Education
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COMPREHENSIVE
NEEDS ASSESSMENT

BENTON COUNTY
S C H O O L   D I S T R I C T
2024

BENTON COUNTY SCHOOL DISTRICT

COMPREHENSIVE NEEDS ASSESSMENT 2024

BENTON COUNTYSCHOOL DISTRICT
Dr. Regina Biggers, Superintendent

Benton County School District
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SCHOOL BOARD

Tracy Clayton - President
Patti Blanchard - Vice President
Katrina McGregor - Secretary
Erma Poplar - Member
Brian Gresham - Member

Dr. Regina Biggers
Superintendent of Education

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Benton County School District Profile

Introduction

BENTON COUNTY SCHOOL DISTRICT'S CENTRAL OFFICE is located at 231 Court Street in Ashland, Mississippi. In January of 2024, the district housed nine hundred thirty-three (933) students in prekindergarten through twelfth grades (PK-12). The district has one elementary school serving prekindergarten through sixth grade (PK-6), one middle-high school serving seventh through twelfth grades (7-12), and one attendance center serving prekindergarten through twelfth grade (PK-12). The district also runs a career and technical center and a behavioral management alternative school.

Benton County School District is led by Superintendent Regina Biggers and Assistant Superintendent Pamela Gray. In an online message to parents, Superintendent Biggers states, "Our commitment to you is to hold every child in Benton County to high expectations as we prepare them for what lies ahead." In 2023, BCSD improved to a "B" accountability rating.

Philosophy

VISION

RISING TO EXCELLENCE

MISSION

EMPOWERING STUDENTS TO BE SUCCESSFUL TODAY AND PREPARED FOR TOMORROW BY RISING TO AN INCLUSIVE, INNOVATIVE, AND STUDENT CENTERED ENVIRONMENT OF EXCELLENCE.

(Benton County School District, 2022)

IF EVERYONE IS MOVING FORWARD TOGETHER, THEN SUCCESS TAKES CARE OF ITSELF.

Henry Ford

KinglyQuotes.com

Community Characteristics

LOCATED IN NORTH CENTRAL MISSISSIPPI ON THE TENNES-SEE BORDER, Benton County was named after Confederate Brigadier General Samuel Benton. The county is primarily rural and agricultural with small, isolated communities. The headwaters of the Wolf River wind their way across parts of northern Benton County. Sections of Holly Springs National Forest are also located there. Ashland is the county seat. In 2023, Benton County had a population of 7,438 people with a median age of 41.7 and a median household income of $43,247. Demographically, the population was 63.2% White, 34.6% Black, and 3.4% Hispanic. Seven percent of the people in Benton County speak a non-English language, and 93.2% are U.S. citizens. Major industries include manufacturing, construction, and agriculture. Educational and health services are the largest sources of employment. Seventy-eight percent of the population 25 years and older have received a high school diploma and 11% have earned a bachelor's degree or higher.

The U. S. Census Bureau estimates the poverty rate for Benton County to be 23%, with 36% of children birth to 17 years old living in poverty and 39% of children ages 5 to 17 living in poverty-related households.

District Characteristics

THE BENTON COUNTY SCHOOL DISTRICT county office is in Ashland, Mississippi. In addition to Ashland, the district serves Hickory Flat as well as other small rural communities within the county. District-wide free and reduced eligibility is 100%. Approximately 80% of households have a computer, while about 62% of households have access to a broadband internet subscription.

Within Benton County School District, as reported by the *Small Area Income and Poverty Estimate* from the U. S. Census Bureau, about 38% of children between ages 5 and 17 live in poverty-related households.

Enrollment

TAKEAWAY: District enrollment has been up and down since 2020; however, there has been a net loss of -8.4% over 5 years. The student population demographics by race have remained relatively consistent.

BENTON COUNTY SCHOOL DISTRICT ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	1019	954	917	961	933	
PK	*	*	*	16	*	
K	88	73	65	93	82	
ELEM_SPED	*	*	10	*	*	
GR_1	81	71	60	62	76	
GR_2	69	69	74	68	62	
GR_3	73	56	64	74	67	
GR_4	79	67	57	58	68	
GR_5	87	76	67	66	62	
GR_6	78	85	67	73	67	
GR_7	81	76	95	70	76	
GR_8	77	80	76	87	65	
GR_9	78	77	71	76	93	
GR_10	69	73	77	71	74	
GR_11	76	59	67	69	62	
GR_12	63	73	50	60	63	
SEC_SPED	*	*	*	*	*	

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

Figure 1: District Enrollment

BENTON COUNTY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	1019	954	917	961	933	
GENDER	FEMALE	496	451	425	468	471	
	MALE	523	503	492	493	462	
RACE	ASIAN	*	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	477	426	373	427	401	
	HISPANIC OR LATINO	35	*	*	32	30	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*	
	TWO OR MORE RACES	35	35	39	41	41	
	WHITE	472	455	468	461	461	

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

Figure 2: District Enrollment by Demographic Group

Attendance

TAKEAWAY: Average Daily Attendance in 2023 remained almost identical at 91.9% of enrollment as compared to 91.7% in 2021 (ADA divided by total enrollment less PK, which is not counted in ADA). Chronic absence is 24.4%, which is slightly higher than the state average of 23.9%.

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.

BENTON COUNTY SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE

	2021	2022	2023
ALL	874.8	806.1	868.8
K	66.0	59.2	81.6
ELEM_SPED	8.1	8.3	13.0
GR_1	67.9	54.9	58.0
GR_2	66.5	67.4	65.4
GR_3	55.4	59.4	68.1
GR_4	64.2	53.4	56.8
GR_5	70.4	62.7	60.1
GR_6	78.6	60.7	68.5
GR_7	71.4	79.5	66.3
GR_8	70.4	67.3	79.3
GR_9	69.9	60.9	68.7
GR_10	63.3	65.7	64.1
GR_11	48.3	56.4	60.8
GR_12	65.1	42.1	53.4
SEC_SPED	9.3	8.2	4.9
(MDE, 2021, 2022, 2023, Superintendent's Annual Report)			

Figure 3: District Average Daily Attendance

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.

BENTON COUNTY SCHOOL DISTRICT CHRONIC ABSENCE

(MDE, 2021, 2022, 2023, Chronic Absence)
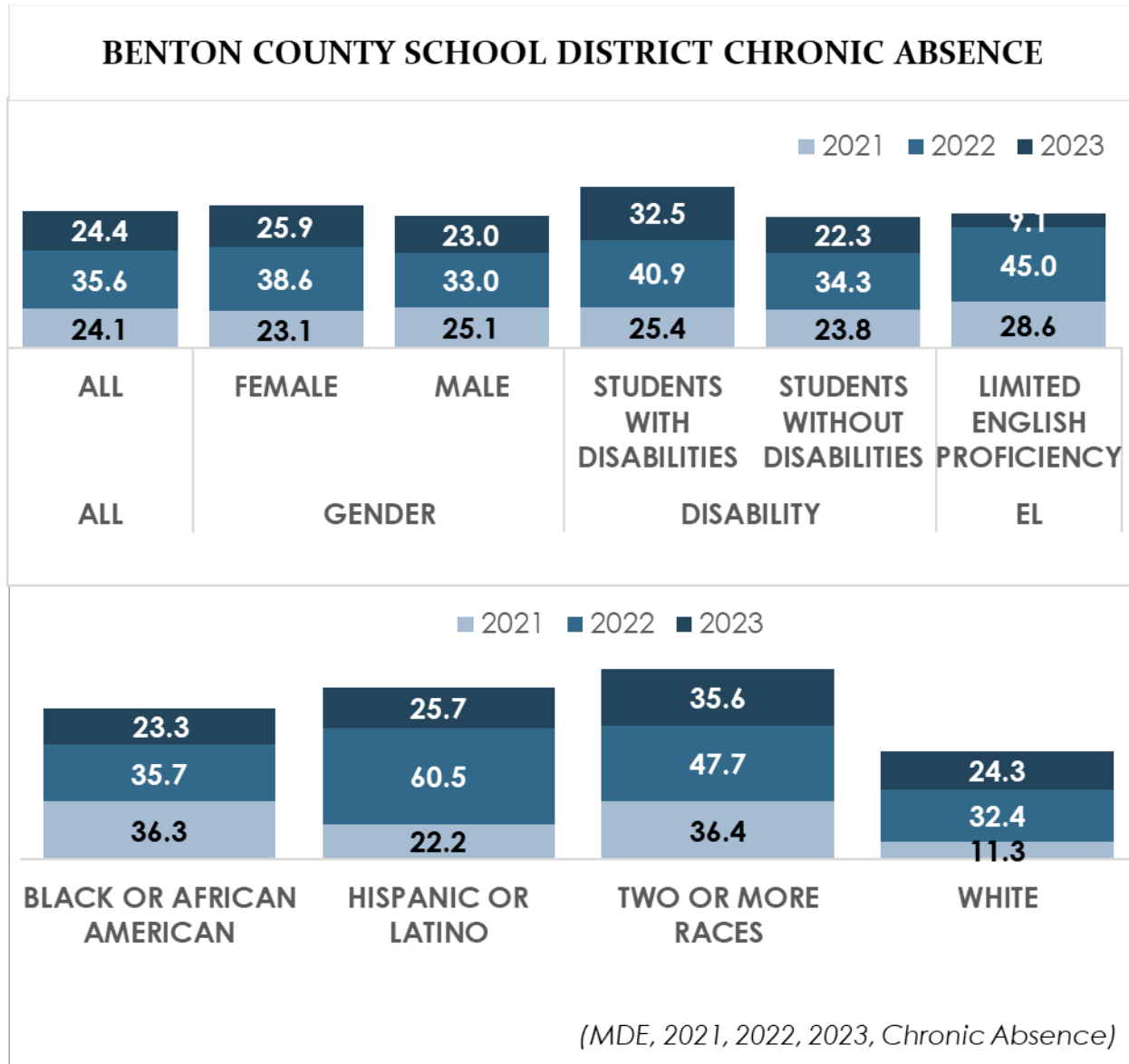
Figure 4: District Chronic Absence by Demographic Group

Accountability

TAKEAWAY: The district posted gains in proficiency in both reading and math between 2021 and 2023, although the reading growth percentage decreased. Proficiency in science increased 3%, while U.S. History proficiency rose by 20% since 2021. College and career measures were higher, but student participation in accelerated courses dropped over 18% from 2022. Proficiency in science was up across almost all demographic groups from 2021. Graduation rates are at a 4-year high but are still just below the state average; rates for black students rose to 92.3% while rates for white students fell to 82.4%..

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.

Benton 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).

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY RATING

C	C	B
2021	2022	2023

(MDE, 2021, 2022, 2023, Accountability)
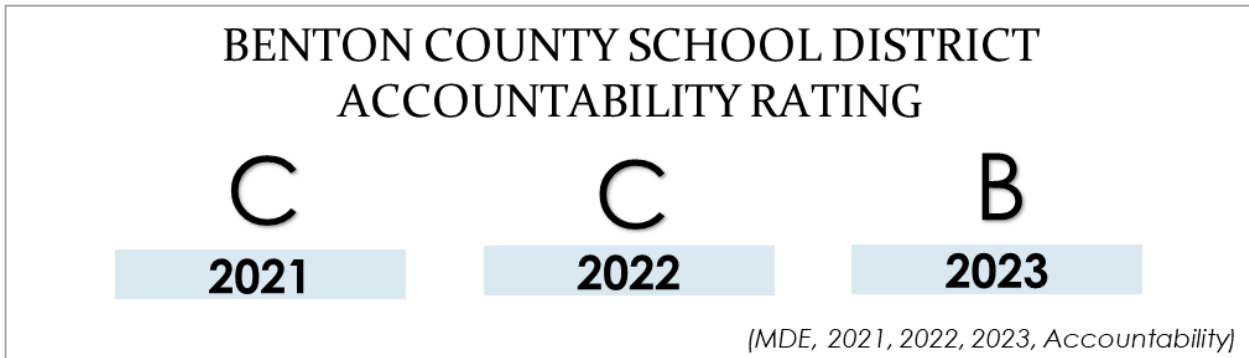
Figure 5: District Accountability Rating

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY: READING

READING % PROFICIENT

Year	%
2023	38.1%
2022	39.4%
2021	34.4%

READING % GROWTH

Year	%
2023	54.5%
2022	57.2%

% READING GROWTH LOWEST QUARTILE

Year	%
2023	51.5%
2022	57.3%

(MDE, 2021, 2022, 2023, Accountability)
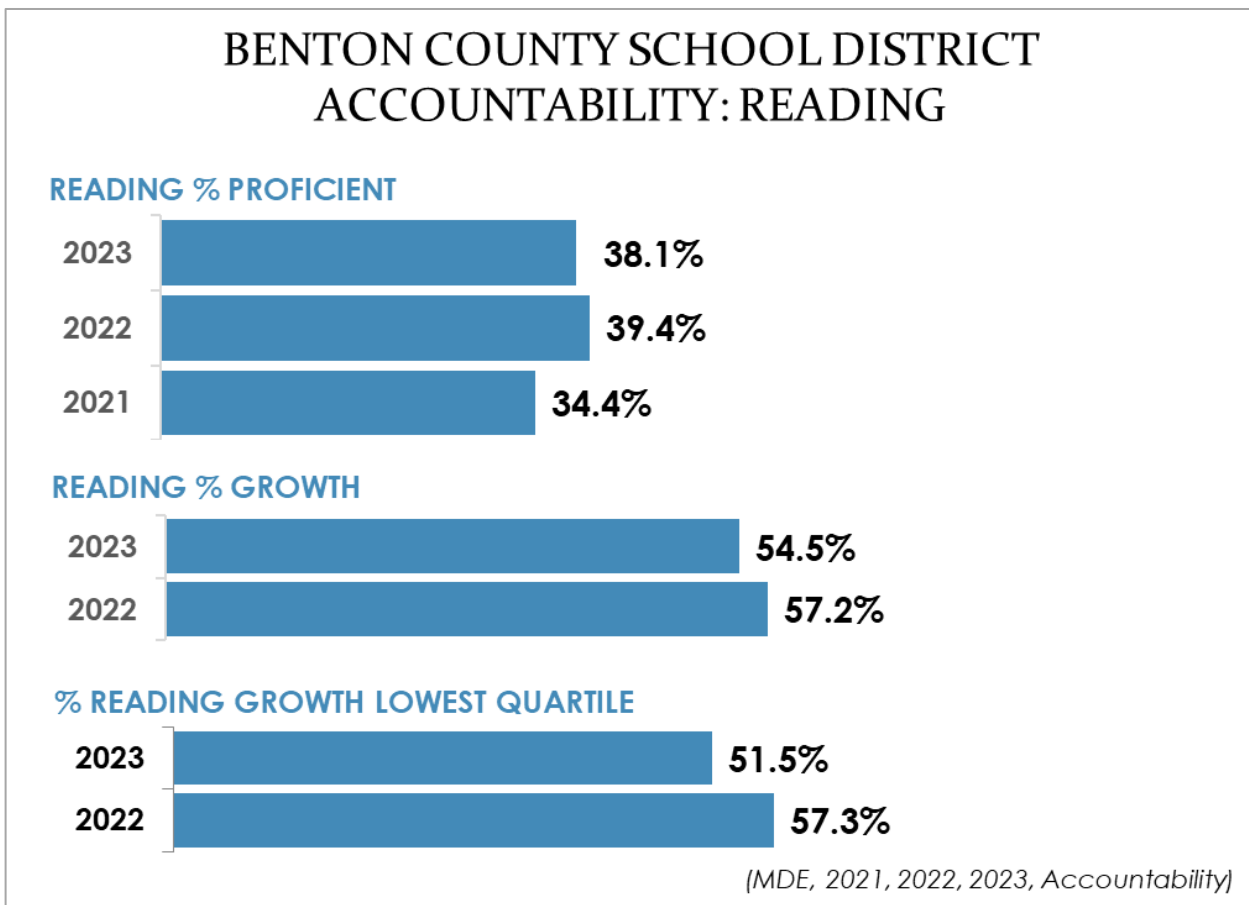
Figure 6: District Accountability: Reading

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY: MATH

MATH % PROFICIENT

Year	%
2023	38.9%
2022	34.8%
2021	32.2%

MATH % GROWTH

Year	%
2023	62.9%
2022	55.8%

% MATH GROWTH LOWEST QUARTILE

Year	%
2023	56.7%
2022	55.5%

(MDE, 2021, 2022, 2023, Accountability)

Figure 7: District Accountability: Math

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT

Year	%
2023	50.9%
2022	49.8%
2021	47.8%

(MDE, 2021, 2022, 2023, Accountability)

Figure 8: District Accountability: Science

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY: HISTORY

HISTORY % PROFICIENT

Year	%
2023	76.6%
2022	52.5%
2021	56.3%

(MDE, 2021, 2022, 2023, Accountability)
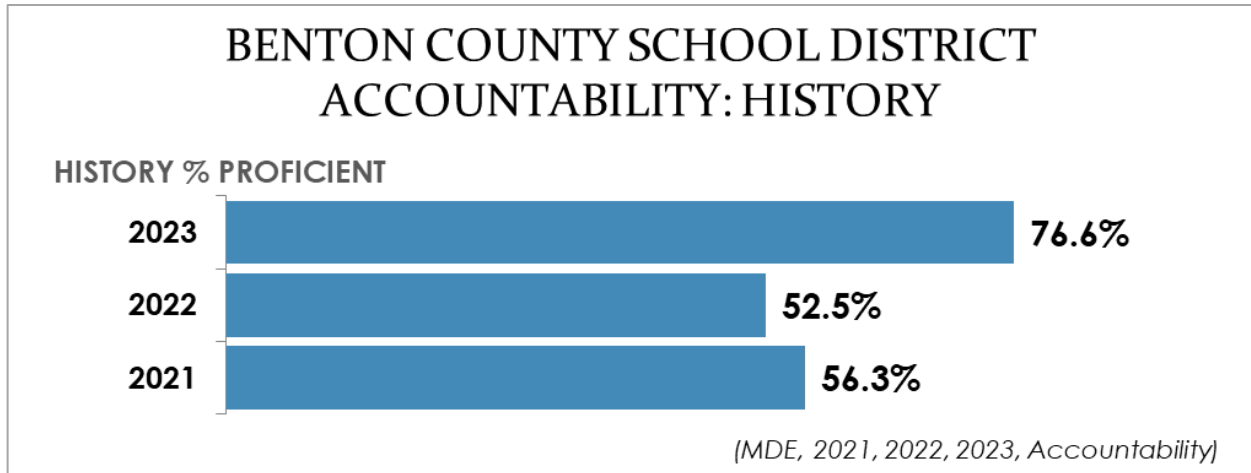
Figure 9: District Accountability: History

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY: ADVANCED

COLLEGE AND CAREER READINESS

Year	%
2023	50.0%
2022	13.8%
2021	27.3%

ACCELERATION

Year	%
2023	62.4%
2022	80.8%
2021	65.4%

(MDE, 2021, 2022, 2023, Accountability)
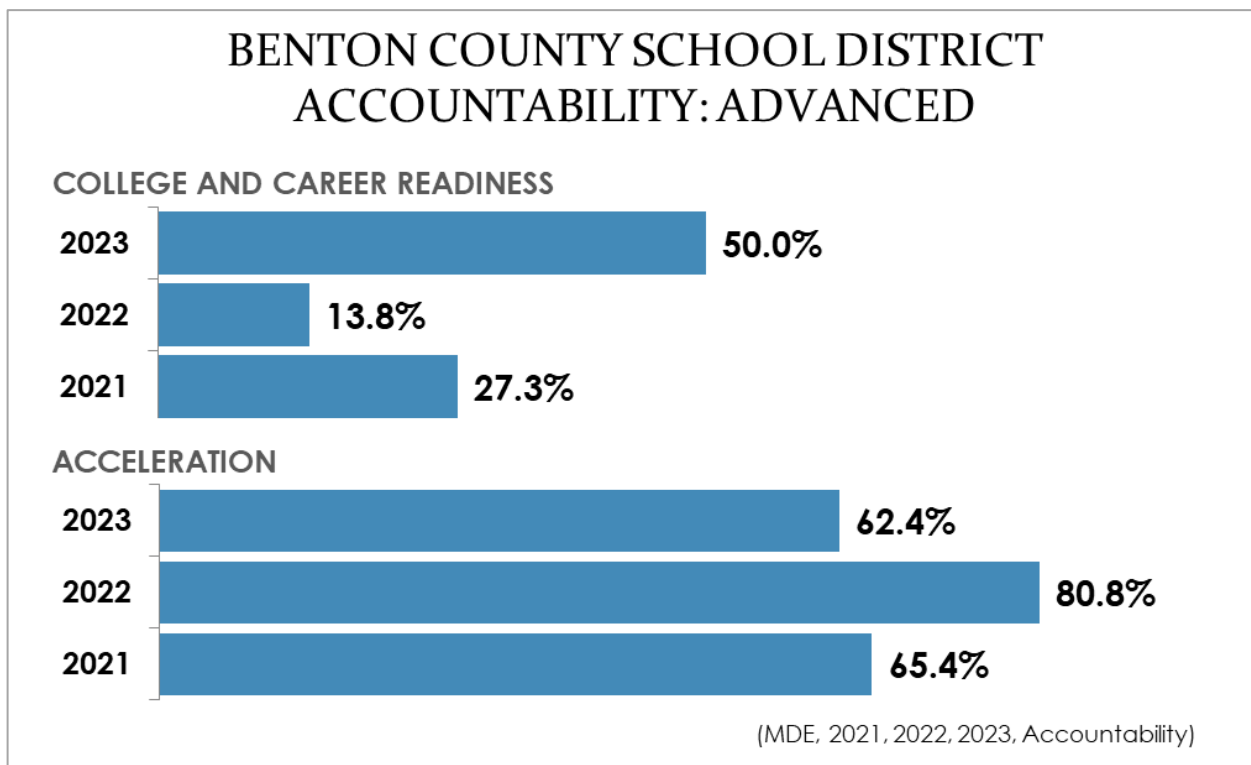
Figure 10: District Accountability: Advanced

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).

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY: ENGLISH PROFICIENCY

ENGLISH LANGUAGE LEARNERS PROFICIENCY

2023   50.0%
2022   13.6%

ENGLISH LANGUAGE LEARNERS GROWTH

2023   50.0%
2022   22.2%

(MDE, 2021, 2022, 2023, Accountability)
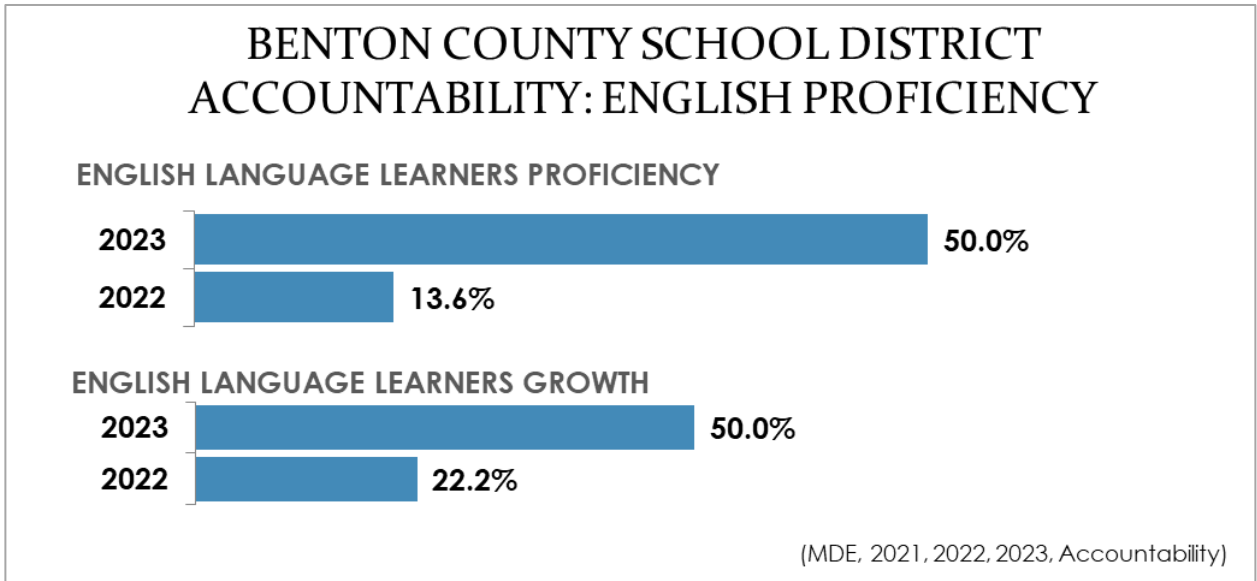
Figure 11: District Accountability: English Proficiency

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

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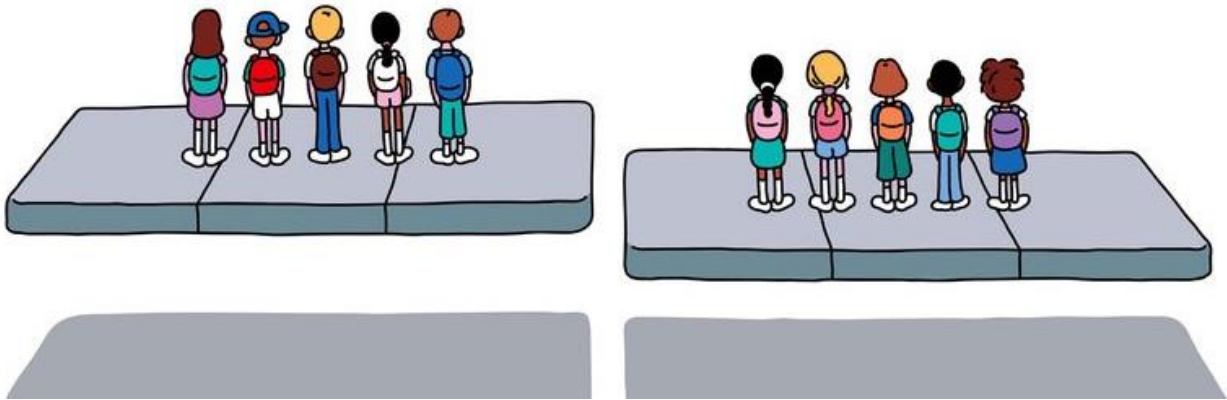
PROFICIENCY BY DEMOGRAPHIC GROUPS

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

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY BY DEMOGRAPHIC GROUP: READING

GENDER
■ 2021 ■ 2022 ■ 2023

FEMALE: 37.7, 46.3, 41.5
MALE: 31.6, 33.2, 35

DISABILITY
■ 2021 ■ 2022 ■ 2023

STUDENTS WITH DISABILITIES: 15.9, 21.5, 18.1
STUDENTS WITHOUT DISABILITIES: 39.8, 44.4, 43.4

ECONOMIC STATUS
■ 2021 ■ 2022 ■ 2023

ECONOMICALLY DISADVANTAGED: 31.8, 39.4, 38.1

ENGLISH PROFICIENCY
■ 2021 ■ 2022 ■ 2023

NON LIMITED ENGLISH PROFICIENCY: 34.7, 39.6, 38.5

RACE
■ 2021 ■ 2022 ■ 2023

BLACK OR AFRICAN AMERICAN: 24.1, 25.3, 27
HISPANIC OR LATINO: 40.0, 44.4, 61.1
TWO OR MORE RACES: 41.7, 61.5, 41.2
WHITE: 43.5, 50.4, 47

OTHER
■ 2021 ■ 2022 ■ 2023

HOMELESS: 42.1

(MDE, 2021, 2022, 2023, Accountability)

Figure 12: District Accountability by Demographic Group: Reading

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY BY DEMOGRAPHIC GROUP: MATH

GENDER
■ 2021 ■ 2022 ■ 2023

FEMALE: 31.2, 37.8, 40.3
MALE: 33.1, 32.2, 37.5

DISABILITY
■ 2021 ■ 2022 ■ 2023

STUDENTS WITH DISABILITIES: 18.9, 16.2, 17
STUDENTS WITHOUT DISABILITIES: 36.2, 39.8, 44.5

ECONOMIC STATUS
■ 2021 ■ 2022 ■ 2023

ECONOMICALLY DISADVANTAGED: 30.3, 34.8, 38.9
NON ECONOMICALLY DISADVANTAGED: 40.4

ENGLISH PROFICIENCY
■ 2021 ■ 2022 ■ 2023

NON LIMITED ENGLISH PROFICIENCY: 32.3, 35.2, 38.9

RACE
■ 2021 ■ 2022 ■ 2023

BLACK OR AFRICAN AMERICAN: 18.9, 21.6, 24.7
HISPANIC OR LATINO: 40.0, 28.6, 43.8
TWO OR MORE RACES: 22.7, 33.3, 18.8
WHITE: 45.5, 47.2, 53.9

OTHER
■ 2021 ■ 2022 ■ 2023

HOMELESS: 27.3

(MDE, 2021, 2022, 2023, Accountability)

Figure 13: District Accountability by Demographic Group: Math

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY BY DEMOGRAPHIC GROUP: SCIENCE
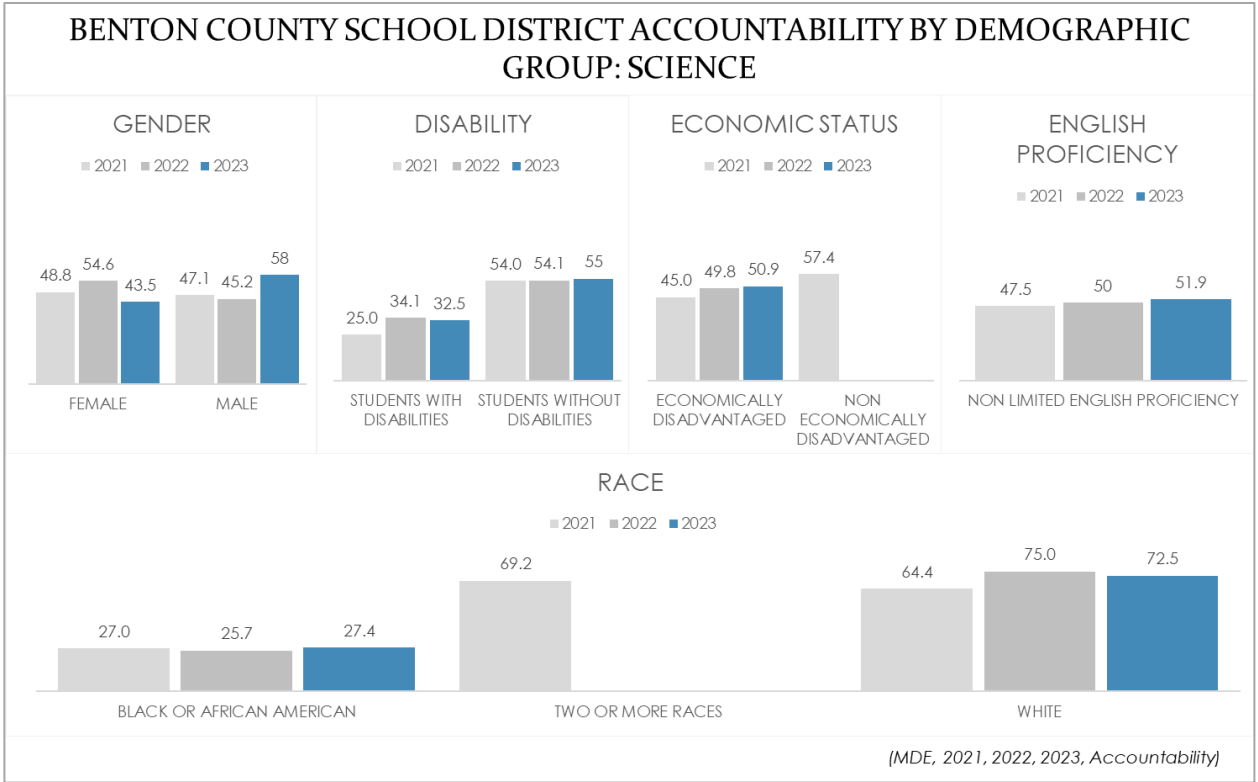
Figure 14: District Accountability by Demographic Group: Science

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY BY DEMOGRAPHIC GROUP: HISTORY
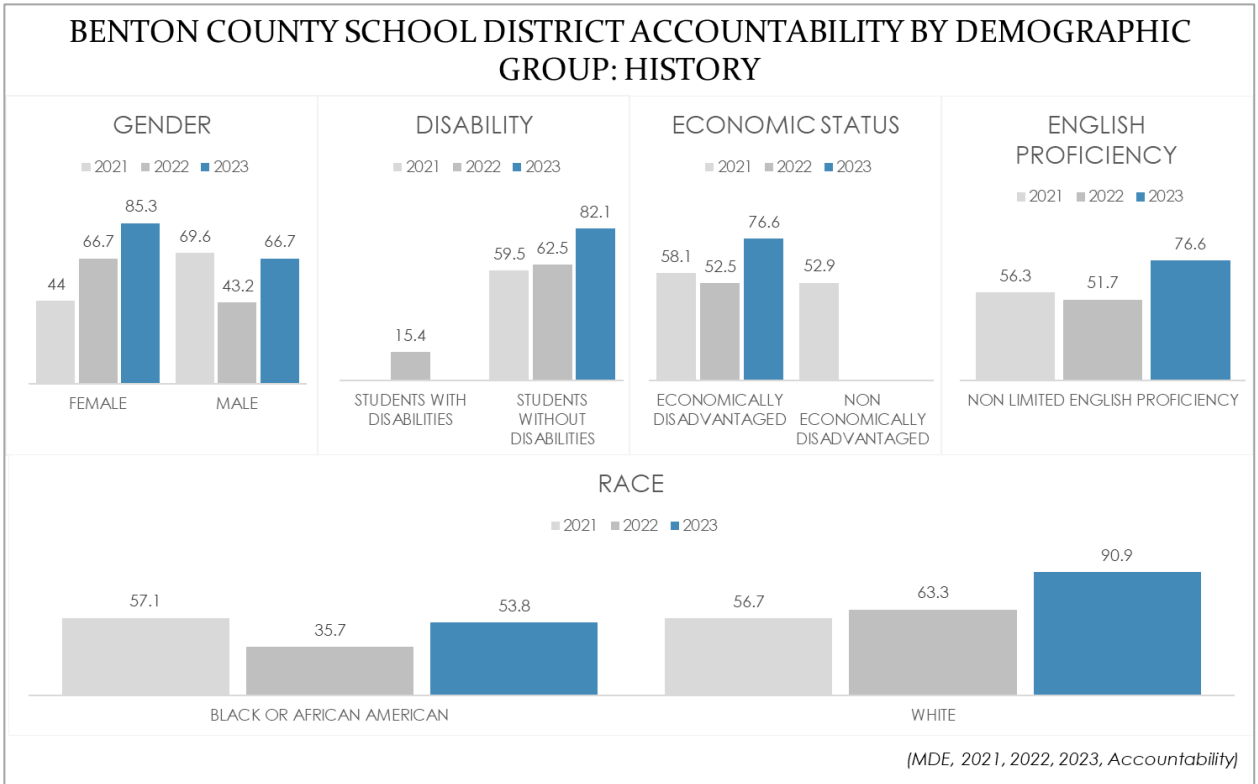
Figure 15: District Accountability by Demographic Group: History

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)
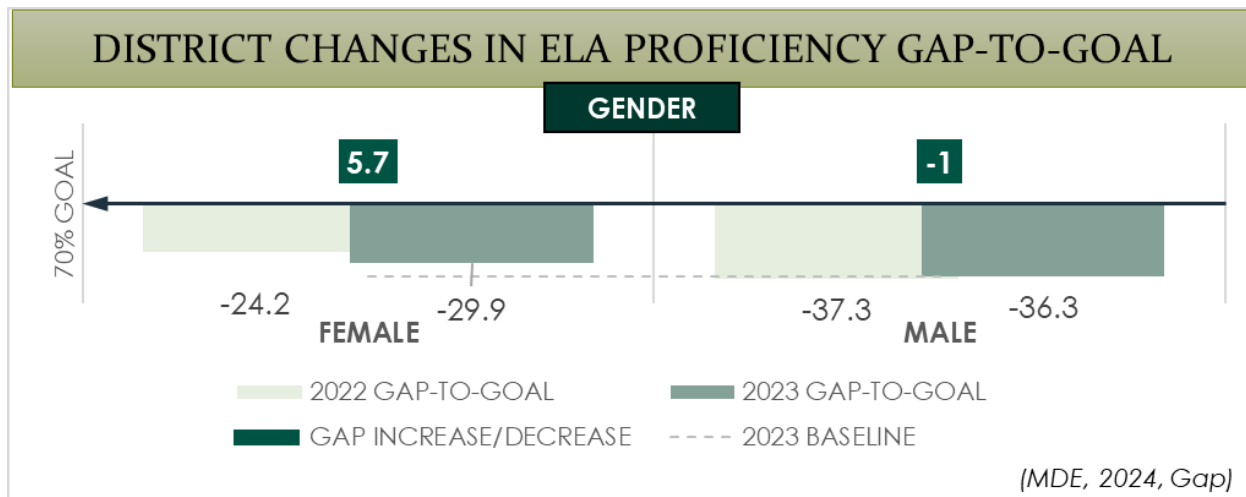
Figure 16: District Changes in ELA Proficiency Gap-to-Goal by Gender
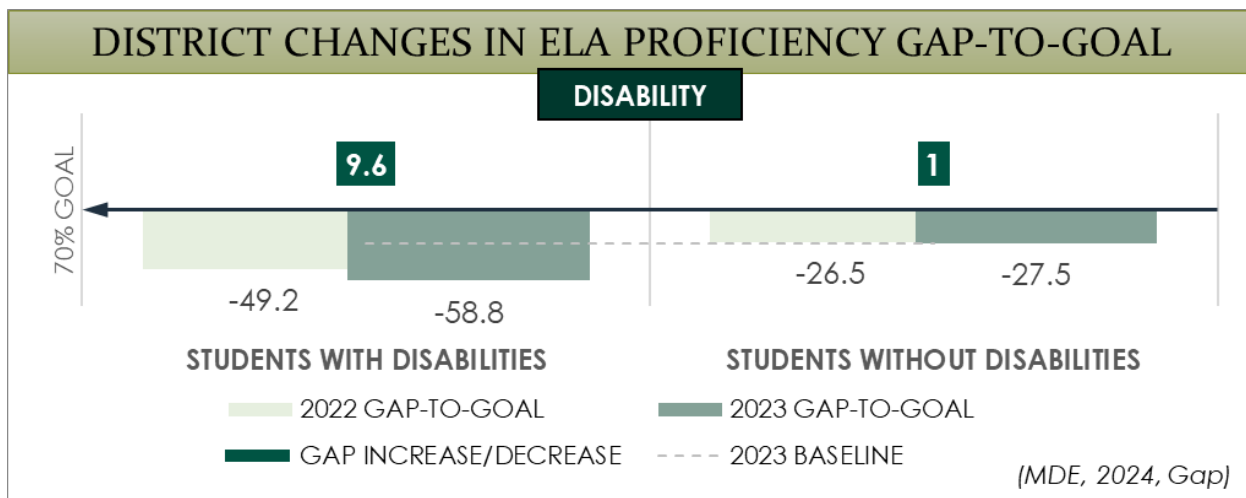
Figure 17: District Changes in ELA Proficiency Gap-to-Goal by Disability

DISTRICT CHANGES IN ELA PROFICIENCY GAP-TO-GOAL

ECONOMIC STATUS

2.3

70% GOAL

-30.9

-33.2

ECONOMICALLY DISADVANTAGED

2022 GAP-TO-GOAL 2023 GAP-TO-GOAL

GAP INCREASE/DECREASE

(MDE, 2024, Gap)
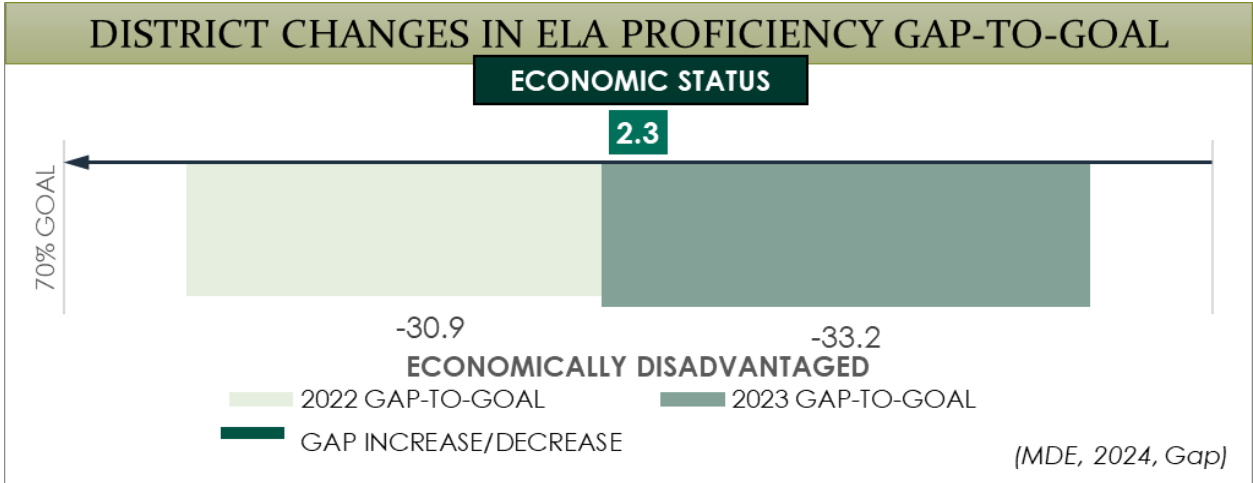
Figure 18: District Changes in ELA Proficiency Gap-To-Goal by Economic Status

DISTRICT CHANGES IN ELA PROFICIENCY GAP-TO-GOAL

ENGLISH PROFICIENCY

-50 **2.3**

70% GOAL

-30.5

-32.8

-50

LIMITED ENGLISH PROFICIENCY **NON LIMITED ENGLISH PROFICIENCY**

2022 GAP-TO-GOAL 2023 GAP-TO-GOAL

GAP INCREASE/DECREASE 2023 BASELINE

(MDE, 2024, Gap)
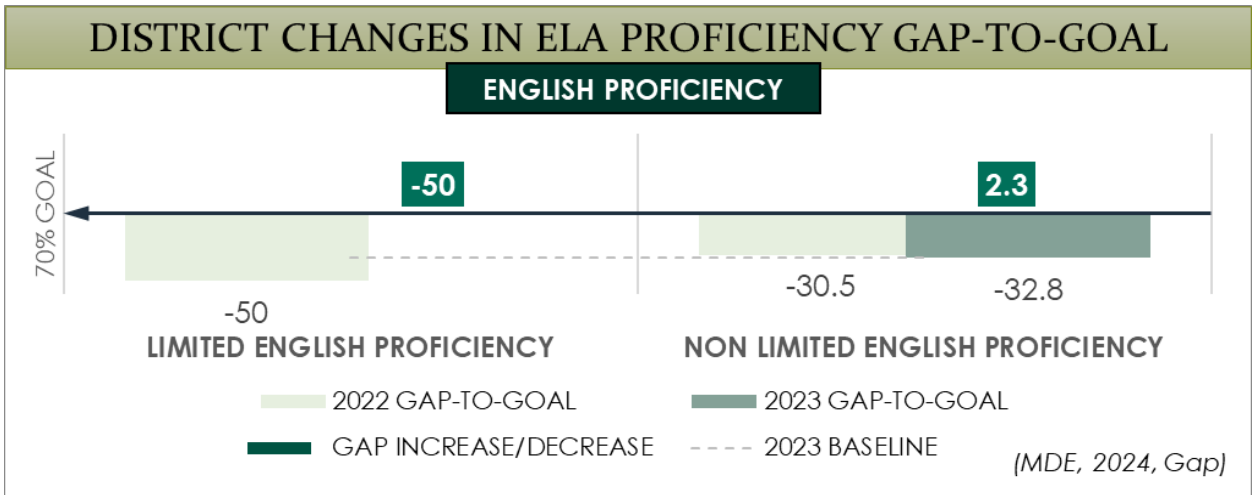
Figure 19: District Changes in ELA Proficiency Gap-To-Goal by English Proficiency

DISTRICT CHANGES IN ELA PROFICIENCY GAP-TO-GOAL

RACE

-0.6 **-18.8** **23.8** **4.5**

70% GOAL

-44.7 -44.1 -30.0 -11.2 -12.9 -36.7 -19.2 -23.7

BLACK OR AFRICAN AMERICAN **HISPANIC OR LATINO** **TWO OR MORE RACES** **WHITE**

2022 GAP-TO-GOAL 2023 GAP-TO-GOAL

GAP INCREASE/DECREASE 2023 BASELINE

(MDE, 2024, Gap)
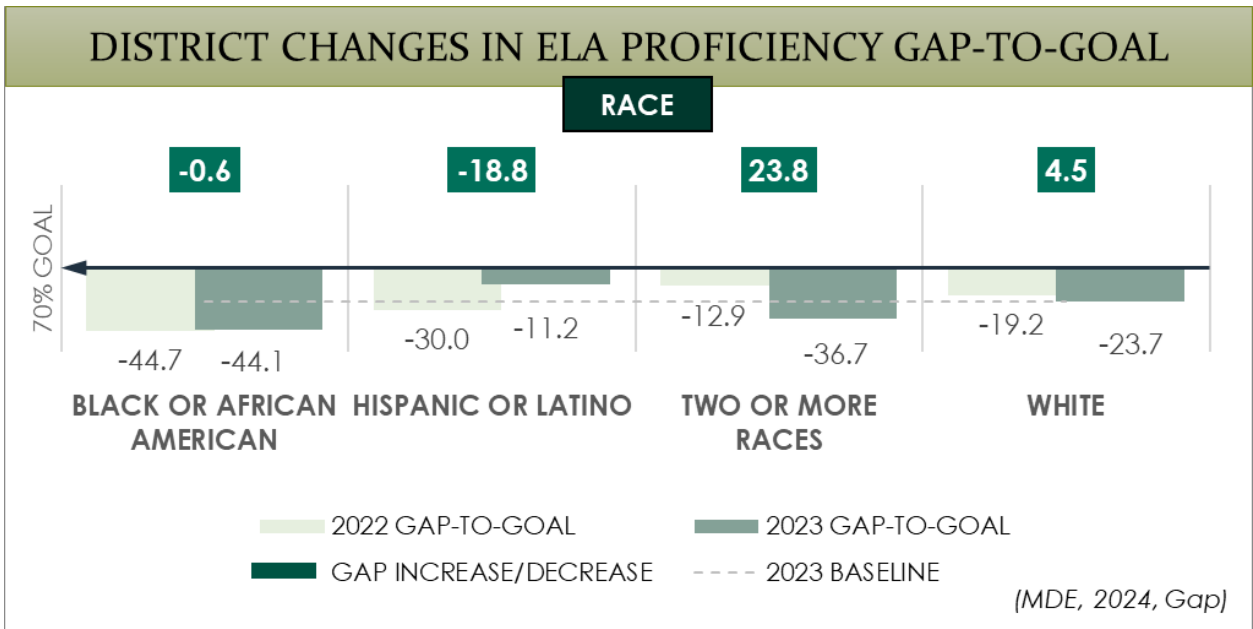
Figure 20: District Changes in ELA Proficiency Gap-To-Goal by Race

DISTRICT CHANGES IN MATH PROFICIENCY GAP-TO-GOAL

GENDER

-3.2 (FEMALE)

-33.4   -30.2

FEMALE

-4.7 (MALE)

-38   -33.3

MALE

- 2022 GAP-TO-GOAL
- 2023 GAP-TO-GOAL
- GAP INCREASE/DECREASE
- ---- 2023 BASELINE

(MDE, 2024, Gap)
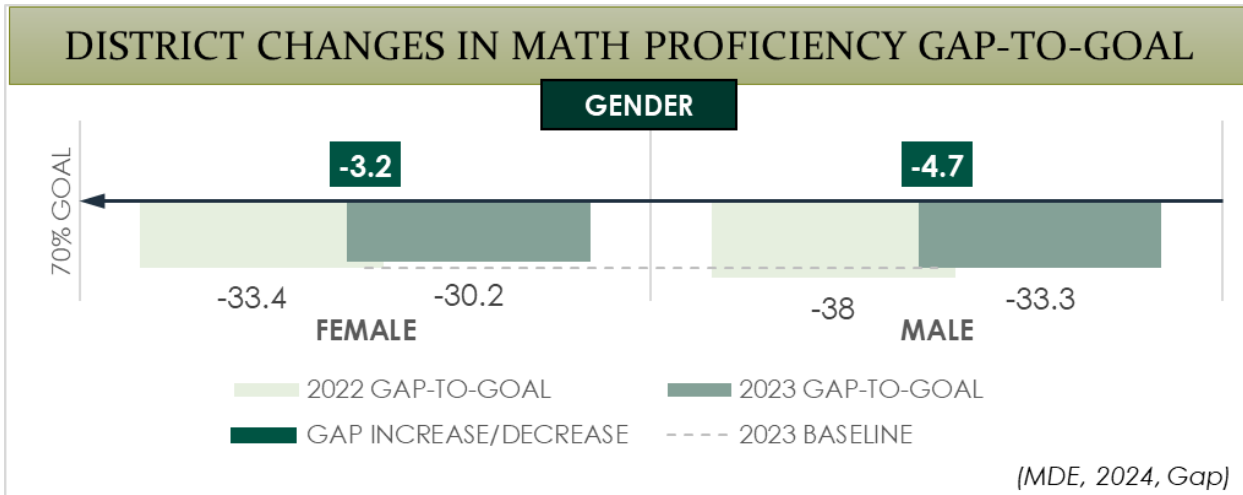
Figure 21: District Changes in Math Proficiency Gap-to-Goal by Gender

DISTRICT CHANGES IN MATH PROFICIENCY GAP-TO-GOAL

DISABILITY

-1.4

-55.1   -53.7

STUDENTS WITH DISABILITIES

-4.1

-31.2   -27.1

STUDENTS WITHOUT DISABILITIES

- 2022 GAP-TO-GOAL
- 2023 GAP-TO-GOAL
- GAP INCREASE/DECREASE
- ---- 2023 BASELINE

(MDE, 2024, Gap)
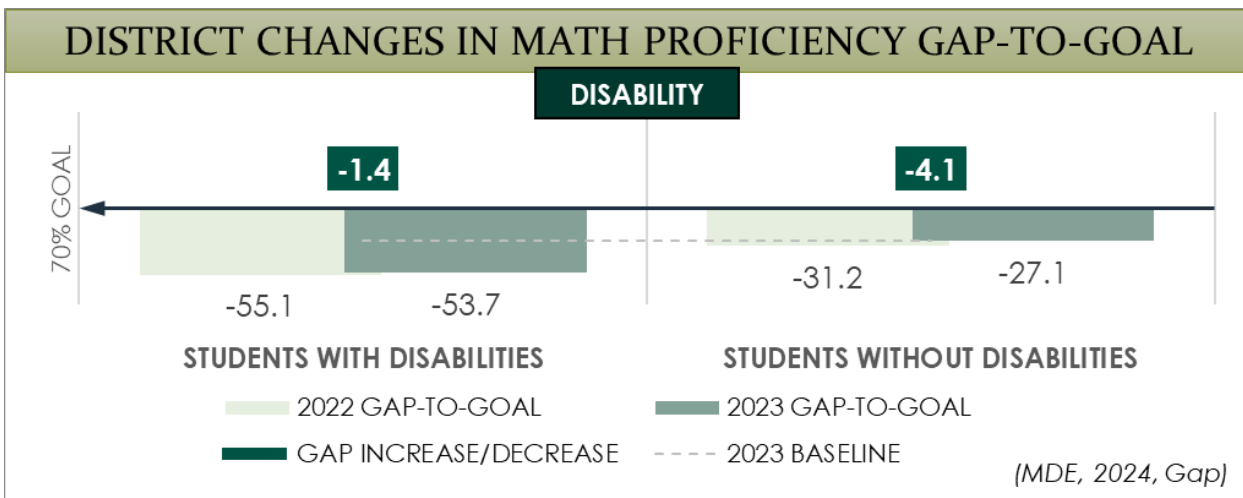
Figure 22: District Changes in Math Proficiency Gap-To-Goal by Disability

