



COMPREHENSIVE
NEEDS ASSESSMENT

CLAIBORNE COUNTY

School District

2024

CLAIBORNE COUNTY SCHOOL DISTRICT

COMPREHENSIVE NEEDS ASSESSMENT 2024

Survey and data analysis conducted and compiled by
Education Resources, LLC
30178 Lost Corner Road
Nettleton, MS 38858
662-760-2637

CLAIBORNE COUNTY SCHOOL DISTRICT
Dr. Sandra Nash, Superintendent

©2024

Claiborne County School District
404 Market Street • Port Gibson, MS • 39150
Phone 601-437-4232

SCHOOL BOARD

Jacqueline Jones – District 1

Dr. Eddie Wells, Jr. – District 2

Belinda Walker – District 3

Donald Reeves- District 4

Joyce McDonald – District 5

Dr. Sandra Nash
Superintendent of Education



TABLE OF CONTENTS

SCHOOL BOARD.....	III
TABLE OF CONTENTS.....	V
SECTION 1	1
CLAIBORNE COUNTY SCHOOL DISTRICT PROFILE	1
Introduction	1
Philosophy.....	2
Vision	2
Mission	2
Goals	2
Community Characteristics.....	3
District Characteristics.....	3
Enrollment.....	4
Attendance.....	5
Average Daily Attendance.....	5
Chronic Absence.....	6
Accountability.....	7
Accountability Measures.....	7
Proficiency by Demographic Groups	11
Gap-to-Goal by Demographic Group	13
4-Year Graduation Rates.....	17
Advanced Course and Post-Secondary Enrollment	20
Assessment	21
ACT	21
Kindergarten Readiness Assessment (KRA)	22
Third-Grade Reading Assessment.....	23
Mississippi Academic Assessment Program (MAAP)	25
MAAP ELA	25
MAAP MATH	27
MAAP-SCIENCE	29
MAAP-END-OF-COURSE	29
Proficiency Gain/Loss Over Time	30
Discipline.....	31
Finance	31
Personnel	35
Distribution of Respondents.....	38
Universal Questions.....	40
Federal Programs.....	40
Title IV-A	40
Curriculum and Instruction	41
Parent, Family, and Community Engagement	41
School Climate and Culture.....	42
Preschool and Kindergarten	42

Table of Contents

Summary of District Strengths and Challenges	43
Notes.....	44
SECTION 2.....	45
CLAIBORNE COUNTY SCHOOL DISTRICT PARENT SURVEY	45
Introduction	45
Survey Results.....	45
Federal Programs	45
Title IV-A	47
Curriculum and Instruction	49
Parent, Family, and Community Engagement.....	49
School Climate and Culture	51
Preschool and Kindergarten.....	51
Notes.....	52
SECTION 3.....	53
CLAIBORNE COUNTY SCHOOL DISTRICT STUDENT SURVEY	53
Introduction	53
Survey Results.....	53
Federal Programs	53
Title IV-A	54
Curriculum and Instruction	54
Parent, Family, and Community Engagement.....	55
School Climate and Culture	56
Notes.....	58
SECTION 4.....	59
CLAIBORNE COUNTY SCHOOL DISTRICT FACULTY/STAFF SURVEY	59
Introduction	59
Survey Results.....	59
Federal Programs	59
Title IV-A	61
Curriculum and Instruction	62
Parent, Family, and Community Engagement.....	63
School Climate and Culture	63
Preschool and Kindergarten.....	65
Professional Development	65
SECTION 5.....	67
CLAIBORNE COUNTY SCHOOL DISTRICT COMMUNITY SURVEY	67
Introduction	67
Survey Results.....	67
Federal Programs	67
Title IV-A	68
Curriculum and Instruction	68
Parent, Family, and Community Engagement.....	69
School Climate and Culture	71
Preschool and Kindergarten.....	71
General Opinion.....	72
SECTION 6.....	73
CLAIBORNE COUNTY SCHOOL DISTRICT ADMINISTRATOR SURVEY	73
Introduction	73

Table of Contents

Survey Results	73
Federal Programs.....	73
Title IV-A	74
Curriculum and Instruction	74
Parent, Family, and Community Engagement	75
School Climate and Culture	75
Preschool and Kindergarten	76
General Opinion	76
SECTION 7	77
A. W. WATSON ELEMENTARY SCHOOL.....	77
Introduction	77
Enrollment	78
Attendance.....	79
Average Daily Attendance.....	79
Chronic Absence.....	79
Accountability.....	80
Accountability Measures	80
Proficiency by Demographic Group.....	82
Assessment	83
Kindergarten Readiness.....	83
Third-Grade Reading Assessment.....	84
Mississippi Academic Assessment Program (MAAP)	85
MAAP ELA	85
MAAP MATH	86
MAAP SCIENCE	87
Personnel	87
Discipline.....	88
Survey Results	89
A. W. Watson Elementary School Faculty/Staff Survey.....	89
Federal Programs.....	89
Title IV-A	91
Curriculum and Instruction	91
Parent, Family, and Community Engagement	92
School Climate and Culture	93
Preschool and Kindergarten	94
Professional Development.....	94
General Opinion	96
A. W. Watson Elementary School Parent Survey	96
Federal Programs.....	96
Title IV-A	98
Curriculum and Instruction	100
Parent, Family, and Community Engagement	100
School Climate and Culture	102
Preschool and Kindergarten	102
General Opinion	103
Notes.....	104
SECTION 8	105
PORT GIBSON MIDDLE SCHOOL	105
Introduction	105
Enrollment.....	106
Attendance.....	106

Table of Contents

Average Daily Attendance	106
Chronic Absence	107
Accountability	108
Accountability Measures	108
Proficiency by Demographic Group	110
Assessment	112
Mississippi Academic Assessment Program (MAAP)	112
MAAP ELA	112
MAAP MATH	113
MAAP SCIENCE	114
Personnel	114
Discipline	115
Survey Results	116
Port Gibson Middle School Faculty/Staff Survey	116
Federal Programs	116
Title IV-A	118
Curriculum and Instruction	118
Parent, Family, and Community Engagement	119
School Climate and Culture	120
Preschool and Kindergarten	121
Professional Development	121
General Opinion	123
Port Gibson Middle School Parent Survey	123
Federal Programs	123
Title IV-A	125
Curriculum and Instruction	127
Parent, Family, and Community Engagement	127
School Climate and Culture	129
Preschool and Kindergarten	129
General Opinion	129
Notes	130
SECTION 9	131
PORT GIBSON HIGH SCHOOL	131
Introduction	131
Enrollment	132
Attendance	132
Average Daily Attendance	132
Chronic Absence	133
Accountability	134
Accountability Measures	134
Proficiency by Demographic Group	137
4-Year Graduation Rates	139
Assessment	140
ACT	140
Mississippi Academic Assessment Program (MAAP)	141
MAAP ELA and MATH	141
MAAP END-OF-COURSE	141
Personnel	142
Discipline	142
Survey Results	143
Port Gibson High School Faculty/Staff Survey	143
Federal Programs	143

Table of Contents

Title IV-A	144
Curriculum and Instruction	145
Parent, Family, and Community Engagement	146
School Climate and Culture	147
Preschool and Kindergarten	148
Professional Development.....	148
General Opinion	149
Port Gibson High School Parent Survey	150
Federal Programs.....	150
Title IV-A	152
Curriculum and Instruction	154
Parent, Family, and Community Engagement	154
School Climate and Culture	156
Preschool and Kindergarten	156
General Opinion	157
Port Gibson High School Student Survey	157
Federal Programs.....	157
Title IV-A	158
Curriculum and Instruction	158
Parent, Family, and Community Engagement	159
School Climate and Culture	160
General Opinion	161
Notes	162
FIGURES	163
BIBLIOGRAPHY	167

SECTION 1

Claiborne County School District Profile

Introduction

CLAIBORNE COUNTY SCHOOL DISTRICT'S CENTRAL OFFICE is located at 404 Market Street in Port Gibson, Mississippi. In January of 2024, the district housed one thousand one hundred fifty-six (1,156) students in prekindergarten through twelfth grades (PK-12). The district has one elementary school serving prekindergarten through fifth grade (PK-5), one middle school serving sixth through eighth grades (6-8), and one high school serving ninth through twelfth grade (9-12). The district also runs a career and technical center and a behavioral management alternative school.

The school is led by Dr. Sandra

Nash, Superintendent. Claiborne County School District has made great progress in recent years in academic achievement. Their mission statement, "to educate, equip, and inspire all students to achieve their full potential," is demonstrated by dedicated educators working collaboratively to provide a successful learning environment.



Philosophy

VISION

COMING TOGETHER, WORKING TOGETHER,
SUCCEEDING TOGETHER TO BENEFIT EVERY
STUDENT.

MISSION

TO EDUCATE, EQUIP, AND INSPIRE ALL STUDENTS TO
ACHIEVE THEIR FULL POTENTIAL.

GOALS

GOAL 1: Increase student achievement.

GOAL 2: Recruit, hire, train, and retain exceptional staff focused on
student achievement.

GOAL 3: Provide safe, secure, clean, and well-maintained facilities,
drug/violence-free campuses.

GOAL 4: Provide quality services to students, parents, faculty, staff, and
the community.

GOAL 5: Manage financial resources prudently.



(Claiborne County School District, 2024)



Community Characteristics

SITUATED EAST OF THE MISSISSIPPI RIVER,

Claiborne County is an agricultural area, rich in history and natural beauty. It gets its name from the second governor of the Mississippi Territory, William Claiborne. The county seat, Port Gibson, is the county's largest city. Claiborne County is included in the Vicksburg Micropolitan Statistical Area, as well as the Jackson-Vicksburg-Brookhaven Combined Statistical Area. In 2022, Claiborne County had a population of 9,044 people with a median age of 33.9 and a median household income of \$35,591. Demographically, the population was 11.1% White, 85.7% Black, less than 3% two or more races, and less than 1% Hispanic. None of the households in Claiborne County report speaking a non-English language as the primary shared language at home, and 99.5% are U.S. citizens. The most common employment sectors for those who live in Claiborne County are educational services, manufacturing, and healthcare. Claiborne County is home to Alcorn State University, Windsor Ruins, Grand Gulf Military State Park, and the Grand Gulf Nuclear Generating Station.



The U. S. Census Bureau estimates the poverty rate for Claiborne County to be 33.2%, with 43.1% of children birth to 17 years old living in poverty and 45.1% of children ages 5 to 17 living in poverty-related households.

District Characteristics

THE CLAIBORNE COUNTY SCHOOL DISTRICT is in Port Gibson, Mississippi, serving all students in Claiborne County. All schools within the district are rural. Many students benefit from the district-wide free and reduced meal program.

Many families travel to surrounding communities for work. The county is a high risk area for tornadoes.



Within Claiborne County School District, as reported by the *Small Area Income and Poverty Estimate* from the U. S. Census Bureau, about 28.7% of children between ages 5 and 17 live in poverty-related households.

Enrollment

TAKEAWAY: District enrollment continues to decrease since its high in 2020; there has been a net loss of -15.9% over 5 years. The student population has remained consistent, with Black or African American students representing the majority of the student population.

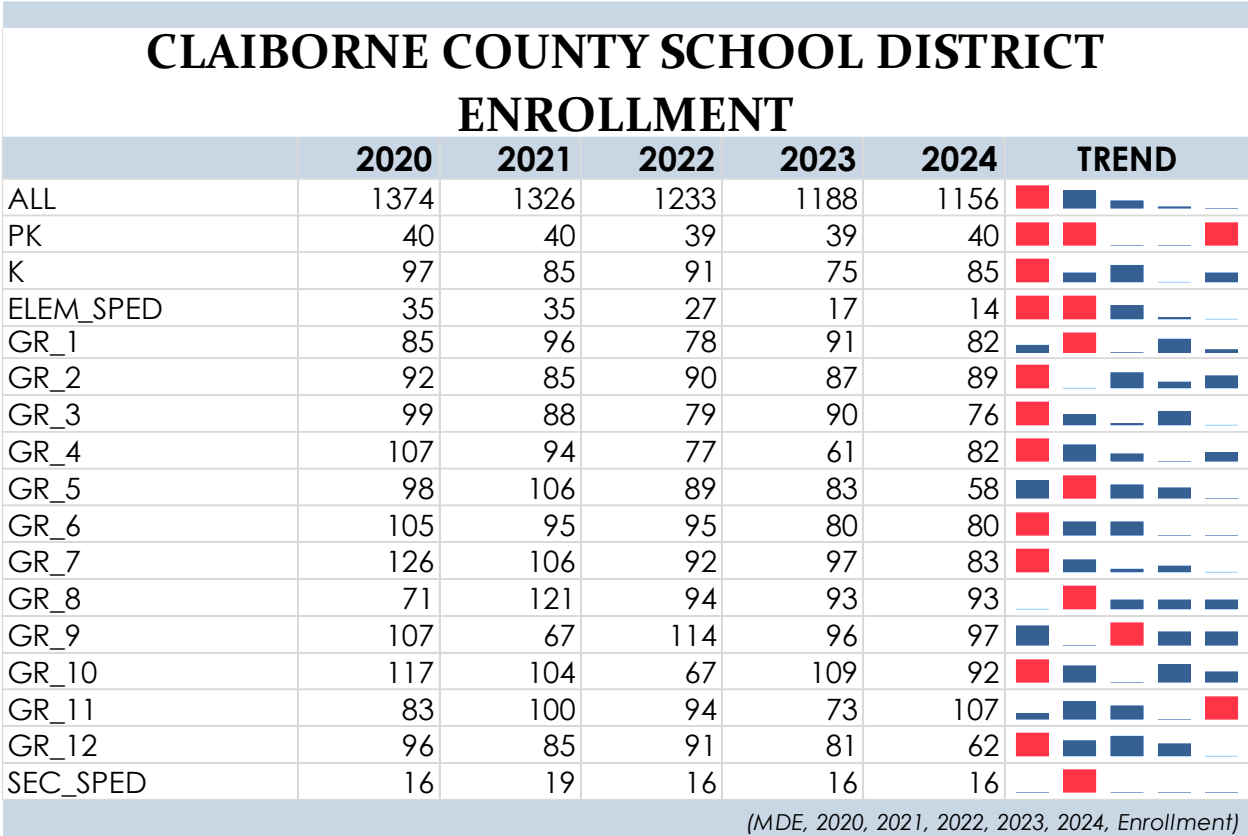


Figure 1: District Enrollment

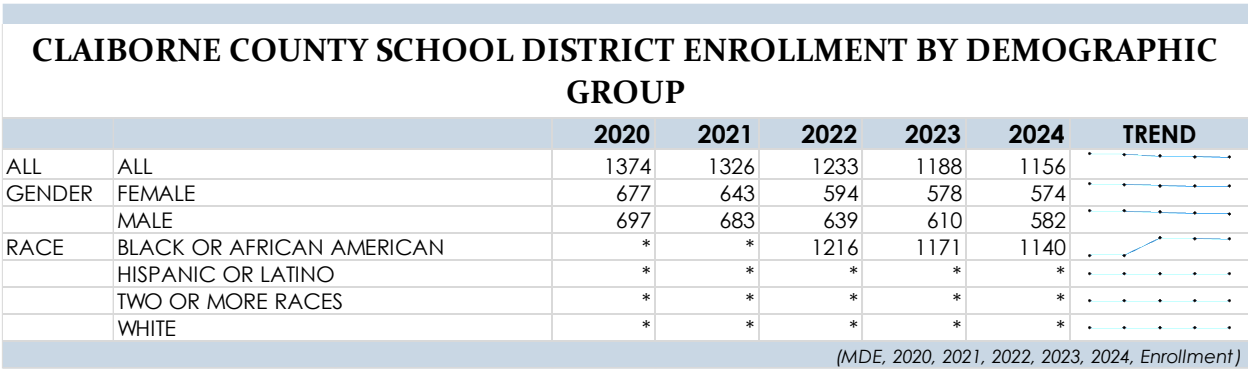


Figure 2: District Enrollment by Demographic Group

Attendance

TAKEAWAY: Average Daily Attendance decreased to 88.7% of enrollment in 2023 from 89.2% of enrollment in 2021 (ADA divided by total enrollment less PK, which is not counted in ADA). Chronic absence has decreased to 34.8% 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.

CLAIBORNE COUNTY SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	1147.2	1017.7	1019.2
K	77.8	79.0	68.0
ELEM_SPED	34.4	25.3	16.4
GR_1	90.1	70.6	81.2
GR_2	78.3	79.6	80.2
GR_3	77.8	70.2	82.3
GR_4	89.9	68.7	57.0
GR_5	96.9	78.3	74.6
GR_6	87.4	82.7	76.1
GR_7	96.8	77.3	89.1
GR_8	110.9	83.8	85.8
GR_9	53.5	89.9	83.7
GR_10	86.0	56.5	91.8
GR_11	79.1	73.4	56.4
GR_12	70.2	67.6	62.8
SEC_SPED	18.2	15.0	13.9

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

Figure 3: District Average Daily Attendance

Claiborne 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.

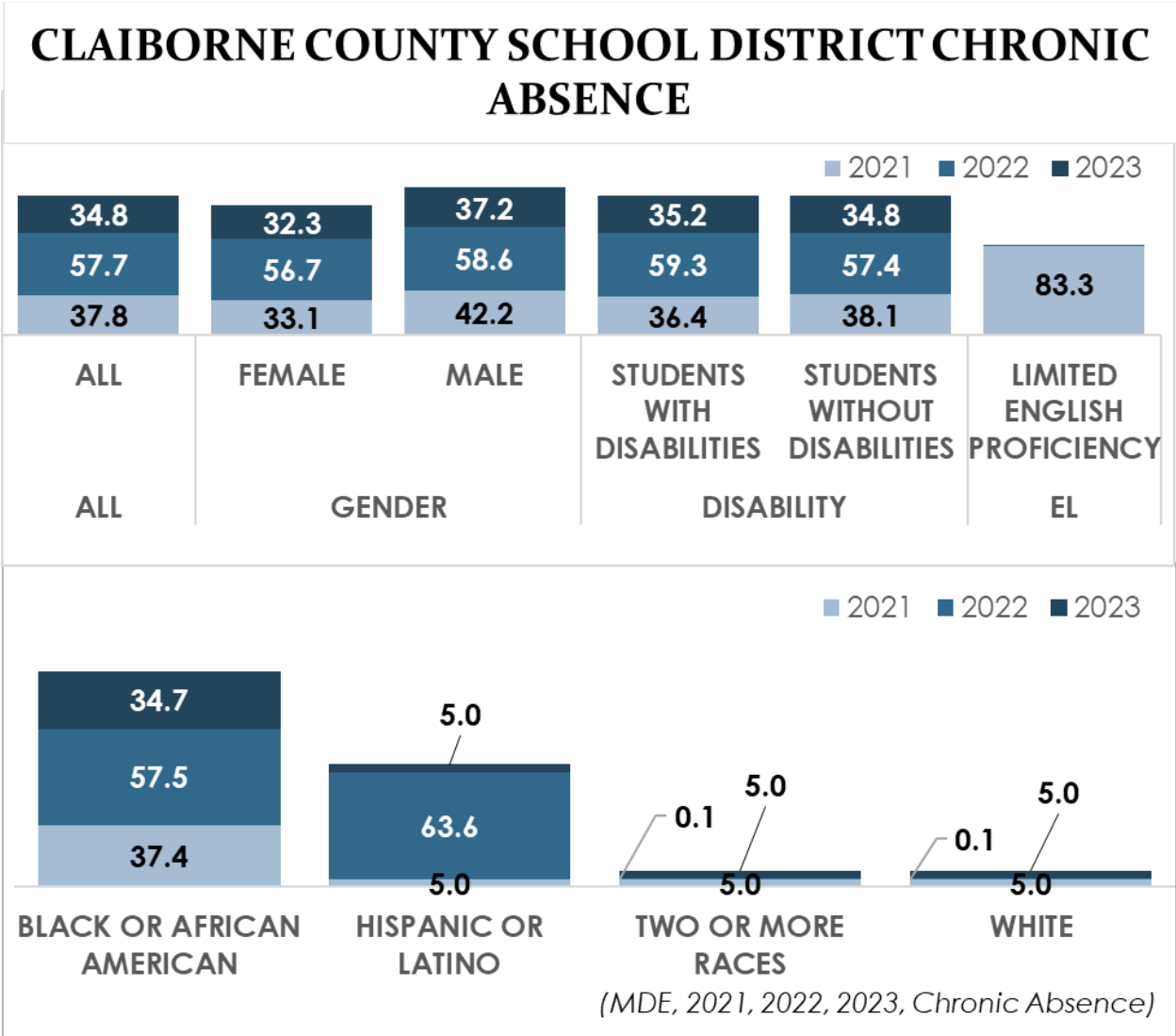


Figure 4: District Chronic Absence by Demographic Group

Accountability

TAKEAWAY: The district maintained a “B” rating for the second year in a row. Gains were made in proficiency in both reading and math between 2021 and 2023, although growth percentages decreased. Science and U. S. History also saw gains in proficiency. Student participation in accelerated courses increased to 59.2% in 2023 from 3.1% in 2021. Proficiency was up across all demographic groups in all areas, except students with disabilities in science. Graduation rates are above the state average and the dropout rate is 3.7 percentage points below the state average. Graduation rates for students with disabilities improved to 64.3% in 2023 compared to 38.5% in 2021.

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.

Claiborne 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).

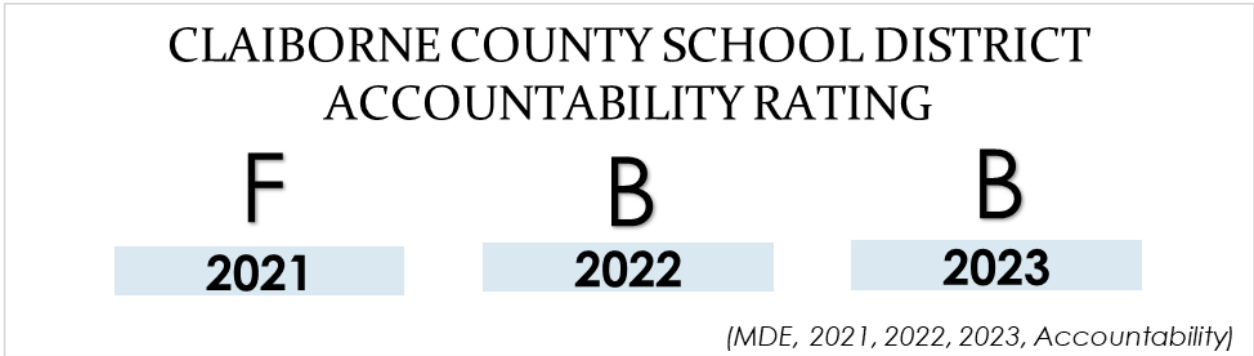


Figure 5: District Accountability Rating

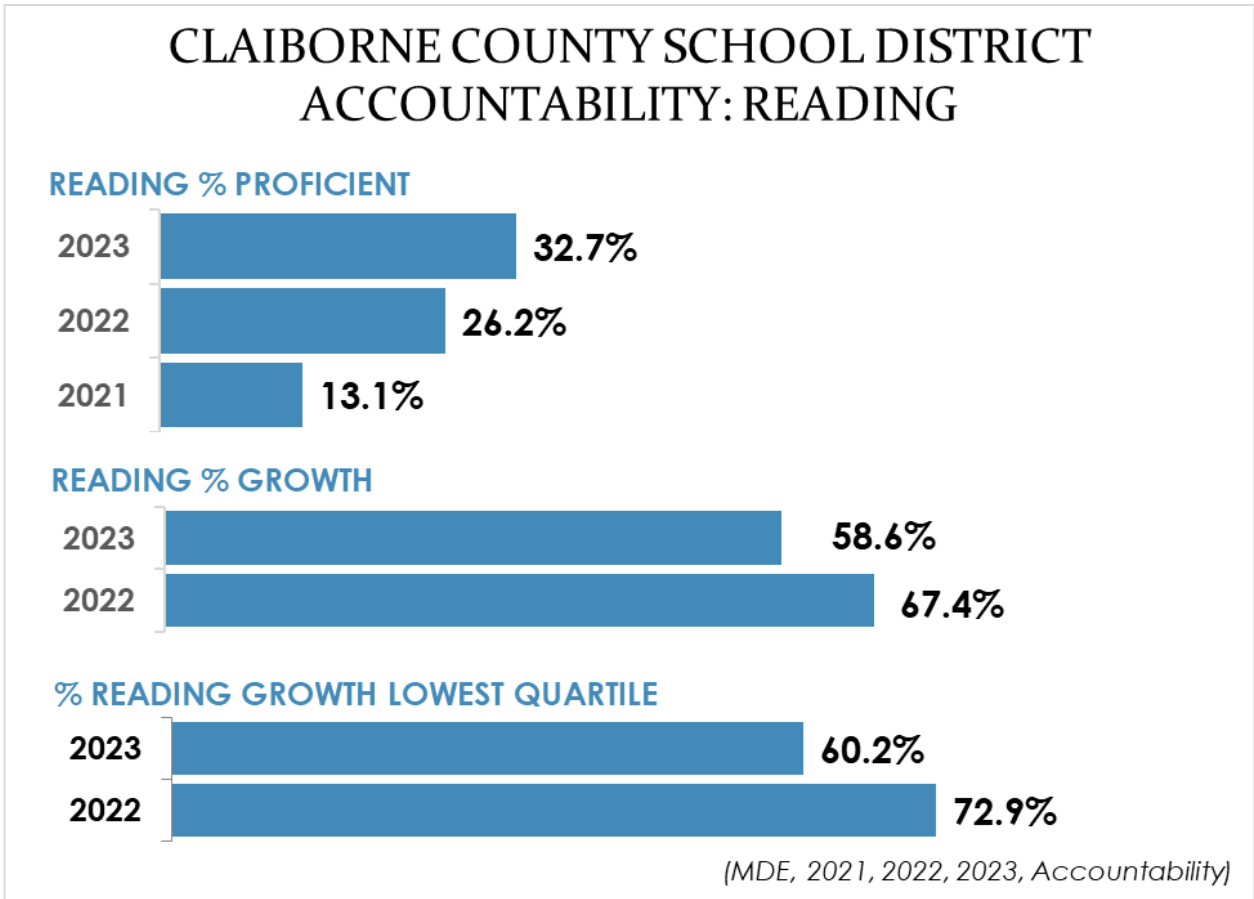
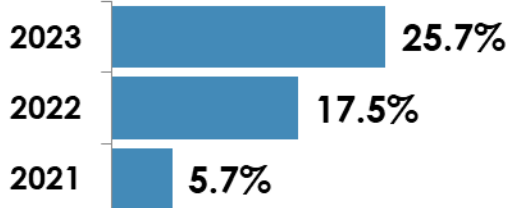


Figure 6: District Accountability: Reading

CLAIBORNE COUNTY SCHOOL DISTRICT ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE

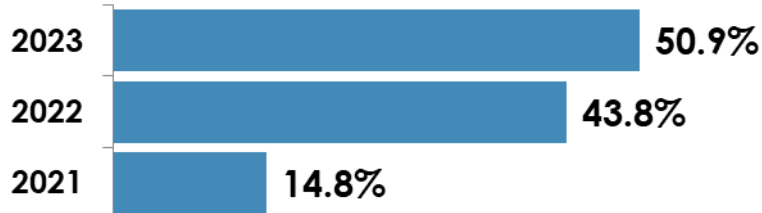


(MDE, 2021, 2022, 2023, Accountability)

Figure 7: District Accountability: Math

CLAIBORNE COUNTY SCHOOL DISTRICT ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



(MDE, 2021, 2022, 2023, Accountability)

Figure 8: District Accountability: Science

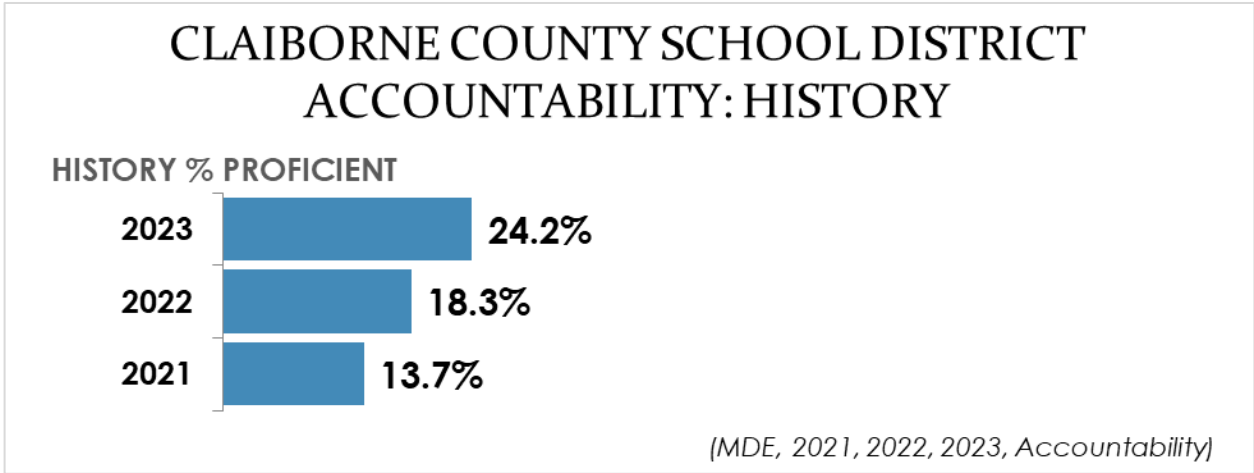


Figure 9: District Accountability: History

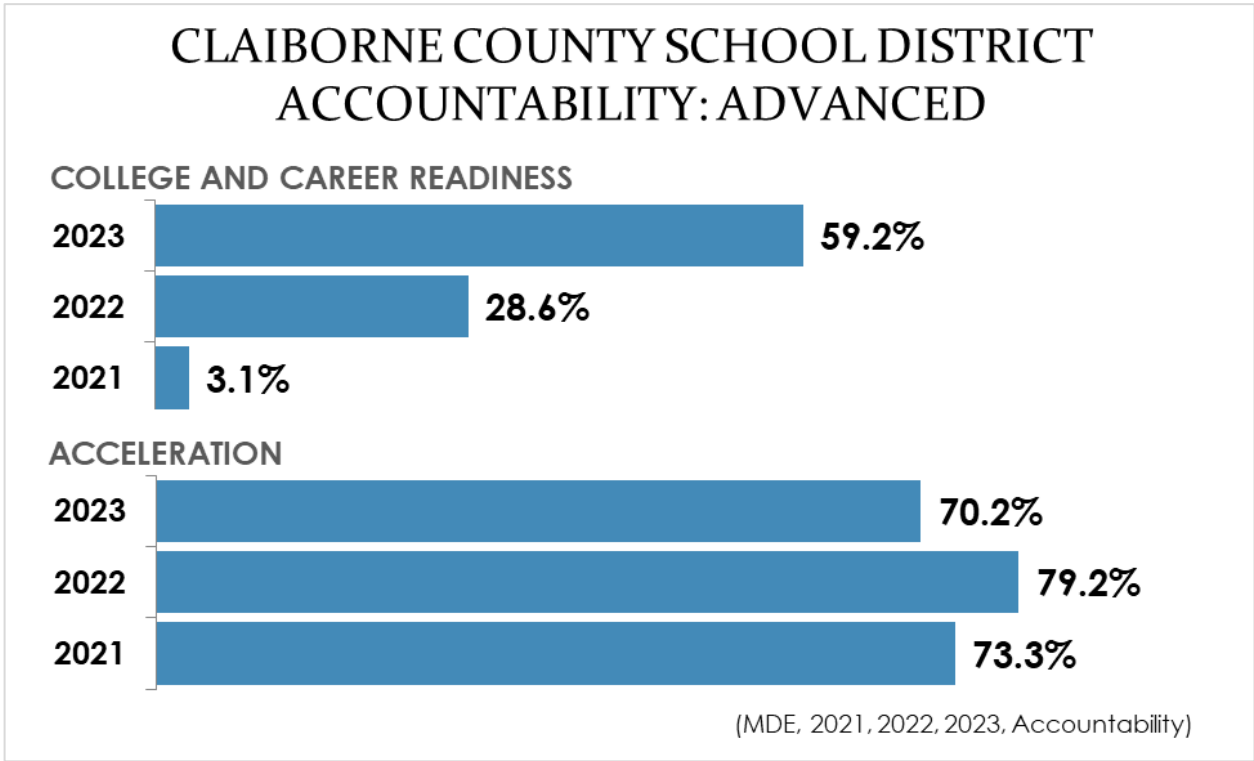


Figure 10: District Accountability: Advanced

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).

PROFICIENCY BY DEMOGRAPHIC GROUPS

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

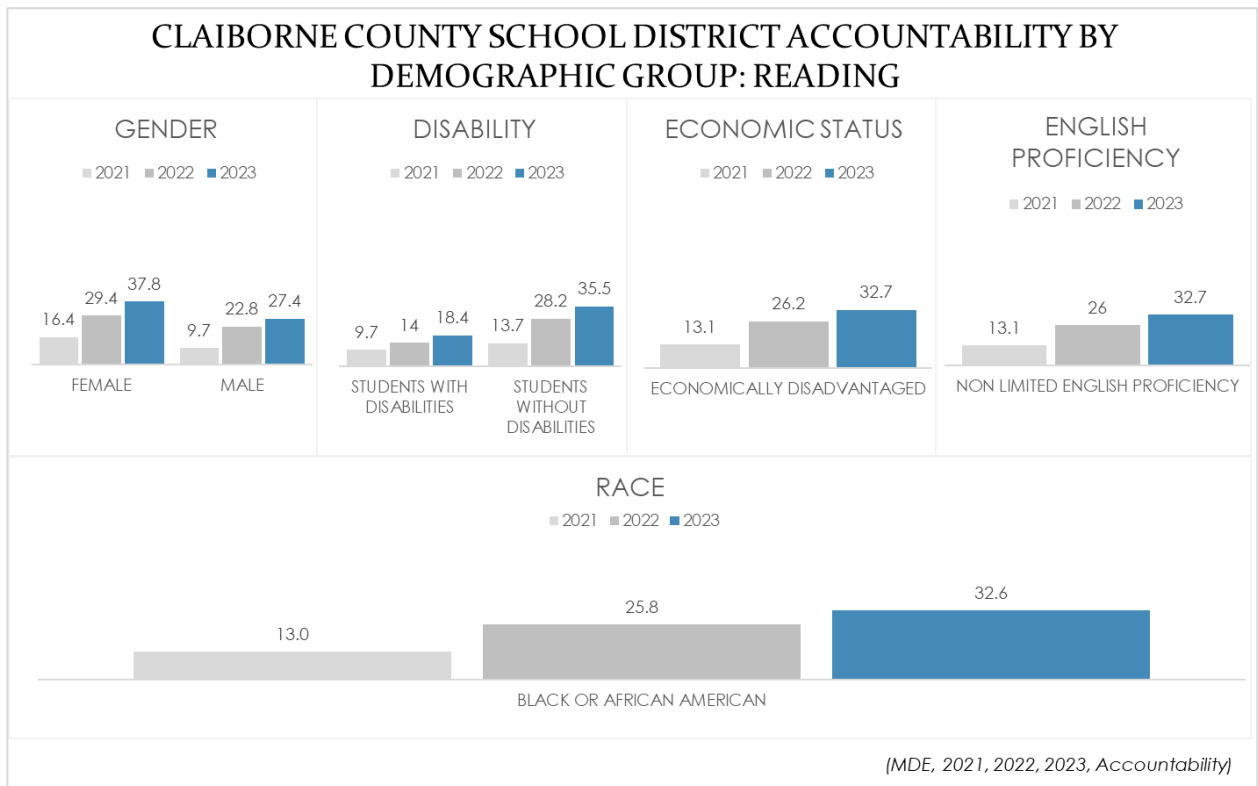


Figure 11: District Accountability by Demographic Group: Reading

Claiborne County School District Profile

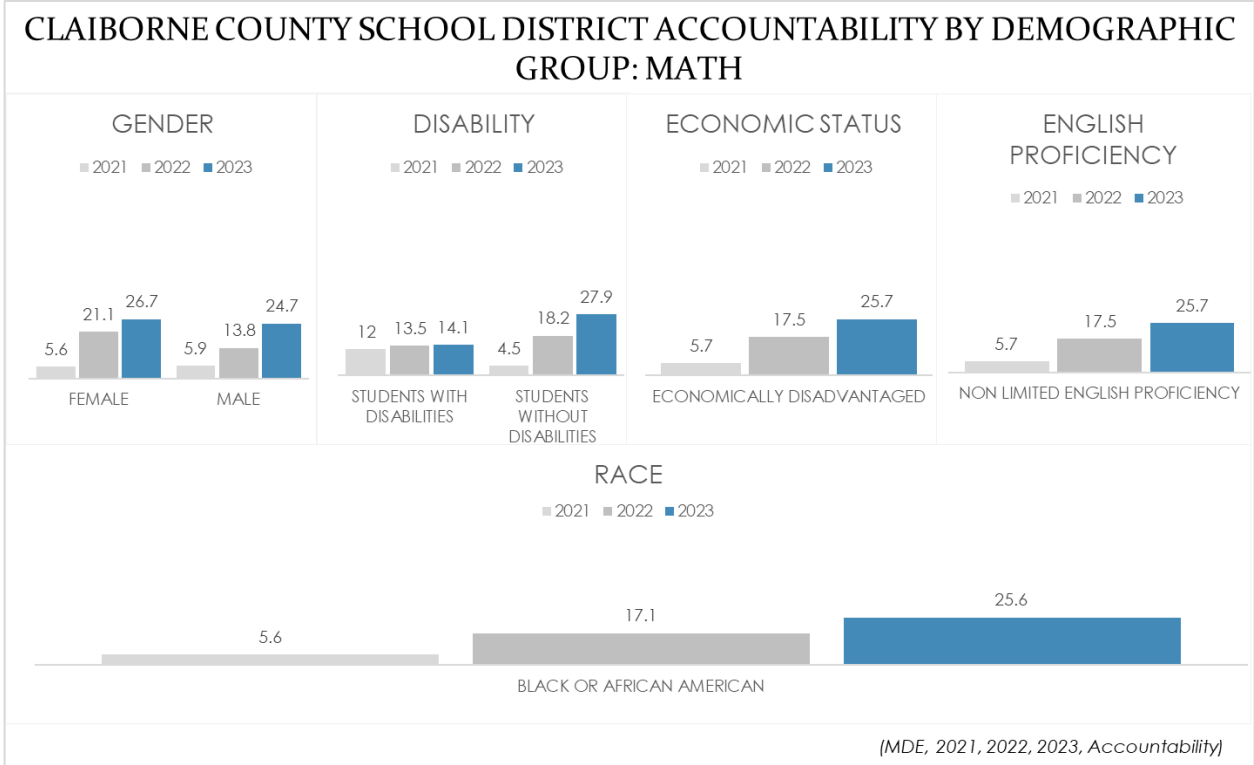


Figure 12: District Accountability by Demographic Group: Math

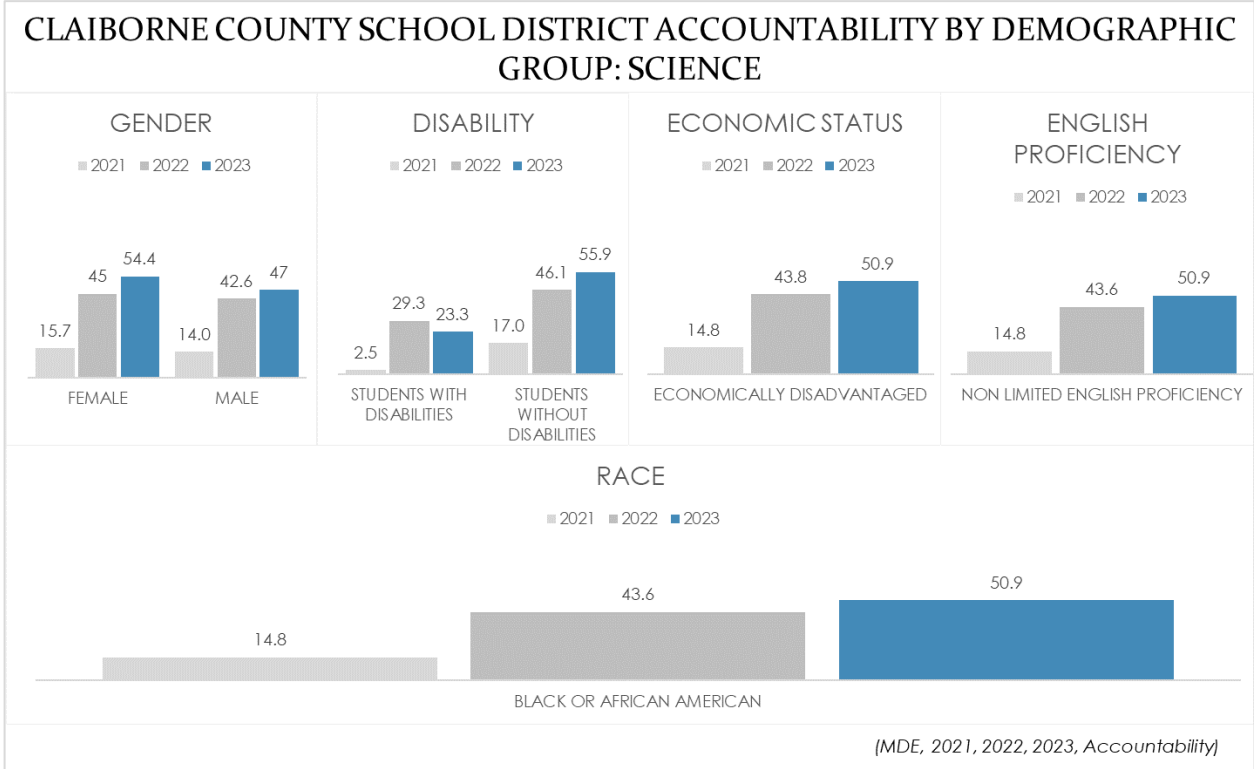


Figure 13: District Accountability by Demographic Group: Science

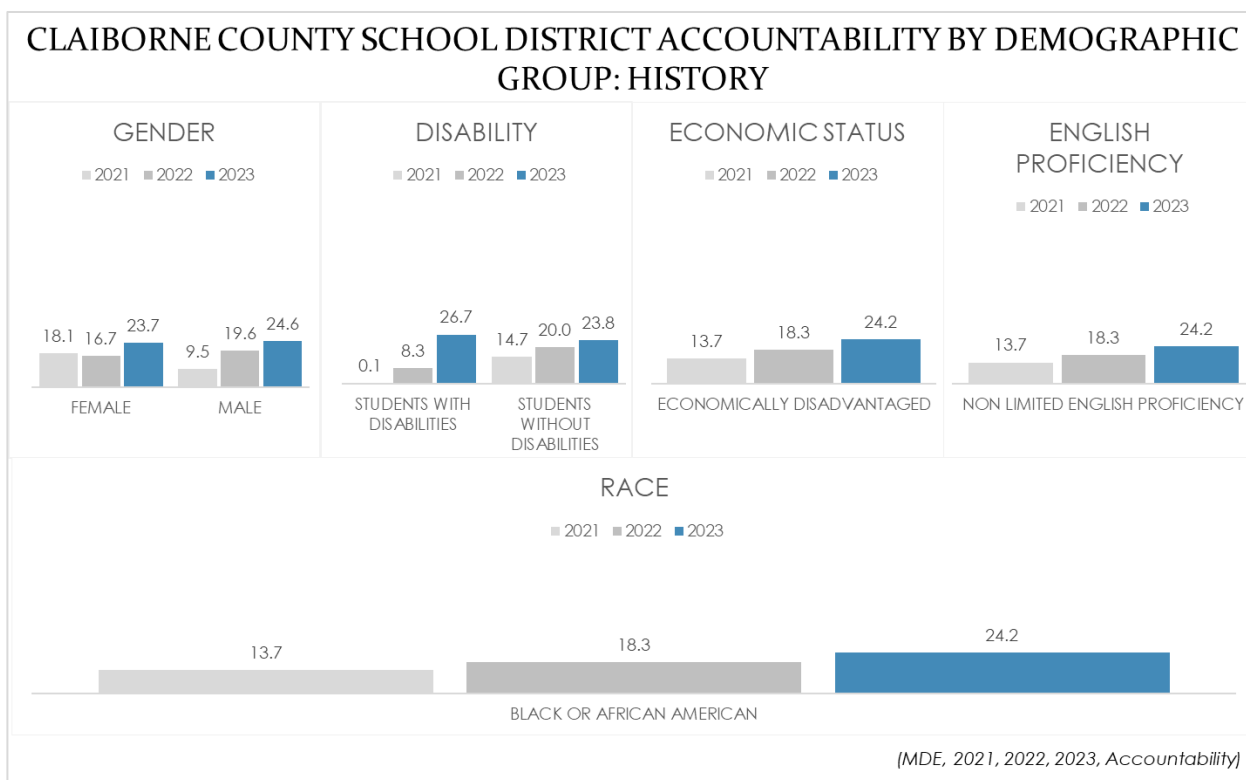


Figure 14: District Accountability by Demographic Group: History

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)

