Education Resources, LLC

MISSISSIPPI DIVISION

2025

COMPREHENSIVE
NEEDS ASSESSMENT

BENTON COUNTY
SCHOOL DISTRICT
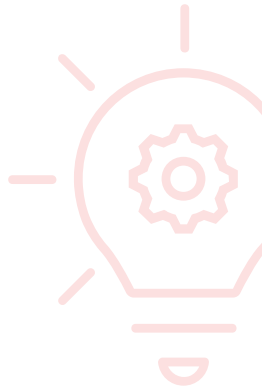
BENTON COUNTY SCHOOL DISTRICT

2025 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

©2025

Benton County School District
231 Court Street • Ashland, MS • 38603
PH: 662-224-6252 | FX: 662-224-3607

TABLE OF CONTENTS

Table of Contents

Table of Contents

Introduction

DISTRICT PROFILE

Benton County School District, located at 231 Court Street in Ashland, Mississippi, serves as the primary public education provider for Benton County. The district office is situated across from the historic Benton County Courthouse and operates under the vision of "Rising to Excellence," with a mission to empower students to succeed today and prepare for tomorrow through an inclusive, innovative, and student-centered environment. The district encompasses three schools, including Ashland Middle/High School, Ashland Elementary School, and Hickory Flat Attendance Center and serves nine hundred nine (909) students in prekindergarten through twelfth grades (PK-12). It also operates a career and technical center and an alternative school. The district is rural and remote, reflecting the county's geography and community.

Historically, Benton County's schools date back to the founding of Ashland Academy in 1882, with a legacy shaped by local educational leaders and the region's agricultural economy. The district's school calendar once accommodated farming schedules, and the area's approach to school integration was notable for providing more equitable facilities than many other Mississippi counties. Today, the district remains active with a variety of events and initiatives, such as regular school board meetings, career fairs, kindergarten registration, spelling bees, and student trips to New York and Washington, D.C. The district also emphasizes community engagement through programs like Family Literacy & Title Night, Veterans Day events, and partnerships highlighted by visits from local leaders and representatives.

MISSION AND VISION

OUR 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.

OUR VISION

Rising to Excellence

> **"** The function of education is to teach one to think intensively and to think critically.
>
> Intelligence plus character — that is the goal of true education.
>
> Martin Luther King Jr. **"**

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 located in the northern part of the state, bordering Tennessee and included in the Memphis metropolitan area. Established in 1870 and named for Confederate Brigadier General Samuel Benton, the county seat is Ashland, with Hickory Flat as its largest town. Covering 409 square miles, Benton County is characterized by rolling hills, forests, and the headwaters of the Wolf River, with part of the Holly Springs National Forest within its boundaries. Economically, the county relies heavily on forestry and forest products, which contribute over $3.5 million in annual output and provide jobs in logging, wood products, and furniture manufacturing. Other significant economic drivers include agriculture, manufacturing and healthcare. Attractions in and around Benton County include outdoor recreation in the Holly Springs National Forest and proximity to cultural sites in the greater Memphis area. In 2024, Benton County had a population of 7,566 people with a median age of 38.7 and a median household income of $43,247. Demographically, the population was 62.9% White, 37.6% Black, and 2.6% Hispanic.

The U. S. Census Bureau estimates the poverty rate for Benton County to be 23.1%, with 36% of children birth to 17 years old living in poverty and 38.6% of children ages 5 to 17 living in poverty-related households.

DISTRICT CHARACTERISTICS

The Benton County School District is based in Ashland, Mississippi. The district's boundaries parallel those of Benton County. In addition to Ashland, the district serves the town of Hickory Flat, and the communities of Michigan City, Hopewell, and Pine Grove, as well as rural areas in Benton County. All schools within the district are rural. In Benton County School District, 100% of students are eligible for free or reduced-price meals. This is because the district is considered a "high-poverty" area, where over 75% of students qualify for free or reduced-price meals.

Within Benton County School District, as reported by the *Small Area Income and Poverty Estimate* from the U. S. Census Bureau, about 37.9% of children between ages 5 and 17 live in poverty-related households.

> *HICKORY FLAT ATTENDANCE CENTER HAS BEEN AWARDED THE READING IS FUNDAMENTAL (RIF) GRANT FOR THE 2024-2025 SCHOOL YEAR. THIS INCREDIBLE GRANT ALLOWS HFAC TO CONTINUE FOSTERING A LOVE OF READING AMONG STUDENTS BY GIVING THEM THE OPPORTUNITY TO TAKE HOME BOOKS OF THEIR OWN.*

ENROLLMENT AND ATTENDANCE

BENTON COUNTY SCHOOL DISTRICT ENROLLMENT

	2023	2024	2025
ALL	961	933	909
PK	16	*	*
K	93	82	81
ELEM_SPED	*	*	*
GR_1	62	76	77
GR_2	68	62	79
GR_3	74	67	68
GR_4	58	68	61
GR_5	66	62	70
GR_6	73	67	68
GR_7	70	76	60
GR_8	87	65	66
GR_9	76	93	69
GR_10	71	74	84
GR_11	69	62	71
GR_12	60	63	55
SEC_SPED	*	*	*

(MDE, 2023, 2024, 2025, Enrollment)

Figure 1: District Enrollment
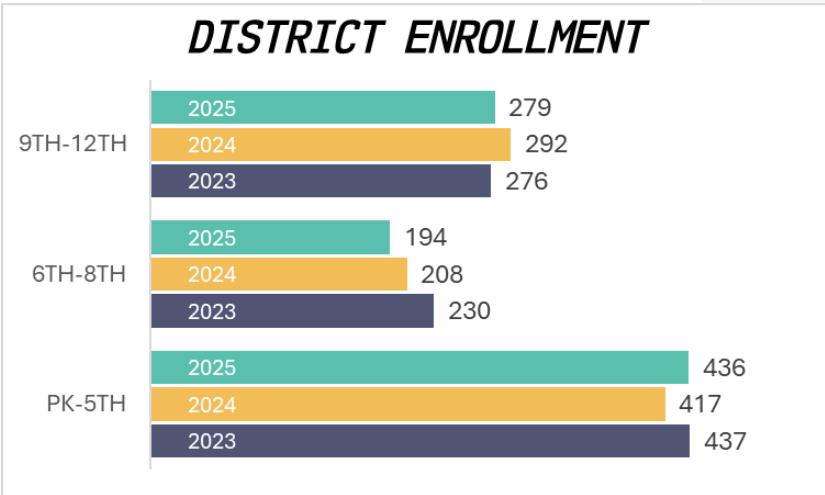
Figure 2: District Enrollment by Grade Group

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

TAKEAWAY

District enrollment is decreasing, dropping 5.4% over three years. High school enrollment increased 1.1% but middle school lost 15.7%.

From a demographic perspective, the proportion of Black or African American students rose by 2.3%, and the percentage of Hispanic students increased by 3.2%.

Average daily attendance decreased to 92.4% of total enrollment between 2022 and 2024. ADA is not counted for prekindergarten.

The district significantly reduced its chronic absence rate, lowering its percentage of chronically absent students from 35.6% in 2022 to 22.3% in 2024, lower than the state average of 22.4%.

BENTON COUNTY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP

		2022	2023	2024
ALL	ALL	917	961	933
GENDER	FEMALE	425	468	471
	MALE	492	493	462
RACE	BLACK OR AFRICAN AMERICAN	373	427	401
	HISPANIC OR LATINO	*	32	30
	TWO OR MORE RACES	39	41	41
	WHITE	468	461	461
		(MDE, 2022, 2023, 2024, Enrollment)		

Figure 3: District Enrollment by Demographic Group

BENTON COUNTY SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE

	2022	2023	2024
ALL	806.1	868.8	847.6
K	59.2	81.6	73.7
ELEM_SPED	8.3	13.0	9.9
GR_1	54.9	58.0	69.0
GR_2	67.4	65.4	59.3
GR_3	59.4	68.1	64.4
GR_4	53.4	56.8	62.9
GR_5	62.7	60.1	58.8
GR_6	60.7	68.5	59.1
GR_7	79.5	66.3	69.8
GR_8	67.3	79.3	58.7
GR_9	60.9	68.7	81.0
GR_10	65.7	64.1	66.0
GR_11	56.4	60.8	55.1
GR_12	42.1	53.4	56.1
SEC_SPED	8.2	4.9	3.9
	(MDE, 2022, 2023, 2024, Superintendent's Annual Report)		

Figure 4: District Average Daily Attendance

ADA Compared to Total Enrollment (Less PK)

2022	2023	2024
89.6%	**93.7%**	**92.4%**

Figure 5: ADA Compared to Total Enrollment

CHRONIC ABSENCE

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

BENTON COUNTY SCHOOL DISTRICT CHRONIC ABSENCE

■ 2022 ■ 2023 ■ 2024

	2022	2023	2024
ALL	35.6	24.4	22.3
FEMALE	38.6	25.9	26.6
MALE	33.0	23.0	17.8
STUDENTS WITH DISABILITIES	40.9	32.5	25.7
STUDENTS WITHOUT DISABILITIES	34.3	22.3	21.5
BLACK OR AFRICAN AMERICAN	35.7	23.3	20.6
HISPANIC OR LATINO	60.5	25.7	20.6
TWO OR MORE RACES	47.7	35.6	31.1
WHITE	32.4	24.3	23.1

(MDE, 2022, 2023, 2024, Chronic Absence)
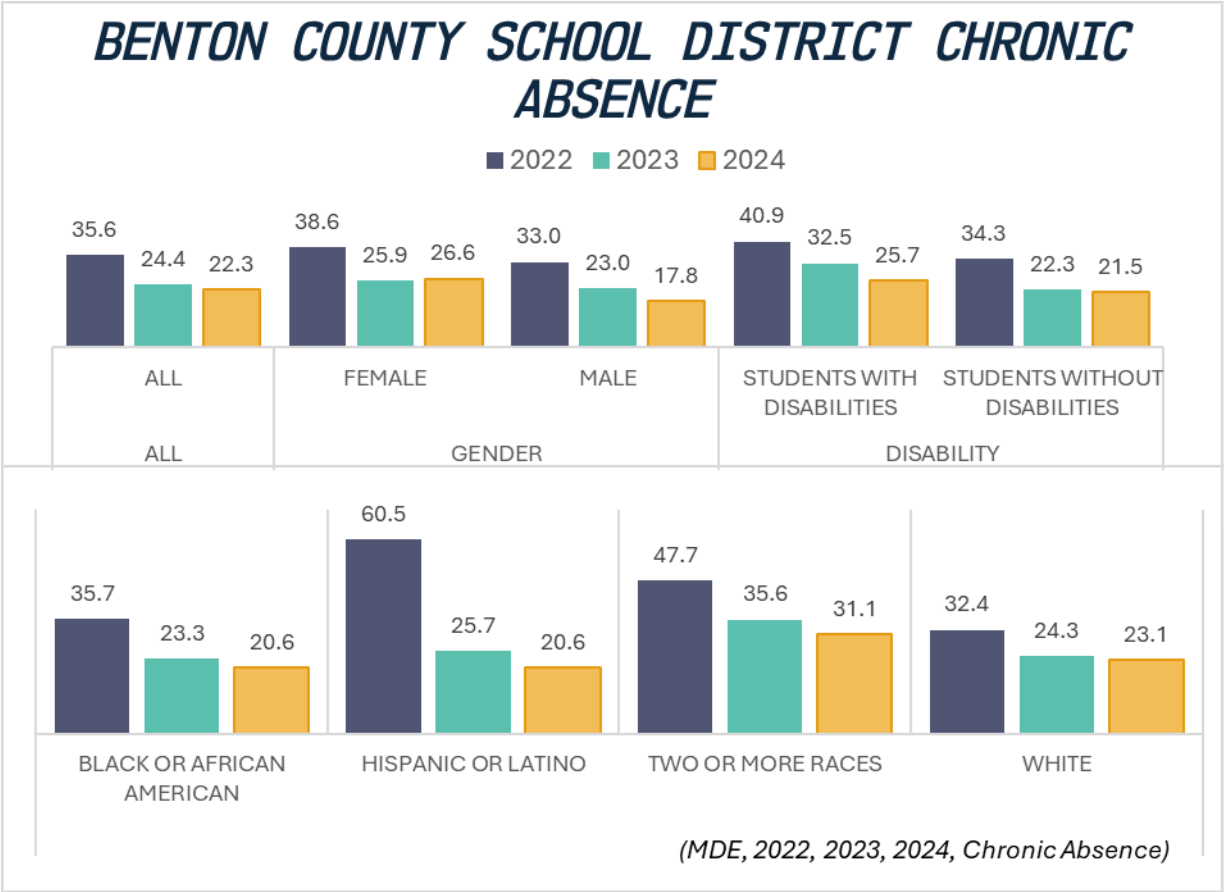
Figure 6: District Chronic Absence
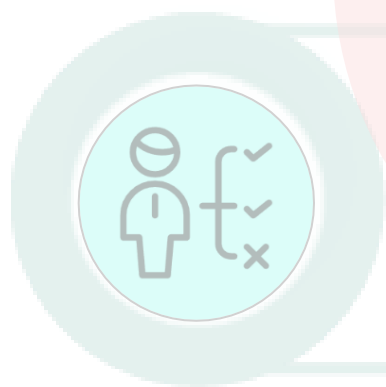
ACCOUNTABILITY

> " While many factors contribute to raising student achievement, experience shows that by holding schools accountable for student learning—by measuring student performance against objective standards—we see results.
>
> Accountability itself does not improve student outcomes, but the data it produces should inspire action that will improve student outcomes.
>
> School accountability is the foundation for a strong state education system because what gets measured, gets done. School accountability systems serve two main functions:
>
> - Define and measure what matters.
> - Communicate the results.
>
> Providing transparent information to all stakeholders – students, parents, teachers, administrators, policymakers, etc. – empowers them with data to facilitate continuous improvement, direct resources where they are needed most and make informed choices that are best for their family, school, and community.   "
>
> *(ExcelinEd. 2022)*

TAKEAWAY

Although the district's accountability rating slipped back to a "C" in 2024, accountability points actually only declined by 3 from 2023 scores. History proficiency scores dropped as did growth in math and ELA. Proficiency in math and ELA, however, increased, as did other accountability measures.

Changes in proficiency scores were mixed across demographic groups with no trends apparent. Graduation rates were markedly higher for the class of 2024, coming in at 96.9%, with a dropout rate of only 1.6%

No demographic groups have reached the 70% proficiency goal MDE set for 2027 in reading, math, or science. White students have surpassed the goal, however, in history.

RATINGS AND PROFICIENCY

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY

	2022	2023	2024
	C	**B**	**C**
POINTS	564 ⬆	601 ⬇	598

(MDE, 2022, 2023, 2024, Accountability)

Figure 7: District Accountability Rating

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY: READING

READING % PROFICIENT

Year	%
2024	39.5%
2023	38.1%
2022	39.4%

READING % GROWTH

Year	%
2024	59.0%
2023	54.5%

% READING GROWTH LOWEST QUARTILE

Year	%
2024	45.1%
2023	51.5%

(MDE, 2022, 2023, 2024, Accountability)
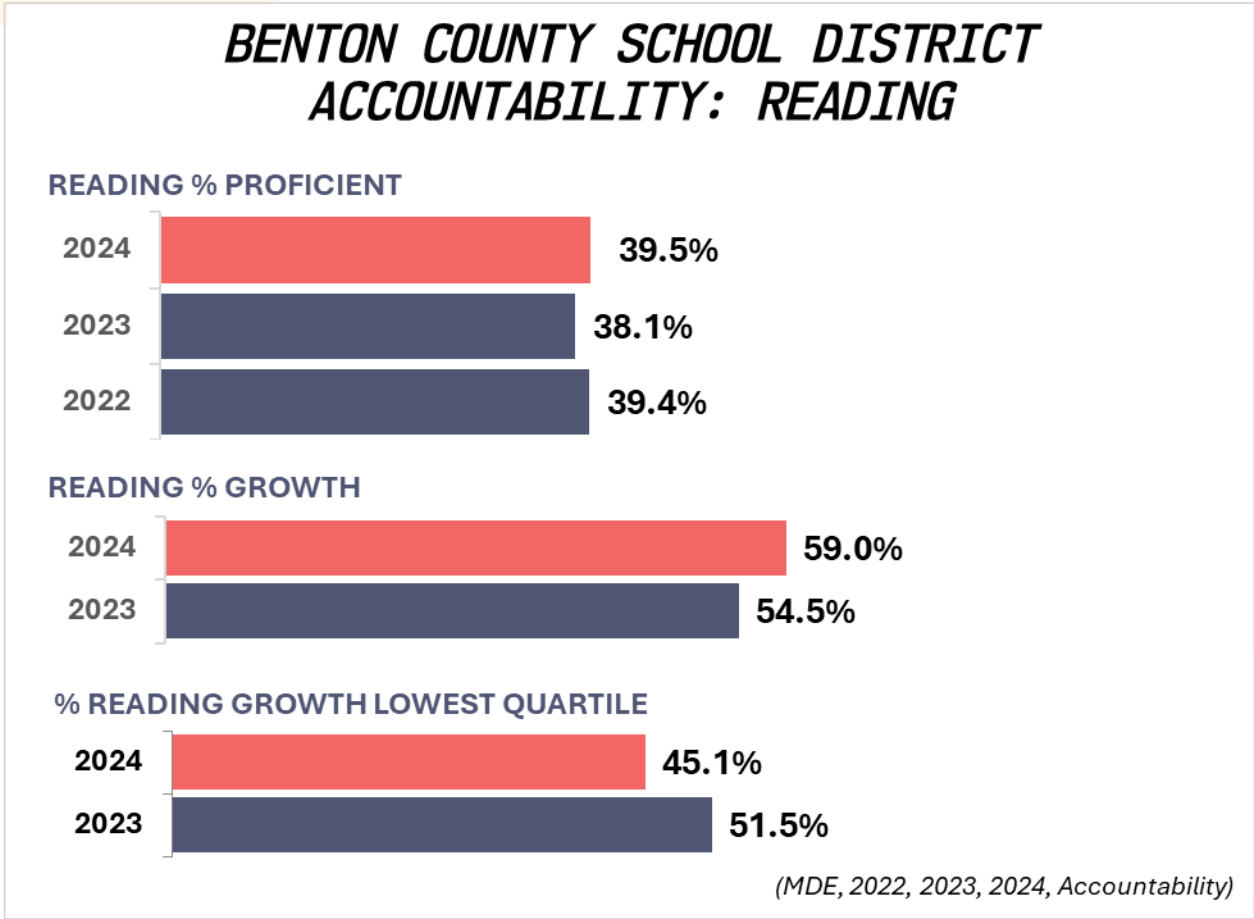
Figure 8: District Accountability: Reading

BENTON COUNTY SCHOOL DISTRICT
ACCOUNTABILITY: MATH

MATH % PROFICIENT

2024	39.5%
2023	38.9%
2022	34.8%

MATH % GROWTH

2024	55.6%
2023	62.9%

% MATH GROWTH LOWEST QUARTILE

2024	51.7%
2023	56.7%

(MDE, 2022, 2023, 2024, Accountability)
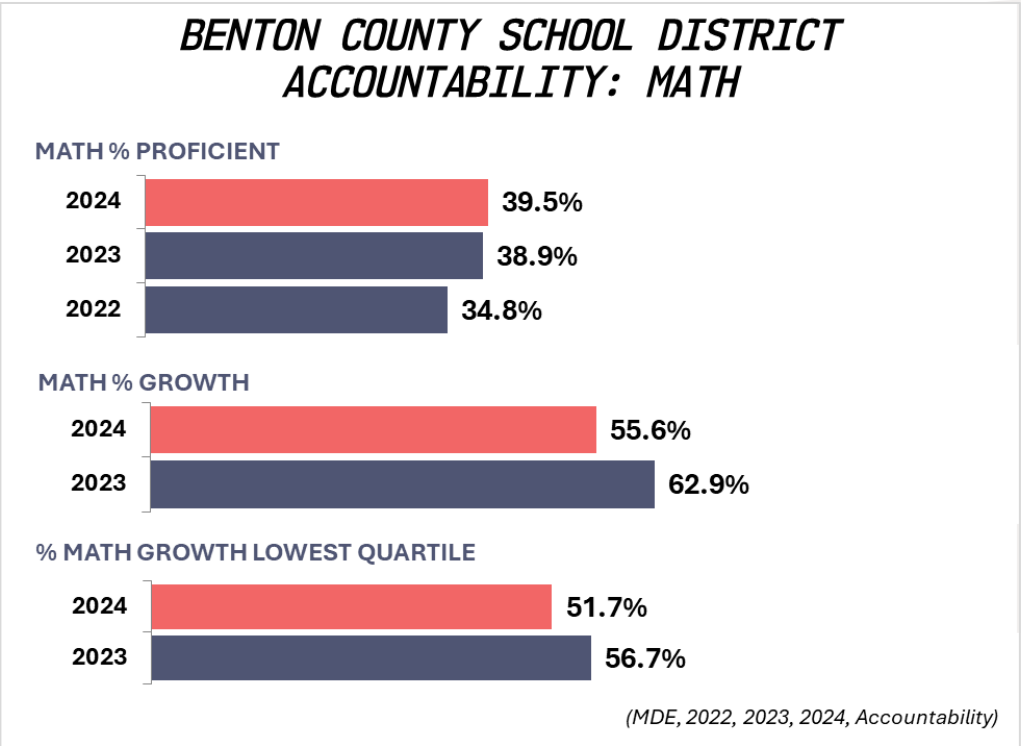
Figure 9: District Accountability: Math

BENTON COUNTY SCHOOL DISTRICT
ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT

2024	56.2%
2023	50.9%
2022	49.8%

(MDE, 2022, 2023, 2024, Accountability)
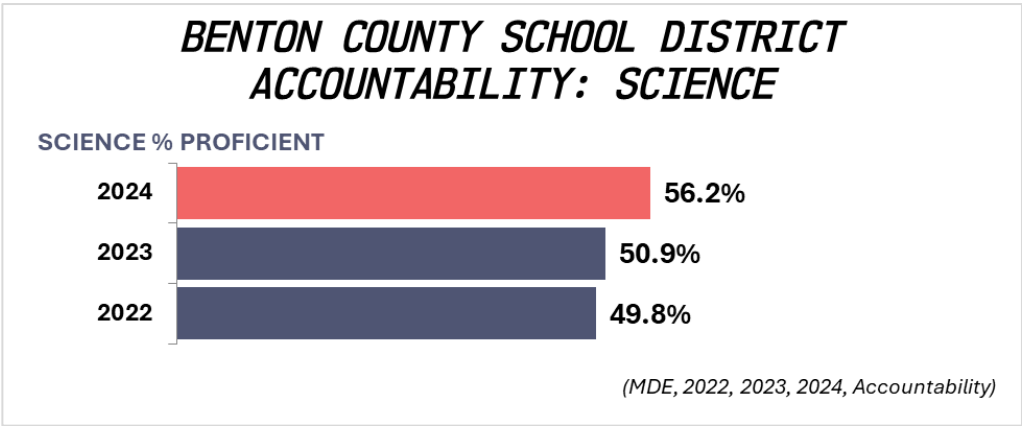
Figure 10: District Accountability: Science

BENTON COUNTY SCHOOL DISTRICT
ACCOUNTABILITY: HISTORY

HISTORY % PROFICIENT

2024	58.1%
2023	76.6%
2022	52.5%

(MDE, 2022, 2023, 2024, Accountability)
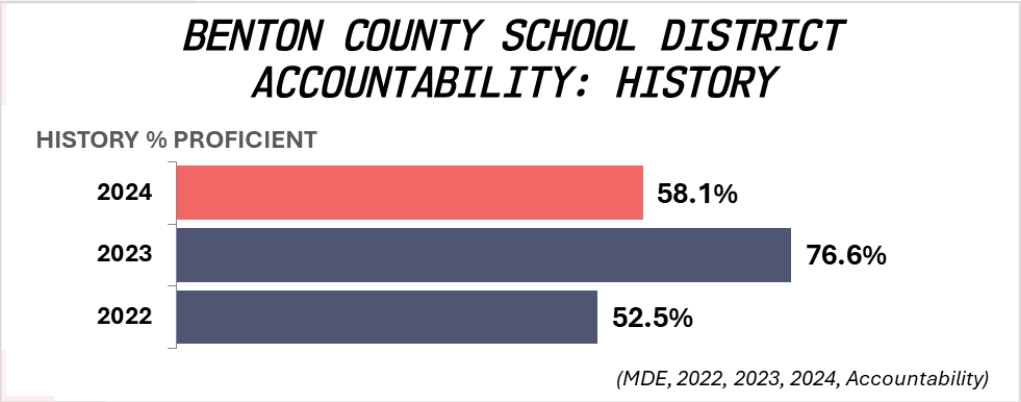
Figure 11: District Accountability: History

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY: ADVANCED

COLLEGE AND CAREER READINESS

- 2024: 67.8%
- 2023: 50.0%
- 2022: 13.8%

ACCELERATION

- 2024: 64.8%
- 2023: 62.4%
- 2022: 80.8%

(MDE, 2022, 2023, 2024, Accountability)
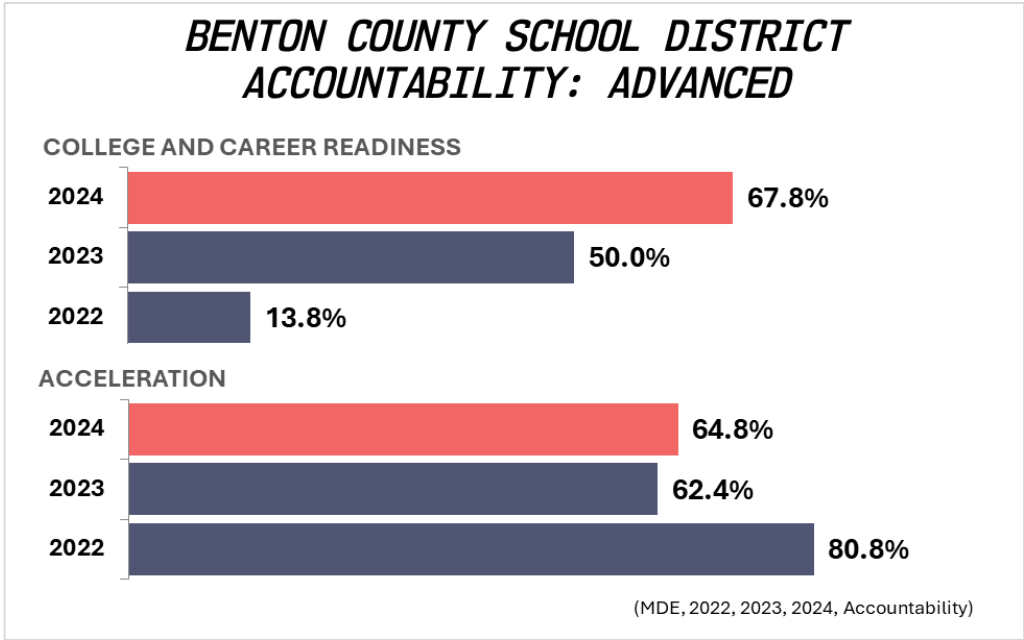
Figure 12: District Accountability: Advanced

BENTON COUNTY SCHOOL DISTRICT ACCOUNTABILITY: ENGLISH PROFICIENCY

ENGLISH LANGUAGE LEARNERS PROFICIENCY

- 2024: 0.0%
- 2023: 50.0%

ENGLISH LANGUAGE LEARNERS GROWTH

- 2024: 68.8%
- 2023: 50.0%

(MDE, 2022, 2023, 2024, Accountability)
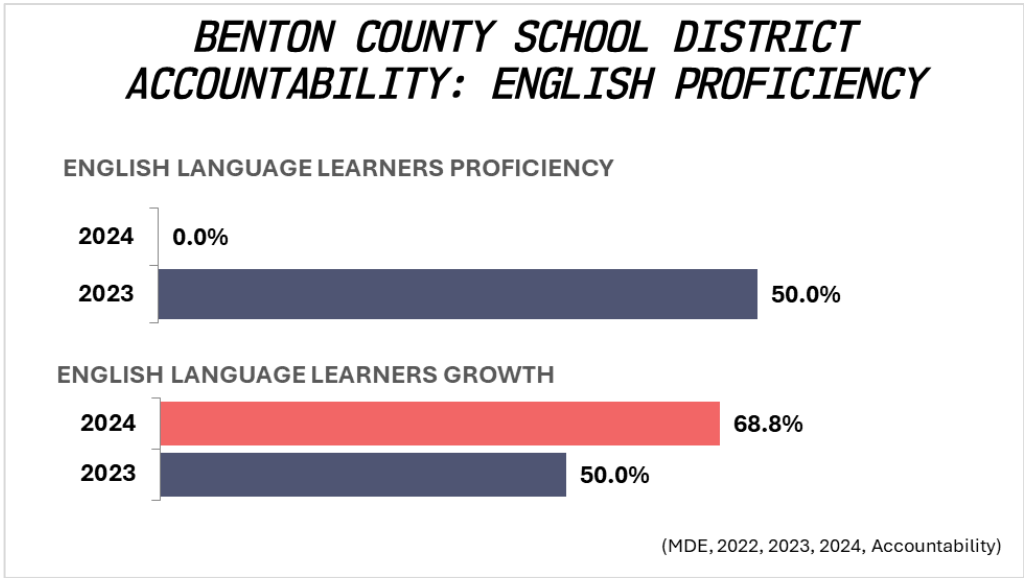
Figure 13: District Accountability: English Proficiency

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

DEMOGRAPHIC PROFICIENCY

BENTON COUNTY SCHOOL DISTRICT PROFICIENCY BY DEMOGRAPHIC GROUP: READING

■ 2022 ■ 2023 ■ 2024

GENDER

FEMALE: 46.3, 41.5, 44.2
MALE: 33.2, 35, 34.7

DISABILITY

STUDENTS WITH DISABILITIES: 21.5, 18.1, 29.5
STUDENTS WITHOUT DISABILITIES: 44.4, 43.4, 41.9

ECONOMIC STATUS

ECONOMICALLY DISADVANTAGED: 39.4, 38.1, 39.5

ENGLISH PROFICIENCY

NON LIMITED ENGLISH PROFICIENCY: 39.6, 38.5, 39.3

RACE

BLACK OR AFRICAN AMERICAN: 25.3, 27, 28.2
HISPANIC OR LATINO: 44.4, 61.1, 54.5
TWO OR MORE RACES: 61.5, 41.2, 33.3
WHITE: 50.4, 47, 50.2

(MDE, 2022, 2023, 2024, Accountability)

Figure 14: District Proficiency by Demographic Group: Reading

BENTON COUNTY SCHOOL DISTRICT PROFICIENCY BY DEMOGRAPHIC GROUP: MATH

■ 2022 ■ 2023 ■ 2024

GENDER

FEMALE: 37.8, 40.3, 42.2
MALE: 32.2, 37.5, 36.8

DISABILITY

STUDENTS WITH DISABILITIES: 16.2, 17, 24.4
STUDENTS WITHOUT DISABILITIES: 39.8, 44.5, 43.3

ECONOMIC STATUS

ECONOMICALLY DISADVANTAGED: 34.8, 38.9, 39.5

ENGLISH PROFICIENCY

NON LIMITED ENGLISH PROFICIENCY: 35.2, 38.9, 39.6

RACE

BLACK OR AFRICAN AMERICAN: 21.6, 24.7, 27.9
HISPANIC OR LATINO: 28.6, 43.8, 45.5
TWO OR MORE RACES: 33.3, 18.8, 33.3
WHITE: 47.2, 53.9, 51.2

(MDE, 2022, 2023, 2024, Accountability)

Figure 15: District Proficiency by Demographic Group: Math
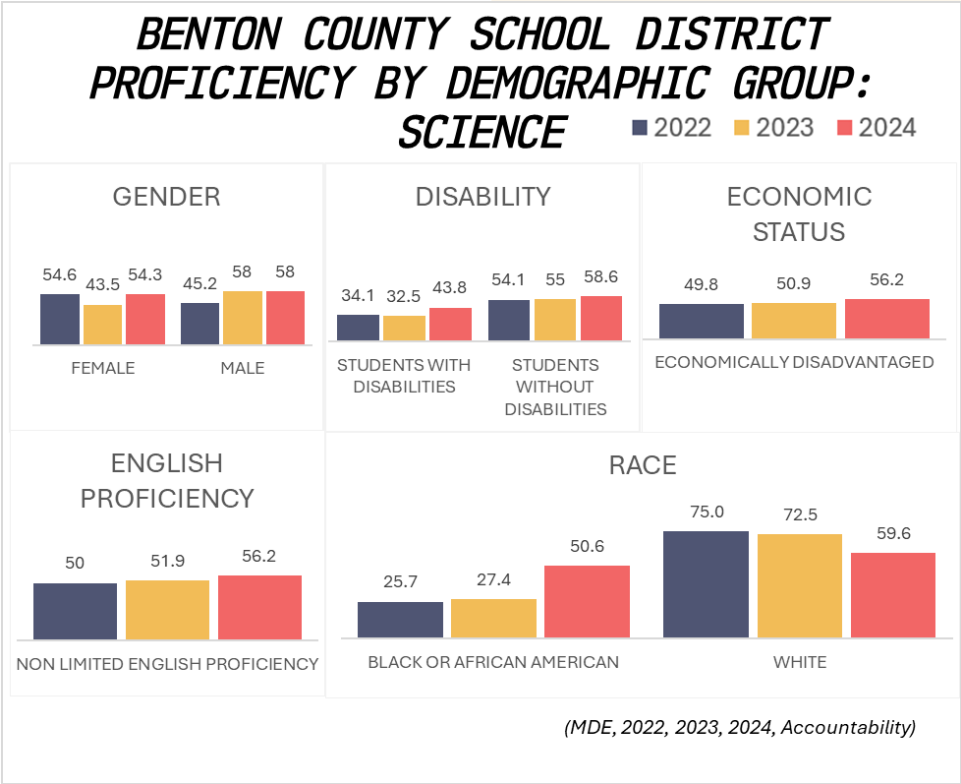
Figure 16: District Proficiency by Demographic Group: Science
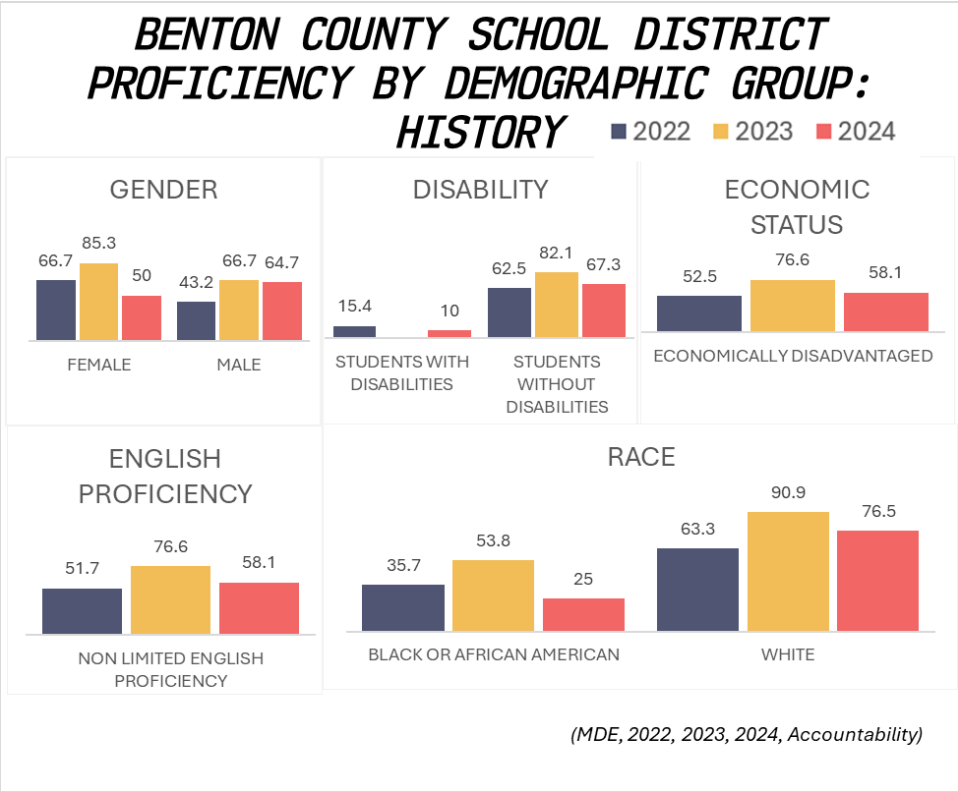
Figure 17: District Proficiency by Demographic Group: History

2024 READING PROFICIENCY GAP TO 70% BY 2027

	70%
FEMALE	44.2%
MALE	34.7%
STUDENTS WITH DISABILITIES	29.5%
STUDENTS WITHOUT DISABILITIES	41.9%
ECONOMICALLY DISADVANTAGED	39.5%
NON LIMITED ENGLISH PROFICIENCY	39.3%
BLACK OR AFRICAN AMERICAN	28.2%
HISPANIC OR LATINO	54.5%
TWO OR MORE RACES	33.3%
WHITE	50.2%
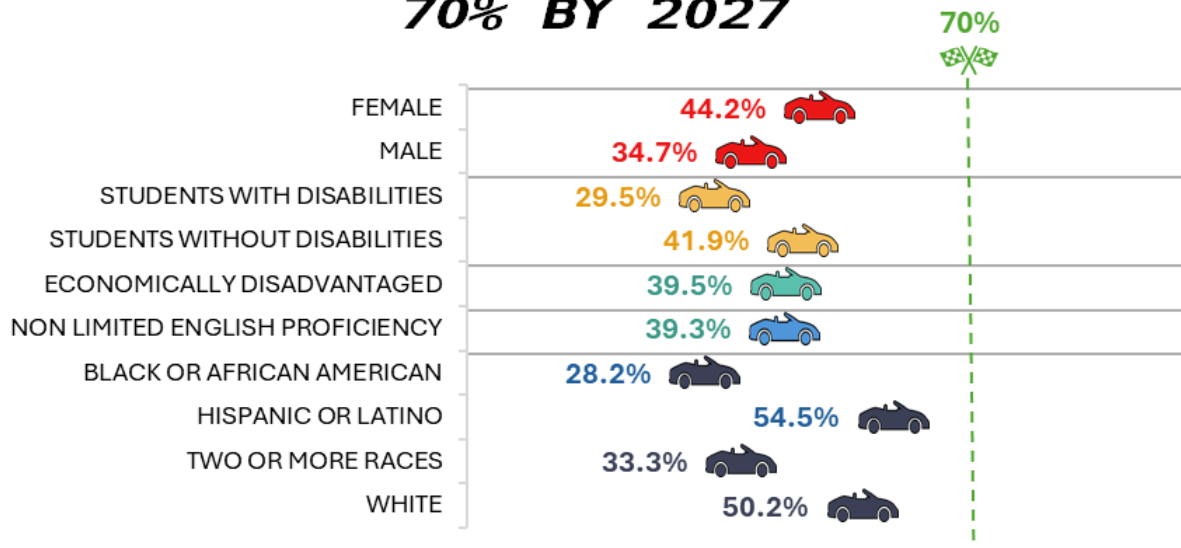
Figure 18: District Reading Proficiency Gap to 70% by 2027

2024 MATH PROFICIENCY GAP TO 70% BY 2027

	70%
FEMALE	42.2%
MALE	36.8%
STUDENTS WITH DISABILITIES	24.4%
STUDENTS WITHOUT DISABILITIES	43.3%
ECONOMICALLY DISADVANTAGED	39.5%
NON LIMITED ENGLISH PROFICIENCY	39.6%
BLACK OR AFRICAN AMERICAN	27.9%
HISPANIC OR LATINO	45.5%
TWO OR MORE RACES	33.3%
WHITE	51.2%
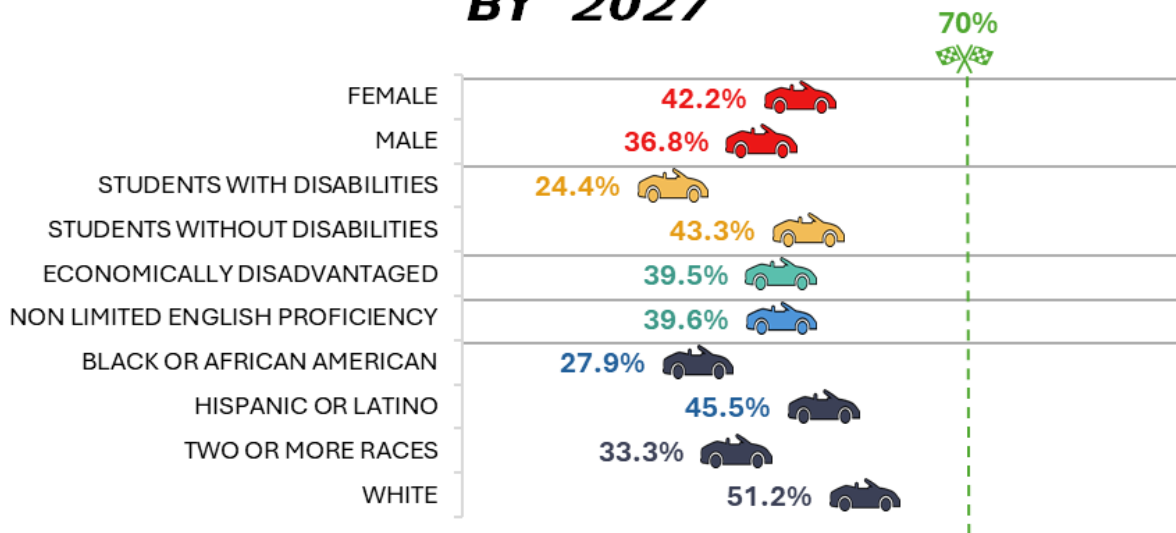
Figure 19: District Math Proficiency Gap to 70% by 2027

2024 SCIENCE PROFICIENCY GAP TO 70% BY 2027

70%

FEMALE	54.3%
MALE	58.0%
STUDENTS WITH DISABILITIES	43.8%
STUDENTS WITHOUT DISABILITIES	58.6%
ECONOMICALLY DISADVANTAGED	56.2%
NON LIMITED ENGLISH PROFICIENCY	56.2%
BLACK OR AFRICAN AMERICAN	50.6%
WHITE	59.6%
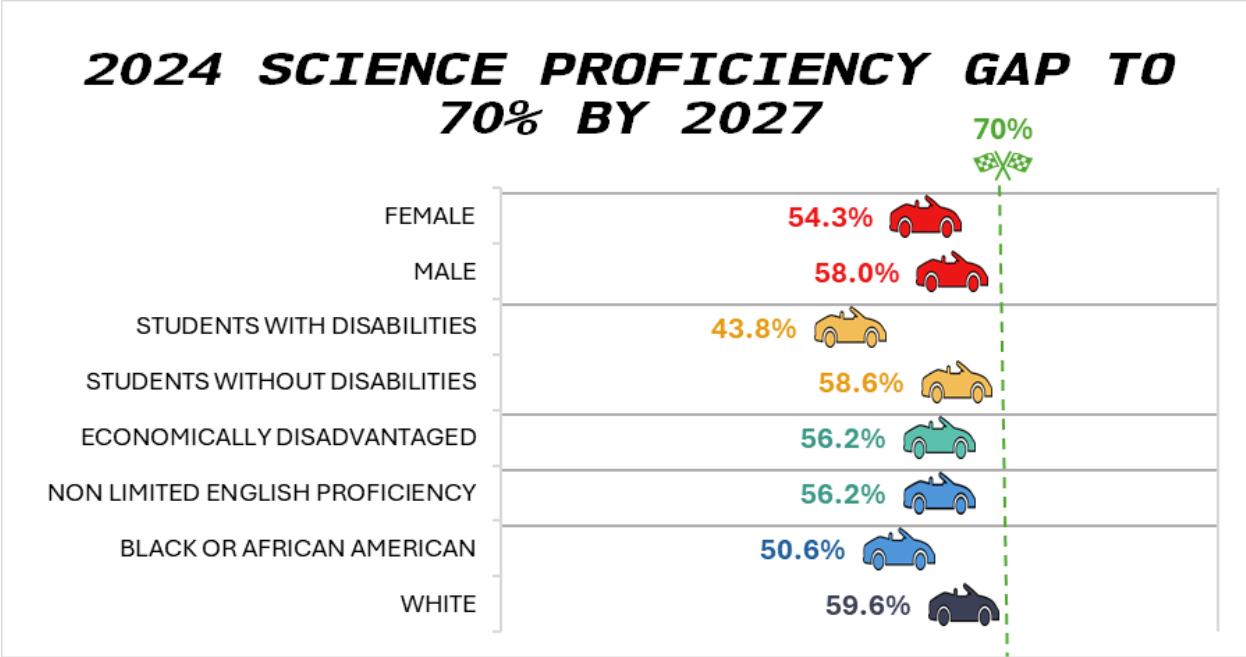
Figure 20: District Science Proficiency Gap to 70% by 2027

2024 HISTORY PROFICIENCY GAP TO 70% BY 2027

70%

FEMALE	50.0%
MALE	64.7%
STUDENTS WITH DISABILITIES	10.0%
STUDENTS WITHOUT DISABILITIES	67.3%
ECONOMICALLY DISADVANTAGED	58.1%
NON LIMITED ENGLISH PROFICIENCY	58.1%
BLACK OR AFRICAN AMERICAN	25.0%
WHITE	76.5%

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

GRADUATION RATES

BENTON COUNTY SCHOOL DISTRICT 4-YEAR GRADUATION RATE
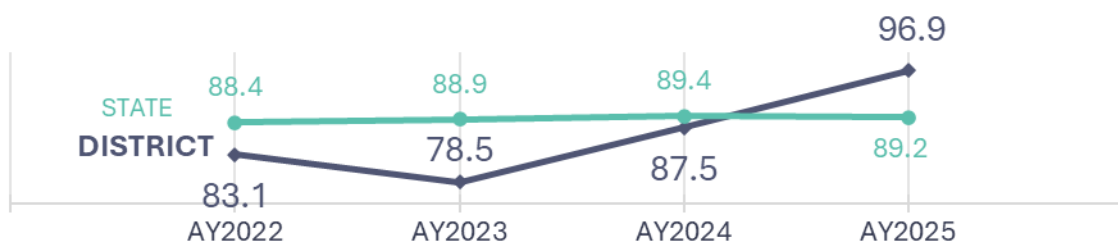
STATE

DISTRICT

	AY2022	AY2023	AY2024	AY2025
STATE	88.4	88.9	89.4	89.2
DISTRICT	83.1	78.5	87.5	96.9

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

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

Figure 22: District 4-Year Graduation Rate

BENTON COUNTY SCHOOL DISTRICT DROPOUT RATE
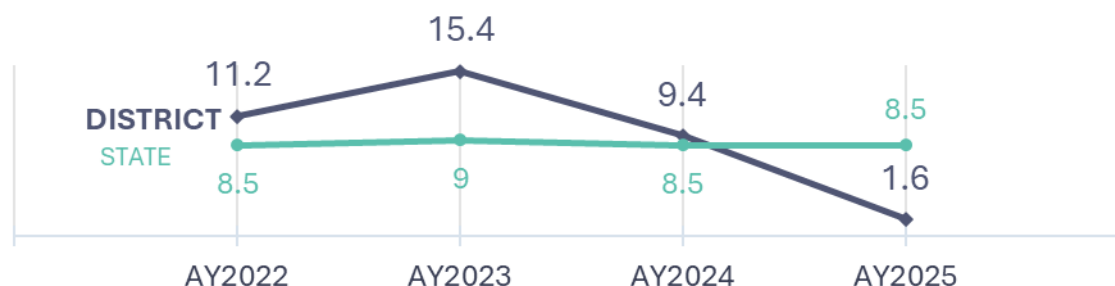
DISTRICT

STATE

	AY2022	AY2023	AY2024	AY2025
DISTRICT	11.2	15.4	9.4	1.6
STATE	8.5	9	8.5	8.5

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

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

Figure 23: District Dropout Rate

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

DISTRICT 4-YEAR GRADUATION RATE BY DEMOGRAPHIC GROUP

■ AY2023　■ AY2024　■ AY2025

ALL

ALL
- AY2023: 78.5
- AY2024: 87.5
- AY2025: 96.9

GENDER

FEMALE
- AY2023: 96.8
- AY2024: 87.0
- AY2025: 100

MALE
- AY2023: 61.8
- AY2024: 87.8
- AY2025: 93.8

RACE

BLACK OR AFRICAN AMERICAN
- AY2023: 60.9
- AY2024: 92.3
- AY2025: 92.9

WHITE
- AY2023: 90.3
- AY2024: 82.4
- AY2025: 100

DISABILITY

STUDENTS WITH DISABILITIES
- AY2023: 46.2
- AY2024: 76.9
- AY2025: 90

ECON

ECONOMICALLY DISADVANTAGED
- AY2023: 79.7
- AY2024: 90.2
- AY2025: 98.4
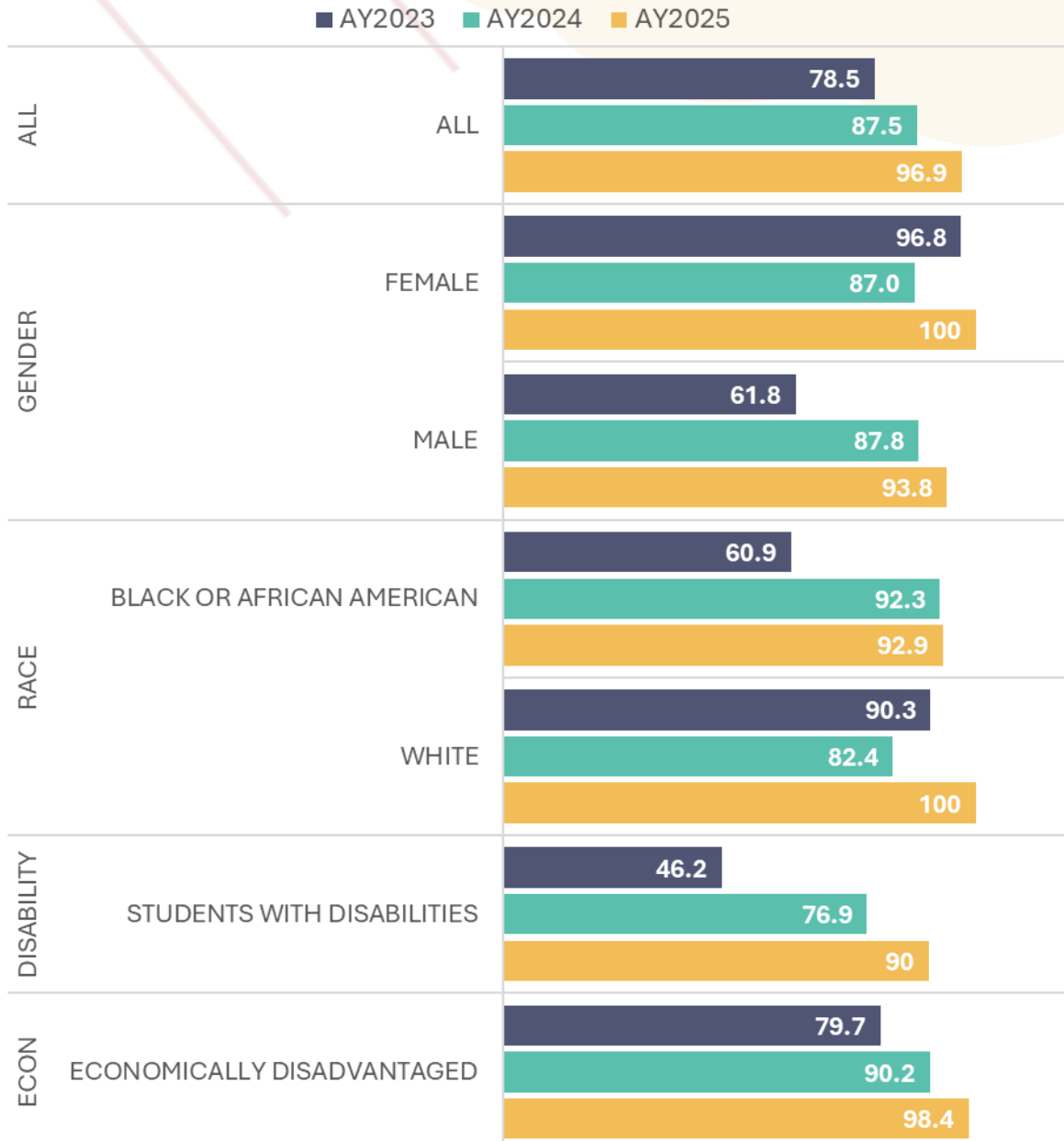
(MDE, 2022, 2023, 2024, 4-Year Graduation Rate)

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

ADVANCED ENROLLMENT

ENROLLED IN ADVANCED COURSES

		2022		2023		2024	
		#	%	#	%	#	%
ALL							
	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	31.1%	18.7	26.0%	23.7	34.9%
RACE							
	BLACK OR AFRICAN AMERICAN	17.3	36.0%	12	21.1%	15.3	28.3%
	WHITE	24.6	34.2%	30.1	44.9%	42.2	62.1%
DISABILITY							
	STUDENTS WITH DISABILITIES	<10	18.2%	0	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%

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

Figure 25: District Advanced Course Enrollment by Demographic Group

ENROLLED IN POST-SECONDARY COURSES

		2022	2023	2024
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%
	WHITE	81.0%	48.3%	62.1%
ECONOMICS				
	ECONOMICALLY DISADVANTAGED	67.5%	48.0%	50.0%

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

Figure 26: District Post-Secondary Enrollment by Demographic Group

ASSESSMENT

<div class="takeaway">

TAKEAWAY

In 2024, district Junior ACT scores edged up overall; reading showed the greatest gains and surpassed the state average.