DISTRICT CHANGES IN MATH PROFICIENCY GAP-TO-GOAL

ECONOMIC STATUS

-4

-35.8   -31.8

ECONOMICALLY DISADVANTAGED

- 2022 GAP-TO-GOAL
- 2023 GAP-TO-GOAL
- GAP INCREASE/DECREASE

(MDE, 2024, Gap)
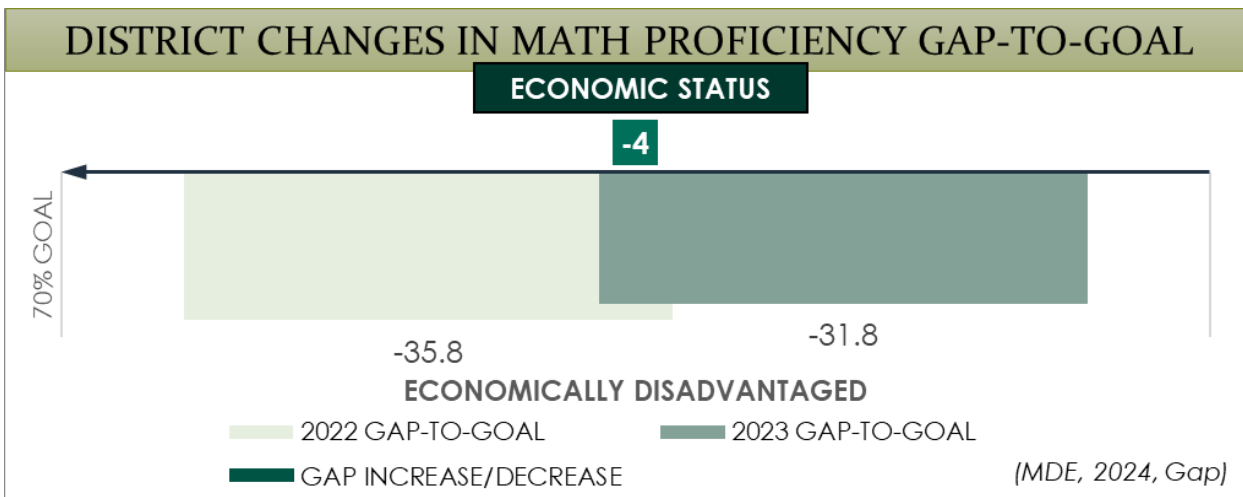
Figure 23: District Changes in Math Proficiency Gap-To-Goal by Economic Status

DISTRICT CHANGES IN MATH PROFICIENCY GAP-TO-GOAL

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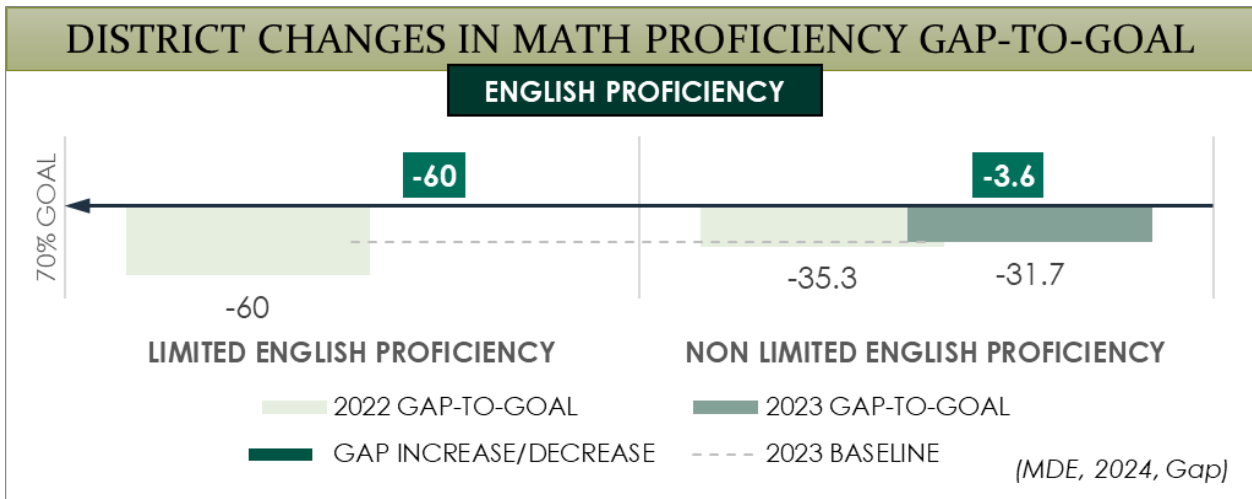
Figure 24: District Changes in Math Proficiency Gap-To-Goal by English Proficiency

DISTRICT CHANGES IN MATH PROFICIENCY GAP-TO-GOAL
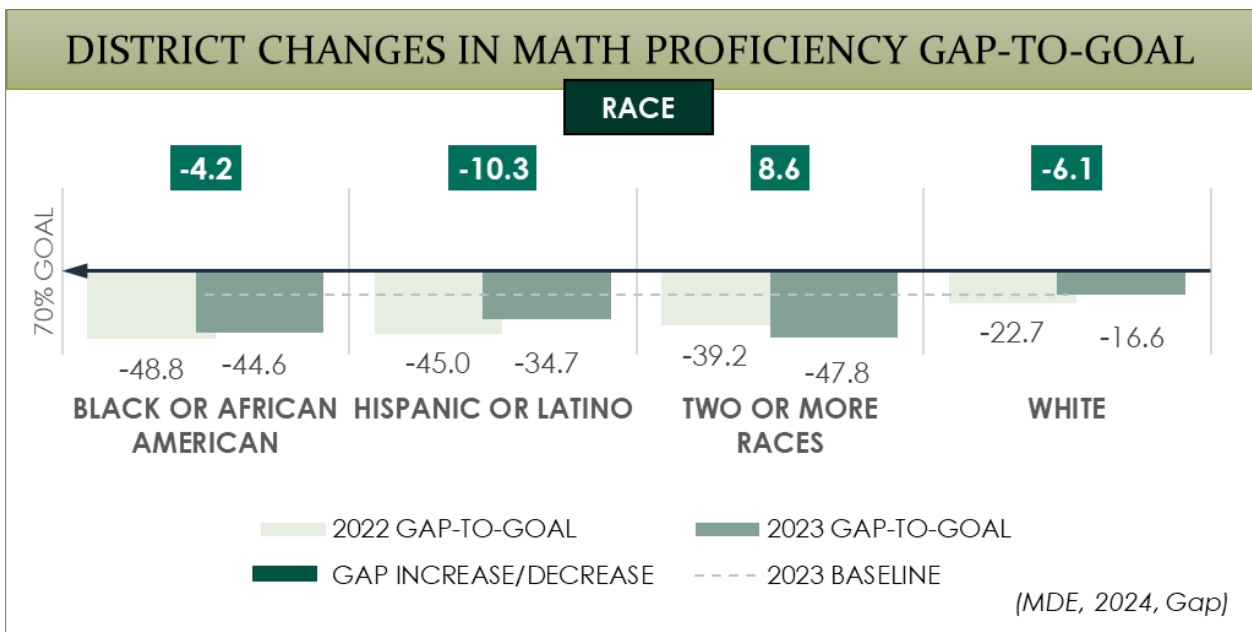
RACE

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

4-YEAR GRADUATION RATES

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

BENTON COUNTY SCHOOL DISTRICT 4-YEAR GRADUATION RATE

87.7　　　88.4　　　88.9　　　89.4

STATE　79.8

DISTRICT　83.1　78.5　87.5

AY2021　AY2022　AY2023　AY2024

AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)
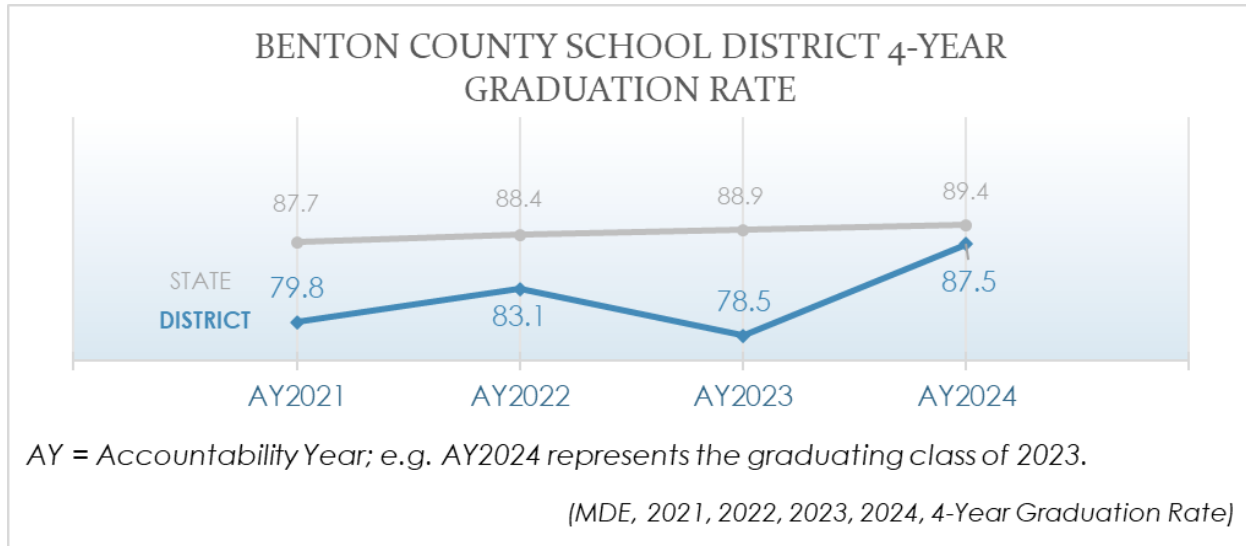
Figure 26: District 4-Year Graduation Rates

BENTON COUNTY SCHOOL DISTRICT DROPOUT RATE

DISTRICT

16.7　　　11.2　　　15.4　　　9.4

STATE

8.8　　　8.5　　　9　　　8.5

AY2021　AY2022　AY2023　AY2024

AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)
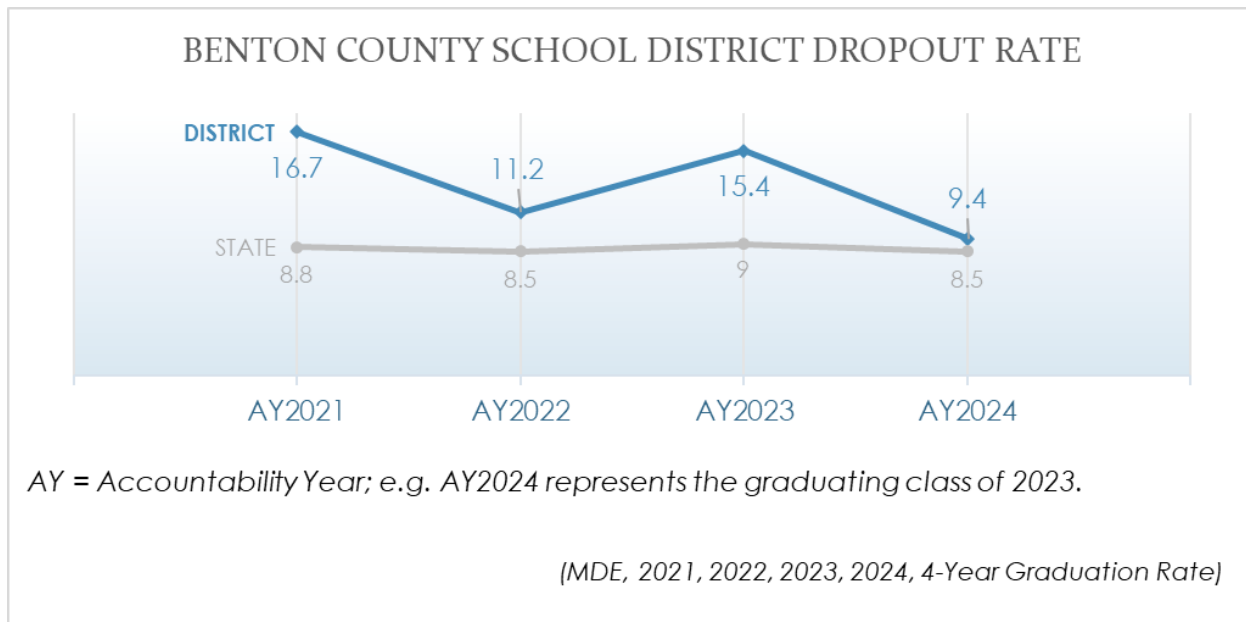
Figure 27: District Dropout Rate

DISTRICT 4-YEAR GRADUATION RATE BY DEMOGRAPHIC GROUP

■ AY2022 ■ AY2023 ■ AY2024

ALL

ALL
- 83.1
- 78.5
- **87.5**

GENDER

FEMALE
- 88.2
- 96.8
- **87**

MALE
- 76.3
- 61.8
- **87.8**

RACE

BLACK OR AFRICAN AMERICAN
- 80.4
- 60.9
- **92.3**

WHITE
- 87.5
- 90.3
- **82.4**

DISABILITY

STUDENTS WITH DISABILITIES
- 53.8
- 46.2
- **76.9**

ECON

ECONOMICALLY DISADVANTAGED
- 83.7
- 79.7
- **90.2**

(MDE, 2022, 2023, 2024, 4-Year Graduation Rate)
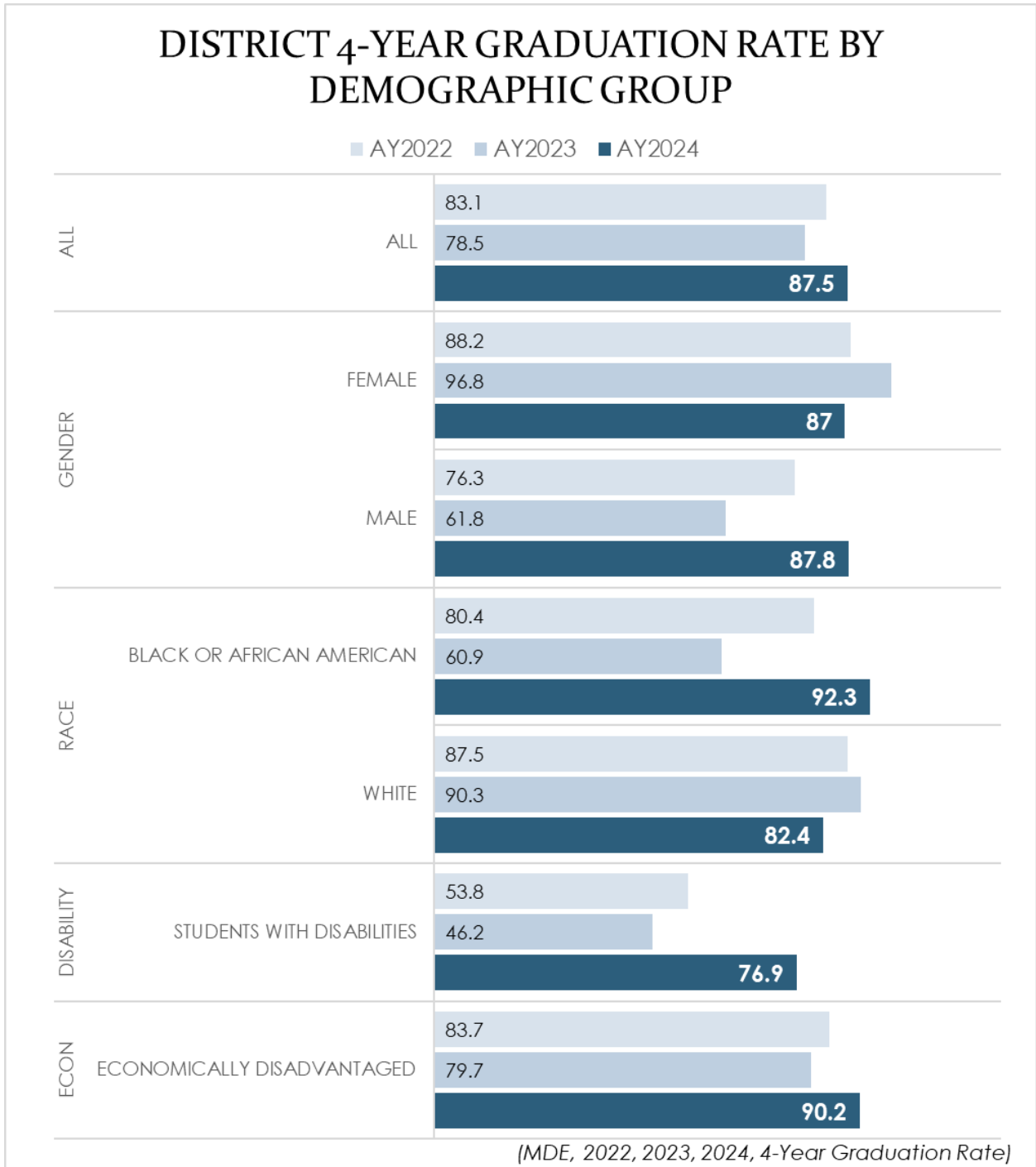
Figure 28: District Graduation Rate by Demographic Group

SCHOOL IMPROVEMENT DESIGNATIONS

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

Benton County School District Profile

ASHLAND MIDDLE-HIGH SCHOOL was reidentified as a **Comprehensive Support and Improvement (CSI)** school in 2021 for having a 67% or lower graduation rate and also for having scores that fell in the bottom 5% of those for all Title I A schools.

ADVANCED COURSE AND POST-SECONDARY ENROLLMENT

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

ENROLLED IN ADVANCED COURSES						
	2021		**2022**		**2023**	
	#	**%**	**#**	**%**	**#**	**%**
ALL						
ALL	36	27.9%	49.2	36.7%	43.2	32.5%
GENDER						
FEMALE	24	33.3%	26.2	43.7%	24.5	40.2%
MALE	12	21.1%	23	31.1%	18.7	26.0%
RACE						
BLACK OR AFRICAN AMERICAN	11.7	20.9%	17.3	36.0%	12	21.1%
HISPANIC OR LATINO	<10	<5%	<10	<5%	0	0.0%
TWO OR MORE RACES	<10	<5%	<10	<5%	0	0.0%
WHITE	18.2	29.8%	24.6	34.2%	30.1	44.9%
DISABILITY						
STUDENTS WITH DISABILITIES	<10	<5%	<10	18.2%	0	8.3%
STUDENTS WITHOUT DISABILITIES	36	32.1%	45.2	40.4%	41.2	37.8%
EL						
LIMITED ENGLISH PROFICIENCY	36	28.4%	48.2	36.8%	43.2	32.5%

Figure 29: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES			
	2021	**2022**	**2023**
ALL			
ALL	68.2%	69.0%	48.0%
GENDER			
FEMALE	70.0%	75.0%	51.7%
MALE	65.4%	61.5%	42.9%
RACE			
BLACK OR AFRICAN AMERICAN	58.8%	61.8%	42.9%
WHITE	80.6%	81.0%	48.3%
DISABILITY			
STUDENTS WITH DISABILITIES	<5%	<5%	0.0%

Figure 30: District Post-Secondary Enrollment by Demographic Group

Assessment

TAKEAWAY: In 2023, district Junior ACT scores were higher than in 2022, but still came in below state averages. Kindergarten Readiness scores have increased every year since 2021-22, but Third-Grade Reading Assessment scores have yet to reach prepandemic levels. MAAP ELA proficiency percentages were higher in 2023 than in 2021 in the early grades but lower in grades 6-8. The largest gains were made in English II and third grade math.

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

BENTON COUNTY SCHOOL DISTRICT JUNIOR ACT SCORES

2019	2020	2021	2022	2023	STATE 2023
16.8	16.8	15.5	16.5	17	17.5

COMPOSITE

(MDE, 2019, 2020, 2021, 2022, 2023, ACT)
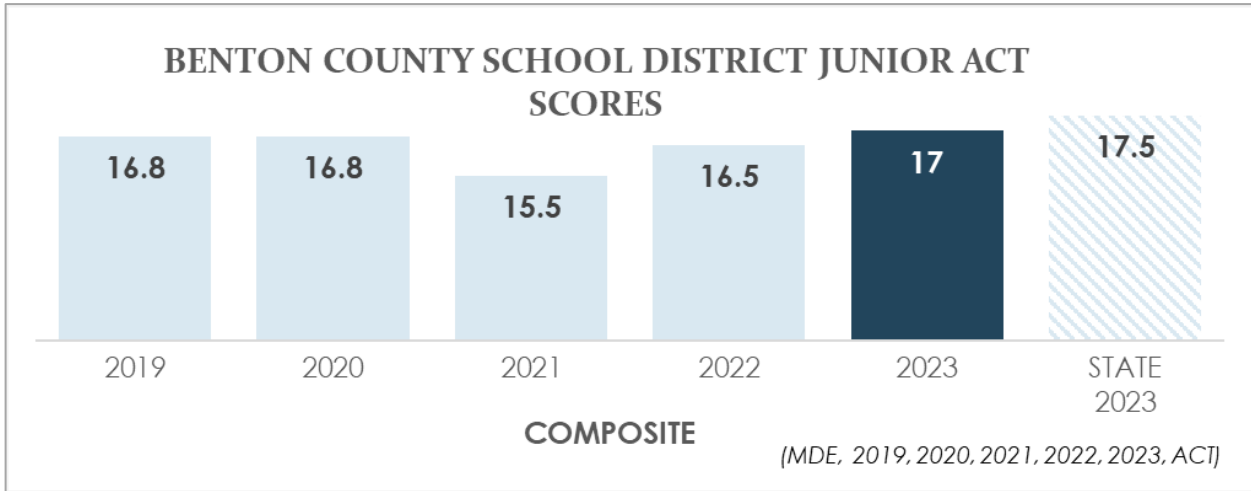
Figure 31: District Junior ACT: Composite

BENTON COUNTY SCHOOL DISTRICT JUNIOR ACT SCORES

ENGLISH: 2019: 16.2, 2020: 16.3, 2021: 13.4, 2022: 16.0, 2023: 16.1, STATE 2023: 16.7

MATH: 2019: 16.8, 2020: 17, 2021: 15.8, 2022: 16.4, 2023: 16.7, STATE 2023: 17.3

(MDE, 2019, 2020, 2021, 2022, 2023, ACT)
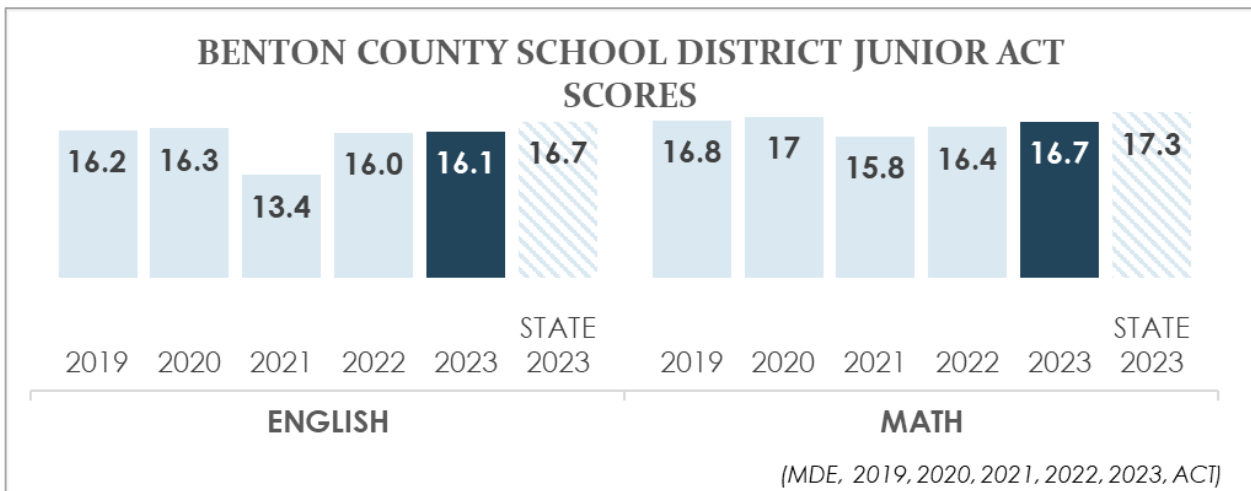
Figure 32: District Junior ACT: English and Math

BENTON COUNTY SCHOOL DISTRICT JUNIOR ACT SCORES

SCIENCE: 2019: 17.3, 2020: 16.6, 2021: 16.2, 2022: 17.0, 2023: 17.6, STATE 2023: 17.6

READING: 2019: 16.3, 2020: 16.9, 2021: 16, 2022: 16.2, 2023: 17, STATE 2023: 17.9

(MDE, 2019, 2020, 2021, 2022, 2023, ACT)
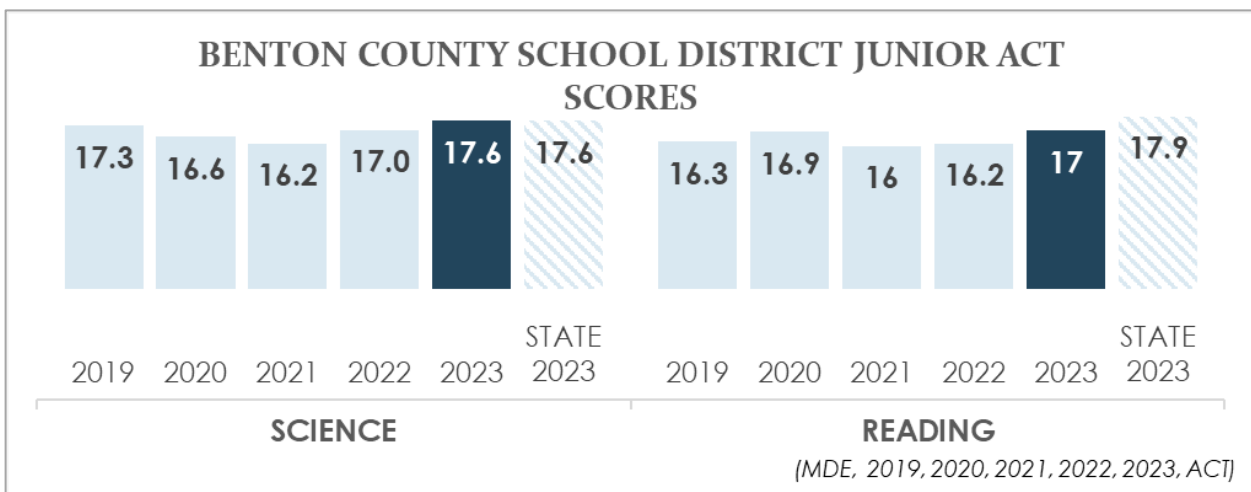
Figure 33: District Junior ACT: Science and Reading

KINDERGARTEN READINESS ASSESSMENT (KRA)
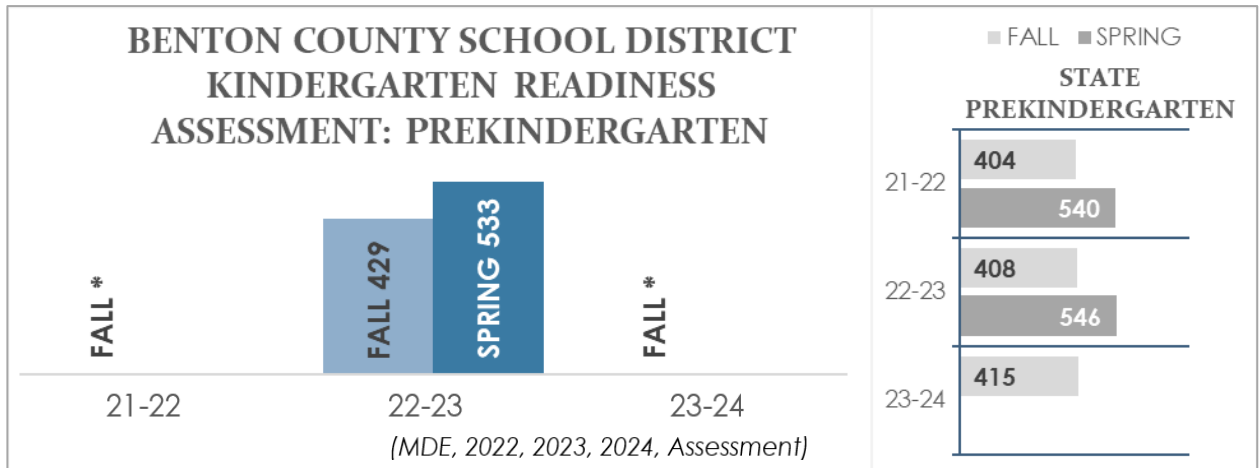
Figure 34: District Kindergarten Readiness Assessment: Prekindergarten
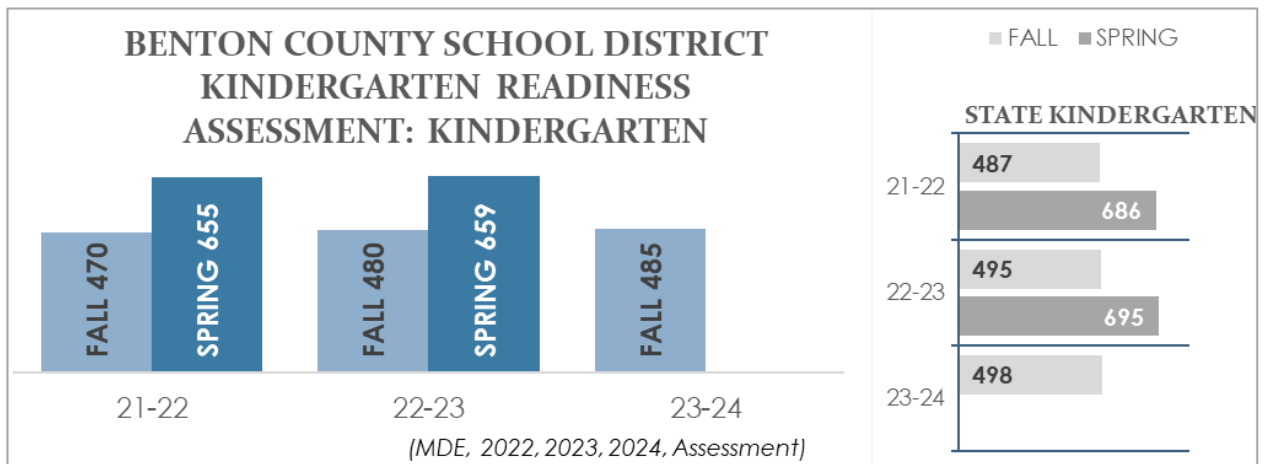
Figure 35: District Kindergarten Readiness Assessment: Kindergarten

THIRD-GRADE READING ASSESSMENT

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

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

DISTRICT LITERACY-BASED PROMOTION ACT (LBPA) THIRD-GRADE READING ASSESSMENT

- INITIAL + RETEST % PASS
- INITIAL % PASS

	2019	2022	2023
Total	86.0%	85.9%	81.9%
Initial % Pass	74.2%	71.9%	66.2%

(MDE, 2019, 2022, LBPA Annual Report; 2023 Third Grade Reading)
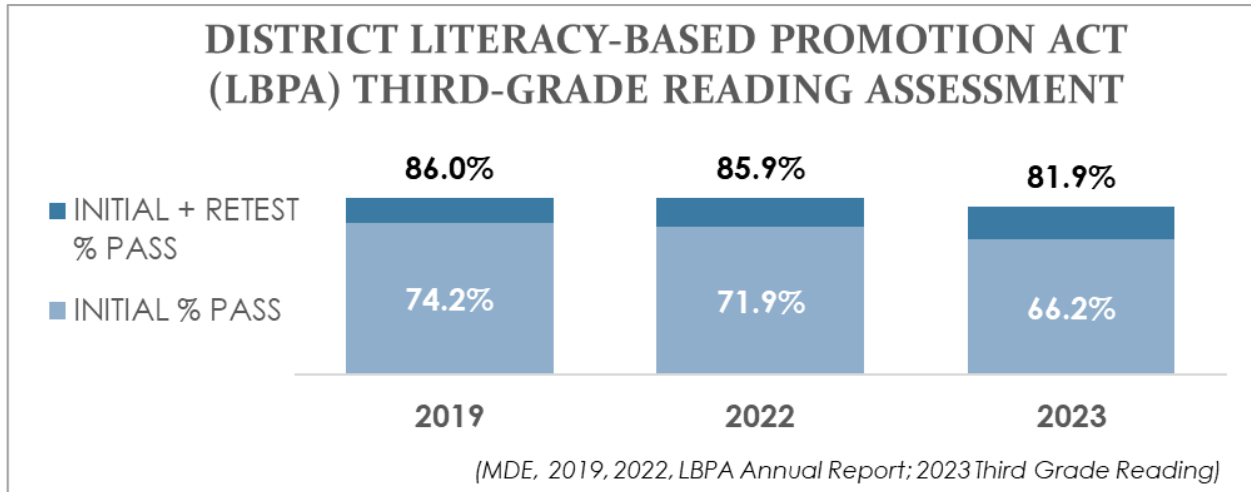
Figure 36: District Literacy-Based Promotion Act Third Grade Reading Assessment

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

DISTRICT LITERACY-BASED PROMOTION ACT THIRD-GRADE READING GOOD CAUSE EXEMPTION PERCENTAGES

	A	B	C	D	E
2023	≤5	≤5	15.4	84.6	≤5
2022	No Data Available				

- A: Limited-English Proficiency with less than 2 yrs in English Learner Program.
- B: Students with disabilities for whom participation in statewide accountability system is not appropriate.
- C: Students with disabilities receiving 2 years intensive remediation or previously retained.
- D: Students tested on an alternative assessment (for 2018-2019 this is an alternate form of the 3rd grade MAAP-ELA).
- E: Students receiving 2 years intensive remediation and previously retained for 2 years.

(MDE, 2022, 2023, LBPA Annual Report)

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

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

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

DISTRICT K-8 RETENTION

2022 2023

(MDE, 2022, 2023, LBPA Annual Report)
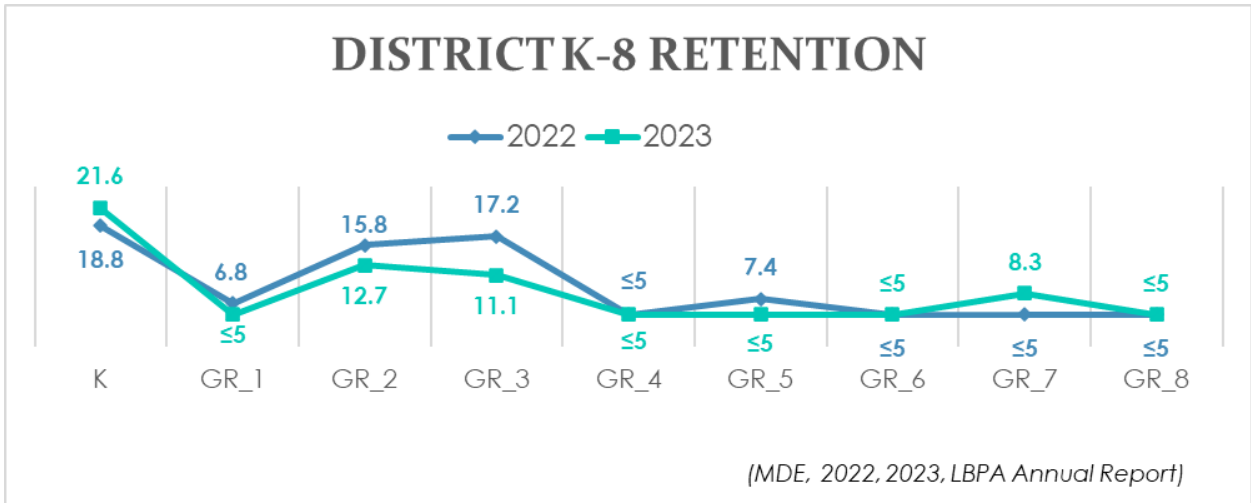
Figure 38: District K-8 Retention Rates

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

BENTON COUNTY SCHOOL DISTRICT MAAP ELA GRADE 3

2023 2022 2021

	2023	2022	2021
LEVEL 5	9.7	12.5	8.3
LEVEL 4	29.2	34.4	16.7
LEVEL 3	20.8	23.4	46.7
LEVEL 2	25.0	17.2	21.7
LEVEL 1	15.3	12.5	6.7

2023 Proficient (4+5): **38.9%**

BENTON COUNTY SCHOOL DISTRICT MAAP ELA GRADE 4

2023 2022 2021

	2023	2022	2021
LEVEL 5	9.8	16.9	7.2
LEVEL 4	36.1	28.8	23.2
LEVEL 3	41.0	22.0	27.5
LEVEL 2	9.8	23.7	33.3
LEVEL 1	3.3	8.5	8.7

2023 Proficient (4+5): **45.9%**

Figure 39: District MAAP ELA Grades 3 and 4

BENTON COUNTY SCHOOL DISTRICT MAAP ELA GRADE 5

Legend: 2023, 2022, 2021

LEVEL 5: 19.0 / 2.9 / 2.7
LEVEL 4: 22.2 / 33.3 / 35.1
LEVEL 3: 44.4 / 30.4 / 40.5
LEVEL 2: 9.5 / 15.9 / 13.5
LEVEL 1: 4.8 / 17.4 / 8.1

2023 Proficient (4+5): **41.3%**

BENTON COUNTY SCHOOL DISTRICT MAAP ELA GRADE 6

Legend: 2023, 2022, 2021

LEVEL 5: 8.3 / 12.1 / 4.7
LEVEL 4: 16.7 / 22.7 / 29.1
LEVEL 3: 33.3 / 42.4 / 37.2
LEVEL 2: 30.6 / 10.6 / 25.6
LEVEL 1: 11.1 / 12.1 / 3.5

2023 Proficient (4+5): **25.0%**

Figure 40: District MAAP ELA Grades 5 and 6

BENTON COUNTY SCHOOL DISTRICT MAAP ELA GRADE 7

Legend: 2023, 2022, 2021

LEVEL 5: 13.9 / 5.8 / 13.3
LEVEL 4: 15.3 / 29.1 / 29.3
LEVEL 3: 37.5 / 45.3 / 41.3
LEVEL 2: 23.6 / 14.0 / 14.7
LEVEL 1: 9.7 / 5.8 / 1.3

2023 Proficient (4+5): **29.2%**

BENTON COUNTY SCHOOL DISTRICT MAAP ELA GRADE 8

Legend: 2023, 2022, 2021

LEVEL 5: 7.2 / 6.8 / 9.2
LEVEL 4: 26.5 / 39.2 / 31.6
LEVEL 3: 43.4 / 39.2 / 35.5
LEVEL 2: 15.7 / 9.5 / 14.5
LEVEL 1: 7.2 / 5.4 / 9.2

2023 Proficient (4+5): **33.7%**

Figure 41: District MAAP ELA Grades 7 and 8

BENTON COUNTY SCHOOL DISTRICT MAAP ELA ENGLISH II

	2023	2022	2021
LEVEL 5	15.5	11.0	10.4
LEVEL 4	31.0	26.0	10.4
LEVEL 3	23.9	38.4	20.9
LEVEL 2	19.7	19.2	37.3
LEVEL 1	9.9	5.5	20.9

2023 Proficient (4+5): **46.5%**
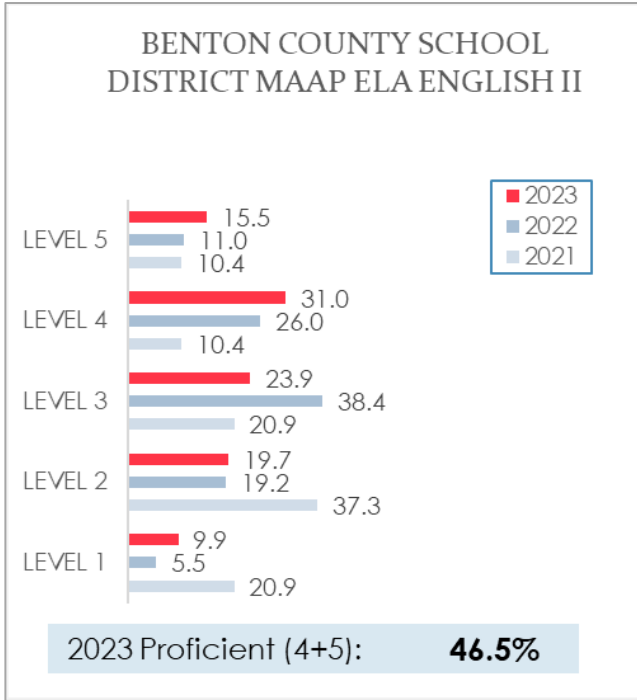
Figure 42: District MAAP ELA English II

MAAP MATH

BENTON COUNTY SCHOOL DISTRICT MAAP MATH GRADE 3

	2023	2022	2021
LEVEL 5	19.4	1.6	15.0
LEVEL 4	22.2	21.9	33.3
LEVEL 3	31.9	34.4	36.7
LEVEL 2	15.3	25.0	11.7
LEVEL 1	11.1	17.2	3.3

2023 Proficient (4+5): **41.7%**

BENTON COUNTY SCHOOL DISTRICT MAAP MATH GRADE 4

	2023	2022	2021
LEVEL 5	13.1	16.9	11.6
LEVEL 4	41.0	28.8	21.7
LEVEL 3	24.6	22.0	31.9
LEVEL 2	16.4	23.7	27.5
LEVEL 1	4.9	8.5	7.2

2023 Proficient (4+5): **54.1%**
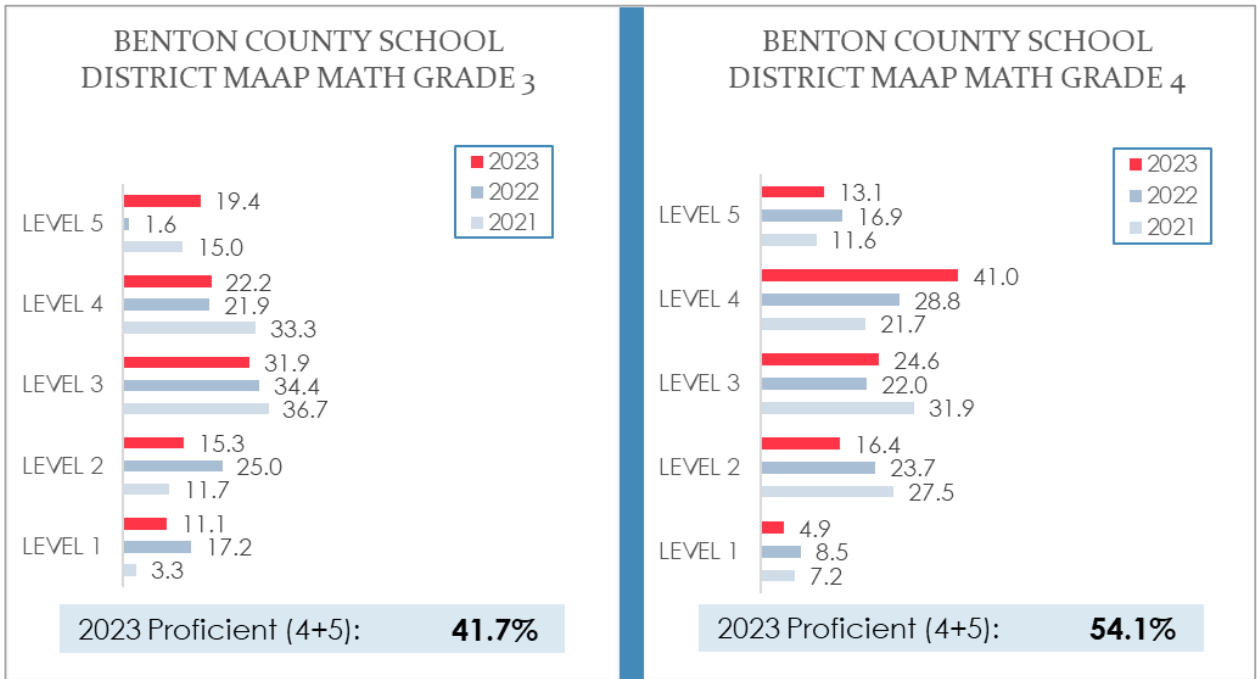
Figure 43: District MAAP Math Grades 3 and 4

Benton County School District Profile

BENTON COUNTY SCHOOL DISTRICT MAAP MATH GRADE 5

Legend: 2023, 2022, 2021

- LEVEL 5: 7.9 / 2.9 / 2.7
- LEVEL 4: 19.0 / 20.3 / 35.1
- LEVEL 3: 41.3 / 33.3 / 40.5
- LEVEL 2: 25.4 / 33.3 / 13.5
- LEVEL 1: 6.3 / 10.1 / 8.1

2023 Proficient (4+5): **27.0%**

BENTON COUNTY SCHOOL DISTRICT MAAP MATH GRADE 6

Legend: 2023, 2022, 2021

- LEVEL 5: 1.4 / 1.5 / 5.8
- LEVEL 4: 31.9 / 25.8 / 20.9
- LEVEL 3: 25.0 / 36.4 / 44.2
- LEVEL 2: 36.1 / 34.8 / 24.4
- LEVEL 1: 5.6 / 1.5 / 4.7

2023 Proficient (4+5): **33.3%**
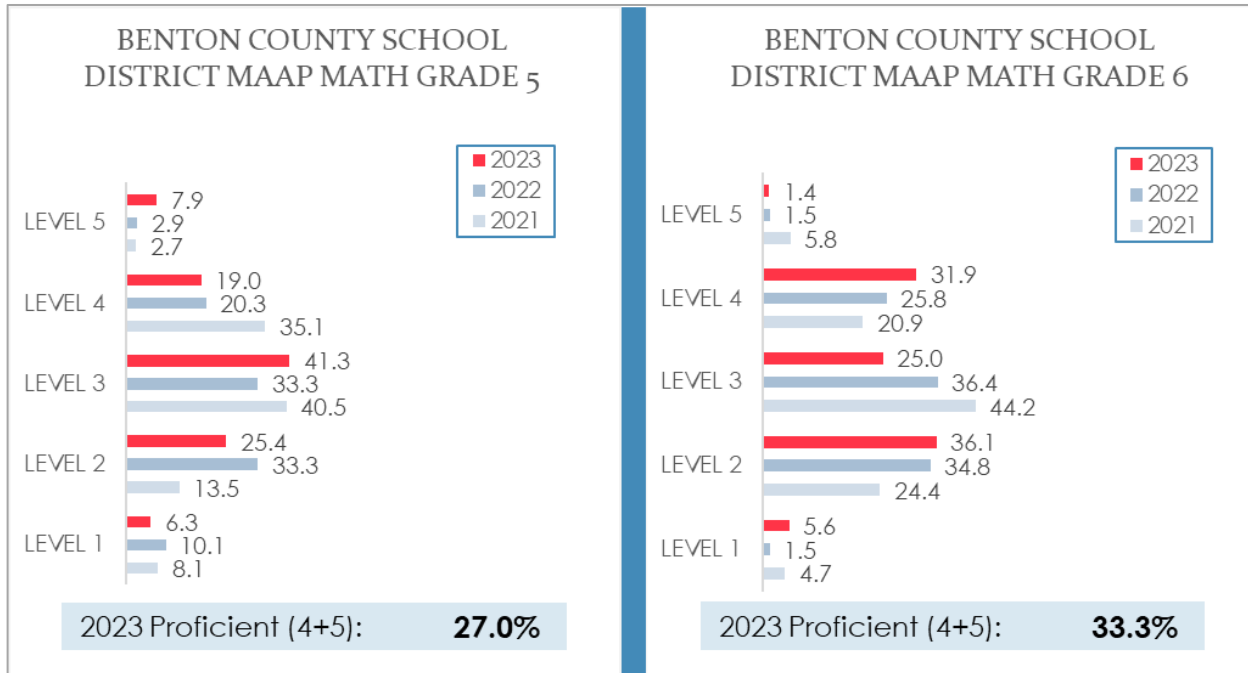
Figure 44: District MAAP Math Grades 5 and 6

BENTON COUNTY SCHOOL DISTRICT MAAP MATH GRADE 7

Legend: 2023, 2022, 2021

- LEVEL 5: 8.3 / 3.5 / 4.0
- LEVEL 4: 30.6 / 26.7 / 30.7
- LEVEL 3: 29.2 / 40.7 / 41.3
- LEVEL 2: 29.2 / 23.3 / 22.7
- LEVEL 1: 2.8 / 5.8 / 1.3

2023 Proficient (4+5): **38.9%**

BENTON COUNTY SCHOOL DISTRICT MAAP MATH GRADE 8

Legend: 2023, 2022, 2021

- LEVEL 5: 7.2 / 13.5 / 9.1
- LEVEL 4: 24.1 / 28.4 / 27.3
- LEVEL 3: 22.9 / 31.1 / 24.7
- LEVEL 2: 37.3 / 20.3 / 23.4
- LEVEL 1: 8.4 / 6.8 / 15.6

2023 Proficient (4+5): **31.3%**

Figure 45: District MAAP Math Grades 7 and 8

BENTON COUNTY SCHOOL
DISTRICT MAAP MATH ALGEBRA I

2023
2022
2021

LEVEL 5
7.2
9.2
3.2

LEVEL 4
36.2
38.2
23.2

LEVEL 3
39.1
35.5
37.9

LEVEL 2
15.9
15.8
31.6

LEVEL 1
1.4
1.3
4.2

2023 Proficient (4+5):   **43.5%**

Figure 46: District MAAP Math Algebra I

MAAP-SCIENCE

BENTON COUNTY SCHOOL
DISTRICT MAAP SCIENCE
GRADE 5

2023
2022
2021

LEVEL 5
9.5
4.3
10.8

LEVEL 4
31.7
34.8
33.8

LEVEL 3
34.9
29.0
35.1

LEVEL 2
15.9
8.7
14.9

LEVEL 1
7.9
23.2
5.4

2023 Proficient (4+5):   **41.3%**

BENTON COUNTY SCHOOL
DISTRICT MAAP SCIENCE
GRADE 8

2023
2022
2021

LEVEL 5
10.8
13.5
15.6

LEVEL 4
39.8
40.5
42.9

LEVEL 3
22.9
32.4
20.8

LEVEL 2
14.5
8.1
16.9

LEVEL 1
12.0
5.4
3.9

2023 Proficient (4+5):   **50.6%**

Figure 47: 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.

