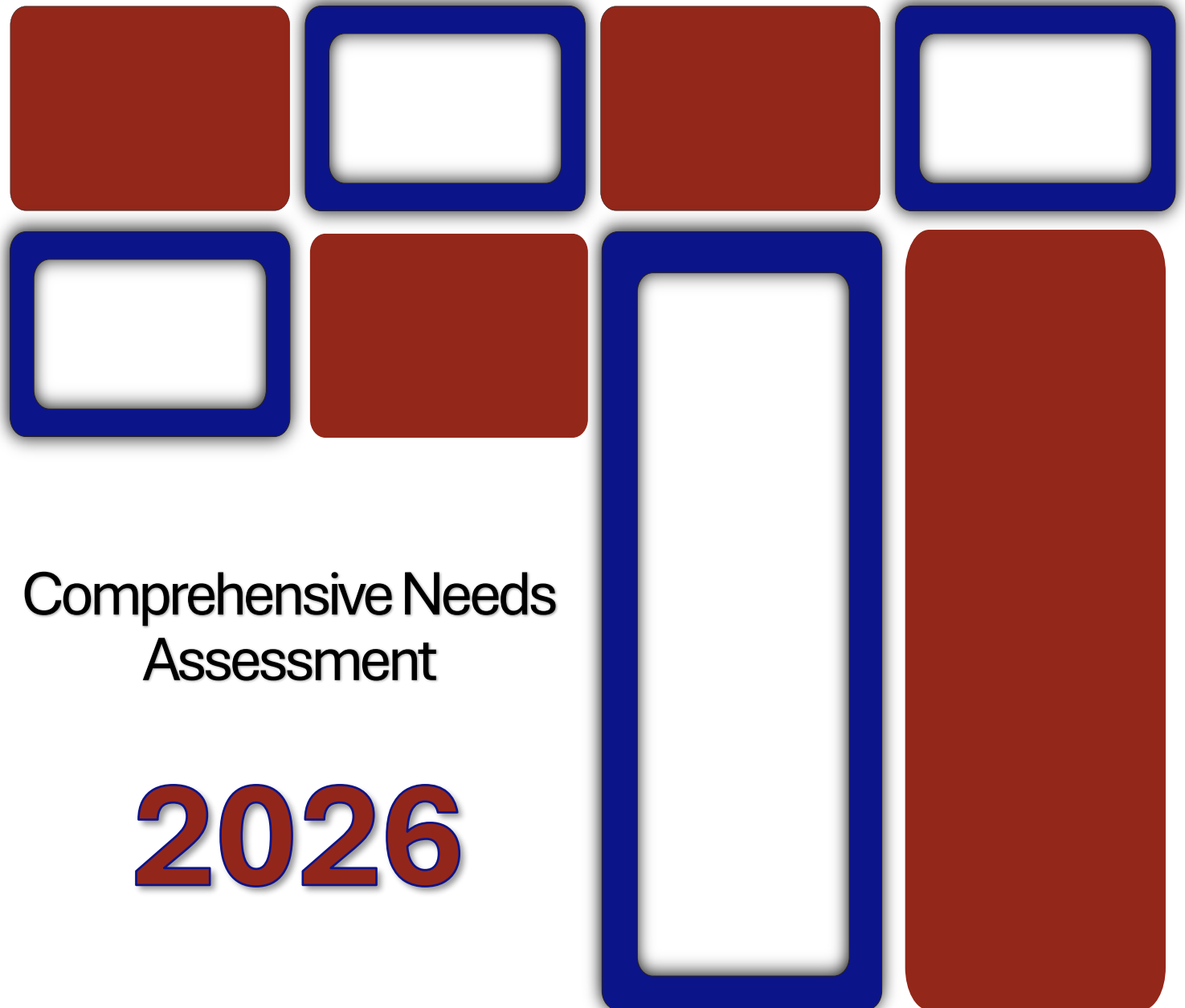

BENTON COUNTY

SCHOOL DISTRICT



Comprehensive Needs
Assessment

2026

BENTON COUNTY SCHOOL DISTRICT

2026 COMPREHENSIVE NEEDS ASSESSMENT

Survey and data analysis conducted and compiled by

Education Resources, LLC
30178 Lost Corner Road
Nettleton, MS 38858
662-760-2637



BENTON COUNTY SCHOOL DISTRICT

Dr. Regina Biggers, Superintendent

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Benton County School District
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Tracy Clayton - President

Patti Blanchard - Vice President

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Dr. Regina Biggers

Superintendent of Education

TABLE OF CONTENTS

TABLE OF CONTENTS	v
DISTRICT PROFILE.....	1
Introduction	1
Vision and Mission	2
Goals.....	2
Community Characteristics.....	3
District Characteristics	4
Enrollment and Attendance	5
Enrollment	5
Enrollment Takeaways	8
Attendance	9
Chronic Absence.....	10
Attendance Takeaways.....	11
Accountability.....	12
Accountability Ratings.....	12
Graduation Rate.....	15
Accountability by Demographic Group	16
Graduation Rate by Demographic Group	18
Accountability Trends.....	19
Proficiency Gap-To-Goal	20
Advanced Course Enrollment	22
District Advanced Course Opportunities	23
School Improvement Designations	24
Accountability Takeaways	24
Assessment	25
Junior ACT.....	25
Kindergarten Readiness Assessment	27
Literacy-Based Promotion Act (LBPA).....	27
An Explanation of the LBPA Including Recent Updates	28
Mississippi Academic Assessment Program (MAAP)	29
MAAP ELA.....	29
MAAP MATH.....	31
MAAP SCIENCE	33
MAAP END-OF-COURSE.....	33
MAAP PROFICIENCY	34
MAAP PROFICIENCY GAIN/LOSS OVER TIME 2023-2025	35
Assessment Takeaways.....	36

TABLE OF CONTENTS

Finance	37
Revenue	37
Local Funding	37
State Funding.....	38
Federal Funding	40
All Revenue.....	41
Expenditures.....	42
Finance Takeaways	43
Personnel	44
Personnel Takeaways.....	47
Distribution of Survey Respondents	48
Universal Questions.....	50
Federal Programs.....	50
Title IV-A	50
Curriculum and Instruction	51
Parent, Family, and Community Engagement.....	51
School Climate and Culture	52
Prekindergarten and Kindergarten.....	52
Strengths, Challenges, and Next Steps	53
Overview	53
Strengths	53
Challenges	54
Actionable Next Steps	55
Immediate Priorities: First 90 Days	55
Medium-Term Priorities: 2026–2027	56
Long-Term Priorities: Two to Three Years	56
Notes	58
DISTRICT COMPREHENSIVE NEEDS SURVEY	59
Introduction.....	59
District Faculty and Staff Survey	59
Federal Programs.....	59
Title IV-A	62
Curriculum and Instruction	63
Parent, Family, and Community Engagement.....	65
School Climate and Culture	66
Prekindergarten and Kindergarten.....	69
Professional Development	69
District Parent Survey.....	72
Federal Programs.....	72
Title IV-A	73
Curriculum and Instruction	75
Parent, Family, and Community Engagement.....	76

School Climate and Culture	79
Prekindergarten and Kindergarten	81
District Student Survey	83
Federal Programs	83
Title IV-A	83
Curriculum and Instruction	84
Parent, Family, and Community Engagement	86
School Climate and Culture	87
Prekindergarten and Kindergarten	89
Notes	90
ASHLAND ELEMENTARY SCHOOL	91
Introduction	91
Enrollment and Attendance	92
Enrollment	92
Attendance	93
AES Enrollment and Attendance Takeaways	94
Accountability	95
Accountability Ratings	95
Accountability by Demographic Group	97
Proficiency Gap to Goal	99
AES Accountability Takeaways	100
Assessment	101
Kindergarten Readiness Assessment	101
MAAP ELA	101
MAAP MATH	102
MAAP SCIENCE	103
AES Assessment Takeaways	104
Personnel	104
Ashland Elementary School CNA Survey	105
Introduction	105
Ashland Elementary School Faculty and Staff Survey	105
Federal Programs	105
Title IV-A	108
Curriculum and Instruction	109
Parent, Family, and Community Engagement	111
School Climate and Culture	112
Prekindergarten and Kindergarten	115
Professional Development	115
General Opinion	118
Ashland Elementary School Parent Survey	118
Federal Programs	118
Title IV-A	120

TABLE OF CONTENTS

Curriculum and Instruction	121
Parent, Family, and Community Engagement	122
School Climate and Culture	125
Prekindergarten and Kindergarten.....	127
General Opinion.....	129
Ashland Elementary School Student Survey	129
Federal Programs.....	129
Title IV-A	129
Curriculum and Instruction	130
Parent, Family, and Community Engagement	132
School Climate and Culture	133
Prekindergarten and Kindergarten.....	136
General Opinion.....	136
Strengths, Challenges, and Next Steps	137
Overview	137
Strengths	137
Challenges	138
Actionable Next Steps	138
Immediate Priorities: Summer and Fall 2026.....	138
By the End of 2026–2027	139
Multi-Year Priorities: Through 2028.....	139
Notes	140
ASHLAND MIDDLE/HIGH SCHOOL	141
Introduction.....	141
Enrollment and Attendance.....	142
Enrollment.....	142
Attendance	143
AMHS Enrollment and Attendance Takeaways	145
Accountability	146
Accountability Ratings	146
Accountability by Demographic Group.....	149
Proficiency Gap to Goal.....	151
Graduation Rates	153
Advanced Course Enrollment	154
School Improvement Designations	155
AMHS Accountability Takeaways	155
Assessment.....	156
ACT	156
Mississippi Academic Assessment Program	157
MAAP ELA	157
MAAP MATH.....	158
MAAP ELA and MATH	158

MAAP SCIENCE	159
MAAP End-Of-Course	159
AMHS Assessment Takeaways	160
Personnel	160
Ashland Middle/High School CNA Survey	161
Introduction	161
Ashland Middle/High School Faculty and Staff Survey	161
Federal Programs	161
Title IV-A	164
Curriculum and Instruction.....	165
Parent, Family, and Community Engagement	167
School Climate and Culture	168
Prekindergarten and Kindergarten.....	171
Professional Development	171
General Opinion	174
Ashland Middle/High Parent Survey	174
Federal Programs	174
Title IV-A	176
Curriculum and Instruction.....	178
Parent, Family, and Community Engagement	178
School Climate and Culture	181
Prekindergarten and Kindergarten.....	183
General Opinion	185
Ashland Middle/High Student Survey	185
Federal Programs	185
Title IV-A	185
Curriculum and Instruction.....	186
Parent, Family, and Community Engagement	188
School Climate and Culture	189
Prekindergarten and Kindergarten.....	192
General Opinion	192
Strengths, Challenges, and Next Steps	193
Overview.....	193
Strengths	193
Challenges.....	193
Actionable Next Steps	194
Immediate Priorities: Summer and Fall 2026	194
By the End of 2026–2027	194
Multi-Year Priorities: Through 2028.....	195
Notes.....	196
HICKORY FLAT ATTENDANCE CENTER.....	197
Introduction	197

TABLE OF CONTENTS

Enrollment and Attendance.....	198
Enrollment.....	198
Attendance.....	200
HFAC Enrollment and Attendance Takeaways.....	202
Accountability.....	203
Accountability Ratings.....	203
Accountability by Demographic Group.....	206
Proficiency Gap to Goal.....	208
Graduation Rates.....	210
HFAC Accountability Takeaways.....	210
Assessment.....	211
Junior ACT.....	211
Kindergarten Readiness Assessment.....	213
Literacy-Based Promotion Act Third-Grade Reading.....	213
Mississippi Academic Assessment Program (MAAP).....	214
MAAP ELA.....	214
MAAP MATH.....	216
MAAP SCIENCE.....	218
MAAP END-OF-COURSE.....	218
HFAC Assessment Takeaways.....	219
Personnel.....	219
Hickory Flat Attendance Center CNA Survey.....	220
Introduction.....	220
Hickory Flat Attendance Center Faculty and Staff Survey.....	220
Federal Programs.....	220
Title IV-A.....	223
Curriculum and Instruction.....	224
Parent, Family, and Community Engagement.....	227
School Climate and Culture.....	227
Prekindergarten and Kindergarten.....	230
Professional Development.....	231
General Opinion.....	233
Hickory Flat Attendance Center Parent Survey.....	234
Federal Programs.....	234
Title IV-A.....	235
Curriculum and Instruction.....	237
Parent, Family, and Community Engagement.....	238
School Climate and Culture.....	241
Prekindergarten and Kindergarten.....	243
General Opinion.....	245
Hickory Flat Attendance Center Student Survey.....	245
Federal Programs.....	245

Title IV-A	246
Curriculum and Instruction.....	246
Parent, Family, and Community Engagement	249
School Climate and Culture	249
Prekindergarten and Kindergarten	252
General Opinion	252
Strengths, Challenges, and Next Steps	253
Overview.....	253
Strengths	253
Challenges.....	254
Actionable Next Steps	254
Immediate Priorities: Summer and Fall 2026	254
By the End of 2026–2027	255
Multi-Year Priorities: Through 2028.....	255
Figures.....	257
Bibliography	263

DISTRICT PROFILE

INTRODUCTION

The Benton County School District is a small, rural public district located at 231 Court Street in Ashland, Mississippi. The district serves nine hundred forty-two (942) students in prekindergarten through twelfth grade (PK-12) across three campuses: Ashland Elementary (PK-6), Ashland Middle/High School (7-12), and Hickory Flat Attendance Center (PK-12), along with a Career and Technical Education Center.

Under the banner “Rising to Excellence,” the district has emphasized student-centered improvement, innovation, and inclusive opportunities for learners. The district’s focused improvement efforts have yielded measurable results. BCSD improved two letter grades and received an “A” rating for the 2024-25 school year. In an online post, district superintendent Dr. Regina Biggers stated, “Our schools are working hard to make our vision of Rising to Excellence come to life. I couldn’t be prouder of our students, staff, and communities for their dedication and commitment to success.”

Benton County schools continue to highlight student engagement through academic programs, athletics, school events, and community partnerships that reflect the district’s family-oriented culture.

WHAT’S NEW?



In August of 2024, Benton County was one of five counties awarded competitive grant for the State Invested PreK (SIP) Grant Program. This grant is awarded each year for three years and is contingent upon successful completion of services, a performance evaluation, and the availability of funds. In the 2025-26 school year, Ashland Elementary School established its first PreK class.



VISION AND MISSION



VISION

RISING TO EXCELLENCE



MISSION

The Benton County School District will empower students to be successful today and prepared for tomorrow by rising to an inclusive, innovative, and student-centered environment of excellence.

GOALS

GOAL 1: ACADEMIC ACHIEVEMENT

We will provide opportunities for all students to increase proficiency and demonstrate academic growth.

GOAL 2: LEARNING ENVIRONMENTS

We will provide safe, orderly, and secure learning environments for all students.

GOAL 3: QUALITY EDUCATORS

We will recruit, retain, and grow highly effective educators and leaders committed to meeting the needs of all students.

GOAL 4: COLLABORATION AND EQUITY

We will enhance community involvement in schools as we work together to establish high expectations for all students.

GOAL 5: FINANCIAL STABILITY

We will maintain efficient and transparent use of district finances and resources.



COMMUNITY CHARACTERISTICS

Benton County, Mississippi, is a small rural county in the state's north central hill region, bordering Tennessee and situated within the greater Memphis metropolitan sphere of influence while retaining a distinctly agricultural character. Established in 1836 and named for U.S. Senator Thomas Hart Benton, the county was formed from land once occupied by the Chickasaw Nation following treaty-era land cessions that opened North Mississippi to settlement. Today, Benton County remains one of Mississippi's least populous counties, with an estimated population of just over 7,500 residents. Ashland is the county seat, with Hickory Flat, Snow Lake Shores, and Falkner also as notable communities. The median household income is \$46,016 and the median age is 34. Close to 13% of the population 25 years or older have received a Bachelor's degree or higher. Six percent of the population speak non-English language and 94.5% are U.S. citizens.

Agriculture has long shaped the local economy, with timber, cattle, row crops, and poultry continuing to play important roles, while many residents commute to nearby employment centers in nearby counties or the Memphis region. Small businesses, education, public services, and light manufacturing also contribute to the local economy. The county's rural landscape, rolling hills, and proximity to the Holly Springs National Forest provide outdoor recreation opportunities including fishing, hunting, hiking, and camping, while Snow Lake Shores serves as another local recreational destination.

The U. S. Census Bureau estimates the poverty rate for Benton County to be 21%, with 30.1% of children birth to 17 years old living in poverty and 30.3 of children ages 5 to 17 living in poverty-related households.

BENTON COUNTY: A DEMOGRAPHIC SNAPSHOT

SMALL RURAL COMMUNITY, AGING
POPULATION, ECONOMIC CHALLENGES



HOME TO 7,500 RURAL RESIDENTS

2025 estimates.



SENIORS OUTNUMBER THE YOUTH

21.4% age 65+ > 20.7% under 18



63% WHITE AND 35% BLACK

Vast majority of racial makeup.



20% POVERTY RATE

Nearly 1 in 5 live below poverty line.
\$46,016 median income.



LOW HIGHER EDUCATION ATTAINMENT

Only 12.8% adults hold bachelor's degree or higher.

DISTRICT CHARACTERISTICS

Benton County School District is a small, rural Mississippi district serving the communities of Ashland, Hickory Flat, Lamar, and Michigan City as well as residents in outlying areas.

Benton County is largely an agricultural community with most farmers producing corn, soybeans, and cotton. The district also contains a large amount of forest land. Educational services, healthcare services, and manufacturing are the main industries. The average travel time to work is 34 minutes. The median home cost is \$105,100 and the median rent is \$731. Approximately 86% of households own a computer and about 70% of households have a broadband internet subscription. The district is affected by occasional severe weather that results in delayed or cancelled classes. In January of 2026, an ice storm caused schools to be closed for approximately two weeks.

Within Benton County School District, as reported by the Small Area Income and Poverty Estimate from the U. S. Census Bureau, about 29.7% of children between ages 5 and 17 live in poverty-related households.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

Mississippi school districts primarily use the average daily attendance (ADA) and enrollment from months two (2) and three (3) of the school year (typically October and November) to calculate official, state-funded enrollment and for accountability purposes. The new state funding is built on Average Net Membership (often referred to as Average Net Enrollment or ANE) based on the average of student enrollment numbers from months 2 and 3 of the school year.

BENTON COUNTY SCHOOL DISTRICT ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	917	961	933	913	942
PK	*	16			31
K	65	93	82	81	83
GR_01	60	62	76	77	71
GR_02	74	68	62	79	79
GR_03	64	74	67	69	76
GR_04	57	58	68	62	77
GR_05	67	66	62	70	66
GR_06	67	73	67	68	66
GR_07	95	70	76	60	66
GR_08	76	87	65	67	60
GR_09	71	76	93	69	65
GR_10	77	71	74	84	69
GR_11	67	69	62	71	79
GR_12	50	60	63	56	54
(MDE, 2025m)					

Figure 1: District Enrollment by Grade Level

BENTON COUNTY SCHOOL DISTRICT ENROLLMENT TRENDS 2022-2026

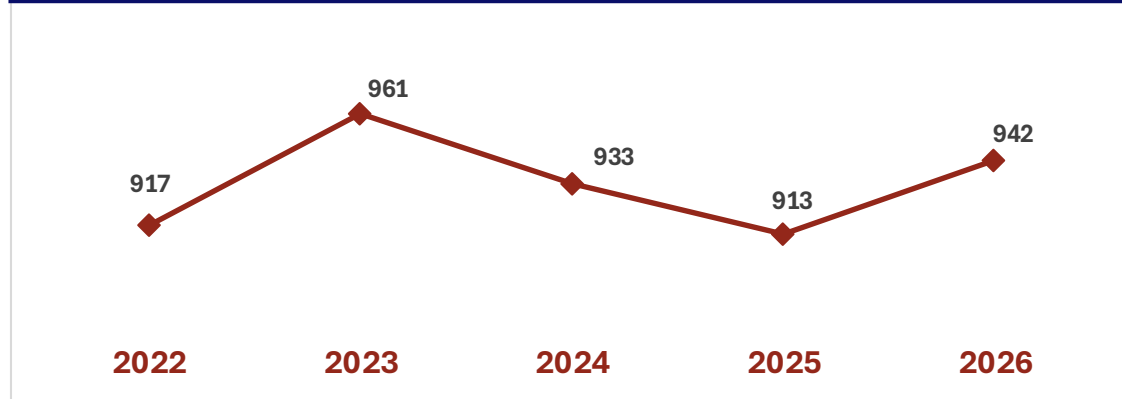


Figure 2: District Enrollment Trends 2022-2026

DISTRICT ENROLLMENT BY GRADE LEVEL GROUP*

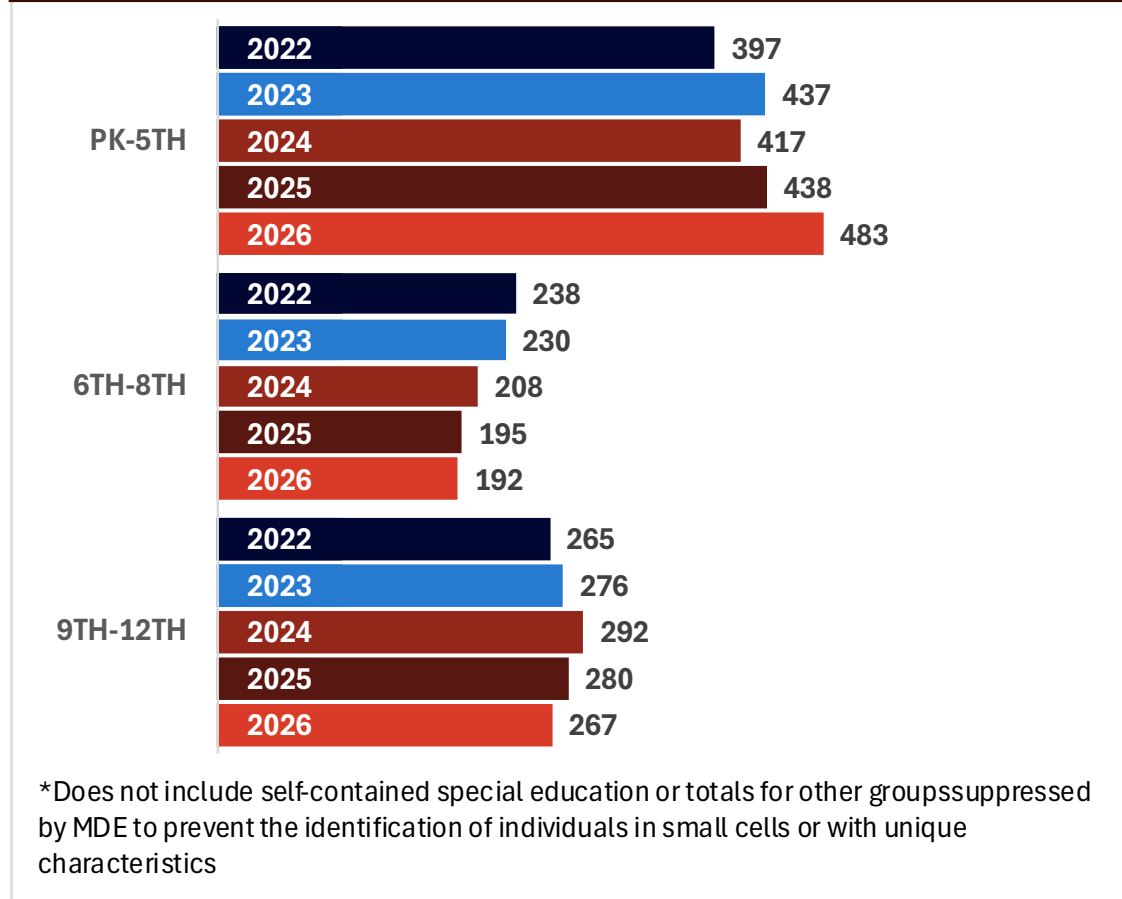
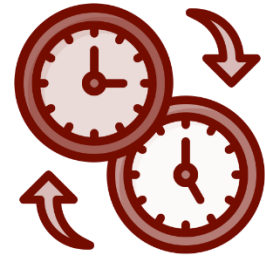


Figure 3: District Enrollment by Grade Level Groups

CHANGES IN ENROLLMENT OVER 5 YEARS				
	2022	2026	CHANGE	% CHANGE
PK-5TH	397	483	86	21.7%
6TH-8TH	238	192	-46	-19.3%
9TH-12TH	265	267	2	0.8%
TOTAL	917	942	25	2.7%

*TOTAL includes self-contained special education and other groups suppressed by MDE to prevent the identification of individuals in small cells or with unique characteristics.

Figure 4: District Changes in Enrollment over Five Years



BENTON COUNTY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	917	961	933	913	942
GENDER	FEMALE	425	468	471	465	492
	MALE	492	493	462	448	450
RACE	ASIAN	*			*	*
	BLACK OR AFRICAN AMERICAN	373	427	401	326	320
	HISPANIC OR LATINO	*	32	30	*	*
	TWO OR MORE RACES	39	41	41	114	138
	WHITE	468	461	461	433	437

(MDE, 2025m)

Figure 5: District Enrollment by Demographic Group

BENTON COUNTY SCHOOL DISTRICT CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	40.7%	34.0%	-6.7%
TWO OR MORE RACES	4.3%	14.6%	10.4%
WHITE	51.0%	46.4%	-4.6%

Figure 6: District Change in Ethnic Group % of Enrollment Over Five Years

ENROLLMENT TAKEAWAYS

Benton County School District's total enrollment moved from 917 students in 2022 to 961 in 2023, then declined to 913 in 2025 before rebounding to 942 in 2026, representing a net gain of 25 students, or 2.7%, over five years. This overall stability, however, masks significant internal redistribution. Elementary enrollment (PK–5) grew from 397 to 483 students, a gain of 86 students or 21.7%, indicating strengthening enrollment in the district's early grades. Middle grades (6–8), by contrast, declined from 238 to 192 students, a loss of 46 students or 19.3%, suggesting either smaller cohort progression or out-migration in those years. High school enrollment remained remarkably steady, increasing just two students from 265 to 267.

Grade-level trends reinforce this uneven distribution. Kindergarten increased from 65 students in 2022 to 83 in 2026, while fourth grade grew from 57 to 77. Seventh grade dropped sharply from 95 students in 2022 to 66 in 2026, and ninth grade declined from a 2024 peak of 93 to 65 in 2026. Demographically, the district remains relatively balanced by gender, with 492 male and 450 female students in 2026. Racial composition has shifted, with Black enrollment decreasing from 40.7% to 34.0%, White enrollment from 51.0% to 46.4%, and students identifying as two or more races rising significantly from 4.3% to 14.6%, reflecting a steadily diversifying student population.



ATTENDANCE

BENTON COUNTY SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	868.8	847.6	833.7
K	81.6	73.7	72.7
GR_01	58.0	69.0	71.7
GR_02	65.4	59.3	72.3
GR_03	68.1	64.4	66.1
GR_04	56.8	62.9	57.7
GR_05	60.1	58.8	64.3
GR_06	68.5	59.1	62.5
GR_07	66.3	69.8	55.2
GR_08	79.3	58.7	60.6
GR_09	68.7	81.0	62.2
GR_10	64.1	66.0	73.5
GR_11	60.8	55.1	59.0
GR_12	53.4	56.1	55.7
(MDE, 2023o, 2024q, 2025s)			

Figure 7: District Average Daily Attendance

BENTON COUNTY SCHOOL DISTRICT ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	90.4%	90.8%	91.3%
K	87.7%	89.8%	89.7%
GR_01	93.5%	90.8%	93.1%
GR_02	96.2%	95.7%	91.5%
GR_03	92.0%	96.1%	95.8%
GR_04	97.9%	92.4%	93.0%
GR_05	91.1%	94.9%	91.9%
GR_06	93.8%	88.1%	91.9%
GR_07	94.7%	91.8%	92.1%
GR_08	91.1%	90.3%	90.5%
GR_09	90.4%	87.1%	90.1%
GR_10	90.3%	89.2%	87.5%
GR_11	88.1%	88.9%	83.1%
GR_12	88.9%	89.1%	99.5%
(MDE, 2023o, 2024q, 2025m, 2025s)			

Figure 8: District Estimated ADA as % of Enrollment

CHRONIC ABSENCE

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

BENTON COUNTY SCHOOL DISTRICT CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	24.4	22.3	28.4
GENDER	FEMALE	25.9	26.6	29.8
	MALE	23.0	17.8	27.0
DISABILITY	STUDENTS WITH DISABILITIES	32.5	25.7	28.7
	STUDENTS WITHOUT DISABILITIES	22.3	21.5	28.4
EL	LIMITED ENGLISH PROFICIENCY	9.1	≤5%	20.0
RACE	ASIAN			≤5%
	BLACK OR AFRICAN AMERICAN	23.3	20.6	30.9
	HISPANIC OR LATINO	25.7	20.6	36.6
	TWO OR MORE RACES	35.6	31.1	32.2
	WHITE	24.3	23.1	24.9
(MDE, 2026f)				

Figure 9: District Chronic Absence by Demographic Group

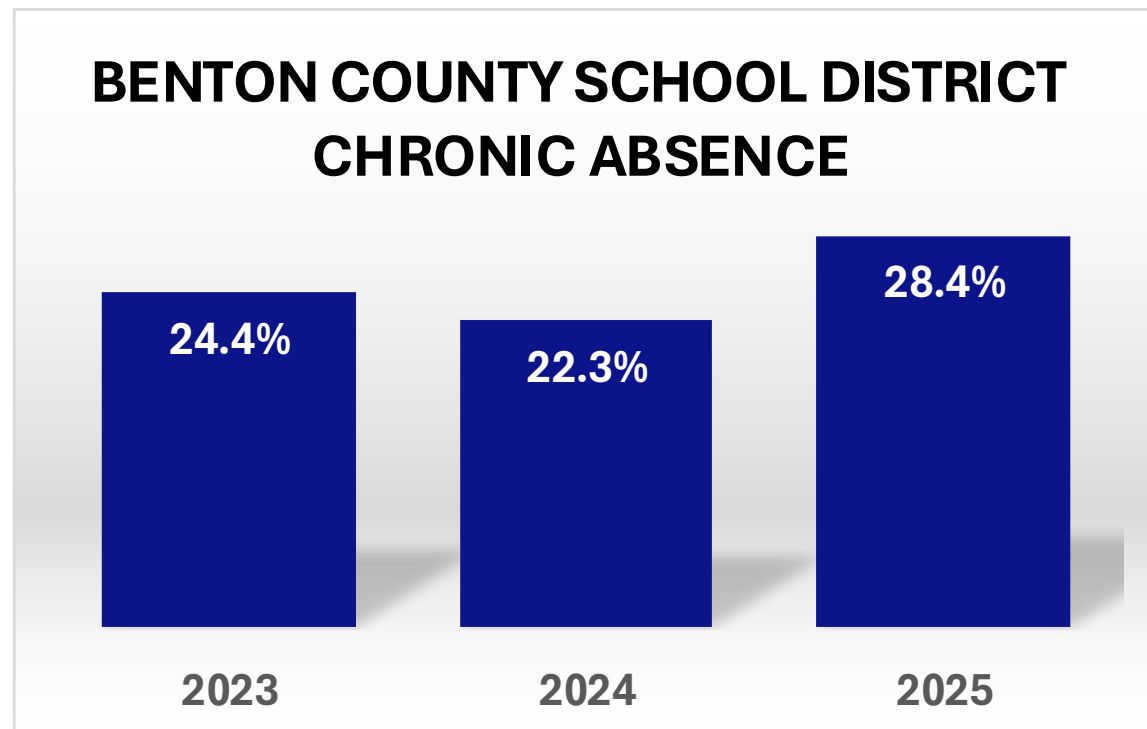


Figure 10: District Chronic Absence Percentage

Benton County: The 2025 Absence Spike

Chronic absence rates surge to a three-year high in 2025, across nearly all student demographics.



DISTRICT-WIDE ABSENCES HIT 28.4% PEAK

OVERALL CHRONIC ABSENCE RATE JUMPED
OVER 6% IN A SINGLE YEAR.



HISPANIC/LATINO STUDENTS FACE HIGHEST RATES

THIS DEMOGRAPHIC SAW THE SHARPEST INCREASE,
REACHING A 36.6% ABSENCE RATE.

≤5%

20%

ENGLISH LEARNER ABSENCES QUADRUPLE

RATES FOR STUDENTS WITH LIMITED ENGLISH
PROFICIENCY ROSE FROM ≤5% TO 20%.



MULTIRACIAL STUDENT ABSENCE REMAINS CRITICAL

STUDENTS IDENTIFYING AS TWO OR MORE RACES
REACHED A 32.2% CHRONIC ABSENCE RATE.

Figure 11: District Chronic Absence Analysis

ATTENDANCE TAKEAWAYS

Benton County School District's attendance trends reflect generally stable daily attendance rates, but a concerning rise in chronic absenteeism may threaten academic consistency if left unaddressed. Average daily attendance improved modestly as a percentage of enrollment, increasing from 90.4% in 2023 to 90.8% in 2024 and 91.3% in 2025, suggesting that most students are attending school regularly on a day-to-day basis. Several grade levels posted notable gains, including second grade, which rose from 91.5% attendance in 2025 after dipping to 87.7% in 2024, and third grade, which improved to 95.8% in 2025. However, some upper grades showed weaker consistency, particularly eleventh grade, where attendance fell to 83.1%, the district's lowest rate among reported grades.

DISTRICT PROFILE

Despite relatively steady daily attendance, chronic absence presents a more serious challenge. The district’s chronic absenteeism rate declined slightly from 24.4% in 2023 to 22.3% in 2024 before rising sharply to 28.4% in 2025, the highest level in the three-year period. This indicates that while average attendance remains acceptable, a sizable subgroup of students is missing substantial instructional time. Disparities are evident across student groups. Hispanic/Latino students recorded the highest chronic absence rate at 36.6%, followed by students of two or more races at 32.2%, females at 29.8%, and students with disabilities at 28.7%. English learners also experienced a dramatic increase, rising from below 5% in 2024 to 20.0% in 2025, highlighting emerging attendance concerns within specific populations.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS



Mississippi uses an A–F, points-based accountability system that rates each school and district on student achievement, growth, graduation, and college- and career-readiness, with separate point scales for elementary/middle schools (up to 700 points) and high schools/districts (up to 1,000 points). The State Board periodically raises standards, and *newly approved, higher cut scores for each letter grade will take effect beginning with the 2026 accountability year*, meaning schools and districts will need more points to earn an A–F rating at the same level as before.

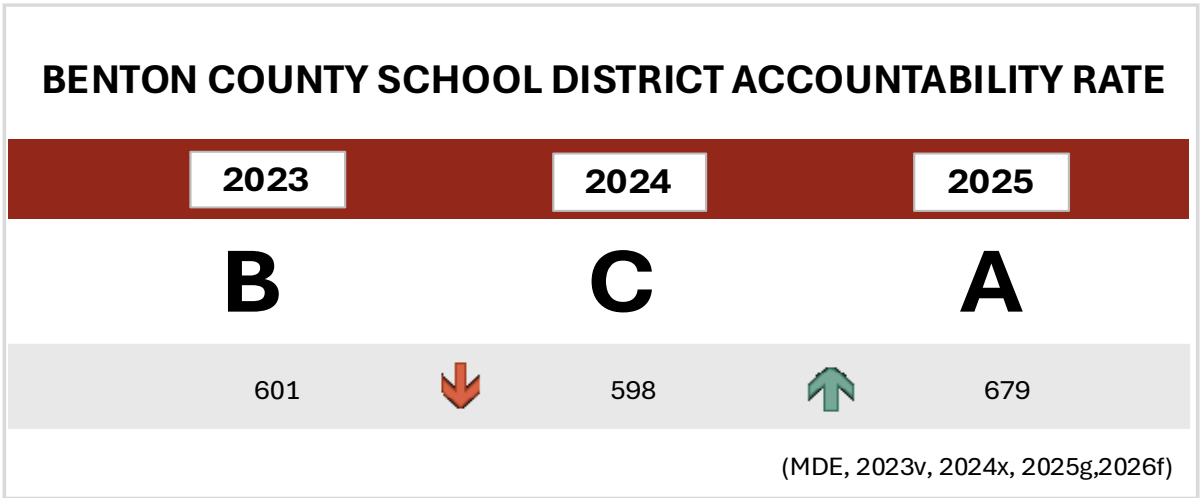


Figure 12: District Accountability Rating

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY:
READING

READING % PROFICIENT



READING % GROWTH



READING GROWTH % LOWEST QUARTILE

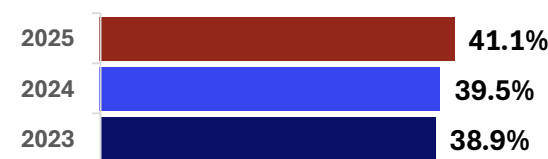


(MDE, 2023v, 2024x, 2025g,2026f)

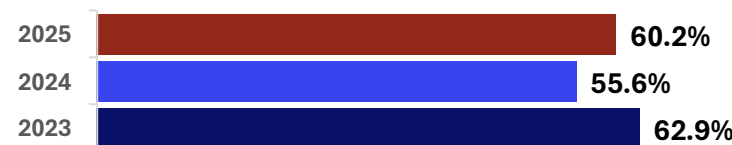
Figure 13: District Accountability: Reading

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY:
MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE



(MDE, 2023v, 2024x, 2025g,2026f)

Figure 14: District Accountability: Math

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT

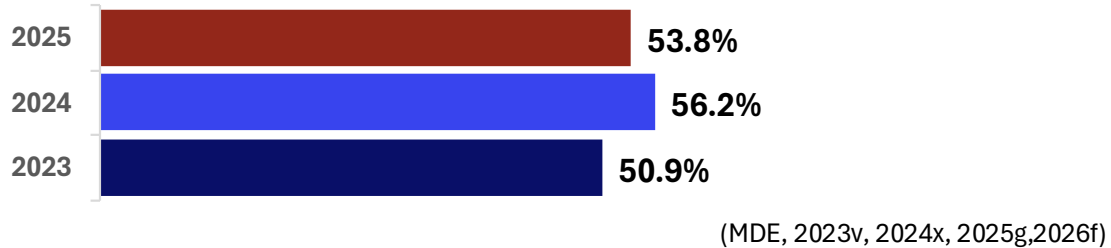


Figure 15: District Accountability: Science

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY: HISTORY

HISTORY % PROFICIENT

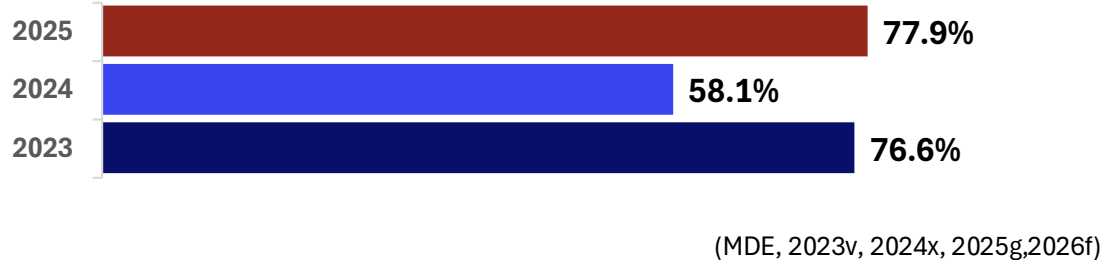


Figure 16: District Accountability: History

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY: ENGLISH PROFICIENCY

ENGLISH LANGUAGE LEARNERS PROGRESS

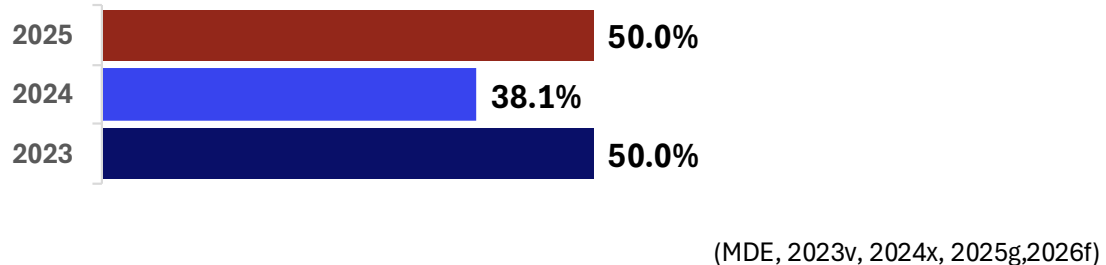


Figure 17: District Accountability: English Proficiency

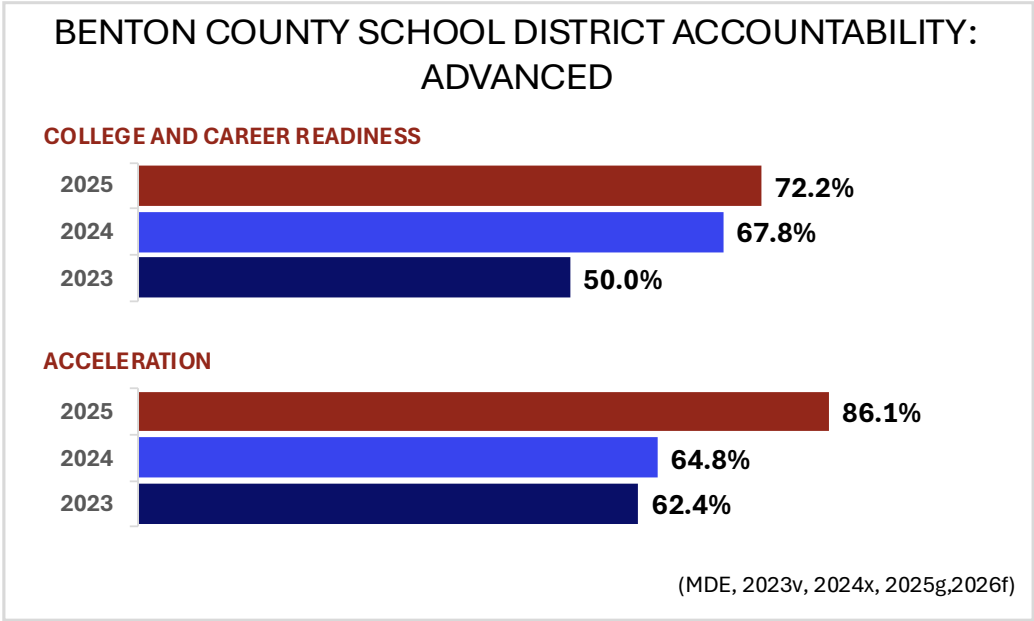


Figure 18: District Accountability: Advanced

GRADUATION RATE

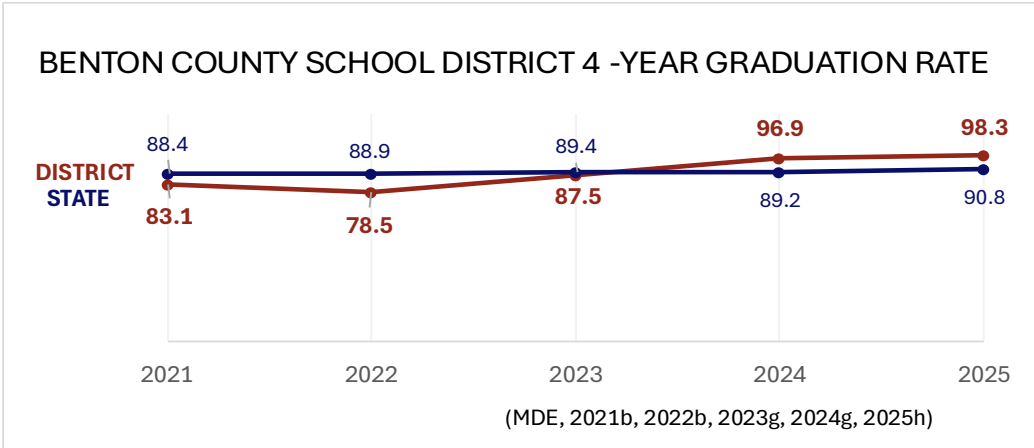


Figure 19: District 4-Year Graduation

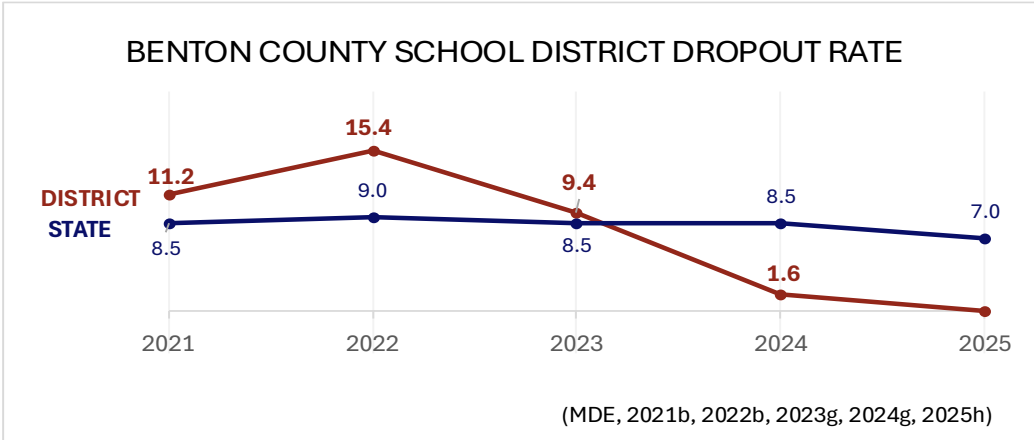


Figure 20: District Dropout Rate

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

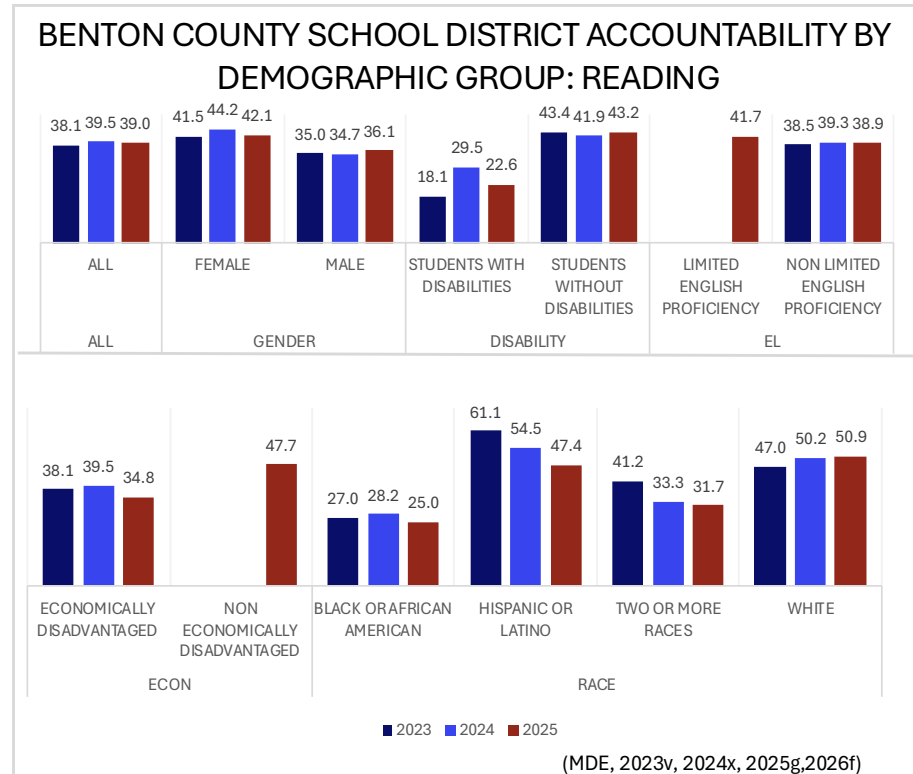


Figure 21: District Accountability by Demographic Group: Reading

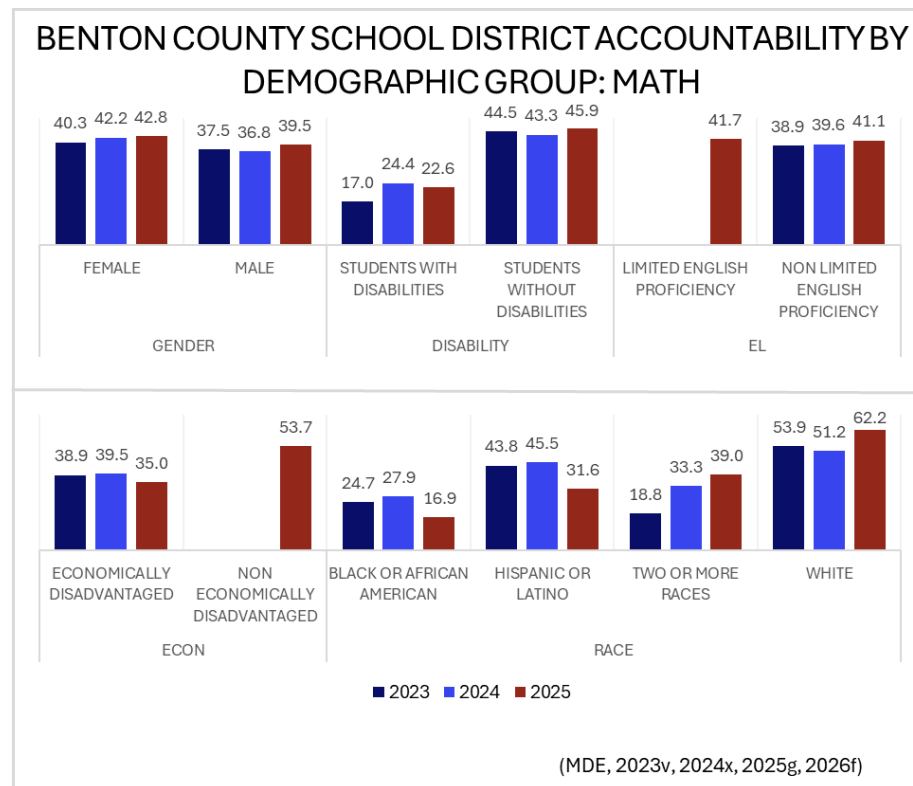


Figure 22: District Accountability by Demographic Group: Math

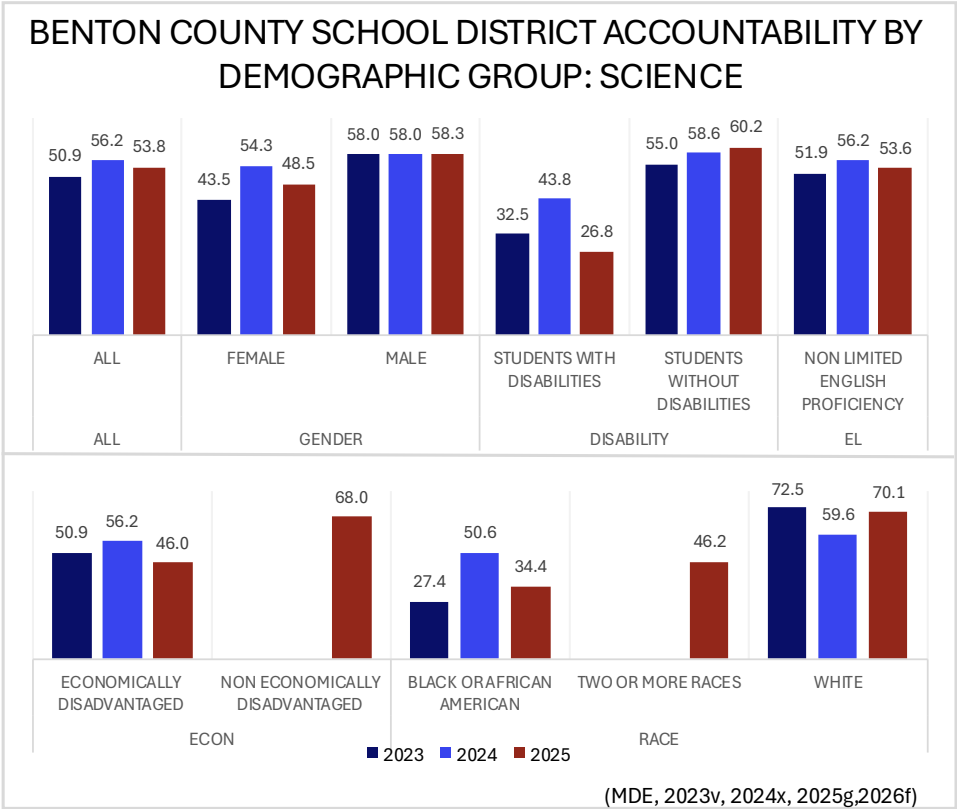


Figure 23: District Accountability by Demographic Group: Science

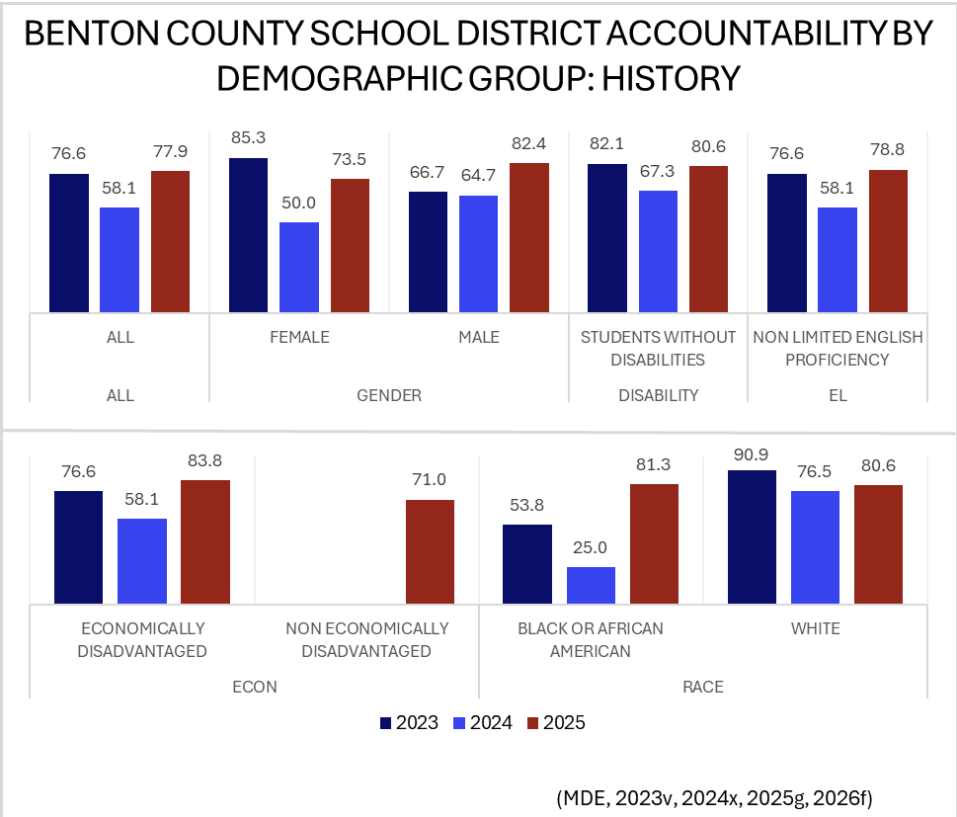


Figure 24: District Accountability by Demographic Group: History

GRADUATION RATE BY DEMOGRAPHIC GROUP

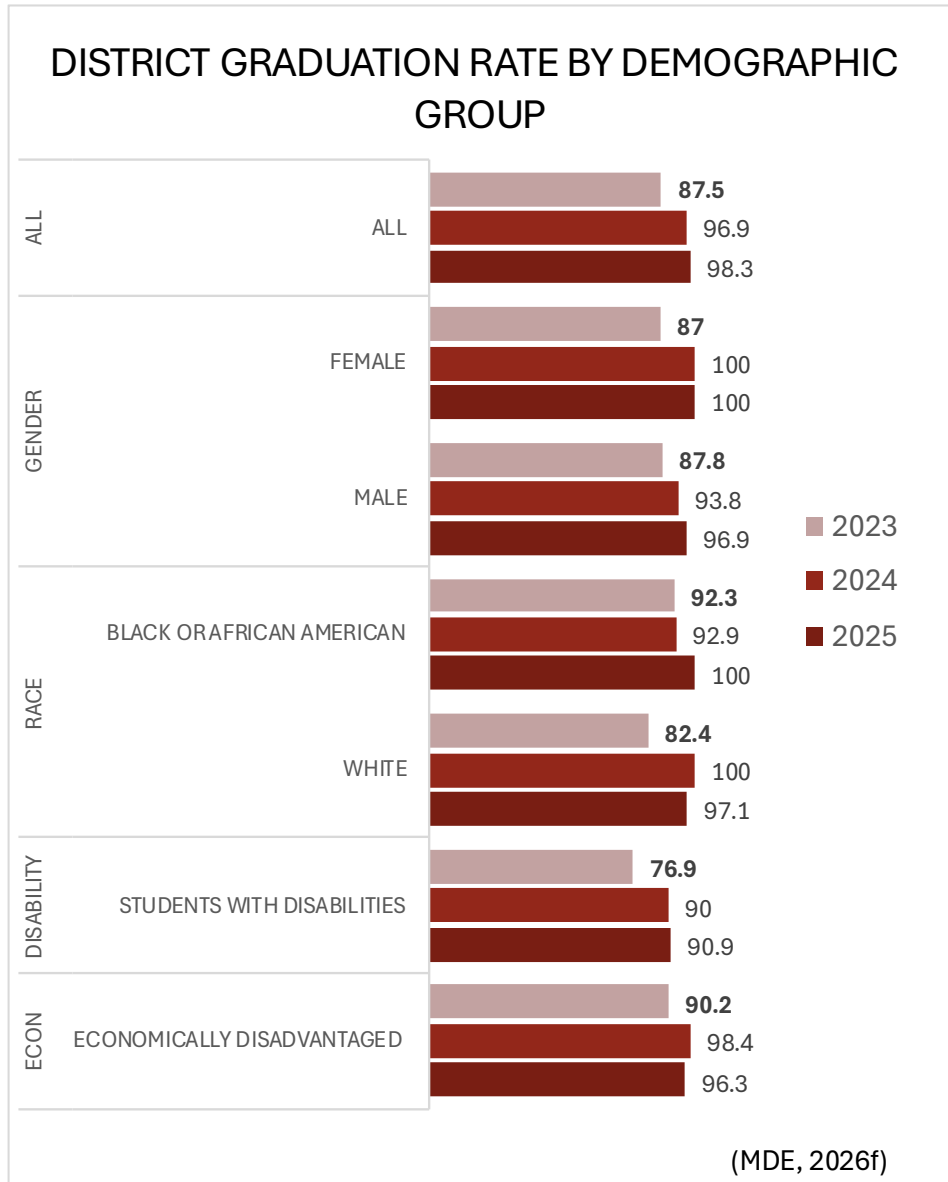


Figure 25: District Graduation Rate by Demographic Group



ACCOUNTABILITY TRENDS

BENTON COUNTY: THE ACHIEVEMENT GAP

Significant performance disparities between demographic groups in core subjects.