Kindergarten readiness scores were up for both fall and spring testing; the percentage of students scoring proficient on the Third Grade Reading test declined in 2024.

MAAP proficiency in ELA showed significant gains for 4th and 6th graders. Students in other grades scored only slightly higher or lost ground. Similarly, 3rd and 8th graders scored higher in math while proficiency averages in other grades declined. Science proficiency was higher but EOC proficiencies fell sharply.

Over the span of three years, between 2022 and 2024, MAAP gains and losses were mixed in all subjects. Fourth-grade ELA and third-grade math showed the highest gains at 15.4 and 25.9 points, respectively.

</div>

ACT

BENTON COUNTY SCHOOL DISTRICT JUNIOR ACT SCORES

2020	2021	2022	2023	2024	STATE 2024
16.8	15.5	16.5	17.0	17.3	17.4

COMPOSITE

(MDE, 2020, 2021, 2022, 2023, 2024, ACT)
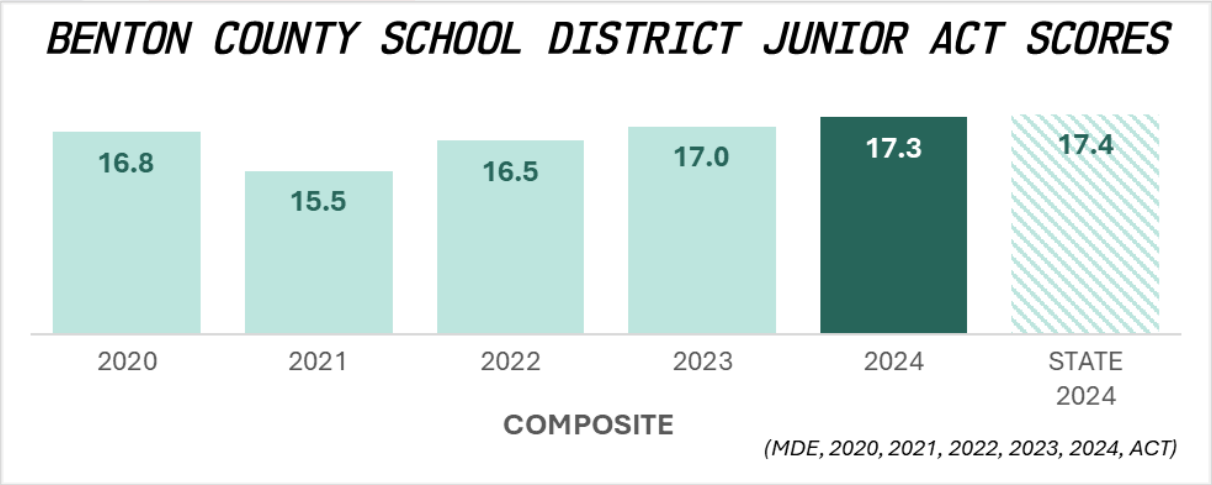
Figure 27: District Junior ACT Scores: Composite

BENTON COUNTY SCHOOL DISTRICT JUNIOR ACT SCORES

2020	2021	2022	2023	2024	STATE 2024	2020	2021	2022	2023	2024	STATE 2024
16.3	13.4	16.0	16.1	16.0	16.5	17	15.8	16.4	16.7	16.7	17

ENGLISH | | | | | | **MATH**

(MDE, 2020, 2021, 2022, 2023, 2024, ACT)
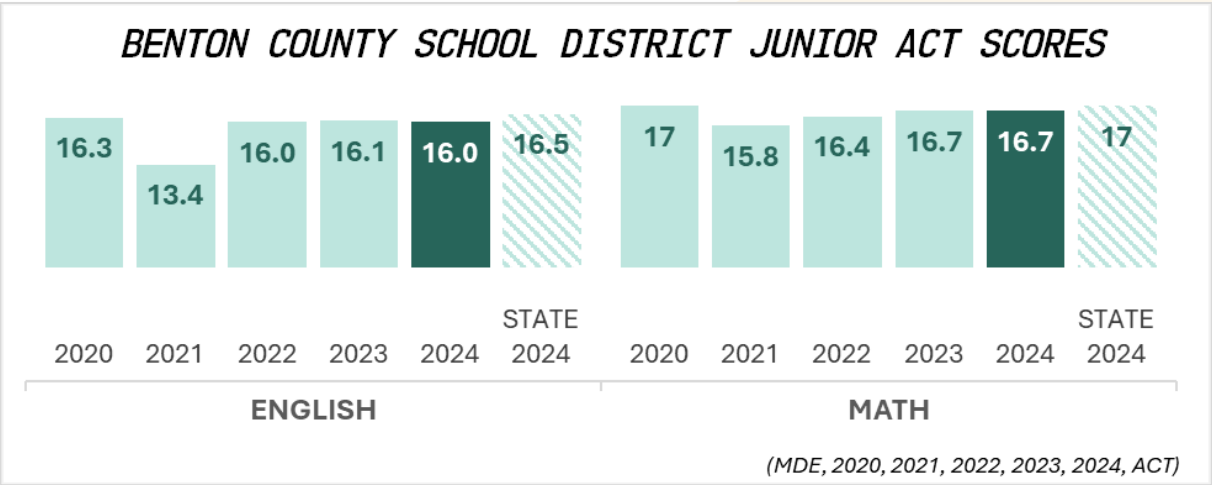
Figure 28: District Junior ACT Scores: English and Math

BENTON COUNTY SCHOOL DISTRICT JUNIOR ACT SCORES

2020	2021	2022	2023	2024	STATE 2024	2020	2021	2022	2023	2024	STATE 2024
16.6	16.2	17.0	17.6	17.3	17.6	16.9	16	16.2	17.0	18.7	18.1

SCIENCE | | | | | | **READING**

(MDE, 2020, 2021, 2022, 2023, 2024, ACT)
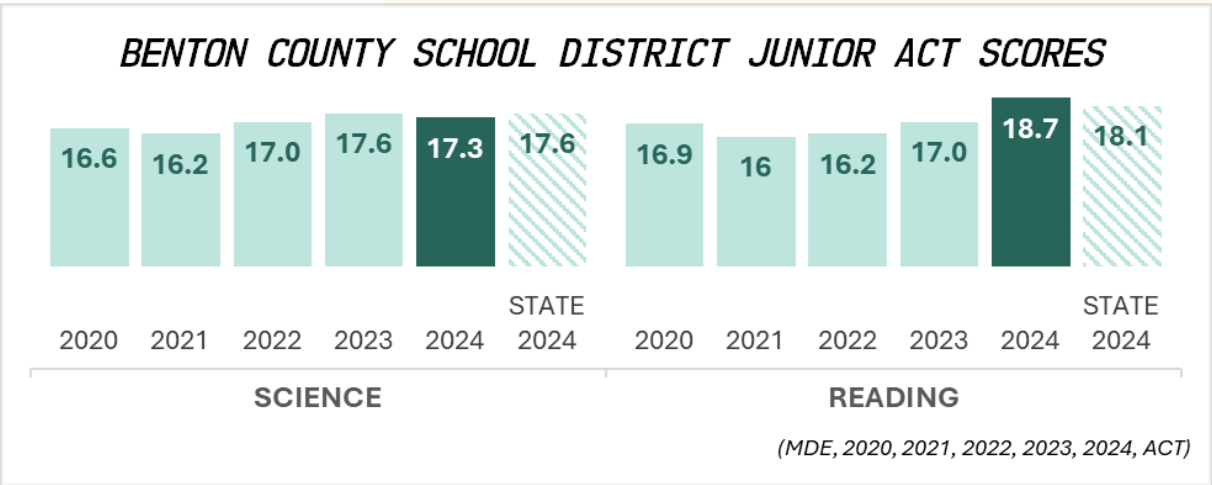
Figure 29: District Junior ACT Scores Science and Reading

KINDERGARTEN READINESS

BENTON COUNTY SCHOOL DISTRICT KINDERGARTEN READINESS ASSESSMENT: KINDERGARTEN

FALL 470 — SPRING 655 — 21-22
FALL 480 — SPRING 659 — 22-23
FALL 485 — SPRING 677 — 23-24

(MDE, 2021, 2022, 2023, 2024, Assessment)

FALL — SPRING

STATE KINDERGARTEN

21-22: 487 / 686
22-23: 495 / 695
23-24: 498 / 701
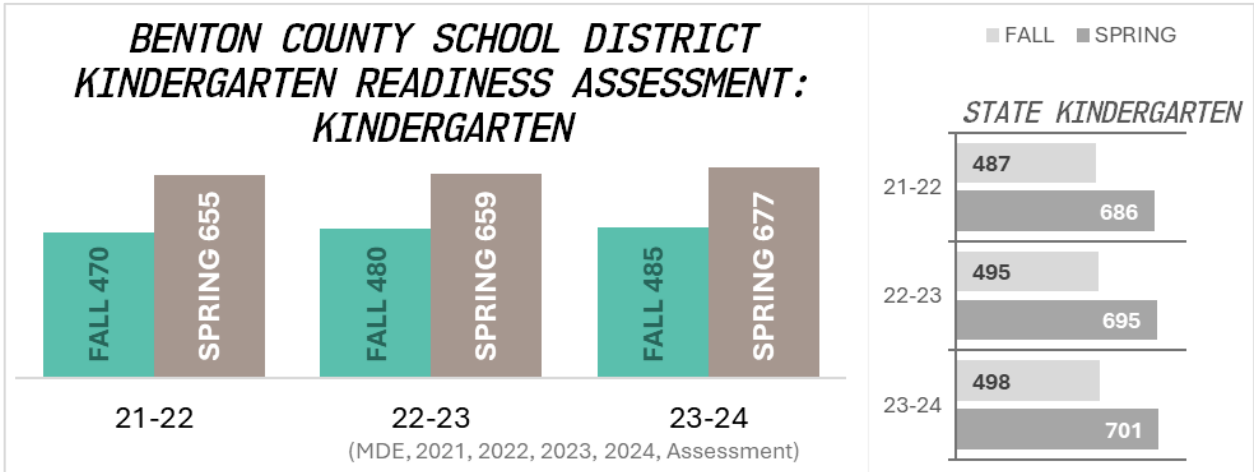
Figure 30: District Kindergarten Readiness Assessment: Kindergarten

THIRD-GRADE READING

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

85.9% — 81.9% — 74.6%

■ INITIAL + RETEST % PASS
□ INITIAL % PASS

2022: 71.9%
2023: 66.2%
2024: 62.0%

(MDE, 2022, 2023, 2024 LBPA Annual Report)
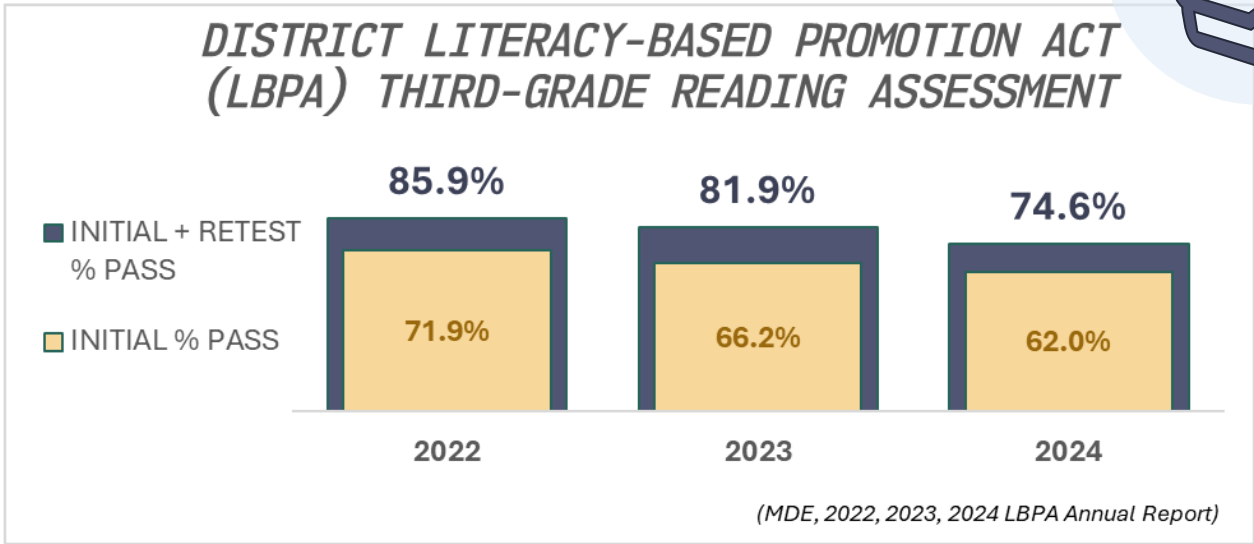
Figure 31: District Third-Grade Reading Assessment

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

2024	≤5	≤5	57.1	42.9		≤5
2023	6.7	≤5	15.4	84.6		≤5

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

(MDE, 2023, 2024, LBPA Annual Report)

Figure 32: District Literacy-Based Promotion Act (LBPA) Third-Grade Reading Good Cause Exemption

Grade Retention

DISTRICT K-8 RETENTION

◆ 2023 ■ 2024

	K	GR_1	GR_2	GR_3	GR_4	GR_5	GR_6	GR_7	GR_8
2023	21.6	≤5	12.7	11.1	≤5	≤5	≤5	8.3	≤5
2024	13.9	≤5	≤5	8.5	≤5	≤5	≤5	≤5	≤5

(MDE, 2023, 2024, LBPA Annual Report)

Figure 33: District K-8 Retention

MAAP

Mississippi Academic Assessment Program

MAAP ELA

BENTON COUNTY SCHOOL DISTRICT MAAP ELA GRADE 3

- 2024
- 2023
- 2022

	2024	2023	2022
LEVEL 5	5.6	9.7	12.5
LEVEL 4	33.8	29.2	34.4
LEVEL 3	23.9	20.8	23.4
LEVEL 2	19.7	25.0	17.2
LEVEL 1	16.9	15.3	12.5

2024 Proficient (4+5): **39.4%**

BENTON COUNTY SCHOOL DISTRICT MAAP ELA GRADE 4

- 2024
- 2023
- 2022

	2024	2023	2022
LEVEL 5	31.3	9.8	16.9
LEVEL 4	29.9	36.1	28.8
LEVEL 3	17.9	41.0	22.0
LEVEL 2	13.4	9.8	23.7
LEVEL 1	7.5	3.3	8.5

2024 Proficient (4+5): **61.2%**

Figure 34: District MAAP ELA Grades 3 and 4

Figure 35: District MAAP ELA Grades 5 and 6

BENTON COUNTY SCHOOL DISTRICT MAAP ELA GRADE 5

	2024	2023	2022
LEVEL 5	9.8	19.0	2.9
LEVEL 4	29.5	22.2	33.3
LEVEL 3	32.8	44.4	30.4
LEVEL 2	21.3	9.5	15.9
LEVEL 1	6.6	4.8	17.4

2024 Proficient (4+5): **39.3%**

BENTON COUNTY SCHOOL DISTRICT MAAP ELA GRADE 6

	2024	2023	2022
LEVEL 5	15.3	8.3	12.1
LEVEL 4	18.6	16.7	22.7
LEVEL 3	28.8	33.3	42.4
LEVEL 2	23.7	30.6	10.6
LEVEL 1	13.6	11.1	12.1

2024 Proficient (4+5): **33.9%**

Figure 36: District MAAP ELA Grades 7 and 8

BENTON COUNTY SCHOOL DISTRICT MAAP ELA GRADE 7

	2024	2023	2022
LEVEL 5	13.0	13.9	5.8
LEVEL 4	7.2	15.3	29.1
LEVEL 3	44.9	37.5	45.3
LEVEL 2	26.1	23.6	14.0
LEVEL 1	8.7	9.7	5.8

2024 Proficient (4+5): **20.3%**

BENTON COUNTY SCHOOL DISTRICT MAAP ELA GRADE 8

	2024	2023	2022
LEVEL 5	14.5	7.2	6.8
LEVEL 4	22.6	26.5	39.2
LEVEL 3	33.9	43.4	39.2
LEVEL 2	19.4	15.7	9.5
LEVEL 1	9.7	7.2	5.4

2024 Proficient (4+5): **37.1%**

BENTON COUNTY SCHOOL DISTRICT MAAP ELA ENGLISH II

Level	2024	2023	2022
LEVEL 5	18.9	15.5	11.0
LEVEL 4	23.0	31.0	26.0
LEVEL 3	35.1	23.9	38.4
LEVEL 2	18.9	19.7	19.2
LEVEL 1	4.1	9.9	5.5

2024 Proficient (4+5): **41.9%**

Figure 37: District MAAP ELA English II

MAAP MATH

BENTON COUNTY SCHOOL DISTRICT MAAP MATH GRADE 3

Level	2024	2023	2022
LEVEL 5	15.5	19.4	1.6
LEVEL 4	33.8	22.2	21.9
LEVEL 3	28.2	31.9	34.4
LEVEL 2	21.1	15.3	25.0
LEVEL 1	1.4	11.1	17.2

2024 Proficient (4+5): **49.3%**

BENTON COUNTY SCHOOL DISTRICT MAAP MATH GRADE 4

Level	2024	2023	2022
LEVEL 5	16.4	13.1	16.9
LEVEL 4	22.4	41.0	28.8
LEVEL 3	28.4	24.6	22.0
LEVEL 2	26.9	16.4	23.7
LEVEL 1	6.0	4.9	8.5

2024 Proficient (4+5): **38.8%**
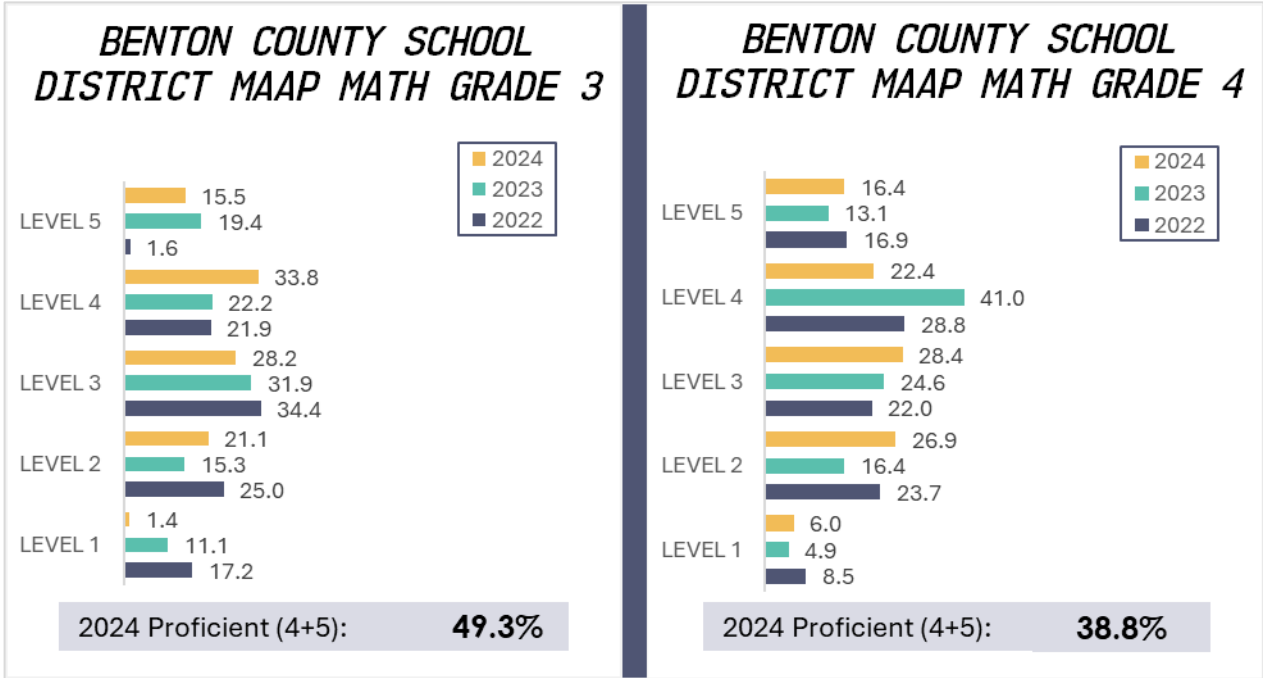
Figure 38: District MAAP Math Grades 3 and 4

BENTON COUNTY SCHOOL DISTRICT MAAP MATH GRADE 5

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	3.3	7.9	2.9
LEVEL 4	11.5	19.0	20.3
LEVEL 3	44.3	41.3	33.3
LEVEL 2	41.0	25.4	33.3
LEVEL 1	0.0	6.3	10.1

2024 Proficient (4+5): **14.8%**

BENTON COUNTY SCHOOL DISTRICT MAAP MATH GRADE 6

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	6.8	1.4	1.5
LEVEL 4	23.7	31.9	25.8
LEVEL 3	40.7	25.0	36.4
LEVEL 2	25.4	36.1	34.8
LEVEL 1	3.4	5.6	1.5

2024 Proficient (4+5): **30.5%**

Figure 39: District MAAP Math Grades 5 and 6

BENTON COUNTY SCHOOL DISTRICT MAAP MATH GRADE 7

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	7.2	8.3	3.5
LEVEL 4	33.3	30.6	26.7
LEVEL 3	27.5	29.2	40.7
LEVEL 2	31.9	29.2	23.3
LEVEL 1	0.0	2.8	5.8

2024 Proficient (4+5): **40.6%**

BENTON COUNTY SCHOOL DISTRICT MAAP MATH GRADE 8

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	11.3	7.2	13.5
LEVEL 4	29.0	24.1	28.4
LEVEL 3	30.6	22.9	31.1
LEVEL 2	19.4	37.3	20.3
LEVEL 1	9.7	8.4	6.8

2024 Proficient (4+5): **40.3%**

Figure 40: District MAAP Math Grades 7 and 8

BENTON COUNTY SCHOOL DISTRICT MAAP MATH ALGEBRA I

Legend: 2024, 2023, 2022

	2024	2023	2022
LEVEL 5	6.7	7.2	9.2
LEVEL 4	33.7	36.2	38.2
LEVEL 3	43.8	39.1	35.5
LEVEL 2	15.7	15.9	15.8
LEVEL 1	0.0	1.4	1.3

2024 Proficient (4+5): **40.4%**

Figure 41: District MAAP Math Algebra I

MAAP SCIENCE

BENTON COUNTY SCHOOL DISTRICT MAAP SCIENCE GRADE 5

Legend: 2024, 2023, 2022

	2024	2023	2022
LEVEL 5	16.4	9.5	4.3
LEVEL 4	32.8	31.7	34.8
LEVEL 3	24.6	34.9	29.0
LEVEL 2	16.4	15.9	8.7
LEVEL 1	9.8	7.9	23.2

2024 Proficient (4+5): **49.2%**

BENTON COUNTY SCHOOL DISTRICT MAAP SCIENCE GRADE 8

Legend: 2024, 2023, 2022

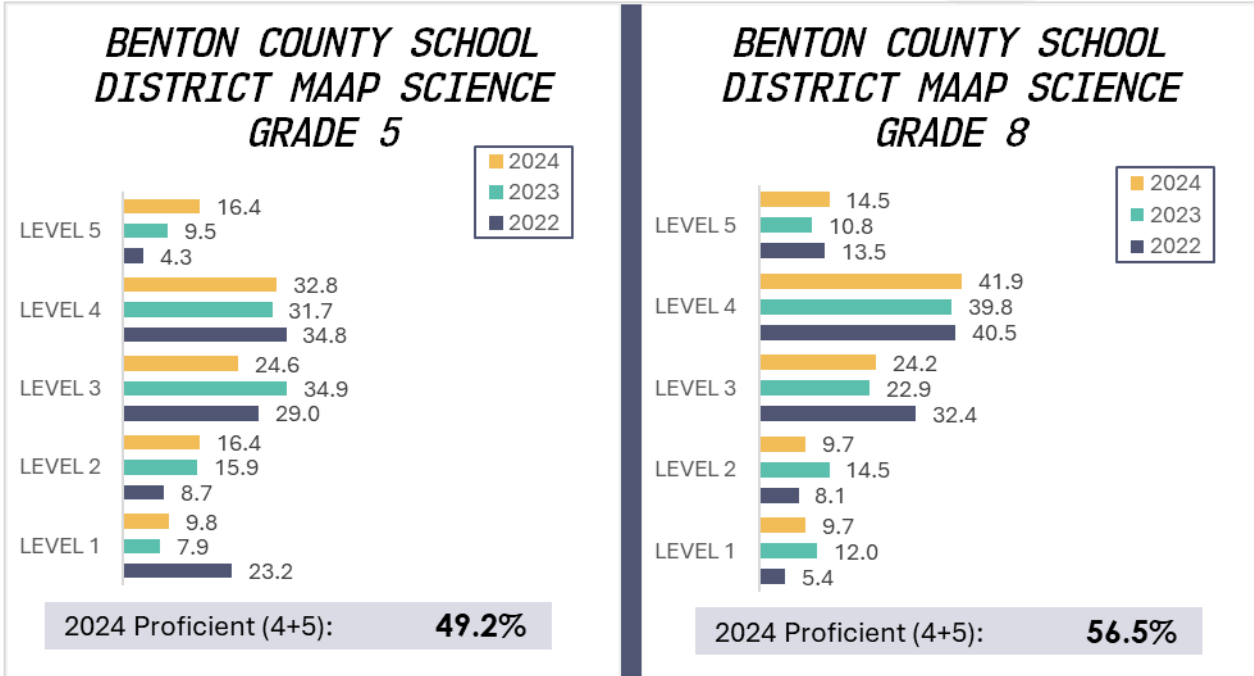|	2024	2023	2022
LEVEL 5	14.5	10.8	13.5
LEVEL 4	41.9	39.8	40.5
LEVEL 3	24.2	22.9	32.4
LEVEL 2	9.7	14.5	8.1
LEVEL 1	9.7	12.0	5.4

2024 Proficient (4+5): **56.5%**

Figure 42: District MAAP Science Grades 5 and 8
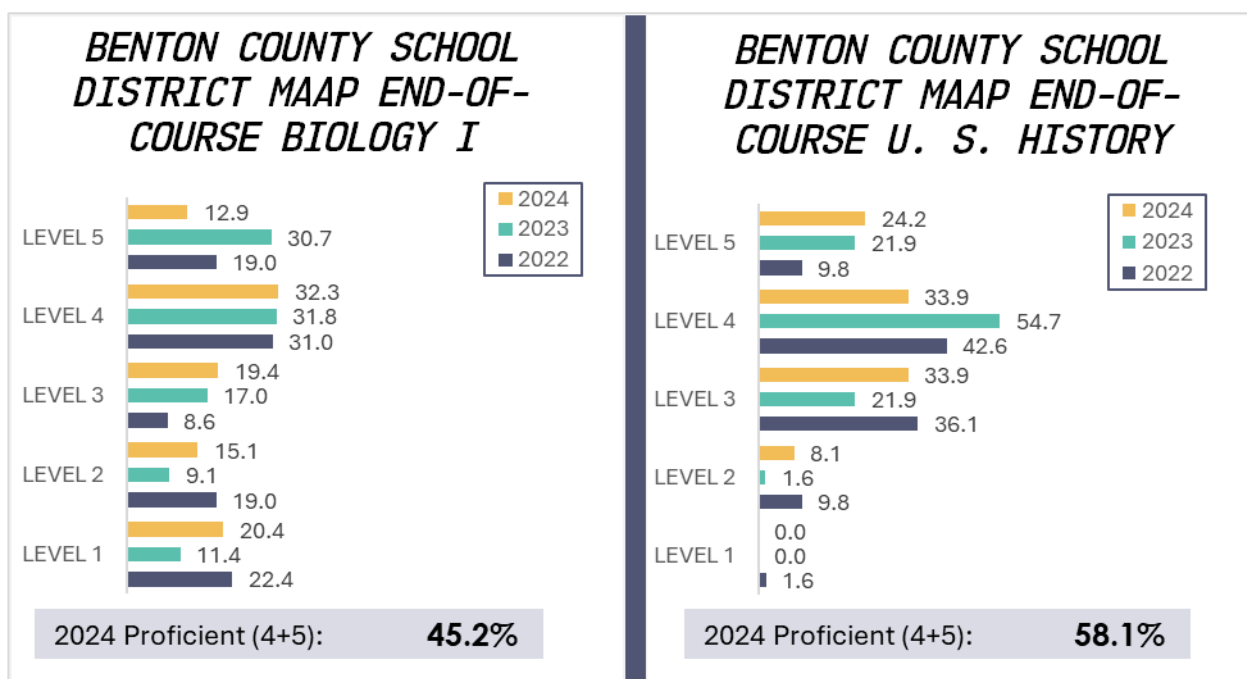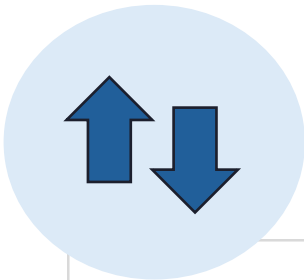
MAAP END OF COURSE

Figure 43: District MAAP EOC Biology I and U. S. History

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

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

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

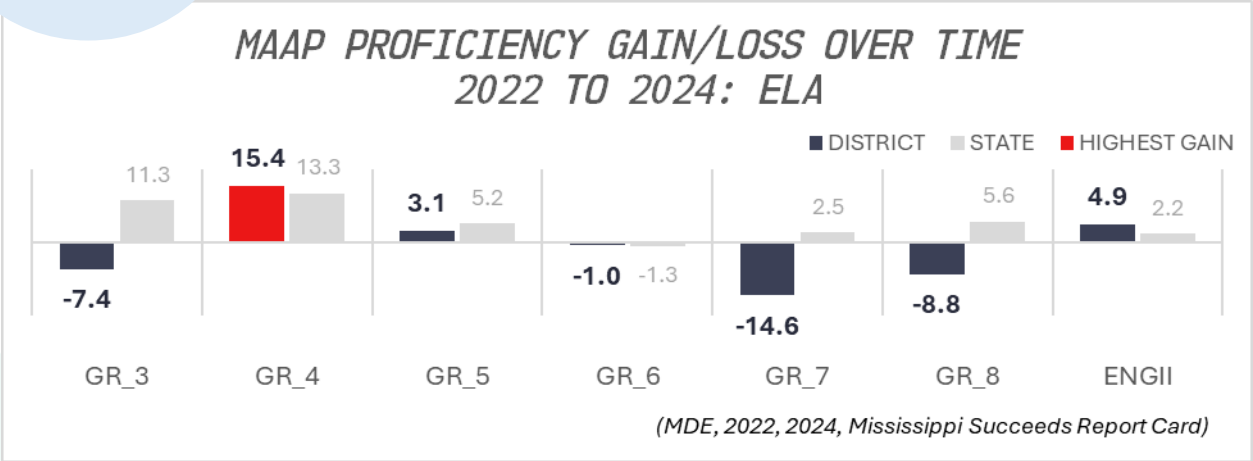(MDE, 2024)

MAAP GAIN/LOSS OVER TIME

MAAP PROFICIENCY GAIN/LOSS OVER TIME 2022 TO 2024: ELA
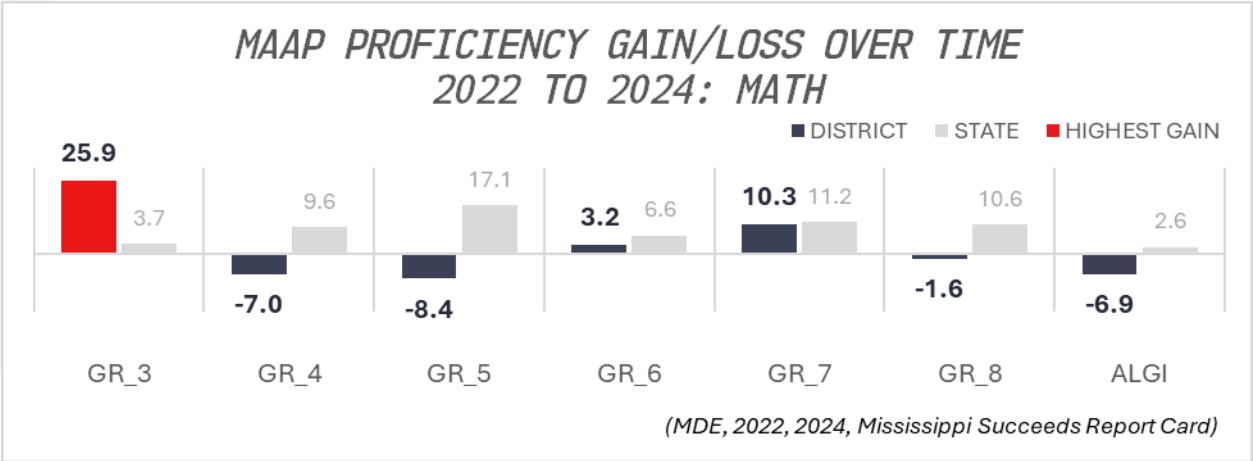
DISTRICT ■   STATE ■   HIGHEST GAIN ■

Grade	District	State
GR_3	-7.4	11.3
GR_4	15.4	13.3
GR_5	3.1	5.2
GR_6	-1.0	-1.3
GR_7	-14.6	2.5
GR_8	-8.8	5.6
ENGII	4.9	2.2

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

Figure 44: District MAAP Proficiency Gain/Loss Over Time: ELA

MAAP PROFICIENCY GAIN/LOSS OVER TIME 2022 TO 2024: MATH

DISTRICT ■   STATE ■   HIGHEST GAIN ■

Grade	District	State
GR_3	25.9	3.7
GR_4	-7.0	9.6
GR_5	-8.4	17.1
GR_6	3.2	6.6
GR_7	10.3	11.2
GR_8	-1.6	10.6
ALGI	-6.9	2.6

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

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

MAAP PROFICIENCY GAIN/LOSS OVER TIME 2022 TO 2024: SCIENCE AND EOC

DISTRICT ■   STATE ■   HIGHEST GAIN ■

	Grade	District	State
SCIENCE	GR_5	10.0	13.2
SCIENCE	GR_8	2.4	8.6
EOC	BIO	-4.8	0.8
EOC	USH	5.6	1.6

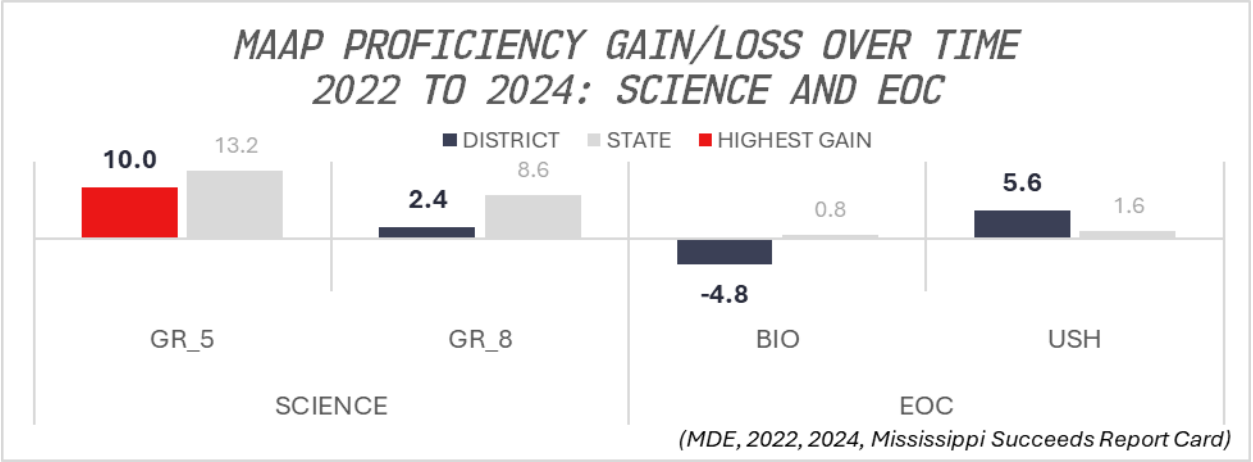*(MDE, 2022, 2024, Mississippi Succeeds Report Card)*

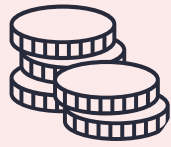**Figure 46: District MAAP Proficiency Gain/Loss Over Time: Science and EOC**

FINANCE

TAKEAWAY

Total district revenue increased by $4.1M between 2020 and 2024. The biggest increase was in federal funding, which grew by a little over $3M, increasing its proportion of total revenue by 14.6 percentage points.

MAEP funding for 2024 increased by $569.4K from 2023 levels based on enrollment and attendance. However, under the new funding mechanism, the Mississippi Student Funding Formula provides about $629.4K more for 2025, growing from an estimated total budget for 2024 of $6. 6 million to $7.25M. The new amount, however, also includes the legislature's allocation of additional money to cover teacher raises and rising health insurance costs.

Total expenditures, including capitalized equipment, rose $2.6M between 2020 and 2024. While per-pupil expenditure has risen 38.8% in the last five years, only 2% of that increase occurred between 2023 and 2024. Proportions of expenditures have shifted somewhat since 2020, with a smaller portion allocated to instruction and larger portions allocated to administration, instructional support, and non-instructional expenditures.
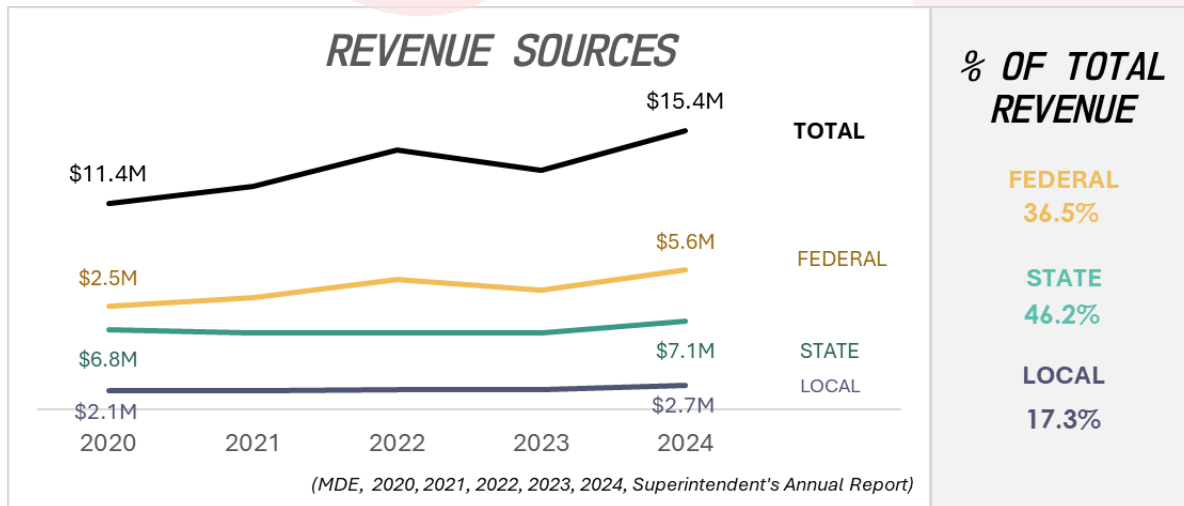
REVENUE

REVENUE SOURCES

$15.4M — **TOTAL**

$11.4M

$5.6M — **FEDERAL**

$2.5M

$6.8M — **STATE**

$7.1M

$2.1M — **LOCAL** — $2.7M

2020 2021 2022 2023 2024

(MDE, 2020, 2021, 2022, 2023, 2024, Superintendent's Annual Report)

% OF TOTAL REVENUE

FEDERAL 36.5%

STATE 46.2%

LOCAL 17.3%

Figure 47: District Revenue Sources

MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP) ALLOCATIONS

FY2024 FULL FUND	FY2024 ALLOCATION	FY2023 ALLOCATION	BELOW FULL (10.5%)	+/- FY2023 VS FY2024
$6.5M	$5.8M	$5.3M	$669.1K	$569.4K
				(MDE, 2024, Allocations)

Figure 48: Mississippi Adequate Education Program (MAEP) Allocations

FEDERAL TITLE PROGRAMS FUNDING ALLOCATIONS

	2021	2022	2023	2024	2025
TITLE I A	$553.6K	$544.7K	$577.3K	$572.4K	$716.6K
TITLE II A	$82.0K	$78.5K	$84.7K	$71.9K	$90.6K
TITLE IV A	$41.9K	$41.5K	$42.2K	$44.9K	$41.8K
TITLE V B	$20.9K	$20.7K	$25.6K	$25.9K	$32.5K
ESSER 1	$457.6K				
ESSER 2	$1.8M				
					(MDE,2021, 2022, 2023, 2024, 2025, MCAPS)

Figure 49: District Federal Title Programs Funding Allocation

2025 FUNDING

The Mississippi Student Funding Formula (MSFF), signed into law in May of 2024, replaced the Mississippi Adequate Education Program (MAEP). MSFF is a weighted funding formula based on net enrollment and a base student amount (BSA), with additional weights for various student categories including low-income students, English-language learners, special education, gifted, and career and technical education students.