BENTON COUNTY SCHOOL DISTRICT MAAP END-OF-COURSE BIOLOGY

Level	2023	2022	2021
LEVEL 5	30.7	19.0	13.0
LEVEL 4	31.8	31.0	22.0
LEVEL 3	17.0	8.6	22.0
LEVEL 2	9.1	19.0	21.0
LEVEL 1	11.4	22.4	22.0

2023 Proficient (4+5):	**62.5%**

BENTON COUNTY SCHOOL DISTRICT MAAP END-OF-COURSE U. S. HISTORY

Level	2023	2022	2021
LEVEL 5	21.9	9.8	5.9
LEVEL 4	54.7	42.6	52.9
LEVEL 3	21.9	36.1	21.6
LEVEL 2	1.6	9.8	13.7
LEVEL 1	0.0	1.6	5.9

2023 Proficient (4+5):	**76.6%**

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

PROFICIENCY GAIN/LOSS OVER TIME
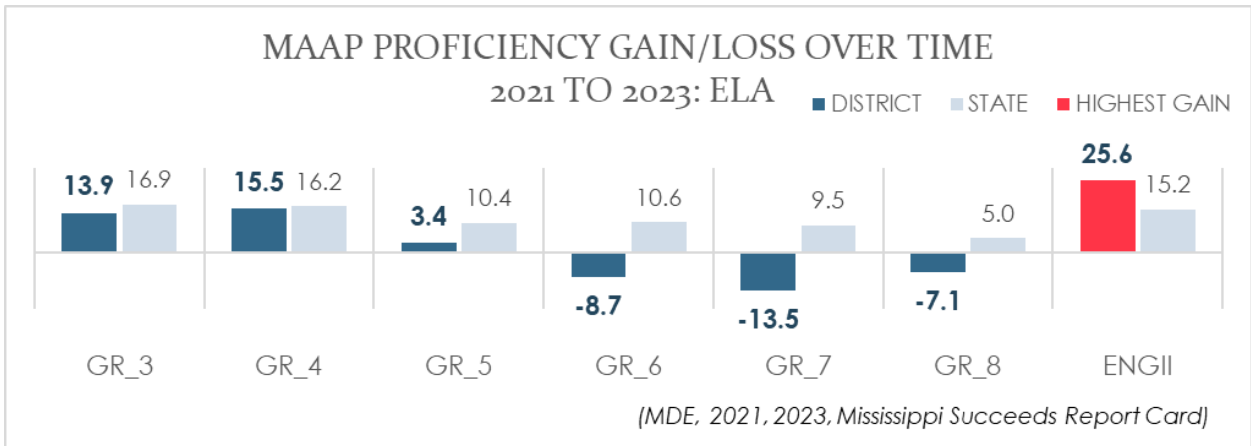
Figure 49: ELA Proficiency Gain/Loss Over Time
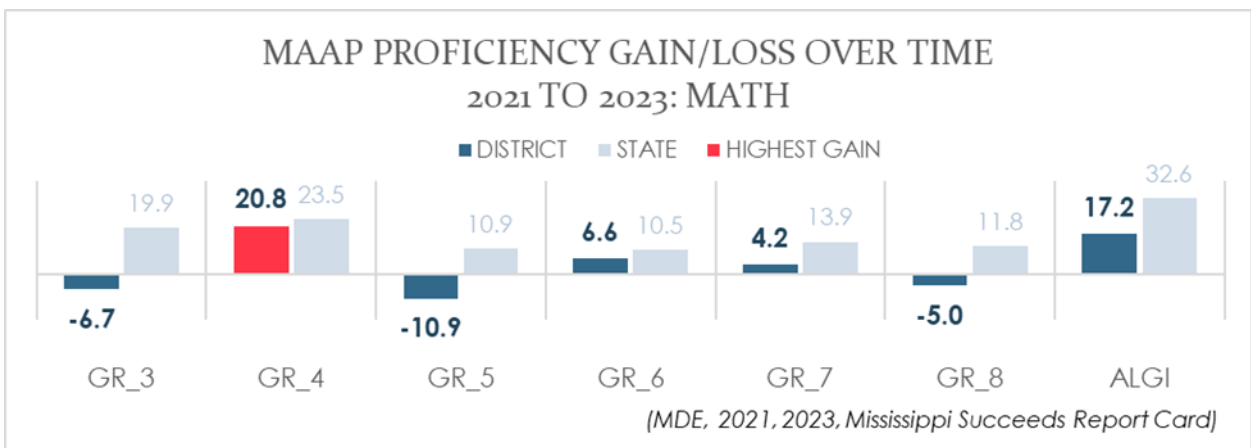
Figure 50: Math Proficiency Gain/Loss Over Time
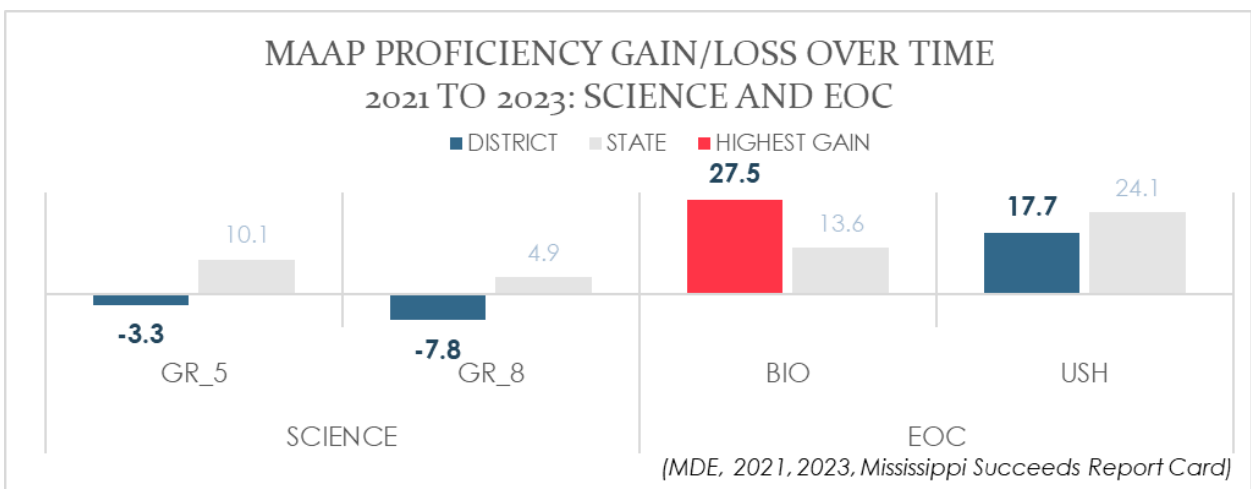
Figure 51: Science and EOC Proficiency Gain/Loss Over Time

Discipline

TAKEAWAY: In-school-suspension totals were not reported to MDE. Out-of-school-suspension (OSS) have risen for every demographic group except limited English proficiency since 2021. Reported incidents of violence were up sharply in 2023.

BENTON 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	7.2	15.1	10.5			
GENDER	FEMALE	≤5	≤5	≤5	5.0	12.1	8.0			
	MALE	≤5	≤5	≤5	9.1	17.6	12.9			
RACE	BLACK OR AFRICAN AMERICAN	≤5	≤5	≤5	10.3	21.3	15.6			
	HISPANIC OR LATINO				≤5	≤5	6.1			
	TWO OR MORE RACES		≤5		8.3	19.4	9.1			
	WHITE	≤5	≤5	≤5	≤5	10.6	6.2			
DISABILITY	STUDENTS WITH DISABILITIES		≤5	≤5	8.3	19.3	14.5			
	STUDENTS WITHOUT DISABILITIES	≤5	≤5	≤5	6.9	14.0	9.5			
EL	LIMITED ENGLISH PROFICIENCY				7.1	≤10	≤5			
	NON LIMITED ENGLISH PROFICIENCY		≤5	≤5		15.2	10.6			

		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	37.0	94.0	74.0		≤5			≤5	
GENDER	FEMALE	≤10	38.0	26.0		≤5			≤5	
	MALE	27.0	56.0	48.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	24.0	61.0	52.0		≤5			≤5	
	HISPANIC OR LATINO			≤10		≤5			≤5	
	TWO OR MORE RACES		≤10	≤10		≤5			≤5	
	WHITE	13.0	26.0	20.0		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES	≤10	24.0	18.0		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	29.0	70.0	56.0		≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY		≤10			≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		93.0	74.0		≤5			≤5	

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

Figure 52: District Disciplinary Actions Reported to MDE

Finance

TAKEAWAY: Spending for instructional support and administration has increased slightly since 2019. Total revenue is up $1.1M, while total operational expenditure including capitalized equipment has increased $2.4M. Title funding increased about $44,000 between 2022 and 2023; ESSER funds for pandemic expenses have expired. FY2024 MAEP allocations are up $569.4K since FY2023 and fall $669K below full funding.

(MDE, 2019, 2020, 2021, 2022, 2023, Superintendent's Annual Report)
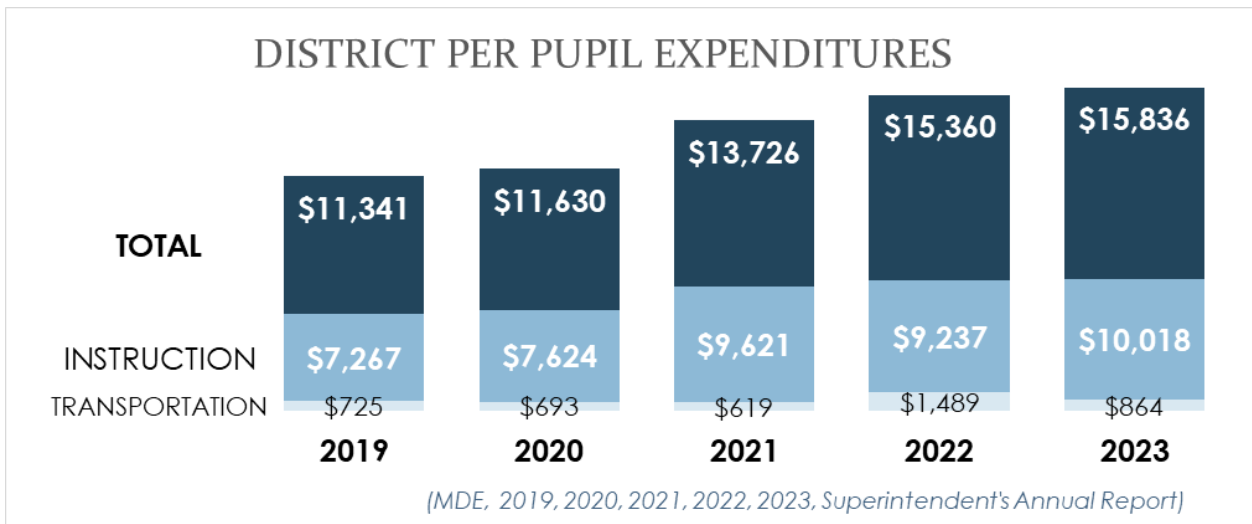
Figure 53: District Per Pupil Expenditures

(MDE, 2019, 2020, 2021, 2022, 2023, Superintendent's Annual Report)
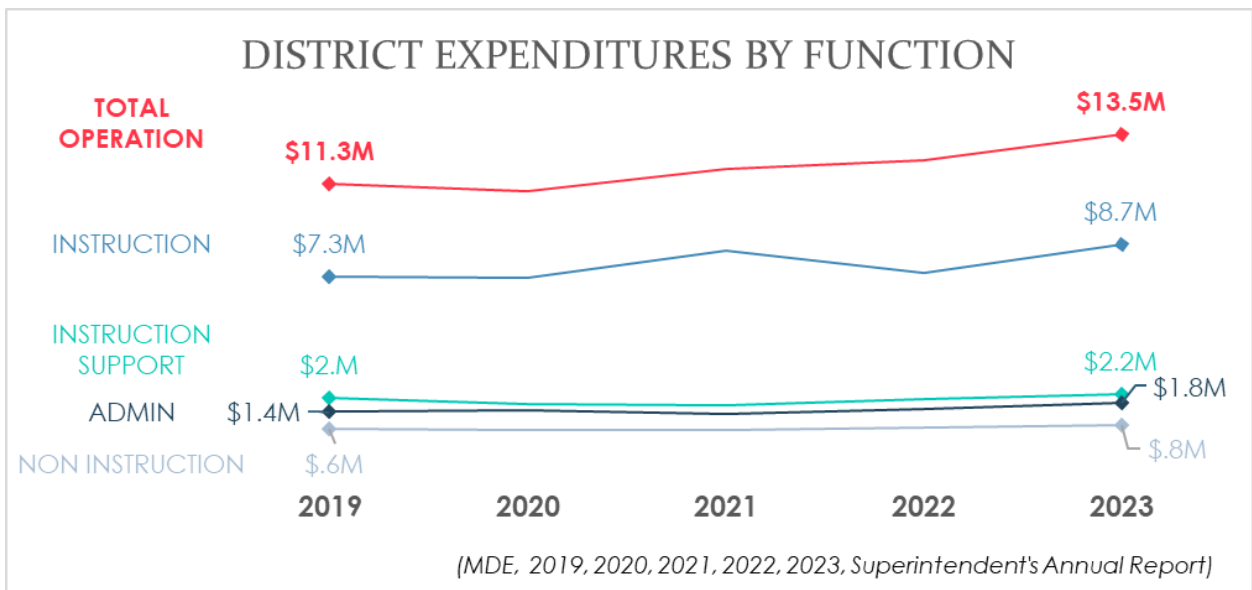
Figure 54: District Expenditures by Function

EXPENDITURES BY FUNCTION: PERCENT OF TOTAL

	2019	2021	2023
ADMIN	12.6%	10.8%	13.4%
NONINSTRUCTION	5.6%	5.0%	6.1%
INSTRUCTION SUPPORT	17.6%	14.0%	16.0%
INSTRUCTION	64.2%	70.2%	64.4%

2019   2020   2021   2022   2023

(MDE, 2019, 2020, 2021, 2022, 2023, Superintendent's Annual Report)
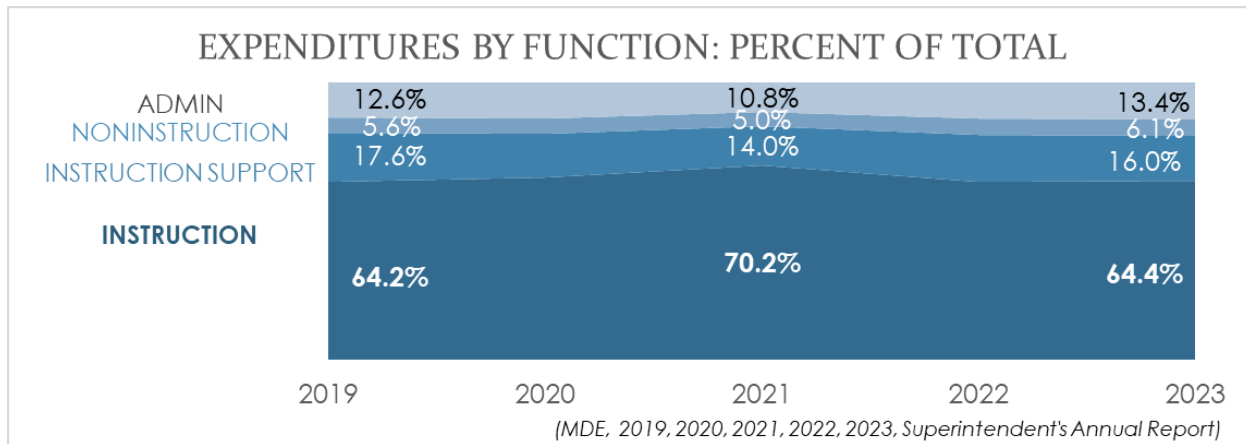
Figure 55: District Expenditures by Function: Percent of Total

REVENUE SOURCES

$12.1M .... $13.2M **TOTAL**

$3.1M .... $4.7M FEDERAL

$7.M .... $6.3M STATE

$2.M .... $2.2M LOCAL

2019   2020   2021   2022   2023

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

% OF TOTAL REVENUE

FEDERAL 35.5%

STATE 47.6%

LOCAL 16.9%
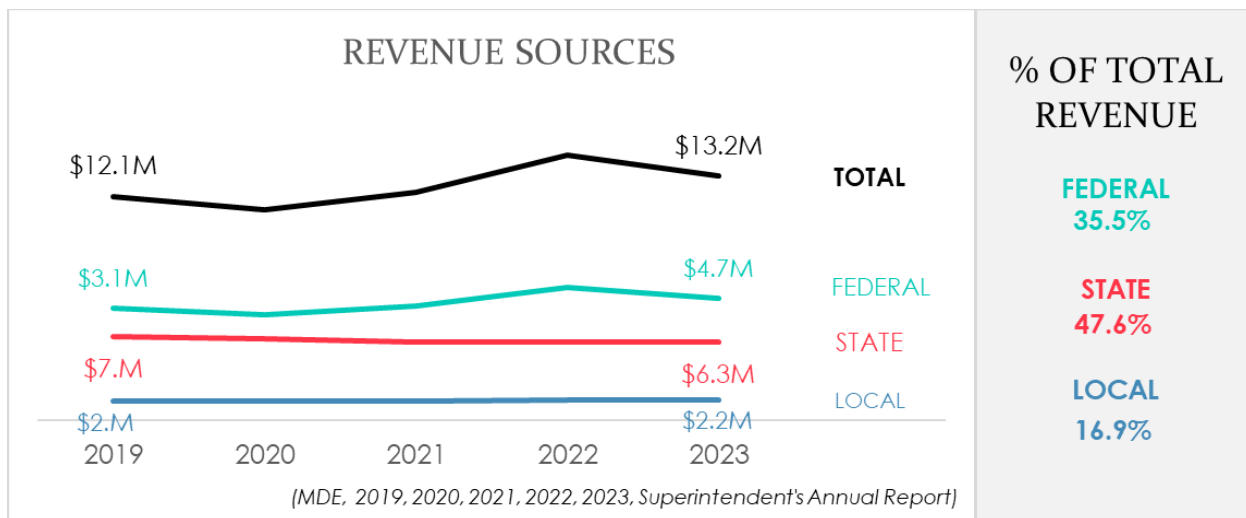
Figure 56: District Revenue Sources

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS				
FY2024 FULL FUND	FY2024 ALLOCATION	FY2023 ALLOCATION	BELOW FULL (10.5%)	+/- FY2023 VS FY2024
$6.5M	$5.8M	$5.3M	$669.1K	$569.4K

Figure 57: Mississippi Adequate Education Program (MAEP) Allocations

FEDERAL TITLE PROGRAMS FUNDING ALLOCATIONS

	2019	2020	2021	2022	2023
TITLE I A	$2.2M	$558.6K	$553.6K	$544.7K	$577.3K
TITLE II A	$86.2K	$84.8K	$82.0K	$78.5K	$84.7K
TITLE IV A	$40.5K	$41.7K	$41.9K	$41.5K	$42.2K
TITLE V B	$20.7K	$22.0K	$20.9K	$20.7K	$25.6K
ESSER 1		$449.2K	$457.6K		
ESSER 2			$1.8M		

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

Figure 58: District Federal Title Programs Funding Allocation
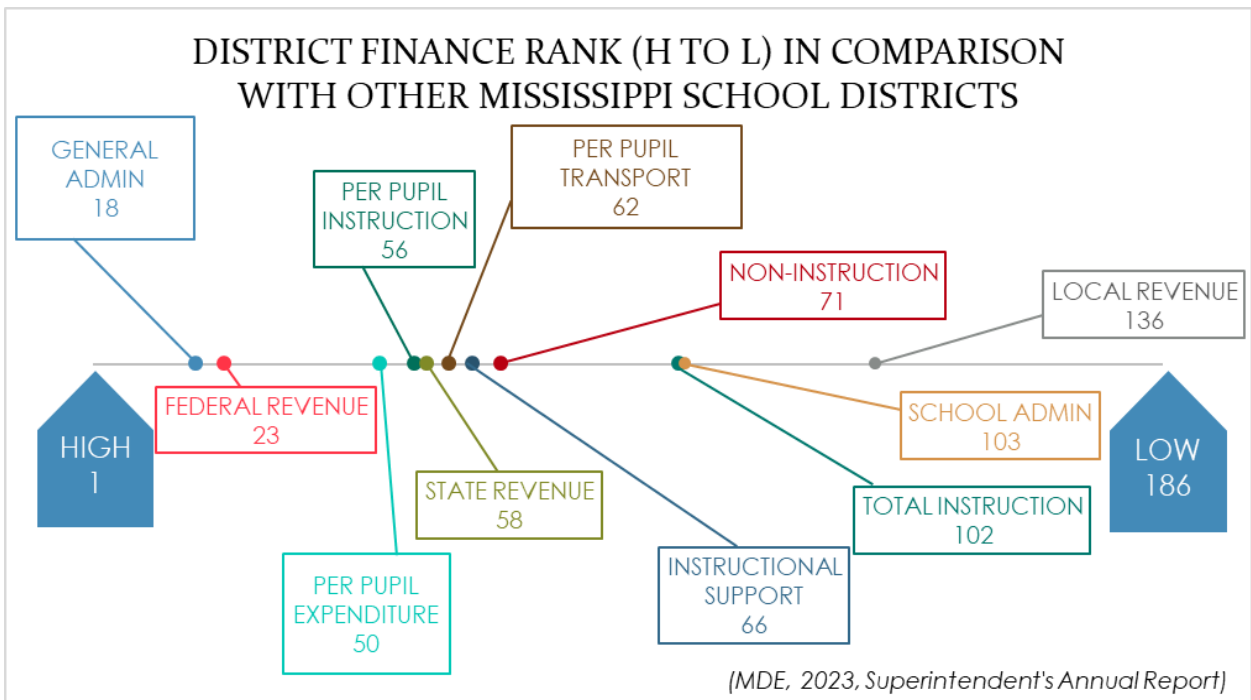
Figure 59: Current District Finance Rank Compared to Other Mississippi School Districts

Personnel

> **_TAKEAWAY:_** The percentage of teachers teaching in their certified field has risen dramatically while the percentage of experienced teachers districtwide has declined over 10% since 2021. The per-pupil ratio has decreased to 10.4 over a 3-year period. Average teacher salaries have increased a significant amount, outpacing the gains in administrative salaries for the same amount of time.

DISTRICT CLASSROOM TEACHERS AND PER PUPIL RATIO

Year	Elementary Teachers	Secondary Teachers	Total
2023	41.2	41.7	83
2022	49.3	31.1	80
2021	49.3	30.5	80

PER PUPIL RATIO

Year	Per Pupil Ratio
2023	10.4
2022	10.0
2021	10.9

■ TOTAL ■ ELEMENTARY TEACHERS ■ SECONDARY TEACHERS

(MDE, 2021, 2022, 2023, *Superintendent's Annual Report*)
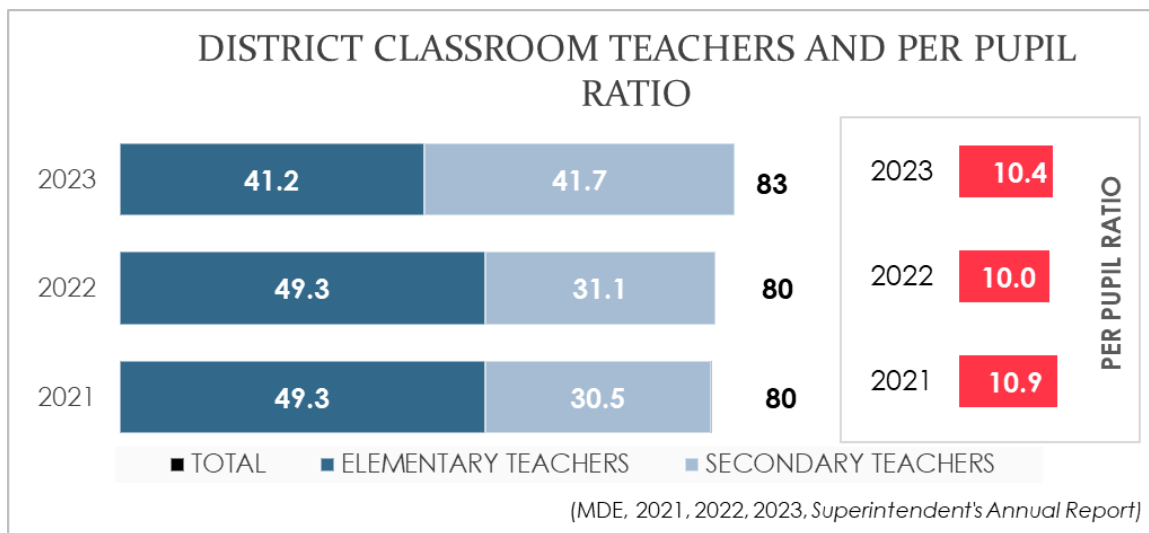
Figure 60: District Classroom Teachers and Per Pupil Ratio

BENTON COUNTY SCHOOL DISTRICT TEACHING STAFF EXPERIENCE BY PERCENTAGE OF TEACHERS

■ PROVISIONAL
■ TEACHING IN FIELD
■ EXPERIENCED

Year	Provisional	Experienced	Teaching in Field
2021	15.7%	63.8%	88.4%
2022	12.4%	63.2%	87.1%
2023	4.4%	52.9%	97.9%

(MDE, 2021, 2022, 2023, *Mississippi Succeeds Report Card*)
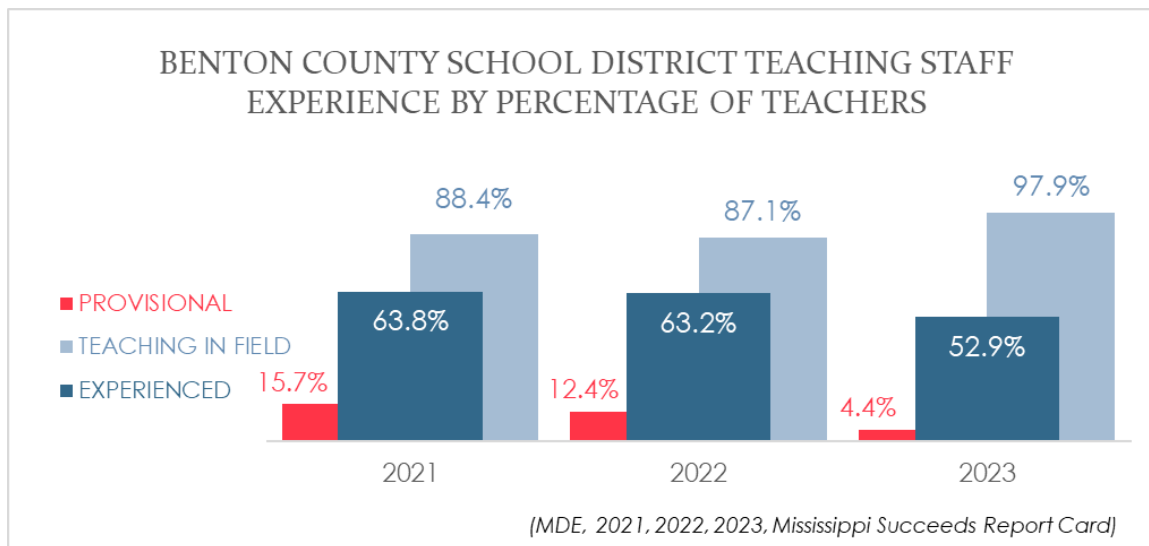
Figure 61: District Teaching Staff Experience by Percentage of Teachers

DISTRICT ADMINISTRATIVE AND SUPPORT PERSONNEL

Legend: 2021, 2022, 2023

PRINCIPALS
- K-12: 2.0 (2021), 2.0 (2022), 2.0 (2023)
- ELEMENTARY: 1.0 (2021), 1.0 (2022), 1.0 (2023)

ASSISTANT PRINCIPALS
- K-12: 1.5 (2021), 1.5 (2022)

SUPPORT PERSONNEL
- SUPERVISORS: 0.9 (2021), 0.9 (2022), 2.0 (2023)
- GUIDANCE COUNSELORS/ PSYCHOLOGISTS: 3.0 (2021), 3.0 (2022), 3.0 (2023)
- LIBRARIANS: 3.0 (2021), 2.0 (2022), 1.9 (2023)

(MDE, 2021, 2022, 2023, *Superintendent's* Annual Report)
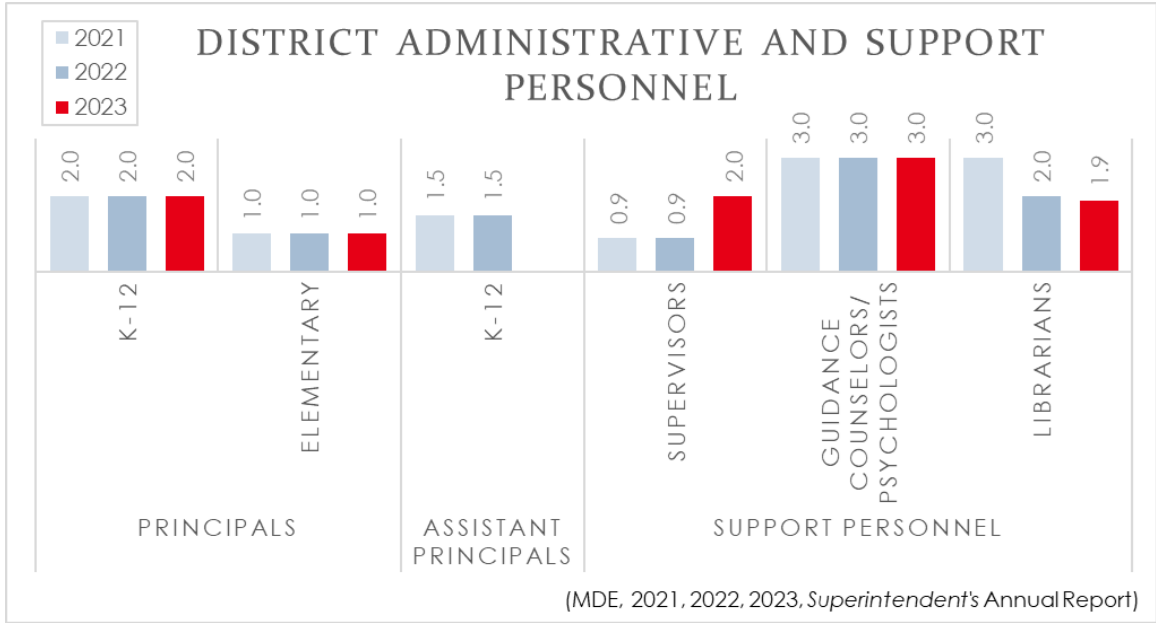
Figure 62: District Administrative and Support Personnel

DISTRICT ADMINISTRATIVE AND SUPPORT STAFF AVERAGE SALARIES

Role	2023	2021
PRINCIPAL	$81,719	$76,500
ASSISTANT PRINCIPAL		$83,333
SUPERVISOR	$79,750	$42,222
GUIDANCE COUNSELOR/ PSYCHOLOGIST	$56,495	$47,934
LIBRARIAN	$52,376	$45,017

Legend: 2023, 2021

(MDE, 2021, 2023, *Superintendent's Annual Report*)
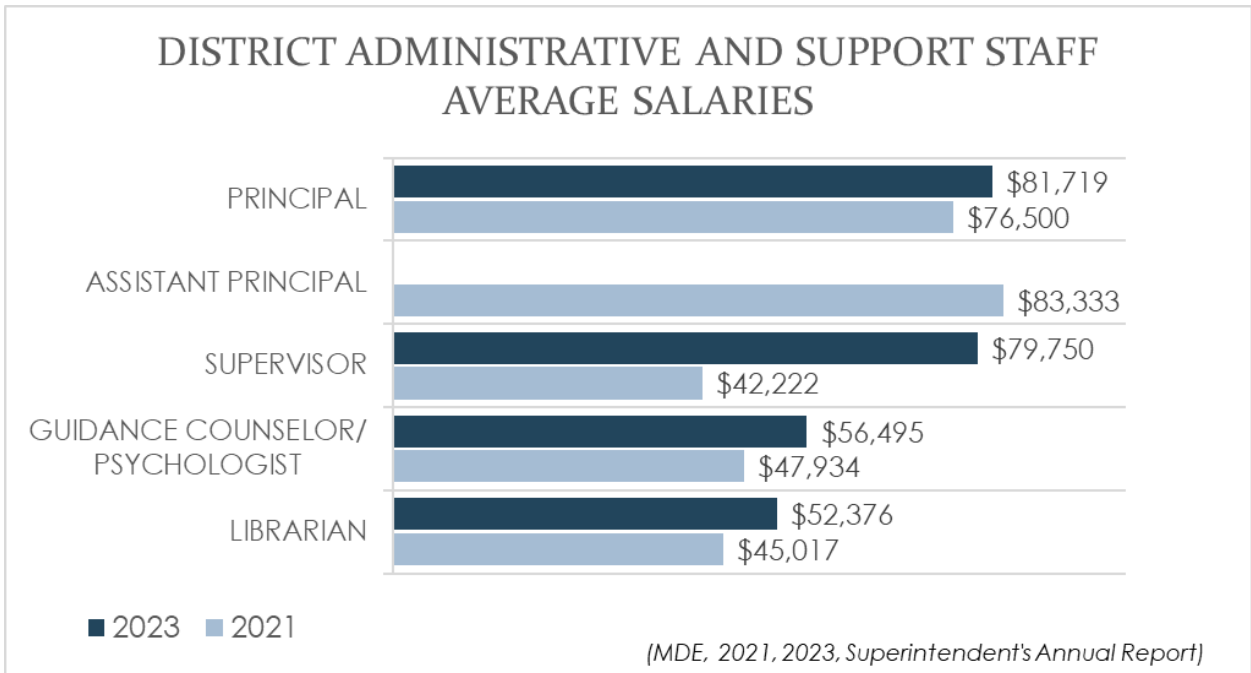
Figure 63: District Administrative and Support Staff Average Salaries

DISTRICT TEACHER AND INSTRUCTIONAL PERSONNEL AVERAGE SALARIES

Category	2023	2021
INSTRUCTIONAL PERSONNEL	$61,690	$45,378
CLASSROOM TEACHERS	$60,873	$43,447
ELEMENTARY TEACHERS	$49,359	$43,128
SECONDARY TEACHERS	$51,246	$43,963

■ 2023 ■ 2021

(MDE, 2021, 2023, Superintendent's Annual Report)
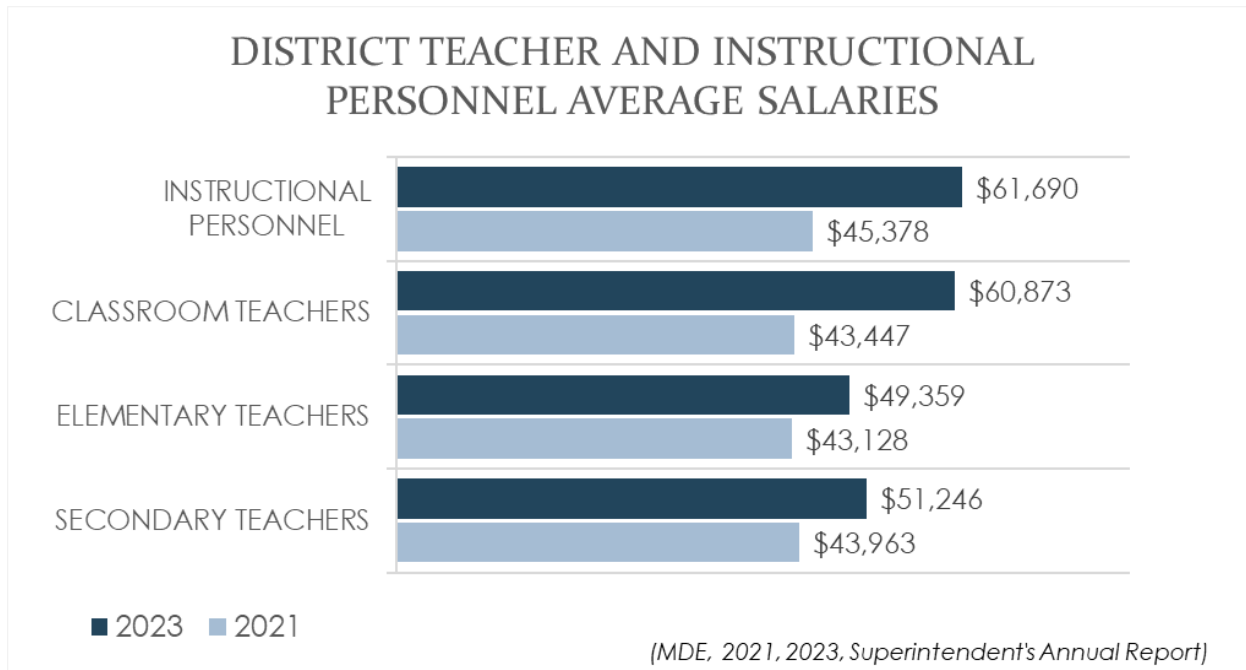
Figure 64: District Teacher and Instructional Personnel Average Salaries

"THE ART OF TEACHING IS THE ART OF ASSISTING DISCOVERY."

MARK VAN DOREN

GRADECAM

Distribution of Respondents

ONE HUNDRED FIFTY-THREE (153) respondents from three 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.

Distribution of Stakeholders

- Faculty/Staff Member
- Parent
- Student

48
34
71
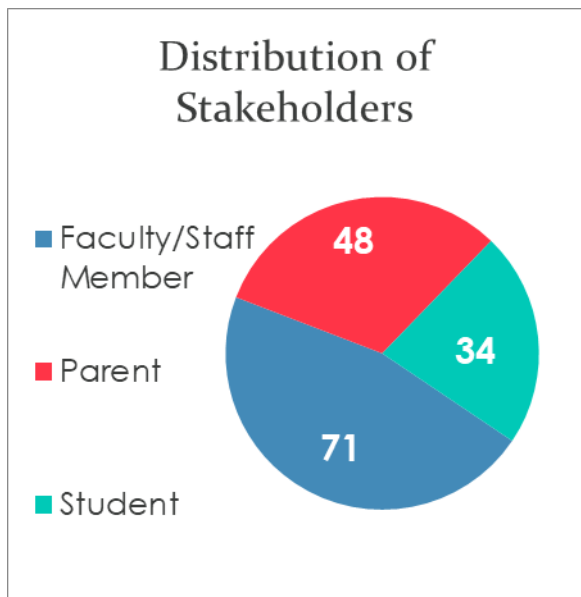
Figure 65: Distribution of Stakeholders
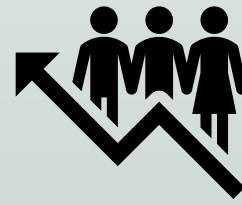
DATA COLLECTION

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

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

DISTRIBUTION OF FACULTY/STAFF RESPONDENTS BY SCHOOL

Ashland Elementary School — 11

Ashland Middle-High School — 11

Hickory Flat Attendance Center — 49
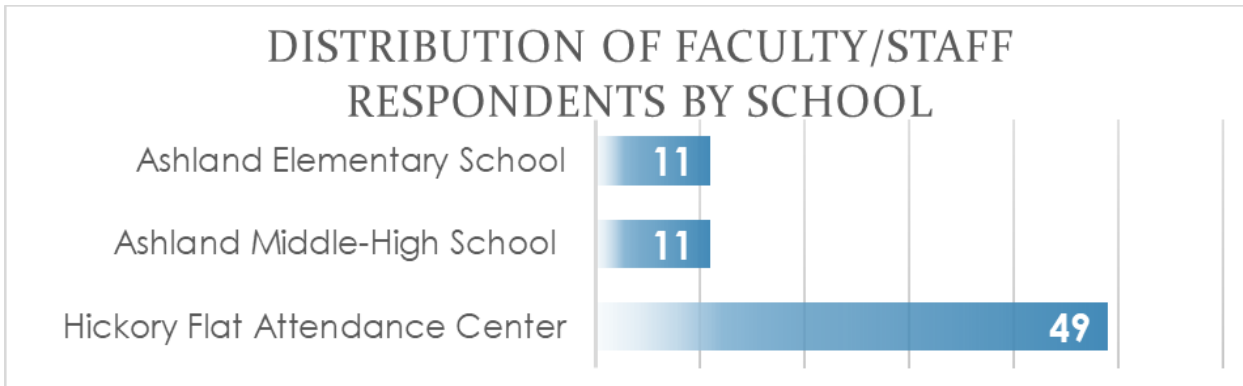
Figure 66: Distribution of Faculty/Staff Respondents by School

DISTRIBUTION OF STUDENT RESPONSES BY SCHOOL

Ashland Elementary School — 0

Ashland Middle-High School — 14

Hickory Flat Attendance Center — 20
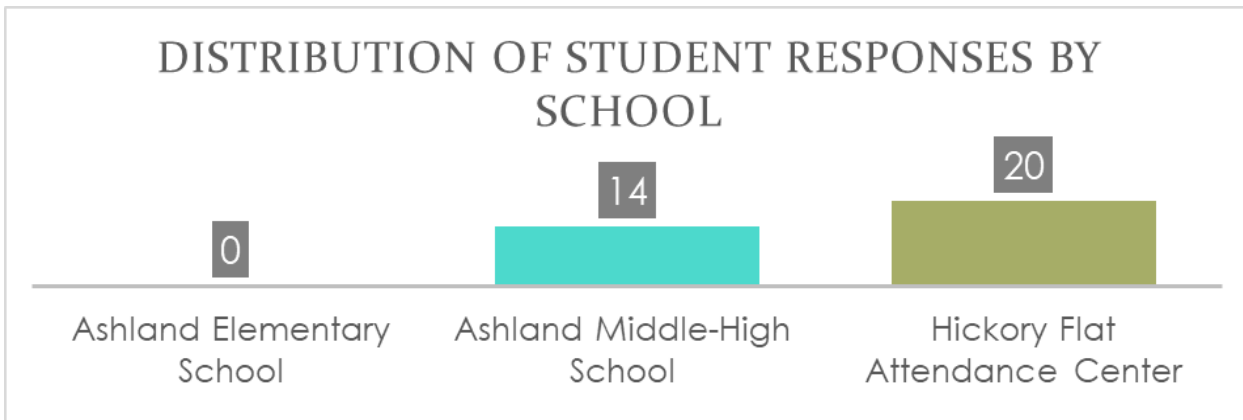
Figure 67: Distribution of Student Respondents by School

DISTRIBUTION OF PARENT RESPONDENTS BY SCHOOL

Ashland Elementary School — 11

Ashland Middle-High School — 7

Hickory Flat Attendance Center — 30
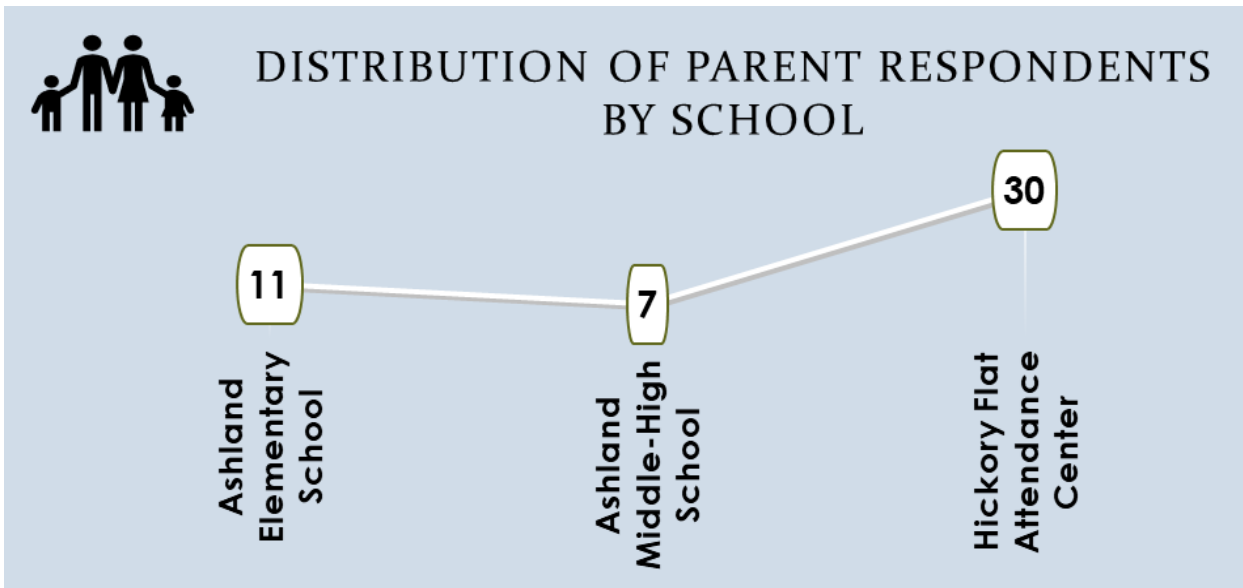
Figure 68: Distribution of Parent Respondents by School

Universal Questions

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

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	44	28.8%
Agree	92	60.1%
Disagree	12	7.8%
Strongly Disagree	3	2.0%
Not Applicable or No Information	2	1.3%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	27	17.6%
Agree	87	56.9%
Disagree	17	11.1%
Strongly Disagree	11	7.2%
Not Applicable or No Information	11	7.2%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	42	27.5%
Agree	88	57.5%
Disagree	16	10.5%
Strongly Disagree	6	3.9%
Not Applicable or No Information	1	0.7%

Benton County School District Profile

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	46	30.1%
Agree	88	57.5%
Disagree	9	5.9%
Strongly Disagree	4	2.6%
Not Applicable or No Information	6	3.9%

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

	Count	Percentage
Strongly Agree	38	24.8%
Agree	90	58.8%
Disagree	11	7.2%
Strongly Disagree	12	7.8%
Not Applicable or No Information	2	1.3%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	38	24.8%
Agree	93	60.8%
Disagree	11	7.2%
Strongly Disagree	7	4.6%
Not Applicable or No Information	4	2.6%

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

	Count	Percentage
Strongly Agree	32	20.9%
Agree	95	62.1%
Disagree	18	11.8%
Strongly Disagree	5	3.3%
Not Applicable or No Information	3	2.0%

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

	Count	Percentage
Strongly Agree	29	19.0%
Agree	91	59.5%
Disagree	20	13.1%
Strongly Disagree	12	7.8%
Not Applicable or No Information	1	0.7%

The best teachers are those who show you where to look, but don't tell you what to see.

Alexandra K. Trenfor
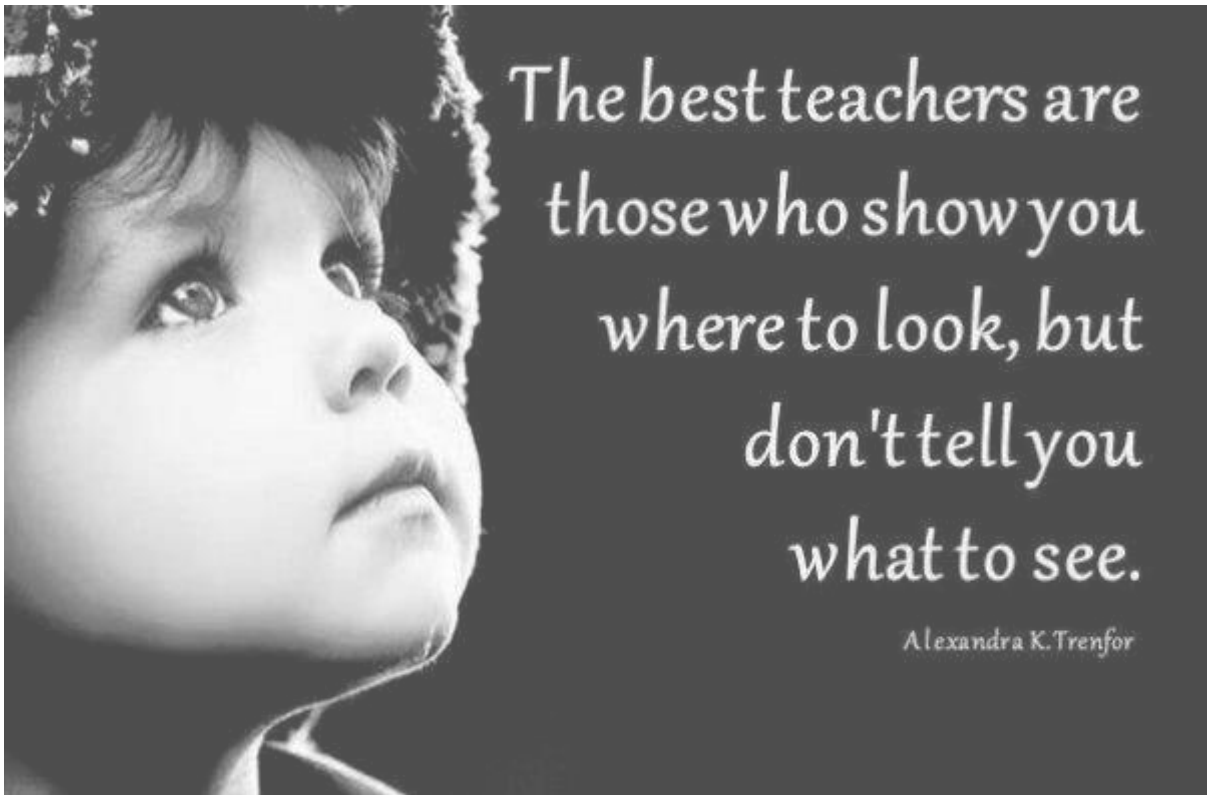
Summary of District Strengths and Challenges

One hundred fifty-three (153) stakeholders from four schools responded to the 2023 Benton County School District Comprehensive Needs Assessment survey online. Students comprise 22.2% of the total. Faculty/staff members represent 60% of the adult response, with parents accounting for 40%. Community members did not participate in the survey.

Benton County School District is a successful district focused on teaching and learning. District enrollment has decreased -8.4% since 2020. The district improved to a "B" accountability rating in 2023. The district experienced a 4% change in average daily attendance between 2022 and 2023, and chronic absence dropped to 24.4%. The district's graduation rate rose to 87.5%; the dropout rate decreased to 9.4%. Graduation rates for students with disabilities rose by 30.7 percentage points.

In response to statements on the comprehensive needs survey about federal programs, 85% of stakeholders agree that teachers are certified and effective. About 71% would like Title IV funds to be spent on STEM programs, while 54% would like funds spent to provide more access to accelerated learning opportunities. Approximately 41% would like the district to offer classes on understanding college and career ready solutions for their students.

Statements about curriculum and instruction received varying levels of positive feedback. Fifty-six percent of respondents agree that programs meet requirements for students with special needs. Approximately 73 percent agree that the curriculum prepares students to continue higher levels of education or enter the workplace. Regarding parent, family, and community engagement, 83% of parents feel welcome in the schools, while 77% of parents are satisfied with the school overall. Sixty-six percent of parents agree that it is easy to make an appointment with their child's teacher. However, 16% say they do not have enough information on this topic. On the subject of school climate and culture, 87.5% of stakeholders agree that the schools promote a safe and orderly learning environment. Seventy-five percent agree that school offers access to a variety of resources to help them succeed.