Claiborne County School District Profile

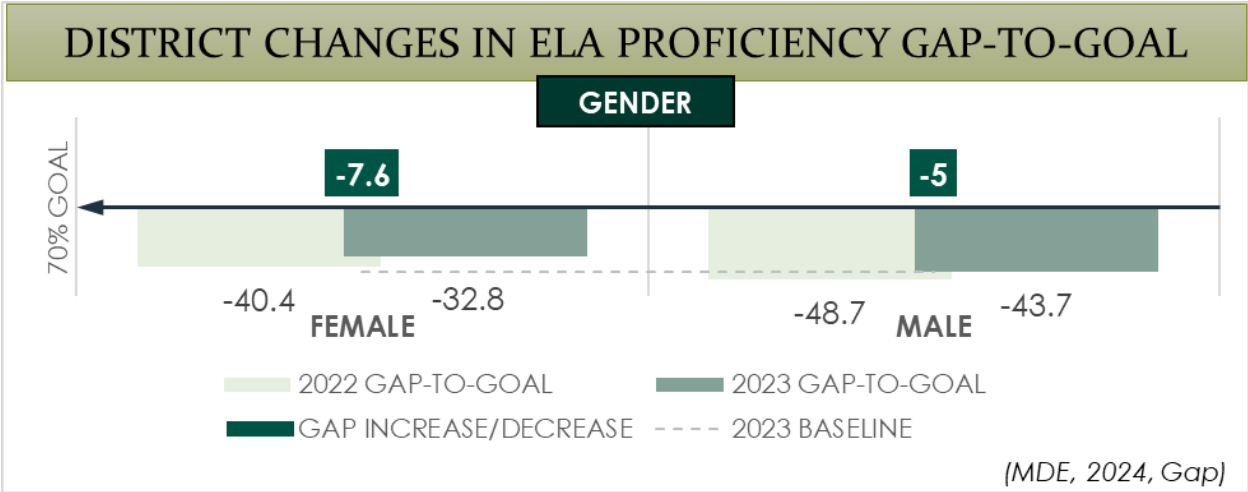


Figure 15: District Changes in ELA Proficiency Gap-to-Goal by Gender

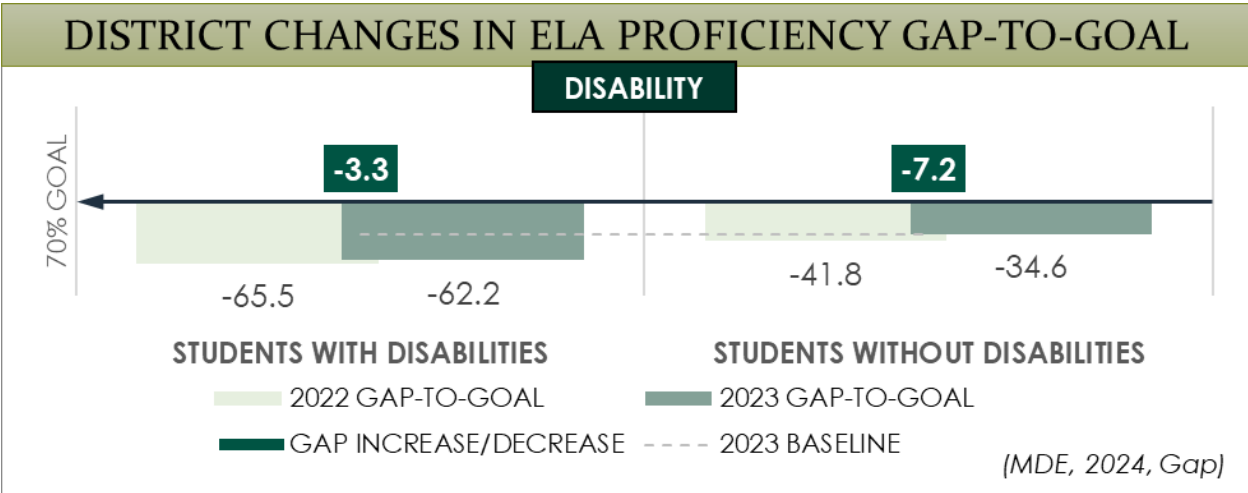


Figure 16: District Changes in ELA Proficiency Gap-to-Goal by Disability

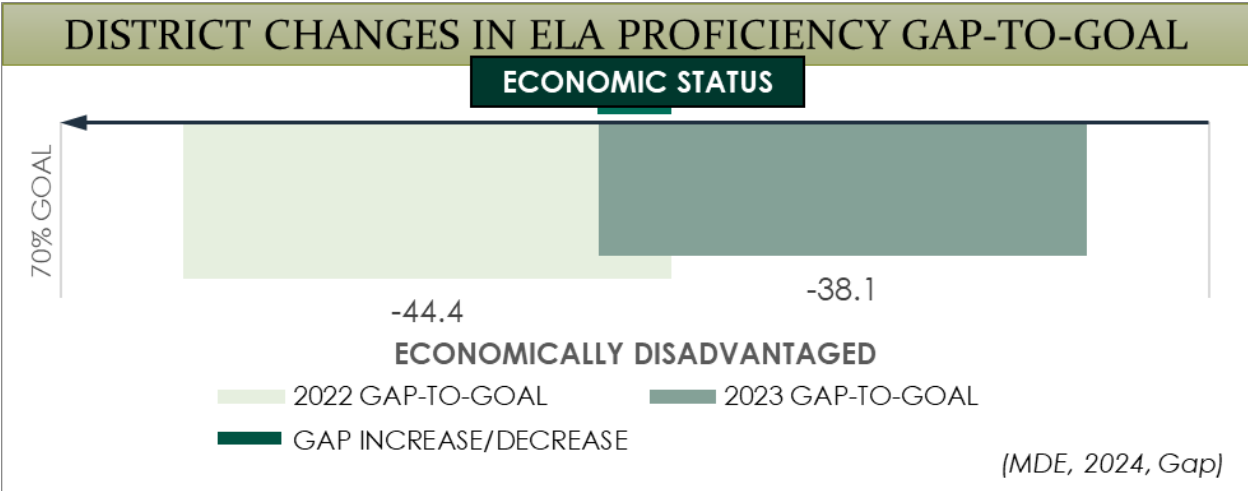


Figure 17: District Changes in ELA Proficiency Gap-To-Goal by Economic Status

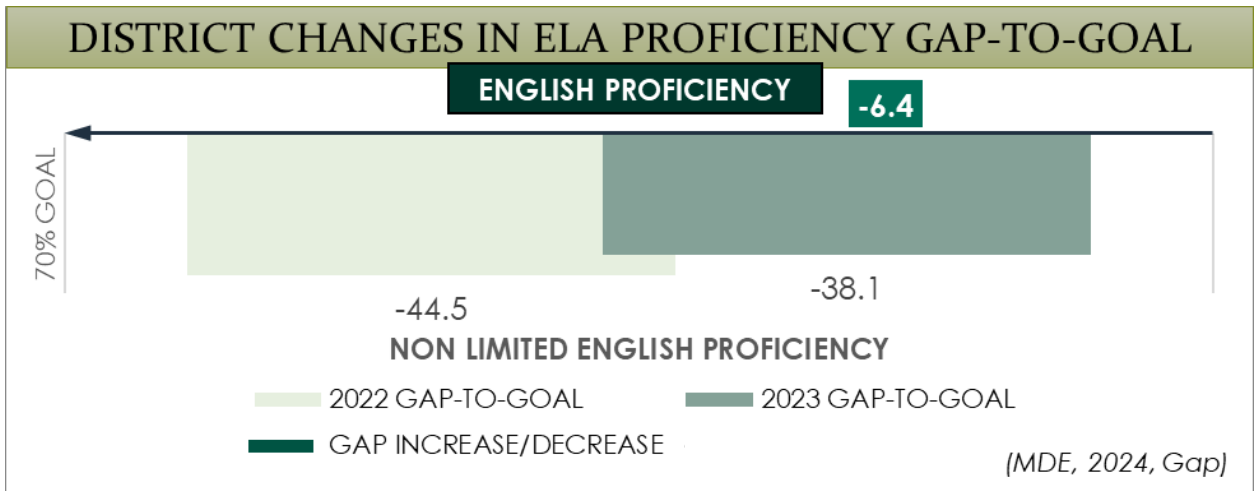


Figure 18: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency

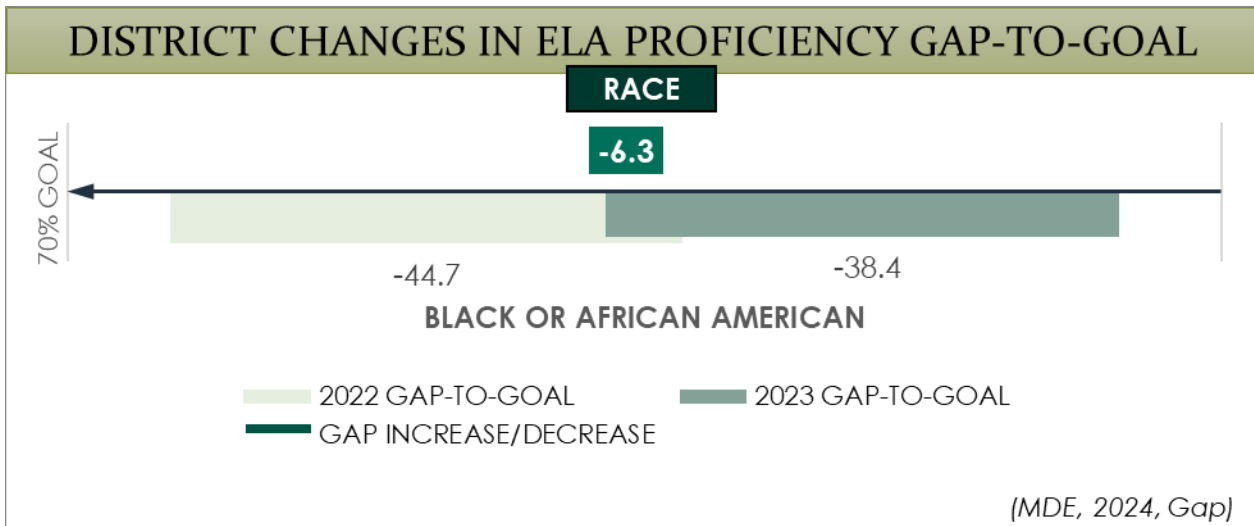


Figure 19: District Changes in ELA Proficiency Gap-To-Goal by Race

Claiborne County School District Profile

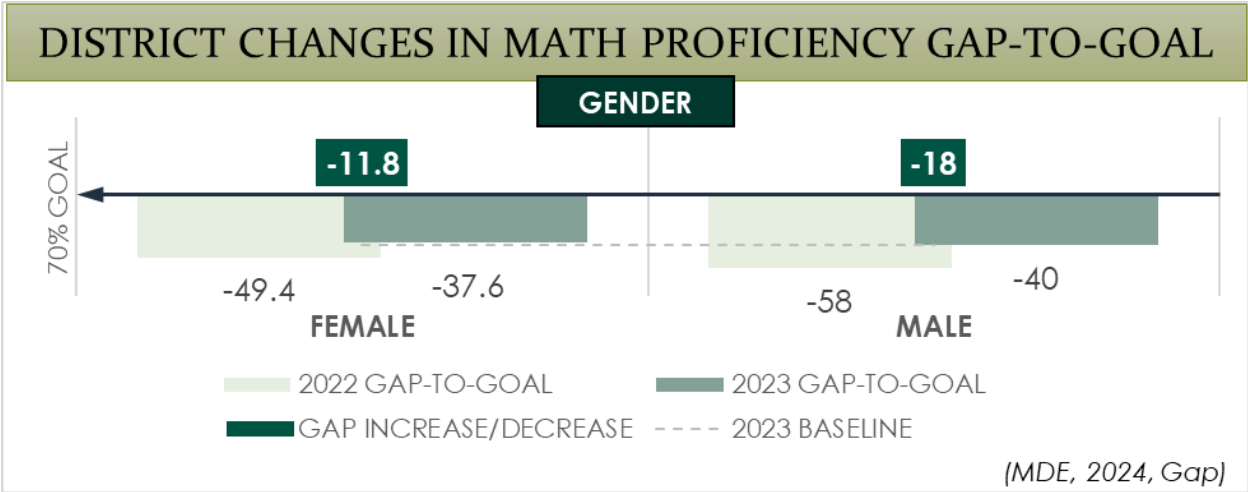


Figure 20: District Changes in Math Proficiency Gap-to-Goal by Gender

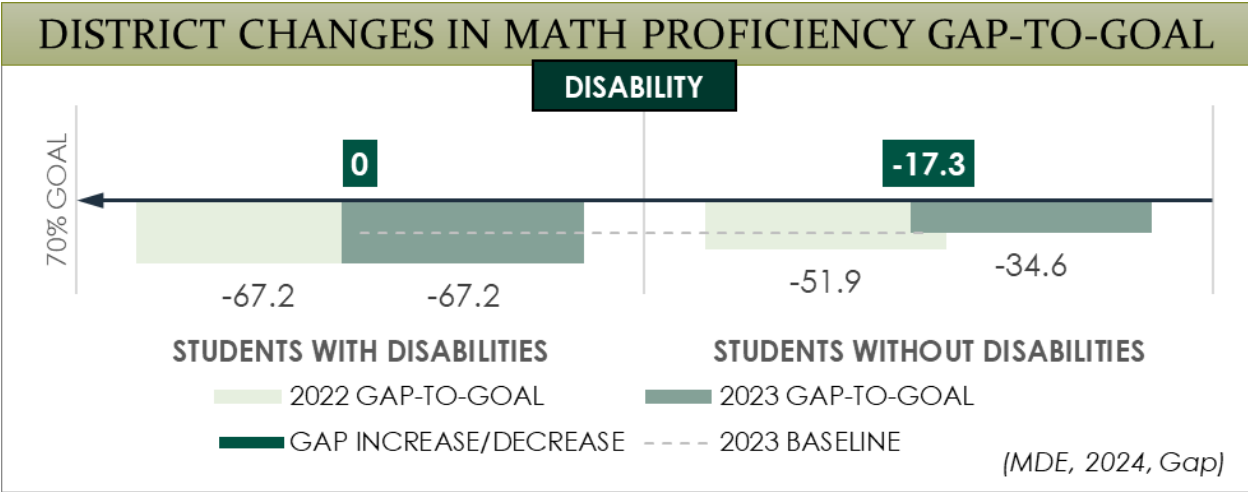


Figure 21: District Changes in Math Proficiency Gap-To-Goal by Disability

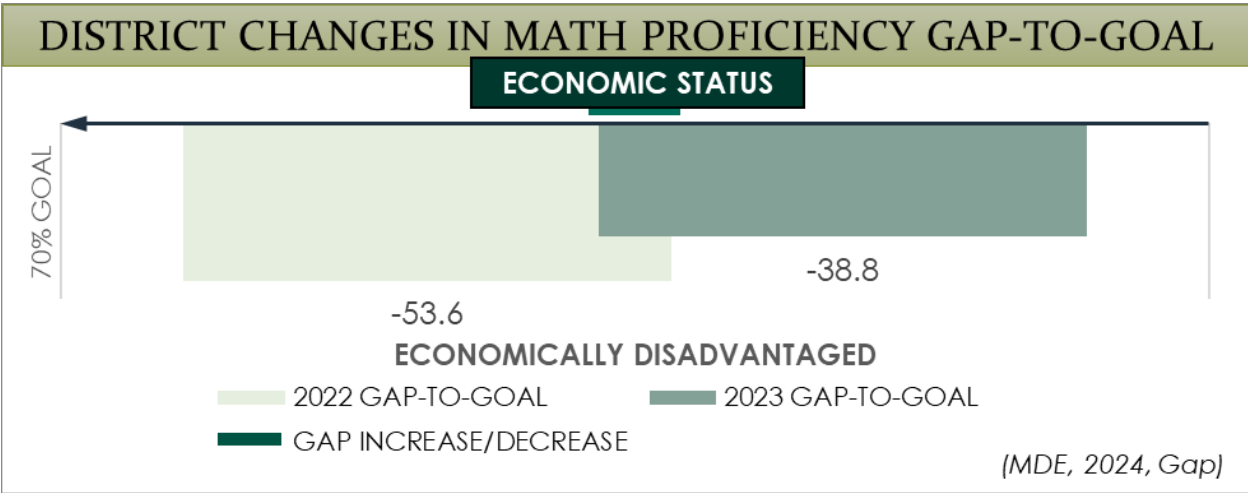


Figure 22: District Changes in Math Proficiency Gap-To-Goal by Economic Status

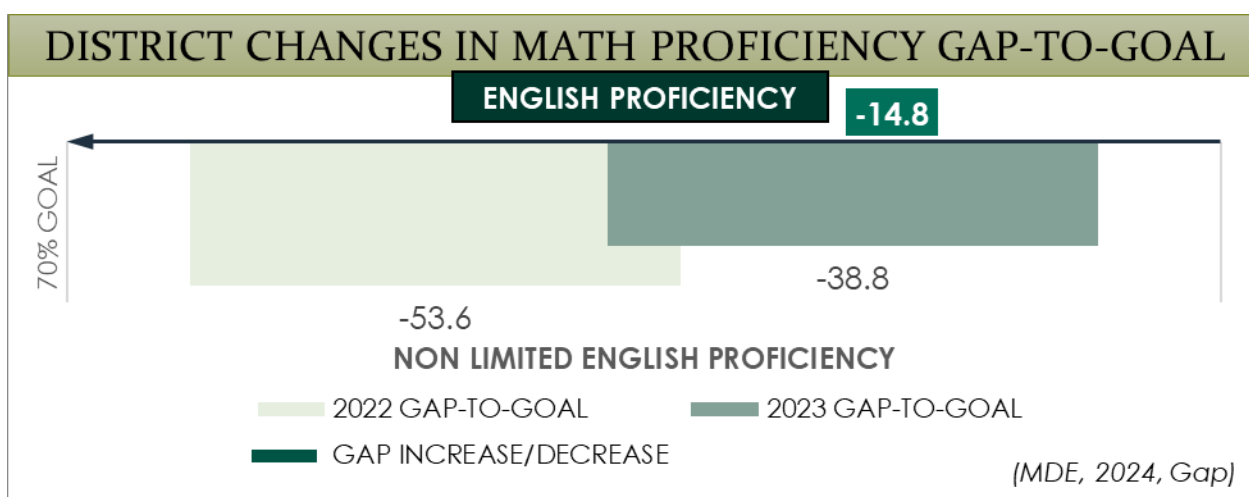


Figure 23: District Changes in Math Proficiency Gap-To-Goal by English Proficiency

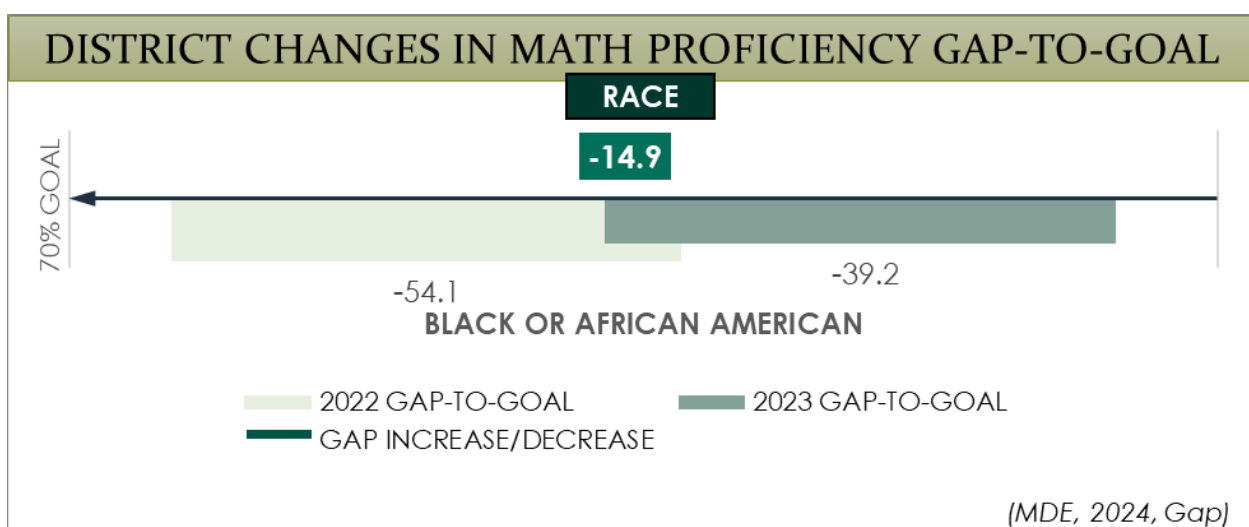


Figure 24: District Changes in Math Proficiency Gap-To-Goal by Race

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.

Claiborne County School District Profile

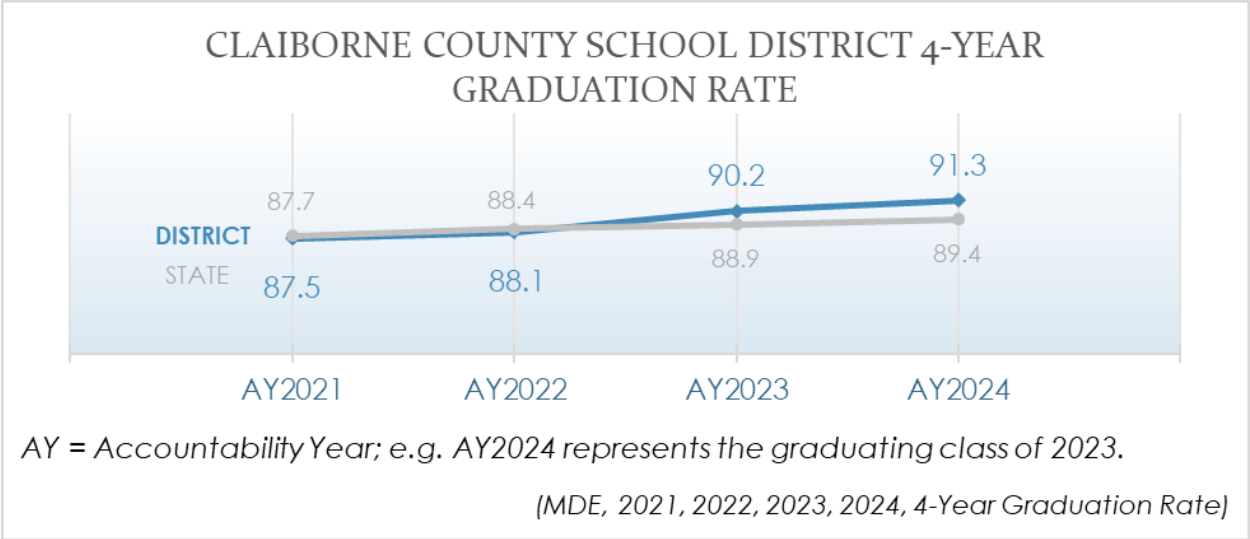


Figure 25: District 4-Year Graduation Rates

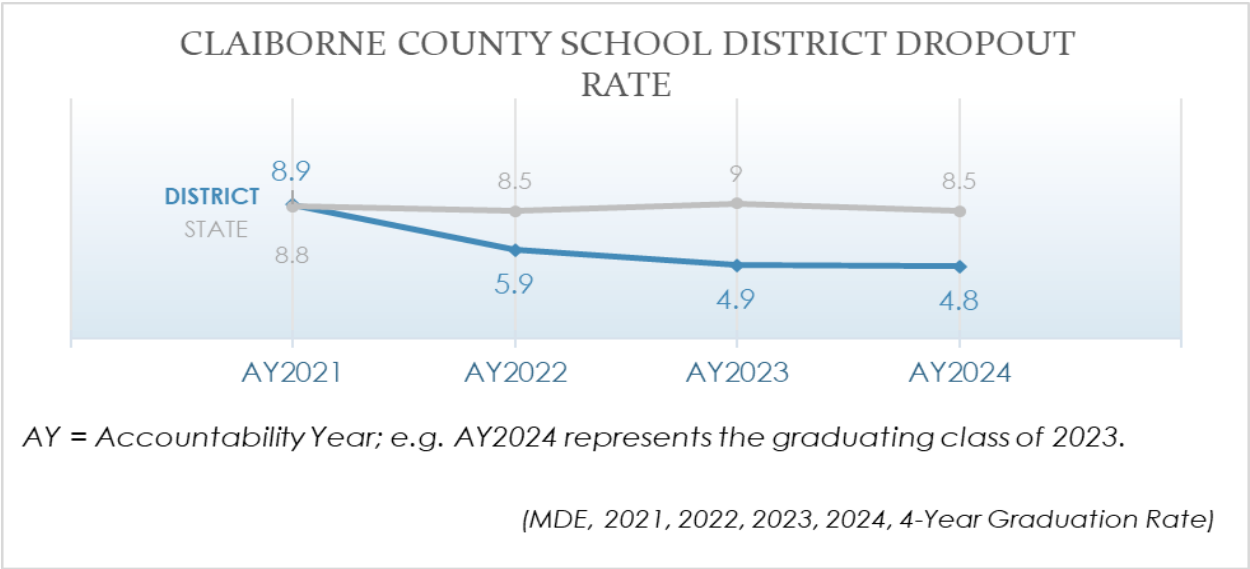


Figure 26: District Dropout Rate



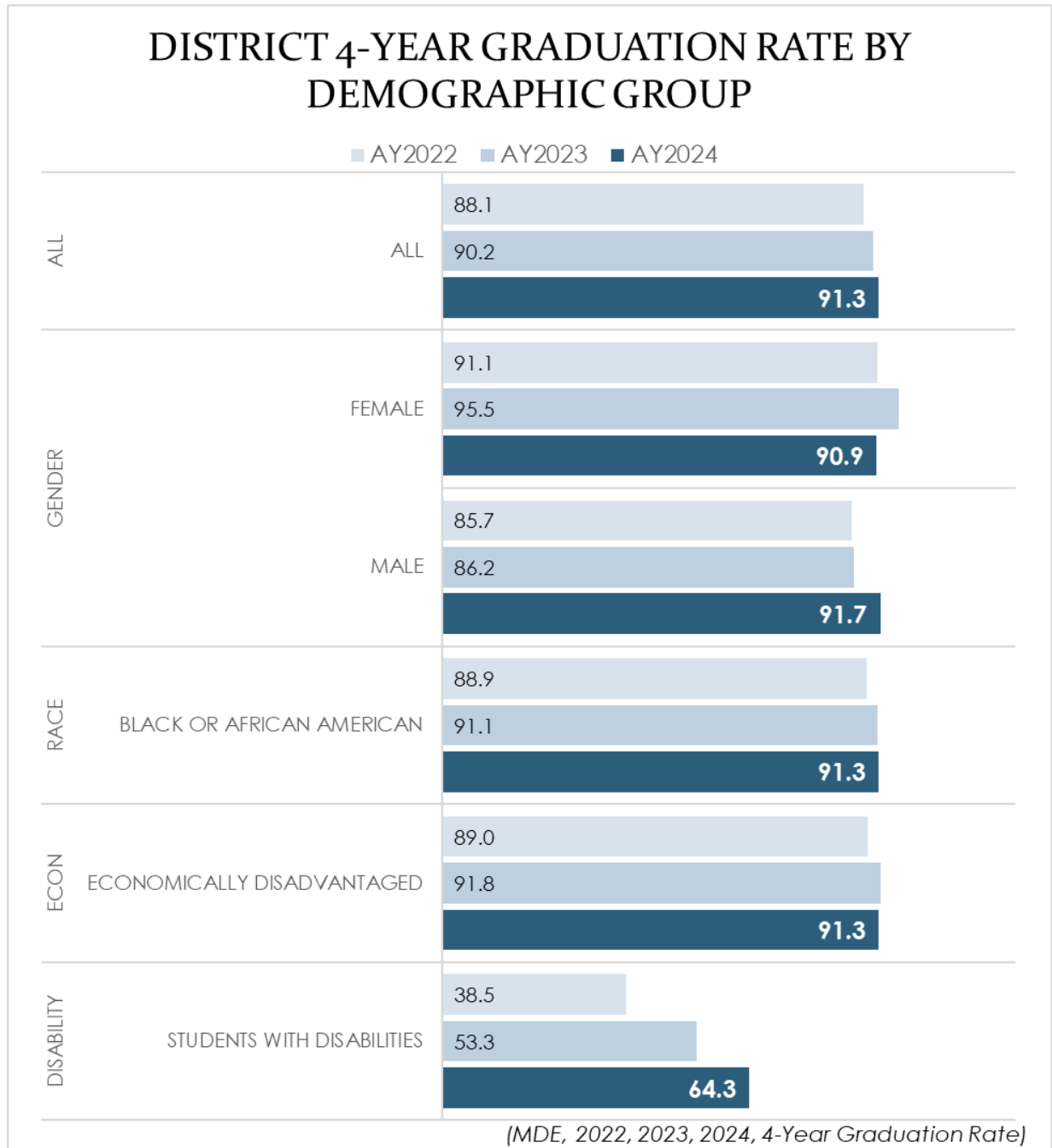


Figure 27: District Graduation Rate by Demographic Group

Claiborne County School District Profile

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		
	#	%	#	%	#	%	
ALL							
ALL	120.2	60.1%	98.3	49.2%	77.6	47.9%	
GENDER							
FEMALE	62.3	70.8%	47.5	50.5%	45.6	57.7%	
MALE	57.9	51.7%	50.8	47.9%	32	38.6%	
RACE							
BLACK OR AFRICAN AMERICAN	119.2	60.2%	98.3	49.4%	77.6	47.9%	
DISABILITY							
STUDENTS WITH DISABILITIES	<10	17.9%	<10	20.0%	0	26.0%	
STUDENTS WITHOUT DISABILITIES	115	67.3%	93.3	53.3%	72.4	51.0%	
EL							
NON LIMITED ENGLISH PROFICIENCY	120.2	60.4%	98.3	49.2%	77.6	47.9%	

Figure 28: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES				
	2021	2022	2023	
ALL				
ALL	75.6%	53.8%	50.0%	
GENDER				
FEMALE	74.3%	63.2%	61.4%	
MALE	76.6%	42.6%	40.0%	
RACE				
BLACK OR AFRICAN AMERICAN	76.5%	53.8%	50.5%	
DISABILITY				
STUDENTS WITH DISABILITIES	<5%	<5%	0.0%	

Figure 29: District Post-Secondary Enrollment by Demographic Group

Assessment

TAKEAWAY: In 2023, district Junior ACT scores increased from 2022, but still came in below state averages. Kindergarten Readiness scores are up, but Third-Grade Reading Assessment scores, while better than the previous year, have yet to reach prepandemic levels. MAAP proficiency percentages were higher in 2023 than in 2021 in all subjects and grades except seventh-grade ELA and Biology. The largest gains were made in fourth-grade ELA, Algebra I and eighth-grade science.

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.

ACT

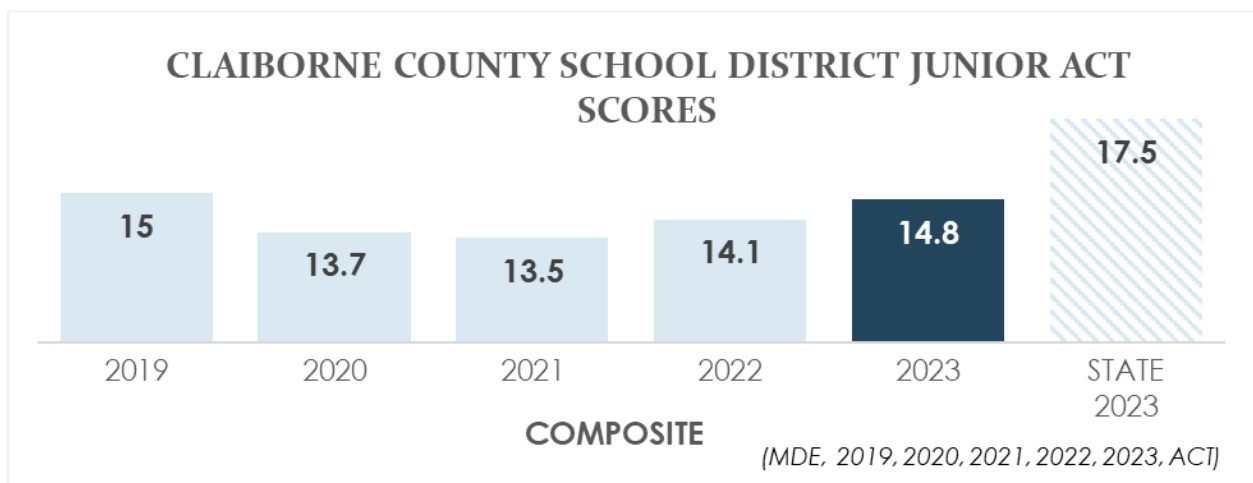


Figure 30: District Junior ACT: Composite

Claiborne County School District Profile

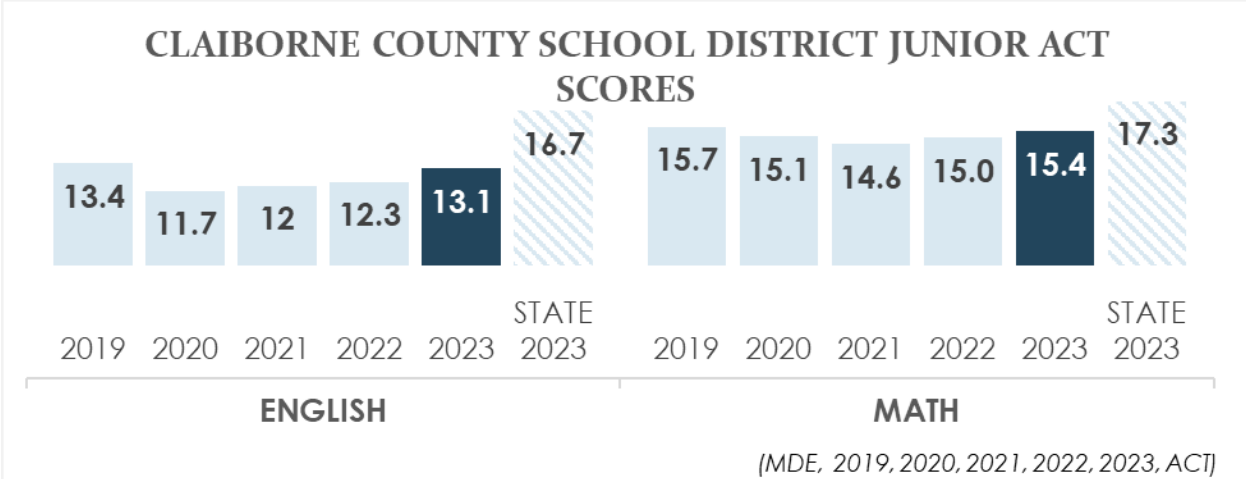


Figure 31: District Junior ACT: English and Math

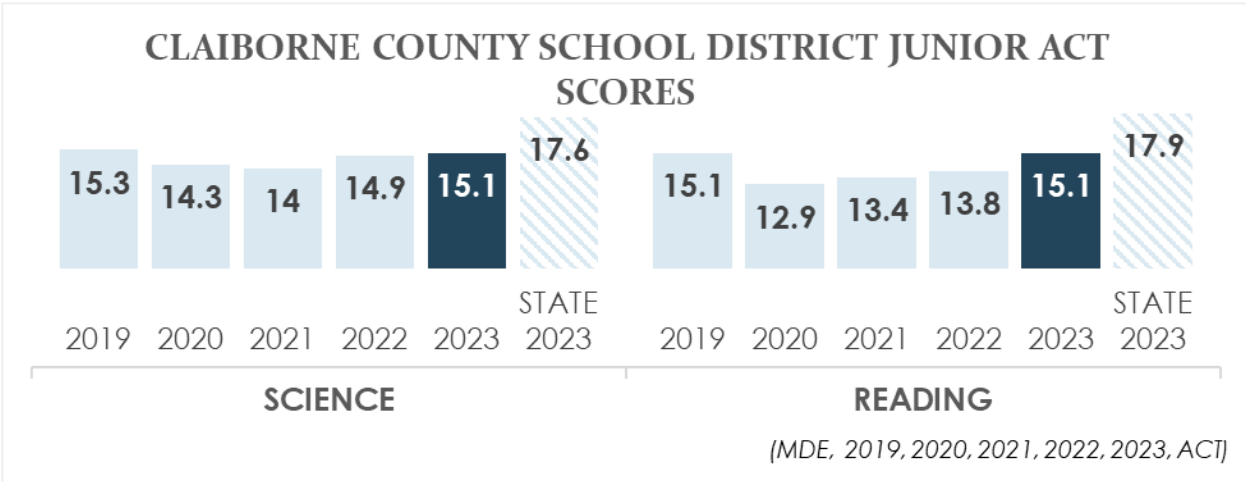


Figure 32: District Junior ACT: Science and Reading

KINDERGARTEN READINESS ASSESSMENT (KRA)

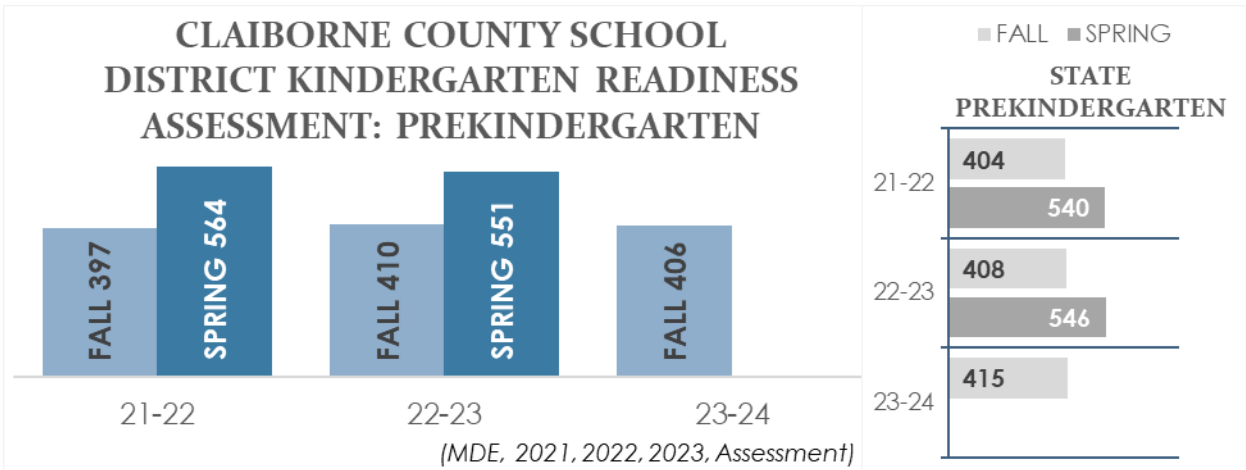


Figure 33: District Kindergarten Readiness Assessment: Prekindergarten

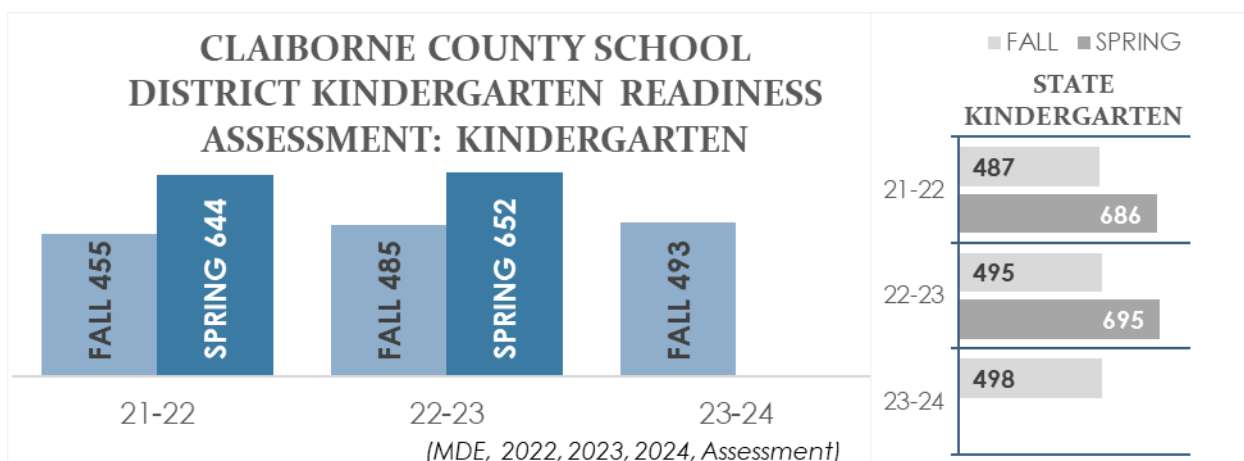


Figure 34: District Kindergarten Readiness Assessment: Kindergarten

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.

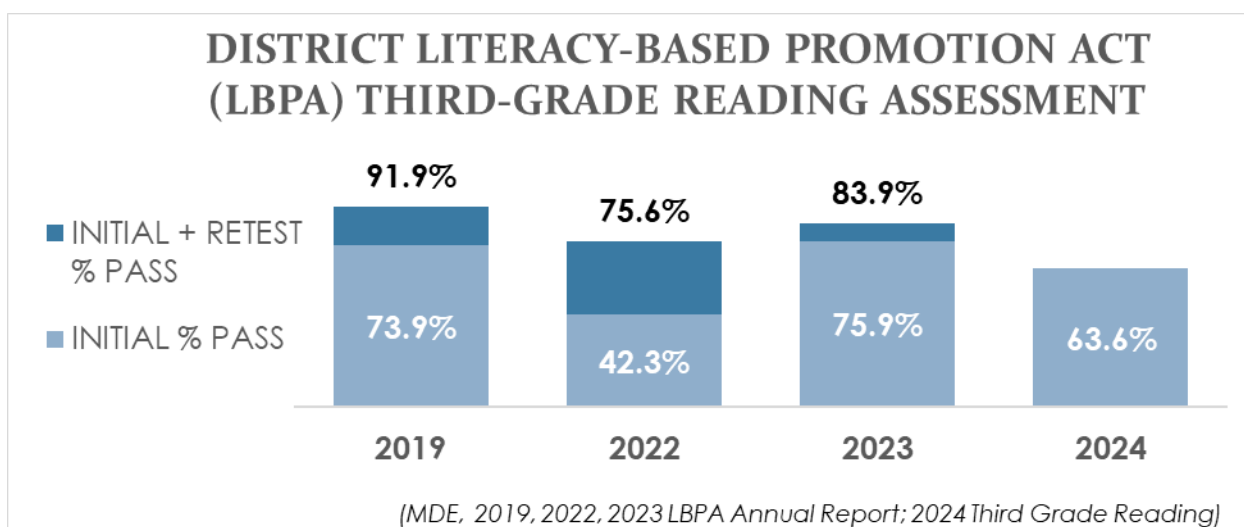


Figure 35: District Literacy-Based Promotion Act Third Grade Reading Assessment

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.

Claiborne County School District Profile

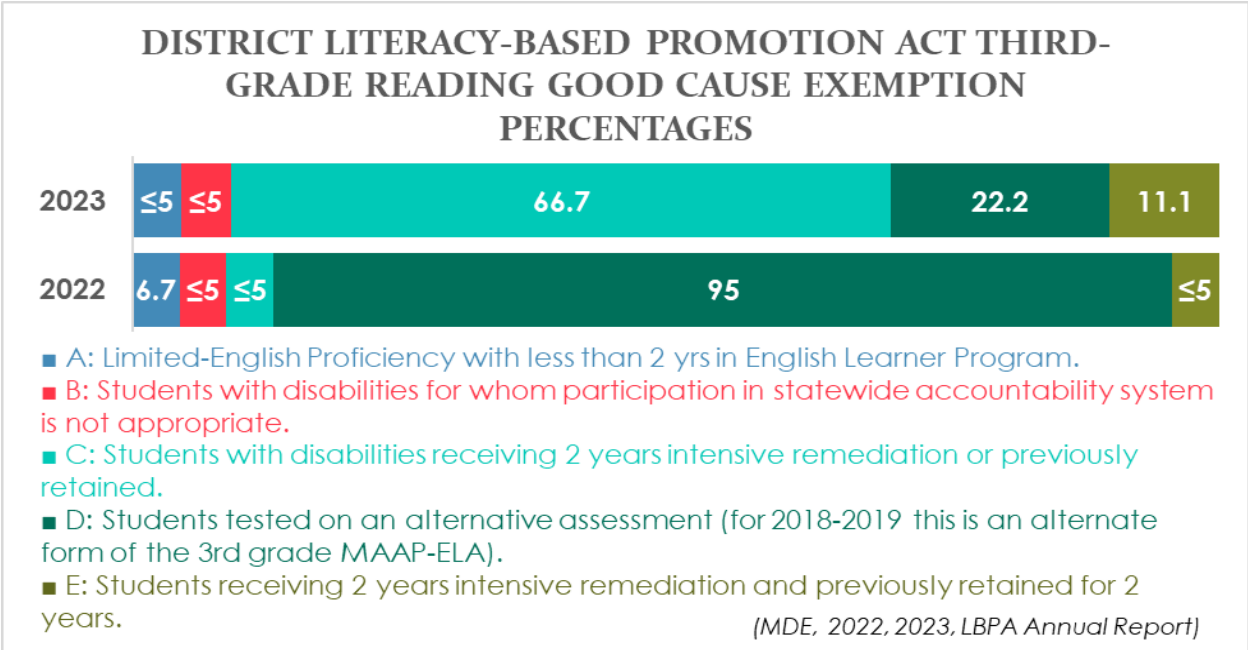


Figure 36: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption

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.