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

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

Net Enrollment

Unlike MAEP, the MSFF will base funding on the net enrollment, a count of students enrolled in each district rather than ADA, or average daily attendance, a count of students present at school each day. Due to student absences, counting students using net enrollment will yield a higher count—though the exact amount will vary by district.
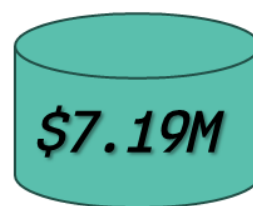
DISTRICT MSFF FUNDING 2025

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

BASELINE MSFF
Core funding based on enrollment and needs
$7.19M

➕

PERS INCREASE
Additional funds for retirement system
$21.9K

➕

HEALTH INSURANCE INCREASE
Extra funds for health coverage
$32.5K
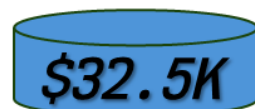
TOTAL MSFF ALLOCATION
MSFF, PERS & Health Insurance Increase
$7.25M

MORE THAN *$6.6M*
THE ESTIMATED TOTAL 2024 MAEP ALLOCATION

(MDE, 2025, MSFF)

Weighted Criteria

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

Additional Percentage Applied for Each Student Meeting Criteria

5% Gifted Students
Applies to 5% of Total Population

Career and Technical Education 10%
Only once even if enrolled in multiple CTE Courses

Tier II Special Education
110% Autism
Emotional Disability
Hearing Impaired
Intellectual Disability
Other Health Impairment

Tier III Special Education
- Deaf-Blind **130%**
- Multiple Disabilities
- Traumatic Brain Injury
- Visually Impaired
- Multiple Lesser Disabilities

Weighted Groups

Tier I Special Education
60%
Language/Speech-Impaired
Developmental Delay
Specific Learning Disability

Economically Disadvantaged
30%
- National School Lunch Program
- Head Start
- Medicaid
- SNAP

Sparsity
Up to 8%
Fewer than Eight Students per Mile
Applied after all Other Weights

English Language Learners
15%
Language Support

Concentrated Poverty
Additional 10%
For every student in excess of 35% Low Poverty Threshold

(Mississippi First, 2024)

EXPENDITURES

DISTRICT PER PUPIL EXPENDITURES

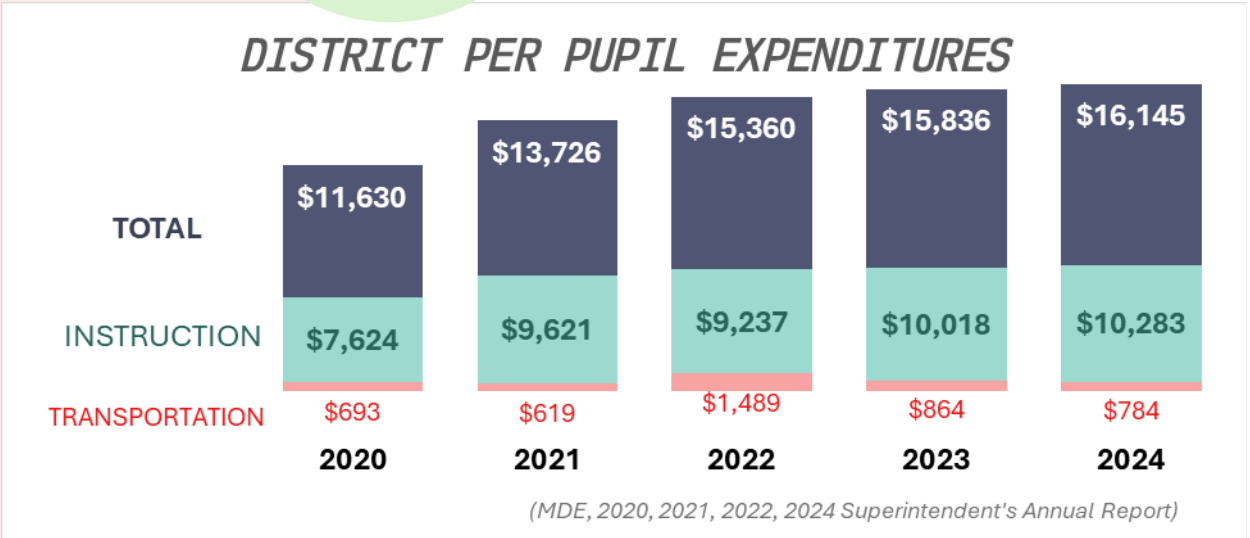|	2020	2021	2022	2023	2024
TOTAL	$11,630	$13,726	$15,360	$15,836	$16,145
INSTRUCTION	$7,624	$9,621	$9,237	$10,018	$10,283
TRANSPORTATION	$693	$619	$1,489	$864	$784

(MDE, 2020, 2021, 2022, 2024 Superintendent's Annual Report)

Figure 50: District Per Pupil Expenditures

DISTRICT EXPENDITURES BY FUNCTION

	2020	2024
TOTAL OPERATION	$11.1M	$13.5M
INSTRUCTION	$7.3M	$8.7M
INSTRUCTION SUPPORT	$1.8M	$2.2M
ADMIN	$1.4M	$1.8M
NON INSTRUCTION	$.6M	$.8M

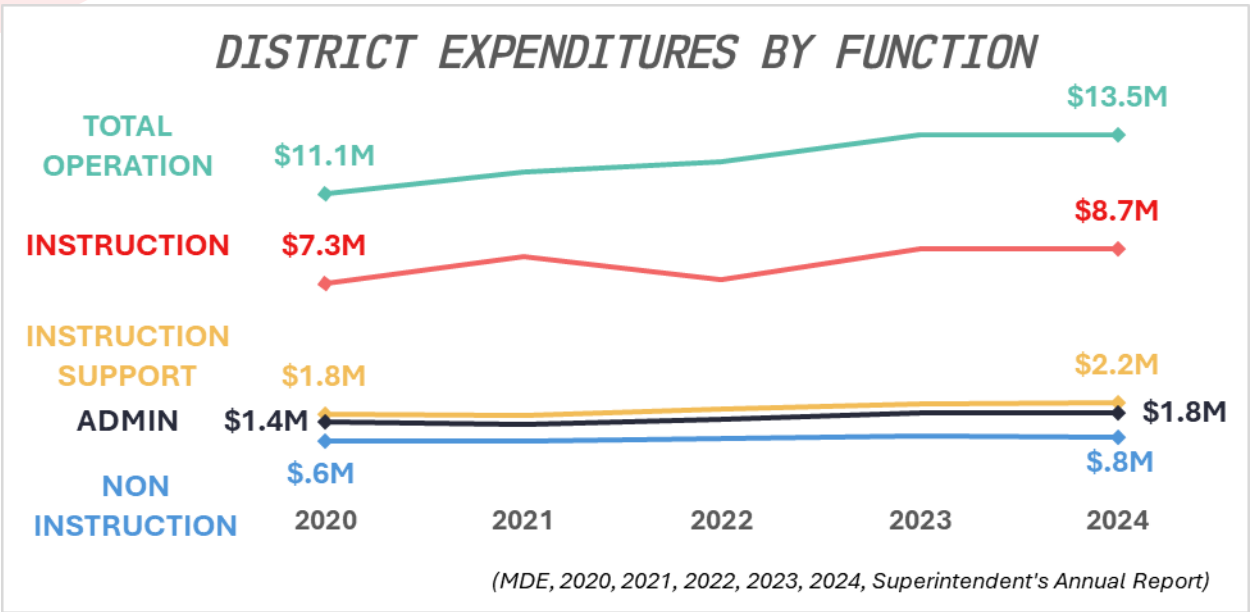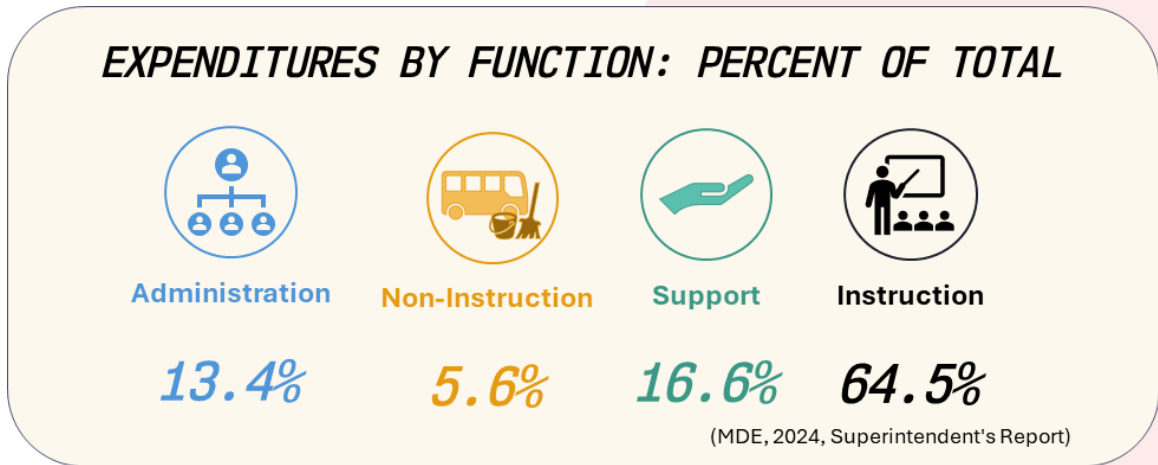*(MDE, 2020, 2021, 2022, 2023, 2024, Superintendent's Annual Report)*

Figure 51: District Expenditures by Function

EXPENDITURES BY FUNCTION: PERCENT OF TOTAL

Administration	Non-Instruction	Support	Instruction
13.4%	5.6%	16.6%	64.5%

(MDE, 2024, Superintendent's Report)
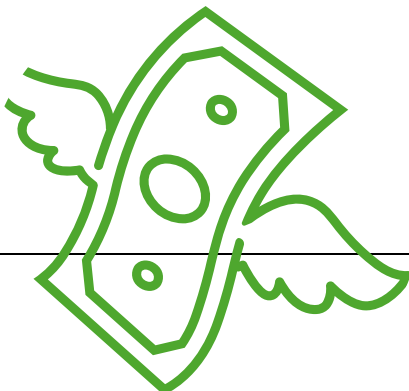
Figure 52: District Expenditures by Function: Percent of Total

2024 DISTRICT FINANCE RANK*

*Ranked high to low in comparison with 147 other school districts in MS.

- FEDERAL REVENUE, 22
- GENERAL ADMIN, 28

- PER PUPIL INSTRUCTION, 60
- PER PUPIL EXPENDITURE, 60

- STATE REVENUE, 70
- INSTRUCTIONAL SUPPORT, 78
- PER PUPIL TRANSPORT, 83
- SCHOOL ADMIN, 90
- TOTAL INSTRUCTION, 93

- NON-INSTRUCTION, 106

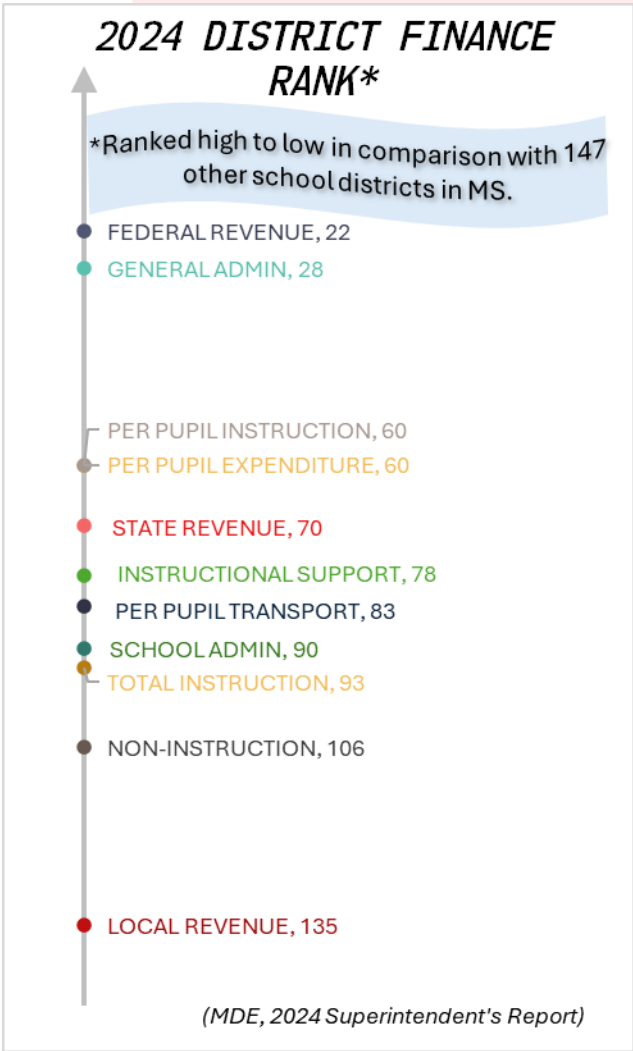- LOCAL REVENUE, 135

(MDE, 2024 Superintendent's Report)

Figure 53: District Finance Rank Compared to Other Districts

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

Benjamin Franklin

PERSONNEL

TAKEAWAY

The percentage of experienced teachers has decreased slightly since 2022, but the percentage of teachers who are teaching in their appropriate field has increased. The per-pupil ratio has increased to 10.6. Average teacher salaries have increased, as have administrative salaries. The district appears to have eliminated an assistant principal position but gained a supervisory position between 2023 and 2024.
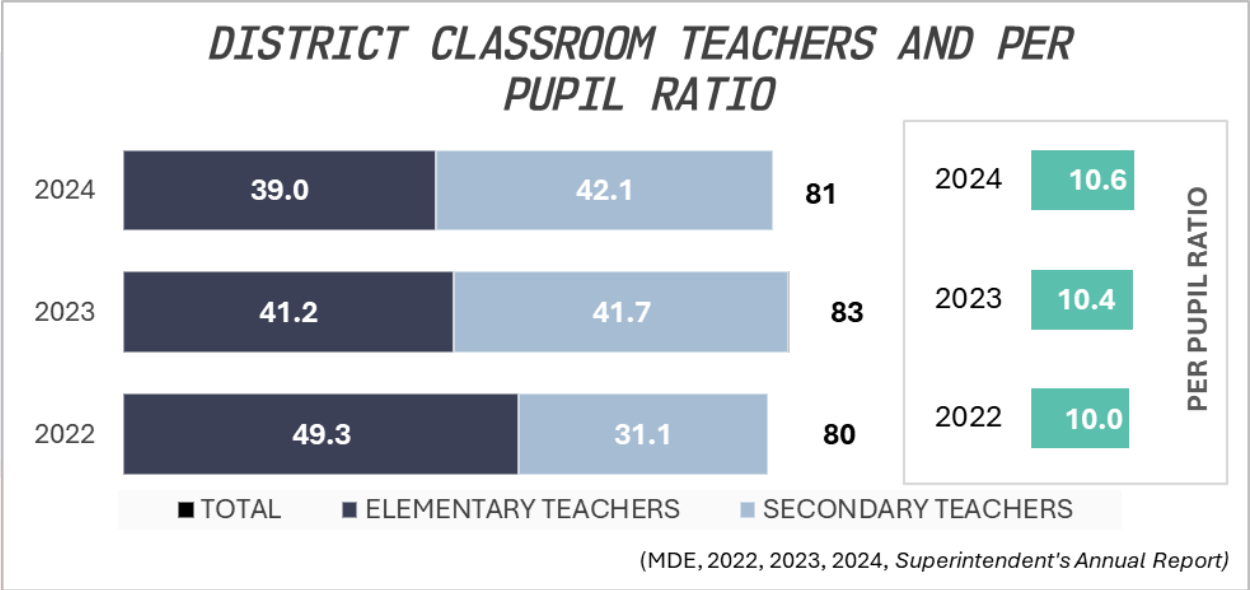

DISTRICT CLASSROOM TEACHERS AND PER PUPIL RATIO

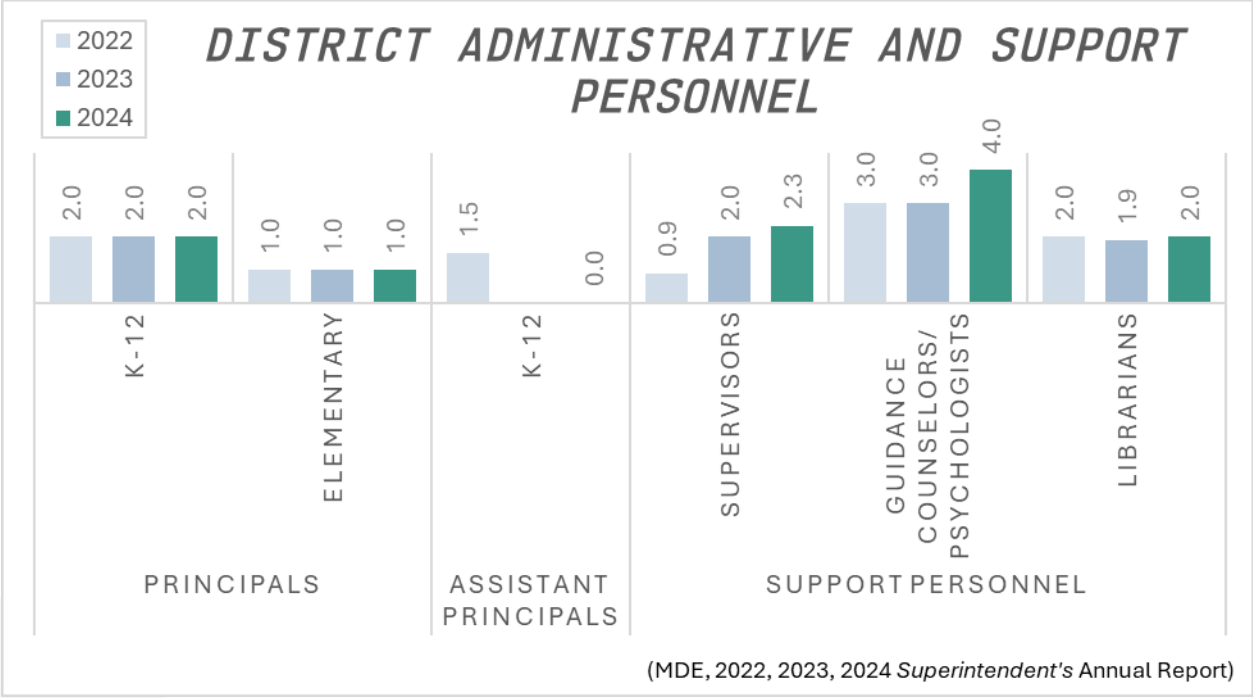| Year	Elementary Teachers	Secondary Teachers	Total		Per Pupil Ratio
2024	39.0	42.1	81	2024	10.6
2023	41.2	41.7	83	2023	10.4
2022	49.3	31.1	80	2022	10.0

■ TOTAL ■ ELEMENTARY TEACHERS ■ SECONDARY TEACHERS

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

Figure 54: District Classroom Teachers and Per Pupil Ratio

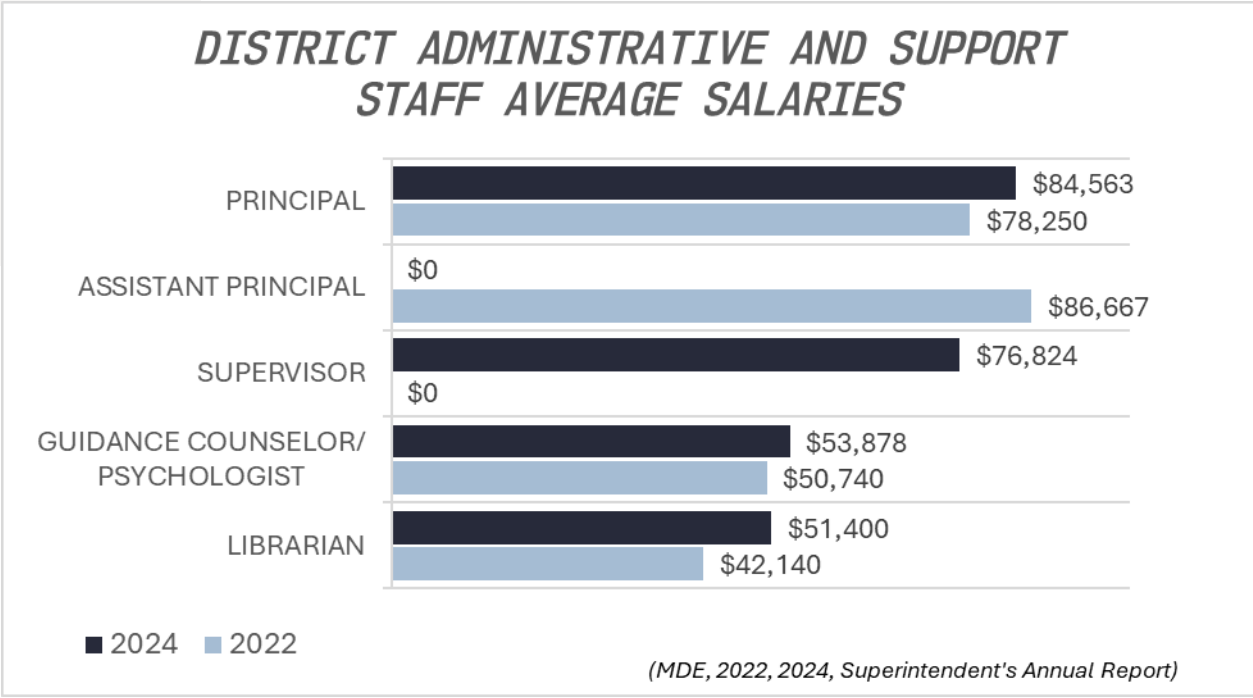**Figure 55: District Administrative and Support Personnel**

Figure 56: District Administrative and Support Staff Average Salaries
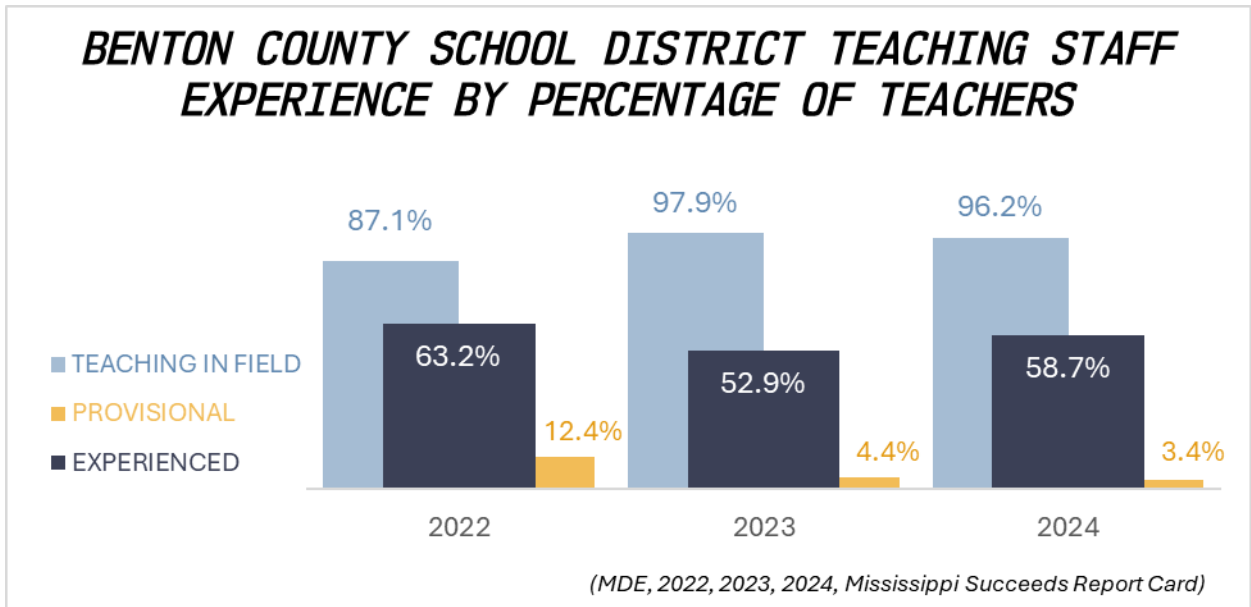
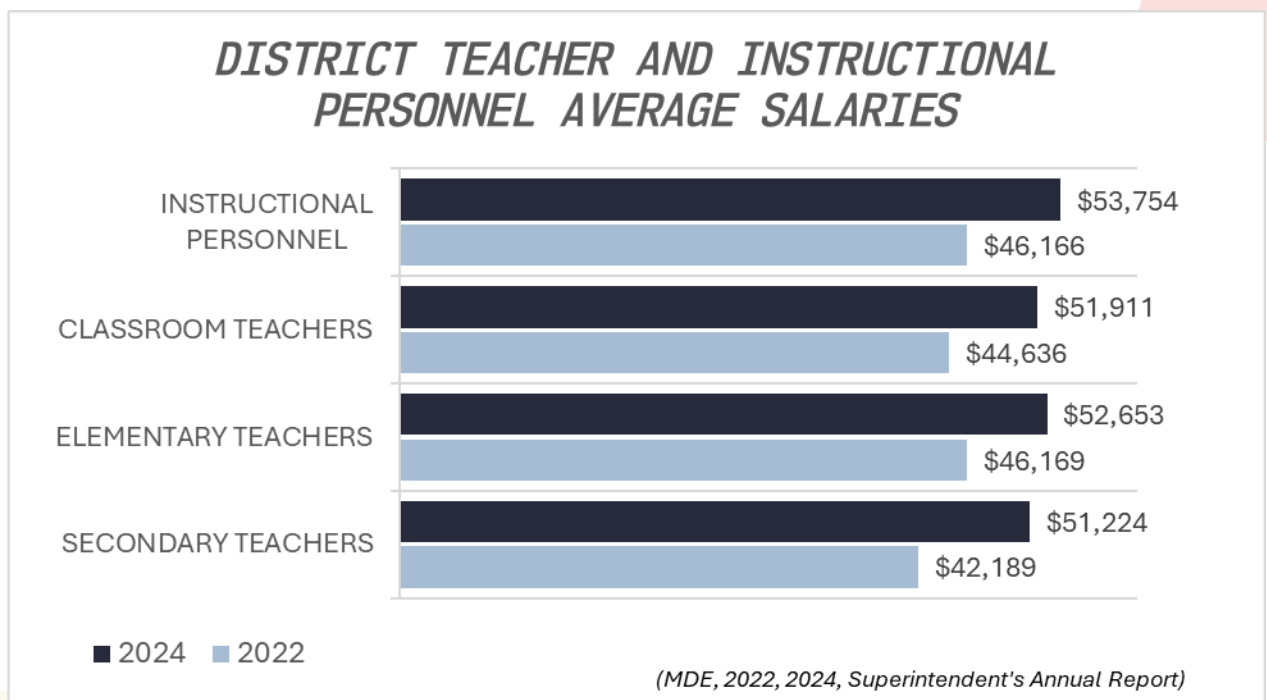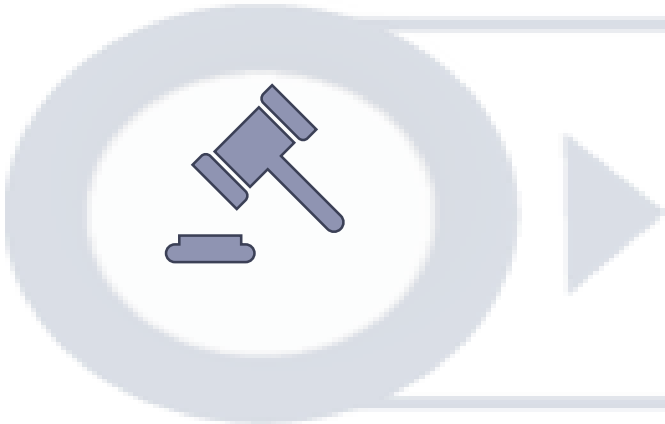**Figure 57: District Teaching Staff Experience by Percentage of Teachers**

Figure 58: District Teacher and Personnel Average Salaries

DISCIPLINE

TAKEAWAY

In-school suspensions were not reported to MDE in 2024. The number of incidents of violence increased to almost 2022 levels after declining in 2023. No other trends were noted.

BENTON COUNTY SCHOOL DISTRICT DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	≤5	≤5		15.1	10.5	12.1			
GENDER	FEMALE	≤5	≤5		12.1	8.0	8.4			
	MALE	≤5	≤5		17.6	12.9	16.0			
RACE	BLACK OR AFRICAN AMERICAN	≤5	≤5		21.3	15.6	16.3			
	TWO OR MORE RACES	≤5			19.4	9.1	22.2			
	WHITE	≤5	≤5		10.6	6.2	8.2			
DISABILITY	STUDENTS WITH DISABILITIES	≤5	≤5		19.3	14.5	13.7			
	STUDENTS WITHOUT DISABILITIES	≤5	≤5		14.0	9.5	11.7			
EL	LIMITED ENGLISH PROFICIENCY				≤10	≤5	5.3			
	NON LIMITED ENGLISH PROFICIENCY	≤5	≤5		15.2	10.6	12.2			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	94.0	74.0	91.0	≤5			≤5		
GENDER	FEMALE	38.0	26.0	29.0	≤5			≤5		
	MALE	56.0	48.0	62.0	≤5			≤5		
RACE	BLACK OR AFRICAN AMERICAN	61.0	52.0	59.0	≤5			≤5		
	TWO OR MORE RACES	≤10	≤10		≤5			≤5		
	WHITE	26.0	20.0	22.0	≤5			≤5		
DISABILITY	STUDENTS WITH DISABILITIES	24.0	18.0	15.0	≤5			≤5		
	STUDENTS WITHOUT DISABILITIES	70.0	56.0	76.0	≤5			≤5		
EL	LIMITED ENGLISH PROFICIENCY	≤10			≤5			≤5		
	NON LIMITED ENGLISH PROFICIENCY	93.0	74.0	90.0	≤5			≤5		

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

Figure 59: District Disciplinary Actions Reported to MDE

DISTRIBUTION OF SURVEY RESPONDENTS

DATA COLLECTION

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

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

Five hundred fifty-six (556) respondents from three stakeholder groups and three schools responded to the Comprehensive Needs Assessment Survey in 2025. The figure below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in the subsequent graphs and charts. Responses from all groups were totaled and divided by the number of survey respondents to calculate district-wide percentage distributions. Additional graphs detail the responses disaggregated by stakeholder group, school, and grade where appropriate.
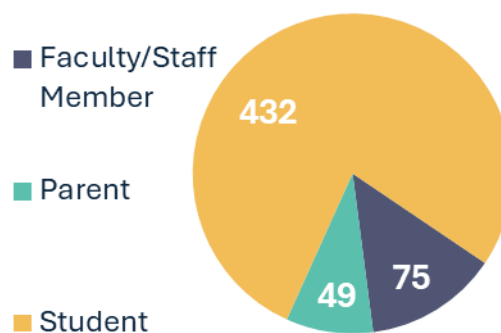

Figure 60: Distribution of Stakeholders

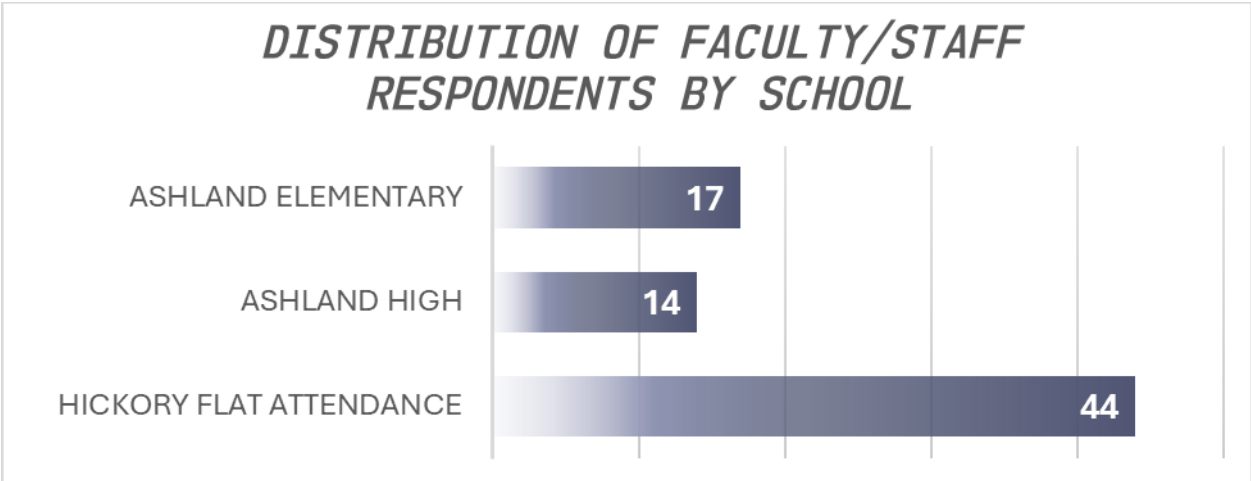## DISTRIBUTION OF FACULTY/STAFF RESPONDENTS BY SCHOOL

School	Count
ASHLAND ELEMENTARY	17
ASHLAND HIGH	14
HICKORY FLAT ATTENDANCE	44

Figure 61: Distribution of Faculty/Staff Respondents by School

DISTRIBUTION OF STUDENT RESPONSES BY SCHOOL

School	Count
ASHLAND ELEMENTARY	228
ASHLAND HIGH	76
HICKORY FLAT ATTENDANCE	128
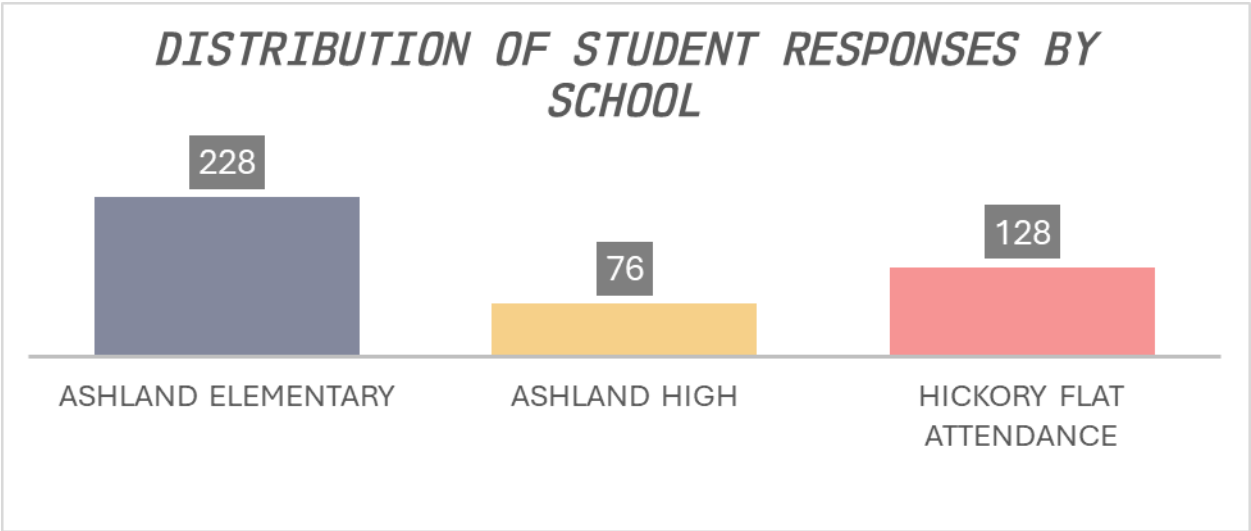
Figure 62: Distribution of Student Respondents by School

DISTRIBUTION OF PARENT RESPONDENTS BY SCHOOL

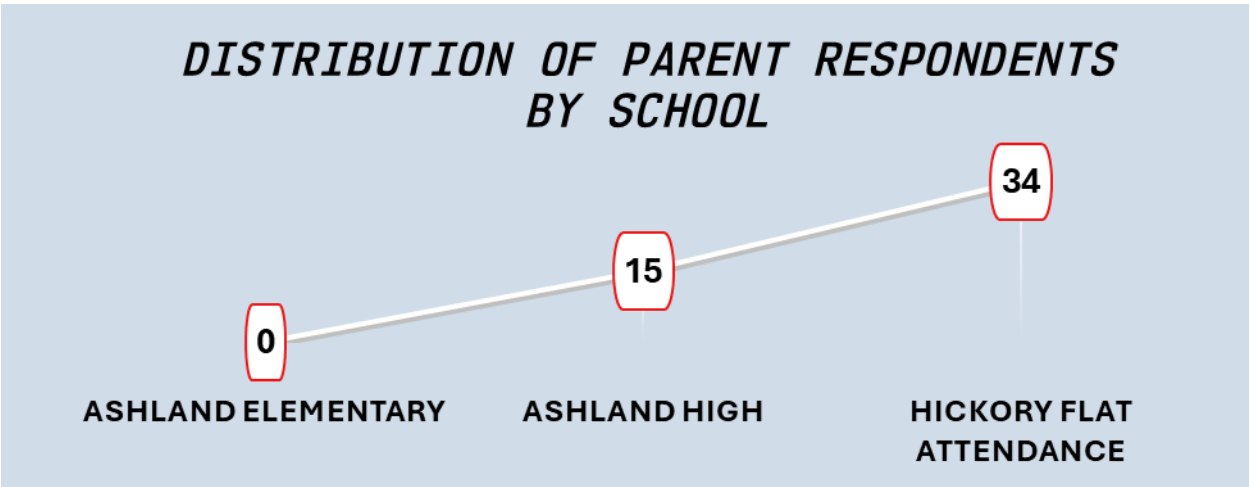| School	Count
ASHLAND ELEMENTARY	0
ASHLAND HIGH	15
HICKORY FLAT ATTENDANCE	34

Figure 63: Distribution of Parent Respondents by School

UNIVERSAL QUESTIONS

FACULTY, STAFF, PARENTS, AND STUDENTS responded to several similar questions on the survey. The following tables show the number of responses for each. Adjustments have been made for comparison purposes, with original questions and responses shown in subsequent Individual stakeholder group sections.

1. Percentages are calculated by dividing the number of responses by the total number of respondents who answered that question.

2. In order to make a comparison between stakeholders possible, some response categories have been combined (i.e., "Strongly Agree" and "Agree") or omitted when that response was not available for all responding stakeholder groups.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The school is open to parents' opinions and suggestions.

	STUDENT	PARENT	FACULTY	PERCENTAGE
Agree	295	47	60	72.3%
Disagree	137	2	15	27.7%

Teachers regularly communicate with parents of their students through newsletters, ParentSquare, calls, texts, Remind, emails, social media, or other means.

	STUDENT	PARENT	PERCENTAGE
Agree	354	44	82.7%
Disagree	78	5	17.3%

Schools provide sufficient opportunities for parent and family engagement.

	STUDENT	PARENT	PERCENTAGE
Agree	296	44	70.7%
Disagree	136	5	29.3%

CURRICULUM AND INSTRUCTION

Schools provide the instruction and help needed for students to succeed.

	STUDENT	PARENT	PERCENTAGE
Agree	390	44	90.2%
Disagree	42	5	9.8%

SCHOOL CLIMATE AND CULTURE

Schools provide adequate resources for students to be successful.

	STUDENT	PARENT	FACULTY	PERCENTAGE
Agree	358	44	58	82.7%
Disagree	74	5	17	17.3%

TITLE IV: WELL-ROUNDED EDUCATION, SAFETY, AND TECHNOLOGY

Schools place the safety of students as a priority.

	STUDENT	PARENT	FACULTY	PERCENTAGE
Agree	324	46	47	75.0%
Disagree	108	3	8	21.4%

My school has an effective drug and violence prevention program.

	STUDENT	PARENT	FACULTY	PERCENTAGE
Agree	254	41	26	57.7%
Disagree	178	8	18	36.7%

My school is well-equipped with adequate technology to effectively support and enhance student instruction

	STUDENT	FACULTY	PERCENTAGE
Agree	362	53	81.9%
Disagree	70	8	15.4%

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

	STUDENT	PARENT	FACULTY	PERCENTAGE
Developing relationship-building skills through character education.	72	10	37	21.4%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	86	7	40	23.9%
Implementing systems and practices to prevent bullying and harassment	74	14	36	22.3%
Promoting community and parent involvement in schools	54	5	36	17.1%
Promoting supportive school climates to reduce the use of suspensions and foster positive school discipline.	55	3	28	15.5%
Providing school-based mental health services and counseling	69	10	38	21.0%

Note: The first response combines two similar answers for students.

In the effort to support a well rounded education, I would like to see my school invest more in the following areas.

	STUDENT	PARENT	PERCENTAGE
Improving access to arts	55	3	12.1%
Improving access to music education	76	5	16.8%
Improving access to physical education	115	4	24.7%
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM	102	16	24.5%
Provide access to accelerated learning opportunities (Dual Enrollment Courses, etc.)	43	8	10.6%

DISTRICT STRENGTHS AND CHALLENGES

Five hundred fifty-six (556) stakeholders from three schools responded to the 2025 Benton County School District Comprehensive Needs Assessment survey online. Students comprise 77.7% of the total. Faculty/staff members represent 60.5% of the adult response, with parents accounting for 39.5%.

Benton County School District is a district focused on teaching and learning. The district's accountability rating was a "C" for 2024, barely missing the score cutoff for the "B" earned in 2023. District enrollment has decreased 5.4% since 2023. The district experienced a -1.3% change in average daily attendance between 2023 and 2024, but chronic absence dropped to 22.3%, below the state average of 24.4%. The district's graduation rate rose to 96.9%; the dropout rate decreased to 1.6%. Graduation rates for students with disabilities rose an astonishing 43.8 percentage points.

Faculty members, parents, and students responded to separate online Comprehensive Needs Assessment surveys. However, some questions were similar across two or more surveys. In the category of Parent, Family, and Community Engagement, 72.3% of all stakeholder groups agree that Benton County School are open to parent opinions and suggestions. Eighty-two percent of parents and students acknowledge that teachers regularly communicate with parents through a variety of means, and 70.7% believe that the schools provide enough opportunities for parent engagement.

Over 90% of students and parents agree that schools provide the instruction and help needed for students to succeed and 82.7% of all stakeholders believe that schools provide enough resources for learning.

Three quarters of stakeholders trust that schools make student safety a priority, but only 57% think that the district's drug and violence prevention programs are adequate. The availability of technology received good marks from students and faculty members. Suggestions for improving school safety were about evenly approved, with no one suggestion standing out among stakeholder groups. The same was true for suggestions regarding well-rounded education.

DISTRICT CNA SURVEY

Introduction

THREE DIFFERENT GROUPS OF STAKEHOLDERS FROM Benton County School District were asked to respond to questions about the district and its schools. Seventy-five (75) faculty members, forty-nine (49) parents, and four hundred thirty-two (432) students responded to the survey. The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Title IV; and Title II: Professional Development. A summary of responses to any open-ended questions can be found in the survey results for each school.

DISTRICT FACULTY AND STAFF SURVEY

DEMOGRAPHICS

What level do you teach?

	Count	Percentage
Elementary	43	57.3%
Middle	8	10.7%
High	24	32.0%

FEDERAL PROGRAMS

Which of the following would be the best use of Title I Funds to impact student achievement? Choose all that apply.

	Count	Percentage
District Curriculum Coach	5	6.7%
Instructional material for Homeless students	3	4.0%
Instructional Materials for the Classroom	34	45.3%
Interventions/Interventionist	43	57.3%
Lead Teacher	6	8.0%
Music, art, computer courses	1	1.3%

Which of the following would be the best use of Title I Funds to impact student achievement? Choose all that apply.

	Count	Percentage
Online Programs	9	12.0%
Parent Family Engagement	12	16.0%
School Nurse	43	57.3%
School Site Instructional Coach	20	26.7%
Staff Training	17	22.7%
Student Supplemental Instructional Services	23	30.7%
Supplies for Homeless students	17	22.7%

Are there sufficient resources (instructional material such as iReady, PD, in-service trainings, funding for consulting, etc.) available to allow teachers to take advantage of professional development activities?

	Count	Percentage
Yes	71	94.7%
No	4	5.3%

Rate any of the following programs your school uses.

	Student Achievement Impact			
	High	Low	Moderate	Do not use
Accelerated Reader	21	7	13	34
Mastery Connect	32	7	25	11
Grade Results	13	15	23	24
iReady	20	11	28	16
Starfall	5	2	9	59

Is the availability of teaching materials and supplies (paper, laboratory supplies, books, etc.) adequate to support effective instruction?

	Count	Percentage
Yes	58	77.3%
No	17	22.7%

Does BCS provide adequate support for homeless students?

	Count	Percentage
Yes	63	84.0%
No	12	16.0%

Title I school-wide services provide our district with additional interventionists, instructional coaches/data coach, supplies and materials for homeless students, a curriculum coach, teacher professional development and/or coaching, and classroom supplies for students. Are federal funds being used effectively at your school?

	Count	Percentage
Yes	69	92.0%
No	6	8.0%

Parent, Family, and Community Engagement

Is your school's federal allocation for parental and family engagement being used effectively for parent/family engagement activities/resources?

	Count	Percentage
Yes	70	93.3%
No	5	6.7%

Is ParentSquare an effective communication tool to reach parents?

	Count	Percentage
Yes, it is an effective communication tool	53	70.7%
I have not used this communication tool	4	5.3%
It is somewhat effective. The district should look at other options.	17	22.7%
No, the district should research new options.	1	1.3%

Is the school open to parents' opinions and suggestions?

	Count	Percentage
Yes	60	80.0%
No	15	20.0%

Do you make contact with Parents regularly through the school year?

	Count	Percentage
Yes	66	88.0%
No	9	12.0%

TITLE II: PROFESSIONAL DEVELOPMENT

Title II Funds are intended to support teachers, principals, and other school leaders in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students. Are federal funds used effectively at your school?

	Count	Percentage
Yes	68	90.7%
No	7	9.3%

Has offering Consulting Services (Bailey Education Group, Excellence Group, Performance Based, English Learners Engaged, etc.) positively impacted student achievement?

	Count	Percentage
Agree	21	28.0%
Strongly Agree	12	16.0%
Neutral	22	29.3%
Disagree	11	14.7%
Strongly Disagree	1	1.3%
Not Applicable	8	10.7%

Has any other professional development (such as the Making Connections Conference, Elevate Conference, online PD, etc.) positively impacted your implementation efforts to enhance student achievement in your classroom?

	Count	Percentage
Yes	49	65.3%
No	26	34.7%

I would like to have more professional development in: Choose all that apply.

	Count	Percentage
Academic Program (Clever, iReady, etc.)	11	14.7%
Classroom Management	20	26.7%
Differentiated Instruction	25	33.3%
English Language Learners	6	8.0%
Formative Summative Assessments	10	13.3%
MS CRR Standards	5	6.7%
My specific content area	24	32.0%
Questioning Techniques	9	12.0%

I would like to have more professional development in: Choose all that apply.

	Count	Percentage
Response to Interventions	21	28.0%
Special Education topics	23	30.7%
Student Engagement	24	32.0%
Technology Integration	18	24.0%
Writing Process	10	13.3%

TITLE IV: WELL-ROUNDED EDUCATION, SAFETY, AND TECHNOLOGY

The Title IV, Part A program provides funding to improve students' academic achievement by increasing the school district's capacity to provide all students with access to a well-rounded education, improve school conditions for student learning, and Increase the use of technology to enhance academic achievement and digital literacy for all students. Have these funds been used effectively?

	Count	Percentage
Yes	63	84.0%
No	12	16.0%

My school does a good job in offering the following for our students:

	Count	Percentage
Music/Arts (Dance, Photography, Drama, etc.)	5	6.7%
STEM Education	1	1.3%
Technology Integration	15	20.0%
Physical Education	12	16.0%
Other Title IV initiatives	5	6.7%

Do the school's well-rounded programs (Music, Art, STEM, etc.) have a positive impact on students?

	Count	Percentage
Yes	60	80.0%
No	15	20.0%

Please rate the effectiveness of how Title funds are being used to provide all students with access to a well-rounded education.

	Not Effective	Somewhat Effective	Very Effective
ACT prep	6	34	35
Dual Enrollment	7	22	46
Instructional Supplies	3	35	37

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

	Count	Percentage
Providing school-based mental health services and counseling	38	50.7%
Promoting supportive school climates to reduce the use of suspensions and foster positive school discipline.	28	37.3%
Implementing programs that support a healthy, active lifestyle (nutritional, hygiene, and physical education)	40	53.3%
Implementing systems and practices to prevent bullying and harassment	36	48.0%
Developing relationship-building skills through character education.	37	49.3%
Promoting community and parent involvement in schools	36	48.0%

My school has an effective drug and violence prevention program.

	Count	Percentage
Agree	22	29.3%
Strongly Agree	4	5.3%
Neutral	31	41.3%
Disagree	13	17.3%
Strongly Disagree	5	6.7%
Not Applicable	0	0.0%

My school places the safety (bully prevention, etc.) of the students as a priority.

	Count	Percentage
Agree	36	48.0%
Strongly Agree	11	14.7%
Neutral	20	26.7%
Disagree	6	8.0%
Strongly Disagree	2	2.7%
Not Applicable	0	0.0%

My school is well-equipped with adequate technology to effectively support and enhance student instruction.

	Count	Percentage
Agree	44	58.7%
Strongly Agree	9	12.0%
Neutral	14	18.7%
Disagree	5	6.7%
Strongly Disagree	3	4.0%
Not Applicable	0	0.0%

SCHOOL IMPROVEMENT

Are teachers involved in making decisions at the school?

	Count	Percentage
Yes	44	58.7%
No	31	41.3%

Is there a process for involving all stakeholders in decision making at my school?

	Count	Percentage
Yes	42	56.0%
No	33	44.0%

SCHOOL CLIMATE AND CULTURE

Does the school motivate students to do their best work?