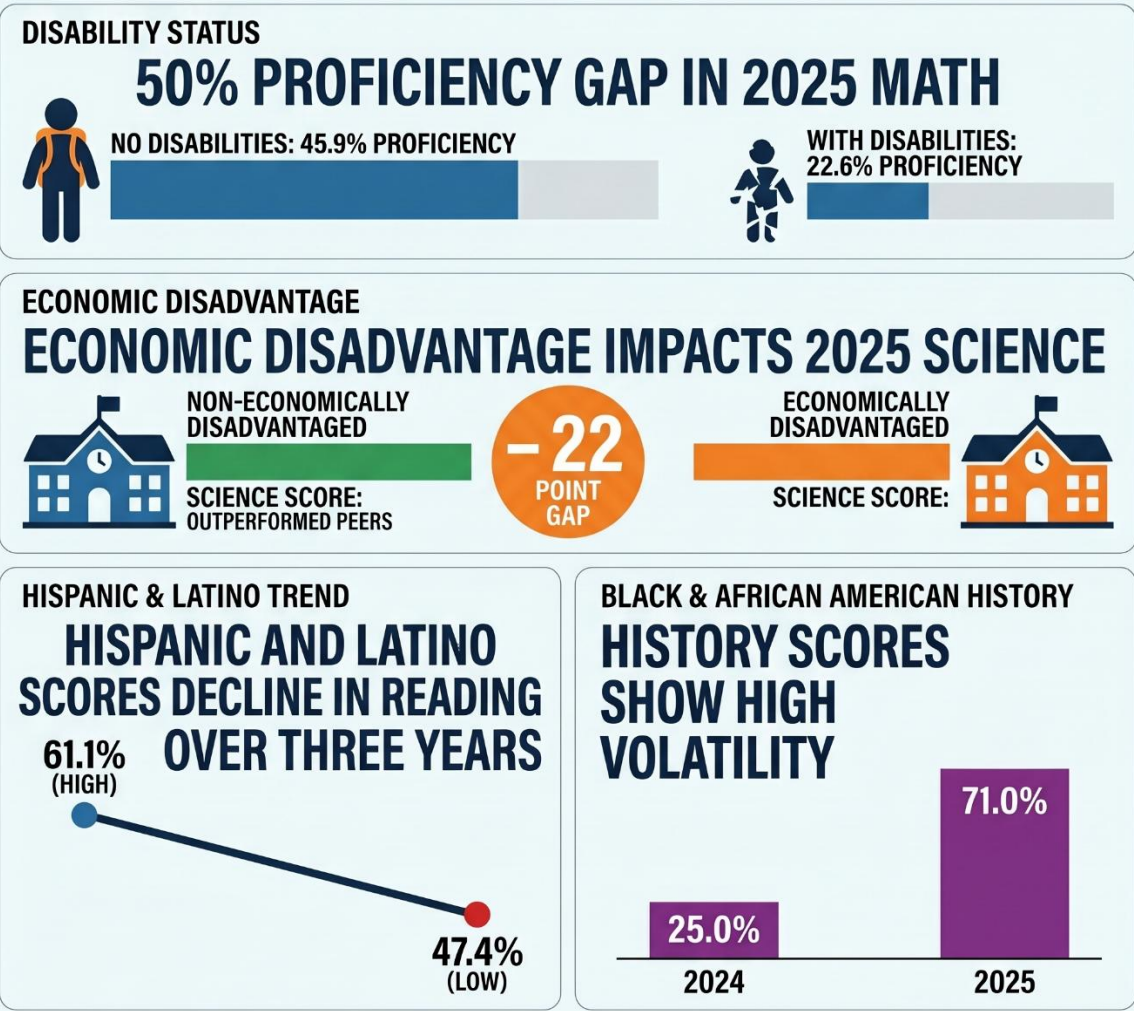


Figure 26: District Accountability Trends

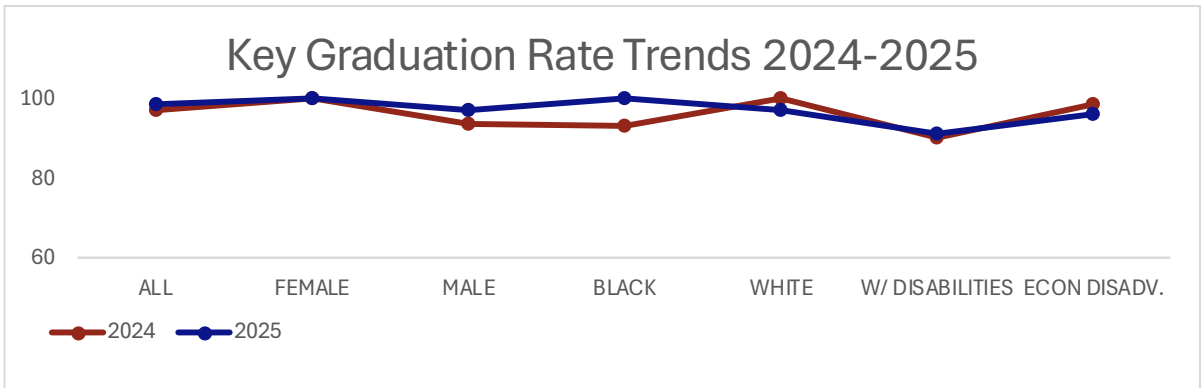


Figure 27: District Graduation Rate Trends 2024 to 2025

PROFICIENCY GAP-TO-GOAL

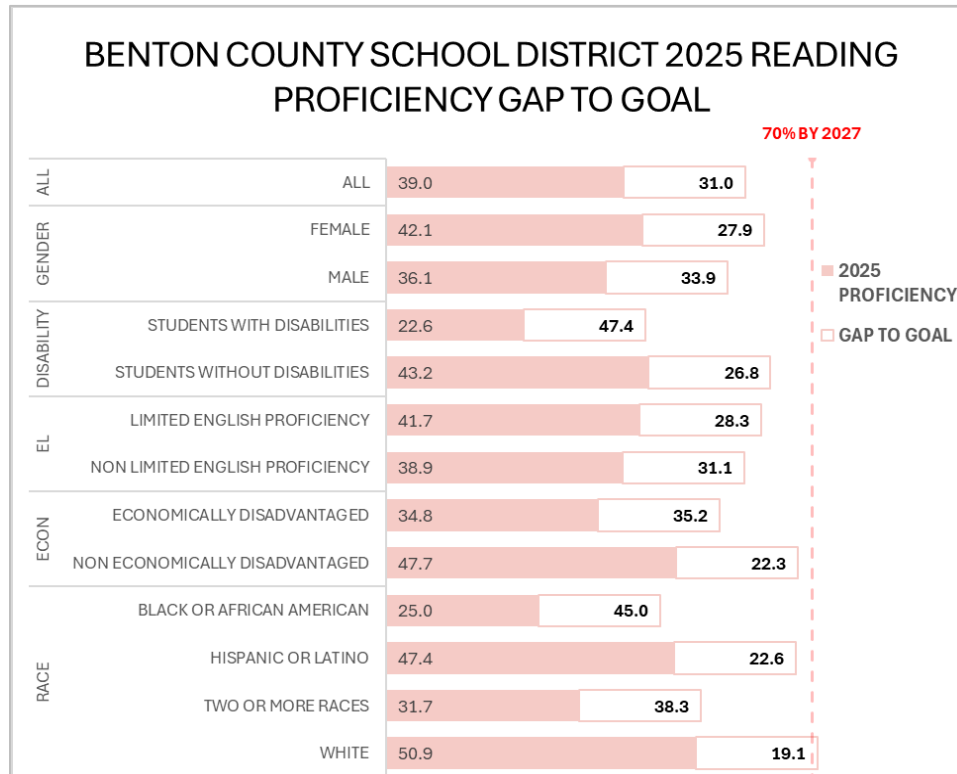


Figure 28: District 2025 Reading Proficiency Gap to Goal

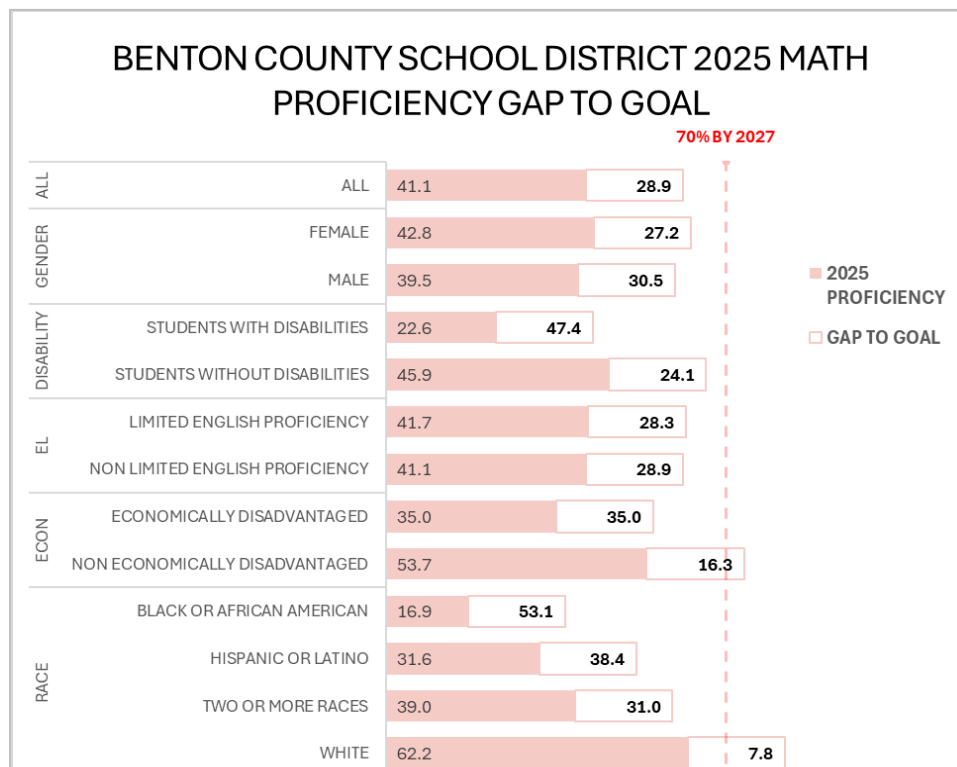


Figure 29: District 2025 Math Proficiency Gap to Goal

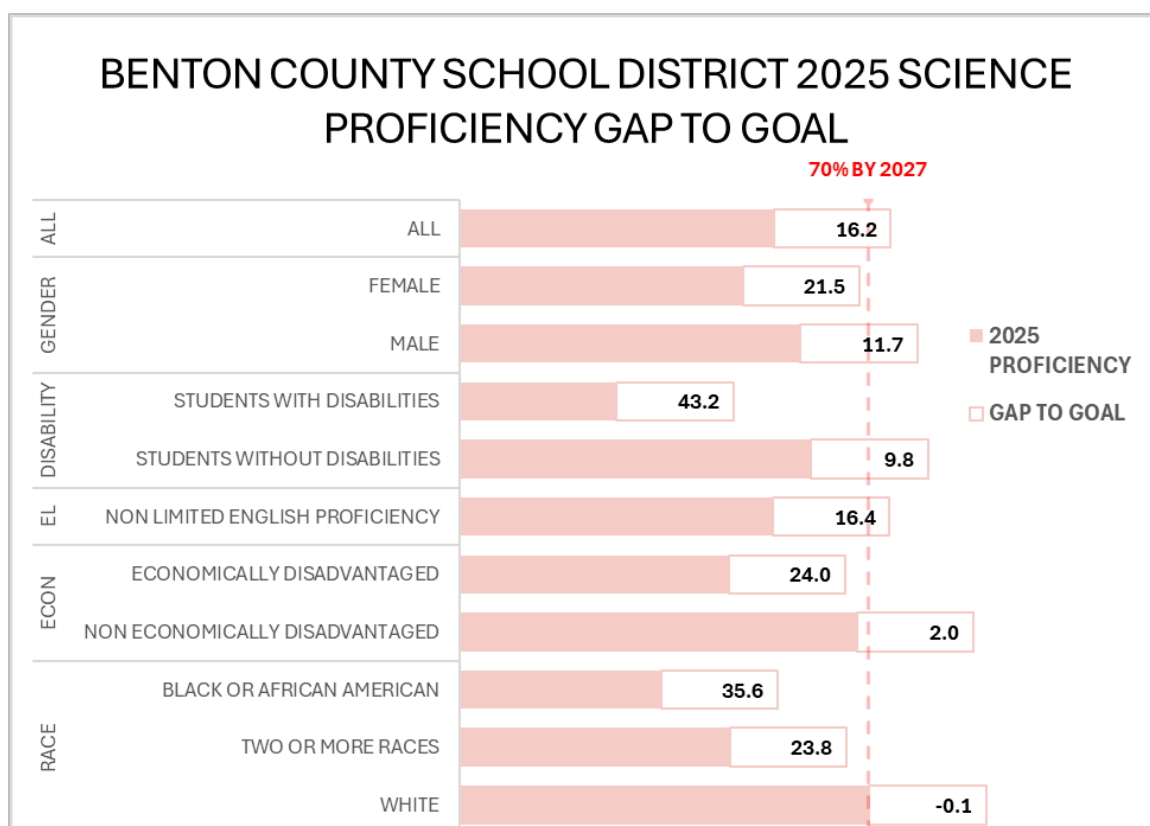


Figure 30: District 2025 Science Proficiency Gap to Goal

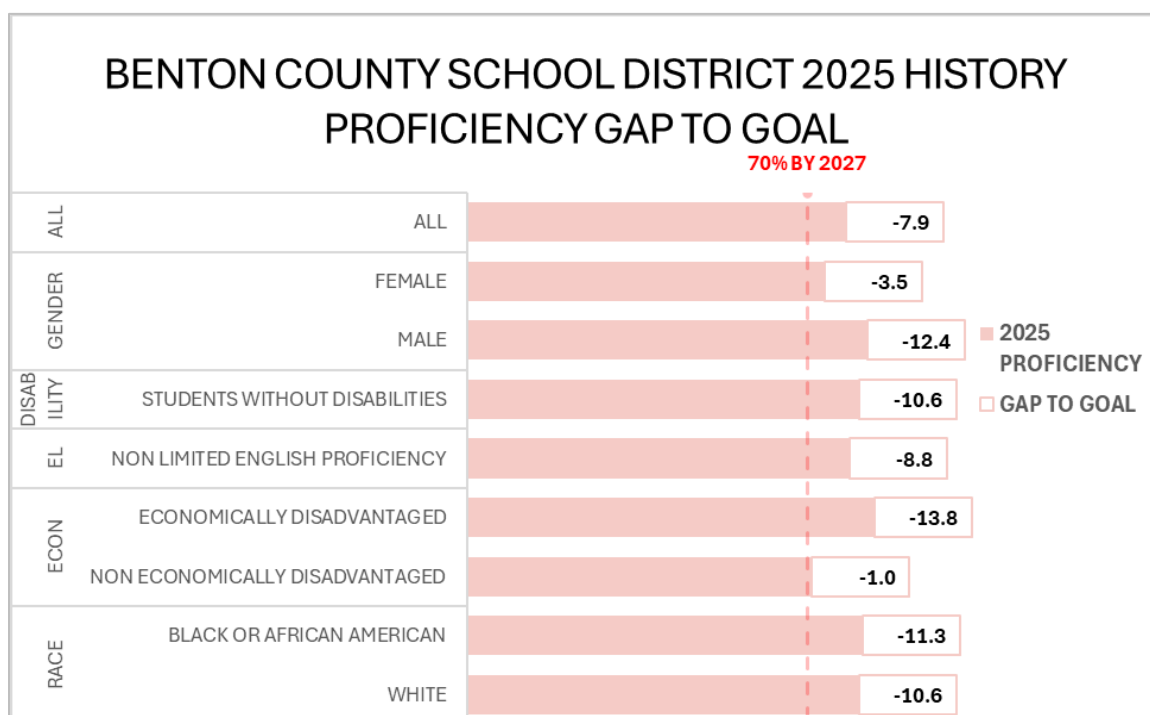


Figure 31: District 2025 History Proficiency Gap to Goal

ADVANCED COURSE ENROLLMENT

NOTE: 2025 advanced course and post-secondary enrollment figures are not currently available.

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
ALL		49.2	36.7%	43.2	32.5%	60.5	46.2%
GENDER	FEMALE	26.2	43.7%	24.5	40.2%	36.8	58.4%
	MALE	23.0	31.1%	18.7	26.0%	23.7	34.9%
RACE	BLACK OR AFRICAN AMERICAN	17.3	36.0%	12.0	21.1%	15.3	28.3%
	HISPANIC OR LATINO					<10	
	TWO OR MORE RACES					<10	
	WHITE	24.6	34.2%	30.1	44.9%	42.2	62.1%
DISABILITY	STUDENTS WITH DISABILITIES	10.0	18.2%		8.3%	<10	19.1%
	STUDENTS WITHOUT DISABILITIES	45.2	40.4%	41.2	37.8%	56.5	51.4%
EL	NON LIMITED ENGLISH PROFICIENCY	48.2	36.8%	43.2	32.5%	60.5	46.2%

Figure 32: District Advanced Course Enrollment



ENROLLED IN POST-SECONDARY COURSES				
		2022	2023	2024
ALL				
	ALL	69.0	48.0	50.0
GENDER				
	FEMALE	75.0	51.7	61.9
	MALE	61.5	42.9	43.2
RACE				
	BLACK OR AFRICAN AMERICAN	61.8	42.9	36.0
	TWO OR MORE RACES			<5%
	WHITE	81.0	48.3	62.1
DISABILITY				
	STUDENTS WITH DISABILITIES	5.0		45.5
ECON				
	ECONOMICALLY DISADVANTAGED	67.5	48.0	50.0
(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)				

Figure 33: District Post-Secondary Enrollment

DISTRICT ADVANCED COURSE OPPORTUNITIES

- **Advanced Placement:** AP courses are offered at the high school level, depending on scheduling and demand.
- **Dual Credit:** Through a partnership with Northeast Mississippi Community College, students can enroll in dual credit courses to receive both high school and college credit. These programs are designed for juniors or seniors with a minimum 3.0 GPA.

SCHOOL IMPROVEMENT DESIGNATIONS

Ashland Middle/High School was reidentified in 2024 as a **Comprehensive Support & Improvement (CSI)** school due to **graduation rate that is less than 67%** and the **average accountability score ranking in the bottom 5% of schools**. In 2024, the district received \$90,680 in Title I School Improvement allocations to increase subgroup performance.

Ashland Middle/High School is continuing in 2025 and again in 2026 as a **Comprehensive Support & Improvement (CSI)** school due to **graduation rate that is less than 67%** and the **average accountability score ranking in the bottom 5% of schools**. In 2025, the district received \$104,941 and in 2026 received \$109,866 in Title I School Improvement allocations to increase subgroup performance.

ACCOUNTABILITY TAKEAWAYS

Benton County School District's reading performance showed modest gains before declining, moving from 38.1% proficiency in 2023 to 39.5% in 2024, then falling to 34.8% in 2025. Mathematics followed a similar trajectory, dropping from 38.9% in 2023 to 35.0% in 2025 after a brief improvement in 2024. Science performance remained comparatively stronger, though it also declined from 56.2% in 2024 to 46.0% in 2025. History emerged as a relative bright spot, with proficiency increasing substantially from 58.1% in 2024 to 77.9% in 2025, suggesting stronger instructional performance in that content area.

Performance disparities across student groups remain significant. In 2025 reading, students without disabilities scored 43.2% proficient compared with 22.6% for students with disabilities, a gap of more than 20 points. The mathematics gap was even wider, with 45.9% proficiency for students without disabilities versus 22.6% for students with disabilities. Economic disadvantage also continues to correlate with lower outcomes, particularly in science, where economically disadvantaged students posted a 46.0% proficiency rate compared with 68.0% among their non-economically disadvantaged peers. Racial disparities are also evident, with Black students achieving 16.9% math proficiency compared with 62.2% for White students.

Despite these academic gaps, some indicators suggest opportunity for growth. Graduation trends remained relatively stable across key demographic groups, indicating that student persistence remains a district strength. However, sustained improvement will likely depend on narrowing subgroup performance gaps while strengthening consistency in core academic subjects, particularly reading, mathematics, and science.

ASSESSMENT

Mississippi’s statewide assessments evaluate students from prekindergarten through high school. Early learners are assessed at the start and end of the year, while grades 3–8 take the MAAP in English Language Arts and Math; science is tested in grades 5 and 8. High schoolers complete end-of-course exams in Algebra I, English II, and Biology, plus all juniors take the ACT. These assessments measure learning to ensure students are prepared for graduation and future opportunities.

JUNIOR ACT

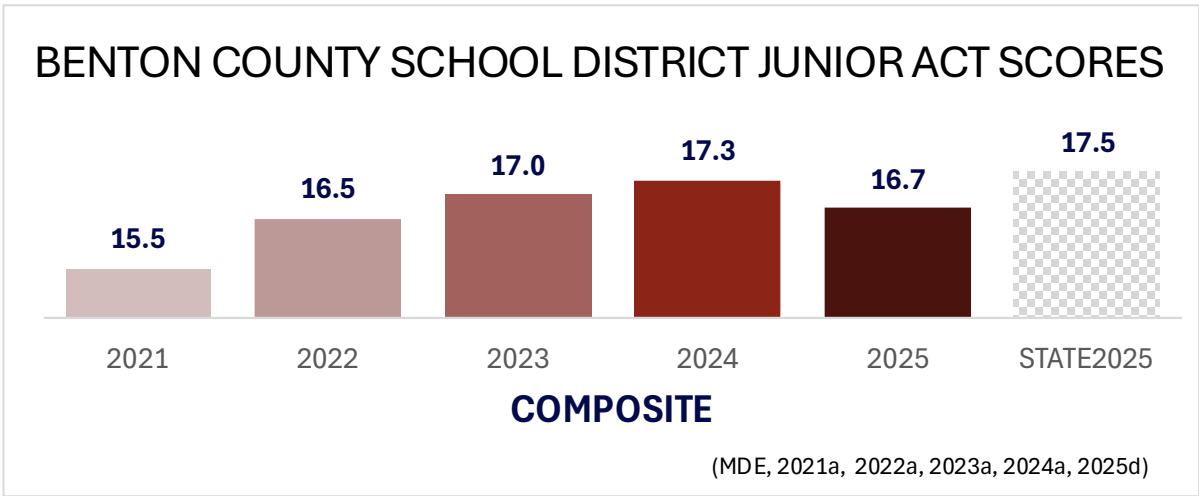


Figure 34: District Junior ACT: Composite

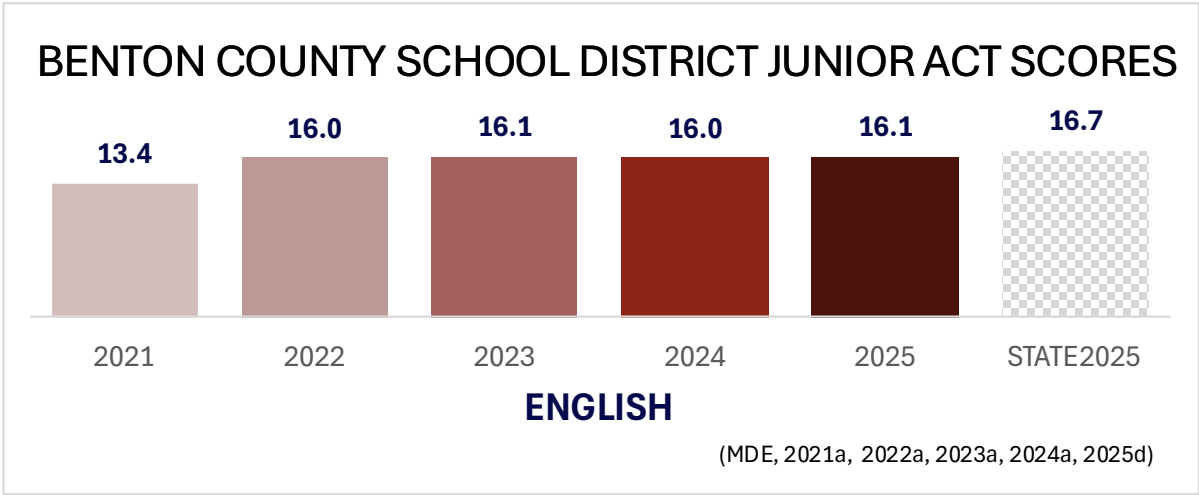


Figure 35: District Junior ACT: English

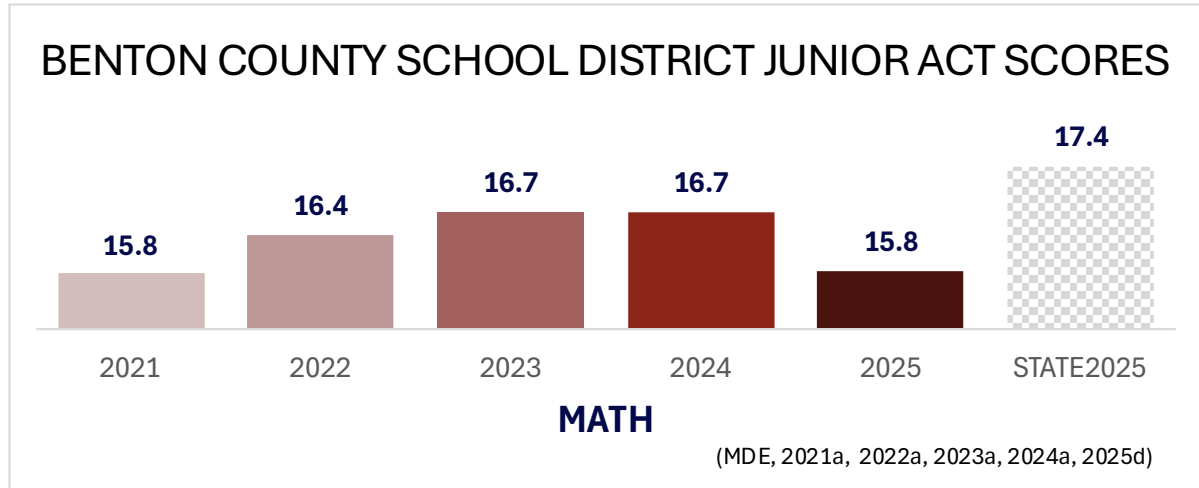


Figure 36: District Junior ACT: Math

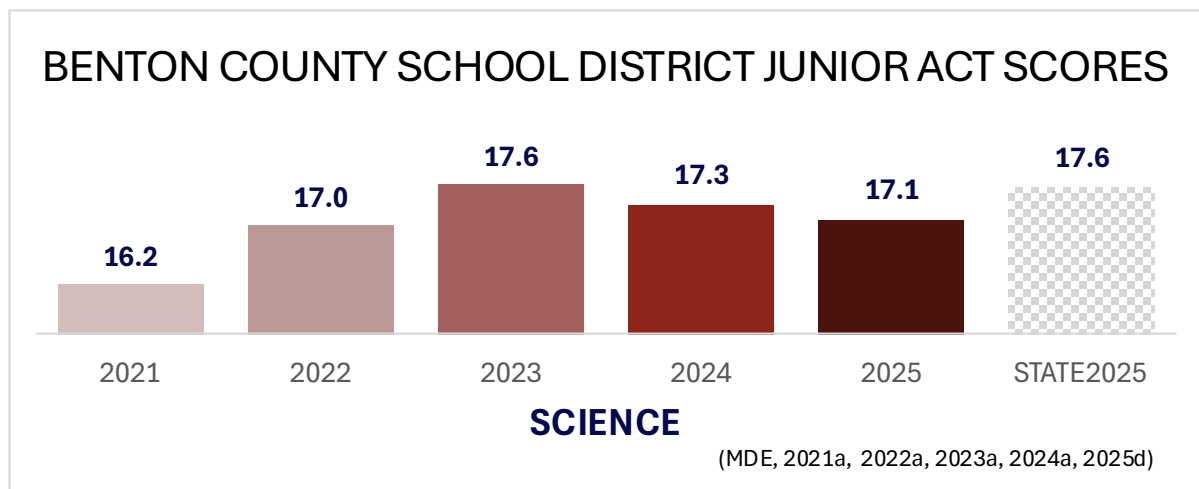


Figure 37: District Junior ACT: Science

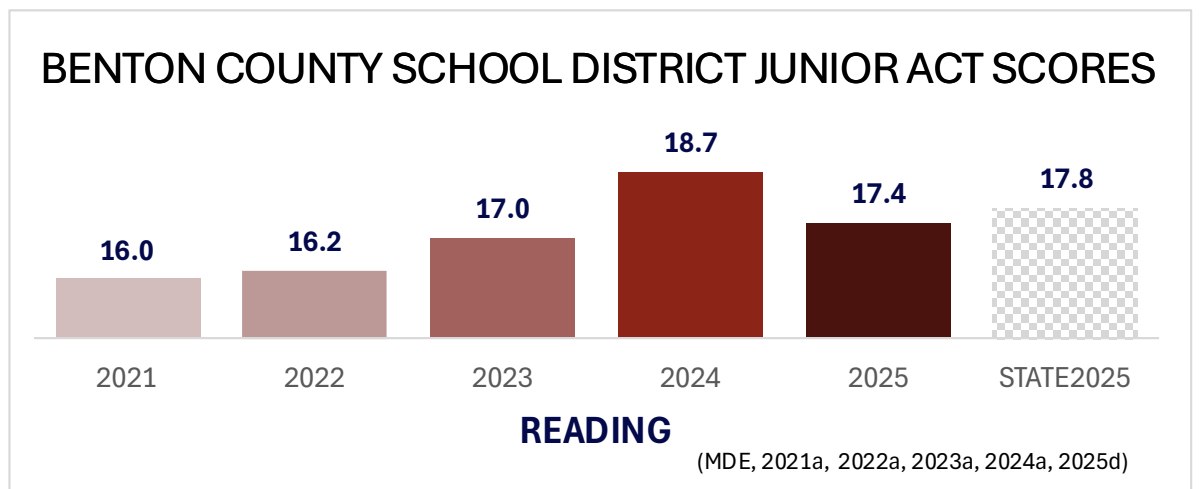


Figure 38: District Junior ACT: Reading

KINDERGARTEN READINESS ASSESSMENT

Due to major vendor and technical changes, Mississippi's Kindergarten Readiness Assessment (KRA/MKAS2) results are not directly comparable across years.

- **2023–24:** Used *Renaissance's STAR Early Literacy* with stable cut scores; results within this year are comparable.
- **2024–25:** Switched to *Istation/Ameri Learning* with new cut scores; not comparable to previous STAR results.
- **May 27, 2025:** State Board ended Istation/Ameri's contract, approving a one-year emergency contract with *Renaissance Learning* for 2025–26.
- **2025–26:** *Renaissance* returns as interim vendor; this is a bridge year, so technical details may differ from earlier STAR assessments.

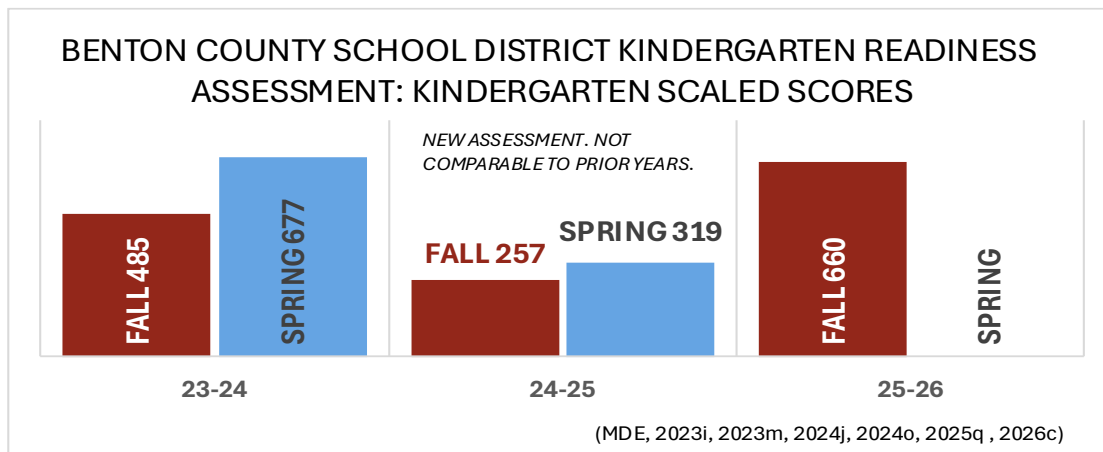


Figure 39: District Kindergarten Readiness Assessment: Kindergarten Scaled Scores

LITERACY-BASED PROMOTION ACT (LBPA)

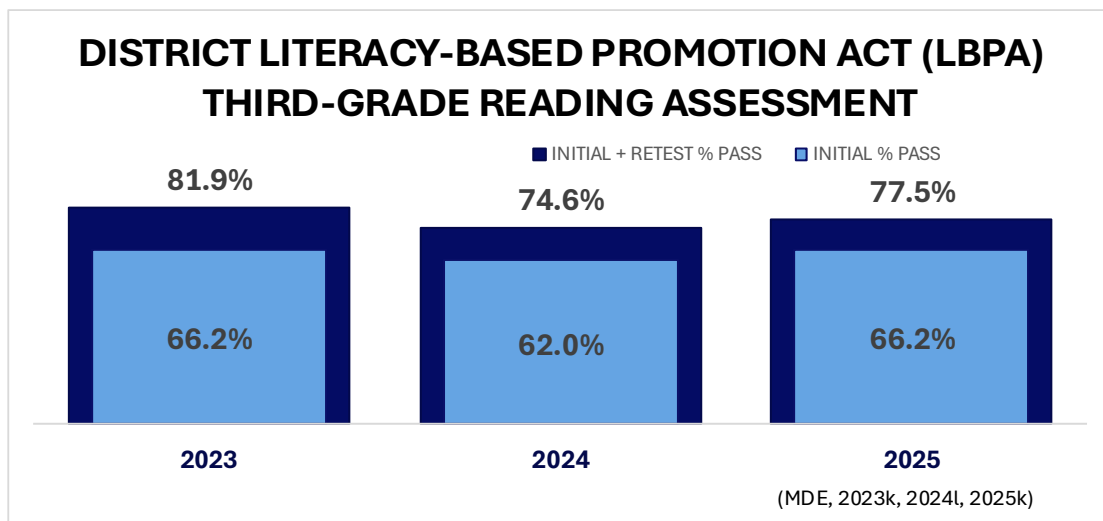


Figure 40: District Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

PERCENT OF THIRD-GRADE STUDENTS ALLOWED GOOD CAUSE EXEMPTION BY REASON FOR PROMOTION

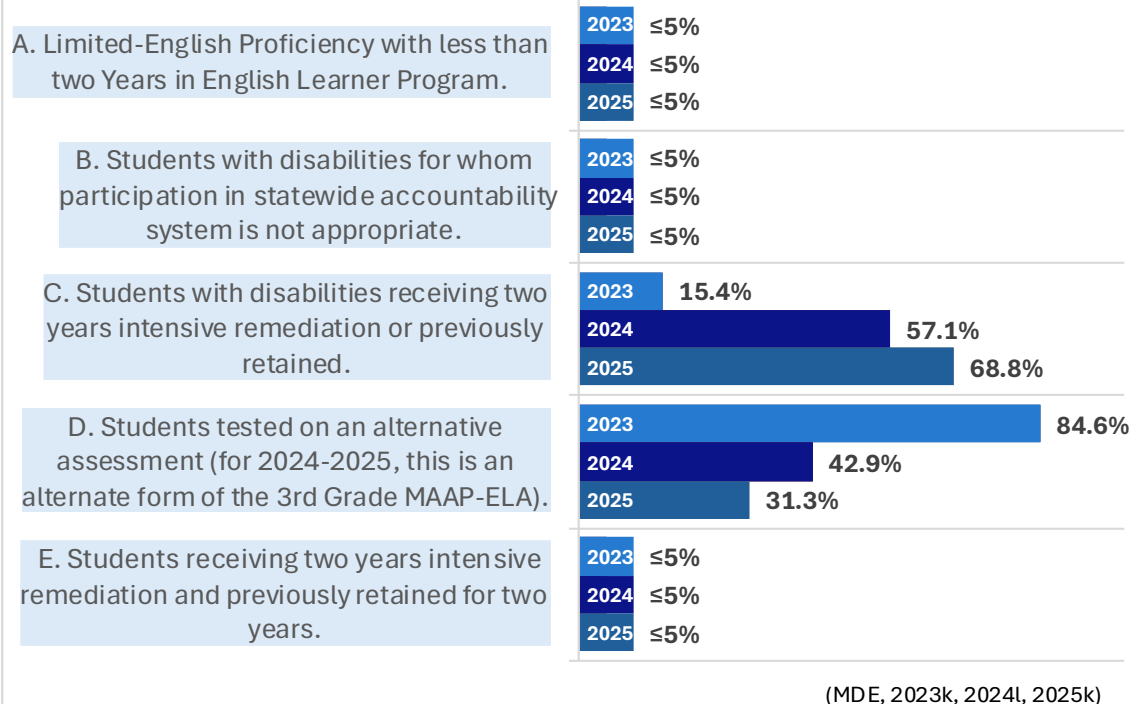


Figure 41: Percent of Third-Grade Students Allowed Good Cause Exemption by Reason for Promotion

AN EXPLANATION OF THE LBPA INCLUDING RECENT UPDATES

Mississippi's Literacy-Based Promotion Act (LBPA) is the state's early literacy law requiring most students to demonstrate basic reading proficiency by the end of 3rd grade to be promoted, with limited exemptions and intensive supports. **Schools must identify K-3 students with reading deficiencies**, create Individual Reading Plans, provide research-based interventions, and regularly inform families. The retention requirement and rising promotion cut score, along with statewide coaching and training, have been credited with improving reading outcomes.

Recent policy efforts **propose extending LBPA-style expectations into grades 4-8**, including universal literacy screening, IRPs, and documented, evidence-based interventions aligned to MTSS and state assessments. Related provisions discussed with the Mississippi Education Freedom Act would create an adolescent literacy program that essentially replicates the 3rd-grade reading-gate model in upper grades. **If enacted, districts would manage a K-8 continuum of literacy screening, planning, and intervention**, with expanded reporting on students receiving services and exiting reading deficiencies.

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

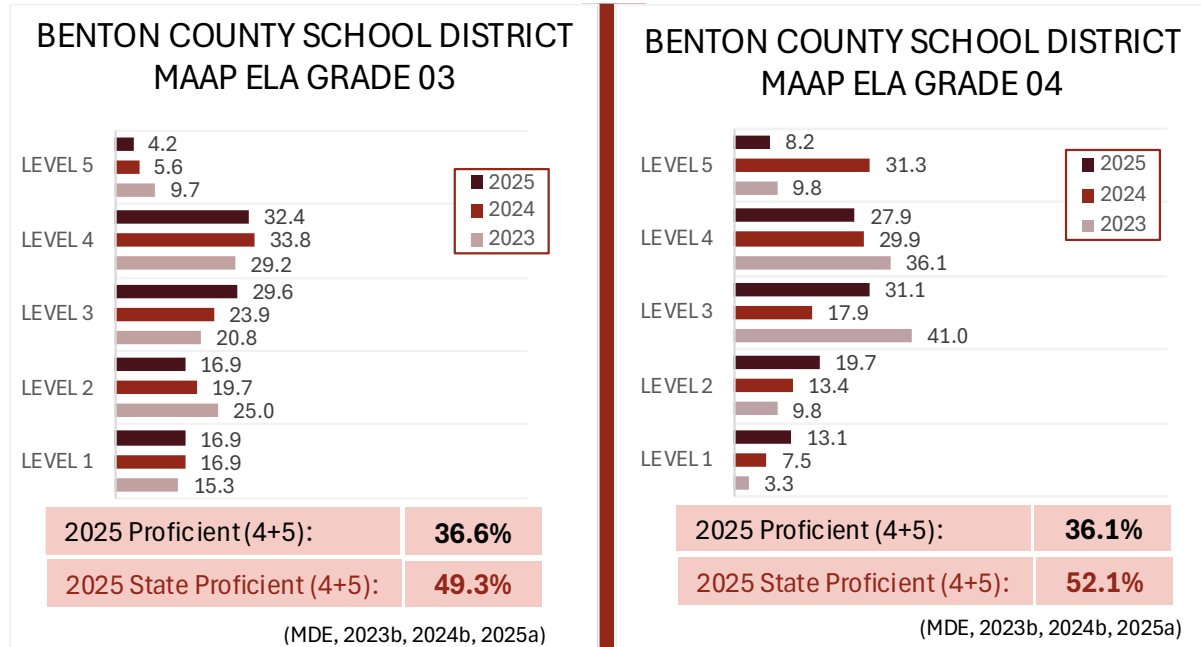


Figure 42: District MAAP ELA Grades 3 and 4

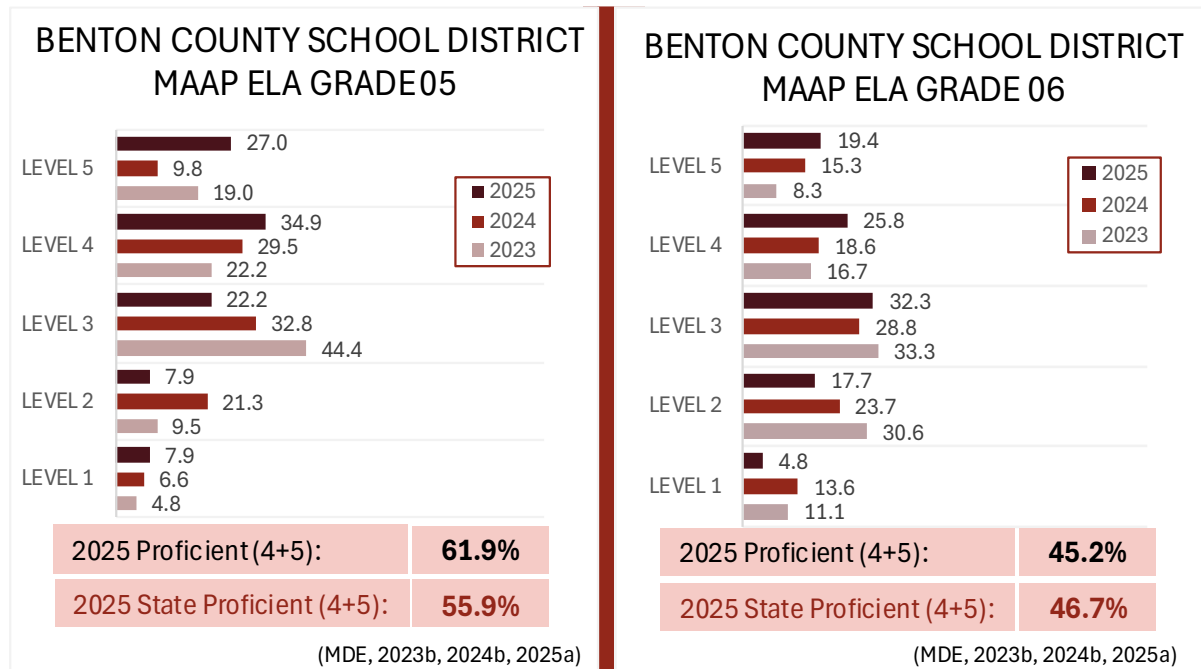


Figure 43: District MAAP ELA Grades 5 and 6

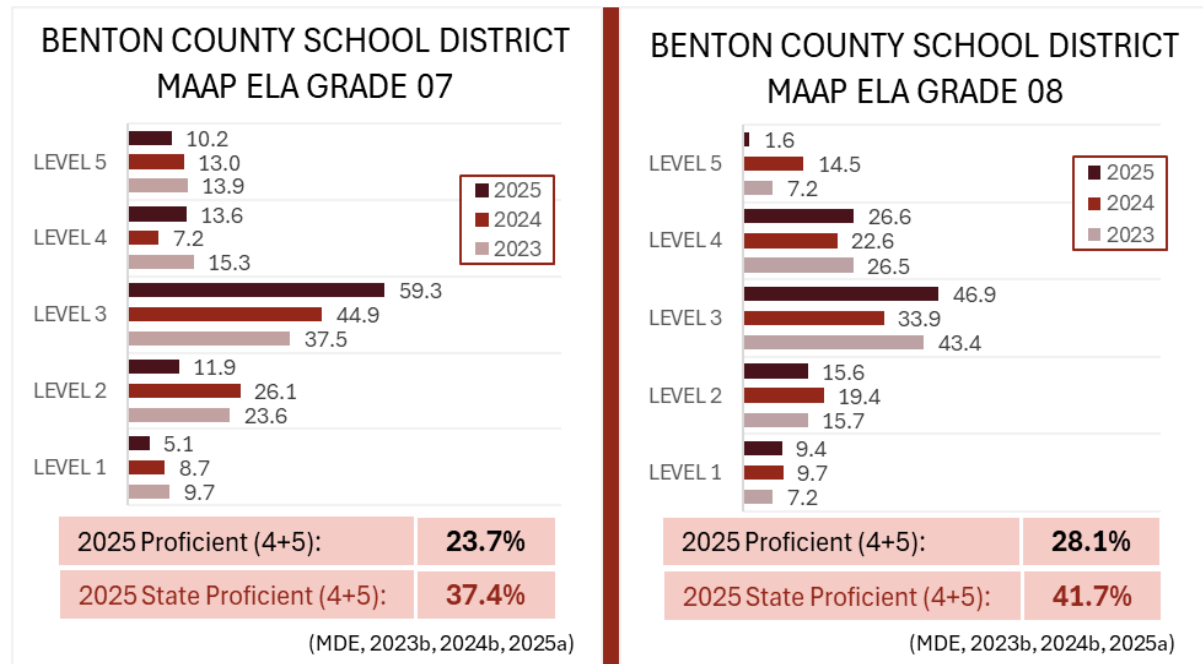


Figure 44: District MAAP ELA Grades 7 and 8

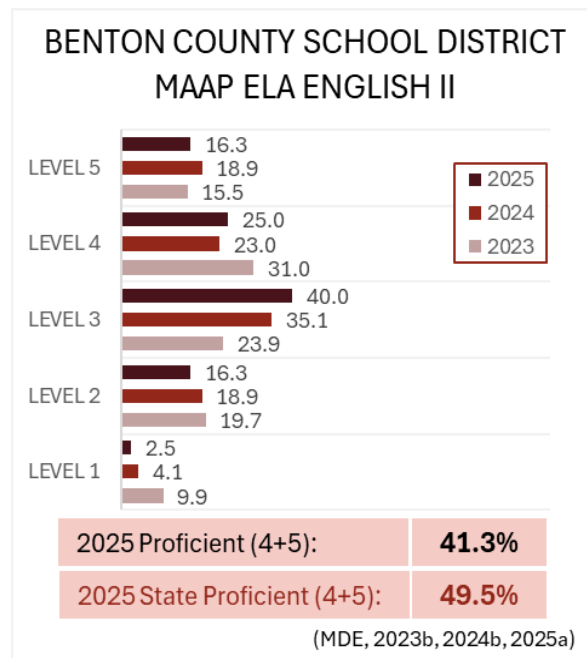


Figure 45: District MAAP ELA English II



MAAP MATH

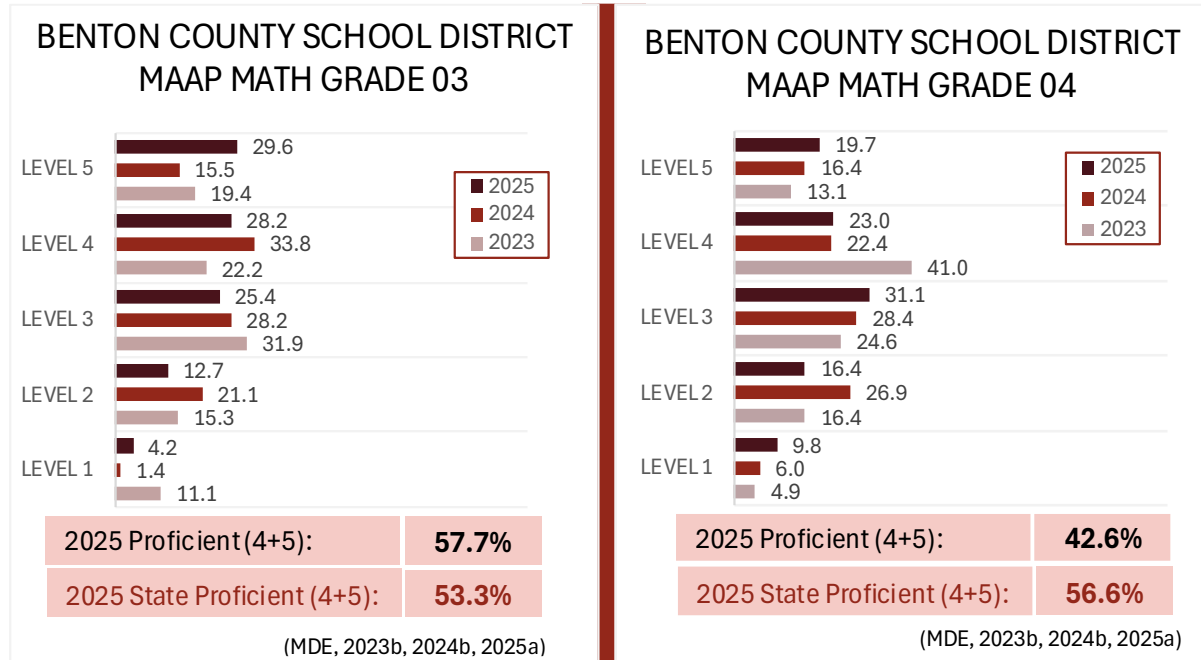


Figure 46: District MAAP Math Grades 3 and 4

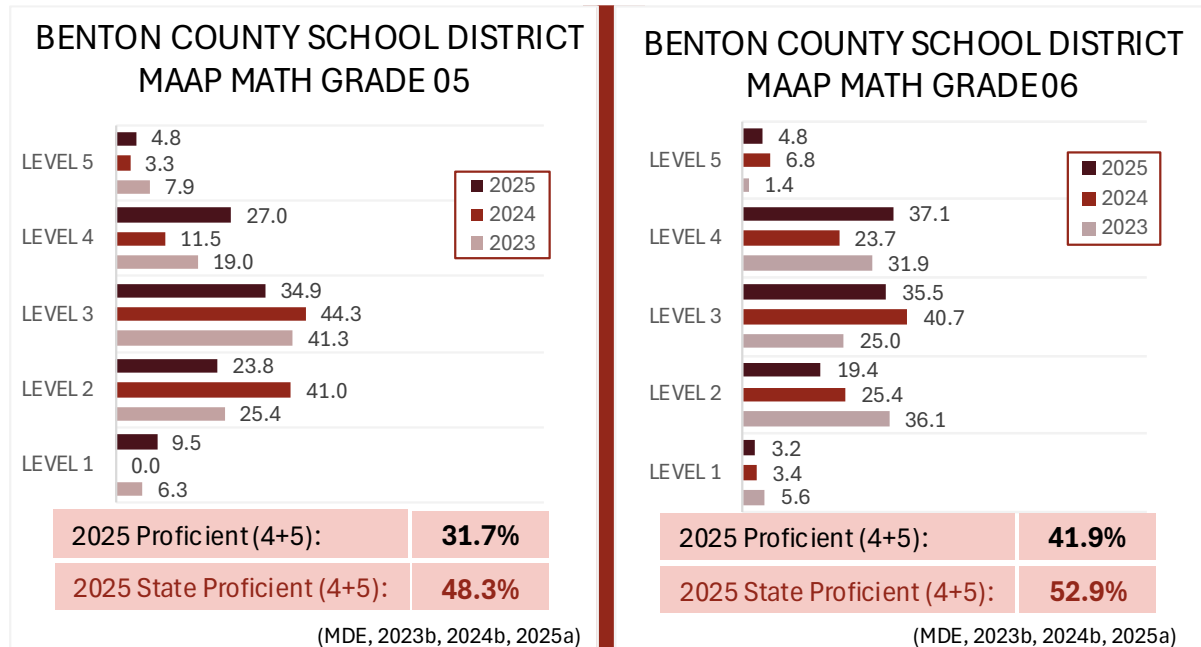


Figure 47: District MAAP Math Grades 5 and 6

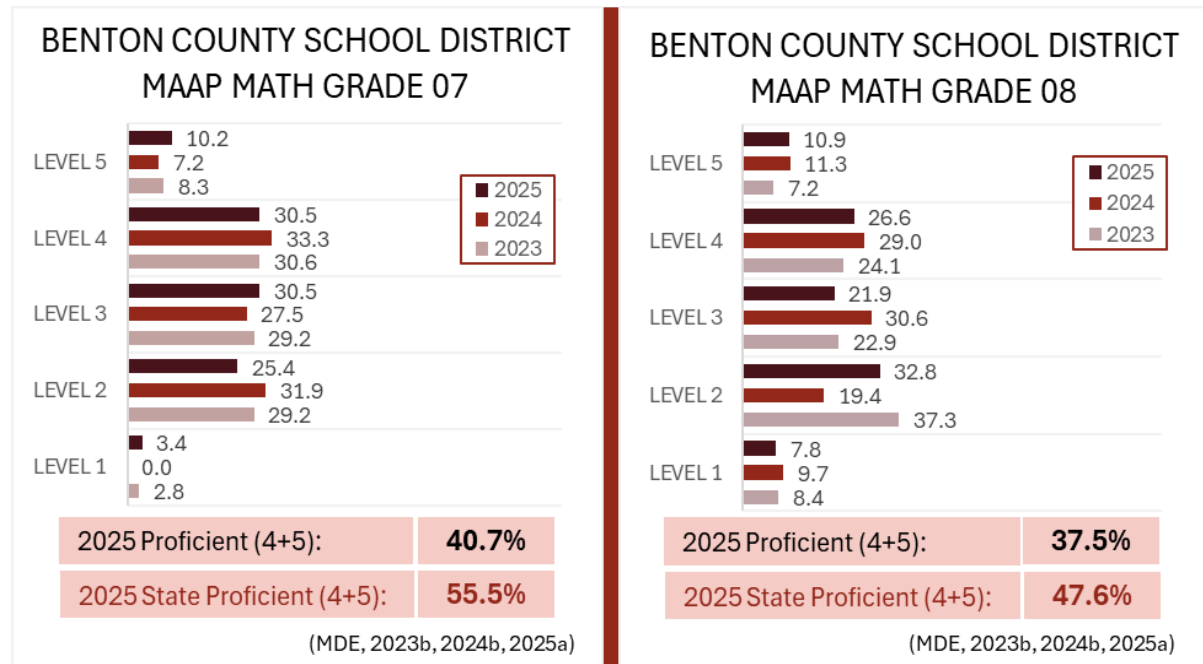


Figure 48: District MAAP Math Grades 7 and 8

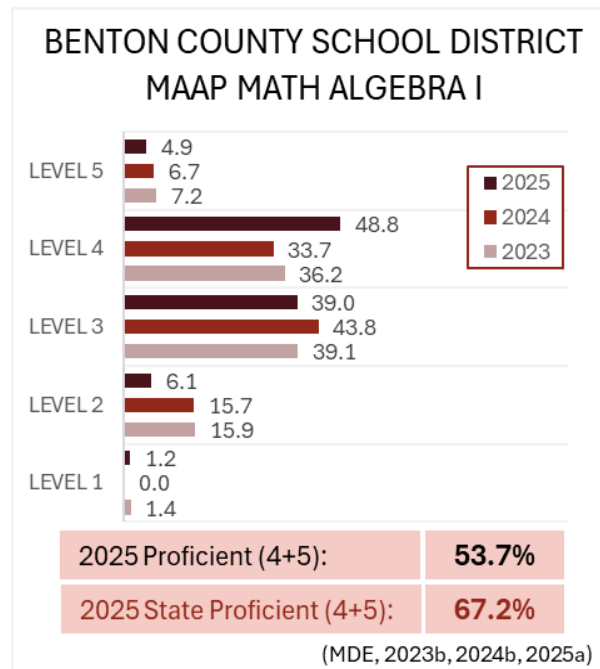


Figure 49: District MAAP Math Algebra I



MAAP SCIENCE

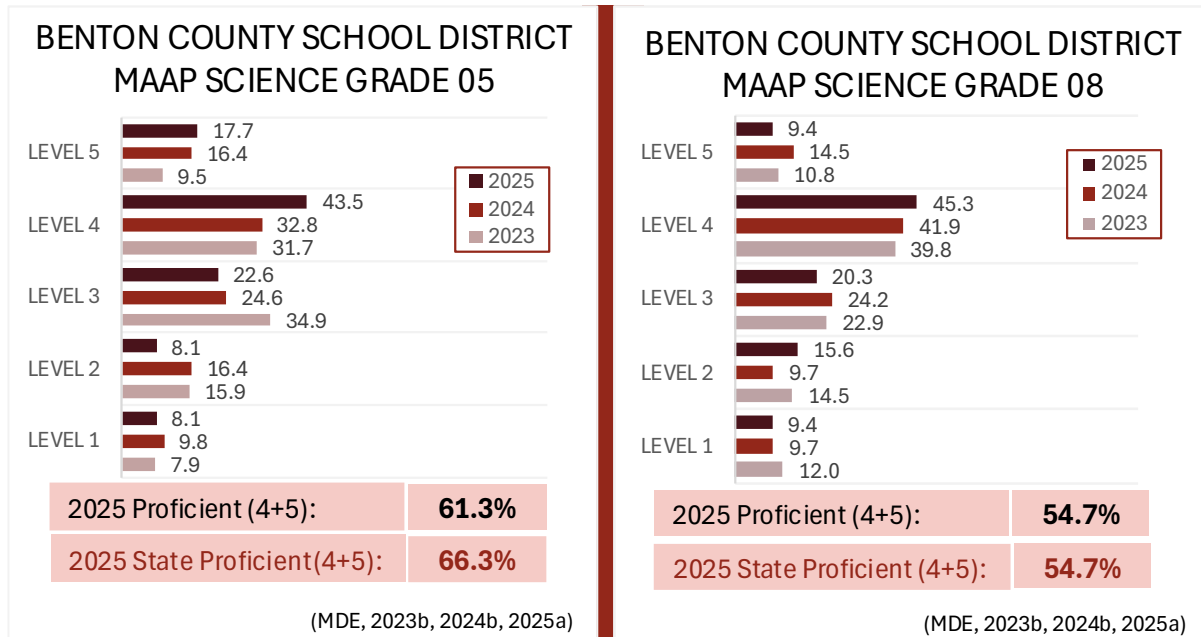


Figure 50: District MAAP-SCI Grades 5 and 8

MAAP END-OF-COURSE

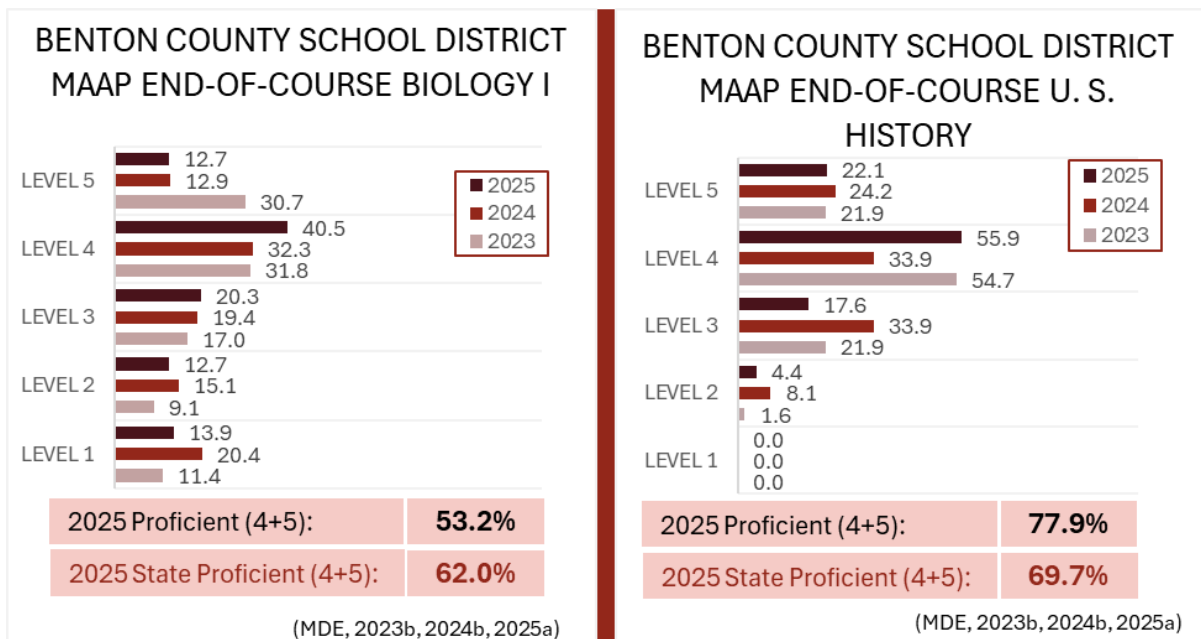


Figure 51: District MAAP-EOC Biology I and U. S. History

MAAP PROFICIENCY

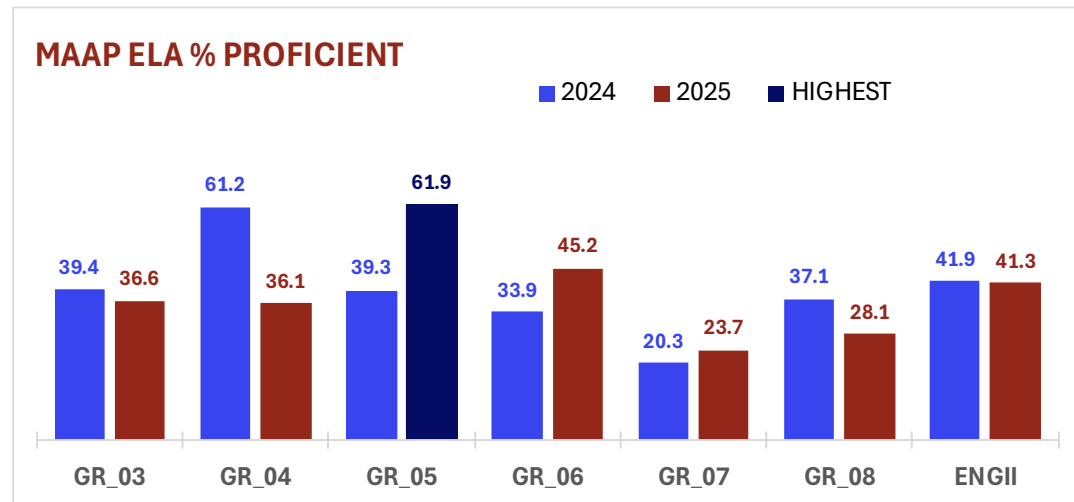


Figure 52: District MAAP ELA % Proficiency

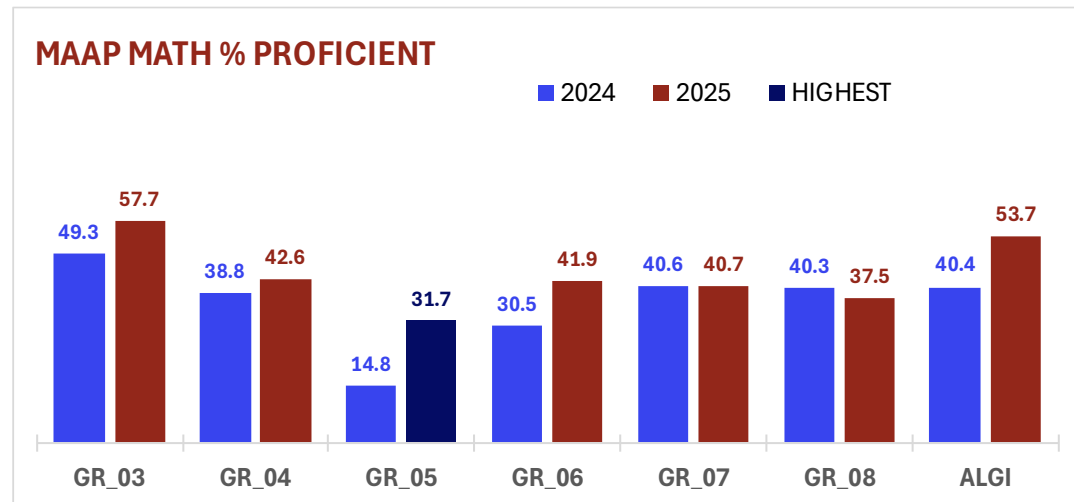


Figure 53: District MAAP Math % Proficiency

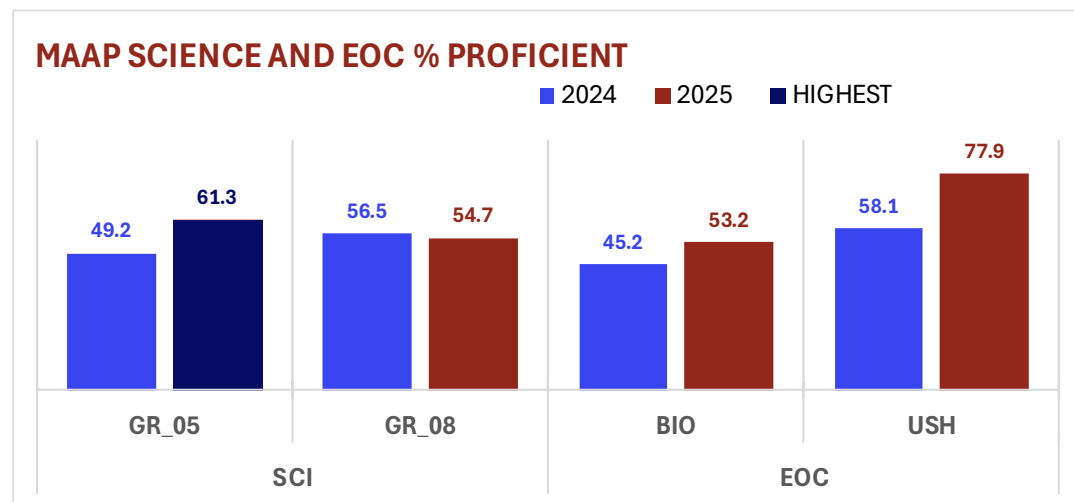


Figure 54: District MAAP Science and End-of-Course Proficiency

MAAP PROFICIENCY GAIN/LOSS OVER TIME 2023-2025

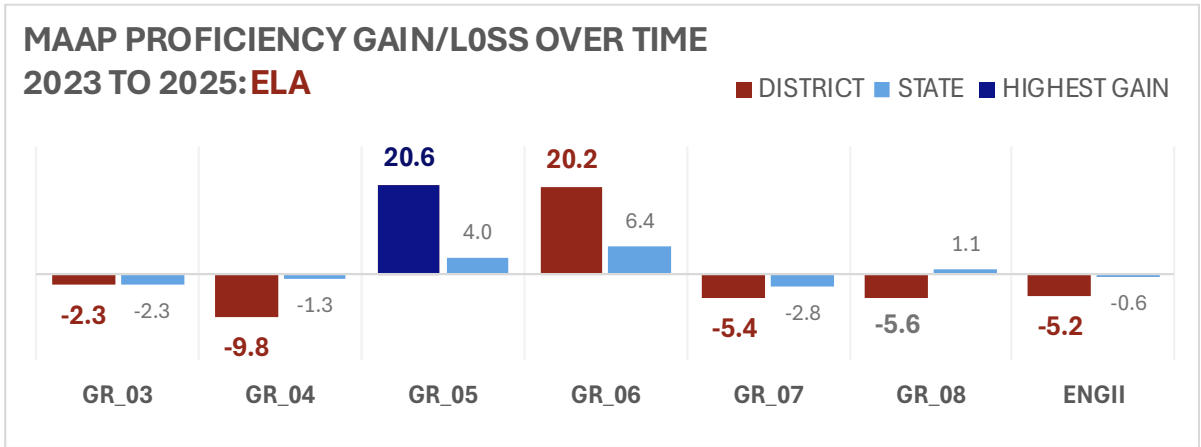


Figure 55: District MAAP Proficiency Gain/Loss Over Time: ELA

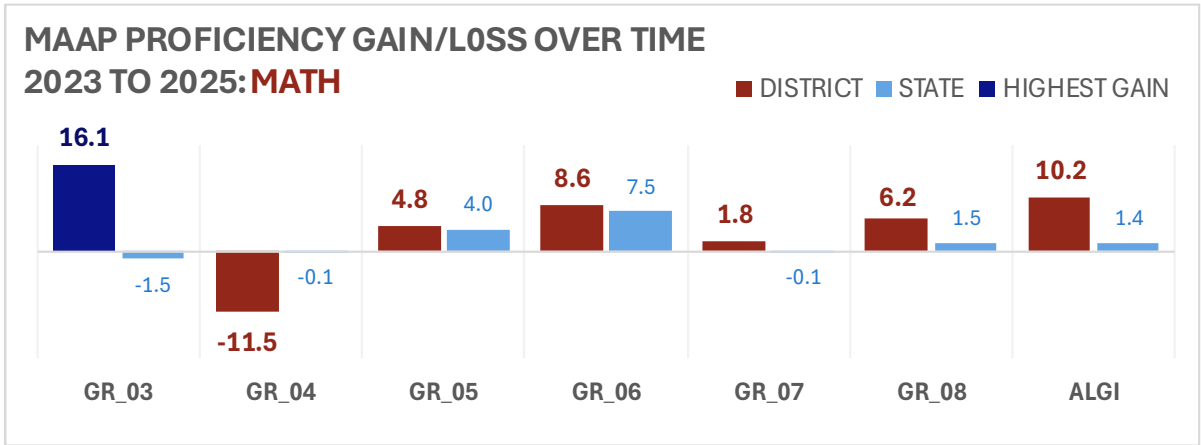


Figure 56: District MAAP Proficiency Gain/Loss Over Time: Math

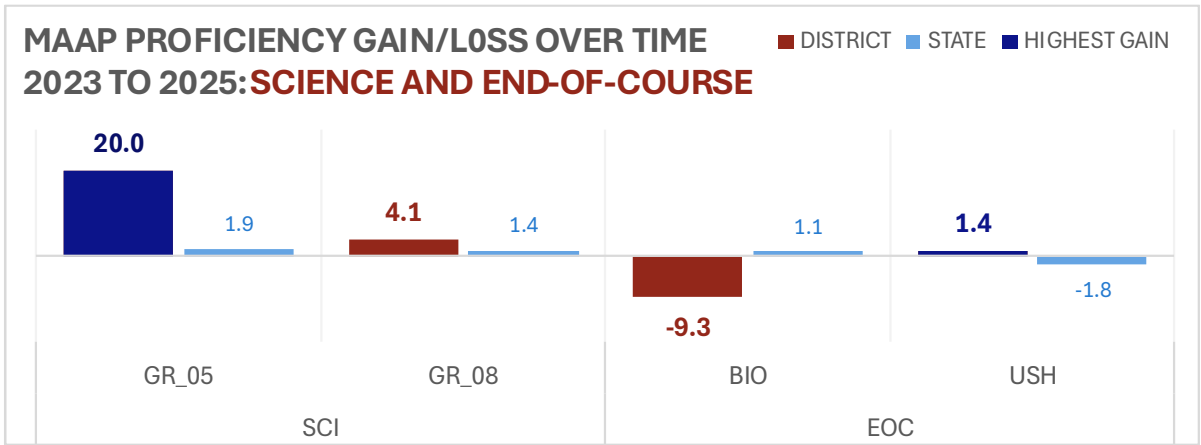


Figure 57: District MAAP Proficiency Gain/Loss Over Time: Science and End-of-Course

ASSESSMENT TAKEAWAYS

Benton County School District's early literacy and foundational academic preparation remain areas requiring close attention, while upper-level end-of-course outcomes suggest stronger performance in certain secondary programs.