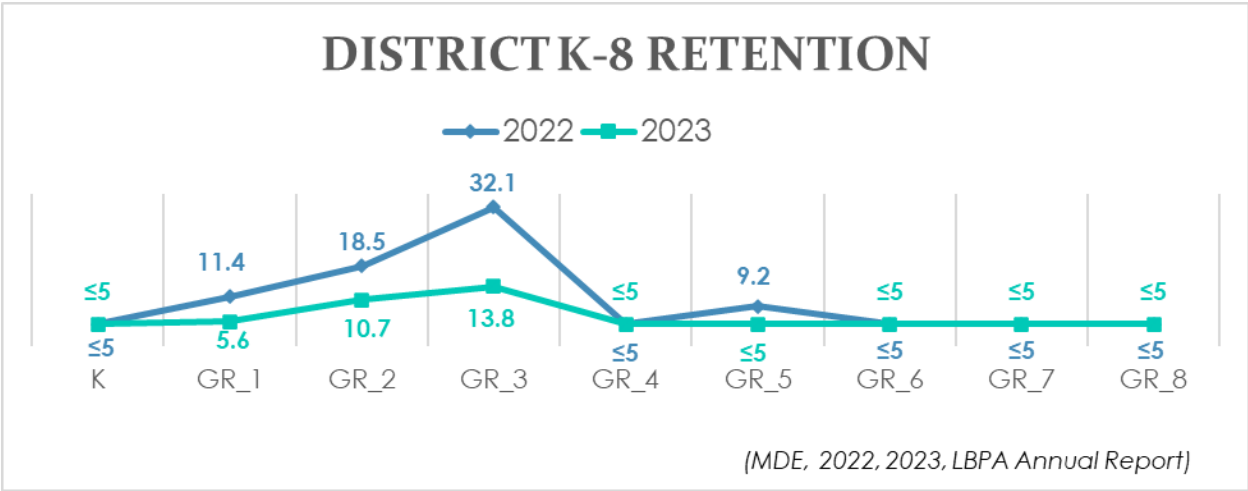


Figure 37: District K-8 Retention Rates

Claiborne County School District Profile

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

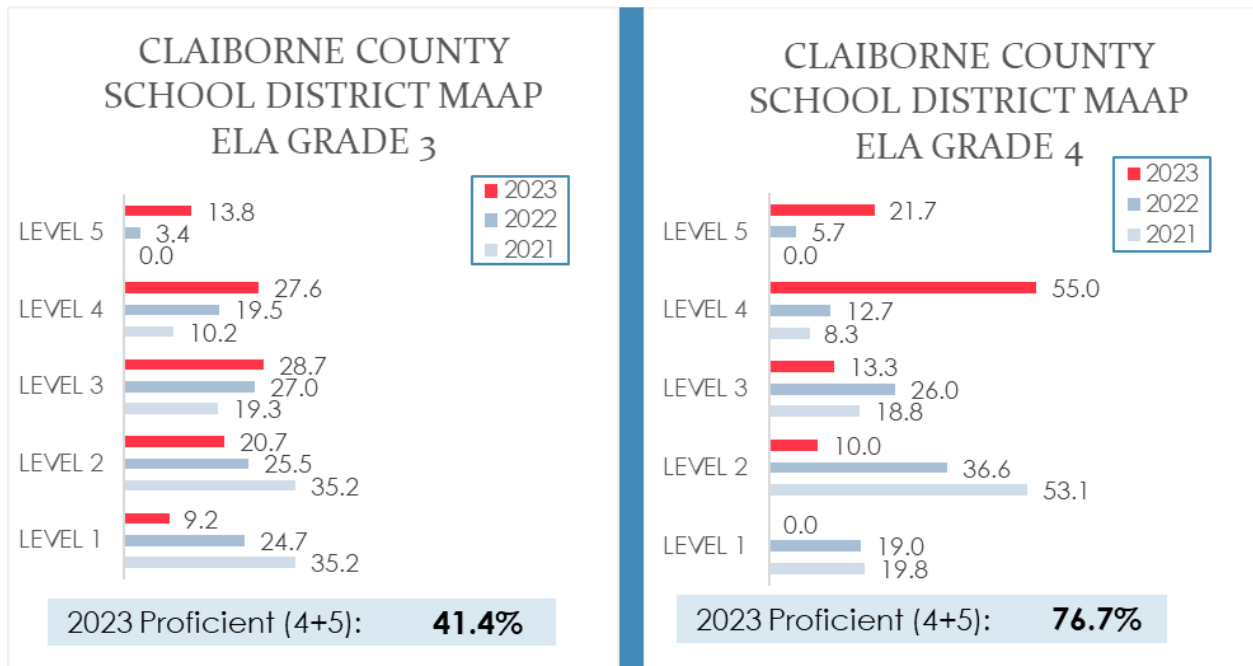


Figure 38: District MAAP ELA Grades 3 and 4

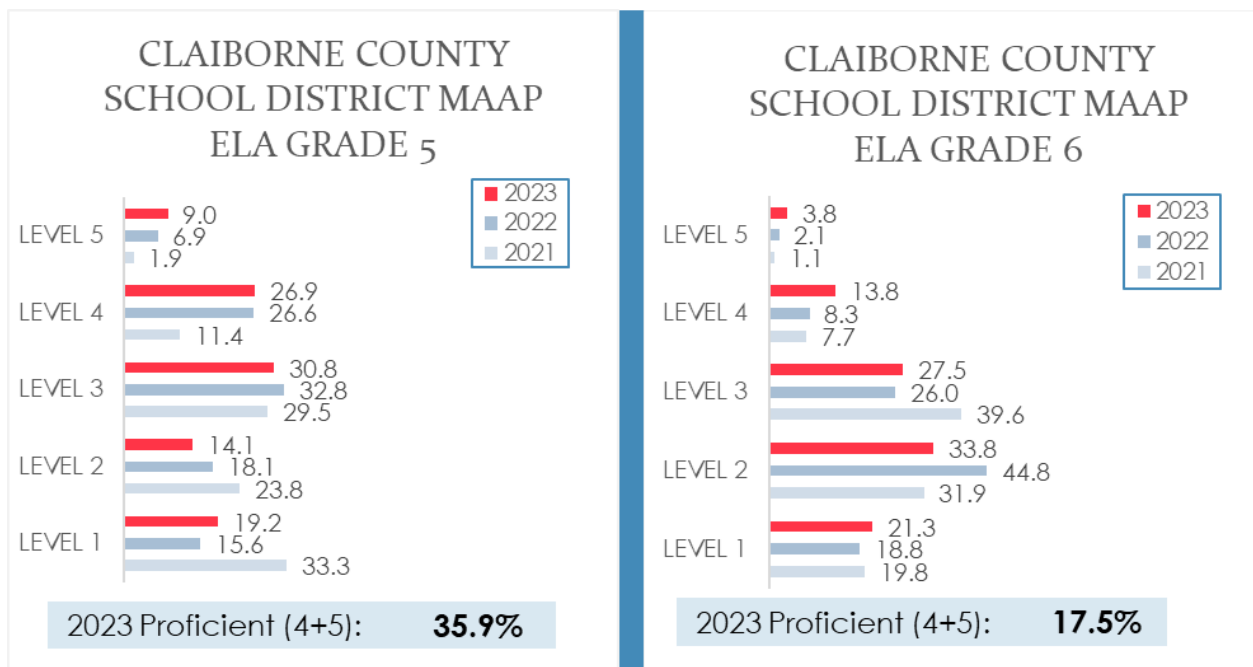


Figure 39: District MAAP ELA Grades 5 and 6

Claiborne County School District Profile

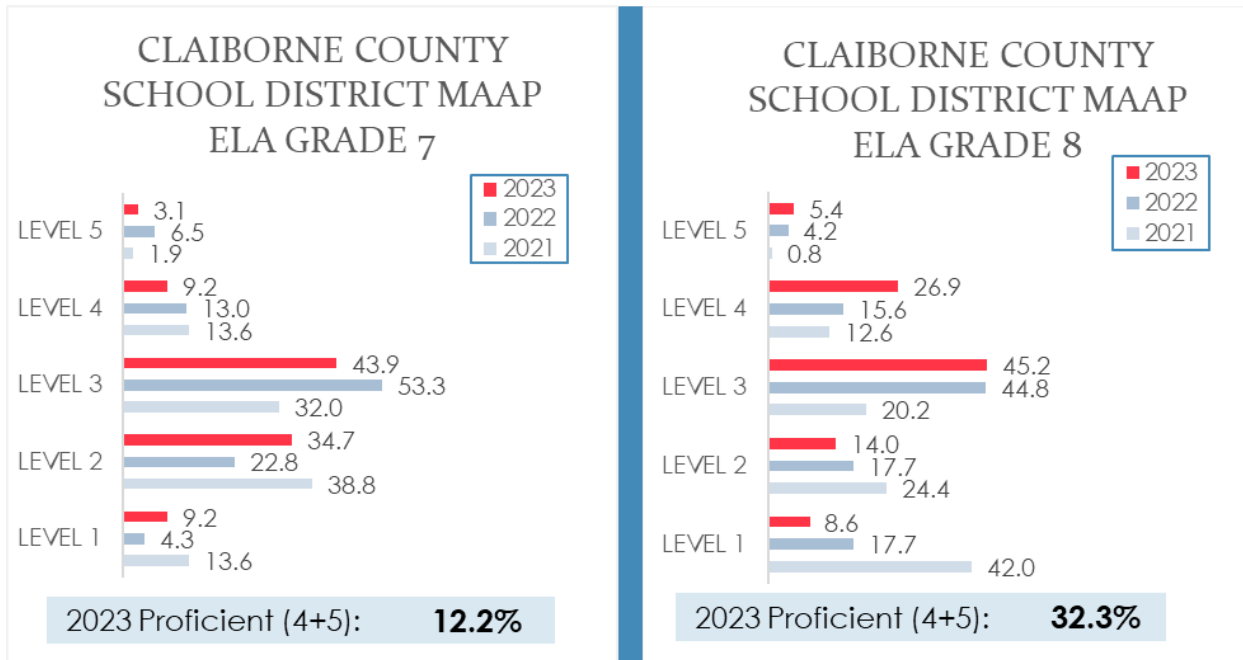


Figure 40: District MAAP ELA Grades 7 and 8

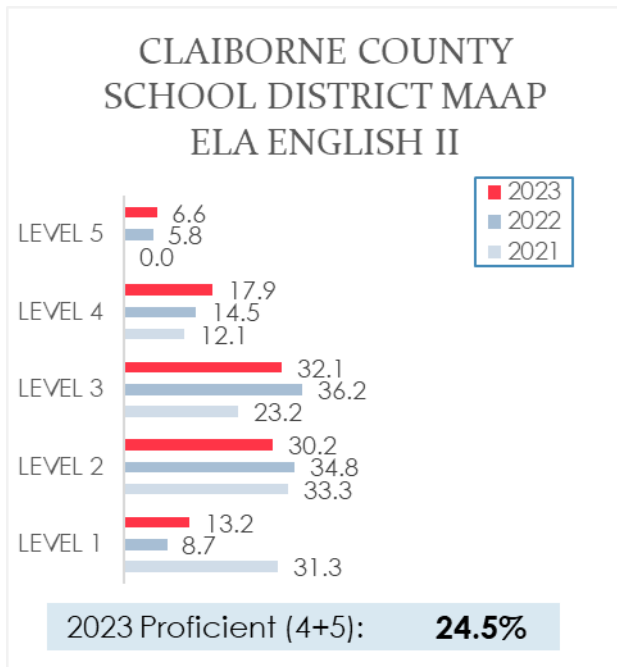
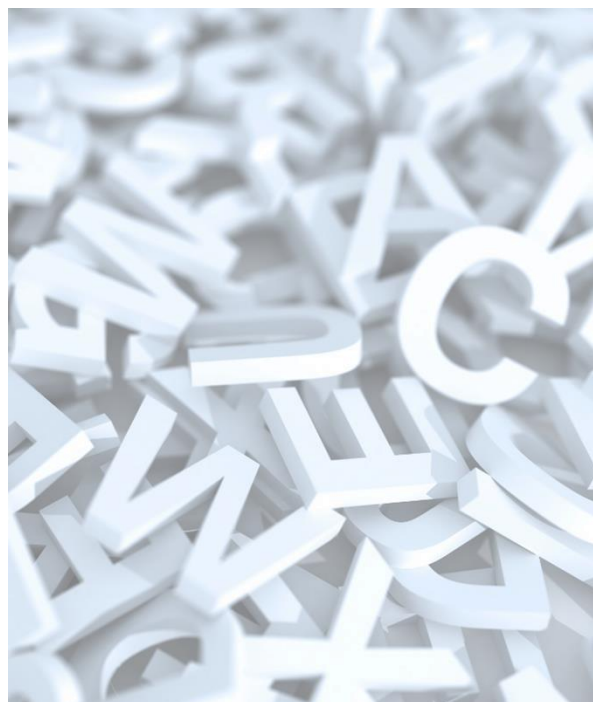


Figure 41: District MAAP ELA English II



MAAP MATH

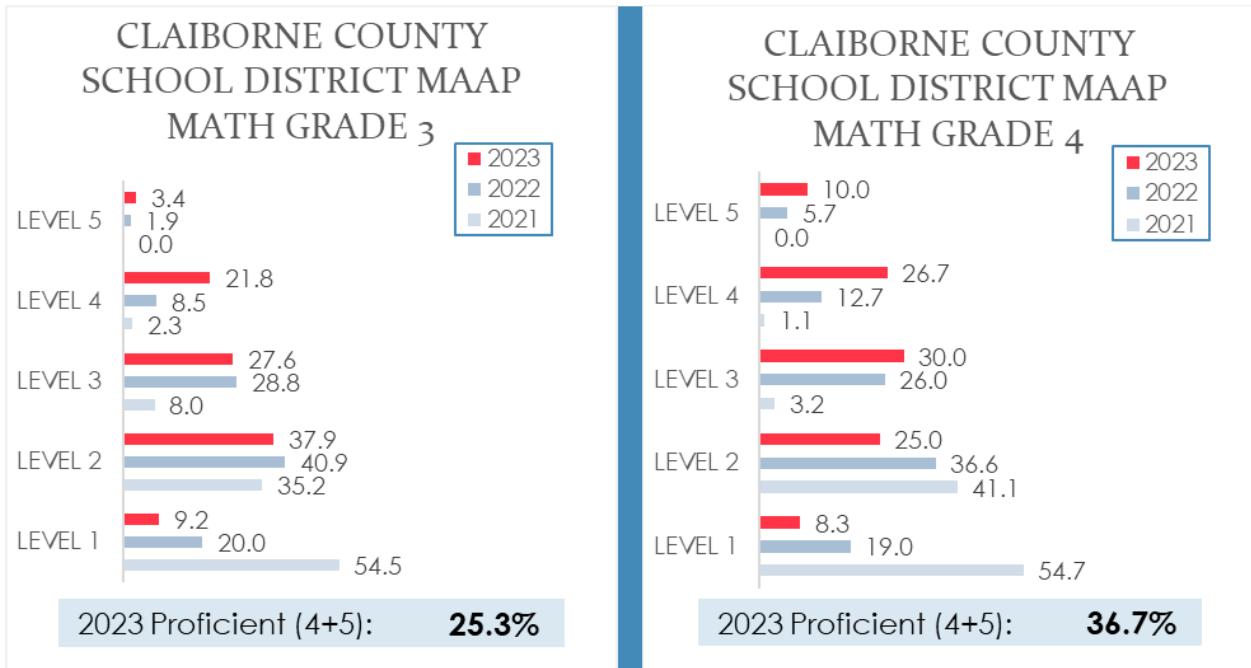


Figure 42: District MAAP Math Grades 3 and 4

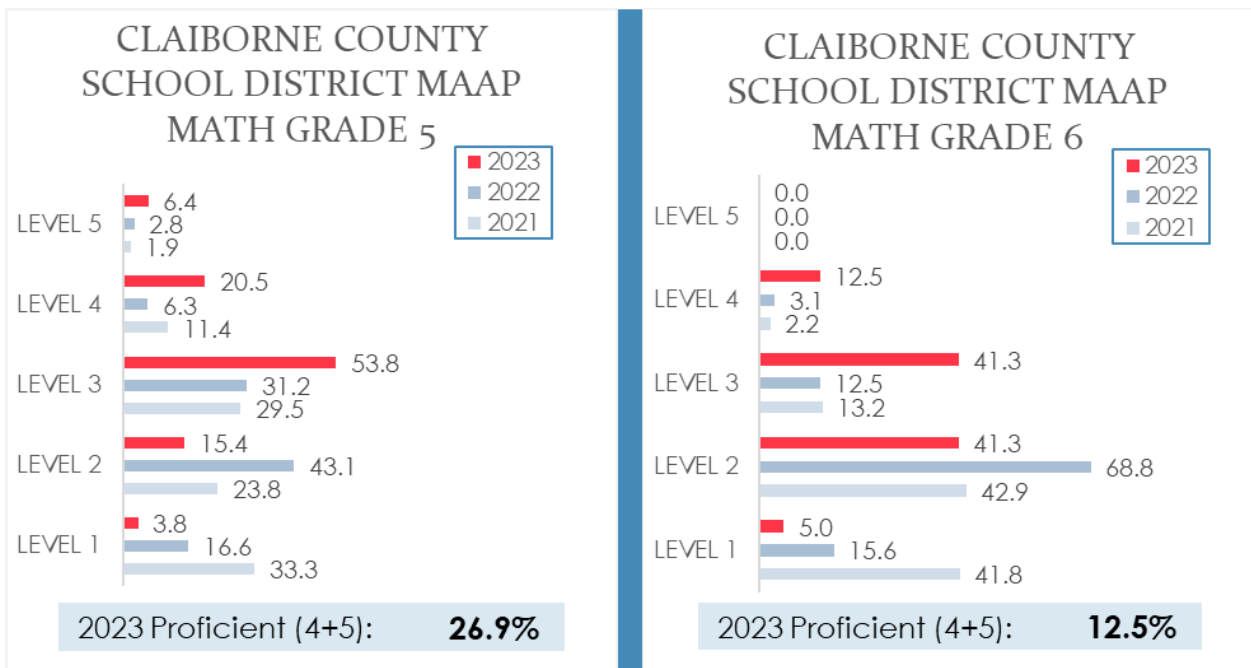


Figure 43: District MAAP Math Grades 5 and 6

Claiborne County School District Profile

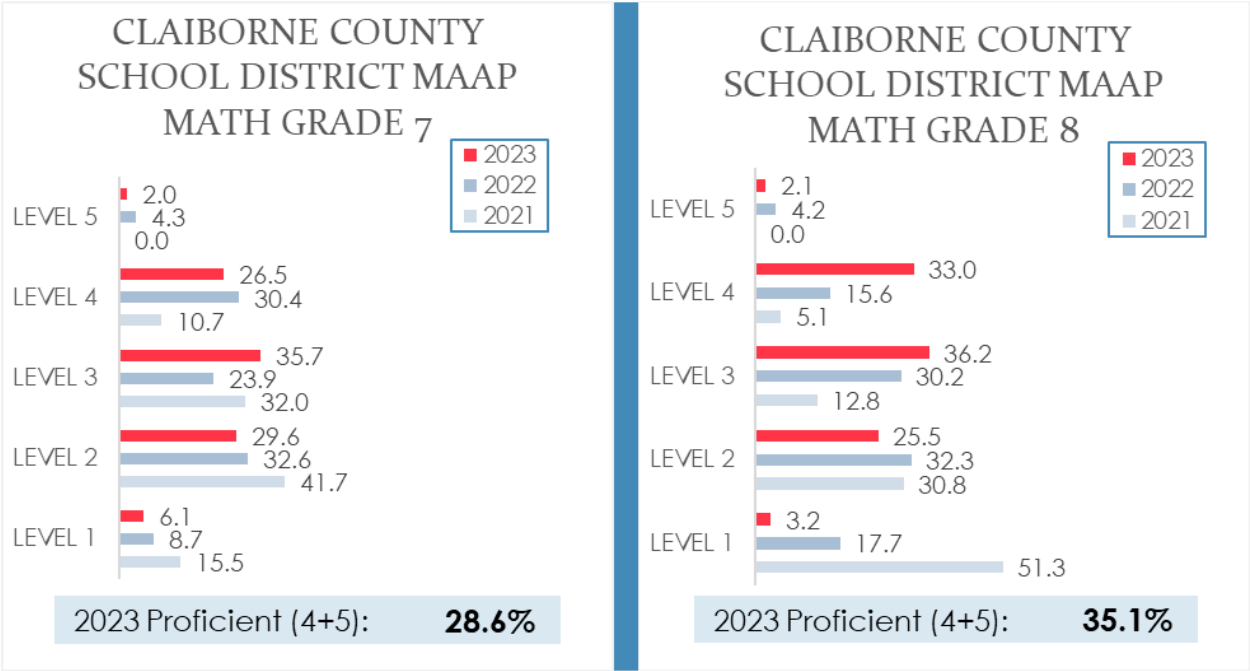


Figure 44: District MAAP Math Grades 7 and 8

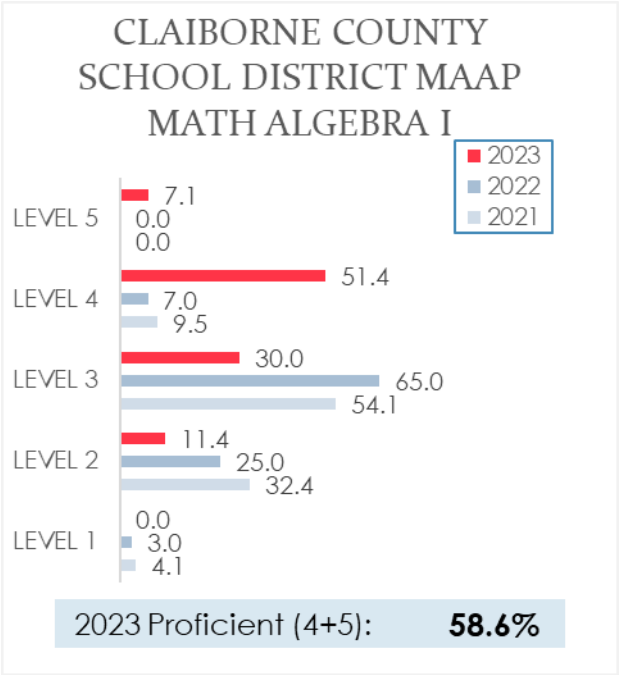


Figure 45: District MAAP Math Algebra I



MAAP-SCIENCE

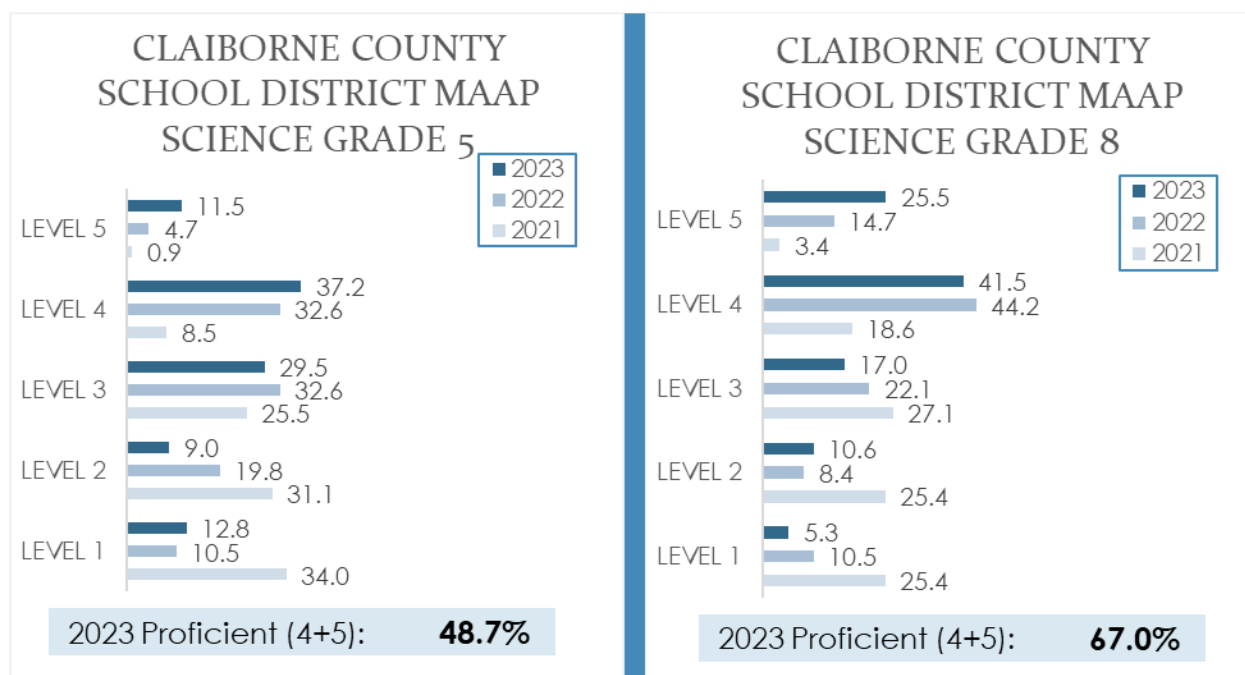


Figure 46: District MAAP-SCI Grades 5 and 8

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.

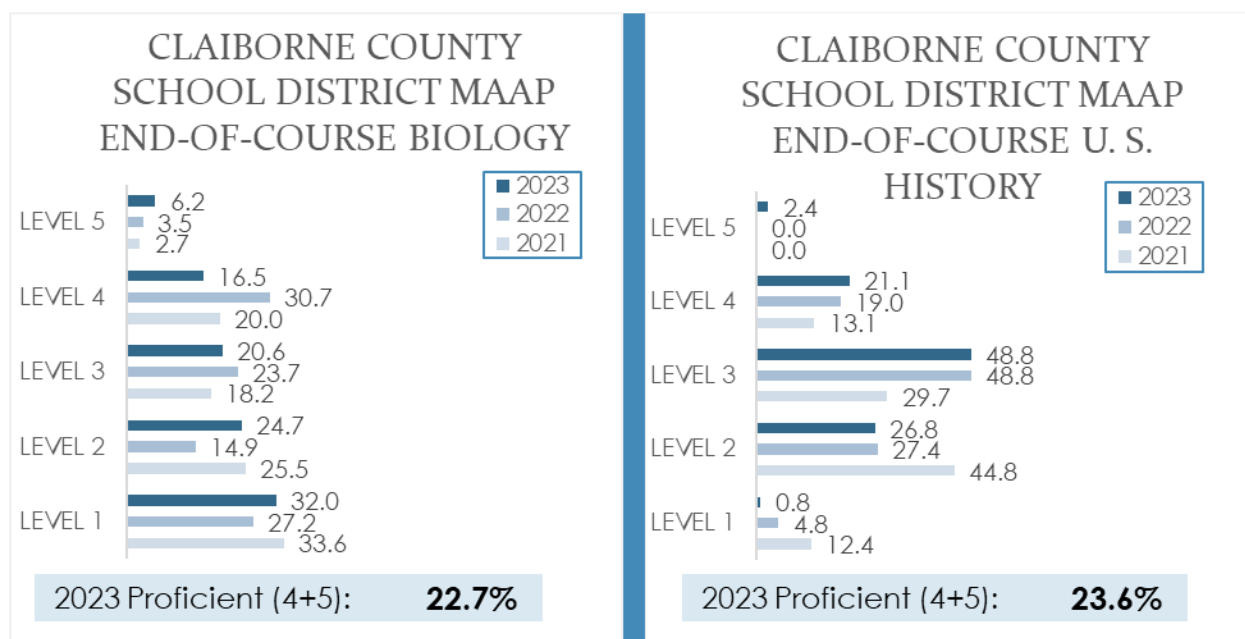


Figure 47: District MAAP-EOC Biology I and U. S. History

Claiborne County School District Profile

PROFICIENCY GAIN/LOSS OVER TIME

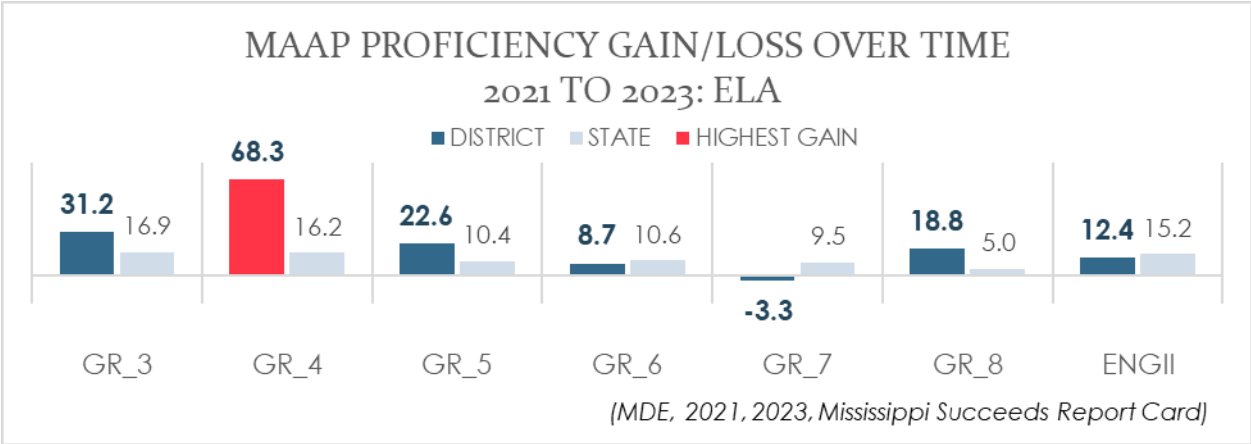


Figure 48: ELA Proficiency Gain/Loss Over Time

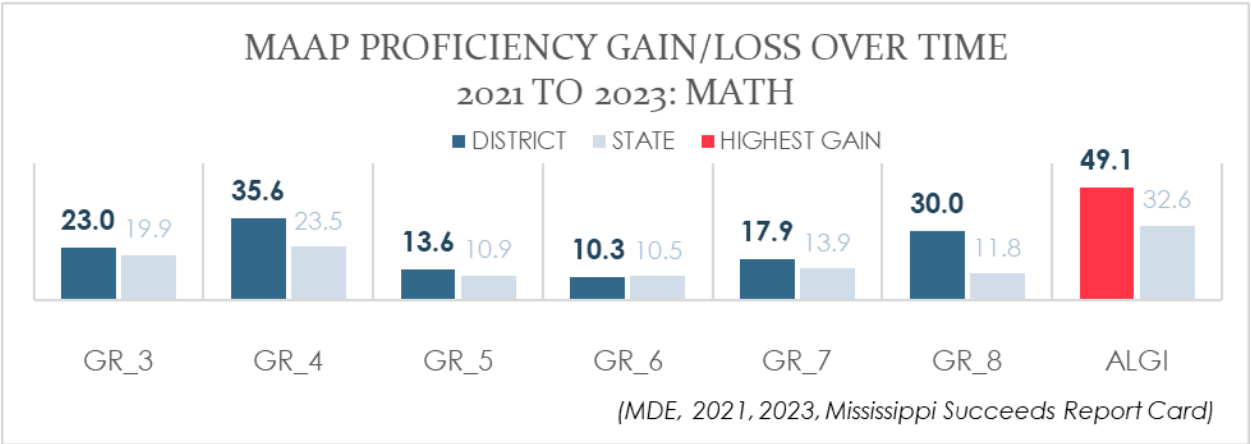


Figure 49: Math Proficiency Gain/Loss Over Time

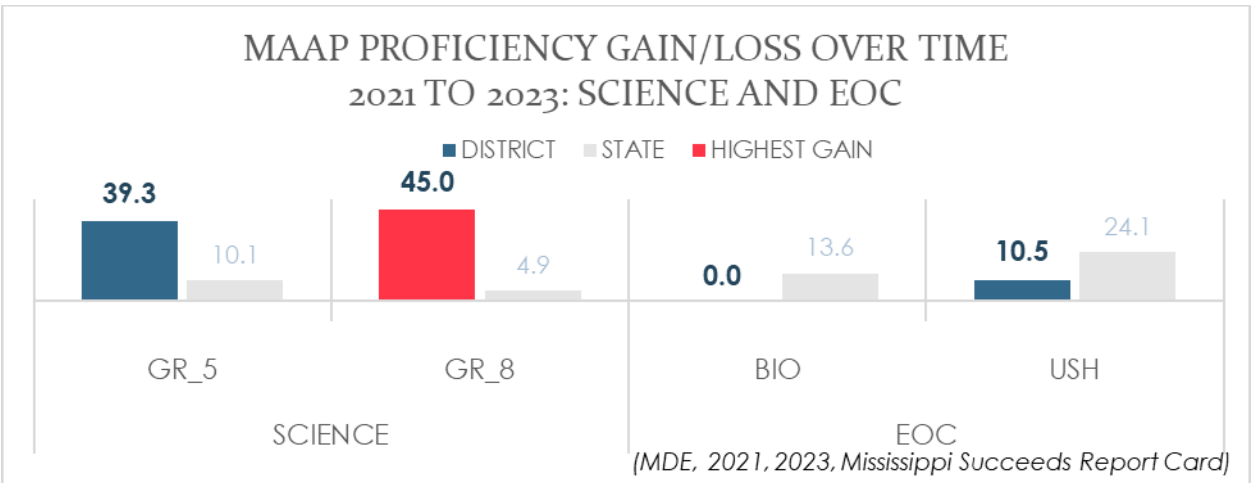


Figure 50: Science and EOC Proficiency Gain/Loss Over Time

Discipline

TAKEAWAY: Out-of-school-suspension incidents increased in 2023 compared to 2022, with the exception of students with disabilities. Reports for incidents of violence decreased in 2023 compared to 2022. Students with limited English proficiency accounted for less than 5% of totals reported to MDE.

CLAIBORNE COUNTY SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤5	≤5	5.5	≤5	11.2	14.3			
GENDER	FEMALE	≤5	≤5	≤5		9.3	12.2			
	MALE		6.1	6.6	≤5	13.0	16.4			
RACE	BLACK OR AFRICAN AMERICAN	≤5	≤5	5.6	≤5	11.4	14.6			
DISABILITY	STUDENTS WITH DISABILITIES		6.3	11.7	≤5	18.9	17.3			
	STUDENTS WITHOUT DISABILITIES	≤5	≤5	≤5		≤10	13.8			
EL	NON LIMITED ENGLISH PROFICIENCY		≤5	5.5		11.3	14.3			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL		93.0	77.0		≤5			≤5	
GENDER	FEMALE		39.0	30.0		≤5			≤5	
	MALE		54.0	47.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN		93.0	77.0		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES		14.0	14.0		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES		79.0	63.0		≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY					≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		93.0	77.0		≤5			≤5	

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

Figure 51: District Disciplinary Actions Reported to MDE

Finance

TAKEAWAY: Spending for instructional support has decreased since 2019, while spending for administration has remained the same. Total revenue is up \$3.6M, while total operational expenditure including capitalized equipment has increased \$1.4M. Title funding remained the same between 2022 and 2023; ESSER funds for pandemic expenses have expired. FY2024 MAEP allocations are up \$191.8K since FY2023 and fall \$761.2K below full funding.

Claiborne County School District Profile

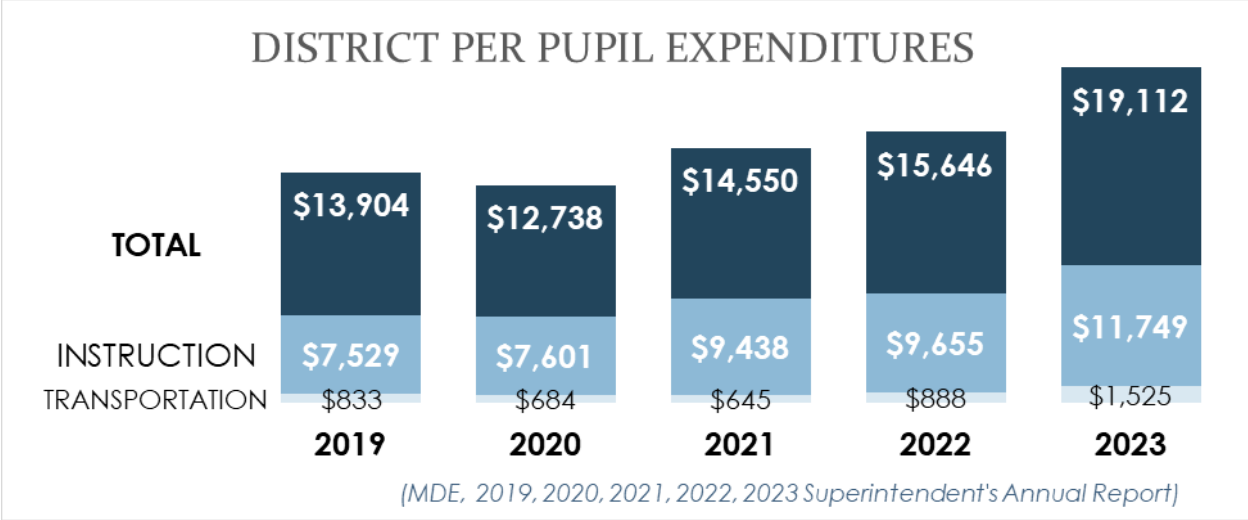


Figure 52: District Per Pupil Expenditures

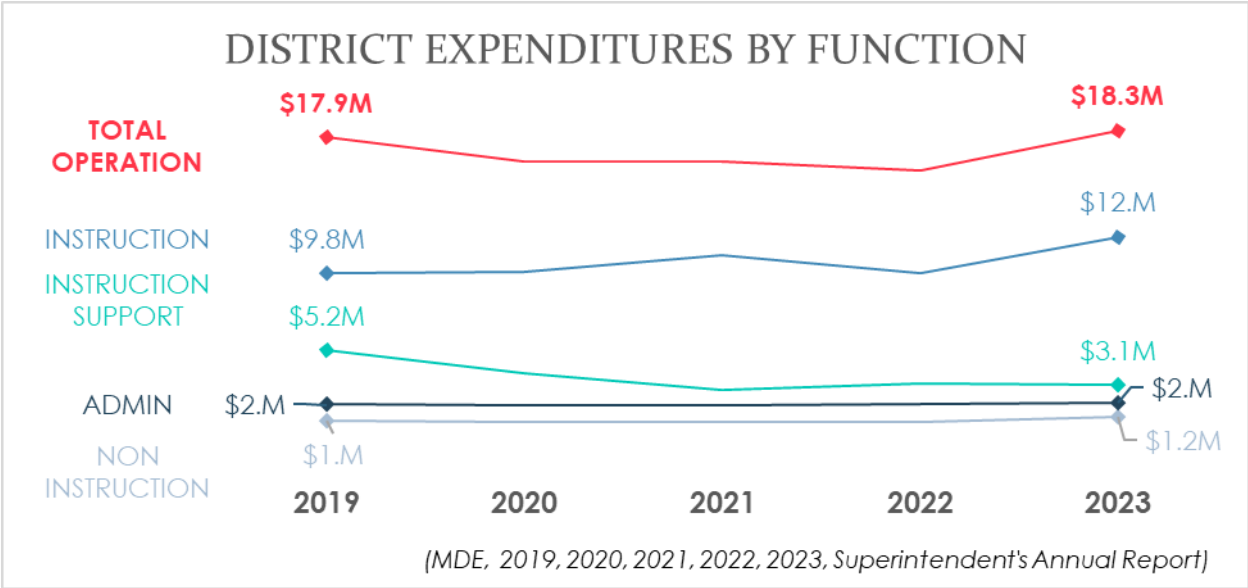


Figure 53: District Expenditures by Function

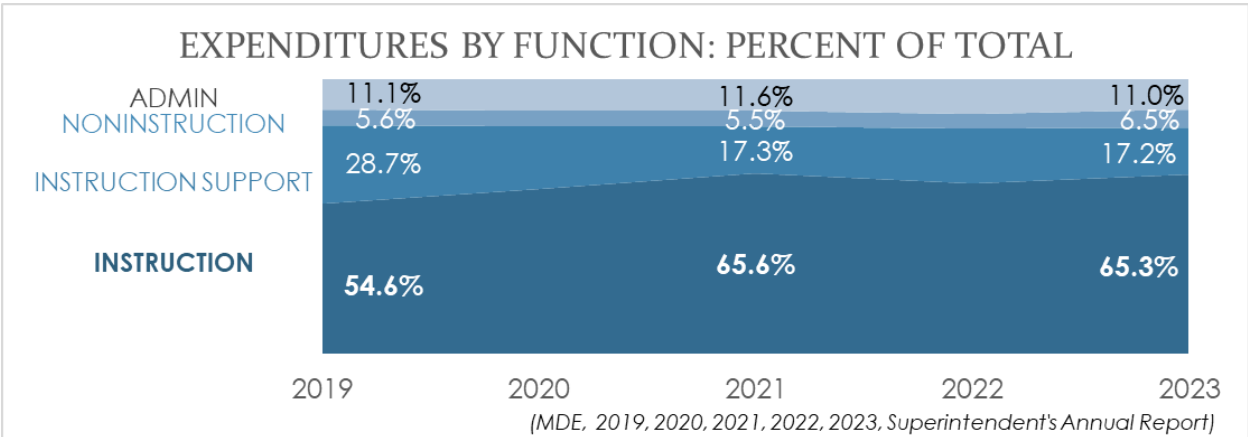


Figure 54: District Expenditures by Function: Percent of Total

Claiborne County School District Profile

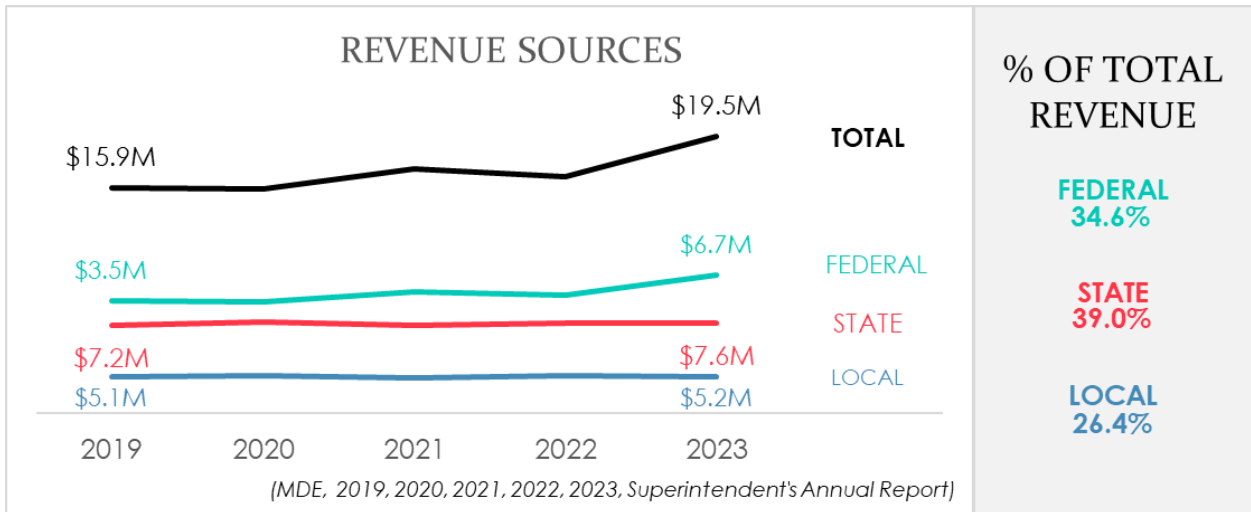


Figure 55: District Revenue Sources

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS				
FY2024 FULL FUND	FY2024 ALLOCATION	FY2023 ALLOCATION	BELOW FULL (10.5%)	+/- FY2023 VS FY2024
\$7.4M	\$6.6M	\$6.4M	\$761.2K	\$191.8K

Figure 56: Mississippi Adequate Education Program (MAEP) Allocations

FEDERAL TITLE PROGRAMS FUNDING ALLOCATIONS					
	2019	2020	2021	2022	2023
TITLE I A	\$2.1M	\$1.1M	\$1.1M	\$1.1M	\$1.1M
TITLE II A	\$134.5K	\$135.4K	\$117.3K	\$120.8K	\$120.5K
TITLE IV A	\$77.2K	\$85.5K	\$86.0K	\$85.2K	\$87.4K
TITLE V B	\$26.5K	\$28.1K	\$28.1K	\$27.5K	\$35.5K
ESSER 1		\$922.4K	\$932.7K		
ESSER 2			\$3.7M		

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

Figure 57: District Federal Title Programs Funding Allocation

Claiborne County School District Profile

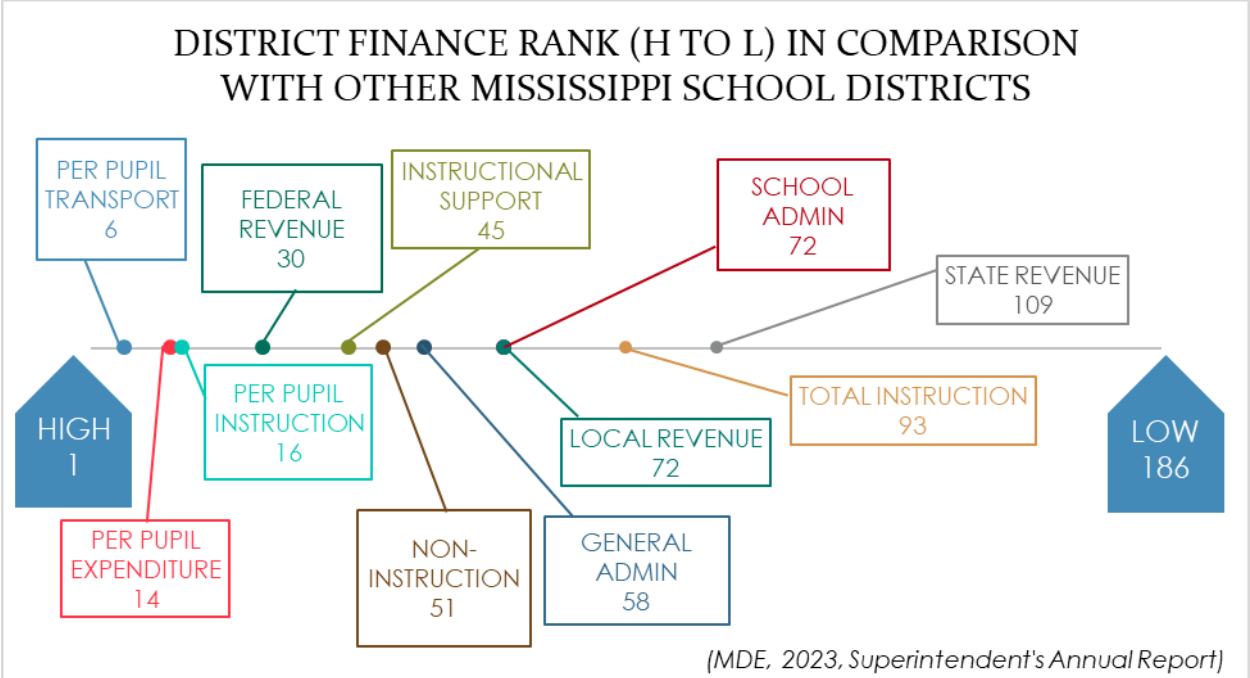
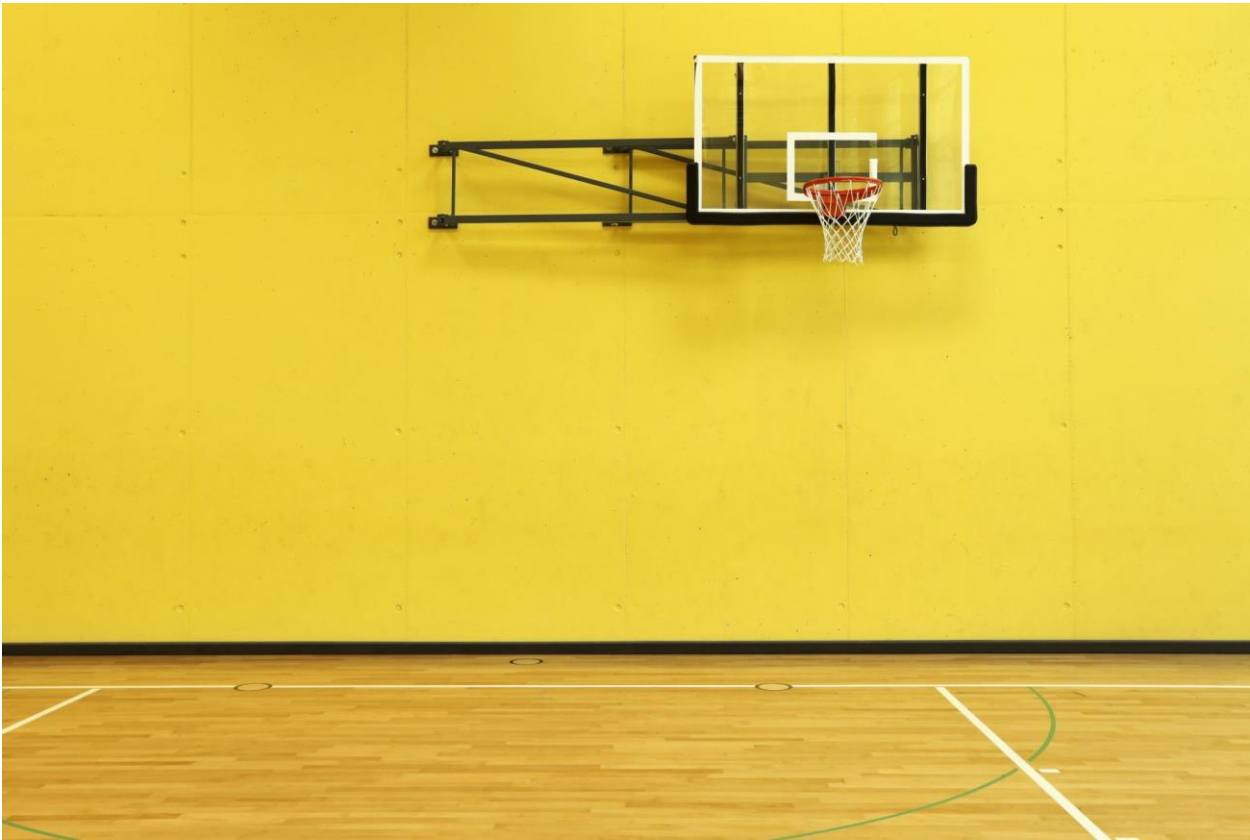


Figure 58: Current District Finance Rank Compared to Other Mississippi School Districts



Personnel

TAKEAWAY: Although the percentage of teachers teaching in their certified field has remained steady, the percentage of experienced teachers districtwide has declined slightly since 2021. The per-pupil ratio has decreased to 11.7 from 13.8 in 2021. Average teacher salaries have increased, but assistant principal salaries have decreased slightly. Average salaries for supervisors have significantly increased.

