

COMPREHENSIVE  
NEEDS ASSESSMENT

**CARROLL COUNTY**

SCHOOL DISTRICT

2024

# CARROLL COUNTY SCHOOL DISTRICT

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## COMPREHENSIVE NEEDS ASSESSMENT 2024

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

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Carroll County School District  
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# *SCHOOL BOARD*

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John Phillips - President  
James Kenneth DeLoach - Vice President  
Stella Washington Bell - Secretary  
William Downs - Member  
Teresa Vanlandingham – Member  
Lori Bell – Attorney

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Mr. Joey Carpenter  
Superintendent of Education





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# SECTION 1

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## Carroll County School District Profile

### Introduction

**CARROLL COUNTY SCHOOL DISTRICT'S CENTRAL OFFICE** is located at 603 Lexington Street in Carrollton, Mississippi. In January of 2024, the district housed seven hundred sixty-eight (768) 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).

According to the district's website, "the 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." Superintendent Joey Carpenter ensures the district will provide strong academic programs as well as strong athletic and extracurricular programs. The district also welcomes community and parental involvement to ensure student success.

## Philosophy

### VISION

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



### MISSION

THE 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.

### GOALS

**GOAL 1:** Ensure a safe, healthy, and orderly environment that is conducive to learning for all.

**GOAL 2:** Focus on student achievement.

**GOAL 3:** Providing an effective teaching and learning environment.

**GOAL 4:** Increase community and family engagement.

**GOAL 5:** Manage the district's resources in a financially responsible manner.

(Carroll County School District, 2024)



## 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.



# Enrollment

**TAKEAWAY:** District enrollment is has declined since 2022; there has been a net loss of -16.8% over 5 years. The student population has become more diverse, with a slight influx of Asian and Hispanic or Latino students.

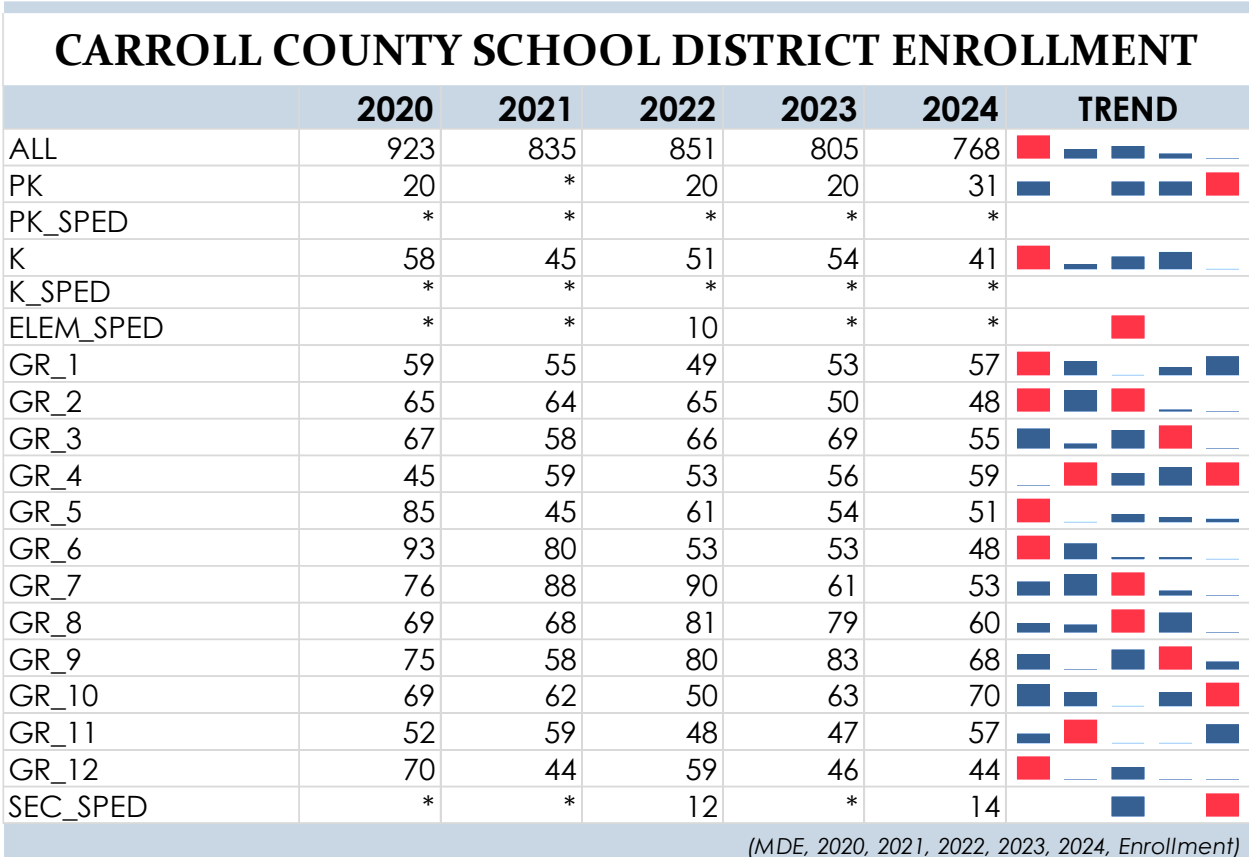


Figure 1: District Enrollment

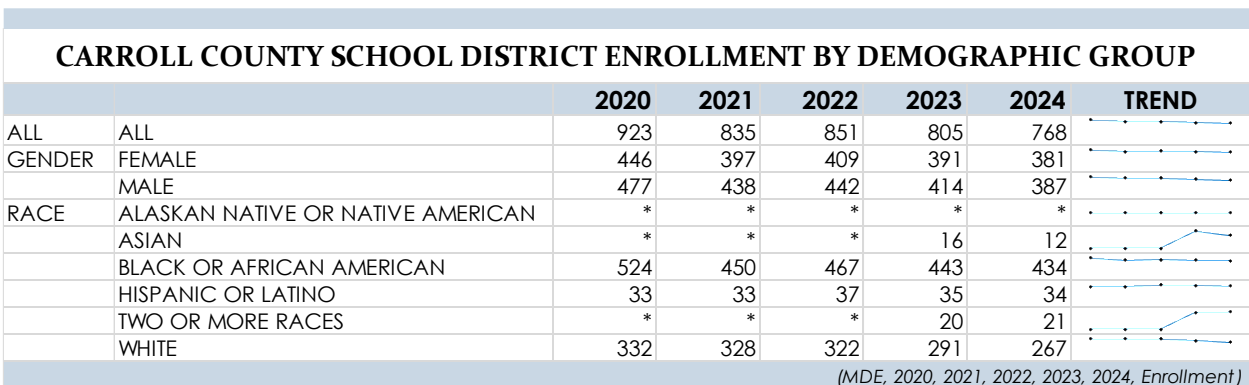


Figure 2: District Enrollment by Demographic Group

# Attendance

**TAKEAWAY:** Average Daily Attendance was 93% of enrollment in 2023, the same as 2021 (ADA divided by total enrollment less PK, which is not counted in ADA). Chronic absence has decreased to 29.2% in comparison to 23.9% for the state.

## AVERAGE DAILY ATTENDANCE

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

<b>CARROLL COUNTY SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE</b>				
	<b>2021</b>	<b>2022</b>	<b>2023</b>	
ALL	751.8	738.6	706.2	
K	43.5	45.5	50.2	
K_SPED	1.0	1.6	2.3	
ELEM_SPED	8.7	9.1	5.9	
GR_1	53.4	45.6	49.0	
GR_2	61.1	59.8	46.2	
GR_3	52.3	61.6	61.3	
GR_4	54.9	48.8	51.3	
GR_5	40.6	54.5	48.3	
GR_6	76.1	44.7	47.4	
GR_7	83.5	80.9	53.7	
GR_8	64.2	72.1	72.0	
GR_9	54.7	69.1	73.9	
GR_10	55.0	44.4	55.0	
GR_11	54.6	41.6	41.6	
GR_12	40.0	49.1	40.3	
SEC_SPED	8.2	10.2	7.6	

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

Figure 3: District Average Daily Attendance



# Carroll County School District Profile

## CHRONIC ABSENCE

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

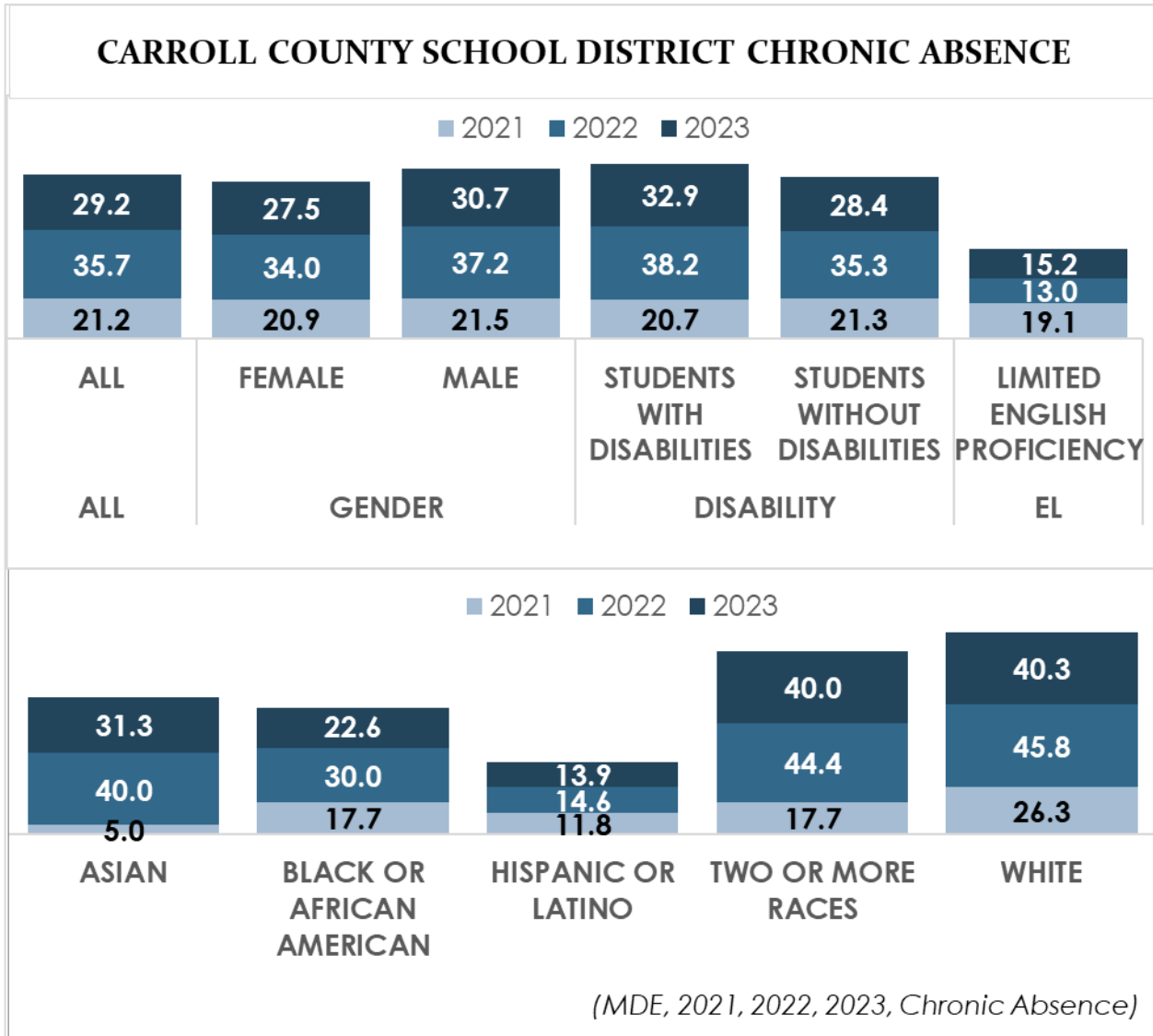


Figure 4: District Chronic Absence by Demographic Group

# Accountability

**TAKEAWAY:** The district posted gains in proficiency in both reading and math between 2021 and 2023. Proficiency in science also increased as well as U. S. History. College and career measures were lower. Student participation in accelerated courses remained high. Proficiency in reading and math was up across almost all demographic groups from 2021; however, no significant changes were noted in gap-to-goal closure. Graduation rates dropped below the state average for all except white students. The dropout rate decreased by 4.6 percentage points.

## ACCOUNTABILITY MEASURES

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

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



## Carroll County School District Profile

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

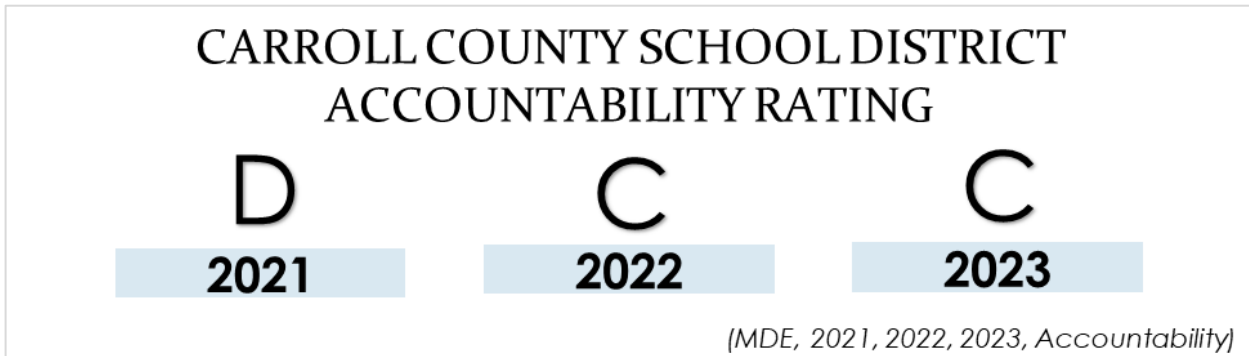


Figure 5: District Accountability Rating

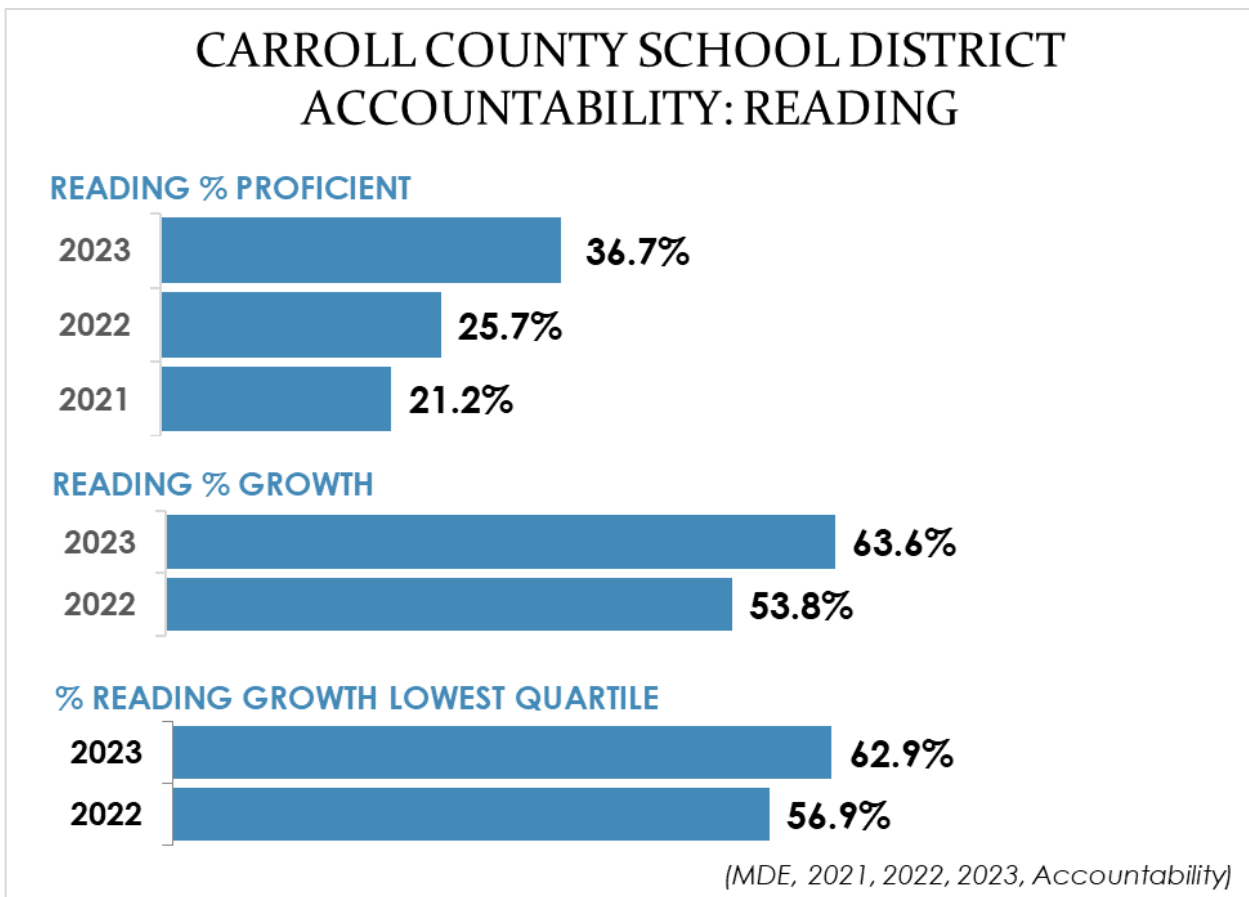
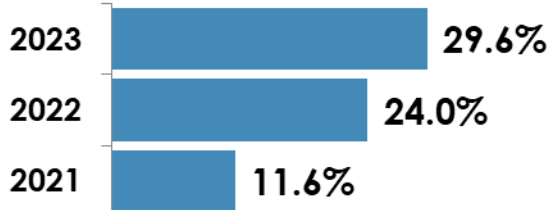


Figure 6: District Accountability: Reading

### CARROLL COUNTY SCHOOL DISTRICT ACCOUNTABILITY: MATH

#### MATH % PROFICIENT



#### MATH % GROWTH



#### % MATH GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 7: District Accountability: Math

### CARROLL COUNTY SCHOOL DISTRICT ACCOUNTABILITY: SCIENCE

#### SCIENCE % PROFICIENT



(MDE, 2021, 2022, 2023, Accountability)

Figure 8: District Accountability: Science



## Carroll County School District Profile

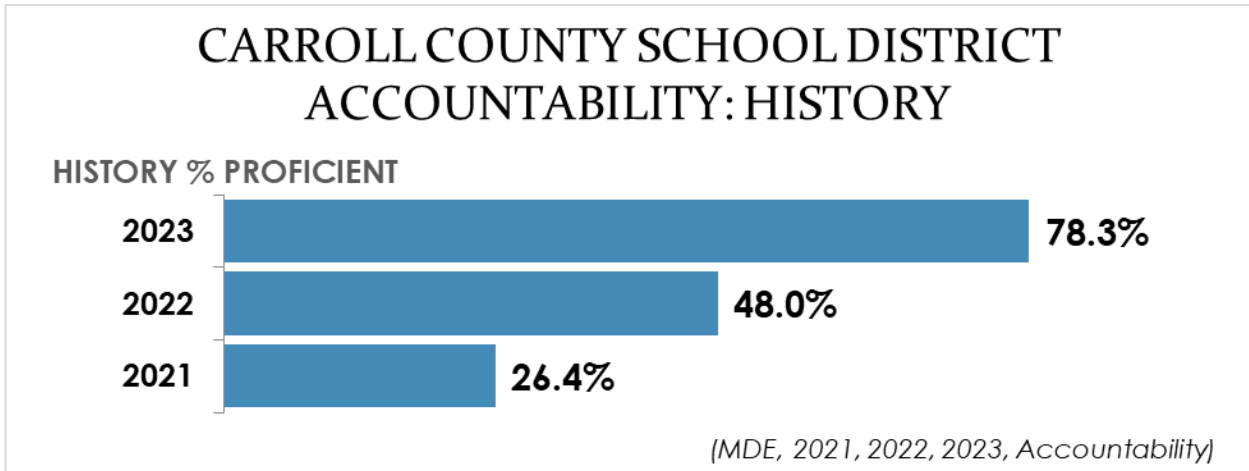


Figure 9: District Accountability: History

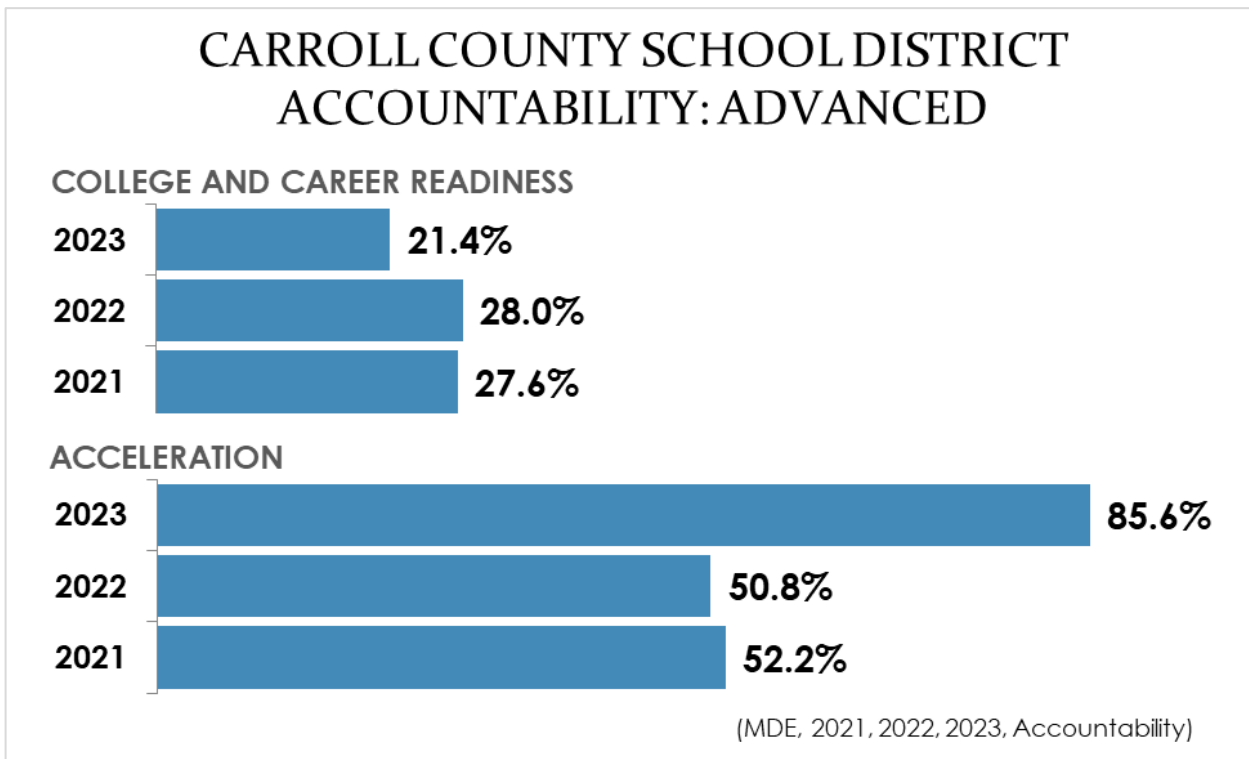


Figure 10: District Accountability: Advanced

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

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

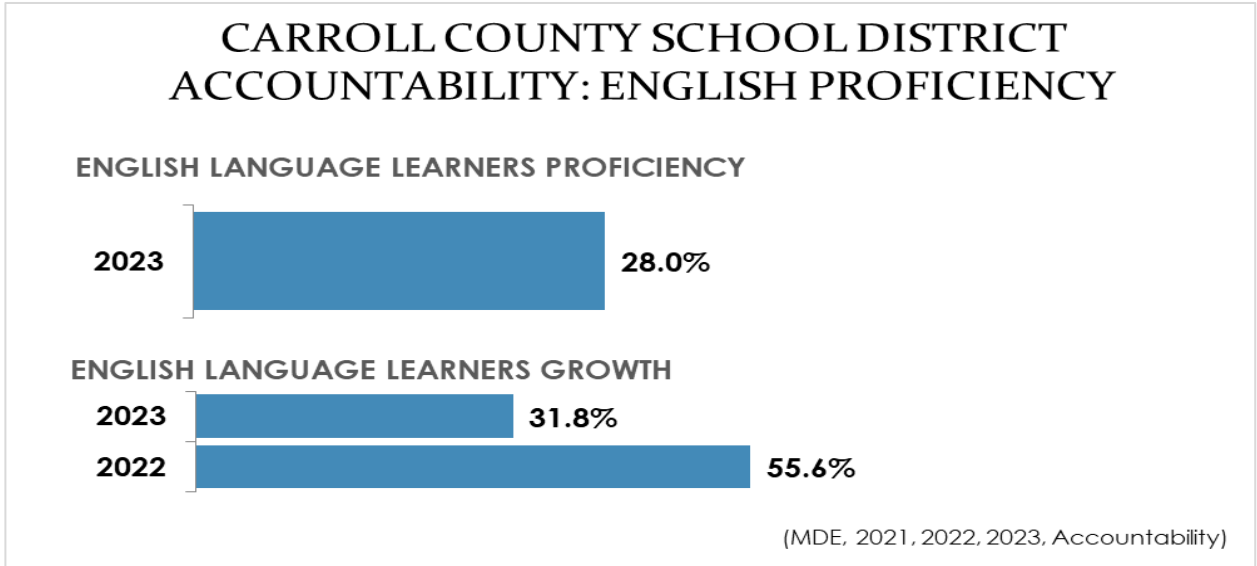
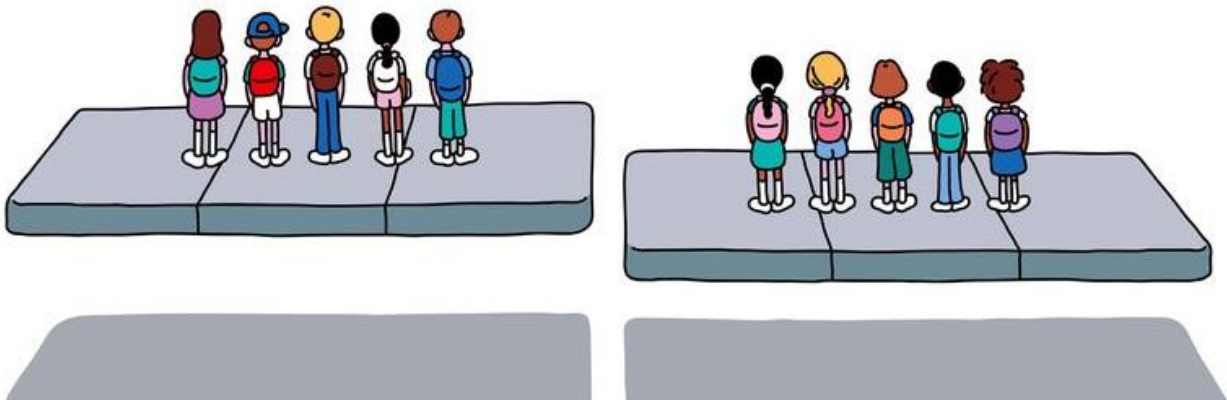


Figure 11: District Accountability: English Proficiency

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

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



### PROFICIENCY BY DEMOGRAPHIC GROUPS

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



# Carroll County School District Profile

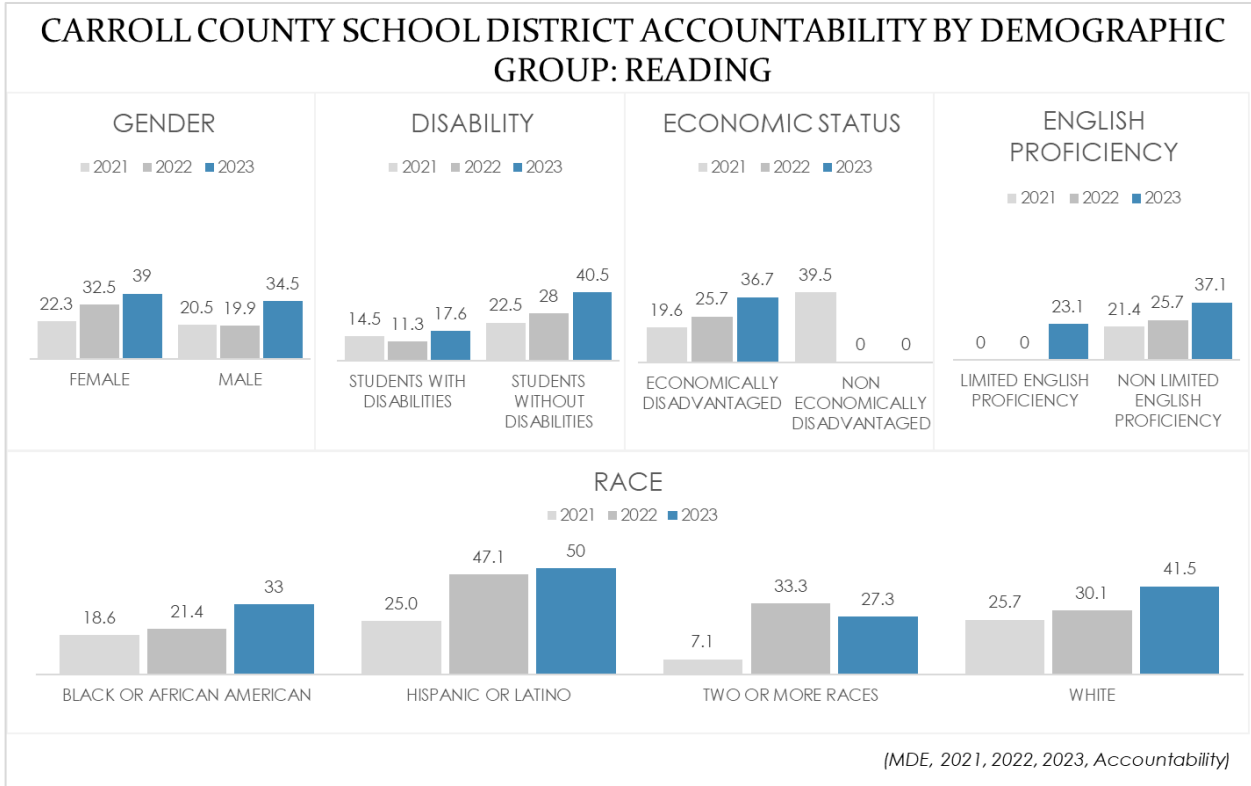


Figure 12: District Accountability by Demographic Group: Reading

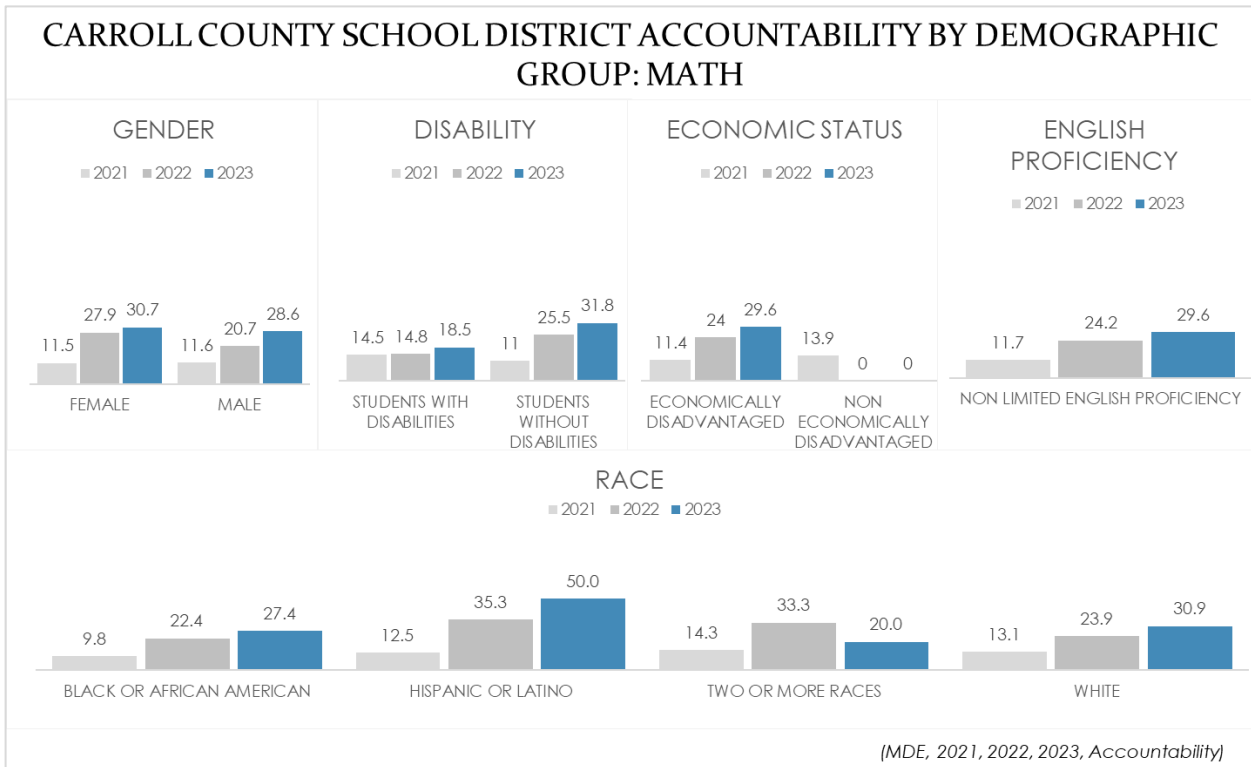
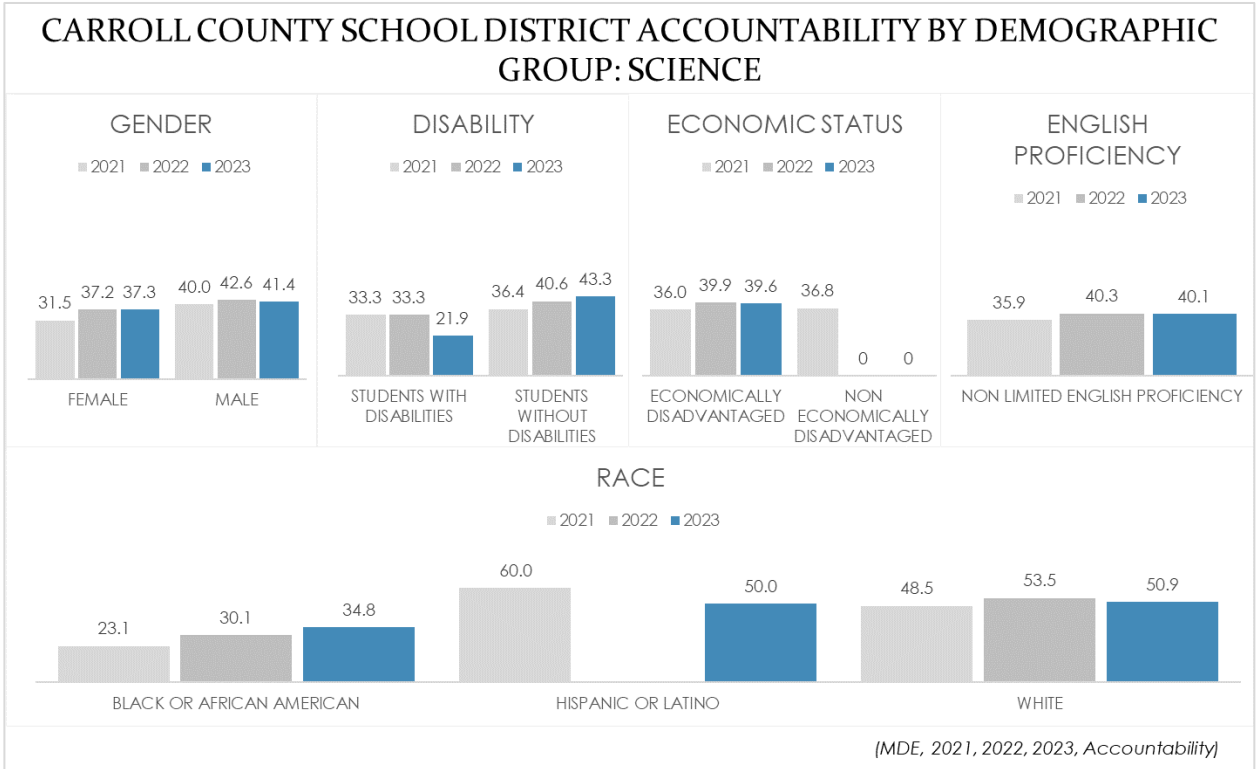
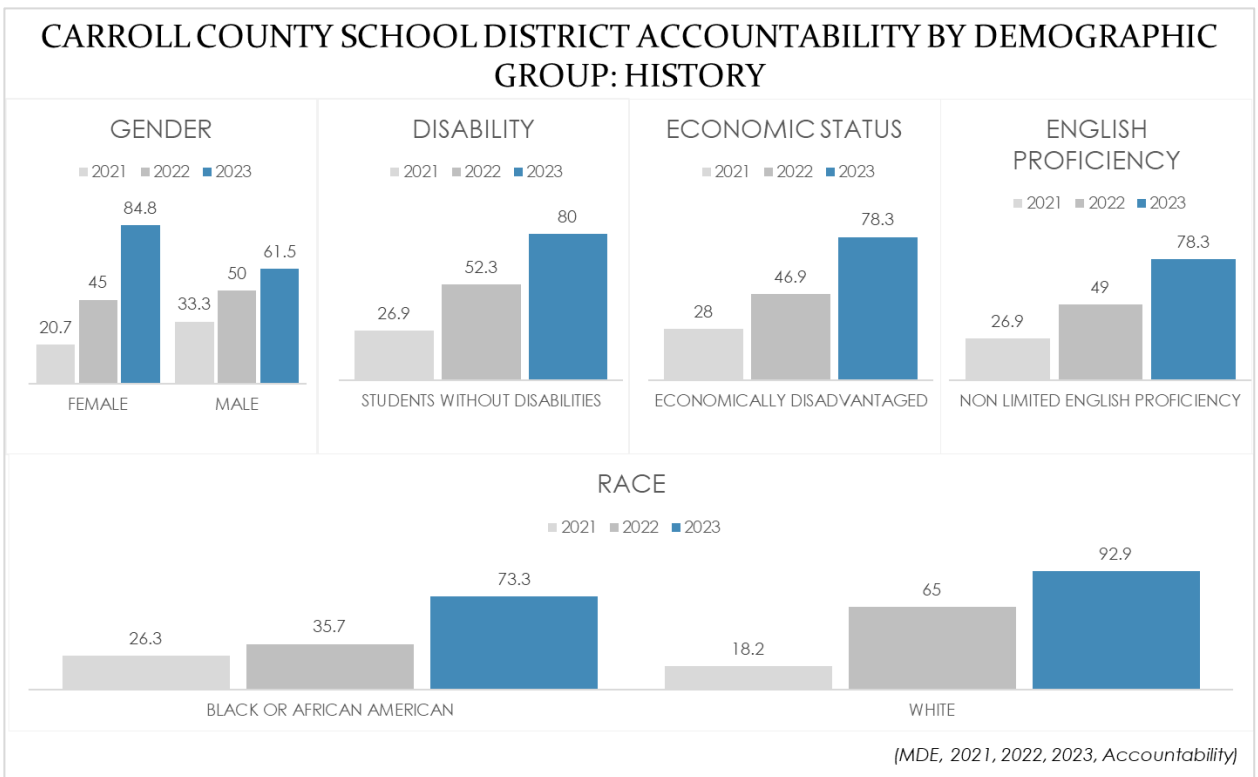


