

2025

COMPREHENSIVE  
NEEDS ASSESSMENT

# CARROLL COUNTY SCHOOL DISTRICT

# CARROLL COUNTY SCHOOL DISTRICT

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## 2025 COMPREHENSIVE NEEDS ASSESSMENT

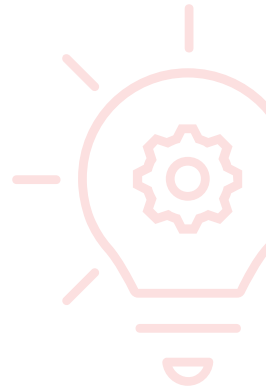
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Survey and data analysis conducted and compiled by  
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CARROLL COUNTY SCHOOL DISTRICT  
Mr. Joey Carpenter Superintendent

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Carroll County School District  
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# *Introduction*



## DISTRICT PROFILE

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Carroll County School District's central office is located at 603 Lexington Street in Carrollton, Mississippi. In January of 2025, the district housed seven hundred thirty-four students (734) students in prekindergarten through twelfth grades (PK-12). The district has one elementary school serving prekindergarten through sixth grade (PK-6) and one high school serving seventh through twelfth grade (7-12).

Carroll County School District remains committed to fostering academic achievement and personal growth in a supportive, student-centered environment. Under the continued leadership of Superintendent Joey Carpenter, the district emphasizes both strong academic instruction and well-rounded extracurricular offerings. With a close-knit school community and a dedicated staff, the district prioritizes individual student success while upholding values of respect, inclusion, and community engagement. Recent efforts have focused on expanding instructional support, enhancing special services, and providing enrichment opportunities that extend learning beyond the classroom. Carroll County Schools continue to reflect the shared vision of educators, families, and local partners working together to prepare students for success in school and in life.



**CARROLL COUNTY**  
SCHOOL DISTRICT



# MISSION AND VISION

## OUR MISSION

Carroll County School Board, administrators, teachers, support staff, students, parents, and community 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.

## OUR VISION

*All students will leave our schools prepared to be successful at the next level.*

## OUR GOALS

- **Ensure a safe, healthy, and orderly environment that is conducive to learning for all. Ensure continuous instructional improvement.**
- **Focus on student achievement.**
- **Providing an effective teaching and learning environment.**
- **Increase community and family engagement.**
- **Manage the district's resources in a financially responsible manner.**

“The function of education is to teach one to think intensively and to think critically.

Intelligence plus character – that is the goal of true education.”

Martin Luther King Jr.

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# COMMUNITY CHARACTERISTICS

Situated in the Mississippi Delta, Carroll County gets its name from Charles Carroll, a signer of the Declaration of Independence. The county is primarily rural and agricultural with small, isolated communities. Carrollton, the county seat, is its biggest population center. In 2023, Carroll County had a population of 9,535 people with a median age of 45.5 and a median household income of \$49,397. Demographically, the population was 64.5% White, 33.6% Black, and 1.8% Hispanic. Less than 1% of the people in Carroll County speak a non-English language, and 100% are U.S. citizens. Major industries include construction, manufacturing, and healthcare and social assistance. Carroll County is home to Old Valley Store, which is a significant stop on the Mississippi Blues Trail. The U. S. Census Bureau estimates the poverty rate for Carroll County to be 20.3%, with 24.3% of children birth to 17 years old living in poverty and 23.6% of children ages 5 to 17 living in poverty-related households.

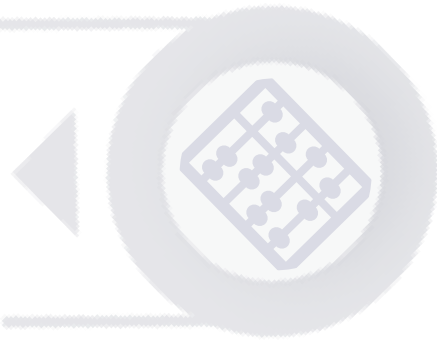




# DISTRICT CHARACTERISTICS

The Carroll County School District is in Carrollton, Mississippi. In addition to Carrollton, the district serves the towns of North Carrollton and Vaiden. All schools within the district are rural. District-wide free and reduced eligibility is 100%. Construction, manufacturing, and healthcare and social assistance are the primary employment sectors in the community. Many families travel to surrounding communities for work. Within Carroll County School District, as reported by the Small Area Income and Poverty Estimate from the U. S. Census Bureau, about 23.3% of children between ages 5 and 17 live in poverty-related households.

*THE MISSISSIPPI DEPARTMENT OF EDUCATION HAS AWARDED CARROLL COUNTY SCHOOL DISTRICT MORE THAN \$69,000 THROUGH ITS EQUIPMS GRANT TO ENHANCE THE DISTRICT'S WELDING PROGRAM AT J.Z. GEORGE HIGH SCHOOL. THIS FUNDING WILL SUPPORT HANDS-ON LEARNING AND CAREER READINESS FOR STUDENTS PURSUING TECHNICAL EDUCATION.*



# ENROLLMENT AND ATTENDANCE

CARROLL COUNTY SCHOOL DISTRICT ENROLLMENT			
	2023	2024	2025
ALL	805	768	734
PK	20	31	33
PK_SPED	*	*	*
K	54	41	46
K_SPED	*	*	*
ELEM_SPED	*	*	*
GR_1	53	57	40
GR_2	50	48	55
GR_3	69	55	59
GR_4	56	59	49
GR_5	54	51	59
GR_6	53	48	50
GR_7	61	53	53
GR_8	79	60	49
GR_9	83	68	49
GR_10	63	70	72
GR_11	47	57	63
GR_12	46	44	57
SEC_SPED	*	14	*

(MDE, 2023, 2024, 2025, Enrollment)

Figure 1: District Enrollment

Note: An asterisk (\*) indicates suppressed data by MDE to protect student privacy when subgroup size is too small to report.

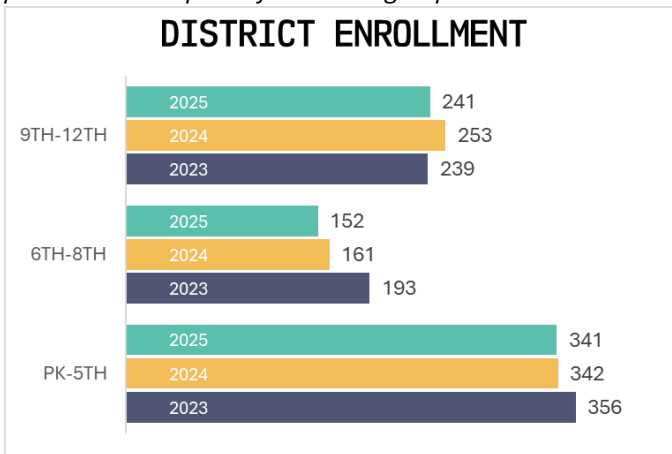


Figure 2: District Enrollment by Grade Group

Note: Because MDE is currently transitioning to a new student information system, enrollment figures for 2025 do not include demographic data or enrollment for special education.

## TAKEAWAY

District enrollment declined by 8.8% over the past three years, with the sharpest decrease observed in grades 6–8. While high school enrollment saw a slight increase of 0.8%, elementary and middle school grades experienced more notable declines. Demographically, the district saw a continued decline in white student enrollment, while enrollment among other groups remained relatively stable. Average daily attendance improved between 2022 and 2023, before leveling slightly in 2024. Pre-kindergarten students are not included in ADA calculations. Chronic absence rates have remained fairly steady over the three-year span.

District Profile

CARROLL COUNTY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP		2022	2023	2024
ALL	ALL	851	805	768
GENDER	FEMALE	409	391	381
	MALE	442	414	387
RACE	ASIAN	*	16	12
	BLACK OR AFRICAN AMERICAN	467	443	434
	HISPANIC OR LATINO	37	35	34
	TWO OR MORE RACES	*	20	21
	WHITE	322	291	267

*(MDE, 2022, 2023, 2024, Enrollment)*

Figure 3: District Enrollment by Demographic Group

CARROLL COUNTY SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE			
	2022	2023	2024
ALL	738.6	706.2	661.0
K	45.5	50.2	39.1
K_SPED	1.6	2.3	0.8
ELEM_SPED	9.1	5.9	8.0
GR_1	45.6	49.0	51.8
GR_2	59.8	46.2	42.2
GR_3	61.6	61.3	49.7
GR_4	48.8	51.3	55.6
GR_5	54.5	48.3	45.1
GR_6	44.7	47.4	44.6
GR_7	80.9	53.7	46.9
GR_8	72.1	72.0	52.1
GR_9	69.1	73.9	62.6
GR_10	44.4	55.0	60.9
GR_11	41.6	41.6	49.6
GR_12	49.1	40.3	39.0
SEC_SPED	10.2	7.6	13.0

*(MDE, 2022, 2023, 2024, Superintendent's Annual Report)*

Figure 4: District Average Daily Attendance



ADA Compared to Total Enrollment (Less PK)		
2022	2023	2024
89.2%	92.0%	91.2%

Figure 5: ADA Compared to Total Enrollment



# CHRONIC ABSENCE

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

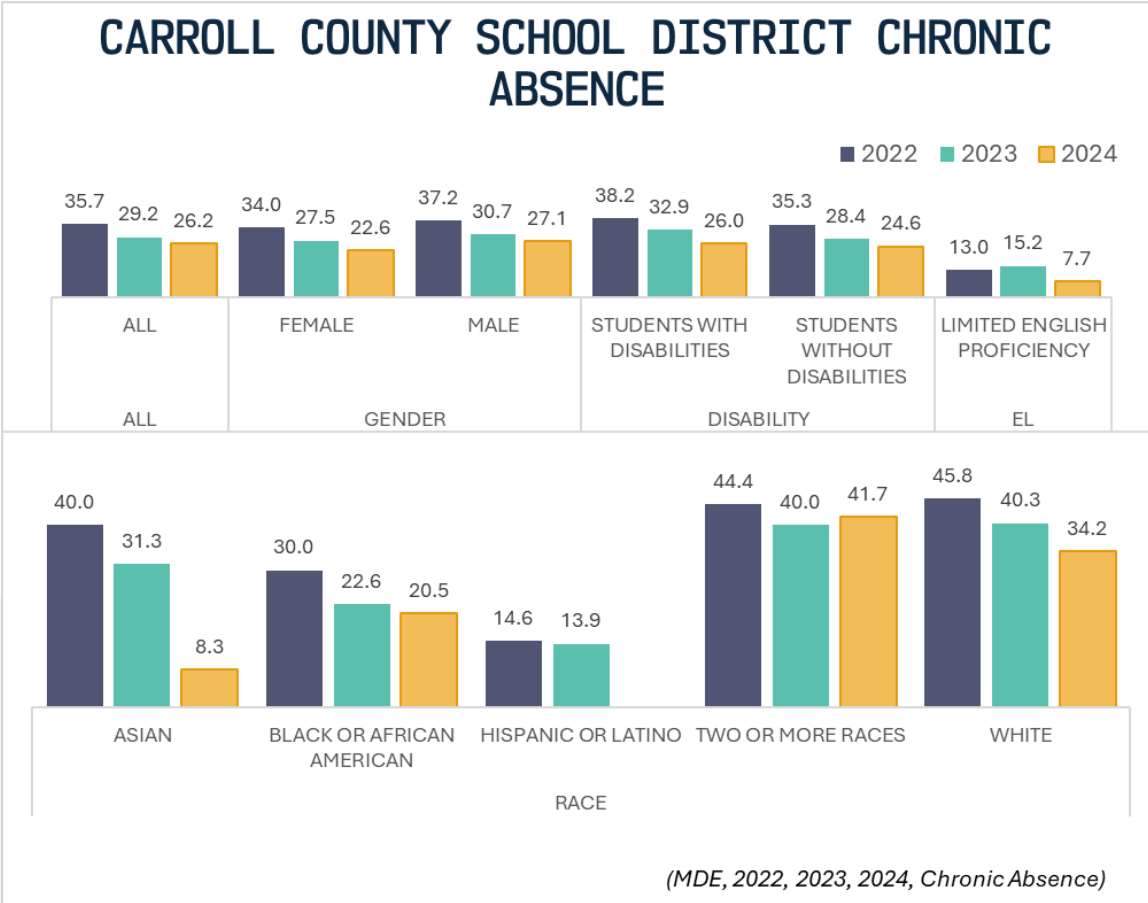
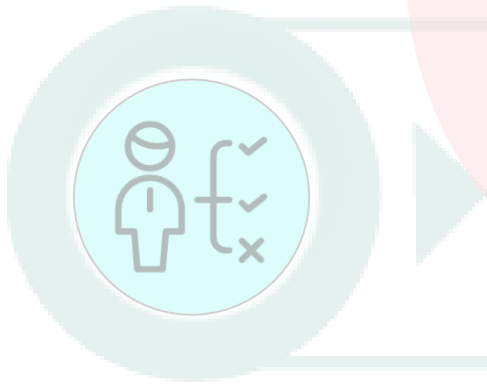


Figure 6: District Chronic Absence



# ACCOUNTABILITY

“ While many factors contribute to raising student achievement, experience shows that by holding schools accountable for student learning—by measuring student performance against objective standards—we see results.

Accountability itself does not improve student outcomes, but the data it produces should inspire action that will improve student outcomes.

School accountability is the foundation for a strong state education system because what gets measured, gets done. School accountability systems serve two main functions:

- Define and measure what matters.
- Communicate the results.

Providing transparent information to all stakeholders – students, parents, teachers, administrators, policymakers, etc. – empowers them with data to facilitate continuous improvement, direct resources where they are needed most and make informed choices that are best for their family, school, and community. ”

*(ExcelinEd. 2022)*



## TAKEAWAY

Carroll County School District saw mixed results across accountability indicators in 2024. While reading proficiency, growth, and performance among the lowest-performing readers all declined, the district posted gains in math proficiency, growth, and support for struggling math students. Science and history proficiency improved as well, and college and career readiness rose sharply by nearly 26 percentage points. However, participation in accelerated coursework declined by 6.5%, and English learner growth remained flat despite a 33.2% increase in EL proficiency.



# RATINGS AND PROFICIENCY

<b>CARROLL COUNTY SCHOOL DISTRICT ACCOUNTABILITY</b>			
	2022	2023	2024
	<b>C</b>	<b>C</b>	<b>B</b>
POINTS	565	586	606

(MDE, 2022, 2023, 2024, Accountability)

Figure 7: District Accountability Rating

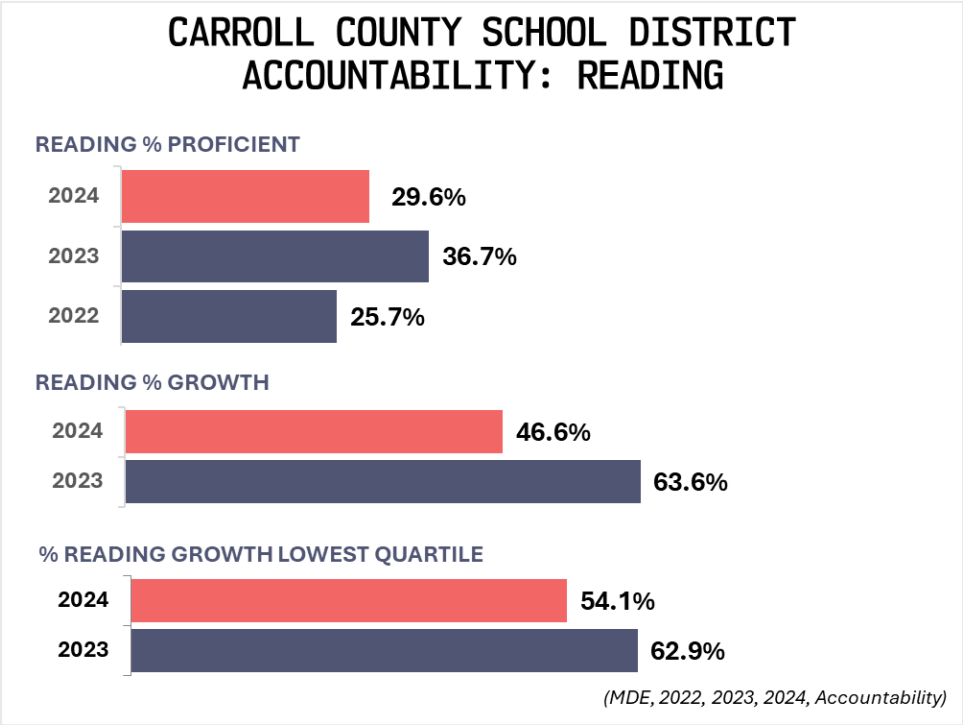


Figure 8: District Accountability: Reading

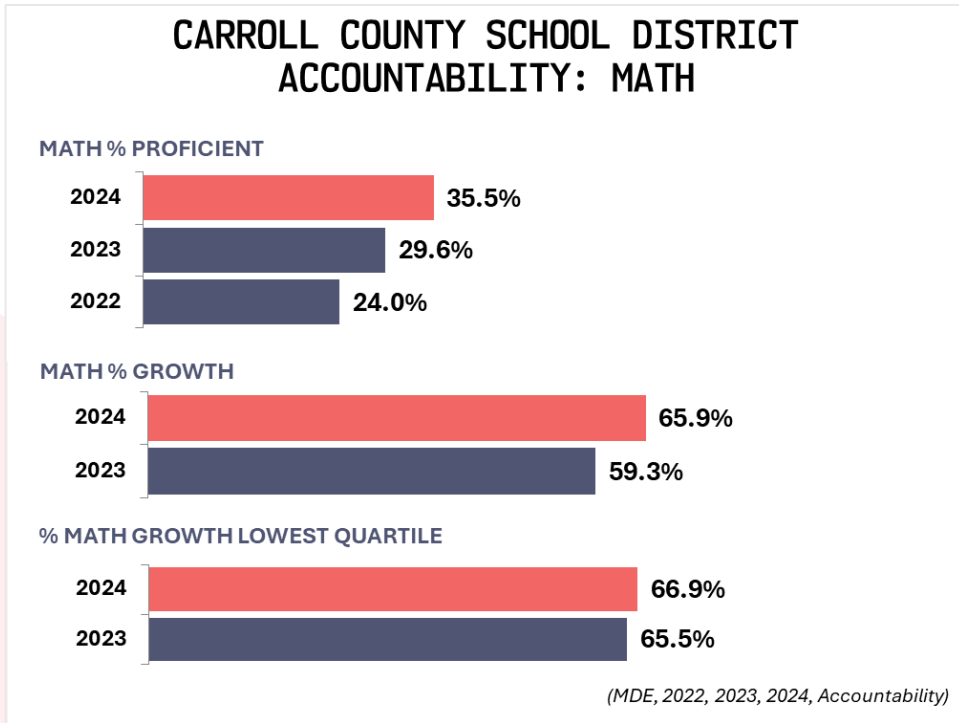


Figure 9: District Accountability: Math

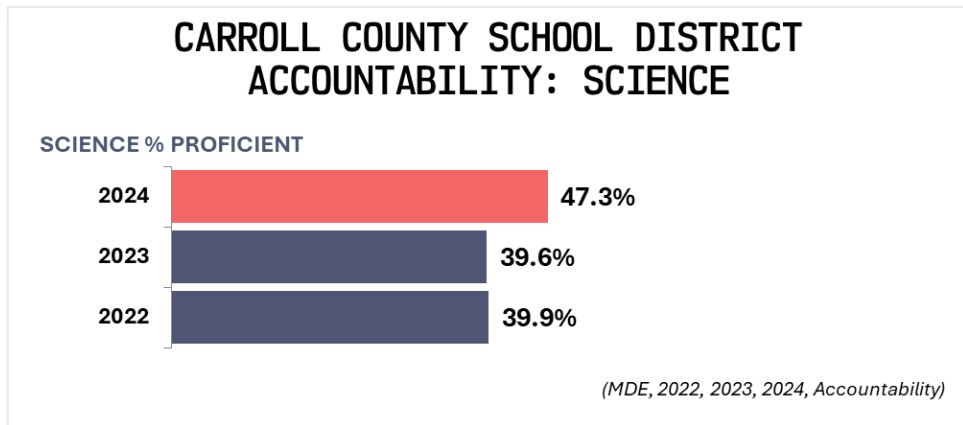


Figure 10: District Accountability: Science

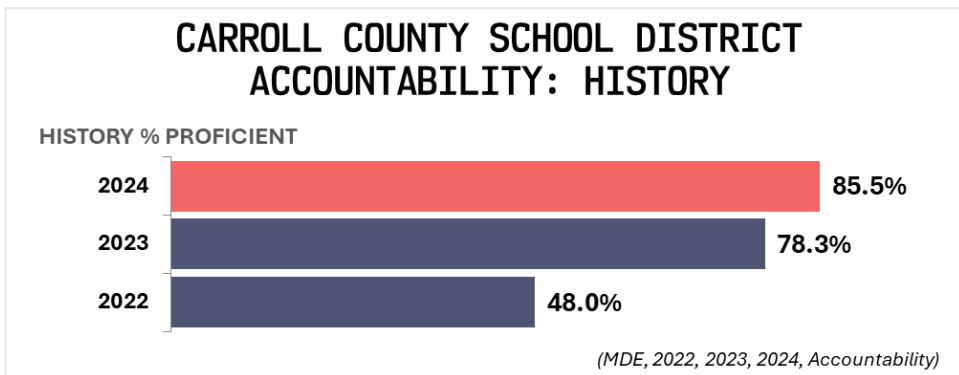


Figure 11: District Accountability: History

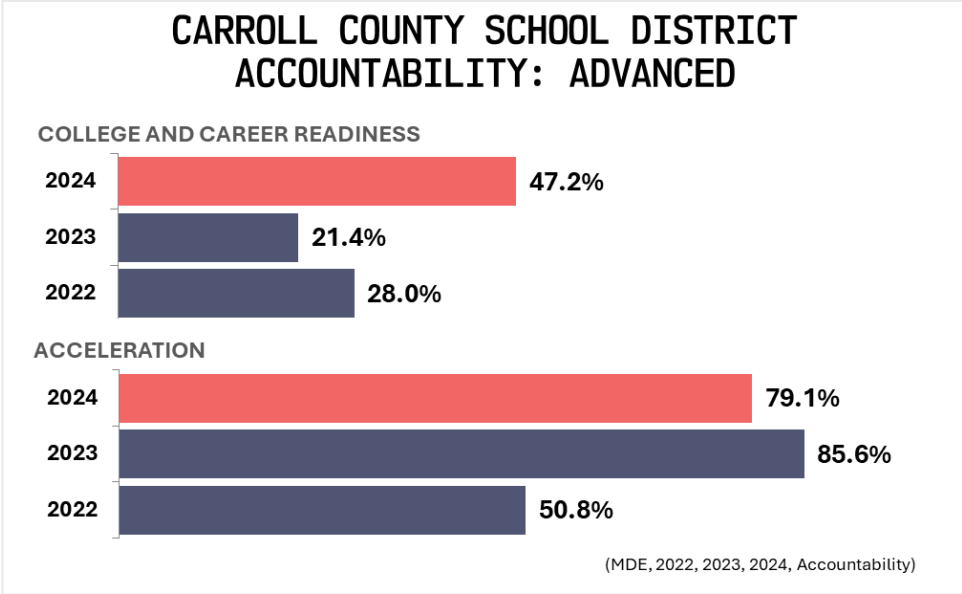


Figure 12: District Accountability: Advanced

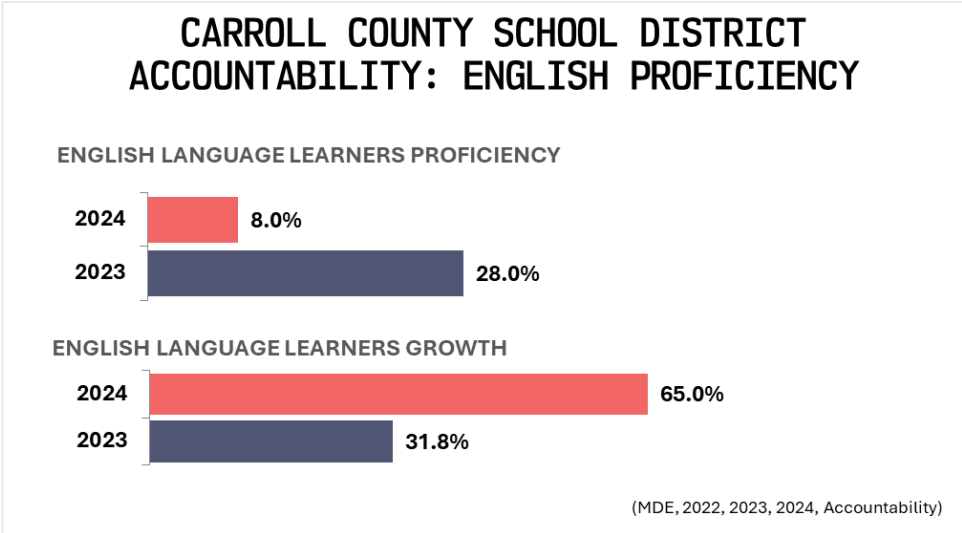


Figure 13: District Accountability: English Proficiency

“Language is not a genetic gift; it is a social gift. Learning a new language is becoming a member of the club – the community of speakers of that language.” — Frank Smith.