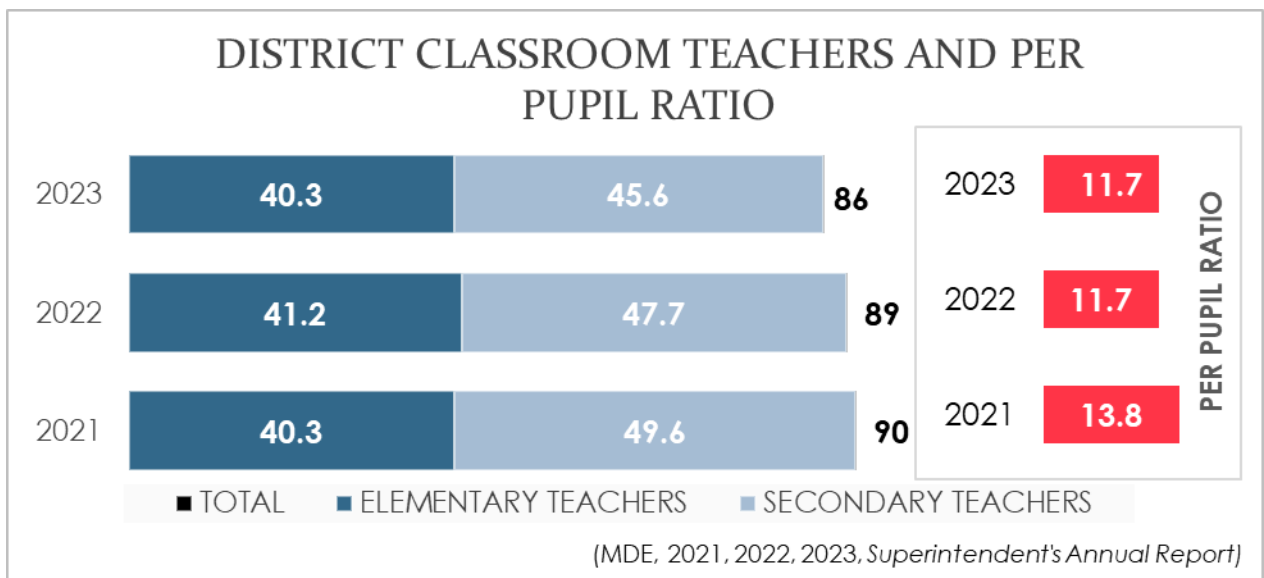


Figure 59: District Classroom Teachers and Per Pupil Ratio

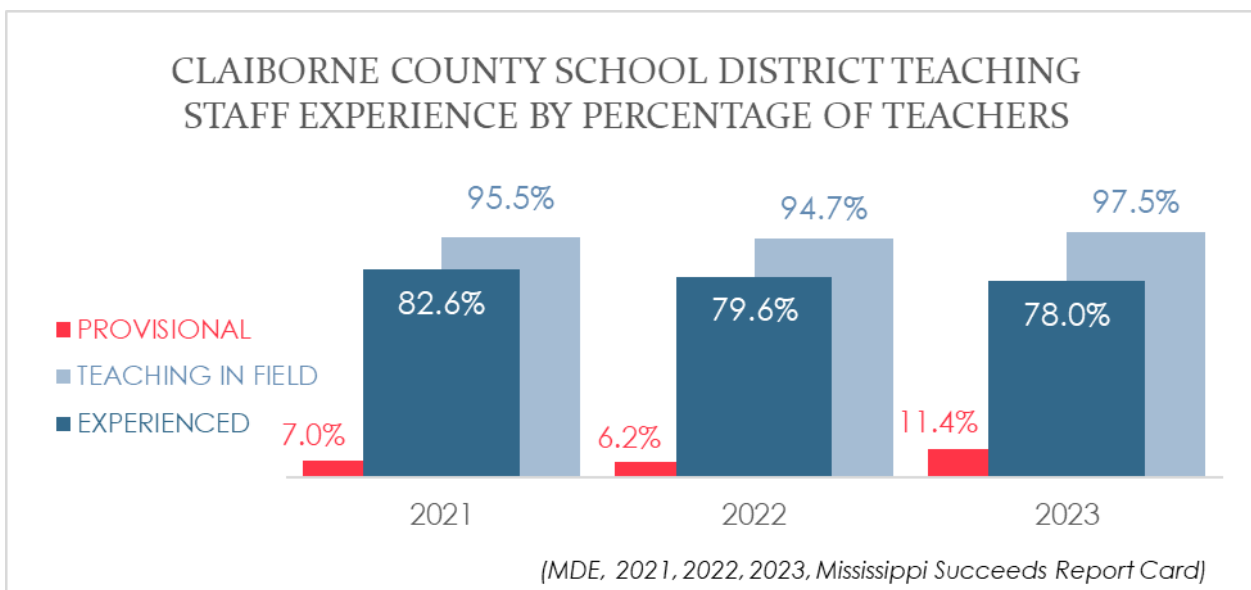


Figure 60: District Teaching Staff Experience by Percentage of Teachers

Claiborne County School District Profile

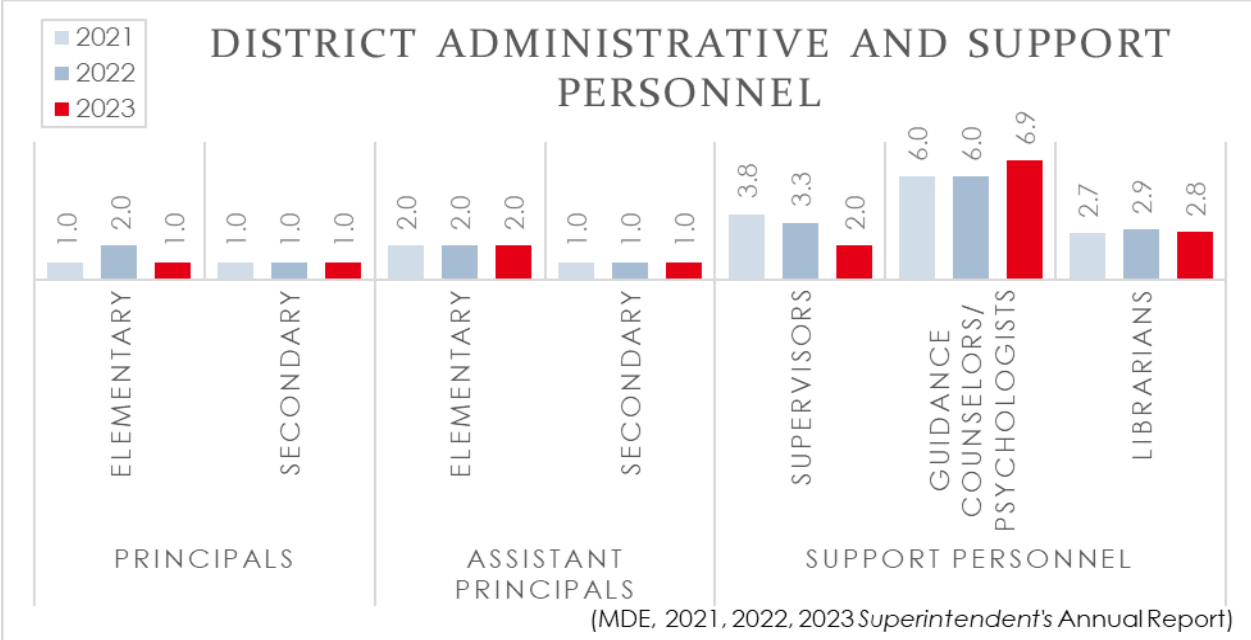


Figure 61: District Administrative and Support Personnel

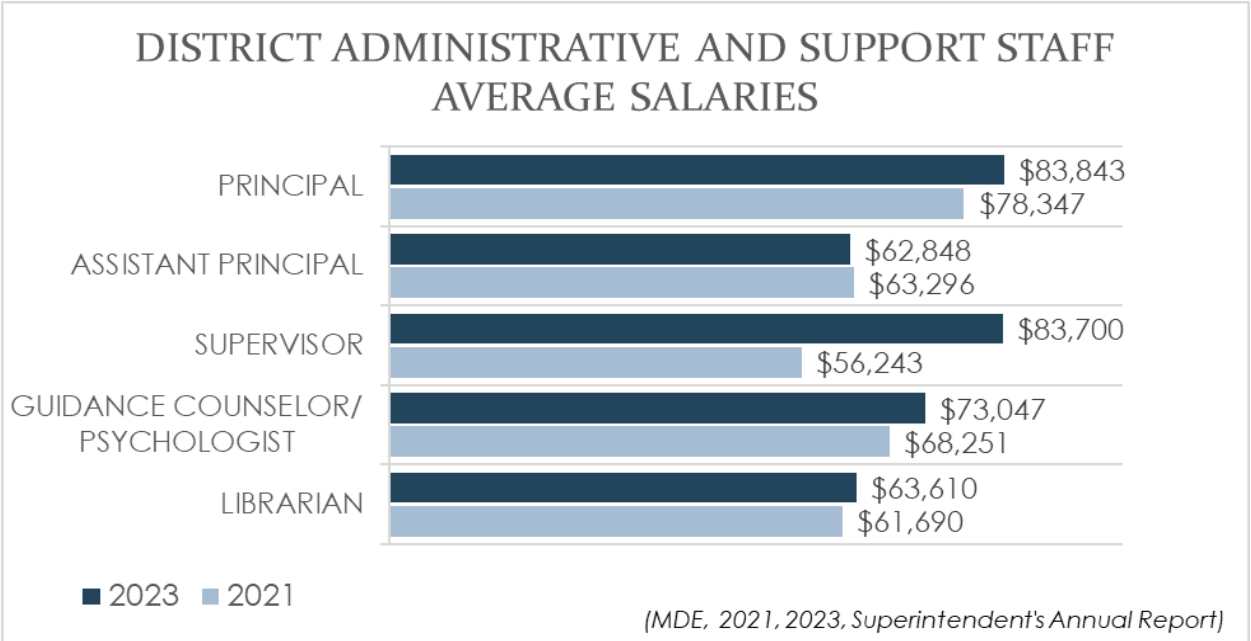
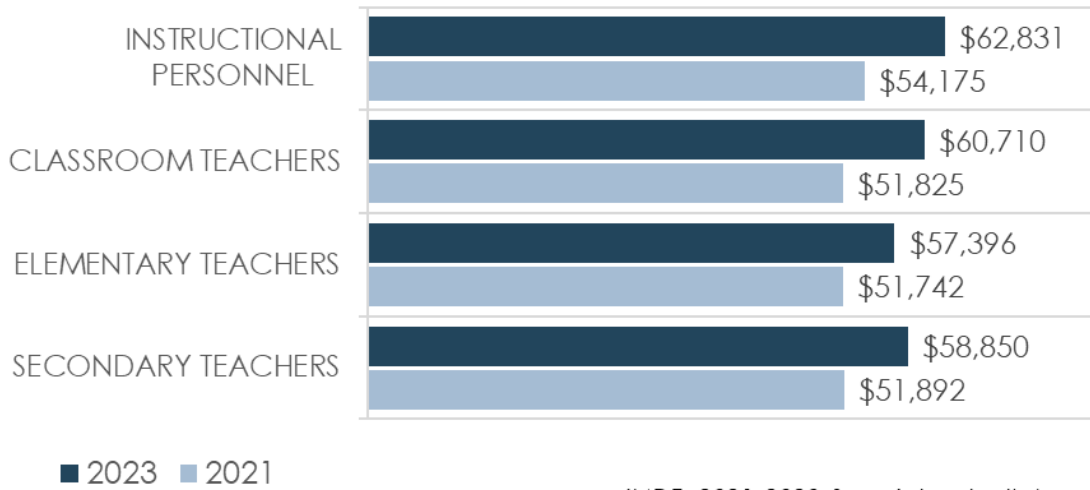


Figure 62: District Administrative and Support Staff Average Salaries



DISTRICT TEACHER AND INSTRUCTIONAL PERSONNEL AVERAGE SALARIES



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

Figure 63: District Teacher and Instructional Personnel Average Salaries



Distribution of Respondents

ONE HUNDRED FOURTEEN (114) respondents from five stakeholder groups and three 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.

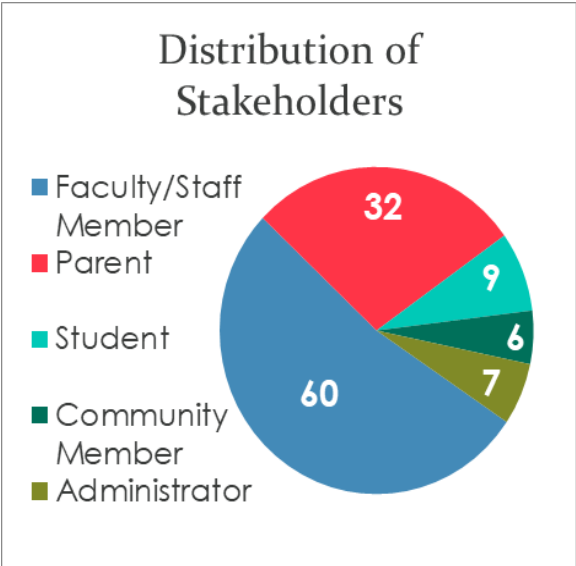
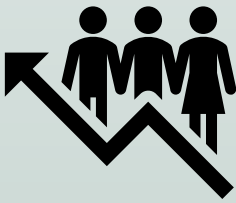


Figure 64: Distribution of Stakeholders



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 Claiborne County School District.

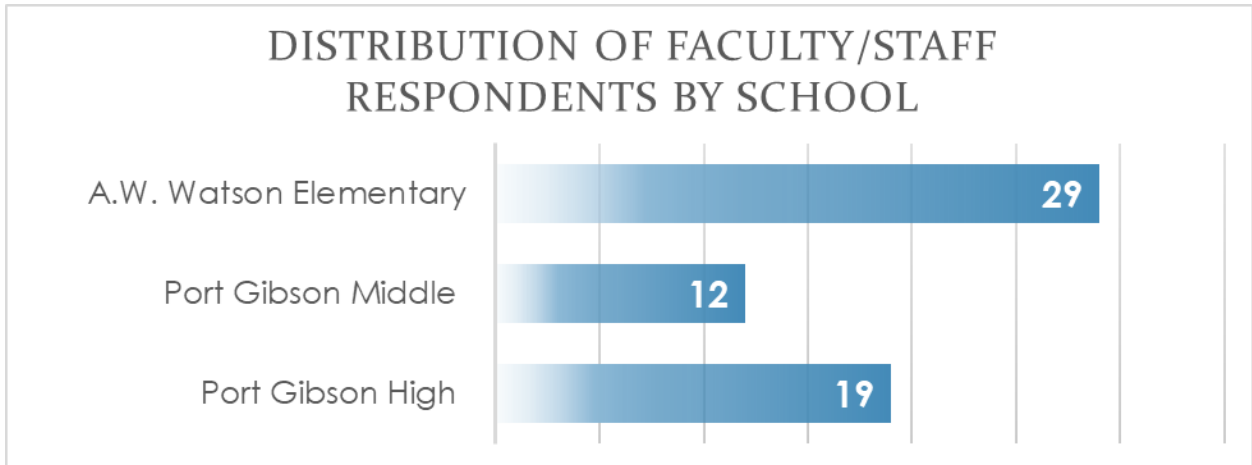


Figure 65: Distribution of Faculty/Staff Respondents by School

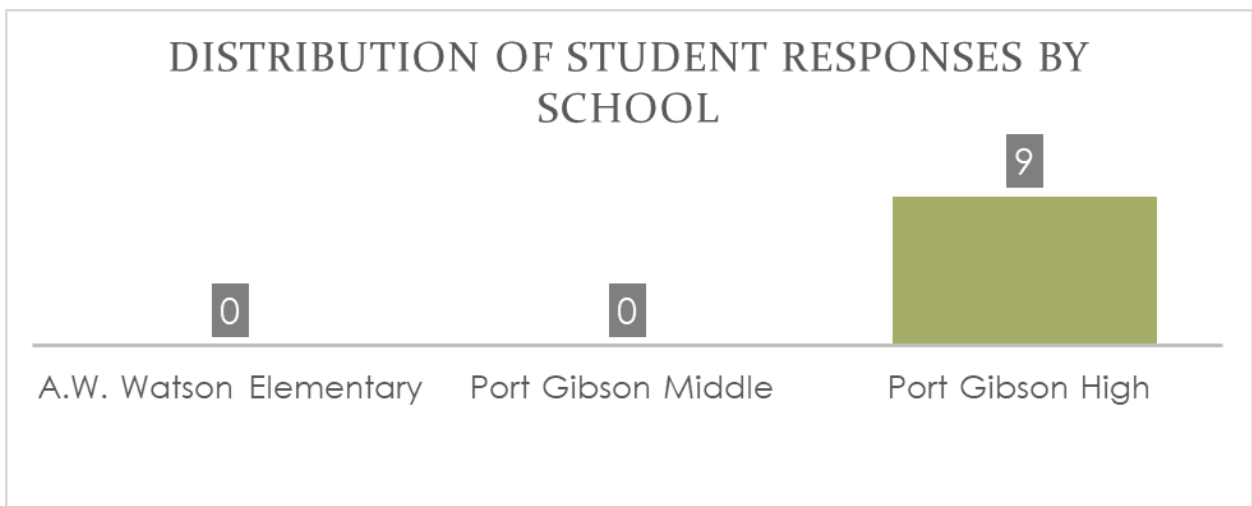


Figure 66: Distribution of Student Respondents by School

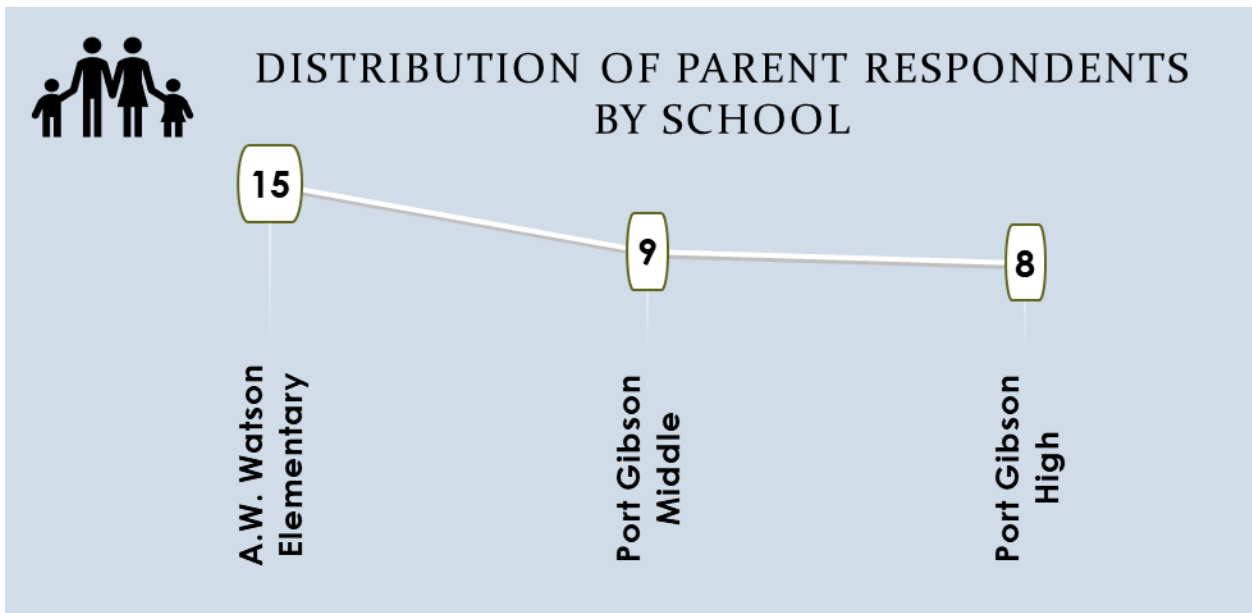


Figure 67: Distribution of Parent Respondents by School

Universal Questions

FACULTY, STAFF, ADMINISTRATORS, 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

The aspects of the Title I instructional program I feel are most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	71	62.3%
Differentiated instruction	44	38.6%
Access to computers and individualized instruction	69	60.5%

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	48	42.1%
Agree	57	50.0%
Disagree	6	5.3%
Strongly Disagree	2	1.8%
Not Applicable or No Information	1	0.9%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	40	35.1%
Agree	47	41.2%
Disagree	16	14.0%
Strongly Disagree	8	7.0%
Not Applicable or No Information	3	2.6%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	37	32.5%
Agree	58	50.9%
Disagree	14	12.3%
Strongly Disagree	3	2.6%
Not Applicable or No Information	2	1.8%

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	35	30.7%
Agree	50	43.9%
Disagree	21	18.4%
Strongly Disagree	1	0.9%
Not Applicable or No Information	7	6.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	50	43.9%
Agree	46	40.4%
Disagree	12	10.5%
Strongly Disagree	3	2.6%
Not Applicable or No Information	3	2.6%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	37	32.5%
Agree	49	43.0%
Disagree	22	19.3%
Strongly Disagree	6	5.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	32	28.1%
Agree	51	44.7%
Disagree	20	17.5%
Strongly Disagree	9	7.9%
Not Applicable or No Information	2	1.8%

Claiborne 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	38	33.3%
Agree	61	53.5%
Disagree	8	7.0%
Strongly Disagree	4	3.5%
Not Applicable or No Information	3	2.6%

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

	Count	Percentage
Strongly Agree	39	34.2%
Agree	59	51.8%
Disagree	8	7.0%
Strongly Disagree	6	5.3%
Not Applicable or No Information	2	1.8%

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	74	70.5%
Agree	28	26.7%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.9%

Summary of District Strengths and Challenges

One hundred fourteen (114) stakeholders from three schools responded to the 2024 Claiborne County School District Comprehensive Needs Assessment survey online. Students comprise 7.9% of the total. Faculty/staff members represent 57.1% of the adult response, with parents accounting for 30.5%. Community members make up 5.7% of the adult response.

Claiborne County School District is a successful district focused on teaching and learning. District enrollment has decreased -15.9% since 2020.

The district held to its "B" accountability rating in 2023 for the second year in a row. The district experienced a 3.5% change in average daily attendance between 2022 and 2023, and chronic absence dropped to 34.8%. The district's graduation rate rose to 91.3%; the dropout rate decreased to 4.8%. Graduation rates for students with disabilities rose by 11 percentage points.

In response to statements on the comprehensive needs survey about federal programs, stakeholders strongly indicate that in their experience, teachers in the district are state certified and effective. More than two-thirds of respondents feel that the most beneficial aspects of the Title I instructional program are programs with emphasis on cooperation between home and schools and gaining access to computers and individualized instruction.

Statements concerning effective procedures addressing school safety received varied responses. About 76.3% of respondents feel the school has effective safety procedures, while more than 20% disagree.

Statements about parent, family, and community engagement received varying levels of positive feedback. Three-fourths of stakeholders feel welcome in the schools, while 84.3% of stakeholders feel that parent-teacher communication is effective.

On school climate and culture, 86.8% agree to have access to a variety of resources to help them succeed. The majority of stakeholders feel the school provides a clean, well-maintained, and pleasant learning environment.



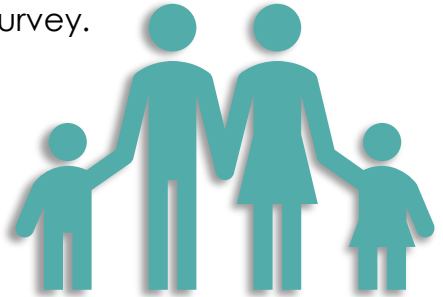
Notes

SECTION 2

Claiborne County School District Parent Survey

Introduction

PARENTS from across Claiborne County School District were asked to respond to questions about the school or schools their children attend. Thirty-two (32) 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

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

	Count	Percentage
Emphasis on cooperation between home and school	20	62.5%
Differentiated instruction	10	31.2%
Access to computers and individualized instruction	17	53.1%

Claiborne County School District Parent Survey

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

	Count	Percentage
Strongly Agree	13	40.6%
Agree	16	50.0%
Disagree	1	3.1%
Strongly Disagree	2	6.2%
Not Applicable or No Information	0	0.0%

I have read and understood the Title I School-Parent Compact.

	Count	Percentage
Yes	27	87.1%
No	4	12.9%

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	23	71.9%
Safety in the schools	16	50.0%
Curriculum and learning goals	21	65.6%
Available technology and how it's used in the classroom	18	56.2%
How to contact my child's teacher	15	46.9%
Homework	14	43.8%

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

	Count	Percentage
Abuse Prevention	4	12.5%
Computer Classes	11	34.4%
Conflict Resolution	12	37.5%
Discipline	12	37.5%
Drug/Alcohol Awareness	7	21.9%
English as a Second Language	4	12.5%
Health Classes	8	25.0%
Literacy Classes	9	28.1%
Math Classes	8	25.0%
Parent-to-School Relationships	18	56.2%
Parent/Child Communication	11	34.4%
Preparing for College	14	43.8%
Parenting Workshops	13	40.6%
Social Media Classes	7	21.9%
Stress/Anger Management	12	37.5%
Understanding College- and Career-Ready Standards	14	43.8%

Claiborne County School District Parent Survey

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

	Count	Percentage
Babysitting/childcare at parent meetings	4	12.5%
District and/or school newsletters	18	56.2%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	16	50.0%
Resource materials for parental training	10	31.2%
Training for parents to work with other parents on becoming involved in the schools	15	46.9%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	7	21.9%
Home/School folders	12	37.5%
Home/School Planners	7	21.9%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	11	34.4%
Agree	13	40.6%
Disagree	3	9.4%
Strongly Disagree	2	6.2%
Not Applicable or No Information	3	9.4%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	13	40.6%
Supporting college and career counseling	22	68.8%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	20	62.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	19	59.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	14	43.8%

Claiborne County School District Parent 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	19	59.4%
Providing school-based mental health services and counseling	18	56.2%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	18	56.2%
Establishing or improving dropout prevention	13	40.6%
Supporting re-entry programs and transition services for Justice-involved youth	12	37.5%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	10	31.2%
Implementing systems and practices to prevent bullying and harassment	16	50.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	14	43.8%
Establishing community partnerships	14	43.8%

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	17	53.1%
Building technological capacity and infrastructure	20	62.5%
Carrying out innovative blended learning projects	13	40.6%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	20	62.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	13	40.6%

Claiborne County School District Parent Survey

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

	Count	Percentage
Strongly Agree	10	31.2%
Agree	18	56.2%
Disagree	2	6.2%
Strongly Disagree	1	3.1%
Not Applicable or No Information	1	3.1%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	11	34.4%
Agree	14	43.8%
Disagree	4	12.5%
Strongly Disagree	0	0.0%
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	10	31.2%
Agree	16	50.0%
Disagree	3	9.4%
Strongly Disagree	1	3.1%
Not Applicable or No Information	2	6.2%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	8	25.0%
Agree	17	53.1%
Disagree	6	18.8%
Strongly Disagree	1	3.1%
Not Applicable or No Information	0	0.0%

Claiborne County School District Parent Survey

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

	Count	Percentage
Strongly Agree	7	21.9%
Agree	17	53.1%
Disagree	3	9.4%
Strongly Disagree	4	12.5%
Not Applicable or No Information	1	3.1%

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

	Count	Percentage
Strongly Agree	6	18.8%
Agree	17	53.1%
Disagree	6	18.8%
Strongly Disagree	2	6.2%
Not Applicable or No Information	1	3.1%

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

	Count	Percentage
Strongly Agree	9	28.1%
Agree	18	56.2%
Disagree	4	12.5%
Strongly Disagree	1	3.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Parent/teacher conference	19	59.4%
Checked my child's grades/assignments online	24	75.0%
Been in contact with my child's teacher	22	68.8%
Received a newsletter from the district, school, or teacher	8	25.0%
Worked with a committee or group on school or district policies	6	18.8%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	13	40.6%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	16	50.0%
Volunteered at my child's school	7	21.9%

Claiborne 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	9	28.1%
Agree	17	53.1%
Disagree	3	9.4%
Strongly Disagree	1	3.1%
Not Applicable or No Information	2	6.2%

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

	Count	Percentage
Strongly Agree	10	31.2%
Agree	19	59.4%
Disagree	2	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	19	59.4%
Agree	11	34.4%
Disagree	1	3.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.1%

Notes

SECTION 3

Claiborne County School District Student Survey

Introduction

STUDENTS from across Claiborne County School District were asked to respond to questions about the schools they attend. Nine (9) 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; Family, Parent, 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

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

	Count	Percentage
Emphasis on cooperation between home and school	4	44.4%
Differentiated instruction	1	11.1%
Access to computers and individualized instruction	6	66.7%

Claiborne County School District Student Survey

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	2	22.2%
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	2	22.2%
Agree	6	66.7%
Disagree	1	11.1%
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	3	33.3%
Agree	4	44.4%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Claiborne County School District Student Survey

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	1	11.1%
Agree	4	44.4%
Disagree	4	44.4%
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	1	11.1%
Agree	4	44.4%
Disagree	2	22.2%
Strongly Disagree	2	22.2%
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	2	22.2%
Agree	3	33.3%
Disagree	3	33.3%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	1	11.1%
Agree	4	44.4%
Disagree	3	33.3%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

Claiborne County School District Student Survey

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

	Count	Percentage
Strongly Agree	1	11.1%
Agree	4	44.4%
Disagree	2	22.2%
Strongly Disagree	2	22.2%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	3	33.3%
Disagree	2	22.2%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

Claiborne County School District Student Survey

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

	Count	Percentage
Strongly Agree	2	22.2%
Agree	4	44.4%
Disagree	2	22.2%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	2	22.2%
Agree	5	55.6%
Disagree	1	11.1%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

Notes

SECTION 4

Claiborne County School District Faculty/Staff Survey

Introduction

FACULTY AND STAFF from across Claiborne County School District were asked to respond to questions about the schools in which they work. Sixty (60) 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

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

	Count	Percentage
Emphasis on cooperation between home and school	37	61.7%
Differentiated instruction	28	46.7%
Access to computers and individualized instruction	39	65.0%

Claiborne County School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	28	46.7%
Agree	30	50.0%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

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

	Count	Percentage
Strongly Agree	30	50.0%
Agree	25	41.7%
Disagree	3	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.3%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	53.3%	45.0%	0.0%	0.0%	1.7%
Successful classroom management.	61.7%	36.7%	0.0%	0.0%	1.7%
Teaching special needs students.	46.7%	41.7%	5.0%	0.0%	6.7%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	38.3%	41.7%	6.7%	1.7%	11.7%
Developing and using classroom assessments.	70.0%	26.7%	1.7%	0.0%	1.7%

Claiborne County School District Faculty/Staff Survey

I contact parents every week.

	Count	Percentage
Strongly Agree	13	21.7%
Agree	37	61.7%
Disagree	5	8.3%
Strongly Disagree	3	5.0%
Not Applicable or No Information	2	3.3%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	26	43.3%
Minor disruptions that steal instructional time	22	36.7%
Major classroom disruptions	2	3.3%
Not Applicable	10	16.7%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	24	40.0%
Agree	24	40.0%
Disagree	9	15.0%
Strongly Disagree	3	5.0%
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	23	38.3%
Agree	28	46.7%
Disagree	8	13.3%
Strongly Disagree	1	1.7%
Not Applicable or No Information	0	0.0%

Claiborne County School District Faculty/Staff 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	20	33.3%
Agree	25	41.7%
Disagree	13	21.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.3%

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

	Count	Percentage
Strongly Agree	24	40.0%
Agree	31	51.7%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	6.7%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	26	43.3%
Utilize technology such as class websites, blogs, and videos	45	75.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	26	43.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	37	61.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	39	65.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	32	53.3%
Use bilingual handouts and cues	6	10.0%
Use visual displays, portable white boards, and posters when giving instructions	36	60.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	39	65.0%

Claiborne County School District Faculty/Staff Survey

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	35	58.3%
Agree	22	36.7%
Disagree	2	3.3%
Strongly Disagree	1	1.7%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	27	45.0%
Agree	21	35.0%
Disagree	10	16.7%
Strongly Disagree	2	3.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	22	36.7%
Agree	27	45.0%
Disagree	9	15.0%
Strongly Disagree	2	3.3%
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	24	40.0%
Agree	32	53.3%
Disagree	3	5.0%
Strongly Disagree	1	1.7%
Not Applicable or No Information	0	0.0%

Claiborne County School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	23	38.3%
Agree	29	48.3%
Disagree	3	5.0%
Strongly Disagree	4	6.7%
Not Applicable or No Information	1	1.7%

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

	Count	Percentage
Strongly Agree	22	36.7%
Agree	30	50.0%
Disagree	5	8.3%
Strongly Disagree	3	5.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	32	53.3%
Agree	20	33.3%
Disagree	6	10.0%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

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

	Count	Percentage
Strongly Agree	30	50.0%
Agree	20	33.3%
Disagree	6	10.0%
Strongly Disagree	2	3.3%
Not Applicable or No Information	2	3.3%

Claiborne County School District Faculty/Staff Survey

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	46	76.7%
Agree	13	21.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	25	41.7%
Agree	27	45.0%
Disagree	2	3.3%
Strongly Disagree	3	5.0%
Not Applicable or No Information	3	5.0%

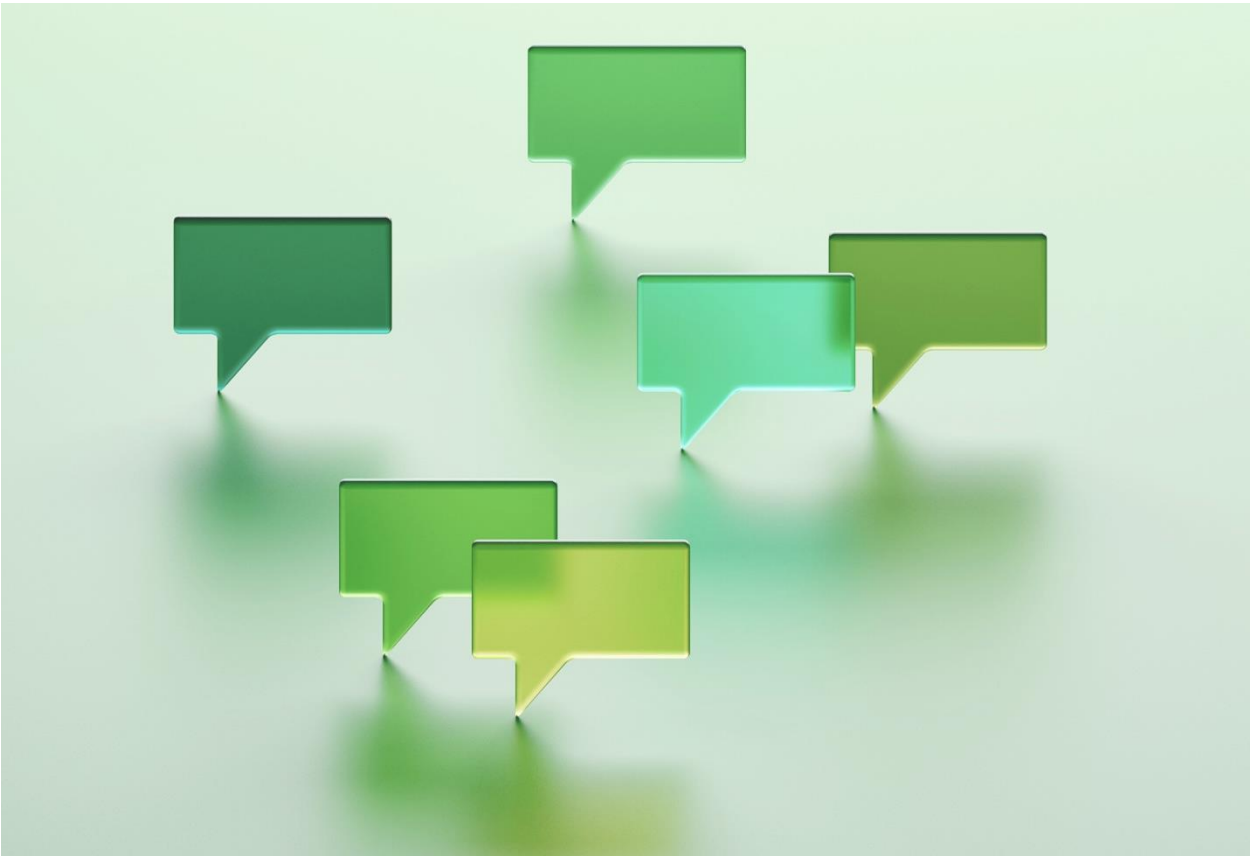
Claiborne County School District Faculty/Staff Survey

The professional development learning climate is collegial, informative, and respectful.

	Count	Percentage
Strongly Agree	24	40.0%
Agree	27	45.0%
Disagree	2	3.3%
Strongly Disagree	3	5.0%
Not Applicable or No Information	4	6.7%

The professional development activities I have attended have been aligned with state standards, assessments, and the local school curriculum.

	Count	Percentage
Strongly Agree	29	48.3%
Agree	24	40.0%
Disagree	0	0.0%
Strongly Disagree	2	3.3%
Not Applicable or No Information	5	8.3%



SECTION 5

Claiborne County School District Community Survey

Introduction

COMMUNITY MEMBERS from across Claiborne County School District were asked to respond to questions about the district and its schools. Six (6) 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' 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 responses is included at the end of this section.

Survey Results

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	5	83.3%
Differentiated instruction	3	50.0%
Access to computers and individualized instruction	3	50.0%

Claiborne County School District Community Survey

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

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

TITLE IV-A

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

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

CURRICULUM AND INSTRUCTION

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

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

Claiborne County School District Community Survey

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

Parents feel welcome in our school.

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

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

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

I understand the mission of the school in our community.

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

Claiborne County School District Community Survey

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

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

School officials welcome visits from members of the community.

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

School sports and extracurricular programs are important features in our community.

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

The teaching and administrative staff reflect the ratio of ethnic diversity in the community.

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

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

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

Claiborne County School District Community Survey

The amount of money spent to support the schools in our community is worth the investment.

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

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

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

PRESCHOOL AND KINDERGARTEN

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

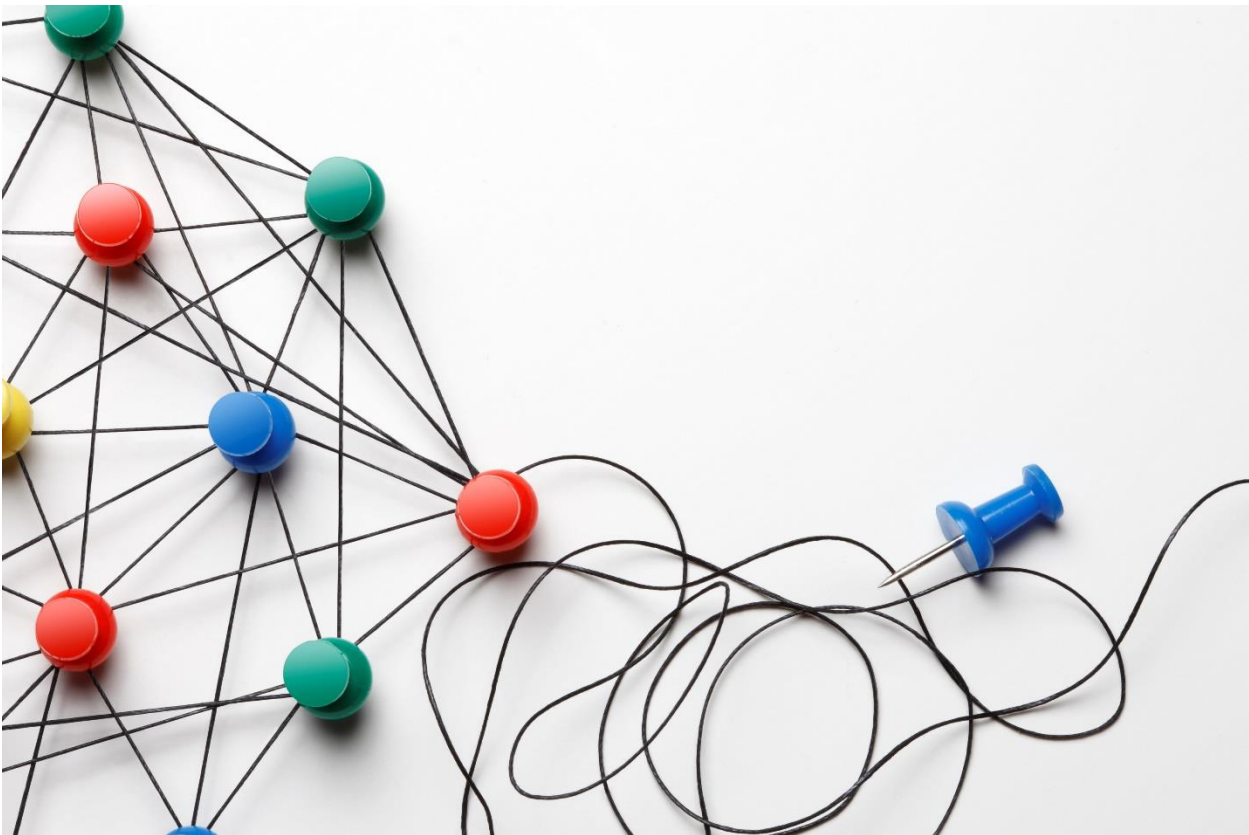
	Count	Percentage
Strongly Agree	4	66.7%
Agree	2	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Claiborne County School District Community Survey

GENERAL OPINION

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

COMMUNITY MEMBERS from Claiborne County School District feel that the school does a good job in providing professional development for teachers and providing extracurricular activities and courses for students. Respondents expressed concern about updating the central office and other buildings. Some respondents believe consequences for student assault incidents are inadequate and need improvement. Another respondent reported their concern for the lack of care and concern given by some school officials.