Benton County School District Parent Survey

Introduction

PARENTS from across Benton County School District were asked to respond to questions about the school or schools their children attend. Forty-eight (48) parents responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from parents in the categories of *Federal Programs*; *Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology;* and *Prekindergarten and Kindergarten*. A summary of open-ended question answers is included in each school's parent section.
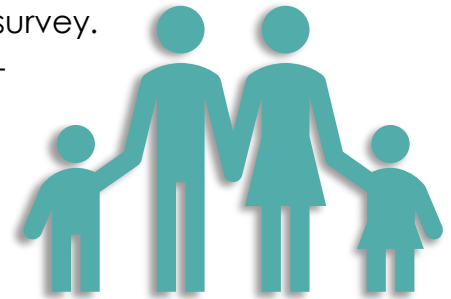
Survey Results

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	14	29.2%
Agree	27	56.2%
Disagree	5	10.4%
Strongly Disagree	1	2.1%
Not Applicable or No Information	1	2.1%

Benton County School District Parent Survey

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

	Count	Percentage
Yes	37	78.7%
No	10	21.3%

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	18	37.5%
Supporting college and career counseling	25	52.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	34	70.8%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	26	54.2%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	19	39.6%

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

	Count	Percentage
Promoting community and parent involvement in schools	22	45.8%
Providing school-based mental health services and counseling	19	39.6%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	17	35.4%
Establishing or improving dropout prevention	14	29.2%
Supporting re-entry programs and transition services for Justice-involved youth	15	31.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	17	35.4%
Implementing systems and practices to prevent bullying and harassment	25	52.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	30	62.5%
Establishing community partnerships	16	33.3%

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	25	52.1%
Building technological capacity and infrastructure	21	43.8%
Carrying out innovative blended learning projects	12	25.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	27	56.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	19	39.6%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:

	Count	Percentage
Activities to help my child learn over the summer	23	47.9%
Help my child with homework	22	45.8%
How to motivate my child	19	39.6%
How to promote family reading	11	22.9%
How to set goals for my child	22	45.8%
Manage time	18	37.5%
Prepare my child for testing	29	60.4%
Understand my child's learning styles	30	62.5%

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

	Count	Percentage
Babysitting/childcare at parent meetings	9	18.8%
District and/or school newsletters	15	31.2%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	21	43.8%
Resource materials for parental training	11	22.9%
Training for parents to work with other parents on becoming involved in the schools	20	41.7%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	9	18.8%
Home/School folders	17	35.4%
Home/School Planners	20	41.7%

Benton County School District Parent Survey

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

	Count	Percentage
Abuse Prevention	7	14.6%
Computer Classes	13	27.1%
Conflict Resolution	13	27.1%
Discipline	13	27.1%
Drug/Alcohol Awareness	12	25.0%
English as a Second Language	4	8.3%
Health Classes	10	20.8%
Literacy Classes	7	14.6%
Math Classes	12	25.0%
Parent-to-School Relationships	15	31.2%
Parent/Child Communication	14	29.2%
Preparing for College	18	37.5%
Parenting Workshops	14	29.2%
Social Media Classes	3	6.2%
Stress/Anger Management	16	33.3%
Understanding College- and Career-Ready Standards	20	41.7%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	7	14.6%
Agree	20	41.7%
Disagree	8	16.7%
Strongly Disagree	8	16.7%
Not Applicable or No Information	5	10.4%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	8	16.7%
Agree	27	56.2%
Disagree	7	14.6%
Strongly Disagree	3	6.2%
Not Applicable or No Information	3	6.2%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	13	27.1%
Agree	23	47.9%
Disagree	8	16.7%
Strongly Disagree	4	8.3%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	16	33.3%
Agree	24	50.0%
Disagree	6	12.5%
Strongly Disagree	1	2.1%
Not Applicable or No Information	1	2.1%

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

	Count	Percentage
Strongly Agree	10	20.8%
Agree	27	56.2%
Disagree	6	12.5%
Strongly Disagree	4	8.3%
Not Applicable or No Information	1	2.1%

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

	Count	Percentage
Strongly Agree	8	16.7%
Agree	25	52.1%
Disagree	11	22.9%
Strongly Disagree	2	4.2%
Not Applicable or No Information	2	4.2%

Parents are informed of the school's policies.

	Count	Percentage
Strongly Agree	14	29.2%
Agree	29	60.4%
Disagree	2	4.2%
Strongly Disagree	3	6.2%
Not Applicable or No Information	0	0.0%

Benton County School District Parent Survey

The concerns of parents are reflected in decisions affecting our school.

	Count	Percentage
Strongly Agree	8	16.7%
Agree	23	47.9%
Disagree	11	22.9%
Strongly Disagree	2	4.2%
Not Applicable or No Information	4	8.3%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	9	18.8%
Agree	25	52.1%
Disagree	9	18.8%
Strongly Disagree	5	10.4%
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	15	31.2%
Agree	28	58.3%
Disagree	4	8.3%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	13	27.1%
Agree	19	39.6%
Disagree	6	12.5%
Strongly Disagree	2	4.2%
Not Applicable or No Information	8	16.7%

Our community is actively involved in our school.

	Count	Percentage
Strongly Agree	7	14.6%
Agree	21	43.8%
Disagree	14	29.2%
Strongly Disagree	2	4.2%
Not Applicable or No Information	4	8.3%

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

	Count	Percentage
Parent/teacher conference	23	47.9%
Checked my child's grades/assignments online	34	70.8%
Been in contact with my child's teacher	39	81.2%
Received a newsletter from the district, school, or teacher	35	72.9%
Worked with a committee or group on school or district policies	4	8.3%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	17	35.4%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	28	58.3%
Volunteered at my child's school	9	18.8%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	12	25.0%
Agree	30	62.5%
Disagree	2	4.2%
Strongly Disagree	3	6.2%
Not Applicable or No Information	1	2.1%

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	16.7%
Agree	33	68.8%
Disagree	5	10.4%
Strongly Disagree	1	2.1%
Not Applicable or No Information	1	2.1%

Benton County School District Parent Survey

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

	Count	Percentage
Strongly Agree	10	20.8%
Agree	30	62.5%
Disagree	7	14.6%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

As a whole, teachers are concerned about my son/daughter as an individual.

	Count	Percentage
Strongly Agree	11	22.9%
Agree	26	54.2%
Disagree	8	16.7%
Strongly Disagree	3	6.2%
Not Applicable or No Information	0	0.0%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	4	8.3%
Agree	27	56.2%
Disagree	7	14.6%
Strongly Disagree	5	10.4%
Not Applicable or No Information	5	10.4%

The transportation services to and from school meet the needs of students.

	Count	Percentage
Strongly Agree	7	14.6%
Agree	31	64.6%
Disagree	1	2.1%
Strongly Disagree	5	10.4%
Not Applicable or No Information	4	8.3%

School (district) rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	9	18.8%
Agree	33	68.8%
Disagree	4	8.3%
Strongly Disagree	2	4.2%
Not Applicable or No Information	0	0.0%

The school's grading policies and practices are administered fairly.

	Count	Percentage
Strongly Agree	12	25.0%
Agree	34	70.8%
Disagree	1	2.1%
Strongly Disagree	1	2.1%
Not Applicable or No Information	0	0.0%

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	7	14.6%
Agree	33	68.8%
Disagree	6	12.5%
Strongly Disagree	1	2.1%
Not Applicable or No Information	1	2.1%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	11	22.9%
Agree	30	62.5%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	6	12.5%

PREKINDERGARTEN AND KINDERGARTEN

I know what my child is learning and must learn this school year.

	Count	Percentage
Strongly Agree	9	18.8%
Agree	17	35.4%
Disagree	6	12.5%
Strongly Disagree	1	2.1%
Not Applicable or No Information	15	31.2%

Benton County School District Parent Survey

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

	Count	Percentage
Strongly Agree	22	45.8%
Agree	11	22.9%
Disagree	0	0.0%
Strongly Disagree	1	2.1%
Not Applicable or No Information	14	29.2%

My child's preschool or kindergarten class is warm and welcoming.

	Count	Percentage
Strongly Agree	13	27.1%
Agree	11	22.9%
Disagree	1	2.1%
Strongly Disagree	1	2.1%
Not Applicable or No Information	22	45.8%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Understanding the difference between right and wrong and recognizing and respecting authority figures.	15.6%	42.2%	4.4%	0.0%	37.8%
Communicating needs and feelings verbally in a socially appropriate manner and understanding g/recognizing that other people have feelings.	11.1%	44.4%	4.4%	2.2%	37.8%
Playing independently or in a small group without needing to be constantly supervised.	17.8%	37.8%	6.7%	2.2%	35.6%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	13.3%	40.0%	2.2%	2.2%	42.2%
Making decisions for himself/herself and exploring new experiences.	8.9%	46.7%	0.0%	2.2%	42.2%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	11.4%	38.6%	4.5%	2.3%	43.2%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	10.9%	39.1%	2.2%	2.2%	45.7%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	15.6%	37.8%	2.2%	2.2%	42.2%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	20.0%	33.3%	2.2%	2.2%	42.2%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	17.8%	33.3%	4.4%	2.2%	42.2%

Notes

Benton County School District Student Survey

Introduction

STUDENTS from across Benton County School District were asked to respond to questions about the schools they attend. Thirty-four (34) students responded to the survey.

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

Survey Results

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	4	11.8%
Agree	24	70.6%
Disagree	6	17.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	9	26.5%
Agree	17	50.0%
Disagree	3	8.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	4	11.8%

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	13	38.2%
Agree	18	52.9%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

Our school (district) provides students with educational programs that are appropriate to their learning needs.

	Count	Percentage
Strongly Agree	7	20.6%
Agree	22	64.7%
Disagree	3	8.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	18	52.9%
Disagree	4	11.8%
Strongly Disagree	4	11.8%
Not Applicable or No Information	0	0.0%

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.

	Count	Percentage
Strongly Agree	12	35.3%
Agree	19	55.9%
Disagree	0	0.0%
Strongly Disagree	3	8.8%
Not Applicable or No Information	0	0.0%

I have been taught how to use the resources of the school and community to help me with my schoolwork.

	Count	Percentage
Strongly Agree	10	29.4%
Agree	18	52.9%
Disagree	4	11.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

	Count	Percentage
Strongly Agree	10	29.4%
Agree	17	50.0%
Disagree	4	11.8%
Strongly Disagree	3	8.8%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	18	52.9%
Disagree	6	17.6%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

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

	Count	Percentage
Strongly Agree	6	17.6%
Agree	16	47.1%
Disagree	9	26.5%
Strongly Disagree	2	5.9%
Not Applicable or No Information	1	2.9%

Benton County School District Student Survey

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.

	Count	Percentage
Strongly Agree	6	17.6%
Agree	21	61.8%
Disagree	3	8.8%
Strongly Disagree	2	5.9%
Not Applicable or No Information	2	5.9%

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	17	50.0%
Disagree	3	8.8%
Strongly Disagree	4	11.8%
Not Applicable or No Information	2	5.9%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	6	17.6%
Agree	20	58.8%
Disagree	6	17.6%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	5	14.7%
Agree	21	61.8%
Disagree	1	2.9%
Strongly Disagree	3	8.8%
Not Applicable or No Information	4	11.8%

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

	Count	Percentage
Strongly Agree	9	26.5%
Agree	16	47.1%
Disagree	2	5.9%
Strongly Disagree	6	17.6%
Not Applicable or No Information	1	2.9%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	7	20.6%
Agree	19	55.9%
Disagree	3	8.8%
Strongly Disagree	3	8.8%
Not Applicable or No Information	2	5.9%

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

	Count	Percentage
Strongly Agree	9	26.5%
Agree	19	55.9%
Disagree	3	8.8%
Strongly Disagree	2	5.9%
Not Applicable or No Information	1	2.9%

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

	Count	Percentage
Strongly Agree	5	14.7%
Agree	16	47.1%
Disagree	4	11.8%
Strongly Disagree	8	23.5%
Not Applicable or No Information	1	2.9%

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

	Count	Percentage
Strongly Agree	6	17.6%
Agree	23	67.6%
Disagree	2	5.9%
Strongly Disagree	2	5.9%
Not Applicable or No Information	1	2.9%

Benton County School District Student Survey

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	10	29.4%
Agree	20	58.8%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	6	17.6%
Agree	17	50.0%
Disagree	7	20.6%
Strongly Disagree	4	11.8%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	17.6%
Agree	18	52.9%
Disagree	7	20.6%
Strongly Disagree	3	8.8%
Not Applicable or No Information	0	0.0%

If I have a problem or suggestion for the principal, he/she is available.

	Count	Percentage
Strongly Agree	11	32.4%
Agree	15	44.1%
Disagree	6	17.6%
Strongly Disagree	1	2.9%
Not Applicable or No Information	1	2.9%

The people in the principal's office care about students as individuals.

	Count	Percentage
Strongly Agree	11	32.4%
Agree	15	44.1%
Disagree	4	11.8%
Strongly Disagree	4	11.8%
Not Applicable or No Information	0	0.0%

School spirit is very high at our school.

	Count	Percentage
Strongly Agree	9	26.5%
Agree	16	47.1%
Disagree	6	17.6%
Strongly Disagree	3	8.8%
Not Applicable or No Information	0	0.0%

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	11	32.4%
Agree	10	29.4%
Disagree	2	5.9%
Strongly Disagree	5	14.7%
Not Applicable or No Information	6	17.6%

In the student activities in which I participate, students are involved in planning the activities.

	Count	Percentage
Strongly Agree	6	17.6%
Agree	13	38.2%
Disagree	8	23.5%
Strongly Disagree	3	8.8%
Not Applicable or No Information	4	11.8%

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

	Count	Percentage
Strongly Agree	7	20.6%
Agree	15	44.1%
Disagree	3	8.8%
Strongly Disagree	7	20.6%
Not Applicable or No Information	2	5.9%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	9	26.5%
Agree	16	47.1%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	20.6%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	8	23.5%
Agree	18	52.9%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	17.6%

Benton County School District Faculty/Staff Survey

Introduction

FACULTY AND STAFF from across Benton County School District were asked to respond to questions about the schools in which they work. Seventy-one (71) faculty and staff members responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from faculty and staff members in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten; and Professional Development*. A summary of open-ended question responses is included in each school's faculty/staff section.

Survey Results

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	26	36.6%
Agree	41	57.7%
Disagree	1	1.4%
Strongly Disagree	2	2.8%
Not Applicable or No Information	1	1.4%

Benton County School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	21	29.6%
Agree	38	53.5%
Disagree	0	0.0%
Strongly Disagree	1	1.4%
Not Applicable or No Information	11	15.5%

I use effective, evidence-based strategies for

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Closing the achievement gap between diverse groups of students.	33.8%	60.6%	1.4%	0.0%	4.2%
Successful classroom management.	35.2%	60.6%	2.8%	0.0%	1.4%
Teaching special needs students.	31.0%	62.0%	1.4%	0.0%	5.6%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	23.9%	45.1%	7.0%	0.0%	23.9%
Developing and using classroom assessments.	40.8%	52.1%	0.0%	0.0%	7.0%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	31	43.7%
Minor disruptions that steal instructional time	26	36.6%
Major classroom disruptions	1	1.4%
Not Applicable	13	18.3%

The Instructional Literacy Coach/Lead Teacher meets regularly with the teachers of this school for the purpose of maximizing student achievement.

	Count	Percentage
Strongly Agree	14	19.7%
Agree	20	28.2%
Disagree	5	7.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	32	45.1%

I would feel comfortable asking the Instructional Literacy Coach/Lead Teacher for instructional advice.

	Count	Percentage
Strongly Agree	12	16.9%
Agree	22	31.0%
Disagree	4	5.6%
Strongly Disagree	2	2.8%
Not Applicable or No Information	31	43.7%

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

	Count	Percentage
Strongly Agree	12	16.9%
Agree	15	21.1%
Disagree	5	7.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	39	54.9%

The Instructional Literacy Coach/Lead Teacher supports teacher practices of new strategies in my classroom.

	Count	Percentage
Strongly Agree	10	14.1%
Agree	18	25.4%
Disagree	4	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	39	54.9%

The Instructional Literacy Coach/Lead Teacher is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly Agree	9	12.7%
Agree	23	32.4%
Disagree	4	5.6%
Strongly Disagree	1	1.4%
Not Applicable or No Information	34	47.9%

Benton County School District Faculty/Staff Survey

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	31	43.7%
Expedited evaluation services for students with limited English	13	18.3%
Expedited evaluation services for gifted and talented students	11	15.5%
Additional academic support	38	53.5%
Tutoring	27	38.0%
Enrichment educational services	12	16.9%
Counseling	31	43.7%
Mentors	17	23.9%
School supplies	38	53.5%
School uniforms	1	1.4%
Dental referrals	6	8.5%
Medical referrals	12	16.9%
Bullying assistance	10	14.1%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	11	15.5%
Agree	50	70.4%
Disagree	6	8.5%
Strongly Disagree	2	2.8%
Not Applicable or No Information	2	2.8%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	23	32.4%
Agree	42	59.2%
Disagree	4	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.8%

I have access to a curriculum guide for each core subject I teach.

	Count	Percentage
Yes	53	94.6%
No	3	5.4%

I frequently use the results of assessments to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	27	38.0%
Agree	30	42.3%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	18.3%

The district curriculum is reviewed and evaluated on a consistent basis by appropriate central office personnel, administrators, and teachers.

	Count	Percentage
Strongly Agree	11	15.5%
Agree	50	70.4%
Disagree	3	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	9.9%

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

	Count	Percentage
Strongly Agree	20	28.2%
Agree	39	54.9%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	15.5%

I develop assessments that mirror the format & complexity of state assessments.

	Count	Percentage
Strongly Agree	26	36.6%
Agree	28	39.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	23.9%

Benton County School District Faculty/Staff Survey

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	30	42.3%
Agree	30	42.3%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	14.1%

Students spend sufficient effort (in and out of class) to learn what we teach.

	Count	Percentage
Strongly Agree	11	15.5%
Agree	30	42.3%
Disagree	20	28.2%
Strongly Disagree	7	9.9%
Not Applicable or No Information	3	4.2%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	18	25.4%
Utilize technology such as class websites, blogs, and videos	36	50.7%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	27	38.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	39	54.9%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	39	54.9%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	29	40.8%
Use bilingual handouts and cues	3	4.2%
Use visual displays, portable white boards, and posters when giving instructions	45	63.4%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	26	36.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	23	32.4%
Agree	45	63.4%
Disagree	2	2.8%
Strongly Disagree	1	1.4%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	25	35.2%
Agree	43	60.6%
Disagree	2	2.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.4%

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

	Count	Percentage
Strongly Agree	19	26.8%
Agree	47	66.2%
Disagree	3	4.2%
Strongly Disagree	2	2.8%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	19	26.8%
Agree	44	62.0%
Disagree	6	8.5%
Strongly Disagree	1	1.4%
Not Applicable or No Information	1	1.4%

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	15	21.1%
Agree	43	60.6%
Disagree	10	14.1%
Strongly Disagree	2	2.8%
Not Applicable or No Information	1	1.4%

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

	Count	Percentage
Strongly Agree	14	19.7%
Agree	45	63.4%
Disagree	9	12.7%
Strongly Disagree	3	4.2%
Not Applicable or No Information	0	0.0%

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.

	Count	Percentage
Strongly Agree	13	18.3%
Agree	47	66.2%
Disagree	7	9.9%
Strongly Disagree	1	1.4%
Not Applicable or No Information	3	4.2%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	13	18.3%
Agree	46	64.8%
Disagree	8	11.3%
Strongly Disagree	2	2.8%
Not Applicable or No Information	2	2.8%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.

	Count	Percentage
Strongly Agree	17	23.9%
Agree	40	56.3%
Disagree	7	9.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	9.9%

Teachers here have a sense of common mission.

	Count	Percentage
Strongly Agree	14	19.7%
Agree	52	73.2%
Disagree	3	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.8%

Teachers are regularly involved in the development of school policies.

	Count	Percentage
Strongly Agree	9	12.7%
Agree	33	46.5%
Disagree	17	23.9%
Strongly Disagree	1	1.4%
Not Applicable or No Information	11	15.5%

Teachers have a major role in curriculum development in this school.

	Count	Percentage
Strongly Agree	5	7.0%
Agree	26	36.6%
Disagree	24	33.8%
Strongly Disagree	1	1.4%
Not Applicable or No Information	15	21.1%

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

	Count	Percentage
Strongly Agree	12	16.9%
Agree	50	70.4%
Disagree	6	8.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.2%

Benton County School District Faculty/Staff Survey

Teachers are provided adequate time each day to prepare for teaching.

	Count	Percentage
Strongly Agree	8	11.3%
Agree	39	54.9%
Disagree	18	25.4%
Strongly Disagree	2	2.8%
Not Applicable or No Information	4	5.6%

If I have a discipline problem, the administration gives me the support I want.

	Count	Percentage
Strongly Agree	14	19.7%
Agree	44	62.0%
Disagree	7	9.9%
Strongly Disagree	3	4.2%
Not Applicable or No Information	3	4.2%

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

	Count	Percentage
Strongly Agree	27	38.0%
Agree	35	49.3%
Disagree	2	2.8%
Strongly Disagree	3	4.2%
Not Applicable or No Information	4	5.6%

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

	Count	Percentage
Strongly Agree	28	39.4%
Agree	36	50.7%
Disagree	2	2.8%
Strongly Disagree	1	1.4%
Not Applicable or No Information	4	5.6%

The school's priorities for the expenditure of funds are appropriate.

	Count	Percentage
Strongly Agree	10	14.1%
Agree	38	53.5%
Disagree	9	12.7%
Strongly Disagree	2	2.8%
Not Applicable or No Information	12	16.9%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	17	23.9%
Agree	44	62.0%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	12.7%

My biggest equipment needs are:

	Count	Percentage
Computers	23	32.4%
Software	9	12.7%
Mobile laptop computers	25	35.2%
Listening centers	9	12.7%
Interactive white board	15	21.1%
Classroom response system (clickers)	21	29.6%
Digital slates (e.g. iPad, Microsoft Pro)	33	46.5%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	42	59.2%
Agree	25	35.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.6%

PROFESSIONAL DEVELOPMENT

Sufficient resources are available to allow teachers to take advantage of professional development activities.

	Count	Percentage
Strongly Agree	10	14.1%
Agree	48	67.6%
Disagree	10	14.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	4.2%

Benton County School District Faculty/Staff Survey

Rank your top ten choices for professional development topics.

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

The district uses evidence-based strategies and data to make instructional decisions about the type of professional development activities at both the classroom and school level.

	Count	Percentage
Strongly Agree	11	15.5%
Agree	51	71.8%
Disagree	5	7.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.6%

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

	Count	Percentage
Strongly Agree	9	12.7%
Agree	43	60.6%
Disagree	15	21.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.6%

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

	Count	Percentage
Strongly Agree	9	12.7%
Agree	44	62.0%
Disagree	7	9.9%
Strongly Disagree	1	1.4%
Not Applicable or No Information	10	14.1%

The professional development I have received has been beneficial for me as a beginning teacher.

	Count	Percentage
Strongly Agree	8	11.3%
Agree	29	40.8%
Disagree	2	2.8%
Strongly Disagree	1	1.4%
Not Applicable or No Information	31	43.7%

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.

	Count	Percentage
Strongly Agree	8	11.3%
Agree	45	63.4%
Disagree	6	8.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	16.9%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.

	Count	Percentage
Strongly Agree	12	16.9%
Agree	46	64.8%
Disagree	5	7.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	11.3%

Benton County School District Faculty/Staff Survey

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

	Count	Percentage
Strongly Agree	10	14.1%
Agree	56	78.9%
Disagree	1	1.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.6%

Teachers play a meaningful role in the design and selection of staff development programs.

	Count	Percentage
Strongly Agree	7	9.9%
Agree	34	47.9%
Disagree	19	26.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	15.5%

SECTION 5

Ashland Elementary School

Introduction

ASHLAND ELEMENTARY SCHOOL is located at 768 Lamar Road in Ashland, Mississippi. In January of 2024, it served two hundred fifty-six (256) students, prekindergarten through sixth grade (PK-6). AES is led by Principal Detrice Bean-Williams and Assistant Principal Joshua Griggs.

The school website states that the mission of AES is, "to teach, engage, articulate, maximize, and motivate learning through data driven instruction with support from all stakeholders.". In her Student Handbook address, Principal Williams states, "The teachers and I are excited and look forward to providing an exceptional educational experience to our students."

According to the school's social media page, AES encourages family and community involvement through several events throughout the year. Some of these include a fall festival, Dinner with Dad, Painting ornaments with Parents, and pictures with Santa.

Enrollment

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

ASHLAND ELEMENTARY SCHOOL ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	279	271	242	274	256	
PK				*		
K	42	41	36	48	49	
ELEM_SPED	*	*	*	*	*	
GR_1	38	36	33	32	33	
GR_2	35	33	35	44	33	
GR_3	41	*	*	35	42	
GR_4	40	36	30	26	31	
GR_5	47	43	36	32	*	
GR_6	*	48	37	43	32	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)
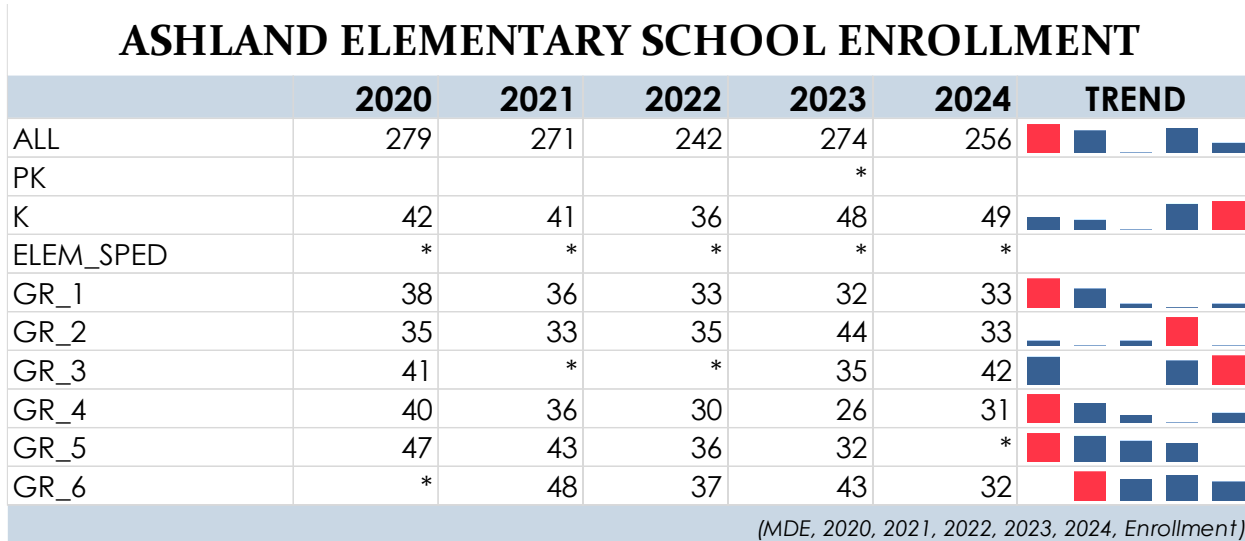
Figure 69: Ashland Elementary School Enrollment

ASHLAND ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	279	271	242	274	256	
GENDER	FEMALE	132	122	109	131	131	
	MALE	147	149	133	143	125	
RACE	BLACK OR AFRICAN AMERICAN	220	206	177	200	170	
	HISPANIC OR LATINO	15	15	14	16	14	
	TWO OR MORE RACES	14	15	13	19	20	
	WHITE	30	35	38	39	52	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)
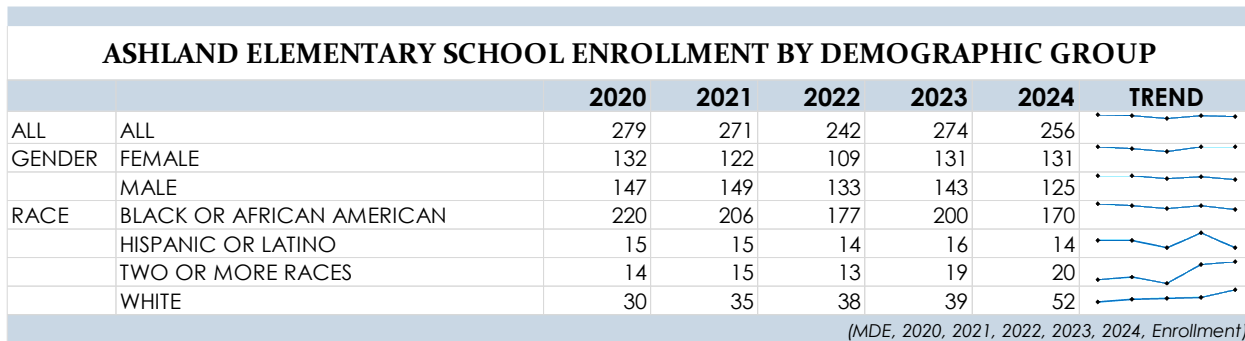
Figure 70: Ashland Elementary School Enrollment by Demographic Group

Attendance

AVERAGE DAILY ATTENDANCE

ASHLAND ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2021	**2022**	**2023**
ALL	255.8	222.0	250.1
K	37.2	30.5	41.4
ELEM_SPED	5.7	6.6	9.4
GR_1	33.8	30.2	31.3
GR_2	32.2	32.5	41.7
GR_3	29.6	25.5	32.4
GR_4	34.5	27.5	25.3
GR_5	39.9	34.9	28.7
GR_6	42.9	34.3	39.9
(MDE, 2021, 2022, 2023, Superintendent's Annual Report)			

Figure 71: Ashland Elementary School Average Daily Attendance
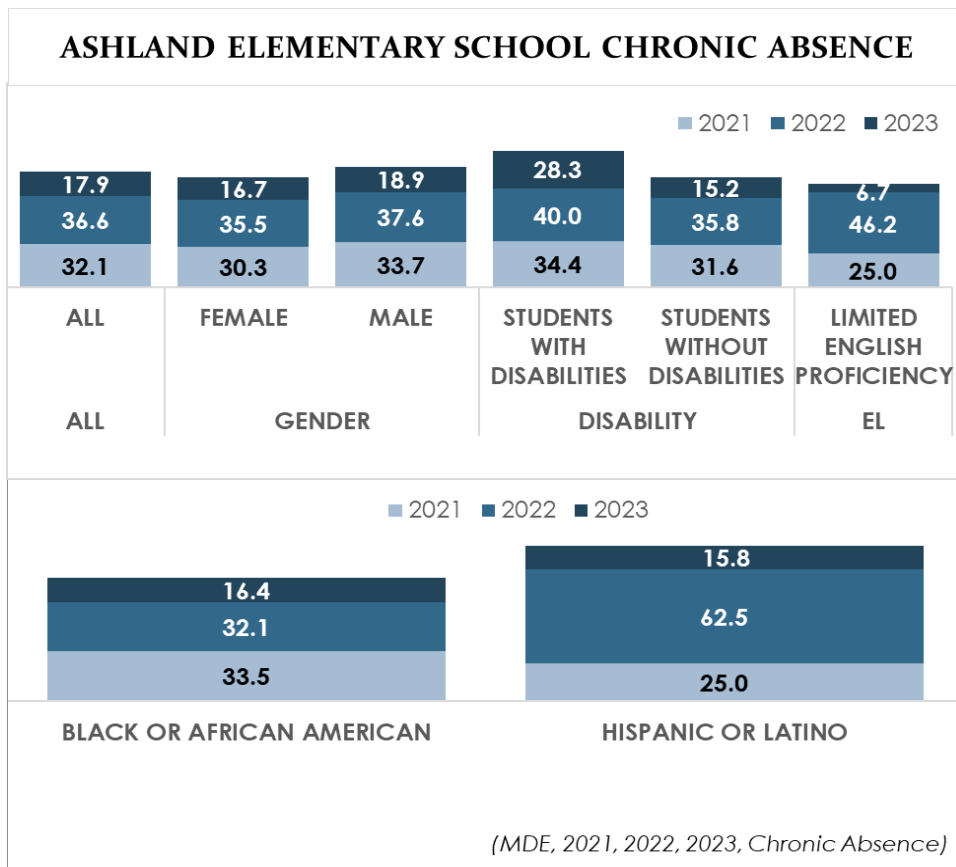
CHRONIC ABSENCE

Figure 72: Ashland Elementary School Chronic Absence by Demographic Group

Accountability

ACCOUNTABILITY MEASURES

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY RATING

B 2021

D 2022

C 2023

(MDE, 2021, 2022, 2023, Accountability)
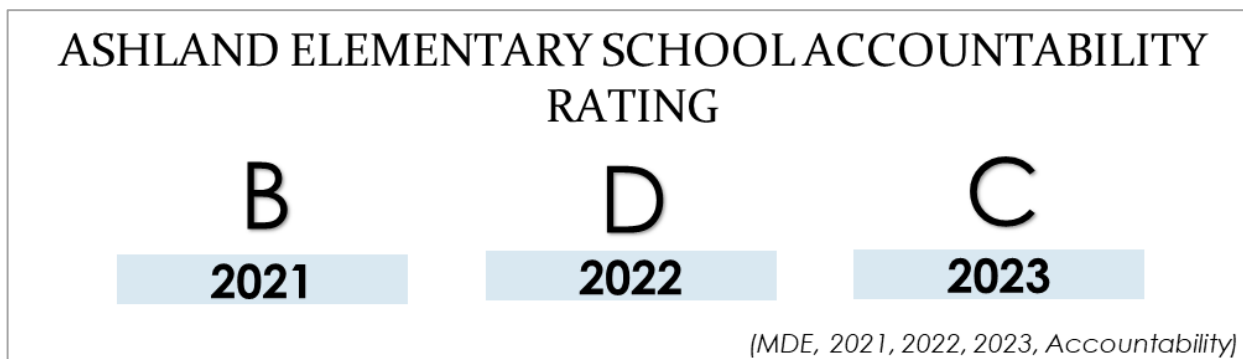
Figure 73: Ashland Elementary School Accountability Rating

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY: READING

READING % PROFICIENT

- 2023: 33.1%
- 2022: 36.3%
- 2021: 25.5%

READING % GROWTH

- 2023: 54.0%
- 2022: 57.7%

% READING GROWTH LOWEST QUARTILE

- 2023: 58.3%
- 2022: 50.9%

(MDE, 2021, 2022, 2023, Accountability)
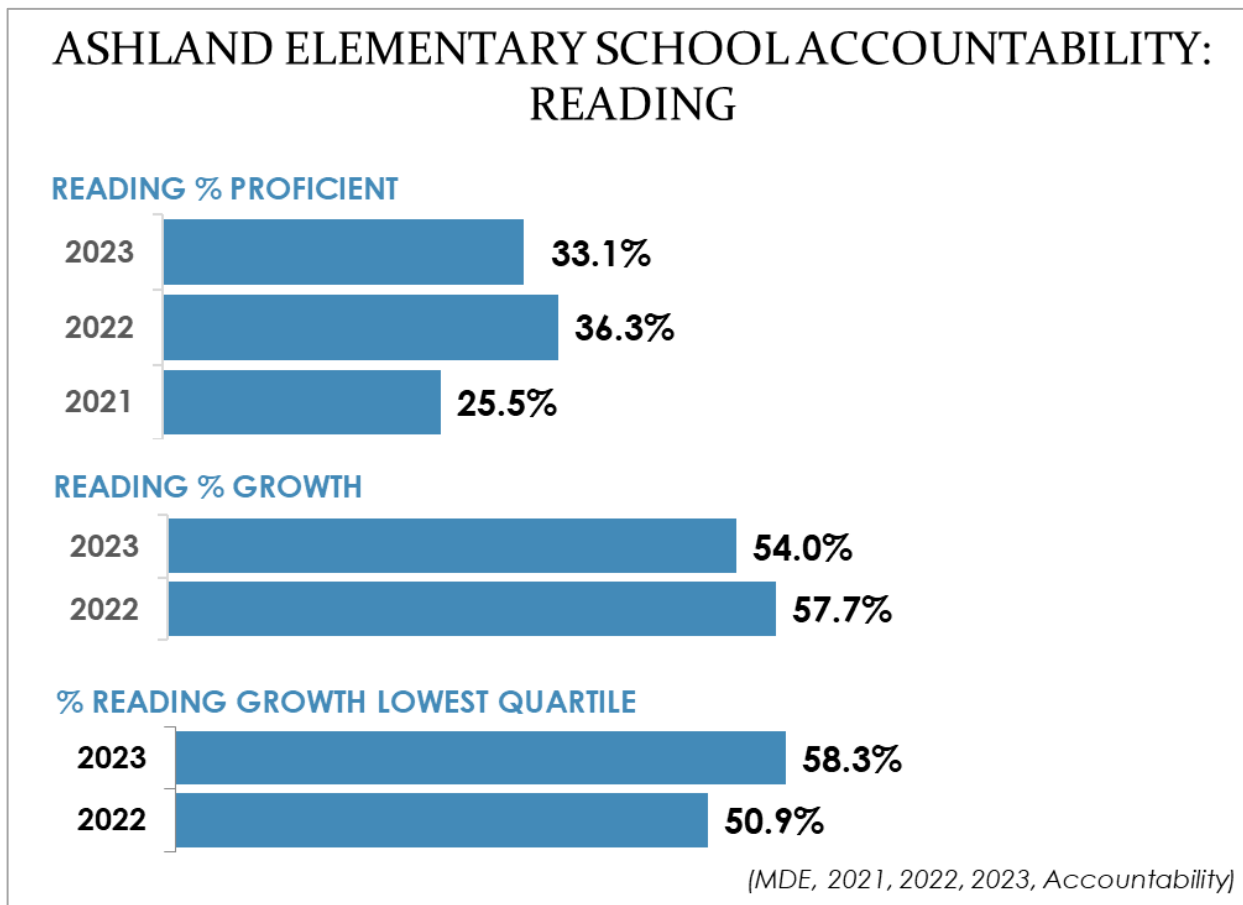
Figure 74: Ashland Elementary School Accountability: Reading

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT

2023 — 33.8%
2022 — 23.0%
2021 — 20.4%

MATH % GROWTH

2023 — 58.5%
2022 — 47.8%

% MATH GROWTH LOWEST QUARTILE

2023 — 55.8%
2022 — 50.0%
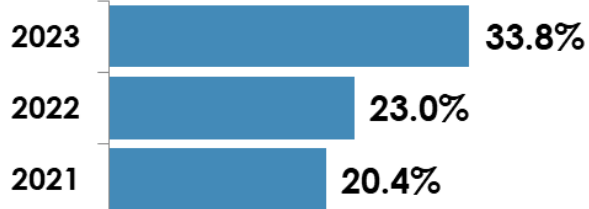
(MDE, 2021, 2022, 2023, Accountability)

Figure 75: Ashland Elementary School Accountability: Math

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT

2023 — 43.3%
2022 — 32.4%
2021 — 35.7%

(MDE, 2021, 2022, 2023, Accountability)

Figure 76: Ashland Elementary School Accountability: Science

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY: ENGLISH PROFICIENCY

ENGLISH LANGUAGE LEARNERS PROFICIENCY

2023 0.0%

2022 13.3%

ENGLISH LANGUAGE LEARNERS GROWTH

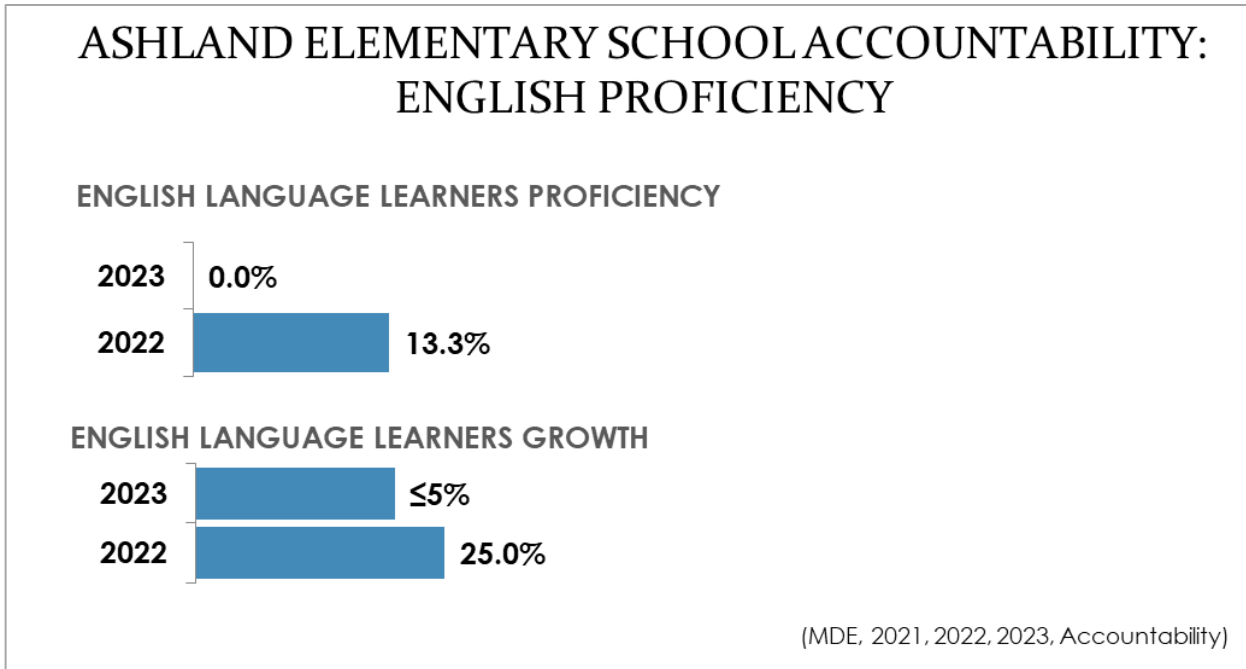2023 ≤5%

2022 25.0%

(MDE, 2021, 2022, 2023, Accountability)

Figure 77: Ashland Elementary School Accountability: English Proficiency

PROFICIENCY BY DEMOGRAPHIC GROUP

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: READING

GENDER — 2021, 2022, 2023

- FEMALE: 28, 41.7, 36.4
- MALE: 23.2, 32, 30

DISABILITY — 2021, 2022, 2023

- STUDENTS WITH DISABILITIES: 16.2, 16.1, 4
- STUDENTS WITHOUT DISABILITIES: 28.3, 42.3, 39.6

ECONOMIC STATUS — 2021, 2022, 2023

- ECONOMICALLY DISADVANTAGED: 26.2, 36.3, 33.1

ENGLISH PROFICIENCY — 2021, 2022, 2023

- NON LIMITED ENGLISH PROFICIENCY: 25.7, 36.4, 33.3

RACE — 2021, 2022, 2023

- BLACK OR AFRICAN AMERICAN: 26.8, 33.3, 29.9
- TWO OR MORE RACES: 20.0
- WHITE: 16.7, 37.5, 43.8

OTHER — 2021, 2022, 2023

- HOMELESS: 50

(MDE, 2021, 2022, 2023, Accountability)

Figure 78: Ashland Elementary School Reading Proficiency by Demographic Group

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: MATH

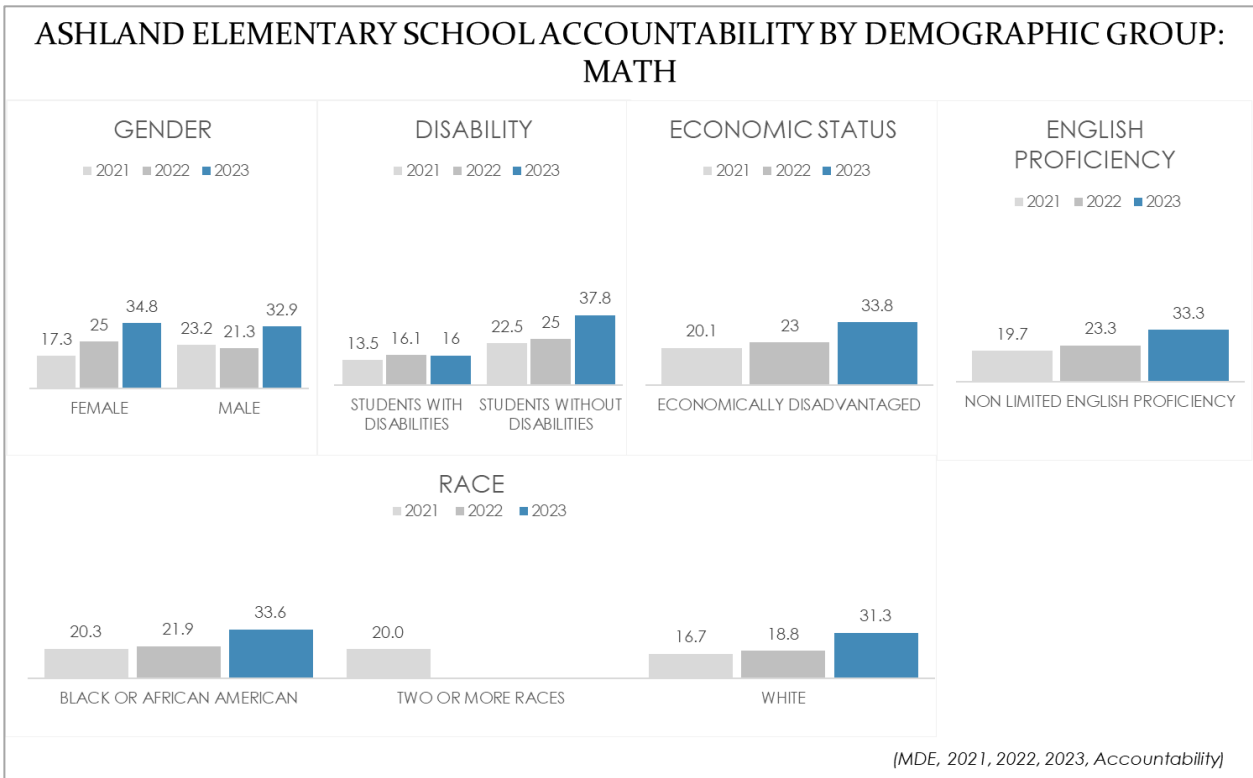**Figure 79: Ashland Elementary School Math Proficiency by Demographic Group**

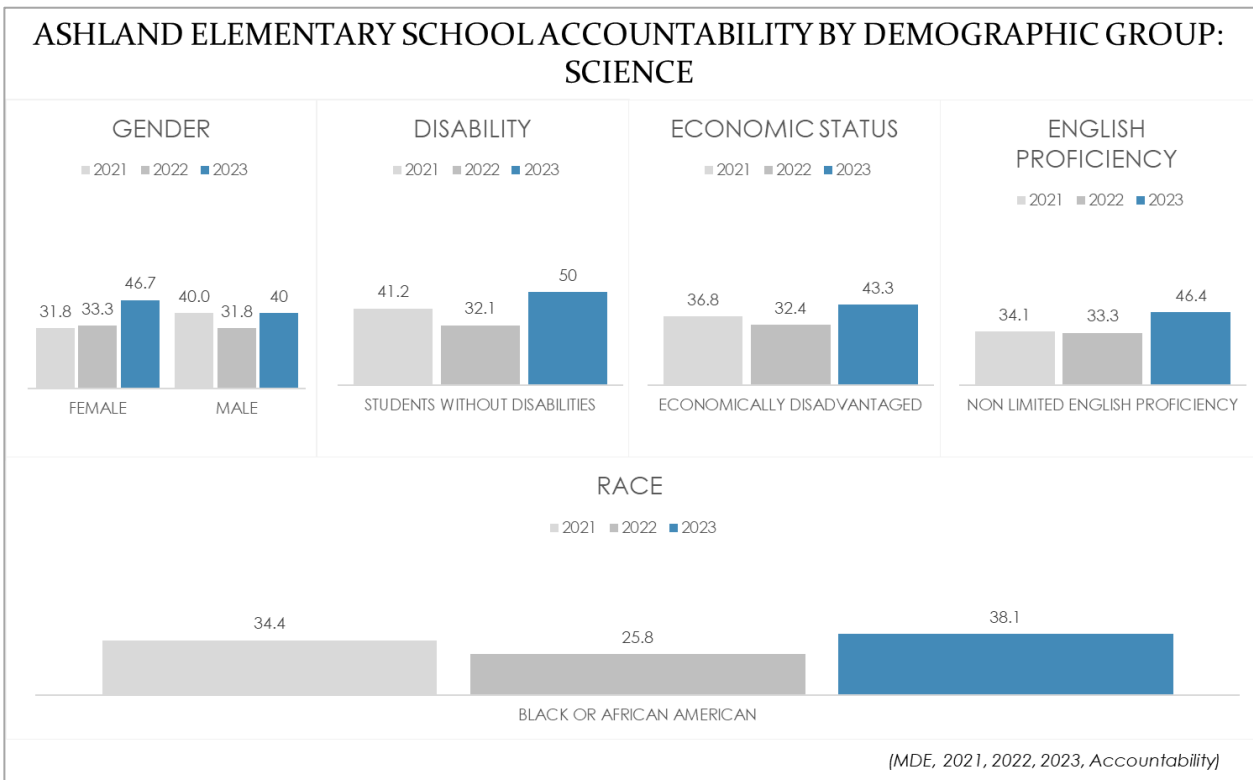## ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: SCIENCE

Figure 80: Ashland Elementary School Science Proficiency by Demographic Group

Assessment

KINDERGARTEN READINESS

ASHLAND ELEMENTARY SCHOOL KINDERGARTEN READINESS ASSESSMENT: PREKINDERGARTEN

FALL *

22-23

Only the 22-23 schoolyear has data from MDE. The asterisk represents a very small sample size, so no actual scores are listed for that year.

(MDE, 2021, 2022, 2023, Assessment)

FALL   SPRING

STATE PREKINDERGARTEN

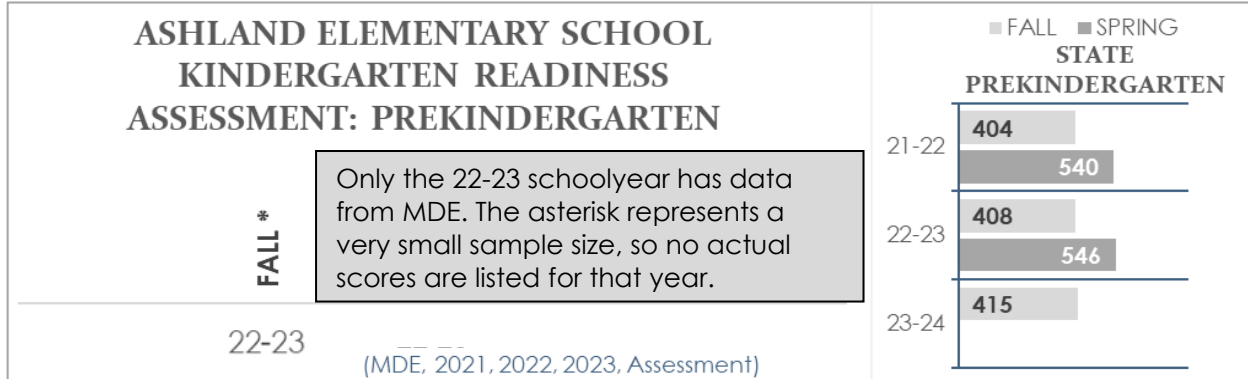| 21-22 | 404 |
	540
22-23	408
	546
23-24	415

Figure 81: Ashland Elementary School Kindergarten Readiness Assessment: Prekindergarten

ASHLAND ELEMENTARY SCHOOL KINDERGARTEN READINESS ASSESSMENT: KINDERGARTEN

FALL 464 | SPRING 644 | FALL 465 | SPRING 619 | FALL 474

21-22 | 22-23 | 23-24

(MDE, 2022, 2023, 2024, Assessment)

FALL   SPRING

STATE KINDERGARTEN

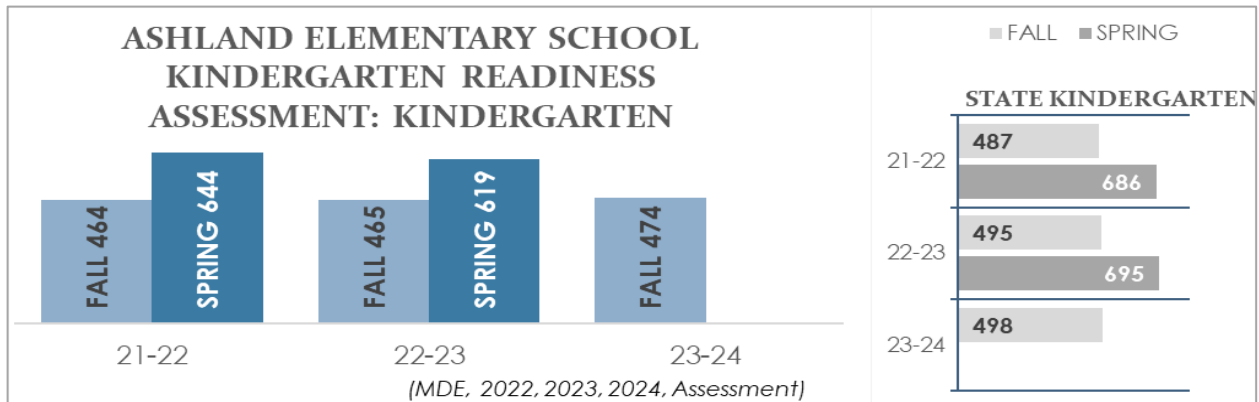| 21-22 | 487 |
	686
22-23	495
	695
23-24	498

Figure 82: Ashland 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.