# DEMOGRAPHIC PROFICIENCY

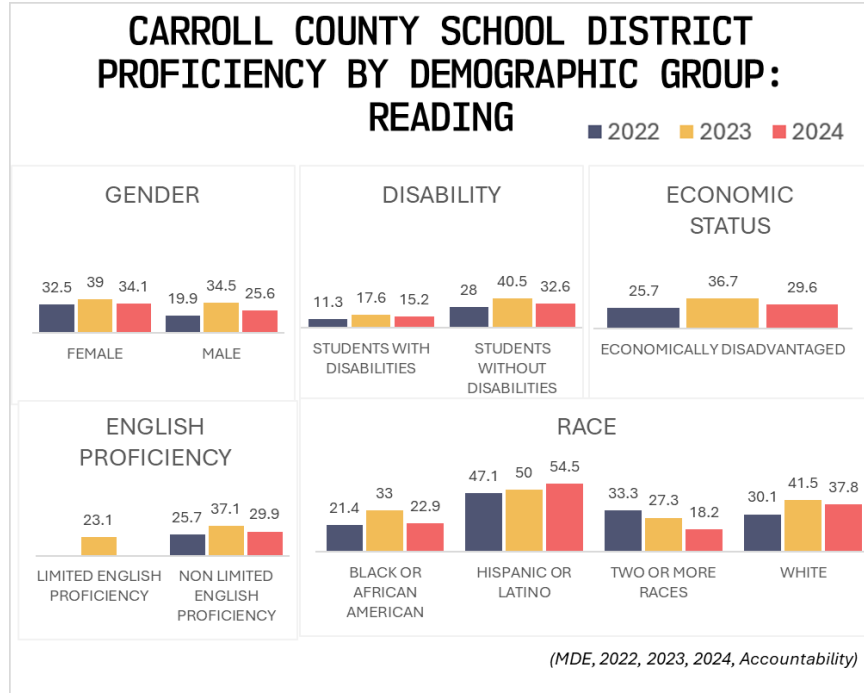


Figure 14: District Proficiency by Demographic Group: Reading

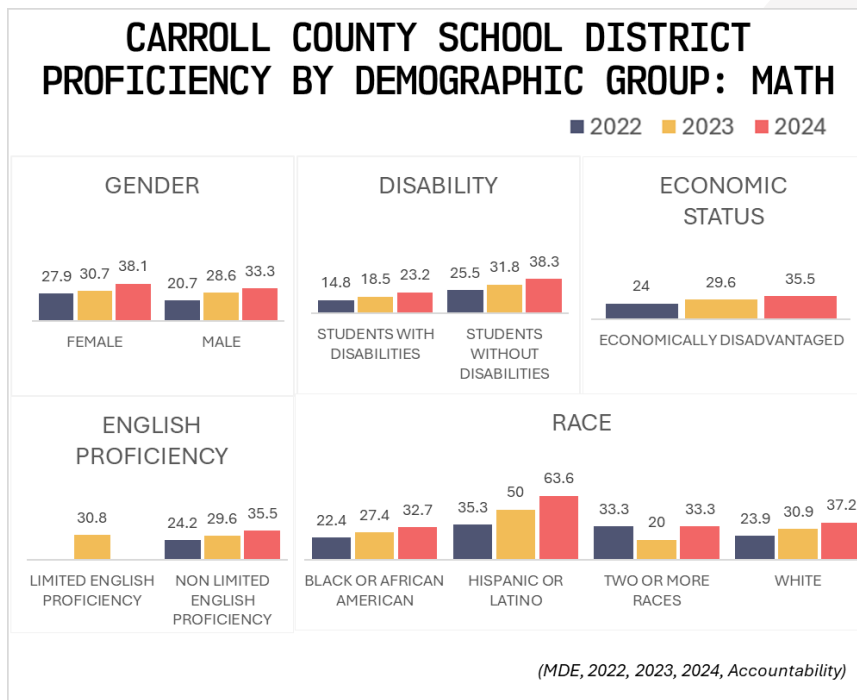


Figure 15: District Proficiency by Demographic Group: Math

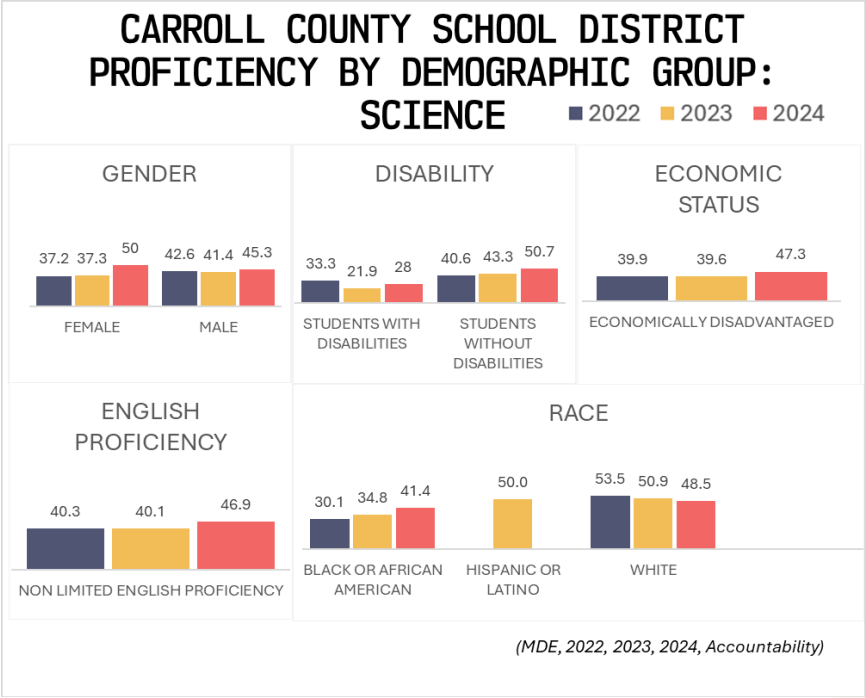


Figure 16: District Proficiency by Demographic Group: Science

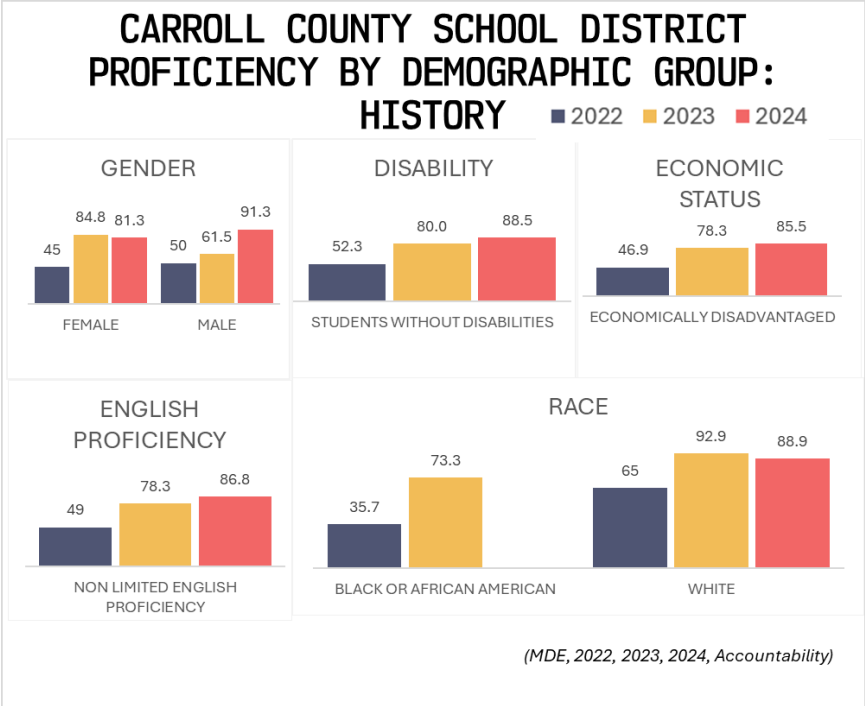


Figure 17: District Proficiency by Demographic Group: History

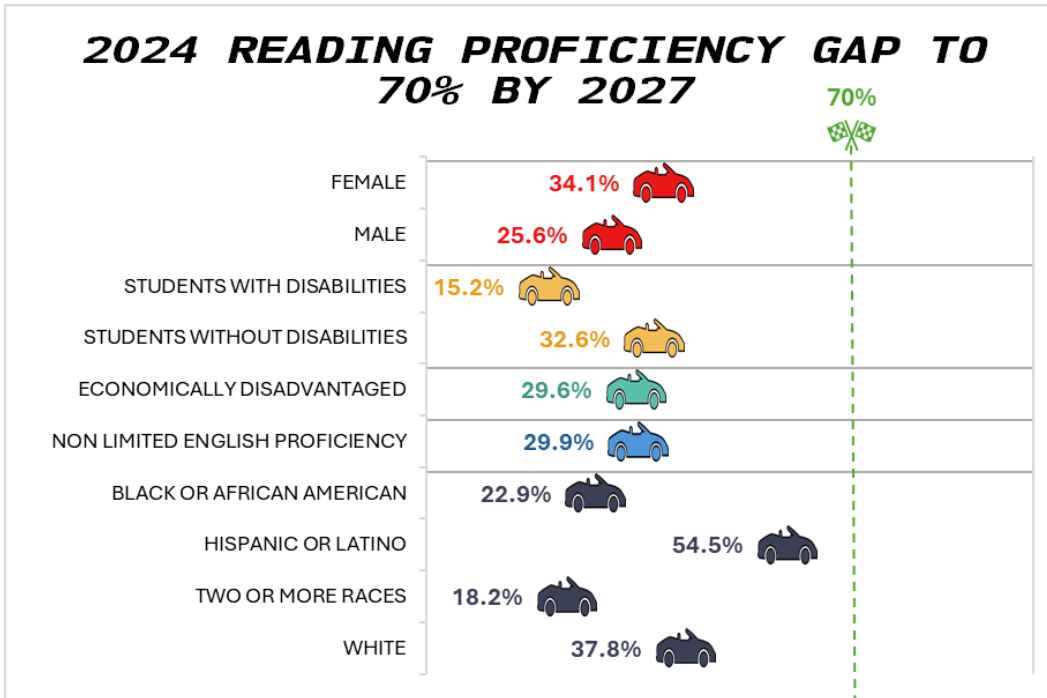


Figure 18: District Reading Proficiency Gap to 70% by 2027

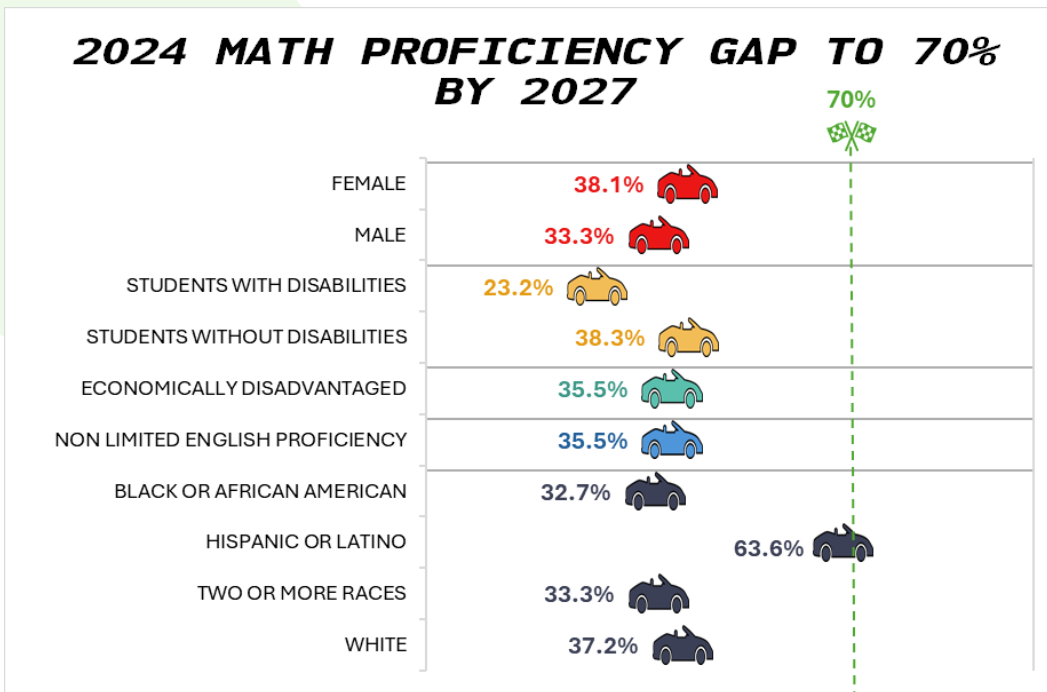


Figure 19: District Math Proficiency Gap to 70% by 2027

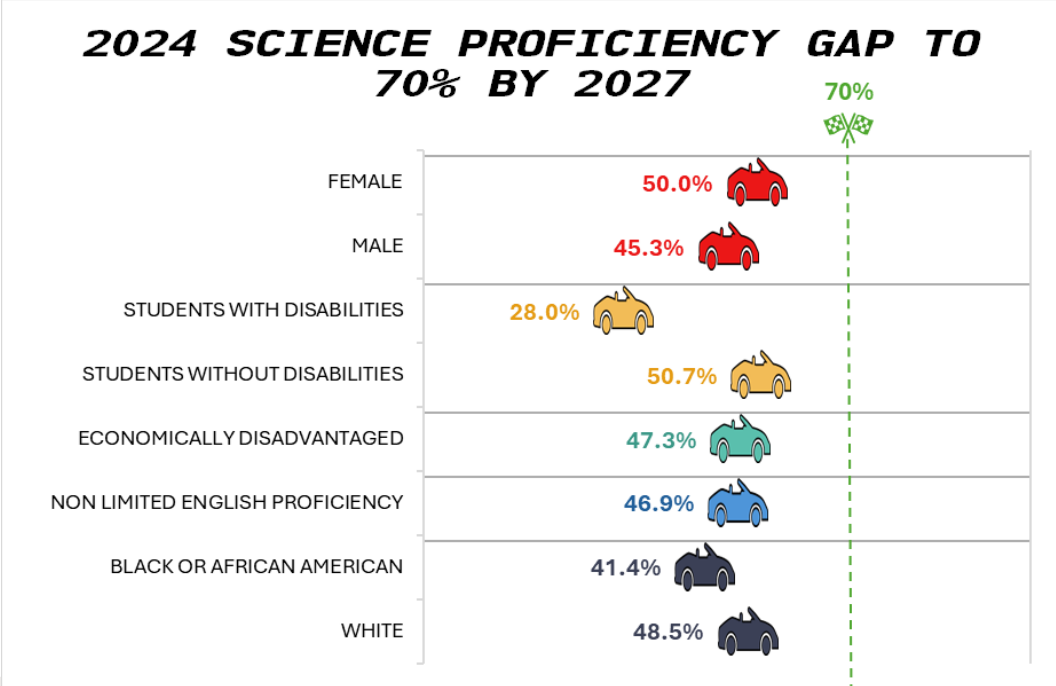


Figure 20: District Science Proficiency Gap to 70% by 2027

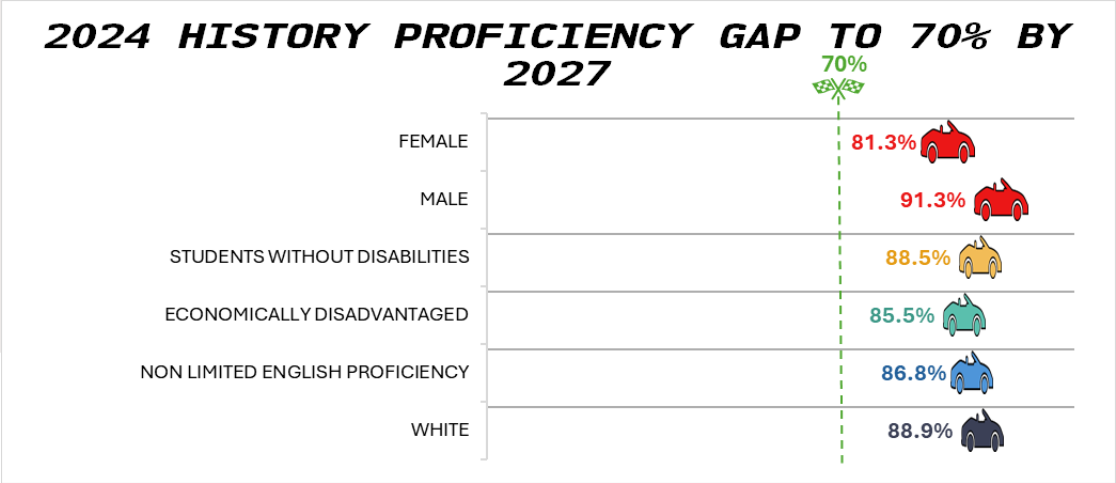


Figure 21: District History Proficiency Gap to 70% by 2027

# GRADUATION RATES



## CARROLL COUNTY SCHOOL DISTRICT 4-YEAR GRADUATION RATE

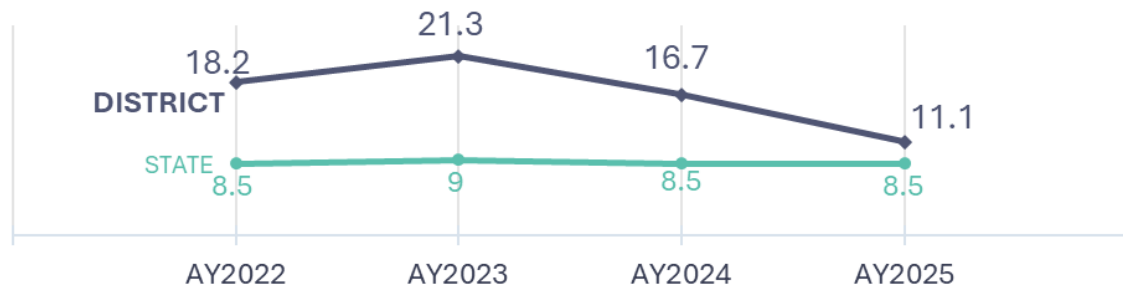


AY = Accountability Year; e.g. AY2025 represents the graduating class of 2024.

(MDE, 2022, 2023, 2024, 2025, 4-Year Graduation Rate)

Figure 22: District 4-Year Graduation Rate

## CARROLL COUNTY SCHOOL DISTRICT DROPOUT RATE



AY = Accountability Year; e.g. AY2025 represents the graduating class of 2024.

(MDE, 2022, 2023, 2024, 2025, 4-Year Graduation Rate)

Figure 23: District Dropout Rate



According to National Center for Educational Statistics, the average graduation rate for public high school students in the United States in 2022, the last data available, was 87%.

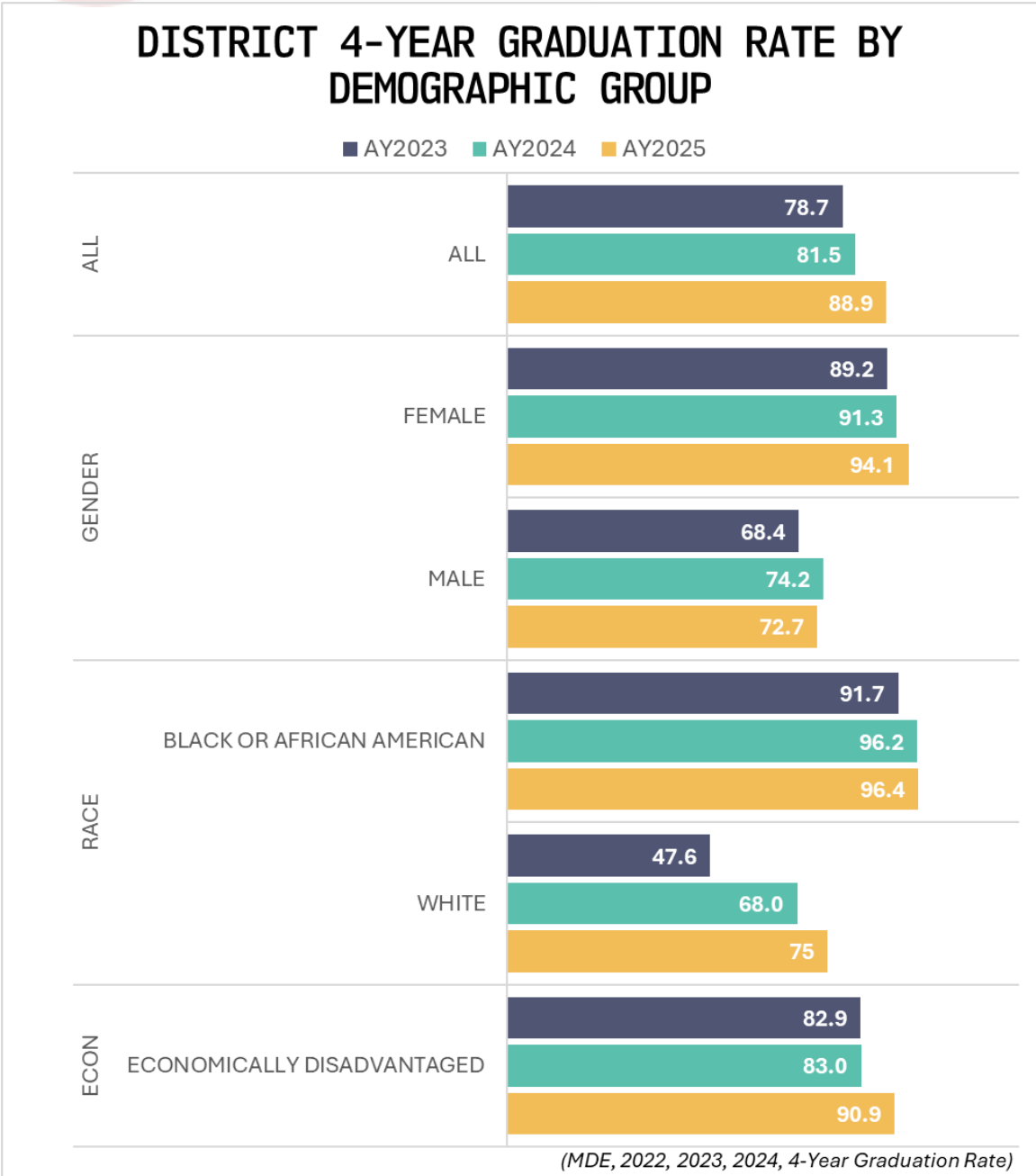


Figure 24: District 4-Year Graduation Rate by Demographic Group

# ADVANCED ENROLLMENT

ENROLLED IN ADVANCED COURSES							
	2022		2023		2024		
	#	%	#	%	#	%	
<b>ALL</b>							
ALL	40.5	36.8%	42.3	39.2%	75.6	60.5%	
<b>GENDER</b>							
FEMALE	15	28.9%	24	39.3%	37.1	53.8%	
MALE	25.5	44.0%	18.3	38.9%	38.5	68.8%	
<b>RACE</b>							
BLACK OR AFRICAN AMERICAN	18.9	27.0%	18.6	31.0%	34.2	50.3%	
WHITE	19.4	58.8%	19.5	47.6%	36	83.7%	
<b>DISABILITY</b>							
STUDENTS WITH DISABILITIES	<10	<5%	0	0.0%	<10	18.2%	
STUDENTS WITHOUT DISABILITIES	38.5	38.1%	41.3	40.5%	73.6	64.6%	
<b>EL</b>							
NON LIMITED ENGLISH PROFICIENCY	40.5	37.5%	41.3	39.0%	74.5	60.6%	

(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)

Figure 25: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES				
	2022	2023	2024	
<b>ALL</b>				
ALL	69.1%	43.1%	50.0%	
<b>GENDER</b>				
FEMALE	83.3%	46.9%	61.9%	
MALE	53.1%	38.5%	38.1%	
<b>RACE</b>				
BLACK OR AFRICAN AMERICAN	75.0%	48.8%	47.8%	
WHITE	65.2%	30.0%	47.1%	
<b>ECONOMICS</b>				
ECONOMICALLY DISADVANTAGED	66.1%	43.9%	50.0%	

(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)

Figure 26: District Post-Secondary Enrollment by Demographic Group



# ASSESSMENT

## TAKEAWAY

In 2024, Kindergarten Readiness scores were mixed. While more kindergarteners entered school prepared, spring proficiency remained flat compared to the previous year. Prekindergarten spring scores dipped slightly, though fall data was unavailable for comparison. MAAP English Language Arts (ELA) proficiency increased in grades 3 and 7, but declined in grades 4, 5, 6, 8, and English II—with the most notable drop in English II, down 37.2 points. Math scores showed stronger improvement, particularly in grades 5 and 8, with grade 5 jumping 25.3 points. Algebra I proficiency rose slightly, while most other grades remained steady or improved modestly. Science proficiency rose sharply in 5th grade and modestly in 8th, but declined in Biology. U.S. History proficiency increased to nearly 86%.

# ACT

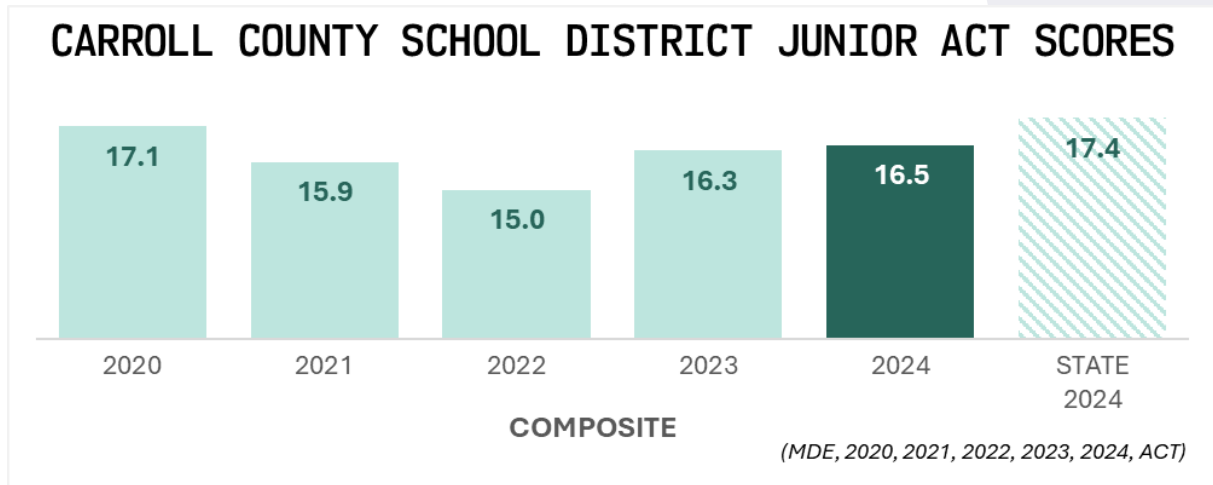


Figure 27: District Junior ACT Scores: Composite

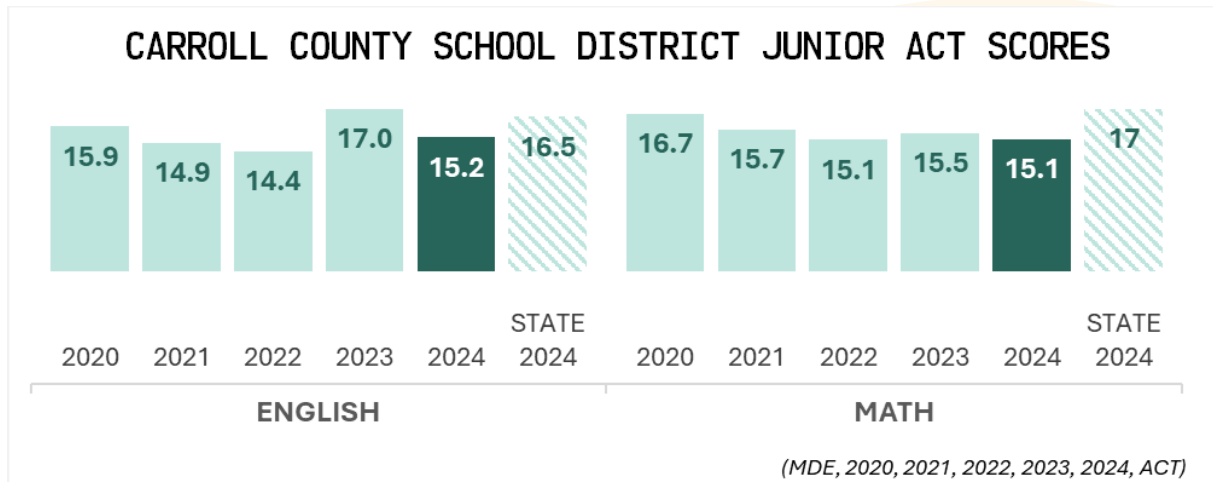


Figure 28: District Junior ACT Scores: English and Math

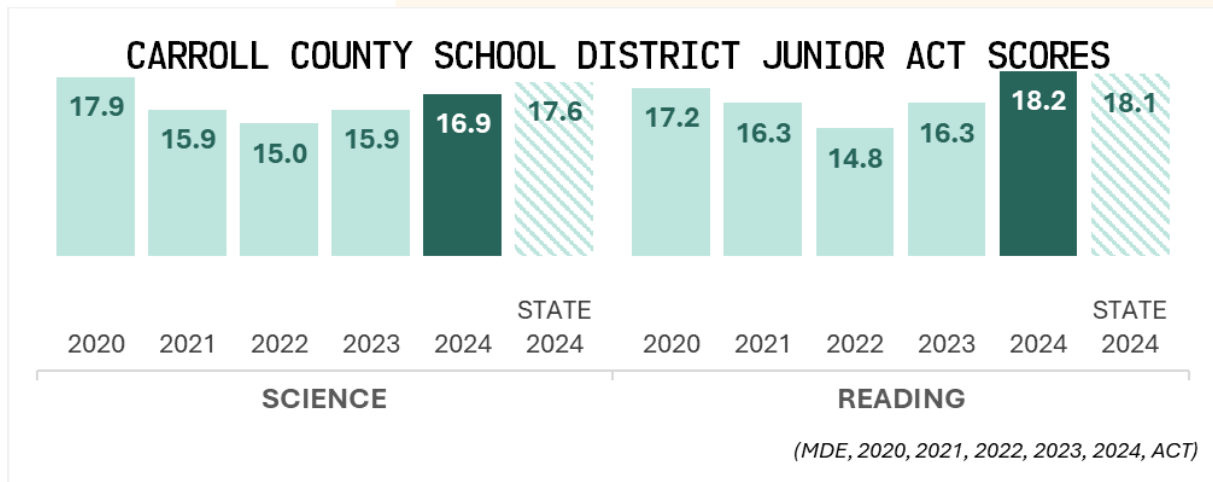


Figure 29: District Junior ACT Scores Science and Reading

# KINDERGARTEN READINESS

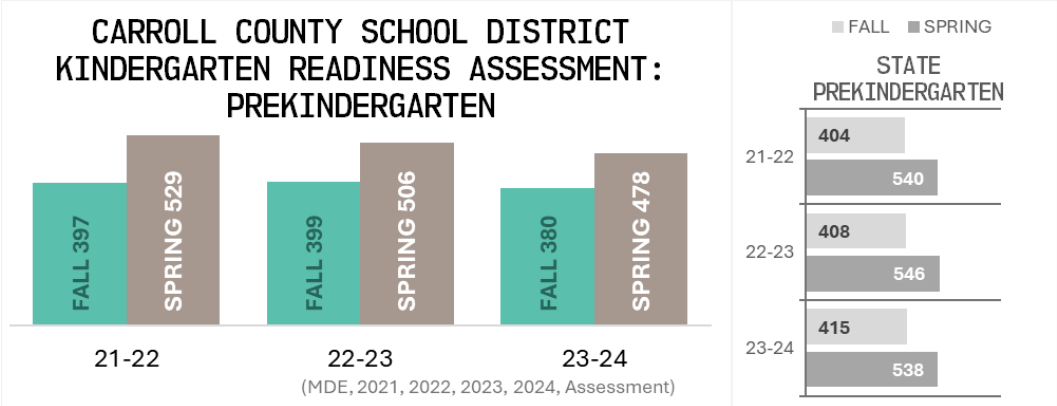


Figure 30: District Kindergarten Readiness Assessment: Prekindergarten

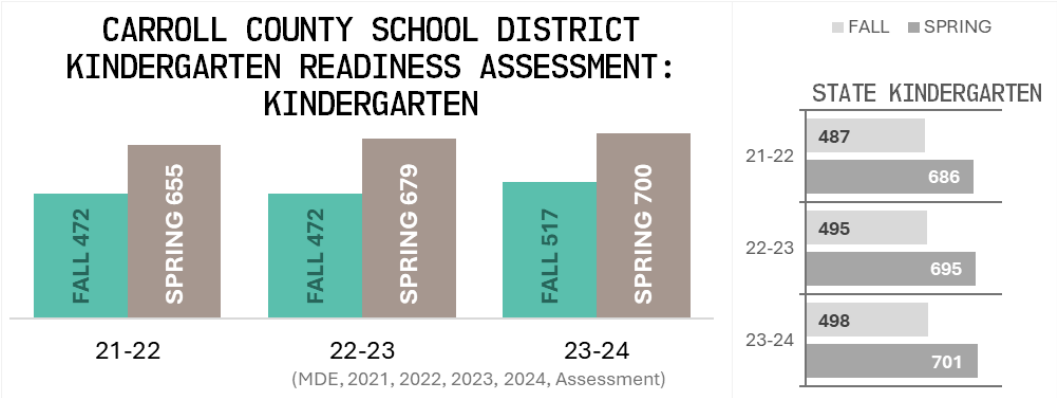


Figure 31: District Kindergarten Readiness Assessment: Kindergarten



## THIRD-GRADE READING

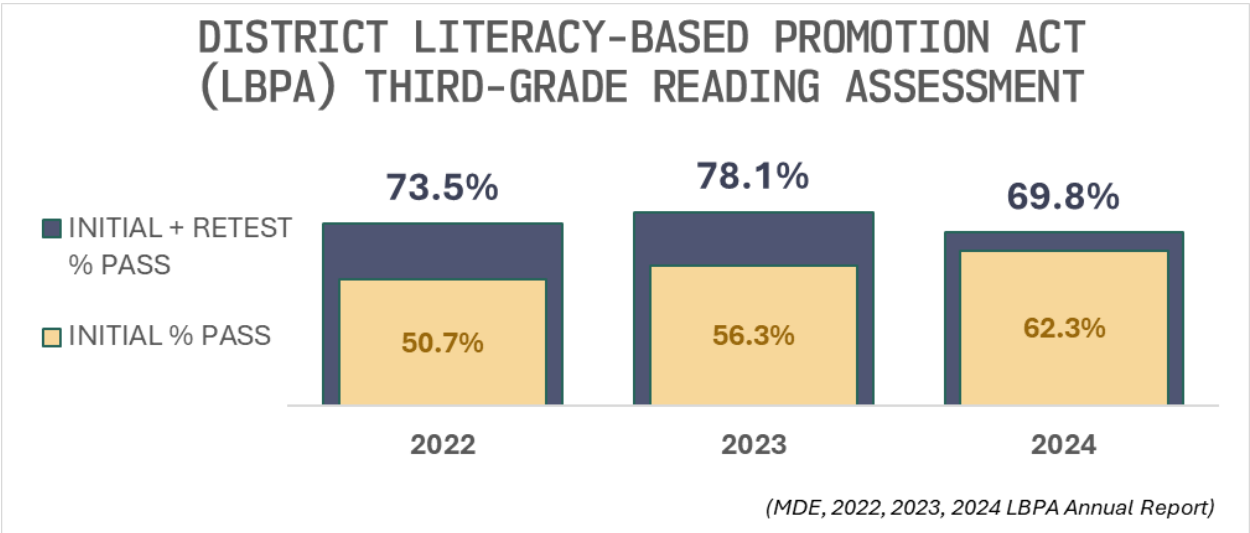


Figure 32: District Third-Grade Reading Assessment

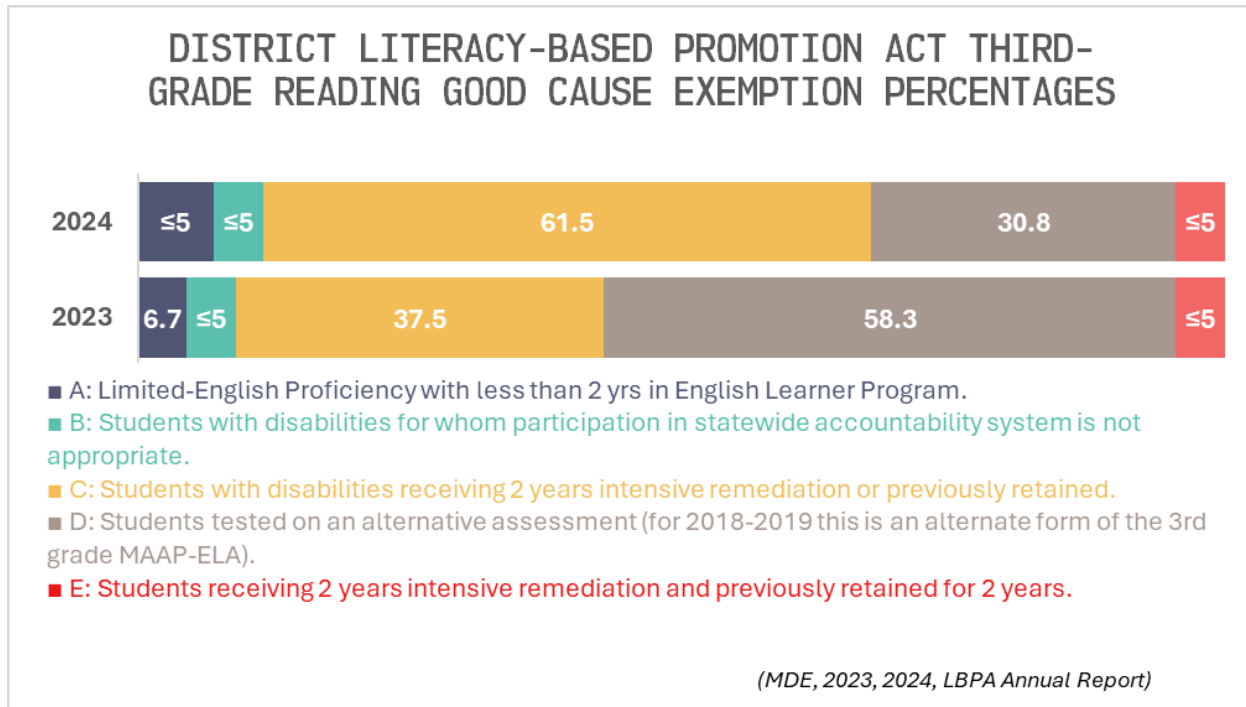


Figure 33: District Literacy-Based Promotion Act (LBPA) Third-Grade Reading Good Cause Exemption