	Count	Percentage
Yes	42	56.0%
No	33	44.0%

Are discipline policies at my school fair?

	Count	Percentage
Yes	56	74.7%
No	19	25.3%

Do teachers at my school pursue a clear, common purpose for all student learning?

	Count	Percentage
Yes	70	93.3%
No	5	6.7%

Are you comfortable analyzing student data?

	Count	Percentage
Yes	60	80.0%
No	15	20.0%

Do you have data-driven conversations with parents?

	Count	Percentage
Yes	41	54.7%
No	34	45.3%

Do you understand the RTI Three-Tier Process in the MTSS and its purpose?

	Count	Percentage
Yes	56	74.7%
No	19	25.3%

DISTRICT PARENT SURVEY

DEMOGRAPHICS

What grade is your child in?

	Count	Percentage
KINDERGARTEN	4	8.2%
GRADES 1-3	10	20.4%
GRADES 4-6	4	8.2%
GRADES 7-8	9	18.4%
GRADES 9-12	22	44.9%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

My child's school is open to parents' opinions and suggestions.

	Count	Percentage
Agree	47	95.9%
Disagree	2	4.1%

My child's school provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Agree	44	89.8%
Disagree	5	10.2%

My child's school communicates its Family and Parent Engagement Policy to parents.

	Count	Percentage
Agree	45	91.8%
Disagree	4	8.2%

Teachers regularly communicate with parents of their students through newsletters, ParentSquare, calls, texts, Remind, emails, social media, or other means.

	Count	Percentage
Agree	44	89.8%
Disagree	5	10.2%

In the past year I have attended/participated in the following via online conference, phone call, or in-person:

	Count	Percentage
Parent/teacher conference	21	42.9%
Checked my child's grades/assignments online through Active Parent	43	87.8%
Been in contact with my child's teacher	38	77.6%
Received a newsletter from the school or teacher	38	77.6%
Worked with a committee or group on school or district policies	7	14.3%
Attended parent night or other event geared toward helping me help my child academically	21	42.9%
Attended a performance, celebration, or awards ceremony involving my child and/or his or her peers	31	63.3%
Volunteered at my child's school	11	22.4%

I have been provided with information about how I can help my child with his/her school work.

	Count	Percentage
Agree	39	79.6%
Disagree	10	20.4%

Please select all areas in which your school effectively communicates with you.

	Count	Percentage
Homework assignments	36	73.5%
Student academic achievement	38	77.6%
Discipline	30	61.2%
Health updates/Issues	34	69.4%
Required State Test information	38	77.6%
Programs/events/school activities or the cancellation of these events	43	87.8%

CURRICULUM AND INSTRUCTION

My school provides the instruction and help needed for my child to be successful.

	Count	Percentage
Agree	44	89.8%
Disagree	5	10.2%

Which of the following do you feel are necessary for your child's success?

	Count	Percentage
Access to technology	40	81.6%
Interventionists	18	36.7%
Supplemental instructional material	31	63.3%
Online learning programs	33	67.3%
Professional development and/or coaching for staff	28	57.1%
Parent engagement funds for outreach to the community	20	40.8%
Materials needed to alleviate barriers for homeless students	20	40.8%
Supplemental service interventions in reading, math, U.S. history, sciences, etc.	0	0.0%
Library media services and material	27	55.1%

My child's school provides adequate resources for my child to be successful.

	Count	Percentage
Agree	44	89.8%
Disagree	5	10.2%

Teachers at my child's school uses instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Agree	46	93.9%
Disagree	3	6.1%

My child's school sets high expectations for student learning for all students.

	Count	Percentage
Agree	46	93.9%
Disagree	3	6.1%

My child's school has fair grading policies and practices that are administered in a consistent manner.

	Count	Percentage
Agree	49	100.0%
Disagree	0	0.0%

I feel school attendance is a priority for my child's success.

	Count	Percentage
Agree	48	98.0%
Disagree	1	2.0%

My child's school does a good job in the following areas:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
English/Language Arts	63.3%	10.2%	26.5%	0.0%	0.0%	0.0%
Math	51.0%	2.0%	30.6%	4.1%	2.0%	0.0%
Science	57.1%	2.0%	28.6%	0.0%	2.0%	0.0%
Social Studies	55.1%	2.0%	28.6%	4.1%	2.0%	0.0%
Music/Arts	57.1%	4.1%	24.5%	4.1%	2.0%	2.0%
Physical Education	53.1%	4.1%	26.5%	4.1%	2.0%	2.0%
Foreign Languages	26.5%	4.1%	32.7%	4.1%	10.2%	14.3%
Career and Technical Education	46.9%	2.0%	24.5%	2.0%	4.1%	12.2%
Special Education	38.8%	6.1%	30.6%	2.0%	4.1%	14.3%

FEDERAL PROGRAMS

I have input into how federal funds are spent at my child's school through surveys like this one and school meetings.

	Count	Percentage
Agree	37	75.5%
Disagree	12	24.5%

My school meets the needs of students who qualify for McKinney-Vento Homeless Services.

	Count	Percentage
Agree	45	91.8%
Disagree	4	8.2%

The school and community meet the needs of students who face challenges due to natural disasters, fires, or poverty.

	Count	Percentage
Agree	48	98.0%
Disagree	1	2.0%

Title I Funds are used for the following. Please rate the effectiveness of each.

	Not Effective	Somewhat Effective	Very Effective
Consulting and professional development for teachers	2	16	31
Classroom supplies	1	12	36
Parent and family engagement	3	18	28
Instructional coach who works with teachers to improve the quality of their lessons and the quality of students' education	4	14	31
Homeless supplies	5	15	29
Library media instructional supplies	2	13	34
*Student Instructional Supplemental Services	0	8	7

*AHS only

Title II Funds are used for the following. Please rate the effectiveness of each.

	Not Effective	Somewhat Effective	Very Effective
Consultant for teachers	1	16	32
Consultants for leadership	1	18	30
Professional development	1	18	30
PD supplies	2	16	31
Coaching teachers on high-quality lesson delivery and data utilization	2	17	30

TITLE IV: WELL-ROUNDED EDUCATION, SAFETY, AND TECHNOLOGY

In an effort to support a well-rounded education, I would like to see my child's school invest more in the following areas:

	Count	Percentage
Improving access to arts	3	6.1%
Improving access to music education	5	10.2%
Improving access to physical education	4	8.2%
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM)	16	32.7%
Provide access to accelerated learning opportunities (Dual Enrollment Courses, etc.)	8	16.3%
Strengthening instruction in American History, Civics, Economics, Geography, Government, and Environmental Education.	7	14.3%

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

	Count	Percentage
Promoting community and parent involvement in schools	5	10.2%
Providing school-based mental health services and counseling	10	20.4%
Promoting supportive school climates to reduce the use of suspensions and foster positive school discipline.	3	6.1%
Implementing programs that support a healthy, active lifestyle (nutritional, hygiene, and physical education)	7	14.3%
Implementing systems and practices to prevent bullying and harassment	14	28.6%
Developing relationship-building skills through character education.	10	20.4%

My school places the safety of my child as a priority.

	Count	Percentage
Agree	46	93.9%
Disagree	3	6.1%

My child 's school places the health of my child as a priority.

	Count	Percentage
Agree	46	93.9%
Disagree	3	6.1%

My child's school has an effective drug and violence prevention program.

	Count	Percentage
Agree	41	83.7%
Disagree	8	16.3%

GENERAL OPINION

Overall, my school does a good job educating our students.

	Count	Percentage
Agree	47	95.9%
Disagree	2	4.1%

DISTRICT STUDENT SURVEY

DEMOGRAPHICS

What grade are you in?	Count	Percentage
GRADE K	36	8.3%
GRADES 1-2	66	15.3%
GRADES 3-5	100	23.1%
GRADE 6	27	6.3%
GRADES 6-8	107	24.8%
GRADES 7-8	36	8.3%
GRADES 9-12	60	13.9%

CURRICULUM AND INSTRUCTION

My school provides the instruction and help needed for me to be successful.	Count	Percentage
Agree	390	90.3%
Disagree	42	9.7%

Which of the following do you feel are necessary for student success?	Count	Percentage
Access to Technology	327	75.7%
Advanced Placement Opportunities (ACT testing fees for 10 graders, Dual Enrollment Fees)	86	19.9%
Curriculum Coach	137	31.7%
Instructional Coach	204	47.2%
Interventionists (Additional Instructional Support)	189	43.8%
Parent Engagement Funds for Outreach to the Community	140	32.4%
School Nurse	289	66.9%
Supplemental Instructional Materials for the Classroom	236	54.6%
Supplies for Homeless students	219	50.7%
Teacher Training	203	47.0%

My school provides adequate resources for students to be successful.	Count	Percentage
Agree	358	82.9%
Disagree	74	17.1%

Teachers at my school use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Agree	382	88.4%
Disagree	50	11.6%

My school sets high expectations for student learning for all students.

	Count	Percentage
Agree	363	84.0%
Disagree	69	16.0%

My school has fair grading policies and practices that are administered in a consistent manner.

	Count	Percentage
Agree	354	81.9%
Disagree	78	18.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

My school is open to parents' opinions and suggestions.

	Count	Percentage
Agree	295	68.3%
Disagree	137	31.7%

Teachers regularly communicate with my parents through newsletters, Parent Square, texts, calls, or other means. *

	Count	Percentage
Agree	354	81.9%
Disagree	78	18.1%

My school provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Agree	296	68.5%
Disagree	136	31.5%

I feel school attendance is a priority for student success.

	Count	Percentage
Agree	104	24.1%
Disagree	28	6.5%
Neutral	117	27.1%
Strongly Agree	139	32.2%
Strongly Disagree	44	10.2%

TITLE IV: WELL-ROUNDED EDUCATION, SAFETY, AND TECHNOLOGY

In the effort to support a well-rounded education, I would like to see my school invest more in the following areas:

	Count	Percentage
Promoting access to accelerated learning opportunities	43	10.0%
Improving access to physical education	115	26.6%
Improving access to agricultural education	41	9.5%
Improving access to arts	55	12.7%
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM	102	23.6%
Improving access to music education	76	17.6%

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

	Count	Percentage
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	86	19.9%
Providing school-based mental health services and counseling	69	16.0%
Establishing community partnerships	22	5.1%
Promoting supportive school climates to reduce the use of Out of School Suspension	55	12.7%
Promoting community and parent involvement in schools	54	12.5%
Developing relationship building skills	43	10.0%
Implementing systems and practices to prevent bullying and harassment	74	17.1%
Promote character education	29	6.7%

My school places the safety of students as a priority.

	Count	Percentage
Agree	324	75.0%
Disagree	108	25.0%

I feel safe at school.

	Count	Percentage
Agree	289	66.9%
Disagree	143	33.1%

My school has fair and effective discipline policies.

	Count	Percentage
Agree	101	23.4%
Disagree	45	10.4%

I like the way my school rewards students for positive behavior.

	Count	Percentage
Agree	319	73.8%
Disagree	113	26.2%

My school places the health of students as a priority,

	Count	Percentage
Agree	296	68.5%
Disagree	136	31.5%

My school has an effective drug and violence prevention program.

	Count	Percentage
Agree	254	58.8%
Disagree	178	41.2%

My school has effective technology to assist with my learning.

	Count	Percentage
Agree	362	83.8%
Disagree	70	16.2%

NOTES

ASHLAND ELEMENTARY SCHOOL

Introduction

Ashland Elementary School is a public school located at 768 Lamar Road, Ashland, Mississippi, serving two hundred sixty-two (262) students in prekindergarten through sixth grade (PK-6) as part of the Benton County School District. Ashland Elementary maintains a student-teacher ratio of 12:1, emphasizing personalized attention and support for its students. The school is led by Principal Detrice Bean-Williams, a Benton County native and Ashland Middle/High School graduate who has served as principal since February 2022. The administration is committed to fostering a collaborative environment among staff, students, and families, and upholds a strict non-discrimination policy in accordance with federal and state guidelines.

The school's mission is to teach, engage, articulate, maximize, and motivate learning through data driven instruction with support from all stakeholders. The school is dedicated to preparing students for future academic success and personal growth.

PRINCIPAL'S MESSAGE

Along with the dedicated staff of Ashland Elementary School, we are committed to cultivating a supportive and enriching environment for every student. Together we strive for excellence and growth. Let's embrace challenges, celebrate success, and continue to build strong relationships.

Detrice Williams

ENROLLMENT AND ATTENDANCE

ASHLAND ELEMENTARY SCHOOL ENROLLMENT			
	2023	2024	2025
ALL	274	256	262
PK	*		
K	48	49	49
ELEM_SPED	*	*	
GR_1	32	33	41
GR_2	44	33	33
GR_3	35	42	38
GR_4	26	31	38
GR_5	32	*	30
GR_6	43	32	33
			(MDE, 2023, 2024, 2025, Enrollment)

Figure 64: Ashland Elementary School Enrollment

Note: Special Education enrollment for 2025 is not available.

ASHLAND ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP				
		2022	2023	2024
ALL	ALL	242	274	256
GENDER	FEMALE	109	131	131
	MALE	133	143	125
RACE	BLACK OR AFRICAN AMERICAN	177	200	170
	HISPANIC OR LATINO	14	16	14
	TWO OR MORE RACES	13	19	20
	WHITE	38	39	52
				(MDE, 2022, 2023, 2024, Enrollment)

Figure 65: Ashland Elementary School Enrollment by Demographic Group

Note: Demographic enrollment for 2025 is not available.

ASHLAND ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE

	2022	2023	2024
ALL	222.0	250.1	235.9
K	30.5	41.4	42.9
ELEM_SPED	6.6	9.4	7.6
GR_1	30.2	31.3	29.8
GR_2	32.5	41.7	31.5
GR_3	25.5	32.4	40.7
GR_4	27.5	25.3	28.4
GR_5	34.9	28.7	26.3
GR_6	34.3	39.9	28.6

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

Figure 66: Ashland Elementary School Average Daily Attendance

Figure 67: Ashland Elementary School Chronic Absence

ACCOUNTABILITY

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY RATING

2022		2023		2024
D		**C**		**C**
POINTS	306	⬆	337	⬆	345

(MDE, 2022, 2023, 2024, Accountability)
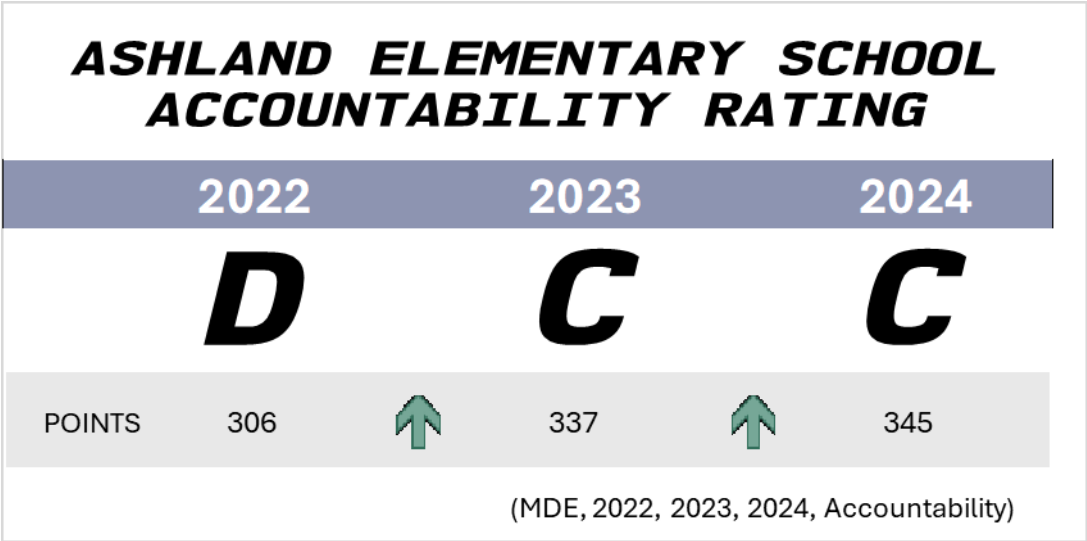
Figure 68: Ashland Elementary School Accountability

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY: READING

READING % PROFICIENT
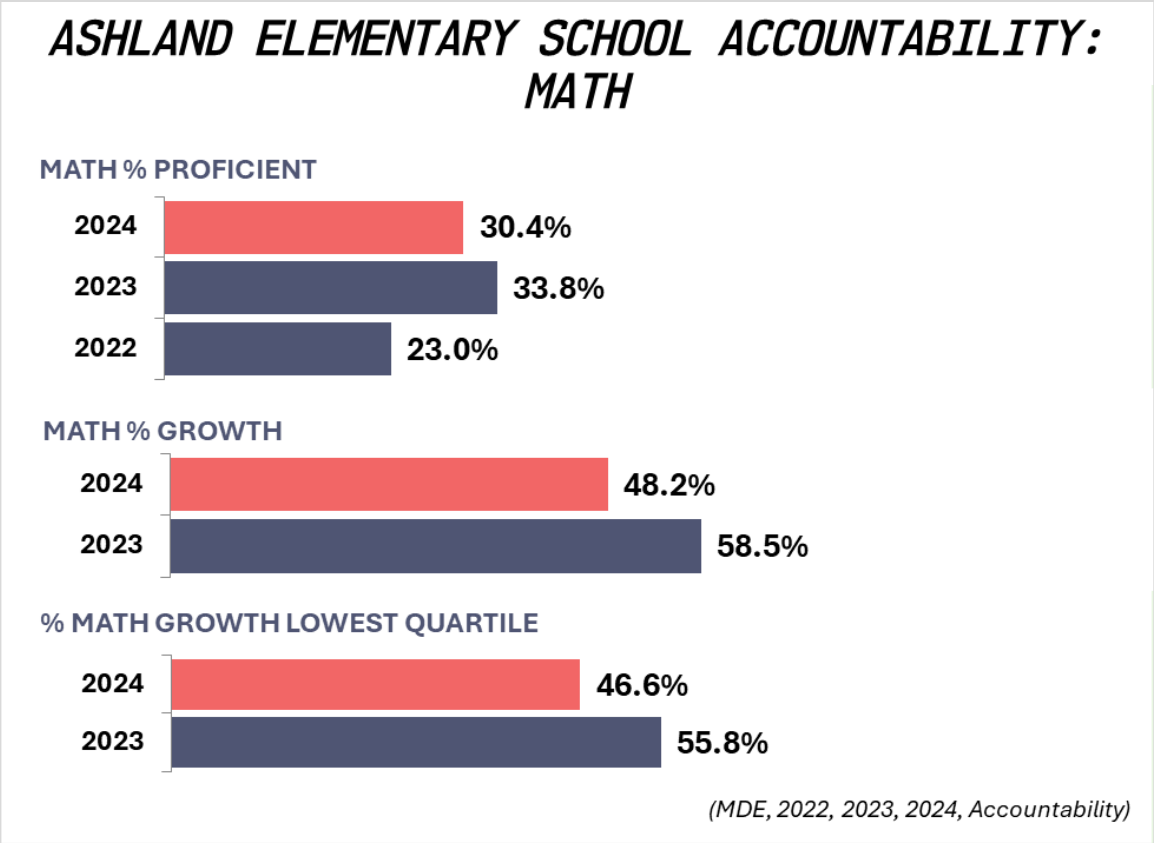
- 2024: 36.0%
- 2023: 33.1%
- 2022: 36.3%

READING % GROWTH

- 2024: 53.6%
- 2023: 54.0%

% READING GROWTH LOWEST QUARTILE

- 2024: 54.3%
- 2023: 58.3%

(MDE, 2022, 2023, 2024, Accountability)
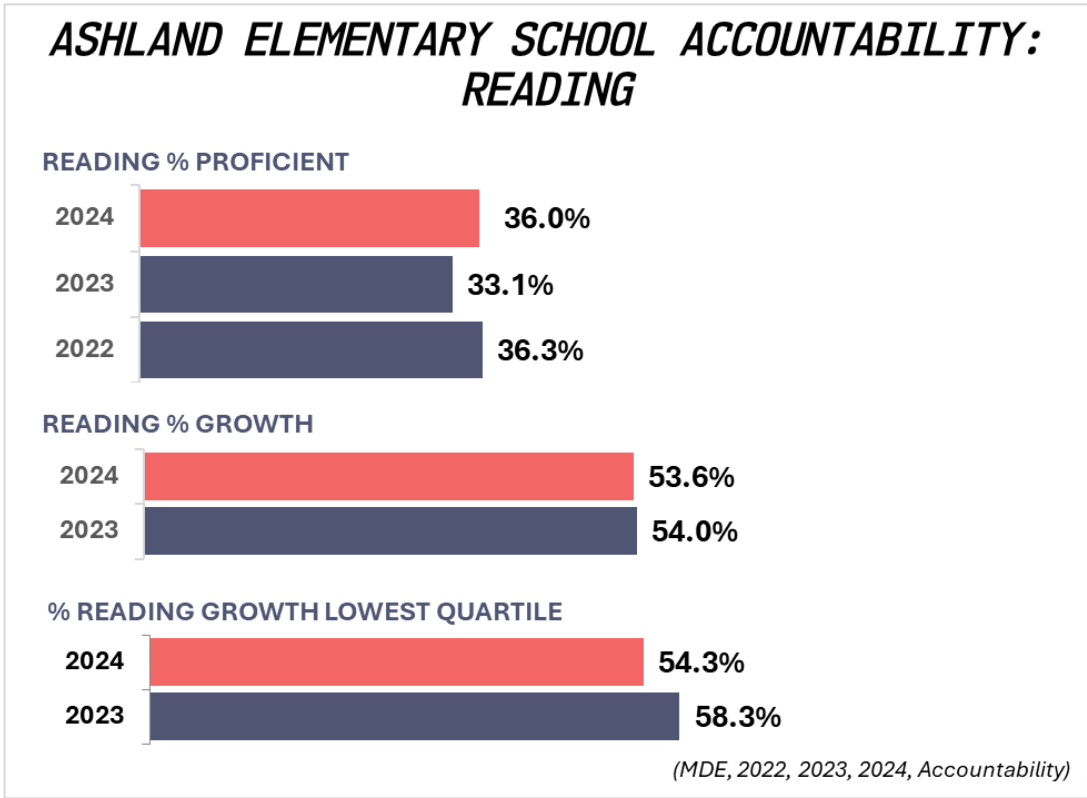
Figure 69: Ashland Elementary School Accountability: Reading

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT

2024 — 30.4%
2023 — 33.8%
2022 — 23.0%

MATH % GROWTH

2024 — 48.2%
2023 — 58.5%

% MATH GROWTH LOWEST QUARTILE

2024 — 46.6%
2023 — 55.8%

(MDE, 2022, 2023, 2024, Accountability)

Figure 70: Ashland Elementary School Accountability: Math

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT
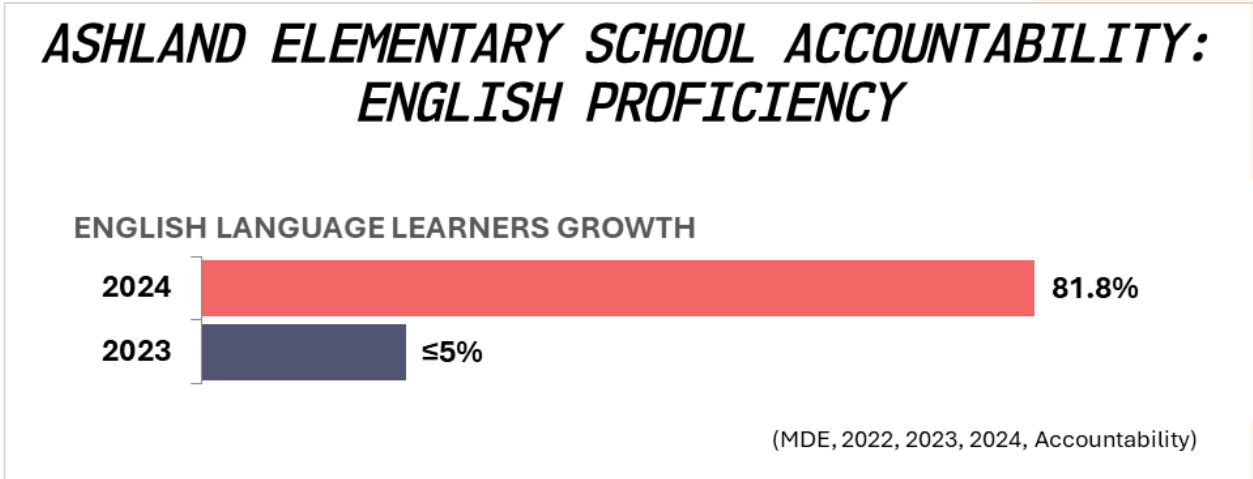
2024 — 60.0%
2023 — 43.3%
2022 — 32.4%

(MDE, 2022, 2023, 2024, Accountability)
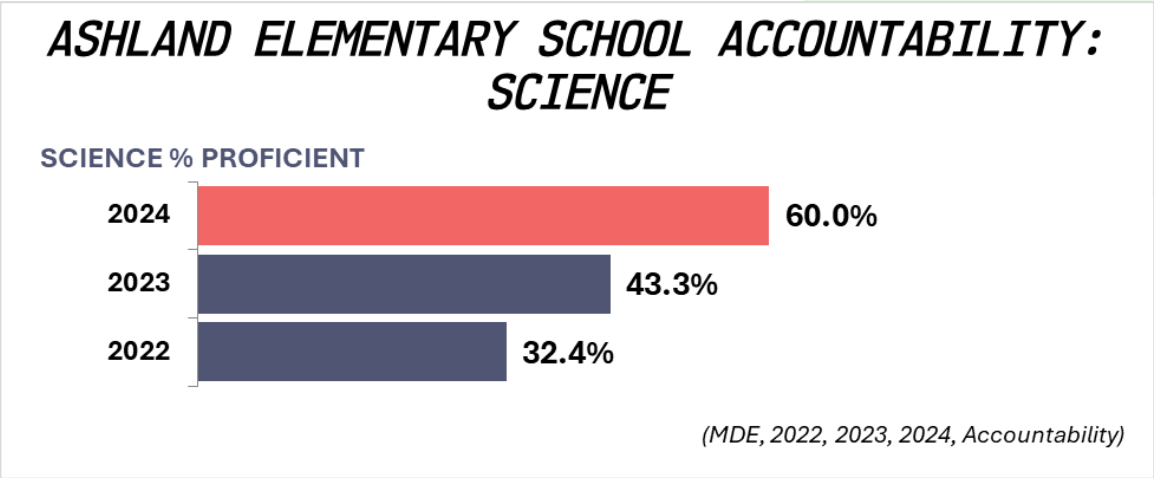
Figure 71: Ashland Elementary School Accountability: Science

ASHLAND ELEMENTARY SCHOOL ACCOUNTABILITY: ENGLISH PROFICIENCY

ENGLISH LANGUAGE LEARNERS GROWTH

Year	Value
2024	81.8%
2023	≤5%

(MDE, 2022, 2023, 2024, Accountability)

Figure 72: Ashland Elementary School Accountability: English Proficiency

ASHLAND ELEMENTARY SCHOOL PROFICIENCY BY DEMOGRAPHIC GROUP: READING

Legend: ■ 2022 ■ 2023 ■ 2024

GENDER

	2022	2023	2024
FEMALE	41.7	36.4	38.3
MALE	32	30	33.8

DISABILITY

	2022	2023	2024
STUDENTS WITH DISABILITIES	16.1	4	14.8
STUDENTS WITHOUT DISABILITIES	42.3	39.6	41.8

ECONOMIC STATUS

	2022	2023	2024
ECONOMICALLY DISADVANTAGED	36.3	33.1	36

ENGLISH PROFICIENCY

	2022	2023	2024
NON LIMITED ENGLISH PROFICIENCY	36.4	33.3	35

RACE

	2022	2023	2024
BLACK OR AFRICAN AMERICAN	33.3	29.9	30.8
WHITE	37.5	43.8	57.9

(MDE, 2022, 2023, 2024, Accountability)

Figure 73: Ashland Elementary School Proficiency by Demographic Group: Reading
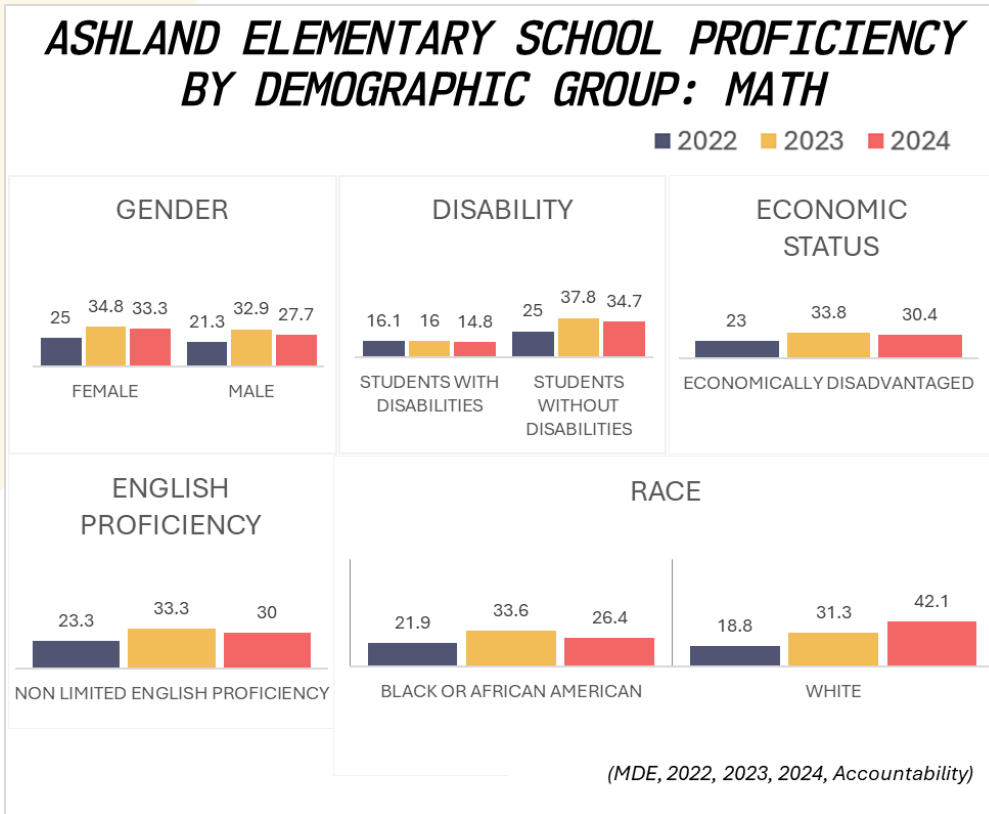
Figure 74: Ashland Elementary School Proficiency by Demographic Group: Math
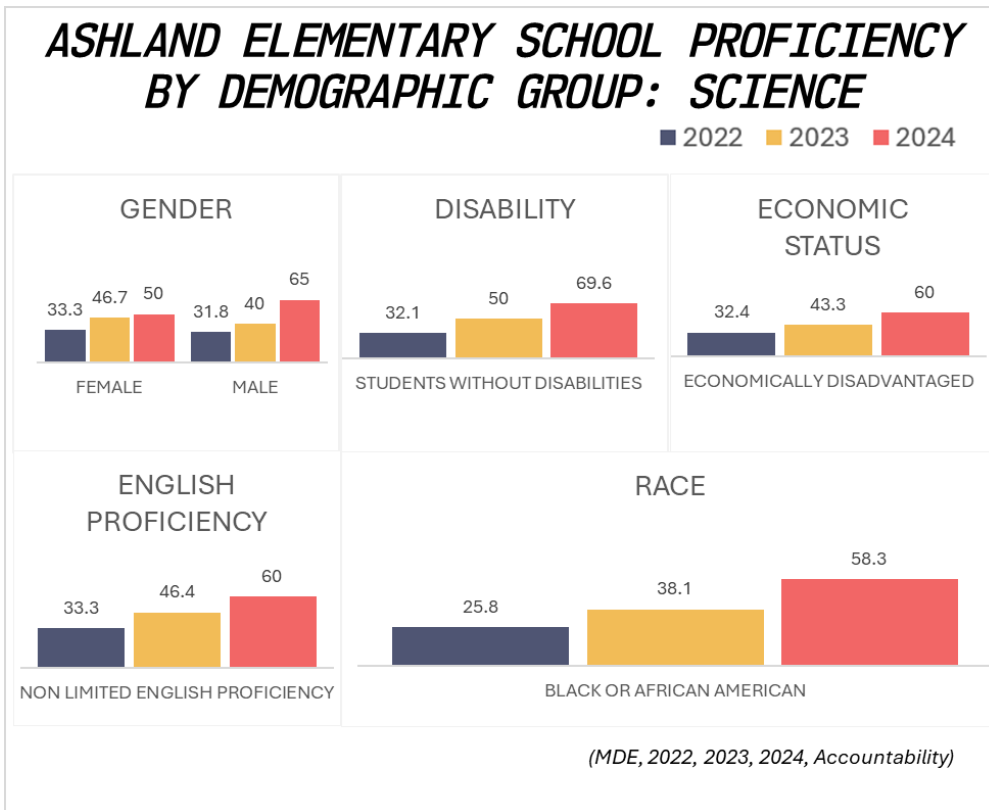
Figure 75: Ashland Elementary School Proficiency by Demographic Group: Science

ASSESSMENT

KINDERGARTEN READINESS

ASHLAND ELEMENTARY SCHOOL KINDERGARTEN READINESS ASSESSMENT: KINDERGARTEN

FALL 464 | SPRING 644 | FALL 465 | SPRING 619 | FALL 474 | SPRING 665

21-22 | 22-23 | 23-24

(MDE, 2021, 2022, 2023, 2024, Assessment)

FALL | SPRING

STATE KINDERGARTEN

21-22	487 / 686
22-23	495 / 695
23-24	498 / 701
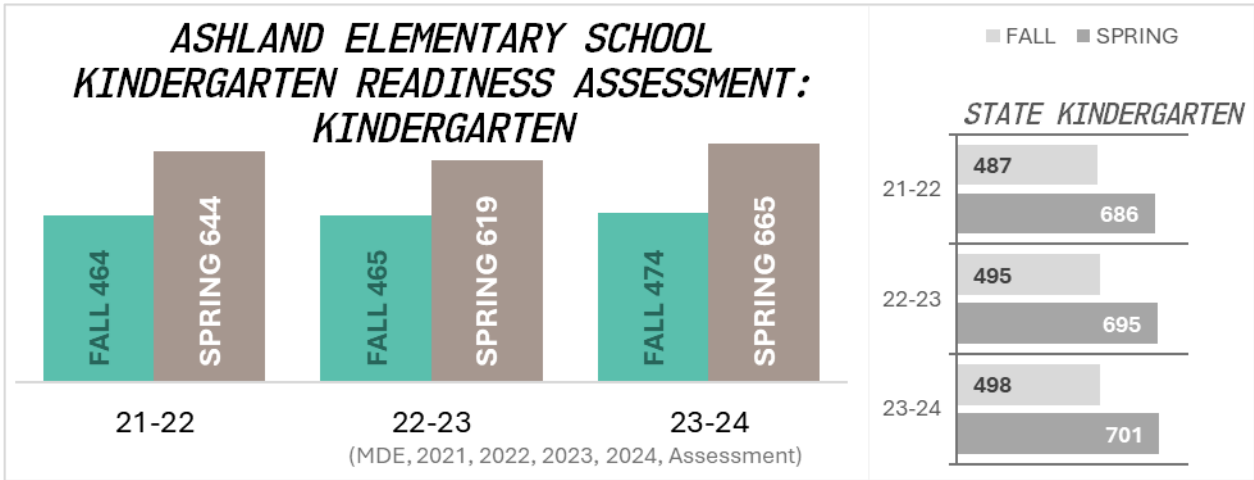
Figure 76: Ashland Elementary School Kindergarten Readiness Assessment: Kindergarten

THIRD-GRADE READING

ASHLAND ELEMENTARY SCHOOL INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE

2022	2023	2024
55.6	55.9	55.6

Figure 77: Ashland Elementary School Initial Third-Grade Reading Assessment Pass Rate

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

MAAP

MAAP ELA

ASHLAND ELEMENTARY SCHOOL MAAP ELA GRADE 3

Level	2024	2023	2022
LEVEL 5	4.4	8.8	11.1
LEVEL 4	26.7	29.4	25.9
LEVEL 3	24.4	14.7	14.8
LEVEL 2	22.2	35.3	25.9
LEVEL 1	22.2	11.8	22.2

2024 Proficient (4+5): **31.1%**

ASHLAND ELEMENTARY SCHOOL MAAP ELA GRADE 4

Level	2024	2023	2022
LEVEL 5	26.7	3.7	13.3
LEVEL 4	26.7	33.3	16.7
LEVEL 3	23.3	44.4	20.0
LEVEL 2	16.7	11.1	33.3
LEVEL 1	6.7	7.4	16.7

2024 Proficient (4+5): **53.3%**
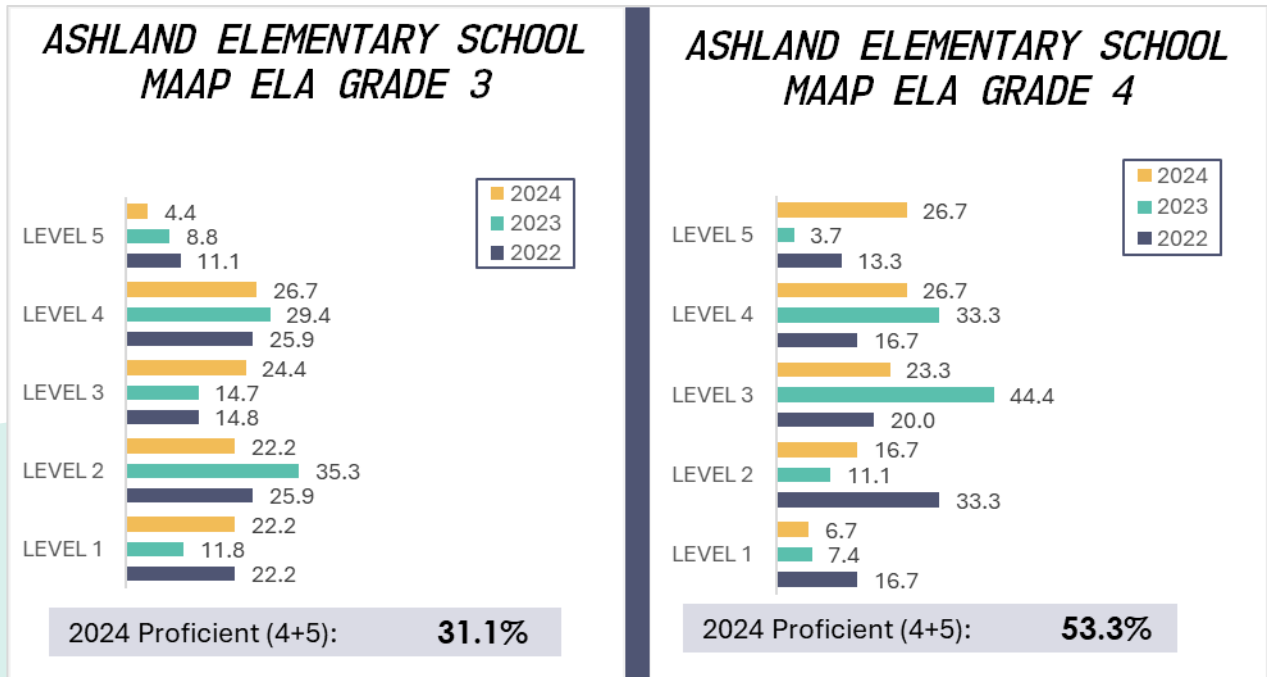
Figure 78: Ashland Elementary School MAAP ELA Grades 3 and 4

ASHLAND ELEMENTARY SCHOOL MAAP ELA GRADE 5

Level	2024	2023	2022
LEVEL 5	3.6	24.1	0.0
LEVEL 4	32.1	24.1	35.9
LEVEL 3	39.3	41.4	35.9
LEVEL 2	14.3	10.3	12.8
LEVEL 1	10.7	0.0	15.4

2024 Proficient (4+5): **35.7%**

ASHLAND ELEMENTARY SCHOOL MAAP ELA GRADE 6

Level	2024	2023	2022
LEVEL 5	10.7	2.4	10.5
LEVEL 4	17.9	16.7	26.3
LEVEL 3	32.1	35.7	36.8
LEVEL 2	28.6	33.3	10.5
LEVEL 1	10.7	11.9	15.8

2024 Proficient (4+5): **28.6%**
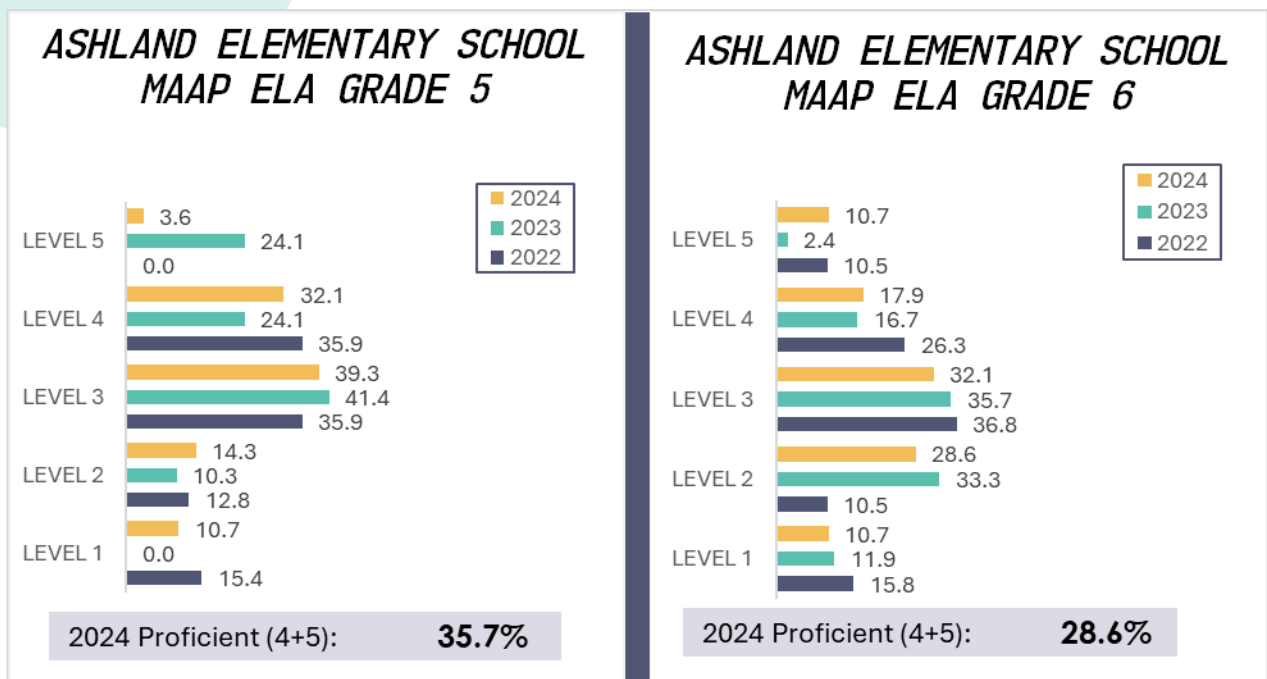
Figure 79: Ashland Elementary School MAAP ELA Grades 5 and 6

MAAP MATH
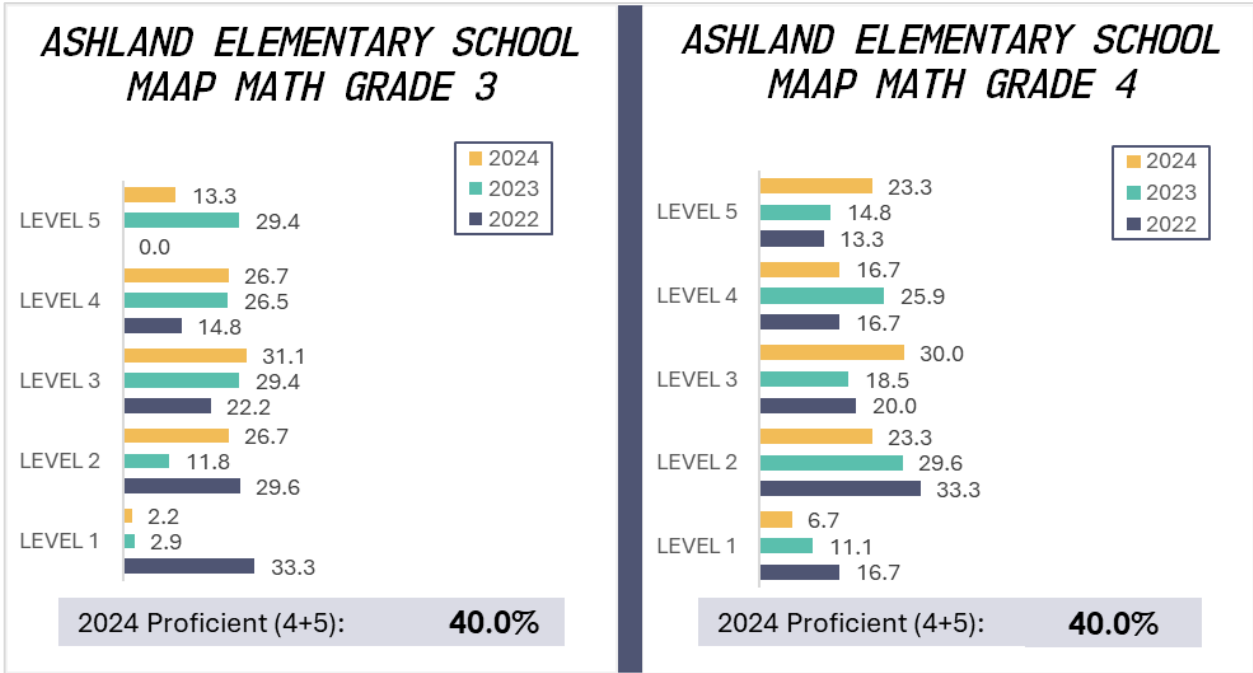
Figure 80: Ashland Elementary School MAAP Math Grades 3 and 4
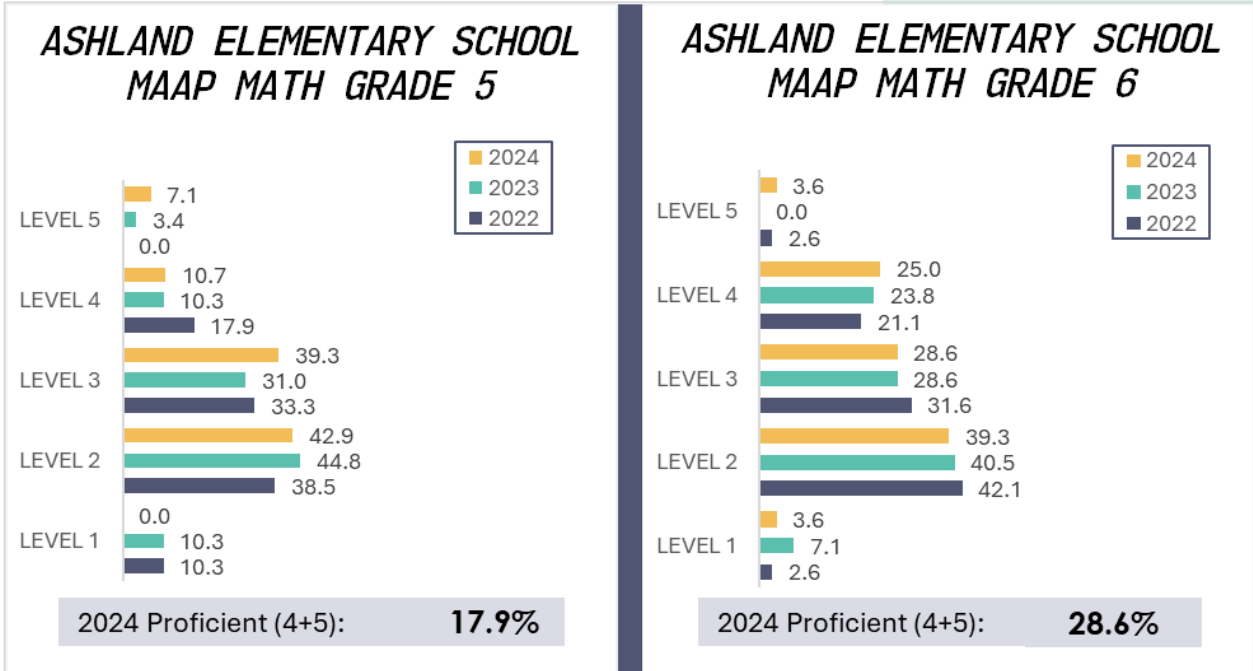
Figure 81: Ashland Elementary School MAAP Math Grades 5 and 6