SECTION 6

Claiborne County School District Administrator Survey

Introduction

ADMINISTRATORS from across Claiborne County School District were asked to respond to questions about the district and its schools. Seven (7) administrators responded to the survey.

The following tables detail responses to the Comprehensive Needs Assessment Survey from community members 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 responses is included at the end of this section.



Survey Results

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	5	71.4%
Differentiated instruction	2	28.6%
Access to computers and individualized instruction	4	57.1%

Claiborne County School District Administrator Survey

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

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

TITLE IV-A

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

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

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	1	14.3%
Agree	6	85.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Claiborne County School District Administrator Survey

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	1	14.3%
Agree	5	71.4%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

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

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

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

Claiborne County School District Administrator Survey

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

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

PRESCHOOL AND KINDERGARTEN

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

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

GENERAL OPINION

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

ADMINISTRATORS from Claiborne County School District feel that the school district prioritizes student success by offering small group instruction and tutorials that enhance academic achievement. The district consistently adheres to state mandates, concerning funding, operations, curriculum, and instruction, ensuring that students' needs are always the primary focus. Additionally, administrators feel the district ensures schools are equipped with the latest technology and instructional strategies to support effective teaching. Respondents identified areas of concerns and improvement. One respondent stated that the leaders in the district must master their responsibilities and perform their duties efficiently. School administrators should also uphold state and district policies with professionalism. Other improvements mentioned were updated facilities, staff expectations, and efforts to engage parents and the community.

SECTION 7

A. W. Watson Elementary School

Introduction

A. W. WATSON ELEMENTARY SCHOOL is located at 880 Anthony Street in Port Gibson, Mississippi. In January of 2024, it served five hundred eighteen (518) students, prekindergarten through fifth grade (PK-5). AWWES is dedicated to ensuring each child reaches their next level guided by a collaborative and



supportive network of teachers, paraprofessionals, parents, and community members. The school website states, "The mission of A. W. Watson Elementary School is to foster a safe and positive learning environment where all students have opportunities to experience success in educational fundamentals." Led by Principal Antwan Reeves, AWWES "strives to create a collaborative partnership with parents and the

community to support and share in the success of building educational success together." Students are encouraged to participate in the school spelling bee, field trips, the book fair, and STEM projects. Students are celebrated with promotion ceremonies, field days, and pep rallies. In 2024, AWWES installed new playground equipment, with the contributing help of Superintendent Nash and the School Board. A. W. Watson Elementary School is committed to collaborating with the community and involving parents and families in the learning success of students. Family Literacy and Math Nights build positive relationships with teachers and school staff. Parents and students make reading pledges, create activities, and gain access to resources for student and family learning. Sixth graders within Clairborne County School District have been housed within different schools within the district in various years. Beginning in the 2020-2021 school year, sixth graders were relocated to Port Gibson Middle School. The sixth grade data is reflected within the school for the appropriate year and the tables below represent a direct reflection of how the data is reported from MDE.

Enrollment

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

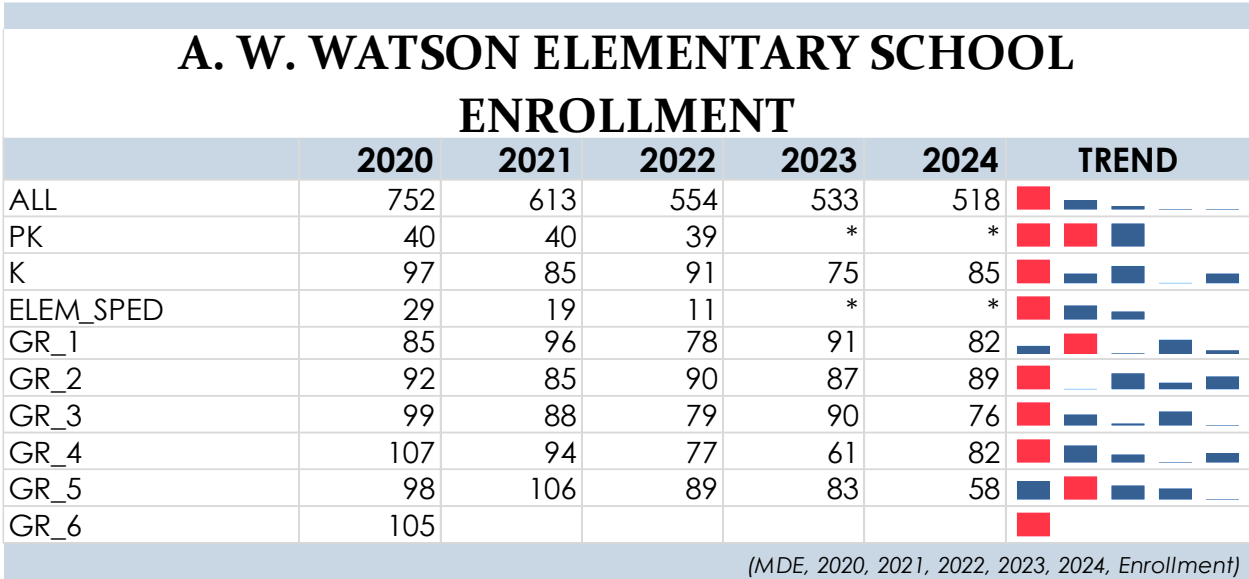


Figure 68: A. W. Watson Elementary School Enrollment

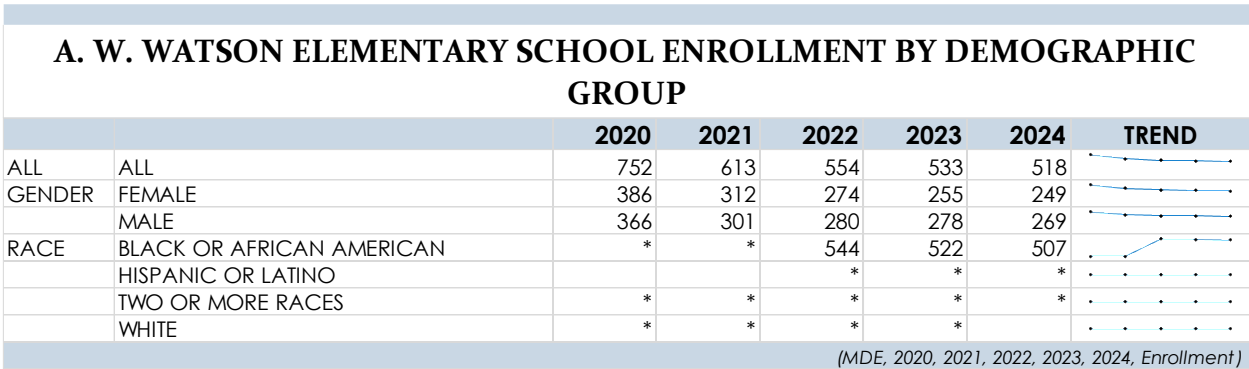


Figure 69: A. W. Watson Elementary School Enrollment by Demographic Group



Attendance

AVERAGE DAILY ATTENDANCE

A. W. WATSON ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	2022	2023
ALL	529.5	457.4	450.7
K	77.8	79.0	68.0
ELEM_SPED	18.7	11.0	7.5
GR_1	90.1	70.6	81.2
GR_2	78.3	79.6	80.2
GR_3	77.8	70.2	82.3
GR_4	89.9	68.7	57.0
GR_5	96.9	78.3	74.6
GR_6	0.0	0.0	0.0

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

Figure 70: A. W. Watson Elementary School Average Daily Attendance

CHRONIC ABSENCE

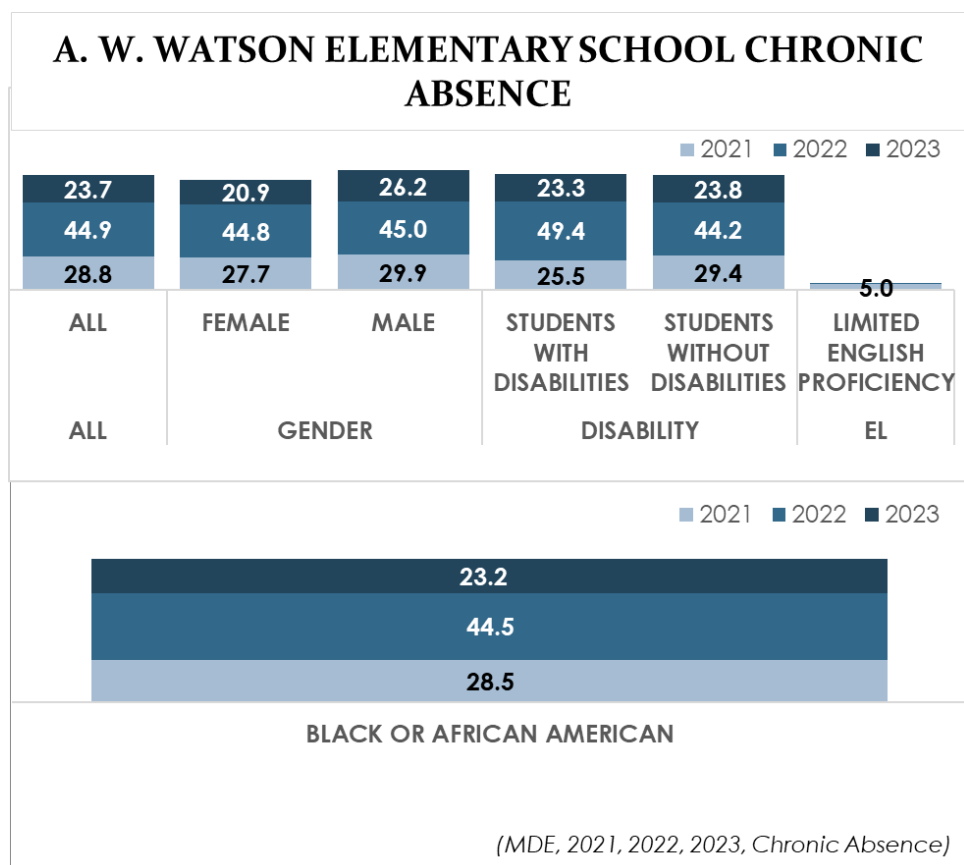


Figure 71: A. W. Watson Elementary School Chronic Absence by Demographic Group

Accountability

ACCOUNTABILITY MEASURES

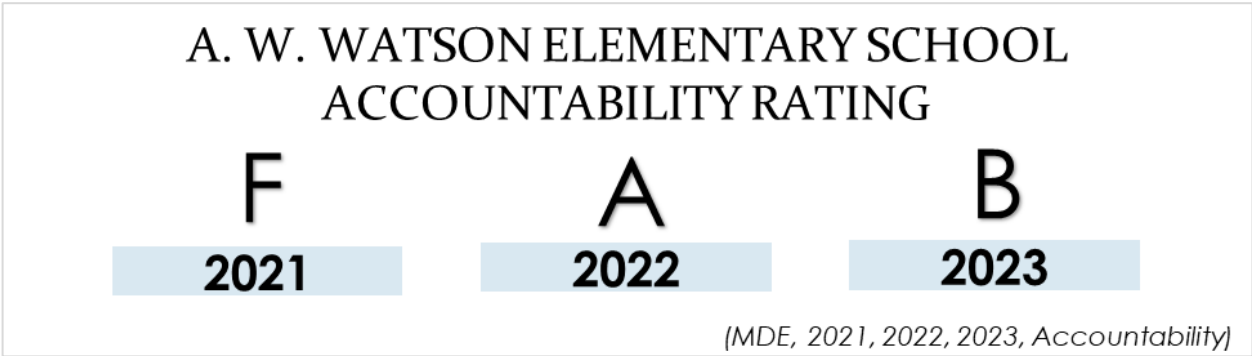


Figure 72: A. W. Watson Elementary School Accountability Rating

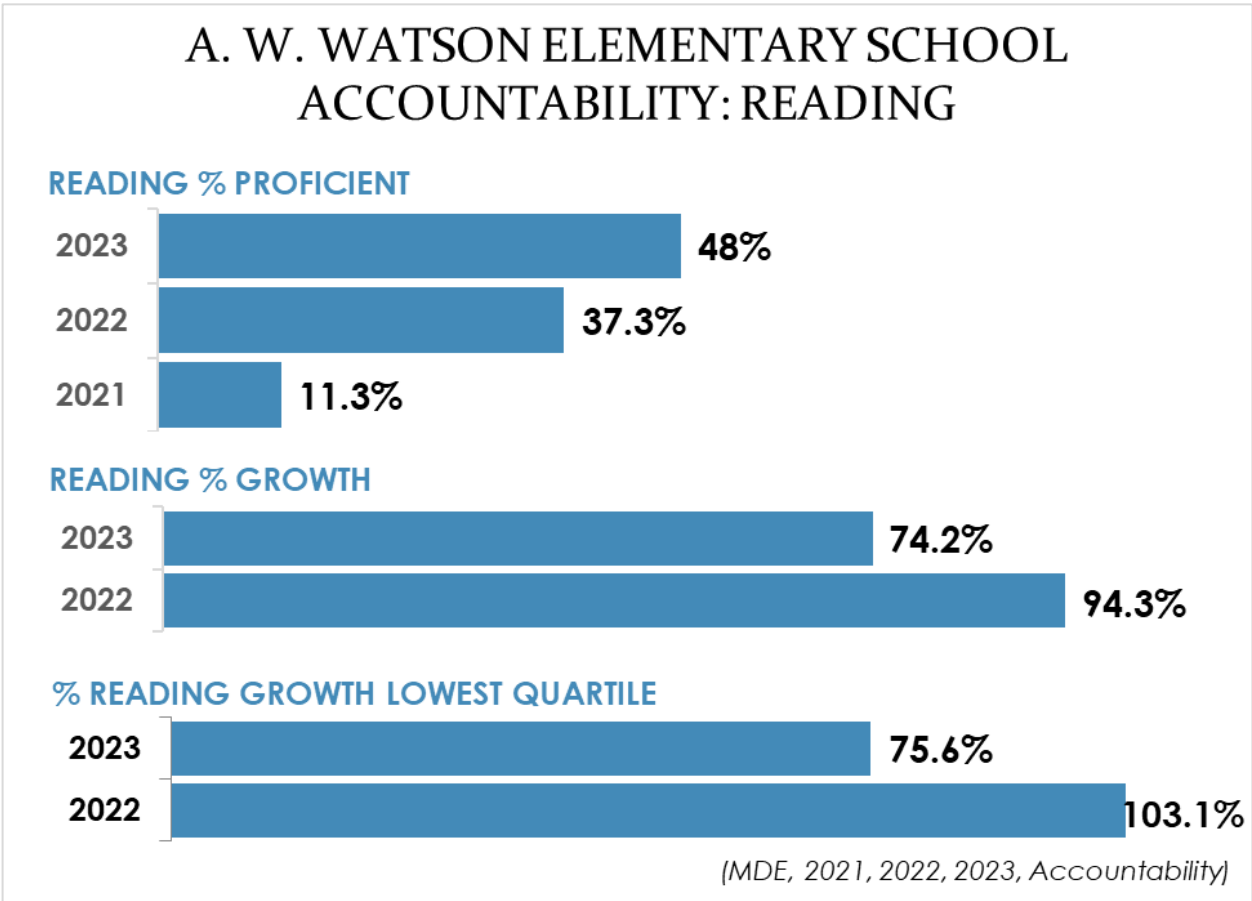


Figure 73: A. W. Watson Elementary School Accountability: Reading

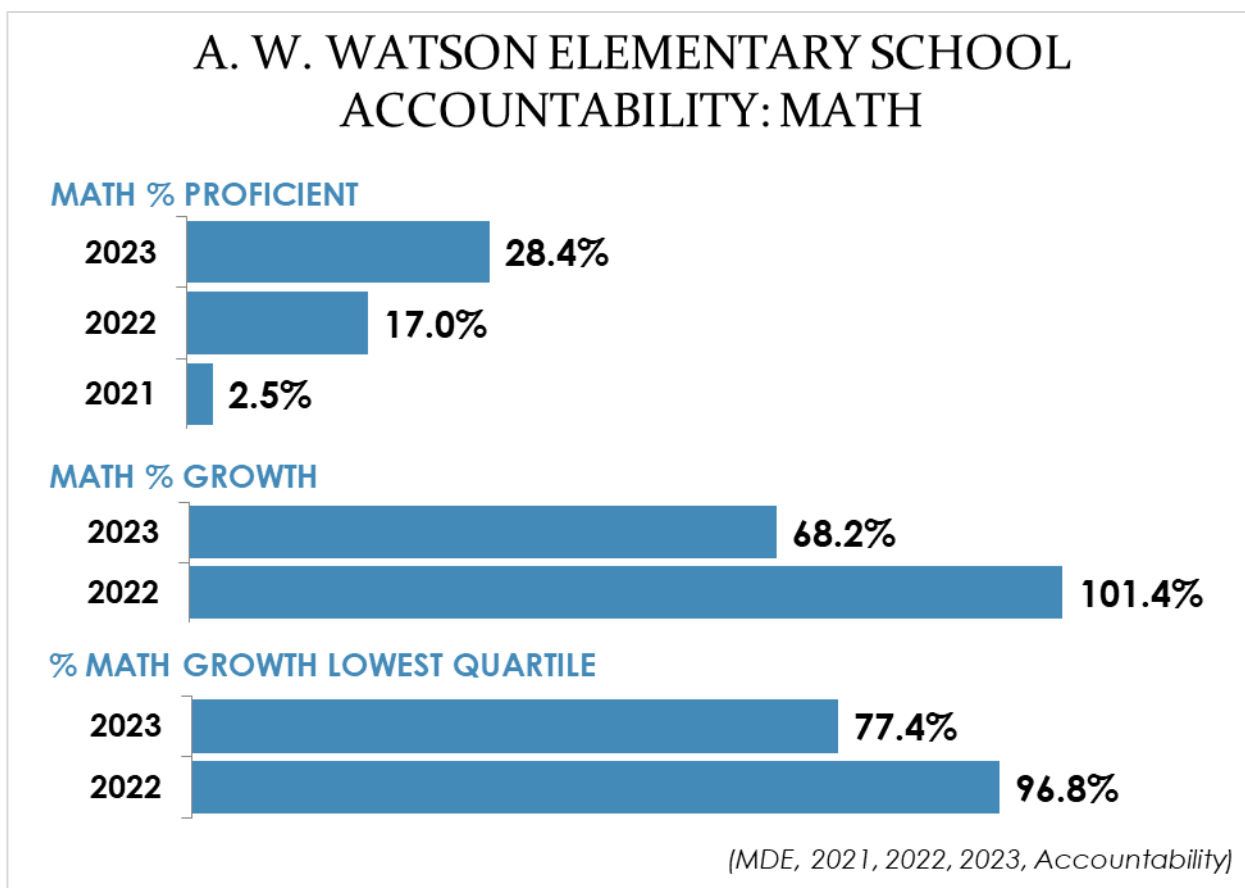


Figure 74: A. W. Watson Elementary School Accountability: Math

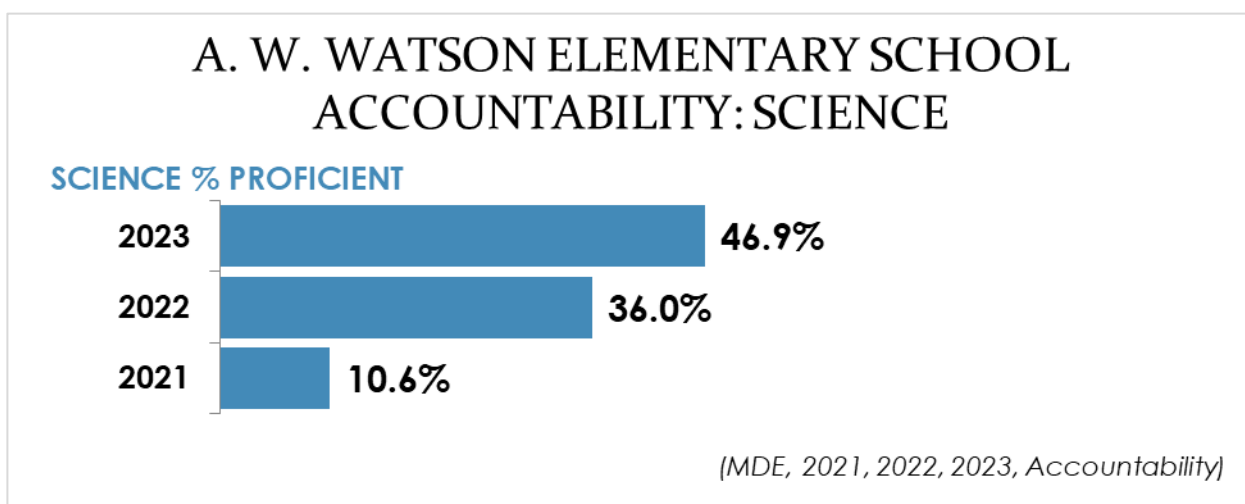


Figure 75: A. W. Watson Elementary School Accountability: Science

PROFICIENCY BY DEMOGRAPHIC GROUP

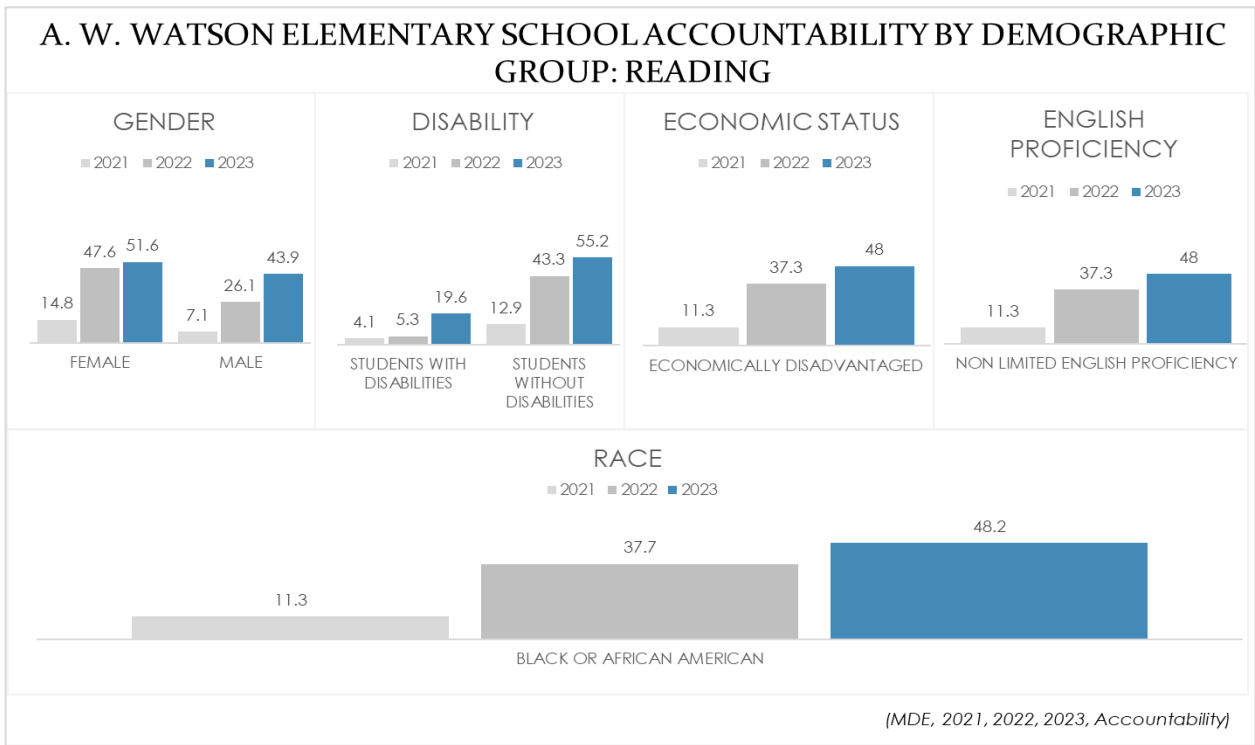


Figure 76: A. W. Watson Elementary School Reading Proficiency by Demographic Group

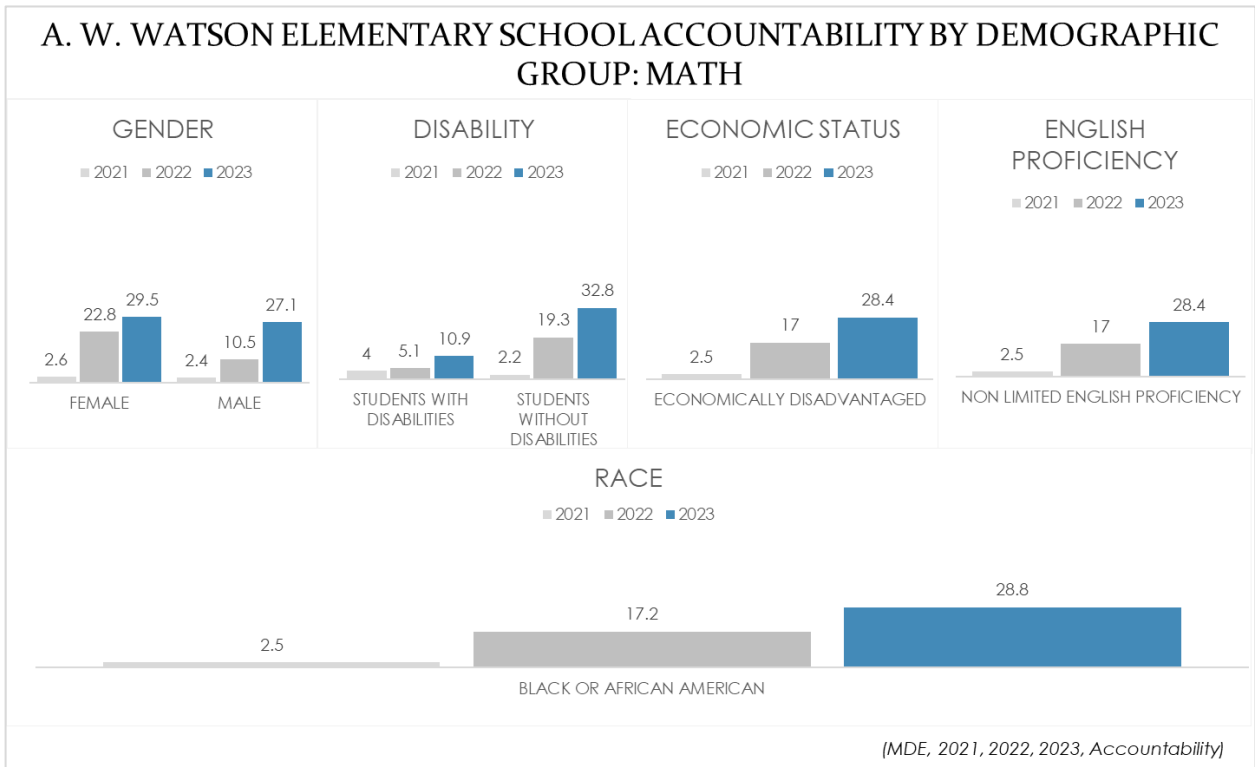


Figure 77: A. W. Watson Elementary School Math Proficiency by Demographic Group

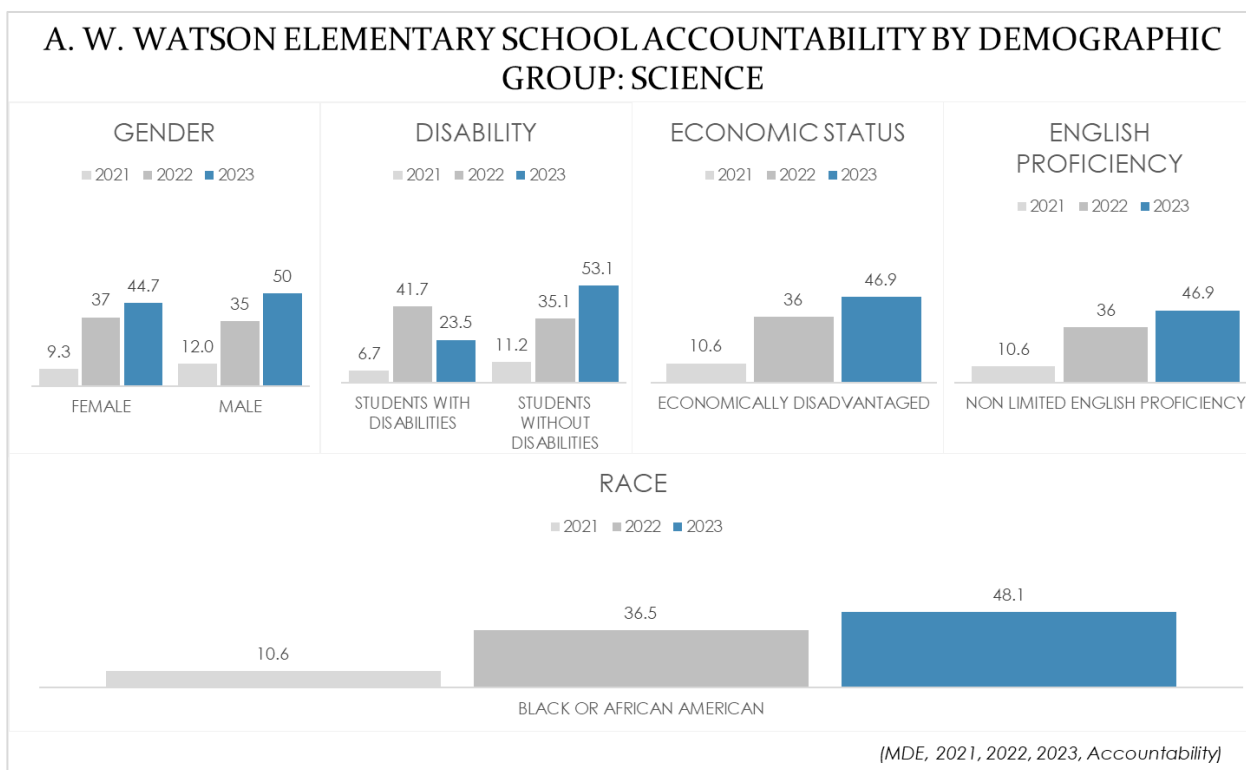


Figure 78: A. W. Watson Elementary School Science Proficiency by Demographic Group

Assessment

KINDERGARTEN READINESS

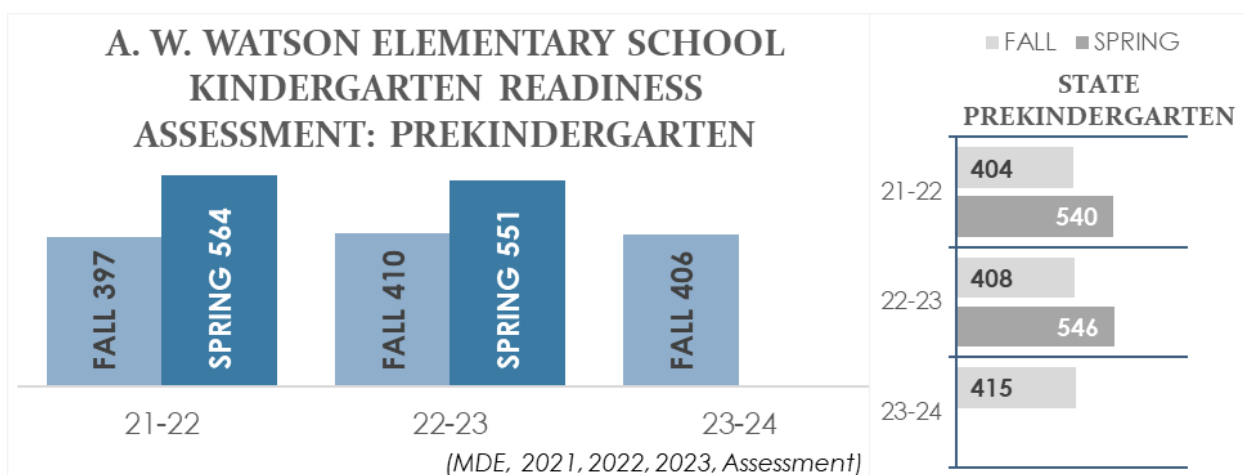


Figure 79: A. W. Watson Elementary School Kindergarten Readiness Assessment: Prekindergarten

A. W. Watson Elementary School

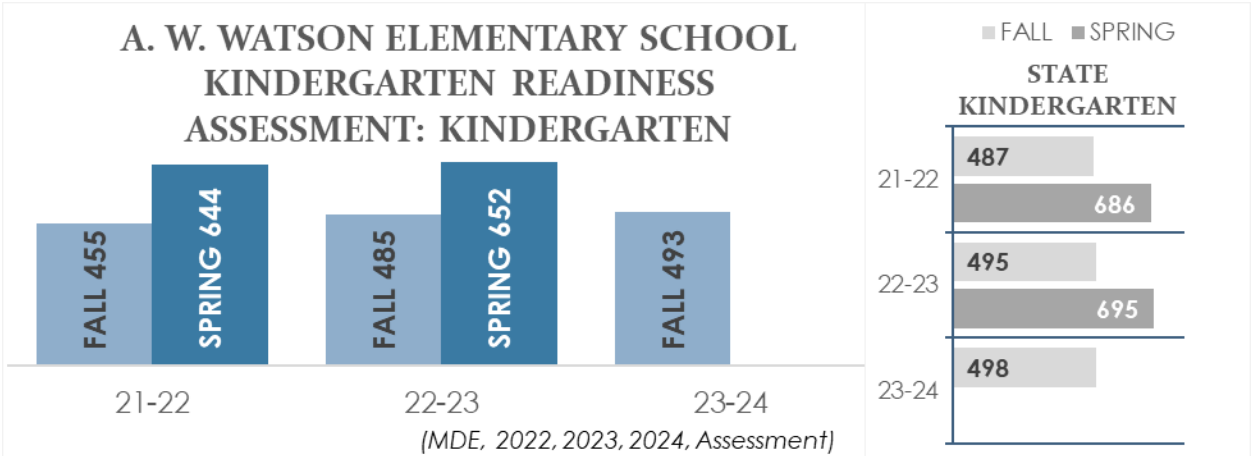


Figure 80: A. W. Watson Elementary School Kindergarten Readiness Assessment: Kindergarten

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.

A. W. WATSON ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE			
2019	2022	2023	2024
73.9	42.3	75.9	63.6

Figure 81: A. W. Watson Elementary School Initial Third-Grade Reading Assessment Pass Rate



MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

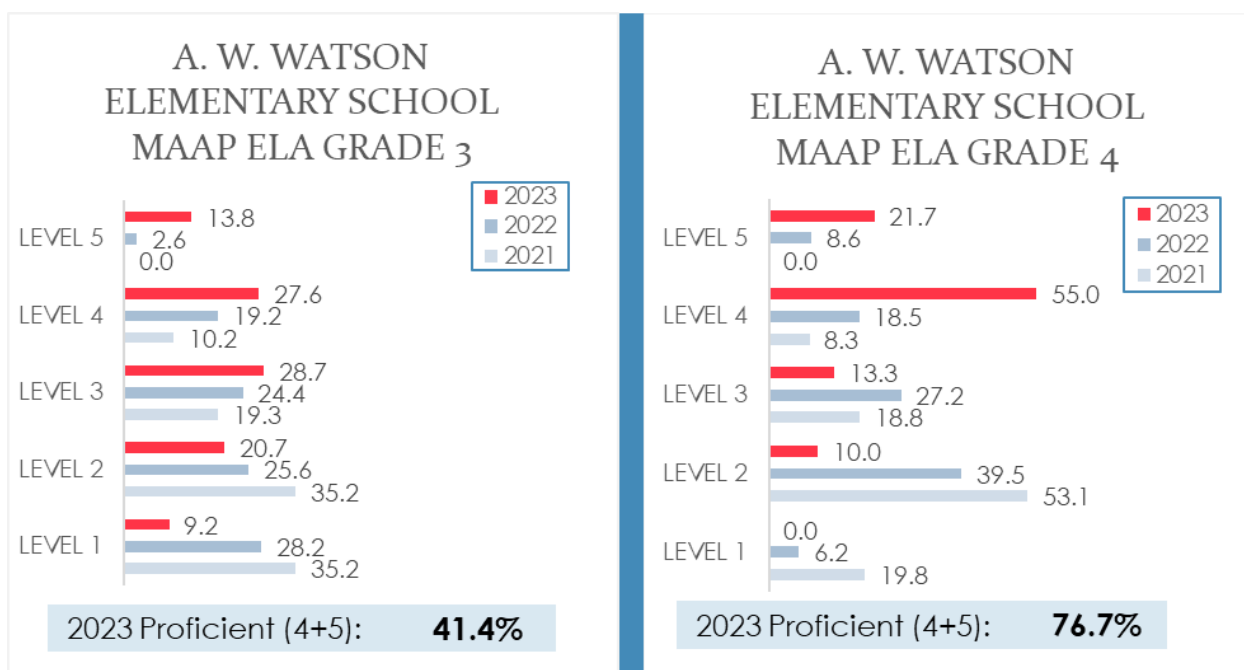


Figure 82: A. W. Watson Elementary School MAAP ELA Grades 3 and 4

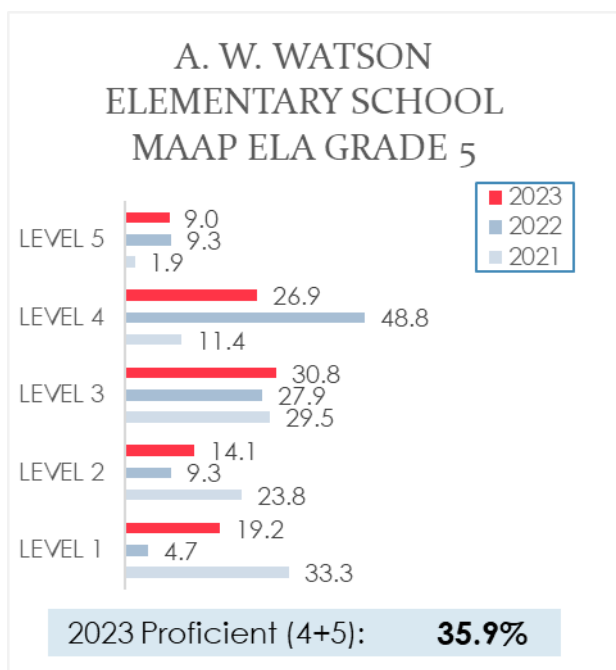


Figure 83: A. W. Watson Elementary School MAAP ELA Grade 5



A. W. Watson Elementary School

MAAP MATH

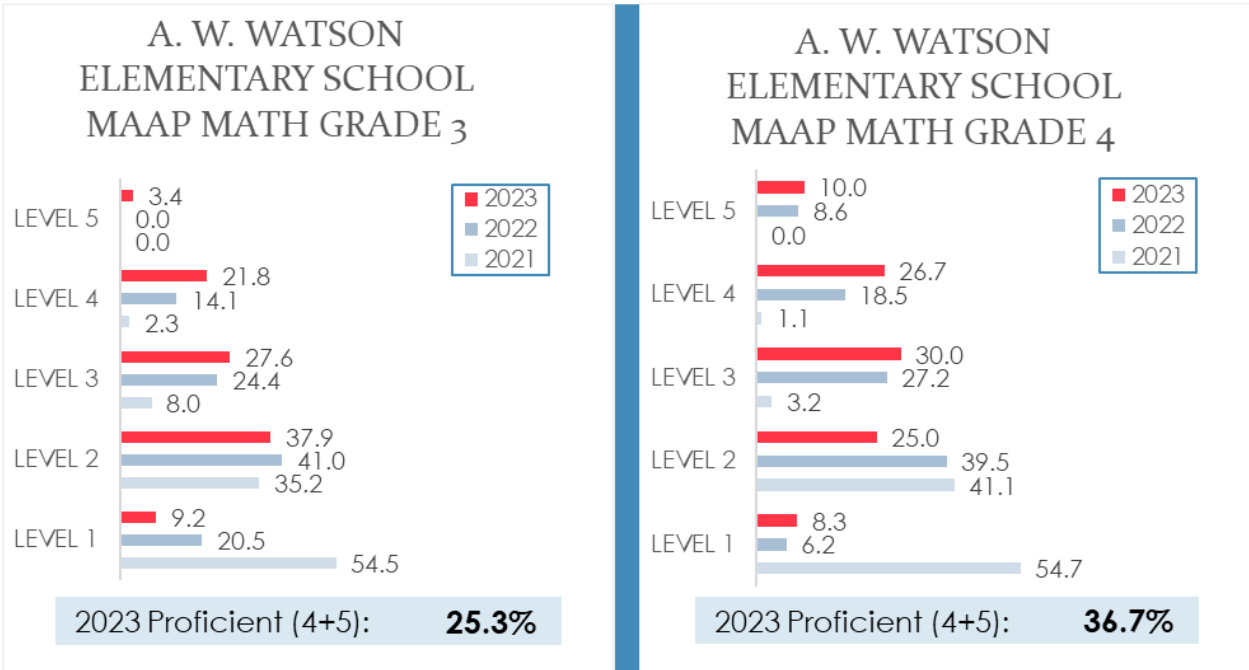


Figure 84: A. W. Watson Elementary School MAAP Math Grades 3 and 4

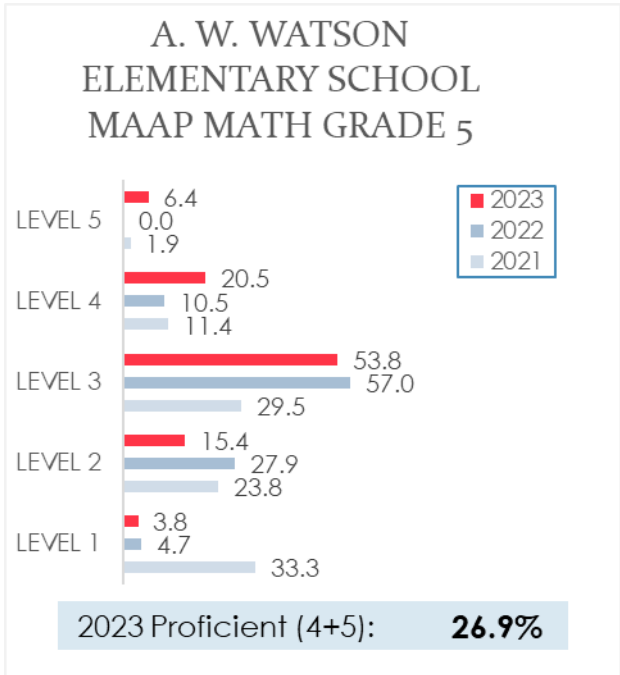


Figure 85: A. W. Watson Elementary School MAAP Math Grade 5

MAAP SCIENCE

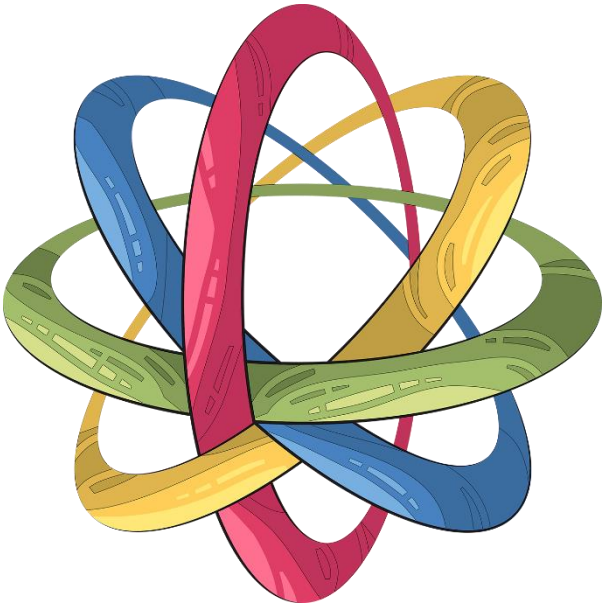
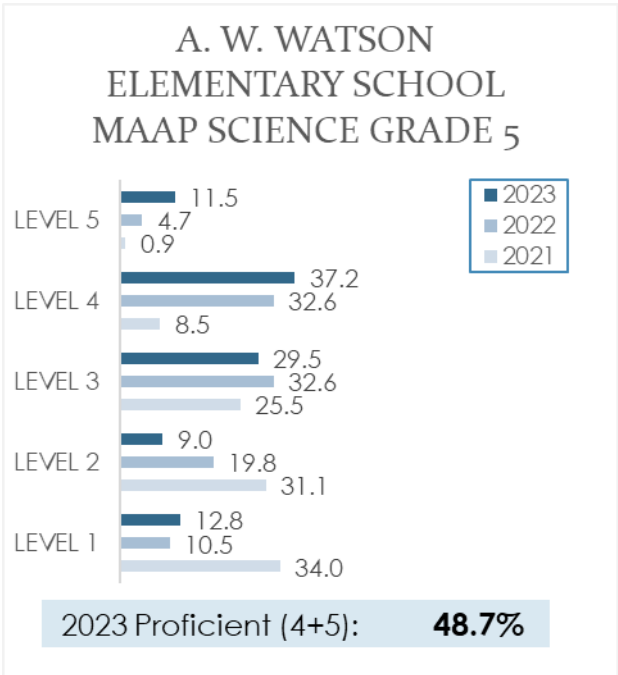


Figure 86: A. W. Watson Elementary School MAAP Science Grade 5

Personnel

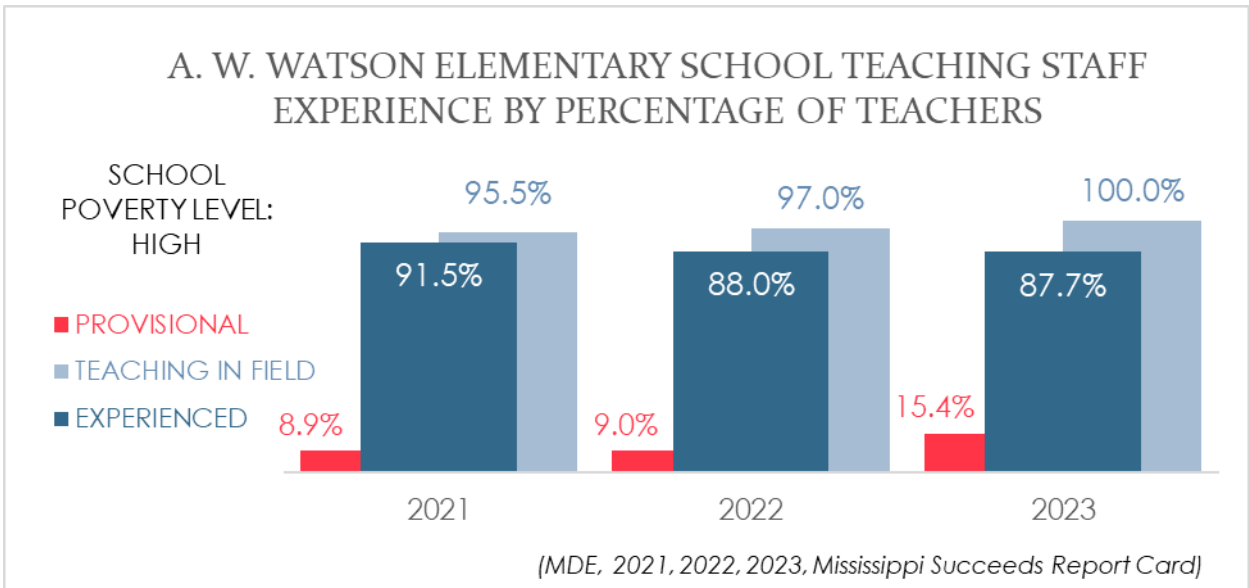


Figure 87: A. W. Watson Elementary School Teaching Staff Experience by Percentage of Teachers

Discipline

A. W. WATSON ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL					≤5	≤5			
GENDER	FEMALE					≤5				
	MALE					≤5	≤5			
RACE	BLACK OR AFRICAN AMERICAN					≤5	≤5			
	TWO OR MORE RACES					≤5				
DISABILITY	STUDENTS WITH DISABILITIES					≤5				
	STUDENTS WITHOUT DISABILITIES					≤5	≤5			
EL	LIMITED ENGLISH PROFICIENCY									
	NON LIMITED ENGLISH PROFICIENCY					≤5	≤5			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL		≤10			≤5			≤5	
GENDER	FEMALE		≤10			≤5			≤5	
	MALE		≤10			≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN		≤10			≤5			≤5	
	HISPANIC OR LATINO					≤5			≤5	
	TWO OR MORE RACES					≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES					≤5			≤5	
	STUDENTS WITHOUT DISABILITIES		≤10			≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY					≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		≤10			≤5			≤5	

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

Figure 88: A. W. Watson Elementary School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at A. W. Watson 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. Twenty-nine (29) faculty and staff members and fifteen (15) parents responded to the survey.