Figure 13: District Accountability by Demographic Group: Math



**Figure 14: District Accountability by Demographic Group: Science**



**Figure 15: District Accountability by Demographic Group: History**



# Carroll County School District Profile

## GAP-TO-GOAL BY DEMOGRAPHIC GROUP

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

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

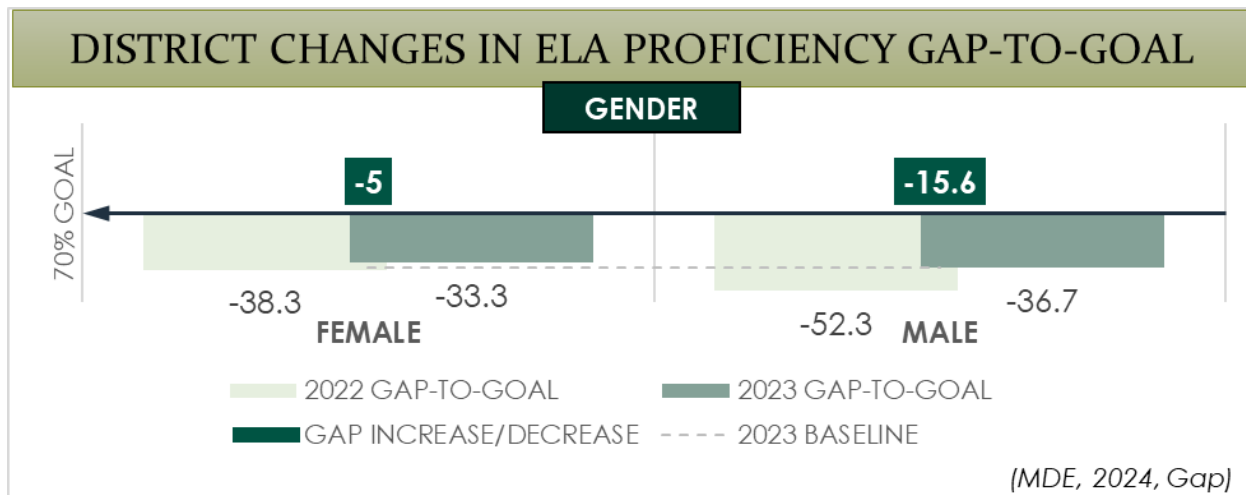


Figure 16: District Changes in ELA Proficiency Gap-to-Goal by Gender

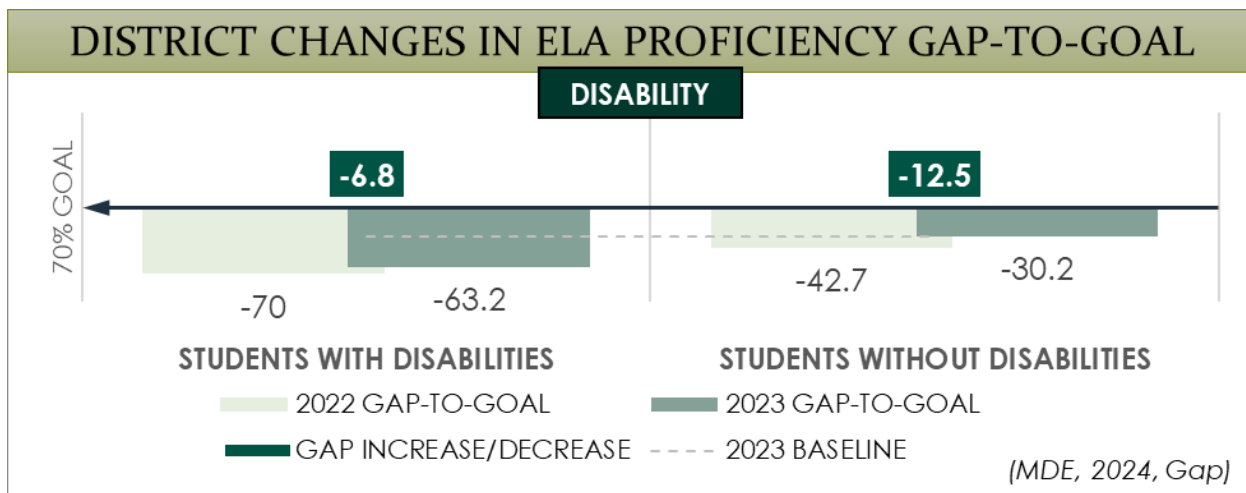


Figure 17: District Changes in ELA Proficiency Gap-to-Goal by Disability

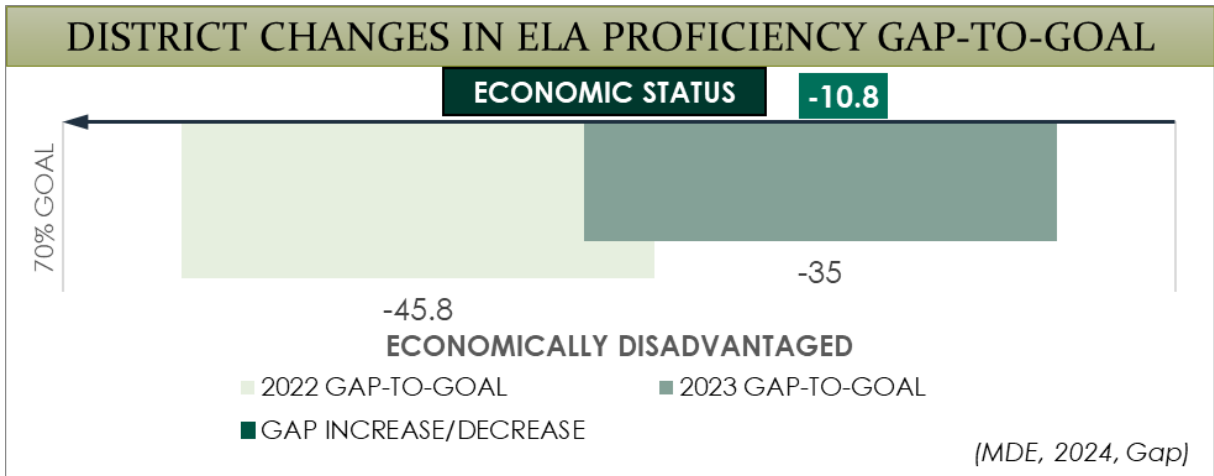


Figure 18: District Changes in ELA Proficiency Gap-To-Goal by Economic Status

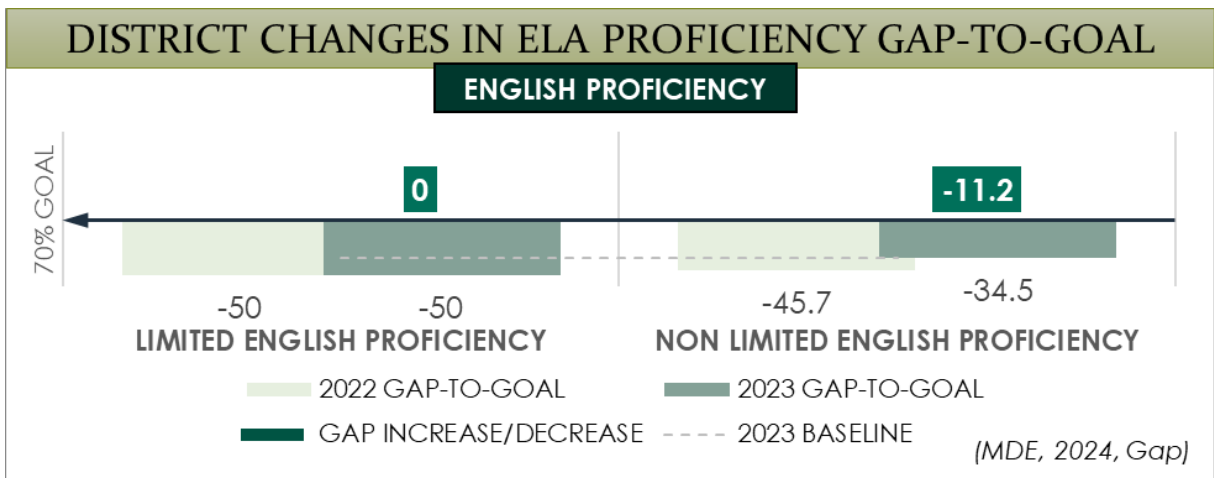


Figure 19: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency

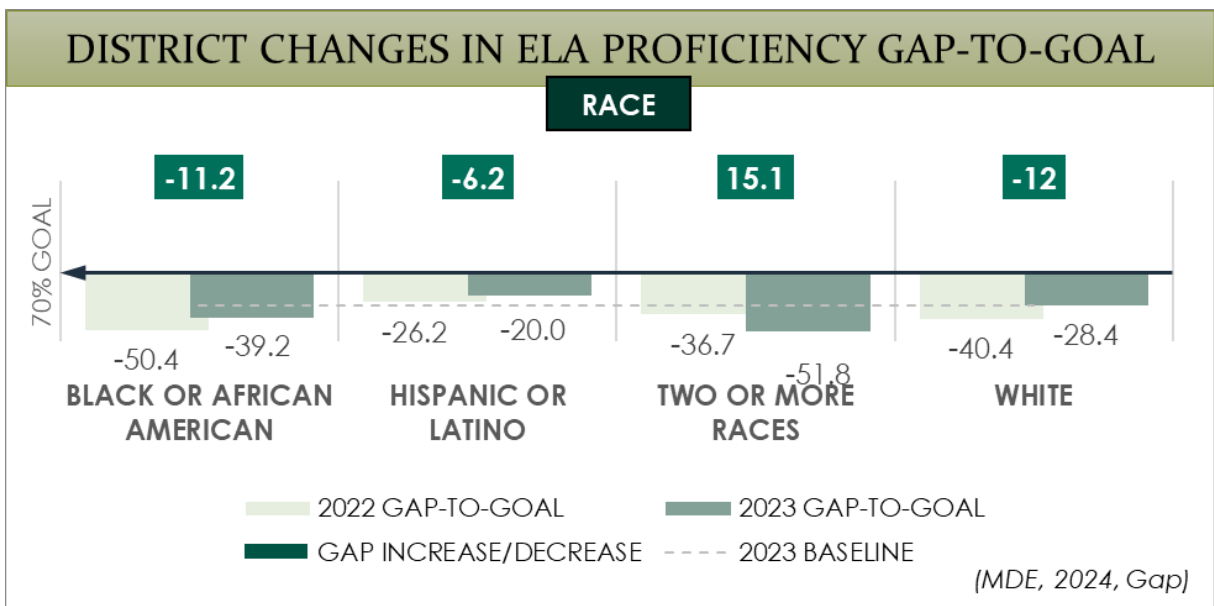


Figure 20: District Changes in ELA Proficiency Gap-To-Goal by Race



# Carroll County School District Profile

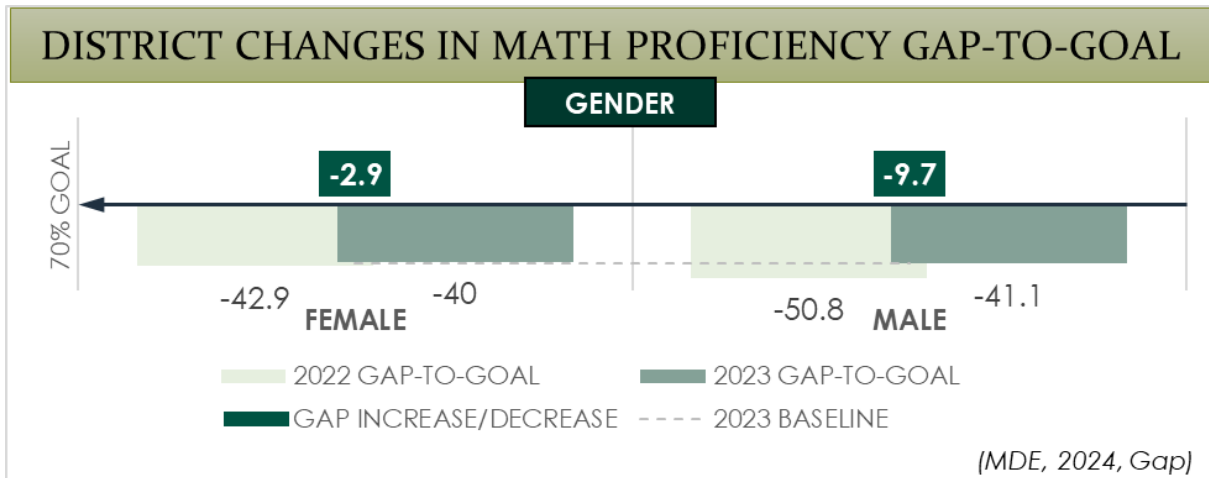


Figure 21: District Changes in Math Proficiency Gap-to-Goal by Gender

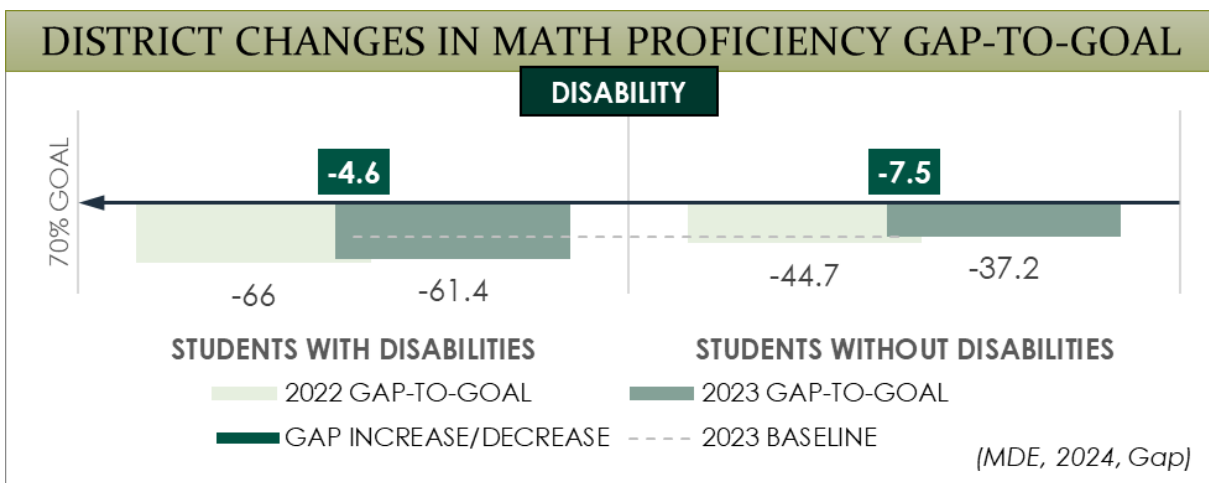


Figure 22: District Changes in Math Proficiency Gap-To-Goal by Disability

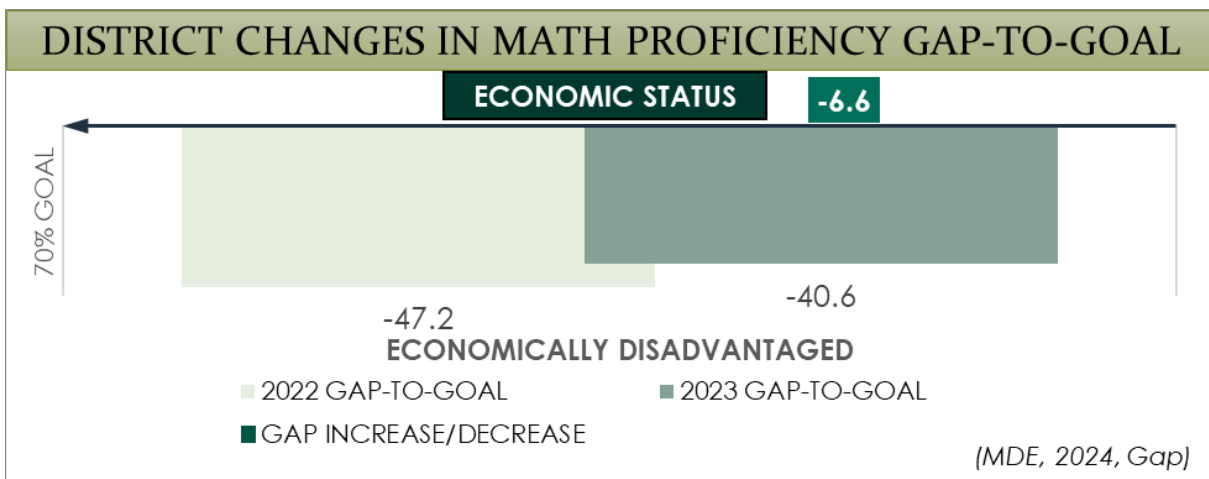


Figure 23: District Changes in Math Proficiency Gap-To-Goal by Economic Status

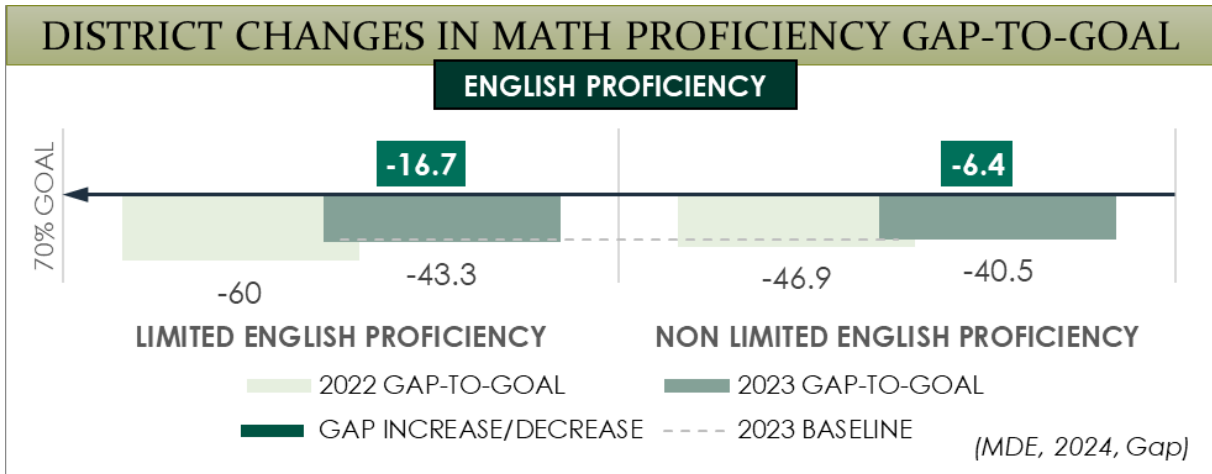


Figure 24: District Changes in Math Proficiency Gap-To-Goal by English Proficiency

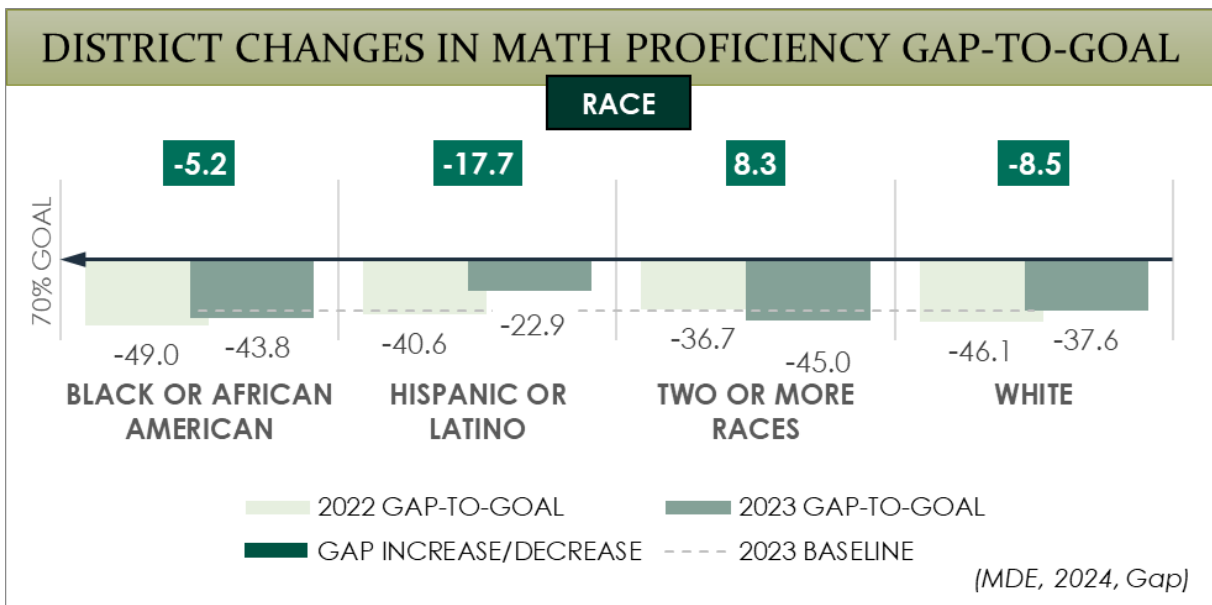


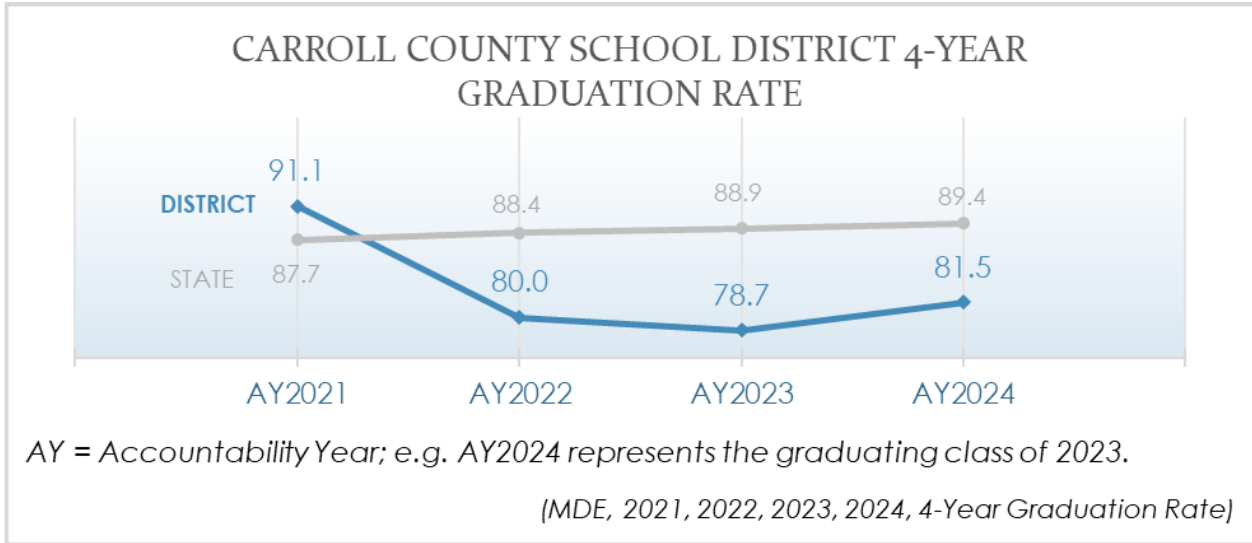
Figure 25: District Changes in Math Proficiency Gap-To-Goal by Race

### 4-YEAR GRADUATION RATES

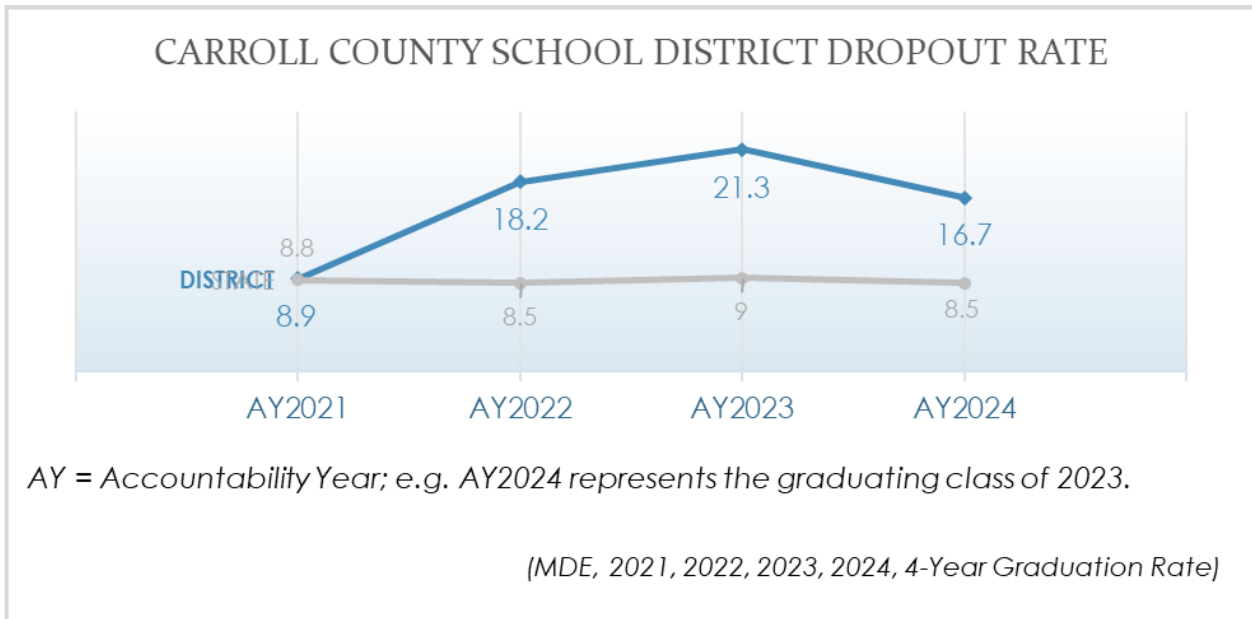
**IN ACCORDANCE WITH** 34 C.F.R. § 200.19(b) and Miss. Code Ann. § 37-17-6, graduation and dropout rates were calculated following the four-year adjusted cohort method. This method determines the high school completion status for students four (4) years after entering Grade 9 for the first time during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



# Carroll County School District Profile



**Figure 26: District 4-Year Graduation Rates**



**Figure 27: District Dropout Rate**



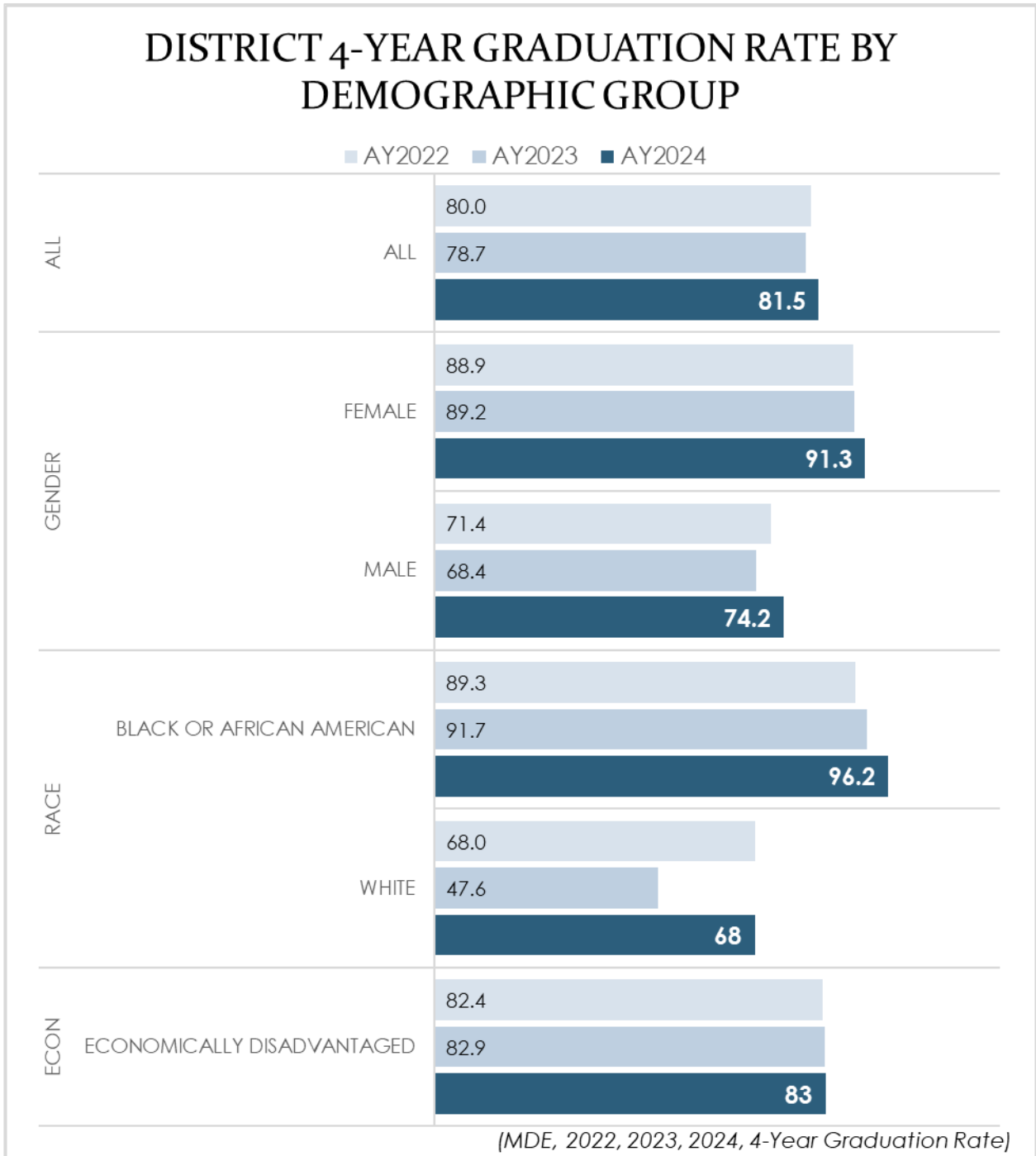


Figure 28: District Graduation Rate by Demographic Group

## SCHOOL IMPROVEMENT DESIGNATIONS

**THE MISSISSIPPI DEPARTMENT OF EDUCATION** identifies schools for additional assistance and support, which includes professional development, leadership coaching, additional funding, and assistance to support the school's transformation goals.



## Carroll County School District Profile

**J. Z. GEORGE HIGH SCHOOL** exited the school improvement process in 2022 after being identified as an **Additional Targeted Support and Improvement (ATSI)** school in 2021 because 3-year average scores for Black and African American students and Students with Disabilities were in the bottom 5% of those for all Title I A schools.

### ADVANCED COURSE AND POST-SECONDARY ENROLLMENT

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

ENROLLED IN ADVANCED COURSES							
	2021		2022		2023		
	#	%	#	%	#	%	
<b>ALL</b>							
ALL	38.7	37.6%	40.5	36.8%	42.3	39.2%	
<b>GENDER</b>							
FEMALE	25.7	47.6%	15.0	28.9%	24.0	39.3%	
MALE	13.0	26.5%	25.5	44.0%	18.3	38.9%	
<b>RACE</b>							
BLACK OR AFRICAN AMERICAN	20.3	31.2%	18.9	27.0%	18.6	31.0%	
HISPANIC OR LATINO	<10	<5%	<10	<5%			
WHITE	14.3	44.7%	19.4	58.8%	19.5	47.6%	
<b>DISABILITY</b>							
STUDENTS WITH DISABILITIES	<10	<5%	<10	<5%			
STUDENTS WITHOUT DISABILITIES	37.7	39.3%	38.5	38.1%	41.3	40.5%	
<b>EL</b>							
NON-LIMITED ENGLISH PROFICIENCY	37.7	37.3%	40.5	37.5%	41.3	39.0%	

Figure 29: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES				
		2021	2022	2023
<b>ALL</b>				
	ALL	62.3%	69.1%	43.1%
<b>GENDER</b>				
	FEMALE	75.0%	83.3%	46.9%
	MALE	48.0%	53.1%	38.5%
<b>RACE</b>				
	BLACK OR AFRICAN AMERICAN	67.6%	75.0%	48.8%
	HISPANIC OR LATINO	<5%	<5%	
	WHITE	60.0%	65.2%	30.0%
<b>DISABILITY</b>				
	STUDENTS WITH DISABILITIES	<5%	<5%	

Figure 30: District Post-Secondary Enrollment by Demographic Group

## Assessment

**TAKEAWAY:** In 2023, district Junior ACT scores were higher than in 2022, but still came in below state averages. Kindergarten Readiness scores are up as well as Third-Grade Reading Assessment scores. MAAP proficiency percentages were higher in 2023 than in 2021 in all subjects and grades except fourth grade ELA, eighth grade ELA, fifth grade math, and eighth grade science. The largest gains were made in English II, Algebra I, and U. S. History.

**MISSISSIPPI'S STATEWIDE ASSESSMENTS** measure students' academic aptitude from prekindergarten through high school. Each assessment evaluates student learning to ensure students develop the knowledge and skills they need.