ASHLAND ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE		
2019	**2022**	**2023**
81.6	55.6	55.9

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

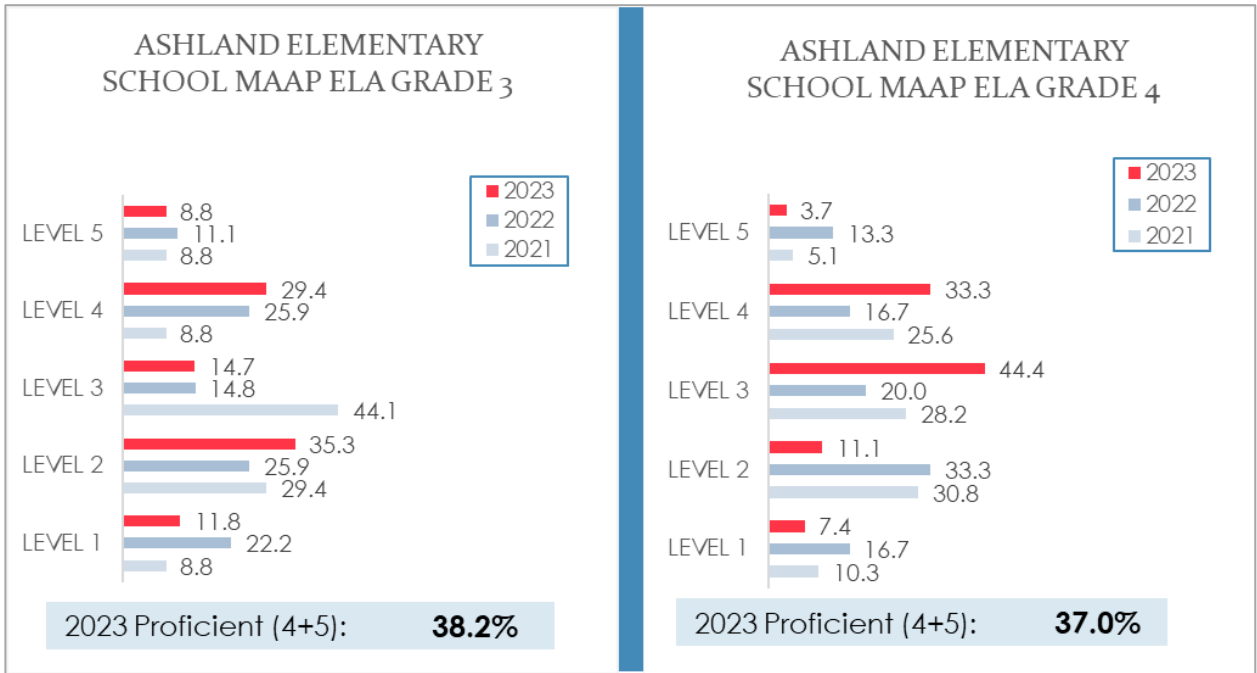## MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

ASHLAND ELEMENTARY SCHOOL MAAP ELA GRADE 3

	2023	2022	2021
LEVEL 5	8.8	11.1	8.8
LEVEL 4	29.4	25.9	8.8
LEVEL 3	14.7	14.8	44.1
LEVEL 2	35.3	25.9	29.4
LEVEL 1	11.8	22.2	8.8

2023 Proficient (4+5): **38.2%**

ASHLAND ELEMENTARY SCHOOL MAAP ELA GRADE 4

	2023	2022	2021
LEVEL 5	3.7	13.3	5.1
LEVEL 4	33.3	16.7	25.6
LEVEL 3	44.4	20.0	28.2
LEVEL 2	11.1	33.3	30.8
LEVEL 1	7.4	16.7	10.3

2023 Proficient (4+5): **37.0%**

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

ASHLAND ELEMENTARY SCHOOL MAAP ELA GRADE 5

	2023	2022	2021
LEVEL 5	24.1	0.0	0.0
LEVEL 4	24.1	35.9	32.6
LEVEL 3	41.4	35.9	41.9
LEVEL 2	10.3	12.8	20.9
LEVEL 1	0.0	15.4	4.7

2023 Proficient (4+5): **48.3%**

ASHLAND ELEMENTARY SCHOOL MAAP ELA GRADE 6

	2023	2022	2021
LEVEL 5	2.4	10.5	2.1
LEVEL 4	16.7	26.3	21.3
LEVEL 3	35.7	36.8	40.4
LEVEL 2	33.3	10.5	31.9
LEVEL 1	11.9	15.8	4.3

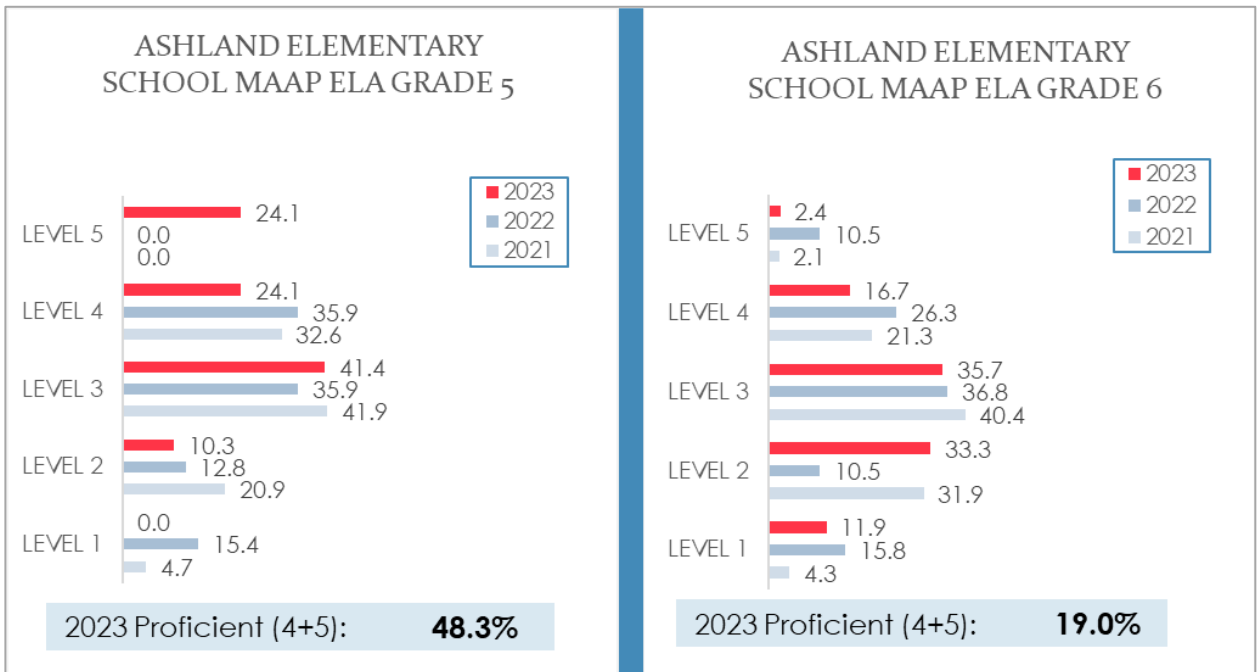2023 Proficient (4+5): **19.0%**

Figure 85: Ashland Elementary School MAAP ELA Grades 5 and 6
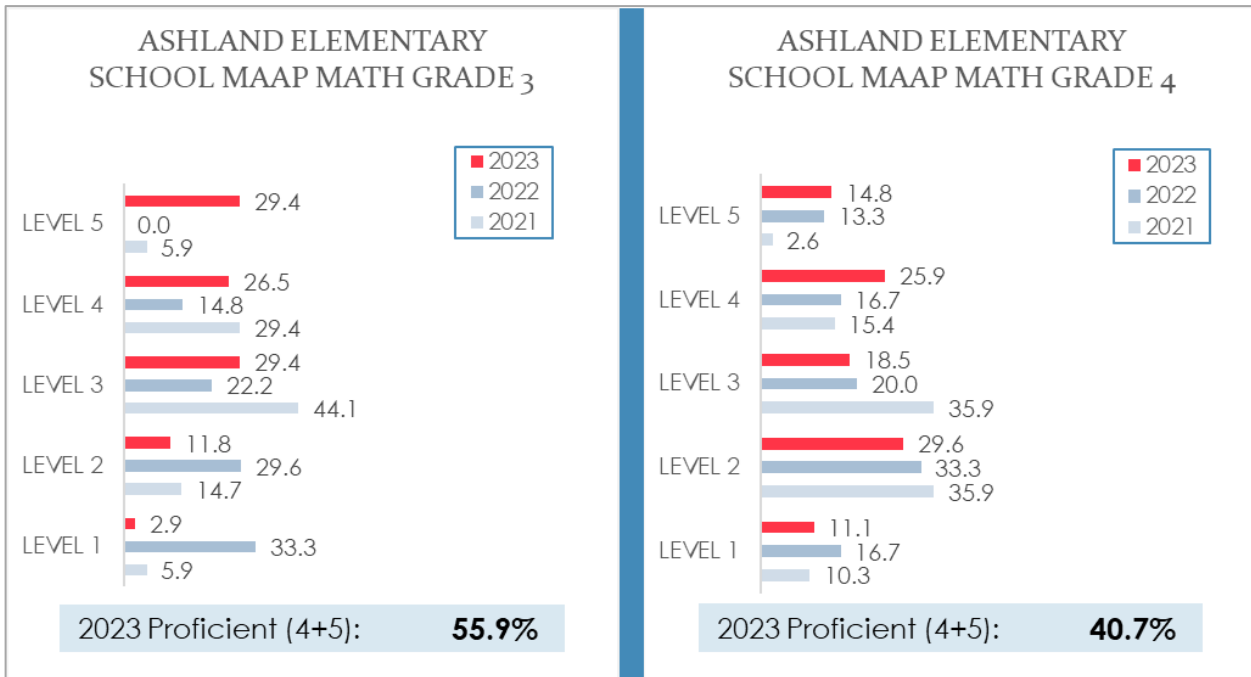
Ashland Elementary School

MAAP MATH

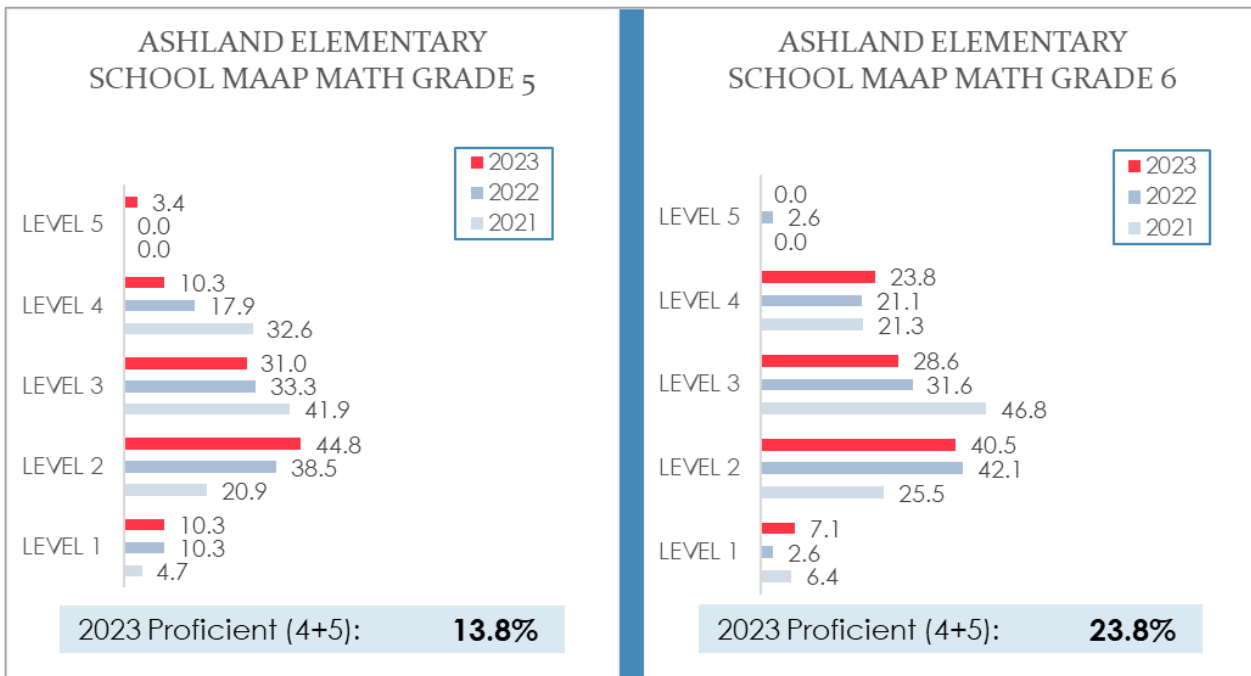**Figure 86: Ashland Elementary School MAAP Math Grades 3 and 4**

ASHLAND ELEMENTARY SCHOOL MAAP MATH GRADE 3

- LEVEL 5: 2023: 29.4, 2022: 0.0, 2021: 5.9
- LEVEL 4: 2023: 26.5, 2022: 14.8, 2021: 29.4
- LEVEL 3: 2023: 29.4, 2022: 22.2, 2021: 44.1
- LEVEL 2: 2023: 11.8, 2022: 29.6, 2021: 14.7
- LEVEL 1: 2023: 2.9, 2022: 33.3, 2021: 5.9

2023 Proficient (4+5): **55.9%**

ASHLAND ELEMENTARY SCHOOL MAAP MATH GRADE 4

- LEVEL 5: 2023: 14.8, 2022: 13.3, 2021: 2.6
- LEVEL 4: 2023: 25.9, 2022: 16.7, 2021: 15.4
- LEVEL 3: 2023: 18.5, 2022: 20.0, 2021: 35.9
- LEVEL 2: 2023: 29.6, 2022: 33.3, 2021: 35.9
- LEVEL 1: 2023: 11.1, 2022: 16.7, 2021: 10.3

2023 Proficient (4+5): **40.7%**

ASHLAND ELEMENTARY SCHOOL MAAP MATH GRADE 5

- LEVEL 5: 2023: 3.4, 2022: 0.0, 2021: 0.0
- LEVEL 4: 2023: 10.3, 2022: 17.9, 2021: 32.6
- LEVEL 3: 2023: 31.0, 2022: 33.3, 2021: 41.9
- LEVEL 2: 2023: 44.8, 2022: 38.5, 2021: 20.9
- LEVEL 1: 2023: 10.3, 2022: 10.3, 2021: 4.7

2023 Proficient (4+5): **13.8%**

ASHLAND ELEMENTARY SCHOOL MAAP MATH GRADE 6

- LEVEL 5: 2023: 0.0, 2022: 2.6, 2021: 0.0
- LEVEL 4: 2023: 23.8, 2022: 21.1, 2021: 21.3
- LEVEL 3: 2023: 28.6, 2022: 31.6, 2021: 46.8
- LEVEL 2: 2023: 40.5, 2022: 42.1, 2021: 25.5
- LEVEL 1: 2023: 7.1, 2022: 2.6, 2021: 6.4

2023 Proficient (4+5): **23.8%**

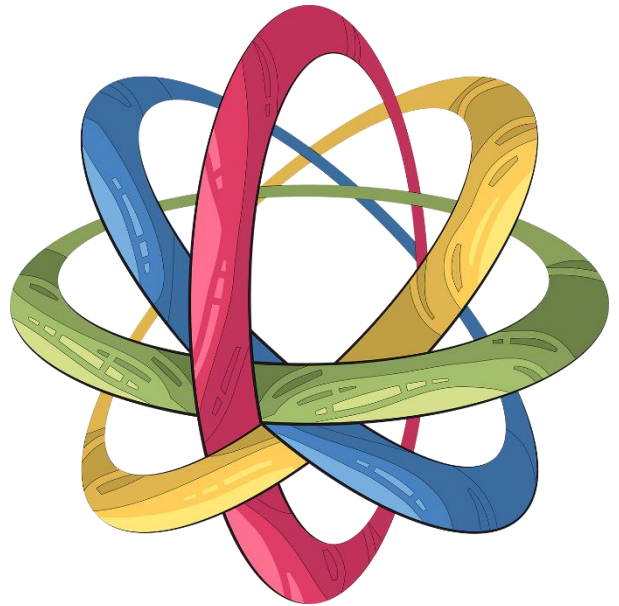**Figure 87: Ashland Elementary School MAAP Math Grades 5 and 6**
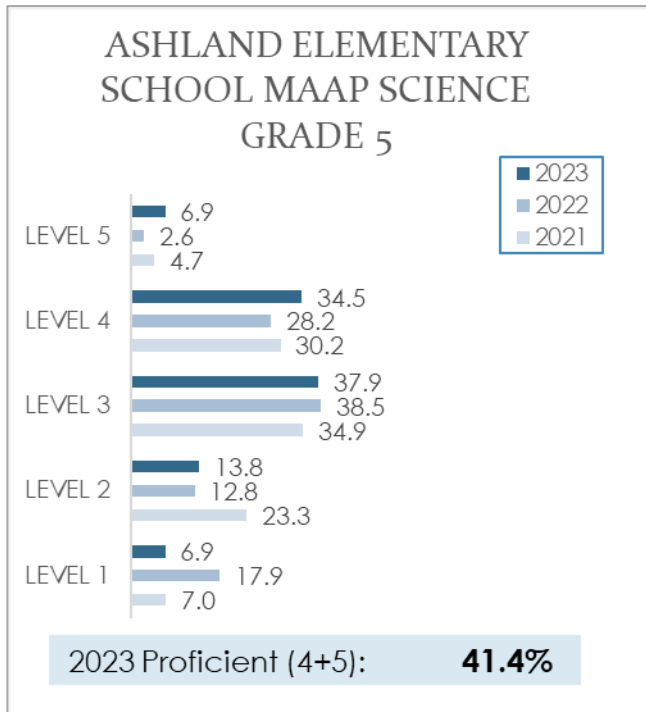
MAAP SCIENCE

Figure 88: Ashland Elementary School MAAP Science Grade 5
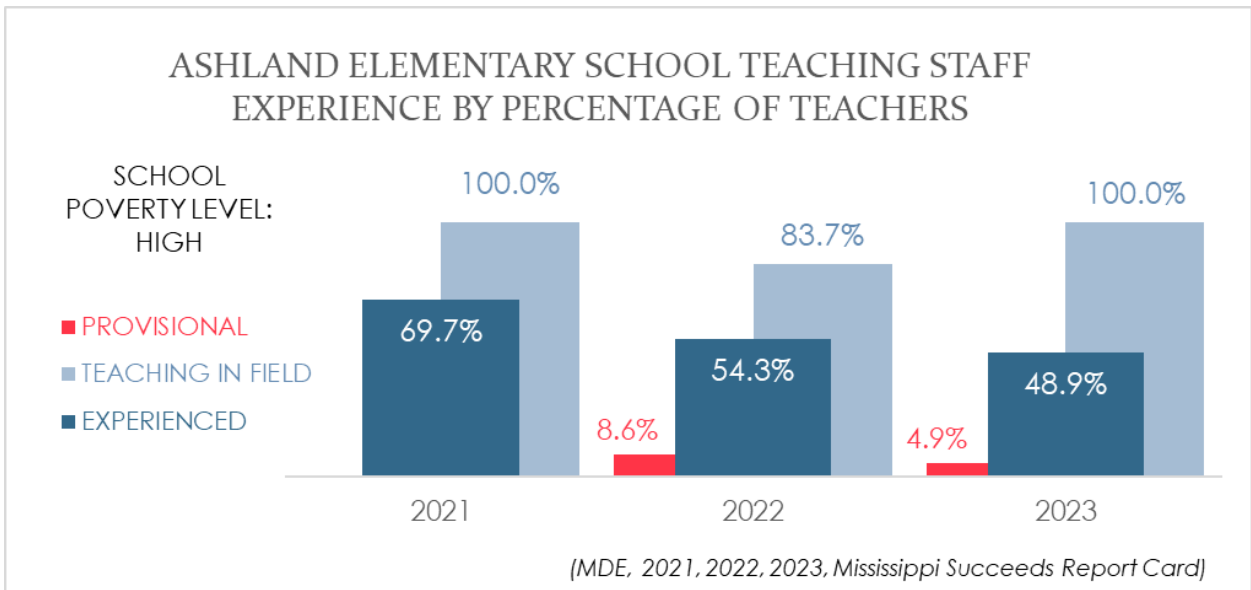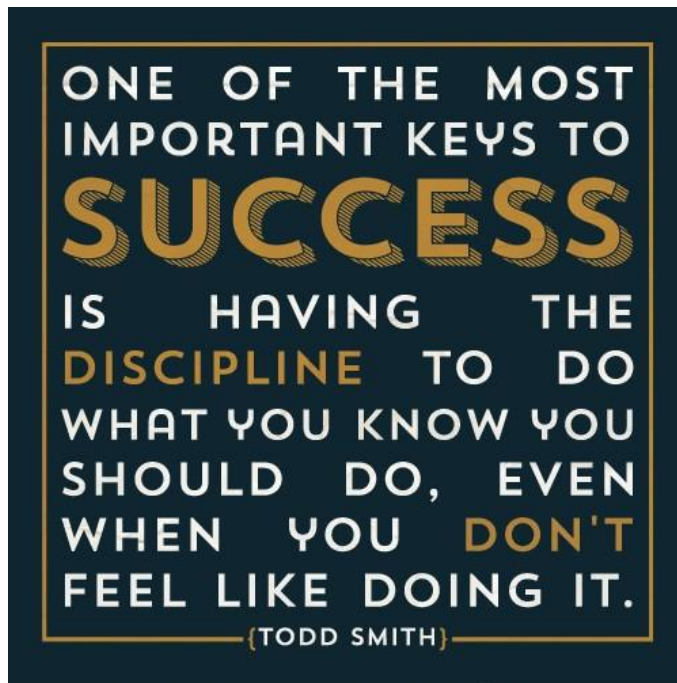
Personnel

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

Discipline

ASHLAND ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤5	≤5	≤5	≤5	17.2	12.7			
GENDER	FEMALE	≤5	≤5	≤5	5.1	11.0	7.5			
	MALE	≤5	≤5	≤5	≤5	22.2	17.2			
RACE	HISPANIC OR LATINO						12.5			
	TWO OR MORE RACES				12.5	25.0	20.0			
	WHITE					7.5	9.1			
DISABILITY	STUDENTS WITH DISABILITIES		≤5	≤5	5.1	18.9	22.8			
	STUDENTS WITHOUT DISABILITIES	≤5	≤5	≤5	≤5	16.8	10.1			
EL	LIMITED ENGLISH PROFICIENCY					7.7	7.1			
	NON LIMITED ENGLISH PROFICIENCY		≤5	≤5		17.7	13.0			

		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤10	27.0	23.0		≤5			≤5	
GENDER	FEMALE	≤10	≤10	≤10		≤5			≤5	
	MALE		20.0	20.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	≤10	21.0	18.0		≤5			≤5	
	HISPANIC OR LATINO			≤10		≤5			≤5	
	TWO OR MORE RACES		≤10	≤10		≤5			≤5	
	WHITE		≤10	≤10		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES		≤10	≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	≤10	22.0	14.0		≤5			≤5	
EL	LIMITED ENGLISH PROFICIENCY		≤10			≤5			≤5	
	NON LIMITED ENGLISH PROFICIENCY		26.0	23.0		≤5			≤5	

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

Figure 90: Ashland Elementary School Disciplinary Actions Reported to MDE

ONE OF THE MOST IMPORTANT KEYS TO SUCCESS IS HAVING THE DISCIPLINE TO DO WHAT YOU KNOW YOU SHOULD DO, EVEN WHEN YOU DON'T FEEL LIKE DOING IT.

{TODD SMITH}

THE THINGSWESAY.COM

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Ashland Elementary School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten;* and *Professional Development*. Participants were also asked to write responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Eleven (11) faculty and staff members, eleven (11) parents, and zero (0) students responded to the survey.

Ashland Elementary School Faculty/Staff Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	8	72.7%
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	4	36.4%
Agree	5	45.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

Ashland Elementary School

I use effective, evidence-based strategies for	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Providing instructions to students with limited English proficiency to improve their language and academic skills.	36.4%	45.5%	0.0%	0.0%	18.2%
Developing and using classroom assessments.	45.5%	45.5%	0.0%	0.0%	9.1%
Closing the achievement gap between diverse groups of students.	36.4%	45.5%	0.0%	0.0%	18.2%
Successful classroom management.	36.4%	63.6%	0.0%	0.0%	0.0%
Teaching special needs students.	36.4%	45.5%	0.0%	0.0%	18.2%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	7	63.6%
Minor disruptions that steal instructional time	3	27.3%
Major classroom disruptions	0	0.0%
Not Applicable	1	9.1%

The Instructional Literacy Coach/Lead Teacher meets regularly with the teachers of this school for the purpose of maximizing student achievement.

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

I would feel comfortable asking the Instructional Literacy Coach/Lead Teacher for instructional advice.

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

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

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

The Instructional Literacy Coach/Lead Teacher supports teacher practices of new strategies in my classroom.

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

The Instructional Literacy Coach/Lead Teacher is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

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

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	3	27.3%
Expedited evaluation services for students with limited English	3	27.3%
Expedited evaluation services for gifted and talented students	3	27.3%
Additional academic support	6	54.5%
Tutoring	3	27.3%
Enrichment educational services	4	36.4%
Counseling	4	36.4%
Mentors	5	45.5%

Ashland Elementary School

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

School supplies	9	81.8%
School uniforms	0	0.0%
Dental referrals	2	18.2%
Medical referrals	3	27.3%
Bullying assistance	4	36.4%

CURRICULUM AND INSTRUCTION

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

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

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.

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

I have access to a curriculum guide for each core subject I teach.

	Count	Percentage
Yes	9	100.0%
No	0	0.0%

I frequently use the results of assessments to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

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

The district curriculum is reviewed and evaluated on a consistent basis by appropriate central office personnel, administrators, and teachers.

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

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	6	54.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

I develop assessments that mirror the format & complexity of state assessments.

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

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

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

Ashland Elementary School

Students spend sufficient effort (in and out of class) to learn what we teach.

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

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

	Count	Percentage
Embed multicultural education throughout the curriculum	4	36.4%
Utilize technology such as class websites, blogs, and videos	6	54.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	6	54.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	8	72.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	7	63.6%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	6	54.5%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	9	81.8%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	7	63.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

Parents feel welcome in our school.

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

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	6	54.5%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

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

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

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	27.3%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
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	27.3%
Agree	6	54.5%
Disagree	1	9.1%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.

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

Technology is sufficiently available to support instruction.

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

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.

	Count	Percentage
Strongly Agree	6	54.5%
Agree	2	18.2%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

Teachers here have a sense of common mission.

	Count	Percentage
Strongly Agree	3	27.3%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are regularly involved in the development of school policies.

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

Teachers have a major role in curriculum development in this school.

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

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

	Count	Percentage
Strongly Agree	2	18.2%
Agree	9	81.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are provided adequate time each day to prepare for teaching.

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

If I have a discipline problem, the administration gives me the support I want.

	Count	Percentage
Strongly Agree	3	27.3%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Ashland Elementary School

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	7	63.6%
Disagree	0	0.0%
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	4	36.4%
Agree	7	63.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school's priorities for the expenditure of funds are appropriate.

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

TECHNOLOGY

My biggest equipment needs are:

	Count	Percentage
Computers	2	18.2%
Software	1	9.1%
Mobile laptop computers	4	36.4%
Listening centers	2	18.2%
Interactive white board	4	36.4%
Classroom response system (clickers)	3	27.3%
Digital slates (e.g. iPad, Microsoft Pro)	5	45.5%

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

	Count	Percentage
Strongly Agree	1	9.1%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	8	72.7%
Agree	3	27.3%
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
Classroom Management	#1
Reading for at risk students	#2
Interpreting and analyzing student data	#3
Response to Intervention (RTI/MTSS)	#4
Differentiated Instruction	#5
Using technology to enhance instruction	#6
English Learners (ELs)	#7
Developing quality assessments	#8
Depth of Knowledge	#9
Culture sensitivity	#10
My specific content area	#11
Successful inclusion strategies	#12
Writing strategies	#13
Conflict resolution	#14
Teaching and understanding students in poverty	#15
Teaching and understanding homeless students	#16
Mississippi College and Career Readiness Standards	#17

Ashland Elementary School

The district uses evidence-based strategies and data to make instructional decisions about the type of professional development activities at both the classroom and school level.

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

Sufficient resources are available to allow teachers to take advantage of professional development activities.

	Count	Percentage
Strongly Agree	3	27.3%
Agree	6	54.5%
Disagree	2	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	6	54.5%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

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

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

The professional development I have received has been beneficial for me as a beginning teacher.

	Count	Percentage
Strongly Agree	1	9.1%
Agree	4	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	54.5%

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.

	Count	Percentage
Strongly Agree	2	18.2%
Agree	6	54.5%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.

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

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

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

Teachers play a meaningful role in the design and selection of staff development programs.

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

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 Ashland Elementary School expressed a belief that the schools do a good job encouraging parent and teacher communication. One teacher stated, "I love the data available to us. I also love the support from all administration." However, they highlighted the need for improvements in the area of technology. They emphasized the need for interactive/smart boards in the classroom and more consistent planning time.

Ashland Elementary School Parent Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	1	9.1%
Agree	6	54.5%
Disagree	3	27.3%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Yes	7	70.0%
No	3	30.0%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	5	45.5%
Supporting college and career counseling	3	27.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	8	72.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	6	54.5%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	6	54.5%

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

	Count	Percentage
Promoting community and parent involvement in schools	4	36.4%
Providing school-based mental health services and counseling	4	36.4%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	27.3%
Establishing or improving dropout prevention	2	18.2%
Supporting re-entry programs and transition services for Justice-involved youth	4	36.4%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	3	27.3%
Implementing systems and practices to prevent bullying and harassment	7	63.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	63.6%
Establishing community partnerships	3	27.3%

Ashland Elementary School

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	8	72.7%
Building technological capacity and infrastructure	5	45.5%
Carrying out innovative blended learning projects	3	27.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	6	54.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	27.3%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:

	Count	Percentage
Activities to help my child learn over the summer	7	63.6%
Help my child with homework	7	63.6%
How to motivate my child	4	36.4%
How to promote family reading	4	36.4%
How to set goals for my child	7	63.6%
Manage time	5	45.5%
Prepare my child for testing	8	72.7%
Understand my child's learning styles	9	81.8%

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	27.3%
District and/or school newsletters	3	27.3%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	7	63.6%
Resource materials for parental training	2	18.2%
Training for parents to work with other parents on becoming involved in the schools	4	36.4%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	27.3%
Home/School folders	2	18.2%
Home/School Planners	3	27.3%

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

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

CURRICULUM AND INSTRUCTION

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

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

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

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

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

Parents feel welcome in our school.

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

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

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

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	3	27.3%
Disagree	6	54.5%
Strongly Disagree	2	18.2%
Not Applicable or No Information	0	0.0%

Parents are informed of the school's policies.

	Count	Percentage
Strongly Agree	1	9.1%
Agree	6	54.5%
Disagree	1	9.1%
Strongly Disagree	3	27.3%
Not Applicable or No Information	0	0.0%

The concerns of parents are reflected in decisions affecting our school.

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

Teachers regularly communicate with parents of their students.

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

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

	Count	Percentage
Strongly Agree	1	9.1%
Agree	8	72.7%
Disagree	1	9.1%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

It is easy to get an appointment with the teachers or administrators of our school.

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

Our community is actively involved in our school.

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

Ashland Elementary School

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

	Count	Percentage
Parent/teacher conference	9	81.8%
Checked my child's grades/assignments online	6	54.5%
Been in contact with my child's teacher	8	72.7%
Received a newsletter from the district, school, or teacher	5	45.5%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	2	18.2%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	4	36.4%
Volunteered at my child's school	0	0.0%

SCHOOL CLIMATE AND CULTURE

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

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

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

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

As a whole, teachers are concerned about my son/daughter as an individual.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	54.5%
Disagree	3	27.3%
Strongly Disagree	2	18.2%
Not Applicable or No Information	0	0.0%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	54.5%
Disagree	2	18.2%
Strongly Disagree	1	9.1%
Not Applicable or No Information	2	18.2%

The transportation services to and from school meet the needs of students.

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

School (district) rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	8	72.7%
Disagree	1	9.1%
Strongly Disagree	2	18.2%
Not Applicable or No Information	0	0.0%

Ashland Elementary School

The school's grading policies and practices are administered fairly.

	Count	Percentage
Strongly Agree	1	9.1%
Agree	9	81.8%
Disagree	0	0.0%
Strongly Disagree	1	9.1%
Not Applicable or No Information	0	0.0%

The students and teachers of our school have a good working relationship with each other.

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

TECHNOLOGY

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

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

PREKINDERGARTEN AND KINDERGARTEN

I know what my child is learning and must learn this school year.

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

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

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

My child's preschool or kindergarten class is warm and welcoming.

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

I am pleased with my preschooler's or kindergartener's progress in the following social skills:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Understanding the difference between right and wrong and recognizing and respecting authority figures.	0.0%	50.0%	20.0%	0.0%	30.0%
Communicating needs and feelings verbally in a socially appropriate manner and understanding g/recognizing that other people have feelings.	0.0%	40.0%	20.0%	10.0%	30.0%
Playing independently or in a small group without needing to be constantly supervised.	20.0%	20.0%	20.0%	10.0%	30.0%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	10.0%	20.0%	10.0%	10.0%	50.0%
Making decisions for himself/herself and exploring new experiences.	0.0%	40.0%	0.0%	10.0%	50.0%

Ashland Elementary School

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	0.0%	30.0%	10.0%	10.0%	50.0%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	0.0%	40.0%	10.0%	10.0%	40.0%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	10.0%	30.0%	10.0%	10.0%	40.0%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	0.0%	30.0%	20.0%	10.0%	40.0%
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	0.0%	30.0%	10.0%	10.0%	50.0%

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 Ashland Elementary School who participated in the survey praised Ashland Elementary School for hiring polite and helpful staff. However, they expressed concern about the lack of resources available to special needs students. One parent stated, "A better reading program for kids falling behind would be nice."

Ashland Middle-High School

Introduction

ASHLAND MIDDLE-HIGH SCHOOL is located at 17 School Avenue in Ashland, Mississippi. In January of 2024, it housed two hundred twenty (220) students in seventh through twelfth grades (7-12). According to the school website the mission of AMHS is "to grow the minds and hearts of our students, faculty, and all stakeholders to create a continuous atmosphere of growth and high level of success for our entire community." The school has several extracurricular activities, which include football, basketball, track, cheerleading, band, and Beta Club. There are other functions and activities that the school promotes throughout the school year. To encourage academic and lifelong success, seventh and eighth graders participate in a Cyber Foundations class where they construct Individual Success Plans to identify possible careers aligned with their interests and map out a 6-year academic plan for classes. High school students also participate in an annual College and Career Fair.

AMHS is led by Principal Christopher Bush and Assistant Principal Joshua Griggs. The principal's message in the Student Handbook states, "Our goal is to create an active, engaging learning environment where every student develops a love for learning and the tools to become a lifelong learner. "

Enrollment

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

ASHLAND MIDDLE-HIGH SCHOOL ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	225	209	208	222	220	
ELEM_SPED	*					
GR_7	33	31	49	39	46	
GR_8	39	35	37	52	34	
GR_9	35	36	30	38	51	
GR_10	*	36	32	31	37	
GR_11	44	*	35	*	26	
GR_12	36	40	*	31	*	
SEC_SPED	*	*	*	*	*	

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

Figure 91: Ashland Middle-High School Enrollment

ASHLAND MIDDLE-HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	225	209	208	222	220	
GENDER	FEMALE	118	101	98	105	110	
	MALE	107	108	110	117	110	
RACE	BLACK OR AFRICAN AMERICAN	188	172	153	174	174	
	HISPANIC OR LATINO	*	*	16	13	10	
	TWO OR MORE RACES	*	*	13	13	13	
	WHITE	16	14	26	22	23	

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

Figure 92: Ashland Middle-High School Enrollment by Demographic Group

Attendance

AVERAGE DAILY ATTENDANCE

ASHLAND MIDDLE-HIGH SCHOOL AVERAGE DAILY ATTENDANCE

	2021	2022	2023
ALL	174.9	173.4	201.7
GR_7	27.6	41.7	37.0
GR_8	29.1	31.6	46.4
GR_9	30.5	25.0	35.7
GR_10	30.3	27.3	27.4
GR_11	17.2	28.8	25.5
GR_12	34.8	14.0	27.0
SEC_SPED	5.4	5.1	2.7

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

Figure 93: Ashland Middle-High School Average Daily Attendance

CHRONIC ABSENCE

ASHLAND MIDDLE-HIGH SCHOOL CHRONIC ABSENCE

■ 2021 ■ 2022 ■ 2023

	ALL	FEMALE	MALE	STUDENTS WITH DISABILITIES	STUDENTS WITHOUT DISABILITIES	LIMITED ENGLISH PROFICIENCY
2023	26.5	28.6	24.6	36.6	24.4	5.0
2022	48.2	53.5	43.6	53.3	46.8	
2021	42.2	39.5	44.8	47.4	41.2	35.7
	ALL	GENDER		DISABILITY		EL

■ 2021 ■ 2022 ■ 2023

	BLACK OR AFRICAN AMERICAN	HISPANIC OR LATINO	TWO OR MORE RACES	WHITE
2023	24.1	38.5	40.0	30.4
2022	42.9	56.3	61.5	67.9
2021	44.4	21.1	5.0	35.3

(MDE, 2021, 2022, 2023, Chronic Absence)

Figure 94: Ashland Middle-High School Chronic Absence by Demographic Group

Accountability

ACCOUNTABILITY MEASURES

ASHLAND MIDDLE-HIGH SCHOOL ACCOUNTABILITY RATING

F	F	F
2021	**2022**	**2023**

(MDE, 2021, 2022, 2023, Accountability)
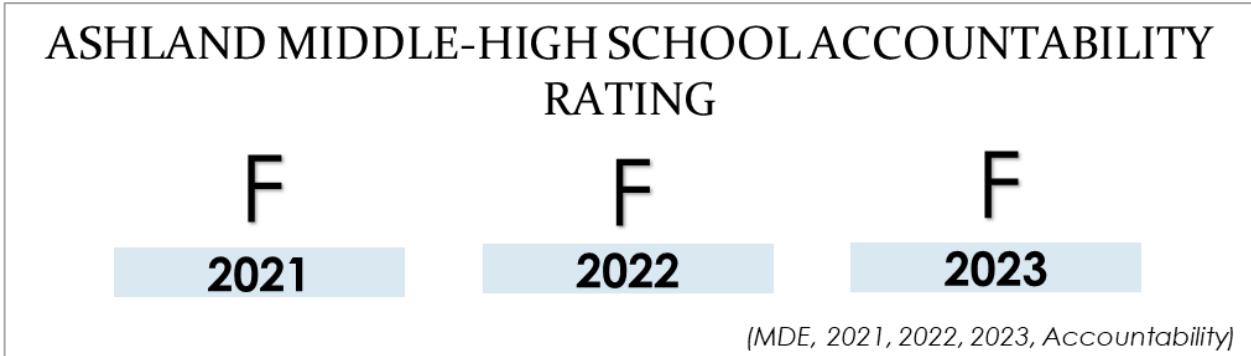
Figure 95: Ashland Middle-High School Accountability Rating

ASHLAND MIDDLE-HIGH SCHOOL ACCOUNTABILITY: READING

READING % PROFICIENT

- 2023: 28.6%
- 2022: 23.9%
- 2021: 23.7%

READING % GROWTH

- 2023: 44.6%
- 2022: 44.6%

% READING GROWTH LOWEST QUARTILE

- 2023: 46.0%
- 2022: 50.8%

(MDE, 2021, 2022, 2023, Accountability)
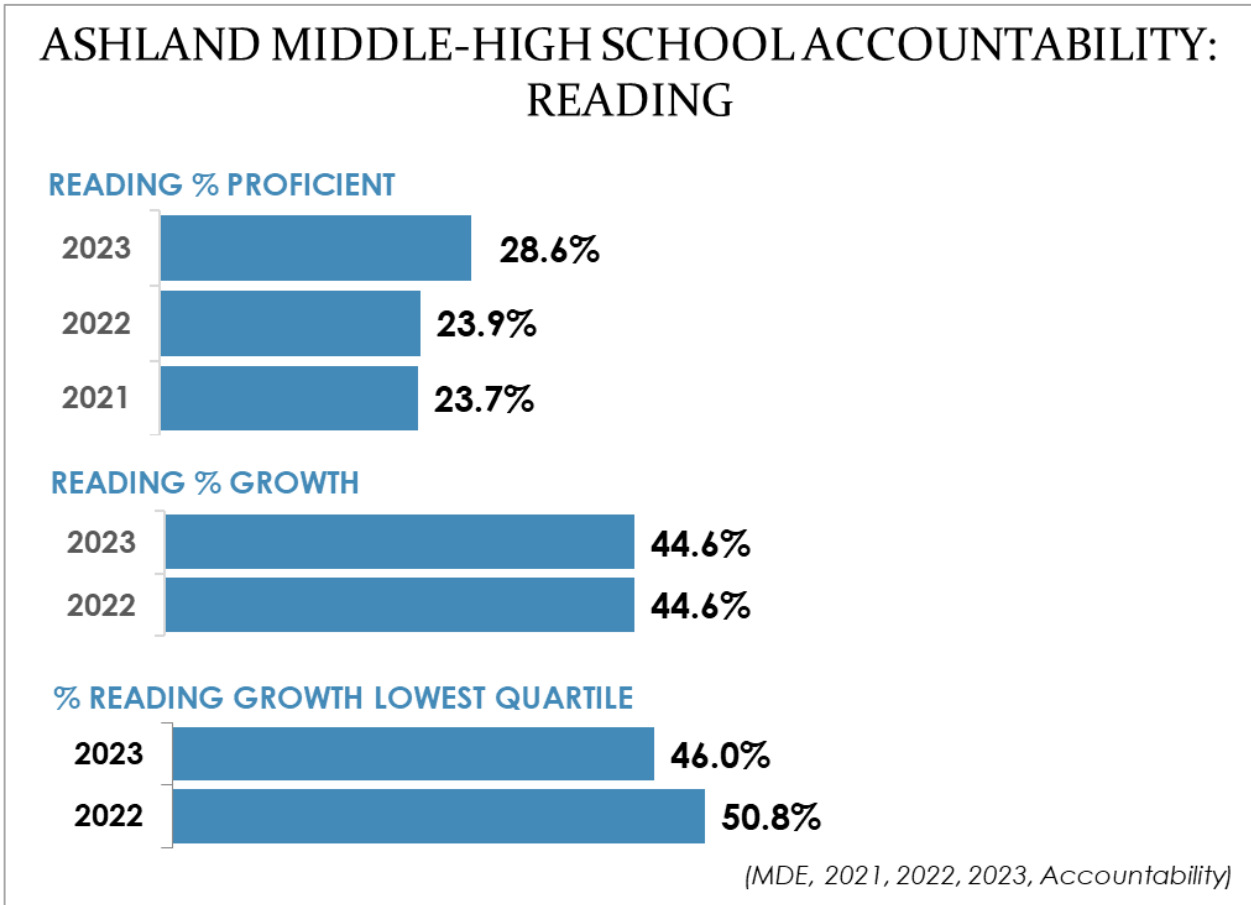
Figure 96: Ashland Middle-High School Accountability: Reading

ASHLAND MIDDLE-HIGH SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT

- 2023 — 14.8%
- 2022 — 21.7%
- 2021 — 17.6%

MATH % GROWTH

- 2023 — 49.3%
- 2022 — 46.4%

% MATH GROWTH LOWEST QUARTILE

- 2023 — 62.5%
- 2022 — 47.0%

(MDE, 2021, 2022, 2023, Accountability)
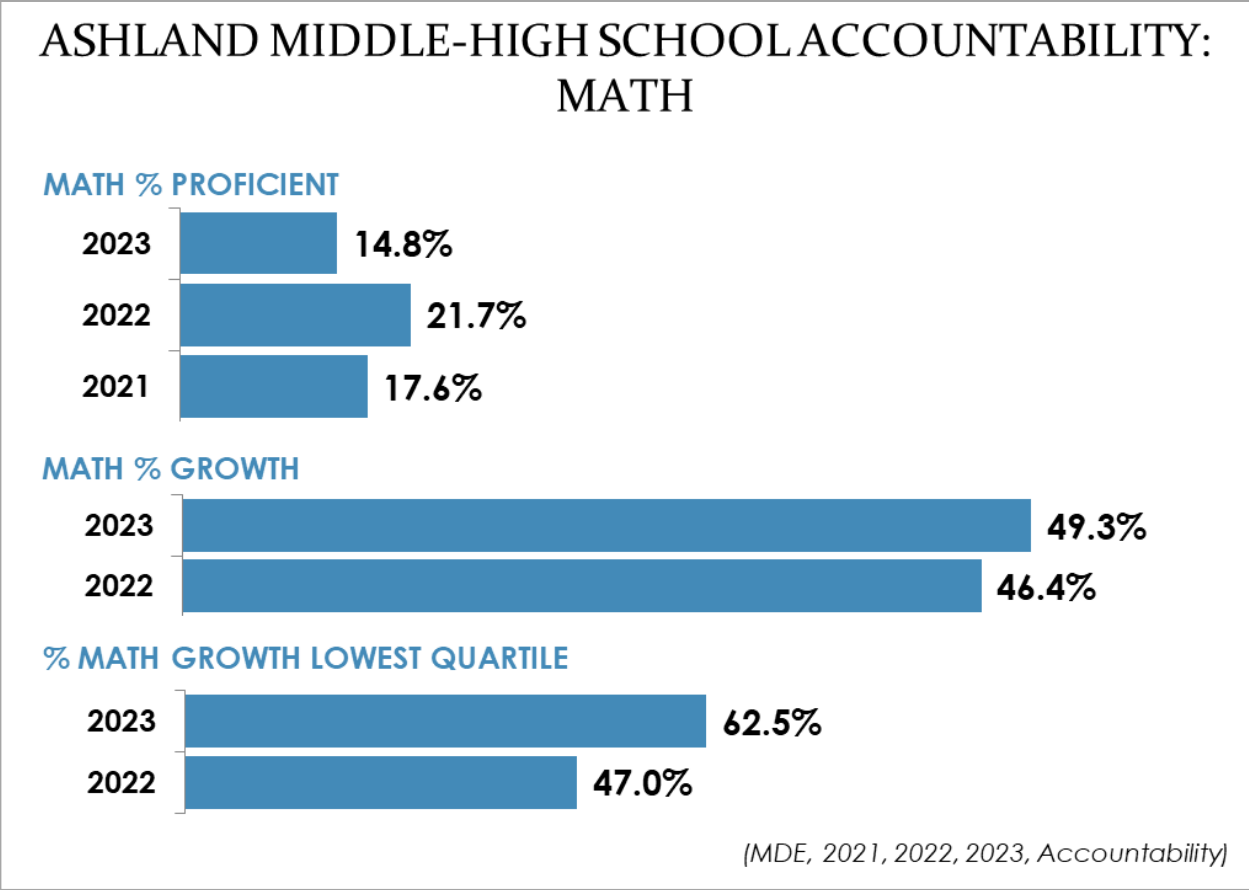
Figure 97: Ashland Middle-High School Accountability: Math

ASHLAND MIDDLE-HIGH SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT

- 2023 — 24.4%
- 2022 — 33.3%
- 2021 — 23.3%

(MDE, 2021, 2022, 2023, Accountability)
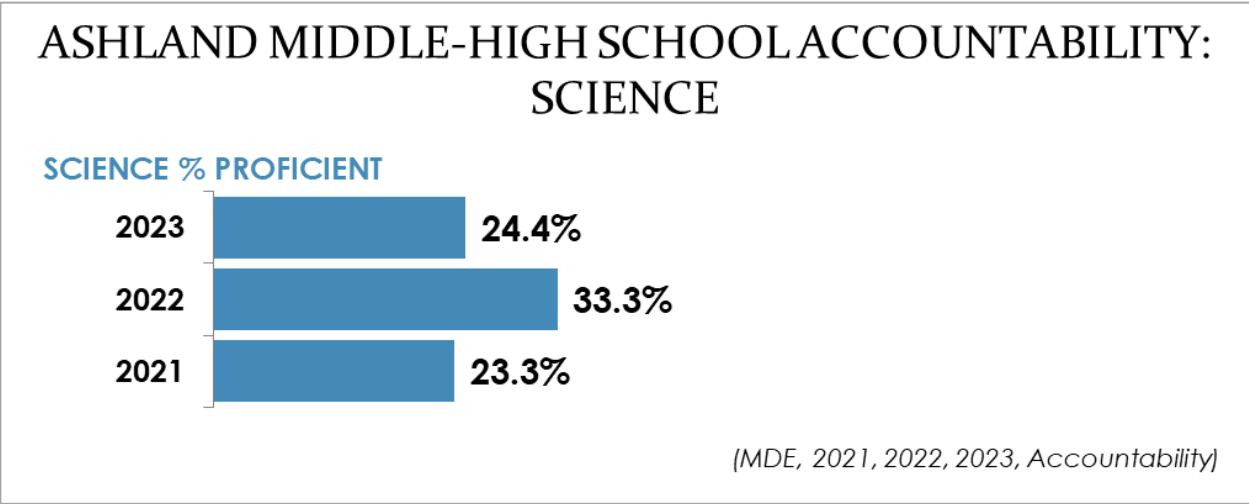
Figure 98: Ashland Middle-High School Accountability: Science

PROFICIENCY BY DEMOGRAPHIC GROUP

ASHLAND MIDDLE-HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: READING
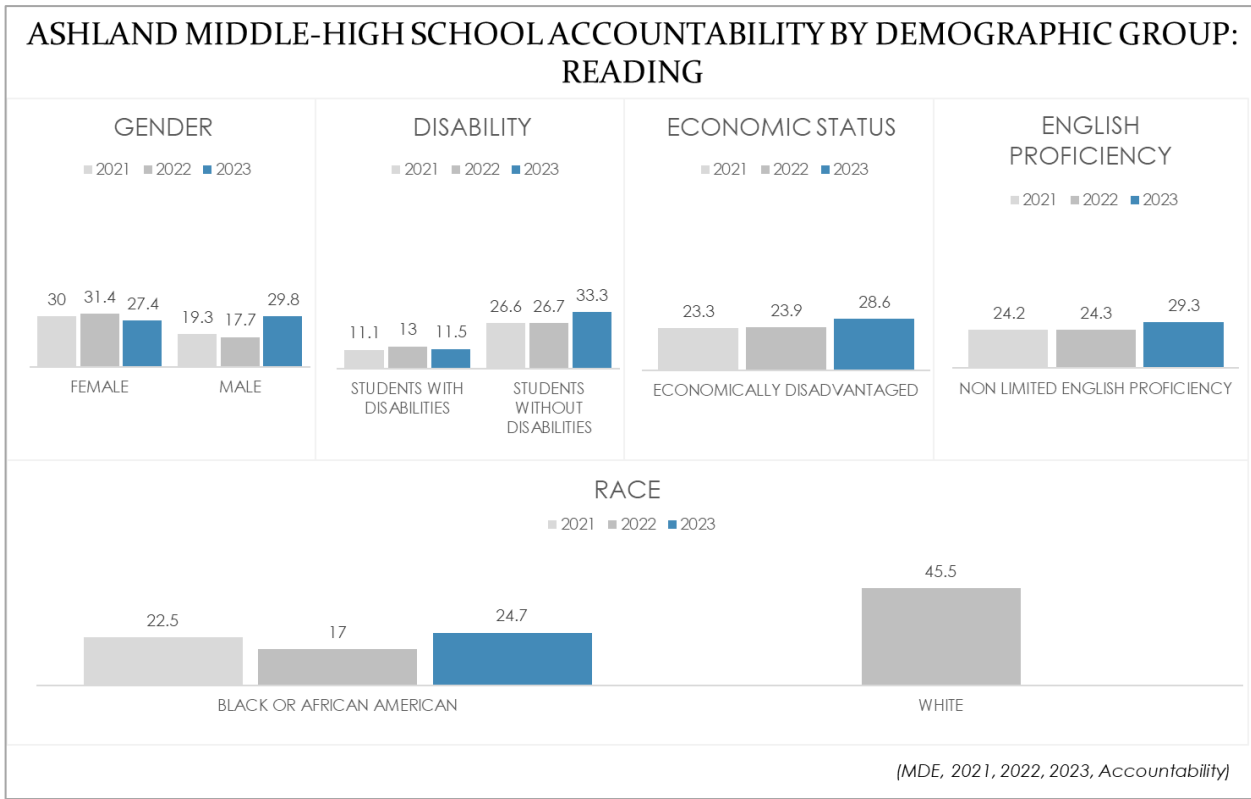
Figure 99: Ashland Middle-High School Accountability by Demographic Group: Reading

ASHLAND MIDDLE-HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: MATH
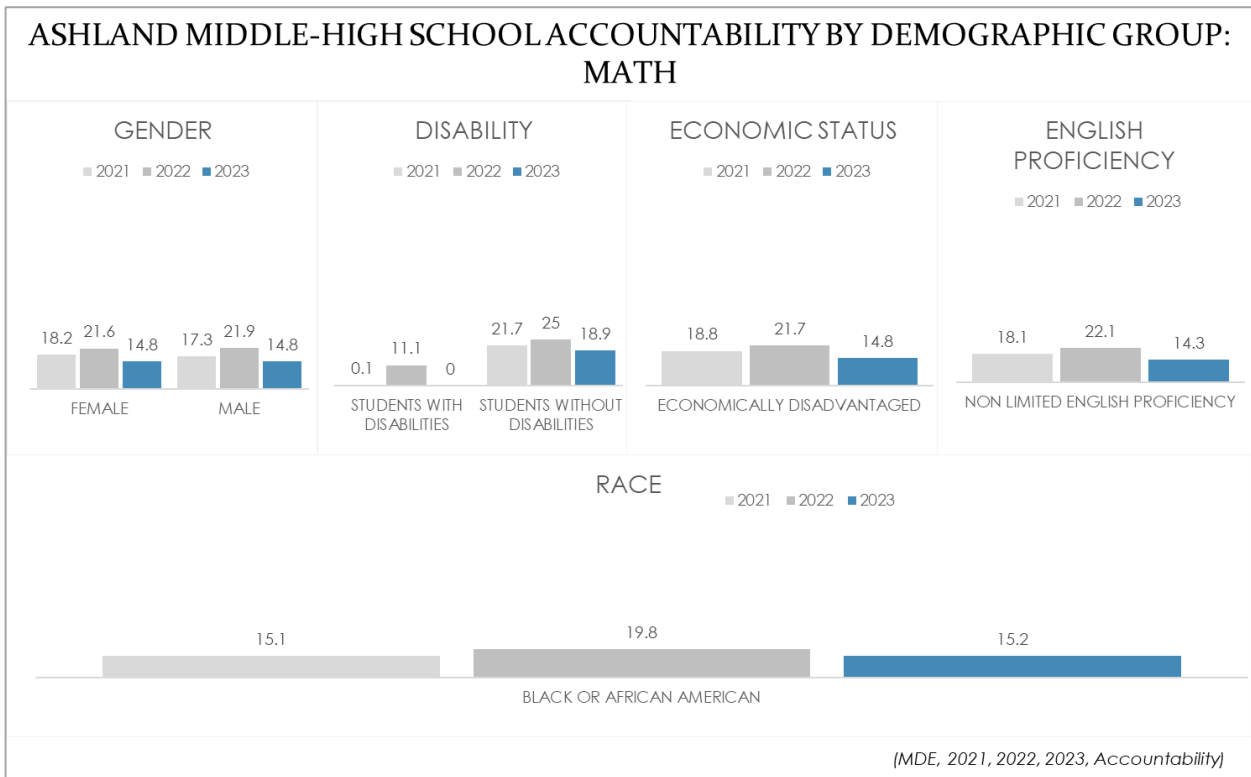
Figure 100: Ashland Middle-High School Proficiency by Demographic Group: Math

ASHLAND MIDDLE-HIGH SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: SCIENCE

GENDER
■2021 ■2022 ■2023

FEMALE: 20.8, 30, 14.6
MALE: 25.0, 35.9, 35.1

DISABILITY
■2021 ■2022 ■2023

STUDENTS WITH DISABILITIES: 0.1, 23.1, 27.8
STUDENTS WITHOUT DISABILITIES: 29.2, 35.7, 23.3

ECONOMIC STATUS
■2021 ■2022 ■2023

ECONOMICALLY DISADVANTAGED: 20.0, 33.3, 24.4

ENGLISH PROFICIENCY
■2021 ■2022 ■2023

NON LIMITED ENGLISH PROFICIENCY: 22.4, 33.3, 25

RACE
■2021 ■2022 ■2023

BLACK OR AFRICAN AMERICAN: 21.6, 23.3, 19.0

(MDE, 2021, 2022, 2023, Accountability)

Figure 101: Ashland Middle-High School Proficiency by Demographic Group: Science

SCHOOL IMPROVEMENT

ASHLAND MIDDLE-HIGH SCHOOL was reidentified as a **Comprehensive Support and Improvement (CSI)** school in 2021 for having a 67% or lower graduation rate and also for having scores that fell in the bottom 5% of those for all Title I A schools.