MAAP SCIENCE

ASHLAND ELEMENTARY SCHOOL MAAP SCIENCE GRADE 5

- 2024
- 2023
- 2022

LEVEL 5	28.6 / 6.9 / 2.6
LEVEL 4	32.1 / 34.5 / 28.2
LEVEL 3	25.0 / 37.9 / 38.5
LEVEL 2	7.1 / 13.8 / 12.8
LEVEL 1	7.1 / 6.9 / 17.9

2024 Proficient (4+5): **60.7%**
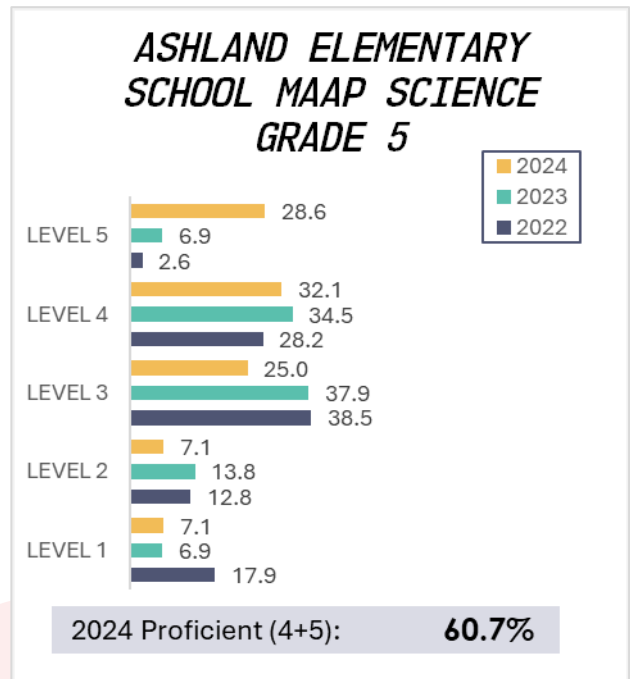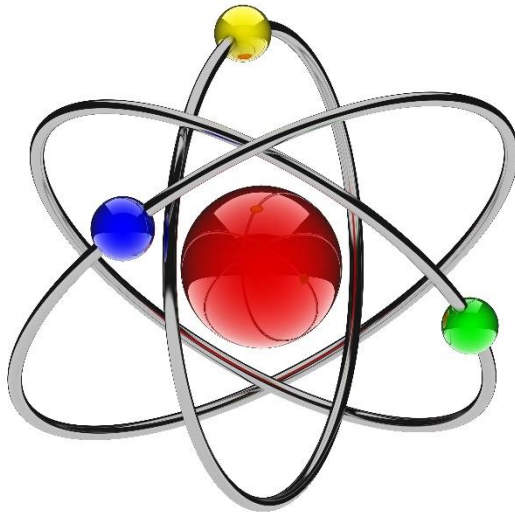
Figure 82: Ashland Elementary School MAAP Science Grade 5

PERSONNEL

ASHLAND ELEMENTARY SCHOOL TEACHING STAFF EXPERIENCE BY PERCENTAGE OF TEACHERS

SCHOOL POVERTY LEVEL: HIGH

- TEACHING IN FIELD
- PROVISIONAL
- EXPERIENCED

	2022	2023	2024
Teaching in Field	83.7%	100.0%	100.0%
Experienced	54.3%	48.9%	69.2%
Provisional	8.6%	4.9%	0.0%

(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)
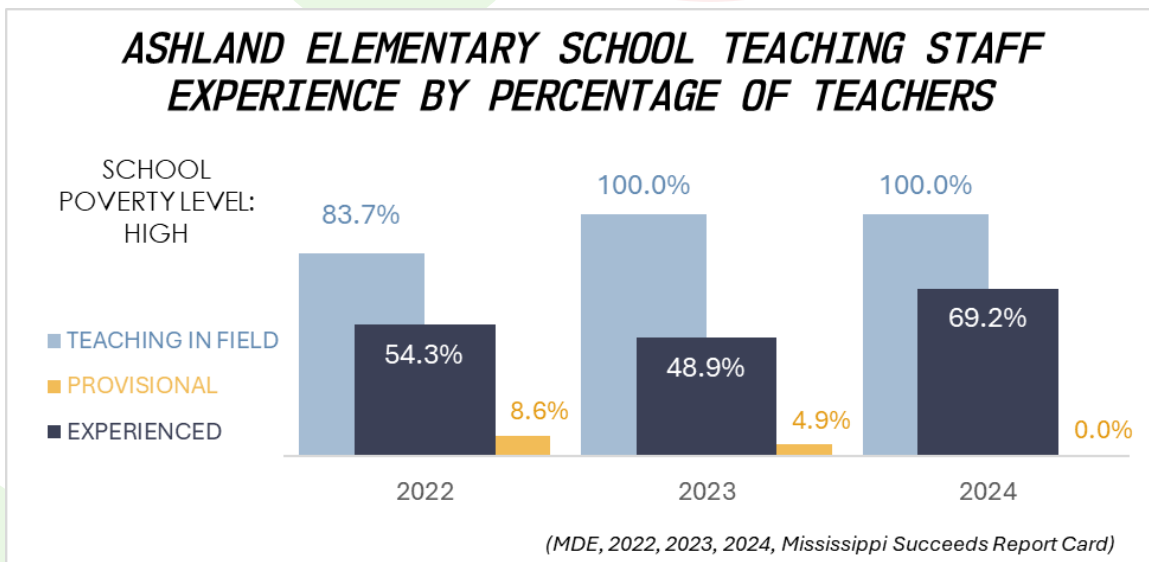
Figure 83: Ashland Elementary School Teaching Staff Experience by Percentage of Teachers

DISCIPLINE

ASHLAND ELEMENTARY SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	≤5	≤5		17.2	12.7	16.6			
GENDER	FEMALE	≤5	≤5		11.0	7.5	12.3			
	MALE	≤5	≤5		22.2	17.2	21.3			
RACE	BLACK OR AFRICAN AMERICAN	≤5	≤5		20.0	12.8	20.0			
	TWO OR MORE RACES				25.0	20.0	30.4			
	STUDENTS WITH DISABILITIES	≤5	≤5		18.9	22.8	8.3			
	STUDENTS WITHOUT DISABILITIES	≤5	≤5		16.8	10.1	18.4			
EL	NON LIMITED ENGLISH PROFICIENCY	≤5	≤5		17.7	13.0	17.4			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	27.0	23.0	46.0	≤5			≤5		
GENDER	FEMALE	≤10	≤10	15.0	≤5			≤5		
	MALE	20.0	20.0	31.0	≤5			≤5		
RACE	BLACK OR AFRICAN AMERICAN	21.0	18.0	37.0	≤5			≤5		
DISABILITY	STUDENTS WITHOUT DISABILITIES	22.0	14.0	43.0	≤5			≤5		
EL	NON LIMITED ENGLISH PROFICIENCY	26.0	23.0	46.0	≤5			≤5		

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

Figure 84: Ashland Elementary School Disciplinary Actions Reported to MDE

ASHLAND ELEMENTARY SCHOOL CNA SURVEY

Introduction

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Ashland Elementary School in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Title IV; and Title II: Professional Development. Participants were also asked to write responses to some open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Seventeen (17) faculty and staff members, and two hundred twenty-eight (228) students responded to the survey.

FACULTY/STAFF SURVEY

DEMOGRAPHICS

What level do you teach?		
	Count	Percentage
Elementary	17	100.0%
Middle	0	0.0%
High	0	0.0%

FEDERAL PROGRAMS

Which of the following would be the best use of Title I Funds to impact student achievement? Choose all that apply.

	Count	Percentage
District Curriculum Coach	0	0.0%
Instructional material for Homeless students	2	11.8%
Instructional Materials for the Classroom	8	47.1%
Interventions/Interventionist	12	70.6%
Lead Teacher	5	29.4%
Music, art, computer courses	1	5.9%
Online Programs	3	17.6%
Parent Family Engagement	4	23.5%
School Nurse	7	41.2%
School Site Instructional Coach	5	29.4%
Staff Training	5	29.4%
Student Supplemental Instructional Services	5	29.4%
Supplies for Homeless students	0	0.0%

Are there sufficient resources (instructional material such as iReady, PD, in-service trainings, funding for consulting, etc.) available to allow teachers to take advantage of professional development activities?

	Count	Percentage
Yes	15	88.2%
No	2	11.8%

Rate any of the following programs your school uses.

	Student Achievement Impact			
	High	Low	Moderate	Do not use
Accelerated Reader	3	6	3	5
Mastery Connect	11	0	1	5
Grade Results	4	3	4	6
iReady	9	1	6	1
Starfall	0	0	0	17

Is the availability of teaching materials and supplies (paper, laboratory supplies, books, etc.) adequate to support effective instruction?

	Count	Percentage
Yes	15	88.2%
No	2	11.8%

Does BCS provide adequate support for homeless students?

	Count	Percentage
Yes	14	82.4%
No	3	17.6%

Title I school-wide services provide our district with additional interventionists, instructional coaches/data coach, supplies and materials for homeless students, a curriculum coach, teacher professional development and/or coaching, and classroom supplies for students. Are federal funds being used effectively at your school?

	Count	Percentage
Yes	16	94.1%
No	1	5.9%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Is your school's federal allocation for parental and family engagement being used effectively for parent/family engagement activities/resources?

	Count	Percentage
Yes	16	94.1%
No	1	5.9%

Is ParentSquare an effective communication tool to reach parents?

	Count	Percentage
Yes, it is an effective communication tool	12	70.6%
I have not used this communication tool	3	17.6%
It is somewhat effective. The district should look at other options.	2	11.8%
No, the district should research new options.	0	0.0%

Is the school open to parents' opinions and suggestions?

	Count	Percentage
Yes	13	76.5%
No	4	23.5%

Do you make contact with Parents regularly through the school year?

	Count	Percentage
Yes	14	82.4%
No	3	17.6%

TITLE II: PROFESSIONAL DEVELOPMENT

Title II Funds are intended to support teachers, principals, and other school leaders in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students. Are federal funds used effectively at your school?

	Count	Percentage
Yes	16	94.1%
No	1	5.9%

Has offering Consulting Services (Bailey Education Group, Excellence Group, Performance Based, English Learners Engaged, etc.) positively impacted student achievement?

	Count	Percentage
Agree	5	29.4%
Strongly Agree	3	17.6%
Neutral	5	29.4%
Disagree	3	17.6%
Strongly Disagree	0	0.0%
Not Applicable	1	5.9%

Has any other professional development (such as the Making Connections Conference, Elevate Conference, online PD, etc.) positively impacted your implementation efforts to enhance student achievement in your classroom?

	Count	Percentage
Yes	13	76.5%
No	4	23.5%

I would like to have more professional development in: Choose all that apply.

	Count	Percentage
Academic Program (Clever, iReady, etc.)	4	23.5%
Classroom Management	4	23.5%
Differentiated Instruction	8	47.1%
English Language Learners	0	0.0%
Formative Summative Assessments	3	17.6%
MS CRR Standards	0	0.0%
My specific content area	4	23.5%
Questioning Techniques	0	0.0%

I would like to have more professional development in: Choose all that apply.

	Count	Percentage
Response to Interventions	7	41.2%
Special Education topics	6	35.3%
Student Engagement	3	17.6%
Technology Integration	4	23.5%
Writing Process	1	5.9%

TITLE IV: WELL-ROUNDED EDUCATION, SAFETY, AND TECHNOLOGY

The Title IV, Part A program provides funding to improve students' academic achievement by increasing the school district's capacity to provide all students with access to a well-rounded education, improve school conditions for student learning, and Increase the use of technology to enhance academic achievement and digital literacy for all students. Have these funds been used effectively?

	Count	Percentage
Yes	15	88.2%
No	2	11.8%

My school does a good job in offering the following for our students:

	Count	Percentage
Music/Arts (Dance, Photography, Drama, etc.)	0	0.0%
STEM Education	0	0.0%
Technology Integration	4	23.5%
Physical Education	3	17.6%
Other Title IV initiatives	3	17.6%

Do the school's well-rounded programs (Music, Art, STEM, etc.) have a positive impact on students?

	Count	Percentage
Yes	10	58.8%
No	7	41.2%

Please rate the effectiveness of how Title funds are being used to provide all students with access to a well-rounded education.

	Not Effective	Somewhat Effective	Very Effective
ACT prep	5	6	6
Dual Enrollment	5	7	5
Instructional Supplies	2	6	9

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

	Count	Percentage
Providing school-based mental health services and counseling	10	58.8%
Promoting supportive school climates to reduce the use of suspensions and foster positive school discipline.	6	35.3%
Implementing programs that support a healthy, active lifestyle (nutritional, hygiene, and physical education)	8	47.1%
Implementing systems and practices to prevent bullying and harassment	10	58.8%
Developing relationship-building skills through character education.	7	41.2%
Promoting community and parent involvement in schools	7	41.2%

My school has an effective drug and violence prevention program.

	Count	Percentage
Agree	8	47.1%
Strongly Agree	0	0.0%
Neutral	5	29.4%
Disagree	2	11.8%
Strongly Disagree	2	11.8%
Not Applicable	0	0.0%

My school places the safety (bully prevention, etc.) of the students as a priority.

	Count	Percentage
Agree	7	41.2%
Strongly Agree	3	17.6%
Neutral	4	23.5%
Disagree	3	17.6%
Strongly Disagree	0	0.0%
Not Applicable	0	0.0%

My school is well-equipped with adequate technology to effectively support and enhance student instruction.

	Count	Percentage
Agree	10	58.8%
Strongly Agree	2	11.8%
Neutral	3	17.6%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable	0	0.0%

Please provide suggestions you feel are needed through Title IV funds.

Activities that support well-rounded education

More resources to allocate for extra personnel at the school for music, art, stem, etc.

SCHOOL IMPROVEMENT

Are teachers involved in making decisions at the school?

	Count	Percentage
Yes	13	76.5%
No	4	23.5%

Is there a process for involving all stakeholders in decision making at my school?

	Count	Percentage
Yes	10	58.8%
No	7	41.2%

SCHOOL CLIMATE AND CULTURE

Does the school motivate students to do their best work?

	Count	Percentage
Yes	10	58.8%
No	7	41.2%

Are discipline policies at my school fair?

	Count	Percentage
Yes	11	64.7%
No	6	35.3%

Do teachers at my school pursue a clear, common purpose for all student learning?

	Count	Percentage
Yes	15	88.2%
No	2	11.8%

Are you comfortable analyzing student data?

	Count	Percentage
Yes	13	76.5%
No	4	23.5%

Do you have data-driven conversations with parents?

	Count	Percentage
Yes	9	52.9%
No	8	47.1%

Do you understand the RTI Three-Tier Process in the MTSS and its purpose?

	Count	Percentage
Yes	12	70.6%
No	5	29.4%

STUDENT SURVEY

DEMOGRAPHICS

What grade are you in?

	Count	Percentage
GRADE K	35	15.4%
GRADES 1-2	66	28.9%
GRADES 3-5	100	43.9%
GRADE 6	27	11.8%

CURRICULUM AND INSTRUCTION

My school provides the instruction and help needed for me to be successful.

	Count	Percentage
Agree	214	93.9%
Disagree	14	6.1%

Which of the following do you feel are necessary for student success?

	Count	Percentage
Access to Technology	172	75.4%
Advanced Placement Opportunities (ACT testing fees for 10 graders, Dual Enrollment Fees)	0	0.0%
Curriculum Coach	69	30.3%
Instructional Coach	115	50.4%
Interventionists (Additional Instructional Support)	124	54.4%
Parent Engagement Funds for Outreach to the Community	93	40.8%
School Nurse	147	64.5%
Supplemental Instructional Materials for the Classroom	136	59.6%
Supplies for Homeless students	133	58.3%
Teacher Training	109	47.8%

My school provides adequate resources for students to be successful.

	Count	Percentage
Agree	200	87.7%
Disagree	28	12.3%

Teachers at my school use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Agree	211	92.5%
Disagree	17	7.5%

My school sets high expectations for student learning for all students.

	Count	Percentage
Agree	202	88.6%
Disagree	26	11.4%

My school has fair grading policies and practices that are administered in a con-sistent manner.

	Count	Percentage
Agree	198	86.8%
Disagree	30	13.2%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

My school is open to parents' opinions and suggestions.

	Count	Percentage
Agree	163	71.5%
Disagree	65	28.5%

Teachers regularly communicate with my parents through newsletters, Parent Square, texts, calls, or other means. *

	Count	Percentage
Agree	205	89.9%
Disagree	23	10.1%

My school provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Agree	171	75.0%
Disagree	57	25.0%

I feel school attendance is a priority for student success.

	Count	Percentage
Agree	59	25.9%
Disagree	10	4.4%
Neutral	29	12.7%
Strongly Agree	107	46.9%
Strongly Disagree	23	10.1%

TITLE IV: WELL-ROUNDED EDUCATION, SAFETY, AND TECHNOLOGY

In the effort to support a well-rounded education, I would like to see my school invest more in the following areas:

	Count	Percentage
Promoting access to accelerated learning opportunities	21	9.2%
Improving access to physical education	52	22.8%
Improving access to agricultural education	15	6.6%
Improving access to arts	40	17.5%
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM	54	23.7%
Improving access to music education	46	20.2%

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

	Count	Percentage
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	43	18.9%
Providing school-based mental health services and counseling	35	15.4%
Establishing community partnerships	5	2.2%
Promoting supportive school climates to reduce the use of Out of School Suspension	27	11.8%
Promoting community and parent involvement in schools	32	14.0%
Developing relationship building skills	22	9.6%
Implementing systems and practices to prevent bullying and harassment	44	19.3%
Promote character education	20	8.8%

My school places the safety of students as a priority.

	Count	Percentage
Agree	182	79.8%
Disagree	46	20.2%

I feel safe at school.

	Count	Percentage
Agree	183	80.3%
Disagree	45	19.7%

My school has fair and effective discipline policies.

	Count	Percentage
Agree	65	28.5%
Disagree	12	5.3%

I like the way my school rewards students for positive behavior.

	Count	Percentage
Agree	181	79.4%
Disagree	47	20.6%

My school places the health of students as a priority,

	Count	Percentage
Agree	177	77.6%
Disagree	51	22.4%

My school has an effective drug and violence prevention program.

	Count	Percentage
Agree	131	57.5%
Disagree	97	42.5%

My school has effective technology to assist with my learning.

	Count	Percentage
Agree	200	87.7%
Disagree	28	12.3%

GENERAL OPINION

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

Students at Ashland Elementary School appreciate the quality of teaching at their school, recognizing that teachers are good at explaining subjects, particularly math and reading. They commend the school for rewarding students who perform well and for organizing educational field trips and fun events. The presence of friendly and supportive staff is also a highlight. However, students suggest improvements in several areas. They would like better food options in the cafeteria, cleaner bathrooms, and more recess time. Additionally, some students feel that more attention should be given to preventing bullying and ensuring that all students receive help when needed. Overall, students believe Ashland Elementary is doing a good job but see opportunities for enhancing the school's environment and support systems.

ASHLAND MIDDLE/HIGH SCHOOL

Introduction

Ashland Middle/High School is located at 17 School Avenue in Ashland, Mississippi, and serves two hundred twelve (212) students in seventh through twelfth grades (7-12) as part of the Benton County School District. The school is situated in the northern part of Benton County, with Ashland serving as the high school for this region since the late 20th century. Its history is deeply intertwined with the broader civil rights movement in Mississippi; following desegregation efforts in the 1960s, Ashland became the central high school for the area, reflecting a legacy of community advocacy and resilience. The school's mission is "To grow the minds and hearts of our students, faculty, and all stakeholders to create a continuous atmosphere of growth and high level of success for our entire community." Its vision is, "To create a culture that promotes effective problem-solving and encourages successful lifelong learning."

Ashland Middle/High School is led by principal Stephen Griffin and assistant principal Joshua Griggs. The school emphasizes transparency with regular progress reports and offers resources such as active parent and student accounts for monitoring grades and attendance.

ENROLLMENT AND ATTENDANCE

ASHLAND MIDDLE-HIGH SCHOOL ENROLLMENT

	2023	2024	2025
ALL	222	220	212
GR_7	39	46	31
GR_8	52	34	39
GR_9	38	51	39
GR_10	31	37	51
GR_11	*	26	31
GR_12	31	*	21
SEC_SPED	*	*	
		(MDE, 2023, 2024, 2025, Enrollment)	

Figure 85: Ashland Middle/High School Enrollment

Note: Special Education enrollment for 2025 is not available.

ASHLAND MIDDLE-HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2022	2023	2024
ALL	ALL	208	222	220
GENDER	FEMALE	98	105	110
	MALE	110	117	110
RACE	BLACK OR AFRICAN AMERICAN	153	174	174
	HISPANIC OR LATINO	16	13	10
	TWO OR MORE RACES	13	13	13
	WHITE	26	22	23
			(MDE, 2022, 2023, 2024, Enrollment)	

Figure 86: Ashland Middle/High School Enrollment by Demographic Group

Note: Demographic enrollment for 2025 is not available.

ASHLAND MIDDLE-HIGH SCHOOL AVERAGE DAILY ATTENDANCE

	2022	2023	2024
ALL	173.4	201.7	201.0
GR_7	41.7	37.0	41.6
GR_8	31.6	46.4	31.3
GR_9	25.0	35.7	47.5
GR_10	27.3	27.4	33.3
GR_11	28.8	25.5	22.5
GR_12	14.0	27.0	23.0
SEC_SPED	5.1	2.7	1.9

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

Figure 87: Ashland Middle/High School Average Daily Attendance

Figure 88: Ashland Middle/High School Chronic Absence

ACCOUNTABILITY

ASHLAND MIDDLE–HIGH SCHOOL ACCOUNTABILITY RATING

	2022		2023		2024
	F		**F**		**D**
POINTS	474	⬇	455	⬆	526

(MDE, 2022, 2023, 2024, Accountability)
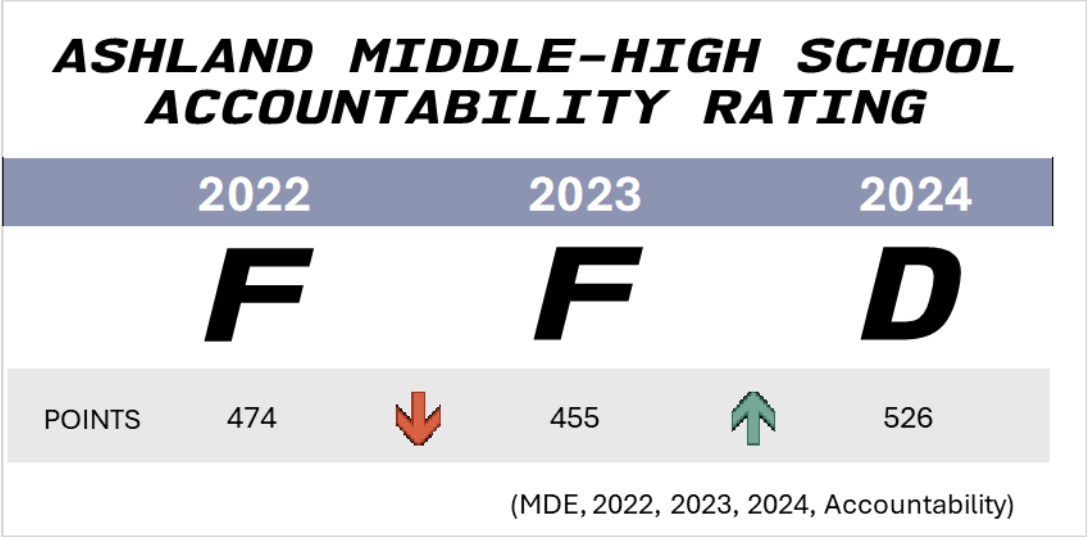
Figure 89: Ashland Middle/High School Accountability

ASHLAND MIDDLE–HIGH SCHOOL ACCOUNTABILITY: READING

READING % PROFICIENT

Year	%
2024	24.5%
2023	28.6%
2022	23.9%

READING % GROWTH

Year	%
2024	53.6%
2023	44.6%

% READING GROWTH LOWEST QUARTILE

Year	%
2024	38.8%
2023	46.0%

(MDE, 2022, 2023, 2024, Accountability)
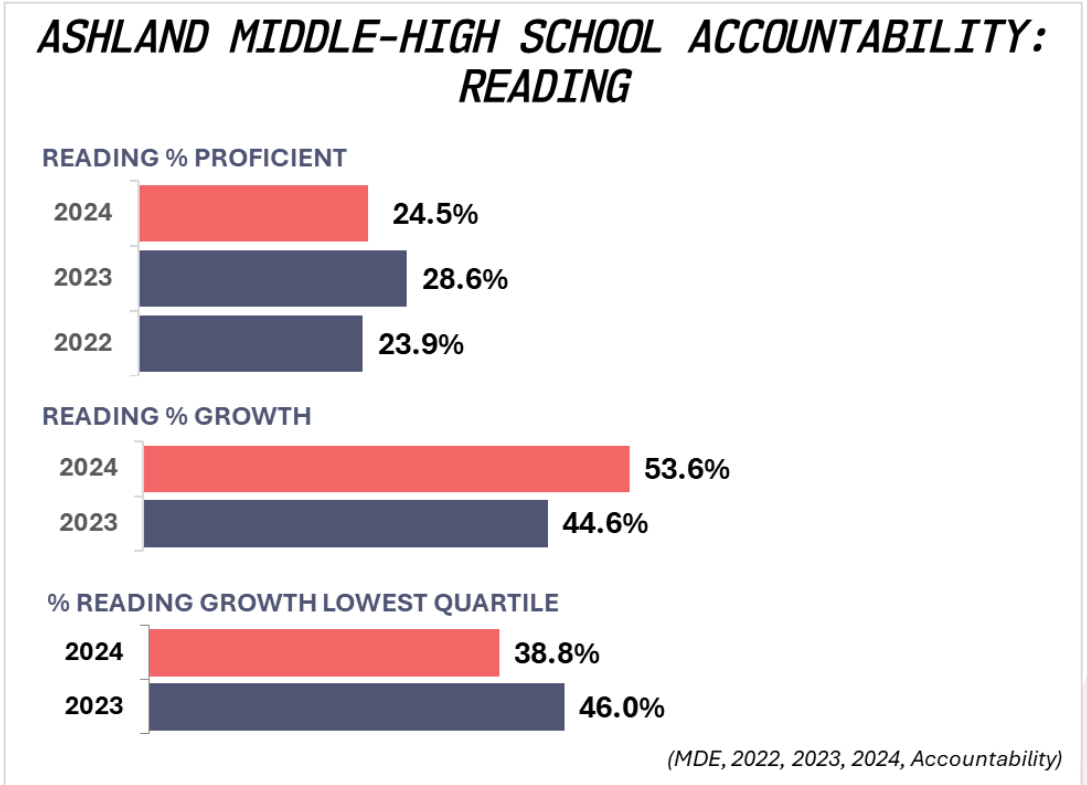
Figure 90: Ashland Middle/High School Accountability: Reading

ASHLAND MIDDLE-HIGH SCHOOL ACCOUNTABILITY: MATH

MATH % PROFICIENT

Year	%
2024	25.9%
2023	14.8%
2022	21.7%

MATH % GROWTH

Year	%
2024	51.5%
2023	49.3%

% MATH GROWTH LOWEST QUARTILE

Year	%
2024	59.5%
2023	62.5%

(MDE, 2022, 2023, 2024, Accountability)
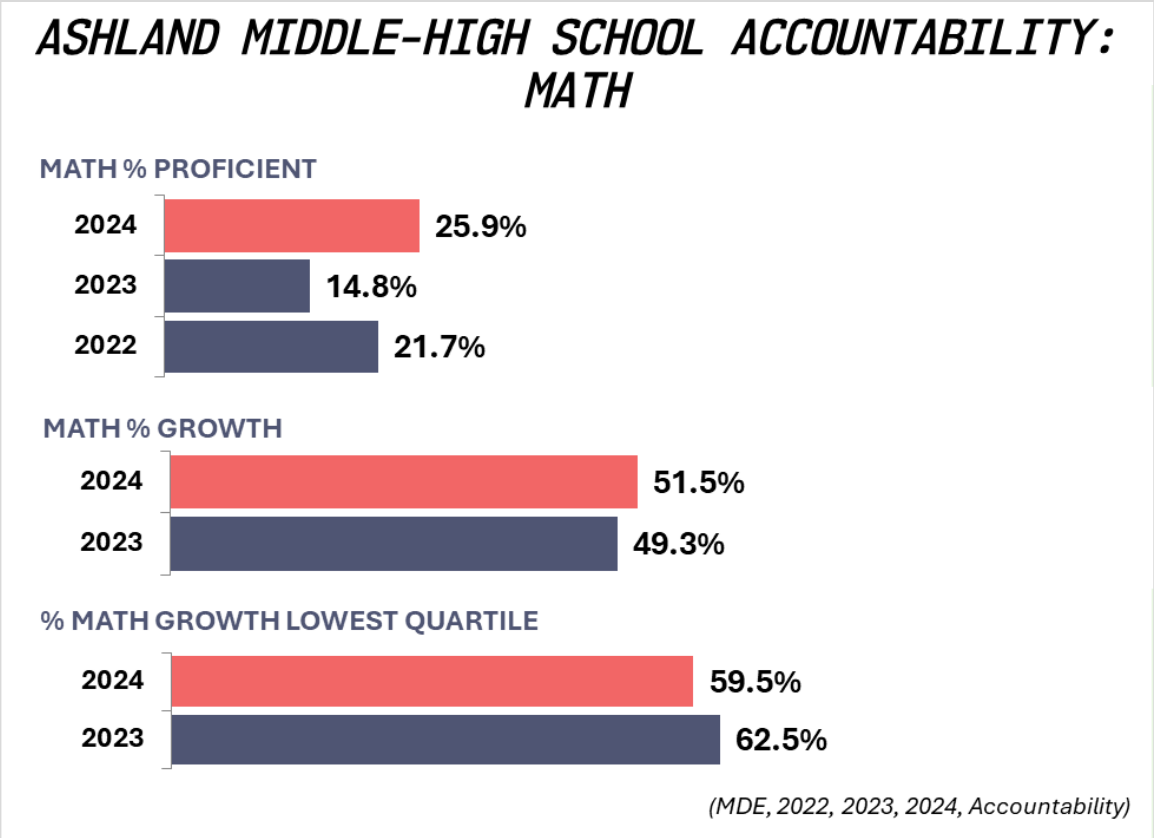
Figure 91: Ashland Middle/High School Accountability: Math

ASHLAND MIDDLE-HIGH SCHOOL ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT

Year	%
2024	44.8%
2023	24.4%
2022	33.3%

(MDE, 2022, 2023, 2024, Accountability)
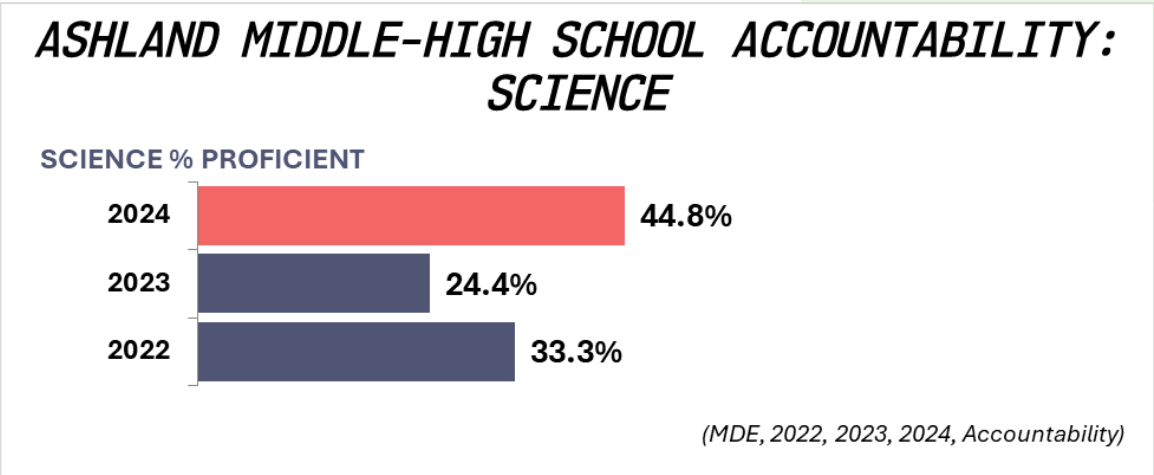
Figure 92: Ashland Middle/High School Accountability: Science

ASHLAND MIDDLE-HIGH SCHOOL ACCOUNTABILITY: HISTORY

HISTORY % PROFICIENT

- 2024 — 33.3%
- 2023 — 69.0%
- 2022 — 43.3%

(MDE, 2022, 2023, 2024, Accountability)
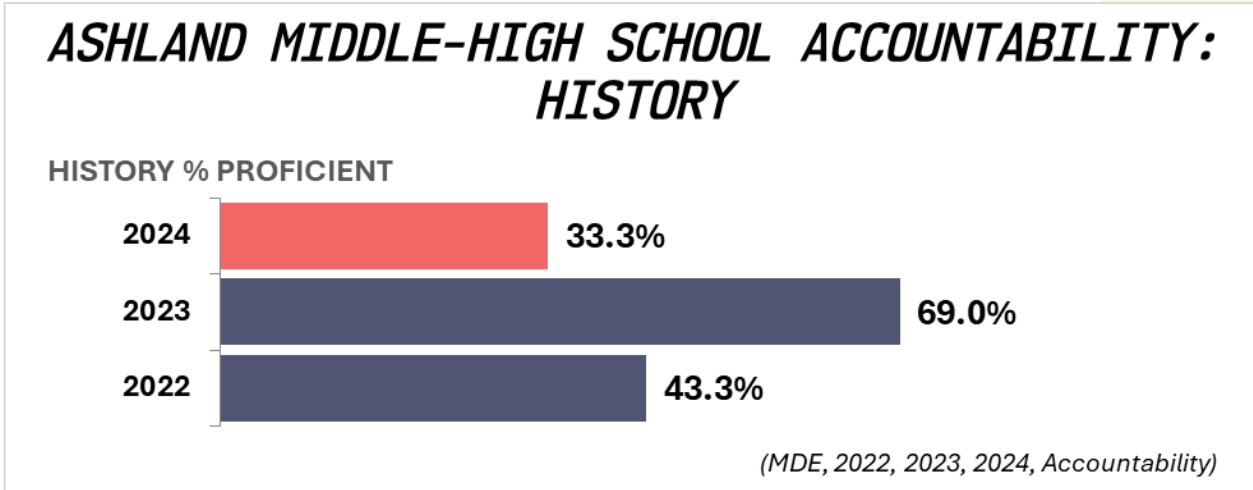
Figure 93: Ashland Middle/High School Accountability: History

ASHLAND MIDDLE-HIGH SCHOOL ACCOUNTABILITY: ADVANCED

COLLEGE AND CAREER READINESS

- 2024 — 52.1%
- 2023 — 38.5%
- 2022 — 15.6%

ACCELERATION

- 2024 — 41.0%
- 2023 — 43.1%
- 2022 — 64.5%

(MDE, 2022, 2023, 2024, Accountability)
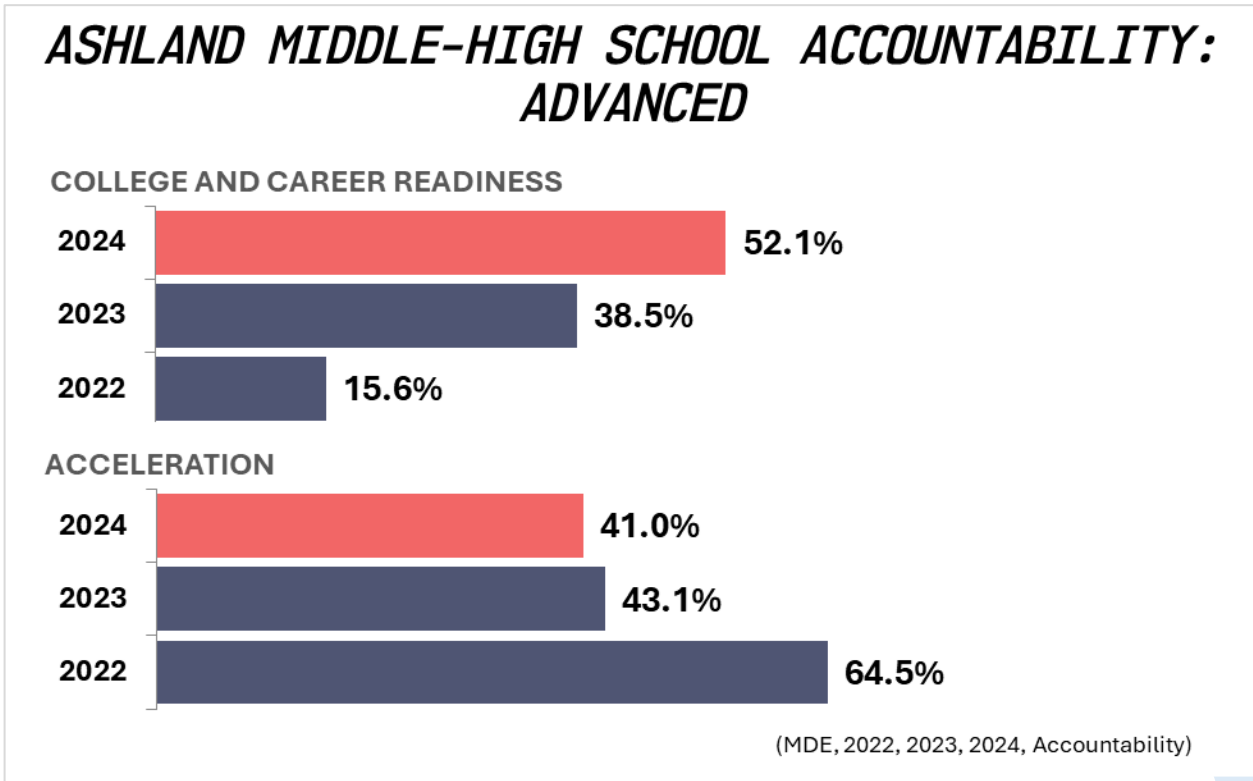
Figure 94: Ashland Middle/High School Accountability: Advanced

ASHLAND MIDDLE-HIGH SCHOOL PROFICIENCY BY DEMOGRAPHIC GROUP: READING
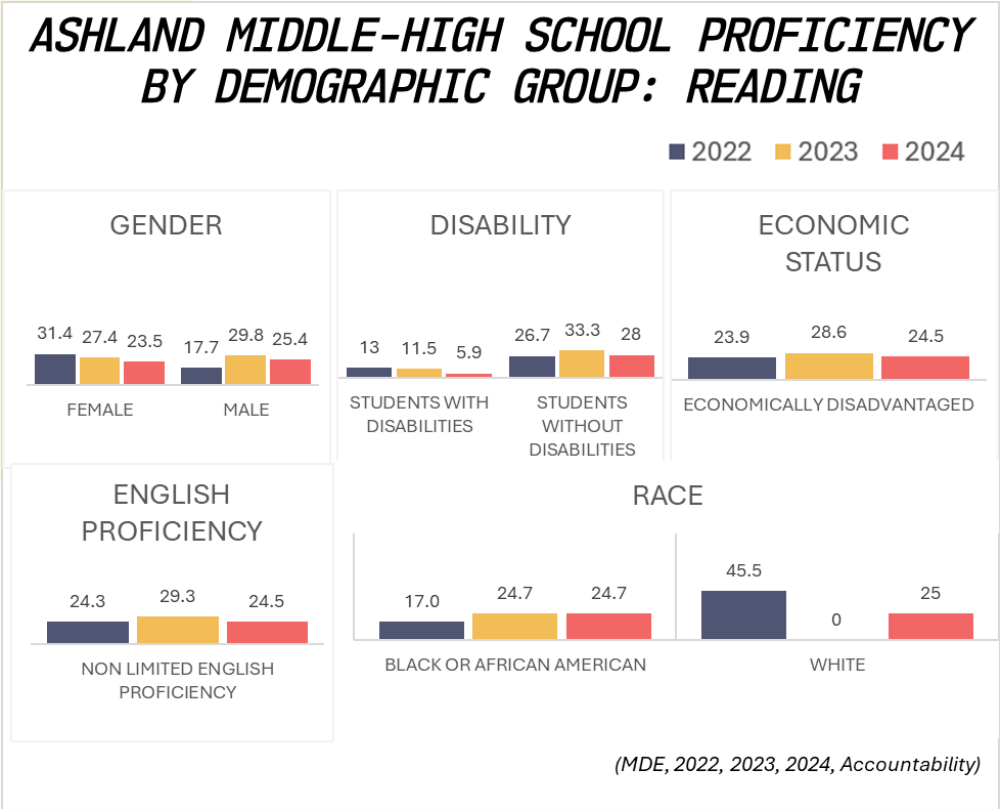
Figure 95: Ashland Middle/High School Proficiency by Demographic Group: Reading

ASHLAND MIDDLE-HIGH SCHOOL PROFICIENCY BY DEMOGRAPHIC GROUP: MATH
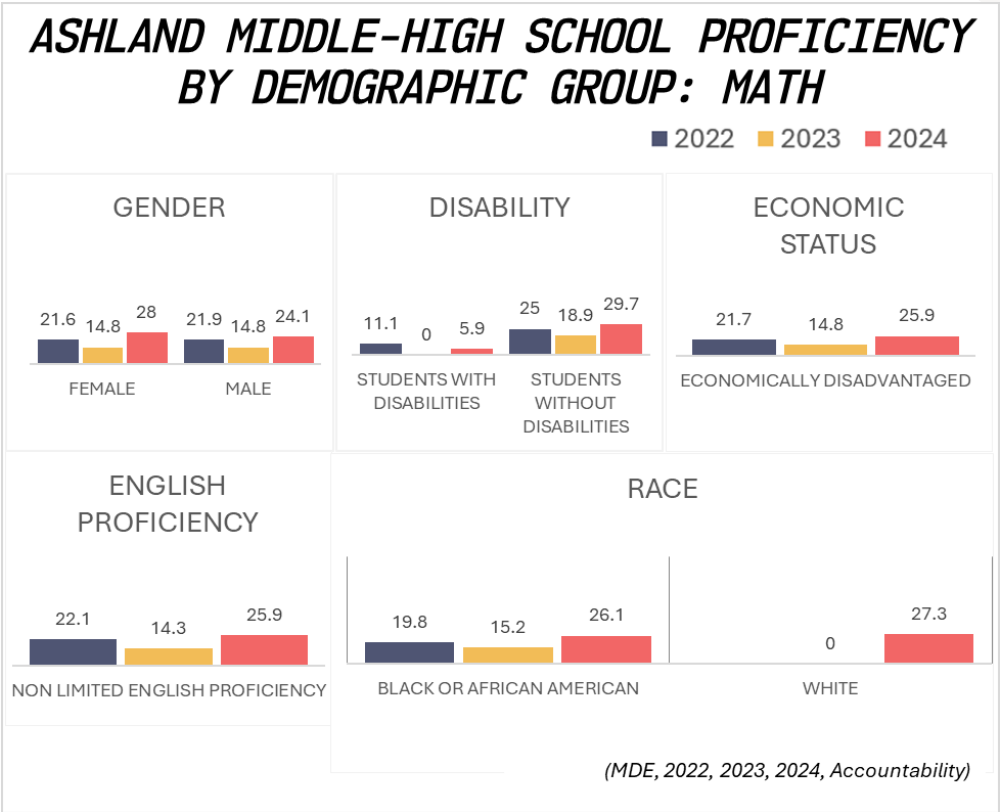
Figure 96: Ashland Middle/High School Proficiency by Demographic Group: Math
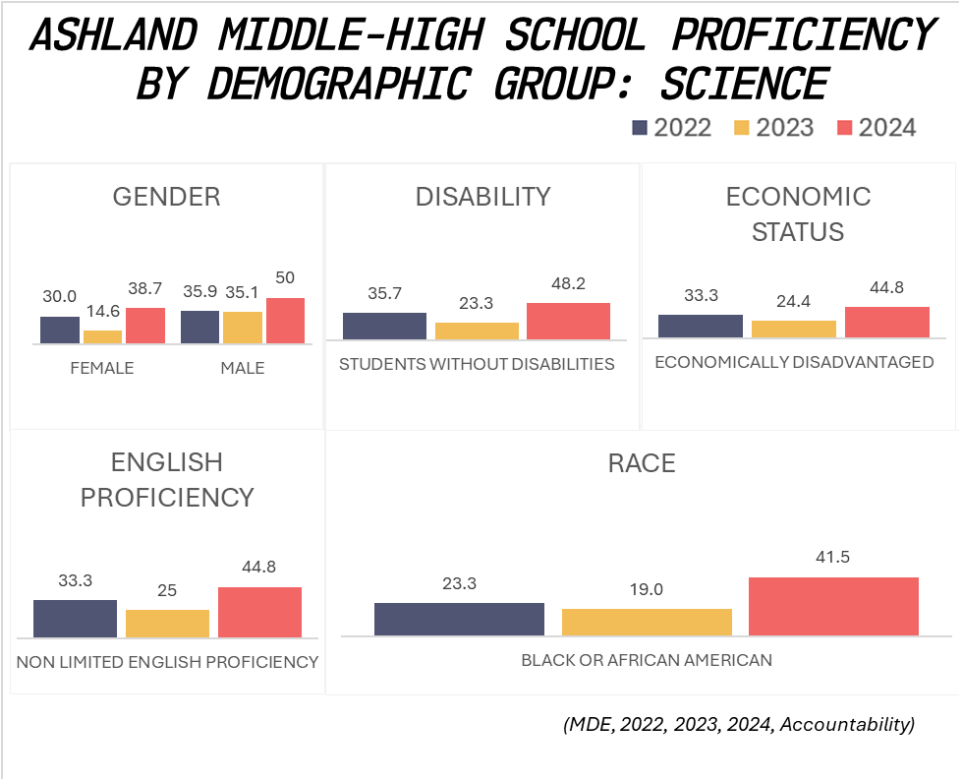
Figure 97: Ashland Middle/High School Proficiency by Demographic Group: Science
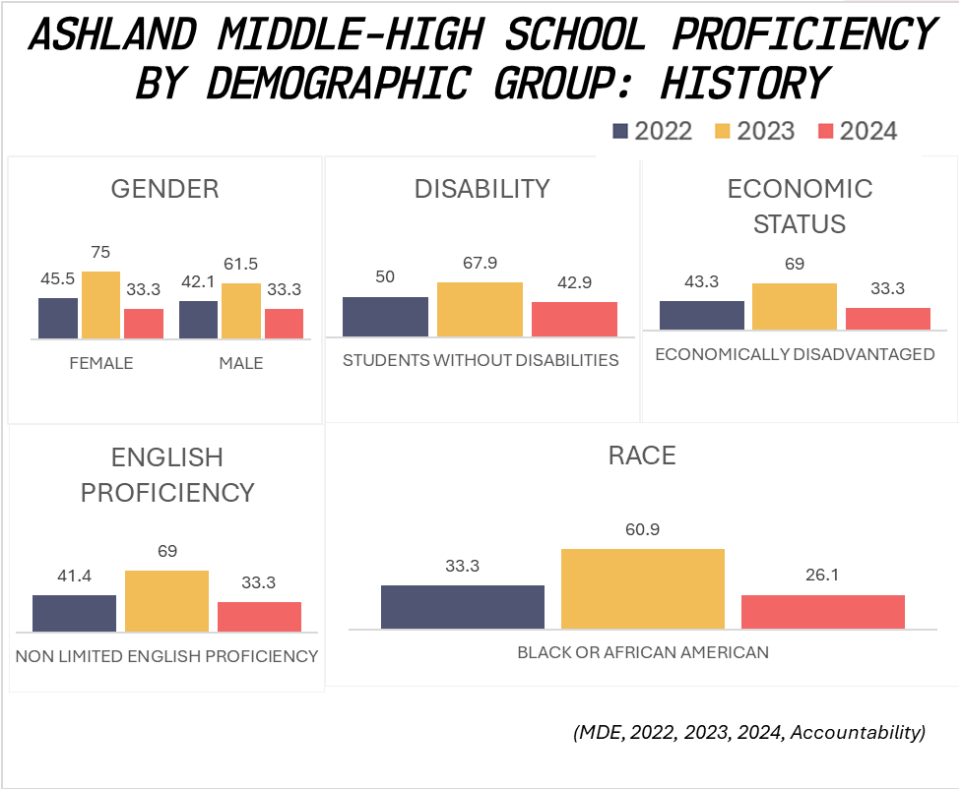
Figure 98: Ashland Middle/High School Proficiency by Demographic Group: History