## GRADE RETENTION

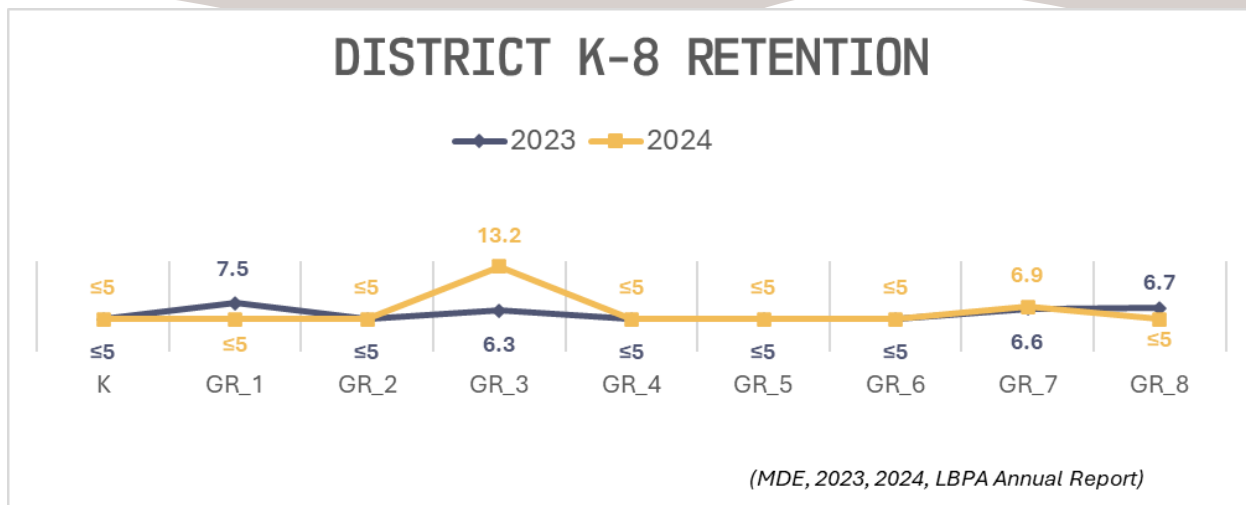


Figure 34: District K-8 Retention

# MAAP



## Mississippi Academic Assessment Program

### MAAP ELA

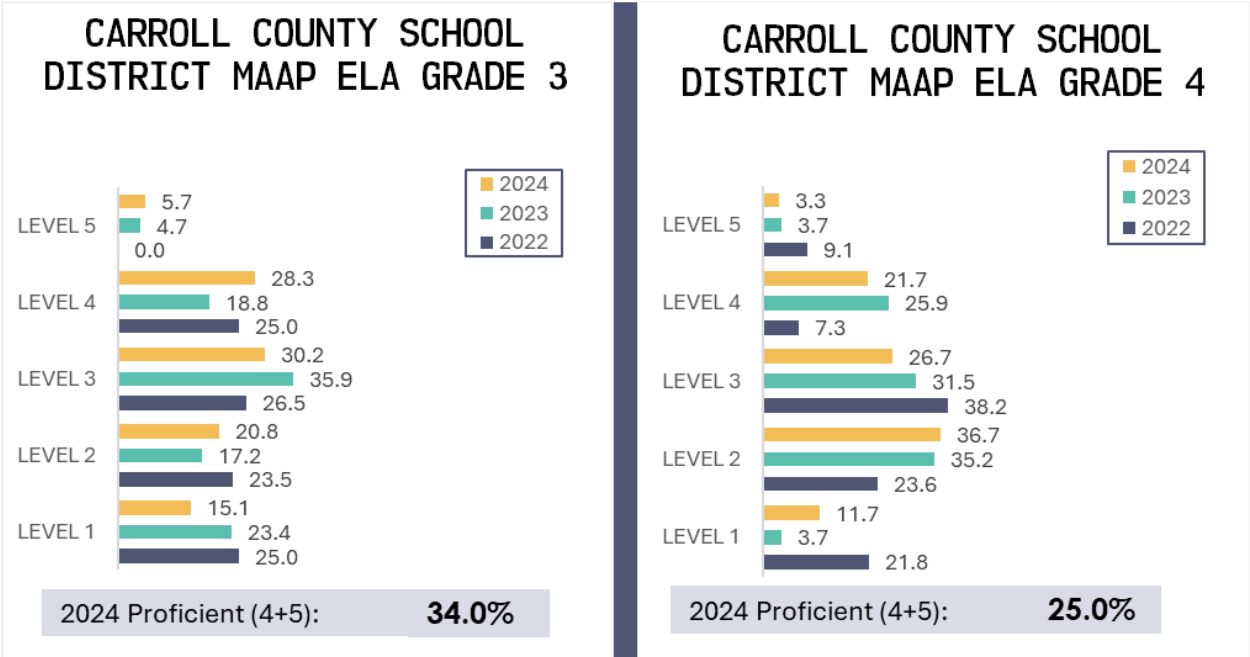


Figure 35: District MAAP ELA Grades 3 and 4

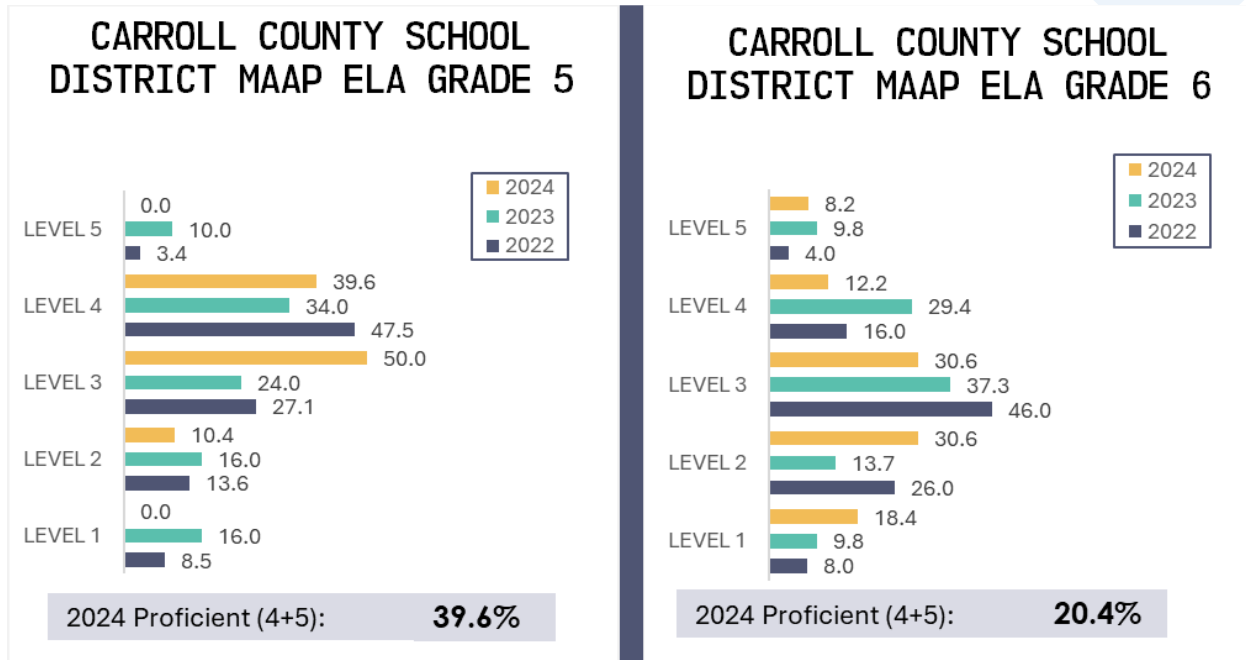


Figure 36: District MAAP ELA Grades 5 and 6

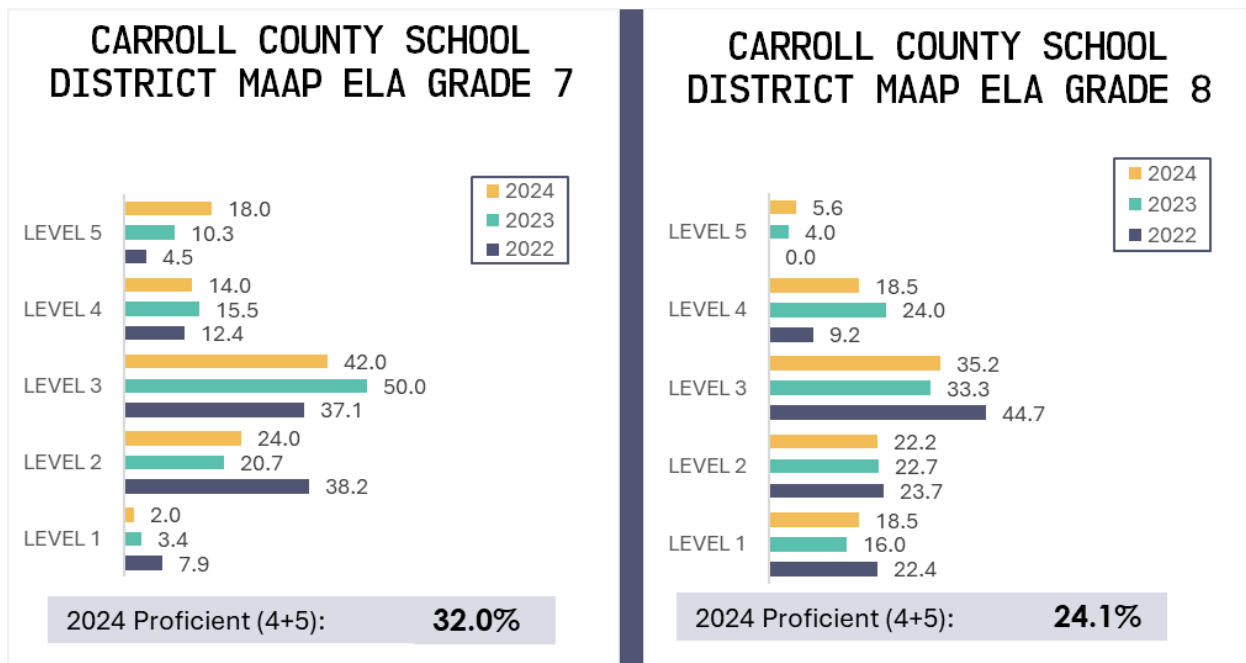


Figure 37: District MAAP ELA Grades 7 and 8

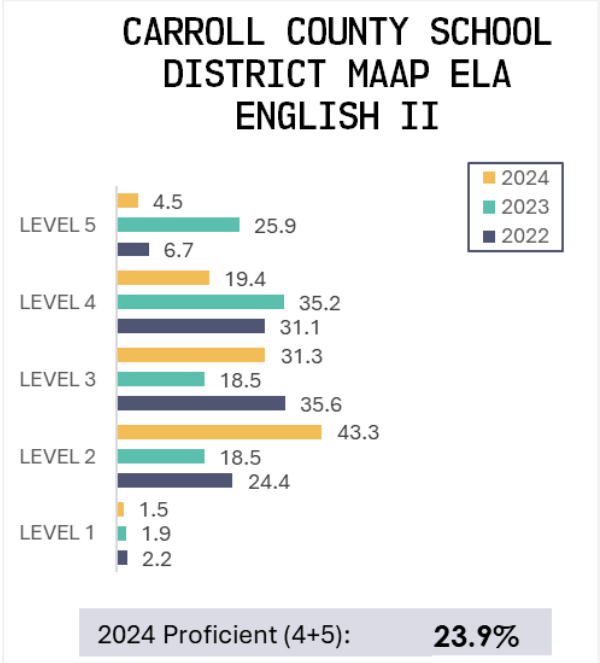


Figure 38: District MAAP ELA English II

## MAAP MATH

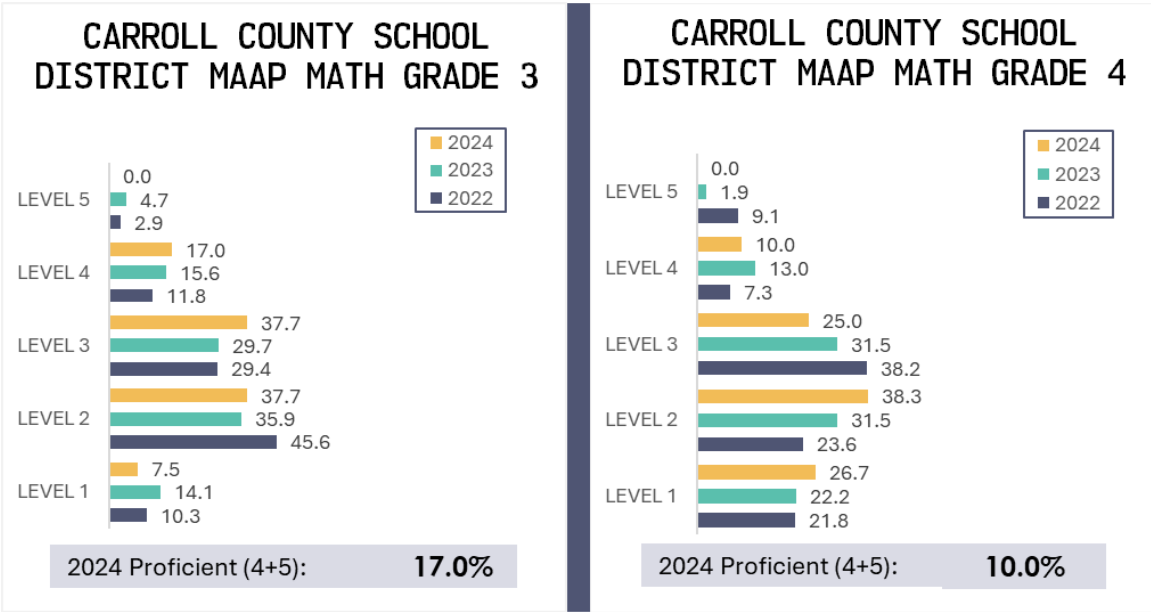


Figure 39: District MAAP Math Grades 3 and 4

District Profile

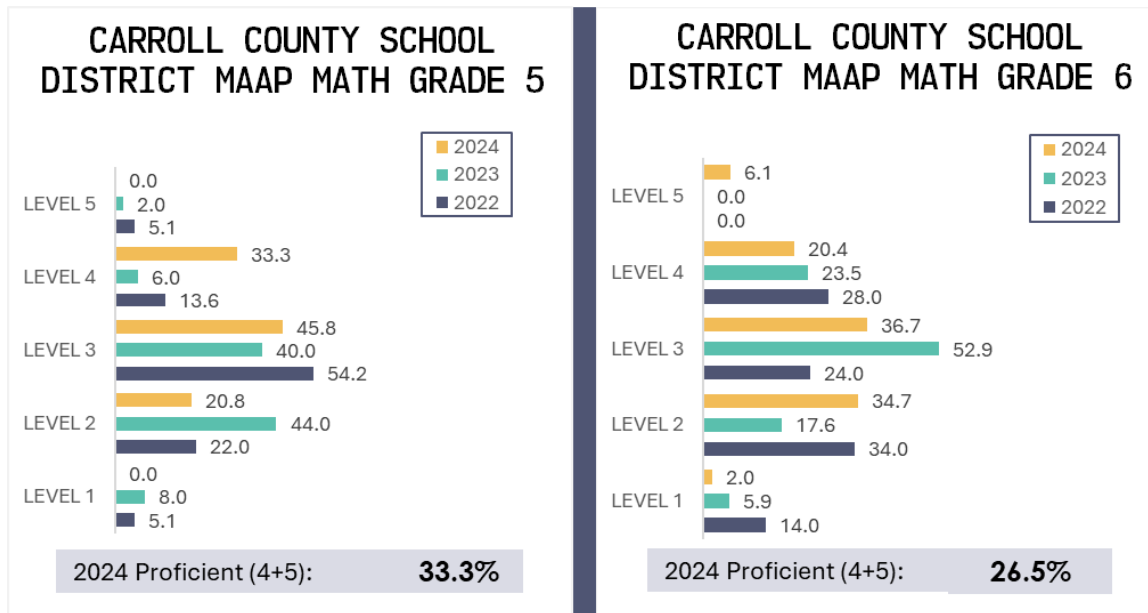


Figure 40: District MAAP Math Grades 5 and 6

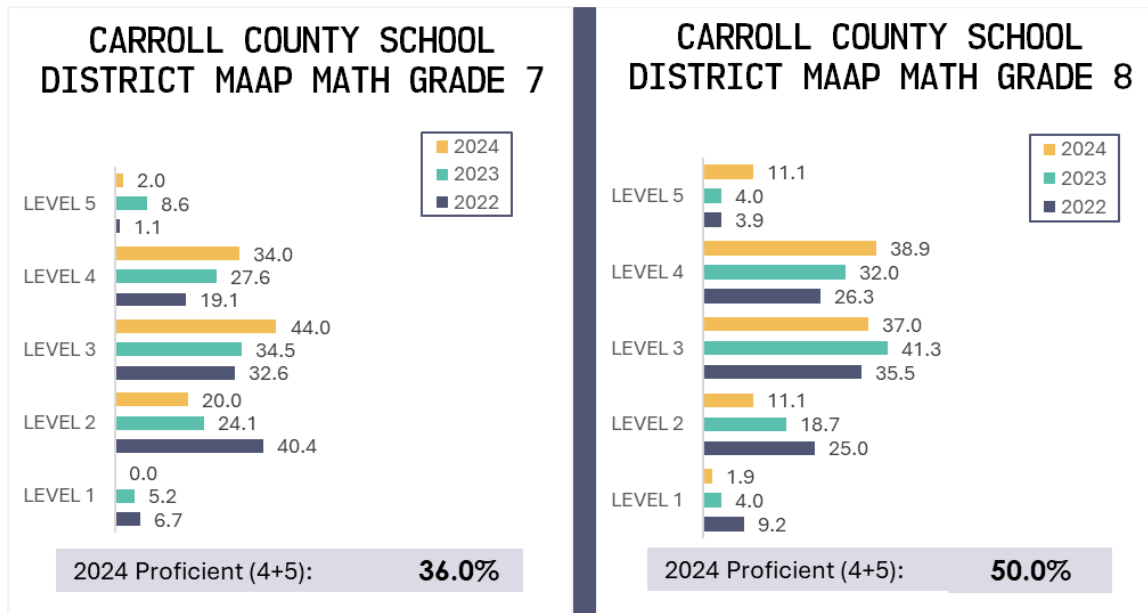


Figure 41: District MAAP Math Grades 7 and 8

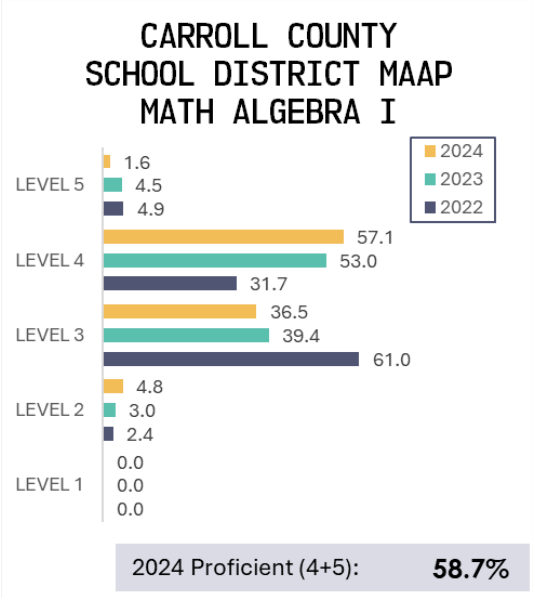


Figure 42: District MAAP Math Algebra I

## MAAP SCIENCE

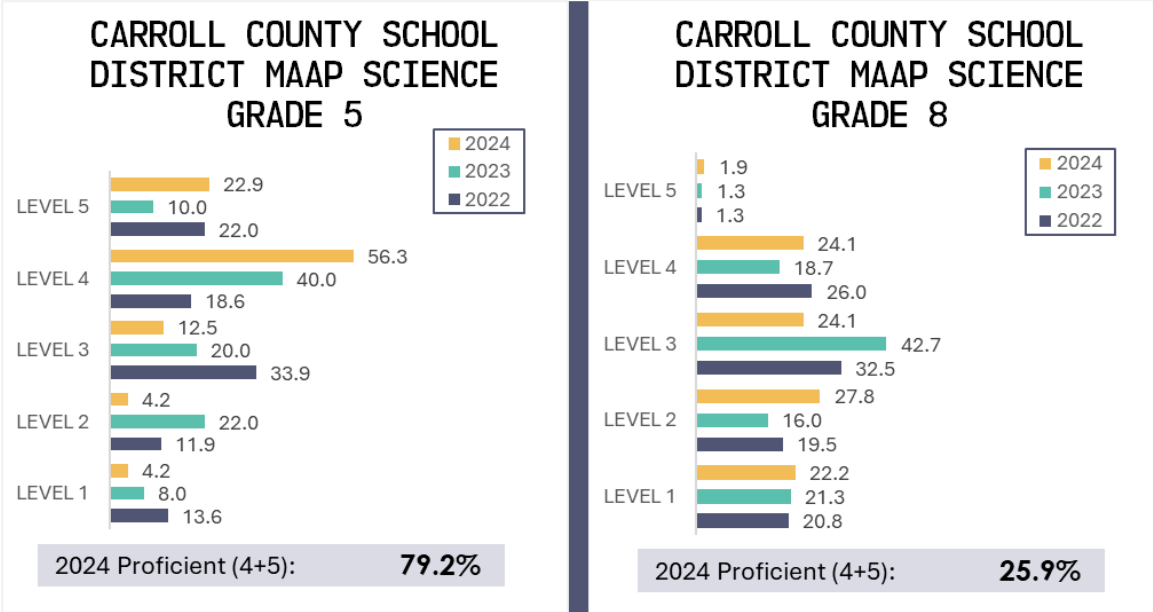


Figure 43: District MAAP Science Grades 5 and 8

## MAAP END OF COURSE

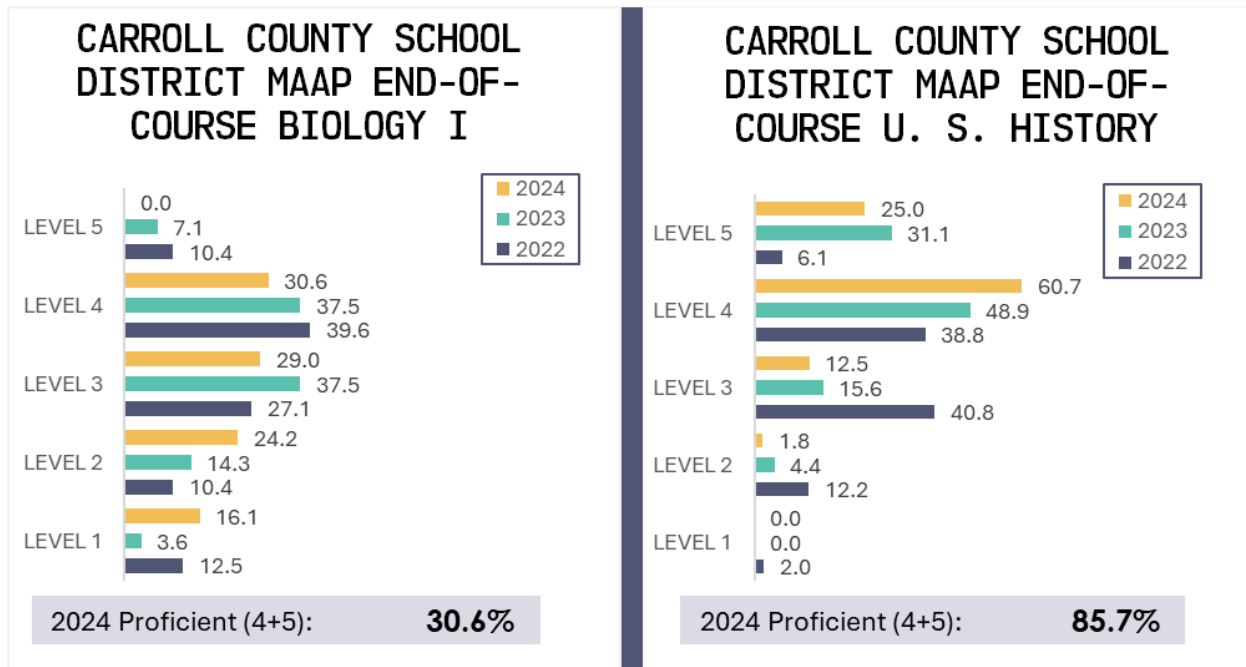


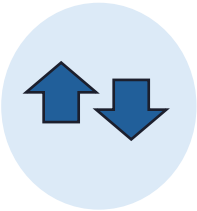
Figure 44: District MAAP EOC Biology I and U. S. History

### Mississippi Student Achievement Reaches All-Time High In Mathematics, English Language Arts (ELA) And Science

Overall, for 2023-24, the percentage of students scoring proficient or advanced on the MAAP assessment in Mississippi reached a record high of 47.8% in ELA, 56.3% in mathematics and 63.4% in science. U.S. History decreased slightly from 71.4% in 2022-23 to 70.9% in 2023-24.

“The continued rise in student achievement across Mississippi is a testament to the hard work and dedication of our students, teachers and school leaders,” said Dr. Lance Evans, state superintendent of education. “Our focus now is on building more momentum to guarantee that all our graduates are prepared for the challenges and opportunities they will encounter in college, their careers, and life.”

(MDE, 2024)



### MAAP GAIN/LOSS OVER TIME

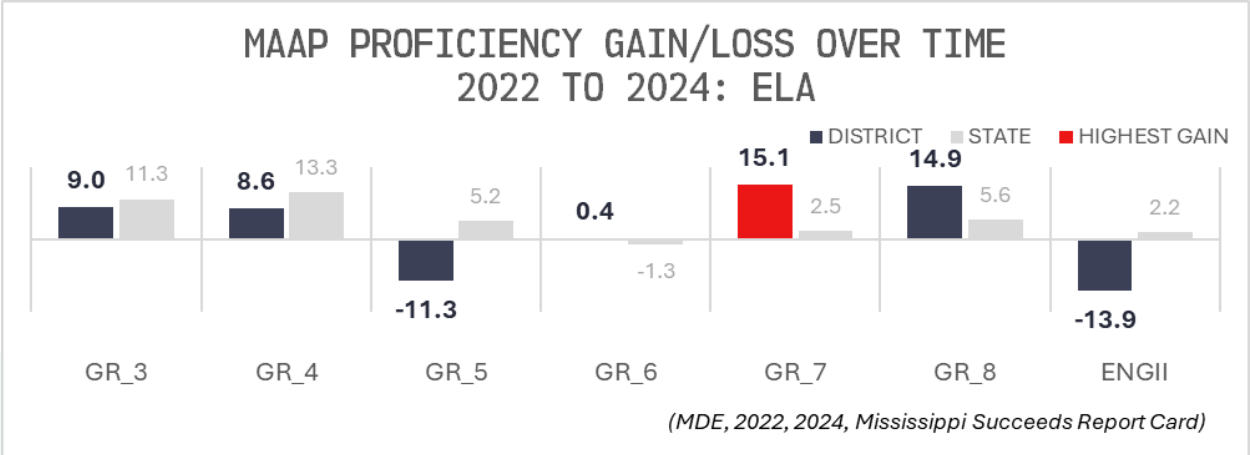


Figure 45: District MAAP Proficiency Gain/Loss Over Time: ELA

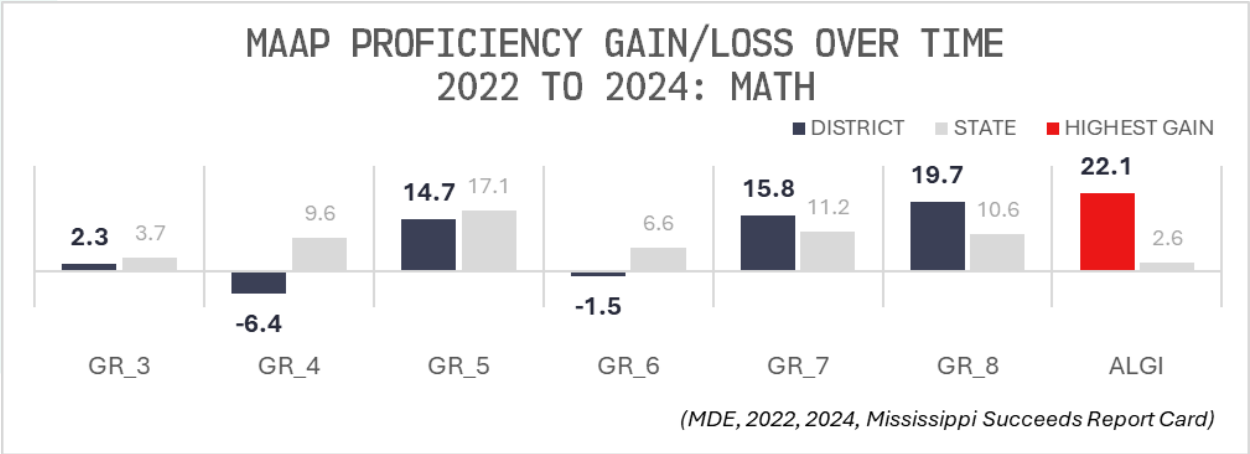


Figure 46: District MAAP Proficiency Gain/Loss Over Time: Math

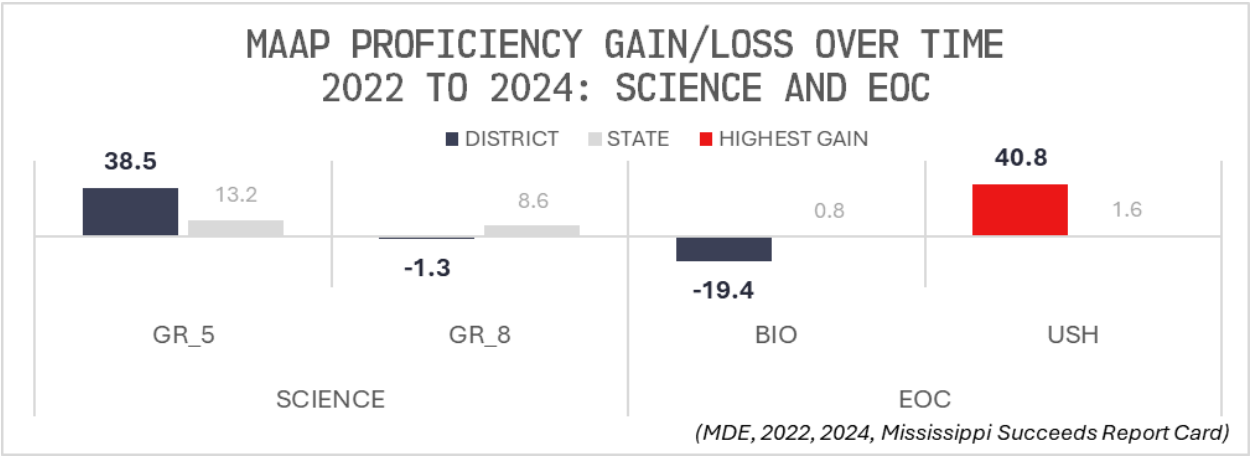


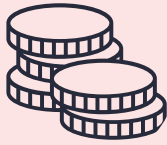
Figure 47: District MAAP Proficiency Gain/Loss Over Time: Science and EOC



# FINANCE

## TAKEAWAY

Total district expenditures, including capitalized equipment, increased by \$2.2 million since 2020—a 58.4% rise over five years and a 14.8% increase since 2023. The majority of this growth came from federal funding, which rose by \$1.5 million. State and local contributions also grew modestly. Federal Title program allocations increased slightly from 2024 to 2025, with the largest jump in Title I funding. Although the district received less MAEP funding in 2024 compared to 2023 due to enrollment and attendance declines, it was still allocated \$4.4 million—about \$217,000 less than the prior year and \$505,000 below full funding.



# REVENUE

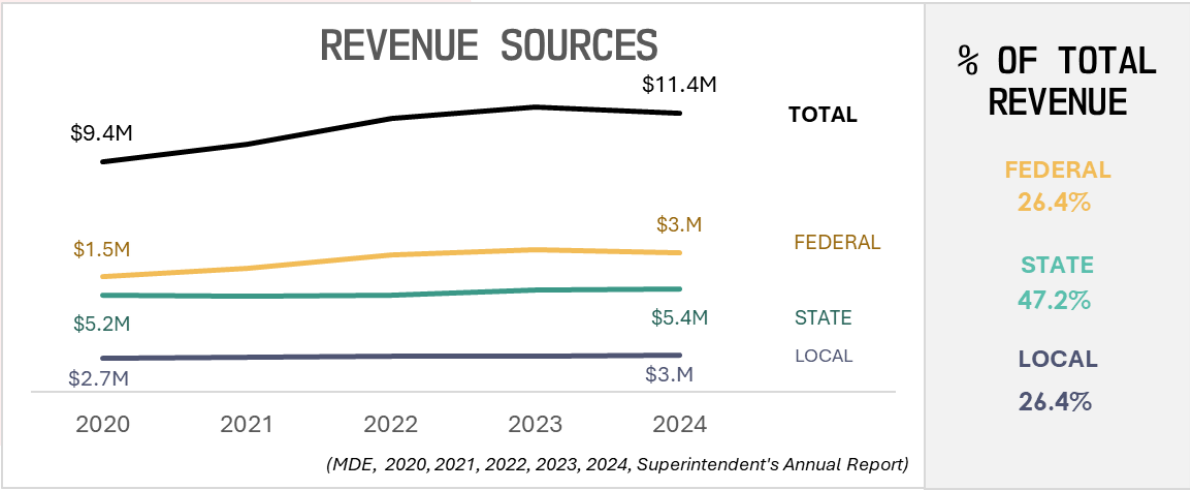


Figure 48: District Revenue Sources

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS				
FY2024 FULL FUND	FY2024 ALLOCATION	FY2023 ALLOCATION	BELOW FULL (10.5%)	+/- FY2023 VS FY2024
\$4.9M	\$4.4M	\$4.6M	\$505.5K	-\$217.3K

(MDE, 2024, Allocations)

Figure 49: Mississippi Adequate Education Program (MAEP) Allocations

FEDERAL TITLE PROGRAMS FUNDING ALLOCATIONS					
	2021	2022	2023	2024	2025
TITLE I A	\$368.5K	\$365.3K	\$363.3K	\$360.2K	\$377.8K
TITLE II A	\$67.1K	\$68.6K	\$68.0K	\$65.3K	\$67.1K
TITLE IV A	\$27.9K	\$27.6K	\$28.3K	\$28.2K	\$26.3K
TITLE V B	\$17.3K	\$18.5K	\$22.2K	\$24.9K	\$26.7K
ESSER 1	\$304.5K				
ESSER 2	\$1.2M				

(MDE, 2021, 2022, 2023, 2024, 2025, MCAPS)

Figure 50: District Federal Title Programs Funding Allocation



# 2025 FUNDING

The Mississippi Student Funding Formula (MSFF), signed into law in May of 2024, replaced the Mississippi Adequate Education Program (MAEP).

MSFF is a

weighted funding formula based on net enrollment and a base student amount (BSA), with additional weights for various student categories including low-income students, English-language learners, special education, gifted, and career and technical education students.

Starting in FY25, the base (BSA) will be \$6,695.34; combined with the weighted categories, MSFF resulted in an estimated \$2.96 billion in state funding for public schools, an increase of over \$200 million from the current fiscal year under the MAEP formula.

MSFF includes an “objective formula” to recalculate the BSA every four years, starting in FY29. In the intervening years between recalculations (including the three fiscal years between FY25 and the first recalculation in FY29), the BSA will be subject to an inflationary component.

## Net Enrollment

Unlike MAEP, the MSFF will base funding on the net enrollment, a count of students enrolled in each district rather than ADA, or average daily attendance, a count of students present at school each day. Due to student absences, counting students using net enrollment will yield a higher count—though the exact amount will vary by district.

### DISTRICT MSFF FUNDING 2025

MISSISSIPPI STUDENT FUNDING FORMULA (MSFF) REPLACES MISSISSIPPI ADEQUATE EDUCATION FUNDING (MAEP)

#### BASELINE MSFF



Core funding based on enrollment and needs



#### PERS INCREASE



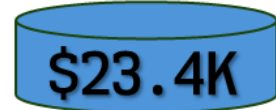
Additional funds for retirement system



#### HEALTH INSURANCE INCREASE



Extra funds for health coverage



#### TOTAL MSFF ALLOCATION



MSFF, PERS & Health Insurance Increase



**MORE THAN**

**\$5.0M**

THE ESTIMATED TOTAL 2024 MAEP ALLOCATION

(MDE, 2025, MSFF)

# Weighted Criteria

Counts of students who meet certain criteria are weighted. For instance, a low-income student carries an additional weight of 30%. In other words, each applicable student is counted as 1.3 students. Criteria can also be cumulative; that is, a student who falls into two weighted categories receives a bonus for both. For instance, a student who is both low-income and an English language learner would count as 1.45 students (0.3 for low-income and 0.15 for EL) (Mississippi First, 2024).

## Additional Percentage Applied for Each Student Meeting Criteria



(Mississippi First, 2024)



# EXPENDITURES

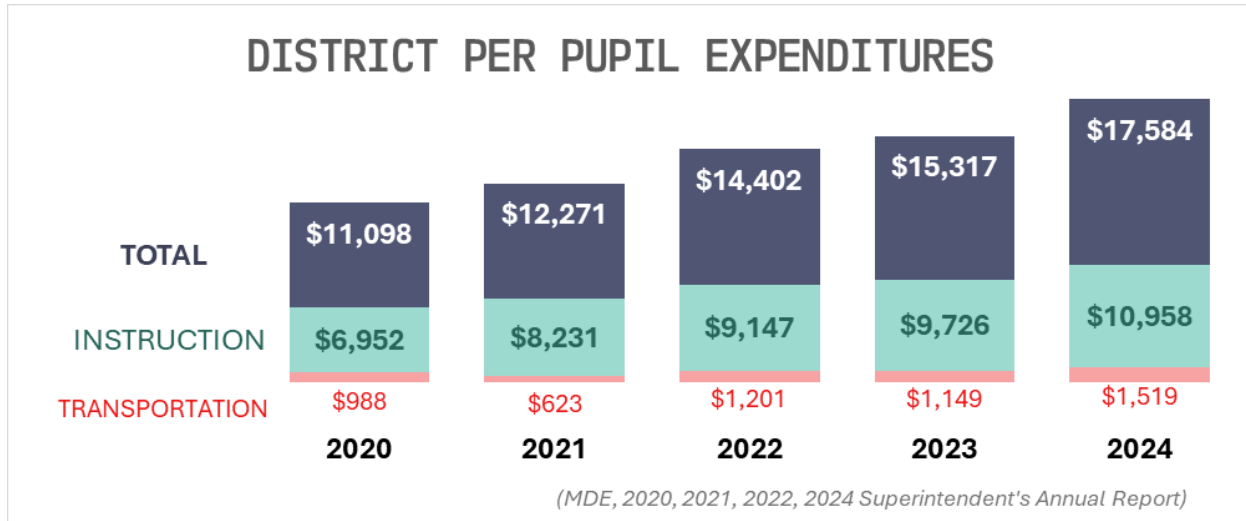


Figure 51: District Per Pupil Expenditures

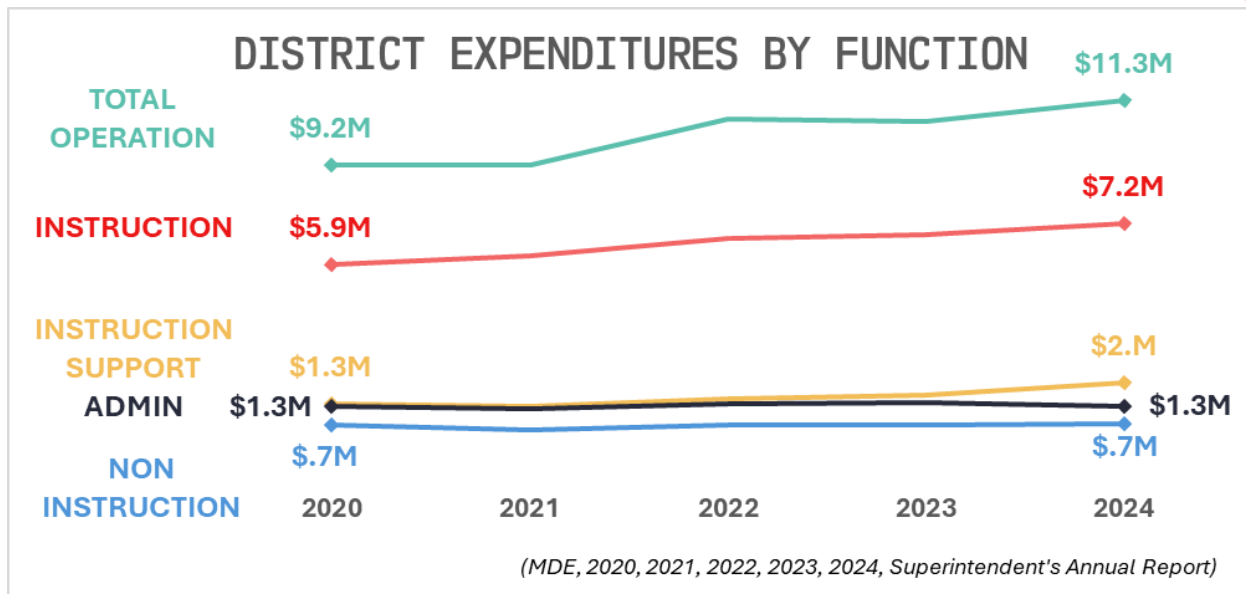
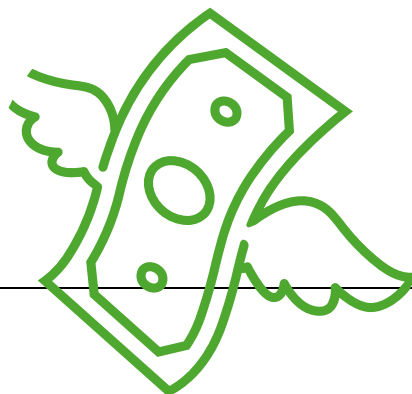


Figure 52: District Expenditures by Function



**EXPENDITURES BY FUNCTION: PERCENT OF TOTAL**

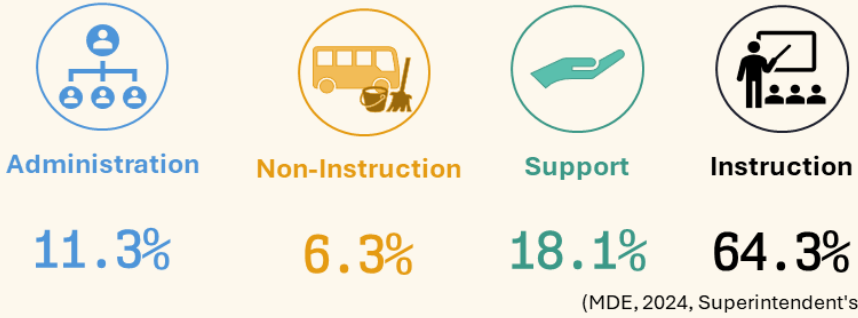


Figure 53: District Expenditures by Function: Percent of Total

**2024 DISTRICT FINANCE RANK\***

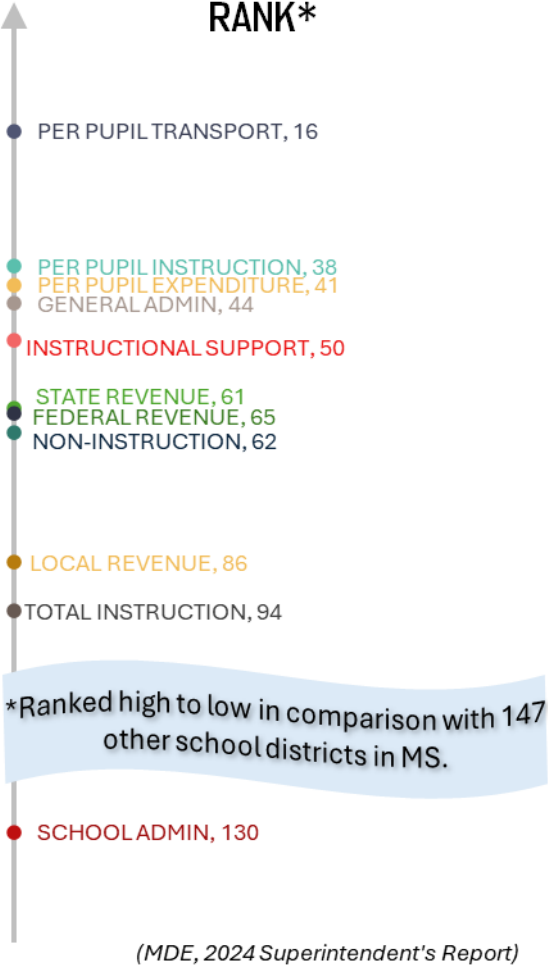


Figure 54: District Finance Rank Compared to Other Districts



“If a man empties his purse into his head, no one can take it from him. An investment in knowledge always pays the highest return.”

