History

Personnel

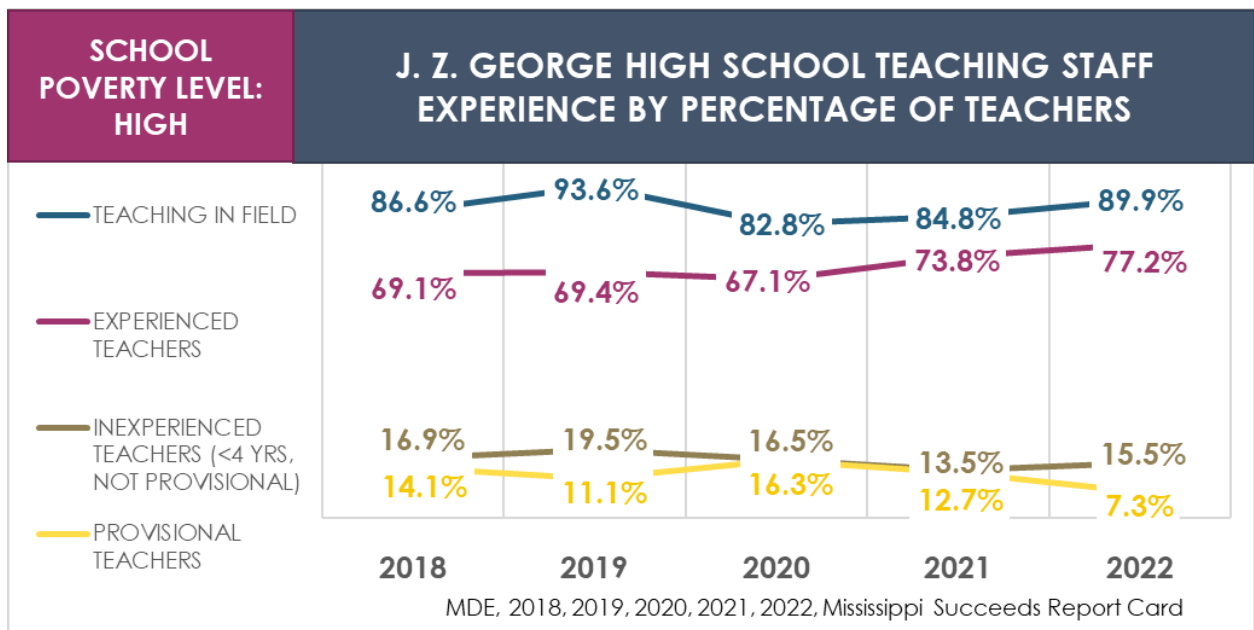


Figure 112: J.Z. George High School Teaching Staff Experience by Percentage of Teachers



Discipline

J. Z. GEORGE HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE													
		ISS				OSS				EXPULSIONS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	33.7	<5	5.91	16.3	39	<5	7.54	20.6	<10	<5		<5
GENDER	FEMALE	26.4		<5	10.7	36.2		<5	15.6				<5
	MALE	41.1		7.6	21.1	41.8		10.7	24.8				
RACE	ASIAN	<10			<5	<10		<5					
	BLACK OR AFRICAN	44.8		7.75	19.3	44.1		8.49	21.6				
	HISPANIC OR LATINO			<5		<5							
	TWO OR MORE RACES				<5	<5			<5				
	WHITE	21.9		<5	13.6	35.8		6.91	22.5				<5
DISABILITY	STUDENTS WITH	23.1		<5	11.7	42.3		7.02	16.7				
	STUDENTS WITHOUT DISABILITIES	34.9		6.22	17	38.7		7.6	21.2				<5
EL	LIMITED ENGLISH PROFICIENCY				<5								
	NON LIMITED ENGLISH PROFICIENCY	34.2			16.4	39.6			21				<5
		INCIDENTS OF VIOLENCE				REFERRAL TO LAW ENFORCEMENT				SCHOOL-BASED ARRESTS			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
ALL	ALL	122	<10	<10	48	<10			<5	<10			<5
GENDER	FEMALE	58		<10	20	<10			<5	<10			<5
	MALE	64		<10	28	<10			<5	<10			<5
RACE	ASIAN					<10			<5	<10			<5
	BLACK OR AFRICAN	92		<10	34	<10			<5	<10			<5
	HISPANIC OR LATINO	<10				<5			<5	<5			<5
	TWO OR MORE RACES	<10				<5			<5	<5			<5
	WHITE	26			14	<10			<5	<10			<5
DISABILITY	STUDENTS WITH	20			<10	<10			<5	<10			<5
	STUDENTS WITHOUT DISABILITIES	110		<10	43	<10			<5	<10			<5
EL	LIMITED ENGLISH PROFICIENCY								<5				<5
	NON LIMITED ENGLISH PROFICIENCY	122			48	<10			<5	<10			<5