Assessment

Mississippi Academic Assessment Program (MAAP)

MAAP ELA

ASHLAND MIDDLE-HIGH SCHOOL MAAP ELA GRADE 7

- 2023
- 2022
- 2021

LEVEL 5
- 7.3
- 0.0
- 13.8

LEVEL 4
- 22.0
- 20.0
- 24.1

LEVEL 3
- 31.7
- 51.1
- 44.8

LEVEL 2
- 26.8
- 17.8
- 13.8

LEVEL 1
- 12.2
- 11.1
- 3.4

2023 Proficient (4+5): **29.3%**

ASHLAND MIDDLE-HIGH SCHOOL MAAP ELA GRADE 8

- 2023
- 2022
- 2021

LEVEL 5
- 4.2
- 2.9
- 0.0

LEVEL 4
- 16.7
- 31.4
- 19.4

LEVEL 3
- 45.8
- 51.4
- 41.7

LEVEL 2
- 22.9
- 5.7
- 22.2

LEVEL 1
- 10.4
- 8.6
- 16.7

2023 Proficient (4+5): **20.8%**
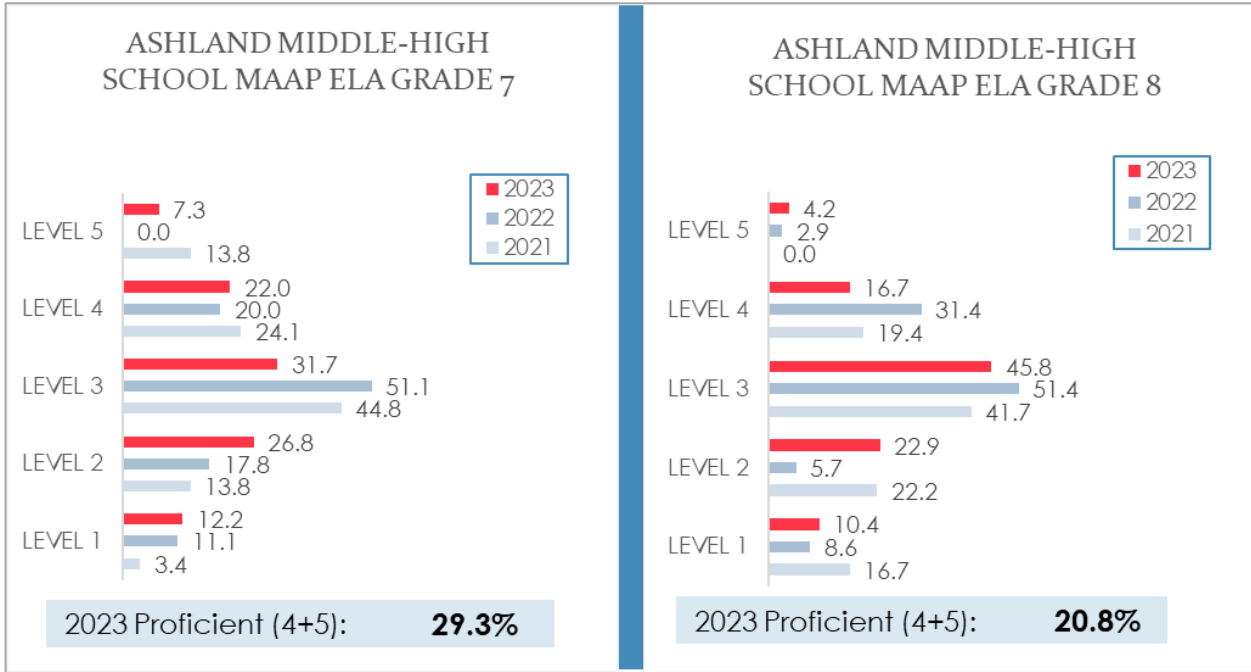
Figure 102: Ashland Middle-High School MAAP ELA Grades 7 and 8

ASHLAND MIDDLE-HIGH SCHOOL MAAP ELA ENGLISH II

- 2023
- 2022
- 2021

LEVEL 5
- 6.3
- 0.0
- 2.9

LEVEL 4
- 25.0
- 15.6
- 8.8

LEVEL 3
- 18.8
- 46.9
- 26.5

LEVEL 2
- 31.3
- 31.3
- 35.3

LEVEL 1
- 18.8
- 6.3
- 26.5

2023 Proficient (4+5): **31.3%**
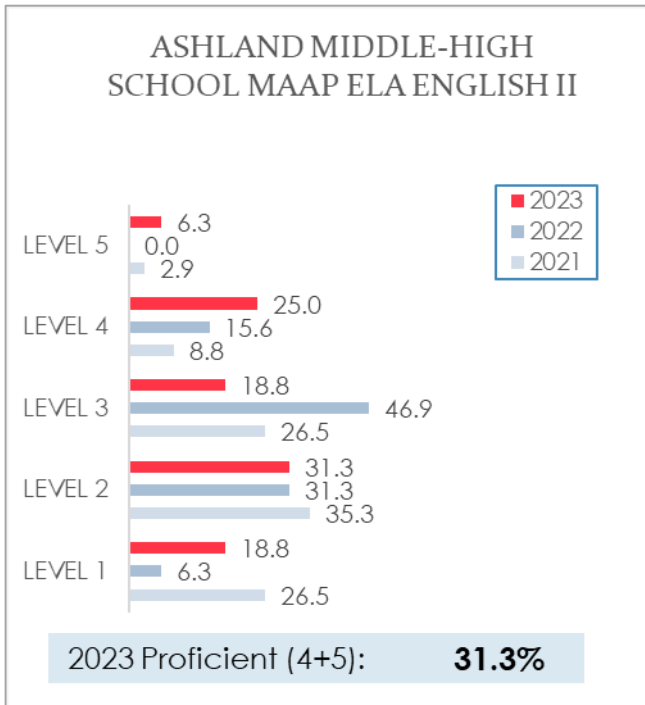
Figure 103: Ashland Middle-High School MAAP ELA English II

MAAP MATH

ASHLAND MIDDLE-HIGH SCHOOL MAAP MATH GRADE 7

- 2023
- 2022
- 2021

LEVEL 5
- 2.4
- 0.0
- 6.9

LEVEL 4
- 22.0
- 20.0
- 34.5

LEVEL 3
- 36.6
- 35.6
- 37.9

LEVEL 2
- 34.1
- 33.3
- 20.7

LEVEL 1
- 4.9
- 11.1
- 0.0

2023 Proficient (4+5): **24.4%**

ASHLAND MIDDLE-HIGH SCHOOL MAAP MATH GRADE 8

- 2023
- 2022
- 2021

LEVEL 5
- 0.0
- 11.4
- 0.0

LEVEL 4
- 4.2
- 14.3
- 8.1

LEVEL 3
- 22.9
- 34.3
- 21.6

LEVEL 2
- 58.3
- 25.7
- 40.5

LEVEL 1
- 14.6
- 14.3
- 29.7

2023 Proficient (4+5): **4.2%**
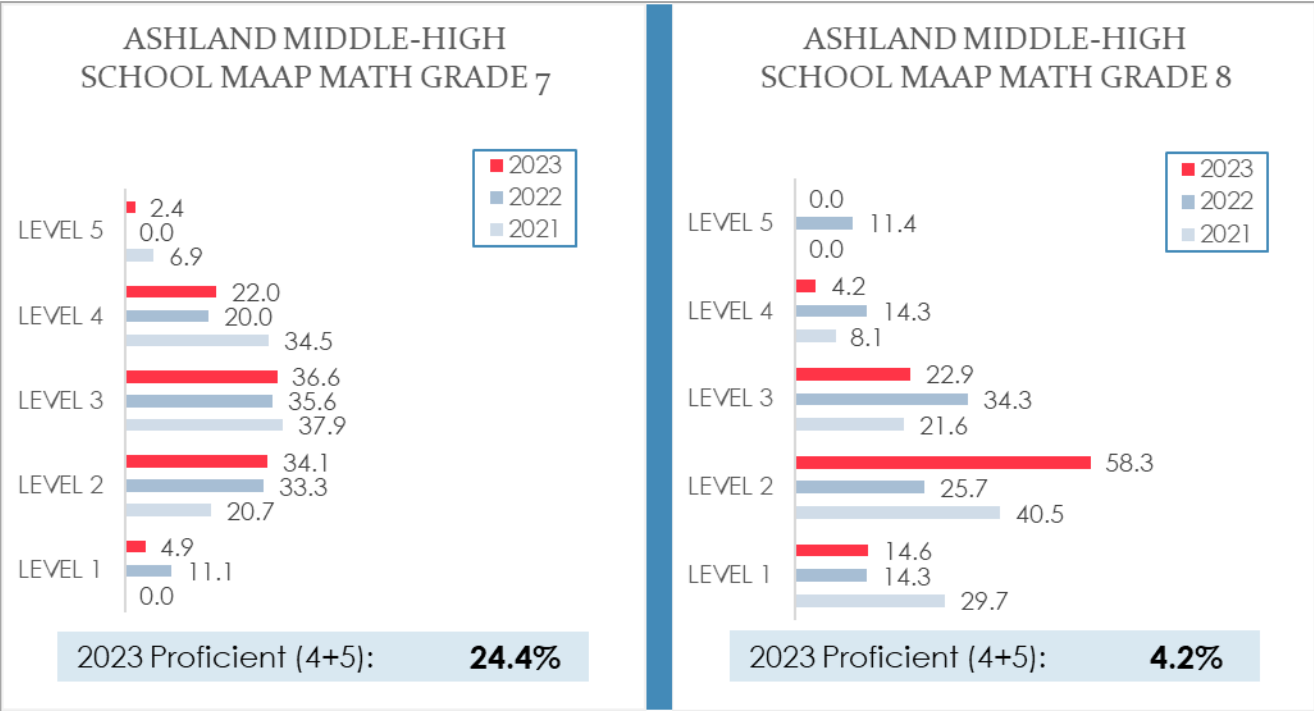
Figure 104: Ashland Middle-High School MAAP Math Grades 7 and 8

ASHLAND MIDDLE-HIGH SCHOOL MAAP MATH ALGEBRA I

- 2023
- 2022
- 2021

LEVEL 5
- 6.8
- 0.0
- 0.0

LEVEL 4
- 22.7
- 20.6
- 2.1

LEVEL 3
- 45.5
- 41.2
- 53.2

LEVEL 2
- 22.7
- 35.3
- 38.3

LEVEL 1
- 2.3
- 2.9
- 6.4

2023 Proficient (4+5): **29.5%**
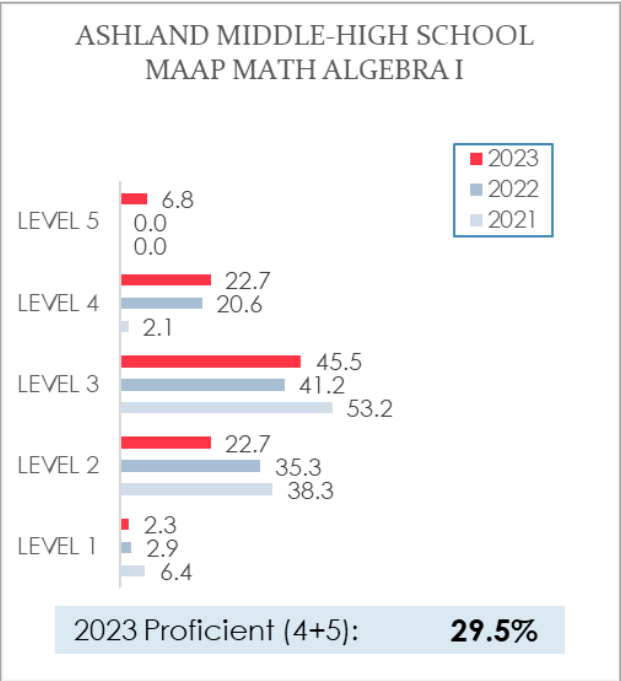
Figure 105: Ashland Middle-High School MAAP Math Algebra I

Ashland Middle-High School
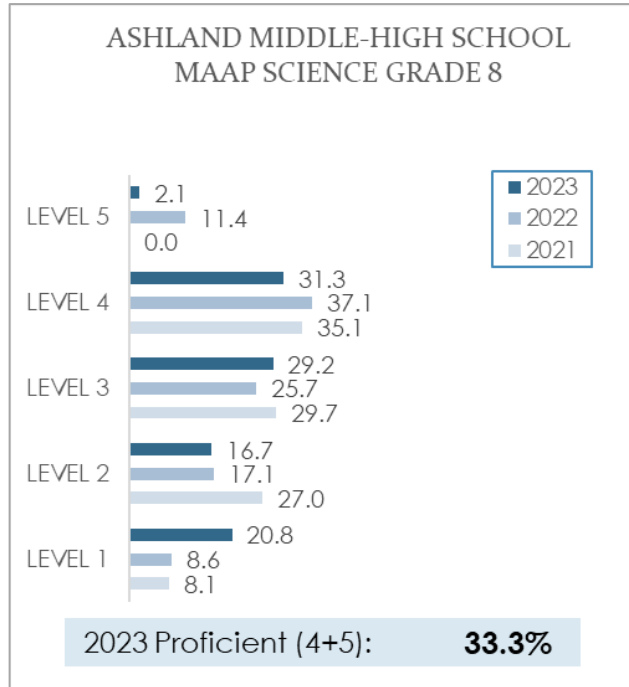
MAAP SCIENCE

Figure 106: Ashland Middle-High School MAAP Science Grade 8

MAAP END-OF-COURSE
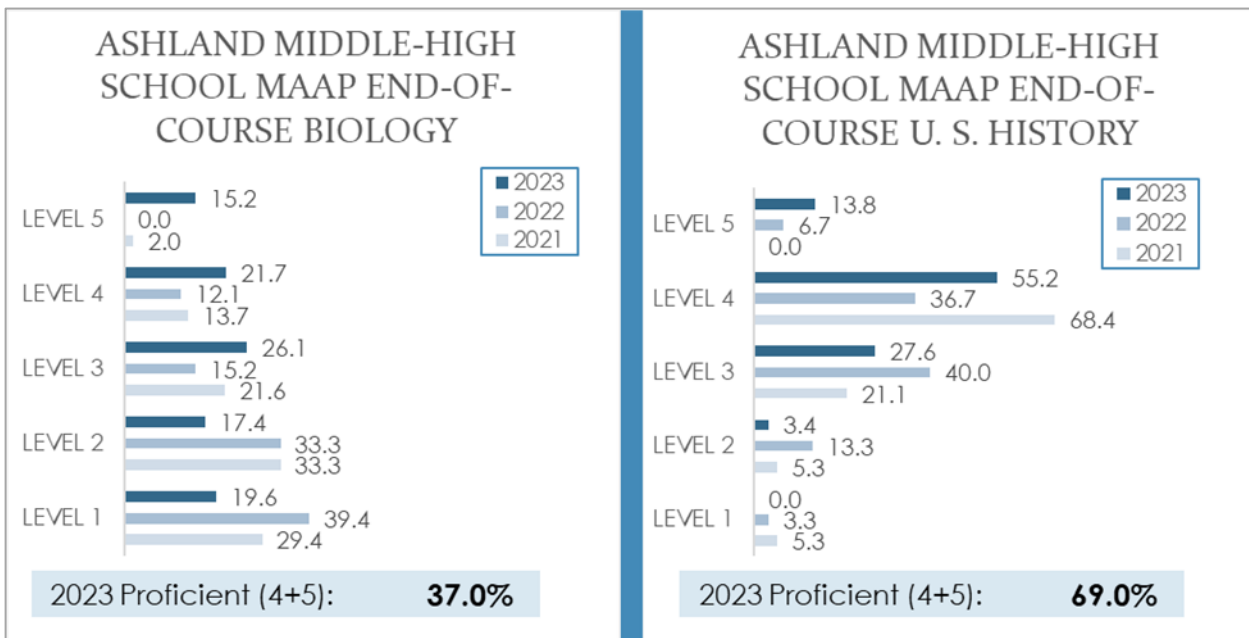
Figure 107: Ashland Middle-High School MAAP End-of-Course Biology I and U. S. History

4-YEAR GRADUATION RATES

ASHLAND MIDDLE-HIGH SCHOOL 4-YEAR GRADUATION RATE

STATE: 87.7, 88.4, 88.9, 89.4

SCHOOL: 72.0, 80.8, 60.7, 93.5

AY2021 · AY2022 · AY2023 · AY2024

AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)
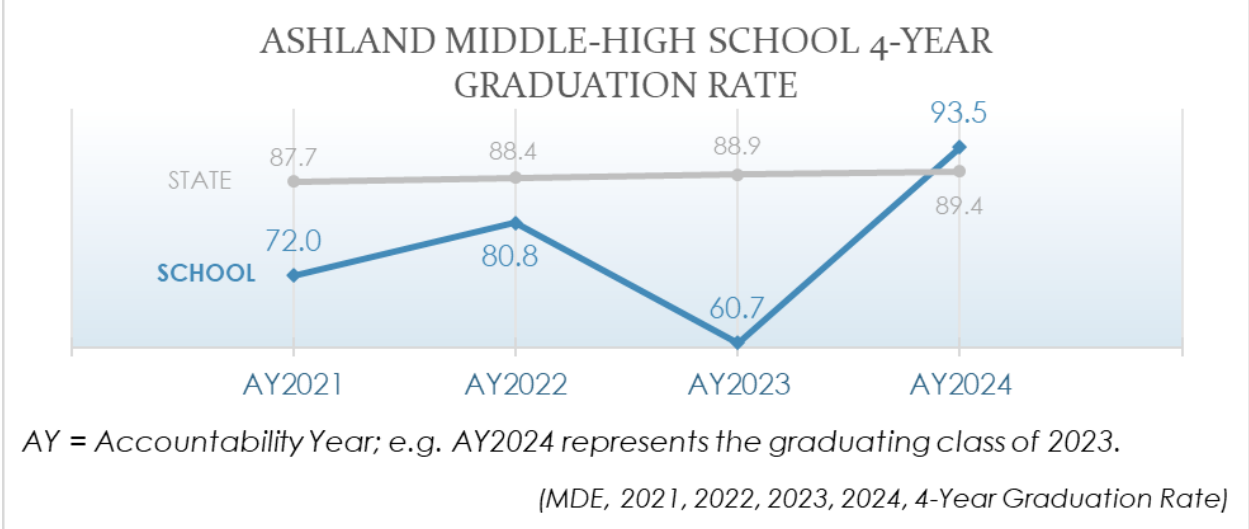
Figure 108: Ashland Middle-High School 4-Year Graduation Rate

ASHLAND MIDDLE-HIGH SCHOOL DROPOUT RATE

SCHOOL: 22, 11.5, 28.6, 6.5

STATE: 8.8, 8.5, 9, 8.5

AY2021 · AY2022 · AY2023 · AY2024

AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)
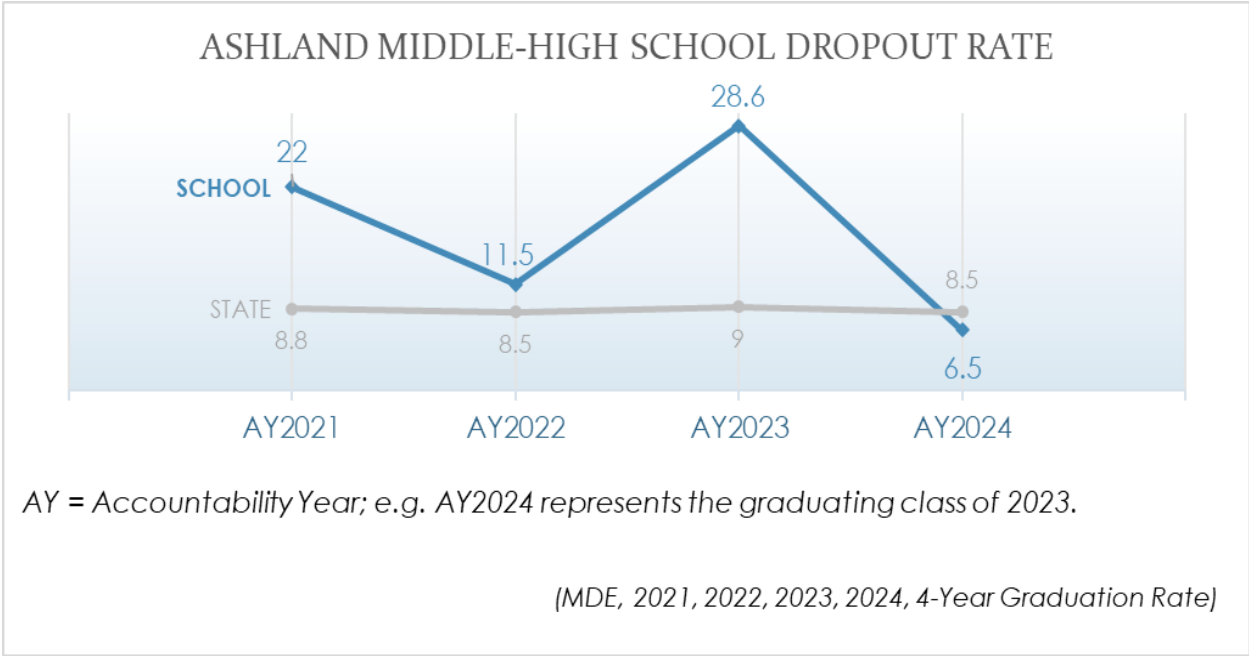
Figure 109: Ashland Middle-High School Dropout Rate

Ashland Middle-High School

ACT

ASHLAND MIDDLE-HIGH SCHOOL JUNIOR ACT SCORES

2019: 15.4 | 2020: 15.3 | 2021: 14.6 | 2022: 14.7 | 2023: 15.4 | STATE 2023: 17.5

COMPOSITE

(MDE, 2019, 2020, 2021, 2022, 2023, ACT)
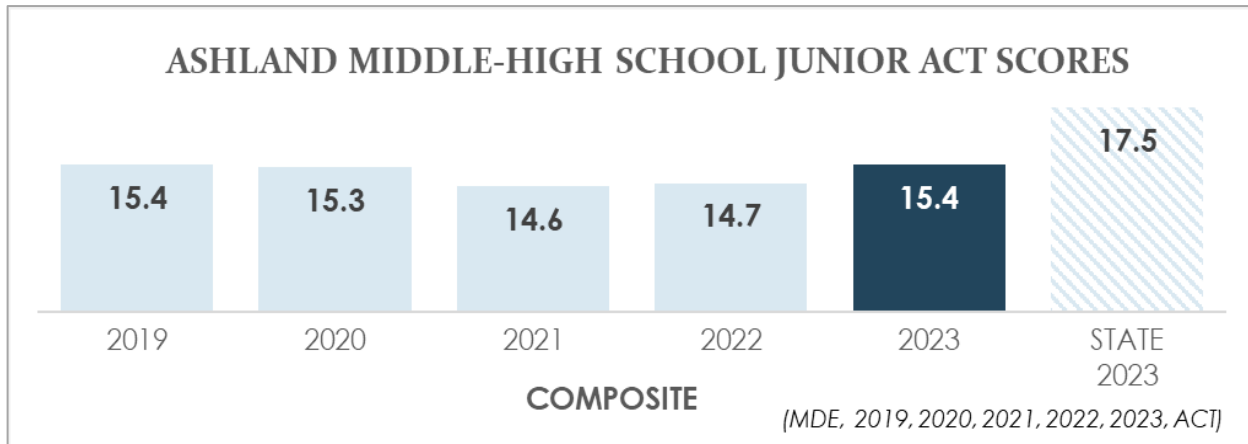
Figure 110: Ashland Middle-High School Junior ACT: Composite

ASHLAND MIDDLE-HIGH SCHOOL JUNIOR ACT SCORES

ENGLISH — 2019: 14.3 | 2020: 14.3 | 2021: 12.1 | 2022: 13.3 | 2023: 14.5 | STATE 2023: 16.7

MATH — 2019: 15.2 | 2020: 15.4 | 2021: 15.1 | 2022: 14.7 | 2023: 14.9 | STATE 2023: 17.3

(MDE, 2019, 2020, 2021, 2022, 2023, ACT)
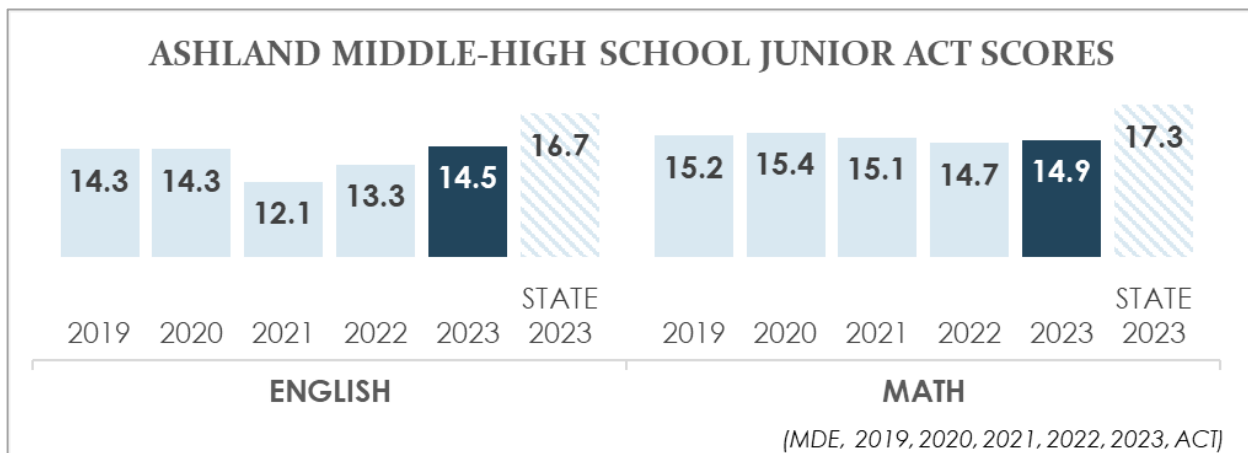
Figure 111: Ashland Middle-High School Junior ACT: English and Math

ASHLAND MIDDLE-HIGH SCHOOL JUNIOR ACT SCORES

SCIENCE — 2019: 16.1 | 2020: 14.8 | 2021: 15.6 | 2022: 15.8 | 2023: 16 | STATE 2023: 17.6

READING — 2019: 15.5 | 2020: 16 | 2021: 15.3 | 2022: 14.9 | 2023: 15.7 | STATE 2023: 17.9

(MDE, 2019, 2020, 2021, 2022, 2023, ACT)
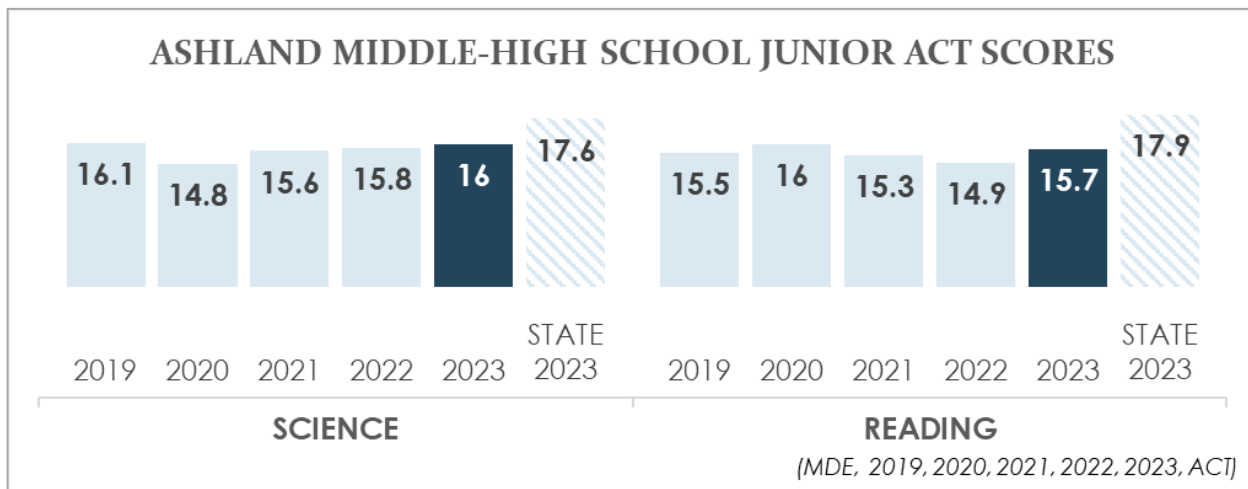
Figure 112: Ashland Middle-High School Junior ACT: Science and Reading

Personnel

ASHLAND MIDDLE-HIGH SCHOOL TEACHING STAFF EXPERIENCE BY PERCENTAGE OF TEACHERS

SCHOOL POVERTY LEVEL: HIGH

- PROVISIONAL
- TEACHING IN FIELD
- EXPERIENCED

2021: 27.7% / 52.4% / 76.1%
2022: 16.4% / 55.2% / 84.7%
2023: 12.9% / 41.4% / 90.1%

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)
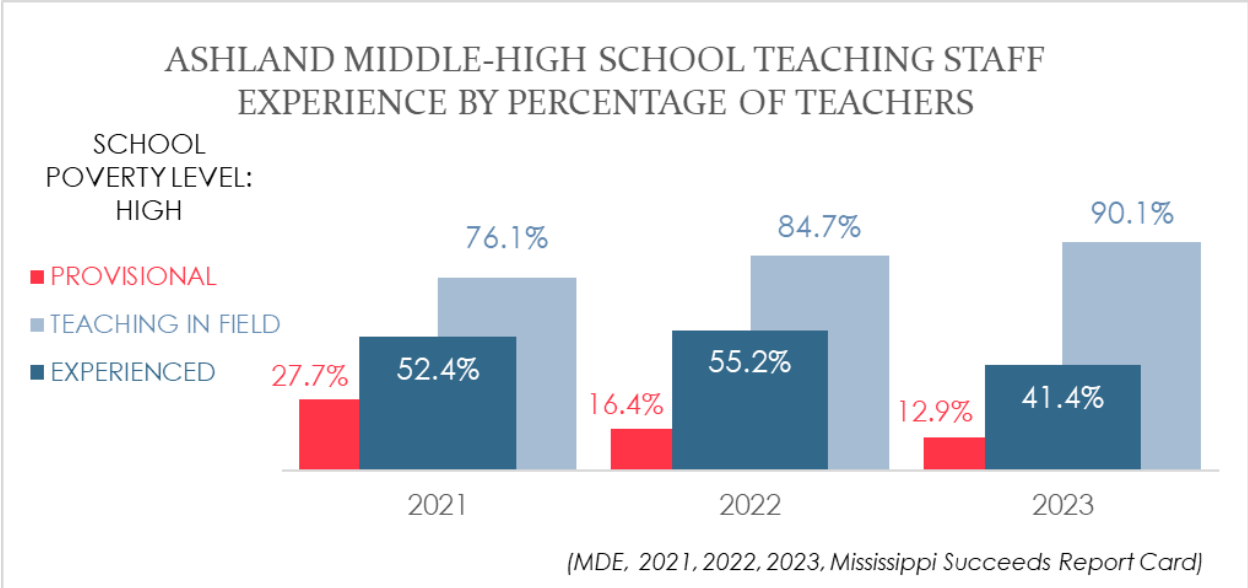
Figure 113: Ashland Middle-High School Teaching Staff Experience by Percentage of Teachers

Discipline

ASHLAND MIDDLE-HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤5	5.6	≤5	17.0	20.6	15.8			
GENDER	FEMALE	≤5	≤5		10.3	19.0	18.8			
	MALE	5.4	6.1	≤5	23.4	21.9	13.3			
RACE	HISPANIC OR LATINO				5.3	6.3				
	TWO OR MORE RACES		9.1		≤5	9.1				
	WHITE	7.1	≤5		28.6	22.2	13.0			
DISABILITY	STUDENTS WITH DISABILITIES		≤5	≤5	17.1	32.6	17.1			
	STUDENTS WITHOUT DISABILITIES	≤5	6.4		16.9	17.5	15.6			
EL	NON LIMITED ENGLISH PROFICIENCY		5.7	≤5		20.6	16.2			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	26.0	43.0	34.0		≤5			≤5	
GENDER	FEMALE	≤10	19.0	21.0		≤5			≤5	
	MALE	17.0	24.0	13.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	22.0	35.0	32.0		≤5			≤5	
	TWO OR MORE RACES		≤10			≤5			≤5	
	WHITE	≤10	≤10	≤10		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES	≤10	14.0	≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	22.0	29.0	30.0		≤5			≤5	
EL	NON LIMITED ENGLISH PROFICIENCY		43.0	34.0		≤5			≤5	

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

Figure 114: Ashland Middle-High School Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Ashland Middle-High School in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten;* and *Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Eleven (11) faculty and staff members, seven (7) parents, and fourteen (14) students responded to the survey.

Ashland Middle-High School Faculty/Staff Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	6	54.5%
Agree	2	18.2%
Disagree	1	9.1%
Strongly Disagree	2	18.2%
Not Applicable or No Information	0	0.0%

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

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

-I use effective, evidence-based strategies for	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	45.5%	45.5%	0.0%	0.0%	9.1%
Closing the achievement gap between diverse groups of students.	36.4%	63.6%	0.0%	0.0%	0.0%
Successful classroom management.	36.4%	54.5%	9.1%	0.0%	0.0%
Teaching special needs students.	36.4%	63.6%	0.0%	0.0%	0.0%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	27.3%	54.5%	9.1%	0.0%	9.1%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	8	72.7%
Minor disruptions that steal instructional time	1	9.1%
Major classroom disruptions	0	0.0%
Not Applicable	2	18.2%

The Instructional Literacy Coach/Lead Teacher meets regularly with the teachers of this school for the purpose of maximizing student achievement.

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

I would feel comfortable asking the Instructional Literacy Coach/Lead Teacher for instructional advice.

	Count	Percentage
Strongly Agree	2	18.2%
Agree	2	18.2%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	54.5%

Ashland Middle-High School

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

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

The Instructional Literacy Coach/Lead Teacher supports teacher practices of new strategies in my classroom.

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

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	5	45.5%
Expedited evaluation services for students with limited English	3	27.3%
Expedited evaluation services for gifted and talented students	3	27.3%
Additional academic support	6	54.5%
Tutoring	5	45.5%
Enrichment educational services	1	9.1%
Counseling	6	54.5%
Mentors	4	36.4%
School supplies	8	72.7%
School uniforms	1	9.1%
Dental referrals	1	9.1%
Medical referrals	4	36.4%
Bullying assistance	1	9.1%

The Instructional Literacy Coach/Lead Teacher is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly Agree	1	9.1%
Agree	4	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	54.5%

CURRICULUM AND INSTRUCTION

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

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

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	3	27.3%
Agree	6	54.5%
Disagree	2	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I frequently use the results of assessments to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

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

Ashland Middle-High School

I have access to a curriculum guide for each core subject I teach.

	Count	Percentage
Yes	9	90.0%
No	1	10.0%

The district curriculum is reviewed and evaluated on a consistent basis by appropriate central office personnel, administrators, and teachers.

	Count	Percentage
Strongly Agree	2	18.2%
Agree	6	54.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	27.3%

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	4	36.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	27.3%

I develop assessments that mirror the format & complexity of state assessments.

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

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	6	54.5%
Agree	1	9.1%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	27.3%

Students spend sufficient effort (in and out of class) to learn what we teach.

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

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

	Count	Percentage
Embed multicultural education throughout the curriculum	4	36.4%
Utilize technology such as class websites, blogs, and videos	7	63.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	7	63.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	7	63.6%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	6	54.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	6	54.5%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	8	72.7%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	6	54.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	6	54.5%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Ashland Middle-High School

Parents feel welcome in our school.

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

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

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

SCHOOL CLIMATE AND CULTURE

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

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

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

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

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

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

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.

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

Technology is sufficiently available to support instruction.

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

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.

	Count	Percentage
Strongly Agree	2	18.2%
Agree	8	72.7%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers here have a sense of common mission.

	Count	Percentage
Strongly Agree	3	27.3%
Agree	6	54.5%
Disagree	2	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are regularly involved in the development of school policies.

	Count	Percentage
Strongly Agree	2	18.2%
Agree	6	54.5%
Disagree	2	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Teachers have a major role in curriculum development in this school.

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

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

	Count	Percentage
Strongly Agree	1	9.1%
Agree	9	81.8%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers are provided adequate time each day to prepare for teaching.

	Count	Percentage
Strongly Agree	1	9.1%
Agree	6	54.5%
Disagree	3	27.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

If I have a discipline problem, the administration gives me the support I want.

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

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

	Count	Percentage
Strongly Agree	4	36.4%
Agree	4	36.4%
Disagree	0	0.0%
Strongly Disagree	3	27.3%
Not Applicable or No Information	0	0.0%

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

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

The school's priorities for the expenditure of funds are appropriate.

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

TECHNOLOGY

My biggest equipment needs are:

	Count	Percentage
Computers	3	27.3%
Software	3	27.3%
Mobile laptop computers	4	36.4%
Listening centers	3	27.3%
Interactive white board	2	18.2%
Classroom response system (clickers)	7	63.6%
Digital slates (e.g. iPad, Microsoft Pro)	6	54.5%

Ashland Middle-High School

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

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

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	8	72.7%
Agree	2	18.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

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

The district uses evidence-based strategies and data to make instructional decisions about the type of professional development activities at both the classroom and school level.

	Count	Percentage
Strongly Agree	2	18.2%
Agree	8	72.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

Sufficient resources are available to allow teachers to take advantage of professional development activities.

	Count	Percentage
Strongly Agree	2	18.2%
Agree	6	54.5%
Disagree	2	18.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

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

	Count	Percentage
Strongly Agree	3	27.3%
Agree	6	54.5%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	9.1%

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

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

Ashland Middle-High School

The professional development I have received has been beneficial for me as a beginning teacher.

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

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.

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

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.

	Count	Percentage
Strongly Agree	2	18.2%
Agree	6	54.5%
Disagree	1	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	18.2%

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

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

Teachers play a meaningful role in the design and selection of staff development programs.

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

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 Ashland Middle-High School believe the school does a good job helping students set goals and rewarding their progress. However, they highlighted the need for major revisions to the discipline policy. One faculty member stated, "ISS is seen as a reward where students get to play or sleep and many offenses are solved with pushups, which students laugh at." They also emphasized the need for improvements to buildings and athletic facilities.

Ashland Middle-High School Student Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	8	57.1%
Disagree	6	42.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Ashland Middle-High School

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	8	57.1%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	4	28.6%

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	4	28.6%
Agree	8	57.1%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

Our school (district) provides students with educational programs that are appropriate to their learning needs.

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

Homework that I am expected to complete helps me improve my learning.

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

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.

	Count	Percentage
Strongly Agree	6	42.9%
Agree	7	50.0%
Disagree	0	0.0%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

I have been taught how to use the resources of the school and community to help me with my schoolwork.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	10	71.4%
Disagree	3	21.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

	Count	Percentage
Strongly Agree	3	21.4%
Agree	7	50.0%
Disagree	2	14.3%
Strongly Disagree	2	14.3%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.

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

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

	Count	Percentage
Strongly Agree	2	14.3%
Agree	6	42.9%
Disagree	4	28.6%
Strongly Disagree	1	7.1%
Not Applicable or No Information	1	7.1%

Ashland Middle-High School

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.

	Count	Percentage
Strongly Agree	1	7.1%
Agree	8	57.1%
Disagree	2	14.3%
Strongly Disagree	2	14.3%
Not Applicable or No Information	1	7.1%

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	1	7.1%
Agree	6	42.9%
Disagree	2	14.3%
Strongly Disagree	3	21.4%
Not Applicable or No Information	2	14.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	1	7.1%
Agree	6	42.9%
Disagree	5	35.7%
Strongly Disagree	1	7.1%
Not Applicable or No Information	1	7.1%

Parents feel welcome in our school.

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

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

	Count	Percentage
Strongly Agree	1	7.1%
Agree	6	42.9%
Disagree	2	14.3%
Strongly Disagree	4	28.6%
Not Applicable or No Information	1	7.1%

SCHOOL CLIMATE AND CULTURE

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

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

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

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

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	5	35.7%
Disagree	2	14.3%
Strongly Disagree	7	50.0%
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	1	7.1%
Agree	10	71.4%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	1	7.1%

Ashland Middle-High School

Technology is incorporated into instruction in many classes.

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

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	1	7.1%
Agree	7	50.0%
Disagree	3	21.4%
Strongly Disagree	3	21.4%
Not Applicable or No Information	0	0.0%

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

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

If I have a problem or suggestion for the principal, he/she is available.

	Count	Percentage
Strongly Agree	2	14.3%
Agree	6	42.9%
Disagree	4	28.6%
Strongly Disagree	1	7.1%
Not Applicable or No Information	1	7.1%

The people in the principal's office care about students as individuals.

	Count	Percentage
Strongly Agree	2	14.3%
Agree	5	35.7%
Disagree	3	21.4%
Strongly Disagree	4	28.6%
Not Applicable or No Information	0	0.0%

School spirit is very high at our school.

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

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	3	21.4%
Agree	4	28.6%
Disagree	1	7.1%
Strongly Disagree	5	35.7%
Not Applicable or No Information	1	7.1%

In the student activities in which I participate, students are involved in planning the activities.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	7	50.0%
Disagree	4	28.6%
Strongly Disagree	3	21.4%
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	14.3%
Agree	4	28.6%
Disagree	2	14.3%
Strongly Disagree	6	42.9%
Not Applicable or No Information	0	0.0%

Ashland Middle-High School

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	2	14.3%
Agree	7	50.0%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	3	21.4%
Agree	7	50.0%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

GENERAL OPINION

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

STUDENTS from Ashland Middle-High School vary widely in their responses, reflecting their personal experiences and perspectives. Some students praise the teachers and the principal, stating that the staff does care about them. Others express a desire for specific improvements, such as having more field trips and fun activities in the classroom. Students also mention the need for maintenance improvements.

Ashland Middle-High School Parent Survey

FEDERAL PROGRAMS

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

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

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

	Count	Percentage
Yes	6	85.7%
No	1	14.3%

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

	Count	Percentage
Promoting community and parent involvement in schools	4	57.1%
Providing school-based mental health services and counseling	3	42.9%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	42.9%
Establishing or improving dropout prevention	2	28.6%
Supporting re-entry programs and transition services for Justice-involved youth	4	57.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	3	42.9%
Implementing systems and practices to prevent bullying and harassment	4	57.1%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	6	85.7%
Establishing community partnerships	3	42.9%

Ashland Middle-High School

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	4	57.1%
Supporting college and career counseling	6	85.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	6	85.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	5	71.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	5	71.4%

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	57.1%
Building technological capacity and infrastructure	4	57.1%
Carrying out innovative blended learning projects	3	42.9%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	5	71.4%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	5	71.4%

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:

	Count	Percentage
Activities to help my child learn over the summer	4	57.1%
Help my child with homework	1	14.3%
How to motivate my child	3	42.9%
How to promote family reading	0	0.0%
How to set goals for my child	3	42.9%
Manage time	2	28.6%
Prepare my child for testing	4	57.1%
Understand my child's learning styles	4	57.1%

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

	Count	Percentage
Abuse Prevention	1	14.3%
Computer Classes	5	71.4%
Conflict Resolution	1	14.3%
Discipline	2	28.6%
Drug/Alcohol Awareness	2	28.6%
English as a Second Language	2	28.6%
Health Classes	3	42.9%
Literacy Classes	1	14.3%
Math Classes	1	14.3%
Parent-to-School Relationships	2	28.6%
Parent/Child Communication	2	28.6%
Preparing for College	4	57.1%
Parenting Workshops	1	14.3%
Social Media Classes	0	0.0%
Stress/Anger Management	2	28.6%
Understanding College- and Career-Ready Standards	6	85.7%

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	14.3%
District and/or school newsletters	4	57.1%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	3	42.9%
Resource materials for parental training	2	28.6%
Training for parents to work with other parents on becoming involved in the schools	4	57.1%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	2	28.6%
Home/School folders	2	28.6%
Home/School Planners	2	28.6%

CURRICULUM AND INSTRUCTION

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

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

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

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

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

Parents feel welcome in our school.

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

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

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

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

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

Parents are informed of the school's policies.

	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%

The concerns of parents are reflected in decisions affecting our school.

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

Teachers regularly communicate with parents of their students.

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

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

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

It is easy to get an appointment with the teachers or administrators of our school.

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

Our community is actively involved in our school.

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

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

	Count	Percentage
Parent/teacher conference	3	42.9%
Checked my child's grades/assignments online	5	71.4%
Been in contact with my child's teacher	5	71.4%
Received a newsletter from the district, school, or teacher	5	71.4%
Worked with a committee or group on school or district policies	1	14.3%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	3	42.9%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	3	42.9%
Volunteered at my child's school	2	28.6%

SCHOOL CLIMATE AND CULTURE

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

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

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

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

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

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

As a whole, teachers are concerned about my son/daughter as an individual.

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

Ashland Middle-High School

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

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

The transportation services to and from school meet the needs of students.

	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%

School (district) rules and regulations affecting students are reasonable.

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

The school's grading policies and practices are administered fairly.

	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%

The students and teachers of our school have a good working relationship with each other.