English Language Arts results show uneven achievement across grades. Third-grade proficiency declined from 39.4% in 2024 to 36.6% in 2025, while fourth grade experienced a sharper drop from 61.2% to 36.1%, signaling a significant loss in performance among intermediate learners. Fifth grade remained relatively stable at 39.3%, though still below its recent high of 61.9%. More encouragingly, sixth grade improved from 33.9% to 45.2%, demonstrating growth in middle-grade literacy instruction. Performance weakens again in upper middle school, where seventh-grade proficiency stood at 23.7% and eighth grade at 28.1%, both below state averages. English II proficiency reached 41.3%, suggesting stronger literacy outcomes at the high school level than in several middle grades.

Mathematics performance presents a somewhat stronger but still inconsistent picture. Third grade improved significantly from 49.3% proficiency in 2024 to 57.7% in 2025, and sixth grade climbed from 30.5% to 41.9%. Algebra I posted a respectable 53.7% proficiency rate, indicating comparatively solid secondary mathematics preparation. However, weaknesses remain in grades five and eight, where proficiency rates were 31.7% and 37.5%, respectively, both below statewide benchmarks. Seventh-grade math remained relatively stable at 40.7%.

Science and end-of-course assessments reveal both strengths and concerns. Fifth-grade science improved substantially to 61.3% proficiency, approaching state performance levels, while eighth-grade science declined slightly to 37.5%. Biology I reached 53.2%, reflecting moderate high school science readiness. U.S. History stands out as a clear district strength, with 77.9% proficiency, exceeding state performance and indicating strong instructional effectiveness in that subject area.

Assessment patterns suggest academic performance becomes more stable and competitive in high school, particularly in history and Algebra I, while elementary and middle-grade consistency remains a challenge. The strongest gains are concentrated in isolated grade levels rather than systemwide improvement. These fluctuations may indicate uneven curriculum implementation, instructional continuity concerns, or cohort-specific variability. Overall, the district demonstrates capacity for high performance in targeted areas, but broader academic growth will depend on improving consistency in literacy and mathematics, particularly in grades four through eight, where proficiency gaps remain most pronounced.

FINANCE

REVENUE

LOCAL FUNDING

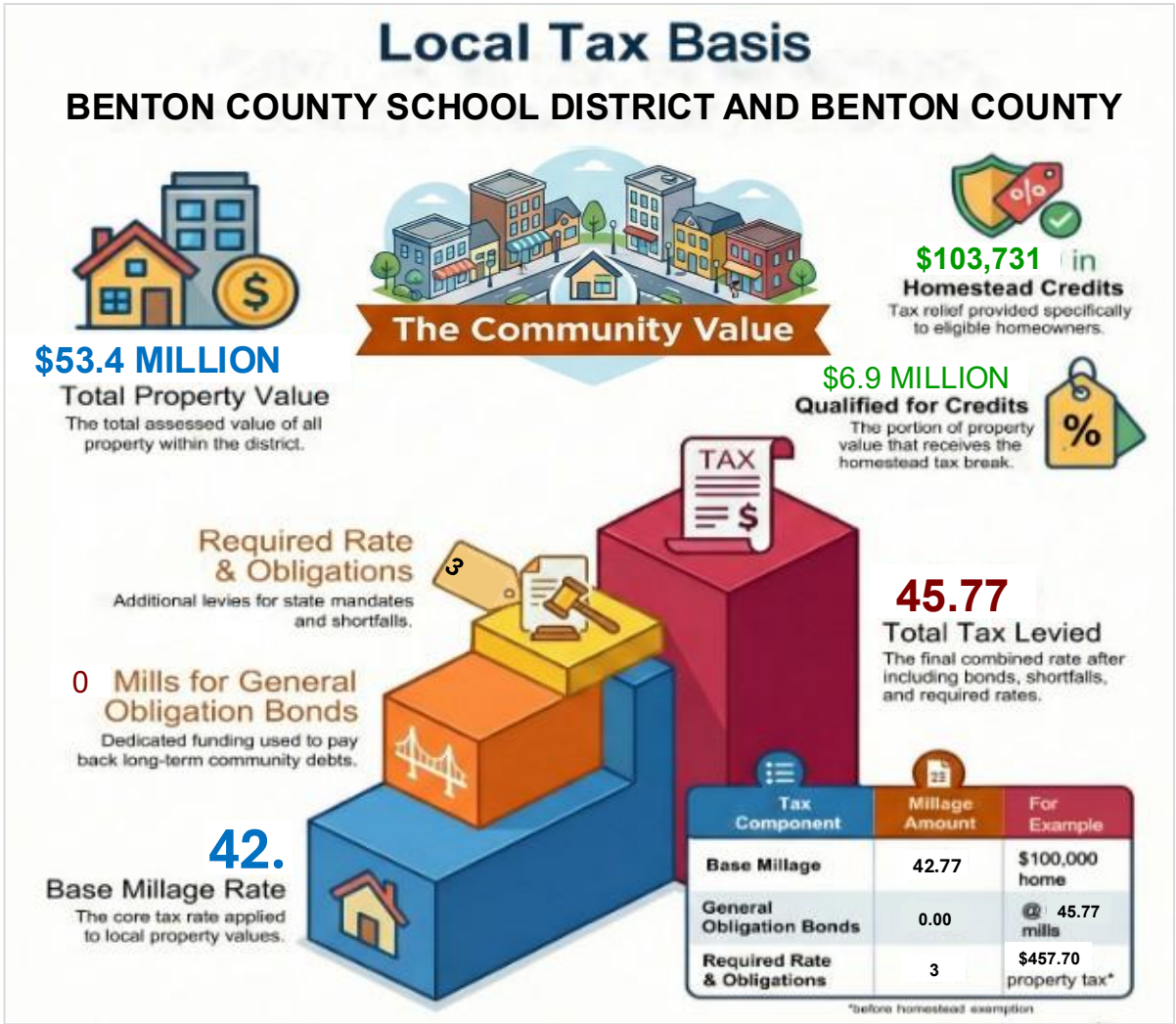


Figure 58: Local Tax Basis



STATE FUNDING

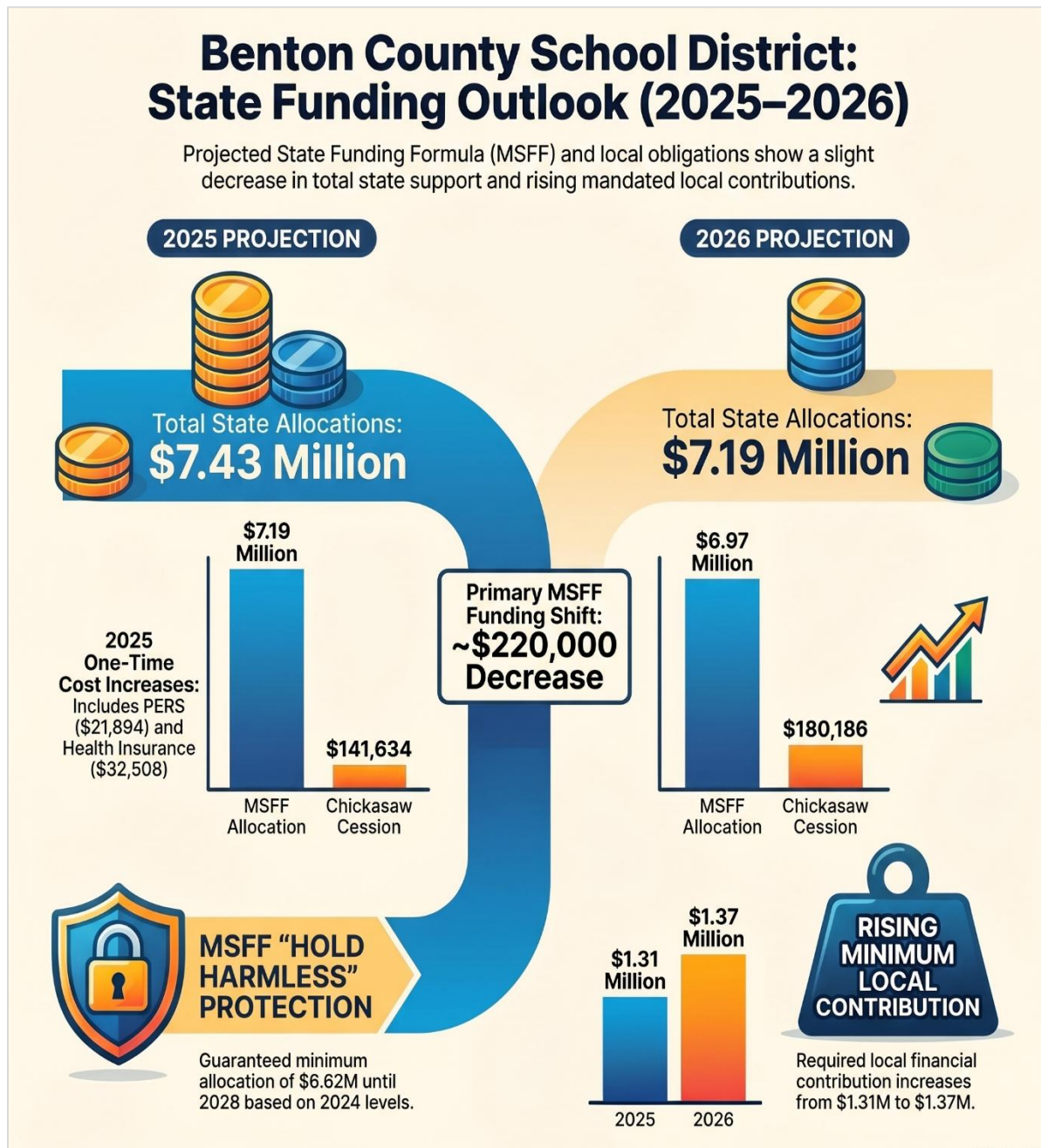


Figure 59: State Funding Outlook 2025-2026

WEIGHTED GROUPS FOR MSFF FUNDING FOR 2025				
	DESCRIPTION	WEIGHT PER STUDENT	2025 COUNT	TOTAL WEIGHT
AVERAGE NET MEMBERSHIP	Avg. enrolled Oct. & Nov.	100%	910	910
ECONOMICALLY DISADVANTAGED	National School Lunch Program, Head Start, Medicaid, SNAP.	30%	NA	NA
ENGLISH LANGUAGE LEARNERS	Identified on Home Language Survey	15%	24	3.6
TIER I SPECIAL EDUCATION	Speech and language impairment; developmental delay.	60%	100	60
TIER II SPECIAL EDUCATION	Autism, emotional disabilities, hearing, orthopedic, intellectual, or other health impairments.	110%	59	64.9
TIER III SPECIAL EDUCATION	Visual impairments, deaf-blindness, multiple disabilities, or traumatic brain injuries.	130%	2	2.6
GIFTED	Above the 91st percentile on an intelligence test. 5% of total student population.	5%	82	2.275
CAREER AND TECHNICAL EDUCATION	Grades 9-12;	10%	134	13.4
CONCENTRATED POVERTY	Over 35% identified as low poverty.	10%	NA	NA
SPARSITY	Fewer than 8 students per mile. Applied after all other weights calculated.	0%-8%	NA	NA
(MDE, 2025z)				

Figure 60: Weighted Groups for MSFF Funding for 2025

Note: MDE did not publish Sparsity or Economically Disadvantaged numbers.

FEDERAL FUNDING

DISTRICT TITLE PROGRAM ALLOCATIONS				
PROGRAM	DESCRIPTION	2024	2025	2026
Title I, Part A	Supplemental funding for high % low-income students	\$572,419	\$716,563	\$716,563
Title I, Part D (Neglected or Delinquent)	Institutionalized neglected, delinquent, at-risk			
Title I, Part D, Subpart 2	Children in local institutions or attending community day programs, assisting in their transition to further education or employment			
Title II, Part A	Professional learning, recruitment, and preparation	\$71,921	\$90,563	\$90,563
Title III, Part A (English Learners and Immigrant Children and Youth)	Supplemental funding for language instruction, teacher professional development, and family engagement			
Title III, Part A (Immigrant Children and Youth)	Districts experiencing a significant increase in immigrant children and youth			
Title IV, Part A Student Support and Academic Enrichment	Well-rounded education, ensuring safe and healthy students, and improving technology usage	\$44,889		
Title V	Rural districts with high concentrations of low-income students	\$25,930		
TOTAL TITLE ALLOCATIONS	<i>Excluding Title I School Improvement allocations See Accountability.</i>	\$715,159	\$807,126	\$807,126

(MDE, 2024m, 2025l, 2026d)

Figure 61: District Title Program Allocations

ALL REVENUE

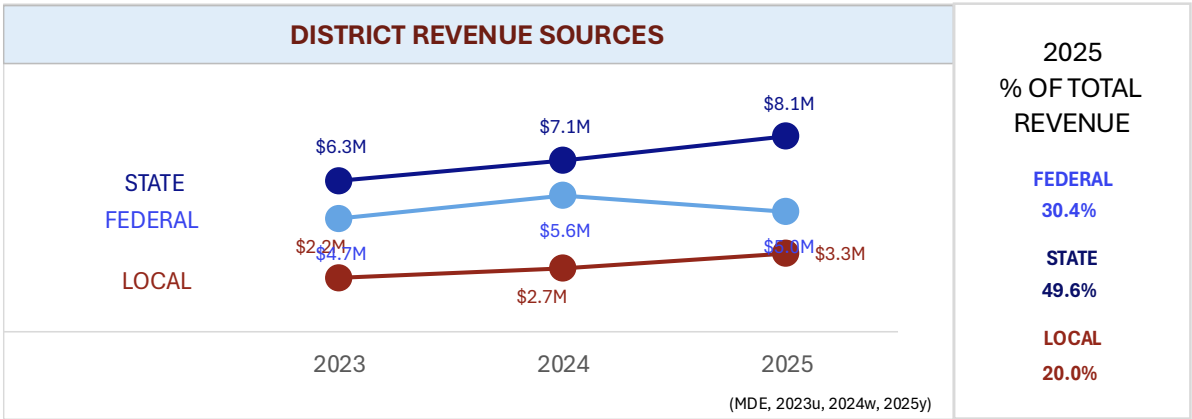


Figure 62: District Revenue Sources

INCREASE/DECREASE IN REVENUE 2023-2025		
	DIFFERENCE	% CHANGE
LOCAL	\$1,039,621	3.1%
STATE	\$1,812,570	2.0%
FEDERAL	\$278,223	-5.1%



Figure 63: Increase/Decrease in Revenue 2023-2025

MSFF begins with a base student cost that is determined by a formula which has four components: instructional; administrative; ancillary and support; and operations and maintenance. Base funding for all students increases every year to account for inflation. The per-student base amount increased by 2.2% for the 2025-26 school year, from \$6,695 to \$6,843. 2026 total allocations already incorporate added amounts for PERS and health insurance included separately in 2025.

(Southerners for Fair School Funding, 2025)

EXPENDITURES

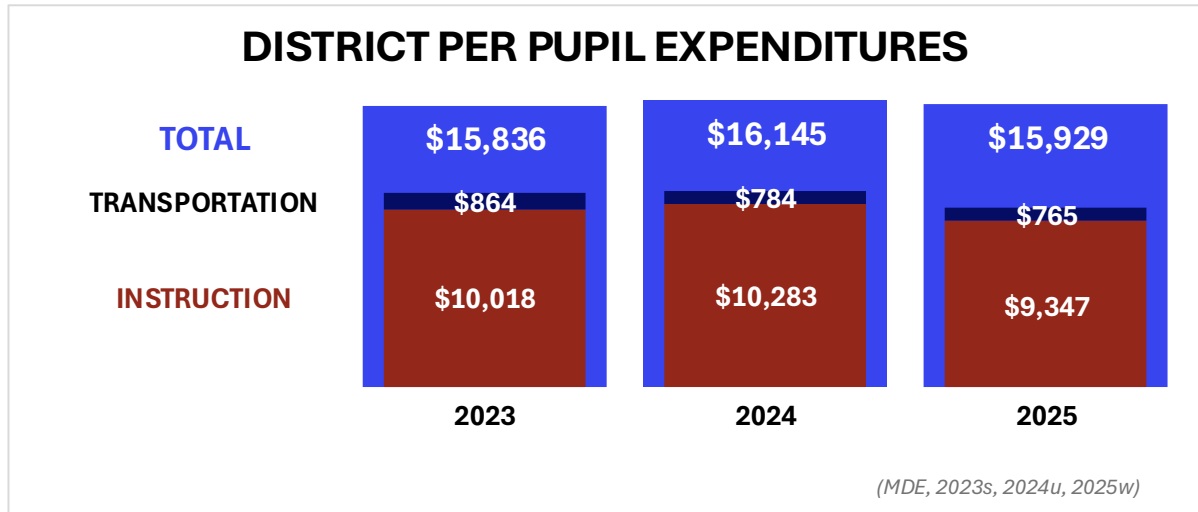


Figure 64: District Per Pupil Expenditures

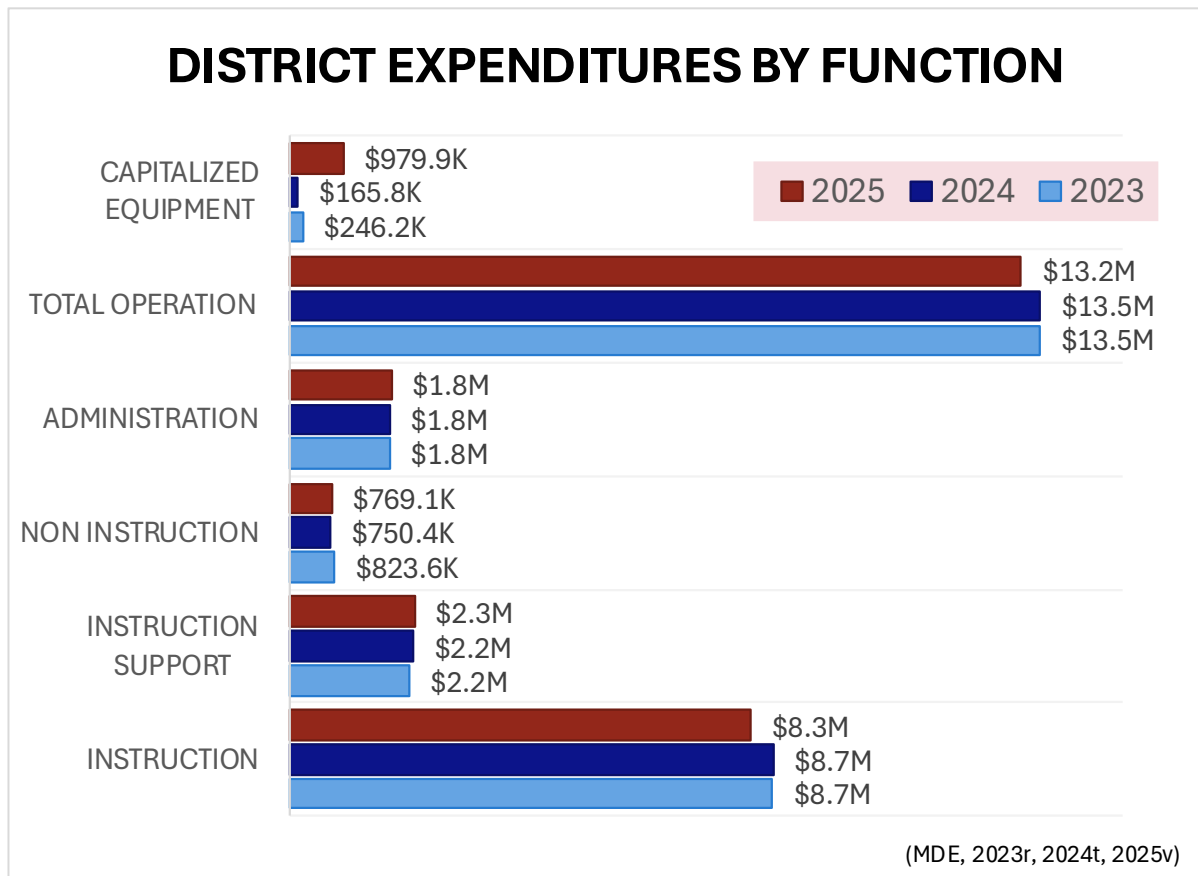


Figure 65: District Expenditures by Function

CHANGE IN TOTAL EXPENDITURE INCLUDING CAPITALIZED EQUIPMENT

\$402.16K

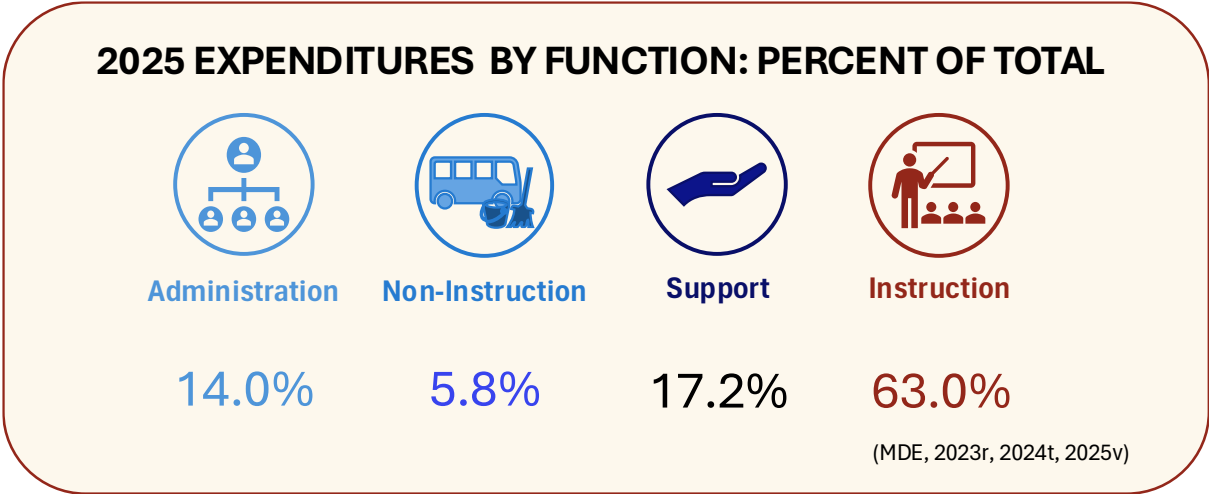


Figure 66: District Expenditures by Function: Percent of Total

Note: Administration includes General Administration and School-Level Administration.

CHANGES IN PROPORTIONS OF EXPENDITURE FUNCTIONS 2023 -2025			
INSTRUCTION	INSTRUCTION SUPPORT	NON INSTRUCTION	ADMIN
-1.4%	1.1%	-0.3%	0.5%
NO SIGNIFICANT CHANGE	NO SIGNIFICANT CHANGE	NO SIGNIFICANT CHANGE	NO SIGNIFICANT CHANGE

Figure 67: Changes in Proportions of Expenditure Functions 2023-2025

FINANCE TAKEAWAYS

Benton County School District’s financial profile reflects a system that remains heavily dependent on state and federal funding while managing modest local growth and stable expenditure priorities. In 2025, state revenue accounted for 49.6% of total district revenue, followed by federal funding at 30.4% and local revenue at 20.0%, underscoring the district’s continued reliance on external funding streams rather than local tax capacity. Over the 2023–2025 period, state revenue increased by approximately \$1.81 million, while local revenue grew by about \$1.04 million. Federal revenue, however, declined by roughly \$278,000, a 5.1% decrease, reflecting the gradual expiration of elevated federal support levels seen in recent years.

DISTRICT PROFILE

State funding projections suggest tightening fiscal conditions ahead. Total state allocations are projected to decline from \$7.43 million in 2025 to \$7.19 million in 2026, including an estimated \$220,000 reduction in primary formula funding. At the same time, required local contributions are expected to rise from \$1.31 million to \$1.37 million, increasing pressure on a community with a total assessed property value of \$53.4 million and a base millage rate of 42.77 mills.

Student characteristics continue to shape funding demands. The district reported an average net membership of 910 students, with 100 Tier I special education students, 59 Tier II special education students, 24 English learners, 82 gifted students, and 134 students participating in career and technical education, each generating weighted funding obligations tied to service intensity.

Federal program allocations remain important, particularly Title I funding, which increased from \$572,419 in 2024 to \$716,563 in 2025 and remained level for 2026. Overall Title allocations rose from \$715,159 to \$807,126. On the expenditure side, the district has maintained fiscal consistency, devoting 63.0% of expenditures to instruction, 17.2% to support services, 14.0% to administration, and 5.8% to non-instructional functions, indicating disciplined resource allocation centered primarily on classroom operations.

PERSONNEL

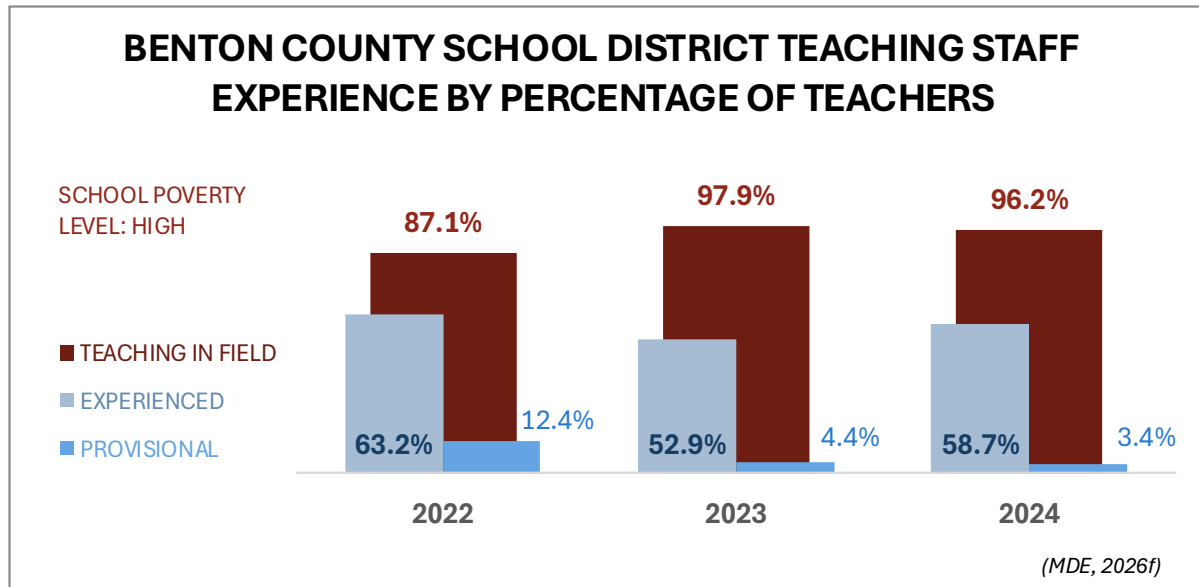


Figure 68: District Teaching Staff Experience by Percentage of Teachers

Note: MDE has not posted teacher experience data for 2025.

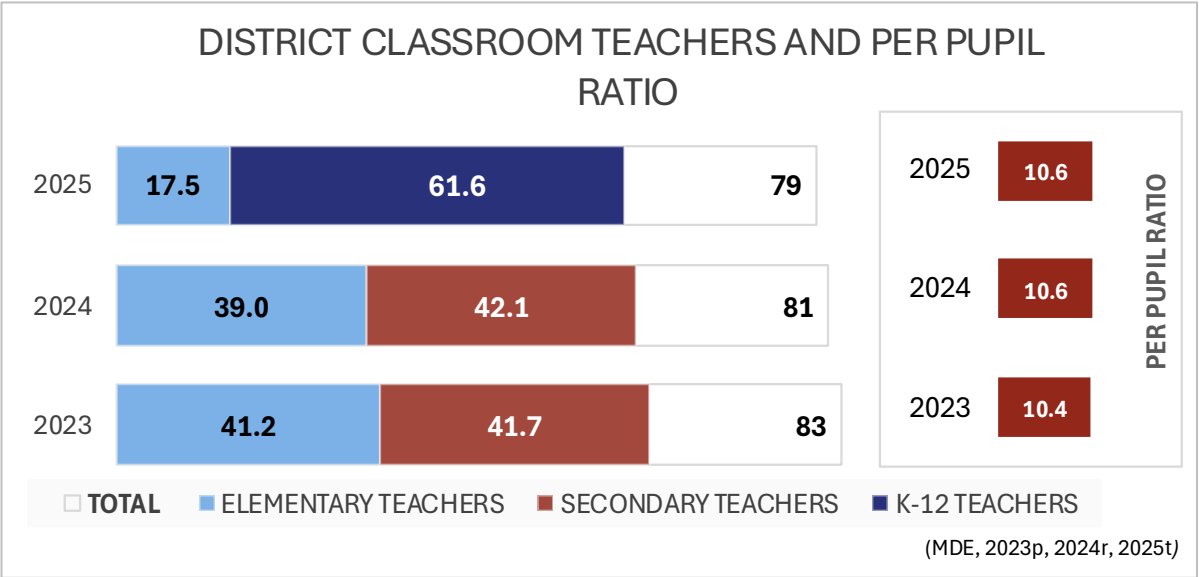


Figure 69: District Classroom Teachers and Per Pupil Ratio

Note: For 2025 Benton County only reported data for K-12 teachers instead of secondary teachers.

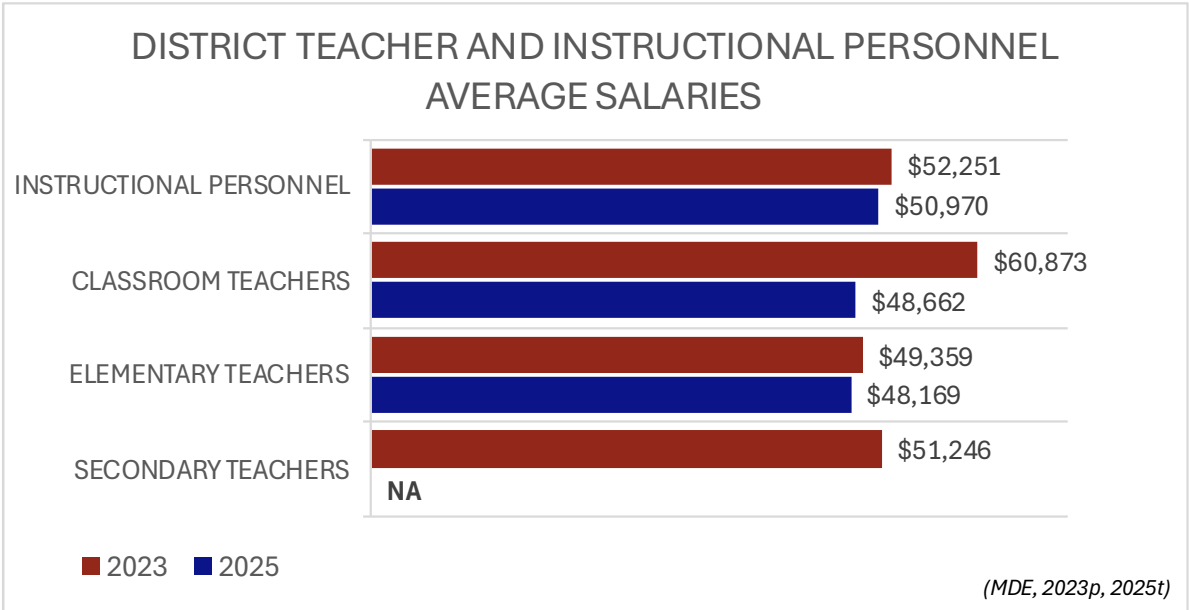


Figure 70: District Teacher and Instructional Personnel Average Salaries



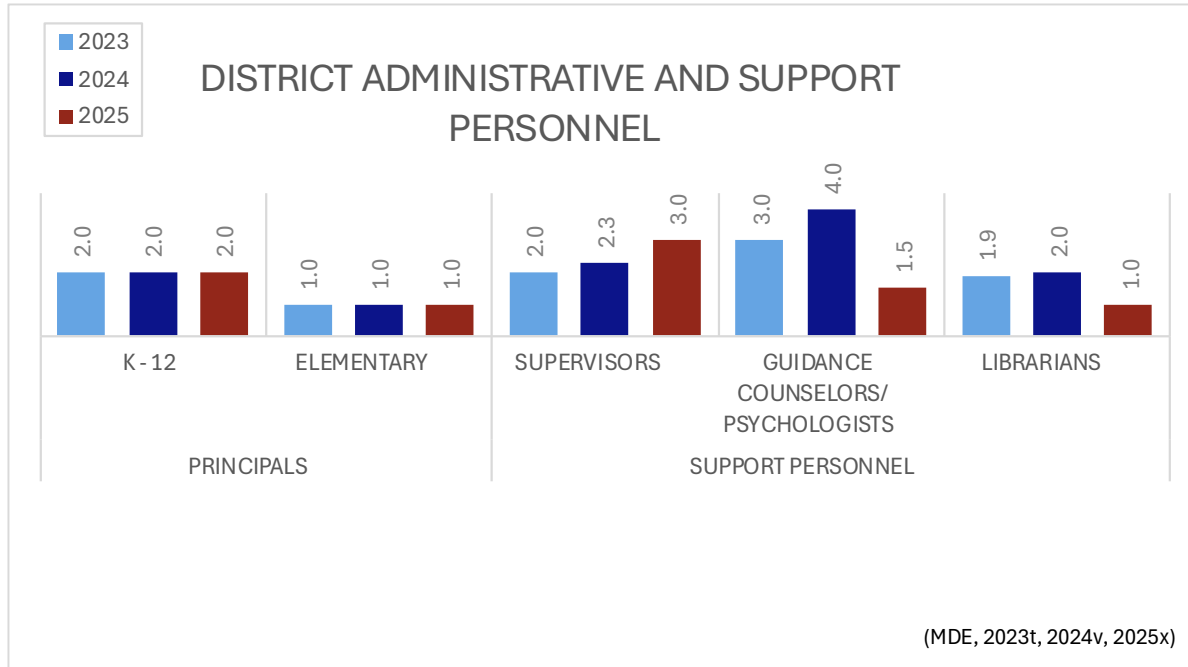


Figure 71: District Administrative and Support Personnel

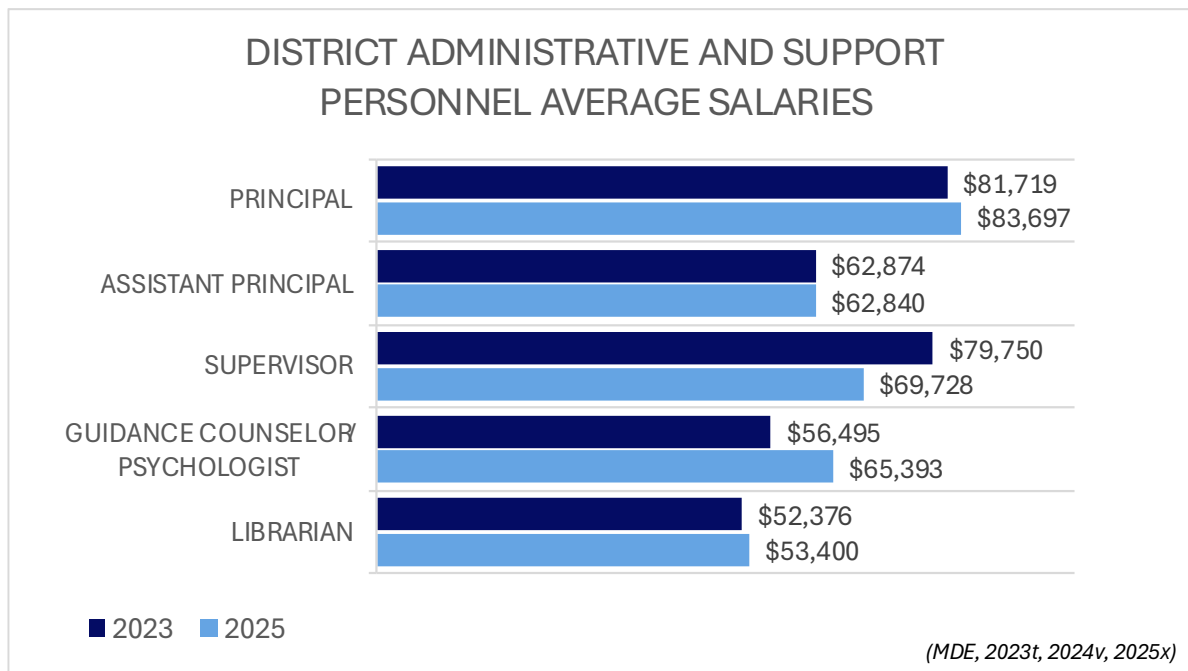


Figure 72: District Administrative and Support Personnel Average Salaries

PERSONNEL TAKEAWAYS

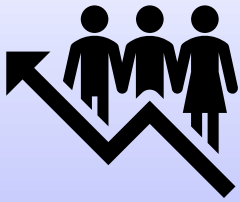
Benton County School District's personnel profile reflects a relatively experienced instructional workforce supported by stable staffing patterns, though compensation and staffing ratios suggest ongoing challenges common to small rural districts. Teachers with substantial classroom experience make up the majority of the workforce, with 61.6% of teachers reporting 11 or more years of experience, indicating a stable and seasoned instructional core. Early-career educators remain a smaller segment, which may support continuity in instructional practice but could also signal future succession planning needs as veteran staff approach retirement.

Classroom staffing levels have remained generally consistent, with 67 teachers serving the district in 2025 and a student-to-teacher ratio of approximately 13.6 students per teacher. This relatively favorable ratio suggests students have greater access to instructional support than in many larger systems, particularly important in districts serving diverse academic and intervention needs. Administrative and support staffing also appears stable, reflecting a staffing structure designed to maintain operations without significant expansion.

Compensation trends show gradual improvement but also underscore competitive pressures in educator recruitment and retention. Average teacher salaries rose from approximately \$49,800 in 2023 to about \$56,400 in 2025, representing meaningful progress in educator pay. Instructional personnel salaries followed a similar upward trajectory. Administrative salaries also increased modestly, while support personnel compensation remained comparatively lower, which may create retention challenges in non-instructional roles that are essential to district operations.



DISTRIBUTION OF SURVEY RESPONDENTS



DATA COLLECTION

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

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

Three hundred twenty-three (323) respondents from three stakeholder groups and three schools responded to the Comprehensive Needs Assessment Survey in 2026. The figure below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in the subsequent graphs and charts. Responses from all groups were totaled and divided by the number of survey respondents to calculate district-wide percentage distributions. Additional graphs detail the responses disaggregated by stakeholder group, school, and grade where appropriate.

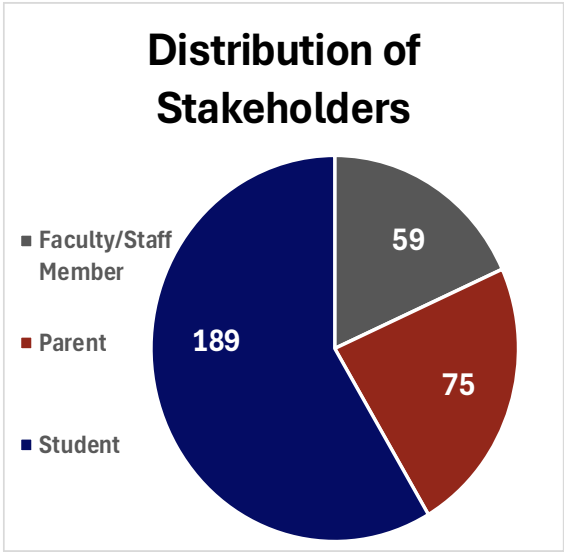


Figure 73: Distribution of Stakeholders



Distribution of Faculty Respondents by School

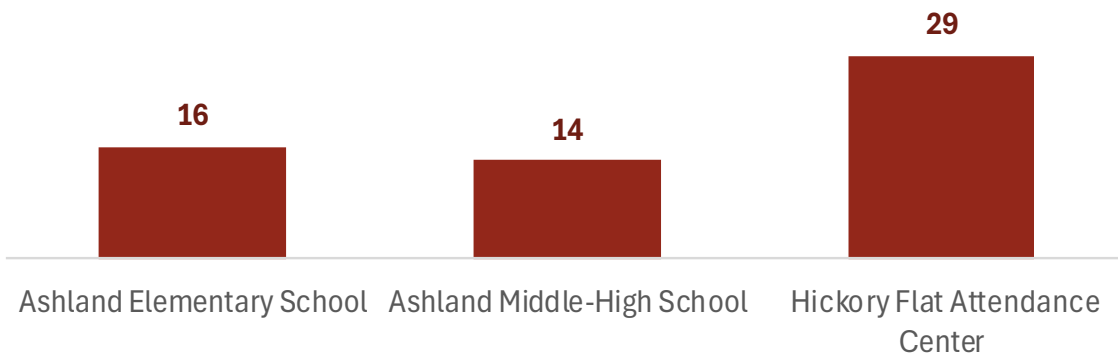


Figure 74: Distribution of Faculty/Staff Respondents by School

Distribution of Student Respondents by School

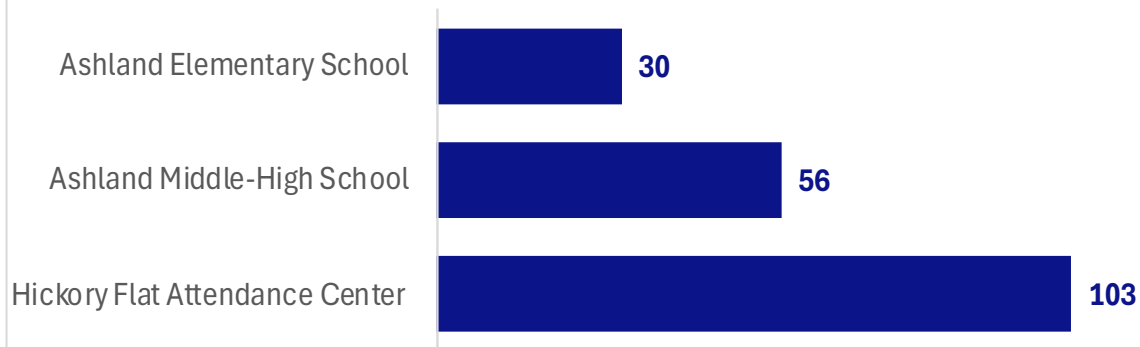


Figure 75: Distribution of Student Respondents by School

Distribution of Parent Respondents by School

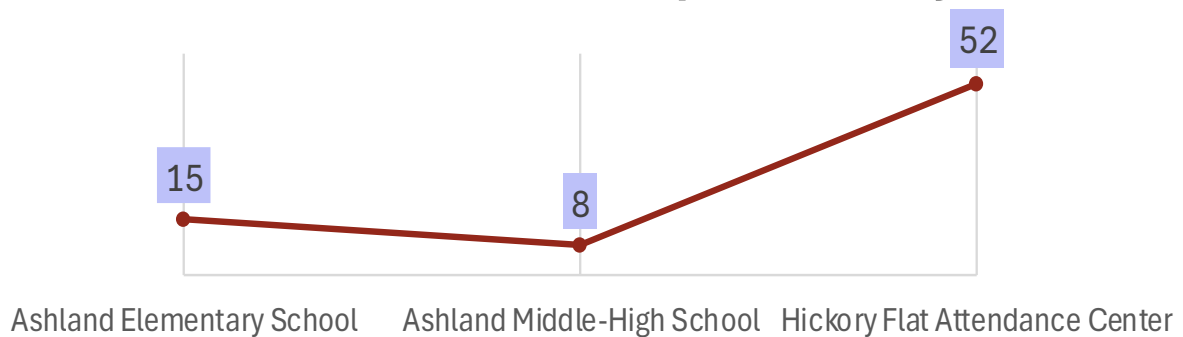


Figure 76: Distribution of Parent Respondents by School

UNIVERSAL QUESTIONS

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

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	99	30.7%
Agree	182	56.3%
Disagree	15	4.6%
Strongly Disagree	8	2.5%
Not Applicable or No Information	19	5.9%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	104	32.2%
Agree	168	52.0%
Disagree	13	4.0%
Strongly Disagree	6	1.9%
Not Applicable or No Information	32	9.9%

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

	Count	Percentage
Strongly Agree	110	34.1%
Agree	161	49.8%
Disagree	28	8.7%
Strongly Disagree	13	4.0%
Not Applicable or No Information	11	3.4%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	91	28.2%
Agree	152	47.1%
Disagree	38	11.8%
Strongly Disagree	12	3.7%
Not Applicable or No Information	30	9.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	125	38.7%
Agree	146	45.2%
Disagree	30	9.3%
Strongly Disagree	10	3.1%
Not Applicable or No Information	12	3.7%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	91	28.2%
Agree	170	52.6%
Disagree	24	7.4%
Strongly Disagree	13	4.0%
Not Applicable or No Information	25	7.7%
For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	83	25.7%
Agree	167	51.7%
Disagree	35	10.8%
Strongly Disagree	29	9.0%
Not Applicable or No Information	9	2.8%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	97	30.0%
Agree	165	51.1%
Disagree	36	11.1%
Strongly Disagree	13	4.0%
Not Applicable or No Information	12	3.7%

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

	Count	Percentage
Strongly Agree	76	23.5%
Agree	163	50.5%
Disagree	44	13.6%
Strongly Disagree	33	10.2%
Not Applicable or No Information	7	2.2%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	129	39.9%
Agree	107	33.1%
Disagree	15	4.6%
Strongly Disagree	11	3.4%
Not Applicable or No Information	61	18.9%

STRENGTHS, CHALLENGES, AND NEXT STEPS

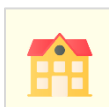
OVERVIEW

Benton County School District enrollment has remained generally stable, rising from 917 students in 2022 to 942 in 2026, a net gain of 2.7%. That stability, however, masks a major shift by grade span: PK–5 enrollment increased 21.7%, while grades 6–8 declined 19.3%. The district’s student population is also becoming more diverse, with students identifying as two or more races increasing from 4.3% to 14.6% of enrollment.

Academic performance is uneven. U.S. History is a clear strength at 77.9% proficiency, and several areas showed improvement, including third-grade math at 57.7%, sixth-grade ELA at 45.2%, Algebra I at 53.7%, and fifth-grade science at 61.3%. Yet districtwide reading declined to 34.8%, math declined to 35.0%, and science fell to 46.0%. Chronic absenteeism also rose sharply to 28.4% in 2025, creating a serious barrier to sustained improvement.

Stakeholder feedback suggests the district has a foundation of trust. About 87.0% agreed that teachers are certified and effective, 83.9% agreed that schools are safe and orderly, 83.9% agreed that parent-teacher communication is actively promoted, and 77.4% reported overall satisfaction. These perceptions are strengths, but they also complicate the academic picture: the district has community confidence, yet student outcomes remain inconsistent.

STRENGTHS



1. The district’s strongest asset is its stable, experienced workforce. More than 61% of teachers have 11 or more years of experience, and the district reported a favorable student-to-teacher ratio of about 13.6 to 1. Stakeholders largely affirm this strength, with 87.0% agreeing that teachers are certified and effective. This experienced instructional base gives the district a strong platform for implementing more consistent curriculum, intervention, and assessment practices.



2. Enrollment trends also show encouraging growth in the early grades. PK–5 enrollment increased from 397 students in 2022 to 483 in 2026, and kindergarten rose from 65 to 83 students. This creates an opportunity to strengthen early literacy, numeracy, attendance habits, and family engagement before students reach the grades where performance begins to weaken.



3. Several academic bright spots demonstrate that higher achievement is possible. U.S. History proficiency reached 77.9%, exceeding the state benchmark shown in the data. Algebra I reached 53.7%, third-grade math improved to 57.7%, and fifth-grade science reached 61.3%. These results suggest that effective instructional practices already exist within the district and can be identified, replicated, and scaled.



4. The district also benefits from steady daily attendance, even though chronic absenteeism is a concern. Average daily attendance as a percentage of enrollment increased from 90.4% in 2023 to 91.3% in 2025. Several grades performed well, including third grade at 95.8% and twelfth grade at 99.5%. These figures suggest that many students remain connected to school, giving the district a base from which to address the smaller but significant group of students missing excessive instructional time.

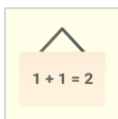


5. Financially, the district has maintained disciplined spending priorities. In 2025, 63.0% of expenditures were devoted to instruction, with relatively stable proportions across instruction, support, administration, and non-instruction. Title allocations increased from \$715,159 in 2024 to \$807,126 in 2025 and remained level for 2026, giving the district targeted resources for intervention, professional learning, and student support.

CHALLENGES



1. The most urgent challenge is inconsistency in academic performance, especially in reading and middle-grade outcomes. Districtwide reading proficiency declined from 39.5% in 2024 to 34.8% in 2025. Fourth-grade ELA dropped from 61.2% to 36.1%, while seventh- and eighth-grade ELA stood at only 23.7% and 28.1%. These patterns point to weaknesses in literacy continuity from elementary into middle school.



2. Mathematics performance is also uneven. Districtwide math proficiency declined to 35.0% in 2025, and subgroup gaps are substantial. Students with disabilities posted 22.6% proficiency in math compared with 45.9% for

students without disabilities. Black students posted 16.9% math proficiency, compared with 62.2% for White students. These gaps indicate that the district's core instructional program and intervention system are not yet producing equitable outcomes.



3. Attendance is another major obstacle. Chronic absenteeism improved from 24.4% in 2023 to 22.3% in 2024, then rose to 28.4% in 2025. Hispanic/Latino students reached 36.6% chronic absenteeism, students identifying as two or more races reached 32.2%, and English learners increased from below 5% to 20.0%. The district cannot fully address academic gaps without first recovering lost instructional time.



4. Student group disparities remain significant across multiple indicators. Reading proficiency for students with disabilities was 22.6%, compared with 43.2% for students without disabilities. In science, economically disadvantaged students posted 46.0% proficiency compared with 68.0% for non-economically disadvantaged peers. Stakeholder responses mirror this need: while 75.3% agreed that programs meet the needs of students with special needs, that is lower than ratings for teacher effectiveness, safety, and communication, suggesting room for stronger service delivery.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: FIRST 90 DAYS

- 1.** The district should begin with a focused attendance recovery campaign that identifies students who are chronically absent, assigns each student a staff mentor, and uses weekly contact with families to address barriers such as transportation, health needs, disengagement, or scheduling issues. This work should prioritize Hispanic/Latino students, English learners, students of two or more races, and students with disabilities, since these groups showed some of the highest chronic absenteeism rates.
- 2.** The district should also conduct a rapid academic diagnostic review in grades 3–8, with special attention to fourth-grade ELA, seventh- and eighth-grade ELA, fifth-grade math, eighth-grade math, and subgroup gaps in reading and mathematics. Teachers should use common screening data, MAAP item analysis, classroom grades, and intervention records to identify the specific standards where students are losing ground.
- 3.** A third immediate step is to identify and replicate internal bright spots. The district should study the instructional practices behind U.S. History, Algebra I, third-grade math, sixth-grade ELA, and fifth-grade science, then use those practices to guide lesson

planning, pacing, checks for understanding, and intervention routines in weaker grades and subjects.

MEDIUM-TERM PRIORITIES: 2026–2027

1. The district should build a stronger K–8 transition system, especially between elementary and middle grades. Since PK–5 enrollment is growing while grades 6–8 are declining and underperforming academically, the district should align curriculum, expectations, intervention records, and student support plans before students enter middle school.
2. The district should use federal and school improvement funds to support high-impact professional learning rather than scattered activities. Training should focus on evidence-based literacy instruction, math intervention, special education inclusion practices, English learner supports, and the use of formative assessment data.
3. The district should review staffing, scheduling, and resource allocation through an equity lens. With 63.0% of expenditures already directed to instruction, the next step is not simply spending more, but ensuring that experienced teachers, intervention time, instructional assistants, and support services are concentrated where student needs are greatest.

LONG-TERM PRIORITIES: TWO TO THREE YEARS

1. The district should set measurable proficiency targets by grade, subject, and subgroup, with annual benchmarks toward the 70% goal shown in the data. These targets should be reviewed publicly and used to guide instructional priorities, staffing, and budget decisions.
2. The district should develop a long-term educator recruitment and succession plan. With a majority of teachers having 11 or more years of experience, the district should preserve the strength of its veteran workforce while preparing for retirements through mentoring, teacher leadership roles, grow-your-own pathways, and stronger support for early-career educators.
3. The district should strengthen college, career, and advanced-course access. Advanced course enrollment rose to 46.2% in 2024, but gaps remained by race, gender, and disability status. Expanding AP, dual credit, CTE, and scholarship access can help more students connect academic improvement to graduation, credentials, and postsecondary opportunity.

Roadmap to District Excellence: Actionable Next Steps

🕒 Phase 1: Immediate Priorities (First 90 Days)



Launch Focused Attendance Recovery

Assign staff mentors and contact families to address barriers for high-need student subgroups.



Run Rapid Academic Diagnostics

Target ELA and Math gaps in grades 3–8 using common screening data.



Scale Winning Strategies

Replicate instructional practices from top-performing subjects like Algebra I and U.S. History.

📅 Phase 2: Medium-Term Priorities (2026–2027)



Bridge the K-8 Transition

Align curriculum and support plans to ensure student success when entering middle school.



Invest in High-Impact Training

Focus professional development on evidence-based literacy, math interventions, and special education inclusion.



Deploy Resources for Equity

Concentrate experienced teachers and support services where student needs are greatest.

🎯 Phase 3: Long-Term Priorities (2–3 Years)



Target 70% Proficiency

Establish clear annual benchmarks by grade and subject to reach proficiency goals.



Secure the Teacher Pipeline

Use mentoring and "grow-your-own" pathways to prepare for upcoming veteran teacher retirements.



Expand College & Career Pathways

Increase access to AP, CTE, and dual credit to bridge enrollment gaps.

Figure 77: District Next Steps

NOTES

DISTRICT COMPREHENSIVE NEEDS SURVEY

INTRODUCTION

Stakeholders from Benton County School District were asked to respond to questions about the district and its schools. While some questions were answered by members from more than one stakeholder group, others were targeted toward specific respondents. Fifty-nine (59) faculty members, seventy-five (75) parents, and one hundred eighty-nine (189) students responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions can be found in other sections of this report.