Benjamin Franklin

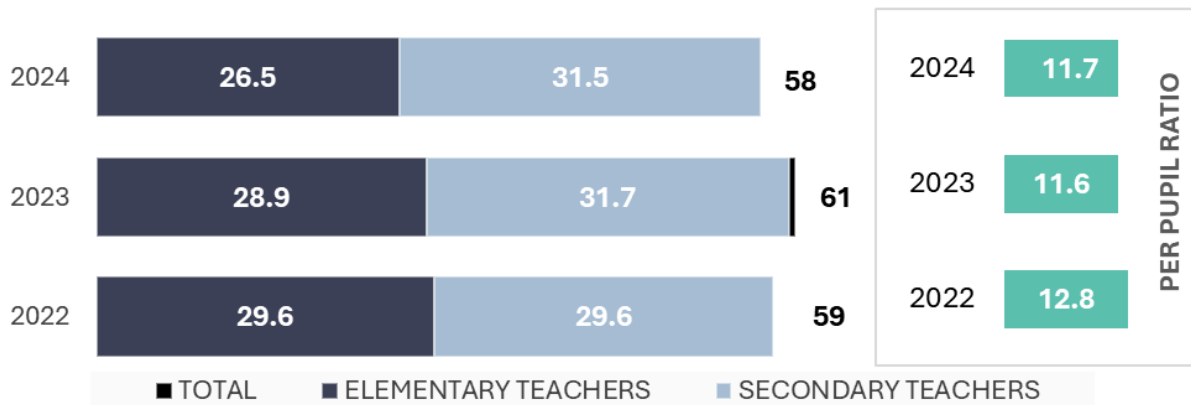
# PERSONNEL



## TAKEAWAY

The percentage of experienced teachers in the district increased to 87.5% in 2024, while provisional licenses remained low at 1.7%. All teachers in high-poverty schools were experienced. The student-teacher ratio improved slightly to 11.7. Average salaries increased across all instructional staff, with the largest gains for elementary teachers. Most administrative salaries also rose, though supervisors saw a notable decrease. Support staffing levels, including guidance counselors and librarians, remained steady overall.

### DISTRICT CLASSROOM TEACHERS AND PER PUPIL RATIO



(MDE, 2022, 2023, 2024, Superintendent's Annual Report)

Figure 55: District Classroom Teachers and Per Pupil Ratio

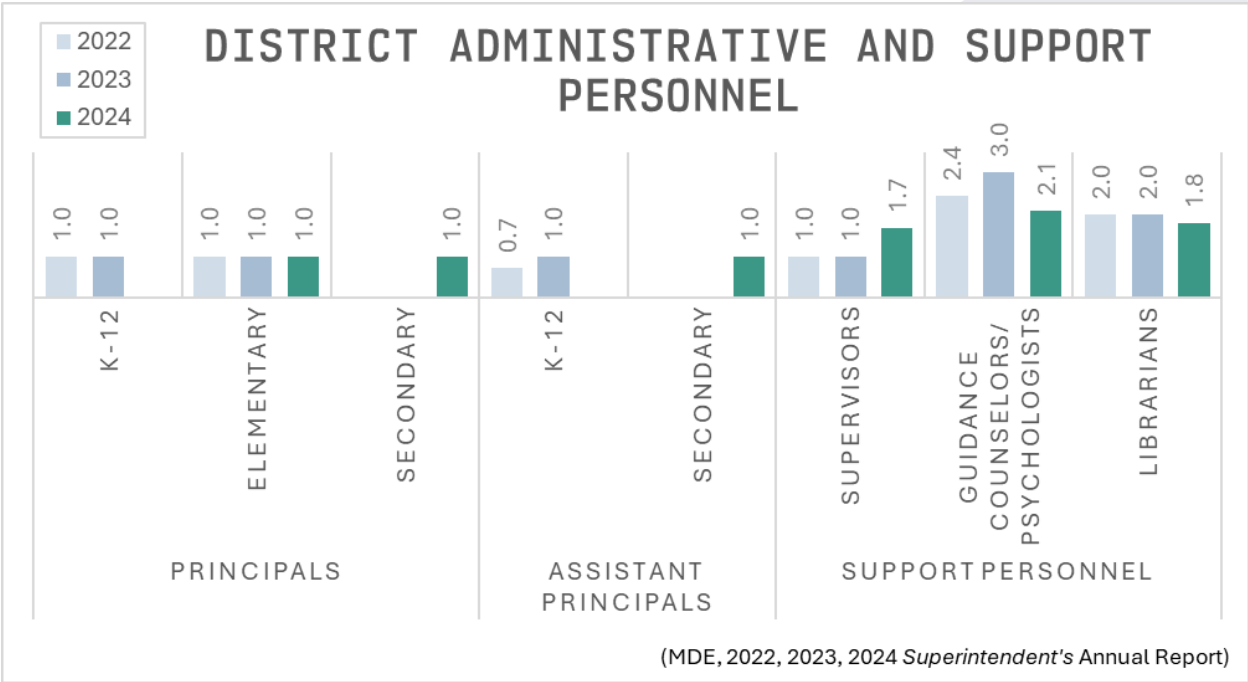


Figure 56: District Administrative and Support Personnel

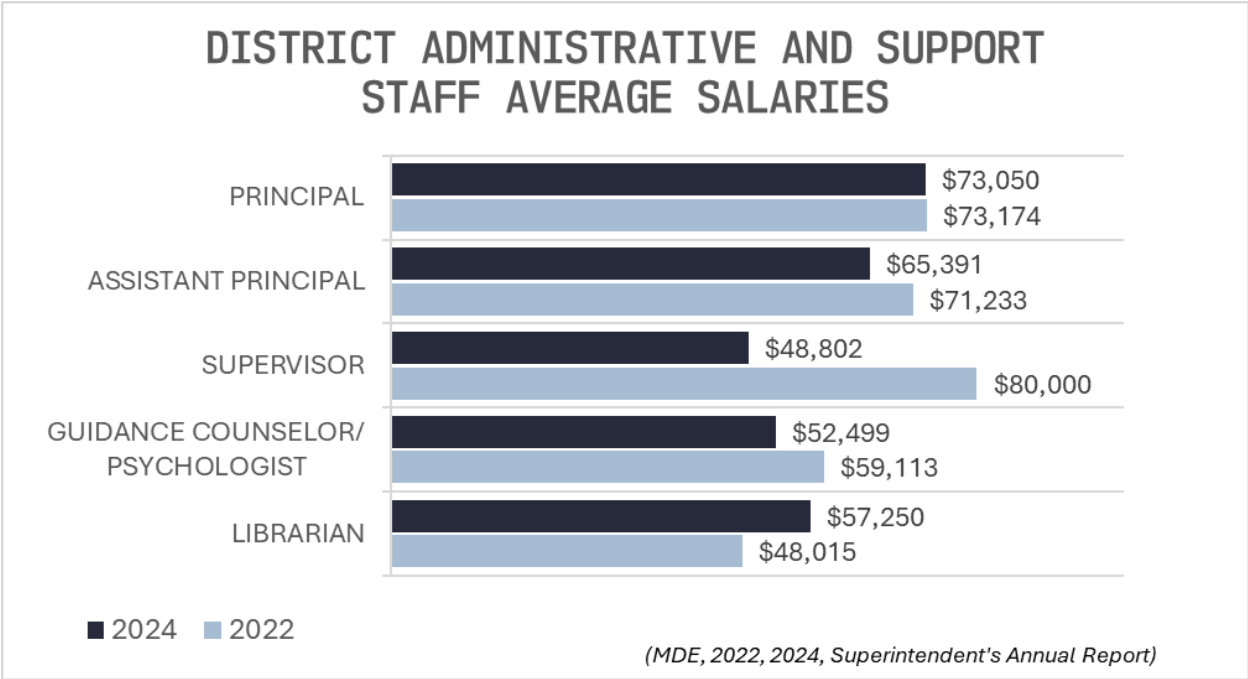


Figure 57: District Administrative and Support Staff Average Salaries

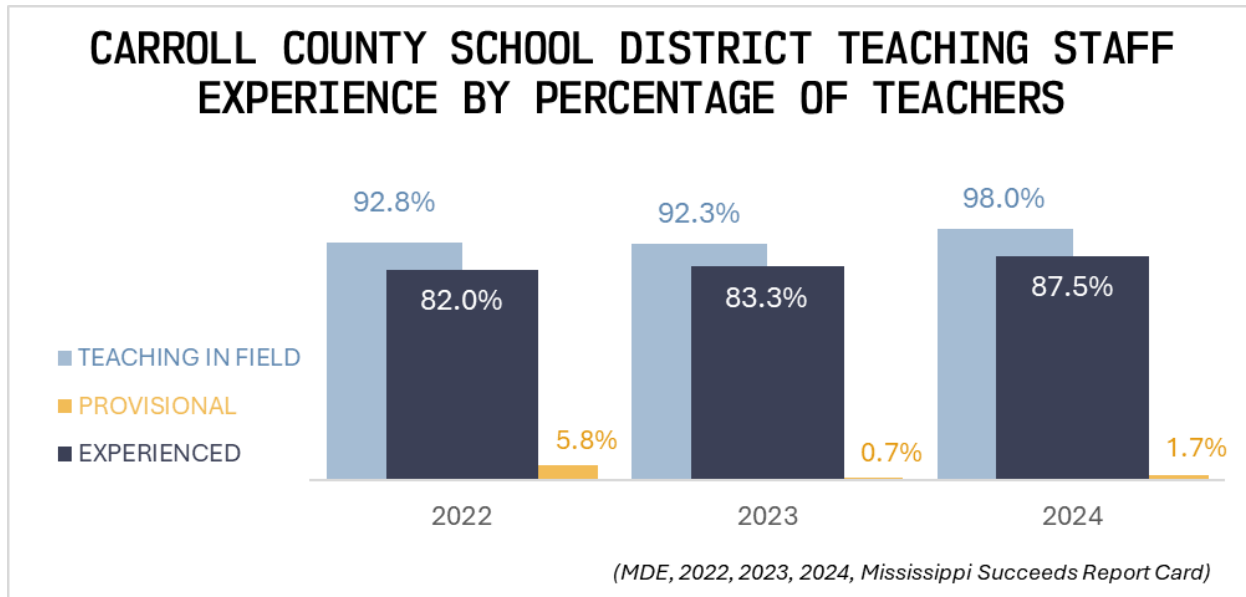


Figure 58: District Teaching Staff Experience by Percentage of Teachers

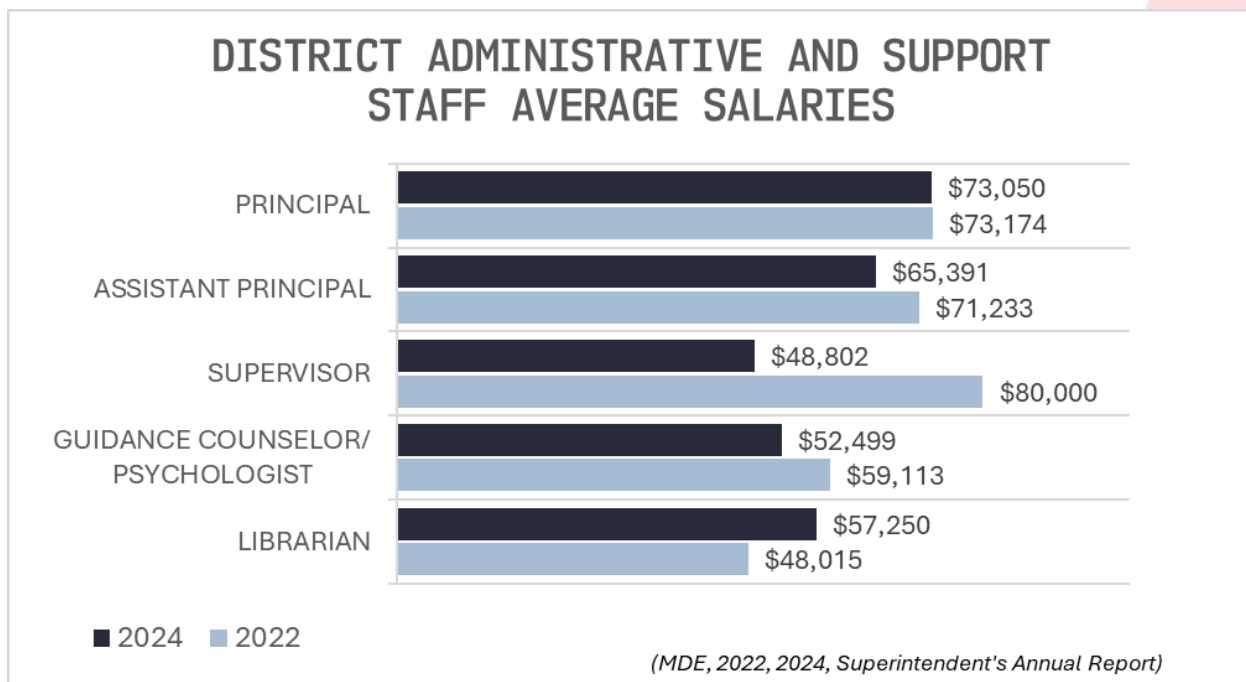
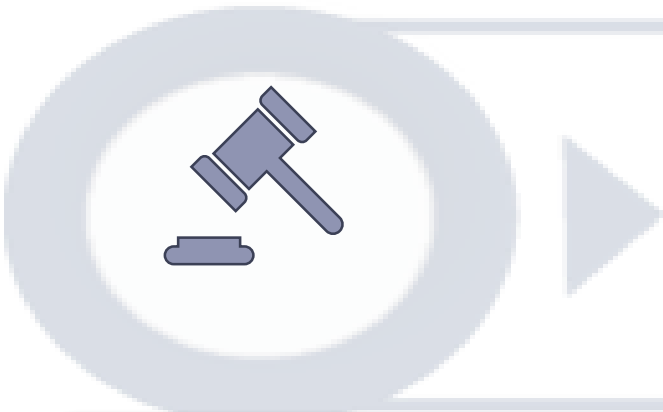


Figure 59: District Teacher and Personnel Average Salaries





# DISCIPLINE

## TAKEAWAY

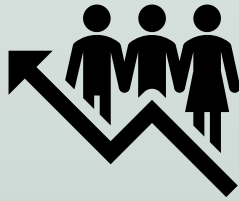
Disciplinary incidents declined in 2024, with decreases in both in-school suspensions and reported acts of violence. Out-of-school suspensions remained high, particularly among male students and students with disabilities. Expulsions stayed below reportable thresholds. Referrals to law enforcement and school-based arrests remained minimal districtwide.

CARROLL COUNTY SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	9.0	11.8	8.0	13.7	17.0	17.6	≤5	≤5	
GENDER	FEMALE	5.8	6.7	5.8	9.8	10.7	12.2	≤5		
	MALE	11.8	16.6	10.2	17.1	22.8	23.1		≤5	
RACE	ASIAN	13.3		8.3		6.3	16.7			
	BLACK OR AFRICAN AMERICAN	10.6	13.2	9.4	14.0	19.2	18.1		≤5	
	HISPANIC OR LATINO						5.6			
	TWO OR MORE RACES	5.6	14.3	8.3	5.6	19.1				
	WHITE	7.7	11.4	6.8	16.0	15.9	19.6	≤5	≤5	
DISABILITY	STUDENTS WITH DISABILITIES	5.4	10.6	5.4	7.8	14.8	27.7			
	STUDENTS WITHOUT DISABILITIES	9.6	12.1	8.6	14.7	17.4	15.3	≤5	≤5	
EL	LIMITED ENGLISH PROFICIENCY	≤5				≤5	11.5			
	NON LIMITED ENGLISH PROFICIENCY	9.1	12.3	8.1	14.1	17.5	17.8	≤5	≤5	
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	48.0	52.0	29.0	≤5			≤5		
GENDER	FEMALE	20.0	21.0		≤5			≤5		
	MALE	28.0	31.0	23.0	≤5			≤5		
RACE	ASIAN				≤5			≤5		
	BLACK OR AFRICAN AMERICAN	34.0	41.0	19.0	≤5			≤5		
	HISPANIC OR LATINO				≤5			≤5		
	TWO OR MORE RACES		≤10		≤5			≤5		
	WHITE	14.0	≤10		≤5			≤5		
DISABILITY	STUDENTS WITH DISABILITIES	≤10	≤10	11.0	≤5			≤5		
	STUDENTS WITHOUT DISABILITIES	43.0	45.0	18.0	≤5			≤5		
EL	LIMITED ENGLISH PROFICIENCY				≤5			≤5		
	NON LIMITED ENGLISH PROFICIENCY	48.0	52.0	28.0	≤5			≤5		

(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)

Figure 60: District Disciplinary Actions Reported to MDE

# DISTRIBUTION OF SURVEY RESPONDENTS



## 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.

**EIGHTY-NINE** (89) respondents from four stakeholder groups and two schools responded to the Comprehensive Needs Assessment Survey in 2025. The figure below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in the subsequent graphs and charts. Responses from all groups were totaled and divided by the number of survey respondents to calculate district-wide percentage distributions. Additional graphs detail the responses disaggregated by stakeholder group, school, and grade where appropriate.

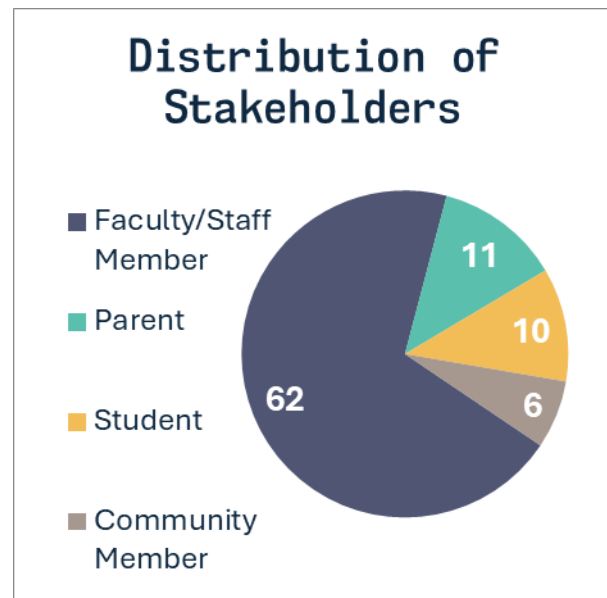


Figure 61: Distribution of Stakeholders

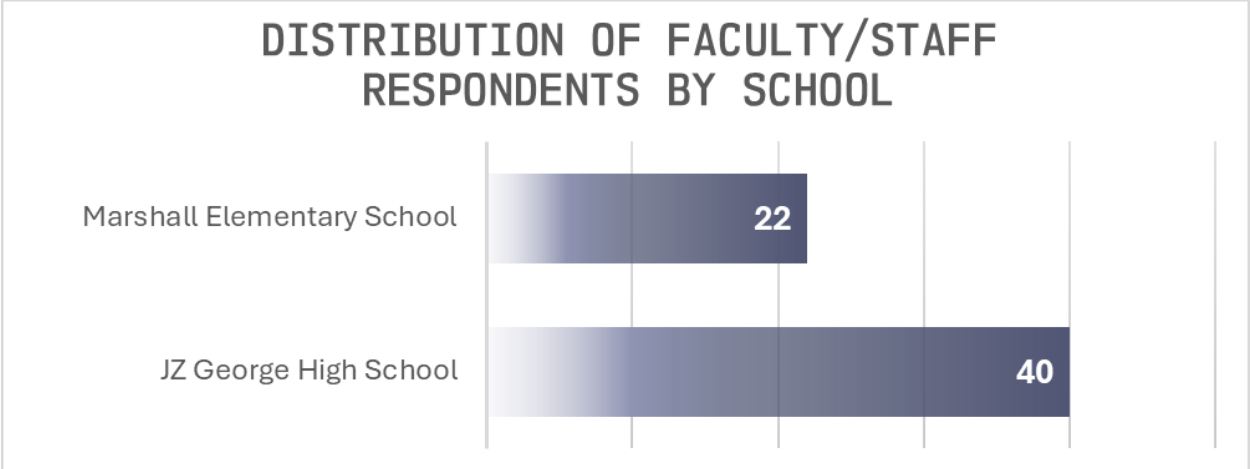


Figure 62: Distribution of Faculty/Staff Respondents by School

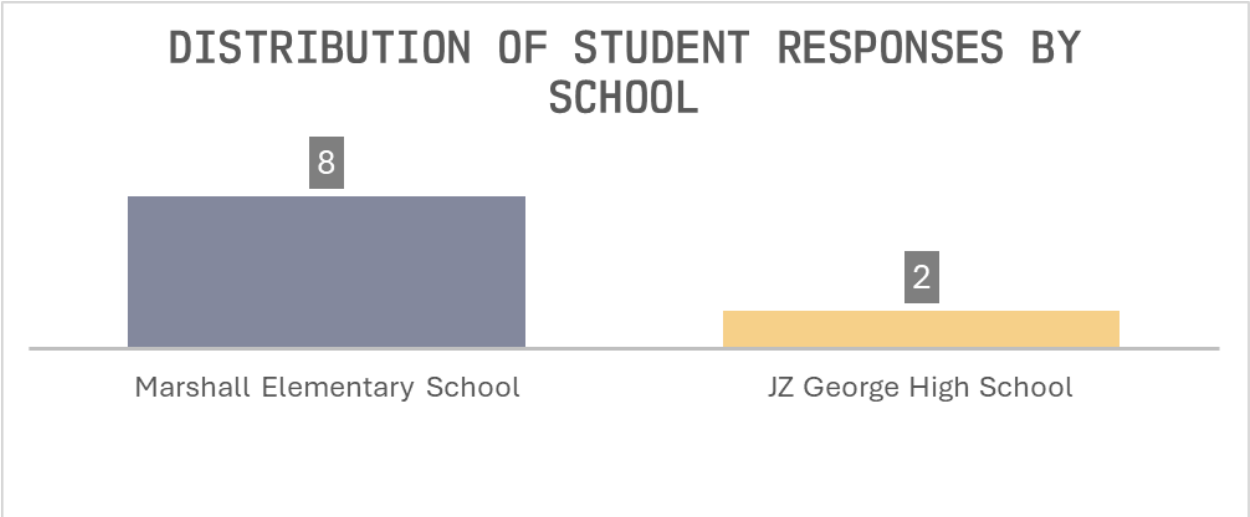


Figure 63: Distribution of Student Respondents by School

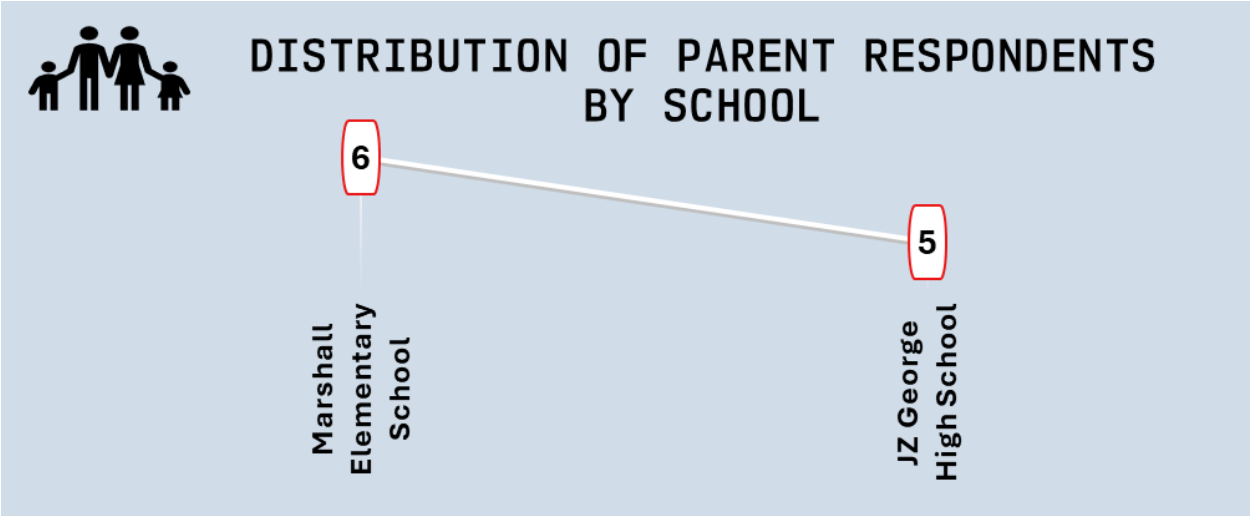


Figure 64: Distribution of Parent Respondents by School

# UNIVERSAL QUESTIONS

## *FACULTY, STAFF, PARENTS, COMMUNITY MEMBERS, AND STUDENTS*

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

## *FEDERAL PROGRAMS*

<b>In my experience, teachers in my school (district) are state certified and effective.</b>		
	Count	Percentage
Strongly Agree	39	43.8%
Agree	44	49.4%
Disagree	3	3.4%
Strongly Disagree	1	1.1%
Not Applicable or No Information	2	2.2%

## *TITLE IV-A*

<b>The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).</b>		
	Count	Percentage
Strongly Agree	43	48.3%
Agree	36	40.4%
Disagree	3	3.4%
Strongly Disagree	1	1.1%
Not Applicable or No Information	6	6.7%

<b>The district technology staff works to update and maintain the classroom technology to enhance student progress and to improve student achievement.</b>		
	Count	Percentage
Strongly Agree	26	29.2%
Agree	46	51.7%
Disagree	7	7.9%
Strongly Disagree	4	4.5%
Not Applicable or No Information	6	6.7%

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

	Count	Percentage
Strongly Agree	36	40.4%
Agree	44	49.4%
Disagree	6	6.7%
Strongly Disagree	1	1.1%
Not Applicable or No Information	2	2.2%

## *CURRICULUM AND INSTRUCTION*

**The programs of this school (district) meet the requirement of students with special needs (varied physical, intellectual needs, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	23	25.8%
Agree	47	52.8%
Disagree	12	13.5%
Strongly Disagree	3	3.4%
Not Applicable or No Information	4	4.5%

## *PARENT, FAMILY, AND COMMUNITY ENGAGEMENT*

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

	Count	Percentage
Strongly Agree	39	43.8%
Agree	39	43.8%
Disagree	4	4.5%
Strongly Disagree	3	3.4%
Not Applicable or No Information	4	4.5%

**Parents feel welcome in our school.**

	Count	Percentage
Strongly Agree	32	36.0%
Agree	43	48.3%
Disagree	8	9.0%
Strongly Disagree	2	2.2%
Not Applicable or No Information	4	4.5%

<b>For the most part, I am satisfied with our school.</b>		
	Count	Percentage
Strongly Agree	28	31.5%
Agree	42	47.2%
Disagree	13	14.6%
Strongly Disagree	4	4.5%
Not Applicable or No Information	2	2.2%

## *SCHOOL CLIMATE AND CULTURE*

<b>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.</b>		
	Count	Percentage
Strongly Agree	25	28.1%
Agree	50	56.2%
Disagree	6	6.7%
Strongly Disagree	5	5.6%
Not Applicable or No Information	3	3.4%

<b>I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.</b>		
	Count	Percentage
Strongly Agree	26	29.2%
Agree	42	47.2%
Disagree	17	19.1%
Strongly Disagree	2	2.2%
Not Applicable or No Information	2	2.2%

<b>This school (district) provides a clean, well-maintained, and pleasant environment for learning.</b>		
	Count	Percentage
Strongly Agree	25	28.1%
Agree	50	56.2%
Disagree	10	11.2%
Strongly Disagree	2	2.2%
Not Applicable or No Information	2	2.2%

# DISTRICT STRENGTHS AND CHALLENGES

*Eighty-nine (89) stakeholders from two schools responded to the 2025 Carroll County School District Comprehensive Needs Assessment survey online. Students comprise 11.2% of the total. Faculty/staff members represent 78.5% of the adult response, with parents accounting for 13.9%. Community members make up 7.6% of the adult response or 6.7% of the total.*

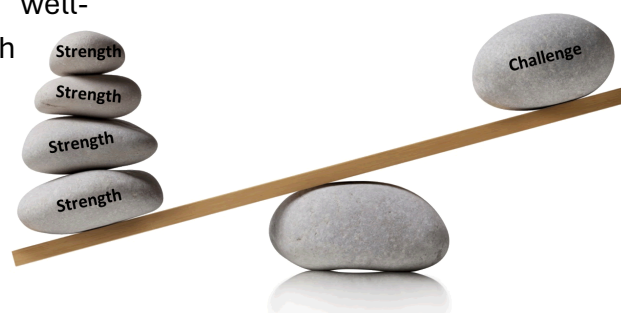
**Carroll County School District is a successful district focused on teaching and learning.**

District enrollment has decreased -8.8% since 2020. The district increased to a “B” accountability rating in 2024. The district experienced a -.08% change in average daily attendance between 2022 and 2023, and chronic absence dropped to 26.2%. The district's graduation rate rose to 88.9%; the dropout rate decreased to 11.1%.

Stakeholder responses to the universal question survey reflect broad support for district operations and priorities. Nearly all participants agree that teachers are certified and effective, with over 93% affirming this statement. Safety and order were also positively rated, with almost 90% agreeing that the district provides a secure learning environment.

Technology-related statements received generally favorable responses, with more than 90% indicating the district complies with internet safety regulations, and over 80% agreeing that technology is maintained to support instruction. Parent and community engagement was another area of strength. Nearly 88% believe the district promotes communication between parents and teachers, and more than 84% feel welcome in the school setting. Opinions were slightly more varied on curriculum and instructional services. About 79% agree that the district meets the needs of students with special needs, while roughly 17% disagreed.

School climate ratings were mostly favorable. More than 84% say students have access to learning resources like libraries and technology, and the same percentage believe the school environment is clean and well-maintained. About 76% are satisfied with how students are treated by staff, though a small number expressed concerns. Overall, most respondents report being satisfied with the school district.



# NOTES

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# DISTRICT CNA SURVEY

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## Introduction

***DIFFERENT GROUPS OF STAKEHOLDERS FROM*** Carroll County School District were asked to respond to questions about the district and its schools. While some questions were answered by members from more than one stakeholder group, others were targeted toward specific respondents. Sixty-two (62) faculty members, eleven (11) parents, ten (10) students, and six (6) community members responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; and Professional Development. A summary of responses to any open-ended questions can be found in the survey results for each school.