(MDE, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

Figure 113: J.Z. George High School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at J.Z. George High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Twenty (20) faculty and staff members, fourteen (14) parents, and seven (7) students responded to the survey.

J.Z. George High School Faculty/Staff Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	8	40.0%
Agree	12	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	5	25.0%
Supporting college and career counseling	7	35.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	12	60.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	5	25.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	10	50.0%



J.Z. George High School

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

	Count	Percentage
Promoting community and parent involvement in schools	11	55.0%
Providing school-based mental health services and counseling	4	20.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	15.0%
Establishing or improving dropout prevention	6	30.0%
Supporting re-entry programs and transition services for Justice-involved youth	0	0.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	5	25.0%
Implementing systems and practices to prevent bullying and harassment	6	30.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	5	25.0%
Establishing community partnerships	4	20.0%

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	13	65.0%
Building technological capacity and infrastructure	3	15.0%
Carrying out innovative blended learning projects	1	5.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	1	5.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	9	45.0%

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

	Count	Percentage
Strongly Agree	2	10.0%
Agree	13	65.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	20.0%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	30.0%	50.0%	0.0%	0.0%	20.0%
Closing the achievement gap between diverse groups of students.	15.0%	65.0%	0.0%	0.0%	20.0%
Successful classroom management.	25.0%	60.0%	0.0%	0.0%	15.0%
Teaching special needs students.	20.0%	60.0%	0.0%	0.0%	20.0%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	5.0%	65.0%	0.0%	0.0%	30.0%

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	3	15.0%
Expedited evaluation services for students with limited english	3	15.0%
Expedited evaluation services for gifted and talented students	2	10.0%
Additional academic support	6	30.0%
Tutoring	10	50.0%
Enrichment educational services	5	25.0%
Counseling	10	50.0%
Mentors	4	20.0%
School supplies	7	35.0%



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

	Count	Percentage
School uniforms	9	45.0%
Dental referrals	2	10.0%
Medical referrals	4	20.0%
Bullying assistance	5	25.0%

Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	4	20.0%
Agree	14	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	10.0%

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

	Count	Percentage
Strongly Agree	4	20.0%
Agree	11	55.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	25.0%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	4	20.0%
Utilize technology such as class websites, blogs, and videos	10	50.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	9	45.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	8	40.0%

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

	Count	Percentage
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	7	35.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	6	30.0%
Use bilingual handouts and cues	1	5.0%
Use visual displays, portable white boards, and posters when giving instructions	6	30.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	5	25.0%

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	7	35.0%
Agree	13	65.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	7	35.0%
Agree	13	65.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	20.0%
Agree	13	65.0%
Disagree	3	15.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



School Climate and Culture

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

	Count	Percentage
Strongly Agree	4	20.0%
Agree	15	75.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	7	35.0%
Agree	13	65.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	30.0%
Agree	13	65.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	20.0%
Agree	13	65.0%
Disagree	3	15.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	45.0%
Agree	10	50.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology

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

	Count	Percentage
Strongly Agree	9	45.0%
Agree	10	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.0%

Preschool and Kindergarten

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

	Count	Percentage
Strongly Agree	6	30.0%
Agree	9	45.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	20.0%

Professional Development

Rank your top ten choices for professional development topics.