A. W. Watson Elementary School Faculty/Staff Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	21	72.4%
Differentiated instruction	18	62.1%
Access to computers and individualized instruction	21	72.4%

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

	Count	Percentage
Strongly Agree	14	48.3%
Agree	15	51.7%
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	17	58.6%
Agree	10	34.5%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%

A. W. Watson Elementary School

I use effective, evidence-based strategies for:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	48.3%	48.3%	0.0%	0.0%	3.4%
Successful classroom management.	62.1%	34.5%	0.0%	0.0%	3.4%
Teaching special needs students.	34.5%	48.3%	3.4%	0.0%	13.8%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	31.0%	48.3%	6.9%	3.4%	10.3%
Developing and using classroom assessments.	75.9%	17.2%	3.4%	0.0%	3.4%

I contact parents every week.		
	Count	Percentage
Strongly Agree	9	31.0%
Agree	17	58.6%
Disagree	2	6.9%
Strongly Disagree	1	3.4%
Not Applicable or No Information	0	0.0%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	10	34.5%
Minor disruptions that steal instructional time	16	55.2%
Major classroom disruptions	1	3.4%
Not Applicable	2	6.9%

*TITLE IV-A***My school (district) has effective procedures for addressing school safety.**

	Count	Percentage
Strongly Agree	14	48.3%
Agree	11	37.9%
Disagree	4	13.8%
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	13	44.8%
Agree	13	44.8%
Disagree	3	10.3%
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	10	34.5%
Agree	11	37.9%
Disagree	6	20.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%

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

	Count	Percentage
Strongly Agree	11	37.9%
Agree	14	48.3%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.3%

A. W. Watson Elementary School

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	15	51.7%
Utilize technology such as class websites, blogs, and videos	23	79.3%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	13	44.8%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	18	62.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	18	62.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	18	62.1%
Use bilingual handouts and cues	3	10.3%
Use visual displays, portable white boards, and posters when giving instructions	19	65.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	20	69.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	18	62.1%
Agree	9	31.0%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	11	37.9%
Agree	8	27.6%
Disagree	8	27.6%
Strongly Disagree	2	6.9%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	27.6%
Agree	16	55.2%
Disagree	4	13.8%
Strongly Disagree	1	3.4%
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	10	34.5%
Agree	17	58.6%
Disagree	2	6.9%
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	31.0%
Agree	17	58.6%
Disagree	1	3.4%
Strongly Disagree	1	3.4%
Not Applicable or No Information	1	3.4%

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

	Count	Percentage
Strongly Agree	7	24.1%
Agree	17	58.6%
Disagree	2	6.9%
Strongly Disagree	3	10.3%
Not Applicable or No Information	0	0.0%

A. W. Watson Elementary School

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

	Count	Percentage
Strongly Agree	12	41.4%
Agree	13	44.8%
Disagree	4	13.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	10	34.5%
Agree	14	48.3%
Disagree	4	13.8%
Strongly Disagree	1	3.4%
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	24	82.8%
Agree	5	17.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

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

Rank your top ten choices for professional development topics.

	Rank
Successful inclusion strategies	#12
Developing quality assessments	#13
Teaching and understanding homeless students	#14
Teaching and understanding students in poverty	#15
Conflict resolution	#16
Culture sensitivity	#17

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

	Count	Percentage
Strongly Agree	11	37.9%
Agree	16	55.2%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%

The professional development learning climate is collegial, informative, and respectful.

	Count	Percentage
Strongly Agree	9	31.0%
Agree	16	55.2%
Disagree	1	3.4%
Strongly Disagree	1	3.4%
Not Applicable or No Information	2	6.9%

The professional development activities I have attended have been aligned with state standards, assessments, and the local school curriculum.

	Count	Percentage
Strongly Agree	14	48.3%
Agree	13	44.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%

A. W. Watson Elementary School

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 A. W. Watson Elementary School believe the school excels in effective teacher communication, identifying students with disabilities, and meeting student needs. The school prioritizes student learning and success, ensuring students receive necessary services. Teachers are responsive to student needs by using test data to inform instruction and actively collaborate with parents and the community. Respondents also reported areas of concern and made suggestions for improvement. One respondent suggested celebrating students more often, including encouraging students with affirmations and recognizing good behavior. Other respondents believe there is a need for updated technology, increased community involvement, more field trip opportunities, and parent participation. A desire for teacher input regarding curriculum is also seen as an area of improvement for the school.

A. W. Watson Elementary School Parent Survey

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel are most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	10	66.7%
Differentiated instruction	4	26.7%
Access to computers and individualized instruction	5	33.3%
In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	8	53.3%
Agree	5	33.3%
Disagree	1	6.7%
Strongly Disagree	1	6.7%
Not Applicable or No Information	0	0.0%

I have read and understood the Title I School-Parent Compact.

	Count	Percentage
Yes	13	86.7%
No	2	13.3%

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	11	73.3%
Safety in the schools	7	46.7%
Curriculum and learning goals	11	73.3%
Available technology and how it's used in the classroom	7	46.7%
How to contact my child's teacher	7	46.7%
Homework	6	40.0%

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

	Count	Percentage
Abuse Prevention	1	6.7%
Computer Classes	5	33.3%
Conflict Resolution	2	13.3%
Discipline	5	33.3%
Drug/Alcohol Awareness	2	13.3%
English as a Second Language	2	13.3%
Health Classes	4	26.7%
Literacy Classes	5	33.3%
Math Classes	3	20.0%
Parent-to-School Relationships	8	53.3%
Parent/Child Communication	6	40.0%
Preparing for College	5	33.3%
Parenting Workshops	7	46.7%
Social Media Classes	4	26.7%
Stress/Anger Management	6	40.0%
Understanding College- and Career-Ready Standards	4	26.7%

A. W. Watson Elementary School

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

	Count	Percentage
Babysitting/childcare at parent meetings	3	20.0%
District and/or school newsletters	8	53.3%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	6	40.0%
Resource materials for parental training	3	20.0%
Training for parents to work with other parents on becoming involved in the schools	6	40.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	20.0%
Home/School folders	5	33.3%
Home/School Planners	2	13.3%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	8	53.3%
Agree	4	26.7%
Disagree	1	6.7%
Strongly Disagree	1	6.7%
Not Applicable or No Information	1	6.7%

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	40.0%
Supporting college and career counseling	9	60.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	8	53.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	53.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	4	26.7%

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

	Count	Percentage
Promoting community and parent involvement in schools	9	60.0%
Providing school-based mental health services and counseling	7	46.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	8	53.3%
Establishing or improving dropout prevention	4	26.7%
Supporting re-entry programs and transition services for Justice-involved youth	5	33.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	5	33.3%
Implementing systems and practices to prevent bullying and harassment	6	40.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	46.7%
Establishing community partnerships	6	40.0%

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	9	60.0%
Building technological capacity and infrastructure	8	53.3%
Carrying out innovative blended learning projects	5	33.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	10	66.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	8	53.3%

A. W. Watson Elementary School

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

	Count	Percentage
Strongly Agree	6	40.0%
Agree	8	53.3%
Disagree	1	6.7%
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	7	46.7%
Agree	7	46.7%
Disagree	1	6.7%
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	5	33.3%
Agree	9	60.0%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	3	20.0%
Agree	9	60.0%
Disagree	3	20.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	26.7%
Agree	9	60.0%
Disagree	1	6.7%
Strongly Disagree	1	6.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	2	13.3%
Agree	9	60.0%
Disagree	4	26.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	33.3%
Agree	9	60.0%
Disagree	1	6.7%
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	10	66.7%
Checked my child's grades/assignments online	10	66.7%
Been in contact with my child's teacher	11	73.3%
Received a newsletter from the district, school, or teacher	6	40.0%
Worked with a committee or group on school or district policies	4	26.7%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	5	33.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	6	40.0%
Volunteered at my child's school	3	20.0%

A. W. Watson Elementary School

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	4	26.7%
Agree	9	60.0%
Disagree	2	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	40.0%
Agree	9	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	9	60.0%
Agree	5	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.7%

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 A. W. Watson Elementary School who participated in the survey praised the school's efforts in communicating with parents and for its overall organization. One parent noticed the direct positive impact the school's fundraiser had on the students. Parents also gave feedback regarding areas of improvement. One respondent commented on the need for student textbooks. Parents view the textbook as a valuable educational tool for students and parents to use at home. Other areas of improvement noted were more community involvement, increased student activities, and more volunteer opportunities.



Notes

SECTION 8

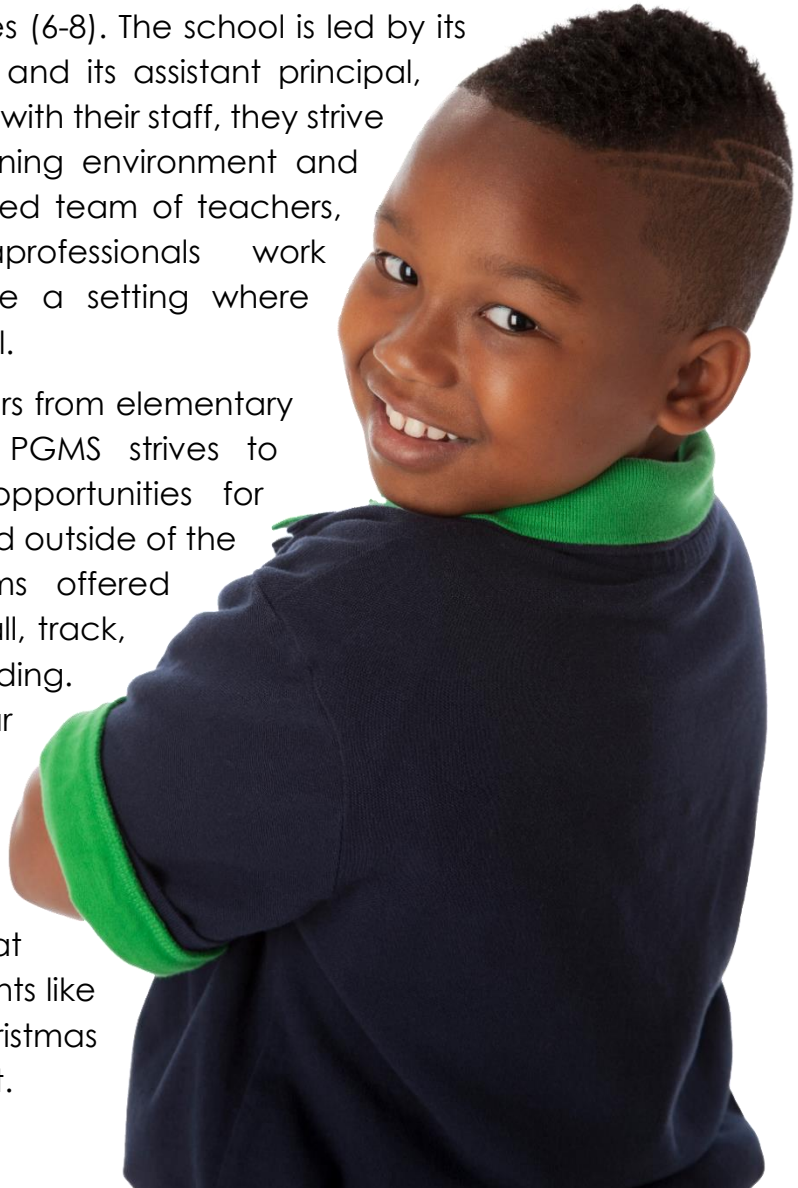
Port Gibson Middle School

Introduction

PORT GIBSON MIDDLE SCHOOL is located at 161 Ramsey Road in Port Gibson, Mississippi. In January of 2024, it housed two hundred sixty-four (264) students in sixth through eighth grades (6-8). The school is led by its principal, Marvin Harvey, and its assistant principal, Angie McMillian. Together with their staff, they strive to create a positive learning environment and school culture. A dedicated team of teachers, counselors, and paraprofessionals work collaboratively to provide a setting where students can be successful.

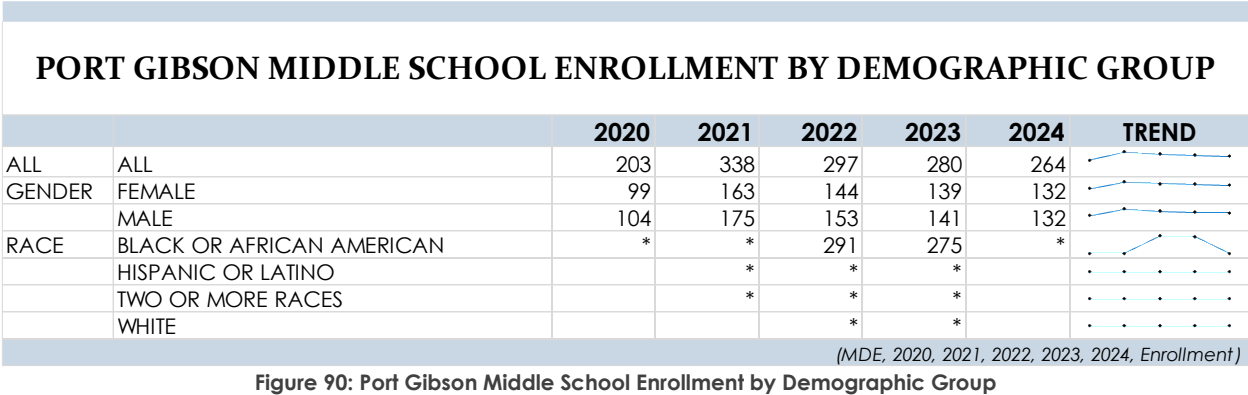
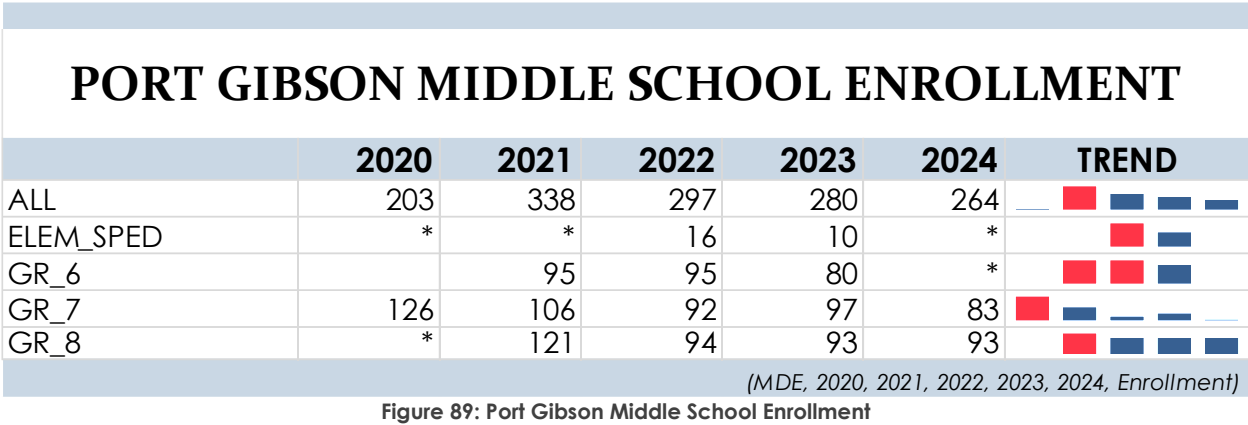
During the transitional years from elementary school to high school, PGMS strives to provide a variety of opportunities for students to learn inside and outside of the classroom. Athletic teams offered include football, basketball, track, volleyball, and cheerleading.

Other extracurricular activities include band and a technology student association. Parent involvement is highly encouraged at PGMS, highlighted by events like Math Nigh Out, Parent Christmas dinners, and Literacy Night.



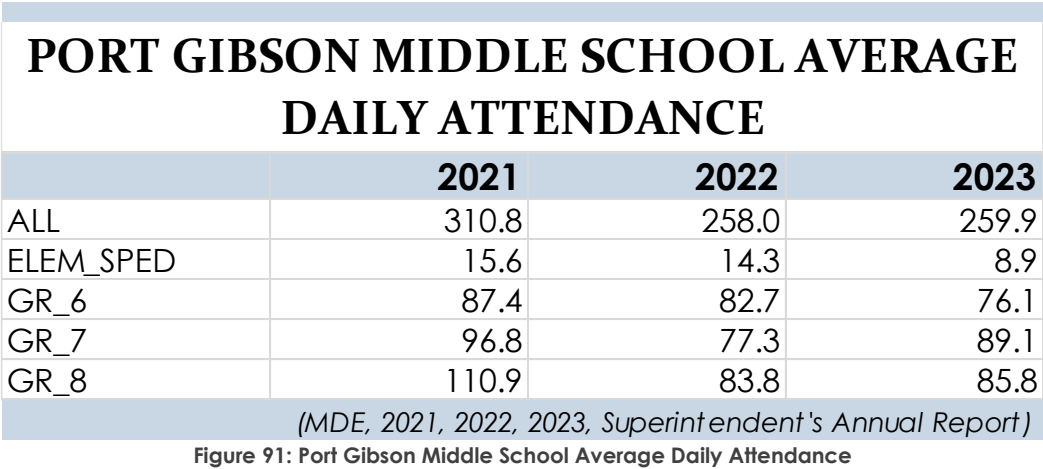
Enrollment

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



Attendance

AVERAGE DAILY ATTENDANCE



CHRONIC ABSENCE

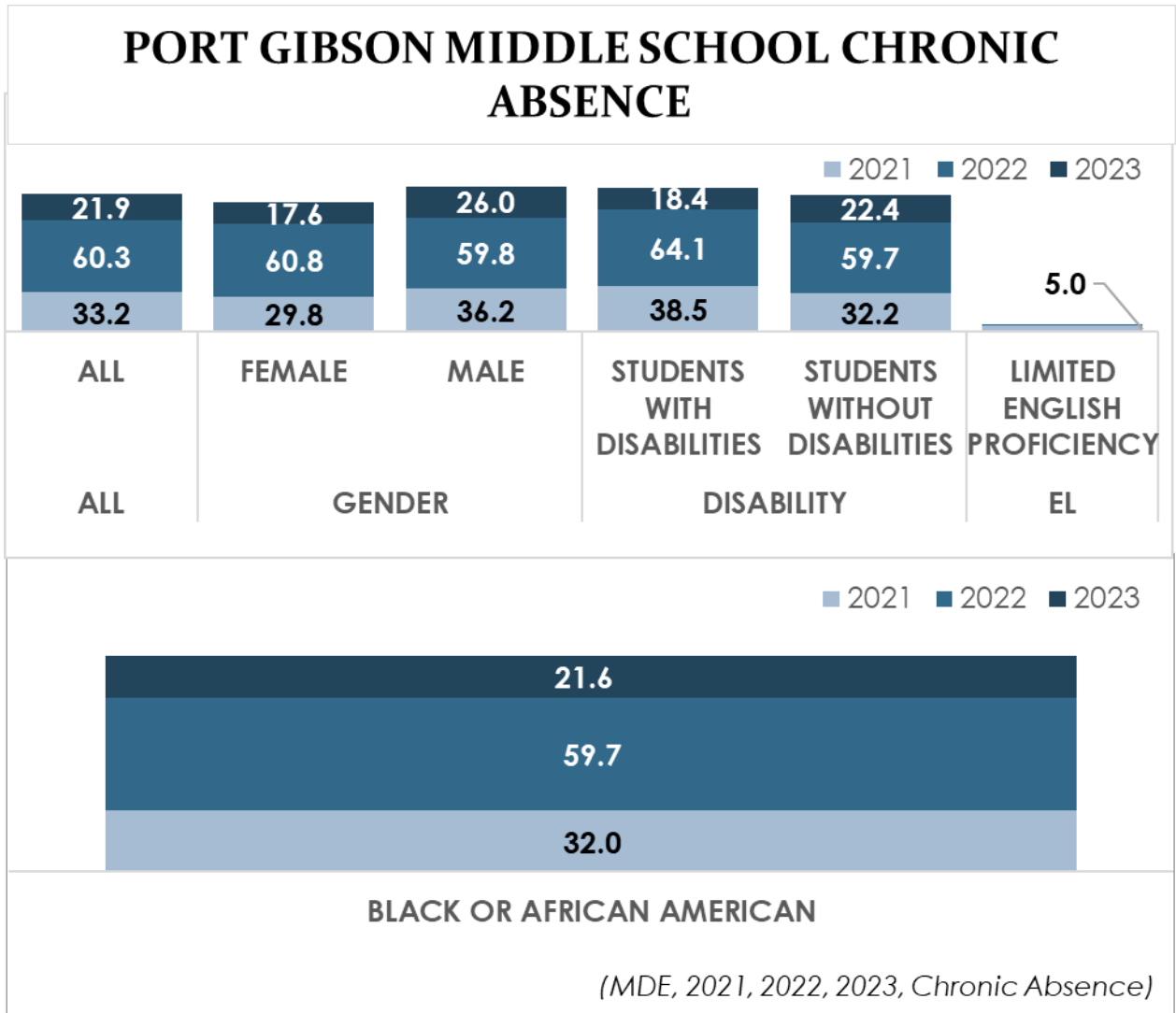


Figure 92: Port Gibson Middle School Chronic Absence by Demographic Group



Accountability

ACCOUNTABILITY MEASURES

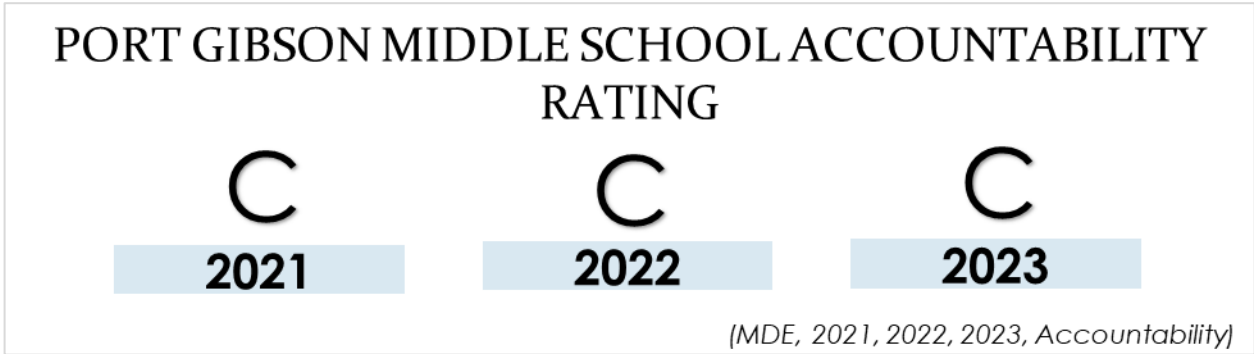


Figure 93: Port Gibson Middle School Accountability Rating

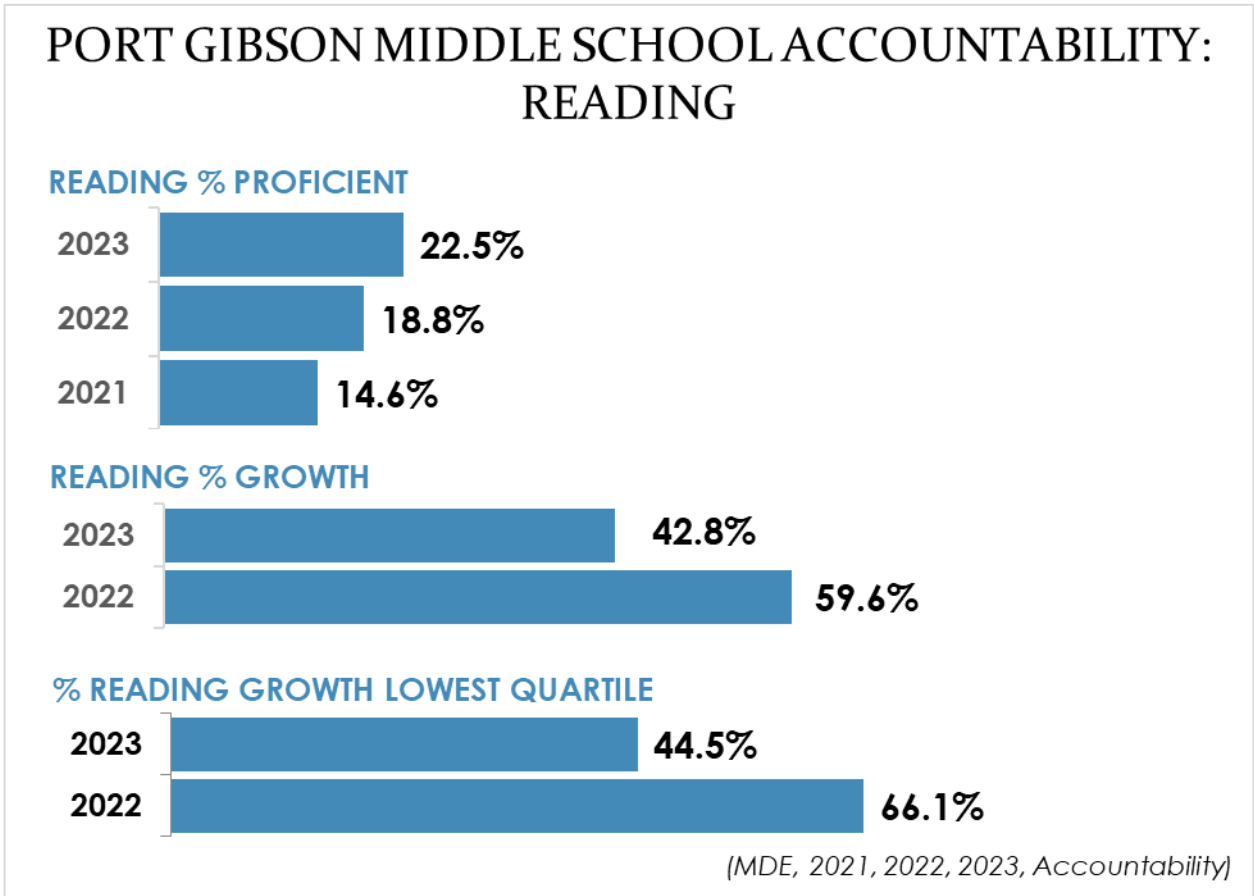
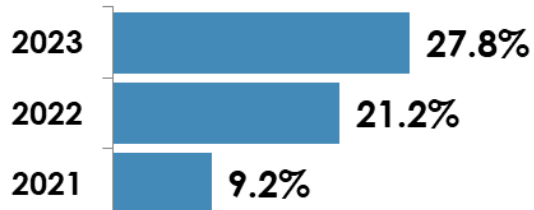


Figure 94: Port Gibson Middle School Accountability: Reading

PORT GIBSON MIDDLE SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE

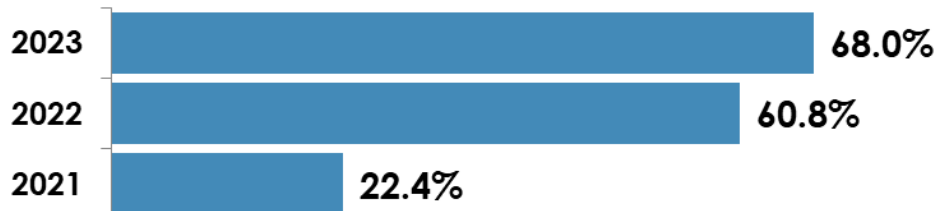


(MDE, 2021, 2022, 2023, Accountability)

Figure 95: Port Gibson Middle School Accountability: Math

PORT GIBSON MIDDLE SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



(MDE, 2021, 2022, 2023, Accountability)

Figure 96: Port Gibson Middle School Accountability: Science

Port Gibson Middle School

PROFICIENCY BY DEMOGRAPHIC GROUP

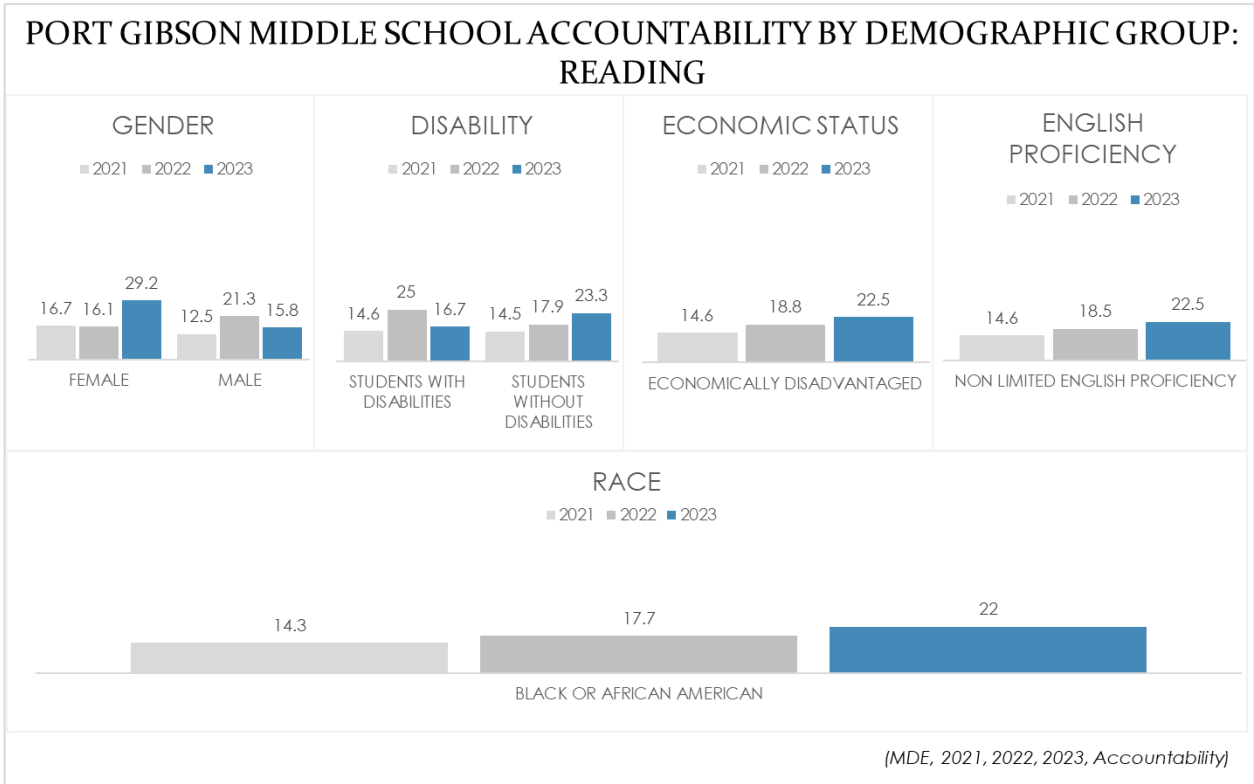


Figure 97: Port Gibson Middle School Accountability by Demographic Group: Reading

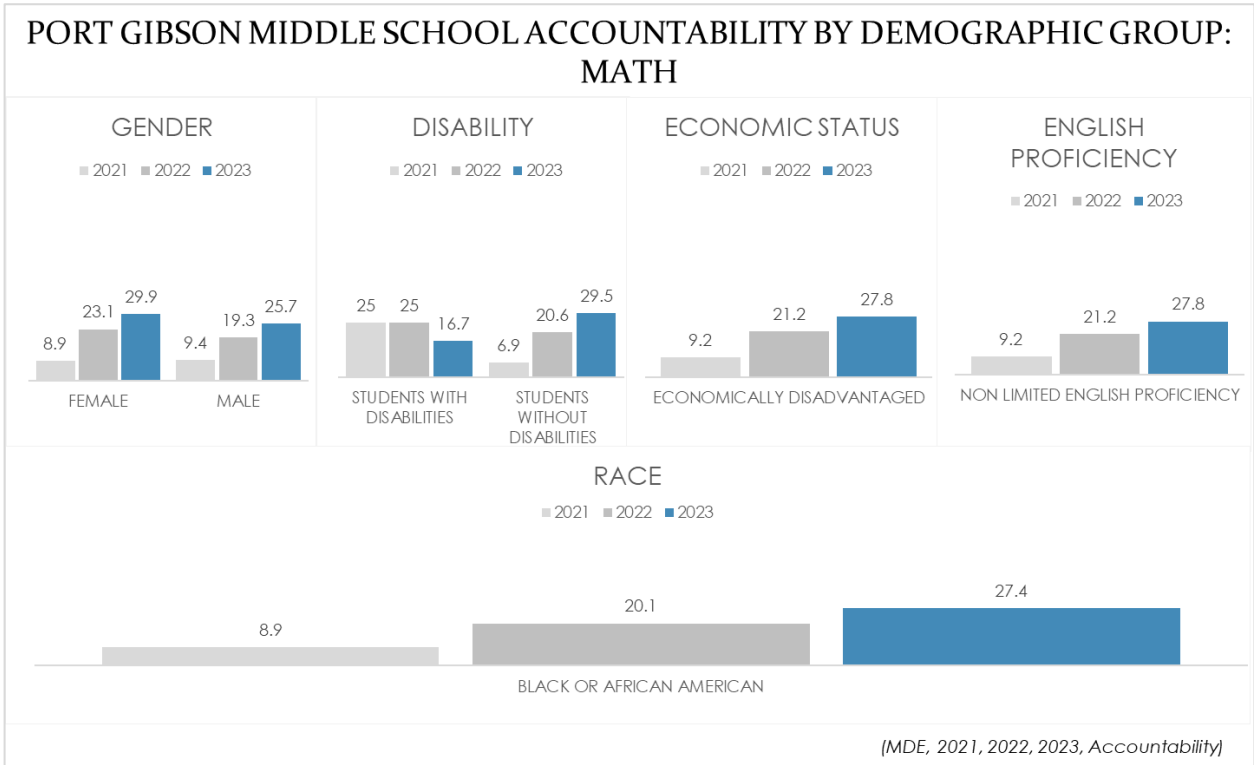


Figure 98: Port Gibson Middle School Proficiency by Demographic Group: Math

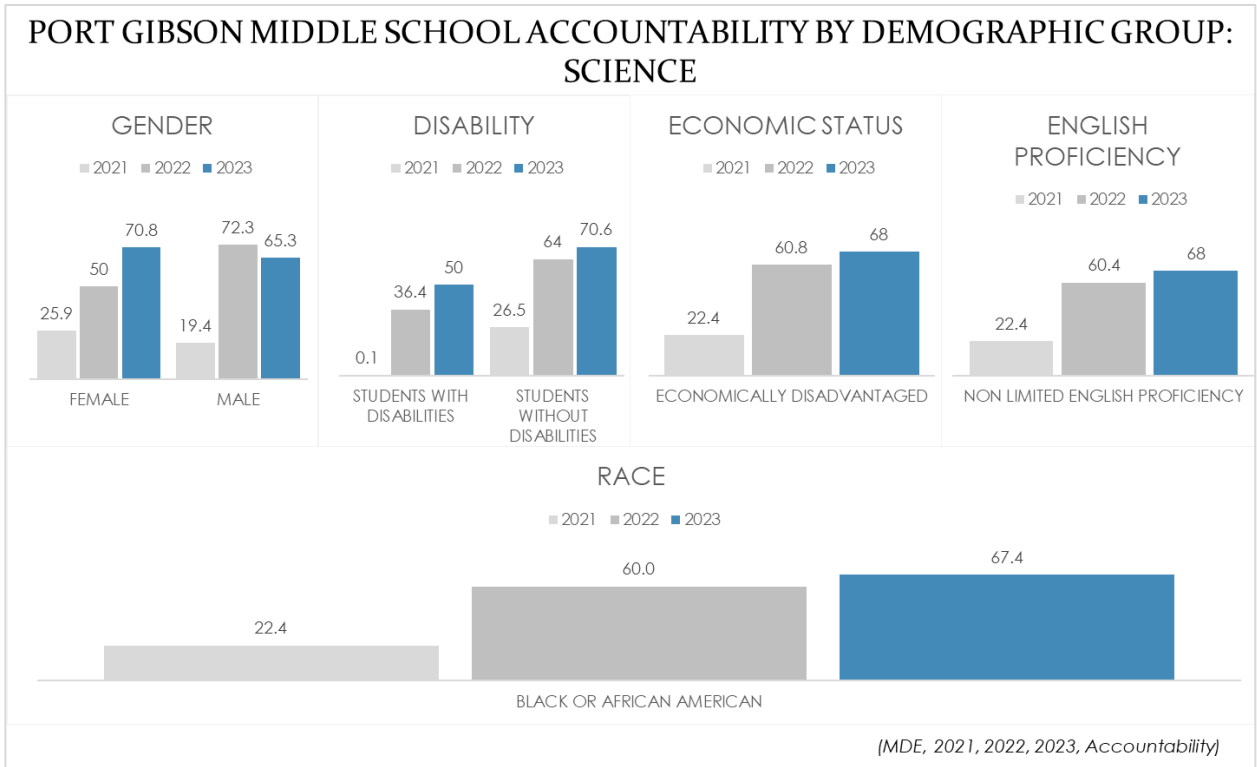


Figure 99: Port Gibson Middle School Proficiency by Demographic Group: Science



Assessment

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP) MAAP ELA

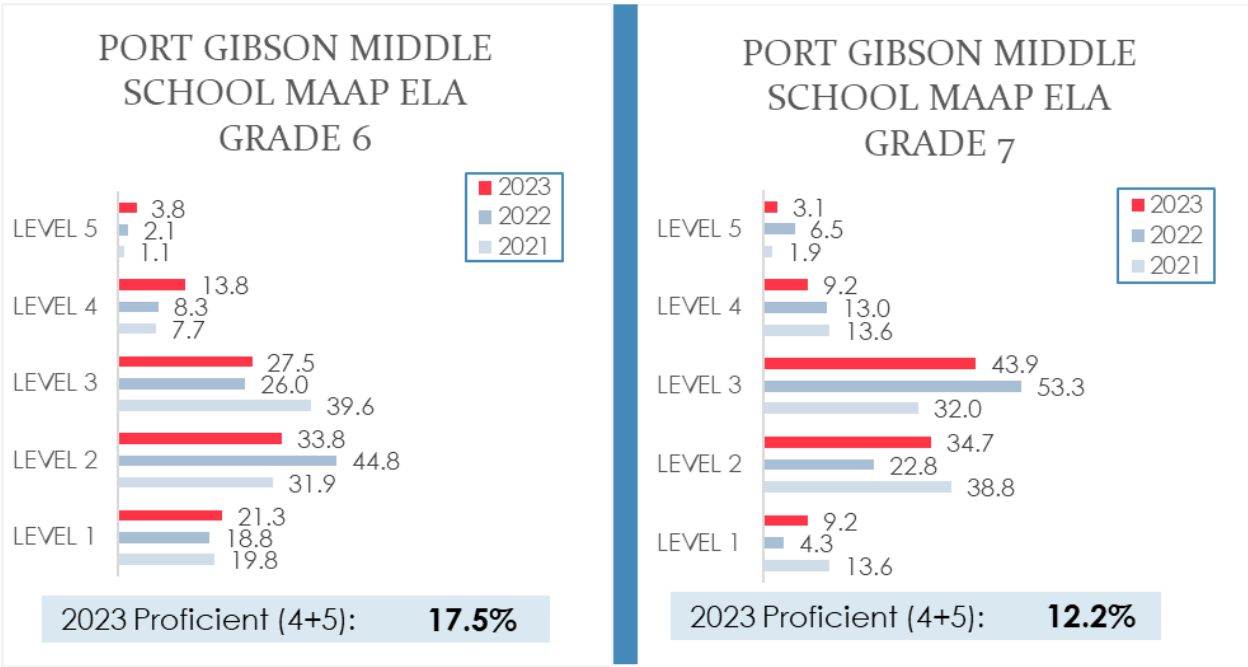


Figure 100: Port Gibson Middle School MAAP ELA Grades 6 and 7

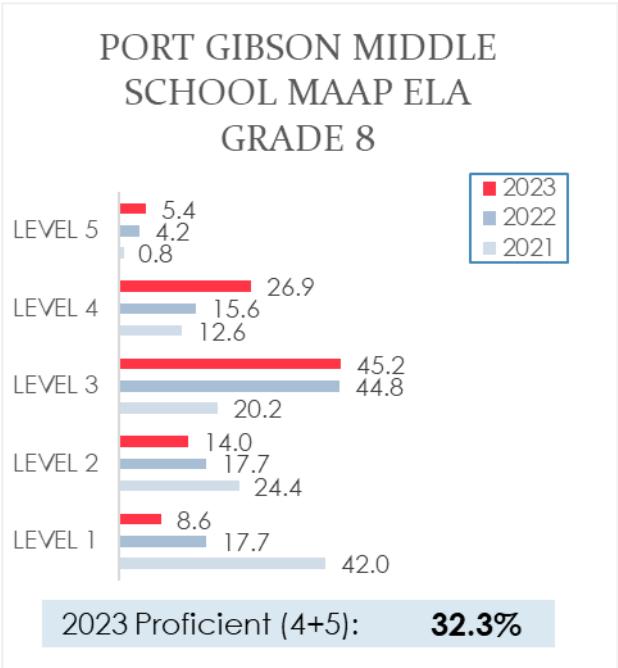


Figure 101: Port Gibson Middle School MAAP ELA Grade 8



MAAP MATH

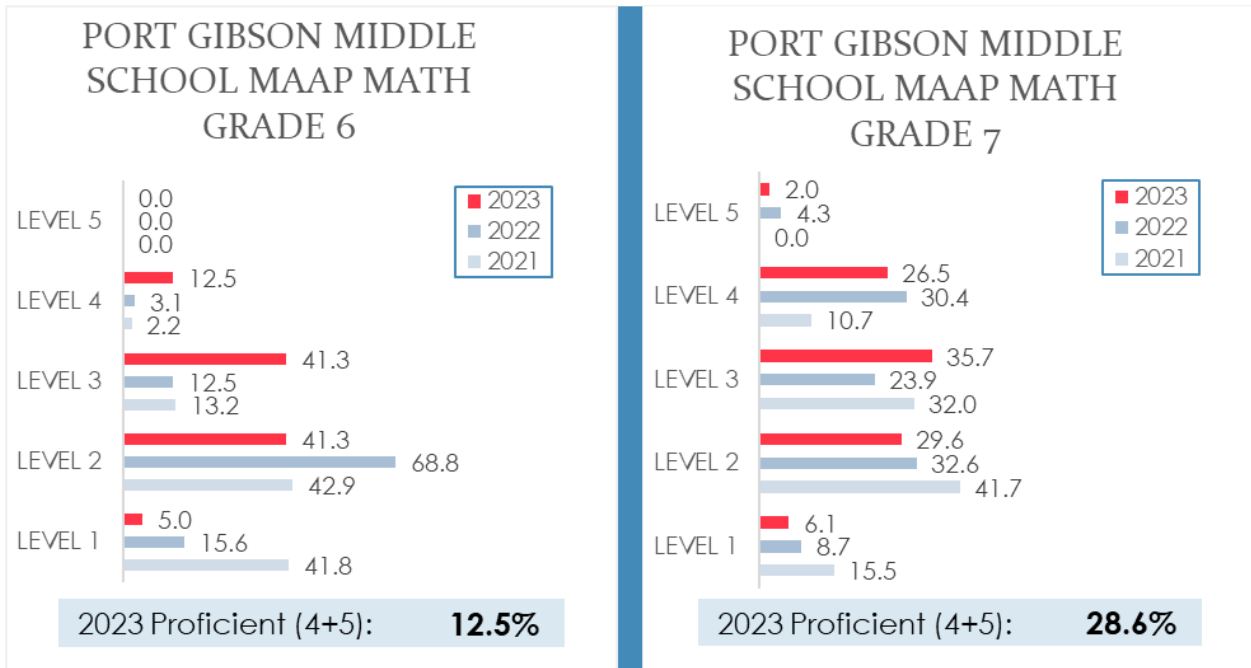


Figure 102: Port Gibson Middle School MAAP Math Grades 6 and 7

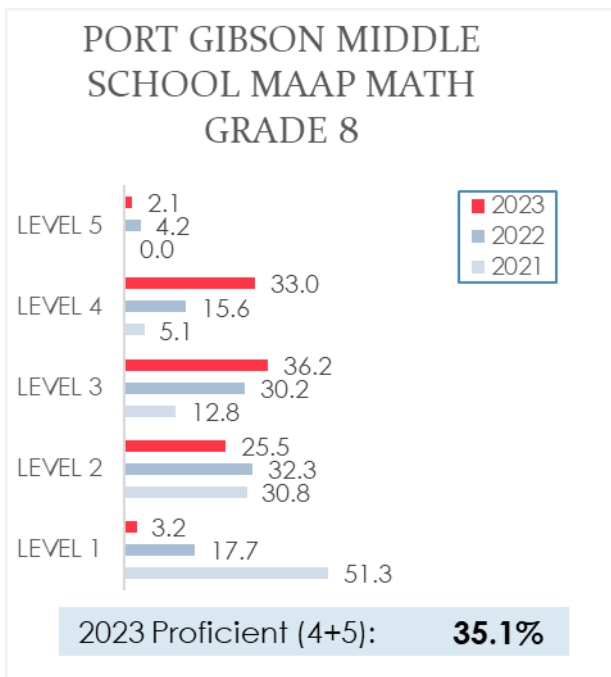
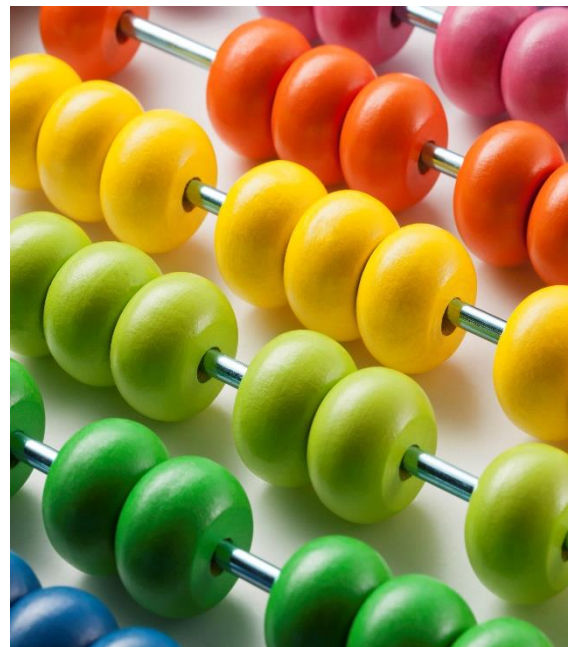