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



# Carroll County School District Profile

## ACT

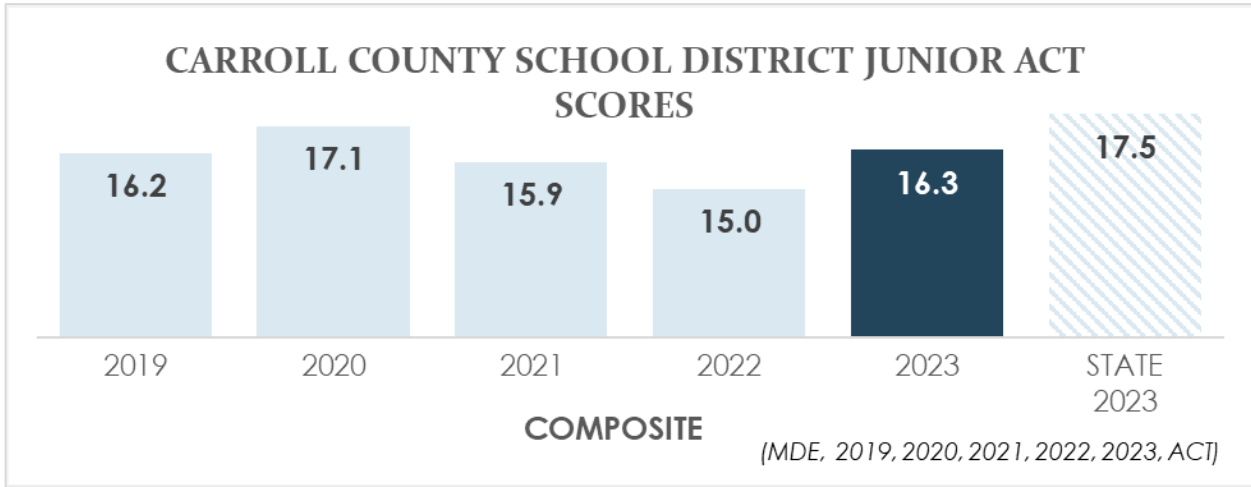


Figure 31: District Junior ACT: Composite

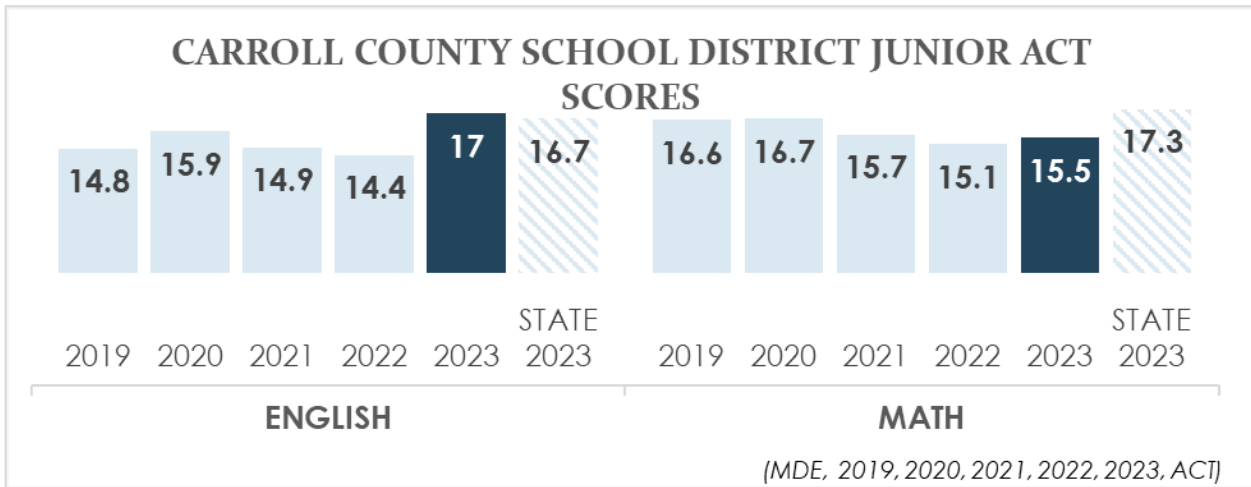


Figure 32: District Junior ACT: English and Math

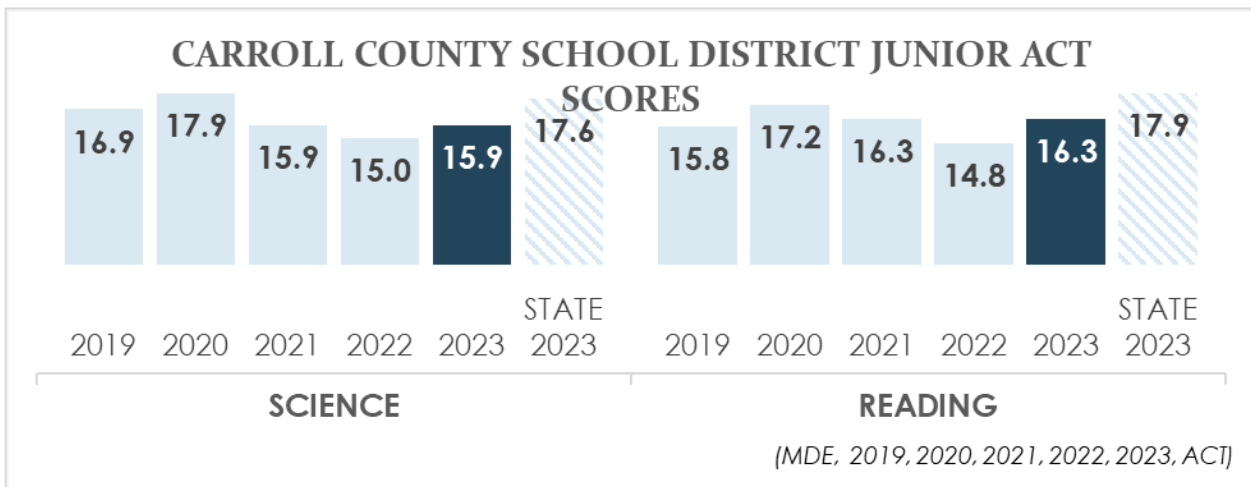


Figure 33: District Junior ACT: Science and Reading

*KINDERGARTEN READINESS ASSESSMENT (KRA)*

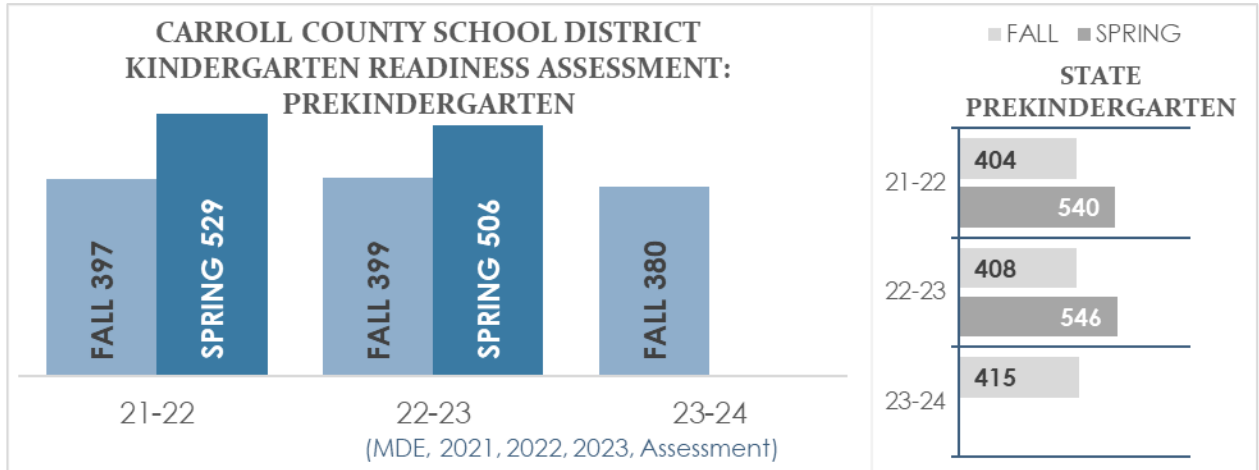


Figure 34: District Kindergarten Readiness Assessment: Prekindergarten

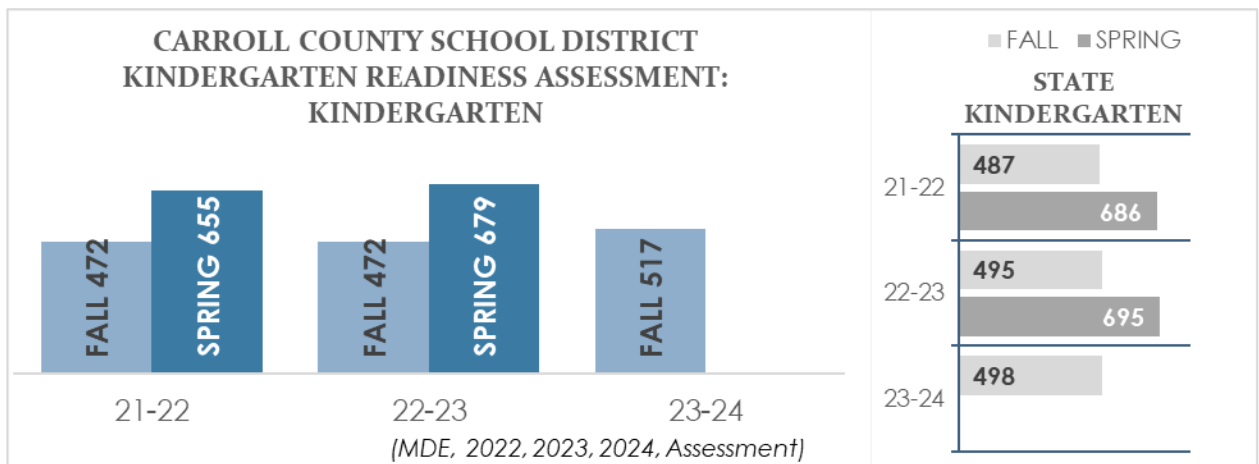


Figure 35: District Kindergarten Readiness Assessment: Kindergarten

*THIRD-GRADE READING ASSESSMENT*

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

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



## Carroll County School District Profile

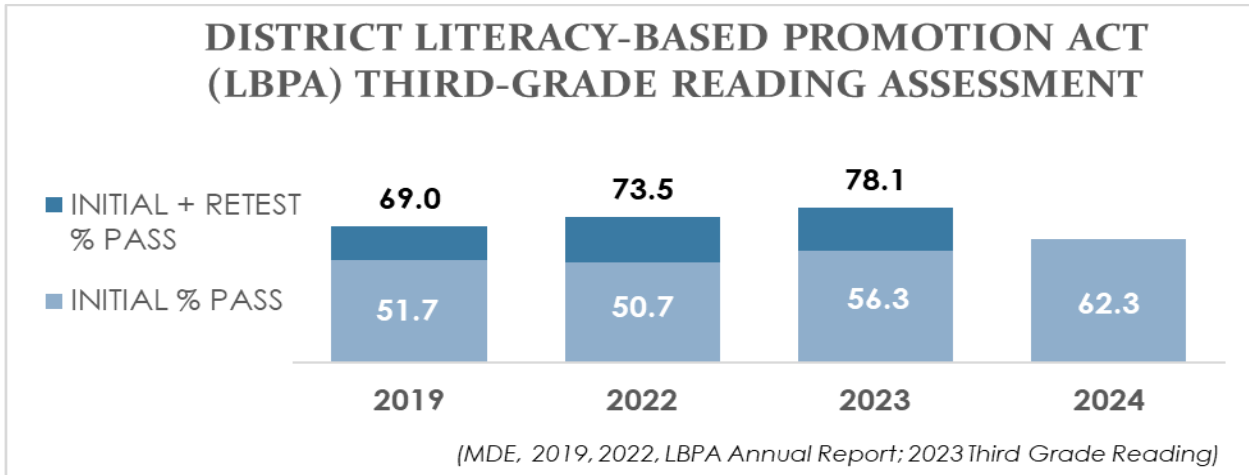


Figure 36: District Literacy-Based Promotion Act Third Grade Reading Assessment

Students who do not pass the Third-Grade Reading Assessment may still be promoted to the fourth grade if they meet one of the approved exemption criteria.

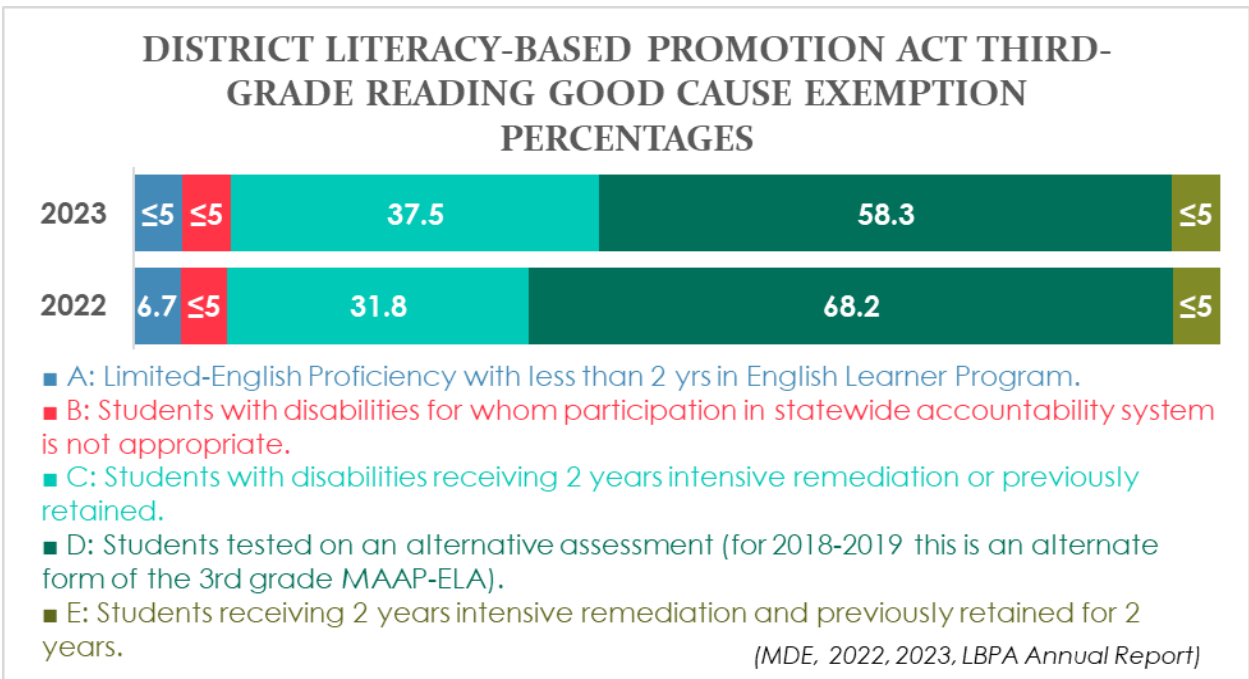


Figure 37: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption

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

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

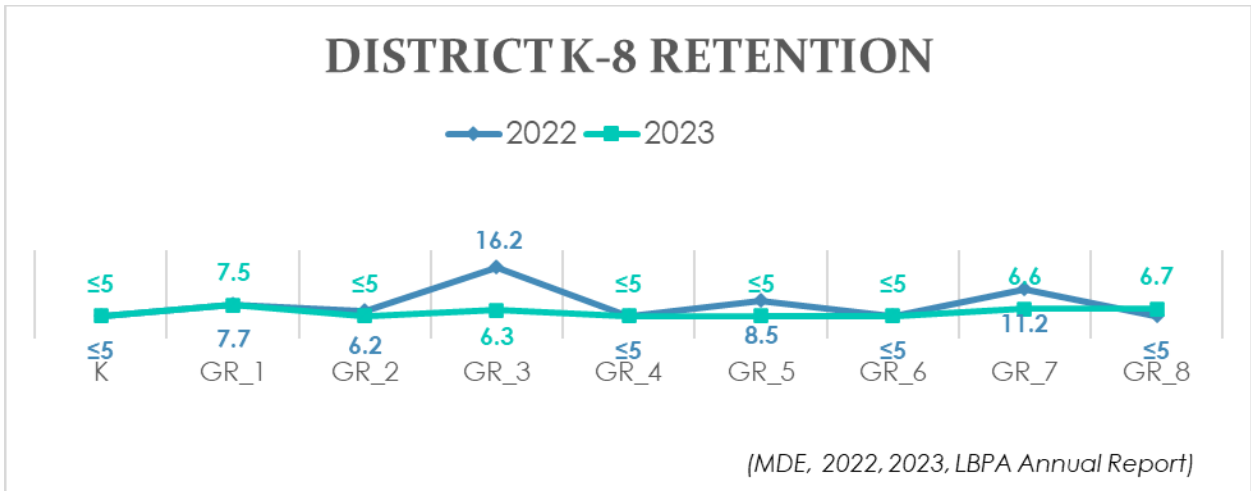


Figure 38: District K-8 Retention Rates

## MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP) MAAP ELA

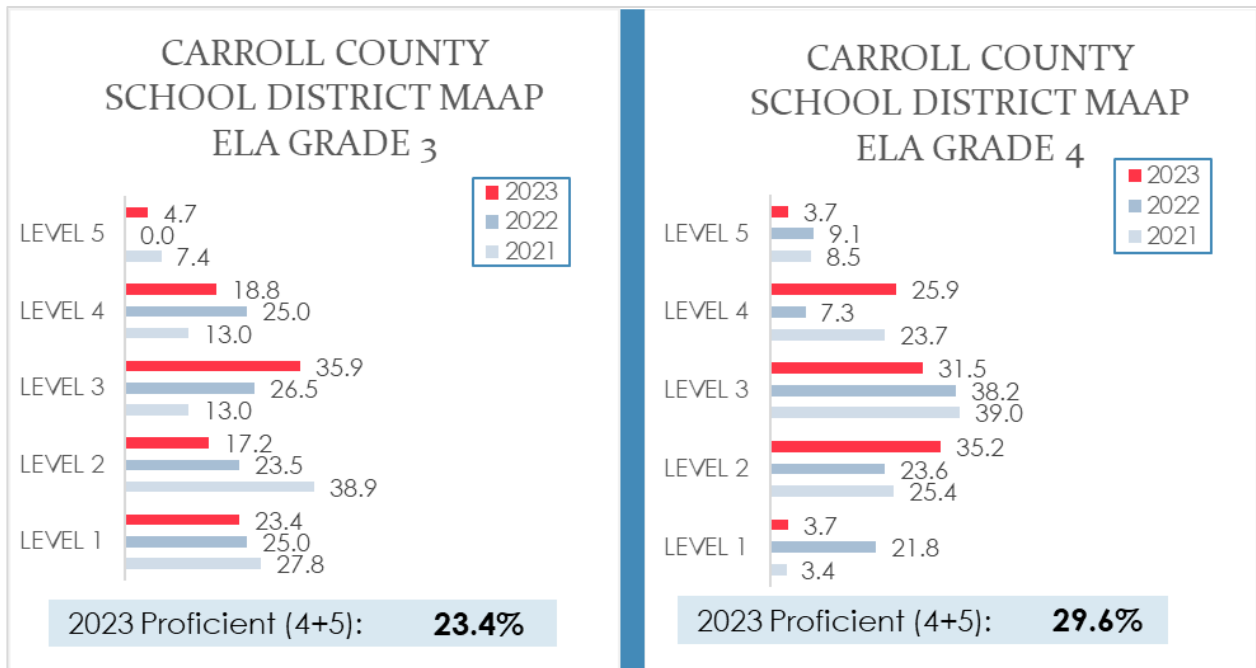


Figure 39: District MAAP ELA Grades 3 and 4



# Carroll County School District Profile

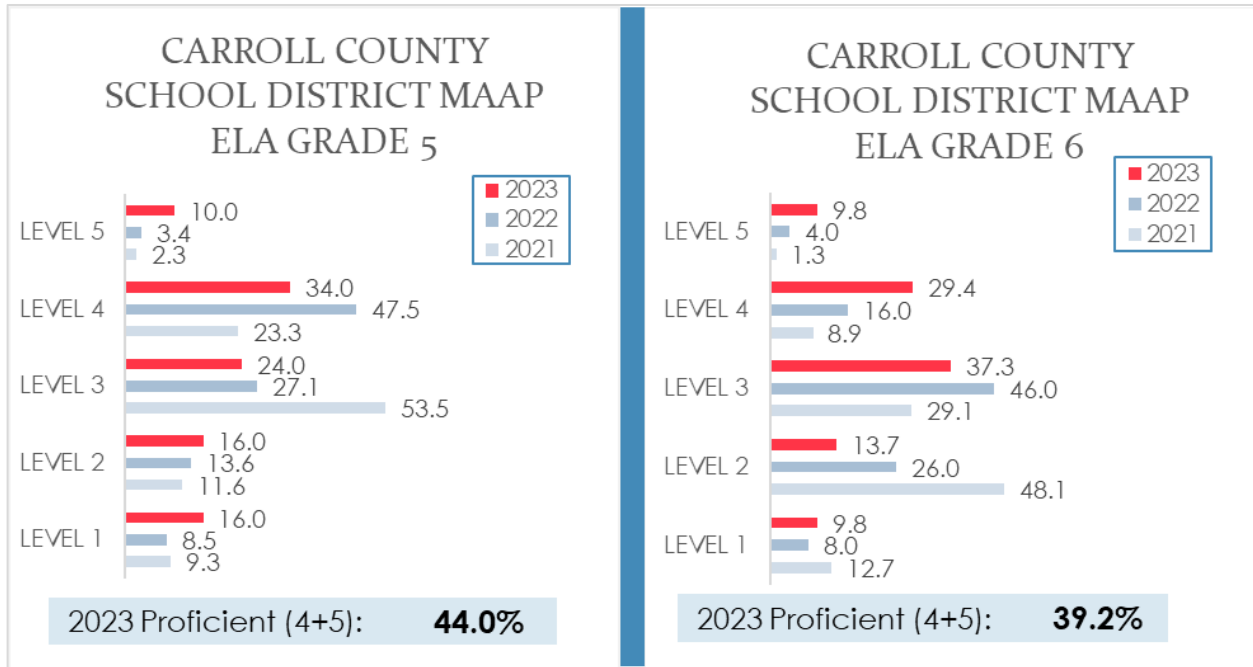


Figure 40: District MAAP ELA Grades 5 and 6

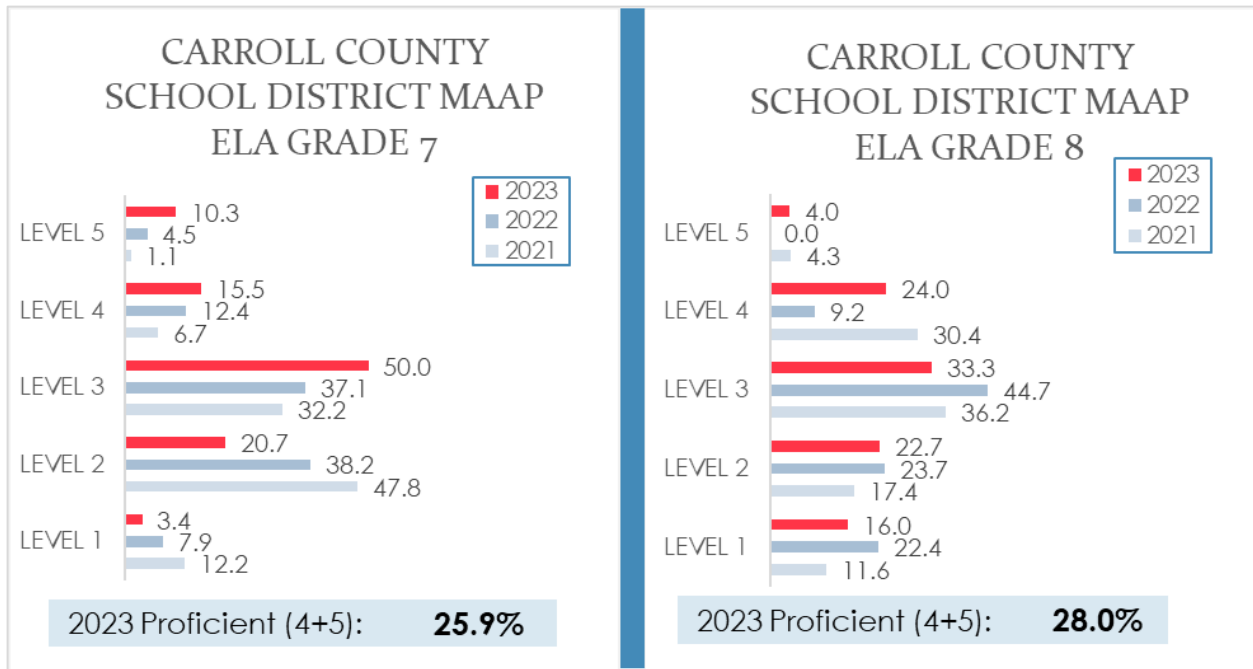


Figure 41: District MAAP ELA Grades 7 and 8

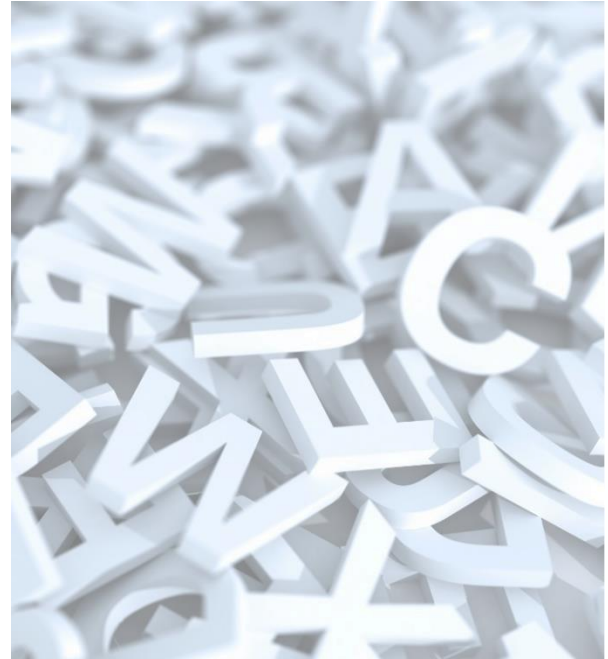
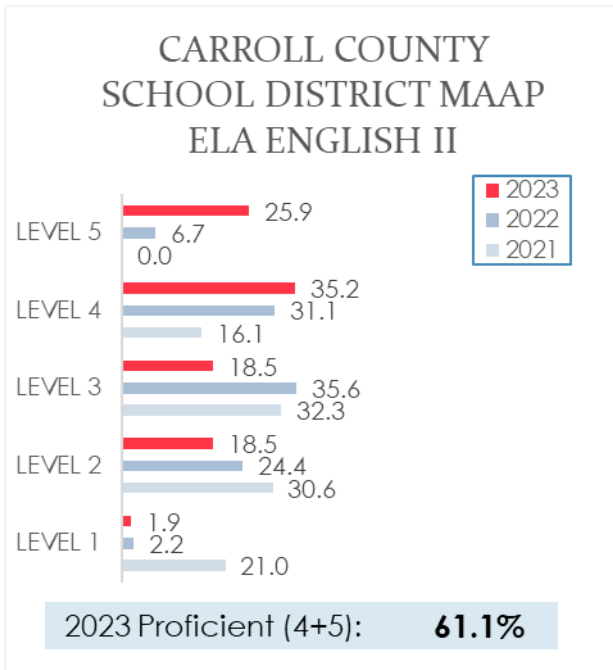


Figure 42: District MAAP ELA English II

## MAAP MATH

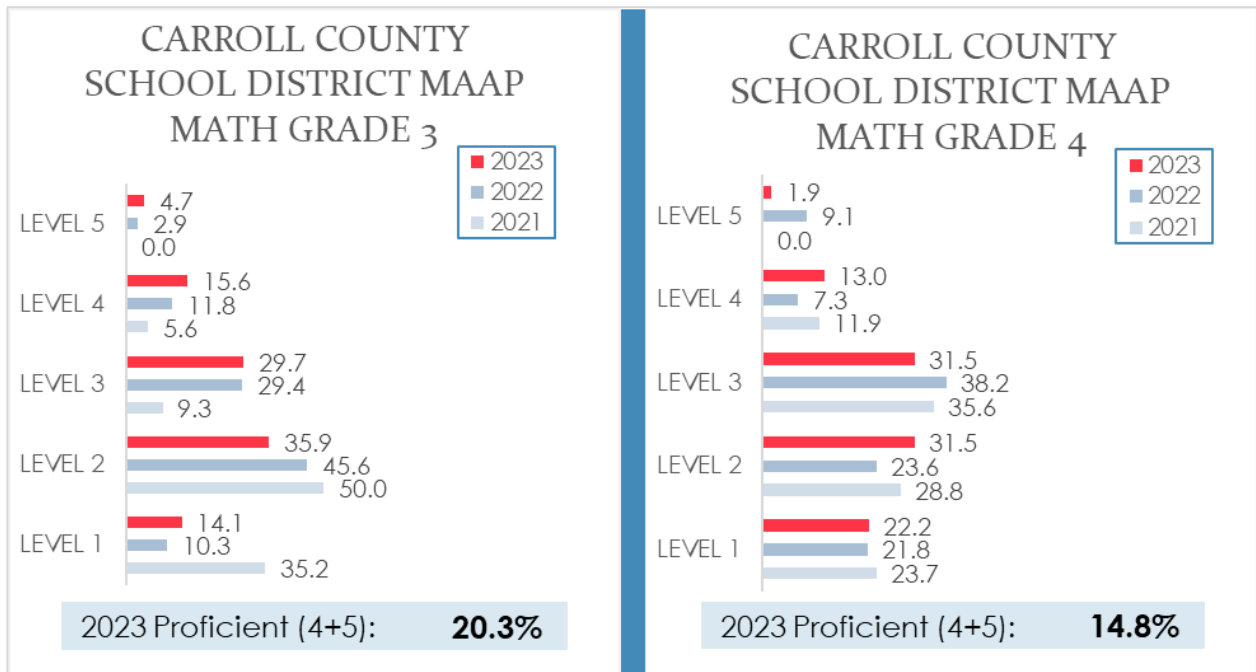


Figure 43: District MAAP Math Grades 3 and 4

# Carroll County School District Profile

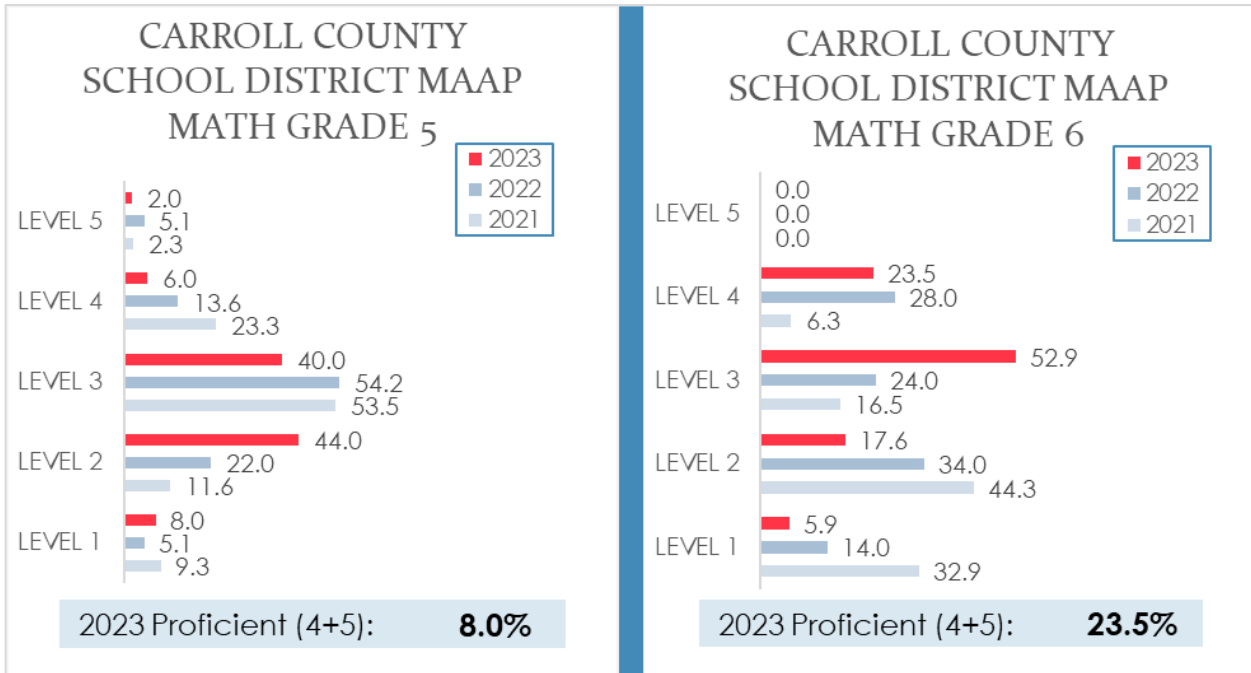


Figure 44: District MAAP Math Grades 5 and 6

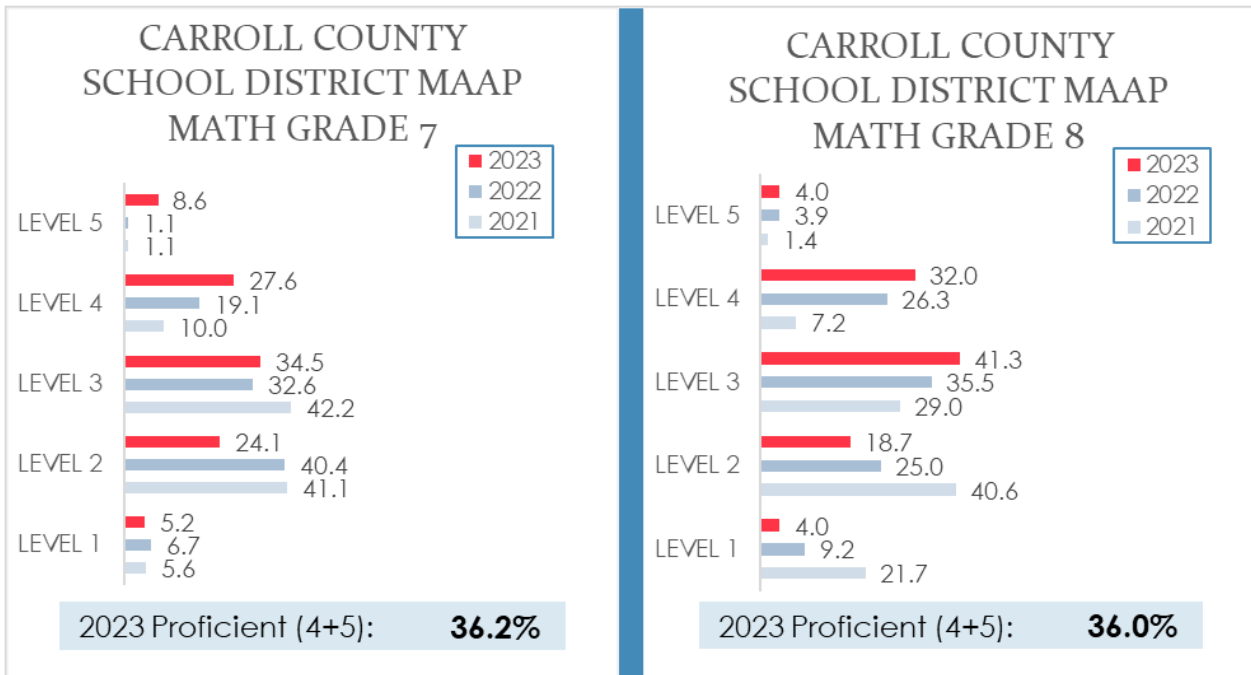


Figure 45: District MAAP Math Grades 7 and 8

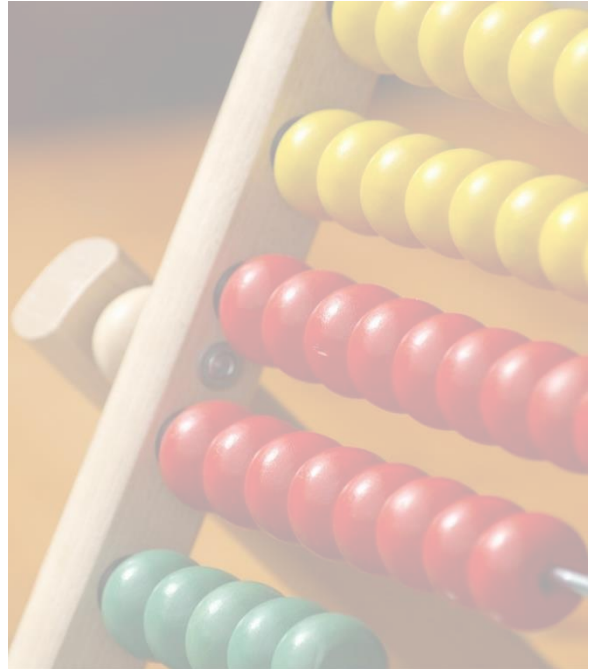
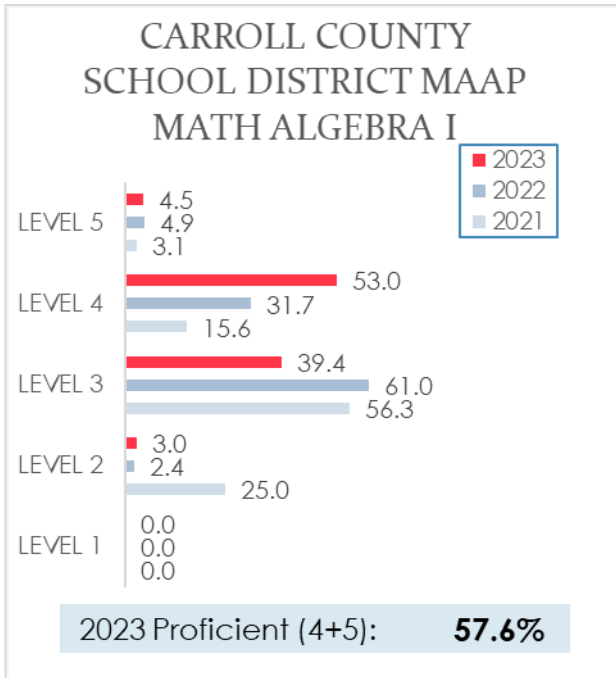