	Rank
Classroom Management	#1
Using technology to enhance instruction	#2
My specific content area	#3
Mississippi College and Career Readiness Standards	#4
Depth of Knowledge	#5
Differentiated Instruction	#6
Reading for at risk students	#7
Successful inclusion strategies	#8



J.Z. George High School

Rank your top ten choices for professional development topics.

	Rank
Teaching and understanding students in poverty	#9
Writing strategies	#10
Conflict resolution	#11
English Learners (ELs)	#12
Culture sensitivity	#13
Developing quality assessments	#14
Response to Intervention (RTI/MTSS)	#15
Interpreting and analyzing student data	#16
Teaching and understanding homeless students	#17

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	14	70.0%
Disagree	4	20.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	1	5.0%

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

	Count	Percentage
Strongly Agree	4	20.0%
Agree	11	55.0%
Disagree	1	5.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	3	15.0%

General Opinion

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

Faculty responses from J.Z. George High School offer a multifaceted perspective on the school's performance. On the positive side, faculty members appreciate the school's effectiveness in identifying and providing support for struggling students, underscoring a commitment to

student success. They also acknowledge the strong rapport among teachers, highlighting their ability to collaborate effectively and create a conducive learning environment. Additionally, the school's push to integrate technology into classrooms is seen as a valuable initiative, with technology-enhanced instruction proving effective in capturing student attention, although it's emphasized that technology should complement rather than replace traditional instruction methods. On the other hand, respondents point to areas where improvements are needed. They emphasize the importance of enhancing communication between administration and teachers to foster clearer dialogue and collaboration. Faculty members express a desire for expanded on-site shadowing opportunities in careers and more college visits to inspire students' career aspirations and higher education goals. The need for smaller class sizes, supported by the hiring of more teachers, is consistently highlighted, with smaller student-to-teacher ratios recognized as advantageous for academic performance. Concerns about teacher and student absenteeism, along with administrative oversight of immediate issues, underscore the importance of addressing these challenges promptly. Most significantly, retaining quality educators is identified as a top priority, with a call for better compensation, reduced workloads, and proper funding to create a more stable and supportive environment for faculty members. These responses provide valuable insights into the school's strengths and opportunities for growth, emphasizing the significance of effective communication, smaller class sizes, and robust support for educators to enhance the overall educational experience at J.Z. George High School.

J.Z. George High School Student Survey

Federal Programs

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

	Count	Percentage
Strongly Agree	1	14.3%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	2	28.6%
Not Applicable or No Information	0	0.0%



Curriculum and Instruction

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

	Count	Percentage
Strongly Agree	2	28.6%
Agree	2	28.6%
Disagree	1	14.3%
Strongly Disagree	1	14.3%
Not Applicable or No Information	1	14.3%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	4	57.1%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	1	14.3%
Agree	3	42.9%
Disagree	2	28.6%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

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

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

Parent, Family, and Community Engagement

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

	Count	Percentage
Strongly Agree	3	42.9%
Agree	1	14.3%
Disagree	3	42.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	3	42.9%
Agree	3	42.9%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	14.3%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	3	42.9%
Not Applicable or No Information	0	0.0%

School Climate and Culture

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

	Count	Percentage
Strongly Agree	2	28.6%
Agree	5	71.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

J.Z. George High School

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

	Count	Percentage
Strongly Agree	3	42.9%
Agree	2	28.6%
Disagree	2	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	14.3%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	4	57.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	57.1%
Agree	0	0.0%
Disagree	2	28.6%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

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

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

Technology

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

	Count	Percentage
Strongly Agree	1	14.3%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	2	28.6%
Not Applicable or No Information	1	14.3%

General Opinion

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

Student responses from J.Z. George High School provide valuable insights into areas where students believe improvements are needed within the school environment. Firstly, there is a shared desire among students for a reduction in disciplinary actions like In-School Suspension (ISS), suggesting a need for more effective approaches to behavior management. Additionally, students emphasize the importance of transforming the school experience into a more engaging and enjoyable one, advocating for breaks where they can interact with friends and use their phones, creating a more positive learning atmosphere. Furthermore, concerns are raised about the quality of school food and the need for better teachers, underscoring the significance of nourishing meals and effective educators in facilitating a conducive learning environment. Cleanliness and hygiene within the school premises are also identified as areas that could be improved to ensure a healthier and more pleasant setting for students. Notably, there is a recurring theme among students regarding the use of mobile phones during school hours, suggesting a desire for more lenient policies or flexibility in this regard. These responses collectively reflect students' perspectives on how to enhance their overall school experience, encompassing aspects of behavior management, engagement, facilities, and policies, all with the aim of fostering a more positive and productive educational environment at J.Z. George High School.