Figure 103: Port Gibson Middle School MAAP Math Grade 8



Port Gibson Middle School

MAAP SCIENCE

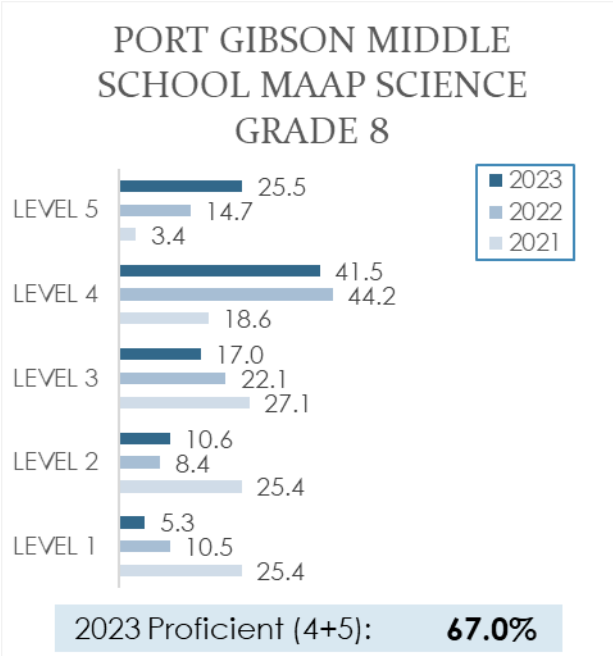


Figure 104: Port Gibson Middle School MAAP Science Grade 8

Personnel

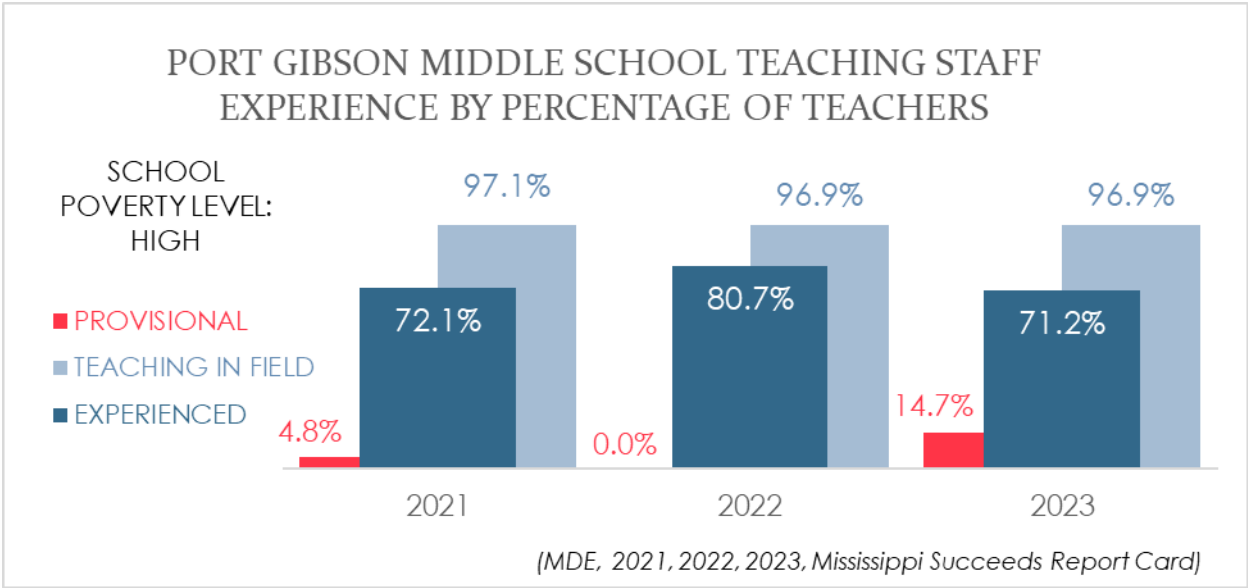


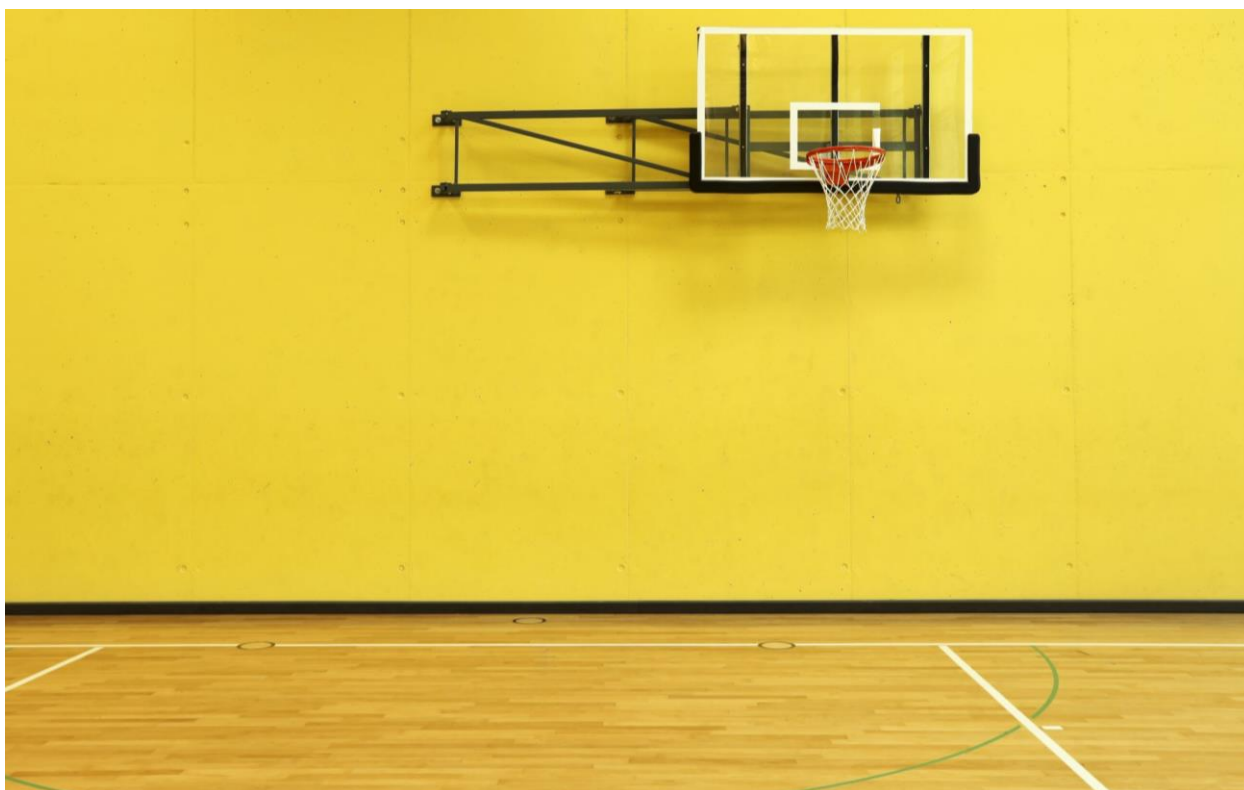
Figure 105: Port Gibson Middle School Teaching Staff Experience by Percentage of Teachers

Discipline

PORT GIBSON MIDDLE SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL		≤5			18.1	19.2			
GENDER	FEMALE					15.7	14.7			
	MALE		≤5			20.4	23.6			
RACE	BLACK OR AFRICAN AMERICAN		≤5			18.5	19.5			
DISABILITY	STUDENTS WITH DISABILITIES					33.3	18.9			
	STUDENTS WITHOUT DISABILITIES		≤5			15.9	19.2			
EL	LIMITED ENGLISH PROFICIENCY									
	NON LIMITED ENGLISH PROFICIENCY		≤5			18.2	19.2			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL		35.0	38.0		≤5			≤5	
GENDER	FEMALE		22.0	18.0		≤5			≤5	
	MALE		13.0	20.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN		35.0	38.0		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES		≤10	≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES		30.0	33.0		≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY					≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		35.0	38.0		≤5			≤5	

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

Figure 106: Port Gibson Middle School Disciplinary Actions Reported to MDE



Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Port Gibson Middle 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. Twelve (12) faculty and staff members and nine (9) parents responded to the survey.

Port Gibson Middle School Faculty/Staff Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	6	50.0%
Differentiated instruction	4	33.3%
Access to computers and individualized instruction	7	58.3%

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

	Count	Percentage
Strongly Agree	6	50.0%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

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

	Count	Percentage
Strongly Agree	6	50.0%
Agree	6	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I use effective, evidence-based strategies for:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	41.7%	58.3%	0.0%	0.0%	0.0%
Teaching special needs students.	41.7%	58.3%	0.0%	0.0%	0.0%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	33.3%	58.3%	0.0%	0.0%	8.3%
Developing and using classroom assessments.	50.0%	50.0%	0.0%	0.0%	0.0%
Closing the achievement gap between diverse groups of students.	50.0%	50.0%	0.0%	0.0%	0.0%

I contact parents every week.

	Count	Percentage
Strongly Agree	2	16.7%
Agree	9	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	4	33.3%
Minor disruptions that steal instructional time	3	25.0%
Major classroom disruptions	1	8.3%
Not Applicable	4	33.3%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	5	41.7%
Agree	5	41.7%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	41.7%
Agree	6	50.0%
Disagree	1	8.3%
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	3	25.0%
Agree	6	50.0%
Disagree	3	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	41.7%
Agree	7	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	6	50.0%
Utilize technology such as class websites, blogs, and videos	10	83.3%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	7	58.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	11	91.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	8	66.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	5	41.7%
Use bilingual handouts and cues	1	8.3%
Use visual displays, portable white boards, and posters when giving instructions	7	58.3%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	6	50.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	8	66.7%
Agree	4	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	7	58.3%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Port Gibson Middle School

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

	Count	Percentage
Strongly Agree	7	58.3%
Agree	3	25.0%
Disagree	2	16.7%
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	6	50.0%
Agree	5	41.7%
Disagree	1	8.3%
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	5	41.7%
Agree	4	33.3%
Disagree	2	16.7%
Strongly Disagree	1	8.3%
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	58.3%
Agree	3	25.0%
Disagree	2	16.7%
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	75.0%
Agree	2	16.7%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	75.0%
Agree	2	16.7%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	8	66.7%
Agree	4	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	Rank
Differentiated Instruction	#1
Classroom Management	#2
My specific content area	#3
Using technology to enhance instruction	#4
Reading for at risk students	#5
Mississippi College and Career Readiness Standards	#6
Developing quality assessments	#7
Successful inclusion strategies	#8
Response to Intervention (RTI/MTSS)	#9
Depth of Knowledge	#10
Conflict resolution	#11

Port Gibson Middle School

Rank your top ten choices for professional development topics.

	Rank
Teaching and understanding students in poverty	#12
Interpreting and analyzing student data	#13
Writing strategies	#14
Teaching and understanding homeless students	#15
Culture sensitivity	#16
English Learners (ELs)	#17

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

	Count	Percentage
Strongly Agree	5	41.7%
Agree	4	33.3%
Disagree	1	8.3%
Strongly Disagree	1	8.3%
Not Applicable or No Information	1	8.3%

The professional development learning climate is collegial, informative, and respectful.

	Count	Percentage
Strongly Agree	6	50.0%
Agree	4	33.3%
Disagree	1	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

The professional development activities I have attended have been aligned with state standards, assessments, and the local school curriculum.

	Count	Percentage
Strongly Agree	6	50.0%
Agree	5	41.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	8.3%

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 Port Gibson Middle School believe the school excels in parent communication and student feedback. One respondent believes the school provides students with instructional material to adequately prepare for them for end of the year assessments. Other respondents believe the school provides a safe and effective environment for students to learn, as well as a family atmosphere. Respondents also addresses areas of concern and improvement. Some suggestions included increasing the number of bus drivers to help with student transportation, providing more outlets for communication, and incorporating more interactive activities for students.

Port Gibson Middle School Parent Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	6	66.7%
Differentiated instruction	3	33.3%
Access to computers and individualized instruction	8	88.9%

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	6	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Port Gibson Middle School

I have read and understood the Title I School-Parent Compact.

	Count	Percentage
Yes	6	75.0%
No	2	25.0%

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	7	77.8%
Safety in the schools	5	55.6%
Curriculum and learning goals	6	66.7%
Available technology and how it's used in the classroom	8	88.9%
How to contact my child's teacher	5	55.6%
Homework	5	55.6%

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

	Count	Percentage
Abuse Prevention	2	22.2%
Computer Classes	5	55.6%
Conflict Resolution	4	44.4%
Discipline	3	33.3%
Drug/Alcohol Awareness	4	44.4%
English as a Second Language	1	11.1%
Health Classes	2	22.2%
Literacy Classes	3	33.3%
Math Classes	4	44.4%
Parent-to-School Relationships	6	66.7%
Parent/Child Communication	3	33.3%
Preparing for College	4	44.4%
Parenting Workshops	3	33.3%
Social Media Classes	2	22.2%
Stress/Anger Management	3	33.3%
Understanding College- and Career-Ready Standards	4	44.4%

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	1	11.1%
District and/or school newsletters	5	55.6%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	5	55.6%
Resource materials for parental training	4	44.4%
Training for parents to work with other parents on becoming involved in the schools	6	66.7%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	33.3%
Home/School folders	5	55.6%
Home/School Planners	3	33.3%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	3	33.3%
Supporting college and career counseling	6	66.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	7	77.8%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	5	55.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	6	66.7%

Port Gibson Middle School

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

	Count	Percentage
Promoting community and parent involvement in schools	5	55.6%
Providing school-based mental health services and counseling	7	77.8%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	5	55.6%
Establishing or improving dropout prevention	4	44.4%
Supporting re-entry programs and transition services for Justice-involved youth	3	33.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	3	33.3%
Implementing systems and practices to prevent bullying and harassment	5	55.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	3	33.3%
Establishing community partnerships	4	44.4%

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	4	44.4%
Building technological capacity and infrastructure	7	77.8%
Carrying out innovative blended learning projects	4	44.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	4	44.4%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	2	22.2%

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	6	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	1	11.1%
Not Applicable or No Information	1	11.1%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	4	44.4%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Port Gibson Middle School

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	6	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	44.4%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Parent/teacher conference	5	55.6%
Checked my child's grades/assignments online	6	66.7%
Been in contact with my child's teacher	6	66.7%
Received a newsletter from the district, school, or teacher	1	11.1%
Worked with a committee or group on school or district policies	1	11.1%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	4	44.4%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	5	55.6%
Volunteered at my child's school	3	33.3%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

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

	Count	Percentage
Strongly Agree	2	22.2%
Agree	7	77.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	5	55.6%
Agree	4	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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

PARENTS OF STUDENTS from Port Gibson Middle School who participated in the survey praised the school for the welcoming atmosphere, especially for parents. One respondent gave feedback on areas of improvement by suggesting updating the buildings and offering new lunch menu options.

Notes

SECTION 9

Port Gibson High School

Introduction

PORT GIBSON HIGH SCHOOL is located at 159 Old Highway 18 in Port Gibson, Mississippi. In January of 2024, it housed three hundred seventy-four (374) students in ninth through twelfth grades (9-12). The school is led by its principal, Eddwin Smith.

PGHS has made great academic gains since 2021, improving their accountability rating from an “F” to a “B” in 2023. A team of dedicated educators consistently provide an environment conducive to student success. Students have various opportunities to learn inside and outside of the classroom. Some of the activities available for students to participate include football, softball, baseball, basketball, band, and JROTC.



Port Gibson High School is proud of their students and celebrate their success. This is highlighted through awards ceremonies, field days, and school dances.

Enrollment

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

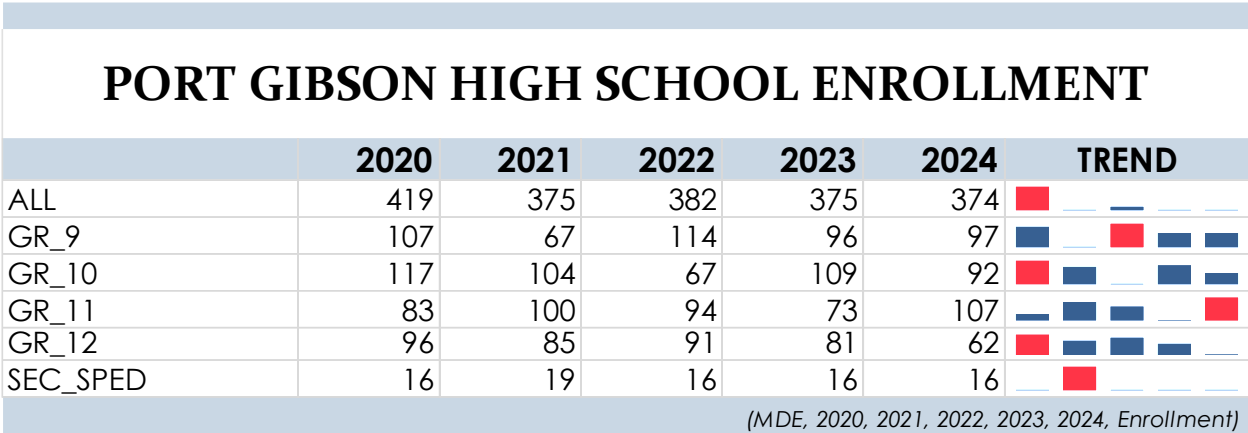


Figure 107: Port Gibson High School Enrollment

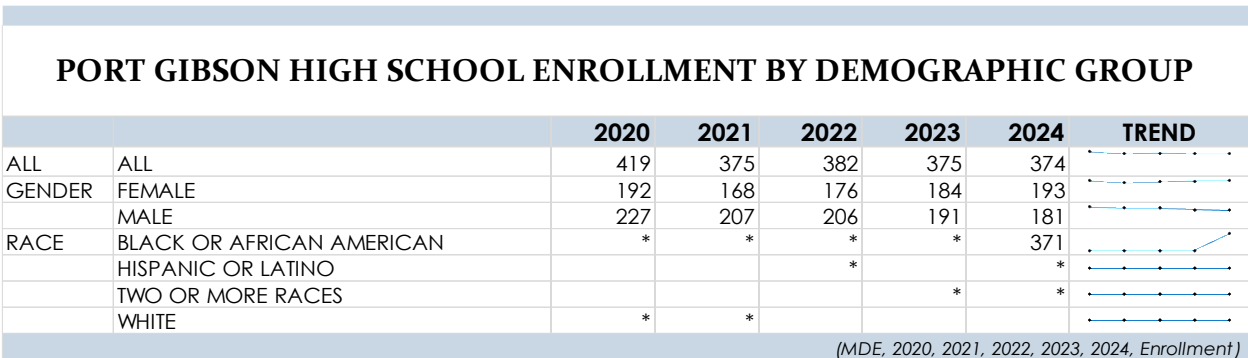


Figure 108: Port Gibson High School Enrollment by Demographic Group

Attendance

AVERAGE DAILY ATTENDANCE

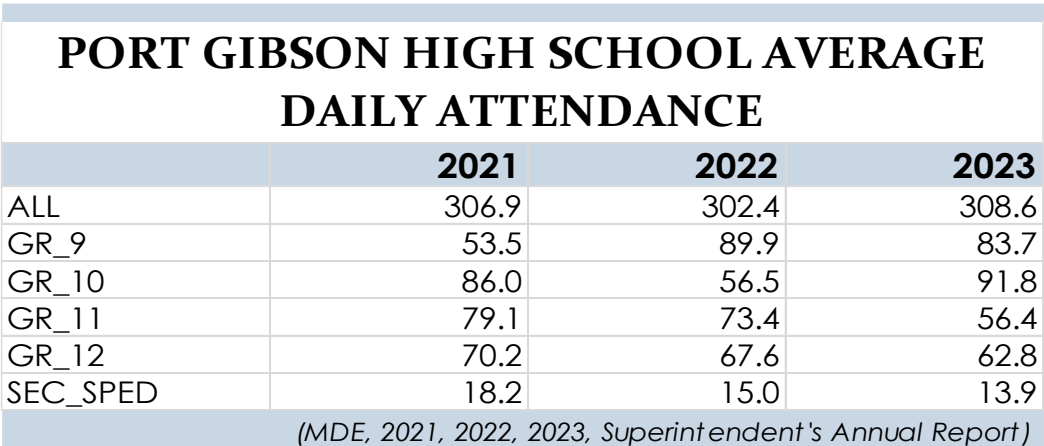


Figure 109: Port Gibson High School Average Daily Attendance

CHRONIC ABSENCE

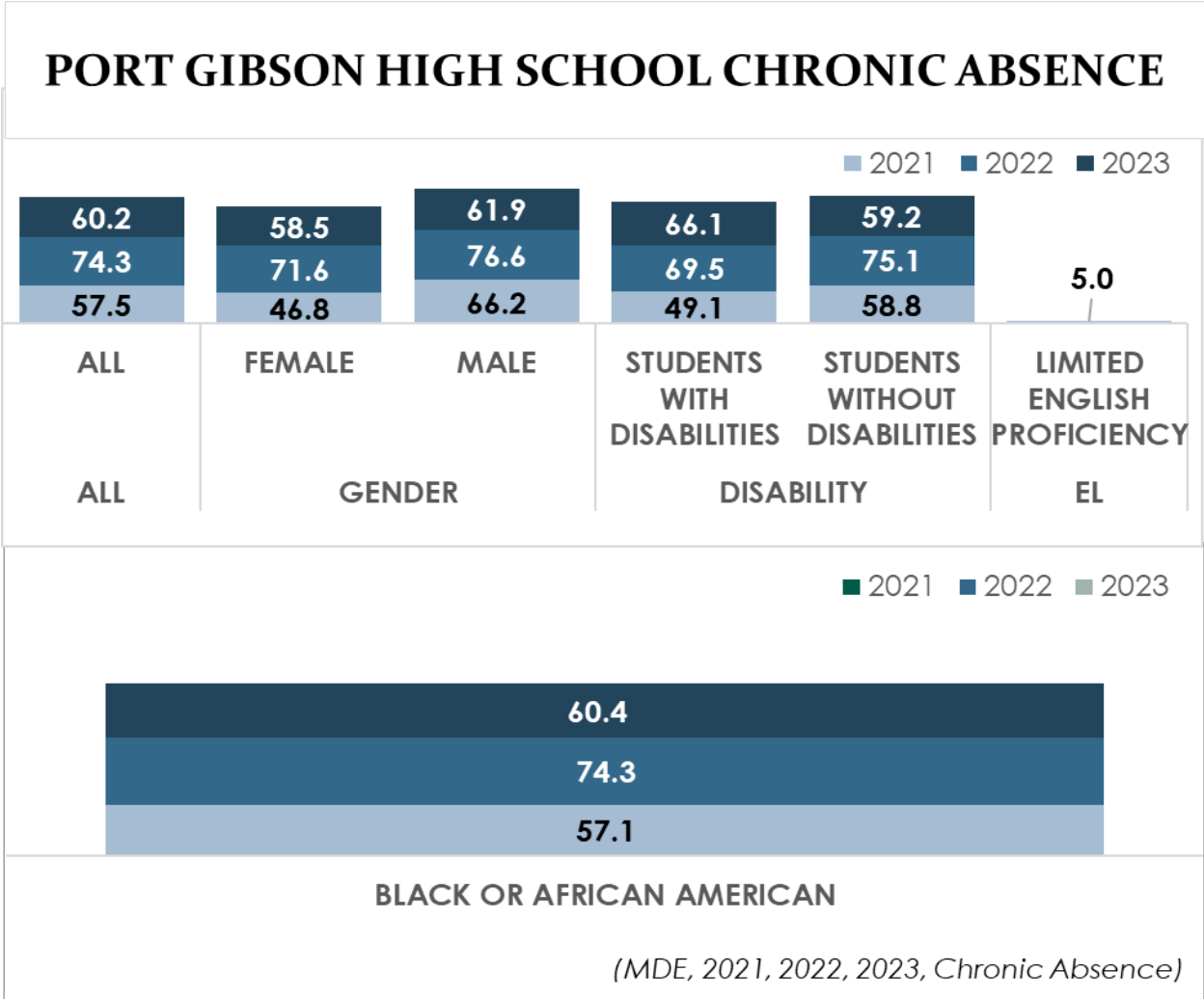


Figure 110: Port Gibson High School Chronic Absence



Accountability

ACCOUNTABILITY MEASURES

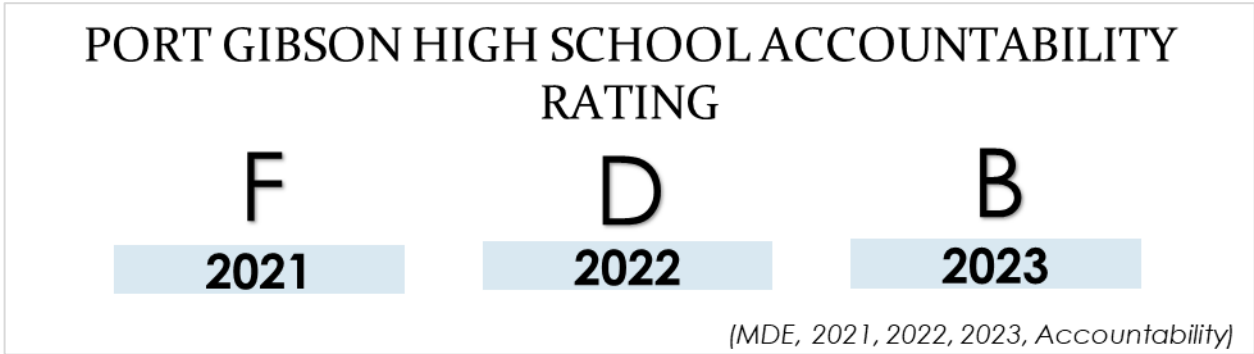


Figure 111: Port Gibson High School Accountability Rating

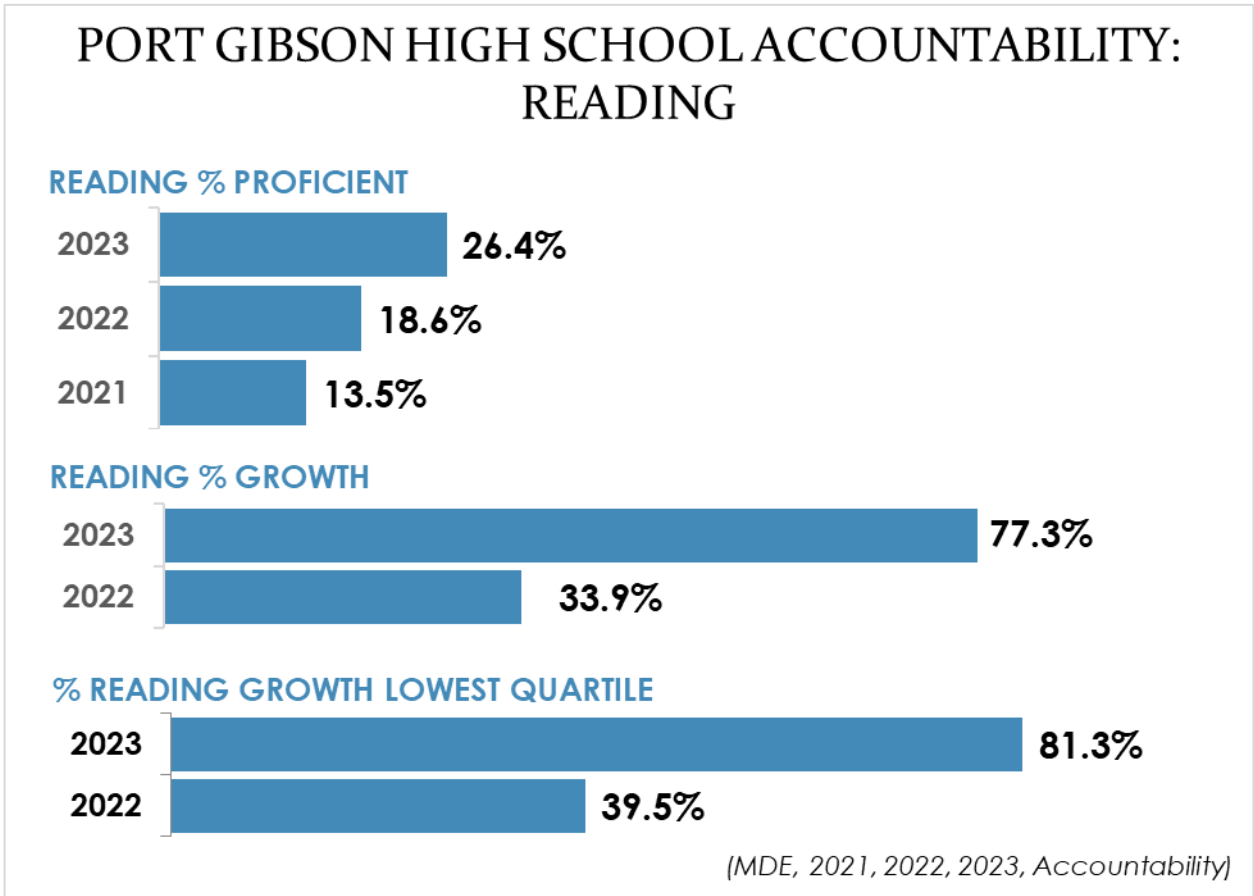
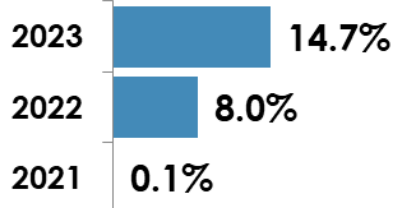


Figure 112: Port Gibson High School Accountability: Reading

PORT GIBSON HIGH SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE

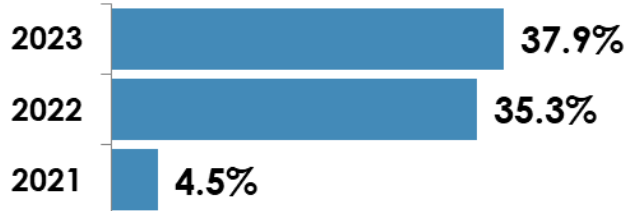


(MDE, 2021, 2022, 2023, Accountability)

Figure 113: Port Gibson High School Accountability: Math

PORT GIBSON HIGH SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT

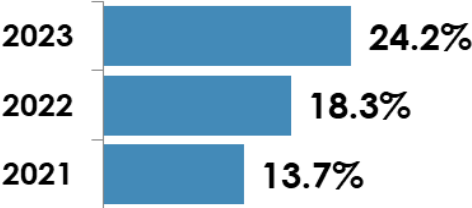


(MDE, 2021, 2022, 2023, Accountability)

Figure 114: Port Gibson High School Accountability: Science

PORT GIBSON HIGH SCHOOL ACCOUNTABILITY: HISTORY

HISTORY % PROFICIENT

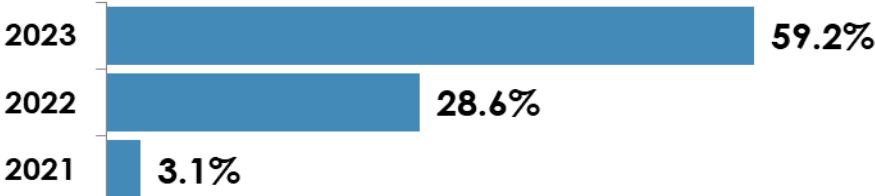


(MDE, 2021, 2022, 2023, Accountability)

Figure 115: Port Gibson High School Accountability: History

PORT GIBSON HIGH SCHOOL ACCOUNTABILITY: ADVANCED

COLLEGE AND CAREER READINESS



ACCELERATION



(MDE, 2021, 2022, 2023, Accountability)