Figure 46: District MAAP Math Algebra I

## MAAP-SCIENCE

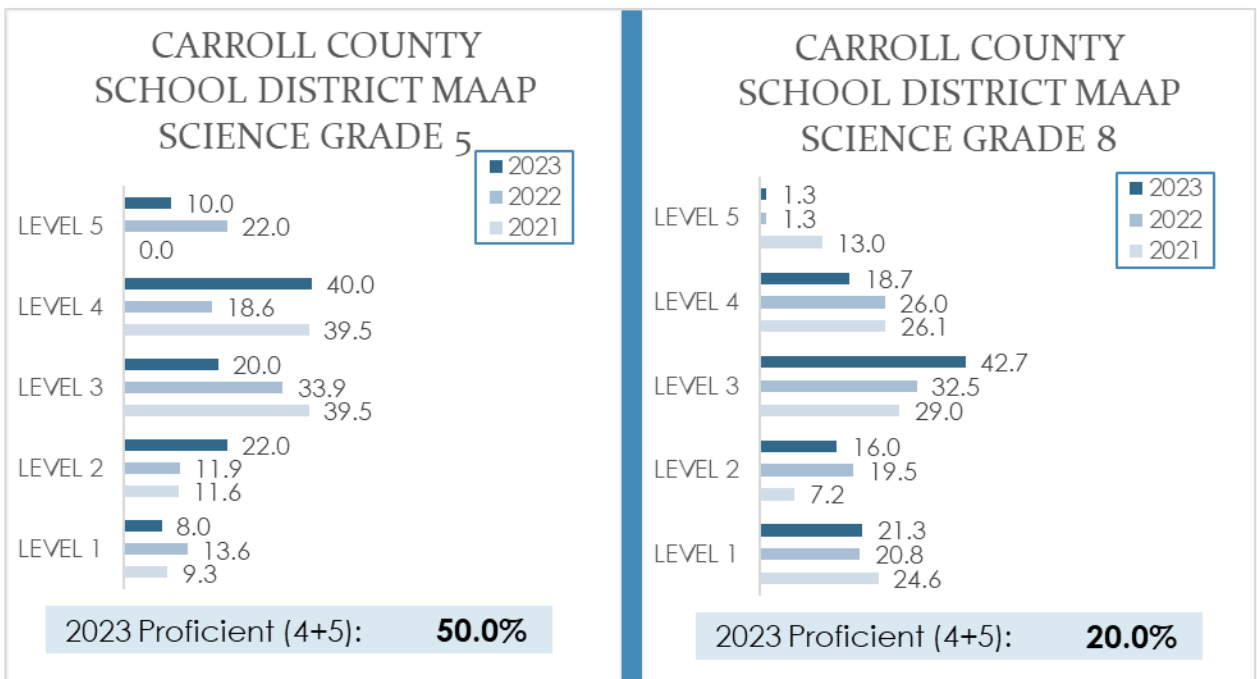


Figure 47: District MAAP-SCI Grades 5 and 8



# Carroll County School District Profile

## MAAP-END-OF-COURSE

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

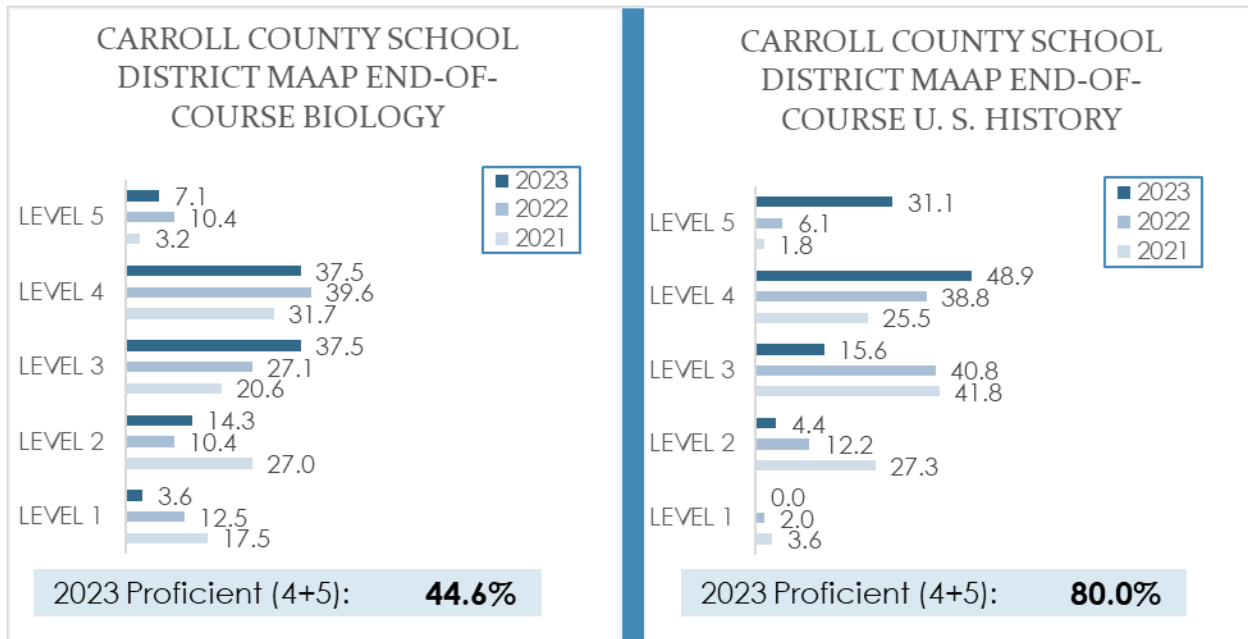


Figure 48: District MAAP-EOC Biology I and U. S. History

## PROFICIENCY GAIN/LOSS OVER TIME

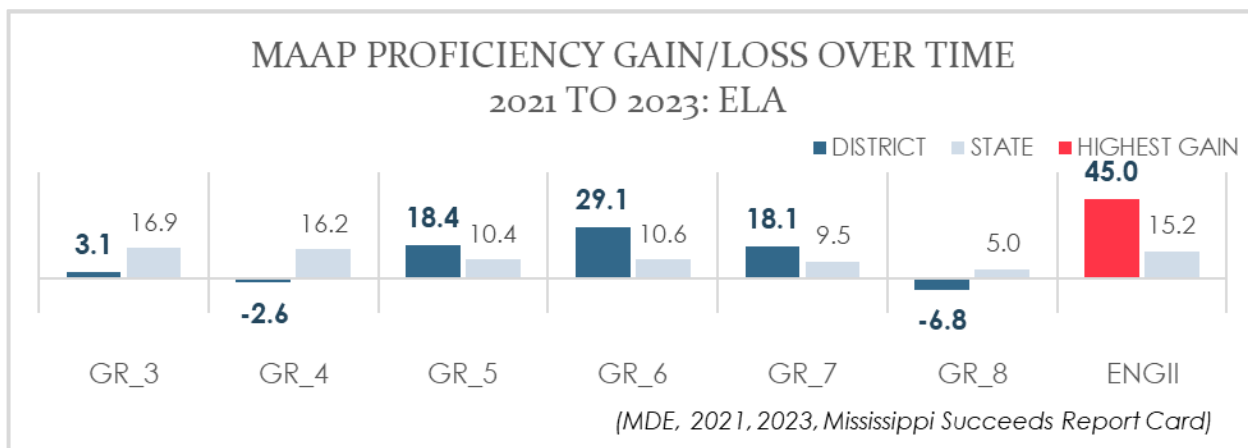


Figure 49: ELA Proficiency Gain/Loss Over Time

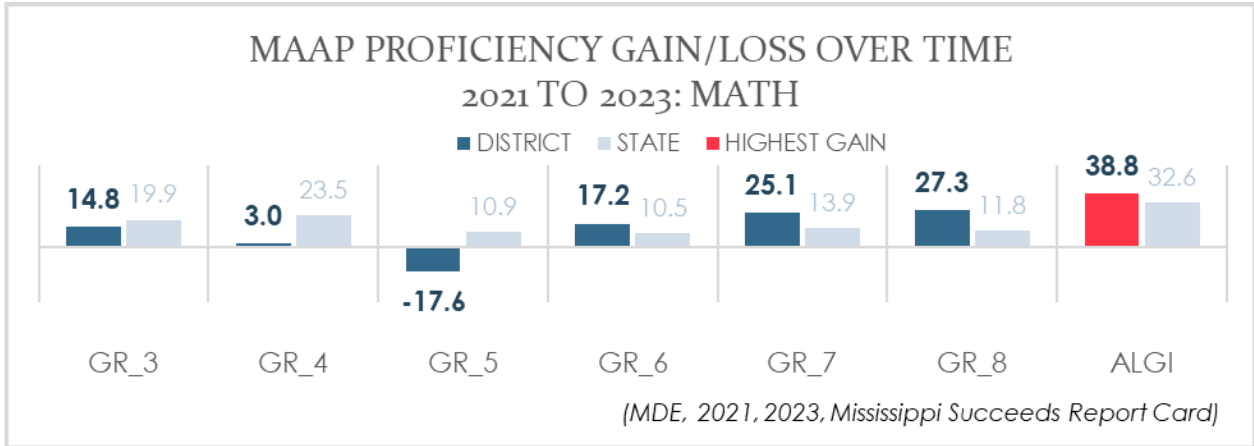


Figure 50: Math Proficiency Gain/Loss Over Time

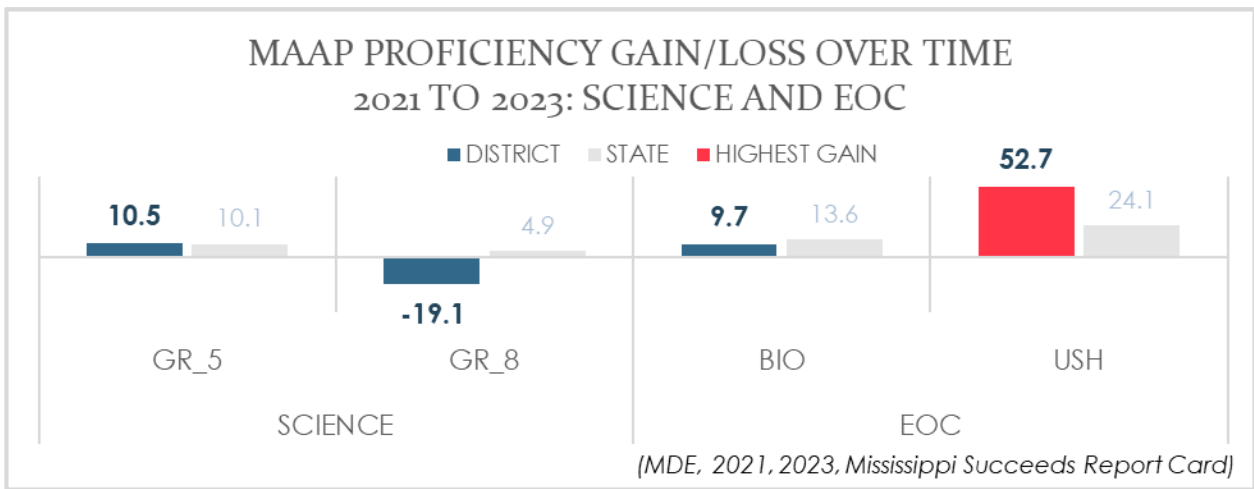


Figure 51: Science and EOC Proficiency Gain/Loss Over Time



## Discipline

**TAKEAWAY:** In-school-suspension totals were up in 2023. Out-of-school-suspension (OSS) involved 17.0 of the student population; the majority of such actions involved Black or African American males. Reported incidents of violence were up in 2023.



# Carroll County School District Profile

CARROLL COUNTY SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤5	9.0	11.8	5.7	13.7	17.0		≤5	≤5
GENDER	FEMALE	≤5	5.8	6.7	≤5	9.8	10.7		≤5	
	MALE	≤5	11.8	16.6	8.4	17.1	22.8			≤5
RACE	ASIAN		13.3		≤5		6.3			
	BLACK OR AFRICAN AMERICAN	≤5	10.6	13.2	6.7	14.0	19.2			≤5
	HISPANIC OR LATINO	≤5								
	TWO OR MORE RACES		5.6	14.3		5.6	19.1			
	WHITE	≤5	7.7	11.4	5.2	16.0	15.9		≤5	≤5
DISABILITY	STUDENTS WITH DISABILITIES	≤5	5.4	10.6	≤5	7.8	14.8			
	STUDENTS WITHOUT DISABILITIES	≤5	9.6	12.1	6.1	14.7	17.4		≤5	≤5
EL	LIMITED ENGLISH PROFICIENCY		≤5				≤5			
	NON LIMITED ENGLISH PROFICIENCY		9.1	12.3		14.1	17.5		≤5	≤5
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤10	48.0	52.0		≤5			≤5	
GENDER	FEMALE	≤10	20.0	21.0		≤5			≤5	
	MALE	≤10	28.0	31.0		≤5			≤5	
RACE	ASIAN					≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	≤10	34.0	41.0		≤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		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	≤10	43.0	45.0		≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY					≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		48.0	52.0		≤5			≤5	

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

Figure 52: District Disciplinary Actions Reported to MDE



## Finance

**TAKEAWAY:** Spending for instructional support and administration has increased slightly since 2019. Total revenue is up \$2.3M, while total operational expenditure including capitalized equipment has increased \$1.6M. Title funding increased \$1,788 between 2022 and 2023; ESSER funds for pandemic expenses have expired. FY2024 MAEP allocations are down -\$217.3K since FY2023 and fall \$505.5K below full funding.

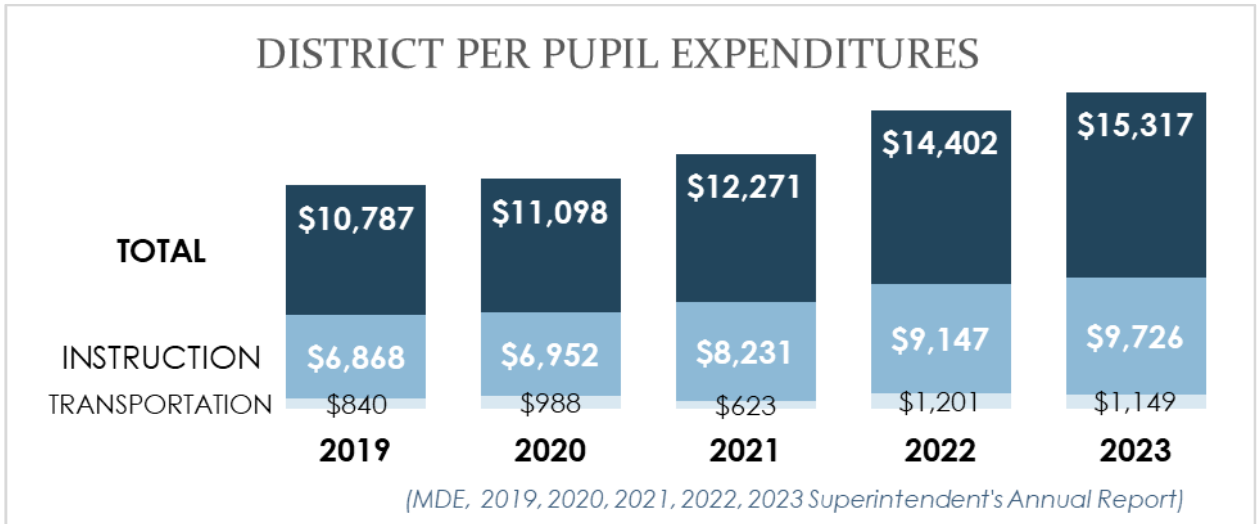


Figure 53: District Per Pupil Expenditures

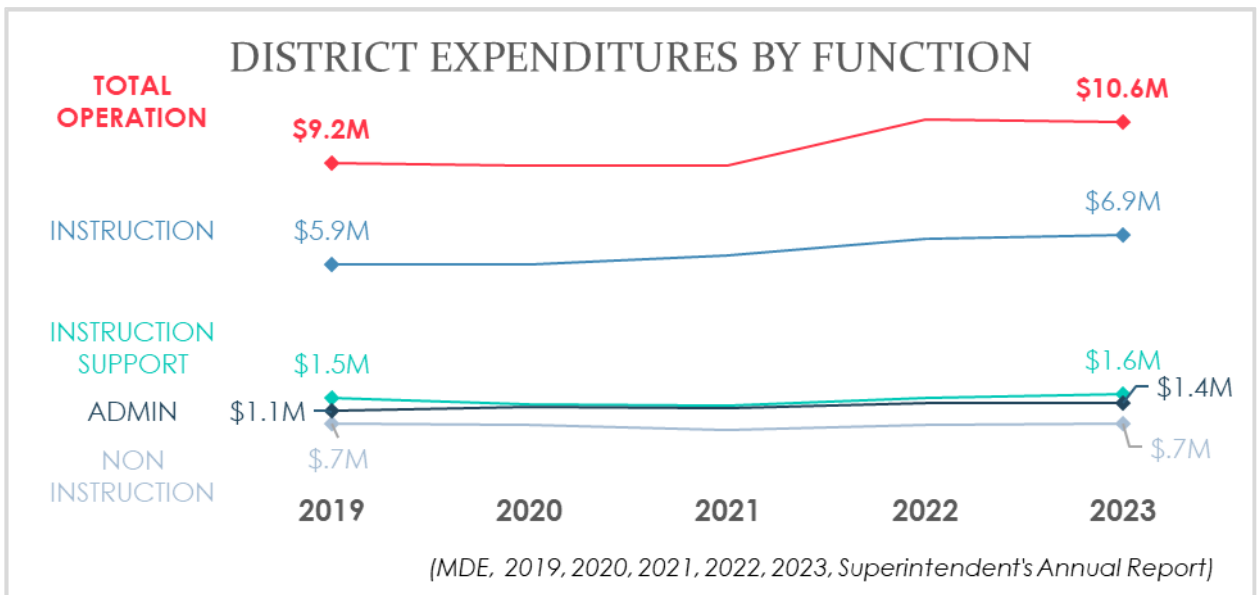


Figure 54: District Expenditures by Function

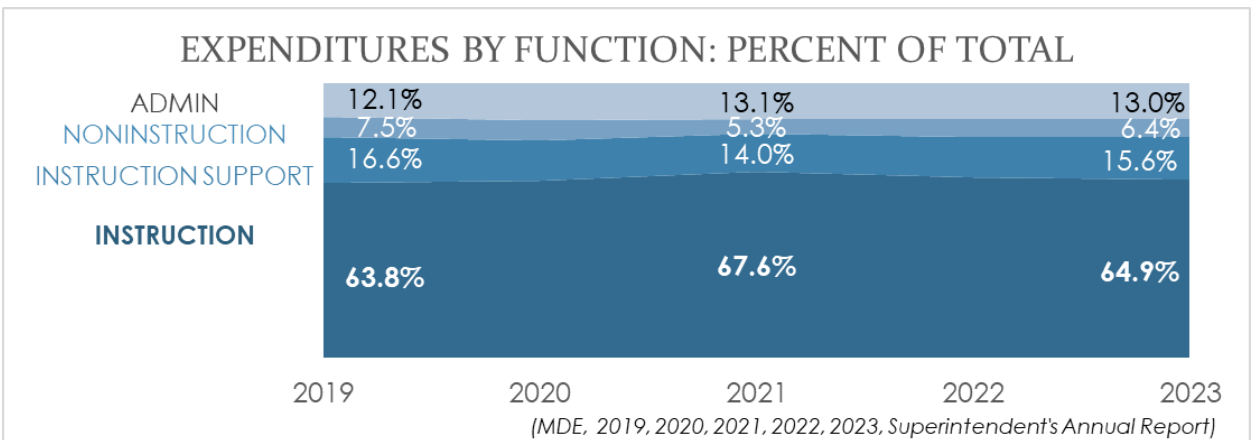


Figure 55: District Expenditures by Function: Percent of Total



# Carroll County School District Profile

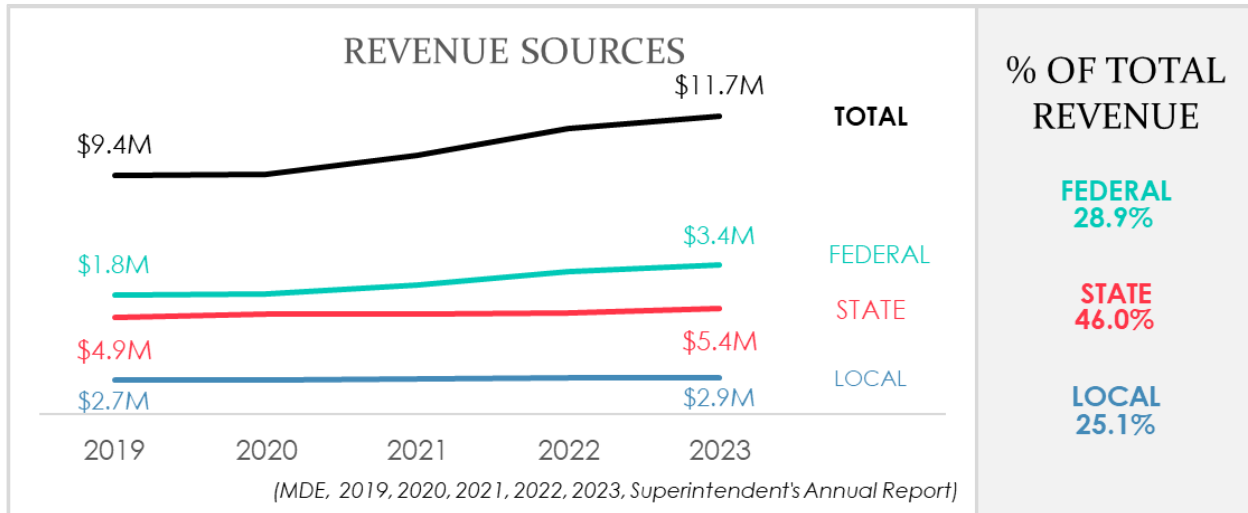


Figure 56: District Revenue Sources

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

Figure 57: Mississippi Adequate Education Program (MAEP) Allocations

FEDERAL TITLE PROGRAMS FUNDING ALLOCATIONS					
	2019	2020	2021	2022	2023
TITLE I A	\$2.2M	\$371.9K	\$368.5K	\$365.3K	\$363.3K
TITLE II A	\$74.3K	\$72.3K	\$67.1K	\$68.6K	\$68.0K
TITLE IV A	\$26.7K	\$27.7K	\$27.9K	\$27.6K	\$28.3K
TITLE V B	\$17.7K	\$18.6K	\$17.3K	\$18.5K	\$22.2K
ESSER 1		\$299.0K	\$304.5K		
ESSER 2			\$1.2M		

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

Figure 58: District Federal Title Programs Funding Allocation

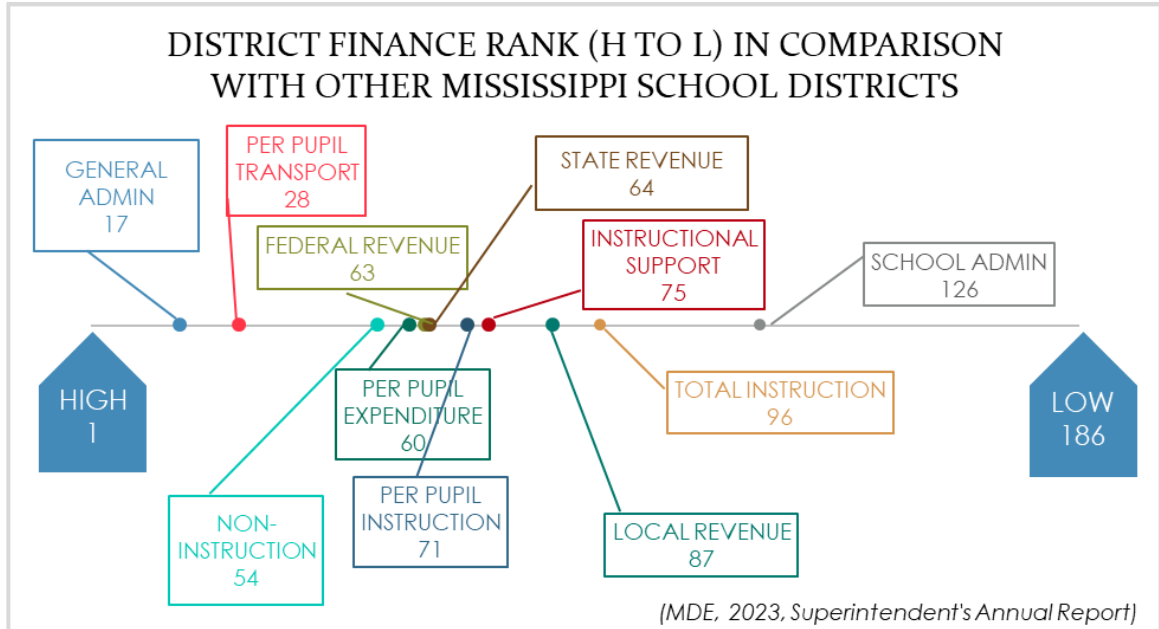


Figure 59: Current District Finance Rank Compared to Other Mississippi School Districts

## Personnel

**TAKEAWAY:** Although the percentage of teachers teaching in their certified field has remained steady, the percentage of experienced teachers districtwide has increased slightly since 2021. The per-pupil ratio has decreased to 11.6. Average teacher salaries have increased while administrative salaries have decreased. Average salaries for guidance counselors increased.

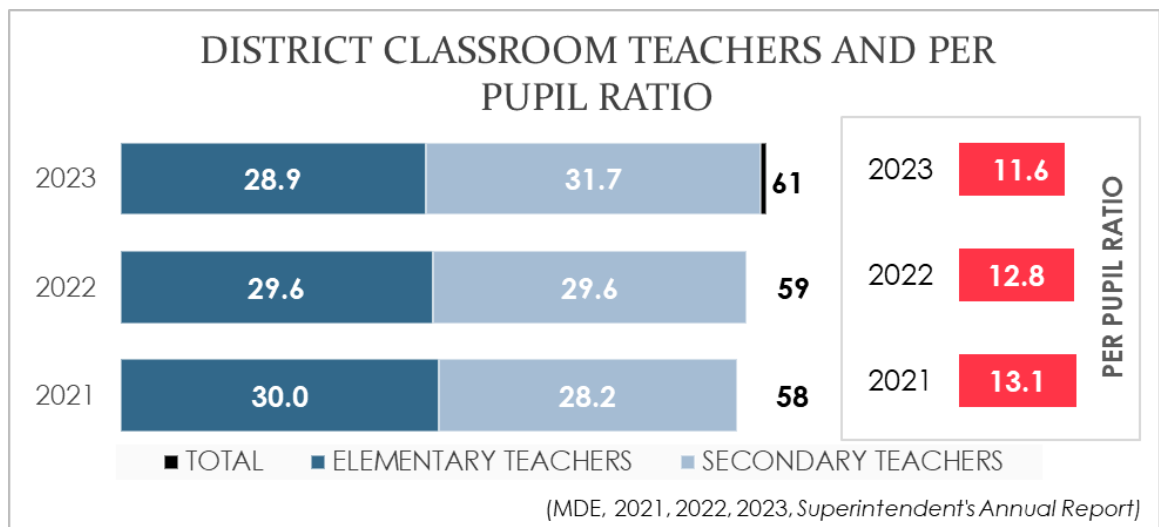


Figure 60: District Classroom Teachers and Per Pupil Ratio



# Carroll County School District Profile

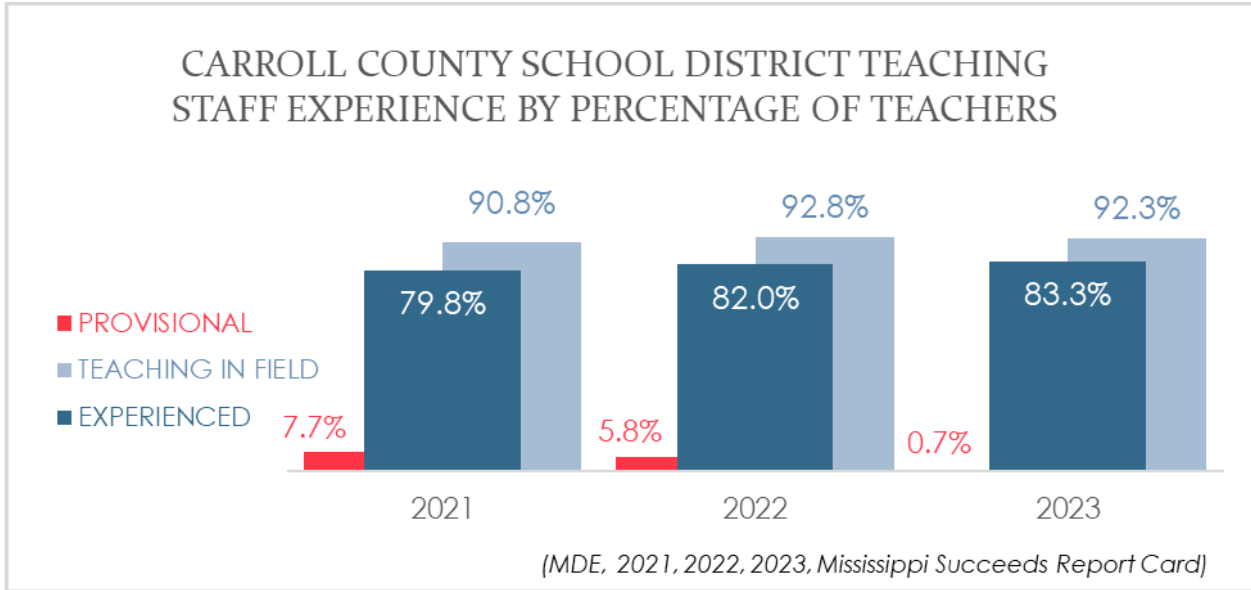


Figure 61: District Teaching Staff Experience by Percentage of Teachers

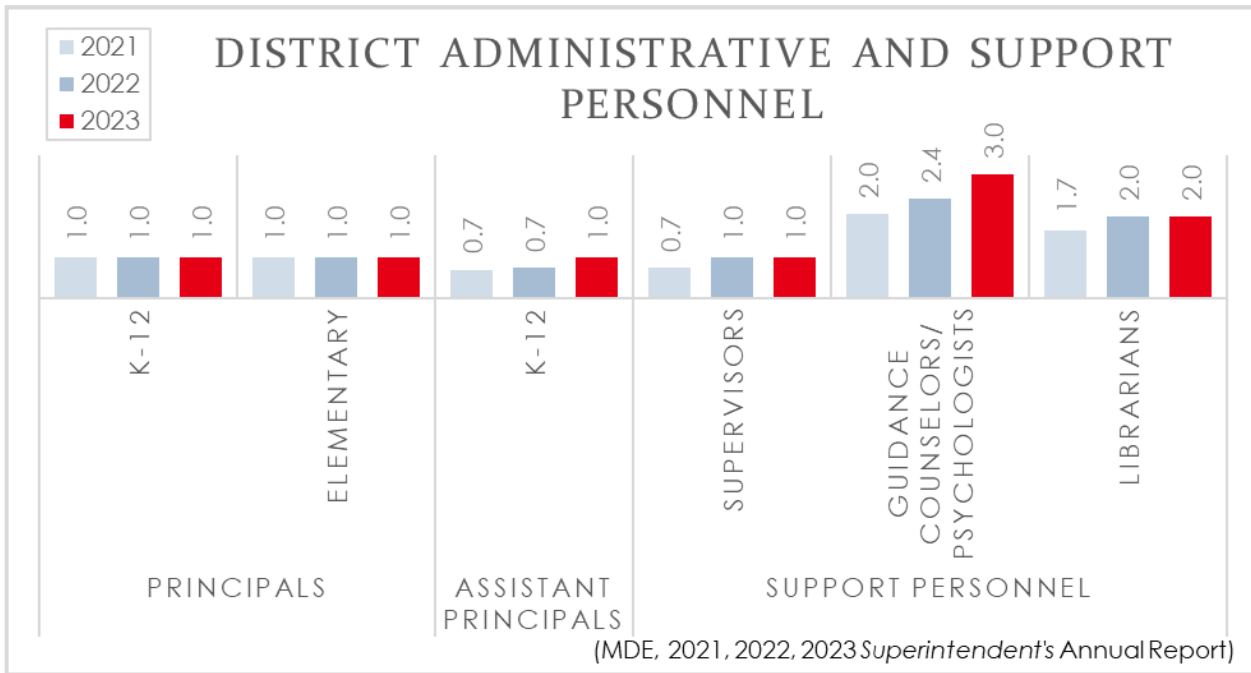


Figure 62: District Administrative and Support Personnel



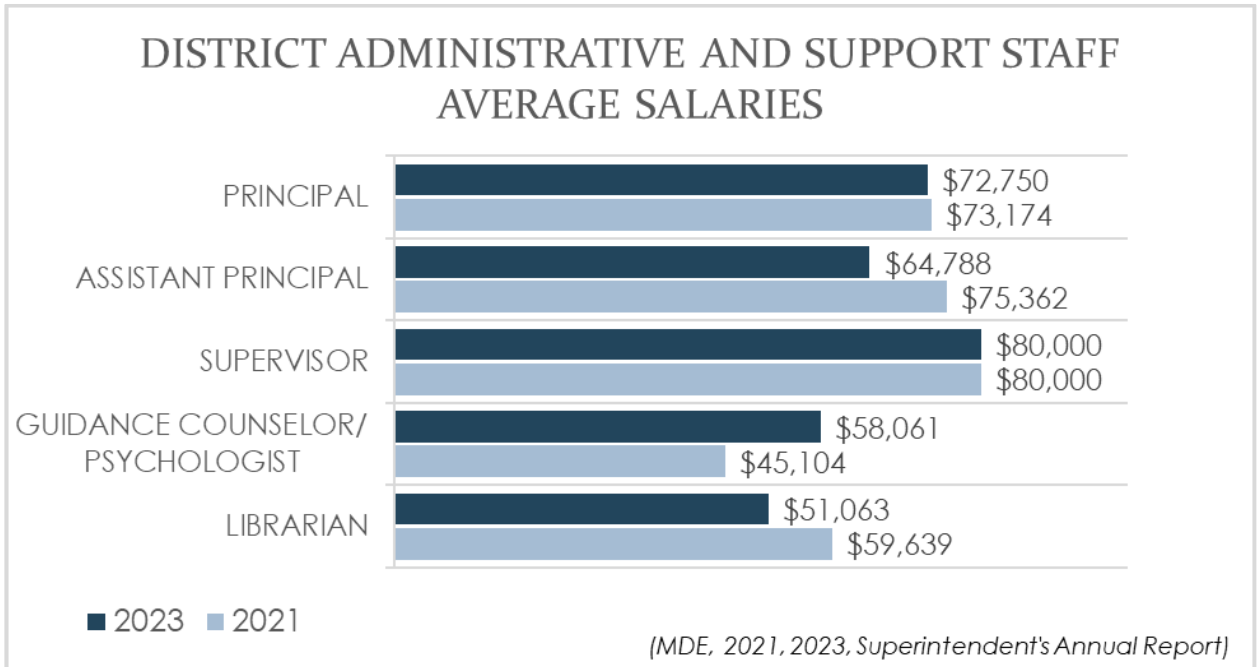


Figure 63: District Administrative and Support Staff Average Salaries

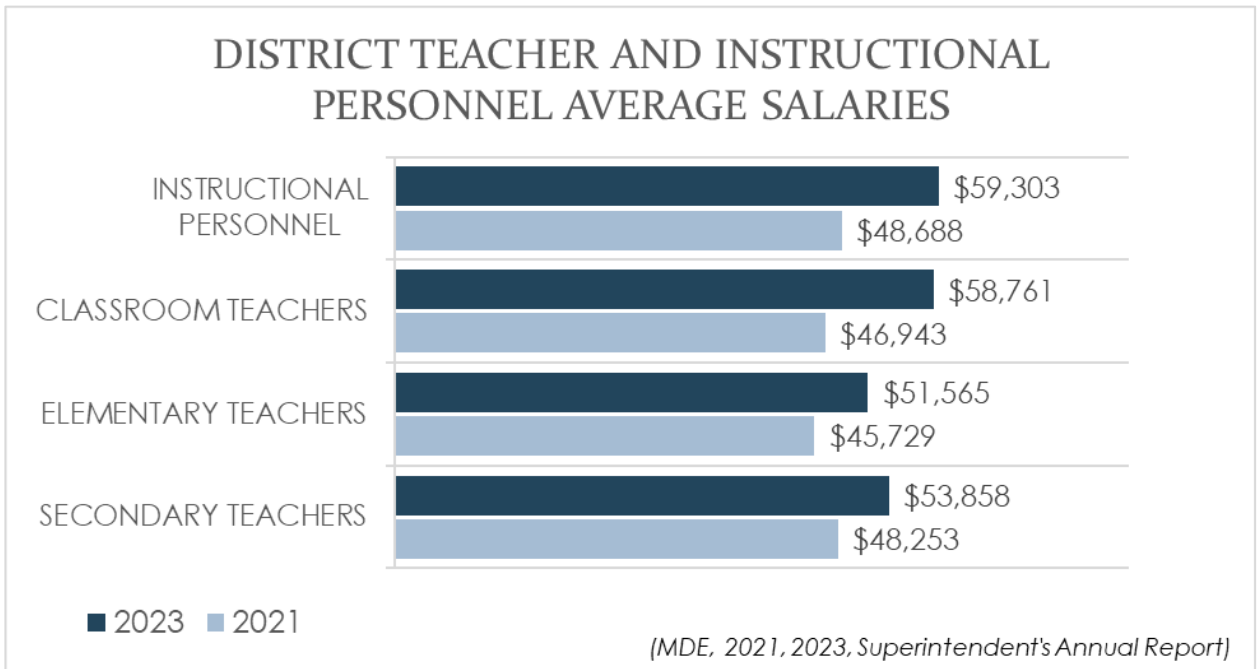


Figure 64: District Teacher and Instructional Personnel Average Salaries



## Distribution of Respondents

**ONE HUNDRED SEVENTEEN** (117) respondents from four stakeholder groups and two schools responded to the Comprehensive Needs Assessment Survey in 2024. The figure below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in the subsequent graphs and charts. Responses from all groups were totaled and divided by the number of survey respondents to calculate district-wide percentage distributions. Additional graphs detail the responses disaggregated by stakeholder group, school, and grade where appropriate.