ASHLAND MIDDLE-HIGH SCHOOL 4-YEAR GRADUATION RATE

STATE

SCHOOL

93.5

96.3

88.4

88.9

80.8

89.4

89.2

60.7

AY2022   AY2023   AY2024   AY2025

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

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

Figure 99: Ashland Middle/High School 4-Year Graduation Rate

ASHLAND MIDDLE-HIGH SCHOOL DROPOUT RATE

28.6

11.5

SCHOOL
STATE

8.5

8.5

8.5

9

6.5

3.7

AY2022   AY2023   AY2024   AY2025

AY = Accountability Year; e.g. AY2025 represents the graduating class of 2024.
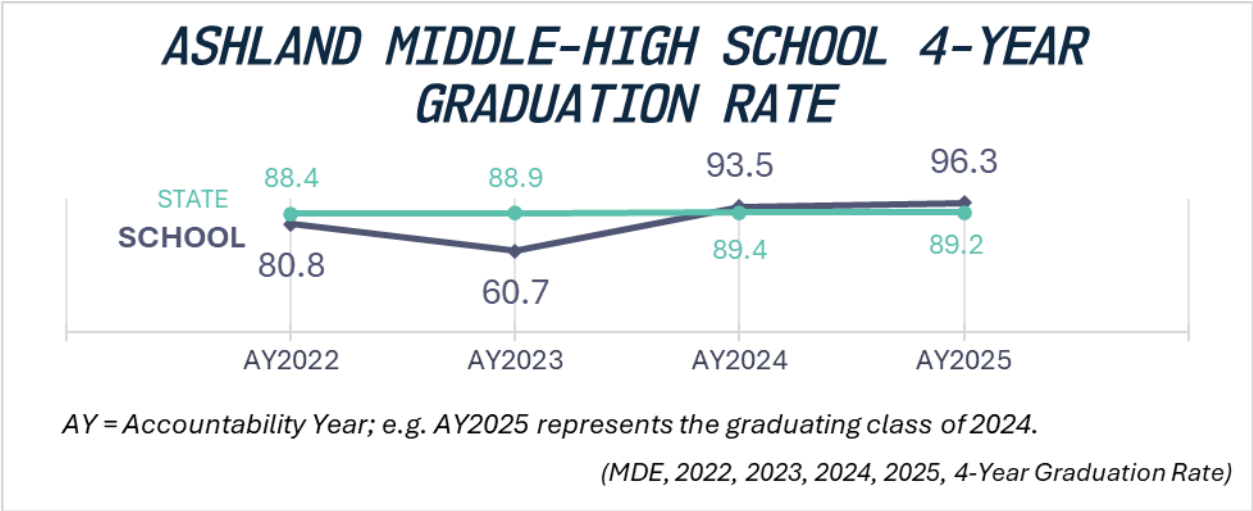
(MDE, 2022, 2023, 2024, 2025, 4-Year Graduation Rate)
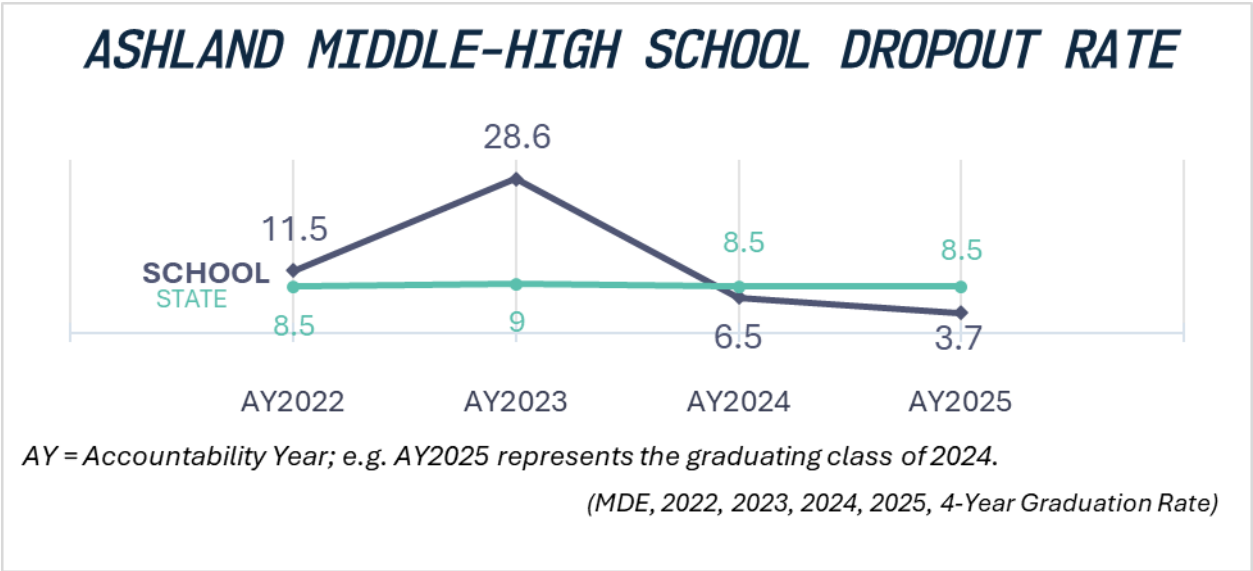
Figure 100: Ashland Middle/High School Dropout Rate

ASSESSMENT

ACT

ASHLAND MIDDLE-HIGH SCHOOL JUNIOR ACT SCORES

2020	2021	2022	2023	2024	STATE 2024
15.3	14.6	14.7	15.4	14.8	17.4

COMPOSITE

(MDE, 2020, 2021, 2022, 2023, 2024, ACT)
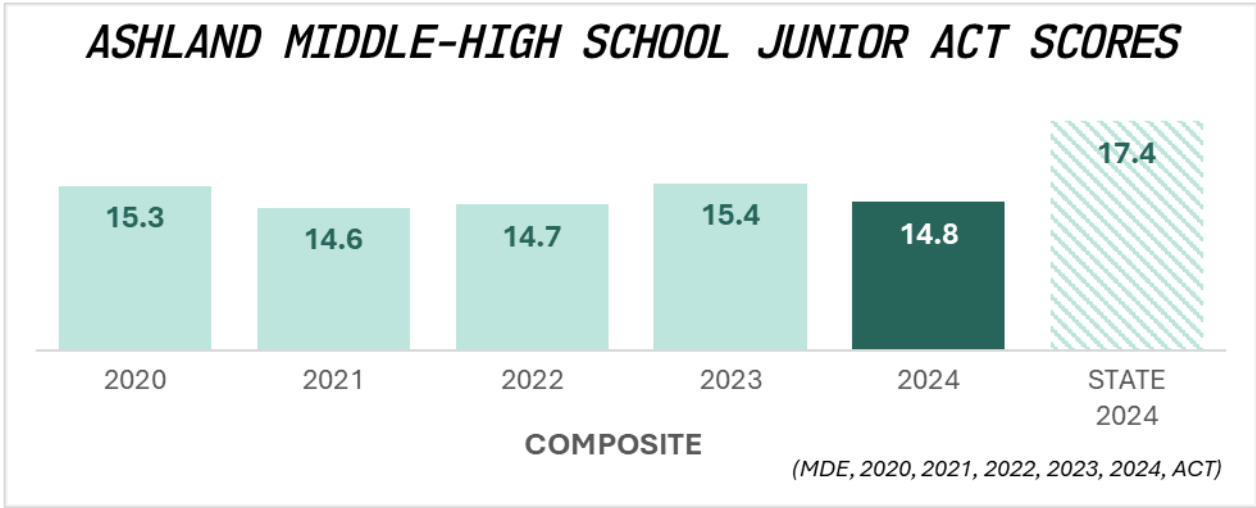
Figure 101: Ashland Middle/High School Junior ACT: Composite

ASHLAND MIDDLE-HIGH SCHOOL JUNIOR ACT SCORES

ENGLISH						MATH					
2020	2021	2022	2023	2024	STATE 2024	2020	2021	2022	2023	2024	STATE 2024
14.3	12.1	13.3	14.5	12.9	16.5	15.4	15.1	14.7	14.9	14.3	17

(MDE, 2020, 2021, 2022, 2023, 2024, ACT)
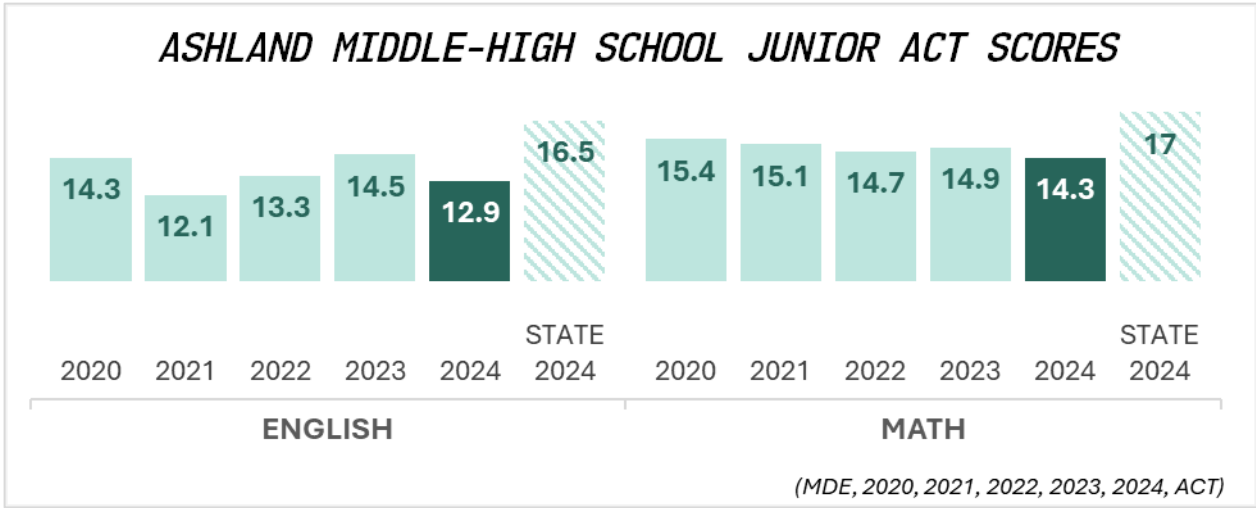
Figure 102: Ashland Middle/High School Junior ACT: English and Math

ASHLAND MIDDLE-HIGH SCHOOL JUNIOR ACT SCORES

SCIENCE: 2020: 14.8, 2021: 15.6, 2022: 15.8, 2023: 16.0, 2024: 15.4, STATE 2024: 17.6

READING: 2020: 16, 2021: 15.3, 2022: 14.9, 2023: 15.7, 2024: 16.0, STATE 2024: 18.1

(MDE, 2020, 2021, 2022, 2023, 2024, ACT)
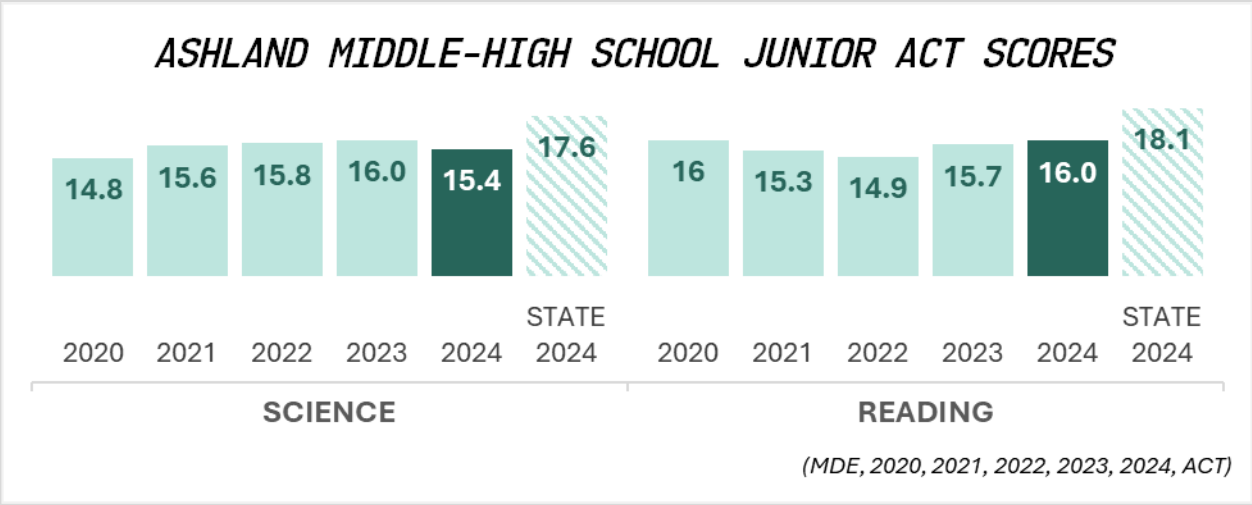
Figure 103: Ashland Middle/High School Junior ACT: Science and Reading

MAAP

MAAP ELA

ASHLAND MIDDLE-HIGH SCHOOL MAAP ELA GRADE 7

Legend: 2024, 2023, 2022

LEVEL 5: 4.8 / 7.3 / 0.0
LEVEL 4: 9.5 / 22.0 / 20.0
LEVEL 3: 52.4 / 31.7 / 51.1
LEVEL 2: 23.8 / 26.8 / 17.8
LEVEL 1: 9.5 / 12.2 / 11.1

2024 Proficient (4+5): **14.3%**

ASHLAND MIDDLE-HIGH SCHOOL MAAP ELA GRADE 8

Legend: 2024, 2023, 2022

LEVEL 5: 12.1 / 4.2 / 2.9
LEVEL 4: 12.1 / 16.7 / 31.4
LEVEL 3: 42.4 / 45.8 / 51.4
LEVEL 2: 21.2 / 22.9 / 5.7
LEVEL 1: 12.1 / 10.4 / 8.6

2024 Proficient (4+5): **24.2%**
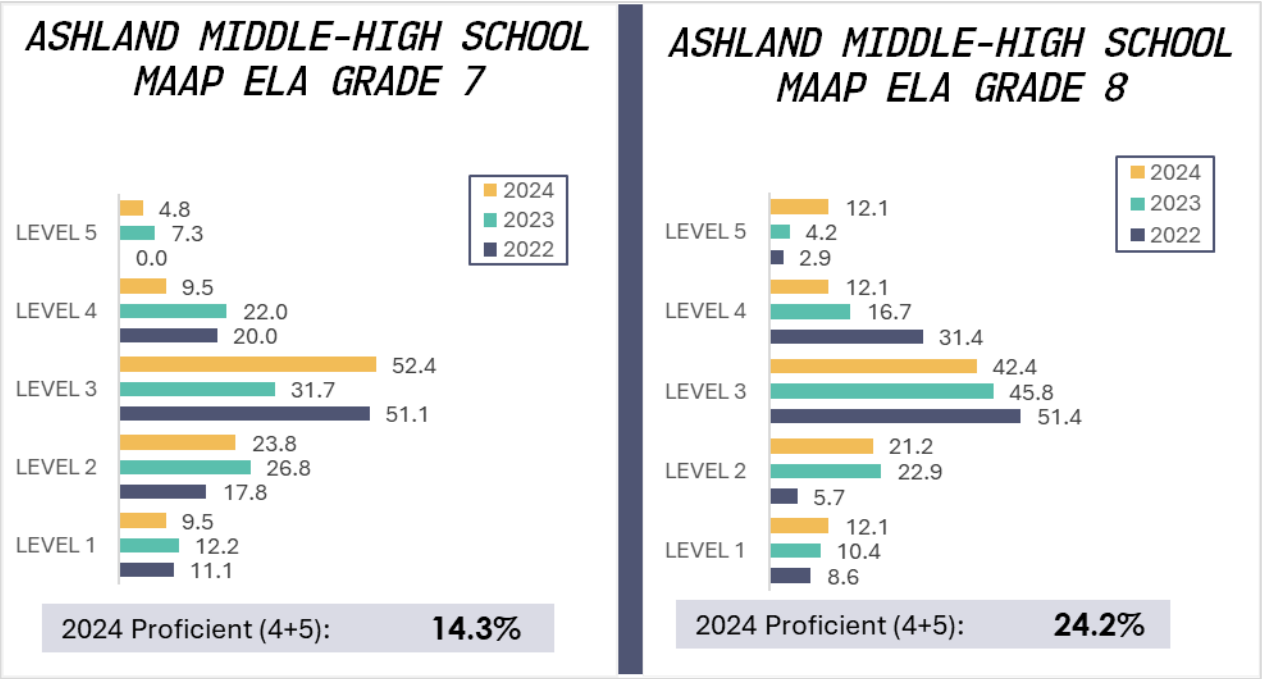
Figure 104: Ashland Middle-High School MAAP ELA Grades 7 and 8

ASHLAND MIDDLE-HIGH SCHOOL MAAP ELA ENGLISH II

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	13.2	6.3	0.0
LEVEL 4	23.7	25.0	15.6
LEVEL 3	39.5	18.8	46.9
LEVEL 2	15.8	31.3	31.3
LEVEL 1	7.9	18.8	6.3

2024 Proficient (4+5): 36.8%
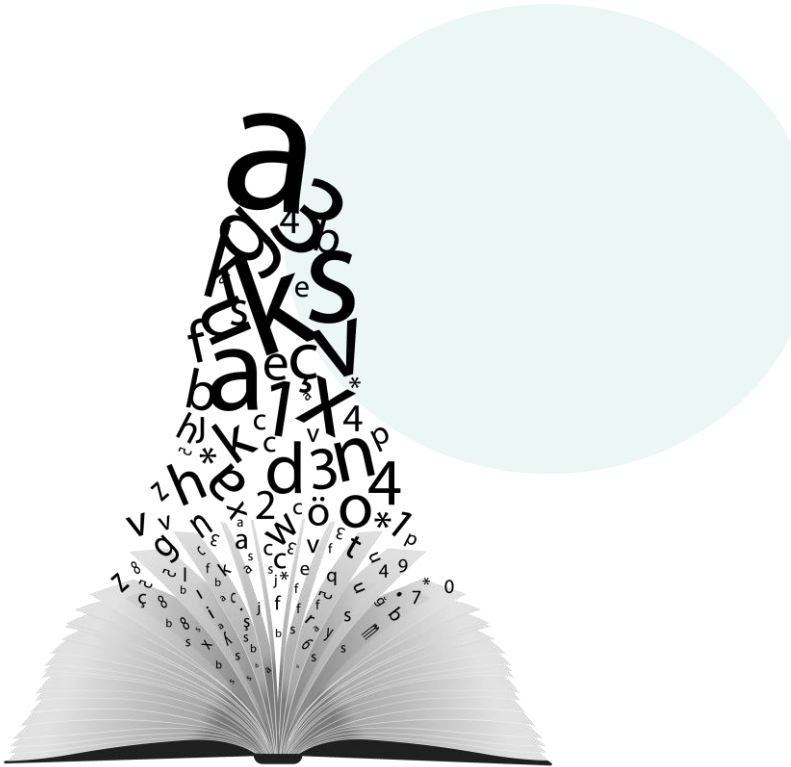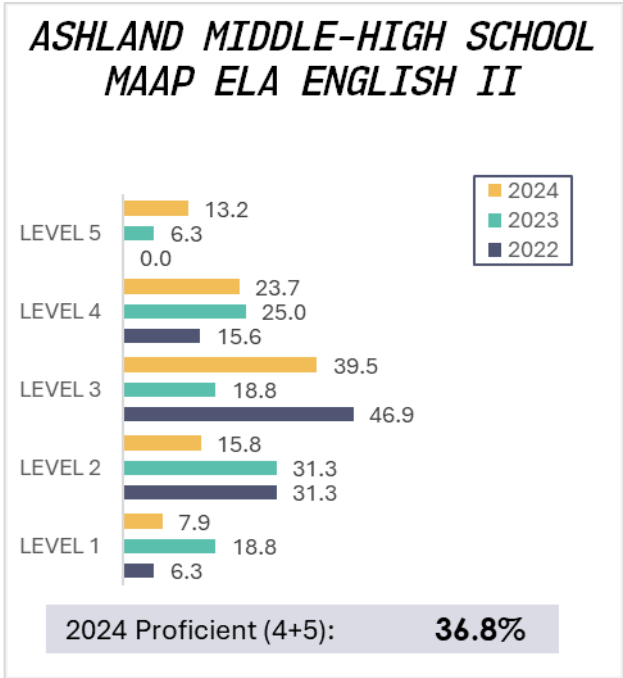
Figure 105: Ashland Middle/High School MAAP English II

MAAP MATH

ASHLAND MIDDLE-HIGH SCHOOL MAAP MATH GRADE 7

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	0.0	2.4	0.0
LEVEL 4	28.6	22.0	20.0
LEVEL 3	28.6	36.6	35.6
LEVEL 2	42.9	34.1	33.3
LEVEL 1	0.0	4.9	11.1

2024 Proficient (4+5): 28.6%

ASHLAND MIDDLE-HIGH SCHOOL MAAP MATH GRADE 8

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	0.0	0.0	11.4
LEVEL 4	15.2	4.2	14.3
LEVEL 3	33.3	22.9	34.3
LEVEL 2	33.3	58.3	25.7
LEVEL 1	18.2	14.6	14.3

2024 Proficient (4+5): 15.2%

Figure 106: Ashland Middle/High School MAAP Math Grades 7 and 8
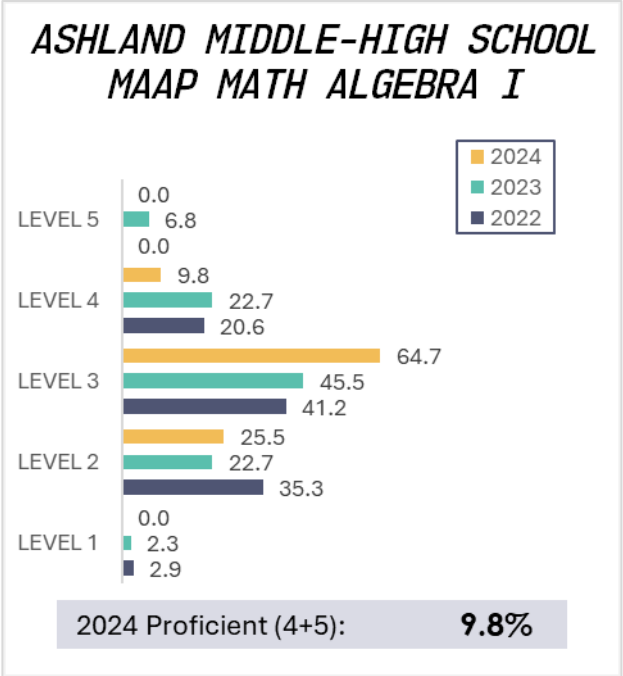
Figure 107: Ashland Middle-High School MAAP Math Algebra I
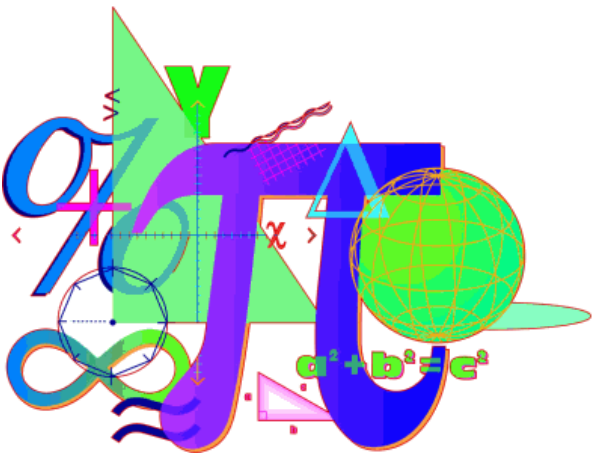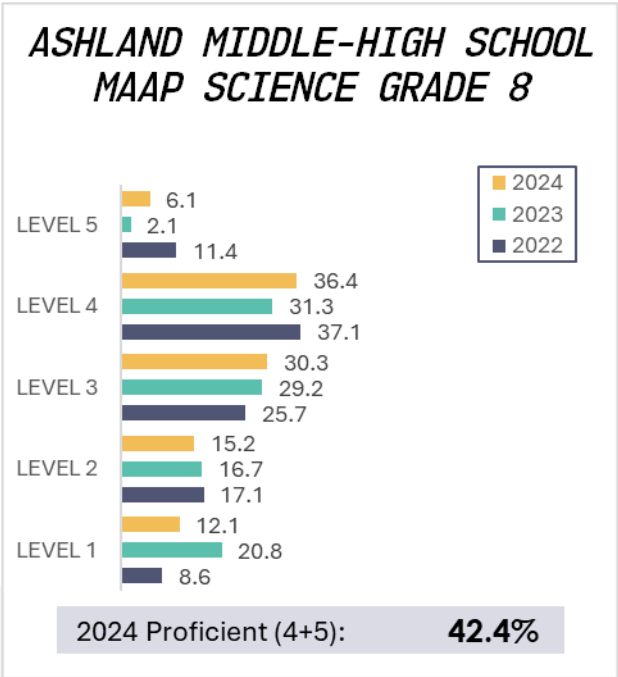
MAAP-SCI

Figure 108: Ashland Middle-High School MAAP Science Grade 8

MAAP END-OF-COURSE

ASHLAND MIDDLE-HIGH SCHOOL MAAP END-OF-COURSE BIOLOGY I

	2024	2023	2022
LEVEL 5	1.9	15.2	0.0
LEVEL 4	19.2	21.7	12.1
LEVEL 3	19.2	26.1	15.2
LEVEL 2	23.1	17.4	33.3
LEVEL 1	36.5	19.6	39.4

2024 Proficient (4+5): **21.2%**

ASHLAND MIDDLE-HIGH SCHOOL MAAP END-OF-COURSE U. S. HISTORY

	2024	2023	2022
LEVEL 5	3.7	13.8	6.7
LEVEL 4	29.6	55.2	36.7
LEVEL 3	51.9	27.6	40.0
LEVEL 2	14.8	3.4	13.3
LEVEL 1	0.0	0.0	3.3

2024 Proficient (4+5): **33.3%**
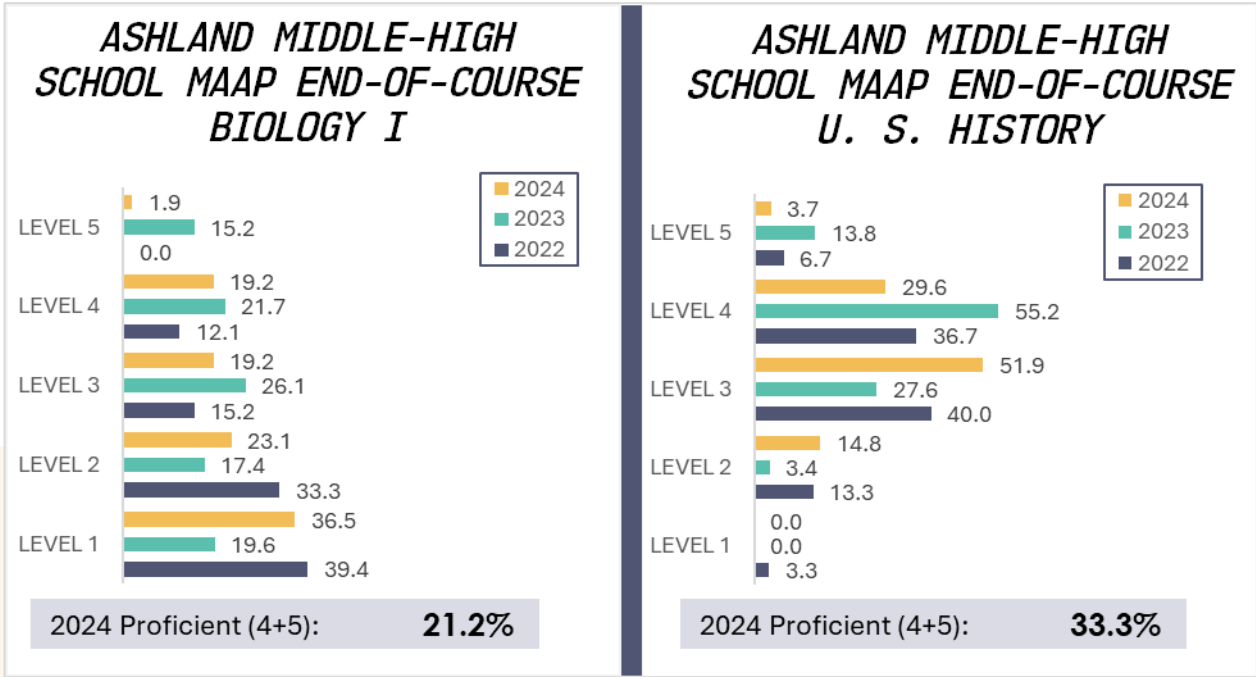
Figure 109: Ashland Middle/High School MAAP Biology I and U. S. History

PERSONNEL

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

SCHOOL POVERTY LEVEL: HIGH

- TEACHING IN FIELD
- PROVISIONAL
- EXPERIENCED

	2022	2023	2024
Teaching in Field	84.7%	90.1%	91.0%
Experienced	55.2%	41.4%	38.6%
Provisional	16.4%	12.9%	10.3%

(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)
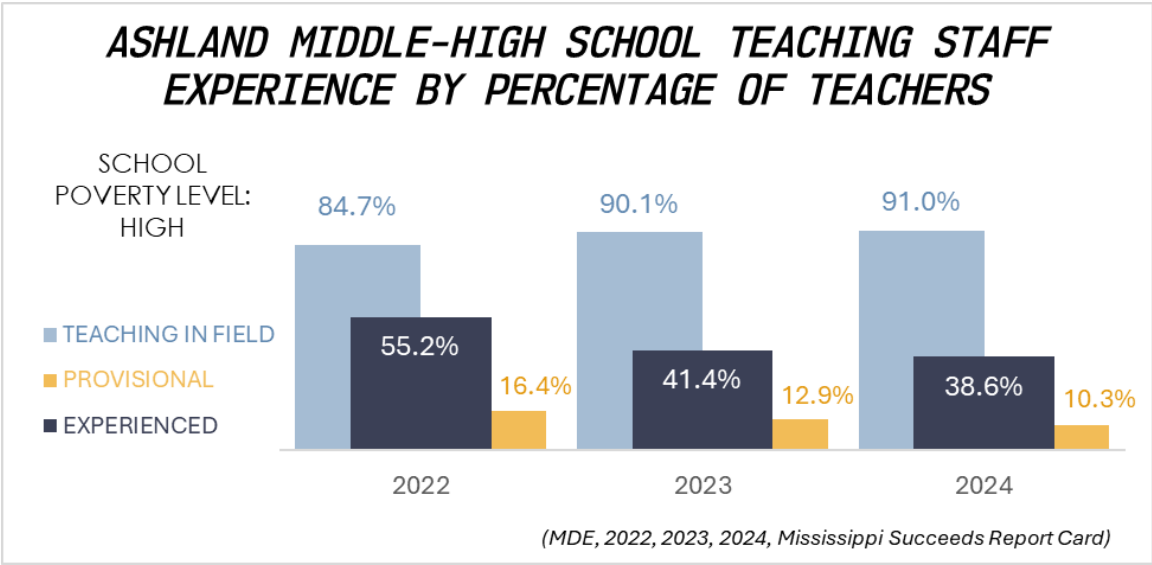
Figure 110: Ashland Middle/High School Teaching Staff Experience by Percentage of Teachers

DISCIPLINE

ASHLAND MIDDLE-HIGH SCHOOL DISCIPLINARY ACTIONS REPORTED TO MDE											
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	5.6	≤5		20.6	15.8	15.2			
GENDER	FEMALE	≤5			19.0	18.8	9.7			
	MALE	6.1	≤5		21.9	13.3	20.5			
RACE	BLACK OR AFRICAN AMERICAN	6.3	≤5		22.5	18.5	14.0			
	HISPANIC OR LATINO				6.3		7.7			
	TWO OR MORE RACES	9.1			9.1		7.7			
	WHITE	≤5			22.2	13.0	30.8			
DISABILITY	STUDENTS WITH DISABILITIES	≤5	≤5		32.6	17.1	32.5			
	STUDENTS WITHOUT DISABILITIES	6.4			17.5	15.6	11.5			
EL	NON LIMITED ENGLISH PROFICIENCY	5.7	≤5		20.6	16.2	14.9			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	43.0	34.0	25.0	≤5			≤5		
GENDER	FEMALE	19.0	21.0		≤5			≤5		
	MALE	24.0	13.0	18.0	≤5			≤5		
RACE	BLACK OR AFRICAN AMERICAN	35.0	32.0	16.0	≤5			≤5		
DISABILITY	STUDENTS WITH DISABILITIES	14.0	≤10		≤5			≤5		
	STUDENTS WITHOUT DISABILITIES	29.0	30.0	17.0	≤5			≤5		
EL	NON LIMITED ENGLISH PROFICIENCY	43.0	34.0	24.0	≤5			≤5		

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

Figure 111: Ashland Middle/High School Disciplinary Actions Reported to MDE

ASHLAND MIDDLE/HIGH SCHOOL CNA SURVEY

Introduction

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Ashland Middle/High School in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Title IV; and Title II: Professional Development. Participants were also asked to write responses to some open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Fourteen (14) faculty and staff members, fifteen (15) parents, and seventy-six (76) students responded to the survey.

FACULTY/STAFF SURVEY

DEMOGRAPHICS

What level do you teach?		
	Count	Percentage
Elementary	0	0.0%
Middle	3	21.4%
High	11	78.6%

FEDERAL PROGRAMS

Which of the following would be the best use of Title I Funds to impact student achievement? Choose all that apply.

	Count	Percentage
District Curriculum Coach	2	14.3%
Instructional material for Homeless students	1	7.1%
Instructional Materials for the Classroom	6	42.9%
Interventions/Interventionist	8	57.1%
Lead Teacher	1	7.1%
Music, art, computer courses	0	0.0%
Online Programs	0	0.0%
Parent Family Engagement	4	28.6%
School Nurse	8	57.1%
School Site Instructional Coach	6	42.9%
Staff Training	6	42.9%
Student Supplemental Instructional Services	6	42.9%
Supplies for Homeless students	0	0.0%

Are there sufficient resources (instructional material such as iReady, PD, in-service trainings, funding for consulting, etc.) available to allow teachers to take advantage of professional development activities?

	Count	Percentage
Yes	13	92.9%
No	1	7.1%

Rate any of the following programs your school uses.

	Student Achievement Impact			
	High	Low	Moderate	Do not use
Accelerated Reader	0	0	2	12
Mastery Connect	4	1	6	3
Grade Results	2	5	4	3
iReady	3	2	1	8
Starfall	0	0	1	13

Is the availability of teaching materials and supplies (paper, laboratory supplies, books, etc.) adequate to support effective instruction?

	Count	Percentage
Yes	9	64.3%
No	5	35.7%

Does BCS provide adequate support for homeless students?

	Count	Percentage
Yes	12	85.7%
No	2	14.3%

Title I school-wide services provide our district with additional interventionists, instructional coaches/data coach, supplies and materials for homeless students, a curriculum coach, teacher professional development and/or coaching, and classroom supplies for students. Are federal funds being used effectively at your school?

	Count	Percentage
Yes	11	78.6%
No	3	21.4%

Parent, Family, and Community Engagement

Is your school's federal allocation for parental and family engagement being used effectively for parent/family engagement activities/resources?

	Count	Percentage
Yes	11	78.6%
No	3	21.4%

Is ParentSquare an effective communication tool to reach parents?

	Count	Percentage
Yes, it is an effective communication tool	9	64.3%
I have not used this communication tool	1	7.1%
It is somewhat effective. The district should look at other options.	4	28.6%
No, the district should research new options.	0	0.0%

Is the school open to parents' opinions and suggestions?

	Count	Percentage
Yes	12	85.7%
No	2	14.3%

Do you make contact with Parents regularly through the school year?

	Count	Percentage
Yes	10	71.4%
No	4	28.6%

TITLE II: PROFESSIONAL DEVELOPMENT

Title II Funds are intended to support teachers, principals, and other school leaders in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students. Are federal funds used effectively at your school?

	Count	Percentage
Yes	10	71.4%
No	4	28.6%

Has offering Consulting Services (Bailey Education Group, Excellence Group, Performance Based, English Learners Engaged, etc.) positively impacted student achievement?

	Count	Percentage
Agree	5	35.7%
Strongly Agree	1	7.1%
Neutral	6	42.9%
Disagree	1	7.1%
Strongly Disagree	0	0.0%
Not Applicable	1	7.1%

Has any other professional development (such as the Making Connections Conference, Elevate Conference, online PD, etc.) positively impacted your implementation efforts to enhance student achievement in your classroom?

	Count	Percentage
Yes	8	57.1%
No	6	42.9%

I would like to have more professional development in: Choose all that apply.

	Count	Percentage
Academic Program (Clever, iReady, etc.)	4	28.6%
Classroom Management	8	57.1%
Differentiated Instruction	8	57.1%
English Language Learners	2	14.3%
Formative Summative Assessments	4	28.6%
MS CRR Standards	2	14.3%
My specific content area	4	28.6%
Questioning Techniques	4	28.6%

I would like to have more professional development in: Choose all that apply.

	Count	Percentage
Response to Interventions	8	57.1%
Special Education topics	4	28.6%
Student Engagement	7	50.0%
Technology Integration	4	28.6%
Writing Process	3	21.4%

TITLE IV: WELL-ROUNDED EDUCATION, SAFETY, AND TECHNOLOGY

The Title IV, Part A program provides funding to improve students' academic achievement by increasing the school district's capacity to provide all students with access to a well-rounded education, improve school conditions for student learning, and Increase the use of technology to enhance academic achievement and digital literacy for all students. Have these funds been used effectively?

	Count	Percentage
Yes	9	64.3%
No	5	35.7%

My school does a good job in offering the following for our students:

	Count	Percentage
Music/Arts (Dance, Photography, Drama, etc.)	2	14.3%
STEM Education	0	0.0%
Technology Integration	6	42.9%
Physical Education	2	14.3%
Other Title IV initiatives	0	0.0%

Do the school's well-rounded programs (Music, Art, STEM, etc.) have a positive impact on students?

	Count	Percentage
Yes	10	71.4%
No	4	28.6%

Please rate the effectiveness of how Title funds are being used to provide all students with access to a well-rounded education.

	Not Effective	Somewhat Effective	Very Effective
ACT prep	1	9	4
Dual Enrollment	2	4	8
Instructional Supplies	1	6	7

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

	Count	Percentage
Providing school-based mental health services and counseling	9	64.3%
Promoting supportive school climates to reduce the use of suspensions and foster positive school discipline.	9	64.3%
Implementing programs that support a healthy, active lifestyle (nutritional, hygiene, and physical education)	8	57.1%
Implementing systems and practices to prevent bullying and harassment	9	64.3%
Developing relationship-building skills through character education.	10	71.4%
Promoting community and parent involvement in schools	10	71.4%

My school has an effective drug and violence prevention program.

	Count	Percentage
Agree	3	21.4%
Strongly Agree	0	0.0%
Neutral	7	50.0%
Disagree	4	28.6%
Strongly Disagree	0	0.0%
Not Applicable	0	0.0%

My school places the safety (bully prevention, etc.) of the students as a priority.

	Count	Percentage
Agree	6	42.9%
Strongly Agree	0	0.0%
Neutral	5	35.7%
Disagree	1	7.1%
Strongly Disagree	2	14.3%
Not Applicable	0	0.0%

My school is well-equipped with adequate technology to effectively support and enhance student instruction.

	Count	Percentage
Agree	8	57.1%
Strongly Agree	0	0.0%
Neutral	2	14.3%
Disagree	1	7.1%
Strongly Disagree	3	21.4%
Not Applicable	0	0.0%

Please provide suggestions you feel are needed through Title IV funds.

Suggestions for the use of Title IV funds include upgrading outdated Smartboards, investing in recruiting and training educators, providing discipline resources to improve student accountability, enhancing art programs, hiring dedicated school nurses, supplying classroom materials, and offering more paraprofessional support.

School Improvement

Are teachers involved in making decisions at the school?

	Count	Percentage
Yes	5	35.7%
No	9	64.3%

Is there a process for involving all stakeholders in decision making at my school?

	Count	Percentage
Yes	3	21.4%
No	11	78.6%

School Climate and Culture

Does the school motivate students to do their best work?

	Count	Percentage
Yes	3	21.4%
No	11	78.6%

Are discipline policies at my school fair?

	Count	Percentage
Yes	7	50.0%
No	7	50.0%

Do teachers at my school pursue a clear, common purpose for all student learning?

	Count	Percentage
Yes	12	85.7%
No	2	14.3%

Are you comfortable analyzing student data?

	Count	Percentage
Yes	11	78.6%
No	3	21.4%

Do you have data-driven conversations with parents?

	Count	Percentage
Yes	5	35.7%
No	9	64.3%

Do you understand the RTI Three-Tier Process in the MTSS and its purpose?

	Count	Percentage
Yes	7	50.0%
No	7	50.0%

PARENT SURVEY

DEMOGRAPHICS

What grade is your child in?

	Count	Percentage
KINDERGARTEN	0	0.0%
GRADES 1-3	0	0.0%
GRADES 4-6	0	0.0%
GRADES 7-8	4	26.7%
GRADES 9-12	11	73.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

My child's school is open to parents' opinions and suggestions.

	Count	Percentage
Agree	15	100.0%
Disagree	0	0.0%

My child's school provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Agree	13	86.7%
Disagree	2	13.3%

My child's school communicates its Family and Parent Engagement Policy to parents.

	Count	Percentage
Agree	13	86.7%
Disagree	2	13.3%

Teachers regularly communicate with parents of their students through newsletters, ParentSquare, calls, texts, Remind, emails, social media, or other means.

	Count	Percentage
Agree	12	80.0%
Disagree	3	20.0%

In the past year I have attended/participated in the following via online conference, phone call, or in-person:

	Count	Percentage
Parent/teacher conference	7	46.7%
Checked my child's grades/assignments online through Active Parent	12	80.0%
Been in contact with my child's teacher	9	60.0%
Received a newsletter from the school or teacher	8	53.3%
Worked with a committee or group on school or district policies	2	13.3%
Attended parent night or other event geared toward helping me help my child academically	5	33.3%
Attended a performance, celebration, or awards ceremony involving my child and/or his or her peers	6	40.0%
Volunteered at my child's school	1	6.7%

I have been provided with information about how I can help my child with his/her school work.

	Count	Percentage
Agree	9	60.0%
Disagree	6	40.0%

Please select all areas in which your school effectively communicates with you.

	Count	Percentage
Homework assignments	9	60.0%
Student academic achievement	10	66.7%
Discipline	9	60.0%
Health updates/Issues	9	60.0%
Required State Test information	11	73.3%
Programs/events/school activities or the cancellation of these events	12	80.0%

CURRICULUM AND INSTRUCTION

My school provides the instruction and help needed for my child to be successful.

	Count	Percentage
Agree	11	73.3%
Disagree	4	26.7%

Which of the following do you feel are necessary for your child's success?

	Count	Percentage
Access to technology	11	73.3%
Interventionists	6	40.0%
Supplemental instructional material	10	66.7%
Online learning programs	10	66.7%
Professional development and/or coaching for staff	9	60.0%
Parent engagement funds for outreach to the community	5	33.3%
Materials needed to alleviate barriers for homeless students	7	46.7%
Supplemental service interventions in reading, math, U.S. history, sciences, etc.	0	0.0%
Library media services and material	6	40.0%

My child's school provides adequate resources for my child to be successful.

	Count	Percentage
Agree	12	80.0%
Disagree	3	20.0%

Teachers at my child's school uses instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Agree	13	86.7%
Disagree	2	13.3%

My child's school sets high expectations for student learning for all students.

	Count	Percentage
Agree	13	86.7%
Disagree	2	13.3%

My child's school has fair grading policies and practices that are administered in a consistent manner.

	Count	Percentage
Agree	15	100.0%
Disagree	0	0.0%

I feel school attendance is a priority for my child's success.

	Count	Percentage
Agree	15	100.0%
Disagree	0	0.0%

My child's school does a good job in the following areas:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
English/Language Arts	53.3%	6.7%	40.0%	0.0%	0.0%	0.0%
Math	26.7%	6.7%	60.0%	0.0%	6.7%	0.0%
Science	33.3%	6.7%	53.3%	0.0%	6.7%	0.0%
Social Studies	33.3%	6.7%	46.7%	6.7%	6.7%	0.0%
Music/Arts	33.3%	13.3%	33.3%	6.7%	6.7%	6.7%
Physical Education	40.0%	13.3%	20.0%	13.3%	6.7%	6.7%
Foreign Languages	20.0%	13.3%	33.3%	13.3%	13.3%	6.7%
Career and Technical Education	46.7%	6.7%	33.3%	6.7%	0.0%	6.7%
Special Education	26.7%	20.0%	46.7%	6.7%	0.0%	0.0%

FEDERAL PROGRAMS

I have input into how federal funds are spent at my child's school through surveys like this one and school meetings.

	Count	Percentage
Agree	7	46.7%
Disagree	8	53.3%

My school meets the needs of students who qualify for McKinney-Vento Homeless Services.

	Count	Percentage
Agree	13	86.7%
Disagree	2	13.3%

The school and community meet the needs of students who face challenges due to natural disasters, fires, or poverty.

	Count	Percentage
Agree	15	100.0%
Disagree	0	0.0%

Title I Funds are used for the following. Please rate the effectiveness of each.

	Not Effective	Somewhat Effective	Very Effective
Consulting and professional development for teachers	1	8	6
Classroom supplies	0	5	10
Parent and family engagement	1	7	7
Instructional coach who works with teachers to improve the quality of their lessons and the quality of students' education	2	6	7
Homeless supplies	2	6	7
Library media instructional supplies	1	7	7
*Student Instructional Supplemental Services	0	8	7

*AHS only

Title II Funds are used for the following. Please rate the effectiveness of each.

	Not Effective	Somewhat Effective	Very Effective
Consultant for teachers	0	8	7
Consultants for leadership	0	10	5
Professional development	0	10	5
PD supplies	1	9	5
Coaching teachers on high-quality lesson delivery and data utilization	1	9	5

Title IV: Well-Rounded Education, Safety, and Technology

In an effort to support a well-rounded education, I would like to see my child's school invest more in the following areas:

	Count	Percentage
Improving access to arts	0	0.0%
Improving access to music education	3	20.0%
Improving access to physical education	0	0.0%
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM)	7	46.7%
Provide access to accelerated learning opportunities (Dual Enrollment Courses, etc.)	1	6.7%
Strengthening instruction in American History, Civics, Economics, Geography, Government, and Environmental Education.	3	20.0%

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

	Count	Percentage
Promoting community and parent involvement in schools	1	6.7%
Providing school-based mental health services and counseling	2	13.3%
Promoting supportive school climates to reduce the use of suspensions and foster positive school discipline.	0	0.0%
Implementing programs that support a healthy, active lifestyle (nutritional, hygiene, and physical education)	1	6.7%
Implementing systems and practices to prevent bullying and harassment	5	33.3%
Developing relationship-building skills through character education.	6	40.0%

My school places the safety of my child as a priority.