Figure 116: Port Gibson High School Accountability: Advanced



PROFICIENCY BY DEMOGRAPHIC GROUP

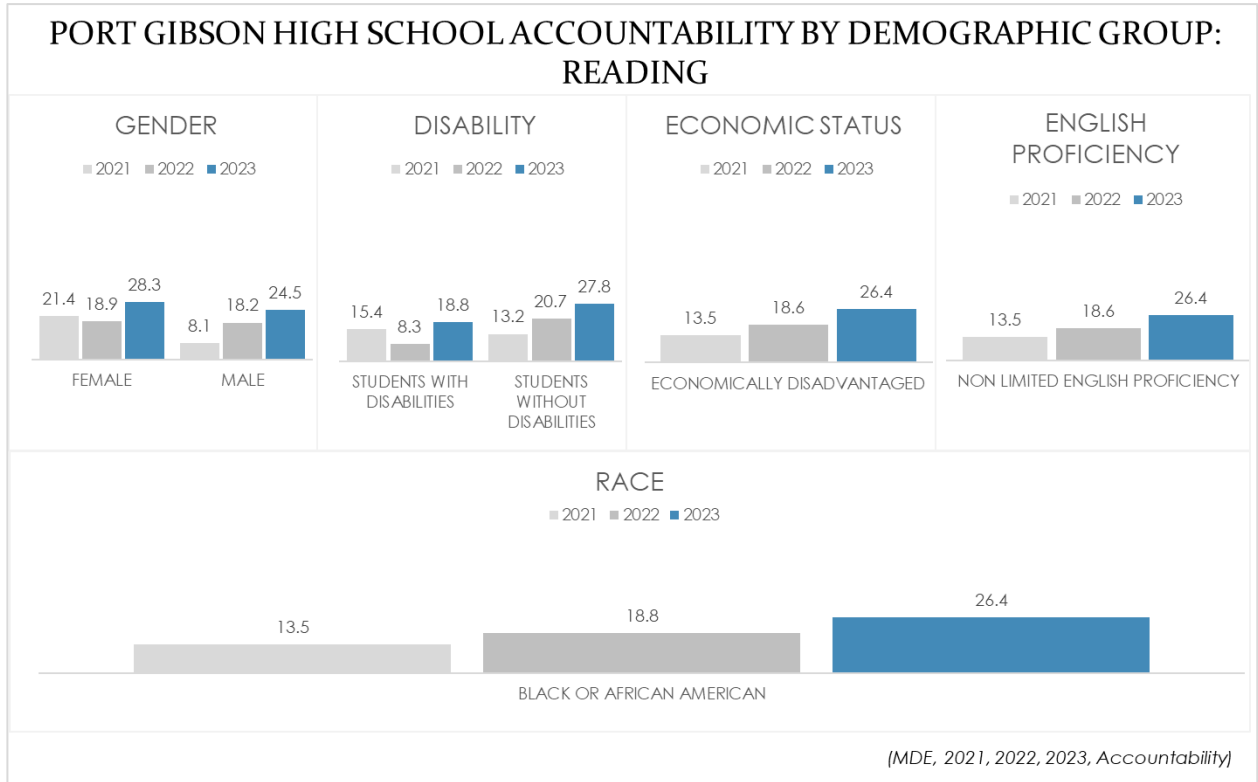


Figure 117: Port Gibson High School Proficiency by Demographic Group: Reading

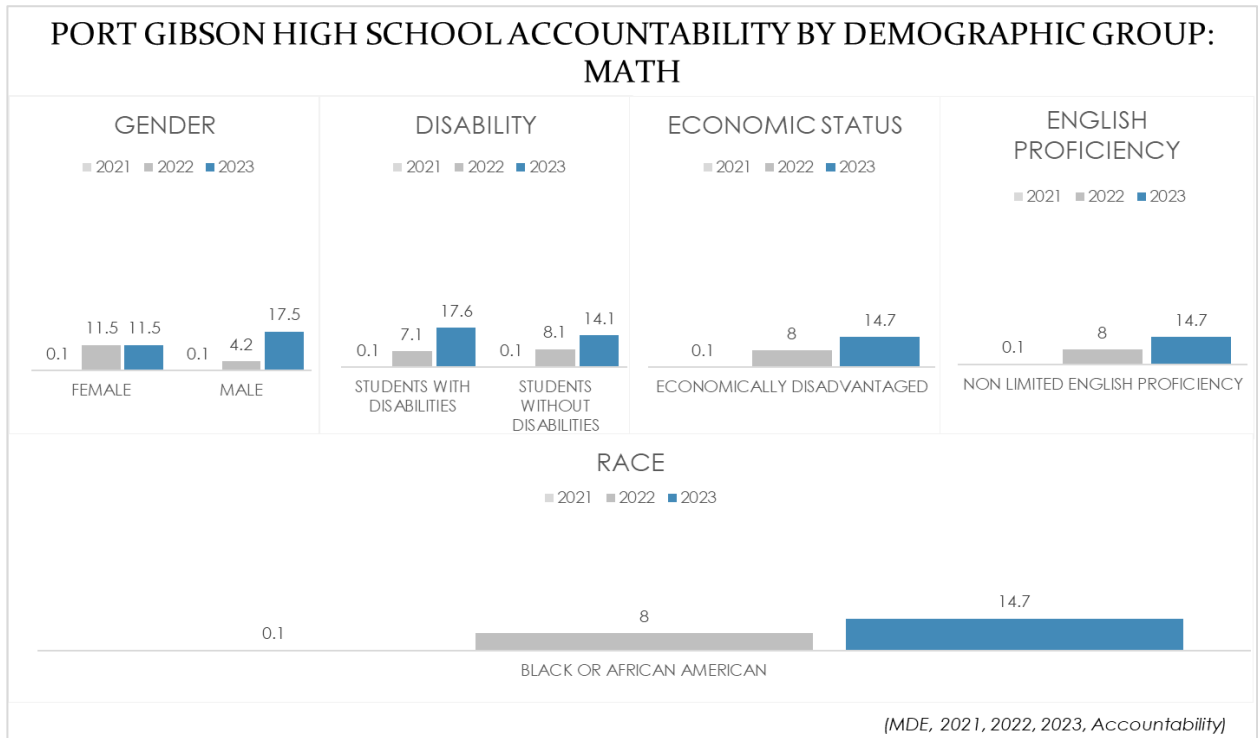


Figure 118: Port Gibson High School Proficiency by Demographic Group: Math

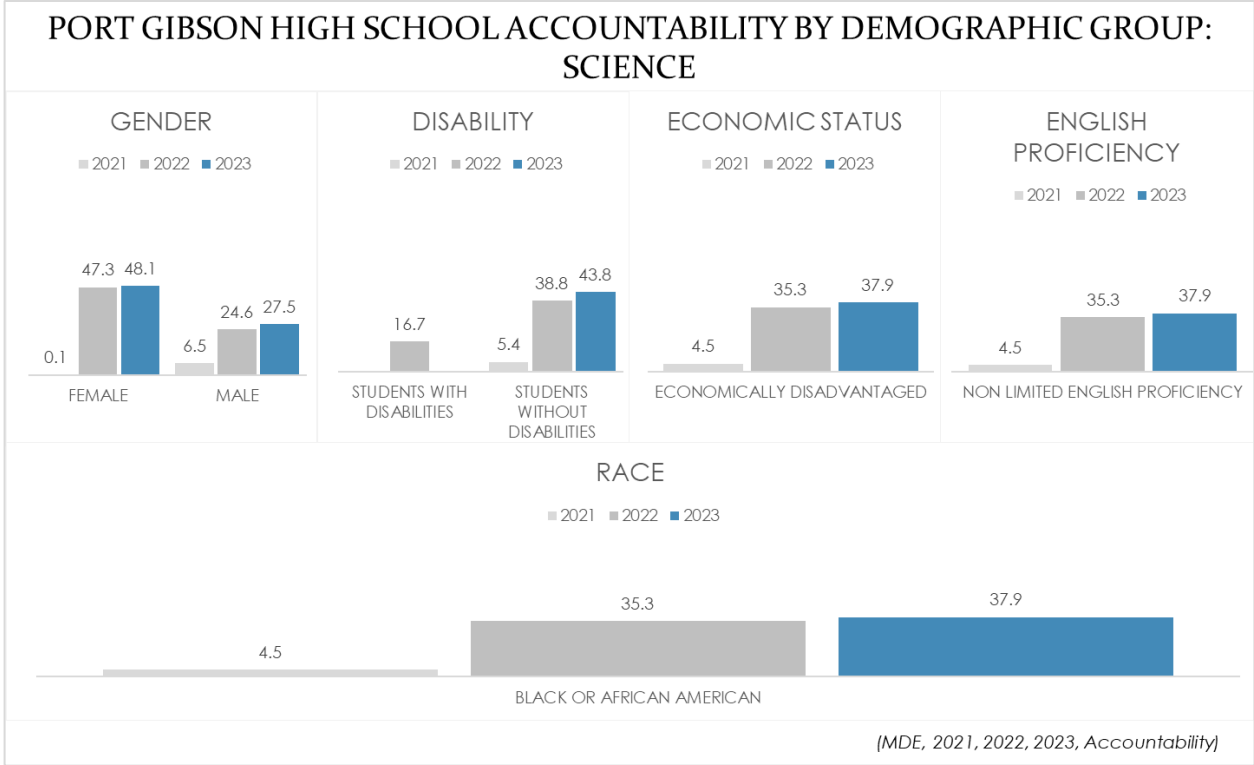


Figure 119: Port Gibson High School Proficiency by Demographic Group: Science

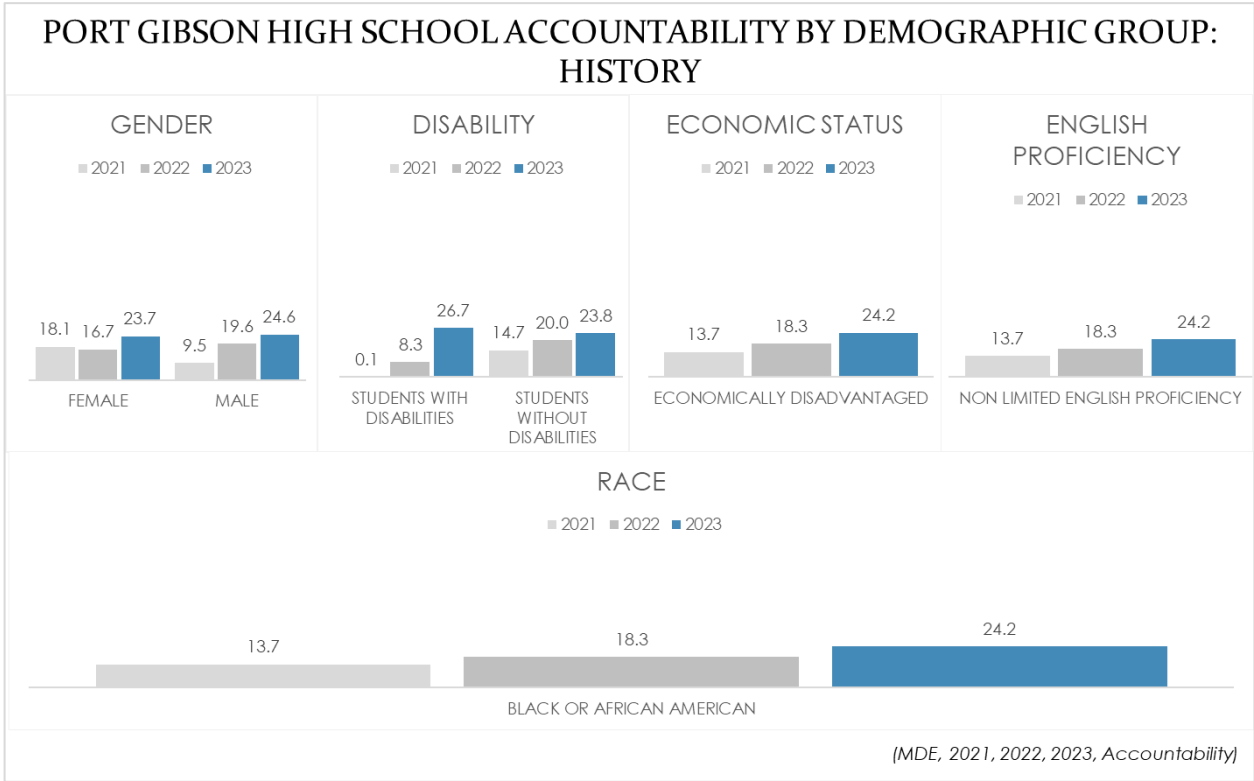


Figure 120: Port Gibson High School Proficiency by Demographic Group: History

4-YEAR GRADUATION RATES

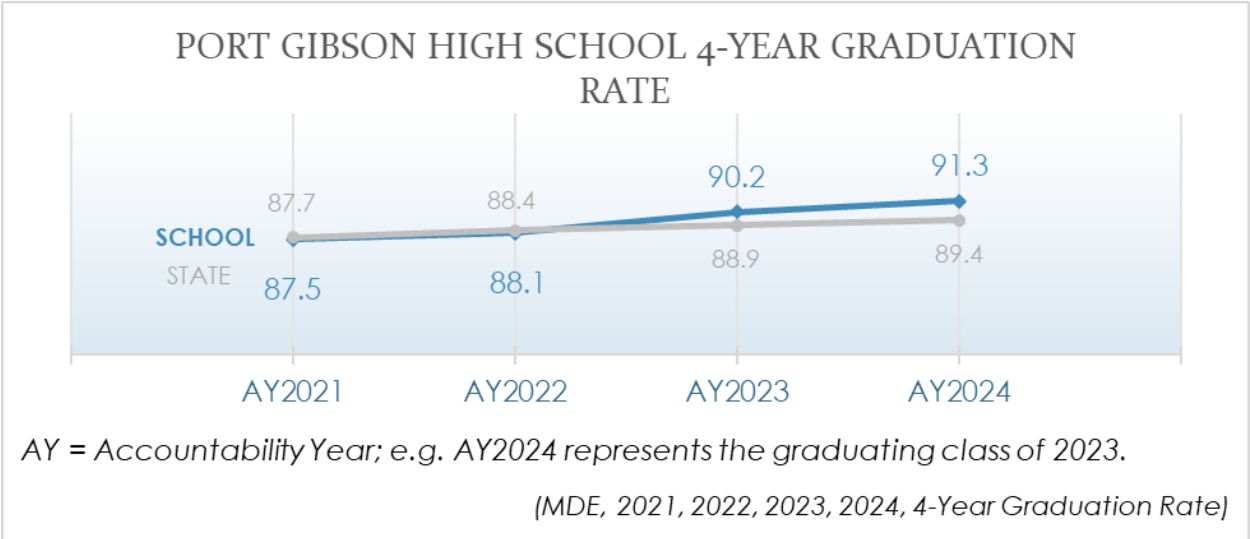


Figure 121: Port Gibson High School 4-Year Graduation Rate

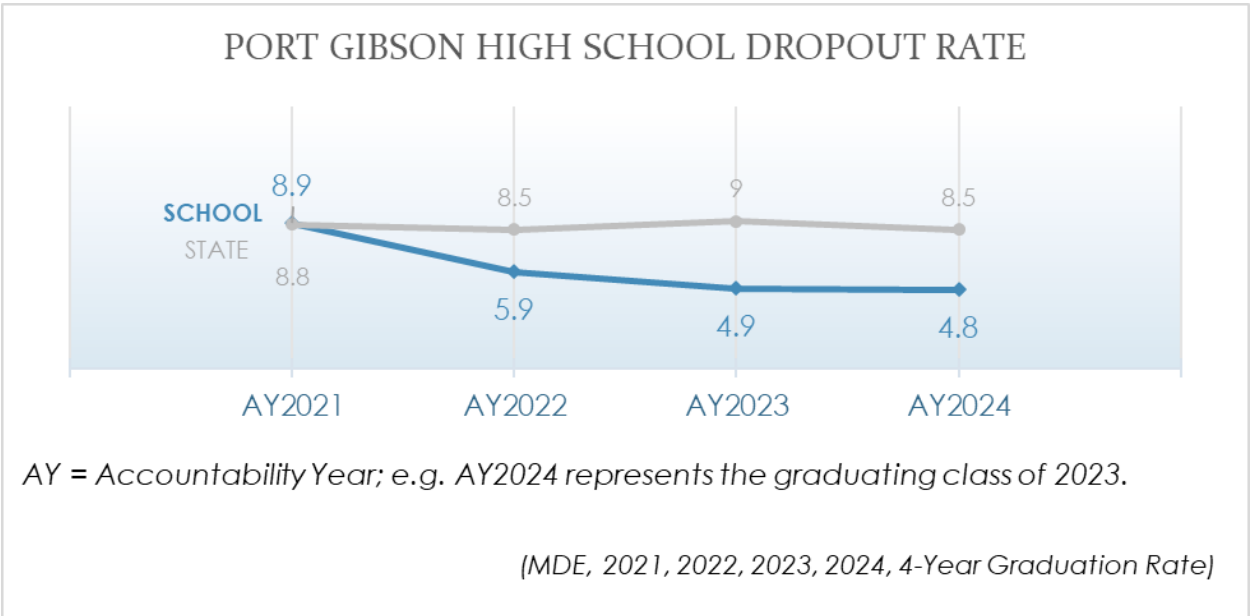
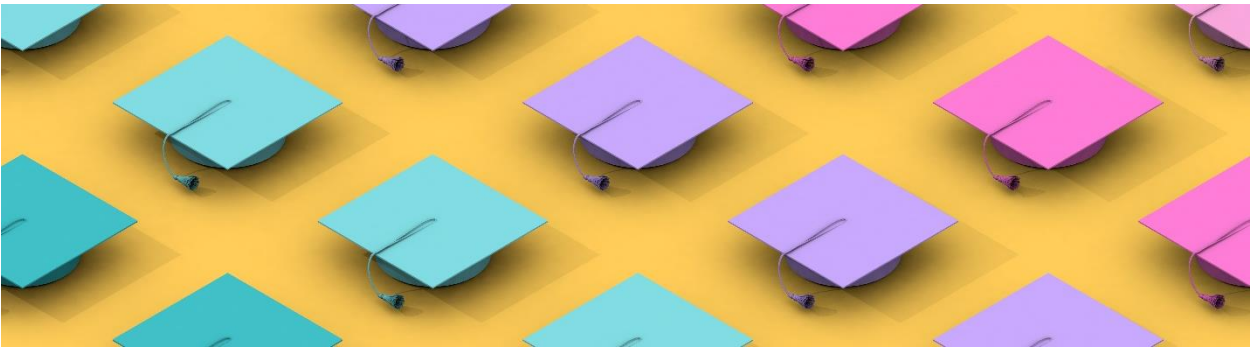


Figure 122: Port Gibson High School Dropout Rate



Assessment

ACT

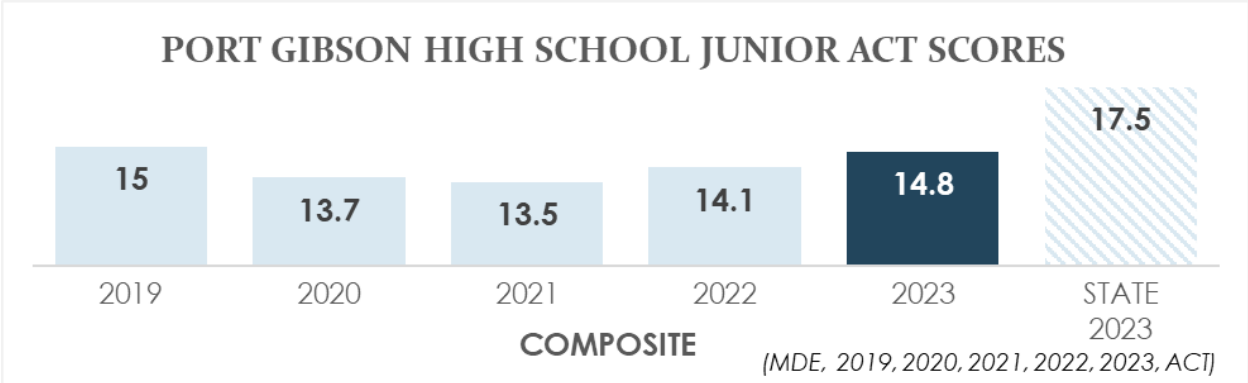


Figure 123: Port Gibson High School Junior ACT: Composite

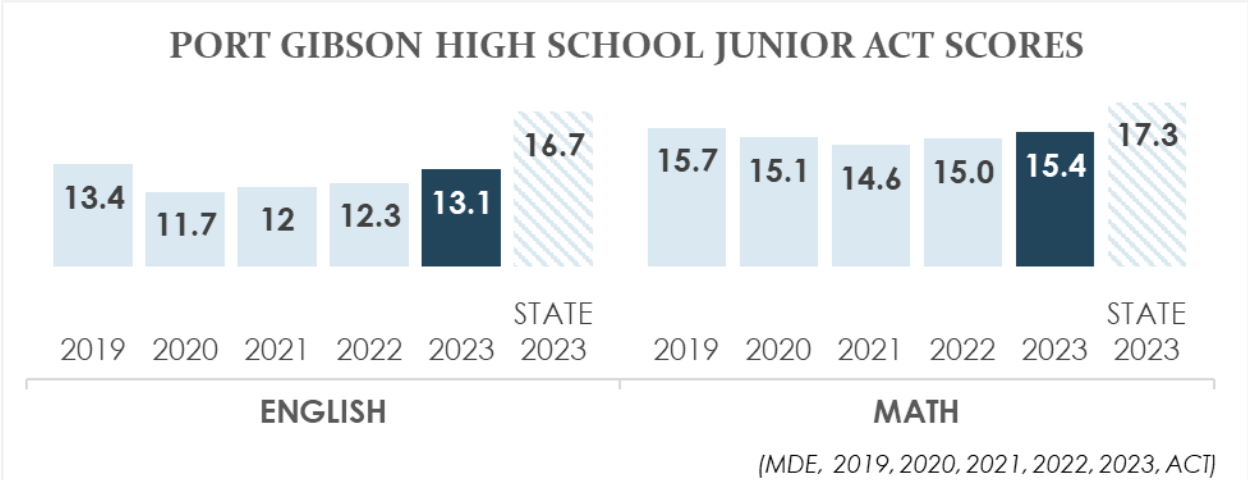


Figure 124: Port Gibson High School Junior ACT: English and Math

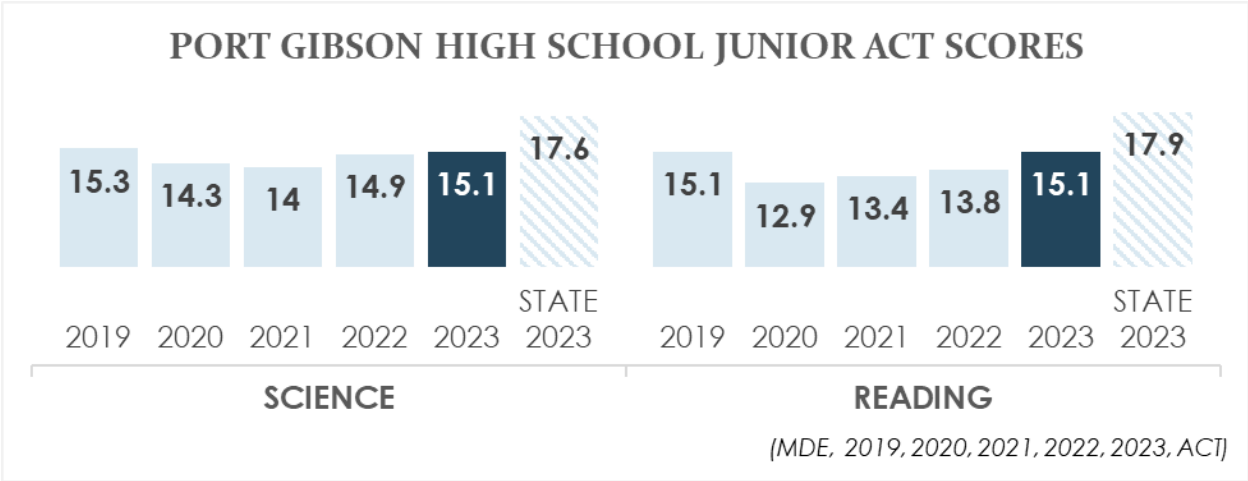


Figure 125: Port Gibson High School Junior ACT: Science and Reading

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA and MATH

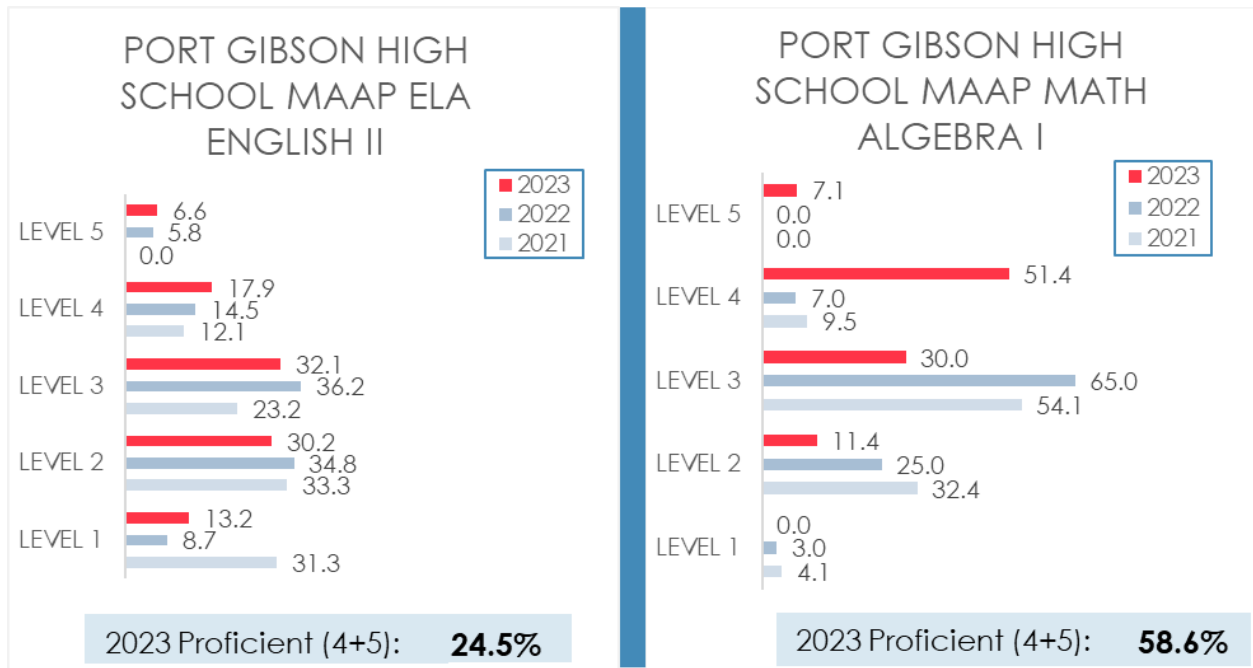


Figure 126: Port Gibson High School MAAP ELA and Math: English II and Algebra I

MAAP END-OF-COURSE

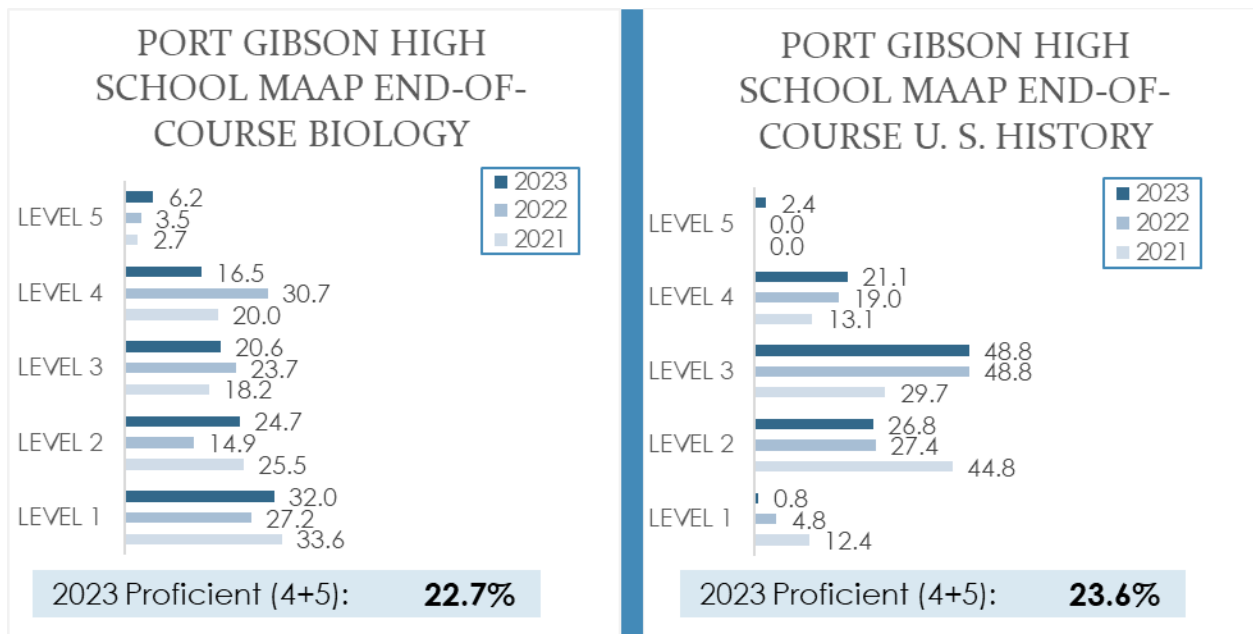


Figure 127: Port Gibson High School MAAP End-of-Course Biology I and U. S. History

Personnel

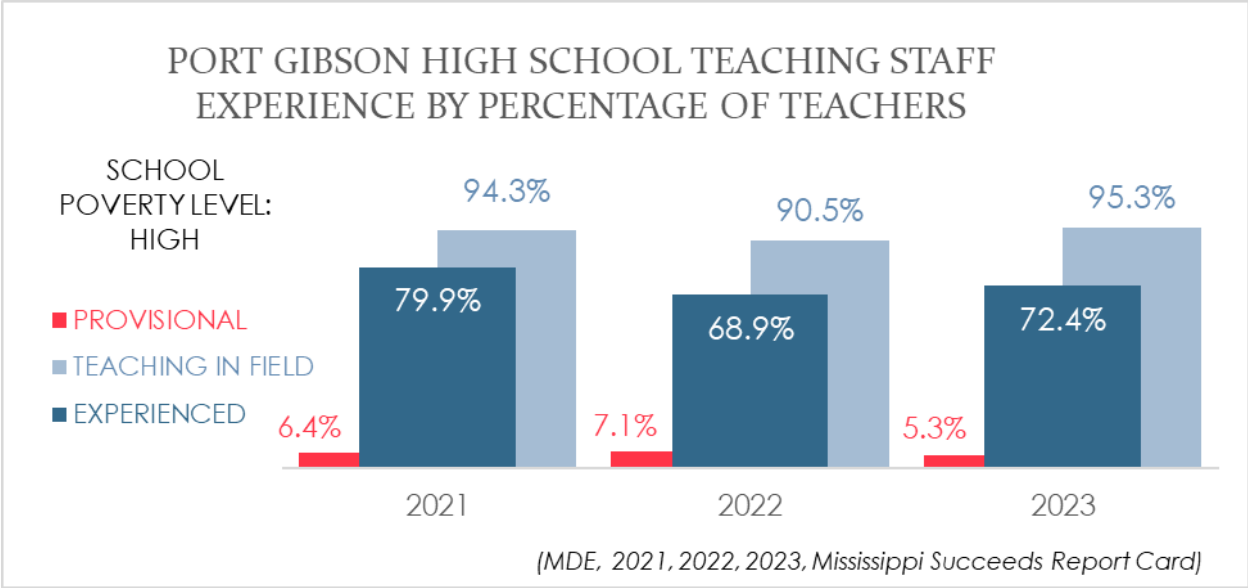


Figure 128: Port Gibson High School Teaching Staff Experience by Percentage of Teachers

Discipline

PORT GIBSON HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤5	14.9	17.1	≤5	19.2	29.9			
GENDER	FEMALE	≤5	11.6	13.5		17.5	26.4			
	MALE		17.8	20.6	≤5	20.7	33.2			
RACE	BLACK OR AFRICAN AMERICAN	≤5	15.0	17.1	≤5	19.3	29.9			
DISABILITY	STUDENTS WITH DISABILITIES		18.6	36.8	≤5	32.2	42.1			
	STUDENTS WITHOUT DISABILITIES	≤5	14.3	13.7		16.9	27.8			
EL	NON LIMITED ENGLISH PROFICIENCY		14.9	17.1		19.2	29.9			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL		54.0	39.0		≤5			≤5	
GENDER	FEMALE		16.0	12.0		≤5			≤5	
	MALE		38.0	27.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN		54.0	39.0		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES		≤10	≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES		45.0	30.0		≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY					≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		54.0	39.0		≤5			≤5	
(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)										

Figure 129: Port Gibson High School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Port Gibson High School in the categories of *Federal Program; 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. Nineteen (19) faculty and staff members, eight (8) parents, and nine (9) students responded to the survey.

Port Gibson High School Faculty/Staff Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	10	52.6%
Differentiated instruction	6	31.6%
Access to computers and individualized instruction	11	57.9%

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

	Count	Percentage
Strongly Agree	8	42.1%
Agree	10	52.6%
Disagree	1	5.3%
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	7	36.8%
Agree	9	47.4%
Disagree	2	10.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

Port Gibson High School

I use effective, evidence-based strategies for:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Successful classroom management.	73.7%	26.3%	0.0%	0.0%	0.0%
Teaching special needs students.	68.4%	21.1%	10.5%	0.0%	0.0%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	52.6%	21.1%	10.5%	0.0%	15.8%
Developing and using classroom assessments.	73.7%	26.3%	0.0%	0.0%	0.0%
Closing the achievement gap between diverse groups of students.	63.2%	36.8%	0.0%	0.0%	0.0%

I contact parents every week.		
	Count	Percentage
Strongly Agree	2	10.5%
Agree	11	57.9%
Disagree	3	15.8%
Strongly Disagree	2	10.5%
Not Applicable or No Information	1	5.3%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	12	63.2%
Minor disruptions that steal instructional time	3	15.8%
Major classroom disruptions	0	0.0%
Not Applicable	4	21.1%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	5	26.3%
Agree	8	42.1%
Disagree	4	21.1%
Strongly Disagree	2	10.5%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	26.3%
Agree	9	47.4%
Disagree	4	21.1%
Strongly Disagree	1	5.3%
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	7	36.8%
Agree	8	42.1%
Disagree	4	21.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	42.1%
Agree	10	52.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

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	5	26.3%
Utilize technology such as class websites, blogs, and videos	12	63.2%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	6	31.6%

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

	Count	Percentage
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	8	42.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	13	68.4%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	9	47.4%
Use bilingual handouts and cues	2	10.5%
Use visual displays, portable white boards, and posters when giving instructions	10	52.6%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	13	68.4%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	9	47.4%
Agree	9	47.4%
Disagree	0	0.0%
Strongly Disagree	1	5.3%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	9	47.4%
Agree	8	42.1%
Disagree	2	10.5%
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	7	36.8%
Agree	8	42.1%
Disagree	3	15.8%
Strongly Disagree	1	5.3%
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	42.1%
Agree	10	52.6%
Disagree	0	0.0%
Strongly Disagree	1	5.3%
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	47.4%
Agree	8	42.1%
Disagree	0	0.0%
Strongly Disagree	2	10.5%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	42.1%
Agree	10	52.6%
Disagree	1	5.3%
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	11	57.9%
Agree	5	26.3%
Disagree	1	5.3%
Strongly Disagree	1	5.3%
Not Applicable or No Information	1	5.3%

Port Gibson High School

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

	Count	Percentage
Strongly Agree	11	57.9%
Agree	4	21.1%
Disagree	1	5.3%
Strongly Disagree	1	5.3%
Not Applicable or No Information	2	10.5%

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	14	73.7%
Agree	4	21.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.3%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	9	47.4%
Agree	7	36.8%
Disagree	0	0.0%
Strongly Disagree	2	10.5%
Not Applicable or No Information	1	5.3%

The professional development learning climate is collegial, informative, and respectful.

	Count	Percentage
Strongly Agree	9	47.4%
Agree	7	36.8%
Disagree	0	0.0%
Strongly Disagree	2	10.5%
Not Applicable or No Information	1	5.3%

The professional development activities I have attended have been aligned with state standards, assessments, and the local school curriculum.

	Count	Percentage
Strongly Agree	9	47.4%
Agree	6	31.6%
Disagree	0	0.0%
Strongly Disagree	2	10.5%
Not Applicable or No Information	2	10.5%

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 Port Gibson High School expressed positive feedback about the team mentality among coworkers, with everyone willing to support students. Respondents noted that Professional Learning Communities (PLC) were beneficial, and that teachers were dedicated to preparing each student for the next grade. However, they highlighted the need for more student clubs and engaging activities. One respondent addressed the need for a program for students who below are their current grade level. Another

Port Gibson High School

respondent highlighted a need for classroom supplies. Student discipline and safety were also mentioned as areas of improvement.

Port Gibson High School Parent Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	4	50.0%
Differentiated instruction	3	37.5%
Access to computers and individualized instruction	4	50.0%

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

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

I have read and understood the Title I School-Parent Compact.

	Count	Percentage
Yes	8	100.0%
No	0	0.0%

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	5	62.5%
Safety in the schools	4	50.0%
Curriculum and learning goals	4	50.0%
Available technology and how it's used in the classroom	3	37.5%
How to contact my child's teacher	3	37.5%
Homework	3	37.5%

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

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

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

	Count	Percentage
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	5	62.5%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	5	62.5%
Resource materials for parental training	3	37.5%
Training for parents to work with other parents on becoming involved in the schools	3	37.5%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	1	12.5%
Home/School folders	2	25.0%
Home/School Planners	2	25.0%

TITLE IV-A

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

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

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	4	50.0%
Supporting college and career counseling	7	87.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	5	62.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	6	75.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	4	50.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	5	62.5%
Providing school-based mental health services and counseling	4	50.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	5	62.5%
Establishing or improving dropout prevention	5	62.5%
Supporting re-entry programs and transition services for Justice-involved youth	4	50.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	2	25.0%
Implementing systems and practices to prevent bullying and harassment	5	62.5%

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
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	4	50.0%
Establishing community partnerships	4	50.0%

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	4	50.0%
Building technological capacity and infrastructure	5	62.5%
Carrying out innovative blended learning projects	4	50.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	6	75.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	37.5%

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

	Count	Percentage
Strongly Agree	1	12.5%
Agree	4	50.0%
Disagree	1	12.5%
Strongly Disagree	1	12.5%
Not Applicable or No Information	1	12.5%

CURRICULUM AND INSTRUCTION

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

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

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

Parents feel welcome in our school.

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

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

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

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

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

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

	Count	Percentage
Parent/teacher conference	4	50.0%
Checked my child's grades/assignments online	8	100.0%
Been in contact with my child's teacher	5	62.5%
Received a newsletter from the district, school, or teacher	1	12.5%
Worked with a committee or group on school or district policies	1	12.5%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	4	50.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	5	62.5%
Volunteered at my child's school	1	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	2	25.0%
Agree	3	37.5%
Disagree	1	12.5%
Strongly Disagree	1	12.5%
Not Applicable or No Information	1	12.5%

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

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

PRESCHOOL AND KINDERGARTEN

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

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

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 Port Gibson High School who participated in the survey shared areas of concern and gave suggestions for improvement. Several respondents expressed concern for better communication between the school and parents. Other respondents suggested improved interactions among school staff, students, and parents, such as creating a more welcoming environment. One respondent believes renovations to athletic facilities, such as the track and football field, need to take place.

Port Gibson High School Student Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Emphasis on cooperation between home and school	4	44.4%
Differentiated instruction	1	11.1%
Access to computers and individualized instruction	6	66.7%

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	2	22.2%
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	2	22.2%
Agree	6	66.7%
Disagree	1	11.1%
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	3	33.3%
Agree	4	44.4%
Disagree	2	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	11.1%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	1	11.1%
Agree	4	44.4%
Disagree	4	44.4%
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	1	11.1%
Agree	4	44.4%
Disagree	2	22.2%
Strongly Disagree	2	22.2%
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	2	22.2%
Agree	3	33.3%
Disagree	3	33.3%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	1	11.1%
Agree	4	44.4%
Disagree	3	33.3%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	1	11.1%
Agree	4	44.4%
Disagree	2	22.2%
Strongly Disagree	2	22.2%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	5	55.6%
Disagree	0	0.0%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	33.3%
Agree	4	44.4%
Disagree	1	11.1%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	3	33.3%
Agree	3	33.3%
Disagree	2	22.2%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	2	22.2%
Agree	4	44.4%
Disagree	2	22.2%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	2	22.2%
Agree	5	55.6%
Disagree	1	11.1%
Strongly Disagree	1	11.1%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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

STUDENTS from Port Gibson High School vary widely in their responses, reflecting their personal experiences and perspectives. Some students praise the teachers and the overall learning environment, stating that the school does well in educating and helping them. Others express a desire for specific improvements, such as having more freedom with dress code. One student also suggested more opportunities for student celebration.



Notes

FIGURES

Figure 1: District Enrollment	4
Figure 2: District Enrollment by Demographic Group	4
Figure 3: District Average Daily Attendance	5
Figure 4: District Chronic Absence by Demographic Group	6
Figure 5: District Accountability Rating	8
Figure 6: District Accountability: Reading	8
Figure 7: District Accountability: Math	9
Figure 8: District Accountability: Science	9
Figure 9: District Accountability: History	10
Figure 10: District Accountability: Advanced	10
Figure 11: District Accountability by Demographic Group: Reading	11
Figure 12: District Accountability by Demographic Group: Math	12
Figure 13: District Accountability by Demographic Group: Science	12
Figure 14: District Accountability by Demographic Group: History	13
Figure 15: District Changes in ELA Proficiency Gap-to-Goal by Gender	14
Figure 16: District Changes in ELA Proficiency Gap-to-Goal by Disability	14
Figure 17: District Changes in ELA Proficiency Gap-To-Goal by Economic Status	14
Figure 18: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency	15
Figure 19: District Changes in ELA Proficiency Gap-To-Goal by Race	15
Figure 20: District Changes in Math Proficiency Gap-to-Goal by Gender	16
Figure 21: District Changes in Math Proficiency Gap-To-Goal by Disability	16
Figure 22: District Changes in Math Proficiency Gap-To-Goal by Economic Status	16
Figure 23: District Changes in Math Proficiency Gap-To-Goal by English Proficiency	17
Figure 24: District Changes in Math Proficiency Gap-To-Goal by Race	17
Figure 25: District 4-Year Graduation Rates	18
Figure 26: District Dropout Rate	18
Figure 27: District Graduation Rate by Demographic Group	19
Figure 28: District Advanced Course Enrollment by Demographic Group	20
Figure 29: District Post-Secondary Enrollment by Demographic Group	20
Figure 30: District Junior ACT: Composite	21
Figure 31: District Junior ACT: English and Math	22
Figure 32: District Junior ACT: Science and Reading	22
Figure 33: District Kindergarten Readiness Assessment: Prekindergarten	22
Figure 34: District Kindergarten Readiness Assessment: Kindergarten	23
Figure 35: District Literacy-Based Promotion Act Third Grade Reading Assessment	23
Figure 36: District Literacy-Based Promotion Act Third Grade Reading Good Cause Exemption	24
Figure 37: District K-8 Retention Rates	24
Figure 38: District MAAP ELA Grades 3 and 4	25
Figure 39: District MAAP ELA Grades 5 and 6	25
Figure 40: District MAAP ELA Grades 7 and 8	26
Figure 41: District MAAP ELA English II	26
Figure 42: District MAAP Math Grades 3 and 4	27
Figure 43: District MAAP Math Grades 5 and 6	27
Figure 44: District MAAP Math Grades 7 and 8	28
Figure 45: District MAAP Math Algebra I	28
Figure 46: District MAAP-SCI Grades 5 and 8	29
Figure 47: District MAAP-EOC Biology I and U. S. History	29

Figures

Figure 48: ELA Proficiency Gain/Loss Over Time	30
Figure 49: Math Proficiency Gain/Loss Over Time	30
Figure 50: Science and EOC Proficiency Gain/Loss Over Time	30
Figure 51: District Disciplinary Actions Reported to MDE	31
Figure 52: District Per Pupil Expenditures	32
Figure 53: District Expenditures by Function	32
Figure 54: District Expenditures by Function: Percent of Total	32
Figure 55: District Revenue Sources	33
Figure 56: Mississippi Adequate Education Program (MAEP) Allocations	33
Figure 57: District Federal Title Programs Funding Allocation	33
Figure 58: Current District Finance Rank Compared to Other Mississippi School Districts	34
Figure 59: District Classroom Teachers and Per Pupil Ratio	35
Figure 60: District Teaching Staff Experience by Percentage of Teachers	35
Figure 61: District Administrative and Support Personnel	36
Figure 62: District Administrative and Support Staff Average Salaries	36
Figure 63: District Teacher and Instructional Personnel Average Salaries	37
Figure 64: Distribution of Stakeholders	38
Figure 65: Distribution of Faculty/Staff Respondents by School	39
Figure 66: Distribution of Student Respondents by School	39
Figure 67: Distribution of Parent Respondents by School	39
Figure 68: A. W. Watson Elementary School Enrollment	78
Figure 69: A. W. Watson Elementary School Enrollment by Demographic Group	78
Figure 70: A. W. Watson Elementary School Average Daily Attendance	79
Figure 71: A. W. Watson Elementary School Chronic Absence by Demographic Group	79
Figure 72: A. W. Watson Elementary School Accountability Rating	80
Figure 73: A. W. Watson Elementary School Accountability: Reading	80
Figure 74: A. W. Watson Elementary School Accountability: Math	81
Figure 75: A. W. Watson Elementary School Accountability: Science	81
Figure 76: A. W. Watson Elementary School Reading Proficiency by Demographic Group	82
Figure 77: A. W. Watson Elementary School Math Proficiency by Demographic Group	82
Figure 78: A. W. Watson Elementary School Science Proficiency by Demographic Group	83
Figure 79: A. W. Watson Elementary School Kindergarten Readiness Assessment: Prekindergarten	83
Figure 80: A. W. Watson Elementary School Kindergarten Readiness Assessment: Kindergarten	84
Figure 81: A. W. Watson Elementary School Initial Third-Grade Reading Assessment Pass Rate	84
Figure 82: A. W. Watson Elementary School MAAP ELA Grades 3 and 4	85
Figure 83: A. W. Watson Elementary School MAAP ELA Grade 5	85
Figure 84: A. W. Watson Elementary School MAAP Math Grades 3 and 4	86
Figure 85: A. W. Watson Elementary School MAAP Math Grade 5	86
Figure 86: A. W. Watson Elementary School MAAP Science Grade 5	87
Figure 87: A. W. Watson Elementary School Teaching Staff Experience by Percentage of Teachers	87
Figure 88: A. W. Watson Elementary School Disciplinary Actions Reported to MDE	88
Figure 89: Port Gibson Middle School Enrollment	106
Figure 90: Port Gibson Middle School Enrollment by Demographic Group	106
Figure 91: Port Gibson Middle School Average Daily Attendance	106
Figure 92: Port Gibson Middle School Chronic Absence by Demographic Group	107
Figure 93: Port Gibson Middle School Accountability Rating	108
Figure 94: Port Gibson Middle School Accountability: Reading	108
Figure 95: Port Gibson Middle School Accountability: Math	109
Figure 96: Port Gibson Middle School Accountability: Science	109
Figure 97: Port Gibson Middle School Accountability by Demographic Group: Reading	110

Figure 98: Port Gibson Middle School Proficiency by Demographic Group: Math	110
Figure 99: Port Gibson Middle School Proficiency by Demographic Group: Science	111
Figure 100: Port Gibson Middle School MAAP ELA Grades 6 and 7	112
Figure 101: Port Gibson Middle School MAAP ELA Grade 8	112
Figure 102: Port Gibson Middle School MAAP Math Grades 6 and 7	113
Figure 103: Port Gibson Middle School MAAP Math Grade 8	113
Figure 104: Port Gibson Middle School MAAP Science Grade 8	114
Figure 105: Port Gibson Middle School Teaching Staff Experience by Percentage of Teachers	114
Figure 106: Port Gibson Middle School Disciplinary Actions Reported to MDE	115
Figure 107: Port Gibson High School Enrollment	132
Figure 108: Port Gibson High School Enrollment by Demographic Group	132
Figure 109: Port Gibson High School Average Daily Attendance	132
Figure 110: Port Gibson High School Chronic Absence	133
Figure 111: Port Gibson High School Accountability Rating	134
Figure 112: Port Gibson High School Accountability: Reading	134
Figure 113: Port Gibson High School Accountability: Math	135
Figure 114: Port Gibson High School Accountability: Science	135
Figure 115: Port Gibson High School Accountability: History	136
Figure 116: Port Gibson High School Accountability: Advanced	136
Figure 117: Port Gibson High School Proficiency by Demographic Group: Reading	137
Figure 118: Port Gibson High School Proficiency by Demographic Group: Math	137
Figure 119: Port Gibson High School Proficiency by Demographic Group: Science	138
Figure 120: Port Gibson High School Proficiency by Demographic Group: History	138
Figure 121: Port Gibson High School 4-Year Graduation Rate	139
Figure 122: Port Gibson High School Dropout Rate	139
Figure 123: Port Gibson High School Junior ACT: Composite	140
Figure 124: Port Gibson High School Junior ACT: English and Math	140
Figure 125: Port Gibson High School Junior ACT: Science and Reading	140
Figure 126: Port Gibson High School MAAP ELA and Math: English II and Algebra I	141
Figure 127: Port Gibson High School MAAP End-of-Course Biology I and U. S. History	141
Figure 128: Port Gibson High School Teaching Staff Experience by Percentage of Teachers	142
Figure 129: Port Gibson High School Disciplinary Actions Reported to MDE	142

THIS PAGE LEFT INTENTIONALLY BLANK.

BIBLIOGRAPHY

- MDE. (2020). *2019-2020 Student Assessment*. Mississippi Department of Education. <https://www.mdek12.org/OPR/Reporting/Assessment/2019-20>
- MDE. (2020). *2020 Accountability System District Graduation and Dropout Rates*. MDE Public Reporting: Accountability. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2020/grad_dropout_rates_2020_report.pdf
- MDE. (2021, January). *2019-2020 Superintendent's Annual Report*. MDE Public Reporting: Reports. <https://www.mdek12.org/superintendent2020>
- MDE. (2021). *2021 Accountability Media File*. <https://www.mdek12.org/OPR/Reporting/Accountability>
- MDE. (2021, March). *2021 Accountability System District Graduation and Dropout Rates*. MDE Public Reporting. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2021/2021_graduation_and_dropout_rates.pdf
- MDE. (2021, January). *2021 Enrollment*. MDE State Data Export. <https://newreports.mdek12.org/>
- MDE. (2021). *Mississippi Succeeds Report Card*. Mississippi Department of Education. <https://msrc.mdek12.org/>
- MDE. (2021). *User Guide*. Mississippi Succeeds Annual Report Card. <https://msrc.mdek12.org/downloads/MSRCUserGuide.pdf>
- MDE. (2022, October 27). *2021-2022 Literacy Based Promotion Act Annual Report*. Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/SSE/lbpa_2022_1_0.pdf
- MDE. (2022). *2021-2022 Student Assessment*. Mississippi Department of Education. <https://www.mdek12.org/OPR/Reporting/Assessment/2021-22>
- MDE. (2022, September 27). *2022 Accountability Results*. Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2022/2022_accountability_media_file.xlsx
- MDE. (2022, February 17). *2022 Accountability System District Graduation and Dropout Rates*. Accountability. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2022/grad_dropout_rates_2022_report.pdf
- MDE. (2022). *Mississippi Succeeds Plan (revised)*. Mississippi Department of Education. <https://www.mdek12.org/SSE/ESSA>
- MDE. (2022). *Mississippi Succeeds Report Card*. Mississippi Department of Education. <https://msrc.mdek12.org/>
- MDE. (2023, January 21). *2021-2022 Chronic Absenteeism*. Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2022/updated_chronic_absenteeism_report_2022-jan-31-2023-final.pdf

Bibliography

- MDE. (2023, January 3). *2021-2022 Superintendent's Annual Report*. Mississippi Department of Education. <https://www.mdek12.org/superintendent2022>
- MDE. (2023, September 26). *2022-2023 Chronic Absenteeism*. Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2023/chronic_absenteeism_2023-final_9.25.2023_230p.pdf
- MDE. (2023, October 19). *2022-2023 Literacy Based Promotion Act Annual Report*. Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/SSE/_lbpa_combined_file.pdf
- MDE. (2023). *2022-2023 Student Assessment*. Mississippi Department of Education. <https://www.mdek12.org/OPR/Reporting/Assessment/2022-23>
- MDE. (2023). *2023 Accountability Report*. Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2023/2023_accountability_media_file.xlsx
- MDE. (2023, January 19). *2023 Accountability System Graduation and Dropout Rates*. Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2023/grad_dropout_rates_2023_report.pdf
- MDE. (2023, September 28). *MDE releases school and district accountability grades for 2022-23*. Mississippi Department of Education. <https://www.mdek12.org/news/2023/09/28/MDE-releases-school-and-district-accountability-grades-for-2022-23>
- MDE. (2023, November 9). *Mississippi high school juniors' spring 2023 ACT results released*. Mississippi Department of Education. <https://www.mdek12.org/news/2023/11/9/Mississippi-high-school-juniors-spring-2023-ACT-results-released>
- MDE. (2023). *Mississippi Succeeds Report Card*. Mississippi Department of Education. <https://msrc.mdek12.org/>
- MDE. (2024, January 2). *2022-2023 Superintendent's Annual Report*. Mississippi Department of Education. <https://www.mdek12.org/superintendent2023>
- MDE. (2024). *2023-2024 Student Assessment*. Mississippi Department of Education. <https://www.mdek12.org/OPR/Reporting/Assessment/2023-24>
- MDE. (2024, January 18). *2024 Accountability System Graduation and Dropout Rates*. Mississippi Department of Education. https://www.mdek12.org/sites/default/files/Offices/MDE/OEA/OPR/2024/grad_dropout_rates_2024_report.pdf
- MDE. (2024, January). *MDE Reports: Enrollment*. Mississippi Department of Education. <https://newreports.mdek12.org/DataDownload>