## ***DISTRICT FACULTY AND STAFF SURVEY***

### FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	32	51.6%
Agree	27	43.5%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.2%

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<b>I use disaggregated student data to inform classroom decisions and instructional practices.</b>		
	Count	Percentage
Strongly Agree	22	35.5%
Agree	21	33.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	19	30.6%

<b>I use effective, evidence-based strategies for:</b>					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	38.7%	43.5%	0.0%	0.0%	17.7%
Closing the achievement gap between diverse groups of students.	27.4%	51.6%	3.2%	0.0%	17.7%
Successful classroom management.	35.5%	43.5%	1.6%	1.6%	17.7%
Teaching special needs students.	30.6%	43.5%	4.8%	1.6%	19.4%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	17.7%	51.6%	6.5%	0.0%	24.2%

<b>Identify the educational needs of the students at your school who meet the homeless definition.</b>		
	Count	Percentage
Expedited evaluation services for students with learning disabilities	28	45.2%
Expedited evaluation services for students with limited English	32	51.6%
Expedited evaluation services for gifted and talented students	17	27.4%
Additional academic support	34	54.8%
Tutoring	35	56.5%
Enrichment educational services	26	41.9%
Counseling	32	51.6%
Mentors	21	33.9%
School supplies	36	58.1%
School uniforms	32	51.6%
Dental referrals	15	24.2%
Medical referrals	18	29.0%
Bullying assistance	16	25.8%

## TITLE IV-A

### 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	27	43.5%
Supporting college and career counseling	32	51.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	39	62.9%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	26	41.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	23	37.1%

### 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	26	41.9%
Providing school-based mental health services and counseling	32	51.6%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	22	35.5%
Establishing or improving dropout prevention	24	38.7%
Supporting re-entry programs and transition services for Justice-involved youth	9	14.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	31	50.0%
Implementing systems and practices to prevent bullying and harassment	21	33.9%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	18	29.0%
Establishing community partnerships	26	41.9%

**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	31	50.0%
Building technological capacity and infrastructure	31	50.0%
Carrying out innovative blended learning projects	18	29.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	28	45.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	27	43.5%

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

	Count	Percentage
Strongly Agree	27	43.5%
Agree	28	45.2%
Disagree	2	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.1%

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

	Count	Percentage
Strongly Agree	15	24.2%
Agree	36	58.1%
Disagree	4	6.5%
Strongly Disagree	3	4.8%
Not Applicable or No Information	4	6.5%

**My biggest equipment needs are:**

	Count	Percentage
Computers	26	41.9%
Software	21	33.9%
Mobile laptop computers	29	46.8%
Listening centers	6	9.7%
Interactive white board	15	24.2%
Classroom response system (clickers)	8	12.9%
Digital slates (e.g. iPad, Microsoft Pro)	13	21.0%

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

	Count	Percentage
Strongly Agree	26	41.9%
Agree	31	50.0%
Disagree	4	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.6%

## CURRICULUM AND INSTRUCTION

**The programs of this school (district) meet the requirement of students with special needs (varied physical, intellectual needs, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	11	17.7%
Agree	38	61.3%
Disagree	9	14.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	6.5%

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

	Count	Percentage
Strongly Agree	14	22.6%
Agree	30	48.4%
Disagree	3	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	15	24.2%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	21	33.9%
Utilize technology such as class websites, blogs, and videos	28	45.2%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	17	27.4%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	26	41.9%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	32	51.6%

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

	Count	Percentage
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	18	29.0%
Use bilingual handouts and cues	9	14.5%
Use visual displays, portable white boards, and posters when giving instructions	29	46.8%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	23	37.1%

**How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?**

	Count	Percentage
Through regular scheduling	31	50.0%
Teachers provide unique instructional time inside the classroom for English instruction.	12	19.4%
Mentoring with another student	21	33.9%
Not Applicable	18	29.0%

**Does your school have an adequate number of certified teachers to instruct EL students?**

	Count	Percentage
Yes	30	48.4%
No	32	51.6%

**Please check the areas below that are routinely evaluated to determine the needs of EL students?**

	Count	Percentage
Language Spoken in the Home	39	62.9%
Language Proficiency of the Parent	28	45.2%
Level of Parental Involvement	21	33.9%
Family income and socioeconomic status	9	14.5%
Visual Screening Result	17	27.4%
Auditory Screening Result	19	30.6%
Grade Retention (if applicable)	12	19.4%
Number of Failed Courses	12	19.4%
Dropout Status (if applicable)	11	17.7%
Enrichment programs/activities	22	35.5%
Supplemental Academic Instruction	24	38.7%
Behavioral Supports	8	12.9%
Counseling Services	22	35.5%

**Please check the areas below that are routinely evaluated to determine the needs of EL students?**

	Count	Percentage
Discipline Records	7	11.3%
Social-Emotional Learning Services	9	14.5%
Social Behavioral Assessment Inventory Score	5	8.1%
Mental Health Supports	5	8.1%

**What services are offered to students who are incarcerated?**

	Count	Percentage
Tutoring	8	12.9%
Mental Health Services	3	4.8%
Counseling	4	6.5%
Transitional Services	2	3.2%
Not applicable	53	85.5%

**Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?**

	Count	Percentage
Yes	10	16.1%
No	3	4.8%
Not applicable	49	79.0%

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	26	41.9%
Agree	31	50.0%
Disagree	2	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.8%

**Parents feel welcome in our school.**

	Count	Percentage
Strongly Agree	25	40.3%
Agree	31	50.0%
Disagree	4	6.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.2%

<b>For the most part, I am satisfied with our school.</b>		
	Count	Percentage
Strongly Agree	22	35.5%
Agree	30	48.4%
Disagree	8	12.9%
Strongly Disagree	1	1.6%
Not Applicable or No Information	1	1.6%

## SCHOOL CLIMATE AND CULTURE

<b>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.</b>		
	Count	Percentage
Strongly Agree	19	30.6%
Agree	35	56.5%
Disagree	6	9.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.2%

<b>I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.</b>		
	Count	Percentage
Strongly Agree	19	30.6%
Agree	32	51.6%
Disagree	9	14.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.2%

<b>This school (district) provides a clean, well-maintained, and pleasant environment for learning.</b>		
	Count	Percentage
Strongly Agree	21	33.9%
Agree	30	48.4%
Disagree	8	12.9%
Strongly Disagree	1	1.6%
Not Applicable or No Information	2	3.2%

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

	Count	Percentage
Strongly Agree	17	27.4%
Agree	24	38.7%
Disagree	12	19.4%
Strongly Disagree	4	6.5%
Not Applicable or No Information	5	8.1%

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

	Count	Percentage
Strongly Agree	31	50.0%
Agree	18	29.0%
Disagree	9	14.5%
Strongly Disagree	3	4.8%
Not Applicable or No Information	1	1.6%

## PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	29	46.8%
Agree	20	32.3%
Disagree	2	3.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	17.7%

## PROFESSIONAL DEVELOPMENT

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

	Rank
My specific content area	#1
Classroom Management	#2
Differentiated Instruction	#3
Using technology to enhance instruction	#4
Reading for at risk students	#5
Successful inclusion strategies	#6
Mississippi College and Career Readiness Standards	#7
Depth of Knowledge	#8
Writing strategies	#9
Teaching and understanding students in poverty	#10
Conflict resolution	#11
English Learners (ELs)	#12

<b>Rank your top ten choices for professional development topics.</b>	
	Rank
Response to Intervention (RTI/MTSS)	#13
Developing quality assessments	#14
Interpreting and analyzing student data	#15
Culture sensitivity	#16
Teaching and understanding homeless students	#17

<b>Teachers have adequate time for opportunities to learn from each other (professional learning communities).</b>		
	Count	Percentage
Strongly Agree	6	9.7%
Agree	36	58.1%
Disagree	17	27.4%
Strongly Disagree	2	3.2%
Not Applicable or No Information	1	1.6%

<b>The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.</b>		
	Count	Percentage
Strongly Agree	6	9.7%
Agree	29	46.8%
Disagree	12	19.4%
Strongly Disagree	7	11.3%
Not Applicable or No Information	8	12.9%

<b>I would like further guidance in:</b>		
	Count	Percentage
Arranging my classroom for maximum student learning.	12	19.4%
Keeping my students on task and engaged.	16	25.8%
Strategies for effective classroom management.	11	17.7%
Maintaining high expectations for ALL students.	17	27.4%
Strategies to get students actively engaged in the lesson.	27	43.5%
Improving the knowledge and skills in my content area.	20	32.3%
Developing comprehensive and effective lesson plans.	2	3.2%
Pedagogy and implementing the components of an effective lesson.	1	1.6%
Effective questioning to promote students to think critically.	10	16.1%
Planning lessons/activities to address individual differences.	11	17.7%
Developing and adjusting lessons to meet the needs of diverse learners.	7	11.3%
Designing flexible groups for specific learning or behavioral needs.	9	14.5%

**I would like further guidance in:**

	Count	Percentage
Implementing the Teacher Support Team (TST) process.	9	14.5%
Developing appropriate assessments for varying subgroups	4	6.5%
Analyzing and interpreting student test data.	5	8.1%
Using state standards, objectives, sample test items, and blueprints to develop appropriate assessments.	6	9.7%
Using assessment results to improve instruction.	5	8.1%

**Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?**

	Count	Percentage
Yes	40	64.5%
No	22	35.5%

**Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?**

	Count	Percentage
Yes	23	37.1%
No	39	62.9%

## *DISTRICT STUDENT SURVEY*

### FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	1	10.0%
Agree	8	80.0%
Disagree	0	0.0%
Strongly Disagree	1	10.0%
Not Applicable or No Information	0	0.0%

***Title IV-A***

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

	Count	Percentage
Strongly Agree	8	80.0%
Agree	2	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

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

	Count	Percentage
Strongly Agree	5	50.0%
Agree	5	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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**CURRICULUM AND INSTRUCTION**

**The programs of this school (district) meet the requirement of students with special needs (varied physical, intellectual needs, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	8	80.0%
Agree	2	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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**My school work is challenging and requires my best effort.**

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

**The grading and evaluation of my class work is fair.**

	Count	Percentage
Strongly Agree	2	20.0%
Agree	8	80.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

**Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:**

	Count	Percentage
Not an English Language Learner	9	90.0%
Additional academic support	0	0.0%
Tutoring	0	0.0%
Counseling	0	0.0%
A mentor	0	0.0%
School supplies	0	0.0%
Structured note taking mechanisms	0	0.0%
The teacher slows speech at times to help you understand	0	0.0%
The teacher uses gestures and demonstrations	0	0.0%
Use think aloud and think pair shares	0	0.0%
Use of bilingual handouts and cues	0	0.0%
Use of display word walls with high frequency words	1	10.0%

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

<b>Our school (district) actively promotes parent/teacher communication.</b>		
	Count	Percentage
Strongly Agree	8	80.0%
Agree	2	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

<b>Parents feel welcome in our school.</b>		
	Count	Percentage
Strongly Agree	3	30.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	10.0%

<b>For the most part, I am satisfied with our school.</b>		
	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%

## SCHOOL CLIMATE AND CULTURE

<b>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.</b>		
	Count	Percentage
Strongly Agree	4	40.0%
Agree	6	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.**

	Count	Percentage
Strongly Agree	4	40.0%
Agree	2	20.0%
Disagree	4	40.0%
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	1	10.0%
Agree	8	80.0%
Disagree	1	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

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

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

# DISTRICT PARENT SURVEY

## FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	5	45.5%
Disagree	2	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Abuse Prevention	1	9.1%
Computer Classes	2	18.2%
Conflict Resolution	1	9.1%
Discipline	1	9.1%
Drug/Alcohol Awareness	3	27.3%
English as a Second Language	1	9.1%
Health Classes	1	9.1%
Literacy Classes	2	18.2%
Math Classes	3	27.3%
Parent-to-School Relationships	3	27.3%
Parent/Child Communication	1	9.1%
Preparing for College	5	45.5%
Parenting Workshops	0	0.0%
Social Media Classes	0	0.0%
Stress/Anger Management	4	36.4%
Understanding College- and Career-Ready Standards	6	54.5%

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

	Count	Percentage
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	3	27.3%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	2	18.2%
Resource materials for parental training	1	9.1%
Training for parents to work with other parents on becoming involved in the schools	5	45.5%

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

	Count	Percentage
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	3	27.3%
Home/School Planners	3	27.3%

## TITLE IV-A

**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	3	27.3%
Supporting college and career counseling	3	27.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	3	27.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	5	45.5%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	5	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	5	45.5%
Providing school-based mental health services and counseling	2	18.2%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	27.3%
Establishing or improving dropout prevention	2	18.2%
Supporting re-entry programs and transition services for Justice-involved youth	2	18.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	2	18.2%
Implementing systems and practices to prevent bullying and harassment	7	63.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	5	45.5%
Establishing community partnerships	3	27.3%

**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	4	36.4%
Building technological capacity and infrastructure	3	27.3%
Carrying out innovative blended learning projects	1	9.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	4	36.4%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	27.3%

**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	54.5%
Agree	3	27.3%
Disagree	1	9.1%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	3	27.3%
Disagree	3	27.3%
Strongly Disagree	1	9.1%
Not Applicable or No Information	1	9.1%

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	4	36.4%
Disagree	2	18.2%
Strongly Disagree	1	9.1%
Not Applicable or No Information	1	9.1%

## CURRICULUM AND INSTRUCTION

**The programs of this school (district) meet the requirement of students with special needs (varied physical, intellectual needs, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	3	27.3%
Agree	5	45.5%
Disagree	2	18.2%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

**Is your child an English Language Learner?**

	Count	Percentage
Yes	6	54.5%
No	5	45.5%

**Please check all the services your child has access to or is receiving:**

	Count	Percentage
English Instruction	4	36.4%
Mentoring	1	9.1%
Academic or career counseling	3	27.3%
Mental Health counseling	1	9.1%

**Do you think the services your child is receiving as an English Learner are adequate for academic success?**

	Count	Percentage
Yes	6	100.0%
No	0	0.0%

**Do you think the EL faculty and staff have the required certification and training to help English Learners?**

	Count	Percentage
Yes	5	83.3%
No	1	16.7%

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

<b>Our school (district) actively promotes parent/teacher communication.</b>		
	Count	Percentage
Strongly Agree	4	36.4%
Agree	3	27.3%
Disagree	1	9.1%
Strongly Disagree	3	27.3%
Not Applicable or No Information	0	0.0%

<b>Parents feel welcome in our school.</b>		
	Count	Percentage
Strongly Agree	3	27.3%
Agree	3	27.3%
Disagree	3	27.3%
Strongly Disagree	2	18.2%
Not Applicable or No Information	0	0.0%

<b>For the most part, I am satisfied with our school.</b>		
	Count	Percentage
Strongly Agree	3	27.3%
Agree	3	27.3%
Disagree	3	27.3%
Strongly Disagree	2	18.2%
Not Applicable or No Information	0	0.0%

<b>Our school (district) provides sufficient opportunities for parent and family engagement.</b>		
	Count	Percentage
Strongly Agree	4	36.4%
Agree	2	18.2%
Disagree	3	27.3%
Strongly Disagree	2	18.2%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Parent/teacher conference	4	36.4%
Checked my child's grades/assignments online	8	72.7%
Been in contact with my child's teacher	7	63.6%
Received a newsletter from the district, school, or teacher	3	27.3%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	0	0.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	8	72.7%
Volunteered at my child's school	0	0.0%

## SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	1	9.1%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	2	18.2%
Not Applicable or No Information	1	9.1%

**I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.**

	Count	Percentage
Strongly Agree	2	18.2%
Agree	4	36.4%
Disagree	3	27.3%
Strongly Disagree	2	18.2%
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	18.2%
Agree	7	63.6%
Disagree	1	9.1%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

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## PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	5	45.5%
Agree	4	36.4%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	1	9.1%



# DISTRICT COMMUNITY SURVEY

## FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	2	33.3%
Agree	4	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

## TITLE IV-A

**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	3	50.0%
Supporting college and career counseling	4	66.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	3	50.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	4	66.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	0	0.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	5	83.3%
Providing school-based mental health services and counseling	1	16.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	2	33.3%
Establishing or improving dropout prevention	2	33.3%
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)	1	16.7%
Implementing systems and practices to prevent bullying and harassment	4	66.7%

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

	Count	Percentage
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	3	50.0%
Establishing community partnerships	5	83.3%

**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	4	66.7%
Building technological capacity and infrastructure	4	66.7%
Carrying out innovative blended learning projects	3	50.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	5	83.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	66.7%

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

	Count	Percentage
Strongly Agree	2	33.3%
Agree	3	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	16.7%

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

	Count	Percentage
Strongly Agree	1	16.7%
Agree	4	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	16.7%

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

	Count	Percentage
Strongly Agree	2	33.3%
Agree	4	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

## CURRICULUM AND INSTRUCTION

**The programs of this school (district) meet the requirement of students with special needs (varied physical, intellectual needs, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	1	16.7%
Agree	2	33.3%
Disagree	1	16.7%
Strongly Disagree	2	33.3%
Not Applicable or No Information	0	0.0%

**Citizenship is effectively taught in our schools.**

	Count	Percentage
Strongly Agree	1	16.7%
Agree	2	33.3%
Disagree	3	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	1	16.7%
Agree	3	50.0%
Disagree	1	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	16.7%

<b>Parents feel welcome in our school.</b>		
	Count	Percentage
Strongly Agree	1	16.7%
Agree	3	50.0%
Disagree	1	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	16.7%

<b>For the most part, I am satisfied with our school.</b>		
	Count	Percentage
Strongly Agree	1	16.7%
Agree	3	50.0%
Disagree	1	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	16.7%

<b>I keep current with news about the school, as reported by the local media.</b>		
	Count	Percentage
Strongly Agree	2	33.3%
Agree	2	33.3%
Disagree	1	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	16.7%

<b>I understand the mission of the school in our community.</b>		
	Count	Percentage
Strongly Agree	1	16.7%
Agree	3	50.0%
Disagree	2	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

<b>The goals of the school are consistent with local values held by the community.</b>		
	Count	Percentage
Strongly Agree	1	16.7%
Agree	3	50.0%
Disagree	2	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	16.7%
Agree	2	33.3%
Disagree	3	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	16.7%
Agree	3	50.0%
Disagree	2	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

## SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	1	16.7%
Agree	2	33.3%
Disagree	0	0.0%
Strongly Disagree	3	50.0%
Not Applicable or No Information	0	0.0%

**I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.**

	Count	Percentage
Strongly Agree	1	16.7%
Agree	4	66.7%
Disagree	1	16.7%
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	16.7%
Agree	5	83.3%
Disagree	0	0.0%
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	4	66.7%
Agree	2	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

## GENERAL OPINION

Note: In response to 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.

**COMMUNITY MEMBERS** from Carroll County School District reflect a mix of appreciation and concern. Some community members praised the compassion and dedication shown by certain teachers, highlighting the positive impact of caring educators on students’ well-being. Others noted the potential benefit of partnering more closely with local public libraries, especially since their collections are labeled for the Accelerated Reader program. Encouraging students to use these resources could expand access to high-interest books. However, several responses expressed concerns about school leadership and communication with families. One serious concern involved a specific staff member at Marshall Elementary, with allegations of mistreatment toward students. The respondent reported that efforts to address the issue with administration were unsuccessful. This feedback suggests a need for stronger communication, accountability, and responsiveness to parent concerns. Overall, while some respondents recognize areas of strength, others call for meaningful changes to ensure a safer and more supportive learning environment for all students.

# MARSHALL ELEMENTARY SCHOOL



## Introduction

Marshall Elementary School is located at 802 Marshall Road in North Carrollton, Mississippi. In January of 2025, it served three hundred ninety-one (391) students, prekindergarten through sixth grade (PK-6). SES is dedicated to ensuring each child reaches the next level guided by a collaborative and supportive network of teachers, paraprofessionals, parents, and community members. As a Title I school, Marshall uses federal funds to support student achievement and enhance local and state resources. The school emphasizes a collaborative culture built on strong relationships between staff, families, and the community. Marshall offers a wide range of opportunities to support student learning, including a 21st Century Exploration Rotation program that features music, STEAM, physical education, media, and agriculture. The campus also includes a dedicated PE building, 54 classrooms, and secure, enclosed playgrounds. Specialized academic programs such as ELL and EXCEL are available to meet diverse learning needs. Safety remains a top priority, with locked doors throughout the day and a full-time School Resource Officer on campus. The school community promotes high expectations, student leadership, and a strong sense of belonging for every child. Parent engagement is supported through communication tools and newsletters, while school staff work to ensure families feel welcomed and informed.



**Marshall**  
ELEMENTARY SCHOOL

Marshall's mission of "Excellence in Education" is reflected in its daily operations, and staff consistently model and reinforce leadership, self-respect, and student growth.



# ENROLLMENT AND ATTENDANCE

MARSHALL ELEMENTARY SCHOOL ENROLLMENT			
	2023	2024	2025
ALL	364	402	391
PK	20	31	33
PK_SPED	*	*	
K	54	41	46
K_SPED	*	*	
ELEM_SPED	*	*	
GR_1	53	57	40
GR_2	50	48	55
GR_3	69	55	59
GR_4	56	59	49
GR_5	54	51	59
GR_6	53	48	50

*(MDE, 2023, 2024, 2025, Enrollment)*

Figure 65: Marshall Elementary School Enrollment

Note: Special Education enrollment for 2025 is not available.

Note: An asterisk (\*) indicates data suppressed by MDE to protect student privacy when subgroup size is too small.

Note: Sixth grade moved to Marshall Elementary in 2023, but the former data has been combined for comparison purposes.

MARSHALL ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
		2022	2023	2024
ALL	ALL	377	364	402
GENDER	FEMALE	180	174	195
	MALE	197	190	207
RACE	ASIAN	*	*	*
	BLACK OR AFRICAN AMERICAN	205	210	235
	HISPANIC OR LATINO	18	15	16
	TWO OR MORE RACES	*	*	*
	WHITE	141	119	131

*(MDE, 2022, 2023, 2024, Enrollment)*

Figure 66: Marshall Elementary School Enrollment by Demographic Group

Note: Demographic enrollment for 2025 is not available.

MARSHALL ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2022	2023	2024
ALL	325.5	313.6	336.8
K	45.5	50.2	39.1
K_SPED	1.6	2.3	0.8
ELEM_SPED	8.1	5.0	8.0
GR_1	45.6	49.0	51.8
GR_2	59.8	46.2	42.2
GR_3	61.6	61.3	49.7
GR_4	48.8	51.3	55.6
GR_5	54.5	48.3	45.1
GR_6	0.0	0.0	44.6

(MDE, 2022, 2023, 2024, Superintendent's Annual Report)

Figure 67: Marshall Elementary School Average Daily Attendance

Note: Sixth grade transitioned to Marshall Elementary in 2023, which accounts for gaps in the data shown above.