DISTRICT FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

I use effective, evidence-based strategies for					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Teaching special needs students.	37.3%	49.2%	3.4%	0.0%	10.2%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	28.8%	45.8%	1.7%	0.0%	23.7%
Developing and using classroom assessments.	44.1%	40.7%	1.7%	1.7%	11.9%
Closing the achievement gap between diverse groups of students.	37.3%	50.8%	1.7%	0.0%	10.2%
Successful classroom management.	33.9%	61.0%	3.4%	0.0%	1.7%

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

	Count	Percentage
Strongly Agree	17	28.8%
Agree	39	66.1%
Disagree	2	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%

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

	Count	Percentage
Strongly Agree	25	42.4%
Agree	25	42.4%
Disagree	1	1.7%
Strongly Disagree	1	1.7%
Not Applicable or No Information	7	11.9%

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	18	30.5%
Minor disruptions that steal instructional time	31	52.5%
Major classroom disruptions	5	8.5%
Not Applicable	5	8.5%

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	18	30.5%
Agree	18	30.5%
Disagree	3	5.1%
Strongly Disagree	3	5.1%
Not Applicable or No Information	17	28.8%

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

	Count	Percentage
Strongly Agree	21	35.6%
Agree	18	30.5%
Disagree	6	10.2%
Strongly Disagree	1	1.7%
Not Applicable or No Information	13	22.0%

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	17	28.8%
Agree	16	27.1%
Disagree	5	8.5%
Strongly Disagree	1	1.7%
Not Applicable or No Information	20	33.9%
The Instructional Literacy Coach/Lead Teacher supports teacher practices of new strategies in my classroom.		
	Count	Percentage
Strongly Agree	19	32.2%
Agree	18	30.5%
Disagree	5	8.5%
Strongly Disagree	2	3.4%
Not Applicable or No Information	15	25.4%
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	23	39.0%
Agree	17	28.8%
Disagree	4	6.8%
Strongly Disagree	2	3.4%
Not Applicable or No Information	13	22.0%

Identify the educational needs of the students at your school who meet the homeless definition.		
	Count	Percentage
Expedited evaluation services for students with learning disabilities	24	9.2%
Expedited evaluation services for students with limited English	11	4.2%
Expedited evaluation services for gifted and talented students	12	4.6%
Additional academic support	33	12.6%
Tutoring	24	9.2%
Enrichment educational services	15	5.7%
Counseling	34	13.0%
Mentors	20	7.7%

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

School supplies	33	12.6%
School uniforms	8	3.1%
Dental referrals	17	6.5%
Medical referrals	16	6.1%
Bullying assistance	14	5.4%

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

	Count	Percentage
Strongly Agree	28	47.5%
Agree	25	42.4%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.5%

My biggest equipment needs are:

	Count	Percentage
Computers	16	18.2%
Software	16	18.2%
Mobile laptop computers	9	10.2%
Listening centers	13	14.8%
Interactive white board	9	10.2%
Classroom response system (clickers)	12	13.6%
Digital slates (e.g. iPad, Microsoft Pro)	13	14.8%

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

	Count	Percentage
Strongly Agree	21	35.6%
Agree	29	49.2%
Disagree	6	10.2%
Strongly Disagree	2	3.4%
Not Applicable or No Information	1	1.7%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	14	23.7%
Agree	32	54.2%
Disagree	12	20.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.7%
To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	29	49.2%
Agree	29	49.2%
Disagree	1	1.7%
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	31	52.5%
Agree	24	40.7%
Disagree	1	1.7%
Strongly Disagree	1	1.7%
Not Applicable or No Information	2	3.4%
The district curriculum is reviewed and evaluated on a consistent basis by appropriate central office personnel, administrators, and teachers.		
	Count	Percentage
Strongly Agree	25	42.4%
Agree	22	37.3%
Disagree	3	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	15.3%

I have access to a curriculum guide for each core subject I teach.		
	Count	Percentage
Yes	55	93.2%
No	4	6.8%
I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	25	42.4%
Agree	24	40.7%
Disagree	3	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	11.9%
I develop assessments that mirror the format & complexity of state assessments.		
	Count	Percentage
Strongly Agree	25	42.4%
Agree	23	39.0%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	16.9%
I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	Count	Percentage
Strongly Agree	39	66.1%
Agree	15	25.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.5%
Students spend sufficient effort (in and out of class) to learn what we teach.		
	Count	Percentage
Strongly Agree	9	15.3%
Agree	26	44.1%
Disagree	17	28.8%
Strongly Disagree	4	6.8%
Not Applicable or No Information	3	5.1%

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	20	8.3%
Utilize technology such as class websites, blogs, and videos	37	15.4%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	22	9.2%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	37	15.4%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	32	13.3%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	29	12.1%
Use bilingual handouts and cues	6	2.5%
Use visual displays, portable white boards, and posters when giving instructions	34	14.2%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	23	9.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	33	55.9%
Agree	26	44.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	22	37.3%
Agree	30	50.8%
Disagree	2	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.5%

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

	Count	Percentage
Strongly Agree	14	23.7%
Agree	36	61.0%
Disagree	7	11.9%
Strongly Disagree	1	1.7%
Not Applicable or No Information	1	1.7%

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

	Count	Percentage
Strongly Agree	21	35.6%
Agree	28	47.5%
Disagree	9	15.3%
Strongly Disagree	1	1.7%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	13	22.0%
Agree	30	50.8%
Disagree	12	20.3%
Strongly Disagree	4	6.8%
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	25	42.4%
Agree	29	49.2%
Disagree	5	8.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	18	30.5%
Agree	38	64.4%
Disagree	3	5.1%
Strongly Disagree	0	0.0%
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	24	40.7%
Agree	29	49.2%
Disagree	1	1.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	8.5%
Teachers here have a sense of common mission.		
	Count	Percentage
Strongly Agree	21	35.6%
Agree	30	50.8%
Disagree	6	10.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.4%
Teachers are regularly involved in the development of school policies.		
	Count	Percentage
Strongly Agree	12	20.3%
Agree	15	25.4%
Disagree	21	35.6%
Strongly Disagree	8	13.6%
Not Applicable or No Information	3	5.1%
Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly Agree	14	23.7%
Agree	23	39.0%
Disagree	12	20.3%
Strongly Disagree	5	8.5%
Not Applicable or No Information	5	8.5%

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

	Count	Percentage
Strongly Agree	17	28.8%
Agree	30	50.8%
Disagree	7	11.9%
Strongly Disagree	5	8.5%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	12	20.3%
Agree	27	45.8%
Disagree	12	20.3%
Strongly Disagree	6	10.2%
Not Applicable or No Information	2	3.4%

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

	Count	Percentage
Strongly Agree	16	27.1%
Agree	23	39.0%
Disagree	13	22.0%
Strongly Disagree	7	11.9%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	24	40.7%
Agree	22	37.3%
Disagree	5	8.5%
Strongly Disagree	7	11.9%
Not Applicable or No Information	1	1.7%

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

	Count	Percentage
Strongly Agree	22	37.3%
Agree	22	37.3%
Disagree	11	18.6%
Strongly Disagree	3	5.1%
Not Applicable or No Information	1	1.7%

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

	Count	Percentage
Strongly Agree	18	30.5%
Agree	19	32.2%
Disagree	8	13.6%
Strongly Disagree	2	3.4%
Not Applicable or No Information	12	20.3%

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

	Count	Percentage
Strongly Agree	42	71.2%
Agree	13	22.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	6.8%

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

	Rank
Classroom Management	#1
My specific content area	#2
Differentiated Instruction	#3
Reading for at risk students	#4
Developing quality assessments	#5
Conflict resolution	#6
Response to Intervention (RTI/MTSS)	#7
Successful inclusion strategies	#8
Mississippi College and Career Readiness Standards	#9
Interpreting and analyzing student data	#10
Using technology to enhance instruction	#11
Teaching and understanding students in poverty	#12
Depth of Knowledge	#13
Writing strategies	#14
English Learners (ELs)	#15
Culture sensitivity	#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	20	33.9%
Agree	27	45.8%
Disagree	5	8.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	11.9%

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

	Count	Percentage
Strongly Agree	23	39.0%
Agree	30	50.8%
Disagree	2	3.4%
Strongly Disagree	1	1.7%
Not Applicable or No Information	3	5.1%

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

	Count	Percentage
Strongly Agree	13	22.0%
Agree	28	47.5%
Disagree	13	22.0%
Strongly Disagree	4	6.8%
Not Applicable or No Information	1	1.7%

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

	Count	Percentage
Strongly Agree	19	32.2%
Agree	27	45.8%
Disagree	6	10.2%
Strongly Disagree	3	5.1%
Not Applicable or No Information	4	6.8%

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.		
	Count	Percentage
Strongly Agree	18	30.5%
Agree	27	45.8%
Disagree	7	11.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	11.9%
The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	17	28.8%
Agree	28	47.5%
Disagree	10	16.9%
Strongly Disagree	2	3.4%
Not Applicable or No Information	2	3.4%
The professional development activities I have attended have been aligned with state standards, assessments, and the local school curriculum.		
	Count	Percentage
Strongly Agree	23	39.0%
Agree	30	50.8%
Disagree	3	5.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	5.1%
Teachers play a meaningful role in the design and selection of staff development programs.		
	Count	Percentage
Strongly Agree	12	20.3%
Agree	21	35.6%
Disagree	9	15.3%
Strongly Disagree	8	13.6%
Not Applicable or No Information	9	15.3%

DISTRICT PARENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	35	46.7%
Agree	32	42.7%
Disagree	5	6.7%
Strongly Disagree	1	1.3%
Not Applicable or No Information	2	2.7%

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

	Count	Percentage
Yes	58	81.7%
No	13	18.3%

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

	Count	Percentage
Abuse Prevention	7	2.4%
Computer Classes	20	6.8%
Conflict Resolution	18	6.1%
Discipline	17	5.8%
Drug/Alcohol Awareness	16	5.4%
English as a Second Language	9	3.1%
Health Classes	15	5.1%
Literacy Classes	14	4.7%
Math Classes	13	4.4%
Parent-to-School Relationships	21	7.1%
Parent/Child Communication	24	8.1%
Preparing for College	30	10.2%
Parenting Workshops	17	5.8%
Social Media Classes	9	3.1%
Stress/Anger Management	25	8.5%
Understanding College- and Career-Ready Standards	40	13.6%

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	27	11.9%
Help my child with homework	26	11.5%
How to motivate my child	23	10.2%
How to promote family reading	15	6.6%
How to set goals for my child	27	11.9%
Manage time	24	10.6%
Prepare my child for testing	39	17.3%
Understand my child's learning styles	45	19.9%

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

	Count	Percentage
Babysitting/childcare at parent meetings	14	7.5%
District and/or school newsletters	27	14.5%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	29	15.6%
Resource materials for parental training	18	9.7%
Training for parents to work with other parents on becoming involved in the schools	19	10.2%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	13	7.0%
Home/School folders	33	17.7%
Home/School Planners	33	17.7%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	38	50.7%
Agree	29	38.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	10.7%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	34	45.3%
Agree	32	42.7%
Disagree	6	8.0%
Strongly Disagree	2	2.7%
Not Applicable or No Information	1	1.3%
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	35	17.9%
Supporting college and career counseling	44	22.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	42	21.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	45	23.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	30	15.3%
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	39	28.5%
Building technological capacity and infrastructure	22	16.1%
Carrying out innovative blended learning projects	16	11.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	34	24.8%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	26	19.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	26	9.7%
Providing school-based mental health services and counseling	34	12.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	24	9.0%
Establishing or improving dropout prevention	28	10.4%
Supporting re-entry programs and transition services for Justice-involved youth	11	4.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	31	11.6%
Implementing systems and practices to prevent bullying and harassment	49	18.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	37	13.8%
Establishing community partnerships	28	10.4%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	29	38.7%
Agree	23	30.7%
Disagree	7	9.3%
Strongly Disagree	3	4.0%
Not Applicable or No Information	13	17.3%

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	29	38.7%
Agree	25	33.3%
Disagree	12	16.0%
Strongly Disagree	2	2.7%
Not Applicable or No Information	7	9.3%

Is your child an English Language Learner?		
	Count	Percentage
Yes	20	26.7%
No	55	73.3%
Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	11	55.0%
Mentoring	2	10.0%
Academic or career counseling	5	25.0%
Mental Health counseling	2	10.0%
Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	19	95.0%
No	1	5.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	33	44.0%
Agree	32	42.7%
Disagree	7	9.3%
Strongly Disagree	2	2.7%
Not Applicable or No Information	1	1.3%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	34	45.3%
Agree	35	46.7%
Disagree	3	4.0%
Strongly Disagree	2	2.7%
Not Applicable or No Information	1	1.3%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	33	44.0%
Agree	30	40.0%
Disagree	9	12.0%
Strongly Disagree	3	4.0%
Not Applicable or No Information	0	0.0%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	30	40.0%
Agree	31	41.3%
Disagree	11	14.7%
Strongly Disagree	2	2.7%
Not Applicable or No Information	1	1.3%
Parents are informed of the school's policies.		
	Count	Percentage
Strongly Agree	34	45.3%
Agree	34	45.3%
Disagree	5	6.7%
Strongly Disagree	1	1.3%
Not Applicable or No Information	1	1.3%
The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	26	34.7%
Agree	24	32.0%
Disagree	12	16.0%
Strongly Disagree	5	6.7%
Not Applicable or No Information	8	10.7%
Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	26	34.7%
Agree	36	48.0%
Disagree	9	12.0%
Strongly Disagree	4	5.3%
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	33	44.0%
Agree	36	48.0%
Disagree	5	6.7%
Strongly Disagree	1	1.3%
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	28	37.3%
Agree	35	46.7%
Disagree	6	8.0%
Strongly Disagree	2	2.7%
Not Applicable or No Information	4	5.3%
Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	29	38.7%
Agree	31	41.3%
Disagree	6	8.0%
Strongly Disagree	3	4.0%
Not Applicable or No Information	6	8.0%
In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	39	12.7%
Checked my child's grades/assignments online	58	19.0%
Been in contact with my child's teacher	63	20.6%
Received a newsletter from the district, school, or teacher	54	17.6%
Worked with a committee or group on school or district policies	12	3.9%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	17	5.6%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	47	15.4%
Volunteered at my child's school	16	5.2%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	27	36.0%
Agree	35	46.7%
Disagree	5	6.7%
Strongly Disagree	3	4.0%
Not Applicable or No Information	5	6.7%
This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	31	41.3%
Agree	36	48.0%
Disagree	4	5.3%
Strongly Disagree	3	4.0%
Not Applicable or No Information	1	1.3%
As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	30	40.0%
Agree	33	44.0%
Disagree	7	9.3%
Strongly Disagree	3	4.0%
Not Applicable or No Information	2	2.7%
School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	27	36.0%
Agree	30	40.0%
Disagree	3	4.0%
Strongly Disagree	5	6.7%
Not Applicable or No Information	10	13.3%

The transportation services to and from school meet the needs of students.		
	Count	Percentage
Strongly Agree	29	38.7%
Agree	35	46.7%
Disagree	1	1.3%
Strongly Disagree	1	1.3%
Not Applicable or No Information	9	12.0%
School (district) rules and regulations affecting students are reasonable.		
	Count	Percentage
Strongly Agree	29	38.7%
Agree	39	52.0%
Disagree	4	5.3%
Strongly Disagree	1	1.3%
Not Applicable or No Information	2	2.7%
The school's grading policies and practices are administered fairly.		
	Count	Percentage
Strongly Agree	32	42.7%
Agree	38	50.7%
Disagree	4	5.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.3%
The students and teachers of our school have a good working relationship with each other.		
	Count	Percentage
Strongly Agree	29	38.7%
Agree	37	49.3%
Disagree	4	5.3%
Strongly Disagree	1	1.3%
Not Applicable or No Information	4	5.3%

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
Playing independently or in a small group without needing to be constantly supervised.	31.0%	16.9%	2.8%	0.0%	49.3%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	30.0%	21.4%	0.0%	0.0%	48.6%
Making decisions for himself/herself and exploring new experiences.	28.2%	19.7%	1.4%	0.0%	50.7%
Understanding the difference between right and wrong and recognizing and respecting authority figures.	31.0%	18.3%	0.0%	1.4%	49.3%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	31.0%	16.9%	4.2%	0.0%	47.9%

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	35	46.7%
Agree	17	22.7%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	22	29.3%
My child's preschool or kindergarten class is warm and welcoming.		
	Count	Percentage
Strongly Agree	20	26.7%
Agree	12	16.0%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	42	56.0%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	27.5%	24.6%	0.0%	0.0%	47.8%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	30.0%	20.0%	0.0%	0.0%	50.0%
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.	30.0%	17.1%	2.9%	0.0%	50.0%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	30.6%	16.7%	2.8%	0.0%	50.0%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	32.4%	15.5%	1.4%	1.4%	49.3%

I know what my child is learning and must learn this school year.		
	Count	Percentage
Strongly Agree	28	37.3%
Agree	22	29.3%
Disagree	3	4.0%
Strongly Disagree	2	2.7%
Not Applicable or No Information	20	26.7%

DISTRICT STUDENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	47	24.9%
Agree	111	58.7%
Disagree	8	4.2%
Strongly Disagree	7	3.7%
Not Applicable or No Information	16	8.5%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	38	20.1%
Agree	114	60.3%
Disagree	12	6.3%
Strongly Disagree	6	3.2%
Not Applicable or No Information	19	10.1%

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

	Count	Percentage
Strongly Agree	55	29.1%
Agree	100	52.9%
Disagree	16	8.5%
Strongly Disagree	9	4.8%
Not Applicable or No Information	9	4.8%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	48	25.4%
Agree	97	51.3%
Disagree	19	10.1%
Strongly Disagree	9	4.8%
Not Applicable or No Information	16	8.5%

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	74	39.2%
Agree	94	49.7%
Disagree	13	6.9%
Strongly Disagree	4	2.1%
Not Applicable or No Information	4	2.1%

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

	Count	Percentage
Strongly Agree	45	23.8%
Agree	108	57.1%
Disagree	22	11.6%
Strongly Disagree	5	2.6%
Not Applicable or No Information	9	4.8%

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

	Count	Percentage
Strongly Agree	33	17.5%
Agree	74	39.2%
Disagree	36	19.0%
Strongly Disagree	27	14.3%
Not Applicable or No Information	19	10.1%

I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.		
	Count	Percentage
Strongly Agree	42	22.2%
Agree	96	50.8%
Disagree	25	13.2%
Strongly Disagree	16	8.5%
Not Applicable or No Information	10	5.3%
I have been taught how to use the resources of the school and community to help me with my schoolwork.		
	Count	Percentage
Strongly Agree	49	25.9%
Agree	119	63.0%
Disagree	7	3.7%
Strongly Disagree	3	1.6%
Not Applicable or No Information	11	5.8%
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	47	24.9%
Agree	96	50.8%
Disagree	28	14.8%
Strongly Disagree	7	3.7%
Not Applicable or No Information	11	5.8%
The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	47	24.9%
Agree	105	55.6%
Disagree	21	11.1%
Strongly Disagree	9	4.8%
Not Applicable or No Information	7	3.7%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	50	26.5%
Agree	88	46.6%
Disagree	19	10.1%
Strongly Disagree	19	10.1%
Not Applicable or No Information	13	6.9%

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	44	23.3%
Agree	115	60.8%
Disagree	15	7.9%
Strongly Disagree	9	4.8%
Not Applicable or No Information	6	3.2%

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	67	35.4%
Agree	84	44.4%
Disagree	15	7.9%
Strongly Disagree	7	3.7%
Not Applicable or No Information	16	8.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT**Our school (district) actively promotes parent/teacher communication.**

	Count	Percentage
Strongly Agree	59	31.2%
Agree	88	46.6%
Disagree	23	12.2%
Strongly Disagree	8	4.2%
Not Applicable or No Information	11	5.8%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	35	18.5%
Agree	105	55.6%
Disagree	19	10.1%
Strongly Disagree	11	5.8%
Not Applicable or No Information	19	10.1%

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

	Count	Percentage
Strongly Agree	36	19.0%
Agree	101	53.4%
Disagree	19	10.1%
Strongly Disagree	25	13.2%
Not Applicable or No Information	8	4.2%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	49	25.9%
Agree	102	54.0%
Disagree	22	11.6%
Strongly Disagree	9	4.8%
Not Applicable or No Information	7	3.7%

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

	Count	Percentage
Strongly Agree	32	16.9%
Agree	97	51.3%
Disagree	28	14.8%
Strongly Disagree	26	13.8%
Not Applicable or No Information	6	3.2%

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

	Count	Percentage
Strongly Agree	51	27.0%
Agree	104	55.0%
Disagree	18	9.5%
Strongly Disagree	8	4.2%
Not Applicable or No Information	8	4.2%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	53	28.0%
Agree	105	55.6%
Disagree	13	6.9%
Strongly Disagree	8	4.2%
Not Applicable or No Information	10	5.3%

My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	47	24.9%
Agree	103	54.5%
Disagree	24	12.7%
Strongly Disagree	7	3.7%
Not Applicable or No Information	8	4.2%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	63	33.3%
Agree	94	49.7%
Disagree	15	7.9%
Strongly Disagree	7	3.7%
Not Applicable or No Information	10	5.3%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	46	24.3%
Agree	93	49.2%
Disagree	18	9.5%
Strongly Disagree	13	6.9%
Not Applicable or No Information	19	10.1%
The people in the principal's office care about students as individuals.		
	Count	Percentage
Strongly Agree	50	26.5%
Agree	92	48.7%
Disagree	20	10.6%
Strongly Disagree	11	5.8%
Not Applicable or No Information	16	8.5%
School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	60	31.7%
Agree	75	39.7%
Disagree	22	11.6%
Strongly Disagree	17	9.0%
Not Applicable or No Information	15	7.9%

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

	Count	Percentage
Strongly Agree	40	21.2%
Agree	76	40.2%
Disagree	27	14.3%
Strongly Disagree	13	6.9%
Not Applicable or No Information	33	17.5%

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

	Count	Percentage
Strongly Agree	20	10.6%
Agree	88	46.6%
Disagree	25	13.2%
Strongly Disagree	17	9.0%
Not Applicable or No Information	39	20.6%

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

	Count	Percentage
Strongly Agree	35	18.5%
Agree	90	47.6%
Disagree	32	16.9%
Strongly Disagree	15	7.9%
Not Applicable or No Information	17	9.0%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	52	27.5%
Agree	77	40.7%
Disagree	14	7.4%
Strongly Disagree	11	5.8%
Not Applicable or No Information	35	18.5%

NOTES

ASHLAND ELEMENTARY SCHOOL

INTRODUCTION



Ashland Elementary School, located at 768 Lamar Road in Ashland, Mississippi, serves two hundred eighty-two (282) students in prekindergarten through sixth (PK-6) grade. The school is led by Principal Detrice Bean-Williams, a Benton County native and former teacher and administrator within the district, whose leadership emphasizes data-driven instruction and strong stakeholder engagement. According to the school website, the mission of AES is “to teach, engage, articulate, maximize, and motivate

learning through data driven instruction with support from all stakeholders.”

Ashland Elementary has earned recognition for fostering a supportive school culture through monthly student recognition programs and family engagement efforts. These engagement opportunities include events on campus such as a Grandparents’ Breakfast, a Black History Month program, a Fall Festival, and a Lunch with Dads event. AES was also excited to open a new 4-year-old PreK class in 2025 .



ENROLLMENT AND ATTENDANCE

ENROLLMENT

ASHLAND ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	242	274	256	262	282
PK		*			11
K	36	48	49	49	42
GR_01	33	32	33	41	45
GR_02	35	44	33	33	43
GR_03	*	35	42	38	34
GR_04	30	26	31	38	41
GR_05	36	32	*	30	38
GR_06	37	43	32	33	28

(MDE, 2025m)



Figure 78: Ashland Elementary School Enrollment by Grade Level

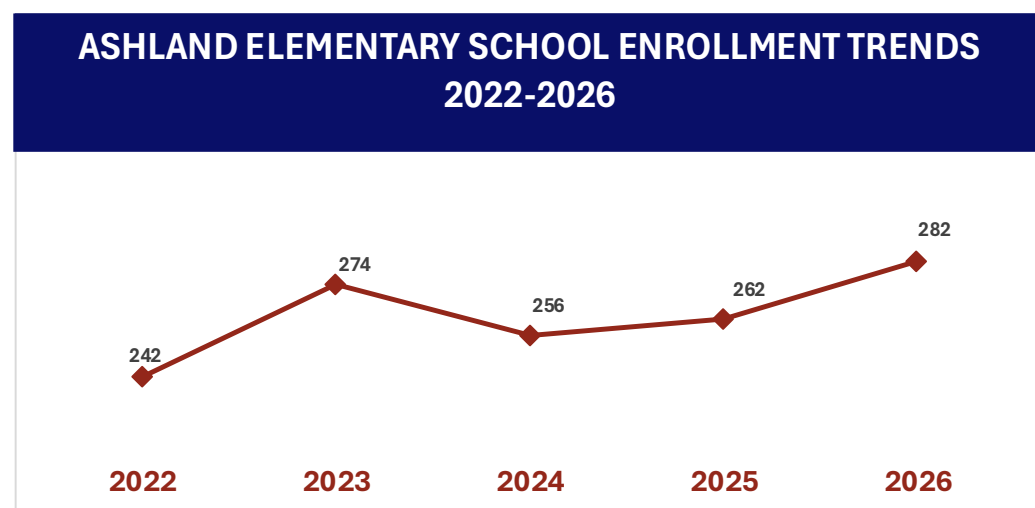


Figure 79: Ashland Elementary School Enrollment Trends 2022-2026

ASHLAND ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	242	274	256	262	282
GENDER	FEMALE	109	131	131	134	147
	MALE	133	143	125	128	135
RACE	ASIAN				*	*
	BLACK OR AFRICAN AMERICAN	177	200	170	119	122
	HISPANIC OR LATINO	14	16	14	*	*
	TWO OR MORE RACES	13	19	20	80	80
	WHITE	38	39	52	46	59

(MDE, 2025m)

Figure 80: Ashland Elementary School Enrollment by Demographic Group

ASHLAND ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS

	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	73.1%	43.3%	-29.9%
TWO OR MORE RACES	5.4%	28.4%	23.0%
WHITE	15.7%	20.9%	5.2%

Figure 81: Ashland Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

ASHLAND ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

	2023	2024	2025
ALL	250.1	235.9	241.7
K	41.4	42.9	44.2
GR_01	31.3	29.8	37.3
GR_02	41.7	31.5	30.6
GR_03	32.4	40.7	36.6
GR_04	25.3	28.4	35.6
GR_05	28.7	26.3	27.2
GR_06	39.9	28.6	30.1

(MDE, 2023o, 2024q, 2025s)

Figure 82: Ashland Elementary School Average Daily Attendance

ASHLAND ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*

	2023	2024	2025
ALL	91.3%	92.1%	92.2%
K	86.1%	87.6%	90.2%
GR_01	97.8%	90.2%	91.1%
GR_02	94.7%	95.6%	92.8%
GR_03	92.5%	96.9%	96.4%
GR_04	97.5%	91.7%	93.7%
GR_05	89.7%		90.6%
GR_06	92.9%	89.4%	91.3%

(MDE, 2023o, 2024q, 2025m, 2025s)

Figure 83: Ashland Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

ASHLAND ELEMENTARY SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	17.9	17.7	26.4
GENDER	FEMALE	16.7	20.6	23.7
	MALE	18.9	14.7	29.6
DISABILITY	STUDENTS WITH DISABILITIES	28.3	18.9	28.3
	STUDENTS WITHOUT DISABILITIES	15.2	17.5	25.9
EL	LIMITED ENGLISH PROFICIENCY	6.7	≤5%	20.0
RACE	ASIAN			≤5%
	BLACK OR AFRICAN AMERICAN	16.4	18.8	23.4
	HISPANIC OR LATINO	15.8	13.3	29.4
	TWO OR MORE RACES	35.0	21.7	33.3
	WHITE	17.8	13.8	22.0
(MDE, 2026f)				

Figure 84: Ashland Elementary School Chronic Absence by Demographic Group

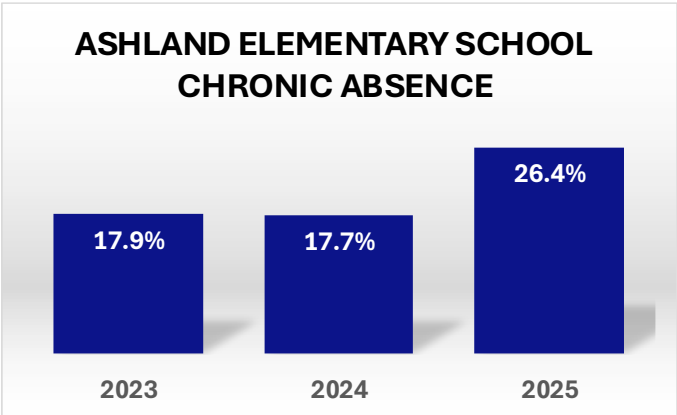


Figure 85: Ashland Elementary School Chronic Absence

AES ENROLLMENT AND ATTENDANCE TAKEAWAYS

Ashland Elementary School’s total enrollment rose from 242 students in 2022 to 282 in 2026, a gain of 40 students, or approximately 16.5%, with the most significant increase occurring after a temporary dip from 274 students in 2023 to 256 in 2024 before rebounding upward. Growth has been distributed across multiple grade levels, particularly first grade, which increased from 33 students in 2022 to 45 in 2026, and fifth grade, which climbed from 36 to 38 after an interrupted reporting year. Kindergarten remains consistently strong, rising from 36 students in 2022 to 42 in 2026, while the addition of 11 prekindergarten students suggests intentional strengthening of early learning enrollment. Demographic shifts also indicate a changing student population. Black student enrollment, while still the majority, declined proportionally from 73.1% to 43.3%, while students identified as two or more races grew substantially from 5.4% to 28.4%.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

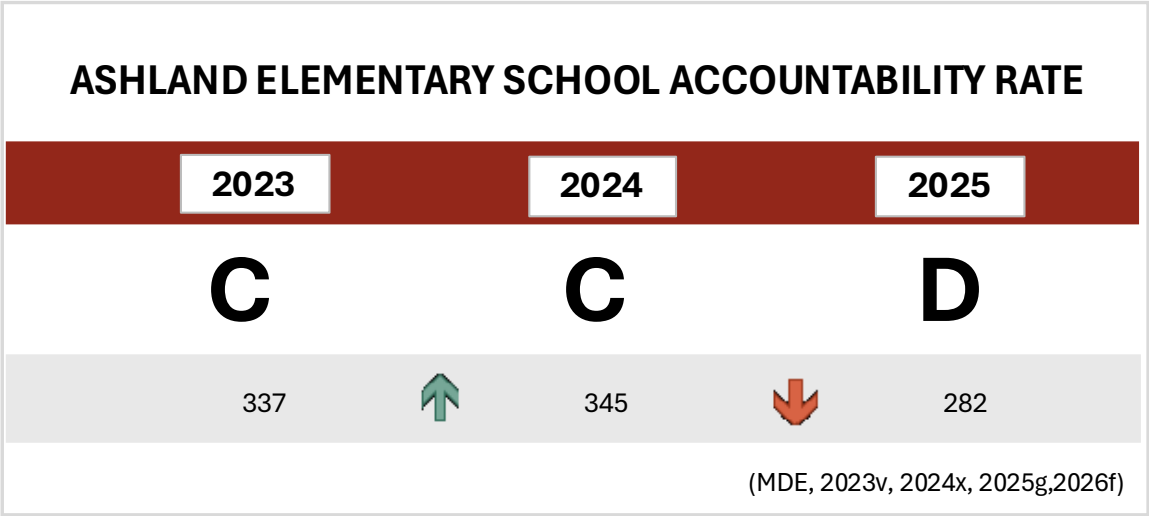


Figure 86: Ashland Elementary School Accountability Rating

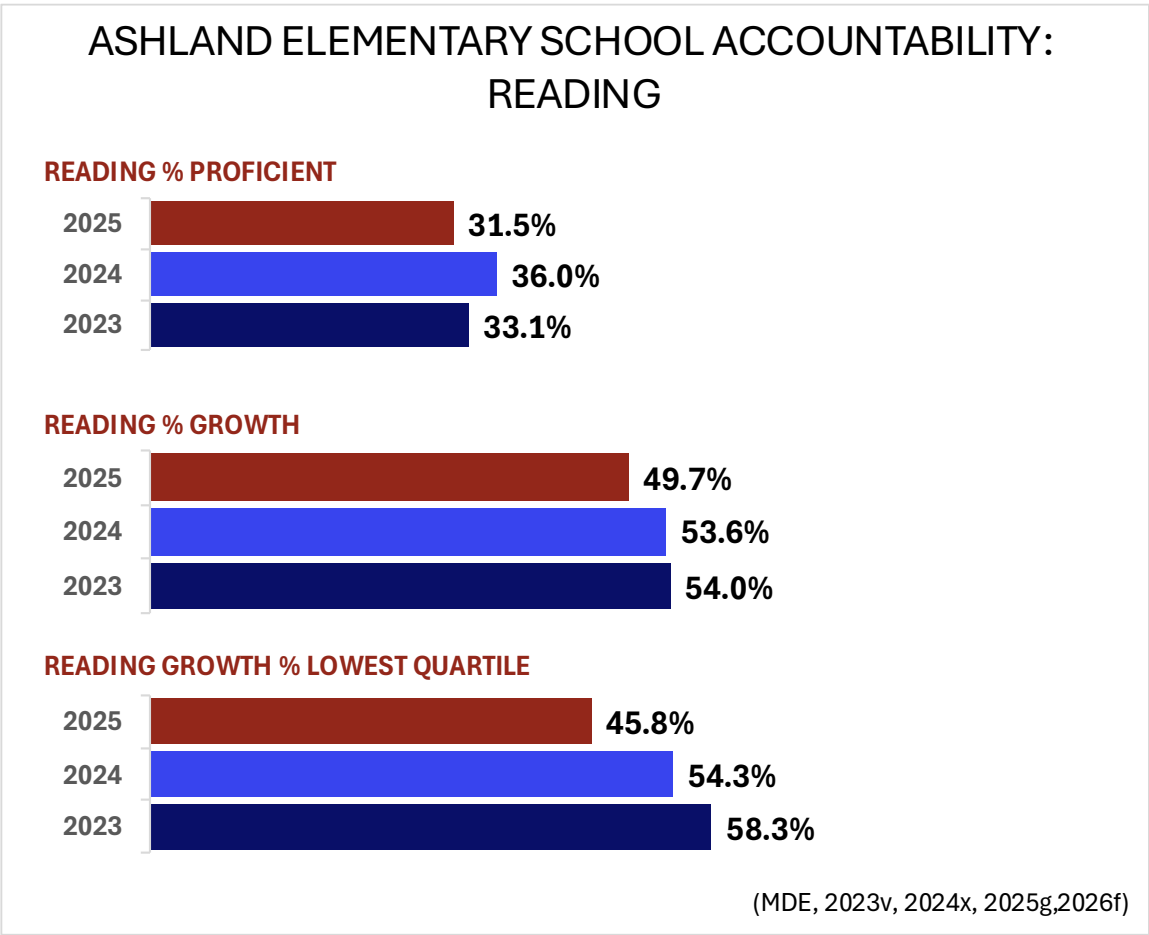


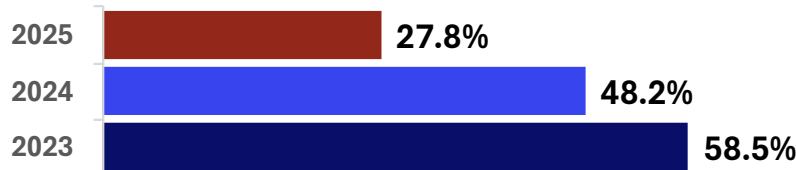
Figure 87: Ashland Elementary School Accountability: Reading

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE



(MDE, 2023v, 2024x, 2025g, 2026f)

Figure 88: Ashland Elementary School Accountability: Math

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



(MDE, 2023v, 2024x, 2025g, 2026f)

Figure 89: Ashland Elementary School Accountability: Science

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY: ENGLISH PROFICIENCY

ENGLISH LANGUAGE LEARNERS PROGRESS

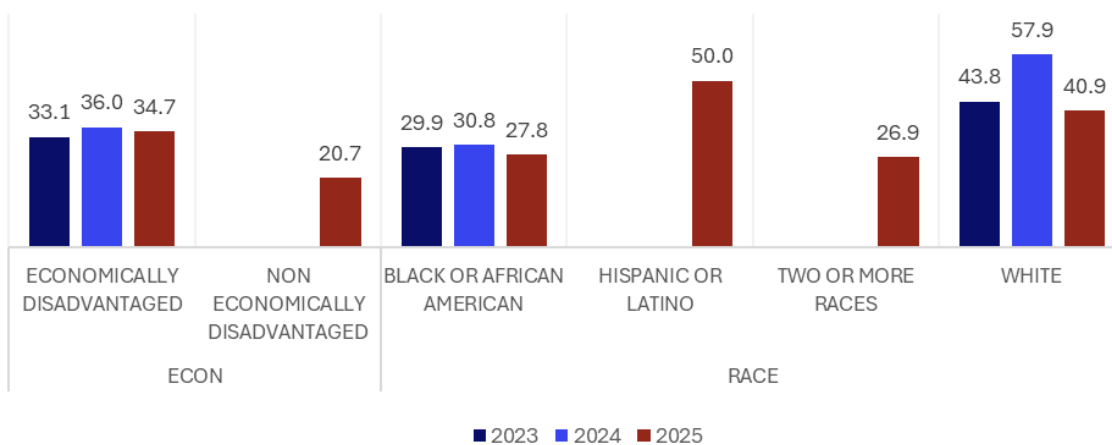
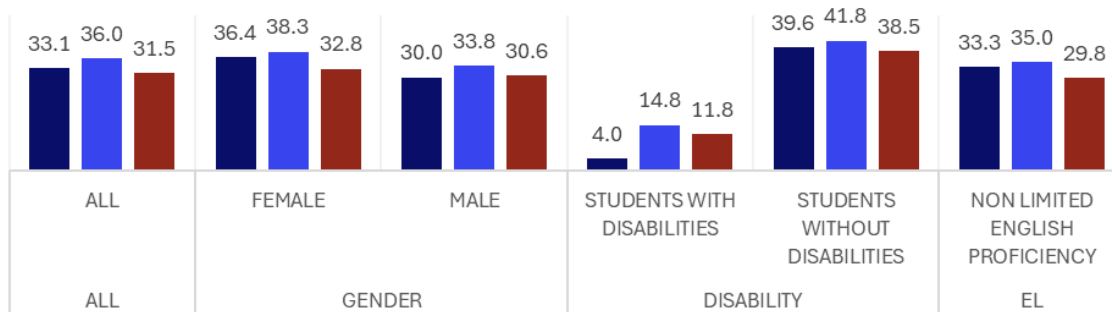


(MDE, 2023v, 2024x, 2025g, 2026f)

Figure 90: Ashland Elementary School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY BY DEMOGRAPHIC GROUP: READING



(MDE, 2023v, 2024x, 2025g, 2026f)

Figure 91: Ashland Elementary School Accountability by Demographic Group: Reading

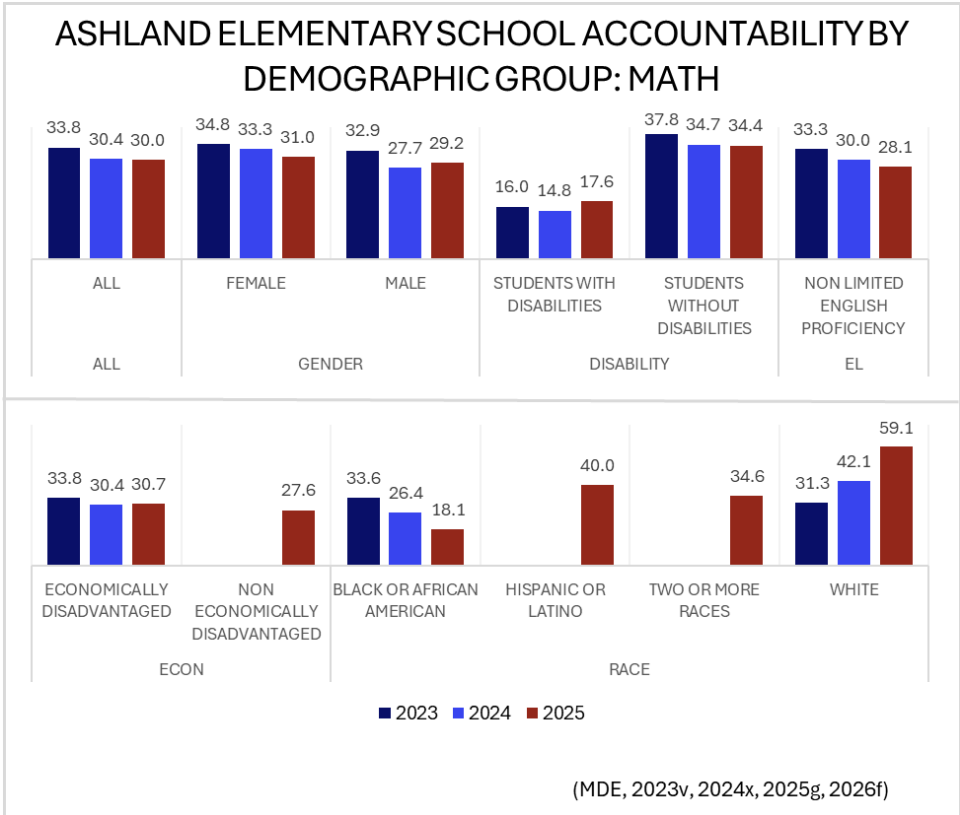


Figure 92: Ashland Elementary School Accountability by Demographic Group: Math

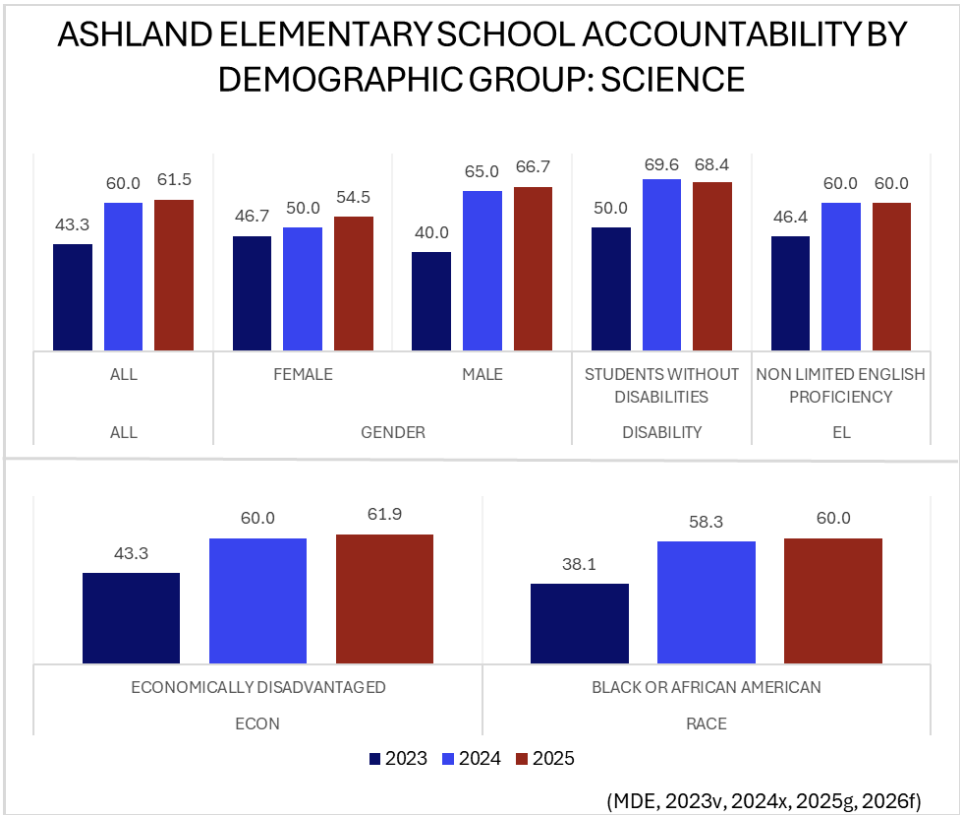


Figure 93: Ashland Elementary School Accountability by Demographic Group: Science

PROFICIENCY GAP TO GOAL

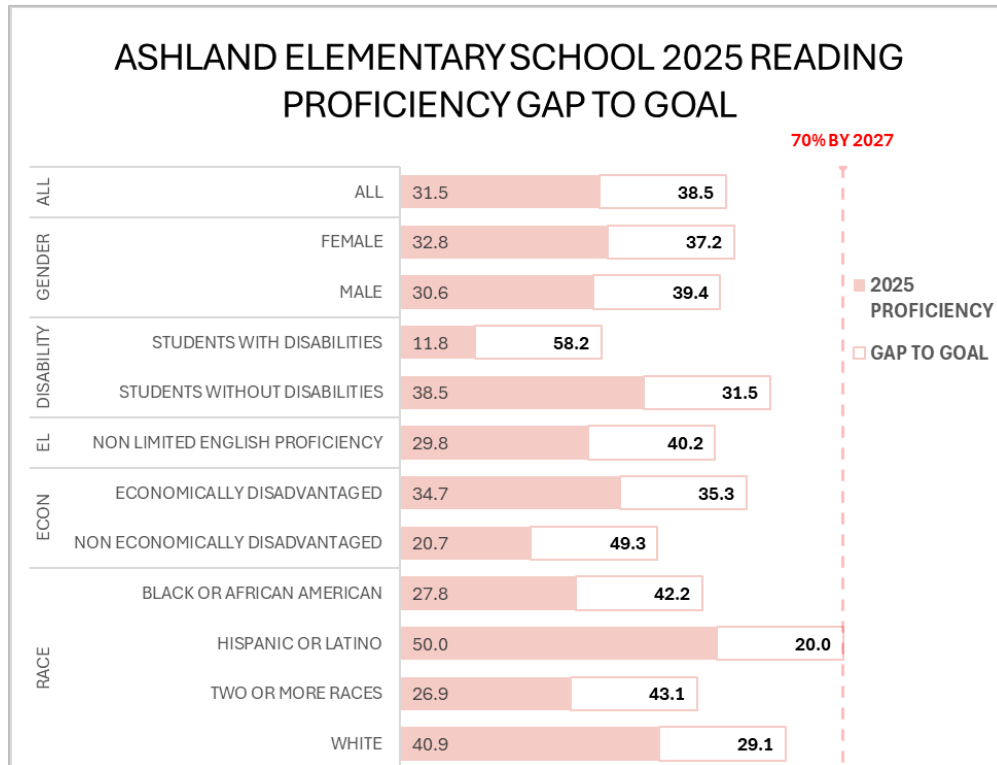


Figure 94: Ashland Elementary School 2025 Reading Proficiency Gap to Goal

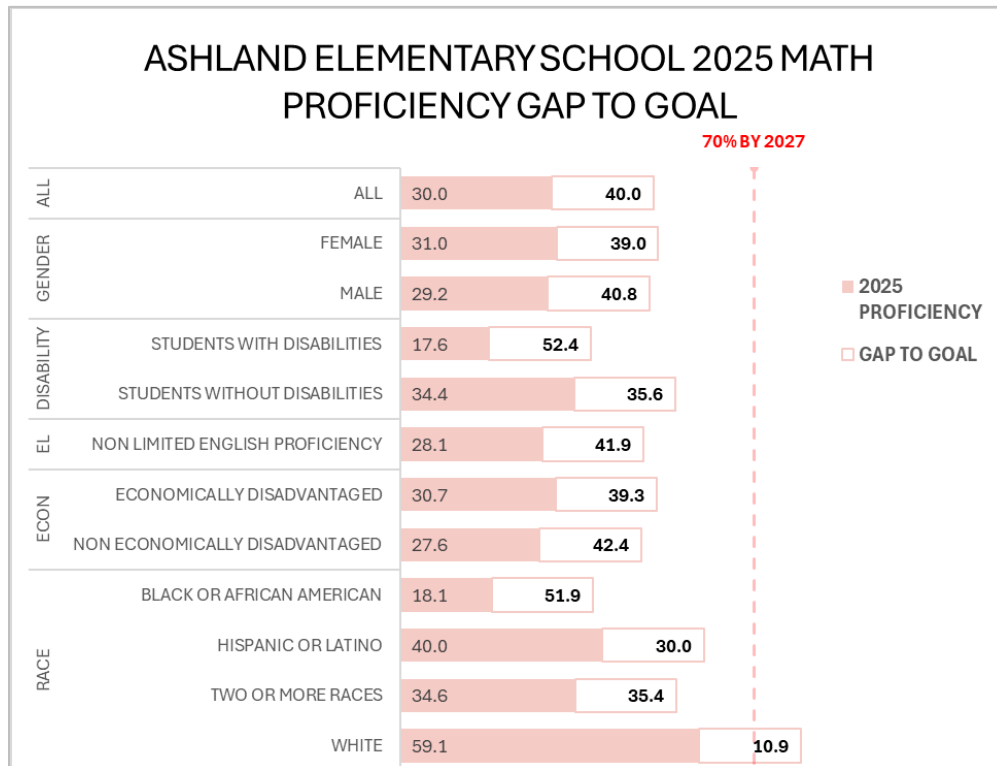


Figure 95: Ashland Elementary School 2025 Math Proficiency Gap to Goal

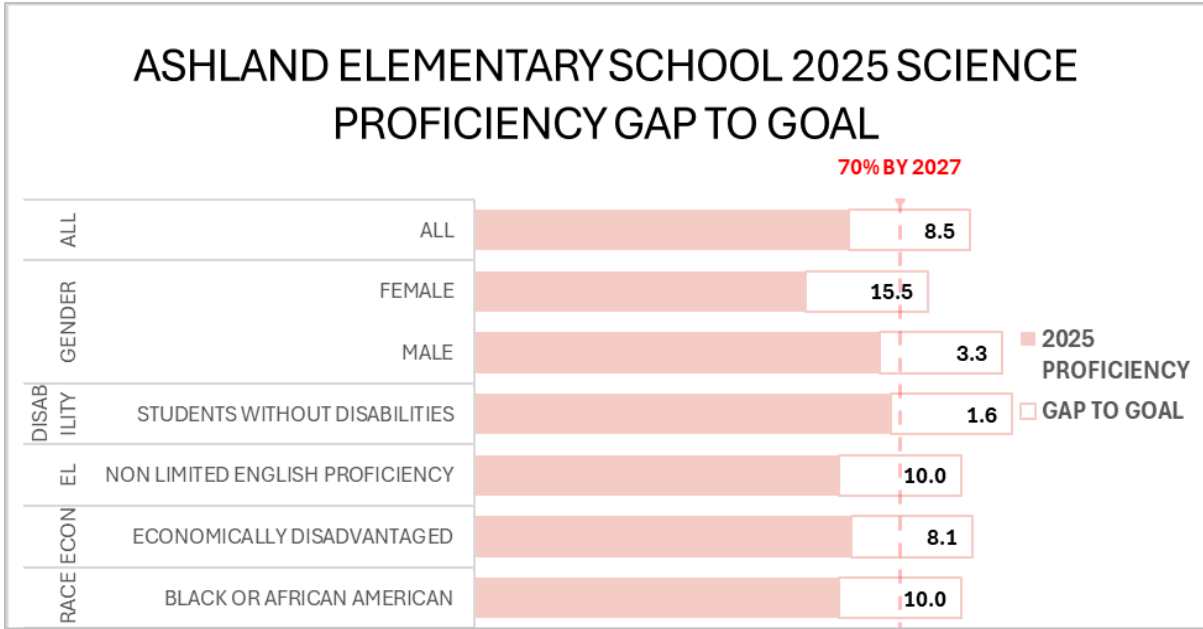


Figure 96: Ashland Elementary School 2025 Science Proficiency Gap to Goal

AES ACCOUNTABILITY TAKEAWAYS

Ashland Elementary School’s reading proficiency demonstrated resilience over time, improving from 44.0% in 2023 to 48.5% in 2024 before easing slightly to 45.8% in 2025, suggesting relatively stable literacy performance despite year-to-year fluctuation. Mathematics increased from 39.7% proficiency in 2023 to 50.8% in 2025, marking one of the school’s most notable academic gains. Science performance remained comparatively strong, though less consistent, moving from 52.6% in 2023 to 61.1% in 2024 before declining to 50.0% in 2025.

Subgroup performance reveals both strengths and equity concerns. In reading, economically disadvantaged students achieved 44.8% proficiency compared with 52.4% among non-economically disadvantaged peers, a manageable but meaningful gap. Students with disabilities faced steeper challenges, particularly in mathematics, where proficiency lagged well behind their peers without disabilities. Racial subgroup differences were also evident, though overall performance remained stronger than many similarly sized rural schools.

The data suggests a school with a stable instructional foundation and improving mathematics outcomes. However, recent softening in reading and science, combined with persistent subgroup performance gaps, indicates a need for targeted intervention strategies to sustain growth while ensuring academic gains are more evenly distributed across all student populations.

ASSESSMENT

KINDERGARTEN READINESS ASSESSMENT

Mississippi's Kindergarten Readiness Assessment results are not directly comparable across years due to major vendor and technical changes. From 2023 to 2026, the assessment switched between Renaissance's STAR Early Literacy, Istation/Ameri Learning, and back to Renaissance, each with differing technical details and score standards. MDE did not publish scores for the Fall 2024 administration.

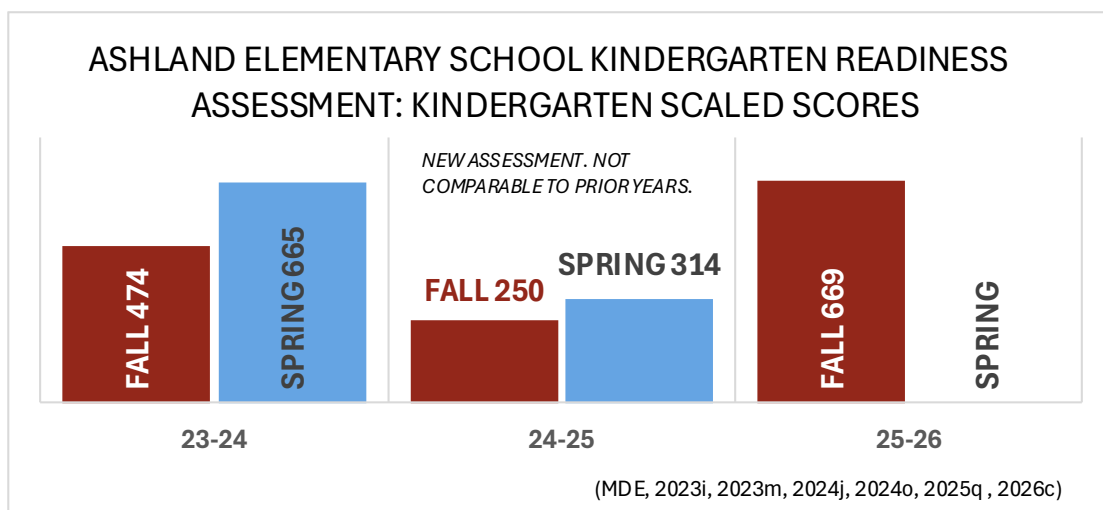


Figure 97: Ashland Elementary School Kindergarten Readiness Assessment: Kindergarten Scaled Scores

MAAP ELA

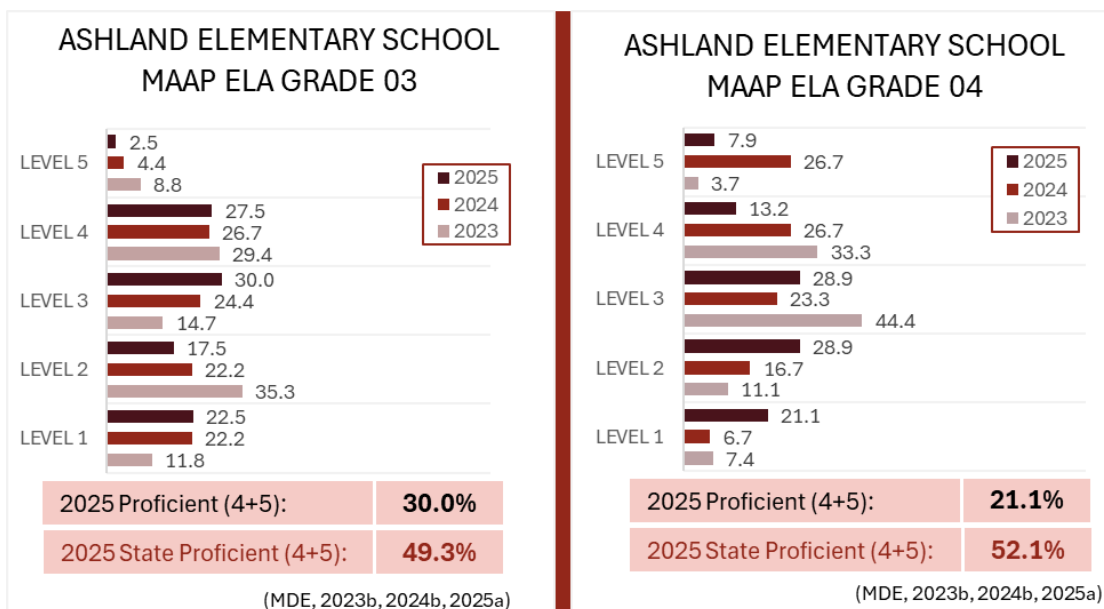


Figure 98: Ashland Elementary School MAAP ELA Grades 3 and 4

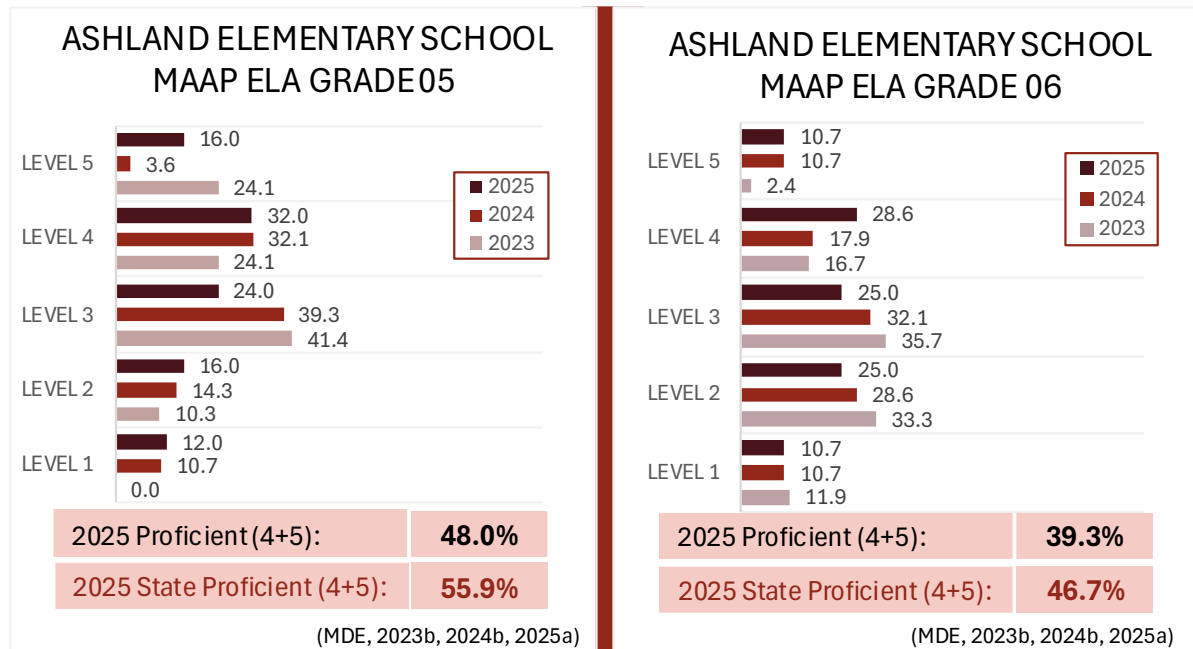


Figure 99: Ashland Elementary School MAAP ELA Grades 5 and 6

MAAP MATH

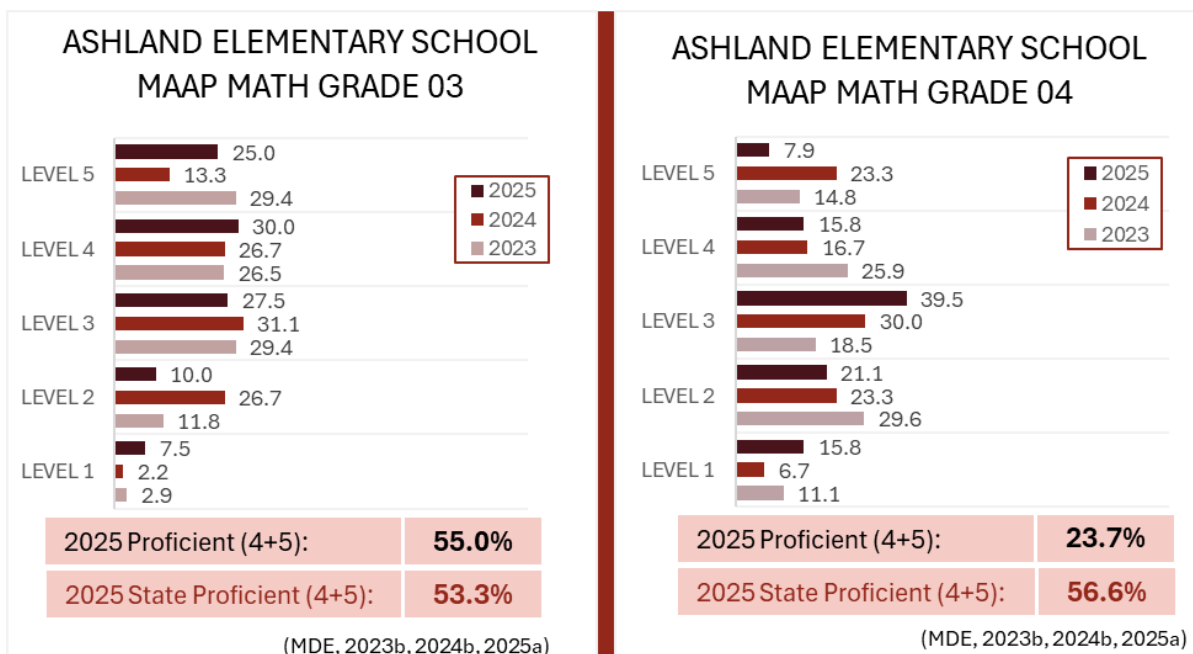


Figure 100: Ashland Elementary School MAAP Math Grades 3 and 4

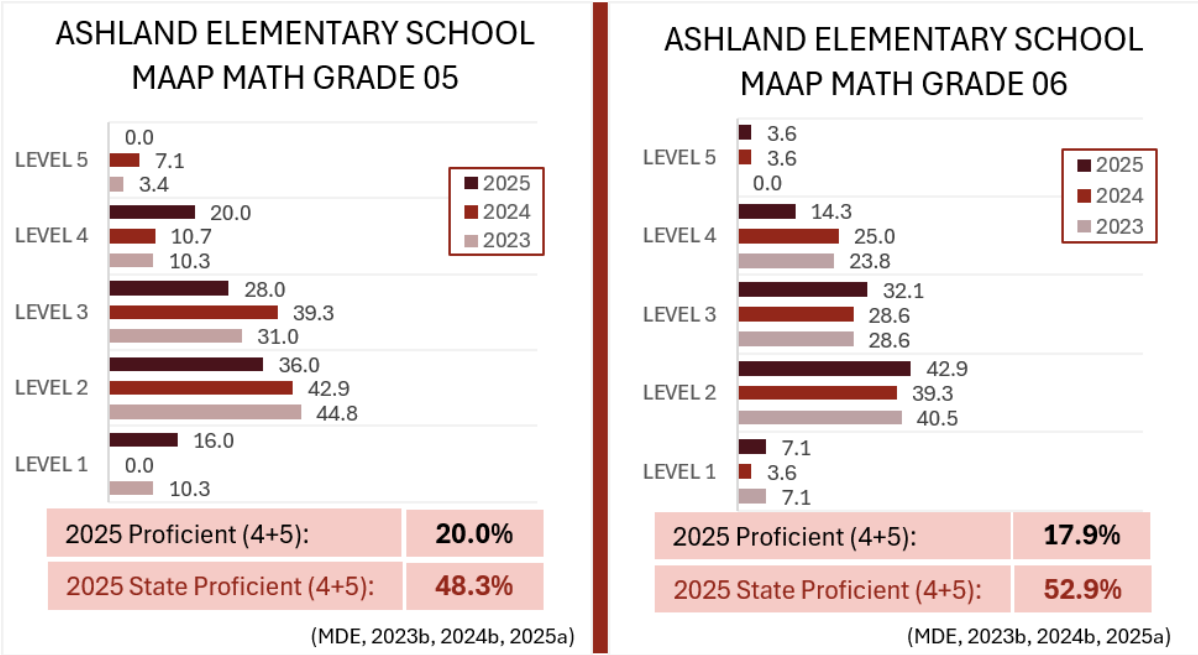


Figure 101: Ashland Elementary School MAAP Math Grades 5 and 6

MAAP SCIENCE

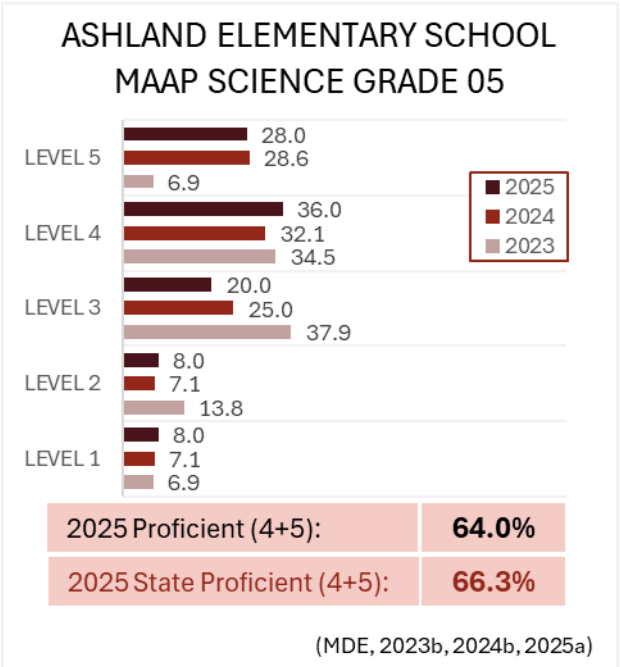
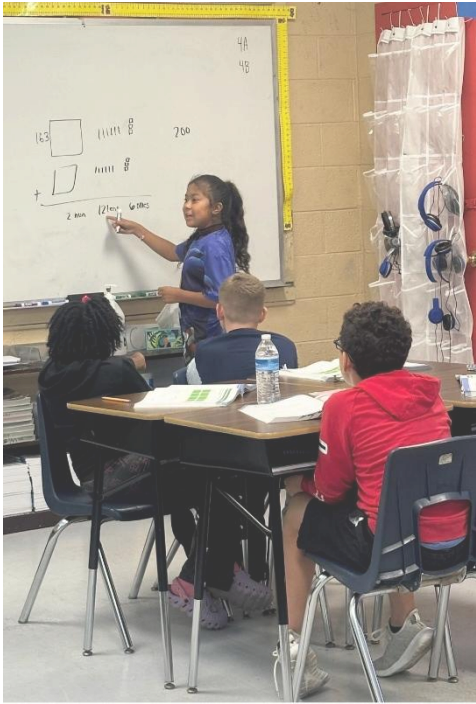


Figure 102 Ashland Elementary School MAAP SCIENCE Grade 5



AES ASSESSMENT TAKEAWAYS

Ashland Elementary School’s English Language Arts outcomes were mixed across grade levels. Third-grade proficiency improved from 35.7% in 2024 to 46.2% in 2025, signaling stronger foundational literacy instruction, while fourth grade declined from 61.1% to 47.8%. Fifth grade posted a more modest drop from 52.6% to 47.4%, suggesting some inconsistency in maintaining literacy gains across cohorts.