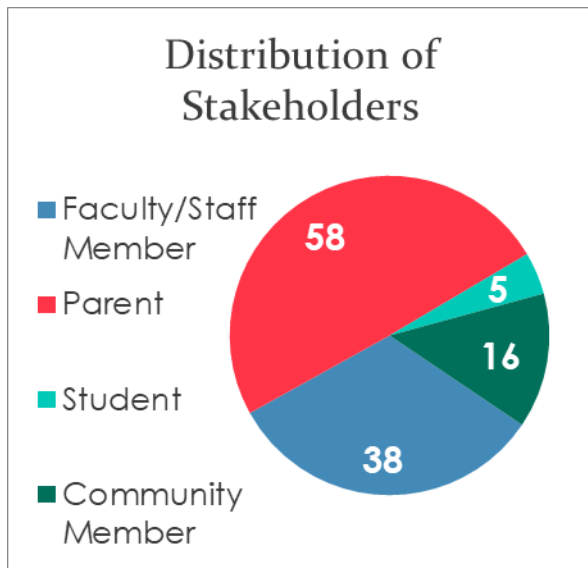
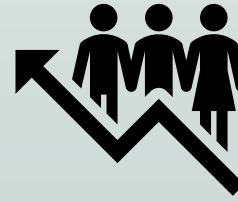


Figure 65: Distribution of Stakeholders



### DATA COLLECTION

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

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

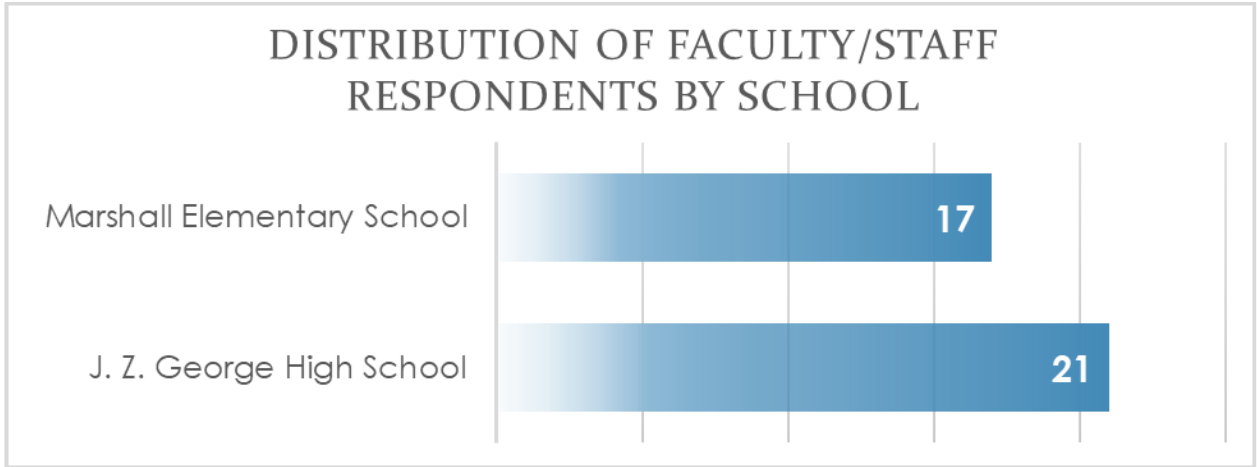


Figure 66: Distribution of Faculty/Staff Respondents by School

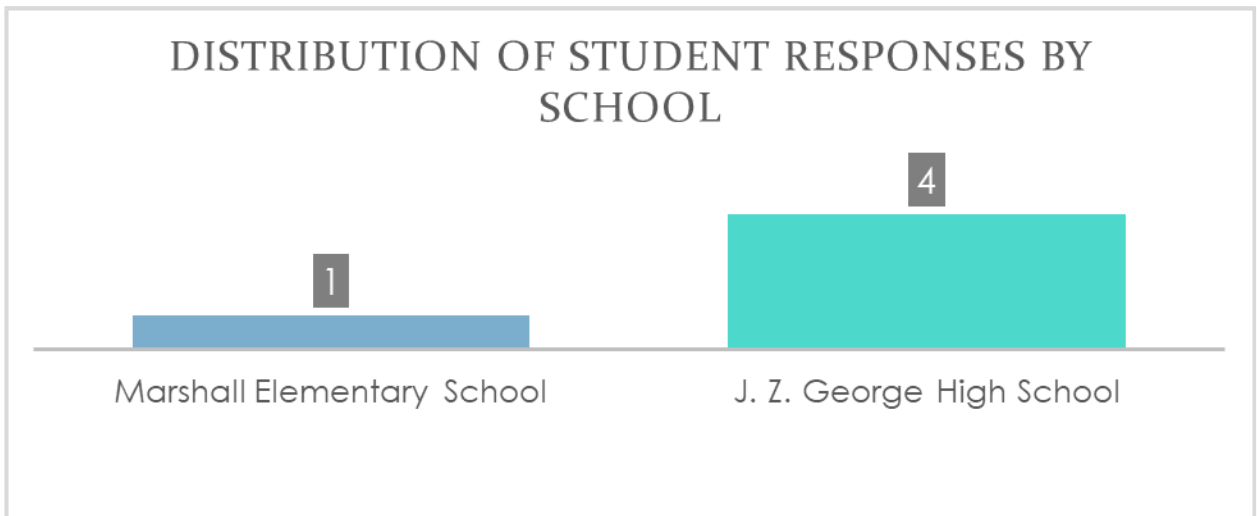


Figure 67: Distribution of Student Respondents by School

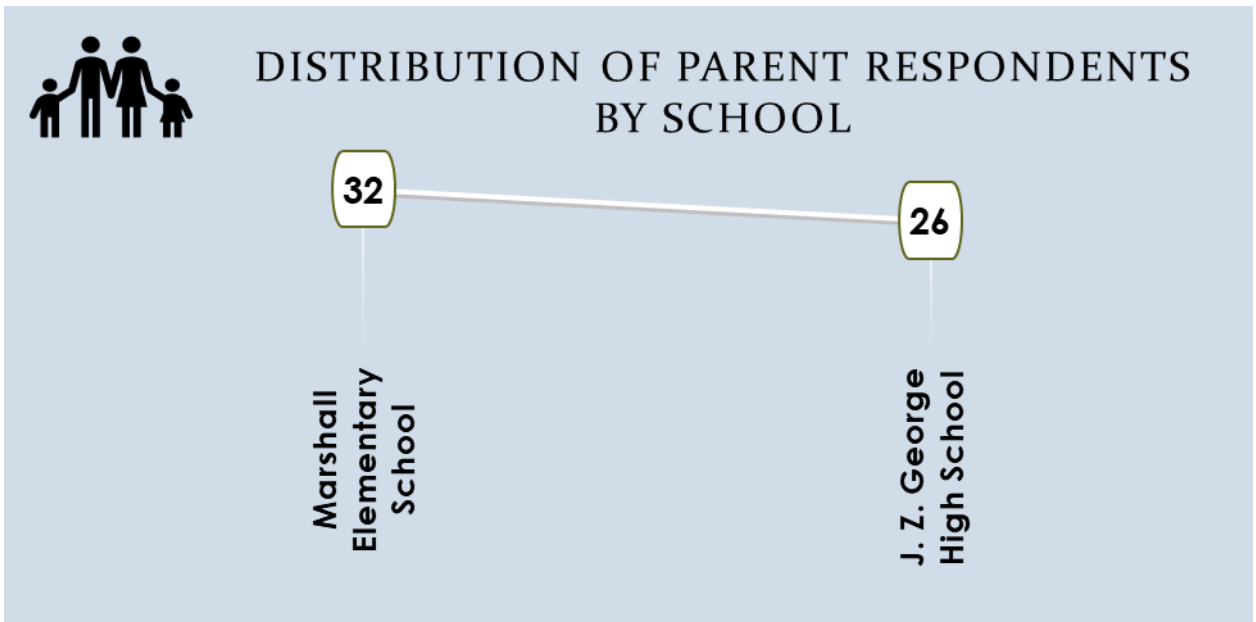


Figure 68: Distribution of Parent Respondents by School

## 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

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

	Count	Percentage
Strongly Agree	42	35.9%
Agree	65	55.6%
Disagree	5	4.3%
Strongly Disagree	1	0.9%
Not Applicable or No Information	4	3.4%

### 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	36	30.8%
Agree	65	55.6%
Disagree	5	4.3%
Strongly Disagree	4	3.4%
Not Applicable or No Information	7	6.0%

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

	Count	Percentage
Strongly Agree	36	30.8%
Agree	69	59.0%
Disagree	7	6.0%
Strongly Disagree	3	2.6%
Not Applicable or No Information	2	1.7%

*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	29	24.8%
Agree	56	47.9%
Disagree	16	13.7%
Strongly Disagree	6	5.1%
Not Applicable or No Information	10	8.5%

*PARENT, FAMILY, AND COMMUNITY ENGAGEMENT*

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

	Count	Percentage
Strongly Agree	36	30.8%
Agree	53	45.3%
Disagree	16	13.7%
Strongly Disagree	12	10.3%
Not Applicable or No Information	0	0.0%

**Parents feel welcome in our school.**

	Count	Percentage
Strongly Agree	35	29.9%
Agree	62	53.0%
Disagree	14	12.0%
Strongly Disagree	5	4.3%
Not Applicable or No Information	1	0.9%

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

	Count	Percentage
Strongly Agree	29	24.8%
Agree	61	52.1%
Disagree	18	15.4%
Strongly Disagree	8	6.8%
Not Applicable or No Information	1	0.9%



# Carroll County School District Profile

## 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	29	24.8%
Agree	69	59.0%
Disagree	15	12.8%
Strongly Disagree	3	2.6%
Not Applicable or No Information	1	0.9%

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

	Count	Percentage
Strongly Agree	28	23.9%
Agree	58	49.6%
Disagree	26	22.2%
Strongly Disagree	4	3.4%
Not Applicable or No Information	1	0.9%



## Summary of District Strengths and Challenges

One hundred seventeen (117) stakeholders from two schools responded to the 2023 Carroll County School District Comprehensive Needs Assessment survey online. Students comprise 4.3% of the total. Faculty/staff members represent 33.9% of the adult response, with parents accounting for 51.8%. Community members make up 14.3% of the adult response or 13.7% of the total.

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**Carroll County School District is a successful district focused on teaching and learning.** District enrollment has decreased -16.8% since 2020. The district held its "C" accountability rating in 2023. The district experienced a -1.1% change in average daily attendance between 2022 and 2023, and chronic absence dropped to 29.2%. The district's graduation rate rose to 81.5%; the drop-out rate decreased to 16.7%.

In response to statements on the comprehensive needs survey about federal programs, stakeholders provided positive feedback. 91.5% of stakeholders agree that teachers in the district are state certified and effective.

Statements about curriculum and instruction received positive feedback as well. 72.7% of respondents believe that the programs of the district meet the requirements of students with special needs.

In response to statements about parent, family, and community engagement, stakeholders also responded positively. 82.9% of respondents agree that parents feel welcome at their school while another 76.9% are satisfied with their school. Another 76.1% of stakeholders believe the district actively promotes parent/teacher communication.





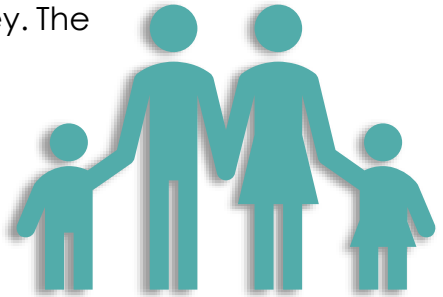
# SECTION 2

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## Carroll County School District Parent Survey

### Introduction

**PARENTS** from across Carroll County School District were asked to respond to questions about the school or schools their children attend. Fifty-eight (58) parents responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from parents in the categories of *Federal Programs; Title IV-A, Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture, and Preschool and Kindergarten*. A summary of open-ended question answers is included in each school's parent section.



### Survey Results

#### FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	19	32.8%
Agree	31	53.4%
Disagree	5	8.6%
Strongly Disagree	1	1.7%
Not Applicable or No Information	2	3.4%

## Carroll County School District Parent Survey

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

	Count	Percentage
Abuse Prevention	8	13.8%
Computer Classes	10	17.2%
Conflict Resolution	9	15.5%
Discipline	14	24.1%
Drug/Alcohol Awareness	10	17.2%
English as a Second Language	3	5.2%
Health Classes	12	20.7%
Literacy Classes	7	12.1%
Math Classes	7	12.1%
Parent-to-School Relationships	23	39.7%
Parent/Child Communication	23	39.7%
Preparing for College	13	22.4%
Parenting Workshops	13	22.4%
Social Media Classes	4	6.9%
Stress/Anger Management	17	29.3%
Understanding College- and Career-Ready Standards	21	36.2%

### 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	14	24.1%
District and/or school newsletters	13	22.4%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	21	36.2%
Resource materials for parental training	12	20.7%
Training for parents to work with other parents on becoming involved in the schools	18	31.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	10	17.2%
Home/School folders	15	25.9%
Home/School Planners	18	31.0%

## 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	17	29.3%
Supporting college and career counseling	33	56.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	29	50.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	36	62.1%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	24	41.4%

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

	Count	Percentage
Promoting community and parent involvement in schools	24	41.4%
Providing school-based mental health services and counseling	30	51.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	18	31.0%
Establishing or improving dropout prevention	16	27.6%
Supporting re-entry programs and transition services for Justice-involved youth	10	17.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	23	39.7%
Implementing systems and practices to prevent bullying and harassment	36	62.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	23	39.7%
Establishing community partnerships	13	22.4%



## Carroll County School District Parent Survey

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	27	46.6%
Building technological capacity and infrastructure	19	32.8%
Carrying out innovative blended learning projects	10	17.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	36	62.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	24	41.4%

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

	Count	Percentage
Strongly Agree	17	29.3%
Agree	31	53.4%
Disagree	2	3.4%
Strongly Disagree	3	5.2%
Not Applicable or No Information	5	8.6%

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

	Count	Percentage
Strongly Agree	19	32.8%
Agree	35	60.3%
Disagree	2	3.4%
Strongly Disagree	2	3.4%
Not Applicable or No Information	0	0.0%

# Carroll County School District Parent Survey

## 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	14	24.1%
Agree	26	44.8%
Disagree	9	15.5%
Strongly Disagree	3	5.2%
Not Applicable or No Information	6	10.3%

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	14	24.1%
Agree	26	44.8%
Disagree	10	17.2%
Strongly Disagree	8	13.8%
Not Applicable or No Information	0	0.0%

**Parents feel welcome in our school.**

	Count	Percentage
Strongly Agree	20	34.5%
Agree	28	48.3%
Disagree	7	12.1%
Strongly Disagree	3	5.2%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	16	27.6%
Agree	27	46.6%
Disagree	10	17.2%
Strongly Disagree	4	6.9%
Not Applicable or No Information	1	1.7%

## Carroll County School District Parent Survey

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

	Count	Percentage
Strongly Agree	12	20.7%
Agree	28	48.3%
Disagree	12	20.7%
Strongly Disagree	5	8.6%
Not Applicable or No Information	1	1.7%

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

	Count	Percentage
Strongly Agree	17	29.3%
Agree	31	53.4%
Disagree	7	12.1%
Strongly Disagree	3	5.2%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Parent/teacher conference	18	31.0%
Checked my child's grades/assignments online	44	75.9%
Been in contact with my child's teacher	47	81.0%
Received a newsletter from the district, school, or teacher	27	46.6%
Worked with a committee or group on school or district policies	8	13.8%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	7	12.1%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	38	65.5%
Volunteered at my child's school	19	32.8%

# Carroll County School District Parent Survey

## 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	22.4%
Agree	34	58.6%
Disagree	8	13.8%
Strongly Disagree	2	3.4%
Not Applicable or No Information	1	1.7%

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

	Count	Percentage
Strongly Agree	16	27.6%
Agree	34	58.6%
Disagree	6	10.3%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

## PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	35	60.3%
Agree	13	22.4%
Disagree	2	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	13.8%



# SECTION 3

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## Carroll County School District Student Survey

### Introduction

**STUDENTS** from across Carroll County School District were asked to respond to questions about the schools they attend. Five (5) students responded to the survey.

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



### Survey Results

#### FEDERAL PROGRAMS

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

	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%

# Carroll County School District Student Survey

## 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	2	40.0%
Agree	3	60.0%
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	3	60.0%
Disagree	1	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	20.0%

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

**My schoolwork is challenging and requires my best effort.**

	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%

## Carroll County School District Student Survey

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

	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%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	40.0%
Disagree	3	60.0%
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	20.0%
Agree	3	60.0%
Disagree	0	0.0%
Strongly Disagree	1	20.0%
Not Applicable or No Information	0	0.0%

### Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	4	80.0%
Disagree	0	0.0%
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	0	0.0%
Agree	2	40.0%
Disagree	0	0.0%
Strongly Disagree	3	60.0%
Not Applicable or No Information	0	0.0%

# Carroll County School District Student Survey

## 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	3	60.0%
Disagree	1	20.0%
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	0	0.0%
Disagree	4	80.0%
Strongly Disagree	1	20.0%
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	20.0%
Agree	2	40.0%
Disagree	1	20.0%
Strongly Disagree	1	20.0%
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	1	20.0%
Agree	2	40.0%
Disagree	0	0.0%
Strongly Disagree	2	40.0%
Not Applicable or No Information	0	0.0%

# SECTION 4

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## Carroll County School District Faculty/Staff Survey

### Introduction

**FACULTY AND STAFF** from across Carroll County School District were asked to respond to questions about the schools in which they work. Thirty-eight (38) faculty and staff members responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from faculty and staff members in the categories of *Federal Programs; Title IV-A, Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Preschool and Kindergarten; and Professional Development*. A summary of open-ended question responses is included in each school's faculty/staff section.



### Survey Results

#### FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	19	50.0%
Agree	19	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

## Carroll County School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	14	36.8%
Agree	16	42.1%
Disagree	1	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	18.4%

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Teaching special needs students.	15.8%	60.5%	7.9%	0.0%	15.8%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	15.8%	68.4%	2.6%	0.0%	13.2%
Developing and using classroom assessments.	44.7%	39.5%	0.0%	0.0%	15.8%
Closing the achievement gap between diverse groups of students.	31.6%	50.0%	2.6%	0.0%	15.8%
Successful classroom management.	34.2%	55.3%	0.0%	0.0%	10.5%



## Carroll County School District Faculty/Staff Survey

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	20	52.6%
Expedited evaluation services for students with limited English	13	34.2%
Expedited evaluation services for gifted and talented students	4	10.5%
Additional academic support	23	60.5%
Tutoring	24	63.2%
Enrichment educational services	15	39.5%
Counseling	20	52.6%
Mentors	12	31.6%
School supplies	24	63.2%
School uniforms	24	63.2%
Dental referrals	10	26.3%
Medical referrals	12	31.6%
Bullying assistance	7	18.4%

### *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	21	55.3%
Supporting college and career counseling	13	34.2%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	24	63.2%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	14	36.8%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	10	26.3%



## Carroll County School District Faculty/Staff Survey

### 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	21	55.3%
Providing school-based mental health services and counseling	13	34.2%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	17	44.7%
Establishing or improving dropout prevention	16	42.1%
Supporting re-entry programs and transition services for Justice-involved youth	2	5.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	16	42.1%
Implementing systems and practices to prevent bullying and harassment	17	44.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	9	23.7%
Establishing community partnerships	15	39.5%

### 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	20	52.6%
Building technological capacity and infrastructure	20	52.6%
Carrying out innovative blended learning projects	9	23.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	15	39.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	15	39.5%

## Carroll County School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	14	36.8%
Agree	22	57.9%
Disagree	2	5.3%
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	15	39.5%
Agree	20	52.6%
Disagree	2	5.3%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

### *CURRICULUM AND INSTRUCTION*

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

	Count	Percentage
Strongly Agree	14	36.8%
Agree	18	47.4%
Disagree	4	10.5%
Strongly Disagree	2	5.3%
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	12	31.6%
Agree	17	44.7%
Disagree	3	7.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	15.8%



## Carroll County School District Faculty/Staff Survey

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

	Count	Percentage
Embed multicultural education throughout the curriculum	13	34.2%
Utilize technology such as class websites, blogs, and videos	20	52.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	11	28.9%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	15	39.5%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	17	44.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	11	28.9%
Use bilingual handouts and cues	5	13.2%
Use visual displays, portable white boards, and posters when giving instructions	20	52.6%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	17	44.7%

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	20	52.6%
Agree	15	39.5%
Disagree	3	7.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

### Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	14	36.8%
Agree	20	52.6%
Disagree	4	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

## Carroll County School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	12	31.6%
Agree	23	60.5%
Disagree	3	7.9%
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	14	36.8%
Agree	20	52.6%
Disagree	3	7.9%
Strongly Disagree	1	2.6%
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	11	28.9%
Agree	16	42.1%
Disagree	10	26.3%
Strongly Disagree	1	2.6%
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	7	18.4%
Agree	19	50.0%
Disagree	11	28.9%
Strongly Disagree	1	2.6%
Not Applicable or No Information	0	0.0%

## Carroll County School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	13	34.2%
Agree	19	50.0%
Disagree	5	13.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.6%

## PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	23	60.5%
Agree	13	34.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.3%

## PROFESSIONAL DEVELOPMENT

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

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

## Carroll County School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	3	7.9%
Agree	21	55.3%
Disagree	10	26.3%
Strongly Disagree	1	2.6%
Not Applicable or No Information	3	7.9%

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

	Count	Percentage
Strongly Agree	6	15.8%
Agree	19	50.0%
Disagree	6	15.8%
Strongly Disagree	3	7.9%
Not Applicable or No Information	4	10.5%





# SECTION 5

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## Carroll County School District Community Survey

### Introduction

**COMMUNITY MEMBERS** from across Carroll County School District were asked to respond to questions about the district and its schools. Sixteen (16) community members responded to the survey.



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

### Survey Results

#### *FEDERAL PROGRAMS*

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

	Count	Percentage
Strongly Agree	3	18.8%
Agree	11	68.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	12.5%

# Carroll County School District Community Survey

## 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	6	37.5%
Supporting college and career counseling	10	62.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	10	62.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	50.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	6	37.5%

### 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	6	37.5%
Providing school-based mental health services and counseling	11	68.8%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	7	43.8%
Establishing or improving dropout prevention	6	37.5%
Supporting re-entry programs and transition services for Justice-involved youth	1	6.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	5	31.2%
Implementing systems and practices to prevent bullying and harassment	6	37.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	8	50.0%
Establishing community partnerships	7	43.8%

## Carroll County School District Community Survey

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	5	31.2%
Building technological capacity and infrastructure	10	62.5%
Carrying out innovative blended learning projects	3	18.8%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	9	56.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	7	43.8%

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

	Count	Percentage
Strongly Agree	3	18.8%
Agree	9	56.2%
Disagree	1	6.2%
Strongly Disagree	1	6.2%
Not Applicable or No Information	2	12.5%

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

	Count	Percentage
Strongly Agree	2	12.5%
Agree	11	68.8%
Disagree	2	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%



# Carroll County School District Community Survey

## *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	6.2%
Agree	10	62.5%
Disagree	2	12.5%
Strongly Disagree	1	6.2%
Not Applicable or No Information	2	12.5%

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

	Count	Percentage
Strongly Agree	1	6.2%
Agree	10	62.5%
Disagree	3	18.8%
Strongly Disagree	2	12.5%
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	6.2%
Agree	9	56.2%
Disagree	3	18.8%
Strongly Disagree	3	18.8%
Not Applicable or No Information	0	0.0%

**Parents feel welcome in our school.**

	Count	Percentage
Strongly Agree	1	6.2%
Agree	10	62.5%
Disagree	3	18.8%
Strongly Disagree	1	6.2%
Not Applicable or No Information	1	6.2%

## Carroll County School District Community Survey

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

	Count	Percentage
Strongly Agree	1	6.2%
Agree	9	56.2%
Disagree	5	31.2%
Strongly Disagree	1	6.2%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	25.0%
Agree	10	62.5%
Disagree	2	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

### **I understand the mission of the school in our community.**

	Count	Percentage
Strongly Agree	1	6.2%
Agree	11	68.8%
Disagree	3	18.8%
Strongly Disagree	1	6.2%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	10	62.5%
Disagree	5	31.2%
Strongly Disagree	1	6.2%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	7	43.8%
Disagree	7	43.8%
Strongly Disagree	2	12.5%
Not Applicable or No Information	0	0.0%



# Carroll County School District Community Survey

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

	Count	Percentage
Strongly Agree	1	6.2%
Agree	7	43.8%
Disagree	4	25.0%
Strongly Disagree	2	12.5%
Not Applicable or No Information	2	12.5%

## *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	1	6.2%
Agree	12	75.0%
Disagree	3	18.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	6.2%
Agree	8	50.0%
Disagree	6	37.5%
Strongly Disagree	1	6.2%
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	11	68.8%
Agree	5	31.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

# Carroll County School District Community Survey

## GENERAL OPINION

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

---

**COMMUNITY MEMBERS** from Carroll County School District believe the district does well with providing certified teachers and the necessary resources for success. Community members believe the district does well with tutoring and providing a dedicated staff. Community members also like the accelerated reading programs in the district and the safe learning environments at the schools. Regarding changes, community members would like more advanced communication and more parental involvement opportunities. Members would also like more counseling services for students and cleaner campuses. Community members would also like more opportunities for students such as tech and work skills and dual enrollment courses.





# SECTION 6

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## Marshall Elementary School

### Introduction

**MARSHALL ELEMENTARY SCHOOL** is located at 802 Marshall Road in Carrollton, Mississippi. In January of 2024, it served four hundred two (402) students, prekindergarten through sixth grade (PK-6).

Marshall Elementary School is a cornerstone of the Carroll County School District. The school is committed to nurturing every child's growth and development. The school strives to help every student reach their full potential. At Marshall Elementary School, teachers and administrators work together to meet the diverse needs of all students.



# Enrollment

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

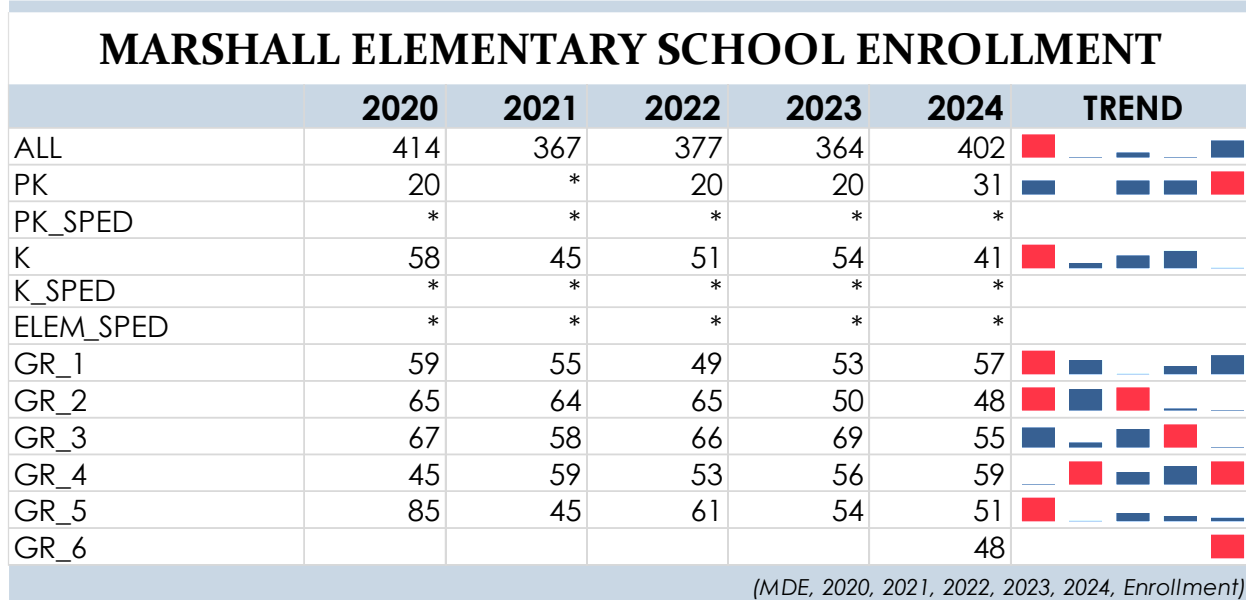


Figure 69: Marshall Elementary School Enrollment

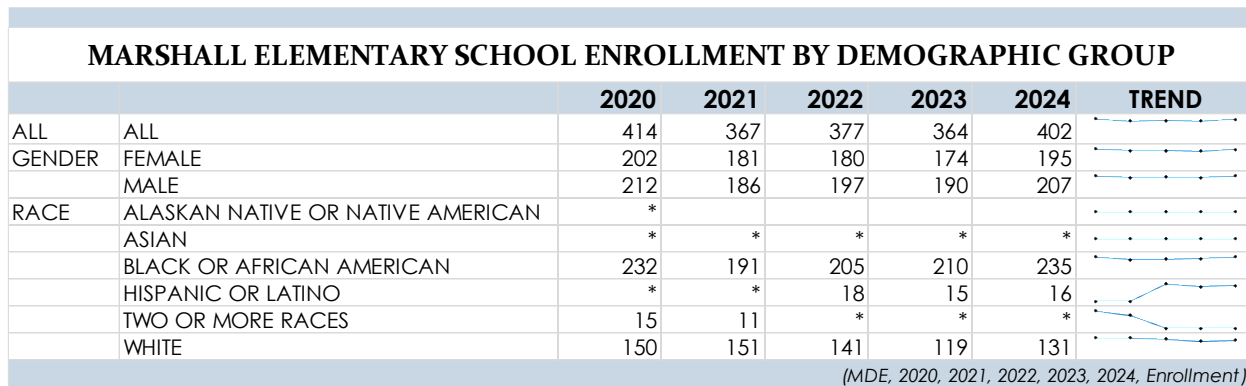


Figure 70: Marshall Elementary School Enrollment by Demographic Group



# Attendance

## AVERAGE DAILY ATTENDANCE

MARSHALL ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	314.7	325.5	313.6
K	43.5	45.5	50.2
K_SPED	1.0	1.6	2.3
ELEM_SPED	7.9	8.1	5.0
GR_1	53.4	45.6	49.0
GR_2	61.1	59.8	46.2
GR_3	52.3	61.6	61.3
GR_4	54.9	48.8	51.3
GR_5	40.6	54.5	48.3
GR_6	0.0	0.0	0.0

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

Figure 71: Marshall Elementary School Average Daily Attendance

## CHRONIC ABSENCE

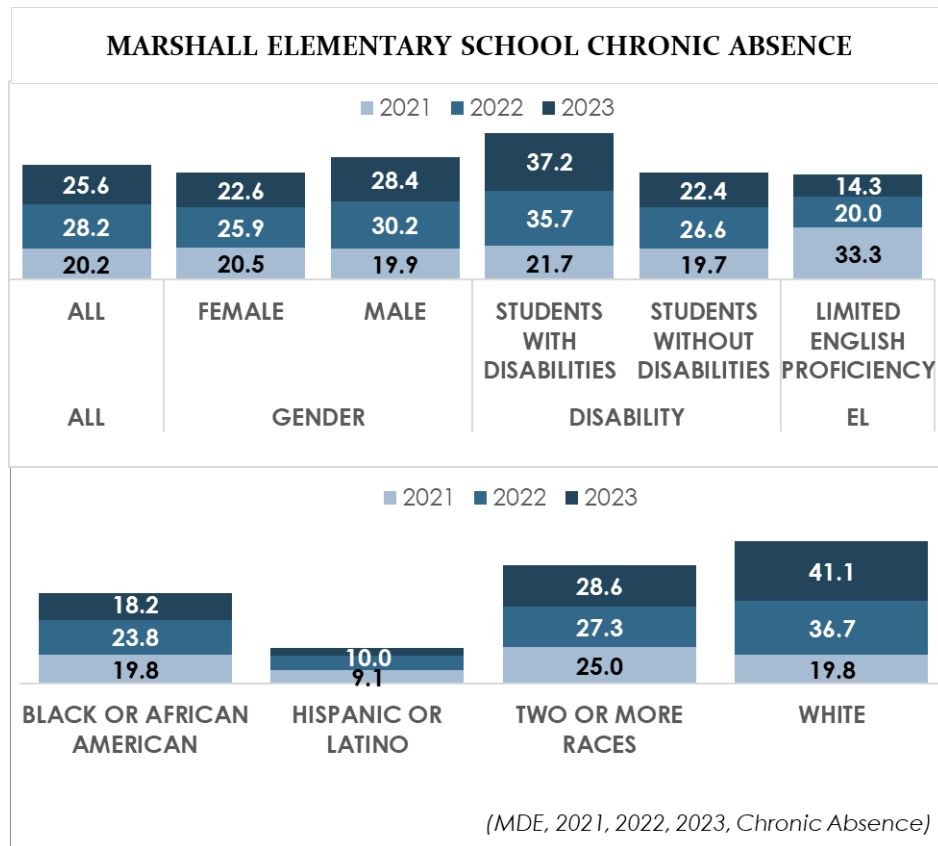


Figure 72: Marshall Elementary School Chronic Absence by Demographic Group



# Accountability

## ACCOUNTABILITY MEASURES

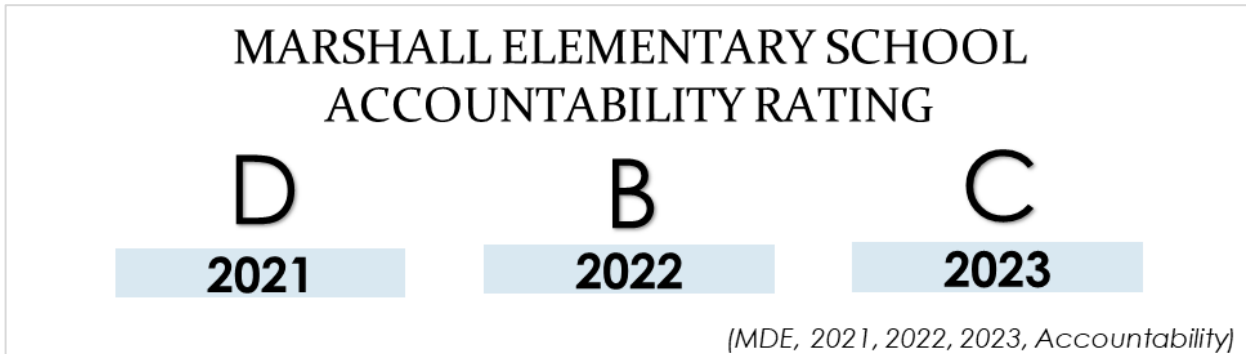


Figure 73: Marshall Elementary School Accountability Rating

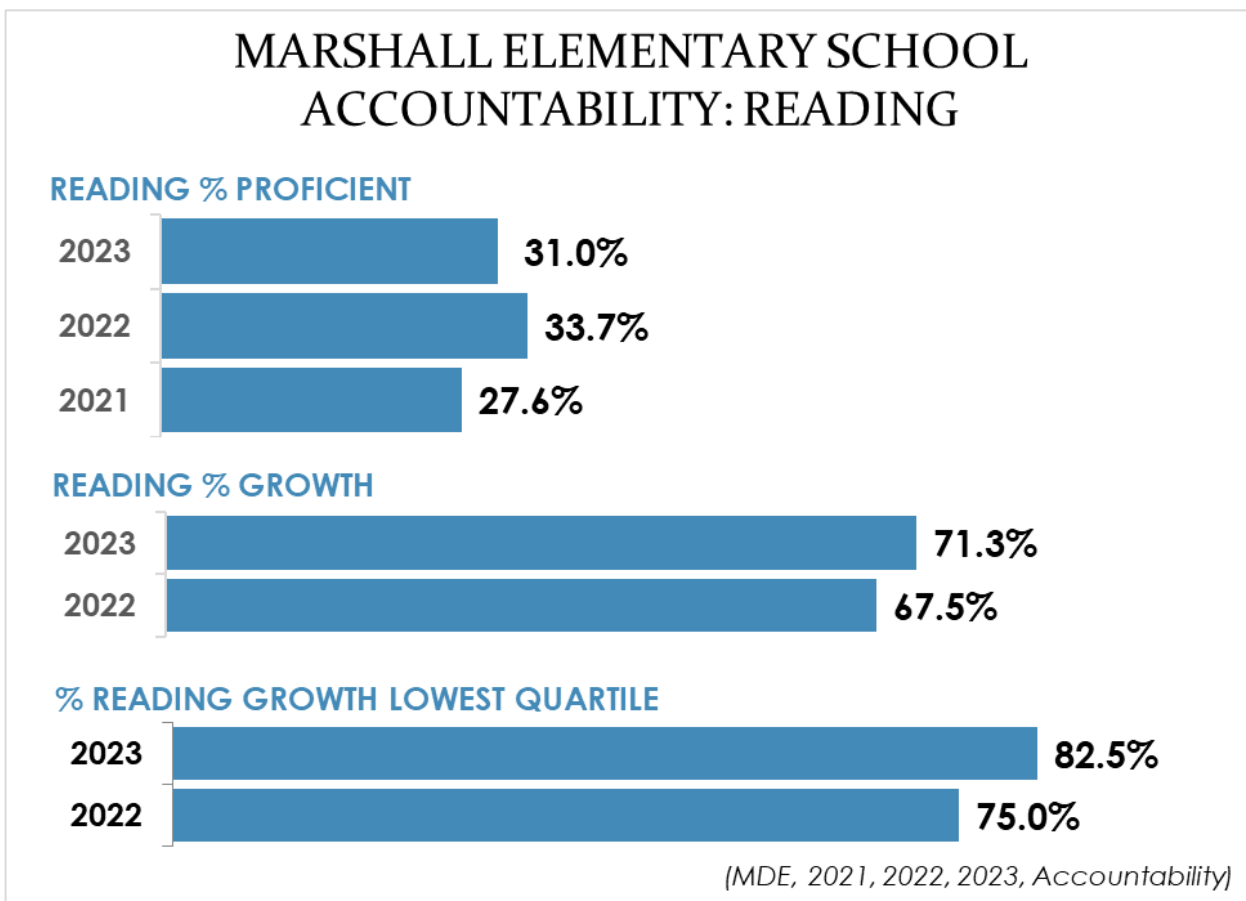
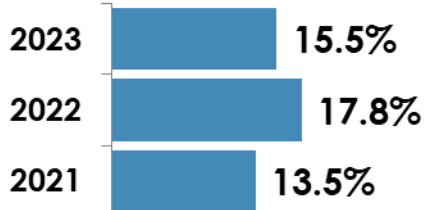