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

TECHNOLOGY

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

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

PREKINDERGARTEN AND KINDERGARTEN

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	28.6%	42.9%	0.0%	0.0%	28.6%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	33.3%	50.0%	0.0%	0.0%	16.7%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	33.3%	50.0%	0.0%	0.0%	16.7%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	33.3%	50.0%	0.0%	0.0%	16.7%
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	33.3%	50.0%	0.0%	0.0%	16.7%

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Communicating needs and feelings verbally in a socially appropriate manner and understanding g/recognizing that other people have feelings.	16.7%	66.7%	0.0%	0.0%	16.7%
Playing independently or in a small group without needing to be constantly supervised.	16.7%	66.7%	0.0%	0.0%	16.7%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	33.3%	50.0%	0.0%	0.0%	16.7%
Making decisions for himself/herself and exploring new experiences.	16.7%	66.7%	0.0%	0.0%	16.7%
Understanding the difference between right and wrong and recognizing and respecting authority figures.	33.3%	50.0%	0.0%	0.0%	16.7%

I know what my child is learning and must learn this school year.	Count	Percentage
Strongly Agree	2	28.6%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	28.6%

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

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

My child's preschool or kindergarten class is warm and welcoming.

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

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 Ashland Middle-High School who participated in the survey appreciate the staff of Ashland Middle-High School for the efforts they make to provide a productive learning environment. A parent commented, "They are doing the best they can with what little they are provided." Parents expressed disappointment in discrepancies between the resources available to the two upper-level schools within the district. One parent stated, "The schools are in the same district; they should be identical. Hickory Flat school has or can get anything they need; the students at Ashland in my opinion are given scraps."

Notes

Hickory Flat Attendance Center

Introduction

HICKORY FLAT ATTENDANCE CENTER is located at 26 Rebel Drive in Hickory Flat, Mississippi. In January of 2024, it housed four hundred fifty-seven (457) students in prekindergarten through twelfth grade (PK-12). HFAT is led by Principal Corey Burt and Assistant Principal Danita Mattox. In his online message Principal Burt states, "Our dedicated staff is committed to providing a nurturing and engaging learning environment where each student can thrive academically, socially, and emotionally."

According to the school website, the first school in Hickory Flat was constructed in 1893, creating over one hundred years of history that brings it to the current school it is today. HFAT offers a variety of extra-curricular activities such as choir, Jr. and Sr. Beta Club, baseball, basketball, and other sports. HFAT was excited to open a newly renovated softball facility this year.

HFAT keeps the community informed through the "Rebel Rundown", a weekly update on their social media page. The school also involved the community in a Veteran's Day program and Grandparent's Day. This year HFAT was awarded a $4,912 grant through the Grants for Growing Project which will be used to build livestock pens for students to complete work-based projects, also known as Student Agricultural Experience.

Hickory Flat Attendance Center has maintained a "B" accountability rating since 2019.

Enrollment

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

HICKORY FLAT ATTENDANCE CENTER ENROLLMENT

	2020	2021	2022	2023	2024	TREND
ALL	515	474	467	465	457	
PK			*	11		
K	46	32	29	45	33	
ELEM_SPED	*	*	*	*	*	
GR_1	43	35	27	30	43	
GR_2	34	36	39	24	29	
GR_3	32	*	37	39	25	
GR_4	39	31	27	32	37	
GR_5	40	33	31	34	35	
GR_6	46	37	30	30	35	
GR_7	48	45	46	31	30	
GR_8	38	45	39	35	31	
GR_9	43	41	41	38	42	
GR_10	41	37	45	40	37	
GR_11	32	34	32	41	36	
GR_12	*	33	31	29	39	
SEC_SPED		*	*	*	*	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)
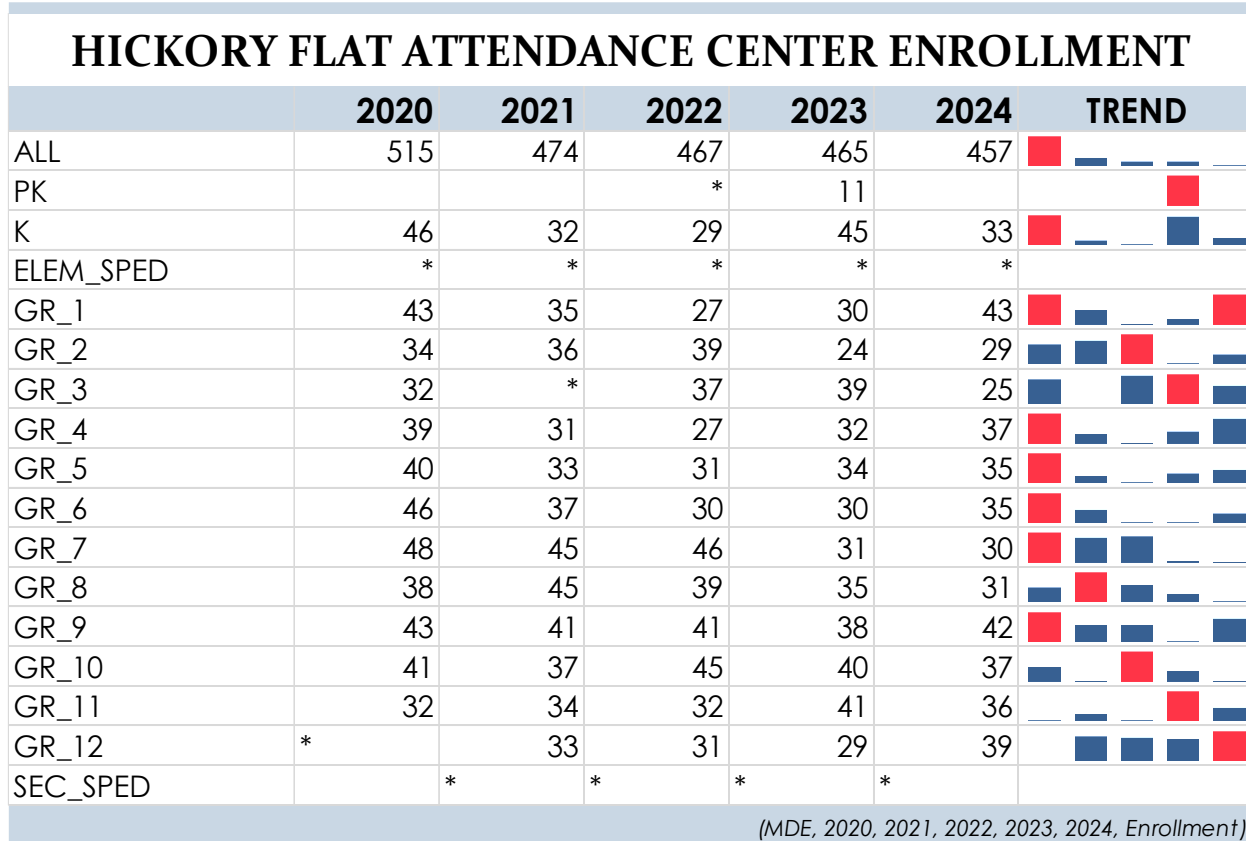
Figure 115: Hickory Flat Attendance Center Enrollment

HICKORY FLAT ATTENDANCE CENTER ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	515	474	467	465	457	
GENDER	FEMALE	246	228	218	232	230	
	MALE	269	246	249	233	227	
RACE	ASIAN		*	*			
	BLACK OR AFRICAN AMERICAN	69	48	43	53	57	
	HISPANIC OR LATINO	*	*	*	*	*	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER		*				
	TWO OR MORE RACES	*	*	13	*	*	
	WHITE	426	406	404	400	386	

(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)
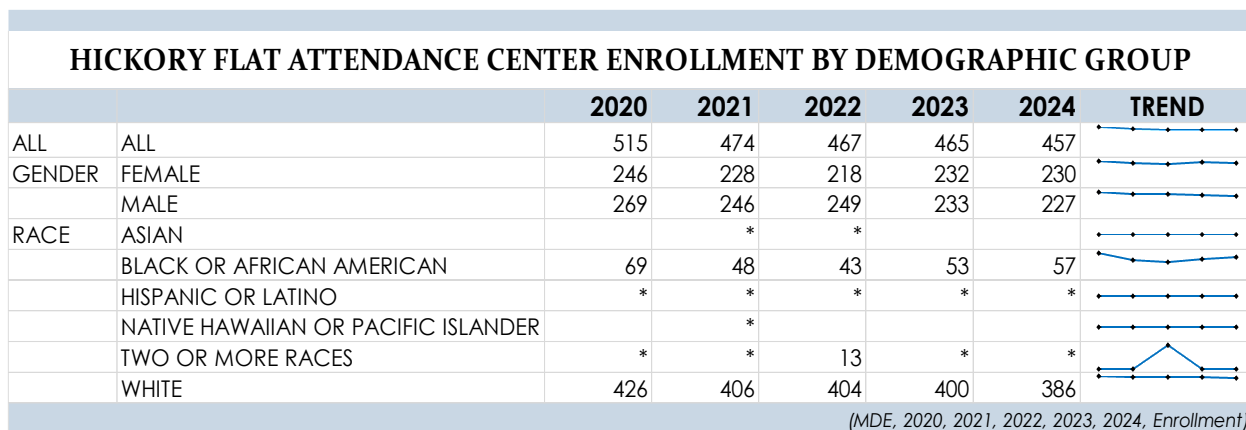
Figure 116: Hickory Flat Attendance Center Enrollment by Demographic Group

Attendance

A VERAGE D AILY A TTENDANCE

HICKORY FLAT ATTENDANCE CENTER AVERAGE DAILY ATTENDANCE			
	2021	**2022**	**2023**
ALL	444.0	410.7	417.0
K	28.7	28.8	40.3
ELEM_SPED	2.4	1.7	3.6
GR_1	34.1	24.7	26.7
GR_2	34.3	34.9	23.7
GR_3	25.7	33.9	35.7
GR_4	29.8	25.9	31.4
GR_5	30.5	27.9	31.4
GR_6	35.7	26.4	28.5
GR_7	43.8	37.8	29.3
GR_8	41.4	35.6	32.9
GR_9	39.4	35.9	33.0
GR_10	32.9	38.4	36.8
GR_11	31.1	27.6	35.2
GR_12	30.3	28.1	26.4
SEC_SPED	4.0	3.1	2.2
(MDE, 2021, 2022, 2023, Superintendent's Annual Report)			

Figure 117: Hickory Flat Attendance Center Average Daily Attendance

Hickory Flat Attendance Center

CHRONIC ABSENCE

HICKORY FLAT ATTENDANCE CENTER CHRONIC ABSENCE

■ 2021 ■ 2022 ■ 2023

	ALL	FEMALE	MALE	STUDENTS WITH DISABILITIES	STUDENTS WITHOUT DISABILITIES
2023	27.5	29.8	25.1	33.9	25.6
2022	29.5	33.9	25.6	35.4	28.1
2021	11.4	11.4	11.4	10.3	11.7
	ALL	GENDER		DISABILITY	

■ 2021 ■ 2022 ■ 2023

	BLACK OR AFRICAN AMERICAN	TWO OR MORE RACES	WHITE
2023	43.8	30.0	24.9
2022	26.0	46.7	28.5
2021	22.6	29.4	8.6

(MDE, 2021, 2022, 2023, Chronic Absence)
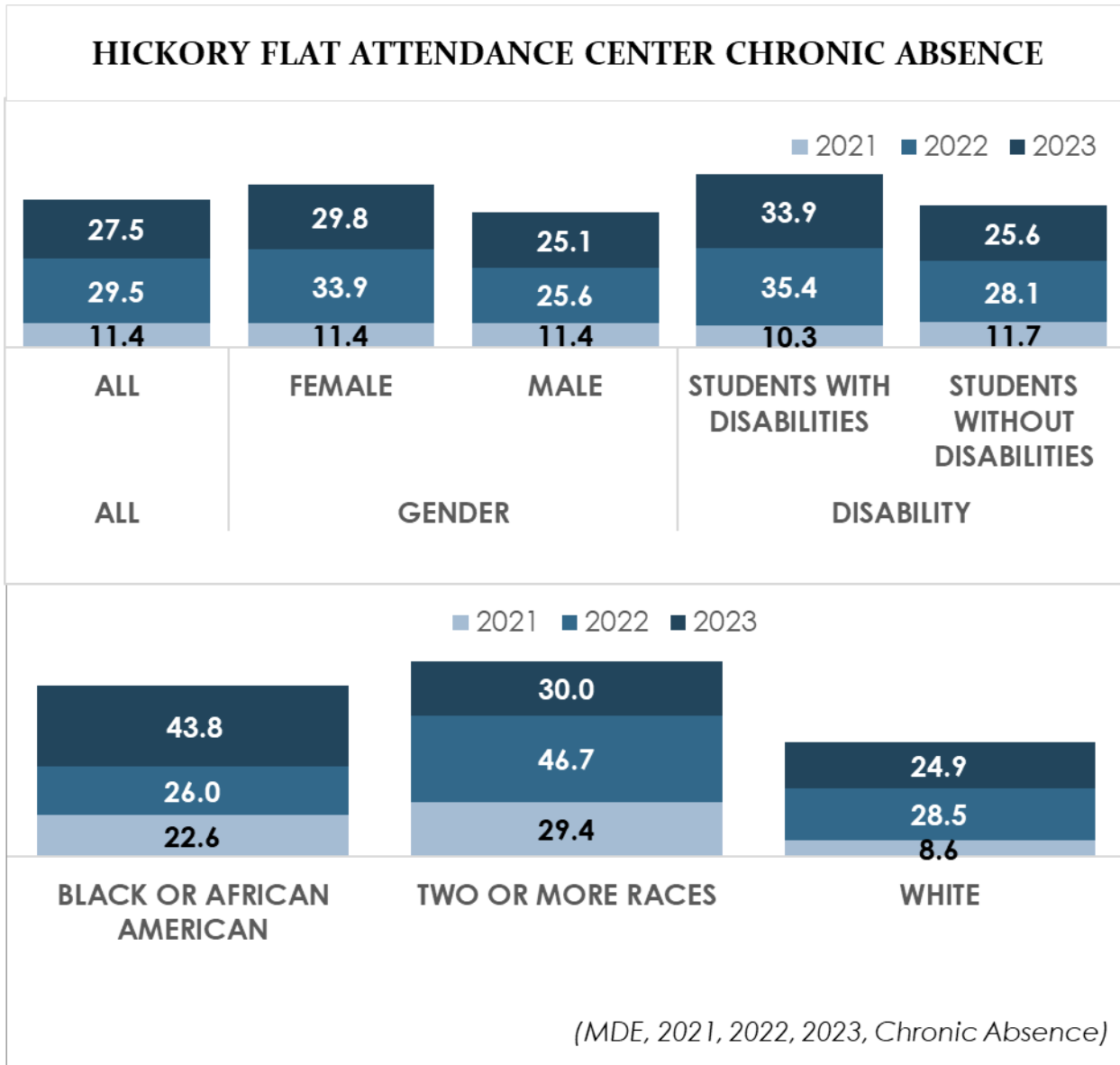
Figure 118: Hickory Flat Attendance Center Chronic Absence

Accountability

ACCOUNTABILITY MEASURES

HICKORY FLAT ATTENDANCE CENTER
ACCOUNTABILITY RATING

B	B	B
2021	**2022**	**2023**

(MDE, 2021, 2022, 2023, Accountability)
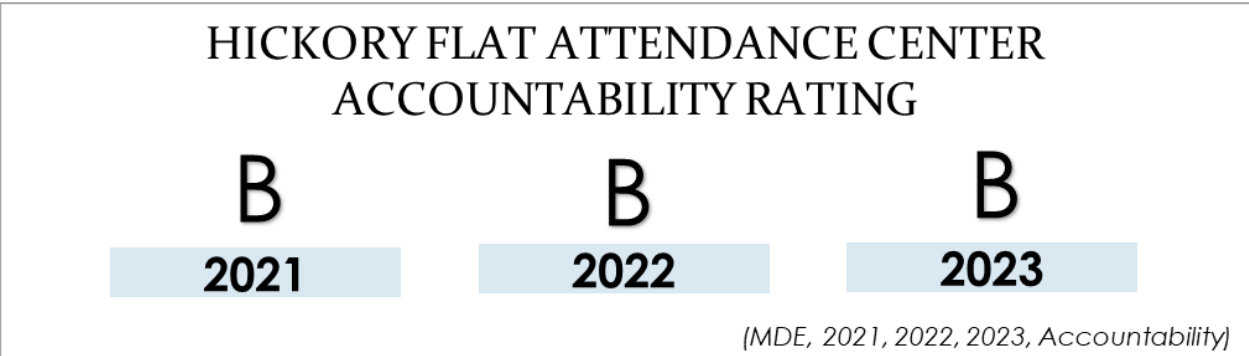
Figure 119: Hickory Flat Attendance Center Accountability Rating

HICKORY FLAT ATTENDANCE CENTER
ACCOUNTABILITY: READING

READING % PROFICIENT

2023	45.5%
2022	48.3%
2021	44.4%

READING % GROWTH

| 2023 | 60.1% |
| 2022 | 64.0% |

% READING GROWTH LOWEST QUARTILE

| 2023 | 54.8% |
| 2022 | 61.2% |

(MDE, 2021, 2022, 2023, Accountability)
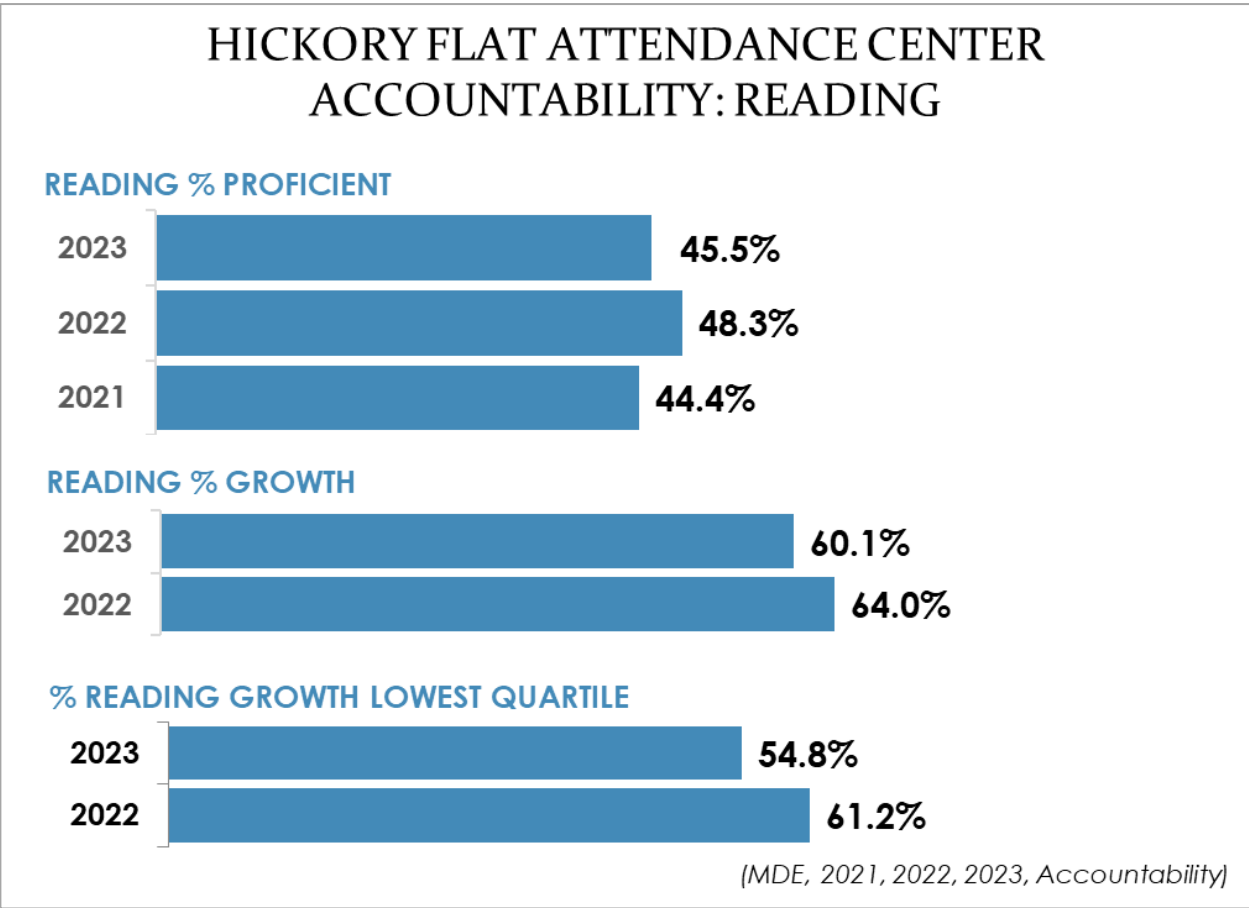
Figure 120: Hickory Flat Attendance Center Accountability: Reading
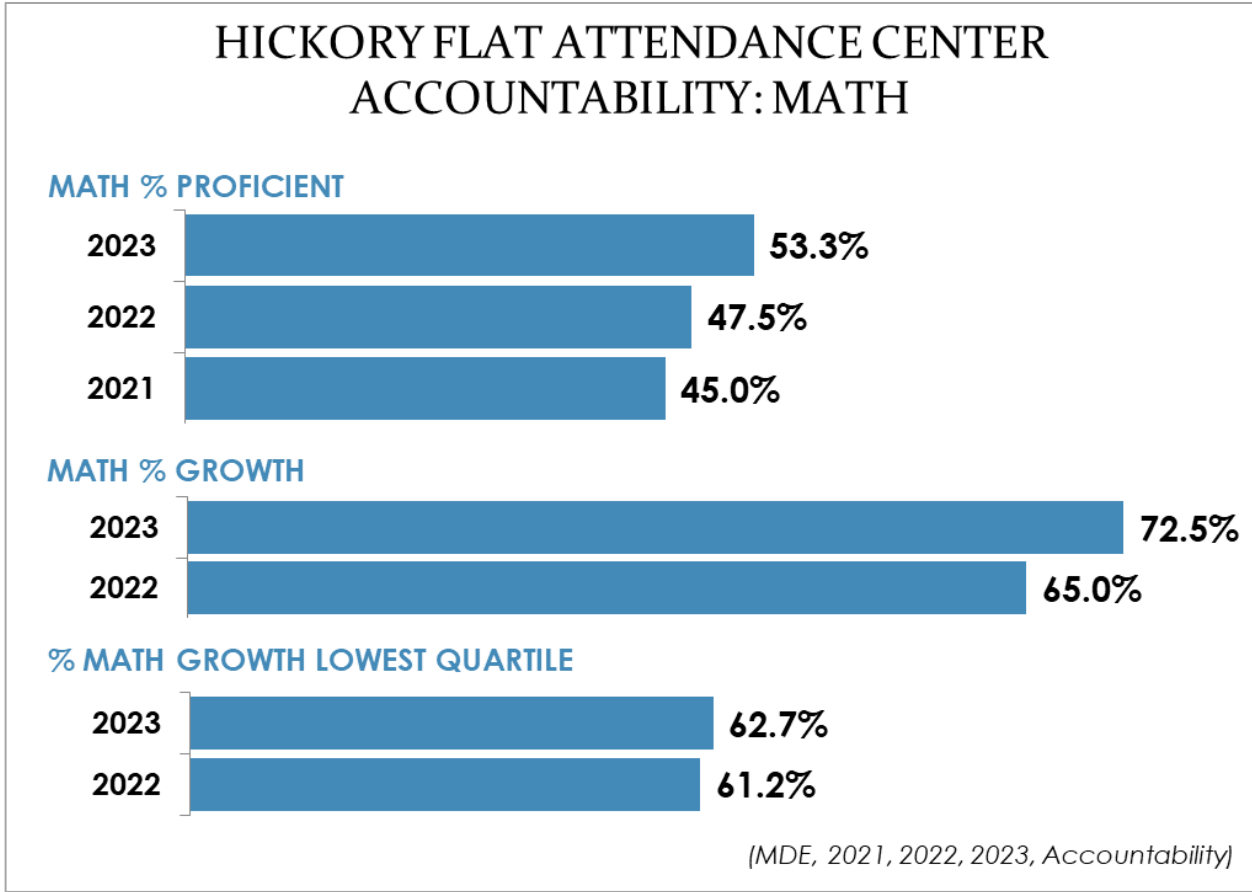
Figure 121: Hickory Flat Attendance Center Accountability: Math
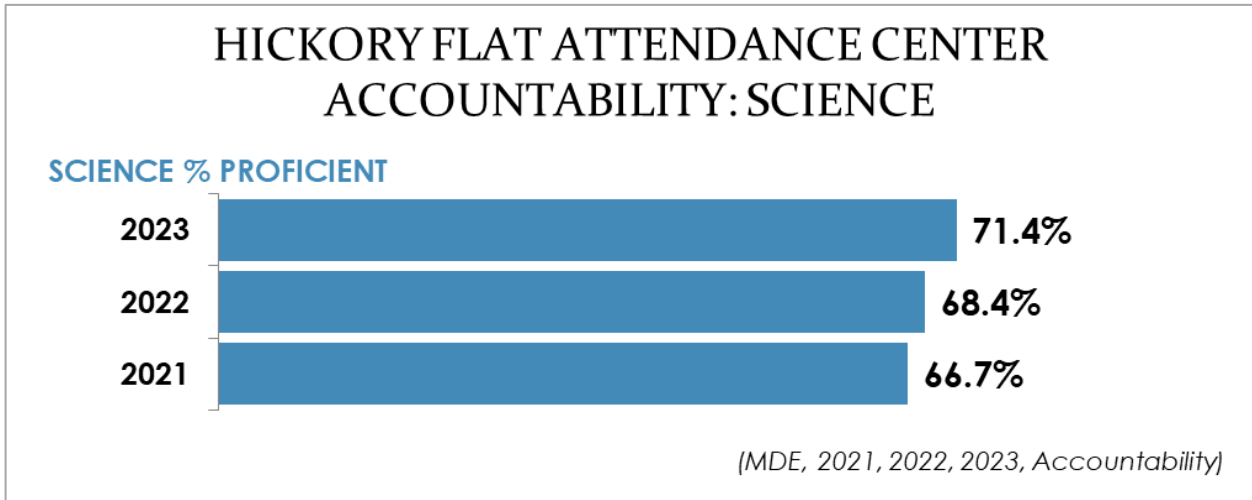
Figure 122: Hickory Flat Attendance Center Accountability: Science

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY: HISTORY

HISTORY % PROFICIENT

- 2023: 82.9%
- 2022: 61.3%
- 2021: 53.1%

(MDE, 2021, 2022, 2023, Accountability)
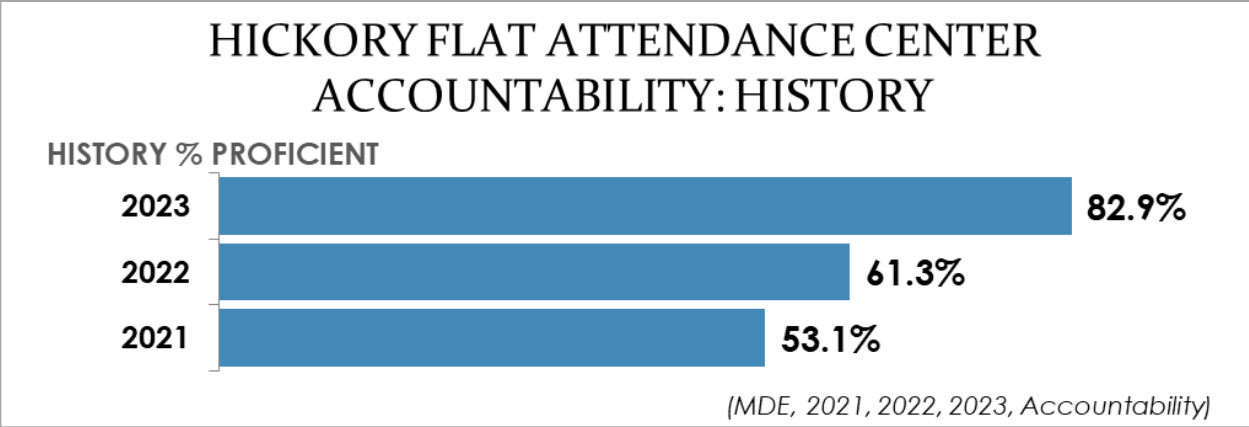
Figure 123: Hickory Flat Attendance Center Accountability: History

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY: ADVANCED

COLLEGE AND CAREER READINESS

- 2023: 60.3%
- 2022: 12.9%
- 2021: 46.3%

ACCELERATION

- 2023: 71.7%
- 2022: 93.3%
- 2021: 63.5%

(MDE, 2021, 2022, 2023, Accountability)
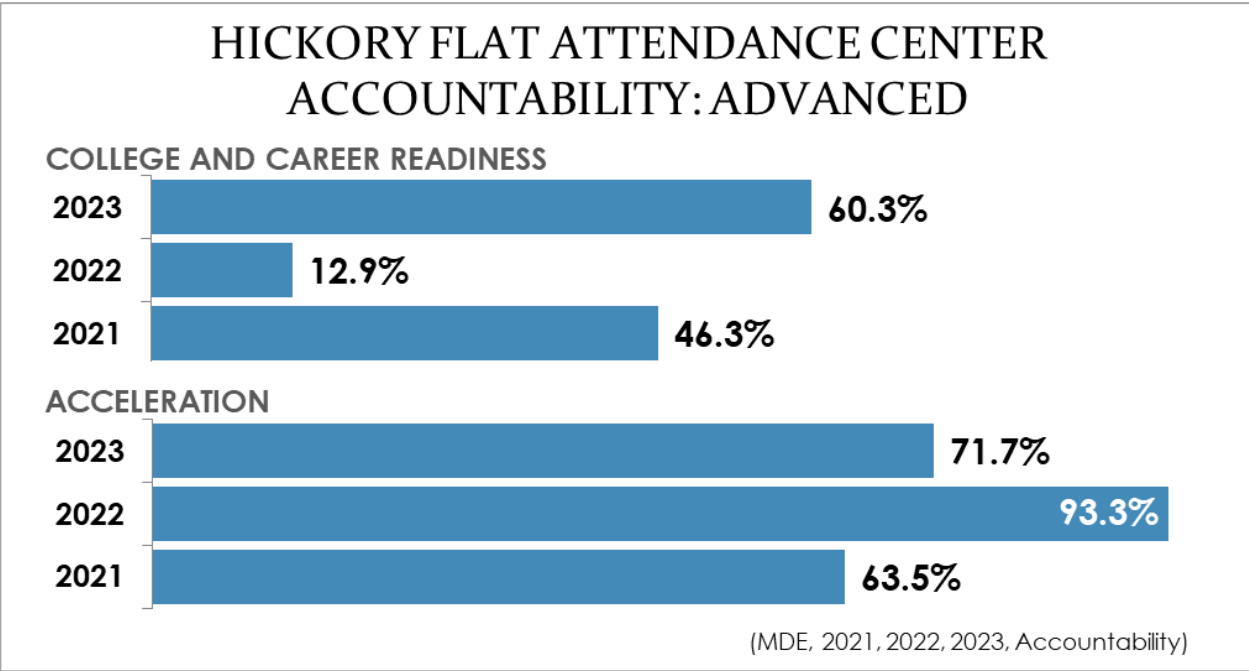
Figure 124: Hickory Flat Attendance Center Accountability: Advanced

PROFICIENCY BY DEMOGRAPHIC GROUP

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY BY DEMOGRAPHIC GROUP: READING

(MDE, 2021, 2022, 2023, Accountability)
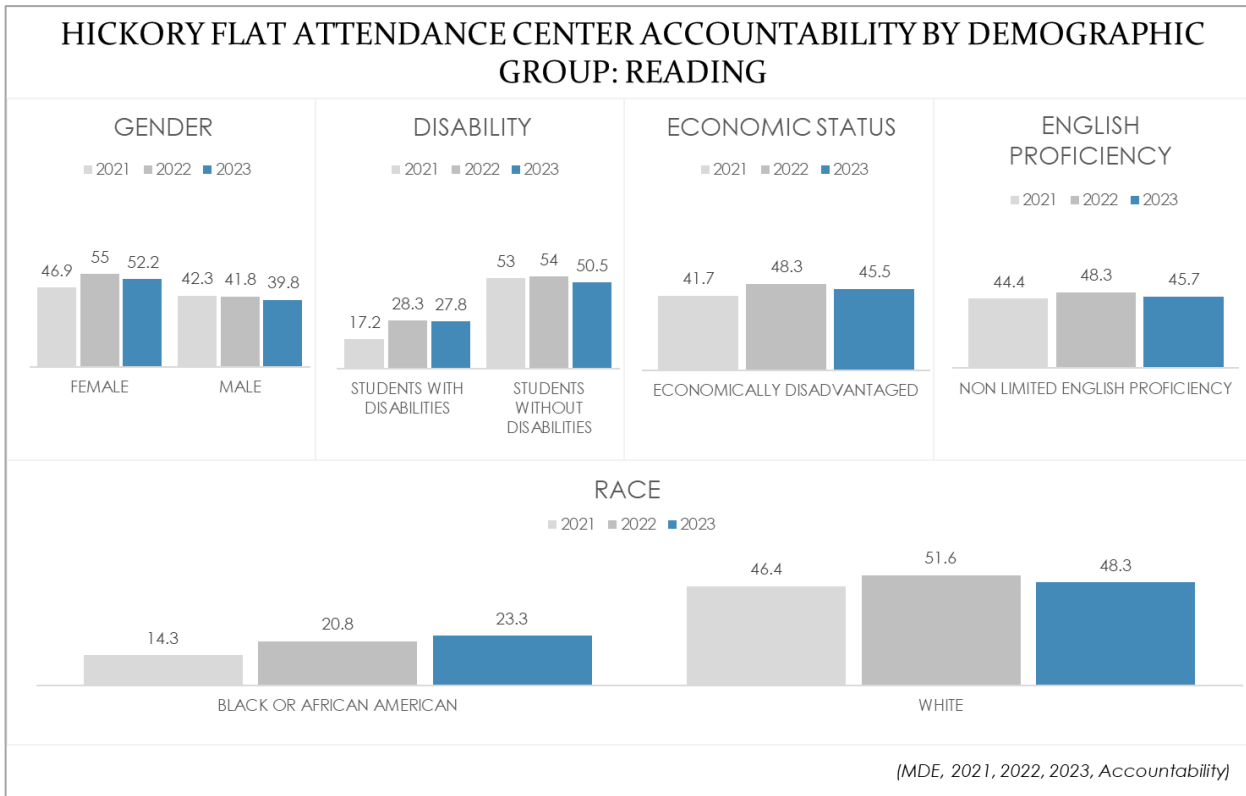
Figure 125: Hickory Flat Attendance Center Proficiency by Demographic Group: Reading

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY BY DEMOGRAPHIC GROUP: MATH

(MDE, 2021, 2022, 2023, Accountability)
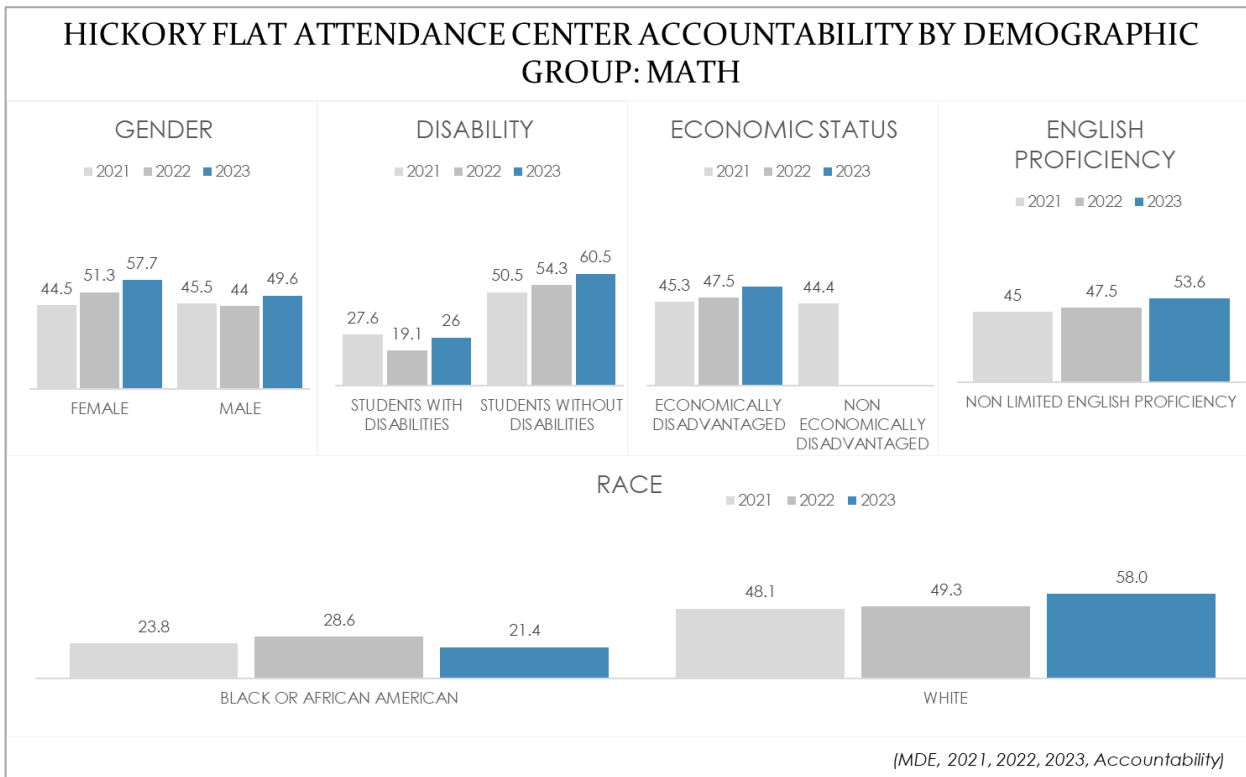
Figure 126: Hickory Flat Attendance Center Proficiency by Demographic Group: Math

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY BY DEMOGRAPHIC GROUP: SCIENCE
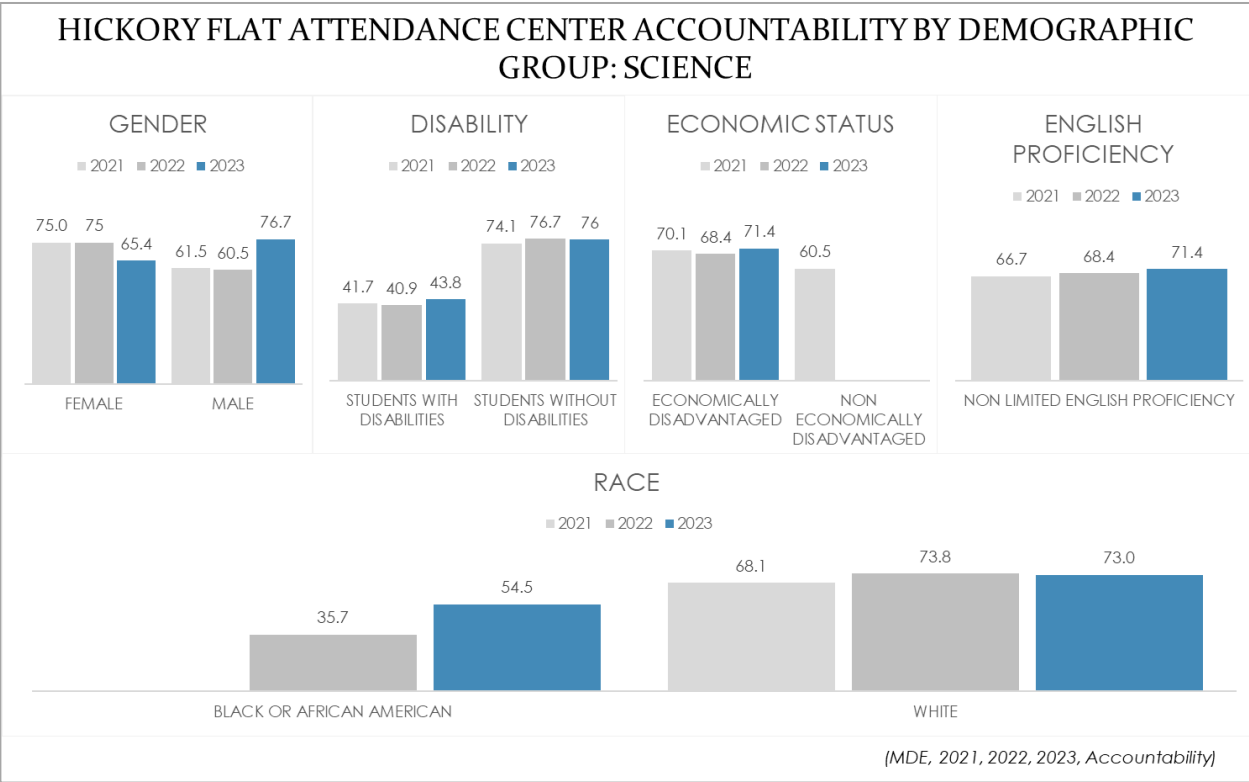
Figure 127: Hickory Flat Attendance Center Proficiency by Demographic Group: Science

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY BY DEMOGRAPHIC GROUP: HISTORY
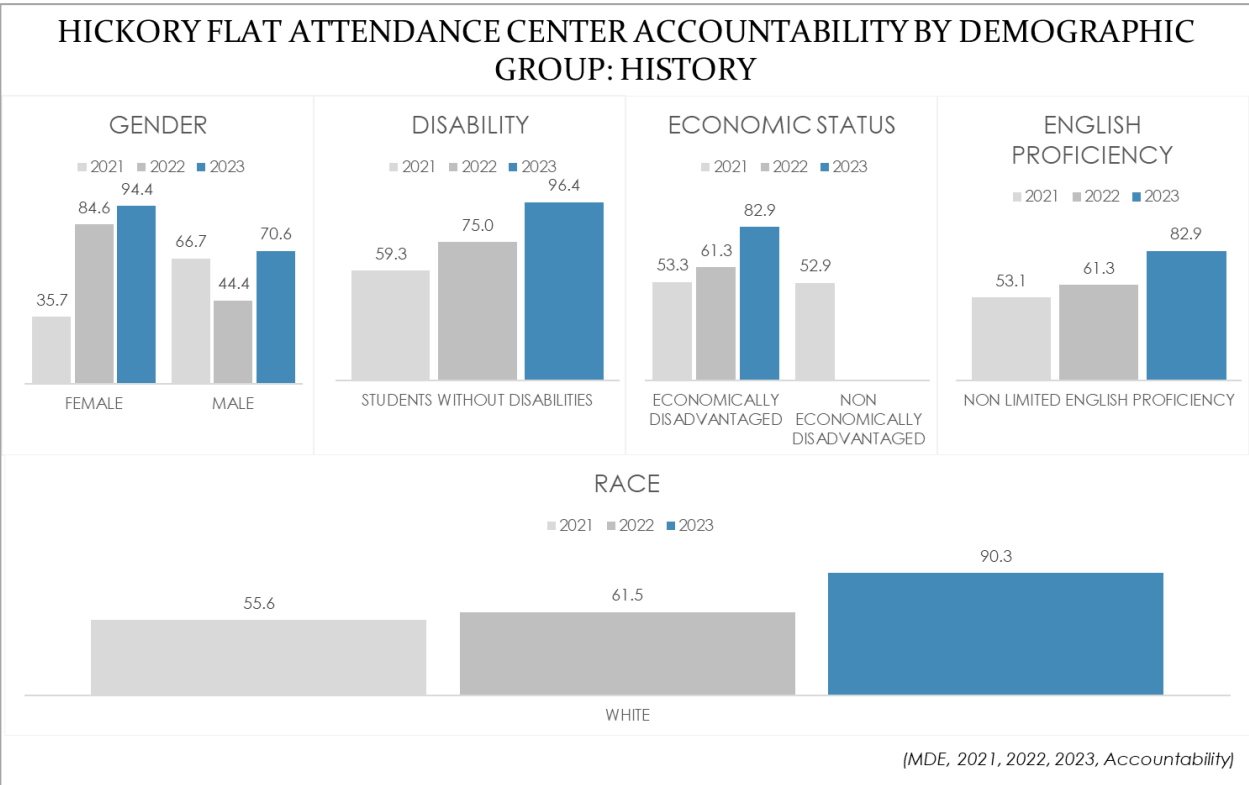
Figure 128: Hickory Flat Attendance Center Proficiency by Demographic Group: History

Hickory Flat Attendance Center

4-YEAR GRADUATION RATES

HICKORY FLAT ATTENDANCE CENTER 4-YEAR
GRADUATION RATE

SCHOOL 91.2   88.4   91.9   89.4
STATE   87.7   88.9
                    86.5
                                            81.8

AY2021   AY2022   AY2023   AY2024

AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)
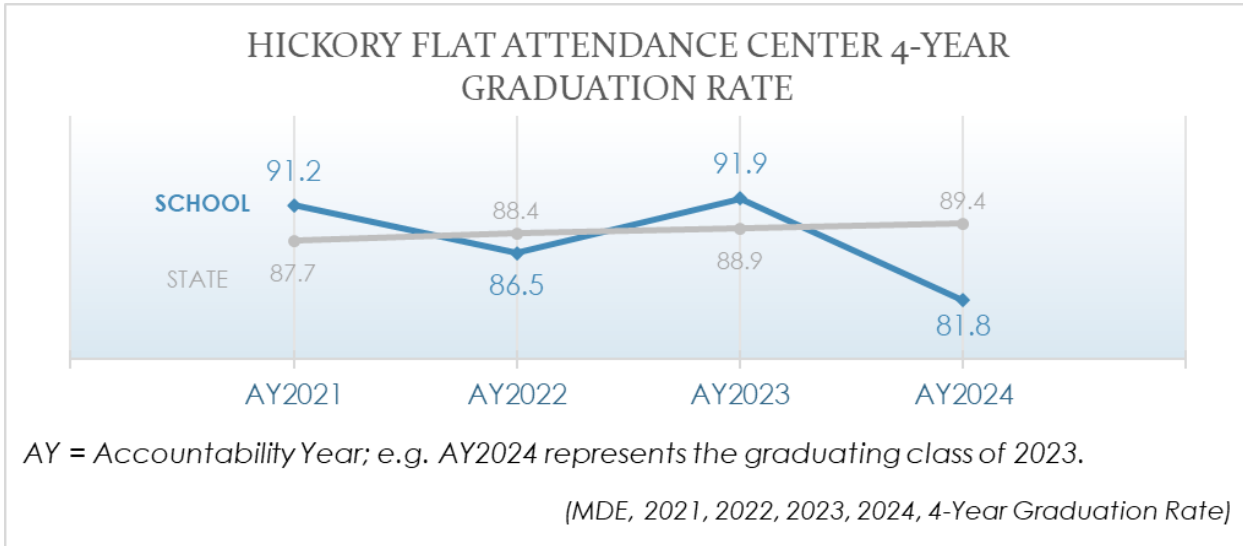
Figure 129: Hickory Flat Attendance Center 4-Year Graduation Rate

HICKORY FLAT ATTENDANCE CENTER DROPOUT RATE

                        10.8   12.1
STATE   8.8   9
SCHOOL
        8.8   8.5   8.5
                                    5.4

AY2021   AY2022   AY2023   AY2024

AY = Accountability Year; e.g. AY2024 represents the graduating class of 2023.

(MDE, 2021, 2022, 2023, 2024, 4-Year Graduation Rate)
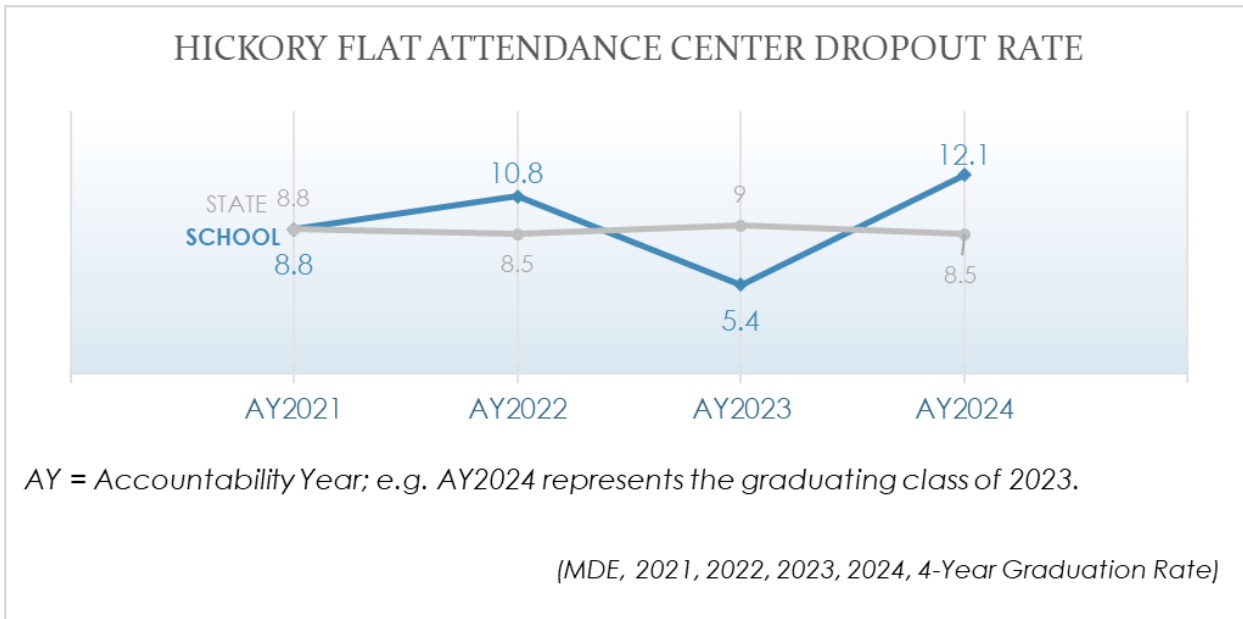
Figure 130: Hickory Flat Attendance Center Dropout Rate

Assessment

KINDERGARTEN READINESS
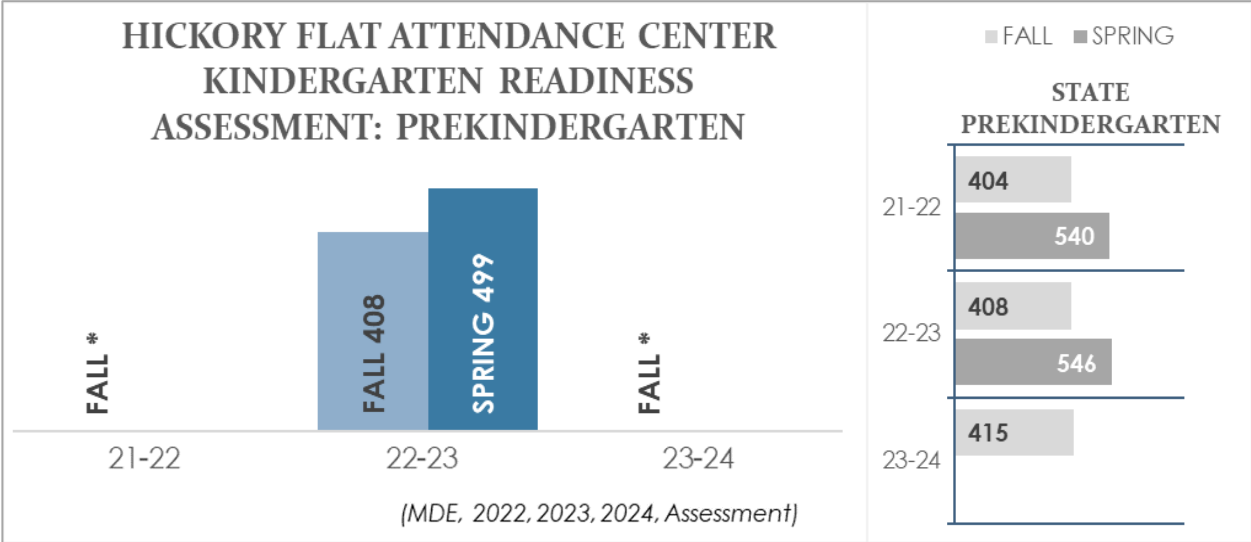
Figure 131: Hickory Flat Attendance Center Kindergarten Readiness Assessment: Prekindergarten
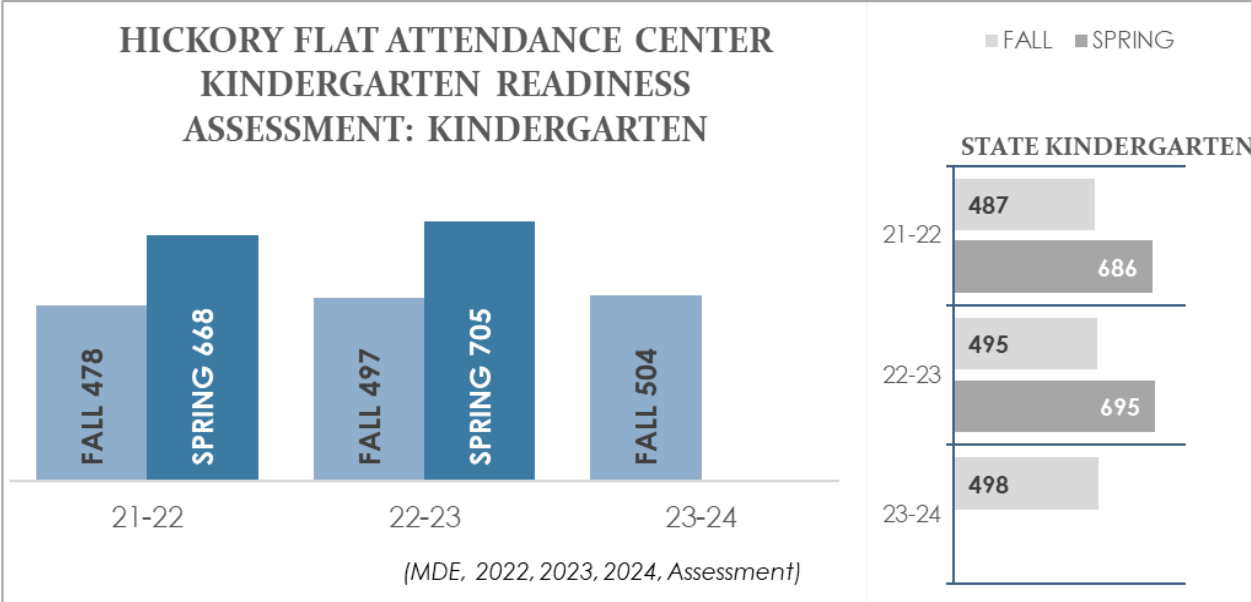
Figure 132: Hickory Flat Attendance Center Kindergarten Readiness Assessment: Kindergarten

Hickory Flat Attendance Center

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.