Mathematics performance showed encouraging momentum in several grades. Third grade increased significantly from 35.7% proficiency in 2024 to 53.8% in 2025, while fourth grade rose from 33.3% to 47.8%. Fifth grade, however, declined from 63.2% to 47.4%, indicating uneven progress across upper elementary mathematics instruction.

Science remained a relative strength, with fifth-grade proficiency at 55.6%, reflecting competitive performance in tested science content. Early literacy readiness data should be interpreted cautiously due to statewide assessment transitions, but foundational preparation remains an important area to monitor.

Overall, the school demonstrates the capacity for strong academic growth, particularly in lower elementary mathematics and third-grade literacy, but fluctuating performance suggests a need for tighter instructional consistency across grade levels. The data indicates a school capable of improvement, with the greatest opportunity lying in sustaining gains as students advance through upper elementary grades.

PERSONNEL

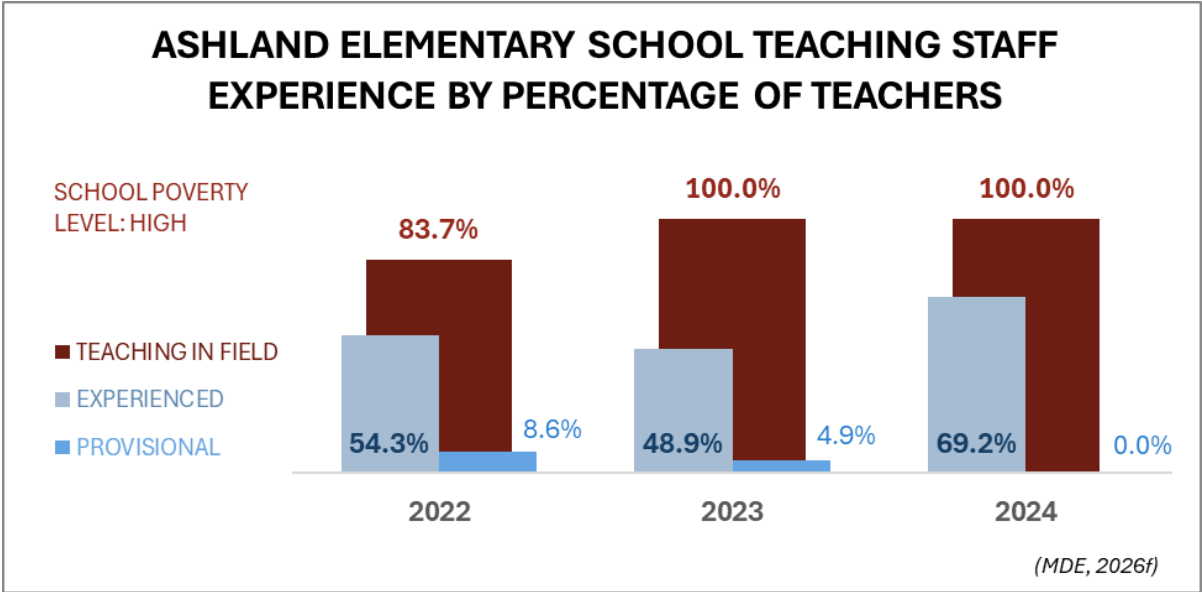


Figure 103: Ashland Elementary School Teaching Staff Experience by Percentage of Teachers

ASHLAND ELEMENTARY SCHOOL CNA SURVEY

INTRODUCTION

Sixteen (16) faculty members, fifteen (15) parents, and thirty (30) students responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Prekindergarten and Kindergarten; and Professional Development.*

ASHLAND ELEMENTARY SCHOOL FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	3	18.8%
Agree	12	75.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%
I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	8	50.0%
Agree	7	43.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

I use effective, evidence-based strategies for					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	37.5%	50.0%	0.0%	6.2%	6.2%
Closing the achievement gap between diverse groups of students.	31.2%	56.2%	0.0%	0.0%	12.5%
Successful classroom management.	37.5%	62.5%	0.0%	0.0%	0.0%
Teaching special needs students.	43.8%	37.5%	6.2%	0.0%	12.5%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	31.2%	56.2%	0.0%	0.0%	12.5%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	6	37.5%
Minor disruptions that steal instructional time	7	43.8%
Major classroom disruptions	2	12.5%
Not Applicable	1	6.2%

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	6	37.5%
Agree	6	37.5%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	18.8%

I would feel comfortable asking the Instructional Literacy Coach/Lead Teacher for instructional advice.		
	Count	Percentage
Strongly Agree	7	43.8%
Agree	6	37.5%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	12.5%

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	5	31.2%
Agree	8	50.0%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	12.5%
The Instructional Literacy Coach/Lead Teacher supports teacher practices of new strategies in my classroom.		
	Count	Percentage
Strongly Agree	6	37.5%
Agree	6	37.5%
Disagree	1	6.2%
Strongly Disagree	1	6.2%
Not Applicable or No Information	2	12.5%
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	6	37.5%
Agree	6	37.5%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	18.8%

Identify the educational needs of the students at your school who meet the homeless definition.		
	Count	Percentage
Expedited evaluation services for students with learning disabilities	5	6.9%
Expedited evaluation services for students with limited English	2	2.8%
Expedited evaluation services for gifted and talented students	2	2.8%
Additional academic support	7	9.7%
Tutoring	7	9.7%
Enrichment educational services	3	4.2%
Counseling	11	15.3%
Mentors	6	8.3%

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

School supplies	12	16.7%
School uniforms	2	2.8%
Dental referrals	5	6.9%
Medical referrals	5	6.9%
Bullying assistance	5	6.9%

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

	Count	Percentage
Strongly Agree	10	62.5%
Agree	6	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

My biggest equipment needs are:

	Count	Percentage
Computers	2	8.0%
Software	7	28.0%
Mobile laptop computers	4	16.0%
Listening centers	5	20.0%
Interactive white board	3	12.0%
Classroom response system (clickers)	3	12.0%
Digital slates (e.g. iPad, Microsoft Pro)	1	4.0%

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

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

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	4	25.0%
Agree	6	37.5%
Disagree	6	37.5%
Strongly Disagree	0	0.0%
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	8	50.0%
Agree	8	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
I have access to a curriculum guide for each core subject I teach.		
	Count	Percentage
Yes	16	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	7	43.8%
Agree	7	43.8%
Disagree	1	6.2%
Strongly Disagree	1	6.2%
Not Applicable or No Information	0	0.0%
The district curriculum is reviewed and evaluated on a consistent basis by appropriate central office personnel, administrators, and teachers.		
	Count	Percentage
Strongly Agree	7	43.8%
Agree	6	37.5%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	12.5%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	7	43.8%
Agree	8	50.0%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
I develop assessments that mirror the format & complexity of state assessments.		
	Count	Percentage
Strongly Agree	7	43.8%
Agree	5	31.2%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	18.8%
I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	Count	Percentage
Strongly Agree	11	68.8%
Agree	5	31.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Students spend sufficient effort (in and out of class) to learn what we teach.		
	Count	Percentage
Strongly Agree	2	12.5%
Agree	4	25.0%
Disagree	8	50.0%
Strongly Disagree	1	6.2%
Not Applicable or No Information	1	6.2%

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	3	3.8%
Utilize technology such as class websites, blogs, and videos	13	16.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	5	6.3%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	14	17.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	11	13.9%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	9	11.4%
Use bilingual handouts and cues	1	1.3%
Use visual displays, portable white boards, and posters when giving instructions	13	16.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	10	12.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT
Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	6	37.5%
Agree	10	62.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	6	37.5%
Agree	9	56.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	2	12.5%
Agree	9	56.2%
Disagree	3	18.8%
Strongly Disagree	1	6.2%
Not Applicable or No Information	1	6.2%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	7	43.8%
Agree	7	43.8%
Disagree	2	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	4	25.0%
Agree	8	50.0%
Disagree	2	12.5%
Strongly Disagree	2	12.5%
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	56.2%
Agree	5	31.2%
Disagree	2	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	3	18.8%
Agree	13	81.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
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	37.5%
Agree	7	43.8%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	12.5%
Teachers here have a sense of common mission.		
	Count	Percentage
Strongly Agree	4	25.0%
Agree	11	68.8%
Disagree	1	6.2%
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	12.5%
Agree	4	25.0%
Disagree	7	43.8%
Strongly Disagree	2	12.5%
Not Applicable or No Information	1	6.2%
Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly Agree	4	25.0%
Agree	8	50.0%
Disagree	2	12.5%
Strongly Disagree	2	12.5%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	4	25.0%
Agree	6	37.5%
Disagree	3	18.8%
Strongly Disagree	3	18.8%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	2	12.5%
Agree	7	43.8%
Disagree	5	31.2%
Strongly Disagree	1	6.2%
Not Applicable or No Information	1	6.2%

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

	Count	Percentage
Strongly Agree	3	18.8%
Agree	7	43.8%
Disagree	4	25.0%
Strongly Disagree	2	12.5%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	37.5%
Agree	4	25.0%
Disagree	3	18.8%
Strongly Disagree	3	18.8%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	18.8%
Agree	5	31.2%
Disagree	5	31.2%
Strongly Disagree	2	12.5%
Not Applicable or No Information	1	6.2%

The school's priorities for the expenditure of funds are appropriate.		
	Count	Percentage
Strongly Agree	6	37.5%
Agree	3	18.8%
Disagree	1	6.2%
Strongly Disagree	1	6.2%
Not Applicable or No Information	5	31.2%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	12	75.0%
Agree	3	18.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.	
	Rank
Classroom Management	#1
Differentiated Instruction	#2
My specific content area	#3
Developing quality assessments	#4
Conflict resolution	#5
Using technology to enhance instruction	#6
Teaching and understanding students in poverty	#7
Reading for at risk students	#8
Successful inclusion strategies	#9
Response to Intervention (RTI/MTSS)	#10
Interpreting and analyzing student data	#11
Mississippi College and Career Readiness Standards	#12
Writing strategies	#13
Depth of Knowledge	#14
Culture sensitivity	#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	5	31.2%
Agree	10	62.5%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

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

	Count	Percentage
Strongly Agree	5	31.2%
Agree	6	37.5%
Disagree	5	31.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	8	50.0%
Agree	3	18.8%
Disagree	1	6.2%
Strongly Disagree	3	18.8%
Not Applicable or No Information	1	6.2%

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.		
	Count	Percentage
Strongly Agree	5	31.2%
Agree	5	31.2%
Disagree	2	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	25.0%
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	25.0%
Agree	6	37.5%
Disagree	5	31.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%
The professional development activities I have attended have been aligned with state standards, assessments, and the local school curriculum.		
	Count	Percentage
Strongly Agree	6	37.5%
Agree	8	50.0%
Disagree	1	6.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.2%
Teachers play a meaningful role in the design and selection of staff development programs.		
	Count	Percentage
Strongly Agree	4	25.0%
Agree	5	31.2%
Disagree	1	6.2%
Strongly Disagree	4	25.0%
Not Applicable or No Information	2	12.5%

GENERAL OPINION

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

Faculty members at Ashland Elementary express appreciation for the beneficial meeting with administration regarding the accountability model and how to analyze data. They also praise the mentorship offered to new teachers. There are requests to improve the discipline policies and procedures and to improve communication between teachers and administrators.

ASHLAND ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	9	60.0%
Agree	3	20.0%
Disagree	2	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.7%

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

	Count	Percentage
Yes	10	76.9%
No	3	23.1%

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

	Count	Percentage
Abuse Prevention	1	1.4%
Computer Classes	3	4.2%
Conflict Resolution	4	5.6%
Discipline	4	5.6%
Drug/Alcohol Awareness	3	4.2%
English as a Second Language	4	5.6%
Health Classes	4	5.6%

I would like my child's school (district) to offer classes for parents on the following:		
Literacy Classes	6	8.3%
Math Classes	4	5.6%
Parent-to-School Relationships	4	5.6%
Parent/Child Communication	7	9.7%
Preparing for College	5	6.9%
Parenting Workshops	4	5.6%
Social Media Classes	2	2.8%
Stress/Anger Management	9	12.5%
Understanding College- and Career-Ready Standards	8	11.1%

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	10	16.1%
Help my child with homework	7	11.3%
How to motivate my child	7	11.3%
How to promote family reading	5	8.1%
How to set goals for my child	7	11.3%
Manage time	5	8.1%
Prepare my child for testing	10	16.1%
Understand my child's learning styles	11	17.7%

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	3	7.7%
District and/or school newsletters	6	15.4%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	5	12.8%
Resource materials for parental training	4	10.3%
Training for parents to work with other parents on becoming involved in the schools	4	10.3%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	2	5.1%
Home/School folders	7	17.9%
Home/School Planners	8	20.5%

TITLE IV-A

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

	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	9	30.0%
Building technological capacity and infrastructure	5	16.7%
Carrying out innovative blended learning projects	4	13.3%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	7	23.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	5	16.7%

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

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

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

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

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

	Count	Percentage
Promoting community and parent involvement in schools	6	10.0%
Providing school-based mental health services and counseling	9	15.0%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	5	8.3%
Establishing or improving dropout prevention	4	6.7%
Supporting re-entry programs and transition services for Justice-involved youth	2	3.3%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	8	13.3%
Implementing systems and practices to prevent bullying and harassment	12	20.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	9	15.0%
Establishing community partnerships	5	8.3%

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	7	16.7%
Supporting college and career counseling	8	19.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	9	21.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	9	21.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	9	21.4%

CURRICULUM AND INSTRUCTION

Is your child an English Language Learner?		
	Count	Percentage
Yes	6	40.0%
No	9	60.0%

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

	Count	Percentage
Strongly Agree	6	40.0%
Agree	3	20.0%
Disagree	1	6.7%
Strongly Disagree	2	13.3%
Not Applicable or No Information	3	20.0%

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	7	46.7%
Agree	2	13.3%
Disagree	3	20.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	2	13.3%

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

	Count	Percentage
English Instruction	3	50.0%
Mentoring	1	16.7%
Academic or career counseling	1	16.7%
Mental Health counseling	1	16.7%

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

	Count	Percentage
Yes	5	83.3%
No	1	16.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT
Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	6	40.0%
Agree	7	46.7%
Disagree	1	6.7%
Strongly Disagree	1	6.7%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	6	40.0%
Agree	8	53.3%
Disagree	0	0.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	0	0.0%
For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	6	40.0%
Agree	5	33.3%
Disagree	3	20.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	0	0.0%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	7	46.7%
Agree	4	26.7%
Disagree	3	20.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	0	0.0%
Parents are informed of the school's policies.		
	Count	Percentage
Strongly Agree	8	53.3%
Agree	6	40.0%
Disagree	1	6.7%
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	6	40.0%
Agree	3	20.0%
Disagree	4	26.7%
Strongly Disagree	1	6.7%
Not Applicable or No Information	1	6.7%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	5	33.3%
Agree	7	46.7%
Disagree	1	6.7%
Strongly Disagree	2	13.3%
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	8	53.3%
Agree	5	33.3%
Disagree	2	13.3%
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	7	46.7%
Agree	6	40.0%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.7%
Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	5	33.3%
Agree	2	13.3%
Disagree	2	13.3%
Strongly Disagree	3	20.0%
Not Applicable or No Information	3	20.0%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	8	14.0%
Checked my child's grades/assignments online	11	19.3%
Been in contact with my child's teacher	14	24.6%
Received a newsletter from the district, school, or teacher	8	14.0%

In the past year, I have attended/participated in the following:		
Worked with a committee or group on school or district policies	3	5.3%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	3	5.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	8	14.0%
Volunteered at my child's school	2	3.5%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	6	40.0%
Agree	4	26.7%
Disagree	2	13.3%
Strongly Disagree	1	6.7%
Not Applicable or No Information	2	13.3%
This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	8	53.3%
Agree	6	40.0%
Disagree	0	0.0%
Strongly Disagree	1	6.7%
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	7	46.7%
Agree	4	26.7%
Disagree	2	13.3%
Strongly Disagree	1	6.7%
Not Applicable or No Information	1	6.7%

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

	Count	Percentage
Strongly Agree	7	46.7%
Agree	3	20.0%
Disagree	0	0.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	4	26.7%

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

	Count	Percentage
Strongly Agree	7	46.7%
Agree	8	53.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	7	46.7%
Agree	5	33.3%
Disagree	2	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.7%

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

	Count	Percentage
Strongly Agree	9	60.0%
Agree	5	33.3%
Disagree	1	6.7%
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	8	53.3%
Agree	5	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	13.3%

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
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	42.9%	0.0%	0.0%	0.0%	57.1%
Playing independently or in a small group without needing to be constantly supervised.	42.9%	0.0%	0.0%	0.0%	57.1%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	42.9%	0.0%	0.0%	0.0%	57.1%
Making decisions for himself/herself and exploring new experiences.	42.9%	0.0%	0.0%	0.0%	57.1%
Understanding the difference between right and wrong and recognizing and respecting authority figures.	42.9%	0.0%	0.0%	0.0%	57.1%

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	7	46.7%
Agree	2	13.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	40.0%
My child's preschool or kindergarten class is warm and welcoming.		
	Count	Percentage
Strongly Agree	6	40.0%
Agree	1	6.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	53.3%

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.	42.9%	0.0%	0.0%	0.0%	57.1%
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	42.9%	0.0%	0.0%	0.0%	57.1%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	46.2%	7.7%	0.0%	0.0%	46.2%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	42.9%	0.0%	0.0%	0.0%	57.1%
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.	42.9%	0.0%	0.0%	0.0%	57.1%

I know what my child is learning and must learn this school year.		
	Count	Percentage
Strongly Agree	8	53.3%
Agree	1	6.7%
Disagree	0	0.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	5	33.3%

GENERAL OPINION

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

Parents of students from Ashland Elementary School expressed appreciation for the school's overall efforts, with several parents simply encouraging staff to "continue being great" and noting that the school is doing a good job serving students. Families appear to value the care many educators provide and recognize positive intentions across the campus. Alongside this praise, parents identified several areas for improvement, particularly stronger support for students receiving special education services, including more consistent access to speech therapy, ABA support, and additional staffing to better meet student needs. Some parents also suggested healthier cafeteria meal options, fewer assessments, cleaner bathrooms, expanded extracurricular opportunities such as clubs, music, and early language exposure.

ASHLAND ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	5	16.7%
Agree	17	56.7%
Disagree	1	3.3%
Strongly Disagree	3	10.0%
Not Applicable or No Information	4	13.3%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	3	10.0%
Agree	21	70.0%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.3%

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

	Count	Percentage
Strongly Agree	4	13.3%
Agree	16	53.3%
Disagree	3	10.0%
Strongly Disagree	4	13.3%
Not Applicable or No Information	3	10.0%

CURRICULUM AND INSTRUCTION**The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	5	16.7%
Agree	14	46.7%
Disagree	1	3.3%
Strongly Disagree	3	10.0%
Not Applicable or No Information	7	23.3%

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	8	26.7%
Agree	21	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.3%

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

	Count	Percentage
Strongly Agree	7	23.3%
Agree	17	56.7%
Disagree	4	13.3%
Strongly Disagree	1	3.3%
Not Applicable or No Information	1	3.3%

Homework that I am expected to complete helps me improve my learning.		
	Count	Percentage
Strongly Agree	3	10.0%
Agree	16	53.3%
Disagree	2	6.7%
Strongly Disagree	4	13.3%
Not Applicable or No Information	5	16.7%
I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.		
	Count	Percentage
Strongly Agree	5	16.7%
Agree	13	43.3%
Disagree	6	20.0%
Strongly Disagree	3	10.0%
Not Applicable or No Information	3	10.0%
I have been taught how to use the resources of the school and community to help me with my schoolwork.		
	Count	Percentage
Strongly Agree	4	13.3%
Agree	20	66.7%
Disagree	1	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	16.7%
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	6	20.0%
Agree	16	53.3%
Disagree	4	13.3%
Strongly Disagree	3	10.0%
Not Applicable or No Information	1	3.3%
The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	5	16.7%
Agree	20	66.7%
Disagree	2	6.7%
Strongly Disagree	1	3.3%
Not Applicable or No Information	2	6.7%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	6	20.0%
Agree	16	53.3%
Disagree	2	6.7%
Strongly Disagree	4	13.3%
Not Applicable or No Information	2	6.7%
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	4	13.3%
Agree	20	66.7%
Disagree	3	10.0%
Strongly Disagree	2	6.7%
Not Applicable or No Information	1	3.3%
Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	9	30.0%
Agree	17	56.7%
Disagree	1	3.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	5	16.7%
Agree	16	53.3%
Disagree	4	13.3%
Strongly Disagree	2	6.7%
Not Applicable or No Information	3	10.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	2	6.7%
Agree	19	63.3%
Disagree	2	6.7%
Strongly Disagree	2	6.7%
Not Applicable or No Information	5	16.7%
For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	2	6.7%
Agree	15	50.0%
Disagree	5	16.7%
Strongly Disagree	5	16.7%
Not Applicable or No Information	3	10.0%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	4	13.3%
Agree	18	60.0%
Disagree	4	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.3%
This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	3	10.0%
Agree	16	53.3%
Disagree	1	3.3%
Strongly Disagree	9	30.0%
Not Applicable or No Information	1	3.3%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	7	23.3%
Agree	21	70.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.7%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	7	23.3%
Agree	17	56.7%
Disagree	4	13.3%
Strongly Disagree	2	6.7%
Not Applicable or No Information	0	0.0%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	6	20.0%
Agree	15	50.0%
Disagree	5	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.3%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	6	20.0%
Agree	15	50.0%
Disagree	5	16.7%
Strongly Disagree	2	6.7%
Not Applicable or No Information	2	6.7%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	5	16.7%
Agree	18	60.0%
Disagree	2	6.7%
Strongly Disagree	1	3.3%
Not Applicable or No Information	4	13.3%

The people in the principal's office care about students as individuals.		
	Count	Percentage
Strongly Agree	1	3.3%
Agree	15	50.0%
Disagree	3	10.0%
Strongly Disagree	4	13.3%
Not Applicable or No Information	7	23.3%
School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	1	3.3%
Agree	12	40.0%
Disagree	5	16.7%
Strongly Disagree	8	26.7%
Not Applicable or No Information	4	13.3%
I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.		
	Count	Percentage
Strongly Agree	1	3.3%
Agree	14	46.7%
Disagree	11	36.7%
Strongly Disagree	2	6.7%
Not Applicable or No Information	2	6.7%
In the student activities in which I participate, students are involved in planning the activities.		
	Count	Percentage
Strongly Agree	4	13.3%
Agree	14	46.7%
Disagree	5	16.7%
Strongly Disagree	3	10.0%
Not Applicable or No Information	4	13.3%
The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	1	3.3%
Agree	14	46.7%
Disagree	6	20.0%
Strongly Disagree	6	20.0%
Not Applicable or No Information	3	10.0%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	4	13.3%
Agree	13	43.3%
Disagree	1	3.3%
Strongly Disagree	3	10.0%
Not Applicable or No Information	9	30.0%

GENERAL OPINION

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

Students from Ashland Elementary described their school as a generally positive place where they feel cared for and supported in their learning, with many praising teachers who work hard, the educational opportunities provided, learning websites, physical education activities, and the school's efforts to help them succeed academically. Several students emphasized that the school does well in teaching and providing a good education, while some noted that behavioral issues among classmates can make the learning environment more challenging. Students also offered suggestions for improvement, including cleaner classrooms and restrooms, better lunch options, more extracurricular opportunities such as clubs, drama, music, sports, and field trips, as well as improved playgrounds and access to engaging learning resources. A few students expressed concerns about fairness and wanting more respectful behavior from classmates.



STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Ashland Elementary School is showing clear **signs of growth and instructional capacity**, with enrollment rising from 242 students in 2022 to 282 in 2026, a gain of about 16.5%. Daily attendance is also steady, improving slightly to 92.2% in 2025. The school serves a changing population: Black enrollment declined from 73.1% to 43.3% over five years, while students identifying as two or more races increased from 5.4% to 28.4%. Academically, the school has a solid foundation but uneven results across grades and subgroups. **Reading proficiency remained generally stable**, while **mathematics showed growth overall but large grade-level differences**. Stakeholder responses **reinforce the presence of a committed staff culture**: 93.8% of faculty agreed teachers are certified and effective, 93.8% agreed they use disaggregated data, and 100% agreed teachers use varied instructional strategies.

STRENGTHS

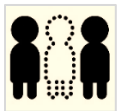


1. Ashland Elementary's strongest **assets are enrollment momentum, staff confidence, and pockets of academic growth**. The increase to 282 students suggests renewed family confidence and stronger early-grade participation, including the addition of prekindergarten enrollment. Attendance remains a comparative strength, with the overall estimated **ADA rate rising from 91.3% in 2023 to 92.2% in 2025**. Instructionally, **third-grade ELA improved** from 35.7% in 2024 to 46.2% in 2025, while **third-grade math rose sharply** from 35.7% to 53.8%. **Fourth-grade math also improved** from 33.3% to 47.8%. Science remains a relative bright spot, with fifth-grade **science proficiency at 64.0%, close to the state rate of 66.3%**.



2. Survey results support these trends. **Faculty confidence is high**, with 87.5% agreeing they use effective strategies to close achievement gaps and 81.3% agreeing they are comfortable seeking instructional advice from the literacy coach. The school also benefits from a **fully in-field teaching staff in 2024, with no provisional teachers reported**.

CHALLENGES



1. The most urgent concern is chronic absenteeism. After holding near 18% in 2023 and 2024, **chronic absence rose to 26.4% in 2025**. Rates were especially high for students identifying as two or more races at 33.3%, males at 29.6%, Hispanic/Latino students at 29.4%, and students with disabilities at 28.3%. **This threatens instructional continuity** at the same time the school is trying to sustain academic growth.



2. Academic results also show **inconsistency across grades**. Although third-grade literacy and math improved, **fourth-grade ELA declined** from 61.1% to 47.8%, **fifth-grade math fell** from 63.2% to 47.4%, and **MAAP math proficiency was especially low in grades 5 and 6**, at 20.0% and 17.9%. Accountability math growth also declined from 58.5% in 2023 to 27.8% in 2025, suggesting fewer students are making expected progress. Subgroup gaps remain a challenge, especially for students with disabilities and economically disadvantaged students. Faculty survey responses complicate the positive picture: **only 62.5% agreed that programs meet the needs of students with special needs**, while 37.5% disagreed.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: SUMMER AND FALL 2026

1. **Begin with a focused attendance recovery plan** before chronic absence becomes normalized. Ashland Elementary should identify students who were chronically absent in 2025, assign each student a staff contact, and begin family outreach before the first month of school ends. Because chronic absence is highest among specific student groups, **outreach should be targeted** rather than generic, with attendance teams **reviewing data every two weeks** and responding quickly when students miss multiple days.

2. Protect and **strengthen the school's instructional coaching model**. Since 75.0% of faculty agreed the literacy coach meets regularly with teachers and 81.3% agreed the coach helps analyze data, coaching should be used as the main vehicle for improving classroom consistency. Early fall coaching cycles should **focus on fourth-grade ELA, fifth- and sixth-grade math, and students with disabilities**.

BY THE END OF 2026–2027

1. Establish grade-to-grade instructional alignment in reading and math so gains do not fade as students move upward. Third-grade growth should be studied and replicated, especially in math, while **upper elementary teachers should receive structured planning time** to compare standards, common assessments, and intervention groups. The school should **require short-cycle assessments every four to six weeks** and use those results to regroup students for **targeted intervention**.

2. Strengthen special education supports. Because more than one-third of faculty disagreed that programs fully meet the needs of students with special needs, the school should **review schedules, co-teaching models, intervention minutes, and access to grade-level instruction**. The goal should be **to improve both student performance and teacher confidence** in serving these learners.

MULTI-YEAR PRIORITIES: THROUGH 2028

1. Over the next several years, Ashland Elementary **should build a sustainable early-literacy and upper-elementary math pipeline**. The growing enrollment base, including prekindergarten, gives the district an opportunity to align readiness, K–2 foundational skills, third-grade literacy, and grades 4–6 comprehension and math problem-solving. The school should **monitor cohort performance annually**, not just single-year proficiency, to determine whether students are maintaining gains over time.

2. The school should also **plan for a more diverse student body** by strengthening family engagement, attendance communication, and culturally responsive supports. As the student population changes, Ashland Elementary’s success will depend on maintaining strong relationships while **ensuring that academic growth reaches every subgroup**.



NOTES

ASHLAND MIDDLE/HIGH SCHOOL

INTRODUCTION



Ashland Middle/High School is a public high school serving two hundred eight (208) students in seventh through twelfth grades (7-12) at 17 School Avenue in Ashland, Mississippi. Led by Principal Steven Griffin and Assistant Principal Joshua Griggs, the school provides a unified middle and high school experience that emphasizes academic growth, leadership development, and extracurricular engagement.

Students have opportunities to be involved in athletics such as football, basketball, track and field, cheerleading, and dance. Students may also participate in clubs such as Beta and Student Council. According to the school website, AMHS has been an “AVID” school for three years, which stands for Advancement Via Individual Determination. While initially a single elective course, the goal is to expand the program school wide.

On the school website, Principal Griffin stated, “We believe every student has the ability to succeed when provided with the right tools, opportunities, and support.” The school has demonstrated sustained positive momentum, improving its accountability rating in consecutive years to a “C” highlighting the effectiveness of its ongoing improvement efforts.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

ASHLAND MIDDLE/HIGH SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	208	222	220	213	208
GR_07	49	39	46	31	31
GR_08	37	52	34	39	33
GR_09	30	38	51	39	39
GR_10	32	31	37	51	38
GR_11	35	*	26	31	47
GR_12	*	31	*	22	20
(MDE, 2025m)					

Figure 104: Ashland Middle/High School Enrollment by Grade Level

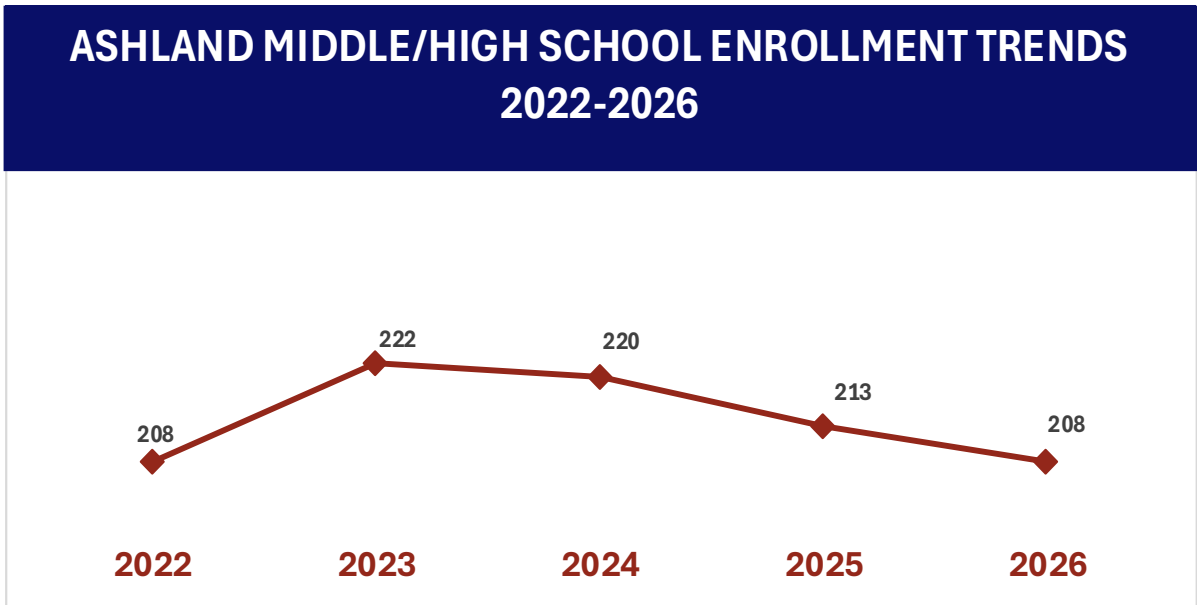


Figure 105: Ashland Middle/High School Enrollment Trends 2022-2026

ASHLAND MIDDLE/HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	208	222	220	213	208
GENDER	FEMALE	98	105	110	107	102
	MALE	110	117	110	106	106
RACE	BLACK OR AFRICAN AMERICAN	153	174	174	158	157
	HISPANIC OR LATINO	16	13	10	16	15
	TWO OR MORE RACES	13	13	13	14	13
	WHITE	26	22	23	25	23

(MDE, 2025m)

Figure 106: Ashland Middle/High School Enrollment by Demographic Group

ASHLAND MIDDLE/HIGH SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	73.6%	75.5%	1.9%
HISPANIC OR LATINO	7.7%	7.2%	-0.5%
TWO OR MORE RACES	6.3%	6.3%	0.0%
WHITE	12.5%	11.1%	-1.4%

Figure 107: Ashland Middle/High School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

ASHLAND MIDDLE/HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	201.7	201.0	190.1
GR_07	37.0	41.6	28.5
GR_08	46.4	31.3	34.7
GR_09	35.7	47.5	34.5
GR_10	27.4	33.3	43.9
GR_11	25.5	22.5	25.5
GR_12	27.0	23.0	23.1

(MDE, 2023o, 2024q, 2025s)

Figure 108: Ashland Middle/High School Average Daily Attendance

ASHLAND MIDDLE/HIGH SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	90.9%	91.4%	89.2%
GR_07	94.9%	90.4%	91.9%
GR_08	89.2%	92.2%	88.9%
GR_09	93.9%	93.1%	88.5%
GR_10	88.3%	89.9%	86.0%
GR_11		86.5%	82.2%
GR_12	87.0%		105.0%
(MDE, 2023o, 2024q, 2025m, 2025s)			

Figure 109: Ashland Middle/High School Estimated Average Daily Attendance as Percentage of Enrollment

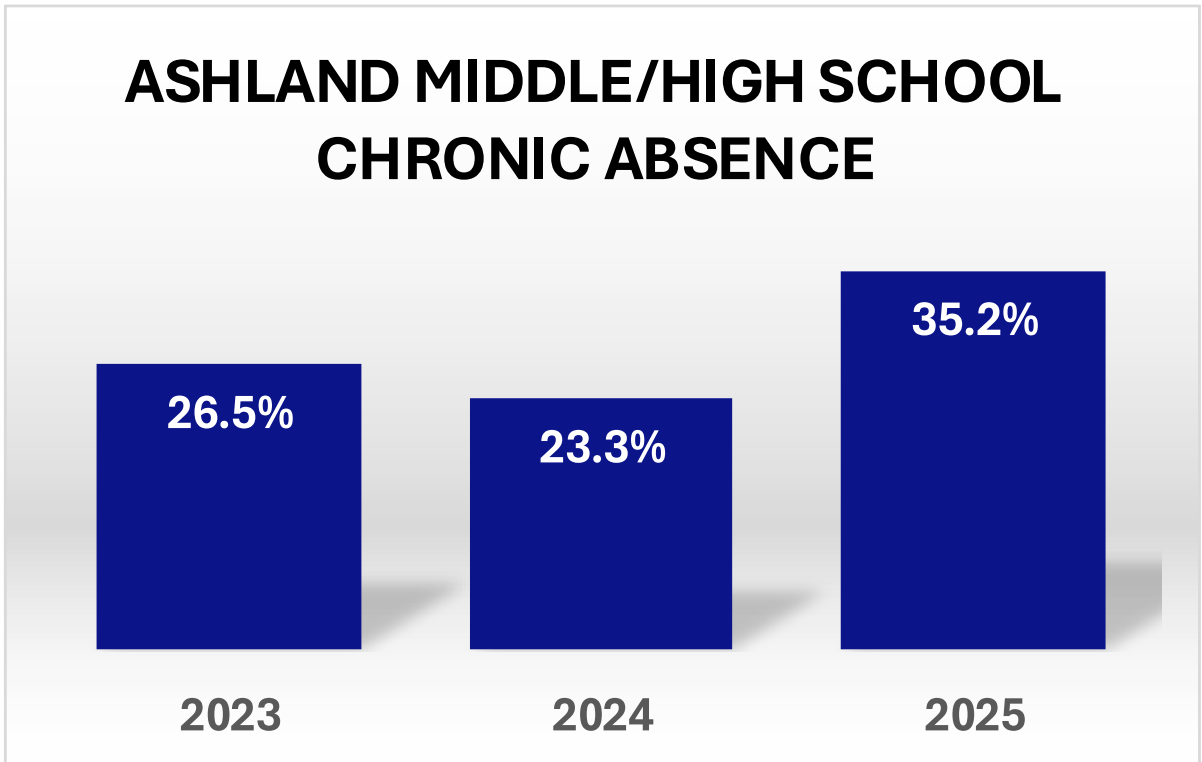


Figure 110: Ashland Middle/High School Chronic Absence

ASHLAND MIDDLE/HIGH SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	26.5	23.3	35.2
GENDER	FEMALE	28.6	27.0	36.1
	MALE	24.6	19.7	34.3
DISABILITY	STUDENTS WITH DISABILITIES	36.6	40.0	42.1
	STUDENTS WITHOUT DISABILITIES	24.4	19.8	33.7
EL	LIMITED ENGLISH PROFICIENCY	≤5%	≤5%	≤5%
RACE	BLACK OR AFRICAN AMERICAN	24.1	19.9	35.0
	HISPANIC OR LATINO	38.5	30.8	37.5
	TWO OR MORE RACES	40.0	38.5	42.9
	WHITE	30.4	36.0	30.8
(MDE, 2026f)				

Figure 111: Ashland Middle/High School Chronic Absence Percentage by Demographic Group

AMHS ENROLLMENT AND ATTENDANCE TAKEAWAYS

Ashland Middle/High School's enrollment has remained relatively stable over the past five years, though the pattern suggests gradual contraction following a short-lived peak. Total enrollment increased from 208 students in 2022 to 222 in 2023, then declined incrementally to 220 in 2024, 213 in 2025, and back to 208 in 2026, effectively returning to its starting point. This stability in total numbers masks notable shifts within grade-level cohorts. Seventh grade declined significantly from 49 students in 2022 to 31 in 2026, while eleventh grade grew from 35 to 47 students, suggesting uneven cohort progression and possible movement in or out of the school at key transition points. Tenth grade also showed volatility, rising from 32 students in 2022 to 51 in 2025 before settling at 38 in 2026.

Demographically, the school has remained highly consistent. Black students represented 73.6% of enrollment in 2022 and 75.5% in 2026, while White enrollment declined slightly from 12.5% to 11.1%, and Hispanic enrollment remained relatively stable, shifting from 7.7% to 7.2%. Gender distribution has stayed balanced, with 102 female students and 106 male students in 2026.

These trends suggest a school with a stable overall enrollment base but shifting internal grade composition, which may reflect student mobility, retention differences, or changing feeder patterns. The relatively unchanged demographic profile indicates continuity in the population served, allowing planning efforts to focus more on cohort transitions and enrollment retention than large-scale demographic change.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

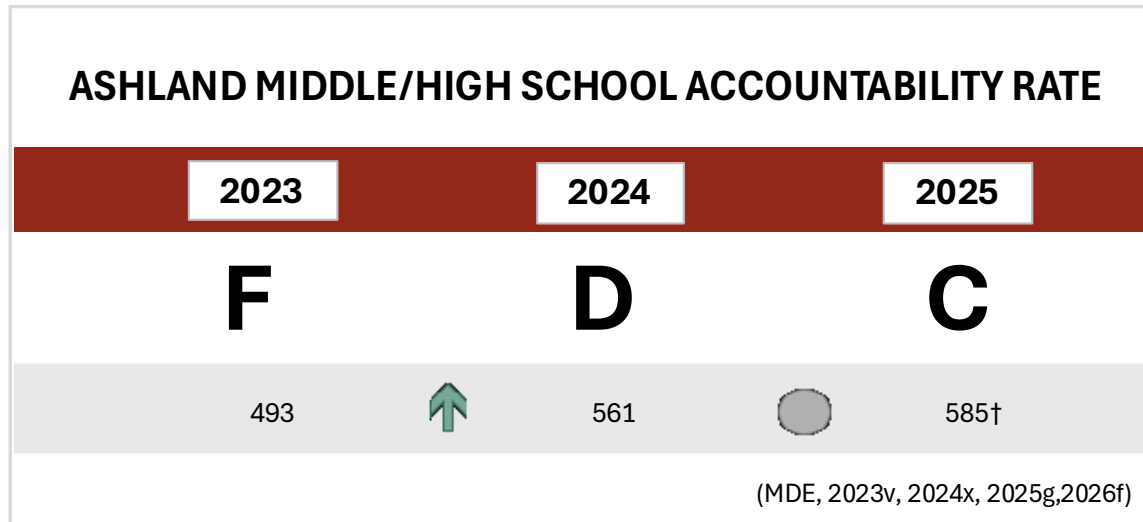


Figure 112: Ashland Middle/High School Accountability Rating

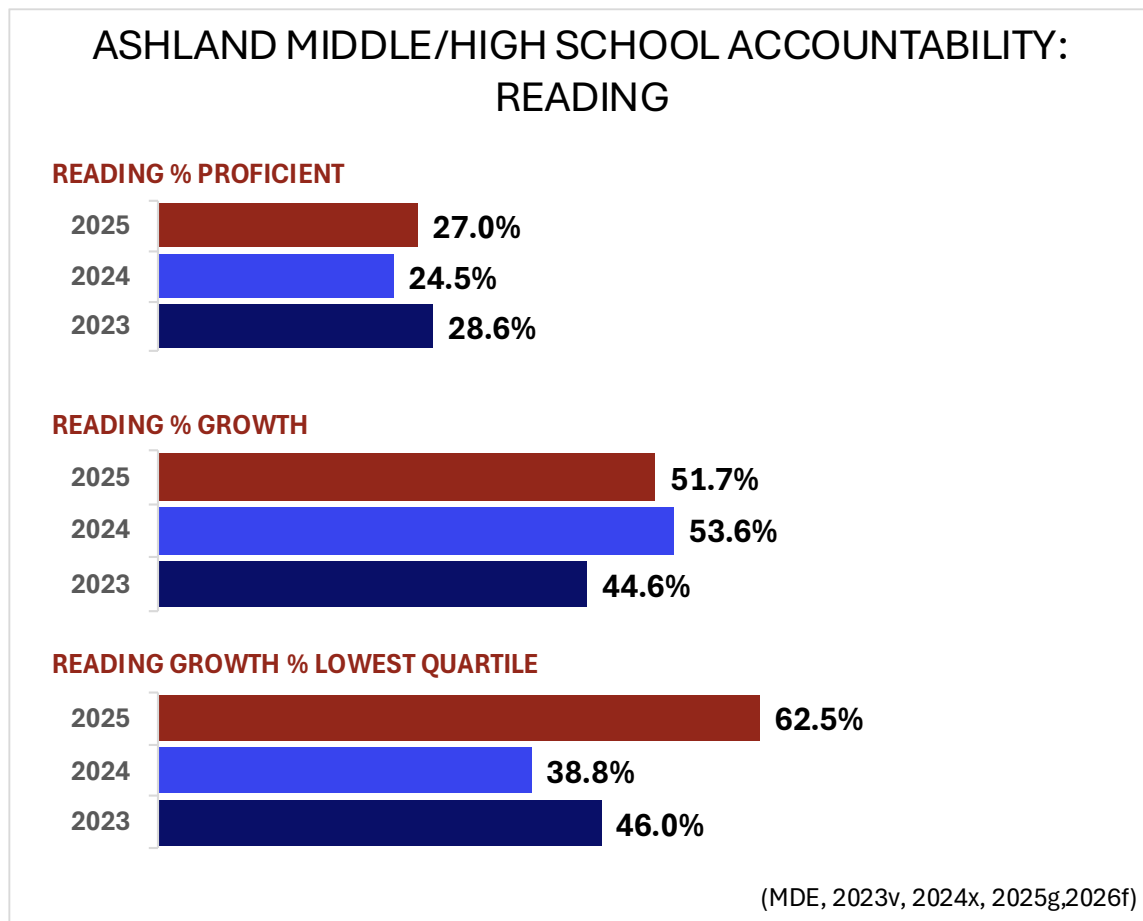
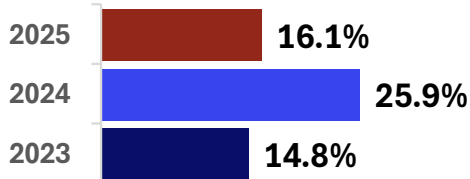


Figure 113: Ashland Middle/High School Accountability: Reading

ASHLAND MIDDLE/HIGH SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT



MATH % GROWTH



% MATH GROWTH LOWEST QUARTILE

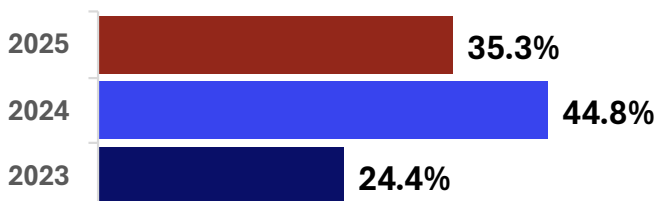


(MDE, 2023v, 2024x, 2025g,2026f)

Figure 114: Ashland Middle/High School Accountability: Math

ASHLAND MIDDLE/HIGH SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT

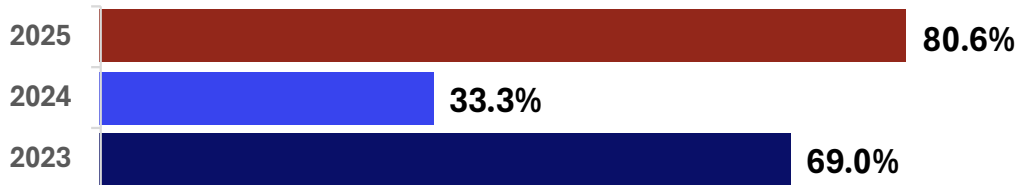


(MDE, 2023v, 2024x, 2025g,2026f)

Figure 115: Ashland Middle/High School Accountability: Science

ASHLAND MIDDLE/HIGH SCHOOL ACCOUNTABILITY: HISTORY

HISTORY % PROFICIENT



(MDE, 2023v, 2024x, 2025g, 2026f)

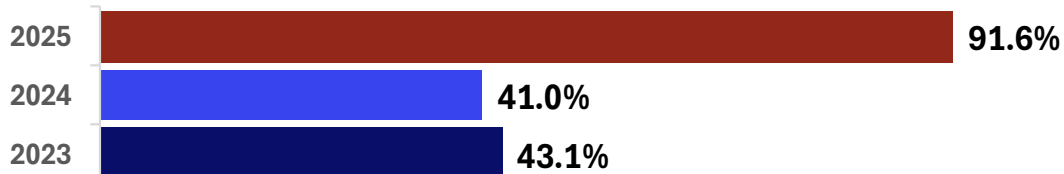
Figure 116: Ashland Middle/High School Accountability: History

ASHLAND MIDDLE/HIGH SCHOOL ACCOUNTABILITY: ADVANCED

COLLEGE AND CAREER READINESS



ACCELERATION



(MDE, 2023v, 2024x, 2025g, 2026f)

Figure 117: Ashland Middle/High School Accountability: Advanced

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

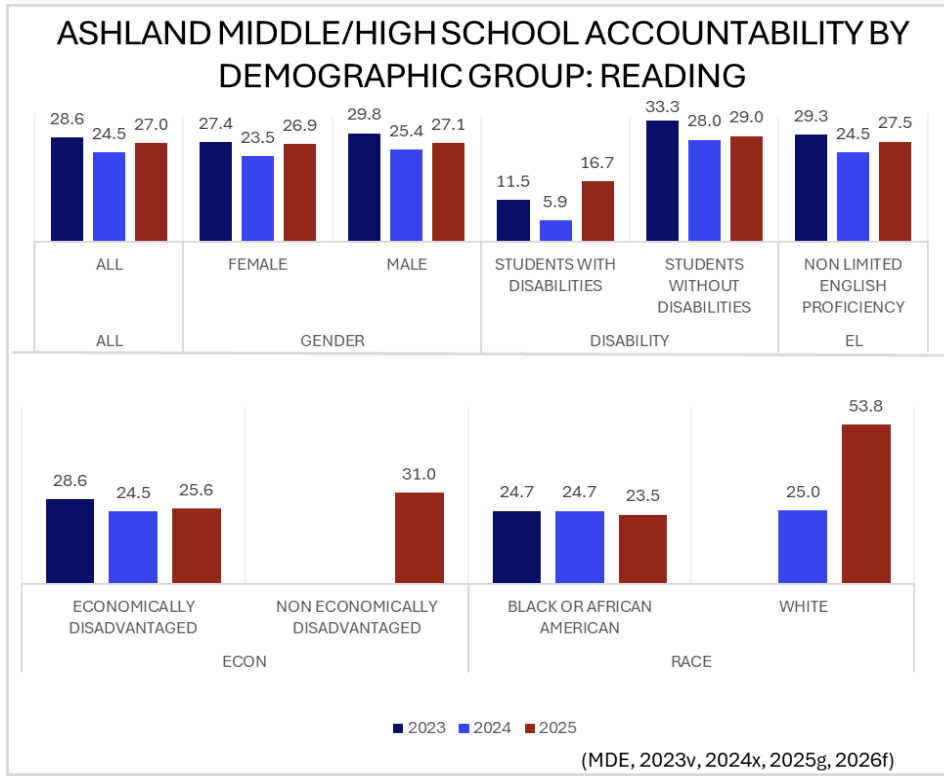


Figure 118: Ashland Middle/High School Accountability by Demographic Group: Reading

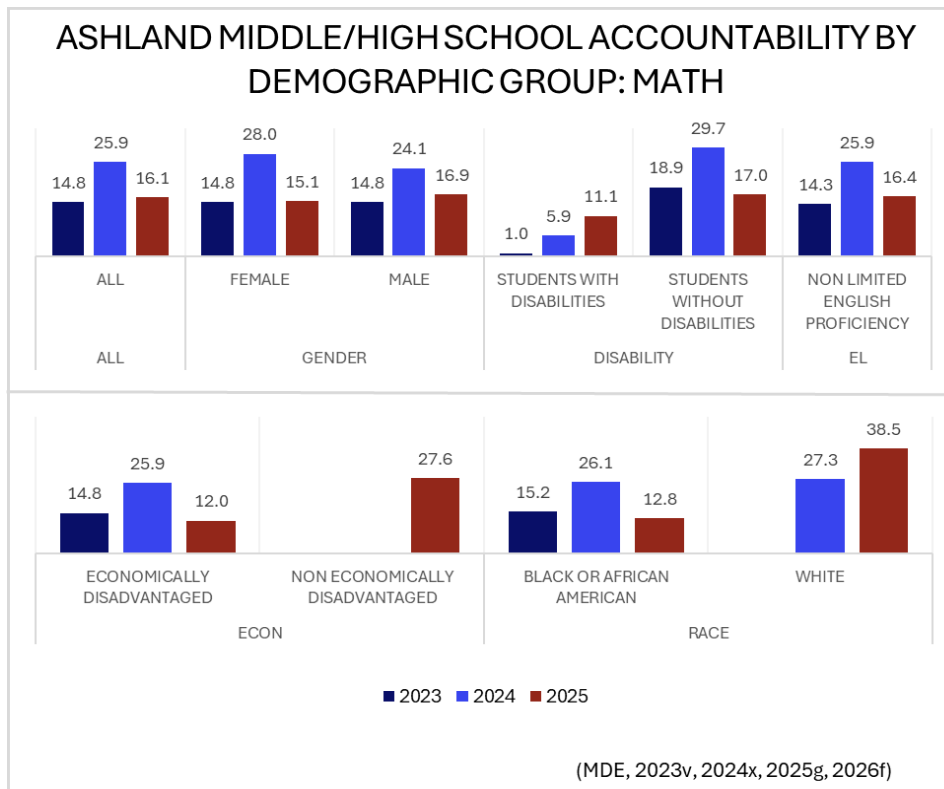


Figure 119: Ashland Middle/High School Accountability by Demographic Group: Math

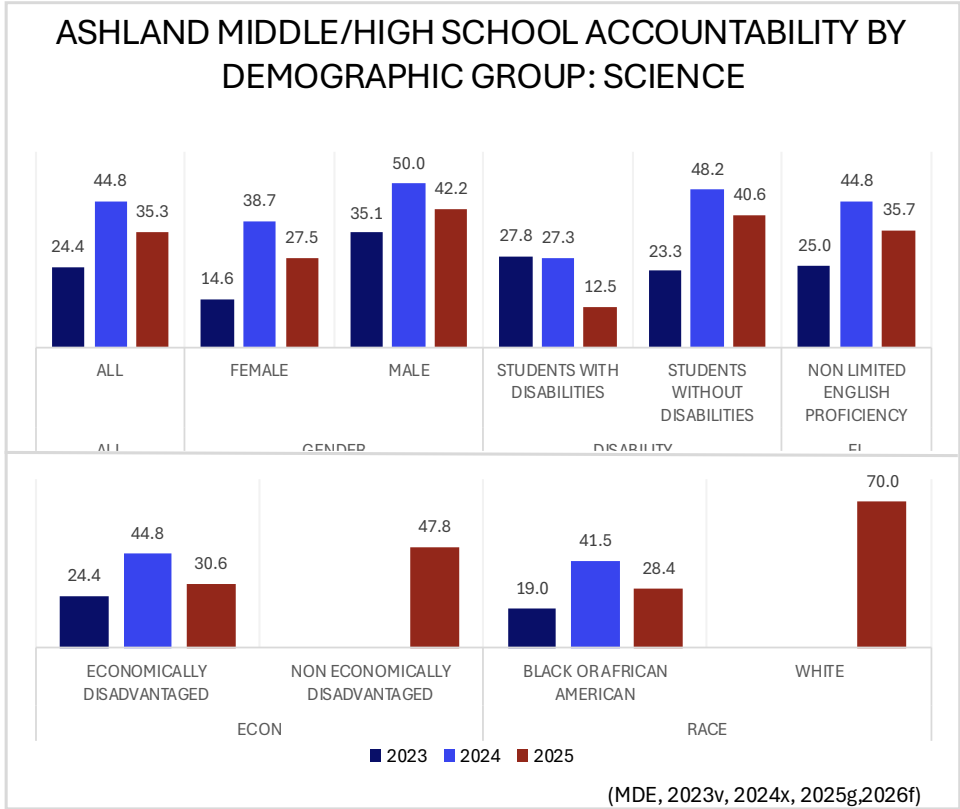


Figure 120: Ashland Middle/High School Accountability by Demographic Group: Science

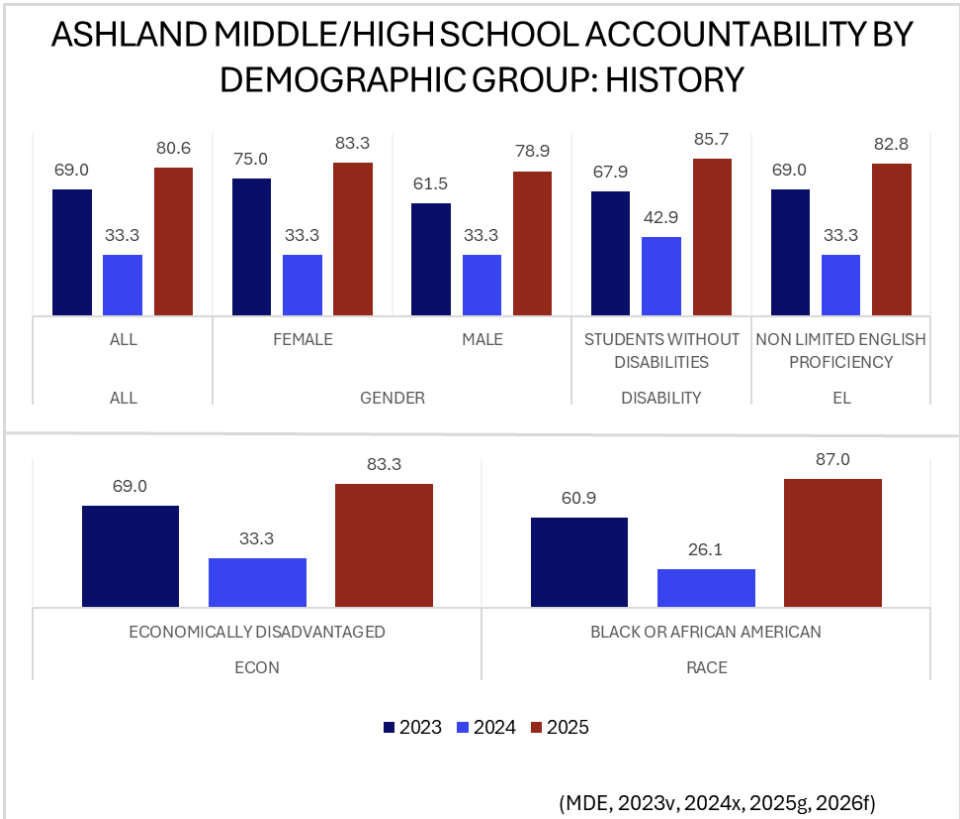


Figure 121: Ashland Middle/High School Accountability by Demographic Group: History