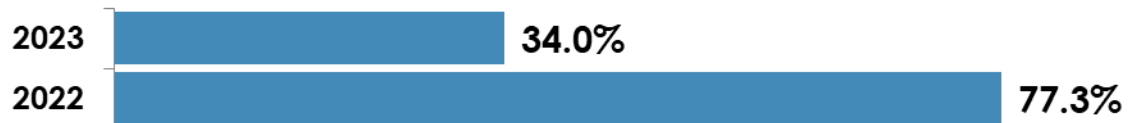
Figure 74: Marshall Elementary School Accountability: Reading

### MARSHALL ELEMENTARY SCHOOL ACCOUNTABILITY: MATH

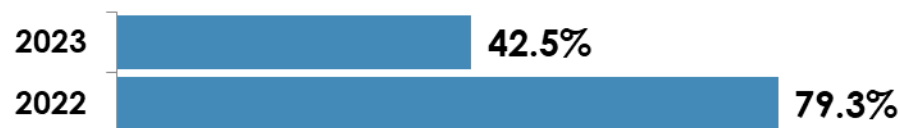
#### MATH % PROFICIENT



#### MATH % GROWTH



#### % MATH GROWTH LOWEST QUARTILE



(MDE, 2021, 2022, 2023, Accountability)

Figure 75: Marshall Elementary School Accountability: Math

### MARSHALL ELEMENTARY SCHOOL ACCOUNTABILITY: SCIENCE

#### SCIENCE % PROFICIENT



(MDE, 2021, 2022, 2023, Accountability)

Figure 76: Marshall Elementary School Accountability: Science

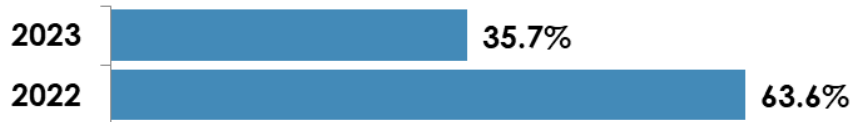


## MARSHALL ELEMENTARY SCHOOL ACCOUNTABILITY: ENGLISH PROFICIENCY

### ENGLISH LANGUAGE LEARNERS PROFICIENCY



### ENGLISH LANGUAGE LEARNERS GROWTH

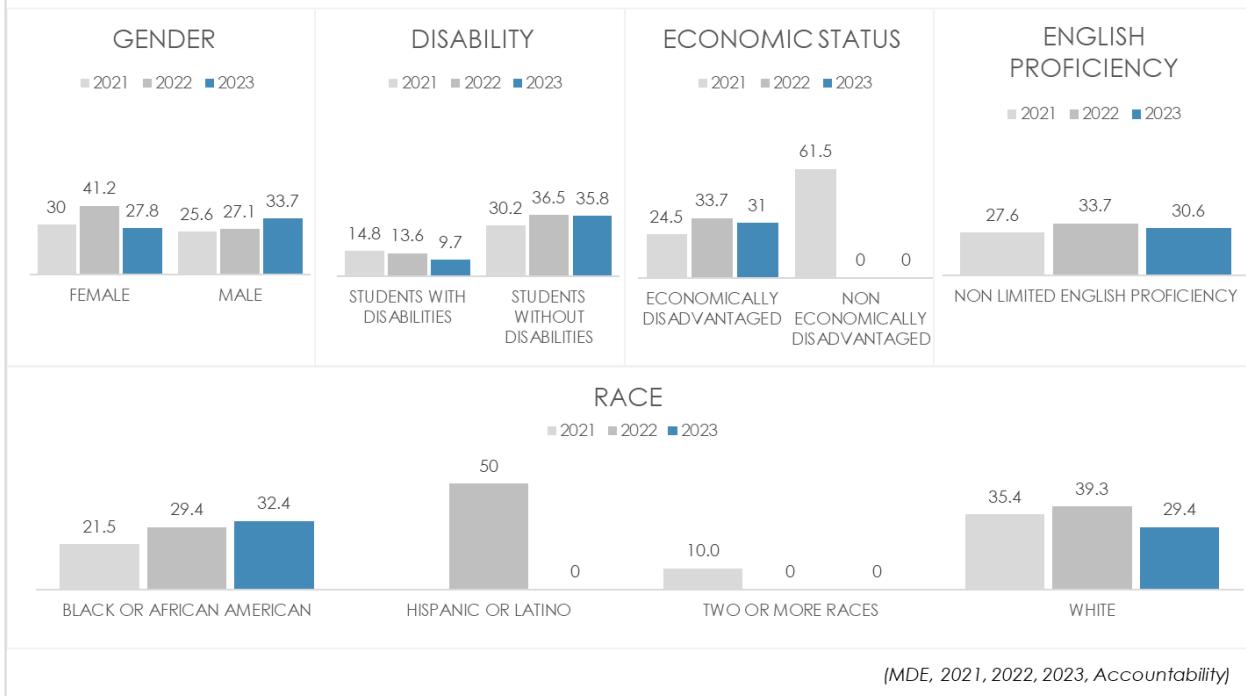


(MDE, 2021, 2022, 2023, Accountability)

Figure 77: Marshall Elementary School Accountability: English Proficiency

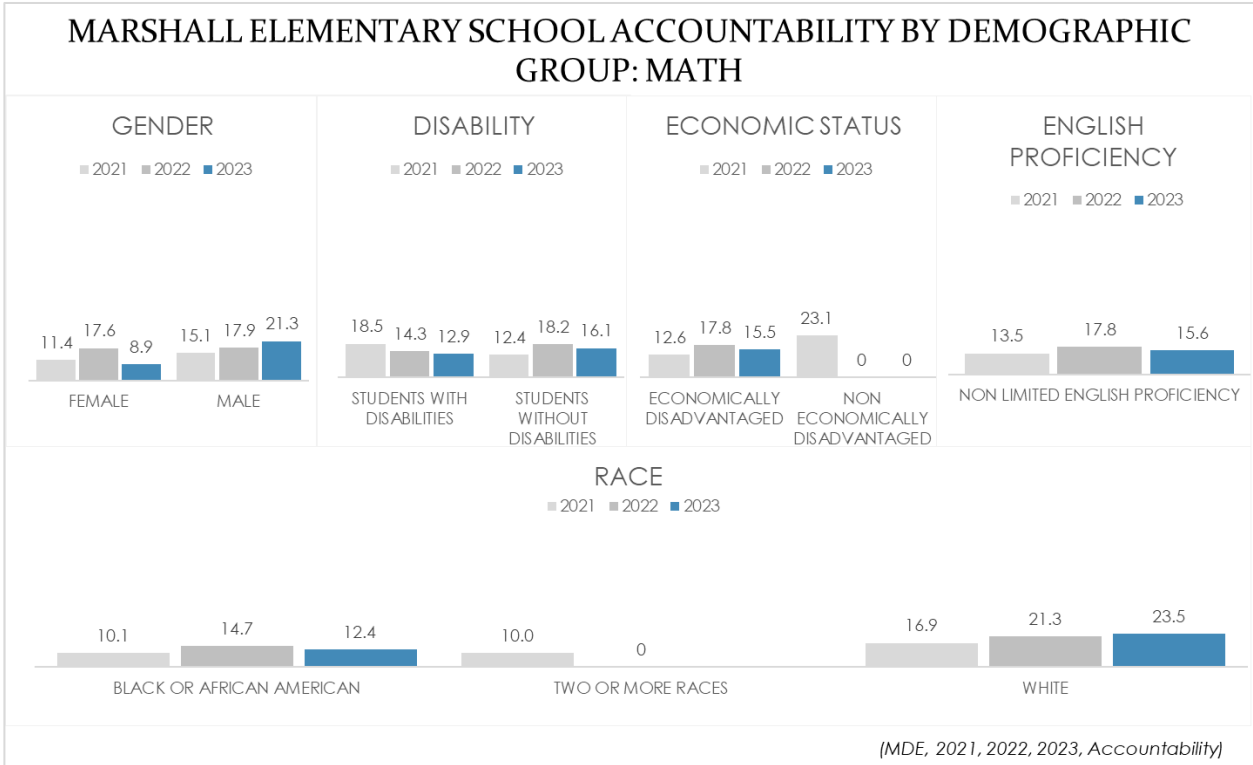
## PROFICIENCY BY DEMOGRAPHIC GROUP

### MARSHALL ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: READING

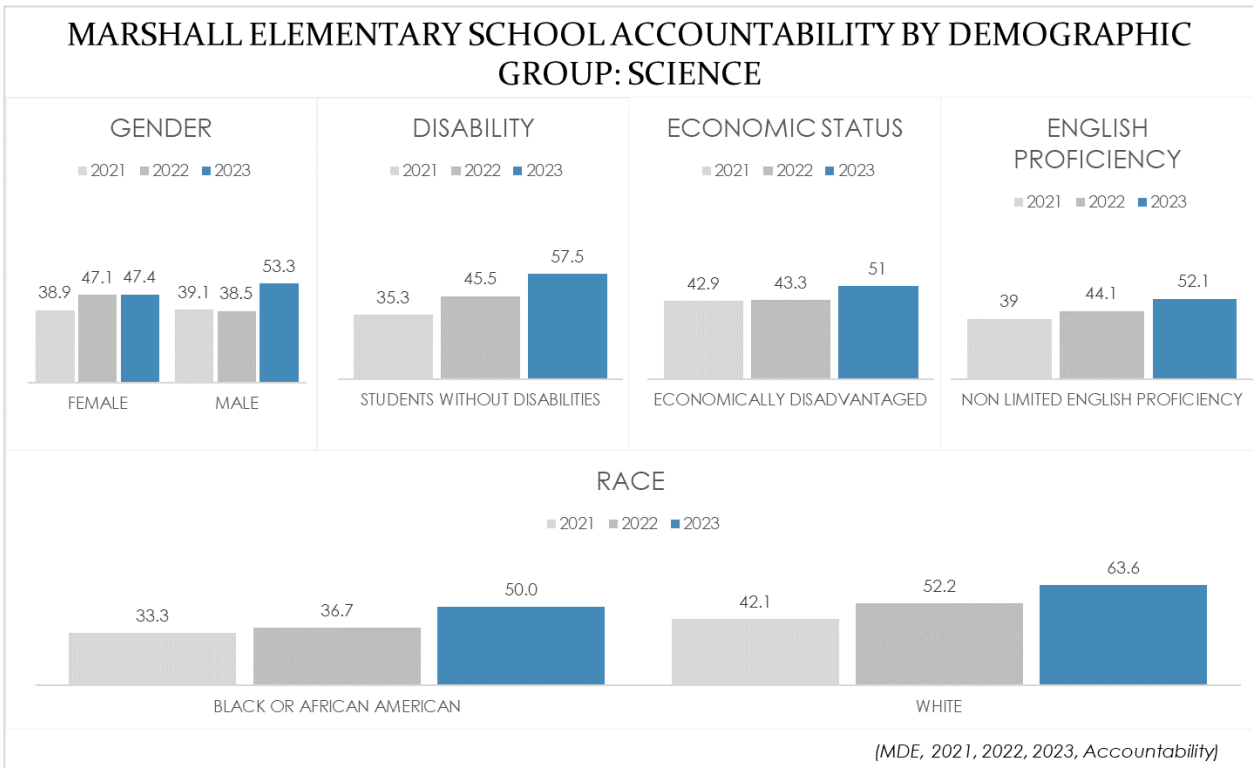


(MDE, 2021, 2022, 2023, Accountability)

Figure 78: Marshall Elementary School Reading Proficiency by Demographic Group



**Figure 79: Marshall Elementary School Math Proficiency by Demographic Group**



**Figure 80: Marshall Elementary School Science Proficiency by Demographic Group**



# Assessment

## KINDERGARTEN READINESS

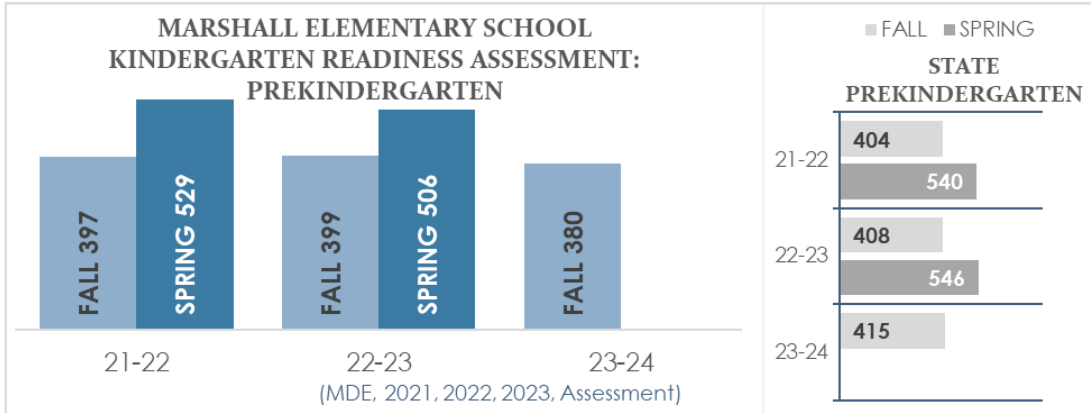


Figure 81: Marshall Elementary School Kindergarten Readiness Assessment: Prekindergarten

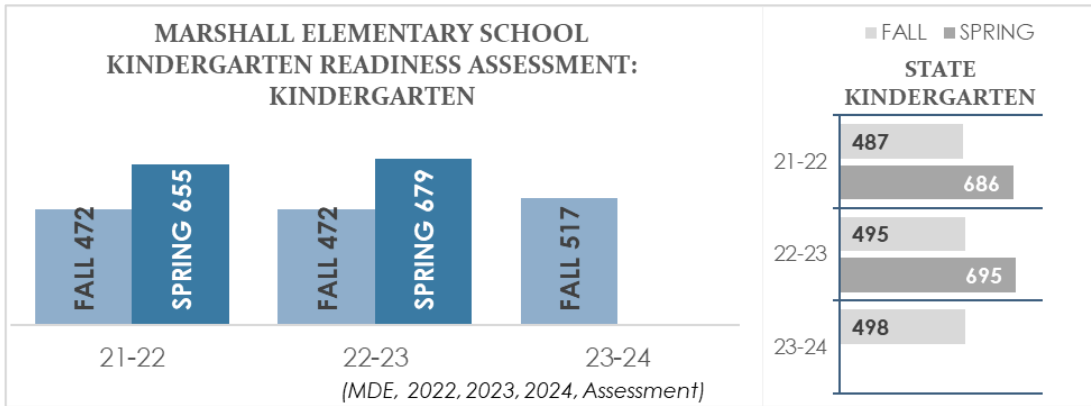


Figure 82: Marshall Elementary School Kindergarten Readiness Assessment: Kindergarten

## THIRD-GRADE READING ASSESSMENT

**THE LITERACY-BASED PROMOTION ACT (LBPA)** requires that students pass the Third-Grade Reading Assessment or meet one of the exemption criteria to be promoted to the fourth grade. Students are given three opportunities to take the assessment.

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

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

2019	2022	2023	2024
50.9	50.7	56.3	62.3

Figure 83: Marshall Elementary School Initial Third-Grade Reading Assessment Pass Rate

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

Note: Marshall Elementary School did not house sixth graders until 2024. MAAP scores for sixth graders will show for J. Z. George High School since that is where they were housed in previous years.

MAAP ELA

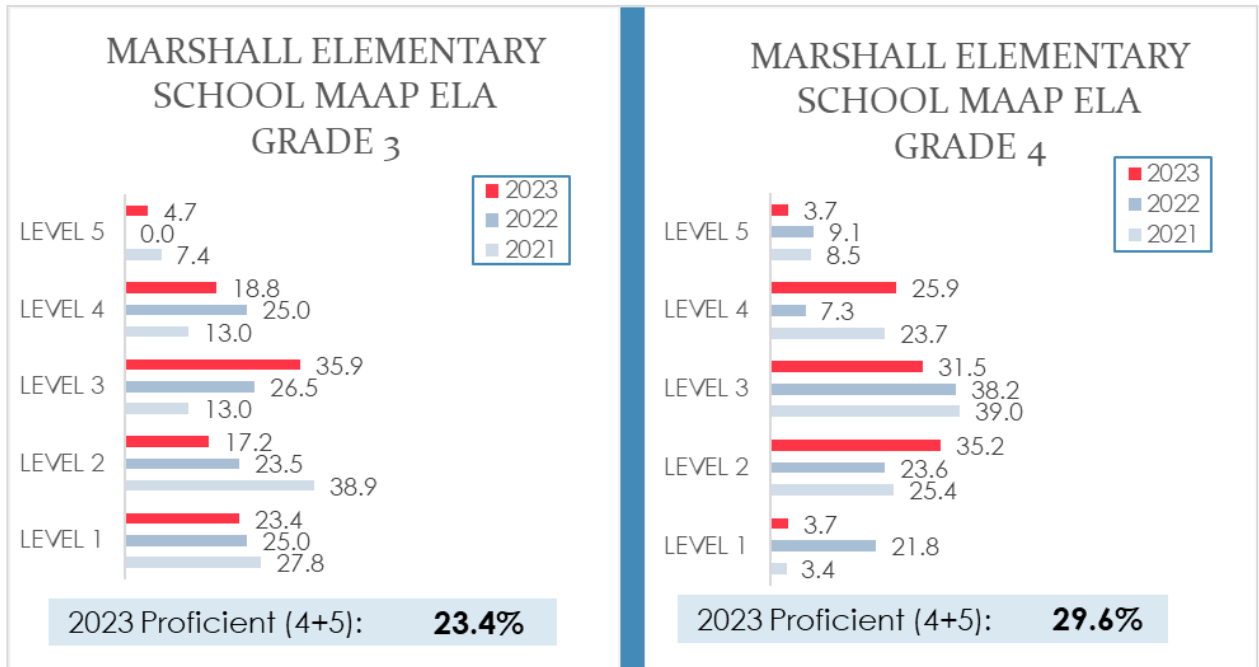


Figure 84: Marshall Elementary School MAAP ELA Grades 3 and 4

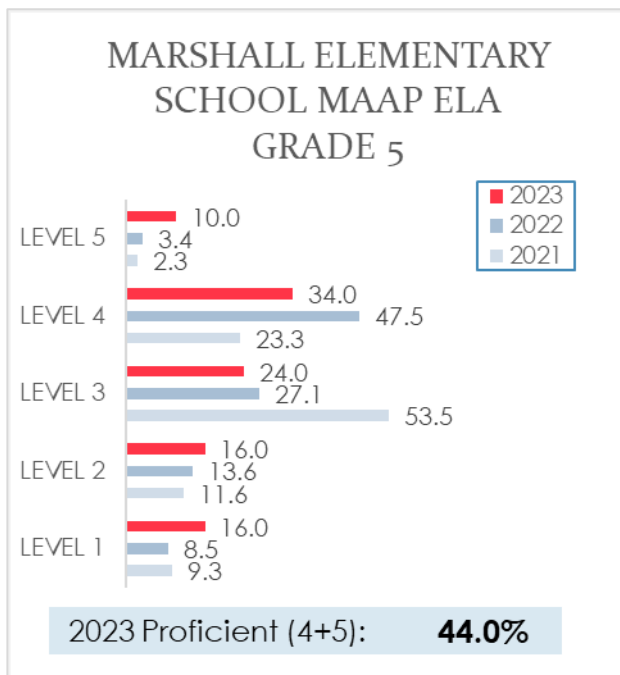


Figure 85: Marshall Elementary School MAAP ELA Grade 5



# Marshall Elementary School

## MAAP MATH

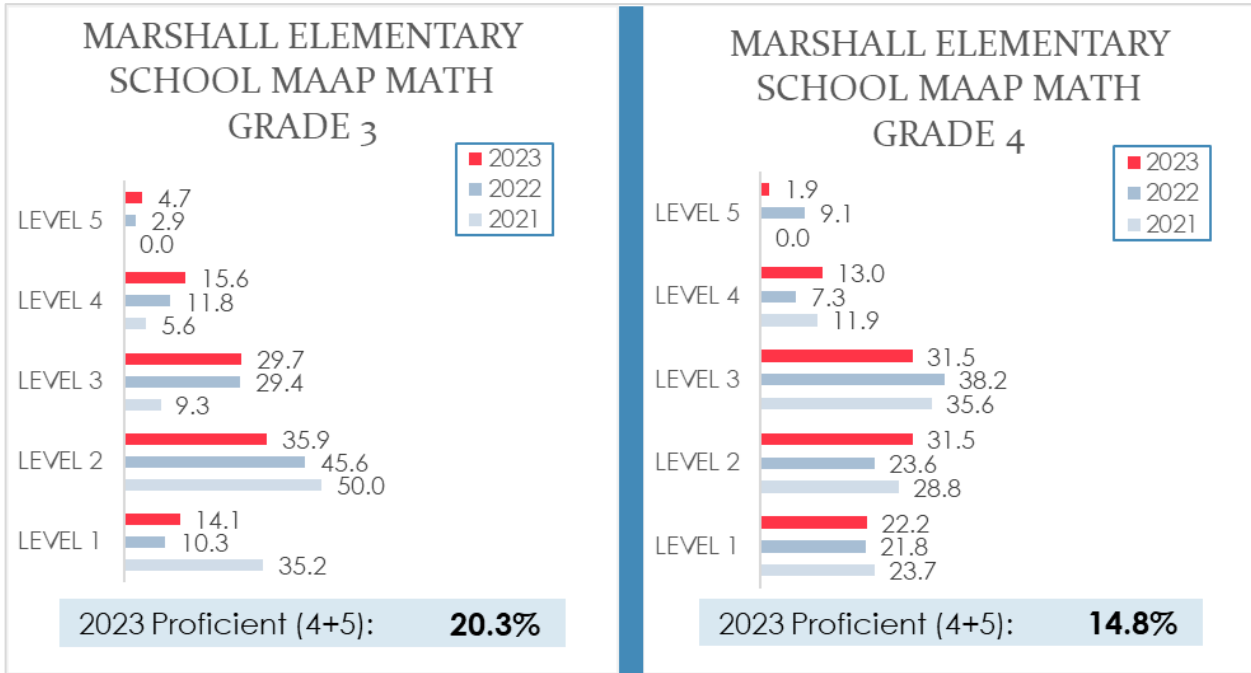


Figure 86: Marshall Elementary School MAAP Math Grades 3 and 4

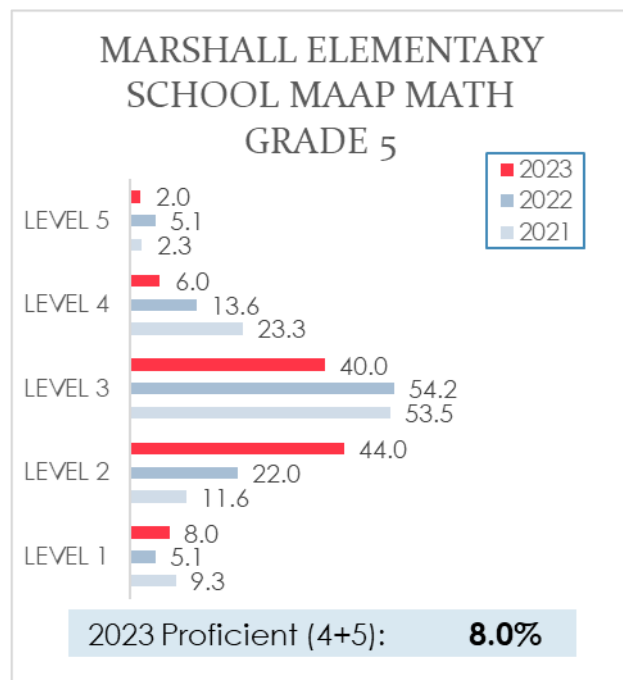


Figure 87: Marshall Elementary School MAAP Math Grade 5

## MAAP SCIENCE

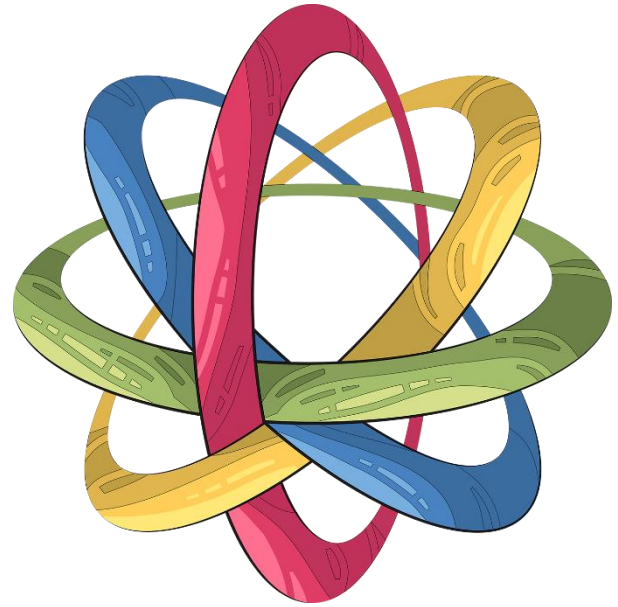
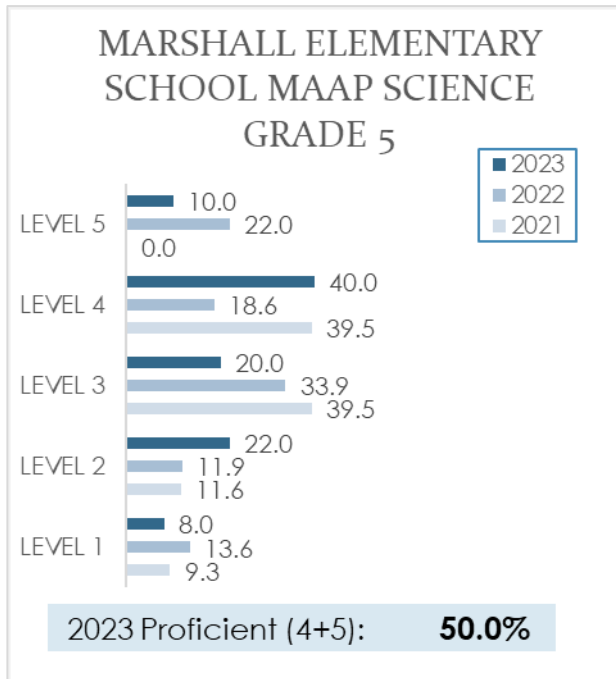


Figure 88: Marshall Elementary School MAAP Science Grade 5

## Personnel

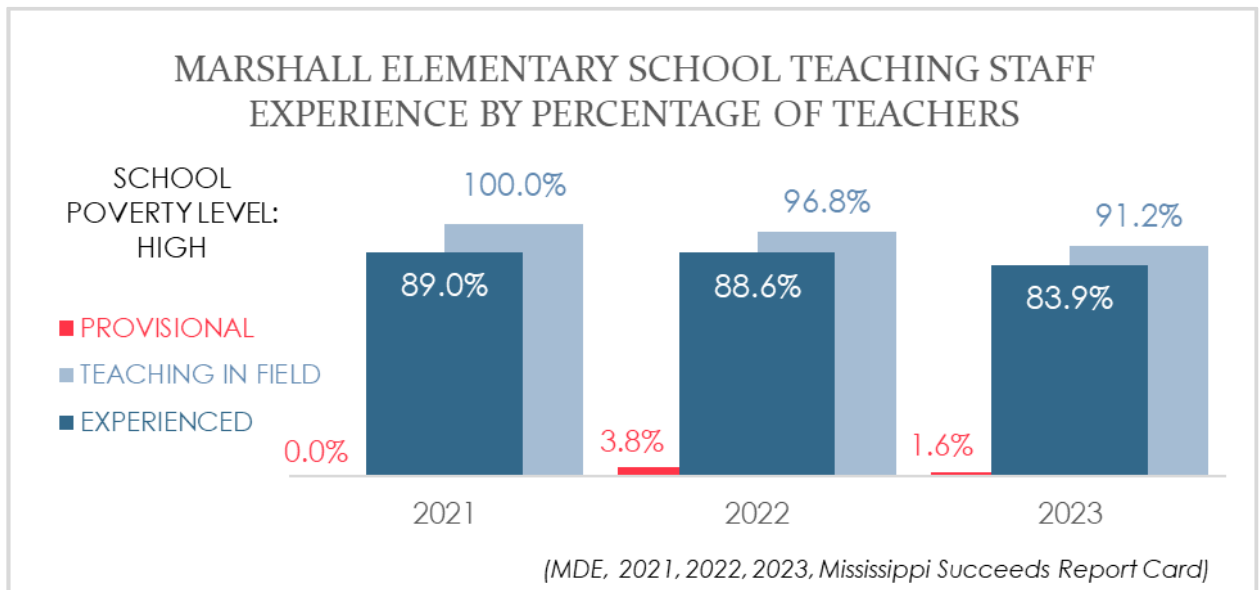


Figure 89: Marshall Elementary School Teaching Staff Experience by Percentage of Teachers

# Discipline

MARSHALL ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤5		≤5	≤5	5.2	8.2			
GENDER	FEMALE			≤5	≤5	≤5	≤5			
	MALE	≤5		≤5	5.5	7.2	11.7			
RACE	BLACK OR AFRICAN AMERICAN			≤5	≤5	≤5	10.6			
	TWO OR MORE RACES						8.3			
	WHITE	≤5		≤5	≤5	7.5	5.2			
DISABILITY	STUDENTS WITH DISABILITIES			6.1	≤5		8.5			
	STUDENTS WITHOUT DISABILITIES	≤5		≤5	≤5	6.3	8.1			
EL	NON LIMITED ENGLISH PROFICIENCY			≤5		5.4	8.7			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
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	NON LIMITED ENGLISH PROFICIENCY					≤5			≤5	

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

Figure 90: Marshall Elementary School Disciplinary Actions Reported to MDE



## Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Marshall Elementary School in the categories of *Federal Programs; Title IV-A, Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Preschool 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. Seventeen (17) faculty and staff members, thirty-two (32) parents, and one (1) student responded to the survey.

## Marshall Elementary School Faculty/Staff Survey

### FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	10	58.8%
Agree	7	41.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	10	58.8%
Agree	4	23.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	17.6%



## Marshall Elementary School

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	41.2%	58.8%	0.0%	0.0%	0.0%
Teaching special needs students.	29.4%	47.1%	17.6%	0.0%	5.9%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	17.6%	70.6%	5.9%	0.0%	5.9%
Developing and using classroom assessments.	58.8%	29.4%	0.0%	0.0%	11.8%
Closing the achievement gap between diverse groups of students.	47.1%	35.3%	5.9%	0.0%	11.8%

### 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	10	58.8%
Expedited evaluation services for students with limited English	3	17.6%
Expedited evaluation services for gifted and talented students	2	11.8%
Additional academic support	12	70.6%
Tutoring	8	47.1%
Enrichment educational services	4	23.5%
Counseling	9	52.9%
Mentors	4	23.5%
School supplies	12	70.6%
School uniforms	11	64.7%
Dental referrals	5	29.4%
Medical referrals	4	23.5%
Bullying assistance	4	23.5%

*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	10	58.8%
Supporting college and career counseling	4	23.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	11	64.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	4	23.5%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	4	23.5%

**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	9	52.9%
Providing school-based mental health services and counseling	9	52.9%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	8	47.1%
Establishing or improving dropout prevention	2	11.8%
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)	10	58.8%
Implementing systems and practices to prevent bullying and harassment	8	47.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	5	29.4%
Establishing community partnerships	6	35.3%



## Marshall Elementary School

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	6	35.3%
Building technological capacity and infrastructure	9	52.9%
Carrying out innovative blended learning projects	5	29.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	11	64.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	5	29.4%

### 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	23.5%
Agree	12	70.6%
Disagree	1	5.9%
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	6	35.3%
Agree	10	58.8%
Disagree	1	5.9%
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	6	35.3%
Agree	7	41.2%
Disagree	3	17.6%
Strongly Disagree	1	5.9%
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	6	35.3%
Agree	6	35.3%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	17.6%

**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	7	41.2%
Utilize technology such as class websites, blogs, and videos	6	35.3%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	3	17.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	6	35.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	7	41.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	5	29.4%
Use bilingual handouts and cues	1	5.9%
Use visual displays, portable white boards, and posters when giving instructions	9	52.9%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	9	52.9%



# Marshall Elementary School

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

<b>Our school (district) actively promotes parent/teacher communication.</b>		
	Count	Percentage
Strongly Agree	9	52.9%
Agree	8	47.1%
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	7	41.2%
Agree	8	47.1%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

<b>For the most part, I am satisfied with our school.</b>		
	Count	Percentage
Strongly Agree	6	35.3%
Agree	9	52.9%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
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	6	35.3%
Agree	7	41.2%
Disagree	3	17.6%
Strongly Disagree	1	5.9%
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	11.8%
Agree	7	41.2%
Disagree	7	41.2%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	5.9%
Agree	6	35.3%
Disagree	9	52.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	23.5%
Agree	8	47.1%
Disagree	4	23.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

*PRESCHOOL AND KINDERGARTEN*

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

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

# Marshall Elementary School

## PROFESSIONAL DEVELOPMENT

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

<b>Teachers have adequate time for opportunities to learn from each other (professional learning communities).</b>		
	Count	Percentage
Strongly Agree	1	5.9%
Agree	8	47.1%
Disagree	6	35.3%
Strongly Disagree	1	5.9%
Not Applicable or No Information	1	5.9%

<b>The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.</b>		
	Count	Percentage
Strongly Agree	3	17.6%
Agree	8	47.1%
Disagree	4	23.5%
Strongly Disagree	2	11.8%
Not Applicable or No Information	0	0.0%

*GENERAL OPINION*

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

**FACULTY/STAFF MEMBERS** from Marshall Elementary School believe the school does well with assigning tutors and consultants to help struggling students. Members also believe the school hires highly qualified teachers and ensures a quality education for all students. Regarding changes, teachers would like to have smaller class sizes and a stricter discipline policy. Members would also like to have a cleaner campus and better technology.