	Count	Percentage
Agree	15	100.0%
Disagree	0	0.0%

My child 's school places the health of my child as a priority.

	Count	Percentage
Agree	15	100.0%
Disagree	0	0.0%

My child's school has an effective drug and violence prevention program.

	Count	Percentage
Agree	11	73.3%
Disagree	4	26.7%

GENERAL OPINION

Overall, my school does a good job educating our students.

	Count	Percentage
Agree	13	86.7%
Disagree	2	13.3%

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

Parents of students at Ashland Middle/High School praise the school's effective communication with both parents and students, as well as the dedication of teachers and counselors in supporting children's learning and development. They appreciate the efforts in tutoring and parent-teacher interactions, and the school's attention to addressing concerns. However, parents suggest improvements in monitoring restrooms, enhancing restroom cleanliness, sports facilities, preventing bullying, and providing better food quality. They also recommend more special education professional development, a consistent dress code, and increased funding for student activities. Overall, parents commend the school's commitment to education while highlighting areas for enhancement to create an even better learning environment.

STUDENT SURVEY

DEMOGRAPHICS

What grade are you in?

	Count	Percentage
GRADES 7-8	36	47.4%
GRADES 9-12	40	52.6%

CURRICULUM AND INSTRUCTION

My school provides the instruction and help needed for me to be successful.

	Count	Percentage
Agree	56	73.7%
Disagree	20	26.3%

Which of the following do you feel are necessary for student success?

	Count	Percentage
Access to Technology	51	67.1%
Advanced Placement Opportunities (ACT testing fees for 10 graders, Dual Enrollment Fees)	27	35.5%
Curriculum Coach	19	25.0%
Instructional Coach	23	30.3%
Interventionists (Additional Instructional Support)	22	28.9%
Parent Engagement Funds for Outreach to the Community	19	25.0%
School Nurse	62	81.6%
Supplemental Instructional Materials for the Classroom	43	56.6%
Supplies for Homeless students	29	38.2%
Teacher Training	29	38.2%

My school provides adequate resources for students to be successful.

	Count	Percentage
Agree	46	60.5%
Disagree	30	39.5%

Teachers at my school use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Agree	53	69.7%
Disagree	23	30.3%

My school sets high expectations for student learning for all students.

	Count	Percentage
Agree	56	73.7%
Disagree	20	26.3%

My school has fair grading policies and practices that are administered in a consistent manner.

	Count	Percentage
Agree	58	76.3%
Disagree	18	23.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

My school is open to parents' opinions and suggestions.

	Count	Percentage
Agree	53	69.7%
Disagree	23	30.3%

Teachers regularly communicate with my parents through newsletters, Parent Square, texts, calls, or other means. *

	Count	Percentage
Agree	52	68.4%
Disagree	24	31.6%

My school provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Agree	40	52.6%
Disagree	36	47.4%

I feel school attendance is a priority for student success.

	Count	Percentage
Agree	13	17.1%
Disagree	9	11.8%
Neutral	30	39.5%
Strongly Agree	10	13.2%
Strongly Disagree	14	18.4%

Title IV: Well-Rounded Education, Safety, and Technology

In the effort to support a well-rounded education, I would like to see my school invest more in the following areas:

	Count	Percentage
Promoting access to accelerated learning opportunities	9	11.8%
Improving access to physical education	13	17.1%
Improving access to agricultural education	6	7.9%
Improving access to arts	5	6.6%
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM	23	30.3%
Improving access to music education	20	26.3%

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

	Count	Percentage
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	14	18.4%
Providing school-based mental health services and counseling	15	19.7%
Establishing community partnerships	5	6.6%
Promoting supportive school climates to reduce the use of Out of School Suspension	14	18.4%
Promoting community and parent involvement in schools	6	7.9%
Developing relationship building skills	8	10.5%
Implementing systems and practices to prevent bullying and harassment	10	13.2%
Promote character education	4	5.3%

My school places the safety of students as a priority.

	Count	Percentage
Agree	47	61.8%
Disagree	29	38.2%

I feel safe at school.

	Count	Percentage
Agree	29	38.2%
Disagree	47	61.8%

My school has fair and effective discipline policies.

	Count	Percentage
Agree	12	15.8%
Disagree	13	17.1%

I like the way my school rewards students for positive behavior.

	Count	Percentage
Agree	49	64.5%
Disagree	27	35.5%

My school places the health of students as a priority,

	Count	Percentage
Agree	34	44.7%
Disagree	42	55.3%

My school has an effective drug and violence prevention program.

	Count	Percentage
Agree	35	46.1%
Disagree	41	53.9%

My school has effective technology to assist with my learning.

	Count	Percentage
Agree	54	71.1%
Disagree	22	28.9%

GENERAL OPINION

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

Students at Ashland Middle/High School appreciate that their school provides opportunities to further their education, maintains security, and encourages positive behavior through rewards. They value the efforts to improve teaching, discipline, and engagement with students and parents. However, there are areas that need improvement, such as better food quality, updated facilities, enhanced sports and extracurricular programs, and more responsive teaching methods. Students express the need for stricter anti-bullying measures, more field trips, and better communication between teachers and students. They suggest more classes on practical skills and improved mental health support. Overall, while students recognize the school's strengths, they believe addressing these areas would lead to a more inclusive, supportive, and enriching educational environment.

NOTES

HICKORY FLAT ATTENDANCE CENTER

Introduction

Hickory Flat Attendance Center is a public school located at 26 Rebel Drive in Hickory Flat, Mississippi. In January of 2025, it served four hundred thirty-five (435) students in kindergarten through twelfth grades (K-12).The school has a long and storied history, with its current building dating back to 1934 after the original two-story structure was destroyed by fire in 1933. Over the decades, the campus has expanded and adapted to meet the needs of its students, thanks in large part to strong community support and the efforts of the Parent Teacher Organization, which has funded significant improvements such as classroom additions and air conditioning installations. The school is overseen by principal Corey Burt and assistant principal Danita Mattox.

"Rising to Excellence"

Hickory Flat Attendance Center's mission is, "to provide a safe and educationally challenging learning environment in which students and faculty are challenged to meet and exceed 21st century goals and ensure all stakeholders reach their greatest potential." The school is known for its close-knit community atmosphere, strong tradition of volunteerism, and a sense of pride among students and alumni. Outstanding features of the school include a favorable student-teacher ratio of 10:1, a variety of extracurricular activities, and a supportive environment that values both academic and personal success.

ENROLLMENT AND ATTENDANCE

HICKORY FLAT ATTENDANCE CENTER ENROLLMENT

	2023	*2024*	*2025*
ALL	465	457	435
K	45	33	32
ELEM_SPED	*	*	
GR_1	30	43	36
GR_2	24	29	46
GR_3	39	25	30
GR_4	32	37	23
GR_5	34	35	40
GR_6	30	35	35
GR_7	31	30	29
GR_8	35	31	27
GR_9	38	42	30
GR_10	40	37	33
GR_11	41	36	40
GR_12	29	39	34
SEC_SPED	*	*	
			(MDE, 2023, 2024, 2025, Enrollment)

Figure 112: Hickory Flat Attendance Center Enrollment

Note: Special Education enrollment for 2025 is not available.

HICKORY FLAT ATTENDANCE CENTER ENROLLMENT BY DEMOGRAPHIC GROUP

		2022	*2023*	*2024*
ALL	ALL	467	465	457
GENDER	FEMALE	218	232	230
	MALE	249	233	227
RACE	BLACK OR AFRICAN AMERICAN	43	53	57
	HISPANIC OR LATINO	*	*	*
	TWO OR MORE RACES	13	*	*
	WHITE	404	400	386
				(MDE, 2022, 2023, 2024, Enrollment)

Figure 113: Hickory Flat Attendance Center Enrollment by Demographic Group

Note: Demographic enrollment for 2025 is not available.

HICKORY FLAT ATTENDANCE CENTER
AVERAGE DAILY ATTENDANCE

	2022	2023	2024
ALL	410.7	417.0	410.7
K	28.8	40.3	30.7
ELEM_SPED	1.7	3.6	2.4
GR_1	24.7	26.7	39.2
GR_2	34.9	23.7	27.8
GR_3	33.9	35.7	23.7
GR_4	25.9	31.4	34.4
GR_5	27.9	31.4	32.5
GR_6	26.4	28.5	30.5
GR_7	37.8	29.3	28.2
GR_8	35.6	32.9	27.3
GR_9	35.9	33.0	33.5
GR_10	38.4	36.8	32.8
GR_11	27.6	35.2	32.6
GR_12	28.1	26.4	33.1
SEC_SPED	3.1	2.2	2.0
	(MDE, 2022, 2023, 2024, Superintendent's Annual Report)		

Figure 114: Hickory Flat Attendance Center Average Daily Attendance

HICKORY FLAT ATTENDANCE CENTER CHRONIC ABSENCE

■ 2022 ■ 2023 ■ 2024

ALL
- ALL: 29.5, 27.5, 24.4

GENDER
- FEMALE: 33.9, 29.8, 30.0
- MALE: 25.6, 25.1, 18.6

DISABILITY
- STUDENTS WITH DISABILITIES: 35.4, 33.9, 23.5
- STUDENTS WITHOUT DISABILITIES: 28.1, 25.6, 24.7

RACE
- BLACK OR AFRICAN AMERICAN: 26.0, 43.8, 27.9
- TWO OR MORE RACES: 46.7, 30.0, 0.0
- WHITE: 28.5, 24.9, 23.6

(MDE, 2022, 2023, 2024, Chronic Absence)
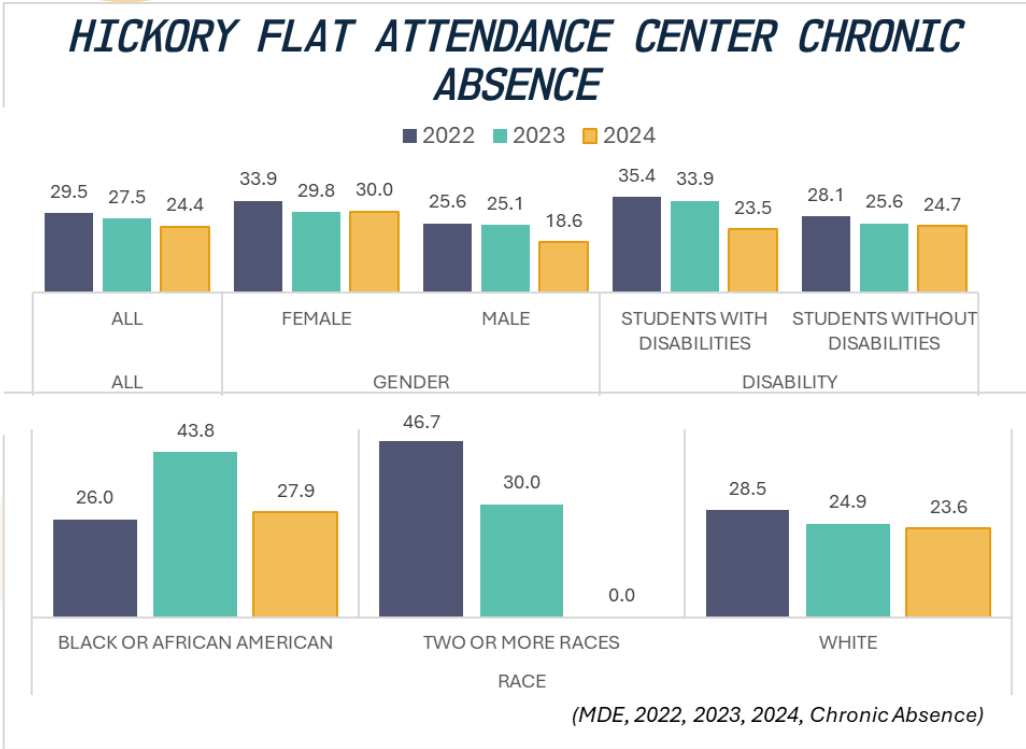
Figure 115: Hickory Flat Attendance Center Chronic Absence

ACCOUNTABILITY
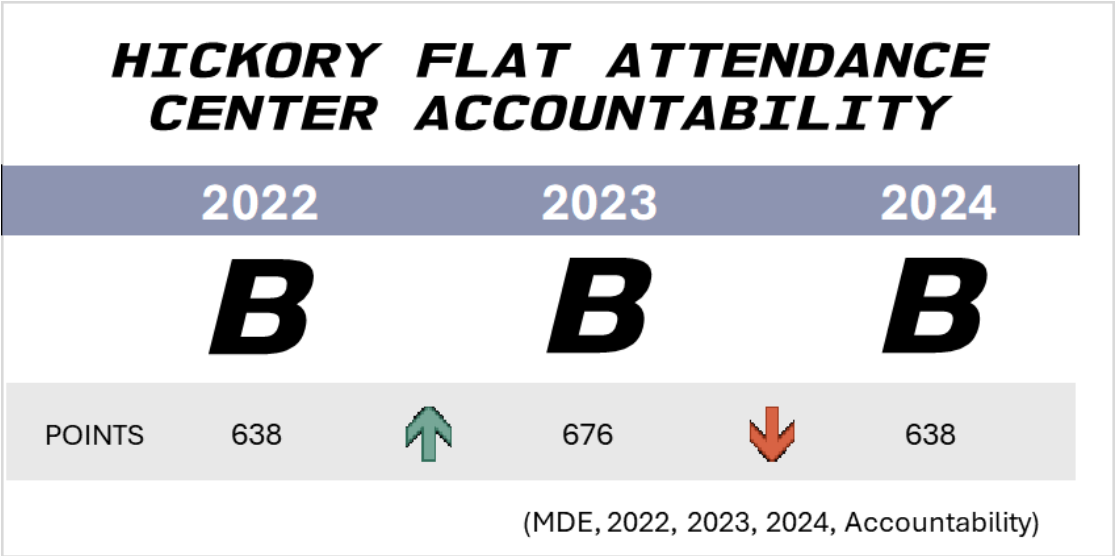
Figure 116: Hickory Flat Attendance Center Accountability
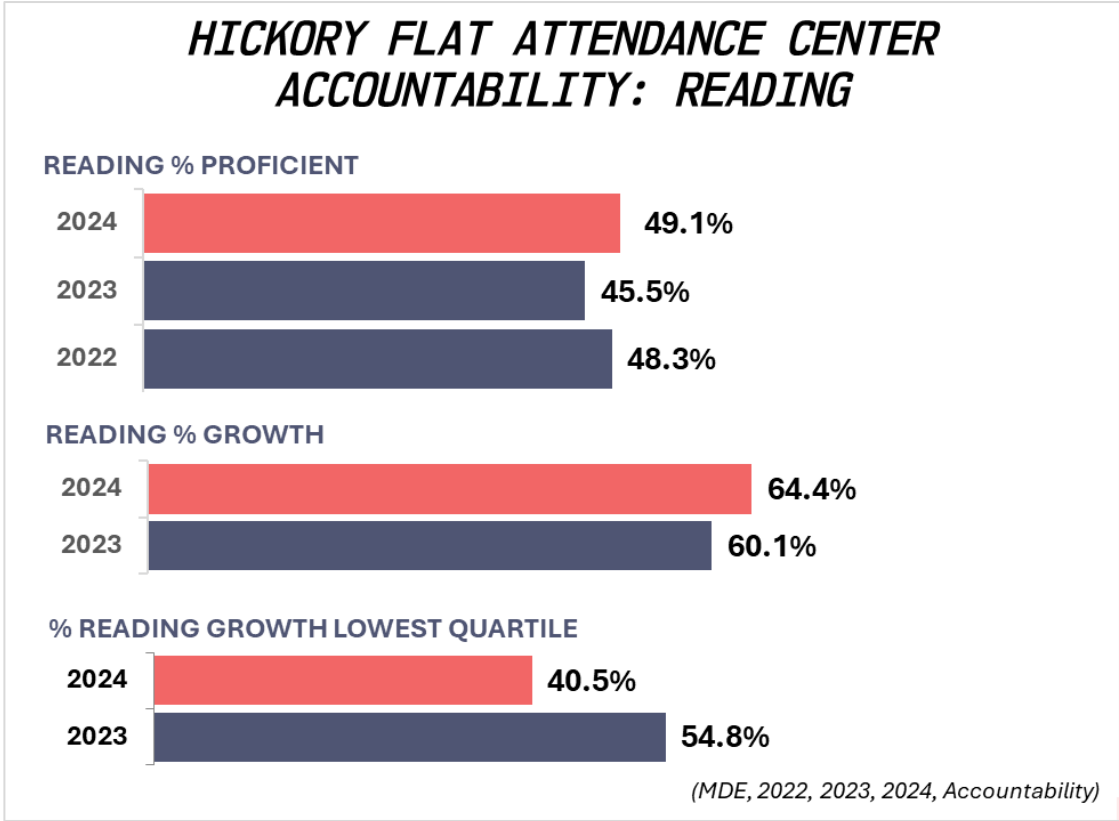
Figure 117: Hickory Flat Attendance Center Accountability: Reading

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY: MATH

MATH % PROFICIENT

Year	%
2024	51.6%
2023	53.3%
2022	47.5%

MATH % GROWTH

Year	%
2024	61.2%
2023	72.5%

% MATH GROWTH LOWEST QUARTILE

Year	%
2024	61.5%
2023	62.7%

(MDE, 2022, 2023, 2024, Accountability)
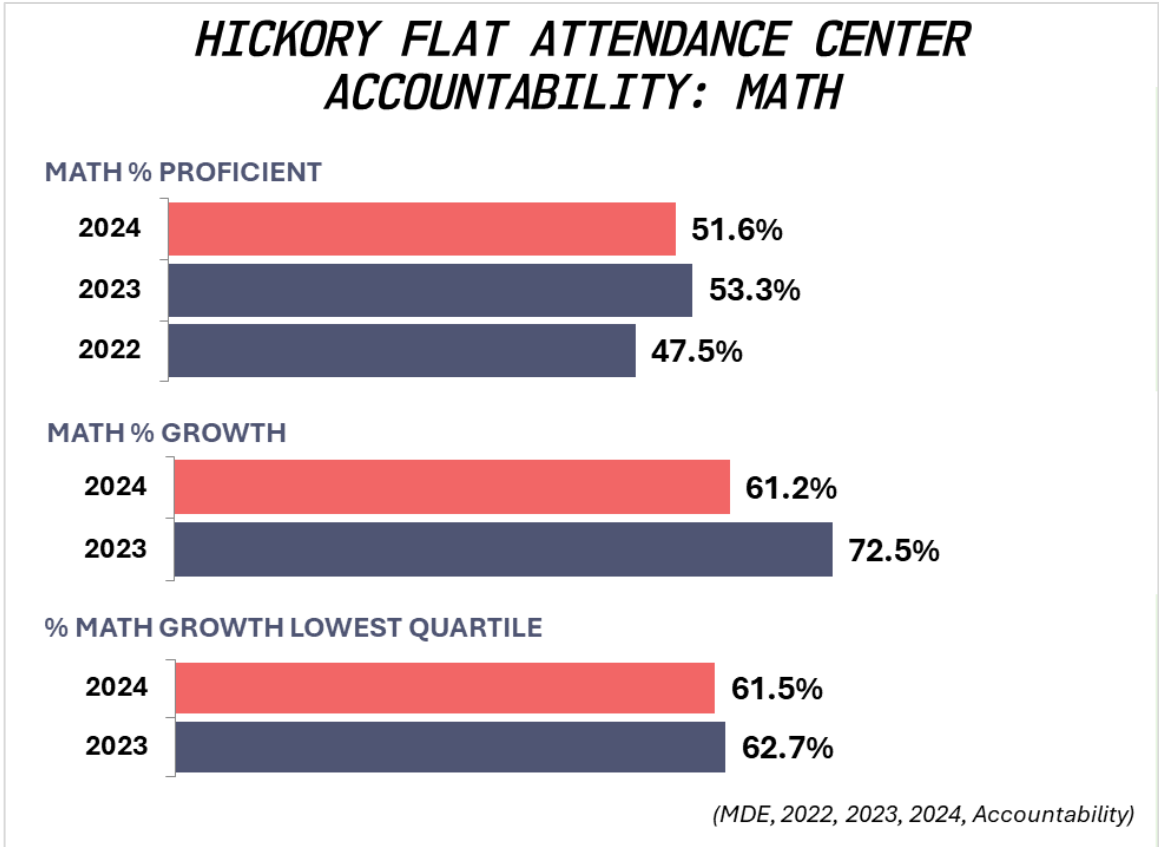
Figure 118: Hickory Flat Attendance Center Accountability: Math

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY: SCIENCE

SCIENCE % PROFICIENT

Year	%
2024	62.9%
2023	71.4%
2022	68.4%

(MDE, 2022, 2023, 2024, Accountability)
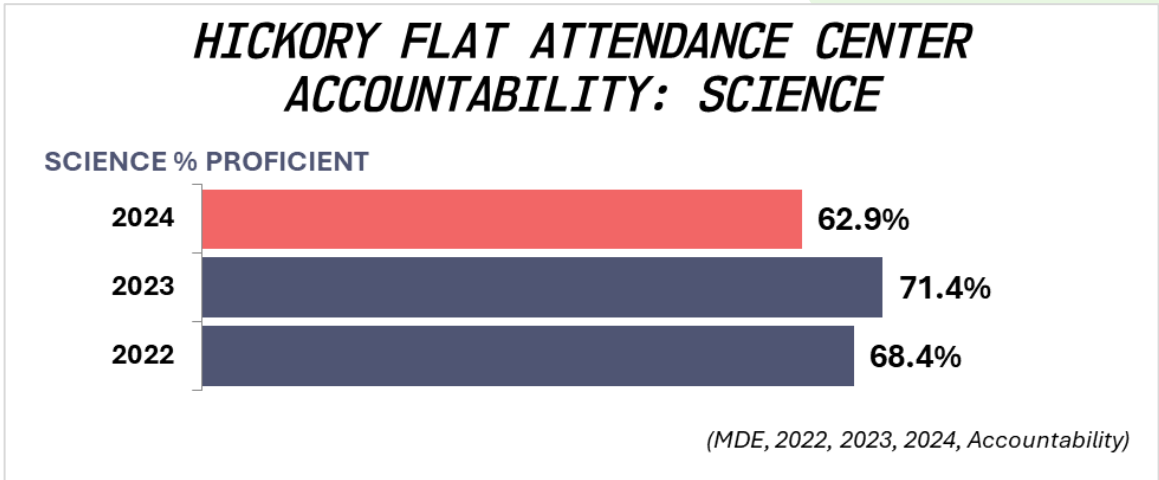
Figure 119: Hickory Flat Attendance Center Accountability: Science

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY: HISTORY

HISTORY % PROFICIENT

- 2024: 77.1%
- 2023: 82.9%
- 2022: 61.3%

(MDE, 2022, 2023, 2024, Accountability)
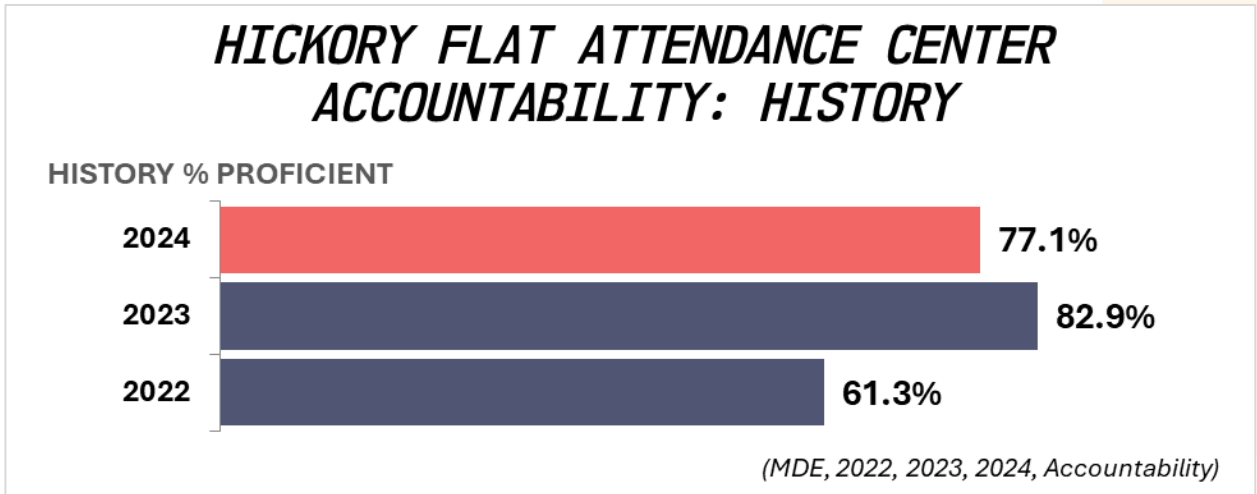
Figure 120: Hickory Flat Attendance Center Accountability: History

HICKORY FLAT ATTENDANCE CENTER ACCOUNTABILITY: ADVANCED

COLLEGE AND CAREER READINESS

- 2024: 78.6%
- 2023: 60.3%
- 2022: 12.9%

ACCELERATION

- 2024: 73.6%
- 2023: 71.7%
- 2022: 93.3%

(MDE, 2022, 2023, 2024, Accountability)
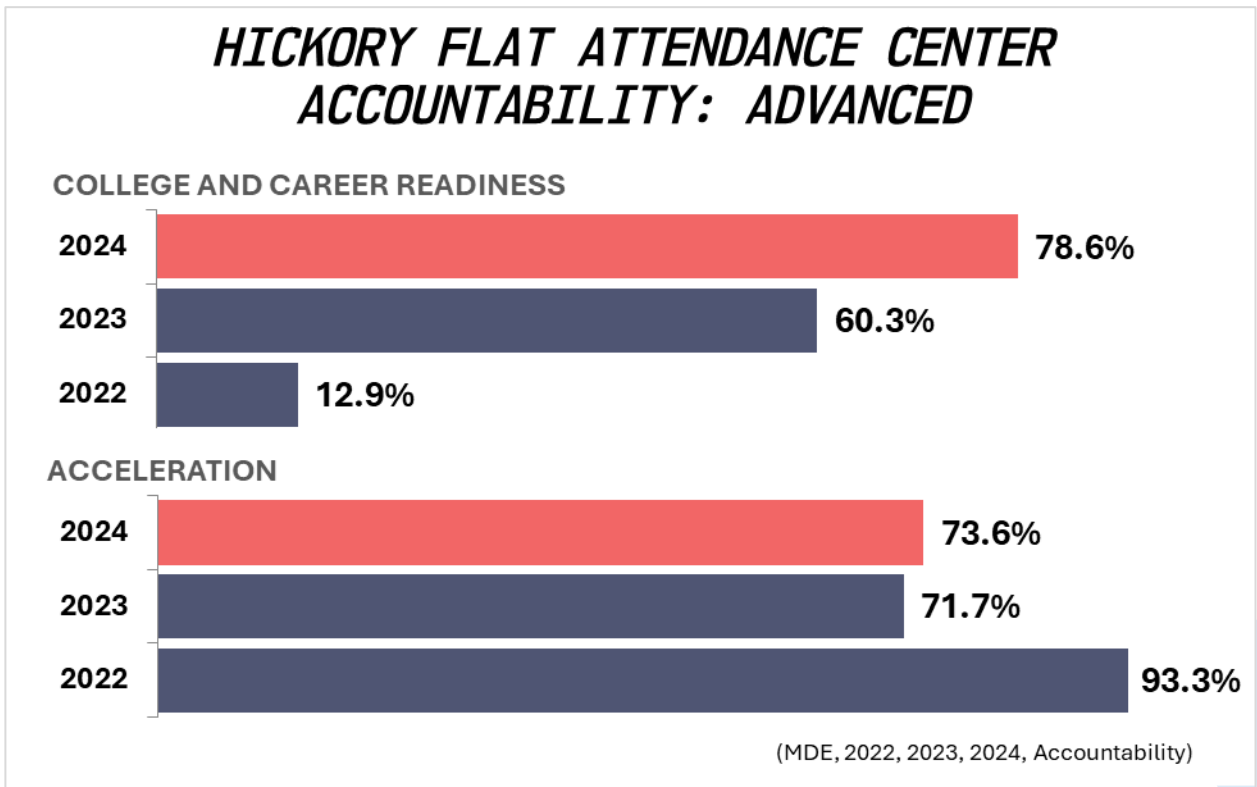
Figure 121: Hickory Flat Attendance Center Accountability: Advanced

HICKORY FLAT ATTENDANCE CENTER PROFICIENCY BY DEMOGRAPHIC GROUP: READING

■ 2022 ■ 2023 ■ 2024

GENDER

FEMALE: 55, 52.2, 56.5
MALE: 41.8, 39.8, 40.6

DISABILITY

STUDENTS WITH DISABILITIES: 28.3, 27.8, 47.7
STUDENTS WITHOUT DISABILITIES: 54, 50.5, 49.4

ECONOMIC STATUS

ECONOMICALLY DISADVANTAGED: 48.3, 45.5, 49.1

ENGLISH PROFICIENCY

NON LIMITED ENGLISH PROFICIENCY: 48.3, 45.7, 49.3

RACE

BLACK OR AFRICAN AMERICAN: 20.8, 23.3, 31
WHITE: 51.6, 48.3, 51.1

(MDE, 2022, 2023, 2024, Accountability)

Figure 122: Hickory Flat Attendance Center Proficiency by Demographic Group: Reading

HICKORY FLAT ATTENDANCE CENTER PROFICIENCY BY DEMOGRAPHIC GROUP: MATH

■ 2022 ■ 2023 ■ 2024

GENDER

FEMALE: 51.3, 57.7, 53
MALE: 44, 49.6, 50

DISABILITY

STUDENTS WITH DISABILITIES: 19.1, 26, 37
STUDENTS WITHOUT DISABILITIES: 54.3, 60.5, 55.6

ECONOMIC STATUS

ECONOMICALLY DISADVANTAGED: 47.5, 53.3, 51.6

ENGLISH PROFICIENCY

NON LIMITED ENGLISH PROFICIENCY: 47.5, 53.6, 51.9

RACE

BLACK OR AFRICAN AMERICAN: 28.6, 21.4, 37.9
WHITE: 49.3, 58, 53.6

(MDE, 2022, 2023, 2024, Accountability)

Figure 123: Hickory Flat Attendance Center Proficiency by Demographic Group: Math
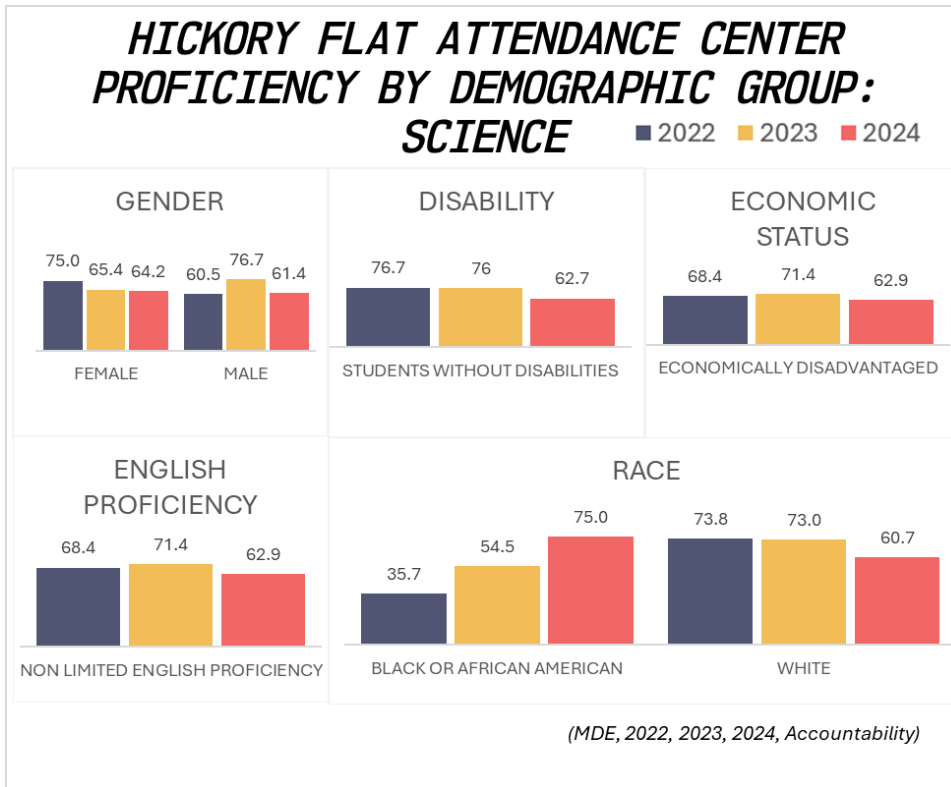
Figure 124: Hickory Flat Attendance Center Proficiency by Demographic Group: Science
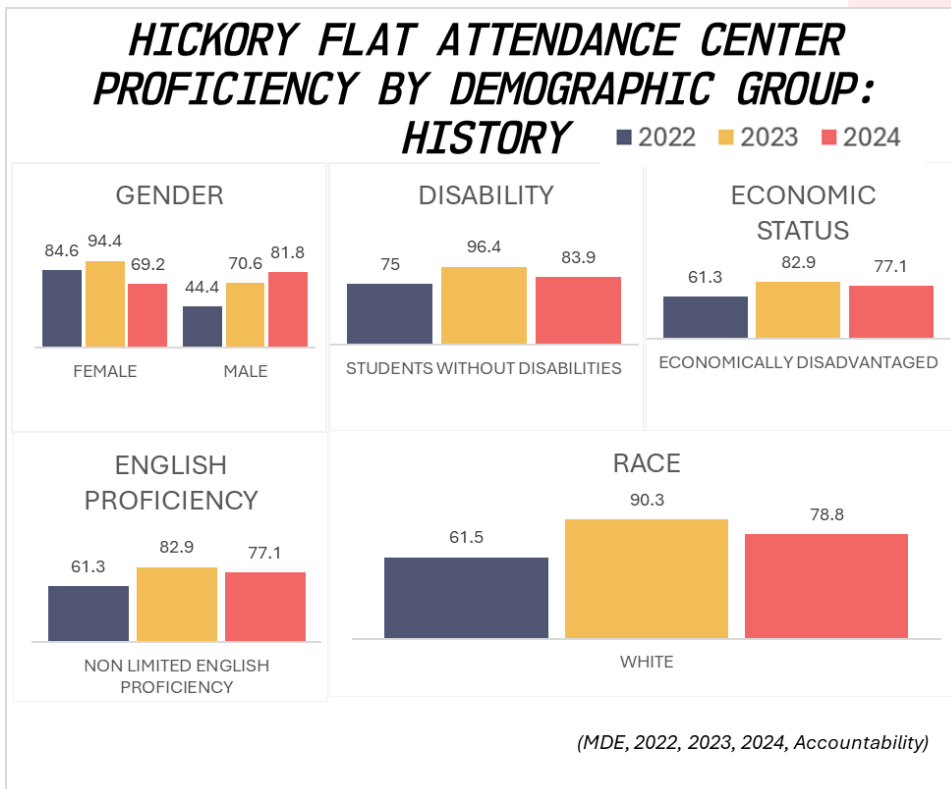
Figure 125: Hickory Flat Attendance Center Proficiency by Demographic Group: History
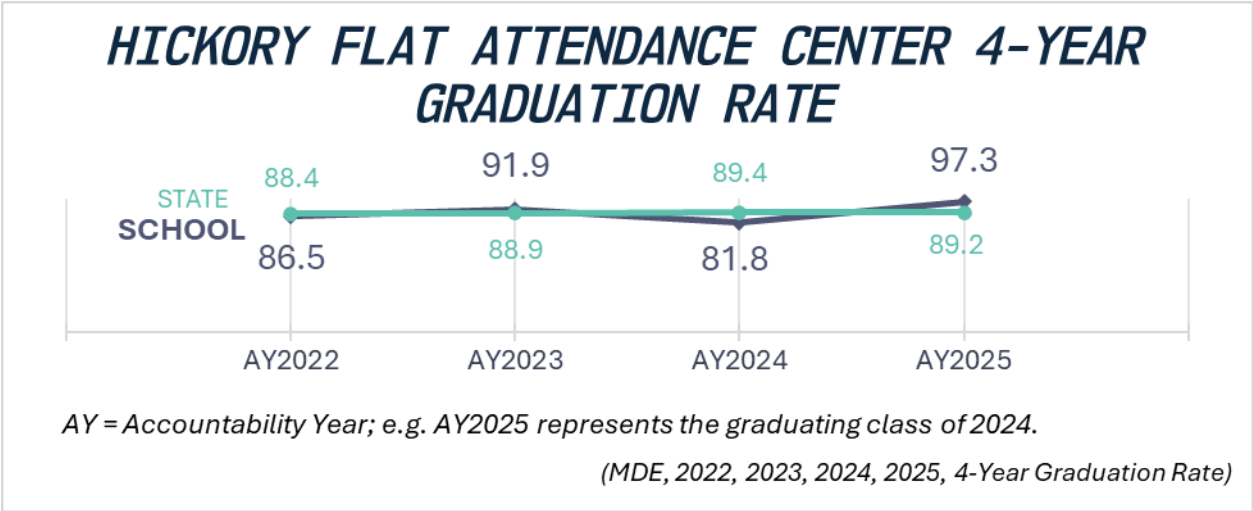
Figure 126: Hickory Flat Attendance Center 4-Year Graduation Rate
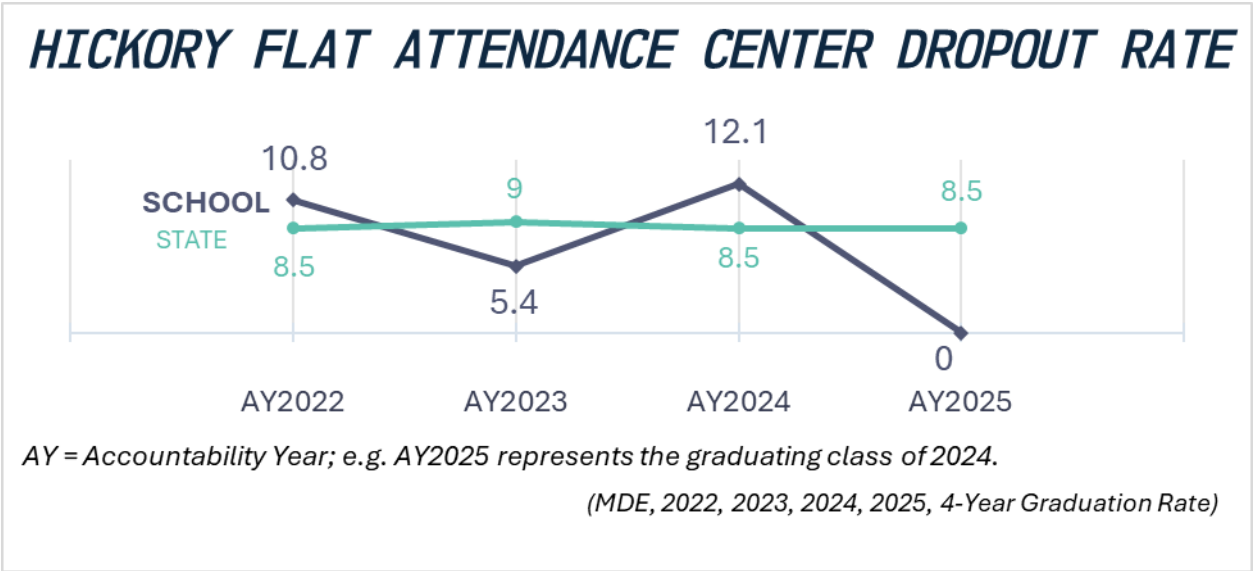
Figure 127: Hickory Flat Attendance Center Dropout Rate

ASSESSMENT

ACT
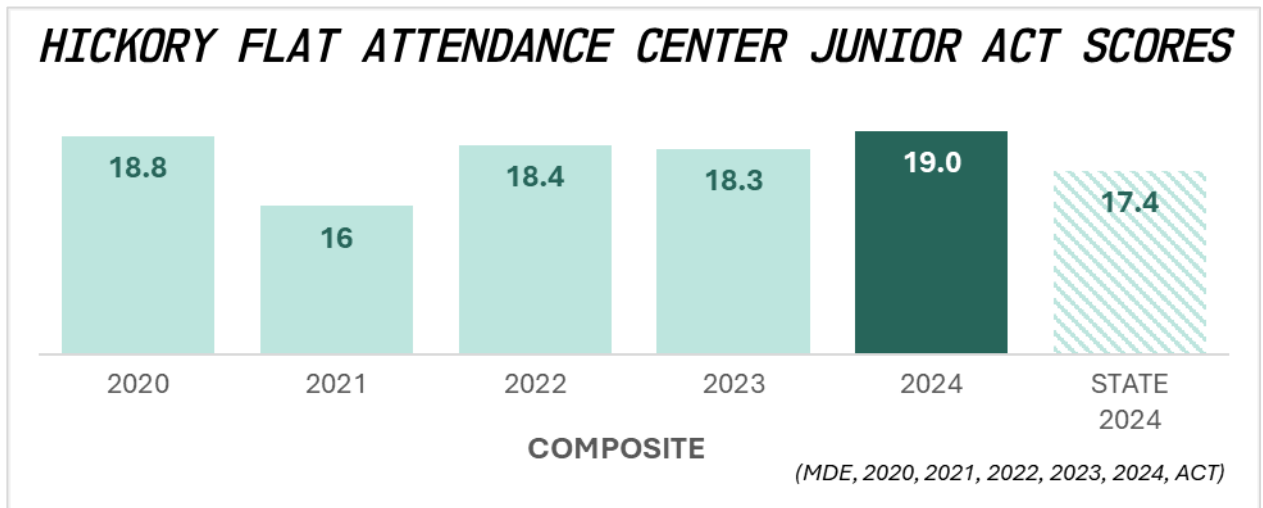
Figure 128: Hickory Flat Attendance Center Junior ACT: Composite
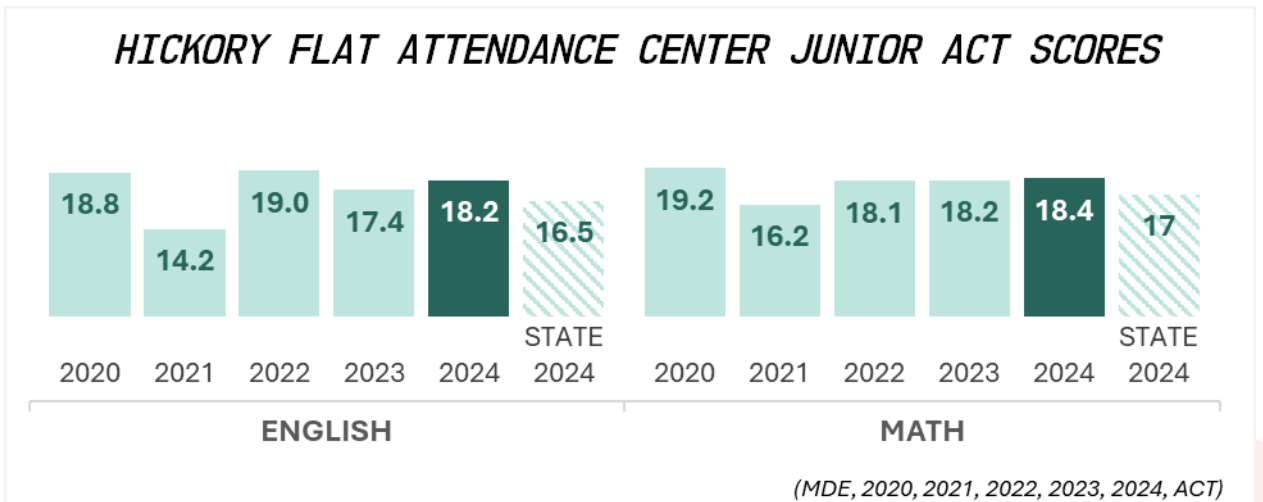
Figure 129: Hickory Flat Attendance Center Junior ACT: English and Math

HICKORY FLAT ATTENDANCE CENTER JUNIOR ACT SCORES

SCIENCE						READING					
2020	2021	2022	2023	2024	STATE 2024	2020	2021	2022	2023	2024	STATE 2024
18.9	16.5	18.3	18.8	18.7	17.6	18	16.3	17.6	18.0	20.6	18.1

(MDE, 2020, 2021, 2022, 2023, 2024, ACT)
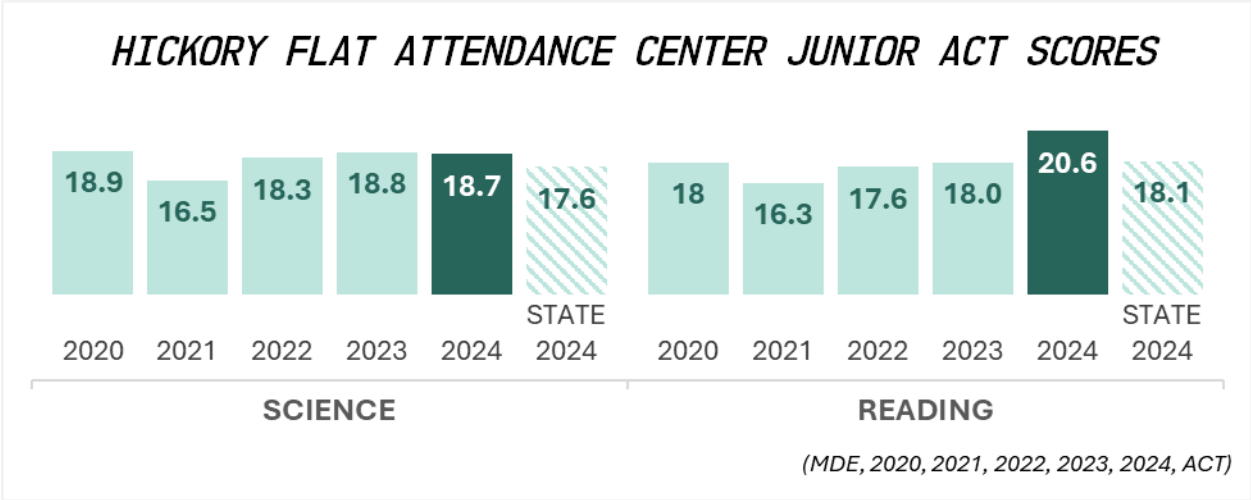
Figure 130: Hickory Flat Attendance Center Junior ACT: Science and Reading

KINDERGARTEN READINESS

HICKORY FLAT ATTENDANCE CENTER KINDERGARTEN READINESS ASSESSMENT: KINDERGARTEN

- 21-22: FALL 478, SPRING 668
- 22-23: FALL 497, SPRING 705
- 23-24: FALL 504, SPRING 693

(MDE, 2021, 2022, 2023, 2024, Assessment)

STATE KINDERGARTEN — ■ FALL ■ SPRING

- 21-22: 487 / 686
- 22-23: 495 / 695
- 23-24: 498 / 701
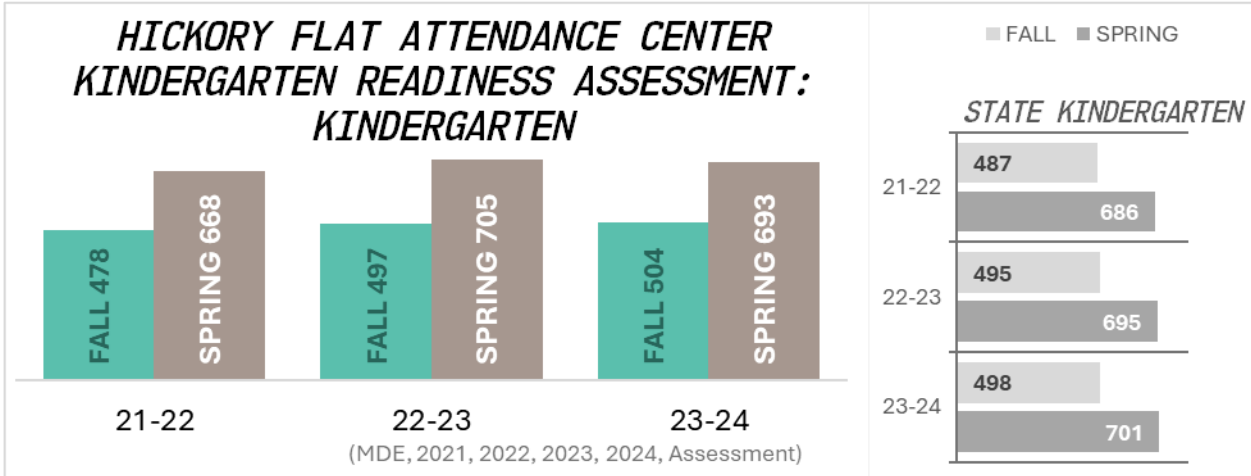
Figure 131: Hickory Flat Attendance Center Kindergarten Readiness Assessment: Kindergarten