PROFICIENCY GAP TO GOAL

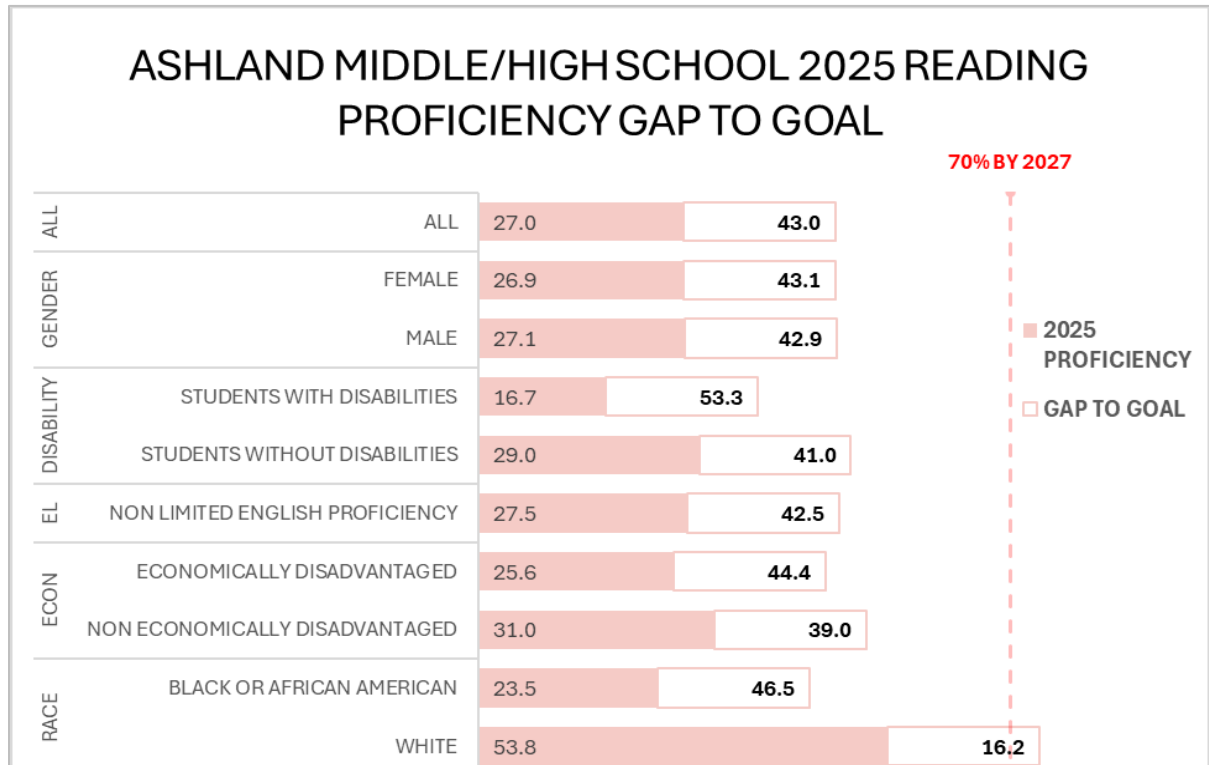


Figure 122: Ashland Middle/High School 2025 Reading Proficiency Gap to Goal

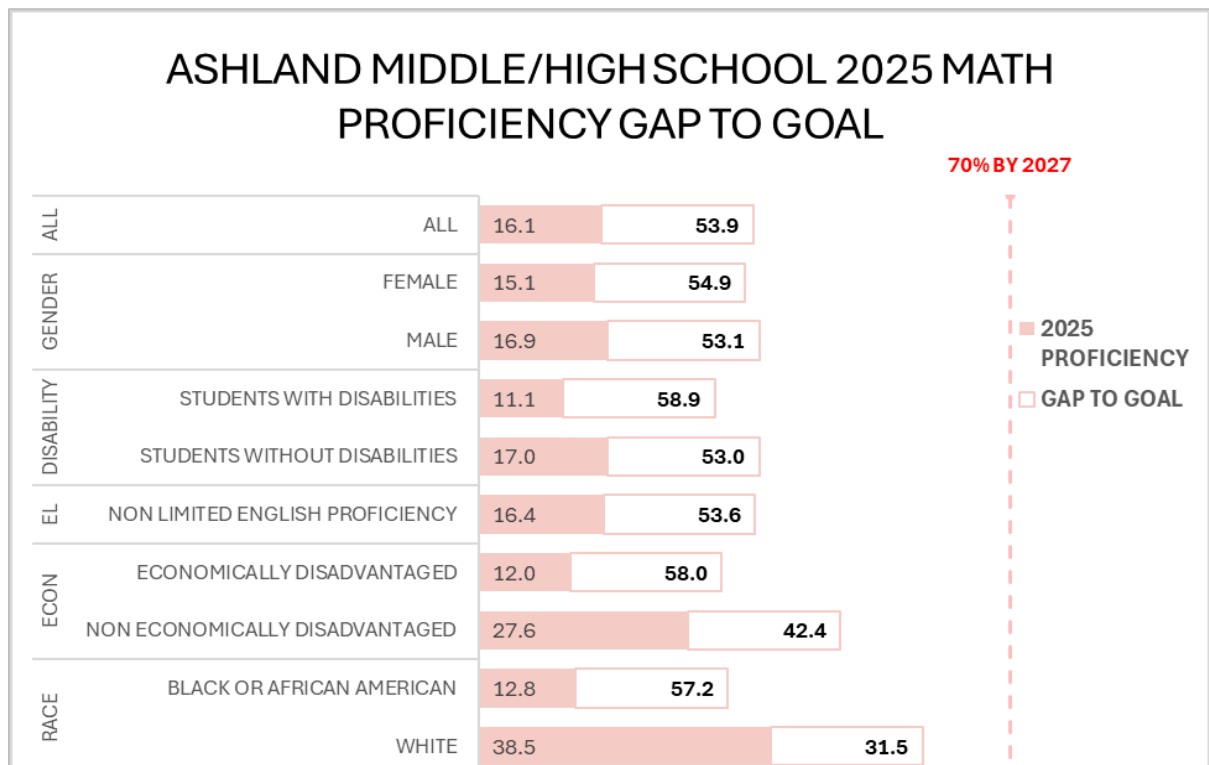


Figure 123: Ashland Middle/High School 2025 Math Proficiency Gap to Goal

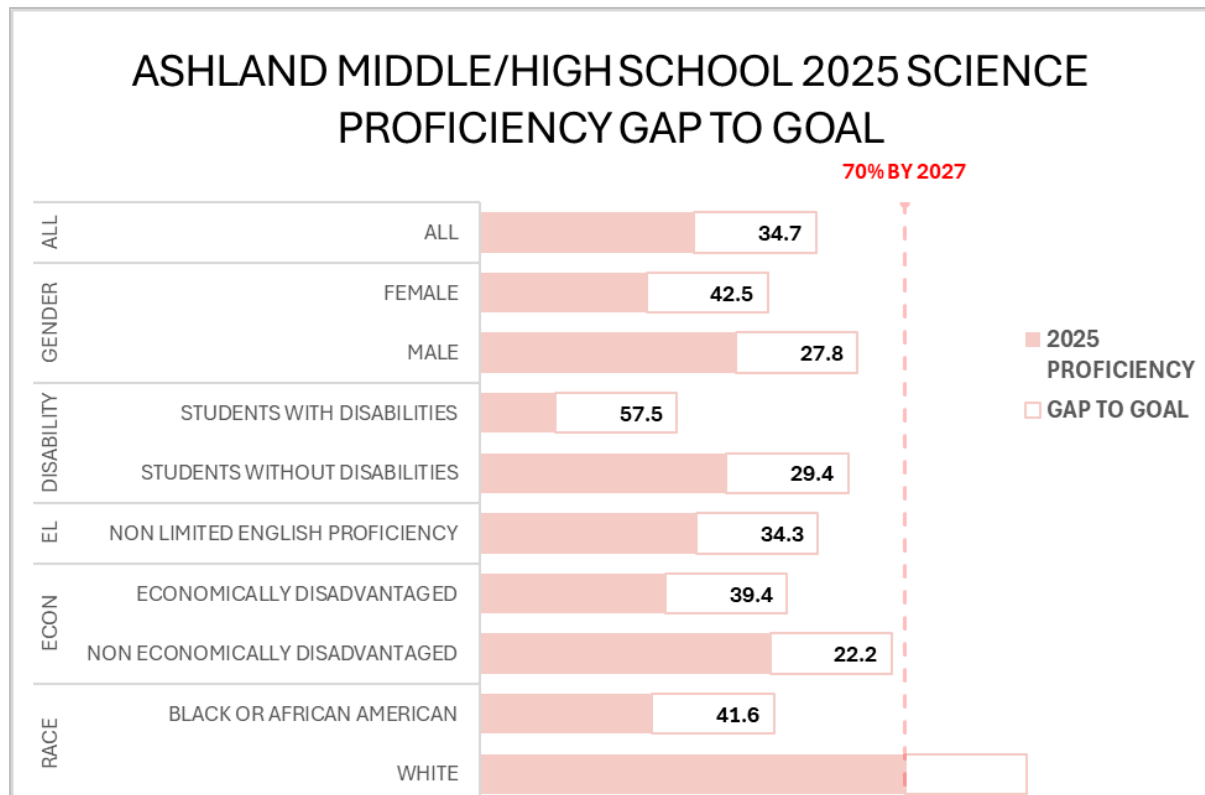


Figure 124: Ashland Middle/High School 2025 Science Proficiency Gap to Goal

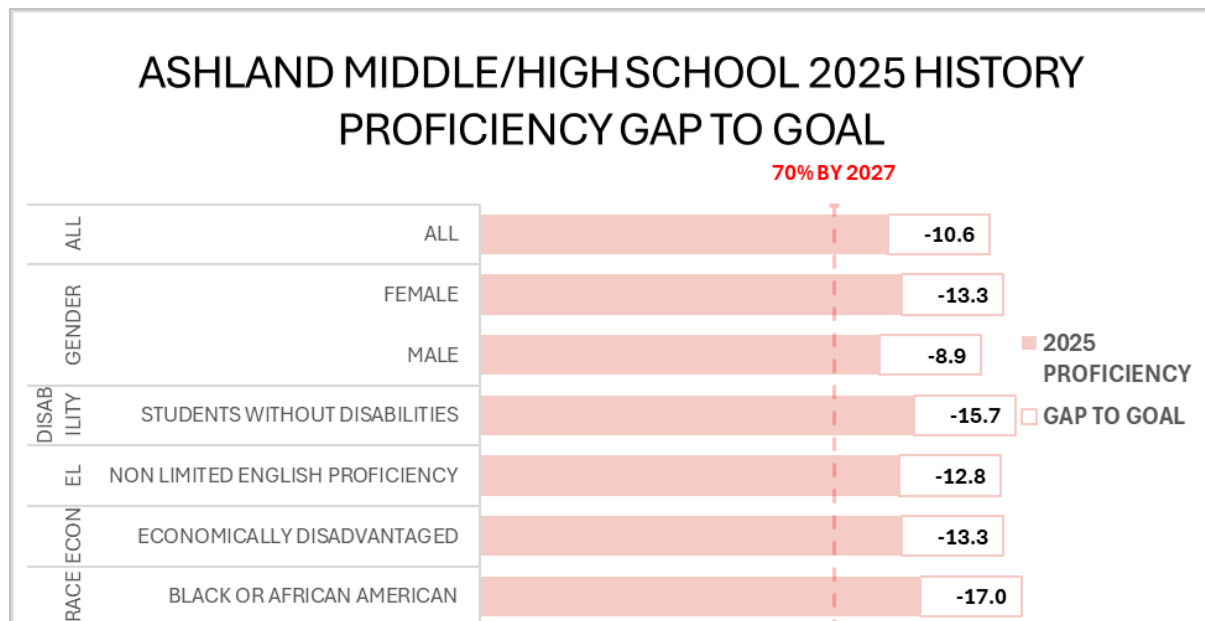


Figure 125: Ashland Middle/High School 2025 History Proficiency Gap to Goal

GRADUATION RATES

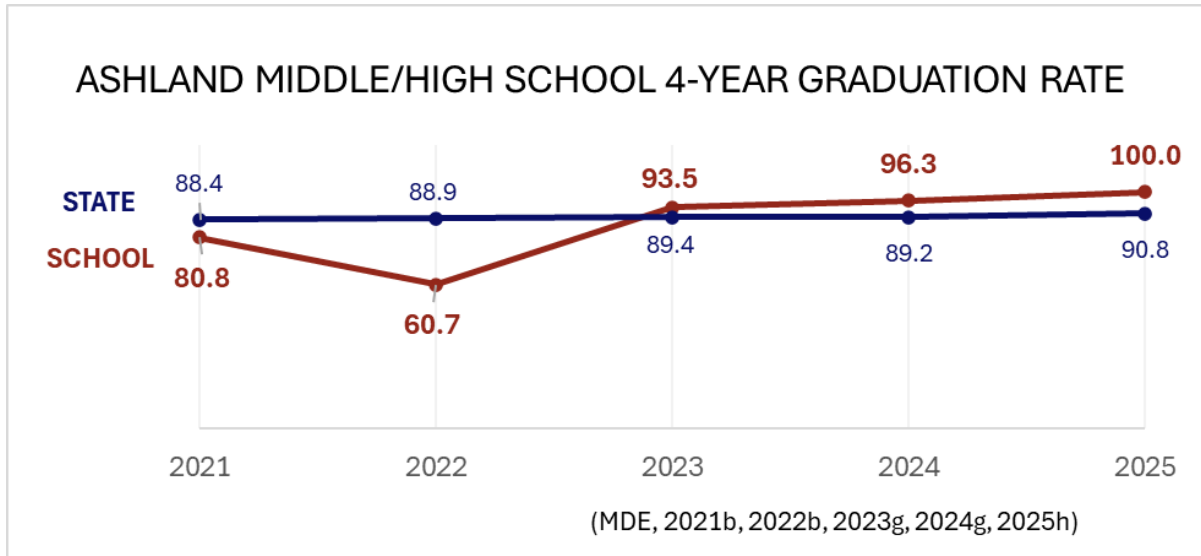


Figure 126: Ashland Middle/High School 4-Year Graduation Rate

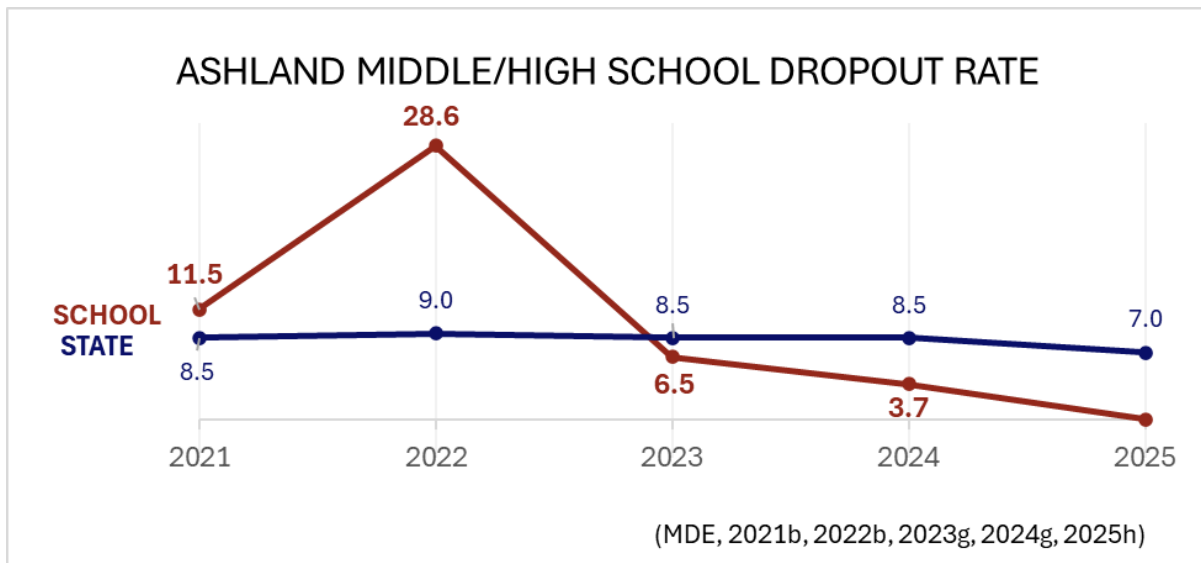


Figure 127: Ashland Middle/High School Dropout Rate



ADVANCED COURSE ENROLLMENT

NOTE: 2025 advanced course and post-secondary enrollment figures are not currently available.

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
ALL		21.5	35.8%	13.3	21.8%	18.3	33.9%
GENDER	FEMALE	11.5	38.3%		23.5%	10.2	35.2%
	MALE	10.0	33.3%		20.6%	<10	32.4%
RACE	BLACK OR AFRICAN AMERICAN	16.3	36.2%	10.0	20.8%	14.3	31.8%
	WHITE					<10	
DISABILITY	STUDENTS WITH DISABILITIES	10.0	27.3%			<10	
	STUDENTS WITHOUT DISABILITIES	18.5	37.8%	13.3	24.6%	15.3	32.6%
EL	NON LIMITED ENGLISH PROFICIENCY	20.5	35.3%	13.3	21.8%	18.3	33.9%

Figure 128: Ashland Middle/High School Advanced Course Enrollment

ENROLLED IN POST-SECONDARY COURSES				
		2022	2023	2024
ALL				
	ALL	61.8	47.4	37.9
GENDER				
	FEMALE	70.6	50.0	<5%
	MALE	52.9		33.3
RACE				
	BLACK OR AFRICAN AMERICAN	61.3	38.5	34.8
	WHITE			<5%
DISABILITY				
	STUDENTS WITH DISABILITIES	61.3	38.5	34.8
ECON				
(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)				

Figure 129: Ashland Middle/High School Post-Secondary Enrollment by Demographic Group

SCHOOL IMPROVEMENT DESIGNATIONS

Ashland Middle/High School was reidentified in 2024 as a **Comprehensive Support & Improvement (CSI)** school due to **graduation rate that is less than 67%** and the **average accountability score ranking in the bottom 5% of schools**. In 2024, the district received \$90,680 in Title I School Improvement allocations to increase subgroup performance.

Ashland Middle/High School is continuing in 2025 and again in 2026 as a **Comprehensive Support & Improvement (CSI)** school due to **graduation rate that is less than 67%** and the **average accountability score ranking in the bottom 5% of schools**. In 2025, the district received \$104,941 and in 2026 received \$109,866 in Title I School Improvement allocations to increase subgroup performance.

AMHS ACCOUNTABILITY TAKEAWAYS

Ashland Middle/High School Reading proficiency remained relatively stable but low, moving from 28.6% in 2023 to 27.0% in 2025 after dipping to 24.5% in 2024. Math performance followed a similar pattern, rising slightly from 14.8% in 2023 to 16.1% in 2025 but remaining well below desired levels. Science showed stronger gains, increasing from 24.4% in 2023 to 35.3% in 2025, while U.S. History emerged as a major strength, climbing from 69.0% to 75.0% over the same period.

Graduation outcomes tell a more encouraging story. The four-year graduation rate improved dramatically from 60.7% in 2022 to 100.0% in 2025, surpassing the state rate of 90.8%. Dropout rates also improved significantly, falling from 28.6% in 2022 to 3.7% in 2025. However, subgroup disparities remain pronounced. In reading, students with disabilities achieved 16.7% proficiency compared with 29.0% for students without disabilities, while Black students posted 12.8% proficiency in math compared with 38.5% for White students.

These trends suggest meaningful progress in student persistence and completion, but academic achievement remains uneven, particularly in literacy and mathematics, where sustained instructional improvement will be critical.

ASSESSMENT

ACT

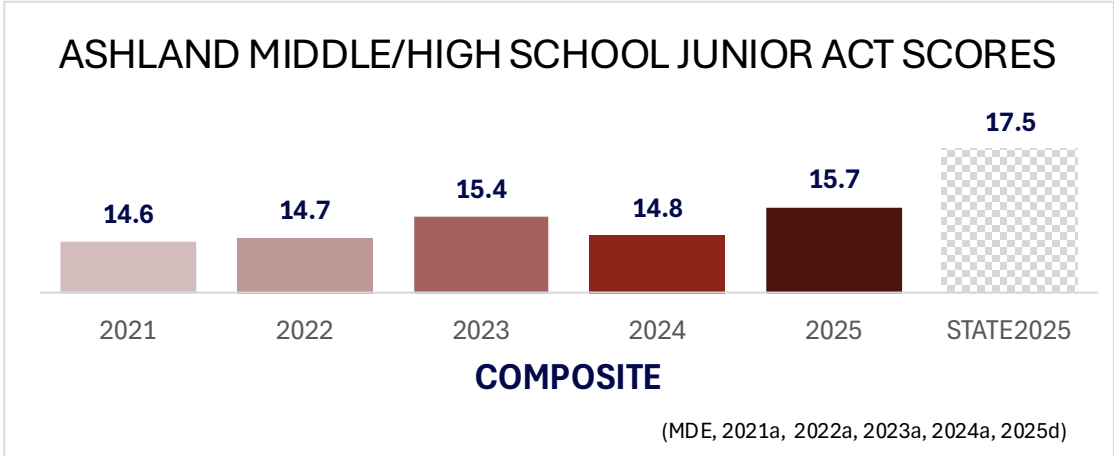


Figure 130: Ashland Middle/High School Junior ACT Scores: Composite

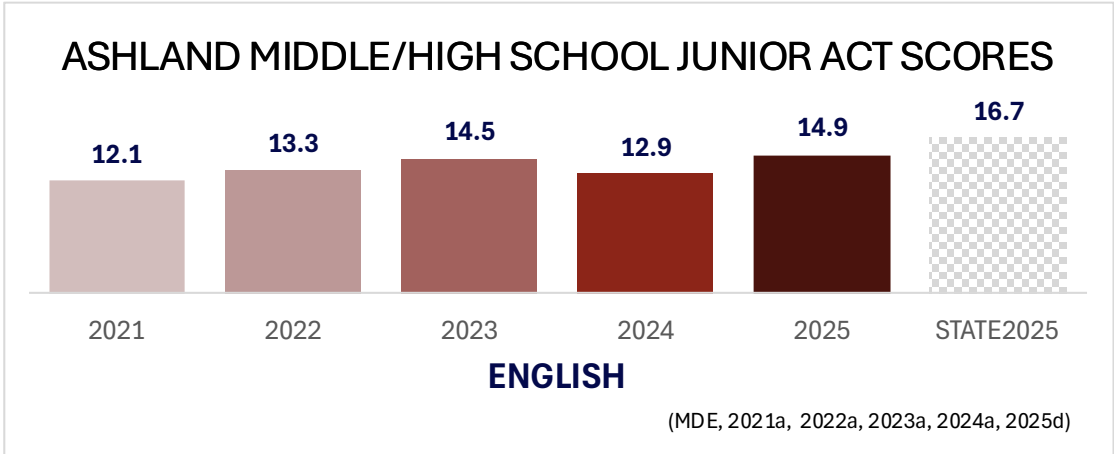


Figure 131: Ashland Middle/High School Junior ACT Scores: English

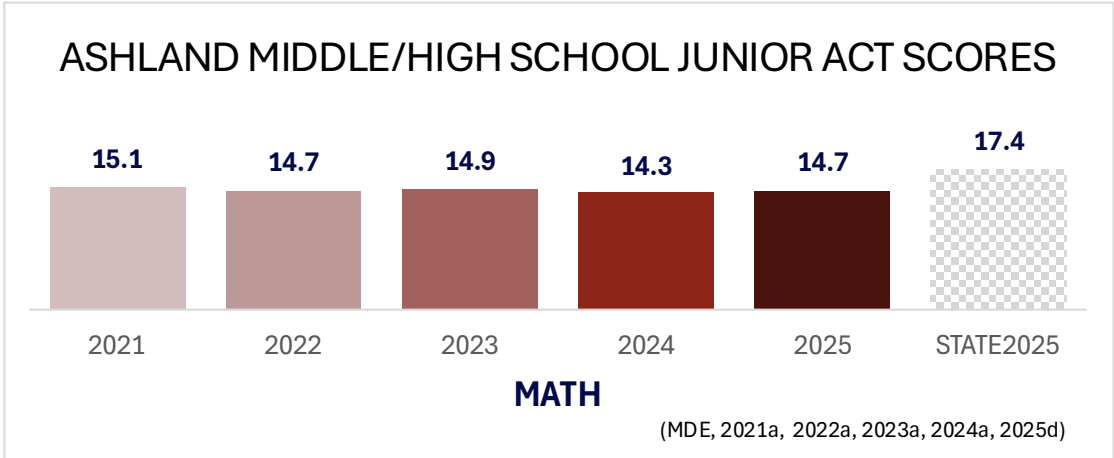


Figure 132: Ashland Middle/High School Junior ACT Scores: Math

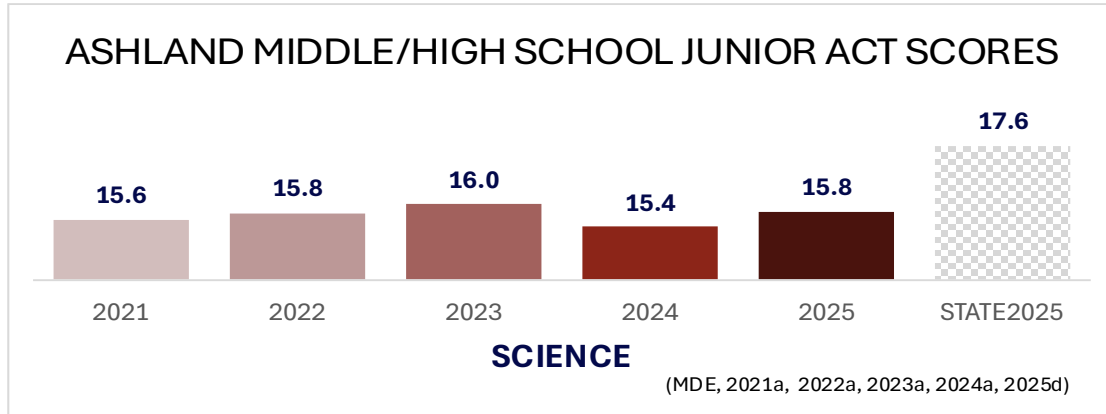


Figure 133: Ashland Middle/High School Junior ACT Scores: Science

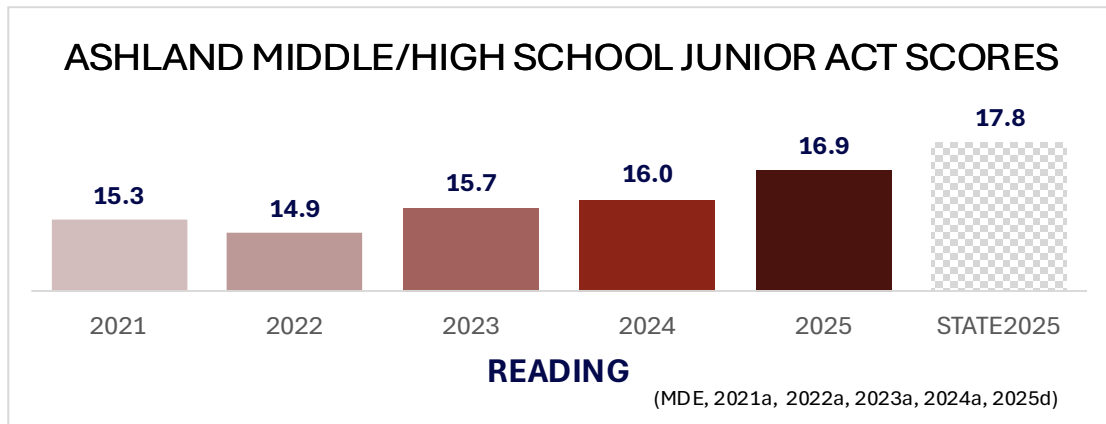


Figure 134: Ashland Middle/High School Junior ACT Scores: Reading

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

MAAP ELA

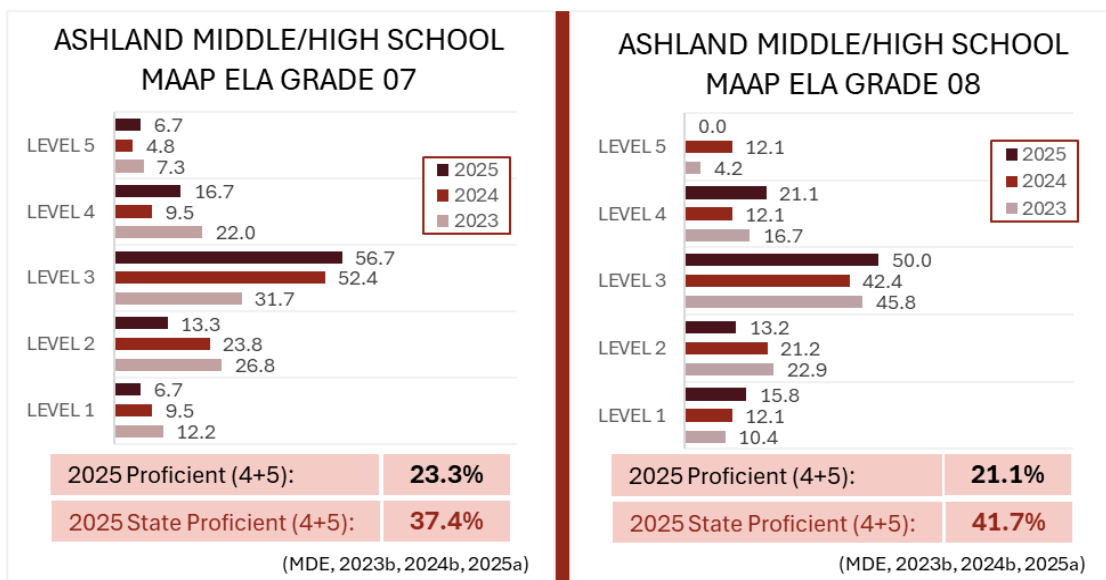


Figure 135: Ashland Middle/High School MAAP ELA Grades 7 and 8

MAAP MATH

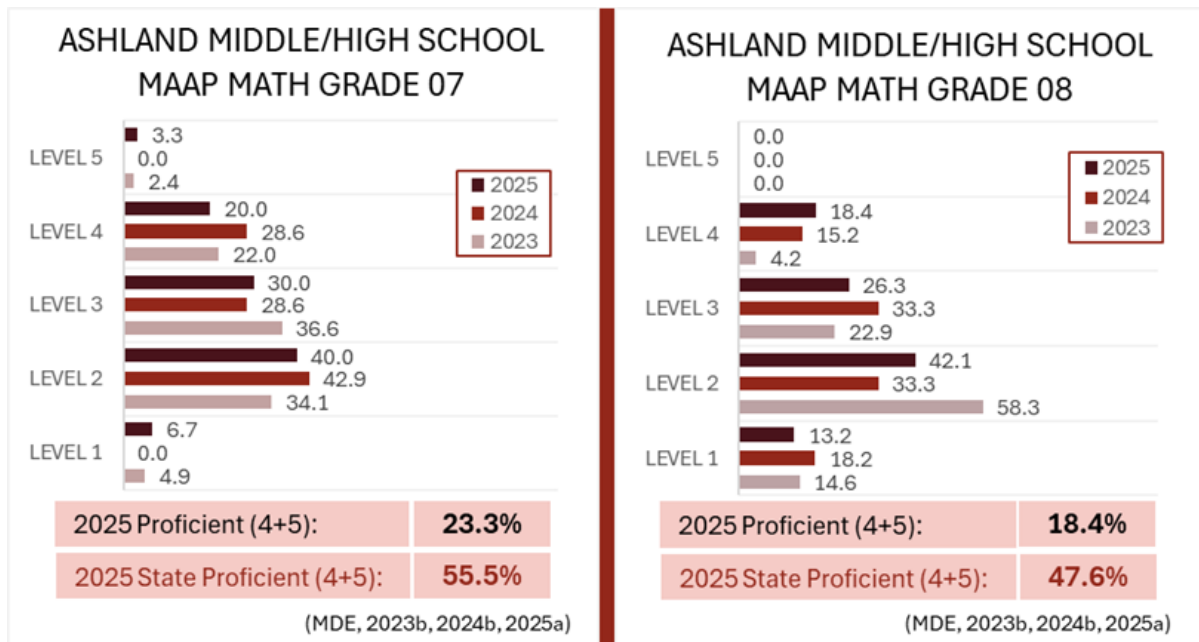


Figure 136: Ashland Middle/High School MAAP MATH Grades 7 and 8

MAAP ELA AND MATH

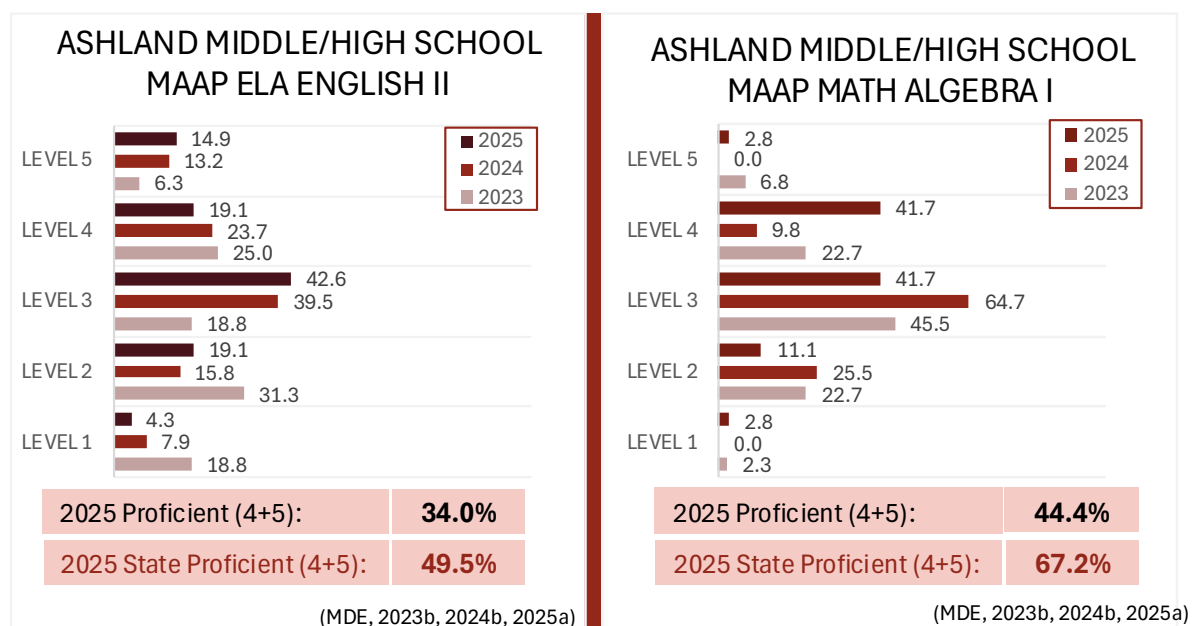


Figure 137: Ashland Middle/High School MAAP ELA and MATH English II and Algebra I

MAAP SCIENCE

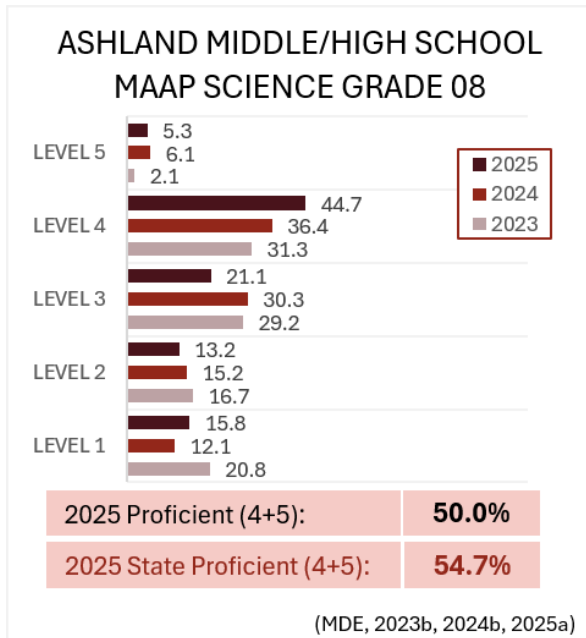


Figure 138: Ashland Middle/High School MAAP SCIENCE Grade 8

MAAP END-OF-COURSE

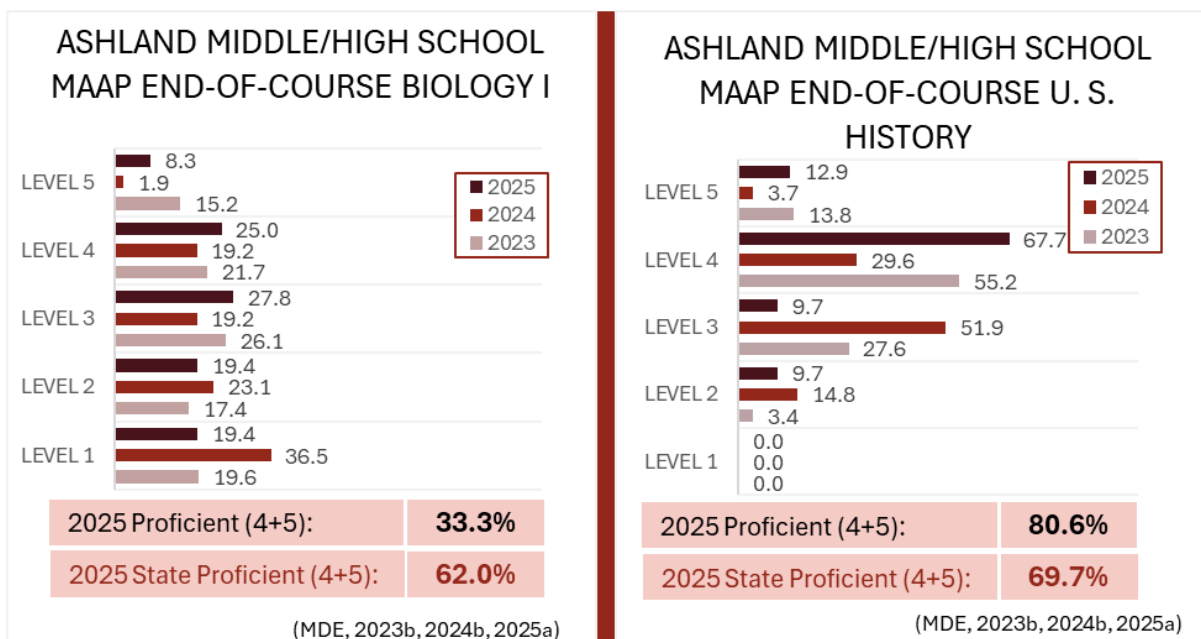


Figure 139: Ashland Middle/High School MAAP End-Of-Course Biology I and U. S. History

AMHS ASSESSMENT TAKEAWAYS

Ashland Middle/High School’s English Language Arts outcomes remained uneven, with seventh-grade proficiency at 17.6% in 2025 and eighth grade at 18.2%, indicating substantial literacy gaps in middle grades. English II performed more favorably at 35.0%, suggesting stronger literacy achievement among upper-grade students. Mathematics results showed a similar pattern. Seventh-grade proficiency reached 16.7%, while eighth grade posted 15.4%, both reflecting significant instructional challenges. Algebra I emerged as a relatively bright spot at 33.3% proficiency.

Science and end-of-course performance offered more encouraging signals. Biology I proficiency reached 40.0%, outperforming several other tested areas, while U.S. History stood out as the school’s strongest academic area at 75.0% proficiency, suggesting effective instruction in that subject. Junior ACT performance remained modest, reinforcing broader concerns about college readiness.

Overall, the data points to a school where academic performance improves as students progress into upper high school coursework, but foundational literacy and mathematics skills in the middle grades remain a serious concern. The contrast between low middle-grade proficiency and stronger end-of-course performance suggests uneven instructional continuity, cohort-specific variability, or more effective intervention and course alignment in upper grades.

PERSONNEL

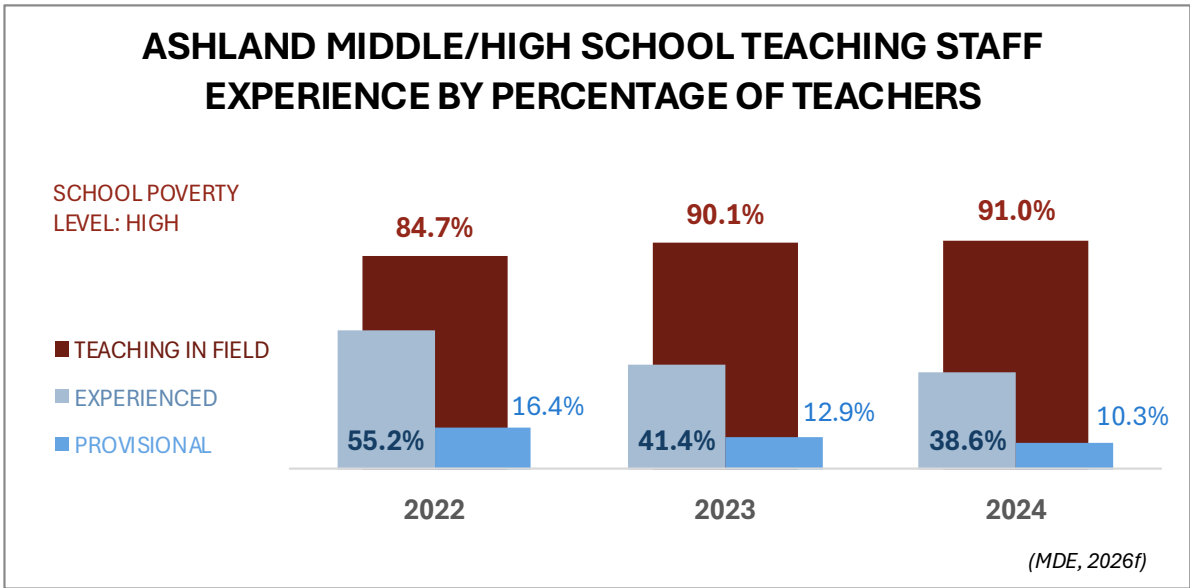


Figure 140: Ashland Middle/High School Teaching Staff Experience by Percentage of Teachers

ASHLAND MIDDLE/HIGH SCHOOL CNA SURVEY

INTRODUCTION

Fourteen (14) faculty members, eight (8) parents, and fifty-six (56) students responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs*; *Title IV-A*; *Curriculum and Instruction*; *Parent, Family, and Community Engagement*; *School Climate and Culture*; *Prekindergarten and Kindergarten*; and *Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

ASHLAND MIDDLE/HIGH SCHOOL FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	9	64.3%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	7	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

I use effective, evidence-based strategies for					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Teaching special needs students.	28.6%	50.0%	0.0%	0.0%	21.4%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	14.3%	57.1%	0.0%	0.0%	28.6%
Developing and using classroom assessments.	28.6%	50.0%	7.1%	0.0%	14.3%
Closing the achievement gap between diverse groups of students.	21.4%	64.3%	0.0%	0.0%	14.3%
Successful classroom management.	14.3%	71.4%	7.1%	0.0%	7.1%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	2	14.3%
Minor disruptions that steal instructional time	7	50.0%
Major classroom disruptions	3	21.4%
Not Applicable	2	14.3%
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	2	14.3%
Agree	3	21.4%
Disagree	0	0.0%
Strongly Disagree	3	21.4%
Not Applicable or No Information	6	42.9%
I would feel comfortable asking the Instructional Literacy Coach/Lead Teacher for instructional advice.		
	Count	Percentage
Strongly Agree	2	14.3%
Agree	3	21.4%
Disagree	2	14.3%
Strongly Disagree	1	7.1%
Not Applicable or No Information	6	42.9%

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	2	14.3%
Agree	1	7.1%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	9	64.3%
The Instructional Literacy Coach/Lead Teacher supports teacher practices of new strategies in my classroom.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	2	14.3%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	6	42.9%
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	5	35.7%
Agree	2	14.3%
Disagree	1	7.1%
Strongly Disagree	1	7.1%
Not Applicable or No Information	5	35.7%

Identify the educational needs of the students at your school who meet the homeless definition.		
	Count	Percentage
Expedited evaluation services for students with learning disabilities	6	8.8%
Expedited evaluation services for students with limited English	4	5.9%
Expedited evaluation services for gifted and talented students	7	10.3%
Additional academic support	9	13.2%
Tutoring	8	11.8%
Enrichment educational services	5	7.4%
Counseling	6	8.8%
Mentors	6	8.8%

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

School supplies	5	7.4%
School uniforms	2	2.9%
Dental referrals	3	4.4%
Medical referrals	3	4.4%
Bullying assistance	4	5.9%

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

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

My biggest equipment needs are:

	Count	Percentage
Computers	4	17.4%
Software	5	21.7%
Mobile laptop computers	3	13.0%
Listening centers	2	8.7%
Interactive white board	3	13.0%
Classroom response system (clickers)	4	17.4%
Digital slates (e.g. iPad, Microsoft Pro)	2	8.7%

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

	Count	Percentage
Strongly Agree	5	35.7%
Agree	5	35.7%
Disagree	3	21.4%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	1	7.1%
Agree	10	71.4%
Disagree	3	21.4%
Strongly Disagree	0	0.0%
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	4	28.6%
Agree	10	71.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
I have access to a curriculum guide for each core subject I teach.		
	Count	Percentage
Yes	12	85.7%
No	2	14.3%
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	8	57.1%
Agree	4	28.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%
The district curriculum is reviewed and evaluated on a consistent basis by appropriate central office personnel, administrators, and teachers.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	4	28.6%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	28.6%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	4	28.6%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%
I develop assessments that mirror the format & complexity of state assessments.		
	Count	Percentage
Strongly Agree	5	35.7%
Agree	6	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%
I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	Count	Percentage
Strongly Agree	10	71.4%
Agree	1	7.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%
Students spend sufficient effort (in and out of class) to learn what we teach.		
	Count	Percentage
Strongly Agree	2	14.3%
Agree	6	42.9%
Disagree	4	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	6	9.7%
Utilize technology such as class websites, blogs, and videos	9	14.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	9	14.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	8	12.9%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	9	14.5%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	8	12.9%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	9	14.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	4	6.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	5	35.7%
Agree	5	35.7%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

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

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

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

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

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

	Count	Percentage
Strongly Agree	3	21.4%
Agree	6	42.9%
Disagree	3	21.4%
Strongly Disagree	2	14.3%
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	4	28.6%
Agree	9	64.3%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	9	64.3%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
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	4	28.6%
Agree	9	64.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%
Teachers here have a sense of common mission.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	5	35.7%
Disagree	4	28.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%
Teachers are regularly involved in the development of school policies.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	3	21.4%
Disagree	2	14.3%
Strongly Disagree	5	35.7%
Not Applicable or No Information	1	7.1%
Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	3	21.4%
Disagree	3	21.4%
Strongly Disagree	3	21.4%
Not Applicable or No Information	1	7.1%

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

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

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

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

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

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

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

	Count	Percentage
Strongly Agree	3	21.4%
Agree	5	35.7%
Disagree	2	14.3%
Strongly Disagree	3	21.4%
Not Applicable or No Information	1	7.1%

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

	Count	Percentage
Strongly Agree	3	21.4%
Agree	5	35.7%
Disagree	5	35.7%
Strongly Disagree	1	7.1%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	3	21.4%
Agree	4	28.6%
Disagree	4	28.6%
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	10	71.4%
Agree	1	7.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

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

	Rank
Classroom Management	#1
Conflict resolution	#2
Differentiated Instruction	#3
My specific content area	#4
Developing quality assessments	#5
Interpreting and analyzing student data	#6
Successful inclusion strategies	#7
Reading for at risk students	#8
Writing strategies	#9
Depth of Knowledge	#10
Mississippi College and Career Readiness Standards	#11
Teaching and understanding students in poverty	#12
Response to Intervention (RTI/MTSS)	#13
Using technology to enhance instruction	#14
English Learners (ELs)	#15
Culture sensitivity	#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	3	21.4%
Agree	6	42.9%
Disagree	2	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	21.4%

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

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

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

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

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

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

Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.		
	Count	Percentage
Strongly Agree	4	28.6%
Agree	4	28.6%
Disagree	5	35.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.1%
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	28.6%
Agree	4	28.6%
Disagree	3	21.4%
Strongly Disagree	2	14.3%
Not Applicable or No Information	1	7.1%
The professional development activities I have attended have been aligned with state standards, assessments, and the local school curriculum.		
	Count	Percentage
Strongly Agree	7	50.0%
Agree	4	28.6%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	14.3%
Teachers play a meaningful role in the design and selection of staff development programs.		
	Count	Percentage
Strongly Agree	3	21.4%
Agree	3	21.4%
Disagree	4	28.6%
Strongly Disagree	2	14.3%
Not Applicable or No Information	2	14.3%

GENERAL OPINION

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

Faculty members at Ashland Middle/High School praised the school for improving relationships with parents and students, regular PLC collaboration, access to professional development opportunities, recognition of student achievements, and a continued emphasis on academic success and school safety. Many faculty members acknowledged positive momentum in the school's culture and appreciated leadership efforts to communicate goals and provide structure. Faculty also identified several areas where stronger support could improve overall effectiveness, particularly more consistent enforcement of student discipline policies, greater administrative support for teachers when behavioral issues arise, and clearer instructional guidance for reaching academic goals. Additional suggestions included more equitable recognition for all students, stronger staffing in core academic areas, more enrichment options for students, and dress code consistency.

ASHLAND MIDDLE/HIGH PARENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	2	25.0%
Agree	5	62.5%
Disagree	1	12.5%
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	8	100.0%
No	0	0.0%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	1	2.3%
Computer Classes	3	6.8%
Conflict Resolution	2	4.5%
Discipline	3	6.8%
Drug/Alcohol Awareness	3	6.8%
English as a Second Language	2	4.5%
Health Classes	1	2.3%
Literacy Classes	3	6.8%
Math Classes	1	2.3%
Parent-to-School Relationships	3	6.8%
Parent/Child Communication	4	9.1%
Preparing for College	2	4.5%
Parenting Workshops	2	4.5%
Social Media Classes	2	4.5%
Stress/Anger Management	5	11.4%
Understanding College- and Career-Ready Standards	7	15.9%
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	1	4.5%
Help my child with homework	3	13.6%
How to motivate my child	2	9.1%
How to promote family reading	2	9.1%
How to set goals for my child	2	9.1%
Manage time	2	9.1%
Prepare my child for testing	5	22.7%
Understand my child's learning styles	5	22.7%

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	2	7.7%
District and/or school newsletters	4	15.4%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	5	19.2%
Resource materials for parental training	2	7.7%

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.

Training for parents to work with other parents on becoming involved in the schools	2	7.7%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	4	15.4%
Home/School folders	3	11.5%
Home/School Planners	4	15.4%

TITLE IV-A

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	26.7%
Building technological capacity and infrastructure	4	26.7%
Carrying out innovative blended learning projects	0	0.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	4	26.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	20.0%

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	21.7%
Supporting college and career counseling	6	26.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	5	21.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	4	17.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	3	13.0%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	2	5.7%
Providing school-based mental health services and counseling	8	22.9%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	4	11.4%
Establishing or improving dropout prevention	5	14.3%
Supporting re-entry programs and transition services for Justice-involved youth	2	5.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	3	8.6%
Implementing systems and practices to prevent bullying and harassment	5	14.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	4	11.4%
Establishing community partnerships	2	5.7%
The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	4	50.0%
Agree	3	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	4	50.0%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	5	62.5%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
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	2	25.0%
Agree	3	37.5%
Disagree	3	37.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Is your child an English Language Learner?		
	Count	Percentage
Yes	1	12.5%
No	7	87.5%
Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	1	100.0%
No	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	4	50.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	4	50.0%
Agree	2	25.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%
For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	3	37.5%
Agree	1	12.5%
Disagree	3	37.5%
Strongly Disagree	1	12.5%
Not Applicable or No Information	0	0.0%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	4	50.0%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Parents are informed of the school's policies.		
	Count	Percentage
Strongly Agree	3	37.5%
Agree	2	25.0%
Disagree	3	37.5%
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	25.0%
Agree	2	25.0%
Disagree	3	37.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	5	62.5%
Disagree	1	12.5%
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	2	25.0%
Agree	6	75.0%
Disagree	0	0.0%
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	25.0%
Agree	4	50.0%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	5	12.8%
Checked my child's grades/assignments online	8	20.5%
Been in contact with my child's teacher	7	17.9%
Received a newsletter from the district, school, or teacher	6	15.4%
Worked with a committee or group on school or district policies	1	2.6%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	4	10.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	6	15.4%
Volunteered at my child's school	2	5.1%

Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	3	37.5%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	5	62.5%
Disagree	1	12.5%
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	25.0%
Agree	3	37.5%
Disagree	2	25.0%
Strongly Disagree	1	12.5%
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	25.0%
Agree	4	50.0%
Disagree	1	12.5%
Strongly Disagree	1	12.5%
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	2	25.0%
Agree	2	25.0%
Disagree	1	12.5%
Strongly Disagree	2	25.0%
Not Applicable or No Information	1	12.5%
The transportation services to and from school meet the needs of students.		
	Count	Percentage
Strongly Agree	3	37.5%
Agree	3	37.5%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	1	12.5%
School (district) rules and regulations affecting students are reasonable.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	5	62.5%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	0	0.0%
The school's grading policies and practices are administered fairly.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	4	50.0%
Disagree	2	25.0%
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	2	25.0%
Agree	3	37.5%
Disagree	3	37.5%
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 social skills:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	0.0%	12.5%	25.0%	0.0%	62.5%
Playing independently or in a small group without needing to be constantly supervised.	0.0%	25.0%	12.5%	0.0%	62.5%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	0.0%	25.0%	0.0%	0.0%	75.0%
Making decisions for himself/herself and exploring new experiences.	0.0%	37.5%	0.0%	0.0%	62.5%
Understanding the difference between right and wrong and recognizing and respecting authority figures.	0.0%	37.5%	0.0%	0.0%	62.5%

I know what my child is learning and must learn this school year.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	3	37.5%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%
Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	3	37.5%
Agree	2	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	37.5%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	0.0%	37.5%	0.0%	0.0%	62.5%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	0.0%	37.5%	0.0%	0.0%	62.5%
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%	28.6%	0.0%	0.0%	71.4%
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%	28.6%	0.0%	0.0%	71.4%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	0.0%	37.5%	0.0%	0.0%	62.5%

My child's preschool or kindergarten class is warm and welcoming.		
	Count	Percentage
Strongly Agree	1	12.5%
Agree	1	12.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	75.0%

GENERAL OPINION

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

Parents of students at Ashland Middle/High School offered limited responses to the open-ended questions. Some parents recognized meaningful progress at the school, praising the principal's care for students, stronger expectations for behavior, and teachers' increased efforts to help students succeed academically. Parents also appreciated the school's recognition of student accomplishments and the visible steps taken to improve the campus environment. Suggestions for continued growth centered on stronger communication with families, additional support for ACT and other test preparation, and enhancements to the overall student experience through more breaks, extracurricular opportunities, and a more welcoming daily atmosphere. Transportation was also mentioned, with calls for newer buses.

ASHLAND MIDDLE/HIGH STUDENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	7	12.5%
Agree	34	60.7%
Disagree	4	7.1%
Strongly Disagree	3	5.4%
Not Applicable or No Information	8	14.3%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	8	14.3%
Agree	28	50.0%
Disagree	8	14.3%
Strongly Disagree	5	8.9%
Not Applicable or No Information	7	12.5%

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

	Count	Percentage
Strongly Agree	20	35.7%
Agree	24	42.9%
Disagree	6	10.7%
Strongly Disagree	5	8.9%
Not Applicable or No Information	1	1.8%

CURRICULUM AND INSTRUCTION**The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).**

	Count	Percentage
Strongly Agree	13	23.2%
Agree	28	50.0%
Disagree	7	12.5%
Strongly Disagree	3	5.4%
Not Applicable or No Information	5	8.9%

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	14	25.0%
Agree	30	53.6%
Disagree	9	16.1%
Strongly Disagree	3	5.4%
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	13	23.2%
Agree	30	53.6%
Disagree	7	12.5%
Strongly Disagree	4	7.1%
Not Applicable or No Information	2	3.6%

Homework that I am expected to complete helps me improve my learning.		
	Count	Percentage
Strongly Agree	9	16.1%
Agree	16	28.6%
Disagree	15	26.8%
Strongly Disagree	12	21.4%
Not Applicable or No Information	4	7.1%
I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.		
	Count	Percentage
Strongly Agree	12	21.4%
Agree	26	46.4%
Disagree	6	10.7%
Strongly Disagree	9	16.1%
Not Applicable or No Information	3	5.4%
I have been taught how to use the resources of the school and community to help me with my schoolwork.		
	Count	Percentage
Strongly Agree	9	16.1%
Agree	36	64.3%
Disagree	4	7.1%
Strongly Disagree	3	5.4%
Not Applicable or No Information	4	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	11	19.6%
Agree	25	44.6%
Disagree	14	25.0%
Strongly Disagree	3	5.4%
Not Applicable or No Information	3	5.4%
The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	10	17.9%
Agree	27	48.2%
Disagree	11	19.6%
Strongly Disagree	6	10.7%
Not Applicable or No Information	2	3.6%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	12	21.4%
Agree	21	37.5%
Disagree	6	10.7%
Strongly Disagree	12	21.4%
Not Applicable or No Information	5	8.9%
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	12	21.4%
Agree	31	55.4%
Disagree	3	5.4%
Strongly Disagree	7	12.5%
Not Applicable or No Information	3	5.4%
Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	18	32.1%
Agree	20	35.7%
Disagree	8	14.3%
Strongly Disagree	6	10.7%
Not Applicable or No Information	4	7.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	16	28.6%
Agree	22	39.3%
Disagree	10	17.9%
Strongly Disagree	5	8.9%
Not Applicable or No Information	3	5.4%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	8	14.3%
Agree	29	51.8%
Disagree	10	17.9%
Strongly Disagree	7	12.5%
Not Applicable or No Information	2	3.6%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	10	17.9%
Agree	27	48.2%
Disagree	5	8.9%
Strongly Disagree	12	21.4%
Not Applicable or No Information	2	3.6%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	10	17.9%
Agree	24	42.9%
Disagree	12	21.4%
Strongly Disagree	7	12.5%
Not Applicable or No Information	3	5.4%
This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	9	16.1%
Agree	18	32.1%
Disagree	11	19.6%
Strongly Disagree	16	28.6%
Not Applicable or No Information	2	3.6%
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	13	23.2%
Agree	28	50.0%
Disagree	7	12.5%
Strongly Disagree	6	10.7%
Not Applicable or No Information	2	3.6%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	13	23.2%
Agree	31	55.4%
Disagree	4	7.1%
Strongly Disagree	5	8.9%
Not Applicable or No Information	3	5.4%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	10	17.9%
Agree	25	44.6%
Disagree	12	21.4%
Strongly Disagree	7	12.5%
Not Applicable or No Information	2	3.6%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	18	32.1%
Agree	24	42.9%
Disagree	6	10.7%
Strongly Disagree	5	8.9%
Not Applicable or No Information	3	5.4%
If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	10	17.9%
Agree	28	50.0%
Disagree	4	7.1%
Strongly Disagree	8	14.3%
Not Applicable or No Information	6	10.7%
The people in the principal's office care about students as individuals.		
	Count	Percentage
Strongly Agree	14	25.0%
Agree	32	57.1%
Disagree	4	7.1%
Strongly Disagree	5	8.9%
Not Applicable or No Information	1	1.8%

School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	13	23.2%
Agree	21	37.5%
Disagree	9	16.1%
Strongly Disagree	8	14.3%
Not Applicable or No Information	5	8.9%
I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.		
	Count	Percentage
Strongly Agree	10	17.9%
Agree	26	46.4%
Disagree	9	16.1%
Strongly Disagree	6	10.7%
Not Applicable or No Information	5	8.9%
In the student activities in which I participate, students are involved in planning the activities.		
	Count	Percentage
Strongly Agree	6	10.7%
Agree	27	48.2%
Disagree	7	12.5%
Strongly Disagree	8	14.3%
Not Applicable or No Information	8	14.3%
The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	9	16.1%
Agree	27	48.2%
Disagree	9	16.1%
Strongly Disagree	6	10.7%
Not Applicable or No Information	5	8.9%

PREKINDERGARTEN AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	11	19.6%
Agree	21	37.5%
Disagree	7	12.5%
Strongly Disagree	8	14.3%
Not Applicable or No Information	9	16.1%

GENERAL OPINION

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

Students from Ashland Middle/High School expressed appreciation for individual teachers, opportunities to participate in athletics and school events, the sense of pride and energy within the school community, and efforts to help students learn and succeed. Students also shared suggestions for improvement, with common themes including cleaner bathrooms and hallways, better food options, more clubs and extracurricular activities such as band, and adding library space. Several students called for stronger discipline to reduce classroom disruptions, greater fairness in how students are treated, and more emotional support for students who need someone to talk to. Some also suggested fewer tests and more engaging learning experiences.



STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Ashland Middle/High School serves a **stable but academically vulnerable student population**. Enrollment returned to 208 students in 2026 after peaking at 222 in 2023, while **chronic absence rose sharply to 35.2% in 2025**. Academic results show a split pattern: **graduation improved to 100.0% and dropout fell to 3.7%**, but **reading and math proficiency remain low**, especially in middle grades. Stakeholder feedback suggests staff commitment is present, with **85.7% agreeing teachers are certified and effective** and 78.6% agreeing they use disaggregated data to guide instruction, though only **35.7% agreed the instructional coach meets regularly with teachers**.

STRENGTHS



1. Student persistence. The four-year **graduation rate rose** from 60.7% in 2022 to 100.0% in 2025, **exceeding the state rate** of 90.8%, while the **dropout rate improved** from 28.6% to 3.7%. **U.S. History is another major strength**, reaching 80.6% proficiency in 2025. **Science also improved** from 24.4% in 2023 to 35.3% in 2025, and Biology I reached 33.3%.



2. Student attendance. While inconsistent, some grade-level patterns show promise. Twelfth-grade estimated attendance exceeded 100% in 2025, suggesting **strong senior-year persistence**. Staff also report instructional commitment: **85.7% agreed they use strategies to close achievement gaps**, and **85.7% agreed classroom management strategies are effective**.

CHALLENGES



1. The central challenge is **weak academic performance in foundational areas**. **Reading proficiency was 27.0% in 2025**, while **math was only 16.1%**. **Middle-grade results are especially concerning**, with seventh-grade ELA at

23.3%, eighth-grade ELA at 21.1%, seventh-grade math at 23.3%, and eighth-grade math at 18.4%. Algebra I, though stronger at 44.4%, still trailed the state rate of 67.2%.



2. Chronic absence threatens further improvement. Overall chronic absence **increased from 23.3% in 2024 to 35.2% in 2025**, with students with disabilities at 42.1%, students of two or more races at 42.9%, Hispanic/Latino students at 37.5%, and Black students at 35.0%. Achievement gaps are also substantial: **students with disabilities posted 16.7% reading proficiency and 11.1% math proficiency**, while **Black students posted 23.5% in reading and 12.8% in math**.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: SUMMER AND FALL 2026

- 1. Begin with an attendance recovery plan** focused on students who were chronically absent in 2025. Each student should be assigned a staff contact, with family outreach beginning before school starts and continuing through biweekly attendance reviews. Because **chronic absence is highest among students with disabilities** and several demographic groups, the plan should include individualized barriers analysis rather than broad attendance messaging alone.
- 2. Strengthen instructional coaching immediately.** With only 35.7% of staff agreeing the coach meets regularly with teachers, **coaching should become scheduled, visible, and tied directly to reading and math improvement**. Early coaching cycles should prioritize seventh- and eighth-grade literacy, Algebra readiness, and support for students with disabilities.

BY THE END OF 2026–2027

- Ashland Middle/High should **implement a structured literacy and math intervention block for grades 7–10**. Students should be regrouped every four to six weeks using common assessment data, with additional support for students below proficiency and enrichment for students nearing the next performance level. The school should **monitor whether students are making growth**, not just whether they are proficient.

2. The school should also **build a graduation-to-readiness bridge**. Graduation gains are impressive, but **ACT and MAAP results show that completion does not yet fully translate into college and career readiness**. Coursework, tutoring, ACT preparation, and Algebra I support should be **aligned so that more students leave high school with stronger academic options**.

MULTI-YEAR PRIORITIES: THROUGH 2028

1. Over multiple years, the school should create a coherent grades 6–12 academic pathway that **prevents middle-grade gaps from becoming high school barriers**. This should include aligned curriculum maps, common assessments, transition planning from elementary to middle school, and annual reviews of cohort performance.
2. The school should also **sustain its successful graduation practices** while adding stronger academic expectations. The goal should not only be keeping students in school but **ensuring that students graduate with measurable gains** in literacy, mathematics, science, and post-secondary readiness.



NOTES

HICKORY FLAT ATTENDANCE CENTER

INTRODUCTION



Hickory Flat Attendance Center is a small, close-knit prekindergarten through twelfth grade (PK-12) public school located at 26 Rebel Drive in Hickory Flat, Mississippi, serving as the primary campus for four hundred fifty-two (452) students in and around the rural community in northeast Mississippi. Led by Principal Corey Burt and Assistant Principal Lindsey Dickerson, the school maintains a close-knit environment where students across grade levels benefit from the continuity of a single-campus educational experience.

Hickory Flat Attendance Center seeks to build up the whole child, offering a wide range of academic and extracurricular activities. Academically, the school offers a relatively small student teacher ratio with advanced placement classes, a gifted program, and dual enrollment. Students may participate in clubs such as BETA and Student Council. Athletics options include volleyball, archery, basketball, and cheerleading, among others. The campus celebrates student achievement through regular recognition of students and teachers like the “Rebel Riser” program in which teachers vote for their peers who are demonstrating exemplary efforts in the classroom.



The collective efforts toward excellence have paid off, resulting in HFAC receiving its first “A” accountability rating with the MS Department of Education. The school was also ranked third out of the thirty-nine Mississippi attendance centers.