## Marshall Elementary School Parent Survey

*FEDERAL PROGRAMS*

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

	Count	Percentage
Strongly Agree	12	37.5%
Agree	17	53.1%
Disagree	2	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%



## Marshall Elementary School

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

	Count	Percentage
Abuse Prevention	6	18.8%
Computer Classes	5	15.6%
Conflict Resolution	3	9.4%
Discipline	7	21.9%
Drug/Alcohol Awareness	3	9.4%
English as a Second Language	3	9.4%
Health Classes	8	25.0%
Literacy Classes	3	9.4%
Math Classes	7	21.9%
Parent-to-School Relationships	15	46.9%
Parent/Child Communication	14	43.8%
Preparing for College	3	9.4%
Parenting Workshops	9	28.1%
Social Media Classes	2	6.2%
Stress/Anger Management	7	21.9%
Understanding College- and Career-Ready Standards	5	15.6%

### 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	10	31.2%
District and/or school newsletters	7	21.9%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	17	53.1%
Resource materials for parental training	6	18.8%
Training for parents to work with other parents on becoming involved in the schools	6	18.8%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	5	15.6%
Home/School folders	8	25.0%
Home/School Planners	11	34.4%

*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	10	31.2%
Supporting college and career counseling	12	37.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	18	56.2%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	23	71.9%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	16	50.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	12	37.5%
Providing school-based mental health services and counseling	17	53.1%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	8	25.0%
Establishing or improving dropout prevention	8	25.0%
Supporting re-entry programs and transition services for Justice-involved youth	3	9.4%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	17	53.1%
Implementing systems and practices to prevent bullying and harassment	22	68.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	13	40.6%
Establishing community partnerships	8	25.0%



## Marshall Elementary School

### 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	16	50.0%
Building technological capacity and infrastructure	11	34.4%
Carrying out innovative blended learning projects	8	25.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	23	71.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	11	34.4%

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

	Count	Percentage
Strongly Agree	11	34.4%
Agree	19	59.4%
Disagree	0	0.0%
Strongly Disagree	2	6.2%
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	11	34.4%
Agree	19	59.4%
Disagree	2	6.2%
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	9	28.1%
Agree	13	40.6%
Disagree	5	15.6%
Strongly Disagree	2	6.2%
Not Applicable or No Information	3	9.4%

*PARENT, FAMILY, AND COMMUNITY ENGAGEMENT*

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

	Count	Percentage
Strongly Agree	7	21.9%
Agree	16	50.0%
Disagree	5	15.6%
Strongly Disagree	4	12.5%
Not Applicable or No Information	0	0.0%

**Parents feel welcome in our school.**

	Count	Percentage
Strongly Agree	12	37.5%
Agree	16	50.0%
Disagree	3	9.4%
Strongly Disagree	1	3.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	10	31.2%
Agree	17	53.1%
Disagree	3	9.4%
Strongly Disagree	2	6.2%
Not Applicable or No Information	0	0.0%



## Marshall Elementary School

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

	Count	Percentage
Strongly Agree	8	25.0%
Agree	18	56.2%
Disagree	5	15.6%
Strongly Disagree	1	3.1%
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	9	28.1%
Agree	19	59.4%
Disagree	4	12.5%
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	8	25.0%
Checked my child's grades/assignments online	23	71.9%
Been in contact with my child's teacher	28	87.5%
Received a newsletter from the district, school, or teacher	17	53.1%
Worked with a committee or group on school or district policies	4	12.5%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	1	3.1%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	20	62.5%
Volunteered at my child's school	10	31.2%

*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	8	25.0%
Agree	21	65.6%
Disagree	2	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%

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

	Count	Percentage
Strongly Agree	12	37.5%
Agree	19	59.4%
Disagree	1	3.1%
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	21	65.6%
Agree	8	25.0%
Disagree	1	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.2%

*GENERAL OPINION*

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

**PARENTS OF STUDENTS** from Marshall Elementary School believe the school does well with keeping students engaged and keeping them safe. Regarding changes, parents would like more monitoring on the buses and more tutoring.



# Marshall Elementary School 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	1	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	0	0.0%
Agree	1	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	1	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	0	0.0%
Disagree	1	100.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**My schoolwork is challenging and requires my best effort.**

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



# Marshall Elementary School

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

<b>Our school (district) actively promotes parent/teacher communication.</b>		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%

<b>Parents feel welcome in our school.</b>		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%

<b>For the most part, I am satisfied with our school.</b>		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%

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## 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	0	0.0%
Agree	1	100.0%
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	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%

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

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





# SECTION 7

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## J. Z. George High School

### Introduction

**J. Z. GEORGE HIGH SCHOOL** is located at 900 George Street in North Carrollton, Mississippi. In January of 2024, it housed three hundred sixty-six (366) students in seventh through twelfth grades (7-12).

J. Z. George High School is “home of the jaguars.” The school is led by Principal Nathan Moncrief and Assistant Principal Kevin Jones. The school offers a variety of extracurricular activities for students such as archery, band, baseball, football, and softball. J. Z. George High School echoes the district’s mission statement which states, “the 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.”



# Enrollment

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

J. Z. GEORGE HIGH SCHOOL ENROLLMENT						
	2020	2021	2022	2023	2024	TREND
ALL	509	468	474	441	366	
ELEM_SPED	*		*	*		
GR_6	93	80	53	53		
GR_7	76	88	90	61	53	
GR_8	69	68	81	79	60	
GR_9	75	58	80	83	68	
GR_10	69	62	50	63	70	
GR_11	*	59	48	47	57	
GR_12	70	*	59	46	44	
SEC_SPED	*	*	*	*	14	

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

Figure 91: J. Z. George High School Enrollment

J. Z. GEORGE HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP							
		2020	2021	2022	2023	2024	TREND
ALL	ALL	509	468	474	441	366	
GENDER	FEMALE	244	216	229	217	186	
	MALE	265	252	245	224	180	
RACE	ASIAN	*	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	292	259	262	233	199	
	HISPANIC OR LATINO	*	*	19	20	18	
	TWO OR MORE RACES	*	*	*	*	*	
	WHITE	182	177	181	172	136	

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

Figure 92: J. Z. George High School Enrollment by Demographic Group

# Attendance

## AVERAGE DAILY ATTENDANCE

J. Z. GEORGE HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	437.1	413.1	392.6
ELEM_SPED	0.8	1.0	1.0
GR_6	76.1	44.7	47.4
GR_7	83.5	80.9	53.7
GR_8	64.2	72.1	72.0
GR_9	54.7	69.1	73.9
GR_10	55.0	44.4	55.0
GR_11	54.6	41.6	41.6
GR_12	40.0	49.1	40.3
SEC_SPED	8.2	10.2	7.6

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

Figure 93: J. Z. George High School Average Daily Attendance

CHRONIC ABSENCE

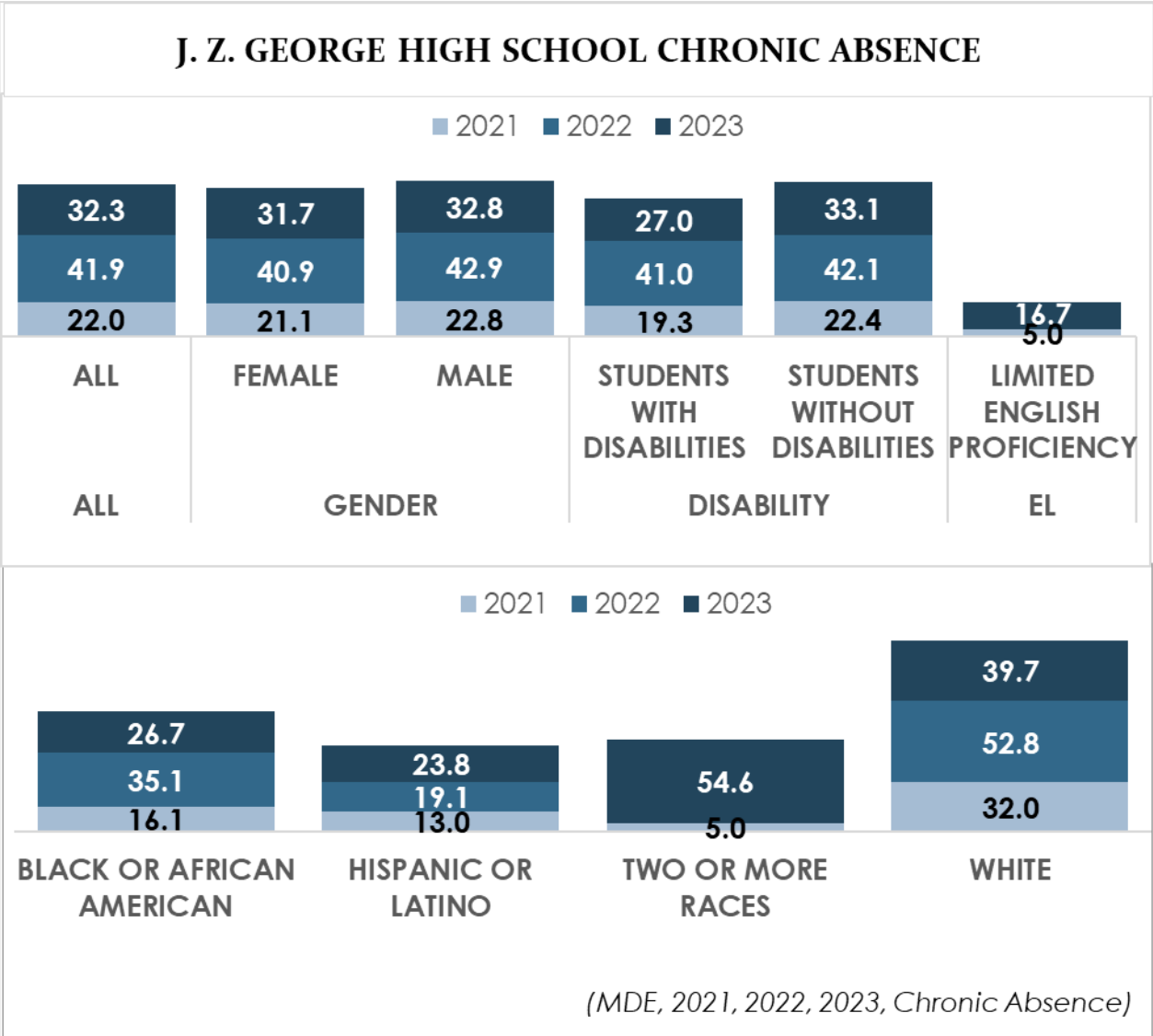


Figure 94: J. Z. George High School Chronic Absence



# Accountability

## ACCOUNTABILITY MEASURES

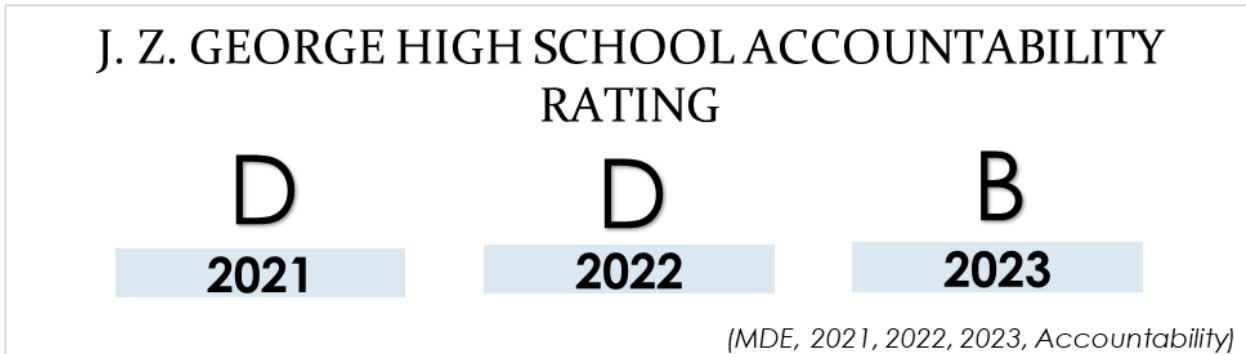


Figure 95: J. Z. George High School Accountability Rating

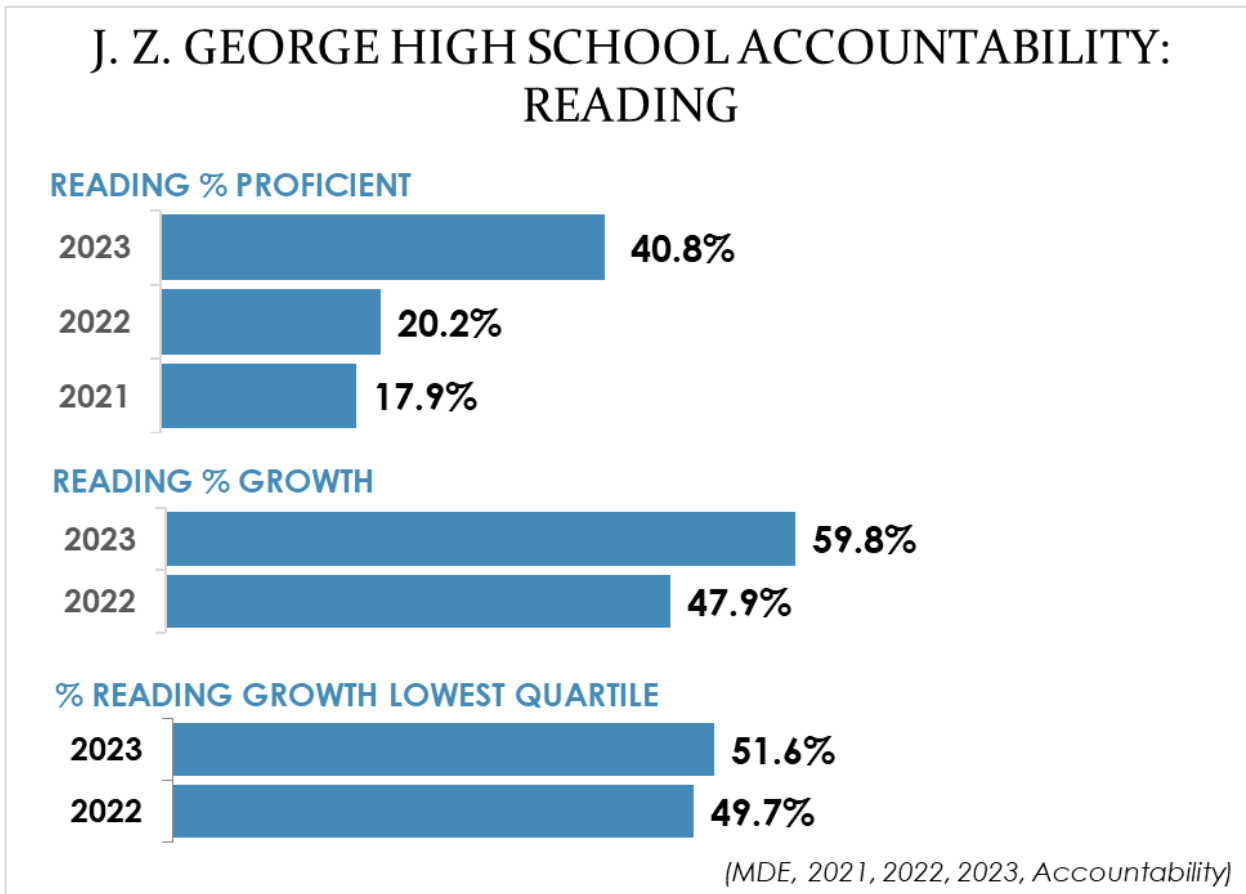


Figure 96: J. Z. George High School Accountability: Reading

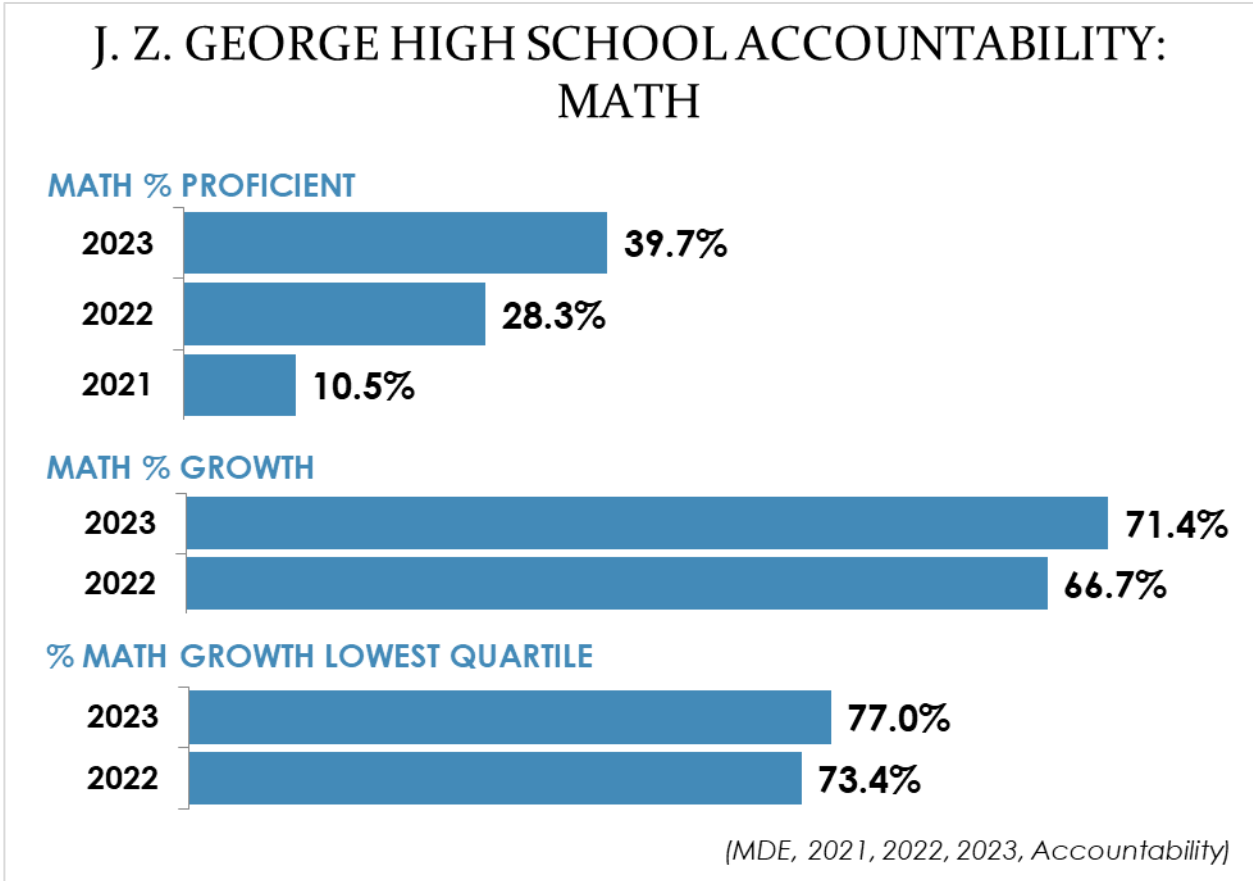


Figure 97: J. Z. George High School Accountability: Math

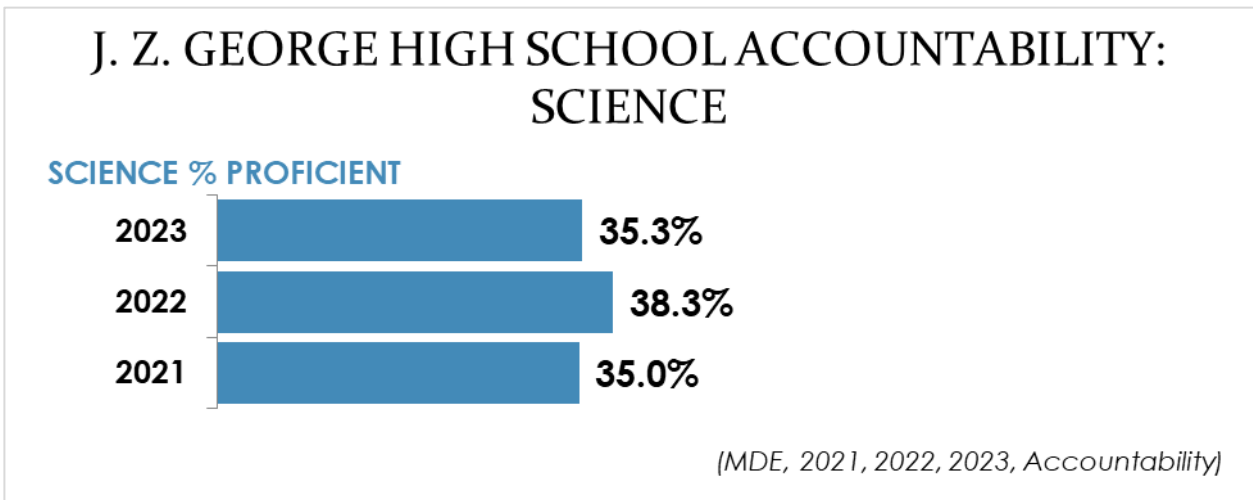
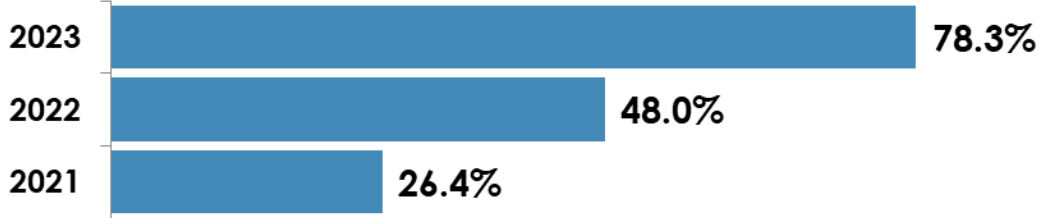


Figure 98: J. Z. George High School Accountability: Science



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

#### HISTORY % PROFICIENT

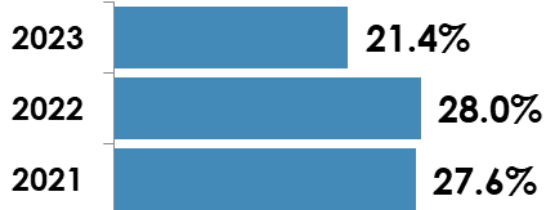


(MDE, 2021, 2022, 2023, Accountability)

Figure 99: J. Z. George High School Accountability: History

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

#### COLLEGE AND CAREER READINESS



#### ACCELERATION



(MDE, 2021, 2022, 2023, Accountability)

Figure 100: J. Z. George High School Accountability: Advanced

PROFICIENCY BY DEMOGRAPHIC GROUP

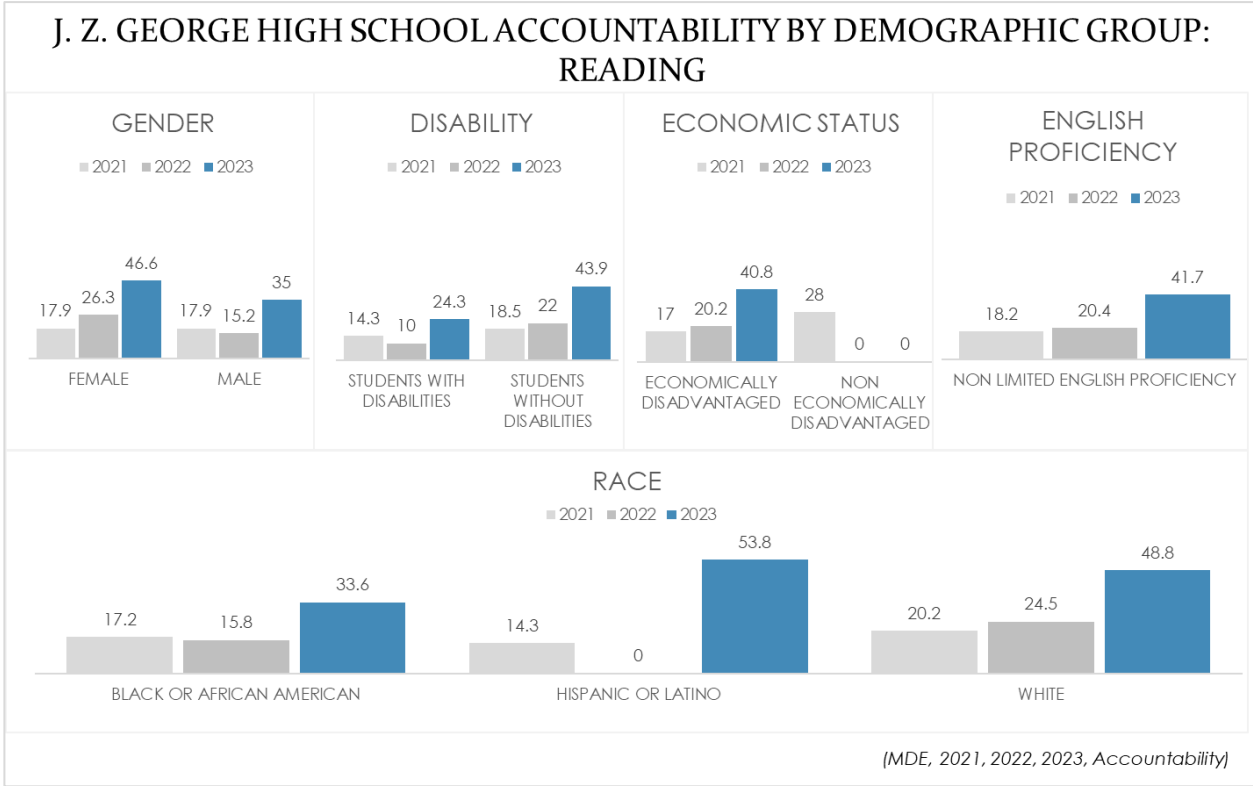


Figure 101: J. Z. George High School Proficiency by Demographic Group: Reading

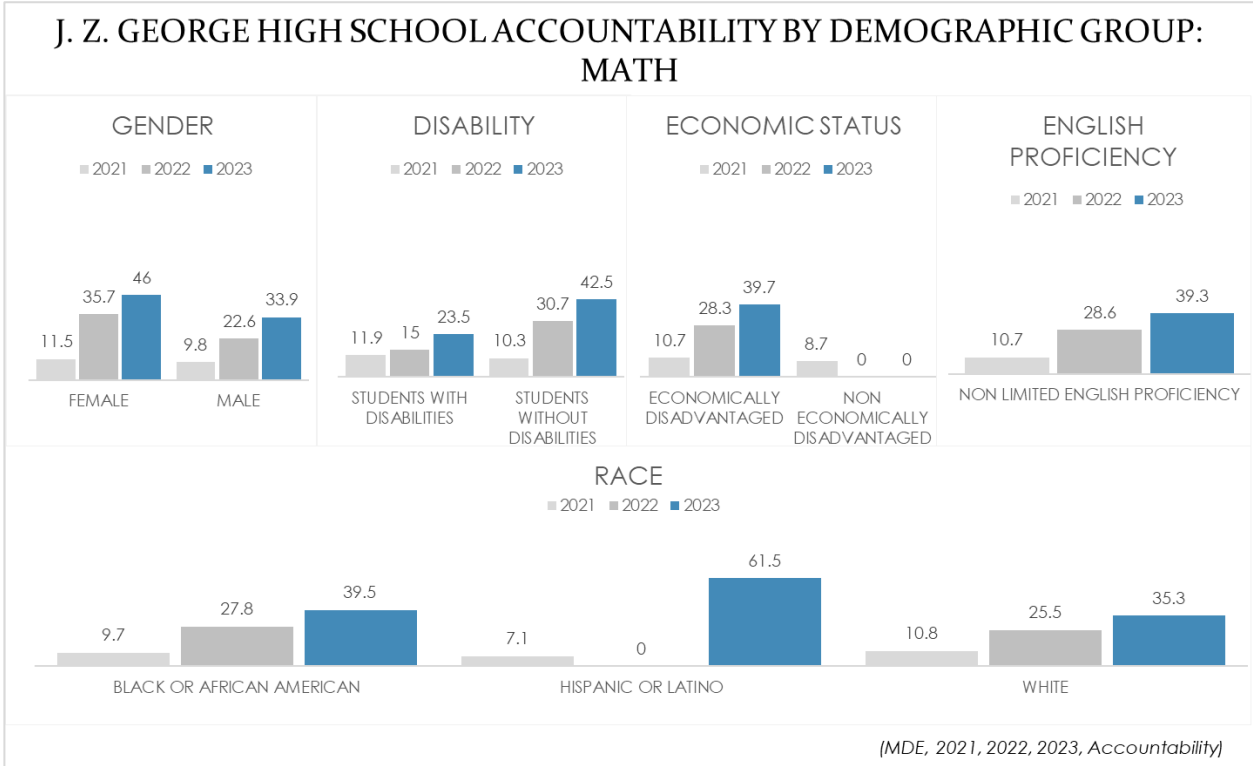


Figure 102: J. Z. George High School Proficiency by Demographic Group: Math



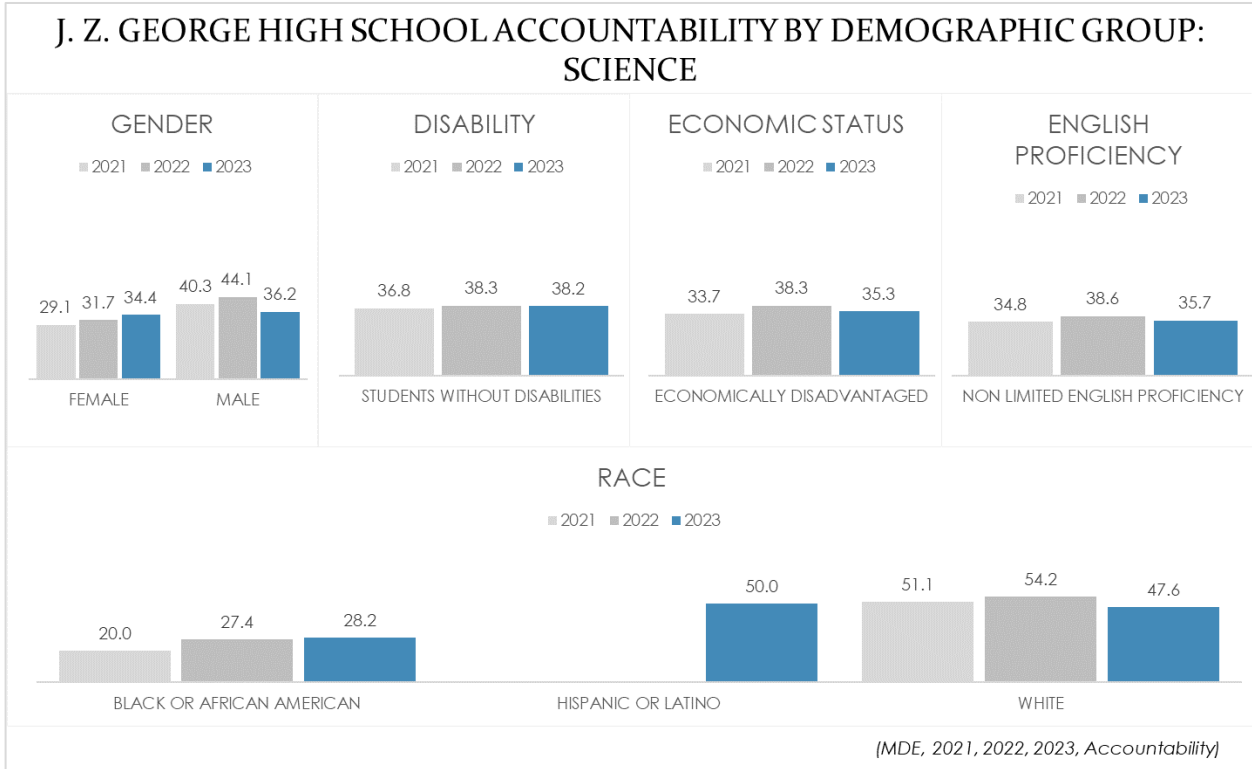


Figure 103: J. Z. George High School Proficiency by Demographic Group: Science

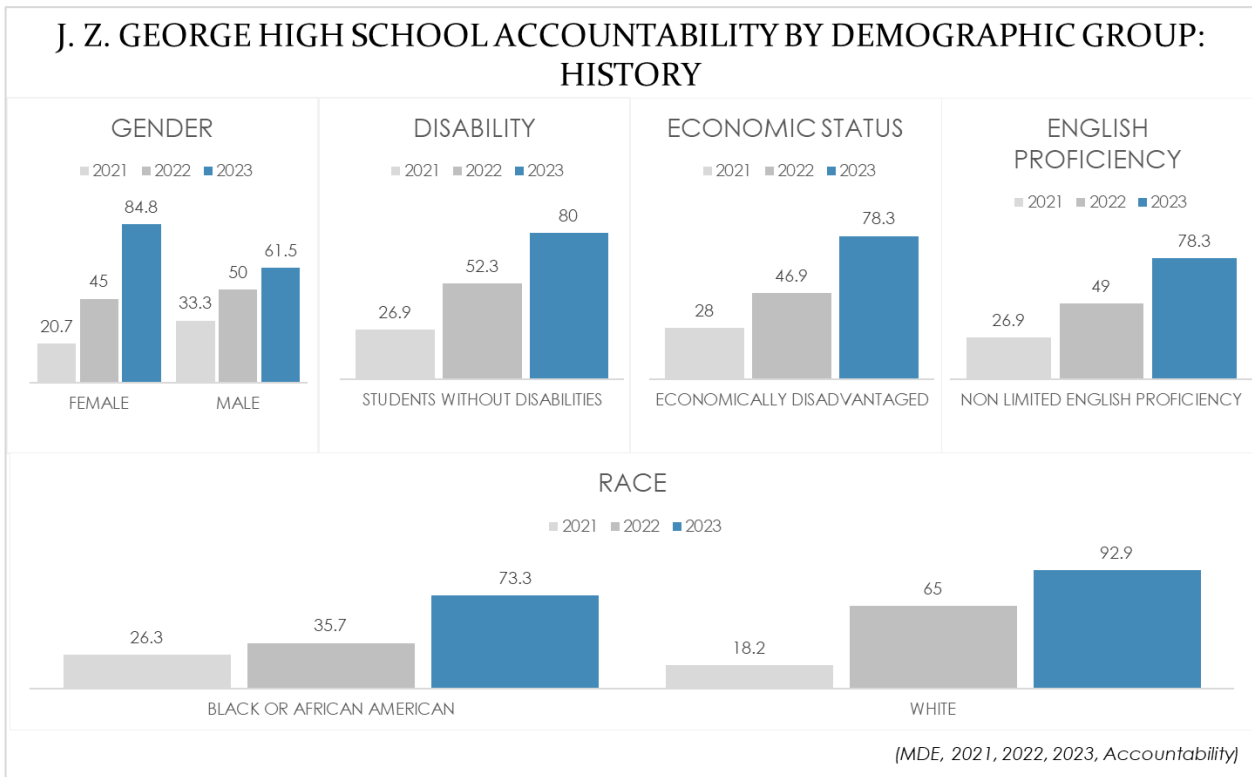


Figure 104: J. Z. George High School Proficiency by Demographic Group: History

4-YEAR GRADUATION RATES

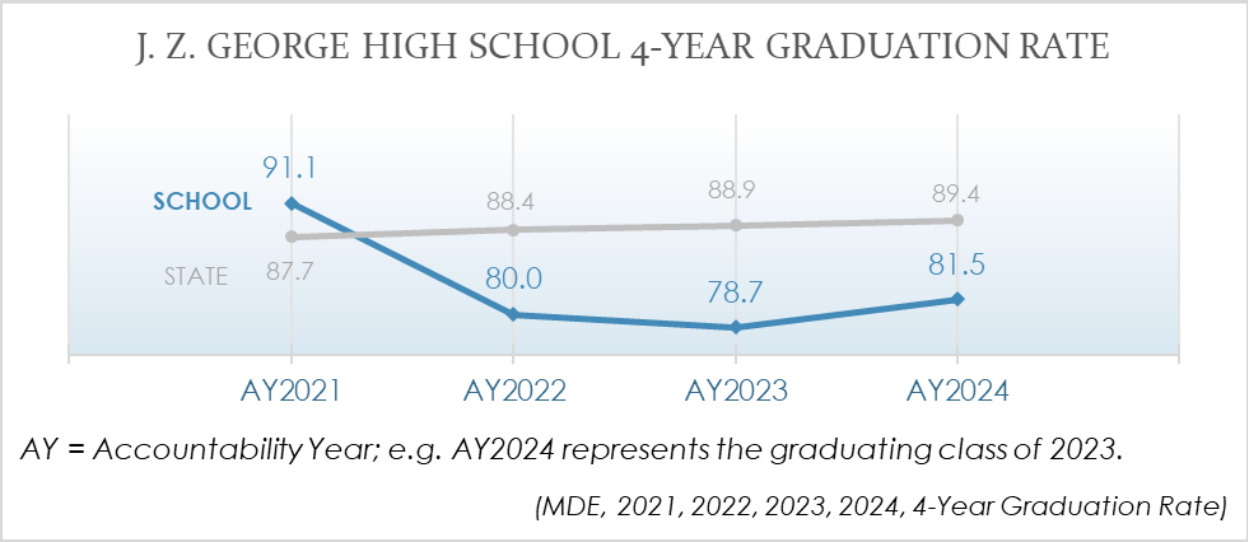


Figure 105: J. Z. George High School 4-Year Graduation Rate

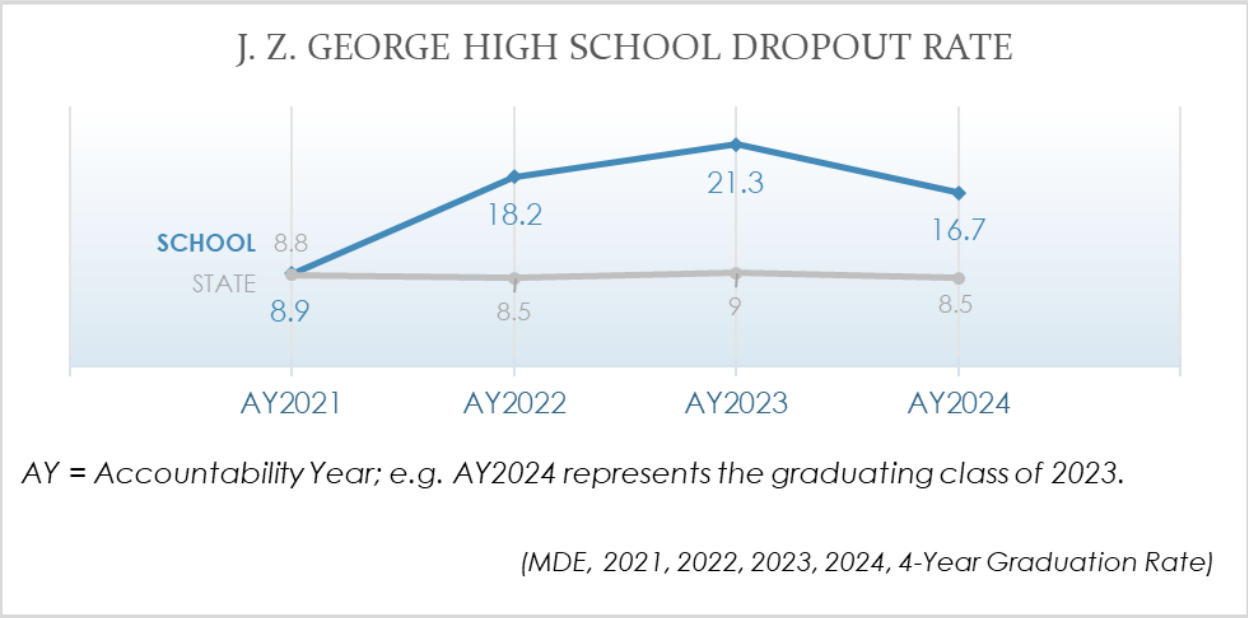


Figure 106: J. Z. George High School Dropout Rate

SCHOOL IMPROVEMENT

**J. Z. GEORGE HIGH SCHOOL** exited the school improvement process in 2022 after being identified as an **Additional Targeted Support and Improvement (ATSI)** school in 2021 because 3-year average scores for Black and African American students and Students with Disabilities were in the bottom 5% of those for all Title I A schools.