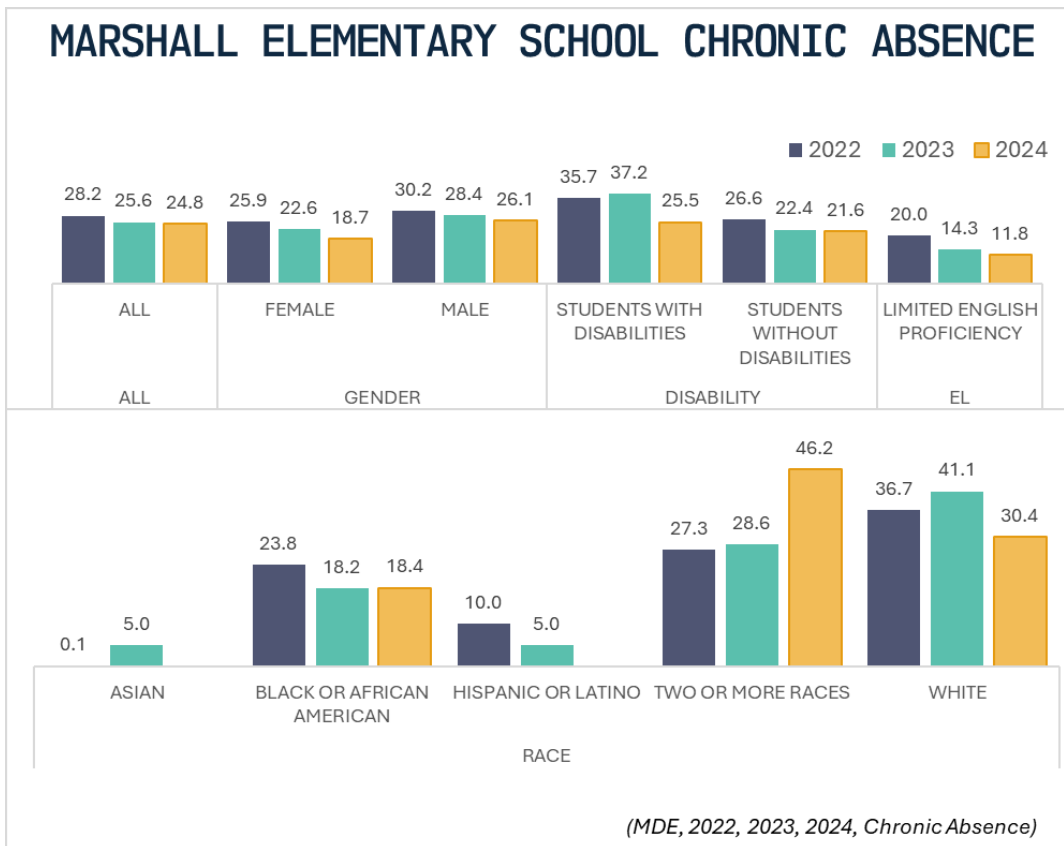


Figure 68: Marshall Elementary School Chronic Absence



# ACCOUNTABILITY

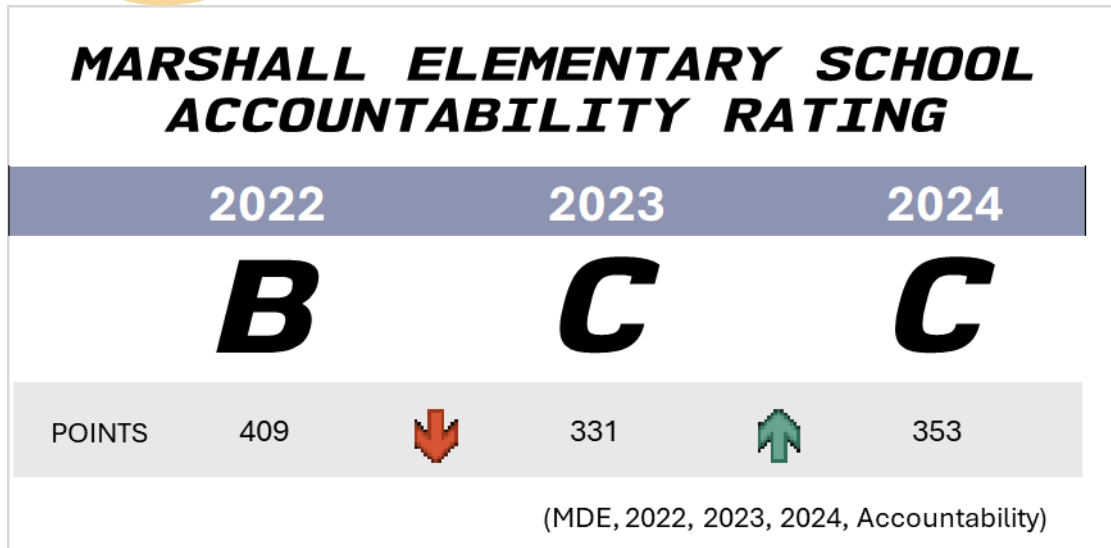


Figure 69: Marshall Elementary School Accountability

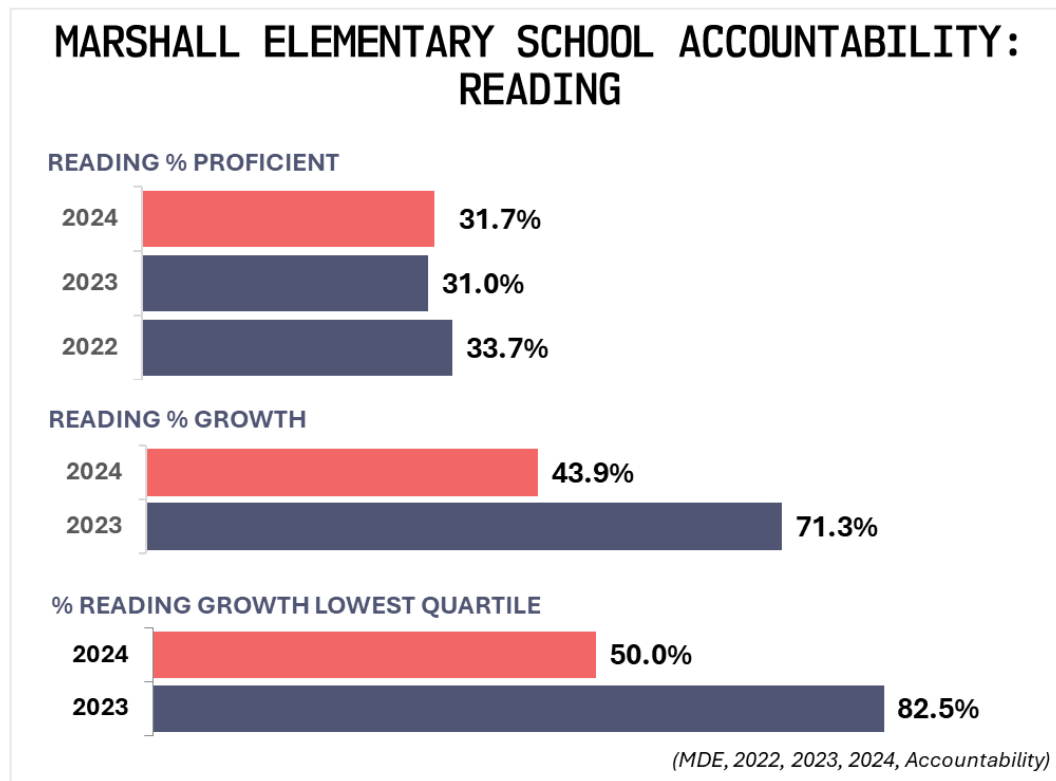


Figure 70: Marshall Elementary School Accountability: Reading

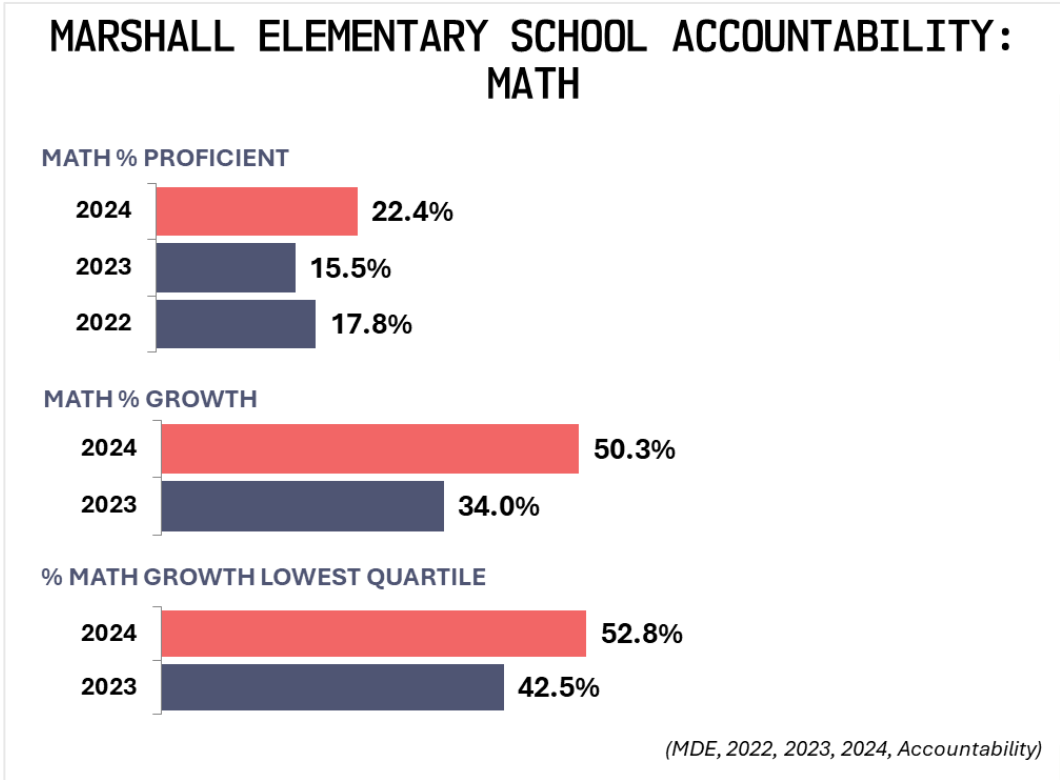


Figure 71: Marshall Elementary School Accountability: Math

### MARSHALL ELEMENTARY SCHOOL ACCOUNTABILITY: SCIENCE

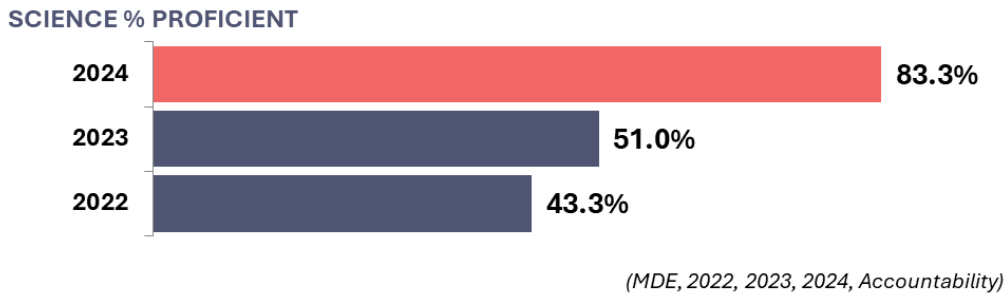


Figure 72: Marshall Elementary School Accountability: Science



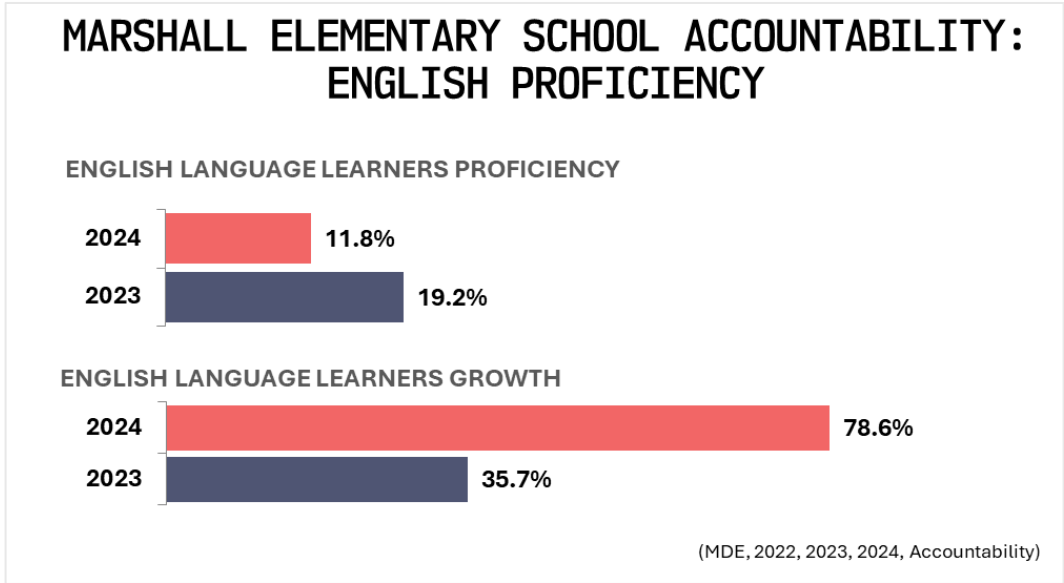


Figure 73: Marshall Elementary School Accountability: English Proficiency

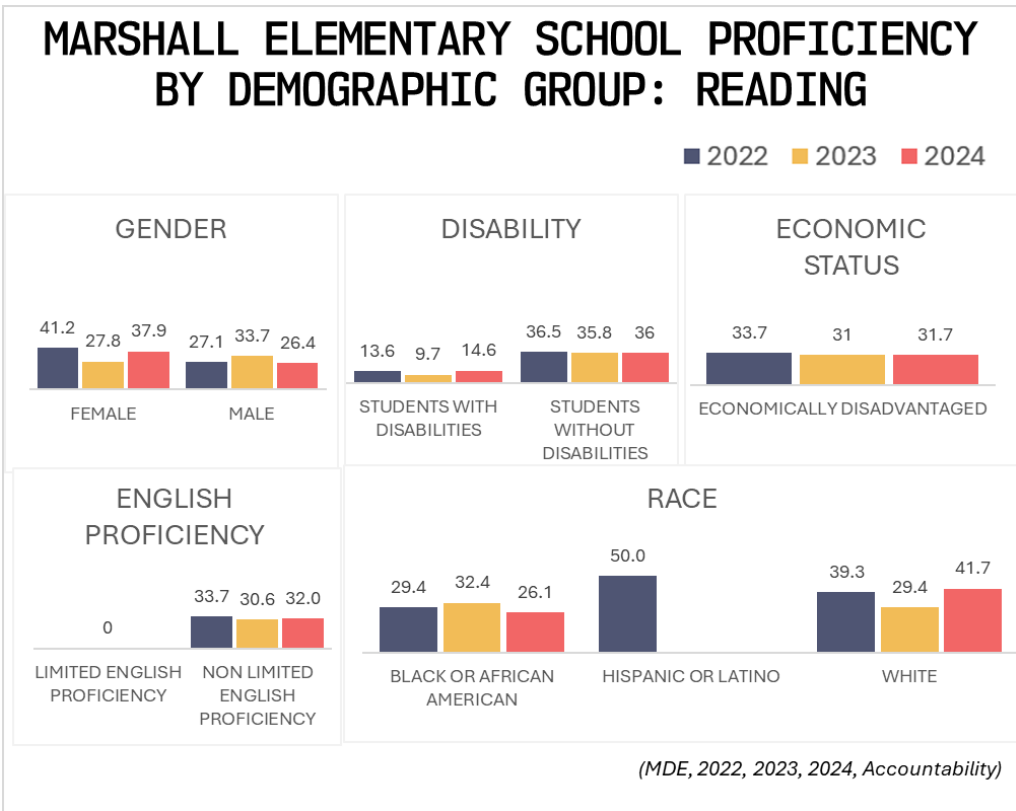


Figure 74: Marshall Elementary School Proficiency by Demographic Group: Reading

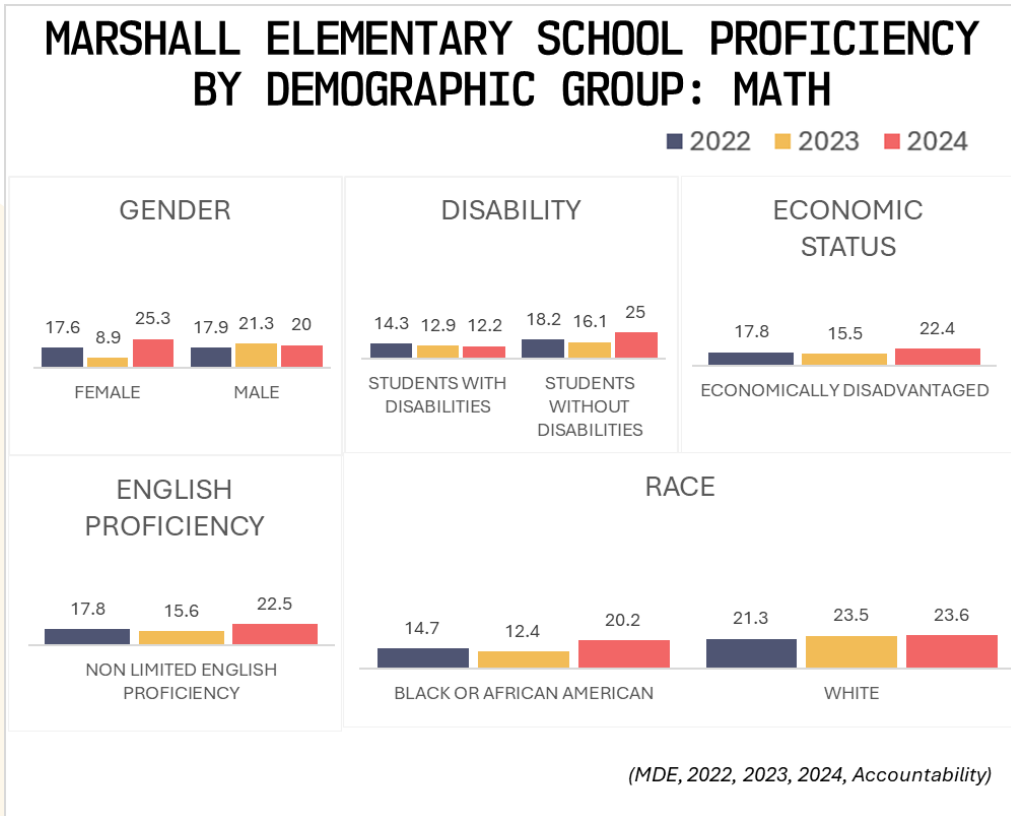


Figure 75: Marshall Elementary School Proficiency by Demographic Group: Math

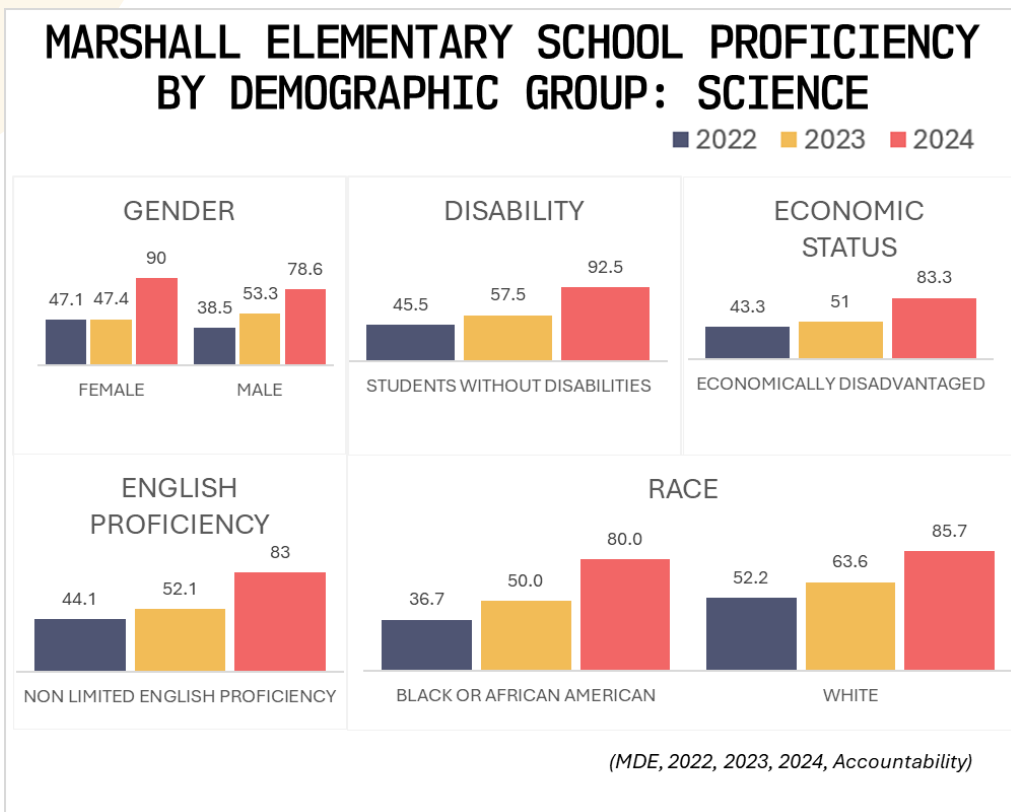


Figure 76: Marshall Elementary School Proficiency by Demographic Group: Science



# ASSESSMENT

## KINDERGARTEN READINESS

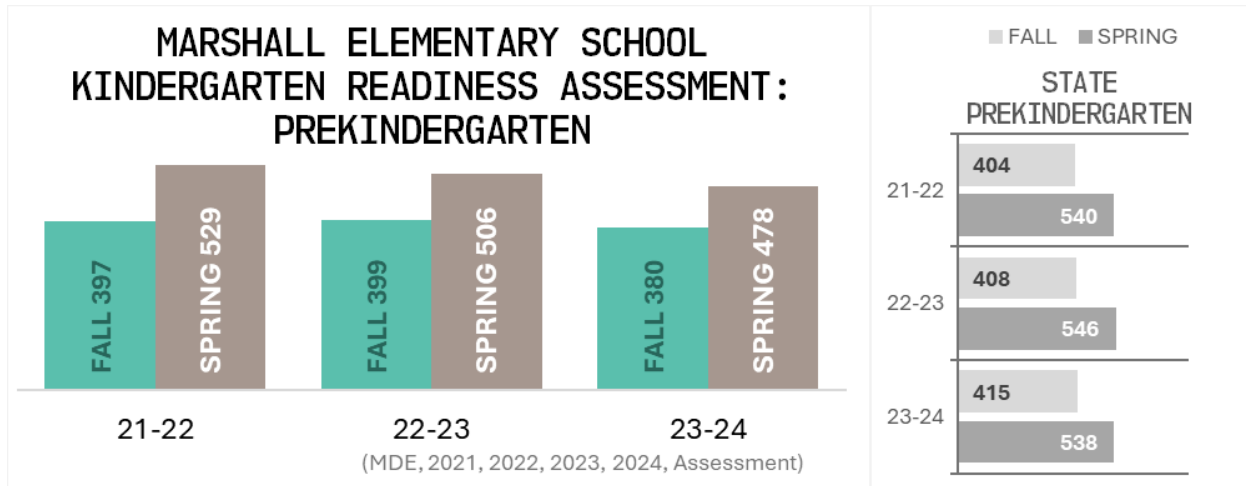


Figure 77: Marshall Elementary School Kindergarten Readiness Assessment: Prekindergarten

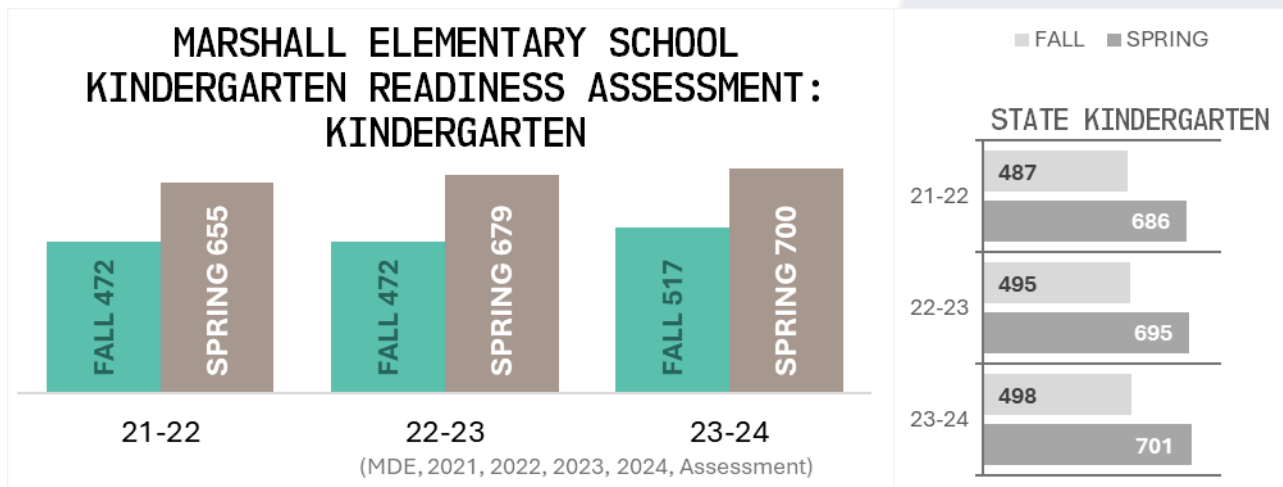


Figure 78: Marshall Elementary School Kindergarten Readiness Assessment: Kindergarten

# THIRD-GRADE READING

## MARSHALL ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE

2022	2023	2024
50.7	56.3	62.3

Figure 79: Marshall Elementary School Initial Third-Grade Reading Assessment Pass Rate

Note: Only initial passing rates for individual schools are made public by MDE.



# MAAP

## MAAP ELA

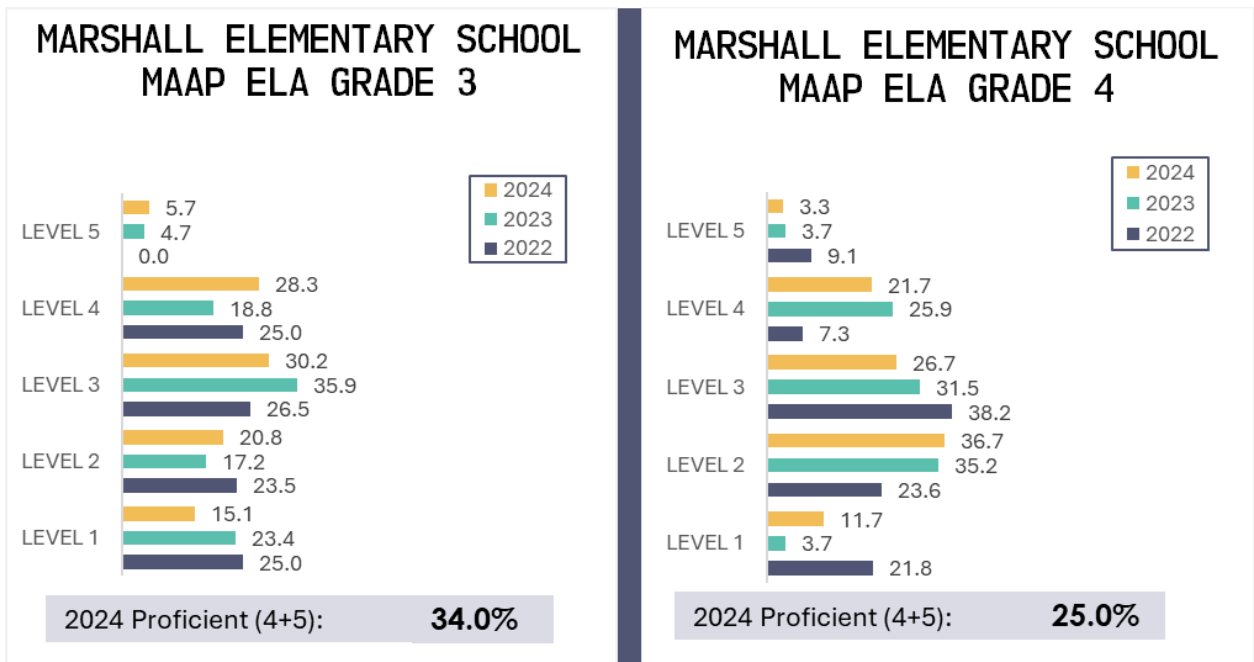


Figure 80: Marshall Elementary School MAAP ELA Grades 3 and 4

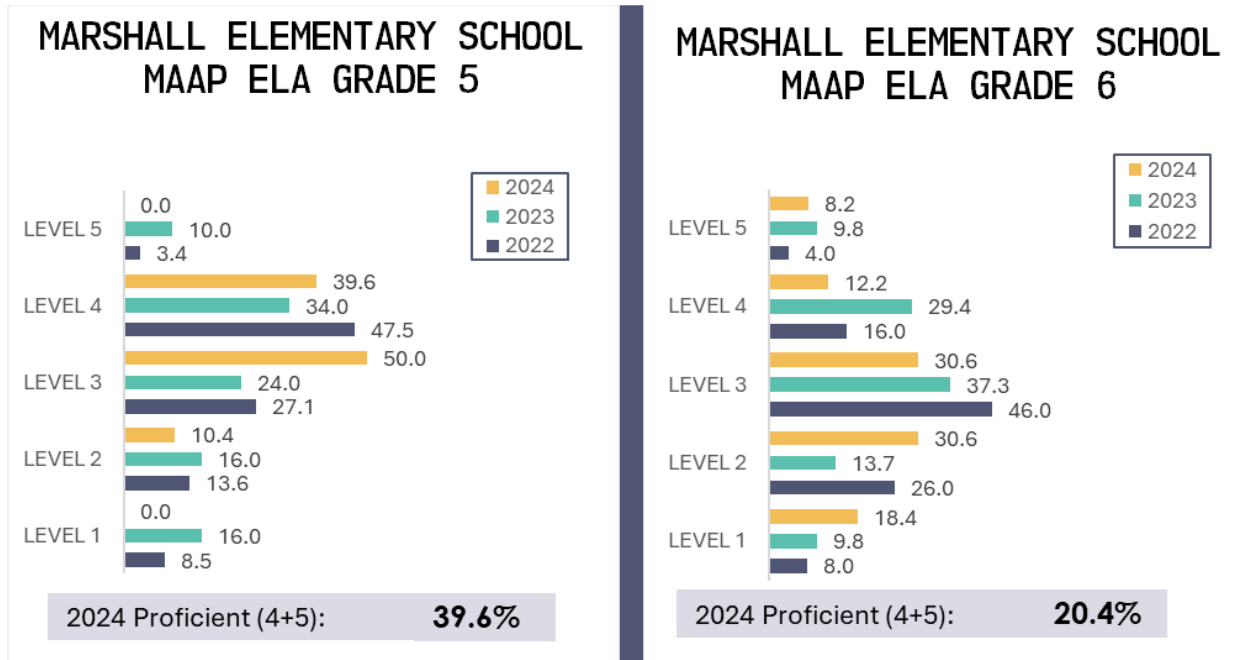


Figure 81: Marshall Elementary School MAAP ELA Grades 5 and 6

Note: Sixth grade moved to Marshall Elementary in 2023, but the former sixth grade data from previous placements were included here for comparison purposes.

## MAAP MATH

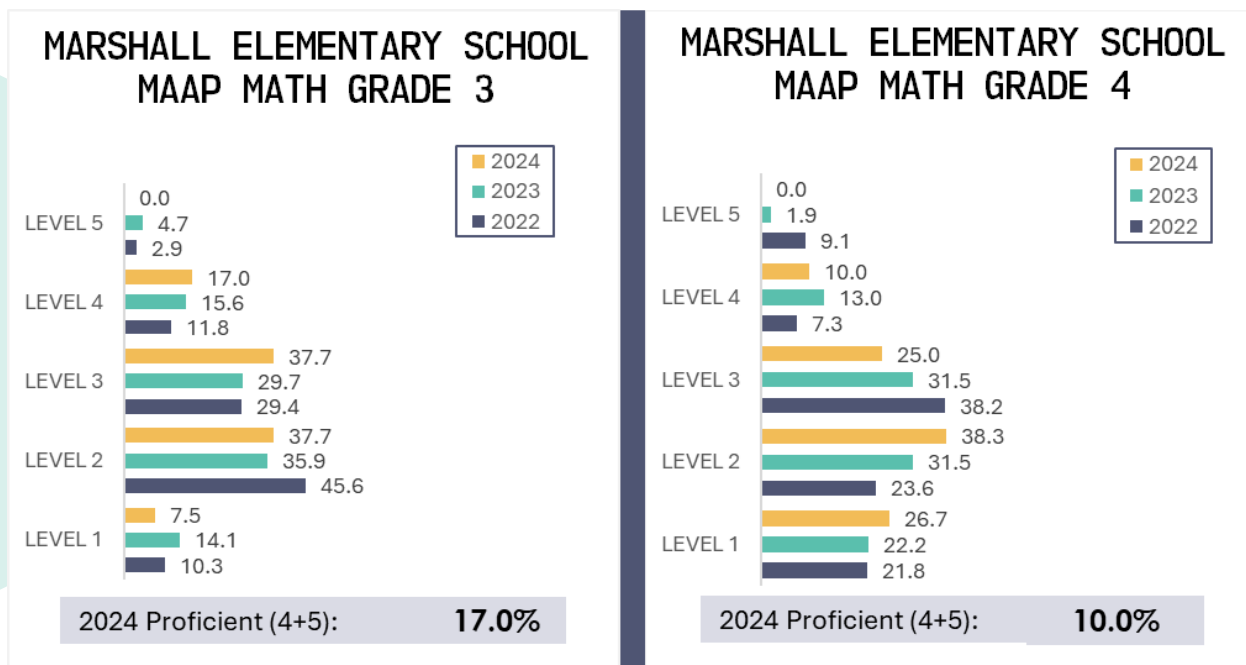


Figure 82: Marshall Elementary School MAAP Math Grades 3 and 4

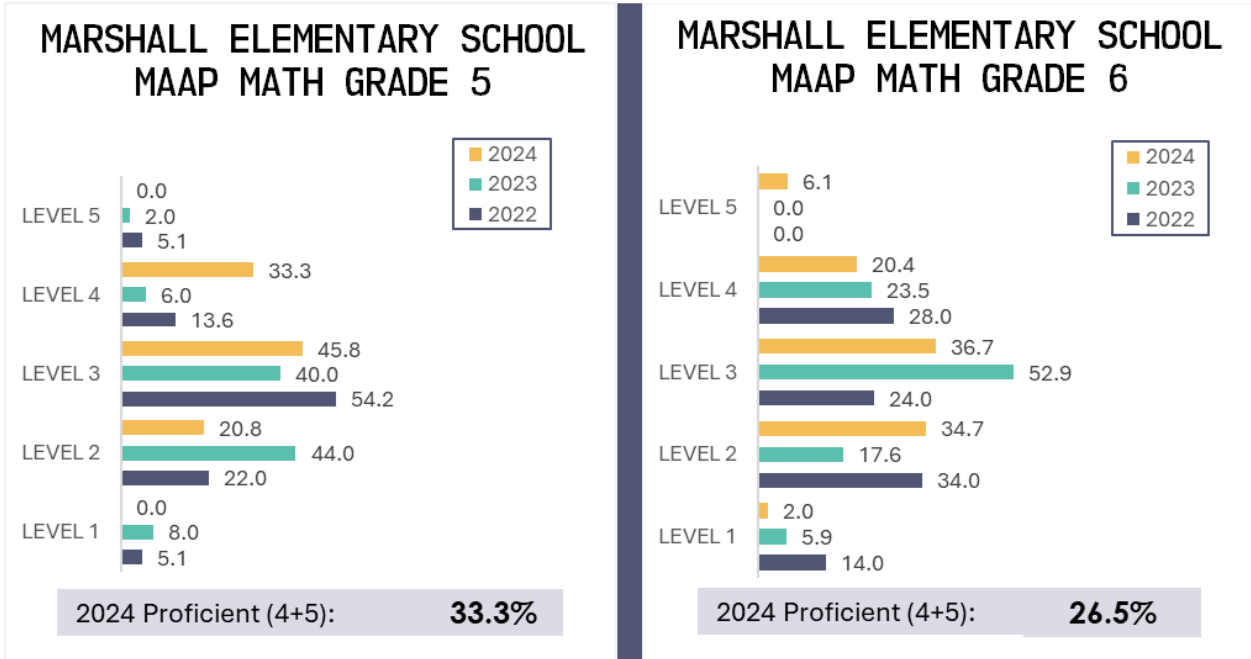


Figure 83: Marshall Elementary School MAAP Math Grades 5 and 6

Note: Sixth grade moved to Marshall Elementary in 2023, but the former sixth grade data from previous placements were included here for comparison purposes.

## MAAP SCIENCE

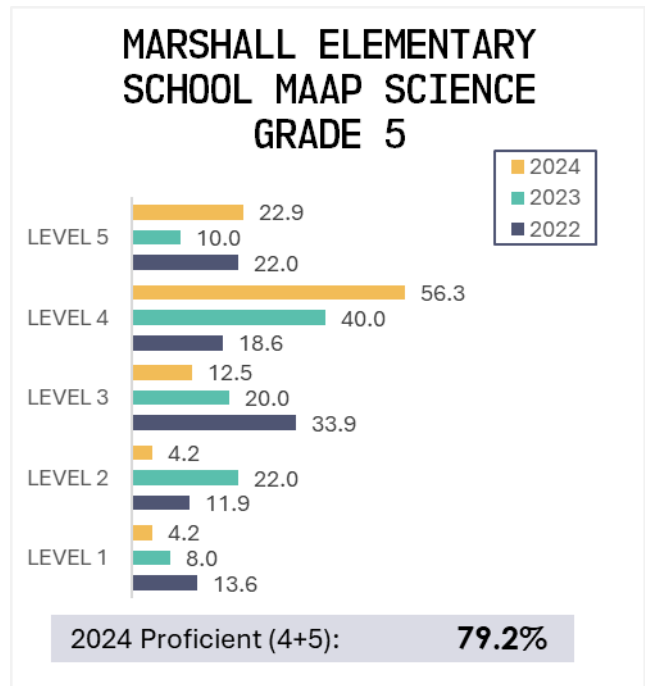
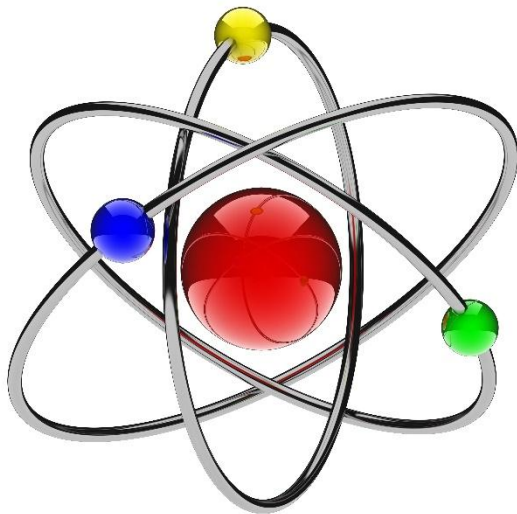


Figure 84: Marshall Elementary School MAAP Science Grade 5



# PERSONNEL

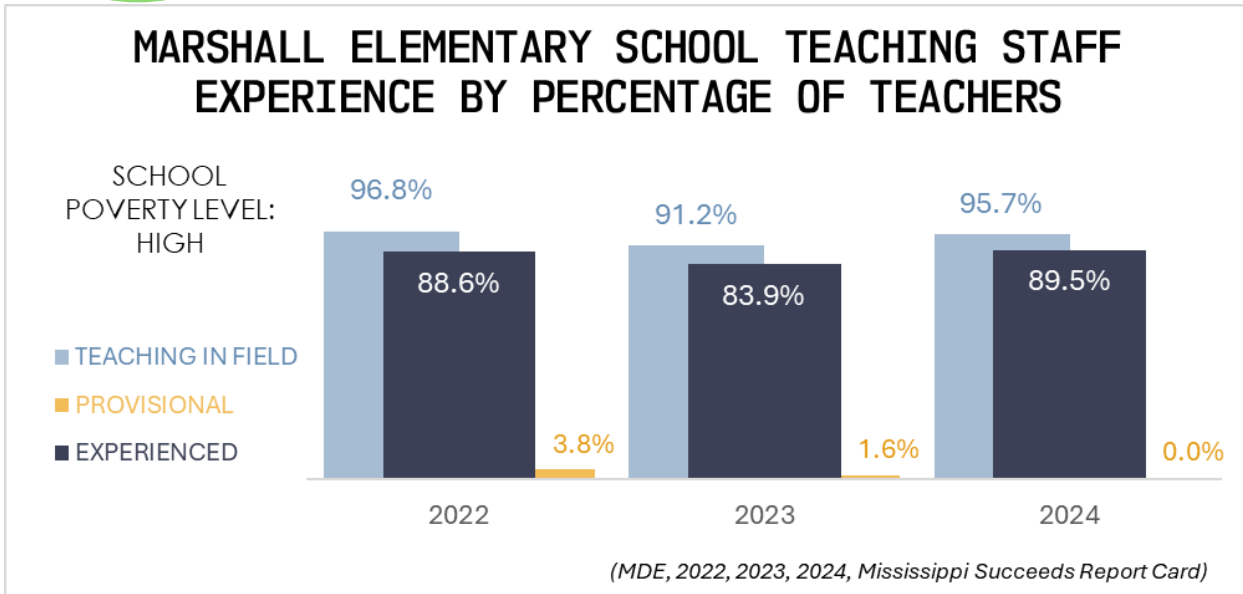


Figure 85: Marshall Elementary School Teaching Staff Experience by Percentage of Teachers





# DISCIPLINE

MARSHALL ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL		≤5		5.2	8.2	13.3			
GENDER	FEMALE		≤5		≤5	≤5	7.8			
	MALE		≤5		7.2	11.7	18.5			
RACE	BLACK OR AFRICAN AMERICAN		≤5		≤5	10.6	13.4			
	TWO OR MORE RACES					8.3	7.7			
	WHITE		≤5		7.5	5.2	15.4			
DISABILITY	STUDENTS WITH DISABILITIES		6.1			8.5	25.5			
	STUDENTS WITHOUT DISABILITIES		≤5		6.3	8.1	9.8			
EL	LIMITED ENGLISH PROFICIENCY						5.9			
	NON LIMITED ENGLISH PROFICIENCY		≤5		5.4	8.7	13.6			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL				≤5			≤5		
GENDER	FEMALE				≤5			≤5		
	MALE				≤5			≤5		
RACE	BLACK OR AFRICAN AMERICAN				≤5			≤5		
	TWO OR MORE RACES				≤5			≤5		
	WHITE				≤5			≤5		
DISABILITY	STUDENTS WITH DISABILITIES				≤5			≤5		
	STUDENTS WITHOUT DISABILITIES				≤5			≤5		
EL	LIMITED ENGLISH PROFICIENCY				≤5			≤5		
	NON LIMITED ENGLISH PROFICIENCY				≤5			≤5		

(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)

Figure 86: Marshall Elementary School Disciplinary Actions Reported to MDE

# MARSHALL ELEMENTARY SCHOOL CNA SURVEY

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## Introduction

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 Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Twenty-two (22) faculty and staff members, six (6) parents, and eight (8) students responded to the survey.

## *FACULTY/STAFF SURVEY*

### FEDERAL PROGRAMS

<b>In my experience, teachers in my school (district) are state certified and effective.</b>		
	Count	Percentage
Strongly Agree	11	50.0%
Agree	10	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

---

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

	Count	Percentage
Strongly Agree	9	40.9%
Agree	9	40.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	18.2%

**I use effective, evidence-based strategies for:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	27.3%	50.0%	4.5%	0.0%	18.2%
Successful classroom management.	31.8%	45.5%	0.0%	4.5%	18.2%
Teaching special needs students.	27.3%	40.9%	4.5%	4.5%	22.7%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	9.1%	54.5%	13.6%	0.0%	22.7%
Developing and using classroom assessments.	36.4%	45.5%	0.0%	0.0%	18.2%

**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	11	50.0%
Expedited evaluation services for students with limited English	11	50.0%
Expedited evaluation services for gifted and talented students	8	36.4%
Additional academic support	13	59.1%
Tutoring	10	45.5%
Enrichment educational services	9	40.9%
Counseling	12	54.5%
Mentors	9	40.9%
School supplies	13	59.1%
School uniforms	11	50.0%
Dental referrals	7	31.8%
Medical referrals	8	36.4%
Bullying assistance	6	27.3%

## TITLE IV-A

**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	63.6%
Supporting college and career counseling	9	40.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	12	54.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	36.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	7	31.8%

**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	10	45.5%
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	11	50.0%
Establishing or improving dropout prevention	5	22.7%
Supporting re-entry programs and transition services for Justice-involved youth	3	13.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	10	45.5%
Implementing systems and practices to prevent bullying and harassment	9	40.9%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	31.8%
Establishing community partnerships	5	22.7%

**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	12	54.5%
Building technological capacity and infrastructure	9	40.9%
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	6	27.3%

**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	27.3%
Agree	15	68.2%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	22.7%
Agree	12	54.5%
Disagree	3	13.6%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

**My biggest equipment needs are:**

	Count	Percentage
Computers	12	54.5%
Software	4	18.2%
Mobile laptop computers	15	68.2%
Listening centers	3	13.6%
Interactive white board	4	18.2%
Classroom response system (clickers)	3	13.6%
Digital slates (e.g. iPad, Microsoft Pro)	8	36.4%

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

	Count	Percentage
Strongly Agree	7	31.8%
Agree	12	54.5%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
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 (varied physical, intellectual needs, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	5	22.7%
Agree	13	59.1%
Disagree	4	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	22.7%
Agree	10	45.5%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	22.7%

**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	9	40.9%
Utilize technology such as class websites, blogs, and videos	9	40.9%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	9	40.9%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	11	50.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	12	54.5%

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

	Count	Percentage
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	11	50.0%
Use bilingual handouts and cues	4	18.2%
Use visual displays, portable white boards, and posters when giving instructions	11	50.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	11	50.0%

**How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?**

	Count	Percentage
Through regular scheduling	9	40.9%
Teachers provide unique instructional time inside the classroom for English instruction.	5	22.7%
Mentoring with another student	10	45.5%
Not Applicable	5	22.7%

**Does your school have an adequate number of certified teachers to instruct EL students?**

	Count	Percentage
Yes	11	50.0%
No	11	50.0%

**Please check the areas below that are routinely evaluated to determine the needs of EL students?**

	Count	Percentage
Language Spoken in the Home	14	63.6%
Language Proficiency of the Parent	10	45.5%
Level of Parental Involvement	3	13.6%
Family income and socioeconomic status	1	4.5%
Visual Screening Result	4	18.2%
Auditory Screening Result	4	18.2%
Grade Retention (if applicable)	3	13.6%
Number of Failed Courses	4	18.2%
Dropout Status (if applicable)	0	0.0%
Enrichment programs/activities	5	22.7%
Supplemental Academic Instruction	7	31.8%
Behavioral Supports	0	0.0%
Counseling Services	3	13.6%

**Please check the areas below that are routinely evaluated to determine the needs of EL students?**

	Count	Percentage
Discipline Records	0	0.0%
Social-Emotional Learning Services	1	4.5%
Social Behavioral Assessment Inventory Score	1	4.5%
Mental Health Supports	0	0.0%

**What services are offered to students who are incarcerated?**

	Count	Percentage
Tutoring	1	4.5%
Mental Health Services	0	0.0%
Counseling	0	0.0%
Transitional Services	1	4.5%
Not applicable	20	90.9%

**Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?**

	Count	Percentage
Yes	1	4.5%
No	2	9.1%
Not applicable	19	86.4%

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	9	40.9%
Agree	12	54.5%
Disagree	1	4.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**Parents feel welcome in our school.**

	Count	Percentage
Strongly Agree	8	36.4%
Agree	12	54.5%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	27.3%
Agree	9	40.9%
Disagree	6	27.3%
Strongly Disagree	1	4.5%
Not Applicable or No Information	0	0.0%

## SCHOOL CLIMATE AND CULTURE

**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	6	27.3%
Agree	12	54.5%
Disagree	4	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.**

	Count	Percentage
Strongly Agree	4	18.2%
Agree	13	59.1%
Disagree	5	22.7%
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	4	18.2%
Agree	9	40.9%
Disagree	8	36.4%
Strongly Disagree	1	4.5%
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	4.5%
Agree	5	22.7%
Disagree	11	50.0%
Strongly Disagree	4	18.2%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly Agree	5	22.7%
Agree	8	36.4%
Disagree	6	27.3%
Strongly Disagree	3	13.6%
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	17	77.3%
Agree	5	22.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

## PROFESSIONAL DEVELOPMENT

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

	Rank
Successful inclusion strategies	#1
Classroom Management	#2
Reading for at risk students	#3
Differentiated Instruction	#4
My specific content area	#5
Response to Intervention (RTI/MTSS)	#6
Using technology to enhance instruction	#7
Writing strategies	#8
Mississippi College and Career Readiness Standards	#9
Developing quality assessments	#10
Interpreting and analyzing student data	#11
English Learners (ELs)	#12

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

	Rank
Conflict resolution	#13
Teaching and understanding students in poverty	#14
Depth of Knowledge	#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	3	13.6%
Agree	9	40.9%
Disagree	9	40.9%
Strongly Disagree	1	4.5%
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	2	9.1%
Agree	11	50.0%
Disagree	7	31.8%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

**I would like further guidance in:**

	Count	Percentage
Arranging my classroom for maximum student learning.	5	22.7%
Keeping my students on task and engaged.	6	27.3%
Strategies for effective classroom management.	7	31.8%
Maintaining high expectations for ALL students.	4	18.2%
Strategies to get students actively engaged in the lesson.	5	22.7%
Improving the knowledge and skills in my content area.	7	31.8%
Developing comprehensive and effective lesson plans.	1	4.5%
Pedagogy and implementing the components of an effective lesson.	0	0.0%
Effective questioning to promote students to think critically.	3	13.6%
Planning lessons/activities to address individual differences.	2	9.1%
Developing and adjusting lessons to meet the needs of diverse learners.	3	13.6%

<b>I would like further guidance in:</b>		
	Count	Percentage
Designing flexible groups for specific learning or behavioral needs.	5	22.7%
Implementing the Teacher Support Team (TST) process.	3	13.6%
Developing appropriate assessments for varying subgroups	1	4.5%
Analyzing and interpreting student test data.	3	13.6%
Using state standards, objectives, sample test items, and blueprints to develop appropriate assessments.	1	4.5%
Using assessment results to improve instruction.	2	9.1%

<b>Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?</b>		
	Count	Percentage
Yes	11	50.0%
No	11	50.0%

<b>Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?</b>		
	Count	Percentage
Yes	6	27.3%
No	16	72.7%

## GENERAL OPINION

Note: In response to open-ended questions, stakeholders were invited to comment about what the school or district does well, what improvements the school or district should make, and what professional development has been provided for supporting English Learners.

**FACULTY/STAFF MEMBERS** from Marshall Elementary School reflect a strong commitment to students and a desire for improvement. Many praised the supportive relationships among teachers and highlighted school events like May Day and student reward programs. A few mentioned EL-focused professional development, though most were unaware of recent training or unsure about EL services. Suggestions for improvement included hiring more assistants, reducing class sizes, adding music and art, updating the elementary campus, and increasing mental health resources. Respondents also emphasized the need for consistent discipline, clearer communication, and enhanced campus safety.