ENROLLMENT AND ATTENDANCE

ENROLLMENT

HICKORY FLAT ATTENDANCE CENTER ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	467	465	457	438	452
PK	*	11			20
K	29	45	33	32	41
GR_01	27	30	43	36	26
GR_02	39	24	29	46	36
GR_03	37	39	25	31	42
GR_04	27	32	37	24	36
GR_05	31	34	35	40	28
GR_06	30	30	35	35	38
GR_07	46	31	30	29	35
GR_08	39	35	31	28	27
GR_09	41	38	42	30	26
GR_10	45	40	37	33	31
GR_11	32	41	36	40	32
GR_12	31	29	39	34	34
(MDE, 2025m)					

Figure 141: Hickory Flat Attendance Center Enrollment by Grade Level



HICKORY FLAT ATTENDANCE CENTER ENROLLMENT TRENDS 2022-2026

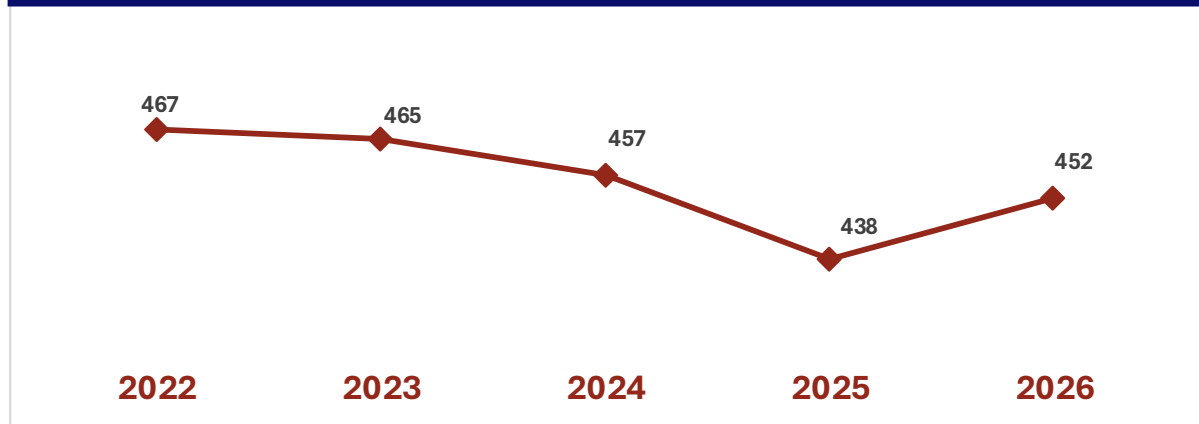


Figure 142: Hickory Flat Attendance Center Enrollment Trends 2022-2026

HICKORY FLAT ATTENDANCE CENTER ENROLLMENT BY DEMOGRAPHIC GROUP

		2022	2023	2024	2025	2026
ALL	ALL	467	465	457	438	452
GENDER	FEMALE	218	232	230	224	243
	MALE	249	233	227	214	209
RACE	BLACK OR AFRICAN AMERICAN	43	53	57	49	41
	HISPANIC OR LATINO	*	*	*	*	11
	TWO OR MORE RACES	13	*	*	*	45
	WHITE	404	400	386	362	355
						(MDE, 2025m)

Figure 143: Hickory Flat Attendance Center Enrollment by Demographic Group

HICKORY FLAT ATTENDANCE CENTER CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS

	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	9.2%	9.1%	-0.1%
HISPANIC OR LATINO		2.4%	
TWO OR MORE RACES	2.8%	10.0%	7.2%
WHITE	86.5%	78.5%	-8.0%

Figure 144: Hickory Flat Attendance Center Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

HICKORY FLAT ATTENDANCE CENTER AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	417.0	410.7	401.9
K	40.3	30.7	28.5
GR_01	26.7	39.2	34.4
GR_02	23.7	27.8	41.7
GR_03	35.7	23.7	29.5
GR_04	31.4	34.4	22.1
GR_05	31.4	32.5	37.2
GR_06	28.5	30.5	32.4
GR_07	29.3	28.2	26.8
GR_08	32.9	27.3	26.0
GR_09	33.0	33.5	27.7
GR_10	36.8	32.8	29.7
GR_11	35.2	32.6	33.5
GR_12	26.4	33.1	32.6
(MDE, 2023o, 2024q, 2025s)			

Figure 145: Hickory Flat Attendance Center Average Daily Attendance



HICKORY FLAT ATTENDANCE CENTER ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*

	2023	2024	2025
ALL	89.7%	89.9%	91.8%
K	89.5%	93.1%	89.0%
GR_01	88.9%	91.3%	95.5%
GR_02	98.9%	95.8%	90.6%
GR_03	91.6%	94.7%	95.1%
GR_04	98.2%	93.0%	92.0%
GR_05	92.4%	92.8%	92.9%
GR_06	95.1%	87.0%	92.5%
GR_07	94.4%	93.9%	92.3%
GR_08	93.9%	88.2%	92.7%
GR_09	86.9%	79.8%	92.3%
GR_10	91.9%	88.6%	89.9%
GR_11	85.9%	90.6%	83.8%
GR_12	91.0%	84.9%	96.0%

(MDE, 2023o, 2024q, 2025m, 2025s)

Figure 146: Hickory Flat Attendance Center Estimated Average Daily Attendance as Percentage of Enrollment

HICKORY FLAT ATTENDANCE CENTER CHRONIC ABSENCE

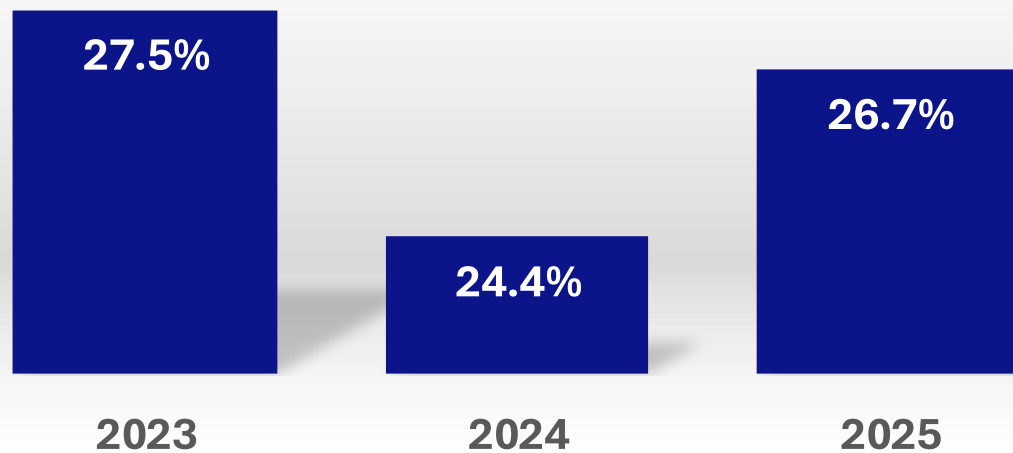


Figure 147: Hickory Flat Attendance Center Chronic Absence

HICKORY FLAT ATTENDANCE CENTER CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	27.5	24.4	26.7
GENDER	FEMALE	29.8	30.0	31.0
	MALE	25.1	18.6	22.2
DISABILITY	STUDENTS WITH DISABILITIES	33.9	23.5	22.6
	STUDENTS WITHOUT DISABILITIES	25.6	24.7	27.7
EL	LIMITED ENGLISH PROFICIENCY	≤5%	≤5%	≤5%
RACE	BLACK OR AFRICAN AMERICAN	43.8	27.9	35.9
	HISPANIC OR LATINO	≤5%	≤5%	≤5%
	TWO OR MORE RACES	30.0	≤5%	20.0
	WHITE	24.9	23.6	25.3
(MDE, 2026f)				

Figure 148: Hickory Flat Attendance Center Chronic Absence Percentage by Demographic Group

HFAC ENROLLMENT AND ATTENDANCE TAKEAWAYS

Hickory Flat Attendance Center's total enrollment decreased from 467 students in 2022 to 438 in 2025 before rebounding slightly to 452 in 2026, representing a net decline of 15 students, or about 3.2%, over five years. While the overall shift is relatively moderate, grade-level enrollment patterns reveal notable movement. Early grades show variability, with kindergarten increasing from 29 students in 2022 to 41 in 2026, while first grade declined from 27 to 26 after peaking at 43 in 2024. Upper grades generally trended downward, particularly ninth grade, which fell from 41 students in 2022 to 26 in 2026, and tenth grade, which declined from 45 to 31.

The school's demographic composition has shifted incrementally. White enrollment remains the dominant group but declined from 86.5% of enrollment in 2022 to 78.5% in 2026, while students identified as two or more races increased from 2.8% to 10.0%. These trends suggest a school managing mild enrollment contraction while experiencing evolving cohort sizes and gradually increasing demographic diversity.



ACCOUNTABILITY

ACCOUNTABILITY RATINGS

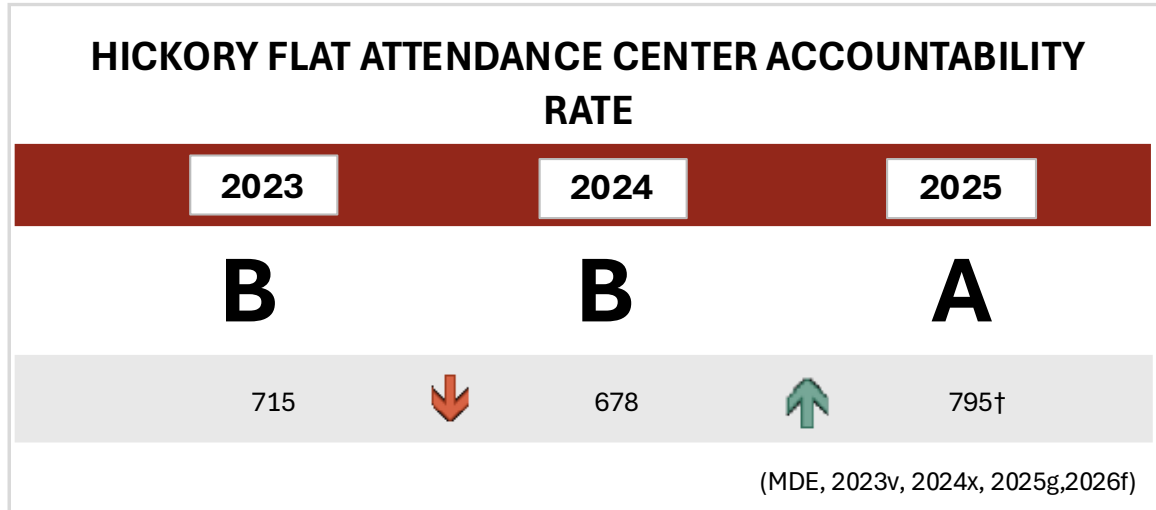


Figure 149: Hickory Flat Attendance Center Accountability Rating

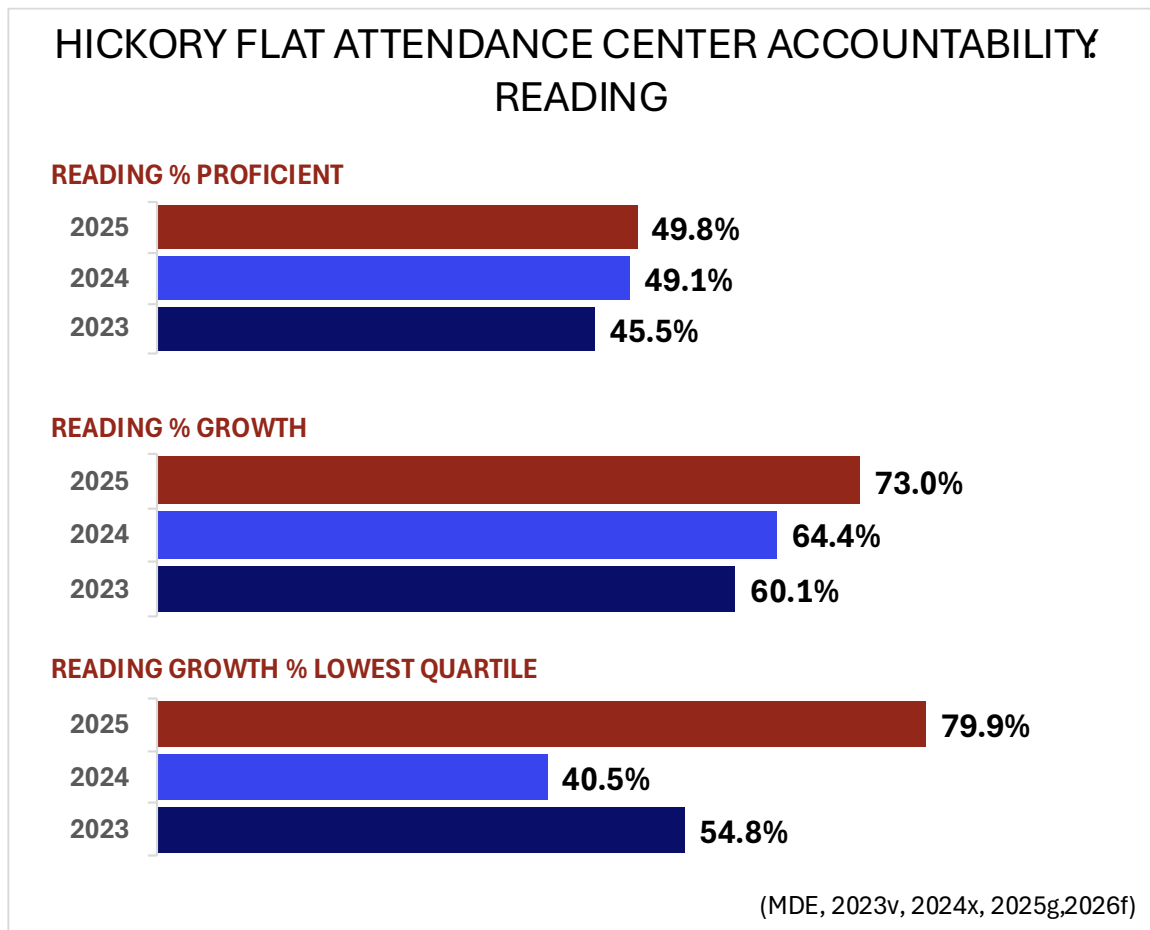


Figure 150: Hickory Flat Attendance Center Accountability: Reading

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY: MATH

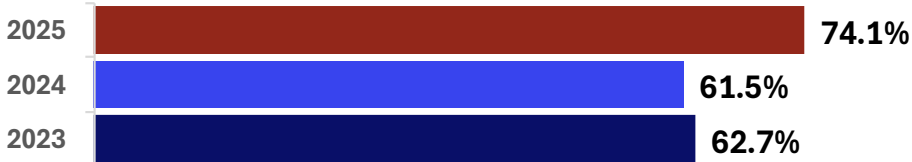
MATH % PROFICIENT



MATH % GROWTH

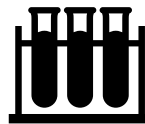


% MATH GROWTH LOWEST QUARTILE



(MDE, 2023v, 2024x, 2025g, 2026f)

Figure 151: Hickory Flat Attendance Center Accountability: Math



HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT



(MDE, 2023v, 2024x, 2025g, 2026f)

Figure 152: Hickory Flat Attendance Center Accountability: Science

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY: HISTORY

HISTORY % PROFICIENT



(MDE, 2023v, 2024x, 2025g,2026f)

Figure 153: Hickory Flat Attendance Center Accountability: History



HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY: ADVANCED

COLLEGE AND CAREER READINESS



ACCELERATION



(MDE, 2023v, 2024x, 2025g,2026f)

Figure 154: Hickory Flat Attendance Center Accountability: Advanced

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

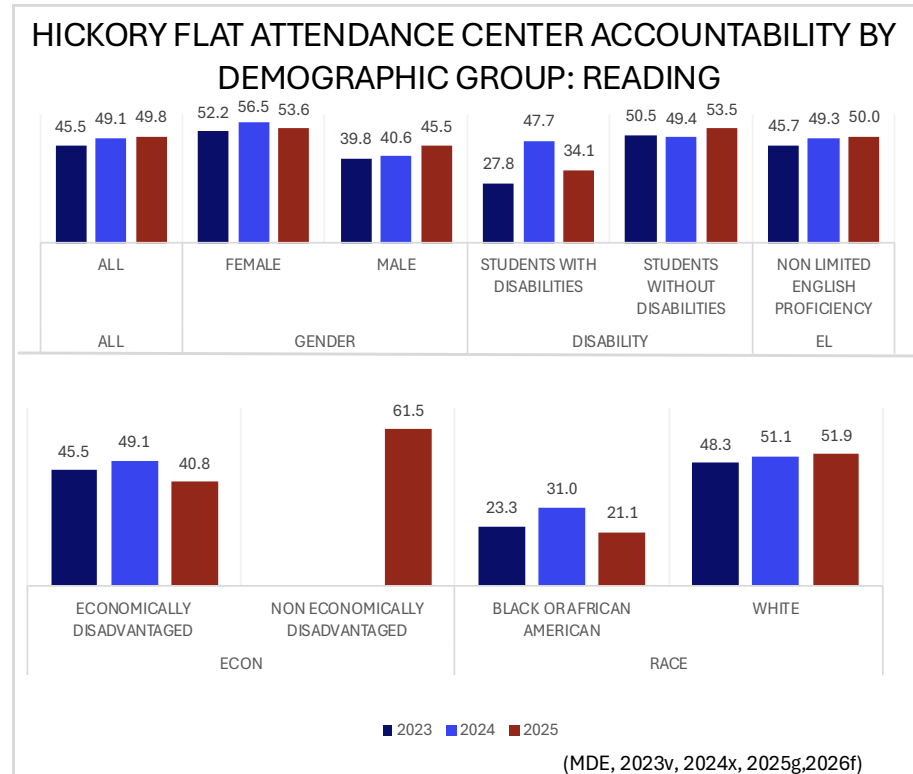


Figure 155: Hickory Flat Attendance Center Accountability by Demographic Group: Reading

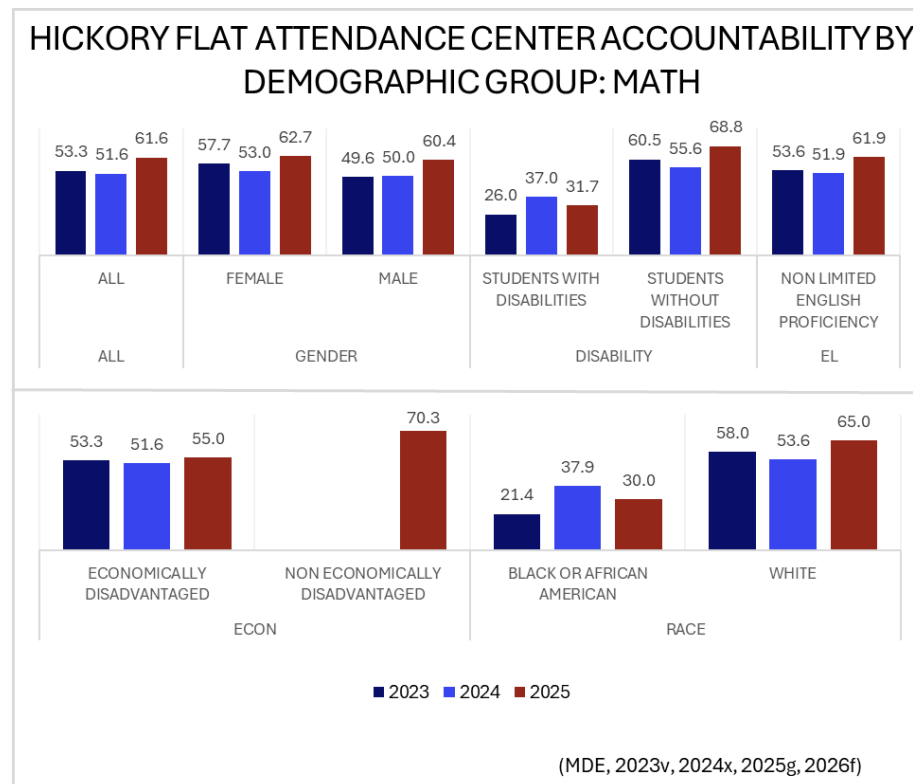


Figure 156: Hickory Flat Attendance Center Accountability by Demographic Group: Math

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY BY DEMOGRAPHIC GROUP: SCIENCE

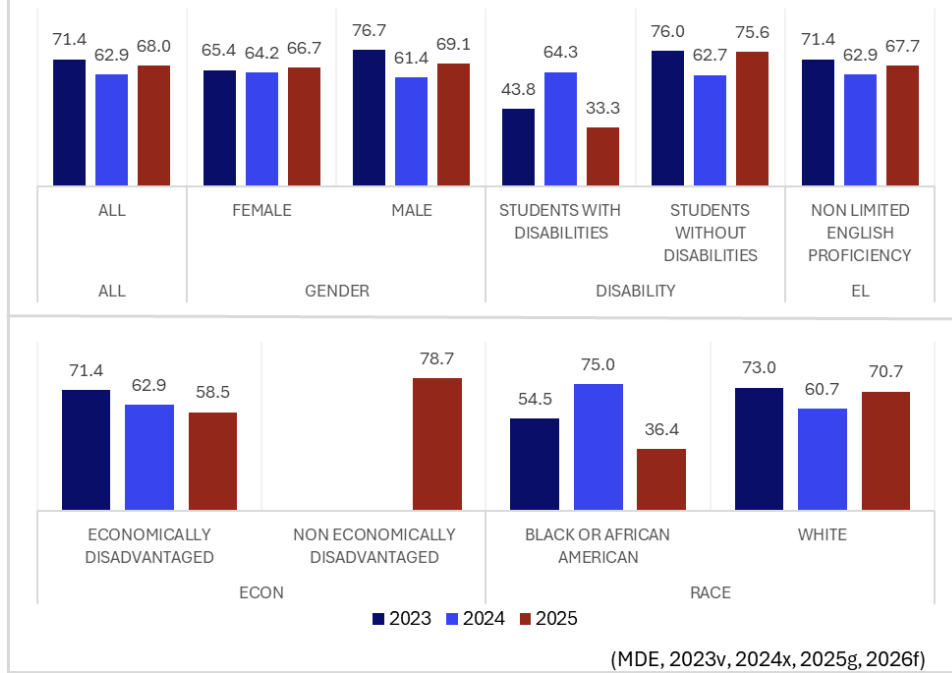


Figure 157: Hickory Flat Attendance Center Accountability by Demographic Group: Science

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY BY DEMOGRAPHIC GROUP: HISTORY

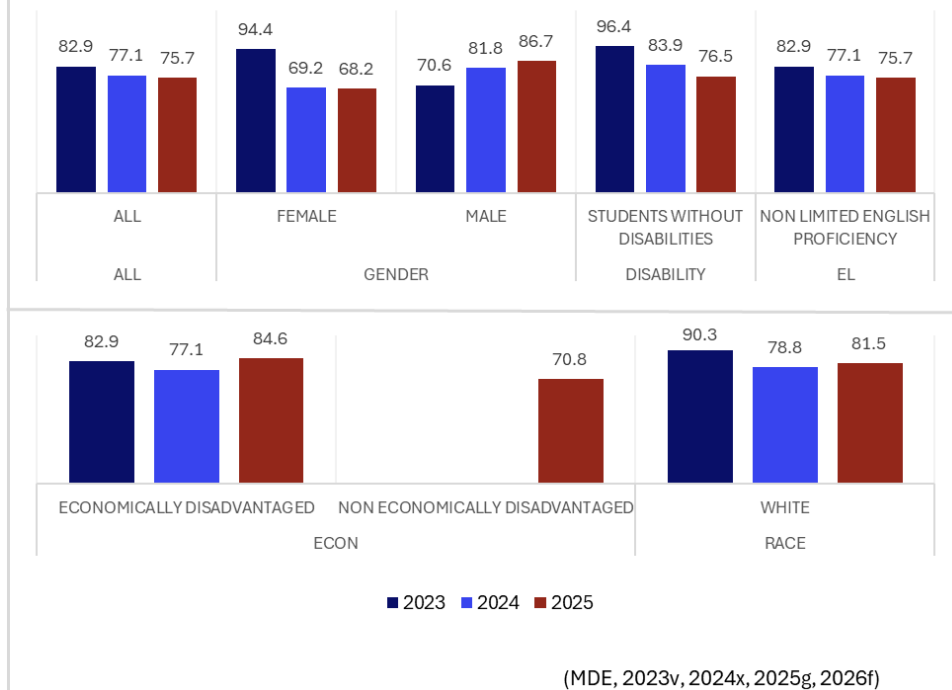


Figure 158: Hickory Flat Attendance Center Accountability by Demographic Group: History

PROFICIENCY GAP TO GOAL

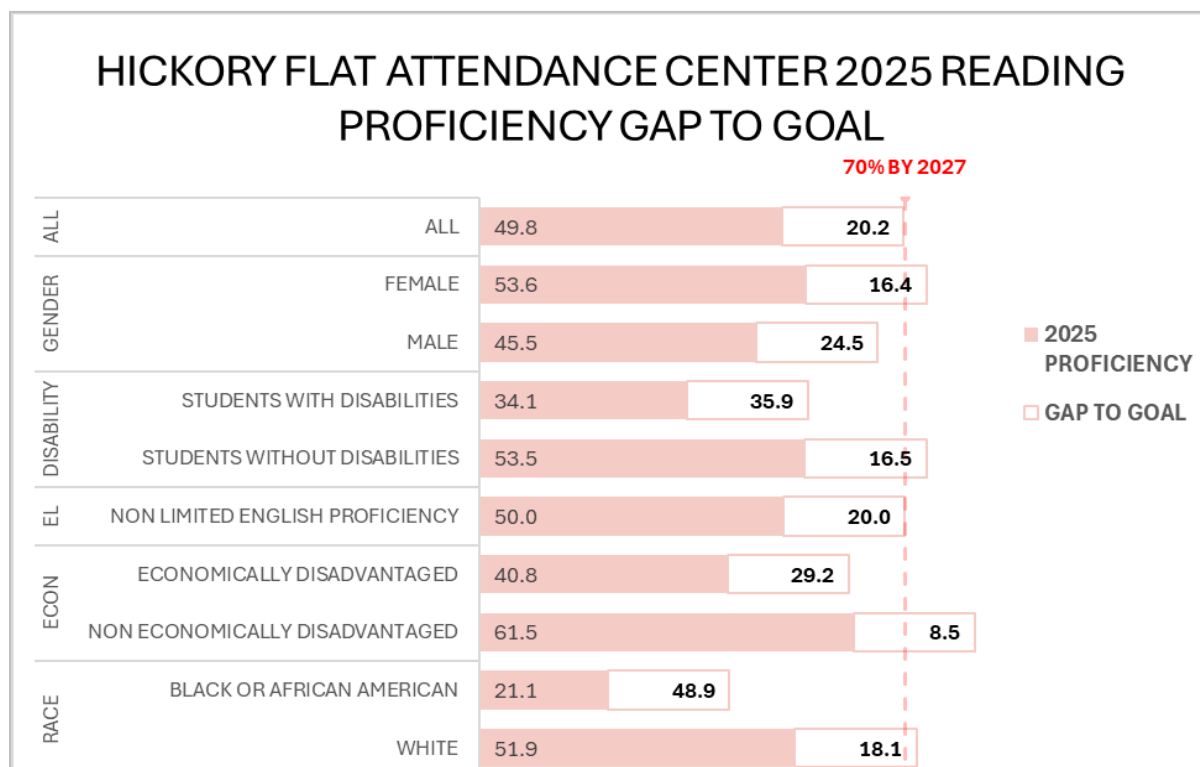


Figure 159: Hickory Flat Attendance Center 2025 Reading Proficiency Gap to Goal

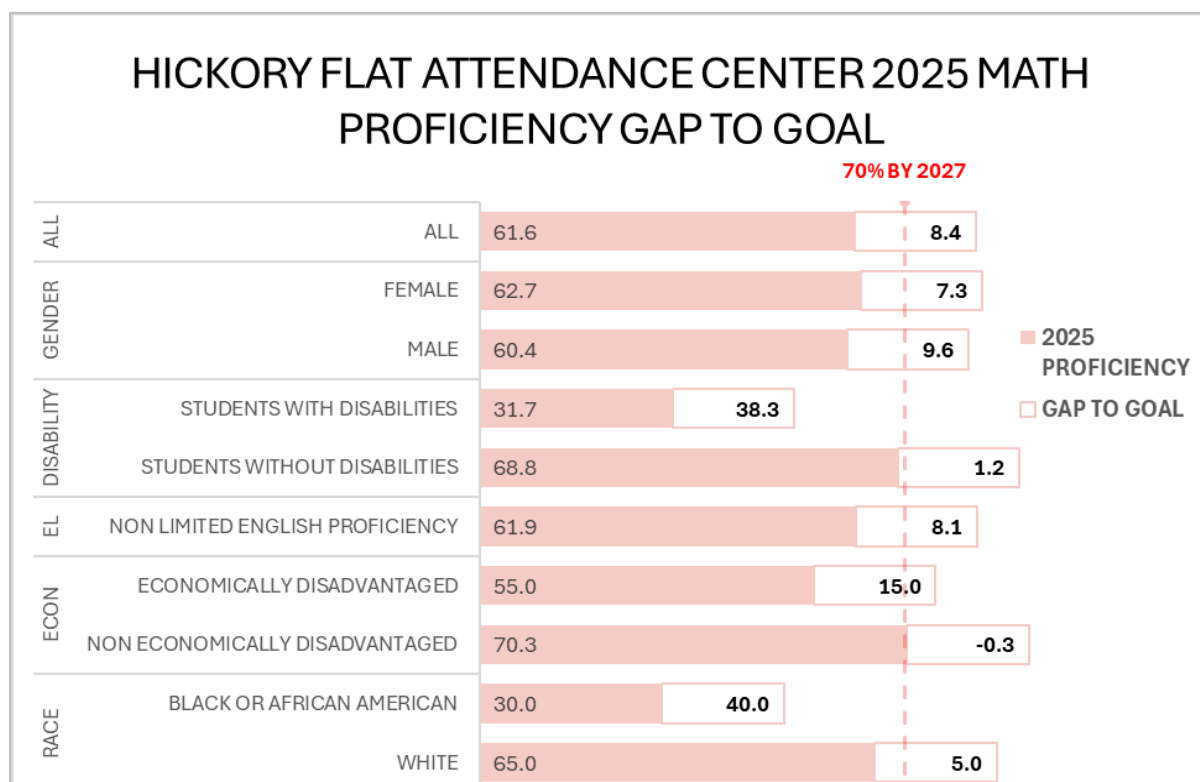


Figure 160: Hickory Flat Attendance Center 2025 Math Proficiency Gap to Goal

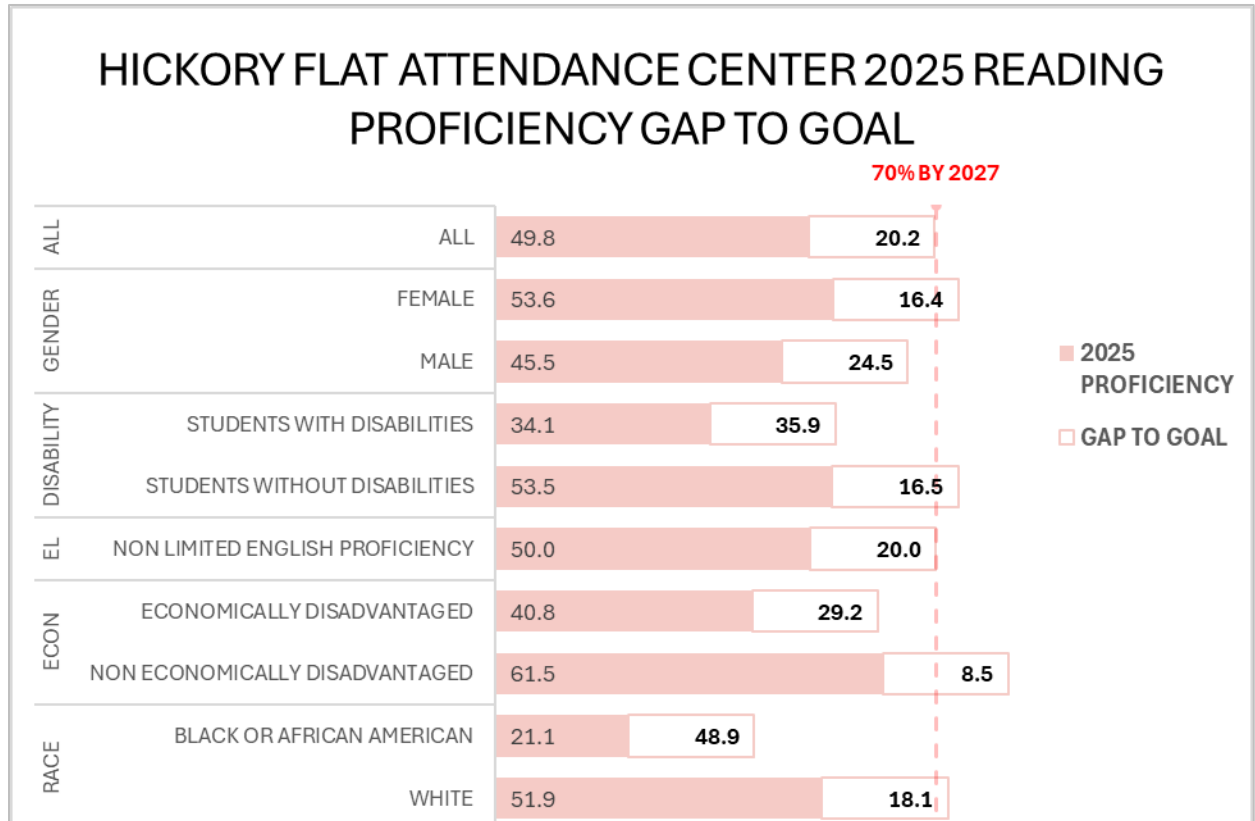


Figure 161: Hickory Flat Attendance Center 2025 Science Proficiency Gap to Goal

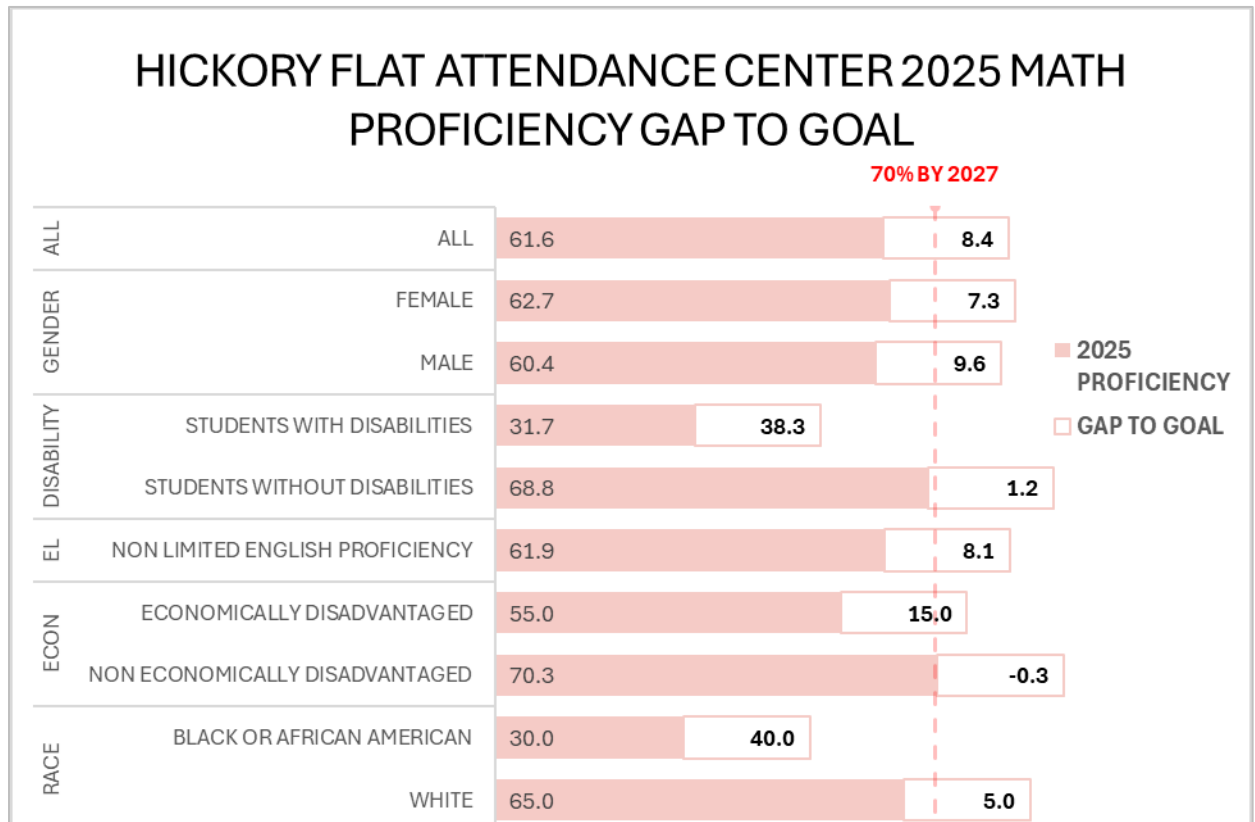


Figure 162: Hickory Flat Attendance Center 2025 History Proficiency Gap to Goal

GRADUATION RATES

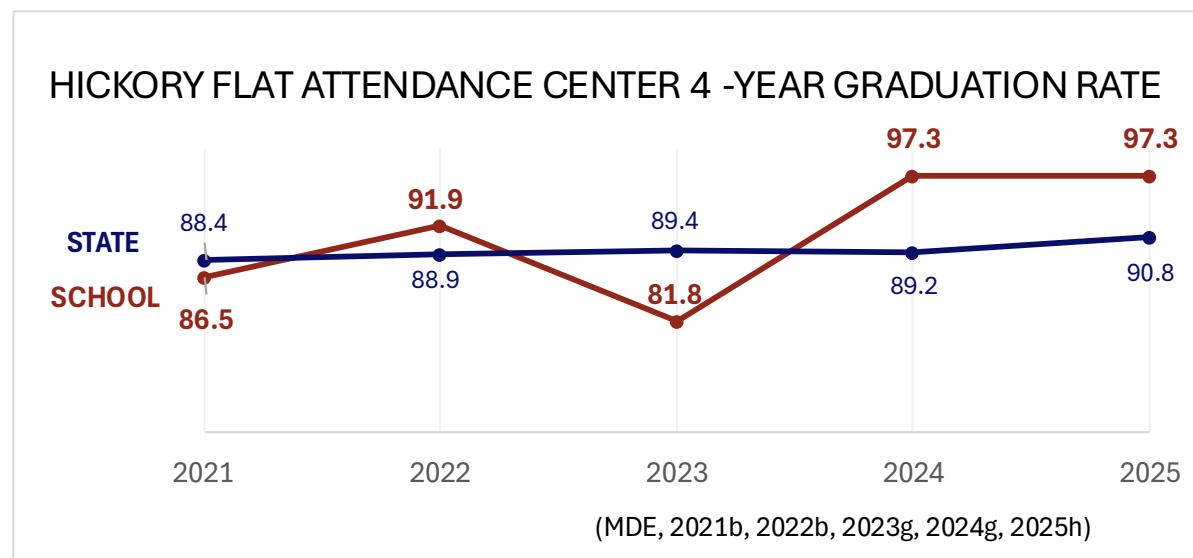


Figure 163: Hickory Flat Attendance Center 4-Year Graduation Rate

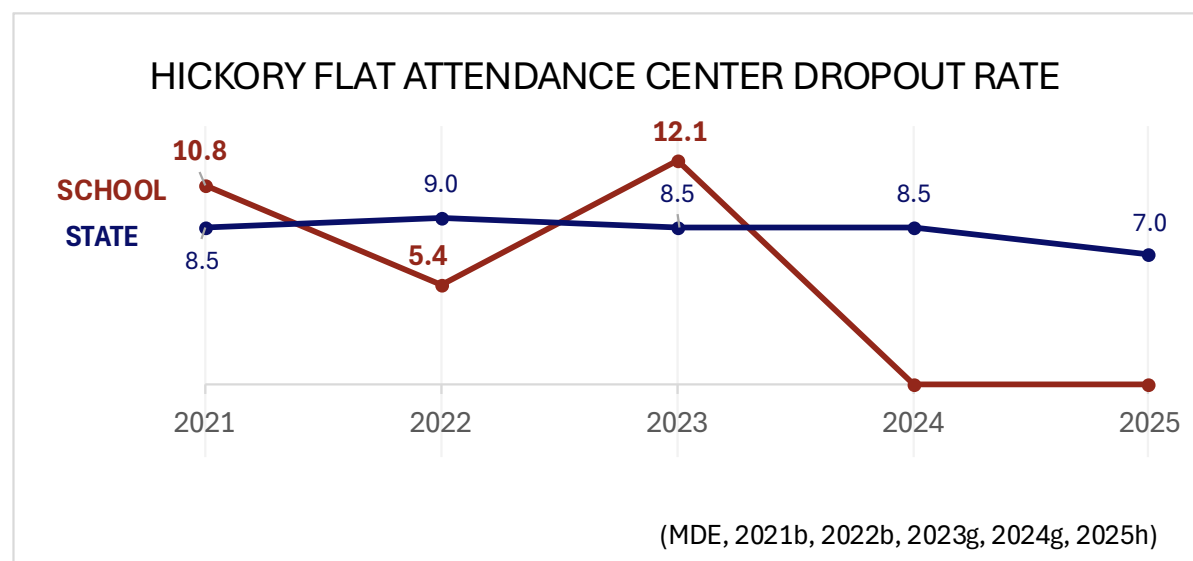


Figure 164: Hickory Flat Attendance Center Dropout Rate

HFAC ACCOUNTABILITY TAKEAWAYS

Overall reading proficiency remained relatively solid but softened over time, declining from 45.5% in 2023 to 40.8% in 2025 after peaking at 49.1% in 2024. Math performance showed stronger momentum, increasing from 53.3% proficiency in 2023 to 61.6% in 2025, suggesting sustained improvement in quantitative achievement. Science performance remained comparatively strong despite some fluctuation, moving from 71.4% in 2023 to 68.0% in 2025, while U.S. History continued to be a notable strength, with proficiency remaining high at 75.7% in 2025.

Subgroup performance reveals both strengths and disparities. In reading, non-economically disadvantaged students achieved 61.5% proficiency compared with 40.8% among economically disadvantaged peers, while Black students posted 21.1%, substantially below the school average. Math outcomes showed a similar pattern, with students without disabilities reaching 68.8% proficiency compared with 31.7% for students with disabilities. Conversely, some subgroups demonstrated exceptional strength, including non-economically disadvantaged students in math at 70.3% and White students at 65.0%.

These results suggest a school with strong content-area performance in mathematics, science, and history, but with uneven reading growth and persistent subgroup achievement gaps. The data underscores the need for more targeted intervention strategies to ensure gains are more consistently shared across all student populations.

ASSESSMENT

JUNIOR ACT

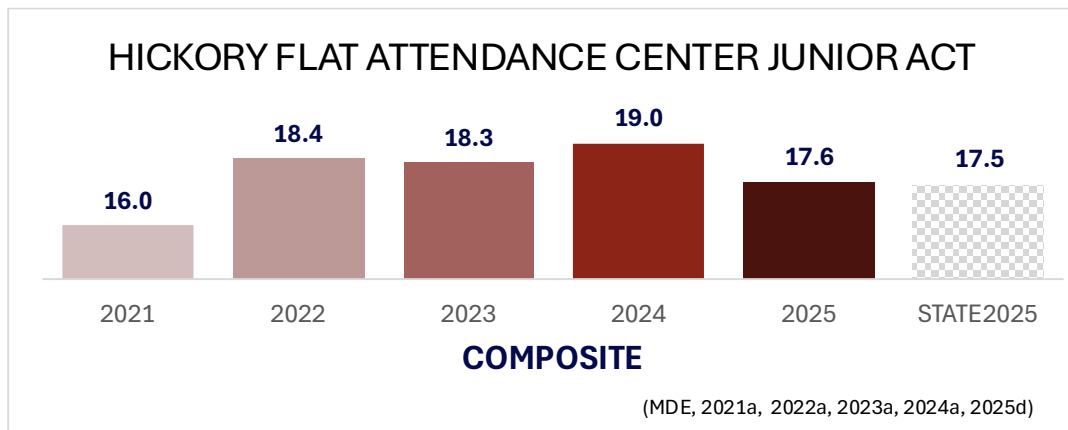


Figure 165: Hickory Flat Attendance Center Junior ACT Scores: Composite

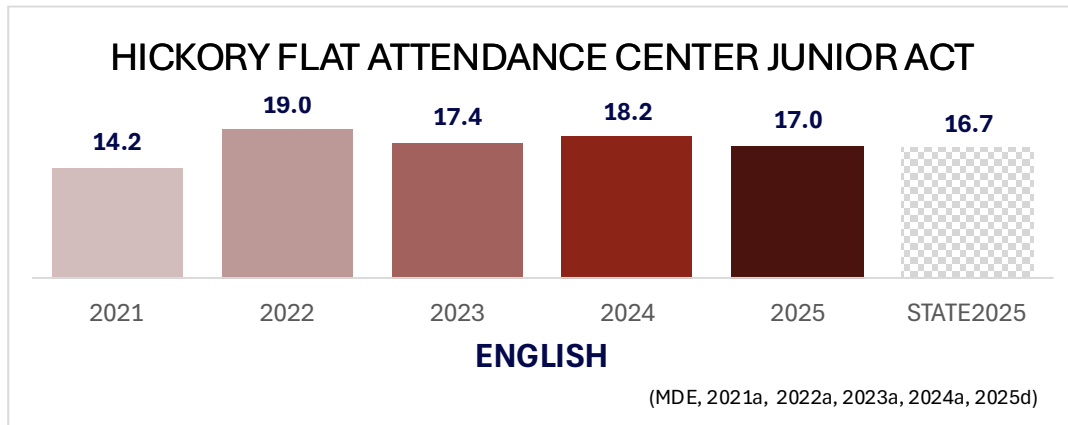


Figure 166: Hickory Flat Attendance Center Junior ACT Scores: English

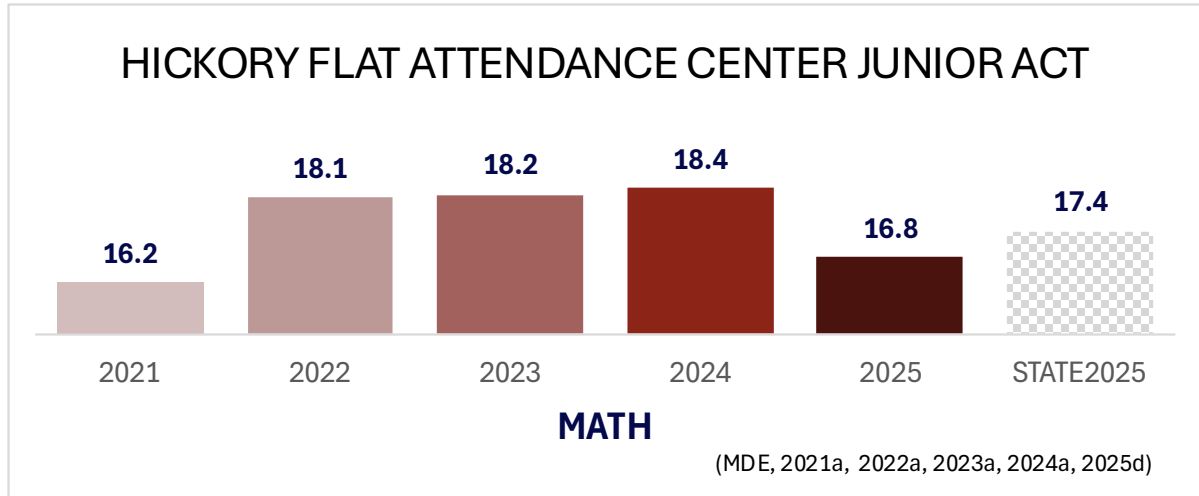


Figure 167: Hickory Flat Attendance Center Junior ACT Scores: Math

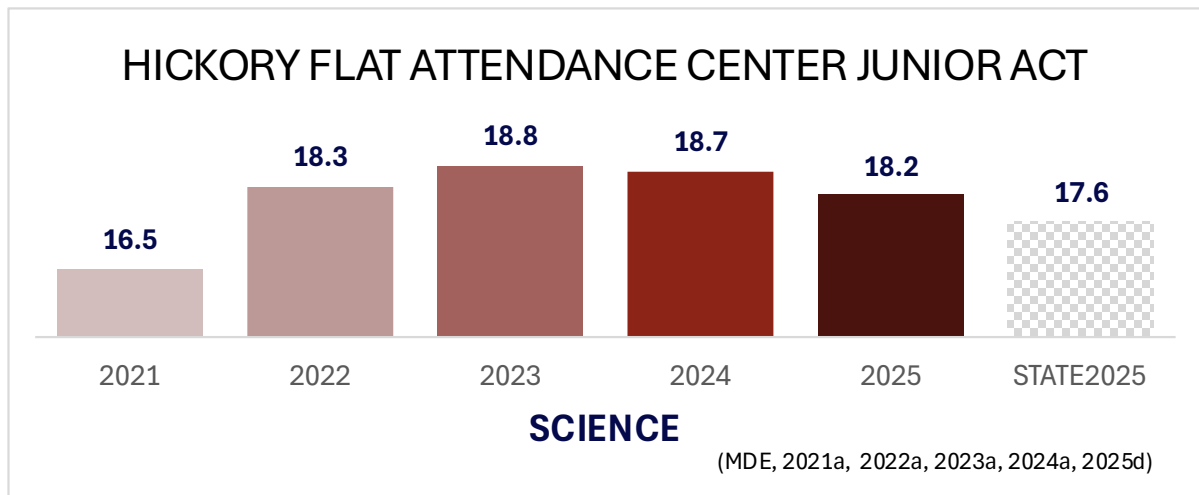


Figure 168: Hickory Flat Attendance Center Junior ACT Scores: Science

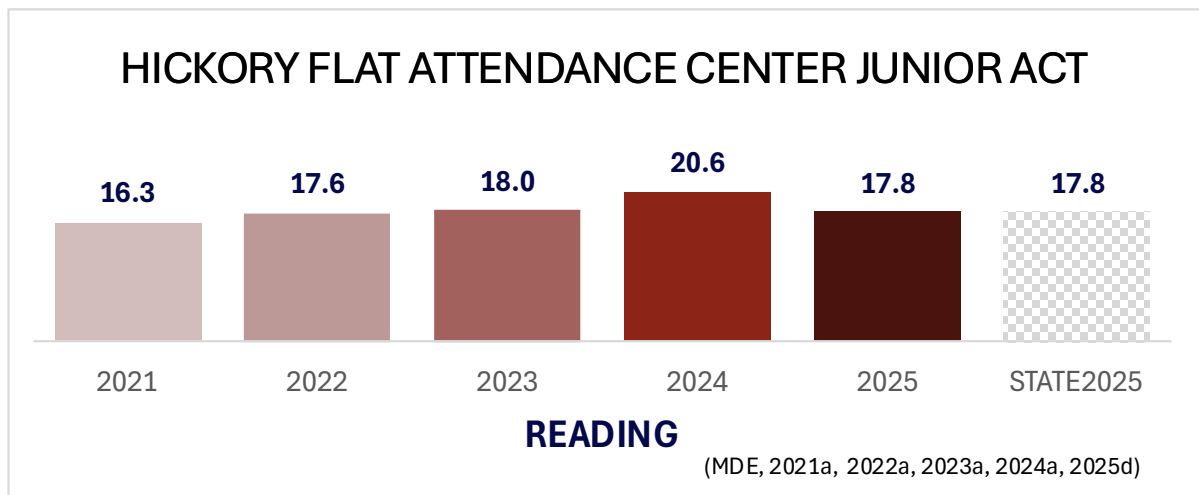


Figure 169: Hickory Flat Attendance Center Junior ACT Scores: Reading

KINDERGARTEN READINESS ASSESSMENT

Mississippi's Kindergarten Readiness Assessment results are not directly comparable across years due to major vendor and technical changes. From 2023 to 2026, the assessment switched between Renaissance's STAR Early Literacy, Istation/Ameri Learning, and back to Renaissance, each with differing technical details and score standards. MDE did not publish scores for the Fall 2024 administration.

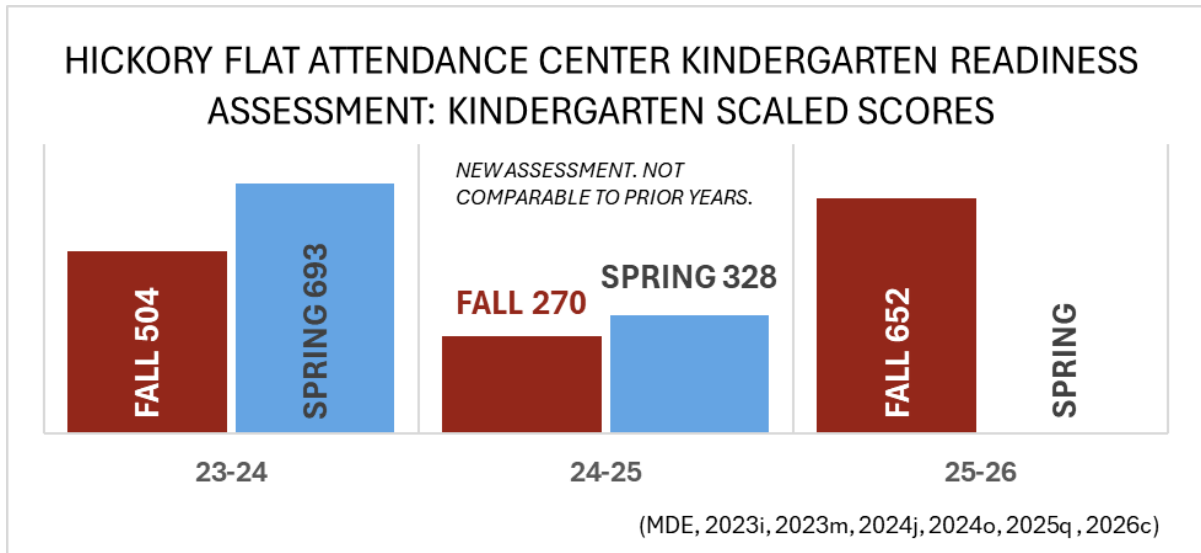


Figure 170: Hickory Flat Attendance Center Kindergarten Readiness Assessment: Kindergarten Scaled Scores

LITERACY-BASED PROMOTION ACT THIRD-GRADE READING

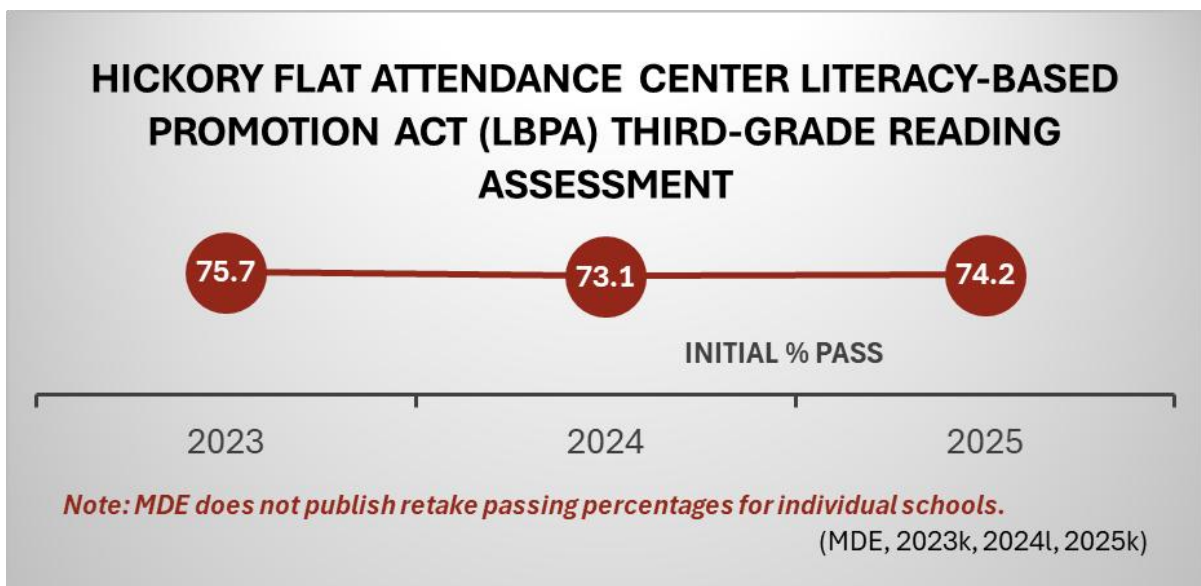


Figure 171: Hickory Flat Attendance Center Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

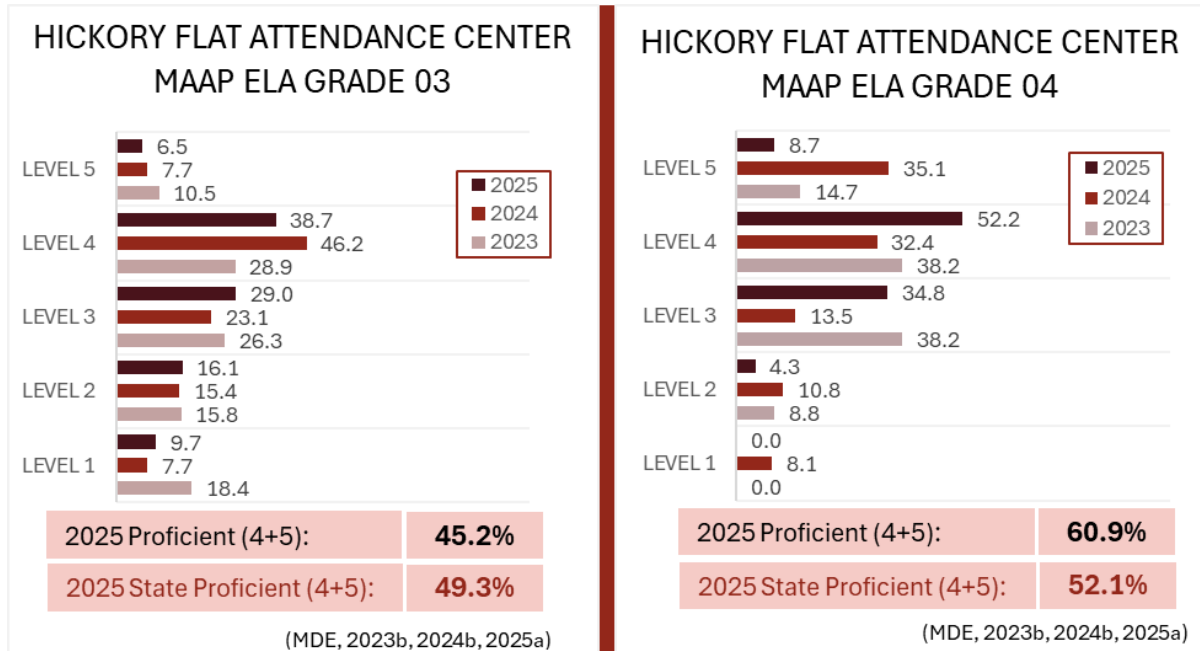


Figure 172: Hickory Flat Attendance Center MAAP ELA Grades 3 and 4

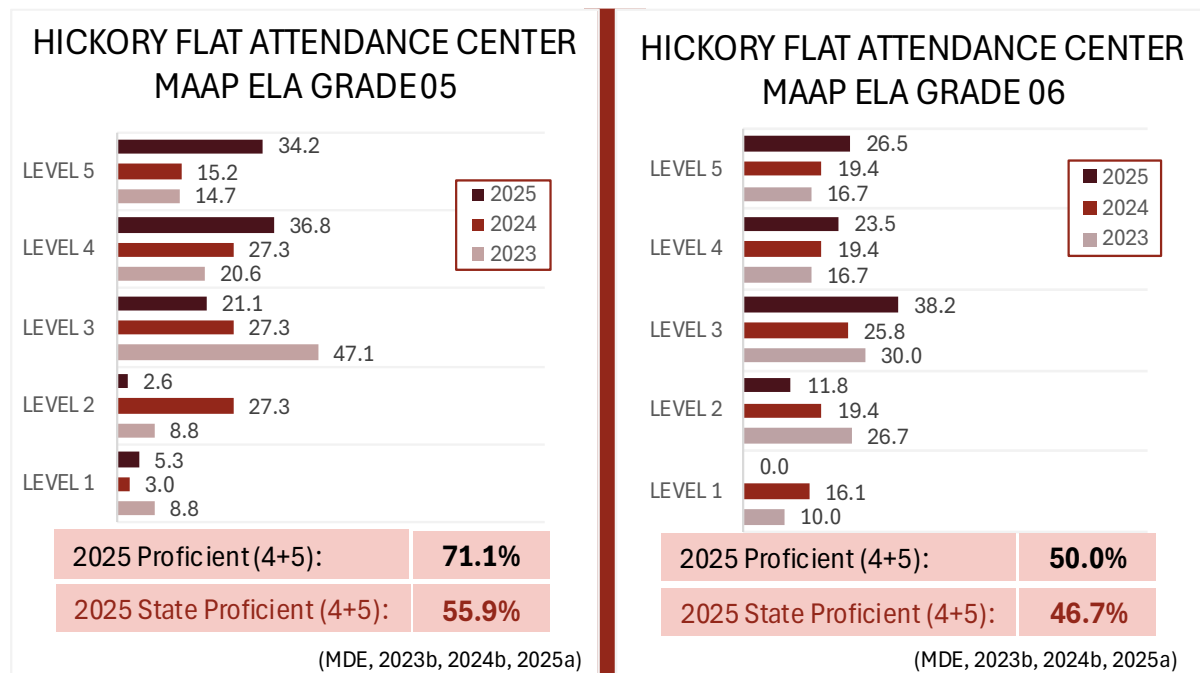


Figure 173: Hickory Flat Attendance Center MAAP ELA Grades 5 and 6

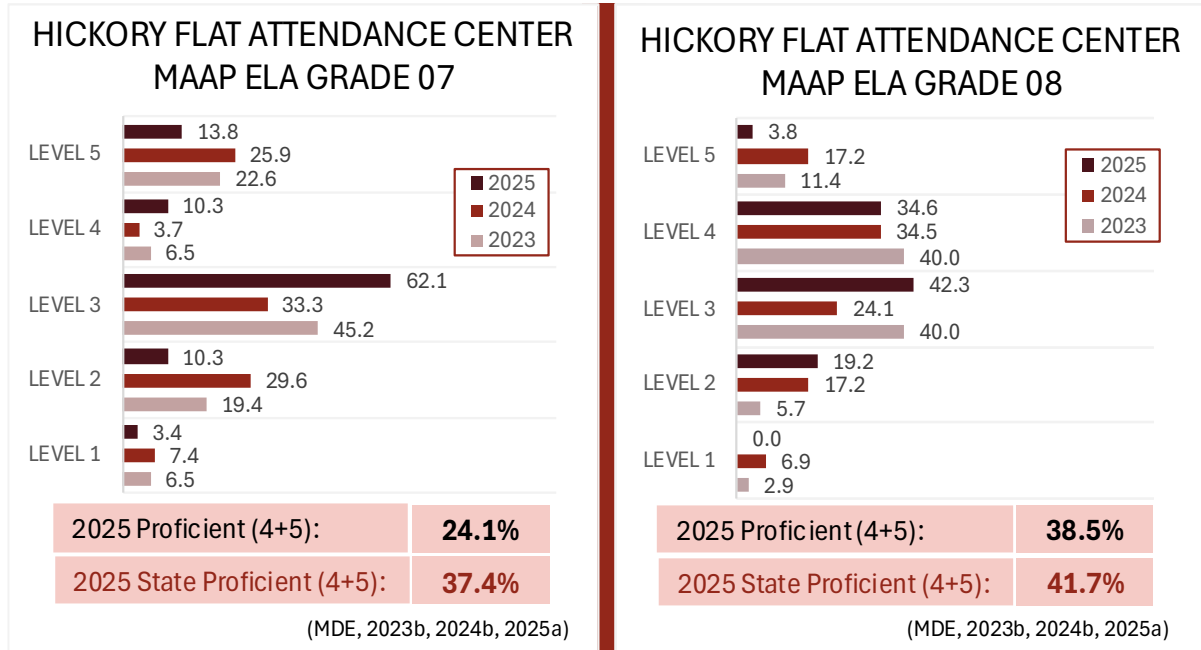


Figure 174: Hickory Flat Attendance Center MAAP ELA Grades 7 and 8

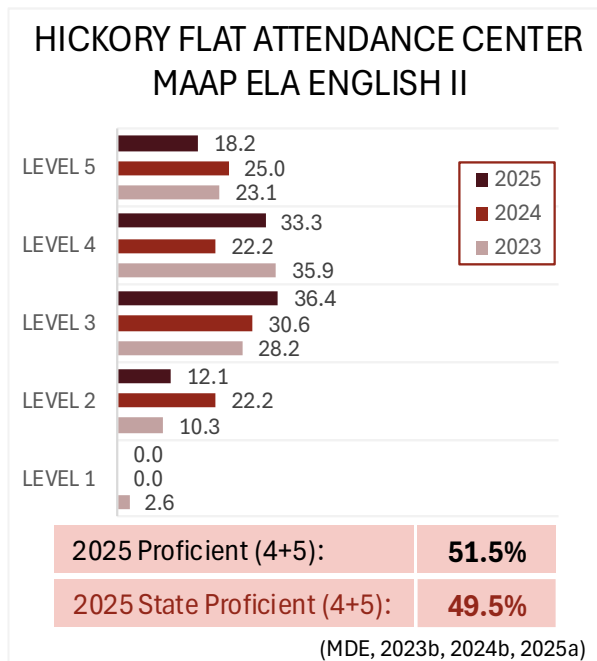
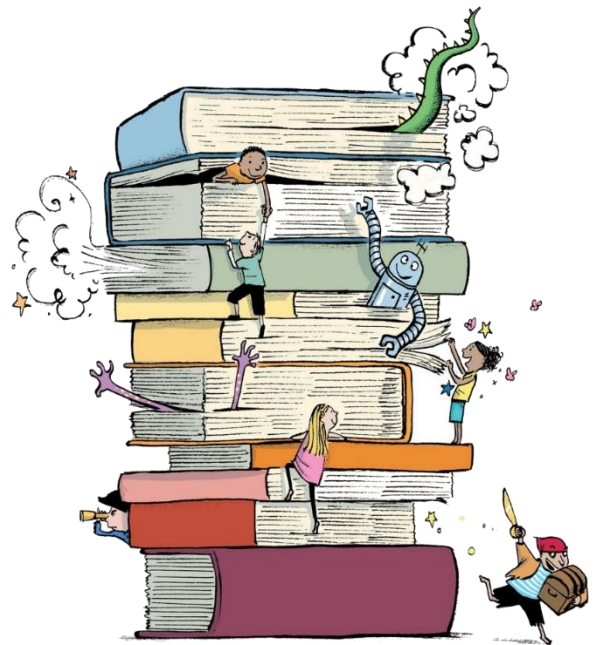