# Assessment

## ACT

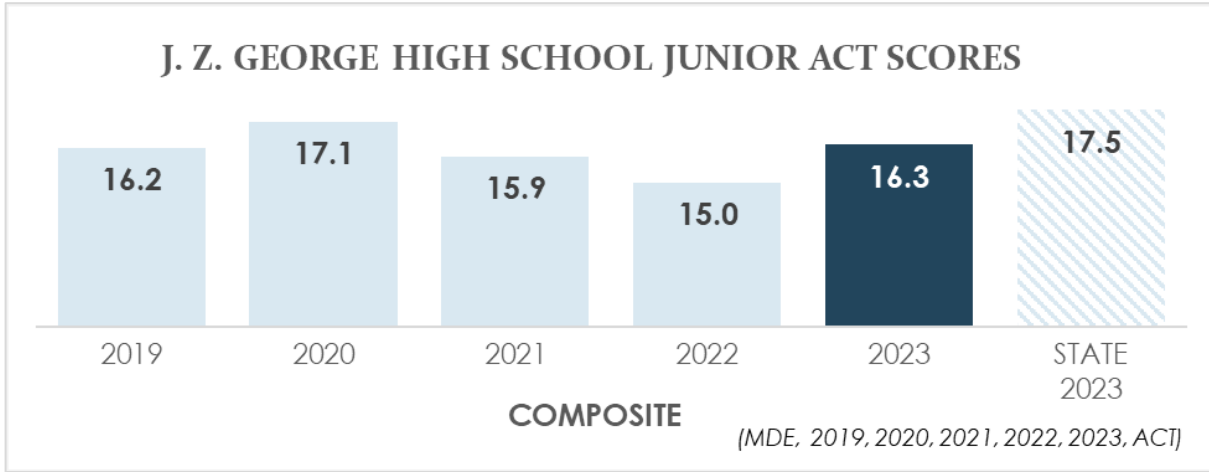


Figure 107: J. Z. George High School Junior ACT: Composite

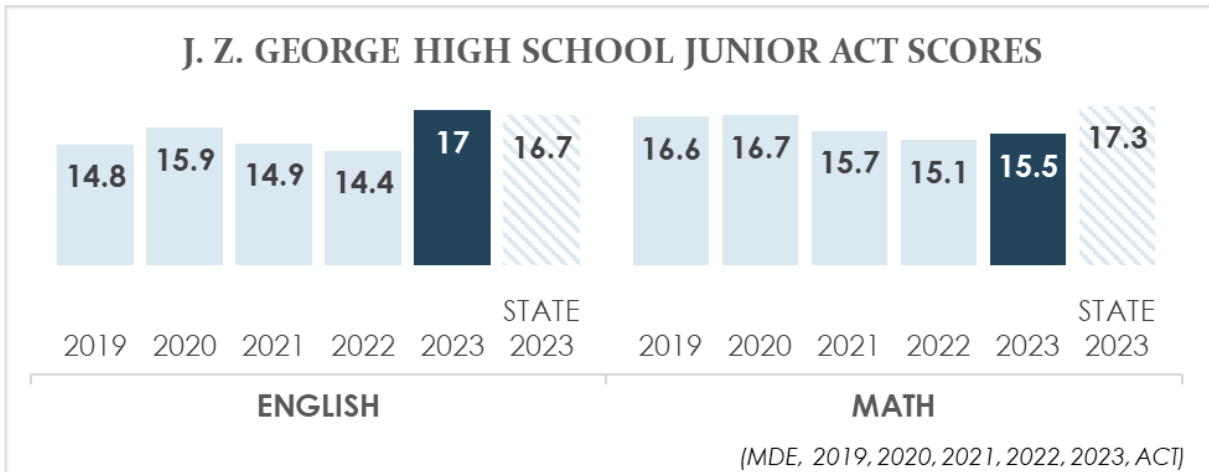


Figure 108: J. Z. George High School Junior ACT: English and Math

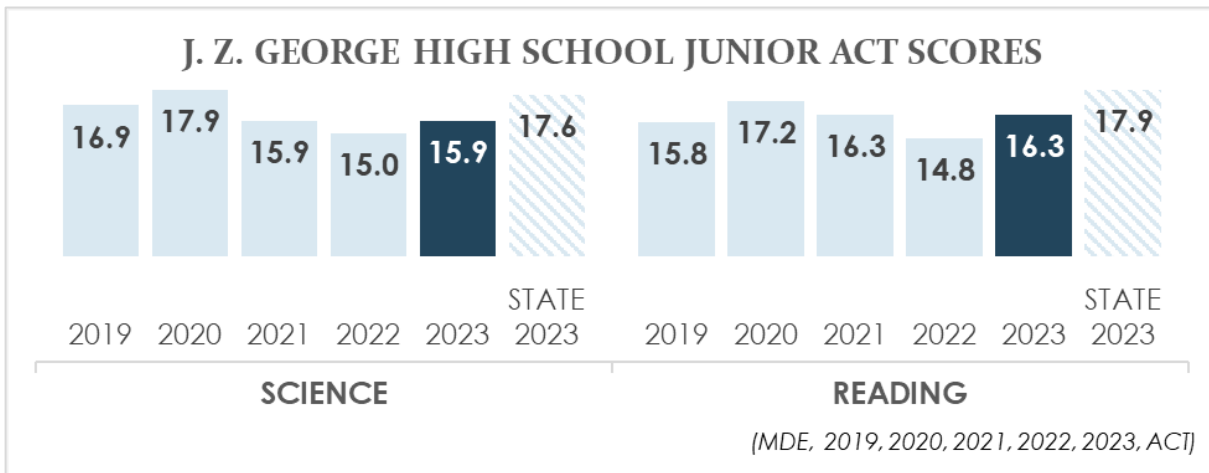


Figure 109: J. Z. George High School Junior ACT: Science and Reading

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

Note: Marshall Elementary School did not house sixth graders until 2024. MAAP scores for sixth graders will show for J. Z. George High School since that is where they were housed in previous years.

MAAP ELA

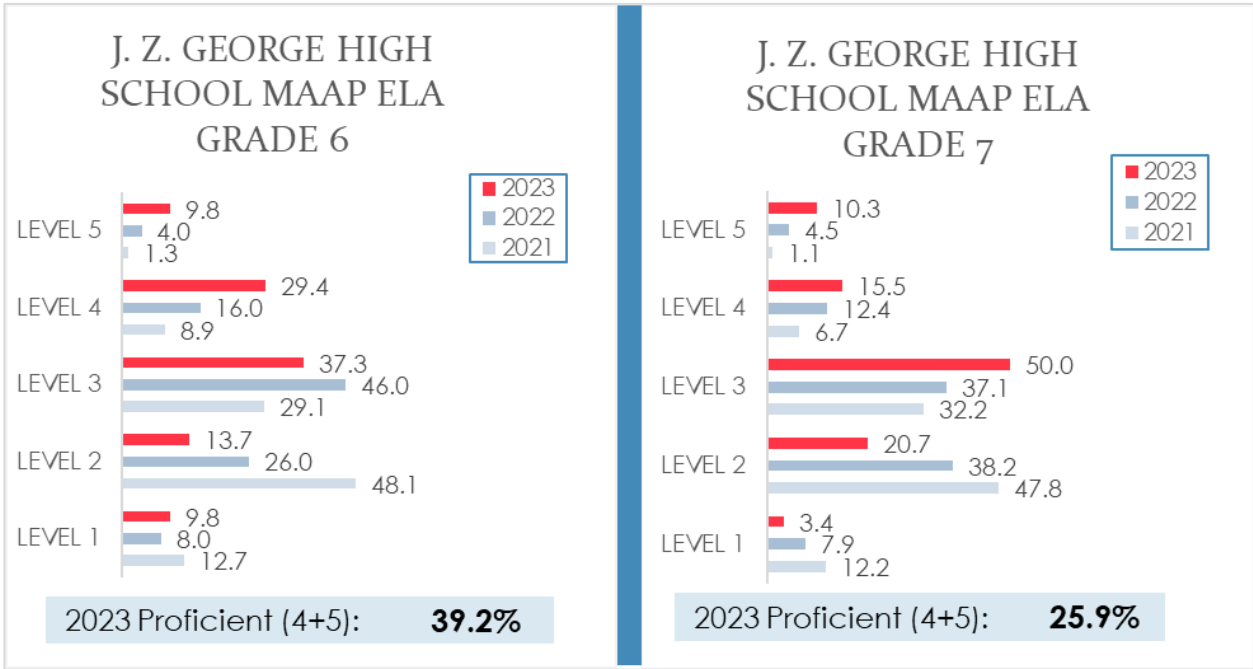


Figure 110: J. Z. George High School MAAP ELA Grades 6 and 7

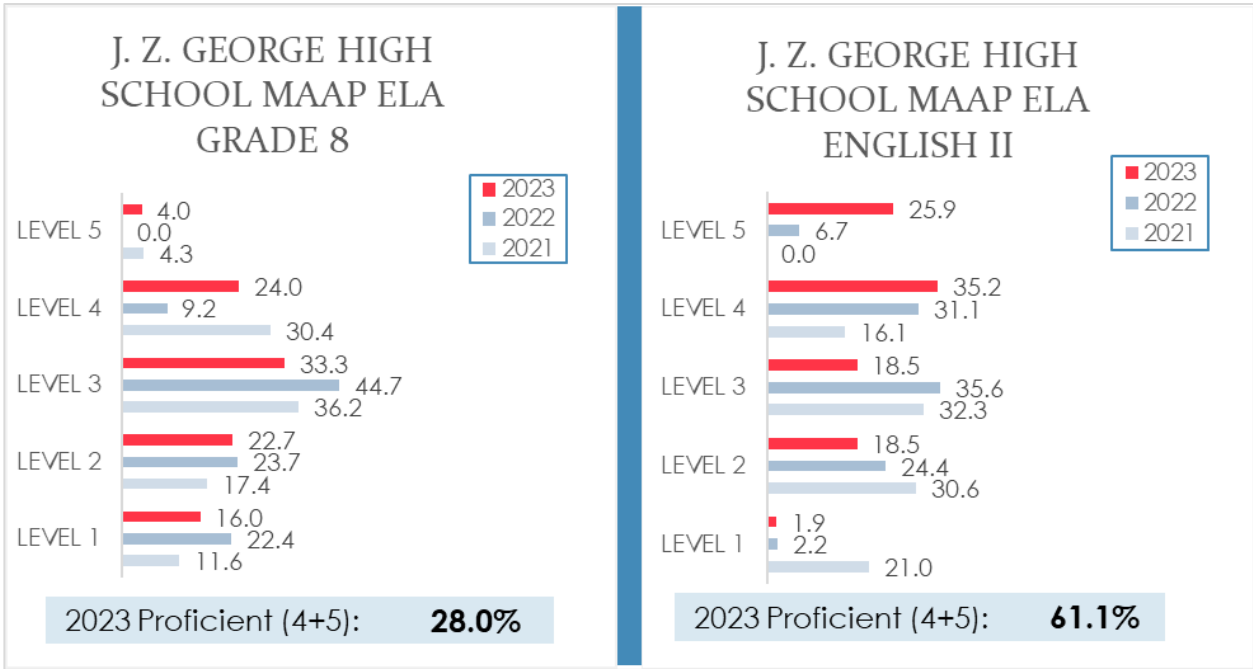


Figure 111: J. Z. George High School MAAP ELA Grade 8 and English II



# J. Z. George High School

## MAAP MATH

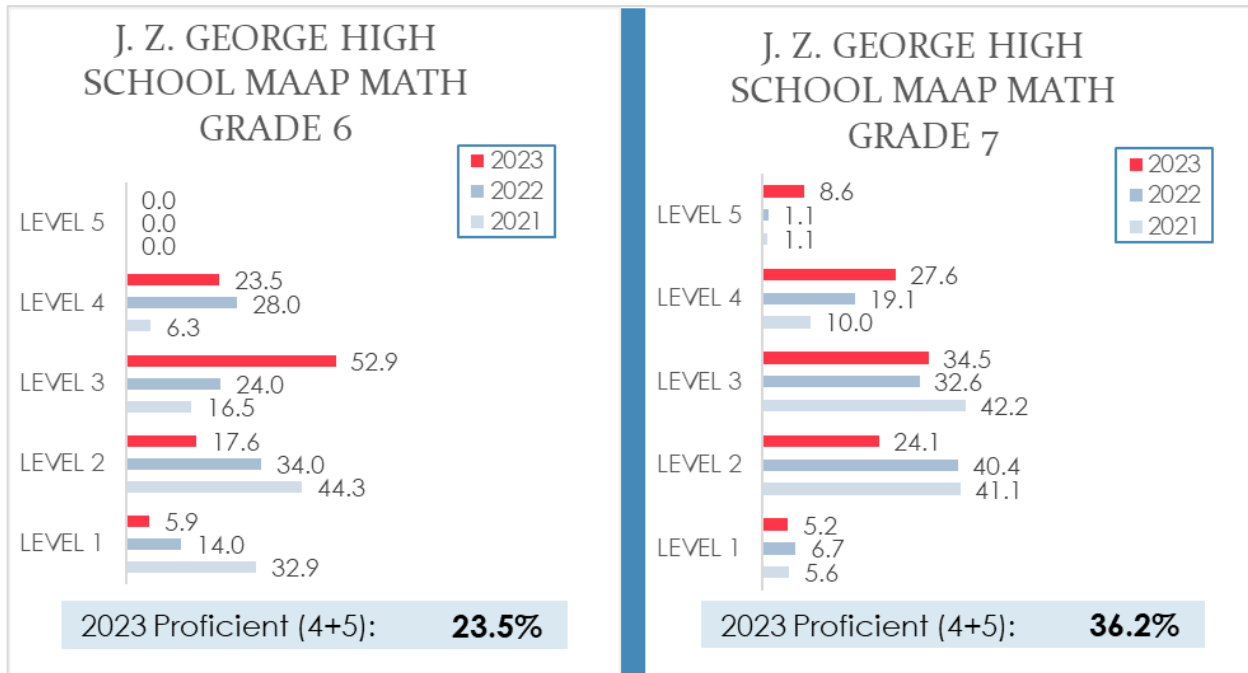


Figure 112: J. Z. George High School MAAP Math Grades 6 and 7

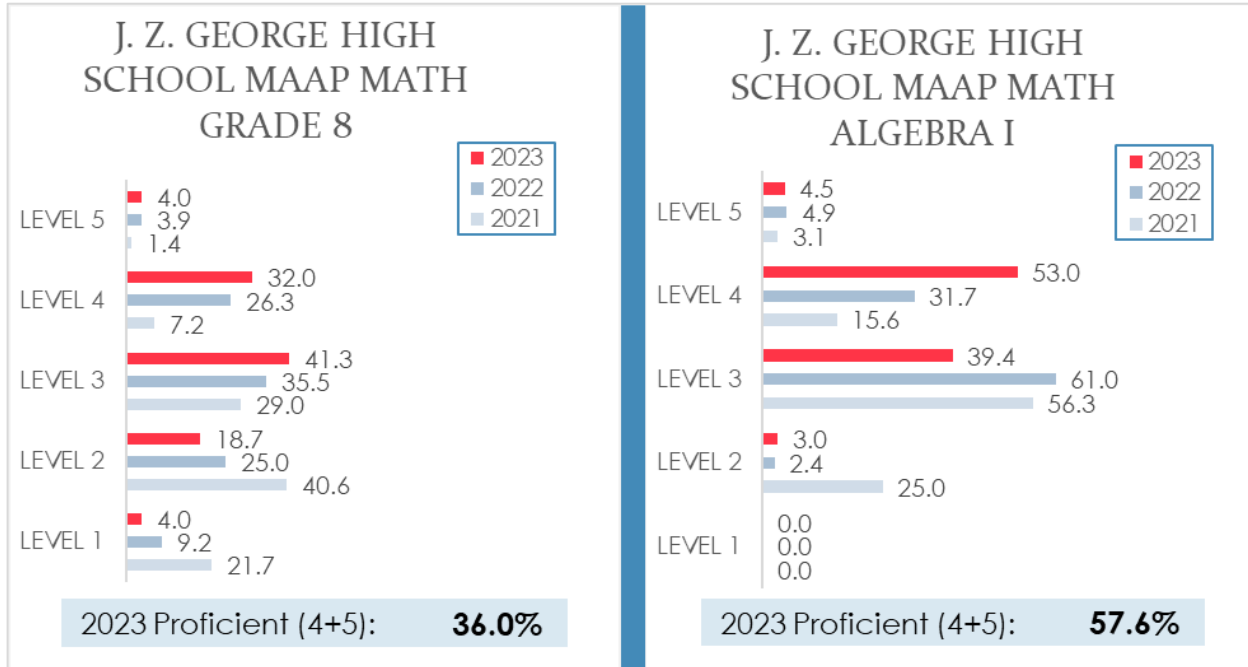


Figure 113: J. Z. George High School Grade 8 and Algebra I

### MAAP SCIENCE

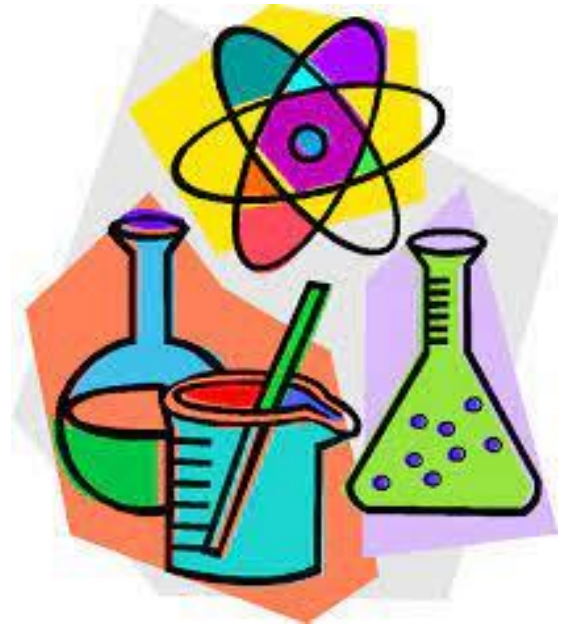
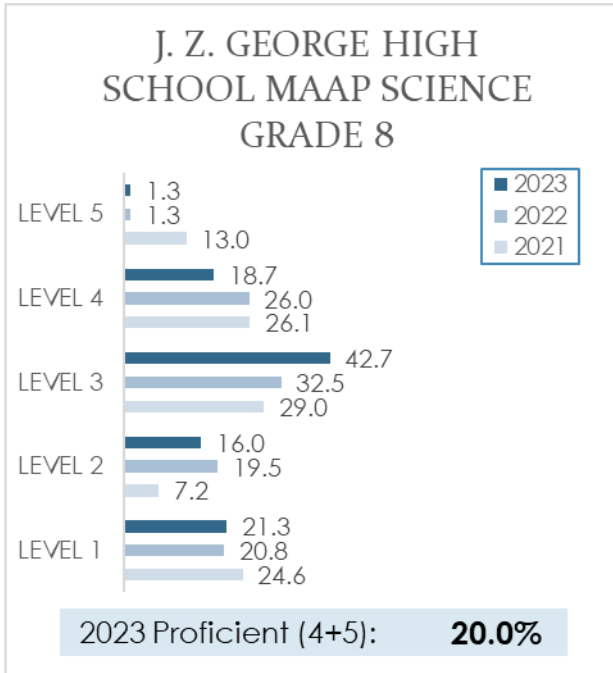


Figure 114: J. Z. George High School MAAP Science Grade 8

### MAAP END-OF-COURSE

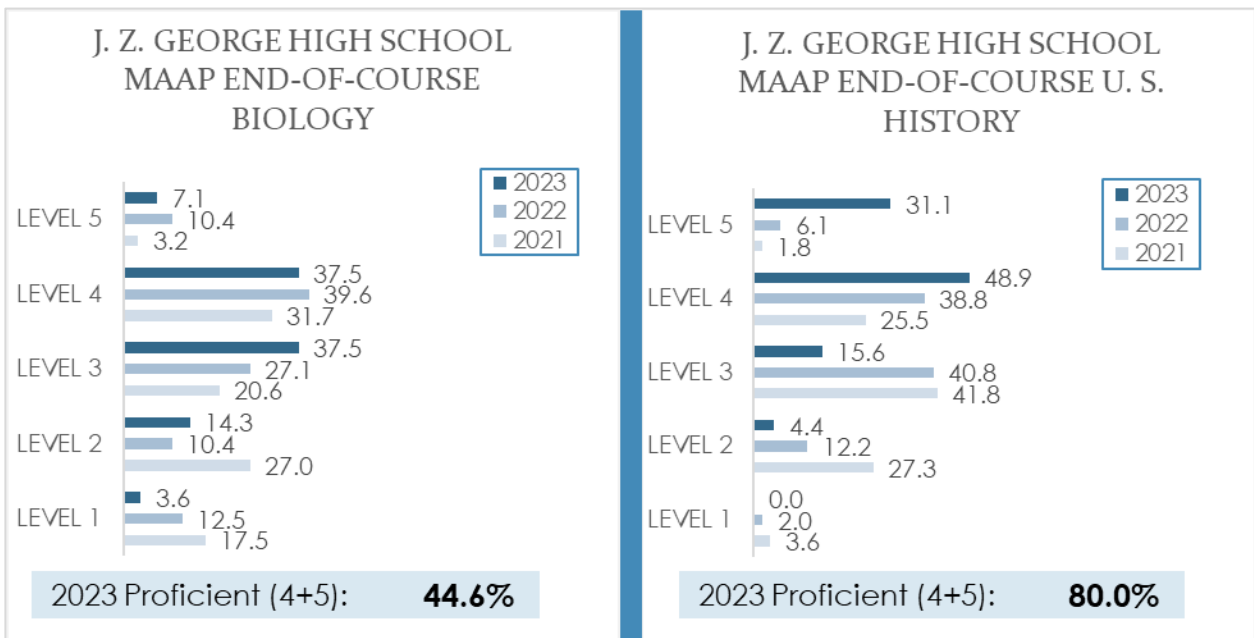


Figure 115: J. Z. George High School MAAP End-of-Course Biology I and U. S. History

# Personnel

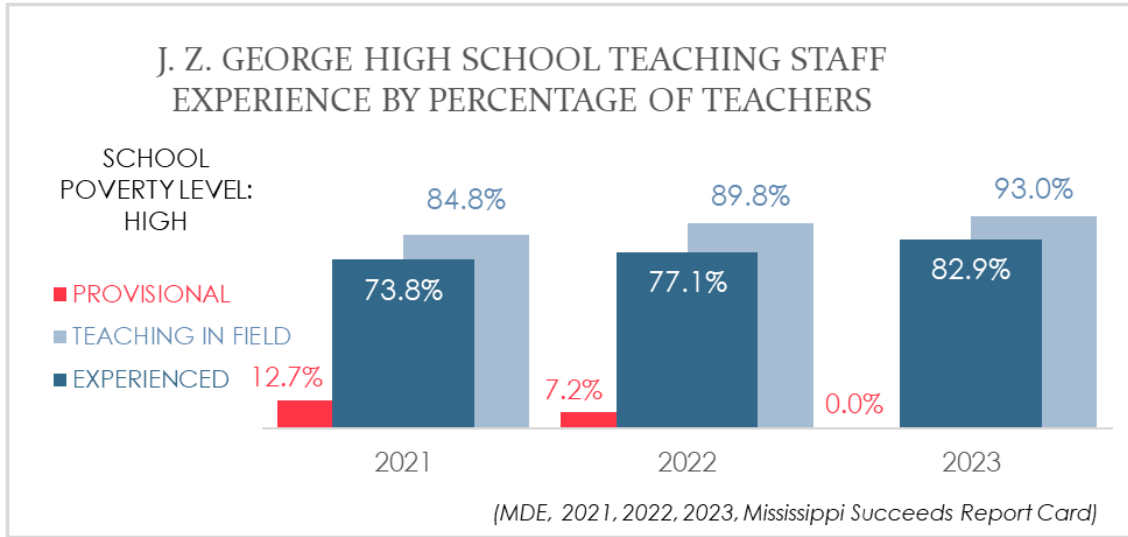


Figure 116: J. Z. George High School Teaching Staff Experience by Percentage of Teachers

# Discipline

J. Z. GEORGE HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	5.9	16.3	19.6	7.5	20.6	24.2	≤5	≤5	≤5
GENDER	FEMALE	≤5	10.7	11.8	≤5	15.6	15.8	≤5	≤5	≤5
	MALE	7.6	21.1	27.0	10.7	24.8	32.2			≤5
RACE	ASIAN		≤5		≤5		≤5			
	BLACK OR AFRICAN AMERICAN	7.8	19.3	23.4	8.5	21.6	27.1			≤5
	HISPANIC OR LATINO	≤5								
	TWO OR MORE RACES		≤5	≤5		≤5	≤5			
	WHITE	≤5	13.6	16.7	6.9	22.5	23.0	≤5	≤5	
DISABILITY	STUDENTS WITH DISABILITIES	≤5	11.7	16.7	7.0	16.7	23.3			
	STUDENTS WITHOUT DISABILITIES	6.2	17.0	20.1	7.6	21.2	24.4	≤5	≤5	
EL	LIMITED ENGLISH PROFICIENCY		≤5				8.3			
	NON LIMITED ENGLISH PROFICIENCY		16.4	20.1		21.0	24.7	≤5	≤5	
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤10	48.0	52.0		≤5			≤5	
GENDER	FEMALE	≤10	20.0	21.0		≤5			≤5	
	MALE	≤10	28.0	31.0		≤5			≤5	
RACE	ASIAN					≤5			≤5	
	BLACK OR AFRICAN AMERICAN	≤10	34.0	41.0		≤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		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	≤10	43.0	45.0		≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY					≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		48.0	52.0		≤5			≤5	

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

Figure 117: J. Z. George High School Disciplinary Actions Reported to MDE

# Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at J. Z. George High School in the categories of *Federal Programs; Title IV-A, Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Preschool and Kindergarten; and Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Twenty-one (21) faculty and staff members, twenty-six (26) parents, and four (4) students responded to the survey.

## J. Z. George High School Faculty/Staff Survey

### FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	9	42.9%
Agree	12	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	19.0%
Agree	12	57.1%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	19.0%



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

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>N / A</b>
Closing the achievement gap between diverse groups of students.	19.0%	61.9%	0.0%	0.0%	19.0%
Successful classroom management.	28.6%	52.4%	0.0%	0.0%	19.0%
Teaching special needs students.	4.8%	71.4%	0.0%	0.0%	23.8%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	14.3%	66.7%	0.0%	0.0%	19.0%
Developing and using classroom assessments.	33.3%	47.6%	0.0%	0.0%	19.0%

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

	<b>Count</b>	<b>Percentage</b>
Expedited evaluation services for students with learning disabilities	10	47.6%
Expedited evaluation services for students with limited English	10	47.6%
Expedited evaluation services for gifted and talented students	2	9.5%
Additional academic support	11	52.4%
Tutoring	16	76.2%
Enrichment educational services	11	52.4%
Counseling	11	52.4%
Mentors	8	38.1%
School supplies	12	57.1%
School uniforms	13	61.9%
Dental referrals	5	23.8%
Medical referrals	8	38.1%
Bullying assistance	3	14.3%

*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	11	52.4%
Supporting college and career counseling	9	42.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	13	61.9%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	10	47.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	6	28.6%

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

	Count	Percentage
Promoting community and parent involvement in schools	12	57.1%
Providing school-based mental health services and counseling	4	19.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	9	42.9%
Establishing or improving dropout prevention	14	66.7%
Supporting re-entry programs and transition services for Justice-involved youth	2	9.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	6	28.6%
Implementing systems and practices to prevent bullying and harassment	9	42.9%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	4	19.0%
Establishing community partnerships	9	42.9%



## J. Z. George High School

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	14	66.7%
Building technological capacity and infrastructure	11	52.4%
Carrying out innovative blended learning projects	4	19.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	4	19.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	10	47.6%

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

	Count	Percentage
Strongly Agree	10	47.6%
Agree	10	47.6%
Disagree	1	4.8%
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	9	42.9%
Agree	10	47.6%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
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	38.1%
Agree	11	52.4%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
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	6	28.6%
Agree	11	52.4%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	14.3%

**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	6	28.6%
Utilize technology such as class websites, blogs, and videos	14	66.7%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	8	38.1%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	9	42.9%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	10	47.6%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	6	28.6%
Use bilingual handouts and cues	4	19.0%
Use visual displays, portable white boards, and posters when giving instructions	11	52.4%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	8	38.1%



*PARENT, FAMILY, AND COMMUNITY ENGAGEMENT*

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

	Count	Percentage
Strongly Agree	11	52.4%
Agree	7	33.3%
Disagree	3	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

**Parents feel welcome in our school.**

	Count	Percentage
Strongly Agree	7	33.3%
Agree	12	57.1%
Disagree	2	9.5%
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	28.6%
Agree	14	66.7%
Disagree	1	4.8%
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	8	38.1%
Agree	13	61.9%
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	9	42.9%
Agree	9	42.9%
Disagree	3	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	28.6%
Agree	13	61.9%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	42.9%
Agree	11	52.4%
Disagree	1	4.8%
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	10	47.6%
Agree	9	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%



*PROFESSIONAL DEVELOPMENT*

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

	Rank
Using technology to enhance instruction	#1
Classroom Management	#2
My specific content area	#3
Differentiated Instruction	#4
Writing strategies	#5
Reading for at risk students	#6
Interpreting and analyzing student data	#7
Mississippi College and Career Readiness Standards	#8
Culture sensitivity	#9
Conflict resolution	#10
Successful inclusion strategies	#11
Depth of Knowledge	#12
Developing quality assessments	#13
English Learners (ELs)	#14
Teaching and understanding students in poverty	#15
Response to Intervention (RTI/MTSS)	#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	2	9.5%
Agree	13	61.9%
Disagree	4	19.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

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

	Count	Percentage
Strongly Agree	3	14.3%
Agree	11	52.4%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
Not Applicable or No Information	4	19.0%

*GENERAL OPINION*

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

**FACULTY/STAFF MEMBERS** from J. Z. George High School believe the school has a great sense of community and collaborates well. Members believe teachers have a great understanding of state standards and utilize technology well. Regarding changes, faculty members would like to have more professional learning communities and upgraded technology. Members would also like to see more parental involvement.

# J. Z. George High School Parent Survey

*FEDERAL PROGRAMS*

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

	Count	Percentage
Strongly Agree	7	26.9%
Agree	14	53.8%
Disagree	3	11.5%
Strongly Disagree	1	3.8%
Not Applicable or No Information	1	3.8%



## J. Z. George High School

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

	Count	Percentage
Abuse Prevention	2	7.7%
Computer Classes	5	19.2%
Conflict Resolution	6	23.1%
Discipline	7	26.9%
Drug/Alcohol Awareness	7	26.9%
English as a Second Language	0	0.0%
Health Classes	4	15.4%
Literacy Classes	4	15.4%
Math Classes	0	0.0%
Parent-to-School Relationships	8	30.8%
Parent/Child Communication	9	34.6%
Preparing for College	10	38.5%
Parenting Workshops	4	15.4%
Social Media Classes	2	7.7%
Stress/Anger Management	10	38.5%
Understanding College- and Career-Ready Standards	16	61.5%

### 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	4	15.4%
District and/or school newsletters	6	23.1%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	4	15.4%
Resource materials for parental training	6	23.1%
Training for parents to work with other parents on becoming involved in the schools	12	46.2%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	5	19.2%
Home/School folders	7	26.9%
Home/School Planners	7	26.9%

*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	7	26.9%
Supporting college and career counseling	21	80.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	11	42.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	13	50.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	8	30.8%

**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	12	46.2%
Providing school-based mental health services and counseling	13	50.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	10	38.5%
Establishing or improving dropout prevention	8	30.8%
Supporting re-entry programs and transition services for Justice-involved youth	7	26.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	6	23.1%
Implementing systems and practices to prevent bullying and harassment	14	53.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	10	38.5%
Establishing community partnerships	5	19.2%



## J. Z. George High School

### 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	11	42.3%
Building technological capacity and infrastructure	8	30.8%
Carrying out innovative blended learning projects	2	7.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	13	50.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	13	50.0%

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

	Count	Percentage
Strongly Agree	6	23.1%
Agree	12	46.2%
Disagree	2	7.7%
Strongly Disagree	1	3.8%
Not Applicable or No Information	5	19.2%

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

	Count	Percentage
Strongly Agree	8	30.8%
Agree	16	61.5%
Disagree	0	0.0%
Strongly Disagree	2	7.7%
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	19.2%
Agree	13	50.0%
Disagree	4	15.4%
Strongly Disagree	1	3.8%
Not Applicable or No Information	3	11.5%

*PARENT, FAMILY, AND COMMUNITY ENGAGEMENT*

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

	Count	Percentage
Strongly Agree	7	26.9%
Agree	10	38.5%
Disagree	5	19.2%
Strongly Disagree	4	15.4%
Not Applicable or No Information	0	0.0%

**Parents feel welcome in our school.**

	Count	Percentage
Strongly Agree	8	30.8%
Agree	12	46.2%
Disagree	4	15.4%
Strongly Disagree	2	7.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	23.1%
Agree	10	38.5%
Disagree	7	26.9%
Strongly Disagree	2	7.7%
Not Applicable or No Information	1	3.8%



## J. Z. George High School

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

	Count	Percentage
Strongly Agree	4	15.4%
Agree	10	38.5%
Disagree	7	26.9%
Strongly Disagree	4	15.4%
Not Applicable or No Information	1	3.8%

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

	Count	Percentage
Strongly Agree	8	30.8%
Agree	12	46.2%
Disagree	3	11.5%
Strongly Disagree	3	11.5%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Parent/teacher conference	10	38.5%
Checked my child's grades/assignments online	21	80.8%
Been in contact with my child's teacher	19	73.1%
Received a newsletter from the district, school, or teacher	10	38.5%
Worked with a committee or group on school or district policies	4	15.4%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	6	23.1%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	18	69.2%
Volunteered at my child's school	9	34.6%

## 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	5	19.2%
Agree	13	50.0%
Disagree	6	23.1%
Strongly Disagree	2	7.7%
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	4	15.4%
Agree	15	57.7%
Disagree	5	19.2%
Strongly Disagree	1	3.8%
Not Applicable or No Information	1	3.8%

## PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	14	53.8%
Agree	5	19.2%
Disagree	1	3.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	23.1%

## GENERAL OPINION

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

**PARENTS OF STUDENTS** from J. Z. George High School believe the school does well with communication and assisting students. Regarding changes, parents would like to see more school programs and more food options in the cafeteria.



# J. Z. George High School Student Survey

## FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	1	25.0%
Agree	3	75.0%
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	2	50.0%
Agree	2	50.0%
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	50.0%
Disagree	1	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	25.0%

*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	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	50.0%

**My schoolwork is challenging and requires my best effort.**

	Count	Percentage
Strongly Agree	1	25.0%
Agree	2	50.0%
Disagree	1	25.0%
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	1	25.0%
Agree	2	50.0%
Disagree	1	25.0%
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	2	50.0%
Disagree	2	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	25.0%
Agree	3	75.0%
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	4	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	0	0.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	2	50.0%
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	25.0%
Agree	2	50.0%
Disagree	1	25.0%
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	0	0.0%
Disagree	4	100.0%
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	25.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	1	25.0%
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	1	25.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	1	25.0%
Not Applicable or No Information	0	0.0%





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