HICKORY FLAT ATTENDANCE CENTER INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE

2019	2022	2023
65.9	83.8	75.7

Figure 133: Hickory Flat Attendance Center Initial Third-Grade Reading Assessment Pass Rate

ACT
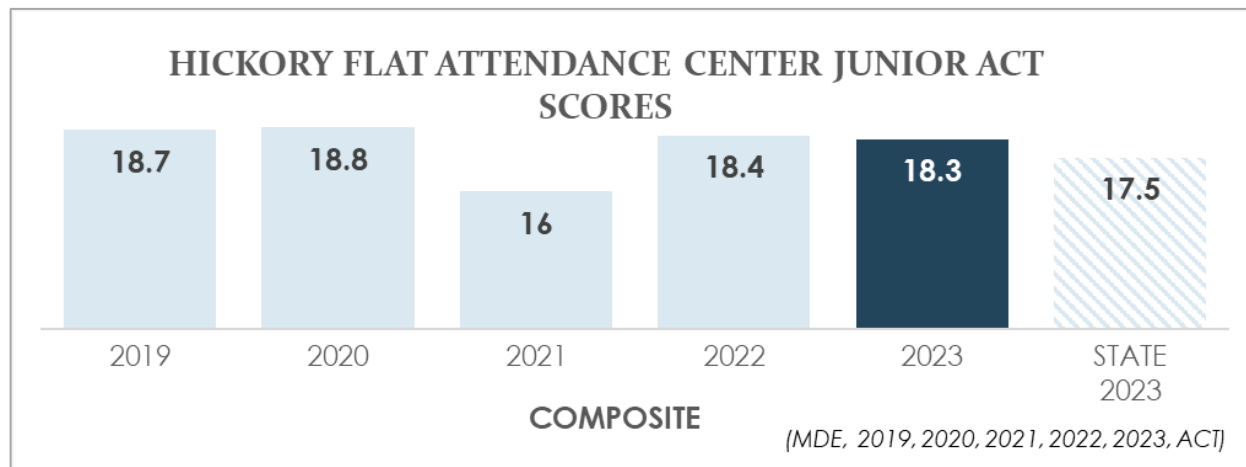
Figure 134: Hickory Flat Attendance Center Junior ACT: Composite
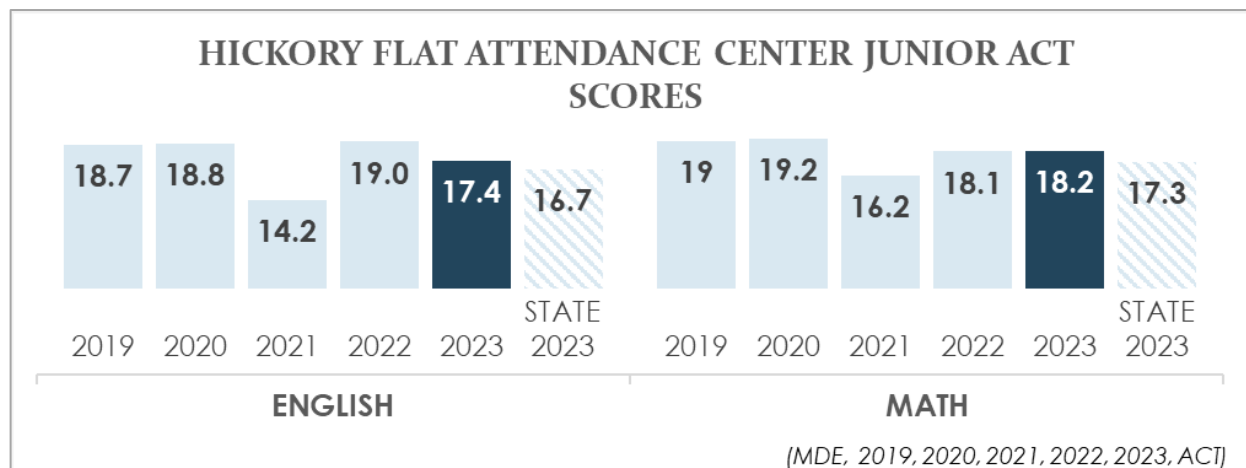
Figure 135: Hickory Flat Attendance Center Junior ACT: English and Math
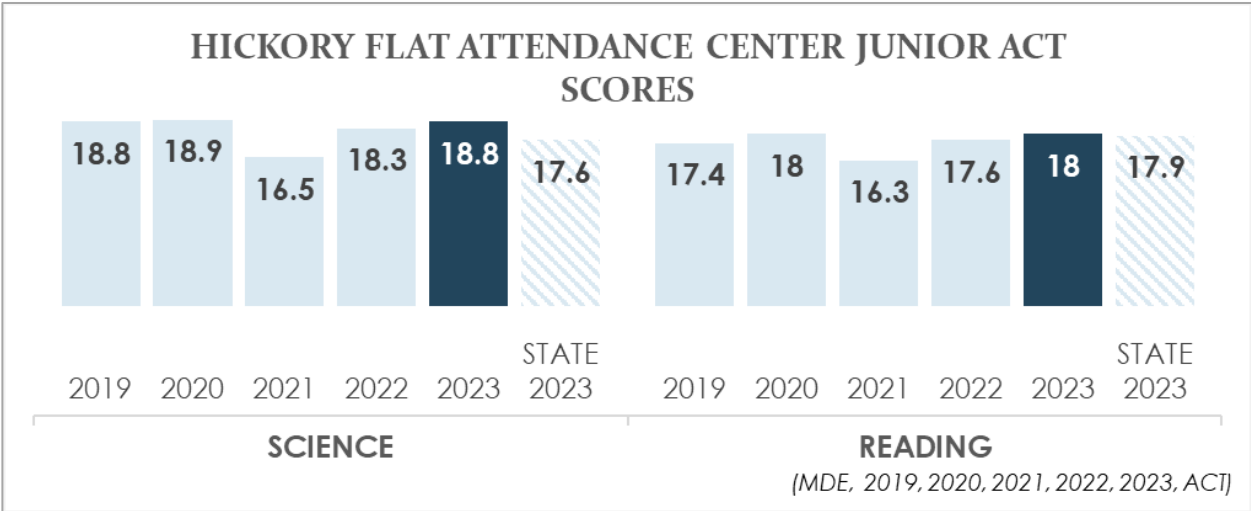
Figure 136: Hickory Flat Attendance Center Junior ACT: Science and Reading

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)
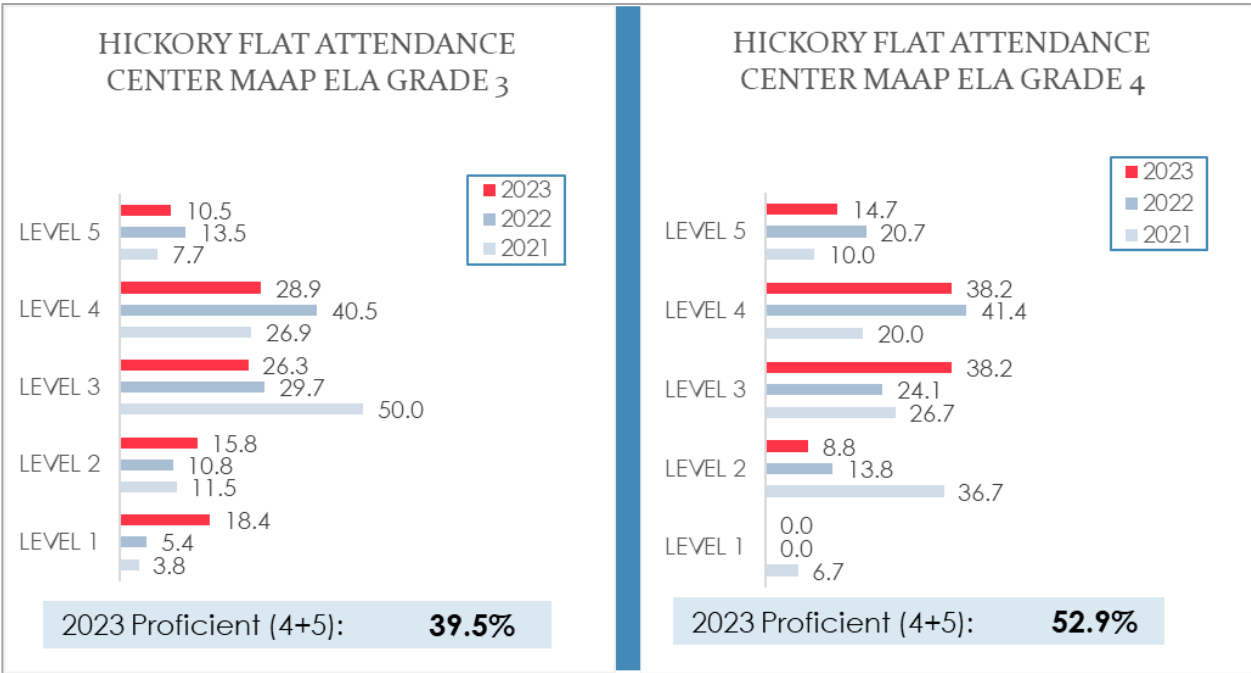
MAAP ELA

Figure 137: Hickory Flat Attendance Center MAAP ELA Grades 3 and 4

Hickory Flat Attendance Center
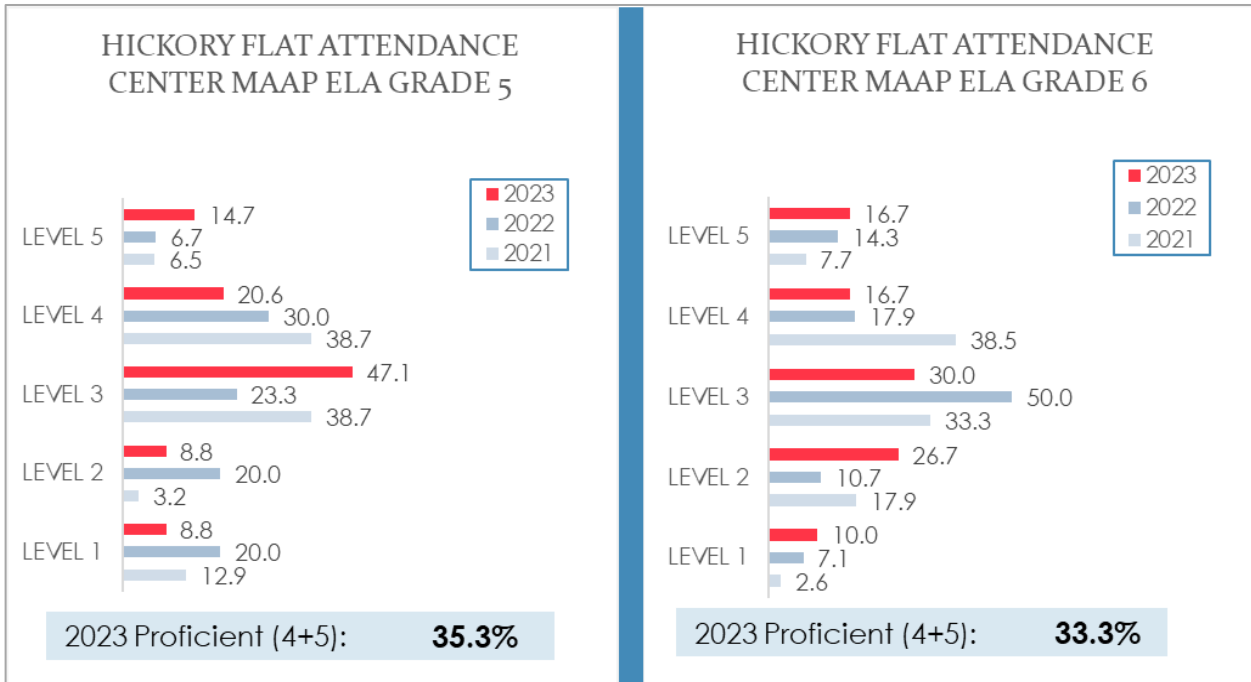
Figure 138: Hickory Flat Attendance Center MAAP ELA Grades 5 and 6
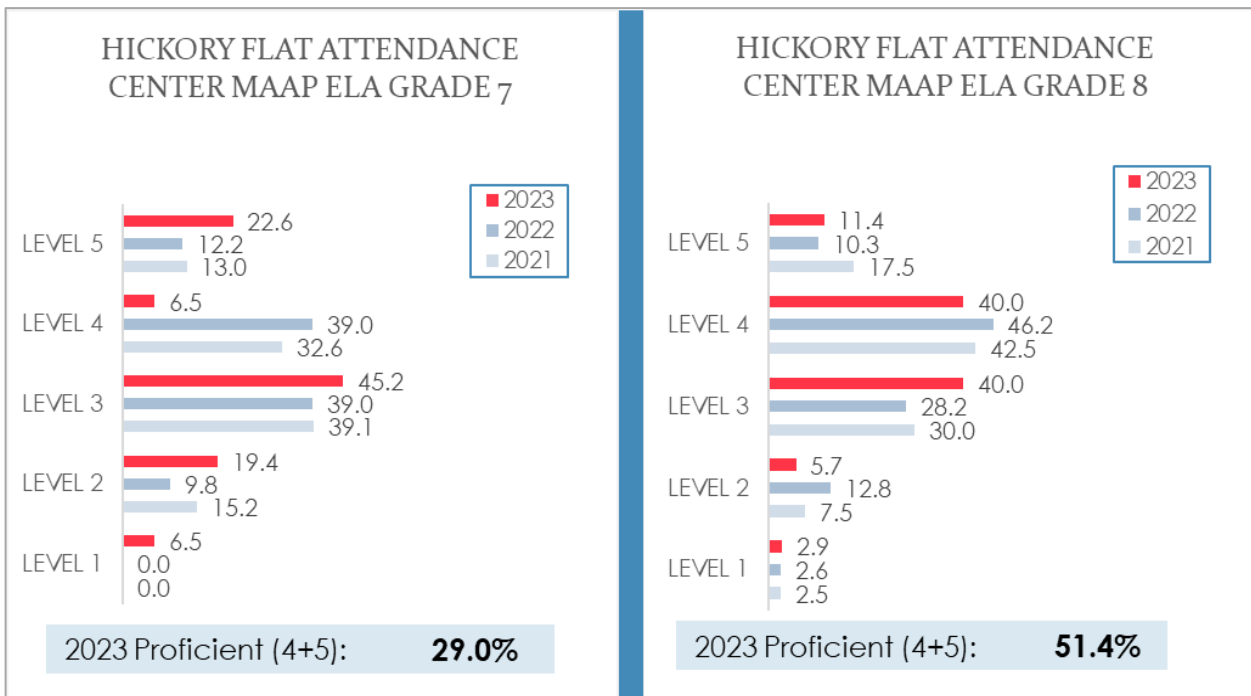
Figure 139: Hickory Flat Attendance Center MAAP ELA Grades 7 and 8

MAAP MATH

HICKORY FLAT ATTENDANCE CENTER MAAP MATH GRADE 3

LEVEL 5
- 2023: 10.5
- 2022: 2.7
- 2021: 26.9

LEVEL 4
- 2023: 18.4
- 2022: 27.0
- 2021: 38.5

LEVEL 3
- 2023: 34.2
- 2022: 43.2
- 2021: 26.9

LEVEL 2
- 2023: 18.4
- 2022: 21.6
- 2021: 7.7

LEVEL 1
- 2023: 18.4
- 2022: 5.4
- 2021: 0.0

2023 Proficient (4+5): **28.9%**

HICKORY FLAT ATTENDANCE CENTER MAAP MATH GRADE 4

LEVEL 5
- 2023: 11.8
- 2022: 20.7
- 2021: 23.3

LEVEL 4
- 2023: 52.9
- 2022: 41.4
- 2021: 30.0

LEVEL 3
- 2023: 29.4
- 2022: 24.1
- 2021: 26.7

LEVEL 2
- 2023: 5.9
- 2022: 13.8
- 2021: 16.7

LEVEL 1
- 2023: 0.0
- 2022: 0.0
- 2021: 3.3

2023 Proficient (4+5): **64.7%**

Figure 140: Hickory Flat Attendance Center MAAP Math Grades 3 and 4

HICKORY FLAT ATTENDANCE CENTER MAAP MATH GRADE 5

LEVEL 5
- 2023: 11.8
- 2022: 6.7
- 2021: 6.5

LEVEL 4
- 2023: 26.5
- 2022: 23.3
- 2021: 38.7

LEVEL 3
- 2023: 50.0
- 2022: 33.3
- 2021: 38.7

LEVEL 2
- 2023: 8.8
- 2022: 26.7
- 2021: 3.2

LEVEL 1
- 2023: 2.9
- 2022: 10.0
- 2021: 12.9

2023 Proficient (4+5): **38.2%**

HICKORY FLAT ATTENDANCE CENTER MAAP MATH GRADE 6

LEVEL 5
- 2023: 3.3
- 2022: 0.0
- 2021: 12.8

LEVEL 4
- 2023: 43.3
- 2022: 32.1
- 2021: 20.5

LEVEL 3
- 2023: 20.0
- 2022: 42.9
- 2021: 41.0

LEVEL 2
- 2023: 30.0
- 2022: 25.0
- 2021: 23.1

LEVEL 1
- 2023: 3.3
- 2022: 0.0
- 2021: 2.6

2023 Proficient (4+5): **46.7%**

Figure 141: Hickory Flat Attendance Center MAAP Math Grades 5 and 6

Hickory Flat Attendance Center
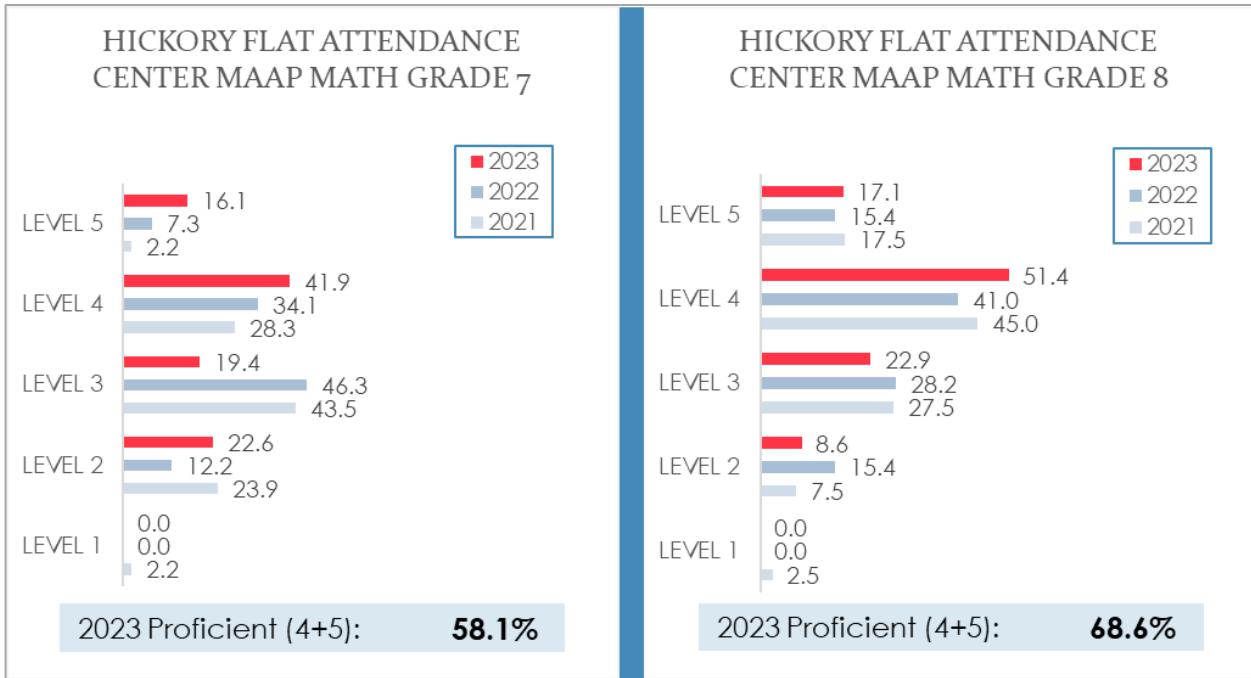
Figure 142: Hickory Flat Attendance Center MAAP Math Grades 7 and 8

MAAP SCIENCE
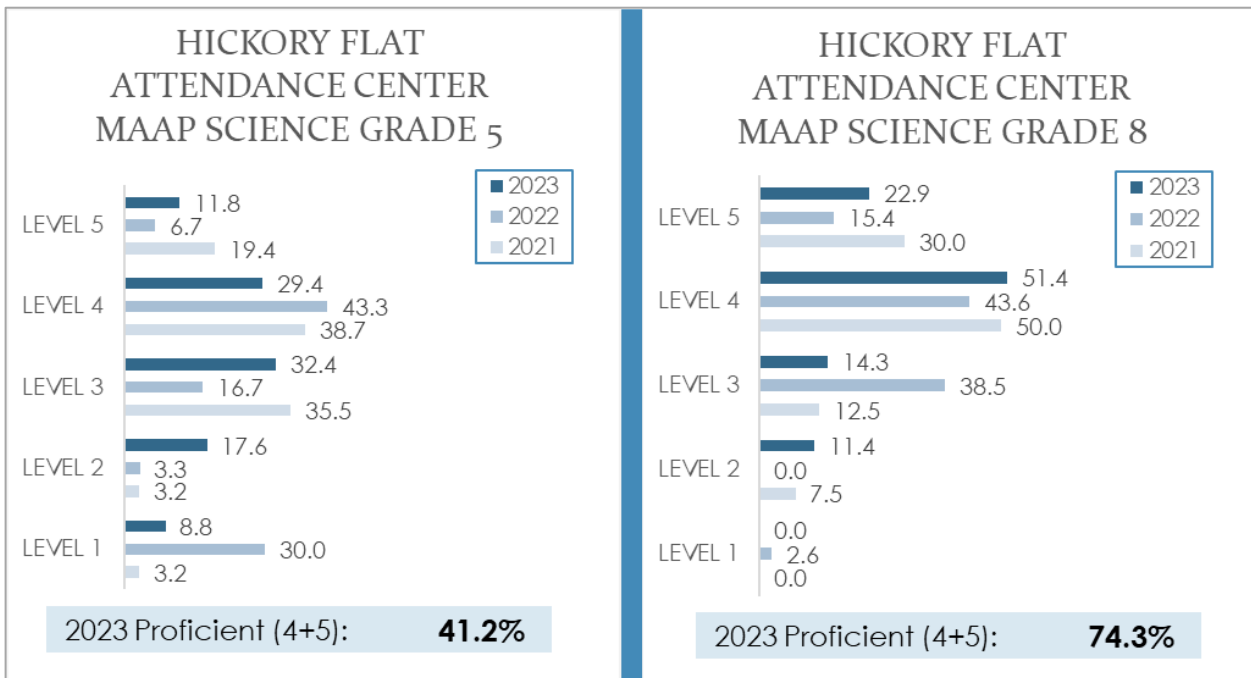
Figure 143: Hickory Flat Attendance Center MAAP Science Grades 5 and 8

MAAP ELA and MATH

HICKORY FLAT ATTENDANCE CENTER MAAP ELA ENGLISH II

Legend: 2023, 2022, 2021

Level	2023	2022	2021
LEVEL 5	23.1	19.5	18.2
LEVEL 4	35.9	34.1	12.1
LEVEL 3	28.2	31.7	15.2
LEVEL 2	10.3	9.8	39.4
LEVEL 1	2.6	4.9	15.2

2023 Proficient (4+5): **59.0%**

HICKORY FLAT ATTENDANCE CENTER MAAP MATH ALGEBRA I

Legend: 2023, 2022, 2021

Level	2023	2022	2021
LEVEL 5	8.0	16.7	6.3
LEVEL 4	60.0	52.4	43.8
LEVEL 3	28.0	31.0	22.9
LEVEL 2	4.0	0.0	25.0
LEVEL 1	0.0	0.0	2.1

2023 Proficient (4+5): **68.0%**

Figure 144: Hickory Flat Attendance Center MAAP ELA and Math: English II and Algebra I

MAAP END-OF-COURSE

HICKORY FLAT ATTENDANCE CENTER MAAP END-OF-COURSE BIOLOGY

Legend: 2023, 2022, 2021

Level	2023	2022	2021
LEVEL 5	47.6	44.0	24.5
LEVEL 4	42.9	56.0	30.6
LEVEL 3	7.1	0.0	22.4
LEVEL 2	0.0	0.0	8.2
LEVEL 1	2.4	0.0	14.3

2023 Proficient (4+5): **90.5%**

HICKORY FLAT ATTENDANCE CENTER MAAP END-OF-COURSE U. S. HISTORY

Legend: 2023, 2022, 2021

Level	2023	2022	2021
LEVEL 5	28.6	12.9	9.4
LEVEL 4	54.3	48.4	43.8
LEVEL 3	17.1	32.3	21.9
LEVEL 2	0.0	6.5	18.8
LEVEL 1	0.0	0.0	6.3

2023 Proficient (4+5): **82.9%**

Figure 145: Hickory Flat Attendance Center MAAP End-of-Course Biology I and U. S. History

Personnel

HICKORY FLAT ATTENDANCE CENTER TEACHING STAFF EXPERIENCE BY PERCENTAGE OF TEACHERS

SCHOOL POVERTY LEVEL: HIGH

- PROVISIONAL
- TEACHING IN FIELD
- EXPERIENCED

2021: 17.1% | 66.2% | 88.8%
2022: 11.5% | 71.1% | 89.8%
2023: 1.2% | 58.7% | 99.7%

(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)
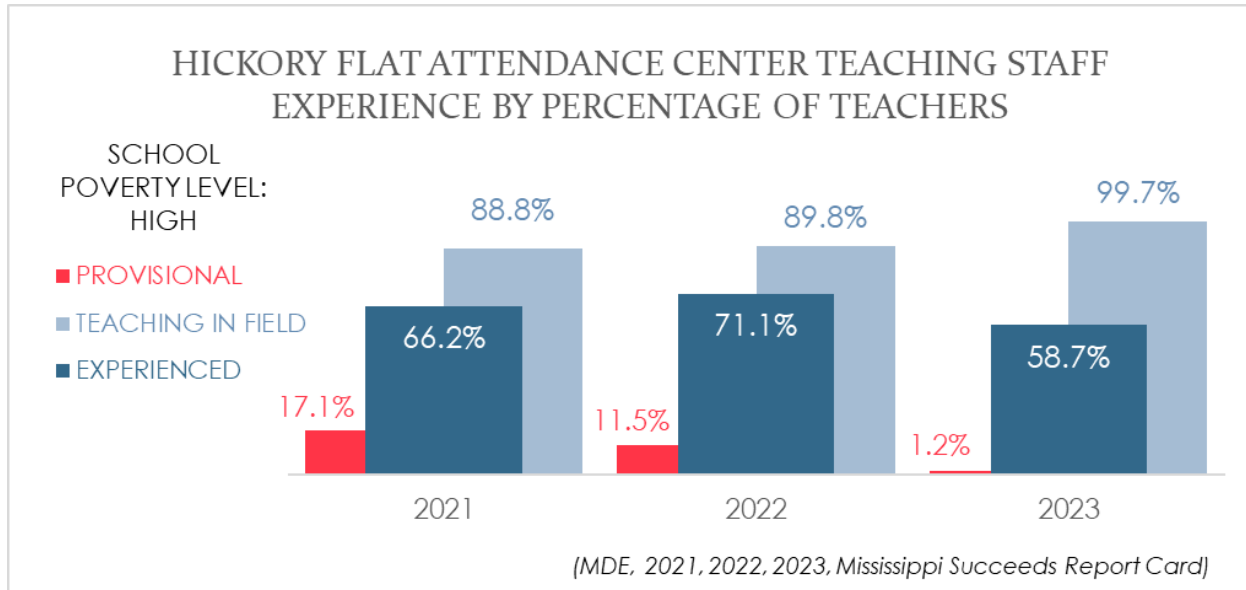
Figure 146: Hickory Flat Attendance Center Teaching Staff Experience by Percentage of Teachers

Discipline

HICKORY FLAT ATTENDANCE CENTER DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL			≤5	≤5	11.5	6.6			
GENDER	FEMALE				≤5	9.7	≤5			
	MALE			≤5	6.5	13.0	9.9			
RACE	BLACK OR AFRICAN AMERICAN			≤5	8.8	22.5	15.8			
	WHITE			≤5	≤5	10.1	5.6			
DISABILITY	STUDENTS WITH DISABILITIES			≤5	7.1	13.5	9.2			
	STUDENTS WITHOUT DISABILITIES			≤5	≤5	10.9	5.9			
EL	NON LIMITED ENGLISH PROFICIENCY			≤5		11.5	6.6			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
ALL	ALL	≤10	24.0	17.0		≤5			≤5	
GENDER	FEMALE		12.0	≤10		≤5			≤5	
	MALE	≤10	12.0	15.0		≤5			≤5	
RACE	BLACK OR AFRICAN AMERICAN	≤10	≤10	≤10		≤5			≤5	
	TWO OR MORE RACES		≤10			≤5			≤5	
	WHITE	≤10	17.0	15.0		≤5			≤5	
DISABILITY	STUDENTS WITH DISABILITIES	≤10	≤10	≤10		≤5			≤5	
	STUDENTS WITHOUT DISABILITIES	≤10	19.0	12.0		≤5			≤5	
EL	NON LIMITED ENGLISH PROFICIENCY		24.0	17.0		≤5			≤5	

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

Figure 147: Hickory Flat Attendance Center Disciplinary Actions Reported to MDE

Survey Results

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Hickory Flat Attendance Center in the categories of *Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Technology; Prekindergarten and Kindergarten;* and *Professional Development*. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-nine (49) faculty and staff members, thirty (30) parents, and twenty (20) students responded to the survey.

Hickory Flat Attendance Center Faculty/Staff Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	17	34.7%
Agree	31	63.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

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

	Count	Percentage
Strongly Agree	15	30.6%
Agree	26	53.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	16.3%

Hickory Flat Attendance Center

I use effective, evidence-based strategies for	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	38.8%	55.1%	0.0%	0.0%	6.1%
Closing the achievement gap between diverse groups of students.	32.7%	63.3%	2.0%	0.0%	2.0%
Successful classroom management.	34.7%	61.2%	2.0%	0.0%	2.0%
Teaching special needs students.	28.6%	65.3%	2.0%	0.0%	4.1%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	20.4%	42.9%	8.2%	0.0%	28.6%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	16	32.7%
Minor disruptions that steal instructional time	22	44.9%
Major classroom disruptions	1	2.0%
Not Applicable	10	20.4%

The Instructional Literacy Coach/Lead Teacher meets regularly with the teachers of this school for the purpose of maximizing student achievement.

	Count	Percentage
Strongly Agree	7	14.3%
Agree	15	30.6%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	24	49.0%

I would feel comfortable asking the Instructional Literacy Coach/Lead Teacher for instructional advice.

	Count	Percentage
Strongly Agree	6	12.2%
Agree	15	30.6%
Disagree	3	6.1%
Strongly Disagree	2	4.1%
Not Applicable or No Information	23	46.9%

The Instructional Literacy Coach/Lead Teacher has helped me to analyze assessment data for the purpose of adjusting my teaching strategies.

	Count	Percentage
Strongly Agree	6	12.2%
Agree	10	20.4%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	30	61.2%

The Instructional Literacy Coach/Lead Teacher supports teacher practices of new strategies in my classroom.

	Count	Percentage
Strongly Agree	5	10.2%
Agree	11	22.4%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	30	61.2%

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	23	46.9%
Expedited evaluation services for students with limited English	7	14.3%
Expedited evaluation services for gifted and talented students	5	10.2%
Additional academic support	26	53.1%
Tutoring	19	38.8%
Enrichment educational services	7	14.3%
Counseling	21	42.9%
Mentors	8	16.3%
School supplies	21	42.9%
School uniforms	0	0.0%
Dental referrals	3	6.1%
Medical referrals	5	10.2%
Bullying assistance	5	10.2%

Hickory Flat Attendance Center

The Instructional Literacy Coach/Lead Teacher is a vital part of my school and should be funded by Federal Programs to assist in maximizing student achievement.

	Count	Percentage
Strongly Agree	3	6.1%
Agree	17	34.7%
Disagree	2	4.1%
Strongly Disagree	1	2.0%
Not Applicable or No Information	26	53.1%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	6	12.2%
Agree	38	77.6%
Disagree	4	8.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	16	32.7%
Agree	31	63.3%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

I frequently use the results of assessments to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	17	34.7%
Agree	23	46.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	18.4%

I have access to a curriculum guide for each core subject I teach.

	Count	Percentage
Yes	35	94.6%
No	2	5.4%

The district curriculum is reviewed and evaluated on a consistent basis by appropriate central office personnel, administrators, and teachers.

	Count	Percentage
Strongly Agree	6	12.2%
Agree	39	79.6%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.1%

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

	Count	Percentage
Strongly Agree	13	26.5%
Agree	29	59.2%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	12.2%

I develop assessments that mirror the format & complexity of state assessments.

	Count	Percentage
Strongly Agree	16	32.7%
Agree	22	44.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	22.4%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.

	Count	Percentage
Strongly Agree	17	34.7%
Agree	27	55.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.2%

Hickory Flat Attendance Center

Students spend sufficient effort (in and out of class) to learn what we teach.

	Count	Percentage
Strongly Agree	7	14.3%
Agree	25	51.0%
Disagree	15	30.6%
Strongly Disagree	1	2.0%
Not Applicable or No Information	1	2.0%

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	10	20.4%
Utilize technology such as class websites, blogs, and videos	23	46.9%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	14	28.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	24	49.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	26	53.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	17	34.7%
Use bilingual handouts and cues	3	6.1%
Use visual displays, portable white boards, and posters when giving instructions	28	57.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	13	26.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	16	32.7%
Agree	32	65.3%
Disagree	0	0.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	15	30.6%
Agree	34	69.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	12	24.5%
Agree	36	73.5%
Disagree	0	0.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	14	28.6%
Agree	32	65.3%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	11	22.4%
Agree	31	63.3%
Disagree	7	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Hickory Flat Attendance Center

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

	Count	Percentage
Strongly Agree	10	20.4%
Agree	35	71.4%
Disagree	4	8.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.

	Count	Percentage
Strongly Agree	9	18.4%
Agree	36	73.5%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	9	18.4%
Agree	32	65.3%
Disagree	6	12.2%
Strongly Disagree	1	2.0%
Not Applicable or No Information	1	2.0%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.

	Count	Percentage
Strongly Agree	9	18.4%
Agree	30	61.2%
Disagree	5	10.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	10.2%

Teachers here have a sense of common mission.

	Count	Percentage
Strongly Agree	8	16.3%
Agree	38	77.6%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.1%

Teachers are regularly involved in the development of school policies.

	Count	Percentage
Strongly Agree	5	10.2%
Agree	23	46.9%
Disagree	12	24.5%
Strongly Disagree	1	2.0%
Not Applicable or No Information	8	16.3%

Teachers have a major role in curriculum development in this school.

	Count	Percentage
Strongly Agree	3	6.1%
Agree	18	36.7%
Disagree	16	32.7%
Strongly Disagree	1	2.0%
Not Applicable or No Information	11	22.4%

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

	Count	Percentage
Strongly Agree	9	18.4%
Agree	32	65.3%
Disagree	5	10.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.1%

Teachers are provided adequate time each day to prepare for teaching.

	Count	Percentage
Strongly Agree	5	10.2%
Agree	28	57.1%
Disagree	13	26.5%
Strongly Disagree	1	2.0%
Not Applicable or No Information	2	4.1%

If I have a discipline problem, the administration gives me the support I want.

	Count	Percentage
Strongly Agree	9	18.4%
Agree	32	65.3%
Disagree	5	10.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.1%

Hickory Flat Attendance Center

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

	Count	Percentage
Strongly Agree	19	38.8%
Agree	24	49.0%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.2%

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

	Count	Percentage
Strongly Agree	20	40.8%
Agree	24	49.0%
Disagree	2	4.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.1%

The school's priorities for the expenditure of funds are appropriate.

	Count	Percentage
Strongly Agree	6	12.2%
Agree	29	59.2%
Disagree	6	12.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	16.3%

TECHNOLOGY

My biggest equipment needs are:

	Count	Percentage
Computers	18	36.7%
Software	5	10.2%
Mobile laptop computers	17	34.7%
Listening centers	4	8.2%
Interactive white board	9	18.4%
Classroom response system (clickers)	11	22.4%
Digital slates (e.g. iPad, Microsoft Pro)	22	44.9%

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

	Count	Percentage
Strongly Agree	11	22.4%
Agree	31	63.3%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	12.2%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	26	53.1%
Agree	20	40.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.1%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

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

Hickory Flat Attendance Center

Sufficient resources are available to allow teachers to take advantage of professional development activities.

	Count	Percentage
Strongly Agree	5	10.2%
Agree	36	73.5%
Disagree	6	12.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.1%

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

	Count	Percentage
Strongly Agree	3	6.1%
Agree	31	63.3%
Disagree	13	26.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	4.1%

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

	Count	Percentage
Strongly Agree	4	8.2%
Agree	34	69.4%
Disagree	5	10.2%
Strongly Disagree	1	2.0%
Not Applicable or No Information	5	10.2%

The professional development I have received has been beneficial for me as a beginning teacher.

	Count	Percentage
Strongly Agree	4	8.2%
Agree	23	46.9%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
Not Applicable or No Information	20	40.8%

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.

	Count	Percentage
Strongly Agree	4	8.2%
Agree	34	69.4%
Disagree	4	8.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	14.3%

The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.

	Count	Percentage
Strongly Agree	6	12.2%
Agree	36	73.5%
Disagree	3	6.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	8.2%

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

	Count	Percentage
Strongly Agree	5	10.2%
Agree	42	85.7%
Disagree	1	2.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.0%

Teachers play a meaningful role in the design and selection of staff development programs.

	Count	Percentage
Strongly Agree	3	6.1%
Agree	23	46.9%
Disagree	17	34.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	12.2%

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 Hickory Flat Attendance Center expressed a strong belief in the team mentality encouraged by the administration, with everyone willing to support students. Teachers stated that school spirit is high, and they feel supported by the administration. However, they highlighted the need for more technology in the classroom and more training in this area for teachers. They emphasized the need for more support and instruction with EL learners.

Hickory Flat Attendance Center Student Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	4	20.0%
Agree	16	80.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	9	45.0%
Agree	9	45.0%
Disagree	2	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My schoolwork is challenging and requires my best effort.

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

Our school (district) provides students with educational programs that are appropriate to their learning needs.

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

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	7	35.0%
Agree	9	45.0%
Disagree	3	15.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	0	0.0%

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.

	Count	Percentage
Strongly Agree	6	30.0%
Agree	12	60.0%
Disagree	0	0.0%
Strongly Disagree	2	10.0%
Not Applicable or No Information	0	0.0%

I have been taught how to use the resources of the school and community to help me with my schoolwork.

	Count	Percentage
Strongly Agree	10	50.0%
Agree	8	40.0%
Disagree	1	5.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	0	0.0%

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

	Count	Percentage
Strongly Agree	7	35.0%
Agree	10	50.0%
Disagree	2	10.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	7	35.0%
Agree	10	50.0%
Disagree	3	15.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	20.0%
Agree	10	50.0%
Disagree	5	25.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	0	0.0%

The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.

	Count	Percentage
Strongly Agree	5	25.0%
Agree	13	65.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.0%

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	7	35.0%
Agree	11	55.0%
Disagree	1	5.0%
Strongly Disagree	1	5.0%
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	25.0%
Agree	14	70.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

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

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

	Count	Percentage
Strongly Agree	8	40.0%
Agree	10	50.0%
Disagree	0	0.0%
Strongly Disagree	2	10.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

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

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

Hickory Flat Attendance Center

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	40.0%
Agree	9	45.0%
Disagree	3	15.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	25.0%
Agree	11	55.0%
Disagree	2	10.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	1	5.0%

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

	Count	Percentage
Strongly Agree	5	25.0%
Agree	13	65.0%
Disagree	1	5.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	0	0.0%

Technology is incorporated into instruction in many classes.

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

My teachers give me personal encouragement in my schoolwork.

	Count	Percentage
Strongly Agree	5	25.0%
Agree	10	50.0%
Disagree	4	20.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	30.0%
Agree	12	60.0%
Disagree	2	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

If I have a problem or suggestion for the principal, he/she is available.

	Count	Percentage
Strongly Agree	9	45.0%
Agree	9	45.0%
Disagree	2	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The people in the principal's office care about students as individuals.

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

School spirit is very high at our school.

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

Hickory Flat Attendance Center

I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.

	Count	Percentage
Strongly Agree	8	40.0%
Agree	6	30.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	25.0%

In the student activities in which I participate, students are involved in planning the activities.

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

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

	Count	Percentage
Strongly Agree	5	25.0%
Agree	11	55.0%
Disagree	1	5.0%
Strongly Disagree	1	5.0%
Not Applicable or No Information	2	10.0%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	7	35.0%
Agree	9	45.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	20.0%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	5	25.0%
Agree	11	55.0%
Disagree	1	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	15.0%

GENERAL OPINION

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

STUDENTS from Hickory Flat Attendance Center vary widely in their responses, reflecting their personal experiences and perspectives. Some students praise the teachers and the overall learning environment. One student stated, "The teachers are hard on you but that is because they want you to do your best. They know you can do it." Others expressed a desire for more after-school activities, technology, and sports. One student stated that cyberbullying needed to be addressed more seriously.

Hickory Flat Attendance Center Parent Survey

FEDERAL PROGRAMS

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

	Count	Percentage
Yes	24	80.0%
No	6	20.0%

Hickory Flat Attendance Center

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

	Count	Percentage
Strongly Agree	11	36.7%
Agree	18	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.3%

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

	Count	Percentage
Improving access to foreign language instruction, arts, and music education	9	30.0%
Supporting college and career counseling	16	53.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	20	66.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	15	50.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	8	26.7%

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

	Count	Percentage
Supporting high quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	13	43.3%
Building technological capacity and infrastructure	12	40.0%
Carrying out innovative blended learning projects	6	20.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high quality digital learning opportunities	16	53.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	11	36.7%

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	14	46.7%
Providing school-based mental health services and counseling	12	40.0%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	11	36.7%
Establishing or improving dropout prevention	10	33.3%
Supporting re-entry programs and transition services for Justice-involved youth	7	23.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	11	36.7%
Implementing systems and practices to prevent bullying and harassment	14	46.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	17	56.7%
Establishing community partnerships	10	33.3%

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

	Count	Percentage
Abuse Prevention	5	16.7%
Computer Classes	4	13.3%
Conflict Resolution	9	30.0%
Discipline	8	26.7%
Drug/Alcohol Awareness	7	23.3%
English as a Second Language	1	3.3%
Health Classes	5	16.7%
Literacy Classes	4	13.3%
Math Classes	6	20.0%
Parent-to-School Relationships	11	36.7%
Parent/Child Communication	10	33.3%
Preparing for College	11	36.7%
Parenting Workshops	8	26.7%
Social Media Classes	2	6.7%
Stress/Anger Management	11	36.7%
Understanding College- and Career-Ready Standards	11	36.7%

Hickory Flat Attendance Center

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:

	Count	Percentage
Activities to help my child learn over the summer	12	40.0%
Help my child with homework	14	46.7%
How to motivate my child	12	40.0%
How to promote family reading	7	23.3%
How to set goals for my child	12	40.0%
Manage time	11	36.7%
Prepare my child for testing	17	56.7%
Understand my child's learning styles	17	56.7%

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

	Count	Percentage
Babysitting/childcare at parent meetings	5	16.7%
District and/or school newsletters	8	26.7%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	11	36.7%
Resource materials for parental training	7	23.3%
Training for parents to work with other parents on becoming involved in the schools	12	40.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	4	13.3%
Home/School folders	13	43.3%
Home/School Planners	15	50.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	6	20.0%
Agree	12	40.0%
Disagree	4	13.3%
Strongly Disagree	4	13.3%
Not Applicable or No Information	4	13.3%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	7	23.3%
Agree	21	70.0%
Disagree	1	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	10	33.3%
Agree	16	53.3%
Disagree	4	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	12	40.0%
Agree	17	56.7%
Disagree	1	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	30.0%
Agree	18	60.0%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.3%

Hickory Flat Attendance Center

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

	Count	Percentage
Strongly Agree	7	23.3%
Agree	18	60.0%
Disagree	4	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.3%

Parents are informed of the school's policies.

	Count	Percentage
Strongly Agree	11	36.7%
Agree	19	63.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The concerns of parents are reflected in decisions affecting our school.

	Count	Percentage
Strongly Agree	5	16.7%
Agree	19	63.3%
Disagree	3	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.0%

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	8	26.7%
Agree	18	60.0%
Disagree	4	13.3%
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	13	43.3%
Agree	16	53.3%
Disagree	1	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	10	33.3%
Agree	13	43.3%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	16.7%

Our community is actively involved in our school.

	Count	Percentage
Strongly Agree	7	23.3%
Agree	16	53.3%
Disagree	5	16.7%
Strongly Disagree	1	3.3%
Not Applicable or No Information	1	3.3%

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

	Count	Percentage
Parent/teacher conference	11	36.7%
Checked my child's grades/assignments online	23	76.7%
Been in contact with my child's teacher	26	86.7%
Received a newsletter from the district, school, or teacher	25	83.3%
Worked with a committee or group on school or district policies	3	10.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	12	40.0%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	21	70.0%
Volunteered at my child's school	7	23.3%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	8	26.7%
Agree	20	66.7%
Disagree	0	0.0%
Strongly Disagree	2	6.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	7	23.3%
Agree	20	66.7%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.3%

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

	Count	Percentage
Strongly Agree	8	26.7%
Agree	20	66.7%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

As a whole, teachers are concerned about my son/daughter as an individual.

	Count	Percentage
Strongly Agree	9	30.0%
Agree	17	56.7%
Disagree	3	10.0%
Strongly Disagree	1	3.3%
Not Applicable or No Information	0	0.0%

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	3	10.0%
Agree	17	56.7%
Disagree	4	13.3%
Strongly Disagree	3	10.0%
Not Applicable or No Information	3	10.0%

The transportation services to and from school meet the needs of students.

	Count	Percentage
Strongly Agree	5	16.7%
Agree	20	66.7%
Disagree	0	0.0%
Strongly Disagree	1	3.3%
Not Applicable or No Information	4	13.3%

School (district) rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	7	23.3%
Agree	22	73.3%
Disagree	1	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school's grading policies and practices are administered fairly.

	Count	Percentage
Strongly Agree	8	26.7%
Agree	22	73.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	6	20.0%
Agree	21	70.0%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.3%

TECHNOLOGY

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

	Count	Percentage
Strongly Agree	8	26.7%
Agree	20	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.7%

PREKINDERGARTEN AND KINDERGARTEN

I am pleased with my preschooler's or kindergartener's progress in the following social skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Understanding the difference between right and wrong and recognizing and respecting authority figures.	17.2%	37.9%	0.0%	0.0%	44.8%
Communicating needs and feelings verbally in a socially appropriate manner and understanding g/recognizing that other people have feelings.	13.8%	41.4%	0.0%	0.0%	44.8%
Playing independently or in a small group without needing to be constantly supervised.	17.2%	37.9%	3.4%	0.0%	41.4%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	10.3%	44.8%	0.0%	0.0%	44.8%
Making decisions for himself/herself and exploring new experiences.	10.3%	44.8%	0.0%	0.0%	44.8%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	20.7%	31.0%	0.0%	0.0%	48.3%
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	10.7%	39.3%	3.6%	0.0%	46.4%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	10.3%	41.4%	0.0%	0.0%	48.3%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	17.2%	34.5%	0.0%	0.0%	48.3%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	20.7%	31.0%	0.0%	0.0%	48.3%

I know what my child is learning and must learn this school year.	Count	Percentage
Strongly Agree	6	20.0%
Agree	12	40.0%
Disagree	3	10.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	30.0%

Hickory Flat Attendance Center

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

	Count	Percentage
Strongly Agree	18	60.0%
Agree	5	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	23.3%

My child's preschool or kindergarten class is warm and welcoming.

	Count	Percentage
Strongly Agree	12	40.0%
Agree	4	13.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	14	46.7%

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 Hickory Flat Attendance Center who participated in the survey praised Hickory Flat Attendance Center for creating a pleasant and supportive learning environment. They also expressed a strong appreciation for positive changes with the new administration. Parents commented that the school needs a covered walkway for drop-off and pickup, so students are not standing in the rain. They would also like more consistently scheduled parent-teacher conferences.

FIGURES

Figures

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