Figure 175: Hickory Flat Attendance Center MAAP ELA English II



MAAP MATH

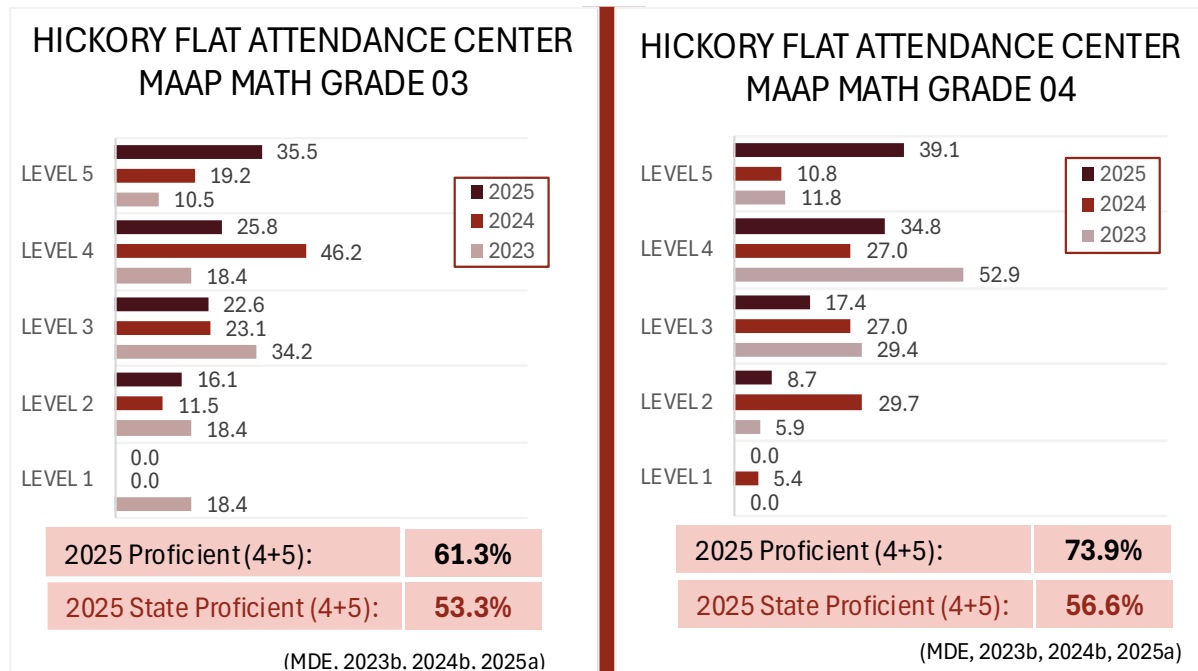


Figure 176: Hickory Flat Attendance Center MAAP Math Grades 3 and 4

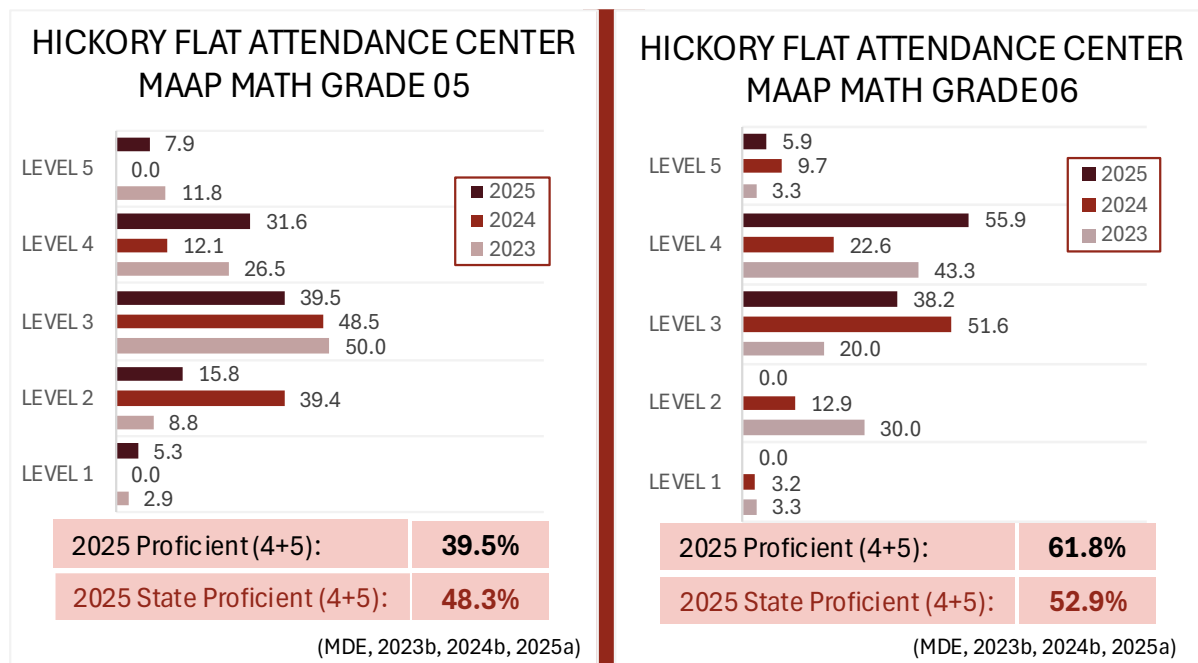


Figure 177: Hickory Flat Attendance Center MAAP Math Grades 5 and 6

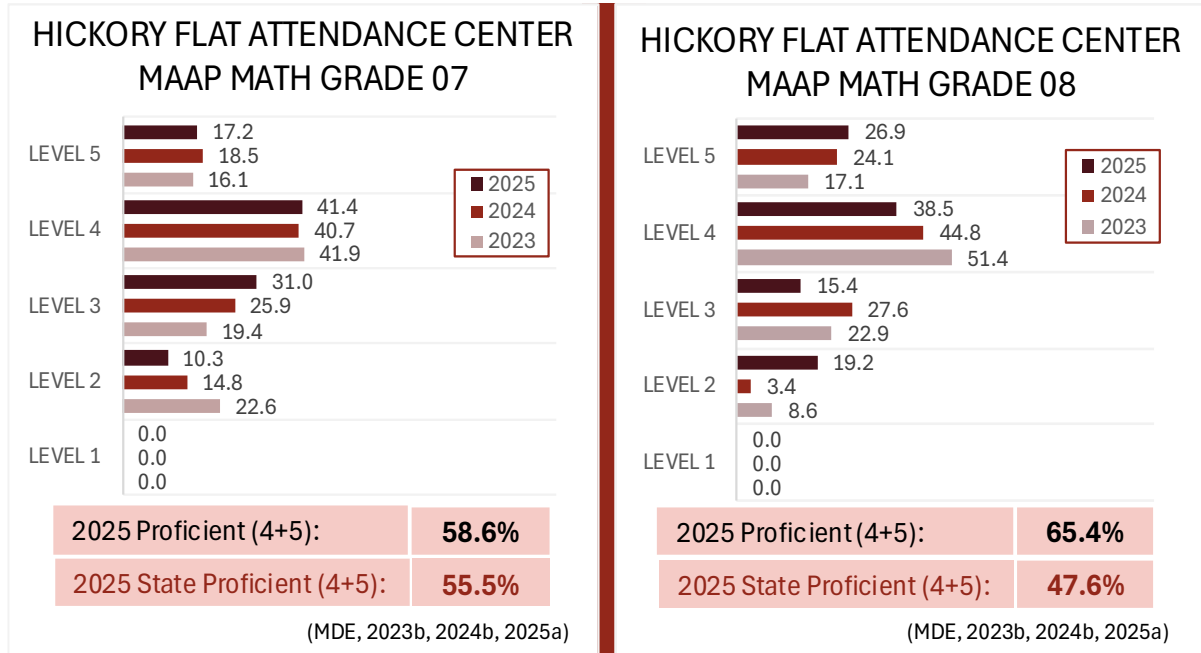


Figure 178: Hickory Flat Attendance Center MAAP Math Grades 7 and 8

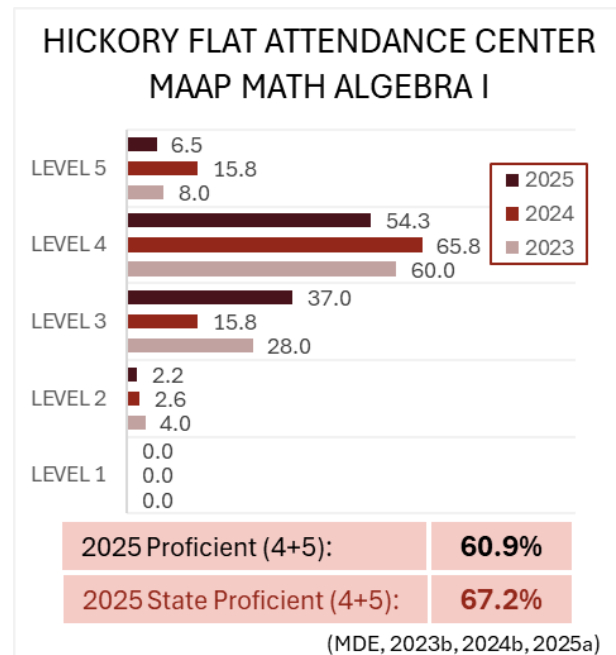


Figure 179: Hickory Flat Attendance Center MAAP Math Algebra I

MAAP SCIENCE

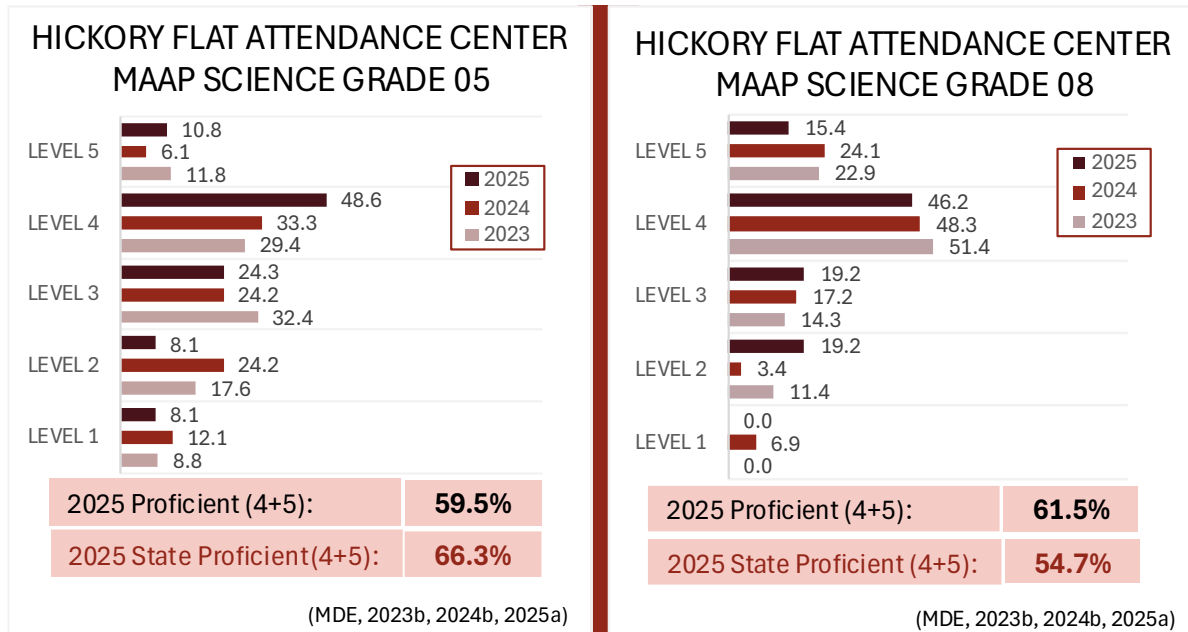


Figure 180: Hickory Flat Attendance Center MAAP SCIENCE Grades 5 and 8

MAAP END-OF-COURSE

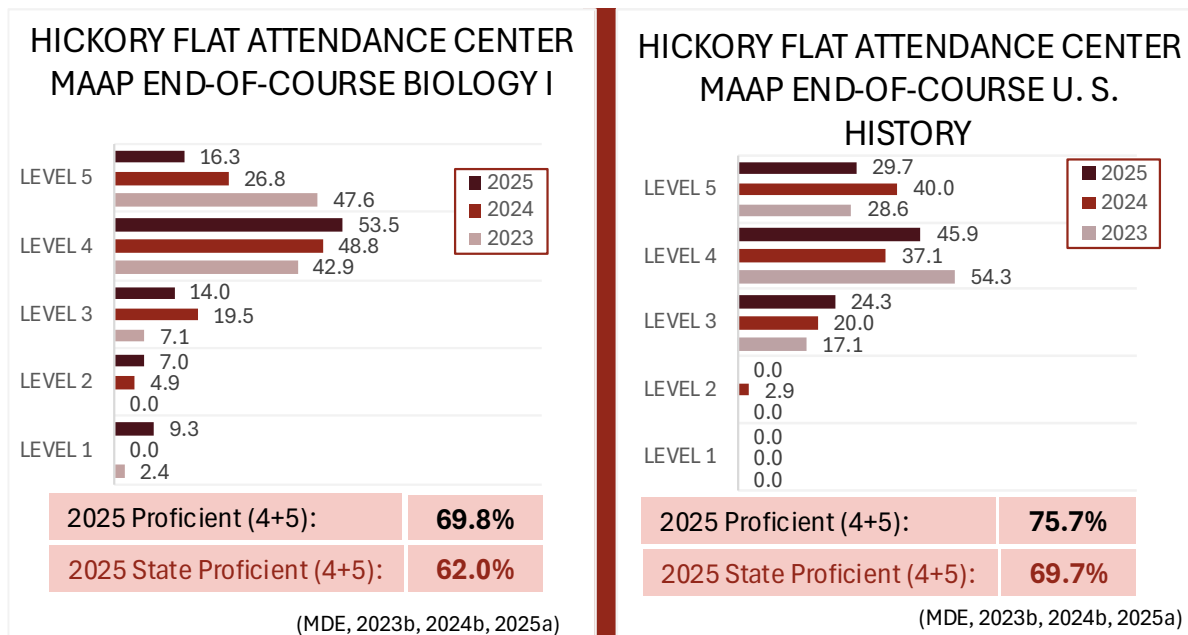


Figure 181: Hickory Flat Attendance Center MAAP End-Of-Course Biology I and U. S. History

HFAC ASSESSMENT TAKEAWAYS

Hickory Flat Attendance Center's English Language Arts performance showed mixed outcomes. Third-grade proficiency remained solid at 50.0% in 2025, while fourth grade improved to 56.5%. Fifth grade declined to 42.9%, and middle school literacy performance weakened, with seventh grade at 34.8% and eighth grade at 36.4%. English II, however, posted a stronger 57.1% proficiency rate, suggesting more consistent literacy achievement at the secondary level.

Mathematics results were particularly encouraging. Third grade achieved 62.5% proficiency, while fourth grade reached 60.9%. Fifth grade remained competitive at 57.1%, and seventh grade posted 56.5%. Although eighth-grade math dipped to 31.8%, Algebra I demonstrated strong secondary readiness at 64.3% proficiency.

Science and end-of-course assessments further reinforced the school's strengths. Fifth-grade science reached 71.4% proficiency, while eighth-grade science posted 63.6%. Biology I scored 64.3%, and U.S. History emerged as the strongest tested area at 85.7% proficiency. Junior ACT performance remained comparatively moderate, suggesting college-readiness skills may not yet fully align with course-based achievement.

HFAC is a school with broad academic strengths, particularly in mathematics, science, and high school coursework, while middle-grade literacy and select transition points remain important areas for continued instructional focus.

PERSONNEL

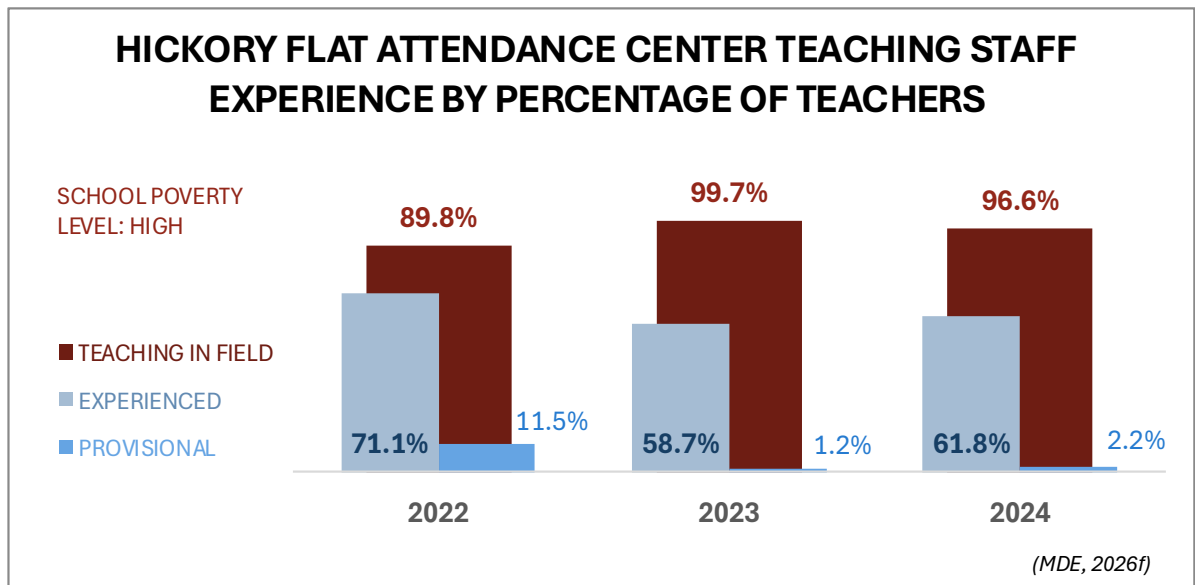


Figure 182: Hickory Flat Attendance Center Teaching Staff Experience by Percentage of Teachers

HICKORY FLAT ATTENDANCE CENTER CNA SURVEY

INTRODUCTION

Twenty-nine (29) faculty members, fifty-two (52) parents, and one hundred three (103) students responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

HICKORY FLAT ATTENDANCE CENTER FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	11	37.9%
Agree	18	62.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	13	44.8%
Agree	11	37.9%
Disagree	1	3.4%
Strongly Disagree	1	3.4%
Not Applicable or No Information	3	10.3%

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.	34.5%	34.5%	3.4%	0.0%	27.6%
Developing and using classroom assessments.	55.2%	31.0%	0.0%	0.0%	13.8%
Closing the achievement gap between diverse groups of students.	48.3%	41.4%	3.4%	0.0%	6.9%
Successful classroom management.	41.4%	55.2%	3.4%	0.0%	0.0%
Teaching special needs students.	37.9%	55.2%	3.4%	0.0%	3.4%

The most common behavior problem in my classroom is:		
	Count	Percentage
Off-task behavior	10	34.5%
Minor disruptions that steal instructional time	17	58.6%
Major classroom disruptions	0	0.0%
Not Applicable	2	6.9%

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	10	34.5%
Agree	9	31.0%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	27.6%
I would feel comfortable asking the Instructional Literacy Coach/Lead Teacher for instructional advice.		
	Count	Percentage
Strongly Agree	12	41.4%
Agree	9	31.0%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	17.2%
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	10	34.5%
Agree	7	24.1%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	31.0%
The Instructional Literacy Coach/Lead Teacher supports teacher practices of new strategies in my classroom.		
	Count	Percentage
Strongly Agree	9	31.0%
Agree	10	34.5%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	24.1%

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	12	41.4%
Agree	9	31.0%
Disagree	2	6.9%
Strongly Disagree	1	3.4%
Not Applicable or No Information	5	17.2%

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	13	10.7%
Expedited evaluation services for students with limited English	5	4.1%
Expedited evaluation services for gifted and talented students	3	2.5%
Additional academic support	17	14.0%
Tutoring	9	7.4%
Enrichment educational services	7	5.8%
Counseling	17	14.0%
Mentors	8	6.6%
School supplies	16	13.2%
School uniforms	4	3.3%
Dental referrals	9	7.4%
Medical referrals	8	6.6%
Bullying assistance	5	4.1%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	11	37.9%
Agree	15	51.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.3%

My biggest equipment needs are:		
	Count	Percentage
Computers	10	25.0%
Software	4	10.0%
Mobile laptop computers	2	5.0%
Listening centers	6	15.0%
Interactive white board	3	7.5%
Classroom response system (clickers)	5	12.5%
Digital slates (e.g. iPad, Microsoft Pro)	10	25.0%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	13	44.8%
Agree	14	48.3%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	9	31.0%
Agree	16	55.2%
Disagree	3	10.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%
To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.		
	Count	Percentage
Strongly Agree	17	58.6%
Agree	11	37.9%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I have access to a curriculum guide for each core subject I teach.		
	Count	Percentage
Yes	27	93.1%
No	2	6.9%
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	16	55.2%
Agree	13	44.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
The district curriculum is reviewed and evaluated on a consistent basis by appropriate central office personnel, administrators, and teachers.		
	Count	Percentage
Strongly Agree	13	44.8%
Agree	12	41.4%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	10.3%
I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	13	44.8%
Agree	12	41.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.8%
I develop assessments that mirror the format & complexity of state assessments.		
	Count	Percentage
Strongly Agree	13	44.8%
Agree	12	41.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.8%

I use state content standards, objectives, sample test items, and other materials to develop assessments and to assess student learning.		
	Count	Percentage
Strongly Agree	18	62.1%
Agree	9	31.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%
Students spend sufficient effort (in and out of class) to learn what we teach.		
	Count	Percentage
Strongly Agree	5	17.2%
Agree	16	55.2%
Disagree	5	17.2%
Strongly Disagree	3	10.3%
Not Applicable or No Information	0	0.0%
I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	11	11.1%
Utilize technology such as class websites, blogs, and videos	15	15.2%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	8	8.1%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	15	15.2%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	12	12.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	12	12.1%
Use bilingual handouts and cues	5	5.1%
Use visual displays, portable white boards, and posters when giving instructions	12	12.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	9	9.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	19	65.5%
Agree	10	34.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	11	37.9%
Agree	16	55.2%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%
For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	9	31.0%
Agree	20	69.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	11	37.9%
Agree	14	48.3%
Disagree	4	13.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	6	20.7%
Agree	16	55.2%
Disagree	7	24.1%
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	12	41.4%
Agree	15	51.7%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	12	41.4%
Agree	16	55.2%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
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	14	48.3%
Agree	13	44.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%

Teachers here have a sense of common mission.

	Count	Percentage
Strongly Agree	14	48.3%
Agree	14	48.3%
Disagree	1	3.4%
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	7	24.1%
Agree	8	27.6%
Disagree	12	41.4%
Strongly Disagree	1	3.4%
Not Applicable or No Information	1	3.4%
Teachers have a major role in curriculum development in this school.		
	Count	Percentage
Strongly Agree	6	20.7%
Agree	12	41.4%
Disagree	7	24.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.8%
For the most part, the size of classes here does not limit instructional effectiveness.		
	Count	Percentage
Strongly Agree	7	24.1%
Agree	18	62.1%
Disagree	2	6.9%
Strongly Disagree	2	6.9%
Not Applicable or No Information	0	0.0%
Teachers are provided adequate time each day to prepare for teaching.		
	Count	Percentage
Strongly Agree	8	27.6%
Agree	12	41.4%
Disagree	6	20.7%
Strongly Disagree	3	10.3%
Not Applicable or No Information	0	0.0%
If I have a discipline problem, the administration gives me the support I want.		
	Count	Percentage
Strongly Agree	11	37.9%
Agree	12	41.4%
Disagree	6	20.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	15	51.7%
Agree	13	44.8%
Disagree	0	0.0%
Strongly Disagree	1	3.4%
Not Applicable or No Information	0	0.0%
The principal is appropriately in contact with teachers and their classroom activities.		
	Count	Percentage
Strongly Agree	16	55.2%
Agree	12	41.4%
Disagree	1	3.4%
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	9	31.0%
Agree	12	41.4%
Disagree	3	10.3%
Strongly Disagree	1	3.4%
Not Applicable or No Information	4	13.8%

PREKINDERGARTEN AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	20	69.0%
Agree	9	31.0%
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	
My specific content area	#1	
Differentiated Instruction	#2	
Response to Intervention (RTI/MTSS)	#3	
Classroom Management	#4	
Reading for at risk students	#5	
Mississippi College and Career Readiness Standards	#6	
Successful inclusion strategies	#7	
Developing quality assessments	#8	
Depth of Knowledge	#9	
Using technology to enhance instruction	#10	
Interpreting and analyzing student data	#11	
Teaching and understanding students in poverty	#12	
Conflict resolution	#13	
English Learners (ELs)	#14	
Teaching and understanding homeless students	#15	
Writing strategies	#16	
Culture sensitivity	#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	12	41.4%
Agree	11	37.9%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	13.8%
Sufficient resources are available to allow teachers to take advantage of professional development activities.		
	Count	Percentage
Strongly Agree	10	34.5%
Agree	18	62.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	5	17.2%
Agree	17	58.6%
Disagree	4	13.8%
Strongly Disagree	2	6.9%
Not Applicable or No Information	1	3.4%
The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	8	27.6%
Agree	18	62.1%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	3.4%
Disaggregated student data are used to determine staff priorities, monitor progress, and sustain continuous improvement.		
	Count	Percentage
Strongly Agree	9	31.0%
Agree	18	62.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	6.9%
The district administration works to build leadership capacity and to enhance the personal and professional growth of administrators and teachers.		
	Count	Percentage
Strongly Agree	9	31.0%
Agree	18	62.1%
Disagree	2	6.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The professional development activities I have attended have been aligned with state standards, assessments, and the local school curriculum.		
	Count	Percentage
Strongly Agree	10	34.5%
Agree	18	62.1%
Disagree	1	3.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Teachers play a meaningful role in the design and selection of staff development programs.		
	Count	Percentage
Strongly Agree	5	17.2%
Agree	13	44.8%
Disagree	4	13.8%
Strongly Disagree	2	6.9%
Not Applicable or No Information	5	17.2%

GENERAL OPINION

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

Faculty members at Hickory Flat Attendance Center praised responsive administrators, a superintendent who listens, consistent communication, and a welcoming family-like atmosphere that makes the school a desirable place to work. Faculty value the district's efforts to meet students' academic and personal needs while creating meaningful opportunities for success which include collaborative data meetings, teacher support, student recognition programs, and AR incentives. Suggestions for improvement focused on strengthening student support systems and campus infrastructure, including more effective special education services, improved discipline practices, full-time nursing coverage, enhanced campus safety measures, and additional classroom and support space. Staff also noted opportunities to improve cleanliness and renovate facilities.

HICKORY FLAT ATTENDANCE CENTER PARENT SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	24	46.2%
Agree	24	46.2%
Disagree	2	3.8%
Strongly Disagree	1	1.9%
Not Applicable or No Information	1	1.9%
I have read and understood the Title I School-Parent Compact.		
	Count	Percentage
Yes	40	80.0%
No	10	20.0%
I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	5	2.8%
Computer Classes	14	7.8%
Conflict Resolution	12	6.7%
Discipline	10	5.6%
Drug/Alcohol Awareness	10	5.6%
English as a Second Language	3	1.7%
Health Classes	10	5.6%
Literacy Classes	5	2.8%
Math Classes	8	4.5%
Parent-to-School Relationships	14	7.8%
Parent/Child Communication	13	7.3%
Preparing for College	23	12.8%
Parenting Workshops	11	6.1%
Social Media Classes	5	2.8%
Stress/Anger Management	11	6.1%
Understanding College- and Career-Ready Standards	25	14.0%

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	16	11.3%
Help my child with homework	16	11.3%
How to motivate my child	14	9.9%
How to promote family reading	8	5.6%
How to set goals for my child	18	12.7%
Manage time	17	12.0%
Prepare my child for testing	24	16.9%
Understand my child's learning styles	29	20.4%

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

	Count	Percentage
Babysitting/childcare at parent meetings	9	7.4%
District and/or school newsletters	17	14.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	19	15.7%
Resource materials for parental training	12	9.9%
Training for parents to work with other parents on becoming involved in the schools	13	10.7%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	7	5.8%
Home/School folders	23	19.0%
Home/School Planners	21	17.4%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	25	48.1%
Agree	22	42.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	9.6%

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	26	28.3%
Building technological capacity and infrastructure	13	14.1%
Carrying out innovative blended learning projects	12	13.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	23	25.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	18	19.6%
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	23	17.6%
Supporting college and career counseling	30	22.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	28	21.4%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	32	24.4%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	18	13.7%

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	18	10.4%
Providing school-based mental health services and counseling	17	9.8%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	15	8.7%

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:

Establishing or improving dropout prevention	19	11.0%
Supporting re-entry programs and transition services for Justice-involved youth	7	4.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	20	11.6%
Implementing systems and practices to prevent bullying and harassment	32	18.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	24	13.9%
Establishing community partnerships	21	12.1%

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

	Count	Percentage
Strongly Agree	23	44.2%
Agree	24	46.2%
Disagree	3	5.8%
Strongly Disagree	1	1.9%
Not Applicable or No Information	1	1.9%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	21	40.4%
Agree	15	28.8%
Disagree	5	9.6%
Strongly Disagree	1	1.9%
Not Applicable or No Information	10	19.2%

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	20	38.5%
Agree	20	38.5%
Disagree	6	11.5%
Strongly Disagree	1	1.9%
Not Applicable or No Information	5	9.6%

Is your child an English Language Learner?

	Count	Percentage
Yes	13	25.0%
No	39	75.0%

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

	Count	Percentage
English Instruction	8	57.1%
Mentoring	1	7.1%
Academic or career counseling	4	28.6%
Mental Health counseling	1	7.1%

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

	Count	Percentage
Yes	13	100.0%
No	0	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT**Our school (district) actively promotes parent/teacher communication.**

	Count	Percentage
Strongly Agree	25	48.1%
Agree	21	40.4%
Disagree	5	9.6%
Strongly Disagree	1	1.9%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	24	46.2%
Agree	25	48.1%
Disagree	2	3.8%
Strongly Disagree	1	1.9%
Not Applicable or No Information	0	0.0%
For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	24	46.2%
Agree	24	46.2%
Disagree	3	5.8%
Strongly Disagree	1	1.9%
Not Applicable or No Information	0	0.0%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	21	40.4%
Agree	23	44.2%
Disagree	6	11.5%
Strongly Disagree	1	1.9%
Not Applicable or No Information	1	1.9%
Parents are informed of the school's policies.		
	Count	Percentage
Strongly Agree	23	44.2%
Agree	26	50.0%
Disagree	1	1.9%
Strongly Disagree	1	1.9%
Not Applicable or No Information	1	1.9%
The concerns of parents are reflected in decisions affecting our school.		
	Count	Percentage
Strongly Agree	18	34.6%
Agree	19	36.5%
Disagree	5	9.6%
Strongly Disagree	4	7.7%
Not Applicable or No Information	6	11.5%

Teachers regularly communicate with parents of their students.		
	Count	Percentage
Strongly Agree	19	36.5%
Agree	24	46.2%
Disagree	7	13.5%
Strongly Disagree	2	3.8%
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	23	44.2%
Agree	25	48.1%
Disagree	3	5.8%
Strongly Disagree	1	1.9%
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	19	36.5%
Agree	25	48.1%
Disagree	3	5.8%
Strongly Disagree	2	3.8%
Not Applicable or No Information	3	5.8%
Our community is actively involved in our school.		
	Count	Percentage
Strongly Agree	22	42.3%
Agree	26	50.0%
Disagree	2	3.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	3.8%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	26	12.4%
Checked my child's grades/assignments online	39	18.6%
Been in contact with my child's teacher	42	20.0%
Received a newsletter from the district, school, or teacher	40	19.0%
Worked with a committee or group on school or district policies	8	3.8%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	10	4.8%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	33	15.7%
Volunteered at my child's school	12	5.7%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	19	36.5%
Agree	26	50.0%
Disagree	2	3.8%
Strongly Disagree	2	3.8%
Not Applicable or No Information	3	5.8%
This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	21	40.4%
Agree	27	51.9%
Disagree	2	3.8%
Strongly Disagree	1	1.9%
Not Applicable or No Information	1	1.9%

As a whole, teachers are concerned about my son/daughter as an individual.		
	Count	Percentage
Strongly Agree	21	40.4%
Agree	25	48.1%
Disagree	4	7.7%
Strongly Disagree	1	1.9%
Not Applicable or No Information	1	1.9%
School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.		
	Count	Percentage
Strongly Agree	18	34.6%
Agree	25	48.1%
Disagree	2	3.8%
Strongly Disagree	2	3.8%
Not Applicable or No Information	5	9.6%
The transportation services to and from school meet the needs of students.		
	Count	Percentage
Strongly Agree	19	36.5%
Agree	24	46.2%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	15.4%
School (district) rules and regulations affecting students are reasonable.		
	Count	Percentage
Strongly Agree	20	38.5%
Agree	29	55.8%
Disagree	2	3.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%
The school's grading policies and practices are administered fairly.		
	Count	Percentage
Strongly Agree	21	40.4%
Agree	29	55.8%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	1.9%

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

	Count	Percentage
Strongly Agree	19	36.5%
Agree	29	55.8%
Disagree	1	1.9%
Strongly Disagree	1	1.9%
Not Applicable or No Information	2	3.8%

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
Playing independently or in a small group without needing to be constantly supervised.	32.7%	20.4%	2.0%	0.0%	44.9%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	31.2%	27.1%	0.0%	0.0%	41.7%
Making decisions for himself/herself and exploring new experiences.	28.6%	22.4%	2.0%	0.0%	46.9%
Understanding the difference between right and wrong and recognizing and respecting authority figures.	32.7%	20.4%	0.0%	2.0%	44.9%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	32.7%	22.4%	2.0%	0.0%	42.9%

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

	Count	Percentage
Strongly Agree	18	34.6%
Agree	18	34.6%
Disagree	2	3.8%
Strongly Disagree	1	1.9%
Not Applicable or No Information	13	25.0%

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	34.7%	16.3%	2.0%	2.0%	44.9%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences.	27.1%	27.1%	0.0%	0.0%	45.8%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	30.6%	24.5%	0.0%	0.0%	44.9%
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.	30.6%	20.4%	4.1%	0.0%	44.9%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	32.0%	18.0%	4.0%	0.0%	46.0%

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	25	48.1%
Agree	13	25.0%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	13	25.0%

My child's preschool or kindergarten class is warm and welcoming.		
	Count	Percentage
Strongly Agree	13	25.0%
Agree	10	19.2%
Disagree	1	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	28	53.8%

GENERAL OPINION

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

Parents of students from Hickory Flat Attendance Center praise the school for its caring, family-oriented culture, strong communication, and visible commitment to student success. Many parents highlighted administrators and teachers who make children feel welcomed, valued, and loved, while also keeping families well informed through newsletters, direct communication, grade updates, and social media. Parents also appreciated the school's community involvement, focus on student safety, and efforts to support academic growth from an early age. Suggestions for improvement centered on strengthening consistency and resources, including greater staff stability, stronger teacher accountability, and improved discipline procedures. Some parents mentioned the need for healthier and more varied cafeteria options, a full-time school nurse, enhanced campus security measures, clearer communication about high school coursework and college planning, and expanded extracurricular opportunities.

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	35	34.0%
Agree	60	58.3%
Disagree	3	2.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	4	3.9%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	27	26.2%
Agree	65	63.1%
Disagree	2	1.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	8	7.8%

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

	Count	Percentage
Strongly Agree	31	30.1%
Agree	60	58.3%
Disagree	7	6.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	4.9%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	30	29.1%
Agree	55	53.4%
Disagree	11	10.7%
Strongly Disagree	3	2.9%
Not Applicable or No Information	4	3.9%

My schoolwork is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	52	50.5%
Agree	43	41.7%
Disagree	4	3.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	3	2.9%

Our school (district) provides students with educational programs that are appropriate to their learning needs.		
	Count	Percentage
Strongly Agree	25	24.3%
Agree	61	59.2%
Disagree	11	10.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	5.8%
Homework that I am expected to complete helps me improve my learning.		
	Count	Percentage
Strongly Agree	21	20.4%
Agree	42	40.8%
Disagree	19	18.4%
Strongly Disagree	11	10.7%
Not Applicable or No Information	10	9.7%
I use additional resources, beyond the textbooks for my classes, to help me with my schoolwork.		
	Count	Percentage
Strongly Agree	25	24.3%
Agree	57	55.3%
Disagree	13	12.6%
Strongly Disagree	4	3.9%
Not Applicable or No Information	4	3.9%
I have been taught how to use the resources of the school and community to help me with my schoolwork.		
	Count	Percentage
Strongly Agree	36	35.0%
Agree	63	61.2%
Disagree	2	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.9%

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	30	29.1%
Agree	55	53.4%
Disagree	10	9.7%
Strongly Disagree	1	1.0%
Not Applicable or No Information	7	6.8%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	32	31.1%
Agree	58	56.3%
Disagree	8	7.8%
Strongly Disagree	2	1.9%
Not Applicable or No Information	3	2.9%

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

	Count	Percentage
Strongly Agree	32	31.1%
Agree	51	49.5%
Disagree	11	10.7%
Strongly Disagree	3	2.9%
Not Applicable or No Information	6	5.8%

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	28	27.2%
Agree	64	62.1%
Disagree	9	8.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.9%

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	40	38.8%
Agree	47	45.6%
Disagree	6	5.8%
Strongly Disagree	1	1.0%
Not Applicable or No Information	9	8.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	38	36.9%
Agree	50	48.5%
Disagree	9	8.7%
Strongly Disagree	1	1.0%
Not Applicable or No Information	5	4.9%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	25	24.3%
Agree	57	55.3%
Disagree	7	6.8%
Strongly Disagree	2	1.9%
Not Applicable or No Information	12	11.7%
For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	24	23.3%
Agree	59	57.3%
Disagree	9	8.7%
Strongly Disagree	8	7.8%
Not Applicable or No Information	3	2.9%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	35	34.0%
Agree	60	58.3%
Disagree	6	5.8%
Strongly Disagree	2	1.9%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	20	19.4%
Agree	63	61.2%
Disagree	16	15.5%
Strongly Disagree	1	1.0%
Not Applicable or No Information	3	2.9%
I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	31	30.1%
Agree	55	53.4%
Disagree	11	10.7%
Strongly Disagree	2	1.9%
Not Applicable or No Information	4	3.9%
Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	33	32.0%
Agree	57	55.3%
Disagree	5	4.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	7	6.8%
My teachers give me personal encouragement in my schoolwork.		
	Count	Percentage
Strongly Agree	31	30.1%
Agree	63	61.2%
Disagree	7	6.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.9%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	39	37.9%
Agree	55	53.4%
Disagree	4	3.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	4.9%

If I have a problem or suggestion for the principal, he/she is available.		
	Count	Percentage
Strongly Agree	31	30.1%
Agree	47	45.6%
Disagree	12	11.7%
Strongly Disagree	4	3.9%
Not Applicable or No Information	9	8.7%
The people in the principal's office care about students as individuals.		
	Count	Percentage
Strongly Agree	35	34.0%
Agree	45	43.7%
Disagree	13	12.6%
Strongly Disagree	2	1.9%
Not Applicable or No Information	8	7.8%
School spirit is very high at our school.		
	Count	Percentage
Strongly Agree	46	44.7%
Agree	42	40.8%
Disagree	8	7.8%
Strongly Disagree	1	1.0%
Not Applicable or No Information	6	5.8%
I am in the student activities (clubs, plays, sports, student government, music, etc.) that I want to be in.		
	Count	Percentage
Strongly Agree	29	28.2%
Agree	36	35.0%
Disagree	7	6.8%
Strongly Disagree	5	4.9%
Not Applicable or No Information	26	25.2%
In the student activities in which I participate, students are involved in planning the activities.		
	Count	Percentage
Strongly Agree	10	9.7%
Agree	47	45.6%
Disagree	13	12.6%
Strongly Disagree	6	5.8%
Not Applicable or No Information	27	26.2%

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

	Count	Percentage
Strongly Agree	25	24.3%
Agree	49	47.6%
Disagree	17	16.5%
Strongly Disagree	3	2.9%
Not Applicable or No Information	9	8.7%

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

	Count	Percentage
Strongly Agree	37	35.9%
Agree	43	41.7%
Disagree	6	5.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	17	16.5%

GENERAL OPINION

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

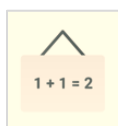
Students from Hickory Flat Attendance Center praised the school for its caring teachers, strong school spirit, family-like atmosphere, and commitment to helping students learn and succeed. Many students described teachers and administrators as kind, encouraging, and supportive, highlighting positive relationships, academic help, safety and a welcoming environment where students feel valued. Students also offered a wide range of ideas for improvement, with the most common requests including better and more varied lunch options, cleaner and updated bathrooms, additional extracurricular opportunities such as football, band, art, theater, soccer, and more clubs. Some students expressed a need for stronger discipline and fairness in handling student concerns, better support for mental health and students with disabilities, and greater attention to teacher professionalism and student voice.

STRENGTHS, CHALLENGES, AND NEXT STEPS

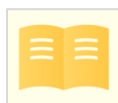
OVERVIEW

Hickory Flat Attendance Center shows a **strong academic foundation** with modest enrollment contraction and some unevenness across grade levels and student groups. **Enrollment declined** from 467 students in 2022 to 452 in 2026, while **chronic absence improved** from 27.5% in 2023 to 24.4% in 2024 **before rising again** to 26.7% in 2025. Academically, the school **demonstrates clear strengths** in mathematics, science, history, and several upper-grade outcomes, but literacy performance is less consistent, especially in middle grades. Stakeholder feedback reinforces the school's strengths: 100% of faculty agreed teachers are certified and effective, and 82.7% agreed they use disaggregated data to guide instruction.

STRENGTHS

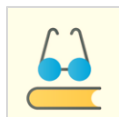


1. The school's strongest academic area is mathematics, where overall proficiency increased from 53.3% in 2023 to 61.6% in 2025. Several grade-level results are particularly strong, including third-grade math at 62.5%, fourth-grade math at 60.9%, eighth-grade math at 65.4%, and Algebra I at 60.9%. **Science is also a major strength**, with fifth-grade science at 71.4%, eighth-grade science at 63.6%, and Biology I at 64.3%. **U.S. History stands out as the school's highest-performing** tested area at 85.7%.

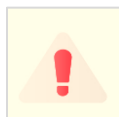


2. Reading results are mixed but include important positives. Fourth-grade ELA reached 60.9%, fifth-grade ELA reached 71.1%, sixth-grade ELA reached 50.0%, and English II reached 51.5%. These results **show that the school has effective literacy practices in several grade levels**, even though those practices are not yet producing consistent results across the full K–12 span. **Faculty survey responses support this instructional foundation**, with 96.6% agreement that classroom management strategies are effective, 93.1% agreement that teachers use strategies for students with special needs, and 89.7% agreement that teachers use evidence-based strategies to close achievement gaps.

CHALLENGES



1. The most significant challenge is uneven reading performance. Overall **reading proficiency declined** from 49.1% in 2024 to 40.8% in 2025. Middle-grade literacy is a particular concern, with seventh-grade ELA at 24.1% and eighth-grade ELA at 38.5%. Subgroup gaps are also evident. **Black students posted 21.1% reading proficiency, compared with 51.9% among White students** and 61.5% among non-economically disadvantaged students.



2. Although mathematics is a strength overall, subgroup gaps remain substantial. **Students with disabilities reached 31.7% proficiency in math**, compared with 68.8% for students without disabilities. **Science results show a similar concern**, with Black students at 36.4%, well below the schoolwide science performance level. These gaps indicate that the school's strongest instructional systems are not yet producing equally strong outcomes for all students.



3. Chronic absenteeism also requires continued attention. The 2025 rate of 26.7% means **more than one in four students missed** a substantial amount of instructional time. **Females had a chronic absence rate of 31.0%**, White students were at 25.3%, and students with disabilities were at 22.6%. While the school's attendance profile is not the most severe in the district, it still **presents a meaningful barrier to sustained academic growth**.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: SUMMER AND FALL 2026

1. Begin with a **focused literacy acceleration plan for grades 7 and 8**, where ELA results are weakest. Teachers should **administer beginning-of-year diagnostics**, identify skill gaps in comprehension, vocabulary, writing, and text evidence, and regroup students every four to six weeks based on progress. The school should also study stronger literacy results in grades 4, 5, 6, and English II, then **adapt those instructional routines for middle-grade classrooms**.

2. Launch an attendance recovery process before the first grading period ends. Students who were chronically absent in 2025 should be assigned a staff contact, and **families should receive individualized outreach** that identifies barriers such as transportation, health needs, motivation, counseling, or school supplies. Attendance

teams should **review student-level absence data every two weeks** and intervene **before students cross chronic absence thresholds**.

3. Strengthen support for students with disabilities immediately. General education and special education teachers should receive shared planning time, review accommodations together, and use short-cycle assessment results to adjust small-group instruction. This work should **focus first on math and reading**, where gaps between students with disabilities and their peers are most visible.

BY THE END OF 2026–2027

1. Hickory Flat should **implement a structured intervention system** that is scheduled, documented, and monitored across grade levels. Intervention should not depend on informal teacher availability; instead, **students should receive targeted support** during protected instructional time, with progress reviewed at least every four to six weeks. This system should **prioritize Black students in reading, students with disabilities in math, and students who are close to proficiency** but not yet meeting grade-level expectations.

2. The school should **preserve and replicate the school’s strongest instructional practices in mathematics, science, Algebra I, Biology I, and U.S. History**. Teachers in high-performing areas should help **identify common routines, assessment practices, pacing decisions, and intervention strategies that may be transferable** to weaker areas. This work should be organized through collaborative planning so that success is shared across departments rather than remaining isolated in individual classrooms.

3. The school should **strengthen transition supports between elementary, middle, and high school grade bands**. Because achievement varies sharply across grades, students should not move from one level to the next without a clear academic profile, intervention history, and priority skill plan. **Transition meetings should occur each spring**, with receiving teachers using that information to **plan early support for the next school year**.

MULTI-YEAR PRIORITIES: THROUGH 2028

1. Over time, the district should **develop Hickory Flat as a model for academic consistency across grade bands**. The school already **shows the ability to produce strong outcomes**, but it should focus on making those results less dependent on subject, grade, or subgroup. A **multi-year instructional alignment plan** should connect

curriculum pacing, common assessments, intervention practices, and data review from early grades through high school.

2. Build a more durable literacy pipeline that begins before middle school and extends through English II. This should include **annual reviews of reading performance** by cohort, **targeted writing instruction** across subjects, and **stronger support for students who enter grades 7 and 8 below proficiency**. The goal should be to prevent middle-grade literacy gaps from limiting later high school performance.

3. Continue strengthening family engagement and student support systems as enrollment patterns shift. With gradual demographic change and persistent attendance concerns, long-term success will depend on individualized outreach, stronger family communication, and early identification of barriers to attendance and achievement. Hickory Flat has the academic capacity to remain a district strength, but its next stage of improvement should **focus on making success more consistent, equitable, and sustainable**.



FIGURES

Figure 1: District Enrollment by Grade Level	5
Figure 2: District Enrollment Trends 2022-2026	6
Figure 3: District Enrollment by Grade Level Groups	6
Figure 4: District Changes in Enrollment over Five Years	7
Figure 5: District Enrollment by Demographic Group	7
Figure 6: District Change in Ethnic Group % of Enrollment Over Five Years	7
Figure 7: District Average Daily Attendance	9
Figure 8: District Estimated ADA as % of Enrollment	9
Figure 9: District Chronic Absence by Demographic Group	10
Figure 10: District Chronic Absence Percentage	10
Figure 11: District Chronic Absence Analysis	11
Figure 12: District Accountability Rating	12
Figure 13: District Accountability: Reading	13
Figure 14: District Accountability: Math	13
Figure 15: District Accountability: Science	14
Figure 16: District Accountability: History	14
Figure 17: District Accountability: English Proficiency	14
Figure 18: District Accountability: Advanced	15
Figure 19: District 4-Year Graduation	15
Figure 20: District Dropout Rate	15
Figure 21: District Accountability by Demographic Group: Reading	16
Figure 22: District Accountability by Demographic Group: Math	16
Figure 23: District Accountability by Demographic Group: Science	17
Figure 24: District Accountability by Demographic Group: History	17
Figure 25: District Graduation Rate by Demographic Group	18
Figure 26: District Accountability Trends	19
Figure 27: District Graduation Rate Trends 2024 to 2025	19
Figure 28: District 2025 Reading Proficiency Gap to Goal	20
Figure 29: District 2025 Math Proficiency Gap to Goal	20
Figure 30: District 2025 Science Proficiency Gap to Goal	21
Figure 31: District 2025 History Proficiency Gap to Goal	21
Figure 32: District Advanced Course Enrollment	22
Figure 33: District Post-Secondary Enrollment	23
Figure 34: District Junior ACT: Composite	25
Figure 35: District Junior ACT: English	25
Figure 36: District Junior ACT: Math	26
Figure 37: District Junior ACT: Science	26

Figure 38: District Junior ACT: Reading	26
Figure 39: District Kindergarten Readiness Assessment: Kindergarten Scaled Scores	27
Figure 40: District Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment	27
Figure 41: Percent of Third-Grade Students Allowed Good Cause Exemption by Reason for Promotion.....	28
Figure 42: District MAAP ELA Grades 3 and 4	29
Figure 43: District MAAP ELA Grades 5 and 6	29
Figure 44: District MAAP ELA Grades 7 and 8	30
Figure 45: District MAAP ELA English II	30
Figure 46: District MAAP Math Grades 3 and 4	31
Figure 47: District MAAP Math Grades 5 and 6	31
Figure 48: District MAAP Math Grades 7 and 8	32
Figure 49: District MAAP Math Algebra I.....	32
Figure 50: District MAAP-SCI Grades 5 and 8	33
Figure 51: District MAAP-EOC Biology I and U. S. History	33
Figure 52: District MAAP ELA % Proficiency	34
Figure 53: District MAAP Math % Proficiency	34
Figure 54: District MAAP Science and End-of-Course Proficiency.....	34
Figure 55: District MAAP Proficiency Gain/Loss Over Time: ELA.....	35
Figure 56: District MAAP Proficiency Gain/Loss Over Time: Math.....	35
Figure 57: District MAAP Proficiency Gain/Loss Over Time: Science and End-of-Course	35
Figure 58: Local Tax Basis.....	37
Figure 59: State Funding Outlook 2025-2026	38
Figure 60: Weighted Groups for MSFF Funding for 2025	39
Figure 61: District Title Program Allocations	40
Figure 62: District Revenue Sources.....	41
Figure 63: Increase/Decrease in Revenue 2023-2025	41
Figure 64: District Per Pupil Expenditures	42
Figure 65: District Expenditures by Function.....	42
Figure 66: District Expenditures by Function: Percent of Total	43
Figure 67: Changes in Proportions of Expenditure Functions 2023-2025.....	43
Figure 68: District Teaching Staff Experience by Percentage of Teachers	44
Figure 69: District Classroom Teachers and Per Pupil Ratio	45
Figure 70: District Teacher and Instructional Personnel Average Salaries	45
Figure 71: District Administrative and Support Personnel	46
Figure 72: District Administrative and Support Personnel Average Salaries.....	46
Figure 73: Distribution of Stakeholders	48
Figure 74: Distribution of Faculty/Staff Respondents by School	49
Figure 75: Distribution of Student Respondents by School	49
Figure 76: Distribution of Parent Respondents by School	49
Figure 77: District Next Steps.....	57
Figure 78: Ashland Elementary School Enrollment by Grade Level	92

Figure 79: Ashland Elementary School Enrollment Trends 2022-2026.....	92
Figure 80: Ashland Elementary School Enrollment by Demographic Group	92
Figure 81: Ashland Elementary School Change in Ethnic Group % of Enrollment Over 5 Years ..	93
Figure 82: Ashland Elementary School Average Daily Attendance.....	93
Figure 83: Ashland Elementary School Estimated Average Daily Attendance as Percentage of Enrollment	93
Figure 84: Ashland Elementary School Chronic Absence by Demographic Group.....	94
Figure 85: Ashland Elementary School Chronic Absence	94
Figure 86: Ashland Elementary School Accountability Rating	95
Figure 87: Ashland Elementary School Accountability: Reading	95
Figure 88: Ashland Elementary School Accountability: Math	96
Figure 89: Ashland Elementary School Accountability: Science.....	96
Figure 90: Ashland Elementary School Accountability: English Proficiency	97
Figure 91: Ashland Elementary School Accountability by Demographic Group: Reading.....	97
Figure 92: Ashland Elementary School Accountability by Demographic Group: Math	98
Figure 93: Ashland Elementary School Accountability by Demographic Group: Science.....	98
Figure 94: Ashland Elementary School 2025 Reading Proficiency Gap to Goal	99
Figure 95: Ashland Elementary School 2025 Math Proficiency Gap to Goal	99
Figure 96: Ashland Elementary School 2025 Science Proficiency Gap to Goal.....	100
Figure 97: Ashland Elementary School Kindergarten Readiness Assessment: Kindergarten Scaled Scores	101
Figure 98: Ashland Elementary School MAAP ELA Grades 3 and 4.....	101
Figure 99: Ashland Elementary School MAAP ELA Grades 5 and 6.....	102
Figure 100: Ashland Elementary School MAAP Math Grades 3 and 4.....	102
Figure 101: Ashland Elementary School MAAP Math Grades 5 and 6.....	103
Figure 102: Ashland Elementary School MAAP SCIENCE Grade 5	103
Figure 103: Ashland Elementary School Teaching Staff Experience by Percentage of Teachers	104
Figure 104: Ashland Middle/High School Enrollment by Grade Level.....	142
Figure 105: Ashland Middle/High School Enrollment Trends 2022-2026.....	142
Figure 106: Ashland Middle/High School Enrollment by Demographic Group.....	143
Figure 107: Ashland Middle/High School Change in Ethnic Group % of Enrollment Over 5 Years	143
Figure 108: Ashland Middle/High School Average Daily Attendance.....	143
Figure 109: Ashland Middle/High School Estimated Average Daily Attendance as Percentage of Enrollment	144
Figure 110: Ashland Middle/High School Chronic Absence	144
Figure 111: Ashland Middle/High School Chronic Absence Percentage by Demographic Group	145
Figure 112: Ashland Middle/High School Accountability Rating	146
Figure 113: Ashland Middle/High School Accountability: Reading	146
Figure 114: Ashland Middle/High School Accountability: Math	147

Figure 115: Ashland Middle/High School Accountability: Science	147
Figure 116: Ashland Middle/High School Accountability: History	148
Figure 117: Ashland Middle/High School Accountability: Advanced	148
Figure 118: Ashland Middle/High School Accountability by Demographic Group: Reading	149
Figure 119: Ashland Middle/High School Accountability by Demographic Group: Math	149
Figure 120: Ashland Middle/High School Accountability by Demographic Group: Science	150
Figure 121: Ashland Middle/High School Accountability by Demographic Group: History	150
Figure 122: Ashland Middle/High School 2025 Reading Proficiency Gap to Goal	151
Figure 123: Ashland Middle/High School 2025 Math Proficiency Gap to Goal	151
Figure 124: Ashland Middle/High School 2025 Science Proficiency Gap to Goal	152
Figure 125: Ashland Middle/High School 2025 History Proficiency Gap to Goal	152
Figure 126: Ashland Middle/High School 4-Year Graduation Rate	153
Figure 127: Ashland Middle/High School Dropout Rate	153
Figure 128: Ashland Middle/High School Advanced Course Enrollment	154
Figure 129: Ashland Middle/High School Post-Secondary Enrollment by Demographic Group	154
Figure 130: Ashland Middle/High School Junior ACT Scores: Composite	156
Figure 131: Ashland Middle/High School Junior ACT Scores: English	156
Figure 132: Ashland Middle/High School Junior ACT Scores: Math	156
Figure 133: Ashland Middle/High School Junior ACT Scores: Science	157
Figure 134: Ashland Middle/High School Junior ACT Scores: Reading	157
Figure 135: Ashland Middle/High School MAAP ELA Grades 7 and 8I	157
Figure 136: Ashland Middle/High School MAAP MATH Grades 7 and 8	158
Figure 137: Ashland Middle/High School MAAP ELA and MATH English II and Algebra I	158
Figure 138: Ashland Middle/High School MAAP SCIENCE Grade 8	159
Figure 139: Ashland Middle/High School MAAP End-Of-Course Biology I and U. S. History	159
Figure 140: Ashland Middle/High School Teaching Staff Experience by Percentage of Teachers	160
Figure 141: Hickory Flat Attendance Center Enrollment by Grade Level	198
Figure 142: Hickory Flat Attendance Center Enrollment Trends 2022-2026	199
Figure 143: Hickory Flat Attendance Center Enrollment by Demographic Group	199
Figure 144: Hickory Flat Attendance Center Change in Ethnic Group % of Enrollment Over 5 Years	199
Figure 145: Hickory Flat Attendance Center Average Daily Attendance	200
Figure 146: Hickory Flat Attendance Center Estimated Average Daily Attendance as Percentage of Enrollment	201
Figure 147: Hickory Flat Attendance Center Chronic Absence	201
Figure 148: Hickory Flat Attendance Center Chronic Absence Percentage by Demographic Group	202
Figure 149: Hickory Flat Attendance Center Accountability Rating	203
Figure 150: Hickory Flat Attendance Center Accountability: Reading	203
Figure 151: Hickory Flat Attendance Center Accountability: Math	204

Figure 152: Hickory Flat Attendance Center Accountability: Science	204
Figure 153: Hickory Flat Attendance Center Accountability: History	205
Figure 154: Hickory Flat Attendance Center Accountability: Advanced	205
Figure 155: Hickory Flat Attendance Center Accountability by Demographic Group: Reading	206
Figure 156: Hickory Flat Attendance Center Accountability by Demographic Group: Math	206
Figure 157: Hickory Flat Attendance Center Accountability by Demographic Group: Science	207
Figure 158: Hickory Flat Attendance Center Accountability by Demographic Group: History .	207
Figure 159: Hickory Flat Attendance Center 2025 Reading Proficiency Gap to Goal.....	208
Figure 160: Hickory Flat Attendance Center 2025 Math Proficiency Gap to Goal	208
Figure 161: Hickory Flat Attendance Center 2025 Science Proficiency Gap to Goal.....	209
Figure 162: Hickory Flat Attendance Center 2025 History Proficiency Gap to Goal	209
Figure 163: Hickory Flat Attendance Center 4-Year Graduation Rate	210
Figure 164: Hickory Flat Attendance Center Dropout Rate.....	210
Figure 165: Hickory Flat Attendance Center Junior ACT Scores: Composite	211
Figure 166: Hickory Flat Attendance Center Junior ACT Scores: English	211
Figure 167: Hickory Flat Attendance Center Junior ACT Scores: Math	212
Figure 168: Hickory Flat Attendance Center Junior ACT Scores: Science.....	212
Figure 169: Hickory Flat Attendance Center Junior ACT Scores: Reading.....	212
Figure 170: Hickory Flat Attendance Center Kindergarten Readiness Assessment: Kindergarten Scaled Scores	213
Figure 171: Hickory Flat Attendance Center Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment	213
Figure 172: Hickory Flat Attendance Center MAAP ELA Grades 3 and 4	214
Figure 173: Hickory Flat Attendance Center MAAP ELA Grades 5 and 6.....	214
Figure 174: Hickory Flat Attendance Center MAAP ELA Grades 7 and 8.....	215
Figure 175: Hickory Flat Attendance Center MAAP ELA English II	215
Figure 176: Hickory Flat Attendance Center MAAP Math Grades 3 and 4	216
Figure 177: Hickory Flat Attendance Center MAAP Math Grades 5 and 6.....	216
Figure 178: Hickory Flat Attendance Center MAAP Math Grades 7 and 8.....	217
Figure 179: Hickory Flat Attendance Center MAAP Math Algebra I	217
Figure 180: Hickory Flat Attendance Center MAAP SCIENCE Grades 5 and 8	218
Figure 181: Hickory Flat Attendance Center MAAP End-Of-Course Biology I and U. S. History	218
Figure 182: Hickory Flat Attendance Center Teaching Staff Experience by Percentage of Teachers.....	219



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