J.Z. George High School Parent Survey

Federal Programs

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

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

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	5	35.7%
Supporting college and career counseling	7	50.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	7	50.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	6	42.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	6	42.9%

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	5	35.7%
Providing school-based mental health services and counseling	5	35.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	4	28.6%
Establishing or improving dropout prevention	8	57.1%
Supporting re-entry programs and transition services for Justice-involved youth	3	21.4%

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

	Count	Percentage
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	5	35.7%
Implementing systems and practices to prevent bullying and harassment	10	71.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	50.0%
Establishing community partnerships	3	21.4%

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	7	50.0%
Building technological capacity and infrastructure	6	42.9%
Carrying out innovative blended learning projects	4	28.6%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	5	35.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	6	42.9%

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

	Count	Percentage
Abuse Prevention	2	14.3%
Computer Classes	3	21.4%
Conflict Resolution	4	28.6%
Discipline	4	28.6%
Drug/Alcohol Awareness	6	42.9%
English as a Second Language	1	7.1%
Health Classes	3	21.4%
Literacy Classes	2	14.3%
Math Classes	2	14.3%
Parent-to-School Relationships	7	50.0%



J.Z. George High School

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

	Count	Percentage
Parent/Child Communication	6	42.9%
Preparing for College	9	64.3%
Parenting Workshops	2	14.3%
Social Media Classes	3	21.4%
Stress/Anger Management	3	21.4%
Understanding College- and Career-Ready Standards	8	57.1%

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

	Count	Percentage
Babysitting/childcare at parent meetings	2	14.3%
District and/or school newsletters	7	50.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	5	35.7%
Resource materials for parental training	5	35.7%
Training for parents to work with other parents on becoming involved in the schools	6	42.9%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	21.4%
Home/School folders	3	21.4%
Home/School Planners	5	35.7%

Curriculum and Instruction

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

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

Parent, Family, and Community Engagement

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

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

Parents feel welcome in our school.

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

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

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

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

	Count	Percentage
Strongly Agree	3	21.4%
Agree	5	35.7%
Disagree	6	42.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

J.Z. George High School

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

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

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

	Count	Percentage
Parent/teacher conference	7	50.0%
Checked my child's grades/assignments online	12	85.7%
Been in contact with my child's teacher	11	78.6%
Received a newsletter from the district, school, or teacher	2	14.3%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	4	28.6%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	10	71.4%
Volunteered at my child's school	4	28.6%

School Climate and Culture

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

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

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

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

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

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

Technology

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

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

Preschool and Kindergarten

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

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



General Opinion

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

Parent responses regarding J.Z. George High School and the district offer a comprehensive perspective on the educational experience. On a positive note, parents commend the school for improved teaching staff, highlighting the positive impact on student grades and overall learning. They also value the emphasis on parental involvement and the commitment to ensuring that most students graduate, fostering a sense of pride and belonging within the "Jag" community. However, parents also highlight several areas for improvement. There are concerns about the management of students' Chromebooks and the financial burden placed on parents in cases of theft, suggesting the need for enhanced security measures. Communication emerges as a significant concern, with parents expressing a desire for more proactive notifications about their child's behavior and a better way to stay informed about school events. Additionally, concerns are raised about teacher-student interactions, including reports of inappropriate language in the classroom, with parents seeking more support and guidance from teachers rather than blame. They also underscore the importance of clear assignment assessment and communication, urging teachers to provide more clarity before grading. These responses collectively offer valuable insights into the school's strengths and areas that require attention, emphasizing the significance of effective communication and a supportive learning environment.

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