# PARENT SURVEY

## FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	4	66.7%
Agree	1	16.7%
Disagree	1	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Abuse Prevention	0	0.0%
Computer Classes	1	16.7%
Conflict Resolution	0	0.0%
Discipline	0	0.0%
Drug/Alcohol Awareness	0	0.0%
English as a Second Language	0	0.0%
Health Classes	0	0.0%
Literacy Classes	1	16.7%
Math Classes	1	16.7%
Parent-to-School Relationships	2	33.3%
Parent/Child Communication	0	0.0%
Preparing for College	1	16.7%
Parenting Workshops	0	0.0%
Social Media Classes	0	0.0%
Stress/Anger Management	1	16.7%
Understanding College- and Career-Ready Standards	2	33.3%

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

	Count	Percentage
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	2	33.3%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	1	16.7%
Resource materials for parental training	0	0.0%
Training for parents to work with other parents on becoming involved in the schools	2	33.3%

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

	Count	Percentage
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	2	33.3%
Home/School Planners	2	33.3%

**TITLE IV-A**

**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	2	33.3%
Supporting college and career counseling	2	33.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	1	16.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	2	33.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	2	33.3%

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

	Count	Percentage
Promoting community and parent involvement in schools	2	33.3%
Providing school-based mental health services and counseling	0	0.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	1	16.7%
Establishing or improving dropout prevention	1	16.7%
Supporting re-entry programs and transition services for Justice-involved youth	1	16.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	0	0.0%
Implementing systems and practices to prevent bullying and harassment	3	50.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	3	50.0%
Establishing community partnerships	1	16.7%

**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	2	33.3%
Building technological capacity and infrastructure	2	33.3%
Carrying out innovative blended learning projects	0	0.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	3	50.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	0	0.0%

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

	Count	Percentage
Strongly Agree	4	66.7%
Agree	1	16.7%
Disagree	0	0.0%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	2	33.3%
Agree	1	16.7%
Disagree	1	16.7%
Strongly Disagree	1	16.7%
Not Applicable or No Information	1	16.7%

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

	Count	Percentage
Strongly Agree	2	33.3%
Agree	1	16.7%
Disagree	1	16.7%
Strongly Disagree	1	16.7%
Not Applicable or No Information	1	16.7%

## CURRICULUM AND INSTRUCTION

**The programs of this school (district) meet the requirement of students with special needs (varied physical, intellectual needs, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	2	33.3%
Agree	2	33.3%
Disagree	1	16.7%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%

**Is your child an English Language Learner?**

	Count	Percentage
Yes	2	33.3%
No	4	66.7%

**Please check all the services your child has access to or is receiving:**

	Count	Percentage
English Instruction	1	16.7%
Mentoring	0	0.0%
Academic or career counseling	0	0.0%
Mental Health counseling	0	0.0%

**Do you think the services your child is receiving as an English Learner are adequate for academic success?**

	Count	Percentage
Yes	2	100.0%
No	0	0.0%

**Do you think the EL faculty and staff have the required certification and training to help English Learners?**

	Count	Percentage
Yes	1	50.0%
No	1	50.0%

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	3	50.0%
Agree	2	33.3%
Disagree	0	0.0%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%

### Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	2	33.3%
Agree	2	33.3%
Disagree	1	16.7%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	2	33.3%
Agree	2	33.3%
Disagree	1	16.7%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	50.0%
Agree	1	16.7%
Disagree	1	16.7%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	2	33.3%
Agree	3	50.0%
Disagree	0	0.0%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Parent/teacher conference	3	50.0%
Checked my child's grades/assignments online	5	83.3%
Been in contact with my child's teacher	4	66.7%
Received a newsletter from the district, school, or teacher	3	50.0%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	0	0.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	3	50.0%
Volunteered at my child's school	0	0.0%

## SCHOOL CLIMATE AND CULTURE

**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	3	50.0%
Disagree	0	0.0%
Strongly Disagree	2	33.3%
Not Applicable or No Information	1	16.7%

**I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.**

	Count	Percentage
Strongly Agree	1	16.7%
Agree	3	50.0%
Disagree	1	16.7%
Strongly Disagree	1	16.7%
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	33.3%
Agree	3	50.0%
Disagree	0	0.0%
Strongly Disagree	1	16.7%
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	3	50.0%
Agree	2	33.3%
Disagree	0	0.0%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%

## GENERAL OPINION

Note: In response to 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.

**PARENTS OF STUDENTS** from Marshall Elementary gave limited but reflected both appreciation and concern. One parent praised the school’s efforts in communication, while another noted improvements in addressing truancy. Several responses, however, expressed dissatisfaction with leadership at the school, including repeated calls for a new principal and concerns about specific staff members. Additional suggestions included the need for instruction in basic typing skills. Overall, while a few strengths were noted, the majority of parent comments focused on leadership and staffing concerns.

# STUDENT SURVEY

## FEDERAL PROGRAMS

<b>In my experience, teachers in my school (district) are state certified and effective.</b>		
	Count	Percentage
Strongly Agree	1	12.5%
Agree	6	75.0%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	0	0.0%

## TITLE IV-A

<b>The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).</b>		
	Count	Percentage
Strongly Agree	7	87.5%
Agree	1	12.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

<b>The district technology staff works to update and maintain the classroom technology to enhance student progress and to improve student achievement.</b>		
	Count	Percentage
Strongly Agree	7	87.5%
Agree	1	12.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

<b>Our school (district) provides students and teachers with a safe and orderly environment for learning.</b>		
	Count	Percentage
Strongly Agree	5	62.5%
Agree	3	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
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 (varied physical, intellectual needs, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	8	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**My school work is challenging and requires my best effort.**

	Count	Percentage
Strongly Agree	5	62.5%
Agree	2	25.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**The grading and evaluation of my class work is fair.**

	Count	Percentage
Strongly Agree	2	25.0%
Agree	6	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	75.0%
Agree	2	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:**

	Count	Percentage
Not an English Language Learner	8	100.0%
Additional academic support	0	0.0%
Tutoring	0	0.0%
Counseling	0	0.0%
A mentor	0	0.0%
School supplies	0	0.0%
Structured note taking mechanisms	0	0.0%
The teacher slows speech at times to help you understand	0	0.0%
The teacher uses gestures and demonstrations	0	0.0%
Use think aloud and think pair shares	0	0.0%
Use of bilingual handouts and cues	0	0.0%
Use of display word walls with high frequency words	0	0.0%

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	7	87.5%
Agree	1	12.5%
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	3	37.5%
Agree	4	50.0%
Disagree	0	0.0%
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	1	12.5%
Agree	5	62.5%
Disagree	1	12.5%
Strongly Disagree	1	12.5%
Not Applicable or No Information	0	0.0%

## SCHOOL CLIMATE AND CULTURE

**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	37.5%
Agree	5	62.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.**

	Count	Percentage
Strongly Agree	3	37.5%
Agree	1	12.5%
Disagree	4	50.0%
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	1	12.5%
Agree	6	75.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

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

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

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## GENERAL OPINION

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Note: In response to 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.

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**STUDENTS** from Marshall Elementary focused on both positive experiences and desired improvements. Many students shared that they enjoy physical education and gym class. Suggestions for improvement were consistent, with repeated requests for more lunch options, better-tasting food, and cleaner bathrooms. Several students also asked for updated playground equipment, more school activities, and the ability to wear jeans or eliminate uniforms altogether. Overall, student feedback highlights enjoyment of physical activity and a strong interest in enhancing daily routines and school facilities.



# J.Z. GEORGE HIGH SCHOOL



## Introduction

J.Z. George High School is located at 900 George Street in North Carrollton, Mississippi.

In January of 2025, it housed three hundred forty-three (343) students in seventh through twelfth grades (9-12). The school is committed to providing a safe, supportive, and academically rigorous environment where students are prepared for success at the next level—whether that be college, career, or military service. With a student-centered approach, J.Z. George emphasizes academic achievement, personal responsibility, and leadership development. The school offers a range of core academic courses, along with extracurricular activities and athletic programs that support the development of the whole child. Students are encouraged to get involved in sports, band, clubs, and other enrichment opportunities that help build teamwork, confidence, and school spirit. Teachers and staff are dedicated to fostering strong relationships with students and families, promoting a culture of high expectations and mutual respect.

J.Z. George also emphasizes the importance of character, community involvement, and lifelong learning. Through consistent communication, strong instructional support, and a commitment to student growth, the school strives to ensure that



every student is equipped with the knowledge, skills, and values needed to thrive beyond graduation. J.Z. George also emphasizes the importance of character, community involvement, and lifelong learning. Through consistent communication, strong instructional support, and a commitment to student growth, the school strives to ensure that every student is equipped with the knowledge, skills, and values needed to thrive beyond graduation.



# ENROLLMENT AND ATTENDANCE

J. Z. GEORGE HIGH SCHOOL ENROLLMENT			
	2023	2024	2025
ALL	441	366	343
ELEM_SPED	*		
GR_7	61	53	53
GR_8	79	60	49
GR_9	83	68	49
GR_10	63	70	72
GR_11	47	57	63
GR_12	46	44	57
SEC_SPED	*	14	

*(MDE, 2023, 2024, 2025, Enrollment)*

Figure 87: J.Z. George High School Enrollment

Note: Special Education enrollment for 2025 is not available.

Note: An asterisk (\*) indicates data suppressed by MDE to protect student privacy when subgroup size is too small.

J. Z. GEORGE HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
		2022	2023	2024
ALL	ALL	474	441	366
GENDER	FEMALE	229	217	186
	MALE	245	224	180
RACE	ASIAN	*	*	*
	BLACK OR AFRICAN AMERICAN	262	233	199
	HISPANIC OR LATINO	19	20	18
	TWO OR MORE RACES	*	*	*
	WHITE	181	172	136

*(MDE, 2022, 2023, 2024, Enrollment)*

Figure 88: J.Z. George High School Enrollment by Demographic Group

Note: Demographic enrollment for 2025 is not yet available.

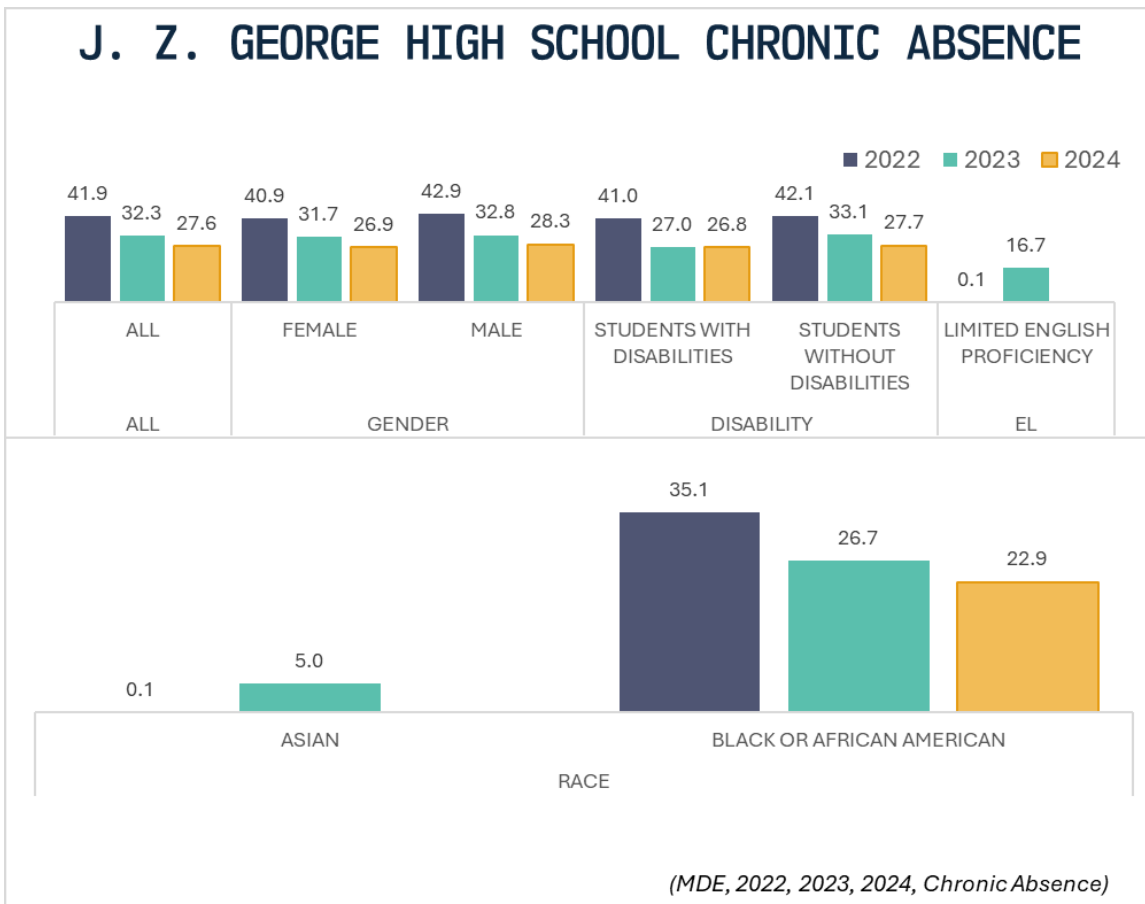
## J. Z. GEORGE HIGH SCHOOL AVERAGE DAILY ATTENDANCE

	2022	2023	2024
ALL	413.1	392.6	324.2
ELEM_SPED	1.0	1.0	0.0
GR_7	80.9	53.7	46.9
GR_8	72.1	72.0	52.1
GR_9	69.1	73.9	62.6
GR_10	44.4	55.0	60.9
GR_11	41.6	41.6	49.6
GR_12	49.1	40.3	39.0
SEC_SPED	10.2	7.6	13.0

*(MDE, 2022, 2023, 2024, Superintendent's Annual Report)*

Figure 89: J.Z. George High School Average Daily Attendance

## J. Z. GEORGE HIGH SCHOOL CHRONIC ABSENCE



*(MDE, 2022, 2023, 2024, Chronic Absence)*

Figure 90: J.Z. George High School Chronic Absence



# ACCOUNTABILITY

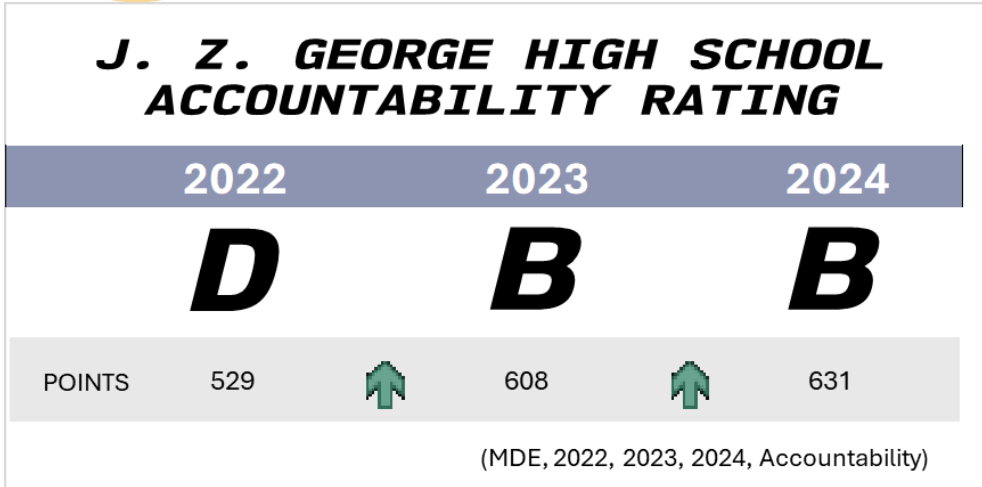


Figure 91: J.Z. George High School Accountability

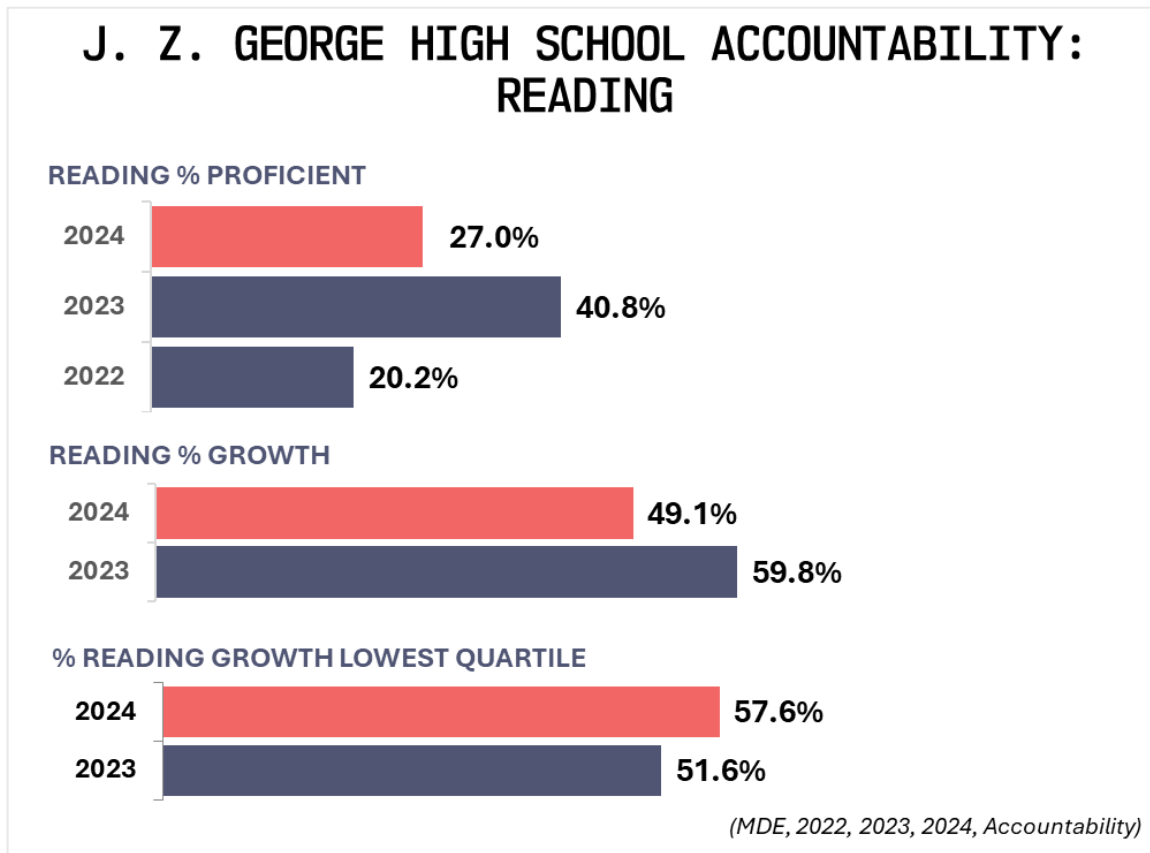


Figure 92: J.Z. George High School Accountability: Reading

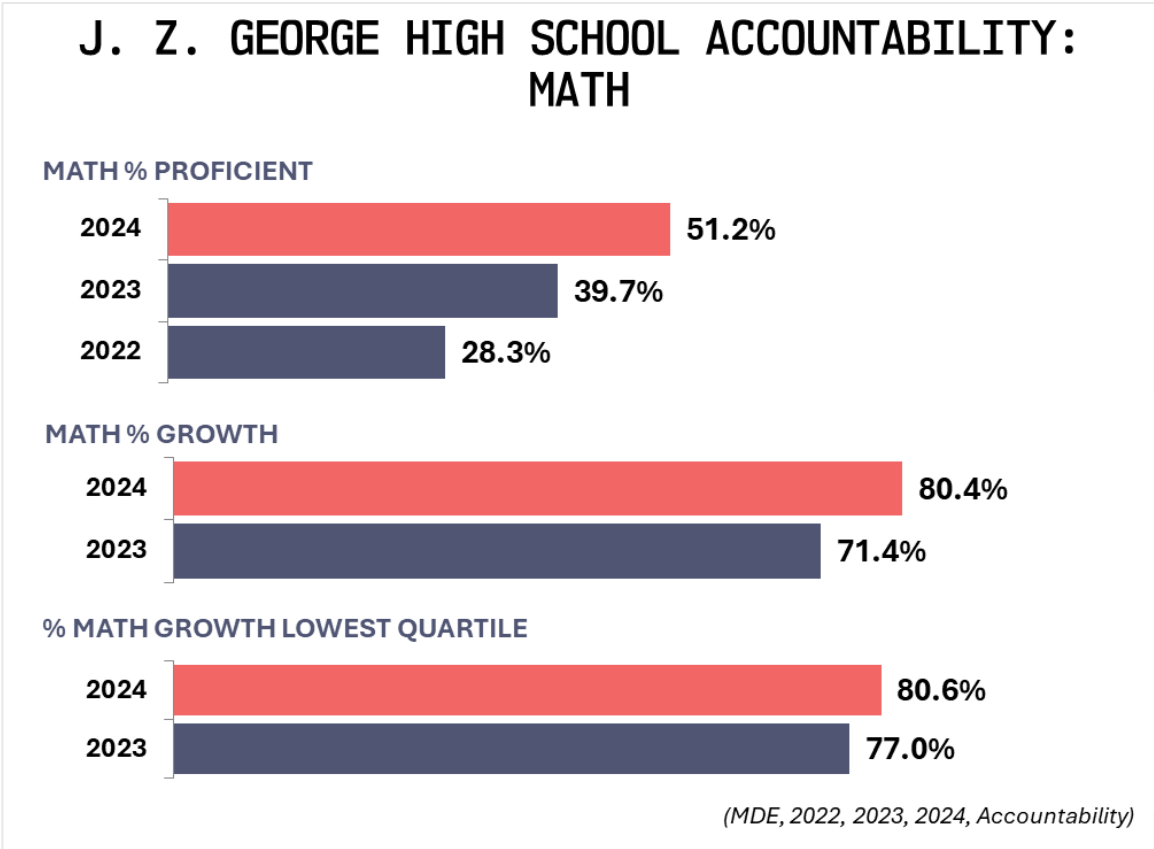


Figure 93: J.Z. George High School Accountability: Math

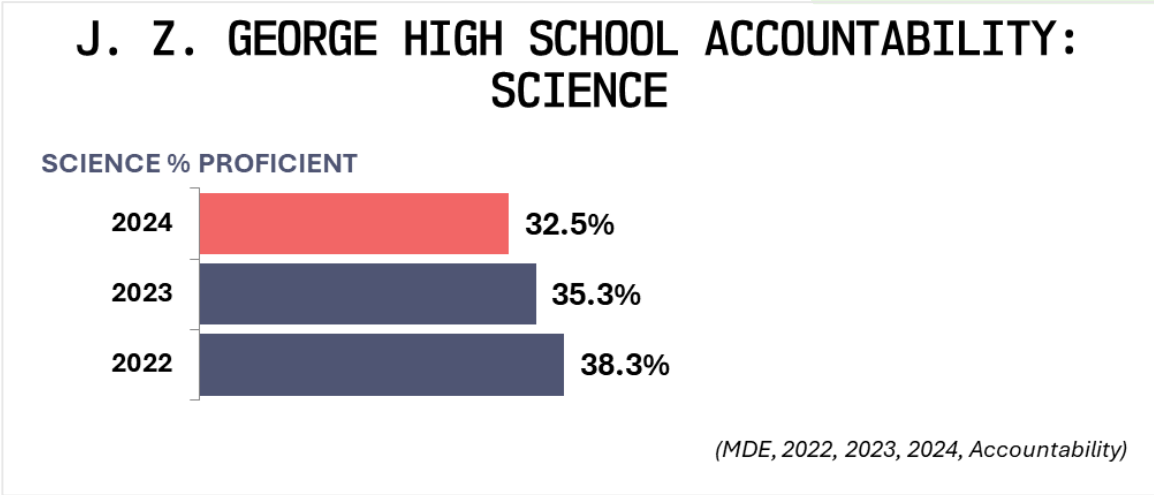


Figure 94: J.Z. George High School Accountability: Science



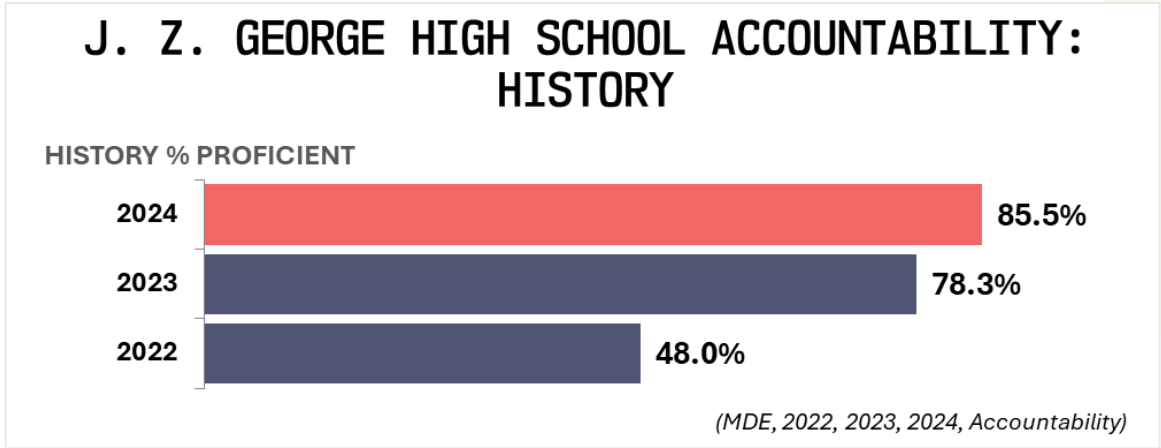
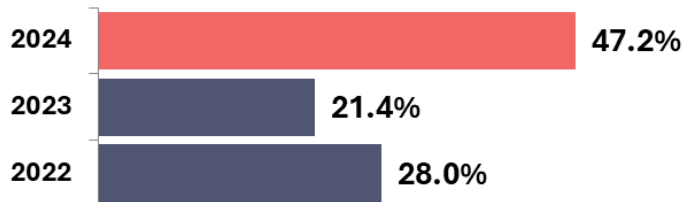


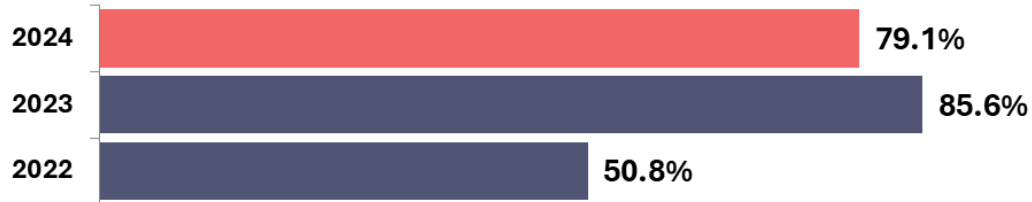
Figure 95: J.Z. George High School Accountability: History

### J. Z. GEORGE HIGH SCHOOL ACCOUNTABILITY: ADVANCED

#### COLLEGE AND CAREER READINESS



#### ACCELERATION



(MDE, 2022, 2023, 2024, Accountability)