THIRD-GRADE READING

HICKORY FLAT ATTENDANCE CENTER INITIAL THIRD-GRADE READING ASSESSMENT PASS RATE

2022	2023	2024
83.8	75.7	73.1

Figure 132: Hickory Flat Attendance Center Initial Third-Grade Reading Assessment Pass Rate

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

MAAP

MAAP ELA

HICKORY FLAT ATTENDANCE CENTER MAAP ELA GRADE 3

2024 | 2023 | 2022

LEVEL 5: 7.7 / 10.5 / 13.5
LEVEL 4: 46.2 / 28.9 / 40.5
LEVEL 3: 23.1 / 26.3 / 29.7
LEVEL 2: 15.4 / 15.8 / 10.8
LEVEL 1: 7.7 / 18.4 / 5.4

2024 Proficient (4+5): **53.8%**

HICKORY FLAT ATTENDANCE CENTER MAAP ELA GRADE 4

2024 | 2023 | 2022

LEVEL 5: 35.1 / 14.7 / 20.7
LEVEL 4: 32.4 / 38.2 / 41.4
LEVEL 3: 13.5 / 38.2 / 24.1
LEVEL 2: 10.8 / 8.8 / 13.8
LEVEL 1: 8.1 / 0.0 / 0.0

2024 Proficient (4+5): **67.6%**
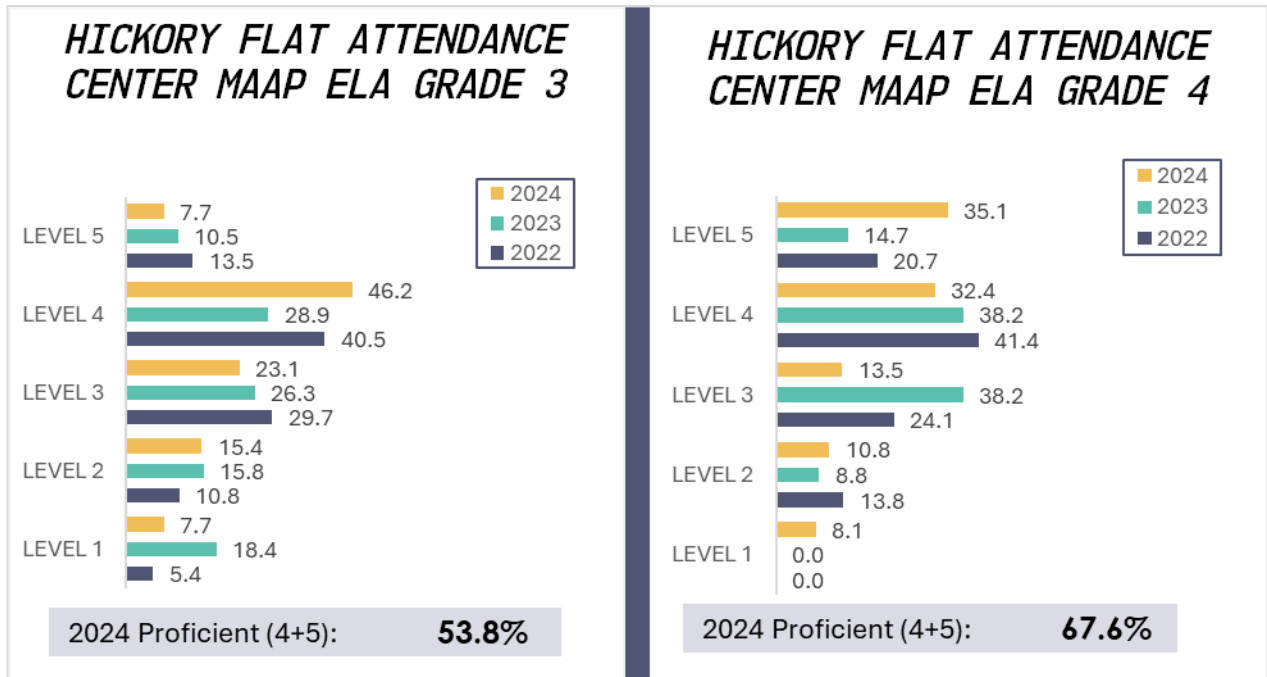
Figure 133: Hickory Flat Attendance Center MAAP ELA Grades 3 and 4

HICKORY FLAT ATTENDANCE CENTER MAAP ELA GRADE 5

2024 | 2023 | 2022

LEVEL 5: 15.2 / 14.7 / 6.7
LEVEL 4: 27.3 / 20.6 / 30.0
LEVEL 3: 27.3 / 47.1 / 23.3
LEVEL 2: 27.3 / 8.8 / 20.0
LEVEL 1: 3.0 / 8.8 / 20.0

2024 Proficient (4+5): **42.4%**

HICKORY FLAT ATTENDANCE CENTER MAAP ELA GRADE 6

2024 | 2023 | 2022

LEVEL 5: 19.4 / 16.7 / 14.3
LEVEL 4: 19.4 / 16.7 / 17.9
LEVEL 3: 25.8 / 30.0 / 50.0
LEVEL 2: 19.4 / 26.7 / 10.7
LEVEL 1: 16.1 / 10.0 / 7.1

2024 Proficient (4+5): **38.7%**

Figure 134: Hickory Flat Attendance Center MAAP ELA Grades 5 and 6

HICKORY FLAT ATTENDANCE CENTER MAAP ELA GRADE 7

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	25.9	22.6	12.2
LEVEL 4	3.7	6.5	39.0
LEVEL 3	33.3	45.2	39.0
LEVEL 2	29.6	19.4	9.8
LEVEL 1	7.4	6.5	0.0

2024 Proficient (4+5): **29.6%**

HICKORY FLAT ATTENDANCE CENTER MAAP ELA GRADE 8

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	17.2	11.4	10.3
LEVEL 4	34.5	40.0	46.2
LEVEL 3	24.1	40.0	28.2
LEVEL 2	17.2	5.7	12.8
LEVEL 1	6.9	2.9	2.6

2024 Proficient (4+5): **51.7%**

Figure 135: Hickory Flat Attendance Center MAAP ELA Grades 7 and 8

HICKORY FLAT ATTENDANCE CENTER MAAP ELA ENGLISH II

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	25.0	23.1	19.5
LEVEL 4	22.2	35.9	34.1
LEVEL 3	30.6	28.2	31.7
LEVEL 2	22.2	10.3	9.8
LEVEL 1	0.0	2.6	4.9

2024 Proficient (4+5): **47.2%**

Figure 136: Hickory Flat Attendance Center MAAP English II

MAAP MATH

HICKORY FLAT ATTENDANCE CENTER MAAP MATH GRADE 3

	2024	2023	2022
LEVEL 5	19.2	10.5	2.7
LEVEL 4	46.2	18.4	27.0
LEVEL 3	23.1	34.2	43.2
LEVEL 2	11.5	18.4	21.6
LEVEL 1	0.0	18.4	5.4

2024 Proficient (4+5): **65.4%**

HICKORY FLAT ATTENDANCE CENTER MAAP MATH GRADE 4

	2024	2023	2022
LEVEL 5	10.8	11.8	20.7
LEVEL 4	27.0	52.9	41.4
LEVEL 3	27.0	29.4	24.1
LEVEL 2	29.7	5.9	13.8
LEVEL 1	5.4	0.0	0.0

2024 Proficient (4+5): **37.8%**

Figure 137: Hickory Flat Attendance Center MAAP Math Grades 3 and 4

HICKORY FLAT ATTENDANCE CENTER MAAP MATH GRADE 5

	2024	2023	2022
LEVEL 5	0.0	11.8	6.7
LEVEL 4	12.1	26.5	23.3
LEVEL 3	48.5	50.0	33.3
LEVEL 2	39.4	8.8	26.7
LEVEL 1	0.0	2.9	10.0

2024 Proficient (4+5): **12.1%**

HICKORY FLAT ATTENDANCE CENTER MAAP MATH GRADE 6

	2024	2023	2022
LEVEL 5	9.7	3.3	0.0
LEVEL 4	22.6	43.3	32.1
LEVEL 3	51.6	20.0	42.9
LEVEL 2	12.9	30.0	25.0
LEVEL 1	3.2	3.3	0.0

2024 Proficient (4+5): **32.3%**
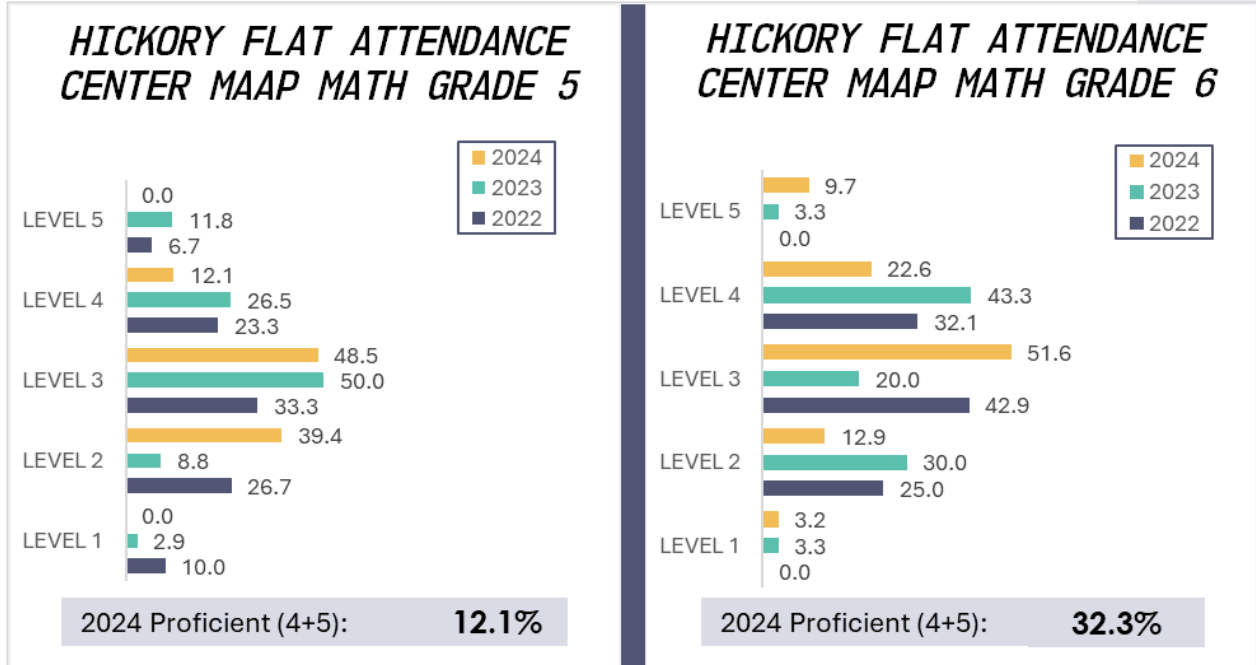
Figure 138: Hickory Flat Attendance Center MAAP Math Grades 5 and 6

HICKORY FLAT ATTENDANCE CENTER MAAP MATH GRADE 7

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	18.5	16.1	7.3
LEVEL 4	40.7	41.9	34.1
LEVEL 3	25.9	19.4	46.3
LEVEL 2	14.8	22.6	12.2
LEVEL 1	0.0	0.0	0.0

2024 Proficient (4+5): **59.3%**

HICKORY FLAT ATTENDANCE CENTER MAAP MATH GRADE 8

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	24.1	17.1	15.4
LEVEL 4	44.8	51.4	41.0
LEVEL 3	27.6	22.9	28.2
LEVEL 2	3.4	8.6	15.4
LEVEL 1	0.0	0.0	0.0

2024 Proficient (4+5): **69.0%**

Figure 139: Hickory Flat Attendance Center MAAP Math Grades 7 and 8

HICKORY FLAT ATTENDANCE CENTER MAAP MATH ALGEBRA I

Legend: 2024, 2023, 2022

Level	2024	2023	2022
LEVEL 5	15.8	8.0	16.7
LEVEL 4	65.8	60.0	52.4
LEVEL 3	15.8	28.0	31.0
LEVEL 2	2.6	4.0	0.0
LEVEL 1	0.0	0.0	0.0

2024 Proficient (4+5): **81.6%**
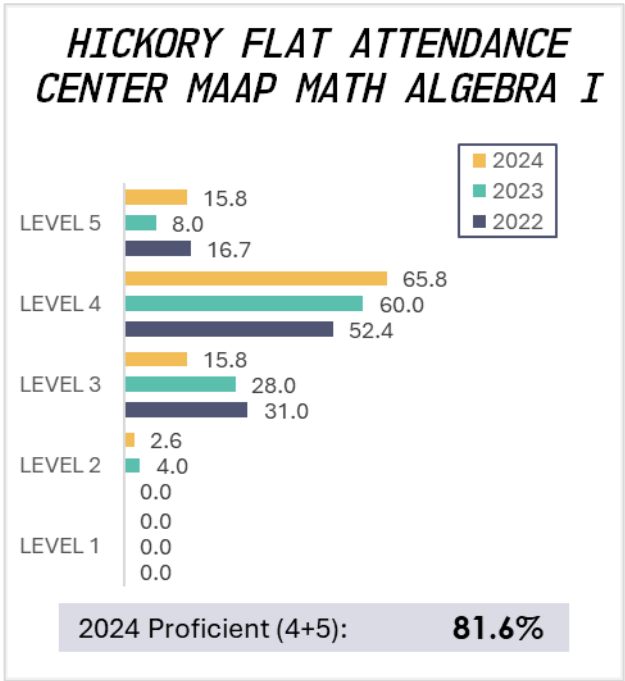
Figure 140: Hickory Flat Attendance Center MAAP Math Algebra I

MAAP-SCI

HICKORY FLAT ATTENDANCE CENTER MAAP SCIENCE GRADE 5

	2024	2023	2022
LEVEL 5	6.1	11.8	6.7
LEVEL 4	33.3	29.4	43.3
LEVEL 3	24.2	32.4	16.7
LEVEL 2	24.2	17.6	3.3
LEVEL 1	12.1	8.8	30.0

2024 Proficient (4+5): **39.4%**

HICKORY FLAT ATTENDANCE CENTER MAAP SCIENCE GRADE 8

	2024	2023	2022
LEVEL 5	24.1	22.9	15.4
LEVEL 4	48.3	51.4	43.6
LEVEL 3	17.2	14.3	38.5
LEVEL 2	3.4	11.4	0.0
LEVEL 1	6.9	0.0	2.6

2024 Proficient (4+5): **72.4%**
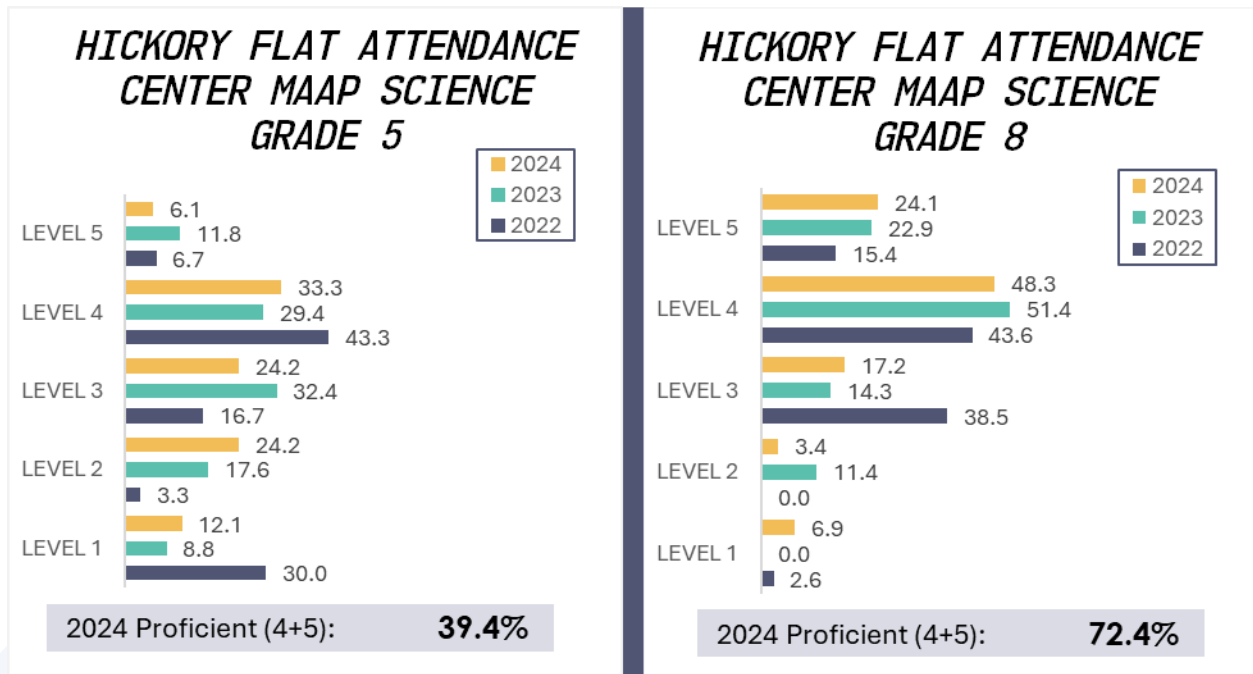
Figure 141: Hickory Flat Attendance Center MAAP Science Grades 5 and 8

MAAP END-OF-COURSE

HICKORY FLAT ATTENDANCE CENTER MAAP END-OF-COURSE BIOLOGY I

	2024	2023	2022
LEVEL 5	26.8	47.6	44.0
LEVEL 4	48.8	42.9	56.0
LEVEL 3	19.5	7.1	0.0
LEVEL 2	4.9	0.0	0.0
LEVEL 1	0.0	2.4	0.0

2024 Proficient (4+5): **75.6%**

HICKORY FLAT ATTENDANCE CENTER MAAP END-OF-COURSE U. S. HISTORY

	2024	2023	2022
LEVEL 5	40.0	28.6	12.9
LEVEL 4	37.1	54.3	48.4
LEVEL 3	20.0	17.1	32.3
LEVEL 2	2.9	0.0	6.5
LEVEL 1	0.0	0.0	0.0

2024 Proficient (4+5): **77.1%**
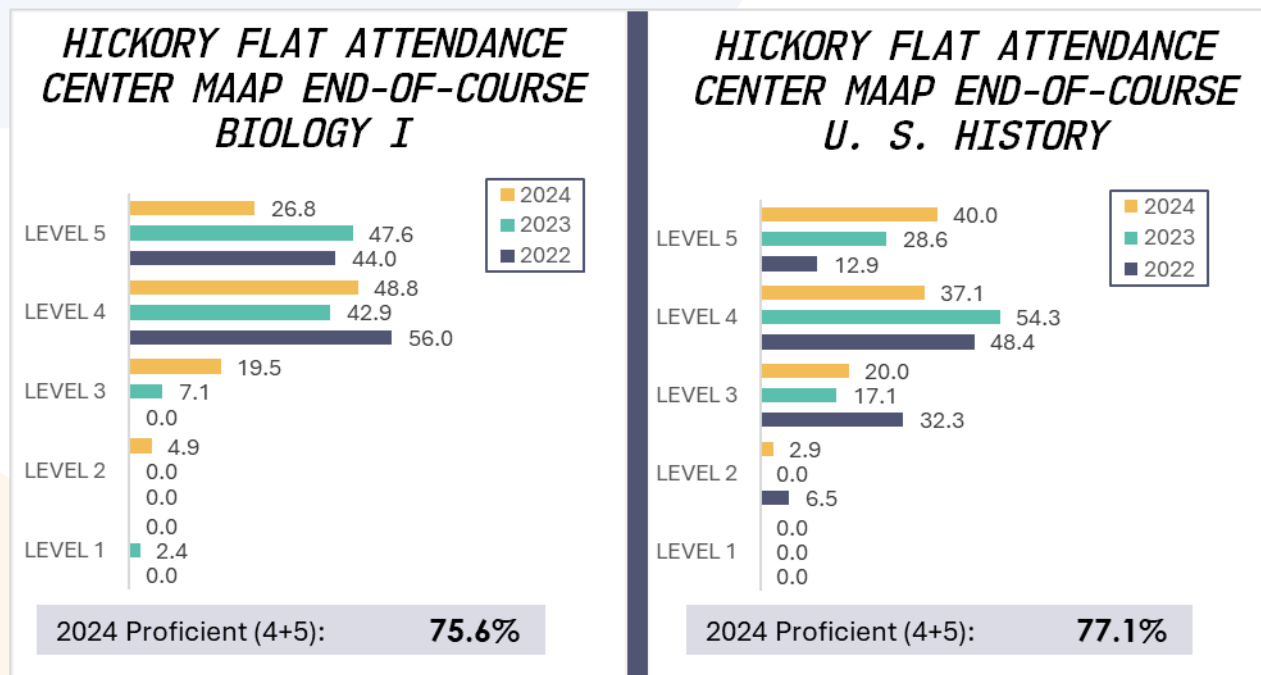
Figure 142: Hickory Flat Attendance Center MAAP Biology I and U. S. History

PERSONNEL

HICKORY FLAT ATTENDANCE CENTER TEACHING STAFF EXPERIENCE BY PERCENTAGE OF TEACHERS

SCHOOL POVERTY LEVEL: HIGH

- TEACHING IN FIELD
- PROVISIONAL
- EXPERIENCED

89.8% 71.1% 11.5% — 2022
99.7% 58.7% 1.2% — 2023
96.6% 61.8% 2.2% — 2024

(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)
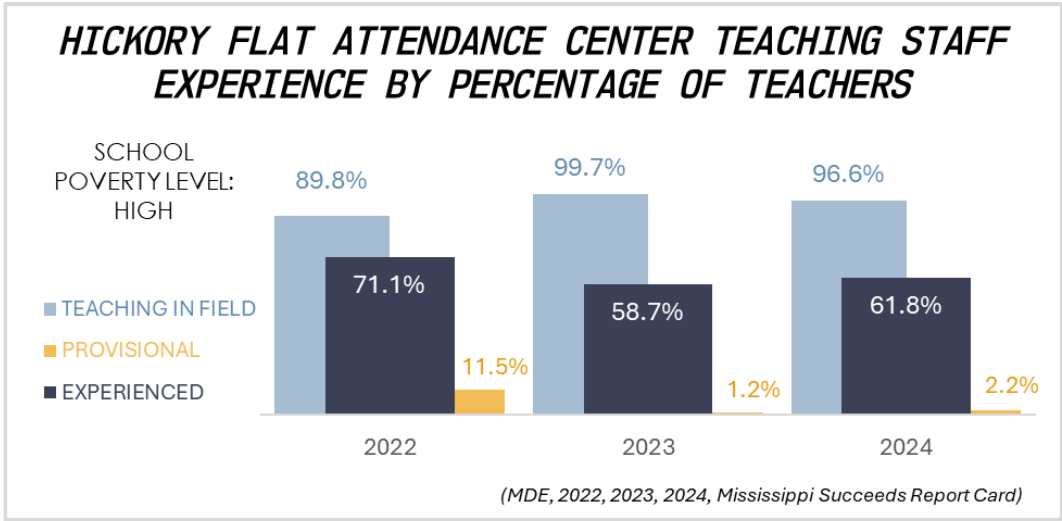
Figure 143: Hickory Flat Attendance Center Teaching Staff Experience by Percentage of Teachers

DISCIPLINE

HICKORY FLAT ATTENDANCE CENTER DISCIPLINARY ACTIONS REPORTED TO MDE										
		ISS			OSS			EXPULSIONS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL		≤5		11.5	6.6	8.1			
GENDER	FEMALE				9.7	≤5	5.4			
	MALE		≤5		13.0	9.9	10.8			
RACE	BLACK OR AFRICAN AMERICAN		≤5		22.5	15.8	12.3			
	WHITE		≤5		10.1	5.6	7.3			
DISABILITY	STUDENTS WITH DISABILITIES		≤5		13.5	9.2	8.5			
	STUDENTS WITHOUT DISABILITIES		≤5		10.9	5.9	8.0			
EL	NON LIMITED ENGLISH PROFICIENCY		≤5		11.5	6.6	8.1			
		INCIDENTS OF VIOLENCE			REFERRALS TO LAW ENFORCEMENT			SCHOOL-BASED ARRESTS		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
ALL	ALL	24.0	17.0	20.0	≤5			≤5		
GENDER	FEMALE	12.0	≤10		≤5			≤5		
	MALE	12.0	15.0	13.0	≤5			≤5		
RACE	WHITE	17.0	15.0	14.0	≤5			≤5		
DISABILITY	STUDENTS WITHOUT DISABILITIES	19.0	12.0	16.0	≤5			≤5		
EL	NON LIMITED ENGLISH PROFICIENCY	24.0	17.0	20.0	≤5			≤5		

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

Figure 144: Hickory Flat Attendance Center Disciplinary Actions Reported to MDE

HICKORY FLAT ATTENDANCE CENTER CNA SURVEY

Introduction

The following tables detail responses to the Comprehensive Needs Assessment survey from stakeholders at Hickory Flat Attendance Center in the categories of Federal Programs; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; Title IV; and Title II: Professional Development. Participants were also asked to write responses to some open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Forty-four (44) faculty and staff members, thirty-four (34) parents, and one hundred twenty-eight (128) students responded to the survey.

FACULTY/STAFF SURVEY

DEMOGRAPHICS

What level do you teach?		
	Count	Percentage
Elementary	26	59.1%
Middle	5	11.4%
High	13	29.5%

FEDERAL PROGRAMS

Which of the following would be the best use of Title I Funds to impact student achievement? Choose all that apply.

	Count	Percentage
District Curriculum Coach	3	6.8%
Instructional material for Homeless students	0	0.0%
Instructional Materials for the Classroom	20	45.5%
Interventions/Interventionist	23	52.3%
Lead Teacher	0	0.0%
Music, art, computer courses	0	0.0%
Online Programs	6	13.6%
Parent Family Engagement	4	9.1%
School Nurse	28	63.6%
School Site Instructional Coach	9	20.5%
Staff Training	6	13.6%
Student Supplemental Instructional Services	12	27.3%
Supplies for Homeless students	17	38.6%

Are there sufficient resources (instructional material such as iReady, PD, in-service trainings, funding for consulting, etc.) available to allow teachers to take advantage of professional development activities?

	Count	Percentage
Yes	43	97.7%
No	1	2.3%

Rate any of the following programs your school uses.

	Student Achievement Impact			
	High	Low	Moderate	Do not use
Accelerated Reader	18	1	8	17
Mastery Connect	17	6	18	3
Grade Results	7	7	15	15
iReady	8	8	21	7
Starfall	5	2	8	29

Is the availability of teaching materials and supplies (paper, laboratory supplies, books, etc.) adequate to support effective instruction?

	Count	Percentage
Yes	34	77.3%
No	10	22.7%

Does BCS provide adequate support for homeless students?

	Count	Percentage
Yes	37	84.1%
No	7	15.9%

Title I school-wide services provide our district with additional interventionists, instructional coaches/data coach, supplies and materials for homeless students, a curriculum coach, teacher professional development and/or coaching, and classroom supplies for students. Are federal funds being used effectively at your school?

	Count	Percentage
Yes	42	95.5%
No	2	4.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Is your school's federal allocation for parental and family engagement being used effectively for parent/family engagement activities/resources?

	Count	Percentage
Yes	43	97.7%
No	1	2.3%

Is ParentSquare an effective communication tool to reach parents?

	Count	Percentage
Yes, it is an effective communication tool	32	72.7%
I have not used this communication tool	0	0.0%
It is somewhat effective. The district should look at other options.	11	25.0%
No, the district should research new options.	1	2.3%

Is the school open to parents' opinions and suggestions?

	Count	Percentage
Yes	35	79.5%
No	9	20.5%

Do you make contact with Parents regularly through the school year?

	Count	Percentage
Yes	42	95.5%
No	2	4.5%

TITLE II: PROFESSIONAL DEVELOPMENT

Title II Funds are intended to support teachers, principals, and other school leaders in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students. Are federal funds used effectively at your school?

	Count	Percentage
Yes	42	95.5%
No	2	4.5%

Has offering Consulting Services (Bailey Education Group, Excellence Group, Performance Based, English Learners Engaged, etc.) positively impacted student achievement?

	Count	Percentage
Agree	11	25.0%
Strongly Agree	8	18.2%
Neutral	11	25.0%
Disagree	7	15.9%
Strongly Disagree	1	2.3%
Not Applicable	6	13.6%

Has any other professional development (such as the Making Connections Conference, Elevate Conference, online PD, etc.) positively impacted your implementation efforts to enhance student achievement in your classroom?

	Count	Percentage
Yes	28	63.6%
No	16	36.4%

I would like to have more professional development in: Choose all that apply.

	Count	Percentage
Academic Program (Clever, iReady, etc.)	3	6.8%
Classroom Management	8	18.2%
Differentiated Instruction	9	20.5%
English Language Learners	4	9.1%
Formative Summative Assessments	3	6.8%
MS CRR Standards	3	6.8%
My specific content area	16	36.4%
Questioning Techniques	5	11.4%

I would like to have more professional development in: Choose all that apply.

	Count	Percentage
Response to Interventions	6	13.6%
Special Education topics	13	29.5%
Student Engagement	14	31.8%
Technology Integration	10	22.7%
Writing Process	6	13.6%

TITLE IV: WELL-ROUNDED EDUCATION, SAFETY, AND TECHNOLOGY

The Title IV, Part A program provides funding to improve students' academic achievement by increasing the school district's capacity to provide all students with access to a well-rounded education, improve school conditions for student learning, and Increase the use of technology to enhance academic achievement and digital literacy for all students. Have these funds been used effectively?

	Count	Percentage
Yes	39	88.6%
No	5	11.4%

My school does a good job in offering the following for our students:

	Count	Percentage
Music/Arts (Dance, Photography, Drama, etc.)	3	6.8%
STEM Education	1	2.3%
Technology Integration	5	11.4%
Physical Education	7	15.9%
Other Title IV initiatives	2	4.5%

Do the school's well-rounded programs (Music, Art, STEM, etc.) have a positive impact on students?

	Count	Percentage
Yes	40	90.9%
No	4	9.1%

Please rate the effectiveness of how Title funds are being used to provide all students with access to a well-rounded education.

	Not Effective	Somewhat Effective	Very Effective
ACT prep	0	19	25
Dual Enrollment	0	11	33
Instructional Supplies	0	23	21

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

	Count	Percentage
Providing school-based mental health services and counseling	19	43.2%
Promoting supportive school climates to reduce the use of suspensions and foster positive school discipline.	13	29.5%
Implementing programs that support a healthy, active lifestyle (nutritional, hygiene, and physical education)	24	54.5%
Implementing systems and practices to prevent bullying and harassment	17	38.6%
Developing relationship-building skills through character education.	20	45.5%
Promoting community and parent involvement in schools	19	43.2%

My school has an effective drug and violence prevention program.

	Count	Percentage
Agree	11	25.0%
Strongly Agree	4	9.1%
Neutral	19	43.2%
Disagree	7	15.9%
Strongly Disagree	3	6.8%
Not Applicable	0	0.0%

My school places the safety (bully prevention, etc.) of the students as a priority.

	Count	Percentage
Agree	23	52.3%
Strongly Agree	8	18.2%
Neutral	11	25.0%
Disagree	2	4.5%
Strongly Disagree	0	0.0%
Not Applicable	0	0.0%

My school is well-equipped with adequate technology to effectively support and enhance student instruction.

	Count	Percentage
Agree	26	59.1%
Strongly Agree	7	15.9%
Neutral	9	20.5%
Disagree	2	4.5%
Strongly Disagree	0	0.0%
Not Applicable	0	0.0%

Please provide suggestions you feel are needed through Title IV funds.

Suggestions for the expenditure of Title IV funds include enhancing student technology, improving mental health services, fixing school buildings, hiring school nurses for both Ashland and Hickory Flat locations, adding classroom aides up to third grade, and securing funding for new facilities to benefit physical education and professional development.

School Improvement

Are teachers involved in making decisions at the school?

	Count	Percentage
Yes	26	59.1%
No	18	40.9%

Is there a process for involving all stakeholders in decision making at my school?

	Count	Percentage
Yes	29	65.9%
No	15	34.1%

School Climate and Culture

Does the school motivate students to do their best work?

	Count	Percentage
Yes	29	65.9%
No	15	34.1%

Are discipline policies at my school fair?

	Count	Percentage
Yes	38	86.4%
No	6	13.6%

Do teachers at my school pursue a clear, common purpose for all student learning?

	Count	Percentage
Yes	43	97.7%
No	1	2.3%

Are you comfortable analyzing student data?

	Count	Percentage
Yes	36	81.8%
No	8	18.2%

Do you have data-driven conversations with parents?

	Count	Percentage
Yes	27	61.4%
No	17	38.6%

Do you understand the RTI Three-Tier Process in the MTSS and its purpose?

	Count	Percentage
Yes	37	84.1%
No	7	15.9%

PARENT SURVEY

DEMOGRAPHICS

What grade is your child in?

	Count	Percentage
KINDERGARTEN	4	11.8%
GRADES 1-3	10	29.4%
GRADES 4-6	4	11.8%
GRADES 7-8	5	14.7%
GRADES 9-12	11	32.4%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

My child's school is open to parents' opinions and suggestions.

	Count	Percentage
Agree	32	94.1%
Disagree	2	5.9%

My child's school provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Agree	31	91.2%
Disagree	3	8.8%

My child's school communicates its Family and Parent Engagement Policy to parents.

	Count	Percentage
Agree	32	94.1%
Disagree	2	5.9%

Teachers regularly communicate with parents of their students through newsletters, ParentSquare, calls, texts, Remind, emails, social media, or other means.

	Count	Percentage
Agree	32	94.1%
Disagree	2	5.9%

In the past year I have attended/participated in the following via online conference, phone call, or in-person:

	Count	Percentage
Parent/teacher conference	14	41.2%
Checked my child's grades/assignments online through Active Parent	31	91.2%
Been in contact with my child's teacher	29	85.3%
Received a newsletter from the school or teacher	30	88.2%
Worked with a committee or group on school or district policies	5	14.7%
Attended parent night or other event geared toward helping me help my child academically	16	47.1%
Attended a performance, celebration, or awards ceremony involving my child and/or his or her peers	25	73.5%
Volunteered at my child's school	10	29.4%

I have been provided with information about how I can help my child with his/her school work.

	Count	Percentage
Agree	30	88.2%
Disagree	4	11.8%

Please select all areas in which your school effectively communicates with you.

	Count	Percentage
Homework assignments	27	79.4%
Student academic achievement	28	82.4%
Discipline	21	61.8%
Health updates/Issues	25	73.5%
Required State Test information	27	79.4%
Programs/events/school activities or the cancellation of these events	31	91.2%

CURRICULUM AND INSTRUCTION

My school provides the instruction and help needed for my child to be successful.

	Count	Percentage
Agree	33	97.1%
Disagree	1	2.9%

Which of the following do you feel are necessary for your child's success?

	Count	Percentage
Access to technology	29	85.3%
Interventionists	12	35.3%
Supplemental instructional material	21	61.8%
Online learning programs	23	67.6%
Professional development and/or coaching for staff	19	55.9%
Parent engagement funds for outreach to the community	15	44.1%
Materials needed to alleviate barriers for homeless students	13	38.2%
Supplemental service interventions in reading, math, U.S. history, sciences, etc.	0	0.0%
Library media services and material	21	61.8%

My child's school provides adequate resources for my child to be successful.

	Count	Percentage
Agree	32	94.1%
Disagree	2	5.9%

Teachers at my child's school uses instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Agree	33	97.1%
Disagree	1	2.9%

My child's school sets high expectations for student learning for all students.

	Count	Percentage
Agree	33	97.1%
Disagree	1	2.9%

My child's school has fair grading policies and practices that are administered in a consistent manner.

	Count	Percentage
Agree	34	100.0%
Disagree	0	0.0%

I feel school attendance is a priority for my child's success.

	Count	Percentage
Agree	33	97.1%
Disagree	1	2.9%

My child's school does a good job in the following areas:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
English/Language Arts	67.6%	11.8%	20.6%	0.0%	0.0%	0.0%
Math	61.8%	0.0%	17.6%	5.9%	0.0%	0.0%
Science	67.6%	0.0%	17.6%	0.0%	0.0%	0.0%
Social Studies	64.7%	0.0%	20.6%	2.9%	0.0%	0.0%
Music/Arts	67.6%	0.0%	20.6%	2.9%	0.0%	0.0%
Physical Education	58.8%	0.0%	29.4%	0.0%	0.0%	0.0%
Foreign Languages	29.4%	0.0%	32.4%	0.0%	8.8%	17.6%
Career and Technical Education	47.1%	0.0%	20.6%	0.0%	5.9%	14.7%
Special Education	44.1%	0.0%	23.5%	0.0%	5.9%	20.6%

FEDERAL PROGRAMS

I have input into how federal funds are spent at my child's school through surveys like this one and school meetings.

	Count	Percentage
Agree	30	88.2%
Disagree	4	11.8%

My school meets the needs of students who qualify for McKinney-Vento Homeless Services.

	Count	Percentage
Agree	32	94.1%
Disagree	2	5.9%

The school and community meet the needs of students who face challenges due to natural disasters, fires, or poverty.

	Count	Percentage
Agree	33	97.1%
Disagree	1	2.9%

Title I Funds are used for the following. Please rate the effectiveness of each.

	Not Effective	Somewhat Effective	Very Effective
Consulting and professional development for teachers	1	8	25
Classroom supplies	1	7	26
Parent and family engagement	2	11	21
Instructional coach who works with teachers to improve the quality of their lessons and the quality of students' education	2	8	24
Homeless supplies	3	9	22
Library media instructional supplies	1	6	27
*Student Instructional Supplemental Services	0	0	0

*AHS only

Title II Funds are used for the following. Please rate the effectiveness of each.

	Not Effective	Somewhat Effective	Very Effective
Consultant for teachers	1	8	25
Consultants for leadership	1	8	25
Professional development	1	8	25
PD supplies	1	7	26
Coaching teachers on high-quality lesson delivery and data utilization	1	8	25

TITLE IV: WELL-ROUNDED EDUCATION, SAFETY, AND TECHNOLOGY

In an effort to support a well-rounded education, I would like to see my child's school invest more in the following areas:

	Count	Percentage
Improving access to arts	3	8.8%
Improving access to music education	2	5.9%
Improving access to physical education	4	11.8%
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM)	9	26.5%
Provide access to accelerated learning opportunities (Dual Enrollment Courses, etc.)	7	20.6%
Strengthening instruction in American History, Civics, Economics, Geography, Government, and Environmental Education.	4	11.8%

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

	Count	Percentage
Promoting community and parent involvement in schools	4	11.8%
Providing school-based mental health services and counseling	8	23.5%
Promoting supportive school climates to reduce the use of suspensions and foster positive school discipline.	3	8.8%
Implementing programs that support a healthy, active lifestyle (nutritional, hygiene, and physical education)	6	17.6%
Implementing systems and practices to prevent bullying and harassment	9	26.5%
Developing relationship-building skills through character education.	4	11.8%

My school places the safety of my child as a priority.

	Count	Percentage
Agree	31	91.2%
Disagree	3	8.8%

My child 's school places the health of my child as a priority.

	Count	Percentage
Agree	31	91.2%
Disagree	3	8.8%

My child's school has an effective drug and violence prevention program.

	Count	Percentage
Agree	30	88.2%
Disagree	4	11.8%

General Opinion

Overall, my school does a good job educating our students.

	Count	Percentage
Agree	34	100.0%
Disagree	0	0.0%

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

Parents of students at Hickory Flat Attendance Center praised the school for its excellent communication, caring teachers, and engaging activities that create a positive and supportive environment for students. The principal's involvement and responsiveness were highlighted as major strengths. Parents also appreciated the school's efforts in providing a safe and academically enriching atmosphere. However, suggestions for improvement included better communication between teachers and parents, more hands-on counseling for students needing extra support, addressing the heavy backpack issues by providing lockers, and enhancing the cafeteria food. There was also a call for more equal support for all sports, better healthcare with a full-time nurse, and offering upper-level course options. Additionally, parents suggested more activities and fundraisers for elementary students and better preparation for events like the Spelling Bee.

STUDENT SURVEY

Demographics

What grade are you in?

	Count	Percentage
GRADES 6-8	107	83.6%
GRADES 9-12	20	15.6%

CURRICULUM AND INSTRUCTION

My school provides the instruction and help needed for me to be successful.

	Count	Percentage
Agree	120	93.8%
Disagree	8	6.3%

Which of the following do you feel are necessary for student success?

	Count	Percentage
Access to Technology	104	81.3%
Advanced Placement Opportunities (ACT testing fees for 10 graders, Dual Enrollment Fees)	59	46.1%
Curriculum Coach	49	38.3%
Instructional Coach	66	51.6%
Interventionists (Additional Instructional Support)	43	33.6%
Parent Engagement Funds for Outreach to the Community	28	21.9%
School Nurse	80	62.5%
Supplemental Instructional Materials for the Classroom	57	44.5%
Supplies for Homeless students	57	44.5%
Teacher Training	65	50.8%

My school provides adequate resources for students to be successful.

	Count	Percentage
Agree	112	87.5%
Disagree	16	12.5%

Teachers at my school use instructional strategies that help students achieve the knowledge and skills they are expected to learn.

	Count	Percentage
Agree	118	92.2%
Disagree	10	7.8%

My school sets high expectations for student learning for all students.

	Count	Percentage
Agree	105	82.0%
Disagree	23	18.0%

My school has fair grading policies and practices that are administered in a consistent manner.

	Count	Percentage
Agree	98	76.6%
Disagree	30	23.4%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

My school is open to parents' opinions and suggestions.

	Count	Percentage
Agree	79	61.7%
Disagree	49	38.3%

Teachers regularly communicate with my parents through newsletters, Parent Square, texts, calls, or other means. *

	Count	Percentage
Agree	97	75.8%
Disagree	31	24.2%

My school provides sufficient opportunities for parent and family engagement.

	Count	Percentage
Agree	85	66.4%
Disagree	43	33.6%

I feel school attendance is a priority for student success.

	Count	Percentage
Agree	32	25.0%
Disagree	9	7.0%
Neutral	58	45.3%
Strongly Agree	22	17.2%
Strongly Disagree	7	5.5%

TITLE IV: WELL-ROUNDED EDUCATION, SAFETY, AND TECHNOLOGY

In the effort to support a well-rounded education, I would like to see my school invest more in the following areas:

	Count	Percentage
Promoting access to accelerated learning opportunities	13	10.2%
Improving access to physical education	50	39.1%
Improving access to agricultural education	20	15.6%
Improving access to arts	10	7.8%
Improving instruction and student engagement in science, technology, engineering, and mathematics (STEM	25	19.5%
Improving access to music education	10	7.8%

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

	Count	Percentage
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	29	22.7%
Providing school-based mental health services and counseling	19	14.8%
Establishing community partnerships	12	9.4%
Promoting supportive school climates to reduce the use of Out of School Suspension	14	10.9%
Promoting community and parent involvement in schools	16	12.5%
Developing relationship building skills	13	10.2%
Implementing systems and practices to prevent bullying and harassment	20	15.6%
Promote character education	5	3.9%

My school places the safety of students as a priority.

	Count	Percentage
Agree	95	74.2%
Disagree	33	25.8%

I feel safe at school.

	Count	Percentage
Agree	77	60.2%
Disagree	51	39.8%

My school has fair and effective discipline policies.

	Count	Percentage
Agree	24	18.8%
Disagree	20	15.6%

I like the way my school rewards students for positive behavior.

	Count	Percentage
Agree	89	69.5%
Disagree	39	30.5%

My school places the health of students as a priority,

	Count	Percentage
Agree	85	66.4%
Disagree	43	33.6%

My school has an effective drug and violence prevention program.

	Count	Percentage
Agree	88	68.8%
Disagree	40	31.3%

My school has effective technology to assist with my learning.

	Count	Percentage
Agree	108	84.4%
Disagree	20	15.6%

GENERAL OPINION

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

Students at Hickory Flat Attendance Center appreciate their school's efforts in maintaining a safe and clean environment, recognizing hardworking students, providing technology, and preparing them for state tests. The school excels in community connection, rewarding academic achievements, and offering sports programs. However, there are areas for improvement, such as addressing bullying more effectively, upgrading outdated facilities, offering more field trips, and ensuring the financial impact on students is considered, such as free lunches. Some students also suggest the need for practical life skills education, better food quality, and more involvement in physical activities. Overall, the school is doing well in several areas, but focusing on these improvements could enhance the students' experience significantly.

NOTES

FIGURES

Figures

BIBLIOGRAPHY

MDE. (2020, 2021, 2022, 2023, 2024). *ACT Results for Juniors*. Mississippi Department of Education. https://mdek12.org/publicreporting/assessment/

MDE. (2022, 2023, 2024, 2025). *4-Year Graduation Rate*. Mississippi Department of Education. https://mdek12.org/publicreporting/accountability/

MDE. (2022, 2023, 2024). *Accountability*. Mississippi Department of Education. https://mdek12.org/publicreporting/accountability/

MDE. (2022, 2023, 2024). *Assessment*. Mississippi Department of Education. https://mdek12.org/publicreporting/assessment/

MDE. (2022, 2023, 2024). *Chronic Absence*. Mississippi Department of Education. https://mdek12.org/publicreporting/Reports/

MDE. (2022, 2023, 2024). *Enrollment*. Mississippi Department of Education. https://newreports.mdek12.org/DataDownload

MDE. (2022, 2023, 2024). *LBPA (Literacy-Based Promotion Act) Annual Reports*. Mississippi Department of Education. https://mdek12.org/publicreporting/reports/

MDE. (2022, 2023, 2024). *Mississippi Succeeds Report Card*. Mississippi Department of Education. https://msrc.mdek12.org/

MDE. (2022, 2023, 2024). *Superintendent's Annual Report*. Mississippi Department of Education. https://mdek12.org/publicreporting/Reports/

MDE. (2024). *Allocations -- School Financial Services*. Mississippi Department of Education. https://mdek12.org/financialservices/allocations/

MDE. (2024, August 15). *Statewide assessment results show student achievement reaches all-time high in English Language Arts, math and science*. Mississippi Department of Education. https://mdek12.org/communications/2024/08/15/statewide-assessment-results-show-student-achievement-reaches-all-time-high-in-english-language-arts-math-and-science/

MDE. (2025, January 22). 2024-2025 MTH1 MEMBERSHIP REPORT - MSIS 11.20.2024 Redacted.xlsx.

MDE. (2025, January 29). *Mississippi 4th graders No. 1 in the nation for NAEP gains over time*. http:// Mississippi Department of Education. https://mdek12.org/communications/2025/01/29/mississippi-4th-graders-no-1-in-the-nation-for-naep-gains-over-time/

MDE. (2025). *Mississippi Beginnings Curriculum*. Mississippi Department of Education. https://mdek12.org/MBC/

MDE. (2025). *MSFF: FY25 Mississippi Student Funding Formula (MSFF) with PERS and Health Insurance Allocations*. Mississippi Department of Education. https://www.mdek12.org/sites/default/files/fy2025_msff_district_allocation_notice_with_pers_and_health_insurance_increase_alpha_0.pdf

Mississippi First. (2024, May 20). *MSFF -- House Bill 4130 Mississippi School Funding Formula*. mississippifirst.org. https://www.mississippifirst.org/blog/2024-house-bill-4130/