Figure 96: J.Z. George High School Accountability: Advanced

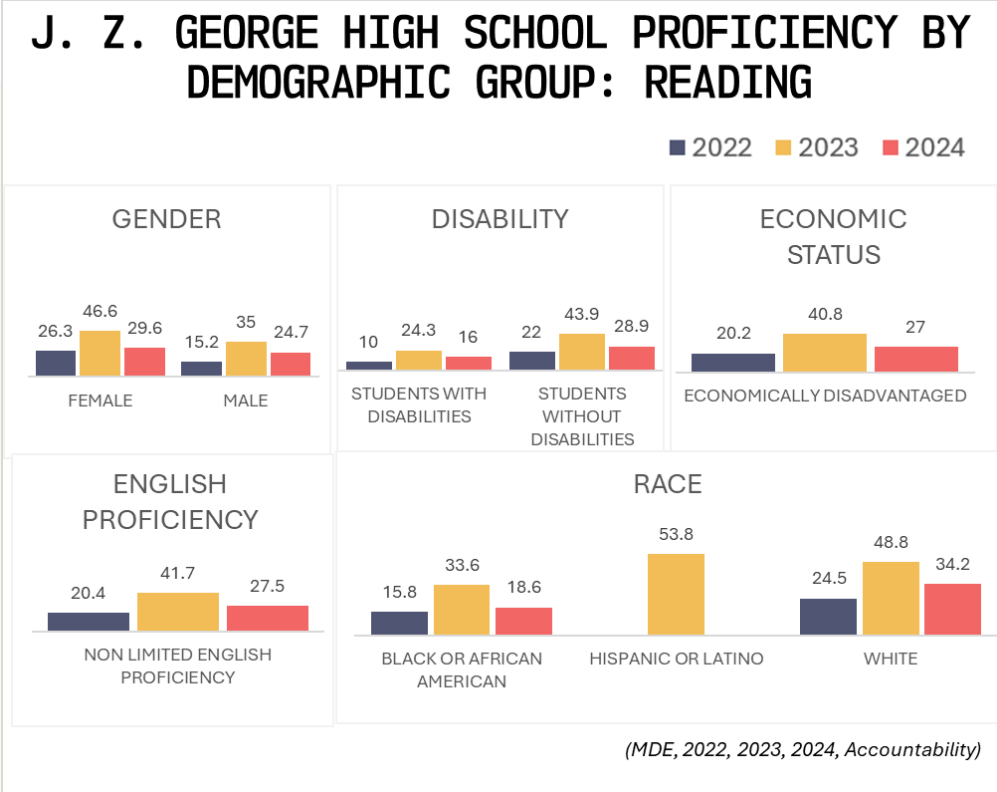


Figure 97: J.Z. George High School Proficiency by Demographic Group: Reading

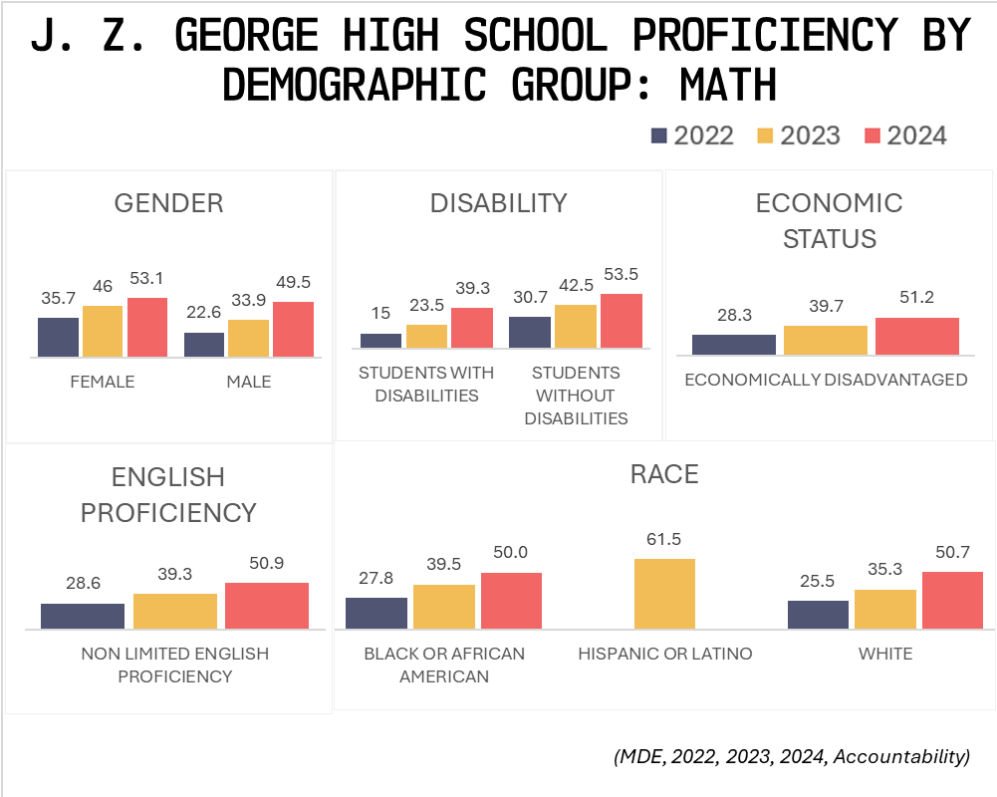


Figure 98: J.Z. George High School Proficiency by Demographic Group: Math

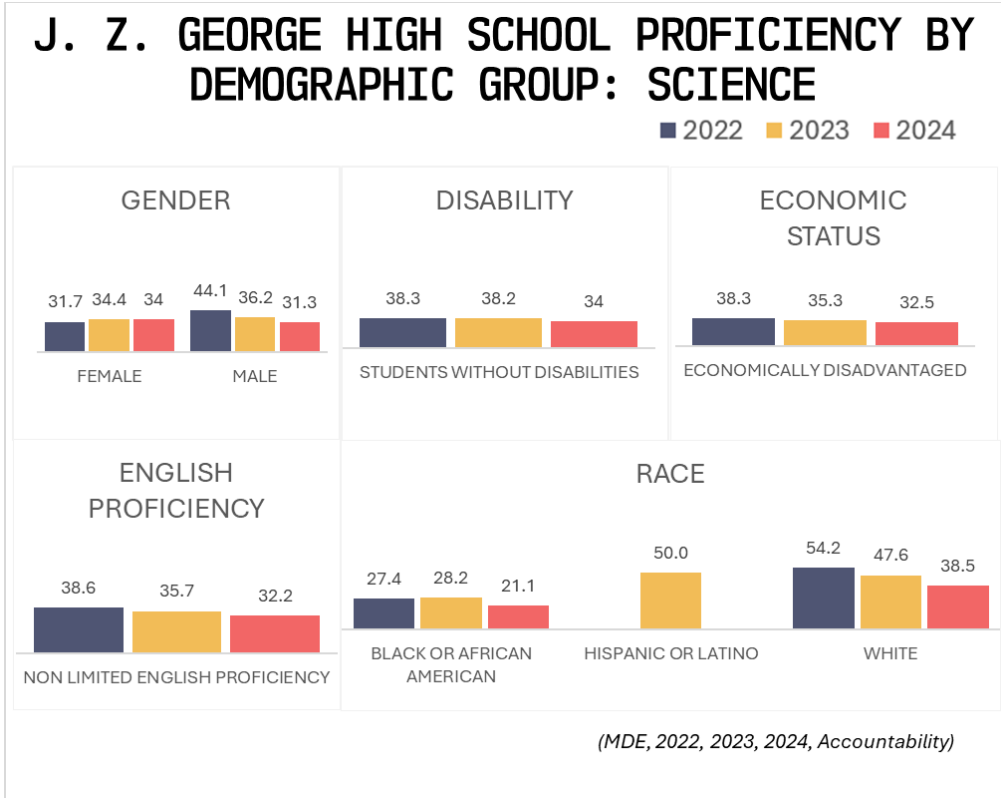


Figure 99: J.Z. George High School Proficiency by Demographic Group: Science

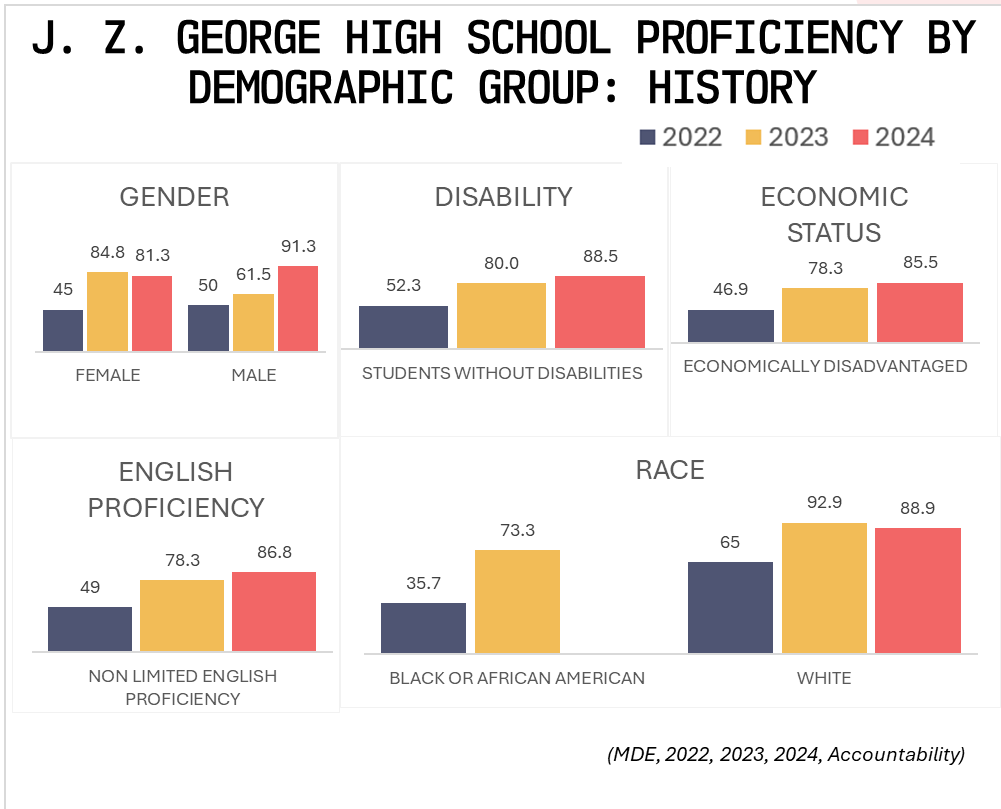


Figure 100: J.Z. George High School Proficiency by Demographic Group: History

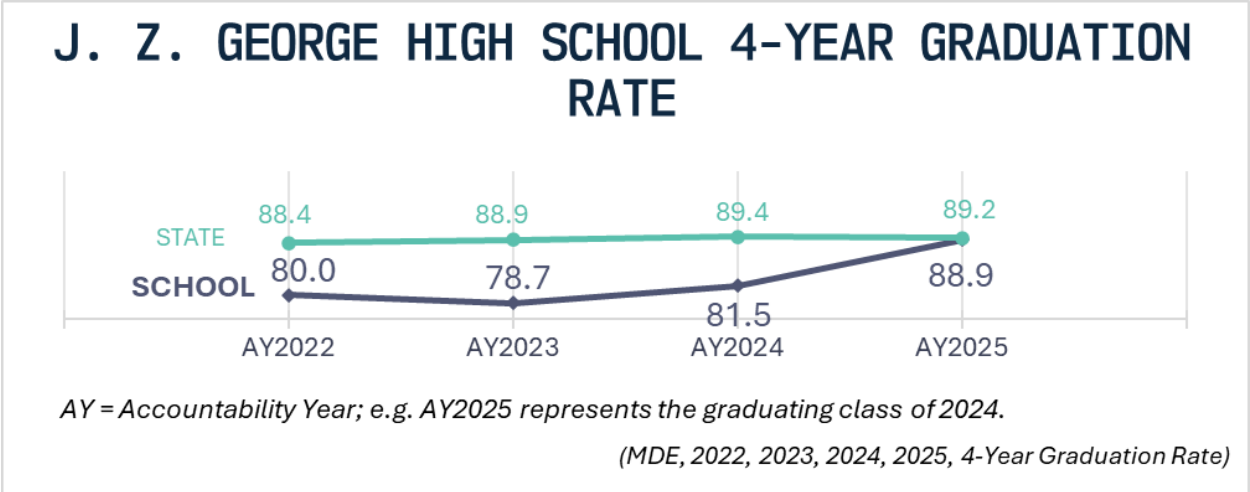


Figure 101: J.Z. George High School 4-Year Graduation Rate

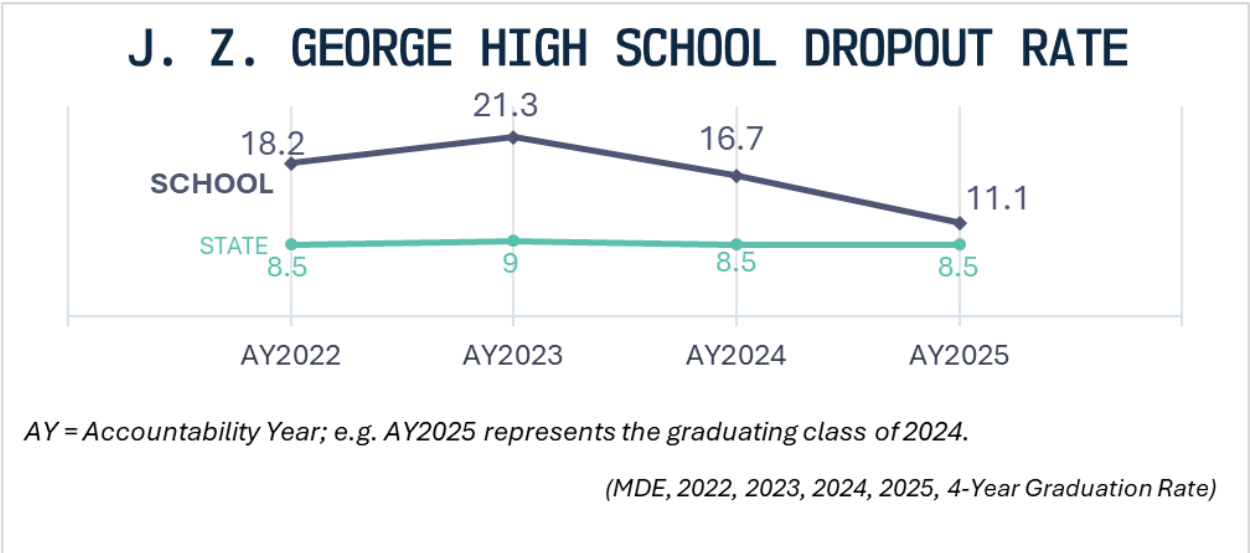


Figure 102: J.Z. George High School Dropout Rate



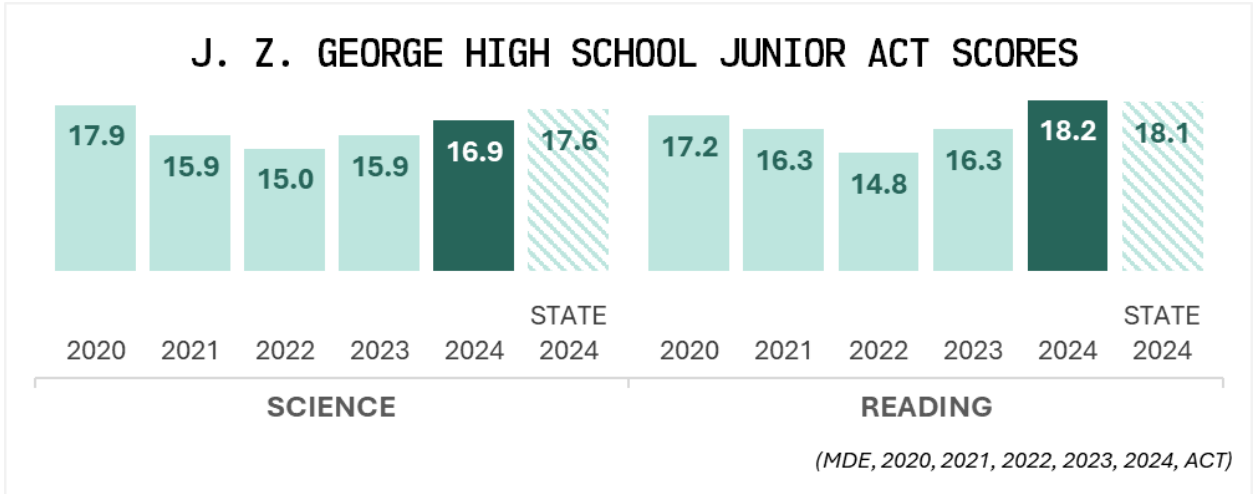


Figure 105: J.Z. George High School Junior ACT: Science and Reading

# MAAP

## MAAP ELA and MATH

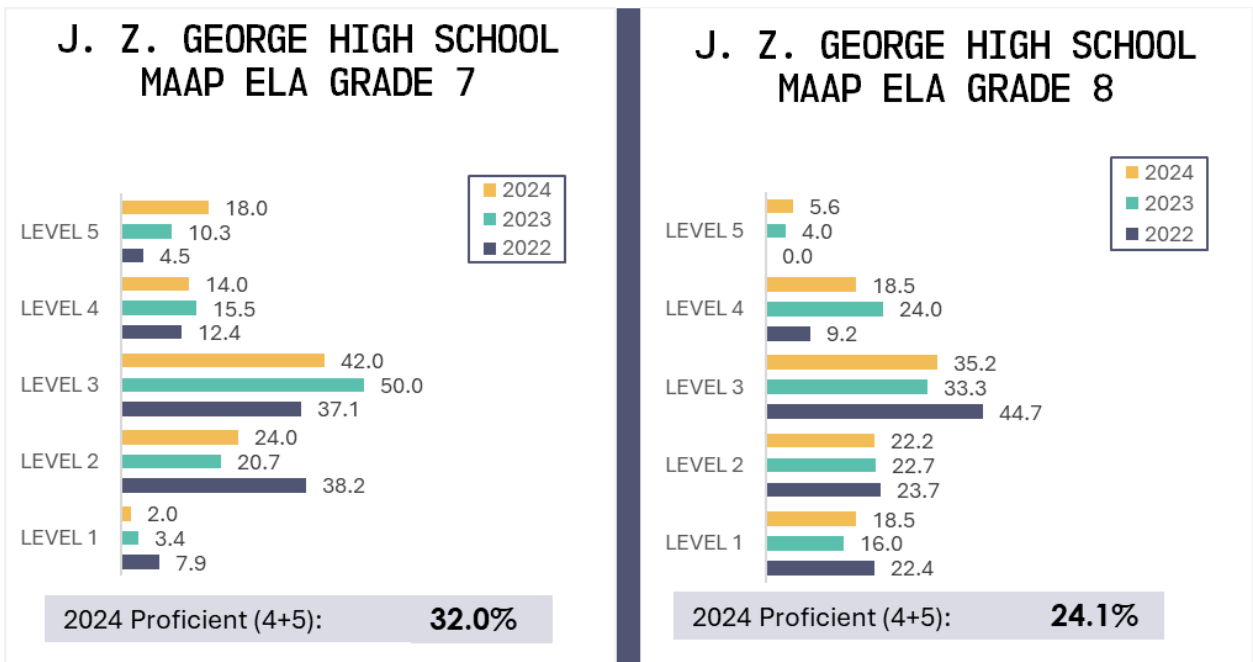


Figure 106: J.Z. George High School MAAP ELA Grades 7 and 8

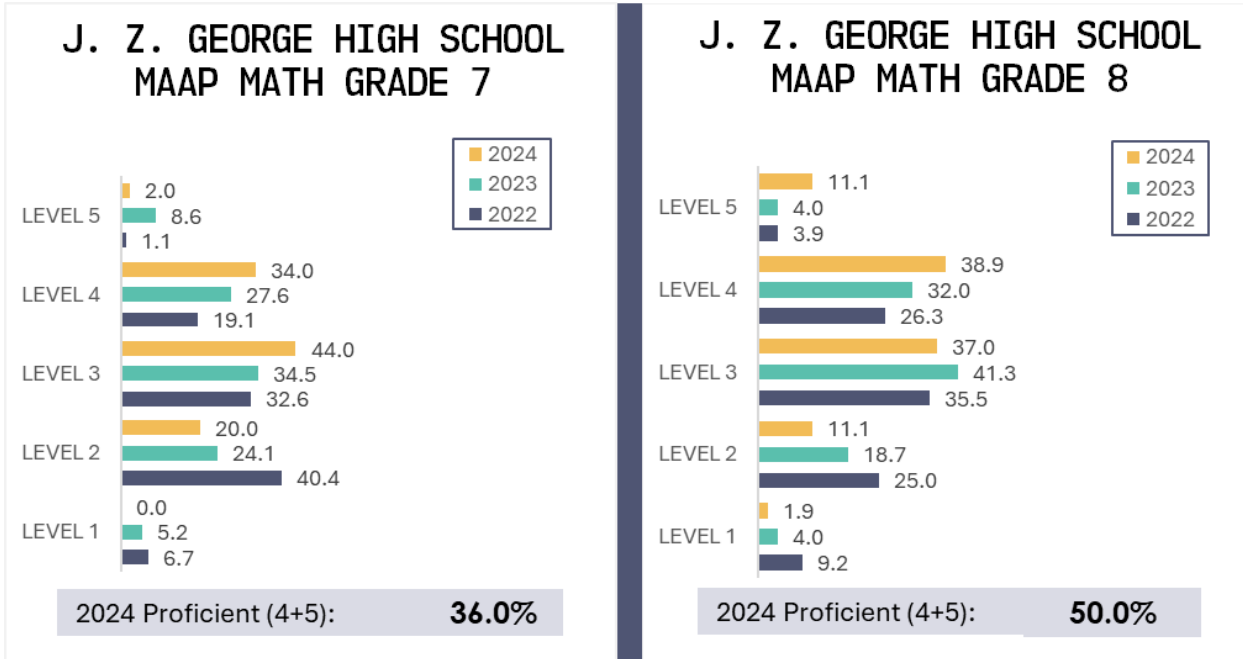


Figure 107: J.Z. George High School MAAP Math Grades 7 and 8

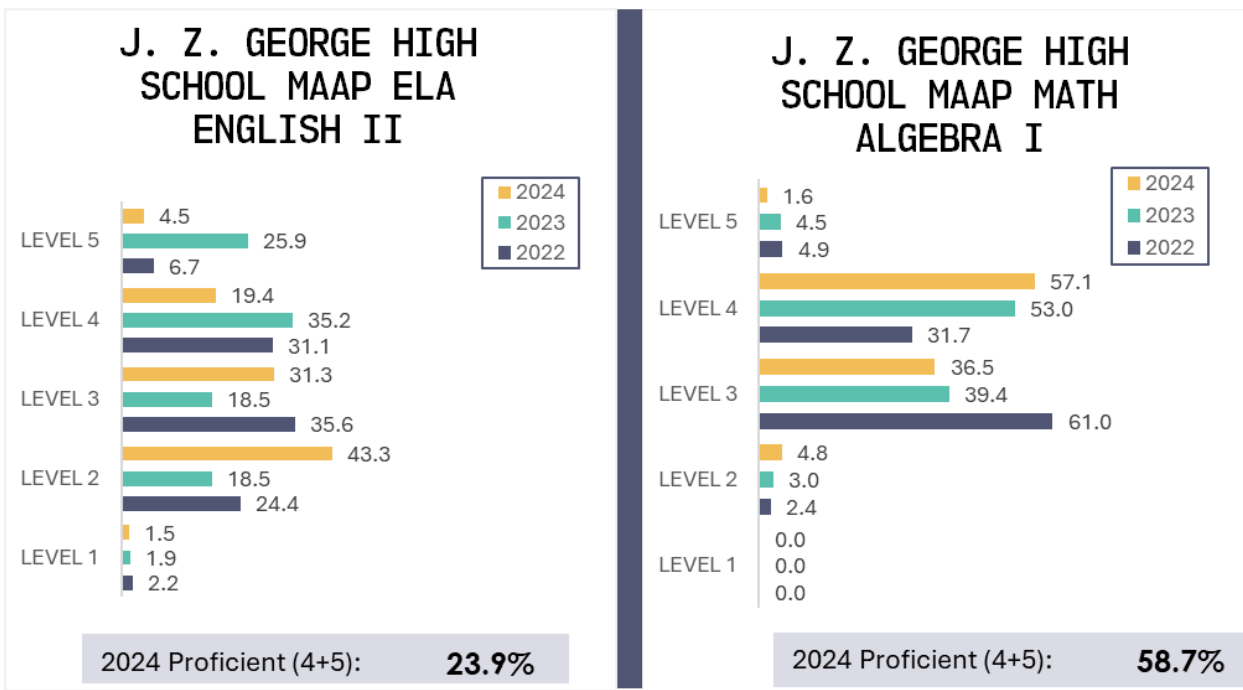


Figure 108: J.Z. George High School MAAP English II and Algebra I

**MAAP END-OF-COURSE**

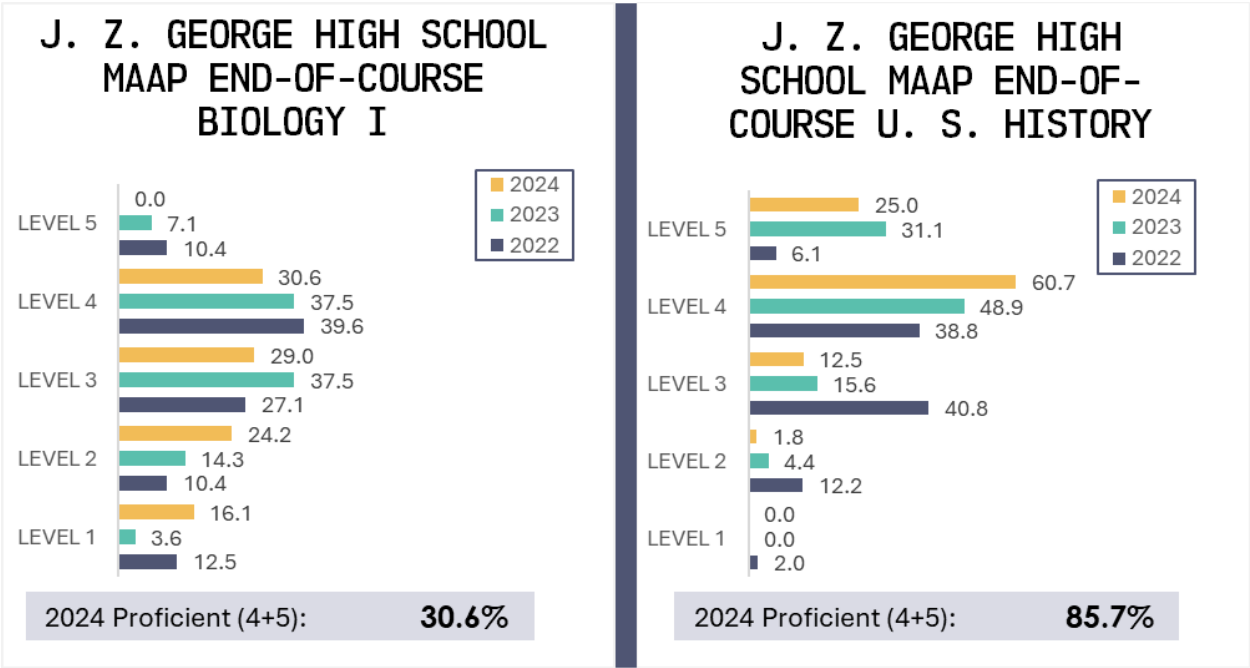


Figure 109: J.Z. George High School MAAP Biology I and U. S. History



**PERSONNEL**

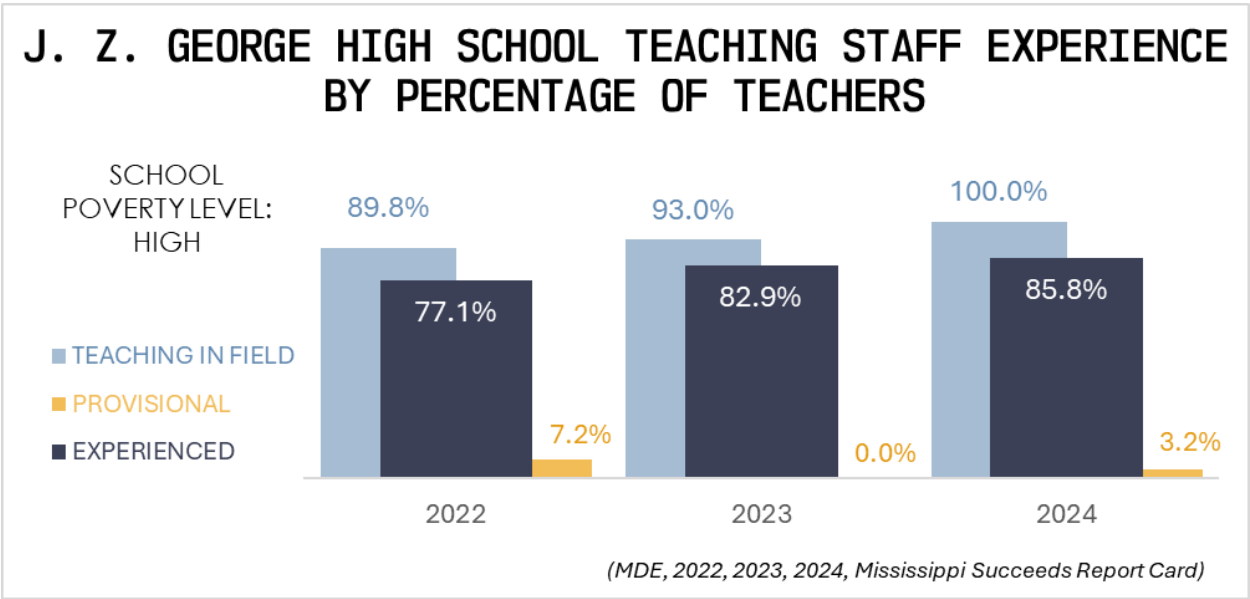


Figure 110: J.Z. George High School Teaching Staff Experience by Percentage of Teachers



# DISCIPLINE

J. Z. GEORGE HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	16.3	19.6	17.1	20.6	24.2	22.6	≤5	≤5	
GENDER	FEMALE	10.7	11.8	12.1	15.6	15.8	16.8	≤5		
	MALE	21.1	27.0	22.5	24.8	32.2	28.7		≤5	
RACE	BLACK OR AFRICAN AMERICAN	19.3	23.4	20.8	21.6	27.1	23.9		≤5	
	HISPANIC OR LATINO						11.1			
	TWO OR MORE RACES	≤5	≤5	18.2	≤5	≤5				
	WHITE	13.6	16.7	13.8	22.5	23.0	23.9	≤5	≤5	
DISABILITY	STUDENTS WITH DISABILITIES	11.7	16.7	14.8	16.7	23.3	31.5			
	STUDENTS WITHOUT DISABILITIES	17.0	20.1	17.5	21.2	24.4	21.0	≤5	≤5	
EL	NON LIMITED ENGLISH PROFICIENCY	16.4	20.1	17.3	21.0	24.7	22.6	≤5	≤5	
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	48.0	52.0	29.0	≤5			≤5		
GENDER	FEMALE	20.0	21.0		≤5			≤5		
	MALE	28.0	31.0	23.0	≤5			≤5		
RACE	BLACK OR AFRICAN AMERICAN	34.0	41.0	19.0	≤5			≤5		
	HISPANIC OR LATINO				≤5			≤5		
	TWO OR MORE RACES		≤10		≤5			≤5		
	WHITE	14.0	≤10		≤5			≤5		
DISABILITY	STUDENTS WITH DISABILITIES	≤10	≤10	11.0	≤5			≤5		
	STUDENTS WITHOUT DISABILITIES	43.0	45.0	18.0	≤5			≤5		
EL	NON LIMITED ENGLISH PROFICIENCY	48.0	52.0	28.0	≤5			≤5		

(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)

Figure 111: J.Z. George High School Disciplinary Actions Reported to MDE

# J.Z. GEORGE HIGH SCHOOL CNA SURVEY



## Introduction

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 Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty (40) faculty and staff members, five (5) parents, and two (2) students responded to the survey.

## FACULTY/STAFF SURVEY

### FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	21	52.5%
Agree	17	42.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%

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

	Count	Percentage
Strongly Agree	13	32.5%
Agree	12	30.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	15	37.5%

**I use effective, evidence-based strategies for:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	27.5%	52.5%	2.5%	0.0%	17.5%
Successful classroom management.	37.5%	42.5%	2.5%	0.0%	17.5%
Teaching special needs students.	32.5%	45.0%	5.0%	0.0%	17.5%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	22.5%	50.0%	2.5%	0.0%	25.0%
Developing and using classroom assessments.	40.0%	42.5%	0.0%	0.0%	17.5%

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	17	42.5%
Expedited evaluation services for students with limited English	21	52.5%
Expedited evaluation services for gifted and talented students	9	22.5%
Additional academic support	21	52.5%
Tutoring	25	62.5%
Enrichment educational services	17	42.5%
Counseling	20	50.0%
Mentors	12	30.0%
School supplies	23	57.5%
School uniforms	21	52.5%
Dental referrals	8	20.0%
Medical referrals	10	25.0%
Bullying assistance	10	25.0%

## TITLE IV-A

### 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	13	32.5%
Supporting college and career counseling	23	57.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	27	67.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	18	45.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	16	40.0%

### 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	16	40.0%
Providing school-based mental health services and counseling	19	47.5%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	11	27.5%
Establishing or improving dropout prevention	19	47.5%
Supporting re-entry programs and transition services for Justice-involved youth	6	15.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	21	52.5%
Implementing systems and practices to prevent bullying and harassment	12	30.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	11	27.5%
Establishing community partnerships	21	52.5%

**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	19	47.5%
Building technological capacity and infrastructure	22	55.0%
Carrying out innovative blended learning projects	11	27.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	16	40.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	21	52.5%

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

	Count	Percentage
Strongly Agree	21	52.5%
Agree	13	32.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	12.5%

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

	Count	Percentage
Strongly Agree	10	25.0%
Agree	24	60.0%
Disagree	1	2.5%
Strongly Disagree	2	5.0%
Not Applicable or No Information	3	7.5%

**My biggest equipment needs are:**

	Count	Percentage
Computers	14	35.0%
Software	17	42.5%
Mobile laptop computers	14	35.0%
Listening centers	3	7.5%
Interactive white board	11	27.5%
Classroom response system (clickers)	5	12.5%
Digital slates (e.g. iPad, Microsoft Pro)	5	12.5%

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

	Count	Percentage
Strongly Agree	19	47.5%
Agree	19	47.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%

## CURRICULUM AND INSTRUCTION

**The programs of this school (district) meet the requirement of students with special needs (varied physical, intellectual needs, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	6	15.0%
Agree	25	62.5%
Disagree	5	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.0%

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

	Count	Percentage
Strongly Agree	9	22.5%
Agree	20	50.0%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	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	12	30.0%
Utilize technology such as class websites, blogs, and videos	19	47.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	8	20.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	15	37.5%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	20	50.0%

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

	Count	Percentage
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	7	17.5%
Use bilingual handouts and cues	5	12.5%
Use visual displays, portable white boards, and posters when giving instructions	18	45.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	12	30.0%

**How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?**

	Count	Percentage
Through regular scheduling	22	55.0%
Teachers provide unique instructional time inside the classroom for English instruction.	7	17.5%
Mentoring with another student	11	27.5%
Not Applicable	13	32.5%

**Does your school have an adequate number of certified teachers to instruct EL students?**

	Count	Percentage
Yes	19	47.5%
No	21	52.5%

**Please check the areas below that are routinely evaluated to determine the needs of EL students?**

	Count	Percentage
Language Spoken in the Home	25	62.5%
Language Proficiency of the Parent	18	45.0%
Level of Parental Involvement	18	45.0%
Family income and socioeconomic status	8	20.0%
Visual Screening Result	13	32.5%
Auditory Screening Result	15	37.5%
Grade Retention (if applicable)	9	22.5%
Number of Failed Courses	8	20.0%
Dropout Status (if applicable)	11	27.5%
Enrichment programs/activities	17	42.5%
Supplemental Academic Instruction	17	42.5%
Behavioral Supports	8	20.0%
Counseling Services	19	47.5%

**Please check the areas below that are routinely evaluated to determine the needs of EL students?**

	Count	Percentage
Discipline Records	7	17.5%
Social-Emotional Learning Services	8	20.0%
Social Behavioral Assessment Inventory Score	4	10.0%
Mental Health Supports	5	12.5%

**What services are offered to students who are incarcerated?**

	Count	Percentage
Tutoring	7	17.5%
Mental Health Services	3	7.5%
Counseling	4	10.0%
Transitional Services	1	2.5%
Not applicable	33	82.5%

**Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?**

	Count	Percentage
Yes	9	22.5%
No	1	2.5%
Not applicable	30	75.0%

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	17	42.5%
Agree	19	47.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.5%

**Parents feel welcome in our school.**

	Count	Percentage
Strongly Agree	17	42.5%
Agree	19	47.5%
Disagree	2	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.0%

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

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

## SCHOOL CLIMATE AND CULTURE

**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	13	32.5%
Agree	23	57.5%
Disagree	2	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.0%

**I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.**

	Count	Percentage
Strongly Agree	15	37.5%
Agree	19	47.5%
Disagree	4	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.0%

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

	Count	Percentage
Strongly Agree	17	42.5%
Agree	21	52.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.0%

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

	Count	Percentage
Strongly Agree	16	40.0%
Agree	19	47.5%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	10.0%

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

	Count	Percentage
Strongly Agree	26	65.0%
Agree	10	25.0%
Disagree	3	7.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%

## PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	12	30.0%
Agree	15	37.5%
Disagree	2	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	27.5%

## PROFESSIONAL DEVELOPMENT

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

	Rank
My specific content area	#1
Using technology to enhance instruction	#2
Differentiated Instruction	#3
Mississippi College and Career Readiness Standards	#4
Reading for at risk students	#5
Classroom Management	#6
Successful inclusion strategies	#7
Depth of Knowledge	#8
Writing strategies	#9
Teaching and understanding students in poverty	#10
Conflict resolution	#11
English Learners (ELs)	#12

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

	Rank
Developing quality assessments	#13
Interpreting and analyzing student data	#14
Teaching and understanding homeless students	#15
Response to Intervention (RTI/MTSS)	#16
Culture sensitivity	#17

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

	Count	Percentage
Strongly Agree	3	7.5%
Agree	27	67.5%
Disagree	8	20.0%
Strongly Disagree	1	2.5%
Not Applicable or No Information	1	2.5%

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

	Count	Percentage
Strongly Agree	4	10.0%
Agree	18	45.0%
Disagree	5	12.5%
Strongly Disagree	6	15.0%
Not Applicable or No Information	7	17.5%

**I would like further guidance in:**

	Count	Percentage
Arranging my classroom for maximum student learning.	7	17.5%
Keeping my students on task and engaged.	10	25.0%
Strategies for effective classroom management.	4	10.0%
Maintaining high expectations for ALL students.	13	32.5%
Strategies to get students actively engaged in the lesson.	22	55.0%
Improving the knowledge and skills in my content area.	13	32.5%
Developing comprehensive and effective lesson plans.	1	2.5%
Pedagogy and implementing the components of an effective lesson.	1	2.5%
Effective questioning to promote students to think critically.	7	17.5%
Planning lessons/activities to address individual differences.	9	22.5%
Developing and adjusting lessons to meet the needs of diverse learners.	4	10.0%

**I would like further guidance in:**

	Count	Percentage
Designing flexible groups for specific learning or behavioral needs.	4	10.0%
Implementing the Teacher Support Team (TST) process.	6	15.0%
Developing appropriate assessments for varying subgroups	3	7.5%
Analyzing and interpreting student test data.	2	5.0%
Using state standards, objectives, sample test items, and blueprints to develop appropriate assessments.	5	12.5%
Using assessment results to improve instruction.	3	7.5%

**Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?**

	Count	Percentage
Yes	29	72.5%
No	11	27.5%

**Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?**

	Count	Percentage
Yes	17	42.5%
No	23	57.5%

## GENERAL OPINION

Note: In response to open-ended questions, stakeholders were invited to comment about what the school or district does well , what improvements should be made, and what professional development has been provided to support English Learners.

**FACULTY/STAFF MEMBERS** from J.Z. George High School expressed appreciation for the school’s supportive leadership, positive relationships with students, and strong academic focus. Many praised the welcoming atmosphere, emotional support services, and efforts to prepare students for state testing. While some staff recalled EL-related training and parent engagement efforts, many were unsure about recent professional development offerings. Suggestions for improvement included increased communication, up-to-date instructional materials, sensitivity training, and targeted support for vaping prevention. Teachers also recommended more content-specific training and tools to promote student study habits and academic rigor.

# PARENT SURVEY

## FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	4	80.0%
Disagree	1	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Abuse Prevention	1	20.0%
Computer Classes	1	20.0%
Conflict Resolution	1	20.0%
Discipline	1	20.0%
Drug/Alcohol Awareness	3	60.0%
English as a Second Language	1	20.0%
Health Classes	1	20.0%
Literacy Classes	1	20.0%
Math Classes	2	40.0%
Parent-to-School Relationships	1	20.0%
Parent/Child Communication	1	20.0%
Preparing for College	4	80.0%
Parenting Workshops	0	0.0%
Social Media Classes	0	0.0%
Stress/Anger Management	3	60.0%
Understanding College- and Career-Ready Standards	4	80.0%

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

	Count	Percentage
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	1	20.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	1	20.0%
Resource materials for parental training	1	20.0%
Training for parents to work with other parents on becoming involved in the schools	3	60.0%

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

	Count	Percentage
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	1	20.0%
Home/School Planners	1	20.0%

## TITLE IV-A

**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	1	20.0%
Supporting college and career counseling	1	20.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	2	40.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	3	60.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	3	60.0%

**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	3	60.0%
Providing school-based mental health services and counseling	2	40.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	2	40.0%
Establishing or improving dropout prevention	1	20.0%
Supporting re-entry programs and transition services for Justice-involved youth	1	20.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	2	40.0%
Implementing systems and practices to prevent bullying and harassment	4	80.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	2	40.0%
Establishing community partnerships	2	40.0%

**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	2	40.0%
Building technological capacity and infrastructure	1	20.0%
Carrying out innovative blended learning projects	1	20.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	1	20.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	60.0%

**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	40.0%
Agree	2	40.0%
Disagree	1	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	20.0%
Agree	2	40.0%
Disagree	2	40.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	20.0%
Agree	3	60.0%
Disagree	1	20.0%
Strongly Disagree	0	0.0%
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 (varied physical, intellectual needs, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	1	20.0%
Agree	3	60.0%
Disagree	1	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**Is your child an English Language Learner?**

	Count	Percentage
Yes	4	80.0%
No	1	20.0%

**Please check all the services your child has access to or is receiving:**

	Count	Percentage
English Instruction	3	60.0%
Mentoring	1	20.0%
Academic or career counseling	3	60.0%
Mental Health counseling	1	20.0%

**Do you think the services your child is receiving as an English Learner are adequate for academic success?**

	Count	Percentage
Yes	4	100.0%
No	0	0.0%

**Do you think the EL faculty and staff have the required certification and training to help English Learners?**

	Count	Percentage
Yes	4	100.0%
No	0	0.0%

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	1	20.0%
Agree	1	20.0%
Disagree	1	20.0%
Strongly Disagree	2	40.0%
Not Applicable or No Information	0	0.0%

### **Parents feel welcome in our school.**

	Count	Percentage
Strongly Agree	1	20.0%
Agree	1	20.0%
Disagree	2	40.0%
Strongly Disagree	1	20.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	20.0%
Agree	1	20.0%
Disagree	2	40.0%
Strongly Disagree	1	20.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	20.0%
Agree	1	20.0%
Disagree	2	40.0%
Strongly Disagree	1	20.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	20.0%
Agree	4	80.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Parent/teacher conference	1	20.0%
Checked my child's grades/assignments online	3	60.0%
Been in contact with my child's teacher	3	60.0%
Received a newsletter from the district, school, or teacher	0	0.0%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	0	0.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	5	100.0%
Volunteered at my child's school	0	0.0%

## SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	1	20.0%
Agree	4	80.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.**

	Count	Percentage
Strongly Agree	1	20.0%
Agree	1	20.0%
Disagree	2	40.0%
Strongly Disagree	1	20.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	4	80.0%
Disagree	1	20.0%
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	2	40.0%
Agree	2	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	20.0%

## GENERAL OPINION

Note: In response to 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.

**PARENTS OF STUDENTS** from J.Z. George High School reflected both appreciation and concern. Several parents praised the school’s communication efforts, the use of phone alerts, and the dedication of teachers who go above and beyond to support students regardless of background. Others acknowledged positive discipline practices. However, many responses pointed to areas for improvement. Parents expressed concerns about inconsistent enforcement of rules, especially around discipline, vaping, and class participation. Several called for improvements in cafeteria food, athletic programming, and stronger parent-teacher relationships. Dress code flexibility and better oversight of faculty conduct were also mentioned.

# STUDENT SURVEY

## FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

## TITLE IV-A

**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	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
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 (varied physical, intellectual needs, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**My school work is challenging and requires my best effort.**

	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**The grading and evaluation of my class work is fair.**

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	50.0%
Disagree	1	50.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:**

	Count	Percentage
Not an English Language Learner	1	50.0%
Additional academic support	0	0.0%
Tutoring	0	0.0%
Counseling	0	0.0%
A mentor	0	0.0%

**Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:**

	Count	Percentage
School supplies	0	0.0%
Structured note taking mechanisms	0	0.0%
The teacher slows speech at times to help you understand	0	0.0%
The teacher uses gestures and demonstrations	0	0.0%
Use think aloud and think pair shares	0	0.0%
Use of bilingual handouts and cues	0	0.0%
Use of display word walls with high frequency words	1	50.0%

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
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	0	0.0%
Agree	2	100.0%
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	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

## SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.**

	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
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	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

## GENERAL OPINION

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Note: In response to 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.

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**STUDENTS** from J.Z. George High School gave limited feedback, but touched on both strengths and areas for improvement. One student praised the school for its supportive environment, noting that staff are present and make an effort to ensure students are happy. Another student suggested improving the quality of school meals, indicating that food service is an area where change would be welcomed.

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